MIGHTY MINDS

SUCCES COMPA

By Stev

HOW TO SU

IVE VERBS

SCIEN

LITERACY

HE TIPS AND STRATEGIES FOR SUCCESS

MIGHTY MINDS

SUCC
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By

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Name:

Clas

School:

CONTE

01 HOW TO SUCCEED

ERBS

4

51 LITERACY

LEARNING STYLE

Everyone has different ways of learning new information; therefore
of learning styles. Some people strongly identify with one particula
might notice that they learn in a variety of ways, depending on th
how you best learn can help you to formulate a system of stud
information more effectively.

Activity

Place a tick next to the statements that you most rel
particular group is an indication that you favour th
combination of learning syles. Use this informa

AUDITORY LEARNERS

- I like to listen more than speak.
- I generally speak slowly.
- I prefer to hear a verbal expla to read written text.
- I am good at rememberi
- I can easily recall fact on the radio or in th

ands-on way.

and error.

for too long.

epts better after seeing es.

mull problems over and clear

VERBAL (L

- I enjo
- I u

hat

word

AL LEARNERS

- I understand concepts better after seeing pictures or diagrams.
- I like to colour-code my notes.
- I like to arrange information (such as schedules) in a graphic way.
- I enjoy drawing and/or photography.
- I can picture people's faces clearly in my mind.

FOLLOW ME TO VIEW TIPS FOR STUDYING BASED ON YOUR LEARNING STYLE!

mightyminds.com.au/success-6001

LEARNING STYLE

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 ta
  you are trying to learn.
- Use word associations and mnemonics to he
- Create jingles to help you remember infor
- Talk through your ideas for essays and s
- Read information aloud to yourself.

KINAESTHETIC LEARNER

- Make models of concepts or
  nding of them.
- Spend some time standing
  where possible).
- Use memory games to h
- Look for practical exa
  hat you can make
  connections betwee
- Take note of headi
  highlight or underline
  these before rea

VERBAL (L

- Read ex
  es to consolidate your understanding.
- Take
- Rew
- R
- y concepts.
- pts to teachers and friends to consolidate

the class so that you can clearly see the board.

ms to help you understand information.

highlighting to organise your notes.

ers (such as tables) to arrange information and plan

rs for handouts or other visual aids to accompany the spoken
d information they give you.

WHEEL OF SUCCES

A good way to help you look objectively at your situation is t

Activity 1

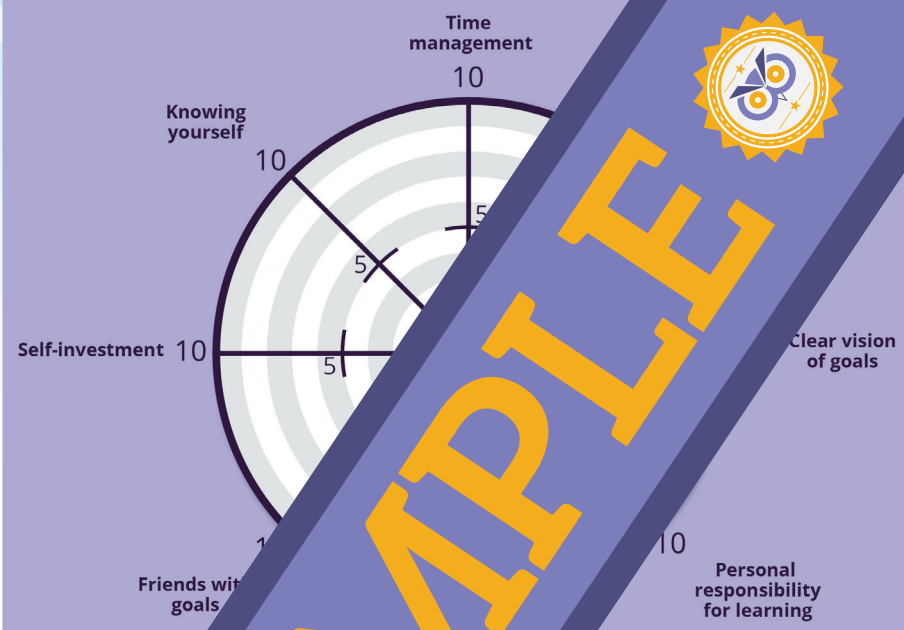
Consider the centre of the circle (0) as representing a low
outer edge (10) as representing a high skill level. Using a
you think you are currently placed on each skill-set "sp
(dot-to-dot style) to form your wheel. Consider your

