

Former professional rally car driver turned safety instructor Danielle Striker offers *Dirt Wheels* readers her top 7 tips for safe wet-weather driving.

Why are there more road accidents during wet weather? While poor conditions play a part, the main cause is risky driver behaviour. Bad weather shouldn't lead to bad driving. However, safe driving in bad weather does require drivers to be more prepared, vigilant and patient. The following tips will help you stay safe in the wet.

1. As part of your routine car maintenance, check that your tyres have adequate tread and your windscreen wipers are functioning effectively.
2. My racing days proved that slippery shoes = slippery pedals. So rub your shoes on the car mat a few times to dry them off when you first get into your car.
3. In gloomy or overcast conditions, turn on your headlights. This helps you see what's ahead, and also alerts other drivers to your whereabouts.
4. Reduce your speed at all times, even on open or empty roads. Ensure that you take corners more slowly than usual and avoid tight cornering. It's difficult to predict the traction between road and tyres on a wet and slippery surface, so turning is the most dangerous part of wet-weather driving.
5. Where possible, drive in the middle lane and maintain a safe distance from the vehicles in front (apply the three-second rule).
6. When changing lanes or turning, indicate earlier than usual. This helps avoid possible collisions, and also shows respect towards other road users, creating safer driving conditions for everyone.
7. Be watchful for puddles or debris on the road. If rally driving taught me one thing, it's that even if you've taken the same route a thousand times before, you can never know for certain what's up ahead.

If at any stage you encounter conditions that you feel are unsafe – such as poor visibility or flooded roads – pull over in a safe location and wait. Trying to avoid bad weather by getting to your destination more quickly is dangerous. Remember, it's not a race!

👁️ Read the word list and the tutorial about using spelling strategies.

Word list: visibility collisions crucial patient debris

Tutorial

Many effective **spelling strategies** can be used to help spell new or unfamiliar words correctly. One very effective strategy is using base words* to spell other words. For example, knowing how to spell the base word *visible* (meaning able to be seen) will help you spell the related noun *visibility*. Similarly, if we think about how to spell the base word *collide* (meaning crash), we improve our chances of spelling the noun *collisions* correctly.

Another useful **spelling strategy** involves using our knowledge of English suffixes* such as *-ity* and *-ion*. These suffixes are often used to turn adjectives and verbs into nouns (for example, *visible* to *visibility*; *collide* to *collisions*). We can also use what we know about common spelling rules such as dropping the final 'e' when we add a suffix to a word that already ends in 'e'. Remembering this rule helps us to spell words like *visibility* and *collisions* correctly.

One of the most effective **spelling strategies** involves the use of common letter patterns to represent sounds in English words. For example, the letters 'si', 'ci' and 'ti' are often used to represent the /sh/ sound as in *shop*. This can be seen in the words *collisions*, *crucial* (important) and *patient* (calm). We also need to think about the way some letters in English words are 'silent'. This can be seen in the French-origin word *debris* (rubbish), which has a silent 's' and rhymes with *tree* when you say it.

Definitions

Base word: the root word from which other words can be built.

For example: *hide* is the base or root word of *hides*, *hid*, *hiding*, *unhidden*; *beauty* is the base or root word of *beautify*, *beautiful*, *beautifully*.

Suffix: a small group of letters added to the end of a word to change its meaning or function.

For example: *-ly* can be added to *glad* to make *gladly*; *-es* can be added to *lunch* to make *lunches*; *-ed* can be added to *jump* to make *jumped*.

1 Read the word list again. Think about what you have read in the tutorial about using spelling strategies. Are these statements TRUE or FALSE?

- a We can use our knowledge of base words to spell other words correctly (for example, *visibility*). True False
- b Remembering common English letter patterns that represent particular sounds (for example, 'si', 'ci' and 'ti') is a useful spelling strategy. True False
- c French-origin word *debris* is pronounced, or said, as if it rhymes with *kiss*. True False

2 Write the words in the correct groups.

Word list

| | | | | |
|--------------|-------------|----------------|----------------|-------------|
| ✧ patient | ✧ crucial | ✧ destination | ✧ conditions | ✧ location |
| ✧ visibility | ✧ invisible | ✧ visibly | ✧ functioning | ✧ shoes |
| ✧ collision | ✧ traction | ✧ professional | ✧ invisibility | ✧ invisibly |

| Words built on the base word <i>visible</i> | Words containing a /sh/ sound |
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3 Unscramble the letters to correctly answer each question.

- a This word is the noun formed from *visible*: **i l i v i s y b i t** _____
- b This word is the plural noun formed from *collide*:
o c n i o l s l i s _____
- c This word means important: **l c a r i u c** _____
- d This word means calm and unhurried: **e n t p i a t** _____
- e This word means rubbish: **s i d e r b** _____
- f This word ends in a silent 's': **b i d r s e** _____
- g This word contains the letters 'ti' to represent the /sh/ sound: **n p t e a t i** _____
- h This word contains the letters 'ci' to represent the /sh/ sound: **c c i r u a l** _____
- i This word contains the letters 'si' to represent the /sh/ sound: **c i s o l i l n o** _____
- j This word is formed by adding the suffix *-ity* to *visible*:
i v b i t s i l y _____

👁️ Read the tutorial about using commas to separate introductory expressions, phrases and clauses.

Tutorial

A **comma** can be used to separate an introductory expression* from the rest of the sentence. For example: *However, safe driving in bad weather does require drivers to be more patient.* Here, the **comma** after the introductory expression *However* tells the reader to pause and think about the meaning of this word before reading the rest of the sentence. The sentence could be written without the **comma**; using the **comma** creates a point of emphasis.

A **comma** can also be used to separate an introductory adverbial phrase* from the rest of a sentence. For example: *In gloomy or overcast conditions, turn on your headlights.* The **comma** after the adverbial phrase *In gloomy or overcast conditions* creates a small break in the flow of the sentence. This allows readers to focus on the meaning of the phrase before reading the rest of the sentence. Again, the sentence could be written without the **comma** but using it draws attention to the 'conditions'.

When a sentence begins with a dependent clause*, we generally expect that writers will use a **comma** to separate it from the rest of the sentence. For example: *When you are changing lanes or turning, indicate earlier than usual.* This helps readers to identify and think about the supporting information in the sentence before they read the main idea. However, if the sentence is very short and there is no chance of confusion, the sentence could be written without the **comma**.

