

# ENGLISH ESSENTIALS

WORKBOOK

3



REX SADLER

SANDRA SADLER

VIV WINTER

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**English Essentials Workbook 3**

**1st edition**

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# PREFACE

Our primary purpose in writing this workbook is to develop essential English skills. However, we also aim to motivate students to engage with the way our language works and to build confidence in their own ability to communicate effectively.

*English Essentials Workbook 3* is divided into four key sections for maximum accessibility and flexibility:

- Part 1: Language
- Part 2: Spelling & Vocabulary
- Part 3: Literature
- Part 4: Writing

The **Language** section is designed to extend students' understanding and control of language. The basics of grammar and punctuation are presented in a relevant and meaningful sequence so that students gain confidence as they improve their language skills.

The **Spelling & Vocabulary** section will enable students to improve their basic literacy skills. All the list words have been chosen because of their relevance to real-life experiences. Students will often encounter these words and will need to be familiar with both the spelling and meaning. A good number have been specially chosen to help students expand their vocabulary.

The **Literature** section aims to develop comprehension skills through a wide range of high-interest literary, personal and everyday texts. These include stories, poems, newspaper articles, information reports, cartoons, speeches and posters, as well as extracts from novels, autobiographies and non-fiction.

The **Writing** section has been created to enable students to become better writers. Each writing topic examines a different writing skill, genre or technique. Writing styles such as narrative, descriptive, persuasive, informative and personal are featured. The use of writing models and photographs helps target and improve specific writing skills.

A separate **Teacher Book** provides answers to all the comprehension, language, spelling and vocabulary questions in the student workbook. It has been designed as a tool for assessing student progress.

Rex Sadler, Sandra Sadler and Viv Winter

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PART 1

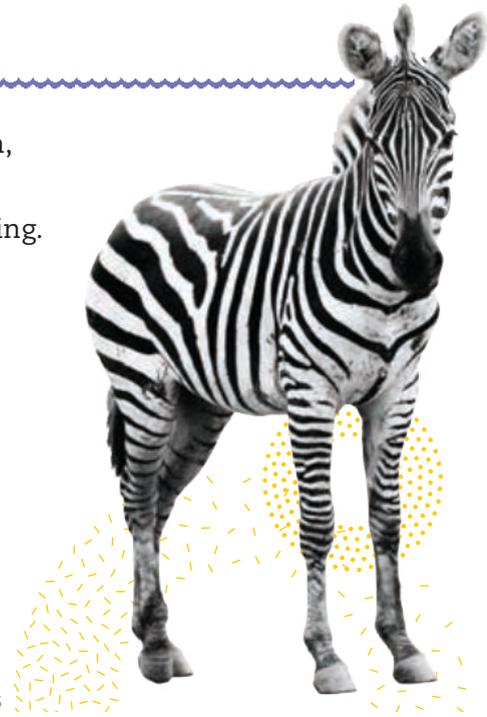
# LANGUAGE



# Nouns

Nouns are naming words. There are four main kinds of nouns: common, proper, collective and abstract nouns. Most nouns are common nouns.

- A **common noun** is a word that names a person, animal, place or thing. It does not begin with a capital letter unless it begins a sentence.  
student zebra computer river boy kitchen
- A **proper noun** is the name of a specific person, place or thing. Proper nouns can be identified easily because they always start with a capital letter.  
Darwin Honda Rebecca October Italy
- A **collective noun** is used to name a collection or group of similar people, animals or things.  
a **gaggle** of geese a **herd** of elephants a **litter** of kittens
- An **abstract noun** names qualities, feelings, ideas or actions.  
beauty friendship liberty sadness warmth chaos



## Identifying common nouns

Use the definitions and first-letter clues to identify the common nouns.

- |   |         |
|---|---------|
| 1 a person who writes for newspapers and magazines                                  | j _____ |
| 2 a person who studies rocks and earth formations                                   | g _____ |
| 3 a very large African animal once called a 'river horse'                           | h _____ |
| 4 the official residence of an ambassador   | e _____ |
| 5 a person who travels in search of new lands, etc.                                 | e _____ |
| 6 a wild, dog-like African animal that makes a noise similar to a laugh or a scream | h _____ |
| 7 a person who has been shipwrecked   | c _____ |
| 8 a piece of land where a lot of fruit trees are grown                              | o _____ |
| 9 a person whose job it is to ride horses in races                                  | j _____ |
| 10 soldiers trained to fight on foot  | i _____ |
| 11 a dense forest in a tropical country   | j _____ |
| 12 a boat with two parallel hulls   | c _____ |
| 13 waterlogged land, a bog or marsh   | s _____ |
| 14 a tall tower used to store grain   | s _____ |
| 15 a cruel, unjust and unkind ruler   | t _____ |
| 16 a special seat used by a king or queen on special occasions                      | t _____ |
| 17 a person who has great love for their country                                    | p _____ |

## Identifying proper nouns

Find two proper nouns in the list that go with each common noun below.

Vegemite  
Medusa  
Volvo  
Superman

Ganges  
Sprite  
Andes  
Amazon

Dracula  
Cairo  
London  
Juliet

Volkswagen  
Alps  
Romeo  
Wonder Woman

- 1 heroes: \_\_\_\_\_
- 2 monsters: \_\_\_\_\_
- 3 cars: \_\_\_\_\_
- 4 mountains: \_\_\_\_\_
- 5 lovers: \_\_\_\_\_
- 6 products: \_\_\_\_\_
- 7 cities: \_\_\_\_\_
- 8 rivers: \_\_\_\_\_



## Completing the noun collections

Choose the appropriate people, animals or things from the brackets to complete the sentences.

- 1 In the barn there were a litter of \_\_\_\_\_, a brood of \_\_\_\_\_ and a sheaf of \_\_\_\_\_. (chickens, corn, kittens)
- 2 A squad of \_\_\_\_\_ ran up the flight of \_\_\_\_\_ to arrest the gang of \_\_\_\_\_. (stairs, thieves, police)
- 3 A bunch of \_\_\_\_\_, an album of \_\_\_\_\_ and a cluster of \_\_\_\_\_ lay on the millionaire's desk. (photos, grapes, diamonds)
- 4 The board of \_\_\_\_\_ agreed to purchase a new fleet of \_\_\_\_\_ and a gallery of \_\_\_\_\_. (paintings, directors, cars)

## Forming abstract nouns

Change each of the following words into abstract nouns. For example:

true—truth    curious—curiosity    fertile—fertility

- |            |       |             |       |
|------------|-------|-------------|-------|
| 1 enjoy    | _____ | 7 desperate | _____ |
| 2 certain  | _____ | 8 scarce    | _____ |
| 3 private  | _____ | 9 mobile    | _____ |
| 4 anxious  | _____ | 10 honest   | _____ |
| 5 accurate | _____ | 11 severe   | _____ |
| 6 peculiar | _____ | 12 clean    | _____ |

# Adjectives

Adjectives help to provide insights about the world around us. They convey shape, size, strength, colour or any other attribute that describes a noun or pronoun. As the following examples show, writers often use adjectives to make their characters memorable and their writing come alive for their readers.

## Miss Barkley

Miss Barkley was quite **tall**. She wore what seemed to be a nurse's uniform, was **blonde** and had a **tawny** skin and **grey** eyes. I thought she was very **beautiful**.

from *A Farewell to Arms* by Ernest Hemingway

## Huck's father

His hair was **long** and **tangled** and **greasy** and hung down, and you could see his eyes **shining** through like he was behind vines. It was all **black**, no **grey**; so was his **long**, **mixed-up** whiskers.

from *Huckleberry Finn* by Mark Twain

## Identifying adjectives

Read the description and identify all the adjectives. Hint: There are thirteen adjectives, and a few are hyphenated.

### My sister and her husband Joe

My sister was not a good-looking woman. She was tall and bony, with black hair and piercing eyes, and almost always wore a coarse apron. Joe was a fair man with curls of flaxen hair on each side of his smooth face. He was a mild, good-natured, easy-going fellow.

adapted from *Great Expectations* by Charles Dickens

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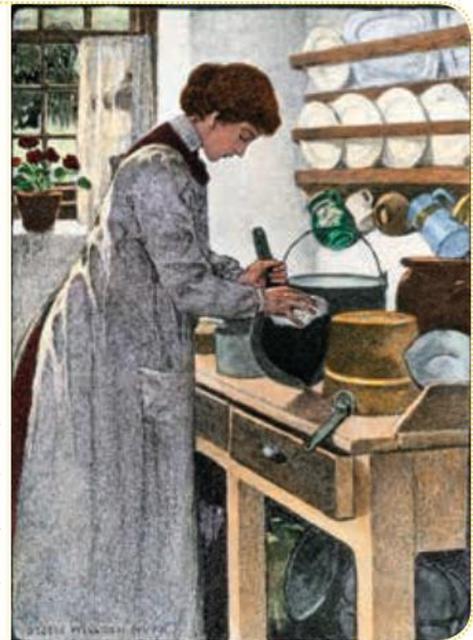
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## Adjectives describing characters

Find two adjectives in the list that are similar in meaning to each group of adjectives below.

polite	pretty	scheming	hilarious
glad	frightened	annoyed	courageous
fraudulent	handsome	friendly	humorous
ecstatic	horrified	irritated	fearless
sorrowful	intelligent	despondent	ingenious

- 1 happy, cheerful, jubilant \_\_\_\_\_
- 2 scared, afraid, terrified \_\_\_\_\_
- 3 angry, irate, vexed \_\_\_\_\_
- 4 brave, valiant, plucky \_\_\_\_\_
- 5 sad, unhappy, miserable \_\_\_\_\_
- 6 clever, smart, astute \_\_\_\_\_
- 7 funny, amusing, comical \_\_\_\_\_
- 8 pleasant, agreeable, genial \_\_\_\_\_
- 9 beautiful, attractive, lovely \_\_\_\_\_
- 10 dishonest, deceitful, devious \_\_\_\_\_

## Comparative or superlative?

Adjectives have three degrees of comparison:

- **Positive** (one person or thing) *tall* Amy is *tall*.
- **Comparative** (comparing two) *taller* Amy is *taller* than Jessica.
- **Superlative** (comparing more than two) *tallest* Amy is the *tallest* girl in the class.

Complete each sentence by inserting either the correct comparative or superlative form of the adjective in brackets.

- 1 Of the three sisters, Chloe is the \_\_\_\_\_. (young)
- 2 That was the \_\_\_\_\_ pizza I had ever tasted. (good)
- 3 David is \_\_\_\_\_ than Jed. (lazy)
- 4 Japanese is \_\_\_\_\_ to learn than French. (difficult)
- 5 In the southern hemisphere it is \_\_\_\_\_ in January than in June. (hot)
- 6 It was the \_\_\_\_\_ exam I had ever done. (easy)
- 7 She is the \_\_\_\_\_ student in the class. (conscientious)
- 8 The Pacific Ocean is \_\_\_\_\_ than the Arctic Ocean. (deep)
- 9 He played the \_\_\_\_\_ game of tennis of his career. (bad)
- 10 Sarah is the \_\_\_\_\_ person I know.

# Verbs

Verbs are action words that express doing, having and being. Sometimes a verb consists of one word only, but at other times it may consist of a group of words. For example:

She **walks**. He **is running**. They **have been camping**.

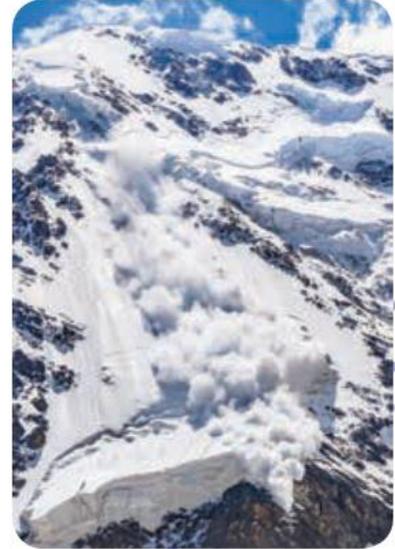
## Verbs in action

The verbs in the following passage have been removed and are listed below. Your task is to restore the verbs to complete the graphic description of the vehemence of an avalanche.

had collapsed  
was rushing  
were running

were toppling  
were engulfed  
was startled

had swept  
blotted  
was



## The avalanche

An hour later I \_\_\_\_\_ by a tremendous roar. An enormous portion of the ice wall \_\_\_\_\_. Huge masses of ice as high as cathedrals \_\_\_\_\_ to destruction; billowing clouds of snow spray \_\_\_\_\_ upwards and outwards in front of a monstrous avalanche. On the slope below \_\_\_\_\_ the party, mere black dots. They \_\_\_\_\_, but how slowly, how uselessly, before the reeling clouds of death. The next moment the avalanche \_\_\_\_\_ down upon them; they \_\_\_\_\_ and \_\_\_\_\_ out like insects beneath a tidal wave.

from *The Kangchenjunga Adventure* by Frank Smythe

## Matching verbs and nouns

Certain verbs are often used with particular nouns. Choose verbs from the list to complete the following phrases.

inherit  
solve  
narrate  
quench

writh  
survive  
exonerate  
navigate

recuperate  
forecast  
celebrate  
formulate

correct  
apply  
intervene  
extinguish

1 to \_\_\_\_\_ one's thirst  
 2 to \_\_\_\_\_ an error  
 3 to \_\_\_\_\_ after an illness  
 4 to \_\_\_\_\_ a ship  
 5 to \_\_\_\_\_ an ordeal  
 6 to \_\_\_\_\_ the weather  
 7 to \_\_\_\_\_ from blame  
 8 to \_\_\_\_\_ a fire

9 to \_\_\_\_\_ a plan  
 10 to \_\_\_\_\_ a birthday  
 11 to \_\_\_\_\_ for a job  
 12 to \_\_\_\_\_ a problem  
 13 to \_\_\_\_\_ a story  
 14 to \_\_\_\_\_ in agony  
 15 to \_\_\_\_\_ in a dispute  
 16 to \_\_\_\_\_ a fortune

## Identifying synonyms and antonyms

- A **synonym** is a word that is similar in meaning to another word. *Attempt* is a synonym for *try*.
- An **antonym** is a word that is opposite in meaning to another word. *Stop* is an antonym of *start*.

Place the synonyms and antonyms from the 'Choices' column in the appropriate column for each verb.

Verb	Synonym	Antonym	Choices
1 diminish	_____	_____	increase, lessen
2 deteriorate	_____	_____	worsen, improve
3 hurry	_____	_____	hasten, linger
4 conclude	_____	_____	finish, begin
5 purchase	_____	_____	sell, buy
6 build	_____	_____	demolish, construct
7 shorten	_____	_____	abbreviate, lengthen
8 excavate	_____	_____	dig, fill
9 remember	_____	_____	forget, recollect
10 shut	_____	_____	close, open
11 retreat	_____	_____	withdraw, advance
12 waste	_____	_____	conserve, squander
13 leave	_____	_____	return, depart
14 permit	_____	_____	forbid, allow
15 help	_____	_____	hinder, aid
16 conceal	_____	_____	reveal, hide
17 unite	_____	_____	join, separate
18 refuse	_____	_____	reject, accept

# Adverbs

As their name suggests, adverbs add meaning to verbs. However, adverbs may also add meaning to adjectives and other adverbs.

He spoke **angrily**.

The adverb *angrily* modifies the verb *spoke*.

I am **very** happy.

The adverb *very* modifies the adjective *happy*.

You are talking **too** softly.

The adverb *too* modifies the adverb *softly*.

Adverbs tell *how*, *when*, *where* or to *what extent* the action of the verb takes place. Very often they end in '-ly'. The following examples give you some idea of the types of adverb you might encounter.

- Many adverbs tell *how* the action happens.

silently    angrily    fast    politely    rudely

- Some adverbs tell *when* the action happens.

today    later    previously    now    usually

- Other adverbs tell *where* something happens.

here    outside    near    everywhere

- Adverbs may also tell *how much* or to *what extent*.

**completely** ruined    **quite** often    **very** slowly    **extremely** clever

## Identifying adverbs

Identify the adverbs in each sentence below.

- 1 Suddenly, frantically, the pilot struggled with the controls of the diving helicopter.

\_\_\_\_\_

- 2 The frogs are extremely noisy now that it is raining heavily.

\_\_\_\_\_

- 3 Driving on the highway today we nearly hit a kangaroo.

\_\_\_\_\_

- 4 The goods train was often travelling very slowly.

\_\_\_\_\_

- 5 They unexpectedly perceived a flock of birds flying south.

\_\_\_\_\_

- 6 They were then financially secure.

\_\_\_\_\_

- 7 The hikers drank thirstily and wearily from the mountain stream.

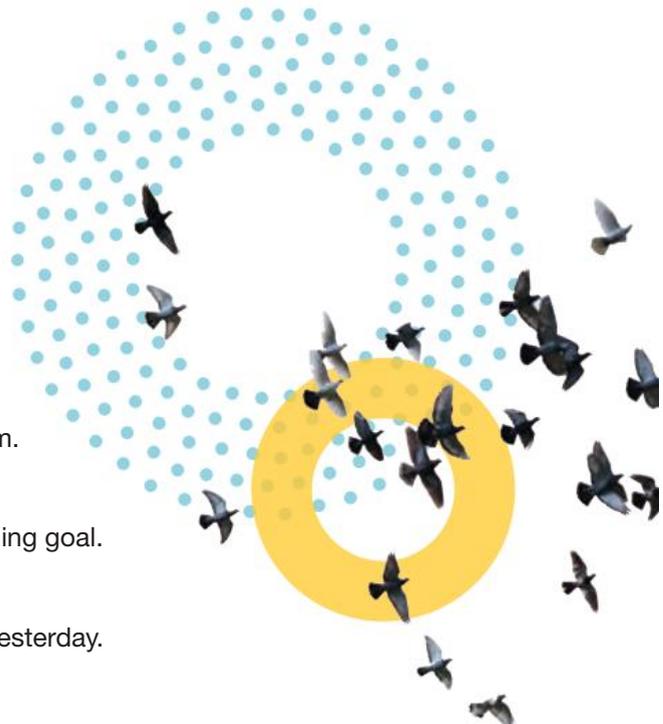
\_\_\_\_\_

- 8 The fans cheered wildly as our captain nimbly kicked the winning goal.

\_\_\_\_\_

- 9 The baby was sleeping safely upstairs during the flash flood yesterday.

\_\_\_\_\_



## Changing phrases into adverbs

Change the phrases in italics into adverbs. The first one is done as an example.

- 1 She played tennis *with skill*. skilfully
- 2 The soldier fought *with defiance*. \_\_\_\_\_
- 3 The swimmer won *with ease*. \_\_\_\_\_
- 4 The soprano sang *with melody*. \_\_\_\_\_
- 5 He arrived *on time*. \_\_\_\_\_
- 6 They searched *in every possible place*. \_\_\_\_\_
- 7 The student replied *with indignation*. \_\_\_\_\_
- 8 There will be an audit *once a year*. \_\_\_\_\_
- 9 The class was working *without any noise*. \_\_\_\_\_
- 10 He worked hard *at all times*. \_\_\_\_\_
- 11 Help will come *in the near future*. \_\_\_\_\_
- 12 He drew the map *with accuracy*. \_\_\_\_\_
- 13 She listened to her patient *with sympathy*. \_\_\_\_\_
- 14 He banged on the door *with anger*. \_\_\_\_\_
- 15 The winner raised his arm *in triumph*. \_\_\_\_\_
- 16 The army proceeded *with caution*. \_\_\_\_\_
- 17 The taxi driver waited *without patience*. \_\_\_\_\_
- 18 The student spoke *without respect*. \_\_\_\_\_

## Using adverbs with speech

As with nouns, verbs and adjectives, it is important to use suitable adverbs, especially in combination with words like *said*, *yelled*, *exclaimed*, etc. when writing dialogue. Complete the sentences by choosing the most suitable adverb from the ones in brackets.

- 1 'I'm by far the best player,' he exclaimed \_\_\_\_\_. (efficiently, proudly, patiently)
- 2 'I'm leaving you for good,' Angela said \_\_\_\_\_. (safely, emphatically, rarely)
- 3 'Let's get out of here before it explodes,' said Tim \_\_\_\_\_. (fearfully, slowly, sadly)
- 4 'Hands up!' yelled the robber \_\_\_\_\_. (lazily, jealously, aggressively)
- 5 'You're going to be in trouble,' Amy said \_\_\_\_\_. (spitefully, clumsily, easily)
- 6 'I'll help you when you need me,' Dad said \_\_\_\_\_. (hugely, keenly, supportively)
- 7 'Please go now,' she cried \_\_\_\_\_. (tearfully, badly, carefully)
- 8 'You must watch out for sharks,' the guide said \_\_\_\_\_. (politely, warningly, exactly)

# Using better words

## Using better nouns

As well as naming people, places, things and qualities, well-chosen nouns give the audience additional specific information. The following examples show how this can be achieved.

- The **car** braked.      The **hatchback** braked. (The kind of vehicle is revealed.)  
 The **dog** is barking.      The **dachshund** is barking. (The breed of dog is given.)  
 He grabbed a **tool**.      He grabbed a **hammer**. (The kind of tool is specified.)

## Choosing more specific nouns

Replace each noun in italics with a more specific noun from the list. Use each noun once only.

ballerina	brawl	limousine	revelry	banquet
novel	eagle	backpack	mansion	troupe
duke	inferno	beret	whimper	emergency
yacht	safari	pony	panorama	bouquet

- At the party there was a *fight* \_\_\_\_\_ between two of the guests.
- The business executive was driven in a black *car* \_\_\_\_\_.
- The film star's multi-level *house* \_\_\_\_\_ was advertised for sale.
- A towering *fire* \_\_\_\_\_ engulfed the hotel.
- The *boat* \_\_\_\_\_ skimmed over the waves.
- There was an unexpected traffic *problem* \_\_\_\_\_ on the highway.
- The young *horse* \_\_\_\_\_ galloped around the paddock.
- There was a magnificent *view* \_\_\_\_\_ of the hills surrounding the lake.
- The tourists went on a *trip* \_\_\_\_\_ to view elephants and lions.
- The *book* \_\_\_\_\_ *Watership Down* is the story of a group of rabbits.
- The famous *nobleman* \_\_\_\_\_ was wearing diamond cufflinks.
- The hiker was carrying a heavy *bag* \_\_\_\_\_.
- The woman was wearing a woollen *hat* \_\_\_\_\_.
- The accomplished *dancer* \_\_\_\_\_ pirouetted exquisitely.
- The *bird* \_\_\_\_\_ was soaring high in the sky.
- A wonderful *meal* \_\_\_\_\_ was served in the dining room.
- A *group* \_\_\_\_\_ of dancers entered the theatre.
- We could hear the sounds of *celebration* \_\_\_\_\_ in the street below.
- The sick child's *cry* \_\_\_\_\_ woke his parents.
- The speaker was presented with a *bunch* \_\_\_\_\_ of flowers.

## Using better adjectives

Carefully chosen adjectives enable us to see people, objects and experiences in new ways. Consider the following examples where a stronger adjective is more effective and gives an extra dimension to the noun it describes.

- |                         |                            |
|-------------------------|----------------------------|
| a <b>bad</b> queen      | a <b>sinister</b> queen    |
| a <b>good</b> novel     | an <b>engrossing</b> novel |
| a <b>hidden</b> passage | a <b>secret</b> passage    |
| a <b>large</b> boulder  | a <b>massive</b> boulder   |



## Identifying stronger adjectives

Replace each adjective in italics with a stronger one from the list. Use each adjective once only. The first letter is given to help you.

vigilant	contemporary	zealous	parched
ancient	gloomy	charismatic	prudent
obnoxious	avaricious	lacerated	exquisite
amiable	exemplary	scrumptious	meandering

- 1 The *dry* p\_\_\_\_\_ land was drought stricken.
- 2 The explorer came upon *old* a\_\_\_\_\_ Egyptian ruins.
- 3 The student was eating a *tasty* e\_\_\_\_\_ apple pie.
- 4 The politician is a *popular* c\_\_\_\_\_ member of parliament.
- 5 He was asked to leave the restaurant because of his *bad* o\_\_\_\_\_ behaviour.
- 6 She was suffering from a badly *torn* l\_\_\_\_\_ arm.
- 7 The new manager is a very *friendly* a\_\_\_\_\_ team leader.
- 8 The retired school principal was an *excellent* e\_\_\_\_\_ educator.
- 9 It was a rare and *beautiful* e\_\_\_\_\_ sculpture.
- 10 The *greedy* a\_\_\_\_\_ lawyer charges excessive fees.
- 11 The coach made a very *wise* p\_\_\_\_\_ decision.
- 12 In the distance, we could see the *dark* g\_\_\_\_\_ walls of the castle.
- 13 She is a *keen* z\_\_\_\_\_ supporter of education for all the world's children.
- 14 The students enjoyed viewing the *modern* c\_\_\_\_\_ paintings.
- 15 The driver had to stay *watchful* v\_\_\_\_\_ for animals on the road.
- 16 The *winding* m\_\_\_\_\_ stream made its way slowly through the hills.

# Using better verbs

Verbs provide action and vitality to a sentence. Ordinary verbs give the basic form of an action, but strong verbs add an extra dimension and create a bigger impact on the audience. This is demonstrated in the following examples.

- |                          |   |
|--------------------------|---|
| He <b>ate</b> his food.  | He <b>gobbled</b> his food. (ate hurriedly and noisily)   |
| The glass <b>broke</b> . | The glass <b>shattered</b> . (broke suddenly into pieces) |
| She <b>walked</b> home.  | She <b>trudged</b> home. (walked slowly with heavy steps) |
| I <b>laughed</b> a lot.  | I <b>giggled</b> a lot. (laughed lightly in a silly way)  |

## Identifying stronger verbs

Replace each verb in italics with a stronger verb from the list. Use each verb once only.

snatched	drooped	sneaked	plummeted
strutted	chattered	hauled	slumped
trickled	toiled	gazed	deliberated
jostled	surged	hurtled	scorched

- 1 The helicopter *fell* \_\_\_\_\_ into the sea.
- 2 The seagull *took* \_\_\_\_\_ the biscuit from the child's hand.
- 3 The champion *walked* \_\_\_\_\_ across the stage with her trophy.
- 4 The drops of rain *ran* \_\_\_\_\_ down the back of his neck.
- 5 The guests *spoke* \_\_\_\_\_ politely with each other.
- 6 The farmers *worked* \_\_\_\_\_ in the rice fields.
- 7 The fishers *pulled* \_\_\_\_\_ their boat up the beach.
- 8 The pirates *looked* \_\_\_\_\_ intently at the unearthed treasure.
- 9 A long black cloak *hung* \_\_\_\_\_ from the shoulders of the wicked queen.
- 10 The judge *thought* \_\_\_\_\_ over the evidence before giving her verdict.
- 11 The exhausted climber *sat* \_\_\_\_\_ on a pile of rocks.
- 12 The burglar *went* \_\_\_\_\_ into the house through the back entrance.
- 13 The celebrity was *pushed* \_\_\_\_\_ by the throng of admirers.
- 14 The crowd *moved* \_\_\_\_\_ forward when the theatre doors were opened.
- 15 The rocket *flew* \_\_\_\_\_ across the sky.
- 16 The ripening crops were *burnt* \_\_\_\_\_ by the intense summer heat.



## Overused words

Some words are used so frequently that they become overused. Examples of overused words are:

nice      bad      terrible      got      awful  
good      dreadful      fabulous      nasty      went

It is often better to use more specific and livelier words than these to make your writing more interesting and exciting.

## Using better words

Choose a better word from the list to replace each overused word in *italics* in the sentences below. Use each word once only.

retrieved	achieved	panoramic	illegible	graceful
stormy	migrated	received	rough	thrilling
stylish	purchased	luxurious	borrowed	caught
limped	unpleasant	tedious	colourful	indigestible

- I've just read a *good* \_\_\_\_\_ short story.
- That lookout will give us a *nice* \_\_\_\_\_ view of the valley.
- She *got* \_\_\_\_\_ a science book from the library.
- The teacher complained that my writing was *dreadful* \_\_\_\_\_.
- The weather in the mountains is *terrible* \_\_\_\_\_.
- The new car's upholstery is *fabulous* \_\_\_\_\_.
- I *got* \_\_\_\_\_ an email from my friend overseas.
- That restaurant serves *terrible* \_\_\_\_\_ food.
- He *got* \_\_\_\_\_ a high mark in his exam.
- We saw *nice* \_\_\_\_\_ dancing at the ballet.
- The company *got* \_\_\_\_\_ a new software system.
- I like your *nice* \_\_\_\_\_ haircut.
- This cabbage has an *awful* \_\_\_\_\_ smell.
- The road to the farm has a *nasty* \_\_\_\_\_ surface.
- The student *got* \_\_\_\_\_ her phone from her locker.
- We *got* \_\_\_\_\_ the last train home from the city.
- The *nice* \_\_\_\_\_ painting brightens the room.
- The worker *went* \_\_\_\_\_ to another country to live.
- I start to yawn whenever I try to read that *awful* \_\_\_\_\_ textbook.
- The boy with the injured leg *went* \_\_\_\_\_ to the bus stop.



# Clauses

A clause is a group of words containing a subject and a verb that tells what the subject is doing. All sentences have at least one clause and often have two or more. There are two types of clauses: **main** (independent) clause and **subordinate** (dependent) clause.

## Main clauses

- A main clause is independent and able to stand alone because it makes sense by itself.

main clause

We enjoyed the movie. (simple sentence – one main clause)

- Sometimes two main clauses are joined together by a coordinating conjunction. This is called a **compound sentence**. The following main clauses are joined by the conjunction *but*.

main clause                      main clause

We enjoyed the movie, *but* we disliked the ending.

The coordinating conjunctions used to join main clauses are:

*and    but    yet    or    so    nor    for*

- A main clause may combine with one or more subordinate clauses to form a **complex sentence**.

main clause                                      subordinate clause

I saw dolphins frolicking in the waves *while* I was surfing near the beach.

## Subordinate clauses

Unlike a main clause, a subordinate (dependent) clause cannot stand alone. It is dependent on a main clause to make sense and it usually begins with a conjunction or relative pronoun.

The following subordinate clause begins with the subordinate conjunction *because* and does not make sense by itself.

*because I was sick with the flu* (subordinate clause)

However, when it is attached to a main clause the meaning becomes clear.

*I could not go to school because I was sick with the flu.*

There are three types of subordinate clauses: adverbial, adjectival and noun.

## Adverbial clauses

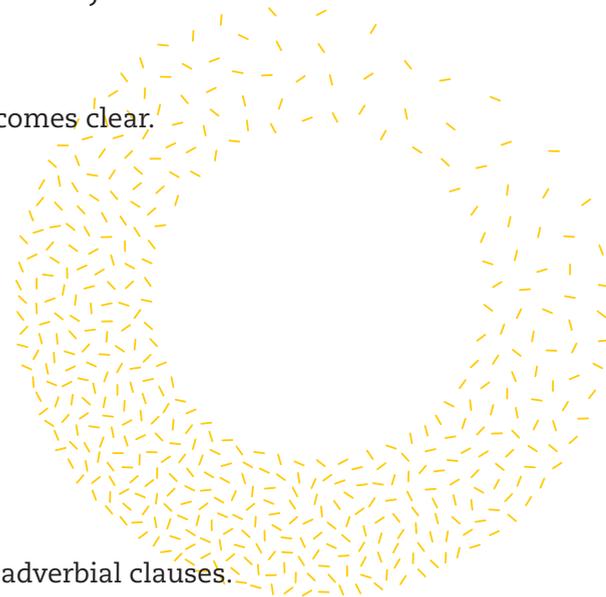
An adverbial clause is a subordinate clause that does the work of an adverb. It tells *how*, *when*, *where* and *why*. It begins with a conjunction. For example:

main clause                      adverbial clause

They arrived at the theatre *after* the play had started.

Here are some important subordinate conjunctions that begin adverbial clauses.

*because    unless    after    if    until    before    since    when    than    while*



## Adverbial clauses and conjunctions

Write down the adverbial clause in each sentence and then underline the conjunction.

- 1 The pirates found the treasure, although it had been buried for years.

---

- 2 Unless you train harder, you will not win the competition.

---

- 3 We left the caravan park before the sun rose.

---

- 4 If it is raining, the game will be cancelled.

---

- 5 He wants to visit the Eiffel Tower when he is in France.

---

- 6 She listened to music while she was studying.

---



## Adjectival clauses

An adjectival clause does the work of an adjective and is placed immediately after the noun it describes. For example:

They gazed at the mountains **that stood in the distance**. (adjectival clause)

An adjectival clause is usually introduced by one of the following relative pronouns:

*who whom whose which that*

## Adjectival clauses in action

For each sentence, write down the adjectival clause beginning with a relative pronoun and then identify the noun it is describing.

- 1 This is a class novel that you will really enjoy reading.