- **Time management:** Do you have a study time er that you change or review regularly? Most co e of calendar that you can use to create an effe
- **Active learning methods:** Do you unde by constantly asking yourself, What is goi d I solve the problem that way? What is the m t could I do to improve that answer? Is the tech lent? How could I make things clearer? Wha
- **Clear vision of goals:** Do you ur goals for today? Next month? This term? This ears' time?
- **Personal responsibility** ss or lack of success is due to your teachers? e? Your effort? Your economic situation? T est enough to admit that you are responsible
- **Question when** ons of your teachers, friends and parents? D and, or do you seek clarification?
- **Friends wit** ey have high ambitions? Do they apply them ocus on learning? Do their actions support
- **Self-i** re your future? Do you work hard? Do you wor ve done and how to improve? Do you work wi ur success becomes more enjoyable

d on your strengths and weaknesses?
your strengths or to
s your level of self-belief?
possess? Do your actions

Use the diagram below to determine your strengths and weaknesses.

WHEEL OF SUCCESS



Now, take the outer edge is your wheel? The closer you are you need to modify your behaviours and have ect, discuss and then make the changes. No i e same.

Activity 3

I need to work on these areas:

Having thought carefully about your motivat now in a position to set some realistic and achi

Before you commit your thoughts to pa

- Make your goals specific rather whether you have achieved your goals if th have not met them, it is much easier to se ck.
- If your goals are long term r shorter-term goals that will ultimately help
- Make your goals pers n determine the outcome. If you hav you might be let down.
- Don't be afraid to

Activity

My goals

FOLLOW ME FOR GOAL-SETTING ADVICE!

mightyminds.com.au/success-6002

HOW TO SUCCEE

1. Respect yourself. Put yourself in a po
will allow you to gain the most out
2. Set academic and personal goal
3. Have a positive attitude towa
4. Realise that failure is often
5. See the benefits of worl
6. Get help! Working co
achievement of you
7. Form study grou
8. Be efficient – skills that work for you.
9. Focus on d s. Know your proficiency
levels fo ds has developed a unique
profici itive Verbs.
An e inds.com.au/cv-poster-example
10. D ities.
11. ccess – whether it be for an
on, presentation or job interview.

s Portal to help you achieve your goals!

www.mightyminds.com.au/portal

COGNITIVE VERB

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

The Cognitive Verbs will often appe
is important to be familiar with th
the booklet is all about getting t
can develop your thinking skil

CHAPTER NOTE

HOW TO DECONSTRUCT A COGNITIVE VER

1. Read the question carefully. Underline the Cognitive Verb(s).
2. Highlight or underline key phr order to understand what is
3. Make a list of what you wer the question.
4. Read the stimulus s that will help yo
5. Pay extra a n in *italics* or **bold**.

HOW TO CONSTRUCT AN ANSWER TO A C

1. Look at a definition for the Cognitiv
you gain an understanding of wha

2. Use key words from the ques
your answer where approp
should be clear and conci

3. In numeracy question of
your working.

4. Check that you
aspect of the

5. Rememb d be supported by
logical nce, which may be in
the f

VIEW MODEL ANSWERS FOR ACTIVITIES ONLINE mightyminds.co

ANALYSE

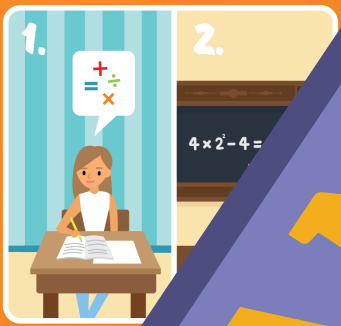
Student-friendly definition: *Break down into key par*
to understand how each part contributes to the who

REAL-WORLD APPLICATIONS:

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

APPLY

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



ACTIV

Whe
al

hat you

knowledge of
words as you can.
each word.

