

Anzac Day Worksheets

Name: _____


Picture Facts

Provide the information needed using the picture clues.

ANZAC DAY

In 1915, the Anzac soldiers took part in an Allied campaign to capture the _____ Peninsula.

The place where the Anzac forces landed at Gallipoli is now known as _____.



Name: _____

Say Something True

Write TRUE if the statement is correct. Otherwise correct the underlined words.

ANZAC DAY

Anzac Day is on 30th of June every year.

The people of Australia and New Zealand take a moment to remember all of the soldiers who have served and died for their countries since World War II.

The place where the Anzac forces landed at Gallipoli is now known as Anzac Cove.

There are ceremonies and marches in both Australia and New Zealand, known as 'Dusk Marches'.

Paper dolls are often distributed on Anzac Day as a symbol of remembrance.

The battle at Gallipoli for lasted 8 years.

ANZAC DAY WORKSHEETS

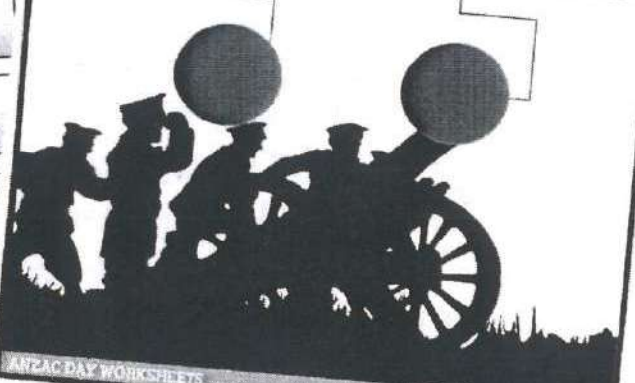
Name: _____

About World War I

Revisit your knowledge about the First World War and create a timeline with some of the most remarkable events you remember. You may access KidsKonnnect's WWI worksheets to help you.

ANZAC DAY

1914 → 1915 → 1916 → 1917 → 1918



ANZAC DAY WORKSHEETS

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As the soldiers fought, gunfire and explosions surrounded them.

New soldiers training to fight in the dangerous, thunderous war.

Zealous soldiers fighting to save their country.

Angry, sad, scared families not knowing what was happening.

Crawling on hands and knees, soldiers moving through the thick, deep, muddy trenches.



Anzac Day Facts



Anzac Day is a national day of remembrance held in Australia and New Zealand on 25th April every year. The day commemorates the soldiers who served and died at Gallipoli in World War I.

HISTORICAL BACKGROUND

- ★ The term 'ANZAC' was originally an acronym for the Australian and New Zealand Army Corps under General Birdwood.
- ★ In 1915, the Anzac soldiers took part in an Allied campaign to capture the Gallipoli Peninsula. The forces landed at Gallipoli (now known as Anzac Cove) on April 25th, 1915. It was the first military action participated in by Australia and New Zealand services during World War I. The main aim was to capture Constantinople through the Dardanelles, which was then the capital of the Ottoman Empire, an ally of Germany.
- ★ The battle at Gallipoli lasted 8 months. It's estimated that 8,709 soldiers from Australia and 2,721 from New Zealand died during this time.



