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AUSTRALIAN CURRICULUM

**OXFORD
ENGLISH**

KNOWLEDGE AND SKILLS

2

PAUL GROVER

OXFORD
UNIVERSITY PRESS
AUSTRALIA & NEW ZEALAND

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Oxford English 2

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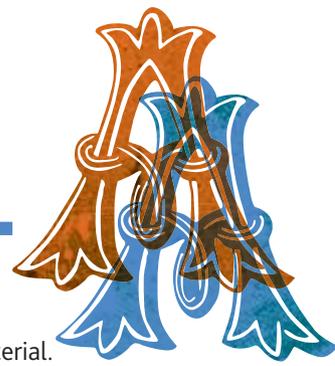
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PREFACE

Oxford English: Australian Curriculum Knowledge and Skills is a blended print and digital series for the Australian Curriculum: English.

THE WORKBOOK

The *Oxford English* print component focuses on the **language** and **literacy** strands of the Australian Curriculum: English. Each workbook has:

- 25 focused units, covering grammar, punctuation, comprehension, reading, writing, spelling and vocabulary
- a highly structured and practical approach to the curriculum requirements to ensure student understanding
- spread-based and progressively structured units of 4–8 pages in length
- two text extracts used as stimulus in each unit — a mix of literary, non-literary and digital texts
- a comprehensive answer section



This off-the-page icon appears in the workbook when tasks are to be completed on a separate piece of paper, in a student workbook, or on a digital device.

BOOK-ONLY ENRICHING LITERATURE UNITS

The book-only Enriching Literature units focus on the **literature** strand of the Australian Curriculum: English. Presented in stages covering Years 7/8, and 9/10, these units are designed to provide teachers and students with ideas and guidance on covering the cross-curriculum priorities, as well as popular classic and contemporary texts. The cross-curriculum priorities are:

- 1 Aboriginal and Torres Strait Islander histories and cultures
- 2 Asia and Australia's engagement with Asia
- 3 Sustainability.



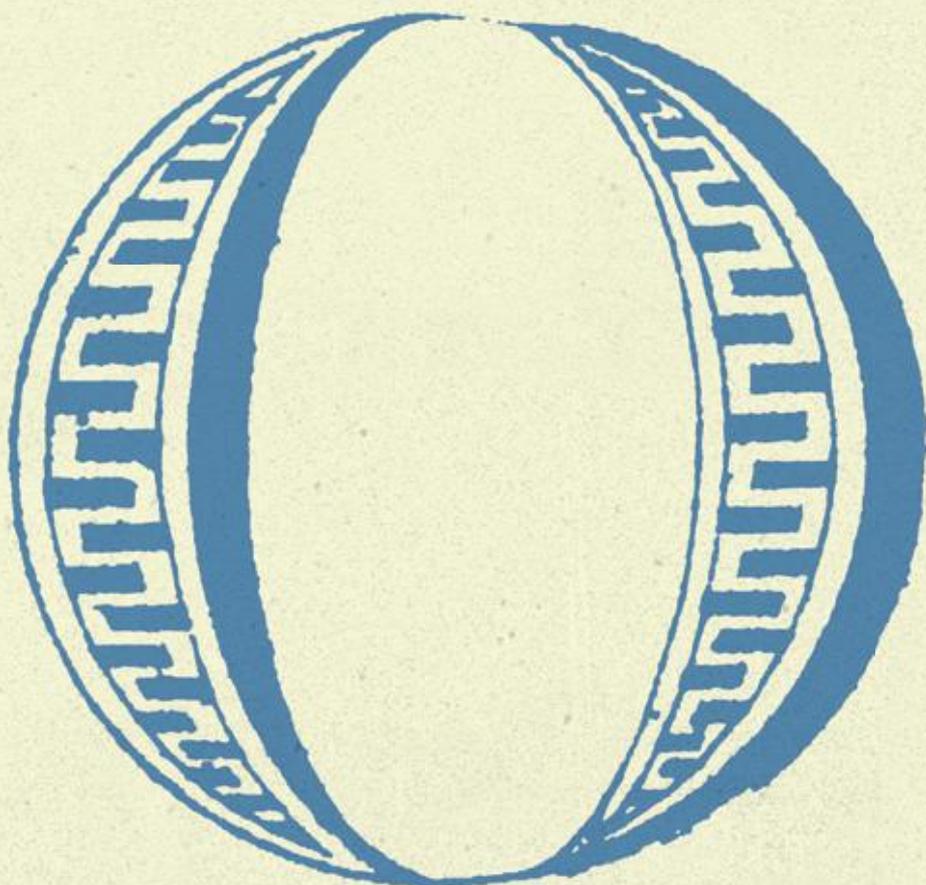
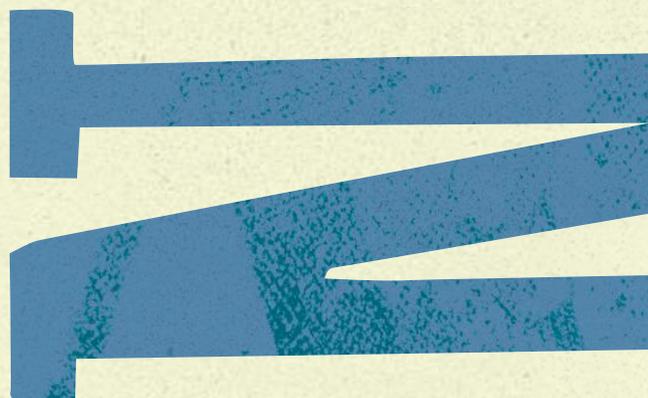
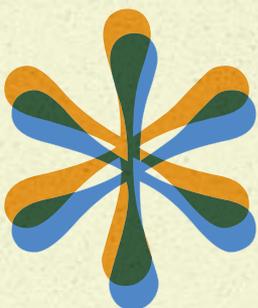
The units are written by experienced authors Jane Sherlock and Deb McPherson. Access these Enriching Literature units via the table of contents in the book.

ABOUT THE AUTHOR

Paul Grover has been a teacher and Head Teacher of English and History in NSW high schools for more than 35 years. He worked as a Supervisor of Marking and Coordinating Supervisor of Marking in HSC English for the NSW Board of Studies for more than ten years, and continues to work with the NSW Board of Studies. He has authored and edited a large number of books for secondary teachers and Years 7 to 12 students in English and History. Paul is an active member of the English Teachers Association of NSW, and regularly presents workshops at local, regional, state and national conferences. In 2011 Paul was awarded a Quality Teaching Award from the Riverina Department of Education and Communities, and also a NSW Professional Teaching Council Professional Excellence Award. In 2012 he received an Academic Excellence Award from the Faculty of Education at Charles Sturt University. Currently Paul is Lecturer in Education at Charles Sturt University, Albury-Wodonga Campus.



USING WORDS — EXPLORING PARTS OF SPEECH





PART ONE

USING WORDS — EXPLORING PARTS OF SPEECH



UNIT 1 Nouns Name — Collective and Compound Nouns

ENGLISH IN FOCUS

Collective noun poem *by oldsneekers*

Names for groups, collective nouns they are,
In our speech their usefulness goes very far.

For horses you know, the collective noun or word,
This collective noun, as you know is the HERD.

Groups of oxen and cattle called also a HERD,
But a DROVE by some may be preferred.

Here listed are a few others, my lexicon supplying,
Geese standing are a GAGGLE, but are a FLOCK when flying.

Oddly enough flying geese are geese FLOCKING,
But a FLOCK of sheep flying, that would be shocking.

Chicks so cute and yellow, are soft to the touch,
And when chirping together, are called a CLUTCH.

Chicks that grow up, to be hens full grown,
Become hens together, as a BROOD are known.

Quail, doves and swans numbering many,
May be a FLOCK but are always a BEVY.

For a TROOP of monkeys, another term survives,
When living together they're living in TRIBES.

Then there's the whale, that travels in a POD,
Also do dolphins, but not the tuna or cod.

Fish of most kinds, would fit in your pool,
Studying or at recess, they're still a SCHOOL.

Though bees in a SWARM are often flying
A SWARM of ants, attacking may be trying.

Then there's the dog, our very best friend.
In a PACK they wander, and each other do tend.

But for adult dogs, a PACK, is so called,
While it's a LITTER, for pups hairy or bald.

Those male lions and their many brides,
Not herds or flocks but boastfully PRIDES.

A most unusual term, a word that cannot escape,
Is the word for a group or a gathering of ape.

This term is the oddest you're likely to have heard,
Their grouping is SHREWDNESS, that's truly the word.

Though shrewd is the mind that is keen and sharp witted,
And shrewdness is the act from such a mind committed,

But when these primates are grouping as a bunch of grapes,
They're not called a pod or pack but a SHREWDNESS of apes.

- 1 In the poem, the name for each group of animals is shown in CAPITAL (upper case) letters. Which two names for groups do you find the most unusual? Write them down and the group of animals they represent.

- 2 Can you think of different groups of animals, insects and birds that could be labelled by one of the following collective nouns?

COLLECTIVE NOUN	ANOTHER GROUP OF CREATURES
herd	
swarm	
flock	

- 3 Why do you think there are so many different names for groups of creatures?

WHAT ARE COLLECTIVE AND COMPOUND NOUNS?

COLLECTIVE NOUNS

Nouns name people, creatures, places, things, feelings, qualities and ideas. A collective noun is the name given to a group of people, places, creatures or things.

One collective noun can apply to many groups, such as a *herd* of cattle or a *herd* of elephants. There are other collective nouns that can only be used for a certain group, for example, *jury* is always a group of people who decide a court case. Sometimes more than one collective noun can be used for a group, such as a *bunch* of bananas or a *hand* of bananas.

This table gives some examples of collective nouns.

People	Creatures	Things
a team of soccer players	a parliament of owls	a pack of cards
a class of students	a mob of kangaroos	a fleet of cars
an army of soldiers	a colony of termites	a flight of stairs

COMPOUND NOUNS

A compound noun is formed when two nouns are joined to form a new word, which is also a noun. For example:

- tooth + paste → toothpaste
- sea + food → seafood
- grass + hopper → grasshopper

The nouns in a compound noun are not always joined words but can be separated by a hyphen or a space. This means that there can be alternative spelling choices. For example:

- car + park → car park or carpark
- lieutenant + colonel → lieutenant colonel
- post + office → post office
- court + martial → court-martial or court martial

- 1.1 Refer to the poem again and complete the table by listing a variety of collective nouns for groups of creatures. An example has been done for you.

COLLECTIVE NOUN	GROUPS OF CREATURES	COLLECTIVE NOUN	GROUPS OF CREATURES
herd	horses, oxen, cattle		

- 1.2 Write the compound noun that results from the combination of two nouns. Some of these words might be separated by a hyphen or a space. You can use a dictionary or spellchecker to check each word.

- a witch + craft → _____ f road + runner → _____
- b black + board → _____ g road + map → _____
- c air + plane → _____ h executive + chef → _____
- d key + board → _____ i peanut + butter → _____
- e light + year → _____ j red + head → _____

- 1.3 Draw a line to join each group with its collective noun. An example has been done for you.

GROUP	COLLECTIVE NOUN
arrows	cast
bananas	army
books	team
trucks	colony
information	wealth
flowers	shoal
dancers	herd
athletes	library
actors	fleet
dragons	quiver
dinosaurs	troupe
fish	bunch
ants	flight
caterpillars	bed

Space demons by Gillian Rubenstein

Andrew hesitated. He could hardly bear to stop playing. At that moment Marjorie called up the stairs, 'Ben, your mother just phoned to say you're to go home now.'

'I can offer to let him play now,' Andrew thought. 'He'll have to say no.'

But Ben did not say no. He could not resist having another shot at Space Demons. Andrew got up grudgingly, and the boys changed places. Ben moved the joystick to guide the spaceman to the gun.

He got it quite quickly. He had been watching Andrew closely and memorizing the sequence of the space demons' attack. It was ordered, not random, and it was possible to predict what they were going to do. He was used to computer and video games, he had an inbuilt feel for them, and his hand-eye co-ordination was excellent. So he avoided the space demons, and destroyed them, and kept the little spaceman alive longer and longer, and the score went up and up and up: 30 000, 35 000, 39 000.

'Ben!' Marjorie called again. 'You must go!'

And Ben went. One moment he was sitting in front of the computer screen, totally absorbed in the game; the next he had vanished. Andrew jumped to his feet with a cry of surprise. On the screen the spaceman continued to zap the space demons, twisting, turning and firing, but the chair where Ben had sat was empty, and the joystick did not move.

It only lasted for a moment. The spaceman was shot from behind. The computer gave a sigh, and Ben gave a gasp. He was sitting in the chair again.

Andrew stared at him, not knowing what to say. Ben's face was white, and he was flexing his right hand as though he had been holding something in it. He

turned to look at Andrew and his eyes were dark and wide and amazed.

'That was horrible,' he said. 'I felt as if I was right in the game, as if I was the spaceman, blasting the demons, and then ... then I got blasted ...' His voice trailed off. He couldn't put into words the terrifying feeling of black and instantaneous nothingness that came between being shot and finding himself in the chair again. He shivered, and then, pulling himself together, forced himself to grin at Andrew. 'Some game!' he said. 'I think I'd better go.'

'No, wait!' Andrew said urgently. 'What happened? What did you do? Do you think it was the score or the time?' He was immensely excited, full of questions, half-envious.

'Uh, I'll see you tomorrow,' Ben said, not looking at him, sounding too off-hand and too normal. He picked up his jacket and schoolbag from where he had left them on Andrew's bed and made rapidly for the door.

Andrew intercepted him. 'What did you *do*?' he repeated, more insistently this time, leaning against the door so that Ben could not reach the handle.

'Nothing,' Ben said. 'I didn't do anything! Andrew, I've got to go home, get out of the way!'

Andrew was not going to move, but at that moment his mother tried to open the door from the other side. 'Andrew!' she called. 'What are you doing in there?'

He moved away, the door opened suddenly, and she came in with a rush. 'Ben, you really must go at once,' she said. 'Your mother phoned ages ago. It's getting dark, and it's raining — she'll be worried. Do you think I should run you home?'

'No, I'll be fine, thanks, Mrs Hayford. 'Bye, see you, Andrew.'

- 1 How has this computer game turned out differently from what might be expected?

- 2 What do you think might happen in this story?

- 3 Highlight six different compound nouns in the *Space Demons* extract.

(table continued)

COMPOUND WORD	PART OF SPEECH + PART OF SPEECH
hanger-on	
highlighter	
feedback	
software	
walkover	
underworld	
wallpaper	
mobile phone	
laptop	

- 1.6 Now you can use your imagination. Create your own serious or humorous collective noun for each of the following groups. What do you think each group should be called? The first one has been done to start you thinking.

OBJECTS/PEOPLE	NEW COLLECTIVE NOUN
computers	a crash of computers
cars	
mobile phones	
skateboarders	
clowns	
parents	
hamburgers	
school bags	
graffiti artists	
shoppers	
online gamers	
rock stars	



WRITING: WHO WANTS TO BE A BILLIONAIRE?

It is quite typical for new inventions to be named using compound nouns. For example, *notebook* was chosen for the new style of small computer, and *airbag* for the driver protection system. You are to create four new products according to the list below and name each of them with an original compound noun. Briefly describe each invention, and make sure your new compound noun tells everyone about your product.

- a type of computer
- a type of transport
- a type of takeaway food
- a type of sports drink



UNIT 2 Nouns Name — Number Agreement in Sentences

ENGLISH IN FOCUS

Thursday by Esther Freud

It was five minutes before the end of the school day and I needed a wee. I could ask my teacher. He wouldn't mind. He might hesitate, might glance up at the clock, but he'd say yes, there was no doubt that he'd say yes. I'd had the same teacher since I was six — Mr Clark — and I was twelve now, old enough to wait five minutes for the bell. And I could wait. Of course I'd wait. I jiggled a little, shifted on my seat. Maybe I *should* ask, but the fact was, I didn't want to. Didn't want to ask for anything. Wished, suddenly, I never had to ask for anything again. So I waited, wriggling, a hot shiver running up my spine.

1 Why does the writer decide not to ask her teacher for permission to go to the toilet?

2 What is the writer really thinking when she says 'And I could wait. Of course I'd wait.'?

3 How does the sound of this story change if some of the nouns and verbs are changed to the following:

'I will had the same teachers since I were six — Mr Clark — and I were twelve now, old enough to waiting five minute for the bells'

NOUNS AND VERBS MUST AGREE

When you write a sentence it is very important to make sure that the subject, which is a noun, or sometimes a pronoun, *agrees* in number (singular or plural) with the verb in the sentence. A noun can be singular or plural, which determines what form the verb has to take. Singular nouns go with singular verbs; plural nouns go with plural verbs. For example:

The cyclist rides on the track.

(cyclist is the singular subject, which means that the singular form **rides** is used)

The cyclists ride on the track.

(cyclists is plural, so the plural verb form **ride** is used)

2.1 Highlight the correct form of the verb in each sentence to make the subject and the verb agree.

- a My friend love/loves playing computer games.
- b Many of my classmates is/are looking forward to getting a part-time job in the future.
- c Beth was/were missing her iPhone.
- d Those clothes has been/have been lying on your bedroom floor for a week!
- e That great new movie is/are opening at the cinema centre next week.

2.2 Each of these sentences uses a singular verb with a singular subject. Rewrite them in their plural forms and make sure you keep the correct subject–verb agreement. An example has been done for you.

- a The bike is in the bike rack. → The bikes are in the bike rack.
- b The match begins tomorrow.

- c Jeff's friend was going to Queensland for the holidays.

- d This house is being extended and renovated.

- e The shop is going to close on Sundays.

2.3 Include the two words given in each question in sentences of your own. Make sure the subject and verb agree in number. An example has been done for you.

- a baby/breakfast → The baby ate her breakfast but created a terrible mess.

- b surfer/waves

- c shop assistant/customer

- d holiday/travel

- e river/canoeing

- f house/ghosts

Thursday by Esther Freud

Mr Clark was explaining homework. There was someone who didn't understand. Someone who wanted an extension: 'Couldn't we hand it in on Monday?' Mr Clark considered this one. Come on, I hissed. And then the bell rang and I started to pack away my work, place it into my wooden desk. My insides were hot now, stinging, piercing my sides. I pressed my thighs together, but someone else had their hand up and Mr Clark was asking what was wrong. I tried to listen, but my brain was in too much of a hurry to hear. Come on, come on. I had one leg crossed over the other, my foot tapping fiercely up and down. And then finally, finally, everyone was standing, tucking their chairs into their desks.

Mr Clark waited, he wanted silence. The clock showed three thirty-three. He'd wait for ever, for the last squeak and whisper to subside. Come on! I was burning hot now. Could hardly stand. There was sweat breaking out on my forehead, collecting in the grooves behind my knees. Eventually he smiled and looked around. Goodbye, Class Seven, he said, and with a rumble we replied: Goodbye Mr ...

- 1 Select two tense moments from this story and explain how the writer has made them sound and feel so tense.

- 2 Locate and highlight an example of a singular subject-verb agreement, and an example of a plural subject-verb agreement.



- 3 In your workbook, rewrite the story from, 'Come on, I hissed' to '... piercing my sides.' and change all the subject-verb agreements to the opposite way they appear in the extract (that is, from singular to plural or plural to singular).

NUMBER AGREEMENT IN YOUR HANDS

- 2.4 a Highlight all the subjects and their verbs in the final paragraph of the *Thursday* extract.
- b Tally and record how many of these highlighted sentences have singular or plural subject-verb agreements.

SINGULAR SUBJECT-VERB AGREEMENTS	PLURAL SUBJECT-VERB AGREEMENTS

2.5 The following sentences contain singular nouns and singular verbs. Rewrite them in their plural forms.

a The new house has been built and the new driveway has been put in.

b Will the box arrive at the station before the courier van gets there?

c Anna's brother is coming to see her off before he goes to the party.

d I hope the new player remembers to bring a uniform and a bat.

e No book needs to be handed in until after the final test when your total mark is given back.

2.6 A friend of yours has a bit of trouble getting subject–verb agreement correct in her writing. She has asked you to check a piece of her writing. Correct all the errors in subject–verb agreement that you find.

Last holidays we went to Melbourne and while we was driving down there we was also able to watch movies and play online games in the brand new car Dad hired just for the trip. He say it's a lot better value than chugging a long way in our old petrol guzzler, and with all the latest gadgets it have installed I totally agree with him for once.

Once Dad arrive in Melbourne he drops the car off at the motel and we heads off to the shops in the city and then has lunch in a huge food court. After lunch we goes up the Eureka Tower and onto the glass viewing platform — this are truly amazing. You should has seen my little brother when the floor became see-through glass and you was suspended mega-stories up in the air over Melbourne. It were priceless!



WRITING: SERIOUSLY NOT SCHOOL

Write the story of the funniest, strangest or most embarrassing thing that has ever happened to you or one of your friends at school — whether it was in secondary school, primary school or in preschool. Check your writing has correct subject–verb agreements, and write about 150 words.



UNIT 3 Adjectives Add — Compound and Other Types of Adjectives

ENGLISH IN FOCUS

Compound adjectives (are fun) by James Heywood

Today I came across an advertisement from a national tourism authority that is promoting the azure waters, spectacular mountains and *breath taking* landscapes of this attractive Balkan getaway.

Unfortunately, though I'm no purist when it comes to language, *breathtaking* is the most appropriate form to use here. Even *breath-taking* appears awkward to my eyes, since the adjective has long been in use, perhaps to the point of cliché.

Compound words consist of two or more words that carry a new meaning. Some combinations begin life as two separate words, separated by a space, then move to a hyphenated form and eventually to a single word ...

Back to the *breath taking* scenery of eastern Europe. Maybe it doesn't look odd to you. The guidelines for English usage are just that. They are not rules. Using or omitting the hyphen rarely hinders comprehension. Time will sort that one out. Just as I still prefer to write *awe-inspiring* today, it's likely that within years the hyphen will disappear here too.

To avoid the whole issue, avoid *breathtaking* and *awe-inspiring* and just go visit spectacular Montenegro. But their tourism authority really ought to have employed a more thorough editor.



- 1 Write down all the words in *italics* in this extract, including the different spellings of the same word.

- 2 Why do you think that the way a word is spelt might change over time?

- 3 What does the author, James Heywood, think about the tourism authority's decision to use the separate words *breath* and *taking*?

- 4 What is a compound word, according to the author?

TYPES OF ADJECTIVES

Do you remember that adjectives add meaning to (or modify) nouns by describing things about a person, place, creature or thing? They can describe:

- size (a **big** shoe)
- shape (the **round** coin)
- colour (the **blue** sea)
- taste (a **sour** lemon)
- attitude (those **excited** tourists).

Adjectives can be formed in the different ways described below.

COMPOUND ADJECTIVES

A compound adjective is formed when two or more words are combined to add meaning to a noun. These words are often separated by a hyphen. For example:

the **five-minute** meal

five-minute is an adjective that gives information about the time it takes to prepare the meal. It is formed by joining the words *five* and *minute*.

'That's an **all-too-typical** mistake, Ash.'

all-too-typical is an adjective that gives more information about the type of mistake Ash is making. It is formed by joining the words *all*, *too* and *typical*.

COMMON AND PROPER NOUNS AS ADJECTIVES

Some nouns can act as adjectives, depending on how they are used in a sentence. They can also be called noun modifiers since they modify the meaning of the word that follows them. For example:

mountain/road → This is a great mountain bike but not a great road bike.

In this sentence the nouns **mountain** and **road** are used as adjectives, or noun modifiers, because they add to the meaning of the noun **bike**.

Another example is found in the noun **ice**. If **ice** is used before another noun it becomes an adjective, or noun modifier. For example:

Could you get me an **ice pack** for my ankle and an **ice cream** as well?'

Here are some other examples of the noun **ice** acting as an adjective:

iceblock	ice skate	ice blue
ice-breaker	ice hockey	iceberg
ice cubes	ice field	ice cap

A proper noun can also be used as an adjective. For example:

The **New Zealand** tourist came into the shop.

Our **Kenyan** visitor stayed for days.

New Zealand and **Kenyan** are adjectives in these sentences because they add meaning to the nouns **tourist** and **visitor**. When the proper nouns **New Zealand** and **Kenyan** are used as adjectives they keep their capital letters. These types of words are sometimes called proper adjectives.

ADJECTIVES FORMED FROM NOUNS BY ADDING SUFFIXES

Some adjectives can be formed from proper or common nouns by the addition of a suffix. A suffix is an ending added to a word to show how that word relates to others in a sentence. For example:

Japan → We visited a **Japanese** restaurant.

The noun **Japan** becomes the adjective **Japanese** when the suffix *-ese* is added to it.

peace → This is a very **peaceful** room.

The noun **peace** becomes the adjective **peaceful** when the suffix *-ful* is added to it.

3.1 Write sentences that include each of the following compound adjectives. An example has been done for you.

a old-fashioned → That old-fashioned movie was really very funny.

b well-behaved _____

c good-looking _____

d mouth-watering _____

e world-famous _____

f split second _____

3.2 Write a sentence that turns each of these nouns into an adjective. An example has been done for you.

a paper → The paper towel was on the bench.

b apple _____

c glue _____

d car _____

e cat _____

f bike _____

3.3 Create sentences using these proper nouns as proper adjectives. An example has been done for you.

a Sydney Harbour Bridge → The Sydney Harbour Bridge climb is spectacular.

b Federation Square _____

c Port Arthur _____

d Perth Mint _____

e Wet 'n' Wild _____

f Old Adelaide Gaol _____

Blog: The cute-as-a-bug’s-ear hyphen by Tom Eubanks

What’s so entertaining about hyphenated compound adjectives? Well, let me tell you. Look at a page of text and what do you notice? You notice hyphenated words. They’re pretty. They are as cute as a bug’s ear. Something about that little connection looks good on the page. I’ve always had a hankerin’ for a good compound adjective, properly joined by a hyphen, describing a noun.

The thousand-pound wrecking ball slammed into my head and broke apart the wrecking ball. May I write, *The thousand and pound wrecking ball ...* ? I may not! So it has to be *thousand-pound wrecking ball*.

I bought a three-storey house. May I write *I bought a three and storey house....*? I may not! So it has to be *three-storey house*.

Walter’s double glazing is peeling, so he’s calling a double-glazing salesman. The first ‘double glazing’ is merely an adjective (double) describing a noun (glazing). But in the second clause, ‘double glazing’ becomes two adjectives describing a noun (salesman), so it has to be written *double-glazing salesman*. We may not write *double AND glazing salesman*, because it doesn’t make sense.

This may not be a never-to-be-forgotten piece of writing, but I do hope it helps you sleep.

1 Why does this blogger like compound adjectives?

2 Make a list of four compound adjectives used in this blog entry.

3 Now it’s your turn to be creative and ‘cute’! Create two original hyphenated compound adjectives that this blogger would also love to see. Be as funny and as individual as you can. For example, ‘I can’t stop laughing at those funnier-than-Donkey-in-Shrek jokes you come up with!’

ADJECTIVES IN YOUR HANDS

3.4 Turn these nouns into adjectives by adding a suffix, and then write a sentence that contains this adjective. There are many different types of suffixes you can use, such as *-ise*, *-ese*, *-ful*, *-able*, *-ar*, *-tion*, *-less*, *-er*, *-ing*, *-ish*, *-ive*. Some examples are hope/hopeless case, child/childish behaviour. Remember that a suffix may change the spelling of the base word. An example has been done for you.

a love → That **lovable** puppy was adopted by the Abid family.

b fight

c skate

d fashion

e boy

f America

g circle

3.5 Turn these proper nouns into proper adjectives by writing a sentence that uses them correctly. An example has been done for you.

a Fiji → My Fijian holiday is one I'll never forget.

b Sydney Opera House _____

c The Wizard of Oz _____

d Murray River _____

e *Titanic* _____

f Ian Thorpe _____

3.6 Write a sentence that turns each of these nouns into adjectives. An example has been done for you.

a hat → This hat stand is starting to fall over.

b card _____

c river _____

d book _____

e refrigerator _____

f light _____

g photocopier _____

h computer _____

i mobile phone _____

j movie _____

k basketball _____



WRITING: HOLIDAY OF A LIFETIME!

Imagine you have just returned from an all-expenses-paid around-the-world holiday. You were able to choose where you wanted to go and what you wanted to see and do on this amazing holiday. Write your imaginary online blog diary about the places you visited, the things you did and the sights you saw. Write about 150 words. When you finish, revise your online blog diary to make sure you include:

- two compound adjectives
- three proper adjectives (proper nouns used as adjectives)
- four common nouns used as adjectives.



UNIT 4 Adjectives Add — Positive, Comparative and Superlative Adjectives

ENGLISH IN FOCUS

Health Fibs You Shouldn't Believe

Dolly Magazine

Chocolate gives you zits ... and five other health fibs you shouldn't believe

Wednesday, January 19, 2011

We were snowed under by all the health claims out there, so we dragged out the DOLLY Lie Detector and put 'em to the test.

The myths to ditch today!

Don't eat after 7pm

No, no, and no. It's what you eat, not when you eat it that counts. However, you shouldn't Hoover down ... food ... just before bed or you'll struggle sleeping.

All fats are bad

Nope! Just say buh-bye to trans fats (the bad guys that love to hang out in processed food like bickies and cakes) and hello to your new BFFs polyunsaturated and monounsaturated fatty acids. Eat nuts, avocados and oily fish and you'll be hot to trot.

Skipping meals makes you lose weight

It doesn't. If you skip a meal, your bod thinks you're starving so it slows down your metabolism. Then you'll overeat 'cos you're hungrier than Beyonce on a get-

thin-fast scam diet. Eat frequent meals and healthy snacks.

Frozen vegies aren't good for you

W.R.O.N.G. In fact, fresh and frozen vegies have a similar nutritional value. Vegies lose their goodness the longer they're out of the ground, and frozen vegies are picked at the peak of their season and packed immediately.

Avoid dairy if you have a cold

Major milky myth. Some people claim dairy products make them super-snotty when sick, but there's no scientific link between milk and mucus production.

Chocolate causes pimples

Leave Miss Candy Bar out of it! Overactive oil glands, genetics, dead skin cells lodged in pores, and hormonal changes are what give acne the green light. No foods have been proven to cause zits — but if your skin is struggling, load up on extra vegies, fruits and water to cleanse your body.

1 What sort of fish should you eat for its healthy fat? _____

2 How do you know frozen vegetables are just as good as fresh vegetables?

3 Your answers to questions 1 and 2 made you look for and use adjectives, which are the words that add meaning to nouns. The following adjectives have been taken from this article. Make each adjective give a stronger message by changing its spelling or by adding the words **more** or **most**. The first two have been done for you.

a new → newest

f hungrier _____

b processed → more processed

g green _____

c scientific _____

h frequent _____

d fresh _____

i healthy _____

e oily _____

j fatty _____

THREE FORMS OF ADJECTIVES

Adjectives can be used in three forms: positive, comparative and superlative.

'My drink is a **healthy** drink.' (positive)

'Yes, maybe, but this is a **healthier** drink!' (comparative)

'Well, I say mine is the **healthiest** drink of all.' (superlative)

POSITIVE ADJECTIVES

Positive adjectives describe one person, creature, place or thing. They are used when a comparison is not being made. For example:

He is a **strong** player.

My drink is a **healthy** drink.

COMPARATIVE ADJECTIVES

- Comparative adjectives compare two people, creatures, places or things. For example:

'Yes, maybe, but this is a **healthier** drink!'

- The comparative form of most adjectives is usually formed by adding *-er*. For example:

He is a **stronger** player than the other guy.

- Some long adjectives add the word **more** before the adjective. For example:

This snake is **more dangerous** than a black snake.

SUPERLATIVE ADJECTIVES

- Superlative adjectives compare three or more people, creatures, places or things. For example:

'Well, I say mine is the **healthiest** drink of all.'

- The superlative form of most short adjectives is usually formed by adding *-est*. For example:

He is the **strongest** player of them all.

- Some long adjectives that add the word **most** before the adjective. For example:

That is the **most dangerous** snake in the world.

IRREGULAR ADJECTIVES

There are some adjectives that take an irregular (or different) form when they are used as comparatives or superlatives.

She is a **good** chess player. (positive)

She is a **better** netball player than her replacement. (comparative)

She is the **best** card player in the whole camp. (superlative)

Other irregular adjectives		
Positive	Comparative	Superlative
bad	worse	worst
far (place and time)	further	furthest
old (people)	elder	eldest
little	less	least
many	more	most

4.1 Choose the correct form of the adjective in brackets and rewrite each sentence correctly.

a The chocolate cake we had at your party was the (tasty, tastier, tastiest) I have ever had.

b Pasta is much (nice, nicer, nicest) than rice, in my opinion.

c Out of the three brothers, John is the (tall, taller, tallest).

d That is a very (cold, colder, coldest) shower.

e Comparing the two books, I think this one is (good, better, best).

4.2 Write the comparative and superlative forms of each of the positive adjectives shown in bold.

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
great swimmer		
happy news		
small serving		
unfortunate accident		
bad result		
tall mountain		
early start		
good food		
safe road		
delicate antique		

4.3 Highlight the comparative and superlative adjectives in these sentences. An example has been done for you.

- a That was the **most pathetic** movie I have ever seen.
- b This is the worst pizza I have ever eaten.
- c This more impressive photo of the palace should be used in the advertisement.
- d Is there a shorter path to take so we can arrive early?
- e This sports car is designed to be the most reliable model on the road.
- f Let me know when you have a better answer than that!

4.4 List the positive, comparative and superlative adjectives used in this poem in the table below. (Hint: some are not in *italics*.)

Adjectives

by Mary O'Neill

Adjectives tell you the quality of a person, place, or thing

As *pretty* girl, *big* city, *fast* horse, *golden* ring.

Some adjectives increase their strength

By going on to greater length:

As *pretty* when you're *positive* she's fair,

But *prettier* whenever you *compare*,

And see a second more exquisite face

Among the members of the human race.

But *prettiest* is where you reach the top —

Superlative — and there you have to stop.

POSITIVE	COMPARATIVE	SUPERLATIVE

Cow in orbit! by Andrew Griffiths

A Jersey cow is still in orbit after becoming the first cow in the history of the world to jump over the moon last night.

Miss Daisy is believed to be orbiting the Earth at 300 kilometres per hour. Authorities are currently looking at ways to pull her back to the ground.

It is rumoured that the world lasso champion, Wild Bill Burley, has been called in to help.

Miss Daisy jumped from the top of a barn in a paddock south-east of Leongatha, a small farming community in Victoria.

An eye-witness said her jump was accompanied by a cat who played the theme from *Rocky* on a fiddle.

Miss Daisy is a founding member of the daredevil group the Jumping Cows.

A spokesperson for the society, Mr Bull, was himself over the moon about the jump.

'It is a big leap for a cow, an even bigger leap for cow-kind,' he said.

'We are all very proud of Miss Daisy. It was a fine effort, especially when you consider that she weighs over 500 kilos and had a full udder.

'No cow has ever jumped this high before. The previous record was as high as the Leongatha church steeple. Nobody expected Miss Daisy to get anywhere near the moon!

'We just hope that she will be able to get back down safely.'

Authorities have condemned the jump as dangerous and irresponsible.

'It was a totally unnecessary and completely irresponsible act,' said Mrs Goodone, the government spokesperson for air traffic.

'Why don't these stupid cows look before they leap?

'If you're going to pull this sort of stunt, it's just common sense to attach a safety line so that you can be pulled back into the Earth's atmosphere.'

Aside from the high jump, other activities of the society include cow parachuting, bull bungee-jumping and heifer hang-gliding.

The activities of the Jumping Cows have been strongly opposed by Farmers Against Farm Animals Doing Stupid Things.

The president of the society, Mr Bob Fraser, warned that stronger measures would be taken to keep cows in their paddocks where they belong.

'This jumping nonsense has got out of hand. Cows have to realise that they are not birds,' said Mr Fraser.

'They are ground-dwelling mammals and their job is to stand in a paddock, chew grass and make milk.'



1 'One small step for man, one giant leap for mankind'. This statement was said by the first person to walk on the moon just before he stepped onto the lunar surface. How is the humorous idea in this article linked with these words?

2 Highlight the positive and comparative adjectives in the humorous reference to the first moon landing.

3 Make a list of four other positive or comparative adjectives you can find in this article.

ADJECTIVES IN YOUR HANDS

4.5 Fill in the spaces in this table with the correct forms of the adjective.

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
kind		
	more evil	
thoughtful		
		smelliest
	quieter	
generous		
	faster	
		most amazing
lonely		
	stranger	
many		
	less (amount)	

4.6 Change the meaning of each sentence by using a different form of the adjective (comparative or superlative). You might also need to add or change some other words in the sentence to make sure it is grammatically correct. An example has been done for you. Check your spelling carefully as you write.

- a It was an exciting experiment. → It was the most exciting experiment we had ever done.
- b Harry is a talented tennis player. _____
- c That definitely is a sick joke. _____
- d My mobile has good apps. _____
- e She had a funny idea for the decorations. _____
- f I feel weak when you ask me to abseil. _____



WRITING: AMAZING! MORE AMAZING! MOST AMAZING!

Take an old fable, nursery rhyme or fairy story and rewrite it as a really big news event that is covered in every news report. Exaggerate and expand the story as much as you want, just like Andy Griffiths has done in the *'Cow in orbit!'* story. Make it a funny, crazy and totally unbelievable story!

Include at least three positive adjectives; four comparative adjectives; and five superlative adjectives. Write about 300 words.



UNIT 5 Pronouns in Place — Different Types of Pronouns

ENGLISH IN FOCUS

Interview with Jacqueline Kent

from *Story Wizards* edited by Sandra Bernhardt

What does Jacqueline think about writing?

I started being a writer very early. When I was little, before I could write properly, I used to tell myself stories and draw them on bits of scrap paper. I was never good at drawing then, and I don't think I've improved! I've done many different kinds of writing, though: radio and TV scripts, stories, novels, biography (and notes for these stories of course). I've also done a great deal of editing: working on books written by other people.

Writing can be difficult, I think. That's because so often you have an idea what you want to say — and the best words just won't come. You have to keep going over and over, and each time, with any luck, you get closer to what you mean to say. Working as an editor teaches you that things can always be written better. I wish working as an editor automatically made you a better writer, but helping to improve other people's work does sometimes help you understand your own weaknesses. When you see why something doesn't work, you can sometimes see how it will.

What does Jacqueline say about her stories?

I hope you like these stories of mine. In 'Good time, great taste' I wanted to tell a story with a very big time span. But I thought it needed to have something binding it together besides a character. I came up with McDonald's because it's something everybody knows, and I once overheard a little boy say earnestly: 'I could spend my whole *life* in McDonald's!' which seemed too good an idea not to use.

1 What word do the two headings in this extract begin with?

2 Why do you think Jacqueline Kent decides to say 'I used to tell *myself* stories ...' instead of 'I used to tell stories ...' when each version of the sentence is about the same idea?

