



English Workbook

third
edition

Anne Mitchell

3

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Dedication

For my parents, John and Marie Mitchell
Rest in peace



First published 2014 by
MACMILLAN EDUCATION AUSTRALIA PTY LTD
15–19 Claremont Street, South Yarra, VIC 3141

Visit our website at www.macmillan.com.au

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Publication data

Author: Anne Mitchell
Title: *English Workbook 3*
ISBN: 978 1 4202 3277 6

Publishers: Lucinda Joura and Emma Cooper

Project editor: Barbara Delissen

Editor: Carolyn Leslie

Illustrator: Nik Scott

Cover designer: Dimitrios Frangoulis

Text designer: Bec Yule

Production control: Karen Young

Permissions clearance and photo research: Jes Senbergs

Typeset in Trade Gothic Light 11/14 by Avril Makula

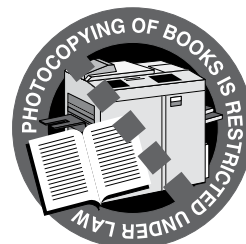
Cover image: Gang-gang cockatoo by Alan Jordan (1953–2013)

Printed in Malaysia

Internet addresses

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Australian Curriculum: English Year 9



Language

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Language variation and change		
1 Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)	Teen jargon	19
	Vernacular	109
	'The Man from Ironbark', Paterson	130
	Shakespeare's language	136
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Language for interaction		
2 Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)	Adolescence	4
	Teen jargon	19
	Other kinds of jargon	20
	Dialogue	110
	Jokes	127
	Practical jokes	128
3 Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)	Literal and metaphorical answers to the question: 'Who are you?'	8
	Stereotypes	62
	Words with connotations	65
	Game review	77
	Book review	78
	Persuasive essay (exposition)	79
	Pathos	144
Text structure and organisation		
4 Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)	Unit 1 Exercises 11 and 12—writing for different audiences	23
	Assessment task 2.1—Analysing persuasive language test	66
	Assessment task 2.2—Analysing a homepage	75
	Persuasive essay (exposition)	79
	Plot	114
	Hooking the reader	115
	Homework task—Improve your writing	121
5 Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)	Persuasive essay (exposition)	79
	Assessment task 4.1—Essay planning	152
6 Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)	Assessment task 2.2—Analysing a homepage	75
	'The Tell-tale Heart', Poe	94
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Expressing and developing ideas		
7 Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)	Persuasive essay (exposition) 'The Tell-tale Heart', Poe Homework task—Improve your writing	79 94 121
8 Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)	Persuasive essay (exposition) Note-making	79 158
9 Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)	Symbols Visual persuasion	40 67
10 Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)	Metonymy Assessment task 2.1—Analysing persuasive language test Propaganda posters Assessment task 2.2—Analysing a homepage Persuasive essay (exposition) Passive and active voice Vernacular Dialogue Homework task—Improve your writing Puns Irony Malapropisms Shakespeare's language Pathos	41 66 72 75 79 81 109 110 121 132 133 134 136 144
11 Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)	<i>Of Mice and Men</i> , Steinbeck Vernacular Dialogue Spelling	30 109 110 168

Literature

Content description	Topic	Page
Literature and context		
1 Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)	<i>Of Mice and Men</i> , Steinbeck <i>The Outsiders</i> , Hinton A collection of short stories <i>Romeo and Juliet</i> , Shakespeare Father/daughter conflict Biography of Henry Lawson Biography of Edgar Allan Poe	30 36 90 138 140 159 162
Responding to literature		
2 Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)	Book review Assessment task 3.1—Short story research The opening sequence of <i>Romeo + Juliet</i>	78 102 147
3 Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)	Film review— <i>Bully</i> Analytical text response Assessment task 4.1—Analytical text response	44 150 152