Definitions

Introductory expression: a word or phrase that is not the subject of the sentence but is used to introduce or begin the sentence. For example: *However, we continued to work in the garden.;* *On the other hand, we could go to the city tomorrow.*

Adverbial phrase: a phrase that adds detail about what is going on in a clause or sentence. For example: *They came **too late** to do any good.;* *She sang **at the concert**.*

Dependent clause: a clause that cannot stand alone or make sense on its own. For example: *who took me to hospital;* *because it is raining.*

1 Think about what you have read in the tutorial about using commas to separate introductory expressions, phrases and clauses. Are these statements TRUE or FALSE?

- a A comma can be used to separate an introductory expression like *However* from the rest of a sentence. True False
- b A comma is not generally used to separate an introductory dependent clause from the rest of its sentence. True False
- c Using a comma to separate an introductory adverbial phrase from the rest of the sentence can help the reader focus on the meaning of the phrase. True False

2 Circle the correctly punctuated sentence in each pair.

Hint: Re-read the tutorial to learn about commas and introductory clauses.

- | | |
|--|---|
| <p>a While poor weather conditions play a part in many road accidents the main cause of these accidents is risky driver behaviour.</p> | <p>While poor weather conditions play a part in many road accidents, the main cause of these accidents is risky driver behaviour.</p> |
| <p>b In other words, you need to slow down when it is raining.</p> | <p>In other words you need, to slow down when it is raining.</p> |
| <p>c As part of routine maintenance, check that your tyres have adequate tread.</p> | <p>As part of routine maintenance check that your tyres, have adequate tread.</p> |
| <p>d When you are changing lanes or turning in wet weather indicate your intentions earlier than usual.</p> | <p>When you are changing lanes or turning in wet weather, indicate your intentions earlier than usual.</p> |
| <p>e However safe driving in bad weather, does require drivers have to be more prepared.</p> | <p>However, safe driving in bad weather does require drivers to be more prepared.</p> |
| <p>f On a wet and slippery road surface, it's difficult to predict the amount of traction you will get.</p> | <p>On a wet and slippery road surface it's difficult to predict, the amount of traction you will get.</p> |

3 Circle the punctuation errors in each sentence.

- a Next, check, your tyres have adequate tread.
- b As part of your routine car maintenance, check your windscreen wipers, are functioning effectively.
- c If you feel, conditions are unsafe at this point, you should pull over and wait.
- d When there are puddles and debris on the road, you need to drive, more carefully.

👁️ Read the tutorial about recognising Procedures.

Tutorial

Good readers try to recognise the type and purpose of a text before they read it. This helps them to make predictions about its content and how they should engage with it. Procedures are usually easy to recognise, because they focus on presenting instructions on how to do or make something. Often the title of a Procedure will contain a strong indication that the text is written to instruct. For example: *How to survive the drive*.

This Procedure is written in the form of a short 'how to' article for readers of the specialist magazine *Dirt Wheels*. It was written by former rally driver Danielle Striker, and provides precise and technically accurate information on how to drive safely in wet-weather conditions. The text is introduced by a short preamble* indicating the content of the article (*her top 7 tips*). The article then begins with a clear statement of the goal, followed by a numbered list of Striker's tips for safe driving.

Like most Procedures, this text contains a number of commands*, some of which begin with a verb (for example, *reduce your speed at all times, even on open or empty roads*). The text contains mainly action verbs* to indicate observable actions and behaviours (for example, *Reduce, check, drive*), but there are also some relating verbs to link pieces of information (for example, *is, are*). This Procedure also contains words and phrases related specifically to the topic of safe driving in wet weather.

Definitions

Preamble: an introductory statement; an introduction to another text. For example, many reports or legal documents contain a preamble that sets out information about the actual text that follows.

Command: a sentence that gives a direction or seeks an active response. For example: *Leave here!; Go to the supermarket for oranges.; Preheat the oven.*

Action verb: a verb that indicates an observable action or happening. For example: *The animals are fed every day.; The birds fought over the last crumbs.*

1 Think about what you have read in the tutorial about recognising Procedures. Glance quickly over the text. Are these statements TRUE or FALSE?

- a The title of this text gives a strong indication that it is a Procedure. True False
- b The text contains words and phrases related specifically to the task of driving safely in the wet. True False
- c Like most Procedures, the text is set out like an imaginative story or essay. True False

2 On your own copy, label these parts of the text.

- a the title of the text
- b the name of the writer
- c the opening paragraph
- d tip number 5.

3 What form of text is *How to survive the drive*? Highlight the correct answer.

Hint: Re-read the tutorial if you are unsure about this.

- a a set of instructions for a game
- b directions for assembling a model car
- c a recipe for a winter stew
- d a short 'how to' article

4 What features of the text make it look like a Procedure? Circle the correct answers.

Hint: Think about what you expect to see in a Procedure.

- a The text contains a numbered list of steps to follow.
- b The title of the text contains the words *How to*.
- c The text contains the names of particular characters and settings for the story.
- d The text opens with a clear statement of what the text will 'teach' readers to do.

5 Circle the pattern that best represents the way this text is organised.

Hint: Look at the way the text is set out.

- a Tree pattern. The text begins with a clear statement of the main topic, idea or opinion on an issue. This is followed by a series of paragraphs that contain information or arguments related to the main topic, idea or opinion.
- b List or chain pattern. The text begins with an introduction to an overall situation, event or activity. This is followed by a series of more detailed ideas, events or descriptions related to the overall situation or activity, sometimes in chronological order.
- c Story pattern. The text begins with an introduction to the setting, characters or plot. This is followed by events centred around a 'problem' and reactions to these events, leading up to a climax. At or near the end of the text, the 'problem' is resolved, in part or fully.
- d None of the above. The text is organised in a way that does not match any of the other options.

👁️ Read the tutorial about understanding the ideas in Procedures.

Tutorial

To understand the ideas in a Procedure, it is important to pay attention to what is actually said in the text. First, identify the focus or goal of the text. The goal of *How to survive the drive* is clearly identified in the title, the preamble* and the opening paragraph of the text: how to drive safely in wet-weather conditions. Readers are also told that this information is being provided by Danielle Striker, a *former professional rally car driver turned safety instructor*.

