

ENGLISH ESSENTIALS

WORKBOOK



2

REX SADLER

SANDRA SADLER

VIV WINTER

ENGLISH ESSENTIALS

WORKBOOK

2

REX SADLER

SANDRA SADLER

VIV WINTER



English Essentials Workbook 2

1st edition

Rex Sadler

Sandra Sadler

Viv Winter

Publisher: Olive McRae

Project editor: Alanna Burgess

Copy editor: Ronél Redman

Proofreader: Sarah Blood

Design manager: Jo Groud

Cover designer: Ana Cosma

Text designer: Ana Cosma

Production controller: Nicole Ackland

Permissions researcher: Hannah Tatton

Typeset in PMN Caecilia 55 Roman 10pt on 16pt by
Newgen KnowledgeWorks Pvt. Ltd., Chennai, India

Cover image: damedeeso/iStock/Getty Images

This edition published in 2021 by
Matilda Education Australia, an imprint
of Meanwhile Education Pty Ltd
Level 1/274 Brunswick St
Fitzroy, Victoria Australia 3065
T: 1300 277 235
E: customersupport@matildaed.com.au
www.matildaeducation.com.au

First edition published in 2019 by Macmillan Science and
Education Australia Pty Ltd.

Copyright © Rex Sadler, Sandra Sadler and Viv Winter 2019

The moral rights of the authors have been asserted.

All rights reserved.

Except under the conditions described in the *Copyright Act 1968* of Australia (the Act) and subsequent amendments, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the copyright owner.

Educational institutions copying any part of this book for educational purposes under the Act must be covered by a Copyright Agency Limited (CAL) licence for educational institutions and must have given a remuneration notice to CAL.

Licence restrictions must be adhered to. For details of the CAL licence contact:

Copyright Agency Limited, Level 11, 66 Goulburn Street,
Sydney, NSW 2000.

Telephone: (02) 9394 7600.

Email: memberservices@copyright.com.au

Publication data

Author: Rex Sadler, Sandra Sadler, Viv Winter

Title: *English Essentials Workbook 2*

ISBN: 9781420246209



A catalogue record for this
book is available from the
National Library of Australia

Internet addresses

At the time of printing, the internet addresses appearing in this book were correct. Owing to the dynamic nature of the internet, however, we cannot guarantee that all these addresses will remain correct.

Warning: It is recommended that Aboriginal and Torres Strait Islander peoples exercise caution when viewing this publication as it may contain names or images of deceased persons.

Printed in <country> by <printer name>

1 2 3 4 5 6 7 25 24 23 22 21 20



CONTENTS

Preface	vii
Acknowledgements	viii

PART 1

Language

UNIT 1 Phrases	2
UNIT 2 Clauses	4
UNIT 3 Types of nouns	6
UNIT 4 Nouns – singular and plural	8
UNIT 5 Irregular plural nouns	10
UNIT 6 Sound nouns	12
UNIT 7 Adjectives	14
UNIT 8 Comparison of adjectives	16
UNIT 9 Verbs	18
UNIT 10 Present participles	20
UNIT 11 Past participles	22
UNIT 12 Adverbs	24
UNIT 13 Pronouns	26
UNIT 14 Prepositions	27
UNIT 15 Prefixes	28
UNIT 16 Suffixes	30
UNIT 17 Using better words	32
UNIT 18 Word origins in English	34
UNIT 19 Punctuation overview	36
UNIT 20 Capital letters and full stops	37
UNIT 21 End-of-sentence punctuation	38
UNIT 22 Commas to indicate pauses	39
UNIT 23 Commas for lists	40
UNIT 24 Apostrophes showing ownership	41
UNIT 25 Apostrophes for contractions	42
UNIT 26 Confusing apostrophes	43
UNIT 27 Direct speech	44
UNIT 28 More direct speech	45

UNIT 29	Direct and indirect speech	46
UNIT 30	The colon	47
UNIT 31	The semicolon	48
UNIT 32	Brackets	49
UNIT 33	Dashes	50
UNIT 34	Language and punctuation revision	51

PART 2

Spelling & Vocabulary 53

UNIT 1	Tricky little words	54
UNIT 2	Texts in action	55
UNIT 3	It's all in the family	56
UNIT 4	In the wild	57
UNIT 5	Actions	58
UNIT 6	Sound pairs	59
UNIT 7	All kinds of people	60
UNIT 8	Our world	61
UNIT 9	The five senses	62
UNIT 10	Firestorm	63
UNIT 11	When worlds collide	64
UNIT 12	Feelings and emotions	65
UNIT 13	Words and sounds	66
UNIT 14	Amazing inventions	67
UNIT 15	The world of sport	68
UNIT 16	Oh, horror!	69
UNIT 17	Journey through time	70
UNIT 18	The world of art	71
UNIT 19	Getting an education	72
UNIT 20	It pays to advertise	73
UNIT 21	Flooding rains	74
UNIT 22	Is there a doctor in the house?	75
UNIT 23	Problem pairs	76
UNIT 24	A time of war	77
UNIT 25	Words from other lands	78
UNIT 26	Buying and selling	79

UNIT 27	Don't stop the music	80
UNIT 28	In the laboratory	81
UNIT 29	On the farm	82
UNIT 30	Flight	83
UNIT 31	Fun with words	84

PART 3

Literature 85

UNIT 1	First person narrative	86
UNIT 2	The power of advertising	88
UNIT 3	Autobiography	90
UNIT 4	Plastic in our oceans	92
UNIT 5	The deep	94
UNIT 6	Into the future	96
UNIT 7	The forces of nature	98
UNIT 8	Hoon driving	100
UNIT 9	Cartoonists raising awareness	102
UNIT 10	Boat people	104
UNIT 11	The Stolen Generations	106
UNIT 12	Amazing inventions	108
UNIT 13	Metaphors in poetry	110
UNIT 14	Supernatural worlds	112
UNIT 15	Film poster	114
UNIT 16	Surf's up	116
UNIT 17	Diary novels	118
UNIT 18	Out of the past	120
UNIT 19	Interview with an author	122
UNIT 20	A hard life	124
UNIT 21	Poems from real life	126
UNIT 22	A war of words	128
UNIT 23	The curse of Tutankhamun	130
UNIT 24	Frankenstein's monster	132
UNIT 25	Speeches – injustice	134
UNIT 26	Interesting idioms	136
UNIT 27	Lost and alone	138

PART 4**Writing****139**

UNIT 1	Life experiences	140
UNIT 2	Being persuasive	141
UNIT 3	Appealing to the senses	142
UNIT 4	People in conflict	143
UNIT 5	Myself in ten years' time	144
UNIT 6	This sporting life	145
UNIT 7	What if ...?	146
UNIT 8	Writing informatively	147
UNIT 9	Fictional diaries	148
UNIT 10	When disaster strikes	149
UNIT 11	Dialogue reveals character	150
UNIT 12	The trip of a lifetime	151
UNIT 13	Sci-fi	152
UNIT 14	Adopting a persona	153
UNIT 15	Creatures great and small	154
UNIT 16	Money makes the world go round	155
UNIT 17	Fantasy worlds	156
UNIT 18	Eyewitness accounts	157
UNIT 19	Points of view	158
UNIT 20	At the airport	159

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.