4 Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in text (ACELT1635)	Books about teenagers	11
	Films about teenagers	14
	'Perfect Chinese children', Woods	15
	How to raise a teenager	17
	'Good friends', Shu Ting	28
	'A poison tree', Blake	28
	<i>Of Mice and Men</i> , Steinbeck	30
	<i>The Outsiders</i> , Hinton	36
	'Nothing gold can stay', Frost	38
	<i>Walking Naked</i> , Brugman	42
	Film review— <i>Bully</i>	44
	Assessment task 1.2—Reading test	46
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	Themes and messages	118
	'The man from Ironbark', Paterson	129
	Adaptations of <i>Romeo and Juliet</i>	144
	Words of wisdom from Shakespeare	155
Examining literature		
5 Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)	'Perfect Chinese children', Woods	15
	'Good Friends', Shu Ting	28
	'A poison tree', Blake	28
	<i>Of Mice and Men</i> , Steinbeck	30
	<i>The Outsiders</i> , Hinton	36
	<i>Walking Naked</i> , Brugman	42
	A collection of short stories	90
	'The man from Ironbark', Paterson	129
	<i>Romeo and Juliet</i> , Shakespeare	138
	Baz Luhrmann's 'Red Curtain' trilogy	145
6 Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)	Literal and metaphorical answers to the question: 'Who are you?'	8
	'A poison tree', Blake	28
	'Nothing gold can stay', Frost	38
	Symbols	40
	Metonymy	41
	Homework task—Improve your writing	121
7 Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)	A collection of short stories	90
	Creating stories	103
	<i>Romeo and Juliet</i> , Shakespeare	138
	Adaptations of <i>Romeo and Juliet</i>	144
	Baz Luhrmann's 'Red Curtain' trilogy	145
Creating literature		
8 Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)	Expository writing	22
	Assessment task 1.3—Expository/reflective piece	49
	Creating stories	103
	Assessment task 3.2—Create a short story	120
	Assessment task 4.2—Creative text response	152
9 Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink. (ACELT1638)	Characters	106
	Comedy	126
	Film study	148

Literacy

Content description	Topic	Page
Texts in context		
1 Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)	Assessment task 2.1—Analysing persuasive language test	66
	Adaptations of <i>Romeo and Juliet</i>	144
Interacting with others		
2 Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740)	Persuasive speeches	83
	Different stakeholders—panel discussion	84
3 Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)	Discussion circle	10
	Group discussion	34
	Role-play	35
	Different stakeholders—panel discussion	84
	Assessment task 3.1—Short story research	102
4 Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)	Assessment task 1.1—Oral presentation—Teenagers from past eras	21
	Different stakeholders—panel discussion	84
	Assessment task 3.1—Short story research	102
	Assessment task 4.2—Creative text response	152
Interpreting, analysing, evaluating		
5 Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)	Visual persuasion	67
	Propaganda posters	71
	A collection of short stories	90
	Themes and messages	118
	Analytical text response	152
6 Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)	Build your vocabulary	All units
	Assessment task 5.1—Spelling and vocabulary tests	177
	Homework task—Vocabulary exercises	178
7 Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)	All units contain exercises designed to develop comprehension strategies.	All units
	Assessment task 1.2—Reading test	46
	Homework task—Shakespeare's life	153
8 Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)	Clear thinking exercises	54
	Assessment task 2.1—Analysing persuasive language test	66
	Visual persuasion	67
	Assessment task 2.2—Analysing a homepage	75
	Film study	148

Creating texts		
9 Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)	Assessment task 1.1—Oral presentation—Teenagers from past eras	21
	Expository writing	22
	Homework task— ‘Play it cyber safe’	50
	Assessment task 2.2—Analysing a homepage	75
	Unit 2 Exercise 19—Game, film or book review	79
	Assessment task 2.3 – Letter to the editor	86
	Homework task – design a travel or sustainability poster	87
	Assessment task 3.1 – Short story research	102
	Creating stories	103
	Assessment task 3.2 – Create a short story	120
	Assessment task 4.1 – Analytical text response	152
	Assessment task 4.2 – Creative text response	152
10 Review and edit students’ own and others’ texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)	Students are encouraged to review and edit all written responses, especially pieces for assessment. Opportunities are provided throughout the workbook for students to review the work of their peers. Proofreading	All units 176
11 Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)	There are opportunities throughout the workbook for students to use a range of software.	All units

