

What does Ian think of Jason?

A LETTER TO THE EDITOR FROM THE HERALD SUN

Organised crime

OUT of his depth Federal Minister Jason Clare says that organised crime is making so much money that if it were a country it would be in the G20. Hello, organised crime is already in the G20, in the shape of the Australian government. Since Federation it has been effectively stealing its citizens' assets. As just one example, minerals in the ground which (other than precious metals) once belonged to the landowner.

Our government deals in drugs, taking part in the sale of cigarettes and alcohol by imposing a tax. The Reserve Bank creates money out of thin air - I bet the Mafia are envious of that little trick. Some states give a licence to operate brothels and other loan sharks are allowed to operate freely. Some politicians hand out valuable licences to their friends, government fraud is rife, corruption rampant. It's got so bad that we need an ICAC to investigate it. Our politicians continually and blatantly lie to us, our personal rights and freedoms are regularly trashed. I could go on and on.

The late John Gotti looked like a conservative wowser compared to this lot.

IAN SAMPSON, Cowell.

Read! In the Name of your Lord, Who has created

The Koran, 1st Line, 1st Verse.

In the beginning was the Word

John 1.1 The Bible

There is creative reading as well as creative writing.

Ralph Waldo Emerson

R.A. Patterson 2011

READING COMPREHENSION STRATEGIES

‘Because any question has a certain number of correct answers, all questions are really multiple choice.’

READING COMPREHENSION STRATEGIES

1 Connect.

Connect with the text by noticing how what is written is similar to things from your world. In your head join the text to experiences you have had. Let the text remind you of things you have already read or seen.



When I was quite small I would sometimes dream of a city — which was strange because it began before I even knew what a city was. But this city, clustered on the curve of a big blue bay, would come into my mind. I could see the streets, and the buildings that lined them, the waterfront, even boats in the harbour; yet, waking, I had never seen the sea, or a boat. ...And the buildings were quite unlike any I knew. The traffic in the streets was strange, carts running with no horses to pull them; and sometimes there were things in the sky, shiny fish-shaped things that certainly were not birds.

Most often I would see this wonderful place by daylight, but occasionally it was by night when the lights lay like strings of glow-worms along the shore, and a few of them seemed to be sparks drifting on the water, or in the air.

It was a beautiful, fascinating place, and once, when I was still young enough to know no better, I asked my eldest sister, Mary, where this lovely city could be.

Connect each highlighted word by writing a sentence that tells of an experience of your own that the word reminds you of.

READING COMPREHENSION STRATEGIES

2 Wonder.

Wonder about things as you read. Wondering is like day dreaming about but with you wandering about in your mind about the things the text is telling.



READING COMPREHENSION STRATEGIES

This text is from a poem called 'The Jabberwocky'

1. Take a minute to read it carefully.
2. Take a minute to not read it.
3. Write down what you thought about during step 2.
4. See if you can write down similarities between the poem and what you thought about.

Tw'as brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he sought --
So rested he by the Tumtum tree,
And stood awhile in thought.

3 Imagine.

Imagine by making images, movies, sounds, smells, and sensations in your head as you read. See yourself inside the text like you're in a film. Pretend you have become the character or the subject of the text.

Read the text on the next slide carefully and write down what it is about?

Some of the girls I went to high school with are holding down plump secretarial jobs now. I never got beyond Personal Typing I, myself.'

'So what does that leave?'

'Oh . . . maybe a publishing house,' she said vaguely. 'Or some magazine . . . advertising, maybe. Places like that can always use someone who can draw on command. I can do that. I have a portfolio.'

'Do you have offers?' he asked gently.

'No . . . no. But . . .'

'You don't go to New York without offers,' he said. 'Believe me. You'll wear out the heels on your shoes.'

She smiled uneasily. 'I guess you should know.'

'Have you sold stuff locally?'

'Oh yes.' She laughed abruptly. 'My biggest sale to date was to the Cinex Corporation. They opened a new triple cinema in Portland and bought twelve paintings to hang in their lobby. Paid seven hundred dollars. I made a down payment on my little car.'

Stephen King

If you were a character in the text or someone who needed to know what the text tells.

1. What would your feelings be?
2. What might you write about what you think is happening in your life?

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Write down what you think the text was about.

1. Did you write anything different?
2. Why is what you wrote better than before?

4 Question.

Question all and parts of the text. Do I like this text? How much of this is true? Is this the only viewpoint? Who might agree with this text? What does this text not mention but should have? Is this text important?

Do I like this text?

Why?

The Book I am thinking about would not be religious in the usual sense, but it would have to discuss many things with which religions have been concerned—the universe and man's place in it, the mysterious centre of experience which we call "I myself," the problems of life and love, pain and death, and the whole question of whether existence has meaning in *any* sense of the word. For there is a growing apprehension that existence is a rat-race in a trap: living organisms, including people, are merely tubes which put things in at one end and let them out at the other, which both keeps them doing it and in the long run wears them out. So to keep the farce going, the tubes find ways of making new tubes, which also put things in at one end and let them out at the other. At the input end they even develop ganglia of nerves called brains, with eyes and ears, so that they can more easily scrounge around for things to swallow.

Allan Watts

Read the text on the next slide.
Look at each separate thought in
the text.

