

## Resourceful

<http://www.trinity.wa.edu.au/plduffyrc/>



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### STUDY SKILLS SPOT: Essay Writing

1. Examine your topic. Look at the keywords. Have you been asked to discuss, or examine, to compare or some other process? Make sure you know the difference. What are you being asked to write about?
2. Brainstorm all your ideas.
3. Using this prepare an outline or diagram of your ideas in relation to the topic.
4. Write down what you know, and what you need to find out.
5. Do any research, making sure you record references for all information you have found.
6. Write your thesis statement. This is the one sentence statement that summarises what you are saying in your essay.
7. Write the body.
  - a. Write the main points.
  - b. Write the sub points. Remember you support your argument by evidence or logical reasons. A strong reason logically supports your point and is specific and states the idea clearly.
  - c. Elaborate on the sub points with further description or explanation or discussion
8. Write the introduction. Now you've written the main part of your essay you know what to say in the opening section. Begin with something to grab the reader's attention: an anecdote or some startling information. Use a few sentences explaining your topic in general terms, then gradually become more specific, until you reach your thesis.
9. Write the conclusion. Now you've written the rest of your essay you know what to say in summary. These are three or four strong sentences summing up your points or providing a final perspective on your topic. Review the main points (being careful not to restate them exactly) or briefly describe your feelings about the topic.
10. Add the finishing touches, checking flow, word and sentence order, spelling and don't forget your reference list!

For further help and many other ideas see the page of links: *Essay Writing*  
<http://www.trinity.wa.edu.au/plduffyrc/subjects/english/writing/essay.htm>

## NEWS

### BOOK CLUB TM (MERCEDES AND TRINITY)

Our Book Club TM run by Mrs Horton (Trinity), Mrs Daniel (Mercedes) & Ms Crawford (Dymocks) meets on Tuesdays 3:30 - 4:45 twice a term, alternating between Trinity/Mercedes Resource Centres. Next meeting will be on **27 June, 2006** at Mercedes. We have afternoon tea; we talk, have quizzes, play games and enjoy other activities about books and reading. And we have fun!

### STUDY SKILLS WORKSHOPS

Do you need help with study skills? In setting up timetables? Working out how to study? Come to the P. L. Duffy Resource Centre. Drop in at any or all sessions, although you will gain the most benefit if you come to most sessions.

Year 10, 11, 12            3:10 - 3:45 Wednesday

Year 8 & 9                3:10 - 3:45 Thursday

### NEW BOOKS

Investigate *Write Your Own Science Fiction Stories*: A step-by step guide to story-writing by Tish Farrell 808.38782 FAR This is a great heavily graphic publication which provides simple easy to follow guidance from first ideas to finished story.

See the full list of new acquisitions available on the website <http://www.trinity.wa.edu.au/plduffyrc/library/news.htm> Search the library catalogue <http://students.trinity.wa.edu.au/webopac/>

Watch out for *Skyfall*, by Anthony Eaton, the second book in the Darklands trilogy, scheduled for release in April 2007.

### WEBSITE NOTES

Is your son thinking of the future? The page *Australian Job Searches and Employment Opportunities* <http://www.trinity.wa.edu.au/plduffyrc/careers/employment.htm> has links to many job searching sites including GoAgjobs <http://www.goagjobs.com.au/> which advertises agricultural jobs to attract more workers to rural and remote Australia. It matches jobseekers with job vacancies in the farm sector including fruit pickers, station hands and jackeroos.

New pages and links are added daily related to the boys' assignments. Use the website as your first search engine. <http://www.trinity.wa.edu.au/plduffyrc/> Use the Freefind search for the most up-to-date additions. Check out "What's New on the website?" <http://search.freefind.com/find.html?id=98716202&w=0&p=0>

### REMEMBER ENCYCLOPAEDIA BRITANNICA NOW AVAILABLE

Staff and students can access this exciting resource from school or home when access is made through the Myinternet site.

### MOVING ON

I will be leaving Trinity College at the end of term to take up the web content manager's position for the South Metropolitan Area Health Service. My seven and a half years here have been a worthwhile and interesting experience. I'm sure my replacement Luciana Cavallaro, who comes from Santa Maria College, will find the Trinity community as supportive and welcoming as I have.

## Really Reading

### *Do you know that reading and literacy is more than decoding?*

When people learn to read or become literate there is more to the process than just connecting the sounds we hear with meaningful words, the little marks on paper to the right sounds and meanings, or the flickering pictures on the screen to the real world. There are four things we do as readers or literate people, not one after the other but alongside each other, and at the same time.

