

Vocabulary in context

Stage 3

Overview

Purpose

This literacy teaching strategy supports teaching and learning for Stage 3 students across all key learning areas. It targets specific literacy skills and suggests a learning sequence to build skill development. Teachers can select individual tasks, or a sequence, and embed into their teaching and learning program according to their students' needs. While exemplar texts are provided throughout this resource, it is recommended that teachers select texts which are relevant to their students and curriculum.

Learning intention

Students will learn to identify and build meaning of words and their affixes. Students will learn to use contextual clues to determine best word choice.

Syllabus outcome

The following teaching and learning strategies will assist in covering elements of the following outcome:

- EN3-RECOM-01: fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension
- EN3-VOCAB-01: extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts

[NSW English K-10 Syllabus \(2022\)](#)

Success criteria

The following Year 5 NAPLAN item descriptors may guide teachers to co-construct success criteria for student learning.

- interprets the meaning of vocabulary in context in an information text
- interprets the meaning of vocabulary in a narrative
- identifies the meaning of vocabulary in an information text
- interprets the meaning of vocabulary in context in a text
- analyses the effect of vocabulary choices in an information text
- analyses the effect of vocabulary choices in a text
- interprets the meaning of vocabulary in context in an information text
- interprets the meaning of vocabulary in context in an information text

National Literacy Learning Progression Guide

Understanding Texts (UnT8-UnT10)

Key: C=comprehension P=process V=vocabulary

UnT8

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words (V)
- identifies how technical and discipline-specific words develop meaning in texts (V)
- analyses the effect of antonyms, synonyms and idiomatic language (V)
- understands precise meaning of words with similar connotations (e.g. generous, kind-hearted, charitable) (V)

UnT9

- applies knowledge of root words and word origins to understand the meaning of unfamiliar, discipline specific words (V)
- uses a range of context and grammatical cues to understand unfamiliar words (V)

UnT10

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. frustrated, discouraged, baffled) (V)

[National Literacy Learning Progression](#)

Evidence base

- Beck, I., McKeown, M. & Kucan, L. (2013). Bringing words to life: Robust vocabulary instruction. Guilford Press, New York.
- Konza, D. (2014). Teaching Reading: Why the “Fab Five” should be the “Big Six”. Australian Journal of Teacher Education, 39(12).
- Oakhill, J., Cain, K. & Elbro, C. (2015). Understanding and teaching reading comprehension: A handbook. Routledge.
- Quigley, A. (2018). Closing the vocabulary gap. Routledge.
- Scarborough, H.S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In S. Neuman & D. Dickson (Eds.), Handbook for research in early literacy (pp. 97-110). New York, NY: Guilford Press.

Alignment to system priorities and/or needs: [Five priorities for Literacy and Numeracy](#), [Our Plan for NSW Public Education](#), [School Excellence Policy \(nsw.gov.au\)](#).

Alignment to School Excellence Framework: Learning domain: Curriculum, Teaching domain: Effective classroom practice and Professional standards

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Teaching strategies

Tasks	Appendices
SEEC	
Morphology	Appendix 1 - 'Race off the Base'
Synonyms and antonyms	Appendix 2 - Synonym and antonym card game Appendix 3 - What in the word?
Nuance and word clines	Appendix 4 - Nuance in vocabulary Appendix 5 – Word cline image brainstorm Appendix 6 - Word clines
Cloze	Appendix 7 - Cloze passages
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Vocabulary in context	Appendix 9 - Odd one out Appendix 10 - Vocabulary check-in Appendix 11 - Text analysis
Word Gotcha	Appendix 12 - Word Gotcha!

Background information

The three tiers of vocabulary

The [three-tiered model of vocabulary development](#), described by Beck, McKeown and Kucan in 'Bringing words to life (2013) is a framework to classify words.

Tier 1: These are common, everyday words that most children enter school knowing already, either in English or their first language. These words will continue to be acquired from everyday life including through school. These words are readily learned as they are used frequently in conversation and are concrete. For example, book, girl, sad, baby, clock, dog and orange.

Tier 2: These words appear more frequently in text than in oral language, so children are less likely to learn them without assistance. They add precision by providing new ways to express concepts that are already understood. (For example, stale, awful, snuggle, twitch). These words require explicit teaching as they may not be part of children's everyday oral language. Tier 2 words:

- usually have multiple meanings,
- are essential for building formal academic language across subject areas
- are necessary for reading comprehension
- are characteristic of a mature language user, and
- are descriptive words that add detail.

Tier 3: These have a low user frequency often limited to specific topics and domains. Tier 3 words are likely to be new for all students. Some examples of Tier 3 words might be filibuster, pantheon and epidermis. These words are probably best learned when there is a specific need in a subject area. (Beck, McKeown and Kucan, (2013) Bringing words to life, page 9.)

Vocabulary and culture

Including Aboriginal language or Aboriginal English vocabulary, as well as reflecting cultural language from student ethnic backgrounds, adds significance and meaning to the learning. Contact your local Aboriginal Education Consultative Group (AECG) representatives and Aboriginal community members for information about the local language or Aboriginal English.