1. Who **would** want to agree with
the text?
2. Who **would not** agree with it?

Mystery is the abyss which ceaselessly attracts our unquiet curiosity by the terror of its depth. To know all is an impossible dream; but woe unto him who dares not to learn all, and who does not know that, in order to know anything, one must learn eternally! They say that in order to learn anything well, one must forget it several times. The world has followed this method. Everything which is to-day debateable had been solved by the ancients. Before our annals began, their solutions, written in hieroglyphs, had already no longer any meaning for us. When someone has rediscovered their key; they have opened the cemeteries of ancient science, and give to their century a whole world of forgotten theorems, of syntheses as simple and sublime as nature, radiating always from unity, and multiplying themselves like numbers with proportions so exact, that the known demonstrates and reveals the unknown.

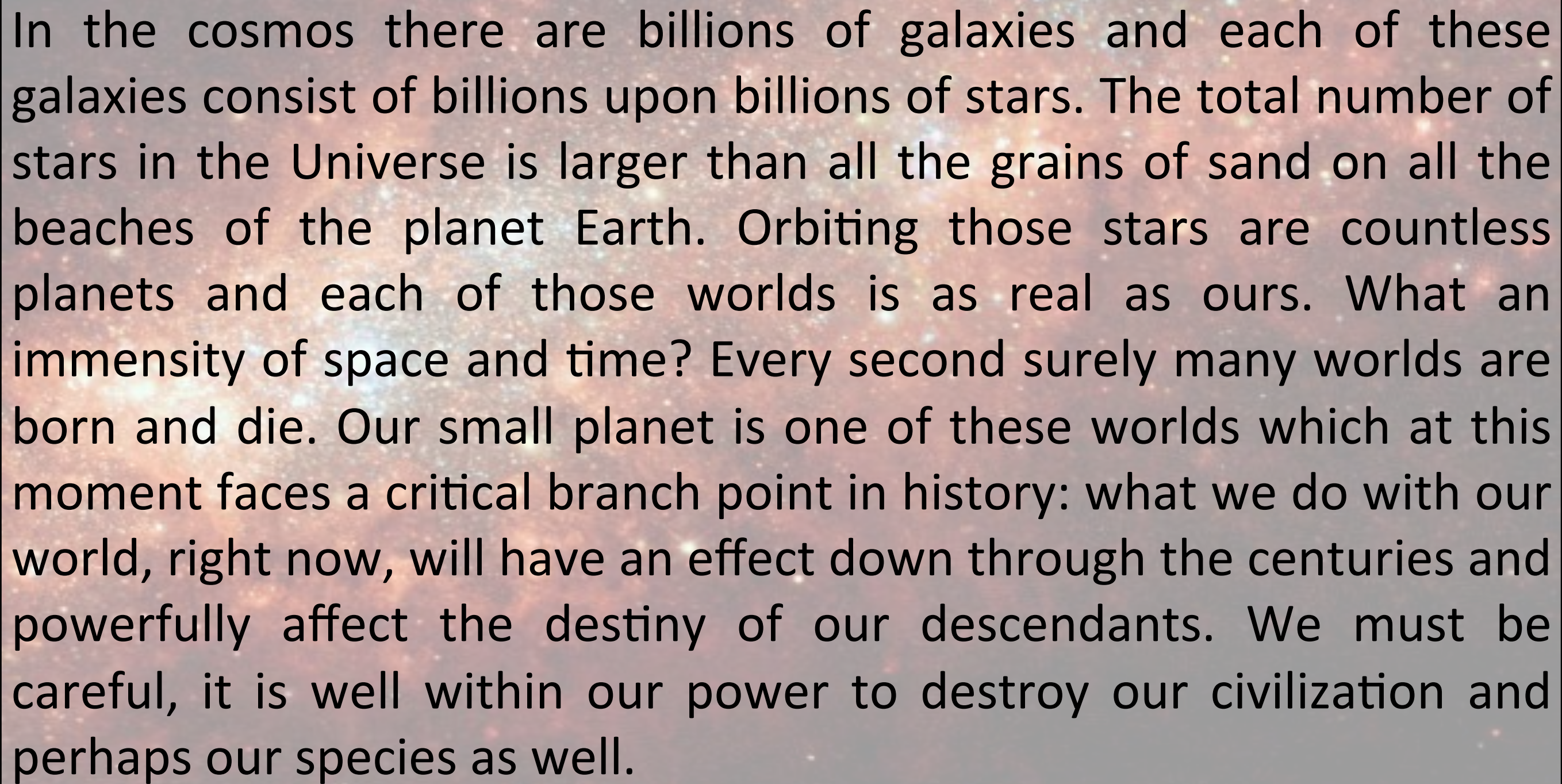
Eliphas Levi

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In the cosmos there are billions of galaxies and each of these galaxies consist of billions upon billions of stars. The total number of stars in the Universe is larger than all the grains of sand on all the beaches of the planet Earth. Orbiting those stars are countless planets and each of those worlds is as real as ours. What an immensity of space and time? Every second surely many worlds are born and die. Our small planet is one of these worlds which at this moment faces a critical branch point in history: what we do with our world, right now, will have an effect down through the centuries and powerfully affect the destiny of our descendants. We must be careful, it is well within our power to destroy our civilization and perhaps our species as well.

Is it important?



Close your mind, close your eyes, see with your heart. How do you forgive the murderer of your father? The ink of a scholar is worth a thousand times more than the blood of a martyr. The more that you wanna learn the better and better it gets. It's like don't give the black man food, give red man liquor red man fool, black man nigga give yellow man tool, make him railroad builder also give him pan, make him pull gold from river give black man crack, glocks and things, give red man craps, slot machines...American Terrorist.

...The total number of stars in the Universe is larger than all the grains of sand on all the beaches of the planet Earth...

A

Which of these texts is more important? How come?

B

...The ink of a scholar is worth a thousand times more than the blood of a martyr....