---

- 2 Harry Potter is a character whom most readers admire.

---

- 3 Cate Blanchett is an actor who won an Academy Award.

---

- 4 The driver, whose car was damaged, was not injured.

---

- 5 Have you seen the new sci-fi movie, which has amazing special effects?

---

- 6 The player who had been injured left the field.

---

## Noun clauses

A noun clause is a clause that does the work of a noun. This means that it stands in place of a person, creature, thing, place, feeling, quality or idea. A noun clause may be the subject or object of a verb.

*What happened next* surprised the audience. (noun clause subject)

Nobody knew *why the accident occurred*. (noun clause object)

A noun clause often begins with one of the following conjunctions:

*what that how why whatever which where*

## Identifying noun clauses

Read the following sentences and write down the noun clauses.

- 1 The mountaineers believed that crossing the crevasse was perilous.

\_\_\_\_\_

- 2 Our teacher asked which of the two novels we preferred.

\_\_\_\_\_

- 3 How the fire started is a mystery.

\_\_\_\_\_

- 4 What you will view is a gallery of famous paintings.

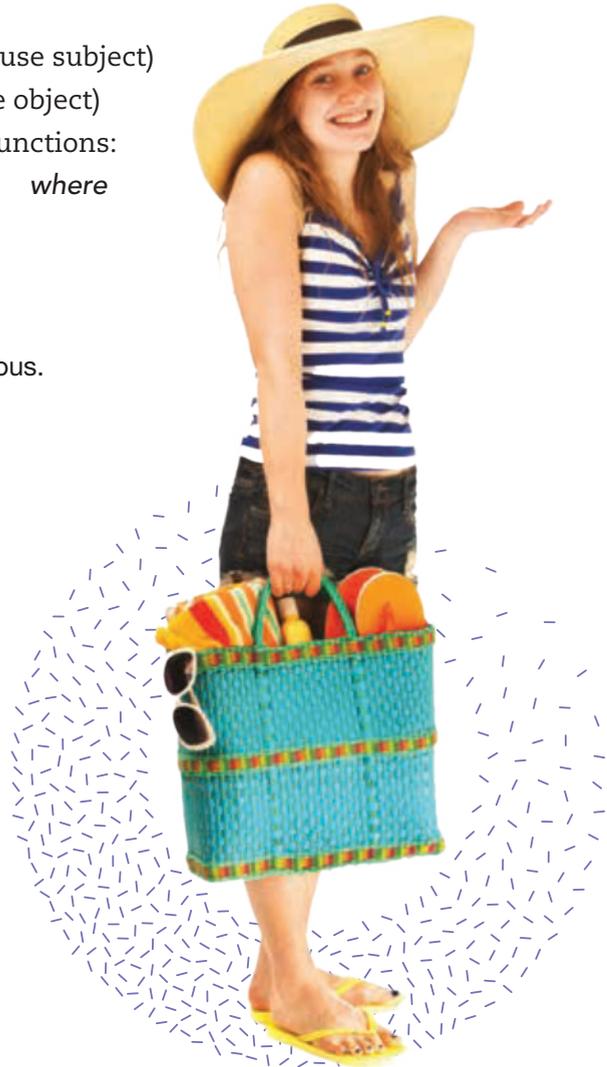
\_\_\_\_\_

- 5 Tell us where the beach is.

\_\_\_\_\_

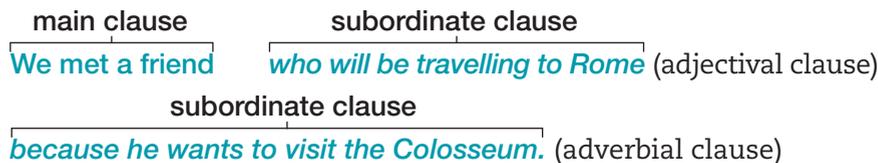
- 6 I was wondering why you were late.

\_\_\_\_\_



## Complex sentences

A complex sentence usually has a main clause and one or more subordinate clauses. For example:



## Identifying types of clauses

For each complex sentence, identify the types of clauses and write them down as indicated.

- 1 After the floodwaters receded, the rescue party found the hikers, who had been trapped on a rock ledge.

Main clause: \_\_\_\_\_

Adverbial clause: \_\_\_\_\_

Adjectival clause: \_\_\_\_\_

- 2 As the train had been stationary for ten minutes, my father asked what had happened.

Main clause: \_\_\_\_\_

Noun clause: \_\_\_\_\_

Adverbial clause: \_\_\_\_\_

- 3 Although the wind had dropped, great masses of black cloud warned us that a storm was rapidly approaching.

Main clause: \_\_\_\_\_

Adverbial clause: \_\_\_\_\_

Noun clause: \_\_\_\_\_

- 4 When the rider failed to control her horse, which had been startled by a snake, the horse did not stop until they reached the dam.

Main clause: \_\_\_\_\_

Adjectival clause: \_\_\_\_\_

Adverbial clause: \_\_\_\_\_

Adverbial clause: \_\_\_\_\_

## Compound sentences

When two main clauses are joined together by a coordinating conjunction, a compound sentence is formed.

main clause
main clause  
{
}
{
}
  
We went snorkelling but we did not see any coral.

## Creating compound sentences

Using the coordinating conjunction in the brackets, combine each pair of main sentences to form a compound sentence.

- 1 My brother loves playing netball. He dislikes playing hockey. (but)

\_\_\_\_\_

- 2 I'll need a holiday after my exams. I'll be stressed out. (or)

\_\_\_\_\_

- 3 You refuse to eat spinach. You will eat peas. (but)

\_\_\_\_\_

- 4 Sarah is poorly paid. She spends money like a millionaire. (yet)

\_\_\_\_\_

- 5 Malia wanted to be an engineer. She studied physics. (so)

\_\_\_\_\_

- 6 Snow is predicted in a few days. We may go skiing. (so)

\_\_\_\_\_

# Pronouns

Pronouns are used instead of nouns. Pronouns are essential in speaking and writing because they save us from having to keep repeating many of the nouns we use. In this unit we will look at three types of pronoun: personal, reflexive and interrogative pronouns.

## Personal pronouns

Personal pronouns are so called because their forms vary for the first, second and third person.

- The **first** person is the person speaking:  
*I have forgotten **my** English folder.*
- The **second** person is the person spoken to:  
***You** must bring **your** class novel.*
- The **third** person is the person spoken about:  
***She** read **her** story to the class.*



## Personal pronoun table

This table shows how the form of pronouns changes as they are used in different ways.

	SUBJECT	OBJECT	POSSESSIVE
First person singular	I	me	my
Second person singular	you	you	your
Third person singular	he, she, it	him, her, it	his, her, its
First person plural	we	us	our
Second person plural	you	you	your
Third person plural	they	them	their

## Identifying personal pronouns

Identify the personal pronouns in the sentences and arrange them in the correct categories (subject, object or possessive). You may wish to refer to the table above. The first one is done as an example.

- 1 I was very young when my father taught me how to swim.

Subject:     I                          Object:     me                          Possessive:     my    

- 2 Watch out for your clothes or you might tear them on the wire fence.

Subject:                                           Object:                                           Possessive:                     

- 3 Did you leave your phone at their house?

Subject:                                           Possessive:                                           Possessive:                     

- 4 They spoke to us before he arrived.

Subject:                                           Subject:                                           Object:

5 Our quarrel is strictly between you and me.

Possessive: \_\_\_\_\_ Object: \_\_\_\_\_ Object: \_\_\_\_\_

6 She has invited us to her party.

Subject: \_\_\_\_\_ Object: \_\_\_\_\_ Possessive: \_\_\_\_\_

7 We discovered that the dog had lost its collar after it got out through the fence.

Subject: \_\_\_\_\_ Subject: \_\_\_\_\_ Possessive: \_\_\_\_\_

8 I praised him for his innovative artwork.

Subject: \_\_\_\_\_ Object: \_\_\_\_\_ Possessive: \_\_\_\_\_

## Reflexive pronouns

Reflexive pronouns are so called because they refer back to the subject of the sentence. For example:

**She** (subject) **has injured herself** (reflexive pronoun).

**We** enjoyed **ourselves** at the movies.

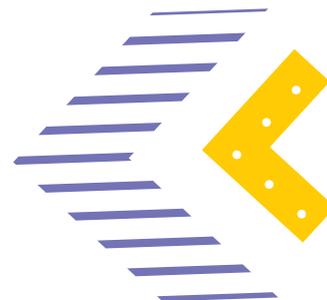
The reflexive pronouns are:

*myself yourself himself herself itself ourselves yourselves themselves*

## Using reflexive pronouns

Write the missing reflexive pronoun in each sentence.

- I surprised \_\_\_\_\_ by winning the guessing competition.
- The soldiers washed \_\_\_\_\_ in the stream.
- The injured postal worker took \_\_\_\_\_ to the hospital.
- A good idea presented \_\_\_\_\_.
- We introduced \_\_\_\_\_ to the rest of the staff.



## Interrogative pronouns

Interrogative pronouns are used to ask questions. They usually begin a sentence. For example:

**Who** sent the email?

**Whom** did you tell?

**Whose** are these?

**What** is wrong?

**Which** did you select?

The interrogative pronouns are:

*who whom whose what which*

## Using interrogative pronouns

Complete each sentence by inserting an interrogative pronoun.

- \_\_\_\_\_ wants to go to the movies?
- \_\_\_\_\_ of these books is yours?
- \_\_\_\_\_ car is parked in our drive way?
- \_\_\_\_\_ did you speak to?
- \_\_\_\_\_ is the right time?
- \_\_\_\_\_ did you want to see?
- \_\_\_\_\_ is coming to dinner?
- \_\_\_\_\_ would you like to eat?

# Prepositions

A preposition begins a phrase and is always followed by a noun or pronoun, which is called its object. Note the following typical prepositional phrases:

**above** the clouds    **near** the door    **under** the car    **by** the river    **at** home

A preposition often shows the relationship of a verb to a noun (or pronoun) object.

The ball **went** **through** the **window**.

Here the preposition *through* shows the relationship between *went* (verb) and *window* (noun).

## Choosing correct prepositions

Choose the correct prepositions from the list to complete the sentences. Some will be used more than once.

<b>on</b>	<b>over</b>	<b>to</b>	<b>by</b>	<b>between</b>	<b>of</b>
<b>for</b>	<b>among</b>	<b>in</b>	<b>at</b>	<b>with</b>	<b>from</b>

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1 I'm depending _____ you.           | 11 He was haggling _____ the price.   |
| 2 He was afflicted _____ asthma.     | 12 I was inspired _____ the story.    |
| 3 Her car is superior _____ ours.    | 13 My team abided _____ the rules.    |
| 4 We agreed _____ her request.       | 14 He was ashamed _____ his actions.  |
| 5 You are to blame _____ the error.  | 15 You can confide _____ me.          |
| 6 She is the centre _____ attention. | 16 She was good _____ tennis.         |
| 7 Choose _____ the two.              | 17 I will confer _____ the manager.   |
| 8 We are relying _____ you.          | 18 I have a home _____ the gumtrees.  |
| 9 Please refrain _____ shouting.     | 19 Don't meddle _____ us.             |
| 10 Wait _____ me outside.            | 20 She is endowed _____ intelligence. |

## Using idioms in sentences

Add prepositional phrases from the list to complete the sentences. The meanings are provided in brackets.

<b>into thin air</b>	<b>with a forked tongue</b>	<b>below the belt</b>	<b>out of the blue</b>
----------------------	-----------------------------	-----------------------	------------------------

- His criticisms about your work were \_\_\_\_\_. (cruel and unfair)
- They decided to sell their house \_\_\_\_\_. (suddenly and unexpectedly)
- The ghost disappeared \_\_\_\_\_. (leaving no trace)
- The politician was speaking \_\_\_\_\_. (untruthfully; deceitfully)

## Prepositional phrases – famous poems

Read through the following extracts from famous poems and record the prepositional phrases. The first prepositional phrase from 'The eagle' has been provided as an example.

### The eagle

He clasps the crag with crooked hands;  
Close to the sun in lonely lands,  
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;  
He watches from his mountain walls,  
And like a thunderbolt he falls.

Alfred, Lord Tennyson

with crooked hands

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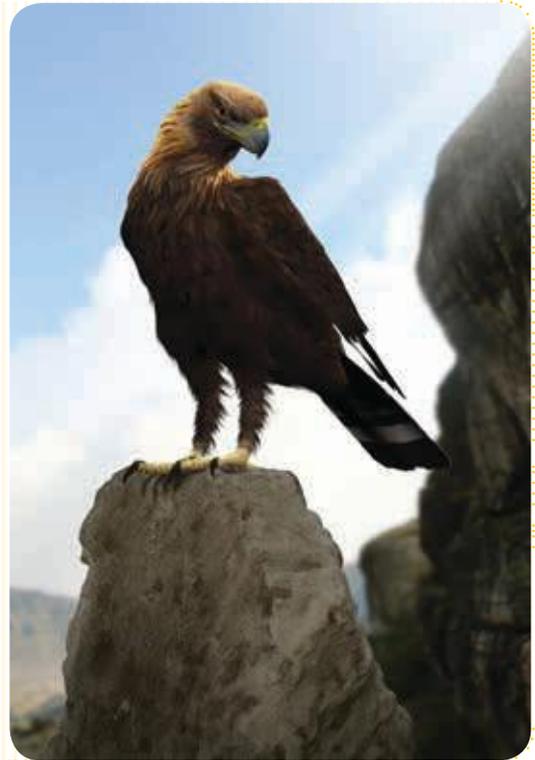
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### The highwayman

Over the cobbles he clattered and clashed in the dark inn-yard,  
He tapped with his whip upon the shutters, but all was locked and barred.

Alfred Noyes

---



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### Daffodils

I saw a crowd  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

William Wordsworth

---



---

# Prefixes

A prefix is a word part attached to the beginning of a word to alter the word's meaning or create a new word. In the following examples the prefix is shown in bold.

**transfer**    **import**    **extraordinary**    **permission**    **interject**

Here are important prefixes with their meanings and some of the words derived from them.

### **bene-** (well)

benefit  
benefactor  
benevolent  
beneficiary  
benediction

### **hyper-** (excessive)

hyperactive  
hyperthermia  
hyperbole  
hypertension  
hypersensitive

### **ob-** (toward)

obnoxious  
obstacle  
obscure  
obliterate  
obsolete

### **dia-** (through/across)

dialogue  
diabetes  
diagnosis  
diagram  
dialect

### **cata-** (down)

cataract  
catastrophe  
catapult  
catalyst  
catalogue

### **pro-** (forward)

progress  
proceed  
proclaim  
prologue  
prosecute

### **mal-** (bad)

malign  
malinger  
malice  
maladjusted  
malaria

### **de-** (down/from)

decipher  
delude  
decay  
deride  
depreciate

### **auto-** (self)

automobile  
autocrat  
autobiography  
autograph  
automatic

## Prefixes in action

Choose words from the lists above to match the meanings below. The prefix of each word is given in brackets.

- 1 a signature, especially of a famous person \_\_\_\_\_ (auto-)
- 2 a large waterfall; a blurring of the lens of the eye \_\_\_\_\_ (cata-)
- 3 a desire or intention to hurt or cause suffering \_\_\_\_\_ (mal-)
- 4 someone who receives money left in a will \_\_\_\_\_ (bene-)
- 5 to accuse before a court of law \_\_\_\_\_ (pro-)
- 6 disagreeable or nasty \_\_\_\_\_ (ob-)
- 7 a deliberate exaggeration used for effect \_\_\_\_\_ (hyper-)
- 8 a conversation between two or more people \_\_\_\_\_ (dia-)
- 9 to solve or find the meaning of \_\_\_\_\_ (de-)

10	an introductory part at the beginning of a play	_____	(pro-)
11	to wipe out or destroy	_____	(ob-)
12	to trick or mislead	_____	(de-)
13	the identification of the nature of an illness	_____	(dia-)
14	well-meaning and kindly	_____	(bene-)
15	a sudden disaster	_____	(cata-)
16	to slander or speak ill of someone	_____	(mal-)
17	an abnormally high blood pressure	_____	(hyper-)
18	a person having or using absolute power	_____	(auto-)
19	to lessen in value	_____	(de-)
20	out of date or no longer used	_____	(ob-)
21	to pretend to be ill in order to escape work or duty	_____	(mal-)
22	a car	_____	(auto-)
23	to continue, especially after stopping	_____	(pro-)
24	an infectious disease that is transmitted by mosquitoes	_____	(mal-)

## Adding prefixes

Add the correct prefixes from the brackets to complete the italicised word in each sentence.

- Because rain had been \_\_\_\_\_ *dicted*, we \_\_\_\_\_ *poned* our \_\_\_\_\_ *cycle* tour till further notice. (bi-, post-, pre-)
- Our language teacher was \_\_\_\_\_ *able* to \_\_\_\_\_ *late* the \_\_\_\_\_ *ordinary* French novel into English. (trans-, extra-, un-)
- The \_\_\_\_\_ *merged* reef was \_\_\_\_\_ *visible* until the tide \_\_\_\_\_ *ceded*. (re-, in-, sub-)
- The new \_\_\_\_\_ *market* was \_\_\_\_\_ *moting* fresh food at \_\_\_\_\_ *counted* prices. (pro-, dis-, super-)
- The writer \_\_\_\_\_ *plained* how she had to \_\_\_\_\_ *come* great \_\_\_\_\_ *fortune*. (over-, mis-, ex-)
- The \_\_\_\_\_ *bishop* strongly \_\_\_\_\_ *vocated* that the wealthy be \_\_\_\_\_ *couraged* to give more money to the poor. (en-, ad-, arch-)
- The athlete fell and \_\_\_\_\_ *located* his shoulder and grazed his \_\_\_\_\_ *head*, then \_\_\_\_\_ *ceded* to the first aid station. (fore-, pro-, dis-)
- It is important to know how to \_\_\_\_\_ *ply*, \_\_\_\_\_ *tract* and \_\_\_\_\_ *vide*. (sub-, multi-, di-)

# Suffixes

A suffix is a word part added at the end of a word to alter its meaning or form. Most suffixes consist of one syllable.

*useful*   *astonishment*   *patriotic*   *friendship*   *childhood*

Here are important suffixes with their meanings and some of the words derived from them.

**-ist (one who)**

protagonist  
capitalist  
pessimist  
vocalist  
zoologist

**-ate (to make)**

segregate  
capitulate  
dictate  
irritate  
donate

**-ance (state of being)**

tolerance  
alliance  
abundance  
ignorance  
repugnance

**-ify (to cause to be)**

glorify  
personify  
testify  
magnify  
electrify

**-ious (full of)**

tedious  
ferocious  
envious  
audacious  
illustrious

**-ary (place of)**

sanctuary  
boundary  
library  
aviary  
dictionary

**-ish (to make)**

diminish  
flourish  
accomplish  
extinguish  
astonish

**-ible (capable of)**

edible  
audible  
invincible  
legible  
credible

**-ment (state of being)**

predicament  
endearment  
estrangement  
environment  
resentment

## Suffixes in action

Choose words from the lists above to match the meanings below. The suffix of each word is given in brackets.

- 1 a place where birds are kept \_\_\_\_\_ (-ary)
- 2 to annoy or make angry \_\_\_\_\_ (-ate)
- 3 the act of showing affection \_\_\_\_\_ (-ment)
- 4 the main character in a story or play \_\_\_\_\_ (-ist)
- 5 able to be eaten \_\_\_\_\_ (-ible)
- 6 famous or celebrated \_\_\_\_\_ (-ious)
- 7 to make something appear larger than it is \_\_\_\_\_ (-ify)
- 8 to make or become less \_\_\_\_\_ (-ish)
- 9 intense disgust \_\_\_\_\_ (-ance)
- 10 an unpleasant or difficult situation \_\_\_\_\_ (-ment)

- |   |       |         |
|---|-------|---------|
| 11 a person who invests large amounts of money for profit | _____ | (-ist)  |
| 12 a refuge or place of safety                            | _____ | (-ary)  |
| 13 to achieve or complete successfully                    | _____ | (-ish)  |
| 14 bitter indignation at having been treated unfairly     | _____ | (-ment) |
| 15 a very large quantity of something                     | _____ | (-ance) |
| 16 able to be believed                                    | _____ | (-ble)  |
| 17 to meet needs and expectations                         | _____ | (-ify)  |
| 18 bold or daring   | _____ | (-ious) |
| 19 too powerful to be defeated                            | _____ | (-ible) |
| 20 to cease to resist an opponent; to yield               | _____ | (-ate)  |
| 21 to amaze or surprise greatly                           | _____ | (-ish)  |
| 22 a person who studies animal life                       | _____ | (-ist)  |
| 23 to set apart from the rest                             | _____ | (-ate)  |
| 24 too long, slow or dull                                 | _____ | (-ious) |

## Naming people by adding suffixes

Add the suffix *-or*, *-er*, *-ian* or *-ist* to name a person. Note that you will need to change the last letter of some words.

- |                     |                   |
|---------------------|-------------------|
| 1 inspect _____     | 14 law _____      |
| 2 politics _____    | 15 mediate _____  |
| 3 senate _____      | 16 foreign _____  |
| 4 electric _____    | 17 pharmacy _____ |
| 5 investigate _____ | 18 journal _____  |
| 6 survive _____     | 19 invent _____   |
| 7 prison _____      | 20 music _____    |
| 8 special _____     |                   |
| 9 statistics _____  |                   |
| 10 travel _____     |                   |
| 11 comedy _____     |                   |
| 12 translate _____  |                   |
| 13 history _____    |                   |



# Shades of meaning

The English language offers a writer or speaker many choices. Choosing the most suitable words will help you make your meaning clearer and have a more powerful effect on your audience. Sometimes there are subtle differences between words that are otherwise closely related in meaning. For example, the following words are all closely related to the word *hat*:

cap    helmet    bowler    bonnet    hood    mortarboard



## Choosing the right words

Complete the groups of phrases by choosing the most suitable words from each list. Use each word once only.

1 [ throb    rattling    peeling ]

- a the \_\_\_\_\_ of bells  
 b the \_\_\_\_\_ of dishes  
 c the \_\_\_\_\_ of an engine

2 [ sombrero    beret    turban ]

- a an Indian \_\_\_\_\_  
 b a Mexican \_\_\_\_\_  
 c a French \_\_\_\_\_

3 [ ancient    obsolete    antique ]

- a the \_\_\_\_\_ furniture  
 b the \_\_\_\_\_ technology  
 c the \_\_\_\_\_ civilisation

4 [ galleon    gondola    sampan ]

- a a Chinese \_\_\_\_\_  
 b a Venetian \_\_\_\_\_  
 c a Spanish \_\_\_\_\_

5 [ expedition    excursion    tour ]

- a a European \_\_\_\_\_  
 b a school \_\_\_\_\_  
 d an Antarctic \_\_\_\_\_

6 [ friend    neighbour    associate ]

- a our next-door \_\_\_\_\_  
 b my best \_\_\_\_\_  
 c a business \_\_\_\_\_

7 [ pride    pack    gaggle ]

- a a \_\_\_\_\_ of geese  
 b a \_\_\_\_\_ of lions  
 c a \_\_\_\_\_ of wolves

8 [ buzzing    chattering    squawking ]

- a the \_\_\_\_\_ of parrots  
 b the \_\_\_\_\_ of bees  
 c the \_\_\_\_\_ of monkeys

9 [ chariot    carriage    cart ]

- a a Roman \_\_\_\_\_  
 b a golf \_\_\_\_\_  
 c a royal \_\_\_\_\_

10 [ barracks    dormitory    hostel ]

- a the boarders' \_\_\_\_\_  
 b the army \_\_\_\_\_  
 c a youth \_\_\_\_\_

11 jingle carol aria

- a a Christmas \_\_\_\_\_  
 b an advertising \_\_\_\_\_  
 c an opera \_\_\_\_\_

12 gust breeze tornado

- a a balmy \_\_\_\_\_  
 b a sudden \_\_\_\_\_  
 c a raging \_\_\_\_\_

13 prairie veld tundra

- a South African \_\_\_\_\_  
 b Arctic \_\_\_\_\_  
 c North American \_\_\_\_\_

14 rambling prowling shuffling

- a a \_\_\_\_\_ tiger  
 b a \_\_\_\_\_ backpacker  
 c a \_\_\_\_\_ old lady

15 gliding fluttering zooming

- a a \_\_\_\_\_ butterfly  
 b a \_\_\_\_\_ albatross  
 c a \_\_\_\_\_ jet plane

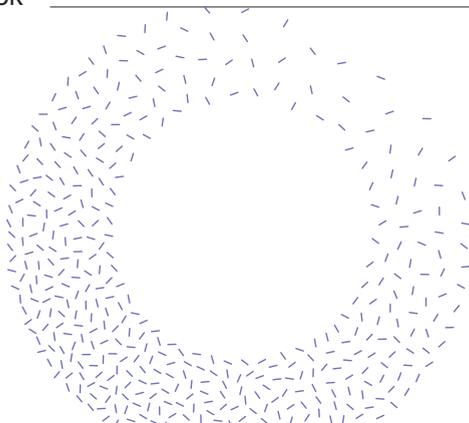
16 cawing shrieking gobbling

- a the \_\_\_\_\_ of turkeys  
 b the \_\_\_\_\_ of crows  
 c the \_\_\_\_\_ of seagulls

## Sequencing meanings

Write these groups of words in ascending order of intensity, from weakest to strongest or smallest to biggest. The first one is done as an example.

- 1 sea lake ocean pool pool, lake, sea, ocean \_\_\_\_\_  
 2 book pamphlet magazine leaflet \_\_\_\_\_  
 3 powerful fit invincible strong \_\_\_\_\_  
 4 inferno flame spark blaze \_\_\_\_\_  
 5 quarrel feud battle disagreement \_\_\_\_\_  
 6 walked hurried hurtled strolled \_\_\_\_\_  
 7 hill mound mountain hump \_\_\_\_\_  
 8 road lane path highway \_\_\_\_\_  
 9 city hamlet town village \_\_\_\_\_  
 10 boiling warm hot tepid \_\_\_\_\_  
 11 often rarely always sometimes \_\_\_\_\_  
 12 stare glance scrutinise look \_\_\_\_\_



# Varying your sentences

In the same way that you make word choices to improve your writing, you also make choices about the way you construct your sentences. For example, if you continually start your sentences in the same way, your writing can become repetitive and predictable. Every sentence in the following passage is structured correctly, but they all start with a noun or a pronoun (shown in bold), which is followed by a verb (shown in italics).

## THEFT

**Maya** *noticed* as she drove towards the house that the front door was open. **She** *gasped* in horror, clambered out of the car and ran inside. **She** *discovered* that several valuable paintings in the living room were gone. **She** *searched* every room frantically, but all her paintings had been stolen. **Maya** *phoned* the police in shock.



The structure of each of these sentences can be varied by starting with:

- a **subordinate clause** (which contains a subject and a verb but does not make sense on its own)  
*As she drove towards the house,* Maya noticed that the front door was open.
- a **phrase** (which does not contain a subject or a complete verb)  
*Gasping in horror,* she clambered out of the car and ran inside.  
*In the living room,* she discovered that several valuable paintings were gone.
- an **adverb** (which adds meaning to a verb)  
*Frantically,* she searched every room, but all her paintings had been stolen.
- an **adjective** (which describes a noun or pronoun)  
*Shocked,* Maya phoned the police.

## Identifying sentence beginnings

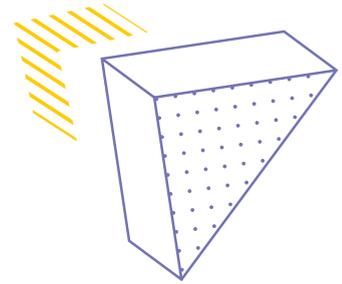
Each sentence below begins with one of the following: a subordinate clause, a phrase, an adverb or an adjective. Underline each sentence beginning and then identify which type of beginning it is. The first one is done as an example.

- 1 When the judge entered the courtroom, everyone stood up. subordinate clause
- 2 Interestingly, Jupiter is the fastest-spinning planet in the solar system. \_\_\_\_\_
- 3 Before the doctor left the hospital, she checked on all her patients. \_\_\_\_\_
- 4 Exhausted, the marathon runner stumbled over the finish line. \_\_\_\_\_

- 5 Throughout the country, farmers are experiencing the worst drought in decades.  
\_\_\_\_\_
- 6 Apologetically, the store manager refunded the amount I had been overcharged.  
\_\_\_\_\_
- 7 Although the team was scoring well, they were beaten in the final minutes of the game.  
\_\_\_\_\_
- 8 During the interval, Josh bought some popcorn and drinks. \_\_\_\_\_
- 9 After I buy my new car, I'm going to drive across the Nullarbor. \_\_\_\_\_
- 10 Frightened, the swimmers realised they had drifted too far out. \_\_\_\_\_

## Changing the sentence structure

Change the structure of each sentence without changing its meaning. Do this by beginning the sentence with a subordinate clause, a phrase, an adverb or an adjective as indicated in brackets. Use the previous activity as a guide.



- 1 We usually go to my uncle's farm in the holidays. (phrase)  
\_\_\_\_\_
- 2 I waited silently until the coast was clear. (adverb)  
\_\_\_\_\_
- 3 The irritated passenger demanded a different seat on the plane. (adjective)  
\_\_\_\_\_
- 4 The friends were enjoying their trip until their vehicle ran out of fuel. (subordinate clause)  
\_\_\_\_\_
- 5 Jack walked casually to his desk and started up his computer. (adverb)  
\_\_\_\_\_
- 6 She listened very carefully and could hear the sound of distant waves. (phrase)  
\_\_\_\_\_
- 7 The delighted lottery winner promised to share the money with his family. (adjective)  
\_\_\_\_\_
- 8 Uncle Ben nods off to sleep whenever he watches the TV news. (subordinate clause)  
\_\_\_\_\_
- 9 We were evacuated from the house after a massive tree branch fell on our roof. (subordinate clause)  
\_\_\_\_\_  
\_\_\_\_\_
- 10 Kerry grabbed a bite to eat between her appointments. (phrase)  
\_\_\_\_\_

# Similes

Writers often make comparisons to help us picture more vividly what they want us to see or experience. One of the important types of comparison a writer may use is called a simile. A simile asks us to picture one thing as being similar to another. It does this by using the words *like*, *as* or *than*. Here are some examples.

The boxer's face looked like a squashed sandshoe.

She was as warm as a wombat in winter.

He ran faster than a speeding bullet.

In this poem, the poet has used similes to create a graphic picture of a raging bushfire.

## Bushfire

Roaring like a lion  
 Racing like a cheetah  
 Hot as the sun  
 Crackling and blazing  
 Bushfire.

Allison Reldas



## Identifying similes

The following sentences were all written by well-known authors. Identify each simile.

- 1 'I wandered lonely as a cloud that floats on high ....' (William Wordsworth)

---

- 2 'The water made a sound like kittens lapping.' (Marjorie Rawlings)

---

- 3 'He was eighteen years old, thin and dark as an ancient snag in a river.' (Archie Weller)

---

- 4 'My haircut looked like an aircraft carrier for flies.' (Clive James)

---

- 5 'Martin's eyes were as brown and cold as leftover coffee.' (Nancy Price)

---

- 6 'It was a killer smile. It was like a bomb going off.' (Tim Winton)

---

# Metaphors

A metaphor also makes a comparison but, unlike a simile, it does not say that one thing is 'like' or 'as' another. It invites us to picture something as though it is the other thing. The comparison is therefore more direct than using a simile. Here are some metaphors used by poets to describe the moon.

The moon is a balloon.

The moon was a ghostly galleon tossed upon cloudy seas.

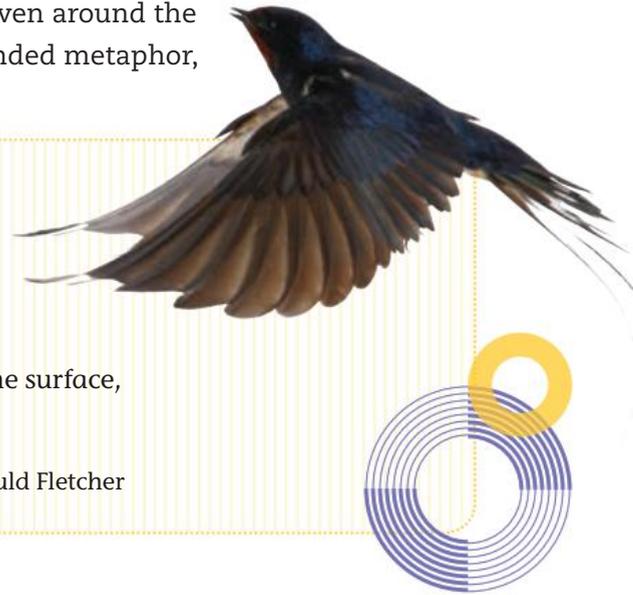
That old clean bone, the moon.

