

Term One - Week One

Lesson 1—A Selection to Study – Australian Federation

Australia was a continent of quarrelling colonies, with petty jealousies, bitter feelings, and a short-sighted outlook on the vast possibilities of the future. It was not till the end of the nineteenth century, that in the face of a common danger, the desirability of uniting their country took hold of men's minds.

"How could we defend our coasts in the event of an attack?" the colonists asked themselves hopelessly. The idea of federation grew. In 1891 a great convention was held at Sydney to discuss this idea.

"The crimson thread of kinship runs through us all," cried Sir Harry Parkes at a banquet of representatives from the various colonies and New Zealand. The difficulties seemed unsurmountable. Nine long years passed by, and it was not till 1900, that it was finally decided to break down all barriers and to merge the separate life of the five states and Tasmania into one joint dominion under the broad flag of Great Britain.

The news thrilled through every fibre of the world-wide Empire. The queen of the mother country sent out her grandson, now the heir-apparent to the British throne, to open the first Federal Parliament for her sons beyond the sea. It was a memorable day in the history of Australia, when the great white Ophir steamed into Melbourne harbour bearing the British Prince and Princess to distant Australian shores. The opening of Parliament took place on May 9, 1901, amid the greatest enthusiasm, and messages soon flashed to every quarter of the globe with the news, that Australia had entered on a new era of existence.

Australia—the Great South Land of past years—has at last awakened to her great duties and responsibilities. For the first time in history one nation occupies a whole continent; and that island continent, now ranking as one of the world-powers, is putting forth her splendid energies to work out mighty destinies, under the flag of the mother country.

By MB Synge, *The Awakening of the British Empire*

Note: This historical account was originally published in 1911.

1. Do an oral narration of this passage.

*Lesson 2—Subject and Predicate

- A. The moon is very beautiful.
 - B. Its soft yellow light brightens the earth.
1. What thing is spoken about in the first sentence?

Note: The moon is called the subject of the sentence.

The part of the sentence that names that about which something is said is the **subject**.

2. What is said about the moon?

Note: What is said about the moon, is very beautiful, is called the predicate of the sentence.

The part of the sentence that says something about the object named by the subject is the **predicate**.

3. What is spoken about in the second sentence?
4. What is said about its soft yellow light?
5. What is the subject, and what is the predicate of the second sentence?
6. Write sentences, using the following subjects:
 - A. the Great Barrier Reef
 - B. a range of high mountains
 - C. the premier of your state
 - D. the Murray River
7. Write sentences, using the following as predicates:
 - A. is the largest state in the country
 - B. spins a web from which silk
 - C. is made from the sap of a tree

Lesson 3—Persuasive Speech

1. Watch these videos on Persuasive Writing
 - A. [What is persuasive writing?](#)
 - B. [Writing a persuasive paragraph – OREO Formulae](#)

Note: OREO stands for opinion, reason, example, opinion
2. Write a persuasive paragraph using the OREO formulae. Use the debatable topic below to write your paragraph.

A boy or girl who has received a homeschool education is better fitted for business than a pupil who has only gone to school.

*Lesson 6—Comparison of Texts

In southern Australia, it is midsummer. Millions of Australians are enjoying their school holidays at the beach and extra low tides make rockpooling and snorkelling especially fascinating. On dunes and islands young seabirds hatch in burrows and sandscrapes. Hot, dry weather increases the risk of bushfires. In the south-west the end of the Nyungar Aboriginal season of Birak is marked by snakes and lizards shedding their old skins.

In the north, everything is wet. Torrential rains, heat and humidity characterise the Monsoon or Wet Season. Crocodiles move up flooded streams, and at Aurukun the season of Um Kapaak is marked by the movement of turtles into bays. Butterflies and swarms of other insects emerge. Big green frogs are found in toilets.

