

INTEGRATED

It's a Novel Idea

Blueback

Middle Childhood 4–7

Learning Resource



It's a
Novel Idea
Blueback



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IT'S A NOVEL IDEA—
BLUEBACK
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IT'S A NOVEL IDEA



★ Overview of It's a Novel Idea

It's a Novel Idea consists of three modules and a Teacher overview.

Module	Outcomes focus
1 Blueback	English 8. Reading
2 Compare and contrast	English 8. Reading
3 Reading response journal	English 8. Reading

This module contains a:

- student work plan
- learning activities section
- feedback and solutions section.



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The resources and materials you will need for '*Blueback*' are:

- a copy of the novel *Blueback* by Tim Winton
- tongue depressor
- glue
- 5 sheets coloured paper
- various decorations, eg feathers, pipe-cleaners, ribbon, wool
- scissors
- blank A4 paper (× 5)
- blank A3 paper (× 5)
- textas and pencils.



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★ Blueback



Student work plan



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Learning activity	Description of learning activity	Learning focus
1 It's a novel idea		
1.1 Log	Create an activity log	Setting up ways to keep track of learning activities
1.2 Resource file contents page	Create a contents page for resource file	Ways to organise information for easy use
1.3 Bookmark	Create a bookmark	Bookmarks help you to remember your place
2 Reading		
2.1 Reader's interests	Choose the types of books you're interested in	People have different interests and tastes
2.2 Types of texts chart	Complete the chart	People read texts for different purposes and in different ways
2.3 Reading strategies	Underline strategies you use	There are many reading strategies used whilst reading a text
3 Blueback		
3.1 Blueback cover	Examine the front cover	Learning about features of book covers

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Learning activity	Description of learning activity	Learning focus
3.2 Spine	Examine the spine	Learning about features of book spines
3.3 Back cover	Examine the back cover	Learning about features of the back cover
3.4 Reading <i>Blueback</i>	Investigate the Reading response journal	Parts of the Reading response journal
4 Reading response journal		
4.1 Reading response journal Chapters 1, 2 and 3	Complete journal entries	People respond to a text in different ways
4.2 Reading response journal Chapters 4 and 5	Complete journal entries	People respond to a text in different ways
4.3 Reading response journal Chapters 6 and 7	Complete journal entries	People respond to a text in different ways
4.4 Reading response journal Chapters 8 and 9	Complete journal entries	People respond to a text in different ways
4.5 Reading response journal Chapters 10 and 11	Complete journal entries	People respond to a text in different ways
4.6 Reading response journal Chapters 12 and 13	Complete journal entries	People respond to a text in different ways



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Learning activity	Description of learning activity	Learning focus
4.7 Reading response journal Chapters 14, 15 and 16	Complete journal entries	People respond to a text in different ways
4.8 Novel structure – <i>Blueback</i>	Complete a novel outline	Novels are made up of certain elements
5 Plot		
5.1 Conflict in <i>Blueback</i>	Identify the types of conflict	Conflict provides interest in a narrative
5.2 Excitement	List and graph the main events of <i>Blueback</i>	Effective stories build the suspense
5.3 Situations and events	Complete the chart	A narrative contains situations and events
6 Setting		
6.1 Your setting	Describe your current setting	The setting describes the scene
6.2 Setting chart	List words and phrases that the author has used in the setting	The setting describes the scene and sets the tone
6.3 Hooks	Match the example to the right type of hook	Hooks grab the reader's attention
7 Characters		
7.1 Character profile	Complete a character profile	Authors show us what characters are like in many ways
7.2 Character traits	Choose traits that describe each character	A character's traits give us clues to their personality

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Learning activity	Description of learning activity	Learning focus
7.3 Quotes	Decide which quote belongs to each character	What characters say gives us clues to their personality
7.4 Character sociogram	Create a character sociogram	The relationships between characters give us clues about the characters and the story
8 Themes		
8.1 Themes in <i>Blueback</i>	List the themes from the novel	Themes are intertwined in the story
8.2 Collage	Create a collage about the sea	Themes conjure ideas and images in a reader's mind
9 Author's toolbox		
9.1 Nouns	Underline the nouns and identify whether each noun is a person, place or thing	Nouns are words which name people, places or things
9.2 Adjectives	Circle the adjectives	Adjectives describe a noun
9.3 Verbs	Underline the verbs	Verbs show what someone or something is doing
9.4 Adverbs	Circle the adverbs	Adverbs describe the verb
9.5 Similes and metaphors	Identify whether the examples are similes or metaphors	Similes and metaphors are literary devices that authors use in their writing
9.6 Metaphors and similes for the sea	Create similes and metaphors for sea creatures	Similes and metaphors help authors to write vivid descriptions





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Signposts

Look for signposts throughout the modules. They give instructions to help you with the learning activities.



Resource file – This signpost tells you to present your work in your resource file.



Record – This signpost tells you to record yourself speaking.



Reading – The reading signpost tells you to read from the suggested book.



Multimedia – The multimedia signpost tells you to use an audio CD, CD-ROM, video or DVD.



Computer – The computer signpost tells you to use a computer or the internet.



Scissors – The scissors signpost tells you to cut out a page from the book.





1

Blueback

Have you ever heard of the term 'bookworm'?

A bookworm is often used to describe a person who enjoys reading books.

This module is all about being a bookworm. You will become a bookworm, which means you will read different books and learn about some of the ways authors create texts and engage their readers.



Whenever you see this bookworm symbol you will find tips to assist you.



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1.1 Log

Follow the instructions to create your log. This will help you keep a record of the activities you have completed.

1 Cut out the cover of the booklet on the following page and fold it.

2 Write your name on the front of the cover.

3 Cut out the activities page and fold it into the cover.

4 Staple or glue the centre line to keep the pages together like a book.

As you complete each activity, write your initials in the space.





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It's a Novel Idea



Name

Fold line



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Activity	Initials
1 It's a novel idea	
1.1 Log	
1.2 Resource file contents page	
1.3 Bookmark	
2 Reading	
2.1 Reader's interests	
2.2 Types of texts chart	
2.3 Reading strategies	
3 Blueback	
3.1 Blueback cover	
3.2 Spine	
3.3 Back cover	
3.4 Reading Blueback	
4 Reading response journal	
4.1 Chapters 1, 2 and 3	
4.2 Chapters 4 and 5	
4.3 Chapters 6 and 7	
4.4 Chapters 8 and 9	
4.5 Chapters 10 and 11	
4.6 Chapters 12 and 13	
4.7 Chapters 14, 15 and 16	
4.8 Novel structure – Blueback	

Fold line



IT'S A NOVEL IDEA

Activity	Initials
5 Plot	
5.1 Conflict in <i>Blueback</i>	
5.2 Excitement	
5.3 Situations and events	
6 Setting	
6.1 Your setting	
6.2 Setting chart	
6.3 Hooks	
7 Characters	
7.1 Character profile	
7.2 Character traits	
7.3 Quotes	
7.4 Character sociogram	
8 Themes	
8.1 Themes in <i>Blueback</i>	
8.2 Collage	
9 Author's toolbox	
9.1 Nouns	
9.2 Adjectives	
9.3 Verbs	
9.4 Adverbs	
9.5 Similes and metaphors	
9.6 Metaphors and similes for the sea	
10 Compare and contrast	
10.1 Choose a novel	
10.2 Examining the book	
10.3 Illustration	
10.4 T-chart	
10.5 Character web	
10.6 Excitement factors	
10.7 Conflict	
10.8 Summary chart	
10.9 Venn diagram	
10.10 Ask the author	
11 Star productions	
11.1 Cast	
11.2 Soundtrack	
11.3 Costume	
11.4 Set design	
11.5 Promotion	
• Research	
• Brainstorm	
• Plan	
11.6 Create promotion	
11.7 Evaluation	

Fold line



★ 1.2 Resource file contents page

Many of the activities that you complete will need to be stored in your resource file. The work that you need to include in your file will be clearly marked with the following symbol.



To help organise your file, you will need to create a contents page. The contents page should show the title of the activity and what page it can be found on. Complete the contents page as you store a piece of work.



Hint: Think about how to present your work. Your resource file is a showcase of all your work. You will need to consider things such as:

- the neatness of your work
- the layout of your file
- colours you use.

Spend a few minutes setting up the contents page. Include the title and try to include some features that suit the topic.



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★ 1.3 Bookmark

A bookworm needs a good bookmark.



Before you begin reading you need to create your bookmark.

You will need:

- a tongue depressor (fat popstick)
- textas or coloured pencils
- glue
- coloured paper
- decorations, eg pipe-cleaner, feathers, sequins, ribbon, wool.