Sometimes, as in 'The skaters' below, whole poems are woven around the comparison made by a single metaphor. In the following extended metaphor, the poet directly compares the skaters to black swallows.

## The skaters

Black swallows swooping or gliding  
 In a flurry of entangled loops and curves;  
 The skaters skim over the frozen river.  
 And the grinding click of their skates as they impinge upon the surface,  
 Is like the brushing together of thin wing-tips of silver.

John Gould Fletcher



## Metaphors in everyday life

Explain the comparison being made in each of the following metaphors. The first one is done to help you.

- 1 While studying for exams the student became a night owl.

Comparing the student to an owl shows the student studied late into the night.

- 2 Our new teacher is a real dragon.

---

- 3 There was a traffic bottleneck at the intersection.

---

- 4 The ballerina was a swan, gliding across the stage.

---

- 5 Her voice was music to my ears.

---

- 6 Life is a roller coaster.

---

- 7 The stars are sparkling diamonds in the sky.

---

# Personification

Poets want to present their feelings and experiences to the reader as vividly as possible. Sometimes, a poet will use personification to give a poem more life, impact or colour. Personification is a special kind of comparison that describes an animal, object or event as though it were a person. It gives it human qualities such as speech, feelings, actions and appearance to bring it to life.

The brook **babbled** and **chattered** over the stones.

The sun **smiled** in through the window.

You can hear the houses **sleeping** in the moonlit streets.

Now read this personification poem and answer the questions.

## Skyscrapers

Do skyscrapers ever grow tired  
Of holding themselves up high?  
Do they ever shiver on frosty nights  
With their tops against the sky?  
Do they feel lonely sometimes,  
Because they have grown so tall?  
Do they ever wish they could just lie down  
And never get up at all?

Rachel Field

### Responding to the poem

1 As the poem begins, what human quality does the poet give the skyscrapers?

---

2 How does the poet imagine the skyscrapers as being human on frosty nights?

---

3 What human problem does the poet associate with the skyscraper's height.

---

4 At the end of the poem, what does the poet suggest about the life of a skyscraper?

---



---

# Hyperbole

Hyperbole is a form of language in which deliberate exaggeration is used for emphasis or to create a humorous effect. We use hyperbole in our everyday speech. For example:

Emma is **extremely talkative**. (plain English)

Emma could **talk under water**. (hyperbole)

I've asked you **very often** to wash the car. (plain English)

I've asked you **a million times** to wash the car. (hyperbole)

In literature, there are many famous hyperboles. Here's one where Hamlet is lamenting the death of Ophelia.

I loved Ophelia: forty thousand brothers  
Could not, with all their quantity of love,  
Make up my sum.

William Shakespeare

## Removing the hyperbole

Each of the following sentences contains hyperbole. Rewrite the sentences in plain English.

1 His brain is the size of a pea.

---

2 I don't have two cents to rub together.

---

3 My schoolbag weighs a tonne.

---

4 She had to stay in hospital for an eternity.

---

5 It's arctic weather outside.

---

6 I'm so thirsty I could drink Niagara Falls.

---

7 When they first met, there were fireworks in their eyes.

---

8 Since she left him, he's been broken hearted.

---

# Alliteration and assonance

## Alliteration

The repetition of the same consonant at the beginning of words is called alliteration. In the following lines, repeating the 'f' and 'b' sounds creates a feeling of freedom as on a sailing ship.

The fair breeze blew, the white foam flew  
The furrow followed free

Samuel Taylor Coleridge

## Identifying alliteration

The following lines from well-known poetry all contain alliteration. Underline all the uses of alliteration.

- 1 From the poem 'Snake' by D.H. Lawrence:

He sipped with his straight mouth,  
Softly drank through his straight gums, into his slack long body,  
Silently.



- 2 From the prologue of *Romeo and Juliet* by William Shakespeare:

From forth the fatal loins of these two foes  
A pair of star-crossed lovers take their life.

## Assonance

Assonance is the repetition of the same vowel sounds followed by different consonant sounds. This is seen in the repetition of the 'ee' sound occurring in the poem 'The travelling post office'.

The roving breezes come and go,  
the reed beds sweep and sway.

A.B. Paterson.

## Identifying assonance

Underline each poet's use of assonance in the following lines.

- 1 So strode he back slow to the wounded king (Alfred, Lord Tennyson)
- 2 Sudden successive flights of bullets streak the silence. (Wilfred Owen)
- 3 Hear the mellow wedding bells. (Edgar Allan Poe)

# Onomatopoeia

There are many words in English that mimic or imitate the sounds they are describing. You should try to use the occasional onomatopoeic word in your writing to give your description greater impact. Here are some examples.

- **Human sounds** cough moan gasp sigh whisper giggle chatter
- **Animal sounds** warble chirp croak purr neigh cackle woof
- **Water sounds** splash gush plop drip sprinkle dribble squirt
- **Nature sounds** rustle snapped crackle rumble flutter buzz drizzle
- **City sounds** zoom boom toot bang beep crash honking
- **Daily sounds** bump throb thud ping whizz screech ooze

## Identifying onomatopoeia

Identify the onomatopoeic words in each of these lines of poetry.

- 1 And the muttering grew to a grumbling;  
And the grumbling grew to a mighty rumbling;  
And out of the houses the rats came tumbling. (Robert Browning)
- 

- 2 Three fields to cross till a farm appears;  
A tap at the pane, the quick sharp scratch  
And blue spurt of a lighted match. (Robert Browning)
- 

- 3 I heard the ripple washing in the reeds,  
And the wild water lapping on the crag. (Alfred, Lord Tennyson)
- 

## Completing sentences

Choose the best onomatopoeic words from the brackets to complete each sentence.

- 1 The lightning \_\_\_\_\_, the thunder \_\_\_\_\_ and the hailstones \_\_\_\_\_ on the galvanised roof. (roared, flashed, clattered)
- 2 The campers sat near the \_\_\_\_\_ fire as their sausages \_\_\_\_\_ on the barbecue and the drinks \_\_\_\_\_ as they were poured. (fizzed, sizzled, crackling)
- 3 The racing driver \_\_\_\_\_ the engine, took off with a \_\_\_\_\_ of tyres and \_\_\_\_\_ mud on the spectators. (revved, splattered, screech)
- 4 The loud \_\_\_\_\_ of the refrigerator, the \_\_\_\_\_ of mice and the \_\_\_\_\_ of sirens outside kept the motel guests awake. (wailing, throbbing, scratching)

# Allusions

Allusions are direct or indirect references to other texts, persons, places or events. Their purpose is to illustrate, enhance or reinforce the ideas being presented. For example:

The property developer was very wealthy, but he was a real **Scrooge** with his money.

The allusion is to Scrooge, a character in a Charles Dickens novel who was cold-hearted and mean with his money.

## Explaining the allusions

Explain the allusions in each example by looking up the key words shown in italics. The first one is done for you.

- 1 The young scientist was a *budding Einstein*.

The allusion to Einstein, who was a genius, shows that the young scientist was extremely intelligent.

- 2 The champion tennis player *met his Waterloo* at Wimbledon.

---



---

- 3 We turned our backyard into a *Garden of Eden*.

---



---

- 4 The media billionaire had *the Midas touch*.

---



---

- 5 The new Honda *Odyssey* is a very good vehicle for comfortable travel and long distances.

---



---

- 6 Her rise to become CEO of a multinational company was a *Cinderella story*.

---



---

- 7 The weightlifter's *Herculean strength* enabled him to win the gold medal.

---



---

- 8 Olivia's father is always playing with model trains; he is a *real Peter Pan*.

---



---

# Puns and oxymorons

## Puns

A pun is a play on words to communicate a double meaning. It is usually used to create humour. It occurs in all kinds of texts such as jokes, cartoons, advertisements, newspaper headlines, poems, plays and stories. Here are two jokes that depend on puns to create humour.

I knew a couple who met in a revolving door. I think they're still going around together.

To the person who invented zero: thanks for nothing!

## Explaining the puns

Explain the pun in each joke below. Consider what word or phrase creates the pun and the humour that is intended. The first one is done as an example.

1 **Boy:** How do trees access the internet?

**Computer expert:** They log in.

The pun relies on the two meanings of 'log': a part of a tree or a computer term.

---

2 **Customer:** Why do the French eat snails?

**Chef:** They don't like fast food.

---

3 **Girl:** Why did the police arrest the turkey?

**Boy:** They suspected fowl play.

---

## Oxymorons

An oxymoron is a figure of speech in which an idea or feeling is expressed usually by two words that are thought of as being contradictory. For example:

deafening silence    working holiday    bitter sweet

## Identifying the oxymorons

Identify the oxymoron in each of the following sentences.

1 My new watch is a genuine imitation.

---

2 The figures that we have are an exact estimate of our latest sales.

---

3 I was a paid volunteer at the elections.

---

4 The new king was a benevolent dictator.

---

5 The Crusades consisted of a series of holy wars.

---

6 The world is now often referred to as a global village.

---

7 The new performer took on the role of a sad clown.

---

# Euphemisms

A euphemism is the use of a mild or pleasant expression to replace one that is blunt or unpleasant. For example, instead of referring to a car as 'second-hand' we could describe it as 'pre-loved'.

## Using euphemisms

Rewrite each sentence, replacing the unpleasant or blunt term shown in italics with one of the euphemisms listed below. Use each euphemism once only.

senior citizens  
let go  
restroom  
between jobs

economically disadvantaged  
apprehended  
a correctional facility  
departing from the truth

perspiring  
a person of interest  
sanitation officer

- 1 In the apartment building, there were many *poor* families.  
\_\_\_\_\_
- 2 The detective was about to interview a *criminal suspect*.  
\_\_\_\_\_
- 3 Because of financial losses, the manager had to *fire* eight of the staff.  
\_\_\_\_\_
- 4 The marathon runner was *sweating* profusely.  
\_\_\_\_\_
- 5 The senior executive is currently *unemployed*.  
\_\_\_\_\_
- 6 The burglar was sent to *jail*.  
\_\_\_\_\_
- 7 The tour-bus driver announced that there would soon be a *toilet* stop.  
\_\_\_\_\_
- 8 He was a *garbage collector*.  
\_\_\_\_\_
- 9 In court, the defendant was *lying*.  
\_\_\_\_\_
- 10 A discount is available for *old people*.  
\_\_\_\_\_
- 11 The police *arrested* the speeding driver.  
\_\_\_\_\_

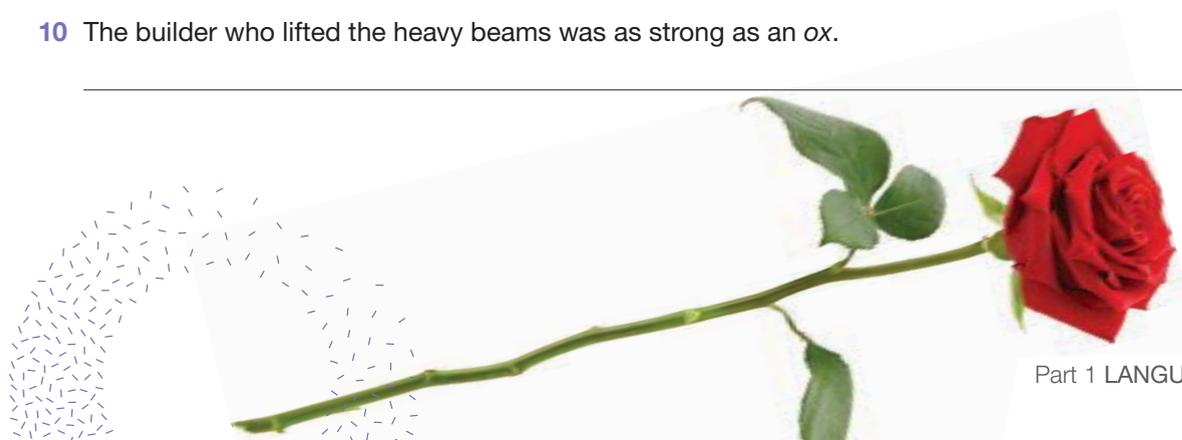
# Symbols

A symbol is something that stands for or represents something else. For example, the dove is a symbol of peace, sunrise is a symbol of a new beginning and a skull is a symbol of death. We constantly encounter symbols in our daily lives – at the shopping centre, on the highway, at the airport, going to a restaurant. Many symbols, such as a red cross, a white flag, and the big ‘M’ for McDonald’s, are internationally famous.

## Explaining the symbols

The following sentences all contain symbols, which are identified in italics. Your task is to explain what each symbol signifies. The first example is done for you.

- 1 In old western movies, outlaws often wore *black* and heroes wore *white*.  
Black was shown to be a symbol of evil and white a symbol of goodness.  
\_\_\_\_\_
- 2 The king was dressed in *purple* when he met his subjects.  
\_\_\_\_\_
- 3 The young tennis player fought like a *lion* before he lost the match.  
\_\_\_\_\_
- 4 The high interest rate of our mortgage is a *chain* around our necks.  
\_\_\_\_\_
- 5 The old man was in the *winter* of his life.  
\_\_\_\_\_
- 6 Because of her articles, the journalist had become a *thorn* in the government’s side.  
\_\_\_\_\_
- 7 At the wedding the groom placed a *ring* on the bride’s finger.  
\_\_\_\_\_
- 8 Now that *spring* has returned, we can enjoy the beauty of the natural world.  
\_\_\_\_\_
- 9 ‘My love is like a red, red *rose* that’s newly spun in June.’  
\_\_\_\_\_
- 10 The builder who lifted the heavy beams was as strong as an *ox*.  
\_\_\_\_\_



# Tone

The tone of a text refers to the mood, emotion or attitude that a writer communicates to the reader. For example, a light-hearted story about things going wrong might have a humorous tone, while a newspaper article about a natural disaster would have a serious tone. In everyday conversation, a speaker's tone is usually obvious because it is conveyed by their voice and through visual clues such as facial expressions and body language. In written texts, writers communicate the tone by the language choices they make. For example, in this extract Zlata's tone is envious.

I spend my days in the house and in the cellar. That's my wartime childhood. And it's summer. Other children are holidaying in the mountains, swimming, sunbathing, enjoying themselves.

from *Zlata's Diary* by Zlata Filipović

Some examples of the tone of a text are listed here.

- angry
- cheerful
- judgemental
- nostalgic
- bored
- friendly
- arrogant
- amused
- insulting

## Identifying the tone of a text

For each text, choose the word from the brackets that best describes the tone.

### 1 Advertisement:

No more shivering on the way to work if you're wearing this amazing wrap around jacket.

Tone: \_\_\_\_\_ (formal, proud, persuasive)

### 2 Newsflash:

A two-year-old boy is recovering in hospital after being bitten by a tiger snake in the city's north. It is the third snake-bite case this week.

Tone: \_\_\_\_\_ (informative, hopeful, anxious)

### 3 Nature:

The soft sound of rustling leaves whispered around the camp as the hikers drifted into sleep.

Tone: \_\_\_\_\_ (amused, peaceful, urgent)

### 4 Theft:

You said you didn't steal anything from the supermarket, but in fact it's very clear that you did.

Tone: \_\_\_\_\_ (pleading, accusing, confused)



**5 Fitness:**

Getting bored at the gym? What about jazzing up your workout? These great ideas will keep you motivated and well on the road to reaching your personal goals.

Tone: \_\_\_\_\_ (uninterested, arrogant, encouraging)

**6 Children's hospital appeal:**

Thank you for your continued support of sick children and their families. Everything we do at this hospital is made possible by your generosity.

Tone: \_\_\_\_\_ (childish, grateful, nostalgic)

## Tone and attitude at a job interview

A writer's language choices communicate tone and reveal attitudes. Below are eight responses from job applicants to the question: *Why do you want this job?* The tone of the applicants' responses is given. Your task is to choose the attitude that matches each response.

### Attitudes

boastful, makes an unrealistic promise

likes to work with others to solve problems

dissatisfaction with previous employer

shows no interest in the job, just the benefits

hesitates, can't think what to say

has a positive attitude towards the products

unsure whether this is the right job

trusts own ability to handle the job

1 'I'd really like to work here because you give great staff discounts.'

Tone: selfish

Attitude: \_\_\_\_\_

2 'I believe I have the right skills and experience to take on the challenge of this exciting role.'

Tone: confident

Attitude: \_\_\_\_\_

3 'Well ... um ... I think ... er ... sorry, excuse me, I'm a bit flustered.'

Tone: nervous

Attitude: \_\_\_\_\_

4 'I've got the charm, good looks and know-how to turn this business around.'

Tone: arrogant

Attitude: \_\_\_\_\_

5 'I would enjoy working as part of a team to share ideas and come up with creative solutions.'

Tone: collaborative

Attitude: \_\_\_\_\_

6 'Well, I think your company's products are not only high quality but also innovative.'

Tone: admiring

Attitude: \_\_\_\_\_

7 'I left my last job because the boss criticised my work all the time and I got sick of it.'

Tone: resentful

Attitude: \_\_\_\_\_

8 'I don't really know whether I want this job or another one I've applied for. It's tricky.'

Tone: indecisive

Attitude: \_\_\_\_\_

# Persuasive language

Persuasive language is used to influence an audience to agree with an opinion or take a certain form of action. Often persuasive texts – written, spoken or visual – focus more on appealing to emotion than to reason. The most obvious persuasive texts we encounter in everyday life are advertisements. The ways in which advertisers appeal to our emotions include:

- targeting the needs and desires of consumers, such as the need for a place to live or the desire to own a dog
- using adjectives that create positive emotions  
*outstanding* success    a *wonderful* experience
- using imperatives, which are commands that tell us to do something  
*Grab* a bargain!    *Start* today!



## Identifying the target of the advertisement

The list shows consumer needs and desires that are often targeted by advertisers.

For each short advertisement below, identify the need or desire that is being targeted.

to protect the environment  
to be fashionable  
to help other people  
to be fit and healthy

to save money  
to stay safe  
to care for a pet  
to take a break

- 1 Your donation can make a difference to children needing ongoing hospital treatment.
- 

- 2 Crazy deals! 40% off. Today only!
- 

- 3 Is your dog full of beans? If not, buy Top Dog nutritious doggy treats.
- 

- 4 Don't leave your rubbish on the beach.
- 

- 5 Book the trip of a lifetime: a 21-day epic adventure across Europe.
- 

- 6 This sleek and sporty sneaker makes just the right fashion statement.
- 

- 7 Pippa's Gym is now open. Rely on us to get you moving!
- 

- 8 Warning. Many Australian beaches have dangerous rips.
-

## Using adjectives to persuade

Identify the positive adjectives in the newspaper advertisements below. The number of adjectives in each advertisement is given in the brackets.

1 Our café offers much more than great coffee. Enjoy our delicious spicy prawns with a zesty green salad or try our healthy vegetable quiche. Make sure you save room for the tempting desserts. (8 adjectives)

---

2 This superb designer sofa embodies timeless elegance. Built with unsurpassed craftsmanship, the sofa is enhanced by a luxurious textured fabric that comes in exquisite colours. (7 adjectives)

---

3 Visit the spectacular Himalayas. Discover the majestic snow-capped mountains, dramatic gorges, sublime turquoise lakes and ancient monasteries. (7 adjectives)

---

4 The eye-catching, stylish design of this compact car gives it a winning edge. Its reliable engine, roomy interior and precise steering make it the perfect choice. (8 adjectives)

---

5 Don't delay! This superb townhouse, located in a quiet tree-lined street, has stunning views. It boasts an impressive open-plan design, spacious bedrooms and a modern kitchen with state-of-the-art appliances. (9 adjectives)

---

6 A boisterous masterpiece. This film combines hilarious antics with heartfelt sentiment as it explores complex family relationships. An unforgettable experience. (6 adjectives)

---

## Using imperatives in advertising

Identify the imperatives (verbs that give commands) in each of these everyday advertising instructions. Note that some contain two imperatives.

1 Save the reef! \_\_\_\_\_

2 Give us a call or visit our showroom. \_\_\_\_\_

3 Support the club. Become a member. \_\_\_\_\_

4 Order a free sample. \_\_\_\_\_

5 Live the dream! Move to Queensland. \_\_\_\_\_

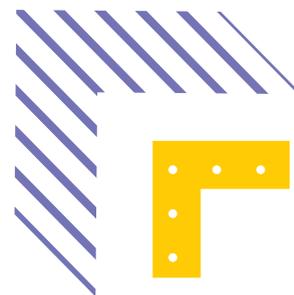
6 Buy one and get one free! \_\_\_\_\_

7 Call for a quote today. \_\_\_\_\_

8 Shop online and count the savings. \_\_\_\_\_

9 Join us now. Make a difference \_\_\_\_\_

10 Read reviews from satisfied customers. \_\_\_\_\_



# Rhetorical questions

A rhetorical question differs from an ordinary question because it does not require an answer. Rhetorical questions are used when a writer or speaker wants to emphasise a point or make an impact on the audience. For example, they may want the audience to think logically about the question or to have an emotional reaction to it.

In persuasive texts, rhetorical questions are often more effective than statements. For example, a speaker's purpose may be to persuade the audience that a rubbish tip containing toxic waste is too close to a residential area. The speaker could choose to make a statement:

*No one wants to live near a toxic rubbish tip.*

On the other hand, asking a rhetorical question invites the audience to relate more personally to the issue:

*Would you want to live near a toxic rubbish tip?*

Some speakers might choose to emphasise the point by providing an answer to their own question:

*Would you want to live near a toxic rubbish tip? No, I'm sure you wouldn't.*

## Identifying rhetorical questions

Decide which of the following are rhetorical questions and which are ordinary questions. Write 'rhetorical' or 'ordinary' next to each one.

- 1 Who won the Nobel Peace Prize last year? \_\_\_\_\_
- 2 How much more of this nonsense do we have to put up with? \_\_\_\_\_
- 3 Is this the kind of behaviour we want to see in our suburb? \_\_\_\_\_
- 4 What is the name of the highest mountain in the world? \_\_\_\_\_
- 5 Will we ever have world peace? \_\_\_\_\_
- 6 Would you like to go out for dinner tonight? \_\_\_\_\_

## Changing rhetorical questions into statements

Change the following rhetorical questions into statements. The opening words of each statement are given to start you off. The first one is done as an example.

- 1 Want to know more about local history? Visit our museum.

If you want to know more about local history, visit our museum.

---

- 2 Who can argue with statistics like that?

No one \_\_\_\_\_

---

- 3 Why not join a sports club? You'll be fit in no time.

If you \_\_\_\_\_

---

- 4 Are you Australia's next singing sensation? Find out by auditioning now.

Find out if \_\_\_\_\_

---

5 Why don't we try out that new Korean restaurant?

Let's \_\_\_\_\_

6 Are we just going to stand around and do nothing to prevent bullying?

We can't \_\_\_\_\_

7 How could you do this to me?

You can't \_\_\_\_\_

## Analysing rhetorical questions

Magazines often use rhetorical questions to add interest to their articles and to invite the reader to relate to the topic. Read this extract and answer the questions that follow.

### Full focus

Can't concentrate at work? You're not alone. According to Aussie researchers, 59 per cent of us waste more than an hour each working day thanks to our inability to focus.

So how do you stop yourself from getting distracted? By training your brain. While we're quick to exercise our bodies, the experts say our grey matter is often forgotten, so add a few mind-boosting activities to your daily routine and give your focus (and brain health) a leg-up.

adapted from *Women's Fitness* magazine



1 'Can't concentrate at work?' How does this rhetorical question involve the reader?

---



---



---

2 'You're not alone.' What is reassuring about this statement?

---



---



---

3 'So how do you stop yourself from getting distracted?' What does this rhetorical question lead the reader to expect from the writer?

---



---



---

4 What answer does the writer give to the rhetorical question?

---

# Repetition

Repetition is a device that can be used effectively in literature, speeches, songs and many other kinds of texts. Writers and speakers often deliberately repeat words or groups of words to emphasise an important idea, create a mood or arouse a strong emotion. In this example from *Animal Farm*, repetition conveys the strong feeling of confusion felt by the creatures.

The creatures outside looked **from pig to man, and from man to pig, and from pig to man** again; but already it was impossible to say which was which.

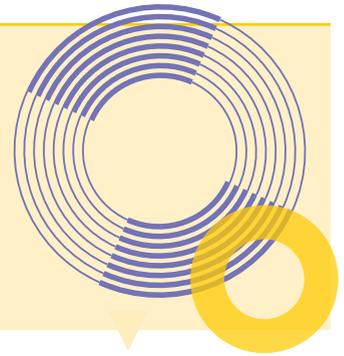
from *Animal Farm* by George Orwell

## Choosing the purpose of the repetition

The repetition in the following literary quotations is highlighted in bold. From the list, choose the purpose of the repetition that matches each quotation.

### Purposes

- that every bit of the house was filthy.
- the feeling of emptiness at the place.
- that the story was told over and over again.
- the personal nature of the narrator's fear.
- that either alternative will be unbearable.
- that the man roamed around aimlessly.



- 1 The Nightingale said, '**Night after night** I have sung of him, though I knew him not; **night after night** I have told his story to the stars, and now I see him.

adapted from 'The nightingale and the rose' by Oscar Wilde

The purpose is to emphasise \_\_\_\_\_

\_\_\_\_\_



- 2 A flight of green-and-purple parakeets flashed across the sky and vanished. There was **no** other sign of life. **No** voices of men; **no** laughter of children; **no** footprint in the sand.

from *Call It Courage* by Armstrong Sperry

The purpose is to emphasise \_\_\_\_\_

- 3 **He wandered** over street and park, **he wandered** up and down,  
**He loitered** here, **he loitered** there, till he was like to drop,  
Until at last in sheer despair he sought a barber's shop.

from 'The man from Ironbark' by A.B. Paterson

The purpose is to emphasise \_\_\_\_\_

- 4 She invited me to enter, and following in her wake, I was followed by the children through the **dirtiest** passage into the **dirtiest** room, to sit upon the **dirtiest** chair, to gaze upon the **dirtiest** furniture I have ever seen.

adapted from *My Brilliant Career* by Miles Franklin

The purpose is to emphasise \_\_\_\_\_

- 5 **I am** filled with the dread of this horrible place. **I am** in fear, in awful fear, and there is no escape for me. **I am** surrounded by terrors that I dare not think of.

adapted from *Dracula* by Bram Stoker

The purpose is to emphasise \_\_\_\_\_

- 6 'An unhappy alternative is before you, Elizabeth. From this day you must be a stranger to one of your parents. Your mother **will never see you again** if you do not marry Mr Collins, and **I will never see you again** if you do.'

from *Pride and Prejudice* by Jane Austen

The purpose is to emphasise \_\_\_\_\_

# Denotation and connotation

- The **denotation** of a word is its dictionary definition or its literal meaning.
- **Connotation** refers to the additional layer of meaning of a word. It is the emotional overtones – positive or negative – that may be associated with the word.

Often the positive or negative connotation of a word depends on an individual's personal experience. For example, the denotation of the word *prison* is 'a place where criminals are kept as punishment'. However, different individuals may attach their own meaning or emotions to the word:

a prisoner: *loss of freedom, fear of persecution*

a judge: *delivering justice, protecting the public.*

Writers and speakers often deliberately choose words that have emotional overtones of approval or disapproval. For example, the denotation of the neutral word *smell* is something 'pleasant or unpleasant that can be detected through the nose'. Similar words can convey either a positive or negative connotation:

*fragrance, aroma* (pleasant)

*stench, odour* (unpleasant)

## Connotations for different people

Each word in the table below has its denotation written next to it. Consider each person listed in the third column and suggest a connotation that the word could have for them. The first one is done as an example.

WORD	DENOTATION	PERSON	CONNOTATION
beach	an area of sand near the sea	swimmer	<i>fun and relaxation</i>
		lifesaver	<i>keeping swimmers safe</i>
party	a social gathering of invited guests	partygoer	_____
		neighbour	_____
fast food	food that is available quickly	health expert	_____
		customer	_____
the bush	a large area of original vegetation	logger	_____
		environmentalist	_____
homework	schoolwork to be done at home	teacher	_____
		student	_____
car	a type of motor vehicle	driving instructor	_____
		car dealer	_____

## Animal connotations

The animal saying or expression shown in bold represents an aspect of human behaviour. Choose the correct connotation from the brackets and write it in the space provided. The first one is done as an example.

- Those people are **behaving like sheep**. (running away; copying everyone else)  
copying everyone else
- Stop **wolfing down** your food. (chewing; gobbling) \_\_\_\_\_
- My neighbour is too **pig-headed** to admit that he is wrong. (upset; stubborn) \_\_\_\_\_
- The new boss is a **snake in the grass**. (treacherous person; poor communicator)  
\_\_\_\_\_
- I bet they manage to **worm their way** onto the committee. (sneakily get themselves; quickly get themselves) \_\_\_\_\_
- She did the **lion's share** of the work. (smallest part; largest part) \_\_\_\_\_
- He was a **fish out of water** at the party. (uncomfortable in the situation; tired of the people)  
\_\_\_\_\_
- That **weasel** didn't pay back the money he borrowed. (forgetful person; dishonourable person) \_\_\_\_\_

## Matching neutral words with negative connotations

In the following sentences, the neutral words are shown in italics. Complete each sentence by choosing a word from the list that has a similar meaning but a negative connotation.

weird	miserly	smirking	unsociable	blunt	immature
nosy	gossip	tree-hugger	opinionated	lazy	old-fashioned

- I am *curious*; you are \_\_\_\_\_ .
- I am *budget-conscious*; you are \_\_\_\_\_ .
- I am *shy*; you are \_\_\_\_\_ .
- I am *relaxed*; you are \_\_\_\_\_ .
- I am *traditional*; you are \_\_\_\_\_ .
- I like to *chat*; you like to \_\_\_\_\_ .
- I am *unique*; you are \_\_\_\_\_ .
- I am *youthful*; you are \_\_\_\_\_ .
- I am a *nature-lover*; you are a \_\_\_\_\_ .
- I am *tactful*; you are \_\_\_\_\_ .
- I am *smiling*; you are \_\_\_\_\_ .
- I am *assertive*; you are \_\_\_\_\_ .



# Emotive language

Writers or speakers are using emotive language when they intentionally choose strong positive or negative words to arouse the emotions of the audience. For example, the word *heroic* arouses the emotion of admiration, while the words *major threat* arouse the emotion of fear.

A bystander's actions saved a life. (factual)

A selfless bystander's heroic actions saved a life. (strong approval)

The chemical spill has polluted the river. (factual)

The chemical spill is a major threat to the survival of the river. (strong disapproval)

## Identifying the emotion

These news headlines contain emotive words that are intended to arouse certain emotions in the audience. For each headline, choose the emotion from the brackets that best describes how that headline will make the audience feel. The first one is done to guide you.

- 1 Masked thugs bash 94-year-old pensioner  
The audience will feel disgusted. (bored, disgusted, uncertain)
- 2 Super-cute puppy creates havoc in supermarket  
The audience will feel \_\_\_\_\_. (sad, contemptuous, amused)
- 3 Urban sprawl will destroy our city forever  
The audience will feel \_\_\_\_\_. (worried, optimistic, lonely)
- 4 This year's City2Surf fun run: 80,000 people supporting a great cause  
The audience will feel \_\_\_\_\_. (envious, pleased, tired)
- 5 Listen to that roar from the crowd!  
The audience will feel \_\_\_\_\_. (scornful, excited, numb)
- 6 We should all be ashamed – we didn't care enough  
The audience will feel \_\_\_\_\_. (frightened, hesitant, guilty)
- 7 What a rip-off: trusted company's appalling track record exposed  
The audience will feel \_\_\_\_\_. (satisfied, confident, shocked)
- 8 'Rain is forecast next week!' says drought-stricken farmer  
The audience will feel \_\_\_\_\_. (regretful, hopeful, bitter)
- 9 Distraught parents beg their son to come home  
The audience will feel \_\_\_\_\_. (sympathetic, hostile, eager)
- 10 Top 10 acts of kindness for World Kindness Day  
The audience will feel \_\_\_\_\_. (confused, warmhearted, suspicious)



## Emotive language to show disapproval

The following news extract uses strong negative language to report the impact on a small town when vast numbers of Australian flying foxes (or bats) came to roost. Read the extract, then choose the neutral expression from the list that matches each emotive expression and write it in the space provided.



untidy  
causing power outages

in a group  
so loud

strong-smelling  
noise

depriving  
possibly ill

## BATS INVADE TOURIST TOWN

Thousands of large bats are descending **en masse** (\_\_\_\_\_), repeatedly **knocking out electricity** (\_\_\_\_\_) and **robbing** (\_\_\_\_\_) locals of sleep. Then there's the early-morning **screeching** (\_\_\_\_\_), **so excruciating** (\_\_\_\_\_) that some residents can't even open their windows. Civic leaders agree that the **stinking** (\_\_\_\_\_), **messy** (\_\_\_\_\_) and **potentially diseased** (\_\_\_\_\_) bats have got to go.

adapted from an article in *The Guardian* (credited to Associated Press)

## Emotive language to show approval

This passage uses positive emotive language to persuade readers that there is more to like about flying foxes than most people realise. Read the passage, then choose the neutral expression that matches each emotive expression and write it in the space provided.

unappreciated  
mammals

considerable  
very clever

unaware  
in good shape

unfortunate  
necessary

loss  
sadly

## THE IMPORTANCE OF FLYING FOXES

To some people, flying foxes are pests, but these **amazingly intelligent** (\_\_\_\_\_) **little creatures** (\_\_\_\_\_) are **deeply misunderstood** (\_\_\_\_\_. Most Australians are **ignorant** (\_\_\_\_\_) of the **crucial** (\_\_\_\_\_) role flying foxes play in keeping our native environment **flourishing** (\_\_\_\_\_. **Tragically** (\_\_\_\_\_), the **destruction** (\_\_\_\_\_) of their natural habitat has led to a **massive** (\_\_\_\_\_) decline in numbers, which could have **catastrophic** (\_\_\_\_\_) consequences for the environment.

