



MIGHTY MINDS

SUCCESS COMPANION

By Steve



SAMPLE

HOW TO S...

IVE VERBS

SCIENCE

LITERACY



THE TIPS AND STRATEGIES FOR SUCCESS



MIGHTY MINDS

SUCCESS COMP

By

SAMPLE



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Name: _____

Class: _____

School: _____



CONTENTS

01 HOW TO SUCCEED

Having a Growth Mindset.....	1
Learning Styles	2
A Week in My Life.....	3
What Level Problem-Solving.....	4
Wheel of Success	5
How to Succeed.....	6
Study Tips.....	7
Study Plan.....	8
How to Write a CV Question.....	14
How to Write an Answer.....	15
How to Write Examples.....	16

41



51 LITERACY

Spelling Rules	52
Vocabulary	53
Figurative Language	54
Language Devices	55
Word Types.....	56
Sentence Types	57
Visual Literacy.....	58
Punctuation	59
Editing Checklist	60
P.E.E.L.	61

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LEARNING STYLE 7

AUDITORY LEARNERS

- Sit somewhere where you can clearly hear the teacher.
- Participate in class discussions.
- Organise study groups with friends.
- Listen to audio books or recordings of people talking about what you are trying to learn.
- Use word associations and mnemonics to help you remember information.
- Create jingles to help you remember information.
- Talk through your ideas for essays and assignments.
- Read information aloud to yourself.



KINAESTHETIC LEARNERS

- Make models of concepts or diagrams to help you understand them.
- Spend some time standing when you are learning (where possible).
- Use memory games to help you remember information.
- Look for practical examples of what you are learning that you can make connections between.
- Take note of headings and sub-headings in your notes. Highlight or underline these before reading.

VERBAL (L)

- Read explanations and definitions out loud to consolidate your understanding.
- Take notes in your own words.
- Rewrite definitions and explanations in your own words.
- Read out loud to yourself.
- Explain concepts to yourself.
- Explain concepts to teachers and friends to consolidate your understanding.



- Sit at the front of the class so that you can clearly see the board.
- Use diagrams and flowcharts to help you understand information.
- Use color highlighting to organise your notes.
- Use diagrams and tables (such as tables) to arrange information and plan your work.



- Ask for handouts or other visual aids to accompany the spoken information they give you.

WHEEL OF SUCCESS

A good way to help you look objectively at your situation is to ask yourself the following questions:



Activity 1

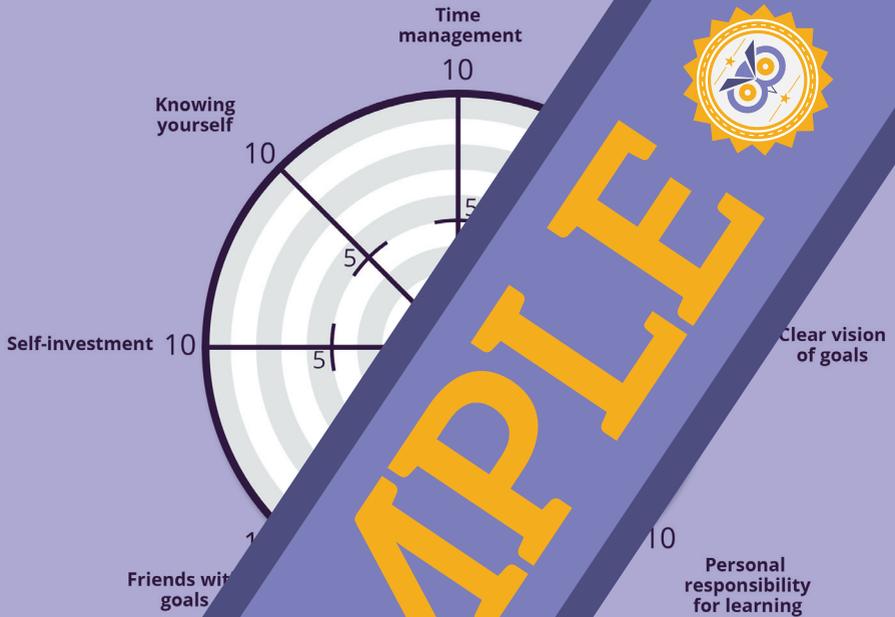
Consider the centre of the circle (0) as representing a low skill level and the outer edge (10) as representing a high skill level. Using a ruler and compass, draw a circle and divide it into 10 equal segments. Write the number you think you are currently placed on each skill-set “spoke” (dot-to-dot style) to form your wheel. Consider your answers to the following questions:

- **Time management:** Do you have a study time plan that you change or review regularly? Most commonly, you can use a calendar that you can use to create an effective study plan.
- **Active learning methods:** Do you understand the material by constantly asking yourself, What is going on here? How can I solve the problem that way? What is the main idea? What could I do to improve that answer? Is the teacher's explanation clear? How could I make things clearer? What are my own questions?
- **Clear vision of goals:** Do you know what your goals for today? Next month? This term? This year? How do you spend your leisure time?
- **Personal responsibility:** Do you think the cause of your success or lack of success is due to your teachers? Your parents? Your ability? Your economic situation? The teacher's teaching style? Your effort? Your attitude? Do you have the confidence to admit that you are responsible for your success or lack of success?
- **Question when you don't understand:** Do you ask questions of your teachers, friends and parents? Do you ask for clarification, or do you seek clarification?
- **Friends with high ambitions:** Do your friends have high ambitions? Do they apply themselves to their studies? Do they focus on learning? Do their actions support their ambitions?
- **Self-improvement:** Do you think about your future? Do you work hard? Do you work on your weaknesses? Do you know what you have done and how to improve? Do you work on your strengths? Do you know what your success becomes more enjoyable?
- **Self-awareness:** Do you know your strengths and weaknesses? Do you know your level of self-belief? Do you know what you possess? Do your actions reflect your strengths?



Use the diagram below to determine your strengths and weaknesses.

WHEEL OF SUCCESS



Now, take a look at your wheel. Is the outer edge is your wheel? The closer you are to the center, the more you need to modify your behaviours and habits. Discuss with your friend, discuss and then make the changes. No one is perfect. We are all the same.





Activity 3

I need to work on these areas:



Having thought carefully about your motivation, you are now in a position to set some realistic and achievable goals.

Before you commit your thoughts to paper:

- Make your goals specific rather than general. Think about whether you have achieved your goals if they are general. If you have not met them, it is much easier to see why you have not met them.
- If your goals are long term, think about the shorter-term goals that will ultimately help you achieve them.
- Make your goals personal. You need to determine the outcome. If you have a goal that is not yours, you might be let down.
- Don't be afraid to fail. Failure is a learning experience.



Activity 4

My goals



FOLLOW ME FOR GOAL-SETTING ADVICE!

mightyminds.com.au/success-6002



HOW TO SUCCEED



1. Respect yourself. Put yourself in a position that will allow you to gain the most out of your education.
2. Set academic and personal goals.
3. Have a positive attitude towards your education.
4. Realise that failure is often a stepping stone to success.
5. See the benefits of working hard.
6. Get help! Working closely with your teachers for the achievement of your goals.
7. Form study groups.
8. Be efficient – use your time wisely and develop skills that work for you.
9. Focus on developing your skills. Know your proficiency levels for each subject. Mighty Minds has developed a unique proficiency scale for each subject. **Cognitive Verbs.**
An example of a CV poster can be found at <https://www.mightyminds.com.au/cv-poster-example>
10. Develop your communication skills.
11. Prepare for your future success – whether it be for an audition, presentation or job interview.