Anzac Day Facts

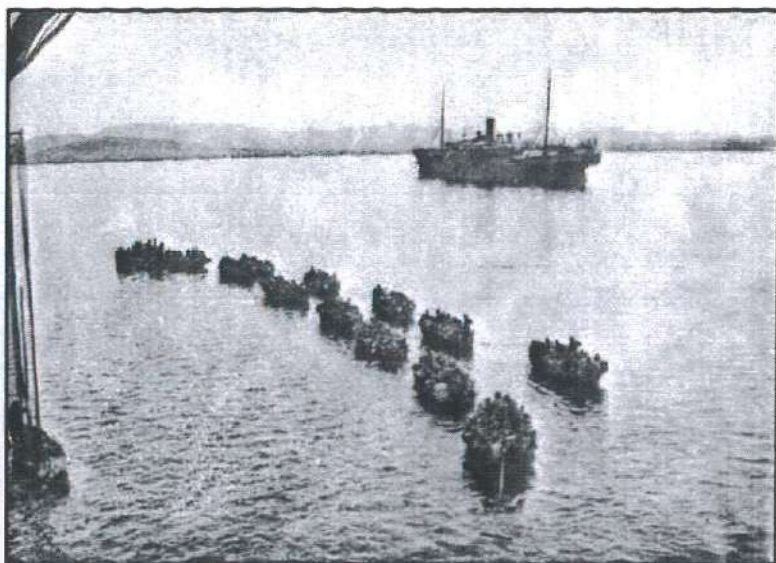


Image showing Australian troops being towed ashore in lighters to land at Anzac Cove, Gallipoli.

- ★ The Battle of Gallipoli is also known as the Dardanelles Campaign. It was an unsuccessful attempt of the Allied Powers to control the sea route from Europe to Russia during the height of WWI.

- ★ The failure of the campaign was due to a lack of intelligence and knowledge of the territory. By December 1915, Allied forces began to evacuate as they experienced 250,000 casualties, including 46,000 deaths.

CELEBRATION AND TRADITION

- ★ In 1916, April 25th was officially recognised as ANZAC Day to commemorate those who served and died at the Gallipoli Campaign. The first observance was held with church services and ceremonies in many places across Australia.



Image of military parade on the first ANZAC Day anniversary in Brisbane, Queensland, 1916

- ★ In London newspaper, the ANZACs were known as the 'knights of Gallipoli' as were they honored in marches along the streets of London.



Anzac Day Facts

- ★ In 1921, the state of Queensland passed the ANZAC Day Act which made the commemoration a public or closed holiday.
- ★ On Anzac Day, there are ceremonies and marches in both Australia and New Zealand, known as 'Dawn Marches'. Paper poppies are often distributed on the day as a symbol of remembrance.
- ★ This day is also used for patriotic rallies and recruiting campaigns. By the mid-1930s, rituals such as dawn vigils, memorial services, and marches became part of Anzac Day.
- ★ As part of Anzac Day, a Dawn Service at 4:30 am is usually held. It was first observed at Sydney's Cenotaph in 1928 wherein veterans assemble to observe two minutes of silence. Among others are observance of Gunfire breakfast, wearing of medals and rosemary as symbols of remembrance, and laying a wreath or flowers on graves in memory of the dead.
- ★ Aside from speeches, poems are also composed to commemorate this day. Among them was The Ode which comes from the fourth stanza of the poem *For the Fallen*.

*They shall grow not old, as we that are left grow old;
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
we will remember them.*

- ★ The use of a red poppy as a symbol of remembrance was first seen in *Flanders Field*. For both Armistice Day and Anzac Day, paper poppies are adopted in Australia.
- ★ Anzac day is of great importance to Australians as it marked their courage and bravery during the First World War. It also showed other nations that despite being a young country in 1915, they were of equal honor.