# Fact and opinion

A **fact** is something that is known to be true or to have happened. Facts can be checked or verified to prove that they are true.

*We travelled to Egypt last year during a heatwave.*

An **opinion** is a viewpoint or belief that represents someone's personal feelings about an experience or issue. People will have different opinions on a topic. For example:

*I think the Egyptian pyramids are boring and overrated.*

*The Egyptian pyramids are the most fascinating ancient monuments I have ever seen.*

In the above examples, the words *I think* and *most fascinating* signal that an opinion is being expressed. Here are some other words and phrases that give similar clues.

worse than	better than	in my view	should be changed	obviously
should never	I believe	unfortunately	I am convinced	excellent
superior to	unacceptable	most spectacular	unfair	disgraceful

## Fact or opinion?

For each statement, write down whether it is a fact or an opinion.

- 1 The letters ANZAC stand for Australian and New Zealand Army Corps. \_\_\_\_\_
- 2 Camping in the outback under the stars is a wonderful experience. \_\_\_\_\_
- 3 Wombats are short-legged marsupials that are native to Australia. \_\_\_\_\_
- 4 It's about time the government did something about homelessness. \_\_\_\_\_
- 5 Space exploration is a waste of time and money. \_\_\_\_\_
- 6 Last Saturday, our school fete raised \$13,540. \_\_\_\_\_
- 7 Some people thrive on a vegan diet, but it looks too restrictive for me. \_\_\_\_\_
- 8 My local jeans store is offering 20 per cent off all stock, today only. \_\_\_\_\_
- 9 At 2228 metres, Mt Kosciuszko is the highest mountain in Australia. \_\_\_\_\_
- 10 There should be more women in leadership roles in the workplace. \_\_\_\_\_
- 11 I believe that most people are kind and generous at heart. \_\_\_\_\_
- 12 The Wright brothers were inventors who built and flew the first powered aircraft in 1903.  
\_\_\_\_\_



## Identifying facts and opinions

Below are groups of sentences on the same topic. Identify which sentence is a fact and which is an opinion.

### 1 Movies

- a The 2003 movie *Holes* is based on the book of the same name by Louis Sachar.  
\_\_\_\_\_
- b The visual splendour of *Avatar* changed the face of film-making forever. \_\_\_\_\_
- c Famous superheroes in movies include Superman, Batman and Captain Marvel.  
\_\_\_\_\_
- d Jessica Mauboy was sensational as Rosie in the Australian movie *Bran Nue Dae*.  
\_\_\_\_\_

### 2 Sport

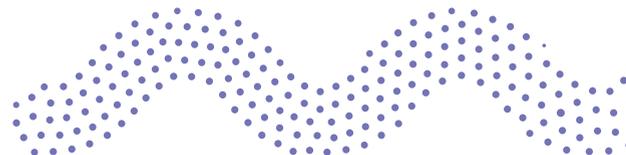
- a Young people should play more sport, instead of sitting indoors playing computer games.  
\_\_\_\_\_
- b People in group exercise classes stay more motivated than people who do individual exercise.  
\_\_\_\_\_
- c A women's soccer event was introduced at the Olympic Games in 1996. \_\_\_\_\_
- d The *Macquarie Dictionary* defines sport as 'an activity pursued for exercise or pleasure'.  
\_\_\_\_\_

### 3 Tourist attractions

- a The tour guide on our safari trip to the Kruger National Park was excellent. \_\_\_\_\_
- b Hong Kong's Temple Street night market attracts tourists from all over the world.  
\_\_\_\_\_
- c It isn't cheap to travel to Iceland, but it's worth every cent. \_\_\_\_\_
- d The Parthenon is an ancient Greek temple that was dedicated to the goddess Athena.  
\_\_\_\_\_

### 4 Lawnmowers

- a An electric lawnmower requires a long extension cord and an accessible power point.  
\_\_\_\_\_
- b Cordless lawnmowers are battery powered. \_\_\_\_\_
- c I prefer an electric mower because I don't have to worry about recharging a battery.  
\_\_\_\_\_
- d I find a cordless mower is faster because I don't keep tripping over an extension cord.  
\_\_\_\_\_



# Opinion and issues

An **issue** is a topic that is controversial in some way and therefore provokes debate in the media and in the community. Here are some examples of issues that are often explored in the media.

human rights    gender equality    immigration    homelessness  
terrorism    gambling    wildlife protection    cyber crime

Your **opinion** is your personal point of view on a specific aspect of an issue. For example:

There should be more women in parliament. (issue of gender equality)

Feral cats must be eradicated to save our native birds and animals. (issue of wildlife protection)

If you aim to convince or persuade other people to agree with your opinion on an issue, then you need to support it with **reasons**.

opinion	reason
People don't communicate in real life anymore	because they are addicted to smartphones.

## Matching opinions with reasons

Support each opinion with an appropriate reason from the list.

because so many dog owners ignore it.  
as it does more harm than good.  
since they are the life-support system for our planet.  
because it combines humour with heroic deeds so effectively.  
It is too dangerous for pedestrians.



### 1 Film review

The film *Wonder Woman* is an interesting example of the superhero genre \_\_\_\_\_

\_\_\_\_\_

### 2 Radio talkback segment

Parents should not smack their young children \_\_\_\_\_

\_\_\_\_\_

### 3 Letter to the editor

Cyclists should not be allowed to ride on footpaths. \_\_\_\_\_

\_\_\_\_\_

### 4 Newspaper opinion piece

The sign 'Dogs must be on a lead' may as well not be there in some parks \_\_\_\_\_

\_\_\_\_\_

### 5 Environmental organisation's website

It is vital to protect our oceans \_\_\_\_\_

\_\_\_\_\_

## Analysing a persuasive paragraph

The following paragraph expresses an opinion on one aspect of the wellness industry – individual wellness blogs. Read the paragraph and complete the analysis.

### WELLNESS BLOGS

All is not well in the world of wellness blogs. Unfortunately, some of these blogs are run by self-appointed experts who are not qualified to deliver health advice. They deliberately deceive their followers with false claims and dubious information. Too many unsuspecting victims have been lured into paying exorbitant prices for fake miracle products.

#### Your analysis

- 1 State the writer's opinion.

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- 2 Summarise in your own words the writer's reasons for this opinion.

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- 3 Write down the persuasive language that expresses criticism or disapproval. (10 examples)

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## Analysing a cartoon

This cartoon by Cathy Wilcox expresses an opinion about some people's attitudes towards preparing for climate change.

- 1 What is the first step in preparing for climate change?

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- 2 In the second step, how can extreme climate events be avoided?

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- 3 What opinion or point of view is put forward in the cartoon about how well we are preparing for climate change?

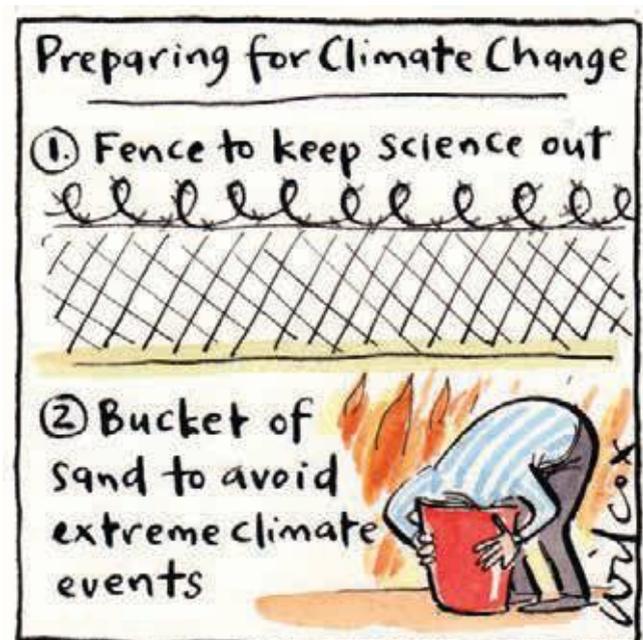
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# Opinion and evidence

If you are writing an essay or opinion piece, you need to support your point of view with reasons and evidence.

## Identifying evidence

The list contains some of the types of evidence that can be used to support an opinion. For each sentence below, choose which type of evidence is being presented. Use each evidence type once only.

statistics  
research results

expert opinion  
facts

video footage  
witness comments

personal anecdote

- 1 Make sure you prepare for your overseas trip carefully. A good example of not doing this is my own trip to London. I didn't check public transport discounts before I went. Imagine my shock when I got there and found out that there was an excellent Visitor Card, but it had to be pre-purchased in Australia.  
\_\_\_\_\_
- 2 These figures may surprise you. It seems that 67% of the Australian population are living in capital cities, 23% are in other urban areas and 10% are in rural Australia.  
\_\_\_\_\_
- 3 The results of a major new study conducted at an American university show that getting older provides people with a more positive outlook.  
\_\_\_\_\_
- 4 Lawrence Wilson was a patient in the emergency department that night. He saw the appalling behaviour of the man first-hand. 'It was terrifying,' he said. 'Hospital staff and the public should not have to put up with that kind of aggression. More security is needed.'  
\_\_\_\_\_
- 5 The first FIFA World Cup was held in July 1930. Uruguay hosted the Cup and defeated Argentina to become the inaugural winners.  
\_\_\_\_\_
- 6 Police want to speak to two people (pictured) who were captured on CCTV footage stealing an elderly woman's handbag at a supermarket.  
\_\_\_\_\_
- 7 Anna Mills, an urban transport researcher, said, 'Improving rail transport is a far better option than building more freeways.'  
\_\_\_\_\_

## Analysing an opinion piece

Read the following opinion piece carefully. Then write the analysis of each paragraph by summarising the reason and explaining the type of evidence that supports the writer's opinion.

### WHY CHORES ARE IMPORTANT

**Opinion:** Doing household chores teaches valuable life skills to teenagers.

- 1 Everyday chores – cleaning their own room, cooking a meal or doing the laundry – teach teenagers to look after themselves *before* they leave home. I can recall an embarrassing incident in my first share house. I had never learnt to cook and suddenly it was my turn to make dinner for everyone. I thought I couldn't go wrong with spaghetti bolognese, but it was inedible. No one could eat more than a mouthful and we all went hungry that night.
- 2 Helping with household chores teaches teenagers to be responsible for their own actions and behaviour. A psychologist wrote recently, 'If you let teenagers leave half-eaten food all over the house or drop their belongings wherever they like, they may not ever realise that they will be held accountable for their actions once they get out into the real world.'
- 3 Another benefit of doing chores is that it helps to teach teenagers how to work as part of a team. This skill will be a big plus later – not only in daily life but in the workplace. A recent survey of 1500 employers lists 'teamwork' as second in the 'Top 5' skills that are most valued by managers.



### Your analysis

#### Paragraph 1

Reason: \_\_\_\_\_  
 \_\_\_\_\_

Evidence: \_\_\_\_\_  
 \_\_\_\_\_

#### Paragraph 2

Reason: \_\_\_\_\_  
 \_\_\_\_\_

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### Paragraph 3

Reason: \_\_\_\_\_  
 \_\_\_\_\_

Evidence: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Setting out dialogue

Dialogue is a conversation between two or more people. It is used in literary texts such as novels, plays, short stories and films. Setting out dialogue correctly is important because it avoids confusion about who is speaking. The main convention for setting out dialogue in novels and short stories is to start a new paragraph every time there is a new speaker. Here is an example of dialogue set out correctly in paragraphs.

## Daisy's driving

Daisy passed so close to some workmen that our car flicked a button on one man's coat.

'You're a rotten driver,' I protested. 'Either you ought to be more careful or you oughtn't to drive at all.'

'I am careful.'

'No, you're not.'

'Well, other people are,' she said lightly.

'What's that got to do with it?'

'They'll keep out of my way,' she insisted. 'It takes two to make an accident.'



adapted from *The Great Gatsby* by F. Scott Fitzgerald

## Using paragraphs for dialogue

The dialogue in the extract below is not set out in paragraphs. Write it out correctly, starting a new paragraph for each new speaker.

Suddenly the eldest boy yells, 'Snake! Mother, here's a snake!' 'Where is it?' the bushwoman asks as she dashes from the kitchen. 'Gone into the wood-heap!' yells the boy. 'Stop there, mother! I'll have him. Stand back!' 'Tommy, come here, or you'll be bit. Come here at once when I tell you, you little wretch!'

adapted from 'The Drover's Wife' by Henry Lawson

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**PART 2**

# SPELLING & VOCABULARY



# Describing people

stubborn	adventurous	impetuous	compassionate	dubious
conceited	disloyal	envious	depressed	insecure
sociable	ignorant	considerate	embarrassed	incompetent
faithful	irritable	creative	malicious	inquisitive
jovial	amicable	eccentric	powerful	charming

## Word forms

Form nouns from these list words.

- |                 |       |                |       |
|-----------------|-------|----------------|-------|
| 1 disloyal      | _____ | 9 charming     | _____ |
| 2 ignorant      | _____ | 10 embarrassed | _____ |
| 3 compassionate | _____ | 11 faithful    | _____ |
| 4 powerful      | _____ | 12 depressed   | _____ |
| 5 envious       | _____ | 13 conceited   | _____ |
| 6 stubborn      | _____ | 14 irritable   | _____ |
| 7 eccentric     | _____ | 15 incompetent | _____ |
| 8 jovial        | _____ | 16 considerate | _____ |

## Matching words and meanings

Find the list word that matches each meaning. The first letter is given to help you.

- pleasant and friendly a\_\_\_\_\_
- intending to do harm m\_\_\_\_\_
- doubtful; not able to be trusted d\_\_\_\_\_
- enjoying spending time with people s\_\_\_\_\_
- acting quickly without thought or care i\_\_\_\_\_
- uncertain or anxious about oneself i\_\_\_\_\_
- willing to take risks or try out new things a\_\_\_\_\_
- using unique and unusual ideas to make something c\_\_\_\_\_
- curious; showing an interest in learning new things i\_\_\_\_\_
- unconventional and slightly strange e\_\_\_\_\_
- vain; excessively proud of oneself c\_\_\_\_\_
- unhappy and without hope d\_\_\_\_\_



# Confusing couples

eligible	decent	astronomy	horse	oral	maize
illegible	descent	astrology	hoarse	aural	maze
curb	flare	eminent	hoard	insight	course
kerb	flair	imminent	horde	incite	coarse

## Using the correct word

Complete each sentence by using the correct word from the pair in brackets.

- The \_\_\_\_\_ (eminent, imminent) volcanologist warned that an eruption was \_\_\_\_\_ (eminent, imminent).
- The book gives a revealing \_\_\_\_\_ (insight, incite) into how their leader was able to \_\_\_\_\_ (insight, incite) the workers to rebel.
- While out on the golf \_\_\_\_\_ (coarse, course), players are not allowed to use \_\_\_\_\_ (course, coarse) language.
- The jockey was \_\_\_\_\_ (horse, hoarse) from yelling at his \_\_\_\_\_ (horse, hoarse).
- \_\_\_\_\_ (astrology, astronomy) is the belief that heavenly bodies can affect our destiny, whereas \_\_\_\_\_ (astrology, astronomy) is the scientific study of the universe.
- She was not \_\_\_\_\_ (eligible, illegible) for the job because her handwriting was \_\_\_\_\_ (eligible, illegible).

## Matching words and meanings

Choose the correct meaning from the right-hand column and write it next to the list word on the left.

The first one is done to help you.

	List word	Meaning
1	flare _____	a complicated pathway
2	oral _____	a sudden burst of flame
3	maze _____	a cereal plant with large grains
4	kerb _____	relating to the sense of hearing
5	flair _____	using speech
6	maize _____	a special talent or style
7	curb _____	an edging of a street
8	aural _____	to control or restrain

## Active words

devour	specify	manipulate	implore	accompany
intervene	surpass	straighten	suggest	arrange
startle	cherish	analyse	earn	acquire
accomplish	reduce	conclude	establish	maintain
contemplate	examine	eliminate	identify	connect

## Word forms

Form nouns from the following list words.

- |              |       |                |       |
|--------------|-------|----------------|-------|
| 1 conclude   | _____ | 7 arrange      | _____ |
| 2 intervene  | _____ | 8 reduce       | _____ |
| 3 examine    | _____ | 9 maintain     | _____ |
| 4 accomplish | _____ | 10 analyse     | _____ |
| 5 eliminate  | _____ | 11 contemplate | _____ |
| 6 specify    | _____ | 12 acquire     | _____ |

## A word for a phrase

Replace the word or phrase in *italics* with a list word that has a similar meaning.

- Our aim is to *exceed* \_\_\_\_\_ our previous sales figures.
- The statistician made sure to *remove* \_\_\_\_\_ any errors in her calculations.
- The bus driver had to *beg* \_\_\_\_\_ the students to sit in their seats.
- The school leaver started to *think about* \_\_\_\_\_ her future.
- It was time for the chairperson to *end* \_\_\_\_\_ the meeting.
- The developer wanted to *obtain* \_\_\_\_\_ the building site.
- The supermarket agreed to *make smaller* \_\_\_\_\_ its meat prices.
- I would be honoured to *go along with* \_\_\_\_\_ you to the formal.
- The pilot was able to *control skillfully* \_\_\_\_\_ the controls of the plane.
- The victim was able to *recognise and indicate* \_\_\_\_\_ the thief.
- The survivors began to *eat hungrily* \_\_\_\_\_ their rations.
- The entrepreneur wanted to *set up on a permanent basis* \_\_\_\_\_ a sports centre for young people.



# The newspaper

reporter	article	issue	bias	journalist
interview	editor	column	influential	circulation
illustrate	publication	advertiser	communicate	attention
entertain	informative	controversial	curious	production
revelation	contributor	coverage	factual	paragraph

## Word forms

1 Change the following list words into nouns.

- a factual \_\_\_\_\_  
 b controversial \_\_\_\_\_  
 c influential \_\_\_\_\_  
 d curious \_\_\_\_\_

2 Write the verb form of the following list words.

- a production \_\_\_\_\_  
 b informative \_\_\_\_\_  
 c contributor \_\_\_\_\_  
 d revelation \_\_\_\_\_

## Matching words and meanings

Find a list word beginning with c and meaning:

- the number of copies of a newspaper or magazine \_\_\_\_\_
- the reporting of an event by the media \_\_\_\_\_
- a person who writes articles for a magazine or newspaper \_\_\_\_\_
- having a desire to know something \_\_\_\_\_
- a regular section of a newspaper about a particular subject \_\_\_\_\_
- causing disagreement or discussion \_\_\_\_\_



## Filling the gaps

Use suitable list words to complete the passage. The first letters are given as a guide.

There was no *b* \_\_\_\_\_ on the front page *a* \_\_\_\_\_ because the *j* \_\_\_\_\_ had written a *f* \_\_\_\_\_ report. However, the *e* \_\_\_\_\_ was concerned that the paper's *c* \_\_\_\_\_ was decreasing and she wanted articles that were *c* \_\_\_\_\_ and *a* \_\_\_\_\_ -grabbing as well as being able to *e* \_\_\_\_\_ the readers.



## READ ALL ABOUT IT

# Saving the environment

disposal	atmosphere	preserve	resources	rejuvenate
global	camouflage	habitats	waste	solution
vegetation	sanctuaries	predator	pollution	tropical
extinct	toxic	species	renewable	recycle
purify	excessive	garbage	endangered	conservationists

## Matching words and meanings

Use the following clues and meanings to find the correct list words.

- |  |  |
|--|--|
| <p><b>1</b> A list word beginning with <i>p</i> and meaning:</p> <p><b>a</b> an animal that hunts, kills and eats other animals _____</p> <p><b>b</b> harmful or poisonous substances added to the environment _____</p> <p><b>c</b> to remove dirty or harmful substances _____</p> | <p><b>2</b> A list word beginning with <i>e</i> and meaning:</p> <p><b>a</b> more than is necessary or reasonable _____</p> <p><b>b</b> no longer in existence _____</p> <p><b>c</b> seriously at risk of extinction _____</p> |
|--|--|



## Completing sentences

Complete the sentences by adding suitable list words. The first letters are given to help you.

- A chameleon is a reptile that can change its skin colour in order to *c* \_\_\_\_\_ itself.
- Africa is home to many animal *s* \_\_\_\_\_ which aim to protect *e* \_\_\_\_\_ species.
- Ceramic water filters are used to *p* \_\_\_\_\_ water.
- Because *t* \_\_\_\_\_ countries usually have high rainfalls, their *v* \_\_\_\_\_ is green and lush.
- The *e* \_\_\_\_\_ number of cane toads is a big problem as they have no effective *p* \_\_\_\_\_ to keep them in check.
- R* \_\_\_\_\_ *r* \_\_\_\_\_ such as solar and wind energy will help limit *g* \_\_\_\_\_ warming.
- C* \_\_\_\_\_ have warned that many *e* \_\_\_\_\_ *s* \_\_\_\_\_ could become *e* \_\_\_\_\_.
- The *h* \_\_\_\_\_ of some animals may be affected by *p* \_\_\_\_\_ from our reckless *d* \_\_\_\_\_ of *g* \_\_\_\_\_.

# Law and order

criminal	accused	confession	prosecute	theft
custody	allege	jail	detention	capture
judge	evidence	acquittal	objection	convicted
truthful	officer	defendant	alibi	fugitive
police	testimony	bribery	hostage	compulsory

## Word forms

1 Give the plurals of the following list words.

- a testimony \_\_\_\_\_  
 b hostage \_\_\_\_\_  
 c alibi \_\_\_\_\_

2 Form verbs from the following list words.

- a theft \_\_\_\_\_  
 b testimony \_\_\_\_\_  
 c detention \_\_\_\_\_

## Completing list words

Write the missing letters around the small word to form a list word. The meaning of each list word is given.

- to take prisoner \_ a p t \_ \_ \_
- the promise or gift of something valuable to make someone act corruptly \_ r i b \_ \_ \_
- a person held prisoner to force others to do something \_ \_ s t a g \_
- to hold against someone accused of a crime \_ \_ \_ \_ \_ c u t e
- to claim something without proof \_ \_ l e g \_
- a verdict that a person is found not guilty \_ \_ q u i t \_ \_ \_



## Filling the gaps

Use the first-letter clues to complete the passage with suitable list words.

The f\_\_\_\_\_ was c\_\_\_\_\_ of the t\_\_\_\_\_ of the diamonds. After the p\_\_\_\_\_ o\_\_\_\_\_ arrested him, the c\_\_\_\_\_ was charged with larceny and taken into c\_\_\_\_\_. The j\_\_\_\_\_ found that the a\_\_\_\_\_ had not been t\_\_\_\_\_ when he said that he had an a\_\_\_\_\_.

# Let's go to the movies

script	camera	lighting	narrator	episode
angle	animation	thriller	studio	portrayal
screen	visuals	theme	close-up	cinematography
editing	special	effects	symbol	review
dialogue	emotional	film	producer	continuity

## Matching words and meanings

Choose the correct list word to match each definition.

- 1 a storyteller \_\_\_\_\_
- 2 the written text of a film or play \_\_\_\_\_
- 3 a device for photographing films \_\_\_\_\_
- 4 a photograph taken from a short distance \_\_\_\_\_
- 5 the art of film photography \_\_\_\_\_
- 6 a critical appraisal of a film \_\_\_\_\_
- 7 arousing intense feelings \_\_\_\_\_
- 8 moving images created from computerised drawings \_\_\_\_\_
- 9 a building or room where films are made \_\_\_\_\_
- 10 a movie with a frightening and exciting story \_\_\_\_\_
- 11 the subject explored in a piece of writing \_\_\_\_\_
- 12 a conversation between two or more people \_\_\_\_\_



## Completing sentences

Find the correct list words to complete these sentences. The first letters are given as a guide.

- 1 The film's computer-generated *s*\_\_\_\_\_ *e*\_\_\_\_\_ were amazing.
- 2 The *p*\_\_\_\_\_ is responsible for arranging finance for the *f*\_\_\_\_\_.
- 3 In films about Nazi Germany, the swastika is often revealed as a *s*\_\_\_\_\_ of evil.
- 4 The latest *e*\_\_\_\_\_ of *Star Wars* includes many wide-*a*\_\_\_\_\_ shots to capture the chaos of battle.
- 5 Correct *l*\_\_\_\_\_ is essential so that actors appear on the *s*\_\_\_\_\_ in a flattering way.
- 6 Clever *e*\_\_\_\_\_ ensures the smooth *c*\_\_\_\_\_ of a movie.

## Who am I?

tyrant	volunteer	parent	franchisee
merchant	charioteer	correspondent	absentee
descendant	mountaineer	president	employee
inhabitant	overseer	recipient	refugee
occupant	auctioneer	client	evacuee
applicant	mutineer	student	trainee

## Who am I?

Choose suitable list word to find the answers to the 'Who am I?' quiz.

- 1 I am a mother or a father. \_\_\_\_\_
- 2 I am related to a person from a previous generation. \_\_\_\_\_
- 3 I am employed to report for a newspaper or television. \_\_\_\_\_
- 4 I am undergoing training for a particular job. \_\_\_\_\_
- 5 I am a candidate for a job or position. \_\_\_\_\_
- 6 I freely offer to undertake a task. \_\_\_\_\_
- 7 I receive or am awarded something. \_\_\_\_\_
- 8 I supervise others. \_\_\_\_\_
- 9 I am paid to work for someone else. \_\_\_\_\_
- 10 I am learning at a school, university, etc. \_\_\_\_\_
- 11 I buy and sell products in large amounts. \_\_\_\_\_
- 12 I pay for the services of a professional person or company. \_\_\_\_\_
- 13 I rebel and revolt against people in authority. \_\_\_\_\_
- 14 I own a franchise. \_\_\_\_\_
- 15 I am not present when I should be. \_\_\_\_\_
- 16 I controlled a chariot in ancient Rome. \_\_\_\_\_
- 17 I have escaped from my country and am seeking asylum. \_\_\_\_\_
- 18 I have the highest political position in my country. \_\_\_\_\_
- 19 I use my unlimited power cruelly and unfairly. \_\_\_\_\_
- 20 I am being evacuated from a place of danger. \_\_\_\_\_



# Struggle for survival

destroy	destruction	injure	anguish	sorrowful
hurriedly	disastrous	eruption	volcanic	demolition
turmoil	retrieve	noisily	advisable	siege
abandon	predicament	consequence	precaution	misery
unfortunate	accidentally	failure	desolation	contamination

## Matching words and meaning

Use the clues and meanings to find the correct list words. The first letters are given.

- 1 the opposite of *deliberately* a \_\_\_\_\_
- 2 the adjective from *disaster* d \_\_\_\_\_
- 3 an antonym of *slowly* h \_\_\_\_\_
- 4 a lack of success f \_\_\_\_\_
- 5 *sorrow* is to *sorrowful* as *volcano* is to v \_\_\_\_\_
- 6 a state of great confusion t \_\_\_\_\_
- 7 extreme distress a \_\_\_\_\_
- 8 a synonym for *miserable* s \_\_\_\_\_
- 9 the adjective from *advice* a \_\_\_\_\_
- 10 *destruction* is to *destroy* as *retrieval* is to r \_\_\_\_\_



## Nouns ending in 'ion'

Use the clues to find list words ending in 'ion'.

- 1 a state of complete devastation \_\_\_\_\_
- 2 a sudden outbreak, especially associated with a volcano \_\_\_\_\_
- 3 a measure taken to prevent something dangerous \_\_\_\_\_
- 4 the act of destroying something such as a building \_\_\_\_\_

## Completing phrases

Use the first-letter clues to complete the phrases with suitable list words.

- 1 an u \_\_\_\_\_ chain of events
- 2 the m \_\_\_\_\_ of war
- 3 a city under s \_\_\_\_\_
- 4 the c \_\_\_\_\_ of your behaviour
- 5 to be in a terrible p \_\_\_\_\_

# On the stage

character	comedian	audition	protagonist	tragic
scene	director	rehearsal	villain	hero
resolution	staging	dramatic	laughter	playwright
soliloquy	setting	costume	humour	humorous
conflict	climax	suspense	actor	performance

## Matching words and meanings

Choose the correct list word to match each definition.

- funny, comical h\_\_\_\_\_
- a practice or trial performance of a play r\_\_\_\_\_
- the person who supervises the actors d\_\_\_\_\_
- the solution to the main problem of the story r\_\_\_\_\_
- a set of clothes worn by an actor c\_\_\_\_\_
- the sound made by people showing amusement l\_\_\_\_\_
- an interview for a role as an actor a\_\_\_\_\_
- serious disagreement or argument c\_\_\_\_\_
- the highest point; the most dramatic moment c\_\_\_\_\_
- the time and place of the action s\_\_\_\_\_
- the act of speaking one's thoughts out loud to oneself on stage s\_\_\_\_\_
- a main character in a play, novel or film script p\_\_\_\_\_



## Filling the gaps

Use suitable list words to complete the passage. The first letters are given as a guide.

### THE WORLD'S GREATEST DRAMATIST

William Shakespeare was a prolific p\_\_\_\_\_ and a \_\_\_\_\_. Sometimes his male p\_\_\_\_\_ would be a t\_\_\_\_\_, h\_\_\_\_\_, and at other times an evil v\_\_\_\_\_. The staging of some of his d\_\_\_\_\_ plays was at the Globe Theatre in London. Most people still recognise the famous s\_\_\_\_\_ spoken by the c\_\_\_\_\_ Hamlet, which begins with the words 'To be or not to be, that is the question'. In the play itself, the s\_\_\_\_\_ builds and the c\_\_\_\_\_ of the p\_\_\_\_\_ comes in the final s\_\_\_\_\_ when Hamlet dies.

# Difficult doubles

moral	adapt	deduct	incredible	metal	gamble
morale	adopt	deduce	incredulous	mettle	gambol
counsel	principal	distract	ascent	luxurious	ingenious
council	principle	detract	assent	luxuriant	ingenuous



## Matching words and meanings

Use the following clues and meanings to find the correct list words.

- A list word beginning with *a* and meaning:
  - an expression of agreement \_\_\_\_\_
  - to make something suitable for a new use \_\_\_\_\_
  - to legally make a child part of one's family \_\_\_\_\_
  - an upward slope or path \_\_\_\_\_
- A list word beginning with *m* and meaning:
  - a standard of behaviour, of right and wrong \_\_\_\_\_
  - a solid, hard material \_\_\_\_\_
  - courage and determination \_\_\_\_\_
  - the confidence of a person at a particular time \_\_\_\_\_
- A list word beginning with *i* and meaning:
  - not wanting or not able to believe something \_\_\_\_\_
  - innocent and unsuspecting \_\_\_\_\_
  - very intelligent and inventive \_\_\_\_\_
  - difficult to believe; extraordinary \_\_\_\_\_



## Identifying correct words

Use the first-letter clues and meanings to choose the correct word from the pairs listed above.

- the most important person in an organisation *p*\_\_\_\_\_
- advice, opinion or instruction *c*\_\_\_\_\_
- to play games of chance for money *g*\_\_\_\_\_
- an administrative body *c*\_\_\_\_\_
- a fundamental truth *p*\_\_\_\_\_
- to jump around playfully *g*\_\_\_\_\_

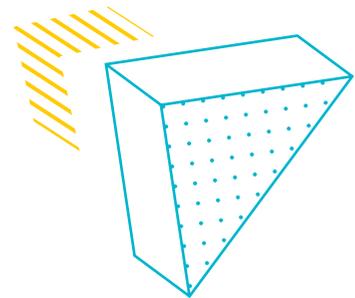
# All kinds of people

supervisor	publisher	economist	electrician
benefactor	treasurer	biologist	statistician
instructor	interpreter	linguist	optician
investor	manager	receptionist	beautician
surveyor	customer	guitarist	equestrian
proprietor	traveller	pharmacist	physician

## Who am I?

Use the clues to find the answers to the 'Who am I?' quiz.

