

## Chapter 5 review answers

### Activity 1: formal and informal language

- 1 **a** Formal: formal address, longer words, proper noun, layout, complex sentence.
- b** Informal: slang, clichés, informal address, contractions, colloquial language.
- c** Formal: use of longer words, complex sentences, no contractions. Some informal features: first person address, adjectives.
- d** Formal: complex sentences, computer jargon, absence of 1st/2nd person address.
- e** Informal; clichés, first-person, contractions, slang, colloquialisms.

### Activity 2: clichés

Cliché	Meaning
Ants in your pants	Restless
The ball is in your court	Up to the individual to take action
To bite the dust	To be defeated
Let the cat out of the bag	Accidentally reveal a secret
Dot the i's and cross the t's	Be very careful about details
Fall on your feet	Being lucky in the face of obstacles and dangers.
Skate on thin ice	Taking risks
Strike while the iron is hot	To take an opportunity while the circumstances are right
Clear as mud	Not clear at all
Put someone through their paces	To test someone's skills

### Activity 3: nominalisation

- 1 Mice invaded the pantry.  
There was a mouse invasion of the pantry.
- 2 Recent thunderstorms destroyed the camp site.  
The destruction of the camp site was due to thunderstorms.
- 3 All applicants must participate in the interview process.  
Participation in the interview process is required of all participants.
- 4 The umpire will judge the outcome.  
A judgement on the outcome will be given by the umpire.
- 5 Most people admire those who achieve against the odds.  
Admiration for those who achieve against the odds is shown by most people.

## Activity 4: redundancy, tautology and verbosity

Student responses will vary. The problems are highlighted in blue.

- 1
  - a She, **herself**, is a supporter of equality and freedom of speech.
  - b The school has introduced some **innovative, new initiatives** for the outdoor education program.
  - c The **purpose and aim** of the campaign is to raise **awareness and consciousness** about youth unemployment.
  - d The athlete has shown **determination, willpower** and skill in breaking his personal best.
  - e The official party **descended down** the steps of Parliament House.
- 2
  - a Students are advised to **admarginate** using coloured **writing utensils**.
  - b The football **enthusiasts fornicated** onto the oval at the conclusion of the **match fixture**.
  - c We will be visiting the **democratic republic of fifty states**.
  - d Please **discalceate** before **perambulating** across the polished floorboards.
  - e 'It has come to my **cognisance**, from **sources apart from the primary informant**, that a **criminal undertaking** has been **perpetrated** on these premises,' said the Police Officer.

## Activity 5: inclusive language

Inappropriate	Appropriate
Man-made	Artificial
Wife/husband	Partner
Office girls	Office staff
Asian student	Student
Christian name	First name
Wheelchair bound	Wheelchair user
Geriatrics	Seniors
Stewardess	Flight attendant
Aborigines	Indigenous people/First nation people
Male nurse	Nurse
The incapacitated	People with disabilities
Ladies and gentlemen	Everyone
Manageress	Manager
Normal/able-bodied people	People without disability
Spokesman	Spokesperson
Policeman	Police officer

## Activity 6: proofreading

Student responses may vary. Example responses are provided below.

- 1 Most **sportspeople** would take any opportunity to score a point.
- 2 The **cleaners** will need to prepare the venue for the valedictory lunch.
- 3 The **artificial** marina is a prime example of **human** inventiveness.
- 4 Each student should take **their** dictionary and writing utensils to the exam.
- 5 We followed the **usher** to our seats.
- 6 **Jacob and Esther** were introduced by the **chairperson**.  
(Jacob's last name has been removed because we don't know if Esther has the same name. However, 'Jacob Levi and Esther Levi' and/or swapping the order of the names would be suitable.)
- 7 The **kindergarten teacher** sang lullabies to the infants. (Deleting 'male'.)
- 8 Given the dangers they face, **fire fighters** are often considered courageous.

## Activity 7: extension

Student responses will vary in sophistication but should show that they understand why the language used is inappropriate. Class discussion and/or wider reading may be helpful before attempting this extension.

The problematic parts of the sentences are underlined.

- 1 All Australians and Aboriginals have strong attitudes about the celebration of Australia Day.  
Aboriginal people *are* Australian. The student may say that there are other preferred terms such as Indigenous Australians, First Nations Australians, and Aboriginal and Torres Strait Islander peoples. The sentence is also problematic as a generalisation – not *all* Australians will have strong attitudes about Australia Day.
- 2 The Middle Eastern defendant was assisted by a lady lawyer.  
Racism – there is no need to mention the defendant's region of origin like this (or race, ethnic background, etc.).  
Sexism – female lawyers are just called lawyers.
- 3 The parents' association meeting was addressed by Dr Tim Drewe and his wife Cheryl.  
Should not refer to a woman as she relates to a man. Students could mention that you can alternate the order in which you mention women and men.
- 4 Did you hear the one about an Irishman who tried to blow up a car? He burnt his mouth on the exhaust pipe.  
This is a stereotype. You should not make jokes at the expense of a person's race, ethnicity, nationality, etc.
- 5 Our football team played like a pack of girls!  
Sexism – the inference is that a) girls/women are bad at football and b) the football team is made up of boys/men.

- 6** The actress arrived at the opening night with an African-American in tow.  
Actress can be seen as sexist. Using the gender-neutral term ‘actor’ would be preferable.  
Racism – you should not identify someone by their race like this. The sentence could be rewritten: ‘The actor arrived at the opening night with a friend in tow.’
- 7** This company recommends that you seek the advice of a doctor before taking this medication as he will advise you on the dosage.  
Sexism – the doctor is assumed to be male.
- 8** It’s every little girl’s dream to have a spectacular wedding and raise children.  
Sexist stereotype. Not *all* little girls will dream this. Little boys may also dream about it.
- 9** A group of natives conducted the smoking ceremony for the Friendly Games.  
‘Natives’ is a term no longer in use and has negative connotations from the colonial era. If students have some prior knowledge of the term ‘smoking ceremony’ and assume that the games are hosted by Australia, then they may suggest that ‘Indigenous Australians’ or ‘First Nations Australians’ are better terms. Students may also suggest that using a more specific group name is preferred if known (see page 91 of the student book).
- 10** A female doctor attended the scene of the accident.  
Sexism – there’s no need to point out the doctor is female.