3 This writer says: 'Writing can be difficult, I think. That's because so often you have an idea what you want to say — and the best words just won't come.' Why do you think she wrote 'That's because', and not 'It's difficult because' in the second sentence?

DEMONSTRATIVE, EMPHATIC AND INTERROGATIVE PRONOUNS

Pronouns stand in the place of nouns. There are different types of pronouns that do different tasks: they can emphasise, ask or point to something.

Purpose of pronoun		Example	Explanation and additional information
Demonstrative pronouns point to something or someone.		This is my shoe.	The pronoun this points to the particular shoe being talked about.
	this (singular)	This is my new iPad.	This refers to things that are close.
	that (singular)	That was a bad game of netball.	That refers to things that are further away in space or time.
	these (plural)	These drinks are not ours.	These refers to things that are close.
	those (plural)	Those drinks are ours.	Those refers to things that are further away in space or time.
Emphatic pronouns are used for emphasis.	<i>singular:</i> myself yourself himself herself itself	I fixed the remote myself .	The pronoun myself emphasises the fact that the person speaking was also the one who fixed the remote.
	<i>plural:</i> ourselves yourselves themselves	I fixed the remote.	If the emphatic pronoun is removed, the meaning of the sentence is unchanged. However, what has changed is the emphasis on <i>who</i> fixed the remote.
Reflexive pronouns look the same as emphatic pronouns but they are used differently. They refer back to the subject.		I hurt myself at the skate bowl. Congratulate yourselves on a terrific effort.	The meaning of the sentence is altered if these pronouns are removed. If you read these sentences aloud without the reflexive pronouns they do not make sense.
Interrogative pronouns are the pronouns that are used to ask questions. The word <i>interrogate</i> means to ask a question.	who whose which what whom	Who is doing the dishes tonight? Which direction is the shopping centre?	Today, the pronoun whom is not commonly used in informal or everyday language. You might occasionally hear someone say, 'Whom shall I say is calling?'. This is a very formal way of asking, 'Who shall I say is calling?'

5.1 Choose the most appropriate demonstrative pronouns for these sentences. An example has been done for you.

a _____ is my next-door neighbour sitting here, but _____ is my cousin standing over there.

This is my next-door neighbour sitting here, but **that** is my cousin standing over there.

b It's right here, _____ is the first place I looked.

c Can I look at _____ shoes first, and then look at _____ over there?

d _____ is a good game right here, but _____ is a bad one over there.

5.2 Select the correct emphatic or reflexive pronoun from the brackets and include it in each sentence.

a Finally, we solved the mystery (themselves/ourselves).

b I don't think he saw what happened (himself/itself).

c You must look at the new recipe (yourself/herself).

d He (himself/myself) told us the right answer before we knew it.

e Jenny and Zac will organise the travel plans (themselves/yourselves).

f We helped (ourselves/yourselves) to the dessert.

g There is no way they will know the way by (themselves/ourselves).

5.3 Choose the best interrogative pronoun to fill the gap in each sentence.

a _____ way is the best direction to go?

b _____ do you think will know the answer this time?

c _____ is the price of that go-cart, please?

d _____ empty schoolbag could this be?

e _____ is the best way to start this sentence?

Raw by Scott Monk

Busted, Brett panicked.

He snatched the loot from the cash register as the darkness of the bottle shop exploded with the red and blue lights of a police car wailing down the street. He stuffed anything he could — coins, notes, smokes — into his pockets then groped blindly behind him. *Smash!* Half the shelf's stock shattered onto the floor! He swore. All that alcohol gone to waste! If he hadn't tripped the alarm, he might have scored some big bucks for all that. Forget it. He grabbed three bottles then ran to the back door. Locked! He shook it madly but it wouldn't move. The siren grew louder and louder as he picked at the door with fumbling fingers then triumphantly yanked it open with an angry boom. He'd lost one bottle in the attempt but he'd got what he came for.

Brett jumped off the landing into the laneway. He ran east thinking it was safe. Wrong! The pigs!

The patrol car skidded into the dark laneway, wild and mean. Its headlights snared Brett and he dropped the last two bottles to leap for the fence. With a grunt, he pulled himself up and over as the police braked underneath him. Voices started shouting but Brett was gone. He darted down a garden path, a dog yapping at his heels. A house light blinked on but it was too late. Up and over another fence and he was free.

Or so he thought.

The cops pounced. The driver gunned the car from an adjoining street and crashed over a corner to hunt the sixteen-year-old down. Tyres squealed as Brett and

the pigs both raced along the road. A second later, the teenager's lead came to an end. The car attacked, swinging left to cut him off. Too predictable. Brett leapt onto the bonnet and landed on the other side. Screaming, the cop driving it hit the horn as Brett sprinted away to the safety of a nearby park.

The patrol car sped along the empty street, the park's trees barring it from chasing Brett further. Its radio was loud and scrambled like the thoughts running through his head. Was that — ? Yes! Another siren screamed from the south. If the cops weren't mad before, boy, were they now.

He bolted through the playground and past the swings, looking for a way out. On his left was a shop wall. On the right the cops. No good. He charged forward to jump another fence instead.

The drop was too deep. His ankle gave way and he tumbled to uneven ground. He knew he was in trouble the second he hit. He tried to stand but screamed in pain. His bones felt like they'd been ripped from their skin. Nursing his leg, he knew it was useless. There was no way he'd escape now.

Car doors slammed shut and cops rushed from everywhere. They caught him with their torches hiding behind a shed. He made one last hobble for safety but the pigs grabbed him and threw him hard against a wall.

'Don't move!' they shouted, jabbing their guns forward, 'or you're dead!'

- 1 Make a list of six crimes Brett commits during this police chase.

- 2 Count the number of times the writer has used the personal pronoun 'he' or 'him' in place of Brett's name.

- 3 What might be the writer's reason for using personal pronouns so often in this extract?

- 4 Highlight three sentences from the story where this writer has used reflexive or demonstrative pronouns.

PRONOUNS IN YOUR HANDS

5.4 Rewrite each of the following sentences and use the correct pronoun. State whether it is demonstrative (D), emphatic (E) or interrogative (I). An example has been done for you.

a (Who's/Whose) car are we going in to drive to the shop?

Whose car are we going in to drive to the shop? (interrogative)

b (That/This) place over here is the right place to wait.

c He will reboot the frozen laptop (himself/himself).

d If they can't fix the bike (themselves/themselves) then they'll have to go to the experts.

e (Which/What) of these suits do you think I should wear to the formal?

f She helped (herselves /herself) to the sweets without asking.

5.5 Write a sentence and include either the emphatic or reflexive form of the pronoun. State which type of pronoun you are using. An example has been done for you.

a itself → Our dog helped **itself** to the steaks we had for the barbecue. (reflexive)

b yourselves

c himself

d ourselves

e myself

f herself

5.6 Use the following demonstrative pronouns in a single sentence. Each sentence must be quite different. An example has been done for you.

a this, that → **This** is a good result, but I'm afraid **that** result is not so good.

b this, these

c that, those

d these, those

e that, these



WRITING: I WILL ASK THE QUESTIONS!

Imagine you are a senior investigating police officer, and you have been sent to interrogate a suspect and interview two witnesses about a serious crime. Select a crime from the list below, then choose your suspect and two witnesses.

Prepare nine questions, which must include three demonstrative, three emphatic and three interrogative pronouns, to ask the suspect and the witnesses. Ask each person three questions.

CRIMES

- a large sum of money is stolen from a bank
- bicycles are vandalised while locked up outside a bowling alley
- a car is stolen from outside a local pizza store
- a mobile telephone and an iPod are pinched from inside a cinema
- a valuable painting is stolen from an art gallery



UNIT 6 Verbs Alive — Subject and Verb Agreement

ENGLISH IN FOCUS

Black Snake by Carole Wilkinson

Early days

Ned Kelly was born in 1854 in the bush not far north of Melbourne. His father was called Red because of his red hair. He was a freed Irish convict, who had served his seven-year sentence in the penal colony of Van Diemen's Land (present day Tasmania) for stealing two pigs. Ned's mother, Ellen, was also Irish. Her large family, the Quinns, had emigrated to Australia when she was just nine years old.

The Kellys were poor people, but Red made a little money in the goldfields and was able to buy 41 acres of land near the small town of Beveridge. The family grew, and for a while it looked like the Kellys were on their way to being successful farmers. This period of good fortune didn't last long. Ned's father had no experience as a farmer. The conditions in Victoria, from drought to flood, were unfamiliar to even experienced farmers. The road to Sydney skirted around the town, instead of going through it and bringing more business. The Kelly land lost value. Before Ned's third birthday, his father got into debt and had to sell most of the land for half its original price. Things didn't improve.

1 Why does Ned Kelly's father have the nickname Red Kelly?

2 Is Ned's mother Ellen a freed convict? Give one reason for your answer.

3 Give three reasons why the Kelly family finds life on the land so hard.

4 What is wrong with these versions of the original sentences from the extract?

a Ned Kelly were born in 1854 ...

b Ned's mother, Ellen, were also Irish.

c Her large family, the Quinns, had emigrated to Australia when she were just nine years old.

d The Kellys was poor people ...

e The family grew, and for a while it looked like the Kellys was on their way to being successful farmers.

THE RULES OF SUBJECT AND VERB AGREEMENT

A verb and its subject must agree in number. The following table lists the rules of subject-verb agreement, and gives examples and further explanation to assist you.

Rule	Example	Explanation
If the subject is a singular noun or pronoun then the verb must be singular.	<i>Ned Kelly was born in 1854. He was born in 1854.</i>	singular subject (Ned Kelly/He) singular verb (was)
If the subject is plural the verb must be plural.	<i>They were poor farmers.</i>	plural subject (they) plural verb (were)
Subjects joined by and are usually treated as plural. For example:	<i>Ned and his mother were very poor.</i>	plural subjects (Ned and his mother) plural verb (were)
When the different parts of the subject form a single object or unit, then they take a singular verb.	<i>Fruit salad and ice cream is a special treat in our family.</i>	singular subject (fruit salad and ice cream) requires singular verb (is)
A collective noun takes a singular verb when it refers to a group of people or things.	<i>The team is going for its best season.</i>	singular subject (the team) requires singular verb (is)
When a collective noun refers to all the individual members of a group of people or things, it takes a plural verb.	<i>The team are being issued with their new equipment and sponsors' shirts.</i>	The plural verb (are) is used because all team members (plural) have been given their individual equipment and shirt.
If a verb is separated from its subject, it must still agree with it in singular or plural form.	<i>The conditions in Victoria were severe.</i>	plural subject (The conditions) and plural verb (were); the phrase in Victoria does not affect the plural agreement between the subject and the verb
A verb is usually placed after its subject.	<i>Ned Kelly was a bushranger.</i>	Ned Kelly (subject) and verb (was)
Whenever a subject is placed after the verb, the subject and verb must still agree. This occurs when a sentence is turned into a question.	<i>Was Ned Kelly a bushranger?</i>	Ned Kelly (subject) and verb (was)

6.1 For each sentence, write the form of the verb that agrees with its subject. An example has been done for you.

- a Ned Kelly _____ born into a poor family. (was/were) → Ned Kelly was born into a poor family.
- b While Ned is still a baby, his father _____ very tough conditions on the land. (experience/experiences)
- c Ned's father and mother _____ the harsh conditions on the farm. (fight/fights)
- d The main road _____ the town and that means less money. (pass/passes)
- e Land _____ its value when people don't want to buy it. (lose/loses)
- f Being a freed convict _____ not a source of pride in the early settlement. (was/were)

6.2 Rewrite the sentences using the new subject given in brackets. Make sure that the verb agrees with the subject. An example has been done for you.

- a The boy learns to ride horses on the farm. (The boys)
The boys learn to ride horses on the farm.
- b Ned and his mother were at the farm yesterday. (Ned's mother)

- c These convicts have been freed. (This convict)

- d The farm does not make a living for the Kellys. (The farms)

- e Ned's father tries hard to make the farm successful. (Ned's parents)

- f Many young children don't know how tough it can be for parents. (This young child)

6.3 Highlight the correct form of the verb in these sentences:

- a This (is/are) not large enough to fit in the box.
- b Do we (has/have) to do all the exercise drills today?
- c The new coaches (prefers/prefer) to see us changed and ready by 4.30 pm.
- d They (frightens/frighten) me when they talk about our environmental future.
- e There's nothing worse than someone who (changes/change) their mind every few minutes.

Black Snake by Carole Wilkinson

Thoughtful Thieves

The gang had a reputation as callous murderers because of the events at Stringybark Creek. Ned wanted to change the public's opinion of them. They had already tried to show that although they were outlaws they were no threat to ordinary people. They had paid for food they demanded from stores and hotels. In one case, when they didn't have money, they went back weeks later to pay for it. They needed money badly, but Ned was determined they wouldn't be like other bushrangers, bailing up people on the road and demanding their money. They would only steal from the banks. And the Kelly Gang bank robberies would be like no others.

A Cunning Plan

Ned decided to 'stick up' the National Bank of Australia in the town of Euroa. He'd given the matter a lot of thought. The bank was on the edge of the town, away from the main street. And a few kilometres away there was a property called Faithfull's Creek, which he could use as headquarters. Rich squatters who lived in the city owned it. This suited his needs perfectly.

Best Dressed Bushrangers

The first thing they did was hold up the homestead at Faithfull's Creek the day before they intended to rob the bank. They rounded up the farm workers and locked them in a storehouse. The people working on the farm assumed the Kelly Gang had come to rob them, but they hadn't. They planned to launch the robbery from there.

James Gloster, a travelling salesman, arrived soon after the gang. He was a regular visitor to the area selling clothing and household goods from the back of his wagon. The gang locked him in the storeroom with the other men while they sorted through his wares looking for new clothing. It seemed as if Gloster had unwittingly stumbled into the middle of a bank robbery. But it was no accident. It was prearranged. Gloster was a friend of the Kellys. Each gang member selected an outfit from among the hawker's stock — everything fitted perfectly. Ned didn't want his gang looking like a bunch of ruffians. Ned selected brown tweed trousers and vest, a blue coat and a felt hat. He completed his outfit with a pink tie. Dan chose an outfit similar to his brother's. The other two preferred suits — Joe's light grey, Steve's dark grey. They all put white handkerchiefs in their jacket pockets and splashed on some cologne. Then they were ready — the best dressed bushrangers ever seen.

1 Why do you think Ned Kelly needed the support of people in the district to remain free?

2 How did Ned try to change his gang's reputation?

3 In what ways was the Kelly Gang bank robbery plan different from many other bushrangers?

4 Highlight five examples from the extract where the writer has made sure the subjects and verbs in her sentences agree.

VERBS IN YOUR HANDS

- 6.4** A syllable is a unit of pronunciation that shows us how to pronounce a word or part of a word. Every word contains one or more syllables. For example:

ONE SYLLABLE	TWO SYLLABLES	THREE SYLLABLES	FOUR SYLLABLES	FIVE SYLLABLES
hole, they, let, woke, the, hair, back, she	writing, coffee, twenty, coma, finger	computer, telephone, spaghetti, banana	misunderstand, transportation, independence, mysterious	extraordinary, communication, multiplication, administrator, university

You can show how many syllables there are in a word by using a forward slash /. The slash is placed to show where there is a break in the sound. For example:

writ/ing, coff/ee, twen/ty, co/ma, com/pu/ter, tel/e/phone

- a** Use a dictionary to write the meanings of these words and then show how many syllables each word contains. An example has been done for you.

i *penalties* → punishments for breaking laws or rules (pen/alt/ies = 3 syllables)

ii reputation

iii determined

iv response

v assumed

vi ruffians

vii preferred

viii cologne

ix telegraph

x unhappiness

xi responsibility

6.5 Complete this cloze passage by filling the gaps with verbs that agree with their subjects.

Here we are, watching the Ned Kelly show at Glenrowan. The interactive display _____ moving figures and lots of sound effects. You _____ through the buildings and _____ the story _____ before your eyes. The exhibition _____ with Ned's early years, but quickly _____ to the famous Kelly Gang era. We _____ the sound and light show, and then _____ if we can _____ the souvenir shop. Inside we _____ awesome pens, toys and models. Some of us _____ things for friends and family. Next we _____ over to the Kelly Café where they _____ burgers and drinks with names that _____ you of the Kelly Gang. At Glenrowan you _____ the truth about the way Ned Kelly and the gang members _____, but this story _____ because it is part of Australia's history.

6.6 These sentences contain singular nouns and verbs. Rewrite them in their plural forms and check your spelling carefully. An example has been done for you.

a Ned's horse is in the paddock. → Ned's horses are in the paddocks.

b In the town there is a large interactive display of the bank robbery.

c The bank was robbed and a customer was held prisoner.

d She thinks he was a dangerous outlaw.

e Dangerous bushranger or Aussie hero, he has to decide what he believes.

f The bank was preserved and the hotel was restored as well.



WRITING: BE A FRIENDLY GANG MEMBER!

Your friend finds subject-verb agreement confusing. Help them by rewriting their homework.

I decides to research the life of Ned Kelly. What I finds is there is huge disagreements about whether he were a hero or a villain.

Some people believes Ned were fighting for justice for poor people like himself, and that he weren't just trying to steal to make himself and his gang rich and powerful. They also argues that he were unfairly punished when he were young, and his family being persecuted by the police.

Others has argued that Ned Kelly were a criminal, and that he knew he were breaking the law, including killing police officers and imprisoning innocent people. They say he were a thief and a murderer, and deserved to face justice. Just because he were poor does not excuses the harm he did to others.

This disagreement really make me thinks about Ned Kelly. You often hears the legend, but now you has to decides the truth!



UNIT 7 Verbs Alive – The Verb ‘be’, Continuous and Perfect Tenses

ENGLISH IN FOCUS

Tomorrow, When the War Began by John Marsden

In the morning, at breakfast, Robyn said, ‘Did anyone else hear those planes last night?’

‘Yes,’ I said. ‘I was up. I’d been to the toilet.’

‘They just never stopped,’ Robyn said. ‘Close together and really low. But I thought you slept through it. Fi was the only one who said anything.’

[...]

‘It’s probably the start of World War Three,’ said Lee. ‘We’ve probably been invaded and don’t even know.’

‘Yes,’ said Corrie from her sleeping bag. ‘We’re so cut off here. Anything could happen in the outside world and we’d never hear about it.’

‘That’s good I reckon,’ said Kevin.

‘Imagine if we came out in a few days and there’d been a nuclear war and there was nothing left and we were the only survivors,’ Corrie said. ‘Chuck us a muesli

bar someone, will you please.’

‘Apple, strawberry, apricot?’ Kevin asked.

‘Apple.’

‘If there’d been a nuclear war we wouldn’t survive,’ Fi said. ‘That fallout’d be dropping softly on us now. Like the gentle rain from Heaven above. We wouldn’t even know about it.’

‘Did you do that book last year in English?’ Kevin asked. ‘X or something?’

‘Z? Z for Zachariah?’

‘Yeah, that one. That was good I reckon. Only decent book we’ve ever done.’

‘Seriously,’ said Robyn, ‘what do you think those planes were doing?’

‘Coming back from Commem Day,’ Fi said, as she had during the night. ‘You know how they have all those flypasts and displays and stuff.’

1 Why are Robyn, Kevin, Lee, Corrie and the others not really worried about the planes that flew overhead the previous night?

2 Focus on the action words (the verbs) in this extract. Make a list of five verbs John Marsden has used that include a combination of words such as ‘I’d been’, ‘could have been’, ‘must have heard’. Remember that some verbs may have been used in a contraction, such as ‘we’d’ or ‘they’ve’.

3 Now find three verbs where the writer has used ‘were’ or ‘are’ as part of the verb (remember they can be used in a contraction, such as ‘you’re’ or ‘they’re’).

VERBS AND TENSES

Tense describes *time*. When we speak or write, a verb changes tense according to whether it needs to be in the past, present or future and whether it is used in the singular (one person or thing) or plural form (more than one person or thing).

There are three main types of tenses: simple, perfect and continuous, and each of these has present, past and future forms. The perfect and continuous tenses use auxiliary verbs.

AUXILIARY VERBS: *BE* AND *HAVE*

Do you remember that auxiliary verbs are known as helping verbs? The perfect and continuous verb tenses are formed with the auxiliary verbs *have*, *has* or *had*, or a form of the verb *be* plus either a present or a past participle.

The verb *be* is one of the most frequently used verbs in the English language. It also has more forms than any other verb, as shown in the following table.

Tense	Singular	Plural
Present simple	I am you are he/she/it is	we are you are they are
Past simple	I was you were he/she/it was	we were you were they were
Future simple	I will be you will be he/she/it will be	we will be you will be they will be
Present perfect	I have been you have been he/she/it has been	we have been you have been they have been
Past perfect	I had been you had been he/she/it had been	we had been you had been they had been
Future perfect	I will have been you will have been he/she/it will have been	we will have been you will have been they will have been
Present participle: being		
Past participle: been		

PRESENT AND PAST PARTICIPLES

Verbs normally have two participles: the past and the present. You can usually recognise present and past participles by their *-ing* and *-ed* endings, respectively. For example: the present participle of the verb *jump* is *jumping* (the action is going on). The past participle of the verb *jump* is *jumped* (the action is in the past).

Some past participles have irregular forms, such as *-en* and *-n*, or change their spelling. For example:

We have **hidden** in the old house. (**hide** becomes **hidden**)

They have **trn** their shirts. (**tear** becomes **trn**)

Some participles do not change their basic form, for example:

I have **run** my race. (**run** remains **run**)

Present and past participles are verb forms that cannot be used by themselves. They need auxiliary verbs to show the action in the present or the past. Present and past participles combine with the auxiliary verbs *be* or *have* to make new verb forms that show an action in the present or the past. For example:

- I am jumping.
- I have jumped.

PERFECT TENSE: AUXILIARY PLUS PAST PARTICIPLE

The perfect tense is used to show that an action is, was or will be completed (or perfected) before another time or action. It is formed with a form of the auxiliary verb *have* plus the past participle of the verb. For example:

- Robyn **has packed** for the camping trip. (present perfect)
- Robyn **had packed** for the camping trip. (past perfect)
- Robyn **will have packed** for the camping trip (future perfect)

CONTINUOUS TENSE: AUXILIARY PLUS PRESENT PARTICIPLE

The continuous tense is used to show that the action of the verb is, was or will be continuing. The continuous tense is formed with the auxiliary *be* and the present participle of the verb. For example:

- Ben **is packing** for the camping trip (present continuous)
- Ben **was packing** for the camping trip. (past continuous)
- Ben **will be packing** for the camping trip. (future continuous)

Perfect tense	Continuous tense
They had given money to the Red Shield Appeal.	They are giving money to the Red Shield Appeal.
Bahrath had hated assembly.	Bahrath was hating assembly.
We had driven to the milkbar.	We were driving to the milkbar.

7.1 Highlight the correct form of these perfect tense verbs inside the brackets. Read the whole sentence before you choose.

- a When I had finally packed my gear in the car, I (have finished/ had finished) getting ready for the camp.
- b My sister (will have given/have given) her opinion about my new shoes before she has seen them on me.
- c Ben will realise he (has forgotten/have forgotten) his wallet when he puts on his jacket and checks his pockets.
- d We cannot really know if we (have walked/has walked) 10 kilometres unless we have a map.
- e When I hand in my English assignment tomorrow, I (had completed/ will have completed) the final piece of work for the year.

7.2 Fill the gap with a suitable form of the verb *be* to complete the sentence. An example has been done for you.

a I hope I _____ a good team member through the tough season ahead.

I hope I **will be** a good team member through the tough season ahead.

b I am sorry you have to leave. You _____ one of the best employees we have had.

c By the time you finish Year 12, you _____ at school for about 12 years.

d What is the time we _____ arriving at the surprise party?

e You should know that we _____ waiting for you since ten o'clock!

7.3 Complete each sentence by using a verb in the present continuous tense. An example has been done for you.

a I _____ a really awesome scary movie. → I **am watching** a really awesome scary movie.

b You should _____ the best time at this theme park.

c That door handle _____ so you should get it fixed pretty soon.

d You shouldn't worry that I _____ whenever you use that funny voice.

e That boy _____ his dog in the park every afternoon.

f The postal delivery _____ every afternoon in the Christmas holidays.

7.4 Re-read the *Tomorrow, When the War Began* extract and find:

a three examples of a form of the verb *be*

b three examples of the perfect tense

c three examples of the continuous tense

Tomorrow, When the War Began by John Marsden

The dogs were dead. That was my first thought. They didn't jump around. They didn't jump around and bark when we drove in, or moan with joy when I ran over to them, like they always had done. They lay beside their little galvanized iron humpies, flies all over them, oblivious to the last warmth of the sun. Their eyes were red and desperate and their snouts were covered with dried froth. I was used to them stretching their chains to their limits — they did that in their manic dancing whenever they saw me coming — but now their chains were stretched and still and there was blood around their necks where their collars had held. Of the five dogs, four were young. They shared a water bucket but somehow they had knocked it over and it lay on its side, dry and empty. I checked them quickly, in horror, one by one: all dead.

In the house nothing was wrong, and that was what was wrong. There was no sign of life at all. Everything was neat and tidy. At that time of day there should have been food spread out on the kitchen table, there should have been dishes in the sink, the TV should have been chattering in the background. But all was silent. Corrie opened the door behind me and came in quietly. 'Jesus, what's happened,' she said, not as a question. The tone of her voice terrified me even more. I just stood there.

'What's wrong with the dogs?' she asked.

'They're all dead except Millie, and she's nearly dead.'

I was looking around for a note, a note to me but there was nothing.

'Let's ring someone,' she said. 'Let's ring my parents.'

'No. Ring Homer's parents, they're nearest. They'll know.'

She picked up the phone and handed it to me. I turned it to 'Talk' and started pressing numbers, then realised that I'd heard no dial tone. I held it closer to my ear. There was nothing. I felt a new kind of fear now; a kind of fear I hadn't even known about before.

'There's nothing,' I said to Corrie.

- 1 Highlight the verbs in this extract where the writer has used a form of the verb *be*.
- 2 Circle any verbs used in the perfect tense.
- 3 Underline the verbs where the writer has used continuous tense.
- 4 Why do you think John Marsden wants to use different verb forms in this extract?

VERBS IN YOUR HANDS

7.5 Find the mistake in the perfect tense and rewrite each sentence correctly.

- a By my next birthday I will had lived at the same house for exactly 10 years.

- b Osman realises he have walked to and from the shops and his house three times that day.

- c You has forgotten your shoes again.

d Soula have finished the book you lent her.

e I will had stayed at your holiday home many times.

7.6 Create your own sentence using the form of the verb *be* indicated. Use the table on page 39 to guide you. An example has been done for you.

a past perfect plural → We had been going to the movies almost every week.

b past singular _____

c present plural _____

d future perfect singular _____

e future plural _____

f present perfect plural _____

g past continuous _____

h future continuous _____

 **7.7** In your workbook, rewrite this online blog paragraph to help the writer use the correct forms of the continuous tense.

Last holidays we went to Tasmania and travelled around. We are arriving during the peak holiday season, but it was still a great time to be in Tassie. In the future, I was thinking of all the good times we had over there. First we went to Port Arthur and was seeing all the remains of the convict past. The ghost tour was amazing, and at times scary, even though I knew it were pretending. Next we toured around the island and was marvelling at the spectacular scenery — mountains, lakes and rainforests. I was remembering this trip for many years to come.

 **WRITING: HOME ALONE!**

Imagine you come home one afternoon and discover your house is open and empty. There is no-one there, and no pets in the place either. Strangely, nothing has been disturbed, and nothing has been taken. Write your account beginning at the point where you arrive home. Show your reader what you see, what you do, where you go, how you feel and what you think might have happened. Use a variety of continuous and perfect tenses, and forms of the verb *be*. Write about 200 words.



UNIT 8 Actively Adverbs — Positive, Comparative and Superlative Adverbs

ENGLISH IN FOCUS

Nobody Has to Know by James D. Macdonald and Debra Doyle

'What do you know about vampires?'

'Not much. They drink blood. They turn into bats. They die if they get hit by sunlight.'

'They have it all wrong, you know.'

'Have what?'

'The sunlight. If you believe the movies, sunlight burns vampires, or explodes them, or makes them melt.'

'That's wrong?'

'Yeah. All daylight really does to a vampire is make him ordinary. He can't change his shape into a bat or wolf, he isn't any stronger than he was during his other life, and he ages one more day.'

'Sure. So what's the point?'

'Just trying to explain why you never see me at

night, that's all.'

'Are you saying that you're a vampire?'

'That's right. Nights, I turn into a bat and go hunting for blood. Days, I go to school and get a little older. I want to look more mature.'

'Why are you telling me all this?'

'Because I like you is why. Night, you guys are lunch. Days, you're safe. See? No fangs during daylight.'

'This is about the weirdest story you've ever told, and you've told some weirdies. There's no such thing as vampires.'

'If you say so. You don't have to believe me. Just so you know what's true. You know why I'm doing so well in history? For me, all that stuff was current events.'

'Too freaky. Listen there's the bell. Let's go to class.'

- 1 Describe three ways that this vampire is very different compared to traditional ideas about vampires.

- 2 Why is learning about history easy for this vampire?

- 3 Here are some adverbs taken from the extract. Write a sentence of your own using each of these adverbs. An example has been done for you.

a stronger → My brother looks stronger than he really is.

b older _____

c more mature _____

d well _____

- 4 Look again at the adverbs in the sentences you have written for question 3. What are one or two differences in the way they are written that communicates how strong an idea or a feeling really is?

THREE FORMS OF ADVERBS

Adverbs, like adjectives, can be used in three forms: positive, comparative or superlative.

POSITIVE ADVERBS

The positive form of an adverb is used when no comparison is made. For example:

The sun shone **brightly**.

COMPARATIVE ADVERBS

The comparative form is used when two people, animals or things are compared. The comparative form is usually made by adding the words **more** or **less** before the adverb. For example:

The sun shone **more brightly** today than yesterday.

My fox terrier runs **more quickly** than your labrador.

She plays **less gently** than her brother.

SUPERLATIVE ADVERBS

The superlative form is used when three or more people, animals or things are compared. The superlative form is usually made by adding **most** or **least** before the adverb. For example:

That fox terrier runs **most quickly** when her food bowl is rattled.

She plays the **least gently** of anyone I know.

For adverbs that have the same form as the adjective form, *-er* is added to form the comparative and *-est* is added to form the superlative.

Adjective	Positive adverb	Comparative adverb	Example	Superlative adverb	Example
hard	hard	harder	Please try harder.	hardest	Avril tries the hardest.
fast	fast	faster	Joe swims faster than John.	fastest	Sophie swims the fastest of all the swimmers.
late	late	later	Josh gets to school later than I do.	latest	Sorcha gets to school the latest of all.

IRREGULAR ADVERBS

Some adverbs have an irregular form when they are used in their comparative or superlative forms. For example:

He acted **well** in the play. (positive)

He acted **better** than he did last year. (comparative)

He acted **best** in the play. (superlative)

Some other irregular adverbs are:

- far/farther or further/farthest/furthest
- early/earlier/earliest
- badly/worse/worst

8.1 Rewrite each sentence by changing the positive adverb into a comparative adverb. An example has been done for you.

a I can see **clearly**. → I can see **more clearly** with my glasses on.

b Bill arrived **early**. _____

c The truck moves **slowly**. _____

d Sarah moved **quickly** through the bush. _____

e I worked **hard** to finish the project. _____

f After the accident he moved **awkwardly**. _____

8.2 Write a sentence using the superlative form of the adverb given. An example has been done for you.

a least likely → Megan was the person who looked **least likely** to be a race winner.

b most willingly _____

c hardest _____

d most thoughtfully _____

e least carefully _____

f least energetically _____

g earliest _____

h furthest _____

8.3 Change these adverbs from their positive form into their superlative form. An example has been done for you.

a We travelled **far** during the afternoon. → We travelled **furthest** during the afternoon.

b They played **badly** because they hadn't practised.

c My ice cream is **good**.

d Your tickets will arrive **late**.

e That visitor is **early**.

f We should do **well** in the grand final.

Nobody Has to Know by James D. Macdonald and Debra Doyle

'Are there lots of vampires?'

'No. Not lots.'

'But vampires live forever, right?'

'Right. But there aren't a lot.'

'Why not?'

'Why are you asking? Do you believe me now?'

'No. That was just another one of your freaky stories.'

'Then why are you asking me about how many vampires there are?'

'Oh, never mind.'

[...]

'We're very careful about whom we make immortal. And the guy who becomes immortal, he has to want it too. Mostly it's older people who want to live forever. Young people think they'll live forever anyway.'

'I don't. I don't think that.'

'Neither did I. That's why I wanted to make the change. Now I just want to look a little older.'

'How do you make someone a ... what you are?'

'It's the easiest thing you've ever done.'

[...]

'When did you get to be a vampire?'

'Immortal. We say immortal.'

'You didn't say that when you told me about it to start with.'

'I wanted to use words you'd understand.'

'You think I'm stupid or something?'

'No, it's not that. I'll tell you about me. Right after the Great War, in 1919, I got sick and was going to die. The family doctor, we didn't know it, but he was immortal, and he really liked me. You know, he'd

delivered me, he'd been to my parents' wedding. The whole routine. His partner used to make all the house calls, but one night he came himself. Old friend of the family. Said either I could live forever, or I could die before morning.'

[...]

'Will people think I died?'

'Yeah, if you want them to. You can get buried, come out at night, go back before dawn. That sort of thing. Or you can keep going to school. Nobody has to know.'

[...]

'The blood thing. That's been worrying me. Do you really have to drink blood? That's gross.'

'You don't have to kill anyone. You don't need much to keep going. You can go places, do things. You're strong, you can fly. You can make people do what you want, just by looking at them. That's the best part.'

[...]

'How about the crosses and garlic?'

'There's a down side to everything. Just stay away from them. You won't miss them.'

'Will it hurt?'

'Only a little, and not for long.'

'Will you do it for me tonight?'

'You'll have to invite me in.'

[...]

'I've been thinking. About those weird stories you were telling. Listen, forget it.'

'Too late.'

1 What do you think of this story? Give reasons for your opinion.

2 Why might the boy who decides to become a vampire have changed his mind?

3 Why do you think the vampire tells him it is 'too late'?

4 Write down four adverbs from this final part of the story.

5 Using the four adverbs from question 3, write the positive, comparative, superlative for each one in the table below. An example has been done for you.

POSITIVE	COMPARATIVE	SUPERLATIVE
stupidly	more stupidly	most stupidly

ADVERBS IN YOUR HANDS

8.4 Use the positive adverb to write two sentences: one that uses the comparative form, and the other that uses the superlative form.

a often

We go on holidays **more often** than we used to.

I **most often** find my keys have fallen under the bench.

b carefully

c joyfully

d much

e little

f politely

8.5 Highlight the positive, comparative and superlative adverbs in this paragraph.

Hang gliding is an exciting sport. You go higher than a kite and travel more quickly than on a skateboard. You can also stay longer in the air than you'd ever imagine. If you launch yourself from a hill then you gently glide your way to the ground by travelling more gracefully in slowly turning circles, using the wind currents to carry you down. It's best to do tandem jumps first, firmly strapped to the front of a more experienced hang gliding instructor. It's most definitely one of the best extreme sports where you truly experience the freedom of flight.

8.6 Take each of these adverbs from the paragraph on hang gliding, and write a sentence of your own using the adverbial form shown in brackets.

a more quickly (superlative)

b gently (comparative)

c more gracefully (superlative)

d best (positive)

e most definitely (positive)



WRITING: TIME FOR A CHANGE!

Now it's your turn. Imagine you meet a new student who has just arrived at your school. After a while they quietly let you know they are really one of the creatures listed below and offer you a chance to become one of them. But they also let you know that some of the old beliefs about this creature are very wrong, or really very different.

Tell the story of your meeting, what you discover, and what you decide to do. Write about 300 words, using a variety of positive, comparative and superlative adverbs. Here are the creatures to choose from:

- a goblin
- a pixie
- an ogre
- an elf
- a fairy
- a gorgon
- a troll
- a gnome
- a wizard
- a sylph
- a wood-nymph
- a werewolf
- an angel



UNIT 9 Preposition Position — Useful Tips and Helpful Hints

ENGLISH IN FOCUS

Taylor, Taylor in *Real Dramas* by Sue Murray

A class of students is mucking around. Mr Marcos marches in and with one withering look calls them to attention. The students sit on stools.

MR MARCOS: Right. Welcome to the joys of Mr Marcos and his amazing Science lessons. I'm sure you've all heard horror stories about me. They're all true. That boy in Year 11 with a stutter? Used to be a state debater. *[Looks at the back row]* You. *[Points]* Don't even think about it. Yes, you with the zits.

[Several students giggle or comment but are silenced with another glare]

Right. Roll Call. You will be here on time, with your books open, no excuses.

[Ash enters and stands awkwardly near the door. He is not wearing the correct uniform. Mr Marcos looks him up and down, shakes his head and points to a spare stool.]

Right. As I was saying, on time, no excuses. Roll call. Janelle Andrews?

JANELLE: Here.

MR MARCOS: Here, Sir.

JANELLE: Here, Sir.

MR MARCOS: Taylor Ashton?

ASH: Here, Sir.

TAYLOR: Here, Sir.

[Silence. Everyone looks at Ash.]

MR MARCOS: *[Clearing his throat]* Let's try that again. It's not difficult. Taylor Ashton?

TAYLOR: Here, Sir.

MR MARCOS: Right. I remember seeing you in the play last year young lady. Rosetta Bartolli?

[Ash raises his hand. General laughter and finger pointing]

MR MARCOS: Silence! You – *[Pointing at Ash]* – stand up.

[Ash stands up, looking very embarrassed.]

Now son, even I can tell you're not Rosetta Bartolli. She comes from a family of runts.

[A snort from Rosetta and general laughter from the rest of the class.]

ASH: No, Sir. But Sir ... I am Taylor Ashton.

MACCA: *[Loud whisper]* What are ya? A girl?

ROLLO: Yeah, a girl.

ASH: *[To audience]* So that's how my first day at my new school started.

1 What is your opinion of the teacher, Mr Marcos? Give reasons for your answer.

2 Why does this teacher make a mistake about Taylor Ashton?

3 How well do you think Taylor Ashton (the boy) handles this embarrassing experience? Give reasons for your answer.

4 In Mr Marcos' opening speech, the writer Sue Murray included the following prepositions in the dialogue. The prepositions (in **bold**) add meaning to the noun or pronoun they accompany.

- about **me**
- **with** a stutter
- **with** the zits
- **on** time
- **with** your books

Find and list four more prepositions in this play extract, and include the nouns or pronouns they are linked with.

HOW TO USE PREPOSITIONS

Prepositions are connecting words. A preposition links a noun or pronoun to another word in a sentence, and this forms a prepositional phrase. The noun (or pronoun) becomes the object of the preposition. For example:

The magic stone was hidden **under** **the table**.

The word "under" is enclosed in a green box, and "the table" is enclosed in a blue box. A green arrow points from the word "preposition" below to the green box. A blue arrow points from the word "object" below to the blue box.

