OXFORD

MyEnglish 10

QUEENSLAND

Rachel Williams
Michael Horne

second edition

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Rachel Williams
Michael Horne

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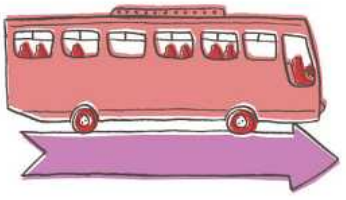


Managing mixed-ability classrooms can be challenging. You want all your students to succeed. We can help you make a difference.

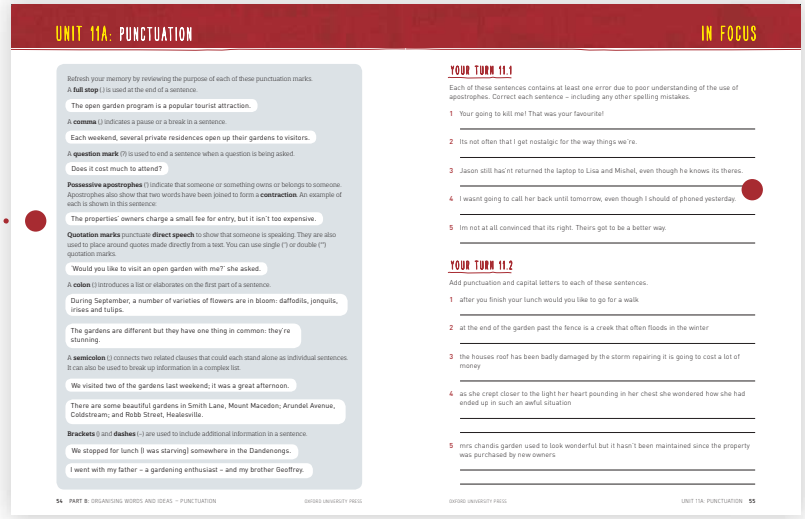
Oxford MyEnglish Queensland is an integrated print and digital solution for the students of Queensland English. Specifically developed to cater to mixed-ability classrooms, *Oxford MyEnglish* offers an engaging and accessible approach to English grammar and skills.

It enables you to:

- access all *Oxford MyEnglish* content and resources across Years 5–10 in one place
- utilise the additional content, which provides support down to Year 5 and up to Year 10
- select content and resources appropriate for each student in your class
- assign work and assessment and monitor student and class progress.

Workbook content is delivered in 20 highly structured units.

Grammar and skills are introduced with an explanation and examples of usage, then followed by a variety of student tasks.



UNIT 11A: PUNCTUATION — IN FOCUS

Refresh your memory by reviewing the purpose of each of these punctuation marks.

A **full stop** (.) is used at the end of a sentence.

The open garden program is a popular tourist attraction.

A **comma** (,) indicates a pause or a break in a sentence.

Each weekend, several private residences open up their gardens to visitors.

A **question mark** (?) is used to end a sentence when a question is being asked.

Does it cost much to attend?

Possessive apostrophes ('') indicate that someone or something owns or belongs to someone. Apostrophes also show that two words have been joined to form a **contraction**. An example of each is shown in this sentence:

The properties' owners charge a small fee for entry, but it isn't too expensive.

Quotation marks punctuate **direct speech** to show that someone is speaking. They are also used to place around quotes made directly from a text. You can use single (') or double ("") quotation marks.

'Would you like to visit an open garden with me?' she asked.

A **colon** (:) introduces a list or elaborates on the first part of a sentence.

During September, a number of varieties of flowers are in bloom: daffodils, jonquils, irises and tulips.

The gardens are different but they have one thing in common: they're stunning.

A **semicolon** (;) connects two related clauses that could each stand alone as individual sentences. It can also be used to break up information in a complex list.

We visited two of the gardens last weekend; it was a great afternoon.

There are some beautiful gardens in Smith Lane, Mount Macedon; Arundel Avenue, Coldstream; and Robb Street, Healesville.

Brackets () and **dashes** (–) are used to include additional information in a sentence.

We stopped for lunch (I was starving) somewhere in the Dandenongs.

I went with my father – a gardening enthusiast – and my brother Geoffrey.

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YOUR TURN 11.1

Each of these sentences contains at least one error due to poor understanding of the use of apostrophes. Correct each sentence – including any other spelling mistakes.

1 Your going to kill me! That was your favourite!

2 Its not often that I get nostalgic for the way things we're.

3 Jason still hasn't returned the laptop to Lisa and Mishel, even though he knows its theirs.

4 I wasnt going to call her back until tomorrow, even though I should of phoned yesterday.

5 Im not at all convinced that its right. Theirs got to be a better way.

YOUR TURN 11.2

Add punctuation and capital letters to each of these sentences.

1 after you finish your lunch would you like to go for a walk

2 at the end of the garden past the fence is a creek that often floods in the winter

3 the houses roof has been badly damaged by the storm repairing it is going to cost a lot of money

4 as she crept closer to the light her heart pounding in her chest she wondered how she had ended up in such an awful situation

5 mrs chandis garden used to look wonderful but it hasn't been maintained since the property was purchased by new owners

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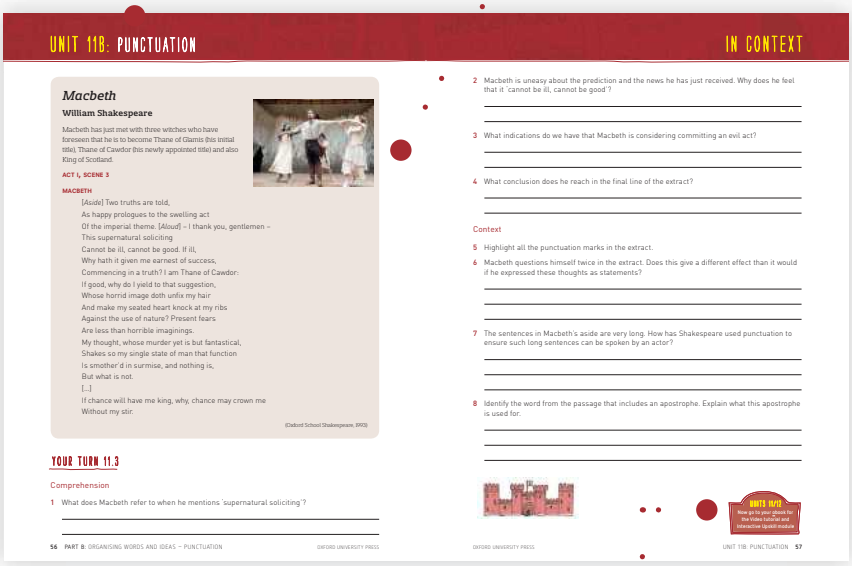
Appropriately levelled content enables students to progress with ease.

Grammar is explored in the context of topical text extracts.



UNIT 11B: PUNCTUATION — IN CONTEXT

Macbeth

William Shakespeare

Macbeth has just met with three witches who have foreseen that he is to become Thane of Glamis (his initial title), Thane of Cawdor (his newly appointed title) and also King of Scotland.

ACT 1, SCENE 3

MACBETH

[Aside] Two truths are told,
As happy prologues to the swelling act
Of the imperial theme. [Aloud] – I thank you, gentlemen –
This supernatural soliciting
Cannot be ill, cannot be good. If ill,
Why hath it given me earnest of success,
Commencing in a truth? I am Thane of Cawdor:
If good, why do I yield to that suggestion,
Whose horrid image doth unfix my hair
And make my seated heart knock at my ribs
Against the use of nature? Present fears
Are less than horrible imaginings.
My thought, whose murder yet is but fantastical,
Shakes so my single state of man that function
Is smother'd in surmise, and nothing is,
But what is not.
[...]
If chance will have me king, why, chance may crown me
Without my stir.

(Oxford School Shakespeare, 1992)

YOUR TURN 11.3

Comprehension

1 What does Macbeth refer to when he mentions 'supernatural soliciting'?

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2 Macbeth is uneasy about the prediction and the news he has just received. Why does he feel that it 'cannot be ill, cannot be good'?

3 What indications do we have that Macbeth is considering committing an evil act?

4 What conclusion does he reach in the final line of the extract?

Context

5 Highlight all the punctuation marks in the extract.

6 Macbeth questions himself twice in the extract. Does this give a different effect than it would if he expressed these thoughts as statements?

7 The sentences in Macbeth's aside are very long. How has Shakespeare used punctuation to ensure such long sentences can be spoken by an actor?

8 Identify the word from the passage that includes an apostrophe. Explain what this apostrophe is used for.

UNIT3 TUTE: Now go to your iBook for the video tutorial and interactive Upskill module

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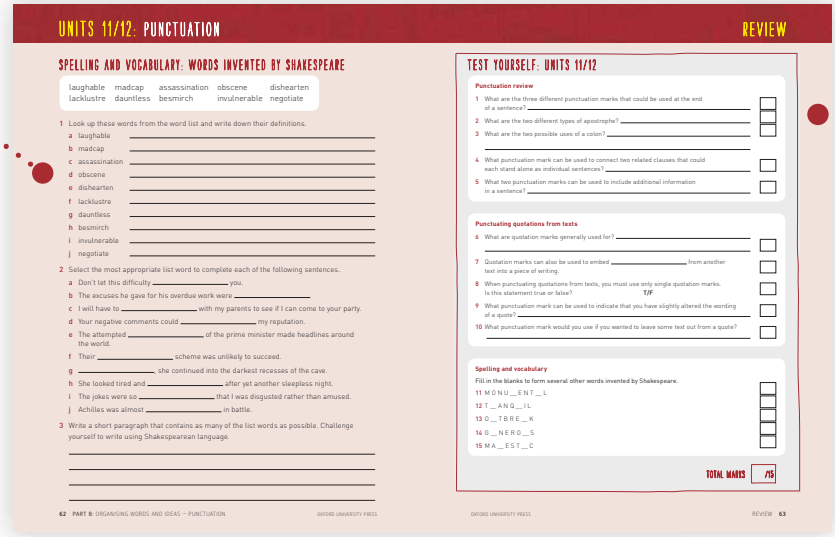
The obook provides extra support and consolidation as necessary, including video tutorials and Interactive Upskill modules.

Oxford MyEnglish gives teachers and students access to an unprecedented amount of digital content, all in one place.

Review spreads feature spelling and vocabulary content, with activities centred on a specific word list.


UNITS 11/12: PUNCTUATION

REVIEW

SPELLING AND VOCABULARY: WORDS INVENTED BY SHAKESPEARE

laughable madcap assassination obscene dishearten
lacklustre dauntless besmirch invulnerable negotiate

1 Look up these words from the word list and write down their definitions.
a laughable
b madcap
c assassination
d obscene
e dishearten
f lacklustre
g dauntless
h besmirch
i invulnerable
j negotiate

2 Select the most appropriate list word to complete each of the following sentences.
a Don't let this difficulty _____ you.
b The excuses he gave for his overdue work were _____
c I will have to _____ with my parents to see if I can come to your party.
d Your negative comments could _____ my reputation.
e The attempted _____ of the prime minister made headlines around the world.
f Their _____ scheme was unlikely to succeed.
g _____, she continued into the darkest recesses of the cave.
h She looked tired and _____ after yet another sleepless night.
i The jokes were so _____ that I was disgusted rather than amused.
j Achilles was almost _____ in battle.

3 Write a short paragraph that contains as many of the list words as possible. Challenge yourself to write using Shakespearean language.

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TEST YOURSELF: UNITS 11/12

Punctuation review
1 What are the three different punctuation marks that could be used at the end of a sentence?
2 What are the two different types of apostrophe?
3 What are the two possible uses of a colon?
4 What punctuation mark can be used to connect two related clauses that could each stand alone as individual sentences?
5 What two punctuation marks can be used to include additional information in a sentence?

Punctuating quotations from texts
6 What are quotation marks generally used for?
7 Quotation marks can also be used to embed _____ from another text into a piece of writing.
8 When punctuating quotations from texts, you must use only single quotation marks. Is this statement true or false? T/F
9 What punctuation mark can be used to indicate that you have slightly altered the wording of a quote?
10 What punctuation mark would you use if you wanted to leave some text out from a quote?

Spelling and vocabulary
Fill in the blanks to form several other words invented by Shakespeare.
11 M O N U __ E N T __ L
12 T __ A N Q __ I L
13 O __ T B R E __ K
14 O __ N E R O __ S
15 M A __ E S T __ C

TOTAL MARKS /15

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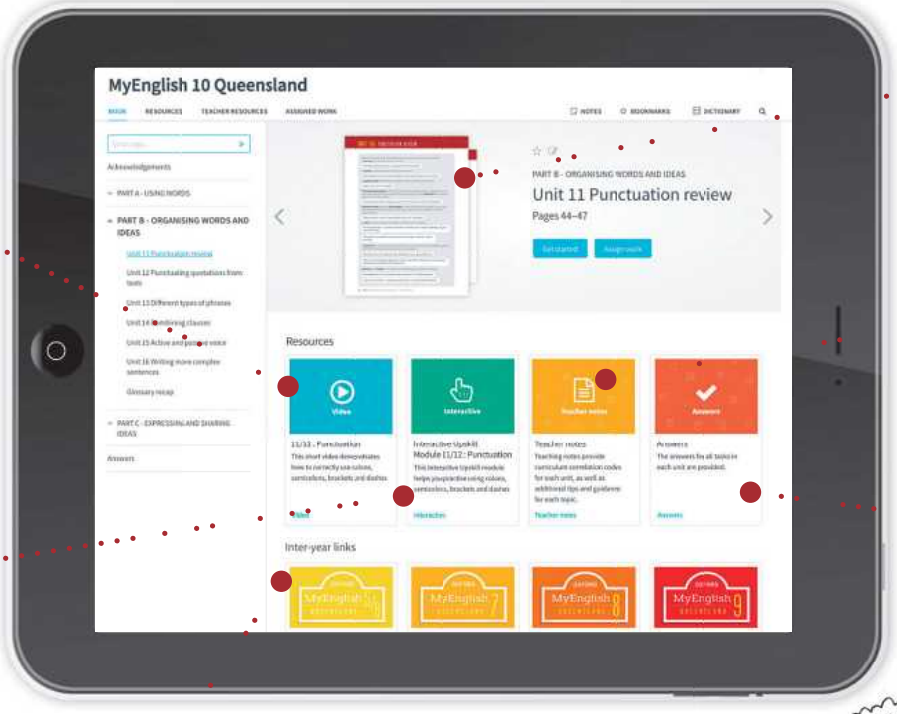
REVIEW 63

A 'Test Yourself' feature allows students to test what they've learned in each unit pairing. All tests are marked out of 15.

Video tutorials engage students and allow them to learn or review content at their own pace.

Interactive digital Upskill modules help students build confidence in understanding key skills.

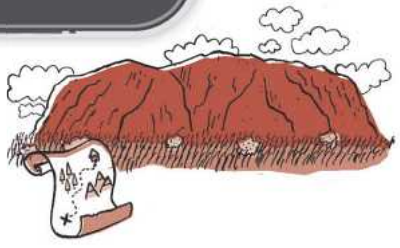


Comprehensive grammar and skills are covered in a friendly workbook format, as well as in a digital obook.

Australian curriculum codes, teaching notes and tips are provided for each unit.

Answers are provided for each unit.

Access all material for Years 5–10 in the same place, with ease.



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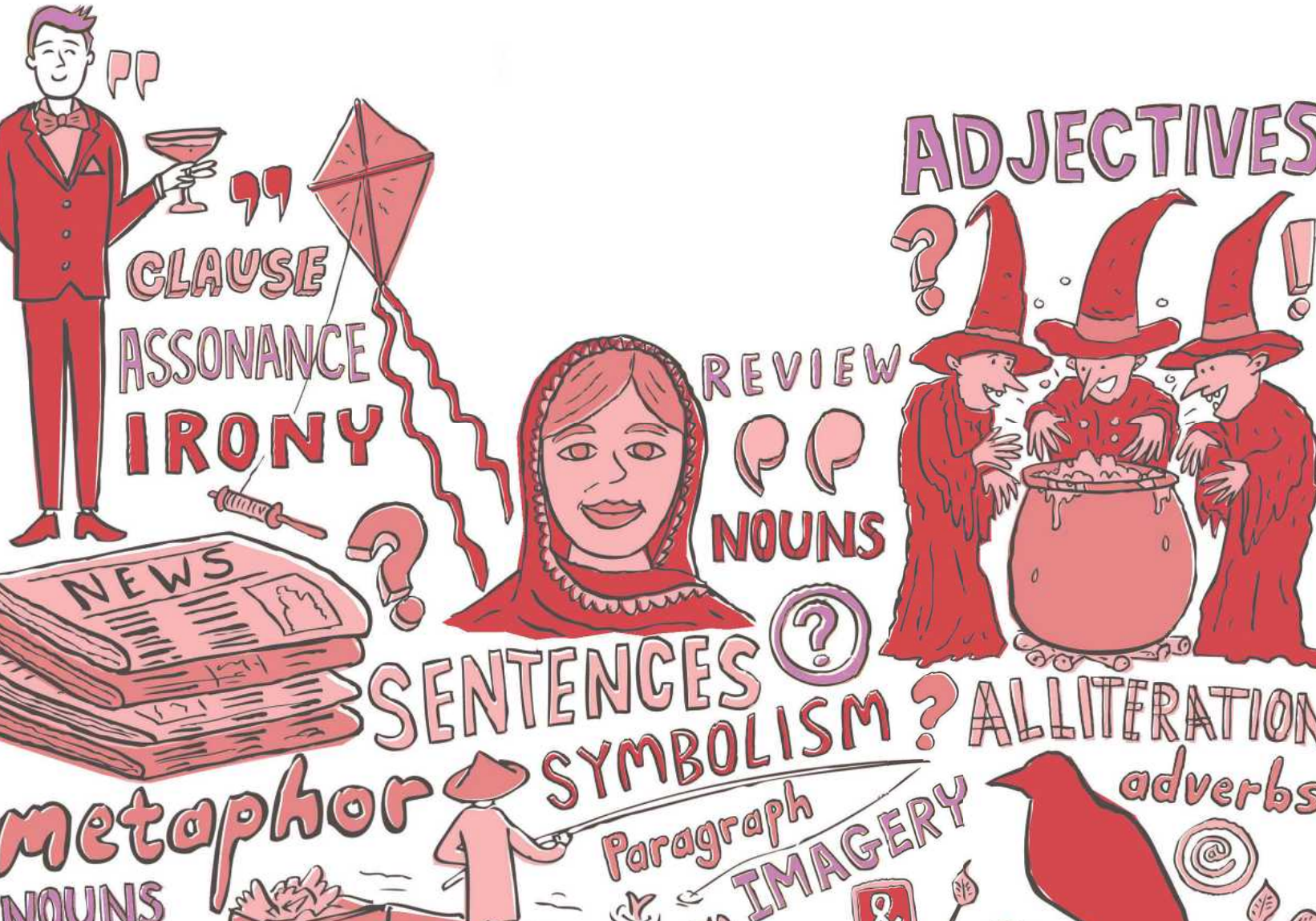
PART A

USING WORDS

- Nouns
- Verbs
- Adverbs
- Adjectives
- Prepositions and conjunctions



UNIT 1A: USING NOUNS EFFECTIVELY

The words you choose in your writing and speech influence the different ways a reader or listener will understand your meaning. It is important to carefully choose the noun/s, or noun groups, you use to clearly convey your message.

I think the amount of rubbish on the ground is a problem.

I think the amount of rubbish on the ground is an absolute disgrace.

While the subject and viewpoint in these two sentences are essentially the same, the first sentence suggests that the writer is concerned about littering. In the second sentence, the noun group 'an absolute disgrace' shows that the writer is really angry about it. If the noun 'amount' were changed to 'piles', the effect would also be to show that the writer feels more strongly about the problem.

Noun choice can make your writing more specific. An **abstract noun** is a word that names an idea, feeling or quality. A **concrete noun** names something that can be perceived by the senses. Replacing an abstract noun with a concrete noun can give a sentence a different meaning.

The quality of this workmanship is high.

The quality of this table is high.

The first sentence makes a general point about workmanship being high. In the second sentence, the writer is pointing out that the quality of a particular object – a table – is high.

YOUR TURN 1.1

1 Is the bold noun common (C) or proper (P), and concrete (C) or abstract (A)? Highlight your answers. An example has been done for you.

We moved away from the **city**. Ⓒ/P and Ⓒ/A

a Every **day** is different and new. C/P and C/A

b The night sky glistened with **stars**. C/P and C/A

c **Ari** felt bad about the night's developments. C/P and C/A

d The football trip finished in **disappointment**. C/P and C/A

e When they'd all gone **home**, we rested. C/P and C/A

2 Substitute a new noun for each of the bold nouns in question 1. Choose a noun that changes the focus and meaning of the sentence substantially.

a We moved away from the _____.

b Every _____ is different and new.

c The night sky glistened with _____.

d _____ felt bad about the night's developments.

e The football trip finished in _____.

f When they'd all gone _____, we rested.

YOUR TURN 1.2

1 Replace the bold noun, noun group or pronoun with an appropriate proper noun – or nouns – to make each sentence more specific. An example has been done for you.

The young woman spoke well in front of the audience. Christine

a **They** practised and practised until they executed the dance move flawlessly.

_____

b In any event, **he** wasn't getting any younger. _____

c **The group of boys** flew past on their bikes, nearly knocking me over!

_____

d This repetition is typical of **the author's** style. _____

e **Two small birds** sat, perfectly spaced, on the branch. _____

2 The bold noun is grammatically correct, but it is a poor noun choice. Write what you think is wrong with each noun, then choose a stronger, more appropriate noun that could be used instead.

a This **foodstuff** is delicious!

_____

_____

b The **conclusion** that the jury reached shocked the court.

_____

_____

c Jenny's thoughts revolved around Tori's **question** of marriage.

_____

_____

The Great Gatsby

F Scott Fitzgerald

By seven o'clock the orchestra has arrived, no thin five-piece affair, but a whole pitful of oboes and trombones and saxophones and viols and cornets and piccolos, and low and high drums. The last swimmers have come in from the beach now and are dressing upstairs; the cars from New York are parked five deep in the drive, and already the halls and salons and verandas are gaudy with primary colours, and hair bobbed in strange new ways, and shawls beyond the dreams of Castile.

The bar is in full swing, and floating rounds of cocktails permeate the garden outside, until the air is alive with chatter and laughter, and casual innuendo and introductions forgotten on the spot, and enthusiastic meetings between women who never knew each other's names.

(Penguin, 1984, p. 42)

YOUR TURN 1.3

Comprehension

1 By what time has the orchestra arrived?

_____

2 What are the last swimmers doing now?

_____

3 How many deep are the cars parked?

_____

4 How is some people's hair cut?

_____

5 What is the air alive with?

_____

6 What are forgotten on the spot?

_____

7 Who meets enthusiastically?

_____

Context

8 Highlight all of the proper nouns in the extract in one colour, and all of the common nouns in another colour.

9 a What is the common concrete noun in 'By seven o'clock the orchestra has arrived'?

_____

b What does it show or suggest about the party that there is an orchestra playing?

_____

_____

10 a What are the concrete nouns in this part of the extract?

... already the halls and salons and verandas are gaudy with primary colours

_____

b What is the connotation of the adjective 'gaudy'?

_____

c What does the word 'gaudy' combined with the nouns 'halls' and 'salons' suggest about the party and the house?

_____

_____

11 Underline the abstract nouns and highlight the concrete nouns in this section of the extract:

> The bar is in full swing, and floating rounds of cocktails permeate the garden outside, until the air is alive with chatter and laughter ...

a What does the narrator mean when he writes that the 'air is alive with chatter and laughter'?

_____

_____

_____

b What do the nouns 'chatter' and 'laughter' suggest or imply about 'the air'? Is this possible in reality?

_____

_____

_____

UNITS 1/2
Now go to your obook for the Video tutorial and Interactive Upskill module

UNIT 2A: ABSTRACTION AND NOMINALISATION

Abstraction involves creating texts that deal with complex concepts and ideas. Abstract nouns are useful for discussing ideas and concepts. An abstract noun is a word that names an idea, feeling or quality. These abstract nouns are common to some of the subjects you might study at school.

hypothesis, contention, argument, characterisation, historiography, theology, principle, calculation

You can use abstract nouns to formalise your writing and make it more academic. The process of turning a verb, adverb or adjective into an abstract noun is called **nominalisation**.