Essential English Workbook 2 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 they will need to be familiar with both their spelling and the meaning. A good number have been specially chosen to help them 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, film reviews, comic strips, advertisements 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 instructive 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

ACKNOWLEDGEMENTS

The author and publisher are grateful to the following for permission to reproduce copyright material:

PHOTOGRAPHS

Alamy Stock Photo/20th Century Fox/A.F. ARCHIVE, **112**, Disney/A.F. Archive, **158**, /Moviestore Collection, **132**, **152**, /Paulo Oliveira, **93**, /Paramount/A.F. Archive, **153**, /PictureLux, **114**, /Thames TV/A.F. ARCHIVE, **118**; Brand X, **116**; CREATAS, **57**; E+/studiocasper, **67**; EyeEm/Sally Stevens, **96**; Getty Images, **110**, **138**, /Bettmann, **157**, Blend Images - Erik Isakson, dave and Les Jacobs, **145**, /chuvipro, **147**, /Sam Edwards/Caiaimage, **142**, /Egyptian, **130**, /Gregory A. Harlin/National Geographic Image Collection, **120**, /Images by Ni-ree/Moment, **149**, /Gerry Pearce/imageBROKER, **50**, /Jason Persoff Stormdoctor/Cultura RF, **99**, /PhotoDisc, **10**, /Photo Researchers/Science Source, **98**, /shotbydave, David Jones/iStock, **144**, /Split Second Stock/Vincent Nijhof/iStock, **137**, /SuperStock, **134**, /Peerapat Tandavanitj, **151**, /vencavolrab/iStock, **41**, /Westend61, **81**; ImageSource, **34**; iStockphoto/4x6, **4**, AmWu, **90**, /Andrew_Howe, **136**, /AzmanJaka, **117**, /Steve Debenport, **143**, **150**, /DieterMeyrl, **1**, /DigitalStorm, **94**, /Gemenacom, **48**, /Global_Pics, **139**, /GlobalP, **6**, **37**, /GROGL, **53**, /hh5800, **119**, /hudiem, **72**, /izusek, **159**, /kali9, **16**, /kerriekerr, **106**, /Levent Konuk, **70**, /Ljupco, **24**, /Magone, **17**, /martin-dm, **140** (left), /mevans, **60**, /Mhoo1990, **141**, /mpriv, **156**, /narcisa, **127**, /Nerthuz, **38**, /Neustockimages, **32**, /NicoElNino, **85**, /phive2015, **23**, Silense, **42**, /Spondylolithesis, **46**, /Talevr, **109**, /Tovfla, **2**, /ZargonDesign, **44–5**; JOHN FOXX IMAGES, **26**; Newspix/David Caird, **100**; © Penguin Random House, **122**; RubberBall, **63**; Shutterstock.com/Patrick K. Campbell, **18**, /John Carnemolia, **20**, /cherezoff, **55**, /Coffeemill, **78**, /EML, **111**, /ESB Professional, **56**, /EtiAmmos, **82**, /Flashon Studio, **30**, /Patrick Foto, **83**, /FotograFFF, **64**, /Goir, **108**, /irabel8, **104**, /Eric Isselee, **9**, /Nathapol Kongseang, **69**, /Kornela, **13**, /Leksele, **76**, /MarcelClemens, **61**, /MicheleBoiero, **28**, /Robyn Mackenzie, **79**, /William Perugini, **14**, /Dario Lo Presti, **80**, /cenap refik ongan, **51**, /RTimages, **68**, /RUKSUTAKARN Studio, **146**, /Ruslan Semichev, **77**, /Aleksey Stemmer, **124**, /Roman Voloshyn, **140** (right), /Daniel Wiedemann, **155**, /Alexei Zinin, **58**, /Zovteva, **75**.

OTHER MATERIAL

Cover and extract from the book DON'T CALL ME ASHMAEL by Michael Gerard Bauer. Text copyright © Michael Gerard Bauer, 2006. First published by Omnibus Books, a division of Scholastic Australia Pty Limited, 2006. Reproduced by permission of Scholastic Australia Pty Limited, **128–9**; Poem by DJ Brindley, Use of *Jaguar* by permission of Via Afrika Publishers, **110–11**; Cover of *I Am the Cheese* by Robert Cormier, Penguin Random House LLC, 2007, **86**; Extract Copyright © 1977 by Robert Cormier, from *I Am the Cheese*, first published in the UK by Victor Gollancz, Ltd. Reprinted by permission of Curtis Brown Ltd., **86–7**; Extract from *Going Solo* by Roald Dahl © Roald Dahl Story Company Ltd, 1986, Publishers: Jonathan Cape Ltd and Penguin Books Ltd, **90–1**; Extract from *The Bafut Beagles* by Gerald Durrell, Reproduced with permission of Curtis Brown Group Ltd, London on behalf of the beneficiaries of the Estate of Gerald Durrell. Copyright © Gerald Durrell 1954, **154**; Extract from *Refuge* by Jackie French, HarperCollins Publishers Australia, 2013, **104–5**; Extract from *Toad Rage* by Morris Gleitzman, Copyright