The object is **the table**, and the preposition **under** tells us where the magic stone was hidden. The phrase **under the table** is a prepositional phrase.

I bought three Christmas presents **for** **my family**.

The word "for" is enclosed in a green box, and "my family" is enclosed in a blue box. A green arrow points from the word "preposition" below to the green box. A blue arrow points from the word "object" below to the blue box.

The object is **my family**, and the preposition **for** tells us who the presents were bought for. The phrase **for my family** is a prepositional phrase.

COMMON PREPOSITIONS

Here is a list of the most common prepositions you will need to recognise and use:

aboard	besides	inside	than
about	between	into	through
above	beyond	like	to
across	by	near	toward
after	concerning	of	towards
against	considering	off	under
along	despite	on	underneath
among	down	onto	unlike
around	during	opposite	until
as	except	outside	up
at	excepting	over	upon
before	excluding	past	with
behind	following	regarding	within
below	for	round	without
beneath	from	save	
beside	in	since	

COMPOUND PREPOSITIONS

A preposition can be made up of more than one word. This type of preposition is called a compound preposition. For example:

Please stand **in front of** the camera.

It will be unusually cold tomorrow **according to** the weather forecast.

Here is a list of the most common compound prepositions you will need to recognise and use.

according to	along with	disagree with
on top of	instead of	differ from
apart from	next to	disgusted with
because of	in place of	wait for
in spite of	aside from	opposite to
as well as	agree with (someone)	similar to
together with	agree to (something)	
ahead of	divide between (two)	
on account of	divide among (many)	

9.1 Using the list of common prepositions, choose three suitable prepositions that could each be used to complete these sentences. An example has been done for you.

- a The old travel bag was thrown *behind/under/beside* the bed.
- b The holiday trip was _____ the ocean.
- c The bats flew _____ the trees.
- d We walked _____ the shopping centre.
- e Before the game, the team decided to train _____ the oval.
- f There was a free gift _____ the magazine.

9.2 Use the following pairs of prepositions to write new sentences of your own. An example has been done for you.

- a from, past
I walked **past** the fruit stands to grab a big block of chocolate **from** the supermarket shelf.
- b over, opposite _____
- c below, under _____
- d nearby, with _____
- e through, considering _____
- f despite, towards _____

9.3 Use the following compound prepositions to write sentences of your own. An example has been done for you.

- a divide between
You can divide between yourselves the money you both made from the street stall.
- b because of

- c together with

- d agree with

- e agree to

- f as well as

Taylor, Taylor in *Real Dramas* by Sue Murray

- ASH: [To audience] Great. Now I was the only guy in a dance group. Actually, it was fun, when I could stop thinking about those two meat-heads and what a hard time they'd give me about it. But by the end of the lesson ... [Rubbing his backside] ... oh, my aching gluteus maximus muscles.
[The girls and Ms Taylor unfreeze.]
- MS TAYLOR: Well done, girls ... er ... class. And I think it's safe to say that by the end of term we're going to show Mr Scott and those boys a thing or two. Right, Taylor?
- ASH & TAYLOR: [Together] Right.
[Everyone laughs. The bell goes. Most girls and Ms Taylor exit. Ash, Taylor and Rosetta remain. Macca and Rollo enter.]
- ROSETTA: Hey Taylor, Taylor wasn't a total waste of space.
- TAYLOR: [Smiling] No. Maybe we should arrange some extra practice sessions.
- ASH: [Delighted] Okay.
- ROLLO: Hey, Taylor, you missed a few good moves in judo.
- MACCA: Yeah, judo moves.
[Rollo and Macca mock-fight each other using overdone judo moves. They both then turn on Ash.]
- ROLLO: Too busy wearing a tutu, like all the other girls, eh?
- ASH: [Laughing feebly] Yeah.
[Dad enters. He stays on stage until the end, watching from one side.]
- DAD: Chin up, chest out, look 'em in the eye.
- ASH: [Standing tall] No, I was too busy being the centre of attention in a whole room full of girls. Working on some moves of our own.
[There is a tense stand-off. Rosetta moves to stand next to Ash, in a show of support.]
- ROSETTA: [Playing it up] Yeah, Taylor, could we practise that bit again where your hand is here and my leg is here? [She drapes herself all over Ash.]
- MACCA: No way. In class?
- ROLLO: A teacher let you do that? Never.
[Taylor has been watching, undecided. Then she joins Rosetta and Ash, also draping herself all over him.]
- TAYLOR: Is my head supposed to be on your shoulder or arm, Taylor?
[Macca and Rollo are stunned.]

1 Why are the guys jealous of Taylor by the end of the play, when earlier they just mocked and belittled Taylor Ashton (the boy)?

2 From this extract, circle ten prepositions used by the writer in the characters' dialogue.

3 Now, highlight all the prepositional phrases with the prepositions you circled in question 2.

PREPOSITIONS IN YOUR HANDS

9.4 Use each of the following compound prepositions to write a sentence about what happens to one of the characters in *Taylor, Taylor*. An example has been done for you.

a in spite of

Taylor the boy comes out the winner in this play, **in spite of** the mocking and teasing he gets at first.

b according to

c disagree with

d next to

e instead of

f along with

9.5 Complete these sentences so that each one contains three prepositional phrases. An example has been done for you.

a The car sped ...

The car sped **down the road**, **across the paddock** and finally came to rest two kilometres **over the hill**.

b The student walked _____

c A mouse scurried _____

d The coach talked _____

e The police patrolled _____



WRITING: BIG MISTAKE TURNS INTO BIG SUCCESS!

Imagine a student arrives at a new school and they discover a big mistake — this time it could be they are put into the wrong year (much older or younger), or into the wrong subject (such as metalwork or cooking when he or she has never done that subject at all).

Write a one-scene play where the new student arrives, meets the teacher and some other students, and then the problems begin. Your story should have an unexpected positive twist at the end. Write about 300 words, and make sure you include a variety of prepositions in your writing.



UNIT 10 Conjunctions Connect — Coordinating and Subordinating Conjunctions

ENGLISH IN FOCUS

Tag by Michael Colman

'You got anything I can put on, Pete?' said Motto, strangely cool as he picked his clothes off the newspaper I'd strewn on the bathroom floor. 'I can't go home in this lot.'

I found a pair of jeans he could squeeze into, though the legs ended way above his ankles. I didn't have a shirt that fitted him, so he had to settle for an old red and cream sweatshirt from the bottom of my wardrobe. Motto slipped into it. Then, clutching his ruined gear, he headed for home.

Stuffing my own paint-sodden clothes in a carrier bag, I took them outside and dumped the whole lot in the bin, piling a few newspapers on top to make sure it was well out of sight.

Before ditching them, though, I'd inspected them. They'd been given the same treatment as Motto's, meaning that — just as I'd expected — they hadn't simply been trashed by the SUN crew. They'd been tagged.

They were all there. Four of them were splattered in different places and appeared more than once. CEO, ZIP, HI2U and Tel.

Only the fifth appeared just once. It was on my shirt, slap-bang in the middle of the back, between my shoulder blades. The last tag, the one that had ended the punishment.

Alpha.

- 1 What do you think might have just happened to Pete and Motto?

- 2 What reasons do you have for your answer to question 1?

- 3 Why do you think the writer, Michael Colman, decided to write this sentence:

I found a pair of jeans he could squeeze into, though the legs ended way above his ankles.'

and not these sentences:

I found a pair of jeans he could squeeze into. The legs ended way above his ankles.

- 4 Find another example where the writer has joined two sentences to make one longer and linked sentence, and copy the sentence down.

WHAT ARE CONJUNCTIONS?

Conjunctions are words that join words or groups of words.

COORDINATING CONJUNCTIONS

Coordinating conjunctions are used to join two or more words or groups of words of the same kind. For example:

The tagging game was challenging **yet** enjoyable. (**yet** is the coordinating conjunction)

There are just seven coordinating conjunctions: for, and, nor, but, or, yet, so. An easy way to remember them is to form a word with the first letter of each conjunction. This memory aid is called a mnemonic.

F For
A And
N Nor
B But
O Or
Y Yet
S So

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions make one part of a sentence less important so that it cannot make sense on its own (this is called a dependent clause). A subordinating conjunction subordinates a part of the sentence, which means it becomes dependent on the other part of the sentence. For example:

Raj went swimming. It was raining.

Raj went swimming **although** it was raining.

Although it was raining, Raj went swimming.

In both sentences **although it was raining** is the dependent clause, and **although** is the subordinating conjunction.

Some common subordinating conjunctions are:

after	even if	rather than	when
although	even though	since	where
as	how	than	whereas
as long as	if	that	whether
as though	if only	though	while
because	in order that/to	till	
before	once	until	

10.1 Choose the best coordinating conjunction to join these sentences.

a The tagging race was not that fast. It was a new record.

b My cat is white. We call her Blackie.

c I have to pack my gear tonight. We are leaving early tomorrow.

d The movie starts at five o'clock. We cannot be late.

e The party was terrific. It was finished by ten o'clock.

10.2 Choose the best subordinating conjunction to join these sentences. You might have to change some words in order to do so. An example has been done for you.

a I could get the new iPad. I could get the new iPhone.

I could get the new iPad **rather than** the new iPhone.

b Sam has joined the team. Sam is finding training a challenge.

c The shops are closed. It is Christmas Day.

d I might buy that T-shirt. I can afford it.

e I am looking for a part-time job. I can buy myself a new bike.

f It's always hot. We plan a bushwalk.

10.3 Highlight the coordinating or subordinating conjunction in each sentence.

a I have never been to Africa nor have I been to South America.

b Sally made sure she arrived early in order to get good seats.

c If only I wait long enough, I will see my favourite cricketer arrive.

d Make sure you attempt section one and section two of the test.

e There is going to be a blackout tomorrow night so make sure you are prepared.

f Whenever I travel to Perth I go on the red-eye flight.

g Omar was tempted to buy a mobile phone yet he knew there was a new model due out soon.

h Once I am confident I will try paragliding for sure.

i Circus Oz was spectacular even though there were no animals.

j We should go out there and play as though it is the last game we are ever going to compete in.

Tag by Michael Colman

He was deadly serious about joining the SUN crew. After leaving his note, he talked about nothing else on the odd occasions we'd bumped into each other. Every chance he had, he went back to check out their hut. I don't know what he was expecting them to do, leave an invitation card tacked to the door or something, but there was nothing to show they'd even got his message.

That was fine by me. If they didn't come back to Motto then I wouldn't have to make up my mind up about joining them. Because I hadn't made my mind up, even though Motto assumed I had.

'Pete, it'll be great. Like playing for a Premier League side!'

I wasn't so certain. Those few minutes at the bus garage, watching the SUN crew in action ... they'd been frightening. Sure, we'd all been there for the same reason, doing something that would draw attention to ourselves. But the SUN crew? I got the impression it wasn't that simple for them. The depot. The Memorial Gardens. Their hit on us as well.

Their way seemed more fuelled by a blind rage than anything else.

Couldn't Motto see that? Or didn't it matter to him?

So, for once, I'd been grateful that our paths hadn't crossed for those few days.

Partly it was due to my solo lessons. They'd normally have taken place in our usual haunt, the building with the Art room upstairs, where I'd bump into Motto afterwards. Finally, though, the powers-that-be had got round to fixing the place up. When we arrived on Monday morning a high stretch of temporary fencing had already sprouted around its base. Big 'Keep Out' signs were attached to it and, behind it, men in hard hats were in the early stages of putting up scaffolding.

So it wasn't until they'd finished and the scaffolding was up that we were allowed back into the building. That's where we met up again one lunch time — and discovered who the SUN crew were.

Arriving late for afternoon registration, we'd found Mr Stowell in the open doorway of another classroom on the same floor. He was having a showdown with Terry Quarm. By the time we got there it had obviously been going on for a few minutes. Most of Quarm's year were inside the room. I spotted Jody Vahl and Lorna sitting against the near wall. In front of them, and near the door, slouched Karl Anstice.

Stowell was holding a couple of textbooks. He flicked through one to a spot he'd obviously marked.

'Your work, Quarm?'

1 Who are the SUN crew, do you think?

2 What do you think the teacher is doing?

3 Highlight all the coordinating and subordinating conjunctions you can find in this extract from *Tag*.

4 Take each sentence from *Tag* where you highlighted a coordinating or subordinating conjunction, and rewrite the sentence with a replacement coordinating or subordinating conjunction. You should aim to keep a similar sense in each sentence.

CONJUNCTIONS IN YOUR HANDS

10.4 Write sentences that each contain the following coordinating or subordinating conjunctions. Here are some topics to choose from: cars, shopping, camping, sports, clothes, computer games, hobbies, families, skateboards, mobile phones, bikes, movies, food.

a but _____

b for _____

c yet _____

d as long as _____

e if only _____

f as though _____

g so that _____

h even if _____

i once _____

j rather than _____

10.5 Improve this paragraph by joining some of the short sentences using a variety of coordinating and subordinating conjunctions. You might need to change some words to make sure the text reads fluently.

We were at the footy game. There were people starting to argue. We decided to ignore them. The security came. The security began to talk with the people who started the argument. It was hard to concentrate on the game. We tried to watch the game. The noise kept distracting us. That small crowd carrying on became more and more interesting. One of my friends decided to move closer. He wanted to see what was happening. The security guys told him to stay clear. He would have liked to stay nearby. He came back. He said there was one bloke who seemed to be behind it all. He was being escorted from the ground. We were there to watch footy. You can watch arguments at home any time!

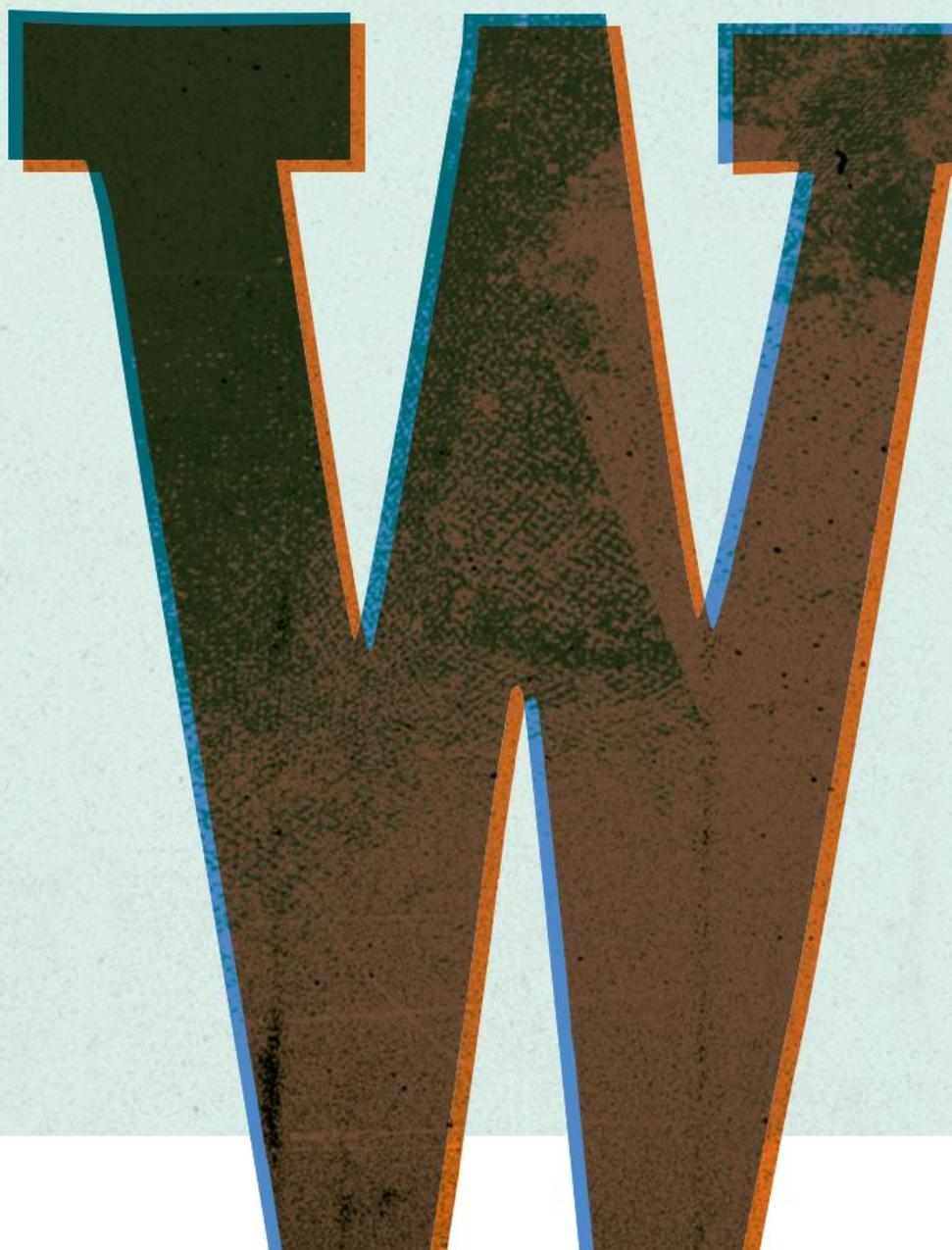
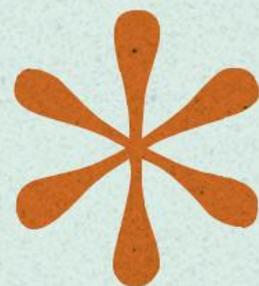


WRITING

TRUE BLUE — OUT OF THE BLUE — AND TRUE!

Write a blog or Facebook entry telling about the time you were part of, or saw, an argument between people. It might have been at the shops, at school, at home, at a sport, on a camp, at an excursion, on a holiday or in a club. Re-tell what happened in just 100 words, and use a variety of coordinating and subordinating conjunctions to capture the mood and drama of the event.

BUILDING
SENTENCES —
ORGANISING
WORDS AND
CREATING
SENTENCES





PART TWO

BUILDING SENTENCES — ORGANISING WORDS AND CREATING SENTENCES





UNIT 11 Sorting Sentences – Compound and Complex Sentences

ENGLISH IN FOCUS

Bilbo the Hobbit meets Gandalf the Wizard from *The Hobbit* by J.R.R. Tolkien

I suppose hobbits need some description nowadays, since they have become **rare** and shy of the Big People, as they call us. They are (or were) a little people, about half our height, and smaller than the bearded dwarves. Hobbits have no beards. There is little or no magic about them, except the ordinary everyday sort which helps them to disappear quietly and quickly when large stupid folk like you and me come **blundering** along, making a noise like elephants which they can hear a mile off. They are inclined to be fat in the stomach; they dress in bright colours (chiefly green and yellow); wear no shoes, because their feet grow natural leathery soles and thick warm brown hair like the stuff on their heads (which is curly); have long clever brown fingers, good-natured faces, and laugh deep fruity laughs (especially after dinner, which they have twice a day when they can get it). Now you know enough to go on with.

[...]

All that the **unsuspecting** Bilbo saw that morning was an old man with a staff. He had a tall pointed blue hat, a long grey cloak, a silver scarf over which his long white beard hung down below his waist, and immense black boots.

'Good morning!' said Bilbo, and he meant it. The sun was shining, and the grass was very green. But Gandalf looked at him from under long bushy eyebrows that stuck out further than the brim of his shady hat.

'What do you mean?' he said. 'Do you wish me a good morning, or mean that it is a good morning whether I want it or not; or that you feel good this morning; or that it is a morning to be good on?'

'All of them at once,' said Bilbo. 'And a very fine morning for a pipe of tobacco out of doors, into the bargain. If you have a pipe about you, sit down and have a fill of mine! There's no hurry, we have all the day before us!' Then Bilbo sat down on a seat by his door, crossed his legs, and blew out a beautiful grey ring of smoke that sailed up into the air without breaking and floated away over The Hill.

'Very pretty!' said Gandalf. 'But I have no time to blow smoke-rings this morning. I am looking for someone to share in an adventure that I am arranging, and it's very difficult to find anyone.'

- 1 Use information from the extract to write five short sentences to describe a hobbit.

- 2 Highlight two longer sentences that describe Gandalf the wizard.

- 3 Why do you think the writer, J. R. R. Tolkien, writes the following sentence in the way he has, rather than the version that follows it?

I suppose hobbits need some description nowadays, since they have become rare and shy of the Big People, as they call us.

I suppose hobbits need some description nowadays. Hobbits have become rare. Hobbits have become shy of the Big People. Hobbits call us Big People.

TYPES OF SENTENCES

A sentence should make sense and form a complete thought, no matter how many words it contains.

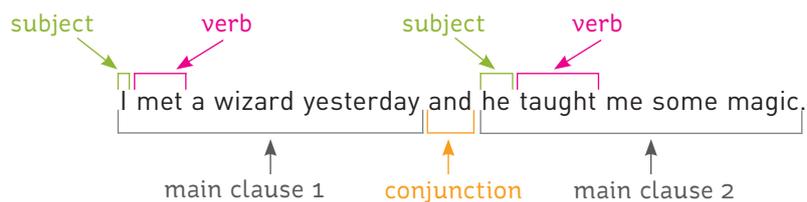
SIMPLE SENTENCES

Simple sentences are made up of one main (or independent) clause and include one main idea. They must contain a subject (the person or thing that does the action), a verb (the action word), and an object. For example:



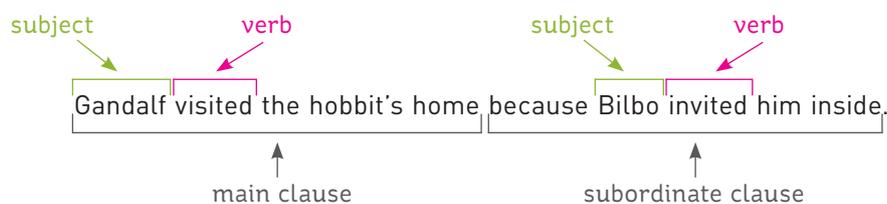
COMPOUND SENTENCES

A compound sentence is made up of two or more main clauses joined by a conjunction, which is a joining word. A compound sentence gives more than one message or idea. For example:



COMPLEX SENTENCES

A complex sentence contains a main clause and a subordinate (or dependent) clause. The subordinate clause cannot stand on its own as a sentence, but is dependent on the main clause for its meaning. For example:



11.1 Decide whether each of the following sentences is a simple sentence, a compound sentence or a complex sentence. Write your choice in the space next to the sentence.

a The wizard laughed. _____

b The wizard kept laughing loudly. _____

c The wizard kept laughing loudly and he waved his wand at the door. _____

d The wizard kept laughing loudly when he suddenly disappeared. _____

e The wizard, who kept laughing loudly, waved his wand at the door. _____

f The wizard waved his wand until the door disappeared. _____

g The wizard waved his wand until the door disappeared, and then kept laughing. _____

11.2 Join these simple sentences to create the type of sentence shown in brackets. An example has been done for you.

a The road went through the valley. The road led to the hobbit village. (compound)

The road went through the valley and it led to the hobbit village.

b The hobbit watched carefully. The wizard chanted a spell. (compound)

c Bilbo was excited and eager. The wizard invited Bilbo on an adventure. (complex)

d They both walked up the hill. They sang songs and talked of the journeys ahead of them. (complex)

11.3 Re-read the extract from *The Hobbit* to find the following types of sentences. Write them down and then label the parts as follows:

a one simple sentence — labels: subject, verb, object.

b two compound sentences — labels: subjects, verbs, main clauses, conjunctions.

c two complex sentences — labels: subjects, verbs, main clauses, subordinate clauses.

Frodo the Hobbit, Gandalf the Wizard and a Magic Ring from *The Fellowship of the Ring* by J.R.R. Tolkien

'If you don't let me in, Frodo, I shall blow your door right down your hole and out through the hill,' he said.

'My dear Gandalf! Half a minute!' cried Frodo, running out of the room to the door. 'Come in! Come in! I thought it was Lobelia.'

'Then I forgive you. But I saw her some time ago, driving a pony-trap towards Bywater with a face that would have curdled new milk.'

'She had nearly already curdled me. Honestly, I nearly tried on Bilbo's ring. I longed to disappear.'

'Don't do that!' said Gandalf, sitting down. 'Do be careful of that ring, Frodo! In fact, it is partly about that that I have come to say a last word.'

'Well, what about it?'

'What do you know already?'

'Only what Bilbo told me. I have heard his story: how he found it, and how he used it: on his journey, I mean.'

'Which story, I wonder,' said Gandalf.

'Oh, not what he told the dwarves and put in his book,' said Frodo. 'He told me the true story soon after I came to live here. He said you had pestered him till he told you, so I had better know too. "No secrets between us, Frodo," he said; "but they are not to go any further. It's mine anyway."'

'That's interesting,' said Gandalf. 'Well, what did you think of it all?'

'If you mean all that about inventing a "present", well, I thought the true story much more likely, and I couldn't see the point of altering it at all. It was very unlike Bilbo to do so anyway; and I thought it rather odd.'

'So did I. But odd things may happen to people that have such treasures — if they use them. Let it be a warning to you to be very careful with it. It may have other powers than just making you vanish when you wish to.'

'I don't understand,' said Frodo.

'Neither do I,' answered the wizard. 'I have merely begun to wonder about the ring, especially since last night. No need to worry. But if you take my advice you will use it very seldom, or not at all. At least I beg you not to use it in any way that will cause talk or rouse suspicion. I say again: keep it safe and keep it secret!'

'You are very mysterious. What are you afraid of?'

'I am not certain, so I will say no more. I may be able to tell you something when I come back. I am going off at once: so this is good-bye for the present.' He got up.

[...]

Frodo saw him to the door. He gave a final wave of his hand, and walked off at a surprising pace; but Frodo thought the old wizard looked unusually bent, almost as if he was carrying a great weight. The evening was closing in, and his cloaked figure vanished into the twilight. Frodo did not see him again for a long time.

1 How might possessing a magic ring lead to disaster?

2 Find one example of a compound sentence and highlight it.

3 Find one example of a complex sentence and highlight it in a different colour.

4 Rewrite the sentences you have highlighted as a group of simple sentences. You might need to rearrange or delete some words to do this.

11.5 From the paragraph you modified in the previous activity, find the following types of sentences, write each out and label the sentence parts as follows:

a one simple sentence — labels: subject, verb, object.

b one compound sentence — labels: subjects, verbs, main clauses, conjunctions.

c one complex sentence — labels: subjects, verbs, main clauses, subordinate clauses.

11.6 Here are some words from *The Hobbit* and *The Lord of the Rings* extracts. Write down the meaning of the word as it is used in the extracts, and then write your own sentence using this word. Write the type of sentence shown in brackets. An example has been done for you.

	WORD	DEFINITION	SENTENCE TYPE	EXAMPLE
a	rare	uncommon, unusual	simple	That jewel is very rare.
b	blundering (look up <i>blunder</i>)		simple	
c	unsuspecting (look up <i>suspect</i>)		simple	
d	curdled (look up <i>curdle</i>)		simple	
e	pestered (look up <i>pester</i>)		compound	
f	altering (look up <i>alter</i>)		complex	



WRITING: 100% HOLIDAY!

Write your own story for an online holiday guide about a holiday place, camping trip or special holiday experience you have really enjoyed. Choose a place that you know others would also really enjoy.

Your review should be about 200 words long. Use a variety of sentence lengths and sentence types to take the reader to your holiday destination and tell them about the experiences and places that you know they will be really interested in. You might like to include some of your own photos.



UNIT 12 Sorting Sentences – Fragments, and Ambiguous and Run-On Sentences

ENGLISH IN FOCUS

It's ambiguous! *compiled by Jeff Gray*

- 1 The other day a friend of mine got into some trouble with the authorities. It seems he'd parked his car in a restricted area. He saw a traffic officer putting a ticket on his car, and complained so loudly that he got hauled in front of the local magistrate. It didn't get much better from there. He insisted on explaining things to the magistrate at some length, I'm afraid. And what did he say? Well, over and over again, he just kept repeating, 'But the sign clearly said: "Fine for parking here!"'
- 2 At a laundromat this sign was fixed to the automatic washing machines: 'Please remove all your clothes when the light goes out.'
- 3 A comment said by a friend: 'I will bring my bike tomorrow if it looks nice in the morning.'
- 4 Seen on a sign at a restaurant: 'We don't just serve hamburgers, we serve people.'
- 5 A sign on a toilet door in an office building: 'Toilet out of order. Please use floor below.'
- 6 'I once shot an elephant in my pyjamas. How he got in my pyjamas I'll never know.' Groucho Marx (comedian)

- 1 Which one of these examples of humorous and ambiguous sentences or signs do you like the best (ambiguous means it has more than one meaning)? Give a reason for your choice.

- 2 In just a few words for each, explain what is ambiguous about the following sentences:

- a We don't just serve hamburgers, we serve people. _____
- b I will bring my bike tomorrow if it looks nice in the morning. _____
- c I once shot an elephant in my pyjamas. _____

- 3 Do these signs contain a complete sentence? Give reasons for your answers.

- a Toilet out of order _____
- b Fine for parking here! _____

DIFFERENT TYPES OF SENTENCES

FRAGMENTS

A fragment is an incomplete sentence that is punctuated like a sentence. It begins with a capital letter, and ends with a full stop, question mark or exclamation mark. But a fragment is not a sentence because it does not include a subject, a verb and an object. For example:

Fragment(s)	Sentence(s)
Great movie!	That was a great movie!
Where to?	Where are we going to?
Awesome!	Those rides are awesome!
Got home. Mum unhappy. Late. Grounded.	I got home. Mum was not happy. I was late. I was grounded.

Fragments can be used to communicate the way we think and talk in informal writing such as dialogue, blogs, emails, diaries and notes. Fragments should not be used in formal writing such as assignments, essays and job-interview letters.

AMBIGUOUS SENTENCES

Sentences can be ambiguous if they have more than one meaning. Ambiguity is caused when words are not clear in their meaning or are poorly chosen, or when words are placed in a wrong position in a sentence. Look at the following examples.

Words unclear in meaning or poorly chosen		
Ambiguous sentence	Questions caused by ambiguity	Ambiguity resolved by ...
He picked up a sheet.	Is this a sheet of paper or a sheet from a bed?	The ambiguity is removed if more information is provided: He picked up a sheet of paper and began drafting his essay.
Since the bags, shorts, shoes and bats are in the corner could you grab one for me?	What does one refer to — the bags, shorts, shoes or bats?	The meaning would be clearer if the writer showed which object one refers to: Since the bags, shorts, shoes and bats are in the corner could you grab one of the bats for me?

Words placed in wrong positions		
Ambiguous sentence	Questions caused by ambiguity	Ambiguity resolved by ...
My Dad told my uncle he was the lotto winner.	Who was the lotto winner? Dad or my uncle? The pronoun he could refer to my Dad or my uncle .	A better alternative for this sentence would be: My Dad congratulated my uncle on winning the lotto.
Jeff and Ann have nearly been boyfriend and girlfriend for a year.	The meaning could be interpreted as 'They have not been boyfriend and girlfriend'.	A clearer meaning is communicated by writing: Jeff and Ann have been boyfriend and girlfriend for nearly a year.
Climbing all over each other, we watched the monkeys in the zoo.	It is probably the monkeys that are climbing all over each other, not the people watching!	A clearer meaning would be given by writing: We watched the monkeys in the zoo climbing all over each other.

RUN-ON SENTENCES

A run-on sentence has one main clause that runs into another. For example:

This bike's wheel is broken you should fix it before you go trail bike riding on Saturday.

This run-on sentence can be fixed by creating separate sentences:

This bike's wheel is broken. You should fix it before you go trail bike riding on Saturday.

or by using a comma and a conjunction:

This bike's wheel is broken, so you should fix it before you go trail bike riding on Saturday.

A run-on sentence might have a number of clauses combined with different conjunctions. For example:

The bike's wheel is broken, and the front brakes are not working, while the seat is also loose, so with the pedal coming off this makes it pretty unsafe for riding at the moment.

If there are so many ideas in one sentence that it becomes confusing for the reader to understand then it is also a run-on sentence.

12.1 For each of the following, state whether it is a fragment or a complete sentence. Write your decision next to each one.

- | | |
|-------------------------------------|--|
| a How much? _____ | e Back at four o'clock. _____ |
| b Where do you get it? _____ | f Get real! _____ |
| c That's cool! _____ | g If you buy one, you get one free. _____ |
| d Not open. _____ | h Great colours! _____ |

12.2 In a few words, give two possible meanings for each of these ambiguous sentences.

- a** The woman hit the man with a stick. _____
- b** Students hate annoying teachers. _____
- c** The train left the station crowded and dirty. _____
- d** He gave her cat food. _____
- e** I took my tired feet out of my boots and tossed them in the cupboard. _____

 **12.3** In your workbook, correct these run-on sentences by either adding punctuation and conjunctions, or by dividing the sentence into separate sentences.

- a** Rob takes the bus to school his sister takes the train.
- b** We love going to Melbourne the zoo and the aquarium are great to visit.
- c** Shana likes to cook she makes dinner most nights of the week.
- d** Jack likes dogs he has a kelpie.
- e** I like ice cream and get it every time I go to the cinema and see a movie but I also buy popcorn and share it with my friends who come with me.

English is a silly language *compiled by Jeff Gray*

Let's face it, English is a stupid language.
 There is no egg in the eggplant.
 No ham in the hamburger.
 And neither pine nor apple in the pineapple.
 English muffins were not invented in England.
 French fries were not invented in France.

We sometimes take English for granted.
 But if we examine its paradoxes —
 We find that quicksand takes you down slowly.
 Boxing rings are square.
 And a guinea pig is neither from Guinea nor is it a pig.

If writers write, how come fingers don't fing.
 If the plural of tooth is teeth,
 shouldn't the plural of phone booth be phone beeth?
 If the teacher taught,
 Why didn't the preacher praught.

If a vegetarian eats vegetables
 What does a humanitarian eat!?
 Why do people recite at a play
 Yet play at a recital?

You have to marvel at the unique lunacy
 Of a language where a house can burn up as
 It burns down
 And you fill in a form
 By filling it out
 And a bell is only heard once it goes!

English was invented by people, not computers
 And it reflects the creativity of the human race
 (Which of course isn't a race at all).

That is why:
 When the stars are out they are visible
 But when the lights are out they are invisible
 And why it is that when I wind up my watch
 it starts but when I wind up this poem
 it ends?

- 1 Rewrite this run-on sentence from the poem by adding punctuation, removing or adding words and dividing it into a number of sentences:

When the stars are out they are visible but when the lights are out they are invisible and why it is that when I wind up my watch it starts but when I wind up this poem it ends.

- 2 Explain why a bell is only heard once it goes. Why is this a strange saying?

- 3 Think of another example of how English is a 'silly language' and explain why this is the case. Compare your example with your classmates'.

VOCABULARY AND SPELLING

12.4 Correct these sentences to ensure they do not suggest completely the wrong thing. You might need to use punctuation, conjunctions, rewrite new sentences or use a combination of all three. An example has been done for you.

a After John ate his sister drove him to the party.

After John ate, his sister drove him to the party.

b She was driven from her home by her mother.

c This dog eats anything and is fond of children.

d This is the worst disaster since I was elected Prime Minister.

e During the trail ride I found a cigarette butt left by a horse.

f Can I try on the jeans in the window?

12.5 Explain two possible meanings for each of the following ambiguous sentences. Then write the sentence in two different ways so that both meanings are clear. An example has been done for you.

a Jane said Marty sang the song in a loud voice.

- *Did Jane say her comment about Marty in a loud voice?* (meaning: In a loud voice Jane said, 'Marty sang the song.')

- *Did Jane sing the song in a loud voice?* (meaning: 'Jane,' said Marty, 'sang the song in a loud voice.')

b They are cooking apples.

c Flying planes can be dangerous.

d Did you see the girl with the telescope?

e 'Those kids make healthy snacks,' said Vlad the vampire.

12.6

Why might this person be puzzled? Each of these sentences reveals an ambiguity problem. Explain the problem then rewrite the sentence to make the intended meaning clear. An example has been done for you.

	PROBLEM SENTENCE	WHAT IS THE AMBIGUITY?	HOW COULD THE SENTENCE BE REWRITTEN?
a	'It says press any key but there isn't one.'	What it means is to press any of the keys on the keyboard. You don't look for a key marked 'any'.	Press any of the keys on the keyboard.
b	I've been standing here for ages because the sign says 'Wait for the attendant to be seated'.		
c	The advertisement says everyone is welcome to their exclusive club.		
d	The poster said 'Why get a bad deal elsewhere when you can come to our store?'		
e	Our guarantee is to give the lowest price and service.		
f	On the can it says if the dog won't eat then it should be cut into small pieces.		



WRITING: THE WORST ADVERTISING AGENCY IN AUSTRALIA

Imagine you have arrived at the worst advertising agency in Australia, called 'Adwontworks'. That's right, it really is the worst! You have been asked to go through their records and select five examples of the worst advertising Adwontworks has created.

Now, use your own imagination to create five advertisements or signs that are examples of awful advertising. They are complete failures because they might:

- be ambiguous but also funny, confusing or embarrassing when read by customers
- use run-on sentences about a product and what it does
- contain sentence fragments, which are confusing or funny when they are not meant to be.



UNIT 13 Finding Phrases — Prepositional and Participial Phrases

ENGLISH IN FOCUS

Harry Potter and the Philosopher's Stone by J.K. Rowling

The last thing Harry saw before the hat dropped over his eyes was the hall full of people craning to get a good look at him. Next second he was looking at the black inside of the hat. He waited.

'Hmmm,' said a small voice in his ear. 'Difficult. Very difficult. Plenty of courage, I see. Not a bad mind, either. There's talent, oh my goodness, yes — and a nice thirst to prove yourself, now that's interesting ... so where shall I put you?'

Harry gripped the edges of the stool and thought, 'Not Slytherin, not Slytherin.'

'Not Slytherin, eh?' said the small voice. 'Are you sure? You could be great, you know, it's all here in your head, and Slytherin will help you on the way to greatness, no doubt about that — no? Well, if you're sure — better be GRYFFINDOR!'

Harry heard the hat shout the last word to the whole hall. He took off the hat and walked shakily towards the Gryffindor table. He was so relieved to have been chosen and not put in Slytherin, he hardly noticed that he was getting the loudest cheer yet. Percy the Prefect got up and shook his hand vigorously, while the Weasley twins yelled, 'We got Potter! We got Potter!' Harry sat down opposite the ghost in the ruff he'd seen earlier. The ghost patted his arm, giving Harry the sudden, horrible feeling he'd just plunged it into a bucket of ice-cold water.

- 1 Describe three magical powers possessed by the hat.

- 2 What things change in the story if groups of words are left out, such as in extract A and extract B below? Read them aloud, omitting the words that are crossed out, and then briefly explain how the story changes.

Extract A

The last thing Harry saw before the hat dropped ~~over his eyes~~ was the hall full of people craning to get a good look ~~at him~~. Next second he was looking ~~at the black inside of the hat~~. He waited.

Hmm,' said a small voice ~~in his ear~~.