The wimple was a very common head covering for women of the Middle Ages (c. 500–c. 1500). The wimple provided both protection from the weather and modesty.

Is this all true?

DEAR EDITOR:
I am 8 years old.
Some of my little friends
say there is no Santa
Claus. Papa says, 'If you
see it in THE SUN it's
so.' Please tell me the
truth; is there a Santa
Claus?

Yours, Tess



TESS, your little friends are wrong. They have been affected by the scepticism of a sceptical age. They do not believe except what they see. They think that nothing can be which is not comprehensible by their little minds... Yes, Tess, there is a Santa Claus. He exists as certainly as love and generosity and devotion exist, and you know that they abound and give to your life its highest beauty and joy. Alas! how dreary would be the world if there were no Santa Claus. It would be as dreary as if there were no Tess's. There would be no childlike faith then, no poetry, no romance to make tolerable this existence. We should have no enjoyment, except in sense and sight. The eternal light with which childhood fills the world would be extinguished...No Santa Claus! Thank God! he lives, and he lives forever. A thousand years from now, Tess, nay, ten times ten thousand years from now, he will continue to make glad the heart of childhood.

What does this text not mention but should have?

READING COMPREHENSION STRATEGIES

STEPS IN COMPREHENSION

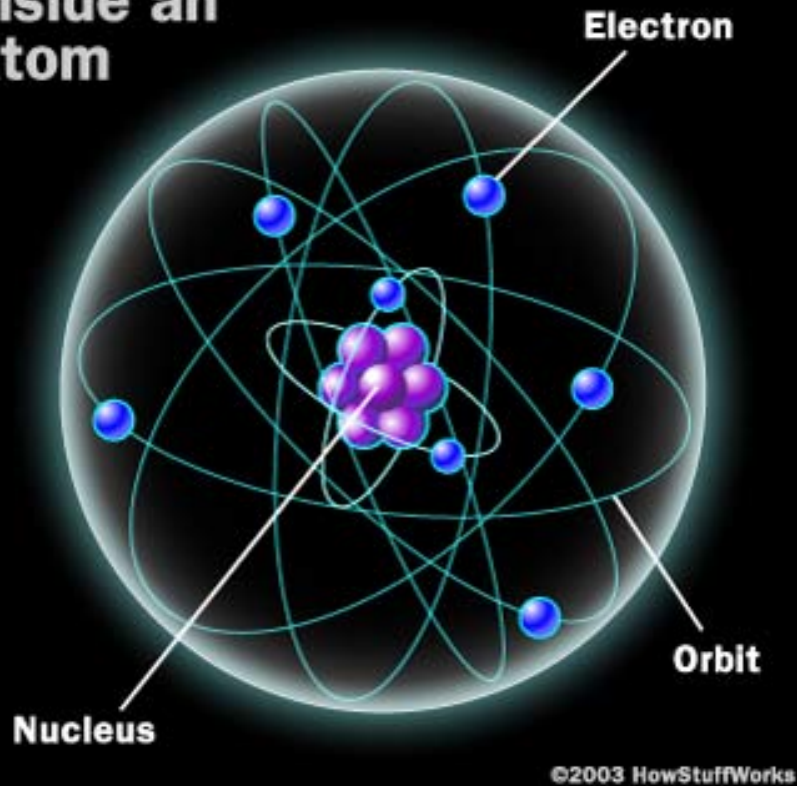
5 Retell.

Retell by thinking of how you would say what the text says in different ways. How would you restate the text using simpler or more interesting words. Change the words and the order that they are in to see how the meaning might change.



Retell this image.

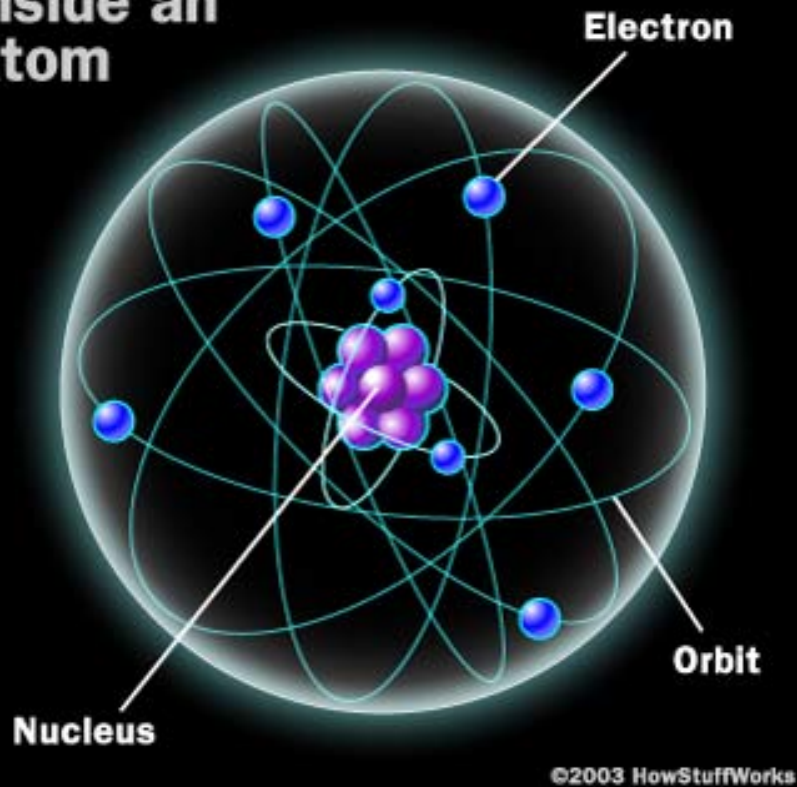
Inside an Atom



Edit this so that it is simpler.

