Intelligent Australia Productions is committed to raising standards in Literacy and Numeracy in Australian schools.

Acknowledgements and Thanks

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There is no right or wrong way to use this book; teachers may feel free to use it with their classes in whichever way they wish. However a few pointers are worth considering.

For each page, begin with a class discussion.
- Discuss the topic.
- What is required of the students?
- What should fast finishers do?

Some hints on making your work ‘special’.
- Attend to neatness and obey conventions of good grammar, punctuation and spelling.
- Be original in your thinking, written responses and illustrations.
- While completing the activities be conscious of the ANZACs’ contribution to our nation; do them proud by doing your very best work.

Displaying your work.
- Many of the activities in this book lend themselves to display.
  Attractive displays on classroom walls, display boards, or even in school foyers can be mounted by selecting students’ work from this book……a fitting tribute to the ANZACs.

Something to Consider.
- Your local branch of the RSL (Australia) and RSA (New Zealand) may well be interested in displaying your students’ work for members to see. Their telephone number should not be difficult to find or, if you prefer, you could write to them with this idea.
- Your local shopping centre may also be interested in displaying your students’ work.

Appreciation.
By using this book you and your students are helping to keep the ANZAC spirit alive. We thank you sincerely for that.

The Editors,
IAP

About Students for Peace and Goodwill (page 39)

What can we do to preserve peace where it exists? How can we help to facilitate peace in strife-torn places? How can we lessen distrust between peoples of different races and creeds?

One of the very best ways is to spread goodwill.
This may be done by presenting (sending) students’ artwork and/or peace messages to the elderly (retirement villages), people in hospitals, or our nation’s leaders. The children’s work may then be displayed for all to see.
IAP is happy to distribute batches of your students’ work to similar institutions, and political leaders, in countries far distant from ours, particularly those with different races and creeds from our own.

We suggest sketches of happy scenes, perhaps containing fauna and/or flora native to our two countries (Australia and New Zealand) or other national icons.
A message of peace may be included instead of, or as well as, the illustration.

The title of the piece goes on the dotted line at the top while the child’s name, age and town are recorded at the bottom, as shown below. For work sent to IAP for overseas distribution add your county name after the town…..

By Catherine  Age 11
Toowoomba, Australia

Some teachers may prefer to display their students’ work within their classroom or school and this is fine too.

Students for Peace and Goodwill is an initiative of IAP
This picture shows the ANZACs at war.
Imagine you are one of the soldiers. What thoughts would be going through your mind?

When you have finished writing colour in the picture.

(Prompts: country, mates, family, survival)
Find the Hidden ANZAC Words

Name: ___________________________ Class: _______ Date: ___________________________

ANZAC GALLIPOLI MEDAL HERO SOLDIER
MARCH APRIL AUSTRALIA REMEMBER
AUSSIE KIWI BRAVE WAR PEACE DIGGER
TURKS FLAG NURSES BUGLE RIFLE
Somehow the wounded soldiers had to be taken to the field hospitals at ANZAC Cove – this was the job of the stretcher bearers. A stretcher bearer named John Simpson used a donkey to help him carry the wounded men back to safety. Week after week, Simpson and his donkey, Duffy, braved the Turkish bombs and bullets to rescue wounded ANZACs scattered amongst the steep and rocky hills of Gallipoli.

Do you think Simpson looked upon Duffy as a beast of burden or a friend? Give reasons for your answer.

Simpson and his donkey appear on the ANZAC Medal which was awarded to every ANZAC soldier who served on the Gallipoli Peninsula.

Perhaps you think it is not right to give this donkey such a prominent place in ANZAC history.......after all it is only an animal. Maybe a soldier and a nurse should be on the ANZAC medal. What are your thoughts?
The ANZAC Poppy

The poppy has long been associated with WW1 - for the poppies that grew in Flanders. The poet John McCrae wrote this poem in 1915:

**In Flanders Fields**

_In Flanders Fields the poppies blow_
_Between the crosses, row on row,_
_That mark our place; and in the sky_
_The larks, still bravely singing fly_
_Scarce heard amid the guns below._
_We are the Dead. Short days ago_
_We lived, felt dawn, saw sunset glow,_
_Loved, and were loved, and now we lie_
_In Flanders Fields_
_Take up our quarrel with the foe;_
_To you from failing hands we throw_
_The torch; be yours to hold it high._
_We shall not sleep, though poppies grow_
_In Flanders Fields_

Blooming brilliant orange with 5 cm blossoms in early spring, the flowers become straw-coloured and smaller as summer approaches. After the four petals unroll the bright blossoms open in the sunshine, painting fields and hillsides golden orange. The seed capsules are long and pointed, and as they dry, they twist open with a pop that sends the round black seeds flying.

