

Introduction

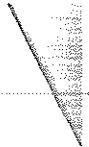
Year 10, this workbook has been designed to encourage you take more responsibility for your studying and preparation for the Higher School Certificate.

Each section in this workbook is an individual lesson that includes an outline of the topic with examples and exercises for you to practise. Some topic areas may have been covered in your other subjects however, you can learn to apply different study techniques to all subject areas.

Finding a successful study system and what study techniques work for you will only enhance the quality of your work. This study skills workbook will also compliment the study skills lessons you are participating in the library. Your involvement within the study skills program and this workbook is a way for you to be proactive in your learning.

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Learning Styles

Session 1

In this session you will

Identify your learning style

Understand the learning styles of...

- Concrete sequential
- Concrete random
- Abstract sequential
- Abstract random

Practise how to learn a new topic



***Learning
Styles***

Are you satisfied with your study habits?

Whether you are naturally well-organised or not, you can raise your level of achievement by examining and improving your approach to study. Don't compare yourself to some kind of ideal student – they don't exist – but to the best you yourself can achieve. This means that you will be able to set realistic targets for yourself.

Read the questions below then circle the appropriate response.

✓ = Yes ✗ = No ? = Sometimes

Attitudes and approaches to study

- | | | | | |
|---|---|---|---|---|
| 1 | Do you keep an aim in mind when studying? | ✓ | ✗ | ? |
| 2 | Is the energy you put into your studies matched by the results you achieve? | ✓ | ✗ | ? |
| 3 | Do you find it enjoyable to study? | ✓ | ✗ | ? |
| 4 | Are you satisfied with your study habits? | ✓ | ✗ | ? |

Concentration

- | | | | | |
|---|--|---|---|---|
| 1 | Do you find it difficult to make a start on your work? | ✓ | ✗ | ? |
| 2 | Are you easily distracted from your studies? | ✓ | ✗ | ? |

Organisation

- | | | | | |
|---|--|---|---|---|
| 1 | Do you know at what time of the day you work best? | ✓ | ✗ | |
| 2 | Do you set aside regular times for study each week? | ✓ | ✗ | ? |
| 3 | Do you spread your study periods over the week? | ✓ | ✗ | ? |
| 4 | Do you tackle the most important tasks first? | ✓ | ✗ | ? |
| 5 | Do you take planned breaks? | ✓ | ✗ | ? |
| 6 | Do you keep up to date with homework assignments? | ✓ | ✗ | ? |
| 7 | Do you divide your time appropriately between your different subjects? | ✓ | ✗ | ? |
| 8 | Have you got somewhere convenient to study? | ✓ | ✗ | |
| 9 | Do you waste time looking for pens and equipment, notes and files? | ✓ | ✗ | ? |

Psychology of study

- | | | | | |
|---|---|---|---|---|
| 1 | Do you reward yourself after finishing a task? | ✓ | ✗ | ? |
| 2 | Do you know something about how learning happens? | ✓ | ✗ | ? |
| 3 | Do you understand how memory works? | ✓ | ✗ | |

Libraries

- | | | | | |
|---|--|---|---|---|
| 1 | Do you understand how a library works? | ✓ | ✗ | |
| 2 | Are you aware of all the services a library can offer you? | ✓ | ✗ | |
| 3 | Can you find information quickly? | ✓ | ✗ | ? |

Are you satisfied with your study habits?

Reading and books

- | | | | | |
|---|---|---|---|--------|
| 1 | Do you do any background reading for your subjects? | ✓ | x | ? |
| 2 | Do you find it takes you a long time to read a recommended book? | ✓ | x | ? |
| 3 | Do you read every book in exactly the same way? | ✓ | x | |
| 4 | Do you understand how to use a dictionary and thesaurus properly? | ✓ | x | Partly |

Notes

- | | | | | |
|---|-------------------------------------|---|---|---|
| 1 | Are your notes easy to understand? | ✓ | x | ? |
| 2 | Are your notes easy to revise from? | ✓ | x | ? |

Assignments and Essays

- | | | | | |
|---|--|---|---|---|
| 1 | Are your assignments/essays well planned? | ✓ | x | ? |
| 2 | Do you tend to repeat yourself in essays? | ✓ | x | ? |
| 3 | Do you tell the story of something instead of analysing the topic? | ✓ | x | ? |
| 4 | Can you distinguish between main ideas and supporting details or evidence? | ✓ | x | ? |

Data

- | | | | | |
|---|--|---|---|---|
| 1 | Can you interpret data accurately? | ✓ | x | ? |
| 2 | Can you create accurate charts and tables? | ✓ | x | ? |

Computers

- | | | | | |
|---|---|---|---|---|
| 1 | Are you familiar with the basic operations of the computer you use? | ✓ | x | |
| 2 | Are you aware of its potential to help you in your studies? | ✓ | x | ? |
| 3 | Are you able to use | | | |
| | a wordprocessor | ✓ | x | ? |
| | a database | ✓ | x | ? |
| | a spreadsheet | ✓ | x | ? |
| | e-mail | ✓ | x | ? |
| 4 | Can you make use of web sites which are relevant and helpful to your studies? | ✓ | x | ? |

Revision and exams

- | | | | | |
|---|--|---|---|---|
| 1 | Do you leave revision until the last minute? | ✓ | x | ? |
| 2 | Do you panic at exam time? | ✓ | x | ? |
| 3 | Do you find it difficult to understand exam questions? | ✓ | x | ? |
| 4 | Do you run out of time in exams? | ✓ | x | ? |

LEARNING STYLES

What style of learner are you at Crestwood High School ?

Your motivation is affected by how you learn. How each person learns is called learning styles. People are usually motivated to learn those things that match well with whatever learning style they happen to have.

One way to look at learning styles was devised by Dr A Gregorc. He identified 4 basic learning styles.

- **Concrete Sequential**
- **Concrete Random**
- **Abstract Sequential**
- **Abstract Random**

Which style of learning best describes your method of learning at Crestwood High ? Read the descriptions below and write from 1(most) to 4 (least) your style of learning.

Concrete Sequential. Do you like to... _____

- Follow step-by-step directions ?
- Take notes, draw charts, make outlines ?
- Participate in 'hands on' experience ?
- Know the marking system ?
- Have an organised teacher ?

Concrete Random. Do you like to... _____

- Complete some kind of product for your class ?
- Be creative and brainstorm ideas ?
- Take risks ?
- Do things by trial and error and solve problems yourself ?
- Stay away from achievement and IQ tests ?

Abstract Sequential. Do you like to... _____

- Read lots of different kinds of books ?
- Listen to CD's, lectures, see slides and DVD's ?
- Help other students understand what they have read ?
- Find 'the' answer to a problem ?
- Look at things logically ?

Abstract Random. Do you like to... _____

- Listen to, learn from and respond to your classmates ?
- Work in a group ?
- Read short reading assignments ?
- Use your emotions and intuition ?
- Have lots of things going on at once ?

Learn your way

In this section you are going to think about some of the methods that people use to learn. You will consider the skills used to study in this section and other sections, but all these skills are used in everyday life as well.

⇒ Activity 1

Think back to your time in primary school. Try to visualise some of your old classrooms, kids you sat with, your teachers. Don't focus in general on any negative or positive feelings, rather focus on two (2) new significant topics that you learnt in primary school.

It could be anything from trading in mathematics, the solar system, the colour wheel or cells in plants. Now quickly write down those two topics in the columns below. Don't spend too much choosing the topics, this is an activity on how you learnt the topic.

Topic	Topic
The way I learnt was.....	The way I learnt was.....

Here are only of few suggestions, think of your own.

Interacting with other kids	Research on my own
Asking lots of questions in class	If I liked topic I read up on it
If I hated it, tried to keep at it	Get books out from the library
Write out information into another book	Relate the topic to other things in life
Ask parents or older sister/brother what they knew about topic	

⇒ Now discuss with your group some of the ways you learnt in primary school

What made learning and remembering possible ?

What other influences made learning possible ? (eg parents encouraging, having library time, studying with friend)

⇒ You will now be given a group activity to complete. Get your sheet from your teacher.

Getting Organised

Session 2

In this session you will

Learn to organise your paper work

Devise a homework system

Learn record keeping



Multiple Intelligences Guide Sheet

Disposition/Intelligence	Sensitivity to:	Inclination for:	Ability to:
Verbal-Linguistic Intelligence	the sounds, meanings, structures, and styles of language	speaking, writing, listening, reading	speak effectively (teacher, religious leader, politician) or write effectively (poet, journalist, novelist, copywriter, editor)
Logical-Mathematical Intelligence	patterns, numbers and numerical data, causes and effects, objective and quantitative reasoning	finding patterns, making calculations, forming and testing hypotheses, using the scientific method, deductive and inductive reasoning	work effectively with numbers (accountant, statistician, economist) and reason effectively (engineer, scientist, computer programmer)
Spatial Intelligence	colors, shapes, visual puzzles, symmetry, lines, images	representing ideas visually, creating mental images, noticing visual details, drawing and sketching	create visually (artist, photographer, engineer, decorator) and visualize accurately (tour guide, scout, ranger)
Bodily-Kinesthetic Intelligence	touch, movement, physical self, athleticism	activities requiring strength, speed, flexibility, hand-eye coordination, and balance	use the hands to fix or create (mechanic, surgeon, carpenter, sculptor, mason) and use the body expressively (dancer, athlete, actor)
Musical Intelligence	tone, beat, tempo, melody, pitch, sound	listening, singing, playing an instrument	create music (songwriter, composer, musician, conductor) and analyze music (music critic)
Interpersonal Intelligence	body language, moods, voice, feelings	noticing and responding to other people's feelings and personalities	work with people (administrators, managers, consultants, teachers) and help people identify and overcome problems (therapists, psychologists)
Intrapersonal Intelligence	one's own strengths, weaknesses, goals, and desires	setting goals, assessing personal abilities and liabilities, monitoring one's own thinking	meditate, reflect, exhibit self-discipline, maintain composure, and get the most out of oneself
Naturalist Intelligence	natural objects, plants, animals, naturally occurring patterns, ecological issues	identifying and classifying living things and natural objects	analyze ecological and natural situations and data (ecologists and rangers), learn from living things (zoologist, botanist, veterinarian) and work in natural settings (hunter, scout)

Getting Organised

Getting organised really means to have a study system in place. A study system is just a series of steps that becomes so habitual it is second nature to you. Study habits are probably the only good habits you will develop at school.

To think, I just do the work when I have to, has maybe worked for you this year but students often find that when the workload increases they are forced to be more organised and more systematic. In Year 11, many students find that the first few months of senior school a struggle to establish a way of managing their work. You can only benefit from creating an organised study system for your HSC.

Paper System


You have folders or exercise books that you use for your subjects. Within in each subject how do you organise each topic ? Over the next two years you will be given so many pieces of paper that getting organised can save you precious time that you would otherwise use for socialising with friends.

- Discuss with a partner some ways you can organise your school papers. List 3 ideas down. If you currently have no system or don't see the value of organising papers, you are in serious trouble in preparing for the HSC. Make an effort now, what have you got to lose.

1

2

3

-  Now list 2 different ideas for organising papers from your class discussion.

1

2



Organising Papers

- Get together all pieces of paper, place in either an exercise book or folder. Cut sheets to an appropriate size, don't have over hanging sheets. They can look untidy and also hinder swift searching if you are looking for a particular sheet.
- Sort all papers out into piles for each subject then, each topic.
- When using a folder place all sheets in a plastic sleeve. Easy to handle and turn papers. Also, you can add additional information to a topic area by placing new sheets at the back of the sleeve.
- You start an index page at the front of your book or folder where a list of the topics you have covered in that subject are recorded
- You date or number the pages and sheets you are given so you can make sure that you haven't lost any of them.
- If you are absent from a class, the next day you ask the teacher for the sheets you missed and copy out notes you missed from a friend's book.
- You use different coloured pens for headings or underline them so it is clear when new sections start in your notes.
- You use other electronic devices, notebooks, Palm books, electronic organisers to list papers catalogued or indexed in your folder or book.
- Keep all past tests and assignments and file them into your folders at home so you can refer back to them if there are any tests or exams on that topic.

Homework System

Why is homework given to students ?

Why is work done in class then sometimes given as homework ?

How much time should a HSC student spend on homework each night ?

- ☛ Discuss with your partner from the start of the lesson, at least 2 of the questions above. Homework is not given by teachers to make your life difficult and interfere with your social life although; knowing that some teachers will have to mark homework on their weekends can be a happy thought for certain students.

Organising Homework

- Learning to use your diary efficiently is essential for managing your homework time. In your diary keep your personal and school items separate.
 - Immediately write in your diary homework that is given to you and the date it is due. No one can remember when all homework is due especially when the pressure is on.
 - When you have completed your homework, cross out or highlight it so it is easy to see what work has not been completed. If you don't finish all the work that day, you cross it out and write it in the next few days.
-
- The same system applies for recording when assignments are due in your diary.
 - Set aside a specific time each night and week to a homework schedule. Write it up and place it somewhere in the room where you study.
 - Be honest with yourself. If you find doing homework unmotivating and a time waster, set yourself mini goals each night. For example
 - ✓ I will do an hour of English homework now, and go for a walk after
 - ✓ I will do my homework before a certain time so I can watch my favourite TV show

These might seem basic ideas but, as a HSC student you need to manage your homework effectively and efficiently. Your work needs to be completed on time otherwise you start to lose valuable marks.

A Workable Study Planner

In groups, write up a workable study planner. This planner is one that you would possible use in Year 11. You must include the following points.

- Plan for at least 15 hours of study over 7 days
- Make each study period a reasonable length
- Indicate in each study time the subject or subjects to study
- Plan for a short break every hour
- Set definite times for starting and finishing work
- If you have a job, include the times and days.
- Include free time and rewards e.g.: watching favourite TV show, sport training, catching up with friends

A study timetable

- **gives** you a target to aim for
- **spreads** your study throughout the week
- **helps** you to establish a routine for study so that you do not feel a conflict between study and relaxation time
- **encourages** you to keep up with the work. It is depressing to fall behind, and it is difficult to catch up
- **saves** time in decision making, and lets you get down to things

RECORD SHEET

Study week planner

	7-9 am	9-11 am	11am - 1pm	1-3 pm	3-5 pm	5-7 pm	7-9 pm	9-11 pm
SAT								
SUN								

	7-9 am	9 am-3 pm	3-5 pm	5-7 pm	7-9 pm	9-11 pm
MON		Attending...				
TUE						
WED						
THU						
FRI						

Skimming

Session 3

In this session you will

Identify skimming as a reading technique

Recognize the purpose of skimming as a reading strategy

Identify and understand the difference between skimming and scanning

Demonstrate your understanding of skimming with different articles



What is skimming?

Skimming is a reading technique that can help you to:

- read more quickly
- decide if the text is interesting and whether you should read it in more detail

Skimming is a fast reading technique. Use it to obtain the gist of a piece of text (i.e. to quickly identify the **main ideas** in the text).

How is 'skimming' different to 'scanning'?

The term skimming is often confused with scanning. Remember:

Skimming is used to obtain the gist (the overall sense) of a piece of text.

