

Soundwaves Unit: 4

Phoneme:

Date:

List Words	Key Features	1	2	3	T
Words From Writing	Key Features	1	2	3	T
Subject Specific Words	Key Features	1	2	3	T

Total
/20

Unit 24

Persuasive Language

ADVERTISING

Rhetorical devices are ways of using our language for literary effect. They are often used in advertising. They are used to influence our beliefs, attitudes and emotions. e.g. *Buy now or you will miss out. The best DVD ever.*

The majority of advertising:

- aims to get people to buy something, e.g. cars, clothes, make-up
- aims to get people to use something, e.g. banks, credit cards
- aims to get people to do something, e.g. join a charity.



1 Look at the advertisement about the Musical Monkey to answer the questions.

- a What is being sold? _____
- b What is the rhetorical device used in this advertisement?

- c Looking at the advertisement, do you think rhetorical devices are always true? _____



RHETORICAL DEVICES IN ADVERTISING

A rhetorical command is not a normal command. It does not expect us to literally obey the command. It is a statement written or said in the form of a command for effect only — not for meaning. e.g. *Come and try the best coffee in town. OR Leave your worries behind.*

2 Use the advertisement below to answer the following questions.



- a What is the rhetorical command used in the advertisement?

- b What do Allstar Airways want you to do after reading this advertisement?

3 Think of two other commands that could be used in the advertisement above.

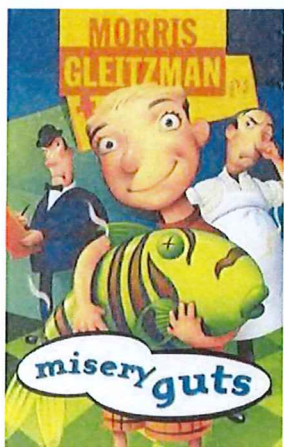
- a

- b



Misery Guts: Predicting

Use the front cover and blurb to make predictions
on what you think the text is about.



Do you hear the people sing?

Every culture and era has its own distinctive song style. It seems to be one of the things we do as humans, we sing and we make different kinds of songs. Many of these songs define the cultural group we are in, not just nationality but socially and generationally as well. Hip hop, ska and grunge are all cultural groups, fairly age specific and all have their own styles of songs. Songs clearly tell the time period they were created in, whether it be a madrigal from the baroque period, German lied for the romantic period or an Elvis early rock 'n' roll chart topper.

There are songs about war, songs that were sung during wars, songs that sell us products and songs that celebrate national events. When we have a major sporting event there are always songs that are sung. Teams have songs, regions have songs, countries have songs, schools often have songs and religions have songs. It is difficult to think of any group of people who when they get together don't have a song to sing.

Why do you think singing is so popular?

What purposes are there to a group/team having a song?

Name 3 varied cultural groups you know and name the songs that identify with them.

What do you think will happen to songs in the future? What will be the next big thing after the 3 minute pop song?



Year Six

Week Four

Online Learning Materials

Timetable and worksheets available from:

<https://westbyfordprimaryschool.wa.edu.au/flexible-online-learning>

Student Login Details:

Australian History Mysteries

Username: WestByfordPS

Password: Quenda

Soundwaves (Spelling)

www.fireflystudents.com.au

Login code: card325

I have 13 999.

Who has the number which has 7 thousands and 9 tens?

I have 95 957.

Who has the number which is 1000 more than 99 800?

I have 7090.

Who has the number with a 1 in the hundreds column?

I have 100 800.

Who has the number with a 6 in the units column?

I have 95 100.

Who has the number that is 1 thousand more than 23 251?

I have 33 026.

Who has the number which is 100 more than 50 101?

I have 24 251.

Who has the number that is 10 less than 56 000?

I have 50 201.

Who has the number which has 79 thousands only?

I have 55 990.

Who has the number which has 30 thousands and 53 ones?

I have 79 000.

Who has the number which is 10 thousand less than 17 205?

I have 7205.

Who has the number which has
90 thousands and 20 ones?

I have 30 053.

Who has the number which is
10 thousand more than 8333?

I have 90 020.

Who has the number which is
10 less than 18 000?

I have 18 333.

Who has the number with a
2 in the thousands column?

I have 17 990.

Who has the number which is
1000 more than 36 020?

I have 2400.

Who has the number which is
10 more than 52 990?

I have 37 020.

Who has the number which
has 76 288 ones?

I have 53 000.

Who has the number which
has 40 hundreds only?

I have 76 288.

Who has the number which
has 38 hundreds only?

I have 4000.

Who has the number which is
100 less than 96 057?

I am the starter.

Who has the number which is
10 more than 21 642?

I have 3800.

Who has the number which is
100 less than 11 900?

I have 21 652.

Who has the number which is
1000 less than 18 020?

I have 11 800.

Who has the number which has
a 4 in the tens of thousands
column?

I have 17 020.

Who has the number which
has 19 thousands and 3 ones?

I have 45 003.

Who has the number which is
100 more than 65 978?

I have 19 003.

Who has a number with a
6 in the tens column?

I have 66 078.

Who has the number which
has 100 thousands only?

I have 15 560.

Who has the number which is
1 less than 14 000?

I have 100 000.

I am the winner.

UNIT 1: TOPIC 1

Place value

Working with very large numbers

Large numbers have a gap between each set of three digits.

837452691 is easier to read if we write 837 452 691. It also makes it easier to say the number:

eight hundred and thirty-seven million, **four hundred and fifty-two thousand**, **six hundred and ninety-one**

Guided practice

- 1 Look at this number: 5 367 918
Show the value of each digit on the place-value grid.

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones	Write the number using gaps if necessary
5	0	0	0	0	0	0	5 000 000

- 2 If we write nine hundred and five thousand, four hundred and seventy-six in digits, we use a zero to show there are no tens of thousands:

905 476

Write as digits:

- a fifty-one thousand, six hundred and four _____
- b two hundred thousand and twenty-six _____
- c twelve thousand and ten _____

Remember to use a zero as a space-filler.



Independent practice

1 What is the value of the red digit?

a 4**6**3 290 _____

b 6 **3**29 477 _____

c 2 40**6** 219 _____

d **51** 385 067 _____

e **80** 487 003 _____

f **351** 000 819 _____

2 Write the numbers from question 1 in words.

a _____

b _____

c _____

d _____

e _____

f _____

3 Write these numbers as digits.

a eighty million, four hundred and eighty-seven thousand

b ten million, three hundred and sixty-two thousand and fifty-nine

c one hundred and fourteen million, seven hundred and sixty thousand, two hundred and nine

d one billion, four hundred million, five hundred and ninety-three thousand and one