---

_Please sketch a field showing a brilliant array of poppies. Perhaps you could also show the graves of some brave ANZACs._
Colour the shield then draw your own ANZAC sketches around it (e.g., poppies, soldiers, Simpson & his donkey, VC medal etc.)
Long Journey

Help our Digger home.

It’s 1918 and the war is over. There is more than one way to get home. Find the shortest way and see how far it is from Gallipoli to Australia.

$1 \text{ cm} = 650 \text{ km approx’}.$

Which one of these is your answer close to?

$1560 \text{ km} \quad 15600 \text{ km} \quad 156000 \text{ km}$

Tell about the Digger’s thoughts as he heads for home.

What might be some questions his family and friends could ask?
Above is a well-known painting of the troops’ arrival at ANZAC Cove.
Describe the scene.
ANZAC Quiz

1. Which soldiers were called Kiwis? .................................................................

2. What is another name for troops? .................................................................

3. Were the ANZACs part of the Allies? .............................................................

4. Against which nation did the ANZACs fight at Gallipoli? ..........................

5. ANZAC stands for ...........................................................................................

6. In what year did the troops land at ANZAC Cove? ........................................

7. How many stars on the flag of Australia? ......................................................

8. What is a Digger? ..............................................................................................

9. What brightly coloured flower grew in the fields of Flanders? ......................

10. What do the initials VC stand for? .................................................................

11. Between which years was World War 1 fought? ...........................................

12. Were any of the ANZACs women? .................................................................

13. What does enlist mean? ...................................................................................

14. Which ANZAC soldier was assisted by a donkey? .........................................

15. How many stars on the flag of New Zealand? ..............................................

16. What do the letters RIP stand for? .................................................................

17. From what common word does memorial come? ...........................................

18. Describe the flag of Turkey ............................................................................

19. Which war was Australia involved in before WW1? ....................................

20. Which bugle call is played at military funerals? .........................................

Finished the Quiz?

Colour the maps and mark in oceans and seas ➔
Make sentences from these ANZAC words.
Use interesting words (well-chosen adjectives, verbs and adverbs) to enrich your writing.

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<th>Word</th>
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<td>ambush</td>
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<td>poppy</td>
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<td>Kiwi</td>
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<tr>
<td>ANZAC Cove</td>
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<td>trenches</td>
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<tr>
<td>cobber</td>
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<td>valour</td>
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<td>commemorate</td>
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<tr>
<td>Digger</td>
</tr>
<tr>
<td>enlist</td>
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</table>
ANZAC Day
Award

Presented to:

LEST WE FORGET

Signed ___________________________  Date ___________________________
'It is important in Australia to spend more money on Defence than on Education'. Write arguments either supporting or disagreeing with this.
During World War 1, the wives, mothers and girlfriends of the Australian soldiers were concerned about the nutritional value of the food being supplied to their men. There was a problem. Any food they sent to the fighting men had to be carried in the ships of the Merchant Navy. Most of these were lucky to maintain a speed of ten knots (18.5 kilometres per hour). Most had no refrigerated facilities, so any food sent had to be able to remain edible for periods in excess of two months. A group of women came up with the answer - a biscuit with all the nutritional value possible. The basis was a Scottish recipe using rolled oats. These oats were used extensively in Scotland, especially for a heavy porridge that helped counteract the extremely cold climate.

The ingredients they used were: rolled oats, sugar, plain flour, coconut, butter, golden syrup or treacle, bicarbonate of soda and boiling water. All these items did not readily spoil. At first the biscuits were called Soldiers’ Biscuits, but after the landing on Gallipoli, they were renamed ANZAC Biscuits.