E.g. Use skimming to get the gist of a page of a textbook to decide whether it is useful and should therefore be read more slowly and in more detail.

Scanning is used to obtain specific information from a piece of text.

E.g. Use scanning to find a particular number in a telephone directory.

Sometimes you can use **both** reading methods. After you have skimmed a piece of text to decide whether the text is of interest, you may wish to use scanning techniques to locate specific information.

How do you skim read?

Don't read the whole text word-for-word. Use as many clues as possible to give you some background information. There might be pictures or images related to the topic, or an eye-catching title. Let your eyes skim over the surface of the text and, whilst thinking about any clues you have found about the subject, look out for key words.

1. Read the title, subtitles and subheading to find out what the text is about.
2. Look at the illustrations to give you further information about the topic.
3. Read the first and last sentence of each paragraph.
4. Don't read every word or every sentence. Let your eyes skim over the text, taking in key words.
5. Continue to think about the meaning of the text.

- ⦿ The following activity is a quick skimming exercise. While the article (Portham School prospectus) is short, you can now practice the skills of skimming i.e.
 - ✓ Read title, subtitle and subheading
 - ✓ Look at illustrations
 - ✓ Read first and last sentence of each paragraph
 - ✓ Identify key words
 - ✓ What is the meaning of the article

You will be given 5 minutes for this activity. Your teacher will time you.

Reading: Skimming worksheet 1 - questions



i Before you start this worksheet, make sure you have the Portham school prospectus printed out. You will need to **skim** read this to answer the following questions.

1. Is the prospectus aimed at the children or the parents?
2. Would you use this text to:
 - a. find directions to the school?
 - b. find out what time the school opens?
 - c. find out about school uniform?
3. As well as illness, which issue does the 'Absence' section deal with?
4. Does the text give details of the curriculum?
5. True or false? You can find out about school clubs from this text.
6. True or false? This text tells parents about the issues of bullying.
7. Does the prospectus give parents information about school examinations?
8. Does this text tell parents how to purchase second-hand uniform?
9. Does this text tell you about school lunches?
10. True or false? This text gives you the telephone number to call if your child is ill.

Portham School Prospectus

Reading: Text for scanning worksheet 2

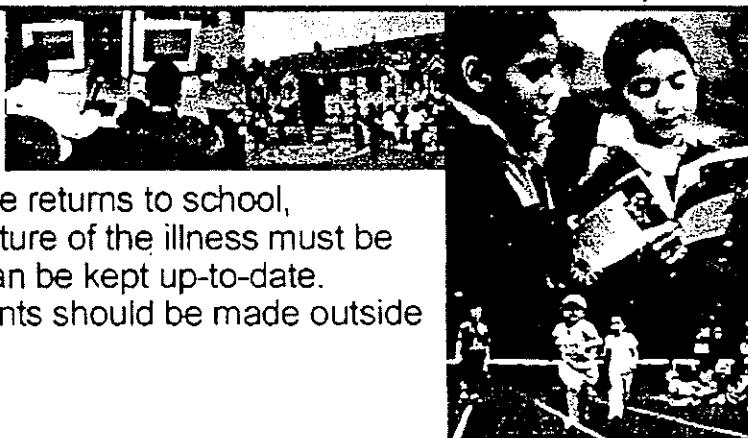
Portham Village Primary School

2003/2004 Prospectus

ABSENCE

Illness

If your child is absent from school you should telephone the school office on the first day. When he/she returns to school, a written explanation about the nature of the illness must be provided so that school records can be kept up-to-date. All medical and dentist appointments should be made outside school hours unless unavoidable.



Holidays

The Board of Governors states that annual holiday should not be taken during term time although, at the discretion of the headteacher, pupils may take up to two weeks off school. If possible, this should be avoided as it is important that children do not miss out on their education (see page 9 regarding examinations).

SCHOOL UNIFORM

It is not compulsory for children to wear school uniform although it is strongly encouraged so that the children feel part of the school community.

Boys

Boys should wear blue shirts (long or short sleeved) with grey trousers and the school jumper. They should wear the blue and grey striped school ties at all times.

Girls

Girls should wear grey pinafores with white blouses and the school jumper.

Footwear and accessories

All children should wear black school shoes. At no time must they wear trainers. Girls may wear studs which must be removed for PE.

The school operates a 'budget shop' once a term so that parents may purchase second-hand clothing.

EXTRA-CURRICULAR ACTIVITIES

There is a wide range of clubs for all children, according to their age. Reception Year children may attend football, ballet and/or swimming. Year 2-7 children may also attend the following clubs: archery, short-tennis, French and homework. Participation in clubs is strongly encouraged.

Now in pairs skim the article 'Is the Ocean Bottom Moving?' This a more detailed article than the Portham prospectus. Make notes along the side of the article. Later you will be asked to report on your notes to the class

Read the questions as these are your purpose for reading.

- ✓ Practice reading the title and subheadings
- ✓ Read the last sentence of each paragraph
- ✓ Identify key words
- ✓ Look at illustrations

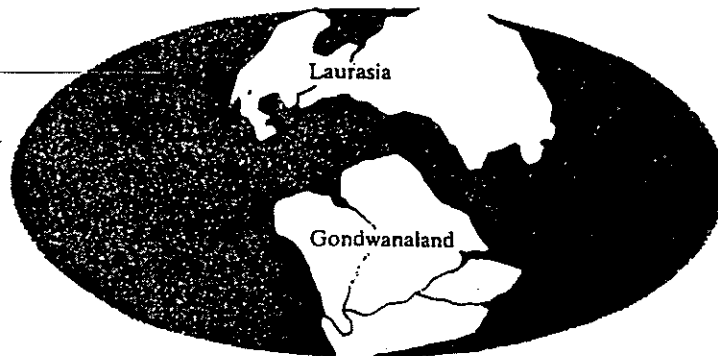
Is the Ocean Bottom Moving?

The ocean bottom is very interesting to oceanographers from many points of view. For one thing they find that the sedimentary rocks that exist on the ocean bottom are much younger than any similar rocks they find on the continents. In fact, no deposits on the ocean floor seem to be older than a couple of hundred million years, whereas many rocks on the continents are far older than this. For many years geologists have been asking, "Why aren't there older rocks on the ocean bottom?" and "Where do the older rocks go?"

Furthermore, the mud layers covering the rocks on the bottom of the ocean - the sediments - are continually being deposited, and yet the thickness of this overall layer remains very thin. Again, scientists ask: "Where do these sediments go?" "Why aren't the sediments much thicker on the ocean bottom than we find them to be?"

The answers to these questions have been found in modern measurements which indicate that the ocean bottom must be in motion. It is moving at a speed of about 1.5 to 15 centimetres a year, and it seems to be doing so in a manner that suggests that the continents also are moving. Apparently the continents can be thought of as floating in a "sea" of basalt (that is, the ocean bottom rocks).

Scientists think that many millions of years ago all the continents were joined together in two huge land masses, called Laurasia and Gondwanaland. Later on in geological time, Laurasia split into North America, Europe, and Asia, while South America, Africa, Antarctica, and Australia were formed from Gondwanaland. But the final picture is apparently not complete, for the sea bottom is still moving and evidently the continents are moving too. Where they will be a few million years from now, scientists can only guess.



The two primeval continents, Laurasia, consisting of North America, Europe, and Asia; and Gondwanaland, consisting of South America, Africa, Antarctica, and Australia.

As far as oceanographers can now tell, the reason for this movement is that the rock beneath the earth's crust (the mantle) is a somewhat fluid substance. It will move in much the same manner as water, but of course much more slowly. With the earth being warmer in the interior, convective currents or vertical heat motions are set up in much the same way that air in a room moves from the floor to the ceiling when an electric heater is placed on the floor. Of course, when the moving mantle material reaches the underside of the crystal rocks (the ocean bottom), it spreads out to the sides. It is this horizontal motion that causes the ocean bottom and the continents to move.

Eventually, the mantle material must return to the interior of the earth, because any such material that comes from there must be replaced. In this manner, the older rocks on the underside of the oceanic crust are dragged down into the earth, which explains why the older rocks cannot be found. Similarly, the older sediments are also carried away as they build up. Measurements have been made that indicate that the rocks very close to the mid-Atlantic ridge in the North Atlantic Ocean have very recently risen from the interior of the earth, while at points farther away from the mid-Atlantic ridge, it was found that the age of the rocks increased. Thus, by noting the rock age measurements and the distance between samples, it is possible for scientists to calculate the rate at which the sea floor is spreading - which works out to be between 1.5 and 15 centimetres per year.

The extract

She looked out the window as the rain came slowly down. It was her birthday and she was spending it alone. In this place she was a visitor. Everyone was polite, but they did not treat her as one of their own. She knew this well enough and so hadn't mentioned that it was her birthday.

Joanne lived in a small apartment in a small town. She had moved there after the tragic death of her parents in London. She had come to escape the memories of the car accident that had left her without any family and to indulge her love of skiing.

Working to pay the rent and her ski costs was necessary, and she had been fortunate at first to work in what we would call a chemist shop. This had not lasted as long as she hoped and she had to settle for looking after three small girls six days a week.

The little girls were not nice and Joanne found the position needed more time than she wished to spare from her skiing. As time passed she found that she was resenting their existence to a greater and greater degree. The resentment was increased by the fact that ten year old Pamela resembled in appearance, her younger sister who had died with her parents. Other than that, these three monsters bore little resemblance to any children Joanne had ever known.

One Thursday afternoon, all Joanne's feelings came to a head. She was walking with the three girls to the hairdresser. The two younger girls, Susan and Jane needed a hair cut. Appointments had been made by their mother and the time had come to be at the hairdresser. They were running late. Joanne was impatient and eager to get there. The girls were being uncooperative. Joanne was stressed. It was then that it happened.

Susan deliberately tripped Joanne who went sprawling unceremoniously onto the concrete path. Grazed skin, damages clothes, and a wounded pride were all minor compared to the rage which rose in Joanne.

How long did it take you to read in minutes and seconds?

_____ minutes _____ seconds

Ask yourself the following questions.

1. What was the name of the eldest sister?
2. What was the small town called?
3. What were Joanne and the girls late for?
4. Where were Joanne's parents killed?
5. What was Joanne's first employment in the town?

Scanning

Session 4

In this session you will

Identify scanning as a reading technique

Understanding the purpose of scanning as a reading strategy

Demonstrate your understanding of scanning with different articles

Learn the techniques and relevance of SQ3R



Check your answers to these questions by referring back to the extract. If they were all correct you have good comprehension. If not read it again more slowly until you comprehend completely.

Now read the passage again

Read any other words with your peripheral vision. Read the passage through slowly. When you have had a practice run through, focussing on eye stops, read the passage using smooth eye, finger synchronisation and reading as quickly as you can.

Make sure that

- Your finger movements are smooth
- Your eye and finger movements are synchronised.
- You are using your peripheral vision
- You are comprehending.
- You are reading as quickly as possible.
- You are not reading each of the connecting words.
- You are not 'saying' every word in your mind as you read it.

'Saying' every word in your mind prevents rapid reading. It is easy to check if you are doing this. Place two fingers on your lips or across your voice box. If you can feel any vibrations on your fingers then you are subconsciously saying the words.

~~Remember too that it is not necessary to read all the connecting words. If you simply read all the darkened words it gives you an idea of what the passage is about. Reading half the non darkened words with your peripheral vision will allow you to have almost if not complete comprehension.~~

Scanning

What is meant by scanning?

Scanning is a fast reading technique. It's a way of reading to look for specific information in a text.

Scanning can be used to look up a phone number, read through the small ads in a newspaper, or for browsing TV schedules, timetables, lists, catalogues or web pages for information. For these tasks you don't need to read or understand every word.

Scanning is also useful when studying or looking to find specific information from a book or article quickly as there is not always time to read every word.

Hints and tips for better scanning.

1. Don't try to read every word. Instead let your eyes move quickly across the page until you find what you are looking for.
2. Use clues on the page, such as headings and titles, to help you.
3. In a dictionary or phone book, use the 'header' words to help you scan. You can find these in bold type at the top of each page.
4. If you are reading for study, start by thinking up or writing down some questions that you want to answer. Doing this can focus your mind and help you find the facts or information that you need more easily.
5. Many texts use A-Z order. These include everyday materials such as the phone book and indexes to books and catalogues.
6. There are many ways to practise scanning skills. Try looking up a favourite recipe in the index of a cookbook, search for a plumber in your local Yellow Pages, or scan web pages on the Internet to find specific information.

Although you have practiced skimming with the Portham School Prospectus you should now be able to use the skill of scanning on the same article.

Remember to run your eyes quickly over the article

Reading: Scanning worksheet 2



i Before you start this worksheet, make sure you have the Portham school prospectus printed out. You will need to scan this to answer the following questions.

1. If your child is ill, who should you telephone?
2. Which school year does this prospectus relate to?
3. Who has stated that children shouldn't take holidays during term-time?
4. ~~True or false? Children can attend the dentist during school hours?~~
5. Can girls wear stud earrings?
6. What colours is the school tie?
7. Which school years do children have to be in to attend archery?
8. Can children wear trainers in school?
9. On which page will you find information about exams?
10. How often is the budget uniform shop open?

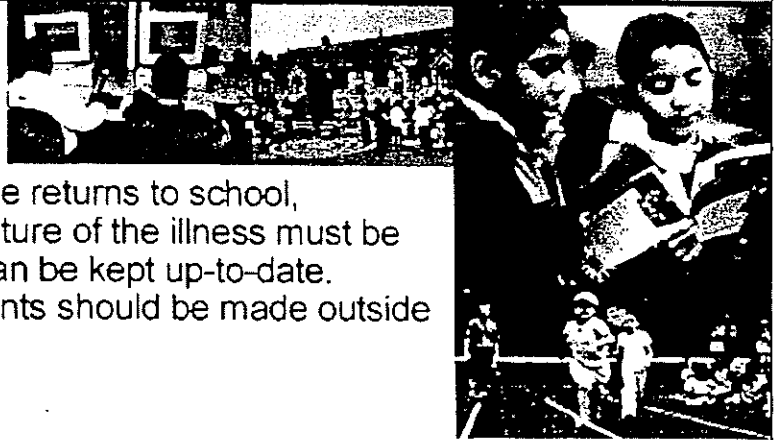
Reading: Text for scanning worksheet 2

Portham Village Primary School

2003/2004 Prospectus

ABSENCE**Illness**

If your child is absent from school you should telephone the school office on the first day. When he/she returns to school, a written explanation about the nature of the illness must be provided so that school records can be kept up-to-date. All medical and dentist appointments should be made outside school hours unless unavoidable.

**Holidays**

The Board of Governors states that annual holiday should not be taken during term time although, at the discretion of the headteacher, pupils may take up to two weeks off school. If possible, this should be avoided as it is important that children do not miss out on their education (see page 9 regarding examinations).

SCHOOL UNIFORM

It is not compulsory for children to wear school uniform although it is strongly encouraged so that the children feel part of the school community.

Boys

Boys should wear blue shirts (long or short sleeved) with grey trousers and the school jumper. They should wear the blue and grey striped school ties at all times.