Name: _____

Picture Facts



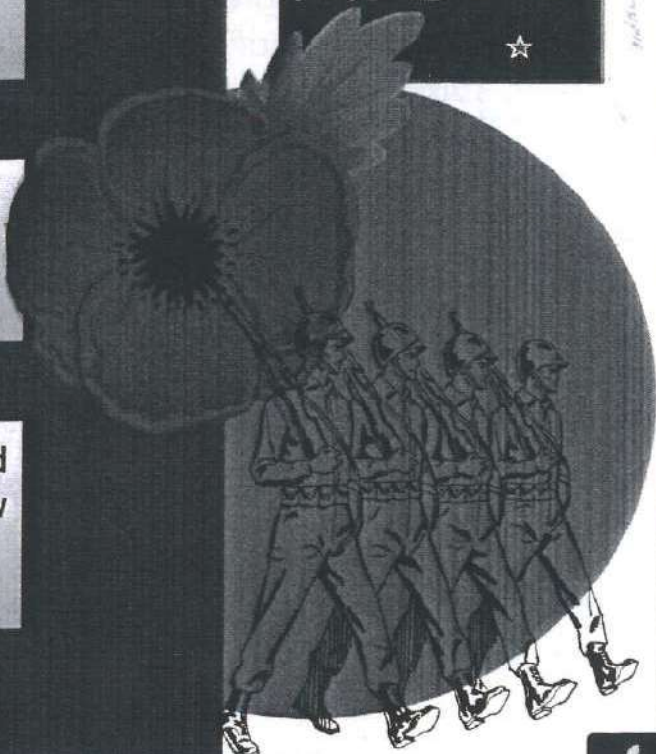
Provide the information needed using the picture clues.

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The place where the Anzac forces landed is now known as _____.

It's estimated that 8,709 soldiers from _____ and 2,721 from _____ died during this time.

_____ are often distributed on Anzac Day as a symbol of remembrance.

On Anzac Day there are ceremonies and marches in both Australia and New Zealand, known as '_____'.




ame: _____

Say Something True



Write TRUE if the statement is correct. Otherwise correct the underlined words.

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The battle at Gallipoli for lasted 8 years.



Picture Facts



ANSWER KEY

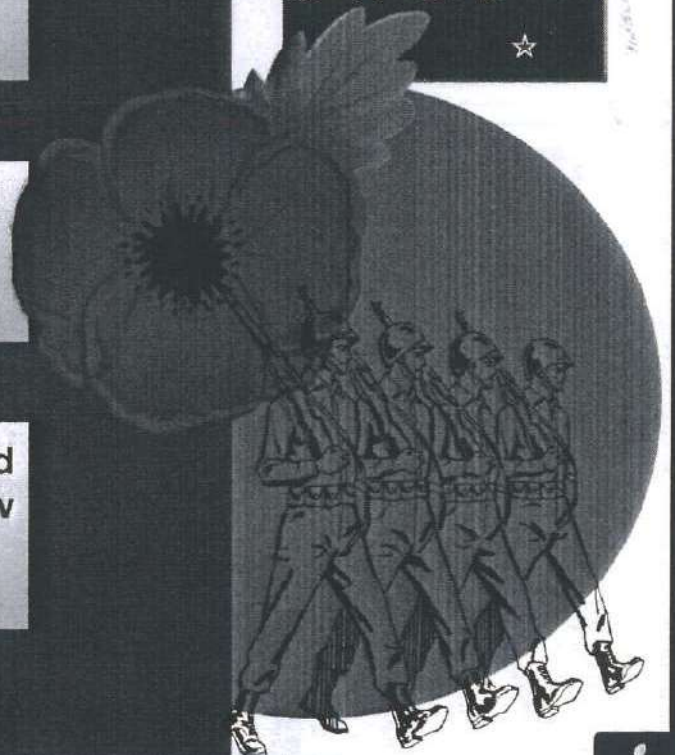
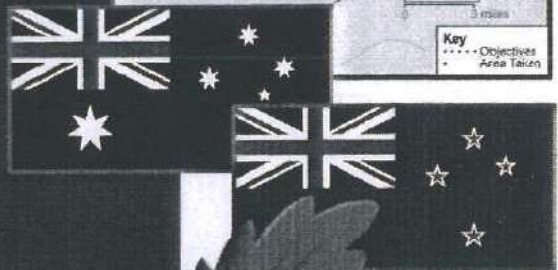
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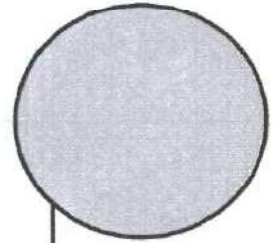
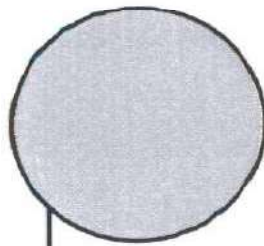
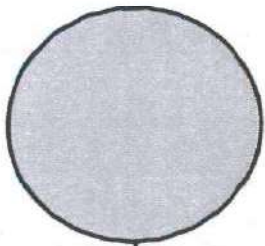


