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*TakeOff! English for the  
Australian Classroom:  
Books 1 and 2*



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At newly  
reduced prices to  
support Australian youth

**Information  
for  
Teachers**

# A Twin Companion for Y7 — Y12 English



## *TakeOff!* English for the Australian Classroom: Books 1 and 2

**Now in Multiple Formats and Reduced Prices**

### Print

|                                                 |                                                                                                                |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
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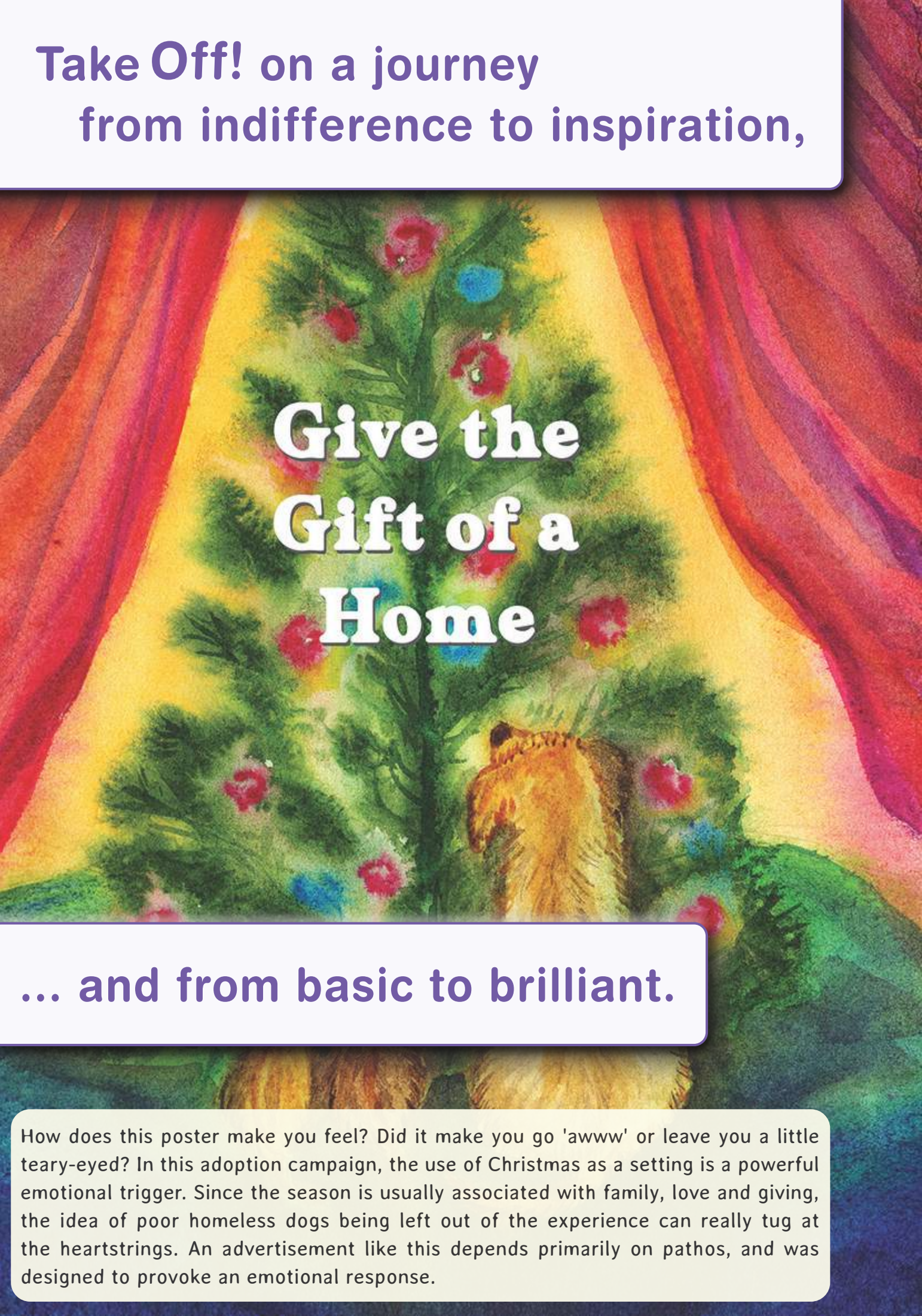
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**Scan  
Me!**



**More Info**

**Take Off! on a journey  
from indifference to inspiration,**

The background of the poster is a painting. It features a green Christmas tree with red and blue ornaments. At the base of the tree, a dog's head is visible, looking up. The tree is set against a bright yellow background, which is framed by red, draped curtains on either side. The overall style is painterly and emotional.