Extract B

Harry heard the hat shout the last word ~~to the whole hall~~. He took off the hat and walked shakily ~~towards the Gryffindor table~~. He was so relieved to have been chosen and not put ~~in Slytherin~~, he hardly noticed that he was getting the loudest cheer yet.

WHAT IS A PHRASE?

A phrase is a group of words that does not include a main verb or a subject, so it cannot stand on its own as a sentence. A phrase is always part of a longer sentence; it can be positioned at the beginning, in the middle or at the end of a sentence.

A phrase gives a reader or listener key information, such as where something is, why something happened, how someone moved, or more details about someone or something.

PREPOSITIONAL PHRASES

Prepositional phrases begin with a preposition, such as:

above	below	in	before
under	over	with	about
after	up	down	beside
inside	outside	for	from
opposite	through	at	until
along	towards	since	into
like	behind	off	
by	during	on	

The ghost flew **through the castle**.

During the game, my brother kicked four goals and made three saves.

PARTICIPIAL PHRASES

Participial phrases are often used to begin a sentence. A participle is formed from a verb, but it is not the main (or finite) verb in the sentence and it cannot stand on its own. Some examples of participles include:

Present participles (the action is continuing)	Past participles (the action is completed)
listening, dreaming, hoping, laughing, shouting, leaping, running, staring	caught, written, chosen, hidden, taught, broken, driven, torn

Walking quickly, I turned the corner and bumped into the stranger.

Hoping to get a ticket, I stood in the line for more than two hours.

Caught without his ticket, the passenger had to pay a fine.

USING PHRASES IN SENTENCES

Phrases add variety to the way you can write sentences. Here, four different phrases are used to express the same idea:

To do archery, you need the right equipment and plenty of practice.

Doing archery requires the right equipment and plenty of practice.

You need the right equipment and plenty of practice **for archery**.

With plenty of practice and the right equipment, you can become better at archery.

Phrases are useful because they can allow you to use fewer words in a sentence. You can often replace a clause with a phrase. For example:

While the game was being played, the crowd became louder and louder. (clause)

Throughout the game, the crowd became louder and louder. (phrase)

My sister and brother decided that they would go to the movies together. (clause)

My sister and brother decided to go to the movies together. (phrase)

13.1 Highlight the prepositional phrase in these sentences. An example has been done for you.

- a The book was lying under the cushion.
- b The boy was hit by a low branch.
- c The student drew on the interactive whiteboard.
- d Beneath the tree was a secret door.
- e Opposite a service station we discovered an accident scene.

13.2 Highlight the participial phrase in these sentences. An example has been done for you.

- a Whistling to myself, I walked down the dark laneway.
- b Drawing on the wall, the little girl made a terrible mess.
- c Left behind, I wondered what I should do next.
- d Removing the lid, we quietly slid into the tunnel.
- e Chosen last, he turned out to be the best player.
- f Beaten thoroughly, the athlete decided to retire from racing.

13.3 Shorten each sentence by replacing the highlighted clause with a phrase. State whether your phrase is a prepositional or participial phrase. An example has been done for you.

a Because I was feeling tired, I decided to go home early. (clause)

Feeling tired, I decided to go home early. (participial phrase)

b As I walked the dog, the light began to fade.

c She studied for the test so that she would get into the course she wanted.

d When I was a very young child I used to be scared of my cousins.

e I have brought some movies so that we can watch them during the sleepover.

f After being told that he wasn't allowed to go on the excursion, Josh decided to improve his behaviour.

Harry Potter and the Philosopher's Stone by J.K. Rowling

'Hold out your arm, that's it.' He measured Harry from shoulder to finger, then wrist to elbow, shoulder to floor, knee to armpit and round his head. As he measured, he said, 'Every Ollivander wand has a core of a powerful magical substance, Mr Potter. We use unicorn hairs, phoenix tail feathers and the heartstrings of dragons. No two Ollivander wands are quite the same. And of course, you will never get such good results with another wizard's wand.'

Harry suddenly realised that the tape measure, which was measuring between his nostrils, was doing this on its own. Mr Ollivander was flitting around the shelves taking down boxes.

'That will do,' he said, and the tape measure crumpled into a heap on the floor. 'Right then, Mr Potter. Try this one. Beechwood and dragon heartstring. Nine inches. Nice and flexible. Just take it and give it a wave.'

Harry took the wand and (feeling foolish) waved it around a bit, but Mr Ollivander snatched it out of his hand almost at once.

'Maple and phoenix feather. Seven inches. Quite whippy. Try —'

Harry tried — but he had hardly raised the wand when it, too, was snatched back by Mr Ollivander.

'No, no — here, ebony and unicorn hair, eight and a half inches, springy. Go on, go on, try it out.'

Harry tried. And tried. He had no idea what Mr Ollivander was waiting for. The pile of tried wands was mounting higher and higher on the spindly chair, but the more wands Mr Ollivander pulled from the shelves, the happier he seemed to become.

'Tricky customer, eh? Not to worry, we'll find the

perfect match here somewhere — I wonder, now — yes, why not — unusual combination — holly and phoenix feather, eleven inches, nice and supple.'

Harry took the wand. He felt a sudden warmth in his fingers. He raised the wand above his head, brought it swishing down through the dusty air and a stream of red and gold sparks shot from the end like a firework, throwing dancing spots of light on to the walls. Hagrid whooped and clapped and Mr Ollivander cried, 'Oh, bravo! Yes, indeed, oh, very good. Well, well, well ... how curious ... how very curious ...'

He put Harry's wand back into its box and wrapped it in brown paper, still muttering, 'Curious ... curious ...'

'Sorry,' said Harry, 'but *what's* curious?'

Mr Ollivander fixed Harry with his pale stare.

'I remember every wand I've ever sold, Mr Potter. Every single wand. It so happens that the phoenix whose tail feather is in your wand, gave another feather — just one other. It is very curious indeed that you should be destined for this wand when its brother — why, its brother gave you that scar.'

Harry swallowed.

'Yes, thirteen and a half inches. Yew. Curious indeed how these things happen. The wand chooses the wizard, remember ... I think we must expect great things from you, Mr Potter ... After all, He-Who-Must-Not-Be-Named did great things — terrible, yes, but great.'

Harry shivered. He wasn't sure he liked Mr Ollivander too much. He paid seven gold Galleons for his wand and Mr Ollivander bowed them from his shop.

1 What are the three main ingredients in Mr Ollivander's wands?

2 Why is Mr Ollivander surprised by the wand that finally works for Harry Potter?

3 According to the clues in this extract, how could the wand that Harry Potter buys lead to dangerous adventures?

4 Locate and highlight two prepositional phrases that the writer J.K. Rowling uses in this extract.

VOCABULARY AND SPELLING

13.4 You are going to invent a new wand for Harry Potter. After reading about the various wands in this extract, write your own four- to six-line description of a new wand that Harry might try. Describe what happens when he begins to use it and include one prepositional phrase and one participial phrase.

13.5 Create sentences that use each of the following prepositions in a prepositional phrase. Highlight your prepositional phrase and underline the preposition. An example has been done for you.

a inside

Inside the box the Slytherin students discovered a magic key.

b through

c into

d outside

e beneath

f opposite

13.6

Create sentences that use each of the following participles in a participial phrase. Highlight your participial phrase and underline the participle. An example has been done for you.

a caught

Caught with the wrong key, Harry was left standing outside in the rain and the mist.

b written

c chosen

d torn

e taught

f hiding



WRITING: MORE MAGIC AT HOGWARTS

In this unit you read about the magical hat and wands created by J.K. Rowling. Now use your own imagination to make a new magical object for Harry Potter to use.

- What is the object?
- Which magical powers does it possess?
- How does the magic affect Harry and the others at Hogwarts?

You might write your description as part of the story itself, or create a product brochure for this magical item. Write about 300 words and include at least two prepositional phrases and two participial phrases in your description. Consider including a drawing or photo of your creation as well.



UNIT 14 Capturing Clauses – Noun, Adjectival and Adverbial Clauses

ENGLISH IN FOCUS

Tell me more: Hurricanes



The biggest, most powerful storms on Earth are the massive cyclones that build up over tropical oceans. Up to 800 km (500 miles) across, they are known as hurricanes, tropical cyclones, or typhoons. Intense evaporation of the warm surface water creates immense storm clouds that form a revolving spiral around a central 'eye', causing high winds, torrential rain, and huge ocean waves. If these storms strike land, they destroy virtually everything in their path.

Screaming wind

The eye of a hurricane is strangely calm, but it is surrounded by a wall of very high storm clouds that generate powerful updraughts, sucking in air like a massive vacuum cleaner. This produces winds of up to 300 kph (186 mph) — enough to create huge ocean waves and flatten many buildings that lie in the path of the storm.



Torrential rain

The battering winds are accompanied by epic rainfall, so heavy that it almost defies belief. When Hurricane Mitch struck Central America in 1998, it dumped 127 cm (50 in) of rain in a few hours — equivalent to half the typical annual rainfall! The enormous volume of water pours off the landscape in flash floods and mudslides.

- 1 What are two other names for hurricanes? _____
- 2 Refer to the extract to give a brief description of what each of these quotations is talking about. An example has been done for you.
 - a 'that build up over tropical oceans' — (describes massive cyclones)
 - b 'that form a revolving spiral' _____
 - c 'that generate powerful updraughts' _____
 - d 'that lie in the path of the storm' _____
- 3 Complete these sentences from the passage:
 - a 'If these storms strike land' _____
 - b 'When Hurricane Mitch struck Central America in 1998' _____

TYPES OF CLAUSES

WHAT IS A CLAUSE?

A clause is a group of words that contains a subject (the person or thing that does the action) and a verb (the action word).

A clause can be a **main clause** (also called a principal or independent clause), which means it stands independently and makes sense by itself. A main clause is also a simple sentence. For example:

Sally is packing her bags.

A clause can also be a **subordinate clause** (also called a dependent clause). Subordinate clauses are linked to main clauses with subordinate conjunctions such as: because, until, while, if, after, although, when, before. For example:

Sally is packing her bags because she is going on holidays next week.

(subordinate or dependent clause)

Subordinate clauses cannot stand alone or make sense by themselves. There are three main types of subordinate clauses: noun clauses, adjectival clauses and adverbial clauses.

NOUN CLAUSE

A noun clause has the function of a noun in a sentence. This means it names people, creatures, places, things, feelings, qualities or ideas. The noun clause can be a subject or an object, and usually describes what people are thinking, feeling or saying. For example:

What Anton said really annoyed the team. (noun clause, subject)

Sasha said that she wanted to leave straight away. (noun clause, object)

ADJECTIVAL CLAUSE

An adjectival clause has the function of an adjective in a sentence. This means it adds meaning to, or modifies, a noun or pronoun. Adjectival clauses can start with who, which, that or whom. For example:

Joe, who is going to live in Queensland, is having a farewell party next weekend.

(adjectival clause)

ADVERBIAL CLAUSE

An adverbial clause has the function of an adverb in a sentence. This means it describes, or adds meaning to, the verb in the sentence. Adverbial clauses can start with: if, when, where, so, as if or though. These clauses answer the questions 'When?', 'Where?' 'How?' or 'Why?'. For example:

Joe moved to Queensland when his family bought a new house.

You will find the bag where you left it yesterday.

You can leave at four o'clock so you get there before the shops close.

He acted as if he didn't want the job after all.

If you don't look after your teeth you will have painful and expensive dental work later on.

Although the pay wasn't great, Jenny stuck at her part-time job.

14.1 For each of these clauses taken from the extract, state whether it is a noun clause, an adjectival clause or an adverbial clause. An example has been done for you.

- a 'that build up over tropical oceans' → adjectival clause
- b 'that form a revolving spiral' _____
- c 'that lie in the path of the storm' _____
- d 'If these storms strike land' _____
- e 'The eye of the hurricane' _____

14.2 Highlight the subordinate clause in each sentence, and then say whether it is a noun clause, adjectival clause or adverbial clause. An example has been done for you.

- a The games shop **that has opened in the shopping centre** is having a grand opening sale.
(adjectival clause)
- b Jenny, who is presenting her hurricane project first, says she is pretty nervous.

- c Though I can walk on it, I think I have a broken ankle.

- d Jeff ran behind the building where I couldn't find him.

- e After the bell rang, we packed up the sports gear and went home.

- f John decided he was going to see a movie anyway.

14.3 Create a noun clause by adding some words to each of these sentence openings. An example has been done for you.

- a I hope → I hope that I get home soon.
- b He says _____
- c I know _____
- d She sees _____
- e They wish _____
- f We hope _____

What was the Black Death?

It was a deadly outbreak of bubonic plague that spread to Europe from Asia and killed an estimated 25 million people between 1348 and 1351. Victims developed painful red lumps called buboes, which turned red and black. Most people died within three days of falling sick, many within 12 hours.



Tell me more: how the Black Death spread

- A series of bad harvests in Europe had caused widespread malnutrition, lowering the population's resistance to disease.
- Fleas, feeding on rats infected by the plague-causing bacteria, passed it on to humans.
- Rats were common on ships, and carried the disease along trade routes.
- Coughing and sneezing also helped to spread the disease.

Plague symptoms

- Violent headache, chills, and vomiting
- Lumps the size of an orange under the arms
- Black boils and spots all over the body
- Bloody flux (diarrhoea)
- Excruciating pain in every limb

Three curious cures

- Cut open the swelling with a sharp knife and cover with a warm layer of butter, onion and figs to draw the poison out.
- Take a live frog and rub its belly on the swelling (some people say a dried toad will do just as well)
- Drink a glass of urine twice a day.

1 Why was the Black Death also called the bubonic plague?

2 In your opinion, what was the worst symptom and the strangest cure?

3 Use the extract to find one example each of an adjectival, adverbial or noun clause. Write out each clause and state which type of clause it is.

VOCABULARY AND SPELLING

14.4 Each of the words in the table is taken from the extract about the Black Death. Use the table to:

- write down the word's meaning
- create a sentence that includes this word as a noun clause, adjectival clause or adverbial clause
- list the type of clause you've written.

An example has been done for you.

	WORD	MEANING	SENTENCE WITH CLAUSE	TYPE OF CLAUSE USED
a	remorse	deep regret for a wrong that is done	Andrew, who has apologised for the accident he caused , is definitely showing remorse.	adjectival clause
b	malnutrition			
c	deserted			
d	rampaged			
e	diarrhoea			
f	excruciating			

14.5 Put each of the following clauses into a sentence, and then say whether the clause is a noun clause, adjectival clause or adverbial clause. An example has been done for you.

a when Chan arrived → I left when Chan arrived. (adverbial clause)

b which is outside the tent

c where they couldn't find him

d because the ground was slippery

e that fruit is good for you

f after they left the cinema

14.6

Join these main clauses by turning one of the sentences into an adjectival or adverbial clause and using a conjunction. You may not use the same conjunction twice in this activity, and you might need to change some words to create your new sentence. An example has been done for you.

- a Raj looked at the body. Sam would not look.

Although Raj looked at the body, Sam would not look.

- b The exam is today. Joe is nervous.

- c Tedra asked for a menu. Ashley went outside.

- d Sophie is in my class. She is new to the school.

- e Pets are well trained. Owners can enjoy taking them out.

- f They still lived in the same house. They had lived there all their lives.



WRITING: FASCINATING FACTS

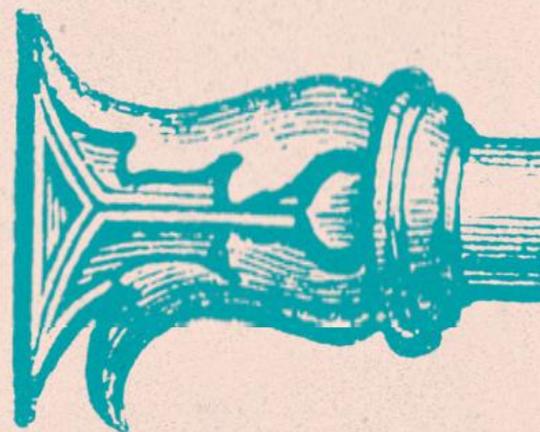
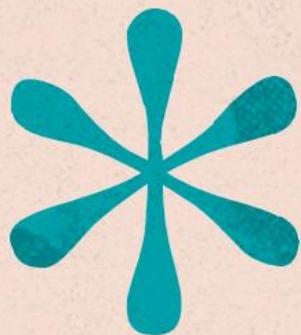
Choose a topic you are really interested in. Your topic might come from one of the following areas, or you can choose your own:

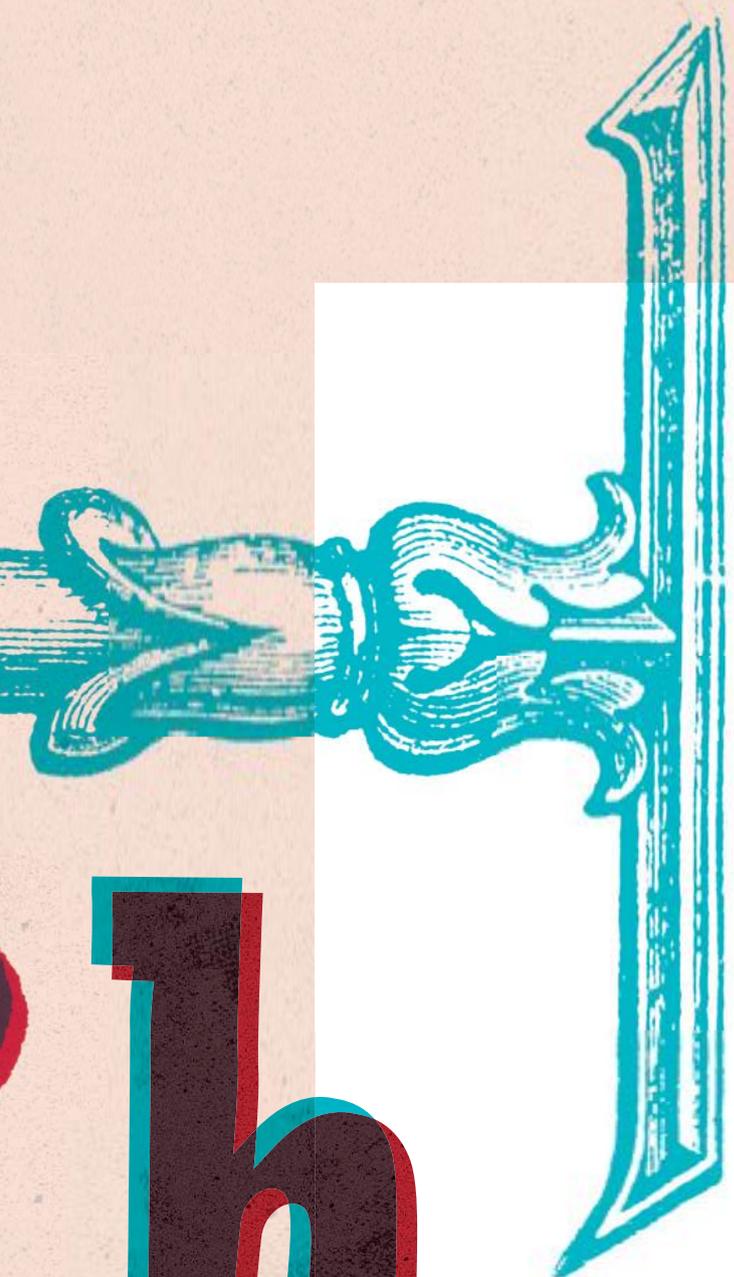
- space
- earth
- dinosaurs and prehistoric animals
- nature
- the human body
- science
- technology and inventions
- food
- sport
- cars, bikes or trucks
- planes
- fashion
- art and graphic design
- animation
- photography
- literature

You could use headings such as 'did you know?'; 'tell me more'; or 'curious ideas' to set out your text. You can also present any other interesting and relevant information about your chosen topic. Make sure you include three adjectival clauses, two noun clauses and one adverbial clause in your presentation.

Write about 300 to 400 words and include photos, drawings or other multimedia features.

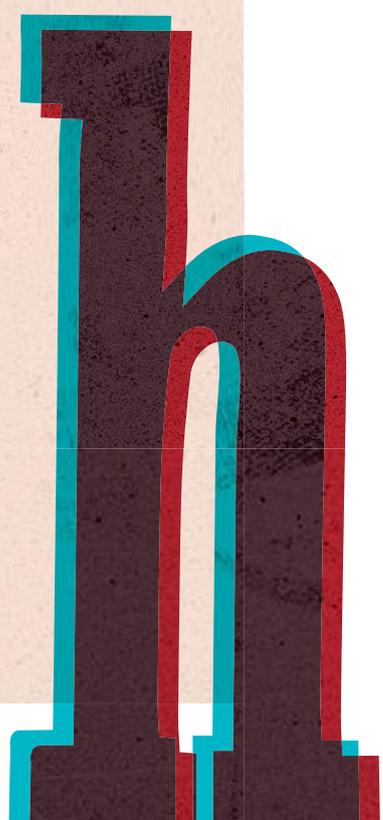
EXPLORING
LANGUAGE IN
USE — USING
PUNCTUATION
AND OTHER
LANGUAGE
DEVICES





PART THREE

EXPLORING LANGUAGE IN USE — USING PUNCTUATION AND OTHER LANGUAGE DEVICES





UNIT 15 Punctuation Punch — Dashes, Brackets and Ellipsis Points

ENGLISH IN FOCUS

Body work from *National Geographic Treasures of Egypt*



Every dead body in ancient Egypt was treated with care — but exactly what was done depended on how much the family of the deceased was able to spend. The poor were simply washed and dried in the sun. Some of them were packed in salt to help dessication. Others of higher status might receive an injection of juniper oil to help liquefy internal organs before removal and scent the body before salting. After weeks of drying, mummies were ready for burial. Neither low-budget option involved bandaging. But the rich and royal got a total makeover. By the New Kingdom, brains were pulled out through the nose with a hook and discarded. Other organs were saved in jars, and the body cavity was packed with resins, spices and cloth strips, and sewn up. The nose of Ramses II (above) was even reinforced with animal bone and stuffed with seeds. After a regimen of natron, a salt mixture, the mummy was washed by priests and bound in linen. Then the whole wrapped package was boxed for transport to the tomb — and eternity.

1 In ancient Egypt, why were dead bodies treated in so many different ways when they were buried?

2 Why do you think the ancient Egyptians tried so hard to preserve the bodies of family members?

3 Why might the writer have decided to use dashes at two points in this extract?

DIFFERENT TYPES OF PUNCTUATION

Dashes, brackets and ellipsis points are very useful punctuation marks, and each one has a specific purpose in writing. They are commonly used in informal writing such as text messages, notes, emails, advertisements and personal writing. These punctuation marks should be used carefully, and they should not be used in formal writing such as job application letters and essays.

DASHES

Dashes are used for a number of reasons:

- 1 to show a sudden change of thought or tone. For example:

That chair is broken — watch out!

I wanted to leave — I was really angry inside — but I had to stay all afternoon.

- 2 to set apart additional information in a sentence. For example:

The four pets — the dog, the cat, the mouse and the guinea pig — were found under the house.

If you don't listen — and I'm serious about this — then I'll have to contact your parents.

- 3 to replace colons in informal writing in order to introduce a list or an explanation. For example:

We deliver — great service, great food, great times!

You should listen to me — I've done emergency care training.

Dashes are used in pairs if the first one is not followed by a full stop, question mark or exclamation mark.

BRACKETS

Brackets are very common in writing and are always used in pairs. Brackets are also called parentheses or round brackets. They are used to set apart additional information, which usually relates to something that precedes the first bracket. For example:

That swimmer is fast (his parents were swimmers).

Now listen to the podcast (the third one in the list).

Square brackets are used to include information in a quotation that is not part of the original quotation. For example:

'I won't be going there [the museum] until I am sure we've got tickets to the exhibition.'

Curly { } and angle < > brackets are used in mathematical and other technical writing. They cannot be used in place of round or square brackets.

ELLIPSIS POINTS

An ellipsis is three consecutive full stops (...) and it is used to indicate that something has been deliberately left out. If an ellipsis is used at the end of a sentence then an extra full stop is not needed. However, an exclamation mark or a question mark can be used after an ellipsis.

Ellipses (the plural of ellipsis) are used:

- 1 to show something has been omitted from a quotation. For example:

'Once upon a time there was an ogre called Shrek and he decided to ...'

- 2 to show a pause in a sentence, or the trailing off at the end of an idea. For example:

'That table goes in the ... where does it go?'

'Now where was I ...?'

15.1 Correctly insert dashes where appropriate. An example has been done for you.

a Tennis, squash, table tennis these are my favourite sports.
Tennis, squash, table tennis — these are my favourite sports.

b Take a look at that awesome view look out!

c It's a new year and a new deal come in, look around, talk turkey.

d Get ready for the rush I know, I've been here before.

e If you have to take the lot books, DVDs, clothes, posters at least let me help you pack.

f Once upon a time and it was only once there lived the strangest little creature.

15.2 Rewrite each sentence and place a pair of round brackets in the correct position where required. An example has been done for you.

a At the very beginning in the first minute the action really takes off.
At the very beginning (in the first minute) the action really takes off.

b The way to get to the shop the supermarket is not easy to explain.

c If you really want to get there fast, turn right at the next corner in about 10 metres.

d The items for the trash and treasure sale the books, ornaments, pictures, unwanted presents need to be dropped off the day before.

e Try and find me a blue one not green, red or brown.

15.3 Rewrite each sentence and place ellipsis points in the correct place.

a 'Now what was I saying before you began to'

b There were three things you've interrupted me again!

c This is the first chapter in an action-packed book, so don't miss it or you'll miss

d 'I was wondering if now I've forgotten what I was going to say.'

Treasures of Egypt from *National Geographic Treasures of Egypt*

River of life

Overflowing its banks annually between July and October, the Nile deposited a fresh layer of earth across its floodplain, inspiring the ancient Egyptians to call that region *kemet* — the black land. This blessed cycle of renewal nourished farmers' fields, filling granaries and giving people free time to enjoy their lives. Egypt's earliest kings



dug irrigation ditches, reservoirs, and channels to help regulate the floods and maintain prosperity and political stability. Hunters snared waterfowl in the marshes, speared hippos in deeper waters, and — like modern fisherman afloat in the golden mist of early morning — worked the river for a good catch. Century after century, the waters soaked the Nile Valley, but not all effects were welcome. Damaging Amenhotep III's mortuary temple in Thebes, water continued to inundate the king's statues — the so-called Colossi of Memnon — that once flanked the entrance. Completed in 1970, the Aswan High Dam finally tamed the river's awesome power.

A pharaoh to remember

They didn't call him 'the Great' for nothing. Riding into battle with his pet lion often by his side, Ramses II slew enemies by the score and won heroic battles almost single-handedly — or at least that's the story he wanted to leave behind. The truth was certainly more modest, but a modest man does not stud the landscape with dozens of colossal statues of himself. The entrance to the main temple at Luxor alone

boasts this one (above) and five more. Ramses ruled Egypt for some 66 years in the 13th century BC, took many wives — including a sister, three daughters and two Hittite princesses — and fathered at least 90 children. Though his military exploits had mixed results, he played a key role as Egypt expanded and solidified its power against various foes — Libyans, Hittites, and Nubians — for the last time before entering into a protracted decline. Time has preserved royal artifacts ... but ultimately Ramses' most lasting endowment to the ages was his legend. By the time of his death he had come to embody the power and magic of imperial Egypt so strongly that nine later kings adopted his name.

1 Why was a flood a good thing in Ancient Egypt?

2 What are two amazing facts about Ramses the Great that you discover here?

3 Explain the use of brackets in the place where they are located.

4 Explain the use of dashes in the places where they are located.

5 Why have ellipsis points been used in this text extract?

VOCABULARY AND SPELLING

15.4 Write the meaning of each of these words from the passage, and then write a sentence of your own that includes this word.

a nourished _____

b reservoirs _____

c prosperity _____

d stability _____

e snared _____

f mortuary _____

g inundate _____

h exploits _____

i protracted _____

j artifacts _____

k endowment _____

l embody _____

m imperial _____

15.5 Write a sentence about each of the following objects and people, and include a dash or dashes where appropriate. An example has been done for you.

a iPod → Why is my iPod — my new one — lying on the kitchen bench near the sink?

b skateboard

c bag, books

d delicious food

e brother, sister, cousin

15.6 Write the first three sentences of a speech presented at the special occasions below. Each speaker is feeling nervous, so you will need to use ellipses and brackets to give instructions on how they might speak and what they might say. Watch your spelling carefully. An example has been done for you.

a A student speaking at a school assembly about a fund-raising event.

'Today I want to ... it's my job to tell you about the fund-raising (charity fund-raising) our student council is wanting to ... do to help with the recent disaster we've all ... everyone knows ... seen on TV the last few days. You can give money — like gold coin donations — next week when we ... the student council members that is ... come to your roll call. Please support this ... good cause and help others who are ... less well-off than we are. Thank you.'

b A teenager at a job interview telling an employer why they should be chosen for a part-time job in a supermarket.

c A school sports champion thanking the organisers and competitors when receiving a trophy at a sports carnival.



WRITING: TALES OF KING TUT

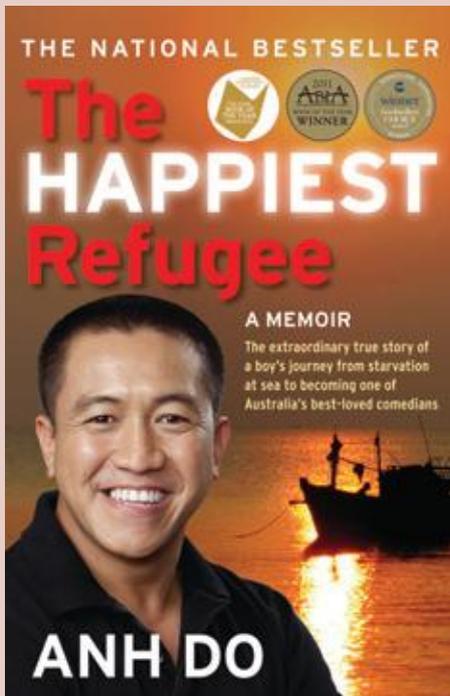
Use your research and Internet skills to collect intriguing facts — fascinating photographs, interesting illustrations and captivating stories — about the amazing pharaoh Tutankhamen and his burial. Write a passage of about 300 words that could be included with the two in this unit. Include appropriate dashes, ellipses and brackets in your writing.



UNIT 16 Punctuation Punch — Quotation Marks for Special Words and Expressions

ENGLISH IN FOCUS

The Happiest Refugee by Anh Do



It was 1982 when I started school at St Bridget's Primary, a local Catholic school with an abundant mix of nationalities: Greeks, Lebanese, Vietnamese and a huge number of Portuguese, which Mum couldn't pronounce — she'd always be saying things like 'I like these Pork and Cheese people'.

One day I had homework that required us to write down what we wanted to be when we grew up. The prime minister at the time was Bob Hawke, and Mum and Dad were always talking about him, grateful that he was personally allowing us to stay in *his* country. Every now and then we would say prayers, and after praying to God and Jesus and Mary we would offer thanks to Bob Hawke. I didn't even know what the word 'primeminister' meant, but I liked this guy whose job it was to allow people to live in his country and make them so happy.

One by one my teacher went around the classroom, and there were the usual firefighters, astronauts and all the Asian kids who had been told to say 'doctor'. I didn't once hear 'hot bread shop owner' or 'cab driver'. When it came to my turn I banged the desk and shouted 'primeminister'. It was a huge word for me and got me loads of kudos with the teacher.

- 1 Why did the young Anh Do say he wanted to be 'primeminister' when he was in primary school?

- 2 Highlight the words spoken by Anh Do's Mum in this extract.

- 3 Why does the author put the words 'doctor', 'hot bread shop owner', 'cab driver' and 'primeminister' in quotation marks?

- 4 Make a list of 15 words spelt with capitals that are used by the author in this story.

HOW TO USE QUOTATION MARKS

Quotation marks are commonly used to show *exactly* what a person says. Quotation marks, either single (' ') or double (" "), are placed at the beginning and end of each section of speech. They can be used in other ways as well.

SPECIAL WORDS

Quotation marks can be used around special words or phrases that carry a particular message in a sentence. These words include slang expressions (called colloquialisms) or nicknames, as well as words that are highlighted for special mention. For example:

Warren is always called 'Wazza' by his mates.

You sometimes see professional signs with the wrong spelling. I have seen 'dessert' wrongly spelt as 'desert' and 'accommodation' wrongly spelt as 'acomodation'.

Mum went ballistic and said my bedroom looked like a 'nuclear warzone'.

SARCASTIC WORDS

Quotation marks can also be used when a narrator wants to give a sense of sarcasm or mockery. For example:

You might call it 'fun' when I fall off my bike, cut my knee and lose skin off my hands, but I don't call it 'fun'.

It rained all week. That made it a really 'terrific' holiday.

The sign said it was free entry but it ended up costing me 20 dollars to go on the rides. Who calls that 'free'?

TITLES

Quotation marks are used to indicate the titles of short texts such as poems, short stories, songs, magazine and newspaper articles, and also episodes of television series. For example:

We heard an actor read the famous Australian poem, 'The Man from Snowy River'.

I enjoy Roald Dahl's short stories. One of my favourites is 'The Landlady'.

John Lennon's song, 'Imagine', will always be remembered.

Have you seen that magazine article on skating? It's called 'Skater Heaven' and it's about the best skating places on the planet.

One of my favourite episodes of The Simpsons is 'The fight before Christmas'.

16.1

Here are some examples of signs with words that are incorrectly spelt. Write a sentence that includes the incorrectly spelt words, and also the correctly spelt words, within quotation marks. An example has been done for you.

a Bulk Grocerys → That sign says 'Bulk Grocerys' when the word should be spelt 'Groceries'.

b Fresh Sandwichs and Hambergers

c Dinning Room Furniture Sail

d Clearance Sale

e Opening Soon

f Car Maintaince Specalists

16.2 Rewrite each sentence where necessary, insert quotation marks, and correct any misspelt words. An example has been done for you.

a My grandad says in his day, people with red hair were often given the nicname Blueey.

My grandad says in his day, people with red hair were often given the nickname 'Bluey'.

b Among my friends, we have a Nicko, a Benno and an Anto.

c The theme park we went to last holdays was pathetic. Nothing was open, it was all old and the rides were hopless. What a grate holiday! A real thrill!! Can't wait to go agen!

d Mum told me that her gran used to say she would have someone's gutts for gaarters when she was really angri.

e There's a new drink they are calling ould classic. How can it be an ould classic if it's brand knew?

f I saw a sine for helium balloons that said specal on helum ballons.

16.3 Put the titles of these stories, magazine articles, songs, poems or TV episodes into a sentence using quotation marks correctly.

a Little Red Riding Hood (fairytale story)

b Footy Fever (magazine article)

c One Day at a Time (*Packed to the Rafters* episode)

d I Love a Sunburnt Country (poem by Dorothea MacKellar)

e Bohemian Rhapsody (song by the group Queen)

The Happiest Refugee by Anh Do



Having a cool grandma living with you was a wonderful thing, but like with all the elderly, there were a few rules you had to follow. The first was: 'Never leave important paperwork lying around just in case it ends up in the bin'.

One day I came home from school and Mum asked me to retrieve my Australian citizenship certificate as we were applying for something important. After I found it, Mum told me to put it away in a safe place because I had to take it to school the next day. One of my favourite television shows was about to start, so I left it on the kitchen bench.

'Where's the form?' Mum asked me the next morning when it was time to leave for school. I couldn't find it. Two hours later we'd turned the house upside down and we still hadn't found it.

'Go outside and check in the bin', my mother said. 'Might as well have a look in there.'

I went and pulled out last night's rubbish. A surge of excitement and relief flooded through me as I glimpsed the certificate's creamy colour. I pulled out my citizenship certificate and un-scrunched it, finding three snapper heads wrapped up inside.

Grandma couldn't read English so she had no idea what she'd done, and I'd left the certificate lying among some Kmart pamphlets, which she thought were perfect for wrapping up fish heads. I headed off to school extremely late and carrying a schoolbag that smelt like the back alley of the fish markets. I avoided a clout on the head for that one but only just.

1 In the first paragraph, why do you think the author has included quotation marks around the rule for the elderly?

2 Highlight all the spoken dialogue in this extract.

3 From this extract about Anh Do's early life in Australia, select words that use capitals and fit each of the following categories:

- a the name of a company _____
- b the name of a language _____
- c the name of a nationality _____
- d the name of a relative _____
- e five words that begin sentences _____

VOCABULARY AND SPELLING

A capital letter (or upper case letter) shows both the start of a sentence and the first word of a sentence. A capital letter is also used in every new line of direct speech (spoken English). For example:

Floods are dangerous.

'Did you find her?' Jenny asked.

A capital letter is also positioned at the beginning of every proper noun (the names of particular people, places and things). For example:

- **People:** Aunt Sarah, President Obama, Dr Lee Chan
- **Places, countries:** Uluru, Tasmania, Germany, Sydney Opera House, New Zealand
- **Organisations, groups:** Red Cross, Amnesty International, Myer, The Beatles
- **Days, months, holidays:** Thursday, July, Christmas, Ramadan
- **Nationalities, languages, religions:** Indonesian, Mandarin, Buddhism
- **Titles of books, films, plays, works of art** (but not small words): *The Lord of the Rings*, *Toy Story*, the *Mona Lisa*
- **Brands or products:** Coke, a Holden car, Apple

The pronoun I is always spelt with a capital.

16.4 Answer these questions about the story of Anh Do's early life in Australia as a refugee. In your answers, make sure you use capital letters correctly and that quotation marks are correctly used.

a Why do you think Anh Do spells 'Mum' with a capital letter but 'mother' without a capital letter?

b Why do you think the pronoun 'I' is always spelt with a capital letter? What is a good reason for this rule?

c The word 'English' is spelt with a capital letter. If you study any language at school, it must always be spelt with a capital letter. However, all your other subjects (such as mathematics, science, history or geography) do not have to be spelt using a capital letter. Can you explain this?

16.5 Write your own sentences that include the following titles and names, using capitals and quotation marks where they should be located. An example has been done for you.

a stairway to heaven (song by led zeppelin)

Originally sung by the rock band Led Zeppelin, 'Stairway to Heaven' has been re-recorded in different versions by many singers and comedians.

b the time machine (a story by h g wells)

c clancy of the overflow (poem by banjo paterson)

d somewhere over the rainbow (sung by judy garland in the movie the wizard of oz)

e the three little pigs (poem by roald dahl in his book revolting rhymes)

16.6 Using the information on capital letters and quotation marks to guide you, rewrite the following sentences using capital letters and quotation marks where they are needed.

a when we visited melbourne we walked to the australian open at melbourne park, and on the way heard a busker singing waltzing matilda.

b i have written a short story called beyond the blue. it's about an australian teenager who decides to travel to america on his own to uncover his family history and to meet the president of the united states.

c ian thorpe is one of australia's greatest athletes because he has won the most gold medals at the olympics of any australian athlete.

d did you see the newspaper story in last week's australian? it was called teen on track, about a young guy attempting to break the long distance skating record in the guinness book of records.