Instead of using the verb 'hypothesise', you could use the noun 'hypothesis'.

Instead of using the adjective 'contentious', you could use the noun 'contention'.

YOUR TURN 2.1

1 Are these abstract nouns? Highlight the correct answer.

a energetic Yes/No

b enthusiasm Yes/No

c distant Yes/No

d uncertain Yes/No

e endeavour Yes/No

f fragrant Yes/No

g antipathy Yes/No

2 Write the nominalised form of each word. An example has been done for you.

disagree → disagreement

a lovely _____

b astute _____

c audacious _____

d constitutes _____

e appears _____

f begins _____

YOUR TURN 2.2

These sentences are taken from an analysis of a novel. Change the bold word to a noun, rewriting the sentence as required. Your answer might not be a full sentence. An example has been done for you.

The main character then **begins** his journey to the distant mountains. → The beginning of the main character's journey to the distant mountains ...

1 The text's author **uses** a variety of symbols.

_____

_____

2 Heathcliff and Nelly **disagree** about many things involving Catherine.

_____

_____

3 The story **resolves** satisfactorily for the reader.

_____

_____

YOUR TURN 2.3

1 Use each of these abstract nouns in a sentence about something you do at school.

rebuttal justification debate experiment

a _____

_____

b _____

_____

c _____

_____

d _____

_____

2 Rewrite any of your sentences in question 1 so that the abstract noun is used in its verb form. For example, instead of the noun 'rebuttal', use the verb 'rebut'.

_____

_____

The Great Gatsby

F Scott Fitzgerald

As I went over to say good-bye I saw that the expression of bewilderment had come back into Gatsby's face, as though a faint doubt had occurred to him as to the quality of his present happiness. Almost five years! There must have been moments even that afternoon when Daisy tumbled short of his dreams – not through her own fault, but because of the colossal vitality of his illusion. It had gone beyond her, beyond everything. He had thrown himself into it with a creative passion, adding to it all the time, decking it out with every bright feather that drifted his way. No amount of fire or freshness can challenge what a man can store up in his ghostly heart.

(Penguin, 1984, pp. 92–3)

YOUR TURN 2.4

Comprehension

1 What had come back into Gatsby's face?

_____

2 Who tumbled short of Gatsby's dreams that afternoon?

_____

_____

_____

3 What had Gatsby thrown himself into?

_____

_____

_____

4 With what does Gatsby deck out his dream?

_____

5 What cannot challenge what 'a man can store up in his ghostly heart'?

_____

_____

Context

6 Highlight all of the abstract nouns in the extract in one colour. Highlight all of the concrete nouns in a different colour.

7 What does the narrator mean when he says that it was 'as though a faint doubt had occurred to him as to the quality of his present happiness'?

8 The narrator says that Daisy tumbled short of Gatsby's dreams 'not through her own fault, but because of the colossal vitality of his illusion'.

a What are the three abstract nouns in this sentence?

b What does the narrator mean by 'the colossal vitality of his illusion'?

9 The narrator claims that Gatsby decked out his illusion 'with every bright feather that drifted his way'.

a What do you think the metaphor 'every bright feather' means?

b What does this metaphor suggest about Gatsby?

10 a What is the overall impression the narrator gives of Gatsby?

b What are the abstract nouns that help to build this impression?

UNITS 1/2
Now go to your obook for the Video tutorial and Interactive Upskill module

SPELLING AND VOCABULARY: ABSTRACT NOUNS

conversation	desire	morning	dinnertime	vacation
conference	subjects	deal	afternoon	disbelief

1 Look up these words from the word list and write down their definitions.

a conversation _____

b vacation _____

c conference _____

d deal _____

e disbelief _____

2 Which four words from the word list can also be used as verbs?

a _____

b _____

c _____

d _____

3 Choose one of these words and use it in two sentences, once as a noun and once as a verb.

a noun _____

_____

b verb _____

_____

4 Give the adjectival form of each of the list words below.

a desire _____

b subjects _____

c disbelief _____

d conversation _____

e vacation _____

TEST YOURSELF: UNITS 1/2

Using nouns effectively

Are the nouns below common or proper, concrete or abstract? Write C or P on the first line and C or A on the second line.

1 belief _____ _____ ☐

2 tomato _____ _____ ☐

3 Darwin _____ _____ ☐

4 uncertainty _____ _____ ☐

5 accountant _____ _____ ☐

Nominalisation and abstraction

Change the following adjectives into abstract nouns.

6 difficult _____ ☐

7 ideal _____ ☐

8 notional _____ ☐

9 creative _____ ☐

10 disenchanted _____ ☐

Spelling and vocabulary

Select the best word from the following list to complete the sentences below: conference, conversation, dinnertime, disbelief, morning

11 Our presentation at the _____ went really well. ☐

12 We had a good _____ about politics. ☐

13 This _____ we were late because we got a flat tyre. ☐

14 Ok, but be home by _____. ☐

15 We couldn't hide our _____ at who won the election. ☐

TOTAL MARKS /15

UNIT 3A: MODAL VERBS

A **modal verb** is a helping or auxiliary verb that expresses ability, probability, permission or obligation. Modal verbs are linked to a base form (or infinitive) of another verb. In these examples, the modal verb is bold and the infinitive attached to it is underlined.

We **can** choose whatever we like for dinner. [ability]

She **may** win the tournament. [probability]

May I please go to the bathroom? [permission]

We **must** clean up the house before we leave. [obligation]

Collectively – when referring to modal verbs – ability, probability, permission and obligation are called **modality**.

Unlike for other verbs, an 's' is not added in the third person for modal verbs.

He speaks Mandarin. He **can** speak Mandarin.

Some examples of common modal verbs are: can, could, may, might, will, would, must, shall, should, ought to.

YOUR TURN 3.1

1 Add a modal verb to indicate ability.

a I _____ play the piano.

b Justin _____ read when he was only four years old.

c She _____ to pass the exam, even though she didn't study.

d At the end of the unit, you will _____ to make your own table.

2 Add a modal verb to indicate probability.

a My grandfather _____ be the kindest man I know.

b The stumps _____ be uneven at the back.

c Clever students _____ necessarily learn more if they don't study.

d Georgia _____ win the student election.

3 Add a modal verb to indicate permission.

a The students _____ play outside at lunchtime.

b Our dog _____ inside the house.

c _____ we use that pencil please?

d _____ I leave half an hour early today?

4 Add a modal verb to indicate obligation.

a Students _____ put their chairs up after class.

b You really _____ speak to her like that.

c We _____ go to the dentist today.

d I _____ work hard today.

YOUR TURN 3.2

1 What type of modality does each sentence indicate: ability, probability, permission or obligation?

a He could have missed the train. _____

b I can't garden at all. _____

c Do you think we could swim in the pool? _____

d Those students could talk forever! _____

e You must go out without them. _____

2 Rewrite these simple sentences so that they indicate the modality listed. An example has been done for you.

I play soccer. (ability) → I can play soccer.

a They sing well. (ability) _____

b Jo will go for a run. (permission) _____

c Maya won't make the team. (probability) _____

d We could wash the dishes. (obligation) _____

YOUR TURN 3.3

Insert an appropriate modal verb and infinitive verb to indicate probability. An example has been done for you.

He was late again. He **must have** gotten lost.

1 Her house has two libraries! She _____ _____ books.

2 I can't find my phone anywhere! I _____ _____ _____ it at work.

3 You _____ _____ _____ your speech a lot. It was really good.

4 Germaine _____ _____ _____ with some more enthusiasm.

The secret housewife [A Vietnamese folktale]

Richard Baines

Tu Uyen stood on the wooden veranda and looked out past the lazy groves of palm trees down to the sea beyond. A gentle coastal breeze was teasing the waves. In the pale light of dawn they seemed chastened and tame. Tu Uyen could not believe that they had taken his father's boat and smashed it on the reefs one dark night several moons ago. The old man had been out, as he was every night, fishing for squid. His body was washed up on a nearby beach two days later.

The little wood and thatch house was empty now. Tu Uyen was aware of the creaking of the boards as he walked back inside. The room contained cooking pots and a stove in one corner, a picture on the wall, a basin, table and chairs, and a cupboard with a grill that served as a larder.

He set about making some *pho bo*, a thick beef and rice-noodle soup, to see him through the day. Afterwards he piled up the pots in the sink. Later he prayed to the Whale God and then set out in his round bamboo boat to catch the charcoal anchovies, lizard fish and red bigeye that would be made into fish sauce.

(*Stalking the Story 2*, Oxford University Press, 2012, pp. 30–1)

YOUR TURN 3.4

Comprehension

1 What did Tu Uyen look past to see the sea?

_____

_____

2 How did the waves seem in the 'pale light of dawn'?

_____

3 What happened to Tu Uyen's father?

_____

_____

4 What is *pho bo*?

_____

5 Why do you think Tu Uyen prayed to the Whale God?

_____

_____

6 Does anyone live with Tu Uyen? How do you know?

_____

_____

Context

7 Highlight all of the modal verbs in the extract.

8 Read this passage from the extract.

> In the pale light of dawn they seemed chastened and tame. Tu Uyen could not believe that they had taken his father's boat and smashed it on the reefs one dark night several moons ago.

a List the verbs in the passage. _____ _____ _____ _____

b What is the modal verb in the second sentence? _____

c Why could Tu Uyen 'not believe that' the waves had taken and smashed his father's boat?

_____

_____

9 Insert a modal verb that could be used in each of the spaces below. Use the modal verbs to make the extract read as though the narrator is imagining what Tu Uyen might have done at home.

He _____ _____ set about making some *pho bo*, a thick beef and rice-noodle soup, to see him through the day. Afterwards he _____ _____ piled up the pots in the sink. Later he _____ _____ prayed to the Whale God and then set out in his round bamboo boat to catch the charcoal anchovies, lizard fish and red bigeye that he _____ _____ made into fish sauce.

10 Use your imagination and continue the story for another short paragraph. What would Tu Uyen have done next? Use three modal verbs in your paragraph.

_____

_____

_____

_____

_____

UNITS 3/4
Now go to your obook for the Video tutorial and Interactive Upskill module

UNIT 4A: TENSES

When writing about texts, the **tense** you use for writing analytical sentences will depend on the type of analysis you are presenting. This table presents the various tenses.

Simple past	Simple present	Simple future
I wrote the essay.	I write the essay.	I will write the essay.
Past perfect	**Present perfect**	**Future perfect**
I had written the essay. 'had' is the helping verb; 'written' is the past participle	I have written the essay. 'have' is the helping verb; 'written' is the past participle	I will have written the essay. 'will' and 'have' are the helping verbs; 'written' is the past participle
Past continuous	**Present continuous**	**Future continuous**
I was writing the essay. 'was' is the helping verb; 'writing' is the present participle	I am writing the essay. 'am' is the helping verb; 'writing' is the present participle	I will be writing the essay. 'will' and 'be' are the helping verbs; 'writing' is the present participle

The verb tenses in the table are used in a particular way in analytical writing.

Actions, *dialogue* or *thoughts* within a narrative are usually analysed in the simple present tense, or sometimes in the past perfect tense, even if the narrative itself is written in the past tense.

Juliet sees Romeo below her balcony. [simple present]

Macbeth descends into madness. [simple present]

Juliet wakes to discover her plan has failed. [past perfect]

Macduff discovers his family has been murdered. [past perfect]

An author's viewpoint is similarly analysed in the simple present tense.

Shakespeare argues that long-running feuds are futile.

The playwright uses a variety of symbols to show Macbeth's thoughts.

Historical facts or *contextual information* about the author are given in the simple past tense.

Shakespeare's company performed at the Globe Theatre.

Shakespeare invented many new words.

Shakespeare drew inspiration from the real figure of Macbeth.

Textual analysis is written in the present tense as the text and characters continue to exist independently – or outside – of real time.

YOUR TURN 4.1

1 Are these analytical sentences written in the simple present (SP) or the present perfect (PP) tense?

a The car accident early in the text foreshadows personal events to come for Khoa. SP/PP

b The Handburghs realise that the sale has always been a sham. SP/PP

c The difficulty of being true to oneself is Harris's major theme. SP/PP

d Jeremy and Clare are able to resolve their argument. SP/PP

e Seeing that her lover has left, Kera sits down and cries. SP/PP

2 Should these types of analysis be written in the simple present, the present perfect, the past perfect or the simple past tense?

a a discussion of the author's use of a particular symbol _____

b an analysis of the real-life event that led to the author choosing a particular symbol _____

c a comparison between two competing thematic ideas in a text _____

d an interpretation of a novel's structure _____

e a statement about the significance of a key event in a novel _____

f a discussion of how an earlier event from the text affects a character at a later point _____

YOUR TURN 4.2

Change the bold verbs so that they are in the correct tense.

Fitzgerald **revealed** _____ the futility of attempting to recapture the past through the gradual movements of Daisy and Gatsby's relationship. He **showed** _____ how, despite Gatsby's longing, he and Daisy are emotionally and socially too far apart to ever be together again. Fitzgerald **reinforced** _____ this metaphorically, through the opposing language of sun and moon he uses to describe Daisy and Gatsby throughout the novel. The 'single green light' overarches this metaphor and **symbolised** _____ the impossibility of Gatsby's dreams to recapture his past with Daisy.

YOUR TURN 4.3

On a separate piece of paper, write four sentences of your own analysis about a text you have recently studied in English. Write two sentences in the simple present tense, one in the present perfect tense and one in the simple past tense about the author's real life.

The secret housewife [A Vietnamese folktale]

Richard Baines

A beautiful young woman was slowly stepping out of the picture on the wall. She yawned and wiped her eyes. She looked around the room and then, with a delicate care and poise, she began to clear away the pots and plates. The lady was wearing a white *ao dai* bodice with long sleeves over a flowing skirt with white trousers. Her hair had been tied up at the back of her neck, and her brown eyes twinkled with light. Tu Uyen knew her well. That picture had been hanging on the wall for as long as he could remember.

Tu Uyen leaped across the room and bolted the door. He ran to the centre of the floor and grasped the woman by the wrist. He looked at the pots in the sink and then back into her eyes. He could not find any words.

'I was sorry for you,' she said simply.

A lock of her hair had come loose and was hanging across her cheek. Tu Uyen saw that her skin was pale and clear and her eyes a deep walnut brown.

'I want to take care of you for the rest of my life,' he blurted out.

A veil came down over her eyes.

'That would not be possible,' she said. 'You are a man and I am only a picture on the wall. We are not of the same kind.'

Tu Uyen stared into the empty frame on the wall.

(*Stalking the Story 2*, Oxford University Press, 2012, p. 32)

YOUR TURN 4.4

Comprehension

1 Where did the beautiful young woman come from?

_____

2 How did the young woman begin to 'clear away the pots and plates'?

_____

3 Why does Tu Uyen bolt the door and grab the woman's wrist?

_____

4 Why does the young woman say that she has come out of the picture?

_____

5 What reason does the woman give for not being able to stay with Tu Uyen?

_____

Context

6 Classify these extracts from the story as simple past, past perfect or past continuous tense.

a A beautiful young woman was slowly stepping out of the picture. _____

b She yawned and wiped her eyes ... _____

c The lady was wearing a white *ao dai* bodice ... _____

d Her hair had been tied up at the back of her neck ... _____

e A lock of her hair had come loose ... _____

f A veil came down over her eyes. _____

7 **a** Highlight the verbs in this extract from the story.

> Tu Uyen leaped across the room and bolted the door. He ran to the centre of the floor and grasped the woman by the wrist. He looked at the pots in the sink and then back into her eyes. He could not find any words.

b Write down the tense of each verb you highlighted.

_____

_____

c Why do you think the author chose the verbs 'leaped' and 'grasped'? What do these choices show about Tu Uyen's actions?

_____

8 Write a sentence analysing the importance of each of these significant parts of the story. Use the simple present tense.

a Tu Uyen stared into the empty frame on the wall.

_____

_____

b Tu Uyen knew her well. That picture had been hanging on the wall for as long as he could remember.

_____

_____

c 'You are a man and I am only a picture on the wall. We are not of the same kind.'

_____

_____

UNITS 3/4
Now go to your obook for the Video tutorial and Interactive Upskill module

SPELLING AND VOCABULARY: DIFFERENTLY PRONOUNCED 'O' SOUNDS

wooden	coastal	moons	boards	cooking
anchovies	bodice	loose	lock	possible

1 Look up these words from the word list and write down their definitions.

a coastal _____

b boards _____

c bodice _____

d loose _____

e possible _____

2 Change the following list words from an adjective to a noun.

a wooden _____

b coastal _____

c loose _____

d possible _____

3 Choose the appropriate list word for each of the spaces in the sentences below.

a The _____ raft floated silently over the _____ reef.

b The _____ were lashed together by thin twine, which was beginning to come _____.

c The two men on board didn't think that reaching the shore was _____.

4 Match each adjective below with the most appropriate noun from the word list.

a salty _____

b splintered _____

c brass _____

d delicious _____

5 Use one of the pairings from question 4 in a sentence of your own.

_____

_____

_____

TEST YOURSELF: UNITS 3/4

Modal verbs

What four qualities of a verb can a modal verb show?

1 _____

2 _____

3 _____

4 _____

5 Underline the auxiliary verb and highlight the base verb in the sentence below.

They may go to Fiji for their holiday.

Tenses

In what tense is each of the following sentences written?

6 By then we will know the winner. _____

7 The band played at the arena. _____

8 We are cooking dinner. _____

9 I built a wall. _____

10 Shirley has marked the essay. _____

Spelling and vocabulary

Match each word on the left with the one on the right that shares the same 'o' sound.

11 wooden	possible
12 coastal	cooking
13 lock	anchovies

Are these list words adjectives (A), nouns (N) or verbs (V)?

14 moons **A/N/V**

15 loose **A/N/V**

TOTAL MARKS /15

UNIT 5A: ADVERBS OF TIME, PLACE AND MANNER

Adverbs provide information about how something is done. They add information to other verbs, adjectives or adverbs. Adverbs can be single words or adverbial phrases (more than one word acting as an adverb). Three of the most common types of adverb are:

- **adverbs of time**. These tell the reader *when* something happens.

  Karina fled after the accident.

- **adverbs of place**. These tell the reader *where* something happens.

  Karina fled around the corner.

- **adverbs of manner**. These tell the reader *how* something is done.

  Karina fled with the speed of a bird.

All of the underlined phrases in the examples are **adverbial phrases**. Adverbial phrases act the same way as adverbs. They modify verbs, adjectives or other adverbs.

The same rules apply to adverbial phrases as to adverbs.

When modifying a verb or **verb phrase**, the adverb is usually placed after the verb or verb phrase.

The bird flew with great speed.

When modifying an adjective, the adverb is usually placed before the adjective.

The weatherman was almost always right.

When modifying a whole clause, the adverb is placed at the very start of the clause.

In most cases, it's best to be cautious.

YOUR TURN 5.1

Is the bold adverb or adverbial phrase an adverb of time (T), place (P) or manner (M)? Highlight your answer.

1 **Quickly**, they gathered their things and left. T/P/M

2 Jamal carried his books **with great care** and pride. T/P/M

3 We **immediately** knew that the game was over. T/P/M

4 We moved the TV **upstairs** so we wouldn't wake the children. T/P/M

5 **In the end** we conceded that it wasn't the best idea. T/P/M

6 Steph is **terribly** old-fashioned when it comes to food. T/P/M

YOUR TURN 5.2

1 Insert an appropriate adverbial phrase of manner.

a We were _____ happy in our new house.

b After the show was over, we packed up the theatre _____.

c _____ we drove up the highway.

d We left _____; we wished we could have stayed.

e _____ he considered the next move.

f Caleb nodded _____, but he didn't really understand.

2 What does your adverbial phrase modify in each of the sentences in question 1: a verb, an adjective, another adverb or a whole clause?

a _____

b _____

c _____

d _____

e _____

f _____

YOUR TURN 5.3

Is the bold adverb in the correct (C) or incorrect (I) position in the sentence?

1 I go there **never**. C/I

2 We'll do it **soon**. C/I

3 She arrived **today**. C/I

4 **Carefully** we rearranged the room. C/I

5 Garry worked in the garden **yesterday**. C/I

6 The truck zoomed **too quickly** past. C/I

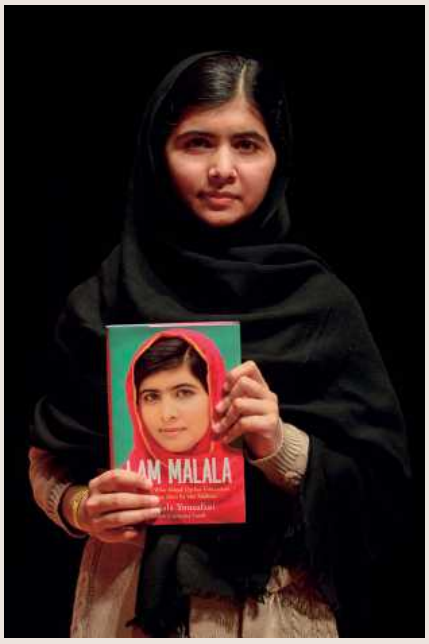
YOUR TURN 5.4

Substitute a simpler adverb in place of each bold adverbial phrase. Keep the meaning similar.

After the accident _____, Karina fled **around the corner** _____. She ran **with the speed of a bird** _____. Not that it was her fault, mind you. The other rider had careened **like a brakeless truck down a hill** _____ and smashed into her. She was worried, though, that her parents would be angry as she'd taken her sister's bike **without her permission** _____.

I Am Malala

Malala Yousafzai



When our bus was called, we ran down the steps. The other girls all covered their heads before emerging from the door and climbing up into the back. The bus was actually what we call a dyna, a white Toyota Town Ace truck with three parallel benches, one along either side and one in the middle. It was cramped with twenty girls and three teachers. I was sitting on the left between Moniba and a girl from the year below called Shazia Ramzan, holding our exam folders to our chests and our school bags under our feet.

...

I remember that the bus turned right off the main road at the army checkpoint as always and rounded the corner past the deserted cricket ground. I don't remember any more.

In my dreams about the shooting my father is also in the bus and he is shot with me, and then there are men everywhere and I am searching for my father.

In reality what happened was we suddenly stopped. On our left was the tomb of Sher Mohammad Khan, the finance minister of the first ruler of Swat, all overgrown with grass, and on our right the snack factory. We must have been less than 200 metres from the checkpoint.

We couldn't see in front, but a young bearded man in light-coloured clothes had stepped into the road and waved the van down.

(Phoenix, 2013, p. 5)

YOUR TURN 5.5

Comprehension

1 What was the school bus 'actually'?

_____

2 How many girls and teachers were in the bus?

_____

3 What happens in Malala's – the narrator's – 'dreams about the shooting'?

_____

_____

4 What happened in 'reality'?

_____

_____

5 Who do you think the 'young bearded man' might have been?

_____

_____

Context

6 Highlight all of the adverbs and adverbial phrases (more than one word acting as an adverb of manner) in the extract.

7 a What is the adverbial phrase of time in this sentence from the extract? _____

> The other girls all covered their heads before emerging from the door and climbing up into the back.

b Why do you think the girls had to cover their heads before 'emerging from the door'?

_____

8 a What is the adverbial phrase of place in this sentence from the extract? _____

> I was sitting on the left between Moniba and a girl from the year below called Shazia Ramzan.

b What does it tell you about Malala and Moniba's relationship that Malala doesn't use Moniba's surname, but does use Shazia Ramzan's?

_____

_____

9 What does the adverb 'suddenly' suggest about why the bus stopped? Was it planned or unusual?

_____

_____

10 a Choose three adverbs that could be used to describe the manner in which the 'young bearded man in light-coloured clothes' might have 'waved the van down'.

_____ _____ _____

b What makes you think that he would have waved the van down in this way?

_____

_____

UNITS 5/6
Now go to your obook for the Video tutorial and Interactive Upskill module

UNIT 6A: MODAL ADVERBS

A **modal adverb** is an adverb that expresses the possibility or likelihood of the verb happening. Modality is the selection of words that shows the degree to which we are certain about something.

We will go to the movies on Friday night.

This example can be made more or less certain by modifying the verb 'will go' with the modal adverbs 'definitely' or 'possibly'.

We will definitely go to the movies on Friday night.

We will possibly go to the movies on Friday night.