The following is a list of strategies that may help to build vocabulary:

- Oral language – a strong foundation in oral language assists students with reading.
- Explicit teaching with repeated exposure– targeted teaching at the right level. Students need to see, hear and use the words repeated times, in different contexts.
- Word Consciousness – building a classroom culture of “awareness and interest in words and their meaning” (Graves & Watts-Taffe, 2008).
- Link words to images – introduce new vocabulary with visual representations.
- Reading a range of books – read a range of texts that include a range of Tier 2 and 3 vocabulary.

- Morphology – A critical element of vocabulary development that looks at the structure of the word according to base word, roots, prefixes and suffixes.
- Word walls – displaying and building upon Tier 2 and Tier 3 words from discussions and text exposure. Additionally, using colour coding to highlight parts of word such as suffixes/prefixes.
- Glossaries, dictionaries and thesaurus –using these as part of daily practice and sharing.

Everyday classroom activities:

- Brainstorm and predict vocabulary with each text or concept and further build understanding.
- Accountable talk - introduce phrases for students to use in discussions “building on to that idea...” and “I agree with ...but would like to add another point of view.”
- Cloze – students need to use contextual clues to determine an appropriate word choice or choose from a selection of vocabulary presented.
- Word clines – select words that have similar meanings and have students arrange the words in graduating intensity according to the word that is being used and the scale being used.
- Word maps – students use four quadrant questions to build an understanding of a word.
- Make a word - students are given a group of consonants and vowels to create words.
- Six-word skit – students are given six ‘target’ words to devise a skit to present to class.
- Words in words- students are given a long word to find smaller words within it.
- Word chains – students offer word associations as a chain for example, eating, health, exercise.

Where to next?

- Literary devices
- Text features
- Inference

Overview of teaching strategies

Purpose

These literacy teaching strategies support teaching and learning from Stage 2 to Stage 5. They are linked to NAPLAN task descriptors, syllabus outcomes and literacy and numeracy learning progressions.

These teaching strategies target specific literacy and numeracy skills and suggest a learning sequence to build skill development. Teachers can select individual tasks or a sequence to suit their students.

Access points

The resources can be accessed from:

- NAPLAN App in Scout using the teaching strategy links from NAPLAN items
- NSW Department of Education literacy and numeracy [website](#).

What works best

Explicit teaching practices involve teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback.

This resource reflects the latest evidence base and can be used by teachers as they plan for explicit teaching.

Teachers can use classroom observations and other assessment information to make decisions about when and how they use this resource as they design teaching and learning sequences to meet the learning needs of their students.

Further support with [What works best](#) is available.

Differentiation

When using these resources in the classroom, it is important for teachers to consider the needs of all students, including [Aboriginal](#) and EAL/D learners.

EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](#) and the student's phase on the [EAL/D Learning Progression](#).

Teachers can access information about [supporting EAL/D learners](#) and [literacy and numeracy support](#) specific to EAL/D learners.

Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a [range of adjustments](#) to ensure a personalised approach to student learning.

[Assessing and identifying high potential and gifted learners](#) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](#) for high potential and gifted learners helps teachers to identify and target areas for growth and improvement. A [differentiation adjustment tool](#) can be found on the High potential and gifted education website.

Using tasks across learning areas

This resource may be used across learning areas where it supports teaching and learning aligned with syllabus outcomes.

Literacy and numeracy are embedded throughout all syllabus documents as general capabilities. As the English and mathematics learning areas have a particular role in developing literacy and numeracy, NSW English and Mathematics syllabus outcomes aligned to literacy and numeracy skills have been identified.

Text selection

Example texts are used throughout this resource. Teachers can adjust activities to use texts which are linked to their unit of learning.

Further support with text selection can be found within the [National Literacy Learning Progression](#) Text Complexity appendix.

The [NESA website](#) has additional information on text requirements within the NSW English syllabus.

Teaching strategies

The following **SEEC** process can be used to explicitly teach vocabulary:

Stage of SEEC process	Explanation of the process
S Select	Select 2-4 words to specifically target during teaching and learning.
E Explain	Define and explain the words.
E Explore	Explore words with a range of teaching strategies.
C Consolidate	Contextualise and consolidate knowledge of the new vocabulary.

Adapted from the work of Quigley, A. Closing the vocabulary gap (2018)

Select

Selecting words in texts is an important part of vocabulary teaching and learning. Prior to learning, preview material and identify 2-4 target words for explicit instruction. Teachers need to be able to revoice these terms into student-friendly definitions and understand word meaning in different contexts.

Some considerations:

- Which words are most important to understanding the text or situation?
- Which words will help build important concept knowledge?
- Which words will be encountered frequently outside this particular context?
- Which words have multiple meanings?
- Which words can be figured out from the context?
- Which words provide an opportunity to use morphology to determine the meaning?