© Morris Gleitzman, First published by Penguin Australia. Reprinted by permission of Penguin Random House Australia Pty Ltd., **124–5**; Poem ‘Mid-Term Break’ from *Selected Poems 1965-1975* by Seamus Heaney. Faber and Faber Limited, **126**; Extracts from ‘Author Interview: Morris Gleitzman’, *Kids’ Book Review*, children’s literature and book review site, **122–3**; Extract from *The Giver* by Lois Lowry, reprinted by permission of HarperCollins Publishers Ltd © 2008, **96–7**; Extract from *The Diary of a Teenage Health Freak* by Aidan MacFarlane and Ann McPherson, 1987, **119**; Extract from *Looking for Alibrandi* by Melinda Marchetta, Copyright © Melinda Marchetta, First published by Penguin Australia. Reprinted by permission of Penguin Random House Australia Pty Ltd., **143**; Extract from *Left for Dead* by Ricky Megee (Allen & Unwin, 2010), reproduced with permission of Allen & Unwin Pty Ltd., **138**; Extract from *Eragon: Book One In The Inheritance Cycle* by Christopher Paolini, Published by Doubleday, Reprinted by permission of The Random House Group Limited © 2004, **112–3**; Cartoon ‘It’s all under control, we’re having a meeting in November’ by Ron Tandberg, **102**; Advertisements, Tourism Australia, **88–9**; Extract from *The Secret Diary of Adrian Mole Aged 13 ¾* by Sue Townsend. Reproduced with permission of Curtis Brown Group Ltd, London on behalf of Lily Broadway Productions, Copyright Sue Townsend © 1982, **118**; Extract from ‘Scientists find 30kg of plastic inside dead sperm whale’s stomach’ by Nick Whigham, *The Herald Sun*, 12 April 2018. The use of this work has been licensed by Copyright Agency except as permitted by the Copyright Act, you must not re-use this work without the permission of the copyright owner or Copyright Agency, **92–3**; Cartoon ‘great barrier reef’ reproduced with the permission of Cathy Wilcox, **103**; Extract from *Lockie Leonard: Legend* by Tim Winton, Copyright © Tim Winton. First published by Penguin Australia. Reprinted by permission of Penguin Random House Australia Pty Ltd., **116**; Extract from ‘Hoons Caught in Crush Hour’ by Cassie Zervos, *The Herald Sun*, 24 January 2018. The use of this work has been licensed by Copyright Agency except as permitted by the Copyright Act, you must not re-use this work without the permission of the copyright owner or Copyright Agency, **100**.

The author and publisher would like to acknowledge the following:

Extract from *Eragon* by Christopher Paolini, Corgi Childrens, The Random House Group Ltd 2005, 112–3; Extract from *The Voyage of the Frog* by Gary Paulsen, first published in Great Britain 1991 by Macmillan Children’s Books, 94–5.

While every care has been taken to trace and acknowledge copyright, the publisher tenders their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to come to a suitable arrangement with the rightful owner in each case.

PART 1

LANGUAGE



Phrases

A phrase is a group of words that does not include a subject or a finite verb. It needs to be part of a sentence to make sense. A phrase usually does the work of an adjective, an adverb or a noun and often begins with a preposition or a participle.

These three phrases need to be attached to a sentence to convey meaning:

into the wilderness trapped by floodwaters in shining armour

Identifying phrases and sentences

Indicate which group of words is a phrase and which is a sentence.

- 1 Over the hills and far away _____
- 2 A few days ago _____
- 3 It was an exciting film _____
- 4 Walking along the beach _____
- 5 Guess who's coming to dinner _____
- 6 There's a fly in my soup _____
- 7 Below the surface _____
- 8 The storm rapidly approached _____



Adjectival phrases

An adjectival phrase adds meaning to a noun or pronoun and does the work of an adjective. It may begin with a preposition or a participle.

The girl **with the silver earrings** was dancing on stage.

The adjectival phrase starts with the preposition 'with' and describes the noun 'girl'.

Sitting quietly, the students were watching a movie.

The adjectival phrase starts with the participle 'sitting' and describes the noun 'students'.

Identifying adjectival phrases

Identify the adjectival phrase and the noun it describes in each sentence.

- 1 The cave with pillars of stalagmites was visited by many tourists.
Adjectival phrase: _____ Noun: _____
- 2 The grass under the gum tree is dying.
Adjectival phrase: _____ Noun: _____
- 3 It was a pirate ship flying a black flag.
Adjectival phrase: _____ Noun: _____
- 4 The old mansion on the hill had been abandoned long ago.
Adjectival phrase: _____ Noun: _____

Adverbial phrases

Some phrases add meaning to verbs. They may tell the time, place, reason, purpose or manner of an action. They are called adverbial phrases.

Hidden treasure was found **on the seabed**. (place)

The emergency crew worked **through the night**. (time)

A car approached **with great speed**. (manner)

Identifying adverbial phrases

Identify the adverbial phrase and the verb to which it adds meaning in each sentence.

- 1 The sun had set beneath the hills.

Adverbial phrase: _____

Verb: _____

- 2 The ambulance was travelling at great speed.

Adverbial phrase: _____

Verb: _____

- 3 That novel was written by Roald Dahl.

Adverbial phrase: _____

Verb: _____

- 4 The flags were fluttering in the breeze.

Adverbial phrase: _____

Verb: _____

- 5 She rode her horse with great care.

Adverbial phrase: _____

Verb: _____

Noun phrases

A noun phrase is a group of words in a sentence that together behave as a noun. A noun phrase does the work of a noun. Like a noun, it can be the subject or object of a verb.

The red brick house has been sold. (subject)

I would like to buy **the large ripe plums**. (object)

Identifying noun phrases

Identify the noun phrase in each sentence and state whether it is the subject or object of the verb.

- 1 We hoped to win the first prize.

- 2 Our neighbour's dog barks incessantly.

- 3 The glistening snow began to melt.

- 4 He loves eating juicy meat pies.

Clauses

What is a clause?

A clause is a group of words expressing a complete thought. Every sentence has at least one clause, and often has more than one. Each clause contains a subject and a verb.

There are two types of clauses you will encounter: main clauses and subordinate clauses.

What is a main clause?

A main clause (also referred to as a principal clause or independent clause) is a clause that makes complete sense by itself. It can stand alone as a complete sentence.

main clause
We enjoy surfing.

Some sentences may contain two or more main clauses joined by a coordinating conjunction. Both these clauses can stand alone as a sentence.

main clause **main clause**
We enjoy surfing and we often holiday at a beach resort.

Every sentence must have at least one main clause.

main clause **subordinate clause**
The *Titanic* was on its maiden voyage in 1912 when it hit an iceberg,
subordinate clause
which sent it to the bottom of the Atlantic Ocean.