The first sentence indicates a high likelihood (high modality) of going to the movies, while the second sentence indicates a lower likelihood (low modality). Some common modal adverbs include:

impossibly, conditionally, definitely, might, probably, unquestionably, possibly, generally, conceivably, certainly

YOUR TURN 6.1

1 Highlight the modal adverb in each sentence.

a Clara thought she would definitely do better.

b Our team is clearly better, but it'll be a very tough game.

c The two houses were distinctly different.

d You certainly will do your homework first!

e The building's foundations were manifestly unsatisfactory.

f The chemicals should be observably different in colour after the reaction.

2 Insert an appropriate modal adverb from the list above in each sentence.

a We _____ be going camping on the long weekend.

b The exam was _____ difficult, but manageable.

c Bluebirds are _____ thought to be beautiful birds.

d They will _____ feel a bit worse for wear.

e We have _____ accepted the offer provided we receive the deposit soon.

f That puzzle seemed _____ difficult when we started, but we got there.

YOUR TURN 6.2

1 Rank these modal adverbs from lowest modality (least certain) to highest modality (most certain).

presumably indisputably impossibly clearly essentially loosely

a _____ (lowest modality)
b _____
c _____
d _____
e _____
f _____ (highest modality)

2 Use two of the modal adverbs in sentences of your own.

a _____

_____

b _____

_____

YOUR TURN 6.3

1 Increase the modality of each sentence by replacing the bold modal adverb with a different one.

a Creativity is **possibly** _____ a useful skill.
b Scepticism is **maybe** _____ worth cultivating.
c Hypothesising is **usually** _____ a good idea before an experiment.
d Condensing and summarising information are **plausibly** _____ good ways of studying for an exam.

2 Lower the modality of each sentence by replacing the bold modal adverb with a different one. Try to make the sentences more believable.

a Mr de Sousa is **certainly** _____ the man to be prime minister.
b Being cautious is **absolutely** _____ a good idea.
c Now is **definitely** _____ the time to sell your house!
d We should **unquestionably** _____ invest in this scheme.

YOUR TURN 6.4

Write down four modal adverbs that have not been used in this unit in order from lowest to highest modality.

1 _____ (lowest modality)
2 _____
3 _____
4 _____ (highest modality)

I Am Malala

Malala Yousafzai

I tell her I like England because people follow rules, they respect policemen and everything happens on time. The government is in charge and no one needs to know the name of the army chief. I see women having jobs we couldn't imagine in Swat. They are police and security guards; they run big companies and dress exactly as they like.

I don't often think about the shooting, though every day when I look in the mirror it is a reminder. The nerve operation has done as much as it can. I will never be exactly the same. I can't blink fully and my left eye closes a lot when I speak. My father's friend Hidayatullah told him we should be proud of my eye. 'It's the beauty of her sacrifice,' he said.

It is still not definitely known who shot me, but a man named Ataullah Khan said he did it. The police have not managed to find him but they say they are investigating and want to interview me.

Though I don't remember exactly what happened that day, sometimes I have flashbacks. They come unexpectedly. The worst one was in June, when we were in Abu Dhabi on the way to perform Umrah in Saudi Arabia. I went to a shopping mall with my mother as she wanted to buy a special burqa to pray in Mecca. I didn't want one. I said I would just wear my shawl as it is not specified that a woman must wear a burqa. As we were walking through the mall, suddenly I could see so many men around me. I thought they were waiting for me with guns and would shoot. I was terrified though I said nothing. I told myself, *Malala, you have already faced death. This is your second life. Don't be afraid – if you are afraid you can't move forward.*

(Phoenix, 2013, pp. 260–1)

YOUR TURN 6.5

Comprehension

1 Why does Malala like England?

_____

_____

2 What are the lasting physical effects of the shooting on Malala?

_____

_____

3 Who has claimed that he shot Malala?

_____

4 Why did Malala's mother want to buy a special burqa?

_____

_____

5 Why does Malala disagree with her mother?

_____

_____

Context

6 Highlight all of the modal adverbs in the extract.

7 Read this sentence from the extract.

> They are police and security guards; they run big companies and dress exactly as they like.

a What is the modal adverb in this sentence? _____

b What does this modal adverb show about the women it helps to describe?

_____

_____

8 The same modal adverb is used in this sentence: 'I will never be exactly the same'.

a What are the things that have changed about Malala physically?

_____

_____

b What has changed in her attitude?

_____

_____

9 a What is the modal adverb in this sentence: 'It is still not definitely known who shot me, but a man named Ataullah Khan said he did it'? _____

b If Ataullah Khan had claimed responsibility for shooting Malala, why would she write, 'It is still not definitely known who shot me'?

_____

_____

10 Write down your initial reaction to this extract. How do you feel about Malala and about what happened to her? Use three modal adverbs in your response.

_____

_____

_____

_____

UNITS 5/6
Now go to your obook for the Video tutorial and Interactive Upskill module

SPELLING AND VOCABULARY: MODAL WORDS

actually	will	always	exactly	definitely
ought	probable	apparently	must	unlikely

1 Look up these words from the word list and write down their definitions.

a actually _____

b definitely _____

c ought _____

d probable _____

e unlikely _____

2 Rearrange the words below from least to most likely.

definitely	ought	probable	actually	unlikely
_____	_____	_____	_____	_____

3 What is the difference in meaning between the homophones 'ought' and 'aught'.

ought: _____

_____

aught: _____

_____

4 Choose the best list word for each of the spaces in the sentences below.

a _____, they were very pleased with the results.

b They _____ to have been happy with second place, but their _____ first place had surprised them.

c They would _____ be going back next year to defend their title.

5 Change the list words below into their adjectival form.

a actually _____

b exactly _____

c definitely _____

d apparently _____

TEST YOURSELF: UNITS 5/6

Adverbs of time, place and manner

1 Where is an adverb usually placed when modifying a verb or verb phrase?

_____

2 Where is an adverb usually placed when modifying an adjective?

_____

Highlight the adverb of time in the sentences below.

3 Finally they moved into the newly built house.

4 Kerri decided to stop for dinner before she went home.

5 I always try to exercise daily.

Modal adverbs

Highlight the adverb with the higher modality in each pair.

6	probably	maybe
7	conceivably	rarely
8	definitely	likely
9	generally	unquestionably
10	possibly	impossibly

Spelling and vocabulary

Highlight the better modal adverb in each sentence below.

11 It was an **unlikely/exactly** coincidence.

12 They were **apparently/always** alright after the accident.

13 The dart **actually/unlikely** hit the bulls-eye!

Are the following list words adverbs or adjectives?

14	probable	**adverb/adjective**
15	apparently	**adverb/adjective**

TOTAL MARKS /15

UNIT 7A: HOW ADJECTIVES WORK

Adjectives are descriptive words that modify nouns and pronouns. They can be single words or more than one word. Adjectives of more than one word are called **adjectival phrases**. For example, timber could be described as 'rough' timber, or 'fresh sawn' timber.

There are five main types of adjective.

Descriptive adjectives	indicate some quality or aspect of a noun	pink jumper, rough sand
Demonstrative adjectives	indicate which noun is being referred to	this wire, these shoes
Possessive adjectives	indicate the possession of a noun	my toaster, their car
Adjectives of quantity	indicate the quantity of things	two toasters, many cars
Interrogative adjectives	ask questions about something	Whose toaster is this? Which car had a crash?

Don't confuse **demonstrative adjectives** with the articles *a*, *an* and *the*. Demonstrative adjectives point out which particular noun is being referred to, and vary depending on how many nouns are referred to, and whether they are close or far away.

	Close	Far
Single noun	this shoe	that bird
Plural noun	these shoes	those birds

YOUR TURN 7.1

1 Highlight all of the adjectives in these sentences.

a I have four sets of golf clubs; it's probably too many.

b My favourite golf course is The Palms.

c Those clubs with the white handles look really great.

d Whose ball do you think that is?

e No! My ball ended up in the lake again.

f That was a beautiful shot, Jim.

2 What type of adjective is the first word that you highlighted in each sentence in question 1?

a _____

b _____

c _____

d _____

e _____

f _____

YOUR TURN 7.2

1 What would the appropriate demonstrative adjective be for each of these nouns and noun phrases?

a a group of walkers on a ridge _____

b a ring on the speaker's finger _____

c a pair of pants worn by the writer _____

d a star _____

e a pair of dogs lying at the writer's feet _____

f a pair of dogs running past a distant river _____

2 Add demonstrative adjectives to this paragraph to match the nouns.

When I first bought _____ shoes I wasn't sure that they would be strong enough for walking over _____ mountains over there. But, I'm pleased to say, _____ walker is one happy man; they are comfortable and have lasted well.

YOUR TURN 7.3

Underline the adjectives and highlight the adjectival phrases in this paragraph.

We were over the moon when we bought this quaint little house in the Cotswolds. We loved the 1950s-housewife kitchen and the never-been-touched stone wall. The crumbling window frames even had a certain appeal. But as we lived there longer, the initial gloss wore off. We started to resent the nip-at-your-throat drafts and the arctic howls that came down the chimney; no blazing fire could stop them.

YOUR TURN 7.4

Underline the adjectives and adjectival phrases in this list.

confidently	acute	diffident	flaking	debilitated	overwrought
under the pump	underwhelming	distance	credibility	assiduity	careless
down at heel	willing	those	which	unshakeable	leader

WALEED ALY'S LOGIES WIN FAILS TO SILENCE CRITICS

Lisa Craftwith

Waleed Aly's unlikely win at this year's Logie Awards has cracked open a fierce national debate about ethnic diversity, entrenched racism and the worth of such awards in Australia today.

Taking home the Gold Logie for Best Personality on Australian Television, Aly's nomination and subsequent win had many commenting that finally television networks had caught up with reality and were reflecting on our screens the culturally diverse nature of our country. Other nominees included fellow *The Project* host Carrie Bickmore, popular home-renovation golden boy Scott Cam, SBS newsreader Lee Lin Chin, actor Essie Davis and lifestyle host Grant Denyer. Aly's sharp intellect and articulate analysis of social issues, mixed with his warm, quick wit and undeniable charisma, had many praise him as a deserving winner and, indeed, role model.

Yet Aly's surprise nomination in April also sparked immediate criticism. Some argued that his nomination was racial

tokenism, undeserved and not reflective of the relatively poor ratings of his television program *The Project*. It must be noted that such rating-related criticism wasn't thrown Bickmore's way last year when she took home the Gold Logie.

Aly's nomination even sparked a live, on-air jibe from 2011 Gold Logie winner Karl Stefanovic. Asked, 'Where is Lisa Wilkinson's Golden Logie?' by fellow Channel Nine personality Ben Fordham, Stefanovic replied, 'Lisa's too white,' clearly suggesting political correctness had biased the nominations.

YOUR TURN 7.5

Comprehension

1 Which award did Waleed Aly win? _____

2 What have critics continued to do in the wake of his win?

_____

3 According to the article, why are some people unhappy about his win?

_____

4 Who were the other nominees for the award?

_____

5 Why, according to Karl Stefanovic from the *Today* program, did Lisa Wilkinson not receive a nomination for the award?

_____

Context

6 Highlight all of the adjectives in the article, using five different colours for descriptive adjectives, demonstrative adjectives, possessive adjectives, interrogative adjectives and adjectives of quantity.

7 a What are the adjectives in this sentence from the article?

> Waleed Aly's unlikely win at this year's Logie Awards has cracked open a fierce national debate about ethnic diversity, entrenched racism and the worth of such awards in Australia today.

_____ _____ _____ _____

b Why do you think the writer would describe the views of Aly's critics as 'entrenched'? What does this adjective suggest about how easily they might change their minds?

_____

_____

c From the article, what do you gather made Aly's win 'unlikely'?

_____

_____

8 What is meant by the adjective–noun pairing 'racial tokenism' in the third paragraph?

_____

9 In the final paragraph, the writer uses the adjectival phrase 'live, on-air' to describe the joke made by Karl Stefanovic.

a Why do you think the writer used this adjective? What does it suggest about the joke?

_____

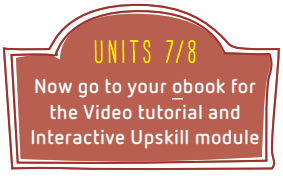
_____

b Does the writer think this joke would have made it to air if it had been planned and talked about beforehand? What makes you think so?

_____

_____

10 Using atleast two adjectives and two adjectival phrases, write a summary of the reasons why Waleed Aly winning the Gold Logie was so controversial. Write your answer on a separate piece of paper.



UNIT 8A: MODAL ADJECTIVES

A **modal adjective** is an adjective that tells the reader about the probability or likelihood of an event occurring. A modal adjective is one way of changing the modality – the probability of something occurring – of a sentence.

The dog is on the lawn. [has very high modality: the dog *is* on the lawn]

It is possible that the dog is on the lawn. [has lower modality as the writer is no longer sure]

Modal adjectives with high modality give a sentence the feeling that the writer or speaker is sure of their opinion.

These tax increases are necessary to return the budget to surplus.

It is clear that we needed a change of coach.

Modal adjectives with lower modality are used to cautiously assert a theory or opinion but allow for other possibilities, such as in a news article or academic article.

Police believe that the probable cause of the accident was speeding.

It is possible that such outcomes are the result of a changed education policy.

Some common modal adjectives are:

possible, probable, potential, necessary, essential, required, determined, clear, likely, certain, definite, complete, total

YOUR TURN 8.1

1 Highlight the modal adjective in each sentence.

a The win was likely, given their current form.

b There is a definite relationship between smoking and cancer.

c The probable winner of the election claimed victory early.

d The tour to the army camp was considered obligatory.

e It is clear that an error has occurred and we will endeavour to fix it.

f The required reading took me hours!

2 Write down the modal adjectives in question 1 and highlight whether they have high modality (HM) or low modality (LM).

a _____ HM/LM

b _____ HM/LM

c _____ HM/LM

d _____ HM/LM

e _____ HM/LM

f _____ HM/LM

YOUR TURN 8.2

Replace the bold modal adjective to make the modality lower.

1 My victory is **certain** _____!

2 That day was a **complete** _____ waste of time.

3 Having a gold tooth is **essential** _____ if you want to be a mobster.

4 My theory is **unquestionable** _____.

5 It would be an **unthinkable** _____ disaster if we were to lose.

6 The electoral win is **definite** _____ and assured.

YOUR TURN 8.3

1 For each assertion, highlight whether it requires high modality (HM) or low modality (LM).

a a politician staking their claim to the party leadership HM/LM

b a new theory about the causes of dementia HM/LM

c a media release announcing a major new road development HM/LM

d an analysis of a character in a novel HM/LM

e a request for help because you've run out of money HM/LM

f a theory about a missing person HM/LM

2 Write a sentence using an appropriate modal adjective for any four of the statements in question 1.

a _____

b _____

c _____

d _____

WALEED ALY'S LOGIES WIN FAILS TO SILENCE CRITICS *(CONT.)*

Lisa Craftwith

Building on the debate triggered by Waleed Aly's nomination for Gold Logie, his actual success in winning it ensured the fiery commentary continued on both sides.

Aly gave an impassioned acceptance speech in which he lamented the lack of cultural diversity on Australian television. At one point he cheekily asked the audience not to adjust their television set as they were seeing correctly – yes, there was a person of colour on their screen winning an award.

Herald Sun columnist Andrew Bolt called Aly's speech predictable, 'ludicrous' and a 'childish displaying of wounds'. Other media figures have condemned the award on similar grounds, arguing that Aly was only nominated in the first place because of his cultural background and skin colour, and that his assured victory was then guaranteed by the politically correct and self-congratulatory left.

Both the nomination and the win continue to divide the Australian media world, with commentators forced to choose between certain support of Aly's vocal criticism of the cultural landscape in this country, and condemnation of predetermined awards seemingly being influenced by race.

YOUR TURN 8.4

Comprehension

1 What have some media figures done following Waleed Aly's Gold Logie win?

_____

_____

2 Who, according to some arguments, assured Aly's win?

_____

_____

3 What did Aly do in his 'impassioned' acceptance speech?

_____

_____

4 What did Andrew Bolt call Aly's acceptance speech?

_____

_____

5 Which two positions does the article claim media presenters are now forced to choose between?

_____

_____

Context

6 Highlight all of the modal adjectives in the article.

7 Does the phrase 'surprising success' have a high or low modality? _____

8 a What is the modal adjective in this extract from the article? _____

> ... his assured victory was then guaranteed by the politically correct and self-congratulatory left.

b What do you think the writer means by 'his assured victory was then guaranteed'? Why would the group mentioned want Aly to win the Gold Logie?

_____

_____

9 Craftwith writes:

> *Herald Sun* columnist Andrew Bolt called Aly's speech predictable, 'ludicrous' and a 'childish displaying of wounds'.

a What is the modal adjective in this sentence? _____

b Why might Bolt have thought Waleed Aly speaking about cultural diversity on Australian television was 'predictable'?

_____

_____

c What is the connotation in this sentence of the modal adjective 'predictable'? Is it positive or negative?

_____

_____

10 Why would some in the media be unhappy about 'predetermined awards seemingly being influenced by race'? If this was really happening, what would be wrong with it?

_____

_____

_____

_____

UNITS 7/8
Now go to your obook for the Video tutorial and Interactive Upskill module

SPELLING AND VOCABULARY: RHETORICAL WORDS

fierce	debate	reflecting	analysis	criticism
argued	biased	commentary	condemned	divide

1 Look up these words from the word list and write down their definitions.

a analysis _____

b criticism _____

c biased _____

d commentary _____

e condemned _____

2 Are the words below adjectives or verbs?

a fierce _____

b debate _____

c argued _____

d biased _____

e condemned _____

3 Choose the best adjective from the list to describe each list noun below.

a _____ debate

b _____ commentary

4 Write a sentence about a current social or political issue using each pair of words.

a debate, criticism

_____

_____

b divide, commentary

_____

_____

5 Change the list words below into their noun form.

a fierce _____

b reflecting _____

c argued _____

d condemned _____

TEST YOURSELF: UNITS 7/8

How adjectives work

What do each of the types of adjective below describe?

1 descriptive _____

2 demonstrative _____

3 possessive _____

4 adjective of quantity _____

5 interrogative _____

Modal adjectives

6 What is a modal adjective? _____

_____

Highlight the modal adjective in each of the following pairs.

7 possible/dark

8 careful/unlikely

9 dense/allowable

10 verbose/uncertain

Spelling and vocabulary

Highlight the more appropriate word in each sentence below.

11 It was a **fierce/biased** but friendly debate.

12 The pundit's **commentary/analysis** was totally biased.

13 The public **criticism/divide** had condemned the politician.

Are the words below nouns (N) or adjectives (A)?

14 analysis **N/A**

15 divide **N/A**

TOTAL MARKS /15

UNIT 9A: WHAT PREPOSITIONS DO

Prepositions describe how two things relate to one another. There are two ways they can do this:

- in space – *where* they are relative to each other

  We walked up the hill.

- in time – *when* things happen relative to each other.

  We prepared before the guests arrived.

A **prepositional phrase** is a group of words containing at least one preposition and the object of the sentence. Prepositional phrases never contain a subject or a verb. They act either as an adjective or an adverb.

The dog *ran* through the garden. [The subject is 'The dog'; the verb is 'ran'; and the prepositional phrase, which acts as an adverb, is 'through the garden'.]

The birds *nested* under the rocks. [The subject is 'The birds'; the verb is 'nested'; and the prepositional phrase, which acts as an adverb, is 'under the rocks'.]

Recognising prepositional phrases is useful for discerning the subject and verb of a sentence.

YOUR TURN 9.1

1 Highlight the prepositional phrase in each sentence and underline the preposition.

a We all went to the restaurant.

b The notebook left outside had gone soggy in the rain.

c The ball was kicked straight through the goal posts.

d Walter the goalkeeper jumped towards the approaching player.

e Neither of the boxers could keep going around the ring.

f Rishi fell through the rotten floorboards.

2 Do the prepositional phrases in question 1 act as adverbs or adjectives?

a _____ d _____

b _____ e _____

c _____ f _____

YOUR TURN 9.2

Insert the appropriate prepositional phrase from the list.

in the sunshine over the bridge before the disaster amongst the pigeons

1 The children played _____.

2 That really set the cat _____.

3 We were obliviously happy _____.

4 The car sped off _____.

YOUR TURN 9.3

Identify the subject (S), verb (V) and prepositional phrase (PP) in each sentence.

1 Caution is best exercised before you know what's ahead.
S:_____ V:_____ PP:_____

2 Our beliefs have changed over time.
S:_____ V:_____ PP:_____

3 For ten years the car had sat unused.
S:_____ V:_____ PP:_____

4 The boy was standing behind a tree.
S:_____ V:_____ PP:_____

5 Clarice, along with the others, sped out of school to start the holidays.
S:_____ V:_____ PP:_____

6 The bike left in the rain had begun to rust.
S:_____ V:_____ PP:_____

YOUR TURN 9.4

Insert an appropriate preposition of time so that the prepositional phrase in each sentence acts as an adverb.

1 We were confident _____ the game.

2 Everybody sang 'Happy Birthday' _____ the candles were blown out.

3 The bricks were laid only _____ the roof had gone on.

4 The teacher turned around _____ to see the students throwing rubbish.

5 We planted that tree _____.

6 My grandmother always used to take a bath _____.

To Kill a Mockingbird

Harper Lee

Atticus placed his fork beside his knife and pushed his plate aside. 'Mr Cunningham's basically a good man,' he said, 'he just has his blind spots along with the rest of us.'

Jem spoke. 'Don't call that a blind spot. He'da killed you last night when he first went there.'

'He might have hurt me a little,' Atticus conceded, 'but son, you'll understand folks a little better when you're older. A mob's always made up of people, no matter what. Mr Cunningham was part of a mob last night, but he was still a man. Every mob in every little Southern town is always made up of people you know – doesn't say much for them, does it?'

'I'll say not,' said Jem.

'So it took an eight-year-old child to bring 'em to their senses, didn't it?' said Atticus. 'That proves something – that a gang of wild animals can be stopped, simply because they're still human. Hmp, maybe we need a police force of children ... you children last night made Walter Cunningham stand in my shoes for a minute. That was enough.'

(Random House, 2010, p. 173)

YOUR TURN 9.5

Comprehension

1 What does Atticus say Mr Cunningham has?

_____

2 What does Atticus concede to Jem?

_____

3 According to Atticus, what is a mob made up of?

_____

4 What did it take to bring the mob to its senses and what did that prove?

_____

5 Why does Atticus reason that 'maybe we need a police force of children'?

_____

6 What does Atticus mean by the metaphor that the children 'made Walter Cunningham stand in my shoes for a minute'?

_____

Context

7 Highlight all of the prepositions in the extract. Write them in the correct column in the table.

Preposition of place	Preposition of time
....	. ...
....	. ...
....	. ...

8 The extract begins with the sentence, 'Atticus placed his fork beside his knife and pushed his plate aside'.

a What are the two prepositional phrases in this sentence?

_____ _____

b What or who is the subject of this sentence? _____

c What do these two actions suggest about what Atticus is thinking? Why does he place his knife and fork together and push his plate aside?

_____

_____

9 Read this sentence from the extract: 'Mr Cunningham's basically a good man,' he said, 'he just has his blind spots along with the rest of us'.

a What is the prepositional phrase in this sentence? _____.

b What does the preposition 'along with' suggest about Mr Cunningham? Is he very different from most people?

_____

_____

10 What does the preposition 'last night' suggest about Mr Cunningham the rest of the time? Is he always part of a mob?

_____

_____

11 The extract ends with these sentences: 'You children last night made Walter Cunningham stand in my shoes for a minute. That was enough'.

a What are the two prepositional phrases in the first sentence?

_____ _____

b How do the prepositional phrases help to suggest that the incident was a passing one?

_____

_____

UNITS 9/10
Now go to your obook for the Video tutorial and Interactive Upskill module

UNIT 10A: HOW CONJUNCTIONS WORK

Conjunctions join different parts of a sentence and in many instances tell the reader the relationship between them. Conjunctions show the type of relationship between two parts of a complex sentence. In complex sentences, an independent clause is joined to one or more dependent clauses using a subordinating conjunction.

Subordinating conjunctions are used to show different relationships between the main clause and dependent clauses in complex sentences. The table below lists some common subordinating conjunctions grouped by their relationship type.