(Konza, D., 2011)

Explain

After selecting words to target, teachers move into explicit instruction and explanation of the word.

Strategies to explain can include: using word walls, using graphic organisers and modelling how to define a word.

When introducing new words, teachers might:

Say	<ul style="list-style-type: none">• Say the word carefully and with clear articulation.• Say the word individually and in a sentence.• Draw attention to syllables.• Notice the phonemes
Write	<ul style="list-style-type: none">• Write the word• Notice suffixes, prefixes and root words• Notice common graphemes and phonemes
Define	<ul style="list-style-type: none">• Provide a definition• Provide a student-friendly definition
Demonstrate	<ul style="list-style-type: none">• Give meaningful examples in different contexts
Clarify	<ul style="list-style-type: none">• Ask students to provide further examples• Clarify meanings• Clarify misconceptions

Adapted from the work of Beck, L. et al Bringing words to life (2013) and Quigley, A. Closing the vocabulary gap (2018).

Explore

Some graphic organisers and strategies to explore and define words include:

- Frayer model
- Word web
- Vocabulary map
- Highlighting key vocabulary and using dictionaries and glossaries to define.
- Reword definition into own words

Morphology

1. Review key terms in morphology. Teacher judgement to determine time spent on each term, based on student current level of understanding of prefixes, suffixes and root words. Teachers can refer to the [Understanding the types of morphemes](#) video for more information about morphemes.

Affix – Any part that is added to a word; a prefix or a suffix

Prefix – A word part that is attached to the beginning of a word

Suffix – A word part that is attached to the end of a word

Base and Root words– Roots/Base words are morphemes that form the base of a word, and usually carry its meaning. Generally, base words are free morphemes that can stand by themselves) For example, cycle as in bicycle/cyclist, and form as in transform/formation. Whereas root words are bound morphemes that cannot stand by themselves (For example, -ject as in subject/reject, and -volve as in evolve/revolve). (education.vic.gov.au)

2. Teacher models breaking words into their parts and changing meaning by removing and adding parts, for example, using the base word ‘cushion’, teacher may add suffix ‘s’ to indicate plural, or the suffix ‘ed’ to indicate an adjective ‘The carpet cushioned her fall’. You could also the word ‘pin’ to create the compound word ‘pincushion’.

Review the following examples:

Word	Prefix	base word	suffix
uncomfortable	un	comfort	able
irregularly	ir	regular	ly
disrespectfully	dis	respect	fully
dishonestly	dis	honest	ly

3. Introduce some common Greek and Latin roots and the idea that much of our language is based on these languages. Introduce the root ‘aqua’ as Latin’ meaning water’. Students brainstorm words that have ‘aqua’ in them. Discuss that when you see this root, the word will have meaning associated with water. Students use [Appendix 1 - ‘Race off the Base’](#) to brainstorm their own examples, supported by internet searches or using a dictionary to add to the wall.
4. Students work in teams with a base word to ‘Race off the base” to expose words using the base words, prefixes, suffixes and Greek and Latin root guides.

Synonyms and antonyms

1. Revise the term 'synonym' as: a word or word group with the same or similar meaning as another word or word group, for example want (desire), get away (leave) (NSW English K-10 Syllabus glossary, 2012).
2. Headlines: Students work in pairs to use a thesaurus to improve upon a range of headlines:
 - a. Elephant found in school yard
 - b. New type of honey bee found
 - c. People get sick from food
 - d. Farmers need dogs to help with sheep
 - e. Computers stopped working in schools
3. Synonym and antonym pairs: Students are each given a card from a selection of synonyms and antonyms ([Appendix 2 - Synonym and antonym card game](#)). Allocate time for students to define their word with a partner and use a dictionary, applying the 'What in the word?' word guide ([Appendix 3 - What in the word?](#)). Once students are comfortable with the definition of their word, students are given tasks to find someone:
 - with a **synonym** for your word
 - with your word's **antonym**
 - who you can join with to create a **nonsensical** sentence with your partner's and your own word
 - who has a word with a **connection** to your word
 - who you can join with to create a hilarious joke with your partner's and your own word
 - who you can join with to create three freeze frames to act out a **scenario** involving both your words
 - who you can **persuade** that your word is more important to learn than their word
 - who you can join with to create a **thought-provoking** sentence with your partner's and your own word
 - who has a word with the same number of **syllables** as your word
 - who has a word that is the same **part of speech** as you, this is an adjective, noun, or verb
 - who has a word that is a different **part of speech** as you, that is, an adjective, noun, or verb
 - who you can join with to create a newspaper headline using both your partner's and your word.

Nuance and word clines

1. Explain to students that there are many words in the English language that are used to convey precise meaning. Lots of words have synonyms which means that there is usually more than one word that has a similar meaning to another word. However, while a lot of words have similar meanings to other words, there are slight and subtle differences in meaning. This is called a nuance.

