

OXFORD MyEnglish

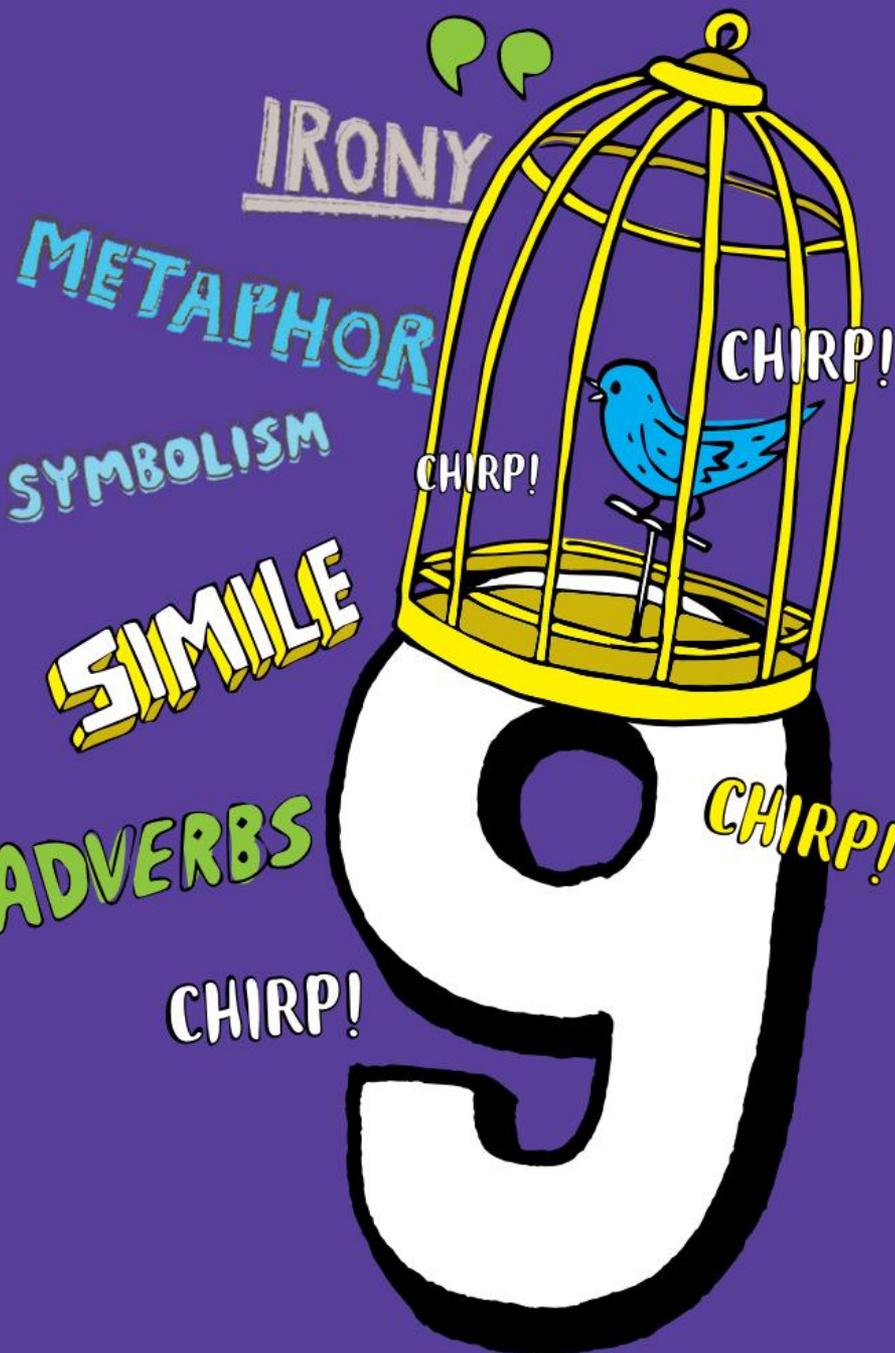
Western Australian Curriculum

Rachel Williams
Michael Horne

Third edition

quotation marks
Nouns

SIMILE
ADVERBS



POWERED BY
oxforddigital

OXFORD

OXFORD
MyEnglish

Western Australian Curriculum

Rachel Williams
Michael Horne

Third edition



OXFORD
UNIVERSITY PRESS

OXFORD
UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship and education by publishing worldwide. Oxford is a registered trademark of Oxford University Press in the UK and in certain other countries.

Published in Australia by
Oxford University Press
Level 8, 737 Bourke Street, Docklands, Victoria 3008, Australia.

© Rachel Williams and Michael Horne 2024

The moral rights of the authors have been asserted.

First published 2016
Third Edition

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, transmitted, used for text and data mining, or used for training artificial intelligence, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence, or under terms agreed with the reprographics rights organisation. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any acquirer.

ISBN 9780190342418

Reproduction and communication for educational purposes

The Australian *Copyright Act 1968* (the Act) allows educational institutions that are covered by remuneration arrangements with Copyright Agency to reproduce and communicate certain material for educational purposes. For more information, see copyright.com.au.

Cover and internal illustrations by Kev Gahan
Typeset by Q2A Media Services Pvt. Ltd., Noida, India
Proofread by Sandra Balonyi
Printed in Singapore by Markono Print Media Pte Ltd

Oxford University Press Australia & New Zealand is committed to sourcing paper responsibly.

Disclaimer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work.



Acknowledgement of Country

Oxford University Press acknowledges the Traditional Owners of the many lands on which we create and share our learning resources. We acknowledge the Traditional Owners as the original storytellers, teachers and students of this land we call Australia. We pay our respects to Elders, past and present, for the ways in which they have enabled the teachings of their rich cultures and knowledge systems to be shared for millennia.

Warning to First Nations Australians

Aboriginal and Torres Strait Islander peoples are advised that this publication may include images or names of people now deceased.



CONTENTS

Introducing *Oxford MyEnglish* iv

Acknowledgements viii

PART A USING WORDS 1

Unit 1 Nouns and noun phrases 2

Unit 2 Nouns and nominalisation 6

Review Units 1 & 2 10

Unit 3 Verbs and tenses 12

Unit 4 Active and passive voice 16

Review Units 3 & 4 20

Unit 5 Adverbs of manner 22

Unit 6 Adverbs of time and place 26

Review Units 5 & 6 30

Unit 7 How adjectives work 32

Unit 8 Types of adjectives 36

Review Units 7 & 8 40

Unit 9 What prepositions do 42

Unit 10 How conjunctions work 46

Review Units 9 & 10 50

Glossary recap 52

PART B ORGANISING WORDS AND IDEAS 53

Unit 11 Punctuation review 54

Unit 12 Quotation marks and direct speech 58

Review Units 11 & 12 62

Unit 13 Phrases and clauses 64

Unit 14 Types of clauses 68

Review Units 13 & 14 72

Unit 15 Subjects, objects and predicates 74

Unit 16 Constructing sentences for different purposes 78

Review Units 15 & 16 82

Glossary recap 84

PART C EXPRESSING AND SHARING IDEAS 85

Unit 17 Paragraphs 86

Unit 18 Cohesive writing 90

Review Units 17 & 18 94

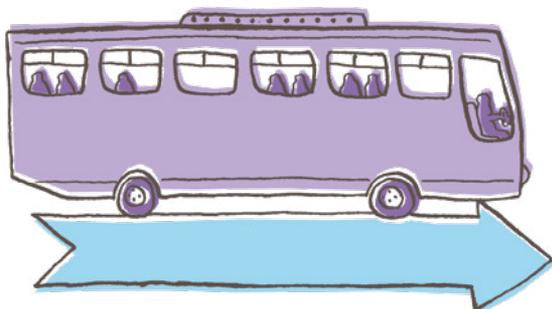
Unit 19 Symbolism and imagery 96

Unit 20 Analysing literary devices 100

Review Units 19 & 20 104

Glossary recap 106

Answers 107



Oxford MyEnglish is an integrated print and digital resource designed to support the teaching and learning of English skills for students of all abilities, in every classroom. The comprehensive and highly adaptable series offers students flexibility in the way they learn, and helps teachers easily integrate crucial English skills, including grammar, spelling, vocabulary, comprehension and text cohesion, into any English course.

Key features of Student Workbooks

- > Each Student Workbook comes with complete access to all digital resources available on Student eBook pro.
- > Clear, easy-to-navigate and engaging design.
- > A variety of activities gives students plenty of opportunity to practise and master English skills.

UNIT 5 ADVERBS OF MANNER

IN FOCUS

Adverbs of manner are words that show how something is done, modifying other verbs, adjectives, other adverbs or a whole sentence.

Position of adverbs in a sentence

- Adverbs are usually placed in a particular position within a sentence, depending on what they are modifying.
 - When modifying a verb or verb phrase, the adverb is usually placed after the verb or verb phrase.
 - When modifying an adjective, the adverb is usually placed before the adjective.
 - When modifying a whole clause or sentence, the adverb is placed at the very beginning of the clause or sentence.

TOUR TURN 5.1

Choose an appropriate adverb of manner to use in each sentence.

- They set out _____ for the top of the mountain.
- The hill rose _____ in front of them.
- _____ four of the climbers were forced to turn back.
- But the other three _____ made it to the top.
- On the way down, they talked _____ about their adventure.

TOUR TURN 5.2

- Highlight the adverb in each sentence.
 - Excitedly, we unpacked the boxes of games.
 - We gripped the cards together slowly, and then began to play.
 - We played the game very fast.
 - Khalid played his last and winning card triumphantly.
- Identify what each adverb in question 1 is modifying. Then state if it is a verb, an adjective or a whole clause.

TOUR TURN 5.3

- Highlight the adverbs of manner in this list. Look up any words you don't know in a dictionary.

disrupt	different	uncertainly	disapprove	castigate
accusingly	discordant	designation	disly	
probably	disgracefully	manipulate	wantonly	fetfully

- Now write three sentences, each one containing an adverb of manner.

Structure

- Content is presented in 20 highly structured units of work.
- As the workbook is segmented into three parts, students develop control over English skills at a word group, sentence and whole text level.

Introduction boxes

- Introduction boxes at the start of each unit present theory in a clear, easy-to-understand manner.

Comprehension

- Each text extract is accompanied by questions to help improve reading comprehension.

In Context

- Students apply skills in the context of a range of topical text extracts.

Text extracts

- Students engage with a variety of text types, including novels, poetry, news articles, information reports, essays and letters.

UNIT 14 TYPES OF CLAUSES

IN CONTEXT

Theseus and the Minotaur

Richard Raines

The slaves were being herded off the elegant black-sailed ship. Their legs were in chains, and they were roped together, one behind the other. Ariadne stood on the city wall overlooking the quay and watched. They all looked so young. She counted seven girls among them. As she turned to go, her eye was caught by one of the youths. He had curly red hair and was staring intently around him. The others shuffled down the gangplank with drooping shoulders and downcast eyes.

'Who is he?' she asked a guard 'Just another Athenian,' came the gruff reply, 'for the Minotaur.'

Ariadne glanced

The very thought of the hideous beast made her flesh crawl. The creature had a human torso and a bull's head. Muscles bunched and rippled down the back of his neck. Whiskers grew on his snout and his hooves sprouted long curved claws. His hide was a blotchy red

and his eyes were cold and pitiless.

Ariadne could not take her eyes off the young man on the quay.

'He seems different from the others,' she said.

The guard spat. 'They are all the same!'

The youth was peering around as if surmising the situation. He did not look like a man caring death in the face. All about him the port was alive with activity. Sailormen were splashing their legs on the quay. Mariners were running down their sails and merrymen were carrying baskets and pots of the ships. Ariadne watched as the youth was led away. She felt robbed, knowing that he was to be sacrificed to the Minotaur during the forthcoming celebration.

(Raines and Reynolds Ltd. Oxford University Press, 2006, pp. 12-13)

TOUR TURN 14.3

Comprehension

- What is Ariadne watching at the beginning of the extract?
- What is different about the manner of the red-haired slave?
- What is going to happen to the slaves?

4 What is the Minotaur?

Context

5 Write down a simple sentence from the extract.

6 Whiskers grew on his snout and his hooves sprouted long curved claws. His hide was a blotchy red and his eyes were cold and pitiless.

- What sort of sentences are these?
- What sort of conjunctions are used to join the clauses in these sentences?

7 Split up the sentences into independent clauses and write them as separate simple sentences.

7 a) Write down a complex sentence from the extract.

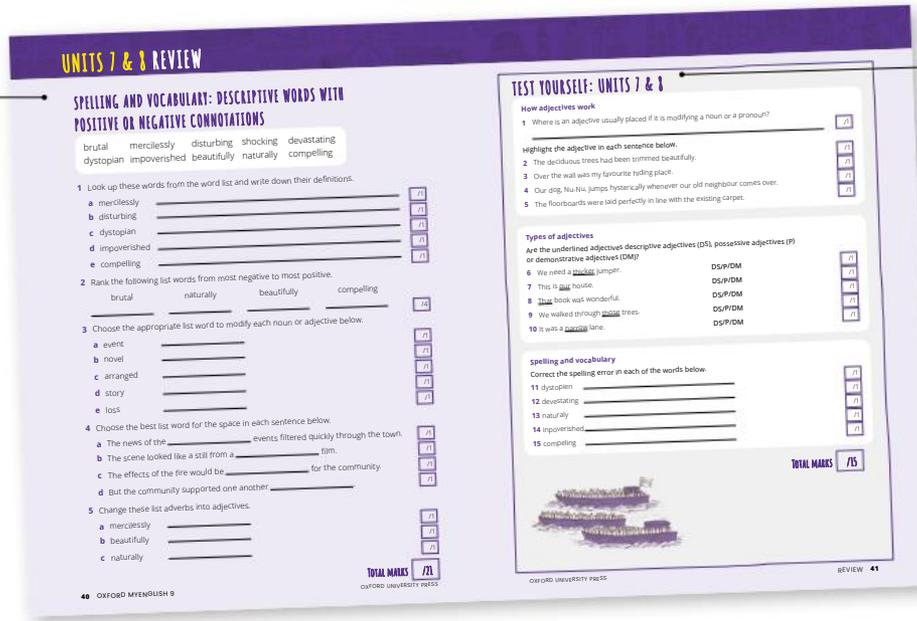
b) How many clauses does it contain?

c) Break your chosen sentence down into a series of simple sentences, with one sentence for each clause. Write them in the space provided below.

8 Write a complex sentence with at least three clauses that explains what Ariadne is thinking while she watches the slaves being unloaded from the ship.

Spelling and vocabulary

- Review spreads include a section dedicated to spelling and vocabulary, centred on a word list that links back to the text extracts studied.

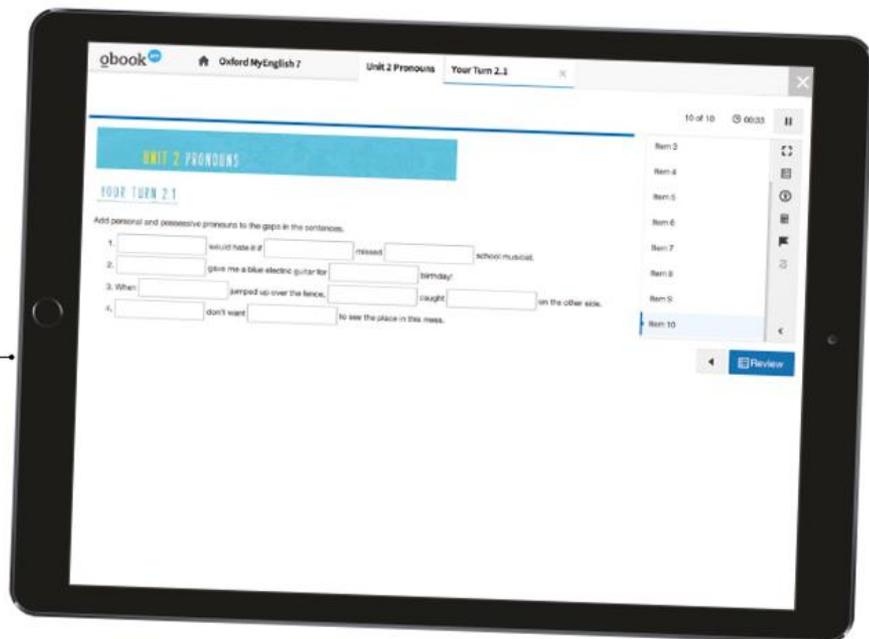


Test Yourself

- A 'Test Yourself' feature allows students to assess what they have learnt at regular intervals throughout the book. All tests are marked out of 15.

Digital workbook

- An interactive digital version of the workbook allows students to complete workbook activities and save their answers online, via Student *obook pro*.
- Marking advice is provided for teachers for every activity.



Key features of Student obook pro

- > Student obook pro is a completely digital product delivered via Oxford's online learning platform, **Oxford Digital**.
- > It offers a complete digital version of the Student Workbook with interactive note-taking, highlighting and bookmarking functionality, allowing students to revisit points of learning.
- > A complete ePDF of the Student Workbook is also available for download for offline use and read-aloud functionality.

Unit quizzes

- Interactive, auto-marked quizzes at the end of each unit help consolidate learning.

Video tutorials

- Author-run video tutorials provide a guide to each unit, allowing students to learn and revise content at their own pace.

Quizlet

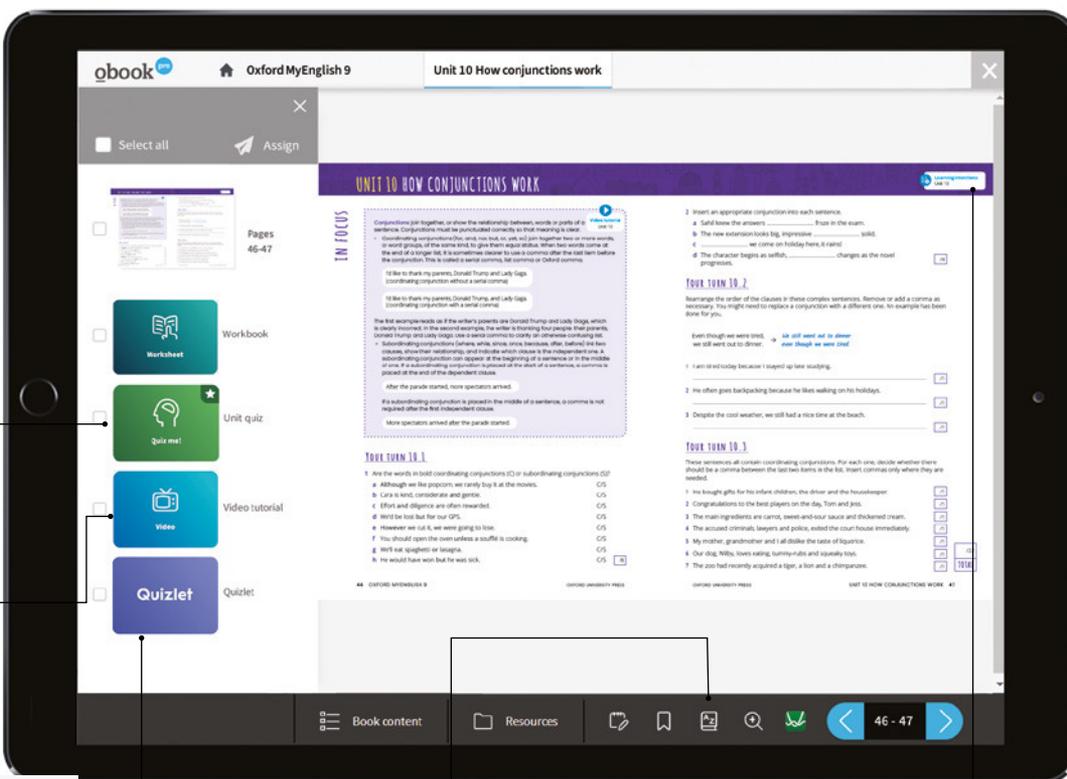
- Quizlet sets allow students to revise glossary terms by playing various flashcard games, or competing against classmates in live-scored quizzes.

Integrated dictionary

- An integrated *Australian Concise Oxford Dictionary* look-up feature means students can quickly check the meaning of unfamiliar words.

Learning intentions

- Each unit features a learning intention to direct student learning.

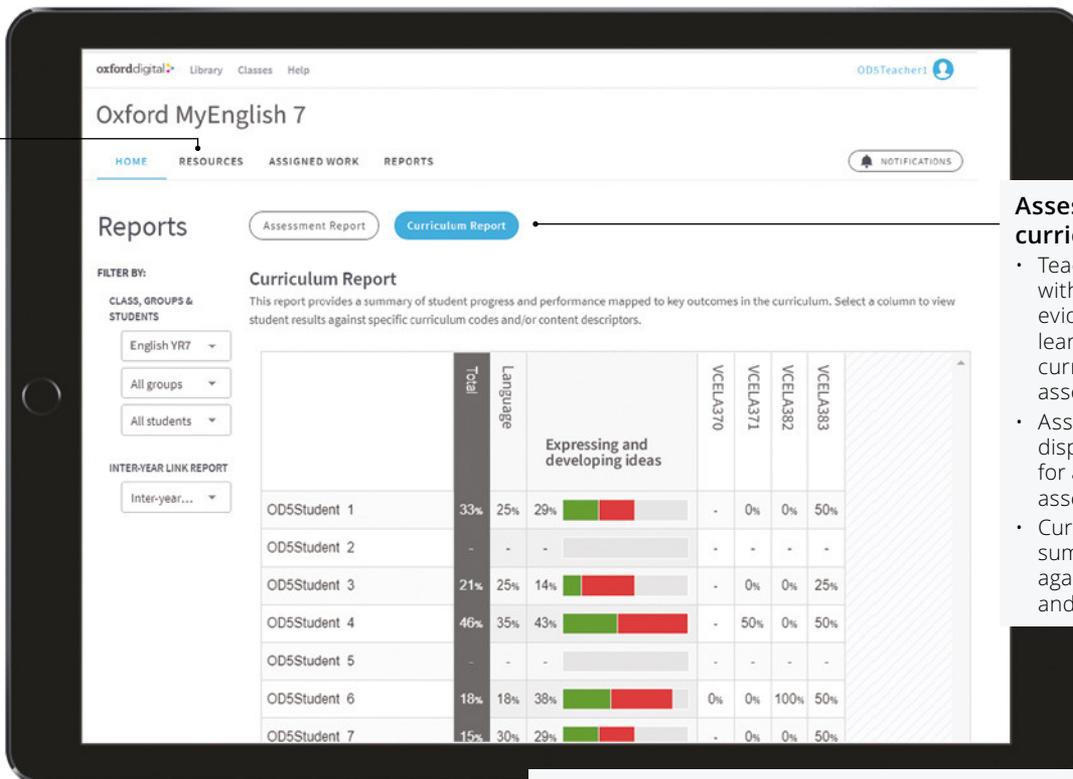


- > Integrated *Australian Concise Oxford Dictionary* look-up feature
- > Video tutorials for each unit
- > Interactive assessments to consolidate understanding
- > Integrated Quizlet sets, including real-time online quizzes with live leaderboards
- > Access to online assessment results to track progress



Key features of Teacher obook pro

- > Teacher obook pro is a completely digital product delivered via Oxford's online learning platform, **Oxford Digital**.
- > Each unit of the Student Workbook is accompanied by full teaching support, including assessment reporting, answers to all workbook questions, pre- and post-tests, and detailed teacher notes with complete lesson plans.
- > Teachers can use their Teacher obook pro to share notes and easily assign resources or assessments to students, including due dates and email notifications.



Assessment and curriculum reports

- Teachers are provided with clear and tangible evidence of student learning through curriculum and assessment reports.
- Assessment reports display student results for all interactive assessments.
- Curriculum reports summarise student results against curriculum codes and content descriptions.

Additional resources

- NAPLAN-style practice tests help teachers prepare students for the NAPLAN conventions of language test.
- Pre- and post-tests give teachers a clear overview of student progress.

Inter-year links

- Inter-year links provide a differentiation solution, by allowing teachers to access all resources and content from across Years 7–10 and assign them to students.
- An additional Support Student Workbook, levelled at Years 5–6, is available to teachers digitally, enabling differentiation support down to Year 5.

- > Teachers have access to all student resources across Years 7–10.
- > As students complete online assessments, their results are measured against curriculum outcomes and presented in an easy-to-read chart that provides a clear picture of student progress, both individually and as a class.
- > Detailed teacher notes, including adaptable 30-minute lesson plans for each unit.

Benefits for teachers

ACKNOWLEDGEMENTS

The author and the publisher wish to thank the following copyright holders for reproduction of their material.

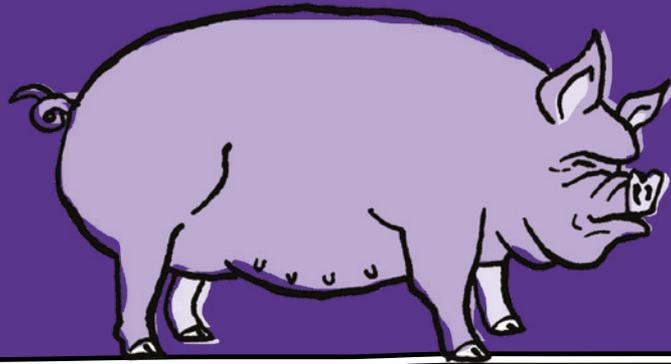
Extract from *The Happiest Refugee* by Anh Do, Allen & Unwin, 2010, 4, 8; 'Municipal Gum' by Oodgeroo Noonuccal from *My People*, 1970, John Wiley & Australia Ltd. Reproduced with permission of John Wiley and Sons, Australia, p. 102.