WRITING: A LIFE + A STORY = A LIFESTORY

Imagine you have been asked to write your early life story for an online youth magazine using your own childhood photographs. Choose three to five photographs from your early years (from preschool to the end of primary school), and briefly tell the story behind each one. Give each photo a title, and tell the story behind it so other people will know a little about your life so far, and what you think about the events or people in your photo story.

Write about 400 words and carefully check capitals and quotation marks as you write. You might create a digital photo story, or a poster display.



UNIT 17 The World of Words – Alliteration, Assonance and Onomatopoeia

ENGLISH IN FOCUS

Betty Botter

Betty Botter bought some butter,
but, she said, the butter's bitter;
if I put it in my batter
it will make my batter bitter,
but a bit of better butter
will make my batter better.
So she bought a bit of butter
better than her bitter butter,
and she put it in her batter
and the batter was not bitter.
So'twas better Betty Botter
bought a bit of better butter.

Bear In There

by *Shel Silverstein*

There's a Polar Bear
In our Frigidaire —
He likes it 'cause it's cold in there.
With his seat in the meat
And his face in the fish
And his big hairy paws
In the buttery dish,
He's nibbling the noodles,
He's munching the rice,
He's slurping the soda,
He's licking the ice.
And he lets out a roar
If you open the door.
And it gives me a scare
To know he's in there —
That Polary Bear
In our Fridgitydaire.

- 1 Say the 'Betty Botter' poem aloud without stumbling over the words. Can you do it?
- 2 Why might a company that sells butter decide to use the words 'better bit of butter' in their advertising?

- 3 Why do you think people who write children's poems and advertisements choose to use rhyming words so often?

SOUND EFFECTS IN ENGLISH

ALLITERATION

Alliteration is a sound effect that a writer or speaker uses when they repeat the same consonant sounds of the first letters in a group of words. Consonant sounds are all the sounds of the letters of the alphabet except the vowels (a, e, i, o, u). The purpose of alliteration is to get the listener's attention, and it is often used in advertising, newspaper and magazine article headlines, and in common sayings. For example:

Max's Magical Mattresses (advertisement)

Tag Tester (product name)

The secret sound echoed softly through the silent night. (line from a song)

Peter Piper picked a peck of pickled peppers. (tongue twister)

Flood fury — fight or flight (newspaper headline)

ASSONANCE

Assonance is where the same vowel sound (a, e, i, o, u) is repeated in words to give a special effect. The echoing of the vowel sound makes it memorable. Remember it is the *sound* of the word, not the spelling, which is being repeated (e.g. 'Why lie' has the *i* sound repeated). Assonance is often used in poems, songs, headlines and advertising.

ONOMATOPOEIA

Onomatopoeia (say *on-o-mat-o-pia*) is an unusual-sounding word that refers to the use of words that echo the sound they describe.

You find onomatopoeia used very often in comics and graphic novels. Words such as *pow*, *zap*, *whizz*, *zoom* and *thump* are all examples of onomatopoeia.

Examples of assonance	Examples of onomatopoeia
A slow road home (o sound repeated)	Crash sounds like the action of something crashing.
The Clash for the Cash (a sound repeated)	Bang sounds like the sudden, short and sharp sound of something exploding.
'Strips of tinfoil winking like people ' (i sound repeated)	Murmur sounds like the soft, low sound of someone speaking softly.
'Flash with a rash gimme my cash flickin' my ash ' (a sound repeated)	Slurp is like the sound of someone drinking loudly.

17.1 Write your own line of alliteration using the following words. Your sentence might be a headline, a line for a poem or a song, or part of a description. An example has been done for you.

a dam, dry, drought → The dam ran dry during the long, long drought.

b sun, slowly, sizzled

c wild, wind, wings

d holiday, heat, hat

e mouse, murmur, moon

17.2 Highlight the sounds that use assonance in the following sentences.

a Try to light the fire quietly.

b Thunder down under — and wonder at the plunder!

c Is it an itch or a twitch, or can you switch?

d The rain in Spain falls mainly in the plain.

17.3 Use onomatopoeia to complete these sentences.

a Put more s_____ in your steak with Sam's Steak Sauce!

b Will you stop your m_____ and gr_____.

c The cat goes m_____, the dog goes w_____ but the canary goes c_____ (this is a bad joke too!)

d Make sure you z_____ up your jacket, wh_____ a happy tune and then b_____ off home!

e Kellogg's Rice Bubbles go s_____, c_____ and p_____.

Crack an Egg*by Denise Rogers*

Crack an egg.
 Stir the butter.
 Break the yolk.
 Make it flutter.
 Stoke the heat.
 Hear it sizzle.
 Shake the salt,
 just a drizzle.
 Flip it over,
 just like that.
 Press it down.
 Squeeze it flat.
 Pop the toast.
 Spread jam thin.
 Say the word.
 Breakfast's in.

Black Chook*by Andrew Lansdown*

Nothing is yuck
 for our black chook
 Cluck, yuck, cluck!
 No need for cook
 or recipe book
 Cluck, cook, cluck!
 She'll try her luck
 on scraps and muck
 Cluck, luck, cluck!
 A blunt-billed duck
 can't prod and pluck
 Cluck, duck, cluck!
 But our beaked chook
 can scratch and hook
 Cluck, chook, cluck!
 Lo, at her look
 crickets go crook
 Cluck, look, cluck!

At her cluck
 grasshoppers buck
 Cluck, cluck, cluck!
 Snails come unstuck
 and froth green muck
 Cluck, stuck, cluck!
 In each dark nook
 bugs shake and sook
 Cluck, nook, cluck!
 She has such pluck
 our pet black chook
 Cluck, pluck, cluck!
 All's yum not yuck
 to her peck and cluck
 Cluck, yuck, cluck!

Travel*by Edna St. Vincent Millay*

The railroad track is miles away,
 And the day is loud with voices speaking,
 Yet there isn't a train goes by all day
 But I hear its whistle shrieking.
 All night there isn't a train goes by,
 Though the night is still for sleep and dreaming,
 But I see its cinders red on the sky,
 And hear its engine steaming.
 My heart is warm with the friends I make,
 And better friends I'll not be knowing;
 Yet there isn't a train I wouldn't take,
 No matter where it's going.

A Tongue Twister

Ed Nott was shot and Sam Shott was not.
 So it is better to be Shott than Nott.
 Some say Nott was not shot.
 But Shott says he shot Nott.
 Either the shot Shott shot at Nott was not shot, or Nott was shot.
 If the shot Shott shot shot Nott, Nott was shot.
 But if the shot Shott shot shot Shott, the shot was Shott, not Nott.
 However, the shot Shott shot shot not Shott — but Nott.
 So, Ed Nott was shot and that's hot! Is it not?

- 1 Highlight all the different examples of onomatopoeia in 'Crack an Egg' and 'Black Chook'.
- 2 Highlight five examples of assonance in the poem 'Travel'.
- 3 Highlight the vowel sounds that use assonance in the Ed Nott tongue twister.

VOCABULARY AND SPELLING

17.4 The following steps will help you write your own tongue twister poem featuring alliteration or assonance.

- a** First, write down a group of words that have an alliteration or assonance sound pattern. A dictionary can help, and the more words you have, the better. For example: fly, flea, flew, flap, flee.

- b** Next play around with sentences that combine these words in different ways. For example:

The fly flew at the flea.

The flap of a fly made the flea flee.

The flea and the fly furiously flapped and flew.

- c** Finally, move words and sentences around to create a tongue twister to challenge others.

- 17.5** Not all words are onomatopoeic because they do not always imitate the sounds that are made when the word is spoken. Which of the following words are examples of onomatopoeia, and which are not? Use a tick (✓) to record your choice. An example has been done for you.

	WORD	ONOMATOPOEIA	NO ONOMATOPOEIA
a	hiss	✓	
b	hoot		
c	beep		
d	zap		
e	scream		
f	plop		
g	thud		
h	ouch		
i	doze		
j	echo		
k	yell		

- 17.6** Write a line of poetry for the following sets of assonance words, which can be used in any order. An example has been done for you.

a ground, sounds, pounding → The ground is pounding with hollow sounds.

b blue, moon, new

c see, deep, creature

d create, cake, bake



WRITING: POEM POWER

Use your research skills to find a good example of:

- a poem or tongue twister that uses alliteration
- a poem that uses assonance
- a poem that uses onomatopoeia.

For each poem:

- write out the poem in your workbook,
- highlight two examples of the language feature in the poem, and then
- write two more lines that could be added to the poem using this language feature.



UNIT 18 The World of Words — Similes, Metaphors, Personification and Hyperbole

ENGLISH IN FOCUS

Figurative Language a rap song by *Rhythm, Rhyme, Results*

A simile is something that you use to compare
Two unrelated things with an element that's shared
My mind is like an ocean; it's as smooth as jazz
But it's only a simile if it uses "like" or "as"
A metaphor is similar, but watch out!
Be careful 'cause you've got to leave "like" and "as" out
My mind is an ocean; my words are a river,
So keep your ears open as I continue to deliver
[...]
Now if the sun's smiling down, or the boat hugged the shore
That's personification, nothing less, nothing more
But with a buzz or a ding or a hiss or a roar
That's onomatopoeia that we're using for sure
Hyperbole: man, that's like a million times harder!
Take something true, then exaggerate it way farther
Now you've heard this song from beginning to the finish
Now you've got some tools to draw your literary image

- 1 Highlight the two similes and the two metaphors in the first verse of the poem.
- 2 Highlight the examples of personification and hyperbole in the second verse of the poem.
- 3 Why do you think people often use similes, metaphors, personification and hyperbole when they speak or write?

- 4 Try performing these two verses in a rap style.

WORD TOOLS FOR WRITERS

There are many words used to describe the different ways we use English to create engaging and effective writing: similes, metaphors, personification and hyperboles are some of the useful tools that writers use.

SIMILES

A simile (say *sim-ill-ee*) is a tool of comparison. When you want to describe something new, you often compare it with something familiar so that you, or your reader, can understand it more easily. A simile shows how *one* thing is similar to *another* thing. An easy way to remember what a simile does is to think: similes are similar. A sentence with a simile often contains the signal words *like* or *as ... as*. For example:

He drank *like* a camel.
Her arms were *as thin as* sticks.

Other words that signal a simile is being used include: similar to, resembling, as if, much the same as, like (as in mouse-like), as though.

METAPHORS

A metaphor (say *met-a-for*) is also a tool of comparison but it is stronger in tone than a simile because it is direct and does not use signal words. A metaphor suggests that one thing *is* another thing, and we think of this as a direct comparison. Metaphors can add to the impact of a description. For example:

The moon *is* a silver coin.
That young child *is* a volcano about to explode.

PERSONIFICATION

Personification (say *per-sonn-if-i-ca-shon*) is the method of giving something (an object, a place or a creature) human feelings or characteristics. Personification adds to the descriptive power of your writing. For example:

The old car coughed and spluttered its way along the road.
The cyclone battered our house and smashed its way through the town.

HYPERBOLE

Hyperbole (say *high-per-bu-lee*) comes from an ancient Greek word and refers to obvious exaggeration. Hyperbole is used to emphasise an idea or feeling, and is often used in everyday speech as well as in poems, films and plays. An example of hyperbole is when a parent says:

'I've asked you a million times to clean your room!'

This is an obviously an exaggeration, even if the parent has asked 10 or even 20 times. Other examples of hyperbole include:

My friend takes forever to pack his schoolbag.
You've had all the time in the world to finish that assignment.

18.1 Which of these sentences uses a simile, a metaphor, personification or hyperbole? Label each one correctly.

- a The sun occasionally winked from behind the clouds. _____
- b That road is like a curling black ribbon. _____
- c The angry sky rumbled threateningly. _____
- d This sandpit is a disaster area. _____
- e Her nails were as sharp as tiny daggers. _____

- f Even Ian Thorpe couldn't beat you in the pool today. _____
- g Every time we have a good idea you are a wet blanket. _____
- h I was so sick you could have knocked me over with a feather. _____
- i That excuse is as weak as water. _____
- j The spotlight hit my eyes with the power of a thousand suns. _____

18.2 Use each of the following ideas to write a sentence that includes a simile. Remember that a simile makes a comparison and is introduced by the signal words *like* or *as ... as*. An example has been done for you.

- a The feeling a little girl has on Christmas morning.
On Christmas morning, the little girl was *as excited as a cage full of monkeys*.
- b The view from the top of a skyscraper when you look down at the people far below.

- c The taste of an ice-cold drink on an extremely hot day.

- d The feel of hair that has been freshly shampooed and blow-dried.

- e The way someone ran in a sprinting race.

- f The feeling when going into a graveyard in the middle of the night.

18.3 Create an example of personification using each of these ideas for advertisements. An example has been done for you.

- a hot chocolate and biscuits
This hot chocolate only loves one biscuit for delicious dunking.
- b a new car and a country road

- c a brand new computer and an excited new owner

- d breakfast cereal and a young child

- e a warm new coat and a freezing cold wind

Smoke by *Geraldine Stowe*

Lila watches as the flames blossom like flowers, red and yellow shoots on the night sky. They lick at the window frames and leap up to the eaves. They dance around the house, her beloved home, engulfing it in a flickering shawl of heat and light. There is the sound of a distant wind coming closer, and now a cracking and crumbling as the rafters dip and bend and fall. Smoke, thick and grey, billows out of the cracks and crevices. The building is coming apart.

Lila sits in the shrubbery by the old road and watches. She hears the explosion as her bedroom window bursts open and a huge hand of flame reaches out into the darkness. She is sad that her room must burn, and vaguely wonders where she will sleep tonight, but the thought does not stay with her long. She takes a deep breath, and then another. The pain behind her eyes is slowly easing away.

The firelight is driving back the dark, making a red halo in the sky, and Lila can feel the heat of it on her cheek even though she is sitting a good way off. She clutches an old burlap bag between her knees, nursing it carefully. She stares at the burning house in the same way as she watches television, silent and uncomplaining.

Ten minutes later a ute screams up the driveway in a shower of gravel.

'My God, Steve, we're too late.'

'Did you phone the fire brigade?'

'Yes.'

'Round the back. Quick! See if there's anything we can do.'

Lila watches as the two men disappear behind the building ... She recognises them both. George, a thickset man in his fifties, owns Longreach Farm across the valley. The younger man, Steve, works at the garage in the main street.

A few minutes later they emerge with sacking they have found in the barn out the back, and begin to swat desperately at the flames. 'Just like my father,' thinks Lila, 'when he first found out about me.' Their arms describe frantic circles in the air, but they never get close to the fire. Soon they stand back, wiping their foreheads.

'S'no use, George.'

'What now?'

Lila waits to see. Soon Mrs Ranald's old white Mazda crunches up the drive, followed by a cluster of other vehicles. Mrs Ranald is wearing her dressing gown over her night clothes. She runs over to George at an ungainly jog, her arms flapping beside her.

'Any sign of Sandra?'

'No.'

'What about the children?'

Lila watches with interest, but does not move. The neighbours have collected in a group now and are standing back from the house, shielding their faces. They look like nervous schoolchildren.

Lila draws back into the shrubbery, her arms tight around her knees, the bag hugged close to her stomach.

1 How do you think the house caught fire? Give a reason for your viewpoint.

2 Highlight two similes you can find in this extract.

3 Locate and underline two metaphors in the extract.

4 Draw a circle around four examples of personification.

5 Make up your own example of hyperbole that could be included in this extract.

VOCABULARY AND SPELLING

18.4 From the following short horror poem, write down all the examples of personification you can find.

The Wind

by James Stephens

The wind stood up and gave a shout.
He whistled on his fingers and
Kicked the withered leaves about
And thumped the branches with his hand
And said he'd kill and kill and kill,
And so he will and so he will.

18.5 Use the following sentence openers to create a sentence that uses hyperbole. An example has been done for you.

a I'm so hungry ... → I'm so hungry I could eat everything on the menu, and then the menu as well!

b I will sleep ... _____

c You have said that ... _____

d The boxer beat him ... _____

e I waited so long ... _____

f The bush track went on ... _____

18.6

Use a metaphor to describe each of the following ideas more effectively and powerfully. An example has been done for you.

a A bored person.

He is a deflated moaning mess flopped on the floor.

b People waiting outside a brand new bargain store that is about to open.

c The smell of very dirty socks on someone near you.

d The taste of fresh cold water after a long, hard and tiring bushwalk.

e A person about to go on their first skydive.

f Someone who has just been told they missed out on a part-time job they really wanted.

g A puppy waiting for its owner to arrive home.

h An angry teacher.



WRITING: FEAR FACTOR

Imagine you have entered a TV game show called *Fear Factor*. In this show, contestants attempt scary and fear-filled challenges, such as:

- the Car Crawl Stunt, which involves driving a four-wheel-drive car, with no tread on the tyres, up a 45-degree slope that has been coated with thick oil and grease.
- the Rat Pit Stunt, in which contestants wear only shorts, a T-shirt, and sneakers and are at the bottom of a four-metre-deep pit, slippery with rainwater and crawling with 10 rats. Each contestant has to grab the knotted rope ladder at the bottom of the pit and climb to the top without letting the rats climb out as well.

Select one of these stunts, or create your own fear-filled stunt, and then describe the experience of attempting the challenge of that stunt. Write about 150 to 200 words. Your start-to-finish description must include:

- one simile
- one metaphor
- one example of personification
- one example of hyperbole.



UNIT 19 The World of Words — Shades of Meaning, Allusions and Modality

ENGLISH IN FOCUS

Jabberwocky by Lewis Carroll

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

'Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!'

He took his vorpal sword in hand;
Long time the manxome foe he sought —
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

'And has thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!'
He chortled in his joy.



'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe';
All mimsy were the borogoves,
And the mome raths outgrabe.

1 This poem is filled with made-up words. Look at the words that are highlighted in the passage, and, for each, decide on two real English words that would fit in their place and make sense. An example has been done for you.

a gimble → leap, scramble

b wabe _____

c mimsy _____

d frumious _____

- e galumphing _____
- f frabjous _____
- g Callay _____

- 2 Read through your responses in question 1, and highlight the words you have used that have the strongest or most intense meaning.
- 3 Even though there are many made-up words in this nonsense poem, we can still read it aloud and understand what is happening. Why do you think this is so?

HOW TO INTENSIFY YOUR MEANING

SHADES OF MEANING

When we speak or write, we need to show a variety of associations, levels or intensities in the meaning of our words. *Shades of meaning* (also called connotations) is a phrase that describes small but important differences between words and phrases that at first can look almost the same.

Word	Similar word	Difference in meaning
acquaintance	friend	<i>friend</i> implies a closer relationship to a person than acquaintance
teenager	young adult	<i>young adult</i> implies that a young person has a more mature viewpoint than a teenager
happy	ecstatic	<i>ecstatic</i> suggests a much more intense feeling of happiness

A *connotation* is a particular mood or feeling that is called to mind when you read or hear a certain word. The examples in the table below are all verbs about ways of using our eyes, but each one has a different shade of meaning. Each verb gives the reader or listener a different message about how someone looked and the feelings they had at the time.

Neutral connotation	Positive connotation	Negative connotation
<i>looking</i> at that bike over there	<i>gazing</i> at a special gift	<i>glaring</i> at his father

ALLUSIONS

An allusion is a casual or indirect reference to another event, person or object. When a writer or speaker uses an allusion they expect the audience to understand the association between what they are saying and the message behind the allusion.

An allusion is meant to be easily understood by people, but it does rely on prior knowledge. For example:

That swimmer has the feet of Ian Thorpe.

The allusion here is that the swimmer's feet are very large, because in his swimming career, Ian Thorpe was famous for his large feet. The allusion also suggests the swimmer might have some of Ian Thorpe's talent because their large and powerful feet are like Ian Thorpe's.

MODALITY

Modality is the name given to the degree of softness or strength used in writing and speaking, to show the extent to which someone is believed, or the level to which something is done. For example, think about the different level of certainty in these sentences:

The new skate bowl **will definitely** be supported by the city council. (high modality — no room for doubt)

The new skate bowl **will probably** be supported by the city council.

The new skate bowl **should be** supported by the city council.

The new skate bowl **might be** supported by the city council. (low modality — uncertainty about decision)

When you write or speak, choose the right level of modality to show how certain, usual or probable something might be. The following table gives some examples of modality levels.

High modality	Moderate modality	Low modality
it must always be	it will usually be	it may sometimes be
it must certainly be	it will probably be	it may possibly be
it must be	it should be	it may be

The following words show modality in a number of ways:

Action verbs	Modal verbs	Modal adverbs	Modal nouns	Modal adjectives
dent, damage, destroy, obliterate	must, will, could, should, might	certainly, possibly, probably	likelihood, seriousness, destruction, obliteration	possible, probable, obvious, definite, likely

19.1 Rewrite the order of these words to show the different shades of meaning from the softest, smallest or least intense, to the strongest, largest or most intense. Then write a sentence for each word to show the different modality levels. An example has been done for you.

a laugh/smile/cackle → smile/laugh/cackle

My grandmother will *smile* when she sees me.

I always *laugh* when I watch The Simpsons.

When she thinks something is really funny my mother will *cackle* with tears of laughter.

b sob/weep/bawl _____

c slurp/drain/sip _____

d look/glance/stare _____

e ancient/old/decrepit _____

19.2 Briefly explain the allusion referred to in the following sentences.

a That TV celebrity is my Romeo. _____

b His little sister is a real Scrooge. _____

c My brother returned from camp like a prodigal son.

d My aunt is a Mother Teresa to homeless kids in the neighbourhood.

19.3 Fill in this modality table using the following groups of adverbs. Order them from low modality to high modality.

- | | | | | | |
|------------|-----------|--------------|-----------|-------------|------------|
| definitely | certainly | rarely | regularly | undoubtedly | frequently |
| maybe | possibly | always | typically | usually | sometimes |
| surely | probably | never | seldom | generally | |
| perhaps | once | occasionally | often | likely | |

LOW MODALITY	MODERATE MODALITY	HIGH MODALITY

A Sound of Thunder by Ray Bradbury

The sign on the wall seemed to **quaver** under a film of sliding warm water. Eckels felt his eyelids **blink** over his stare, and the sign burned in this momentary darkness:
 TIME SAFARI, INC.
 SAFARIS TO ANY YEAR IN THE PAST.
 YOU NAME THE ANIMAL.
 WE TAKE YOU THERE.
 YOU SHOOT IT.

Warm phlegm gathered in Eckels' throat; he swallowed and pushed it down. The muscles around his mouth formed a smile as he put his hand slowly out upon the air, and in that hand waved a cheque for ten thousand dollars to the man behind the desk.

'Does this safari guarantee I come back alive?'

'We guarantee nothing,' said the official, 'except the dinosaurs.' He turned. 'This is Mr. Travis, your Safari Guide in the Past. He'll tell you what and where to shoot. If he says no shooting, no shooting. If you disobey instructions, there's a stiff penalty of another ten thousand dollars, plus possible government action, on your return.'

Eckels glanced across the vast office at a mass and tangle, a snaking and humming of wires and steel boxes, at an aurora that flickered now orange, now silver, now blue. There was a sound like a gigantic bonfire burning all of Time, all the years and all the parchment calendars, all the hours piled high and set aflame.

...

'All you got to worry about is —'

'Shooting my dinosaur,' Eckels finished it for him.

'A Tyrannosaurus Rex. The Tyrant Lizard, the most incredible monster in history. Sign this release. Anything happens to you, we're not responsible. Those dinosaurs are hungry.'

Eckels flushed angrily. 'Trying to **scare** me!'

'Frankly, yes. We don't want anyone going who'll panic at the first shot. Six Safari leaders were killed last year, and a dozen hunters. We're here to give you the severest thrill a real hunter ever asked for. Travelling you back sixty million years to bag the **biggest** game in all of Time. Your personal cheque's still there. Tear it up.'

Mr. Eckels looked at the cheque. His fingers twitched.

'Good luck,' said the man behind the desk. 'Mr. Travis, he's all yours.'

They moved silently across the room, taking their guns with them, toward the Machine, toward the silver metal and the **roaring** light.

First a day and then a night and then a day and then a night, then it was day-night-day-night. A week, a month, a year, a decade! A.D. 2055. A.D. 2019. 1999! 1957! Gone! The Machine roared.

They put on their oxygen helmets and tested the intercoms.

1 How do you think Eckels might feel about going on this safari hunt into the past? How can you tell he might feel this way?

2 Here are two sentences from this extract. Rewrite each one to change its modality level:

a 'We guarantee nothing,' said the official, 'except the dinosaurs.'

b We're here to give you the severest thrill a real hunter ever asked for.

3 Briefly explain the allusion in the name of the company, TIME SAFARI.

WORDS IN YOUR HANDS

19.4 Here are some words from the story. You can find them highlighted in the extract. For each one, give two more words that have very different shades of meaning. A thesaurus can help you. An example has been done for you.

a 'blink' → flicker, wink

b 'scare' _____

c 'roaring' _____

d 'quaver' _____

e 'biggest' _____

19.5 The following words have shades of meaning about different experiences or ideas. Complete the table to show which words have positive connotations and which words have more negative connotations. Put them in order of intensity as well. An example has been done for you.

a dusty/clean/dirty/spotless/filthy/immaculate

b intelligent/dumb/bright/slow/quick/dim

c ugly/handsome/glamorous/repulsive/impressive/unattractive

d fixed/broken/destroyed/repaired/working/damaged/obliterated/reconstructed

e amazed/surprised/shocked/dismayed/horrified/intrigued/disappointed/impressed

	POSITIVE CONNOTATIONS	NEGATIVE CONNOTATIONS
a	clean, spotless, immaculate	dusty, dirty, filthy
b		
c		
d		
e		

19.6 • Decide whether each of the following statements is high modality, moderate modality or low modality. Explain your choice, using key words from the sentences.

• Rewrite the sentence using a different level of modality. An example has been done for you.

a It seems possible that I could struggle in the maths test.

- Low modality — words like 'seems', 'possible' and 'could' are all words that reduce the strength of the feeling, and soften the idea.
- New sentence with high modality: It is absolutely certain that I will struggle in the maths test.

b There must be a definite answer for our environmental problems.

c A possible solution for your broken bike might be found in the garage.

d New technology can help us find ways to solve the problems we face.

e I will never step in that shop again, and that is undoubtedly my last visit there.

f You should try the new iPad as it may have the apps you could be looking for.

WRITING: FUTURE BUSINESS

Below is a list of some new businesses that will be established in the future. Create a business name for each company that includes an allusion to its business activities, and then list some connotations associated with this new business name. An example has been done for you in the table on the next page.

- tourist holidays to the future (see example)
- a restaurant that has very unusual ingredients and meals on the menu
- a cinema complex with interactive, 3D, virtual reality movies
- sports drinks that improve your talent, skills and fitness
- a flying vehicle, fuelled by air, which is cheap enough for anyone to own

	Business name	Allusion	Connotations
a	FutureTrek	A trek suggests a long and challenging journey in a place that is not ordinary and familiar. Linking 'trek' with the word 'future' suggests an exciting and difficult journey into the future — a place where few people have ever travelled.	time journeys, interesting, exciting, different, challenging, far-reaching, out-of-this-world, timeless
b			
c			
d			
e			



UNIT 20 Handling Homonyms – What Homonyms Are and How to Use Them

ENGLISH IN FOCUS

Advertisements

ATE DAYS OF BIG CAR DISCOUNTS!

Great new banned playing tonight!

BYTE INTO OUR DELICIOUS SANDWICHES SOON

CHUTE FOR THE SKY AT OUR NEW ARCHERY SPORTS STORE

FRESH FOUL ON SPECIAL NOW!

GUYS!-- DON'T LOSE THE HARE ON YOUR HEAD!

Join our friendly team for the crews of a lifetime

- 1 Make a list of the seven products or services that are advertised in these signs and advertisements.

- 2 Highlight the seven mistakes in these signs and advertisements. There is one error on each sign or advertisement.

- 3 Write the correctly spelt word for each advertisement.

- 4 Why would writing an incorrect word be a problem for advertisers and businesses?

HOW TO USE HOMONYMS

Homonyms are words that have the same sound or spelling as other words but different meanings. The best way to remember the differences between their meanings and spellings is to invent mnemonics (memory aids) to remind you. For example:

The **air** is **fair** and you're **fair** too! (spelt with *-air*)
Will you **glare** if you pay the **fare**? (spelt with *-are*)

There are two main groups of homonyms: homophones and homographs.

HOMOPHONES

The word *homophone* comes from two ancient Greek words: *homo* meaning same and *phone* meaning sound or voice. Homophones are words that sound the same, but are spelt differently. For example:

It was not **fair** that I had to do the cleaning up.
The **fare** for the train trip was very cheap.

Scientists have studied the **genes** of human beings.
Those **jeans** need to be washed soon.

The English language has a large number of homophones that do not only occur in pairs. There are triplets and even quadruplets of homophones. For example:

That is a beautiful **sight**.
We went to the building **site**.
Make sure you **cite** the reference you used.

This is a **holy** place.
That is a **holey** jumper.
You are **wholly** correct this time.

Turn **right** at the corner.
Write down the answers clearly.
The ceremony of marriage is an ancient **rite**.
A ship's **wright** is a person who will build a boat for you.

HOMOGRAPHS

Homographs are words that have the same spelling but different meanings, and sometimes different sounds as well. For example:

Row the boat to the landing.
We had a **row** over the movie tickets.

I cannot **bear** your new hairstyle.
The **bear** jumped over the zoo fence.

The word *homograph* comes from two ancient Greek words: *homo* meaning same and *graph* meaning writing.

20.1

State whether each pair of homonyms are homophones or homographs, and then put each one in a sentence. An example has been done for you.

a night/knight (homophones)

The **night** is dark and very cold.

The black **knight** was declared the jousting champion.

b weight/wait _____

c sale/sail _____

d fine/fine _____

e bat/bat _____

f meet/meat _____

g close/close _____

h lead/lead _____

i minute/minute _____

j present/present _____

k tear/tear _____

20.2 Highlight the correct homophones in these sentences. An example has been done for you.

- a Make sure you use your **brake**/break on that steep hill.
- b The prince was the air/heir to the throne.
- c That deer/dear stood very still in the forest.
- d Here/Hear you will see they're/there/their projects on display.
- e I have a sore heal/heel from those new shoes.
- f Just serve me a small piece/peace of apricot pie for desert/dessert please.
- g The car remained stationary/stationery while the mechanic wrote the receipt on his office stationary/stationery.
- h Make sure you don't waste/waist any of the cardboard you are aloud/allowed to use for the project.
- i The hotel suite/sweet was a very expensive one.
- j I can't wait/weight to see the new model Toyota Prius so I'm going to cue/queue outside the showroom.
- k What will you wear/where to the party tomorrow night?

20.3 Match the following parts of speech with the homographs in the sentence. An example has been done for you.

- a noun/verb
Could I borrow your **bat** for the weekend because I want to **bat** first if I can?
Could I borrow your **bat** (noun) for the weekend because I want to bat (**verb**) first if I can?
- b verb/noun → We will produce a great agriculture assignment if you will help me sort the produce we brought home from the farm.

- c noun/verb → This object is one that will make Ben object to the group art project for sure.

- d adverb/noun → If you don't feel well then be careful you don't stand too close to that deep well.

- e noun/verb → After the surfer managed to escape the rip she also managed to rip her T-shirt.

- f adjective/noun → That leftover ground beef should be put on the ground for the dogs to eat.

A short storey: No piece for Harry Homophone

from *Modern English Teacher* by Richard Jordan

Detective Harry Homophone new that this job was almost over. He had bean hot on the tale of Pinky Malone, ex-heavywait boxer and now notorious gangster, four over a weak. But now he was only ours away from getting his man.

Harry lent against the wall, pulling his hat low over his eyes. He was at the harbour down buy the shore, and knight had already fallen. The plaice was deserted, and silent except for a ship's bell that had wrung out once or twice threw the see missed that had crept up the beech that evening.

He tossed his cigarette but into a puddle left by that afternoon's reign, and approached the seedy sailor's hostel that Malone was using to whole up in. Harry entered silently, passed the door leading to the bar and began to climb the stares. At the top he paused, listening intently to the noise that came from the room.

Was that Pinky Malone, oar was this just an ordinary guessed? No, that awful snore could only mean won thing and have only won sauce. This had to bee the write man. In his final fight in the wring

Pinky had had his knows broken and now snored like a foghorn.

As Harry's shoo crashed into the door he whipped out his gun, and their he was face to face with Malone lying in bed. Malone's startled expression soon gave weigh to a rye smile.

'Looks like you got me this thyme, Homophone — my gun hand's empty,' he said, waiving his write hand in the heir.

Harry was just about to put up his peace when he remembered that Malone was a south-pour, and that his left hand was still mysteriously under the bed-clothes.

As Pinky Malone was about to let loose with his concealed weapon, Harry snapped him back into his sites and pulled the trigger.

The blanket went read.

'Aargh!' screamed Malone. 'You've filled me full of led!'

Harry put up his gun and said, 'You went two far when ewe tried to beet Harry Homophone.'

- 1 Read this story aloud. It does sound absolutely correct, but there are many homophone mistakes in the writing because the wrong homophone has been used. This means the story now contains many spelling errors.
- 2 Highlight 15 homophone mistakes that need to be replaced with a different spelling in order to be correct. These mistakes can occur anywhere in the story.
- 3 For each of your 15 selected homophone mistakes, write the correct homophone using the correct spelling. For example:

short **storey**/short story

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

20.5

Use your research skills (Internet, library or dictionary) to find the two different meanings for the following homographs, and then create a sentence that uses each one correctly. Highlight any homograph pairs that are pronounced differently when spoken aloud. An example has been done for you.

a **record** (noun) → That old record is one my father liked when he was a teenager.

record (verb) → I want to record that new vampire series on TV.

b live (verb) _____

live (adjective) _____

c contract (noun) _____

contract (verb) _____

d house (noun) _____

house (verb) _____

e wind (verb) _____

wind (noun) _____

f wound (noun) _____

wound (verb) _____

g wave (noun) _____

wave (verb) _____

h fly (verb) _____

fly (noun) _____

i second (noun) _____

second (adjective) _____

20.6

Place these homophones in their correct positions to complete these sentences accurately. An example has been done for you.

a seen/scene → I have never seen such terrible acting as I saw in the final scene.

b new/knew → I never _____ the road to our nearest town had a _____ surface laid.

c principal/principle → The _____ role in the musical is a person who believes in the _____ of fairness.

d know/no → I don't _____ who left the car open but there is _____ way I'm going to take the blame this time!

- e compliment/complement → Telling the chef that the sauce will really _____
the steak is certainly a nice _____.
- f practise/practice → If you _____ that stroke now then you won't need
any more _____ before the big game.
- g boarder/border → The _____ staying at my friend's house comes from
just over the South Australian _____.
- h alter/altar → The bride and groom chose to stand at the _____ after the
minister decided to _____ the order of their marriage service.
- i your/you're → If _____ late again you will definitely miss _____ bus.
- j who's/whose → I am wondering _____ going to the movies, and
_____ car we are going in.
- k their/there → We want to go to _____ holiday house over
summer, but we need to know the address to get _____.
- l its/it's → Please go and take the dog for a walk in the park, _____
chewing on _____ leash.



WRITING: HOMOPHONE HEAVEN OR HOMOPHONE HELL!

It's your turn to create a homophone story.

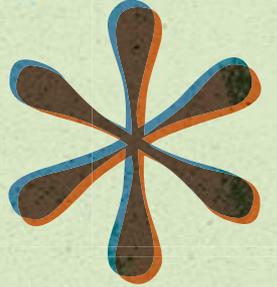
First, select one of the following short story topics:

- a mysterious murder
- vampires in town
- a funny experience
- my first real job
- tricking the teacher
- the worst holiday ever
- a disastrous birthday party
- the champion team and the grand final
- an accident I had to have
- an inspiring person
- the thief's escape

Next, use all the examples of homophones in this unit (from the exercises, from the information or from the other texts) to create your own story with at least ten homophone mistakes. Make your story about 150 words in length.

It might be easier to write your story in correct English, and then replace or add at least ten homophone mistakes that will fit the story and also sound correct. See if your teacher, or a work partner, can find them all. Have a *grate* (oops, I mean *great*) time!

CREATING
TEXTS —
COMPOSING
TEXTS AND USING
TEXT FEATURES





PART FOUR

CREATING TEXTS — COMPOSING TEXTS AND USING TEXT FEATURES



UNIT 21 Spelling Success — Confusing and Challenging Words

ENGLISH IN FOCUS

Inventing Elliot by Graham Gardner

He had walked her home that Monday afternoon, and then again two days later. Soon on every schoolday afternoon that he wasn't at Guardian training they ended up walking together to the top of her street. Most times they stopped off in the park to watch the ducks fight over breadcrusts and to talk some more.

He loved to hear her talk. It didn't matter what she talked about: politics, music, art, books. Whatever it was, she knew so much about it, and she spoke so confidently, so effortlessly, so passionately. Sometimes he pictured her as an acrobat: graceful, agile and strong, leaping through space, holding the air, always certain of another bar within reach, never falling. Other times she was a swordswoman: quick, sudden, unpredictable, making razor-tipped lightning thrusts; dancing, feinting, slashing, never conceding ground.

She was everything he wasn't. It was as if he'd been thrown into a new, vibrant, joyful world of experience. When he was with her, listening to her, his breathing quickened, the world moved faster; he was exhilarated, carried away.

1 Elliot falls in love with a girl called Louise. What is it about her he loves the most?

2 Elliot describes Louise as an acrobat and then as a swordswoman. Select the two words from each description that you believe best describe what Elliot likes about this girl. Give a reason for your answers.

3 Highlight 15 words in this extract you believe are the most challenging to spell correctly.

4 Circle five of the highlighted words you think are most important in understanding what Elliot thinks and feels about Louise. Briefly explain your choices.

WORKING WITH WORDS

Sometimes it is easy to use the wrong word in your writing because it sounds the same as another word with a different meaning, or because the spelling is similar to another word.

A spellchecker on a computer does not help much because it only checks the spelling of the word and not its meaning. In the sentences below, if a student wanted to use the word **new** a spellchecker would not see any mistake, because the word **knew** is correctly spelt even if it is the wrong word for this sentence.

*She took me into a wonderful **knew** world.* (unintentional error)

*She took me into a wonderful **new** world.* (intended meaning)

Here is a table with some commonly confused words, their meanings and an example in a sentence.