Girls

Girls should wear grey pinafores with white blouses and the school jumper.

Footwear and accessories

All children should wear black school shoes. At no time must they wear trainers. Girls may wear studs which must be removed for PE.

The school operates a 'budget shop' once a term so that parents may purchase second-hand clothing.

EXTRA-CURRICULAR ACTIVITIES

There is a wide range of clubs for all children, according to their age. Reception Year children may attend football, ballet and/or swimming. Year 2-7 children may also attend the following clubs: archery, short-tennis, French and homework. Participation in clubs is strongly encouraged.

Scanning large article

When you scan a page or chapter you are looking for a piece of information. The brain can recognise what it is searching for extremely quickly, much faster than the time it takes to read the text.

Run your eyes through **'Come on get happy'**.

What is the 'flow theory' developed at the University of Chicago ?

Try scanning again to discover **'an instant cure for mild depression'**.

Come on, get happy

So you think joy is out of your reach? Think again, says Jerome Burne. It's there for the taking.

As a nation, we don't do too badly in the pleasure stakes. A European survey last month conducted by ARISE (Associates for Research into the Science of Enjoyment) found that we are second only to the Dutch in enjoying ourselves, although we tended to feel more guilty afterwards.

But Colin Roth's new book, *Being Happy* (Kingfield Press £9.95) could push us to the coveted number one slot. It's an eccentric read but then research shows that eccentrics are generally happier than the rest of us. Roth suggests that there are two sorts of people: those who see life in a traditional feminine way - the Clingers - and those who see it in a traditional masculine way - the Loners. If you are a female Clinger, life will be less problematic than if you are a male Clinger, and vice versa. The secret of happiness is to work out which you are.

Dividing people into types is an age-old idea and there is no evidence that Roth's division is more firmly-based than anyone else's. But we do know a lot about happiness. For instance, Professor Richard Davidson of Madison University has located it in the left pre-frontal lobe of the brain, ie just above the left eyebrow. People with lots of activity there are the Pollyannas. But the good news is that if your lobe is sluggish you can boost it by thinking positive thoughts, exercising, smiling and aiming for achievable goals.

But even without such concentrated effort there seems to be a happiness constant in society. A basic level of material possessions is necessary, but adding more doesn't seem to make much difference.

Americans and most Europeans are, on average, twice as wealthy as they were 35 years ago, yet surveys show them to be no more happy. People are generally happier in a relationship than alone - fewer than 25 per cent of single Americans report being very happy as compared to 40 per cent of married people.

Feeling in control of your life or your job helps. Three out of five people who say they are in control say they are happy. Healthy people are

happier than the sick but the disabled are about as happy as the rest of us. Even people paralysed in car accidents described themselves as happy three weeks later. This points to another fact about happiness: it is relative.

An instant cure for mild depression is something really awful happening - like bankruptcy or the death of your family. Compared to that, your current life - only a moment earlier a desert - suddenly seems like paradise. Take lottery wins: if you think you have won £10,000 but it turns out to be only £1,000, you feel cheated. But an unexpected £1,000 is a delightful surprise. When, after a year, big lottery-winners have got used to their new lifestyle, they say they are as happy as a paraplegic says he is.

But how can you set about getting happiness? Mihaly Csikszentmihalyi, professor of psychology and education at the University of Chicago has been trying to answer the question for 20 years. He believes the key to happiness is something he calls the "flow". This is the state you are in when you are doing something that completely absorbs you. It comes when you are pushed to the limit of your ability but not beyond it, when you are challenged, but you can handle it.

Csikszentmihalyi started by studying artists who became totally caught up in painting or composing, but soon realised that flow was wider than that. "People can get a feeling of flow from dangerous sports like mountain climbing or driving fast," he says. "But it can also come from painting or reading a good book. The point is that it is something people do for its own sake. They are not looking for any external reward."

To find out how flow fits into everyday life he recently fixed up some high-school children with an electronic paging device to find out how they felt about their activities through the day. They had to say how challenging it was for them and how skilled they were at it. Activities where both challenge and skill are high, such as singing or studying, are flow experiences. Fighting, however, is a high challenge low skill activity which produces anxiety.

But you could simply try "living mindfully" by appreciating that whatever is going on in your life - your awful job, unfaithful partner, weight problem - there are many moments every day that can bring happiness. Practise noticing those times in the day when you realise you are perfectly happy. It could be just a smell, a colour, the way the morning light falls on a table, a joke with a friend. The trick is to become aware, concentrate on those moments and not allow your chronic complaints to swamp everything.

Five steps to a happier you

- 1 Start to build a new picture of yourself. Make a list of your positive attributes - kind, generous, attentive. Then list your skills - play the piano, great cook. Then say them out loud to yourself.
- 2 Ask your most trusted friends for some positive statements about yourself.
- 3 Keep a journal and write down all those good things that happen to you and the positive things that people say to you.
- 4 Start to recognise your own interior critic who will put you down and belittle you. Begin to challenge those self-criticisms. On close examination, they usually turn out to be wild exaggerations. Rephrase them in a more positive light.
- 5 When you do feel low ask yourself how you can avoid becoming stuck in that feeling. Do you need to see someone, take exercise, do something different?

from *The Guardian*

Using the SQ3R Technique

SQ3R is a well known technique of reading and remembering. Senior students should be using **SQ3R** to have a clear idea of what they need to learn.

The first task is to **S**kim the book or chapter to make sure it is relevant to your study. By Skimming you will prepare your mental set and you will be less likely to be distracted.

You should then frame your study purpose as a **Q**uestion or questions. Bear these in mind as you read, because they are your **reading purpose** and they ensure **active reading**. It is very easy to read mechanically without thinking about the reading matter.

Be alert, active and enquiring as you read.

The next stage is to **R**ead the book or chapter carefully, paying attention to graphs, diagrams and charts. If it is your own book consider using a yellow highlighter pen to draw attention to important points. Clarify any points and check the meaning of any words you don't understand, as soon as possible

Now you must **R**eview the material. Have you answered the questions you set yourself? If not, you need to reread the relevant section. This period of review allows your brain time to order the new information.

If the work is important it should be reviewed again after a day and then after a week and so on. After carrying out the first four stages you should **R**emember the work more clearly.

Sleep more, drink less and learn better – dream on!

Sleep is not simple. Last night you slept in 90 minute cycles and in each cycle your brain showed at least three different types of activity. Scientists have known about different types of sleep for many years; whilst they can agree on some of the ways sleep is important to us, they disagree on the details of the theories. For example most scientists agree that sleep is a form of hibernation providing an opportunity to rebuild our energy supplies for when we wake up. Some believe that sleep is a period of mental tidying-up when the brain decides what to keep of the previous days events and what to discard.

REM sleep seems to have some link to memory. REM sleep is characterised by Rapid Eye Movement and occurs at a time when the brain shows a frenzy of more rapid and random brain waves - almost like those that occur when we are awake. It is during REM sleep that we dream. Now there is an emerging school of thought that believes REM sleep is the time when memories are laid down. Rats and students who have been in intense learning situations, such as how to get out of a maze and cramming for exams respectively, have more REM when they sleep. More importantly depriving rats and students of REM, by waking them when REM starts, leads to weaker remembering of what they had learned. REM seems to be particularly important in humans for casting "know-how" rather than simple facts, into long term memory.

How does REM link with memory? During REM the main brain wave is known as the theta rhythm. In rats it is around 5 - 10 Hertz in the hippocampus which is the part of the brain which serves as a short term memory store. Research has shown that it is this theta rhythm which reshapes neuron connections.

The synapse is where the neurons join, there are millions of neurons and millions of synapses in the brain. When something enters the memory an electrical impulse crosses the synapse - a connection between neurons is made. When it is remembered the electrical impulse fires across the same synapse again. Some scientists believe that the synapses that fire at the peak of a theta wave become stronger and those that fire at the theta trough become weaker. In this way the hippocampus sorts out which of the memories of the previous day should be kept - and transferred to long-term memory in the cortex - and which should be lost.

The REM theta rhythm in the hippocampus of humans is not so prominent and the link with learning may not be as strong as it is for rats. If the theory which links REM to memory holds, it has major implications for students learning for exams - get lots of sleep and the more you dream the better!

For some students there is some bad news - scientists have shown that alcohol reduces the amount of REM sleep. Two pints of beer will cut REM sleep by half. Ironically this research also confirms the link with memory. Some students from Trent University, Ontario were taught a logic puzzle. It involved sequencing symbols using some rules. Half the students were given alcohol on the night of their learning, the others were not. The students who had taken alcohol performed 30% worse than those that had not. The researcher, Carlyle Smith, also administered his test to volunteers and recorded their performances a week later. When he considered the results he said "I can always pick out a group who have stayed up way beyond their bedtime and had a lot of alcohol. It's worse if they've done both."

M Coles

Making Notes

Session 5 & 6

In this session you will

Recognise the importance of identifying key words

Re-chunk sentences

Make notes from reports

Identify the subject, topic and subtopic in various articles



***Making
Notes***

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M Coles

Key Word Note Making

Key words are the ones which are most loaded with meaning, the ones that unlock your memory. Key words are mostly nouns and verbs.

Key word note making is when you.....

- ✓ Write down the key words from each sentence (people, things, events)
- ✓ Draw a box around each bundle of key words, so you know they go together in one sentence – do not change technical term
- ✓ Rewrite into your own sentences – change the chunks around if you wish to make a greater change

Example of Key word note Making

Original: Ants are studied by **entomologists** who estimate they have been around for **92 million years**.

Ants – entomologists – 92 millions years

The facts **from the middle** are used first, to re-chunk the facts

Re-worded and re-chunked: ~~Entomologists study ants and they believe these~~ insects have been around for **92 million years**.

Activity

Read the article on the next page to understand what the writer feels are the dangers of relying on the internet for educational information. Pick out the **key words**. See if you can find **one sentence** which **summarises** the whole article.

Key words from 'Dumbing us down'

Dumbing us down

Convinced that kids will be left in the dust unless they get computer literate? Anxious about getting your local school wired up to the information age? Well, don't be. **Theodore Roszak** argues that computers in the classroom are not all they're cracked up to be.

By now most of what there is to say about the Internet is predictably clichéd. As usual it all has to do with stuffing lots of information into people's lives. Surfing the net, the hot new way to get information, begins by logging on to a variety of World Wide Web search engines like Yahoo that use keywords to find items. Almost all the search engines are commercially sponsored and feature advertising, some of it enticingly presented with lots of colours and blinking lights and cartoony images. Sometimes there is a prize for choosing this or that link, or maybe an Elvis Presley-sighting is promised. Or there might be a big, bright link that says Don't Click Here! If you do you get a Dr Pepper soft-drink advert or some such.

Some Web sites are perfectly intelligent, conscientious efforts created by universities, government agencies, publishers or organisations like the Smithsonian Institution or the Library of Congress. Others feature celebrity gossip, sports, comics, jokes or pornography. With 20 or 30 machines running material like this in the classroom one can imagine teachers having some difficulty keeping everybody's attention focused on the assignment at hand.

If teachers can get the kids beyond the advertising and ask them to learn about, say, Aztecs, the search engine may produce in the order of 45,000 'hits' containing that word somewhere in the searched copy. This will include everything from soccer teams, used-tyre companies and disco clubs to bowling alleys and software firms... Yes, the search can be refined, but not always that easily for younger students since all the engines use different protocols. Even so, the refined search will continue to produce lots of wastage because the waste is there and because the search engine, simply keyed to words, is a dumb thing that cannot tell waste from value. On the Internet, there is no quality control as there would be in any school library. If a bibliography on the real, historical Aztecs surfaces amid the gleanings it may very well be out of date and unattributed. It might be the work of an amateur Aztec enthusiast in Peoria who never read basic materials in the field. If there is an essay on the Aztecs it may have been written by a fellow in Moose Jaw who has rather unusual theories about pre-Columbian peoples and space aliens. The Internet is a free-

for-all, as enjoyable as any conversation one might strike up in a saloon or coffee house. But it is hardly governed by the critical safeguards and intellectual structures that have been developed across the centuries to discriminate between honest thought and rampant eccentricity.

Some Web enthusiasts consider such structures a kind of elitist censorship. They might even regard the Dewey library catalogue system an infringement on the free flow of information. On the other hand I have heard no serious complaint that key words on the Web are now rented out by some search engines so that people seeking that kind of information will be steered toward a commercial product or service. On InfoSeek, a search for the words Christmas, Mothers Day, music, recipe (rented for as much as \$1,000 each) is likely to produce some merchant's on-line catalogue.

Out of curiosity I recently asked a librarian if she had ever considered renting out space for advertisements in the card catalogue or its on-line version. She was first bewildered, then shocked. 'We would never do anything like that,' she said. That is the voice of public service.

In contrast, the Web is a creation of the entrepreneurial worldview. It favours high tech effects and attention-grabbing tricks. The key forces behind it are seeking desperately to transform the medium into the new television, the new movies. Their objective is to get millions to look at their site so that they can make a lot of money. This is no secret: the main, ongoing story about the Web is how much profit its backers are (or are not) making. What passes through the medium is bound to be shaped by those values, not by any significant regard for quality, truth or taste. Used as a teaching device the Web is an expensive way to distract attention and clutter the mind. I would not see it eliminated from our society for that reason, but neither would I choose it as an educational resource. Over the generations teachers have evolved skills to encourage a respect for quality, truth and good taste. I'm not sure I understand why we should, at the behest of entrepreneurial elements, now decide to retire those skills in favour of 'Yahooligans'.

Taken from an article in New Internationalist

Shakespeare's Theatre

Craig S.

In 1598 the Globe theatre was built from the timbers of a dismantled playhouse called 'The Theatre'. The Globe was built by a theatre company called 'The Lord Chamberlain's Men' - Shakespeare was an important shareholder. Shakespeare was both an actor and a dramatist for the company: all his plays written from 1599 were performed at the Globe.

The Globe was burnt down on the 29 June 1613 during a performance of Henry VIII. A new Globe, with tiling instead of thatching, was built and opened on the 30 June 1614. The Globe was pulled down in 1644.

Performances were given during the afternoon. The auditorium was uncovered and surrounded the stage on three sides. People who stood here were called 'groundlings' - they paid 1d to get in. There were also three galleries. Members of the audience who sat on the stage itself were called 'gallants'.

The Globe could hold up to 3,000 people.