Nan Appleby, waiting for the kettle to boil in the kitchen of her fifth-floor flat, observed the signs of weather. The sky was a Turner palette of brooding colour. A storm looked to be brewing/building. Nan liked storms. She liked it so far – but who could say for how long?

Extract from 'Grandmothers' by Salley Vickers, Penguin 2019

2. Share the above extract and discuss the nuance between the two meanings of the terms 'brewing' and 'building' and which would be the best choice. Draw attention to the fact that Nan is waiting for the kettle to boil and using the term 'brewing' is used to make a cup of tea; this is a connection between the two events. Model using 'Nuance in vocabulary' ([Appendix 4 - Nuance in vocabulary](#)).
3. A range of images linked to current unit of learning are placed in work stations around the classroom. Students brainstorm vocabulary using sticky notes. Students rotate around the posters and add more ideas. When students are back at their original poster, students work together to categorise words then place on an incline as a word cline.
Alternate Task: Students use [Appendix 5 – Word cline image brainstorm](#) as visual stimulus to brainstorm words.
4. Teacher leads brainstorm for synonyms and connotation for the word 'funny' (*hilarious, amusing, comical, riotous, witty*) using a dictionary. Place words on sticky notes and have students assist in ordering words along an incline. Students apply strategy by using [Appendix 6 - Word clines](#) to place terms along an incline representing the subtle differences between the words. The bold word indicates the theme with the two colours indicating synonyms and antonyms.

Cloze

1. Teacher reads aloud text linked to unit of learning. During read, teacher pauses at some words, having students predict vocabulary choices. Brainstorm synonyms that could also be possible suggestions, displaying for students.
2. Students use 'Riptides' or 'Play with your words' ([Appendix 7 - Cloze passages](#)) to choose words in cloze passage, working in pairs to [Think-Pair-Share](#) and discuss word choice. Students design own cloze passage, focusing on a target, for example, nouns, adjectives or technical terms.

Word webs

1. Teacher selects a word suitable for class, for example, 'uncomfortable'. Demonstrate using this word to complete a word web ([Appendix 8 - Word webs](#)).
2. Jigsaw activity: Students become experts in a part of the word web (rotate over learning experiences to ensure students develop an understanding in all areas to be able to complete a word web individually). Teacher chooses a word and students work in their expert groups to complete their component on a sticky note to add to the class display. Repeat with additional words. Student expert groups might design badges and team names to wear whilst in that role, for example, antagonising antonyms, word part party and so on.
3. Students use word map when targeting specific words; this can be used in literacy activities throughout all key learning areas.

Alternative task: Teacher models using a target word with the Frayer model graphic organiser.

Students then work in teams to use a selection of words linked to current unit of learning with the Frayer model to define, visually represent, find antonyms and synonyms.

Consolidation

Vocabulary in context

1. *Odd one out:* Students work in teams to determine which words do not fit with the others. Students use [Appendix 9 - Odd one out](#) to determine the odd word, the reason why and a substitution for the list.
2. Place a range of texts, sticky notes, dictionaries and thesauruses in work stations around the classroom for the following rotations:

Rotation	Task
Rotation 1	Students read the text and highlight 3-5 words they would like to target. Students write each word on a sticky note
Rotation 2	Students use contextual clues, knowledge of parts of words and dictionaries to add a meaning to the sticky note
Rotation 3	Students use both text and thesaurus to list potential synonyms
Rotation 4	Determine questions on the words for the last group, for example: Find three examples of times when characters in the story were <i>exasperated</i> .
Rotation 1	Return to original group and review additions to answer the final questions.

3. Teacher introduces title of a text linked to current unit of learning. Demonstrate analysing text using the procedure outlined below and found on [Appendix 10 - Vocabulary check-in](#). Students then read text ([Appendix 11 - Text analysis](#)), or a text linked to current unit of learning, and apply the same procedure. Discuss and share.

Word Gotcha!

The focus for the activity is not just exposure to new and unusual vocabulary, but using morphological, decoding, etymological skills and prior knowledge to attempt a plausible meaning. The second benefit to this game is that students need to select vocabulary within the made-up definition which replicates other definitions, using more sophisticated language and a succinct structure.

1. Students are split into five groups with each group receiving one of five extremely unusual or unfamiliar words which are displayed on the board (refer to [Appendix 12 - Word Gotcha!](#)). For example:

- | |
|-----------------------|
| 1. bibble |
| 2. gabble |
| 3. halfpace |
| 4. kakorrhaphiophobia |
| 5. microsmatic |

2. The team works together to determine three possible definitions for the word, focusing on vocabulary to persuade the other teams that one of their made-up definitions is true. Each group hands in their ideas to the teacher who follows this process:
 - a) Read the word
 - b) Identify the team responsible
 - c) Rest of class puts heads down. (The responsible team might watch, but will need to be aware not to indicate when people have voted for one of their made-up definitions.)
 - d) Read the three made-up definitions with the actual definition EXACTLY as it is written (change order each group so the actual definition isn't always last). Read all four aloud and allow students time to think which one they will vote for.
 - e) Read each definition one by one, in the same order as with the first read, allowing time for students to vote once.
 - f) Teacher reveals actual definition
 - g) Discuss vocabulary in made-up definitions – what gave it away? What made you think this could be a possible choice?
 - h) Repeat for each group
 - i) Team with highest number of tricked people who were convinced with their definitions, wins.