Keep in mind that atoms are extremely small. One hydrogen atom, for example, is approximately 5×10^{-8} mm in diameter. To put that in perspective, a full stop is approximately 1 mm in length, therefore it would take almost 20 million hydrogen atoms to make a line as long as a full stop. In the sub-atomic world, things often behave a bit strangely. First of all, the electron actually spins very far from the nucleus at its centre. If we were to draw the hydrogen atom above to scale, so that the proton were the size depicted above, the electron would actually be spinning approximately 0.5 km (or about a quarter of a mile) away from the nucleus. In other words, if the proton was the size depicted above, the whole atom would be about the size of a football

Inside an Atom



Rewrite this so that it is simpler.

Keep in mind that **atoms are extremely small**. One hydrogen atom, for example, is approximately 5×10^{-8} mm in diameter. To put that in perspective, a full stop is approximately 1 mm in length, therefore it would take almost 20 million hydrogen atoms to make a line as long as a full stop. In the sub-atomic world, things often behave a bit strangely. First of all, **the electron actually spins very far from the nucleus at its centre**. If we were to draw the hydrogen atom above to scale, so that the proton were the size depicted above, the electron would actually be spinning approximately 0.5 km (or about a quarter of a mile) away from the nucleus. In other words, if the proton was the size depicted above, the whole atom would be about the size of a football

A hanging sheet covers a person who shows folded hands.

Rewrite this so it is more interesting.

Try:

1. Changing words.
2. Adding words.
3. Rearranging words.





Did rewriting
change the
meaning of the
text?

A cotton cloth drapes a hiding figure. Its creases and folds tell that it has been used countless times. Long fingered, perhaps feminine, hands rest casually on what appears to be a book. The smooth skin tells us the woman is unused to hard work (a noblewoman possibly who has spent much time in study?) The reader hidden by cloth, the book hidden by her hands. What strange secrets or hidden guilt might be recorded there?

6 Repair.

Repair as you read by questioning things you don't understand. Read further along the text, looking for answers or read the part again. When you come to a word you don't know, decide that it is important enough to your reading to get its definition. Making notes next to parts of the text help you avoid needing re-repairs.



READING COMPREHENSION STRATEGIES

What might this word mean?

sagacity

The reader must seek keywords in the text that together explain the meaning of the unknown word.

The BLANK was a BLANK among the BLANK at the BLANK . His **sagacity** was BLANK to them as they pursued their BLANK . The BLANK was known to use his BLANK , BLANK , and BLANK to BLANK pursue their BLANK .

HIDDEN

REVEALED

The BLANK was a BLANK among the BLANK at the college. His sagacity was helpful to them as they pursued their BLANK . The BLANK was known to use his BLANK , BLANK , and BLANK to BLANK pursue their BLANK .

HIDDEN

REVEALED

The BLANK was a favourite among the students at the college. His sagacity was helpful to them as they pursued their degrees. The professor was known to use his BLANK , BLANK , and BLANK to BLANK their BLANK .

HIDDEN

REVEALED

The professor was a favourite among the students at the college. His **sagacity** was helpful to them as they pursued their degrees. The professor was known to use his experience, insight, and common sense to help students pursue their education.

REVEALED

The professor was a
favourite among the
students at the
college. His **sagacity**

sagacity was helpful to them as they pursued their degrees. The professor was known to use his experience, insight, and common sense to help students pursue their education.

sagacity

professor

helpful

experience

insight

common

sense

education

Thoughtlessness

Silliness

Wisdom

Negligence

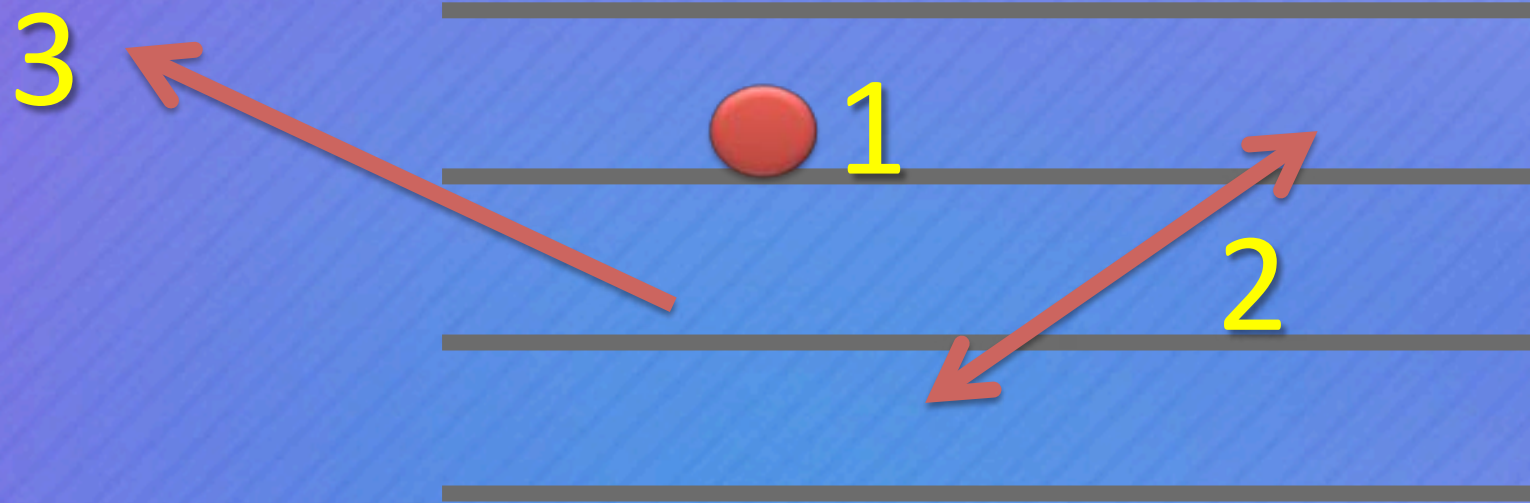
Sagacity is a form of wisdom that applies to highly learned people.