# **Give the Gift of a Home**

**... and from basic to brilliant.**

How does this poster make you feel? Did it make you go 'awww' or leave you a little teary-eyed? In this adoption campaign, the use of Christmas as a setting is a powerful emotional trigger. Since the season is usually associated with family, love and giving, the idea of poor homeless dogs being left out of the experience can really tug at the heartstrings. An advertisement like this depends primarily on pathos, and was designed to provoke an emotional response.

# pathos

**Pathos** (pronounced 'pay-thohs') is a persuasive technique that appeals to the audience's emotions. Imagine a brochure titled 'Adventure!' which features golden sand dunes. This is pathos at work since the text and images draw an e\_\_\_\_\_ response, making us feel excited. Be it an impassioned plea or a shocking visual, pathos elicits feelings like sympathy, confidence, anger or disgust to achieve its aim. Consider this example:

Welcome to Amara Residence, a sanctuary for your soul. With elegant archways, soaring ceilings and expansive views of the Buronga Hills, experience freedom and luxury like never before. Make your space your canvas and create memories of a lifetime.

Plug and play with  
245 carefully crafted pages

- 2) I miss my grandfather dearly. We used to have the most lovely Sunday morning walks, where for hours, he would mesmerise me with stories of wild birds and fish.
- 3) High-stakes examinations leave emotional scars: dented self-esteems, a profound fear of failure, and recurring nightmares of tests and exam halls.

Analyse!

In example 1, the expression 'prying eyes' evokes feelings of \_\_\_\_\_, encouraging the audience to \_\_\_\_\_.

In example 2, the speaker uses pathos to impress upon readers her \_\_\_\_\_. Emotive language like \_\_\_\_\_ convey her feelings of \_\_\_\_\_.

In example 3, vivid and emotionally charged descriptions of \_\_\_\_\_ appeal to \_\_\_\_\_

Create!

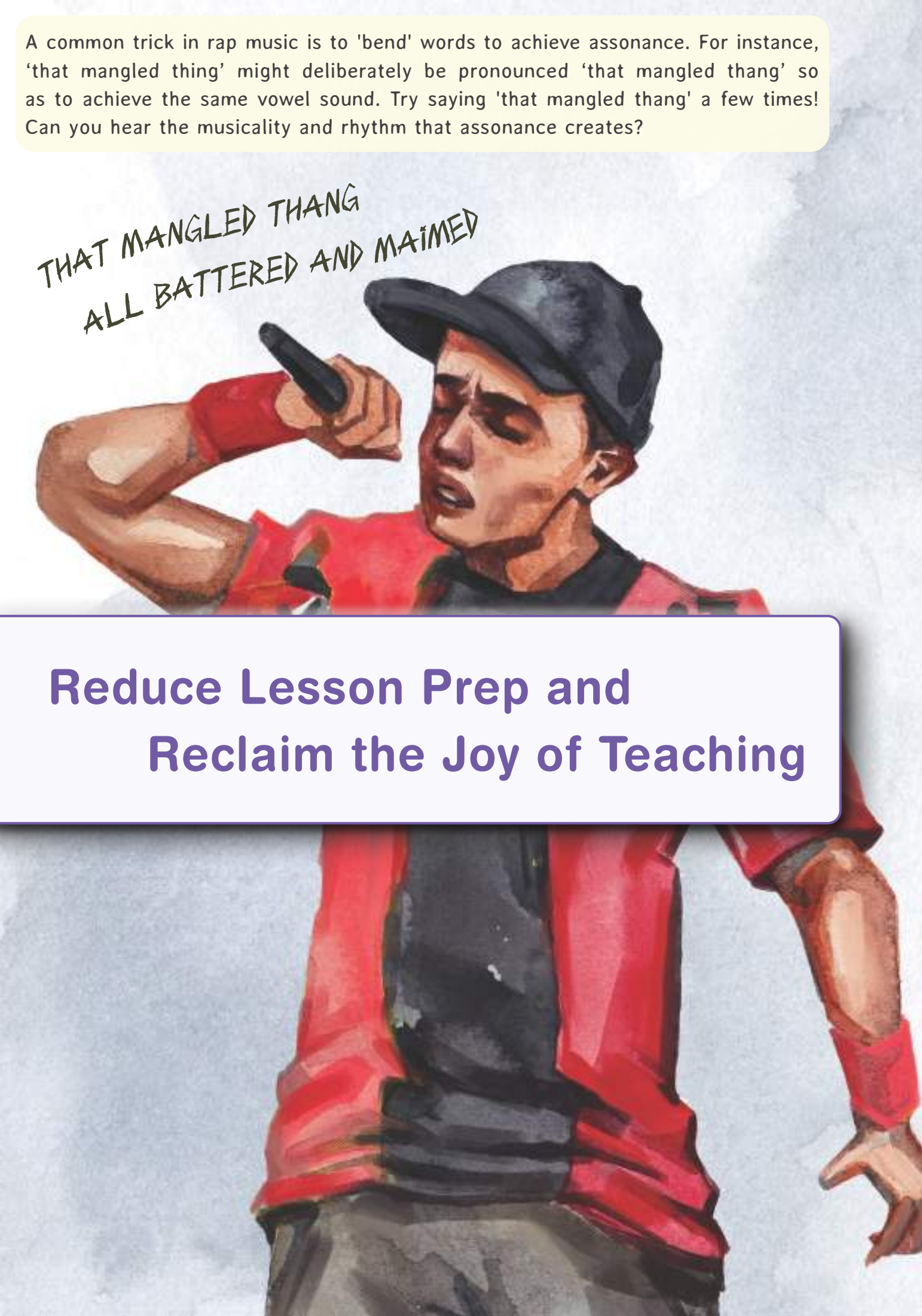
Spark interest & confidence  
with bite-sized wins