APPRA

luate worth, significance

EX

A

A PMI chart helps you appraise an
minuses and interesting points. The
ppraise the idea of getting a classroom pet.

Minus	Interesting
• 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.	• 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 num
equals the sum of the number c
the missing numbers.

CATEGORISE

Student-frien
according to

EXAMPLE:

During the school year, man
of tasks facing them. Categ
prioritise your tasks!

umber
to

Urgent	nt	Not urgent or important
• family emergen • homework d • test revisio • househo	ities tent versities mmitments g with and/or pet	• watching television • social media • playing video games

efinition: *Make easier to understand.*

S:

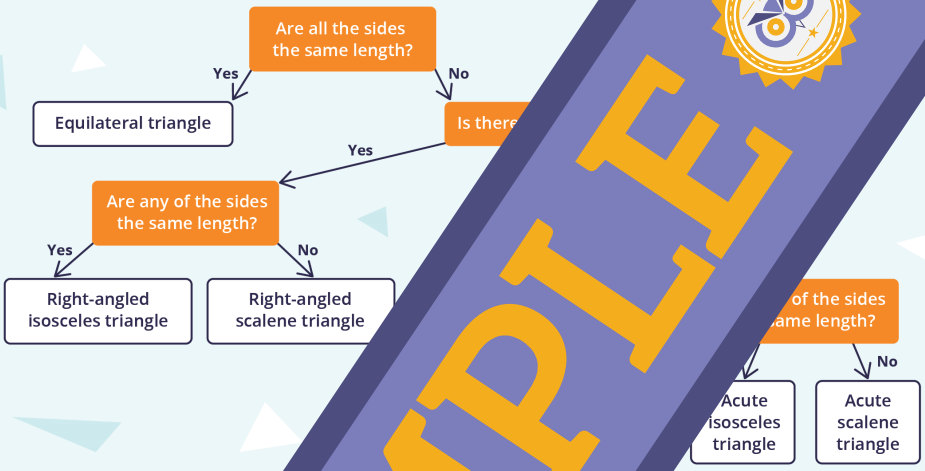
portant to your understanding of a range of
r teacher to explain something so that it is easier to
ing for clarification. If your peer asks for clarification,
simply explain the topic or situation to them.

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 a



COMMENT

Stud
or
on

ACTIVITY:

Providing opinio
about texts an
what you did

critically
. **Comment** on

Film Titl

Comm

c-friendly definition: *Share or nge information or ideas.*

S:

ng is an essential part of everyday life.
eople to convey their ideas to an audience.
heir ideas through text, and debaters
eas through speech.

COMPARE

Student-friendly definition:
Examine similarities and differences and understand their significance.

EXAMPLE:

Comparing is a helpful way to bui
key features, similarities and di
people and creatures.

A common method of co
The Venn diagram belo
and Sun.

COMPREHEND

Stude
impl

ACTIVITY:

Read and **comprehend**

Chelsea's dad has five
The next three daug

larch.