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Visit our [Mighty Minds Portal](https://www.mightyminds.com.au/portal) to help you achieve your goals!



www.mightyminds.com.au/portal

COGNITIVE VERBS

The Cognitive Verbs are the words used to describe thinking abilities. They refer to many higher-order skills that form the basis of critical, creative and problem-solving. These skills are essential for long-term success.

The Cognitive Verbs will often appear in your textbooks. It is important to be familiar with them. This booklet is all about getting to know them so you can develop your thinking skills.

CHAPTER NOTES

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HOW TO DECONSTRUCT A COGNITIVE VERB

1 Read the question carefully.
Underline the Cognitive Verb(s).

2 Highlight or underline key phrases
in order to understand what is

3 Make a list of what you know about the
question. Answer

4 Read the stimulus material carefully
that will help you answer the question.

5 Pay extra attention to the question
in *italics* or **bold**.



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HOW TO CONSTRUCT AN ANSWER TO A QUESTION

- 1 Look at a definition for the Cognitive Process you are asked to use. This will help you gain an understanding of what you are asked to do.
- 2 Use key words from the question in your answer where appropriate. Your answer should be clear and concise.
- 3 In numeracy questions, show the steps of your working.
- 4 Check that you have covered all aspects of the question.
- 5 Remember that your answer should be supported by logical reasoning, which may be in the form of a diagram.





ANALYSE

Student-friendly definition: Break down into key parts to understand how each part contributes to the whole.

REAL-WORLD APPLICATIONS:

Analysing is an important skill to master because it is widely used. You can analyse texts in English class, analyse the results of an experiment in Science class, analyse patterns and trends in Geography class, analyse past events in History class and analyse the composition of a painting in Art class.



APPLY

Student-friendly definition: Use knowledge to solve a problem or answer a question.



ACTIVITY

When you analyse a text, you should think about what you already know about the text and what you can find out from it.

Use your knowledge of the text to write down as many words as you can. Write one word on each word.

APPRAISE

Student-friendly definition: Evaluate worth, significance

EXAMPLE

An PMI chart helps you appraise an idea by listing its positives and interesting points. The following chart appraises the idea of getting a classroom pet.



Minus

- Looking after a pet can be expensive.
- The pet might be a distraction.
- Some students might be allergic to the animal.
- Caring for the pet will take up class time.

Interesting

- The class would have to agree on the type of pet.
- The class would have to divide up the tasks associated with caring for the pet.
- Where will the pet go during school holidays and weekends?

CALCULATE

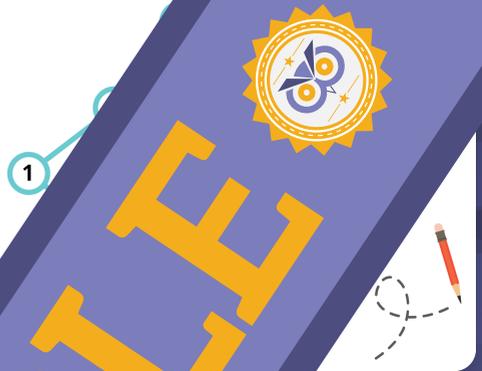
Student-friendly definition:

Determine the value of something using mathematical processes.



ACTIVITY:

In the following diagram, the number 1 equals the sum of the number of the missing numbers.



CATEGORISE

Student-friendly definition: Categorise according to importance.

EXAMPLE:

During the school year, many tasks are faced by students. Categorise these tasks according to their importance and prioritise your tasks!

number of tasks facing them. Categorise these tasks according to their importance and prioritise your tasks!



Urgent

- family emergencies
- homework due
- test revision
- household chores

Important

- extracurricular activities
- part-time jobs
- student societies
- sports
- commitments
- living with and/or caring for a pet

Not urgent or important

- watching television
- social media
- playing video games



Student-friendly definition: Make easier to understand.

TIPS:

It is important to your understanding of a range of topics that you ask your teacher to explain something so that it is easier to understand. If your peer asks for clarification, simply explain the topic or situation to them.