From Banksia and Bilbies by Alan Reid

1. This week's passages all describe the same thing. What are they describing?
2. What is the difference in the writing styles used to represent the same time of year?
3. How is summer described in lesson 4?
4. How is summer described in lesson 5?
5. How is summer described in lesson 6?
6. Which passages gives you the feeling of summer?
7. Can you find facts about summer in lesson 4 and 5?
8. Which piece of writing gives you the most facts?
9. Which piece of writing do you like best?

Week Three



From a painting by Jean-Francois Millet, *The Gleaners*

Lesson 7—Picture Study: The Gleaners

The Gleaners was painted by Jean Francois Millet (pronounced me'la), an artist who loved the peasant people of France.

1. The picture shows a broad wheat field where there has been a plentiful harvest. Three women have come to the field to pick up the stray pieces of wheat that the reapers have left. The artist has tried to portray the pathos of the poor peasant women's life of toil and privation. Has he succeeded in his attempt?
2. What colours do you think the artist used in painting the picture? Notice that the figures of the women seem to stand out from the page. This effect was obtained by the skillful use of light and shade. Find the places where the light is strongest and where the shade is heaviest.
3. Describe the background of the picture. In what ways does it suggest that the owner of the field was a man of wealth?
4. What part of the picture suggests poverty?
5. Does the picture make you feel sad, or glad?

Note: [Here is a link to the colour picture online.](#)

*Lesson 8—Compound Subject and Predicate

- A. Men and women work in the fields, in France.
 - B. The reapers cut the grain and carry it to the barn.
1. The first sentence has two subjects; name them.
 2. What is the predicate of the first sentence?
 3. What is the subject of the second sentence?
 4. Name the two predicates in the second sentence.

Note: When two or more simple subjects are united, they form a **compound subject**.

When two or more simple predicates are united they form a **compound predicate**.

5. Name the subjects and predicates in the following sentences and tell which are compound:
 - A. Bushes and trees were covered with soft, white snow.
 - B. Apples, peaches, and pears grew in the orchard.
 - C. The farmer plowed the ground and planted the seed.
 - D. The great trees and the sparkling brooks made the meadow beautiful.
 - E. Tokyo and London are large cities.
 - F. The women gathered the grain and ground it into flour.
 - G. The rain watered the thirsty fields and made them fresh and green again.
 - H. Millet and Corot were great artists.
 - I. The leaves let go of the branches and floated gently to the earth.
 - J. History and geography are very interesting studies.

*Lesson 9—Selection for Study: Comparison of Stories

Now Naomi had a relative on her husband's side, a man of standing from the clan of Elimelek, whose name was Boaz.

And Ruth the Moabite said to Naomi, "Let me go to the fields and pick up the leftover grain behind anyone in whose eyes I find favor."

Naomi said to her, "Go ahead, my daughter." So she went out, entered a field and began to glean behind the harvesters. As it turned out, she was working in a field belonging to Boaz, who was from the clan of Elimelek.

Just then Boaz arrived from Bethlehem and greeted the harvesters, "The Lord be with you!"

"The Lord bless you!" they answered.

Boaz asked the overseer of his harvesters, "Who does that young woman belong to?"

Week Five

Lesson 13—Newspapers – Digital Lessons

Newspaper – Putting A Newspaper Together (4mins)

<http://abcspla.sh/m/104188>

Newspaper – Breaking News (3 mins)

<http://abcspla.sh/m/104210>

Headlines Through History (10 mins)

Read through the Digi-book on ABC Splash about headlines in Australian History.

<http://abcspla.sh/c/1584350>

Lesson 14—Composition: News Article

Clip news items from papers. Read aloud those which you think are best. Observe the form in which they are written.

1. Write local news items suggested by events of the past week. Let each item contain words enough for ten or more printed lines.

