

Chapter 2 review answers

Activity 1: capital letters, full stops, question marks and exclamations

In recent years, increasing numbers of students are taking a gap year between high school and university. What is a gap year? What exactly are the advantages for you?

At the end of high school, some students feel burnt out and uncertain of their futures. These students choose to take a gap year; that is, a healthy break from studies while they revitalise and figure out their personal directions. Many students take a gap year in a foreign country as a volunteer – places like Cambodia, Indonesia and African countries are popular with Australian students. Organisations like Students Sans Frontiers and Global Students Australia have a range of gap year programs.

There are many benefits in taking a gap year in a foreign country, says Professor Concetta Priori, from State University. She reports that a gap year allows students to fully immerse themselves in a new culture and gain a new global perspective.

Maddison Brett, who spent a gap year in Vietnam, says, ‘I didn’t just get to see Vietnam, I got to live the culture! It was fantastic to learn a new language from native speakers. And I’ve made some lasting friends. It was fun!’

Students see the gap year as a way to improve themselves. Lars Volk said that working alongside locals on a community school project in Bali helped him to learn and develop skills that would boost his job prospects. ‘It was a mega confidence booster!’ he says.

There are many advantages to taking a gap year. Why not take a gap year after high school?

Note: there are 32 corrections to be made. We have suggested exclamation marks in three places; however, full stops could be used instead. At least one of them should be an exclamation mark for emphasis.

Activity 2: Apostrophes of contraction

Long form	Short form
Can not	Can’t
Could have	Could’ve
Will not	Won’t
Talking	Talkin’
We will	We’ll
1901	‘01
They are	They’re
Of the clock	O’clock
Would have	Would’ve

Where is	Where's
They will	They'll
You are	You're
Would not	Wouldn't
Has not	Hasn't
We are	We're
Should not	Shouldn't
There is	There's
Should have	Should've
Have not	Haven't

Activity 3: apostrophes of possession

- 1 The women's club canoe came second; Peter's team came fourth.
- 2 Jacob's team was third; the women's club was sixth.
- 3 Jacob's team beat Yolanda's team; the government's team was fourth.
- 4 The government's team was second; Peter's team was fifth.
- 5 Taylor's team was fourth; the women's club beat the government's team
- 6 Yolanda's team was first; the women's club was fifth.

Puzzle answer: Yolanda; Women; Jacob; Government; Peter; Taylor.

Activity 4: commas, colons and semicolons

Student responses will vary.

Activity 5: hyphens and dashes

1

White-collar	Old-fashioned	Long-term	Tongue-tied
Spine-chilling	Short-sighted	Mind-blowing	Open-minded
Merry-go-round	Self-assured/respect/ service	Happy-go-lucky	One-sided
Half-mast	In-depth	Self-assured/respect/ service	Hush-hush
Give-and-take	Self-assured/respect/ service	Runner-up	Close-up

- 2 a–d Student responses will vary.

Activity 6: quotation marks – quotes

- 1 Activist and singer-songwriter for U2, Bono, said: ‘Music can change the world because it can change people.’
- 2 Katy Perry, the pop star, said: ‘I like to get people thinking. That’s what the stories in my music do.’
- 3 Rapper, Eminem, told a press conference: ‘If people take anything from my music, it should be motivation to know that anything is possible as long as you keep working at it and don’t back down.’
- 4 Enigmatic performer, Lady Gaga, said: ‘Music is one of the most powerful things the world has to offer. No matter what race or religion or nationality or sexual orientation or gender that you are, it has the power to unite us.’
- 5 Singer-songwriter, Ed Sheeran, reflected: ‘Music is a powerful tool in galvanizing people around an issue. There’s no better way to get your point across than to put it in a beautiful song.’

Activity 7: quotation marks – direct speech

Student responses will vary.

Activity 8: social media and punctuation

Student responses will vary.

Activity 9: proofreading

Director Rachel Perkins’s historical-political biopic ‘Mabo’ (or *Mabo*) explores racism and prejudice and the importance of family relationships, along with how disadvantage and discrimination can impact people’s lives. The historical and political context of the text is Eddie Mabo’s legal challenge to the High Court to acknowledge ‘native title’ and highlight the extreme marginalisation and inequality experienced by indigenous Australians. When Bonita says ‘people like us can’t afford to be troublemakers’ she is referring to the fact that by going against the government, and standing up for themselves, they are taking a huge risk which may result in further discrimination and disadvantage. Perkins’s film does assert how disadvantage and discrimination can negatively impact people’s lives; however, it also demonstrates how people can challenge and rise above this deprivation and prejudice.

The film’s historical-political context presents the disadvantage and discrimination experienced by Indigenous Australians through the film maker’s critical perspective. The social segregation is highlighted through the use of film footage when it shows that Indigenous people would have to use the back door at the cinema to symbolise their low status while the white Australians were allowed to use the front door. Additionally, Indigenous Australians were often referred to as ‘them’ in this archival footage suggesting connotations of inferiority and a lack of knowledge of Aborigines and Torres Strait Islanders by white Australians. Further examples of segregation are seen in the film when Eddie is made to sit with all the other Indigenous people at the pub and is told ‘You! Out the back!’. This highlights an entrenched cultural misunderstanding about Indigenous people as they

were viewed as being uncivilised and undeveloped, as well as unworthy. Perkins disapproves of this inequality through the series of scenes demonstrating injustices faced by Indigenous Australians. The unequal treatment and narrow-minded inequalities directed towards Indigenous Australians are depicted in the film when **Eddie** and **Bonita** are denied shelter. Eddie's frustration and defensiveness are shown here when he says, 'What, they think we're going to leave our black skin on their bloody sheets?'. Further prejudice is highlighted through suffering injustice under the law which is illustrated when Eddie is checked by police as he is walking home and told 'You [**Eddie**] know the drill' suggesting the familiarity of this police encounter for Indigenous people. **Racial** inequalities such as economic disadvantages for Indigenous Australians are also depicted through the temporary low-paid jobs that Bonita and Eddie have which cause financial hardships. The disadvantage and discrimination experienced by Indigenous Australians is depicted by the film-maker in a critical way, along with the terrible impact this can have on people's lives.

Activity 10: extension – punctuation quiz

Section A

- 1 c
- 2 b
- 3 a
- 4 b
- 5 a
- 6 c
- 7 b
- 8 c
- 9 a

Section B

- 1 a (full stop)
- 2 d (hyphen)
- 3 e and c (dash and exclamation mark)
- 4 b (question mark)
- 5 f (brackets)