Relationship	Subordinating conjunction	Example
purpose	so that, in order to	We are studying metaphor so that we can use it in our writing.
result or effect	so	The dint was a big one, so we knew that Mum and Dad wouldn't be happy.
condition	if, unless, provided that	Unless this room is cleaned up, you're not going anywhere tonight!
contrast	although, though, even though, while, whereas	While reading is an important skill, it can be difficult to master.
reason	because, since, as	The conclusion was false because the premises weren't true.
time	when, as soon as, while, once, until, after, before	As soon as the cloud lifts, we'll go for a ride.

YOUR TURN 10.1

1 Underline the subordinating conjunction in each sentence then write what type of relationship each subordinating conjunction shows. Use the list in the table to help you.

a We were happy, even though we were tired and wet. _____

b In order to calculate the cost, we had to break down each element.
_____

c Given that we were already late, we decided not to hurry. _____

d Provided that they are patient and persistent, anyone can grow their own vegetables.
_____

e Once the car was packed, we hit the road. _____

f Our family eats meat, whereas his family is vegetarian. _____

2 Insert an appropriate subordinating conjunction into each sentence to show the relationship given in brackets.

a _____ we work hard, our results won't be as good as they might have been. (condition)

b Jenni was feeling guilty _____ she hadn't treated her friend well. (reason)

c _____ the paint dries we can begin on the next section. (time)

d _____ establish a pattern, we had to consider a lot of individual examples. (purpose)

e I kept walking _____ I was tired. (contrast)

f I kept studying and kept studying _____ I wanted to become a doctor. (reason)

YOUR TURN 10.2

1 Finish each sentence by adding a dependent clause.

a Even though _____, we still ate it all.

b Provided that _____, you can still have dessert.

c We cleaned away the plates in order to _____.

d As soon as _____, we left the dining room for the lounge.

e Whereas _____, I felt full and refrained.

f Since _____, we said goodbye and our guests went home.

2 Rewrite each sentence in question 1 using a different subordinating conjunction while still keeping the meaning similar.

a _____

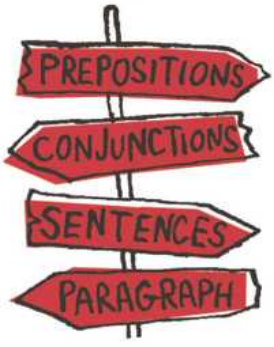
b _____

c _____

d _____

e _____

f _____



To Kill a Mockingbird

Harper Lee

'Son,' he said to Jem, 'I'm going to tell you something and tell you one time: stop tormenting that man. That goes for the other two of you.'

What Mr. Radley did was his own business. If he wanted to come out, he would. If he wanted to stay inside his own house he had the right to stay inside free from the attentions of inquisitive children, which was a mild term for the likes of us. How would we like it if Atticus barged in on us without knocking, when we were in our rooms at night? We were, in effect, doing the same thing to Mr. Radley. What Mr. Radley did might seem peculiar to us, but it did not seem peculiar to him. Furthermore, had it never occurred to us that the civil way to communicate with another being was by the front door instead of a side window? Lastly, we were to stay away from that house until we were invited there, we were not to play an asinine game he had seen us playing or make fun of anybody on this street or in this town –

'We weren't makin' fun of him, we weren't laughin' at him,' said Jem, 'we were just – '

'So that was what you were doing, wasn't it?'

'Makin' fun of him?'

'No,' said Atticus, 'putting his life's history on display for the edification of the neighborhood.'

(Random House, 2010, Chapter 5)

YOUR TURN 10.3

Comprehension

1 What instruction does Atticus gives to Jem at the beginning of the extract?

_____

_____

2 What is the 'mild term' that Atticus uses to describe the children?

_____

3 What does Atticus say is the 'civil way' to communicate with people?

_____

4 What does Jem protest that they weren't doing?

_____

5 What does Atticus suggest that they *were* doing?

_____

Context

6 Highlight all of the conjunctions in the extract, using one colour for coordinating conjunctions and another for subordinating conjunctions.

7 Atticus uses a series of complex sentences with the subordinating conjunction 'if'.

a What type of relationship does the subordinating conjunction 'if' indicate?

_____

b What right does Atticus argue that Mr. Radley has when he says, 'If he wanted to come out, he would'?

_____

_____

c What is another subordinating conjunction that Lee could have used instead of 'if' in the sentence in part b to give the same meaning? _____

8 Atticus continues: 'What Mr. Radley did might seem peculiar to us, but it did not seem peculiar to him'.

a What is the subordinating conjunction used here? _____

b How can Atticus know that Mr. Radley's behaviour doesn't seem 'peculiar to him'?

_____

_____

c What lesson is Atticus trying to teach the children by arguing that Mr. Radley should be left alone, even if he seems different?

_____

_____

9 This sentence from the extract uses a subordinating conjunction.

> Furthermore, had it never occurred to us that the civil way to communicate with another being was by the front door instead of a side window?

a What is the subordinating conjunction used here? _____

b What does the prepositional phrase 'instead of a side window' suggest about the children's actions?

_____

_____

_____

_____

UNITS 9/10
Now go to your obook for the Video tutorial and Interactive Upskill module

SPELLING AND VOCABULARY: INTERESTING VERBS

conceded	proves	tormenting	barged	seem
occurred	communicate	invited	depositing	transmit

1 Look up these words from the word list and write down their definitions.

a conceded _____

b barged _____

c occurred _____

d depositing _____

e transmit _____

2 Choose the best list verb to complete each phrase below.

a _____ the argument

b _____ into the room

c _____ a response

d _____ to understand

e _____ the money

3 Change the list verbs below to their noun form.

a conceded _____

b tormenting _____

c communicate _____

d invited _____

4 Are these list verbs in the present (PR) or past (PS) tense?

a proves **PR/PS**

b barged **PR/PS**

c seem **PR/PS**

d invited **PR/PS**

5 Use the following list verbs in a sentence about a debate.

conceded proves communicate invited

_____

_____

_____

_____

TEST YOURSELF: UNITS 9/10

What prepositions do

1 What does a prepositional phrase contain? _____

_____

Highlight the prepositional phrases in the sentences below.

2 The ball was hit over the fence.

3 The judge's decision was delivered before the gallery.

4 After school the kids played in the park.

5 Five days ago we arrived in a strange new place.

How conjunctions work

Highlight the subordinating conjunction in each sentence below.

6 Unless the coach changes her mind, I won't be playing on the weekend.

7 I broke my foot, so I really shouldn't play anyway.

8 Even if it gets a bit better, playing on my sore foot won't help.

9 I sat in the stands because I wanted to get a better view of the game.

10 While I wish that I had played, I was glad the team won.

Spelling and vocabulary

Choose the best word from this list to complete each sentence below:
barged, communicate, depositing, tormenting, transmit.

11 We need to _____ well if we're to succeed.

12 Four-year-old Jackie _____ into the room screaming.

13 The overloaded trailer scraped slowly along the road, _____ prunings and small branches as it went.

14 The teacher repeatedly tried to _____ the information.

15 You must stop _____ that poor boy!

TOTAL MARKS /15

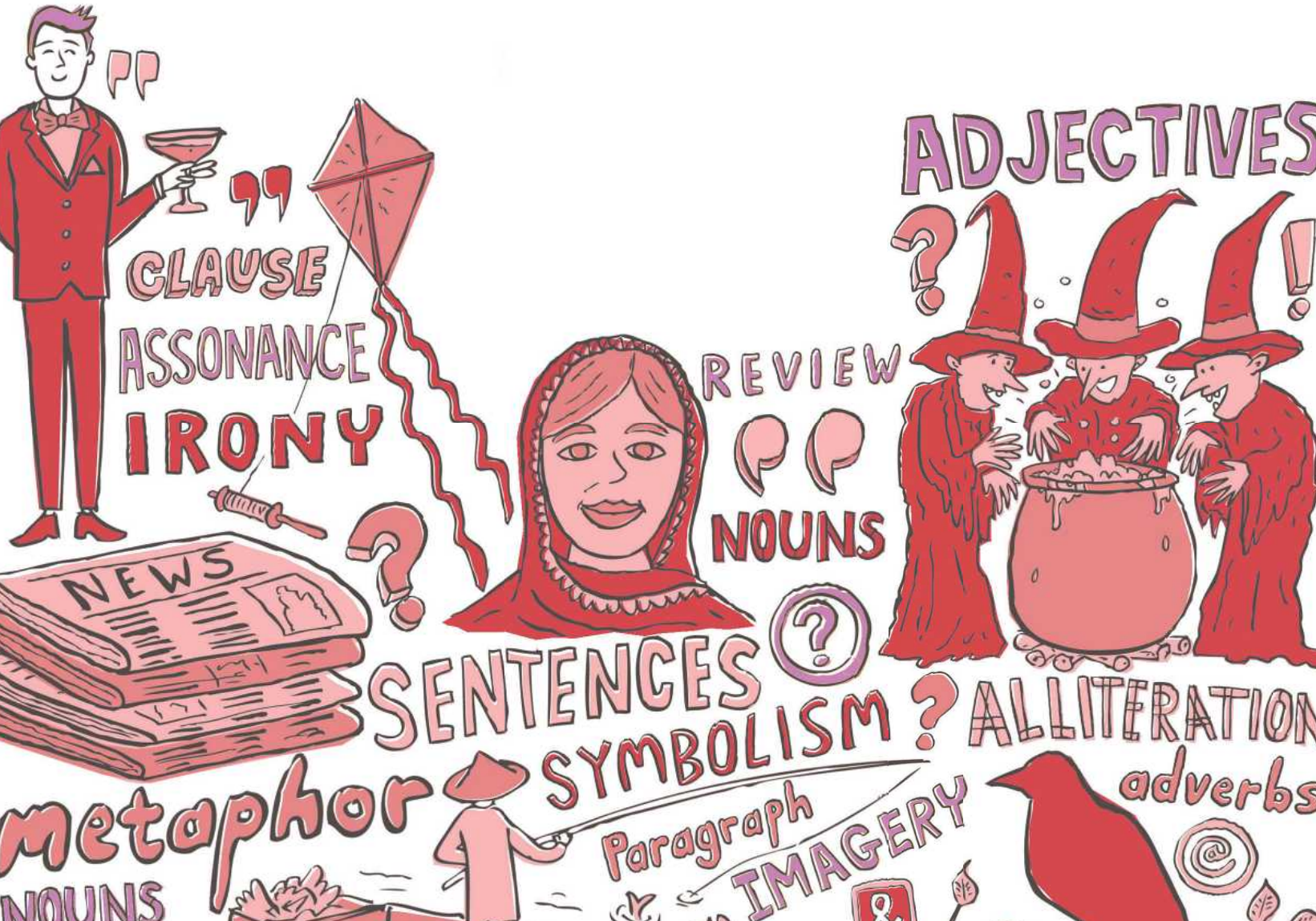
GLOSSARY RECAP

Abstract noun	A noun that names something that cannot be perceived by the senses.
Abstraction	Creating texts that deal with complex concepts and ideas.
Adjectival phrase	An adjective containing more than one word.
Adverb of manner	An adverb that gives information about how something is done.
Adverb of time/ place	An adverb that gives inormation about when/where something takes place.
Concrete noun	A noun that names something that can be perceived by the senses.
Conjunction	A word that joins words or groups of words. Coordinating and correlative conjunctions join elements of equal importance; subordinating conjunctions join elements of unequal importance.
Demonstrative adjective	An adjective that points out which particular noun is being referred to; varies depending on how many nouns are referred to, and whether they are close or far away.
Modal adjective	An adjective that tells the reader about the probability or likelihood of an event occurring.
Modal adverb	An adverb that expresses the possibility or likelihood of the verb happening.
Modal verb	A helping or auxiliary verb that expresses ability, probability, permission or obligation.
Modality	Ability, possibility, permission and obligation used collectively when referring to modal verbs.
Nominalisation	The process of turning a verb or adjective into an abstract noun.
Prepositional phrase	A group of words containing at least one preposition and the object of the sentence.
Subordinating conjunction	Used to show different relationships between the main clause and dependent clauses in complex sentences.
Tense	The form of a verb (past, present or future) that tells when the action takes place.
Verb phrase	A verb that consists of a helping verb and a present or past participle.

PART B

ORGANISING WORDS AND IDEAS

- Punctuation
- Phrases and clauses
- Sentences



UNIT 11A: PUNCTUATION

Refresh your memory by reviewing the purpose of each of these punctuation marks.

A **full stop** (.) is used at the end of a sentence.

The open garden program is a popular tourist attraction.

A **comma** (,) indicates a pause or a break in a sentence.

Each weekend, several private residences open up their gardens to visitors.

A **question mark** (?) is used to end a sentence when a question is being asked.

Does it cost much to attend?

Possessive apostrophes (') indicate that someone or something owns or belongs to someone. Apostrophes also show that two words have been joined to form a **contraction**. An example of each is shown in this sentence:

The properties' owners charge a small fee for entry, but it isn't too expensive.

Quotation marks punctuate **direct speech** to show that someone is speaking. They are also used to place around quotes made directly from a text. You can use single (') or double ("") quotation marks.

'Would you like to visit an open garden with me?' she asked.

A **colon** (:) introduces a list or elaborates on the first part of a sentence.

During September, a number of varieties of flowers are in bloom: daffodils, jonquils, irises and tulips.

The gardens are different but they have one thing in common: they're stunning.

A **semicolon** (;) connects two related clauses that could each stand alone as individual sentences. It can also be used to break up information in a complex list.

We visited two of the gardens last weekend; it was a great afternoon.

There are some beautiful gardens in Smith Lane, Mount Macedon; Arundel Avenue, Coldstream; and Robb Street, Healesville.

Brackets () and **dashes** (–) are used to include additional information in a sentence.

We stopped for lunch (I was starving) somewhere in the Dandenongs.

I went with my father – a gardening enthusiast – and my brother Geoffrey.

YOUR TURN 11.1

Each of these sentences contains at least one error due to poor understanding of the use of apostrophes. Correct each sentence – including any other spelling mistakes.

1 Your going to kill me! That was your favourite!

_____

2 Its not often that I get nostalgic for the way things we're.

_____

3 Jason still has'nt returned the laptop to Lisa and Mishel, even though he knows its theres.

_____

4 I wasnt going to call her back until tomorrow, even though I should of phoned yesterday.

_____

5 Im not at all convinced that its right. Theirs got to be a better way.

_____

YOUR TURN 11.2

Add punctuation and capital letters to each of these sentences.

1 after you finish your lunch would you like to go for a walk

_____

2 at the end of the garden past the fence is a creek that often floods in the winter

_____

3 the houses roof has been badly damaged by the storm repairing it is going to cost a lot of money

_____

4 as she crept closer to the light her heart pounding in her chest she wondered how she had ended up in such an awful situation

_____

_____

5 mrs chandis garden used to look wonderful but it hasn't been maintained since the property was purchased by new owners

_____

_____

Macbeth

William Shakespeare

Macbeth has just met with three witches who have foreseen that he is to become Thane of Glamis (his initial title), Thane of Cawdor (his newly appointed title) and also King of Scotland.

ACT I, SCENE 3

MACBETH

[*Aside*] Two truths are told,
As happy prologues to the swelling act
Of the imperial theme. [*Aloud*] – I thank you, gentlemen –
This supernatural soliciting
Cannot be ill, cannot be good. If ill,
Why hath it given me earnest of success,
Commencing in a truth? I am Thane of Cawdor:
If good, why do I yield to that suggestion,
Whose horrid image doth unfix my hair
And make my seated heart knock at my ribs
Against the use of nature? Present fears
Are less than horrible imaginings.
My thought, whose murder yet is but fantastical,
Shakes so my single state of man that function
Is smother'd in surmise, and nothing is,
But what is not.
[...]
If chance will have me king, why, chance may crown me
Without my stir.

(Oxford School Shakespeare, 1993)

YOUR TURN 11.3

Comprehension

1 What does Macbeth refer to when he mentions 'supernatural soliciting'?

_____

_____

2 Macbeth is uneasy about the prediction and the news he has just received. Why does he feel that it 'cannot be ill, cannot be good'?

3 What indications do we have that Macbeth is considering committing an evil act?

4 What conclusion does he reach in the final line of the extract?

Context

5 Highlight all the punctuation marks in the extract.

6 Macbeth questions himself twice in the extract. Does this give a different effect than it would if he expressed these thoughts as statements?

7 The sentences in Macbeth's aside are very long. How has Shakespeare used punctuation to ensure such long sentences can be spoken by an actor?

8 Identify the word from the passage that includes an apostrophe. Explain what this apostrophe is used for.

UNITS 11/12
Now go to your obook for the Video tutorial and Interactive Upskill module

UNIT 12A: PUNCTUATING QUOTATIONS FROM TEXTS

Quotation marks not only punctuate direct speech but are used to insert (or embed) quotes from another text into a piece of writing. Knowing how to do this properly is important for writing text response essays. Quotation marks can be single (') or double ("").

Macbeth considers the witches' prediction to be 'supernatural soliciting'.

As well as using quotation marks, there are other punctuation marks you can use when quoting from a text. Your text response essays will be more fluent if you are able to smoothly embed text quotes within your own sentences. In order to do this, you may need to alter the text so your text is grammatically correct.

Use square brackets [ ] to indicate that you have slightly altered the wording of a quote. This is particularly useful for altering pronouns or tenses.

At the end of the extract, Macbeth decides that 'chance may crown [him] without [his] stir'.

If you have a long quote but want to shorten it, use an **ellipsis** (...) to indicate that some text has been deliberately left out. Sometimes it may be necessary to use both square brackets and an ellipsis to modify a single quote.

When Macbeth initially contemplates murder the 'horrid image ... make[s] [his] seated heart knock at [his] ribs'.

YOUR TURN 12.1

Use square brackets to make sure the quotes in each sentence are grammatically correct.

1 When the boy saw his father for the first time after five years, 'I couldn't believe my eyes'.

_____

_____

2 The woman is described as entering the room stealthily, 'moved slowly towards the safe'.

_____

_____

3 Even though Maria is a complex character, she believes 'I am a simple girl with simple tastes'.

_____

_____

YOUR TURN 12.2

Shorten the quote in each sentence by using an ellipsis.

1 Frank is described as being 'a warm-hearted and energetic young man, always dressed shabbily and without a cent to his name'.

2 After the protagonist glimpsed the future, he 'decided there and then without any further ado to do everything in his power to change it'.

3 The mayor's corrupt side is shown by 'the taking of bribes, each bigger than the last, on an almost daily basis'.

YOUR TURN 12.3

Combine these pairs of sentences and quotes into single sentences that contain an embedded quote. Reword the sentences as necessary.

1 The audience's first impression of Jason is that he is not a trustworthy character. 'Jason Steward is a shady individual, always looking to take advantage.'

2 As the narrative continues, a softer side to his character is revealed. 'He was turning out to be a far more caring and generous man than I had thought he was.'

3 While Marianne is initially impressed by this change in character, it soon seems that Jason has returned to his old ways. 'My role in the theft is not in dispute.'

Macbeth

William Shakespeare

ACT I, SCENE 7

MACBETH

We will proceed no further in this business.
He hath honour'd me of late; and I have bought
Golden opinions from all sorts of people,
Which would be worn now in their newest gloss,
Not cast aside so soon.

LADY MACBETH

Art thou afeard
To be the same in thine own act and valour
As thou art in desire? Wouldst thou have that
Which thou esteem'st the ornament of life,
And live a coward in thine own esteem,
Letting 'I dare not' wait upon 'I would,'
[...]
What beast was't then,
That made you break this enterprise to me?
When you durst do it, then you were a man.
And to be more than what you were, you would
Be so much more the man. Nor time nor place
Did then adhere, and yet you would make both.
They have made themselves, and that their fitness now
Does unmake you. I have given suck, and know
How tender 'tis to love the babe that milks me:
I would, while it was smiling in my face,
Have pluck'd my nipple from his boneless gums,
And dash'd the brains out, had I so sworn
As you have done to this.

MACBETH

If we should fail?

LADY MACBETH

We fail. But screw your courage to the sticking-place and we'll not fail.

(Oxford School Shakespeare, 1993)

YOUR TURN 12.4

Comprehension

1 Why has Macbeth changed his mind about the murder at the beginning of the extract?

2 What is Lady Macbeth's initial response to this?

3 How does she go about persuading Macbeth that they should stick to the plan?

4 According to Lady Macbeth, what trait does Macbeth need to show in order for them to succeed?

Context

5 Using this topic sentence, write a paragraph and include at least three quotes to support your discussion.

'When initially planning the murder of Duncan, Lady Macbeth shows more courage than her husband.'

UNITS 11/12
Now go to your obook for the Video tutorial and Interactive Upskill module

SPELLING AND VOCABULARY: WORDS INVENTED BY SHAKESPEARE

laughable	madcap	assassination	obscene	dishearten
lacklustre	dauntless	besmirch	invulnerable	negotiate

1 Look up these words from the word list and write down their definitions.

a laughable _____

b madcap _____

c assassination _____

d obscene _____

e dishearten _____

f lacklustre _____

g dauntless _____

h besmirch _____

i invulnerable _____

j negotiate _____

2 Select the most appropriate list word to complete each of the following sentences.

a Don't let this difficulty _____ you.

b The excuses he gave for his overdue work were _____.

c I will have to _____ with my parents to see if I can come to your party.

d Your negative comments could _____ my reputation.

e The attempted _____ of the prime minister made headlines around the world.

f Their _____ scheme was unlikely to succeed.

g _____, she continued into the darkest recesses of the cave.

h She looked tired and _____ after yet another sleepless night.

i The jokes were so _____ that I was disgusted rather than amused.

j Achilles was almost _____ in battle.

3 Write a short paragraph that contains as many of the list words as possible. Challenge yourself to write using Shakespearean language.

_____

_____

_____

_____

TEST YOURSELF: UNITS 11/12

Punctuation review

1 What are the three different punctuation marks that could be used at the end of a sentence? _____

2 What are the two different types of apostrophe? _____

3 What are the two possible uses of a colon? _____

_____

4 What punctuation mark can be used to connect two related clauses that could each stand alone as individual sentences? _____

5 What two punctuation marks can be used to include additional information in a sentence? _____

Punctuating quotations from texts

6 What are quotation marks generally used for? _____

_____

7 Quotation marks can also be used to embed _____ from another text into a piece of writing.

8 When punctuating quotations from texts, you must use only single quotation marks. Is this statement true or false? T/F

9 What punctuation mark can be used to indicate that you have slightly altered the wording of a quote? _____

10 What punctuation mark would you use if you wanted to leave some text out from a quote?

_____

Spelling and vocabulary

Fill in the blanks to form several other words invented by Shakespeare.

11 M O N U __ E N T __ L

12 T __ A N Q __ I L

13 O __ T B R E __ K

14 G __ N E R O __ S

15 M A __ E S T __ C

TOTAL MARKS /15

UNIT 13A: DIFFERENT TYPES OF PHRASES

A **phrase** is a group of words that does not make sense on its own. Phrases provide further information in a sentence.

Prepositional phrases combine a preposition with a noun to help make connections and relationships clear.

I drove the car to my house. I drove the car up the hill.

There are other types of phrases that you can use to construct sentences.

- A **noun phrase** is a group of words that includes, and provides detail about, a noun. Often, the noun phrase is the subject of the sentence.

  the young girls | the visitors from France | Allison's older brother

- An **adjectival phrase** does the job of an adjective in a sentence. It adds detail to a noun or a noun phrase. You can add descriptive words to an adjective to create an adjectival phrase.

  The puppies were very happy to play. | Elton is the smartest boy in class.

- An **adverbial phrase** is a phrase that does the job of an adverb in a sentence. The words in an adverbial phrase give more detail about the verb, but they do not contain the verb itself. They provide information about how, when, where and why an action is taking place.

  I chopped the onion with a knife. [tells us *how* the onion was chopped]

  I chopped the onion before dinner time. [tells us *when* the onion was chopped]

  I chopped the onion on a chopping board. [tells us *where* the onion was chopped]

  I chopped the onion to make dinner. [tells us *why* the onion was chopped]

YOUR TURN 13.1

Do these sentences contain a noun phrase (N), an adjectival phrase (A) or an adverbial (V) phrase? Highlight your answer.