One aspect is that we are able to crack the code of the confusing sounds we hear, those scratches on the white page, those flickering images. We learn early to connect the sounds with meaningful words. We relate the pictures on the screen to the world around us. Phonics, whole words, kinaesthetic methods like tracing small fingers over sandpaper letters, or any combination of these and other methods allow us as new explorers to discover the magical connection of sign and sound. We learn the alphabet, the sounds in words, spelling, conventions and patterns of sentence structure, text, speech and film. We can **break the code**, but this is only one part of the reality of reading or literacy.

A further aspect is that our ever increasing knowledge of the world, and how the language works, allows us to comprehend the messages we are receiving. We understand the meaning of signs and sounds, structure and patterns. We understand there are different ways and forms of writing, speaking, and seeing. We can write, speak, draw, and make films in meaningful ways that relate to us and our lives. We actively **take part** in our reading and other forms of communication.

Another aspect of the process is that we can interact with and use the languages we are learning. We know what we read alters for different purposes and places and we can vary how we speak or write depending on who our audience is, and why we are doing it. We can make speeches or be a debater, read or write newspapers and letters and know that these are different. We listen, speak, watch, read and write to take part in the world around us and relate it to ourselves, to find out things and for fun. We can **use** what we read, see and hear.

The fourth aspect is that we learn quickly that nothing we read, see and hear is objective or neutral. As people write their own viewpoint colours what they produce and they may be trying to convince us of their point of view. We realise that language, images, statistics or other information can be selected, manipulated and used to amuse or entertain, but also to persuade us to believe, to hate or love, to cajole us to buy or to think in particular ways. We realise that each author is creating a particular picture of the world. We recognise the image of fathers portrayed in a group of picture books, or the absence of indigenous people in a selection of advertisements, or the slant in newspaper or television reporting. We are wise to the "hidden message" that is contained in every piece of writing. We can **be a critic** of what we are reading, watching or hearing.

**Students who are learning to become literate can be encouraged to improve their literacy by developing all these aspects in discussion and sharing with the important adults in their lives. Read, talk, experience, watch, write, discuss, question, and argue together.**

## BOOK REVIEWS

### Students

Jeanne Duprau *The City of Ember* and *The People of Sparks* Corgi

This duo of science fiction books set in a possible future is fascinating. Duprau creates a post-apocalyptic world where it is clear that people's nature doesn't really change whenever and wherever they are. In *The City of Ember* we meet a society which is completely underground, though the inhabitants do not know anything else. The city is dying and no-one knows how to fix it. The officials meant to protect are greedy. Most of the population is complacent, confused and easily led by propaganda. It is young Lina and Doon who search for a solution. They are very realistically portrayed. With youthful rashness and optimism, care for others and their future, they are the ones who have enough drive and clear-sightedness ...and honesty to escape into the world above.

The second book, *The People of Sparks*, is set outside where the escaping people from Ember are taken in by the inhabitants who survived the catastrophes that almost killed the planet. The Ember people have always been pampered and are ignorant; those from Sparks have struggled to survive. Those from Sparks are willing to share and teach for a short time. Cracks soon appear in their generosity. It is apparent that even after humanity has almost wiped out their world, peoples' first instincts are to repel anyone who wants to share; to reject anyone who is different and to look with suspicion on the motives and customs of others and to protect what they own. It only takes a couple of people to create dissension, and the people of Sparks move inexorably towards war. Lina and Doon, though led astray, remain full of compassion for both groups and take the difficult choices. Both books are simply told, exciting and full of adventure and mystery, as well as thought provoking. Look out for the sequel coming out soon.

### Parents

Vicki Hastrich *Swimming with the Jellyfish* Simon & Schuster

This amusing and insightful novel tells the ironic story of a middle aged woman, Lal, who lives in a sleepy and insular Australian coastal town, Pocket Head with a fascinating and recognizable cast of characters. In searching for the solution to her own history, the disappearance of her mother twenty years ago, she takes a leap away from her usual pedestrian existence and joins the local Historical Society. Here she meets many of the town's eccentric inhabitants, many of whom are more interested in maintaining their social cache than in actually exploring history. In her pursuit of this history Lal first discovers the more famous, then less well known stories of her town, eventually realising why some of them have been buried for so long. Her journey within as she is exposed to more information about the world and the interesting characters in it and comes to know her own heart is celebrated in this lyrical book.

The book is honest and humorous, illuminating small town politics and the bite of rumour, the mysteries of people's lives and heritage, and the beauty of the landscape from gum leaves to jellyfish.