Cross-curriculum priorities	Topic	Page
Aboriginal and Torres Strait Islander histories and cultures	Photograph of Nicky Winmar's protest 'Black soil country', Malouf	64 103
Asia and Australia's engagement with Asia	'Perfect Chinese children', Woods 'Good friends', Shu Ting Photograph of Malala Yousafzai	15 28 64
Sustainability	Letter to the Editor about duck shooting Homework task—design a travel or sustainability poster	66 87
General capabilities	Topic	Page
Literacy	All exercises and assessment tasks are designed to improve students' literacy. Some grammar points Using a dictionary	All units 161 173
Numeracy	The workbook does not include exercises related to numeracy.	
ICT capability	Assessment task 1.1—Oral presentation—Teenagers from past eras Many assessment tasks throughout the workbook include a digital component.	21 All units
Critical and creative thinking	How to raise a teenager Social networking Group discussion Role-play Homework task—'Play it cyber safe' Clear thinking exercises Different stakeholders—panel discussion	17 26 34 35 50 54 84
Personal and social capability	Adolescence Who are you? Discussion circle The need to belong Friendship Group discussion Role-play Being different Doomed love Conflict	4–6 6–9 10 25 28 34 35 42 137 139
Ethical understanding	Selfies Group discussion Role-play Film review— <i>Bully</i> Homework task—'Play it cyber safe' Cartoons about ethical issues Different stakeholders—panel discussion	27 34 35 44 50 68 84
Intercultural understanding	'Perfect Chinese children', Woods Unit 4 Comedy—Exercise 2	15 126

Preface



This is the third book in a series of English workbooks for students in the junior and middle years of secondary school. The units are designed so that there is a logical and sequential development of skills and knowledge throughout the year, as well as throughout the workbook series. Text extracts within units are from both classic texts and popular fiction for teenagers, with an emphasis on modern Australian texts and texts that address the Cross Curriculum Priorities. Activities and assessment tasks cater for differentiation in the English classroom. Links to the Australian Curriculum are indicated in the table on pages v–x and at the start of each unit.

To the student

As this is a workbook, you are encouraged to record your answers in the spaces provided. Sometimes this is an opportunity to draft your work before you hand up a good copy for assessment. You are encouraged to keep the workbook as an English reference for the future, and for this reason there is a strong emphasis on the development of your English language skills.

To the teacher

English Workbook 3 contains five substantial units of work—the first four are intended to reflect a typical English program in the third year of secondary study, and the final unit focuses on the development of grammar, spelling and punctuation, to help students with their work not only in English but also in all other subjects. The Teacher Book contains answers, suggestions about different approaches and extension activities, and references to online materials. There is a list of URLs in the digital support material for teachers. You will notice in the table on page v–x that the Australian Curriculum content descriptions are numbered and these numbers correspond to the numbers on the front page of each unit, indicating the links to the AC. Links to the Cross Curriculum Priorities and General Capabilities are also indicated in the Teacher Book, as well as references to the specific assessment requirements in Victoria and NSW. Digital support for teachers is available free on the Macmillan website, which includes assessment rubrics, the URL list, and a list of recommended novels for wider reading that are suitable for students at this level.

To access the digital support, go to <www.onestopdigital.com.au>

UNIT 1

Being a Teenager

This unit focuses on issues connected with adolescence, such as the development of identity, the importance of family, the need to belong, tolerance of differences, and cyber bullying. You will reflect on, discuss and write about your connections with family and friends explore the jargon of teenagers and other groups, and investigate how teenagers from past eras are similar to and different from teenagers of today.

The links between this unit and the Australian Curriculum: English can be seen in the boxes below.

LANGUAGE

In this unit you will:

- » Discuss the changes in the language of teenagers over time
- » Identify the language of different communities, such as the jargon of teenagers
- » Explore the meaning and use of symbols

AC Language content descriptions 1, 2, 4, 9, 10 and 11

LITERATURE

In this unit you will:

- » Explore representations of different people and cultures in texts
- » Reflect on, read and write about your personal understanding of adolescent experiences
- » Investigate how different authors present ideas about issues affecting teenagers
- » Learn about metonymy
- » Create expository, persuasive and imaginative pieces

AC Literature content descriptions 1, 3, 4, 5, 6 and 8

LITERACY

In this unit you will:

- » Interact with your peers in pair, group and whole-class discussions
- » Participate in informal role-plays and formal multimodal presentations
- » Read increasingly complex texts
- » Predict word meanings using knowledge of Latin stems
- » Use comprehension strategies
- » Use a range of software

AC Literacy content descriptions 3, 4, 6, 7, 9, 10 and 11



Build your vocabulary



The following words are connected with being a teenager. Use a dictionary to look up the definitions of any words you don't know. Then use the words to complete the sentences below.

adolescence
confidante
expectations
socialisation

allegiance
conformity
inclusion
status quo

characteristics
cynical
introspection
turmoil

cognitive
eccentric
ostracise
unconventional

collaborative
entity
rebellious
uniqueness

EXERCISE 1

Complete the following sentences by selecting a word from the box.