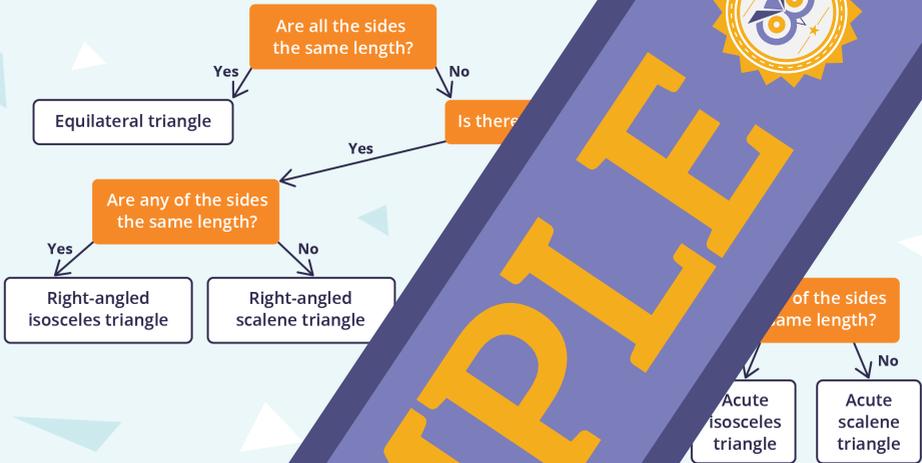


CLASSIFY

Student-friendly definition: Arrange or group items into categories according to shared qualities or characteristics.

EXAMPLE:

A flowchart is a tool that you can use to help you classify things. The following flowchart classifies triangles according to their sides and angles.



COMMENT

Student-friendly definition: Share or exchange information or ideas.

ACTIVITY:

Providing opinions about texts and what you disagree with.

Film Title

Comment

critically
Comment on



Student-friendly definition: Share or exchange information or ideas.

TIPS:

Writing is an essential part of everyday life. People use writing to convey their ideas to an audience. Writers share their ideas through text, and debaters share their ideas through speech.



COMPARE

Student-friendly definition:

Examine similarities and differences and understand their significance.



EXAMPLE:

Comparing is a helpful way to build on what we know about key features, similarities and differences between people and creatures.

A common method of comparing is using a Venn diagram below. The Venn diagram below compares the Earth and Sun.



COMPREHEND

Students imply

ACTIVITY:

Read and **comprehend**

Chelsea's dad has five
The next three daugh

What is the you



CONDUCT

Stu

C

WORLD APPLICATIONS:

The action of conducting is important because it enables us to carry out tasks in an organised fashion. We conduct when we manage experiments in Science class. We also conduct when we carry out surveys.



SCIENCE & NUMER

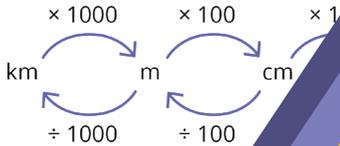
CHAPTER NOTES

SAMPLE



UNIT CONVERSION

Different units are used for different applications. *It is important to be careful between units when performing calculations involving measurement.*



Example:

$$2 \text{ km} = 2000 \text{ m} = 200000 \text{ cm}$$



TOP TIP:

When converting from a larger unit to a smaller unit, you multiply. When converting from a smaller unit to a larger unit, you divide. For example, to convert 1000 cm to m, you divide by 100. To convert 2 m to cm, you multiply by 100. To convert 2 km to m, you multiply by 1000. To convert 2000 m to km, you divide by 1000. To convert 200000 cm to m, you divide by 100. To convert 2000000 cm to km, you divide by 1000.