Using pathos as your main mode of appeal, create a) a radio ad for a gym class, b) a fundraiser for flood victims, or c) a letter encouraging someone to pursue their interest in baking.

A common trick in rap music is to 'bend' words to achieve assonance. For instance, 'that mangled thing' might deliberately be pronounced 'that mangled thang' so as to achieve the same vowel sound. Try saying 'that mangled thang' a few times! Can you hear the musicality and rhythm that assonance creates?

THAT MANGLED THANG  
ALL BATTERED AND MAIMED

## Reduce Lesson Prep and Reclaim the Joy of Teaching



# assonance

While alliteration refers to the repetition of c\_\_\_\_\_ sounds at the beginning of words (e.g. black beast / Mickey Mouse), assonance occurs when a v\_\_\_\_\_ sound is repeated in nearby words, creating internal rhyme (e.g. row the boat slowly / dangerous pain and shame).

When used well, assonance can enhance the rhythm, mood and tone of a piece. Try reciting the following lines, which form the introduction to a story. Can you circle the recurring vowel

**Ensure consistent learning outcomes  
no matter the setting**

while reinforcing the idea that the tale is set far back in the ancient past. In these few lines, assonance helps to evoke a sense of \_\_\_\_\_, drawing us irresistibly into the story.

Due to the rhythm and musicality it creates, assonance is commonly employed by poets and lyricists. Take rap music for instance. Can you try rapping the following lines?

We'd be cursin' at curfews and spurnin' the rules  
Bingin' on pizzas and dreamin' up divas  
Burnin' our earnings on leisure and pleasure and  
Cravin' for ways to waste away

## Analyse!

In the first line, the 'u' vowel sounds in 'cursin', 'curfews' and 'spurnin' create an internal \_\_\_\_\_ that grabs our attention. Then, the onslaught of 'i' vowel sounds in '\_\_\_\_\_', '\_\_\_\_\_', '\_\_\_\_\_' and '\_\_\_\_\_' creates a succession of staccato stabs that \_\_\_\_\_.

**Convenient prompts and  
classroom extensions**

In the last line, however, \_\_\_\_\_ the rap's pace, signalling a shift in \_\_\_\_\_ as the \_\_\_\_\_ of \_\_\_\_\_. In general, \_\_\_\_\_ internal rhyme that makes the lines sound more \_\_\_\_\_.

## Create!

Try rewriting the lyrics to a song of your choice. Be sure to include some sound techniques like alliteration and assonance.