Appendix 1

'Race off the base' – suffixes

Photocopy onto coloured paper and cut out.

This list is organised from most frequently used suffixes (Level 1) to least frequently used suffixes (Level 4).

Level 1	Level 2	Level 3	Level 4
-s (plural)	-ion (act or process)	-al (having characteristics of)	-en (made of)
-ed (past tense)	-tion (act or process)	-ial (having characteristics of)	-ic (having characteristics of)
-ing (present tense)	-ible (can be done)	-ness (state of)	-ive (adjective form of noun)
-ly (characteristic of)	-able (can be done)	-ous (having qualities of)	-eous (having qualities of)
-er (person)	-y (characterised by)	-ious (having qualities of)	-ative (adjective form of noun)
-or (person)	-ful (full of)	-ment (action or process)	-itive (adjective form of noun)
-ing (materials or action/process)	-ous (full of)	-ward (in the direction of)	-ant (a person who)

'Race off the base' – prefixes

Photocopy onto coloured paper and cut out.

This list is organised from most frequently used prefixes (Level 1) to least frequently used prefixes (Level 4).

Level 1	Level 2	Level 3	Level 4
un- (not, opposite of)	dis- (not, opposite of)	im- (in or into)	trans- (across)
re- (again)	en- (cause to)	in- (in or into)	super- (above)
in- (not)	em- (cause to)	mis- (wrongly)	semi- (half)
im- (not)	non- (not)	sub- (under)	anti- (against)
ir- (not)	under- (too little)	pre- (before)	mid- (middle)
il- (not)	over- (too much)	inter- (between)	mono- (one)
...	...	bi- (two)	mono- (one)
...	...	super- (more, better)	post- (after)

'Race off the base' – base words

Photocopy onto coloured paper and cut out.

Level 1	Level 2	Level 3	Level 4
loyal	form	believe	adjust
grow	judge	attain	scribe
human	argue	force	position
north	legal	prevent	take
train	agree	change	present
joy	happy	agree	learn

Word play – Latin and Greek roots

A root is a part of a word that carries meaning but may not always stand alone. Roots such as 'graph' and 'photo' are examples of these roots that can stand alone.

Level 1	Level 2	Level 3	Level 4
aud (hear – Latin)	ast (star - Greek)	bio (life - Greek)	cept (take – Latin)
dict (speak or tell – Latin)	geo (earth – Greek)	graph (write - Greek)	ject (throw – Latin)
min (little or small – Latin)	ped (foot – Latin)	phon (sound – Greek)	port (carry – Latin)
scrib/script (write – Latin)	spect (see – Latin)	tele (from afar – Greek)	tract (pull – Latin)
logos (study of – Greek)	anti (against – Greek)	hydr (water - Greek)	bene (good)

Appendix 2

Synonym and antonym pairs: cards (page 1)

Cut up cards and allocate one per student.

continue	interrupt	courage	cowardice
customer	supplier	damage	restore
demand	supply	elementary	advanced
exhale	inhale	expand	retract
fact	fiction	feeble	powerful
fortunate	unfortunate	free	restricted
flippant	respectful	impudent	polite

Synonym and antonym pairs: cards (page 2)

Cut up cards and allocate one per student.

lethargic	energetic	petrified	valiant
interrogate	retort	commence	terminate
accurate	erroneous	mischievous	compliant
boisterous	tranquil	renovate	demolish
miniscule	gargantuan	authentic	bogus
forbid	allow	frivolous	serious
proclaim	conceal	transparent	opaque

Appendix 3

What in the Word? Word guide

Word	Student response
Found in	
Sentence used	
I think it means	
Clues I used	
Dictionary definition	
It makes me think of	
New sentence	

Appendix 4

Teacher guide: Nuance in vocabulary

Nuance in vocabulary

Nuance means 'a subtle difference in meaning or expression'. Many words have synonyms that convey similar meanings. However, each word has a very specific meaning which is why we need to think about the specific vocabulary we use in our writing so that it best conveys our intended meaning.

Look at the table below. Two words with similar meanings have been placed in the table (insecure and inferior). The different sections of the table will help you determine the difference between the two words so that you know when to use one over the other.

confident	optimistic
What is the definition of the word? Confident means to feel secure about an outcome. I might be confident that I will win a game of soccer.	What is the definition of the word? Optimistic means that someone is hopeful and sees the positive things to come in a situation. I might be optimistic that the weather might stay sunny.
What is the difference between the two words?	
The difference between the two is that confident seems stronger than optimistic. To be confident suggests a sense of being assured in an outcome, whereas optimistic is being hopeful about the outcome.	
Use the word in a sentence.	Use the word in a sentence.
I was confident our team would win the match as we had the best striker.	Dean felt optimistic that the sun would stay in time for him to go outside for a play.