Words	Meaning	Sentence examples
a lot	a large amount of something (these two words are never joined)	I'd like a lot of sauce on my hot dog please.
allot (verb)	to distribute a share or a task to someone	You can allot the food packs after the bushwalk.
accept (verb)	to agree to receive something	I'd like to accept your offer of a lift to the station.
except (preposition)	not including, other than	Everyone was able to come except my brother.
affect (verb)	to influence something	The floods will affect the houses on the river.
effect (noun)	the result or consequence of an action	The bad weather had a big effect on the crops.
choose (verb — present tense)	to select out of a larger number	I always choose black jelly beans.
chose (verb — past tense)		Yesterday, I chose not to go to the sports carnival.
desert (noun)	area of land usually barren and without water	There is more than one desert in Australia.
dessert (noun)	the sweet course of a meal	Last night we had fruit and icecream for dessert.
diary (noun)	a daily record of events or thoughts	My grandmother wrote in her diary each night.
dairy (noun)	a place for processing and distributing milk	Our local dairy has operated for 100 years.
hung (verb — past tense of the verb <i>hang</i>)		The class hung their projects along the corridor.
hanged (verb — past tense of <i>hang</i> but only used to refer to a person)		The last person hanged in Australia was Ronald Ryan.

Words	Meaning	Sentence examples
its (possessive pronoun)		My bike has lost one of its spokes.
it's (contraction of <i>it is</i>)		Make sure you wear sunscreen when it's hot.
lead (noun)	a heavy, soft, grey metal	In ancient Rome lead was used to make water pipes.
lead (verb)	to guide someone or something	Could you please lead that horse to the stable?
led (verb — past tense of the verb <i>lead</i>)		The scout leader led the troop through the bush.
lend (verb)	to give something for a short time	Would you lend me your eraser please?
loan (noun)	the thing lent, an object or often an amount of money	I will need a loan to be able to buy my first car.
loose (adjective)	not tight	The little boy's loose shoelaces made him trip.
lose (verb)	to mislay something or be defeated	This is one match we cannot afford to lose.
quiet (adjective)	with little sound or movement	That new electric car has a very quiet engine.
quite (adverb)	completely, entirely or to some extent	After a long day at soccer she was quite exhausted.
there (adverb)	in or at a place, also to introduce the subject of a sentence	The pen you want is over there. There are many part-time jobs available.
their (possessive pronoun)	belonging to them, also meaning <i>his</i> or <i>her</i>	My brothers took their skateboards home. Which driver has lost their keys?
they're	a contraction of <i>they are</i>	Sooner or later they're going to arrive home.
to (preposition)	introduces a noun, also in the infinitive form of verbs	When are we going to the movies? We need to leave at three o'clock.
too (adverb)	larger or greater than desired, and meaning <i>very</i> or <i>also</i>	That is too big for one person to carry. If you don't leave now you'll be too late. She'd like to go to the party, too.
your (possessive pronoun)	belonging to	Don't forget your lunch before you go!
you're	a contraction of <i>you are</i>	If you leave now you're going to be on time.

21.1 Highlight the correct word from the pairs in brackets to accurately complete these sentences.

- a (You're/Your) the best bowler we've had all season.
- b We hoped she was going (too/to) stay for the holidays.

- c The cyclone had a terrible (effect/affect) all down the coast of Queensland.
- d My grandfather used to say we shouldn't be (led/lead) up the garden path.
- e The broken strap on the backpack is (quite/quiet) a different issue.
- f If you don't watch out you will (lose/loose) your money very quickly.
- g The paddock held (allot/a lot) of merino sheep ready for shearing.
- h I don't know (who's/whose) responsible, but it would be better if they told the truth.
- i The talented new team held (they're/their) first training session.
- j If you look over (there/they're) you'll be able to find the water bottles.

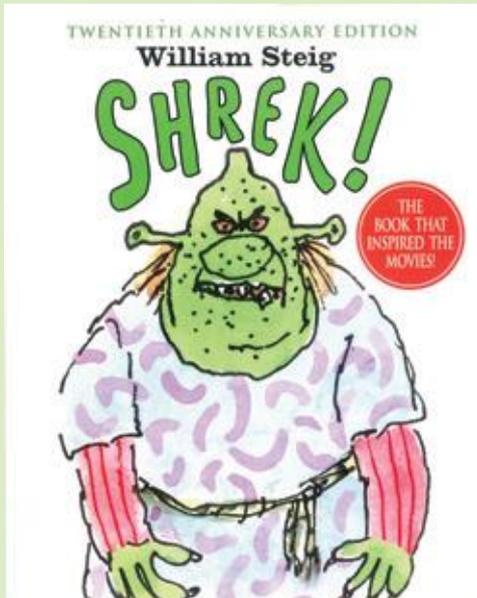
21.2 Write a sentence that correctly uses each of the following words. An example has been done for you.

- a it's → We don't know if it's going to rain today.
- b diary _____
- c loan _____
- d chose _____
- e hung _____
- f except _____

21.3 Here are some other words that commonly cause confusion. Highlight the word that correctly completes the sentence. You can use a dictionary to help you.

- a bought/ brought
I _____ my lunch from the corner shop on the way to school yesterday.
- b of/have
They should _____ gone to the oval for the lunchtime training.
- c whose/who's
Does anyone know _____ going to the team meeting tomorrow?
- d practise/practice
The team will _____ their drills during the training session.
- e passed/past
We will know whether we have _____ the resuscitation test by Friday.
- f whole/ hole
The _____ school watched the circus performers and their amazing stunts.

Shrek, from the swamp to the screen by John Hopkins



In 1994, Laurie MacDonald, co-head of DreamWorks Motion Pictures, handed DreamWorks co-founder Jeffrey Katzenberg a copy of the children's book *Shrek!*, which John Williams had brought to her attention.

So Katzenberg took a look at the book by William Steig ... a long look, and discovered a most unusual tale. In it, there were no handsome princes or virtuous damsels in distress, no dancing bears or singing mermaids. Instead, there was an ogre who was so ugly 'any snake dumb enough to bite him instantly got convulsions and died'. He ventured forth (after being kicked out by his loathsome parents), seeking neither fame nor fortune. Far from it. He wandered about rather aimlessly, and nothing delighted him more than repulsing every living creature that populated the countryside. And his smell! The less said about that the better.

So what did Katzenberg (and countless children around the world) see in this special but very peculiar tale? 'Irreverence, humour, and a wonderful heart,' says Katzenberg. His idea was to meld the story potential of *Shrek!* with what was then state-of-the-art computer-generated (CG) animation. And so, somehow, DreamWorks, in association with Pacific Data Images (PDI) would have to take this very unusual fairy tale and expand it into a full-length animated feature.

1 What was most unusual about the original *Shrek* story, according to the DreamWorks people?

2 What did Jeffrey Katzenberg see as particularly unique about this story?

3 Highlight ten words in this extract that you believe are the most challenging to spell.

VOCABULARY AND SPELLING

- 21.4 There are many commonly used words that people often find tricky to spell. The following table groups some of these challenging words under useful headings.

PLACES	PEOPLE	OCCUPATIONS	TIMES AND DATES	WORDS THAT DESCRIBE
cemetery	character	messenger	annual	beautiful
corridor	committee	officer	calendar	desperate
library	friend	professor	February	liveliest
tunnel	niece	scientist	minute	patient
volcano	referee	secretary	previously	uglier
HAPPY WORDS	SAD WORDS	BODY WORDS	ABSTRACT WORDS	ACTIONS AND THOUGHTS
achieve	aggression	casualty	absolutely	apologise
courtesy	argument	exercise	benefit	believe
excitement	awkward	health	decision	disappear
fascinating	harass	height	doubtful	receive
success	hypocrisy	medicine	until	separate

This opening to a short story was written by a student who is not a confident speller. Highlight the words that are incorrectly spelt and use the table above to help you.

I stepped quietly into the cemetary with my new friend, and made a decision to use this awkward place to test whether he really was a vampire. My sucess absolutly depended on staying calm and patent until the moment came when he revealed himself. It was my beleif that the unusual things he had said at school, and the fasinating facts he knew about vampires, all added to a strong arguement that he truly was a teenage vampire. The excitment built up inside me after I decided to seperate myself from him and quietly dissappear.

-  21.5 Take the ten words you highlighted in question 3 of the English in use section and, in your workbook, create five sentences using these words with their correct spelling and meaning.

-  21.6 Choose one of the headings from the table in activity 21.4, and then write five sentences in your workbook that correctly use each of the words under this heading. But here is the trick — all the sentences have to be about the Shrek characters or the Shrek stories. Some characters you might use include Donkey, Puss in Boots, Princess Fiona, the Fairy Godmother, Lord Farquaad, the Gingerbread Man or the Dragon.

WRITING: THE STORY CONTINUES ...

Use the story opening from activity 21.4 as the opening paragraph for your own short story. Continue the story for at least three more paragraphs, building up the excitement and then reaching a dramatic conclusion.

After drafting your short story, revise your writing to include at least ten of the words from the tables in this unit. Check your spelling for accuracy before you complete this writing task.



UNIT 22 Text Tips — Purpose, Audience and Register

ENGLISH IN FOCUS

Dirt Bike Championship

The objective of the game is to win the races while not crashing. Get ahead of your opponent before the course ends to get to the next one. Be careful of cliffs and rough terrain that would test your motocross skills. Good Luck!



Hairy Harry Super Spider



You can save Hairy Harry Super Spider from Horrible Hungry Hedgehog by typing words as fast as you can when they appear in the magic bushes. Your words will hide Hairy Harry and keep him safe and happy. Help Hairy Harry escape from Horrible Hungry Hedgehog so he doesn't become his dinner!

All you have to do is type the letters you see as they appear in the magic bushes so Hairy Harry will scamper behind the word you create and hide from Horrible Hungry Hedgehog. Some words are short and fast, but others are harder so you'll have to type fast to save Hairy Harry and win! It's a race against time because Horrible Hungry Hedgehog gets closer and closer to Hairy Harry each round. The winner is the person who types the fastest and helps Hairy Harry escape!

- 1 What are the aims of the Dirt Bike game?

- 2 Briefly explain which words and phrases tell you the most about these aims.

- 3 Who is the audience for the Hairy Harry Super Spider game?

- 4 Which words and ideas in the Spider game description show you the game is designed for that particular audience?

WRITING TO SUIT THE OCCASION

Before you write on any topic, you need to ask yourself two questions:

- What is the reason I am writing this piece?
- Who am I writing for?

When you are clear about this, you can plan to write in the style that suits the occasion.

Even if you are only writing for yourself in a personal diary or online journal, you know the reason *why* you are writing and you know *who* you are writing for. You record your thoughts, feelings and actions with informal language, casual spelling and punctuation, and in the tone and style you choose.

PURPOSE

You can work out what the purpose of your writing is by asking 'What is the *reason* I am writing this piece?' You might think about this very briefly if you are familiar with the writing task and its requirements, or you may need to consider it in more detail for an important formal piece. For example, your purpose might be:

- to reflect on experiences you have had in the past
- to entertain readers with humorous or interesting stories
- to instruct someone about how to do something or make something
- to inform someone about a topic, an event or a person
- to persuade someone to agree with your ideas about something.

AUDIENCE

The audience is a real or imaginary person (or people) who will be reading or listening to your voice, which is revealed through your writing. When you know your audience, you can write in the way that will communicate with them effectively. Here are some different audiences that you might write for:

- yourself
- your family or friends
- other students, a teacher or work colleagues
- members of an organisation or profession
- a demographic group (such as youth, older people, people who own iPods, car drivers)
- the general public.

REGISTER

Choosing your register means deciding how formal or informal your writing will be. This is sometimes called the language level of the writing. The way you write a rough draft of a story, an email or a text message to a friend will be very different to the way you write a letter to your grandparents or for a job application. Using different registers means selecting the most suitable writing style and deciding upon these important features:

- the type of vocabulary (or word choices) to be used
- the sentence structure that best suits the purpose and audience
- the level of spelling accuracy needed
- the type of punctuation that is required for the task
- the most appropriate tone for the writing.

The following table shows common features of formal and informal writing.

Formal writing	Informal writing
complete sentences	sentence fragments
clear and appropriate words for the topic	can use standard spelling variations
complete words	contractions or abbreviations
formal and informative language	can use slang or everyday speech words
formal headings and titles	can include notes or lists

22.1 Draw a line to match the intended audience with the stated purpose.

PURPOSE		AUDIENCE
a	to apply for a part-time job	a police officer
b	to report a car accident	formal school assembly
c	to deliver a speech	tourists from another country
d	to give directions	a factory production team meeting
e	to explain how a new machine works	a human resources manager

22.2 Write down a typical audience for each of the following pieces of writing. An example has been done for you.

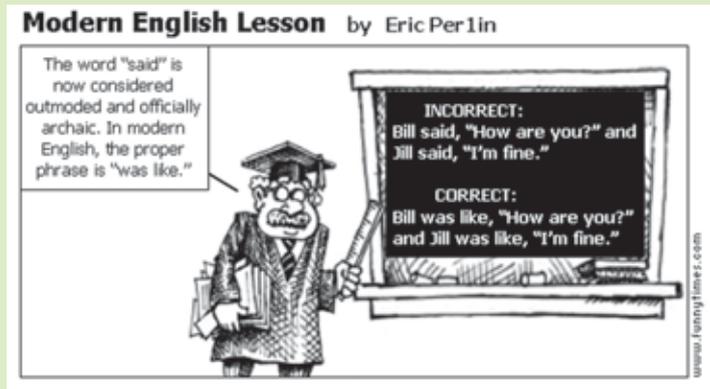
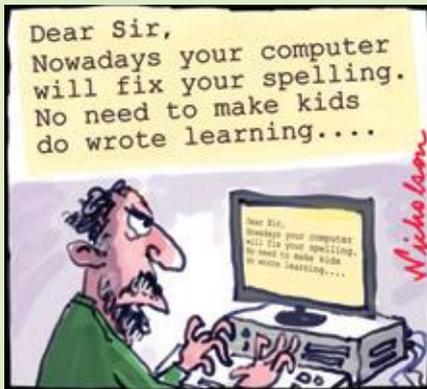
- a a menu in an Indian restaurant
audience: young adult to adult members of the general public
- b a picture book of fairy tales audience: _____
- c a blog entry on a newspaper's website audience: _____
- d an advertisement for a fitness club audience: _____
- e a story in *Dolly* magazine audience: _____
- f a phone message on the kitchen bench audience: _____

22.3 Match these topics with their most appropriate register, or language level, from the box below. An example has been done for you.

very formal fairly formal fairly informal very informal

- a a coach talking to the team on grand final day very informal
- b a television news report about a natural disaster _____
- c a class discussion about a subject topic _____
- d a Facebook message to a good friend _____
- e a spoken presentation on a project to the class _____
- f a business letter or job application _____
- g a comedy show on television _____
- h a conversation with your dentist or doctor _____

Terribly write from *The Australian*



1 What is the embarrassing mistake made by the man in the first cartoon? Why is it embarrassing?

2 What is the message in the Modern English Lesson cartoon? When is it appropriate to use the phrase 'was like'?

3 What are four other words or phrases that are typically part of a teenage vocabulary?

4 What do you think is the cartoonist's message in the Spell Check cartoon?



UNIT 23 Text Tips — Developing Descriptions

ENGLISH IN FOCUS

The Last Dance by Christina Huggett

It was late afternoon on a hot summer's day. The shadows were beginning to lengthen, and Dennis could smell the jasmine heavy in the air. The sun was warm upon his back as he sat on the weathered bench beneath the jacaranda tree, as he had done every day for the last two weeks. He glanced at his watch, and then again at the school gates across the road. A group of students emerged laughing and chattering and disappeared in the direction of the town, their school bags heavy upon their backs. A blue Mazda nosed out of the drive and accelerated away in the opposite direction. Dennis stood up and leaned against the tree, lacing his fingers together nervously. It was five o'clock. Today was Friday. He knew what to expect.

The woman came through the gate at exactly five past five. She was carrying a black case. Her chestnut hair was pulled back and she was wearing a floral skirt with a light sienna top. She paused, unpinned her hair and shook it out with a lazy movement of

the shoulders. She ran her fingers slowly through it. Then she walked confidently off in the same direction as the Mazda.

Dennis rubbed a hand across the back of his neck, and rolled his head slowly forward to take away the stiffness. He watched her walk several metres down the road before he moved away from the tree. Hoisting his rucksack over a shoulder he glanced nervously back down the road, before setting off behind her keeping to his side of the road. He had not gone far before the sweat started breaking out on his forehead and under his arms. His scalp was beginning to itch. He flapped his elbows up and down to create a draught, but the air was moist and heavy. In the distance grey clouds were moving in.

Today was the day.

Dennis quickened his pace. Take a breath, he thought. Act natural. He sucked in the warm air, held his breath and then let it out in a rush.

1 Highlight four objects that show where these events take place.

2 What are four things the writer includes to describe the woman?

3 List four things Dennis does to show his feelings at this moment.

4 Why do you think the writer includes all this information about the place, the woman and Dennis? Why might it be important?

BECOMING A DESCRIPTIVE WRITER

Whether you describe a place or a person, the aim of your description is to make your subject come alive in your reader's mind. You are painting a picture using words. But you have to be careful! Your writing can only be effective if your language is carefully chosen. The following tips will help your writing be as engaging as possible:

Tips for describing a place	Tips for describing a person
<ul style="list-style-type: none">• use colourful and precise adjectives (describing words)• appeal to a range of senses (sight, hearing, touch, taste, smell)• experiment with imagery (make comparisons using metaphors and similes)• consider using other figures of speech (such as personification, hyperbole, symbols)• think about sound effects in your writing (such as alliteration, assonance, onomatopoeia)• think about the writer's viewpoint or location (is the writer looking from above, standing within the place, or looking from outside — is the writer stationary or moving?)• include specific features about objects and landmarks• include the sounds of the place• capture the atmosphere or feeling of the place in words	<ul style="list-style-type: none">• convey how they look — face, hair, body, clothes• give an impression about their personality• describe their actions, and the way they move or react• include what other people say about them• know what they would think and feel about issues and events• focus on key details about the person — habits, likes, dislikes, typical sayings, looks, routines• understand their likes and dislikes, hopes and dreams, desires and fears• keep language clear and precise• include the types of words and phrases they would typically use (dialogue)

23.1 Find examples of the following items in the first paragraph of 'The Last Dance'.

a three adjectives that describe features of the place

b the sense of smell in the place description

c the sense of hearing in the place description

d the sense of sight in the place description

e onomatopoeia in the description of the students

 **23.2** Write a 150-word description of Dennis in your workbook. Use the story extract and your own imagination to describe what Dennis looks like, how he dresses, how he moves and what sort of personality he has.

The Boy Who Reversed Himself by William Sleator

Omar had moved next door to us over the Christmas break. Mr Campanelli, a withered old man who was at least eighty, had lived there by himself as long as anyone could remember. He had told my Mother, on one of the rare occasions when she ran into him on the street, that a distant cousin of his whose parents had died would be coming to live with him. Mother was curious and felt sorry for the kid. The day after he arrived, she suggested that I invite him over to watch TV or play a game on my new Macintosh computer.

I didn't feel like going over there and pushing myself at some strange boy whose parents had just died. What would I say to him? It would be awkward and embarrassing. I wanted to ask her why he couldn't watch TV at Mr Campanelli's — except that Mr Campanelli probably didn't even have a TV. He was a strange, foreign old man who kept away from people. He emerged from seclusion only periodically, to lead the fight against the state highway commission, which kept wanting to tear down our block to build a highway interchange. In any case, Mother would think it was horribly selfish of me to refuse to be friendly to this poor kid who had suddenly become an orphan. So I sighed, gritted my teeth, and trudged over there.

Even if Mr Campanelli hadn't kept his blinds closed all the time, you wouldn't have been able to see inside because of the thick, unkempt pine trees that grew right up against all the windows of the old stucco house. The place looked like it hadn't been painted in years. I rang the bell, feeling apprehensive. I waited.

The door opened a crack, and a dark brown eye peeped out at me. There were no wrinkles around it, so I figured this had to be the kid Mother had seen.

'Hi, my name is Laura. I live next door,' I said. 'I thought ... maybe you might want to come over and, uh, watch TV or something.'

'Huh ... Oh, yes,' he said, and popped out of the house without even getting a jacket. He slammed the door behind him so fast that I couldn't get a glimpse of what was inside.

'My name's Omar.' He spoke with a slight accent, and he looked foreign, with olive skin and a long dark shock of hair that kept falling into his right eye. He was definitely plump, and about six inches shorter than me. There was a big gap on the right side of his mouth, where he was missing a tooth. It gave his face a clownish look.

'Well, come on,' I said, since he was just standing there poking his tongue through the gap where his right tooth was missing, staring past my shoulder. 'If there isn't anything on TV, maybe I could show you the new Macintosh I got for Christmas.'

'What's a Macintosh?' he asked, plodding behind me across the snow-covered lawn. He was wearing funny-looking sandals, I noticed, in the middle of winter. And he had never heard of a Macintosh. A *weirdo*, I said to myself.

But for somebody who had never seen a personal computer before, Omar caught on really fast. By the time Mother brought in a snack, he had beaten me twice at *Interstellar Pig*, and I was ready for a break.

1 How does the writer reveal what Laura thinks about this new kid next door?

2 How does the writer show us that Laura gives in to her mother's request to meet the new kid?

3 What are two clues given in Omar's words and actions that show he is not used to living in this place?

4 How does the writer show us that Mr Campanelli's house is uninviting?

VOCABULARY AND SPELLING

23.3 Read through the extract again to locate the following features.

PLACES

a two adjectives that describe the look of Mr Campanelli's house

b three key images used to describe the house

PEOPLE

c two words or phrases used by Laura and Omar that reveal their character

d two ways Laura and Omar move or react to show what they are like

e three things Laura says about Omar that reveals his character

f Laura and Omar's likes and dislikes, hopes and dreams, desires and fears



23.4 The following sentences tell you something about each character. Rewrite them in your workbook to show the character through a vivid word picture. An example has been done for you.

a Dylan was worried. (tell)

Dylan kept wiping his forehead and glancing quickly around the room. (show)

b My sister loves chocolate.

e The shopkeeper was very old.

c The coach was angry.

f Aunt Mary was confused.

d Her dog was very annoying.



WRITING: SHOW, DON'T TELL

Write a description of a person you know. **Show** rather than **tell** the reader about this person through dialogue, actions, other people's descriptions, and physical details. Include a photograph of the person with your description. Write about 150 words.



UNIT 24 Text Tips – Narrative Writing Resources

ENGLISH IN FOCUS

Microstory selection

The Big Battle by Jarrod Hillary

Over my rifle sight I could detect the rustling of branches and the distinct snapping of small twigs from the boots of enemy soldiers. I knew my gut feeling wouldn't let me down. For some reason the timing of the enemy attempting to penetrate the perimeter of our defence area was exactly as I predicted.

The training we had carried out would seem like a picnic compared to the battle that was about to unfold against the well-armed troops of the enemy.

I was just about to pull the trigger when I heard a loud roar, 'Tea's ready boys'.

A Gambler's Luck by Joseph Elliott

I looked at the roulette table for my lucky number: three. I pushed my pile of chips into place. I gave the signal to the dealer.

She spun the wheel. It got faster and faster till the numbers became blurry. She threw the ball in the opposite direction. It bounced up and down like crazy.

The wheel started to slow down, so I crossed my fingers, bit my tongue and closed my eyes. Then there was silence. I opened my eyes very slowly.

'Yeaah! HaHa! I won! Yeah! How much did I win?' 'Ten matchsticks,' said my jealous older sister.

The Hunt by Heather McAulay

I looked through the leaves of the bush and saw the grounds, bathed in moonlight. I was cramped and chilled to the bone, lying deathly still. I couldn't move. That would be fatal. He would get me.

My heart raced and every muscle was strained as I heard his footsteps coming ... then going ... then coming again. I caught my breath as the torch beam cut across the twisted shadows of the night, and landed on the bush.

The slightest intake of breath, this was my fatal mistake. He would get me now. I was done for ... 'Spotto Tess,' he called.

A microstory is a story that is exactly 100 words in length. Answer the following questions.

1 Who are the main characters in:

a 'The Big Battle'? _____

b 'A Gambler's Luck'? _____

c 'The Hunt'? _____

2 What is the setting in:

a 'The Big Battle'? _____

b 'A Gambler's Luck'? _____

c 'The Hunt'? _____

3 What is the climax moment in:

a 'The Big Battle'? _____

b 'A Gambler's Luck'? _____

c 'The Hunt'? _____

BECOMING A NARRATIVE WRITER

A narrative is a planned, written account about people and events. It can be fiction or non-fiction. The story of your birth can be told as a narrative, and each person's life is full of stories that can become narratives, too.

When a writer develops a narrative, they have to consider some or all of the following key ingredients.

CHARACTERS AND VOICE

The characters are the people in the story who are part of the action. The story can either be told from one character's point of view or from several points of view. The character who presents their point of view is often referred to as the narrator, or voice, of the story.

The narrator's point of view can be in the first person (*I, we*), the second person (*you*) or the third person (*he/she, they*).

PLOT AND DRAMA

The plot is the storyline, or sequence of events in the story. The drama is created by rising tension as the events unfold and the characters develop, which makes the reader want to keep reading.

THEME

The theme is the central message of the story.

STYLE

Style describes the way a writer uses language to engage the reader and tell the story. A writer can use the following features of language:

- imagery (word pictures), metaphors, similes, symbols and figures of speech
- dialogue (conversations) between characters, which reveals the characters' personalities
- tenses — to tell the story in the past, present or future. The events can be told in sequence, or move backwards and forwards across time.
- action words to describe events and the problems faced by characters
- onomatopoeia, alliteration and assonance.

A NARRATIVE STRUCTURE

All narratives have a structure. The structure provides the frame for the narrative and it presents the events in a particular order. It organises the plot and the drama between the characters. A narrative structure has the following features:

- 1 a *beginning* (or orientation) — this presents the *who, what, when, where* and *why* of the story, and tells the reader about the situation where the action will take place
- 2 a *complication* or a series of complications — this is where an incident, a person or a thought creates a problem in the situation described at the beginning
- 3 *rising action* or tension — in which there are complications in an event (or series of events), which fully engage the reader and make them wonder how the problems will be resolved
- 4 a *climax* — this is the moment in the story where the complications or crisis points are most intense
- 5 a *resolution* or ending — this is where the complications are resolved and a new situation is established. The resolution may give the reader a message to think about after reading the story.

24.1 Select one of the microstories at the beginning of this unit. Use different-coloured highlighters to highlight the following narrative structure elements in your microstory.

- a a beginning or orientation
- b a single complication or a series of complications
- c the rising action or tension
- d a climax
- e a resolution or ending.

24.2 Take the fairytale story of *Little Red Riding Hood*, or another short fairytale that you already know well, and next to each of the following features of narrative structure, write down the part of the fairytale story that fits this feature

Title of fairytale _____

Beginning (who, what, why, where) _____

Complication(s) _____

Rising action or tension _____

Climax _____

Resolution _____

24.3

Select a different microstory to the one you used in activity 24.1, and note down at least one example of each of the following narrative features that you find.

- a an example of detail — the writer provides key details about people, places and events to engage the reader’s interest

- b an example of dialogue — the writer includes real-life conversation to reveal character and bring the story alive in the reader’s mind

- c an example of a time word — the story can be told in the past, present or future tenses, and can even move across time in flashbacks or jump into the future

- d an example of an action word — these are important as the events happen and problems are faced by the characters

- e an example of a noun group word — these words are important to describe people, places and events

- f an example of imagery — this could be a word picture, as well as a metaphor, a simile, a symbol or other figure of speech that creates vivid pictures in the reader’s imagination.

Models by John Maclay

'Dad, tonight can we build models?'

The man hesitates, thinking of a nap he was going to take, a television program he was going to watch. But he looks at the six-year-old boy, and answers, 'Yes, I guess so.'

The boy is excited as they climb to the third floor. They sit down at a table, tear the cellophane from a brightly colored box, spill out the plastic parts, and start to assemble an airplane.

The man tries to be interested in the job.

'After we're done with this one,' he says, 'we'll only have two more to go, then you have models of all the different kinds of airliners.' The boy smiles in reply.

The man does more of the work than he should, since he's impatient to finish. He narrates the steps, the boy breaking in to say, 'I can do that,' or 'Let me put on the wing.' But when the boy falters, the man takes over.

Their work finally absorbs them, and they lose track of time. When his mother comes upstairs, says that the boy simply must go to bed, they are almost done. The next day they put on the decals, and set the model on the shelf with the others.

As they study the airplane, the boy remembers his father's hesitation the night before. 'Why doesn't Dad always want to do things with me?' he thinks. But then he smiles. After all, he did have a good time. The man in turn remembers his own childhood. 'I must be more of a father,' he decides. 'Not just ... a model.'

Two weeks later, the man has to go on a business trip. His wife and son drive him to the airport, the boy anxious to see the real airplanes, after the models. He is excited by the wide, polished floors of the terminal, the hurrying people, the smell of jet fuel, and the great machines rushing skyward. His father bends down to kiss him, and he feels secure. He watches the man go down the long tunnel to the plane, then turn and wave.

The boy and his mother stand at a window. 'That's Daddy's plane,' she says, 'the one with the red stripe. He'll be home on Tuesday, and he'll bring you a present.'

But it isn't Daddy's plane at all. He mustn't have control of it, thinks the boy, as it roars down the runway, lifts for a moment, then plunges into the woods and explodes in a ball of flame and a column of black smoke, like something on television. No one has control, not the trucks and men rushing towards the wood, or the screaming people around him. He looks at his mother's twisted face, and can't recognize it. But he doesn't cry. Daddy can't be in the ball of flame. He'll be home on Tuesday.

But Daddy doesn't come home anymore. The boy wanders around the quiet house, climbing to the third floor, where the row of model airplanes and two untouched boxes are. He opens one, tries to fit the parts together as his father taught him. But he can't, so he cries now, with a rage against all mechanical things. He throws the pieces on the floor, tramples them into sharp shards of plastic. He goes to the shelf, takes down a finished airplane, ready to destroy it too. Maybe, he thinks, that will bring back his father. But suddenly he sees its red stripe, and stops. He peers into one of the tiny windows. And miraculously, there is Daddy in the model, staring straight ahead, with a toy dog on his lap, a present for him. It's Tuesday now, and the boy feels a little better. He dries his tears and goes down to his mother.

Until he goes to college and the model airplanes are given away, the boy sometimes takes down the one with the red stripe, and looks into the window again. He usually does this when something bad has happened to him, or when he feels insecure. His father seems ever closer to him then. Soon the boy becomes a man, takes a job as a salesman, and travels the country in airplanes. He enjoys his trips, especially the conversations with the older men in the seats next to his. It is then he remembers, not the little man he saw in the plastic plane, but his real father's voice and warmth beside him as they sat building models.

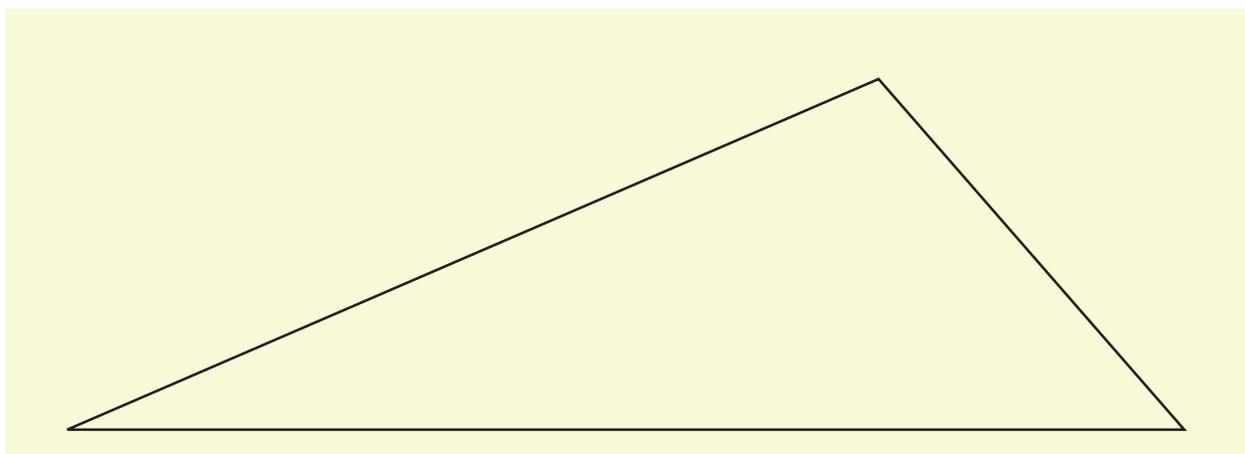
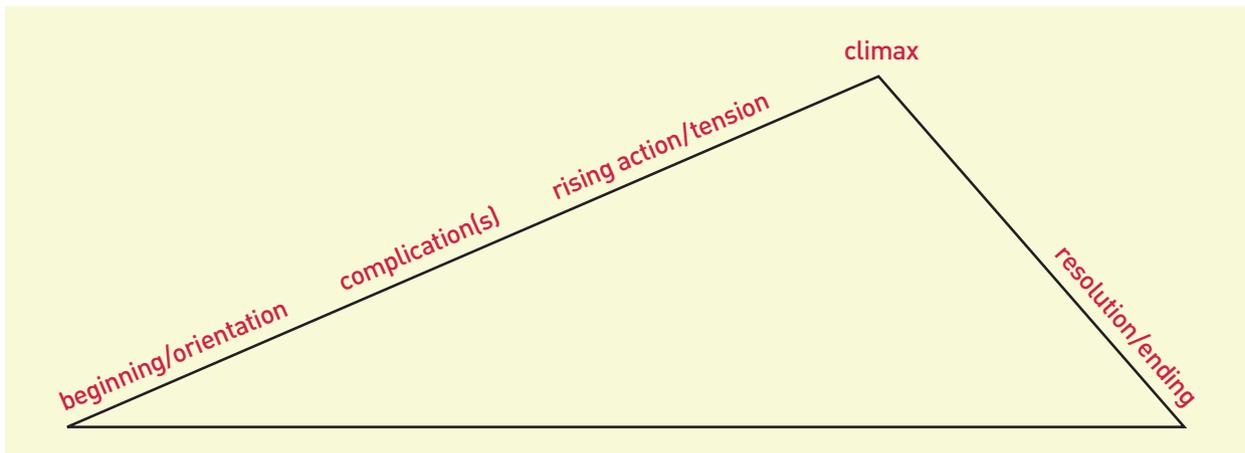
1 In just a few words, list the following narrative ingredients in this story:

- the characters _____

- the settings _____
 - the plot or storyline (main sequence of events) _____
 - the main idea, message or theme behind this story _____
- 2 How many narrators are there in this story? How can you tell how many there are? _____
- 3 What is the main symbol in this story, and why is this symbol important? _____

VOCABULARY AND SPELLING

24.4 Create a diagram to show the narrative structure in the story 'Models', and position the main narrative structure features you find in the story:



24.5

From the story 'Models', find one example of each of the following narrative features.

- point of view or multiple points of view used by the writer

- drama — the story has a sense of moving forward, with rising tension

- detail — the writer provides key details about people, places and events

- dialogue — the writer includes real-life conversation

- time words — the story is told in the past, present or future tenses, and has flashbacks or jumps into the future

- action words — as events happen and problems are faced by the characters

- noun groups — words used to describe people, places and events

- imagery — word pictures, which include metaphors, similes, symbols or other figures of speech.

24.6

Explain your response to the main message or idea of this story. Write about 100 words, and use these stimulus questions to guide you:

- What might the father do differently if he could have his time with his son over again?

- Why do the boy's model planes become even more important after his father dies?

- How has this experience affected the grown-up son at the end of the story?

- What messages about being a child does the writer want to leave with us?



WRITING: THE RIGHT STORY

Here are outlines for three different short story narratives. For each one, write about 50–100 words using the narrative structure element indicated. Remember to follow the guidelines for writing narratives that were discussed at this start of this unit:

- a Write the beginning for a short story with this opening line:

'The classroom was cold, and very old ...'

- b Write a complication for the following short story:

Ben was alone in the supermarket, it was after dark and well after closing time. If he hadn't been so scared of Jess and his mates, he wouldn't have ended up in this mess, he thought to himself. And to add to his problems, now there was a power blackout ...

- c Write a climax event for the following short story:

Going into the city on her own for the first time had seemed like a great adventure when she arrived at the central train station, but now she was lost. And she'd also lost her money, her mobile phone and everything she had to a bag-snatcher in McDonald's. As she turned the corner beside the Westpac Bank, Alex glanced at her watch. It was six o'clock, and getting dark. Gusts of wind blew rubbish around her feet, and people pushed past her hurrying on their way home. Home. Then, without warning ...



UNIT 25 Text Tips — Pinpoint Persuasive Writing

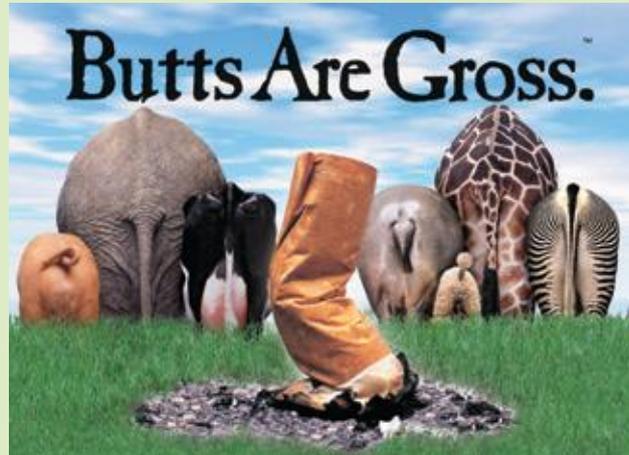
ENGLISH IN FOCUS

Advertisements aim to persuade

Advertisement 1



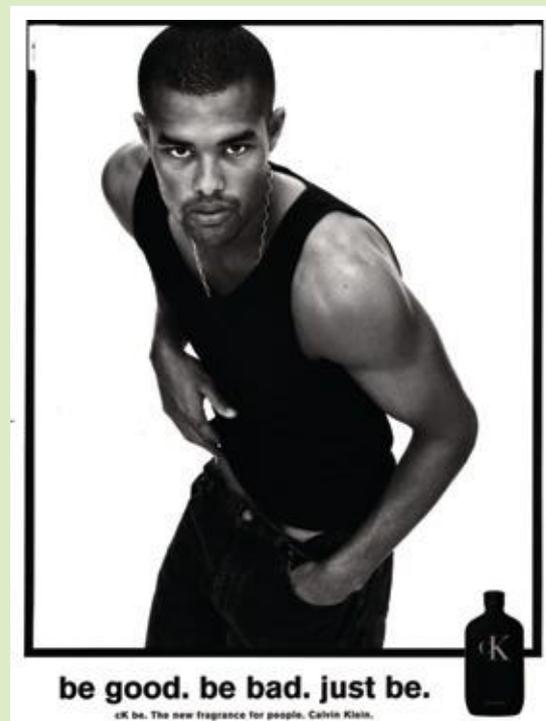
Advertisement 2



Advertisement 3



Advertisement 4



1 What feelings or emotions would a small child associate with advertisement 1? Write down as many words as you can.

2 In your own words, briefly explain the main idea in advertisement 2.

3 How does the advertiser promote the toothpaste product in advertisement 3?

4 The text in advertisement 4 is: 'be good. be bad. just be.' What do you think this advertisement might be promoting? Give two or three suggestions.