Striker's advice is set out in a numbered list. In the first item in this list, Striker instructs readers to make sure that the tyres and windscreen wipers of their cars are checked regularly during *routine car maintenance*. She then refers to her own experience as a rally car driver and warns readers to make sure their shoes are not wet and slippery when they drive. In the next tip, Striker advises readers to use their headlights in *gloomy or overcast conditions*.

In the next four items, Striker advises readers to reduce speed to match the driving conditions; keep to the middle lanes *Where possible*; give other drivers plenty of warning *When changing lanes or turning*; and watch out for hazards on the road, *even if you've taken the same route a thousand times before*. In her closing paragraph, Striker encourages drivers to pull over if they feel conditions are unsafe, and reminds readers that getting to their destination is *not a race!*

Definition

Preamble: an introductory statement; an introduction to another text. For example, many reports or legal documents contain a preamble that sets out information about the actual text that follows.

1 Think about what you have read in the tutorial about understanding the ideas in Procedures. Now, read the text carefully. Are these statements TRUE or FALSE?

- a The advice given in this text includes what to do if you have a car accident in the rain. True False
- b The advice about how to drive safely in the wet is given by a person who used to be a professional rally car driver. True False
- c Striker tells readers to pull over if they feel that the driving conditions aren't safe. True False

2 Think about the title of this text. Read the predictions that other students have made about the text, based on the title. Circle the answers that you think contain the most likely predictions.

- a This text probably contains tips on safe driving.
- b The text might be a story about a really boring car trip.
- c The text will probably tell you how to avoid accidents when driving.
- d The text is probably about choosing the best car to buy.
- e This text could be about learning to be a pilot.
- f This text could be about driving when conditions are bad or dangerous.

3 Circle the phrases that are actually used to give advice about how to drive safely in wet-weather conditions.

Hint: Skim the text to check whether the writer has used a particular phrase.

- a check that your tyres have adequate tread
- b don't overload the car
- c rub your shoes on the car mat
- d Reduce your speed
- e maintain a safe distance
- f reduce distractions
- g indicate earlier
- h Be watchful for puddles

4 Read the opening paragraph of the text. What is actually said in this paragraph? Highlight the correct answer.

Hint: Look closely at each option and then decide which one most closely matches the meaning expressed in the paragraph.

- a Safe driving is impossible when roads are wet and slippery.
- b Accidents in wet weather could be avoided if some drivers changed their behaviour.
- c Road accidents are caused by wet weather making the roads slippery.
- d If drivers are patient in the rain, they will be more prepared when an accident occurs.

5 Read the words in the Word list. How are they used in the text? Draw a line to match each one to its correct definition.

Word list

- a professional
- b vigilant
- c maintenance
- d overcast
- e whereabouts
- f debris
- g route
- h visibility

Definitions

- ✧ the remains of anything broken down or destroyed; rubbish
- ✧ the location of a person or thing
- ✧ the customary or regular path of travel
- ✧ the state of being seen; the relative capability of being seen under given conditions
- ✧ the act of maintaining or preserving something
- ✧ ever awake or alert
- ✧ cloudy
- ✧ following or doing, for payment, an activity that is usually a pastime or hobby

👁️ Read the tutorial about interpreting and analysing Procedures.

Tutorial

To interpret and analyse a Procedure, make connections between what is said in the text and what else you know. In *How to survive the drive*, think about the changes that occur in driving conditions when it rains. Consider how many drivers ‘forget’ or are unaware of these changes. This helps you to understand the unstated or implied message in the text that many drivers do not change their ‘normal’ driving behaviours in wet weather, causing them to become ‘risky drivers’.

Also think about the unstated or implied message in the text that drivers are responsible for their own safety on the roads, and indeed, for the safety of other drivers and their passengers. The word *responsible* is not used in the text, but there is mention of *respect for other road users*. In addition, all the tips relate to what an individual driver can do to make themselves and others safe in wet-weather conditions.

Also think about the authority or credibility of the writer of this text, and where the text appears. Danielle Striker is identified in the preamble* as a *former professional rally car driver*. Even if you don’t know exactly what is involved in rally car driving, the adjective *professional* tells you that Striker did this kind of driving as a paid occupation. This information suggests that Striker knows what she is talking about.

Definition

Preamble: an introductory statement; an introduction to another text. For example, many reports or legal documents contain a preamble that sets out information about the actual text that follows.

1 Think about what you have read in the tutorial about interpreting and analysing Procedures. Look back over the text. Are these statements TRUE or FALSE?

- a The text suggests that drivers who do not change their driving behaviours in wet-weather conditions are *risky drivers*. True False
- b The text implies that Danielle Striker’s advice is unreliable, because she is no longer a professional rally car driver. True False
- c The text contains an unstated or implied message that every driver has a responsibility to drive safely in wet-weather conditions. True False

2 Good readers ask questions about texts as they are reading them. What questions could you ask about this text to help you understand it? Circle the correct answers.

Hint: Ask questions that will help you understand the information (or opinion) presented in the text.

- a How could slippery pedals cause a car accident?
- b Why would the tread on a tyre make any difference to how your car performs?
- c Why would indicating earlier than usual help avoid collisions in wet weather?
- d What sort of car does Danielle Striker drive?

3 What are the text's unstated or implied meanings about drivers and wet-weather conditions?

Answer YES or NO to each of these questions.

Hint: You have to work these things out. The writer doesn't say them exactly.

- a Does the text imply that wet weather changes the conditions of road surfaces and surroundings? Yes No
- b Is the text implying that wet weather is the main cause of car accidents? Yes No
- c Does the text imply that many drivers do not change their 'normal' driving behaviours in wet weather? Yes No
- d Is there an implication in the text that changing your driving behaviours will reduce the risk of accidents in wet-weather conditions? Yes No

4 What are the text's unstated or implied meanings about the writer's credibility and the reliability of her advice? Highlight the statement that best expresses these meanings.

Hint: You have to work this out. The preamble doesn't say this exactly.