To make your bookmark:

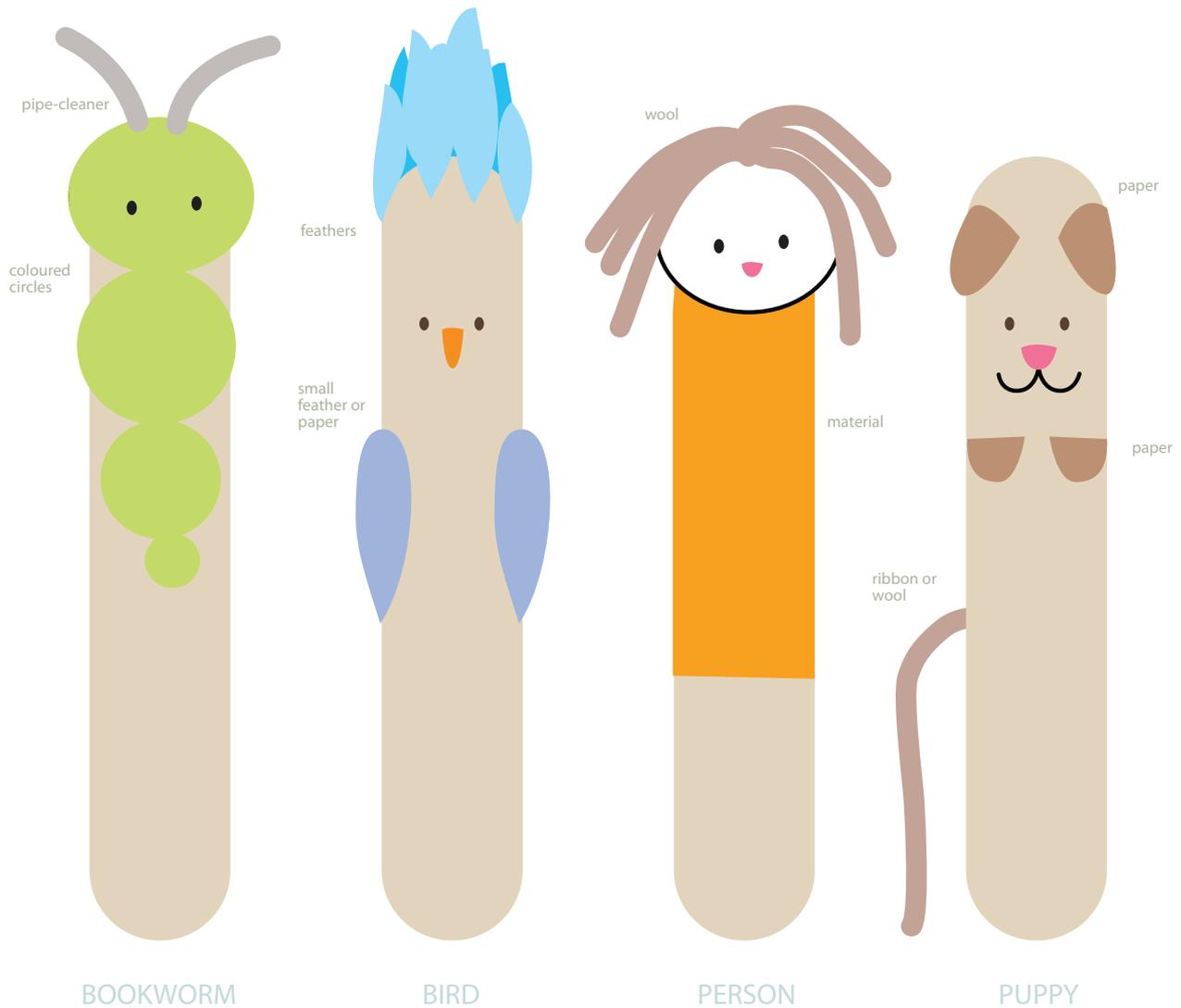
- colour the tongue depressor with the textas
- cut out any features
- glue and draw on extra decorations
- allow to dry overnight before using in your book.



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Here are some suggestions for your bookmark. You can make one of these designs, or use your imagination and create a bookmark all of your own.



Take a photo of your bookmark and place it in your resource file.



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2 Reading



★ 2.1 Reader's interests

Everybody has different interests and tastes in the types of books they like to read. What types of book interest you? Examine the following list of topics and themes and tick the column which shows how you feel about reading these types of texts. ✓

Topic or theme	Yes, I like to read this	No, I am not interested	I'm not sure. I might give it a go
Nonfiction			
Mystery			
Animal stories			
War stories			
Humorous stories			
Adventures			
Science fiction			
Romance			
Tear jerkers (very sad stories)			
Thriller			
Horror			
Fantasy			
Historical stories			



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★ 2.2 Types of texts chart

As a reader you come across many different types of texts. Each type of text is read for a different purpose. For example, a magazine can be read purely for enjoyment, but it can also be used to find information.

The type of text you are reading can also affect how you read it. For example, you can choose to only read parts of a magazine but, if you were reading a novel, in order for it to make sense you would need to start at the beginning and read it through to the end.

Complete the following chart by filling in the purpose for reading each text type and how the text can be read.

The first two examples have been completed for you.



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Text example	Purpose	How the text is read
Magazine	Read for enjoyment or information	Can read parts or all of the text
Car instruction manual	Read for information	Read all or the parts that interest you. May look at pictures or diagrams to help understand the text
Novel		
Newspaper		
Poem		
Textbook		
Comic		



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★ 2.3 Reading strategies

As you read a text, you use different strategies in your head to help you to make sense of what you are reading. These strategies help us to become interested in, or engage with, the text and understand what is happening.



First look at the following list of strategies and tick the ones you have used this week.

Next, underline in red any strategies you do not understand. You may like to speak with an adult about them.

✓	Reading strategies
	Using your prior knowledge: making links from the book to other books you may have read, or you may have previous knowledge of this topic
	Picturing what is happening through images in your mind
	Skimming: reading the text quickly to get a general impression of what it is about before you read it more closely
	Hearing voices or noises contained in the text: you may be able to hear a character's voice from the text, or you may be able to hear noises of the action that is being described



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	Reading strategies
	Re-reading: going back over parts of the text to check your suspicions, or re-reading a part you didn't understand
	Predicting what is going to happen next: you may be able to work out where the plot is heading
	Asking questions: eg Why is that happening? Why is he doing that? What does this mean? Why is the author doing that?
	Empathising: putting yourself in someone else's shoes and understanding how they feel
	Making inferences: reading between the lines or filling in gaps. Can you work out what the character is like from what they are saying or doing?
	Making judgements: evaluating what you are reading as you read
	Summarising: taking stock of what has happened so far by thinking about what you would tell someone about what you've read so far
	Interpreting patterns: making links between parts of the text by seeing patterns in it
	Re-interpreting: continuing to check and evaluate your ideas about the story
	Relating to your own experiences: thinking, 'this part reminds me of ...'
	Relating to previous reading experiences: thinking about other books that the novel you are reading is similar to, or how it is different from other books written by the same author
	Historical background: relating the text to others from a different historical or cultural background, for example looking at how things were done in another period of time or in a different place

As you read a text you may use many of these strategies.



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Examine the following example. Notice the annotations showing which strategy the reader has used while reading the text.

I am picturing him
on the bike and
also remembering
when I ride flat out
on my bike

Tony pedalled furiously down the street. He swung the bike into the driveway, slammed on the brakes and leapt clear of the bike so quickly the wheels were still spinning.

'Darren, Darren', he called, 'you won't believe it'.

There was no answer from the sleeping form lying prone in the hammock, a hat covering its face.

'DARRRRRR REEEEEEN!', Tony yelled into the hat!

I am asking myself
the question, 'what
won't Darren believe?'

I can hear
Tony's voice
in my head

Here I am predicting that
Darren will wake up

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Read the following excerpt of text. Around the text annotate the strategies you used while reading.

It had been a sunny spring day. Jenny and her friend Sally had decided to go for a picnic. They were laughing and joking together, swinging the picnic basket between them as they walked to the park.

'Hey! What's that?' asked Jenny. She reached down and picked up the faded piece of paper. She unfolded it and began to read aloud.

Please help me! They are coming!

I can't let them find me.

Help me! Help me to tell the truth.

'Wow!' exclaimed Sally, 'it sounds like someone was in serious trouble'.

Highlight any strategies you have used which you didn't realise you have been using.

How did these strategies help you engage with the text?



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3

Blueback



In this module you will be reading and studying the novel *Blueback* written by Australian author Tim Winton. In the next module you will study a novel of your own choice. You need to ensure that you have a second novel ready to use for these activities. Refer to 10.1 (in the module 'Compare and contrast') for the criteria and suggestions for choosing your novel. You may need to organise and complete activity 10.1 before you begin work on '*Blueback*'.



Remember, if you need to organise your next novel complete activity 10.1 now.

The first novel you will examine is *Blueback*.

Place your copy of *Blueback* in front of you. Do not open the book or turn it over (yet).

Your task is to examine the book. Begin with the cover.



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★ 3.1 Blueback cover

Tick the features that you see on the front cover.

Features	✓
Images	
Title	
Author's name	
Different colours	
Graphics	

After examining the cover, answer the following questions.

What type of genre do you think the novel is, eg mystery, adventure, romance or thriller? What makes you think this?

At what age level do you think the book is aimed? Give reasons for your answer.



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Do you think the cover is attractive? Why/Why not?

(Think about such things as the illustrations, colours, layout of the cover and the placement of words.)

When you think of the title *Blueback*, what words or images come into your mind? Take a moment to list these words here.





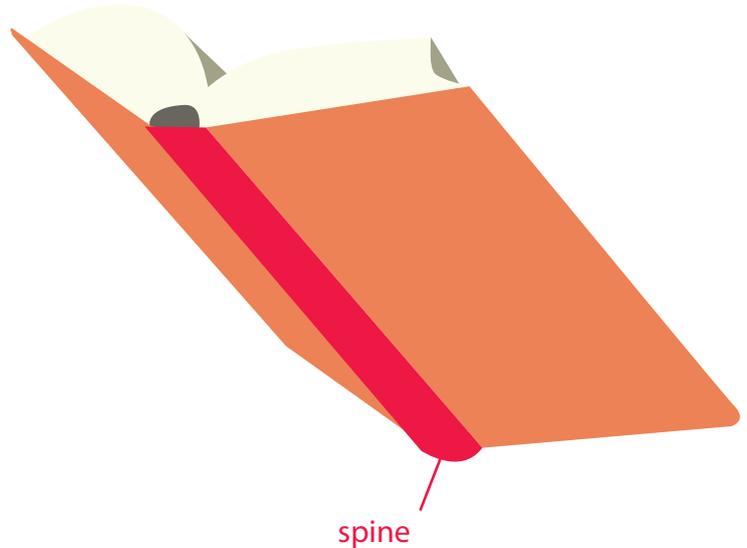
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★ 3.2 Spine

Next, examine the spine of the book.