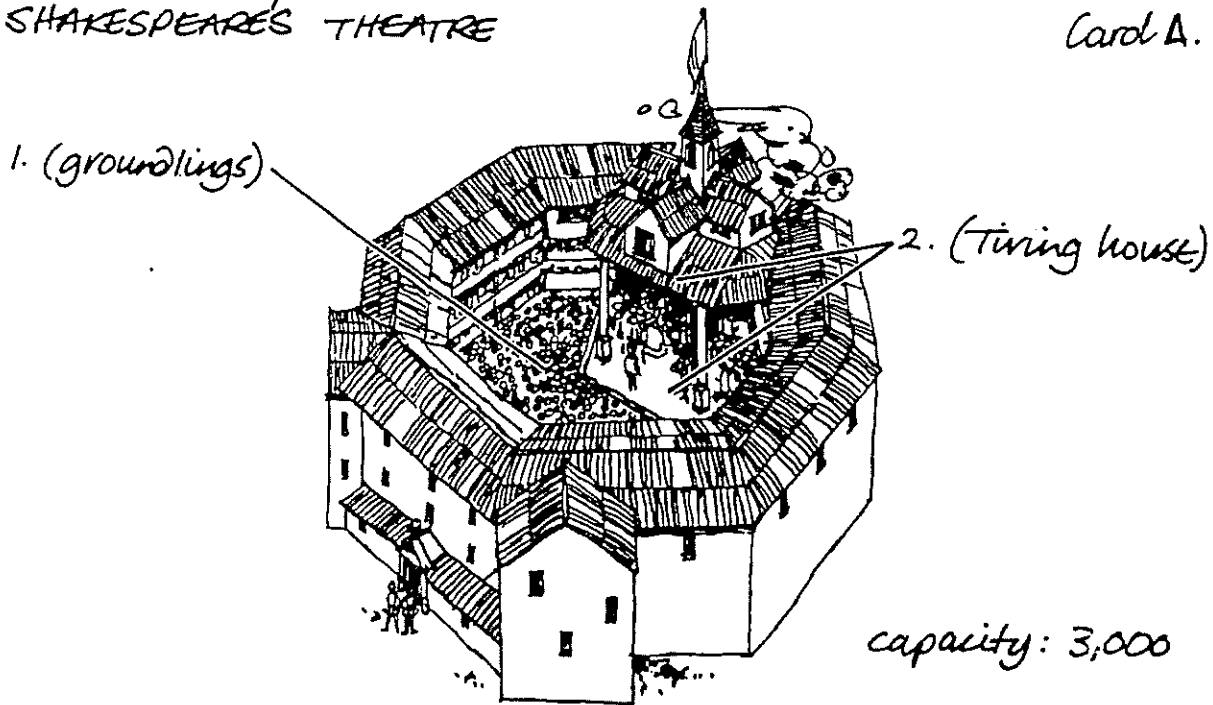
Shakespeare's Plays

1590-91 Henry VI (3 parts)	1596 King John	1603 All's well that ends well
1592 Richard III	1597 The Merchant of Venice	Measure for Measure
Titus Andronicus	Henry IV Part 1	1604 Othello
1593 The Comedy of Errors	1598 Henry IV Part 2	1605 Timon of Athens
The Taming of the Shrew	The Merry Wives of Windsor	1606 King Lear
1594 Two Gentlemen of Verona	1599 Henry V	Macbeth
Love's Labour's Lost	Much Ado About Nothing	1607 Antony + Cleopatra
1595 Romeo and Juliet	Julius Caesar	Coriolanus
Richard II	1600 As You Like It	1609 Cymbeline
1596 A Midsummer Night's Dream	Twelfth Night	1610 The Winter's Tale
	1601 Hamlet	1611 The Tempest
	1602 Troilus and Cressida	1612 Henry VIII

Making notes

SHAKESPEARE'S THEATRE

Carol A.



- DEVELOPMENT • Pre 1575 no theatres. Performances: court, houses, halls, open air.
- 1575-1616 12 public theatres est in London (pop 200,000)
 - 1598 Globe built by Lord Chamberlain's Men. Sh. a major shareholder.

ELIZABETHAN THEATRE

1. Audience surround stage on 3 sides
Daylight performance
Mainly standing audience

2. Almost no scenery, no curtain
No consistency in use of costume
Soliloquy; blank verse; boy actors as women (till 1660)

3. Doesn't confuse illusion with reality, ∴ encourages critical scrutiny, as well as enjoyment, of characters, themes + play.

MODERN THEATRE UP TO 1960

- Audience face proscenium arch.
Sophisticated lighting.
Seated audience.

- Realistic scenery, stage curtain.
Historically accurate costume
Use of realistic effects
Believable casting.

- Encourages dramatic illusion.
Usually aims to be realistic and credible. A character's, not an actor's, stage.

Using topics and subtopics to write notes

It is always useful to write notes under **subject**, **topic**, and **subtopic** headings. It is a way to separate into different groups information from the material you are reading.

Read the following explanation of the difference between topics and subtopics:

A cereal box has a lot of information written on it. The cereal box can be called the **subject**.

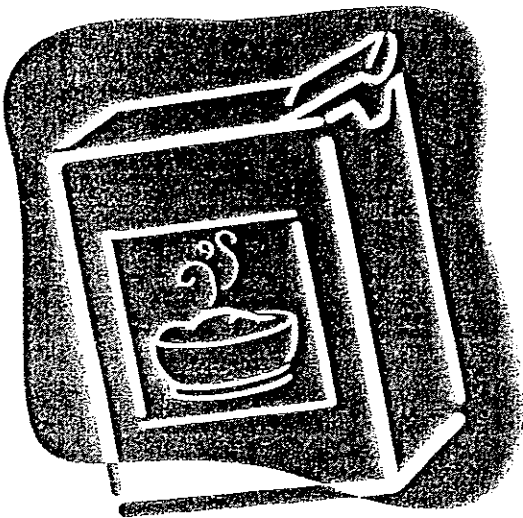
One kind of information on the cereal box is about the ingredients. Ingredients is a **topic**.

One kind of information about the ingredients is the nutrition information. Nutrition information is a **subtopic**.

Another kind of information about the ingredients is the amount of vitamins and minerals. The amount of vitamins and minerals is another **subtopic**.

When you are organizing information under subject, topic, and subtopic headings, you will know exactly where to find the information when you need it.

Work on the following articles and answer questions using **subject, topic and subtopic**.



Green Wonder Peas

Green wonder peas need careful attention, but they are worth every bit of effort you put into them. The plants grow quickly and produce six to eight large, juicy peas to a pod. Seeds should be planted early in the spring, as soon as the ground can be turned. These plants do not like intense heat. If you take proper care of them, Green Wonder plants will grow as high as a metre.

You will need to dig shallow ditches that are eight (8) cm's wide and three (3) cm's deep. Leave about two (2) cm's in between each ditch. Scatter your Green Wonder Pea seeds in the ditches and cover them with two to three cm's of soil. As soon as the plants are two cm's high, stick twigs into the soil next to them for support. When they are about 20 cm's high, these green leafy vines should be tied to stakes to keep them from falling over. The darker green pods should be picked regularly.

The growing plants need moist soil. If you protect these plants from insects by covering them with fine netting, you have a tasty crop of Green Wonder Peas

Write the topic of the paragraph on the line provided below. Then find the information that belongs under each subtopic. In note form, write the information under each subtopic.

_____ topic

1 What plant looks like – subtopic

2 How to plant seeds- subtopic

3 How to take care of plant – subtopic

Cereal companies sometimes offer prizes on their packages. Read the following prize information, and then complete the activity.

Super Sub Prize

Explore the mysteries of your bathtub! Be the envy of every kid on your block! Super Sub, made of steel-gray, space-age plastic, sinks to the bottom of your tub and stays there until you push the control button! This mini-submarine has a bubble window so that your imaginary passengers can view sea life from the bottom of your homemade ocean. You are the captain, and with your own remarkable hydraulic cord (included), you can make your Super Sub rise to the surface. Just send 20 Goody Frooty box tops, \$45.30, and 3 trained fleas to: SUPER SUB, P.O. Box 00, Anytown, New York, 10001, and we will send you this hollow, two-inch submarine with a snap-off entrance hatch!

Find the information that belongs under each subtopic. Then, in note form, write the information under each subtopic.

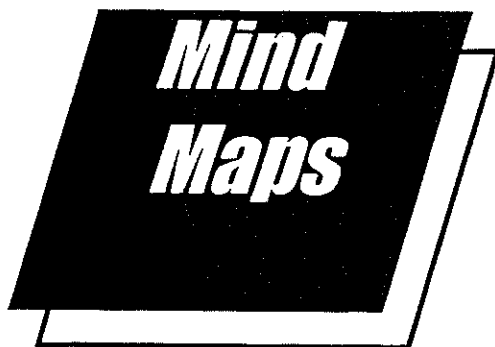
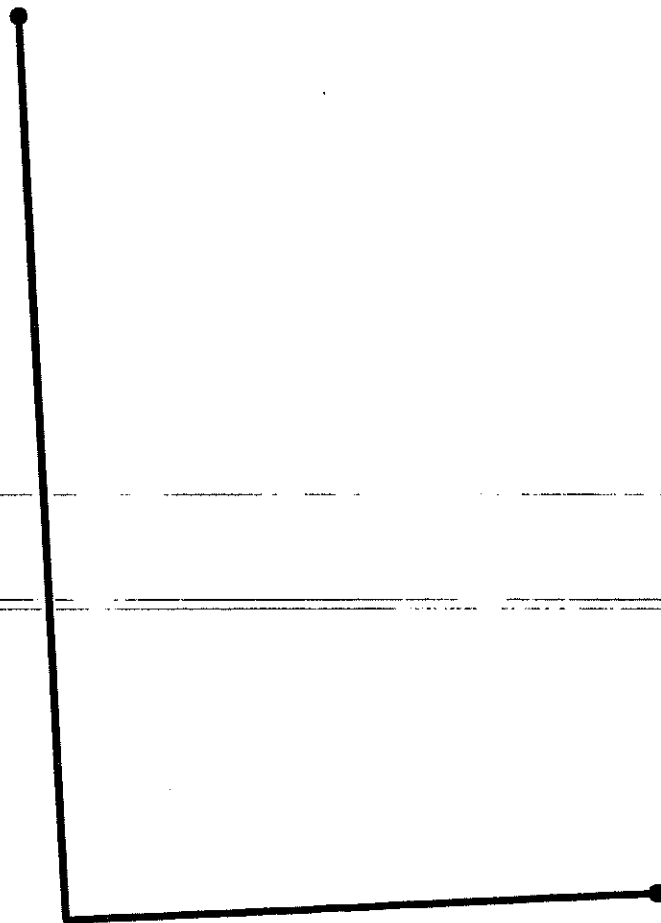
Super Sub - topic

1. **What it does - subtopic**

2. **What it looks like - subtopic**

3. **How to get it - subtopic**

Mind Maps / Visual Notes

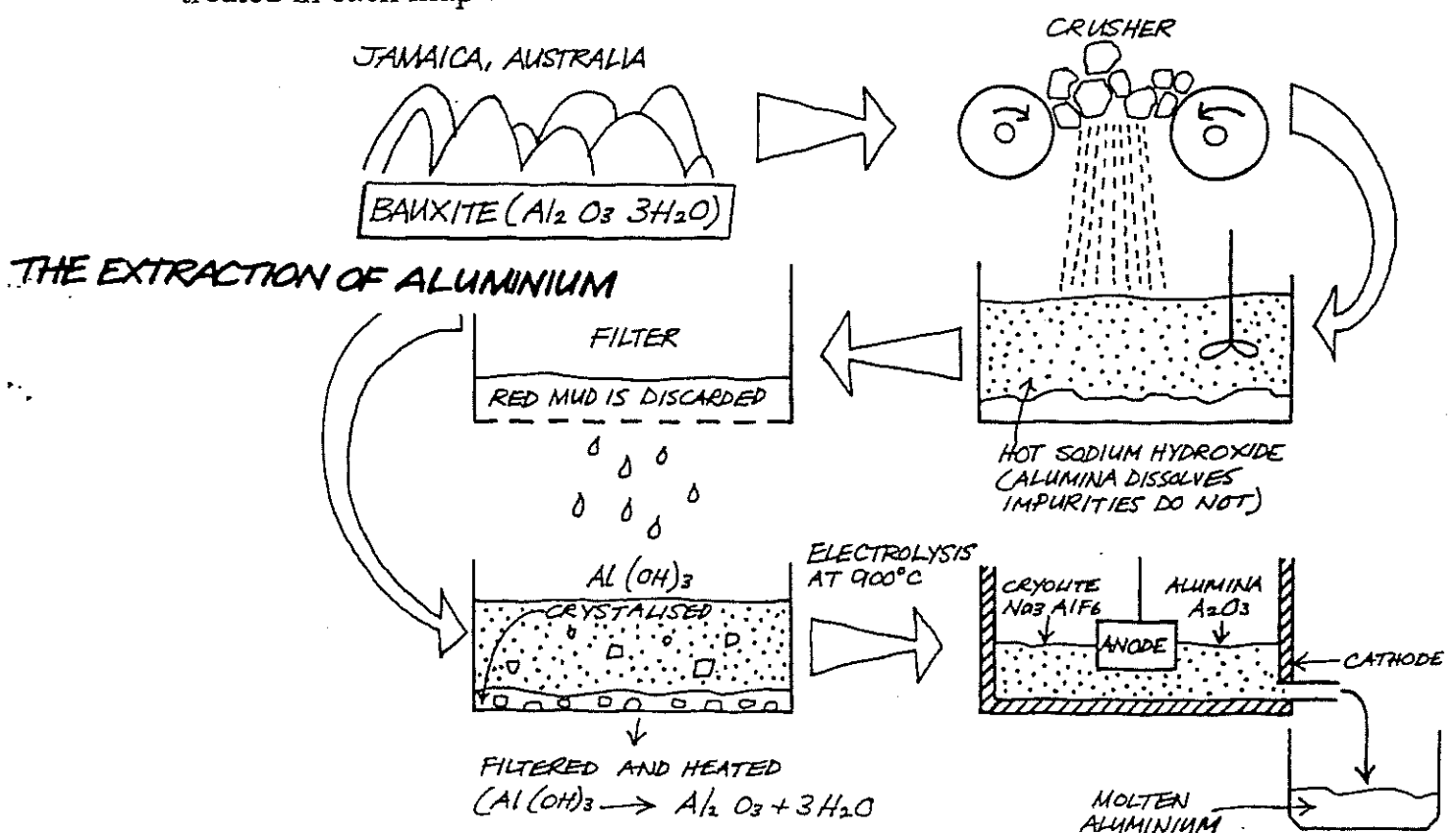


Visual and Pattern Notes Mind Maps

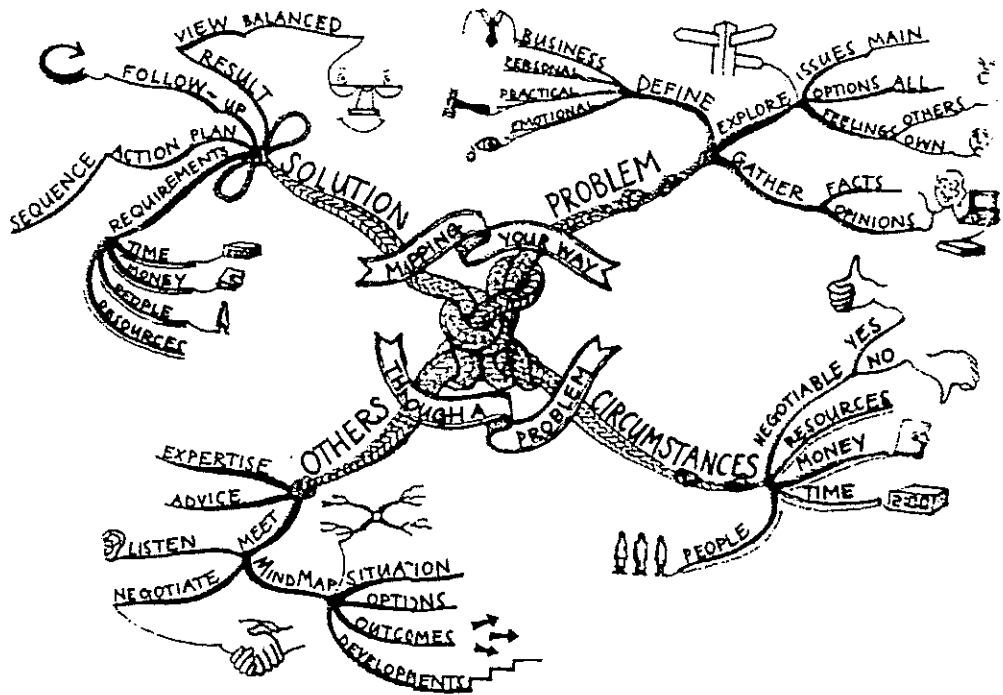
Pattern notes, called Mind Maps are a valuable supplement to ordinary notes called Liner Notes because..