- 1 I play a musical stringed instrument. \_\_\_\_\_
- 2 My job is to supply glasses to correct sight problems. \_\_\_\_\_
- 3 I give money to help people. \_\_\_\_\_
- 4 I translate what is said in a foreign language and explain the meaning. \_\_\_\_\_
- 5 My job is to manage a business or organisation. \_\_\_\_\_
- 6 I own a business. \_\_\_\_\_
- 7 I buy goods or a service from a business. \_\_\_\_\_
- 8 My job is to receive callers and welcome visitors, etc. in an office or hotel. \_\_\_\_\_
- 9 I ride horses skillfully. \_\_\_\_\_
- 10 I oversee a group of people at work. \_\_\_\_\_
- 11 I study and speak foreign languages well. \_\_\_\_\_
- 12 My job is to repair electrical equipment. \_\_\_\_\_
- 13 I study living organisms. \_\_\_\_\_
- 14 My job is to teach people a specific skill. \_\_\_\_\_
- 15 I am trained in the preparation of medicines. \_\_\_\_\_
- 16 I am a medical practitioner, but not a surgeon. \_\_\_\_\_
- 17 I prepare books, magazines, etc. for publication. \_\_\_\_\_
- 18 I measure and record the details of areas of land. \_\_\_\_\_
- 19 I administer the financial aspects of a company or society. \_\_\_\_\_
- 20 I am an expert at analysing statistics. \_\_\_\_\_
- 21 I put money into financial schemes, property, etc. \_\_\_\_\_
- 22 I study and write about the flow of cash and credit. \_\_\_\_\_



# Word skills – ‘ary’

adversary	centenary	elementary	contemporary	voluntary
temporary	boundary	summary	beneficiary	solitary
mercenary	documentary	vocabulary	auxiliary	burglary
estuary	legendary	military	preliminary	contrary
quandary	salutary	salary	customary	unwary

## Matching words and meanings

Choose the correct list word to match its definition. The first letter is given to help you.

- illegal entry into a house, or other premises, to commit a crime *b* \_\_\_\_\_
- all the words known by a particular person *v* \_\_\_\_\_
- the wide part of a river where it joins the sea *e* \_\_\_\_\_
- a person's payment for work done *s* \_\_\_\_\_
- the hundredth anniversary of an event *c* \_\_\_\_\_
- existing alone *s* \_\_\_\_\_
- occurring in the present time *c* \_\_\_\_\_
- done of one's own free will *v* \_\_\_\_\_
- a person who receives benefits or profits, such as from a will *b* \_\_\_\_\_
- opposite or opposed *c* \_\_\_\_\_
- usual; according to custom *c* \_\_\_\_\_
- beneficial; good for one's health *s* \_\_\_\_\_



## Completing phrases

Use the first-letter clue to complete each phrase with a list word. Use each word once only.

- |                                   |  |
|-----------------------------------|--|
| 1 a wildlife <i>d</i> _____       | 8 in <i>s</i> _____ confinement        |
| 2 a <i>m</i> _____ invasion       | 9 an <i>u</i> _____ victim             |
| 3 a <i>l</i> _____ figure         | 10 an <i>a</i> _____ power system      |
| 4 a fierce <i>a</i> _____         | 11 a legal <i>q</i> _____              |
| 5 the farm's <i>b</i> _____ fence | 12 foreign <i>m</i> _____ troops       |
| 6 a <i>p</i> _____ investigation  | 13 our <i>t</i> _____ office           |
| 7 a <i>s</i> _____ influence      | 14 a brief yet detailed <i>s</i> _____ |

# Word skills – ‘ade’

escapade	tirade	decade	forbade	dissuade
grenade	renegade	barricade	brigade	degrade
retrograde	charade	promenade	lemonade	facade
cascade	comrade	invade	pervade	evade
crusade	centigrade	serenade	stockade	parade

## Matching words and meanings

Use the following clues and meanings to find the correct list words.

- A list word beginning with *c* and meaning:
  - a ridiculous or pointless act \_\_\_\_\_
  - a waterfall \_\_\_\_\_
  - a close companion; a colleague \_\_\_\_\_
  - a vigorous attempt to defend or advance a cause or idea \_\_\_\_\_
  - a scale of temperature \_\_\_\_\_
- A list word beginning with *d* and meaning:
  - to spoil or destroy the quality of something \_\_\_\_\_
  - to persuade someone not to do something \_\_\_\_\_
  - a period of ten years \_\_\_\_\_
- A list word beginning with *f* and meaning:
  - ordered not to do something \_\_\_\_\_
  - the front of a building \_\_\_\_\_
- A list word beginning with *p* and meaning:
  - a formal march or procession \_\_\_\_\_
  - to spread through all parts of something \_\_\_\_\_
  - an area used for leisurely walking \_\_\_\_\_



## Completing phrases

- refreshing l\_\_\_\_\_
- a moonlight s\_\_\_\_\_
- an angry t\_\_\_\_\_
- the first b\_\_\_\_\_
- a hand g\_\_\_\_\_
- a fortified s\_\_\_\_\_
- a police b\_\_\_\_\_
- a thrilling e\_\_\_\_\_

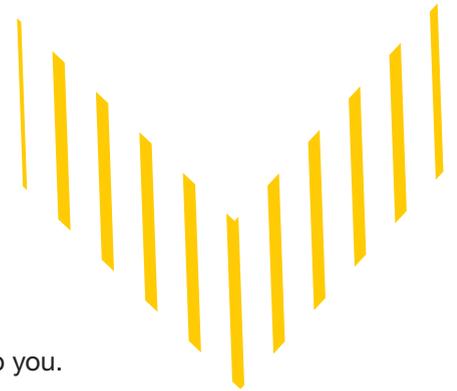
# Freedom of speech

announcer	orator	rejoice	voice	pronounced
passionately	criticise	recommend	speaker	loudly
interjection	commentator	argument	respond	exclamation
protested	verbal	dictate	gesture	continue
assurance	muttered	sincerely	annoyed	convincingly

## Word forms

Complete the following with the correct form of the list words.

- exclaim* is to *exclamation* as *criticise* is to \_\_\_\_\_
- passionately* is to *passion* as *sincerely* is to \_\_\_\_\_
- assure* is to *assurance* as *recommend* is to \_\_\_\_\_
- continue* is to *continuation* as *respond* is to \_\_\_\_\_



## Completing phrases

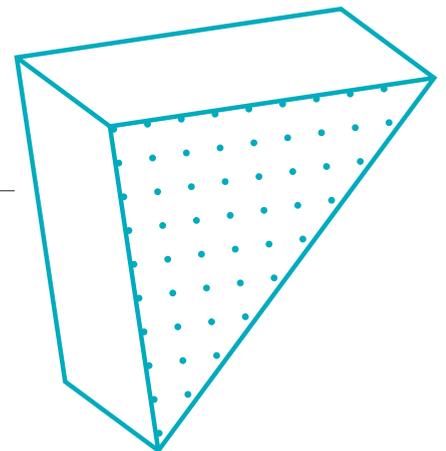
Complete the phrases with suitable list words. The first letters are given to help you.

- a v \_\_\_\_\_ agreement
- a loud v \_\_\_\_\_
- to d \_\_\_\_\_ a letter
- a heated a \_\_\_\_\_
- a wrongly p \_\_\_\_\_ name
- a sports c \_\_\_\_\_
- a hand g \_\_\_\_\_
- to be c \_\_\_\_\_ defeated
- to r \_\_\_\_\_ at the news
- an eloquent s \_\_\_\_\_
- a noisy i \_\_\_\_\_
- a great o \_\_\_\_\_

## Matching words and meanings

Use the following clues and meanings to find the correct list words.

- A list word beginning with *c* and meaning:
  - to keep doing something \_\_\_\_\_
  - a person who reports on an event as it occurs \_\_\_\_\_
  - to find fault with \_\_\_\_\_
- A list word beginning with *a* and meaning:
  - a statement intended to give confidence \_\_\_\_\_
  - a quarrel or unfriendly discussion \_\_\_\_\_
  - angry; impatient \_\_\_\_\_



## Espionage

disguise	treason	loyalty	secret	encounter
cunning	agent	interrogator	concealed	detain
surveillance	sabotage	espionage	assassin	embassy
debacle	bullet	suspicion	furtive	capture
deception	urgency	rendezvous	betrayal	conspiracy

## Filling the gaps

Use suitable list words to complete the passage. The first letters are given as a guide.

## SABOTAGE

The *s*\_\_\_\_\_ was increased after a suspected *a*\_\_\_\_\_ was caught in the grounds of the *e*\_\_\_\_\_. After the trespasser's *c*\_\_\_\_\_, the *i*\_\_\_\_\_ decided to *d*\_\_\_\_\_ him and charge him with *e*\_\_\_\_\_. *S*\_\_\_\_\_ fell on the outlawed group who had previously been suspected of a *c*\_\_\_\_\_ to destroy the government and were known to have *c*\_\_\_\_\_ weapons. The *u*\_\_\_\_\_ of the situation was apparent because the group had previously planned to *s*\_\_\_\_\_ the power plant.

## Completing phrases

Use the first-letter clues to complete the phrases with suitable list words.

- 1 a *s*\_\_\_\_\_ passageway
- 2 *b*\_\_\_\_\_ of one's country
- 3 a *f*\_\_\_\_\_ glance
- 4 a secret *a*\_\_\_\_\_
- 5 a *c*\_\_\_\_\_ plan
- 6 an unexpected *e*\_\_\_\_\_
- 7 convicted of high *t*\_\_\_\_\_
- 8 *l*\_\_\_\_\_ to one's country
- 9 as fast as a *b*\_\_\_\_\_
- 10 a spy in *d*\_\_\_\_\_
- 11 a *r*\_\_\_\_\_ with the foreign agent
- 12 using *d*\_\_\_\_\_ to obtain information



# Happy days

enjoyable	successfully	agreeable	amusing	cheerful
favourable	wonderful	satisfied	victorious	miraculous
deserve	rewarding	prosperity	tranquil	charity
paradise	merry	triumphant	liberty	harmony
hilarious	relaxed	happiness	festivity	fulfilment

## Unscrambling syllables

In each entry, two list words with related meanings have been broken up into syllables and jumbled. Unjumble the syllables to find the two words.

- able our ag able fav ree \_\_\_\_\_
- rel quil tran axed \_\_\_\_\_
- ious ant vic tri tor umph \_\_\_\_\_
- ful der able en won joy \_\_\_\_\_
- us ar hil am ing ious \_\_\_\_\_

## Matching words and meanings

Match list words with their meanings below. All the words end in *-ty*.

- a state of wealth and success \_\_\_\_\_
- the giving of money, food, etc. to those in need \_\_\_\_\_
- freedom \_\_\_\_\_
- the joyful celebration of an occasion \_\_\_\_\_



## Identifying list words

Use the meanings and clues to find the correct list words. The first letters are given to help you.

- a synonym for *joyfulness* h\_\_\_\_\_
- the noun from *harmonious* h\_\_\_\_\_
- unjumble the letters *sailorhiu* h\_\_\_\_\_
- an antonym of *punishing* r\_\_\_\_\_
- the adjective from *miracle* m\_\_\_\_\_
- an idyllic place or state p\_\_\_\_\_
- an anagram (rearranged letters) of *severed* d\_\_\_\_\_
- the only list word with three sets of double letters s\_\_\_\_\_

## Borrowed words

Italian	French	Scandinavian	Arabic	North American
confetti	tennis	maelstrom	alkali	moose
fiasco	restaurant	window	zero	kayak
pants	matinee	ransack	alcove	igloo
piano	entrepreneur	husband	algebra	moccasin
ballot	genre	stagger	gazelle	toboggan
spaghetti	au revoir	skull	admiral	chipmunk

## What word am I?

Use the clues to find the correct list words. The country of origin is given in brackets.

- 1 goodbye (French) \_\_\_\_\_
- 2 a branch of mathematics (Arabic) \_\_\_\_\_
- 3 coloured paper thrown at weddings (Italian) \_\_\_\_\_
- 4 a married man (Scandinavian) \_\_\_\_\_
- 5 a compound that turns litmus paper blue (Arabic) \_\_\_\_\_
- 6 a circular house made of hard snow (North American) \_\_\_\_\_
- 7 a person who starts their own business (French) \_\_\_\_\_
- 8 a musical instrument (Italian) \_\_\_\_\_
- 9 a powerful whirlpool in a sea or a river (Scandinavian) \_\_\_\_\_
- 10 a sled used for sliding downhill over snow or ice (North American) \_\_\_\_\_
- 11 a sport played with a ball and racquets (French) \_\_\_\_\_
- 12 a long, thin type of pasta (Italian) \_\_\_\_\_
- 13 a small, graceful antelope (Arabic) \_\_\_\_\_
- 14 a small North American animal (North American) \_\_\_\_\_
- 15 to search vigorously, causing damage (Scandinavian) \_\_\_\_\_
- 16 a piece of paper recording a vote (Italian) \_\_\_\_\_
- 17 bones of the head protecting the brain (Scandinavian) \_\_\_\_\_
- 18 a place to buy meals (French) \_\_\_\_\_
- 19 nought; the figure 0 (Arabic) \_\_\_\_\_
- 20 a soft leather slipper (North American) \_\_\_\_\_



## Computers

technician	programmer	monitor	plagiarism	access
privacy	copying	procedure	scanner	system
security	graphic	software	processing	document
internet	attachment	digital	accessible	multiple
megabyte	compatible	virus	innovative	modem

## Word forms

1 Give the adjectives formed from the following list words.

- a technician \_\_\_\_\_ d privacy \_\_\_\_\_  
 b security \_\_\_\_\_ e attachment \_\_\_\_\_  
 c access \_\_\_\_\_ f procedure \_\_\_\_\_

2 Give the verbs formed from the following list words.

- a scanner \_\_\_\_\_ f procedure \_\_\_\_\_  
 b copying \_\_\_\_\_ g attachment \_\_\_\_\_  
 c programmer \_\_\_\_\_ h security \_\_\_\_\_  
 d processing \_\_\_\_\_ i accessible \_\_\_\_\_  
 e privacy \_\_\_\_\_ j plagiarism \_\_\_\_\_

## Completing list words

Write the missing letters around the small word to form a list word. The meaning of each list word is given.

- 1 consisting of many parts \_\_ \_ \_ t i p \_\_ \_  
 2 passing someone else's work off as your own \_ l a g \_ \_ \_ \_ \_  
 3 related to drawing or printing \_\_ r a p \_ \_ \_ \_  
 4 a computer screen \_\_ \_ n i t \_\_ \_  
 5 using new methods or ideas \_\_ \_ \_ \_ v a t \_\_ \_ \_  
 6 a unit of information equal to one million bytes \_\_ \_ g a b \_ \_ \_  
 7 able to work in conjunction with another device \_\_ \_ \_ p a t \_ \_ \_ \_  
 8 a device that changes images into an electronic form \_\_ c a n \_ \_ \_ \_  
 9 protection against threats \_\_ \_ c u r \_ \_ \_ \_  
 10 a computer's program and other operational features \_\_ \_ \_ \_ w a r \_



# Overcoming adversity

hysterical	fierce	unconscious	disintegrate	negligent
confusion	fatality	rescuer	survived	futile
desperately	visibility	resistance	haste	endeavoured
terrifying	manoeuvre	spontaneous	equipment	nuisance
adequate	dilemma	reluctant	hindrance	precarious

## Completing phrases

Complete the following phrases using suitable list words. Use each word once only. The first letters are given to help you.

- |                       |                               |
|-----------------------|-------------------------------|
| 1 firefighting e_____ | 11 a public n_____            |
| 2 a t_____ experience | 12 a p_____ situation         |
| 3 utter c_____        | 13 poor v_____                |
| 4 a_____ funds        | 14 s_____ combustion          |
| 5 a brave r_____      | 15 a r_____ student           |
| 6 a delicate m_____   | 16 an u_____ patient          |
| 7 a f_____ firestorm  | 17 not much r_____            |
| 8 a moral d_____      | 18 crying d_____              |
| 9 h_____ laughter     | 19 a h_____ instead of a help |
| 10 a n_____ driver    | 20 to have barely s_____      |

## Filling the gaps

Use suitable list words to complete the passage. The first letters are given as a guide.

### BUILDING ABLAZE

The neighbours were h\_\_\_\_\_ as they e\_\_\_\_\_ to rescue the tenants from the burning apartment. In the c\_\_\_\_\_, they thought their attempts were f\_\_\_\_\_. The fire brigade arrived just as the roof began to d\_\_\_\_\_. In their h\_\_\_\_\_, the firefighters had to m\_\_\_\_\_ the truck around a fallen tree. This h\_\_\_\_\_ to their entering the building caused a d\_\_\_\_\_. They struggled d\_\_\_\_\_ to remove the tree to gain access. An investigation proved the owners were n\_\_\_\_\_ in not providing smoke alarms. Fortunately, everyone s\_\_\_\_\_.

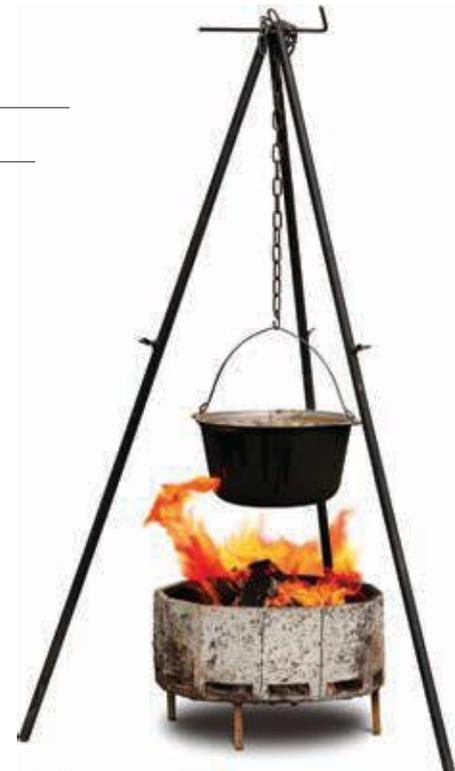
# Word skills – ‘au’

applaud	pause	exhausted	fauna	audacious
slaughter	audit	fraud	gaunt	caught
pauper	cauldron	clause	caution	vault
authentic	haul	taut	nausea	gauze
faulty	plausible	raucous	saunter	caustic

## Matching words and meanings

Use the following clues and meanings to find the correct list words.

- A list word beginning with *c* and meaning:
  - a group of words containing a subject and a finite verb \_\_\_\_\_
  - a large metal pot used for cooking over an open fire \_\_\_\_\_
  - captured \_\_\_\_\_
  - carefulness to avoid danger \_\_\_\_\_
  - able to burn or corrode \_\_\_\_\_
- A list word beginning with *a* and meaning:
  - accurate and reliable; not a copy \_\_\_\_\_
  - an official inspection of accounts \_\_\_\_\_
  - bold or daring; adventurous \_\_\_\_\_
  - to show approval or praise \_\_\_\_\_



## A word for a phrase

Replace the phrase in *italics* with a list word that has a similar meaning.

- The tightrope artist walked across a *tightly stretched* \_\_\_\_\_ rope.
- The nurse covered the graze with a *thin, transparent cotton fabric* \_\_\_\_\_.
- They managed to *forcefully drag* \_\_\_\_\_ the boat up the beach.
- The *killing in a violent way* \_\_\_\_\_ of wild animals was condemned.
- The man had a *lean and haggard* \_\_\_\_\_ appearance.
- She was *extremely tired* \_\_\_\_\_ after the marathon.
- Let's *walk in a slow and relaxed manner* \_\_\_\_\_ to the park.
- The cockatoos made a *harsh and loud* \_\_\_\_\_ noise.
- The money was kept in the bank's underground *room for storage* \_\_\_\_\_.
- They suffered from a *feeling of stomach sickness* \_\_\_\_\_ after overeating.

# Word skills – ‘ent’

affluent	transparent	prominent	benevolent	eloquent
opulent	client	persistent	impediment	deficient
deterrent	frequent	incident	accent	prevent
efficient	evident	continent	garment	lament
different	complacent	competent	belligerent	deferment

## Word forms

1 Give the nouns formed from the following list words.

- |                     |                   |
|---------------------|-------------------|
| a transparent _____ | d frequent _____  |
| b different _____   | e evident _____   |
| c prevent _____     | f deficient _____ |

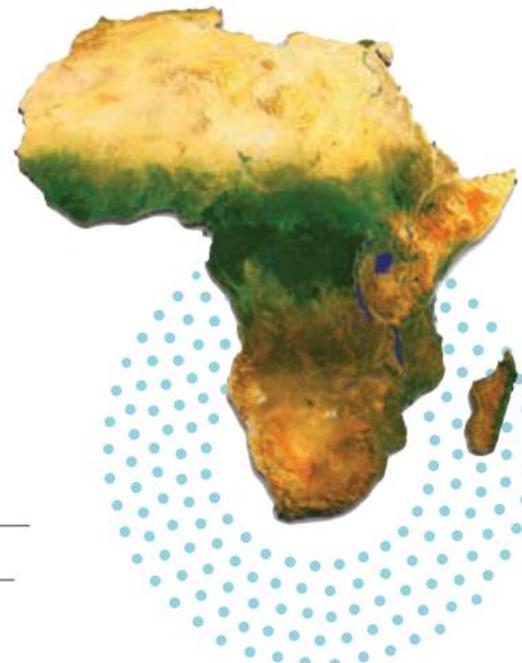
2 Give the verbs formed from the following list words.

- |                    |                    |
|--------------------|--------------------|
| a deterrent _____  | c persistent _____ |
| b impediment _____ | d deferment _____  |

## Identifying list words

Use the meanings and clues to find the correct list words. The first letters are given to help you.

- 1 an event or an occurrence i \_\_\_\_\_
- 2 a distinctive way of pronouncing a particular language a \_\_\_\_\_
- 3 one of Earth's seven large land masses c \_\_\_\_\_
- 4 not having enough of d \_\_\_\_\_
- 5 operating quickly and effectively e \_\_\_\_\_
- 6 well meaning and kindly b \_\_\_\_\_
- 7 wanting to fight or argue b \_\_\_\_\_
- 8 being satisfied with one's own merits c \_\_\_\_\_
- 9 able to do something well c \_\_\_\_\_
- 10 fluent or persuasive in speaking or writing e \_\_\_\_\_
- 11 having a lot of money or possessions a \_\_\_\_\_
- 12 rich in appearance o \_\_\_\_\_
- 13 a hindrance or obstruction in doing something i \_\_\_\_\_
- 14 something that discourages someone to act d \_\_\_\_\_
- 15 an item of clothing g \_\_\_\_\_



# The power of poetry

stanza	simile	metaphor	onomatopoeia	alliteration
assonance	rhyme	rhythm	surprise	syllables
memorable	exaggeration	personify	inspiring	motivate
emotion	description	arouse	passion	repetition
familiar	attitude	imagine	celebrate	enthusiasm

## Identifying list words

Use the clues to find the correct list words. The first letters are given to help you.

- This is the noun formed from *repeat*. r \_\_\_\_\_
- This is the opposite of *unfamiliar*. f \_\_\_\_\_
- The words *buzz* and *hiss* are examples of this. o \_\_\_\_\_
- Bat*, *mat* and *cat* are words that r \_\_\_\_\_ .
- Add an 'i' to *smile* to find a figure of speech. s \_\_\_\_\_
- This is the noun from *enthusiastic*. e \_\_\_\_\_
- This is the adjective from *memory*. m \_\_\_\_\_
- 'Peter Piper picked a peck of pickled peppers' is an example of a \_\_\_\_\_ .
- 'The stars were diamonds in the sky' is an example of a m \_\_\_\_\_ .
- This is the verb from *celebratory*. c \_\_\_\_\_
- Mix the letters of *pianos* and add an 's' to give 'a strong emotion'. p \_\_\_\_\_
- This is the only list word with no vowels. r \_\_\_\_\_
- 'The rain in Spain stays mainly in the plain' is an example of a \_\_\_\_\_ .



## Unscrambling letters

Unscramble the letters to form list words that match the following meanings.

Hint: The first letter of each word is in bold.

Meaning	Jumbled word	List word
1 an unexpected event	uprisers	_____
2 to inspire	movietta	_____
3 one's position regarding a person or thing	adieuttt	_____
4 a strong feeling	mietoon	_____
5 creating a positive feeling	grinsniip	_____
6 to attribute a human characteristic to	fyepriison	_____

# Perplexing pairs

liable	credible	vacation	fare	martial	populace
libel	creditable	vocation	fair	marshal	populous
stare	colonel	personal	resent	human	exceed
stair	kernel	personnel	recent	humane	accede

## Using the correct word

Complete each sentence by using the correct word from the pair in brackets.

- The taxi \_\_\_\_\_ (fare, fair) was very expensive.
- A walnut \_\_\_\_\_ (colonel, kernel) is quite soft.
- It's rude to \_\_\_\_\_ (stare, stair) at people.
- Nursing is her \_\_\_\_\_. (vacation, vocation)
- I hope the teacher will \_\_\_\_\_ (exceed, accede) to my request.
- The \_\_\_\_\_ (resent, recent) hurricane destroyed hundreds of houses.
- The jury did not consider his testimony to be \_\_\_\_\_. (credible, creditable)
- She was found \_\_\_\_\_ (liable, libel) for damages after the accident.
- The circus animals were not treated in a \_\_\_\_\_ (human, humane) way.
- The government informed the \_\_\_\_\_ (populace, populous) of its decision.
- The company's \_\_\_\_\_ (personal, personnel) are highly trained.
- Judo is one form of the \_\_\_\_\_ (martial, marshal) arts.
- Mumbai is the most \_\_\_\_\_ (populace, populous) city in India.
- She has gone to New Zealand on \_\_\_\_\_. (vacation, vocation)
- The newspaper was sued for \_\_\_\_\_. (liable, libel)
- I \_\_\_\_\_ (resent, recent) the fact that you believe I lied.
- It is dangerous if you \_\_\_\_\_ (exceed, accede) the speed limit.
- A parrot can imitate \_\_\_\_\_ (humane, human) speech.
- I don't think that's \_\_\_\_\_. (fare, fair)
- She was promoted to \_\_\_\_\_. (colonel, kernel)
- My \_\_\_\_\_ (personnel, personal) view is that you are to blame.
- Even though exhausted, the runner made a \_\_\_\_\_ (credible, creditable) attempt to complete the race.



# Our country

freedom	democracy	candidate	governor	patriotic
ceremony	parliament	population	diplomat	economy
citizen	equality	senator	legislate	enrol
election	indigenous	national	religion	asylum
heritage	immigrant	sacred	tolerance	reconciliation

## Word skills

1 Write the verbs formed from the following list words.

- |                        |                    |
|------------------------|--------------------|
| a reconciliation _____ | d population _____ |
| b economy _____        | e freedom _____    |
| c immigrant _____      | f tolerance _____  |

2 Write the adjectives formed from the following list words.

- |                   |                   |
|-------------------|-------------------|
| a tolerance _____ | c ceremony _____  |
| b diplomat _____  | d democracy _____ |

## Completing phrases

Complete the phrases with suitable list words. The first letters are given to help you.

- |                      |                        |
|----------------------|------------------------|
| 1 political a _____  | 5 the n _____ anthem   |
| 2 freedom of r _____ | 6 the g _____ -general |
| 3 a h _____ building | 7 i _____ inhabitants  |
| 4 a p _____ crowd    | 8 a s _____ site       |

## Filling the gaps

Use list words to complete the passage. The first letters are given as a guide.



## OUR DEMOCRACY

Our country is a d \_\_\_\_\_. Each c \_\_\_\_\_ over eighteen is obliged to e \_\_\_\_\_ and then has the f \_\_\_\_\_ to vote for the c \_\_\_\_\_ of their choice at an e \_\_\_\_\_. Each successful candidate will then represent their electorate in p \_\_\_\_\_. Religious and racial t \_\_\_\_\_ is firmly established in our n \_\_\_\_\_ constitution.

# Word skills – ‘ph’

autograph	sphere	pharmacy	emphasis	trophy
triumph	pamphlet	apostrophe	phrase	physician
orphan	paragraph	nephew	prophet	phobia
graph	physicist	choreographer	epitaph	hyphen
elephant	catastrophe	symphony	physique	phonics

## Who am I?

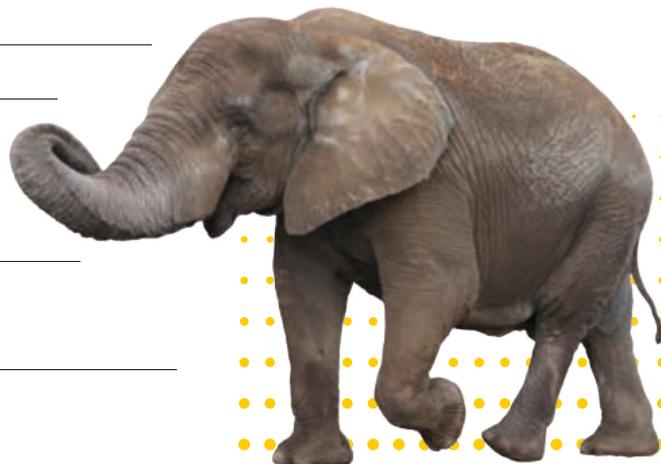
Use list words to complete the ‘Who am I?’ quiz.

- I am a child whose parents have died. \_\_\_\_\_
- I am the male equivalent of *niece*. \_\_\_\_\_
- I am an expert in the study of physics. \_\_\_\_\_
- I am a medical doctor who doesn’t do surgery. \_\_\_\_\_
- I am a person supposed to be able to foretell the future. \_\_\_\_\_

## Matching words and meanings

Find a matching word for each description below.

- the punctuation mark used in the word *it’s* \_\_\_\_\_
- a musical composition for a full orchestra \_\_\_\_\_
- a prize such as a gold or silver cup \_\_\_\_\_
- the human body’s structure and type \_\_\_\_\_
- a small leaflet containing information \_\_\_\_\_
- the symbol used to join the words in *long-term* \_\_\_\_\_
- a shop where medicinal drugs are sold \_\_\_\_\_
- a large, plant-eating mammal \_\_\_\_\_
- an irrational fear of something \_\_\_\_\_
- a special importance given to something \_\_\_\_\_
- a person’s signature \_\_\_\_\_
- words on a tombstone about a deceased person \_\_\_\_\_
- a disaster \_\_\_\_\_
- a round, solid figure shaped like a ball \_\_\_\_\_
- to combine movements into a dance to be performed \_\_\_\_\_
- a great victory or achievement \_\_\_\_\_



# Getting a job

career	promotion	confidence	industrious	articulate
suitable	qualification	apply	casual	profession
routine	patience	recruit	initiative	apprenticeship
vacancy	calculate	candidate	budget	financial
appointment	achieve	resign	practice	priority

## Matching words and meanings

Use the following clues and meanings to find the correct list words.

- A list word beginning with *a* and meaning:
  - speaking fluently and coherently \_\_\_\_\_
  - to make a formal application \_\_\_\_\_
  - an arrangement to meet someone at a specified time \_\_\_\_\_
  - to bring something to a successful end \_\_\_\_\_
  - a period of training under a master in a specific field \_\_\_\_\_
- A list word beginning with *p* and meaning:
  - an advancement in rank or position \_\_\_\_\_
  - the act of doing something repeatedly to improve a skill \_\_\_\_\_
  - the state of being given more importance in rank \_\_\_\_\_
  - a paid occupation, especially one that requires formal qualification \_\_\_\_\_
  - the ability to wait and do something without complaining \_\_\_\_\_
- A list word beginning with *c* and meaning:
  - a feeling of self-assurance \_\_\_\_\_
  - an occupation undertaken for a significant part of a person's life \_\_\_\_\_
  - to determine the number of something mathematically \_\_\_\_\_
  - relaxed; not serious \_\_\_\_\_



## Completing list words

Write the missing letters around the small word to form a list word. The meaning of each list word is given.

- relating to the management of money f i n \_ \_ \_ \_ \_
- hard-working and diligent \_ \_ \_ d u s t \_ \_ \_ \_ \_
- a requirement that fits a person for a job \_ \_ \_ \_ \_ c a t \_ \_ \_ \_
- right for a particular purpose \_ \_ \_ \_ t a b \_ \_ \_

# Attitudes and feelings

assertive	sensitive	passive	pensive	provocative
intolerant	wary	alert	agitated	contemptuous
jubilant	competitive	callous	disgusted	contented
wicked	appreciative	ecstatic	obnoxious	insulting
humble	frugal	shrewd	sarcastic	respectful

## Matching words and meanings

Use the following clues and meanings to find the correct list words.