*The Earth is rude, silent,
incomprehensible at first,
Nature is incomprehensible at
first, Be not discouraged, keep
on, there are divine things well
enveloped, I swear to you there
are divine beings more
beautiful than words can tell.
There is geometry in the
humming of the strings, There
is music in the spacing of the
spheres.*

READING COMPREHENSION STRATEGIES

Answers to questions about the text can be found in three different places.



- 1-Locate. On the line
- 2-Infer. Between the lines.
- 3-Create. Beyond the line.

READING COMPREHENSION STRATEGIES

form

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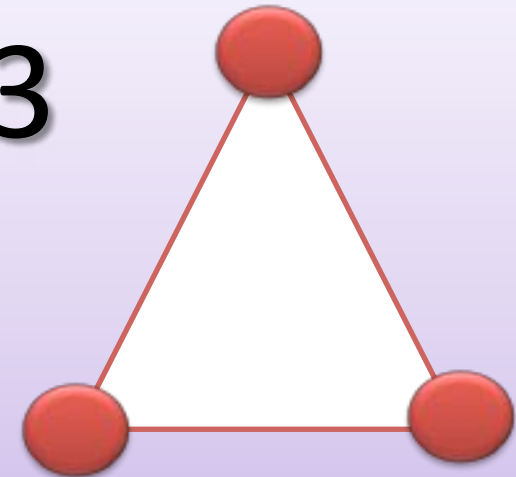
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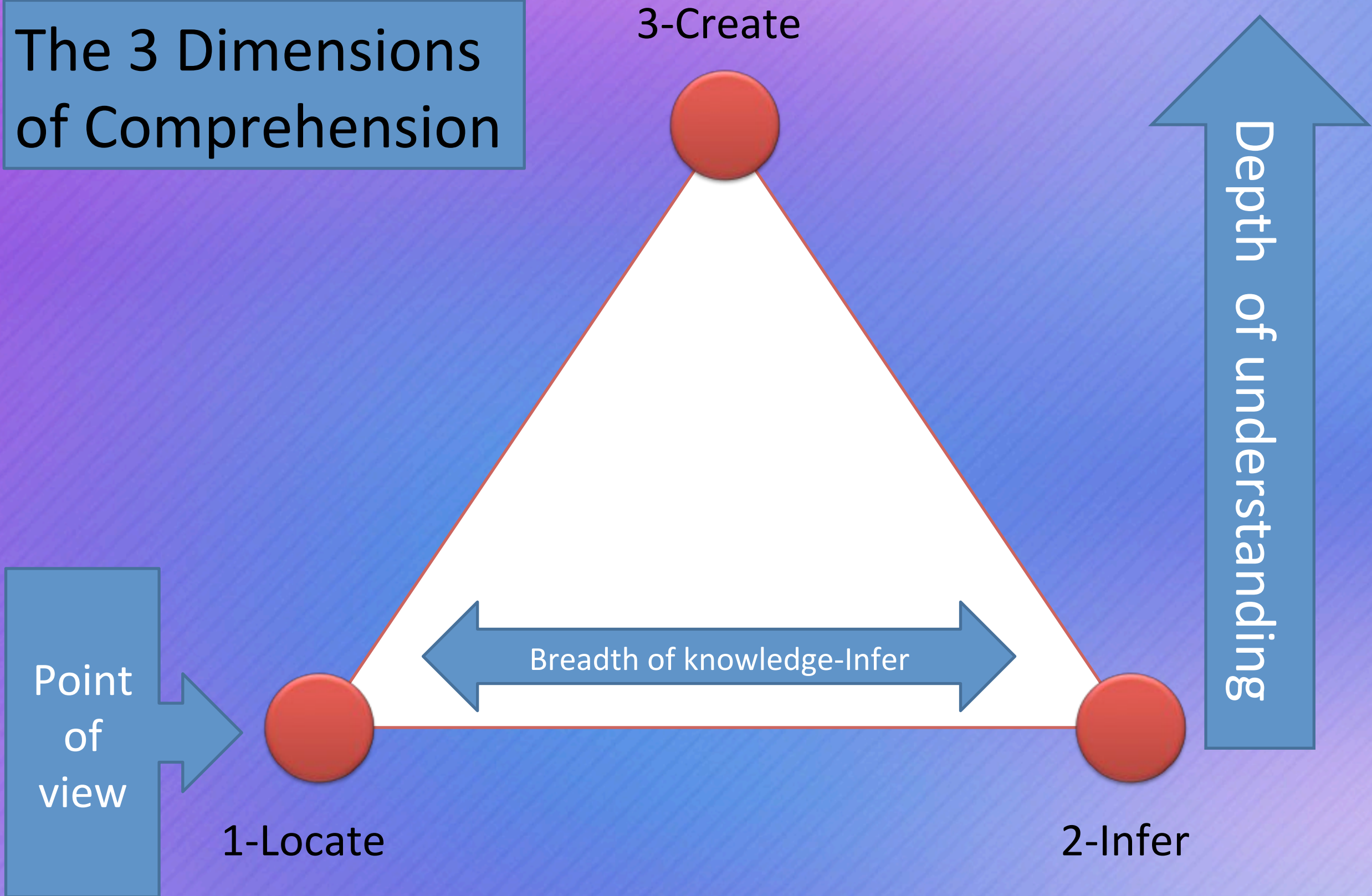