Photos:

arigato/Shutterstock, p. 4, p. 8, p. 14, p. 18, p. 24, p. 28, p. 44; p. 48, p. 76, p. 80 (background image); Skylines/Shutterstock, p. 38, p. 88; FlixPix/Lionsgate/Alamy Stock Photo, p. 38; Paopano/Shutterstock, p. 88; saiva/Shutterstock, p. 56, p. 60, p. 98, p. 102.

Every effort has been made to trace the original source of copyright material contained in this book. The publisher will be pleased to hear from copyright holders to rectify any errors or omissions.





PART A

Using words



UNIT 1 NOUNS AND NOUN PHRASES

IN FOCUS



Video tutorial

Unit 1

Nouns are words that name things. There are **common** and **proper nouns**, and **concrete** and **abstract nouns**. When a noun is combined with other words, a **noun phrase** is formed. A noun phrase consists of a noun plus one or both of these:

- a **determiner**, which is an **article**, a personal or possessive **pronoun**, or a number that modifies the noun and gives information about ownership, number or type of noun.

an, a, the (articles)

this, that, her, their (personal/possessive pronouns)

one, two, six (numbers)

- a **modifier**, which is an **adjective**, adjectival phrase or prepositional phrase that gives more specific information about the noun.

old wardrobe, grassy pitch, easy puzzle, the girl who moved away

determiner	noun	modifier
	football	
the	football	
the	football	that I kicked

Sometimes an embedded phrase is added to a noun phrase to give extra information about the noun phrase. Such an embedded phrase is usually placed before the modifier. An embedded phrase is simply any phrase that is *embedded* in the middle of another clause or sentence.

the football that I kicked

the football, with the red stitching, that I kicked

YOUR TURN 1.1

- 1 Identify whether each of the noun phrases (in bold) is a noun (N), a determiner (D), a modifier (M) or an embedded phrase (E). The first one has been done for you.

- a the wardrobe, which was left open, **in the bedroom** N/D/M/E
- b a grassy **pitch**, even with cracks, in the middle N/D/M/E
- c **two** easy puzzles, from the top shelf, with missing pieces N/D/M/E
- d the girl, **with the curly hair**, who moved away N/D/M/E
- e our chair, the blue one, **with the torn cover** N/D/M/E
- f his soft drink, **the red one**, with fizzy bubbles N/D/M/E

/5

- 2 Write a different embedded phrase to include in each phrase from question 1. Remember, it must make sense!

- a the wardrobe, _____, in the bedroom



- b** a grassy pitch, _____, in the middle
- c** two easy puzzles, _____, with missing pieces
- d** the girl, _____, who moved away
- e** our chair, _____, with the torn cover
- f** his soft drink, _____, with fizzy bubbles

/6

YOUR TURN 1.2

Highlight the noun in each of the noun phrases and decide whether it is a common noun (C) or a proper noun (P). If it is a proper noun, correct it using the appropriate punctuation.

- | | | |
|------------------------------------|-----------|----|
| 1 the city that I love | C/P _____ | /2 |
| 2 the perth that I love | C/P _____ | /2 |
| 3 an old man | C/P _____ | /2 |
| 4 old mr macdonald | C/P _____ | /2 |
| 5 two small birds that flew past | C/P _____ | /2 |
| 6 two small finches that flew past | C/P _____ | /2 |

YOUR TURN 1.3

Highlight the determiner and underline the modifier in each of these noun phrases. An example has been done for you.

the mighty Yarra River → the mighty Yarra River

- | | | | |
|------------------------------------|----|---------------------------|----|
| 1 a boy with a good attitude | /2 | 4 the man with the toupee | /2 |
| 2 three things you should never do | /2 | 5 a final chance | /2 |
| 3 an uncommon problem | /2 | | |

YOUR TURN 1.4

- 1 Insert an embedded phrase into each of the noun phrases in this paragraph.

Dancing across the floor were the partners. The first pair, _____, moved as though sailing through water. The second couple in the competition, _____, were clearly the best dancers. They moved like they were a single person. The last pair, _____, aimed to impress with originality rather than grace.

/3

- 2 Now, highlight the three noun phrases from the paragraph with their determiner, noun, modifier and the embedded phrase that you added.

/1

/37
TOTAL

UNIT 1 NOUNS AND NOUN PHRASES

IN CONTEXT

The Happiest Refugee

MEMOIR

Anh Do

I played basketball for a while at school. The best way to describe my teammates was by their shoes: three Reebok Pumps, four Air Jordans, and a Nike Max Lite. My shoes were called 'Kind Lion'—someone at the Chinese factory must have stuffed up the translation. My mother bought them from an Asian grocery store in Bankstown for \$15. They featured a lion running across the sides and were made of plastic and vinyl.

The vinyl didn't breathe and the shoes made my feet smell like three-day-old road kill that had been hit while eating parmesan cheese. However, I soon learned that if you played well enough, the other kids would lay off your badly named shoes, and so I decided to practise every day.

We bought a second-hand basketball ring and I bolted it onto the side of the house and shot hoops with Khoa. I'd never put so much practice into a sport, but I had a very good incentive. The school had an endorsement deal with the local sports shop: if any kid reached thirty points in a game, they won a new pair of shoes.

Throughout a whole season there might be only two or three kids who got there. At our level, the whole team together would usually reach only thirty or forty points in total. I was an A's player in the under-13s, playing with hotshots who were really good. While I was scoring the occasional basket, I was never going to get anywhere near thirty. So at the start of the under 14s I deliberately played as bad as possible, skipped training sessions, ate pizza just before games, shot poorly and played lazy in defence. Within a couple of weeks, I had successfully been promoted (at least in my mind) into the Ds.

(Allen and Unwin, 2010, p. 86)

YOUR TURN 1.5

Comprehension

- 1 What brand were Anh Do's (the narrator) basketball shoes?

_____ /1

- 2 How much did they cost Do's mother?

_____ /1

- 3 How many players wore Air Jordans?

_____ /1

- 4 Why did Do decide to practise basketball?

 _____ /1

5 What was the prize for any player who reached thirty points in a game?

_____ /1

6 Why did Do try to get demoted to the D team?

 _____ /1

Context

7 Highlight all of the proper nouns in the extract in one colour and all of the common nouns in another colour. /1

8 Highlight the determiner and underline the modifier in each of these noun phrases from the extract.

- a a lion running across the sides
- b three-day-old road kill that had been hit while eating parmesan cheese
- c your badly named shoes
- d a new pair of shoes

/8

9 Why are the types of shoes worn by Do's teammates capitalised?

 _____ /2

10 What does Do's strategy of trying to get demoted into the D team tell you about his character?

 _____ /2

11 Choose two other nouns that could replace the nouns in these noun phrases. Try to keep the meaning of the extract the same.

- a an Asian grocery store _____
- b a very good incentive _____
- c the local sports shop _____
- d an endorsement deal _____

/4



Unit quiz
Unit 1

/23
TOTAL

NOUNS

UNIT 2 NOUNS AND NOMINALISATION

IN FOCUS



Video tutorial
Unit 2

Concrete nouns name physical things that you can see, touch, smell or taste. They are quite simple to identify and use.

The following words are examples of concrete nouns:

skateboard

apple

bedroom

Abstract nouns are more complex because they name qualities, feelings or ideas.

The following words are examples of abstract nouns:

happiness

courage

generosity

Some nouns can be either abstract or concrete, depending on the context.

This is the product of my work. [abstract]

Here is my work. [concrete]

In the first example, 'work' is a synonym for 'effort' or 'attempt' and is an abstract noun. In the second example, the 'work' is a concrete thing that can be looked at and examined.

Abstract nouns can be formed through a process called **nominalisation**. This process takes a verb, adjective or **adverb** and turns it into a noun by changing the word's ending, or suffix. Nominalised words often end in 'ing', 'ion' or 'ment'.

I presented my research at the conference, and everyone was pleased.

The presentation of my research at the conference pleased everyone.

In these examples, 'presented' is a verb, an action performed by the subject of the sentence. When this word is nominalised, it becomes 'presentation'.

Nominalisation is useful as it can help add variety and formality to your writing while also avoiding repetition. However, too much nominalisation can make your writing sound stilted and dull, particularly if you are trying to write creatively.

YOUR TURN 2.1

- 1 Highlight the concrete noun: dismay, euphoria, decision, border. /1
- 2 Highlight the abstract noun: dessert, capital, cleverness, jury. /1
- 3 Is the bold word an abstract (A) or a concrete noun (C)? Highlight your answer.
 - a Today I did a lot of **work**. A/C
 - b 'Show me your **work**, please,' said Mrs Singh. A/C
 - c The sound of **laughter** filled the room. A/C
 - d He was filled with **laughter**. A/C
 - e We were pleased with the **result**. A/C
 - f The tower collapsed as a **result**. A/C /6



YOUR TURN 2.2

- 1 Change each of the following words into abstract nouns by nominalising them. An example has been provided for you.

embarrass → *embarrassment*

a humorous V/A _____

c believe V/A _____

b distant V/A _____

d determined V/A _____

/6

- 2 Indicate whether the underlined noun in each sentence is abstract or concrete.

a Can you believe that woman's bravery?

A/C

b I was in awe of the devastation.

A/C

c The rubble was everywhere.

A/C

d Trapped and tied, they were deprived of liberty.

A/C

e Their escape was ingenious.

A/C

f All together there were eight builders.

A/C

/6

YOUR TURN 2.3

- 1 Nominalise each of the following words.

a subjugate _____

c entertain _____

e defy _____

b construct _____

d judge _____

f disappear _____

/6

- 2 What three suffixes did you use to nominalise these words? _____

/3

YOUR TURN 2.4

Rewrite each of the following sentences, nominalising the underlined word. You may need to adjust the wording of the sentence to ensure that your expression is coherent. An example has been provided for you.

The children were devastated when the playground was destroyed. → *The children were devastated by the destruction of the playground.*

1 The train timetable was confusing to the passengers. _____

2 The knight's disloyalty resulted in him being banished. _____

3 It is recommended that children have limited screen time. _____

4 I gratefully welcomed the donated food. _____

5 We were a little worried that the cabin was so isolated. _____

/5

/34

TOTAL

UNIT 2 NOUNS AND NOMINALISATION

IN CONTEXT

The Happiest Refugee

Anh Do

All through my primary school years I had a thick Vietnamese accent: 'Fipteen minat twell equal tree'. Even though my English was getting better year by year, it was still definitely not as good as an Aussie kid's. It didn't seem to matter too much as I did well enough academically and socially, becoming a candidate for school captain at the end of Year 5.

There were four class captains in the running to become the big head honcho school captain. It was a very big deal, and the four of us were to make a speech in front of the whole school at the next assembly, to tell everyone why we were the best candidate for the job. The teacher pulled us aside and told us that it was okay to get help from our parents to write this speech, as it was such a big deal. I went home and said to Mum and Dad, 'You have to help me write a speech to become school captain'.

'Six! Anh needs your help to write his speech.'

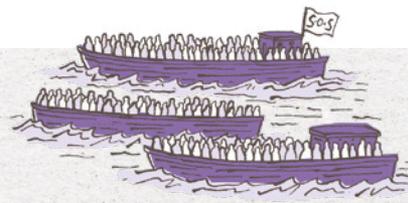
Uncle Six had done a couple of years of school in Australia, and at the time he was the best at English in our whole household, but this didn't mean he was any good. Together we wrote my speech and on the day of the assembly I was ready to wow the school armed with a migrant's second-year English speech.

That morning I was first to speak.

'Hello School Peoples.' 'I am Anh.'

I could hear a few snickers from the other classes, but I was determined to go on.

(Allen and Unwin, 2010, p. 45)



YOUR TURN 2.5

Comprehension

1 To whom does Do compare his English skills?

/1

2 At the end of Year 5, what position does Do become a candidate for?

/1

3 How many other students are also in the running?

/1

4 Why does the teacher pull the candidates aside?

/1

5 Why do Do's parents ask Uncle Six to help Do write his speech?

/1

Context

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

/1

7 What does Do mean when he writes that he had a 'thick Vietnamese accent'?

/2

8 What is Do actually saying in the example he gives of his accent?

/1

9 Is 'accent' an abstract noun or a concrete noun?

/1

10 Do uses the nouns 'candidate', 'captains' and 'head honcho' in the extract. What do these suggest about his progress at primary school?

/2

11 How does the noun 'snickers' indicate what the other students think of Do's speech?

/2

12 What does the fact that it is only 'the other classes' that snicker tell the reader?

/3

13 Nominalise the phrase 'I was determined to go on', turning the adjective 'determined' into an abstract noun.

/1


Unit quiz
Unit 2

/18

TOTAL

UNITS 1 & 2 REVIEW

SPELLING AND VOCABULARY: DIFFICULT NOUNS TO SPELL

incentive vinyl season endorsement grocery
 translation candidate assembly captain household

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

- a incentive _____ /1
- b endorsement _____ /1
- c translation _____ /1
- d candidate _____ /1
- e household _____ /1

2 Choose the noun from the word list that can also act as an adjective in each of these sentences.

- a He received an _____ payment as a sign-on bonus. /1
- b They specialised in the sale of _____ appliances. /1
- c The whole school could just fit into the _____ hall. /1

3 Choose the best noun from the word list to match each of these adjectives.

- a flooring _____ /1
- b political _____ /1
- c staple _____ /1
- d cold _____ /1
- e final _____ /1

4 Use three words from the word list in a short paragraph about the election of school captains.

/3

TOTAL MARKS /16

TEST YOURSELF: UNITS 1 & 2

Nouns and noun phrases

1 What is a determiner in a noun phrase? _____ /1

2 What is a modifier in a noun phrase? _____ /1

Highlight the modifier in each of the noun phrases below.

3 my favourite season /1

4 the dinner I just finished /1

5 the team captain /1

Nouns and nominalisation

6 What is a concrete noun? _____ /1

7 What is an abstract noun? _____ /1

8 What is nominalisation? _____ /1

9 Nominalise the word 'desperate'. _____ /1

10 What kind of noun did you form in your answer to question 9? _____ /1

Spelling and vocabulary

Choose from the following words to complete each of these sentences:

assembly, captain, endorsement, grocery, vinyl.

11 I just love listening to music on _____ records. /1

12 The mayor has my full _____. /1

13 When the alarm went off we rushed to the _____ area. /1

14 I'm always glad once I've done my weekly _____ shop. /1

15 It didn't matter that I wasn't _____; I was thrilled to be on the team. /1



TOTAL MARKS /15

UNIT 3 VERBS AND TENSES

IN FOCUS



Video tutorial
Unit 3

Verbs show action or states of being. The **tense** of a verb shows whether the action or state of being:

- takes place in the past, present or future (simple tense)
- takes place before another action (perfect tense)
- was, is or will be continuing (continuous tense).

Helping verbs and participles

The perfect and continuous tenses are formed with a helping (auxiliary) verb and a present or past participle. A **participle** cannot be used on its own. It must be used with a **helping verb**.

- The perfect tense uses a form of 'have' as its helping verb plus a past participle.
- The continuous tense uses a form of 'be' plus a present participle of the verb.

A regular present participle has an -ing ending; a regular past participle has an -ed ending. Irregular past participles have varied spellings.

Simple past I <u>walked</u> the dog.	Simple present I <u>walk</u> the dog.	Simple future I <u>will walk</u> the dog.
Past perfect I <u>had walked</u> the dog. 'had' is the helping verb; 'walked' is the past participle	Present perfect I <u>have walked</u> the dog. 'have' is the helping verb; 'walked' is the past participle	Future perfect I <u>will have walked</u> . 'will' and 'have' are the helping verbs; 'walked' is the past participle
Past continuous I <u>was walking</u> the dog. 'was' is the helping verb; 'walking' is the present participle	Present continuous I <u>am walking</u> the dog. 'am' is the helping verb; 'walking' is the present participle	Future continuous I <u>will be walking</u> the dog. 'will' and 'be' are the helping verbs; 'walking' is the present participle

YOUR TURN 3.1

1 Are the bold verbs in simple, perfect or continuous tense?

a We **believed** that it would be okay. _____

b I **had thought** I would do well. _____

c The girls **ran** away quickly. _____

d Ethan **had felt** so happy with his performance. _____

e The class **will have achieved** so much by then. _____

f The table **crashed** to the floor. _____

g The bike **was rolling** along the road. _____

17



- 2 Underline the helping verb/s and highlight the participle.
- | | |
|-------------------|--------------------|
| a will knit | e will have jumped |
| b was talking | f was thinking |
| c will be skating | g will care |
| d had thought | h have wanted |

/16

YOUR TURN 3.2

Complete the table, filling the gaps with simple, perfect or continuous tense versions of the same sentence.

Simple tense	Perfect tense	Continuous tense
I ran.	I have run.	
I think.		I am thinking.
I will grow.		
	I will have slept.	
		I was gardening.

/8

YOUR TURN 3.3

1 Keep the sentences in the continuous tense but change them from past to future.

- a They were jumping up and down.

- b Jerome was refining his ideas.

- c The pair were dancing well together.

- d Outside the window, the sun was coming up.

/4

2 Keep the sentences in the perfect tense but change them from present to past.

- a They have finished washing up.

- b The students have completed all of their tests.

- c Jazmine has given up on learning the piano.

- d Careful calibration has removed the errors.

/4

/39
TOTAL

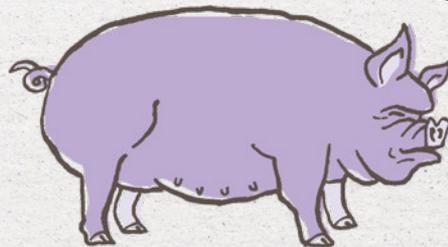
UNIT 3 VERBS AND TENSES

IN CONTEXT

Animal Farm

George Orwell

At one end of the big barn, on a sort of raised platform, Major was already ensconced on his bed of straw, under a lantern which hung from a beam. He was twelve years old and had lately grown rather stout, but he was still a majestic-looking pig, with a wise and benevolent appearance in spite of the fact that his tusks had never been cut. Before long the other animals began to arrive and make themselves comfortable after their different fashions. First came the three dogs, Bluebell, Jessie and Pincher, and then the pigs, who settled down in the straw immediately in front of the platform. The hens perched themselves on the window-sills, the pigeons fluttered up to the rafters, the sheep and cows lay down behind the pigs and began to chew the cud. The two cart-horses, Boxer and Clover, came in together, walking very slowly and setting down their vast hairy hoofs with great care lest there should be some small animal concealed in the straw. Clover was a stout motherly mare approaching middle life, who had never quite got her figure back after her fourth foal. Boxer was an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together. A white stripe down his nose gave him a somewhat stupid appearance, and in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.



NOVEL

(Penguin, 2008, pp. 1–2)

YOUR TURN 3.4

Comprehension

1 What type of animal is Major?

/1

2 Who sat immediately in front of the platform?

/1

3 What are the names of the dogs?

/1

4 Why did Boxer and Clover walk with 'great care'?

/1

5 How high was Boxer?

/1

6 What did the white stripe down Boxer's nose suggest about him?

_____ /1

7 Why was Boxer respected?

_____ /1

Context

8 Each of these verbs appears in the extract. Decide whether each is in the simple, perfect or continuous tense.

a hung _____	e perched _____
b grown _____	f came in _____
c cut _____	g gave _____
d arrive _____	h respected _____

/8

9 In the extract, what suggests that Major might be in charge of the other animals?

 _____ /2

10 Below are three subject and verb pairs from the extract. Write down why each verb is appropriate for that animal.

a The hens perched _____
 b the pigs ... settled down _____
 c the sheep and cows lay down _____

/3

11 This phrase from the extract describes the way that the two horses moved into the barn: 'The two cart-horses, Boxer and Clover, came in together, walking very slowly and setting down their vast hairy hoofs with great care ...'

a Why do you think the horses 'came in together'? What connection does this have to them being 'cart-horses'?

 _____ /2

b Why do you think that Orwell chose the simple verbs 'walking' and 'setting down' to describe their movements? How are they appropriate verbs for the animals described, and for where they are?

 _____ /3


Unit quiz
 Unit 3

/25
TOTAL

UNIT 4 ACTIVE AND PASSIVE VOICE

IN FOCUS



Video tutorial

Unit 4

All verbs have a tense, which indicates when an action takes place: in the past, in the present or in the future. Verbs also have a **voice**, which tells us whether the subject does the action or whether the action is done to the subject.

- A sentence is in the active voice when the subject is 'doing' the action of the verb.
- A sentence is in the passive voice when the subject does not perform the action of the verb. It has the action 'done' to it. A passive verb is a form of the helping verb 'be' plus the past participle of the main verb.

The teacher teaches the class.

The class is taught by the teacher.

Howie kicks the football through the goals.

The football is kicked by Howie through the goals.

Notice how the form of the verb changes when the sentence changes from active to passive voice. The sentences are all in the present tense, but 'teaches' becomes 'is taught', and 'kicks' becomes 'is kicked'.

Active voice is more direct. Passive voice is useful when the focus is on the outcome and not the thing or person doing the action.

YOUR TURN 4.1

Note whether these sentences are in the active voice or the passive voice.

- Jeremy clung to the ledge with all his strength. _____ /1
- The wind blew sand into Jeremy's face. _____ /1
- The clay and rock were crumbled by his tight grip. _____ /1
- Jeremy's foot stuck fast to the rock-face. _____ /1
- The rocks below were washed by the waves. _____ /1
- The rescue helicopter hovered into sight. _____ /1
- The rope was lowered down from the chopper. _____ /1
- Jeremy wrapped the harness around his waist. _____ /1

YOUR TURN 4.2

- Turn these sentences into the passive voice. An example has been done for you.

The prime minister made a mistake. → *A mistake was made by the prime minister.*



a The journalist leaked their source.

b She hit the cricket ball through the window.

c The two students copied each other's work.

d They betrayed their friend's secret to the others.

e The shop assistant stole money from the till.

f Channy accidentally threw out her partner's winning ticket.

/6

- 2 Writing in the passive voice can remove the focus from someone doing the wrong thing. Remove the object from each of the passive voice sentences you wrote in question 1, to hide who did the wrong thing. An example has been done for you.

A mistake was made by the prime minister. → *A mistake was made.*

a _____

b _____

c _____

d _____

e _____

f _____

/6

YOUR TURN 4.3

Insert an appropriate verb phrase into each sentence to ensure it is in the passive voice.

1 The tulips _____ by the gardener.

/1

2 That tree _____ with a chainsaw.

/1

3 The grass _____.

/1

4 The soil in the garden bed _____ with a shovel.

/1

5 Our new lawn _____ by a turf-layer.

/1

6 The sun _____ by the flowers in the morning.

/1

7 The zucchinis _____ too early.

/1

/27

TOTAL

UNIT 4 ACTIVE AND PASSIVE VOICE

IN CONTEXT

Animal Farm

NOVEL

George Orwell

In January there came bitterly hard weather. The earth was like iron, and nothing could be done in the fields. Many meetings were held in the big barn, and the pigs occupied themselves with planning out the work of the coming season. It had come to be accepted that the pigs, who were manifestly cleverer than the other animals, should decide all questions of farm policy, though their decisions had to be ratified by a majority vote. This arrangement would have worked well enough if it had not been for the disputes between Snowball and Napoleon. These two disagreed at every point where disagreement was possible. If one of them suggested sowing a bigger acreage with barley, the other was certain to demand a bigger acreage of oats, and if one of them said that such and such a field was just right for cabbages, the other would declare that it was useless for anything except roots. Each had his own following, and there were some violent debates. At the Meetings Snowball often won over the majority by his brilliant speeches, but Napoleon was better at canvassing support for himself in between times. He was especially successful with the sheep. Of late the sheep had taken to bleating 'Four legs good, two legs bad' both in and out of season, and they often interrupted the Meeting with this. It was noticed that they were especially liable to break into 'Four legs good, two legs bad' at crucial moments in Snowball's speeches. Snowball had made a close study of some back numbers of the *Farmer and Stockbreeder* which he had found in the farmhouse, and was full of plans for innovations and improvements. He talked learnedly about field drains, silage, and basic slag, and had worked out a complicated scheme for all the animals to drop their dung directly in the fields, at a different spot every day, to save the labour of cartage. Napoleon produced no schemes of his own, but said quietly that Snowball's would come to nothing, and seemed to be biding his time. But of all their controversies, none was so bitter as the one that took place over the windmill.

(Penguin, 2008, pp. 31–2)

YOUR TURN 4.4

Comprehension

1 Why was the earth 'like iron'?

/1

2 Why were the pigs in charge of 'planning out the work of the coming season'?

/1

3 How did Snowball win over the majority at most of the meetings?

/1

4 What does it mean that Napoleon was ‘especially successful with the sheep’?

/1

5 Where does Snowball get his ideas for farm improvement from?

/1

YOUR TURN 4.4

Context

6 Highlight whether these clauses and sentences from the extract are in the active (AV) or passive voice (PV).

- a The earth was like iron ... AV/PV
- b These two disagreed at every point where disagreement was possible. AV/PV
- c Snowball often won over the majority by his brilliant speeches. AV/PV
- d Napoleon was better at canvassing support ... AV/PV
- e It was noticed that they were especially liable to break into ‘Four legs good, two legs bad’ at crucial moments ... AV/PV
- f He talked learnedly about field drains ... AV/PV

/6

7 Study this sentence from the extract: ‘It was noticed that they were especially liable to break into “Four legs good, two legs bad” at crucial moments in Snowball’s speeches’.