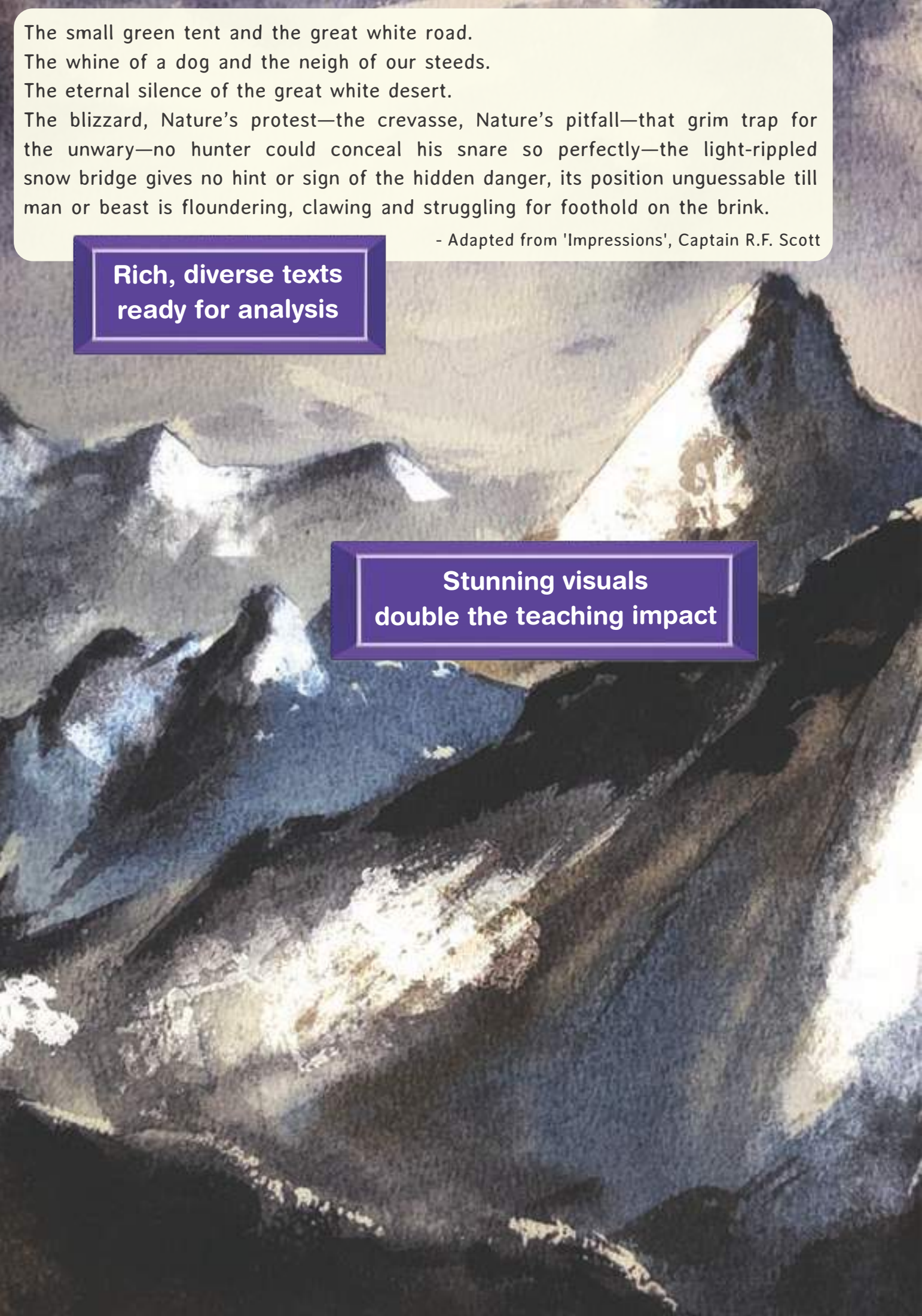
The small green tent and the great white road.  
The whine of a dog and the neigh of our steeds.  
The eternal silence of the great white desert.

The blizzard, Nature's protest—the crevasse, Nature's pitfall—that grim trap for the unwary—no hunter could conceal his snare so perfectly—the light-rippled snow bridge gives no hint or sign of the hidden danger, its position unguessable till man or beast is floundering, clawing and struggling for foothold on the brink.