- ☞ One pattern note can sum up many pages of written notes
- ☞ They make you concentrate on the fundamentals: the more relevant, an idea is, the closer it will be to the centre of the note
- ☞ They help you to see the relationships between aspects of a subject
- ☞ They link existing and new knowledge
- ☞ They put a topic into perspective
- ☞ Making a pattern note is a very active form of learning
- ☞ Every pattern note or mind map is different
- ☞ Because our visual memory is better than our verbal memory, pattern notes or mind maps are a good aid to recall
- ☞ Colour and illustration stimulate the memory
- ☞ Pattern notes or mind maps are an effective way of planning an essay
- ☞ They are an absorbing and fruitful method of revising
- ☞ Maps or pattern notes are flexible because you can easily add to them

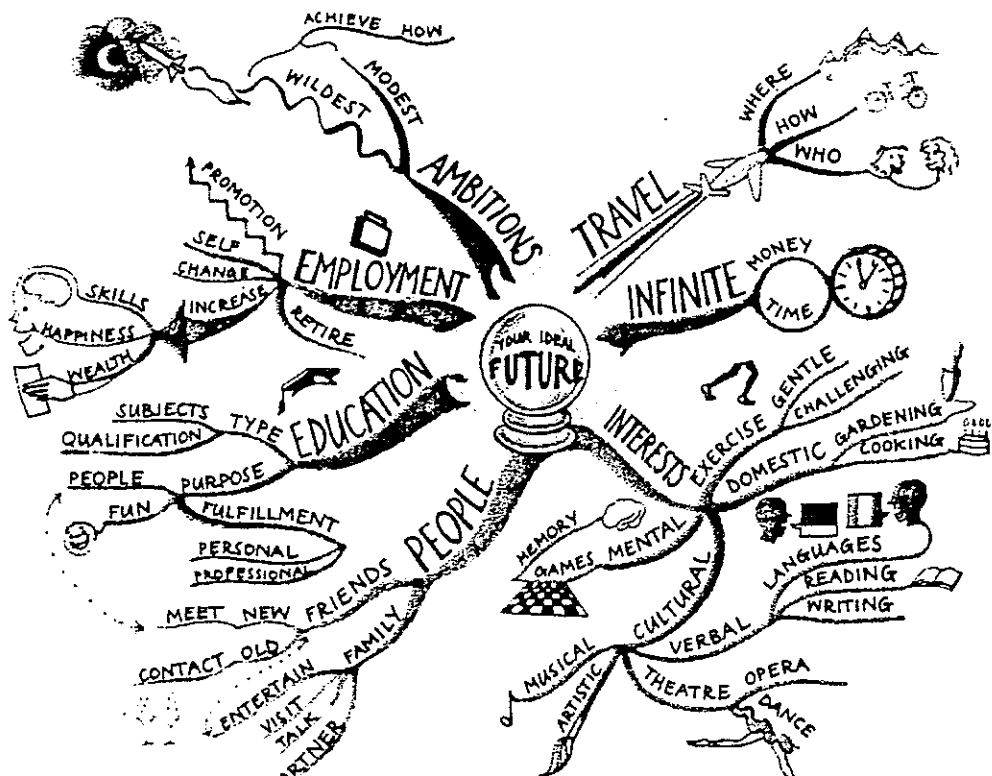
Look at the examples of pattern notes and maps. How is the information treated in each map ?



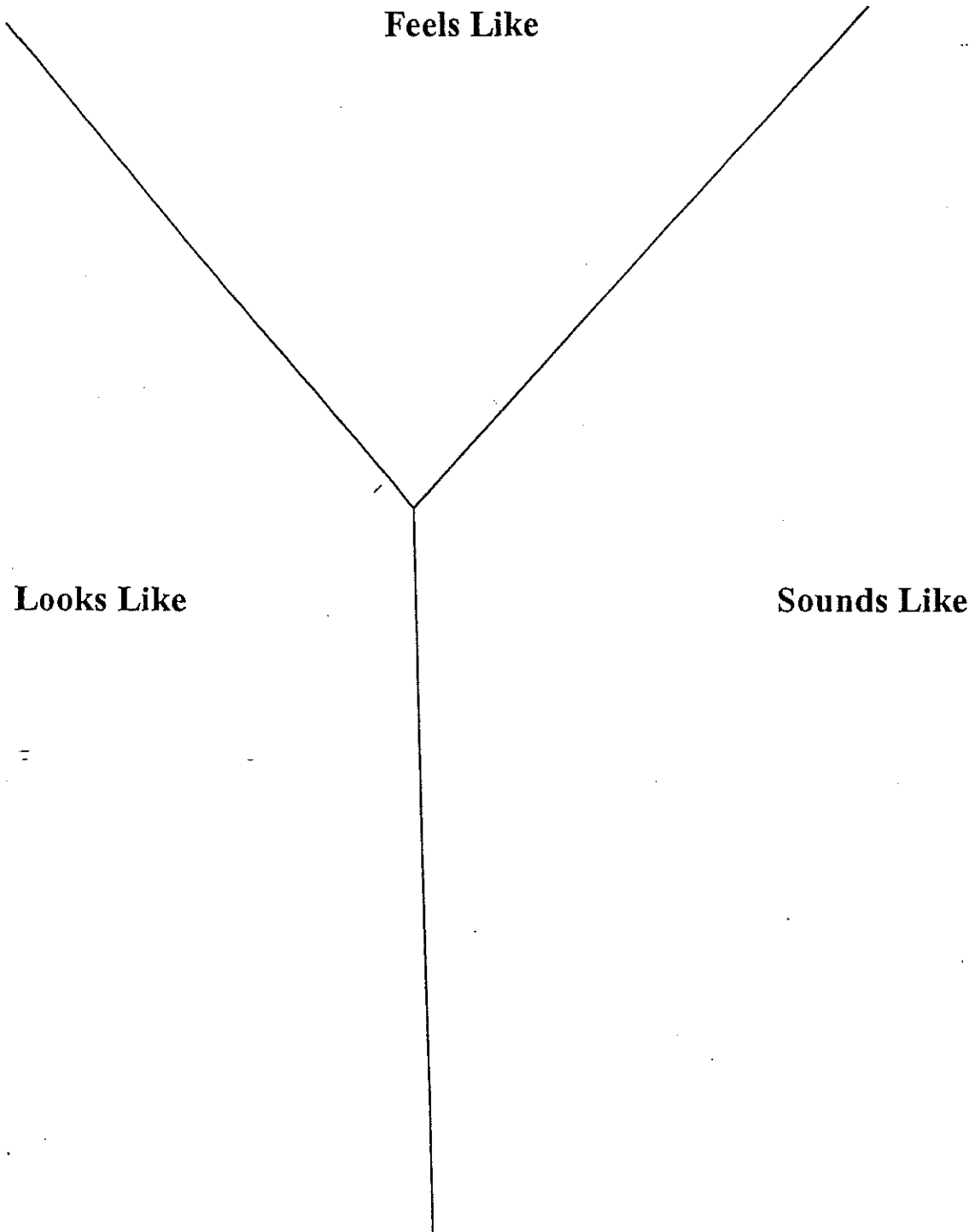
MIND MAPPING: YOUR WAY THROUGH A PROBLEM