- a The writer of this text appears to be a novice driver, so her advice may not be based on much driving experience.
- b The advice given in this text is just common sense; Striker didn't have to be a professional rally driver or safety instructor to give it.
- c The advice given in this text is actually quite unreliable because it was written by a junior journalist as a 'filler' article.
- d The writer of this text has plenty of relevant driving and safety experience to draw on, so her advice should be very reliable.

5 Read these titles of other texts about safe driving. Circle the ones that would probably contain information similar to *How to survive the drive*.

Hint: Think about other texts you have seen, read or heard on this topic or just predict what might be said in the texts.

- a Strategies for wet and icy roads
- b Tips for driving in the desert
- c Rally drivers and their cars
- d Advice for the novice driver
- e Driving skills for winter travel
- f How to be safer in city traffic
- g Learn to be a cross-country skier
- h How to drive on rough terrain

 Read the tutorial about evaluating Procedures.

Tutorial

Good readers evaluate or make judgements about the quality and effectiveness of texts as they read them. To evaluate a Procedure, you need to consider whether the text provides clear instructions about how to make or do something. This is the case in *How to survive the drive*, where Danielle Striker provides seven easy-to-understand tips for driving safely in wet-weather conditions, based on her own experiences.

Also consider the manner in which the information in a Procedure is organised. The task or goal of the text is introduced in the preamble* (that is, Danielle Striker's *top 7 tips for safe wet-weather driving*) and explained further in the opening paragraph of the text (for example, drivers need to be *more prepared, vigilant and patient*). The actual tips are set out in a numbered sequence of short paragraphs, and the text concludes with a reminder that arriving at a destination is *not a race!*

The language used in a Procedure needs to suit the subject and purpose of the text and the intended audience. In this text, the language is precise and specific to the subject of safe driving in wet-weather conditions. This would be suitable for the intended audience (that is, regular readers of *Dirt Wheels*), but would also be understood by most adult readers. The text contains a number of commands, clearly reflecting the purpose of the text as a Procedure.

Definition

Preamble: an introductory statement; an introduction to another text. For example, many reports or legal documents contain a preamble that sets out information about the actual text that follows.

1 Think about what you have read in the tutorial about evaluating Procedures. Make a judgement about the text. Are these statements TRUE or FALSE?

- a This text presents a clear and well-organised set of instructions about how to drive safely in wet-weather conditions. True False
- b The language in this text would be easily understood by the readers of *Dirt Wheels* magazine. True False
- c The use of so many commands in the text would make most readers feel uncomfortable. True False

2 Think about how the advice about safe driving in wet-weather conditions is presented in the text. Answer YES or NO to these questions.

Hint: Find evidence in the text and make a judgement.

- a Is the advice presented as a set of instructions? Yes No
- b Do readers have to be rally drivers to be able to follow the advice? Yes No
- c Is the advice based on the writer's own experiences? Yes No
- d Does the advice relate to things readers can do before and during the activity of driving? Yes No

- 3 Which statement describes the language features used in the text? Highlight the statement that summarises them.**
Hint: Find evidence in the text and make a judgement.
- a The text contains precise words and phrases related to safe driving in wet-weather conditions.
 - b The text uses highly descriptive language to paint a picture of wet-weather conditions.
 - c The text contains mainly technical terms that would only be understood by car mechanics.
 - d The text contains emotive language related to the high number of road accidents in wet weather.
- 4 Think about how the text has been organised. Circle the statements that describe this.**
Hint: Find evidence in the text and make a judgement.
- a Each tip is presented in a short, easy-to-follow paragraph.
 - b The text begins with a clear statement of the task or goal to be achieved.
 - c The text is one continuous paragraph with no sections or breaks.
 - d Striker's tips for being a safe driver in wet-weather conditions are set out in a numbered sequence.
- 5 Read these statements that other students have made about *How to survive the drive*. Circle each statement that you think is a fair comment on the text.**
Hint: This is not just opinion. Use evidence from the text to make an assessment.
- a I liked the way this text had a really clear introduction so I knew exactly what I was going to learn.
 - b There was too much technical language used, which stopped me understanding the steps.
 - c I thought these steps were really clear and offered practical suggestions to improve readers' wet-weather driving.
 - d The text has instructions but they wouldn't be very easy to follow.

👁️ Read the tutorial about writing Procedures.

Tutorial

Procedures are written to instruct someone on how to make or do something by setting out a sequence of steps to follow. Procedures can be written in a number of forms, including recipes, rules for a game and instruction manuals. *How to survive the drive* is a Procedure written in the form of a short 'how to' article for a specialist magazine. In the article, Danielle Striker (a former rally car driver) offers readers some tips on how to drive safely in wet-weather conditions.

Procedures are usually organised into two main stages: **Goal** and **Steps**. In the **Goal** stage, the writer usually clearly identifies what the text is about and/or what outcome can be achieved (for example, safer driving in the wet). This is often first indicated in the title of the text (for example, *How to survive the drive*). In this text, the goal or outcome is also mentioned in the short preamble* to the article, where it is 'announced' that Danielle Striker will be offering *her top 7 tips for safe wet-weather driving*.

The information in the **Steps** stage of a Procedure is usually organised in lists or separate sections. In this text, the sequence of seven steps is organised as a numbered list. Each tip in the list is presented to readers in a short paragraph. For example: *3. In gloomy or overcast conditions, turn on your headlights. This helps you see what's ahead, and also alerts other drivers to your whereabouts.* The text ends with an optional stage in a Procedure, the **Personal Comment** stage. Here, Striker reminds readers to be aware of their personal safety.

Definition

Preamble: an introductory statement or an introduction to another text. For example, many reports or legal documents contain a preamble that sets out information about the actual text that follows.

1 Think about what you have read in the tutorial about writing Procedures. Are these statements TRUE or FALSE?

- a Procedures are written to instruct readers on how to do or make something. True False
- b This text appeared in a specialist magazine and is written in the form of a short 'how to' article. True False
- c Procedures begin with the writer's contention and follow with a number of arguments about the topic. True False

2 What type of text is *How to survive the drive*? Highlight the correct answer.

Hint: Re-read the tutorial if you are not sure about this.

- a Report
- b Procedure
- c Recount
- d Exposition

3 What is the purpose of the text? Circle the correct answers.

Hint: Think about what the writer is trying to achieve in the text.