- a Why do you think Orwell used the passive voice in this sentence about Napoleon’s influence over the sheep?

- b Who do you think did the noticing? Give a reason for your answer.

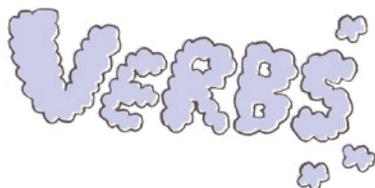
/6



Unit quiz
Unit 4

/17

TOTAL



UNITS 3 & 4 REVIEW

SPELLING AND VOCABULARY: INTERESTING VERBS

hung grown settled perched occupied
 ratified disagreed demand declare canvassing

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

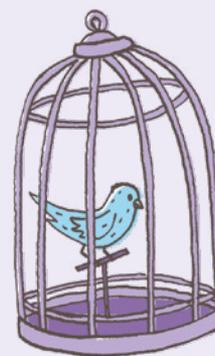
- a perched _____ /1
- b ratified _____ /1
- c demand _____ /1
- d declare _____ /1
- e canvassing _____ /1

2 Match each list word to an appropriate synonym.

- a settled proclaim /1
- b ratified approved /1
- c disagreed nestled /1
- d declare argued /1

3 Change these list words to their noun form.

- a grown _____ /1
- b settled _____ /1
- c occupied _____ /1
- d disagreed _____ /1
- e declare _____ /1



4 Are the list words in these sentences in the past (PS), present (PR) or future (F) tense?

- a The ham hung down from the ceiling as it cured. PS/PR/F /1
- b The exquisite blue bird is perched on a wire. PS/PR/F /1
- c We will be occupied all year with building the house. PS/PR/F /1

5 Use each of these list words in a short sentence.

- a perched _____ /1
- b canvassing _____ /1

TOTAL MARKS /19

TEST YOURSELF: UNITS 3 & 4

Verbs and tenses

- 1 What must a helping verb be used with? _____ /1
- 2 What does simple tense indicate? _____ /1
- 3 What does perfect tense indicate? _____ /1
- 4 What does continuous tense indicate? _____ /1
- 5 Is this sentence in the simple, perfect or continuous past tense?
I had arrived home an hour earlier than expected. _____ /1

Active and passive voice

- 6 How do you know when a sentence is in the active voice? _____ /1
- 7 How do you know when a sentence is in the passive voice? _____ /1
- Are these sentences in the active (A) or passive (P) voice?
- 8 We acknowledge that a mistake was made. A/P /1
- 9 The flowers bloomed in the field. A/P /1
- 10 The plant was positioned by the gardener. A/P /1

Spelling and vocabulary

Which of the following words best matches each noun below?
canvassing, demand, grown, occupied, ratified.

- 11 support _____ /1
- 12 agreement _____ /1
- 13 order _____ /1
- 14 taken _____ /1
- 15 adult _____ /1

TENSE

TOTAL MARKS /15

UNIT 5 ADVERBS OF MANNER

IN FOCUS



Video tutorial
Unit 5

Adverbs of manner are words that show *how* something is done, modifying other verbs, adjectives, other adverbs or a whole sentence.

Georgia rode the horse expertly. ('Expertly' modifies the verb 'rode' to tell *how* she rode.)

Position of adverbs in a sentence

Adverbs are usually placed in a particular position within a sentence, depending on what they are modifying.

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

Dao collected his essay quickly.

We ran swiftly.

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

They were absolutely silent.

Jennifer is particularly careful.

- When modifying a whole clause or sentence, the adverb is placed at the very beginning of the clause or sentence.

This structure is useful for showing a view or evaluation of the clause. This is sometimes called an evaluation adverb.

Quietly, the detective snuck up on his target.

Sadly, they couldn't make it to the wedding.

YOUR TURN 5.1

Choose an appropriate adverb of manner to use in each sentence.

- They set out _____ for the top of the mountain. /1
- The hill rose _____ in front of them. /1
- _____, four of the climbers were forced to turn back. /1
- But the other three _____ made it to the top. /1
- On the way down, they talked _____ about their adventure. /1





YOUR TURN 5.2

- Highlight the adverb in each sentence.
 - Excitedly, we unpacked the boxes of games.
 - We grouped the cards together slowly, and then began to play.
 - We played the game very fast.
 - Khalid played his last and winning card triumphantly.
 - Dejectedly, the rest of us packed everything up.
- /5
- Identify what each adverb in question 1 is modifying. Then state if it is a verb, an adjective or a whole clause.
 - _____
 - _____
 - _____
 - _____
 - _____
- /10

YOUR TURN 5.3

- Highlight the adverbs of manner in this list. Look up any words you don't know in a dictionary.

usual different uncertainly disapprove castigate
 disrupt accusingly discordant designation dryly
 probably disgracefully manipulate wantonly fitfully
- /6
- Now write three sentences, each one containing an adverb of manner.
 - _____
 - _____
 - _____
- /3

/29
TOTAL

UNIT 5 ADVERBS OF MANNER

IN CONTEXT

The Fault in Our Stars

NOVEL

John Green

I felt a bodily sovereignty that I can't really describe except to say that when I was a kid I used to have a really heavy backpack that I carried everywhere with all my books in it, and if I walked around with the backpack for long enough, when I took it off I felt like I was floating.

After about ten seconds, my lungs felt like they were folding in upon themselves like flowers at dusk. I sat down on a gray bench just past the machine and tried to catch my breath, my cough a rattling drizzle, and I felt pretty miserable until I got the cannula back into place.

Even then, it hurt. The pain was always there, pulling me inside of myself, demanding to be felt. It always felt like I was waking up from the pain when something in the world outside of me suddenly required my comment or attention. Mom was looking at me, concerned. She'd just said something. What had she just said? Then I remembered. She'd asked what was wrong.

'Nothing,' I said.

'Amsterdam!' she half shouted.

I smiled. 'Amsterdam,' I answered. She reached her hand down to me and pulled me up.

We got to the gate an hour before our scheduled boarding time.

'Mrs. Lancaster, you are an impressively punctual person,' Augustus said as he sat down next to me in the mostly empty gate area.

'Well, it helps that I am not technically very busy,' she said.

'You're plenty busy,' I told her, although it occurred to me that Mom's business was mostly me. There was also the business of being married to my dad – he was kind of clueless about, like, banking and hiring plumbers and cooking and doing things other than working for Morris Property, Inc. – but it was mostly me. Her primary reason for living and my primary reason for living were awfully entangled.

(Penguin, 2012, pp. 141–3.)

YOUR TURN 5.4

Comprehension

- 1 How does the narrator (Hazel) describe the feeling of taking off a heavy backpack when she was young?

/1

- 2 Why does Hazel's mother ask her what is wrong?

/1

3 Where are Hazel, her mother and Augustus going?

_____ /1

4 What does Hazel say her father is 'kind of clueless' about?

_____ /1

5 What do you think Hazel means when she says, 'Her primary reason for living and my primary reason for living were awfully entangled'?

 _____ /1

Context

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

/1

7 What does the adverb 'really' modify in the opening line?

_____ /1

8 Which word is the adverb in the phrase 'really heavy backpack'? What are the other two words?

_____ /3

9 What does Hazel's use of the adverb 'pretty' to describe how miserable she feels tell the reader about her character? Would she only be feeling 'pretty miserable' or is this an understatement?

 _____ /2

10 Hazel writes that her mum's 'primary reason for living and my primary reason for living were awfully entangled'.

a What are the two meanings of the adverb 'awfully'?

b How are they both appropriate here – given that Hazel is very sick?

 _____ /4


Unit quiz
 Unit 5
 /16
TOTAL

UNIT 6 ADVERBS OF TIME AND PLACE

IN FOCUS



Video tutorial
Unit 6

Adverbs of time give information about *when* something is done. These adverbs can express when an action happened, how frequently it happens, how long it goes for, or whether the action is complete.

We knew that the rain would pass in a while. (adverb of time)

Adverbs of time are usually positioned at the end or the beginning of a sentence; if the sentence is very short, the adverb is placed at the end of the sentence.

They will come tomorrow.

Adverbs of place tell us *where* something is done. These adverbs are like prepositions, in that they show where something is done or the direction it is headed. However, an adverb of place doesn't need an object, whereas a preposition does. Adverbs of place are normally placed at the end of a sentence.

He built his toy tower upstairs. (adverb of place)

I left my car outside.

You can sit anywhere.

YOUR TURN 6.1

Indicate whether the adverb or adverbial phrase in bold is an adverb of time (AT) or of place (AP).

- | | | |
|--|-------|---------------------------------|
| 1 Caitlyn jumped higher than she thought she would. | AT/AP | <input type="text" value="/1"/> |
| 2 The chickens ran inside to their coop. | AT/AP | <input type="text" value="/1"/> |
| 3 In a year we'll have saved enough. | AT/AP | <input type="text" value="/1"/> |
| 4 She walked beside him. | AT/AP | <input type="text" value="/1"/> |
| 5 Will you climb up there? | AT/AP | <input type="text" value="/1"/> |
| 6 Yes, we come here quite frequently . | AT/AP | <input type="text" value="/1"/> |

YOUR TURN 6.2

- Add an adverb of time to each sentence to indicate the aspect suggested in brackets.
 - They got home _____ (when)
 - Theo _____ completes his work on time. (frequency)
 - We are just staying _____ at the holiday house. (duration)
 - My dad is _____ working on his sewing. (progress)



- e The jars have been on the shelves _____ (duration)
- f We _____ miss one of these events! (frequency) /6
- 2 Add an adverb of place to each of these sentences.
- a The police wouldn't let us _____.
- b We will play with the footy _____.
- c Well, it must be _____; we'll find it eventually.
- d No, I mean the ones _____.
- e If you could just put it _____ please.
- f I think it looks better _____ /6

YOUR TURN 6.3

In these sentences, the adverb of time conveys whether the action is completed or not. Indicate whether the action is completed (C) or not completed (NC).

- | | | |
|---|------|----|
| 1 Last Sunday we went to the lake for a bike ride. | C/NC | /1 |
| 2 This Sunday we will go to the park for a bike ride. | C/NC | /1 |
| 3 We will keep watering them for the time being. | C/NC | /1 |
| 4 When I was born there was a full moon. | C/NC | /1 |
| 5 My whole extended family was here last Diwali. | C/NC | /1 |
| 6 Presently we're renovating the bathroom. | C/NC | /1 |
| 7 Soon we'll know our exam results. | C/NC | /1 |

YOUR TURN 6.4

For each of these sentences, write down whether the bold word is an adverb of place or a preposition.

- | | | |
|---|--|--------------|
| 1 All of the children lined up against the wall. _____ | | /1 |
| 2 I asked him to please come here . _____ | | /1 |
| 3 We threw it into the fence. _____ | | /1 |
| 4 They are playing outside . _____ | | /1 |
| 5 The girls scrambled over the seats and ran away. _____ | | /1 |
| 6 The sailors went below to sleep. _____ | | /1 |
| 7 The wires dangled overhead dangerously. _____ | | /1 |
| | | /32 |
| | | TOTAL |

UNIT 6 ADVERBS OF TIME AND PLACE

IN CONTEXT

The Fault in Our Stars

John Green

Late in the winter of my seventeenth year, my mother decided I was depressed, presumably because I rarely left the house, spent quite a lot of time in bed, read the same book over and over, ate infrequently, and devoted quite a bit of my abundant free time to thinking about death.

Whenever you read a cancer booklet or website or whatever, they always list depression among the side effects of cancer. But, in fact, depression is not a side effect of cancer. Depression is a side effect of dying. (Cancer is also a side effect of dying. Almost everything is, really.) But my mom believed I required treatment, so she took me to see my Regular Doctor Jim, who agreed that I was veritably swimming in a paralyzing and totally clinical depression, and that therefore my meds should be adjusted and also I should attend a weekly Support Group.

This Support Group featured a rotating cast of characters in various states of tumor-driven unwellness. Why did the cast rotate? A side effect of dying.

The Support Group, of course, was depressing as hell. It met every Wednesday in the basement of a stone-walled Episcopal church shaped like a cross. We all sat in a circle right in the middle of the cross, where the two boards would have met, where the heart of Jesus would have been.

(Penguin, 2012, pp. 3–4)



YOUR TURN 6.5

Comprehension

- 1 What did Hazel's mother decide late in the winter of Hazel's seventeenth year?

/1

- 2 What led her to this conclusion?

/1

- 3 What treatments does Hazel's doctor prescribe for her depression?

/2

- 4 What was the 'Support Group' like, according to Hazel?

/1

5 Where did the support group meet?

_____ /1

6 How would you describe Hazel's tone as a narrator? List three adjectives to describe her tone and style.

_____ /3

Context

7 Highlight all of the adverbs of time and place in the article.

/1

8 Why is it ironic that Hazel would describe the support group as 'depressing as hell'?

 _____ /1

9 Hazel's mother decides Hazel is depressed 'Late in the winter of [her] seventeenth year'.

a What is the adverb of time in this phrase?

b Why might the author have chosen this particular time of year? How might it be metaphorical?

 _____ /3

10 Hazel suggests that her mother thinks she's depressed 'presumably because I rarely left the house, spent quite a lot of time in bed'.

a What is the adverb of time in this phrase?

_____ /1

b What is the adverb of place/preposition in this phrase?

_____ /1

c Do these adverbs suggest that Hazel might be depressed? Do you agree with Hazel's mother?

 _____ /2

11 Suggest three adverbs of time that could be used in the gaps in this passage from the extract. Choose adverbs that maintain Hazel's cynical and self-deprecating tone.

But my mom believed I required treatment _____, so she took me to see my Regular Doctor Jim, who _____ agreed that I was veritably swimming in a paralyzing and totally clinical depression, and that therefore my meds should be adjusted and also I should attend a weekly Support Group _____.

/3



Unit quiz
Unit 6

/21
TOTAL

UNITS 5 & 6 REVIEW

SPELLING AND VOCABULARY: ADVERBS ENDING WITH '-LY'

bodily suddenly impressively mostly awfully
 presumably rarely infrequently veritably weekly

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

- a impressively _____ /1
- b awfully _____ /1
- c presumably _____ /1
- d infrequently _____ /1
- e veritably _____ /1

2 Categorise the list words into those with generally positive connotations, those with negative connotations and those that are neutral.

Positive connotations	Negative connotations	Neutral
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

/15

3 Choose an appropriate list word for each adjective.

- a large _____ /1
- b present _____ /1
- c truthful _____ /1
- d accurate _____ /1
- e gone _____ /1

4 Change each of these list words to their adjectival form.

- a suddenly _____ /1
- b impressively _____ /1
- c presumably _____ /1
- d infrequently _____ /1
- e weekly _____ /1



TOTAL MARKS /30

TEST YOURSELF: UNITS 5 & 6

Adverbs of manner

1 Where is an adverb usually placed if it is modifying a verb or verb phrase? _____

_____ /1

2 Where is an adverb usually placed if it is modifying an adjective? _____

_____ /1

3 Where is an adverb usually placed if it is modifying a whole clause or sentence? _____

_____ /1

Highlight the adverb in each of the sentences below.

4 Mostly, we were happy with the design they had developed. /1

5 Carly jumped gracefully over the bar. /1

Adverbs of time and place

Are these adverbs of time (T) or place (P)?

6 awhile T/P /1

7 beside T/P /1

Do the underlined adverbs of time indicate when the action happened (W), how frequently it happens (F) or how long it goes for (L)?

8 We can always rely on Habib to turn up. W/F/L /1

9 Tomorrow, we collect our new car! W/F/L /1

10 They were late for the monthly club meeting. W/F/L /1

Spelling and vocabulary

Correct the spelling error in each of the words below.

11 suddanly _____ /1

12 impressavely _____ /1

13 presumedly _____ /1

14 infrequantly _____ /1

15 veritebly _____ /1

TOTAL MARKS /15

UNIT 7 HOW ADJECTIVES WORK

IN FOCUS



Video tutorial

Unit 7

Adjectives provide more information about the noun or pronoun that they describe, and help to create a more specific image or sense of what is being described. Adjectives colour your writing and help to create the mood and tone of your work.

Adjectives can be single words, which are usually placed before the noun or pronoun they describe.

cold weather, crackling fire, comfortable chair, warming tea

Adjectives can also be more than one word. These are called **adjectival phrases** and act in the same way as an adjective. Adjectival phrases can be used before, in the middle of or after the noun they describe.

Adjectival phrases are usually made up of one of these:

- adverb + adjective + noun or pronoun

happily crackling fire

- more than one adjective + noun or pronoun

cold, grey weather

- a short phrase acting as an adjective (often hyphenated) + noun or pronoun

not-too-hot tea

YOUR TURN 7.1

- 1 Highlight the adjective in each sentence. Some sentences have more than one.
 - a The siren sounded before the big match started.
 - b The two teams took their positions; both looked keen and energetic.
 - c A quick passage of play led to the first basket.
 - d The tip-off was dominated by one tall player.
- 2 Highlight the adjectival phrase in each sentence.
 - a After the short but restorative half-time break, the trailing team came out strong.
 - b On-the-spot rebounds helped them make up the difference.
 - c With only 10 minutes to go, the must-win match was tied.
 - d By this stage the players were tired, lethargic, but striving for a win.

/8

/4



YOUR TURN 7.2

Insert an extra adjective or adverb into each space to create an adjectival phrase.

- | | | |
|---|---|----|
| 1 | At the end of summer, the garden looked _____ brittle. | /1 |
| 2 | The lawn was _____ brown, and basically non-existent. | /1 |
| 3 | But at least we'd had enough water for the _____ fruit trees. | /1 |
| 4 | As the weather cooled, we started to plan for the _____ drought-proof garden. | /1 |
| 5 | Our new water tank is a/an _____ perfect solution for next year. | /1 |
| 6 | The colour matches the house perfectly, and it looks _____ suitable. | /1 |

YOUR TURN 7.3

- 1 Match the adjectival phrase in the left column with an appropriate noun from the right column. Write the correct number and letter in the middle column. An example has been done for you.

.....
1	particularly damp	IE	A doughnut
2	cold and dismal		B approval
3	calm, assured		C manoeuvre
4	carefully crafted		D quilt
5	keenly sought		E clothes
6	deftly executed		F holiday
7	curiously different		G hat
8	cautious, methodical		H weather
9	doughy, springy		I detective
10	thoroughly deserved		J police officer
.....

/9

- 2 Now use two of the adjectival phrase/noun pairs in sentences.

a _____

b _____

/2

/29
TOTAL

UNIT 7 HOW ADJECTIVES WORK

IN CONTEXT

The Hunger Games is essential reading

ESSAY

The first novel in *The Hunger Games* trilogy is set in a brutal world in which children are horrifically and mercilessly pitted against each other in the televised gladiatorial battles known as the Hunger Games. Yet it is through its disturbing premise and shocking violence, that *The Hunger Games* has earned its status as one of the most popular book series of the 21st century.

The terrifying yet recognisable concept behind the breakthrough hit came to author Suzanne Collins while she was watching television one night. An exhausted Collins was flicking between a reality television program and devastating news coverage of a real war when the two ideas blurred together.

Following the always-selfless protagonist Katniss Everdeen through her numerous trials in the Hunger Games, Collins writes the story in a way that includes the reader in the thrills and spectacle of the post-apocalyptic world. Her development of such an engaging plot propels the reader through the book, hungry for more. We experience the intense anxiety, comradery and heartache within the tournament's arena thanks to a masterful use of light and shade throughout the story; it's no wonder fans of *The Hunger Games* are quick to consume the entire trilogy. It should be essential reading for all young people and adults alike.

(Callum Hing, Year 9)

YOUR TURN 7.4

Comprehension

- 1 According to the author, Callum Hing, what earns *The Hunger Games* its status as one of the most popular book series of the 21st century?

/1

- 2 Where did the author of *The Hunger Games* get her main idea for the book?

/1

- 3 In what type of world is *The Hunger Games* set?

/1

- 4 What aspects of the tournament's arena does the reader experience?

/1

Context

5 Highlight all of the single adjectives in the review in one colour, and all of the adjectival phrases in another. /1

6 Consider the adjectives in this sentence: 'The first novel in *The Hunger Games* trilogy is set in a brutal world in which children are horrifically and mercilessly pitted against each other in the televised gladiatorial battles known as the Hunger Games'. What nouns do each of the adjectives apply to?

a brutal _____

b televised _____

c gladiatorial _____ /3

7 What effect do the adjective and noun pairs in question 6 have when read together? What does the reviewer think of the Hunger Games as entertainment?

/2

8 Choose an alternative adjectival phrase that could be used in place of the adjectives in bold. Choose a phrase that keeps the meaning similar. An example has been done for you.

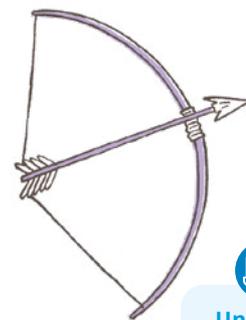
the **terrifying** concept → *the edge-of-your-seat concept*

a An **exhausted** Collins _____

b **masterful** use of light and shade _____

c **essential** reading _____ /3

9 Using at least two adjectives and two adjectival phrases, write a summary of the reasons that Hing likes *The Hunger Games*. What does he argue are its strengths and why does he consider it 'essential reading'?



Unit quiz
Unit 7

/6

/19

TOTAL

UNIT 8 TYPES OF ADJECTIVES

IN FOCUS



Video tutorial
Unit 8

- **Comparative** adjectives compare two things; **superlative** adjectives compare two or more things.

a warmer jacket (comparative)

the warmest jacket (superlative)

- Descriptive adjectives describe some aspect of the noun they modify (colour, appearance, mood, taste, age, size).

the red jacket

the old man

a happy baby

- Possessive adjectives (my, your, her, his, their, our) are used with nouns or noun phrases to indicate possession. Don't confuse these with possessive pronouns (mine, yours, his, hers, theirs, ours, yours).

my toaster

ther car

her dog

our house key

- Demonstrative adjectives (this, that, these, those) are used to point out specific things. 'This' and 'that' modify singular nouns; 'these' and 'those' modify plural nouns. 'This' and 'these' indicate something nearby; 'that' and 'those' point out something further away.

That lake looks deep.

These cakes are gluten free.

This book is boring.

- Numerical adjectives describe a number or amount of things.

fifty sheep

tenth time

- Interrogative adjectives ask questions, and modify a noun or pronoun.

Whose toaster is this?

Which car had a crash?

YOUR TURN 8.1

- 1 Highlight the adjective(s) in each sentence. Some sentences have more than one.
 - a My shed is bigger than theirs.
 - b Whose dog was that?
 - c We have six televisions in our house!
 - d Our father is a kind, quiet man.
 - e Which way is it to the farmers' market?
 - f My son has three guitars.

/13



- 2 What type of adjective is the word in bold in each sentence?
- a **Whose** jacket was left behind? _____
 - b I have lost **my** favourite coat. _____
 - c Only **two** days left to go! _____
 - d This burger is **better** than the last one. _____
 - e Wow, that's the **best** apple ever! _____
 - f We're very excited about **our** new house. _____
 - g **Which** one do you like the best? _____

/7

YOUR TURN 8.2

Complete the table by adding the missing forms of each adjective.

Positive form	Comparative form	Superlative form
old		
	younger	
dowdy		
	worse	
		busiest
exceptional		
	more verdant	

/14

YOUR TURN 8.3

Insert an appropriate possessive or numerical adjective into each sentence.

- 1 All of the four bikes belong to _____ family. /1
- 2 We used to have _____ horses, but we sold one. /1
- 3 The cabbages in _____ vegie patch have been particularly good this year. /1
- 4 I share _____ bedroom with Jed and Kiri. /1
- 5 After _____ years I decided it was time for a new job. /1
- 6 This is _____ favourite song. /1

/40
TOTAL

adjectives

UNIT 8 TYPES OF ADJECTIVES

IN CONTEXT

iPad
09:14 AM

BLOG
Home | About | Shop | Contact
Search

REVIEW

FAN REVIEW OF THE HUNGER GAMES

KATNISSFAN3

It is hard to watch the film versions of my favourite novels; I approach them with extreme trepidation. Yet when I recently sat down to watch the four *The Hunger Games* movies, I needn't have worried.

The filmmakers have translated the dystopian world of Panem, and the characters who inhabit it, beautifully to the big screen. The rendering of the brutal science-fiction world – the impoverished districts, the wealth and power of the Capitol, the Hunger Games Arena – is inspired. The casting of the actors who play Katniss Everdeen, Gale Hawthorne, Peeta Melark and Haymitch Abernathy, is as close to perfect as you could hope for. Naturally, the internal, emotional worlds of the characters are much more developed in the novels. Yet this doesn't diminish the films, as the actors expertly convey their character's inner-emotions. Jennifer Lawrence as the teenage heroine Katniss is absolutely compelling. After seeing



her as Katniss, it is impossible to imagine anyone else playing the role.

Perhaps because author Suzanne Collins was so closely involved in the film adaptation and wrote the screenplay herself, the films totally stack up against the novels. The books are still the best, but the film versions are better than I ever dared hope.

YOUR TURN 8.4

Comprehension

- 1 How does the reviewer, katnissfan3, approach the film versions of the novels they love?

/1

- 2 What two things have the filmmakers translated to the big screen?

/2

- 3 What type of world is Panem, according to katnissfan3?

/1

- 4 What aspect of the characters is 'more developed' in the novels?

