

# Excel

ADVANCED SKILLS

ENGLISH

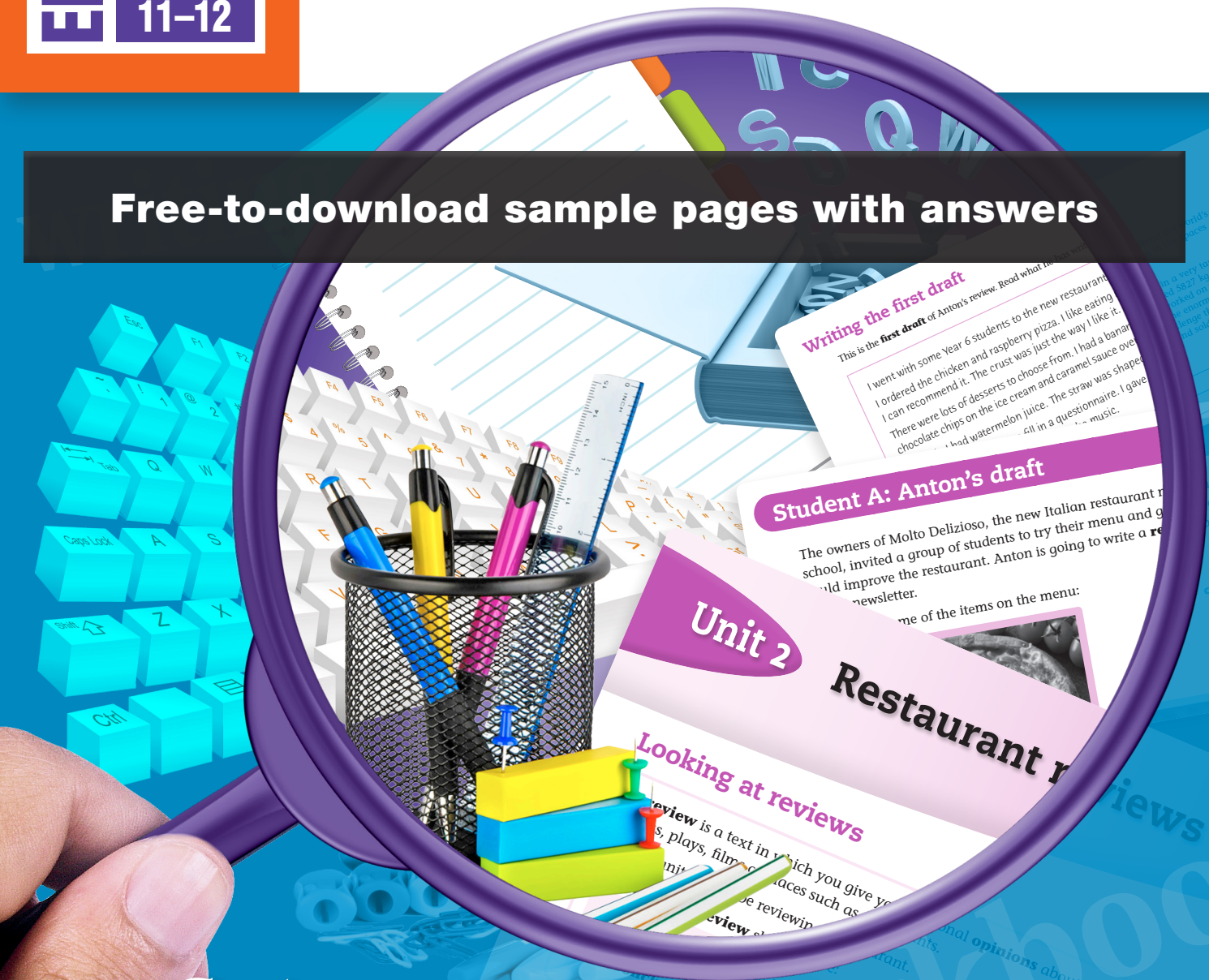
YEAR

6

AGES  
11-12

# WRITING WORKBOOK

Free-to-download sample pages with answers



Get the

Results

You Want!

Laura Anderson

## Looking at biographies

A **biography** is the story of a real person's life, written by someone else. If someone writes his or her own life story, it is called an **autobiography**. Biographies and autobiographies are both a type of **recount**.

Like all recounts, a **biography** should have:

- \* an **introduction** that answers the questions **who, what, where** and **when**.
- \* **paragraphs** that give a **chronological** account of **events** in the person's life.
- \* a **conclusion** that wraps up the biography with a **comment** on the contribution the person has made, or that **summarises** or **evaluates** the person's achievements.

- 1 The text below is the first paragraph of an **autobiography**. Rewrite it so that you are the one telling the story of Arun's life. Start by replacing the first word with *Arun*, and then change the pronouns from the first person (*I, me, my*) to the third person (*he, him, his*).

I was born in a small country town on 1 January 2000. My parents named me Arun because it means 'dawn' in Hindi. They chose this name for several reasons: I was their first child; they had only recently arrived in Australia from India; and I had come into the world on the first day of the new millennium. My name therefore symbolised a number of new beginnings for them.

---



---



---



---



---



---

- 2 Use the information in the box to write the first paragraph of a **biography** of Bill Gates, the co-founder of Microsoft.

**Full name:** William Henry Gates  
**Date of birth:** 28 October 1955  
**Place of birth:** Seattle, USA  
**Family information:** son of William and Mary Gates—one of three children—has an older and younger sister

---



---



---



---

## Student A: Bella's draft



The students in Bella's Year 6 history class have been learning about Australia's development as a nation. They have compiled a list of people from Australia's past who made a valuable contribution to Australia and, in some cases, to the rest of the world as well.

Caroline Chisholm (humanitarian—helped female immigrants)  
Edward Hargraves (discovered gold 1851)  
Dame Nellie Melba (opera singer)  
Sir Charles Kingsford Smith (aviator)  
John Flynn (started the Flying Doctor Service)  
Edith Cowan (helped set up the Children's Protection Society)  
Eddie Mabo (campaigned for Indigenous land rights)  
Elizabeth Macarthur (pioneer—wool industry in Australia)  
Howard Florey (role in the development of penicillin)  
Andrew 'Banjo' Paterson (poet)

The students now have to write a **biography** of one of the people on the list.

Bella is going to write about Elizabeth Macarthur. She starts by jotting down what she knows about her life.

**Born:** 14 August 1766, Devon (England)

**Husband:** John Macarthur, army officer

**Why she came to Australia:**

Husband part of New South Wales Corps

**Date of arrival:** 28 June 1790 (on the Scarborough, part of the Second Fleet)

**Children:** Gave birth to 9 children—7 survived childhood

**Important life events:**

- husband granted land near Parramatta—Elizabeth farm—

later granted more land south of Sydney—Camden park—bred merino sheep—sent first bale of wool to England 1807

- 1808 husband quarrelled with governor (William Bligh)—had to return to England—gone for 9 years—Elizabeth looked after family, farms and sheep—helped build up flocks—helped make New south Wales an important centre for wool production

**Died:** 9 February 1850, New South Wales

1 How would the establishment of the wool trade have helped the colony of New South Wales? \_\_\_\_\_

2 How did the discovery of gold in 1851 change Australia's population? \_\_\_\_\_

# Writing the first draft

This is Bella's **first draft**. Read what she wrote, and then answer the questions.

## Elizabeth Macarthur

Elizabeth Macarthur was born in Devon, England. She was born on 14 August 1766. She helped start the wool trade in Australia.

Elizabeth came to Australia with her husband. That was in 1790. Her husband's name was John. He was an army officer. He was given 100 acres of land near Parramatta, where he was commandant. He called the property Elizabeth farm and built a house. Elizabeth said it was "a very excellent brick building". He was given more land and called it Camden park.