1. Amelia had the flu and was very unwell. N/A/V
2. My friends from school want to visit tomorrow. N/A/V
3. She tore apart the barricade with her bare hands. N/A/V
4. He drank some ice-cold lemonade. N/A/V
5. The peace and tranquillity of the forest helped him feel at ease. N/A/V

YOUR TURN 13.2

Add an adjectival phrase or an adverbial phrase to each of these simple sentences to provide more detail. Remember that an adjectival phrase adds extra information about the noun, and an adverbial phrase adds extra information about the verb.

1 The speaker made her way to the stage.

_____

2 He walked into the ocean.

_____

3 I ate the vegetables.

_____

4 The dog pulled on his lead.

_____

5 She lay on the bed.

_____

YOUR TURN 13.3

Each sentence includes an adverbial phrase that describes *how* the verb is performed. Rewrite the sentence, changing the adverbial phrase so that it describes when, where or why the action is performed.

1 The cat hissed in a hostile manner.

_____

2 I gave her the present quite grudgingly.

_____

3 He threw the ball as hard as possible.

_____

4 She examined the manuscript very carefully.

_____

The Kite Runner

Khaled Hosseini

I became what I am today at the age of twelve, on a frigid overcast day in the winter of 1975. I remember the precise moment, crouching behind a crumbling mud wall, peeking into the alley near the frozen creek. That was a long time ago, but it's wrong what they say about the past, I've learned, about how you can bury it. Because the past claws its way out. Looking back now, I realise I have been peeking into that deserted alley for the last twenty-six years.

One day last summer, my friend Rahim Khan called from Pakistan. He asked me to come see him. Standing in the kitchen with the receiver to my ear, I knew it wasn't just Rahim Khan on the line. It was my past of unatoned sins. After I hung up, I went for a walk along Spreckels Lake on the northern edge of Golden Gate Park. The early-afternoon sun sparkled on the water where dozens of miniature boats sailed, propelled by a crisp breeze. Then I glanced up and saw a pair of kites, red with long blue tails, soaring in the sky. They danced high above the trees on the west end of the park, over the windmills, floating side by side like a pair of eyes looking down on San Francisco, the city I now call home. And suddenly, Hassan's voice whispered in my head: *For you, a thousand times over*. Hassan the harelipped kite runner.

I sat on a park bench near a willow tree. I thought about something Rahim Khan said just before he hung up, almost as an afterthought. *There is a way to be good again*. I looked up at those twin kites. I thought about Hassan. Thought about Baba. Ali. Kabul. I thought of the life I had lived until the winter of 1975 came along and changed everything. And made me what I am today.

(Bloomsbury, 2004, pp. 1–2)

YOUR TURN 13.4

Comprehension

1 When did the narrator of the extract become what he is today?

_____

_____

2 What has the narrator realised about trying to bury the past?

_____

_____

3 How do you know that the narrator has left his original home? Where does he live now?

_____

_____

4 What does Rahim Khan tell the narrator?

_____

_____

5 Who was Hassan? What does the quote 'For you a thousand times over' tell us about his friendship with the narrator?

_____

_____

6 How can you tell that the narrator regrets his past actions?

_____

_____

Context

7 Complete the missing noun phrases from these lines of the extract.

a I became what I am today at the age of twelve, on _____ in the winter of 1975.

b I remember the precise moment, crouching behind _____ peeking into the alley near the _____ ...

c The _____ sparkled on the water where _____ sailed, propelled by _____ ...

8 Complete the missing adjectival phrase from this line of the extract.

Then I glanced up and saw a pair of kites, _____ soaring in the sky.

9 Complete the missing adverbial phrases from these lines of the extract.

They danced _____ on the west end of the park, _____, floating _____ like a pair of eyes looking down on San Francisco ...

10 Rewrite these sentences, adding some phrases from the extract to provide more descriptive detail.

a I sat on a park bench near a willow tree.

_____

b I looked up at those twin kites.

_____

11 On a separate piece of paper, write about a memory don't run text past line you often reflect upon. Use noun, adverbial and adjectival phrases in your writing.

UNITS 13/14
Now go to your obook for the Video tutorial and Interactive Upskill module

UNIT 14A: COMBINING CLAUSES

A **clause** is a group of words that makes sense on its own. An **independent clause** can stand alone as a simple sentence. Phrases can be added to independent clauses, and clauses can be combined with additional clauses to write more detailed sentences.

An independent clause can be combined with other independent and dependent clauses in several ways:

- Two independent clauses can be joined by a **coordinating conjunction**. The coordinating conjunctions are:

  for, and, nor, but, or, yet, so

  The sky turned a beautiful deep pink colour and the light gradually faded.

In this example, the coordinating conjunction *and* has been used to join the two clauses.

- An independent clause can also be combined with a **dependent clause** to form a more detailed sentence. A dependent clause begins with a subordinating conjunction and does not make sense on its own.

  As the sun set in the west, the sky turned a beautiful deep pink colour.

In this example, the bold part of the sentence is the dependent clause and the independent clause is underlined.

The sky turned a beautiful deep pink colour as the sun set in the west.

In this example, the independent clause is bold. No comma is needed when the dependent clause follows the independent clause.

- Additional clauses can be added to increase the complexity of a sentence.

  As the sun set in the west [dependent clause], the sky turned a beautiful deep pink colour [independent clause] and the light gradually faded [independent clause].

- Three or more clauses can be combined in a variety of ways and clauses can be embedded within other clauses.

  As the sun set in the west [dependent clause], *the light gradually fading* [embedded clause], the sky turned a beautiful deep pink colour [independent clause].

  The light gradually faded [independent clause], *the sky turning a beautiful deep pink colour* [embedded clause], **as the sun set in the west** [dependent clause].

  The sky turned a beautiful deep pink colour [independent clause], **as the light of the sun** [dependent clause] setting in the west [embedded clause] **gradually faded** [dependent clause].

YOUR TURN 14.1

Identify whether the bold clause in each sentence is joined with an independent clause (I) or a dependent clause (D).

1 **Water drummed on the window pane** as the rain poured relentlessly. I/D

2 **He was cold** but he didn't want to put on his jacket. I/D

3 As the flock took off in flight, **a great squawking filled the air**. I/D

4 **We applauded enthusiastically** while the band played the encore. I/D

5 She was confident at first, but **she became more intimidated as the questions continued**. I/D

YOUR TURN 14.2

Rewrite these pairs of sentences as a single sentence. You can combine the clauses in any order you like, or embed one clause within the other.

1 The farmhouse was ancient and ramshackle. Stray animals wandered in the yard of the farmhouse.

_____

_____

2 The painting had vibrant colours of orange and blue. The painting was a masterpiece.

_____

_____

YOUR TURN 14.3

Rewrite these sentences to vary the order of the clauses. Change the wording of the sentences as necessary.

1 As she put the car into drive, the engine purring tunefully, she once again congratulated herself on her purchase.

_____

_____

2 I looked into my wallet, regretting the purchase of the expensive book, and slowly counted out the exact change to pay for my coffee.

_____

_____

The Kite Runner

Khaled Hosseini

Every winter, districts in Kabul held a kite-fighting tournament. And if you were a boy living in Kabul, the day of the tournament was undeniably the highlight of the cold season. I never slept the night before the tournament. I'd roll from side to side, make shadow animals on the wall, even sit on the balcony in the dark, a blanket wrapped around me. I felt like a soldier trying to sleep in the trenches the night before a major battle. And that wasn't so far off. In Kabul, fighting kites *was* a little like going to war.

As with any war, you had to ready yourself for battle. For a while, Hassan and I used to build our own kites. We saved our weekly allowances in the fall, dropped the money in a little porcelain horse Baba had bought one time from Herat. When the winds of winter began to blow and snow fell in chunks, we undid the snap under the horse's belly. We went to the bazaar and bought bamboo, glue, string and paper. We spent hours every day shaving bamboo for the centre and cross spars, cutting the thin tissue paper which made for easy dipping and recovery. And then, of course, we had to make our own string, or *tar*. If the kite was a gun, then the *tar*, the glass-coated cutting line, was the bullet in the chamber. We'd go out in the yard and feed up to five hundred feet of string through a mixture of ground glass and glue. We'd then hang the line between the trees, leave it to dry. The next day, we'd wind the battle-ready line around a wooden spool. By the time the snow melted and the rains of spring swept in, every boy in Kabul bore telltale horizontal gashes on his fingers from a whole winter of fighting kites. I remember how my classmates and I used to huddle, compare our battle scars on the first day of school. The cuts stung and didn't heal for a couple of weeks, but I didn't mind. They were reminders of a beloved season that had once again passed too quickly.

(Bloomsbury, 2004, pp. 46–7)

YOUR TURN 14.4

Comprehension

1 What is the highlight of winter in Kabul?

_____

_____

2 How does the narrator sleep the night before the tournament? What does he compare trying to sleep before the tournament with?

_____

_____

3 What do Hassan and the narrator do in order to afford to build their own kites?

_____

_____

4 What is *tar*? If the kite is a gun, what is *tar* compared to?

_____

_____

5 Why do the narrator and his school friends value their battle scars?

_____

_____

Context

6 Write an independent clause from the first paragraph of the extract that stands alone as a sentence.

_____

7 Read this sentence from the extract again.

> I'd roll from side to side, make shadow animals on the wall, even sit on the balcony in the dark, a blanket wrapped around me.

Split the sentence up into independent clauses. Write the clauses as separate simple sentences. You can change the wording if you need to.

_____

_____

_____

8 **a** Read this sentence from the extract again.

> The cuts stung and didn't heal for a couple of weeks, but I didn't mind.

What sort of conjunction joins the two clauses? _____

b Split the sentence up into independent clauses. Write the clauses as separate simple sentences. You can change the wording if you need to.

_____

_____

9 **a** Write two sentences from the extract that include at least three clauses each.

_____

_____

b Break one of your sentences up into a series of simple sentences, with one sentence for each clause; then write your simple sentences.

_____

_____

UNITS 13/14
Now go to your obook for the Video tutorial and Interactive Upskill module

SPELLING AND VOCABULARY: WORDS ENDING IN '-URE' AND '-ER'

recover	receiver	mixture	closure	chamber
soldier	miniature	remember	conjecture	departure

1 Write a synonym from the word list for each word below.

a concoction _____

b diminutive _____

c room _____

d heal _____

e speculation _____

f recall _____

g beneficiary _____

h exit _____

i combatant _____

j cessation _____

2 Classify each list word as ending in either '-ure' or '-er'.

Ends in '-ure'	Ends in '-er'

3 Write a brief paragraph starting with the beginning provided below. Try to use as many list words as you can.

The trouble with conjecture is... _____

_____

_____

_____

_____

_____

_____

_____

TEST YOURSELF: UNITS 13/14

Different types of phrases

1 Highlight the correct response to complete the following sentence.

A phrase is a group of words that **does/does not** make sense on its own.

2 What two parts of speech are combined to form a prepositional phrase?

_____

3 What type of phrase is often the subject of a sentence? _____

4 What type of phrase does the job of an adjective in a sentence? _____

_____

5 What type of phrase provides extra information about how, when, where or why an action takes place? _____

Combining clauses

6 What type of clause can stand alone as a simple sentence? _____

7 What type of conjunction can be used to combine two independent clauses?

_____

8 What type of clause begins with a subordinating conjunction? _____

9 When a dependent clause is followed by an independent clause, what punctuation mark should be used? _____

10 What is the name for a clause that has been put within another clause?

_____

Spelling and vocabulary

Add 'ure' or 'er' to the end of each word to complete it.

11 mat _____

12 discov _____

13 lay _____

14 reass _____

15 meas _____

TOTAL MARK /15

UNIT 15A: ACTIVE AND PASSIVE VOICE

Most of the time, the subject of a sentence is the person or thing performing the action.

Hilary opened the book.

This sentence is in the **active voice** because Hilary (the subject) is actively doing something.

If the subject of the sentence is not performing the action, but receiving it, it is still the main focus of the action being performed, but it takes a passive role. This is known as the **passive voice**.

The book was opened by Hilary.

In this example, the book has become the subject of the sentence.

To write in the passive voice, the verb in the sentence needs to be in the form of a past participle, and be accompanied by the appropriate form of the verb *to be*.

Most of the time, this involves using the past tense of the verb, along with *is* or *was*.

Jemima poured the water into the glass. [active voice]

The water <u>was</u> <u>poured</u> into the glass by Jemima. [passive voice]

In the first sentence, the subject is Jemima and she performs the action of pouring.

In the second sentence, the subject is the water. The verb 'poured' is accompanied by the word 'was'. The second sentence could also be, 'The water was poured into the glass' because what matters is that the water was poured, not who did it.

The passive voice is often used in news reports and can also be useful when writing essays. However, too much passive voice can make your writing sound stilted and boring, so generally the active voice is preferred.

Converting a sentence from passive voice to active voice is easier than the other way around.

The water was sipped by Jemima.

In the passive voice, the subject of this sentence is the water.

Jemima sipped the water.

Converted to the active voice, Jemima becomes the subject of the sentence and she performs the action of sipping.

YOUR TURN 15.1

Underline the subject of each sentence and identify whether the sentence is written in the active voice (A) or the passive voice (P).

1 The money was taken out of the wallet. A/P

2 I cut the steak with my knife. A/P

3 The hairdresser cut my hair. A/P

4 The decision was made by the principal. A/P

5 The library book was returned. A/P

YOUR TURN 15.2

Rewrite these sentences, converting them from passive voice to active voice. You may need to add a new subject if the sentence doesn't have an appropriate one.

1 The food was eaten.

_____

2 The fence was cleared by the galloping horse.

_____

3 The beach was drenched by the rain.

_____

4 The ink was leaked by the pen.

_____

5 The sheep were herded by the farmer.

_____

YOUR TURN 15.3

Imagine that you have wreaked destruction upon your house after being left at home alone by your parents. Rewrite each sentence in the passive voice so that you can explain what has happened without taking full responsibility for your actions.

1 I broke the kitchen window with a tennis ball.

_____

2 I kicked a football into the television aerial.

_____

3 I spilt milk all over the floor and didn't clean it up.

_____

4 I knocked over Great Aunt Judy's vase and it smashed.

_____

5 I left the gate open and the dog ran away.

_____

Of Mice and Men

John Steinbeck

'You can have them two beds there,' he said, indicating two bunks near the stove.

George stepped over and threw his blankets down on the burlap sack of straw that was a mattress. He looked into his box shelf and picked a small yellow can from it. 'Say. What the hell's this?'

'I don't know,' said the old man.

'Says "positively kills lice, roaches and other scourges." What the hell kind of bed you giving us, anyways? We don't want no pants rabbits.'

The old swamper shifted his broom and held it between his elbow and his side while he held out his hand for the can. He studied the label carefully.

'Tell you what – ' he said finally, 'last guy that had this bed was a blacksmith – hell of a nice fella and as clean a guy as you want to meet. Used to wash his hands even *after* he ate.

'Then how come he got greybacks?' George was working up a slow anger. Lennie put his bindle on the neighbouring bunk and sat down. He watched George with open mouth.

'Tell you what,' said the old swamper. 'This here blacksmith – name of Whitey – was the kind of guy that would put that stuff around even if there wasn't no bugs – just to make sure, see? Tell you what he used to do – At meals he'd peel his boil' potatoes an' he'd take out ever' little spot, no matter what kind, before he'd eat it. And if there was a red spot on an egg, he'd scrape it off. Finally quit about the food. That's the kinda guy he was – clean. Used ta dress up on Sundays even when he wasn't going no place, put on a necktie even, and then set in the bunkhouse.'

'I ain't so sure,' said George skeptically. 'What did you say he quit for?'

The old man put the yellow can in his pocket, and he rubbed his bristly white whiskers with his knuckles. 'Why ... he ... just quit, the way a guy will. Says it was the food. Just wanted to move. Didn't give no other reason but the food. Just says "gimme my time" one night, the way any guy would.'

George lifted the tick and looked underneath it. He leaned over and inspected the sacking closely. Immediately Lennie got up and did the same with his bed. Finally, George seemed satisfied. He unrolled his bindle and put things on the shelf, his razor and bar of soap, his comb and bottle of pills, his liniment and leather wristband. Then he made his bed up neatly with blankets.

(Penguin, 2008, pp. 20–1)

YOUR TURN 15.4

Comprehension

1 Why is George so concerned about the yellow can?

_____

_____

2 Who was the previous occupant of the bunk? What sort of person was he?

3 How are you given the impression that the blacksmith's behaviour was unusual? What might this imply about the other occupants of the bunkhouse?

4 How can you tell that George is eventually satisfied with the explanation he is given?

5 In this extract, it would appear that Lennie is content to simply follow George's lead. Write down two quotes from the extract that support this.

Context

6 Identify the subject in each sentence; then rewrite the sentence in the passive voice.

a George stepped over and threw his blankets down on the burlap sack of straw that was a mattress.

Subject: _____

Passive voice: _____

b He looked into his box shelf and picked a small yellow can from it.

Subject: _____

Passive voice: _____

c He studied the label carefully.

Subject: _____

Passive voice: _____

d Lennie put his bindle on the neighbouring bunk.

Subject: _____

Passive voice: _____

UNITS 15/16
Now go to your obook for the Video tutorial and Interactive Upskill module

UNIT 16A: WRITING MORE COMPLEX SENTENCES

A **simple sentence** is a sentence made up of just one clause. This type of clause is known as an independent clause because it can stand on its own.

The lion stalked its prey.

Two or more simple sentences can be combined to form a compound sentence. **Compound sentences** are made up of two or more independent clauses joined by a coordinating conjunction.

The lion stalked its prey <u>and</u> the zookeeper watched from behind the bars.

Combining simple sentences makes your writing more interesting and detailed than only using simple sentences, which are quite basic.

Be careful of combining more than two or three independent clauses into a long compound sentence as this creates a run-on sentence, which can sound terrible.

The lion stalked its prey and the zookeeper watched from behind the bars but the mouse scampered out of sight and it found refuge in a small hole so the lion could not reach it.

Clauses can also be combined to form a complex sentence. **Complex sentences** are made up of independent and dependent clauses joined by a subordinating conjunction.

<u>As</u> the zookeeper watched from behind the bars, the lion stalked its prey.

In this example, the addition of the subordinating conjunction 'as' converts the first clause into a dependent clause.

As with compound sentences, when you write complex sentences it's a good idea to avoid adding too many clauses, as this can get quite confusing.

As the zookeeper watched from behind the bars, the lion stalked its prey, a mouse scampered out of sight so the lion could not reach it where it had found refuge in a small hole.

This sentence is much too complicated and would sound better as two sentences, with each one composed of two or three clauses.

Some sentences can be both compound and complex.

Finding refuge in a small hole, the mouse scampered out of sight and the lion could no longer reach it.

In this example, the first two clauses could form a complex sentence on their own. However, the addition of the third clause, joined with the coordinating conjunction 'and', means that this sentence is a compound and a complex sentence.

YOUR TURN 16.1

Write whether each sentence is compound, complex or both.

1 The children continued to play even as the rain started to pour. _____

2 He wrenched open the door, his heart in his mouth, but the cupboard was completely empty.

_____

3 The plane taxied towards the terminal and came to a complete stop. _____

4 The children chattered and laughed as the teacher turned her back to them so that she could write on the board. _____

5 The hedgehog, which only came out at night, lived in a burrow at the bottom of the garden.

_____

YOUR TURN 16.2

Combine the three clauses to make one compound/complex sentence. The clauses can be combined in any order.

1 The dog barked. The cat ran up a tree. The birds flew away.

_____

_____

2 The film was entertaining. My popcorn was soggy. People talked the whole time.

_____

_____

3 The woman shouted. The little boy laughed. The dog continued to eat the pie.

_____

_____

YOUR TURN 16.3

Turn these compound sentences into complex sentences by adding a clause of your own.

1 I was walking along the road and I found a $50 note.

_____

2 She wanted to open the door but she had forgotten her keys.

_____

Of Mice and Men

John Steinbeck

For a moment the place was lifeless, and then two men emerged from the path and came into the opening by the green pool. They had walked single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. The first man was small and quick, dark of face, with restless eyes and sharp strong features. Every part of him was defined: small, strong hands, slender arms, a thin and bony nose. Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, with wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but hung loosely.

The first man stopped short of the clearing and the follower nearly ran over him. He took off his hat and wiped the sweat-band with his forefinger and snapped the moisture off. His huge companion dropped his blankets and flung himself down and drank from the surface of the green pool; drank with long gulps, snorting into the water like a horse. The small man stepped nervously beside him.

'Lennie!' he said sharply. 'Lennie, for God' sakes don't drink so much.' Lennie continued to snort into the pool. The small man leaned over and shook him by the shoulder. 'Lennie. You going to be sick like you was last night.'

Lennie dipped his whole head under, hat and all, and then he sat up on the bank as his hat dripped down on his blue coat and ran down his back.

'Tha's good,' he said. 'You drink some, George. You take a good big drink.' He smiled happily.

(Penguin, 2008, pp. 2–3)

YOUR TURN 16.4

Comprehension

1 What similarities in appearance do the two men share?

_____

_____

2 What are the main differences in how they look?

_____

_____

3 What impression do you have of the character of George?

_____

_____

4 What impression do you have of the character of Lennie?

_____

_____

5 How do the two men appear to relate to one another? Based on your reading of the extract, who do you think is in charge? Why?

_____

_____

_____

Context

6 Identify the sentence type of each of these sentences from the extract.

a For a moment the place was lifeless, and then two men emerged from the path and came into the opening by the green pool. _____

b Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. _____

c Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, with wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. _____

d The small man stepped nervously beside him. _____

e He smiled happily. _____

7 Rewrite each of these sentences from the extract as a complex or compound/complex sentence.

a The first man stopped short of the clearing and the follower nearly ran over him.

_____

_____

b He took off his hat and wiped the sweat-band with his forefinger and snapped the moisture off.

_____

_____

c His huge companion dropped his blankets and flung himself down and drank from the surface of the green pool.

_____

_____

_____

UNITS 15/16
Now go to your obook for the Video tutorial and Interactive Upskill module

SPELLING AND VOCABULARY: WORDS STARTING WITH 'IM-' AND 'EM-'

immediately	improve	emerged	embarrassed	emaciated
emancipation	impossible	important	immense	emanate

1 Look up these words from the word list and write down their definitions.

a immediately _____

b improve _____

c emerged _____

d embarrassed _____

e emaciated _____

f emancipation _____

g impossible _____

h important _____

i immense _____

j emanate _____

2 Choose a synonym from the word list that best matches each word below.

a skeletal _____

b freedom _____

c exude _____

d instantly _____

e inconceivable _____

f boundless _____

g enhance _____

h appeared _____

3 Write a brief paragraph on the topic 'I was so embarrassed'. Try to use as many list words as you can.

_____

_____

_____

_____

_____

_____

TEST YOURSELF: UNITS 15/16

Active and passive voice

1 What is the term used when the subject of a sentence is performing the main action?

_____

2 What is the term used when the subject of a sentence is receiving the main action?

_____

Identify whether the following sentences are written in the active (A) or passive (P) voice.

3 The rose bush was pruned by the gardener. A/P

4 He opened the door. A/P

Rewrite the following sentence using the active voice:

5 The television was switched on by Lettie. _____

_____

Writing more complex sentences

6 How many clauses make up a simple sentence? _____

7 Why is it a good idea to combine simple sentences? _____

_____

8 What is a compound sentence made up of? _____

_____

9 What is a complex sentence made up of? _____

_____

10 Some sentences can be both compound and complex. T/F

Spelling and vocabulary

Replace each underlined word with a word starting with 'im' or 'em'.