- a The purpose of the text is to tell people how to drive safely on wet roads.
- b The purpose of the text is to describe the experiences of a professional rally car driver.
- c The purpose of the text is to provide accurate advice on how to drive safely in wet-weather conditions.
- d The purpose of the text is to help people maintain their cars in top condition.

4 Someone has mixed up the order of the tips in the text. Number the tips from 1 to 7 in the correct order.

Hint: Skim the text to check the order in which the tips are presented.

- Try to drive in the middle lane and keep a safe distance from the car in front.
- Regularly check that your tyres have adequate tread and that your windscreen wipers work well.
- If the light is poor, turn on your headlights to ensure other drivers can see you.
- Watch out for puddles or rubbish on the road.
- Reduce your speed and make sure that you take corners more slowly than usual.
- Rub your wet shoes on the car mat a few times to dry them off when you first get into your car so they don't make the pedals slippery.
- Put your indicator on much earlier than usual when you change lanes or turn.

5 Read the words and phrases that another student has used to analyse aspects of the text. Draw a line to match the labels with their correct definitions.

Hint: Re-read the tutorial if you are unsure about any of these.

Labels

- a Text type
- b Text form
- c Purpose
- d Audience
- e Stages of the text

Definitions

- ✧ to provide accurate advice on how to drive safely in wet-weather conditions
- ✧ readers of *Dirt Wheels* magazine
- ✧ Procedure
- ✧ Goal, Steps, Personal Comment
- ✧ short 'how to' magazine article

👁️ Read the tutorial about the language features of Procedures.

Tutorial

Procedures usually contain sentences that are expressed as commands* (for example, *Ensure that you have your tyres checked regularly*). Often, these sentences begin with a verb (for example, *Ensure*), but in some cases a single word, phrase or clause can be placed in front of the verb. For example: ***Always ensure that you have your tyres checked regularly; In wet weather, reduce your speed; If the conditions are unsafe, pull over and wait until the weather clears.***

Procedures usually contain mainly action verbs* that express what needs to be done (for example, *ensure, reduce, pull over*). Relating verbs are also used, to link pieces of information (for example, *is, are, does mean*). Usually, the verbs in a Procedure are written in the present tense. Procedures also contain adverbs, adverbial phrases and/or adverbial clauses*, which provide details about how, when and where actions occur. For example: *always, in wet weather, if conditions are unsafe*.

Most Procedures also contain nouns and adjectives that are specific to the task or activity (for example, *routine maintenance, tight cornering, poor visibility*). Sometimes, adjectival phrases are added to the nouns to describe them in more detail (for example, *the most crucial aspect of wet-weather driving*). Many Procedures also contain a numbering system to show the sequence in which actions should occur and/or to make the information easy to read and follow.

Definitions

Command: a sentence that gives a direction or seeks an active response. For example: *Leave here!; Go to the supermarket for oranges; Preheat the oven.*

Action verb: a verb that indicates an observable action or happening. For example: *The animals **are fed** every day; The birds **fought** over the last crumbs.*

Adverbial clause: a dependent clause that adds extra information about the action, event or state described in an independent clause. For example: *The child came first **because he was the fastest swimmer**; **If it rains**, the concert in the park will be cancelled.*

1 Think about what you have read in the tutorial about the language features of Procedures. Are these statements TRUE or FALSE?

- a Procedures usually contain words and phrases that are specific to the task or activity that is the subject of the text. True False
- b Procedures contain sentences that are written as commands. True False
- c Procedures do not usually contain adverbs, adverbial phrases and/or adverbial clauses. True False

2 Why does this text contain a numbering system? Circle the correct answers.

Hint: Re-read the tutorial if you are unsure about this.

- a This text uses a numbering system to make it easier for readers to see exactly what Danielle Striker recommends.
- b The numbering system is a recognisable feature of these types of lists.
- c The numbering system is used because there is not enough room for full paragraphs.
- d The numbering system in this text separates the 'tips' offered by the writer.

3 Read the words and phrases that analyse the language features of the text. Draw a line to match the language features with their examples.

Language features

- a Nouns
- b Adjectives
- c Adverbs
- d Adverbial phrases
- e Adverbial clauses

Examples

- ✧ effectively, most
- ✧ If rally driving taught me one thing, when you first get into your car
- ✧ in the middle lane, towards other road users, at all times
- ✧ destination, weather, visibility, road
- ✧ same, possible, safer, dangerous

4 Write the action verbs and relating verbs in the correct groups.

Hint: Action verbs express an observable action or behaviour; relating verbs are used to link two pieces of information together.

Verb list

| | | | | |
|---------|--------------|------------|---------|------------|
| ✧ play | ✧ does mean | ✧ get into | ✧ be | ✧ has |
| ✧ check | ✧ proved | ✧ equals | ✧ take | ✧ maintain |
| ✧ are | ✧ rub | ✧ reduce | ✧ were | ✧ am |
| ✧ is | ✧ have to be | ✧ ensure | ✧ drive | ✧ was |

| Action verbs | Relating verbs |
|--------------|----------------|
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5 Circle the words and phrases that are specific to the activity of driving.

Hint: Think about which words and phrases would be used to talk about this topic, but not other more general or everyday topics.

- a routine car maintenance
- b pedals
- c adequate tread
- d headlights
- e cornering
- f a thousand times
- g traction
- h tyres
- i collisions
- j driver behaviour

👁️ Read the tutorial about adverbs and adverbial phrases.

Tutorial

Adverbs are words that can be used to provide extra information about what is going on in a clause* or sentence. For example: *Make sure your windscreen wipers are functioning **effectively**.* This **adverb** adds information about how the windscreen wipers should be functioning. Like many **adverbs**, *effectively* has been formed by adding the suffix* *-ly* to an adjective (that is, *effective*).

Generally, **adverbs** consist of a single word (for example, *soon*, *nearby*), but a few consist of a pair of words (for example, *inside out*, *any longer*, *a lot*). Most **adverbs** add extra information to verbs (for example, *drive **carefully***), but they can also be used to add information to adjectives (for example, ***very** wet*, ***rather** slippery*) and other **adverbs** (for example, ***fairly** quickly*, ***so** dangerously*).