Tick the features you see.

Features	✓
Publisher's trademark	
Text	
Title	
Author's name	
Image	



Open up the book to the quotes at the front of the book. Read each quote and then describe how you think each one may relate to the novel.

Do they give you any clues as to what may be included in the novel? What clues do they give you, and how are the clues suggested?





★ 3.3 Back cover

Turn the book over.

Tick the features you see on the back cover.

Features	✓
Author's photo	
Illustrator's name	
Blurb about the book	
Illustrations	
Publisher's name	
Price	
Publisher's trademark	
Cover designer's name	
Publisher's website	

Next, read the blurb and then answer the following question.

Does the blurb make you want to read the book? Why/why not?



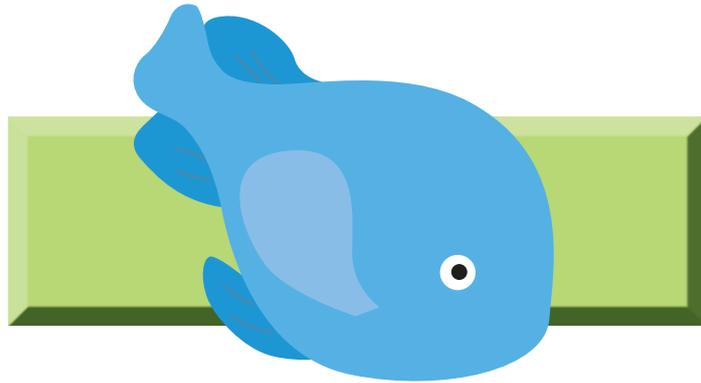
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Using your knowledge of the front cover, and having read the blurb, write a prediction on what you think the novel is about. Include reasons for your answer.





★ 3.4 Reading Blueback



In the next few activities you will be reading chapters from the novel.

After reading the nominated chapters in the book, you will complete questions and activities in your Reading response journal.

Make sure that for each entry you record the date, the chapter number or title and your response.

Take some time to look at your Reading response journal and read the instructions.



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4

Reading response journal



★ 4.1 Reading response journal

Read chapters 1, 2 and 3, then complete your Reading response journal.

★ 4.2 Reading response journal

Read chapters 4 and 5, then complete your Reading response journal.

★ 4.3 Reading response journal

Read chapters 6 and 7 then complete your Reading response journal.

★ 4.4 Reading response journal

Read chapters 8 and 9, then complete your Reading response journal.



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★ 4.5 Reading response journal

Read chapters 10 and 11, then complete your Reading response journal.

★ 4.6 Reading response journal

Read chapters 12 and 13, then complete your Reading response journal.

★ 4.7 Reading response journal

Read chapters 14, 15 and 16, then complete your Reading response journal.

★ 4.8 Novel structure – *Blueback*

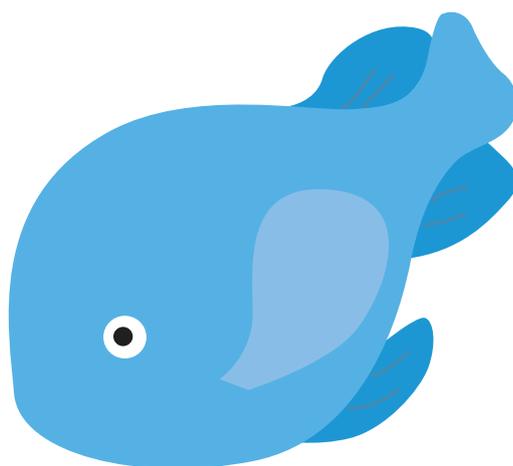
Blueback is a novel and novels are works of fiction. That means that the story in a novel is made up by the author.

Most novels have the following elements:

- plot – what happens in the story
- setting – where the story takes place and when
- characters – the people involved in the story
- theme – the main idea in the story.

A novel doesn't just appear out of thin air! An author has to plan the story. They do this using a narrative outline. An outline can also be done to analyse the details of a story.

Complete an outline for the novel *Blueback*.





Novel outline

Title:

Author:

Main characters:

Setting:

Situation:

Problem:

Complications:

Resolution:

How the story ends:



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As a bookworm it is important to understand the elements contained in a novel. We are now going to look at each element in more detail.





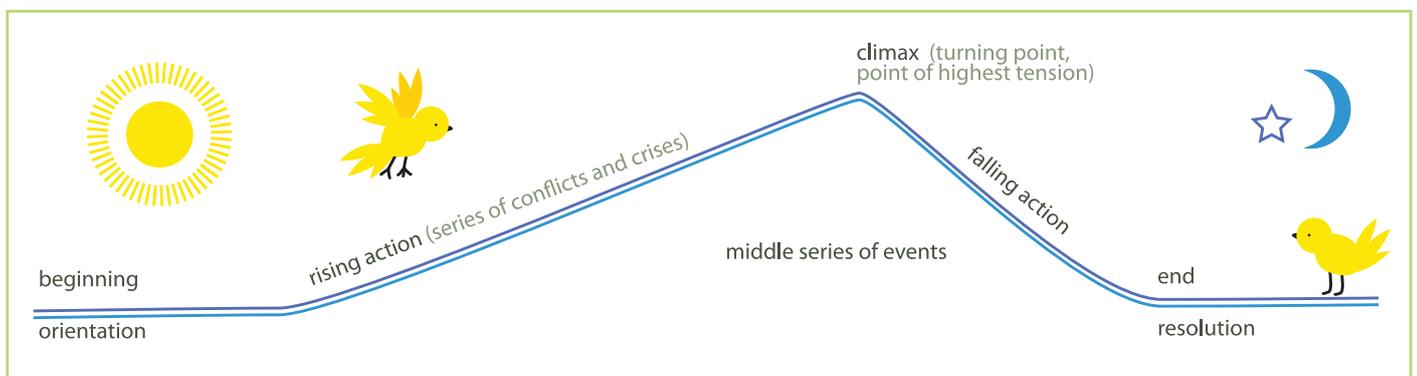
5 Plot



Plot is the structure of events, and the series of events and actions, that happen within a story. The usual structure of a narrative plot includes:

- a beginning (orientation) – the start of the story where the characters (who), time (when), and the setting (where) are introduced
- a complication or problem – the problem that needs to be overcome
- a series of events – events or actions that occur as the problem is solved
- a resolution – the solving of the complication or problem
- an ending – this is where all the threads are tied together.

Examine the following diagram of a plot structure:





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A story or novel needs to be exciting or interesting in some way otherwise people won't read it. In a narrative this interest comes from the conflict or complication.

There are four major types of conflict used by authors.

Character versus character:

This is where the main character is in conflict with another character.



Character versus society:

This is where the main character is in conflict with a large group such as a society or community, or needs to overcome pressures from a society.



Character versus nature:

This is where the main character is in conflict with forces of nature such as a cyclone or a flood.



Character versus self:

This is where the main character experiences inner conflict and must work out his/her feelings.



A story may have a number of these within the plot.





★ 5.1 Conflict in *Blueback*

What type of conflict/s can you identify in *Blueback*?

The main conflict in the novel is:

This is important because:

Some attempts to solve the conflict include:



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The conflict is finally resolved when:

This conflict type was character against:

- character
- society
- nature
- himself/herself

★ 5.2 Excitement



As you can see in the plot structure diagram, a narrative has a series of events which make the story either interesting or boring. Effective stories build the suspense gradually, using events which become more and more exciting, until a satisfactory resolution is reached.

For example, in the story of Goldilocks and the Three Bears, thirteen events build excitement in the story until Goldilocks screams. The story is resolved when Goldilocks runs away.



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On the following chart you can see that the main events have been listed in the sequence in which they occur in the story. Each event has also been rated on a scale from 1–10, from 'calm' to 'exciting'.

1 calm

10 exciting

Excitement chart

Order	Event	Rating
1	Bears go for a walk	1
2	Goldilocks goes into the bears' house	1
3	Goldilocks eats the porridge	2
4	Goldilocks breaks the chair	3
5	Goldilocks goes to sleep in the bed	3
6	Bears come home	4
7	Bears notice porridge has been eaten	5
8	Bears notice chair has been broken	6
9	Bears go up to the bedroom	7
10	Bears wake Goldilocks up	8
11	Goldilocks screams	9
12	Goldilocks jumps out of the window	8
13	Goldilocks runs home	7