1. Group activities in the classroom foster a _____ approach to learning.
2. _____ refers to the years between puberty and adulthood.
3. In some cases, a friend can be a more reliable _____ than a family member.
4. _____ means playing by the rules in order to fit in.
5. Before he was granted full membership, Fabian was asked to swear his _____ to the club.
6. The narrator reveals his _____ attitude towards certain members of society when he accuses them of phoniness.
7. The _____ of Neetha in the volleyball team gave her a huge boost in confidence.
8. Children who attend kindergarten begin to learn _____ skills, such as sharing of play equipment.
9. Each individual's _____ should be respected and valued.
10. Some people enjoy the attention they receive by not conforming to the _____.
11. The community decided to _____ the farmer, who had stolen tools from a neighbouring property.
12. The changes experienced by teenagers can sometimes lead to emotional _____.
13. _____ behaviour can get you into trouble with the authorities.
14. Each of us is a multi-faceted _____.
15. The practice of _____ leads to an evaluation of one's values and beliefs.
16. Your genes determine the physical _____ that you are born with.
17. Boring and repetitive tasks do little to develop a person's _____ abilities.
18. Parents and teachers sometimes have unrealistic _____ of teenagers.
19. Her _____ styling of the room impressed the judges.
20. His _____ and joyful dancing brought a different element to the talent show.

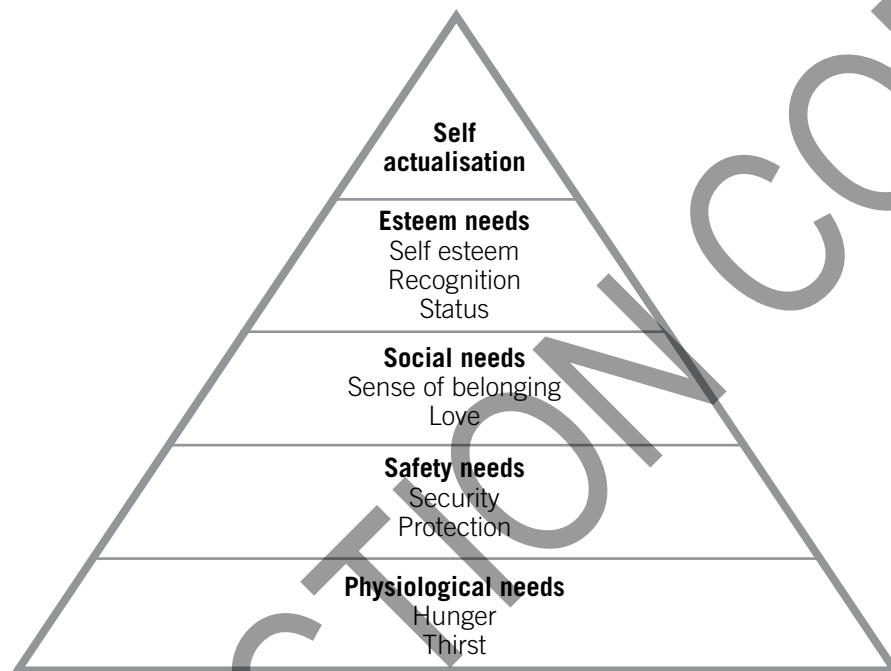
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Adolescence



Adolescence is a time of change and personal growth. It can be an exciting time in your life, but also a time of turmoil as you try to work out who you are and where you fit in. As you strive for social acceptance and approval, you are pulled in different ways by the groups around you, who may have certain expectations of you—groups such as your family, school, your peers, television, online social networks and the media.

According to psychologist, Abraham Maslow, adolescents have a need to interact with others and gain social acceptance and approval. Maslow developed a model showing the hierarchy of human needs, which you can see in the figure below. You are in about the middle stage of the hierarchy.



Abraham Maslow, *Motivation and Personality*, 2nd edn, Harper & Row, 1970

Educator, Darryn Kruse, has this to say about adolescence:

Cognitively, students become increasingly able to think abstractly and reflectively, and therefore to develop a sense of self-concept and (high or low) self-esteem and to clarify values and value systems.