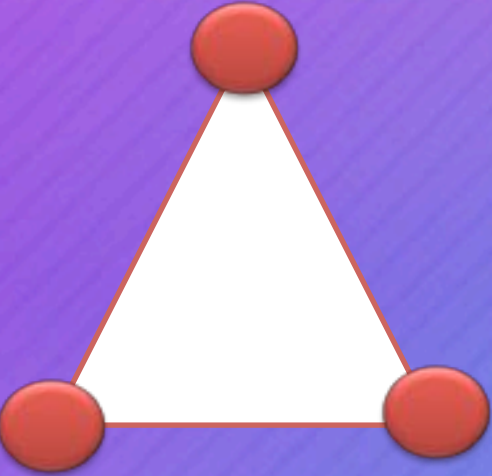
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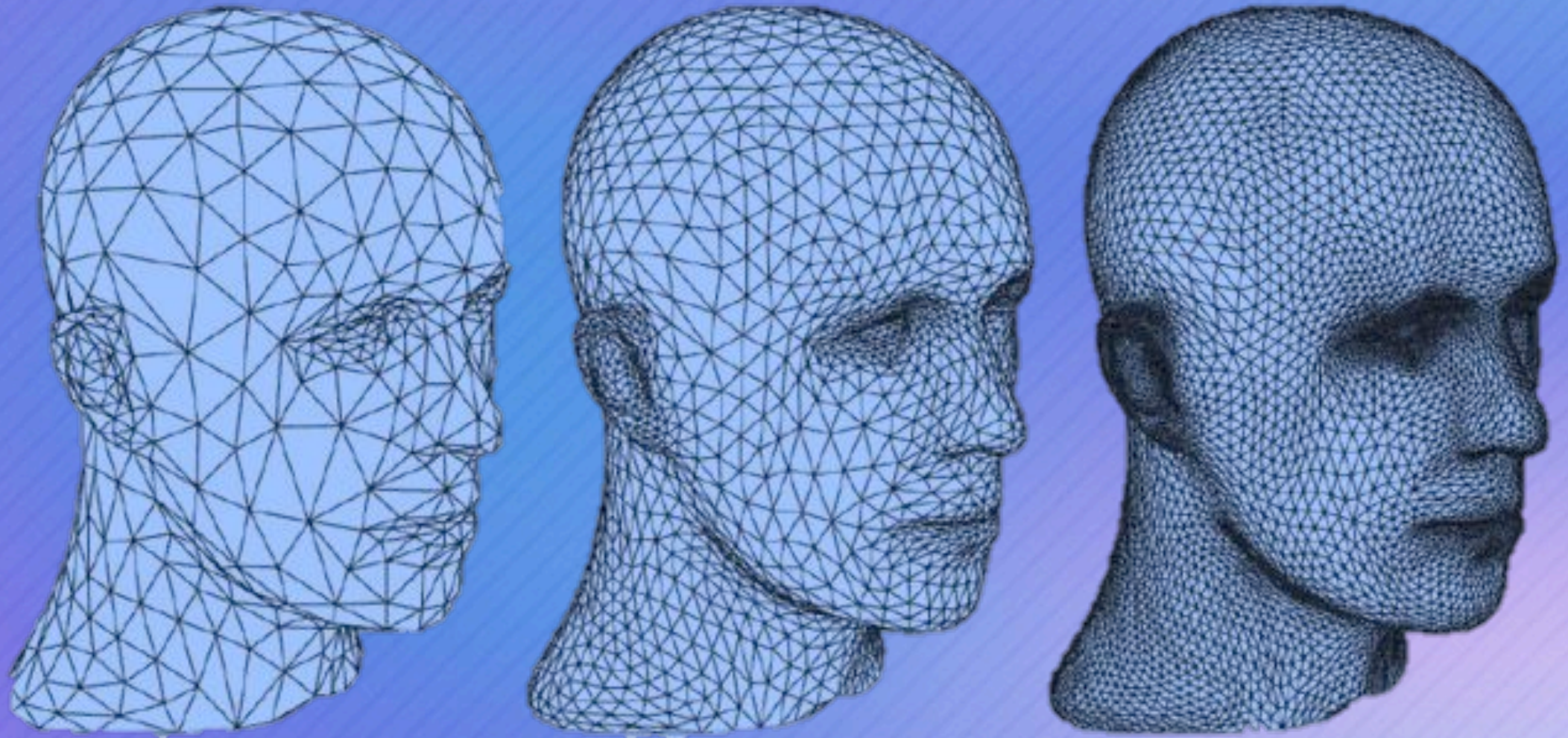
Understanding these 3 types helps you **form** answers.

The 3 Dimensions of Comprehension





Your answer, in its correct form, becomes a facet to shaping understanding of greater and greater complexity.



LOCATE QUESTIONS

What colour was the boy's hat?

The boy wore a **white** hat.

You locate the answer on the line.

Keywords in the question are also in the text.

Q. What colour was the boy's **hat**?

A. The boy wore a white **hat**.

HAT



MONTHLY MARCHES OF ROMAN SOLDIERS

It was a constant custom among the old Romans, confirmed by the Ordinances of Augustus and Hadrian, to exercise both cavalry and infantry three times in a month by marches of a certain length. The foot were obliged to march completely armed the distance of ten miles from the camp and return, in the most exact order and with the military step which they changed and quickened on some part of the march.