The statement 'The *Titanic* was on its maiden voyage in 1912' is the main clause and makes perfect sense by itself. The other two clauses that depend on it are called subordinate (dependent) clauses.



What is a subordinate clause?

Unlike a main clause, a subordinate clause cannot stand alone or function by itself. While it does contain a subject and a verb, it remains incomplete without a main clause.

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

- An **adjectival clause** is a subordinate clause that does the work of an adjective. It describes a noun and begins with a relative pronoun such as *who*, *whose*, *whom*, *which* or *that*.

main clause **adjectival clause**
Roald Dahl was a famous writer who had been a fighter pilot in World War II.

- An **adverbial clause** is a subordinate clause that does the work of an adverb. It can tell how, where, when or why. It begins with a subordinating conjunction such as *because*, *when*, *while*, *since*, *after*, *until*, *before*, *although*, *if*, *as*, etc.

adverbial clause **main clause**
Since it was published in 1969, *The Very Hungry Caterpillar* has sold a copy a minute.

- A **noun clause** does the work of a noun. Like a noun, it can be the subject or the object of the verb. It often begins with a word such as *that* or *what* to link it with the main clause.

main clause
noun clause
┌──────────────────┐
┌──────────────────┐
└──────────────────┘
└──────────────────┘
 Many people think that the Harry Potter movies are enthralling.

Identifying main and subordinate clauses

Each complex sentence below consists of a main clause and subordinate clauses. Your task is to break down the sentence into clauses.

- 1 Dracula's appearance was terrifying because he possessed sharp fangs that drooped over his lower lip.

Main clause: _____

Adverbial clause: _____

Adjectival clause: _____

- 2 The captain realised that the ship was sinking.

Main clause: _____

Noun clause: _____

- 3 Planet Earth is very small when it is compared with the Sun, which is 300 000 times the size of our planet.

Main clause: _____

Adverbial clause: _____

Adjectival clause: _____

- 4 Many species of turtle are endangered because humans have slaughtered them.

Main clause: _____

Adverbial clause: _____

- 5 Although her first *Harry Potter* novel was rejected by twelve publishers, J.K. Rowling knew that it would become a bestseller.

Main clause: _____

Adverbial clause: _____

Noun clause: _____

- 6 When Shakespeare's plays were first performed, all the female roles were performed by male actors, since acting was considered not proper for women.

Main clause: _____

Adverbial clause: _____

Adverbial clause: _____

- 7 Because their fur is very thick, polar bears can swim for hours in icy water.

Main clause: _____

Adverbial clause: _____



Types of nouns

Nouns are naming words. There are four types of nouns: common, proper, collective and abstract. Most nouns in English are common nouns.

- A **common noun** is a word that names general items such as a person, animal, place or thing. It does not begin with a capital letter unless it starts a sentence.
boy wife student river car beach leopard finger
- **Proper nouns** are used to name a specific person, place, animal or thing. They always begin with a capital letter.
Wednesday Amelia Mazda Tokyo Google
- **Collective nouns** are used to name a collection or group of similar people, places, animals or things.
a **flock** of birds a **school** of students a **forest** of trees a **gang** of thieves
- **Abstract nouns** name qualities, ideas, feelings and actions.
love beauty hope speed honesty anger cowardice



Using common and proper nouns to complete sentences

Choose the correct proper and common nouns from the brackets to complete each sentence.

- The _____ is a huge _____ in _____ that flows through dense _____. (jungle, Brazil, river, Amazon)
- The _____ was sailing across the _____ to _____ when it hit an _____. (iceberg, America, *Titanic*, Atlantic)
- The _____ of the _____ was _____ who lived in _____. (Galileo, telescope, Italy, inventor)
- The capital _____ of _____ is _____ and it is the _____ of _____ from many cultures. (people, New Delhi, home, India, city)
- _____ is the highest _____ in the _____ and its _____ is always covered in _____. (snow, mountain, Mount Everest, summit, world)
- The _____ called _____ was written by _____ who lived all his _____ in _____. (Shakespeare, play, England, life, *Macbeth*)
- _____ crossed the _____ in his _____ the _____ and saw the east _____ of _____. (ship, Australia, coast, *Endeavour*, Cook, Pacific)
- _____ explored _____ and nearly lost his _____ in the freezing _____. (life, Antarctica, conditions, Mawson)

Selecting collective nouns

Select from the collective nouns in brackets to complete each sentence. The first one is done to help you.

- 1 Bunch _____ is to grapes as *bouquet* _____ is to flowers. (bouquet, bunch)
- 2 _____ is to fish as _____ is to ships. (convoy, school)
- 3 _____ is to soldiers as _____ is to aircraft. (army, flight)
- 4 _____ is to wolves as _____ is to sheep. (flock, pack)
- 5 _____ is to directors as _____ is to dancers. (troupe, directors)
- 6 _____ is to cricketers as _____ is to spectators. (crowd, team)
- 7 _____ is to singers as _____ is to musicians. (choir, band)
- 8 _____ is to cattle as _____ is to lions. (pride, herd)
- 9 _____ is to cards as _____ is to books. (library, pack)
- 10 _____ is to bees as _____ is to ants. (colony, hive)
- 11 _____ is to trees as _____ is to stars. (orchard, galaxy)
- 12 _____ is to whales as _____ is to geese. (gaggle, pod)

Forming abstract nouns

Form abstract nouns from the following words. For example: free – *freedom*.