/1

5 Why does the reviewer think that the films ‘totally stack up against the novels?’

/1

6 How does the reviewer view Jennifer Lawrence’s portrayal of Katniss Everdeen?

/2

Context

7 Highlight all of the adjectives in the review.

/1

8 What types of adjectives are the words in bold?

- a **my** favourite novels _____
- b the **four** *The Hunger Games* films _____
- c the **dystopian** world _____
- d the **impoverished** districts _____
- e as close to **perfect** _____
- f The books are still the **best** _____

/6

9 Why would it be that the characters’ emotional worlds are ‘more developed’ in the novels than the films?

/2

10 Read this sentence from the review: ‘The rendering of the brutal science-fiction world – the impoverished districts, the wealth and power of the Capitol, the Hunger Games Arena – is inspired.’

- a Highlight four adjectives in this sentence.
- b Are ‘brutal’ and ‘science-fiction’ separate adjectives modifying the noun ‘world’, or does ‘brutal’ modify ‘science-fiction’?

/4

Unit quiz
Unit 8

/21

TOTAL

UNITS 7 & 8 REVIEW

SPELLING AND VOCABULARY: DESCRIPTIVE WORDS WITH POSITIVE OR NEGATIVE CONNOTATIONS

brutal mercilessly disturbing shocking devastating
 dystopian impoverished beautifully naturally compelling

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

- a mercilessly _____ /1
- b disturbing _____ /1
- c dystopian _____ /1
- d impoverished _____ /1
- e compelling _____ /1

2 Rank the following list words from most negative to most positive.

- brutal naturally beautifully compelling
- _____ _____ _____ _____
- /4

3 Choose the appropriate list word to modify each noun or adjective below.

- a event _____ /1
- b novel _____ /1
- c arranged _____ /1
- d story _____ /1
- e loss _____ /1

4 Choose the best list word for the space in each sentence below.

- a The news of the _____ events filtered quickly through the town. /1
- b The scene looked like a still from a _____ film. /1
- c The effects of the fire would be _____ for the community. /1
- d But the community supported one another _____. /1

5 Change these list adverbs into adjectives.

- a mercilessly _____ /1
- b beautifully _____ /1
- c naturally _____ /1

TOTAL MARKS /21

TEST YOURSELF: UNITS 7 & 8

How adjectives work

1 Where is an adjective usually placed if it is modifying a noun or a pronoun?

/1

Highlight the adjective in each sentence below.

2 The deciduous trees had been trimmed beautifully.

/1

3 Over the wall was my favourite hiding place.

/1

4 Our dog, Nu-Nu, jumps hysterically whenever our old neighbour comes over.

/1

5 The floorboards were laid perfectly in line with the existing carpet.

/1

Types of adjectives

Are the underlined adjectives descriptive adjectives (DS), possessive adjectives (P) or demonstrative adjectives (DM)?

6 We need a thicker jumper.

DS/P/DM

/1

7 This is our house.

DS/P/DM

/1

8 That book was wonderful.

DS/P/DM

/1

9 We walked through those trees.

DS/P/DM

/1

10 It was a narrow lane.

DS/P/DM

/1

Spelling and vocabulary

Correct the spelling error in each of the words below.

11 dystopien _____

/1

12 devastating _____

/1

13 naturally _____

/1

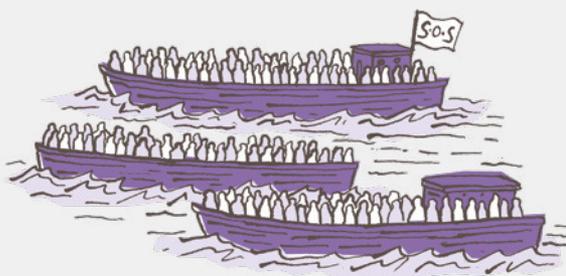
14 inpooverished _____

/1

15 compeling _____

/1

TOTAL MARKS /15



UNIT 9 WHAT PREPOSITIONS DO

IN FOCUS


Video tutorial

Unit 9

Prepositions describe the relationship between a noun or pronoun and another word. Prepositions show how two things relate to each other in *space*, where they are relative to each other, and in *time*, when things happen relative to each other.

The boots leaned against the wall. (space)

We moved into the great hall for dinner. (space)

They left after the dinner was over. (time)

Everyone was home by midnight. (time)

Most prepositions consist of a single word and are called **simple prepositions**.

about, above, after, among, before, behind, below, between, down, for, from, inside, over, past, through, under, with, within

Short phrases or groups of words can also act as prepositions. These are called **complex prepositions** and tell how a noun or pronoun relates to another word.

Complex preposition	Example
as a consequence of	We were promoted <i>as a consequence of</i> the win.
as for	<i>As for</i> Tom, he went to university.
due to	We sold the house <i>due to</i> the rising mortgage payment.
except for	We all went <i>except for</i> Julie.
in case of	We keep the fire extinguisher <i>in case of</i> emergency.
in keeping with	The new library is <i>in keeping with</i> the rest of the grounds.
in lieu of	Food and board are <i>in lieu of</i> wages.
in spite of	They kept walking <i>in spite of</i> the steep climb.
instead of	Jackson chose chocolate <i>instead of</i> vanilla.
owing to	We went for a drive <i>owing to</i> our desire to see the countryside.
regardless of	They were selected <i>regardless of</i> gender, race or religion.

YOUR TURN 9.1

Highlight the preposition/s in each sentence. Some sentences have more than one.

- 1 The family all went to the pool at four o'clock.
- 2 After the girls had finished playing they left the cricket bats against the shed.
- 3 It seems a long time until Christmas.
- 4 The opponents stood opposite each other before the match began.
- 5 Beyond the boundary is a wild wasteland.
- 6 The ball sailed through the goalposts.

/9



YOUR TURN 9.2

Insert an appropriate complex preposition into each sentence, using the table of examples on the previous page as a guide.

- | | |
|---|----|
| 1 She wanted to study woodwork _____ chemistry. | /1 |
| 2 Caleb kept trying _____ the setbacks he suffered. | /1 |
| 3 The sports day has been cancelled _____ the bad weather forecast. | /1 |
| 4 _____ Jian, we all were home early. | /1 |
| 5 She succeeded well _____ her great work ethic. | /1 |
| 6 Let's go to the cinema _____ our cancelled picnic. | /1 |

YOUR TURN 9.3

Complete each sentence by adding an appropriate preposition of time.

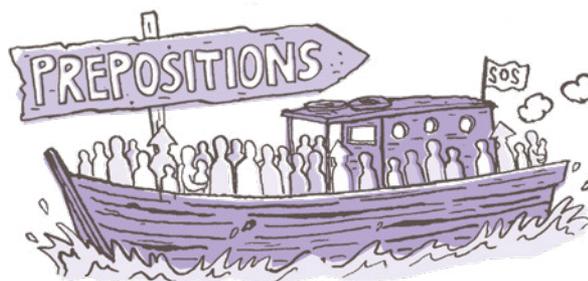
- | | |
|--------------------------------|----|
| 1 The idea was _____. | /1 |
| 2 Their belief was _____. | /1 |
| 3 We all knew _____. | /1 |
| 4 The principal arrived _____. | /1 |
| 5 Our hypothesis is _____. | /1 |

YOUR TURN 9.4

Choose a suitable word from the list below to complete each of the complex prepositions.

virtue respect front behalf apart reference means addition

- | | |
|-----------------|----|
| 1 on _____ of | /1 |
| 2 with _____ to | /1 |
| 3 with _____ to | /1 |
| 4 in _____ of | /1 |
| 5 _____ from | /1 |
| 6 by _____ of | /1 |



/26
TOTAL

UNIT 9 WHAT PREPOSITIONS DO

IN CONTEXT

The Book Thief

Markus Zusak

From the toolkit, the boy took out, of all things, a teddy bear.

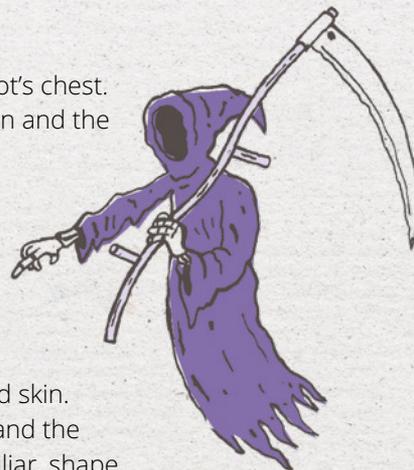
He reached in through the torn windshield and placed it on the pilot's chest. The smiling bear sat huddled among the crowded wreckage of the man and the blood. A few minutes later, I took my chance. The time was right.

I reached in, loosened his soul, and carried it gently away.

All that was left was the body, the dwindling smell of smoke.

As the crowd arrived in full, things, of course, had changed. The horizon was beginning to charcoal. What was left of the blackness above was nothing now but a scribble, and disappearing fast.

The man, in comparison, was the colour of bone. Skeleton-coloured skin. A ruffled uniform. His eyes were cold and brown – like coffee stains – and the last scrawl from above formed what, to me, appeared an odd, yet familiar, shape. A signature.



NOVEL

(Pan Macmillan, 2005, p. 11)

YOUR TURN 9.5

Comprehension

1 What does the boy take out of the toolkit?

/1

2 Where does he place it?

/1

3 What does the narrator reach in and take away from the pilot?

/1

4 Who do you think the narrator is? What makes you say that?

/2

5 What was the horizon beginning to do?

/1

Context

6 Highlight all of the prepositions in the extract. List them in the appropriate column.

Preposition of place	Preposition of time	
.....	
.....	
.....	
.....	
.....	/10

7 a The extract begins with the sentence 'From the toolkit, the boy took out, of all things, a teddy bear'. Highlight the preposition of space. /1

b Why do you think the narrator adds in 'of all things'? Why would this object be surprising?
 _____ /2

c Why do you think the boy might have had a teddy bear in his toolkit?
 _____ /1

8 a The narrator says, 'A few minutes later, I took my chance. The time was right'. Highlight the preposition. /1

b Why do you think the narrator waits a few minutes before taking the pilot's soul?

 _____ /2

9 The narrator writes, 'The horizon was beginning to charcoal'.
 a Which word is used as a verb in this sentence, but is usually a noun?

b What do you think the narrator means by 'beginning to charcoal'?
 _____ /2

10 Zusak creates a number of striking images in this short extract. Choose two sentences that you think create interesting or arresting images.

a _____

b _____
 _____ /2



Unit quiz
Unit 9

/27

TOTAL

UNIT 10 HOW CONJUNCTIONS WORK

IN FOCUS



Video tutorial

Unit 10

Conjunctions join together, or show the relationship between, words or parts of a sentence. Conjunctions must be punctuated correctly so that meaning is clear.

- Coordinating conjunctions (for, and, nor, but, or, yet, so) join together two or more words, or word groups, of the same kind, to give them equal status. When two words come at the end of a longer list, it is sometimes clearer to use a comma after the last item before the conjunction. This is called a serial comma, list comma or Oxford comma.

I'd like to thank my parents, Donald Trump and Lady Gaga.
(coordinating conjunction without a serial comma)

I'd like to thank my parents, Donald Trump, and Lady Gaga.
(coordinating conjunction with a serial comma)

The first example reads as if the writer's parents are Donald Trump and Lady Gaga, which is clearly incorrect. In the second example, the writer is thanking four people: their parents, Donald Trump and Lady Gaga. Use a serial comma to clarify an otherwise confusing list.

- Subordinating conjunctions (where, while, since, once, because, after, before) link two clauses, show their relationship, and indicate which clause is the independent one. A subordinating conjunction can appear at the beginning of a sentence or in the middle of one. If a subordinating conjunction is placed at the start of a sentence, a comma is placed at the end of the dependent clause.

After the parade started, more spectators arrived.

If a subordinating conjunction is placed in the middle of a sentence, a comma is not required after the first independent clause.

More spectators arrived after the parade started.

YOUR TURN 10.1

- Are the words in bold coordinating conjunctions (C) or subordinating conjunctions (S)?
 - Although** we like popcorn, we rarely buy it at the movies. C/S
 - Cara is kind, considerate **and** gentle. C/S
 - Effort **and** diligence are often rewarded. C/S
 - We'd be lost **but for** our GPS. C/S
 - However** we cut it, we were going to lose. C/S
 - You should open the oven **unless** a soufflé is cooking. C/S
 - We'll eat spaghetti **or** lasagna. C/S
 - He would have won **but** he was sick. C/S

/8



- 2 Insert an appropriate conjunction into each sentence.
- Sahil knew the answers _____ froze in the exam.
 - The new extension looks big, impressive _____ solid.
 - _____ we come on holiday here, it rains!
 - The character begins as selfish, _____ changes as the novel progresses.

/4

YOUR TURN 10.2

Rearrange the order of the clauses in these complex sentences. Remove or add a comma as necessary. You might need to replace a conjunction with a different one. An example has been done for you.

Even though we were tired, we still went out to dinner. → *We still went out to dinner even though we were tired.*

- I am tired today because I stayed up late studying.

- He often goes backpacking because he likes walking on his holidays.

- Despite the cool weather, we still had a nice time at the beach.

/1

/1

/1

YOUR TURN 10.3

These sentences all contain coordinating conjunctions. For each one, decide whether there should be a comma between the last two items in the list. Insert commas only where they are needed.

- He bought gifts for his infant children, the driver and the housekeeper.
- Congratulations to the best players on the day, Tom and Jess.
- The main ingredients are carrot, sweet-and-sour sauce and thickened cream.
- The accused criminals, lawyers and police, exited the court house immediately.
- My mother, grandmother and I all dislike the taste of liquorice.
- Our dog, Wilby, loves eating, tummy-rubs and squeaky toys.
- The zoo had recently acquired a tiger, a lion and a chimpanzee.

/1

/1

/1

/1

/1

/1

/1

/22

TOTAL

UNIT 10 HOW CONJUNCTIONS WORK

IN CONTEXT

The Book Thief

NOVEL

Markus Zusak

When Liesel arrived in Molching, she had at least some inkling that she was being saved, but that was not a comfort. If her mother loved her, why leave her on someone else's doorstep? Why? Why?

Why?

The fact that she knew the answer – if only at the most basic level – seemed beside the point. Her mother was constantly sick and there was never any money to fix her. She knew that. But that didn't mean she had to accept it. No matter how many times she was told that she was loved, there was no recognition that the proof was in the abandonment. Nothing changed the fact that she was a lost, skinny child in another foreign place, with more foreign people. Alone.

The Hubermanns lived in one of the small block houses on Himmel Street. A few rooms, a kitchen, and an outhouse shared with the neighbours. The roof was flat and there was a shallow basement for storage. It was not a basement of *adequate depth*. In 1939, this wasn't a problem. Later, in '42 and '43, it was. When air raids started, they always needed to rush down the street to a better shelter.

In the beginning, it was the profanity that made the greatest impact. It was so *vehement*, and prolific. Every second word was either Saumensch or Saukerl or Arschloch. For people who aren't familiar with these words, I should explain. Sau, of course, refers to pigs. In the case of *Saumensch*, it serves to castigate, berate or plain humiliate a female. *Saukerl* (pronounced 'saukairl') is for a male.

(Pan Macmillan, 2005, p. 32)



YOUR TURN 10.4

Comprehension

- 1 What does Liesel have some sense of when she arrives in Molching?

/1

- 2 Why does Liesel's mother leave her 'on someone else's doorstep'?

/1

- 3 Where do the Hubermanns live?

/1

- 4 Why does the Hubermanns' shallow basement become a problem 'in '42 and '43'?

/1

5 What most shocks Liesel when she arrives at the Hubermanns?

/1

6 What does the prefix (a group of letters placed at the start of a word to make another word) *sau-* refer to?

/1

Context

7 Highlight all of the conjunctions in the extract.

/1

8 'A few rooms, a kitchen, and an outhouse shared with the neighbours. The roof was flat and there was a shallow basement for storage.' Both of these sentences use the coordinating conjunction 'and'. Why do you think Zusak has used a comma before 'and' in the first sentence, but not in the second? What is the difference between these two sentences?

/2

9 'No matter how many times she was told that she was loved, there was no recognition that the proof was in the abandonment.'

a What is the subordinating conjunction used here? _____

b Rewrite the sentence by reversing the clauses and removing the comma that separates them.

c What does Zusak mean by the clause 'there was no recognition that the proof was in the abandonment'?

/5

10 a Highlight the subordinating conjunction in the sentence, 'When air raids started, they always needed to rush down the street to a better shelter'.

b Rewrite the sentence by reversing the clauses and removing the comma that separates them.

/3



Unit quiz
Unit 10

/17

TOTAL

UNITS 9 & 10 REVIEW

SPELLING AND VOCABULARY: WORDS ENDING WITH '-ED' OR '-IED'

reached placed huddled crowded loosened
 carried arrived changed formed appeared

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

- a huddled _____ /1
- b loosened _____ /1
- c carried _____ /1
- d formed _____ /1
- e appeared _____ /1

2 Which list word is a synonym for each of the words below?

- a put _____ /1
- b cramped _____ /1
- c altered _____ /1
- d seemed _____ /1

3 Change each of the list words below into their noun form.

- a arrived _____ /1
- b changed _____ /1
- c appeared _____ /1

4 Choose the best list word for each space in the paragraph below.

The boat was very _____ so my sisters and I _____ together in a small corner near the stairs. Our lives had _____ so quickly, and now it _____ we were bound for a new country.

/4

5 Change these list words to the present tense.

- a loosened _____ /1
- b changed _____ /1
- c appeared _____ /1



TOTAL MARKS /19

TEST YOURSELF: UNITS 9 & 10

What prepositions do

1 What is a simple preposition? _____
 _____ /1

2 What is a complex preposition? _____
 _____ /1

Are the prepositions in these sentences simple (S) or complex (C)?

3 We all passed the test except for Julia. S/C /1

4 We live out past the river. S/C /1

5 We went to the beach in spite of the rain. S/C /1

How conjunctions work

6 What is a coordinating conjunction? _____
 _____ /1

7 What is a subordinating conjunction? _____
 _____ /1

Are the conjunctions in these sentences coordinating (C) or subordinating (S) conjunctions?

8 I was hungry so I had two. C/S /1

9 I was worried because I was late. C/S /1

10 After the band finished, we had to clean up. C/S /1

Spelling and vocabulary

Which of the following verbs best match each of the nouns below:

arrived, carried, changed, crowded, loosened.

11 tie _____ /1

12 destination _____ /1

13 clothes _____ /1

14 parcel _____ /1

15 train _____ /1

TOTAL MARKS /15

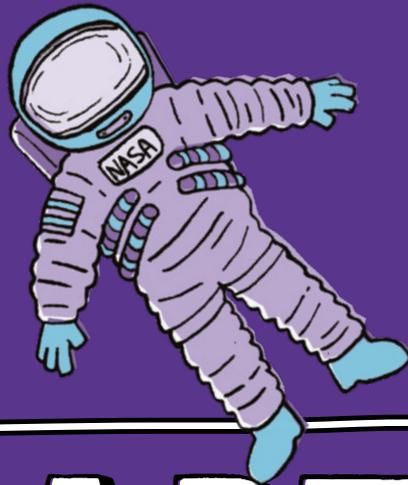
GLOSSARY RECAP

Abstract noun	A noun that names something that cannot be perceived by the senses.
Adjectival phrase	An adjective that contains more than one word.
Adjective	A word that modifies a noun or pronoun.
Adverb	A word that modifies a verb, adjective or other adverb.
Adverb of manner	An adverb that gives information about how something is done.
Adverb of time/ place	An adverb that gives information about when/where something takes place.
Articles	<i>A, an</i> and <i>the</i> are articles. They introduce nouns.
Common noun	A noun that names people, places or things.
Comparative form	A degree of comparison for adverbs and adjectives when two things are being compared.
Concrete noun	A noun that names something that can be perceived by the senses.
Conjunction	A word that joins words or groups of words. Coordinating and correlative conjunctions join elements of equal importance; subordinating conjunctions join elements of unequal importance.
Determiner	An article, possessive pronoun or personal pronoun or a number placed before a noun.
Helping verb	A verb used with other verbs to form a verb phrase.
Modifier	An adjective, adjectival phrase or prepositional phrase that makes a noun or pronoun more specific.
Nominalisation	The process of turning a verb or adjective into an abstract noun.
Noun phrase	A noun plus a determiner and/or a modifier.
Participle	The form of the verb that on its own functions as an adjective.
Preposition	A word that connects a noun or pronoun to another word in a sentence.
Pronoun	A noun that stands in place of another noun.
Proper noun	A noun that refers to the specific name of a person or object. Starts with a capital letter.
Superlative form	A degree of comparison used for adverbs and adjectives when more than two things are being compared.
Tense	The form of a verb (past, present or future) that tells when the action takes place.
Verb phrase	A verb that consists of a helping verb and a present or past participle.
Voice (active/ passive)	An indicator of whether the subject of a sentence is doing the action (active voice), or the action is being done to the subject (passive voice).



Glossary review

Part A: Using words



PART B

Organising words and ideas



UNIT 11 PUNCTUATION REVIEW

IN FOCUS



Video tutorial
Unit 11

By now, you should be completely familiar and confident with using each of these punctuation marks.

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

We are going to the swimming pool this afternoon.

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

We could catch the bus, walk or get a lift.

A question mark (?) ends a sentence when a question is being asked.

Did you want to join us?

Apostrophes of possession (') indicate that something belongs to or is owned by someone.

Sophie's contact lenses fell out into the wash basin.

Apostrophes of contraction show that two words have been joined to form a **contraction**.

We couldn't leave the house on time because Georgia had lost her keys.

A colon (:) introduces a list or announces something.

I've packed my bag already: towel, bathers, sunscreen and a hat.

There's one thing about swimming that's guaranteed: it's wet.

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

There are so many people at the pool today; it's pretty much one big party.

I saw Stephen, Henry and Monica Cho; Louis and Whitney Phillips; and the entire Singh family.

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

As the pool was so busy (it was a very hot day), they extended the opening hours until 9 pm.

Look at your skin - it's bright red - you're sunburnt already!



YOUR TURN 11.1

Correct each of the sentences so that they no longer contain punctuation errors.

- 1 After we went to the market there wasnt much time to sit down for a coffee?

_____ /1

- 2 Everyone will tell you if you ask that the best way to get there: is on the bus.

_____ /1

- 3 We bought a bunch of flowers to take to Clare; in hospital rose's, tulip's and freesia's.

_____ /1

YOUR TURN 11.2

Errors have been made with apostrophes in each of these sentences. Rewrite the word or words correctly in the third column.

		Corrected word(s)
1	Loves' like that – you do'nt know when its going to hit you.	
2	Margaret and Alans dog ran away last week. Thankfully they found it with some help from their neighbours'.	/3
3	Persimmons' and pear's are two of Anyas favourite fruits.	/2
		/3

YOUR TURN 11.3

Add punctuation marks to this passage as needed. Make sure capitals are used for proper nouns as well as at the beginning of each sentence.

eleanors exam results were quite disappointing while her mother pointed out that shed had a difficult year she didnt think that was any excuse for her appalling mark for the history exam she had let down mr davis her favourite teacher as well as herself other low results were english, 66% geography 62% and french 59% the one bright spot was 89% for mathematics which was the second highest mark in the class

/10

/21
TOTAL

UNIT 11 PUNCTUATION REVIEW

IN CONTEXT

Romeo and Juliet

William Shakespeare

PLAY

In fair Verona, where we lay our scene,
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.
From forth the fatal loins of these two foes
A pair of star-cross'd lovers take their life;
Whose misadventured piteous overthrows
Doth with their death bury their parents' strife.
The fearful passage of their death-mark'd love,
And the continuance of their parents' rage,
Which, but their children's end nought could remove,
Is now the two hours' traffic of our stage;
The which if you with patient ears attend,
What here shall miss, our toil shall strive to mend.



(Oxford School Shakespeare, 1993)

YOUR TURN 11.4

Comprehension

1 Where is the play *Romeo and Juliet* set?

/1

2 What happens to the 'pair of star-cross'd lovers'?

/1

UNIT 12 QUOTATION MARKS AND DIRECT SPEECH

IN FOCUS



Video tutorial

Unit 12

Quotation marks, also known as inverted commas, are used to punctuate direct speech which shows that a character in a text is speaking. Quotation marks can be single (') or double (").

Direct speech refers to the exact words said by a person or character in a piece of writing. These words are always placed in quotation marks.

'Excuse me, I'm looking for the homewares department,' the lady asked Joel. 'Could you tell me which floor it's on?'

In contrast, **indirect speech** or reported speech also refers to the words said by someone, but is a second-hand account of them.

The lady asked Joel whether he could direct her to the homewares department.

Direct speech is more immediate than indirect speech and conveys a sense of action. Fiction authors use it to add drama to their writing and to allow readers to really get to know the characters involved, as it enables the characters to speak for themselves. Indirect speech often summarises a conversation and does not convey as much emotion.

When you use quotation marks, there are some additional punctuation rules that apply.

- Begin a new paragraph each time the speaker changes.
- Capitalise the first word because you are starting a new sentence in a new paragraph.
- Place punctuation inside the quotation marks when it is part of the spoken words.

'Do I take the escalator?' she asked.

'It will be quicker to get the lift,' Joel replied.

- If you begin a sentence with information about the person talking, and then continue with direct speech, introduce the direct speech with a comma.

Joel continued, 'The lift is down that corridor and to the left.'

YOUR TURN 12.1

Add quotation marks as well as other appropriate punctuation and capitalisation to these sentences to indicate direct speech.