YOUR IDEAL FUTURE

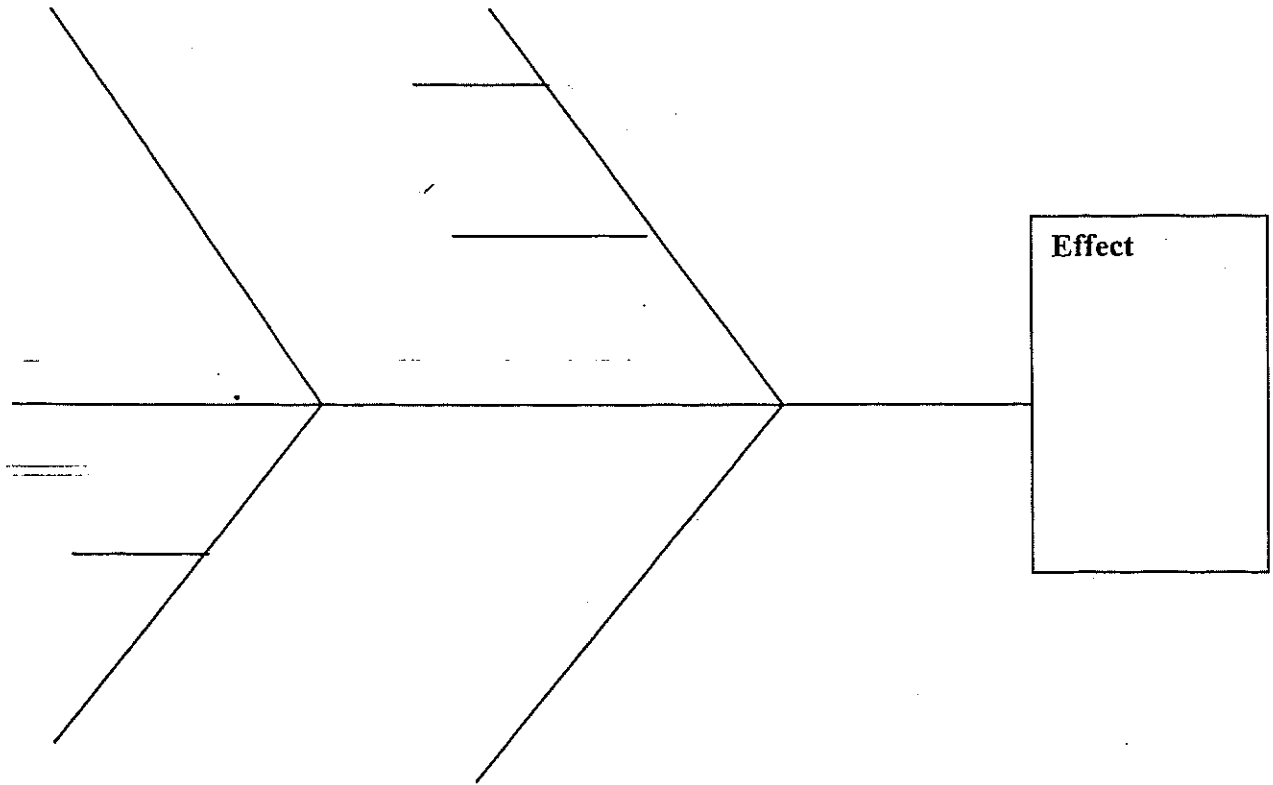


Y Chart - Analysing a Situation – Useful for descriptions

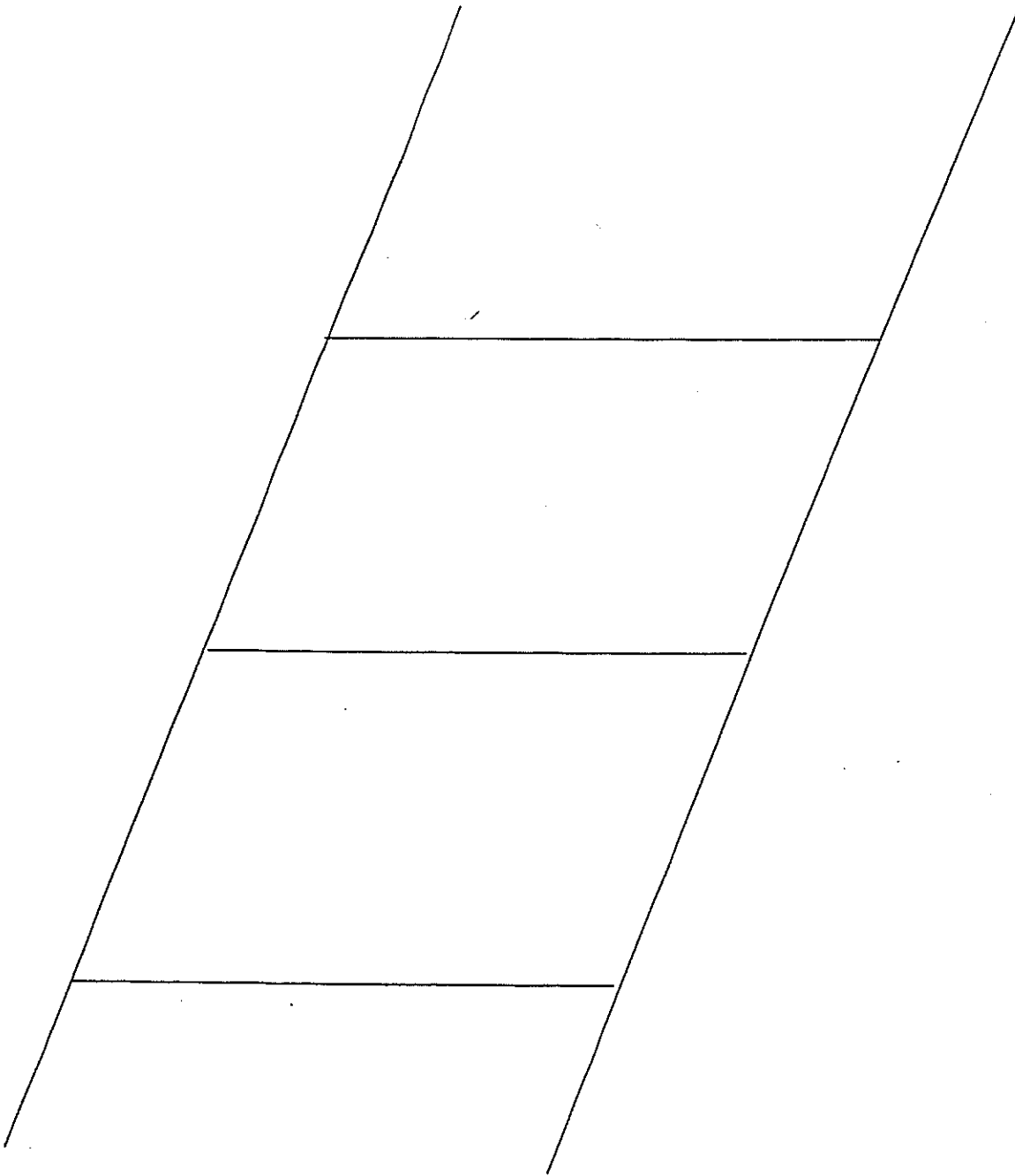


The Fish Bone – Cause and Effect Analysis

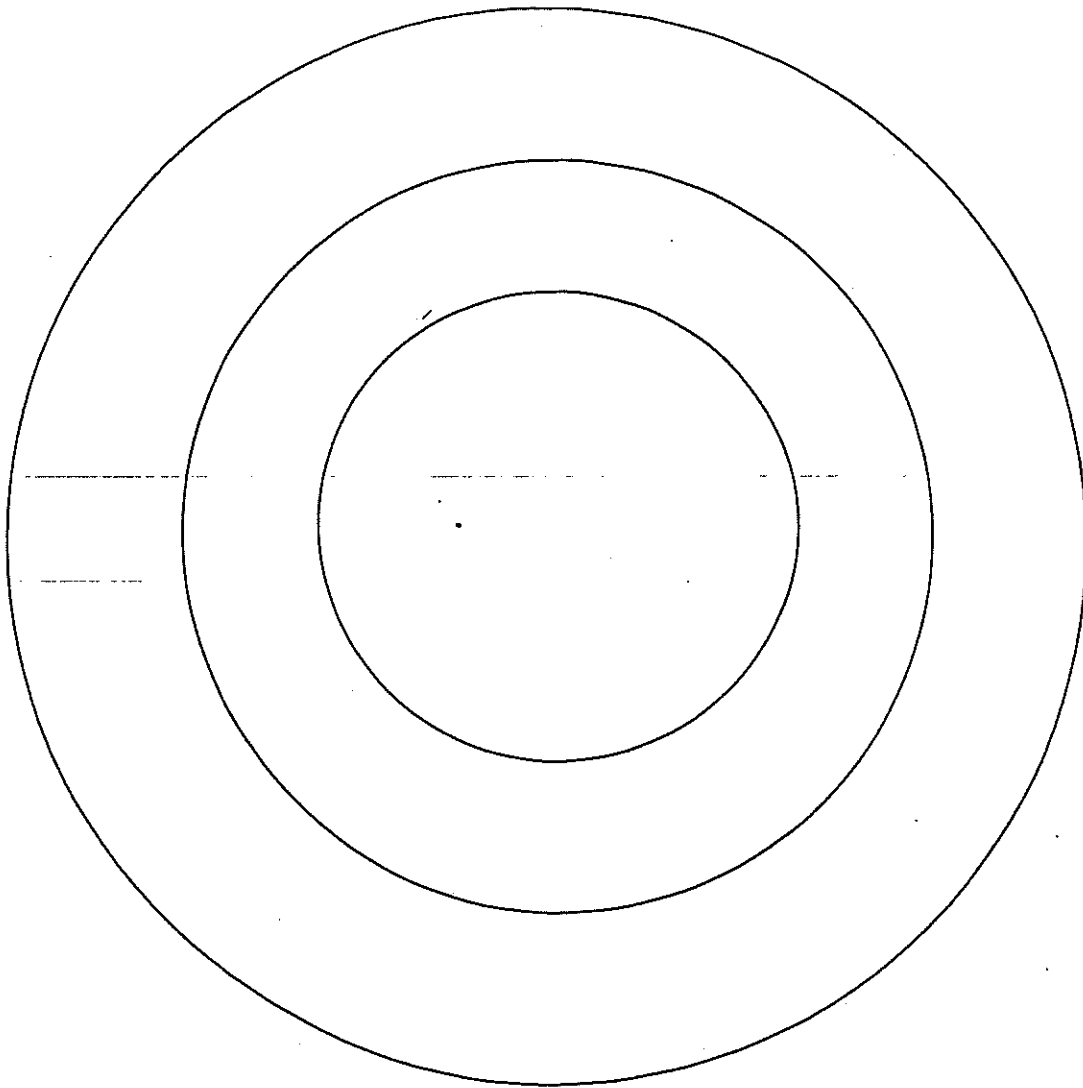
Analyse and Evaluate Causes Within Categories – Rank their Significance



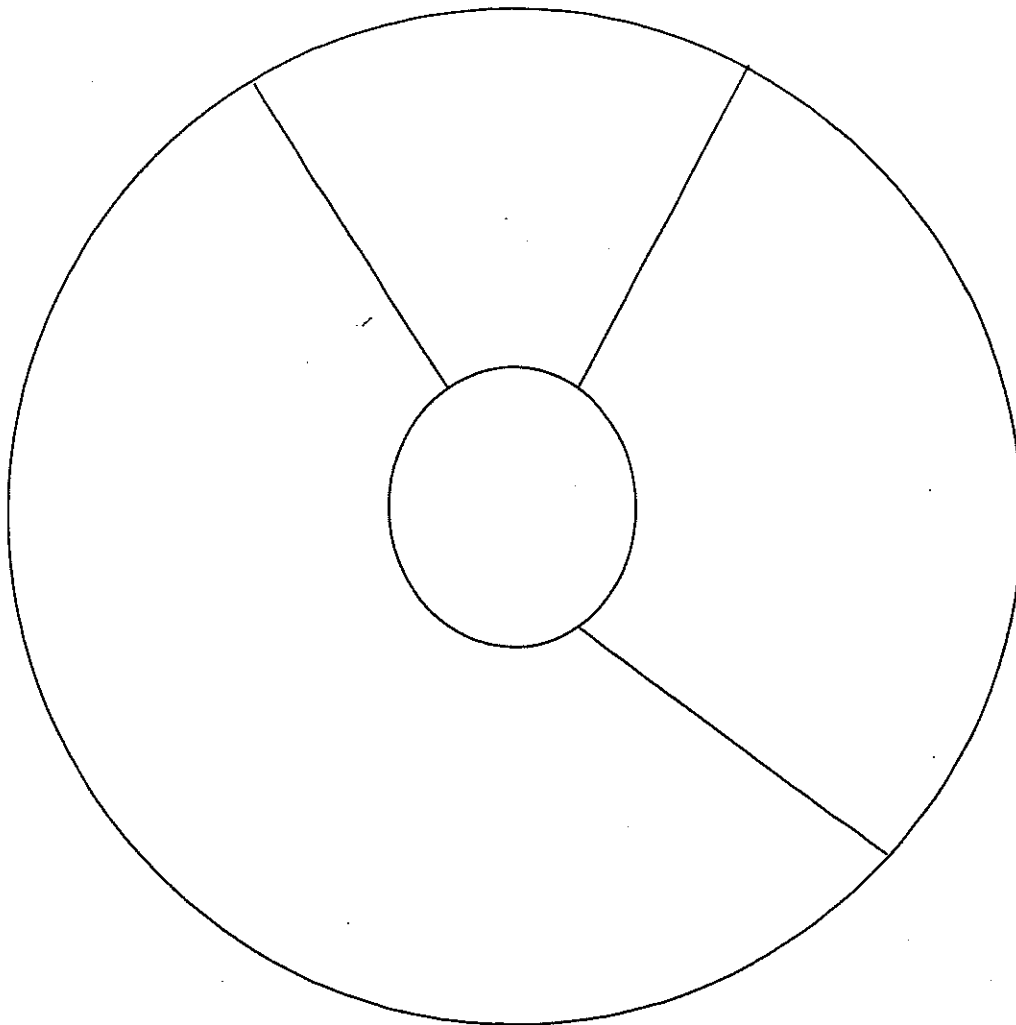
The Ranking Ladder – Evaluating and Ranking Key Factors



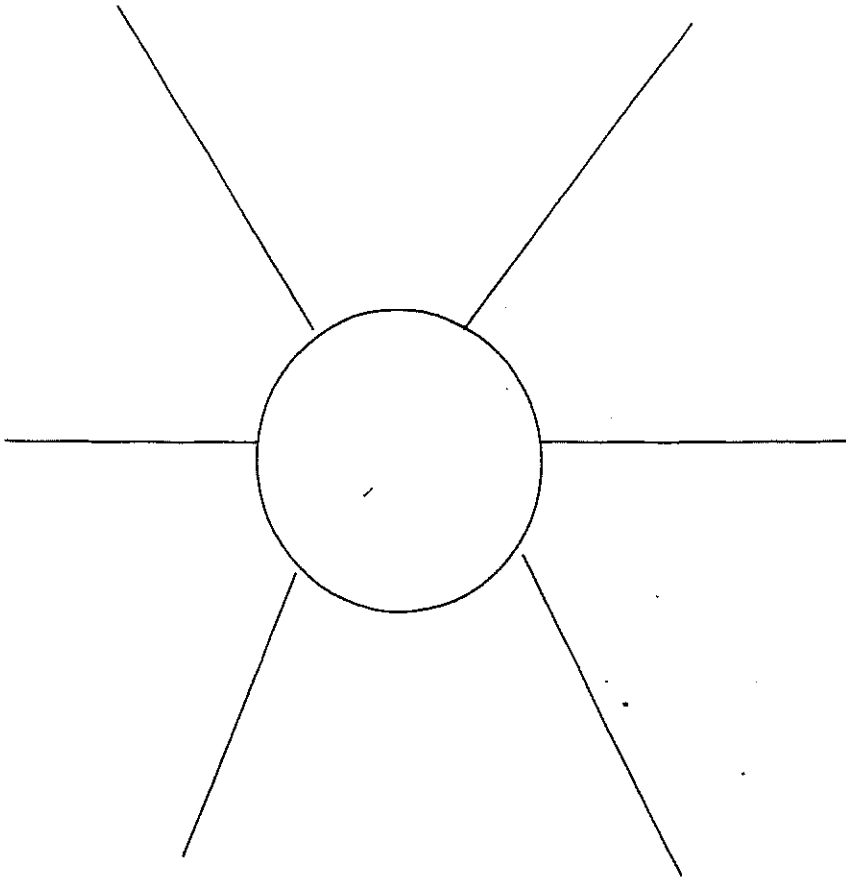
The Target – Analyse and Rank the Key Concepts in a Topic
An evaluating task



The Pie Chart – Analyse and Evaluate the Significant Factors



The Web – Clarifying and “Defuzzing” a Key Concept



“Defuzzed” Definition + Practical Example



Dealing with Data

Session 7

In this session you will

Study the strengths and weaknesses of certain data

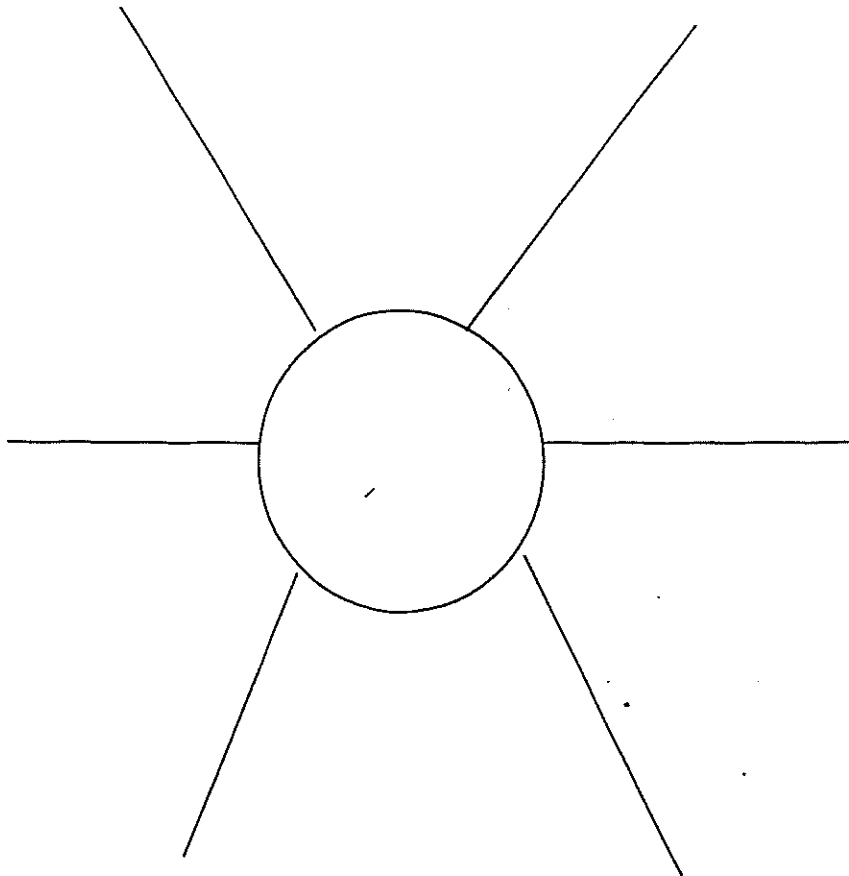
Study cues to interpret data accurately

In detail examine the purpose of tables and line graphs

Look over a summary of the various charts and their usefulness



The Web – Clarifying and “Defuzzing” a Key Concept



“Defuzzed” Definition + Practical Example

Dealing with Data

What does data mean to you ?

What is the difference between a mirror graph and a scatter graph ?

How have you used data in your previous assignments ?

Well presented data enhance your work and help to express complex ideas in a simple format. It is important, however, to know when to use a table or graph and which type to use.

In this chapter we will look at a range of data presentation techniques. You are likely to be familiar with all of them but you must be aware of the strengths and weaknesses of each so that you can interpret data accurately and present your own data effectively.

Attractive tables and graphs can hide some poor data-gathering techniques. The value of the data is only as good as the methods used to obtain them. Your tables or charts need to highlight the points you wish to make without either distorting the data or drawing conclusions which the data cannot support.

Text or tables?

Read this report.

Sulphur fall-out around the world

Sulphur fall-out remains far more of a problem in the northern hemisphere than in Oceania. Sulphur is one of the destructive elements of acid rain, which has poisoned a number of lakes and forests in Europe and North America. According to recent estimates of the sulphur deposits in six countries, the average deposition is greatest in Germany at 6.5 gS/m² per year (ranging up to a maximum deposit of more than 10 gS/m²/yr). Below that is England at an

average of 4.3 gS/m² and a maximum of 7 gS/m².

Also featuring strongly are Scandinavian countries with an average of 0.9 gS/m² in Norway and 1.2 gS/m² per year in Sweden, ranging up to a maximum of 3 gS/m² and 4 gS/m² per year respectively.

In Australia, by contrast, the average sulphur deposition is only 0.2 gS/m² per year (while the maximum is not known). In New Zealand, the estimate is even less, at 0.15 gS/m² per year.

Data source: Ministry of Environment, *The State of New Zealand's Environment*

Numbers can often spoil the flow of text and it is often difficult to get all you might from the data. For example, can you find out quickly from the text above which country has the third greatest maximum sulphur deposition, and the size of that deposition? The text is accurate but a table would present the information in a more succinct and organised way, allowing the writer to use the text to concentrate on informative details. For example, the opening sentences of the above text help us to put these measurements in a context, and it might be helpful to develop these ideas further.