Short phrases add information about what is going on in a clause or sentence. For example: *safe driving **in bad weather***; *rub your shoes **on the car mat***. The phrases do the same work as an **adverb**, so they are called **adverbial phrases**. Like all phrases, they do not contain a verb; instead, they usually add information to or about a verb. **Adverbial phrases** generally begin with a preposition* (for example, *near*, *on*, *through*).

Definitions

Clause: a message or thought expressed in words, involving some happening, participants and/or circumstances surrounding the activity. For example: *She jogged around the lake.*; *Come here.*; *because it was raining.*

Suffix: a small group of letters added to the end of a word to change its meaning or function. For example: *-ly* can be added to *glad* to make *gladly*; *-es* can be added to *lunch* to make *lunches*; *-ed* can be added to *jump* to make *jumped*.

Preposition: a single word or small group of words that expresses a time, space or causal relationship between two people or things. For example: *We have dinner **at** eight o'clock.*; *The cat sat **on** the mat.*; *The present was placed **in front of** me.*

1 Think about what you have read in the tutorial about adverbs and adverbial phrases. Are these statements **TRUE** or **FALSE**?

- a Adverbs can be used to add information to a verb, adjective or another adverb. True False
- b Adverbial phrases are used to add information to or about nouns. True False
- c Most adverbs consist of a single word, but a few consist of a pair of words. True False

2 Choose the adverb that best completes the sentence and write it in the space provided.

Hint: Think about the meaning of each adverb; find the one that adds relevant information to the sentence.

The P-plate driver sped around the corner _____.

- a slowly
- b nearly
- c recklessly
- d no longer

3 Circle the adverbial phrases.

Hint: An adverbial phrase does not contain a verb, usually begins with a preposition, and contains information about how, when, where or why things happen.

- a on the road
- b completely
- c throughout the week
- d in a safe location

4 Write each of the adverbs and adverbial phrases in the correct group.

Hint: Remember that some adverbs consist of a pair of words.

Verb list

| | | | |
|----------------------|--------------------|-------------|------------------|
| ✧ safely | ✧ sometimes | ✧ skilfully | ✧ in wet weather |
| ✧ for that reason | ✧ between road and | ✧ carefully | ✧ a lot |
| ✧ due to the weather | tyres | ✧ with care | |

| Adverbs | Adverbial phrases |
|---------|-------------------|
| | |
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| | |

👁️ Read the tutorial about complex sentences.

Tutorial

Many sentences contain more than one clause*. For example: *So rub your shoes on the car mat a few times when you first get into your car.* This sentence contains two clauses. The first clause, *So rub your shoes on the car mat a few times*, is an independent clause* and could be written as a separate sentence on its own and still make sense. The second clause, *when you first get into your car*, is a dependent clause*; it could not be written as a separate sentence and make complete sense.

Sentences that contain one independent clause and at least one dependent clause are called **complex sentences**. The independent clause in a **complex sentence** expresses the main idea; the dependent clause adds some supporting or additional information about something or someone in the independent clause. For example *when you first get into your car* provides additional information about when you should *rub your shoes on the mat a few times*.

In some **complex sentences**, a dependent clause is used as part of the main clause itself. For example: *My racing days proved **that slippery shoes = slippery pedals**.* Here, the main clause is *My racing days proved (something)*. The dependent clause, *that slippery shoes = slippery pedals*, is used to express 'what' the writer knows. Sometimes, the relative pronoun *that* can even be omitted (for example, *My racing days proved slippery shoes = slippery pedals*), but we understand that it should be there.

Definitions

Clause: a message or thought expressed in words, involving some happening, participants and/or circumstances surrounding the activity. For example: *She jogged around the lake.; Come here.; because it was raining.*

Independent clause: a clause that can stand alone as a complete sentence, though it may be joined with other clauses. For example: *The frustrated girl jumped up and down.*

Dependent clause: a clause that cannot stand alone or make sense on its own. For example: *who came to dinner; because it is raining.*

1 Think about what you have read in the tutorial about complex sentences. Are these statements TRUE or FALSE?

- a Complex sentences contain one independent clause and at least one dependent clause. True False
- b The dependent clauses in a complex sentence provide additional information about some aspect of the independent clause. True False
- c The first word in a dependent clause must be a conjunction (for example, *when*) or a relative pronoun (for example, *that*). True False

2 Highlight the dependent clause that best completes the sentence.

Hint: Read each dependent clause and then choose the one that makes sense in the sentence.

Safe driving in bad weather does mean _____.

- a when you do your routine car maintenance
- b unless there is a big storm
- c that drivers have to be more prepared, vigilant and patient
- d that has been lying on the road

3 Circle the complex sentences.

Hint: Look for sentences that contain one independent clause, which could be written as a separate sentence, and at least one dependent clause.

- a While poor conditions play a part, the main cause of accidents in wet weather is risky driver behaviour.
- b When you are changing lanes, indicate earlier than usual.
- c All racing drivers have accidents on the track.
- d If at any stage you feel the conditions are unsafe, pull over in a safe location.

4 Highlight the six dependent clauses in these complex sentences. Each sentence has at least one dependent clause.

Hint: A dependent clause could not be written as a sentence on its own and make complete sense.

- a If the weather appears to be gloomy or overcast, turn on your headlights.
- b When you first get into your car on rainy days, rub your shoes on the car mat a few times.
- c You need to check that your tyres have adequate tread.
- d If rally driving taught me one thing, it is that you can never know for certain what's up ahead.
- e Even if you've taken the same route a thousand times before, you can never know the road conditions for certain.

Read each question carefully and circle one answer.

1 Which spelling is correct?

- gloomey
- debris
- colisions
- destanation

2 Which spelling is correct?

- maintenance
- maintainance
- maintanance
- mantainence

3 Which word is spelled correctly?

- cruciel
- slippry
- vehcles
- route

4 Which word is missing a letter 'i'?

- vigilant
- accidents
- predicted
- creating

5 What does the word *traction* mean in this sentence?

It's difficult to predict the traction between road and tyres on a wet and slippery surface.

- controlled tension on the skeletal system
- mutual admiration
- grip on the road surface
- junction of roads

6 Which word is a synonym for *alert*?

- harmful
- watchful
- eyeful
- restful

7 Which of the following is not a compound word?

- overcast
- headlights
- surface
- windscreen

8 Which word could replace *whereabouts* in this sentence, without changing its meaning?

This also helps to alert other drivers to your whereabouts.