Lesson 15—Composition: Local Newspaper Page

1. Write an item for a local newsletter, on one of the following subjects:
 - A. damage done by storm
 - B. the football game
 - C. the act of a brave boy
 - D. increase in milk supplies
 - E. car races
 - F. the water supply inadequate
 - G. great fire in the business section
 - H. need of rain
 - I. suffering among the poor caused by the continued cold
 - J. a distinguished visitor; his comments on local conditions
2. Using your computer software prepare one page of a newspaper. Place the two articles you have written this week.
 - A. Include at least on image.
 - B. Headlines to articles

*Lesson 17—Nouns

Wherever a ship ploughs the sea, or a plough furrows the field; wherever a mine yields its treasure; wherever the ship or railroad train carries freight to market; wherever the smoke of a furnace rises, or the clang of the loom resounds; even in the lonely garret where the seamstress plies her busy needle—there is industry.

—James A. Garfield

Ship is the **name** of something that sails upon the sea.

Sea is the **name** of a great body of water.

1. How many other names (or things) can you find in the paragraph?

Note: All words used as names are called nouns.

2. Make a list of the nouns in the paragraph.

Note: When the ship *ploughs the sea*, it is a verb because it is the action of moving through the sea. When the *plough furrows the field*, it is a noun because it is naming a farming tool.

3. Write this paragraph from dictation.

Lesson 18—Nouns

1. Write five nouns that are names of objects in your home.
2. Write five nouns that are names of objects you see on the way to the shops.
3. Write five nouns that are names of articles of food.
4. Write five nouns that are names of musical instruments.
5. Write three nouns that are names of materials used for clothing.
6. Write three nouns that are names of parts of a wagon, motorcycle, or automobile.
7. Write five nouns that are names of parts of the human body.
8. Write five nouns that are names of flowers.

Week Eight

Lesson 22—Composition: Description of a Place

Travellers, going to a strange city, find of great service a guidebook containing the names and short descriptions of the principal places of interest.

1. Write a short entry for a travellers' guide for the place in which you live.
 - A. If you live in the city, write of the buildings, stores, parks, etc., that would be of interest to visitors.
 - B. Give a short description of each of the more important.
 - C. If you live in a small town, write of the surroundings, the places of natural beauty, fine farms, or any local industry that would interest a visitor.

*Lesson 23—Common and Proper Nouns

In Florence, near the gate of the city, there was a huge block of pure white marble.

1. Name the nouns in this sentence.
2. Does block refer to any particular object, or to one of a class of objects?
3. Does Florence refer to a particular place, or to one of a class of places?

Note: A noun that refers to a particular person, place, or object is called a proper noun. Florence is a proper noun.

A noun that belongs to one of a class of persons, places or objects, is called a common noun. Block is a common noun.

4. With what kind of letter do all proper nouns begin?
5. Write the names of five cities.
6. Write the names of five states.
7. Write the names of five countries.
8. Write the names of five rivers.
9. Write the names of five great men or women.

*Lesson 24—First, Second and Third Person

Note: When someone **writes in the first person** they are narrating the story from their own point of view. It is an autobiographical account. Words like **I**, **we** and **me** are used.

When someone **writes in the second person** they are telling the story to the reader (you). Not many stories are written this way but lots of non-fiction books are; a recipe book is a good example of writing in the second person.

5. What is the climax of the story?
6. How does the conflict resolve?
7. The main characters of this story were personified? What does that mean?
8. Discuss the character of the gums.
9. Discuss the character of the sun.
10. What is an allegory?
11. How is this story an allegory?

Lesson 51—Composition: A Description

Write a description of the prettiest spot near your home. It may be some place on a river or stream; it may be a part of a park, or a shady nook in the woods. Describe the place, tell how to reach it, and state what there is that makes it especially beautiful.

*Lesson 57— Correct Use of Words: I and Me

1. Watch this video on grammar. Me, Myself and I.
<https://www.youtube.com/watch?v=XakoA2D0Okw>
 - A. Me want some ice cream, please?
 - B. I want some ice cream please?
 - C. Sally and me want some ice cream.
 - D. Sally and I want some ice cream.
2. Which sentences are correct?
3. Which sentences are incorrect?
4. Who is the subject of sentence A and B?
5. Who are the subjects of C and D?
6. What is the object of sentences A, B,C and D?

Note: We use I when it is the subject of the sentence. We use me when it is the object of the sentence.