Examples:

$$1 \text{ m}^3 = 1 \text{ m} \times 1 \text{ m} \times 1 \text{ m}$$

$$= 100 \text{ cm} \times 100 \text{ cm} \times 100 \text{ cm}$$

$$1 \text{ m}^3 = 1000000 \text{ cm}^3$$

$$1 \text{ m} = 100 \text{ cm}$$

$$100 \text{ cm} \times 100 \text{ cm} = 10000 \text{ cm}^2$$

$$10000 \text{ cm}^2 \times 1 \text{ cm} = 1000000 \text{ cm}^3$$



- | | | |
|----------------------|-----------------------|---------------------------|
| _____ minutes | g) 4 days | = _____ minutes |
| _____ km | h) 259 200 sec | = _____ days |
| _____ m ² | i) 140 cm/week | = _____ m/day |
| _____ km/h | j) 1g/cm ³ | = _____ kg/m ³ |
| _____ milliseconds | k) 2 m ³ | = _____ mm ³ |
| | l) 6 km/h | = _____ mm/s |

OUR ANSWERS:

<https://www.mightyminds.com/success-6003>

REARRANGING EQUATIONS

Equations can be solved using the balancing method. This involves adding or subtracting the same operation to both sides of the equation in order to cancel out one of the terms.

For example, if you needed to move $-x$, you would add x to both sides of the equation. It is important that whatever you do to one side of an equation, you do to the other side, otherwise the equation is no longer equal.

Given $y = mx + c$, solve for x .

To solve for x , you need to rearrange the equation. To do this, you can use the balancing method to move all the terms that are not x to the other side of the equation.

First, remove c by subtracting it from both sides of the equation.

$$y - c = mx + c - c$$

$$y - c = mx$$

Next, remove the m by dividing both sides of the equation by m .

$$\frac{y - c}{m} = \frac{mx}{m}$$

$$\frac{y - c}{m} = \frac{mx}{m}$$

Since x is now by itself, the equation is solved.

Therefore, $x = \frac{y - c}{m}$



WHAT TO KNOW MORE?

www.mightyminds.com/success-6004

PHYSICS FORMULAE

FORMULAE	DESCRIPTION	DEFINITIONS
$v = u + at$	Final velocity = initial velocity + acceleration × time	$v = u + at$
$s = ut + \frac{1}{2}at^2$	Displacement = initial velocity × time + $\frac{1}{2}$ × acceleration × time ²	$v = \text{final velocity}$ $u = \text{initial velocity}$ $a = \text{acceleration}$ $t = \text{time}$
$a = \frac{v - u}{t}$	Acceleration = $\frac{\text{change in velocity}}{\text{time}}$	$F = ma$
$F = ma$	Resultant force = mass × acceleration	$F = \text{resultant force}$ $m = \text{mass}$ $a = \text{acceleration}$



TERMS OF ALGEBRA

Coefficient \longrightarrow $2x + 5$ \longleftarrow
Variable \longleftarrow \uparrow



The letters used in algebra are called **pronumerals** and numbers are called **constants**.

Variables are symbols whose value changes with time or over time. In algebra, these variables are represented by appropriate pronumerals. The letters x and y are commonly used in algebra.

A **term** is a group of numbers and variables connected through multiplication and/or division. All the numbers and variables are all terms.

An **expression** is a group of terms. Expressions do not have an equals sign. Example: $3x + 2x^2$ is an expression.

An **equation** is a statement where two terms or expressions are equivalent. Equations have an equals sign. Example: $4x + 2 = 3y$ is an equation.

Constants are numbers that do not change. Numbers are constants. For example, 2 , 2 is a constant.

A **coefficient** is a number that multiplies a term that also contains one or more pronumerals. For example, in $3x$, 3 is the coefficient.

Like terms are terms that have the same pronumerals and can therefore be added and subtracted together. For example: x , $2x$ and $\frac{x}{3}$ are like terms.



CONSTRUCTING A GRAPH

Data is an integral part of Mathematics, and it is used often in real life. It can be difficult to interpret, however, and so we use graphs. The graph is a visual representation, so that data can be quickly understood. It is important to choose the most effective type to display the data.