A point of interest is the lack of eggs to bind the ANZAC biscuit mixture together. Because of the war, many of the poultry farmers had joined the services, thus eggs were scarce. The binding agent for the biscuits was golden syrup or treacle. Eggs that were sent long distances were coated with a product called ke peg (like Vaseline) then packed in airtight containers filled with sand to cushion the eggs and keep out the air. As the war drew on, many groups like the CWA (Country Women's Association), church groups, schools and other women's organisations devoted a great deal of time to the making of ANZAC biscuits. To ensure that the biscuits remained crisp, they were packed in used tins, such as Billy Tea tins. You can see some of these tins appearing in your supermarket as exact replicas of the ones of earlier years. Look around. The tins were airtight, thus no moisture in the air was able to soak into the biscuits and make them soft. Most people would agree there is nothing worse than a soft biscuit.

During World War 2, with refrigeration in so many Merchant Navy Ships, the biscuits were not made to any great extent. It was now possible to send a greater variety of food, like fruit cake.

ANZAC biscuits are still made today. They can also be purchased from supermarkets and specialty biscuit shops. Around ANZAC Day, these biscuits are also often used by veterans’ organisations to raise funds for the care and welfare of aged war veterans.

### Anzac Biscuits Recipe

**Melt & Mix Method**

**Ingredients:**
- 125gm Butter
- 2 tablespoons Golden Syrup
- 1 Cup Coconut
- 2 teaspoons Bicarbonate Soda
- 1 Cup Flour
- 1 Cup Sugar
- 1 Cup Rolled Oats
- 2 tablespoons Boiling Water

**Method:**
1. Melt butter and Golden Syrup.
2. Dissolve soda in boiling water.
3. Add liquids to dry ingredients.
4. Place in teaspoon-size lumps on a greased baking tray
5. Bake at 160 degrees Celsius for 18 - 20 mins.
6. Cool on cake cooler.

### Sketch

*In this space draw a picture of some ANZACs enjoying a snack of ANZAC biscuits with a cup of tea.*

### Writing Activity

*On a separate piece of paper or in your book write a summary of the passage at the top (120-200 words).*
The ANZACs fought a battle to protect our nation.
Here are some things I can do to make Australia a better place.
(fill in and then lightly colour)
Maybe pool ideas with classmates and then display them.
These days there are many Turks living in Australia. Our two nations get along very well...unlike in 1915.

How must the Turks have felt when our heavily armed soldiers stormed onto a beach in their homeland?

What if Turkish soldiers had come to Australia and landed on an Australian beach? Wouldn’t we have defended our shores as vigorously as they did?

We know that our soldiers were very brave...but so were the Turks.

Turkey is a nation with a fascinating, rich history and in parts it is very beautiful. However the country has been devastated by some terrible earthquakes.

Australia and Turkey have many differences. See what you can find out about Turkey before completing the table below.

<table>
<thead>
<tr>
<th>Australia</th>
<th>Turkey</th>
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<tbody>
<tr>
<td>hemisphere</td>
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<td>continent</td>
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<td>main industries</td>
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<td>natural disasters</td>
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</tbody>
</table>
In the space below
write a poem or short story called
'The Genie who brought World Peace.'
Mateship

It is thought that the famous Australian ‘mateship’ had its origins at Gallipoli where soldiers fought alongside one another with courage and sacrifice.

David Kalmund, a big, rough ‘Aussie’ from Victoria, said this when asked what a mate is.

*I don’t use the word ‘mate’ lightly.  
A mate is one who is prepared to make the ultimate sacrifice for his mate…..yep, die.  
I think the word might have been coined in Gallipoli somewhere between 1914 and 1918.  
Mates can say and do nothing to offend each other. You stick together through thick and thin.  
You cry together, fight together, drink together - whatever it takes! You defend them to all corners and give them yourself, not a facade!!  
You are never scared when you are with a mate because he or she feels what you feel - you are one!  
You don’t need to live in each other’s pocket to be mates. I have mates who live miles from me but if I get into trouble just try and stop them from coming to help. And me for them.*

 Describe what could be happening in this picture.

Think about one of your closest friends.  
What makes him or her such a good mate?
**Clues Down**

dl1 Another word for friend.

dl2 Where the ANZACs fought.

dl3 Rifle with sword at end.

dl4 Animal that helped carry wounded ANZACs.

dl6 New Zealander.

dl10 They fought at Gallipoli.

dl11 When some enlisted as soldiers they were merely

**Clues Across**

a3 Home of vegemite, kangaroos and Diggers.

k3 Rifles and pistols are _ _ _ _.

a5 The wounded soldier was just a _ _ _.

h5 The battle took place at ANZAC _ _ _ _.

k6 So that they couldn’t be seen they attacked from the _ _ _ _.

e7 Gun with a long bore.

a7 Sign up.

h10 Victoria Cross initials

g11 Air Force, Navy, _ _ _ _.

j12 How a Private addresses a Major.

c13 These service women played a vital role in WW1.
Loss of a Mate

What might the soldier be thinking?
Write your answer as a poem if you wish.
(enhance your work by designing an attractive border around the edges)
In the Trenches
an imagination exercise

These soldiers are posing for a photograph but what must it have been like in the heat of battle?

describe the sights.