- | | |
|--------------------|----------------------|
| 1 soft _____ | 16 happy _____ |
| 2 fail _____ | 17 supreme _____ |
| 3 know _____ | 18 loyal _____ |
| 4 cruel _____ | 19 hero _____ |
| 5 coward _____ | 20 trick _____ |
| 6 arrive _____ | 21 angry _____ |
| 7 satisfy _____ | 22 irritate _____ |
| 8 absent _____ | 23 frequent _____ |
| 9 true _____ | 24 exist _____ |
| 10 violent _____ | 25 assist _____ |
| 11 beautiful _____ | 26 believe _____ |
| 12 kind _____ | 27 jealous _____ |
| 13 generous _____ | 28 honest _____ |
| 14 wise _____ | 29 intelligent _____ |
| 15 brave _____ | 30 obedient _____ |



Nouns – singular and plural

- A noun is **singular** when it indicates a single item. For example:
city house potato life branch belief
- A noun is **plural** when it indicates more than one item. For example:
cities houses potatoes lives branches beliefs

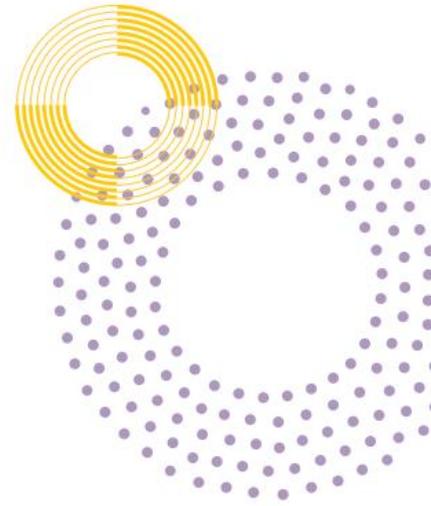
Forming plural nouns

- Most nouns form the plural simply by adding -s to the singular form.
apple—apples balloon—balloons farmer—farmers
- For nouns ending in 's', 'sh', 'ch', 'x', 'ss' or 'z', add -es to form the plural.
wish—wishes box—boxes glass—glasses
lunch—lunches bus—buses buzz—buzzes
- Nouns that end in 'ay', 'ey' or 'oy' form their plural by just adding -s.
tray—trays valley—valleys boy—boys
- Nouns that end with a consonant followed by a 'y' form their plural by changing the 'y' to 'i' and adding -es.
city—cities army—armies lady—ladies
- Most nouns that end in 'f' or 'fe' change their ending to -ves to form the plural.
wife—wives calf—calves thief—thieves
(Main exceptions: *dwarfs, beliefs, chiefs, roofs, cliffs*)
- Most nouns that end in 'o' form their plural by adding -es.
hero—heroes volcano—volcanoes tomato—tomatoes
(Main exceptions: *pianos, sopranos, photos, solos*)
- If a singular noun ends in 'oo' or 'io', just add -s to form the plural.
igloo—igloos ratio—ratios studio—studios radio—radios

Changing singular nouns to plural

Complete the phrases by changing the nouns to their plural form.

- | | |
|--------------------------------|-------------------------------|
| 1 thief: a gang of _____ | 11 mosquito: a swarm of _____ |
| 2 butterfly: a swarm of _____ | 12 mango: a crate of _____ |
| 3 match: a box of _____ | 13 compass: a pair of _____ |
| 4 wolf: a pack of _____ | 14 lily: a bunch of _____ |
| 5 baby: a nursery of _____ | 15 loaf: a basket of _____ |
| 6 story: an anthology of _____ | 16 watch: a display of _____ |
| 7 hoof: a thunder of _____ | 17 potato: a bag of _____ |
| 8 glass: a pair of _____ | 18 cherry: a bowl of _____ |
| 9 tomato: a crop of _____ | 19 mattress: a pile of _____ |
| 10 horse: a stable of _____ | 20 chimney: a row of _____ |



- 21 photo: an album of _____
- 22 church: a city of _____
- 23 dish: a set of _____
- 24 pony: a string of _____
- 25 friend: a circle of _____
- 26 gypsy: a caravan of _____
- 27 kangaroo: a mob of _____
- 28 strawberry: a punnet of _____
- 29 story: a book of _____
- 30 knife: a set of _____

Writing sentences in plural form

Rewrite the sentences to show the nouns' plural forms.

- 1 The librarian collected the diary and dictionary from the shelf.

- 2 The student made a speech to the assembly.

- 3 The echo reverberated around the valley and cliff.

- 4 Our army together with our navy won a great victory.

- 5 The student attended class at the university.

Organising plural nouns into groups

Give the plural form of the following nouns, then arrange them in pairs in the categories given below.

kidney

dinghy

dragonfly

artery

monkey

blackberry

peach

valley

canary

galley

rose

fox

beach

daisy

turkey

caterpillar

Fruits:

Boats:

Flowers:

Places:

Insects:

Parts of the body:

Birds:

Animals:



Irregular plural nouns

Some nouns have irregular plurals. Some of these plurals have gradually evolved over the centuries, while others are derived from Latin and Greek words that were introduced into the English language. The following rules and examples will give you a better understanding of these irregular plurals.



Forming irregular plurals

- Instead of adding -s to form the plural, some nouns change their spelling or add letters.

woman—women	man—men	child—children
tooth—teeth	foot—feet	ox—oxen
louse—lice	mouse—mice	goose—geese

- Some nouns have the same form for both the singular and the plural.

deer	sheep	salmon	trout	aircraft	pyjamas
scissors	pliers	pants	trousers	species	police

- If a noun ends in 'um', the plural is generally formed by changing 'um' to -a.

datum—data	stratum—strata	curriculum—curricula
millennium—millennia	medium—media	bacterium—bacteria

(Some exceptions: *hoodlum—hoodlums*, *possum—possums*, *tantrum—tantrums*)

- Many nouns that end in 'us' have their plural formed by changing 'us' to -i.

cactus—cacti	fungus—fungi	stimulus—stimuli
nucleus—nuclei	radius—radii	syllabus—syllabi

(Some exceptions: *virus—viruses*, *campus—campuses*, *platypus—platypuses*)

- Nouns ending with 'is' have these letters changed to -es to form the plural.

crisis—crises	basis—bases	analysis—analyses
thesis—theses	oasis—oases	hypothesis—hypotheses

- Nouns ending with the letter 'a' usually have -e added to form the plural. (Today, adding -s instead of -e to many of these words is also acceptable usage.)

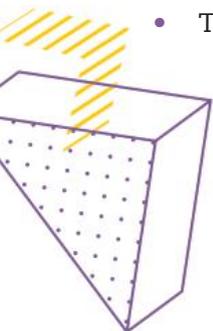
larva—larvae	alga—algae	vertebra—vertebrae
pupa—pupae	formula—formulae	persona—personae

- Many nouns ending with 'on' form their plural by changing the 'on' to -a.

criterion—criteria	phenomenon—phenomena
--------------------	----------------------

- The plurals of compound nouns are formed by adding -s to the significant word.

mother-in-law—mothers-in-law	passer-by—passers-by	vice-president—vice-presidents
------------------------------	----------------------	--------------------------------



Singular forms

Using the above rules and examples as a guide, write the singular form of the irregular nouns.