- A list word ending in -ive and meaning:
  - letting things happen without taking any action \_\_\_\_\_
  - feeling or showing gratitude or pleasure \_\_\_\_\_
  - intending to cause a reaction, especially anger or annoyance \_\_\_\_\_
  - having or showing a confident and forceful personality \_\_\_\_\_
  - involved in deep or serious thought \_\_\_\_\_
  - easily affected by something \_\_\_\_\_
  - a drive to be more successful than others \_\_\_\_\_
- A list word ending in -ous and meaning:
  - very unpleasant or rude \_\_\_\_\_
  - showing scorn and a lack of respect \_\_\_\_\_
  - without sympathy or feeling for others \_\_\_\_\_



## Identifying list words

Use the following clues to find the correct list words.

- the adjective from *sarcasm* \_\_\_\_\_
- a word meaning the opposite of *spending foolishly* \_\_\_\_\_
- the adjective from *contempt* \_\_\_\_\_
- an antonym of *calm* \_\_\_\_\_
- the adjective from *jubilation* \_\_\_\_\_
- a synonym for *evil* \_\_\_\_\_
- the adjective from *assert* \_\_\_\_\_
- the adjective from *provoke* \_\_\_\_\_

# Increase your word power 1

animosity	bravado	acquiesce	exemplary	feasible
dominant	irrelevant	omnipotent	picturesque	impasse
abundant	magnanimous	indispensable	fallacy	eliminate
panorama	nonchalant	philanthropic	incessant	garrulous
redundant	tedious	succinct	strenuous	spasmodic

## Word meanings

Choose the word closest in meaning to each list word in bold.

- |                        |                 |              |               |       |
|------------------------|-----------------|--------------|---------------|-------|
| 1 <b>spasmodic</b>     | a convulsive    | b infrequent | c partial     | _____ |
| 2 <b>omnipotent</b>    | a all-powerful  | b all-seeing | c all-knowing | _____ |
| 3 <b>tedious</b>       | a sparse        | b boring     | c drastic     | _____ |
| 4 <b>magnanimous</b>   | a huge          | b enlarged   | c generous    | _____ |
| 5 <b>redundant</b>     | a unnecessary   | b lessened   | c forgotten   | _____ |
| 6 <b>philanthropic</b> | a philosophical | b charitable | c frugal      | _____ |
| 7 <b>succinct</b>      | a successful    | b wicked     | c brief       | _____ |
| 8 <b>fallacy</b>       | a descent       | b falsehood  | c delicacy    | _____ |
| 9 <b>feasible</b>      | a costly        | b easy-going | c achievable  | _____ |
| 10 <b>garrulous</b>    | a talkative     | b domestic   | c disposable  | _____ |
| 11 <b>exemplary</b>    | a excused       | b unworthy   | c excellent   | _____ |
| 12 <b>acquiesce</b>    | a familiarise   | b agree      | c maritime    | _____ |

## A word for a phrase

Replace the phrase in italics with a list word that has a similar meaning.

- The cottages were *visually charming and quaint* \_\_\_\_\_.
- We have reached a *dead-end situation* \_\_\_\_\_.
- The students' conduct was *worthy of imitation* \_\_\_\_\_.
- The country was led by a *strong and influential* \_\_\_\_\_ military power.
- Her work experience was *absolutely necessary* \_\_\_\_\_.
- The city's lookout offers a *view of the whole area* \_\_\_\_\_.
- This quote is *not related* \_\_\_\_\_ to the topic.
- The traffic noise was *going on without stopping* \_\_\_\_\_.



# Increase your word power 2

deprivation	chasm	ambiguous	judicious	palatable
relinquish	prejudice	poignant	defamation	fictitious
squalid	unanimous	volatile	benign	derelict
crucial	adjourn	elite	nostalgia	hideous
anonymous	chastise	chronic	celestial	labyrinth

## Matching words and meanings

Use the following clues and meanings to find the correct list words.

- 1 A list word beginning with *c* and meaning:
  - a relating to the sky or outer space \_\_\_\_\_
  - b (of an illness) persisting for a long time \_\_\_\_\_
  - c a deep, narrow opening in the ground \_\_\_\_\_
  - d of great importance \_\_\_\_\_
  - e to severely reprimand \_\_\_\_\_
- 2 A list word beginning with *d* and meaning:
  - a a lack of things considered to be necessities \_\_\_\_\_
  - b the act of damaging someone's good reputation \_\_\_\_\_
  - c in very poor condition because of neglect \_\_\_\_\_



## Identifying list words

Use the clues and meanings to find the correct list words.

- 1 Find a word similar in meaning to *dirty* or *filthy*. \_\_\_\_\_
- 2 Which word means *not real* or *true*? \_\_\_\_\_
- 3 This word means *a feeling of longing for the past*. \_\_\_\_\_
- 4 This word means *all in agreement*. \_\_\_\_\_
- 5 In medical terms, this word means *not harmful*. \_\_\_\_\_
- 6 This word means *liable to change unpredictably*. \_\_\_\_\_
- 7 This word means *showing good judgement*. \_\_\_\_\_
- 8 This is a complicated network of passages or paths. \_\_\_\_\_
- 9 This word describes something that is extremely ugly. \_\_\_\_\_
- 10 This word means *pleasant to taste*. \_\_\_\_\_



# Fun with words

## Jumbled letters

Use the clues to find a word that has the same, but rearranged, letters as the first word. Note the example.

- 1 HOSES becomes footwear: S H O E S
- 2 DEALER becomes a person in charge: \_\_\_\_\_
- 3 TINSEL becomes quiet: \_\_\_\_\_
- 4 NAME becomes nasty: \_\_\_\_\_
- 5 MILES becomes a facial expression: \_\_\_\_\_
- 6 NOTES becomes a rock: \_\_\_\_\_
- 7 SORE becomes a flower: \_\_\_\_\_
- 8 LANCED becomes a source of light: \_\_\_\_\_
- 9 LIVE becomes wicked: \_\_\_\_\_
- 10 RASHES becomes portions: \_\_\_\_\_
- 11 ACRES becomes speed competitions: \_\_\_\_\_
- 12 LOAF becomes a young horse: \_\_\_\_\_
- 13 LAMP becomes the flat part of the hand: \_\_\_\_\_
- 14 PART becomes something that might catch you: \_\_\_\_\_
- 15 LEMON becomes a large, sweet fruit: \_\_\_\_\_
- 16 RAIL becomes the den of an animal: \_\_\_\_\_

## Rhyming fun

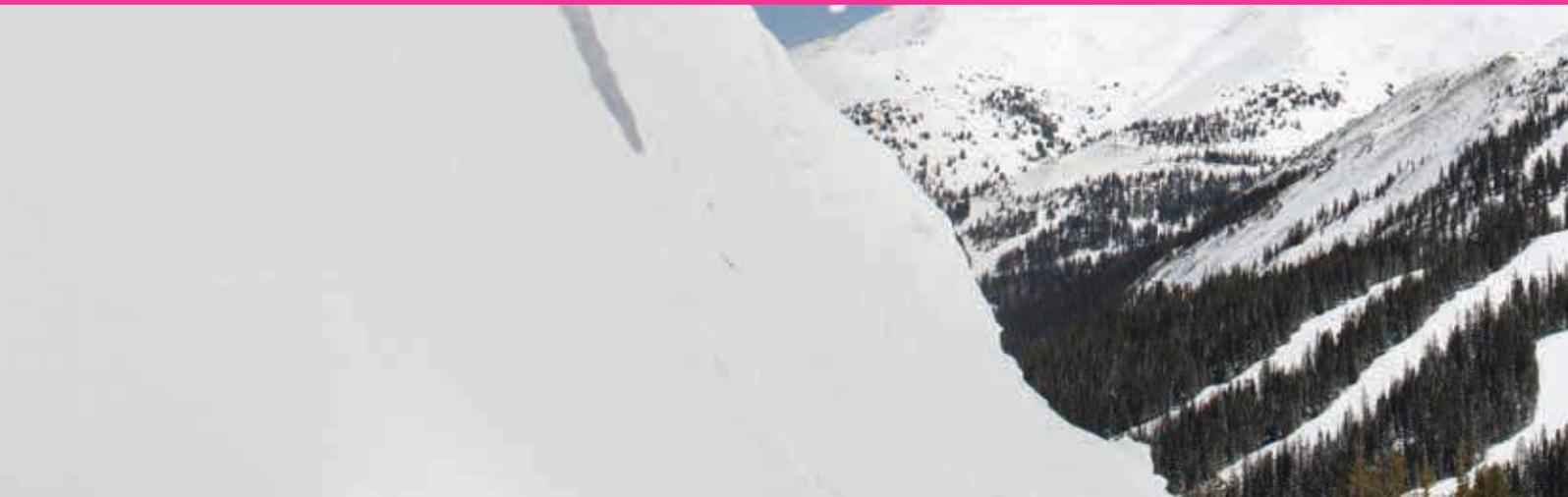
Use the clues to insert rhyming words. The first one is given as an example.

Clues	Rhyming words
1 a cat who tells funny stories	a witty <u>kitty</u>
2 a happy parrot	a jolly _____
3 a cook who can't hear	a deaf _____
4 a cattle rustler	a _____ thief
5 a boring seabird	a _____ gull
6 an inexpensive woolly animal	a _____ sheep
7 a bigger volcano	a _____ crater
8 an idle flower	a _____ daisy



**PART 3**

# LITERATURE



# Overcoming adversity

Jimmy Barnes achieved international fame as the lead vocalist of the rock band Cold Chisel. However, his childhood had not been easy. In his autobiography, he describes the difficulties of overcoming poverty and other hardships as he was growing up.

## A hard day's school

There were days we would be kept home from school waiting for Mum's children's allowance cheque to come in the mail. It was too wet to go without the right clothes or shoes to wear. Mum would be waiting on the only money that Dad couldn't get his hands on, so she could count on that at least. Fourteen dollars a fortnight was all it was, but it meant we could eat or she could buy a pair of shoes for one of us; we all needed them.

We would go to school in the rain with bits of cardboard stuck inside our shoes, covering the holes in the bottom, hoping it would stop the water coming in and wetting our already frozen feet. The cardboard never really worked. It seemed fine at home but once you left the house water just oozed in. I used to sit in school with cold, wet feet. I'd be hungry and uncomfortable and I just couldn't concentrate with what was going on in front of me. I think the teachers knew because they would reach out and try to help me get through the work.

Sometimes school was great because we could forget what was going on at home for a while, but other times the water inside your shoes or the dirty clothes you were wearing just made it too hard to forget what was happening. There were a lot of other kids who looked like they were escaping something or someone, or maybe both.

The kids at the school all looked the same. Mostly immigrant kids who came from lower working-class families that were struggling to get by. Most of us wore clothes that were either second-hand or looked second-hand; some were cleaner or newer than others. We were all



wearing coats that our big brothers or sisters had been wearing the year before, well past their prime by the time we got our hands on them. Shirts with odd buttons sewn on them. Pants with patches on them covering holes that had been made the year before. Each patch like a reminder of a winter past full of sliding, playing football on grass and mud and gravel.

Everybody wore shoes that were scuffed and dirty. I wondered how many of the kids were like me and had pieces of cardboard box stuffed into

the soles of their shoes. My socks always seemed to have holes in them too. Sitting in class with your toes sticking through a huge hole in your sock could be so distracting. A lot of things were missed in class as I tried to concentrate on wriggling my toes into a position where the hole would stay covered.

‘Do you know the answer, Jim?’

‘Ah, no miss, I wasn’t listening. I dropped my pencil. Sorry.’

‘Pay attention, Jim, and try to keep your feet still please.’

The teacher always seemed to smile as if she knew what was going on.

‘Yes, miss, I’ll try.’

And I would return to my magician’s trick of getting my toes back into the socks that were not capable of holding them anymore without anyone noticing.

If my feet were too wet, I would try to slip my shoes off under the desk to let them dry. But when the socks were in too bad a condition my feet had to stay hidden in my shoes. It was the only way. I didn’t need something else to be embarrassed about.

from *Working Class Boy* by Jimmy Barnes

## Responding to the text

- 1 Why was the allowance cheque so important for the narrator’s family?

---

- 2 In the first paragraph, what impression does the narrator give of his father?

---

- 3 Why did the narrator go to school with cardboard inside his shoes?

---

---

- 4 What problems did the narrator have while he was sitting in class?

---

---

- 5 How did the teacher react to the narrator’s lack of concentration?

---

---

- 6 ‘The kids at school all looked the same.’ Why was this?

---

---

- 7 Why were the clothes of the students ‘second-hand’?

---

---

- 8 What did this passage show about the narrator’s childhood?

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# Teenagers at war

*Tomorrow, When the War Began* by John Marsden describes how a small group of young people fought back against the invaders of their country. Ellie, the narrator, is one of the teenagers.

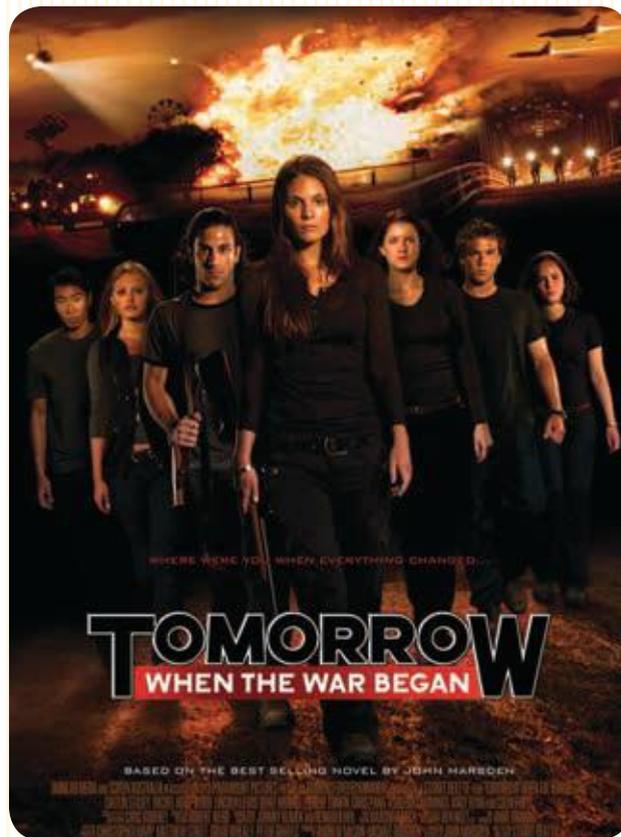
## Ellie's story

One of the soldiers, the male, called out urgently, in a language I didn't recognise, and a moment later the third soldier came through the line of trees and joined the first two. They talked for a moment, gesturing in our direction. They must have known by then that we weren't armed: we would have surely let off a few shots by now if we had been. They spread out a little though, and came walking slowly towards us. I waited and waited till they were about three metres from the mower. The small squat dark shape sat there as if demanding that they notice it. For the first time I saw their faces; then I struck the match.

It didn't light.

My hand, which had been very steady till then, got the shakes. I thought, 'We're about to die just because I couldn't light a match.' It seemed unfair, almost ridiculous. I tried again, but was shaking too much. The soldiers were almost past the mower. Kevin grabbed my wrist. 'Do it' he mouthed fiercely in my ear. The soldiers seemed to have heard Kevin from the way their eager faces turned in our direction again. I struck the match for the third time, almost sure there wouldn't be enough sulphur left to ignite. But it lit, making a harsh little noise, and I threw it to the ground. I threw it too fast; I don't know how it didn't go out. It should have, and it almost did. For a moment it died to a small dot of light and again I thought 'We're dead, and it's all my fault'. Then the petrol caught, with a quiet quick whoosh.

The flames ran along the line of petrol in fits and starts, like a stuttering snake, but very



fast. The soldiers saw it, of course. They turned, looked, seemed to flinch. But in their surprise they were too slow to move, just as I would have been. One lifted an arm, as if to point. Another leaned backwards, almost in slow motion. That's the last image I have of them, because then Kevin pulled me back, behind the brick wall, and an instant later the mower became an exploding bomb. The night seemed to erupt. The wall swayed and shook, and then settled again. A small orange fireball ripped up into the darkness, with little tracer bullets of fire shooting

away from it. The noise was shrill and loud and frightening. It hurt my ears. I could see bits of shrapnel hurtling into the trees and I heard and felt a number of bits thud into the wall behind which we were hiding. Then Kevin was tugging at me, saying, 'Run, run'.

At the same time the screams began from the other side of the wall.

We ran through the fruit trees and down the slope at an angle, past the chook shed, reaching

Mrs Alexander's front fence at the corner where it met the next property. The screams behind us were ripping the night apart. I hoped that the faster and further we ran the quicker the screams would fade, but that didn't seem to be happening. I didn't know if I was hearing them only with my ears or in my mind as well.

from *Tomorrow, When the War Began* by John Marsden

## Responding to the text

- 1 What evidence shows that the soldiers were foreigners?  
\_\_\_\_\_
- 2 How would the soldiers have known that the teenagers weren't armed?  
\_\_\_\_\_
- 3 'They spread out a little ...' Why would the soldiers do this?  
\_\_\_\_\_
- 4 'I waited and waited ...' What is the effect of the repetition of 'waited'?  
\_\_\_\_\_
- 5 'It didn't light.' Why not?  
\_\_\_\_\_
- 6 Why didn't the narrator think the match would light on the third occasion?  
\_\_\_\_\_
- 7 Why did the narrator think 'We're dead and it's all my fault'?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 8 Why couldn't the narrator see the effects of the explosion?  
\_\_\_\_\_  
\_\_\_\_\_
- 9 What was Kevin's reaction to the explosion?  
\_\_\_\_\_
- 10 What evidence was there that the soldiers had been wounded?  
\_\_\_\_\_



# Fantasy

In the following incident, Bilbo Baggins is horrified to find that huge spiders have captured his companions, the dwarves, and are intending to make a meal of them. He has no choice but to intervene to try and save his friends.

## Bilbo and the giant spiders

Suddenly he saw, too, that there were spiders huge and horrible sitting in the branches above him, and ring or no ring he trembled with fear lest they should discover him. Standing behind a tree he watched a group of them for some time, and then in the silence and stillness of the wood he realised that these loathsome creatures were speaking one to another. Their voices were a sort of thin creaking and hissing, but he could make out many of the words that they said. They were talking about the dwarves!

'It was a sharp struggle, but worth it,' said one. 'What nasty thick skins they have to be sure, but I'll wager there is good juice inside.'

'Aye, they'll make fine eating, when they've hung a bit,' said another.

'Don't hang 'em too long,' said a third. 'They're not as fat as they might be. Been feeding none too well of late, I should guess.'

'Kill 'em, I say,' hissed a fourth; 'kill 'em now and hang 'em dead for a while.'

'They're dead now, I'll warrant,' said the first.

'That they are not. I saw one a-struggling just now. Just coming round again, I should say, after a bee-aautiful sleep. I'll show you.'

With that one of the fat spiders ran along a rope till it came to a dozen bundles hanging in a row from a high branch. Bilbo was horrified, now that he noticed them for the first time dangling in the shadows, to see a dwarfish foot sticking out of the bottoms of some of the bundles, or here and there the tip of a nose, or a bit of beard or of a hood.

To the fattest of these bundles the spider went – 'It is poor old Bombur, I'll bet,' thought Bilbo –



and nipped hard at the nose that stuck out. There was a muffled yelp inside, and a toe shot up and kicked the spider straight and hard. There was life in Bombur still. There was a noise like the kicking of a flabby football, and the enraged spider fell off the branch, only catching itself with its own thread just in time.

The others laughed. 'You were quite right,' they said, 'the meat's alive and kicking!'

'I'll soon put an end to that,' hissed the angry spider climbing back onto the branch.

Bilbo saw that the moment had come when he must do something. He could not get up at the brutes and he had nothing to shoot with; but looking about he saw that in this place there were many stones lying in what appeared to be a now dry little watercourse. Bilbo was a pretty fair shot with a stone, and it did not take him long to find a nice smooth egg-shaped one that fitted his hand cosily. As a boy he used to practise throwing stones at things, until rabbits and squirrels, and even birds, got out of his way as quick as lightning if they saw him stoop; and even grownup he had still spent a deal of his

time at quoits, dart-throwing, shooting at the wand, bowls, ninepins and other quiet games of the aiming and throwing sort – indeed he could do lots of things, besides blowing smoke-rings, asking riddles and cooking, that I haven't had time to tell you about. There is no time now. While he was picking up stones, the spider had reached Bombur, and soon he would have been dead. At that moment Bilbo threw. The stone struck the spider plunk on the head, and it dropped senseless off the tree, flop to the ground, with all its legs curled up.

The next stone went whizzing through a big web, snapping its cords, and taking off the

spider sitting in the middle of it, whack, dead. After that there was a deal of commotion in the spider-colony, and they forgot the dwarves for a bit, I can tell you. They could not see Bilbo, but they could make a good guess at the direction from which the stones were coming. As quick as lightning they came running and swinging towards the hobbit, flinging out their long threads in all directions, till the air seemed full of waving snares.

Bilbo, however, soon slipped away to a different place.

from *The Hobbit* by J.R.R. Tolkien

## Responding to the text

- 1 'There were spiders huge and horrible ...' How did Bilbo react to the spiders?  
\_\_\_\_\_
- 2 What kind of voices did the spiders have?  
\_\_\_\_\_
- 3 What criticism did the first spider make of the dwarves as food?  
\_\_\_\_\_
- 4 Why is the fourth spider especially loathsome and horrible?  
\_\_\_\_\_
- 5 How did Bilbo come to realise that there were dwarves in the bundles?  
\_\_\_\_\_
- 6 How did the spider test to see whether the dwarves were alive?  
\_\_\_\_\_
- 7 Write down the simile that describes the noise when Bombur kicked the spider.  
\_\_\_\_\_
- 8 'Bilbo saw that the moment had come when he must do something.' Why did Bilbo see the need for immediate action?  
\_\_\_\_\_
- 9 How did Bilbo prevent Bombur from being killed by the spider?  
\_\_\_\_\_
- 10 How did the spiders try to prevent Bilbo from escaping?  
\_\_\_\_\_



# Laughing matters

In his best-selling autobiography, *The Happiest Refugee*, Vietnamese-born Australian Anh Do relates how as a child he survived a five-day journey in a leaky boat from Vietnam to become one of Australia's best-loved comedians and raconteurs. In the following passage he humorously describes a cricket match from his school days.

## Howzat?

I soon realised that switching to cricket was the biggest mistake I'd ever made. I was totally hopeless at it. I was near the bottom of the batting order and I never got to bowl either, except on one very memorable occasion.

Around the middle of the season we were playing Cranbrook. They had a kid who was just impossible to get out. He was on about sixty runs or so, which was huge for a schoolboy E's team. Our whole squad had tried to bowl him out, with no success. The coach thought he might as well chuck me in there.

'Let's give Anh a bowl. Where's Anh?'

I was somewhere in the outfield, probably watching the bees hop from daisy to daisy.

'Anh, come in for a bowl?' It was half a command, half a question; the coach half hoping I would say no.

'C'mon, have a go,' Phil called out.

'I don't want to,' I replied.

'This guy's smashing everyone, so it doesn't matter. You can't stuff up,' Phil said. It turned out I could. I couldn't get the ball to stay on the pitch and bowled a whole bunch of wides. The kid batting was getting frustrated because the balls were nowhere near close enough for him to hit. I turned to Phil as if to say, 'I told you so.' It was so embarrassing that even the parents watching started chipping in. Some old guy from the sidelines yelled out 'Just try and get it to go straight,' and I could hear the mothers laughing at me.

I grabbed the ball and bowled another shocking delivery. The kid was so frustrated he ran four feet wide of the wicket and took a wild



swing at the ball, which flew straight up into the air to be caught by my wicket keeper. Out!

WHOO-HOO!!!

All my teammates ran over and mobbed me. We all knew it was a complete fluke, but it didn't matter. I handed the ball back to my coach, thinking it was all over and had ended sweetly.

'Ah, no, Anh. Because of all the wides, you've got four more balls.'

Oh man, I thought to myself.

The next kid walked up to the crease. His coach had seen what had happened and he told this kid, 'Don't try and hit it if it's nowhere near you. Just leave it.'

I came steaming in from my 'long run' and lobbed the ball in the new batsman's direction ... It was so wide it landed on the very edge of the pitch where the concrete joined the longer grass of the field. Hitting that uneven line made it bounce back in and the poor kid watched it roll slowly behind him and dribble into the stumps. He hadn't even touched the ball and I had got him out.

WHOO-BLOODY-HOO!!!!

I was mobbed again.

'Mate, you're on a hat-trick,' Phil ran over to tell me.

'What's that again?' I asked. I had heard the term before but I didn't really know what it meant. Phil explained that if I got the next batsman out on his first ball, that would make three wickets in three balls – a hat-trick. Our coach was beaming and he said, 'In all my years at this school, I have never seen anyone do it.'

Now even I was excited.

Alas, the new batsman was onto me and he whacked my next three balls all over the shop. So much for the hat-trick. But at the end of the year my stats showed me bowling one over, taking two wickets and conceding less than twenty runs, so I had the best bowling average in the whole school. I never played cricket again, but the experience was such a valuable lesson in my life. Since then, whenever I've had to go into battle as the underdog, I know in my heart that an extraordinary result is a very possible outcome.

from *The Happiest Refugee* by Anh Do

## Responding to the text

- 1 'I was totally hopeless at it.' At the beginning of the story, what proof does Anh give for this statement?  
\_\_\_\_\_
- 2 '... we were playing Cranbrook.' What problem did Anh's team have?  
\_\_\_\_\_
- 3 Where was Anh when he was called upon to bowl?  
\_\_\_\_\_
- 4 What evidence was there to show that Anh was a very poor bowler?  
\_\_\_\_\_
- 5 Why was the first Cranbrook batsman becoming very frustrated?  
\_\_\_\_\_
- 6 How did the parents react to Anh's bowling?  
\_\_\_\_\_
- 7 How did Anh get the second Cranbrook batsman out?  
\_\_\_\_\_  
\_\_\_\_\_
- 8 How did the incoming third batsman treat Anh's last three balls?  
\_\_\_\_\_
- 9 What did Anh learn from this experience as a cricketer?  
\_\_\_\_\_
- 10 What does this incident reveal about Anh's character?  
\_\_\_\_\_



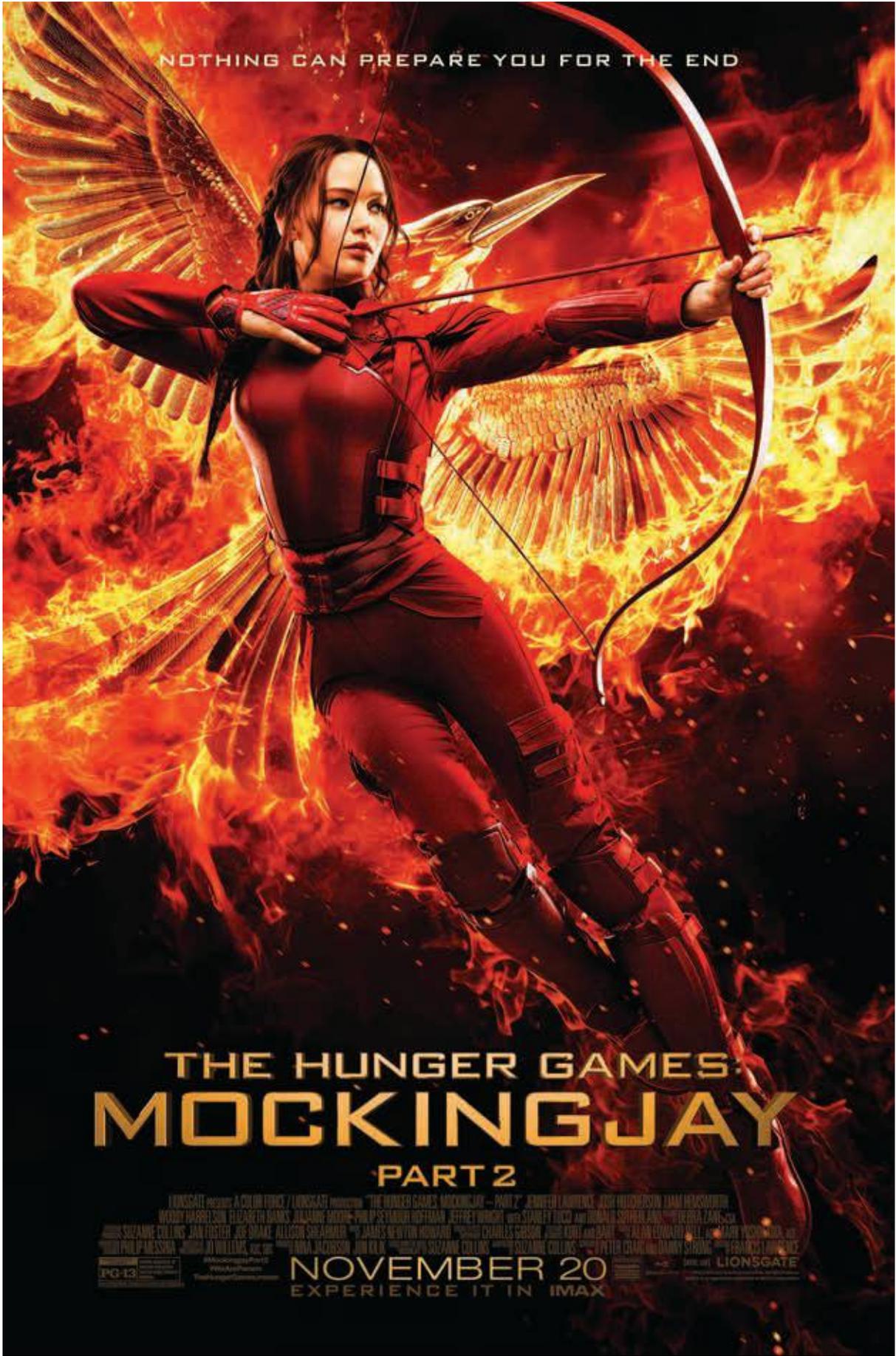
# Film poster

*Mockingjay* is the third novel in a trilogy of science-fiction books titled *The Hunger Games* by Suzanne Collins. *Mockingjay*, the movie, was released in two parts and continues the story of the heroine, Katniss Everdeen, who becomes the 'Mockingjay', a living symbol of defiance against the corrupt and decadent Capitol that rules over the impoverished districts in Panem. In the series, a mockingjay is a species of bird resulting from the mating of jabberjays and mockingbirds. Look carefully at the poster opposite then answer these questions.

## Responding to the text

- 1 What is the purpose of this film poster?  
\_\_\_\_\_
- 2 Why are the words 'Nothing can prepare you for the end' on the poster?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 What is the mockingjay a symbol of?  
\_\_\_\_\_
- 4 After reading the introduction at the start, explain why Katniss has been portrayed as having wings.  
\_\_\_\_\_
- 5 On numerous occasions Katniss is referred to as 'the girl on fire'. What has the poster's creator done to emphasise fire?  
\_\_\_\_\_
- 6 What does Katniss's body language show about her character?  
\_\_\_\_\_
- 7 How does the poster show that it would be dangerous to be an enemy of Katniss?  
\_\_\_\_\_
- 8 Why do you think this poster was successful in promoting the film?  
\_\_\_\_\_  
\_\_\_\_\_
- 9 The audience viewing the poster has been positioned to be beneath Katniss. What is the effect of this positioning?  
\_\_\_\_\_  
\_\_\_\_\_
- 10 What need or desire in the audience does this poster appeal to?  
\_\_\_\_\_  
\_\_\_\_\_

NOTHING CAN PREPARE YOU FOR THE END



LITERATURE



# This is Africa

South African conservationist Lawrence Anthony devoted his life to saving endangered animals. In his book, *The Elephant Whisperer*, he relates his trials and tribulations while trying to save a herd of 'rogue' elephants. Here he describes the terrifying encounter of his wife, Francoise, and his dog, Max, with a deadly spitting cobra.

## A deadly encounter

'This is Africa,' I said, and then heard Francoise scream.

She came running towards us.

'What's the matter?' I asked.

'Snake ... big one! On the stove, in the kitchen.'

'What happened?'

She had been cooking pasta when a rat suddenly jumped out of the air vents above the stove and landed on a pot next to her. A split second later a grey blur streaked down, whipped itself around the bar on top of the stove and sank its toxic fangs into the mesmerised rodent in one lightning hit. Francoise, who had never seen a snake that close before, dropped the spatula and bolted.

I ran to the kitchen to see the snake gliding fast towards me, heading for the lounge. It was a Mozambique spitting cobra, known locally as an *mfezi*. Despite what Francoise had said, it was average size – about four feet long. But *mfezis* have certainly earned their reputation of being second only to mambas as the most dangerous snakes in Africa. A bite is fatal if untreated, although spitting is their main form of defence and when they do so they unleash copious amounts of venom from virtually any position.