Hints: dirt, flashes, mates, wounds etc

describe the sounds.

Hints: chatter, walkie-talkie, explosions, screams etc

describe the smells

Hints: gunpowder, boot leather, perspiration etc
ANZAC Letter

It’s 1915 and the world is at war. Back in Australia a young woman waits anxiously for her fiancé to return from Gallipoli.

Inside the ring either pretend you are the soldier and write an extract from one of your letters to your bride-to-be

or pretend you are the young lady and write an extract from one of your letters to your brave ANZAC.

Your aim in this extract is to bring your partner up to date with local events.
Throughout the Army’s history the sound of the bugle has called soldiers to battle, to roll call, to meals and, in the end, to a well deserved rest when the war is over.

Military bugle calls awaken sleepy soldiers, announce meal time and proclaim the day’s end. These days bugle calls are sometimes played on tape but people will always prefer and enjoy the playing of a live bugler. Regardless of how the bugle calls are played they are still treated with the honour, respect and the attention they deserve.

Last Post

In military tradition, the Last Post is the bugle call that signifies the end of the day’s activities. It is also sounded at military funerals and commemorative services such as Anzac Day and Remembrance Day to indicate that the soldier has gone to his final rest.

Write an acrostic poem about the bugle and then sketch a bugle next to your poem.

B

U

G

L

E
Here are some major wars in which Australia has been involved. Write a few words about them giving the years between which they were fought.

Boer War


Word War 1


World War 2


Vietnam War


Gulf War


© Intelligent Australia Productions
How to make an 

ANZAC Wreath

The two main decorative plants are Rosemary and the Red Poppy.

Red Poppy
Usually referred to as the Flanders Poppy, the corn poppy signifies the soldiers who sacrificed their lives and their health so that we may live in a country of freedom. The Flanders Poppy is so named because it grew profusely in the trenches and fields of the war zone. It also flowers in Turkey and did so in 1915 when the ANZACs landed at Gallipoli.

Rosemary
Rosemary is the symbol of remembrance. In ancient times Rosemary was said to improve memory and its significance as a symbol of remembrance has carried through the ages. On ANZAC day small sprigs of Rosemary are pinned in coat lapels, on the breast pocket of clothing or behind medals as a symbol of remembrance to the ANZACs who gave their lives during war.

What you will need to make a Wreath

- One pre-made 30 -35cm pine or ivy wreath
- 10-12 single silk red poppies
- One bunch fresh rosemary
- Ribbon or bow
- Low temperature glue gun or thick craft glue
- Optional: Laminate a picture of an ANZAC soldier to fasten to the wreath

Making the Wreath

1. Set the wreath on a surface in front of you. Using the glue gun, cluster 3- 4 poppies at the top and bottom of the wreath; centered.
2. Place the other poppies in various places on the wreath (space them out).
3. Using the glue gun, fasten several sprigs of rosemary on each side of the poppies, giving the wreath some height and texture.
4. Take the remaining rosemary and attach it at various spots in between the poppies. The fresh rosemary will gradually dry but when it does it will still look fine.
5. The wreath does not need to be completely covered......just enough to give it colour and texture.
6. The bow can be attached where you desire; either under the poppies or above them.
7. If you would like to use a picture of an ANZAC soldier you can laminate a copy of a photo; 7.5cm x 12.5cm or 10cm x 15cm would work well.
8. Carefully fasten the picture on the bottom inside of the wreath, tucking and gluing it into the pine or ivy.