- | | |
|------------------------|--------------------|
| 1 cacti _____ | 7 termini _____ |
| 2 salmon _____ | 8 hypotheses _____ |
| 3 syllabi _____ | 9 memoranda _____ |
| 4 fathers-in-law _____ | 10 formulae _____ |
| 5 curricula _____ | 11 radii _____ |
| 6 stimuli _____ | 12 theses _____ |

Using plurals to complete sentences

Complete the sentences by using the plural form of the nouns in brackets.

- The old farmer owned a flock of _____ (goose) and a team of _____ (ox).
- The various news _____ (medium) were collecting _____ (datum) about the new self-driving cars.
- In the desert, many of the _____ (oasis) were surrounded by trees.
- The _____ (woman) and their _____ (sister-in-law) were playing _____ (domino).
- It is important for _____ (child) to look after their _____ (tooth).
- The athlete fell and injured his _____ (vertebra) when one of his _____ (foot) knocked over a hurdle.
- The new government faced many financial _____ (crisis).
- In the laboratory, the scientists were studying specimens of _____ (bacterium) and _____ (fungus).
- There are four older rock _____ (stratum) in the cliff face.
- The new applicant satisfied all the _____ (criterion) for the job.
- Some of the students had head _____ (louse).
- There were _____ (deer) in the park and _____ (salmon) in the river.
- Icebergs are interesting natural _____ (phenomenon).
- Julius Caesar lived more than two _____ (millennium) ago.
- Blue-green _____ (alga) in the river had caused the death of thousands of _____ (trout).
- Some _____ (species) of rhinoceros are in danger of extinction.

Sound nouns

Some nouns are onomatopoeic. That is, they are an imitation of the sounds associated with the thing they represent. These nouns can be used to indicate the sounds made by humans, animals, objects or devices. For example:

buzz crash babble snap purr cackle moo pop

Adding onomatopoeic nouns

Complete each expression by adding a suitable sound word from the list. Use each word once only.

blast	strumming	clatter	clanking	howling
rustle	clapping	tramp	blare	popping
beating	splintering	ringing	slam	dripping
crackle	wailing	flapping	ticking	twittering

- 1 the _____ of flags
- 2 the _____ of burning twigs
- 3 the _____ of a siren
- 4 the _____ of drums
- 5 the _____ of wood
- 6 the _____ of a door
- 7 the _____ of a guitar
- 8 the _____ of an audience
- 9 the _____ of a tap
- 10 the _____ of birds
- 11 the _____ of an explosion
- 12 the _____ of silk
- 13 the _____ of dishes
- 14 the _____ of boots
- 15 the _____ of a phone
- 16 the _____ of a chain
- 17 the _____ of a trumpet
- 18 the _____ of a clock
- 19 the _____ of the wind
- 20 the _____ of corks

Completing sentences

Complete each sentence by adding onomatopoeic nouns from the brackets. Use each word once only.

- 1 The _____ of horns, the _____ of brakes, the _____ of engines and the _____ of sirens are the sounds of a busy city. (squeal, tooting, wailing, throbbing)
- 2 At the river we heard the _____ of frogs, the _____ of bees and the _____ of birds. (chirping, croaking, buzzing)
- 3 The explorer woke to the _____ of apes, the _____ of lions and the _____ of elephants. (trumpeting, gibbering, roaring)

- 4 In the forest we could hear the _____ of wolves, the _____ of owls and the _____ of beetles. (droning, howling, hooting)
- 5 The soldier was terrified by the _____ of bullets, the _____ of artillery and the _____ of jets. (zooming, pinging, booming)
- 6 On the farm we could hear the _____ of ducks, the _____ of horses and the _____ of lambs. (bleating, quacking, neighing)

An onomatopoeic poem

Complete Jessie Pope's poem 'Noise' with appropriate onomatopoeic nouns from the list. The first letters are given. Choose carefully and make sure you use each noun once only.

clank	whoop	thud	throb	crack
roar	rattle	slam	tattoo	din
crash	hubbub	boom	rush	

Noise

I like noise.

The w_____ of a boy, the t_____ of a hoof,

The r_____ of rain on a galvanized roof,

The h_____ of traffic, the r_____ of a train,

The t_____ of machinery, numbing the brain,

The switching of wires in an overhead tram,

The r_____ of the wind, a door on the s_____,

The b_____ of the thunder, the c_____ of the waves,

The d_____ of a river that races and raves,

The c_____ of a rifle, the c_____ of a pail,

The strident t_____ of a swift-slapping sail –

From any old sound that the silence destroys,

Arises a gamut of soul-stirring joys.

I like noise.

'Noise' by Jessie Pope



Adjectives

Adjectives describe people, places, animals and things. They add colour, size, shape, feeling and many other qualities to nouns.

Adjectives are especially important when describing characters. Good writers choose their adjectives carefully to create clear pictures for their readers. Look at how two well-known authors use adjectives to describe the faces of their characters. The first is of Dally from *The Outsiders* by S.E. Hinton, and the second is of the formidable Miss Trunchbull from *Matilda* by Roald Dahl.

He had an **elfish** face, with **high** cheekbones and a **pointed** chin.

She had an **obstinate** chin, a **cruel** mouth and **small arrogant** eyes.



Adjectives describing appearance

The following adjectives describe appearance. Arrange them under their correct headings. There should be four words in each column.

bloodshot
spiky
scarred
sparkling

ragged
pimpley
baggy
blond

freckled
balding
curly
elegant

casual
piercing
tanned
squinting

Eyes

Hair

Clothes

Complexion

Forming adjectives

Create adjectives from the words in brackets and complete the phrases. The first one is done as an example.