Flavius Vegetius Renatus

How many miles distance from camp were foot soldiers required to march?

MONTHLY MARCHES OF ROMAN SOLDIERS

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How many miles distance from camp were foot soldiers required to march?

You need to connect two or more ideas to answer the question.

Q. What **colour** was the boy's hat?

A. The boy wore a **white** hat.

clothing

colour





Gonzola Ordenez Arias

Ancient sailors feared dangers such as the mythical roc. These were giant birds that enjoyed feasting on human flesh.

What did ancient sailors fear?

What two ideas does the following question ask readers to consider?

These ask for a **fact** or information that is directly stated in a reading passage.

The boy wore a white hat.



These questions are usually *who*, *what*, *when*, *where* questions.

Q. **What** colour was the boy's hat?

Readers are not required to actually know the meaning of keywords.

Often we find that in the right conditions mixeiliuous grow besides ragulias and torformar

Q. What often grows besides ragulias and torformar?

FEATURES OF LOCATE QUESTIONS:

1. Keywords in the question are also in the text.
2. You need to connect two or more ideas to answer the question.
3. These ask for a fact or information that is directly (literally) stated in a reading passage.
4. These questions are usually *who*, *what*, *when*, *where* questions.
5. Readers are not required to actually know the meaning of keywords.

Examples of how Locate questions might be asked.

At what point can we see

Can you spot

Estimate

Find out

Give evidence on

Give reasons about

Indicate

Locate the evidence on

Point out

Provide a description on

Reveal

State

cite

count

describe

What colour was the boy's hat?

It was a cloudless day and the
boy wore a hat that was the
colour of the sky.

You locate the answer between the line.

There might be more than one answer, but usually one is more correct.

It was a cloudless day and the boy wore a hat that was the colour of the sky.

What colour was the boy’s hat?

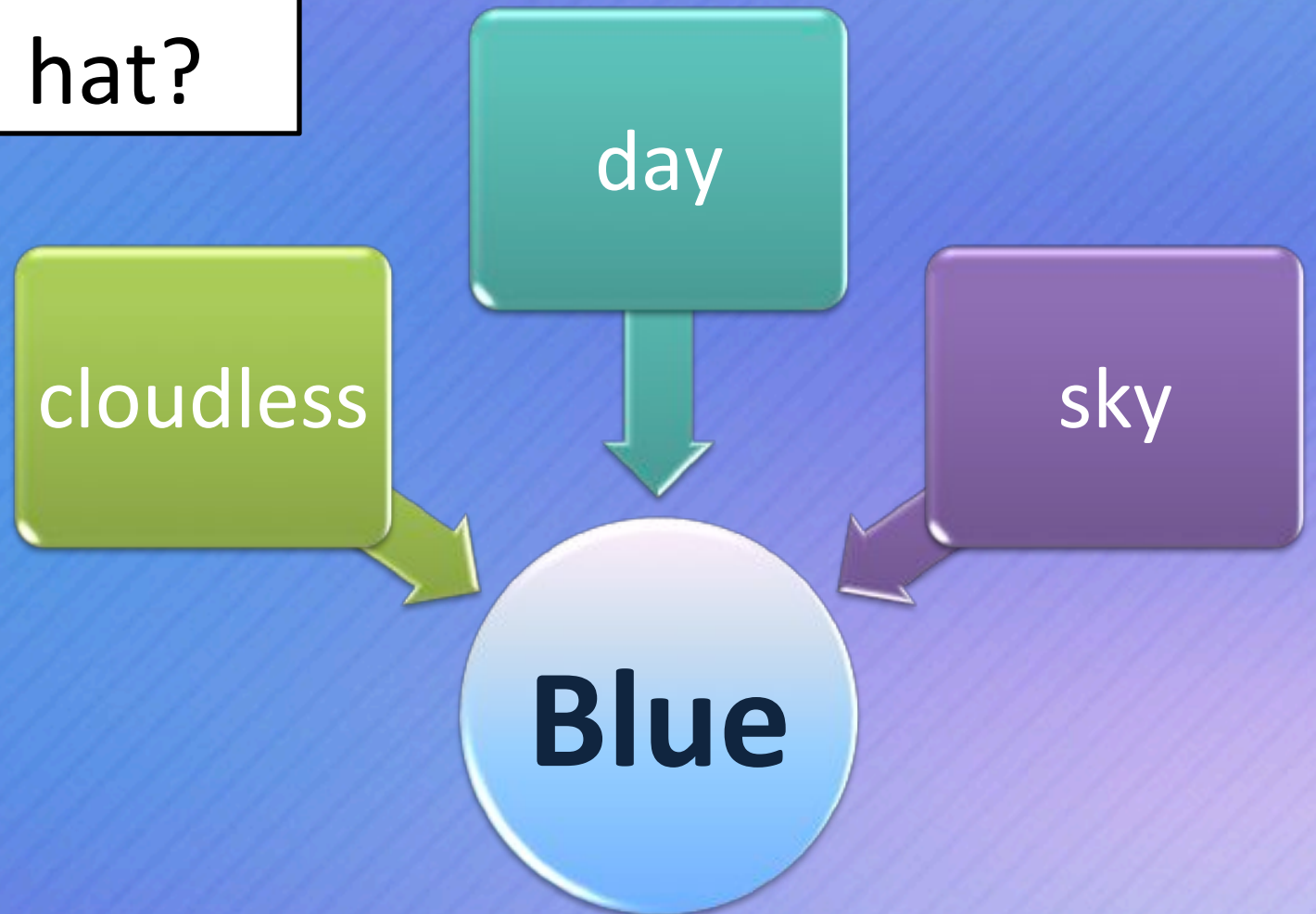
COLOUR	REASON	CHANCE
BLUE	Blue sky	90%
GREY	Smog/fog/mist	20%
BLACK	Night	5%
PINK	Sunrise/sunset	5%

Guesses must first come from the text.