THE MOST COMMON TYPES OF GRAPHS ARE:

Histogram

These are useful when we need to display numerical data in groups or class intervals, and they are particularly useful when displaying continuous data.

For example, we could use a histogram to display the heights of students in a class.



Bar graph

We use these to display discrete data.

For example, we could graph the number of different breeds of dogs at a dog beach.

Number of different breeds at beach



Pie chart

We use these to display data in categories or percentages.

For example, we could use a pie chart to show the amount of water taken from different household appliances.

Example:

Household water usage

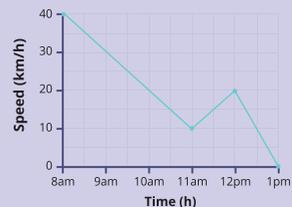


Line graphs are used to display continuous data over time.

For example, we could use a line graph to show the speed of a cyclist over time.

Example:

Speed of cyclist over time



Always include a heading and label your axes when you make your graph, and provide a legend if necessary.

LITERACY

CHAPTER NOTES

SAMPLE



SPELLING RULES

There are a variety of rules you can use to help you spell, and some of them have been listed below. To understand these rules, you will need to know the following words:

Vowel: the letters A, E, I, O and U.

Consonant: the 21 letters that are not vowels.

Suffix: a letter combination that is placed at the end of a word.
For example: *-ed*, *-ing* and *-ly*.

Prefix: a letter combination that is placed at the beginning of a word.
For example: *un-*, *im-* or *mis-*.

i BEFORE e RULE:

When spelling words that use the letters *i* and *e*, the *i* usually comes before the *e*. The exception is when the *e* comes after a *c*.
For example: *Piece*, *niece*, *receive* and *piece*.

ADDING SUFFIXES:

Unless the original word ends in a vowel, a suffix may be added to the end of the word without changing the spelling.

For example: *Ski* + **ing** = *skiing* and *Careful* + **ly** = *carefully*
and *Radio* + **ed** = *radioed*.

When a word ends in a vowel, a suffix may be added before adding the suffix.

For example: *Carry* + **ing** = *carrying* and *Happy* + **es** = *lollies*

Some exceptions:

You can keep

For example:

ADDI

Some words have a vowel changed when adding a prefix.

For example: *Immoral*, *impossible*, *illogical*.

Some words have a vowel changed when adding a prefix.
For example: *Immoral*, *impossible*, *illogical*.

Some words have a vowel changed when adding a prefix.
For example: *irrational*, *irreparable*.

Some words have a vowel changed when adding a prefix.
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For example: *irreparable*.

Some words have a vowel changed when adding a prefix.
For example: *irreparable*.

VOCABULARY



Activity

Extending your vocabulary is a really simple way to improve your writing. Your work will stand out from the crowd. The table below contains a list of words that you can use in your writing. Use the blank spaces in the table below to write down or complicated words that you come across throughout the year. For each word, write what each word means, how to spell it and how to use it in a sentence.



Cohesive Ties	Effective Verbs	Good Adjectives
Nevertheless	Denote	Admirable
Additionally	Absorb	Amiable
Similarly	Substantiate	Amusing
Inversely	Intertwine	Assured
Ultimately	Establish	Authentic
Comparatively	Conclude	Austere
Rather	Conclude	Insidious
Therefore	Conclude	Incompatible
Essentially	Conclude	Irresponsible
By extension	Conclude	Harmonious
Naturally	Conclude	Outlandish
Correspondingly	Conclude	

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Additional words that do not fit into the categories above.



FOLLOW ME TO EXTEND YOUR VOCABULARY

mightybrains.com.au/success-6005

FIGURATIVE LANGUAGE

Alliteration: Two or more words used in succession that begin with the same sound (usually a consonant). For example: *Water wove wearily without*

Allusion: A direct or indirect reference to another text, story, or event. For example: *He began to grow as he tried to tell his mother he hadn't taken*

Assonance: The repetition of vowel sounds. For example: *The round cow went round the town.*

Cliché: An overused phrase or saying. For example: *It's raining cats and dogs.*

Euphemism: A mild or gentle word or expression used to replace a word or phrase that sounds too harsh or blunt. For example: *He passed away* instead of *he died*.