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About World War I



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1914

1915

1916

1917

1918



Name: _____

ANZAC in Letters



'Anzac' was the nickname given to the Australia and New Zealand Army Corps, the initials of which spell ANZAC. The soldiers were referred to as 'Anzacs'. The soldiers were all volunteers.

Now, provide the acrostic below with the ideal qualities that a soldier should have.

Example: A for Able

A

N

Z

A

C

S

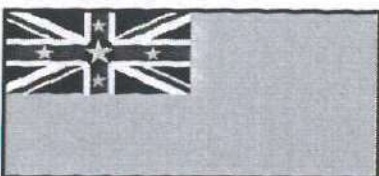
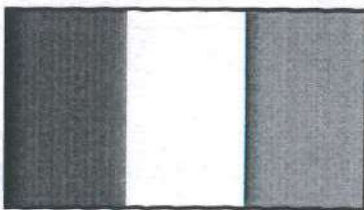
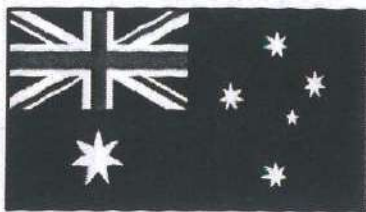


ame: _____

Anzac Day Flag Match



Anzac Day is not solely commemorated in Australia and New Zealand. Match the flags by putting a connecting string to the balloons. Use color codes.



Name: _____

Leaders to Know



Anzac Day is the time of the year to commemorate soldiers who died in the Gallipoli Campaign. Write a short biographical narrative of some leaders worth knowing.