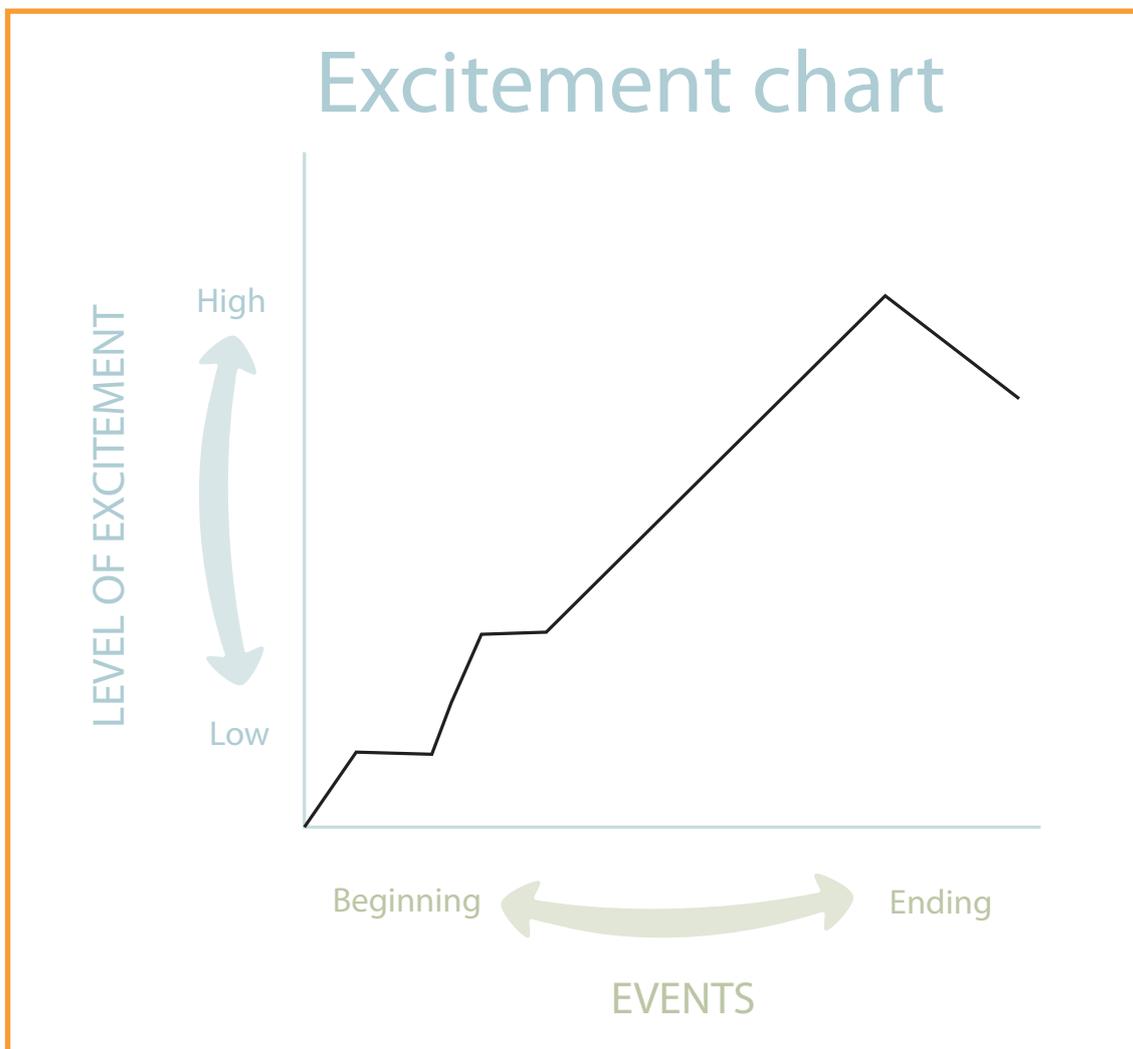
A book which has some suspense keeps us reading. We may not even want to put it down. A humorous story has a similar effect when we cannot wait to find out what silly thing may happen next.

An excitement chart allows you to see the level of the action or interest that takes place. An excitement chart can be created for a short passage, a chapter or the whole story.



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For example, here is an excitement chart for Goldilocks.



It's now your turn to look at the excitement level in the novel *Blueback*.

First write down the main events from *Blueback* in the correct order on the following page.

Hint: Use pencil so that you can make changes if necessary. Try to describe the events using short sentences.

Next, think about how each event kept you interested. Give each event a rating using the scale from 1–10.

1 calm

10 exciting





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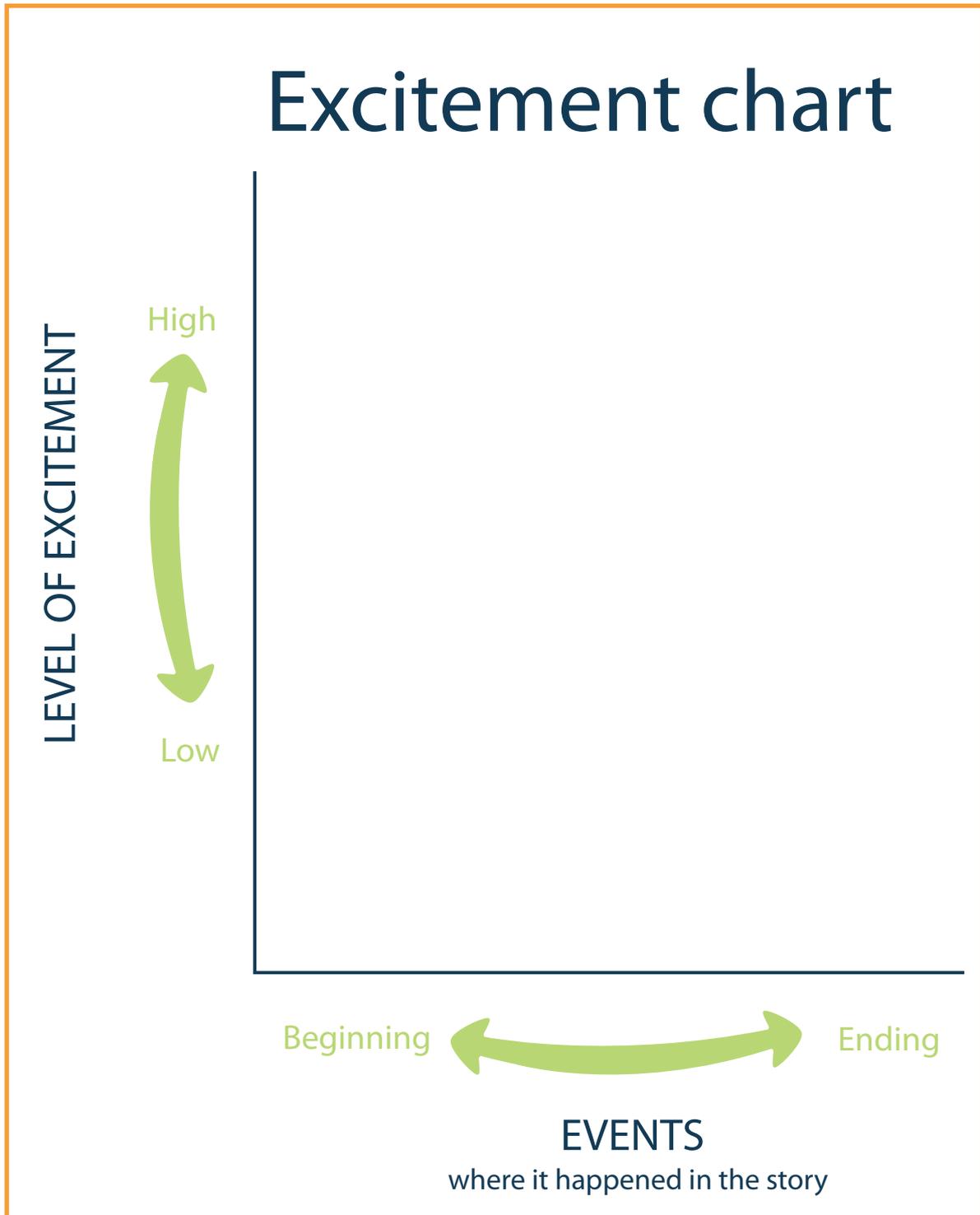


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Finally, map these events on an excitement graph.

You will need to ensure events are plotted in the correct order (from the beginning to the end of the novel).





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Looking at your Excitement chart, consider how it relates to the plot structure chart you examined earlier.

★ 5.3 Situations and events

The plot of a narrative also contains a series of events, situations and/or actions.

Examine the chart on the following page containing situations from *Blueback*. Complete the chart by writing in the effect the situation caused in the story.

For example:

Situation	Effect
Oil tanker cracks in two.	An oil slick spills into the ocean and spreads. Abel realises how easy it is for a disaster to happen.



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Situation and effect

Situation	Effect
Dora and Abel go diving for abalone and encounter Blueback.	
Macka didn't have someone to watch out for him.	
Abel's father died when Abel was two.	
Abel went to boarding school.	
Macka left his boat to Abel.	
Dora puts herself between Blueback and the divers with spear guns.	
Dora wouldn't give in to the developers' tactics.	
The ocean got sick.	
Abel marries Stella.	





6 Setting



A story usually begins with the author setting the scene. This can sometimes be referred to as the orientation. The setting is made up of the time, place, weather, location and the historical period. In other words it is the who, what, where and when of the story.

The setting is important as it contributes to how a story and the characters within it develop. For example, if the setting was different it would affect how the characters would behave.

Think about the setting you are in now. What behaviours are appropriate in this setting? Do these behaviours change in a different setting?

Consider this! Do you behave the same way in school as you do at a friend's party?

Why/Why not?



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★ 6.1 Your setting

If you were to use where you live as a setting for a story, how would you describe:

- how it looks
- the people
- the time and the weather
- how the people make money
- how they get food (do they grow it? buy it?)
- what clothes they wear
- what kind of transport they use
- what language they speak.



Briefly describe your current setting.



★ 6.2 Setting chart

In the first few chapters of a novel an author introduces the reader to the characters and the setting. Refer back to the first chapter in *Blueback* and find words, sentences or phrases that the author has used to introduce:

a main character

the setting



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★ 6.3 Hooks

A great beginning to a narrative does two things: first it grabs the reader's attention, and second it makes the reader want to read on. Authors can use many different ways to do this. One of the ways is to use a hook.

There are many types of hooks that can be used to begin narratives. Here are some examples.