What is the you

CON

Stu
C

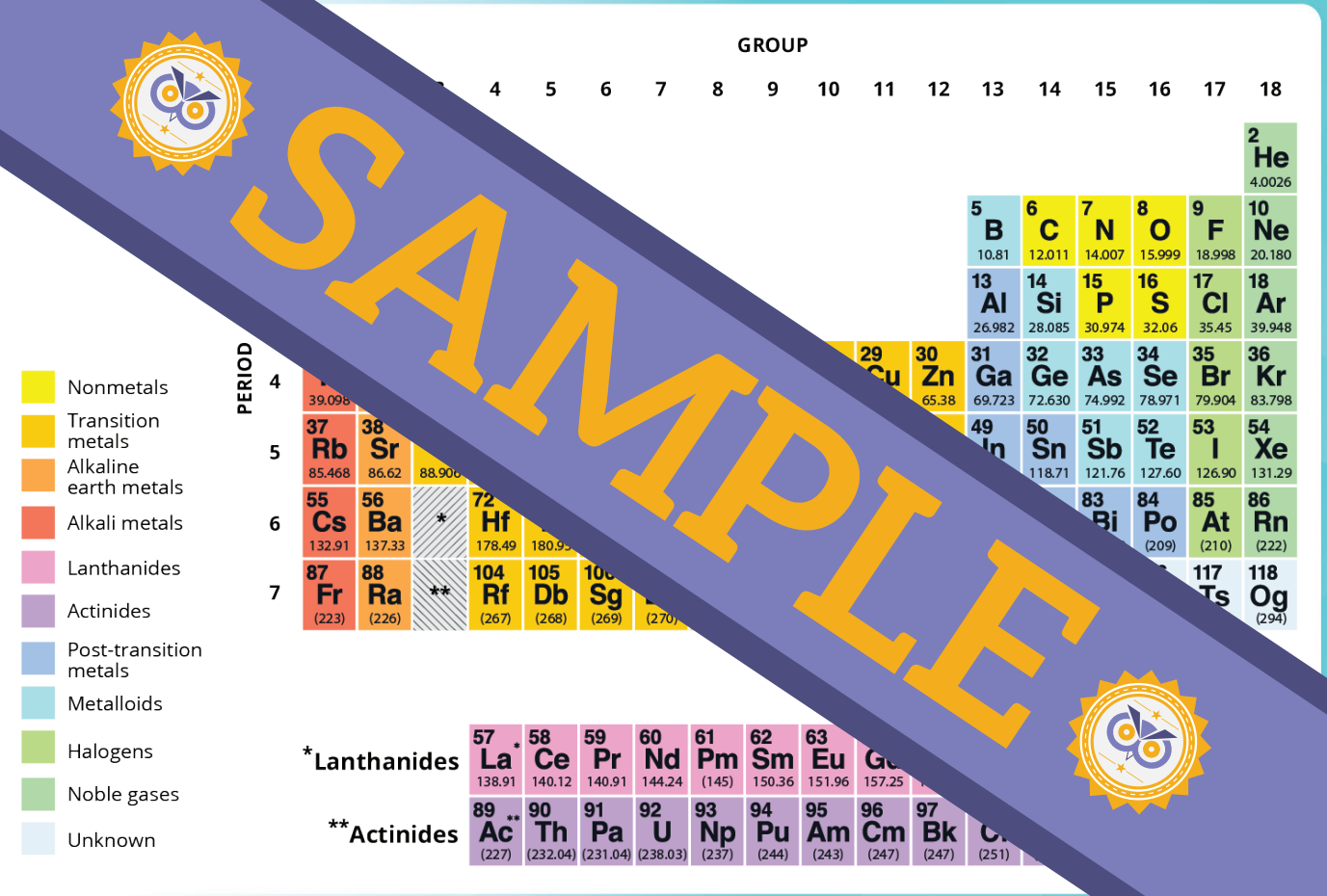
WORLD APPLICATIONS:

action of conducting is important because it
ables 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

PERIODIC TABLE OF THE ELEMENTS



UNIT CONVERSIO

Different units are used for different applications. *It is importa*
between units when performing calculations involving measuren

× 1000 × 100 × 1

km m cm

÷ 1000 ÷ 100

Example:

2 km = 2000 m = 2

TOP TIP:

When converting fro version twice
and when converti conversion
three times.