Kruse also says that:

Socially, students begin to establish a real or symbolic distance from their parents, focusing increasingly on other adults, and particularly peers, for support and guidance.



Here is an extract from a popular contemporary teen fiction novel, *The Fault in Our Stars*, by John Green.

The Fault in Our Stars

Me: I refuse to attend Support Group.

Mom: One of the symptoms of depression is disinterest in activities.

Me: Please just let me watch *America's Next Top Model*. It's an activity.

Mom: Television is a passivity.

Me: Ugh, Mom, please.

Mom: Hazel, you're a teenager. You're not a little kid anymore. You need to make friends, get out of the house, and live your life.

Me: If you want me to be a teenager, don't send me to Support Group. Buy me a fake ID so I can go to clubs, drink vodka, and take pot.

Mom: You don't take pot, for starters.

Me: See, that's the kind of thing I'd know if you got me a fake ID.

Mom: You're going to Support Group.

Me: UGGGGGGGGGGGGGGG.

Mom: Hazel, you deserve a life.

You can read John Green's answers to some questions posed by readers of the book on the internet. See your teacher for the URL.

John Green, *The Fault in Our Stars*

EXERCISE 2

Discuss the following questions with your classmates. Then record your answers in the spaces provided.

1. What does 'high or low self-esteem' refer to?

2. What are 'values' and how do we acquire them?

3. What is the difference between a 'real' and a 'symbolic' distance from parents?

4. Whom do you turn to for support and guidance? Why? Explain.

5. What does the exchange between Hazel and her mother suggest about being a teenager?

6. Can you relate to the extract from *The Fault in Our Stars*? Explain.

Who are you?



Psychologists tell us that there are three types of ‘self’: the actual self (who you are), the ideal self (who you would like to be) and finally, the self that others want you to be.

EXERCISE 3

If your art teacher asked you to draw these three ‘selves’, what would you draw? Try not to focus on appearance only, but think of other aspects of who you are.

Actual self	Ideal self	The self desired by others

EXERCISE 4

1. Make up some words and/or phrases in answer to the question: 'Who are you?' Think firstly of literal responses, such as your age, your appearance, your status in the family and so on. Secondly, try to think of some metaphorical ideas to reflect who you are, such as 'a broken skateboard', 'sky cloud' or 'a mermaid'.

Literal	Metaphorical

2. Now share your responses with a partner, who should keep asking you the question 'Who are you?'

EXERCISE 5

Describe the following in short paragraph answers.

1. Your present feelings

2. The most important thing in your life

3. Something you love doing

4. A battle you have fought

5. How you see yourself 20 years from now

6. If you had one day to live, how you would spend it?

EXERCISE 6

Now think of symbolic representations of the above answers and complete your personal shield on the template below.

1. your present feelings	2. the most important thing in your life
3. something you love doing	4. a battle you have fought
5. how you see yourself 20 years from now	6. if you only had one day to live, how you would spend it?

Personal shield of _____

EXERCISE 7

Discussion circle

For this task, form groups of about eight and sit in a circle. You will need a 'talking stick' or something similar and for the first section of the activity, you cannot speak until this object is in your possession. After the first four topics, the talking stick will be removed.

This is an exercise in speaking and listening, so you do not have to write or record anything. Every member of the discussion circle is expected to say something.

- » Topic 1: Parents put too much pressure on teenagers. Do you agree?
- » Topic 2: What are the best things about being a teenager?
- » Topic 3: What do you most look forward to about getting older?
- » Topic 4: What advice would you give to someone who was the victim of cyber bullying?
- » Topic 5: How do you think you will remember this time in your life?
- » Topic 6: Who are the most important groups and individuals in your life at the moment?
- » Topic 7: How important to you is social networking?
- » Topic 8: Do you ever find that there is a conflict between what you want to do and what others expect you to do?

Reflection on listening

Speaking and listening are important skills. Think about the discussion circle experience, and write some reflective comments below.

EXERCISE 8

Answer the following questions honestly. Then share your thoughts with the rest of the class.