- location
- direction
- region
- route

9 What kind of sentence is this?

Drive in the middle lane, where possible.

- a statement
- a command
- a question
- an exclamation

10 Which of the following words is not a verb?

- tight
- cornering
- take
- avoid

11 Which adjective best completes this sentence?

*In gloomy or * conditions, turn on your headlights.*

- bright
- slippery
- adequate
- overcast

12 What does the word *vigilant* mean in this sentence?

Drivers have to be more prepared, vigilant and patient in wet-weather conditions.

- violent
- important
- normal
- alert

13 Which of the following words is not a nominalisation?

- maintenance
- traction
- collision
- location

14 Which of these words is an adverb?

- effectively
- dangerous
- safe
- certain

15 In what tense is this sentence written?

When changing lanes or turning, indicate earlier than usual.

- past
- future
- present
- past and future

16 Which group of words is the independent clause in this sentence?

Rub your shoes on the car mat a few times when you first get into your car.

- Rub your shoes on the car mat a few times
- when you first get into your car
- on the car mat
- into your car

17 What is the contracted form of *should not*?

- shan't
- shouldn't
- shall not
- won't

18 Which punctuation marks are used to separate the additional information in this sentence?

If at any stage you feel the conditions are unsafe – such as poor visibility or flooded roads – pull over in a safe location and wait.

- commas
- hyphens
- full stops
- dashes

19 What is the adverbial clause in this sentence?

While poor conditions play a part, the main cause of accidents in wet weather is risky driver behaviour.

- While poor conditions play a part
- the main cause of accidents in wet weather is risky driver behaviour
- risky driver behaviour
- in wet weather

20 What kind of sentence is this?

Reduce your speed at all times, even on open or empty roads.

- compound
- complex
- simple
- compound-complex

Read each question carefully and circle one answer.

1 In which magazine was this text published?

- Striker*
- Top Tips*
- Dirt Wheels*
- Racing Daily*

2 What is Danielle Striker's current occupation?

- a driving instructor
- a rally car driver
- a racing car driver
- a safety instructor

3 What purpose does Striker have in communicating her tips to readers?

- She wants to help them understand how they can improve their safety on the road.
- She wants to give them useful tips on how to get to their destinations faster.
- She wants to provide interesting observations about common mistakes that bad drivers make.
- She wants to reinforce the idea that women are just as good as men at driving.

4 Which of the following statements best describes this text?

- The language of the text is inaccessible and formal.
- The language of the text is very technical but easy to understand.
- The language of the text lacks technical accuracy and is confusing.
- The language of the text is accessible and informal.

5 What makes turning or cornering so difficult in wet weather?

- lack of visibility
- unpredictable traction between road and tyres
- increased traffic on the road
- wet shoes on slippery pedals

6 What advice does Striker offer in Tip 7?

- You have to be ready for anything in wet weather, even if you are driving on familiar roads.
- You can see better without your headlights on when it is raining.
- You can be sure that if there is a puddle ahead, you will hit it.
- You can create safer driving conditions by knowing the route well.

7 Why does Striker advise readers to *indicate earlier than usual* in Tip 6?

- It will keep you safe from other drivers.
- It will keep you safe in a collision.
- It creates safer driving conditions for everyone.
- It will give you time to get out of another driver's way.

8 According to Striker, why is turning on your headlights in wet weather a sensible option?

- Other drivers will be able to see the road more clearly.
- You will be able to see the road more clearly.
- Other drivers will be able to see you more clearly.
- This will keep you alert.

9 Which statement would Danielle Striker most likely to agree with?

- It's better to be late than not arrive at all.
- Get out of wet weather as fast as you can.
- If you know the route, drive as fast as you like.
- As long as you have good tyres, you'll be fine in wet weather.

10 Which statement best describes the style or effect of this text?

- The text has a quiet and reflective tone.
- It feels like the writer is speaking directly to readers.
- The text seems very abstract and unrelated to everyday situations.
- The text is about events that happened to other people, many years ago.

Text type: Procedure

Spelling: Using spelling strategies

- 1** a True b True c False; as in many French words that end in 's', *debris* is said as if it rhymes with *tree*.
- 2** **Words built on the base word *visible*:** visibility, invisible, visibly, invisibility, invisibly

Words containing the /sh/ sound: patient, collision, crucial, traction, destination, professional, conditions, functioning, location, shoes
- 3** a visibility b collisions c crucial d patient
e debris f debris g patient h crucial i collision
j visibility

Punctuation: Using commas to separate introductory expressions, phrases and clauses

- 1** a True b False; a comma is generally used to separate an introductory dependent clause from the rest of its sentence. c True
- 2** a While poor weather conditions play a part in many road accidents, the main cause of these accidents is risky driver behaviour.

A comma is generally used to separate an introductory dependent clause from the rest of its sentence, unless the sentence is very short.

b In other words, you need to slow down when it is raining.

A comma can be placed after the introductory expression in this sentence but a comma should not be used to separate parts of the verb group.

c As part of routine maintenance, check that your tyres have adequate tread.

A comma can be used to separate the introductory adverbial phrase from the rest of the sentence but a comma should not be used to separate the subject of a clause from its verb.

d When you are changing lanes or turning in wet weather, indicate your intentions earlier than usual.

A comma is generally used to separate an introductory dependent clause from the rest of its sentence, unless the sentence is very short.

e However, safe driving in bad weather does require drivers to be more prepared.

A comma can be placed after the introductory expression in this sentence but a comma should not be used to separate the subject of the sentence from the verb *does mean*.

f On a wet and slippery road surface, it's difficult to predict the amount of traction you will get.

A comma can be used to separate the introductory adverbial phrase from the rest of the sentence but a comma should not be used to separate the verb *predict* from its object.
- 3** a second comma b second comma c first comma
d second comma

Reading comprehension 1: Recognising Procedures

- 1** a True b True c False; the text is set out like most Procedures and includes a numbered list of Striker's tips for safe driving.