11 His behaviour was extremely <u>childish</u>. im _____

12 They <u>hugged</u> one another. em _____

13 She put a great deal of <u>creativity</u> into the story. im _____

14 The painting was a good <u>copy</u> of the original. im _____

15 The house was <u>unoccupied</u>. em _____

TOTAL MARKS /15

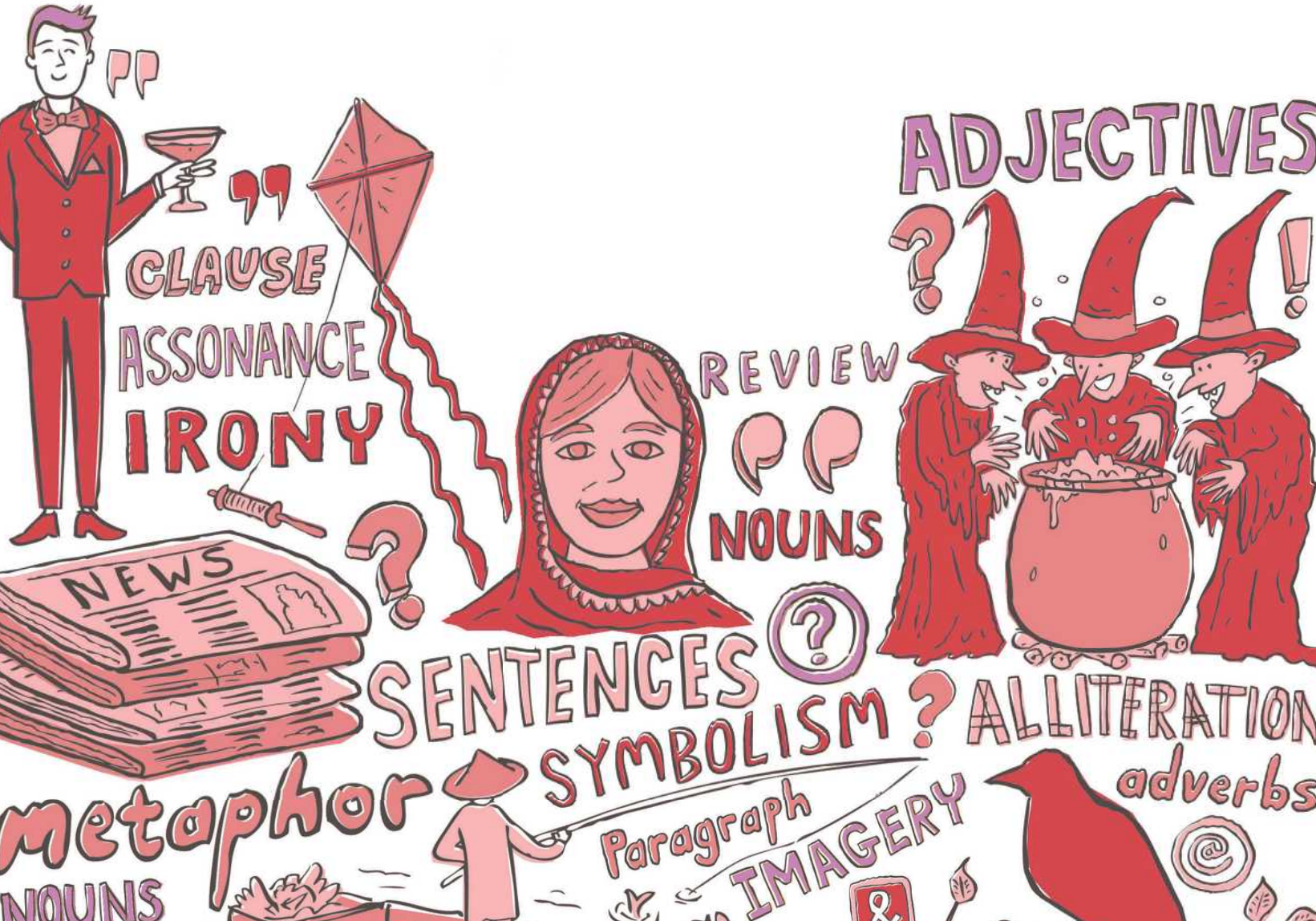
GLOSSARY RECAP

Active voice	When the subject of a sentence is the person or thing performing the action.
Adjectival phrase	An adjective that contains more than one word.
Adverbial phrase	An adverb that contains more than one word and modifies a verb, adjective or another adverb.
Clause	A group of words that contains a subject and finite verb and makes sense on its own. A clause is either independent or dependent.
Complex sentence	A sentence that contains an independent clause and one or more dependent clauses.
Compound sentence	A sentence that contains two or more independent clauses.
Coordinating conjunction	A conjunction that joins two independent clauses.
Dependent clause	A clause that is dependent on an independent clause in a sentence. It doesn't make sense on its own.
Ellipsis	When words are omitted from the text.
Independent clause	A clause that makes sense on its own.
Noun phrase	A noun plus a determiner and/or a modifier.
Passive voice	When the subject of a sentence is not performing the action, but receiving it.
Phrase	A group of words that does not contain a subject or finite verb and cannot stand on its own.
Simple sentence	A sentence consisting of one independent clause.

PART C

EXPRESSING AND SHARING WORDS AND IDEAS

- Text cohesion
- Literary devices



UNIT 17A: WRITING ESSAYS

An essay is made up of a series of connected paragraphs that put forward a consistent message. At school you will be required to write two types of essay in particular: a persuasive essay and a text response essay.

- A **persuasive essay** argues about a particular topic or issue. It must have a clear stance – or point of view – and each paragraph must put forward a different argument in relation to this point of view. It uses evidence and persuasive language to help get the audience on side.
- A **text response essay** is a detailed discussion of a text. It explores a particular theme or aspect of the text and puts forward the writer's understanding of the text's message. Each body paragraph discusses a different aspect of the text, using evidence from the text to support the writer's stance on the topic..

All essays follow a basic structure and contain common elements.

- Essays must start with an introduction, which puts forward the issue or essay question under discussion and the main contention. This usually consists of a few sentences.
- The introduction is followed by a series of connected body paragraphs that each advance the discussion or further develop the writer's argument. The TEEL structure outlines the basic rules for organising a paragraph:

  Topic sentence – the first sentence (states the main point or key idea)

  Explanation – elaborates on the main points

  Evidence – includes quotes or statistics to support the explanation

  Link – the final sentence (reconnects the main idea of the paragraph).

While a persuasive essay uses different evidence from a text response essay, this evidence must always be explained and related back to the topic, no matter what type of piece you are writing.

- Finally, an essay should end with a conclusion, which sums up the writer's perspective and restates the main points.

YOUR TURN 17.1

Identify whether these sentences would belong in a text response (T) or a persuasive essay (P).

1 Technology is having a detrimental effect upon young people. T/P

2 A number of characters are able to stay true to themselves despite opposition from their community. T/P

3 Chad demonstrates his selfishness when he declares that it is '[his] way, or no way at all'. T/P

4 Twenty-three per cent of teenagers surveyed reported feeling more comfortable interacting with people online rather than in person. T/P

YOUR TURN 17.2

Write the letters A–H next to these sentences to place them in the most suitable order for an essay. There are three sentences to form an introduction, three topic sentences to begin body paragraphs and two sentences for the conclusion.

1 The text explores how the prejudices of others can make the struggle to fit in even more difficult. ☐

2 Whether characters experience discrimination due to their race, age or gender, the negative judgments of society lead to undue suffering. ☐

3 Overall, Stein's novel depicts a wide range of prejudices. ☐

4 In addition to ethnicity, characters are also discriminated against due to their gender. ☐

5 The text shows that, irrespective of the reason for discrimination, the negative judgments of society will always cause suffering. ☐

6 *A Calmer Way to Be*, by Allison Stein, depicts the difficulties experienced by marginalised people in the twenty-first century. ☐

7 Discrimination due to race is the most clear form of judgment experienced by the characters in the text. ☐

8 While race and gender are common prejudices in the text, a more subtle form of discrimination exists on the grounds of age. ☐

YOUR TURN 17.3

Use a mix of evidence and explanation to complete this paragraph. You should add at least four sentences to ensure that your viewpoint is appropriately explained. A topic sentence and a linking sentence have been done for you.

Technology is making our lives worse rather than better.

_____

_____

_____

_____

_____

_____

If people are unable to prioritise their personal relationships over their obsession with technology, then the cost will be greater than any advantage that we can gain.

This essay was submitted by a Year 10 student as an entry into the Williams High annual essay-writing competition.

Let's work together to preserve nature

Sadly, the natural environment continues to be degraded at the hands of humanity. While many of us say that we are concerned by this, it is all too easy for us to sit back and leave the problem to someone else to fix. But just because something is challenging, it doesn't mean it's not worth doing. We all have a responsibility to work together to help to conserve our most precious resource. It's not too late for our efforts to truly make a difference.

Many people believe that they as individuals don't have the power to help the environment. This is simply not the case. For example, every single thing you recycle is one less piece of landfill. Imagine if you were to just add one extra item to your recycling bin rather than your rubbish bin every week. 52 items a year may not seem like much, but consider what the result would be if everyone were to do the same. According to the Australian Climate Science Foundation spokesman Gavin Andrews, Australia is currently one of the world leaders in terms of the amount of landfill generated by each individual every year. If everyone in the nation were to make just a small effort to reduce their contribution to landfill, these efforts would soon add up. And this is just one example of the positives that could result from individuals doing something small. If we consider the many other ways in which people could slightly modify their behaviour to help out the planet, our joint efforts could combine to make a huge difference.

If you are not concerned about the impact of environmental degradation for your own sake, then I urge you to look to the future. Think about your own children, or the children they might have themselves. If you can't make an effort to change for yourself, then try to change for them. Do we really want young people growing up in a world where the wilderness is a forgotten memory, existing only in pictures? In a recent interview, Professor Maria Lang from the School of Environment at the University of Caldwell stated that Australia has already lost many species of plants and animals due to the destruction of natural habitats. Just imagine what could happen if this were to continue. Do you want to condemn your children and grandchildren to this future? If we all work together now, then perhaps we can make sure that the world we leave to our children will be worth inheriting.

If everyone pays more attention to their own individual impact upon the environment, we can make a real difference. It's not too late to begin to protect the natural world and preserve it for future generations.

(Zoe Green, Year 10)

YOUR TURN 17.4

Comprehension

1 What issue is this essay addressing?

_____

_____

2 What impact is the writer aiming to have on the reader when she says, 'We all have a responsibility to work together to help to conserve our most precious resource'?

3 What example is used to back up the writer's argument in the second paragraph?

4 What is the effect of the questions in the third paragraph of the essay?

5 What does the writer want the reader to do as a result of reading this essay?

Context

6 Re-read the introduction and write down the contention of the piece.

7 Re-read the conclusion. What do you notice about the content of the conclusion when compared with the introduction? Why is this the case?

8 What is the main purpose of each body paragraph?

Paragraph 2:

Paragraph 3:

9 Two experts are mentioned in the essay. Write down the names of these individuals, along with a brief analysis of why their opinion is worth including in the piece.

UNITS 17/18
Now go to your obook for the Video tutorial and Interactive Upskill module

UNIT 18A: COHESIVE WRITING

It is important to use a variety of cohesive devices when constructing an essay to ensure that your writing flows and is not disjointed.

Cohesive devices help to avoid repetition of the same word. Instead of repeating a word, you can use different words that have the same meaning to make your ideas clear and your expression coherent.

- You can use a pronoun (such as 'he', 'she' or 'it') instead of repeating a noun. This is known as **reference**.

  When Albert reached Jacob's house, Albert was happy that Jacob's sister was there. → When Albert reached Jacob's house, he was happy that his sister was there.

  The first sentence is repetitious. In the second sentence, names are replaced with pronouns, but it is not entirely clear who is happy and who has a sister.

  When Albert reached the house, he was happy that Jacob and his sister were there.

  In this sentence, it is clearer that Albert is happy and that Jacob has a sister.
- You can substitute repeated material with another word or phrase. This is known as **substitution**.

  I hope the ending of the book I'm reading will be a good <u>one</u>.

  In this example, the word 'one' is substituted for the word 'ending'.
- Using **synonyms** — or words with similar meanings — is another way to avoid repetition.

  She was overwhelmed with anger and her anger left her speechless.

  In this example, the repetition of *anger* is unnecessary.

  She was overwhelmed with rage and her anger left her speechless.

  She was overwhelmed with rage and it left her speechless.

  In these examples, the substituted words allow the meaning to remain clear without the sentence being repetitious.
- You can also omit words or phrases instead of repeating them. This is known as ellipsis.

  Overwhelmed with rage, she was left speechless.

Joining words, known as **text connectives**, are used to make links between ideas clear. They can make these links in several ways.

- Additive connectives — such as 'similarly' — add extra information.
- Causal connectives — such as 'therefore' — show cause and effect.

- Illustrative connectives — such as 'for instance' — are used to clarify and provide examples.
- Qualifying connectives — such as 'however' — offer a condition or concession.
- Sequencing connectives — such as 'firstly' — show a sequence of ideas.
- Temporal connectives — such as 'before' — indicate time.

YOUR TURN 18.1

Classify each group of connectives by choosing one of these connective types.

additive causal illustrative qualifying sequencing temporal

1 otherwise, nevertheless, despite this, instead, even so, in any case, on the other hand _____

2 later, finally, after, earlier, previously, soon, then, next, in the end _____

3 so, thus, consequently, due to, because of this, in that case _____

4 to begin, secondly, to conclude, all in all, finally, in brief, to sum up _____

5 similarly, as well as, moreover, in addition, too, also, furthermore _____

6 for example, namely, in particular, in fact, that is _____

YOUR TURN 18.2

Substitute appropriate pronouns to avoid repeating nouns in these sentences.

1 Matilda and Willow were happy to see each other and _____ enjoyed playing together.

2 Jessica took Finn out of _____ pram and held _____ in _____ arms.

3 When the storm was over, Angela left _____ house and stood in the garden, where _____ inspected the damage to _____ roof.

4 When I saw Dr Pang, _____ told _____ that _____ need to pay more attention to _____ diet. But _____ don't want to take _____ advice!

5 Dennis was supposed to join Allie for _____ birthday but _____ went out with _____ brother instead.

6 As the day was overcast, Clementine needed all of the lights on to avoid straining _____ eyes.

Alma Quinn
Principal
Williams High School

Dear Ms Quinn,

I was alarmed to read in the most recent newsletter that the school's recycling and composting program is due to be suspended at the end of the year. I urge you to reconsider this decision as I believe that it will be detrimental for not just the school, but for our community's future.

Firstly, as a school, Williams High's primary purpose is to educate its students. It's worth considering what sort of lesson the students will learn as a result of the suspension of these environmentally responsible programs. Consequently, eight-hundred young people will be encouraged to regard being environmentally conscious as something that's unnecessary. Do we really want to send a message that the environment isn't important? I urge you to review your decision and think about the far-reaching potential impact this could have.

I can appreciate the perspective that these programs cost money and that the school needs to decide its spending priorities. Nevertheless, I strongly believe that some things are more important than money, the environment being one of these. If budgets must be tightened, then I urge you to consider other ways in which to save money. For example, does the school newsletter need to be printed on glossy paper when an email would suffice? Not only would this save thousands of dollars a year, it would also limit the waste of paper, an environmental win.

Previously, Williams High has been regarded as a champion of the environment, a socially responsible institution, shaping teenagers into responsible young people. Moreover, several former students have been so influenced by the school's strong environmental focus that they have sought out work in conservation and land management. I urge you to capitalise on the school's positive reputation in this area, rather than diminishing it by making a decision that goes against everything we have stood for in the past.

Yours sincerely
Zoe Green
Year 10

YOUR TURN 18.3

Comprehension

1 Why has Zoe Green written to Alma Quinn?

_____

_____

2 What argument does she make against the principal's decision in the second paragraph?

_____

_____

3 What alternative for saving money does she suggest in the third paragraph?

_____

_____

4 What additional positive impact would Zoe's money-saving suggestion have?

_____

_____

5 What argument does Zoe make in the final paragraph?

_____

_____

Context

6 Write a sentence from the extract that contains the type of connective listed below.

a Additive connective: _____

_____

b Sequencing connective: _____

_____

c Qualifying connective: _____

_____

d Temporal connective: _____

_____

7 Who is Zoe referring to through the repeated use of the pronoun 'you'?

_____

8 Write an appropriate word that could be substituted for each of these terms used in the letter. This could be a pronoun or a synonym.

a The environment: _____

b Williams High: _____

c The students: _____

9 On a separate piece of paper, write your own brief letter in support of Zoe Green's perspective on the issue. Be sure to use appropriate text connectives, as well as ellipsis and substitution, to avoid repetition.

UNITS 17/18
Now go to your obook for the Video tutorial and Interactive Upskill module

SPELLING AND VOCABULARY: WORDS ENDING WITH '-ITY'

humanity	responsibility	positivity	individuality	community
priority	sincerity	possibility	eternity	opportunity

1 Write down the number of syllables found in each list word.

a humanity _____
b responsibility _____
c positivity _____
d individuality _____
e community _____
f priority _____
g sincerity _____
h possibility _____
i eternity _____
j opportunity _____

2 Select the most appropriate list word to complete each of the following sentences.

a We were waiting for so long it felt like an _____.
b I'd take any job that gave me the _____ to travel.
c It was Gemma's _____ to ensure that everyone's bags were loaded onto the bus.
d People's _____ is often shown through the outfits that they choose to wear.
e _____ has a responsibility to preserve the natural environment.
f Lisa's _____ meant that she always faced even the greatest challenges with a smile on her face.
g The entire _____ supported the family after the robbery.
h Robert apologised with great _____.
i Your education is my top _____.
j There was a _____ that this could be the last time they would see one another.

3 Write a brief paragraph advertising 'A great opportunity for our community'. Try to be as creative as possible, and use as many list words as you can.

_____

_____

_____

_____

TEST YOURSELF: UNITS 17/18

Writing essays

1 What type of essay provides a detailed discussion of a text?

_____

2 What type of essay presents an argument or point of view? _____

3 What is the main point of an essay, generally presented in the introduction, also known as?

_____

4 What is the acronym that outlines the basic structure of a body paragraph?

_____

5 What is the name of the final paragraph of an essay? _____

Cohesive writing

Complete the following sentences.

6 Cohesive devices help your sentences to _____.

7 You can use a _____ instead of repeating a noun.

8 Replacing a repeated word or phrase with an alternative is known as _____.

_____

9 What is a synonym? _____.

10 What is the purpose of text connectives? _____

_____

Spelling and vocabulary

Use the following and clues and fill in the blanks to form words ending in '-ity'.

11 The state of being anonymous. a __ __ n __ __ i t y

12 Something strange or peculiar. o __ __ i t y

13 The quality of being vain. v __ __ i t y

14 An absolute disaster. c __ l __ __ i t y

15 The state of being immune to something. i m __ __ __ i t y

TOTAL MARKS /15

UNIT 19A: USING LITERARY DEVICES

Literary devices are techniques used by writers to help them communicate their ideas.

- **Flashback** is when a narrative jumps back in time to describe something that happened in the past. It can give the reader a better understanding of a character's motives or behaviour.
- **Foreshadowing** is a similar device, but rather than exploring the past, the writer drops hints about something that will happen later in the story to give the reader a glimpse into the future.
- **Point of view**, also known as **narrative perspective**, refers to the viewpoint from which a story is told. If the story is told from the perspective of a particular character, only that character's views are conveyed to the reader, even if other characters have different judgments. An author's decision about point of view directly influences what is and what is not conveyed to the reader.

A story is written from a **first-person** perspective if it is told from the viewpoint of a single individual, using first-person pronouns such as 'I' to present the narrator's experiences.

> I never liked my stepmother much, but this time she had sunk to new depths.

An **unreliable narrator** is a character who, as a story unfolds, is shown to be untrustworthy. Writers use this technique if they want to create a flawed character whose perspectives on events are clearly open to question.

If a story is written in the **third person**, there is no specific narrator — the story is conveyed from an outside perspective using third-person pronouns.

> He was enraged when he discovered the truth.

Writers may also use **second-person** writing, which directly addresses the reader using the pronoun 'you'. This isn't very common, but can be quite useful in some situations, such as when conveying a story through a series of letters.

> As unlikely as it sounds, this is the truth: whether or not you choose to believe it is up to you.

Sometimes narrative perspective will change over the course of a text as pieces are narrated from multiple viewpoints. On rare occasions there may even be an **authorial intrusion** when the author breaks with the narrative and steps in to present their own views.

Sometimes, the author or a character will comment on the process of the piece being written. This is known as **metatext** — that is, text that comments on its own creation.

YOUR TURN 19.1

Identify whether each sentence is an example of a flashback or of foreshadowing.

1 Little did he know that when they next saw one another, everything would be different.

_____

2 I thought back to a better time, a time when everything was simpler. _____

3 Before the bombs were dropped, we were so happy. _____

YOUR TURN 19.2

Identify whether each sentence is written in the first, second or third person.

1 I was absolutely certain that someone was watching me. _____

2 He wasn't the first person to have come up with such a plan, but hopefully he would be the first to succeed. _____

3 You're probably wondering how things turned out the way they did. _____

4 She looked regretfully at the broken pieces of ceramic in her hand. _____

5 I knew I could never be at peace until I had atoned for my mistakes. _____

YOUR TURN 19.3

Rewrite each sentence, changing the perspective from third person to first person. You can alter the language as necessary to capture the voice of a character or convey a particular idea. An example has been done for you.

He sat down in the armchair. → My bones ached as I attempted to get comfortable in the armchair.

1 She raised the camera and took a photograph.

_____

2 They were exhausted after working hard all day.

_____

3 She didn't usually disagree with people, but this time she had no choice.

_____

_____

Starting the story

If you'll take the time to listen, I'll tell you my story. It's not an account of glory or heroism, that I can promise you. It's not a love story, although I do love someone. It's not a narrative of triumph over evil, but perhaps more of how evil can lurk anywhere, even in the most innocuous places. It's not really the sort of story that authors might aim for when trying to entertain their readers. It's just a bunch of stuff that mostly happened, although perhaps not all of it.

It began back when things were simpler. That's not to say things were better, although some say they were, but definitely less complicated, for me, at least. I had just arrived in town and the first person I set eyes on was an absolute vision of beauty. I knew then that she was the one for me.

***

A voice cuts through his thoughts. 'You know that's not how it happened.' The mood is broken. His pen is set down. He looks at her with frustration. 'That's not how it happened', she repeats, looking at him stubbornly. 'When you first saw me, you didn't think any such thing. You barely even noticed me. I was just some waitress who couldn't make a coffee to meet your lofty big-city standards. My looks didn't come into it at all.'

He sighed. 'Jen, you aren't supposed to be reading this. I've only just started.'

'I couldn't help it,' she said. 'You've been hiding away for hours trying to write the start of your masterpiece, and all you've got is two paragraphs? What have you been doing with your time?'

'This stuff comes slowly. You can't hurry genius. Plus, it doesn't matter if it's absolutely true. It's called "creative writing" for a reason.'

'Well if you're going to be creative, at least hurry up about it. It's your turn to cook dinner and I'm getting hungry.'

Jen huffs as she leaves the room and David watches her go, making no move to follow her. Instead, he picks up his pen and continues. But not before crossing out the last line he had written.

YOUR TURN 19.4

Comprehension

1 What is David attempting to do in this extract?

_____

_____

2 Based on the opening paragraph, what should readers not expect to read about in David's story?

_____

_____

3 Who is Jen? How did she and David meet?

4 What are Jen's main objections to David's writing?

5 What sentence does David cross out at the end of the extract? Why do you think he does this?

Context

6 Which narrative point of view is used in the first part of the extract?

7 Write a quote from the first paragraph that is an example of foreshadowing.

8 Write a quote from the second paragraph that introduces a flashback.

9 Which narrative point of view is used in the second part of the extract?

10 Why does the extract make use of two different perspectives? What effect does this have?

11 What clues are we given that David is an unreliable narrator? You should be able to find quotes from both the first-person and the third-person sections of the extract to justify your answer.

12 How is this extract an example of metatext? Write two quotes that exemplify this.

UNITS 19/20
Now go to your obook for the Video tutorial and Interactive Upskill module

UNIT 20A: ANALYSING LITERARY AND POETIC DEVICES

You are already familiar with the literary devices simile, metaphor, personification, symbolism and imagery.

In addition to these devices, there are several poetic techniques that can be used when writing poetry.

Poetry does not have to rhyme, but when it does there are many different rhyme patterns that a poet can use. The rhyme pattern of a poem is shown by assigning different letters of the alphabet, starting from *a*, to each rhyme. So a poem where the first line rhymes with the third, and the second line rhymes with the fourth, is known as an *abab* rhyme. Rhyme can also be internal (where a rhyme comes in the middle of a line) or a half-rhyme, which is when it almost rhymes.

Most poetry has a **rhythm**, which is the way syllables are emphasised. When a poem is read aloud, you may notice that particular syllables are stressed. If these stresses have a regular pattern, this is the rhythm of the poem.

Assonance and **alliteration** are sounds that are repeated close together in a poem. Alliteration refers to sounds repeated at the beginnings of words, and assonance is the repetition of vowel sounds.

Onomatopoeia is the use of words that resemble the sounds they represent.