Hook	Example
Quotation hook	Roses are red, violets are blue When I think of love, I think of you.
Surprising hook	It all began the day a giant hamburger landed on my house.
Atmospheric hook	It was quiet, too quiet. Something brushed against me and my surprise turned to horror as I turned and saw ...
Visual hook (this type of hook forms pictures in your mind)	The lounge room looked brilliant. Lots of green and red tinsel, a large Christmas tree in the corner twinkling with multicoloured lights and many brightly wrapped presents waiting underneath.
Funny hook	When Mark woke up on Saturday morning he found he was a girl! He stood staring at himself in the mirror, confused, when his mother waltzed in. 'Why don't you wear this pretty little dress,' she said.
Question hook	'Why was the alien wearing a blue T-shirt?'
Direct speech hook	Have you ever noticed that some days seem so much longer than others?
Sound hook	Crash! The dog landed on the table with a bang.
Exclamation hook	Aarrggghhh! I forgot my homework!
Complaint hook	'No, I will not eat broccoli again! Get it away. I hate broccoli!'



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Can you match the hook to the correct example?

Examples

Get that thing away from me!

What if your every wish came true?

'Meooooow' wailed the kitten.

'Don't do that again! You're making me mad,' yelled Jenny.

Oh my god! I can't believe you did that!

It was the weirdest dream. Our teacher was a gorilla and she was eating the chalk!

The bright blue of the ocean was magnificent. The waves were crashing on the beach forming large white clouds of froth and bubbles that tickled my toes.

Hooks

sound

funny

exclamation

visual

question

exclamation

complaint



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Have a try at writing:

● a funny hook

● a sound hook

● a question hook

Return to the first chapter of *Blueback*. Describe how the author hooked you into the story.





Characters



Characters are the people who are in the story. The major characters are introduced at the beginning of the story. As the story progresses you learn more about the characters.

The way an author brings their characters to life is called characterisation.

There are many ways a writer can show us what a character is like, such as by:

- what the characters say
- how the characters look
- what the characters do
- what the characters say about each other.

For example, if the character was angry:

- they could yell (what they say)
- they could be described as having a red face or a stern expression (how they look)
- they could slam the door (what they do)
- other characters may say things like 'Fred looks so angry he could burst'.

Your perceptions of each character will be different to those of everyone else who reads the text, as perceptions are shaped by your previous experiences and by other books you have read.



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★ 7.1 Character profile



Complete the following character profile about Abel.





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Character profile

Description (physical): _____

Picture of the character (draw a picture of the character and label it):

Personality traits (strengths and weaknesses): _____

Things I like about the character: _____

Things I don't like about the character: _____

Important actions this character does: _____

Would you like to be friends with this character? Why/Why not?



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★ 7.2 Character traits

The traits a character has can also tell us a lot about their personality.

Choose three traits that you think best describe Dora, Abel and Costello:

careless	intelligent	greedy
honest	funny	caring
responsible	cruel	independent
wise	loyal	brave
irresponsible	hardworking	determined

Find an example from the text that shows these characters exhibiting the trait credited to them.



Fill in the table on the following page and place it in your resource file.



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★ 7.3 Quotes

What a character says determines the themes within a novel, and it also establishes the character's personality.

Read the following quotes and then decide which character from the novel – Dora, Abel, Merv or Macka – the quote belongs to. Write the correct character under each quote.

'I hate the hostel.'

'Getting any fish out there?'

'I did some work on the motors.'

'Cheekiest fish I ever saw. Steals everything. Eat the wetsuit offa ya if ya stayed still long enough.'

'I want you to stay with the boat, you understand? It's important.'

'Something's wrong with the sea.'

'It's big enough to eat your arm off.'

'How will she live somewhere else?'

'Good morning sleepyhead.'

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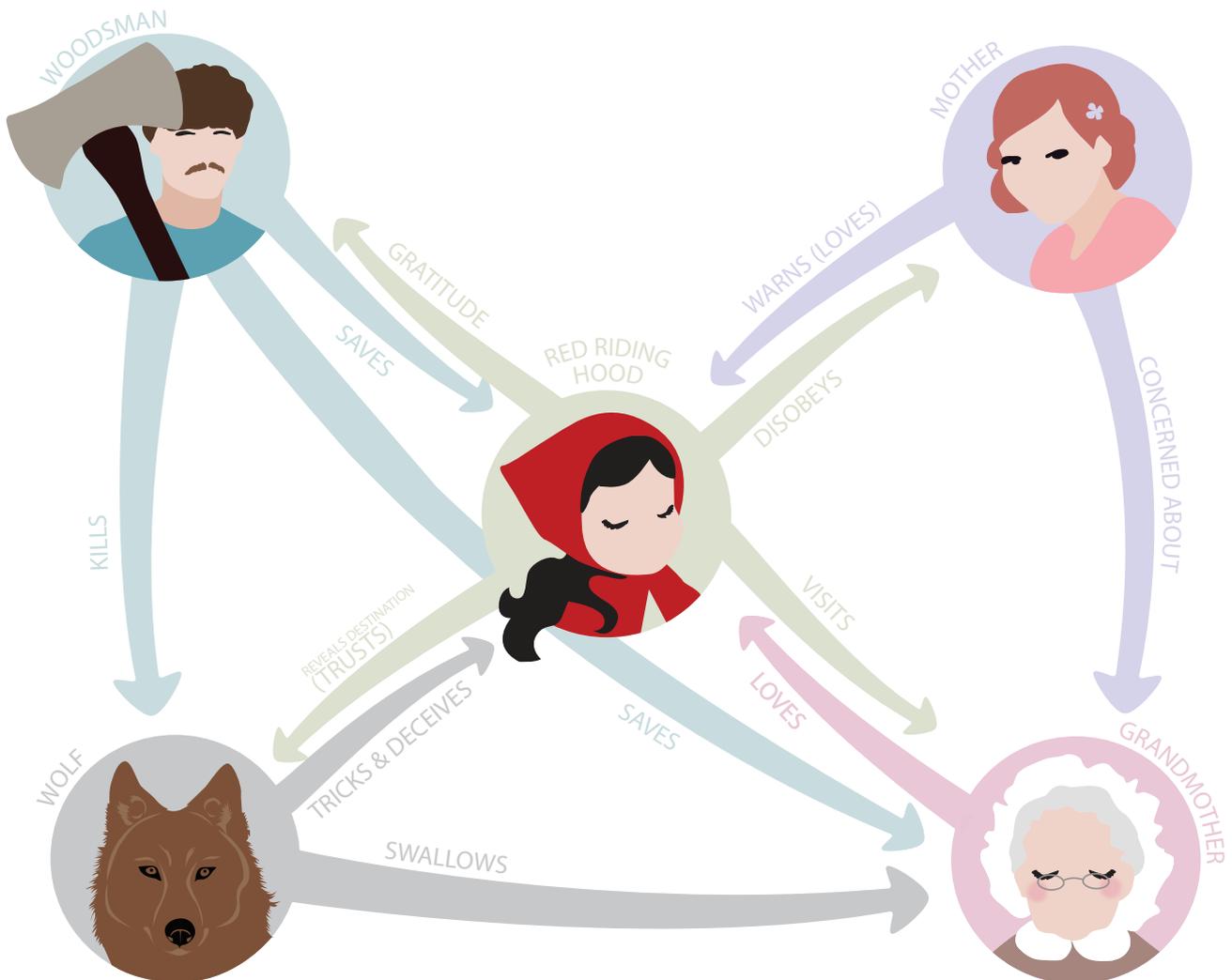
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★ 7.4 Character sociogram



In some stories the characters develop and change, and in others they stay the same from beginning to end. The way you feel about a character, and the way an author shows character development, can be seen in the relationships the character has with others. A character sociogram looks at the relationships between the characters in the story, and will help you to examine these relationships and determine how the characters feel about each other.

For example:



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You will notice the central character is in a circle in the middle of the page. All of the other characters are arranged around the central character. Arrows have been drawn connecting the characters, showing the direction of the relationship; brief details about their relationship are also included.

Follow these steps to complete a character sociogram on Abel (you will notice his name is in the middle circle).

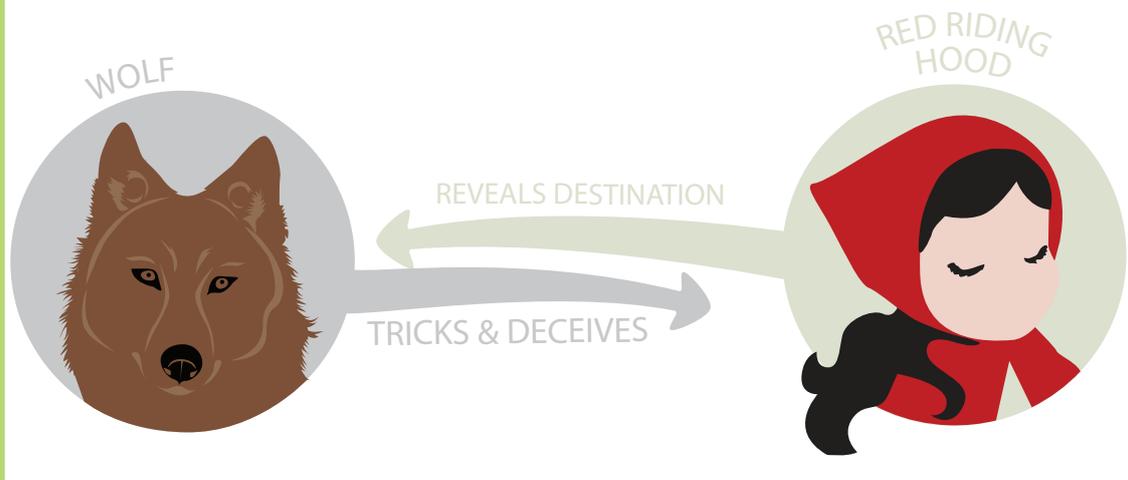
1 Cut out the circles containing the characters' names.
(Note: There are blank circles included for you to add other characters if you wish.)