- 1 Have you seen my pencil case Jamie asked.

/1

- 2 I'm not sure where the house is said my mother should we telephone them first to find out.

/1



- 3 Really she snapped I should have expected as much from someone with your limited intellect.

/1

YOUR TURN 12.2

Each sentence includes direct speech. Change it to indirect speech.

- 1 'Which was sent into space first,' she wondered, 'a monkey or a dog?'

/1

- 2 After Lisa dropped her ice-cream, Enrique said, 'Don't worry. We can always buy you another one.'

/1

- 3 'I hope the rain goes away,' whined Janet, 'I want to go to the beach.'

/1

YOUR TURN 12.3

Rewrite this passage using direct speech instead. Be careful with your punctuation and try to use verbs other than *said* to give your writing variety.

Even though he asked her three or four times, Eric's sister Shana wouldn't tell him where she had been. Nor would she explain what she had done to the car. While he could see the damage quite clearly, he needed to know whether or not it was her fault and whether another car had been involved as he wouldn't be able to make an insurance claim without this information. However, when he pointed this out to her, she still refused to come clean. The conversation escalated into a shouting match, each accusing the other of being selfish and uncaring. Eventually their mother had to step in, telling them both to calm down, that they could sort everything out in the morning.

/10

/16

TOTAL

UNIT 12 QUOTATION MARKS AND DIRECT SPEECH

IN CONTEXT

Romeo and Juliet

William Shakespeare

PLAY

JULIET Come hither, nurse. What is yond gentleman?

NURSE The son and heir of old Tiberio.

JULIET What's he that now is going out of door?

NURSE Marry, that, I think, be young Petruchio.

JULIET What's he that follows here, that would not dance?

NURSE I know not.

JULIET Go ask his name – If he be married,
My grave is like to be my wedding bed.

NURSE His name is Romeo, and a Montague;
The only son of your great enemy.

JULIET My only love sprung from my only hate!
Too early seen unknown, and known too late!
Prodigious birth of love it is to me,
That I must love a loathed enemy.

(Oxford School Shakespeare, 1993)

YOUR TURN 12.4

Comprehension

1 Who are the three young men that the nurse identifies for Juliet?

/1

2 Juliet is only really interested in Romeo. Why do you think she asks about the other two men?

/1

3 What does Juliet mean by the line 'too early seen unknown, and known too late'?

/2

4 Given the identity of Romeo, what would Juliet be thinking about the possibility of a relationship with him?

_____ /2

Context



5 Highlight all the punctuation marks in the extract.

/1

6 Rewrite the extract, but this time using direct speech, rather than in script form. Pay careful attention to your use of punctuation. The first line has been done for you.

'Come hither, nurse. What is yond gentleman?' Juliet asked.

_____ /8

7 Rewrite the extract again using indirect speech. You can use modern English if you prefer.

_____ /8


Unit quiz
Unit 12

/23
TOTAL

TEST YOURSELF: UNITS 11 & 12

Punctuation review

- 1 What do apostrophes of possession indicate? _____
 _____ /1
- 2 What do apostrophes of contraction show? _____
 _____ /1
- 3 When would you use a colon? _____
 _____ /1
- 4 What is a semicolon used to connect? _____
 _____ /1
- 5 What are brackets and dashes used for? _____
 _____ /1

Quotation marks and direct speech

- 6 What is another name for quotation marks? _____ /1
- 7 What are quotation marks used for? _____
 _____ /1
- 8 What is direct speech? _____
 _____ /1
- 9 What is indirect speech? _____
 _____ /1
- 10 What should you do with the first word of a sentence contained within quotation marks?
 _____ /1

Spelling and vocabulary

Insert a correct possessive into these sentences.

- 11 Marjorie had lost _____ pencil case. /1
- 12 "That isn't his, it's _____!" she shouted. /1
- 13 All of the students agreed that Ms Sheldon was _____ favourite teacher. /1

Rewrite each sentence, correcting the error with an appropriate contraction.

- 14 Your my best friend. _____ /1
- 15 Ben and Jason are my aunt's sons. Their my cousins. _____
 _____ /1

TOTAL MARKS /15

UNIT 13 PHRASES AND CLAUSES

IN FOCUS



Video tutorial

Unit 13

Sentences are made up of word groups known as phrases and clauses.

A **phrase** is a group of words that does not make sense on its own and needs to be placed within a sentence to have meaning.

- A phrase can contain a noun or a verb, but it cannot contain both. Phrases are used to provide further information in a sentence. The most common type of phrase is a **prepositional phrase**. Prepositional phrases combine a preposition with a noun. Some examples of prepositions include:

across, through, near, despite, out, from, above, for, towards, onto

- When a prepositional phrase is added to a clause, it will tell us where, when or how something is taking place.

I ate lunch at the cafe. I ate lunch with my mum. I ate lunch after the film.

- Prepositional phrases can act as adjectives, as adverbs or as nouns.

A **clause** is a group of words that makes sense on its own.

- A clause has a subject (a noun or pronoun that the sentence is about) as well as a verb that explains what is happening to the noun. While an independent clause, also known as a main clause, can stand by itself as a simple sentence, it is not especially interesting or informative.

We went home. (subject 'We'; verb 'went'; noun 'home')

- If a dull and uninformative clause is combined with a phrase (or two), then the sentence becomes more detailed and provides a lot more information (prepositional phrases underlined).

After work, we went home.

After work, we went home on the train.

After work, we went home with the stolen money.

YOUR TURN 13.1

Write an appropriate prepositional phrase to complete each sentence.

1 I ran

/1

2 The train made its way

/1



3 She raised the telescope to her eye and looked

_____ /1

4 I like to eat ice-cream

_____ /1

5 The water got deeper as we sailed

_____ /1

YOUR TURN 13.2

Add a clause to each prepositional phrase to form a complete sentence.

1 through the crowds

_____ /1

2 near the forest

_____ /1

3 with a friend

_____ /1

4 over the bridge

_____ /1

5 under the bed

_____ /1

YOUR TURN 13.3

These sentences have been written without any prepositional phrases. Rewrite them, adding at least one prepositional phrase to each independent clause to convey more information and make the text more interesting.

There is an ancient house. An ornate iron bench has been placed. Blackberries and roses grow. An old oak tree stands.

_____ /4

/14
TOTAL

UNIT 13 PHRASES AND CLAUSES

IN CONTEXT

SHORT STORY

Aeneas

Richard Baines

Aeneas was a Trojan.

When the Greek soldiers rampaged through the city of Troy like a pack of wolves, slaughtering women and children in their beds and setting fire to the houses and temples, Aeneas stood in the roadway outside his home and cut down any Greek who dared approach him. Blood flowed in the streets that night, and the flames of burning buildings sent ghastly shadows leaping across the rooftops ...

Only when he saw King Priam struck down in the midst of the battle did Aeneas realise that the city was lost. 'Leave everything!' he shouted to his wife, Creusa. 'We must run from this place!' Aeneas grabbed his young son by the hand, hoisted his blind

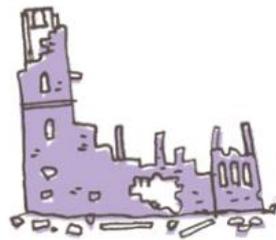
father Anchises onto his back, and set off through the smoke and flames of the ruined city. All around him he could hear the shouts of the victors and the screams of the dying. Aeneas pushed his way between the throng of bodies and headed for a breach in the wall. Once through, he looked over his shoulder, turning to shout encouragement to his wife. Creusa was nowhere to be seen. In a panic he tried to go back, to force his way through the crowds, but the flames roared across the battlements and the surge of bodies both alive and dead swept him onwards.

With a heavy heart, Aeneas turned from the burning city of Troy.

(Myths and Legends Two, Oxford University Press, 2009, p. 32)

YOUR TURN 13.4

Comprehension



1 What is happening to the city of Troy?

/1

2 What confirms to Aeneas that the city is lost?

/1

3 Whom does Aeneas attempt to rescue and how does he aid their escape?

/2

4 From your reading of the extract, how would you describe Aeneas? What are his main character traits?

_____ /1

5 Write down two quotes from the extract to justify your answer to question 4.

_____ /2

Context

6 Complete the missing prepositional phrases from these lines of the extract.

a When the Greek soldiers rampaged _____ Aeneas stood _____ and cut down any Greek who dared to approach him.

b Blood flowed _____ that night.

c the flames of burning buildings sent ghastly shadows leaping _____

d 'We must run _____.

e Aeneas grabbed his young son _____, hoisted his blind father Anchises _____, and set off _____ of the ruined city.

f Aeneas pushed his way _____ and headed for a breach _____ /10

7 Write down a sentence from the extract that does not contain any phrases.

_____ /1

8 What type of clause is the sentence in question 7? _____ /1

9 Fill in the missing clauses from these sentences.

a Once through, _____, turning to shout encouragement to his wife.

b In a panic _____, to force his way through the crowds. /2


Unit quiz
 Unit 13

/21
TOTAL

UNIT 14 TYPES OF CLAUSES

IN FOCUS



Video tutorial

Unit 14

As well as combining with phrases, clauses can also combine with other clauses to form **compound** or **complex sentences**.

- An **independent clause** (or main clause) stands by itself as a **simple sentence**. No additional information is needed for the sentence to be grammatically correct.

The heist was a success. (subject 'heist'; verb 'was')

- An independent clause can be combined with another independent clause by using a coordinating conjunction (for, and, nor, but, or, yet, so) to form a compound sentence.

The heist was a success and the jewellery was sold for millions.

- A **dependent clause** (or subordinate clause) starts with a subordinating conjunction such as 'because', 'that' or 'if' and cannot stand alone as a sentence. A dependent clause(s) combined with an independent clause forms a complex sentence.

because the criminal planned it perfectly (subordinating conjunction + dependent clause)

The heist was a success because the criminal planned it perfectly. (independent clause + subordinating conjunction + dependent clause)

- If a sentence begins with an independent clause and is followed by a dependent clause, a comma is not needed. However, if the dependent clause begins the sentence, a comma is used to introduce the independent clause.

Because the criminal planned it perfectly, the heist was a success. (subordinating conjunction + dependent clause + independent clause)

- Additional clauses can also be added to increase the complexity of a sentence. These clauses can be combined in a number of ways, and can be embedded within an existing clause.

Because the criminal planned it perfectly, the heist was a success and the jewellery was sold for millions.

The heist, which the criminal planned perfectly, was a success and the jewellery was sold for millions.

YOUR TURN 14.1

Highlight the dependent clause in each sentence and insert a comma if necessary.

- 1 While I waited for the bus I was asked for directions to the bank.

/1

- 2 Although she has been friends with Joseph for years she didn't invite him to her party.

/1



3 I won't be able to visit my grandmother this week unless I take a day off school.

/1

4 When the meteorite hit a large number of trees in the forest were flattened.

/1

YOUR TURN 14.2

Add a dependent clause to each independent clause and write out your new sentence.

1 School was over for the day.

/1

2 Billie's family runs a farm.

/1

3 The full moon cast an eerie glow over the landscape.

/1

4 Jacinta gave me a shy grin.

/1

YOUR TURN 14.3

Rewrite these pairs of clauses as a single sentence with an independent and dependent clause.

1 Ayo is visiting San Francisco during the school holidays. Ayo's mother lives in the United States.

/2

2 I really enjoyed the *Lord of the Rings* books. I didn't like the films.

/2

3 The mosquito repellent wasn't very effective. I had bites all over my legs.

/2

4 It was bitterly cold outside the cabin. The log fire made it nice and cosy inside.

/2

/16

TOTAL

UNIT 14 TYPES OF CLAUSES

IN CONTEXT

Theseus and the Minotaur

SHORT STORY

Richard Baines

The slaves were being herded off the elegant black-sailed ship. Their legs were in chains, and they were roped together, one behind the other. Ariadne stood on the city wall overlooking the quay and shuddered. They all looked so young. She counted seven girls among them. As she turned to go, her eye was caught by one of the youths. He had curly red hair and was staring arrogantly around him. The others shuffled down the gangplank with drooping shoulders and downcast eyes.

'Who is he?' she asked a guard.

'Just another Athenian,' came the gruff reply, 'for the Minotaur.'

Ariadne shivered.

The very thought of the hideous beast made her flesh crawl. The creature had a human torso and a bull's head. Muscles bunched and rippled down the back of its neck. Whiskers grew on its snout and its hooves sprouted long curved claws. Its hide was a blotchy red

and its eyes were cold and pitiless.

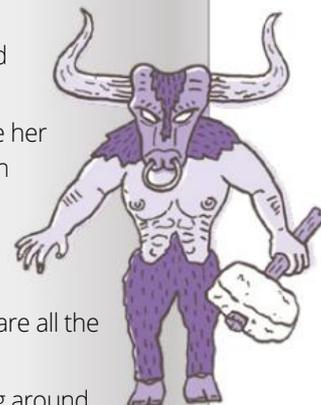
Ariadne could not take her eyes off the young man on the quay.

'He seems different from the others,' she said.

The guard spat. 'They are all the same.'

The youth was peering around as if summing up the situation. He did not look like a man staring death in the face. All about him the port was alive with activity: oarsmen were stretching their legs on the quay, mariners were running down their sails and merchants were carrying baskets and pots off the ships. Ariadne watched as the youth was led away. She felt revolted, knowing that he was to be sacrificed to the Minotaur during the forthcoming celebrations.

(Myths and Legends Two, Oxford University Press, 2009, pp. 12–13)



YOUR TURN 14.4

Comprehension

- 1 What is Ariadne watching at the beginning of the extract?

/1

- 2 What is different about the manner of the red-haired slave?

/1

- 3 What is going to happen to the slaves?

/1

4 What is the Minotaur?

/1

Context

5 Write down a simple sentence from the extract.

/1

6 'Whiskers grew on its snout and its hooves sprouted long curved claws. Its hide was a blotchy red and its eyes were cold and pitiless.'

a What sort of sentences are these? _____

b What sort of conjunctions are used to join the clauses in these sentences?

c Split up the sentences into independent clauses and write them as separate simple sentences.

/6

7 a Write down a complex sentence from the extract.

b How many clauses does it contain? _____

c Break your chosen sentence down into a series of simple sentences, with one sentence for each clause. Write them in the space provided below.

/5

8 Write a complex sentence with at least three clauses that explains what Ariadne is thinking while she watches the slaves being unloaded from the ship.

/4



Unit quiz
Unit 14

/20

TOTAL

UNITS 13 & 14 REVIEW

SPELLING AND VOCABULARY: WORDS ENDING WITH '-ANT' AND '-ENT'

encouragement independent relevant ambivalent permanent
 important significant dominant triumphant confident

1 Look up each word in the word list and write down its definition.

- a encouragement _____ /1
- b independent _____ /1
- c relevant _____ /1
- d ambivalent _____ /1
- e permanent _____ /1
- f important _____ /1
- g significant _____ /1
- h dominant _____ /1
- i triumphant _____ /1
- j confident _____ /1

2 Brainstorm a synonym and an antonym for each of these words.

Word	Synonym	Antonym
encouragement		
independent		
relevant		
ambivalent		
permanent		
important		
significant		
dominant		
triumphant		
confident		

/20

- 3 a Which word from the word list isn't an adjective? _____ /1
- b What type of word is it? _____ /1

TOTAL MARKS /32

TEST YOURSELF: UNITS 13 & 14

Phrases and clauses

- 1 What do prepositional phrases contain? _____
 _____ /1
- 2 What information does a prepositional phrase provide? _____
 _____ /1
- 3 What parts of speech can prepositional phrases act as? _____
 _____ /1
- 4 What does the subject in a clause tell us? _____
 _____ /1
- 5 What information does the verb in a clause provide? _____
 _____ /1

Types of clauses

- 6 What kind of clause can stand alone as a simple sentence?
 _____ /1
- 7 What kind of conjunction can be used to combine two independent clauses?
 _____ /1
- 8 What kind of conjunction does a dependent clause start with?
 _____ /1
- 9 If a dependent clause is combined with an independent clause, what kind of sentence is formed?
 _____ /1
- 10 In a sentence, if a dependent clause is followed by an independent clause, where would you place a comma?
 _____ /1

Spelling and vocabulary

Write a word ending with '-ant' or '-ent' to best fill the gap in each sentence.

- 11 France is located on the European c _____ ent. /1
- 12 I gave her the e _____ ent amount of money. /1
- 13 I complained to the m _____ ent. /1
- 14 She sterilised the wound with d _____ ant. /1
- 15 We had a delicious dinner at the r _____ ant. /1

TOTAL MARKS /15

UNIT 15 SUBJECTS, OBJECTS AND PREDICATES

IN FOCUS



Video tutorial

Unit 15

A **sentence** can be divided into two distinct parts: the **subject** and the **predicate**.

The predicate contains the **object**.

- The subject of a sentence is always a noun or nouns, a pronoun or pronouns, or a noun phrase.

The cafe was open.

Laura sat down.

Steve and I waited.

- The predicate is the rest of a sentence and tells us what happened to the subject. It always contains a verb.

The cafe was open.

Laura sat down.

Steve and I looked around.

- The predicate can also contain other nouns or pronouns, which are known as the object of the sentence. The object is part of the predicate, as it forms part of what happened to the subject.

The cafe was open for breakfast. Laura sat down at a table.

Steve and I looked around for the waiter.

An easy way to tell the difference between the subject and the object is to think of the subject as 'doing' the action and the object as 'receiving' the action.

The waiter put the plate down. ('the waiter' is the subject; 'the plate' is the object)

Sometimes a sentence may have more than one noun as part of the object. It might have two nouns combined in a noun phrase. In this case, both nouns are considered to be part of the object.

The waiter put down the water jug and glasses. (two nouns form a single object)

If the predicate contains two nouns that are treated differently, then one is the direct object and the other the indirect object.

The waiter put the plate down on the table. ('the plate' is the direct object; 'the table' is the indirect object)

In this example, 'the plate' is the direct object of the predicate because it is the main receiver of the waiter's actions; 'the table' is the indirect object because it is a secondary receiver of the action.

The subject will not always be placed at the beginning of the sentence.

Looking distracted, the waiter put the plate down on the table. (The predicate has been split up by the subject.)



YOUR TURN 15.1

Identify the direct object and the indirect object in each sentence.

		Direct object	Indirect object	
1	I took my phone out of my pocket.			/2
2	Jacob put his knife and fork on his plate.			/2
3	The monkey swung through the trees by its arms.			/2
4	She hit the nail with the hammer.			/2
5	He smiled happily as he removed the gift from its wrapping.			/2

YOUR TURN 15.2

Rewrite each sentence, changing the subject or object from a single noun to a noun phrase.

An example has been done for you.

Melissa handed over the money. → *Melissa and Mateo handed over the money.*

1 Smith Street is close to the river.

_____ /1

2 The snow fell on the mountain.

_____ /1

3 Andre applauded the musician.

_____ /1

YOUR TURN 15.3

Rewrite each sentence so that the subject splits the predicate. You can change the wording of each sentence as much as necessary.

1 The explorer ventured into the wilderness.

_____ /1

2 She rubbed her eyes and rested her head on the pillow.

_____ /1

/15

TOTAL

UNIT 15 SUBJECTS, OBJECTS AND PREDICATES

IN CONTEXT

The Curious Incident of the Dog in the Night-Time

NOVEL

Mark Haddon

It was 7 minutes after midnight. The dog was lying on the grass in the middle of the lawn in front of Mrs Shears' house. Its eyes were closed. It looked as if it were running on its side, the way dogs run when they think they are chasing a cat in a dream. But the dog was not running or asleep. The dog was dead. There was a garden fork sticking out of the dog. The points of the fork must have gone all the way through the dog into the ground because the fork had not fallen over. I decided that the dog was probably killed with the fork because I could not see any other wounds in the dog and I do not think you would stick a garden fork into a dog after it had died for some other reason, like cancer for example, or a road accident. But I could not be certain about this.

I went through Mrs Shears' gate, closing it behind me. I walked onto her lawn and knelt beside the dog. I put my hand on the muzzle of the dog. It was still warm.

The dog was called Wellington. It belonged to Mrs Shears who was our friend. She lived on the opposite side of the road, two houses to the left.

Wellington was a poodle. Not one of the small poodles that have hairstyles, but a big poodle. It had curly black fur, but when you got close you could see that the skin underneath the fur was very pale yellow, like chicken.

I stroked Wellington and wondered who had killed him, and why.



(Random House, 2004, p. 1)

YOUR TURN 15.4

Comprehension

- 1 Where and when are the events of the extract taking place?

/2

- 2 Who or what is Wellington?

/1

- 3 What conclusion does the narrator make about the garden fork?

/1

- 4 From the extract, what is your impression of the narrator?

/1

5 Write down two quotes from the extract that support your opinion of the narrator.

/2

Context

6 Identify the subjects and objects in each sentence and complete the table.

	Subject	Direct object	Indirect object 1	Indirect object 2
a	The dog was lying on the grass in the middle of the lawn in front of Mrs Shears' house.			
b	There was a garden fork sticking out of the dog.			
c	The points of the fork must have gone all the way through the dog into the ground because the fork had not fallen over.			
d	I walked onto the lawn and knelt beside the dog.			

/16

7 Write an appropriate predicate for each subject and object from the extract.

a Subject: the dog; object: the grass

b Subject: Wellington; object: Mrs Shears

c Subject: the garden fork; object: the dog

d Subject: the narrator; object: the gate

8 On a separate piece of paper, write a brief account of a time when you found something unexpected. When you have finished your paragraph, circle the subject of each sentence and underline the predicate. Some sentences may have more than one subject and predicate, particularly if you have written complex sentences.

/6



Unit quiz
Unit 15

/37

TOTAL

UNIT 16 CONSTRUCTING SENTENCES FOR DIFFERENT PURPOSES

IN FOCUS



Video tutorial

Unit 16

Once you understand how to construct simple, compound and complex sentences, you can begin to vary your sentence construction depending on the purpose of your writing. Sentences that you write with creative intent do not always need to be grammatically correct. However, these sentences may not be suitable for formal academic writing such as essays. This unit will show you how some sentence types can be written for creative effect and also how you can correct these sentences to improve coherence if you accidentally write them in an English essay.

Run-on sentences

A run-on sentence usually contains several simple sentences joined with coordinating conjunctions. They can be quite long and often have a 'stream-of-consciousness' effect, conveying a busy and sometimes child-like mind.

I am going to the movies but I won't be going until my homework is done for I have an assignment that is overdue and I don't want to get a detention so I might not go until tomorrow.

While run-on sentences can be used effectively in creative writing, they do not belong in formal essays. However, these are easy to correct by simply splitting the sentence into smaller sentences by replacing some of the coordinating conjunctions with full stops.

I am going to the movies but I won't be going until my homework is done for I have an assignment that is overdue. I don't want to get a detention so I might not go until tomorrow.

Overly complicated sentences

An overly complicated sentence is also long and includes multiple embedded clauses. It can be used creatively to establish that a character feels that they are of great intellect and superior to others.

After the movies, while I was eating pancakes with my brother, who has just returned from university, where he is studying medicine, I decided to visit my best friend from primary school, Luke, who would like to be a chef.

This kind of sentence can be a useful creative device, but if not used deliberately it can impact the coherence of your writing. This can be improved by removing some of the embedded clauses and unnecessary detail and re-expressing the ideas as separate sentences.

After the movies I ate pancakes with my brother. He has just returned from university, where he is studying medicine. While we were eating, I decided to visit my best friend, Luke, who would like to be a chef.

Fragments

A fragment is an incomplete sentence: the subject or the verb may be missing, or a dependent clause may have been left to stand alone as a sentence. When writing creatively, sentence fragments are a great way to show that a character is under a great deal of stress or is in a heightened emotional state. However, if this is not your intent, you can fix this by adding any missing information and checking that the sentence contains at least one independent clause.

Because of the car breaking down. I was really late.

Because of the car breaking down, I was really late.



YOUR TURN 16.1

Is each sentence or group of sentences run-on, overly complicated or fragmentary? Once you have identified the sentence type, re-write the text to improve its coherence.

- 1 'Elementary,' Sherlock Holmes said. To Dr Watson. Surveying the crime scene.

Sentence type: _____

Rewrite: _____ /3

- 2 The mountains of Peru, which are beautiful, one of the highlights of the Andes in the opinion of my uncle, who is a travel agent, are best visited in the cooler months.

Sentence type: _____

Rewrite: _____

_____ /3

- 3 One of my favourite things to do in summer. Watch the cricket. And hang out with my mates.

Sentence type: _____

Rewrite: _____

_____ /3

- 4 There were three of us but there were also already four people in the car so we couldn't get in and we had to get a taxi instead but we didn't have enough money.

Sentence type: _____

Rewrite: _____

_____ /3

- 5 She sprang into action and gave chase to the man as she was a fast runner and a former Olympian in the Sydney games and still trained twice a week. Sprinting after him.

Sentence type: _____

Rewrite: _____

_____ /3

YOUR TURN 16.2

This paragraph includes several fragmented, run-on and overly complicated sentences. On a separate piece of paper, rewrite the paragraph to improve its coherence.

/6

Running towards the bridge. Ellie began to feel exhausted as she drew closer breathing heavily. She continued to put one foot in front of the other and made her way towards her goal but began to doubt that she would ever reach it. As she crossed the bridge, her legs shaking, feeling the painful blisters on her feet. Feeling so thirsty. But suddenly, she was through the finish line, she had completed her first ever marathon.