Hyperbole: The deliberate use of exaggeration for emphasis. For example: *I have a million things to do today.*

Imagery: Descriptive language that appeals to the senses to create vivid mental pictures or sensations. For example: *The wind whistled through the trees and the leaves wafted out the window and over the green grass to the laughing children and their friends.*

Metaphor: A comparison between two things that are not alike. For example: *The moon was a silver coin in the dark sky.*

Onomatopoeia: The use of words that imitate the sound they describe. For example: *The monkey screamed.*

Personification: The attribution of human characteristics to an animal, inanimate object or abstract concept. For example: *The sun smiled down on the peaceful smile.*

Pun: A play on words that exploits multiple meaning of words or the fact that they sound alike. For example: *The mushroom is in the mushroom room for the mushrooms in this bag.*

Rhetorical question: A question asked with no intention of receiving a verbal answer. For example: *Who do you think you are without you?*

Simile: A comparison between two things is said to be like another. For example: *She glowed as brightly as a star.*

Slang: Informal language that is more common in speech than in writing and is often influenced by cultural and social factors. For example: *He's totes lost the plot.*

Synecdoche: The use of a part of a physical object to represent an abstract idea. For example: *A red in the face.*





LANGUAGE DEVICES



Activity

Match the language device with the appropriate example.

Alliteration	Cliché	Assonance
Euphemism	Allusion	Imagery
Onomatopoeia	Hyperbole	Pun
Simile	Personification	Symbolism



_____ Sally sold sunflowers on Sunday at the beach.

_____ The music sounded like a waterfall.

_____ "Chocolate is my favourite food."

_____ The patch of sunlight on the grass sparkles with dew.

_____ Emily had a great weekend.

_____ "G'day mate!"

_____ Traffic lights flashed red as they came to take us away.

_____ I was surprised when I got over it.

_____ I was surprised because he had given her red roses.

_____ How should I do with this knowledge?

_____ The teacher wrote on the blackboard.

_____ The snow fell as white as snow.

_____ The leaves rustled in the wind.



CHECK YOUR ANSWERS:

mightyminds.com.au/success-6006

WORD TYPES

Grammar is the system and structure of sentences, words and phrases. Good knowledge requires an understanding of different types of words in a sentence. This includes awareness of verb tenses and the difference between words such as nouns and verbs. Correct grammar ensures not only that you are understood, but one that is engaging to read.



WORD TYPES

COMMON NOUNS are used to name general things and people.
For example: *park, school, grandmother, boy*

PROPER NOUNS are used to name specific things and people.
For example: *Bondi Beach, Rome, Egypt*

PRONOUNS are used to refer to people and things without repeating their names. They avoid repetition and help to create flow in writing.
For example: *he, his, her, the, they*

VERBS are used to express actions and states of being. They are often called "doing words".
For example: *run, swim, jump, think, is, are*

ADJECTIVES are used to describe nouns (people, places, things, animals).
For example: *obedient, tall, blue, happy*

ADVERBS are used to describe adjectives or verbs. Adverbs usually express manner, time, frequency, or location.
For example: *quickly, slowly, yesterday, often, randomly*

COMPOUND WORDS are words made up of two or more words and sentences.
For example: *teach, teacher, happy, happiness*

PREPOSITIONS show the relationship between a noun or pronoun and another word. They generally come before the noun or pronoun.
For example: *in, on, at, from, to, with, under, over*



SUCCESS COMPANION

Our **Success Companion** workbook contains engaging activities and information that will help build a positive attitude towards learning.

With a focus on the development of positive study habits and fundamental skills targeted at improving the academic performance of all secondary students. It covers critical thinking – vital skills for future success – essential in the twenty-first century.



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Program

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