Student copy: Nuance in vocabulary

Select words that you need clarification on about the subtle differences between them.

Word		
Definition	What is the definition of the word?	What is the definition of the word?
Difference	What is the difference between the two words?	
Use	Use the word in a sentence.	Use the word in a sentence.

Appendix 5

Word cline image brainstorm

Think about what the images convey and the vocabulary you could use to describe it.
Organise the words into an order that shows how words move from most to least.

Image	Vocabulary
 <p>Photo by Kat J on Unsplash.com</p>	
 <p>Photo by Ivana Cajina on Unsplash.com</p>	

Word cline image brainstorm

Think about what the images convey and the vocabulary you could use to describe it.
Organise the words into an order that shows how words move from most to least.

Image	Vocabulary
 <p>Photo by The Honest Company on Unsplash.com</p>	
 <p>Photo by The Creative Exchange on Unsplash.com</p>	

Appendix 6

Word clines

Strong	Laugh
accomplished	chuckle
impressive	titter
powerful	chortle
tremendous	guffaw
indomitable	giggle
frail	jabber
feeble	wail
delicate	snivel
incapacitated	whimper
fatigued	whine
fragile	squall

Word clines

True	Brave
right	plucky
sincere	undaunted
valid	audacious
authentic	valiant
candour	bold
fabricated	cowardly
inaccurate	timid
inexact	craven
concocted	faint-hearted
trumped up	timorous
erroneous	spineless

Word clines

Loud	Interesting
blaring	riveting
clamorous	thought-provoking
tumultuous	intriguing
head-splitting	compelling
cacophonous	beguiling
silent	tedious
hushed	monotonous
muted	dull
low	uneventful
indistinct	stale
inaudible	uninspiring

Appendix 7

Whole text: Cloze Passage

Focus: verbs

Riptides by Kirsten Alexander, Penguin (2020)

PART ONE

CHAPTER ONE

Friday 6 December 1974

Charlie

I wake when Abby shouts. She reaches across me and grabs the steering wheel. A car horn brays. White beams flare at us then pitch to the right. For an instant, a rump of blue metal shines in our headlights. I elbow my sister out of the way and take the wheel, leaning back hard so I don't slam my head into it. Abby flattens her hands against the dashboard as I brake and strain to control our sideways skid. She screams my name. We sling to one side of the narrow dirt road and the other car slings the opposite way, like wrong ends of magnets made to meet. We slide to an angled stop, pointing into scrappy bushland.

Dust swirls in front of our headlights, the only movement in a frozen moment. My window is open but I don't hear a sound from the surrounding bush, the cicadas and creaky eucalypts dumbstruck. Abby and I stare through the windscreen at the dust, panting, coughing.

Neither of us moves until the cassette ejects with a clunk, having played its silent end, giving way to static. Abby hits the off button, fumbles to get out of the car and walks through the settling dust. I don't follow her straight away. I'm clocking what just happened.

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Student copy: Cloze Passage

Focus: verbs

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Whole text: Cloze Passage

Play with Your Words

Article by Zoë Disher, in The School Magazine (Orbit 9, 2019) NSW DoE

Words to build worlds

Made-up words are great at making us laugh, but that's not the only trick up their sleeve. They are also used by fantasy and science fiction writers to help build the world where their story is set; to make it feel like a real place with a long history.

In the Harry Potter stories, JK Rowling liked to use words from the ancient language of Latin for spells. Accio means 'I summon'; Crucio means 'I torture'; Expecto Patronum means 'I hope for a patron' (a patron being a powerful person who will protect you). Using Latin helps to give the idea that the world of magic is old, with a long history behind it. It also makes some of the spells sound familiar, as many English words also have Latin roots. Rowling made up words of her own: muggle for a non-magic person and quidditch, the ball sport.

The master of them all, when it came to creating worlds with new words, was JRR Tolkien, author of The Hobbit and The Lord of The Rings. Tolkien loved words—he saw them as beautiful things and spent his life making up new ones. He made up different words for the elves, dwarves, humans and orcs to speak in his stories. The elves in his stories loved to sing, and their words sounded like music. Elen síla lúmenn' omentielvo is Elvish for 'a star shines on the hour of our meeting'.

Tolkien didn't just create words, he made up whole languages, including unique alphabets, so they could be written down. An entire invented language is called a constructed language—or a conlang for short. His love of words helped him create a rich fantasy world.

So next time you enter the world of fantasy and science fiction, take time to enjoy the wonderful words you find there. Or why not have a go at making some up for yourself—what strange words are bubbling around in your head?

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Student copy: Cloze Passage

Play with Your Words.

Article by Zoë Disher in The School Magazine (Orbit 9, 2019) NSW DoE

What do you do when you can't find the right words to write your story? You make some up of course!