- 2** a the title of the text: *How to survive the drive*
b the name of the writer: Danielle Striker
c the opening paragraph: Why are there more road accidents during wet weather? While poor conditions play a part, the main cause is risky driver behaviour. Bad weather shouldn't lead to bad driving. However, safe driving in bad weather does require drivers to be more prepared, vigilant and patient. The following tips will help you stay safe in the wet.
d Tip number 5: 5. Where possible, drive in the middle lane and maintain a safe distance from the vehicles in front (apply the three-second rule).
- 3** a Incorrect b Incorrect c Incorrect d Correct
- 4** a Correct b Correct c Incorrect d Correct
- 5** b: List or chain pattern. The text begins with an introduction to an overall situation, event or activity. This is followed by a series of more detailed ideas, events or descriptions related to the overall situation or activity, sometimes in chronological order.

Reading comprehension 2: Understanding ideas in Procedures

- 1** a False; there is no information in this text about what to do if you have a car accident in the rain. b True
c True
- 2** a Correct b Incorrect c Correct d Incorrect
e Incorrect f Correct
- 3** a Correct b Incorrect c Correct d Correct
e Correct f Incorrect g Correct h Correct
- 4** a Incorrect b Correct c Incorrect d Incorrect
- 5** a professional: following or doing, for payment, an activity that is usually a pastime or hobby
b vigilant: ever awake or alert
c maintenance: the act of maintaining or preserving something
d overcast: cloudy
e whereabouts: the location of a person or thing
f debris: the remains of anything broken down or destroyed; rubbish
g route: the customary or regular path of travel
h visibility: the state of being seen; the relative capability of being seen under given conditions

Reading comprehension 3: Interpreting and analysing ideas in Procedures

- 1** a True b False; the text implies that Danielle Striker's advice is highly reliable, because of her previous and current occupations. c True
- 2** a Correct b Correct c Correct d Incorrect; this is an interesting question, but it doesn't help you to understand the meaning of the text.
- 3** a Yes b No c Yes d Yes
- 4** a Incorrect b Incorrect c Incorrect d Correct
- 5** a Correct b Correct c Incorrect d Correct
e Correct f Correct g Incorrect h Correct

Reading comprehension 4: Evaluating Procedures

- 1** a True b True c False; readers would expect to find some commands in a text like this.

Text type: Procedure

- 2 a Yes b No c Yes d Yes
 3 a Correct b Incorrect c Incorrect d Incorrect
 4 a Correct b Correct c Incorrect d Correct
 5 a Fair b Unfair c Fair d Unfair

Writing 1: Writing Procedures

- 1 a True b True c False; Procedures begin with a clear statement of the goal or outcome, followed by a series of steps that will lead to the end goal.
 2 a Incorrect b Correct c Incorrect d Incorrect
 3 a Correct b Incorrect c Correct d Incorrect
 4 5 Try to drive in the middle lane and keep a safe distance from the car in front.
 1 Regularly check that your tyres have adequate tread and that your windscreen wipers work well.
 3 If the light is poor, turn on your headlights to ensure other drivers can see you.
 7 Watch out for puddles or rubbish on the road.
 4 Reduce your speed and make sure that you take corners more slowly than usual.
 2 Rub your wet shoes on the car mat a few times to dry them off when you first get into your car so they don't make the pedals slippery.
 6 Put your indicator on much earlier than usual when you change lanes or turn.
 5 a Text type: Procedure
 b Text form: short 'how to' magazine article
 c Purpose: to provide accurate advice on how to drive safely in wet-weather conditions
 d Audience: readers of *Dirt Wheels* magazine
 e Stages of the text: Goal, Steps, Personal Comment

Writing 2: Language features of Procedures

- 1 a True b True c False; most Procedures contain adverbs, adverbial phrases and/or adverbial clauses to provide details about how, when and where things happen.
 2 a Correct b Incorrect c Correct d Correct
 3 a Nouns: destination, weather, visibility, road
 b Adjectives: same, possible, safer, dangerous
 c Adverbs: effectively, most
 d Adverbial phrases: in the middle lane, towards other road users, at all times
 e Adverbial clauses: If rally driving taught me one thing, when you first get into your car
 4 **Action verbs:** play, check, proved, rub, get into, reduce, ensure, take, drive, maintain
Relating verbs: are, is, does mean, have to be, equals, be, were, has, am, was
 5 a Correct b Correct c Correct d Correct
 e Correct f Incorrect g Correct h Correct
 i Correct j Correct

Grammar 1: Adverbs and adverbial phrases

- 1 a True b False; adverbial phrases are used to add information to or about verbs. c True
 2 a Incorrect b Incorrect c Correct d Incorrect
 3 a Correct b Incorrect c Correct d Correct

- 4 **Adverbs:** safely, sometimes, skilfully, carefully, a lot
Adverbial phrases: for that reason, due to the weather, between road and tyres, with care, in wet weather

Grammar 2: Complex sentences

- 1 a True b True c False; in some dependent clauses, the conjunction or relative pronoun is not actually written, but we understand that it should really be there.
 2 a Incorrect b Incorrect c Correct d Incorrect
 3 a Correct b Correct c Incorrect d Correct
 4 a If the weather appears to be gloomy or overcast
 b When you first get into your car on rainy days
 c that your tyres have adequate tread
 d If rally driving taught me one thing; that you can never know for certain what's up ahead
 e Even if you've taken the same route a thousand times before

NAPLAN*-style questions: Language conventions

- 1 debris
 2 maintenance
 3 route
 4 vigilant
 5 grip on the road surface
 6 watchful
 7 surface
 8 location
 9 a command
 10 tight
 11 overcast
 12 alert
 13 traction
 14 effectively
 15 present
 16 Rub your shoes on the car mat a few times
 17 shouldn't
 18 dashes
 19 While poor conditions play a part
 20 simple

NAPLAN*-style questions: Reading

- 1 *Dirt Wheels*
 2 a safety instructor
 3 She wants to help them understand how they can improve their safety on the road.
 4 The language of the text is accessible and informal.
 5 unpredictable traction between road and tyres
 6 You have to be ready for anything in wet weather, even if you are driving on familiar roads.
 7 It creates safer driving conditions for everyone.
 8 Other drivers will be able to see you more clearly.
 9 It's better to be late than not arrive at all.
 10 It feels like the writer is speaking directly to readers.