A **caesura** is a brief break or pause within a line of poetry. This is often indicated by a comma, providing the reader with a chance to stop and reflect.

Enjambment refers to the practice of running sentences over the end of lines, which has the effect of drawing attention to the final word of one line and the first word of the next.

YOUR TURN 20.1

Identify the literary device that is used in each sentence, and explain the idea being communicated by using this device.

1 It was only a matter of time until she got her claws into a new victim.

_____

_____

2 The house groaned and sighed as it was buffeted by the wind.

_____

_____

3 As the traffic inched forwards almost imperceptibly, the stench of smog filled my nostrils and burnt my throat with its acrid tang.

_____

_____

4 He ran for the safety of the police station.

5 The wind felt like icicles were spearing through my thin clothing.

YOUR TURN 20.2

Identify the poetic device being used and explain its effect when communicating an idea.

1 But he fought until he dropped
to the ground and finally lay still.

2 The moon was round and full as it rose over the dunes.

3 And so she goes on until she must stop, and finally draw breath.

4 The incessant clamour and babble and chatter always overwhelm.

YOUR TURN 20.3

Write a short poem about a topic of your choice. Try to use a range of literary and poetic devices. Pay careful attention to your choice of language and consider the impact of your vocabulary on the reader. Use a separate piece of paper if you need to.

Suburban Sonnet

She practices a fugue, though it can matter
to no one now if she plays well or not.
Beside her on the floor two children chatter,
then scream and fight. She hushes them. A pot
boils over. As she rushes to the stove
too late, a wave of nausea overpowers
subject and counter-subject. Zest and love
drain out with soapy water as she scours
the crusted milk. Her veins ache. Once she played
for Rubinstein, who yawned. The children caper
round a sprung mousetrap where a mouse lies dead.
When the soft corpse won't move they seem afraid.
She comforts them; and wraps it in a paper
featuring: *Tasty dishes from stale bread.*

(Gwen Harwood, *Selected Poems*, Penguin, 2001, p. 58)

YOUR TURN 20.4

Comprehension

1 A fugue is a type of musical composition. Given this information, what do you think the main character in the poem is doing at the start of the piece?

_____

_____

2 What initially interrupts her?

_____

_____

3 What does the line 'zest and love drain out with soapy water' tell us about how the character feels about her domestic situation?

_____

_____

4 Rubinstein was a famous classical pianist. What is the purpose of including him in the poem?

5 How do you think the woman is feeling about her family by the end of the piece?

Context

6 What is the rhyme structure of the piece?

7 How has the poet used enjambment at the end of the fourth line and the beginning of the fifth line?

8 What is the effect of the comma in the line, 'Rubinstein, who yawned'? What poetic device is this?

9 At the end of the poem, the writer refers to a newspaper featuring *Tasty dishes from stale bread.* How could this be a metaphor for the woman's life?

10 What emotions do you think the poet is trying to stir in the reader?

11 What do you think the poet's message is?

12 A sonnet is a rhyming poem made up of 14 lines. On a separate piece of paper, write your own sonnet exploring an idea that is important to you. Try to use a range of poetic devices in your piece.

UNITS 19/20
Now go to your obook for the Video tutorial and Interactive Upskill module

SPELLING AND VOCABULARY: UNCOMMON WORDS

innocuous	ebullient	vestigial	pugnacious	mellifluous
anachronistic	obeisance	perfidious	mendacious	redolent

1 Look up these words from the word list and write down their definitions.

a innocuous _____

b ebullient _____

c vestigial _____

d pugnacious _____

e mellifluous _____

f anachronistic _____

g obeisance _____

h perfidious _____

i mendacious _____

j redolent _____

2 Write an antonym from the word list for each word below.

a developed _____

b honest _____

c disrespect _____

d harmful _____

e spiritless _____

f tuneless _____

g odourless _____

h modern _____

i loyal _____

j peaceable _____

3 Write a brief paragraph that uses as many list words as possible. Try to be as creative as you can.

_____

_____

_____

_____

_____

TEST YOURSELF: UNITS 19/20

Using literary devices

1 What is the name of the device used when a narrative jumps back in time to describe something from the past? _____

2 When foreshadowing a future event, a writer drops _____ about something that will happen later in the story.

3 What is narrative perspective also known as? _____

Identify the perspective used in the following sentences.

4 Cynthia spoke softly as she tried to hold back her tears. _____

5 Your questions will be answered by the time you reach the end. _____

Analysing literary and poetic devices

6 What is assonance? _____

7 What is alliteration? _____

8 What is the term used to describe words that resemble the sound they represent?

_____

9 A caesura is a _____ or _____ within a line of poetry.

10 The practice of running sentences over the end of lines of poetry is known as

_____.

Spelling and vocabulary

Replace the underlined word in each sentence with one of the following synonyms: *anachronistic, ebullient, obeisance, perfidious, pugnacious*.

11 Due to her aggressive actions she was shunned by many of her peers. _____

12 Phillip always behaved with respect towards his elders. _____

13 His disloyal behaviour brought about the end of their relationship.

_____

14 While Marigold loved her record player, Ben thought it was an outdated piece of junk.

_____

15 Susan was the most enthusiastic member of the drama troupe. _____

TOTAL MARKS /15

GLOSSARY RECAP

Alliteration	Sounds repeated at the beginnings of words in poetry.
Assonance	The close repetition of vowel sounds in poetry.
Authorial intrusion	When the author breaks with the narrative and steps in to present their own views.
Caesura	A brief break or pause within a line of poetry, often indicated by a comma.
Enjambment	The practice of running sentences over the end of lines in poetry, which has the effect of drawing attention to the final word of one line and the first word of the next.
Flashback	When a narrative jumps back in time to describe something that happened in the past.
Foreshadowing	When a writer drops hints about something that will happen later in the story to give the reader a glimpse into the future.
Metatext	Text that comments on its own creation.
Onomatopoeia	The use of words that resemble the sounds they represent.
Persuasive essay	Argues about a particular topic or issue. It uses evidence and persuasive language to help get the audience on side.
Point of view	Refers to the viewpoint from which a story is told.
Reference	Using a pronoun (such as 'he', 'she' or 'it') instead of repeating a noun.
Rhythm	The way syllables are emphasised in poetry.
Substitution	Substituting repeated material with another word or phrase.
Synonyms	Words that have similar meanings.
Text connective	A joining word used to link ideas.
Text response essay	A detailed discussion of a text. It explores a particular theme or aspect of the text and puts forward the writer's understanding of the text's message.
Unreliable narrator	A character who, as a story unfolds, is shown to be untrustworthy.

ANSWERS

Answers to the 'In Focus', 'In Context' and 'Review' sections of each Unit have been included in this workbook.

UNIT 1A

YOUR TURN 1.1

1 a C/A b C/C c P/C d C/A e C/C
2 *Sample answers are provided in the Teacher obook.*

YOUR TURN 1.2

Sample answers are provided in the Teacher obook.

UNIT 1B

YOUR TURN 1.3

1 by seven o'clock
2 They have come in from the beach and are dressing upstairs.
3 five deep
4 in strange new ways
5 chatter and innuendo
6 introductions
7 women who never knew each other's names
8 *Proper nouns:* New York, Castile
Common nouns: orchestra, affair, pitful, oboes, trombones, saxophones, viols, cornets, piccolos, drums, swimmers, beach, cars, drive, halls, salons, verandas, colours, hair, ways, shawls, dreams, bar, rounds, cocktails, garden, air, chatter, laughter, innuendo, introductions, spot, meetings, women, names
9 a orchestra
b It shows that this is an unusually lavish party.
10 a halls, salons, verandas
b The connotation of gaudy is that it is 'over the top' and a little uncouth.
c They reinforce that this is a lavish house and party, but that there is not a lot of style.
11 *Abstract nouns:* swing, rounds
Concrete nouns: bar, cocktails, garden, air, chatter, laughter
a The narrator means that there is a buzz in the air and that people are excitedly talking.
b These nouns suggest that the air is alive and talking. It is not possible in reality, but creates a metaphorical image.

UNIT 2A

YOUR TURN 2.1

1 a No b Yes c No d No e Yes f No g Yes
2 a loveliness
b astuteness
c audacity
d constituent/constitution
e appearance
f beginning

YOUR TURN 2.2

1 The author's use of a variety of symbols ...
2 Heathcliff's and Nelly's disagreement about many things to do with Catherine ...
3 The story's resolution is satisfactory for the reader.

YOUR TURN 2.3

Sample answers are provided in the Teacher obook.

UNIT 2B

YOUR TURN 2.4

1 an expression of bewilderment
2 Daisy
3 He had thrown himself into the colossal vitality of his own illusion.
4 every bright feather that drifted his way
5 no amount of fire or freshness
6 *Abstract nouns:* bewilderment, doubt, quality, happiness, years, moments, afternoon, fault, vitality, illusion, passion, freshness
Concrete nouns: face, feather, fire, man, heart
7 The narrator means that a look of doubt passes over Gatsby's face, indicating that he is rethinking his attitude to Daisy.
8 a fault, vitality, illusion
b He means that Gatsby had built up a splendid dream that was in reality untrue.
9 a It means everything that reinforced his positive view of Daisy.
b The metaphor suggests that Gatsby is easily captured by things that make him feel good and that he believes things without thinking them through.
10 a Gatsby is romantic, hopeful and naïve about the way things really are.
b happiness, years, vitality, illusion, passion, freshness

UNITS 1/2: NOUNS AND PRONOUNS REVIEW

SPELLING AND VOCABULARY: ABSTRACT NOUNS

1 a the informal exchange of ideas by spoken word
b a fixed period off from work or education
c a meeting for discussion
d a large amount or considerable extent
e an inability to believe

2 a desire
b vacation
c conference
d deal

3 *Responses will vary; sample answers have been provided.*
a We decided to go on a vacation as it had been a busy six months.
b They vacation in the Bahamas every year.

4 a desirable
b subjective
c disbelieving
d conversational
e vacational

TEST YOURSELF: UNITS 1/2

1 C; A
2 C; C
3 P; C
4 C; A
5 C; C
6 difficulty
7 idea
8 notion
9 creativity
10 disenchantment
11 Our presentation at the **conference** went really well.
12 We had a good **conversation** about politics.
13 This **morning** we were late because we got a flat tyre.
14 Ok, but be home by **dinnertime**.
15 We couldn't hide our **disbelief** at who won the election.

UNIT 3A

YOUR TURN 3.1

Sample answers are provided in the Teacher obook.

YOUR TURN 3.2

1 a probability
b ability
c permission
d ability
e obligation

2 *Sample answers are provided in the Teacher obook.*

YOUR TURN 3.3

1 **must** love
2 **must** have left
3 **must** have practised
4 **could** have done

UNIT 3B

YOUR TURN 3.4

1 the lazy groves of palm trees
2 they seemed chastened and tame.
3 his boat had been smashed on the reefs.
4 a thick beef and rice-noodle soup
5 to help ensure he got a good catch
6 we don't think so, because the little wood and thatch house is empty.
7 *Modal verbs:* could not
8 a seemed, could not believe, taken, smashed
b could not
c because in this morning they looked so calm

9 *Responses will vary; sample answers are:*
may have, could have, might have, may have

10 *Responses will vary; sample answers are:*
Tu Uyen was unable to put the thought of his father from his mind as he paddled his way out to the waves. He knew that he must begin to live as his own man and make plans for the future, but he was unable to forget.

UNIT 4A

YOUR TURN 4.1

1 a SP b PP c SP d SP f SP

2 a simple present
b simple past
c simple present
d simple present
e simple present
f present perfect

YOUR TURN 4.2

Fitzgerald **reveals** the futility of attempting to recapture the past through the gradual movements of Daisy and Gatsby's relationship. He **shows** how, despite Gatsby's longing, he and Daisy are emotionally and socially too far apart to ever be together again. Fitzgerald **reinforces** this metaphorically, through the opposing language of sun and moon he uses to describe Daisy and Gatsby throughout the novel. The 'single green light' overarches this metaphor and **symbolises** the impossibility of Gatsby's dreams to recapture his past with Daisy.

YOUR TURN 4.3

Sample answers are provided in the Teacher obook.

UNIT 4B

YOUR TURN 4.4

1 She stepped out of the picture.
2 with delicate care and poise
3 because he could not believe that she was from the picture and didn't want her to leave
4 because she was sorry for Tu Uyen
5 because they are not of the same kind
6 a past continuous
b simple past
c past continuous
d past perfect
e past perfect
f simple past

7 a leaped, bolted, ran, grasped, looked, find
b simple past, simple past, simple past, simple past, simple past, simple past
c These verbs show that Tu Uyen is acting quickly and doesn't want to woman to disappear.

8 *Responses will vary; sample answers are:*
   a This shows that Tu Uyen cannot believe what has happened.
   b This shows that Tu Uyen immediately recognises the woman who has appeared.
   c This shows that the woman is actually from the picture and that she knows she doesn't belong in Tu Uyen's world.

UNITS 3/4: VERBS AND TENSES REVIEW

SPELLING AND VOCABULARY: DIFFERENTLY PRONOUNCED 'O' SOUNDS

1 a bordering the land, near the sea
   b flat, thin pieces of sawn timber
   c the part of a dress that is above the waist
   d not or no longer held by constraints, not tight
   e capable of existing or happening
2 a wood c looseness
   b coast d possibility
3 a The **wooden** raft floated silently over the **coastal** reef.
   b The **boards** were lashed together by thin twine, which was beginning to come **loose**.
   c The two men on board didn't think that reaching the shore was **possible**.
4 a anchovies c lock
   b boards d cooking
5 *Responses will vary.*

TEST YOURSELF: UNITS 3/4

1 ability
2 probability
3 permission
4 obligation
5 They may **go** to Fiji for their holiday.
6 simple future
7 simple past
8 present continuous
9 simple past
10 present perfect
11 wooden – cooking
12 coastal – anchovies
13 lock – possible
14 N
15 A

UNIT 5A

YOUR TURN 5.1

1 M 2 M 3 T 4 P 5 T 6 M

YOUR TURN 5.2

1 *Sample answers are provided in the Teacher obook.*
2 a adjective c verb e verb
   b verb d verb f verb

YOUR TURN 5.3

1 I 2 C 3 C 4 C 5 C 6 I

YOUR TURN 5.4

Sample answers are provided in the Teacher obook.

UNIT 5B

YOUR TURN 5.5

1 a white Toyota Town Ace truck
2 twenty girls and three teachers
3 Her father is also in the bus and he is shot with Malala.
4 In reality the bus stopped suddenly.
5 He is probably the man who shot Malala.
6 *Adverbs and adverbial phrases:* before emerging, actually, as always, also, suddenly
7 a before emerging
   b because they couldn't have uncovered heads outside
8 a on the left
   b It shows that Malala is closer to Moniba.
9 The adverb 'suddenly' shows that the bus stopping was unexpected.
10 a *Responses will vary; sample answers are:* frantically, quickly, authoritatively
   b because he would want to be quick as he intends to attack

UNIT 6A

YOUR TURN 6.1

1 a Clara thought she would **definitely** do better.
   b Our team is **clearly** better, but it'll be a very tough game.
   c The two houses were **distinctly** different.
   d You **certainly** will do your homework first!
   e The building's foundations were **manifestly** unsatisfactory.
   f The chemicals should be **observably** different in colour after the reaction.
2 *Sample answers are provided in the Teacher obook.*

YOUR TURN 6.2

1 a impossibly d essentially
   b loosely e clearly
   c presumably f indisputably
2 *Sample answers are provided in the Teacher obook.*

YOUR TURN 6.3

Sample answers are provided in the Teacher obook.

YOUR TURN 6.4

Sample answers are provided in the Teacher obook.

UNIT 6B

YOUR TURN 6.5

1 People follow rules, they respect policemen and everything happens on time.
2 She can't blink fully and her left eye closes a lot when she speaks.
3 Ataullah Khan
4 to wear when she prays in Mecca
5 because she says it is not specified that a woman must wear a burqa
6 exactly, never, definitely
7 a exactly
  b That they have free will and are independent.
8 a She can't blink fully and her left eye closes a lot when she speaks.
  b She now believes that she should not be afraid.
9 a definitely
  b because he may have claimed responsibility when he didn't actually do it
10 *Responses will vary. A sample answer is:*
The extract shows that Malala is definitely a strong and resilient person. She has unquestionably endured a horrific incident, but she will probably move on with her life.

UNITS 5/6: ADVERBS REVIEW

SPELLING AND VOCABULARY: MODAL WORDS

1 a as a fact, really
  b certainly, without doubt
  c expressing duty or rightness
  d that may be expected to happen
  e improbable
2 unlikely probable ought actually definitely
3 'Ought' means expressing duty or rightness, as in 'ought to happen', while 'aught' means 'anything at all'.
4 a **Actually**, they were very pleased with the results.
  b They **ought** to have been happy with second place, but their **unlikely** first place had surprised them.
  c They would **definitely** be going back next year to defend their title.
5 a actual
  b exact
  c definite
  d apparent

TEST YOURSELF: UNITS 5/6

1 after the verb or verb phrase
2 before the adjective
3 **Finally** they moved into the newly built house.
4 Kerri decided to stop for dinner **before** she went home.
5 I always try to exercise **daily**.
6 probably
7 conceivably
8 definitely
9 unquestionably
10 possibly
11 It was an **unlikely** coincidence.
12 They were **apparently** alright after the accident.
13 The dart **actually** hit the bulls-eye!
14 adjective
15 adverb

UNIT 7A

YOUR TURN 7.1

1 a I have **four** sets of golf clubs; it's probably **too many**.
  b My **favourite** golf course is The Palms.
  c **Those** clubs with the **white** handles look really **great**.
  d **Whose** ball do you think that is?
  e No! **My** ball ended up in the lake again.
  f That was a **beautiful** shot, Jim.
2 a adjective of quantity
  b descriptive adjective
  c demonstrative adjective
  d interrogative adjective
  e possessive adjective
  f descriptive adjective

YOUR TURN 7.2

1 a those
  b this
  c these
  d that
  e these
  f those
2 *Sample answers are provided in the Teacher obook.*

YOUR TURN 7.3

We were over the moon when we bought this **quaint little** house in the Cotswolds. We loved the **1950s-housewife** kitchen and the **never-been-touched** stone wall. The crumbling window frames even had a certain appeal. But as we lived there longer, the initial gloss wore off. We started to resent the **nip-at-your-throat** drafts and the artic howls that came down the chimney; no blazing fire could stop them.

YOUR TURN 7.4

acute, diffident, flaking, debilitated, overwrought, under the pump, underwhelming, careless, down at heel, willing, those, which, unshakeable

UNIT 7B

YOUR TURN 7.5

1 a Gold Logie
2 suggested that political correctness has biased the awards
3 because his show rates relatively poorly
4 Carrie Bickmore, Scott Cam, Lee Lin Chin, Essie Davis and Grant Denyer
5 because she's too white
6 *Descriptive adjectives:* unlikely, fierce, ethnic, entrenched, subsequent, diverse, other, fellow, popular, lifestyle, sharp, articulate, social, warm, quick, undeniable, surprise, immediate, racial, undeserved, reflective, poor, television, rating-related, last, live, on-air, political
Demonstrative adjectives: this, such
Possessive adjectives: our, his
7 a unlikely, fierce, ethnic, entrenched
b This adjective suggests that they won't move from their position, regardless of the facts.
c the fact that so many people are against someone like Waleed Aly winning the award
8 'Racial tokenism' means that someone is given an award or privilege not because they deserve it, but because they belong to a minority race.
9 a It suggests that the joke was probably a slip of the tongue and perhaps not really meant.
b No, the writer thinks that this joke would not have made it to air had it been planned beforehand because it is an inappropriate and ill-judged comment.
10 *Responses will vary; a sample answer is:*
Waleed Aly's win at the Logie awards was surprising because of the often-outspoken criticism he has faced for his views. Aly was up against a collection of mainstream favourites, so to win was an unpredicted, unforeseeable surprise.

UNIT 8A

YOUR TURN 8.1

1 a The win was **likely** given their current form.
b There is a **definite** relationship between smoking and cancer.
c The **probable** winner of the election claimed victory early.
d The tour to the army camp was considered **obligatory**.
e It is **clear** that an error has occurred and we will endeavour to fix it.
f The **required** reading took me hours!
2 a HM b HM c LM d HM e HM f HM

YOUR TURN 8.2

Sample answers are provided in the Teacher obook.

YOUR TURN 8.3

1 a HM b LM c HM d LM e HM f LM
2 *Sample answers are provided in the Teacher obook.*

UNIT 8B

YOUR TURN 8.4

1 complained that Aly was only nominated because of his cultural background
2 the politically correct and self-congratulatory left
3 He lamented the lack of cultural diversity on Australian television.
4 predictable, ludicrous and a childish displaying of wounds
5 Between certain support of Aly's vocal criticism and condemnation of predetermined awards influenced by race
6 *Modal adjectives:* actual, predictable, assured, certain, predetermined
7 Low modality
8 a assured
b According to the article they would feel that he deserved to win partly because he's from an under-represented minority.
9 a predictable
b He feels that this is a large part of what Aly talks and writes about.
c Negative. It has the connotation that this was an unthinking response.
10 *Responses will vary; a sample answer is:*
They would be unhappy because awards should go to those people most deserving of them, not to someone because of their cultural background.

UNITS 7/8: ADJECTIVES REVIEW

SPELLING AND VOCABULARY: RHETORICAL WORDS

1 a a detailed examination of the elements or structure of something
b analysis and judgment of the merits and faults of a literary or artistic work
c unfairly prejudiced for or against someone or something

d an expression of opinions or offering of explanations about an event or situation
e sentenced to a particular punishment, especially death

2 a adjective
b verb
c verb
d adjective
e adjective or verb

3 a fierce
b biased

4 *Responses will vary; sample answers have been provided.*
a The current **debate** about politicians' salaries has caused much **criticism** of politicians being out of step with working Australians.
b The **divide** over a universal living wage has created much media **commentary** about basic rights and obligations of the state.

5 a ferocity
b reflection
c argument
d condemnation

TEST YOURSELF: UNITS 7/8

1 indicates some quality or aspect of a noun
2 indicates which noun is being referred to
3 indicates the possession of a noun
4 indicates the number of things
5 asks questions about something
6 an adjective that tells the reader about the probability or likelihood of an event occurring
7 possible
8 unlikely
9 allowable
10 uncertain
11 It was a **fierce** but friendly debate.
12 The pundit's **commentary** was totally biased.
13 The public **criticism** had condemned the politician.
14 N
15 N

UNIT 9A

YOUR TURN 9.1

1 a We all went **to the restaurant**.
b The notebook left outside had gone soggy **in the rain**.
c The ball was kicked straight **through the goal posts**.
d Walter the goalkeeper jumped **towards the approaching player**.
e Neither of the boxers could keep going **around the ring**.
f Rishi fell **through the rotten floorboards**.

2 a adverb
b adverb
c adverb
d adverb
e adverb
f adverb

YOUR TURN 9.2

1 a The children played **in the sunshine**.
b That really set the cat **amongst the pigeons**.
c We were obliviously happy **before the disaster**.
d The car sped off **over the bridge**.

YOUR TURN 9.3

1	Subject: Caution	Verb: is best exercised	Prepositional phrase: before you know what's ahead
2	Subject: Our beliefs	Verb: have changed	Prepositional phrase: over time
3	Subject: the car	Verb: sat unused	Prepositional phrase: For ten years
4	Subject: The boy	Verb: was standing	Prepositional phrase: behind a tree.
5	Subject: Clarice	Verb: sped	Prepositional phrase: out of school
6	Subject: The bike	Verb: had begun	Prepositional phrase: in the rain

YOUR TURN 9.4

Sample answers are provided in the Teacher obook.

UNIT 9B

YOUR TURN 9.5

1 his blind spots like the rest of us
2 that Mr. Cunningham might have hurt him a little
3 A mob is made up of people.
4 It took an eight-year-old child to bring them to their senses, which proved that they're still human.
5 because children can make adults see that they are behaving badly
6 He means that they made Mr. Cunningham consider things form another point or view.
7 *Prepositions of place:* beside, aside, along with, in
Prepositions of time: when, last night, for a minute
8 a placed his fork beside his knife, pushed his plate aside
b Atticus
c They show that he is thinking about something else and is mulling it over.
9 a along with the rest of us
b It suggests that he is the same as everyone else.
10 It suggests that usually he is not part of a mob; it was only last night.
11 a last night made Walter Cunningham, stand in my shoes for a minute
b because they are both about short or specific periods of time

UNIT 10A

YOUR TURN 10.1

1 a We were happy even though we were tired and wet. contrast
  b In order to calculate the cost we had to break down each element. purpose
  c Given that we were already late, we decided not to hurry. reason
  d Provided that you're patient and persistent, anyone can grow their own vegetables. condition
  e Once the car was packed we hit the road. time
  f Our family eats meat, whereas his family is vegetarian. contrast
2 *Sample answers are provided in the Teacher obook.*

YOUR TURN 10.2

Sample answers are provided in the Teacher obook.