Requires disconnected clues to be reassembled.

It was a **cloudless** day and the boy wore a hat that was the **colour** of the **sky**.

What colour was the boy's hat?



The writer's aim must be considered.

It was a **cloudless** day and the boy wore a hat that was the **colour** of the **sky**.

AIM:

- To connect a character trait of the protagonist (his manner of dress) to the setting.
- So that descriptions of each can be given to the reader.

1. Requires disconnected clues to be reassembled.
2. You have to connect how the key words point to an answer.
3. There might be more than one answer.
4. The writer's aim must be considered.

Examples of how Infer questions might be asked.

Draw conclusions for

Draw upon ideas for

Explain

Give an account for

Give details on

Highlight some ideas on

Imply the reasons on

Rephrase the reasons on

Show how it seems that

Show the chances of

Suggest ways for

Trace the reasons on

If the writer used a similar technique of comparison, how might the rest of the character be described?

It was a cloudless day and the
boy wore a hat that was the
colour of the sky.

You make the answer beyond the line.

Examples of how Create questions might be asked.

Apply
Categorise
Change
Create
Create a plan for
Determine
Develop a theory for
Devise a plan on
Direct
Fashion
Figure out
Form your own opinion for
Formulate a theory about
Frame

Give other reasons on
Improve
Make you own justification on
Pattern
Predict
Present your ideas on
Propose an alternative for
Shape
Show
State in your own words
What can we not know about
What assumptions are there on
What is current thinking on
What is supposed for
What questions are unanswered for

1. Reorganisation is similar to literal in that the clues are found directly in the text but are scattered throughout it.
2. Keywords may be separated by several paragraphs.
3. Keywords must be reorganised.
4. Referring to a person or thing is needed so you need to know who or what is being referred to.

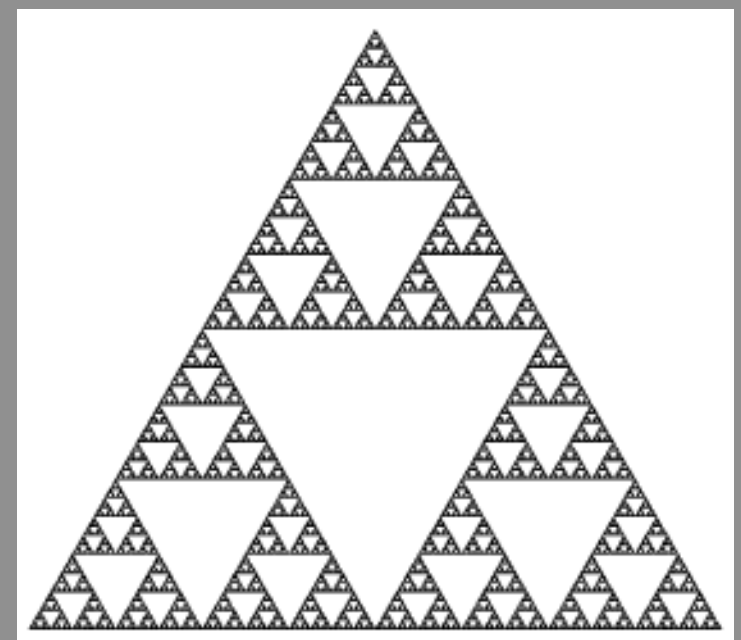
1. Evaluation questions require you to create additional information.
2. These questions often start with 'what/why/how do you think?'
3. You must join the key words and decide on the best answer.
4. You should explain your response 'because....'
5. Your answer must closely relate to the text.

1. **Literal** - information that is given directly in the text.
2. **reorganisation** - reconstructing two or more pieces of information contained in the text.
3. **inference** - information implied but not given directly in the text.
4. **vocabulary** - determining the meaning of unknown words from context.
5. **evaluation** - extrapolating additional information not given in the text.
6. **reaction** - expressing an opinion based on information given in the text.

2 Wonder.

Someone once said that we cannot think of the same thing for more than 8 seconds without our minds wandering onto new things.

How many different things can you think of and write down in two minutes?



The part is a reflection of the whole.



READING COMPREHENSION STRATEGIES

form

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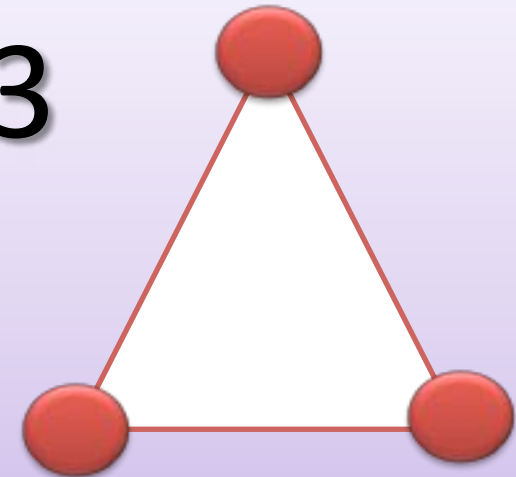
1



2



3



Understanding these 3 places helps you **form** answers.