2 Arrange the circles on the sociogram around Abel's name.

3 Glue them into position.

4 Think about how each character interacted with Abel or what their relationship with him was like. Draw an arrow showing the direction of the relationship. Write one or two words to describe the relationship.

For example:



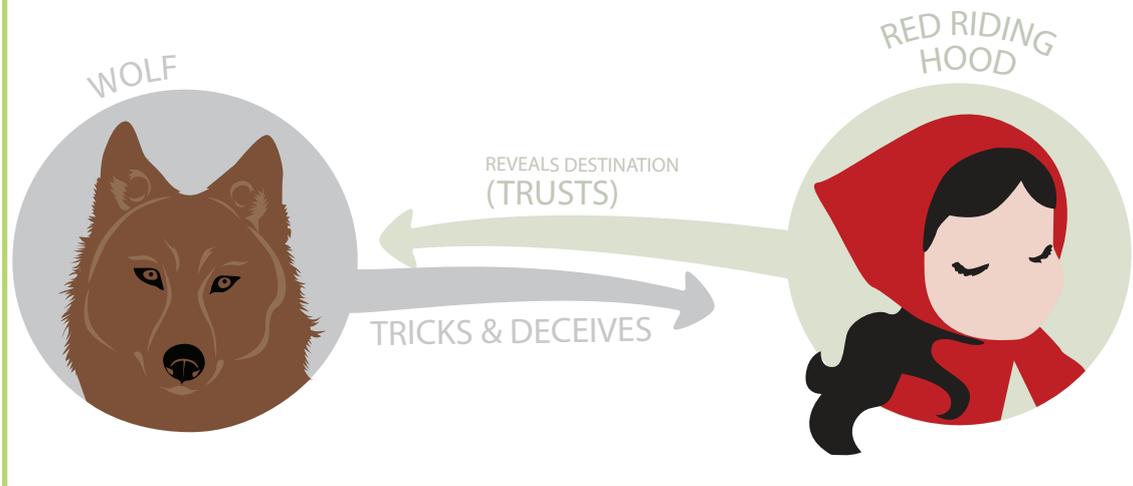


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- 5 Add words to describe how the characters felt about each other. You may have to infer this in many cases, because often the author hints at these feelings without actually writing them down.

Put brackets around the feelings you have inferred.

For example:





FATHER	COSTELLO	MAD MACKA
THE DEVELOPERS		STELLA
MERV	ABEL	THE TEACHER
BLUEBACK		
DORA		



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8

Themes



When writing a novel, the author works with a story-line (plot) and themes.

Themes are topics which the author includes, but which may not be actual events in the story-line. However, they are intertwined in the story and involve the characters. Themes in a novel tell us about the lives of the people and the way they behave.

You are not told 'this is the theme of the novel', and in fact themes can often be hidden until we look closely at the story. Also there is often more than one theme in a novel. As the reader you must work out what the themes are by looking at what is happening between the characters, what the characters are like and what they say. It may also help you to think about the message the author is trying to communicate.

Themes identified can also be very personal to a reader. This is because each reader responds to a text in his/her own way, depending on personal experiences and point of view.



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★ 8.1 Themes in *Blueback*

List the themes you think are contained in *Blueback*.

Circle in red the themes you think are the most important.

Out of these, choose the one you think is the most important.

Describe the theme you think is the most important in the novel, and why you think this.





★ 8.2 Collage

One of the themes in *Blueback* is the sea.

When you think of 'the sea', what ideas, words or images come to mind?

Complete a collage with 'the sea' as the topic.

You may like to do some research, look at pictures of the sea or talk to friends and family about their experiences and perceptions of the sea. Or, if you are lucky enough to be close to the sea, speak with an adult about taking a walk near the sea.

A collage is a work of art. Artists like to share their work with others. Think about how you could share your work of art. For example, you could frame it or take a photo of it.

My ideas for sharing my collage:

Let your imagination run wild and use whatever materials you can find to create your collage.

Some ideas for materials you could use are:

cellophane	plastic
coloured paper	cardboard
sand	small objects
material	buttons
plant material, eg leaves, twigs	wool
bubble wrap	



When you have completed your work of art, share it with others in some way. Include a copy of your collage in your resource file.



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9 Author's toolbox

A gardener may use tools like a rake or shovel, a builder may use a hammer but the tools a writer uses are words.

An author is able to use their toolbox of words to make their writing more interesting and descriptive. Authors use language to express the way something looks, sounds, feels, smells, tastes, moves or behaves.

★ 9.1 NOUNS

A noun is a word that names people, places and things.

For example, there are three nouns in the following sentence.

Danielle reads a **book** in the **park**.

Danielle is a noun because it is a person's name.

Book is a noun because it is a thing.

Park is a noun because it is a place.



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Use a red pencil to underline the nouns in the following sentences.

Kate is eating a pear.

Six dogs ran across the street.

Beth painted a pretty picture.

Mark dribbled the basketball.

Lynne munched on cookies.

Next to each noun write whether it is a person, place or thing.

Mark _____

hospital _____

flower _____

doctor _____

newspaper _____

Australia _____

raindrop _____

Dr Johnson _____

woman _____

jar _____

beach _____





★ 9.2 Adjectives

Authors use sentences which are descriptive. One way of doing this is to use adjectives in the sentence. An adjective describes a noun.

An adjective can answer three questions:

- What kind of ...?
- How many ...?
- Which one ...?

Using a red pen, circle the adjective in each sentence. Draw a line under the word (noun) it describes. See the following example.

The green balloon floated up to the ceiling.

Three jellyfish swam in the water.

Dan picked up fourteen rocks on his walk.

Have you seen my blue shirt?

Huge trees grow in the forest.

Fred lives in the biggest house on the block.

Mrs Ford's eldest son goes to university.

David fixed the broken toy.





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Rewrite the following sentences by adding an adjective to make the sentence more interesting. Underline your adjective in red.

Tarita cleaned her bedroom.

Grandma baked cakes.

Do you see any birds?

Mr James drove to the shopping centre.

Judy has lost her dog.

Two frogs climbed onto the log.





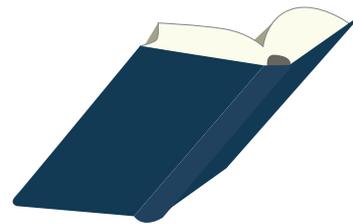
★ 9.3 Verbs

A verb is a word that describes what someone or something is doing.

For example: Michelle **sleeps** on the lounge.

Mary's best friend **thinks** of a plan.

John and his dad **cook** dinner.



Verbs can also be about:

- saying (eg ask, comment, shout)
- thinking and feeling (eg imagine, decide, believe, surprise, hurt).

Use a red pencil and underline the verbs in the following sentences.

Janice listens to her favourite song.	The football team dashes out of the change room.
Darren shouted at the dog.	Tarita solves the mystery.
Don hits the ball over the fence.	Mr White buys a cake.
Dr Becks examines his patient.	Narelle finds a green pencil.
Paul imagined he was rich.	My black shirt shrank in the wash.
Mary asked a question.	Six sharks swim in the aquarium.



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★ 9.4 Adverbs

An adverb describes a verb.

An adverb can describe:

- How an action happens,
eg Laura **quickly** read the book.
(How did Laura read? Quickly.)
- When an action happens,
eg Danielle went to the store **yesterday**.
(When did Danielle go? Yesterday.)
- Where an action happens,
eg Sally put the pencil **here**.
(Where did she put the pencil? Here.)

In the following sentences the verb is underlined. Circle the adverb that describes the verb.

Mary carefully glued the last piece onto the model.

John played at the park yesterday.

I will visit Dan tomorrow.





Steve swam lazily in the pool.

Bella, will you come here?

Mark waited patiently for the cake to cook.

Mum gently reminded me to do my homework.

My dog always barks.

The boy walked there.

★ 9.5 Similes and metaphors

Authors are able to paint pictures in the readers' minds with the words they use. These words can leave the reader with powerful memories of the scenes they describe and the characters they have created. Some of the literary devices writers use are similes and metaphors.

Similes and metaphors can be used to:

- make the details more vivid
- describe
- make unusual comparisons for effect
- make things clearer in the reader's mind.



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Similes

Have you ever compared something to another thing? For example, 'My brother is like a toad'. If so, you've probably used a simile.

There are certain keywords which can help you to tell if a statement is a simile. If the statement compares one thing to another and uses the words **like** or **as** then it is a simile. Another way you can remember what similes are is to think of the word similar – a simile is a way of saying one thing is similar to another,

eg his feet are like boats.

In this simile the author is comparing the size of his feet to a boat in order to tell the reader how big the person's feet are.

Metaphors

Have you ever been told you are an angel? Or maybe you've heard something that wasn't very nice like, 'Ben is a monkey'. Ben is not really a monkey, but what the person means is Ben is mischievous or funny. The interpretation is that both Ben and the monkey are mischievous.

One way to tell if a sentence is a metaphor is to ask, 'does the phrase or statement describe something as being another object or thing?' For example, Dad is a bear in the mornings,

ie Dad and the bear are grouchy.

You can often tell a metaphor by the use of the word **is**.

An author can choose to use these literary devices to enrich the story. For example, look at the following sentences and see how both a simile and metaphor can be used.

My room is a hazard zone. (metaphor)

My room is like a tip. (simile)



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Using your knowledge about similes and metaphors, look at the following examples from the novel *Blueback* and decide if they are similes or metaphors.

If it is a simile write the letter 's', if it is a metaphor write the letter 'm'.

See the following examples.