John bought some merino sheep. They produced good wool. Elizabeth helped him build up their flocks. They started exporting wool to England.

John often quarrelled with people. The governor of New south Wales was William Bligh. John quarrelled with him and had to go back to England. He was away for nine years.

Elizabeth was left to look after their seven children, their farms and their sheep. She did a great job. John wrote her letters telling her what to do. She did everything he said. John came back to Australia in 1817.

1 A good **biography** should contain the following features. Tick (✓) the ones that Bella has used in her draft.

a an **opening paragraph** that gives the reader some **background information** on the person and briefly answers the questions **who, what, where** and **when**

b **paragraphs** that give an account of **events** in the person's life, usually in chronological order

c mainly **past-tense verbs** (e.g. *came, bought*)

d **pronouns in the third person** (e.g. *she, they*)

e **time connectives** that link events (e.g. *then, after a few years*)

f **evaluative language** (e.g. *excellent, great*)

g **correct spelling** and **punctuation**

h a **conclusion** that **wraps up** the biography with a **comment** on the contribution the person has made

2 Combine the following sets of sentences into a **single sentence**.

a Elizabeth Macarthur was born in Devon, England. She was born on 14 August 1766.

\_\_\_\_\_

\_\_\_\_\_

b Elizabeth came to Australia with her husband. That was in 1790. Her husband's name was John.

\_\_\_\_\_

\_\_\_\_\_

## Step-by-step improvement plan

Bella has done a number of things well in her draft, but she can improve on it. She is going to do some practice exercises to find ways to do this. Help her complete them.

### Step 1: Use time connectives to link events

**Time connectives** are words and phrases that show the **sequence** of **events**.

For example: *First, After that.*

Using time connectives to link events makes your writing flow.

Bella has used some dates in her biography, but she hasn't used them to link events. Help her **link** the **events** in the following paragraphs with the words, phrases and clauses from the box.

*by the time John returned  
after arguing with the governor*

*shortly afterwards  
soon*

*today  
during that time*

John and Elizabeth Macarthur arrived in Sydney in June 1790. \_\_\_\_\_ John was granted 100 acres of land in Parramatta. He called the property Elizabeth Farm.

\_\_\_\_\_ Elizabeth Farm is a museum.

John Macarthur bought his first merino sheep in 1796. He and Elizabeth worked hard to build up their flocks and \_\_\_\_\_ they had 4000 almost-pure merinos.

John was an argumentative man. \_\_\_\_\_, he was forced to return to England. He stayed there for nine years. \_\_\_\_\_

Elizabeth managed the flocks, with great success.

\_\_\_\_\_, the wool industry in New South Wales was well established.

### Step 2: Use capital letters for proper nouns

A **noun** names a person, place or thing. **Common nouns** name general people, places and things, while **proper nouns** name specific people, places and things.

Using capital letters for proper nouns shows that they are unique.

For example: The word *farm* is written with a small letter when it refers to a farm in general, but when it is part of the name of a specific farm, it is written with a capital letter; e.g. **Redhill Farm**.

When a proper noun contains more than one word, all of the words usually start with a capital letter; e.g. **Great Britain**. However, **prepositions** and other little words that come in the middle of a proper noun have small (lower-case) letters.

For example: *The Department of Agriculture and Water Resources*.

**Tip!** The titles of books, poems, songs, films and television programs are all **proper nouns**.

- 1 Rewrite the following proper nouns with the correct punctuation.

western australia \_\_\_\_\_

the man from snowy river \_\_\_\_\_

caroline chisholm college \_\_\_\_\_

mother teresa primary school \_\_\_\_\_

national gallery of australia \_\_\_\_\_

queen victoria museum and art gallery \_\_\_\_\_

university of the sunshine coast \_\_\_\_\_

- 2 In her notes and draft Bella has written three proper nouns with small letters. Go through her notes and draft again and make the corrections for her.

### Step 3: Use evaluative language to express opinions and judgements

**Evaluative language** is language that expresses feelings, opinions, judgements and points of view. It can be **positive** or **negative**.

For example: *The Macarthurs were **successful** sheep farmers.* (positive evaluation)

*John Macarthur often **argued** with people in authority.* (negative evaluation)

We can use adjectives, verbs, adverbs, adverbial phrases and adjectival phrases to evaluate people and things.

For example: *He was often **in a bad mood**.* (adjectival phrase)

Using **evaluative language** in a **biography** helps you paint a picture of the person's **strengths** and **weaknesses**.

- 1 State whether the underlined words or phrases in the following sentences express a **positive** or a **negative evaluation**.

a Elizabeth Macarthur wrote that their home at Elizabeth Farm was “a very excellent brick building”. \_\_\_\_\_

b In those early years, life in the colony could be extremely harsh.  
\_\_\_\_\_

c Elizabeth Macarthur was a well-educated woman. \_\_\_\_\_

d John Macarthur was granted two large properties in Parramatta and south of Sydney.  
\_\_\_\_\_

e Many of the other farmers cross-bred their merino sheep with other breeds, resulting in poorer quality wool. \_\_\_\_\_

- 2 Use the phrases in brackets to help you write interesting **sentences** about Elizabeth Macarthur.

a (helped her husband) \_\_\_\_\_  
\_\_\_\_\_

b (an important role) \_\_\_\_\_  
\_\_\_\_\_

# Writing the final draft

This is Bella's **final draft** of her **biography**. Read the comments about her biography on the left, and do the tasks on the right.



## Comments

The **opening paragraph** tells **who, what, when** and **where**.

Using **time connectives** helps to link events and makes the writing flow.

Using **evaluative language** helps the writer paint a picture of people's strengths and weaknesses.

A good **conclusion** wraps up the biography and includes a **comment** on the contribution the person has made.

## Elizabeth Macarthur

Elizabeth Macarthur was born in Devon, England on 14 August 1766. She came to Australia with her husband, John, an army officer, in June 1790. She is best known for her role in starting the wool industry in Australia.

Shortly after arriving in New South Wales, John Macarthur was granted 100 acres of land in Parramatta, where he held the position of commandant. He named the property Elizabeth Farm, in honour of his wife. In letters to her family in England, Elizabeth described her house as "a very excellent brick building". Today Elizabeth Farm is a museum. In 1805 John Macarthur was granted another large property south of Sydney, which he named Camden Park.

In 1796 John Macarthur bought his first merino sheep, a breed that produces very good wool. Other farmers in the area also bought merino sheep, but they cross-bred them with other breeds, which affected the quality of the wool. John and Elizabeth worked hard to build up their flock, and by 1803 they had 4000 almost-pure merinos. They sent their first bale of wool to England in 1807.

John Macarthur was an argumentative man who often clashed with people in authority. In 1808 he quarrelled with the governor of New South Wales, William Bligh, and was forced to leave the colony for nine years. During that time Elizabeth not only took care of their seven surviving children and household affairs, but she also looked after the flocks at both Elizabeth Farm and Camden Park—with great success. She wrote long letters to her husband in England, giving him detailed reports, and followed the instructions in his letters for further developing their flocks.

By the time Elizabeth's husband returned to Australia in 1817, New South Wales had become known in Britain and other countries as a centre for wool production. John Macarthur is usually referred to as the founder of the wool industry in Australia. However, he could not have achieved his success without Elizabeth's help and support.



## Tasks

1. **Circle** the proper nouns.

2. **Highlight** three **time connectives**.

3. **Underline** the phrase that expresses a **positive evaluation** of merino wool.

4. **Highlight** three separate words that help paint a **negative image** of John Macarthur.

5. **Underline** the sentence that **highlights** Elizabeth Macarthur's role in establishing the wool industry in Australia.