UNIT 10B

YOUR TURN 10.3

1 Stop tormenting that man.
2 inquisitive children
3 by the front door instead of a side window
4 that they weren't making fun of him
5 putting his life's history on display for the edification of the neighbourhood
6 *Coordinating conjunctions:* and, but, so
  Subordinating conjunctions: if, furthermore, until
7 a It indicates a conditional relationship.
  b the right to privacy and free choice
  c should
8 a but
  b Atticus must have known Mr. Radley for a while.
  c that people should be free to act in the way that they like, and should expect privacy
9 a Furthermore
  b The prepositional phrase is suggestive of taking an indirect, devious and cowardly way of delivering a message.

UNITS 9/10: PREPOSITIONS AND CONJUNCTIONS REVIEW

SPELLING AND VOCABULARY: INTERESTING VERBS

1 a admitted or agreed that something is true after first denying or resisting it
  b moved forcefully or roughly
  c happened, took place
  d putting or setting down
  e cause to pass on from one person or place to another
2 a **concede** the argument
  b **barged** into the room
  c **invited** a response
  d **seem** to understand
  e **deposited** the money
3 a concession
  b torment
  c communication
  d invitation
4 a PR c PR
  b PS d PS
5 *Responses will vary; a sample answer has been provided.*
  The purpose for the affirmative team was to **communicate** well and **prove** that school uniforms should be abolished, but by the end most of the audience had **conceded** that uniforms have some use, and the negative had **invited** a compromise.

TEST YOURSELF: UNITS 9/10

1 A prepositional phrase contains at least a preposition and the object of a sentence.
2 The ball was hit **over the fence**.
3 The judge's decision was delivered **before the gallery**.
4 After school the kids played **in the park**.
5 Five days ago we arrived **in a strange new place**.
6 **Unless** the coach changes her mind, I won't be playing on the weekend.
7 I broke my foot, **so** I really shouldn't play anyway.
8 **Even if** it gets a bit better, playing on my sore foot won't help.
9 I sat in the stands **because** I wanted to get a better view of the game.
10 **While** I wish that I had played, I was glad the team won.
11 We need to **communicate** well if we're to succeed.
12 Four-year-old Jackie **barged** into the room screaming.
13 The overloaded trailer scraped slowly along the road, **depositing** prunings and small branches as it went.
14 The teacher repeatedly tried to **transmit** the information.
15 You must stop **tormenting** that poor boy!

UNIT 11

YOUR TURN 11.1

1 You're going to kill me! That was your favourite!
2 It's not often that I get nostalgic for the way things were.
3 Jason still hasn't returned the laptop to Lisa and Mishel, even though he knows it's theirs.
4 I wasn't going to call her back until tomorrow, even though I should've phoned yesterday.
5 I'm not at all convinced that it's right. There's got to be a better way.

YOUR TURN 11.2

1 After you finish your lunch, would you like to go for a walk?
2 At the end of the garden (past the fence) is a creek that often floods in the winter.
3 The house's roof has been badly damaged by the storm; repairing it is going to cost a lot of money.
4 As she crept closer to the light – her heart pounding in her chest – she wondered how she had ended up in such an awful situation.
5 Mrs Chandi's garden used to look wonderful, but it hasn't been maintained since the property was purchased by new owners.

UNIT 11B

YOUR TURN 11.3

1 Macbeth is referring to the witches' predictions.
2 Macbeth feels the predictions 'cannot be ill' because they are so positive for him, however, they 'cannot be good' because the source of the predictions is so evil.
3 Macbeth says that his thoughts have turned to murder, and while this is 'but fantastical', the act has clearly crossed his mind.
4 By the end of the extract, he has decided to wait and see if he might become king without having to eliminate anyone who stands in his way.
5 *Highlighting exercise*
6 Expressing these ideas as questions rather than statements shows that Macbeth is uncertain and has doubts about the correct course of action.
7 Shakespeare uses lots of commas to break up the sentences and ensure that the actor will have the opportunity to pause briefly during the speech.
8 The apostrophe in the word 'smother'd' is used to show that a letter has been left out of the word.

UNIT 12A

YOUR TURN 12.1

1 When the boy saw his father for the first time after five years, '[he] couldn't believe [his] eyes'.
2 The woman is described as entering the room stealthily, 'mov[ing] slowly towards the safe'.
3 Even though Maria is a complex character, she believes '[she is] a simple girl with simple tastes'.

YOUR TURN 12.2

Sample answers are provided in the Teacher obook.

YOUR TURN 12.3

Sample answers are provided in the Teacher obook.

UNIT 12B

YOUR TURN 12.4

1 Macbeth has decided against the murder because the king has recently treated him well, and he wants take the opportunity to bask in the good opinion of others rather than jeopardise his reputation.
2 Lady Macbeth's response is to accuse Macbeth of cowardice.
3 Lady Macbeth persuades her husband to stick to the plan by implying that she has more resolve and courage than he has, and questioning his manliness.
4 According to Lady Macbeth, Macbeth needs to show courage for them to succeed.
5 *Responses will vary; a sample answer is:*
At the beginning of the extract, Macbeth is reluctant to go through with the act as he feels the king has 'honour'd [him] of late' and therefore he should remain loyal. Lady Macbeth, however, notices that her husband 'look[s] so green and pale' and concludes that he is 'afeard' to act in order to get what he wants. She has no such fears, refusing to 'live a coward' and stating that she would fulfil any promise 'had [she] so sworn' as Macbeth has to her. While Macbeth is reluctant to act, Lady Macbeth taunts him for having less courage than she has, manipulating him to reconsider.

UNITS 11/12: PUNCTUATION REVIEW

SPELLING AND VOCABULARY: WORDS INVENTED BY SHAKESPEARE

1 a to cause laughter, often due to being ridiculous
b eccentric and amusing
c the murder of a public figure, usually for political gain
d indecent or offensive; in breach of moral standards
e to cause someone to lose hope; to discourage
f dull; lacking in liveliness
g fearless; not intimidated
h to soil or stain something; to damage someone's reputation
i impossible to damage; impervious to attack
j to make a deal or bargain through discussion

2 a Don't let this difficulty **dishearten** you.
b The excuses he gave for his overdue work were **laughable**.
c I will have to **negotiate** with my parents to see if I can come to your party.
d Your negative comments could **besmirch** my reputation.
e The attempted **assassination** of the prime minister made headlines around the world.
f Their **madcap** scheme was unlikely to succeed.

g **Dauntless**, she continued into the darkest recesses of the cave.
h She looked tired and **lacklustre** after yet another sleepless night.
i The jokes were so **obscene** that I was disgusted rather than amused.
j Achilles was almost **invulnerable** in battle.

3 *Responses will vary.*

TEST YOURSELF: UNITS 11/12

1 full stop; question mark; exclamation mark
2 possessive apostrophe; apostrophe of contraction
3 to introduce a list and to elaborate on the first part of a sentence
4 a semicolon
5 brackets and dashes
6 to punctuate direct speech; to show that someone is speaking
7 quotes
8 F
9 square brackets
10 an ellipsis
11 MONUMENTAL
12 TRANQUIL
13 OUTBREAK
14 GENEROUS
15 MAJESTIC

UNIT 13A

YOUR TURN 13.1

1 A 2 N 3 V 4 N 5 A

YOUR TURN 13.2

Sample answers are provided in the Teacher obook.

YOUR TURN 13.3

Sample answers are provided in the Teacher obook.

UNIT 13B

YOUR TURN 13.4

1 The narrator became what he is today at the age of twelve.
2 The narrator has realised that you cannot bury the past as it will always claw its way out again.
3 The narrator lives in San Francisco, which he calls 'the city I now call home', which implies his original home is somewhere else.
4 Rahim Khan tells the narrator that there is a way to be good again.
5 Hassan is described as 'the harelipped kite runner'. The quote implies that he was an extremely loyal friend to the narrator.
6 The narrator calls his past actions his 'past of unatoned sins', which implies that he regrets his past actions and still feels that he needs to redeem himself.
7 a a frigid overcast day
b a crumbling mud wall; frozen creek
c early-afternoon sun; dozens of miniature boats; a crisp breeze
8 red with long blue tails,
9 high above the trees; over the windmills; side by side
10 *Responses will vary; sample answers are:*
a in front of the lake
b in the cloudless blue sky
11 *Responses will vary.*

UNIT 14A

YOUR TURN 14.1

1 D 2 I 3 D 4 D 5 I

YOUR TURN 14.2

Sample answers are provided in the Teacher obook.

YOUR TURN 14.3

Sample answers are provided in the Teacher obook.

UNIT 14B

YOUR TURN 14.4

1 The highlight of winter in Kabul is the kite-fighting tournament.
2 The narrator isn't able to sleep the night before the tournament. He compares this to being a soldier trying to sleep in the trenches before a battle.
3 Hassan and the narrator saved their weekly allowances to be able to buy the supplies needed to build their own kites.
4 *Tar* is the glass-coated kite string. If the kite is a gun, *tar* is the bullet.
5 The narrator and his school friends value their battle scars because they are reminders of the enjoyable kite-fighting season.
6 I never slept the night before the tournament.
7 I'd roll from side to side. I'd make shadow animals on the wall. I'd sit on the balcony in the dark. I'd wrap a blanket around me.

8 a Coordinating conjunction.
b *Responses will vary;* a sample answers is:
The cuts stung and didn't heal for a couple of weeks. I didn't mind.

9 a We saved our weekly allowances in the fall, dropped the money in a little porcelain horse Baba had bought one time from Herat.
By the time the snow melted and the rains of spring swept in, every boy in Kabul bore tell-tale horizontal gashes on his fingers from a whole winter of fighting kites.
b We saved our weekly allowances in the fall. We dropped the money in a little porcelain horse. Baba had bought the little porcelain horse one time from Herat.

UNITS 13/14: PHRASES AND CLAUSES REVIEW

SPELLING AND VOCABULARY: WORDS ENDING IN '-URE' AND '-ER'

1 a mixture
b miniature
c chamber
d recover
e conjecture
f remember
g receiver
h departure
i soldier
j closure

2

Ends in '-ure'	Ends in '-er'
mixture	recover
closure	receiver
miniature	chamber
conjecture	soldier
departure	remember

3 *Responses will vary.*

TEST YOURSELF: UNITS 13/14

1 does not
2 a preposition and a noun
3 a noun phrase
4 an adjectival phrase
5 an adverbial phrase
6 an independent clause
7 a coordinating conjunction
8 a dependent clause
9 a comma
10 an embedded clause
11 mat**ure**
12 discov**er**
13 lay**er**
14 reass**ure**
15 meas**ure**

UNIT 15A

YOUR TURN 15.1

1 The money was taken out of the wallet. P
2 I cut the steak with my knife. A
3 The hairdresser cut my hair. A
4 The decision was made by the principal. P
5 The library book was returned. P

YOUR TURN 15.2

1 [Ben] ate the food.
2 The galloping horse cleared the fence.
3 Rain drenched the beach.
4 The pen leaked ink.
5 The farmer herded the sheep.

YOUR TURN 15.3

1 The kitchen window was broken with a tennis ball.
2 The television aerial was hit by a football.
3 Milk was spilt on the floor and it wasn't cleaned up.
4 Great Aunt Judy's vase was knocked over and smashed.
5 The gate was left open and the dog ran away.

UNIT 15B

YOUR TURN 15.4

1 George is concerned that the yellow can indicate that there may be lice or other bugs infesting the bed he has been allocated.
2 The previous occupant of the bunk was a blacksmith called Whitey who is described as being extremely clean.
3 The old man's description of the blacksmith's behaviour is delivered with a tone of surprise, which implies that such cleanliness was unusual, and also indicates that the other occupants of the bunkhouse are not especially clean.
4 You can tell that George is satisfied with the explanation when he starts to unpack his belongings.
5 'Immediately Lennie got up and did the same with his bed.'; 'Lennie put his bindle on the neighbouring bunk and sat down. He watched George with open mouth.'
6 a *Subject:* George
Passive voice: The blankets were thrown down on the burlap sack of straw that was a mattress.
b *Subject:* He
Passive voice: A small yellow can was picked up from the box shelf.
c *Subject:* He
Passive voice: The label was studied carefully.
d *Subject:* Lennie
Passive voice: Lennie's bindle was put onk the neighbouring bunk.

UNIT 16A

YOUR TURN 16.1

1 complex
2 both
3 compound
4 both
5 complex

YOUR TURN 16.2

Sample answers are provided in the Teacher obook.

YOUR TURN 16.3

Sample answers are provided in the Teacher obook.

UNIT 16B

YOUR TURN 16.4

1 Both men are dressed in denim trousers and coats, with black shapeless hats, and both carry blanket rolls.
2 One man is very small and quick, with sharp features. The other man is the opposite, very large with a shapeless face.
3 George seems to be intelligent, astute and observant, as well as stressed and nervous.
4 Lennie seems to be childlike and innocent, as well as happy.
5 The relationship is not equal: George appears to be the leader, whereas Lennie follows him. The reader can tell this from the way that George speaks to Lennie and attempts to guide his behaviour.
6 a compound
  b compound
  c compound/complex
  d simple
  e simple
7 *Responses will vary; sample answers are:*
  a The first man stopped, his follower nearly running him over, just short of the clearing.
  b He took off his hat, wiping the sweat-band with his forefinger, and snapping the moisture off.
  c Dropping his blankets, his huge companion flung himself down and drank from the surface of the green pool.

UNITS 15/16: SENTENCES REVIEW

SPELLING AND VOCABULARY: WORDS STARTING WITH 'IM-' AND 'EM-'

1 a at once; straight away
  b to make better
  c moved out of; became visible
  d showing embarrassment; to be uncomfortably self-conscious
  e exceedingly thin, usually due to illness or starvation
  f to be set free from restrictions or constraints
  g not able to happen
  h having great significance or high status
  i extremely large; enormous
  j to produce, give out or emit
2 a emaciated
  b emancipation
  c emanate
  d immediately
  e impossible
  f immense
  g improve
  h emerged
3 *Responses will vary.*

TEST YOURSELF: UNITS 15/16

1 active voice
2 passive voice
3 P
4 A
5 Lettie switched on the television.
6 one
7 to make your writing more interesting and detailed
8 two or more independent clauses joined by a coordinating conjunction
9 independent and dependent clauses joined by a subordinating conjunction
10 true
11 immature
12 embraced
13 imagination
14 imitation
15 empty

UNIT 17A

YOUR TURN 17.1

1 P 2 T 3 T 4 P

YOUR TURN 17.2

1 B 2 C 3 G 4 E 5 H 6 A 7 D 8 F

YOUR TURN 17.3

Sample answers are provided in the Teacher obook.

UNIT 17B

YOUR TURN 17.4

1 The essay is addressing the issue of the negative impact of humanity upon the environment.
2 The writer is aiming to make the reader feel a sense of personal responsibility in relation to the issue.

3 The writer uses the example of how much landfill would be reduced if everyone made a small effort to recycle slightly more.
4 The questions in the third paragraph are intended to make the reader think about the future and the possible negative consequences for themselves or for their children if environmental degradation continues.
5 The writer wants the reader to pay more attention to their individual impact upon the environment.
6 The contention of the piece is that everyone has a responsibility to help to preserve the environment.
7 The conclusion repeats the same ideas as the introduction as it is a final opportunity for the writer to put the contention to the reader.
8 *Paragraph 2:* To convince the reader that even small individual efforts can make a difference
Paragraph 3: To encourage the reader to think about the future consequences if people don't make a greater effort to preserve the environment
9 Gavin Andrews has expertise and credibility to comment on environmental issues as he is a spokesman for the Australian Climate Science Foundation.
Maria Lang has expertise and credibility to comment on environmental issues as she is a Professor at the School of Environment at the University of Caldwell.

UNIT 18A

YOUR TURN 18.1

1 qualifying
2 temporal
3 causal
4 sequencing
5 additive
6 illustrative

YOUR TURN 18.2

Sample answers are provided in the Teacher obook.

UNIT 18B

YOUR TURN 18.3

1 Zoe Green has written to Alma Quinn to ask her to reconsider her recent decision to suspend the school's recycling and composting program.
2 In the second body paragraph, the writer makes the argument that suspending these programs teaches students that the environment is not important and that being environmentally conscious is not necessary.
3 In order to save money, Zoe suggests that the school newsletter could be distributed by email rather than printed on glossy paper.
4 This would have the additional positive impact of reducing the waste of paper.
5 In the final paragraph, Zoe makes the argument that the school has previously been well-regarded for its environmental initiatives, and this decision could damage its reputation.
6 *Responses will vary; sample answers are:*
   a *Additive connective:* **Moreover**, several former students have been so influenced by the school's strong environmental focus that they have sought out work in conservation and land management.
   b *Sequencing connective:* **Firstly**, as a school, Williams High's primary purpose is to educate its students.
   c *Qualifying connective:* **Nevertheless**, I strongly believe that some things are more important than money, the environment being one of these.
   d *Temporal connective:* **Previously**, Williams High has been regarded as a champion of the environment, a socially responsible institution, shaping teenagers into responsible young people.
7 Zoe is referring to Alma Quinn through the repeated use of the pronoun 'you'.
8 *Responses will vary; sample answers are:*
   a it
   b the school
   c we/us
9 *Responses will vary.*

UNITS 17/18: TEXT COHESION REVIEW

SPELLING AND VOCABULARY: WORDS ENDING WITH '-ITY'

1 a four (hu-man-i-ty)
   b six (re-spon-si-bil-i-ty)
   c five (pos-i-tiv-i-ty)
   d seven (in-div-i-du-al-i-ty)
   e four (comm-un-i-ty)
2 a We were waiting for so long it felt like an **eternity**.
   b I'd take any job that gave me the **opportunity** to travel.
   c It was Gemma's **responsibility** to ensure that everyone's bags were loaded onto the bus.
   d People's **individuality** is often shown through the outfits that they choose to wear.
   e **Humanity** has a responsibility to preserve the natural environment.
   f Lisa's **positivity** meant that she always faced even the greatest challenges with a smile on her face.
   g The entire **community** supported the family after the robbery.

h Robert apologised with great **sincerity**.
i Your education is my top **priority**.
j There was a **possibility** that this could be the last time they would see one another.

3 *Responses will vary.*

TEST YOURSELF: UNITS 17/18

1 a text response essay
2 a persuasive essay
3 the contention
4 TEEL
5 the conclusion
6 flow
7 pronoun
8 substitution
9 a word with a similar meaning
10 to make the links between ideas clear
11 anonymity
12 oddity
13 vanity
14 calamity
15 immunity

UNIT 19A

YOUR TURN 19.1

1 foreshadowing 2 flashback 3 flashback

YOUR TURN 19.2

1 first 2 third 3 second 4 third 5 first

YOUR TURN 19.3

Sample answers are provided in the Teacher obook.

UNIT 19B

YOUR TURN 19.4

1 David is attempting to write a story.
2 Readers should not expect to read a story of glory or heroism, the triumph of good over evil, or a love story.
3 Jen is David's girlfriend. They met when he went into a cafe where she worked as a waitress.
4 Jen's main objections to David's writing are that he isn't telling the truth, and that he is writing his story very slowly.
5 At the end of the passage, David crosses out the sentence 'I knew then that she was the one for me.' He does this because he is rethinking their relationship after the comments she has made on his writing.
6 The first part of the passage is written in first person.
7 An example of foreshadowing is 'It's not a love story, although I do love someone'.
8 'It began back when things were simpler.'
9 The second part of the passage is written in third person.
10 The piece uses two different perspectives to separate David's writing, which gives a fictionalised version of events, from the reality of his relationship with Jen. It shows events from David's point of view as well as a more neutral viewpoint. It shows that there are different sides to the same story.
11 *Responses will vary; a sample answer is:*
David's unreliability as a narrator is shown by the following quotes:
'It's just a bunch of stuff that mostly happened, although perhaps not all of it.'
"'That's not how it happened,' she repeats."
12 *Responses will vary; a sample answer is:*
This passage is an example of metatext, as it comments on the process of the story actually being written. Quotes that exemplify this include: 'Instead, he picks up his pen and continues. But not before crossing out the last line he had written.' and 'The mood is broken. His pen is set down.'

UNIT 20A

YOUR TURN 20.1

1 The metaphor 'claws' implies that it will be hard to break free of the character.
2 The use of personification conveys the idea that the house is fragile and under attack from the weather.
3 The vivid imagery puts the reader into the unpleasant situation and encourages them to empathise with the character.
4 The use of the police station to symbolise safety implies that the character will soon escape danger.
5 The use of the simile comparing the wind to icicles emphasises just how cold and unpleasant the weather is.

YOUR TURN 20.2

1 The use of enjambment draws attention to the word 'dropped', with the subsequent drop to the next line of the poem effectively mimicking the character dropping to the ground.
2 The use of assonance with the repeated 'o' sounds helps to establish a mood of tranquility and peace.
3 The caesura imitates the pause taken by the character in the poem, and gives the reader a similar break in their reading.
4 The use of onomatopoeia has the effect of representing how overwhelming the sounds of the crowd are.

YOUR TURN 20.3

Sample answers are provided in the Teacher obook.

UNIT 20B

YOUR TURN 20.4

1 At the start of the piece, the main character in the poem is practising the piano.
2 She is initially interrupted by her children fighting.
3 The line 'zest and love drain out with soapy water' tell us that the character feels drained by the realities of her domestic life, and does not feel a lot of love towards her children.
4 Rubinstein is included in the piece because the character playing for him was the peak of her musical career, yet the fact that he yawned indicates that he did not find her performance interesting.
5 By the end of the piece, the woman feels that she should make the best of her life with her family.
6 The rhyme structure of the piece is ABAB CDCD EFG EFG.
7 The poet has used enjambment at the end of the fourth and beginning of the fifth line to mimic the image of the milk boiling over, as the words also flow over to the next line.
8 The effect of the comma in the line 'Rubinstein, who yawned' is to mimic the yawn from Rubinstein. This poetic device is a caesura.
9 This line could be a metaphor for the woman's life as her existence as turned out to be disappointing, like stale bread, but she will try to do the best she can with it, and hence make 'tasty dishes' from what she has.
10 The poet is trying to stir a feeling of sympathy in the reader.
11 The poet's message is that you should try to make the best of your situation, no matter how disappointing or frustrating it is.
12 *Responses will vary.*

UNITS 19/20: LITERARY DEVICES REVIEW

SPELLING AND VOCABULARY: UNCOMMON WORDS

1 a not offensive or harmful
  b full of energy; exuberant
  c a small or underdeveloped remainder of something; in biology, a functionless remainder of a body part
  d antagonistic and aggressive; spoiling for a fight
  e tuneful; musical
  f something belonging to another historical period; old-fashioned or outdated
  g showing respect or reverence
  h untrustworthy, disloyal or faithless
  i dishonest; false
  j fragrant or sweet-smelling; evocative or suggestive
2 a vestigial
  b mendacious
  c obeisance
  d innocuous
  e ebullient
  f mellifluous
  g redolent
  h anachronistic
  i perfidious
  j pugnacious
3 *Responses will vary.*

TEST YOURSELF: UNITS 19/20

1 flashback
2 hints
3 point of view
4 third person
5 second person
6 the repetition of vowel sounds in a poem
7 the repetition of sounds at the beginning of words
8 onomatopoeia
9 A caesura is a **break** or **pause** within a line of poetry.
10 The practice of running sentences over the end of lines of poetry is known as **enjambment**.
11 Due to her **pugnacious** actions she was shunned by many of her peers.
12 Phillip always behaved with **obeisance** towards his elders.
13 His **perfidious** behaviour brought about the end of their relationship.
14 While Marigold loved her record player, Ben thought it was an **anachronistic** piece of junk.
15 Susan was the most **ebullient** member of the drama troupe.

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