General
Ian Hamilton

First Lord of the Admiralty
Winston Churchill



Name: _____

Event Mapping

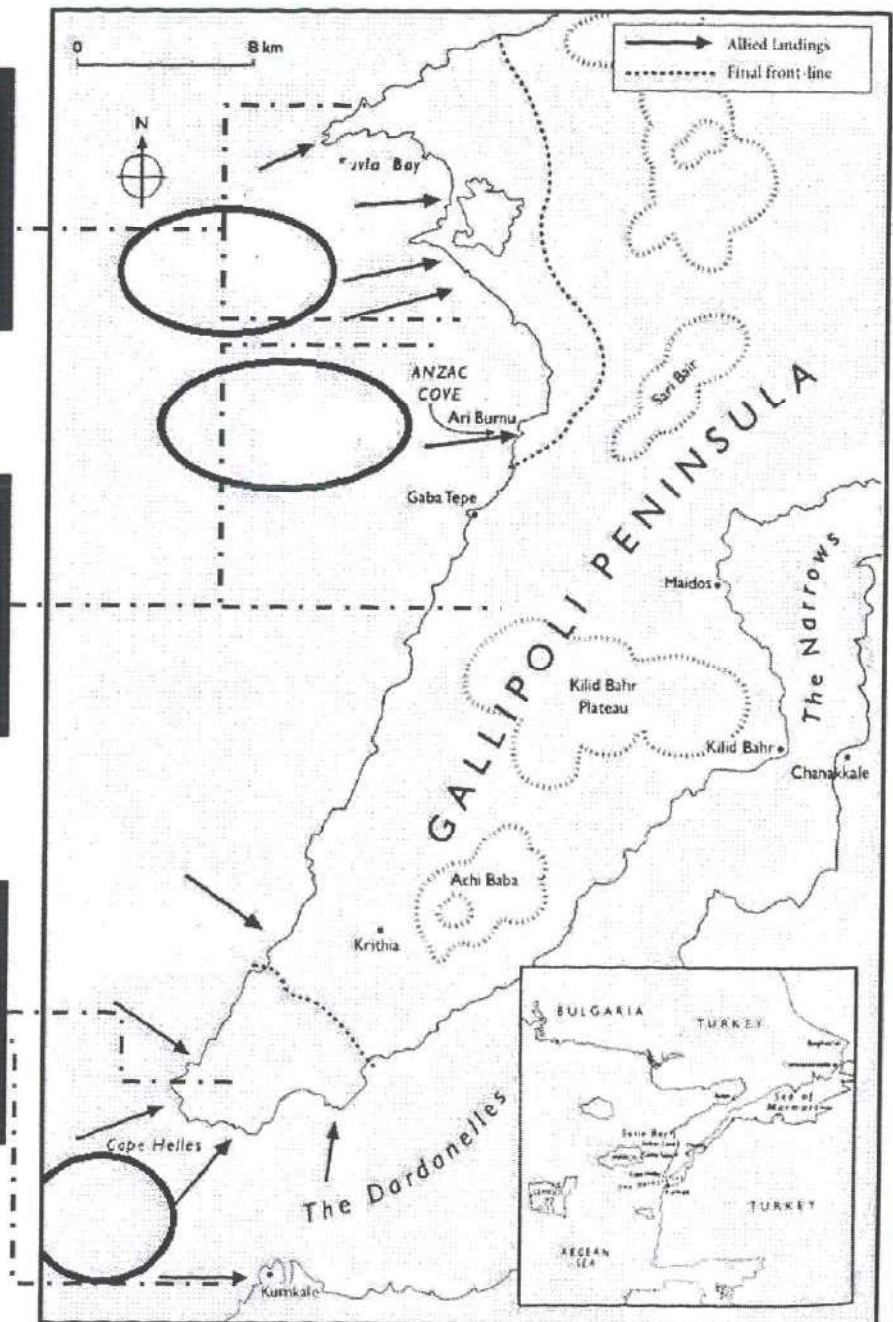


Fill up the map with the momentous events during the Gallipoli Campaign. Do additional research if necessary.