## Student B: Harrison's draft



Harrison, another Year 6 student, is going to write about Charles Kingsford Smith. He also starts by jotting down what he knows about Charles Kingsford Smith's life.

**Born:** 9 February 1897, Brisbane (Queensland)

**Family:** 7th child of William Smith (banker) and Mary Kingsford

**Early life:** spent 4 years in Canada—returned to Sydney 1907—went to St Andrew's cathedral school and Sydney technical high school

**First World War:** fought at Gallipoli and in Egypt and France—started training as a pilot in 1916—awarded Military cross for bravery

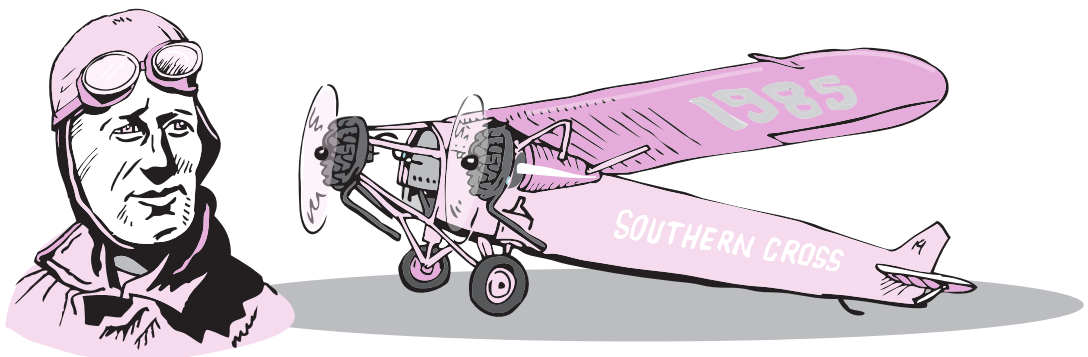
**After the war:** worked as a stunt flier in circus (USA)—worked for a joy-riding company in Sydney—pilot for Western Australian airways—started

interstate flying services with 2 partners

**Important achievements:** flew right around Australia (10 days, 5 hrs); from California to Brisbane (83 hrs 38 mins) in the Southern cross; Ireland to Newfoundland (31½ hours); solo from England to Darwin (just under 10 days—record); knighted (became Sir Charles Kingsford Smith) in 1932

**Died:** 6 November 1935—plane crashed into sea on way from England to Australia

**Tributes:** Sydney airport named after him—once featured on Australian \$20 note



- 1 Look carefully at the pictures and then answer the questions.

Why do you think pilots of early aeroplanes had to wear goggles and leather helmets such as the ones shown in the picture? \_\_\_\_\_

- 2 Based on the information in Harrison's notes, which of the following adjectives could be used to describe Charles Kingsford Smith?

adventurous

cowardly

courageous

hesitant

timid

determined



# Writing the first draft

This is Harrison's **first draft**. Read what he wrote and then answer the questions.

## Charles Kingsford Smith

Charles Kingsford Smith was born on 9 February 1897. He was born in Brisbane. His father's name was William Smith and he was a banker. His mother's name was Mary Kingsford. He was their seventh child.

His family spent four years in Canada. They came back to Australia and he went to school in Sydney.

He fought in the First World War. He fought at Gallipoli and in Egypt and France. That's when he started training as a pilot. He got the Military cross for bravery.

He flew stunt planes and took people for joy rides. He started his own company called Interstate flying services. He and his partners needed money, so they did some demonstration flights. They flew right around Australia. It took them just over ten days. They flew from California to Brisbane in the Southern cross. It took them more than 83 hours. He also made other important flights, like flying from England to Darwin in record-breaking time.

He was knighted in 1932 and died in 1935 when his plane crashed into the sea.

1 A good **biography** should contain the following features. Tick (✓) the ones that Harrison has used in his draft.

- a an **opening paragraph** that gives the reader some **background information** on the person and briefly answers the questions **who, what, where, when** or **why**
- b **paragraphs** that give an account of **events** in the person's life, usually in chronological order
- c mainly **past-tense verbs**
- d **pronouns** in the **third person**
- e **time connectives** that link events
- f **evaluative language**
- g **correct spelling** and **punctuation**
- h a **conclusion** that **wraps up** the biography with a **comment** on the contribution the person has made to society

2 Look at Harrison's introduction to help you fill in the missing information in the following paragraph.

Charles Kingsford Smith was born in \_\_\_\_\_ on 9 February 1897. He was the \_\_\_\_\_ of \_\_\_\_\_, a banker, and \_\_\_\_\_.

3 Suggest two ways in which flying today is different from flying in the 1920s and 1930s.

---

---

---

## Step-by-step improvement plan

Harrison has also done some things well in his draft, but like Bella, he is going to do some practice exercises to find ways to improve it. Help him complete the exercises.

### Step 1: Use time connectives to link events

Complete the following paragraphs with the words, phrases and clauses in the box. Use each **time connective** once.

after  
when he was a child

when they returned to Australia  
then

during the First World War

first  
after the war

\_\_\_\_\_, Charles Kingsford Smith's family spent four years in Canada.  
\_\_\_\_\_, Charles completed his education in Sydney.  
\_\_\_\_\_, Charles fought at Gallipoli and in Egypt and France. He started training as a pilot and was made a lieutenant \_\_\_\_\_ being awarded the Military Cross for bravery.  
\_\_\_\_\_ Charles continued to fly planes. \_\_\_\_\_ he worked as a stunt flier in a circus in the United States, and \_\_\_\_\_ he joined a joy-riding company in Sydney.

### Step 2: Use capital letters for proper nouns

Harrison has written the following **proper nouns** incorrectly in his notes and draft. Help him correct them.

Southern cross \_\_\_\_\_  
Sydney airport \_\_\_\_\_  
St Andrew's cathedral school \_\_\_\_\_  
Sydney technical high school \_\_\_\_\_  
Interstate flying services \_\_\_\_\_

### Step 3: Pack more information into sentences

In Unit 1 you learnt that a **sentence** is a group of words that makes complete sense and that packing information from two or three sentences into one sentence makes your writing tighter and easier to read.

For example: *Charles Kingsford Smith was born in 1897. He was a pioneer of aviation.*  
*Charles Kingsford Smith, a pioneer of aviation, was born in 1897.*

- 1 Write the following sets of sentences as a **single sentence**. Use the clues in brackets to help you.
  - a In 1916 he started training as a pilot. He was appointed a flying officer the following year. (Use the conjunction *and*.)

\_\_\_\_\_  
\_\_\_\_\_

- b Charles formed his own flying company. It was called Interstate Flying Services. He formed it with two other pilots. (Use commas and leave out *He formed it.*)

---

---

- c In 1930 Charles launched Australian National Airways. He completed a crossing from Ireland to Newfoundland. It took him 31½ hours. (Use the conjunction *and* and replace *It took him* with *in.*)

---

---

---

2 Now try the following on your own.

- a Later that year Charles flew from England to Darwin. He flew solo. He did it in a record-breaking time. He did it in less than ten days.

---

---

- b On 6 November 1935 Charles and another pilot took off from England. They wanted to try for another record-breaking flight to Australia. Their plane crashed into the sea. Both pilots were lost.

---

---

---

---

### Step 4: Wrap up your biography with a good conclusion

Harrison's **biography** needs one more paragraph in which he comments in some way on Charles Kingsford Smith's contribution to Australian life.

He could include the following information in his conclusion:

Australia has recognised his contribution to aviation.

Sydney airport is named after him.

He was once featured on the \$20 note.

Now use the information to write a good **concluding paragraph**.