Words to build worlds

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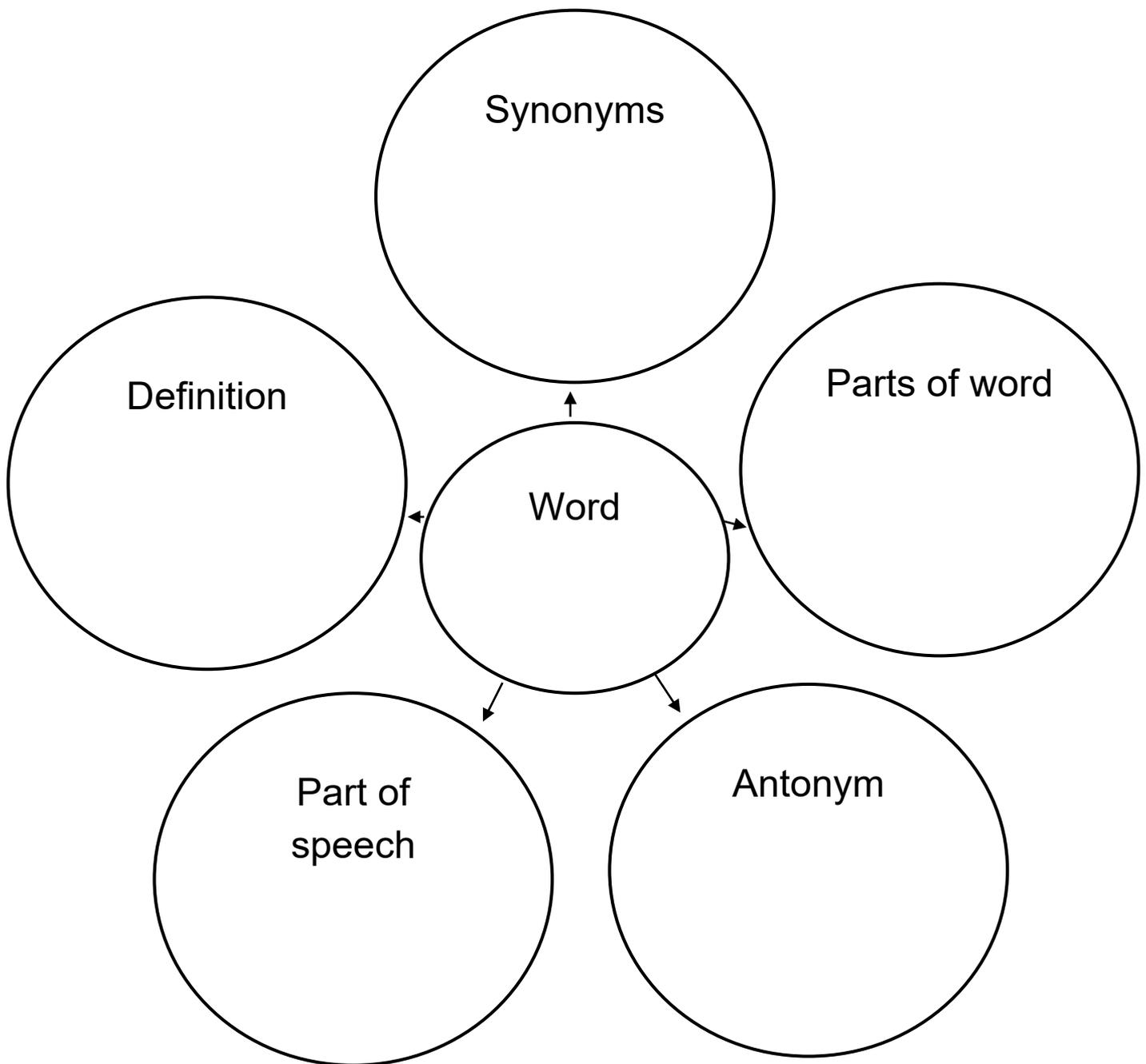
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Appendix 8

Word webs



Appendix 9

Odd one out – synonyms and antonyms

Which word does not belong in these groups? Can you re-categorise in a different way?

Words	Odd one out	Reason	Substitution
thunderous silent deafening clamorous			
positive good favourable negative			
relinquish obtain acquire procure			
malleable strong pliant mouldable			
independent autonomous reliant self-directing			
commence embark begin complete			
dissimilar divergent similar opposed			

Odd one out – categories

Which word does not belong in these groups? Can you re-categorise in a different way?