It was heading in Francoise's direction, so I rushed to get a broom to catch it. I have a strict rule that no snake is killed on Thula Thula unless the situation is life-threatening. If they're in the house, we capture and put them back in the bush. I have learned that with a cobra, this is most easily done by slowly easing a broom towards it

as it rears up and then gently pushing it along the floor and under the snake until it leans over on top of the bristle-head. It's then lifted up, carried outside and allowed to slither off.



Although some neurons in my brain still jump whenever I see a snake – the same primitive impulses that kept our ancestors in caves alive – I have no problem with them. They are vital for the environment and do immeasurably more good than harm by keeping vermin populations from exploding. Like almost all wild creatures, they will only attack if threatened; they are far happier running away.

I rushed back with a broom but I was too late. Max had already cornered the reptile, now reared to almost a third of its length with its long thin hood flared, exposing a yellow-pink underbelly scored with black bars. It was a compelling sight; loathsome yet stunning.

'Come here, Max! Leave him, boy.'

But the usually obedient Max didn't listen. Fixated on the *mfezi* he silently circled the upright serpent, which tried to twist round to face him.

'Maxie ... leave him, boy,' I commanded. If the snake bit him, he could die. The neurotoxic and cytotoxic (cell-destroying) venom would reach his vital organs far quicker than in a human.

'Max!'

Then Max lunged, biting the *mfezi* behind its head. I heard the crunch as his jaws snapped shut like a bear trap. He bit again, and again.

He dropped the snake and came towards me, wagging his tail. The snake was chopped into three distinct pieces, its head still quivering from contracting nerves.

Max looked mighty pleased with himself. I was just relieved – until I saw his eyes. He was blinking furiously. The spitting cobra lived up to its name and hit bang on target. *Mfezis* are extremely accurate up to about eight feet and actually spray instead of spit. This means a fine mist of highly toxic venom comes at you as a sheet, rather than a single globule, and it's vital to wear glasses and

shut your mouth when threatened by them – especially when you're trying to move them off with a broom.

Francoise quickly got some milk. We bathed Max's eyes and I rushed him to the Land Rover. The nearest vet was twenty miles away in Empangeni, and if we didn't get there soon, Max could go blind. However, the fact we had managed to clean out most of the poison with milk so soon after the attack augured well.

The vet agreed that the milk had countered the poison, squeezed some paste into the pupils and said Max would be fine.

As we left, he jumped into the car, tail thumping like an overjoyed windscreen wiper.

from *The Elephant Whisperer* by Lawrence Anthony

## Responding to the text

1 Why did the rat jump out of the air vents onto the stove?

---

2 '... a grey blur streaked down.' What does this reveal about the snake?

---

3 How did Francoise react to the appearance of the snake?

---

4 In what unusual way can this type of cobra defend itself?

---

5 What plan did the narrator have for returning the cobra to the bush?

---

6 Why did the narrator feel that snakes were good for the environment?

---

7 Identify the simile that shows the great power and force of Max's jaws.

---

8 Why was Max 'blinking furiously'?

---

9 How did Francoise and the narrator help to prevent Max from going blind?

---



# Pirates of the high seas

## Flying skull and crossbones

Although movies often depict a pirate's life as one of adventure, in reality it was a very hard existence. Most pirates were men, and generally came from a poor background with little chance of a comfortable life.

Pirate ships were uncomfortable, and the food was usually dried biscuits and pickled meat. Only when the ships docked could the crew hunt for fresh food, replenish their water supply and buy or steal fruit. Pirate ships were either converted schooners with two masts, or galleons propelled by both sails and oars. They needed to be very fast in order to overtake and board ships carrying treasure. Depending on where the merchant ship had traded, treasure could be precious metals and jewels, silk, hardwoods, ivory and even slaves.

On a pirate ship, all the crew took part in decision making and elected the captain. If he were unfair, another sailor would be elected in his place. The captain was the only sailor with a private cabin, but he ate the same food as the rest. The quartermaster was second in command. It was his job to decide what treasure to keep and to divide it up among the crew or sell it on the docks. The captain retained the most treasure, followed by the officers and then the sailors. Because they did not fight, the cook and the carpenter received the smallest share.

When a merchant ship was sighted, the pirates would follow it for hours, sometimes even days, to determine whether it could be easily captured. Then they hoisted a flag called the Jolly Roger. Originally these flags were bright red, but in the 1700s they were changed to black and sometimes decorated with the skull-and-crossbones symbol



or otherwise the captain's own emblem. If the merchant men resisted, the pirates would fire cannon balls into the ship's sails and masts, making sailing impossible. If the captured sailors showed no resistance, they were usually released after the pirates had taken all the treasure.

Sailors who disobeyed the captain were marooned with a small supply of food and water on a secluded island, where it was hard for them to survive. Others were keelhauled. This meant that they were tied up and dragged below the water from one side of the ship to the other. Few survived – if they did not drown, they were badly cut by the barnacles growing on the ship's hull.

By the 1800s, there were fewer pirates. The newly invented steam engine could propel warships and merchant ships faster than the pirates' sailing ships, and so the pirates could no longer outrun these ships. However, pirates are still active today, particularly off the coast of Somalia but also in many other oceans. They are usually part of organised crime gangs and in the last decade attacks have increased by 75 per cent.

## Responding to the text

Complete each sentence by choosing the correct answer.

- 1 Pirates had healthy food:
  - a during their voyages.
  - b only when they came ashore.
  - c provided by the ship's cook.

---
- 2 Pirate ships could overtake merchant ships because:
  - a they were fitted with steam engines.
  - b their ships were specially made in England.
  - c they were converted to fast sailing ships.

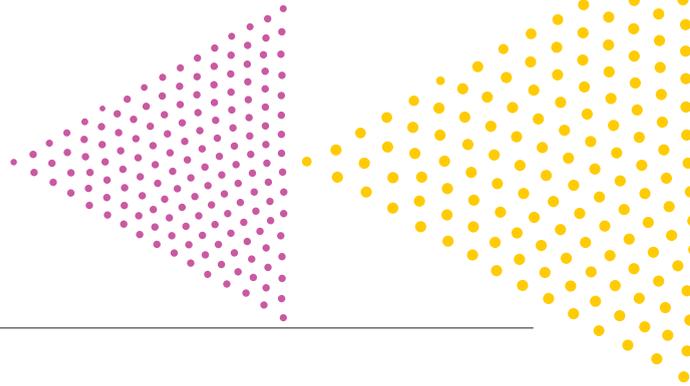
---
- 3 Galleons were:
  - a ships with two masts.
  - b naval warships.
  - c propelled by both sails and oars.

---
- 4 When a merchant ship was sighted, the pirates:
  - a would follow it for hours or days.
  - b attacked immediately.
  - c raised the pirate flag as soon as they saw the ship.

---
- 5 The crew of the attacked merchant ships were:
  - a encouraged to defend their ship.
  - b wise to let the pirates take the treasure.
  - c forced to join the pirates.

---
- 6 Attacks by modern-day pirates:
  - a have increased over the last decade.
  - b are non-existent.
  - c only occur off the coast of Somalia.

---



# Suspense

Suspense is a feeling of anxiety or uncertainty about what will happen next. Story writers create suspense by keeping the reader in doubt about the outcome of a dangerous or difficult situation. Will the main character survive? Can anything else possibly go wrong? Will each obstacle be overcome?

In this extract from the novel *Holes* by Louis Sachar, Stanley (nicknamed 'Caveman') is in a juvenile detention centre where the inmates are forced to dig holes in the desert. When Mr Sir's bag of sunflower seeds is stolen, Stanley accepts the blame. Mr Sir suspects that someone else did it, but he decides to take Stanley to the dreaded Warden in the hope that she will sort it out.

## The small flowered case

'In that room, Caveman, there's a small flowered case. Will you get it for me, please?' She pointed to a door.

Stanley looked at the door, then at the Warden, then back at the door. He slowly walked toward it.

It was a kind of dressing room, with a sink and a mirror. Next to the sink he saw the case, white with pink roses.

He brought it back out to the Warden, and she set it on the glass coffee table in front of her. She unclasped the latch and opened the case.

It was a makeup case. Stanley's mother had one similar to it. He saw several bottles of nail polish, polish remover, a couple of lipstick tubes, and other jars and powders.

The Warden held up a small jar of dark-red nail polish. 'You see this, Caveman?'

He nodded.

'This is my special nail polish. Do you see the dark rich colour? You can't buy that in a store. I have to make it myself.'

Stanley had no idea why she was showing it to him. He wondered why the Warden would ever have the need to wear nail polish or makeup.

'Do you want to know my secret ingredient?'

He raised and lowered one shoulder.

The Warden opened the bottle. 'Rattlesnake venom.' With a small paintbrush she began

applying it to the nails on her left hand. 'It's perfectly harmless ... when it's dry.'

She finished her left hand. She waved it in the air for a few seconds, then began painting the nails on her right hand. 'It's only toxic while it's wet.'

She finished painting her nails, then stood up. She reached over and touched Stanley's face with her fingers. She ran her sharp wet nails very gently down his cheek. He felt his skin tingle.

The nail on her pinkie just barely touched the wound behind his ear. A sharp sting of pain caused him to jump back.

The Warden turned to face Mr Sir, who was sitting on the fireplace hearth.

'So you think he stole your sunflower seeds?'

'No, he says he stole them, but I think it was -'

She stepped towards him and struck him across the face.

Mr Sir stared at her. He had three long red marks slanting across the left side of his face. Stanley didn't know if the redness was caused by her nail polish or his blood.

It took a moment for the venom to sink in. Suddenly, Mr Sir screamed and clutched his face



with both hands. He let himself fall over, rolling off the hearth and onto the rug.

The Warden spoke softly. 'I don't especially care about your sunflower seeds.'

Mr Sir moaned.

'If you must know,' said the Warden, 'I liked it better when you smoked.'

For a second, Mr Sir's pain seemed to recede. He took several long, deep breaths. Then his head jerked violently, and he let out a shrill scream, worse than the one before.

The Warden turned to Stanley. 'I suggest you go back to your hole now.'

Stanley started to go, but Mr Sir lay in the way. Stanley could see the muscles on his face jump and twitch. His body writhed in agony.

Stanley stepped carefully over him. 'Is he -?'

'Excuse me?' said the Warden.

Stanley was too frightened to speak.

'He's not going to die,' the Warden said. 'Unfortunately for you.'

from *Holes* by Louis Sachar

## Responding to the text

1 What did the Warden ask Stanley to do?

---

2 Why do you think Stanley looked from the door to the Warden, and then at the door again?

---

3 What did Stanley think when the Warden showed him the special nail polish?

---

4 What secret ingredient did the Warden put into her special nail polish?

---

5 'It's only toxic while it's wet.' After saying these words, what did the Warden do that put Stanley in danger of being poisoned?

---

6 Why did the Warden then strike Mr Sir across the face with her poisoned fingernails?

---

7 At the end of the extract, how do the Warden's final words create suspense for the reader?

---

8 At the start, the Warden's behaviour seems quite normal. What sinister aspects of her character gradually emerge?

---



# Science fiction

In this suspenseful incident from the novel *The Maze Runner*, Thomas, the protagonist, is being pursued by a horrible and deadly machine-like creature called a Griever.

## The monstrous thing

Thomas stared in horror at the monstrous thing making its way down the long corridor of the Maze.

It looked like an experiment gone terribly wrong – something from a nightmare. Part animal, part machine, the Griever rolled and clicked along the stone pathway. Its body resembled a gigantic slug, sparsely covered in hair and glistening with slime, grotesquely pulsating in and out as it breathed. It had no distinguishable head or tail, but front to end was at least two metres long, a metre thick.

Every ten to fifteen seconds, sharp metal spikes popped through its bulbous flesh and the whole creature abruptly curled into a ball and spun forward. Then it would settle, seeming to gather its bearings, the spikes receding back through the moist skin with a sick slurping sound. It did this over and over, travelling just a metre or so at a time.

But hair and spikes were not the only things protruding from the Griever's body. Several randomly placed mechanical arms stuck out here and there, each one with a different purpose. A few had lights attached to them. Others had long, menacing needles. One had a three-fingered claw that clasped and unclasped for no apparent reason. When the creature rolled, these arms folded and manoeuvred to avoid being crushed. Thomas wondered what – or who – could create such frightening, disgusting creatures.

The source of the sounds he'd been hearing made sense now. When the Griever rolled, it made a metallic whirring sound like the spinning blade of a saw. The spikes and the arms explained



the creepy clicking sounds, metal against stone. But nothing sent chills up and down Thomas's spine like the haunted deathly moans that somehow escaped the creature when it sat still, like the sound of dying men on a battlefield.

Seeing it all now – the beast marched with the sounds – Thomas couldn't think of any nightmare that could equal this hideous thing coming towards him. He fought the fear, forced his body to remain perfectly still, hanging there in the vines. He was sure their only hope was to avoid being noticed.

*Maybe it won't see us, he thought. Just maybe.* But the reality of the situation sank like a stone in his belly. The beetle blade had already revealed his exact position.

The Griever rolled and clicked its way closer, zigzagging back and forth, moaning and whirring. Every time it stopped, the metal arms unfolded and turned this way and that, like a roving robot on an alien planet looking for signs of life. The lights cast eerie shadows across the Maze. A faint memory tried to escape the locked box within his mind – shadows on the walls when he was a kid, scaring him. He longed to be back to wherever that was, to run to the mum and dad

he hoped still lived, somewhere, missing him, searching for him.

A strong whiff of something burnt stung his nostrils; a sick mixture of overheated engines and charred flesh. He couldn't believe people could create something so horrible and send it after kids.

Trying not to think about it, Thomas closed his eyes for a moment and concentrated on remaining still and quiet. The creature kept coming.

from *The Maze Runner* by James Dashner

## Responding to the text

1 Where is this incident taking place?

---

2 Which creature did the Griever look like?

---

3 In the third paragraph, why did the Griever seem to be particularly dangerous?

---

4 Write down the simile that describes the whirring sound made by the Griever.

---

5 What sounds did the spikes and arms make?

---

6 What sounds sent chills up and down Thomas's spine, and why?

---

---

7 What did Thomas decide was the best way to avoid being seen by the Griever?

---

8 'The Griever rolled and clicked its way closer, zigzagging back and forth, moaning and whirring.' Write down the five onomatopoeic (sound) words.

---

9 What longing did Thomas have from the past?

---

10 'The creature kept coming.' How is the suspense built in this closing sentence?

---

---



# Poets paint word pictures

When poets set out to describe a scene, a person, an object or animal, they want us to be able to picture it in our minds. This is where the skill and artistry of poetry comes in. The poet must find words, sounds, rhythms and a structure that combine to stimulate our imagination so that we can 'see' what they have seen. In the following poem, the poet observes an old lady who comes to feed the alley cats that live around the Domain in Sydney. He sees a certain grandness in her humble actions and in the response of the cats.

## Lady feeding the cats

Shuffling along in her broken shoes from the slums,  
 A blue-eyed lady showing the weather's stain,  
 Her long dress green and black like a pine in the rain,  
 Her bonnet much bedraggled, daily she comes  
 Uphill past the Moreton Bays and the smoky gums  
 With a sack of bones on her back and a song in her brain  
 To feed those outlaws prowling about the Domain,  
 Those furtive she-cats and those villainous toms.

Proudly they step to meet her, they march together  
 With an arching of backs and a waving of plummy tails  
 And smiles that swear they never would harm a feather.  
 They rub at her legs for the bounty that never fails,  
     They think she is a princess out of a tower,  
     And so she is, she is trembling with love and power.

Meat, it is true, is meat, and demands attention,  
 But this is the sweetest moment that they know  
 Whose courtship even is a hiss, a howl and a blow.  
 At so much kindness passing their comprehension  
 – Beggars and rogues who never deserved this pension –  
 Some recollection of old punctilio  
 Dawns in their eyes, and as she moves to go  
 They turn their battered heads in condescension.

She smiles and walks back lightly to the slums.  
 If she has fed their bodies, they have fed  
 More than the body in her; they purr like drums,  
 Their tails are banners and fountains inside her head.  
     The times are hard for exiled aristocrats,  
     But gracious and sweet it is to be queen of the cats.

Douglas Stewart



## Responding to the word pictures

### The lady

Explain what each of the following word pictures reveal about the lady.

1 'Shuffling along in her broken shoes'

---

2 'With a sack of bones on her back and a song in her brain'

---

3 'She is trembling with love and power.'

---

4 'She smiles and walks back lightly to the slums.'

---

5 'Gracious and sweet it is to be queen of the cats.'

---

### The cats

Explain what each of the following word pictures reveal about the cats.

1 '... those outlaws prowling about the Domain'

---

2 'And smiles that swear they would never harm a feather.'

---

3 'They rub at her legs for the bounty that never fails'

---

4 'They think she is a princess out of a tower'

---

5 '... they purr like drums'

---

### Poetic techniques

1 Identify the simile describing the lady's dress.

---

2 The poet has personified the cats as 'outlaws prowling about the Domain'. In the third stanza, find another example of personification.

---

3 Identify the poet's use of onomatopoeia to show the sounds made by the cats.

---



# The wonderful world of whales

Whales are unique creatures admired for their beauty, gracefulness and mystery by millions of people. Here are some of the amazing facts about whales.

## Whales

Whales belong to the same animal family as dolphins and porpoises. Although they are marine animals, they are not fish but rather, mammals. This means that they breathe air, feed their young with milk and are warm-blooded. Beneath a whale's skin lies a layer of fat called blubber and this insulates their body and keeps their blood at a constant temperature. A whale breathes through a blowhole on the top of its head and can then remain submerged for a period of time. The sperm whale is able to stay submerged for up to 90 minutes while hunting for food. Most other whales need to surface for air more often.

There are two distinctly different groups of whales: the baleen and the toothed whales. Baleen whales are filter feeders and strain their food, such as small fish and krill, through the baleen, which is a comb-like fringe on the upper jaw. Because they cannot chew, they swallow their food whole. Toothed whales, because they have teeth to chew, can feed on larger prey, such as fish, squid and other marine animals. Toothed whales have one blowhole, where baleens have two.

Whales are able to make sounds to manoeuvre their way around the ocean. Their sounds bounce off objects and travel back to the whales, giving them information about objects and prey. This is called echolocation. They can tell whether an object is big or small, hollow or solid and how far away it is. Often the ocean is dark and, since sound travels four times faster in water than it does in air, echolocation allows the whales to sense danger or food.

The largest creature to have ever existed is the blue whale, which grows up to 30 metres



in length. They are so large that their tongue can weigh as much as an elephant and their heart can weigh as much as a car. The blue whale consumes up to three and a half tonnes of krill every day. The average heartbeat rate for a human is 80 beats per minute, but the blue whale has a much slower rate of 8–10 beats per minute.

Between 1900 and the mid-1960s, 360 000 blue whales were hunted for their oil, pushing them close to extinction. When humans developed alternative oils, whaling declined and most countries now agree on the importance of whales maintaining a stable food chain. Although the whaling industry has officially ended, a number of whale species, such as the blue whale and the humpback whale, are still endangered. Even at the present time, Japanese researchers slaughter more than 300 Minke whales during the annual whale hunt in the Antarctic waters. In the 2017/2018 hunt, one-third of the whales killed were female and another third were juvenile. This means that a huge number of whales will not be able to breed to keep the population stable.

## Responding to the text

Choose the correct answer to complete each of the following:

1 Whales:

- a are the biggest fish in the ocean.
  - b are related to dolphins and porpoises.
  - c have the same body temperature as the waters in which they live.
- 

2 All whales:

- a have a layer of blubber as insulation against the cold.
  - b have one blowhole on the top of their head.
  - c can stay submerged for more than an hour.
- 

3 Baleen whales:

- a are solitary creatures.
  - b sometimes eat larger marine creatures.
  - c are named after the fringe on their top jaw.
- 

4 Echolocation:

- a is used by whales to find their babies or calves.
  - b can help whales find prey by reflecting sounds back to them.
  - c is the ability to hear small prey swimming nearby.
- 

5 Because the blue whale is so big:

- a its heart has to beat more quickly than the heart of other animals.
  - b it needs to eat tonnes of krill each day.
  - c it does not migrate.
- 

6 In the first half of the 20<sup>th</sup> century:

- a the whaling industry was brought to an end.
  - b humans had no need for oils from whales.
  - c some whales were hunted almost to extinction.
- 



# Adventure

In the genre of adventure, the emphasis is on situations and locations. The pace is fast, with events coming quickly one after the other. Adventure involves danger and excitement, and usually the main character has a strong, determined outlook on life. *Hatchet*, a story of survival against the odds, has all the elements of a good adventure story. In the following extract, the pilot of a Cessna 406 has just suffered a fatal heart attack and Brian Robeson, a 13-year-old teenager, is now at the controls. He is desperately trying to fly it across rugged terrain and land it in a lake in the Canadian wilderness.

## Plane crash

For a space of three or four seconds things seemed to hang, almost to stop. The plane was flying, but so slowly, so slowly ... it would never reach the lake. Brian looked out to the side and saw a small pond and at the edge of the pond some large animal – he thought a moose – standing out in the water. All so still looking, so stopped, the pond and the moose and the trees, as he slid over them now only three or four hundred feet off the ground – all like a picture.

Then everything happened at once. Trees suddenly took on detail, filled his whole field of vision with green, and he knew he would hit and die, would die, but his luck held and just as he was to hit he came into an open lane, a channel of fallen trees, a wide place leading to the lake.

The plane, committed now to landing, to crashing, fell into the wide place like a stone, and Brian eased back on the wheel and braced himself for the crash. But there was a tiny bit of speed left and when he pulled on the wheel the nose came up and he saw in front the blue of the lake and at that instant the plane hit the trees.

There was a great wrenching as the wings caught the pines at the side of the clearing and broke back, ripping back just outside the main braces. Dust and dirt blew off the floor into his face so hard he thought there must have been some kind of explosion. He was momentarily blinded and slammed forward in the seat, smashing his head on the wheel.



Then a wild crashing sound, ripping of metal, and the plane rolled to the right and blew through the trees, out over the water and down, down to slam into the lake, skip once on water as hard as concrete, water that tore the windshield out and shattered the side windows, water that drove him back into the seat. Somebody was screaming, screaming as the plane drove down into the water.

Someone screamed tight animal screams of fear and pain and he did not know that it was his sound, that he roared against the water that took him and the plane still deeper, down in the water. He saw nothing but sensed blue, cold blue-green, and he raked at the seatbelt catch, tore his nails

loose on one hand. He ripped at it until it released and somehow – the water trying to kill him, to end him – somehow he pulled himself out of the shattered front window and clawed up into the blue, felt something hold him back, felt his windbreaker tear and he was free. Tearing free. Ripping free.

But so far! So far to the surface and his lungs could not do this thing, could not hold and were through, and he sucked water, took a great pull of water that would – finally – win, finally take him, and his head broke into light and he vomited and swam, pulling without knowing what he was,

what he was doing. Without knowing anything. Pulling until his hands caught at weeds and muck, pulling and screaming until his hands caught at last in grass and brush and he felt his chest on land, felt his face in the coarse blades of grass and he stopped, everything stopped. A colour came that he had never seen before, a colour that exploded in his mind with the pain and he was gone, gone from it all, spiralling out into the world, spiralling out into nothing.

Nothing.

from *Hatchet* by Gary Paulsen

## Responding to the text

- 1 How fast was the plane going just before the crash?  
\_\_\_\_\_
- 2 ‘... he knew he would hit and die...’ What saved Brian from being killed?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 What happened to the plane’s wings during the crash?  
\_\_\_\_\_
- 4 What happened to the plane after it skipped once on the lake?  
\_\_\_\_\_
- 5 How did Brian react as the plane began to descend into the water?  
\_\_\_\_\_
- 6 How did Brian make his exit from the confines of the sinking plane?  
\_\_\_\_\_
- 7 ‘... and he was free. Tearing free. Ripping free.’ What is the effect of the repetition of ‘free’?  
\_\_\_\_\_
- 8 ‘But so far! So far to the surface ...’ What problem was Brian facing?  
\_\_\_\_\_
- 9 When swimming, what indicated to Brian that he was close to land?  
\_\_\_\_\_
- 10 How is the suspense built up in this description?  
\_\_\_\_\_  
\_\_\_\_\_



# It's only a game

In this extract from *Deadly, Unna?* by Phillip Gwynne, rival teams Port and Wangaroo are desperate to win the football grand final. Port is a point ahead with less than a minute to go. Gary Black (nicknamed 'Blacky'), who plays in the ruck for Port, has to contend with Thumper, Wangaroo's best and most fearsome player. Blacky is the narrator.

## The grand final

Only a point. But still, it was enough. All we had to do was stop Wangaroo from scoring a goal and we'd win.

The noise was incredible. The Wangaroo crowd was urging, urging, urging their players on. Our crowd was doing the same.

Arks was bellowing, 'Down the guts, down the guts.'

Tommy Red was yelling, 'Chug-a-lug, chug-a-lug.'

Shirl was screaming, 'C'mon Port, C'mon Port.'

There were maybe twenty, thirty seconds to go. The ball flew over my head. I jumped but it was too high, it brushed past my fingers and fell into the Thumper's massive arms. He looked up, checked where the goals were and started running. One bounce. Two bounces. I looked around, but I was the only one. Between Thumper and the goals, between Wangaroo and victory, was me. Mass of a stick insect.

All the other players stopped. There was nothing they could do but watch. This was between me and the Thumper.

Three bounces. Four bounces. He was getting closer and closer, bigger and bigger. He'd reached terminal velocity, full momentum.

There was a voice in my head.

It's just a game of footy, Blacky. The team, the town, the glory – that's all crap. What's important is your life. You've only got one of those. There'll be other grand finals, lots of them. If you try to stop the Thumper, you'll be killed.



If not killed, then crippled. Don't mess with momentum, Blacky. It maims.

It was good advice. I decided to do the Thumper tackle. Nobody would know the difference. We'd lose, but nobody would blame me.

'Shhtop that monshter!'

It was Shirl. I could see her out of the corner of my eye. Standing up. In her oversized footy jumper, those seagull legs sticking out. A stubby in her hand. She wanted me to stop that monster.

Fat chance, Shirl.

'Please Blacky.'

It was Arks. His voice almost gone. It was a plea, a prayer. Please, Blacky. All those grand finals and not a bloody one. Please, Blacky.

Sorry Arks. I'd like to. I really would. But let's face it – it's only a game after all.

Nobody was yelling now. Silence.

One more bounce and the Thumper had almost arrived. Head down. Legs, arms pumping

like pistons. I could hear him breathing, sucking in great lungfuls of air.

I looked over towards the beer tent. There was a huge mob of blokes there, all crowded together. But I couldn't see the old man.

So I took a little sidestep to my right, to get out of the Thumper's way. But at that exact same second he veered to his left. I'd stepped right into his path. And by then it was too late.

And that was the last thing I remember.

When I came to I was lying on a bed. Mum was there. Best Team-man. Arks. Their faces huge and blurry.

'Am I okay?' I said.

'You're fine, dear,' said Mum.

'Not crippled?' I said.

'Just concussion,' said Arks, smiling.

What's he smiling for? I thought. I've almost been killed and Arks is smiling.

'That was a gutsy effort, Blacky. Tackling him like that,' he said.

What was Arks on about? I was trying to get out of the way, not tackle him.

'It was a very brave thing to do,' said Mum. 'We're all proud of you.'

'I stopped him, then?' I said.

'Not really,' said Best Team-man. 'He just ran straight through you. He still kicked a goal, you know.'

'But you slowed him down. The siren went. The goal didn't count,' said Arks.

'So we won?' I said.

'We surely did,' said Arks. 'We surely did.'

His face dissolved into a huge Luna Park smile as I slipped back into unconsciousness.

from *Deadly, Unna?* by Phillip Gwynne

## Responding to the text

1 How did Thumper get possession of the ball?

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2 'I looked around, but I was the only one.' At that moment, what did Blacky realise?

---

3 What did the voice in Blacky's head tell him?

---

4 What did Blacky think would happen if he tried to stop the Thumper?

---

5 What was Blacky's response when he realised that Shirl wanted him to 'stop that monster'?

---

6 What went wrong for Blacky when he sidestepped to his right?

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7 An accidental hero is someone who becomes a hero by chance. How is Blacky an accidental hero?

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# Survivor diaries and letters

People often keep diaries to record daily events in their lives or their feelings on a particular day. Throughout the centuries, both ordinary and famous people have kept diaries that reveal much about their lives and the times in which they lived. Diary entries are usually dated.

The first extract is from a diary kept by Lena Mukhina when she was a Leningrad schoolgirl of sixteen. It was during 1941 and 1942 and Leningrad was under siege from the German army. The second extract is a record of life at Botany Bay by an anonymous surgeon's mate, who had arrived in Australia with the First Fleet in 1788.

## The siege of Leningrad

3rd January 1942

Nothing remains for us but to lie down and die. It's getting worse and worse every day. The only thing keeping us alive lately has been bread. We've never been denied bread – I mean, up until now bread has always been available.

We've never had to wait at the bread shop for it to be delivered. But it's already eleven o'clock and there's no bread in any of the bread shops, and no one knows when it will arrive. Stumbling and staggering, hungry people have been scouring the bread shops since seven o'clock this morning but, alas, everywhere they have found nothing but empty shelves.

It's good that Mama and I saved some *kasha* and one oil-cake flatbread for today, otherwise I don't know what we would have done. Instead of tea this morning, Mama and I had two and a half bowls of hot soup, and because of this we are just about able to endure the lack of bread.

But it bodes ill if we're even having to 'hunt down' bread now.

When, oh when, will things start to improve? It really is time. People are so exhausted, I don't know whether many will remain alive in Leningrad if the current food situation continues for another month. Many will not survive.

I don't know whether or not I will survive. I feel so weak today, for some reason. I can barely stand up, my knees keep giving way, and my head is spinning.

But I was perfectly fine yesterday. And I'm not even that hungry. Why this sudden loss of energy? Perhaps it's the effect that Aka's death is having on me.

Mama is really worrying me. She has been so energetic lately. She's always rushing about, forever on the go, but at the same time swaying from side to side like a drunkard. I'm so worried that this unusual burst will be followed by a sharp decline. But what can I do? How can I prevent it? I don't know.

from *The Diary of Lena Mukhina* by Lena Mukhina

## Responding to the text

1 What is Lena's state of mind at the beginning of this entry?

---

2 'Stumbling and staggering ...' What do these words reveal about the Leningrad civilians?

---

3 What had enabled Lena and Mama to endure the lack of bread?

---

---

4 What did Lena believe would happen if the food supply was not improved?

---

5 'I don't know whether or not I will survive.' Why did Lena feel this way?

---

6 What actions of her mother are worrying Lena?

---

---

7 What does Lena's diary reveal about life in Leningrad during the siege?

---

## Sydney Cove

It is now so long since we have heard from home that our clothes are worn threadbare. We begin to think the mother country has entirely forsaken us. As for shoes, my stock has been exhausted these six months and I have been obliged since that time to beg and borrow among the gentlemen, for no such article was to be bought. In this deplorable situation famine is staring us in the face. Two ounces of pork is the allowance of animal food for four and twenty hours, and

happy is the man that can kill a rat or a crow to make him a dainty meal. We have raised some excellent vegetables but such food does not supply strength but keeps us lax and weakly. I dined most heartily the other day on a fine dog, and hope I shall again have an invitation to a similar repast. The animals that were meant to stock the country are almost all butchered. Hunger will be appeased while any eatable remains.

from a letter by a surgeon's mate, Sydney Cove, circa 1790

LITERATURE

### Responding to the text

1 Why is the surgeon's mate concerned about not hearing from England?

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2 What is uppermost in his thoughts in the second half of his letter?

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3 What evidence shows that the colonists were very close to starvation?

---

4 What does this letter show us about life in the early days of the colony?

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# In my opinion

In the opinion section of daily newspapers you will usually find:

- an editorial, which represents the opinion of the newspaper
- letters to the editor, which express the opinions of readers
- opinion pieces on topical issues, which are longer articles, written by journalists.

In this opinion piece, the journalist expresses the strong opinion that Australians should celebrate Halloween and that anyone who thinks otherwise is a 'sourpuss Aussie'. As you read the article, notice that he supports his opinion by:

- stating the opposing arguments, then arguing against them
- making fun of his opponents' views to persuade the audience to agree with him
- giving examples from his own experience to support his opinion.

## Opinion

### Down with the sourpuss Aussies who hate Halloween

BY FRANK LEGGETT

Whether you like it or not, it happens every year at the end of October. Not Halloween, but people complaining about Halloween. Without fail, these depressing, sourpuss Aussies trot out the same tired arguments.