/21TOTAL

UNIT 16 CONSTRUCTING SENTENCES FOR DIFFERENT PURPOSES

IN CONTEXT

The Curious Incident of the Dog in the Night-Time

NOVEL

Mark Haddon

And I called the dog Sandy. And Father bought him a collar and a lead and I was allowed to take him for walks to the shop and back. And I played with him with a rubber bone.

And Mother got flu and I had to spend three days with Father and stay in his house. But it was OK because Sandy slept on my bed so he would bark if anyone came into the room during the night. And Father made a vegetable patch in the garden and I helped him. And we planted carrots and peas and spinach and I'm going to pick them and eat them when they're ready.

And I went to a bookshop with Mother and I bought a book called *Further Maths for A Level* and Father told Mrs Gascoyne that I was going to take A Level Further Maths next year and she said, 'OK.'

And I am going to pass it and get an A grade. And in two years' time I am going to take A Level Physics and get an A grade.

And then, when I've done that, I am going to go to university in another town. And it doesn't have to be in London because I don't like London and there are universities in lots of places and not all of them are big cities. And I can live in a flat with a garden and a proper toilet. And I can take Sandy and my books and my computer.

And then I will get a First Class Honours Degree and I will become a scientist.

And I know I can do this because I went to London on my own, and because I solved the mystery of Who Killed Wellington? and I found my mother and I was brave and I wrote a book and that means I can do anything.

(Random House, 2004, pp. 267–8)

YOUR TURN 16.3

Comprehension

- 1 Why did the narrator have to spend three days with his father?

/1

- 2 What impression do you have of the narrator's relationship with his father? Why do you have this impression?

/2

3 What plans does the narrator have for the future?

/1

4 Where does he want to go to university?

/1

5 Why is he confident that he will achieve his goals?

/1

Context

6 What do you notice about the construction of the sentences in this extract? What type of sentence is used the most?

/2

7 If this extract had not been constructed to meet a particular aesthetic purpose, how could it be rewritten to improve its coherence and fluency?

/2

8 The writer has made a deliberate decision to use simple expression to capture aspects of the main character's personality traits. What impression do you think the writer wants the narrator to make on the reader?

/2

9 How would your impression of the narrator have changed if this extract had been written without errors?

/2

10 On a separate piece of paper, rewrite the first three paragraphs without using run-on sentences. Try to use a mix of simple, compound and complex sentences to give your writing variety.

/8



Unit quiz
Unit 16

/22

TOTAL

UNITS 15 & 16 REVIEW

SPELLING AND VOCABULARY: WORDS CONTAINING 'AU' AND 'OU'

through thorough because cautious fraudulent
 taught slaughter enough previous tough

1 Classify each word in the word list depending on whether it contains 'au' or 'ou'.

Words containing 'au'	Words containing 'ou'
.....
.....
.....
.....
.....
.....

Which word appeared in both columns? _____ /12

2 Select the best words from the word list to complete the sentences below.

- a I was very _____ with my homework, and double-checked each answer carefully. /1
- b The banker was accused of _____ conduct. /1
- c While I enjoyed the holidays, I had been more relaxed after _____ breaks. /1
- d I was _____ as I crossed the road. /1
- e The steak was quite _____, and he quickly decided he'd had _____ . /2

3 Write a brief paragraph titled 'The Fraud'. Include as many words from the word list as you can, and be creative.

/6

TOTAL MARKS /24

TEST YOURSELF: UNITS 15 & 16

Subjects, objects and predicates

- 1 What are the two distinct parts of a sentence? _____
 _____ /1
- 2 Which part of a sentence always contains a verb? _____
 _____ /1
- 3 What is the object of a sentence? _____
 _____ /1

Consider the following sentence:

I dropped my rubbish into the bin.

- 4 What is the direct object of the sentence? _____ /1
- 5 What is the indirect object of the sentence? _____ /1

Errors in sentence construction

- 6 What is a run-on sentence? _____
 _____ /1
- 7 When fixing a run-on sentence, what should be replaced with full stops? _____
 _____ /1
- 8 What are the features of an overly complicated sentence? _____
 _____ /1
- 9 What is the best way to improve the construction of an overly complicated sentence?
 _____ /1
- 10 What is a sentence fragment? _____
 _____ /1

Spelling and vocabulary

Write the letters AU or OU in the gap in each word to spell it correctly.

- 11 H _ _ N T E D /1
- 12 S C _ _ N D R E L /1
- 13 L _ _ G H I N G /1
- 14 F L _ _ N T /1
- 15 A C C _ _ N T /1

TOTAL MARKS /15

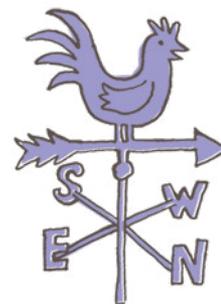
GLOSSARY RECAP

Clause	A group of words that contains a subject and finite verb. A clause is either independent or dependent.
Complex sentence	A sentence that contains an independent clause and one or more dependent clauses.
Compound sentence	A sentence that contains two or more independent clauses.
Contraction	A combination of two words in which an apostrophe marks where one or more letters have been omitted.
Dependent clause	A clause that is dependent on an independent clause in a sentence. It does not make sense on its own.
Direct speech	Exact words said by a person or character. The words must be placed in quotation marks.
Independent clause	A clause that makes sense on its own.
Indirect speech	A reported account of what someone else said.
Object	Part of a sentence, often the predicate, that refers to the someone or something on the receiving end of the verb.
Phrase	A group of words that does not contain a subject or finite verb and cannot stand on its own.
Predicate	The part of the sentence that says something about the subject.
Prepositional phrase	A phrase that combines a preposition with a noun.
Sentence	A group of words containing a subject and finite verb.
Simple sentence	A sentence consisting of one independent clause.
Subject	The person, place, thing or idea that is doing or being something. The subject is always a noun (or nouns), a pronoun (or pronouns) or a noun phrase.



Glossary review

Part B: Organising words and ideas





PART C

**Expressing and
sharing ideas**



UNIT 17 PARAGRAPHS

IN FOCUS



Video tutorial

Unit 17

You are probably already familiar with the basic rules for organising a paragraph. An easy way to recall the different parts of a paragraph is to use the TEEL structure.

Topic sentence	A paragraph must always begin with a topic sentence, which states the main point or key idea. If you are writing a text response essay, this sentence will need to connect with both the text and the essay topic in some way.
Explanation Evidence	After the topic sentence, subsequent sentences will use a blend of explanation and evidence. The explanation elaborates on the main points, while the evidence is formed of quotes or statistics given to support the explanation. A well-constructed paragraph will include several sentences to present evidence and advance the explanation.
Link	The final sentence of a paragraph is a linking sentence that should reconnect with the main idea of the paragraph.

This sentence clearly introduces the main point of the paragraph.

The first sentence provides some explanation of Romeo's behaviour, while the second sentence provides evidence to support it.

Romeo Montague is partially to blame for the fate that befell him and his beloved Juliet. It is Romeo's decision to court Juliet, despite her being a Capulet, that results in their untimely deaths. Romeo acknowledges that he is 'fortune's fool' in pursuing a turbulent relationship, but continues his relationship with Juliet anyway. Romeo's ongoing romantic pursuit of Juliet effectively seals their fate.

Romeo acknowledges that he is 'fortune's fool' in pursuing a turbulent relationship, but continues his relationship with Juliet anyway.

The main purpose of the link is to sum up the key idea of the paragraph and link back to the original topic sentence.

Paragraphs in essays

A series of paragraphs can be connected together to form an essay. The majority of paragraphs are body paragraphs, constructed like the explanation and evidence example. However, the first paragraph of an essay (the introduction) and the final paragraph of an essay (the conclusion) have some differences in structure and content. An introduction introduces the context of the essay (such as the novel you're examining, or the issue you're exploring) as well as advancing a contention and indicating the main arguments of your essay. A conclusion needs to sum up the main points of the essay, and re-state the essay's contention.





YOUR TURN 17.1

On a separate piece of paper, use a mix of evidence and explanation to complete this paragraph. You should add at least four sentences to ensure that your viewpoint is appropriately explained. A topic and linking sentence have been completed for you.

Topic sentence: High school students have far too much pressure placed upon them.

Linking sentence: If students are given the opportunity to learn without a constant focus on results, they are far more likely to enjoy school and value their education.

/10

YOUR TURN 17.2

Write the numbers 1–9 in the boxes to reorder these sentences to form a coherent paragraph.

- | | | | | |
|---|--|----------------------|---------------------------------|----------------------------------|
| 1 | At no time of the year is this more obvious than at Christmas, which is now all about listing our new possessions rather than spending time with our family. | <input type="text"/> | <input type="text" value="/1"/> | |
| 2 | Reassess whether social media has real importance for you, and consider whether your focus on it may be detrimental to your real relationships. | <input type="text"/> | <input type="text" value="/1"/> | |
| 3 | At my family's Christmas celebration, it was disappointing to see there was far more time spent posting photos of gifts and writing status updates than enjoying each other's company. | <input type="text"/> | <input type="text" value="/1"/> | |
| 4 | I am as guilty of this as anyone else, but I'm beginning to wonder if I will have any memories of friendships and relationships, or whether I will simply recall a series of photos of staged celebrations that bore little resemblance to the real thing. | <input type="text"/> | <input type="text" value="/1"/> | |
| 5 | But this does not just happen at Christmas. | <input type="text"/> | <input type="text" value="/1"/> | |
| 6 | If I don't start paying more attention to the people in my life, I will regret it, so I have made the bold decision to disengage from social media in order to truly live in the moment. | <input type="text"/> | <input type="text" value="/1"/> | |
| 7 | It is depressing that these days we live in a society where we are so distracted by social media that when we do get to have 'live contact', we tend to ignore each other. | <input type="text"/> | <input type="text" value="/1"/> | |
| 8 | People hurried through eating a delicious meal, and kept conversation to a minimum, so that they could return to fiddling with their phones and posting images of food that, in reality, they had paid almost no attention to. | <input type="text"/> | <input type="text" value="/1"/> | <input type="text" value="/19"/> |
| 9 | How many times have you stopped listening to a friend's conversation, or ignored someone's request because you were too focused on a screen? | <input type="text"/> | <input type="text" value="/1"/> | TOTAL |

UNIT 17 PARAGRAPHS

iPad

09:14 AM

OXFORD NEWS

World | Local | Culture | Sport

SPACE TOURISM ABOUT TO TAKE OFF

TUESDAY 21 SEPTEMBER

Keen astronomers with a spare few hundred thousand dollars are closer than ever to being able to achieve their dream of going into space. Galactocorp Travel CEO Melinda Ansari announced yesterday that the company plans to launch its first suborbital space flight before the end of the year.

The Galactocorp Shuttlejet has been developed for more than \$450 billion and custom designed for luxury space tourism. 'It's essentially a first-class flight experience, only into space,' Ms Ansari said. It will seat 40 passengers who can expect to pay somewhere in the range of \$450 000 – \$500 000. For that, passengers will receive first-class service, champagne, a meal, and six minutes of zero-gravity as they venture beyond the stratosphere.

Galactocorp has gained support from groups as diverse as the National Space Exploration Agency (NSEA) and the Travel Industry Group (TIG). NSEA spokesperson Rosemary Lee said 'As space tourism captures the public imagination, interest in the national space program will only increase'. Supporters have also commented that growth of the space tourism sector will lead to a large upswing in employment in related fields, including engineering, aeronautical manufacturing and travel agencies. Gerard Daniels from TIG stated 'This stands to be a boon for all in the tourism industry, as well as for tourists themselves.'



However, many critics are against Galactocorp, and do not expect the corporation to succeed. Economic analysts have derided Galactocorp's efforts as a waste of money, for both the company and the passengers. While Galactocorp's share price increased briefly following Ms Ansari's announcement yesterday, the increase was short-lived, with the price dropping by 9 per cent at the close of trade. 'It's an indication that most investors think Galactocorp will fail,' said Atreus Bank financial analyst Clare Simmonds.

For the average tourist, any kind of space experience will remain completely out of reach. 'I've got as much chance of saving up \$450 000 as, well, flying to the moon,' said space enthusiast Gareth Asquith. However, for some, the dream of space travel may well have taken one small step closer to becoming a reality.

YOUR TURN 17.3

Comprehension

- 1 What is Galactocorp planning to do before the end of the year?
 _____ /1
- 2 What do you learn about the Galactocorp Shuttlejet?
 _____ /1
- 3 What is a possible positive outcome of space tourism?
 _____ /1
- 4 What is one indication that people expect Galactocorp to fail?
 _____ /1
- 5 Why would the writer of the article have said that the dream of space travel might be 'one small step' closer to reality?
 _____ /1

Context

- 6 What is the main purpose of each paragraph?
 Paragraph 1: _____

 Paragraph 2: _____

 Paragraph 3: _____

 Paragraph 4: _____

 Paragraph 5: _____
 _____ /10
- 7 Highlight the evidence that is used to back up the points made in paragraphs 2, 3 and 4. /1
- 8 On a separate piece of paper, write an additional paragraph on the possible environmental impact of space tourism. Write a clear topic sentence and include some of this evidence:
 - Aeroplane travel is one of the greatest contributors to carbon emissions on the planet.
 - So-called 'space junk' is already cluttering Earth's orbit and will only increase as a result of space tourism.
 - A Shuttlejet flight into orbit and back requires more than seven times the fuel of an aeroplane flight between London and New York. /6


Unit quiz
 Unit 17

/22
TOTAL

UNIT 18 COHESIVE WRITING

IN FOCUS



Video tutorial
Unit 18

To write well, you need to construct your paragraphs in a logical sequence and then ensure that your writing flows and avoids repetition. Using ellipsis, substitution and text connectives will improve your writing by making it cohesive.

- **Text connectives** are joining words that help make links between ideas. They can make these links in a variety of ways.

Type of connective	Examples
Additive – introduces additional information	similarly, as well as, moreover, in addition, also, further
Causal – illustrates cause and effect	so, therefore, consequently, due to, because of this, in that case
Illustrative – clarifies a point	for example, for instance, namely, in particular, in fact, that is
Qualifying – offers a condition or concession	however, otherwise, nevertheless, despite this, instead
Sequencing – shows a sequence of ideas	first, to begin, second, to conclude, finally, in brief, to sum up
Temporal – indicates time	before, later, finally, after, earlier, previously, soon, then, next

- **Ellipsis** is the omission of words from writing. **Substitution** is when another word or phrase is substituted in place of repeated material. Often this word will be a pronoun (he, she, it, they). Synonyms are also a clever way to avoid repetition in your text.

Look at the two examples below. Using ellipsis to remove the second use of the phrase 'to his friends' greatly improves the text, as does substituting the personal pronoun 'he' for the second instance of 'Frederick'. Using 'true' as a synonym for 'loyal' also prevents repetition and keeps the writing fresh and interesting.

In the novel, Fredrick is very loyal to his friends. Fredrick remains loyal to his friends even when they turn against him.

In the novel, Fredrick is very loyal to his friends. He remains true even when they turn against him.

YOUR TURN 18.1

Add appropriate connectives to each sentence.

- 1 _____ (qualifying), we soon found a hotel that had vacancies and _____ (temporal) began to enjoy our trip.

/2



- 2 _____ (sequencing) I hate fish, _____ (sequencing) Jessica can't eat oysters and _____ (sequencing) Dan is allergic to prawns. _____ (causal) we won't be going to a seafood restaurant ever again. /3
- 3 _____ (temporal) the film began we bought popcorn, _____ (causal) we didn't have enough money left for ice-cream afterwards. /2
- 4 _____ (additive) my broken toe, I _____ (additive) had an enormous bruise on my forehead for weeks. /2
- 5 We've learnt the hard way that we can't trust our brother with any of our stuff; _____ (illustrative) last year he broke both my PlayStation and my sister's Xbox. /1

YOUR TURN 18.2

Rewrite these pairs of sentences using ellipsis and substitution to eliminate any unnecessary or repetitious terms. You may condense the sentence pairs into a single sentence if you like.

- 1 After the rain stopped, Amal went back to the creek to get her canoe. When Amal got back to the creek, the creek was flooded and her canoe was nowhere to be found.

_____ /2

- 2 Kelly and Derek eventually qualified as lawyers. Once Kelly and Derek became qualified as lawyers, Kelly and Derek set up their own law firm.

_____ /2

- 3 The concept of betrayal is illustrated in the novel. The concept of betrayal is illustrated when Sean chooses to sacrifice the life of Sean's brother, making a sacrifice instead of losing the respect of others.

_____ /2

- 4 For the good of everyone on the planet, we must make the hard decision to make a stand and prioritise the environment. If we can make the hard decision to make a stand now and prioritise the environment, then everyone on the planet and future generations will benefit.

_____ /2

/18

TOTAL

UNIT 18 COHESIVE WRITING

IN CONTEXT

New message

LETTER

To Oxford News

Subject Time to come back down to earth Friday 23 September

Dear Editor,

I read with interest your recent article on Galactocorp's planned Shuttlejet flight later this year. I cannot imagine a more frivolous enterprise than this so-called space tourism, and am compelled to wonder what on earth the human race is coming to if this can be a successful business.

Many may think that space travel is the pinnacle of human achievement, which may be the case when scientific endeavour is the aim. However, when it comes to space tourism, I think we may have found the peak of human stupidity. Consider the enormous cost of getting into space, the billions of dollars wasted on building the Shuttlejet, and the many thousands spent by the passengers – and for what? So that forty fat cats can have a first-class meal along with six minutes of weightlessness, before returning to earth substantially poorer? Never before has so much money been spent for so little reward. I invite all potential space tourists to come around to my house. I can fry up a decent barbecue and they can have a jump on the trampoline, and I'll only charge them half the price of Galactocorp.

Further, I cannot abide the waste that this enterprise represents. Think of the many worthy causes that would benefit from the money that has been thrown away on this project already. There are plenty of medical and educational programs right here on earth that are crying out for additional resources. A few hundred thousand dollars could make an enormous difference to the lives of thousands of people. The positive outcomes would last far longer than six minutes.

Not only is the Shuttlejet a terrible waste of money, it's also a terrible waste of resources as well as money. Think about the materials required to build and the materials required to fuel the Shuttlejet, not to mention the emissions produced by the Shuttlejet. Do we really want to pollute the atmosphere for such a pointless exercise and waste so much money for such a pointless exercise?

To sum up, we all need to come back down to earth and forget this ridiculous dream of space tourism.

Sincerely
Dennis Lang, Kiama

A

📎

😊

🔗

🖼️

🗑️

☰

Send

YOUR TURN 18.3

Comprehension

- 1 Based on the first paragraph, what does Dennis Lang think of space tourism?

/1

2 What is his main objection to the Galactocorp flight?

_____ /1

3 What offer does he make in the second paragraph?

_____ /1

4 What does Dennis Lang believe would be a better use of the money spent on space tourism?

_____ /1

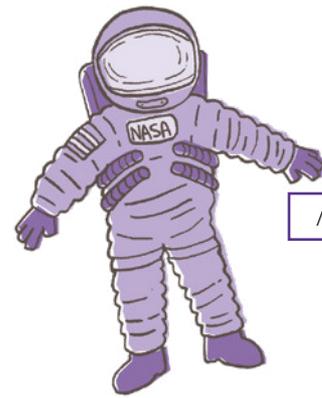
5 Why does he use the phrase 'come back down to earth' in the final sentence of the article?

_____ /1

Context

6 Highlight examples of these connectives in the letter.

- a additive
- b sequencing
- c qualifying
- d temporal
- e causal
- f illustrative



/6

7 Write down an appropriate term (either a pronoun or a synonym) that could be substituted for each of these terms.

- a space tourism _____
- b Galactocorp _____
- c the Shuttlejet _____
- d the passengers _____

/4

8 The fourth paragraph of the letter contains a lot of repetition. On a separate piece of paper, rewrite it using ellipsis and substitution to improve the writing.

/4

9 On a separate piece of paper, write your own brief letter in support of Dennis Lang's perspective on the issue. Be sure to use ellipsis and substitution to avoid repetition, as well as appropriate text connectives.

/10

Unit quiz
Unit 18

/29
TOTAL

UNITS 17 & 18 REVIEW

SPELLING AND VOCABULARY: WORDS ENDING WITH '-AIL' AND '-IAL'

substantial detail financial circumstantial residential
 consequential curtail prevail travail trivial

1 Look up each word in the word list and write down its definition.

- a substantial _____ /1
- b detail _____ /1
- c financial _____ /1
- d circumstantial _____ /1
- e residential _____ /1
- f consequential _____ /1
- g curtail _____ /1
- h prevail _____ /1
- i travail _____ /1
- j trivial _____ /1

2 Replace the underlined word in each sentence with a synonym from the word list.

- a The suburban area included a number of parks. _____ /1
- b The matter was rather unimportant. _____ /1
- c A lack of money will limit my travel plans. _____ /1
- d The winner was presented with a sizeable cheque. _____ /1
- e After the storm passed, it was clear that the resultant damage was significant. _____ /1
- f I took her advice as she was an economic expert. _____ /1
- g The valuer closely examined every feature of the painting. _____ /1
- h We hope to win when we compete against the opposing team. _____ /1

3 Write a brief paragraph titled 'Circumstantial evidence'. Try to be as imaginative as you can, and challenge yourself to include as many words from the word list as possible.

/6

TOTAL MARKS /24

TEST YOURSELF: UNITS 17 & 18

Paragraphs

- 1 What is the acronym that helps you recall the different parts of a body paragraph?
_____ /1
- 2 What is another term for the opening paragraph of an essay? _____
_____ /1
- 3 What information should the opening paragraph of an essay contain? _____
_____ /1
- 4 What is another term for the final paragraph of an essay? _____
_____ /1
- 5 What should the final paragraph of an essay do? _____
_____ /1

Cohesive writing

- 6 What are text connectives? _____ /1
- 7 What kind of connective is the word 'similarly'? _____ /1
- 8 What does a qualifying connective do? _____ /1
- 9 What is ellipsis? _____ /1
- 10 What is substitution? _____ /1

Spelling and vocabulary

Write down a synonym containing 'ail' or 'ial' for each of the words listed below.

- 11 illness _____ /1
- 12 commemorative _____ /1
- 13 weak _____ /1
- 14 advertisement _____ /1
- 15 seller _____ /1

SENTENCES

TOTAL MARKS /15

UNIT 19 SYMBOLISM AND IMAGERY

IN FOCUS



Video tutorial

Unit 19

Symbolism and imagery are literary devices that writers use to communicate their ideas.

- **Symbolism** is when a writer uses an object or words as a symbol to represent a bigger idea or concept. These symbols remind the reader of the underlying issues the writer is exploring in a text. Symbolism is found in novels, poems and film. You would already be familiar with some common symbols: a dove symbolises peace, wedding rings symbolise marriage and a skull and crossbones often represent danger. Colours can also be used symbolically: red typically symbolises love, black often represents death and white symbolises innocence or purity.
- **Imagery** is a device where the writer uses descriptive detail to create vivid mental images for the reader. While the word implies that imagery is primarily about describing things that can be seen, imagery actually involves all of the senses. It can capture sight and sound, as well as touch, taste and smell, giving the reader a complete experience of the scene being described.

She sat in a cafe and drank her coffee.

This sentence is very dull. It lacks engaging detail or richness. The reader is being told what is happening, rather than being drawn in to the scene.

The cup sat on the gleaming steel surface of the table, the bitter, toasted aroma of coffee filling the air. As she sat in the cafe, the chatter ebbed and flowed around her as customers placed orders and left with take-away coffees in hand, but for just a moment she was in her own private world.

This example describes the same scene, but is rich in imagery. It uses details about aroma and sound as well as visuals in order to immerse the reader in the scene.

YOUR TURN 19.1

Match each symbol with the concept it best represents. An example has been done for you.

- | | | |
|-------------------|------|-----------------------------|
| 1 · a rainbow | · IC | · A · serenity |
| 2 · a crossroads | · B | · feeling trapped |
| 3 · a computer | · C | · hope for the future |
| 4 · a red rose | · D | · technology |
| 5 · a cage | · E | · indecision or uncertainty |
| 6 · a calm ocean | · F | · innocence |
| 7 · a young child | · G | · love |

/6



YOUR TURN 19.2

Complete each sentence by adding a symbol to represent the key idea being explored. An example has been done for you.

Feeling at peace, he looked across the calm blue water.

- 1 He was running late, he thought, _____ /1
- 2 Certain she was being watched, she _____ /1
- 3 As he looked at the _____, he remembered his childhood fondly. /1
- 4 No longer would they have to live in poverty, she thought, as she _____ /1

YOUR TURN 19.3

Rewrite each sentence and include imagery to provide a more detailed description of the scene.

- 1 The classroom was full of busy students.

_____ /2
- 2 He ate his lunch enthusiastically.

_____ /2
- 3 Feeling lazy, Helen decided to stay in bed.

_____ /2
- 4 The musicians at the concert played loudly.

_____ /2
- 5 The old man got to his feet.

_____ /2
- 6 I plunged into the water.

_____ /2

/22TOTAL

UNIT 19 SYMBOLISM AND IMAGERY

IN CONTEXT

Caged bird

Maya Angelou

POEM

and floats downstream
till the current ends
and dips his wing
in the orange sun rays
and dares to claim the sky.

But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn-bright lawn
and he names the sky his own.

But a caged bird stands on the grave of
dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

(*And Still I Rise*, Virago, 2014, pp. 72–3)



YOUR TURN 19.4

Comprehension

- 1 According to the poem, what is the free bird able to claim?

/1

- 2 Aside from being in a cage, how else is the caged bird constrained?