Words	Odd one out	Reason	Substitution
cotton polyester wool linen			
eucalyptus jacaranda wattle bottlebrush			
cyclone tornado hurricane volcano			
clarinet flute bagpipes piano			
sailboat catamaran fleet kayak			
Biology Geology Geography English			
potatoes carrots tomatoes turnips			

Appendix 10

Vocabulary Check in

Stage of the vocabulary check in	Image
1. Predict vocabulary you think will be in this text. Use your background knowledge to help.	 <p>Photo by Jon Tyson</p>
2. Read the whole text, including headings, sub-headings and images.	 <p>Photo by Thought Catalog</p>
3. Re-read text and highlight any words that are repeated .	 <p>Photo by Kasturi Roy</p>
4. Re-read text and highlight 6-8 words you think might be important to understand in this text – it might be a technical term or an unfamiliar word.	 <p>Photo by Mitchell Luo</p>
5. Add a potential synonym above the unfamiliar words.	 <p>Photo by Brett Jordan</p>
6. Discuss with a partner the unfamiliar word and your synonym swap. Is there a more suitable option? Is the meaning maintained?	 <p>Photo by Alexis Brown</p>

Appendix 11

Text analysis

Curious Kids: Why do onions make us cry?

Curious Kids from [‘The Conversation’ January, 2020](#) by Minda Daughtry (North Carolina State University.)

Onions are grown and used all over the world, and anyone who has cut into one knows that it can make you cry. This happens because onions release an irritating chemical that makes your eyes sting.

Onions are mostly water, plus some vitamins and sugar compounds. They also contain compounds that include sulfur, a natural chemical found in many smelly substances, such as skunk spray and garlic. This is one way that plants defend themselves – producing substances that repel creatures who might eat them. Other plants have thorns or stinging leaves, or are made of special cells that make them hard to chew.



(Onion plants. Photo by: [Zoe Schaeffer](#) on [Unsplash.com](#))

One sulfur compound in onions, called propyl sulfoxide, escapes into the air when you slice an onion. When it comes into contact with moisture, such as water vapor in the air or the natural moisture around your eyes, it changes into sulfuric acid. Sulfuric acid has a strong smell and irritates your eyes, so they make tears to wash it away.

There are some tricks to avoid this “emotional” onion experience. Next time you’re getting ready to dice an onion, start by cutting off and throwing away a little bit of the root end, which has lots of stringy little roots hanging from it. This lets most of the noxious sulfuric compounds, which are found in the root, escape. Then you can remove the pointy tip of the onion, peel its skin and slice it with fewer tears.

Some cooks chill onions for 30 minutes before they cut them, which helps because the sulfur compounds don’t escape into the air as easily when they’re cold.



(Ornamental alliums (related to onions) are a popular flower for sunny gardens. Photo by: Rachel Shillcock on Unsplash.com)

Onions add flavor to lots of our favorite foods, from spaghetti sauce to tuna salad, so don’t let the smell drive you away. And gardeners love to grow ornamental alliums – members of the onion family that are bred for their looks. Many are very attractive, with blooms that make balls of color on long straight stalks. And their onion-y smell helps fend off rabbits, deer and other animals looking for a tasty garden meal.

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Mindy Daughtry, [Why do onions make us cry? The Conversation](#), 17 January 2022. [Section 113P Warning Notice](#)

Appendix 12

Word Gotcha!

<p>Word Gotcha!</p> <p>Set 1</p> <ol style="list-style-type: none">1. bibble - to drink often/ to drink and eat noisily2. gabble – a tax on salt3. halfpace - a platform of a staircase where the stair turns back in exactly the reverse direction of the lower flight4. kakorrhaphiophobia – fear of failure5. microsmatic – having a good sense of smell	<p>Word Gotcha!</p> <p>Set 2</p> <ol style="list-style-type: none">1. nudiustertian – the day before yesterday2. pauciloquent – uttering few words; brief in speech3. quire – two dozen sheets of paper4. ratoon – small shoot growing from the root of a plant5. winklepicker – style of shoe or boot in the 1950s with a sharp and long-pointed toe
<p>Word Gotcha!</p> <p>Set 3</p> <ol style="list-style-type: none">1. amphisbaena - a mythical serpent with a head at each end2. argle-bargle – copious but meaningless talk or writing3. bibliopole – a person who buys and sells books, especially rare ones4. chad – a piece of waste paper produced by punching a hole5. crottle – a lichen used in Scotland to make a brownish dye for wool	<p>Word Gotcha!</p> <p>Set 4</p> <ol style="list-style-type: none">1. deedy - industrious or effective2. deterge – to cleanse something thoroughly3. eucatastrophe – a happy ending to a story4. funambulist – a tightrope walker5. futz – to waste time or busy oneself aimlessly
<p>Word Gotcha!</p> <p>Set 5</p> <ol style="list-style-type: none">1. hallux - the big toe2. hoddy-noddy – a foolish person3. incunabula – books printed before 15014. lablab – a tropical Asian plant of the pea family5. logomachy – an argument without words	<p>Word Gotcha!</p> <p>Set 6</p> <ol style="list-style-type: none">1. loblolly - a North American pine tree with very long slender needles2. merrythought – a bird's wishbone3. nacarat – a bright orange-red colour4. natation - swimming5. netizen – a habitual user of the internet

'This 'Word Gotcha Game' was created by the NSW Department of Education, and is based on the Mattel game 'Balderdash', reproduced here under s 113P of the Copyright Act 1968'

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