They despise the use of disposable plastic to make decorations and kids' costumes. It's almost like all those \$1 shops and Zap Variety stores breeding and multiplying in every Australian shopping centre don't exist. They are outraged by the negative health implications of children eating lollies. They rail against the commercialisation of a pagan festival. If they had their way, Halloween would be celebrated by lighting candles, baking apples, eating nuts and dancing under the stars. How's that sound, kids? Who's with me?

And finally – of course – they pull out their big gun. They simply can't stand how Australia is blindly embracing American culture. It's funny how you only hear this argument about Halloween. These old misery-guts are quite happy to stuff themselves with American fast food, listen to American music, watch American movies, binge-watch American television, wear American clothes and hang on the words of every American celeb and



insta-celeb but, somehow, it's the end of the world if the kids get dressed up for Halloween.

A few years ago my family had the good fortune to visit friends in Los Angeles during Halloween. My kids were 10 and 12 at the time and had been through many damp squib Sydney Halloweens.

We dressed up as superheroes and as the sun set on All Hallows' Eve, we headed out. Streets were closed to traffic and houses were exuberantly decorated. Neighbours were in and out of each other's homes and parties spilled out onto the streets. Everyone was happy. Everyone was having fun. Everyone was laughing. There were monsters and ghouls and Freddy Kruegers and killer clowns and aliens and zombies everywhere! The sense of community and generosity was overwhelming.

My son and daughter came home with a couple of kilos of lollies and enjoyed a protracted swap session with the local kids.

So I say down with all the Aussies who hate Halloween. Instead of locking the gate and closing

the blinds, how about handing over a couple of Freddo Frogs and telling the kids how you love their costumes. It would do you a world of good.

from *The Age*

## Responding to the text

- 1 In the first paragraph, how does the writer describe people who complain about Halloween?

---

- 2 In the second paragraph, identify the three objections the opponents have against Halloween. Write them down in point form.

---

---

- 3 Analyse the third paragraph by answering these questions:

- a What 'big gun' is used by the opponents?

---

- b How does the writer dismiss their opinion?

---

- c List the examples he gives of the American influences that his opponents *don't* complain about?

---

- 4 The writer uses humour and exaggeration to make fun of his opponents. Convert the following sentence into neutral language by replacing the underlined words with a single word each time.

These old misery-guts are quite happy to stuff themselves with American fast food.

---

- 5 In the fifth paragraph, the writer supports his opinion with examples from his own experience of Halloween in Los Angeles. In one sentence, sum up what it was that made this such an enjoyable and positive experience.

---

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- 6 Why does the writer suggest that Aussies who hate Halloween shouldn't lock their gate and close the blinds?

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# Being different

S.E. Hinton wrote her first novel, *The Outsiders*, when she was only seventeen. She understands the feelings of isolation experienced by the street kids because she has seen it first-hand. *The Outsiders* has now sold over fifteen million copies.

## Our gang

Steve Randle was seventeen, tall and lean, with thick greasy hair he kept combed in complicated swirls. He was tacky, smart and Soda's best buddy since grade school. Steve's specialty was cars. He could lift a hubcap quicker and more quietly than anyone in the neighbourhood, but he also knew cars upside-down and backwards, and he could drive anything on wheels. He and Soda worked at the same gas station – Steve part time and Soda full time – and their station got more customers than any other in town. Whether that was because Steve was so good with cars or because Soda attracted girls like honey draws flies, I couldn't tell you. I liked Steve only because he was Soda's best friend. He didn't like me – he thought I was a tag-along and a kid; Soda always took me with them when they went places if they weren't taking girls, and that bugged Steve. It wasn't my fault; Soda always asked me; I didn't ask him. Soda doesn't think I'm a kid.

Two-Bit Mathews was the oldest of the gang and the wisecracker of the bunch. He was about six feet tall, stocky in build, and very proud of his long rusty coloured sideburns. He had grey eyes and a wide grin, and he couldn't stop making funny remarks to save his life. You couldn't shut up that guy; he always had to get his two-bits' worth in. Hence his name. Even his teachers forgot his real name was Keith, and we hardly remembered he had one. Life was one big joke to Two-Bit. He was famous for shoplifting and his black-handled switchblade (which he couldn't have acquired without his first talent), and he was always smarting off to the cops. He really couldn't



help it. Everything he said was so irresistibly funny that he just had to let the police in on it to brighten up their dull lives. (That's the way he explained it to me.) He liked fights, blondes, and for some unfathomable reason, school. He was still a junior at eighteen and a half and he never learned anything. He just went for kicks. I liked him real well because he kept us laughing at ourselves as well as at other things. He reminded me of Will Rogers – maybe it was the grin.

If I had to pick the real character of the gang, it would be Dallas Winston – Dally. I used to like to draw his picture when he was in a dangerous mood, for then I could get his personality down in a few lines. He had an elfish face, with high cheekbones and a pointed chin, small, sharp animal teeth, and ears like a lynx. His hair was almost white it was so blond, and he didn't like haircuts, or hair oil either, so it fell over his forehead in wisps and kicked out in the back in tufts and curled behind his ears and along the

nape of his neck. His eyes were blue, blazing ice, cold with a hatred of the whole world. Dally had spent three years on the wild side of New York and had been arrested at the age of ten. He was tougher than the rest of us – tougher, colder,

meaner. The shade of difference that separates a greaser from a hood wasn't present in Dally. He was as wild as the boys in the downtown outfits, like Tim Shepard's gang.

from *The Outsiders* by S.E. Hinton

## Responding to the text

1 What was noticeable about Steve Randle's hair?

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2 Why did the narrator like Steve?

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3 Why didn't Steve like the narrator?

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4 'Two-Bit Mathews was ... the wisecracker of the bunch.' Explain.

---

5 How successful was Two-Bit Mathews at school?

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6 How had Two-Bit broken the law?

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7 Why did the narrator like Two-Bit Mathews?

---

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8 What features of Dally's face were like those of an animal?

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9 How had Dally been in trouble with the law?

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10 What judgements did the narrator make of Dally's character?

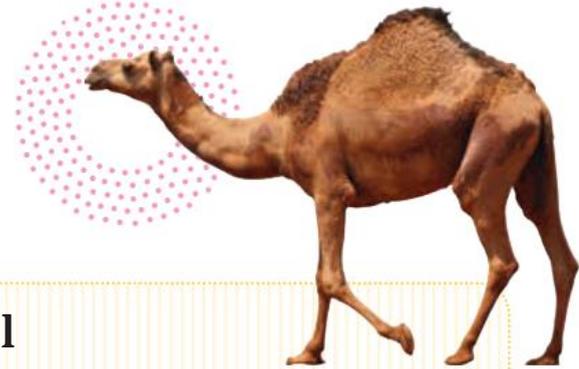
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# Ships of the desert

In 1977, Robyn Davidson trekked an amazing 2700 kilometres from Alice Springs across the desert to the Indian Ocean, with just four camels and her dog. Her journey proves the stamina of these amazing animals.



## The amazing camel

Camels are often called 'ships of the desert'. For thousands of years across the treacherous deserts of Africa and Asia, like ships at sea, they carried people and supplies to their destination.

In the mid-1800s in Australia, the introduction of camels and their cameleers played a significant role in bringing goods, mail and water to remote communities. Settlers who had wished to open up the Australian outback found that horses were not suited to the dry, harsh climate. Materials were needed to be transported by more robust animals, so camels and their handlers were imported from the Middle East, India and Afghanistan. The majority of these camels were the dromedary or single-humped camel, but there were also some bactrian or two-humped camels.

Camels were extremely well adapted to the Australian outback. Many people believe that water is stored in the camel's hump, but this is not true. The hump stores fat and this allows the camel to stay cool in hot weather. When food is scarce the camel's body uses the fat reserves in the hump. As the fat is used up, the hump shrinks and leans to one side before returning to its original shape when food is again available. A baby camel is born without a hump. Once the baby starts eating solids, the hump begins to grow.

A camel can drink up to 120 litres of water at one time and this allows it to survive for many days before drinking again. If fresh water is unavailable, they are able to drink salty

or brackish water. Even if the temperature is extreme, a camel can survive without water for about five days. When the temperature is low, camels can survive for six months without water by obtaining moisture from plants they eat.

Camels are well adapted to living in harsh environments. The camel's fur reflects the sun's rays while its feet are designed to spread, preventing the animal from sinking in the sand. The camel's eyes have three eyelids, two of which have long eyelashes to prevent desert sand entering the eyes. The third eyelid closes across the eye rather than downwards. Another adaptation to prevent sand entering the body is the ability of the nostrils to close in a sand storm.

Once motorised transport became available in Australia, camels were no longer needed and were released into the wild. Because they are so well adapted to the environment, they have thrived and it is estimated that there are now between 500,000 and 1,000,000 wild camels in Australia, making it the country with the largest population of these animals. They can live on every type of vegetation, including dry plants, thorns and salt bushes, which other animals do not like.

A number of wild camels in Western Australia have been caught and placed on farms. Here they provide camel milk and butter and their fur is used to make fabrics for blankets and rugs as well as knitting yarn. Other camel farms have been set up to export Australian camels to countries such as Saudi Arabia, because they are disease free.

## Responding to the text

1 From which parts of the world were camels first imported into Australia?

---

2 Why were horses not used in the outback of Australia?

---

3 Why were camels introduced into the Australian outback?

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4 What is the name of a single-humped camel?

---

5 What is the purpose of the camel's hump?

---

6 What effect does a shortage of food have on a camel's hump?

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7 When does a baby camel's hump start to grow?

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8 How is sand prevented from entering the camel's eyes during a sand storm?

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9 How is sand prevented from entering the camel's lungs during a sand storm?

---

10 What was the effect of motorised transport arriving in the outback?

---

11 Why have camel numbers increased so dramatically over the last century?

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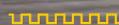
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12 Why are some camels now kept in captivity in Western Australia?

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# Analysing a photograph

The sport of figure skating involves skaters gliding gracefully on ice and performing a variety of spectacular movements such as lifts, spins and jumps. This photo, which appeared in news media around the world, shows two Chinese contestants performing at the World Figure Skating Championships held in Japan in 2019.



## Responding to the photograph

### Purpose

- 1 What is the purpose of this photo?

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### Subject

- 2 What is the subject of the photo?

---

- 3 What is remarkable about the female skater's body position?

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4 Describe the costume she is wearing.

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5 Why is her costume important to the photo?

---

6 What can you see of the male dancer's body movement?

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7 What is the only indication that the male skater is holding on to the female skater's hand?

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### Structure

8 This photo shows a small part of a much larger scene. What would the viewer be able to see outside the frame of the photo?

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9 Describe the contrast between the colour of the ice and the colour of the skaters' costumes? What effect does this create?

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### Positioning the viewer

10 The ice forms the entire background of the photo. What impression does it give the viewer?

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11 This is a medium shot (not a close-up). Why is this choice appropriate?

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12 This photo is taken at eye level (not from above or below the subject). How does this position the viewer?

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13 What qualities do you think are essential for a skating partnership to succeed?

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14 What overall emotion is the viewer likely to feel about these skaters? Why?

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# Malala's speech

Sixteen-year-old Malala Yousafzai delivered her first speech to the United Nations on 12 July 2013, just a year after she had been shot by a Taliban shooter in Pakistan when she was on a bus coming home after an exam. She had attracted the attention of the Taliban because of her active campaigning for girls to have the right to an education. Here is the conclusion of her speech.

## Education first

Honourable Secretary General, peace is necessary for education. In many parts of the world, especially Pakistan and Afghanistan, terrorism, wars and conflicts stop children to go to their schools. We are really tired of these wars. Women and children are suffering in many parts of the world in many ways. In India, innocent and poor children are victims of child labour. Many schools have been destroyed in Nigeria. People in Afghanistan have been affected by the hurdles of extremism for decades. Young girls have to do domestic child labour and are forced to get married at an early age. Poverty, ignorance, injustice, racism and the deprivation of basic rights are the main problems faced by both men and women.

Dear fellows, today I am focusing on women's rights and girls' education because they are suffering the most. There was a time when women social activists asked men to stand up for their rights. But, this time, we will do it by ourselves. I am not telling men to step away from speaking for women's rights, rather I am focusing on women to be independent to fight for themselves.

Dear sisters and brothers, now it's time to speak up.

So today, we call upon the world leaders to change their strategic policies in favour of peace and prosperity.

We call upon the world leaders that all the peace deals must protect women and children's



rights. A deal that goes against the dignity of women and their rights is unacceptable.

We call upon all governments to ensure free compulsory education for every child all over the world.

We call upon all governments to fight against terrorism and violence, to protect children from brutality and harm.

We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world.

We call upon all communities to be tolerant – to reject prejudice based on cast, creed, sect, religion or gender. To ensure freedom and equality for women so that they can flourish. We cannot all succeed when half of us are held back.

We call upon our sisters around the world to be brave – to embrace the strength within themselves and realise their full potential.

Dear brothers and sisters, we want schools and education for every child's bright future.

We will continue our journey to our destination of peace and education for everyone. No one can stop us. We will speak for our rights and we will bring change through our voice. We must believe in the power and the strength of our words. Our words can change the world. Because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

Dear brothers and sisters, we must not forget that millions of people are suffering from poverty,

injustice and ignorance. We must not forget that millions of children are out of schools. We must not forget that our sisters and brothers are waiting for a bright peaceful future.

So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful weapons.

One child, one teacher, one book and one pen can change the world.

Education is the only solution. Education First.

Malala Yousafzai, from a speech to the United Nations Youth Assembly, 12 July 2013

## Responding to the text

- 1 What is stopping children going to their schools in many parts of the world?  
\_\_\_\_\_
- 2 What two examples does Malala give of the suffering young girls experience in Afghanistan?  
\_\_\_\_\_
- 3 Why has Malala decided to focus on women's rights and girls' education in her speech?  
\_\_\_\_\_
- 4 Malala often addresses her audience as 'Dear brothers and sisters'. How does this make the audience feel?  
\_\_\_\_\_
- 5 Why does Malala begin several consecutive paragraphs with the words, 'We call upon ...'?  
\_\_\_\_\_  
\_\_\_\_\_
- 6 'We must believe in the power and strength of our words.' Why does Malala say this?  
\_\_\_\_\_
- 7 Malala persuasively urges her audience to join her in waging a global struggle. What is this struggle against?  
\_\_\_\_\_
- 8 In closing her speech, what striking image does Malala create in the minds of the audience to support the view that education is the only solution?  
\_\_\_\_\_  
\_\_\_\_\_
- 9 What does this speech reveal about the character of Malala?  
\_\_\_\_\_  
\_\_\_\_\_



# Such is life

In 1880, notorious bushranger Ned Kelly and his gang had a decisive gun battle with police at Glenrowan. Ned was badly wounded and captured, while the other gang members were all killed. Their now famous suits of homemade metal armour offered little protection. Ned was sentenced to death by hanging. It was reported that his final words from the gallows were 'Such is life'.

The following fictional account of Ned Kelly's capture, which is based on historical evidence, is narrated by the character of Billy Walsh, a newspaper errand boy.

## The capture of Ned Kelly

I was in the copy room last night, just about to go home, when I heard the buzz. A telegram had just arrived from Beechworth. The Kellys were holding up an inn in Glenrowan. A special police train was leaving Melbourne in half an hour. I didn't go home. Instead I ran to the railway station. The engine was just building up steam. When no one was looking, I jumped on the train and hid in the baggage compartment.

We stopped twice along the way to pick up policemen, the last time at Benalla. The train had just picked up speed again, when it suddenly slowed. My legs were cramped, so I got up to walk around and peered out of the window. I could see a strange red light ahead waving back and forth. The engine driver was calling out. I could tell from his voice that he was afraid. I thought, 'It's the Kellys. They're holding up the train.' The train stopped. A young man with blond hair lowered the candle he had been holding behind a lad's red scarf to get the driver's attention. He was very agitated, shouting something about the Kellys and the line being torn up.

The train started off again, slowly this time. We didn't go far. In a short time we pulled into Glenrowan station. There was a tremendous noise and clatter as the policemen got their nervous horses out of the horse van. There was so much noise and confusion on the platform that no one noticed when I crept off the train. I thought we'd



be in for a long wait, but I had hardly got off the train when I heard the crack of gunfire. I ran in the direction of sound and soon came across two policemen supporting a tall man who was bleeding from the wrist.

'I've been hit,' he was saying. 'The very first shot.'

The police were taking up positions outside the inn. A voice was shouting from the building. 'Fire away, you miserable dogs. You can't hurt us.' It was a strange hollow voice. I moved to the side of the inn, where I could see everything but stay well out of the line of fire. The gunfire continued until

the night air was thick with smoke. Then a figure emerged from the darkness of the inn's verandah out into the smoky moonlight. I had never seen anything like it before.

It was a huge figure. It walked towards the police with an unnatural stiffness. It had a massive head growing from its shoulders. The monster was carrying a gun in each hand and as it advanced it fired at the police. It banged one revolver on its chest and then on its infernal head. The sound rang out as if some demon were beating an enormous cracked kettle with an iron spoon.

The police shot at the monster, but the bullets just bounced off it. It staggered a little when the bullets bounced off its head, only to recover and keep walking.

Drops of thick black liquid left a trail behind it. I froze in fear as the figure changed direction.

It was coming towards me. I had an awful feeling it could smell me in the darkness. I crawled through the undergrowth, but the creature kept following me. Then, when it had the cover of a large tree, it sank to the ground. It was no more than two yards away from me. I watched in horror as the monster reached up and removed its huge head. Then I saw that it wasn't a monster at all. It was a man who'd been wearing an iron helmet shaped like an upturned nail can. Beneath the helmet was a bruised and bloody face. In the moonlight, I saw that the liquid trailing from its arm wasn't black. It was dark red. It was blood. It wasn't a monster, it was a human being.

It was Ned Kelly himself.

**Billy Walsh**, errand boy, the *Argus* newspaper

from *Black Snake* by Carole Wilkinson

## Responding to the text

1 'The Kellys were holding up an inn in Glenrowan.' How did the police react?

---

2 How did the narrator know that the engine driver was afraid?

---

3 How did Ned's words show that he hated the police?

---

4 '... a figure emerged from the darkness ...' What was unusual about it?

---

5 What happened to the bullets when police shot at the monster?

---

6 'Drops of thick black liquid left a trail behind it.' Explain what had happened.

---

7 'The monster reached up and removed its huge head.' What had Ned been wearing?

---

8 Why do you think Ned's face was bloody and bruised?

---



# The poetry of war

Poetry has the power to move us, excite us and even change our attitudes and views. Through the power of their words, poets may cause us to experience feelings such as pity, hope, sadness, delight and even hate. In the following poems, the poets' purposes are to show us the futility of war. We cannot help but feel deeply saddened by the events that are described.

'Revelation' focuses on the bombing of English and German cities during World War II. During the night, while the German planes are flying from the east to bomb the English towns to the west, English planes are flying from the west at the very same time to bomb the German towns to the east. Although on opposite sides, these towns can be thought of as identical – in their suffering and in the ruin that war brings to them.

## Revelation

Machines of death from East to West  
Drove through the darkened sky;  
Machines of death from West to East  
Through the same darkness fly

They pass; and on the foredoomed towns  
Loosen their slaughtering load;  
They see no faces in the stone;  
They hear no cries of blood

They leave a ruin; and they meet  
A ruin on return;  
The mourners on the alien street  
At their own doorways mourn.

William Soutar



## Responding to the poem

- 1 What is the poet's purpose in this poem?  
\_\_\_\_\_
- 2 When is the action in the poem taking place?  
\_\_\_\_\_
- 3 Why does the poet refer to the towns as 'foredoomed'?  
\_\_\_\_\_
- 4 What is 'their slaughtering load'?  
\_\_\_\_\_

5 What are 'the cries of blood'?

---

6 Why do the bombings have no effect on the flight crews?

---

7 Explain the final two lines of the poem.

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The following poem was written as a tribute to the life of an English farmer who was killed in France while fighting in World War I.

## Lost in France

He had the ploughman's strength  
in the grasp of his hand;  
he could see a crow  
three miles away,  
and the trout beneath the stone.  
He could hear the green oats growing,  
and the south-west wind making rain.  
He could hear the wheel upon the hill  
when it left the level road.  
He could make a gate, and dig a pit,  
and plough as straight as stone can fall.  
And he is dead.

Ernest Rhys



## Responding to the poem

1 What is the poet's purpose in 'Lost in France'?

---

2 What do the first two lines reveal about the soldier?

---

3 Why was the soldier's eyesight amazing?

---

4 Write down the simile that emphasises how straight the soldier could plough.

---

5 'And he is dead.' What is the effect of these last words of the poem?

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# Autobiography

On 31 October 1999, at the age of just 18, Jesse Martin sailed into the record books in his yacht *Lionheart* by becoming the youngest person to sail solo, non-stop and unassisted around the world. His life is one of courage, danger and adventure. Here is one of his true-life stories from his autobiography, *Lionheart*.

## Underwater adventure

The Galapagos was a beautiful place, but there was one bad memory from our visit, which made me wonder if I'd die.

Moira and I wanted to go scuba-diving, so we went on a tour to Gordon Rocks in hope of seeing some hammerhead sharks which, again, were only meant to be found in colder climates. The guides took us to a place that was quite ferocious, with white water spewing up around the rocks. It was a fairly angry sea to be diving in, but we jumped in anyway. I soon discovered that my mask did not fit properly as water poured onto my face. Usually this is no great bother, as blowing through your nose would most often clear it. But this mask just would not seal.

I started to lag behind the group. As much as I looked I couldn't find any hair breaking the mask's seal. I suppose I was not paying attention, and feeling a little tired from trying to clear the mask, but suddenly I found myself being swept along by an incredibly strong current. I was about 10 metres under water, where the currents pulsed up to 6 knots an hour. For a current, that was incredibly quick. I found myself in the middle of a channel where the current swept through. I was only a few metres away from the shelter of a large coral clump, but the force of the current meant that I was not going to make it. I was absolutely exhausted, and the water was pouring into my mask, so I could not see the others in the group. I tried to swim, but was getting nowhere, and the harder I tried, the more I could feel myself being



swept away from the group. I believed I was on the verge of being swept out into the open ocean, when I saw a rock below me. I dived and grabbed it, hanging on like Superman flying through the air. But now that I was stationary, the force of the current against me was much stronger, creating a bigger problem. On the mouthpiece was a button that allowed air to escape. The pressure of

the current was enough to push that button in, purging my air.

I was in a bind. If I tilted my head forward and looked down, my mask would fill with water, and more than likely be ripped off. If I held my head up, I'd lose more air. I started to panic. My goggles were full of water, I had no idea where the others were, and I was losing air rapidly. As the air was being purged, my mouthpiece filled with water, until I was breathing a deadly mix of air and water. I thought I was down to the final mouthfuls of air in the tank. I made the signal for more air, not knowing if anyone was around me, imagining the worst.

I was never so glad to feel someone grab my arm. It was the dive instructor. She checked my air gauge then took my hands off the rock. I had no choice but to trust her. We drifted together for a while and I immediately began to breathe properly and clear my mask, as I was no longer fighting the force of the current. We surfaced not far from where we started.

I was glad to hit that surface and breathe air. I have never felt like that before or since. There were times on the solo trip when I was scared, terrified even, but never to the point I was that day.

from *Lionheart* by Jesse Martin

## Responding to the text

1 How does the narrator gain the reader's attention in the first sentence?

---

2 Why did Jesse go to Gordon Rocks?

---

3 What evidence was there to show that the area could be dangerous for scuba divers?

---

4 What immediate problem did Jesse encounter with his mask?

---

5 'I was about 10 metres underwater, where the currents pulsate up to 6 knots an hour.' Why did Jesse provide these statistics?

---

6 When he saw a rock below him, he dived and grabbed it. Why did Jesse do this?

---

7 What caused Jesse to be rapidly losing air?

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8 How did the dive instructor enable Jesse to reach the surface?

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# Chocolate

Almost everyone loves chocolate. Such is its popularity that more than seven million tons of chocolate are consumed throughout the world each year.

## Chocolate makes the world go round

Chocolate was first introduced to Europeans in the 15th century when explorers like Christopher Columbus and Hernán Cortés sailed to Central America where cacao trees thrive in the hot tropical climate. The cacao pods are filled with 30 to 50 pulp-covered seeds (often referred to as beans), which are removed and left to ferment in the heat then dried.

The original inhabitants of Central America believed that the cacao seeds were a gift from the god of wisdom and they were so prized that they were used as a form of currency. They used the seeds to make a bitter liquid which the people believed gave them strength. Anthropologists have found a form of the fermented drink dating back as far as 1900 BC. The word 'chocolate' comes from the Aztec word 'xocoatl', the name for the bitter drink.

The Spanish conquistadors were seeking gold and silver in Central America but saw how the local people placed great importance on the cacao seeds. They decided to take some back to Spain, but even though the Spaniards sweetened the bitter drink, it was not popular until it was adopted by the royal court. However, only the rich could afford the chocolate drink because it was extremely time consuming and expensive to produce.

In 1828, a Dutch chemist, Coenraad van Houten, invented the cacao press which made chocolate production much cheaper. Nineteen years later, J.S. Fry and Sons, a British company, created the first solid chocolate bar, and many changes since have resulted in chocolates



with the more velvety texture that we know today.

It takes 300 to 600 seeds to make one kilogram of chocolate depending on the cacao content. Today cacao trees are grown in a narrow belt around the equator where there is regular rain and good soil drainage. This includes large areas of Western Africa, where intense poverty has meant that young children are often forced to work in the harvesting of the seeds. In 2001, the global industry recognised this fact and said that the practice should be eliminated. Unfortunately, exploitation still exists and many of the multinational companies still source cacao from countries that use child labour.

Today, cacao is also referred to as 'cocoa' and is used in food production all over the world. It is fair to say that 'chocolate makes the world go round'.

*There is nothing better than a friend, unless it is a friend with chocolate. (Linda Grayson)*

## Responding to the text

Complete each sentence by choosing the correct ending.

1 Cacao seeds were first:

- a discovered in Europe.
  - b made into a sweet drink.
  - c believed to be a gift from the god of wisdom.
- 

2 The bitter drink made from cacao pods:

- a was used as medicine.
  - b was once believed to give people strength.
  - c can easily be transformed into chocolate bars.
- 

3 The Spanish conquistadors:

- a set out to find cacao beans.
  - b were on a quest for gold and silver.
  - c invented the word 'chocolate'.
- 

4 The Spanish people:

- a liked the taste of the drink made from cacao seeds.
  - b could afford chocolate because it was mass produced.
  - c accepted chocolate after the royal court gave it its blessing.
- 

5 The first solid chocolate bar was invented by:

- a a British company.
  - b a Dutch chemist.
  - c a Spanish conquistador.
- 

6 Cacao trees:

- a grow only in South America.
  - b produce between 300 and 600 pods each.
  - c grow in a narrow belt of land around the equator.
- 



# Fascinating word origins

Many English words have very interesting origins. Here are some of them.

## How our words were created

### Hippopotamus

When the ancient Greeks first saw the hippopotamus in Africa, they thought it looked like an extremely big horse. The Greeks also noticed that the hippopotamus frequented rivers and lakes, so they combined two Greek words together to give it the name 'river horse' – *hippos* meaning 'horse' and *potamos* meaning 'river'. Later on, the Romans changed the third *o* to *u*, and made it *hippopotamus*.

### Pupil

The pupil of the eye and the pupil of the classroom were originally closely related. The Latin word *pupillus* means 'little doll'. If you look at the pupil of your friend's eye you will see a little doll, which is actually a small image of yourself. The Romans referred to school students as *pupilli* (little dolls).

### Canary

The word 'canary' is surprisingly related to the dog, at least as far as their common Latin name is concerned, since *canis* means 'dog'. The link between the two comes from the name given to the islands in the Atlantic Ocean off the coast of Europe. They were called the Canary Islands by the Romans who discovered them because of the large number of wild dogs that inhabited them. However, they were also famous for the small singing birds that we now keep as pets and call 'canaries', after the islands where they were found.

### Umbrella

The Latin word for 'a shade' is *umbra* and in the ancient world in the Mediterranean countries,



umbrellas were used mainly as a protection against the sun. The suffix '-ella' means 'little' and so an umbrella is 'a little shade'. In modern times, the umbrella has become a useful implement to protect a person against the rain.

### Tennis

The word 'tennis' comes from the French word *tenez* meaning 'hold!', 'take!' or 'receive!', an interjection used as a call from the server to their opponent to indicate that they are about to serve. Because tennis originated in France, some other tennis words are French in origin. For example, the score of zero is referred to as 'love' from the French *l'oeuf* meaning 'egg'; in other words, a score of 0 looks like an egg.

### Ambulance

It is difficult to believe that an ambulance speeding to a hospital is closely related to the Latin word *ambulare* meaning 'to walk'. In the

19th century, in the middle of battle, the wounded soldiers who could not walk were often treated where they lay until the fighting had finished at the end of the day. The French army began to use a wheeled cart on the battlefield referred to as a *hospital ambulans* or walking hospital. At first it was used to take medical supplies to the wounded soldiers, but as time progressed it was also used for carrying wounded soldiers off the battlefield. Thus the ambulance of today derives its meaning from a 'walking hospital'.

### Malaria

The word 'malaria' derives from two Italian words, *mala* meaning 'bad' and *aria* meaning

'air'. Before the days of modern science, malarial fever was thought to be caused by foul swamp air. In fact, the swamps which produced the 'bad air' also provided a breeding ground for the real cause of malaria, the *Anopheles* mosquito.

### Salary

The word 'salary' comes from *sal*, the Latin word for salt. Throughout the Roman Empire, salt formed a very important part of the diet as fresh foods were preserved in salt. Therefore, salt was sometimes used as a form of money. Roman soldiers received salt money, *salarium argentum*, as part of their wages. From this practice came the English word 'salary'.

## Responding to the origins

1 How did the Greeks give the hippopotamus its name?

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2 What is the meaning of the Latin word *pupillus*?

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3 What is the meaning of the Latin word *canis*?

---

4 Why were umbrellas originally used in the Mediterranean area?

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5 How did the word 'love' meaning 'nil' come to be used in tennis?

---

6 What was the first use of a *hospital ambulans*?

---

7 What did people initially believe was the cause of malaria?

---

8 Why was salt important in Roman times?

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# New Year's Eve cartoon

This cartoon by Mark Knight comments on the very different perspectives of people and pets during New Year's Eve fireworks celebrations.



## Responding to the text

1 What do the speech bubbles reveal about the emotions of people who are watching the fireworks?

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2 Explain how the dog's facial expression conveys its fear.

---

3 What human qualities do you notice about the dog's position against the wall?

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4 What does the thought bubble reveal about the dog's reaction to the fireworks?

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5 What is the difference between the way humans and dogs perceive fireworks?

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**PART 4**

# WRITING









# Villains

A villain in a novel, film, play or video game is a character whose evil actions or motives are important to the plot. We often find that villains are more interesting than heroes because of their evil plans and deeds. Read Roald Dahl's description of the Grand Witch, 'the most evil woman in creation', in *The Witches*.

## The grand witch

That face of hers was the most frightful and frightening thing I have ever seen. Just looking at it gave me the shakes all over. It was so crumpled and wizened, so shrunken and shrivelled, it looked as though it had been pickled in vinegar. It was a fearsome and ghastly sight. There was something terribly wrong with it, something foul and putrid and decayed. It seemed quite literally to be rotting away at the edges, and in the middle of the face, around the mouth and cheeks, I could see the skin all cankered and worm-eaten, as though maggots were working away in there.

from *The Witches* by Roald Dahl



Describe the appearance and actions of a villain that you have encountered in a novel, film or video game.

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# Opposing viewpoints

Life would be very dull if we all had the same opinions about topical issues. However, sometimes people are so locked into their own opinions that they can only see one side of a debate. The following task asks you to look at both sides.

Choose one of the following 'yes or no' topics, or a similar topic of your own in consultation with your teacher. Write two paragraphs, one arguing for the 'yes' case and the other arguing for the 'no' case. Support each viewpoint with two or three reasons.

- Should eating food on public transport be banned?
- Has online advertising gone too far?
- Should the voting age be lowered to 16?
- Should riding bikes on footpaths be banned?

The 'yes' case

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The 'no' case'

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# Fictional heroes

A hero is admired for their courage, outstanding achievements or noble qualities. Here are two such fictional heroes who are universally admired.

## Mockingjay

My name is Katniss Everdeen. I am seventeen years old ...

I am the Mockingjay. I brought down the Capitol. President Snow hates me. He killed my sister. Now I will kill him. And then the Hunger Games will be over ...

from *Mockingjay* by Suzanne Collins



## Harry Potter

Harry had a thin face, knobbly knees, black hair and bright-green eyes. He wore glasses held together with a lot of Sellotape because of all the times Dudley had punched him on the nose. The only thing Harry liked about his own appearance was a very thin scar on his forehead which was shaped like a bolt of lightning.

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

Create your own fictional hero and describe their special qualities.

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