ANZAC DAY

GALLIPOLI
CAMPAIGN

ANZAC DAY WORKSHEETS



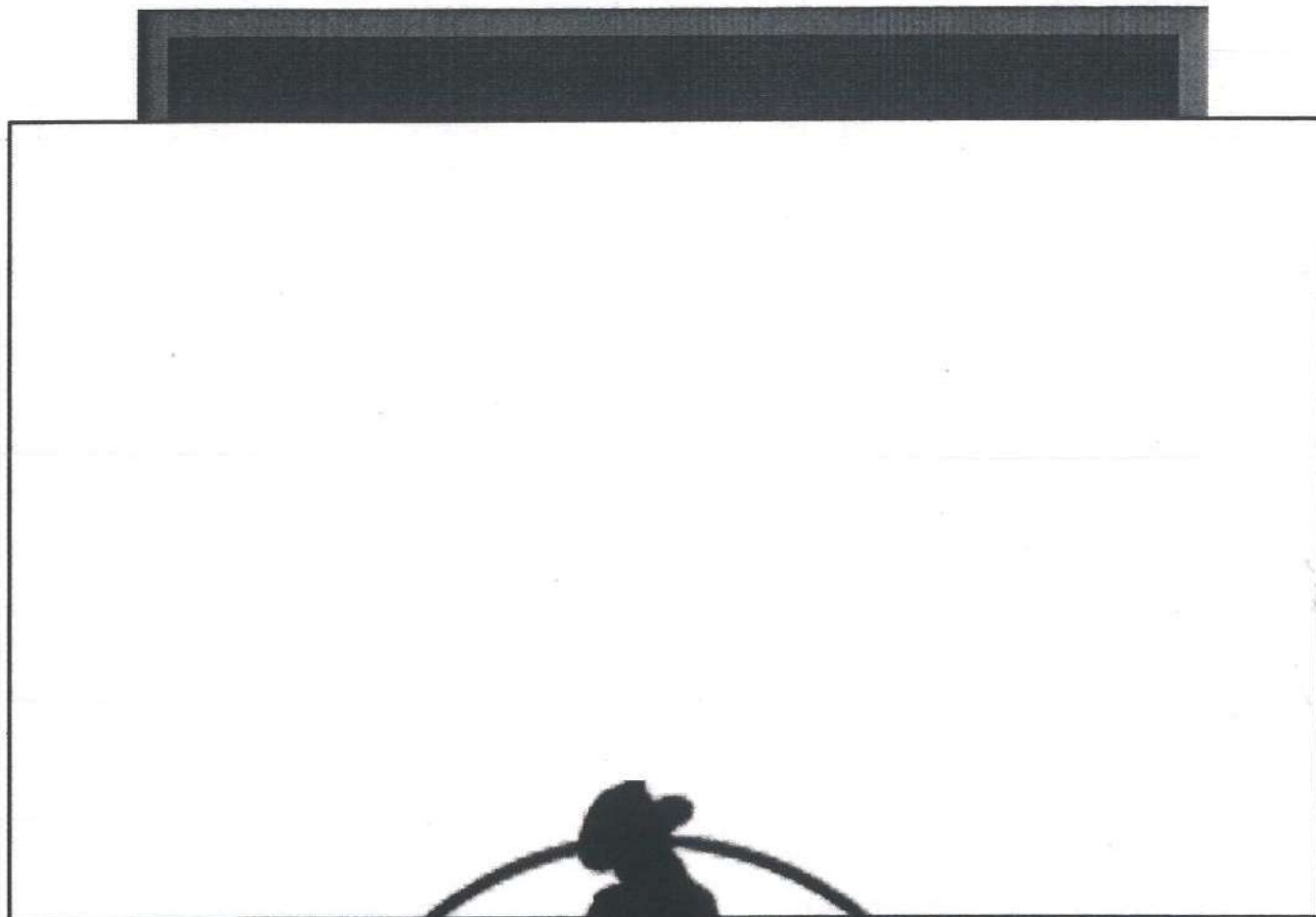
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Name: _____

It's 25th of April!



Draw and color symbols of remembrance in commemoration of Anzac day. Do not forget to explain your answer.



ame: _____

Boat Has Arrived!



Complete the necessary facts about the Gallipoli Campaign.
Do additional research if necessary.

WHO?

WHAT?

WHEN?

If you were one of the Anzacs during the Gallipoli campaign, would you risk your life? Why or why not?