Examples:

1 m³ = 1 m × × 1 m
= 100 00 cm × 100 cm
1 m³ = 1 100 × 100 × 1 cm²

minutes
km
m²
km/h
milliseconds

g) 4 days	= _____	minutes
h) 259 200 sec	= _____	days
i) 140 cm/week	= _____	m/day
j) 1g/cm³	= _____	kg/m³
k) 2 m³	= _____	mm³
l) 6 km/h	= _____	mm/s

UR ANSWERS:
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REARRANGING EQUAT

Equations can be solved using the balancing method. This involv
operation to both sides of the equation in order to cancel out c

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

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

To solve for x, you need to rearrange the equati
use the balancing method to move all the term
equation.

First, remove c by subtracting it from both

$y - c = mx + c - c$

$y - c = mx$

Next, remove the m by dividing b

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

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

Since x is now by it

Therefore, $x = \frac{y}{}$

T TO KNOW MORE?
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PHYSICS

FORMULA		$_{av} \cdot t$	$v = u + at$
ABLES		lacement erage velocity time	v = final velocity u = initial velocity a = acceleration t = time
		$a = \frac{v - u}{t}$	$F = ma$
		a = acceleration v = final velocity u = initial velocity t = time	F = resultant force m = mass a = acceleration

TERMS OF ALGEB

Coefficient → $2x + 5$ ←

Variable →

The letters used in algebra are called **pro**
numbers and variables.

Variables are symbols whose val tion or
over time. In algebra, these vari opriate
pronumerals. The letters x an s in algebra.

A **term** is a group of nu ted through
multiplication and/or re all terms.

An **expression** rms.
Expressions d ample: $3x + 2x^2$ is an expression.

An **equ** terms or expressions are equivalent.
Equa r example: $4x + 2 = 3y$ is an equation.

Numbers are constants.
2, 2 is a constant.

a term that also contains one or more pronumerals.
, 3 is the coefficient.

entical pronumerals and can therefore be added and
e another. For example: x, $2x$ and $\frac{x}{3}$ are like terms.

CONSTRUCTING A G

Data is an integral part of Mathematics, and it is used often in
be difficult to interpret, however, and so we use graphs. The
interpret visual representation, so that data can be quickl
it is important to choose the most effective type to displ

THE MOST COMMON TYPES OF GRAPHS ARE:

Histogram

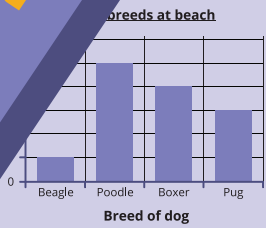
These are useful when we need to display numerical data in groups or class intervals, and they are particularly useful when displaying continuous data.

For example, we could use a histogr
display the heights of students in a

Bar graph

We use these to display disc

For example, we could g
of different breeds of d
dog beach.

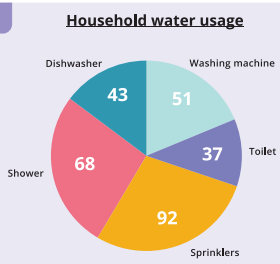


Pie chart

We use the
or percen
categori

For
co
aken

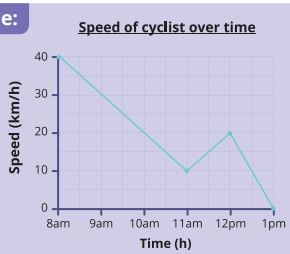
mple:



ous data over

ph the speed of a
ride.

Example:



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

LITERACY

CHAPTER NOTES

SPELLING RULES

There are a variety of rules you can use to help you spell, and some
have been listed below. To understand these rules, you will need t
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
For example: *-ed, -ing* and *-ly.*

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

i BEFORE *e* RULE:

When spelling words that use the letters *i* will
usually come before the *e*. The exceptio after *c*.

For example: *Piece, niece, receive* and *r*

ADDING SUFFIXES:

Unless the original word ends be added to the
end of the word without cha

For example: *Ski* + ***ing*** = *ski* *eful* + ***ly*** = *carefull**y***
and *Radio* + ***ed*** = *radio**ed***

When a word ends in before adding the suffix.