Non-volcanic sulphur deposits in 6 selected countries

Country	Average (gS/m ² /yr)	Maximum (gS/m ² /yr)
Germany	6.5	>10
England	4.3	7
Sweden	1.2	4
Norway	0.9	3
Australia	0.2	-
New Zealand*	0.15	0.7

* New Zealand figures are derived from modelling

Tables

Most data come in tables. Before you use data you need to judge how reliable it is. Ask yourself questions like:

- Who collected it?
- When was it collected? Is it up-to-date?
- How was the data collected?

Often tables in newspapers and textbooks do not give sufficient information for you to judge its reliability. Look at these data:

Typical cost of bringing up a teenager			
<i>Source: Safe Deal Mortgage Brokers, 1999</i>			
Pocket money	\$970	Grooming/hairdresser	\$270
Christmas/birthdays	\$1,835	Toiletries inc. shaving	\$350
Birthday parties/outings	\$150	Sanitary protection	\$110
Additional purchases	\$500	Entertainment/eating out	\$1,981
Eyecare/glasses	\$0	Travel/petrol	\$162
Clothes including uniform	\$1,586	Food bill	\$5,460
Private education	\$0	Holiday	\$855
School equipment/ bags	\$82	Electricity	\$418
School trips & pocket money	\$590	Contents insurance	\$165
Sports gear	\$660	Life insurance	\$964
Sports activity/viewing	\$1,852	Increased mortgage	\$8,962
Own TV/ video	\$500		
Telephone in room	\$0		
Redecoration/study equipment	\$230	TOTAL	\$30,252

The data represent a serious attempt to cost the bringing up of a child. Now imagine you are about to use the data in a project on the cost of living. Think about some of the questions you would want answered if you needed to work out the reliability of the data.

Who collected the data? A mortgage broking business – does this affect your confidence in the data? Why or why not?

.....

.....

When were the data collected? In 1999. Do you know the age of any child on which the data are based? They could be 13 in 1999 or 19 in 1999. In the end the figures are added together to represent the sum over the 13 - 19 years. How does this make a difference?

.....

.....

How were the data collected? By questionnaire? Interview? How were the questions phrased? Why does this matter?

.....

.....

Who was asked? – all clients of the mortgage brokers? A random sample across the population? A selected sample? How many people were involved? What if the child on which the data were based was from a big family? That might make things cheaper. Would the data be different for an only child? How might the sample affect the results?

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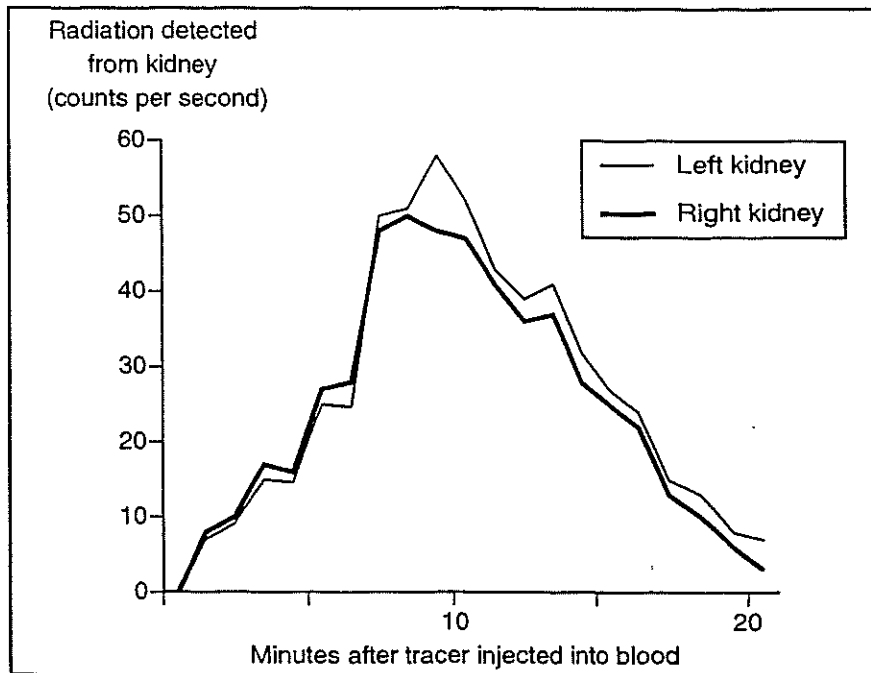
Line graphs

When the data are continually changing it is best to use a line graph. Trends and patterns show up on line graphs. You should use line graphs where you are trying to **interpolate** or **extrapolate**.

Interpolate: you make a measurement between the plotted points on a graph and on a graph line.

Extrapolate: you extend the graph to estimate a measurement which is beyond its plotted points.

Look at the data in the line graph below. It shows how the level of radioactivity changes with time in human kidneys.



Doctors use this graph to check that the kidneys are working properly. They draw the graph using measurements of the radioactivity given off by the kidneys over time. This is done by infusing the patient's blood with a chemical compound containing a radioactive isotope. The kidneys then filter the radioactive traces from the blood to be excreted in the urine. Radioactivity in the kidneys is measured during the whole procedure. If the kidneys are working properly the radioactivity level rises as the chemical is filtered from the blood by the kidneys, then the radioactivity falls as the compound is flushed out of the kidneys to the bladder.

Interpolation: What is the radiation detected (in counts per second) 11 minutes after the tracer was introduced?

Left kidney

Right kidney

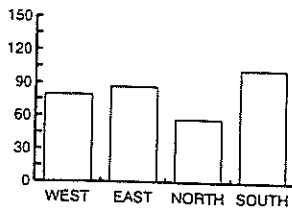
Extrapolation: What do you think the radiation detected (in counts per second) will be after 30 mins?

Left kidney

Right kidney

Summary: Choosing your chart

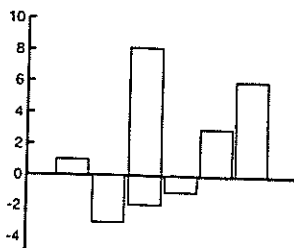
Whatever your subject or topic, if you have data to present you should consider using a chart or graph. With a carefully chosen graph you can present your information clearly, accurately and attractively. Some of the most useful types of chart are described here.



Bar Charts/Column Charts

These are sets of values plotted to create either a group of **bars** (horizontal plot) or a group of **columns** (vertical plot). Both charts are simple and clear ways of comparing values, sizes or amounts, usually at the same point in time. Because you see values side by side, it is easy to see which bar is longest or which column is tallest. One or more data series may be plotted on the same chart. You can also make 'stacked' bar/column charts where different qualities are shown on the same bar/column.

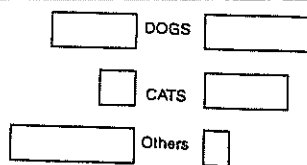
- Reverse column charts show negative as well as positive values, with columns which extend below the x axis. For example, a column chart showing monthly average temperatures might include some below zero values.



Useful for: Stressing the **differences** between items at the same point in time.

Examples of use: Gross Domestic Product of different countries; wages for different occupations.

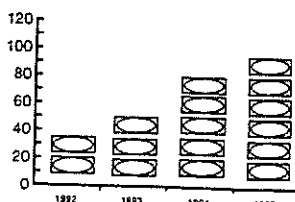
Mirrorgraphs



These are another type of bar chart. The labels of each bar can be placed centrally and the bars extend either side of these, almost like a reflection.

Useful for: Comparing two sets of data about a single set of subjects.

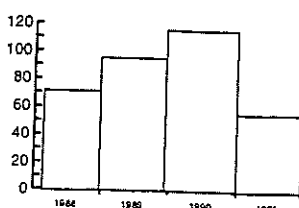
Examples of use: Comparing types of road vehicles recorded in the same place at different times.



Pictograms

Bar/column charts with pictures or images replacing the bars/columns.

Useful for: Making a strong visual appeal especially where it is not necessary to be absolutely precise. You will often see pictograms in advertising, newspapers or on TV, wherever figures have to be made interesting to a lot of people.

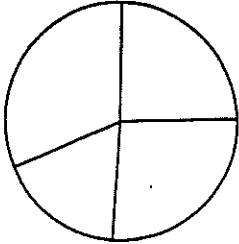


Histograms

These are very similar to column charts, but have one important difference – the horizontal scale is a continuous series such as units of time. One or more data series may be plotted on the same chart.

Useful for: Viewing changes in values over a given period of time.

Example of use: Changes in average annual births.



Pie Charts

Circles which are divided into wedges (sectors). The size of the wedge is in proportion to the category it represents.

Useful for: Showing the relative importance of different parts in relation to the whole thing. Some computer programs will also allow you to separate the wedges to emphasise the differences

Examples of use: How people spend their leisure time; how a budget was divided up.

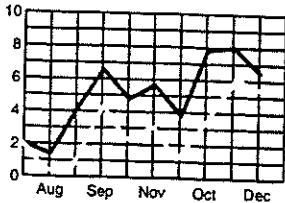
Line Graphs

These show continuous change over a period of time or a number of events. Line graphs can be combined with bar graphs.

Useful for: Giving a strong visual impression if you have to plot a long series of data points. They can be used to compare trends by plotting more than one line in the same chart.

NB: If too many lines are used the chart can be confusing. If more than one line is used each line must look different and you will need to give a key.

Examples of use: Population figures for a country shown every decade for a century; sales over a period of time.

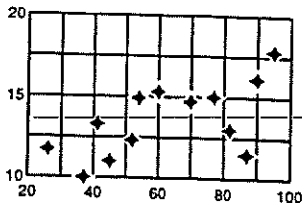


Scattergraphs

These can show the relationship between two variables.

Useful for: Revealing dependencies between variables – one of which may have an effect on another.

Examples of use: Showing the relationship between death rates and cigarette consumption.



Whichever type of graph you choose remember to think about its **title** carefully. It can be a good idea to sum up the graph's message in its title for example 'Overseas aid declining'. The **source** of the data should be given and the date when they were collected. The **axes** should always be clearly labelled.

Computers and Graphing

A computer can take much of the hard work out of creating graphs. There are many powerful programs available. Spreadsheets and integrated programs have built-in graphing options.

Recommended programs: The charting option within spreadsheet programs such as *Excel* deals with all the most common types of graphs.

Beware of the temptation to use a complicated type of graph when what you and your data really require is one of the basic ones. Also beware of creating a three dimensional graph on the computer when your data are only two dimensional. A little bit of restraint is called for with most computer programs! You want your chart to be attractive but above all you want it to be clear.

The Writing Process

Session 8

In this session you will

plan your writing assignments

Learn to structure a paragraph

Check for correctness

Skim 9 different writing styles

Link all your study skills for writing



***Writing
Process***

The Writing Process

The writing process is a vital aspect to any subject area and a true test of your English language ability. Practising writing skills helps you to express yourself in a simple, accurate and informative manner. This enable the reader to create a picture in his/her mind.

Content, format, sentence structure, vocabulary, language, and spelling all play an integral part in the process.

Before you begin to start writing you need to ask yourself questions to assist your planning. They could include:

- What should I say ?
- What is my purpose in writing ?
- Who is my audience ?
- What style of writing should I use ?
- How should I organise my ideas ?

Your reason for writing may be to :

Reflect
Explain
Express
Experiment
Describe
Retell
State an opinion
Convince
Instruct
Explore

At the end of this workbook is a list of **Instruction Words** that will assist with your writing process.

There are many writing styles from which you will be expected to utilise in your HSC subjects. **List 3 subjects** you are taking in **Year 11** and, write down 4 writing styles in these subjects. A few suggestions have been provided.

Subject 1	Subject 2	Subject 3

* review, narratives, journal entries, scripts, editorial *

Step 1 Planning your writing

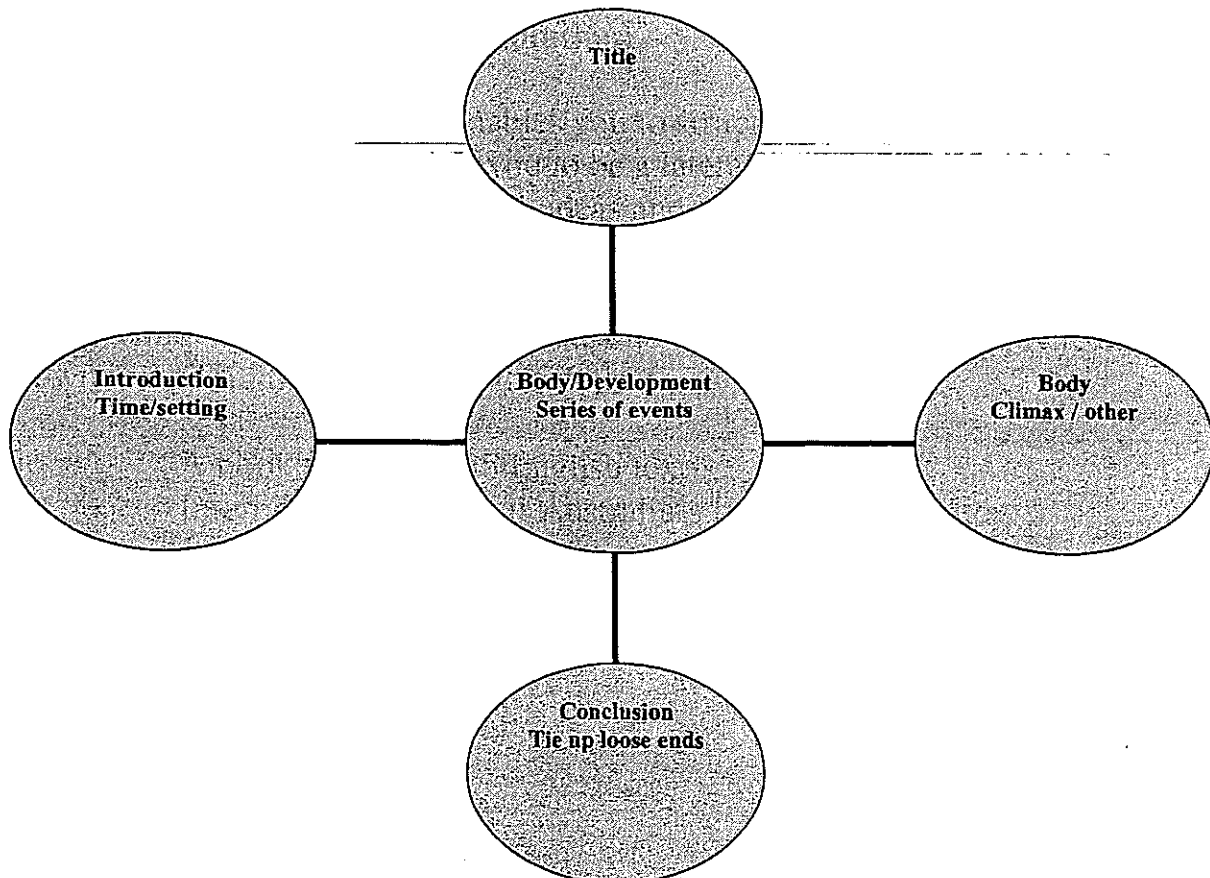
Most writing follows the format of:

Introduction (Orientation)
Body (Development)
Conclusion (Resolution)

Using a flow chart or mind map enables you to structure your work into chronological order. It encourages you to be a lateral thinker. For some learners it allows them to see if they have enough ideas and, to change topic ideas in the early stage. It can focus your thoughts and ideas to become logical and sequential.