5 Which of these advertisements would be the least effective if all the words were left out? Give reasons for your choice.

BECOMING A PERSUASIVE WRITER

When a writer chooses to write persuasively, they will draw on a range of techniques to help them convince the reader or listener of their ideas.

Persuasive writing is designed to convince readers to do something, to agree with something, to want something or even to buy something. The most obvious example of persuasive writing we see most days is advertising in the media (newspapers, magazines, billboards, internet and television). This type of persuasive writing uses different writing techniques to try and persuade us to buy a particular product or service.

There are many other types of persuasive writing in everyday life. Magazine articles, movie reviews, newspaper opinion pieces and online blogs aim to persuade us to agree with their point of view.

The following table lists some effective persuasive writing techniques.

TECHNIQUE	DESCRIPTION	EXAMPLE
appeal to experts	writers use the views of authorities to support their own opinion	'University tests prove that our shampoo cleans more deeply and more thoroughly than any other.'
inclusive/ exclusive language	frequent use of words such as 'we', 'our' and 'us' to include the reader in their argument; use of excluding words such as 'them' or 'they' to refer to people with different or opposing opinions	'Join our loyalty program and save with us.' 'They don't know how we can be so cheap!'
repetition	writers repeat a point for emphasis, or repeat a key word or idea to highlight an important message they want the audience to accept	'Now, now, now is the time for action.'
rhetorical questions	questions that do not require a response because they have obvious answers that the writer wants the audience to agree with	'Do we care about the environment?'
sarcasm	a technique of saying the opposite of what is believed to be true in order to criticise or even mock an opposing idea	'What a genius!' is a comment about someone who has just made a silly mistake
exaggeration (hyperbole)	a technique used to draw attention to a product or idea by over-emphasising its qualities or value.	'The best car since cars were invented.'
emotive language	writers appeal to our emotions rather than our beliefs. They might use the positive or negative associations we have with certain words. For example: <ul style="list-style-type: none"> • positive words: clean, bright, new, pure, natural, fresh • negative words: polluted, dirty, old, worn out, artificial. 	My sister owns an iPad. (neutral connotation) My proud sister owns an impressive iPad. (positive connotation) My obnoxious sister owns a stupid iPad. (negative connotation)
comparisons using similes, metaphors and allusions	language techniques allow a writer to compare a product or idea with something that is appealing to the reader, and this links them together in the reader's mind	'DreamSweet pillows — soft clouds of sweet dreams' is an example of a metaphor; it links the product with a gentle and pleasant image
clichés	these are phrases that are so common they are easily understood by people, and do not need explanation — a writer can give a whole message in a short phrase	'Is your laptop as old as the hills?' is a cliché that immediately says to the reader that the laptop must be very, very out of date

25.1

a Why would Lego want to associate their products with happy emotions in advertisement 1?

b Explain the allusion (or comparison) used in advertisement 2.

c Which persuasive writing technique is used in advertisement 3?

d How are repetition and clichés used by the advertiser in advertisement 4?

25.2

a Which of the four advertisements shown at the beginning of this unit do you think is the most successful?

b Refer to the information on persuasive writing techniques and explain why you chose this advertisement.



25.3

Find one very persuasive advertisement from a magazine, newspaper or brochure and explain the ways it uses persuasive writing to promote its product or service. You should look for an advertisement that includes some of the following features:

- appeals to experts
- inclusive/exclusive language
- repetition
- rhetorical questions
- sarcasm
- exaggeration (hyperbole)
- emotive language
- comparisons using similes, metaphors and allusions
- clichés.



- 1 Highlight four words or phrases that convey positive emotions in this advertisement.
- 2 Find examples of two of the following persuasive language techniques in this advertisement, and explain how they are used:
 - appeals to experts
 - inclusive/exclusive language
 - repetition
 - rhetorical questions
 - sarcasm
 - exaggeration (hyperbole)
 - comparisons using similes, metaphors and allusions.
 - clichés
 - emotive language

VOCABULARY AND SPELLING

- 25.4 Use two persuasive writing techniques to write a new sentence that could be added to the charity's advertisement.

- 25.5 Complete the table by filling in the missing emotive words for each category. An example has been done for you.

	NEGATIVE	NEUTRAL	POSITIVE
a	dawdle	walk	sprint
b		warm	cosy
c		okay	
d			delicious
e	poor quality		good quality
f			strong
g			bargain
h		happy	
i			amazing
j	faulty		
k	unhealthy		

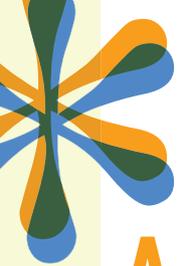
- 25.6 Write a 100-word letter to the editor of your local newspaper to persuade your local council to build a new skateboard park for the youth in your area (or if there already is a skateboard park, to improve it with better facilities). Use a variety of persuasive writing techniques to present your opinions and convince your audience.



WRITING: BE A LEADER!

Imagine you have decided to stand for election to your school's Student Council to represent your year group. You must persuade your classmates to vote for you.

Using some of the persuasive writing techniques you have learnt about, write a 150-word statement to convince other students that you are the best candidate for the position. You might focus on things you would change, things you would like to see happen and your ideas on how to create a better school environment.



ANSWERS

UNIT 1

COMPREHENSION QUESTIONS

- Answers will vary.
- Answers will vary. Examples include: herd/sheep; swarm/wasps; flock/galahs
- Animals and birds live in different types of groups, and this may be one reason for the variety of group names.

1.1

COLLECTIVE NOUN	GROUPS OF CREATURES
drove	oxen, cattle
gaggle	geese
flock	geese
clutch	chicks
brood	hens
flock	quail, doves, swans
bevy	quail, doves, swans
troop	monkeys
tribe	monkeys
pod	whales, dolphins
school	fish
swarm	bees, ants
pack	dogs
litter	puppies
pride	lions, lionesses
shrewdness	apes

1.2

- | | | | |
|---|--------------------------|---|----------------|
| a | witchcraft | f | roadrunner |
| b | blackboard | g | road map |
| c | airplane | h | executive chef |
| d | keyboard | i | peanut butter |
| e | light-year or light year | j | redhead |

1.3

GROUP	COLLECTIVE NOUN
arrows	quiver
bananas	bunch
books	library
trucks	fleet
information	wealth
flowers	bed
dancers	troupe
athletes	team
actors	cast
dragons	flight
dinosaurs	herd
fish	shoal
ants	colony
caterpillars	army

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- While Ben is playing the computer game he suddenly disappears and actually enters the game within the computer.
- The two boys might choose to go inside the world of the computer game but things may go wrong for them. They could face huge challenges and adventures and they may not survive.
- joystick, spaceman, space demons, video games, computer screen, schoolbag

1.4 Answers will vary. Examples include:

COMPUTER COMPOUND NOUNS	NOUNS JOINED TOGETHER
database	data+base
desktop	desk+top
firewall	fire+wall
home page	home+page
keyboard	key+board
laptop	lap+top
notebook	note+book
search engine	search+engine
spyware	spy+ware
freeware	free+ware
filesystem	file+system
ethernet	ether+net
gateway	gate+way
workstation	work+station

1.5

	COMPOUND WORD	PART OF SPEECH+PART OF SPEECH
a	haircut	hair(noun)+cut(verb)
b	undercut	under(preposition)+cut(verb)
c	train-spotting	train(noun)+spotting(verb)
d	hold up	hold(verb)+up(adverb)
e	rainfall	rain(noun)+fall(verb)
f	without	with(preposition)+out(adverb)
g	hanger-on	hanger(noun)+on(preposition)
h	highlighter	high(adjective)+light(noun)
i	feedback	feed(verb)+back(adverb)
j	software	soft(adjective)+ware(noun)
k	walkover	walk(verb)+over(preposition)
l	underworld	under(preposition)+world(noun)
m	wallpaper	wall(noun)+paper(noun)
n	mobile phone	mobile(adjective)+phone(noun)
o	laptop	lap(noun)+top(noun)

1.6 Answers will vary.

UNIT 2

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 She decides not to ask because she doesn't want to draw attention to herself, and doesn't want other kids to know she needs to go to the toilet.
- 2 The writer is thinking that she can 'hold on' and is old enough to 'hold on', and is determined to 'hold on'.
- 3 Changing the nouns and verbs in this way makes the story more confusing and difficult to follow.

2.1

- a loves
- b are
- c was
- d have been
- e is

2.2

- b The matches begin tomorrow.
- c Jeff's friends were going to Queensland for the holidays.
- d The houses are being extended and renovated.
- e The shops are going to close on Sundays.

2.3

Answers will vary. Examples include:

- b That surfer rides the waves expertly.
- c The shop assistant spoke with the customer.
- d This holiday was the first time we were able to travel to Uluru.
- e This fast river allows you to do some great canoeing.
- f That old, empty house is said to be full of ghosts.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 'My insides were hot now, stinging, piercing my sides.'
This sentence has intense verbs with high modality.
These verbs show the pain and worry of the narrator.
'Come on! I was burning hot now. Could hardly stand.'
The writer uses an exclamation mark to emphasise urgency, and the adverb 'burning' to show the narrator's pain. The sentence fragment 'could hardly stand' also shows urgency.
- 2 'Mr Clark was explaining homework' (singular);
'My insides were hot now, stinging, piercing my sides.'
(plural)
- 3 Come on, we hissed. And then the bells rang and we started to pack away our works, and place them in our wooden desks. Our insides were hot now, stinging, piercing our sides.

2.4

- a Singular: He'd wait; Come on!; I was burning; Could hardly stand; There was sweat breaking out; he smiled and looked around; he said. Plural: we replied.
- b 5 singular subject-verb agreements and 2 plural subject-verb agreements

2.5

- a The new houses have been built and the new driveways have been put in.
- b Will the boxes arrive at the stations before the courier vans get there?
- c Anna's brothers are coming to see her off before they go to the parties.
- d We hope the new players remember to bring uniforms and bats.
- e No books need to be handed in until after the final tests when your total marks are given back.

2.6

Last holidays we went to Melbourne and while we were driving down there we were also able to watch movies and play online games in the brand new car Dad hired just for the trip. He say it's a lot better value than chugging a long way in our old petrol guzzler, and with all the latest gadgets it has installed I totally agree with him for once.

Once Dad arrives in Melbourne he drops the car off at the motel and we head off to the shops in the city and then have lunch in a huge food court. After lunch we go up the Eureka Tower and onto the glass viewing

platform — this is truly amazing. You should have seen my little brother when the floor became see-through glass and you were suspended mega-stories up in the air over Melbourne. It was priceless!

UNIT 3

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 breath taking, breathtaking, breath-taking, awe-inspiring
- 2 People might pronounce words differently as time passes. In different countries, people may spell the word they way it sounds to them, printers might choose a simpler spelling or advertisers might use a different spelling. These changes become widely accepted.
- 3 He thinks it looks odd. It probably makes it sound too realistic when the words are written separately, like your breath is actually being taken away.
- 4 A compound word consists of two or more words and carries a new meaning.

3.1

Answers will vary. Examples include:

- b This is a very well-behaved pup.
- c That dessert is so good-looking I'm going to eat it first.
- d This gelato is mouth-watering and you really should have some.
- e One of Australia's world-famous buildings is called the Sydney Opera House.
- f For a split second I thought you were going to trip on that step.

3.2

Answers will vary. Examples include:

- b That apple turnover was delicious.
- c My glue stick is inside your pencil case.
- d His car radio was not working.
- e Our cat door has fallen off its hinges.
- f This bike rack is not big enough to take all the bikes.

3.3

Answers will vary. Examples include:

- b These Federation Square eating places are very busy today.
- c Our Port Arthur excursion is leaving next week.
- d This Perth Mint coin is worth a lot of money now.
- e The Wet 'n Wild ride is the best I've ever been on.
- f The Old Adelaide Gaol tour was really quite amazing.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The writer thinks they are interesting words that look good, and enjoys seeing them in print.
- 2 thousand-pound, three-storey, double-glazing, never-to-be-forgotten
- 3 Answers will vary.

3.4 Answers will vary. Examples include:

- b Those **fighting** fish are very expensive.
- c That **skating champion** is recognised around the world.
- d That new model is making a **fashionable** impression.
- e Their **boyish behaviour** was quite okay on the bush camp.
- f The **American** government welcomes tourists.
- g The city loop train goes in a **circular** direction.

3.5 Answers will vary. Examples include:

- b The Sydney Opera House roof is really spectacular.
- c The Wizard of Oz cast came out after the show and talked with us.
- d Their Murray River cruise was spoiled by wet weather.
- e The *Titanic* movie is better in 3D.
- f The Ian Thorpe Foundation raises money to help disadvantaged young people.

3.6 Answers will vary. Examples of nouns turned into adjectives include:

- b card player
- c river boat
- d book ends
- e refrigerator compressor
- f light show
- g photocopier paper
- h computer keyboard
- i mobile phone account
- j movie tickets
- k basketball player

UNIT 4

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Oily fish contains healthy fat and this is the type of fish you should eat.
- 2 Vegies lose their goodness the longer they are out of

the ground so frozen vegies are just as fresh as they are frozen soon after being picked.

- 3 c scientific → more scientific
- d fresh → freshest
- e oily → oilier
- f hungrier → hungriest
- g green → greener
- h frequent → more frequent
- i healthier → healthiest
- j fatty → fatter

4.1

- | | |
|------------|----------|
| a tastiest | d cold |
| b nicer | e better |
| c tallest | |

4.2

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
great swimmer	greater	greatest
happy news	happier	happiest
small serving	smaller	smallest
unfortunate accident	more unfortunate	most unfortunate
bad result	worse	worst
tall mountain	taller	tallest
early start	earlier	earliest
good food	better	best
safe road	safer	safest
delicate antique	more delicate	most delicate

4.3

- b This is the **worst** pizza I have ever eaten.
- c This **more impressive** photo of the palace should be used in the advertisement.
- d Is there a **shorter** path to take so we can arrive early?
- e This sports car is designed to be the **most reliable** model on the road.
- f Let me know when you have a **better** answer than that!

4.4 Positive = yellow; comparative = blue; superlative = green

Adjectives tell you the quality of a person, place, or thing

As pretty girl, big city, fast horse, golden ring.

Some adjectives increase their strength

By going on to greater length:

As pretty when you're positive she's fair,

But prettier whenever you compare,

And see a second more exquisite face

Among the members of the human race.

But prettiest is where you reach the top —

Superlative — and there you have to stop.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The spokesperson for the society the cow belongs to plays on the words of the famous statement by the first person to step on the moon — the words are changed to fit with the idea in the traditional children's poem about the cow jumping over the moon.
- 2 big (positive); bigger (comparative)
- 3 stupid, fine, dangerous (positive); stronger (comparative)

4.5

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
kind	kinder	kindest
evil	more evil	most evil
thoughtful	more thoughtful	most thoughtful
smell	smellier	smelliest
quiet	quieter	quietest
generous	more generous	most generous
fast	faster	fastest
amazing	more amazing	most amazing
lonely	lonelier	loneliest
strange	stranger	strangest
many	more	most
little	less	least

4.6 Answers will vary. Examples include:

- a Harry is a more talented tennis player after he has his coaching session.
- c That definitely is the sickest joke.

- d My mobile has the best apps.
- e She had a funnier idea for the decorations.
- f I feel weakest when you ask me to abseil.

UNIT 5

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 the word 'what'
- 2 She wants to clearly show that she was telling the stories to herself and not to other people.
- 3 This avoids repetition, which would sound clumsy, and the use of the word 'That's' links the sentence to the one before and helps the writer's ideas to be expressed more fluently.

5.1 Answers will vary. Examples include:

- a this or that
- c these, those
- d this, that

5.2

- | | |
|-------------|--------------|
| a ourselves | e themselves |
| b himself | f ourselves |
| c yourself | g themselves |
| d himself | |

5.3 Answers will vary. Examples include:

- | | |
|---------|-----------------|
| a Which | d Whose |
| b Who | e What or Which |
| c What | |

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Breaking and entering, stealing, resisting arrest, damaging police property, evading police, damaging private property, trespassing on private property
- 2 32 times
- 3 There is one main character in the action, and repeating his name too often would be clumsy and repetitive and take away from the action.
- 4 Reflexive: With a grunt, he pulled himself up and over as the police braked underneath him.
Demonstrative: On his left was a shop wall. His bones felt like they'd been ripped from his skin.

5.4

- b this/demonstrative
- c himself/emphatic
- d themselves/emphatic
- e which/interrogative
- f herself/reflexive

5.5

Answers will vary.

5.6

Answers will vary.

UNIT 6

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 He was called Red Kelly because he had red hair.
- 2 Ned's mother was not a freed convict because she had emigrated with her family as a young girl.
- 3 Red Kelly had no experience as a farmer; the drought and flood conditions were pretty extreme during that time; the road to Sydney bypassed the town of Beveridge so few people came into the town.
- 4 a The subject and verb do not agree in number — should be 'Ned Kelly was' (singular)
- b The subject and verb do not agree in number — should be 'Ellen, was' (singular)
- c 'she were' do not agree in number — should be 'she was' (singular)
- d The subject and verb do not agree in number — should be 'The Kellys were ...' (plural)
- e The subject 'Kellys' and the verb 'was' do not agree — should be 'Kellys were' (plural)

6.1

- b experiences
- c fight
- d passes
- e loses
- f was

6.2

- b Ned's mother was at the farm yesterday.
- c This convict has been freed.
- d The farms do not make a living for the Kellys.
- e Ned's parents try hard to make the farm successful.
- f This young child doesn't know how tough it can be for parents.

6.3

- a is
- b have
- c prefer
- d frighten
- e changes

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The friends and relatives of Ned Kelly would hide, assist or protect the gang, or provide excuses for them, if the police tried to track them down.
- 2 Ned had the gang pay for their food rather than steal it, and they decided not to rob ordinary people but to only rob banks.
- 3 The gang planned the bank robbery carefully and they organised a base at a rich squatter's farm just outside of town. They also wanted to do the job quietly, and they had a decoy to allow them to select good clothes to wear into town to rob the bank.
- 4 a 'The bank was on the edge of the town ...'
- b 'He was a regular visitor ...'
- c 'But it was no accident.'
- d 'Gloster was a friend of the Kellys.'
- e 'Then they were ready ...'

6.4

- ii *reputation*, the general opinion about someone — rep/u/ta/tion (4 syllables)
- iii *determined*, firmly decided de/ter/mined (3 syllables)
- iv *response*, something said or done in return re/sponse (2 syllables)
- v *assumed*, suppose to be a fact as/summed (2 syllables)
- vi *ruffians*, violent or rough people ruff/i/ans (3 syllables)
- vii preferred (like better) pre/ferred (2 syllables)
- viii *cologne*, a light perfume for the skin co/logne (2 syllables)
- ix *telegraph*, a device for sending messages via electrical wires tel/e/graph (3 syllables)
- x *unhappiness*, to be unhappy un/happ/i/ness (4 syllables)
- xi *responsibility*, to be in charge of something or someone re/spons/i/bil/i/ty (6 syllables)

6.5 Answers will vary. Examples include:

Here we are, watching the Ned Kelly show at Glenrowan. The interactive display **has** moving figures and lots of sound effects. You **go** through the buildings and **watch** the story **unfold** before your eyes. The exhibition **begins** with Ned's early years, but quickly **moves** to the famous Kelly Gang era. We **experience** the sound and light show, and then **ask** if we can **visit** the souvenir shop. Inside we **find** awesome pens, toys and models. Some of us **buy** things for friends and family. Next we **walk** over to the Kelly Café where they **sell** burgers and drinks with names that **remind** you of the Kelly Gang. At Glenrowan you **learn** the truth about the way Ned Kelly and the gang members **died**, but this story **lives** because it is part of Australia's history.

6.6

- b** In the town there are large interactive displays of the bank robberies.
- c** The banks were robbed and customers were held as prisoners.
- d** They think they were dangerous outlaws.
- e** Dangerous bushrangers or Aussie heroes, they have to decide what they believe.
- f** The banks were preserved and the hotels were restored as well.

UNIT 7

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1** They think the planes are for Commemoration Day, doing flypasts and other displays.
- 2** 'I'd been to ...', 'If there'd been ...', 'Anything could happen ...', 'We wouldn't even know ...', 'We've probably been invaded ...'
- 3** 'We're so cut off here.'; 'we were the only survivors ...'; 'what do you think those planes were doing?'

7.1

- a** had finished
- b** will have given
- c** has forgotten
- d** have walked
- e** will have completed

7.2 Answers will vary. Examples include:

- b** have been/were/are/will be

- c** will have been/will be/are
- d** are/will be/were
- e** have been/were/had been

7.3 Answers will vary. Examples include:

- b** be having/be enjoying
- c** is sticking/is breaking
- d** am laughing/am cracking up
- e** is walking/is running
- f** is continuing/is happening

7.4

- a** was/ were/ have
- b** We've probably been/ there'd been/ I'd been
- c** fallout'd be dropping softly/ planes were doing/ We're so cut off

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1** were, was, had, were, were, was, were, was, had, were, had, we'd, was, was, was, be, have been, have, had, had, I'd, was, was, were, was, was, was, was, was, was, was, was, have been, have been, have been, was, what's, What's, They're, she's, was, was, they're, They'll, I'd, was, hadn't, There's.
- 2** always had done; they had knocked; I'd made up my mind; more awful had happened; had already stopped; I'd helped her; I'd heard; I hadn't even known
- 3** was still standing; were still standing; I was making; I was looking
- 4** The different verb forms link the present events with the past events, and provide more detail and action about the dramatic story that is unfolding as you read.

7.5

- a** will have lived
- b** has walked
- c** have forgotten
- d** has finished
- e** will have stayed

7.6 Answers will vary. Examples include:

- b** I went to a party on Friday night.
- c** We are going to the shops this weekend.
- d** My brother will have packed for his holiday by midnight.
- e** They will make sure the doors are locked at the end of the night.

- f We have opened all our presents before our birthday party.
- g Jess was trying to unlock her bike.
- h Aaron will be travelling from Darwin next week.

7.7

Last holidays we went to Tasmania and travelled around. We **were** arriving during the peak holiday season, but it was still a great time to be in Tassie. In the future, I **will be** thinking of all the good times we had over there. First we went to Port Arthur and **were** seeing all the remains of the convict past. The ghost tour was amazing, and at times scary, even though I knew it **was** pretending. Next we toured around the island and **were** marvelling at the spectacular scenery — mountains, lakes and rainforests. I **will be** remembering this trip for many years to come.

UNIT 8

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 This vampire is different from traditional vampires because daylight only makes him ordinary (it does not hurt him), he cannot change his shape into a bat or a wolf, he is not stronger than he was in his other life and he only ages one day at a time.
- 2 Learning about history is easy for this vampire because he has lived for so long the events of the past are really everyday events for him, and he has experienced them.
- 3 Answers will vary.
- 4 Using the comparative forms of the adverb in 'more mature' and 'older' strengthens the idea or feeling being communicated.

8.1

- b Bill arrived **much earlier** than the other guests.
- c The truck moves **more slowly** than a bus through the city streets.
- d Sarah moved **more quickly** through the bush once she heard a strange noise.
- e I worked **harder** to finish the project.
- f After the accident he moved **more awkwardly** than he did before the accident.

8.2 Answers will vary. Examples include:

- b The volunteer **most willingly** visits the patient each day.
- c This is the **hardest** job I have ever done.
- d They are considering my ambitious plan **most thoughtfully**.
- e That person over there is the one who is carrying the antique vases **least carefully**.
- f After the athletics carnival we were the team who cleaned up our area the **least energetically**.
- g This is the **earliest** I have ever arrived at school.
- h Who will go the **furthest** on the bushwalk excursion?

8.3

- b worst
- c best
- d latest
- e earliest
- f best

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Answers will vary.
- 2 He decided that all the stories about being buried, going out only at night, having to drink blood, and the other unpleasant things about being a vampire, make it an undesirable life to lead.
- 3 This vampire might have already turned him into a vampire, or the process might have begun and cannot be reversed as the vampire has been invited into the boy's house.
- 4 forever, mostly, really, away
- 5 Answers will vary.

8.4

Answers will vary. Examples include:

- b carefully
I will open the box **more carefully** next time.
This fragile vase should be handled **most carefully**.
- c joyfully
Next time sing the song **more joyfully**.
We will celebrate our victory **most joyfully**.
- d much
We will see **more** of our relatives at Christmas.
We will see **most** of the exhibits at the show.
- e little
I carried **less** of these boxes than I did yesterday.
Ashley helped **least** when asked by his mother.
- f politely
Marcus asked **more politely** when his mother spoke to him.
The girls behaved **most politely** when they knew there were drinks and food available.

8.5

Hang gliding is an exciting sport. You go **higher** than a kite and travel **more quickly** than on a skateboard. You can also stay **longer** in the air than you'd ever imagine. If you launch yourself from a hill then you **gently** glide your way to the ground by travelling **more gracefully** in slowly turning circles, using the wind currents to carry you **down**. It's **best** to do tandem jumps **first**, **firmly** strapped to the front of a **more experienced** hang gliding instructor. It's **most definitely** one of the best extreme sports where you **truly** experience the freedom of flight.

8.6

Answers will vary. Examples include:

- a That parcel arrived **most quickly**.
- b You will need to hold this lamb **more gently**.
- c I can dance **most gracefully** in this professional outfit.
- d Try and get a **good** deal from the salesman if you can.
- e This is **definitely** the largest fish Beau has ever caught.

UNIT 9

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 He is trying to be funny but he really is trying to show his power over the students. He is rude and insulting towards the students and tries to dominate them. He is not treating them with respect or courtesy.
- 2 There are two students named Taylor Ashton in the class, a boy and a girl.
- 3 Ash tries to handle the situation courteously as he is not to know there is another person (let alone a girl) with his name in this class. He does not do anything wrong in the situation.
- 4 with a stutter; be here on time; in the play; from a family of runts; at my new school;

9.1

Answers will vary. Examples include:

- b beside, near, by
- c into, under, around
- d around, through, towards
- e at, beside, behind
- f inside, within, with

9.2

Answers will vary. Examples include:

- b She reached over the shelf and grabbed the milk, which was sitting opposite the juices.
- c If you look below the sink you will find the soap under the face washers.
- d Callum was thinking the nearby rides were the best ones to go on with his friends.
- e The tourists went through the museum, but considering the time they decided to hurry.
- f Despite the accident, the shop assistant moved towards the customer.

9.3

Answers will vary. Examples include:

- b The tournament has been postponed because of the bad weather.
- c The History students will travel to Melbourne together with the Geography students.
- d It is not important that you agree with my opinion all the time.
- e The two businessmen decided to agree to the deal.
- f You can see the game as well as your brother and sister can see it.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 By the end of the play the boy Taylor Ashton has many of the girls wanting him to dance with them and hold them closely and the other guys are jealous of this.
- 2 in a dance group; about those two meat-heads; about it; by the end; of the lesson; by the end of term; in judo; like all the other girls; in the eye; in a whole room; of our own; in class; on your shoulder or arm; to my place; at my old school; about dancing
- 3 16

9.4

Answers will vary. Examples include:

- b Taylor is a good dancer according to all the girls in the dance group.
- c Taylor discovers that he must disagree with the teacher about his name.
- d Taylor, the boy, is made to dance next to the girls in the dance class.
- e The meat-head boys finally decide to join the dance class instead of the footy group.
- f Taylor decides to go along with the dance group idea once he finds out how much he likes dancing with the girls.

9.5 Answers will vary. Examples include:

- b** The student walked beside the oval, in front of the canteen and into the classroom.
- c** A mouse scurried behind the couch, through the kitchen and into the laundry.
- d** The coach talked about the game and then took us onto the field where we had to jog around the oval.
- e** The police patrolled through the streets and then walked into the shopping centre and checked inside the shops.

UNIT 10

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1** These boys have been tagged by an opposition gang — and their clothes have been painted with the tag names of their enemies.
- 2** The way Pete describes the appearance of the clothes when he inspects them, and the way he tries to hide the clothes.
- 3** The sentence is more fluent and links the two ideas together.
- 4** 'I didn't have a shirt that fitted him, so he had to settle for an old red and cream sweatshirt from the bottom of my wardrobe.'

10.1 Answers will vary. Examples include:

- a** The tagging race was not that fast but it was a new record.
- b** My cat is white so we call her Blackie.
- c** I have to pack my gear tonight but we are leaving early tomorrow.
- d** The movie starts at five o'clock and we cannot be late.
- e** The party was terrific yet it was finished by ten o'clock.

10.2 Answers will vary. Examples include:

- b** Sam has joined the team although he is finding training a challenge.
- c** The shops are closed because it is Christmas Day.
- d** I might buy that T-shirt if I can afford it.
- e** I am looking for a part-time job in order to buy myself a new bike.
- f** It's always hot when we plan a bushwalk.

10.3

- a** nor
- b** in order to
- c** If only
- d** and
- e** so
- f** Whenever
- g** yet
- h** once
- i** even though
- j** as though

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1** The SUN crew might be a tagging gang.
- 2** The teacher is demanding an explanation from Quarm about some tagging he has found in a textbook. The teacher is questioning him closely.
- 3** but, if, even though, than, where, and, and, that, and
- 4** Answers will vary.

10.4 Answers will vary.

10.5 Answers will vary. Examples include:

We were at the footy game where there were people starting to argue, so we decided to ignore them. The security came and began to talk with the people who started the argument. Although it was hard to concentrate on the game, we tried to watch, even though the noise kept distracting us. That small crowd carrying on became more and more interesting, so one of my friends decided to move closer because he wanted to see what was happening. The security guys told him to stay clear so, even though he would have liked to stay nearby, he came back. He said there was one bloke who seemed to be behind it all and he was being escorted from the ground. We were there to watch footy because you can watch arguments at home any time!

UNIT 11

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 A hobbit is very shy about meeting humans. The hobbit is about half the height of a person. A hobbit has no beard but has a fat stomach. A hobbit dresses in bright colours but does not wear shoes. A hobbit has leathery soles and long fingers and a deep laugh.
- 2 He had a tall pointed blue hat, a long grey cloak, a silver scarf over which his long white beard hung down below his waist, and immense black boots. But Gandalf looked at him from under long bushy eyebrows that stuck out further than the brim of his shady hat.
- 3 The sentences are joined to allow them to flow smoothly and to link different ideas together.

11.1

- a simple
- b simple
- c compound
- d compound
- e complex
- f complex
- g complex

11.2

Answers will vary. Examples include:

- b The hobbit watched carefully while the wizard chanted a spell.
- c Bilbo was excited and eager because the wizard invited Bilbo on an adventure.
- d They both walked up the hill while they sang songs and talked of the journeys ahead of them.

11.3

Answers will vary. Examples include:

- a Hobbits have no beards.
subject: hobbits; verb: have; object: no beards
- b
 - The sun was shining, and the grass was very green.
subjects: The sun, the grass
verbs: was shining, was
main clauses: The sun was shining, the grass was very green
conjunction: and
 - I am looking for someone to share in an adventure that I am arranging, and it's very difficult to find anyone.
subjects: I, it

verbs: am looking, to share, am arranging, is, to find

main clauses: I am looking for someone to share in an adventure that I am arranging, it's very difficult to find anyone

- c
 - But Gandalf looked at him from under long bushy eyebrows that stuck out further than the brim of his shady hat.
subject: Gandalf
verbs: looked, stuck out
main clause: But Gandalf looked at him from under long bushy eyebrows
subordinate clause: that stuck out further than the brim of his shady hat
 - Then Bilbo sat down on a seat by his door, crossed his legs, and blew out a beautiful grey ring of smoke that sailed up into the air without breaking and floated away over The Hill.
subject: Bilbo
verbs: sat, crossed, blew, sailed, floated
main clause: Then Bilbo sat down on a seat by his door
subordinate clauses: crossed his legs, and blew out a beautiful grey ring of smoke that sailed up into the air without breaking, and floated away over The Hill

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 A magic ring could also contain a curse about its use, or powers that the owner cannot control or does not understand.
- 2 The evening was closing in, and his cloaked figure quickly vanished into the twilight.
- 3 But I saw her some time ago, driving a pony-trap towards Bywater with a face that would have curdled new milk.
- 4 The evening was closing in.
His cloaked figure quickly vanished into the twilight.
I saw her some time ago.
I saw her driving a pony-trap towards Bywater.
She had a face that would have curdled new milk.

11.4

Answers will vary. Examples include:

I loved going to New Zealand. I was excited because it was a chance to see where *The Lord of the Rings* movies were made, and it was also a chance to see some of the spectacular scenery. There are amazing glaciers, which are frozen rivers of ice, and you stand in front of them with an empty valley behind you. There are lava

pools, which stink like rotten eggs, with steam and molten rock that bubble and shoot up in geysers every few minutes. The mountains are very steep, while the highest ones have snow and ice on them. They have kilometres of rainforest and in the mountains are sheer cliffs which you nervously and cautiously drive down. There are beautiful beaches, tropical islands and wild rivers. Milford Sound is a stunning place where the tops of mountains rise straight out of the ocean as you sail between them. You watch spectacular waterfalls and you see wild dolphins. I discovered the land of hobbits and wizards is actually more amazing in the real world!

11.5 Answers will vary. Examples include:

- a** I loved going to New Zealand; subject: I; verb: loved; object: going to New Zealand
- b** You watch spectacular waterfalls and you see wild dolphins.
subject: You; verbs: watch, see; main clauses: You watch spectacular waterfalls, you see wild dolphins; conjunction: and
- c** Milford Sound is a stunning place where the tops of mountains rise straight out of the ocean as you sail between them.
subject: Milford Sound; verbs: is, rise, sail
main clause: Milford Sound is a stunning place
subordinate clauses: where the tops of mountains rise straight out of the ocean as you sail between them.

11.6 Answers will vary. Examples include:

WORD	DEFINITION	SENTENCE TYPE	EXAMPLE
blundering (look up <i>blunder</i>)	stupid mistake	simple	Your blundering caused injury.
unsuspecting (look up <i>suspect</i>)	to think something is not likely or possible	simple	The unsuspecting driver was caught.
curdled (look up <i>curdle</i>)	to make into curds	simple	The milk curdled.
pestered (look up <i>pester</i>)	annoy	compound	Alex pestered those dogs until they became upset and quite aggressive towards other people.

WORD	DEFINITION	SENTENCE TYPE	EXAMPLE
altering (look up <i>alter</i>)	change or make different	complex	As they were altering the colour of the vehicle, the police discovered their hideout and ambushed them inside.

UNIT 12

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1** Answers will vary.
- 2**
 - a** It could mean that hamburgers are customers as well as people, or that hamburgers are served to people, or that people are served as food.
 - b** The bike could look nice or the weather could look nice.
 - c** The elephant was shot by someone in pyjamas or the elephant wearing the pyjamas was shot.
- 3**
 - a** no — there is no verb.
 - b** no — there is no subject and no verb

12.1

- a** fragment
- b** complete sentence
- c** complete sentence
- d** fragment
- e** fragment
- f** fragment
- g** complete sentence
- h** fragment

12.2

- a** The woman hit the man with a stick or the man was holding a stick when she hit him.
- b** Students do not like annoying their teachers or students do not like having annoying teachers.
- c** The train was crowded and dirty or the station was crowded and dirty.
- d** He fed someone's cat some cat food, or he gave cat food to a female person.
- e** He threw his boots into the cupboard or he threw his feet into the cupboard.

12.3

Answers will vary. Examples include:

- a** Rob takes the bus to school, while his sister takes the train.
- b** We love going to Melbourne because the zoo and the aquarium are great to visit.

- c Shana likes to cook, so she makes dinner most nights of the week.
- d Jack likes dogs and he has a kelpie.
- e I like ice cream, and get it every time I go to the cinema and see a movie. I also buy popcorn, and share it with my friends who come with me.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 When the stars are out they are visible, but when the lights are out they are invisible. When I wind up my watch it starts, but when I wind up this poem it ends.
- 2 The meaning of a bell 'going' can be that it leaves or departs, so it would not be heard or seen again. But in reality the person saying this means that when the bell 'goes off', or rings, it is heard.
- 3 Answers will vary.

12.4 Answers will vary. Examples include:

- a After John ate, his sister drove him to the party.
- b She was driven by her mother, away from her home.
- c The coach was delayed by a traffic jam.
- d Since I was elected Prime Minister, this has been the worst disaster.
- e During the trail ride I found a cigarette butt left beside a horse.
- f Can I try on the jeans that are in the window?

12.5 Answers will vary. Examples include:

- b They are cooking apples.
 - *Are the apples the type used in cooking?*
These are apples made for cooking.
 - *Is there a group of people cooking apples?*
These people are cooking apples.
- c Flying planes can be dangerous.
 - *Planes flying on their own can lead to dangerous accidents.*
Planes flying on their own can be dangerous.
 - *People who fly planes are in potentially dangerous situations.*
People who fly planes can be involved in dangerous situations.
- d Did you see the girl with the telescope?
 - *Was a girl holding the telescope?*
Did you see the girl who was holding the telescope?
 - *The girl was seen by using a telescope.*
Did you use a telescope to see the girl?
- e 'Those kids make healthy snacks,' said Vlad the vampire.

- *Vlad admires the children for making healthy snacks.*
'Those kids are making healthy snacks,' said Vlad the vampire.
- *Vlad is looking forward to eating the kids.*
'Those kids were healthy snacks,' said Vlad the vampire.

12.6 Answers will vary. Examples include:

	PROBLEM SENTENCE	WHAT IS THE AMBIGUITY?	HOW COULD THE SENTENCE BE REWRITTEN?
b	I've been standing here for ages because the sign says 'Wait for the attendant to be seated'.	You don't have to wait for the attendant to sit down before you can move from where you are standing.	Please wait for an attendant who will find a seat for you.
c	The advertisement says everyone is welcome to their exclusive club.	How can everyone be welcome if it is an exclusive club, as the word 'exclusive' means not everyone can join?	Visitors are welcome to our exclusive club.
d	The poster said 'Why get a bad deal elsewhere when you can come to our store?'	The poster is suggesting you get a bad deal by coming into this store.	Don't get a bad deal elsewhere — come into our store.
e	Our guarantee is to give the lowest price and service.	The guarantee says you will get the lowest price but also the lowest service.	Our guarantee is to give you good service and the lowest price.
f	On the can it says if the dog won't eat then it should be cut into small pieces.	The message suggests that the dog should be cut into small pieces if it won't eat the food.	Cut the food into small pieces if the dog will not eat it.

UNIT 13

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The hat can speak English, the hat can hear, the hat can understand English, the hat can read thoughts.
- 2
 - a The reader is unsure what is happening to the character, or what people are looking at, or who is being spoken to.
 - b The reader is unsure who is being spoken to and what happens to the main character after the event.

13.1

- b The boy was hit by a low branch.
- c The student drew on the interactive whiteboard.
- d Beneath the tree was a secret door.
- e Opposite a service station we discovered an accident scene.