---

---

---

---

---

---

---

# Writing the final draft

Harrison has started writing the **final draft** of Charles Kingsford Smith's **biography**. Help him complete it and then look in the answers section to compare what you have written with what Harrison wrote.

**Hint!** Look at Harrison's first draft and practice exercises for ideas.

## Sir Charles Kingsford Smith

Charles Kingsford Smith, a pioneer of aviation in Australia, was born on 9 February 1897 in Brisbane. He was the seventh child of William Smith, a banker, and Mary Kingsford. His family spent four years in Canada when he was a child, but they returned to Sydney in 1907. Charles completed his education in Sydney at St Andrew's Cathedral School and later at Sydney Technical High School.

**(Write about Charles Kingsford Smith's part in the First World War.)**

---

---

---

---

---

---

---

---

Charles continued to fly planes after the war. First he worked as a stunt flier in a circus in the United States, and then he joined a joy-riding company in Sydney. He also worked as a pilot for Western Australian Airways for a while. However, he wanted to start his own flying company, and, together with two other pilots, formed Interstate Flying Services. In order to raise money, Charles and one of his partners completed some important demonstration flights. **(Continue the paragraph by writing about their flights around Australia and from California to Brisbane.)**

---

---

---

---

---

---

---

---

In 1930 Charles launched Australian National Airways and completed a trans-Atlantic crossing from Ireland to Newfoundland in  $31\frac{1}{2}$  hours. Later that year he flew solo from England to Darwin in a record-breaking time of just less than 10 days. He was knighted for his services to aviation in 1932.

**(Write about Charles Kingsford Smith's final flight in 1935.)**

---

---

---

---

---

---

---

---

**(Write the conclusion.)**

---

---

---

---

---

---

---

---

## Your turn

Write a **biography** of one to two pages on one of the following people. Use your own paper for this activity.

**Writing Checklist** Make sure your biography includes:

- \* an **opening paragraph** that gives the reader some **background information** on the person and briefly answers the questions **who, what, where, when** or **why**.
- \* **paragraphs** that give a chronological account of **events** in the person's life.
- \* mainly **past-tense verbs**.
- \* **pronouns** in the **third person**.
- \* **time connectives** that link events.
- \* **evaluative language**.
- \* **well-constructed sentences**.
- \* **correct spelling** and **punctuation**.
- \* a **conclusion** that **wraps up** the biography with a comment on the contribution the person has made to society, or that **summarises** or **evaluates** the person's achievements.



**Tip**

Use **Bella's final draft** on page 90 and **Harrison's final draft** on page 95 to help you.

Go to  **WORD BANK** page 122 for useful vocabulary

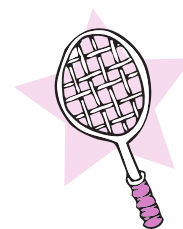
- 1 Research the life of one of the other people on the list that Harrison and Bella's Year 6 class drew up and then write his or her biography.
- 2 Research the life of someone you admire and then write his or her biography.
- 3 Research the life of one of the following famous Australians and then write his or her biography:



David Gulpilil  
(actor)



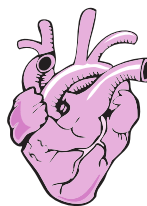
Anh Do  
(comedian)



Evonne Goolagong Cawley  
(tennis player)



Sally Pearson  
(athlete)



Victor Chang  
(heart surgeon)

## Looking at texts that compare and contrast

Texts that **compare** and **contrast** look at the **similarities** and **differences** between people, places, things or situations. Comparing and contrasting information forms a part of texts such as discussions and debates. However, it can also be a text on its own.

A text that **compares** and **contrasts** should have:

- \* an **opening paragraph** that briefly states **who** or **what** is being **compared/contrasted**.
- \* **middle paragraphs** that show **how** the people or things being compared/contrasted are **alike** and **different**.
- \* a **conclusion** that **sums up** the information in the text by looking at both the similarities and differences between the people or things being compared/contrasted.

- 1 Look at the list of **similarities** and **differences** between houses and nests.

Similarities	Differences
both offer shelter	nests are for animals, houses are for humans
both have to be built	nests are usually built in trees, houses on the ground

Use the above information to complete the following paragraph.

While there are \_\_\_\_\_ between nests and houses, there are also \_\_\_\_\_ . They are similar because \_\_\_\_\_

The main reason they are different is that \_\_\_\_\_

- 2 Write down three **similarities** and three **differences** between dogs and cats.

Similarities: \_\_\_\_\_

Differences: \_\_\_\_\_

## Student A: Josh's draft



The students in Josh's Year 6 class have been researching the way of life of children around the world. Now they have to use the information they have collected to **compare** and **contrast** the lives of two imaginary children from two different countries.

Josh is going to compare the lives of Shunyuan, a Chinese boy who lives in China's capital, Beijing, and Owen, a British boy who lives in Windsor, a town in Berkshire, England.

These are the notes Josh has made about each boy.

### Shunyuan

- 11 years old—final year primary school—lives in Beijing, China—speaks Mandarin

#### School:

- starts at 7:30am, ends at 5 pm
- subjects—e.g. Chinese (Mandarin), English (second language) maths, science, history, geography, art—PE—group exercises every day combined with flag-raising ceremony and singing of national anthem
- gets lots of homework—often goes to bed at 11 pm

#### Home and family:

- lives in 2-bedroom apartment in high rise
- lives with mother and father
- an only child
- no pets

#### Leisure activities:

- very little time for leisure activities—sometimes plays soccer, basketball, table tennis, computer games

#### Future goals:

- wants to work with animals one day

### Owen

- 11 years old—final year primary school—lives in Windsor in Berkshire, England—speaks English

#### School:

- starts at 8:45 am, ends at 3:30 pm
- subjects—e.g. English, maths, science, history, geography, art, French (second language)—PE—twice a week—does exercises and plays games like soccer and cricket
- homework—about an hour a day

#### Home and family:

- lives in 3-bedroom house—double storey—big back garden
- lives with mother, father, younger brother and sister
- the family has a dog called Brutus and a cat called Orlando

#### Leisure activities:

- watches TV - plays computer games—soccer—cricket

#### Future goals:

- wants to be a vet

Help Josh sort out the similarities and differences between the boys' lives by completing the following table.

Differences: Shunyuan	Similarities	Differences: Owen

# Writing the first draft

This is Josh's **first draft**. Read what he has written and then answer the questions.

## Shunyuan and Owen

Shunyuan lives in Beijing in China. Owen lives in Windsor in Berkshire, England. The boys are 11 years old. They are in their final year of primary school.

Shunyuan and Owen learn maths, science, geography and history at school. Shunyuan's main language is Mandarin. Owen's is English. Shunyuan can speak a bit of English but Owen can't speak Mandarin. Shunyuan has PE every day. The students do group exercises. Owen has PE twice a week. They do exercises and play games.

Shunyuan is at school from 7:30 am to 5 pm. He gets so much homework that he often goes to bed at 11 pm. He doesn't have much time for leisure activities. Owen only spends about an hour on his homework. Owen has lots of time for leisure activities.

Shunyuan lives with his mum and dad in a two-bedroom apartment in a high-rise building. Owen lives with his mum, dad, brother, sister and two pets in a three-bedroom house. It has two storeys and a big back garden.

Shunyuan wants to work with animals when he grows up. Owen wants to be a vet.

1 A text that **compares** and **contrasts** should contain the following features. Tick (✓) the ones that Josh has used in his draft.