/1

3 What does the caged bird sing about?

/1

4 What are the differences between what the free bird thinks of and what the caged bird dreams of?

/2

5 What is meant by the repeated line 'of things unknown but longed for still'?

/2

Context

6 Apart from the free bird, write down three things that could symbolise freedom in the poem.

/3

7 Apart from the caged bird, write down three things that could symbolise captivity in the poem.

/3

8 Give two examples of imagery from the poem.

/2

9 Why has the poet used both the free bird and the caged bird as contrasting symbols throughout the poem? What effect does this have?

/2

10 What emotions do you think the poet, Maya Angelou, is trying to stir in the reader?

/2

11 What do you think Angelou's message is?

/3



Unit quiz
Unit 19

/22

TOTAL

UNIT 20 ANALYSING LITERARY DEVICES

IN FOCUS



Video tutorial
Unit 20

As you develop your understanding of literary devices, you will gain more insights about the ways in which an author has constructed a text so that it has a particular impact upon the reader. Authors use many different devices to convey key ideas. Once you can identify and analyse these devices, you should be able to develop a better understanding of a text's meaning. This will allow you to put forward your own interpretation of a text; that is, your explanation of what you think the author was intending to say.

In addition to symbolism and imagery, you should also be familiar with these literary devices.

- A **simile** is a form of comparison where one thing is said to be similar to another. A simile is usually introduced by the words 'as ... as' or 'like'.

My insides were as wobbly as a bowlful of jelly.

- A **metaphor** is a form of comparison where one thing is said to be another thing. This example indicates that the character is nervous rather than having a stomach full of insects.

I had butterflies in my stomach.

- **Personification** is a form of comparison where a non-human thing is given human characteristics.

In this example, the effect of the personification is to demonstrate that the stage is an unwelcoming place for the character.

I stood petrified in the hostile glare of the stage lights.

Words can also be used for their **connotations** or implied meaning. Some words have positive connotations, while others have negative ones.

The room was spacious. (positive)

The room was cavernous. (negative)

In these examples, both 'spacious' and 'cavernous' tell us that the room is large, but 'spacious' implies that the size is welcome, whereas 'cavernous' tells us that the room is so big it is overwhelming.

YOUR TURN 20.1

Highlight the simile (S), metaphor (M) or example of personification (P) in each sentence and then indicate which literary device has been used.

- | | | | |
|---|---|-------|---------------------------------|
| 1 | The old house groaned and protested as it was buffeted by the wind. | S/M/P | <input type="text" value="/1"/> |
| 2 | When she is in a bad mood, she is like a bear with a sore paw. | S/M/P | <input type="text" value="/1"/> |
| 3 | The traffic slowed to a crawl. | S/M/P | <input type="text" value="/1"/> |



4 She isn't easy to get to know but she has a heart of gold.

S/M/P /1

5 I stayed indoors because it was raining cats and dogs.

S/M/P /1

YOUR TURN 20.2

Highlight a word in each sentence that has either a positive or a negative connotation and write down the associations a reader might make for this term.

1 New Year's Eve at their house was a delight; they are always so generous with their hospitality.

_____ /1

2 The valley was serene, with the sun sparkling on the surface of the lake.

_____ /1

3 The rain attacked us from all sides and by the time we reached shelter, we were shivering uncontrollably.

_____ /1

4 Despite the appealing aroma, the food was overcooked and stodgy.

_____ /1

5 'Stop!' he commanded in a stern tone of voice.

_____ /1

YOUR TURN 20.3

Rewrite each sentence, changing one or two words to evoke a different emotional response. An example has been done for you.

She was distraught as a result of their argument. → *She was satisfied as a result of their argument.*

1 I was aggrieved by his controlling manner.

_____ /1

2 Andrew was depressed by the sad news he had to deliver.

_____ /1

3 The meal was delicious and had obviously been cooked by a skilled chef.

_____ /1

4 I really enjoyed the class; it was so interesting.

_____ /1

/14
TOTAL

UNIT 20 ANALYSING LITERARY DEVICES

IN FOCUS

Municipal Gum

Oodgeroo Noonuccal

POEM

Rather you should be
 In the cool world of leafy forest halls
 And wild bird calls
 Here you seems to me
 Like that poor cart-horse
 Castrated, broken, a thing wronged,
 Strapped and buckled, its hell prolonged,
 Whose hung head and listless mien express
 Its hopelessness.
 Municipal gum, it is dolorous
 To see you thus
 Set in your black grass of bitumen—
 O fellow citizen,
 What have they done to us?

'Municipal Gum' by Oodgeroo Noonuccal from *My People*, 1970, John Wiley & Australia Ltd. Reproduced with permission of John Wiley and Sons, Australia, p. 102.

YOUR TURN 20.4

Comprehension

- 1 In this poem, the poet directly addresses a gum tree. Where is the tree located?

/1

- 2 What is the tree surrounded by?

/1

- 3 What does the poet think would be a better environment for the tree?

/1

- 4 The poet states that 'it is dolorous / To see you thus'. What does this line show about how the poet feels about the tree?

/1

- 5 The final two lines of the poem ask 'O fellow citizen / What have they done to us?' Who is the poet referring to through the use of the pronoun 'us'?

/1

Context

- 6 What literary device is employed by directly addressing the gum tree? What was the poet's purpose in employing this device throughout the poem?

/2

- 7 What is the effect of the juxtaposition between the hard bitumen and the cool forest in the opening lines of the poem?

/2

- 8 What is the tree compared to in lines 7–11 of the poem? What type of literary device is used here? What is the effect of this comparison?

/3

- 9 What metaphor is used for bitumen towards the end of the poem? What is the effect of this metaphor?

/2

- 10 What emotions do you think the poet is trying to stir in the reader?

/2

- 11 What do you think the poet's message is?

/2

- 12 On a separate piece of paper, write your own poem that uses literary devices to explore a broader theme. Think about what concept you would like to write about, then consider how you could use simile, metaphor, personification, imagery or symbolism to communicate your ideas.

/6



Unit quiz
Unit 20

/24

TOTAL

UNITS 19 & 20 REVIEW

SPELLING AND VOCABULARY: METALANGUAGE

simile metaphor personification descriptive synonym
 antonym connotation figurative comparison language

1 Write down the number of syllables in each of these list words. Then write each word, breaking it up into syllables. You can use a slash (/) to indicate a syllable break.

- | | | | | |
|----------|-----------------|-------|-------|----|
| a | simile | _____ | _____ | /2 |
| b | metaphor | _____ | _____ | /2 |
| c | personification | _____ | _____ | /2 |
| d | descriptive | _____ | _____ | /2 |
| e | synonym | _____ | _____ | /2 |
| f | antonym | _____ | _____ | /2 |
| g | connotation | _____ | _____ | /2 |
| h | figurative | _____ | _____ | /2 |
| i | comparison | _____ | _____ | /2 |
| j | language | _____ | _____ | /2 |

2 Select the best word from the word list to complete each sentence.

- | | | |
|----------|--|----|
| a | A number of literary devices make a _____ between two different things. | /1 |
| b | A _____ for a word is a word with the same meaning. | /1 |
| c | An _____ for a word has the opposite meaning. | /1 |
| d | A writer can make many different choices about how they use _____ to have a particular effect on the reader. | /1 |
| e | The _____ paragraph created a word picture of the scene. | /1 |
| f | The use of _____ language should not be taken literally. | /1 |

3 Choose an object that you can see, and write a descriptive paragraph about it. Try to use some similes or metaphors, as well as any other appropriate literary devices, in your piece. Once you have finished, highlight each literary device you've used.

/6

TOTAL MARKS

/32

TEST YOURSELF: UNITS 19 & 20

Symbolism and imagery

- 1 What is symbolism? _____
 _____ /1
- 2 What do symbols remind the reader of? _____
 _____ /1
- 3 Both objects and _____ can be used as symbols. /1
- 4 What is imagery? _____
 _____ /1
- 5 Write down five different things that imagery can capture. _____

 _____ /1

Analysing literary devices

- 6 Which literary device gives human traits to a non-human thing? _____ /1
- 7 Which literary device states that one thing is another thing? _____ /1
- 8 Which literary device compares two things by implying that they are similar?
 _____ /1

Identify the connotations of the following words.

- 9 grotesque _____ /1
- 10 gorgeous _____ /1

Spelling and vocabulary

Identify whether the following word pairs are synonyms (S) or antonyms (A).

- | | | |
|-----------------------|-----|----|
| 11 mountain, peak | S/A | /1 |
| 12 beautiful, hideous | S/A | /1 |
| 13 tree, sapling | S/A | /1 |
| 14 accurate, precise | S/A | /1 |
| 15 limited, infinite | S/A | /1 |

PERSONIFICATION

TOTAL MARKS /15

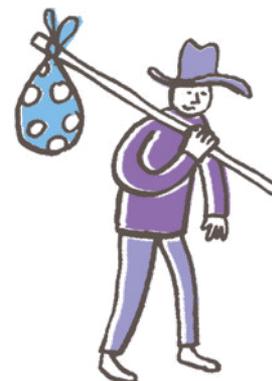
GLOSSARY RECAP

Connotations	Associations of a word as it relates to the reader's experience.
Ellipsis	When words are omitted from the text.
Imagery	A device where the writer uses descriptive detail to create vivid mental images for the reader.
Metalanguage	Words or language used to describe and analyse language.
Metaphor	A figure of speech that suggests a comparison between two things by identifying one with the other.
Personification	A type of metaphor in which things or abstract ideas are treated as if they were human.
Simile	A type of metaphor in which one thing is compared to another using words such as 'like' or 'as' to make the comparison.
Symbolism	A type of metaphor in which one thing stands for or represents another. For example, a country's flag may be said to symbolise that country.
Text connective	A joining word used to link ideas.



Glossary review

Part C: Expressing and sharing ideas



ANSWERS

Answers to the 'In Focus', 'In Context' and 'Review' sections of each unit have been included in this workbook.

UNIT 1: IN FOCUS

YOUR TURN 1.1

- 1 **b** N **d** E **f** E
 c D **e** M

2 *Sample answers are provided in the Teacher obook.*

YOUR TURN 1.2

- 1 city, C 4 Mr Macdonald, P
 2 Perth, P 5 birds, C
 3 man, C 6 finches, C

YOUR TURN 1.3

- 1 **a** boy with a good attitude
 2 **three** things you should never do
 3 **an** uncommon problem
 4 **the** man with the toupee
 5 **a** final chance

YOUR TURN 1.4

Sample answers are provided in the Teacher obook.

UNIT 1: IN CONTEXT

YOUR TURN 1.5

- 1 Kind Lion
 2 \$15
 3 four
 4 because if he played well enough the other kids wouldn't laugh at his badly named shoes
 5 a new pair of shoes
 6 He wanted to be demoted because then he'd have a better chance of getting 30 points in one game.
 7 *Proper nouns:* Reebok Pumps, Air Jordans, Nike Max Lite, Bankstown, Kind Lion, Khoa
 Common nouns: basketball, school, teammates, shoes, someone, factory, translation, grocery store, lion, sides, plastic, vinyl, feet, road kill, parmesan cheese, day, ring, house, hoops, practice, sport, incentive, deal, shop, points, game, pair, season, kids, level, team, total, hotshots, basket, start, sessions, pizza, defence, weeks, mind
 8 **a** **a** lion running across the sides
 b **three-day-old** road kill that had been hit while eating parmesan cheese
 c **your** badly named shoes
 d **a** new pair of shoes
 9 because they are particular brands and proper nouns
 10 It shows that he really wants a new pair of shoes and is prepared to do anything to get them.

- 11 **a** shop, retailer OR stand
 b enticement, motivation OR reason
 c retailer, store OR trader
 d arrangement, pledge OR contract

UNIT 2: IN FOCUS

YOUR TURN 2.1

- 1 border 2 cleverness
 3 **a** A **c** C **e** C
 b C **d** A **f** A

YOUR TURN 2.2

- 1 **a** humour **e** pride
 b distance **f** intelligence
 c belief **g** freedom
 d determination
 2 **a** A **c** C **e** A
 b A **d** A **f** C

YOUR TURN 2.3

- 1 **a** subjugation **d** judgement
 b construction **e** defiance
 c entertainment **f** disappearance
 2 ion, ment, ance

YOUR TURN 2.4

- 1 The train timetable caused confusion for the passengers.
 2 The knight's disloyalty resulted in his banishment.
 3 It is a recommendation that children have limited screen time.
 4 I gratefully welcomed the donation of food.
 5 We were a little worried about the isolation of the cabin.

UNIT 2: IN CONTEXT

YOUR TURN 2.5

- 1 an Aussie kid
 2 school captain
 3 Three other students are in the running.
 4 to tell the students that it is okay to get help with their speech
 5 because Uncle Six was the best at English in their household
 6 *abstract nouns:* years, English, running, deal, job, help, time
 concrete nouns: accent, kid, candidate, captain, speech, school, assembly, everyone, teacher, parents, home, Australia, household, migrant, morning, snickers, classes
 7 He means that he spoke English with a heavy accent from his time in Vietnam.
 8 Fifteen minus twelve equals three.
 9 It is a concrete noun as it can be heard.

- 10 These nouns suggest that he has made very good progress at his primary school, despite his accent.
- 11 The noun 'snickers' shows that the other students are going to laugh at Do's grasp of English.
- 12 This shows that Do's own class probably respects him and wants him to do well.
- 13 My determination to go on ...

UNITS 1 & 2 REVIEW

SPELLING AND VOCABULARY: DIFFICULT NOUNS TO SPELL

- 1 a a motive or enticement
b a recommendation
c the expression of the meaning of a word or text
d a person who seeks or is nominated for an office
e the occupants of a house regarded as a unit
- 2 a He received an **incentive** payment as a sign-on bonus.
b They specialised in the sale of **household** appliances.
c The whole school could just fit into the **assembly** hall.
- 3 a vinyl
b candidate
c grocery
d season
e endorsement (or assembly)
- 4 *Responses will vary; a sample answer is:*
The whole school had come together for the assembly; this was one of the big ones. Each candidate got to put their case to the students, and then we all voted on who would become next year's school captains. The speakers were all excellent; it was going to be a close contest.

TEST YOURSELF: UNITS 1 & 2

- 1 A determiner is an article, pronoun or number that modifies a noun.
- 2 A modifier is an adjective, adjectival phrase or prepositional phrase that gives more specific information about a noun.
- 3 my **favourite** season
- 4 the dinner **I just finished**
- 5 the **team** captain
- 6 A physical thing that you can see, touch, smell or taste
- 7 A noun that names qualities, feelings or ideas
- 8 Nominalisation is the process of turning a verb, adjective or adverb into an abstract noun.
- 9 desperation
- 10 abstract
- 11 I just love listening to music on **vinyl** records.
- 12 The mayor has my full **endorsement**.
- 13 When the alarm went off we rushed to the **assembly** area.
- 14 I'm always glad once I've done my weekly **grocery** shop.
- 15 It didn't matter that I wasn't **captain**; I was thrilled to be on the team.

UNIT 3: IN FOCUS

YOUR TURN 3.1

- 1 a simple c simple e perfect g continuous
b perfect d perfect f simple
- 2 a will **knit** f was **thinking**
b was **talking** g will **care**
c will be **skating** h have **wanted**
d had **thought**
e will have **jumped**

YOUR TURN 3.2

Simple tense	Perfect tense	Continuous tense
I ran.	I have run.	I was running.
I think.	I have thought.	I am thinking.
I will grow.	I will have grown.	I will be growing.
I will sleep.	I will have slept.	I will be sleeping.
I gardened.	I had gardened.	I was gardening.

YOUR TURN 3.3

- 1 a They will be jumping up and down.
b Jerome will be refining his ideas.
c The pair will be dancing well together.
d Outside the window, the sun will be coming up.
- 2 a They had finished washing up.
b The students had completed all of their tests.
c Jazmine had given up on learning the piano.
d Careful calibration had removed the errors.

UNIT 3: IN CONTEXT

YOUR TURN 3.4

- 1 a pig
- 2 the pigs
- 3 Bluebell, Jessie and Pincher
- 4 so they didn't step on a small animal
- 5 nearly 18 hands high
- 6 It gave him a slightly stupid appearance, suggesting Boxer is not very intelligent.
- 7 for his steadiness of character and tremendous powers of work
- 8 a simple e simple
b perfect f simple
c simple g simple
d simple h simple
- 9 He is lying on a raised platform in front of the other animals.
- 10 *Responses will vary; sample answers are:*
a because hens sit up on their perches
b because of the way that pigs wiggle down into straw or mud
c because sheep and cows lie quite elegantly down on the ground



- c We played the game **very** fast.
 - d Khalid played his last and winning card **triumphantly**.
 - e **Dejectedly**, the rest of us packed everything up.
- 2
- a we unpacked the boxes of games; whole clause
 - b grouped; verb
 - c fast; adjective
 - d Khalid played his last and winning card; whole clause
 - e the rest of us packed up everything; whole clause

YOUR TURN 5.3

- 1 uncertainly, accusingly, dryly, disgracefully, wantonly, fitfully
- 2 *Sample answers are provided in the Teacher obook.*

UNIT 5: IN CONTEXT

YOUR TURN 5.4

- 1 She describes it as feeling like she was floating.
- 2 because Hazel looks ill and in pain
- 3 Amsterdam
- 4 banking and hiring plumbers and cooking
- 5 because her mother is caring for Hazel
- 6 really, pretty, always, suddenly, mostly, technically, very, plenty, mostly, awfully
- 7 It modifies the verb 'describe'.
- 8 'Really' is the adverb; 'heavy' is an adjective; and 'backpack' is a noun.
- 9 It shows the reader that Hazel doesn't take herself too seriously and tries not to be a burden on others.
- 10 a 'Awfully' can mean 'very', and it can also mean 'terribly'.
b It is appropriate here because Hazel and her mother are very entangled with one another, but it is also an awful situation.

UNIT 6: IN FOCUS

YOUR TURN 6.1

- 1 AP 2 AP 3 AT 4 AP 5 AP 6 AT

YOUR TURN 6.2

Sample answers are provided in the Teacher obook.

YOUR TURN 6.3

- 1 C 2 NC 3 NC 4 C 5 C 6 NC 7 NC

YOUR TURN 6.4

- 1 preposition
- 2 adverb of place
- 3 preposition
- 4 adverb of place
- 5 preposition
- 6 adverb of place
- 7 adverb of place

UNIT 6: IN CONTEXT

YOUR TURN 6.5

- 1 Hazel's mother decided Hazel was depressed.
- 2 the fact that Hazel rarely left the house, stayed in bed a lot, read the same book over and over, didn't eat very much and thought about death a lot
- 3 the adjustment of her medicine, and that she should attend a weekly support group
- 4 depressing as hell
- 5 in the basement of a stone-walled Episcopal church
- 6 *Responses will vary; sample answers are:* laconic, humorous, self-deprecating
- 7 Late in the winter, rarely, quite a lot, infrequently, quite a bit, weekly, every Wednesday
- 8 because the support group is supposed to help with depression
- 9 a late in the winter
b because winter is associated with sadness and dying
- 10 a rarely
b in bed
c It is possible that these adverbs suggest that Hazel might be depressed.
- 11 *Responses will vary; sample answers are:* immediately, straight away, periodically



UNITS 5 & 6 REVIEW

SPELLING AND VOCABULARY: ADVERBS ENDING WITH '-LY'

- 1 a impressing of the mind and senses
b unpleasantly or horribly
c as may be reasonably presumed
d not regularly or frequently
e really or truthfully

2	Positive connotations	Negative connotations	Neutral
	impressively	suddenly	bodily
	mostly	awfully	weekly
	veritably	rarely	
	presumably	infrequently	

- 3 a impressively
b infrequently
c veritably
d mostly
e suddenly
- 4 a sudden
b impressive
c presumptive
d infrequent
e weekly

TEST YOURSELF: UNITS 5 & 6

- 1 after the verb or verb phrase
- 2 before the adjective
- 3 at the beginning of the clause or sentence
- 4 **Mostly**, we were happy with the design they had developed.
- 5 Carly jumped **gracefully** over the bar.
- 6 T
- 7 P
- 8 F
- 9 W
- 10 F
- 11 suddenly
- 12 impressively
- 13 presumably
- 14 infrequently
- 15 veritably



UNIT 7: IN FOCUS

YOUR TURN 7.1

- 1 a The siren sounded before the **big** match started.
b The **two** teams took their positions; both looked **keen** and **energetic**.
c A **quick** passage of play led to the **first** basket.
d The tip-off was dominated by **one tall** player.
- 2 a After the **short but restorative half-time** break, the trailing team came out strong.
b **On-the-spot** rebounds helped them make up the difference.
c With only 10 minutes to go, the **must-win** match was tied.
d By this stage the players were tired, lethargic, but **striving for a win**.

YOUR TURN 7.2

Sample answers are provided in the Teacher *obook*.

YOUR TURN 7.3

- | | | | |
|---|------------------------|-----|------------------|
| 1 | 1 particularly damp | 1E | A doughnut |
| | 2 cold and dismal | 2H | B approval |
| | 3 calm, assured | 3J | C manoeuvre |
| | 4 carefully crafted | 4D | D quilt |
| | 5 keenly sought | 5B | E clothes |
| | 6 deftly executed | 6C | F holiday |
| | 7 curiously different | 7G | G hat |
| | 8 cautious, methodical | 8I | H weather |
| | 9 doughy, springy | 9A | I detective |
| | 10 thoroughly deserved | 10F | J police officer |
- 2 Sample answers are provided in the Teacher *obook*.

UNIT 7: IN CONTEXT

YOUR TURN 7.4

- 1 its disturbing premise and shocking violence
- 2 a reality television program and a news report about a war
- 3 a post-apocalyptic world
- 4 the anxiety, comradery and heartache
- 5 *Adjectives*: first, brutal, televised, gladiatorial, disturbing, shocking, popular, breakthrough, exhausted, reality, devastating, real, numerous, engaging, intense, masterful, entire, essential, young
Adjectival phrases: terrifying yet identifiable, always-selfless, post-apocalyptic, hungry for more
- 6 a world
b battles
c battles
- 7 The author thinks that the world of *The Hunger Games* is a hard, merciless one; this is shown in their adjective choices.
- 8 *Responses will vary; sample answers are:*
a A **dog-tired** Collins
b **first-rate** use of light and shade
c **high-priority** reading
- 9 *Responses will vary.*

UNIT 8: IN FOCUS

YOUR TURN 8.1

- 1 a **My** shed is **bigger** than theirs.
b **Whose** dog was **that**?
c We have **six** televisions in **our** house!
d **Our** father is a **kind, quiet** man.
e **Which** way is it to the **farmers'** market?
f **My** son has **three** guitars.
- 2 a interrogative
b possessive
c numerical
d comparative
e superlative
f possessive
g interrogative

YOUR TURN 8.2

Positive form	Comparative form	Superlative form
old	older	oldest
young	younger	youngest
dowdy	dowdier	dowdiest
bad	worse	worst
busy	busier	busiest
exceptional	more exceptional	most exceptional
verdant	more verdant	most verdant

YOUR TURN 8.3

Sample answers are provided in the Teacher *obook*.

UNIT 8: IN CONTEXT

YOUR TURN 8.4

- with extreme trepidation
- the dystopian world of Panem, and the characters in it
- a brutal science-fiction world
- the internal, emotional worlds
- because Suzanne Collins was so closely involved in the film adaptation
- They see Jennifer Lawrence as totally compelling and are unable to imagine anyone else in the role.
- hard, favourite, extreme, four, dystopian, big, brutal, science-fiction, impoverished, inspired, central, close to perfect, internal, emotional, sparse, teenage, compelling, impossible, best, better
- possessive
 - numerical
 - descriptive
 - descriptive
 - superlative
 - superlative
- The characters' emotional and internal worlds would be more developed in the books, because there is more time for the author to develop their characters than in the film.
- brutal, science-fiction, impoverished, inspired
 - separate adjectives modifying 'world'
 - They mean that it is a very good and creative interpretation of the novel.

UNITS 7 & 8 REVIEW

SPELLING AND VOCABULARY: DESCRIPTIVE WORDS WITH POSITIVE OR NEGATIVE CONNOTATIONS

- without pity; showing no mercy
 - agitating or worrying
 - a nightmare vision of future society
 - poor or depleted
 - rousing strong interest or attention
- brutal, naturally, compelling, beautifully
- disturbing
 - dystopian
 - beautifully
 - compelling
 - devastating
- The news of the **shocking** events filtered quickly through the town.
 - The scene looked like a still from a **dystopian** film.
 - The effects of the fire would be **devastating** for the community.
 - But the community supported one another **beautifully**.

- merciless
- beautiful
- natural

TEST YOURSELF: UNITS 7 & 8

- An adjective is usually placed before the pronoun or noun it modifies.
- The **deciduous** trees had been trimmed beautifully.
- Over the wall was my **favourite** hiding place.
- Our dog, Nu-Nu, jumps hysterically whenever our **old** neighbour comes over.
- The floorboards were laid perfectly in line with the **existing** carpet.
- DS
- P
- DM
- DM
- DS
- dystopian
- devastating
- naturally
- impoverished
- compelling



UNIT 9: IN FOCUS

YOUR TURN 9.1

- The family all went **to** the pool **at** four o'clock.
- After** the girls had finished playing they left the cricket bats **against** the shed.
- It seems a long time **until** Christmas.
- The opponents stood **opposite** each other **before** the match began.
- Beyond** the boundary is a wild wasteland.
- The ball sailed **through** the goalposts.