Mark's mind was racing. **m**

He shivered like a rabbit. **s**

Clinging to his skin like pearls _____

Gliding like a bird _____

She looked like a scared old seal _____

Like shiny hubcaps _____

The boat hung like a kite _____

(Ducks) looked like silly fat businessmen in white suits _____

Her hair like kelp _____

Her red fins flashed like a siren light _____

Insistent like a dog at the dinner table _____

Through the wobbly glass of the waves _____

She was as stubborn as a tree _____

He looked as fat as an opera singer _____

(The whale bones) stood like posts and broken teeth and tombstones _____

Blueback ... looked out with moon eyes _____

Surf hammered against the shore and chewed it away _____

Extract from *Blueback* © Tim Winton, published by Penguin Group Australia, reproduced with permission.



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★ 9.6 Metaphors and similes for the sea

The theme of the sea is part of the novel *Blueback*. Using your knowledge of similes and metaphors, create some to describe the following sea creatures.

For example:



Instead of saying 'the whale is big' you could create either a simile or metaphor.

The whale is a huge tank.

The whale is as big as a bus.

Next to each picture you will find some prompts you can choose from to complete the simile or metaphor, or you can make up your own.



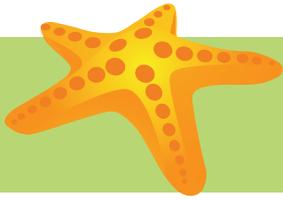
The fish is scary like

_____.

The fish is

_____.

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The arms of the starfish are

_____.



The shark was as strong as a/an

_____.



The dolphin was as much fun as

_____.



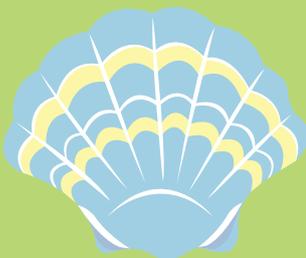
The prawns swam together like

_____.



The ocean was as blue as

_____.

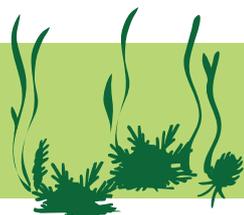


The shell is as shiny as

_____.

The shell shone like

_____.

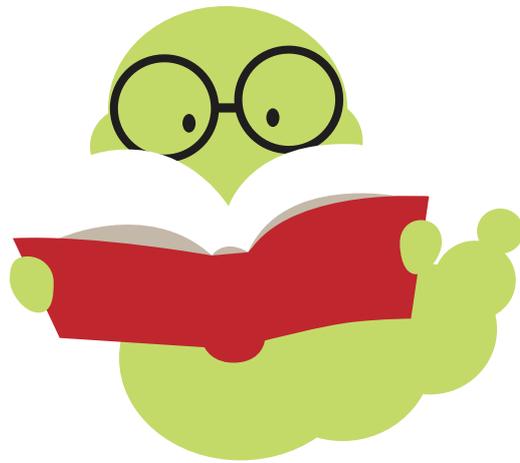


The seaweed waved in the water like

_____.



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Well done! You have studied many things about novel structure and content, and have examined *Blueback* thoroughly. You are now ready to move on to the next module, where you will have the opportunity to study a novel of your own choice.



★ Feedback and solutions





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2 Reading

2.2 Types of texts chart

Text example	Purpose	How the text is read
Magazine	Read for enjoyment or information	Can read parts or all of the text
Car instruction manual	Read for information	Read all or the parts that interest you. May look at pictures or diagrams to help understand the text
Novel	Read for enjoyment	Read from start to finish
Newspaper	Read for enjoyment or information	Can read all or parts of it. Can begin anywhere. Meaning can come from pictures and words
Poem	Read for enjoyment	Read from start to finish
Textbook	Read for information	Read all or the parts that interest you. May look at pictures or diagrams to help understand the text
Comic	Read for enjoyment	Meaning can come from pictures and words

3 Blueback

3.1 Blueback cover

Tick the features that you see on the front cover.

Answers will vary. An example is:

Features	✓
Images	✓
Title	✓
Author's name	✓
Different colours	✓
Graphics	



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After examining the cover, answer the following questions.

What type of genre do you think the novel is, eg mystery, adventure, romance or thriller? What makes you think this?

Answers will vary. An example is:

I think this novel is an adventure book. The fish on the cover is very colourful and large, so maybe the book is about an adventure to find the fish.

At what age level do you think the book is aimed? Give reasons for your answer.

Answers will vary. An example is:

I think the book is aimed at older children as there is only one large picture on the front, and not very much writing.

Do you think the cover is attractive? Why/Why not?

(Think about such things as the illustrations, colours, layout of the cover, and the placement of words.)

Answers will vary.

When you think of the title *Blueback*, what words or images come into your mind? Take a moment to list these words here.

Answers will vary.

3.2 Spine

Next, examine the spine of the book.

Tick the features you see.

Answers will vary. An example is:

Features	✓
Publisher's trademark	✓
Text	
Title	✓
Author's name	✓
Image	





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Open up the book to the quotes at the front of the book. Read each quote and then describe how you think each one may relate to the novel.

Answers will vary. An example is:

The quotes make me think about the sea and how we need to be aware of our past and our effects on the sea and its creatures. I think this means the novel is about the sea and maybe taking care of it.

Do they give you any clues as to what may be included in the novel? What clues do they give you, and how are the clues suggested?

Answers will vary. An example is:

The sea

Ancestors

Stop thinking about ourselves

So I think this novel is about the sea.

3.3 Back cover

Turn the book over.

Tick the features you see on the book cover.

Answers will vary. An example is:

Features	✓
Author's photo	
Illustrator's name	✓
Blurb about the book	✓
Illustrations	
Publisher's name	✓
Price	✓
Publisher's trademark	✓
Cover designer's name	✓
Publisher's website	✓



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Next, read the blurb and then answer the following question.

Does the blurb make you want to read the book? Why/why not?

Answers will vary.

Using your knowledge of the front cover, and having read the blurb, write a prediction on what you think the novel is about. Include reasons for your answers.

Answers will vary.

4 Reading response journal

4.8 Novel structure – *Blueback*

Complete an outline for the novel *Blueback*.

Novel outline

Title: *Blueback*

Author: Tim Winton

Main characters: Abel, Dora, Macka, Stella

Setting: Longboat Bay

Situation: Abel has met a large blue groper while diving with his mother.

Problem: Abel does not want anyone to kill or harm Blueback.

Complications: People fishing in the bay

Tourists

The developers want to redevelop the bay.

Abel has to go away to school.

Resolution: Dora has Longboat Bay declared a sanctuary.

How the story ends: Dora dies. Abel and Stella have a little girl called Dora and they take her diving to meet Blueback.



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5 Plot

5.1 Conflict in *Blueback*

What type of conflict/s can you identify in *Blueback*?

Answers will vary.

The main conflict in the novel is:

Trying to keep Blueback and Longboat Bay safe.

This is important because:

Answers will vary. An example is:

If the tourists and developers had come in, not only Blueback would die, but also many of the other sea creatures.

Some attempts to solve the conflict include:

Abel's mother told the skippers to leave Blueback alone.

Abel and Dora challenged Costello.

Dora stood up to the developers.

Abel studied the sea.

The conflict is finally resolved when:

Dora has Longboat Bay declared a sanctuary.

This conflict type was character against:

- character
- society
- nature
- himself/herself





5.3 Situations and events

The plot of a narrative also contains a series of events, situations and/or actions.

Examine the following chart containing situations from *Blueback*. Complete the chart by writing in the effect the situation caused in the story.

For example:

Answers will vary. Some examples are:

Situation	Effect
Dora and Abel go diving for abalone and encounter Blueback.	Abel thinks about him all the time. He becomes aware of the need to protect him.
Macka didn't have someone to watch out for him.	He died after no one was there to help him.
Abel's father died when Abel was two.	He had to work hard but it made him appreciate things. There were memories of him in the house and garden. Dora didn't want people to dive on their own.
Abel went to boarding school.	He realised how much Longboat Bay meant to him. He was able to go on and study at university.
Macka left his boat to Abel.	Abel learnt how to use a boat. He could now go further in the bay.
Dora puts herself between Blueback and the divers with spear guns.	Blueback is saved from Costello.
Dora wouldn't give in to the developers' tactics.	They gave in and went away and Longboat Bay and all the creatures were safe.
The ocean got sick.	It was a mystery which made Abel think and want to figure out, so he ended up going to university.
Abel marries Stella.	They work and travel together. They have a child to carry on Dora's name.