- a an **opening paragraph** that briefly states **who** or **what** is being **compared/contrasted**
- b **middle paragraphs** that show **how** the subjects are **alike** or **different**
- c mainly **present-tense verbs** (e.g. *lives, do*)
- d **words** and **phrases** that express **comparison** and **contrast** (e.g. *similarly, on the other hand*)
- e **correct spelling** and **punctuation**
- f a **conclusion** that **sums up** the information in the text by looking at both the **similarities** and **differences** between the subjects being compared/contrasted

2 Complete the following paragraph by telling how your situation is similar to or different from Shunyuan's and Owen's.

Shunyuan lives in a small apartment with his mother and father, while Owen lives in a three-bedroom, double-storey house with his mother, father, brother, sister and two pets.

My home is similar to/different from \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Step-by-step improvement plan

In his draft, Josh has identified the similarities and differences between Shunyuan and Owen's lives. However, he needs to make his writing read more fluently and is going to do some practice exercises to find ways to do this. Help him complete the exercises.

## Step 1: Use connectives that show similarity and difference

**Connectives** are words and phrases that **link ideas**.

For example: *Shunyuan lives in Beijing, the capital city of China. Owen, **on the other hand**, lives in a town in Berkshire, England.*

Using connectives to link ideas makes your writing flow better.

**Connectives** that compare and contrast information can be **conjunctions**.

For example: *although, both ... and, but, even though, unless, whereas, while and yet.*

1 Complete each of the following sentences with a **conjunction** from the list. Use a different conjunction each time.

- a Shunyuan doesn't have a pet, \_\_\_\_\_ he loves animals.
- b \_\_\_\_\_ the boys come from different backgrounds, their lives are similar in some ways.
- c Shunyuan is an only child \_\_\_\_\_ Owen has a younger brother and sister.
- d \_\_\_\_\_ both boys get homework, Shunyuan's load is much greater than Owen's.
- e Shunyuan has PE every day, \_\_\_\_\_ Owen has it only twice a week.

**Connectives** that compare and contrast information can also be **adverbs**.

For example: *also, however, too.*

2 Complete the following paragraph with **adverbs** from the list.

The students at Shunyuan's school do group exercises every day. The students at Owen's school do exercises during PE; \_\_\_\_\_, they \_\_\_\_\_ play games like soccer and cricket.

**Connectives** that compare and contrast information can also be **prepositional phrases**.

For example: *in contrast, in comparison to, on the other hand.*

3 Fill in the gaps in the following sentences with a **prepositional phrase** from the list. Use a different phrase each time.

- a Shunyuan lives in a two-bedroom apartment in a high-rise building. Owen, \_\_\_\_\_, lives in a three-bedroom, double-storey house.
- b Shunyuan spends almost ten hours a day at school. Owen, \_\_\_\_\_, spends less than seven hours a day at school.
- c \_\_\_\_\_ Shunyuan's work load, Owen's is very light.

## Step 2: Use commas to separate words, phrases and clauses

A **comma (,)** is a **punctuation mark** that separates words, phrases and clauses in a sentence. It indicates a slight pause in the sentence.

For example: *The people who live in the house are Owen, his mother, father, brother and sister.*  
*On the other hand, Shunyuan spends almost ten hours a day at school.*  
*Shunyuan, who comes from China, is in his final year at primary school.*  
*Although Owen gets homework every day, he also has plenty of leisure time.*

Using commas in a sentence makes the meaning clear and the sentence easier to read.

**Tip!** If you are not sure where the pause comes in a sentence, read it out loud.

- 1 Underline two lists in Josh's draft. Has he used **commas** correctly? \_\_\_\_\_
- 2 Fill in the missing **commas** in the following sentences. Listen for the pauses when you read the sentences out loud.
  - a Both Shunyuan and Owen live with their parents but whereas Shunyuan is an only child Owen has a younger brother and sister.
  - b Both boys learn maths science history geography and art but while Owen's main language is English Shunyuan's is Mandarin.
- 3 Answer the following questions using a **single, full sentence** in each case. Make sure you use **commas** correctly.

**Tip!** Use Josh's notes and draft to help you answer the questions.

- a What does Owen do in his leisure time? \_\_\_\_\_  
\_\_\_\_\_
- b What are three subjects that both boys study at school, and which subject does Shunyuan study that Owen doesn't study?  
\_\_\_\_\_  
\_\_\_\_\_

## Step 3: Wrap up your comparison with a good conclusion

In Unit 8 you learnt that the **conclusion** is the final paragraph of a text. It should **wrap up** the text in some way.

In a text that **compares** and **contrasts**, the conclusion should sum up the information by looking at both the **similarities** and **differences** between the people or things being written about.

Which of the following texts best sums up the comparison between Shunyuan and Owen?

- a Shunyuan and Owen come from different parts of the world, so their lives are obviously different in many ways. However, as the text shows, there are some similarities in their lives.
- b Shunyuan lives in China and Owen lives in England. The two countries have completely different traditions. That's why the boys' lives are so different.

# Writing the final draft

This is Josh's **final draft**. Read the comments about his text on the left, and do the tasks on the right.



## Comments

The **opening paragraph** briefly states who or what is being compared and contrasted.

Using **connectives** that compare and contrast information helps to link events and makes the writing flow.

Using **commas** to separate words, phrases and clauses in sentences makes the meaning clearer and the sentences easier to read.

A good **conclusion** wraps up the text by looking at both the similarities and differences between the people or things being written about.

## Shunyuan and Owen

Shunyuan and Owen are 11-year-old boys in their final year in primary school. Shunyuan lives in Beijing, China and Owen lives in Windsor, a town in Berkshire, England. Although the boys come from different backgrounds, their lives are similar in some ways.

One of these similarities is in the subjects they study at school. Both boys learn maths, science, history, geography and art, but while Owen's main language is English, Shunyuan's is Mandarin. Shunyuan can communicate in English, as he studies it as a second language at school, but Owen doesn't know any Mandarin. Owen's second language at school is French.

Another subject both boys do at school is PE. At Shunyuan's school the students do group exercises every day and afterwards they have a flag-raising ceremony and sing the national anthem. Owen has PE twice a week. The students at his school do exercises during PE, but they also play games like cricket and soccer.

One of the big differences between Shunyuan's life and Owen's life is in the number of hours they spend on their schoolwork. Shunyuan's school day begins at 7:30 am and ends at 5 pm. He gets a lot of homework and often goes to bed after 11 pm. Owen's school day starts at 8:45 am and ends at 3:30 pm. Unlike Shunyuan, he doesn't get much homework, so he has plenty of time to do other things, like watch TV and play computer games.

Both Shunyuan and Owen live with their parents, but whereas Shunyuan is an only child, Owen has a younger brother and sister. Owen also has two pets: a dog called Brutus and a cat called Orlando. His family lives in a double-storey house that has three bedrooms and a large back garden. Shunyuan, on the other hand, lives in a two-bedroom apartment in a high-rise building. He does not have a pet, but he loves animals and wants to work with them when he grows up. Owen plans to become a vet, so the boys share an interest in animals.

After looking at both boys' lives, it is clear that even though they live thousands of kilometres apart and come from very different backgrounds, there are some similarities in their lives.

## Tasks



1. **Highlight** the **conjunction** that contrasts information.
2. **Circle** four **commas** that separate clauses in sentences.
3. **Underline** two **conjunctions**.
4. **Circle** the **comma** that separates a phrase from the rest of the sentence.
5. **Underline** the **prepositional phrase** that shows a contrast between the boys' homes.
6. **Circle** the **conjunction**.

## Student B: Tahlia's draft



Tahlia, another Year 6 student, is going to **compare** and **contrast** the lives of Divya and Hayley. Divya is from Delhi, India, and Hayley lives on the Sunshine Coast in Australia.

Tahlia also starts by jotting down some notes about the girls.