For example: *Carry* *y* + ***es*** = *lollies*
and *Happy* + ***er*** = *h*

Some exceptio

You can kee

For examp

ADDI

Si changed when adding a prefix.

se words beginning with the letter *i.*
ate, ***il****logical.*

ore base words beginning with the letters *m, p* or *b.*
, ***im****moral,* ***im****balance,* ***im****measurable.*

before base words beginning with the letter *r.*
ir*rational,* ***ir****reparable.*

ixes do not end with the same letter that the base word begins
e spelling of the original word remains unchanged.
masculinity, ***dis****assemble,* ***mis****represent* and ***sub****marine.*

VOCABULARY

Activity

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

Cohesive Ties	Effective Verbs	Go	
Nevertheless	Denote		
Additionally	Absorb		
Similarly	Substantiate		rsome
Inversely	Intertwi		uoyant
Ultimately	Esta		Assured
Comparatively	C		Authentic
Rather			Austere
Therefore			Insidious
Essentially		tly	Incompatible
By extensio		azily	Irresponsible
Natur		Politely	Harmonious
Corres		Obnoxiously	Outlandish

ditional words that do not fit into the categories above.

g.

FOLLOW ME TO EXTEND YOUR VOCABULARY
mightyminds.com.au/success-6005

FIGURATIVE LANGU

Alliteration: Two or more words used in succession that begin
(usually a consonant). For example: *Water wove wearily withou*

Allusion: A direct or indirect reference to another text, st
began to grow as he tried to tell his mother he hadn't take

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

Cliché: An overused phrase or saying. For ex

Euphemism: A mild or gentle word or ex g that
sounds too harsh or blunt. For example

Hyperbole: The deliberate use of e *e a million*
things to do today.

Imagery: Descriptive languag vivid mental pictures
or sensations. For example: *ke wafted out the*
window and over the green riends.

Metaphor: A compari r.
For example: *The m*

Onomatopoeia on they describe. For example: *The*
monkey ***scree***

Personifi s to an animal, inanimate object or
abstract *eaceful smile.*

Pun ultiple meaning of words or the fact that they
so *nroom for the mushrooms in this bag.*

s asked with no intention of receiving a verbal
o without you?

thing is said to be like another. For example: S*he glowed as*

hat is more common in speech than in writing and is often
d social factors. For example: *He's totes lost the plot.*

of a physical object to represent an abstract idea. For example: *A red*
ance.

LANGUAGE DEVICE

Activity

Match the language device with the appropriate example.

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

_____ Sally sold sunflowers on Su sea.

_____ The music sounded lik

_____ "Chocolate is my Ad

_____ The patch of so nkles of dew.

_____ Emily had t weekend.

_____ "G'day

_____ Tra they came to take us away.

_____ n I got over it.

_____

_____

_____ ause he had given her red roses.

ly do with this knowledge?

on the blackboard.

te as snow.

ered in the wind.

CHECK YOUR ANSWERS:
mightyminds.com.au/success-6006

WORD TYPES

Grammar is the system and structure of sentences, words a
knowledge requires an understanding of different types o
sentence. This includes awareness of verb tenses and th
as nouns and verbs. Correct grammar ensures not onl
one that is engaging to read.

WORD TYPES

COMMON NOUNS are used to name gener
For example: *park, school, grandmother, b*

PROPER NOUNS are used to name sp
For example: *Bondi Beach, Rome, Eg*

PRONOUNS are used to refer t ed. They avoid repetition and help to create r
For example: *he, his, her, the*

VERBS are used to expr doing words".
For example: run, swi

ADJECTIVES are u un).
For example: *ob*

ADVERBS a ective or verb. Adverbs usually express m
For exa *y, randomly*

CON s and sentences.
Fo

elationship between a noun or pronoun and
nerally come before the noun or pronoun.

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attitude towards learning.

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positive study habits and funda
targeted at improving the aca
of all secondary students. It
thinking – vital skills for fo
essential in the twenty-fi

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ISBN 978-0-9942395-8-7
9 780994 239587