Using the Mind Map template below, take one of the topics below or write one of your own and fill in the map under their titles.

Topic	<ul style="list-style-type: none"> * A book review on an English text * Interpret viewpoints of Australia's Immigration Policy * Justify the historical science / mathematical theory of
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Paragraphs

The separation of work into paragraphs results in clear, expressive communication.

A paragraph consists of a number of sentences that deal with one idea or theme.

It is made up of a topic sentence and supporting detail.

- The **topic sentence** is often the first sentence. It may summarise the paragraph or contain its main focus or idea.
- The rest of the paragraph expands on the main idea and this is known as **supporting detail**.
- The **last sentence** of the paragraph may conclude or summarise the idea or theme.



The rules below are general guidelines.

Ensure that your writing follows the format of the appropriate text type.

1. THE INTRODUCTION/ORIENTATION

The first paragraph is the introduction/orientation, which introduces the topic and sets the scene.

- It should be **short, gripping and inviting**.
- The Introduction 'tunes' you into the mood or tone of what is to follow.

Given the title, I remember how angry I was, the introduction could be:

'The inferno within me began to blaze!'

2. THE BODY/DEVELOPMENT

The introduction is followed by several paragraphs, which form the body or development of the text and explore the topic.

- Each paragraph usually deals with a **different aspect** of the topic.
- **Linking words** such as *similarly*, *besides*, *however* and *also* make the meaning clear and ensure the flow of the paragraph.

3. THE CONCLUSION/RESOLUTION

The last paragraph is the conclusion which ties up the loose ends.

- It usually expresses your **feelings** about the topic.
- The reader should sense **finality**.
- Words such as *in conclusion*, *it is therefore evident*, *thus* and *consequently* will help the text run more smoothly.
- If possible, the last sentence should be **strong** and should **linger** in the mind of the reader:
'By the end of the afternoon, the embers had died down and I had learnt a bitter lesson.'

Over the page are paragraph exercises for you to practise.

Planning an essay in 5 paragraphs

The following essay topic has been chosen because the planning exercise can be done without the use of reference material. Write an essay plan on the following topic.

Should young provisional (P) drivers only be allowed to have one passenger in a car they are driving as it could reduce car accidents ?

What are you being asked to do ? You are being asked a question. This needs to be substantiated with some facts and strong logic. Remember an essay is not the place for unsubstantiated emotive statements. The question does not ask 'Do you think young provisional drivers should only be allowed...'. It is not the place to use the word 'I'.

The reader doesn't want to know what you think. The reader wants to be presented with a well developed logical essay which supports a point of view.

For purpose of this exercise you are asked to plan an essay with 5 paragraphs between the introduction and the conclusion. Plan the paragraphs in point form. Do this on the following page.

If you honestly don't know much about young provisional P driver behaviour the following points for both sides of the question could be useful.

- 17 to 25 year old male drivers are three times more likely to be the cause of serious car accidents than other drivers.
- Young drivers today have quicker reflexes due to their exposure to computer games.
- Cars of today have better and more sophisticated safety features.
- In New Zealand, young provisional drivers have experienced less car accidents due to the one passenger program.
- Young drivers are more likely to take risks with their driving if, they have distractions in the car they are driving.
- Young drivers today receive better and more comprehensive driving instruction than 20 years
- Young male drivers pay a 30 % higher rate for their car insurance.

Paragraph	Points
Introduction	
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	
Conclusion	

The following is a checklist guide when writing an essay. Use the titles on the left side of the list to ensure a quality and well written essay.

1. CHECK FOR CORRECTNESS: ✓

Instructions	Have these been correctly followed?
Content	Is the content relevant, accurate and logically developed?
Format	Have you chosen the correct format for your type of writing?
Paragraphs	Has the work been divided into relevant paragraphs?
Sentence construction	Have you used full sentences? Is there a subject and a finite verb? Are the participles aided by auxiliary (helping) verbs? Have you avoided repetitive sentence structures?
Tense	Have you kept to the same tense?
Concord	Are the nouns and verbs in agreement?
Word choice/Diction	Analyse every word carefully. Scan for: <ul style="list-style-type: none"> • verbs that could be replaced by stronger verbs • overuse of adjectives and adverbs • tautology, verbosity and clichés • slang Have you made use of dictionary and thesaurus skills?
Spelling	Have you checked for careless and high frequency errors?
Punctuation	Does every sentence start with a capital letter and end with a full stop, question mark or exclamation mark? Have you used a comma when a full stop was needed? (comma splice error) If possible, read your work aloud in order to 'feel' the need for the addition or omission of any punctuation marks.

The following are Text Types guides to assist you with your assignments. All 9 text types include easy instructions, examples and features to consider.

A. WRITING STYLES / TEXT TYPES

1. DESCRIPTIVE WRITING

Descriptive writing paints a picture with words. You may be required to describe people, places, situations, processes or even feelings.

- Descriptive writing relies on **detail** and requires suitable vocabulary, descriptive powers and creativity.
- Introduce the subject to the reader with an effective **opening statement**. This often indicates your impression of the subject you are describing.
- The **body** contains **paragraphs** describing varied aspects of the subject.
- The acronym **SIDES** works especially well here - strong verbs, imagery, detail, experience and suggestion.
- The **present tense** is often used to create a feeling of immediacy.
- **Adjectives, adverbs** and **figures of speech** should be used appropriately.
- **Avoid** using the same beginnings of sentences as this causes monotony.

2. NARRATIVE WRITING

A narrative tells a story or gives an account of events or incidents.

The narrative often revolves around a plot or story-line and it may encompass a moral.

- **Planning** e.g. via brainstorm, Mind Map®, flow chart or plot lines, is essential to ensure a logical progression of thoughts and actions. This is your **plot** or **story-line**.
- The **orientation/introduction** indicates **time** and **setting** and introduces the main **characters**. A gripping opening sentence is effective and essential.
- The **body** consists of a number of paragraphs. This series of events contains the **development** or **complication** of the plot. ~~These may lead to a climax or anti-climax~~ - the high point in the story.
- **Characters** should be limited in number and thoughtfully described so that the reader may identify and relate to them.
- **Dialogue** is often used for effect, but it should be used sparingly.
- We usually narrate in the **past tense** and in the **1st** or **3rd person**. (I, he, she, they, them)
- The **present tense** is sometimes used to create immediacy.
- **Sentence structure** may vary for effect.
- **Mood** should be created by the use of powerful and precise diction.
- A satisfactory **resolution/conclusion** ties up the loose ends and may include a **coda** or **moral**.

3. RECOUNT

A recount relates past events or incidents in the order in which they took place.

- Effective **planning**, e.g. using a Mind Map®, is essential to ensure a **logical progression** of thoughts and actions.
- The **opening paragraph** should have a gripping **introductory sentence**. It should give an **orientation** of time, setting and characters.
- The **body** is made up of paragraphs detailing a series of events in the correct **chronological order**.
- The **concluding paragraph** may contain a personal comment.
- A recount is written in the **past tense**.
- The narrative **point of view** will depend on the narration of the recount:
first person if it is your experience (I, me).
third person if you are relating someone else's experience (he, she, they, them).
- Use **connecting words** indicating **time** e.g. *later, meanwhile, at the same time, finally*.

4. DISCUSSION

This is an analysis of a subject. It may be compared to a written debate as both sides of an argument are presented. It provides a challenging vehicle for expressing oneself in an interesting and informative manner.

- You may be given a topic such as '*Formal examinations are necessary.*'
- In order to write effectively, you need to have **knowledge** of and **opinions** on the chosen topic.
- Careful and logical **planning** e.g. with a Mind Map®, will ensure efficient work.
- Your **introductory paragraph** states and briefly explains the nature of the debate.
- Include **points for both sides** of the argument in the **body** of the essay.

Separate the issues into different **paragraphs**. Use **facts, evidence, examples, statistics** and **opinions** to support the arguments. **Substantiate** with relevant sources.

Use **formal language** with **technical terms** where necessary.

Use **connecting words** to show shifts in **discussion** e.g. *alternatively, similarly, in contrast, on the one/other hand, however* and *while*.

- In your **concluding paragraph**, you should make **judgments** concerning the alternatives and then make **recommendations**.

5. EXPOSITION OR ARGUMENT

You have a belief, a point of view or an opinion and it is your objective to influence or persuade your audience or readers to agree with you. Take a stand and support your opinion.

- You may be given a topic such as, '*Pocket money teaches independence.*'
- Effective **planning**, e.g. with a Mind Map®, will ensure that you structure your argument logically.
- The **introduction** is vital because it captures the attention of your reader, clearly states your opinion and conveys your **thesis statement**.

The **thesis statement** is made up of one or two sentences. It highlights the main idea that will run through your work and outlines the manner in which you will formulate your argument.

A strong opening would be a **question**, a **proposal** or a '**shocking statement**'

e.g. '*Money grows on trees!*'

- In the **body** it is essential that you **support your viewpoint** with examples and/or facts.

Related facts should be grouped in **paragraphs** of their own.

Connecting words back up your argument and make it more convincing e.g. *furthermore, of equal importance, in addition, it is clear that* and *consequently*.

Rhetorical questions and **repetition** may be used for emphasis.

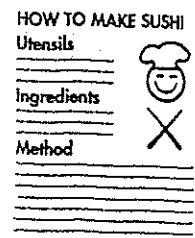
- Your **conclusion** should be **short, strong** and **memorable**. It should tie up and **summarise** what you have said. e.g. '*Careful handling of pocket money today ensures clever budgeting for tomorrow.*'

Editorials and advertisements are examples of exposition.

6. PROCEDURE

This text type shows how something can be done through a series of steps.

- **Plan** your work by sequentially listing the steps needed to complete the procedure.
- Begin with an **opening statement** which outlines the **aim** and procedure.
- **State** the directions for the method chronologically. These directions are generally given as **commands** in an **impersonal tone**.
- **Clear, precise language** is necessary.
- **Technical language** and **jargon** may be used.
- **Specific details** are used to indicate how, when and where particular actions should be performed e.g. *on the right, diagonally opposite* and *beside*.
- **Connecting words** are used to indicate chronological order e.g. *before, first, next, as soon as, now* and *after*.



Recipes and experiments are examples of this text type.

7. INFORMATION REPORT

An information report provides facts about a subject.

- Careful planning, e.g. with the aid of a Mind Map®, will enhance your work.
- The introduction contains a general statement about the subject.
It may include a description, a definition or a classification.
- The body consists of a number of paragraphs.
Each paragraph deals with a specific feature of the subject and begins with a topic sentence.
- Language must be precise, clear and factual.
- The present tense is used.
- The tone should be formal and third person narration is used (he, she, it).
- Technical language or jargon is used where necessary.
- Diagrams and pictures may be used for additional information.
- In the conclusion, points are summed up and a final statement is made.

Provides factual information as found in encyclopedias and text books e.g. a scientific report on reptiles.

8. EXPLANATION

An explanation gives reasons why something is the way it is, or explains how something works.

- To ensure your explanation is logical and detailed, careful planning with the aid of a Mind Map® or a flow diagram is essential.
- The introduction contains a general statement that identifies what is being explained.
- The body, which is made up of one or more paragraphs, consists of details, facts and examples.
- Arrange the points and details in a clear sequence.
- The present tense is generally used.
- Technical vocabulary is used where necessary.
- Connecting words showing time should be used e.g. *first, then, meanwhile* and *at this stage*.
- Connecting words that show cause and effect enhance meaning e.g. *because, therefore, as a result* and *consequently*.
- If you are making a comparison in your writing, connecting words will clarify your points e.g. *similarly, in contrast, on the other hand* and *in the same way*.
- The conclusion summarises the main points and ties the ideas together.

This text type is used to compare and contrast, to explain the cause of a particular event, or to explain how to solve a given problem, e.g. a demonstration on how to work an appliance.

9. PERSONAL RESPONSE

A personal response is a text that shows your overall impression of a piece of literature, work of art, restaurant, film or theatre.

- The introduction consists of an orientation giving background information e.g. title, author/artist, date.
- The body of the response contains paragraphs with detailed descriptions and a summary of the main features of the work being examined e.g. the main events of a story, the characters and the plot.
- It is written from a personal viewpoint and therefore uses the first person pronouns (I, me).
- The present tense is generally used.
- Use adjectives and emotive words appropriately to convey thoughts and feelings.
The tone may be used to inform and/or entertain the audience.
- Substantiate your viewpoint with reference to the text or other reliable sources.
- Comments on technical aspects may be made e.g. lighting and sound.
- In the conclusion, a judgement of the subject is made and recommendations may be included.

You should list both positive and negative points. 💡

Book, film/theatre and restaurant reviews, as well as responses to artists' works

A Glossary of key words for HSC syllabuses

©Board of Studies NSW (1999), The NSW HSC Assessment Support Document.

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/ determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/ categories
Compare	Show how things are similar or different
Construct	Make; build; put together item or arguments
Contrast	Show how things are different or opposite
Critically (analysis/ evaluation)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/ or against
Distinguish	Recognise or note/ indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things

A Glossary of key words

	evident; provide why and/or how
Extract	choose relevant and/ or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

3. INSTRUCTION WORDS

Ensure that you understand what these words require. 💡

answer	reply, respond or react to a question
analyse	look at carefully and discuss the work, section by section
argue	debate something and give supporting or opposing reasons - use opinions, facts, evidence
assess	consider, evaluate, calculate
compare	look for qualities that are similar or resemble each other
comment	offer your remark, opinion or criticism
consider	think about carefully, contemplate, pay attention to
contrast	explain how two things are different/dissimilar
convey	impart, transmit or communicate ideas and information
convince	sway the opinion of the reader(s)
debate	discuss both sides of an issue in order to reach your opinion
depict	portray or describe
describe	explain or give a detailed account of something in order to paint a picture in the mind of the reader
determine	find out, establish, decide or settle
discuss	talk or write about, debate the issues, introduce alternative viewpoints
explain	make something clear or easy to understand, provide reasons or explanations
explore	investigate something in order to learn about it
identify	name or classify something
illustrate	explain by means of examples
indicate	point out, make known
inform	tell or notify
interpret	give your particular viewpoint or understanding of something
justify	back up your answer/opinion with reasons, evidence or examples
motivate	justify or give reasons for your answer
name/list	give an account of names, events etc. without explanation or interpretation
paraphrase	rewrite something in your own/ other words without changing the meaning
portray	describe vividly in words
prove	demonstrate the truth by evidence or argument
quote	repeat in inverted commas the exact words that someone else has said or written
relate	show the connection between various aspects
show	support your position with facts or evidence
state	express fully or clearly, specify
substantiate	support or add weight to your answer with facts, reasons or opinions
summarise	give only the main points in the order in which they occur