Divya	Hayley
<ul style="list-style-type: none"> <li>• 12 years old—final year primary school—lives in Delhi, India—speaks English and Hindi fluently</li> </ul>	<ul style="list-style-type: none"> <li>• 12 years old—final year primary school—lives on Sunshine Coast, Australia—speaks English</li> </ul>
<p><b>School:</b></p> <ul style="list-style-type: none"> <li>• starts at 8:30 am, ends at 2:30 pm</li> <li>• subjects—e.g. English, Hindi, maths, science, history, geography, French, PE—taught in English</li> </ul>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>• starts at 9 am, ends at 3 pm</li> <li>• subjects—e.g. English, maths, science, history, geography, art, music, computers and PE</li> </ul>
<p><b>Home and family:</b></p> <ul style="list-style-type: none"> <li>• lives in old, 3-bedroom house set in large garden</li> <li>• lives with mother, father, older brother, younger sister</li> <li>• no pets</li> </ul>	<p><b>Home and family:</b></p> <ul style="list-style-type: none"> <li>• lives in modern, 4-bedroom house near beach</li> <li>• lives with mother, father, older brother, younger sister</li> <li>• 2 Maltese poodles (Bubbles and Popcorn)</li> </ul>
<p><b>Extra-curricular activities:</b></p> <ul style="list-style-type: none"> <li>• extra maths tuition twice a week—spends about an hour on homework—does yoga, art, music (violin). Plays soccer and basketball for school teams</li> </ul>	<p><b>Extra-curricular activities:</b></p> <ul style="list-style-type: none"> <li>• spends about an hour doing homework—club netball—surf lifesaving (nipper)—dancing (ballet, jazz, tap)</li> </ul>
<p><b>Ancestry:</b></p> <ul style="list-style-type: none"> <li>• parents, grandparents and other ancestors born in India</li> </ul>	<p><b>Ancestry:</b></p> <ul style="list-style-type: none"> <li>• father born in Ireland—mother's great-grandparents emigrated to Aus from England at end of 19th century</li> </ul>
<p><b>Future goals:</b></p> <ul style="list-style-type: none"> <li>• wants to be a history teacher</li> </ul>	<p><b>Future goals:</b></p> <ul style="list-style-type: none"> <li>• wants to be a dance teacher</li> </ul>

Help Tahlia sort out the similarities and differences between the girls' lives by completing the following table.

Differences: Divya	Similarities	Differences: Hayley

# Writing the first draft

This is Tahlia's **first draft**. Read what she wrote and then answer the questions.

## Divya and Hayley

Divya lives in Delhi in India and Hayley lives on the Sunshine Coast in Australia. They have just turned 12 and are in their final year of primary school.

The girls learn mainly the same subjects at school. Hayley and Divya both speak English, but she also speaks Hindi well. They spend about the same number of hours at school every day. They both do activities out of school. Divya does yoga and plays the violin. She plays soccer and basketball for her school. Hayley is a nipper at a surf lifesaving club and plays club netball. She goes to dancing three times a week and does ballet, jazz and tap. She wants to be a dance teacher one day. Divya wants to be a history teacher.

They both live in houses. Divya's house is old and has three bedrooms and a big garden. Hayley's house is modern and has four bedrooms and is near the beach. Divya and Hayley both have an older brother and a younger sister. Divya doesn't have any pets. Hayley has two Maltese poodles.

All of Divya's ancestors were born in India. Hayley's dad and her mum's great-grandparents emigrated to Australia from Ireland and England.

1 A text that **compares** and **contrasts** should contain the following features. Tick (✓) the ones that Tahlia has used in her draft.

- a an **opening paragraph** that briefly states **who** or **what** is being **compared/contrasted**
- b **middle paragraphs** that show **how** the subjects are **alike** or **different**
- c mainly **present-tense verbs**
- d **words** and **phrases** that express **comparison** and **contrast**
- e **correct spelling** and **punctuation**
- f a **conclusion** that **sums up** the information in the text by looking at both the **similarities** and **differences** between the subjects being compared and/or contrasted

2 In what way are the extra-curricular activities you do similar to or different from those Divya and Hayley do?

---

---

---

3 In what way is your ancestry similar to or different from Divya's and Hayley's?

---

---

---

# Step-by-step improvement plan

Like Josh, Tahlia has also identified the similarities and differences between Divya and Hayley's lives. However, she is going to do some practice exercises to find ways to make her text read more fluently. Help her complete the exercises.

## Step 1: Use connectives that show similarity and difference

1 Join the following pairs of sentences with the **conjunction** in brackets.

a The girls' way of life is different in many ways. They have some things in common.

(although) \_\_\_\_\_

\_\_\_\_\_

b Divya's school starts at 8:30 am and ends at 2:30 pm. Hayley's school starts at 9 am and ends at 3 pm. (while) \_\_\_\_\_

\_\_\_\_\_

c Both girls learn English at school. Divya also learns Hindi. (but)

\_\_\_\_\_

\_\_\_\_\_

2 Complete the following paragraphs with an **adverb** or **prepositional phrase** from the box. Use each option once.

in addition

also

similarly

in contrast

however

The girls learn similar subjects at school and both are taught in English; \_\_\_\_\_, Hindi, one of India's main languages, is \_\_\_\_\_ an important subject at Divya's school.

As far as sport is concerned, Divya is good at soccer and basketball and plays for her school's teams. Hayley, \_\_\_\_\_, is good at netball and plays for a club team.

\_\_\_\_\_, Hayley is a nipper at her local surf lifesaving club.

One of the most obvious differences between the two girls is in their ancestry. All of Divya's ancestors were born in India. Hayley's ancestors, \_\_\_\_\_, come from Ireland and England.

3 Complete the following sentences using information from Tahlia's notes and draft.

a Divya does not have a pet, whereas \_\_\_\_\_

\_\_\_\_\_

b Unlike Divya, who lives in an old, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Step 2: Use commas to separate words, phrases and clauses

Fill in the missing **commas** in the following sentences.

- 1 There are five people in each girl's family—a father mother and three children.
- 2 Divya speaks English and Hindi one of the main languages in India fluently.
- 3 Hayley on the other hand plays netball does surf lifesaving and goes to dancing.
- 4 While Divya and Hayley come from different parts of the world they share a number of similar experiences.
- 5 Hayley goes to dancing three times a week where she does ballet jazz and tap.

## Step 3: Avoid making vague statements

A **vague statement** is one where the sentence's meaning is **unclear**.

For example: *Both Divya and Hayley have younger sisters, but she has a brother as well.*

The meaning of this sentence is **unclear** because the pronoun *she* can refer to either Divya or Hayley. In this case *she* should be replaced with the noun *Divya*.

- 1 Rewrite the following sentence so that the meaning is clearer.

Although Divya and Hayley both live in houses, hers is more modern.

---

---

- 2 One of the sentences in Tahlia's draft contains a pronoun that can refer to either of the girls. Find the sentence and rewrite it so that the meaning is clear.

---

---

- 3 Rewrite the following sentence from Tahlia's draft so that the meaning is clear.

Hayley's dad and her mum's great-grandparents emigrated to Australia from Ireland and England.

---

---

## Step 4: Wrap up your comparison with a good conclusion

Tahlia's comparison does not include a summing up of the similarities and differences between Divya and Hayley's lives.

Help Tahlia write a good **concluding sentence** for her text that includes the following phrases.

comparison shows

from different  
countries

different customs  
and traditions

a number of  
similar experiences

---

---

---

## Writing the final draft

Tahlia has started writing the **final draft** of her **comparison** of Divya and Hayley's lives. Help her complete it and then look in the answers section to compare what you have written with what Tahlia wrote.

**Hint!** Look at Tahlia's first draft and practice exercises for ideas.

### Divya and Hayley

Divya and Hayley come from different parts of the world. Divya lives in Delhi, India and Hayley lives on the Sunshine Coast in Australia. Although the girls' way of life is different in many ways, they also have some things in common.