- Adapted from 'Impressions', Captain R.F. Scott

**Rich, diverse texts  
ready for analysis**

**Stunning visuals  
double the teaching impact**



# contrast

Juxtaposition and contrast are rather similar. However, while juxtaposition may involve things or ideas that are not direct opposites (such as the pairing of blue and orange in a painting), contrast specifically addresses ideas that are set in opposition. Examples include fire and ice, light and \_\_\_\_\_, or order and \_\_\_\_\_.

## Build essential analytical skills transferable to the exams

The procedure saved his life but killed his soul.

In a single line, the words '\_\_\_\_\_' and '\_\_\_\_\_' stand in direct opposition, shedding light on the complex dilemma that lies behind such life-prolonging procedures. While essential in a physical sense, the surgery had devastating consequences on the patient's emotional and spiritual wellbeing. Here, the dramatic contrast invites readers to question \_\_\_\_\_.

Analyse!

Model top-tier responses step by step

Read the diary entry below, which uses contrast to paint a vivid image of the Antarctic while highlighting \_\_\_\_\_.

At the same time, Scott utilises abruptly contrasting imagery to expose \_\_\_\_\_, where even the most tranquil and innocuous of scenes, such as a '\_\_\_\_\_', can unexpectedly turn into a nightmare that leaves one '\_\_\_\_\_' for survival. The dramatic contrast emphasises \_\_\_\_\_.

Create!

Craft a few lines employing the power of contrast to draw attention to an issue facing your community. Topics could include a) climate change, b) homelessness, or c) over-tourism.

Connect techniques with impact  
and score where it matters



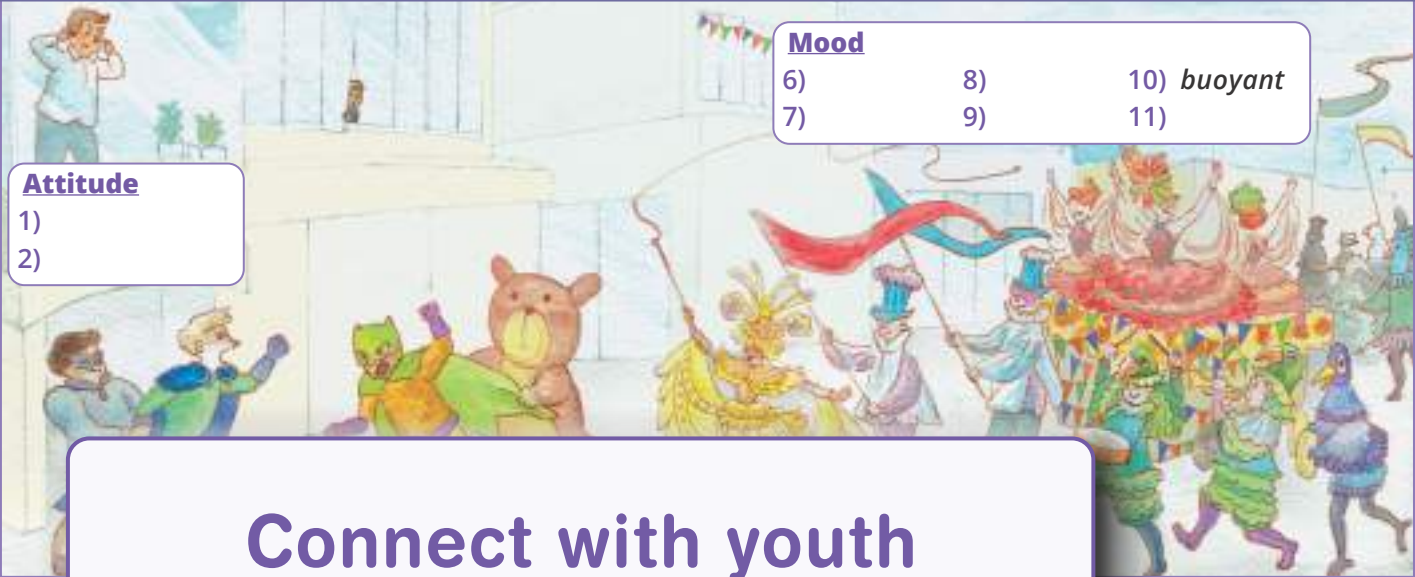
|              |  |
|--------------|--|
| Technique(s) |  |
| Effect       |  |

Text 20

Scan the QR code or access [https://youtu.be/zsZ\\_UDKAVuw](https://youtu.be/zsZ_UDKAVuw) to listen to an excerpt from 'Bare', a poem by Nathaniel Wee Boon Tong that describes the aftermath of a bushfire. Identify the **sound techniques** used and explain their effect.