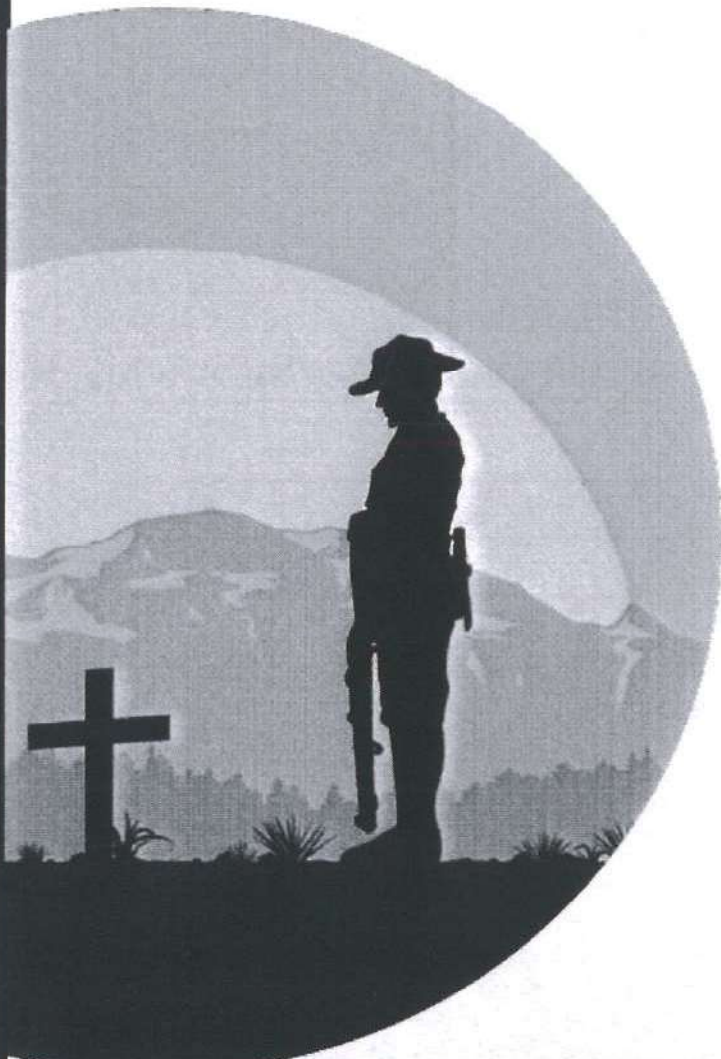
Name: _____

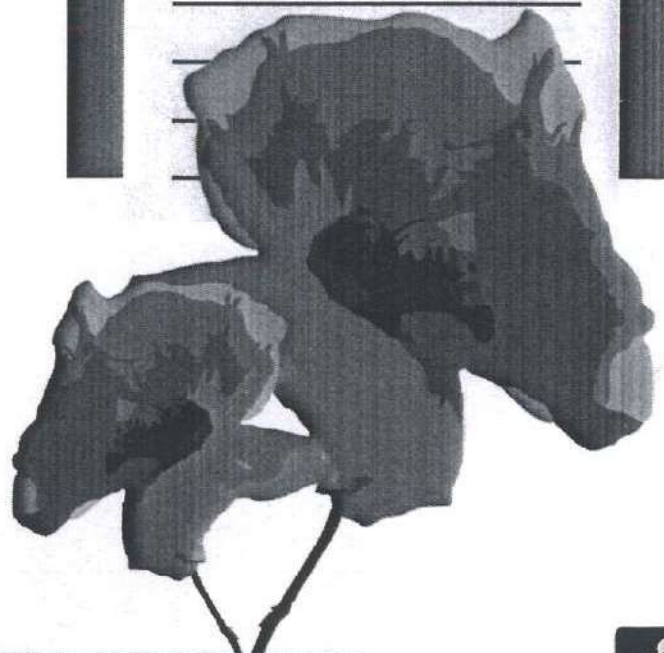
The Memorial



Write a short memorial inscription to remember the bravery and sacrifice of the Anzacs.

In Loving Memory





13

Décrire quelqu'un/quelque chose avec précision

OBJECTIF • Utiliser *this* et *that*, comprendre les adjectifs composés

- Pour désigner précisément un objet, on utilise *this/that* (ce, cet, celle), *these/those* (ces).
- Pour décrire quelqu'un ou quelque chose, on utilise souvent l'adjectif composé, en particulier pour l'apparence d'une personne, d'un objet : dans ce cas, l'adjectif composé s'utilise devant le nom : *a blue-eyed girl*, *a dark-blue coat*.
- Pour interroger sur ce qui caractérise quelqu'un ou quelque chose on utilise la forme interrogative *how* + adjectif.
 - Âge : *How old are you?*
 - Hauteur : *How high is the Eiffel tower?*
 - Taille : *How tall is she?*
 - Poids, prix : *How much is this dress?*
- Pour interroger sur la durée ou la fréquence d'une action :
 - Durée : *How long is a training session?* – *Three hours.*
 - Fréquence : *How often do you train?* – *Four days a week.*



• Désigner et décrire précisément

- Les déterminants *this/that* + nom singulier : *That cat is black* ;
these/those + nom pluriel : *in those days*.