One way in which the girls' lives are similar is that both are in their final year at primary school and both have recently turned twelve. **(Continue the paragraph, telling how the girls' school experiences are similar and different.)**

---

---

---

---

---

---

---

---

Another similarity between the girls is that they both take part in a number of extra-curricular activities, although the types of activities they do are different. Divya does yoga and goes to violin lessons. She also plays soccer and basketball for her school. Hayley, on the other hand, plays netball for a club and is a nipper at her local surf lifesaving club. She also goes to dancing three times a week, where she does ballet, jazz and tap.

The girls' families are also similar in some ways. **(Continue the paragraph, telling how the girls' families and homes are similar and different.)**

---

---

---

---

---

---

---

---

One of the most obvious differences between the two girls is in their ancestry. Divya's parents, grandparents and other ancestors were all born in India. In contrast, Hayley's



father was born in Ireland and her mother's great-grandparents emigrated to Australia from England at the end of the 19th century. **(Write a good conclusion.)**

.....

.....

.....

.....

.....

## Your turn

Write a text of one to two pages on one of the following. Use your own paper for this activity.

**Writing Checklist** Make sure your text includes:



- \* an **opening paragraph** that briefly states **who** or **what** is being **compared** and/or **contrasted**.
- \* **middle paragraphs** that show **how** the subjects are **alike or different**.
- \* mainly **present-tense verbs**.
- \* **words** and **phrases** that express **comparison** and **contrast**.
- \* **correct spelling** and **punctuation**.
- \* a **conclusion** that **sums up** the information in the text by looking at both the **similarities** and **differences** between the subjects being compared and/or contrasted.

**Tip**

Use **Josh's final draft** on page 102 and **Tahlia's final draft** on page 107 to help you.

Go to  **WORD BANK** page 122 for useful vocabulary

Compare and contrast one of the following:

- \* life in the city and life in the country
- \* buses and trains
- \* hats and umbrellas
- \* books and newspapers
- \* wood and plastic
- \* two of your friends or relatives
- \* bees and butterflies



## Unit 8 Biographies

### Page 85

- 1 Arun was born in a small country town on 1 January. His parents named him Arun, which

means 'dawn' in Hindi, for several reasons: he was their first child; they had only recently arrived in Australia from India; and he had come into the world on the first day of the new millennium. His name therefore symbolised a number of new beginnings for them.

- 2 **Suggestion:** William Henry Gates was born on 28 October 1955 in Seattle in the United States of America. He is the only son of William and Mary Gates and has an older and a younger sister.

### Page 86

- 1 It would have brought more money into the colony.
- 2 People from all around the world came to Australia in search of gold, so it led to an increase in the population. The population also became more multicultural.

### Page 87

- 1 a, b, c, d, f, g
- 2 **Suggestion:**
  - a Elizabeth Macarthur was born in Devon, England on 14 August 1766.
  - b Elizabeth came to Australia with her husband, John, in 1790.

### Pages 88–89

#### Step 1

John and Elizabeth Macarthur arrived in Sydney in June 1790. *Shortly afterwards* John was granted 100 acres of land in Parramatta. He called the property Elizabeth Farm. *Today* Elizabeth Farm is a museum.

John Macarthur bought his first merino sheep in 1796. He and Elizabeth worked hard to build up their flocks and *soon* they had almost 4000 almost-pure merinos.

John was an argumentative man. *After arguing with the governor*, he was forced to return to England.

He stayed there for nine years. *During that time* Elizabeth managed the flocks, with great success.

*By the time John returned*, the wool industry in New South Wales was well established.

#### Step 2

- 1 Western Australia  
The Man from Snowy River  
Caroline Chisholm College  
Mother Teresa Primary School  
National Gallery of Australia  
Queen Victoria Museum and Art Gallery  
University of the Sunshine Coast
- 2 **Corrections:** Elizabeth Farm Camden Park  
New South Wales

#### Step 3

- 1 a positive      b negative      c positive  
d positive      e negative

## 2 Suggestions:

- a Elizabeth helped her husband by managing their farms and flocks while he was in England.
- b Elizabeth Macarthur played an important role in establishing the wool industry in New South Wales.

### Page 90

- 1 Elizabeth Macarthur, Devon, England, August, Australia, John, June
- 2 Shortly after arriving in New South Wales, Today, In 1805
- 3 very good
- 4 argumentative, clashed, quarrelled
- 5 However, he could never have achieved his success without Elizabeth's help and support.

### Page 91

- 1 **Suggestion:** Early aeroplanes had open cockpits, so pilots needed goggles and leather helmets for protection and warmth.
- 2 adventurous, courageous, determined

### Page 92

- 1 a, b, c, d, f, g
- 2 Charles Kingsford Smith was born in Brisbane on 9 February 1897. He was the seventh child of William Smith, a banker, and Mary Kingsford.
- 3 **Suggestion:** The aircraft today are bigger and more powerful and they can travel a lot faster.

### Pages 93–94

#### Step 1

When he was a child, Charles Kingsford Smith's family spent four years in Canada. When they returned to Australia, Charles completed his education in Sydney. During the First World War, Charles fought at Gallipoli and in Egypt and France. He started training as a pilot and was made a lieutenant after being awarded the Military Cross for bravery. After the war Charles continued to fly planes. First he worked as a stunt flier in a circus in the United States, and then he joined a joy-riding company in Sydney.

#### Step 2

Southern Cross, Sydney Airport, St Andrew's Cathedral School, Sydney Technical High School, Interstate Flying Services

#### Step 3

- 1 a In 1916 he started training as a pilot and was appointed a flying officer the following year.  
b Charles formed his own flying company, Interstate Flying Services, with two other pilots.  
c In 1930 Charles launched Australian National Airways and completed a crossing from Ireland to Newfoundland in 31½ hours.
- 2 a Later that year Charles flew solo from England to Darwin in the record-breaking time of less than 10 days.  
b On 6 November 1935 Charles and another

pilot took off from England to try for another record-breaking flight to Australia, but their plane crashed into the sea and both pilots were lost.

#### Step 4

**Suggestion:** Australia has recognised Charles Kingsford Smith's contribution to aviation by naming Sydney Airport after him. He was also once featured on the Australian \$20 note.

### Page 95

#### Sir Charles Kingsford Smith

Charles Kingsford Smith, a pioneer of aviation in Australia, was born on 9 February 1897 in Brisbane. He was the seventh child of William Smith, a banker, and Mary Kingsford. His family spent four years in Canada when he was a child, but they returned to Sydney in 1907. Charles completed his education in Sydney at St Andrew's Cathedral School and later at Sydney Technical High School.

During the First World War, Charles fought at Gallipoli and in Egypt and France. In 1916 he started training as a pilot and was appointed a flying officer the following year. He became a lieutenant after being awarded the Military Cross for bravery.

Charles continued to fly planes after the war. First he worked as a stunt flier in a circus in the United States, and then he joined a joy-riding company in Sydney. He also worked as a pilot for Western Australian Airways for a while. However, he wanted to start his own flying company, and, together with two other pilots, formed Interstate Flying Services. In order to raise money, Charles and one of his partners completed some important demonstration flights. They flew around Australia in a time of 10 days and 5 hours, and from California to Brisbane in the Southern Cross in 83 hours and 38 minutes.

In 1930 Charles launched Australian National Airways and completed a trans-Atlantic crossing from Ireland to Newfoundland in 31½ hours. Later that year he flew solo from England to Darwin in a record-breaking time of just less than 10 days. He was knighted for his services to aviation in 1932.

On 6 November 1935 Charles and another pilot took off from England to try for another record-breaking flight to Australia. Their plane, however, crashed into the sea and both pilots were lost.