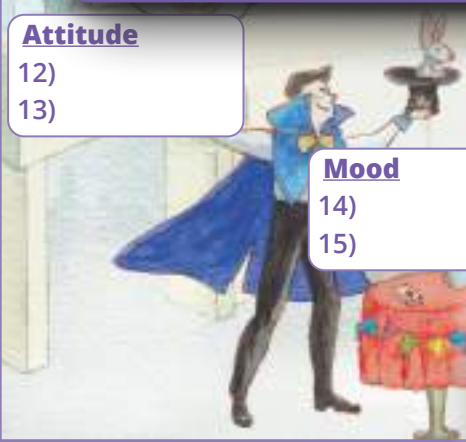
|              |  |
|--------------|--|
| Technique(s) |  |
| Effect       |  |



**Mood**  
6)                      8)                      10) *buoyant*  
7)                      9)                      11)

**Attitude**  
1)  
2)

Connect with youth  
through the power of art



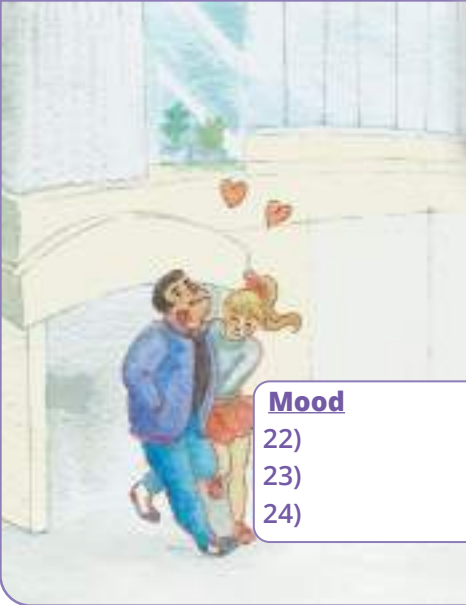
**Attitude**  
12)  
13)

**Mood**  
14)  
15)

**Attitude**  
16)  
17) *fascinated*  
18)

**Mood**  
19)

Students can't wait to  
flip the page!



**Mood**  
22)  
23)  
24)

**Attitude**  
25)  
26)

**Mood**  
27)  
28)



**Tone of Composer**  
29)  
30)

# Practice 11

## Text 25

The following lines are from the poem 'Who's for the Game?' by Jessie Pope. The poem was published in the newspapers during WWI to encourage enlistment.

Who's for the game, the biggest that's played  
The red crashing game of a fight?  
Who'll grip and tackle the job unafraid?  
And who thinks he'd rather sit tight?

Explain how Pope uses language to encourage young men to enlist.

## Techniques

# Bridge the gap between guided practice and independent wins



A **semicolon** can be used to connect two independent clauses that are closely related in thought. Doing so helps writers draw attention to the \_\_\_\_\_ between the clauses being connected. Consider this example:

Dust covered the furniture; the house had not been cleaned for months.

While ‘dust covered the furniture’ and ‘the house had not been cleaned for months’ could have stood as \_\_\_\_\_ sentences, combining them with a semicolon \_\_\_\_\_ their interconnectedness. Here, it becomes even clearer that the furniture was dusty *due to* the lack of housekeeping. Note that semicolons should only be used to join clauses that are

## Explicitly teach it all, from salience to semicolons

both parts of the quote depend on each other for complete meaning.

Semicolons can also be used to \_\_\_\_\_ sentences for effect:

For more than ten years I cleaned and cooked for your children and mother! I left my job so you could pursue your passion; I lent you my savings when you needed that huge loan—and this attitude of yours is all I get?

Here, the semicolon helps the speaker build a point. With it, her accusations flow forcefully through a single long sentence, conveying \_\_\_\_\_.

Another handy function of the semicolon is to separate items in a list, when at least one of those items contains a \_\_\_\_\_:

At the store, he bought pears, as instructed by his mother; cheap, colourful princess stickers, as requested by his sister; and a vanilla ice-cream, as a treat for himself.

As demonstrated, semicolons can add clarity and elegance to a piece, enhancing style and readability.

## Sharpen skills fast with targeted exercises

### **Punctuate!**

Punctuate the following sentences and insert semicolons where appropriate.