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6 Setting

6.2 Setting chart

In the first few chapters of a novel an author introduces the reader to the characters and the setting. Refer back to the first chapter in *Blueback* and find words, sentences or phrases that the author has used to introduce:

Answers will vary. Some examples are:

a main character

Abel loved being underwater

His mother said he was a diver before he was born

Abel Jackson had lived by the sea ever since he could remember

His whole life was the sea and the bush

the setting

Pulled on his wetsuit and ran down the jetty

Got into the boat

Felt the sea pulsing under him

Cloud of bubbles

Great round boulders

Dark cracks

Tiny silver fish

Seaweed

Starfish

Coral



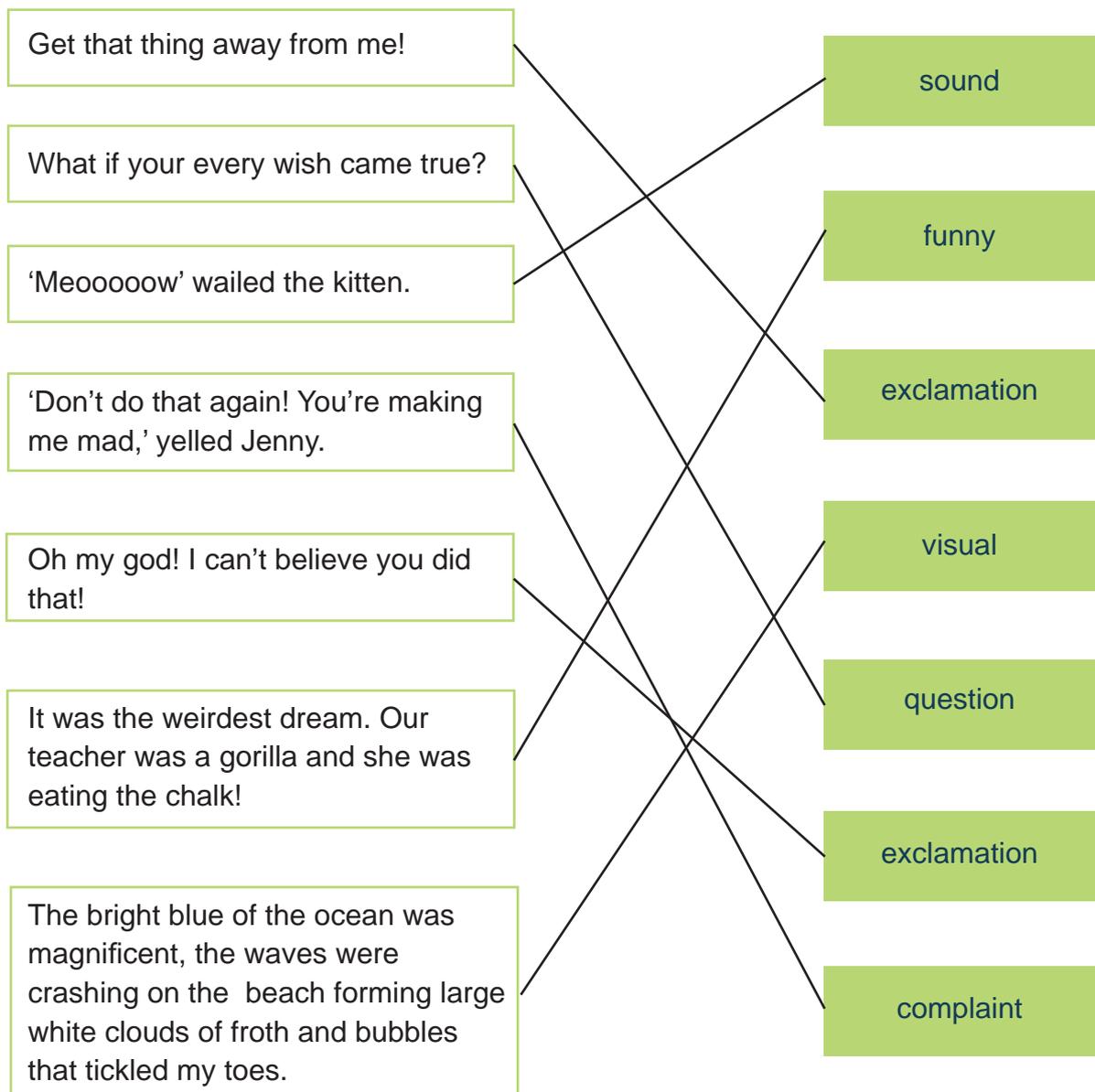
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6.3 Hooks

There are many types of hooks that can be used to begin narratives. Can you match the hook to the correct example?

Answers will vary. Some examples are:





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7 Characters

7.1 Character profile

Complete a character profile about Abel.

Answers will vary. An example is:

Character profile

Description (physical): fit, tanned, strong, sun-bleached hair.

Picture of the character (draw a picture of the character and label it):

Answers will vary.

Personality traits (strengths and weaknesses):

caring, inquisitive, smart, helpful, stubborn, hardworking, brave.

Things I like about the character:

Answers will vary.

Things I don't like about the character:

Answers will vary.

Important actions this character does:

Answers will vary. An example is:

helps save Blueback

helps his mother

works at marine disasters around the world.

Would you like to be friends with this character?

Why/Why not?:

Answers will vary.





7.2 Character traits

The traits a character has can also tell us a lot about their personality.

Choose three traits that you think best describe Abel, Dora and Costello:

Find an example from the text that shows these characters exhibiting the trait credited to them.

Answers will vary. Some examples are:

Abel		Dora		Costello	
Trait	Example from the text	Trait	Example from the text	Trait	Example from the text
brave	'he throttled out of the bay and anchored next to Costello's.'	hardworking	'She was working on the diesel generator with grease all up her arms. She kept everything going on her own.'	cruel	'The deck of his boat was awash with blood.'



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7.3 Quotes

As well as what a character says determining the themes within a novel, it also establishes the character's personality.

Read the following quotes and then decide which character from the novel, Dora, Abel, Merv or Macka, the quote belongs to. Write the correct character next to each quote.

'I hate the hostel.'

Abel

'Getting any fish out there?'

Merv

'I did some work on the motors.'

Dora

'Cheekiest fish I ever saw. Steals everything. Eat the wetsuit offa ya if ya stayed still long enough.'

Macka

'I want you to stay with the boat, you understand? It's important.'

Dora

'Something's wrong with the sea.'

Dora

'It's big enough to eat your arm off.'

Abel

'How will she live somewhere else?'

Abel

'Good morning sleepyhead.'

Dora

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8 Themes

8.1 Themes in *Blueback*

List the themes you think are most important in *Blueback*.

Answers will vary, but could include family, belonging, the sea, environmental sustainability, greed and selfishness.

9 Author's toolbox

9.1 Nouns

Use a red pencil to underline the nouns in the following sentences.

Kate is eating a pear.

Six dogs ran across the street.

Beth painted a pretty picture.

Mark dribbled the basketball.

Lynne munched on cookies.

Next to each noun write whether it is a person, place or thing.

Mark person

hospital place

flower thing

doctor person

newspaper thing

Australia place

raindrop thing

Dr Johnson person

woman person

jar thing

beach place



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9.2 Adjectives

Use a red pencil to underline the nouns in the following sentences.

Using a red pen, circle the adjective in each sentence. Draw a line under the word (noun) it describes. See the following example.

The green balloon floated up to the ceiling.

Three jellyfish swam in the water.

Dan picked up fourteen rocks on his walk.

Have you seen my blue shirt?

Huge trees grow in the forest.

Fred lives in the biggest house on the block.

Mrs Ford's eldest son goes to university.

David fixed the broken toy.

Rewrite the following sentences by adding an adjective to make the sentence more interesting. Underline your adjective in red.

Answers will vary. Some examples are:

Tarita cleaned her bedroom.

Tarita cleaned her messy bedroom.

Grandma baked cakes.

Grandma baked delicious cakes.

Do you see any birds?

Do you see any brown birds?



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Mr James drove to the shopping centre.

Mr James drove to the new shopping centre.

Judy has lost her dog.

Judy has lost her little dog.

Two frogs climbed onto the log.

Two green frogs climbed onto the log.

9.3 verbs

Use a red pencil to underline the verbs in the following sentences.

Janice <u>listens</u> to her favourite song.	The football team <u>dashes</u> out of the change room.
Darren <u>shouted</u> at the dog.	Tarita <u>solves</u> the mystery.
Don <u>hits</u> the ball over the fence.	Mr White <u>buys</u> a cake.
Dr Becks <u>examines</u> his patient.	Narelle <u>finds</u> a green pencil.
Paul <u>imagined</u> he was rich.	My black shirt <u>shrank</u> in the wash.
Mary <u>asked</u> a question.	Six sharks <u>swim</u> in the aquarium.





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9.4 Adverbs

In the following sentences the verb is underlined. Circle the adverb that describes the verb.

Mary glued carefully the last piece onto the model.

John played at the park yesterday.

I will visit Dan tomorrow.

Steve swam lazily in the pool.

Bella, will you come here?

Mark waited patiently for the cake to cook.

Mum reminded me gently to do my homework.

My dog barks always.

The boy walked there.

9.5 Similes and metaphors

Using your knowledge about similes and metaphors, look at the following examples from the novel *Blueback* and decide if they are similes or metaphors.

If it is a simile write the letter 's', if it is a metaphor write the letter 'm'.

See the following examples.

Mark's mind was racing. **m**

He shivered like a rabbit. **s**



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Clinging to his skin like pearls **s**

Gliding like a bird **s**

She looked like a scared old seal **s**

Like shiny hubcaps **s**

The boat hung like a kite **s**

(Ducks) looked like silly fat businessmen in white suits **s**

Her hair like kelp **s**

Her red fins flashed like a siren light **s**

Insistent like a dog at the dinner table **s**

Through the wobbly glass of the waves **m**

She was as stubborn as a tree **s**

He looked as fat as an opera singer **s**

(The whale bones) stood like posts and broken teeth and tombstones **s**

Blueback... looked out with moon eyes **m**

Surf hammered against the shore and chewed it away **m**

Extract from *Blueback* © Tim Winton, published by Penguin Group Australia, reproduced with permission.

9.6 Metaphors and similes for the sea

Using your knowledge of similes and metaphors, create some to describe the following sea creatures.

Answers will vary. Some examples are:

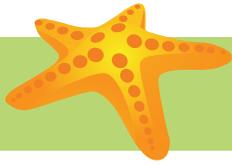


The fish is scary like a monster.

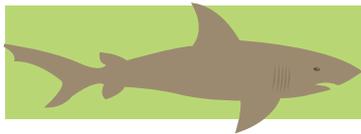
The fish is a monster.



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The arms of the starfish are like wiggly worms.



The shark was as strong as a/an ox.



The dolphin was as much fun as a playful puppy.



The prawns swam together like flies round a BBQ.



The ocean was as blue as a sapphire.



The shell is as shiny as a mirror.

The shell shone like a mirror.



The seaweed waved in the water like leaves in the wind.