- A. That dress would look nice on me.
- B. That dress would look nice on I.

7. What is the subject of sentence A and B?
8. Which sentence is correct A or B?
9. Write two sentences using I as the subject.
10. Write two sentences using me as the object.

Week Twenty-Three

*Lesson 61—Adverbs and Adjectives

- A. We crossed a high mountain.
- B. We crossed a very high mountain.

1. What adjective do you find in the first sentence?
2. In the second sentence what word modifies the adjective?

Note: **A word that modifies an adjective is an adverb.**

3. Copy the following adverbs and place an adjective after each:

- | | | |
|-----------|----------|-----------|
| A. too, | D. very, | G. less, |
| B. so, | E. more, | H. least. |
| C. quite, | F. most, | |

4. Use in sentences the expressions you have formed.

*Lesson 62—Adverbs and Adverbs

- A. You must listen carefully.
- B. You must listen more carefully.

1. What adverb do you find in the first sentence?
2. In sentence 2 what word modifies the adverb?

Note: **A word that modifies another adverb is an adverb.**

3. Copy the following words, and place a suitable adverb after each:

- | | | |
|----------|-----------|---------|
| A. very, | C. least, | E. too. |
| B. more, | D. quite, | |

4. Use in sentences the expressions formed.
5. Complete the following definition:

An adverb is a word that modifies a _____, an _____, or another _____.

Lesson 63—Composition: For Sale

Pretend you have an item that you want to sell. Write a short add that is to be placed online or on a notice board to advertise your item. Describe your item in size, colour and condition.

Week Twenty-Five

*Lesson 67—Prepositions

Here is a good tune to help you understand prepositions.

<https://www.youtube.com/watch?v=byszemY8Pl8>

Note: A word that shows the relation of a noun or something used as a noun to the rest of the sentence is called a **preposition**.

- A. The dog was **in** his bag
- B. The bucket was **behind** the tree.
- C. He went **through** the window.
- D. The pencil is **on** your desk.
- E. Jenny must be home **before** two o'clock.
- F. It rains **in** September.
- G. I heard a possum **during** the night.
- H. It will be sunny **from** Monday **to** Thursday.
- I. My pillow was **under** the bed.
- J. The balloon floated **up** into the sky.

We use prepositions to indicate position, place, and time.

1. What sentences tell us the place or position of the noun?
2. What sentences tell us the time of an event?
3. Find and copy five prepositions from Lesson 64.

Lesson 68—Prepositions

1. Use the following prepositions in sentences:

- | | | |
|------------|-------------|-------------|
| A. about, | J. to, | S. of, |
| B. before, | K. across, | T. on, |
| C. except, | L. beneath, | U. under, |
| D. behind, | M. in, | V. between, |
| E. for, | N. into, | W. with, |
| F. till, | O. toward, | X. over, |
| G. above, | P. after, | Y. until, |
| H. below, | Q. beside, | Z. by. |
| I. from, | R. against, | |

*Lesson 69—Correct Use of Words: Who and Whom

Here is a video to help you understand this common grammar mistake.

<https://www.youtube.com/watch?v=EeNplgTjBC4>

1. Write questions beginning with the following:
 - A. Of whom
 - B. With whom
 - C. For whom
 - D. By whom
 - E. To whom
 - F. From whom

Note: The word **who** is never used after a preposition.

Who is used as the subject of the verb. **Whom** is used as the object.

For example:

Statement: **Samuel Morse** (the subject) met a friend (object) on the ship.

Question: Whom (object) did Samuel Morse (subject) meet on the ship?

2. Rewrite sentences A - G. Find the subject of each sentence. Find the object of the sentence (underline). Then rewrite as a question using whom.
 - A. The people praised Michelangelo.
 - B. Millet loved the poor people.
 - C. The pilgrims feared the Indians.
 - D. Echo laughed at Juno.
 - E. The teacher praised the industrious pupils.
 - F. I saw many friends at the park.
 - G. I took my brother for a ride.
3. Write five questions beginning with **who**.