- | | |
|--|------------------------------------|
| 1 a <u>beneficial</u> _____ result (benefit) | 8 a _____ act (malice) |
| 2 a _____ reply (caution) | 9 a _____ playground (noise) |
| 3 a _____ description (graph) | 10 _____ equipment (gymnast) |
| 4 a _____ watercourse (nature) | 11 a _____ setting (peace) |
| 5 a _____ name (fiction) | 12 an _____ visit (occasion) |
| 6 a _____ reward (finance) | 13 an _____ remark (offend) |
| 7 a _____ decision (haste) | 14 an _____ politician (influence) |

- 15 a _____ hotel (luxury) 20 a _____ meal (nutrition)
 16 a _____ task (labour) 21 a _____ journey (peril)
 17 a _____ eruption (volcano) 22 a _____ scene (picture)
 18 a _____ parent (pride) 23 a _____ situation (ridicule)
 19 a _____ speech (patriot) 24 a _____ friend (sympathy)

Matching adjectives and their meanings

Write the adjectives next to their meanings below.

deliberate	probable	legible	identical	fragrant	illegal
temporary	hostile	fragile	popular	portable	visible
tattered	audible	clumsy	hilarious	manual	furious

- | | |
|----------------------------|-----------------------------------|
| 1 against the law _____ | 10 acting like an enemy _____ |
| 2 able to be heard _____ | 11 able to be seen _____ |
| 3 done on purpose _____ | 12 for a limited time _____ |
| 4 very angry _____ | 13 very funny _____ |
| 5 sweet smelling _____ | 14 able to be read _____ |
| 6 liked by everyone _____ | 15 done by hand _____ |
| 7 able to be carried _____ | 16 likely to happen _____ |
| 8 torn and ragged _____ | 17 awkward in movement _____ |
| 9 easily broken _____ | 18 the same in all respects _____ |

Identifying negative and positive adjectives

Write each negative trait listed below next to the positive trait that is opposite in meaning.

guilty	stupid	disloyal	cowardly
mean	lazy	weak	miserable
ugly	conceited	pessimistic	impolite

Positive traits

- 1 courageous
 2 strong
 3 innocent
 4 industrious
 5 clever
 6 happy

Negative traits

- _____

Positive traits

- 7 humble
 8 generous
 9 beautiful
 10 loyal
 11 polite
 12 optimistic

Negative traits

- _____

Comparison of adjectives

Look at these sentences.

Jack is **tall**.

Jack is **taller** than Harry.

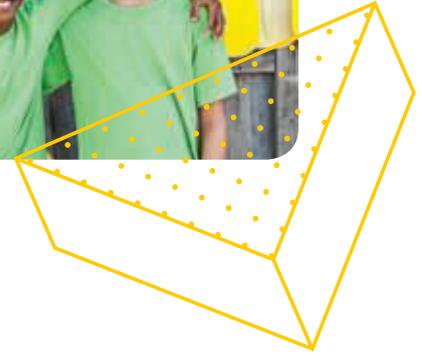
Jack is the **tallest** boy in the class.

The first sentence is a simple statement about one person.

The second sentence makes a comparison between two people. The third sentence compares more than two people.

Adjectives have three degrees of comparison:

- **positive** (one): *tall*
- **comparative** (two): *taller*
- **superlative** (more than two): *tallest*



Forming comparatives and superlatives

Irregular adjectives

- The usual method of forming the comparative is to add *-er* or *-r*.
- The usual method of forming the superlative is to add *-est* or *-st*.

tall—taller—tallest

strange—stranger—strangest

old—older—oldest

- When the positive form ends with 'y' preceded by a consonant, the 'y' is changed to 'i' before adding *-er* or *-est*.

easy—easier—easiest

angry—angrier—angriest

- When the positive form only has one syllable, ending with a consonant preceded by a single vowel, the consonant is doubled before adding *-er* or *-est*.

sad—sadder—saddest

big—bigger—biggest

- When the positive form has more than two syllables, the words *more* and *most* are usually used.

beautiful—more beautiful—most beautiful

comfortable—more comfortable—most comfortable

Some adjectives do not follow the rules outlined above. The main exceptions are as follows.

Positive

good

many

little

bad

Comparative

better

more

less

worse

Superlative

best

most

least

worst

Writing comparisons

Correctly add the positive, comparative or superlative form of each missing adjective.

1 *Small* is to *smaller* as *big* is to _____.

2 *Happier* is to _____ as *funnier* is to *funniest*.



- 3 Good is to _____ as _____ is to worst.
- 4 Rich is to _____ as _____ is to poorer.
- 5 _____ is to prettiest as lovelier is to _____.
- 6 _____ is to cleaner as dirty is to _____.
- 7 Healthy is to _____ as _____ to sicker.
- 8 _____ is to least as more is to _____.
- 9 Noisy is to _____ as _____ is to louder.
- 10 Fast is to _____ as _____ is to slowest.

Rules – making comparisons

When two persons or things are compared, the comparative form of the adjective is used. When more than two are compared, the superlative form is used.

Incorrect: The strongest of the two champions won the medal.

Correct: The stronger of the two champions won the medal.

Incorrect: This is the better of the three drawings.

Correct: This is the best of the three drawings.

You should avoid using double comparatives or superlatives.

Incorrect: This hamburger is more tastier than the one I had yesterday.

Correct: This hamburger is tastier than the one I had yesterday.



Identifying comparative and superlative

Write the correct form of the adjectives in brackets.

- 1 This is the _____ side of the street. (shady)
- 2 Of the three paintings, that one is the _____. (beautiful)
- 3 That must be the _____ novel ever written. (weird)
- 4 Today's science lesson was _____ than yesterday's. (interesting)
- 5 This is the _____ dessert I have ever tasted. (delicious)
- 6 He is the _____ cricketer in the club. (good)
- 7 She is the _____ of the three children. (young)
- 8 Amy is the _____ student in the class. (conscientious)
- 9 Her bike is _____ than mine. (good)
- 10 Of all the team members, James had the _____ chance of success. (little)
- 11 Bozo was the _____ dog in the show. (friendly)
- 12 This film was the _____ I had seen in a long time. (sad)
- 13 It was the _____ thing he had ever done. (bad)
- 14 Your left hand is _____ than your right hand. (strong)

Verbs

Verbs show action. They are doing, being, saying and thinking words. A verb is the most important word in a sentence. Without a verb, no action can take place.

- A verb comprised of one or more words must agree with its subject in number and person.
I **run**. She **runs**. You **are running**. They **have been running**.
- Note that when a verb is used in its infinitive form, it is preceded by 'to'.
to sing to ride to be to learn to fight to understand

Verbs create action and excitement

Action is created by using verbs. The short description below demonstrates the dramatic impact of verbs. Read the passage then write down all the verbs.

The escape of the boa constrictor

Harry sat up and gasped; the glass front of the boa constrictor's tank had vanished. The great snake was uncoiling itself rapidly, slithering out on to the floor – people throughout the reptile house screamed and started running for the exits.

As the snake slid swiftly past him, Harry could have sworn a low, hissing voice said, 'Brazil, here I come ... Thanksss, amigo.'