- Les adjectifs sont **invariables**, c'est-à-dire qu'ils ne changent pas de forme.
This orange car is beautiful. These orange cars are beautiful. Jenny is tall. Ben is tall.

- Les adjectifs se placent généralement devant le nom qu'ils qualifient :
a light-blue bike.

- Ils se placent parfois après le verbe, en position attribut : *He is (feels/gets) sick.*

• Pour comprendre les adjectifs composés :

- le premier élément peut être un nom, un adjectif, un adverbe ; il qualifie généralement le second :

Lemon-yellow décrit un type de jaune, jaune citron.

Nice-looking décrit une apparence jolie.

Well-written = *which is written well* (= bien écrit).

- Le second élément peut être un adjectif, un participe passé ou présent, un nom auquel on a ajouté *-ed* ou *-d*.

<i>a lemon yellow dress</i> (une robe jaune citron)	<i>a home made cake</i> (un gâteau fait maison)
<i>a nice-looking girl</i> (une jolie fille)	<i>a blue-eyed girl</i> (une fille aux yeux bleus)

1 Associez

1. A home-m...
 2. A light-blu...
 3. An olive-gl...
 4. A hand-m...
 5. A left-han...
- a. made by a
b. cooked at
c. writes wit
d. during th
e. green like

2 Reliez ce qui les o

- Liste A
- 1.
 - 2.
 - 3.
 - 4.
 - 5.

- Liste B
- a
 - b
 - c
 - c
 - c

3 Rédig

suyants.
An ugly-l...
looking.

1. A fast-l...

2. A sad-l...

3. A sho...

4. A lon...

4 Tro

à la dél

1. A boy

2. A wo

3. A hc

1 * Associez l'adjectif composé à sa définition.

1. A home-made meal is
 2. A light-blue sky is
 3. An olive-green shirt is
 4. A hand-made pie is
 5. A left-handed man
- a. made by a person, not a machine.
 - b. cooked at home.
 - c. writes with his left hand.
 - d. during the day; no clouds!
 - e. green like an olive.

2 ** Reliez les adjectifs composés de la liste A à ce qui les compose dans la liste B.

- Liste A
1. quickly-finished
 2. snow-white
 3. short-sighted
 4. happy-looking
 5. ready-made
- Liste B
- a. Adjectif + participe passé
 - b. Nom + adjectif
 - c. Adjectif + participe présent
 - d. Adjectif + nom en -ed
 - e. Adverbe + participe passé.

3 *** Rédigez une définition des adjectifs composés suivants.

An ugly-looking animal is an animal which is ugly looking.

1. A fast-running horse is a horse which
2. A sad-looking man is a man who
3. A short-necked boy is
4. A long-beaked bird is

4 ** Trouvez les adjectifs composés correspondant à la définition donnée.

1. A boy who has long hair is a
2. A woman who looks happy is a
3. A house which is well built is a

4. A job which is well done is a

5. A dog which has short legs is a

5 *** Décrivez les traits marquants de Robbie à l'aide de deux adjectifs composés au minimum.



Robbie

6 *** Kim est chez le docteur Ian. Complétez leur conversation en vous aidant de la fiche ci-dessous.

Name:	Kim Jones
Nationality:	Australian
Age:	18
Height:	1 m 67
Weight:	55 kg
Address:	43, Beyton Road

Ian:?

Kim: Kim Jones!

Ian: And where from?

Kim: Australia.

Ian:?

Kim: 18!

Ian: And?

Kim: 1 m 67.

Ian: Now, please tell me: do you weigh?

Kim: Hmm, about 55 kg.

Ian: Fine and lastly, where?

Kim: 43, Beyton Road.

7 *** Et maintenant, choisissez un ou une amie et décrivez-le/la.

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