1. Was it easier to say something when in possession of the talking stick? Explain.

2. Was it easy to get hold of the talking stick? Why/why not?

3. How can someone indicate that they want to say something if there is no talking stick?

4. Did all members of your group get an opportunity to speak? Explain.

5. Did the members of your group really listen and respond to the comments made by others?

6. Why is it important to listen carefully to others?

Books about teenagers

Many great books are about issues to do with being a teenager. Probably the most famous is *The Catcher in the Rye*, by JD Salinger, written in the 1950s. Have you read it?

Below is a list of highly recommended novels that focus on teenagers – we can call this the coming-of-age genre. In the table you will find information about whether or not the novel is an Australian text, its suitability for females or males (F or M), and the main themes of the text.

If you are looking for something to read for leisure, ask your teacher for more suggestions and for more information about these titles. You might like to get together with a group of friends to form a book club. The idea of being in a book club is that you all read the same book. Then get together at someone's place after an agreed amount of time (for example, two weeks) to discuss it. Don't forget to bring some snacks!

You will find extracts from some of these novels later in this unit and in Unit 3.



Novel title	Australian text	Suitable for females (F) or males (M)	Theme
Abdel-Fattah, Randa <i>Does My Head Look Big In This?</i>	✓	F	identity/religion
Burke, JC <i>The Story of Tom Brennan</i>	✓	M	families/peers
Eaton, Anthony <i>A New Kind of Dreaming</i>	✓	M	crime/belonging
Green, John <i>The Fault in Our Stars</i>		M/F	romance/friendship/illness
Gwynne, Phillip <i>Nukkin' Ya and Deadly Unna?</i>	✓	M	sport/friendship
Hartnett, Sonya <i>Butterfly</i>	✓	F	belonging
Hinton, SE <i>The Outsiders</i>		M/F	gangs
Howell, Simmone <i>Girl Defective</i>	✓	F	teenagers/families
Jenkins, Wendy <i>Killer Boots</i>	✓	M	sport/friendship
Lange, Erin <i>Butter</i>		M/F	bullying
Lowry, Brigid <i>Guitar Highway Rose</i>	✓	M/F	friendship/journey
Marchetta, Melina <i>Saving Francesca</i>	✓	F	identity
McCaffrey, Kate <i>Destroying Avalon</i>	✓	F	bullying
McCarthy, Maureen <i>Chain of Hearts</i>	✓	F	grief/romance/families
MacLeod, Doug <i>The Shiny Guys</i>	✓	M	mental illness
McDonald Meme and Boori Pryor <i>Njunjul The Sun</i>	✓	M	culture/belonging
Metzenthen, David <i>Finn and the Big Guy</i>	✓	M	friendship
Moloney, James <i>A Bridge to Wiseman's Cove</i>	✓	M/F	friendship/romance
Pung, Alice <i>Unpolished Gem</i>	✓	F	families/culture
Salinger, JD <i>The Catcher in the Rye</i>		M/F	belonging
Wheat, Chris <i>My Excellent Lives and Looselips</i>	✓	F	teenagers (comedy)
Winton, Tim <i>That Eye, the Sky</i>	✓	M/F	growing up
Yaxley, Richard, <i>Joyous and Moonbeam</i>	✓	M/F	friendship

Why not keep a record of your reading so that you can recommend books to your friends or family members? Use something like the following for your Reading Record.

Reading record

Title:

Author:

Genre:

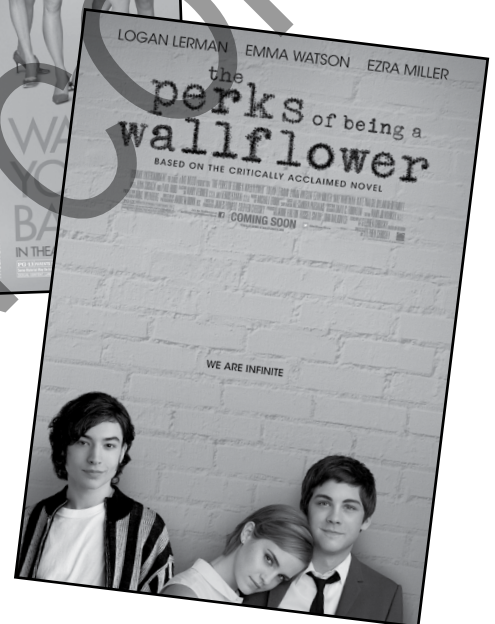
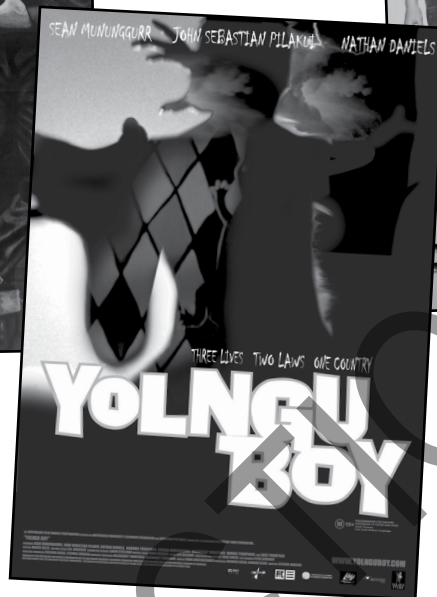
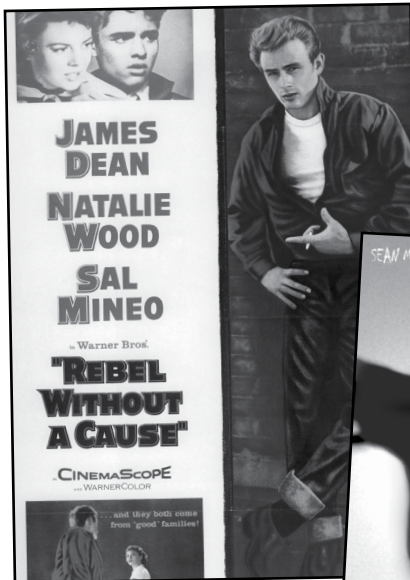
Date finished:

Opinion:

Films about teenagers



There are many great coming-of-age films, which also raise issues to do with adolescence, growing up and change. It would be interesting to compare and contrast the depiction of teenagers in films from a few decades ago, such as *Rebel without a Cause*, with a more contemporary film, such as *Moonrise Kingdom*.



How many of these films have you seen?

- | | | |
|--------------------------------|--|---|
| » <i>Clueless</i> | » <i>Rebel without a Cause</i> | » <i>The Sisterhood of the Travelling Pants</i> |
| » <i>Dead Poets Society</i> | » <i>Samson and Delilah</i> | » <i>The Wild One</i> |
| » <i>Donnie Darko</i> | » <i>Somersault</i> | » <i>The Year my Voice Broke</i> |
| » <i>Huckleberry Finn</i> | » <i>Ten Things I Hate About You</i> | » <i>What's Eating Gilbert Grape?</i> |
| » <i>Juno</i> | » <i>The Breakfast Club</i> | » <i>Yolngu Boy</i> |
| » <i>Looking for Alibrandi</i> | » <i>The Outsiders</i> | |
| » <i>Mao's Last Dancer</i> | » <i>The Perks of Being a Wallflower</i> | |
| » <i>Mean Girls</i> | | |
| » <i>Moonrise Kingdom</i> | | |
| » <i>Mud</i> | | |

Can you think of any other good films about adolescence? Tell the rest of the class about them.

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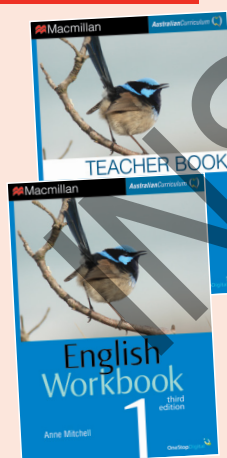
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This is a gang-gang cockatoo. You can read about gangs of teenagers in Unit 1.

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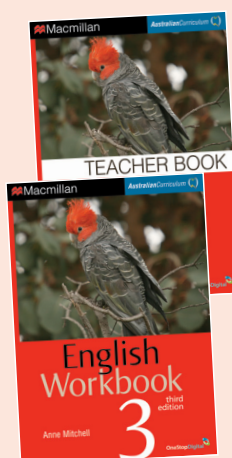
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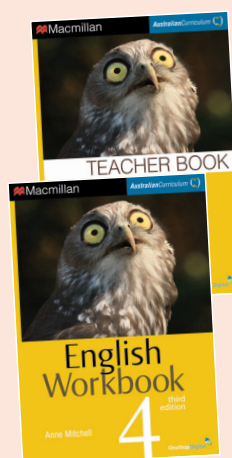
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