In recognition of Charles Kingsford Smith's contribution to aviation in Australia, Sydney's airport was named after him and he was once featured on the Australian \$20 note.

## Unit 9 Compare and contrast texts

### Page 97

- 1 **Suggestion:** While there are similarities between nests and houses, there are also differences.

They are similar because **both offer shelter and both have to be built**. The main reason they are different is that **animals live in nests and humans live in houses**.

## 2 Suggestions

Similarities—both are mammals; both are kept as pets; both are covered in fur  
Differences—dogs are generally bigger than cats; they make different sounds; cats can jump higher than dogs

## Page 98

Differences: Shunyuan	Similarities	Differences: Owen
lives in China—speaks Mandarin has a longer school day—lots more homework PE—daily group exercises with flag-raising ceremony and singing of national anthem only child—lives in apartment in high-rise—no pets not much time for leisure activities wants to work with animals	Both: are 11 years old, in final year of primary school do similar subjects at school do exercises during PE play soccer understand English live with mother and father want to work with animals one day	lives in England—speaks English—can't speak Mandarin shorter school day—gets less homework PE—twice a week—do exercises and play games (soccer, cricket) has a younger brother and sister—lives in a house with a garden—has 2 pets has time for leisure activities—TV, computer games, soccer, cricket wants to be a vet

## Page 99

1 a, b, c, e

2 **Suggestion:** My home is similar to Owen's. I also live in a three-bedroom, double-storey house, and like Owen, I live with my mother, father, brother and sister. However, I only have one pet—a Chihuahua named Charlie.

## Pages 100–101

### Step 1

- although/but/yet
  - Although/Even though
  - while/whereas
  - Even though/Although/While
  - whereas/while/but
- The students at Shunyuan's school do group exercises every day. The students at Owen's school do exercises during PE; *however*, they also play games like soccer and cricket.
- on the other hand/in contrast
  - in contrast/on the other hand
  - in comparison to

### Step 2

- maths, science, geography and history  
his mum, dad, brother, sister and two pets  
Yes, Josh has used commas correctly.
- Both Shunyuan and Owen live with their parents, but whereas Shunyuan is an only child, Owen has a younger brother and sister.
  - Both boys learn maths, science, history, geography and art, but while Owen's main language is English, Shunyuan's is Mandarin.
- Suggestions:**
  - In his spare time, Owen watches TV, plays computer games and plays cricket and soccer.
  - Three subjects that both boys do at school are maths, science and PE, while the subject Shunyuan does that Owen doesn't do is Mandarin.

### Step 3

Text a.

## Page 102

- Although
- Both boys learn maths, science, history, geography and art, but while Owen's main language is English, Shunyuan's is Mandarin. Shunyuan can communicate in English, as he does it as a second language at school, but Owen doesn't know any Mandarin.
- and, but
- 4 Unlike Shunyuan,
- 5 on the other hand
- 6 even though

## Page 103

Differences: Divya	Similarities	Differences: Hayley
lives in India—can speak Hindi learns Hindi and French at school lives in old, 3-bedroom house with big garden—no pets goes to extra maths tuition—plays violin—plays soccer and basketball for school—does yoga and art after school all her ancestors born in India wants to be a history teacher	Both: are 12 years old, in final year of primary school do similar subjects at school are taught in English have a mother, father, older brother and younger sister want to be teachers one day	lives in Australia—can't speak Hindi doesn't do a second language at school—does computers lives in modern, 4-bedroom house near beach—has Maltese poodles plays netball for a club—is a nipper at local surf lifesaving club—does dancing (ballet, jazz, tap) 3 times a week father from Ireland—mother's grandparents from England wants to be a dance teacher

## Page 104

- 1 a, b, c, e
- 2 **Answers will vary. Suggestions:** Like Divya, I also play soccer and basketball. However, I also go to karate and tae kwondo once a week.
- 3 My ancestry is more like Hayley's than Divya's, except my mother's family comes from Ireland and my father's family comes from England.

## Pages 105–106

### Step 1

- 1 a Although the girls' way of life is different in many ways, they have some things in common.
  - b Divya's school starts at 8:30 am and ends at 2:30 pm, while Hayley's school starts at 9 am and ends at 3 pm.
  - c Both girls learn English at school, but Divya also learns Hindi.
- 2 however, also, similarly, in addition, in contrast
- 3 a Divya does not have a pet, whereas Hayley has two Maltese poodles named Bubbles and Popcorn.
  - b Unlike Divya, who lives in an old, three-bedroom house, Hayley lives in a modern, four-bedroom house.

### Step 2

- 1 There are five people in each girl's family—a father, mother and three children.
- 2 Divya speaks English and Hindi, one of the main languages in India, fluently.
- 3 Hayley, on the other hand, plays netball, does surf lifesaving and goes to dancing.
- 4 While Divya and Hayley come from different parts of the world, they share a number of different experiences.
- 5 Hayley goes to dancing three times a week where she does ballet, jazz and tap.

### Step 3

- 1 Although Divya and Hayley both live in houses, Hayley's is more modern.
- 2 Hayley and Divya both speak English, but Divya also speaks Hindi well.
- 3 Hayley's dad emigrated to Australia from Ireland, and her mum's great-grandparents emigrated to Australia from England.

### Step 4

**Suggestion:** This comparison between Divya and Hayley's lives shows that although the girls come from different countries that have different customs and traditions, they nevertheless share a number of similar experiences.

## Pages 107–108

Divya and Hayley come from different parts of the world. Divya lives in Delhi, India and Hayley lives on the Sunshine Coast in Australia. Although the girls' way of life is different in many ways, they also have some things in common.

One way in which the girls' lives are similar is that both are in their final year at primary school and both have recently turned twelve. They learn similar subjects at school and both are taught in English.

However Hindi, one of India's main languages, is also an important subject at Divya's school. The number of hours the girls spend at school each day is also similar. Divya's school starts at 8:30 am and ends at 2:30 pm, while Hayley's school starts at 9 am and finishes at 3 pm. In addition, both girls spend about an hour each day doing homework.

Another similarity between the girls is that they both take part in a number of extra-curricular activities, although the types of activities they do are different. Divya does yoga and goes to violin lessons. She also plays soccer and basketball for her school. Hayley, on the other hand, plays netball for a club and is a nipper at her local surf lifesaving club. She also goes to dancing three times a week, where she does ballet, jazz and tap.

The girls' families are also similar in some ways.

There are five people in each family—a father, mother and three children. Divya has an older brother and a younger sister, and so has Hayley. The homes they live in, however, are different. Divya's family lives in an old, three-bedroom house set in a large garden, while Hayley lives in a modern, four-bedroom house near the beach.

One of the most obvious differences between the two girls is in their ancestry. Divya's parents, grandparents and other ancestors were all born in India. In contrast, Hayley's father was born in Ireland and her mother's great-grandparents immigrated to Australia from England at the end of the 19th century.

Comparing Divya and Hayley's lives shows that although they live in different countries with different customs and traditions, they nevertheless share a number of similar experiences.

## Unit 8 Biographies

### Time connectives:

afterwards	during that time	finally	first
in those days	shortly afterwards	now	
soon	then	these days	
today	tomorrow	yesterday	

### Evaluative language:

**Positive evaluation:** successful, well-educated, excellent

**Negative evaluation:** harsh, poor, quarrelsome

## Unit 9 Compare and contrast texts

### Conjunctions that compare and contrast:

although	both ... and	but
even though	unless	whereas
while	yet	

### Adverbs that compare and contrast:

also	however	similarly	too
------	---------	-----------	-----

### Phrases that compare and contrast:

compared to	in contrast
on the one hand	on the other hand