- 1) The coconut is an extremely versatile fruit it can be used to make numerous items including music instruments beauty products and furniture
- 2) I gave David my recipe for frittatas he taught me to cycle without hurting my knees
- 3) The speakers I hope to invite to the event include Naomi Robson the prominent media personality Lucas Patchett co-founder of Orange Sky Australia and Behrouz Boochani winner of the Victorian Prize for Literature

### **Analyse!**

#### **Text 1**

As a teacher, it's hard delivering your best lesson when hunger is a constant distraction. Yesterday I had to gobble an emergency cookie between classes; today I rushed to the cafe but had no time to finish my meal.

**In the last sentence, why does the writer use a semicolon instead of a full stop?**

---

---

#### **Text 2**

I do the cooking; he does the dishes. He lets me travel; I let him watch the games. All relationships require give and take and ours is no different.

**What effect do semicolons create in the lines above?**

---

---

## Analyse!

Study the image below and answer the following questions.



# Narrow the achievement gap with the *right* resource

b) Explain how these techniques contribute to its salience:

i) positioning: \_\_\_\_\_

\_\_\_\_\_

ii) colour: \_\_\_\_\_

\_\_\_\_\_

iii) shape: \_\_\_\_\_

\_\_\_\_\_

c) What is the next element that catches your eye? What makes it salient?

\_\_\_\_\_

\_\_\_\_\_

d) Which part of the image is simpler than the rest? What does its simplicity achieve?

\_\_\_\_\_

## Syntax & Punctuation

### Sample Responses

#### Sentence Type (Page 54)

full stop, question mark, commands/instructs, emotions/feelings, exclamation mark

#### Analyse!

- 1) The exclamatory sentence expresses the speaker's delight and excitement at having obtained tickets to the concert.
- 2) The two interrogative sentences reveal the speaker's disorientation.
- 3) The imperative sentences in the advertisement create a compelling tone, urging the audience to heed the call to action and register for the program.
- 4) Depending on the speaker's tone, the repeated interrogative sentences could convey feelings such as concern or excitement.
- 5) The imperative sentences provide instruction on reaching a relaxed state. Their repeated use creates a hypnotic and calming tone that

6)

Se  
fri  
sh  
heavy pauses,  
feelings/emotions,  
the music's transcendental effect,  
growing/increasing, captivates/attracts/soothes,  
uplifts/energises/transforms,  
long, descriptive/evocative, resentful/bitter

#### Analyse!

'The leaves rustle. The crickets sing.' These short opening sentences draw emphasis to each sound being described, conveying the narrator's heightened sensory awareness as he begins to appreciate his surroundings. Then, in detailing the magnificent view, a long sentence stretches out without pause, conveying a sense of nature's overwhelming and irresistible beauty.

#### Abrupt Changes in Length (Page 58)

disdain, amplified/heightened/intensified, the unjust neglect of Aboriginal soldiers, swift/careless

#### Fragmented Sentences (Page 60)

subject, verb, complete, formal, the totality of the destruction, hopelessness/despair/alienation/desolation, 'Real proud.', 'A miracle.', authentic and conversational, candid/personal

#### Analyse!

##### Text 1

The broken and ungrammatical syntax reveals a speaker whose first language is not English. It could also suggest a lack of education.

##### Text 2

The repeated interrogative sentences in 'Who was it? Who could it be?' highlight the burglar's confusion/disorientation. Short and fragmented sentences like 'Back. He had to get back.' also convey his panic.



READ ME

my, belonging/connection

and  
in their

## Complete Answer Keys for added convenience

three, pattern, triad, spirited/resolute, comedy/jokes, surprising us

#### Listing (Page 64)

place, extensive/wide, arranged/ordered, a long list of discomforts caused by city living, and, the destruction of our mental health

#### Identify!

- 1) Contrast, Parallelism
- 2) Rule of three, Parallelism
- 3) Parallelism, Contrast

#### Analyse!

Through listing, the writer exposes the sheer number of ways in which humans have abused animals. The seemingly unending atrocities—including our tendency to 'overfish', 'dump', 'hunt' and 'murder' emphasise the extent of our guilt. The triads in 'cage, kill and torture' and 'meat, eggs

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SYNTAX & PUNCTUATION

Develop a keen  
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Analyse with depth  
and write with impact

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Designed to  
transform youth,  
scores and more

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