Now lay the finished wreath at your school or local ANZAC service.
Funeral Service of the Unknown Australian Soldier

Speech by the Prime Minister, the Hon P.J. Keating, MP

Canberra, 11 November 1993

We do not know this Australian’s name and we never will. We do not know his rank or his battalion. We do not know where he was born, or precisely how and when he died. We do not know where in Australia he had made his home or when he left it for the battlefields of Europe. We do not know his age or his circumstances - whether he was from the city or the bush; what occupation he left to become a soldier; what religion, if he had a religion; if he was married or single. We do not know who loved him or whom he loved. If he had children we do not know who they are. His family is lost to us as he was lost to them. We will never know who this Australian was.

Yet he has always been among those we have honoured. We know that he was one of the 45,000 Australians who died on the Western Front. One of the 416,000 Australians who volunteered for service in the First World War. One of the 324,000 Australians who served overseas in that war, and one of the 60,000 Australians who died on foreign soil. One of the 100,000 Australians who have died in wars this century. He is all of them. And he is one of us.

This Unknown Australian is not interred here to gloriﬁy war over peace; or to assert a soldier’s character above a civilian’s; or one race or one nation or one religion above another; or men above women; or the war in which he fought and died above any other war; or of one generation above any that has or will come later.

The Unknown Soldier honours the memory of all those men and women who laid down their lives for Australia. His tomb is a reminder of what we have lost in war and what we have gained.

We have lost more than 100,000 lives, and with them all their love of this country and all their hope and energy.

We have gained a legend: a story of bravery and sacriﬁce and with it a deeper faith in ourselves and our democracy, and a deeper understanding of what it means to be Australian.

It is not too much to hope, therefore, that this Unknown Australian soldier might continue to serve his country - he might enshrine a nation’s love of peace and remind us that in the sacriﬁce of the men and women whose names are recorded here there is faith enough for all of us.

Either write a poem in tribute to the Unknown Soldier or say how his memory should best serve us.

Unknown Soldier

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Imagine you have been given the task of coming up with the designs for two, very different, Australian commemorative ANZAC stamps.

Show your designs here.
Write a story or poem as a tribute to the ANZACs.

Decorate with an attractive border.
For your Class or School to notify parents and community of your special ANZAC Day service.

ANZAC Day announcement

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Missing Kit Bag

A kit bag containing a soldier’s personal belongings was left behind on the wharf at Sydney, just after HMAS ANZAC left for Gallipoli.

1. In the space below sketch a person who comes across the kit bag (perhaps you could draw some other people in the background). *Is there some kind of identifying tag on the kit bag?*

2. List all the items that might be in the kit bag (spare uniform and boots, civilian clothing, diary, photographs, address book, playing cards, magazines and books, toiletries, radio etc). Any others?

3. Say what you would do if you were the person who found the soldier’s kit bag.

4. Imagine you are the soldier. You are sailing away from Sydney and you’ve just realised your kit bag is missing. You’re hoping very much that somehow you will get it back, with all the items still intact. Say what items mean the most (are the most valuable) to you and what it is about each one that gives it its value. **Note:** Your spare uniform, boots etc can be replaced by the army if necessary.

5. Good news! You’ve just arrived in Europe after the long voyage from Australia and you hear that your missing kit bag is being sent to you. You have the finder’s address. How will you express your deep gratitude to him/her?
No More Wars

Next to each point on the 5 pointed star write a reason why it would be good if there were no more wars.

*Use colours to enhance and decorate your answers.*
Using what you know about ANZAC Day, Gallipoli or anything else to do with our brave servicemen and women design your own commemorative poster to honour the ANZACs.

**Ideas:** Simpson and his donkey, the VC badge, Gallipoli scene; perhaps a collage of all of these.

Name: ____________________________  Class: ____________________________
ANZACs help out British Army in Europe

Britain went to war in 1914 with a very small but professional army. Up until the War the army’s main job was to look after the British Empire. Man-for-man, the British soldiers of 1914 were probably the best in Europe. However, there were very few of them, especially when compared to the armies of Germany and France.

The chief of the British army, Lord Kitchener, had realised that World War 1 was on a scale much larger than any previous wars and if victory was to be achieved, Britain would have to create a mass army for the very first time. He began the appeal for volunteers for his ‘New Army’ in August 1914 and, by the end of 1915, nearly 2.5 million men had enlisted.

Britain had a very large army soon after the start of World War 1. What might have been the reason(s) Britain asked for the assistance of Australian and New Zealand troops?

finished? now, in your book or on another sheet of paper discuss the similarities and differences between the flags of Britain, Australia and New Zealand.
Here are some words that have something to do with either ANZAC Day or the brave ANZAC soldiers who fought at Gallipoli in 1915.