YOUR TURN 9.2

- She wanted to study woodwork **instead of** chemistry.
- Caleb kept trying **in spite of** the setbacks he suffered.
- The sports day has been cancelled **due to** the bad weather forecast.
- Except for** Jian, we all were home early.
- She succeeded well **owing to** her great work ethic.
- Let's go to the cinema **instead of** our cancelled picnic.

YOUR TURN 9.3

Sample answers are provided in the Teacher *obook*.

YOUR TURN 9.4

- | | |
|----------------------------|----------------------|
| 1 on behalf of | 4 in front of |
| 2 with respect to | 5 apart from |
| 3 with reference to | 6 by means of |

UNIT 9: IN CONTEXT

YOUR TURN 9.5

- a teddy bear
- on the pilot's chest
- his soul
- The narrator is probably death, as he takes away the pilot's soul.
- The horizon was beginning to charcoal.
- Prepositions of place:* from, through, on, among, away, in, above
Prepositions of time: later, now
- from
 - He adds 'of all things' because a teddy bear is a strange thing to find in a toolkit.
 - to keep him comforted and safe
- later
 - just to be sure that he has died
- charcoal
 - The narrator means that the sky is becoming lighter.
- Responses will vary; sample answers are:*
 - He reached in through the torn windshield and placed it on the pilot's chest.
 - What was left of the blackness above was nothing now but a scribble, and disappearing fast.



UNIT 10: IN FOCUS

YOUR TURN 10.1

- | | | | |
|---|---|---|---|
| a | S | e | S |
| b | C | f | S |
| c | C | g | C |
| d | S | h | S |
- Sample answers are provided in the Teacher obook.*

YOUR TURN 10.2

- I stayed up late studying so I am tired today.
- He likes walking on his holidays so he often goes backpacking.
- We still had a nice time at the beach, despite the cool weather.

YOUR TURN 10.3

- comma
- no comma
- no comma
- comma
- no comma
- no comma
- no comma

UNIT 10: IN CONTEXT

YOUR TURN 10.4

- She has an inkling that she is being saved.
- because she was constantly sick and wasn't going to get better
- in one of the small block houses in Himmel Street
- because they need a deeper basement to hide in once the air raids started
- the profanity
- sau* refers to pigs
- when, but, if, and, no matter
- In the first sentence 'and' introduces the last item in a list. In the second sentence it joins two parts of the sentence.
- no matter
 - There was no recognition that the proof was in the abandonment no matter how many times she was told that she was loved.
 - Zusak means that the fact that Liesel's mother abandoned her actually shows that she loved her.
- when
 - They always needed to rush down the street to a better shelter when air raids started.

UNITS 9 & 10 REVIEW

SPELLING AND VOCABULARY: WORDS ENDING WITH '-ED' OR '-IED'

- crowded together
 - made less tight
 - supported or held up
 - shaped or arranged
 - became visible or evident
- | | | | |
|---|---------|---|----------|
| a | placed | c | changed |
| b | crowded | d | appeared |
- | | | | | | |
|---|---------|---|--------|---|------------|
| a | arrival | b | change | c | appearance |
|---|---------|---|--------|---|------------|
- The boat was very **crowded** so my sisters and I **huddled** together in a small corner near the stairs. Our lives had **changed** so quickly, and now it **appeared** we were bound for a new country.
- | | | | | | |
|---|--------|---|--------|---|--------|
| a | loosen | b | change | c | appear |
|---|--------|---|--------|---|--------|

TEST YOURSELF: UNITS 9 & 10

- a preposition that is a single word
- a short phrase or group of words that act as a preposition
- C
- S
- C

- 6 A coordinating conjunction joins two things usually of equal importance.
- 7 A subordinating conjunction joins two clauses but makes one of them dependent on the other.
- 8 C
- 9 S
- 10 S
- 11 loosened
- 12 arrived
- 13 changed
- 14 carried
- 15 crowded

UNIT 11: IN FOCUS

YOUR TURN 11.1

- 1 After we went to the market, there wasn't much time to sit down for a coffee.
- 2 Everyone will tell you (if you ask) that the best way to get there is on the bus.
- 3 We bought a bunch of flowers to take to Clare in hospital: roses, tulips and freesias.

YOUR TURN 11.2

	Corrected word(s)
1	Love's; don't; it's
2	Alan's; neighbours
3	Persimmons; pears; Anya's

YOUR TURN 11.3

Eleanor's exam results were quite disappointing. While her mother pointed out that she'd had a difficult year, she didn't think that was any excuse for her appalling mark for the history exam. She had let down Mr Davis (her favourite teacher) as well as herself. Other low results were English, 66%; geography, 62%; and French, 59%. The one bright spot was 89% for mathematics, which was the second highest mark in the class.

UNIT 11: IN CONTEXT

YOUR TURN 11.4

- 1 The play is set in Verona.
- 2 The pair of star-crossed lovers die.
- 3 This causes their parents to 'bury their ... strife' or cease their arguments and fights.
- 4 *Students should highlight all full stops, commas, apostrophes, colons, quotation marks, question marks, hyphens and semicolons.*
- 5 *Contraction: star-cross'd; mark'd.*
Possession: parents' rage; two hours' traffic.
- 6 Shakespeare has used commas and semicolons to

break up the sentences and ensure that they are still coherent. The prologue is written in verse (rhyming couplets); each line begins with a capital and ends (mostly) in a comma or full stop. These provide breaks in the sentences and maintain coherence.

- 7 *Responses will vary.*

UNIT 12: IN FOCUS

YOUR TURN 12.1

- 1 'Have you seen my pencil case?' Jamie asked.
- 2 'I'm not sure where the house is,' said my mother. 'Should we telephone them first to find out?'
- 3 'Really!' she snapped. 'I should have expected as much from someone with your limited intellect.'

YOUR TURN 12.2

Sample answers are provided in the Teacher obook.

YOUR TURN 12.3

Sample answers are provided in the Teacher obook.



UNIT 12: IN CONTEXT

YOUR TURN 12.4

- 1 The nurse identifies the son and heir of old Tiberio, young Petruccio and Romeo Montague.
- 2 Juliet asks about the other men to disguise the strength of her interest in Romeo.
- 3 The line means that she saw him too early because at that point she didn't know his identity, and she discovered his true identity too late because she has already developed feelings for him.
- 4 Juliet would be thinking that any relationship was very unlikely, probably impossible.
- 5 *Students should highlight all full stops, commas, apostrophes, colons, quotation marks, question marks, hyphens and semicolons.*
- 6 *Responses will vary; a sample answer is:*
'The son and heir of old Tiberio,' her nurse replied. Juliet continued, 'What's he that now is going out of the door?' 'Marry, that, I think, be young Petruccio,' Nurse responded. 'What's he that follows here, that would not dance?' Juliet asked. Nurse shook her head and said, 'I know not.' 'Go ask his name – if he be married my grave is like to be my wedding bed,' Juliet insisted. 'His name is Romeo, and a Montague; the only son of your great enemy.' Juliet looked alarmed. 'My only love sprung from my only hate! Too early seen unknown and known too late. Prodigious birth of love it is to me, that I must love a loathed enemy,' she said.
- 7 *Responses will vary; a sample answer is:*
Juliet first asked her nurse the identity of a nearby gentleman, and was told that he was the son and heir

of old Tiberio. Juliet then continued by asking for the identity of the man going out the door, and was told he was young Petruchio. Juliet then asked about another man who would not dance, and Nurse initially claimed not to know him, and then, when Juliet insisted she find out his identity, revealed that he is Romeo Montague, the son of the family's great enemy. Juliet then reflects on how her already strong feelings for Romeo will cause great difficulty given the ongoing dispute between their families.

UNITS 11 & 12 REVIEW

SPELLING AND VOCABULARY: CONFUSING POSSESSIVES AND CONTRACTIONS

1	Contraction	Possessive
	they're	their
	who's	whose
	it's	its
	you're	your
	should've	
	could've	

- 2 **b** who's/who is
c should've/should have
d could've/could have
e it's/it is
f you're/you are
- 3 **a** The dog spent a few happy hours in the garden chewing on **its** bone.
b While Ash told me he liked his gift, I was pretty sure I **should've** just given him some money.
c **Whose** shoes are these?
d This will be the greatest day of **your** life!
e All of the children were delighted with **their** new play equipment.

TEST YOURSELF: UNITS 11 & 12

- that something belongs to or is owned by someone
- that two words have been joined together to form a contraction
- to introduce a list or announce something
- two related clauses that could each stand alone as a sentence
- to include additional information in a sentence
- inverted commas
- to punctuate direct speech, which shows that a character in a text is speaking
- the exact words said by a person or spoken by a character in a piece of writing
- This also refers to spoken words, but is a second-hand account of them.
- capitalise it

- Marjorie had lost **her** pencil case.
- "That isn't his, it's **mine!**" she shouted.
- All of the students agreed that Ms Sheldon was **their** favourite teacher.
- You're** my best friend.
- Ben and Jason are my aunt's sons. **They're** my cousins.

UNIT 13: IN FOCUS

YOUR TURN 13.1

Sample answers are provided in the Teacher obook.

YOUR TURN 13.2

Sample answers are provided in the Teacher obook.

YOUR TURN 13.3

Sample answers are provided in the Teacher obook.

UNIT 13: IN CONTEXT

YOUR TURN 13.4

- The city of Troy is being attacked by Greek soldiers.
- Aeneas realises that the city is lost when he sees King Priam struck down.
- Aeneas attempts to rescue his wife, his son and his father; he leads his son by the hand and carries his father on his back through a breach in the city wall.
- Aeneas is brave and loyal to his family.
- 'Aeneas stood in the roadway outside his home and cut down any Greek who dared approach him.'
'In a panic he tried to go back, to force his way through the crowds ...'
- through the city; in the roadway outside his home
 - in the streets
 - across the rooftops
 - from this place
 - by the hand; onto his back; through the smoke and flames
 - between the throng of bodies; in the wall
- Aeneas was a Trojan.
- an independent clause
- he looked over his shoulder
 - he tried to go back

UNIT 14: IN FOCUS

YOUR TURN 14.1

- While I waited for the bus**, I was asked for directions to the bank.
- Although she has been friends with Joseph for years**, she didn't invite him to her party.

- I won't be able to visit my grandmother this week **unless I take a day off school**.
- When the meteorite hit**, a large number of trees in the forest were flattened.

YOUR TURN 14.2

Sample answers are:

- School was over for the day, **although I had to go again the next day**.
- Billie's family runs a farm **that produces oats, wheat and canola**.
- The full moon cast an eerie glow over the landscape **as we walked to the train station**.
- Jacinta gave me a shy grin, **which made me feel uncomfortable**.

YOUR TURN 14.3

Sample answers are:

- Ayo is visiting San Francisco during the school holidays because her mother lives in the United States.
- I really enjoyed the *Lord of the Rings* books, although I didn't like the films.
- I had bites all over my legs because the mosquito repellent wasn't very effective.
- It was bitterly cold outside the cabin, although the log fire made it nice and cosy inside.

UNIT 14: IN CONTEXT

YOUR TURN 14.4

- At the beginning of the extract, Ariadne is watching the arrival of a slave ship.
- The red-haired slave is looking around arrogantly rather than looking downcast.
- The slaves are going to be fed to the Minotaur.
- The Minotaur is a creature with a human torso and a bull's head.
- Ariadne shivered.
- compound sentences
 - coordinating conjunctions
 - Whiskers grew on its snout. Its hooves sprouted long curved claws. Its hide was a blotchy red. Its eyes were cold and pitiless.
- Responses will vary.
- Responses will vary.

UNITS 13 & 14 REVIEW

SPELLING AND VOCABULARY: WORDS ENDING WITH '-ANT' AND '-ENT'

- giving support or hope
 - not controlled by others
 - relating to the matter at hand

- having mixed feelings about something
- unchanging, intended to last
- of value or significance
- to be worthy of attention
- having influence or control over others
- having won, being victorious
- having belief in one's own abilities

2 Sample answers are:

Word	Synonym	Antonym
encouragement	inspiration	discouragement
independent	self-sufficient	dependent
relevant	pertinent	irrelevant
ambivalent	unresolved	certain
permanent	enduring	temporary
important	significant	unimportant
significant	noteworthy	insignificant
dominant	controlling	submissive
triumphant	victorious	defeated
confident	self-assured	timid



- encouragement
 - a noun

TEST YOURSELF: UNITS 13 & 14

- a preposition and a noun
- information about where, when or how something is taking place
- adjectives, adverbs or nouns
- who or what the sentence is about
- what is happening to the noun in the sentence
- an independent clause
- a coordinating conjunction
- a subordinating conjunction
- a complex sentence
- after the dependent clause, to introduce the independent clause
- France is located on the European **continent**.
- I gave her the **equivalent** amount of money.
- I complained to the **management**.
- She sterilised the wound with **disinfectant**.
- We had a delicious dinner at the **restaurant**.

UNIT 15: IN FOCUS

YOUR TURN 15.1

- direct object*: phone; *indirect object*: pocket
- direct object*: knife and fork; *indirect object*: plate
- direct object*: arms; *indirect object*: trees
- direct object*: nail; *indirect object*: hammer
- direct object*: gift; *indirect object*: wrapping

YOUR TURN 15.2

Sample answers are provided in the Teacher obook.

YOUR TURN 15.3

Sample answers are provided in the Teacher *obook*.

UNIT 15: IN CONTEXT

YOUR TURN 15.4

- The events are taking place just after midnight on the lawn in front of Mrs Shears' house, which is across the road from the narrator.
- Wellington is a large black poodle owned by Mrs Shears.
- The narrator determines that the dog was probably killed with the garden fork.
- The narrator seems to be curious and logical, as well as interested in solving the mystery of who killed the dog.
- 'But I could not be certain about this.:' I stroked Wellington and wondered who killed him, and why.'

	Subject	Direct object	Indirect object 1	Indirect object 2
a	dog	grass	lawn	Mrs Shears' house
b	garden fork	dog		
c	fork	dog	ground	
d	I	(1) lawn; (2) dog		

- The dog was lying on the grass.
 - Wellington belonged to Mrs Shears.
 - The garden fork was sticking out of the dog.
 - The narrator went through the gate.
- Responses will vary.

UNIT 16: IN FOCUS

YOUR TURN 16.1

Sample answers are provided in the Teacher *obook*.

YOUR TURN 16.2

Sample answers are provided in the Teacher *obook*.

UNIT 16: IN CONTEXT

YOUR TURN 16.3

- He had to spend three days with his father because his mother had the flu.
- It seems as though the narrator doesn't trust or like his father, as he isn't very comfortable with the idea of staying with him.
- The narrator plans to take A-level maths and physics. After getting an A grade in these subjects, he plans to go to university to get an honours degree and eventually become a scientist.

OXFORD UNIVERSITY PRESS

- He wants to go to university in any town other than London.
- He is confident that he can achieve his goals; having solved a mystery, found his mother and written a book, he feels he can do anything.
- The writing uses lots of run-on sentences and begins many sentences with a conjunction (and).
- To improve sentence construction, the compound sentences could be shortened to include fewer clauses. They could also be re-written as complex sentences.
- The writer is using this sentence structure to capture the fact that the narrator is relatively young and naive.
- If the extract were written without errors, the narrator would appear to be more grown-up and sophisticated.
- Responses will vary.

UNITS 15 & 16 REVIEW

SPELLING AND VOCABULARY: WORDS CONTAINING 'AU' AND 'OU'

1	Words containing 'au'	Words containing 'ou'
	because	cautious
	cautious	through
	fraudulent	thorough
	taught	enough
	slaughter	previous
		tough

'Cautious' appeared in both columns.

- I was very **thorough** with my homework, and double-checked each answer carefully.
 - The banker was accused of **fraudulent** conduct.
 - While I enjoyed the holidays, I had been more relaxed after **previous** breaks.
 - I was **cautious** as I crossed the road.
 - The steak was quite **tough**, and he quickly decided he'd had **enough**.
- Responses will vary.

TEST YOURSELF: UNITS 15 & 16

- the subject and the predicate
- the predicate
- a noun that is part of the predicate, as it forms part of what happened to the subject
- rubbish
- bin
- a long sentence that contains several simple sentences joined with coordinating conjunctions
- some, but not all, of the coordinating conjunctions
- a long sentence containing many embedded clauses and lacking coherence

- 9 remove some of the embedded clauses and break the sentence down into several complex sentences
- 10 an incomplete sentence that either lacks a subject or a verb, or is a dependent clause that has been left to stand as a complete sentence
- 11 HAUNTED
- 12 SCOUNDRREL
- 13 LAUGHING
- 14 FLAUNT
- 15 ACCOUNT

UNIT 17: IN FOCUS

YOUR TURN 17.1

Sample answers are provided in the Teacher *obook*.

YOUR TURN 17.2

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 B | 3 C | 5 E | 7 A | 9 F |
| 2 I | 4 G | 6 H | 8 D | |

UNIT 17: IN CONTEXT

YOUR TURN 17.3

- 1 Galactocorp is planning to launch its first suborbital space flight before the end of the year.
- 2 The Shuttlejet has been custom designed at a cost of more than \$450 billion. It will seat 40 passengers.
- 3 A possible positive outcome of space tourism is an increase in employment in related fields, including engineering, aeronautical manufacturing and travel agencies.
- 4 An indication that people expect Galactocorp to fail is the share price dropping 9% on the day of the announcement.
- 5 The line 'one small step' echoes the words of astronaut Neil Armstrong when he first set foot on the moon.
- 6 Responses will vary; sample answers are:
Paragraph 1: Introduces Galactocorp's announcement.
Paragraph 2: Gives information about the Shuttlejet and the experience of suborbital flight.
Paragraph 3: Discusses the support Galactocorp has received.
Paragraph 4: Discusses the criticism Galactocorp has received.
Paragraph 5: Reports the views of the average person on the possibility of space tourism.
- 7 Responses will vary.
- 8 Responses will vary.

UNIT 18: IN FOCUS

YOUR TURN 18.1

Sample answers are provided in the Teacher *obook*.

YOUR TURN 18.2

Sample answers are provided in the Teacher *obook*.

UNIT 18: IN CONTEXT

YOUR TURN 18.3

- 1 Dennis Lang considers space tourism to be a ridiculous idea.
- 2 His main objection is that space tourism is a waste of both money and resources.
- 3 In the second paragraph, he sarcastically offers space tourists the opportunity to come to his house for a barbecue and to jump on the trampoline, for just half the price of a Shuttlejet flight.
- 4 He believes a better use of the money would be to spend it on medical and educational programs here on earth.
- 5 He uses the phrase 'come back down to earth' as a metaphor to imply that the Shuttlejet flight is not a sensible concept; it is also a pun because the flight itself will also come back down to earth.
- 6 a further
b to sum up
c however
d later
e so
f consider
- 7 a it, the program
b the corporation
c it, the craft
d the tourists, they
- 8 Responses will vary; a sample answer is:
Not only is the Shuttlejet a terrible waste of money, it's also a waste of resources. Think about the materials required to build and fuel the jet, not to mention the emissions produced. Do we really want to pollute the atmosphere and create so much waste for such a pointless exercise?
- 9 Responses will vary.



UNITS 17 & 18 REVIEW

SPELLING AND VOCABULARY: WORDS ENDING WITH '-AIL' AND '-IAL'

- 1 a of large size, importance or value
b an individual aspect or attribute
c relating to money

- d dependent on a particular set of circumstances
 - e relating to where people live
 - f as a result of
 - g to reduce or shorten
 - h to triumph or succeed
 - i painful or difficult in nature
 - j insignificant or minor in importance
- 2 a The **residential** area included a number of parks.
 - b The matter was rather **trivial**.
 - c A lack of money will **curtail** my travel plans.
 - d The winner was presented with a **substantial** cheque.
 - e After the storm passed, it was clear that the **consequential** damage was significant.
 - f I took her advice as she was a **financial** expert.
 - g The valuer closely examined every **detail** of the painting.
 - h We hope to **prevail** when we compete against the opposing team.
- 3 *Responses will vary.*



TEST YOURSELF: UNITS 17 & 18

- 1 TEEL
- 2 introduction
- 3 introduce the context of the essay, the contention and the main arguments
- 4 conclusion
- 5 sum up the essay's main points and restate the contention
- 6 joining words that help make links between ideas
- 7 additive connective
- 8 offers a condition or concession
- 9 the omission of repeated words from a piece of writing
- 10 the use of another word or phrase to replace a repeated word in a piece of writing
- 11 ailment
- 12 memorial
- 13 frail
- 14 commercial
- 15 retailer

UNIT 19: IN FOCUS

YOUR TURN 19.1

1	a rainbow	1C	A	serenity
2	a crossroads	2E	B	feeling trapped
3	a computer	3D	C	hope for the future
4	a red rose	4G	D	technology
5	a cage	5B	E	indecision or uncertainty
6	a calm ocean	6A	F	innocence
7	a young child	7F	G	love

YOUR TURN 19.2

Sample answers are provided in the Teacher obook.

YOUR TURN 19.3

Sample answers are provided in the Teacher obook.

UNIT 19: IN CONTEXT

YOUR TURN 19.4

- 1 The free bird is able to claim the sky.
- 2 The caged bird also has its wings clipped and its feet tied.
- 3 The caged bird sings about freedom.
- 4 The free bird thinks of the different aspects of the natural world he can experience, while the caged bird dreams only of misery.
- 5 The line 'of things unknown but longed for still' means that while the caged bird has never had the freedom to experience life outside of the cage, it is still his greatest desire.
- 6 Three other things that could symbolise freedom are the sky, the wind and the sun.
- 7 Three things that could symbolise captivity are the cage, its bars and clipped wings (and tied feet).
- 8 'Dips his wings in the orange sun rays'; 'fat worms waiting on a dawn-bright lawn'
- 9 The poet has contrasted the two birds to better represent the plight of the caged bird by using the free bird to demonstrate what he is missing out on.
- 10 The poet is trying to stir sympathy for the caged bird.
- 11 The poet conveys the idea that those who are constrained will sing (or speak) louder, as it is the only freedom that they have.

UNIT 20: IN FOCUS

YOUR TURN 20.1

- 1 The old house **groaned and protested** as it was buffeted by the wind. (P)
- 2 When she is in a bad mood, she is **like a bear with a sore paw**. (S)
- 3 The traffic slowed to a **crawl**. (P)
- 4 She isn't easy to get to know, but she has a **heart of gold**. (M)
- 5 I stayed indoors because it was **raining cats and dogs**. (M)

YOUR TURN 20.2

- 1 delight; pleasing, enjoyable
- 2 serene; peaceful, calm
- 3 attacked; violent, unpleasant
- 4 stodgy; heavy, undesirable
- 5 stern; authoritarian, powerful

YOUR TURN 20.3

Sample answers are provided in the Teacher *q*book.

UNIT 20: IN CONTEXT

YOUR TURN 20.4

- 1 The gum tree is located on a city street.
- 2 The tree is surrounded by bitumen.
- 3 The poet thinks a more natural setting, such as the forest, would be a better environment for the tree.
- 4 The poet feels extremely sad about seeing the tree in such an unnatural environment.
- 5 In referring to 'us' the poet makes the connection between the gum tree and Australia's First Nations peoples, both suffering as a result of European colonisation.
- 6 The poet uses personification to encourage the reader to feel empathy for both the tree and First Nations peoples.
- 7 The two environments are juxtaposed to contrast the harsh artificial environment that has resulted from the European colonisation of Australia with the much more inviting natural environment which predated this.
- 8 In lines 7–11 the poet uses a simile to compare the tree to a cart horse, a captive broken animal forced to suffer at the hands of man. This simile is used to further feelings of sympathy for the reader towards the tree and by extension First Nations peoples, who are similarly suffering.
- 9 The metaphor 'black grass' is used for the bitumen surrounding the tree, the word black underscoring the unnatural environment that the tree is trapped in.
- 10 Throughout the poem, the poet is attempting to stir feelings of sorrow and sympathy about the degradation of the environment and the treatment of First Nations peoples as a result of European colonisation.
- 11 The poet's message is that European colonisation has taken a dreadful toll upon Australia's environment and its First Nations peoples. The poet strongly condemns the suffering that has resulted from colonisation, and aims to draw attention to the plight of her people.
- 12 Responses will vary.

- h four; fig/ur/a/tive
- i four; com/par/i/son
- j two; lan/guage
- 2 a A number of literary devices make a **comparison** between two different things.
- b A **synonym** for a word has the same meaning.
- c An **antonym** for a word has the opposite meaning.
- d A writer can make many different choices about how they use **language** to have a particular effect on the reader.
- e The **descriptive** paragraph created a word picture of the scene.
- f The use of **figurative** language should not be taken literally.
- 3 Responses will vary.

TEST YOURSELF: UNITS 19 & 20

- 1 when a writer uses an object or words to represent a bigger idea or concept
- 2 the underlying issues a reader is exploring
- 3 colours
- 4 a literary device where the writer uses descriptive detail to create vivid mental images
- 5 sight, sound, touch, taste and smell
- 6 personification
- 7 metaphor
- 8 simile
- 9 negative
- 10 positive
- 11 S
- 12 A
- 13 S
- 14 S
- 15 A



UNITS 19 & 20 REVIEW

SPELLING AND VOCABULARY: METALANGUAGE

- 1 a three; sim/i/le
- b three; met/a/phor
- c six; per/son/i/fi/ca/tion
- d three; de/scrip/tive
- e three; syn/o/nym
- f three; an/to/nym
- g four; con/no/ta/tion



visit us at oup.com.au or
contact customer support at oup.com.au/help