13.2

- b Drawing on the wall, the little girl made a terrible mess.
- c Left behind, I wondered what I should do next.
- d Removing the lid, we quietly slid into the tunnel.
- e Chosen last, he turned out to be the best player.
- f Beaten thoroughly, the athlete decided to retire from racing.

13.3

Answers will vary. Examples include:

- b Walking the dog, the light began to fade. (participial phrase)
- c To get into the course she wanted, she studied for the test. (prepositional phrase)
- d Being young, I used to be scared of my cousins. (participial phrase)
- e I have brought some movies to the sleepover. (prepositional phrase)
- f Told he wasn't going on the excursion, Josh decided to improve his behaviour. (participial phrase)

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The three main ingredients of Mr Ollivander's wands are unicorn hairs, phoenix tail feathers and the heartstrings of dragons.
- 2 The wand that works for Harry Potter contains a phoenix tail feather from the same phoenix that supplied a tail feather to the wand that Harry's enemy used to cause the scar on Harry's forehead.
- 3 There is a link between Harry's wand and great and terrible deeds that have happened in the past, and Harry is now linked with those events, and the people who caused them.
- 4 He measured Harry from shoulder to shoulder; 'the tape measure crumpled into a heap'

13.4

Answers will vary.

13.5

Answers will vary. Examples include:

- b We looked for ghosts after we climbed through the window.
- c Quickly we ran into the stadium.
- d My dog was told to wait outside the shop.
- e The wizard waited beneath the golden tree.
- f Opposite the station there sat a lonely fox terrier.

13.6

Answers will vary. Examples include:

- b Written in stone, the promise was made in front of the whole clan.
- c Chosen to perform, the dance group practised their routines for days.
- d Torn between right and wrong, Joe asked his mates what he should do.
- e Taught from a young age, our dog never left our side when we walked down the street.
- f Hiding from view, we sneaked down the back alley until we came to the town square.

UNIT 14

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Two other names for hurricanes are tropical cyclones and typhoons.
- 2 b 'that form a revolving spiral' — storm clouds
c 'that generate powerful updraughts' — very high storm clouds
d 'that lie in the path of the storm' — many buildings
- 3 a If these storms strike land, they destroy virtually everything in their path.
b When Hurricane Mitch struck Central America in 1998, it dumped 127 centimetres of rain in a few hours.

14.1

- b adjectival clause
- c adjectival clause
- d adverbial clause
- e noun clause

14.2

- b Jenny, who is presenting her hurricane project first, says she is pretty nervous. (adjectival clause)

- c **Though I can walk on it**, I think I have a broken ankle. (adverbial clause)
- d Jeff ran behind the building **where I couldn't find him**. (adverbial clause)
- e **After the bell rang** we packed up the sports gear and went home. (adverbial clause)
- f John decided **he was going to see a movie anyway**. (noun clause)

14.3 Answers will vary. Examples include:

- b He says the bus will be late tonight.
- c I know the bell will ring very soon.
- d She sees the washing up has not been done.
- e They wish the camping trip was organised for next weekend.
- f We hope the new student shows us his unicycle tricks.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The Black Death was also called the bubonic plague because victims developed painful lumps that turned red and black, and these lumps were called buboes.
- 2 The excruciating pain would be the worst symptom in my opinion, and the strangest cure would be rubbing your belly with a live frog or a dead toad.
- 3 adjectival clause: victims developed painful red lumps called buboes, which turned red and black

14.4 Answers will vary. Examples include:

	WORD	MEANING	SENTENCE WITH CLAUSE	TYPE OF CLAUSE USED
b	malnutrition	poor health due to a lack of the right foods	Jess will suffer malnutrition unless she eats something soon.	Noun clause
c	deserted	abandoned or left alone	The people reacted as if they had been deserted by their leaders .	Adverbial clause
d	rampaged	violently raided or destroyed	The family moved to South Australia when the storm ravaged through their home in Queensland .	Adverbial clause

	WORD	MEANING	SENTENCE WITH CLAUSE	TYPE OF CLAUSE USED
e	diarrhoea	intestinal sickness that turns faeces into fluid and makes people go to the toilet frequently	Though he was struck down by diarrhoea , Jeff still went to his part-time job.	Adverbial clause
f	excruciating	extremely painful	That pain, which is excruciating , just will not go away.	Adjectival clause

14.5 Answers will vary. Examples include:

- b The campfire, which is outside the tent, is almost out. (adjectival clause)
- c The little boy hid where they couldn't find him. (adverbial clause)
- d The bushwalkers had to walk slowly because the ground was slippery. (adverbial clause)
- e That fruit is good for you so you should eat it every day. (noun clause)
- f My parents looked for a place to have coffee after they left the cinema. (adverbial clause)

14.6 Answers will vary. Examples include:

- b Joe is nervous because the exam is today.
- c Tedra asked for a menu when Ashley went outside.
- d Sophie, who is new to the school, is in my class.
- e Owners can enjoy taking pets out when they are well trained.
- f They still lived in the same house where they had lived all their lives.

UNIT 15

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Rich people's bodies were given special treatment with expensive ingredients and carefully prepared for their burial, while poor people's bodies were just washed and left to dry in the sun.
- 2 They thought the person would live in eternity and so they needed their body to travel with them and remain with them.
- 3 The dash indicates a new thought or idea added to the one that comes before it, and often this idea is a surprise addition or an extension of the earlier one.

15.1

- b** Take a look at that awesome view — look out!
- c** It's a new year and a new deal — come in, look around, talk turkey.
- d** Get ready for the rush — I know, I've been here before.
- e** If you have to take the lot — books, DVDs, clothes, posters — at least let me help you pack.
- f** Once upon a time — and it was only once — there lived the strangest little creature.

15.2

- b** The way to get to the shop (the supermarket) is not easy to explain.
- c** If you really want to get there fast, turn right at the next corner (in about ten metres).
- d** The items for the trash and treasure sale (books, ornaments, pictures, unwanted presents) need to be dropped off the day before.
- e** Try and find me a blue one (not green, red or brown).

15.3

- a** 'Now what was I saying before you began to ...'
- b** There were three things ... you've interrupted me again!
- c** This is the first chapter in an action-packed book, so don't miss it or you'll miss ...
- d** 'I was wondering if ... now I've forgotten what I was going to say.'

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1** The flood was a good thing in Ancient Egypt because it deposited a fresh layer of earth across the floodplain, and this provided new and fertile soil for farming.
- 2** Ramses the Great had at least 90 children, and he was so powerful that nine later pharaohs also took his name.
- 3** The brackets show where the picture is located.
- 4** The writing between the dashes adds more detail to the information at that point in the sentence.
- 5** The article has been shortened by omitting some of the information.

15.4

Answers will vary. Examples include:

- a** *nourished* sustained with food
The soil along the Nile was nourished by the annual flood.
- b** *reservoirs* places for storing water
The reservoirs were full after the heavy rain.

- c** *prosperity* success or wealth
The pharaoh was responsible for making sure the prosperity of Egypt continued.
- d** *stability* being stable and not likely to fall or collapse
The stability of the table relies on the legs being the same length.
- e** *snared* caught or trapped
We snared the rabbits in the new rabbit trap.
- f** *mortuary* a place where bodies are kept before burial
The hospital's mortuary was in the basement.
- g** *inundate* to completely cover
The floodwaters will inundate the land near the river.
- h** *exploits* notable achievements or acts
The pharaoh's exploits were told throughout the empire.
- i** *protracted* extended or lengthened
The war was a very protracted affair.
- j** *artifacts* objects made by people
The ancient Egyptians left many artifacts in the ground.
- k** *endowment* a fund or gift provided for someone
Their uncle left an endowment for his nieces and nephews in his will.
- l** *embody* to give a form to something, or to represent something
The image of the ancient god was used to embody the god's powers.
- m** *imperial* belonging to an empire
Empress Wu Zhao was the only woman to become ruler of imperial China.

15.5

Answers will vary. Examples include:

- b** His new skateboard — the black and red one — is outside the back door.
- c** The things she was carrying — bag, books — are still sitting on his desk.
- d** Those Indian curries — korma, vindaloo, rogan josh — were really delicious food even if a bit hot.
- e** My closest relatives — brother, sister, cousin — also came to my birthday last weekend.

15.6

Answers will vary.

UNIT 16**COMPREHENSION QUESTIONS**

Answers will vary. Examples include:

- 1** Anh liked Bob Hawke, whose job it was to allow people to live in Australia and make them happy.
- 2** 'I like these Pork and Cheese people'.

- 3 These are titles of occupations or positions and they have a special message in the extract about jobs in the future.
- 4 St Bridget's Primary, Catholic, Greeks, Lebanese, Vietnamese, Portuguese, Pork, Cheese, Bob Hawke, Mum, Dad, God, Jesus, Mary, Asian, It, One, The, Every, I, One, When.

16.1 Answers will vary. Examples include:

- b They painted the 'Fresh Sandwiches and Hamburgers' sign incorrectly, and spelt it 'Fresh Sandwicks and Hambergers'.
- c We laughed when we saw the 'Dining Room Furniture Sale' spelt as 'Dinning Room Furniture Sail'.
- d In the newspaper they had misprinted 'Clearance Sale' as 'Clearence Sale'.
- e It was embarrassing to see the sign on our new shop read 'Openning Soon' instead of 'Opening Soon'.
- f Our local mechanic has two spelling errors on his sign, because he has written 'Car Maintaince Specialists' when he should have written 'Car Maintenance Specialists'.

16.2

- b Among my friends we have a 'Nicko', a 'Benno' and an 'Anto'.
- c The theme park we went to last holidays was pathetic. Nothing was open, it was all old and the rides were hopeless. What a great 'holiday'! A real 'thrill'! Can't wait to go again!
- d Mum told me her gran used to say she would have someone's 'guts for garters' when she was really angry.
- e There's a new drink they are calling 'olde classic'. How can it be an 'olde classic' if it's brand new?
- f I saw a sign for helium balloons that said 'special on helium balloons'.

16.3 Answers will vary. Examples include:

- a When I was little my favourite story was 'Little Red Riding Hood'.
- b Have you seen that article titled 'Footy Fever' in the footy magazine?
- c I couldn't stop laughing after watching last week's episode called 'One Day at a Time'.
- d One of Australia's most famous poems is called 'I Love a Sunburnt Country'.

- e My dad loves to play 'Bohemian Rhapsody' really loudly on the weekends, and he even does air guitar with it — how embarrassing!

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 This rule has been placed in quotation marks to show it is a special rule within the family.
- 2 'Where's the form?'
'Go outside and check in the bin.'
'Might as well have a look in there.'
- 3 a the name of a company: Kmart
b the name of a language: English
c the name of a country: Australia
d the name of a relative: Mum
e Answers will vary.

16.4 Answers will vary. Examples include:

- a 'Mum' spelt with a capital can mean one actual person being written about, while spelt in lower case can mean any mother generally.
- b The personal pronoun 'I' means yourself, a person, and should not be confused with the letter 'i' in the alphabet.
- c 'English' is the name of a language and a proper noun but the other subject names are common nouns, not proper nouns.

16.5 Answers will vary. Examples include:

- b The short story, 'The Time Machine', is a famous story about travelling into the future by the writer H. G. Wells.
- c 'Clancy of the Overflow' by Banjo Paterson is a poem about a famous Australian horserider.
- d One of the most famous songs in *The Wizard of Oz* is the song 'Somewhere over the Rainbow', which was sung by Judy Garland.
- e Have you heard the really funny poem called 'The Three Little Pigs' by Roald Dahl in his book *Revoltin' Rhymes*?

16.6 Answers will vary. Examples include:

- a When we visited Melbourne we walked to the *Australian Open* at Melbourne Park, and on the way heard a busker singing 'Waltzing Matilda'.
- b I have written a short story called 'Beyond the Blue'. It's about an Australian teenager who decides to travel to America on his own to uncover his family history and to meet the President of the United States.
- c Ian Thorpe is one of Australia's greatest athletes because he has won the most gold medals at the Olympics of any Australian athlete.
- d Did you see the newspaper story in last week's *Australian*? It was called 'Teen on Track', about a young guy attempting to break the long distance skating record in the *Guinness Book of Records*.

UNIT 17

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Answers will vary.
- 2 The rhyming words in the slogan will help people remember the product better than just a list of words. It is also a catchy slogan that plays on old tongue twisters.
- 3 Rhyming words make a song, poem or advertisement easier to remember, because the rhyming words have a pattern of sound, and a pattern is always easier to recall than random sounds or random words.

17.1 Answers will vary. Examples include:

- b In the sun, we all slowly sizzled during the summer heat.
- c 'Wild Wings on the Wind' is the title of a nature magazine article about eagles hunting in the Grand Canyon.
- d 'Beat the Heat with a Holiday Hat' — an advertising slogan for summer sun protection.
- e There was not a murmur in the house/Not a murmur from a mouse/Not a murmur from the moon/ Throughout the long, long month of June.

17.2

- a Try to light the fire quietly.
- b Thunder down under — and wonder at the plunder!
- c Is it an itch or a twitch, or can you switch?
- d The rain in Spain falls mainly in the plain.

17.3 Answers will vary. Examples include:

- a sizzle
- b moaning, groaning
- c meow, woof, cheep
- d zip, whistle, buzz
- e snap, crackle, pop

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 crack, break, sizzle, flip, squeeze, pop, cluck, scratch, peck
- 2 'railroad track', 'night is still', 'sleeping and dreaming', 'see its cinders', 'better friends'
- 3 'o' sound will be highlighted as in 'shot', 'Shott' and 'Nott'.

17.4 Answers will vary. Examples include:

The fly flew at the flea.

The flap of a fly made the flea flee.

The flea and the fly furiously flapped and flew.

17.5

	WORD	ONOMATOPOEIA	NO ONOMATOPOEIA
b	hoot	✓	
c	beep	✓	
d	zap	✓	
e	scream		✓
f	plop	✓	
g	thud	✓	
h	ouch	✓	
i	doze		✓
j	echo		✓
k	yell		✓

17.6 Answers will vary. Examples include:

- b The moon was new and blue.
- c Sea deep you see the creature.
- d Bake the cake to create.

UNIT 18

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 similes: My mind is like an ocean; it's as smooth as jazz
metaphors: My mind is an ocean; my words are a river
- 2 personification: sun's smiling down; boat hugged the shore
hyperbole: a million times harder
- 3 These different methods allow people to make comparisons in order to communicate their ideas more clearly, or more visually, or to draw attention to them with a sense of drama.
- 4 Answers will vary.

18.1

- | | |
|-------------------|-------------|
| a personification | f hyperbole |
| b simile | g metaphor |
| c personification | h hyperbole |
| d hyperbole | i simile |
| e simile | j hyperbole |

18.2

Answers will vary. Examples include:

- b From the helicopter the rushing crowd looked like a mass of scurrying ants.
- c The drink was as cold as ice as it hit my mouth on that stinking hot day.
- d Her hair felt as smooth as silk after she shampooed and blow-dried.
- e The winner ran like a leopard to win the Stawell Gift.
- f The night was as silent as the grave when we crept into the graveyard at midnight.

18.3

Answers will vary. Examples include:

- b This car hugs the highway and caresses the mountain road.
- c Your new computer welcomes you warmly and shares your excitement.
- d Every grain leaps while the cereals slurp — our brekkie cereal loves fresh milk.
- e My new coat wraps around me and cuddles me close to repel the biting wind.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Perhaps Lila lit the fire because she is hiding with a bag already packed, and is located well away from the fire. The writer says she is sad her room must burn, which suggests she might have intended this to happen.
- 2 flames blossom like flowers; like nervous schoolchildren
- 3 red and yellow shoots on the night sky, a flickering shawl of heat and light
- 4 they lick at the windows; leap up to the eaves; dance around the house; huge hand of flame
- 5 A million flames lick at the house and a million lights shoot out the windows.

18.4

wind stood up, gave a shout, whistled on his fingers, kicked the weathered leaves about, thumped the branches with his hand, said he'd kill and kill and kill, he will, he will.

18.5

Answers will vary. Examples include:

- b I will sleep for a million years after that long train journey.
- c You have said that every day for the last 20 years.
- d The boxer beat him to an absolute pulp.
- e I waited so long there was grass growing over my shoes and birds nesting in my hair.
- f The bush track went on for ever and ever.

18.6

Answers will vary. Examples include:

- b They are hunched, bunched tigers ready to pounce.
- c Those socks are a sewer inside your shoes.
- d Liquid gold pouring down my throat.
- e He was a trembling bundle of nerves shaking on the plane's rear deck.
- f His face is a flat and empty balloon and his shoulders a collapsed tent.
- g A fluffy bundle of excitement waiting at the door.
- h Her face was a thundercloud as she reviewed the class test results.

UNIT 19

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 **b** wabe: sea, water
c mimsy: excited, unhappy
d frumious: scary, terrifying
e galumphing: trudging, galloping
f frabjous: fantastic, fabulous
g Callay!: Hooray! Yippee!
- 2 Answers will vary.
- 3 The words follow the sentence patterns that we are used to, and the form of the nonsense words follow the same pattern as the real words that could take their place.

19.1 Answers will vary. Examples include:

- b** sob/weep/bawl
- c** sip/slurp/drain
- d** glance/look/stare
- e** old/ancient/decrepit

19.2 Answers will vary. Examples include:

- a** It means she loves the TV celebrity as much as Juliet loved Romeo in that famous story of true love.
- b** His little sister is very tight with money, keeps it all to herself and just wants more and more.
- c** Her brother is someone who seemed lost to the family, like the old story of the prodigal son who went away but was welcomed back.
- d** The aunt is someone who cares for and looks after homeless kids in a devoted and self-sacrificing way, just as Mother Teresa did.

19.3 Answers will vary. Examples include:

LOW MODALITY	MODERATE MODALITY	HIGH MODALITY
maybe perhaps occasionally seldom rarely never once sometimes possibly	probably often frequently usually generally likely typically regularly	undoubtedly surely certainly definitely always

- a** perhaps, maybe, probably, surely, certainly, definitely

- b** never, once, rarely, seldom, occasionally, regularly, typically, often, always
- c** sometimes, likely, generally, frequently, usually, undoubtedly

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Eckels might be feeling excited but nervous. Swallowing hard and smiling as he begins the journey indicate this is how he might be feeling.
- 2 **a** 'We guarantee everything,' said the official, 'including the dinosaurs.'
b We're here to give you the least thrill a real hunter never asked for.
- 3 The allusion is to a safari in Africa where we typically hear the word 'safari' used, but instead of going to a place to hunt animals, this organisation takes you to a time in the past. This means you travel through time to your hunting place, rather than travelling just to another country.

19.4 Answers will vary. Examples include:

- b** 'scare': frighten, terrify
- c** 'roaring': yelling, calling
- d** 'quaver': shake, vibrate
- e** 'biggest': tallest, largest

19.5

	POSITIVE CONNOTATIONS	NEGATIVE CONNOTATIONS
b	intelligent, bright, quick	dumb, slow, dim
c	handsome, glamorous, impressive	ugly, repulsive, unattractive
d	fixed, repaired, working, reconstructed	broken, destroyed, damaged, obliterated
e	amazed, surprised, intrigued, impressed	shocked, dismayed, horrified, disappointed

19.6 Answers will vary. Examples include:

- b** There must be a definite answer for our environmental problems. High modality: words such as 'must' and 'definite' show very strong determination. New sentence with low modality: There may be a possible answer for our environmental problems
- c** A possible solution for your broken bike might be found in the garage. Low modality: 'possible' and 'might' show a low level of certainty.

New sentence with moderate modality: A likely solution for your broken bike should be found in the garage.

- d** New technology can help us suggest ways to solve the problems we face. Moderate modality: 'can', 'suggest' and 'solve' indicate a moderate level of certainty. New sentence with high modality: New technology can definitely help us know clear ways to solve the problems we face.
- e** I will never step in that shop again, and that is undoubtedly my last visit there. High modality: the words 'never', 'definitely' show a high level of certainty. New sentence with low modality: I might not step in that shop again, and that is just possibly my last visit there.
- f** You should try the new iPad as it may have the apps you could be looking for. Moderate modality: 'should', 'may' and 'could' indicate a moderate level of certainty. New sentence with high modality: You must try the new iPad as it certainly has the apps you are definitely looking for.

- f** meet meat (homophones)
We will meet tomorrow.
Could you buy some meat on the way home?
- g** close close (homographs)
Close the window please.
That was a close call.
- h** lead lead (homographs)
The lead into the computer was very loose.
I will buy a new set of lead pencils tomorrow.
- i** minute minute (homographs)
Wait just a minute, would you?
The minute jewel sparkled in the ring.
- j** present present (homographs)
This is a present for your birthday.
Can I present you to the Mayor when we go to the formal?
- k** tear tear (homographs)
In his eye I could see a tear.
'Tear along here' said the instructions.

UNIT 20

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- cars, music band, sandwiches, sports equipment, cruise ship, chickens or ducks, hair restoration.
- Ate, banned, Byte, Chute, crews, foul, hare
- Eight, band, Bite, Shoot, cruise, fowl, hair
- This can confuse customers and cause them to lack confidence in the quality or ability of the business or service. Customers might think if they do not know or care about their advertising there might be other things they are not good at in their business.

20.1 Answers will vary. Examples include:

- b** weight wait (homophones)
The weight of that box is 20 kilos.
We will wait for you beside the newsagency.
- c** sale sail (homophones)
The sale goes until Saturday.
When are you going to sail to the Great Barrier Reef?
- d** fine fine (homographs)
I paid the fine when I received the notice from the police.
It's a fine day today.
- e** bat bat (homographs)
The bat flew through the trees.
I grabbed my bat for the next innings.

20.2

- | | |
|------------------------|--------------------------------|
| b heir | g stationary/stationery |
| c deer | h waste/allowed |
| d Here/their | i suite |
| e heel | j wait/queue |
| f piece/dessert | k wear |

20.3

- b** produce (verb) then produce (noun)
c object (noun) then object (verb)
d well (adverb) then well (noun)
e rip (noun) then rip (verb)
f ground (adjective) then ground (noun)

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- bean, tale, weak, ours, buy, knight, plaice, wrung, threw, see, missed, beech, reign, whole, stares
- | | |
|---------------|---------------|
| bean/bean | see/sea |
| tale/tail | missed/mist |
| weak/week | beech/beach |
| ours/hours | reign/rain |
| buy/by | whole/hole |
| knight/night | stares/stairs |
| plaice/place | |
| wrung/rung | |
| threw/through | |

20.4 Answers will vary. Examples include:

bean: a seed of a plant	been: a time in the past
tale: a story	tail: part of an animal
weak: not strong	week: a time span of seven days
ours: belonging to us	hours: a time span
buy: purchase	by: a preposition
knight: a medieval soldier	night: the time after dark
plaice: a type of fish	place: a location
wrung: rubbing hands together	rung: telephoned
threw: to cast away	through: a preposition
see: have sight	sea: the ocean
missed: not caught	mist: a light fog
beech: a type of tree	beach: sandy edge of the ocean
reign: the time a monarch rules	rain: drops of water from the sky
whole: complete	hole: an opening or hollow
stares: looks intently	stairs: steps leading to somewhere

20.5 Answers will vary. Examples include:

- b** live (verb) We live in the city.
live (adjective) This was a live show.
- c** contract (noun) I will sign the contract tomorrow.
contract (verb) She might contract a disease if she's not careful.
- d** house (noun) The house stood on the hill.
house (verb) Will that shed house the chooks?
- e** wind (verb) You must wind the old grandfather clock every day.
wind (noun) The wind blew through the trees.
- f** wound (noun) The wound would not heal very quickly.
wound (verb) If you wound the animal you should put it down humanely.
- g** wave (noun) The wave was the largest I had ever seen.
wave (verb) Make sure you wave to your uncle before you leave.
- h** fly (verb) Will you fly to Tasmania or go by ship?
fly (noun) The fly sat for hours on the window.
- i** second (noun) I will not wait for you one more second.
second (adjective) The second hand of the clock reached the thirty minute mark.

20.6

- b** knew/new
- c** principal/principle
- d** know/no
- e** complement/compliment
- f** practise/practice
- g** boarder/border
- h** altar/alter
- i** you're/your
- j** who's/whose
- k** their/they're
- l** it's/its

UNIT 21

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1** Elliot loves to hear Louise talk because she is knowledgeable, and she speaks passionately, effortlessly and confidently.
- 2** Acrobat: graceful and strong. These words reflect Louise's effortless and her confidence.
Swordswoman: quick and dancing. These words reflect Louise's passion and her effortless ability.
- 3** guardian, politics, confidently, effortlessly, passionately, graceful, agile, swordswoman, quick, unpredictable, razor-tipped, thrusts, dancing, fainting, conceding
- 4** confidently, passionately, graceful, agile, quick. These words match the ideas that Elliot has about Louise when he thinks about her and listens to her speak.

21.1

- a** You're
- b** to
- c** effect
- d** led
- e** quite
- f** lose
- g** a lot
- h** who's
- i** their
- j** there

21.2 Answers will vary. Examples include:

- b** The diary had a record of the meeting for last Thursday.
- c** That new loan will allow her to buy her first car.
- d** We chose three different sorts of pizza toppings.
- e** The painting was hung in the hallway.
- f** You can all go to the pool except Sash.

21.3

- a** bought
- b** have
- c** who's
- d** practise
- e** passed
- f** whole

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 In the original story of *Shrek!* there were no handsome princes or damsels in distress, no dancing bears or singing mermaids. Instead there was just an ugly ogre who was not looking for fame or fortune.
- 2 What Katzenberg saw that was unique was the humour, the irreverence and the great heart in the story.
- 3 attention, handsome, virtuous, convulsions, loathsome, aimlessly, repulsing, irreverence, potential, association

21.4

cemetery, awkward, success, absolutely, patient, belief, fascinating, argument, excitement, separate, disappear

21.5

Answers will vary.

Correct spelling: cemetery, awkward, success, absolutely, patient, belief, fascinating, argument, excitement, separate, disappear

21.6

Answers will vary. Examples include:

- Happy words: achieve, courtesy, excitement, fascinating, success
- Shrek and Donkey work hard to **achieve** their goal on their quest.
 - Donkey does not show much **courtesy** towards others.
 - It is with **excitement** that Shrek first sees Princess Fiona as she really is.
 - The Shrek movies are a **fascinating** and irreverent story about fairy tale characters and their exploits.
 - Shrek and Donkey finally have **success** when they rescue Princess Fiona and Shrek and Fiona fall in love in the first Shrek movie.

UNIT 22

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The main aims are to win races and not crash, get ahead of opponents and to avoid cliffs and rough terrain while developing motocross skills.
- 2 The words that tell most about these aims are 'win', 'races', 'not crashing', 'get ahead', 'careful of cliffs', 'rough terrain', 'motocross skills'.
- 3 This game appears to be aimed at younger primary school children.

- 4 It appeals to this audience because it uses a hairy spider race, hedgehogs and word game contest — features that are interesting to that age group.

22.1

	PURPOSE	AUDIENCE
a	to apply for a part-time job	a human resources manager
b	to report a car accident	a police officer
c	to deliver a speech	formal school assembly
d	to give directions	tourists from another country
e	to explain how a new machine works	a factory production team meeting

22.2

Answers will vary. Examples include:

- a picture book of fairytales
audience: very young children in preschool or early school years
- a blog entry on a newspaper's website
audience: adults from the general public
- an advertisement for a fitness club
audience: young adult to adult members of the general public
- a story in *Dolly* magazine
audience: pre-teen and teenage girls
- a phone message on the kitchen bench
audience: any family member or person living in the home

22.3

- a television news report about a natural disaster (fairly formal)
- a class discussion about a subject topic (fairly informal)
- a Facebook message to a good friend (very informal)
- a spoken presentation on a project to the class (fairly formal)
- a business letter or job application (very formal)
- a comedy show on television (very informal)
- a conversation with your dentist or doctor (fairly informal)

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The embarrassing mistake is that the man typing is saying in his online letter that computers will fix

spelling mistakes automatically, but he has made a spelling mistake in the letter. This cartoon shows that spelling rules do need to be taught as the computer has not picked up the homophone spelling error (wrote and rote).

- 2 The cartoon is saying that this teenage phrase is becoming so popular and common that it is replacing more conventional ways of writing speech. The phrase 'was like' is appropriate in very informal writing or speaking.
- 3 awesome, cool, whatever, that's so not right
- 4 This cartoon's message is that a computer spell check program cannot pick up the spelling mistakes when they are homophone errors, and that people need to be looking for the errors in their own writing. It is also suggesting that people should not totally rely on computers to find their writing mistakes.

22.4 Answers will vary. Examples include:

This spelling website gives you ideas on how to become a better speller. This site is great for anyone who wants to build their spelling skills. It is especially for kids who want to learn how to spell in a fun and easy way.

22.5 Answers will vary. Examples include:

	TEXT	AUDIENCE
b	skateboard magazine	youth skate audience
c	bank loan brochure	young or older adults
d	online real estate guide	young or older adults
e	supermarket specials leaflet	young or older adults
f	newspaper sports section	people who follow sport

22.6 Answers will vary. Examples include:

- a This movie is one I can very strongly recommend to every teenager. The film was full of all the ingredients to keep you on the edge of your seat — the mummy-wrapping scene was gruesome, but exciting; the camera actually took you inside the tomb of the pharaoh and you saw amazing treasures buried with him. Then you watched as the tomb robbers raided this sacred royal tomb of all its treasures. The movie's special effects were outstanding, while the costumes and sets made you feel like you really were in ancient Egypt. The ending of the film is spectacular. This movie is very, very highly recommended.

UNIT 23

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 weathered bench, jacaranda tree, school gates, road
- 2 chestnut hair, floral skirt, light sienna top, confident walk
- 3 lacing his fingers nervously; rubs his hand across the back of his neck; rolls his head forward to relieve the stiffness; glances nervously down the road
- 4 The writer is setting the scene to show us how different characters are acting, building up the tension with Dennis being nervous, acting suspiciously, and carrying a backpack while waiting outside a school. This is important to gain our interest and make us wonder what will happen next.

23.1

- a late afternoon, hot summer's day, weathered bench
- b the smell of the jasmine
- c laughing and chattering students leaving the school
- d shadows lengthening; glanced at his watch; looks at school gates; students emerge from the school gates; blue Mazda left the drive
- e chattering

23.2

Answers will vary.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The writer reveals what Laura thinks by having Laura describe her own feelings about this boy and his situation, and with her feeling awkward and embarrassed.
- 2 The writer describes the way Laura sighs, grits her teeth and trudges over there — showing Laura is reluctantly agreeing to her mother's request.
- 3 Omar leaves the house suddenly (does not get his coat, does not say goodbye to anyone), and he is wearing sandals in the middle of winter.
- 4 The blinds are closed all the time, Laura thinks he probably doesn't even own a TV, he lives by himself and keeps to himself, the windows are surrounded by unkempt pine trees, the house looks like it has not been painted for years.

23.3 Answers will vary. Examples include:

Places

- a old, stucco
- b house looks like it hasn't been painted in years, thick pine trees hiding all the windows, old stucco house

People

- c Laura: 'A weirdo, I said to myself.'; 'Well, come on,' — strong opinions, not shy
Omar: 'Huh...Oh, yes,;', 'What's a Macintosh?' — acts without thinking, out of touch
- d Omar pops out of the house quickly, Laura trudges to the house, Omar opens the door only a crack
- e A weirdo, he's never heard of a Macintosh, he is plump and is short, has a big gap where he's missing a tooth, stands there staring and poking his tongue in the gap
- f Laura: dislikes going to the house, does not particularly like Mr Campanelli, thinks Omar is strange but respects his computer skills, does not want to be selfish, doesn't really want to be friendly towards a strange kid she's never met.
Omar: nervous but impulsive, lacks confidence, doesn't like being in Mr Campanelli's house, probably likes computer games

23.4 Answers will vary. Examples include:

- b My sister grabbed three more chocolates while the first one oozed down the side of her bulging mouth. (show)
- c The coach yelled and screamed, beat his fists on the table and threw the drinks box across the room. (show)
- d Her dog yapped at my ankles, ran round behind me and nearly tripped me over. (show)
- e The shopkeeper shuffled across the room, leaning heavily on his stick, his white hair thinly covering his head and his wrinkled face tired and worn. (show)
- f Aunt Mary looked around, first one way and then the other, frowned, muttered to herself and shook her head. (show)

UNIT 24

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 a the soldier narrator and his mother
b a youth
c Tess
- 2 a the backyard
b in the family home
c a backyard or park

- 3 a when he was about to pull the trigger
b I won! Yeah!
c Spotto Tess

24.1 Answers will vary. An example is:

- a orientation or beginning
- b a single complication or a series of complications
- c the rising action or tension
- d the climax
- e the resolution or ending

The Big Battle by Jarrod Hillary

Over my rifle sight I could detect the rustling of branches and the distinct snapping of small twigs from the boots of enemy soldiers. I knew my gut feeling wouldn't let me down, for some reason the timing of the enemy attempting to penetrate the perimeter of our defence area was exactly as I predicted.

The training we had carried out would seem like a picnic compared to the battle that was about to unfold against the well-armed troops of the enemy.

I was just about to pull the trigger when I heard a loud roar. 'Tea's ready boys!'

24.2 Answers will vary. An example is:

Title of fairytale: *Little Red Riding Hood*

Beginning (who, what, why, where)

Little Red Riding Hood sets off to visit her grandma who lives in the woods.

Complication(s)

On the way she meets a wolf who asks her where she is going.

Rising action or tension

She tells the wolf she is visiting her grandma who lives in the forest, and the wolf races ahead of her, reaches the cottage, eats the grandma, dresses in her clothes and then waits for Little Red Riding Hood to arrive.

Climax

Little Red Riding Hood arrives, sees the wolf, asks about its big eyes, big ears and then big teeth — the wolf chases her out of the house and into the woods.

Resolution

A wood cutter hears the commotion, comes running and chops the wolf into pieces and rescues Little Red Riding Hood.

Little girls should not go off alone or talk to strangers.

24.3 Answers will vary. An example is:

- a an example of detail: I pushed my pile of chips into place
- b an example of dialogue: 'Yeaah! HaHa! I won! Yeah!...'
- c an example of a time word: I looked
- d an example of an action word: spun
- e an example of a noun group word: wheel
- f an example of imagery: it bounced up and down like crazy.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 characters: a father, a son, a wife, rescue crews, older men in planes, people in airports
settings: a home, road to an airport, the airport, inside airplanes
plot: boy builds model planes with father, goes with father and mother to airport, father leaves on plane, plane crashes and father dies, boy gets comfort from model plane, boy grows up and travels in plans beside older men who remind him of his father and the model-building.
main message or theme: the power and importance of childhood experiences and memories, and the importance of family relationships.
- 2 The small boy's viewpoint, with a small glimpse of his father's viewpoint, and finally the grown boy's viewpoint — you can tell by the way the different voices of the characters present their feelings and ideas.
- 3 A model plane with red stripes is the main symbol. It represents the boy's father, and it is important because it keeps the memory of the father alive in the boy's life.

24.4 Answers will vary. Examples include:

orientation: son and father at home

complication: they build planes but father is impatient as they work together

rising action: family goes to airport — father leaves on plane

climax: plane crash witnessed by son

resolution: son grows up and values planes as a link to his father

24.5 Answers will vary. Examples include:

- point of view or multiple points of view used by the writer:
boy: 'The boy is excited as they climb to the third floor.';
father: 'I must be more of a father ...'

- drama: '... as it roars down the runway, lifts for a moment, then plunges into the woods and explodes in a ball of flame and a column of black smoke ...'
- detail: '... there is Daddy in the model, staring straight ahead, with a toy dog on his lap, a present for him.'
- dialogue: 'That's Daddy's plane.'
- time words: 'the man hesitates'; 'Two weeks later'; 'Until he goes to college ...'
- action words: 'roars', 'plunges', 'explodes', 'throws', 'tramples'
- noun groups: 'models', 'airplane', 'father', 'son', 'airport', 'flame', 'Daddy', 'salesman', 'older men', 'conversations'
- imagery: 'wide, polished floors of the terminal', 'the hurrying people', 'the smell of jet fuel', 'the great machines rushing skyward', 'a ball of flame', 'a column of black smoke', 'its red stripe'

24.6 Answers will vary. Examples include:

- The father would have spent more time with his son, and not just appear at times like a 'model' — he wanted to take a bigger part in his little boy's life and interests.
- The model planes represent, or symbolise, his connection with his father, and a link between the way he died and his last precious time with his father when he was still a little boy. The models represent his love for his father and his relationship with him.
- He values the precious and important memories of his father and his limited relationship with him as a small boy, so travelling by plane as an adult is actually a reminder for him of his childhood with his father, this person who has long gone.
- The importance of spending time with your children, and living in their world and being a real parent to them. The precious time of childhood, and how life can suddenly change forever — and that memories are very important and powerful. The importance of childhood experiences in shaping a person's life, and the importance of every child's relationship with their parents.

UNIT 25

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 happy, fun, entertaining
- 2 The image shows the bottoms ('butts') of different types of animals, and associates them with cigarette butts, then states that all butts (animal and cigarette) are unpleasant and unattractive.

- 3 The advertiser uses the authority of dentists to promote the product.
- 4 deodorant, hair shampoo, a clothing brand
- 5 The final advertisement would not work very well without the words because the image does not communicate any message about the product.

25.1 Answers will vary. Examples include:

- a To link the experience of playing with Lego with a positive and enjoyable experience.
- b The allusion is to the bottoms of a range of creatures being associated or compared with the 'bottom' (the end) of a cigarette.
- c Appealing to an expert on healthy teeth.
- d The word 'be' is repeated three times, so it is a key word in this product's advertising strategy — in fact, it makes up three out of six words in the advertisement. Also 'be good' and 'be bad' both mean to be natural to yourself, so 'just be' means to be yourself ... and the association is with the ideas of toughness and coolness.

25.2 Answers will vary.

25.3 Answers will vary.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 looking good, showing someone you care, awesome, card, transforming the lives of people
- 2 Answers will vary. Examples include:
 - emotive language: 'make sure you're looking good', 'showing someone you care' emphasises that people will see you care and you are helping others.
 - exaggeration: 'awesome card' — this emphasises its uniqueness and how much impact it will have for others.

25.4 Answers will vary. Examples include:

- Give a gift by giving an Oxfam Card (emotive appeal)
- Be generous, be kind, be caring, be thoughtful — so don't be a pig, (repetition, clichés, exaggeration)

25.5 Answers will vary. Examples include:

	Negative	Neutral	Positive
b	cold	warm	cosy
c	bad	okay	good
d	horrible	nice	delicious
e	poor quality	satisfactory quality	good quality
f	weak	sound	strong
g	ripoff	good deal	bargain
h	sad	happy	ecstatic
i	awful	interesting	amazing
j	faulty	fine	perfect
k	unhealthy	healthy	very healthy

25.6 Answers will vary.

KNOWLEDGE
SKILLS
TEXTS
GRAMMAR
PUNCTUATION
COMPREHENSION
READING
WRITING
SPELLING
VOCABULARY



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