A. Someone has jumbled the words. Can you unjumble each one? (the first letter is given).

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B. Make four sentences using any of the words you found at the left.

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C. Write an acrostic poem about ANZAC Day.

A

N

Z

A

C

D

A

Y
1. Why do you think Australia and New Zealand may be called Trans-Tasman cousins?

2. Do you think Australia and New Zealand's geographical closeness has anything to do with the ANZAC spirit and the good relations between the two countries?

3. The word ANZAC is an acronym. What is an acronym?

4. The name ANZAC was created in December 1914 by grouping the Australian Imperial Force and the New Zealand Expeditionary Force. Initially the term 'Australasian Corps' was going to be used but neither the Australians nor the New Zealanders wanted to lose their separate identities completely.
   Do you think the decision to go with the word ANZAC was a good one? Why/Why not?

5. On this map of Oceania colour Australia and New Zealand. Then, alongside each nation, sketch their flags.
All the world’s nations agree to sign a peace treaty.

How might they agree to work in harmony with one another and prevent further wars from occurring? Write agreements in point form below (try to think of at least 10 points).

Here is an example….

- *We agree to respect and tolerate each others’ religions and not see any religion as superior to any other.*

Some of these words may help you…….

- weapons
- territory
- waters
- airspace
- boundaries
- food supplies
- aid
- leaders
- spying
- freedom
- chemicals
- nuclear
- aircraft
- satellites
- vow
- declaration

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ANZAC Thoughts

Study each picture and then complete the writing exercise.

1. Describe what is happening in the picture at the left.

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Students for Peace and Goodwill

A coalition of Australian and New Zealand students spreading peace and goodwill.

By: __________________________________________ Age: _________
5. Hidden ANZAC Words

E A N Z S A Z N A R E G G I D A D
D U W B B N N O K S N U N A N T
I S A U U R R Z U L H T I U K U Z G
G S R R A G E A L U L R I I S D S
Y B Z G U G L P T C O R W G W T I R
H O T G U G E E Z P U D M A A R I U
B R Z I T A C S I N E E L K A D N
W E D D C R D L E E D A D L N L L R
F H D E P L L L S P E A T I U I O A
G L M I N A M F B R L P R A S M
R A T S G E I E E E L U L L A G E
E R U E R R M E V I A O N E A P F D
B T R M H I A D A S R G S P P L P A
M S K E C D R R S U A R B A W A A
E U S R R L C B U I L L I N D
M A U E A O U A W A L F F G O W R E
E T H W M S B R E I D L O S Q I M
R W A R A M A T F L A G Z N A L P K

9. Long Journey
15 600km

11. ANZAC Quiz

17. Foes, now Friends

<table>
<thead>
<tr>
<th>Australia</th>
<th>Turkey</th>
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<tr>
<td>hemisphere</td>
<td>southern</td>
</tr>
<tr>
<td>continent</td>
<td>Australia</td>
</tr>
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<td>population</td>
<td>20 000 000</td>
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<tr>
<td>main language</td>
<td>English</td>
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<td>main religion</td>
<td>Christianity</td>
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<td>currency</td>
<td>dollar</td>
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<td>flag colour</td>
<td>red, white and blue</td>
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<tr>
<td>capital city</td>
<td>Canberra</td>
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<td>main industries</td>
<td>wool, iron ore</td>
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<td>natural disasters</td>
<td>drought, bush fires</td>
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</table>
20. ANZAC Crossword

35. ANZAC Words
Seeking to showcase...

** Australia’s Best Young Writers and their Schools **

ages 5-14

From time to time Intelligent Australia Productions (IAP) intends publishing books featuring collections of thoughts, prose and poetry from Australian students. These books, marketed to school libraries and the general community, will be a showpiece of creative young talent in Australia’s schools.

Genres include Narrative, Report, Recount, Description, Exposition, Journal, Editorial, Explanation, Procedure, Discussion and Review.

IAP would be delighted to receive submissions -between 100 and 200 words- from your students.

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The Editor
Intelligent Australia Productions
PO Box 670
Hillarys, WA 6923
Australia

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Name................................................................................................................. Age

School.................................................................................................................. Year Level

School’s Address (include postcode)........................................................................

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Teacher Co-ordinator..............................................................................................

Date submitted...........................................................................................................

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