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



Verb and subject agreement

- When the subject consists of a singular noun or pronoun, then the verb must be singular.
Harry Potter **is** a student at Hogwarts school.
- Subjects joined by 'and' are usually plural.
Harry Potter and Hermione **are** students at Hogwarts school.
- A collective noun takes a singular verb when it indicates a group of people or things regarded as one.
The Hogwarts staff **teaches** the art of magic.
(The staff as a total unit is involved in the teaching of magic.)

- When a collective noun refers to individual members of a group of people or things acting independently, the verb is plural.
The Hogwarts staff **have** separate living quarters.
(The individual staff members are living independently of each other.)
- Singular pronouns such as 'each', 'everyone', 'either' and 'neither' are followed by a verb in the singular form.
Everyone at Hogwarts **was** learning magic.
- When a verb is separated from its subject by a phrase or other words, it should still agree with its subject, in singular or plural form.
The success of the Harry Potter books **was** phenomenal.
(The singular verb 'was' agrees with the singular subject 'success' even though the phrase 'Harry Potter books' is attached to the subject.)

Identifying verb forms

Choose the correct verb from the brackets to complete each sentence. The first one is done for you.

- 1 The students at Hogwarts were (was/were) studying magic.
- 2 A knowledge of magical matters _____ (was/were) important for Harry.
- 3 One of Harry's friends _____ (is/are) worried about his safety.
- 4 A set of wands _____ (is/are) shown to Harry.
- 5 Games of Quidditch _____ (was/were) played at Hogwarts.
- 6 Everyone in the class _____ (has/have) enjoyed reading the *Harry Potter* novels.
- 7 A battle between good and evil _____ (take/takes) place in the series.

Verbs tell time

Verbs indicate the time when an action takes place. There are three time periods: present, future and past. This aspect of a verb is called its tense.

- **Present tense:** *I begin* *I am beginning*
- **Future tense:** *I will begin* *I will be beginning*
- **Past tense:** *I began* *I have begun* *I had begun* *I was beginning*

Using tenses correctly

Use the instructions in brackets to write a suitable form of the verb. The first one is done to help you. (Sometimes there is more than one answer.)

- 1 Harry has a lightning bolt scar on his forehead. (present tense of *to have*)
- 2 Hagrid's motorcycle once _____ to Sirius Black. (past tense of *to belong*)
- 3 When Uncle Vernon _____ (past tense of *to try*) to shoot at him, Hagrid _____ (past tense of *to bend*) the end of the shotgun.
- 4 Some viewers _____ (future tense of *to find*) the movies scary, but _____ (future tense of *to love*) the special effects.

Present participles

- Present participles always end in *-ing*.
swimming talking living fleeing sitting standing
- Present participles help to form verbs.
The helicopter **was whirling** above. The fire **is burning** brightly.
- Present participles are often used as adjectives describing nouns.
the **pattering** rain the clock **ticking** the **throbbing** engine

Forming present participles

- The usual way of forming a present participle is to add *-ing*.
read—reading see—seeing hurry—hurrying look—looking
- However, words ending with a single 'e' usually drop the 'e' before adding *-ing*.
save—saving rise—rising make—making escape—escaping
- Words that end with a single consonant preceded by a single vowel usually double the final consonant before adding *-ing*.
hit—hitting spin—spinning forget—forgetting tap—tapping

Present participles in action

The passage that follows shows how participles can be used to bring life and energy to a scene. Read this vibrant description and write down the participles that describe the nouns listed below.

The waterbirds

The billabong recedes, leaving muddy pools of fish. And the waterbirds come in their thousands to feast, standing in the water, white against the black mud, picking the struggling fish out of the shallow water and lifting them flapping into the air, stretching their necks high so they can swallow them.

from *The Barrumbi Kids* by Leonie Norrington



billabong: _____

waterbirds: _____

fish: _____

Adding *-ing* to form participles

Use the spelling rules supplied earlier to change the following words into present participles.

- | | |
|-----------------|-------------------|
| 1 write _____ | 9 believe _____ |
| 2 begin _____ | 10 refuse _____ |
| 3 choose _____ | 11 admit _____ |
| 4 occur _____ | 12 win _____ |
| 5 drip _____ | 13 travel _____ |
| 6 receive _____ | 14 dance _____ |
| 7 expel _____ | 15 guess _____ |
| 8 rob _____ | 16 approach _____ |

Joining sentences with present participles

Combine each pair of sentences into one sentence by changing the verb in the first sentence into a present participle. The first one is done as an example. (There is sometimes more than one answer.)

- The dingo turned on its pursuer. It bared its teeth.
Turning on its pursuer, the dingo bared its teeth.
- The ranger gazed at the wounded kangaroo. She could feel tears in her eyes.

- The soldier was exhausted. He sat down to rest.

- The hikers encountered a venomous snake. They warned others about it.

- Crocodiles have excellent eyesight. They can even see at night.

- The hungry fox saw a bunch of grapes. He tried to break them off the branch.

- Rabbits have 360-degree vision. They can see predators anywhere around them.

- The tsunami struck the coast of Japan. It destroyed many homes.

- Jeremy saw a shark in the surf. He quickly alerted the lifesavers on patrol.

- I work part-time. I am earning extra pocket money.

- The scientist is an expert. He should be able to give us an explanation.

Past participles

Past participles are used to form verbs of two or more words. They often – but not always – end in *-ed*.

The traffic **was stopped**. The guests **had eaten** the dessert.

Past participles are also used as adjectives.

the **risen** sun a **burst** bubble a **stolen** car

Past participles can be used to begin phrases and sentences.

trapped by the waves **sent** by post **hidden** in the attic

Forming past participles

Complete each sentence with the past participles of the verbs in brackets.

- The thief was _____ (catch) in the act and _____ (take) to jail.
- We had _____ (buy) tickets and have just _____ (see) the latest movie.
- She had _____ (fall) and was _____ (hurt) badly.
- They were _____ (teach) German and had _____ (begin) to learn French.
- Land was _____ (choose) and on it a cottage was _____ (build).
- The dog had _____ (bite) a pedestrian and had _____ (creep) away and _____ (hide) under the house.
- After I had _____ (sleep) soundly I was _____ (awake) by the chirping of birds.
- The sound of a carriage was _____ (hear) before the clock had _____ (strike) twelve.

Using past participles as adjectives

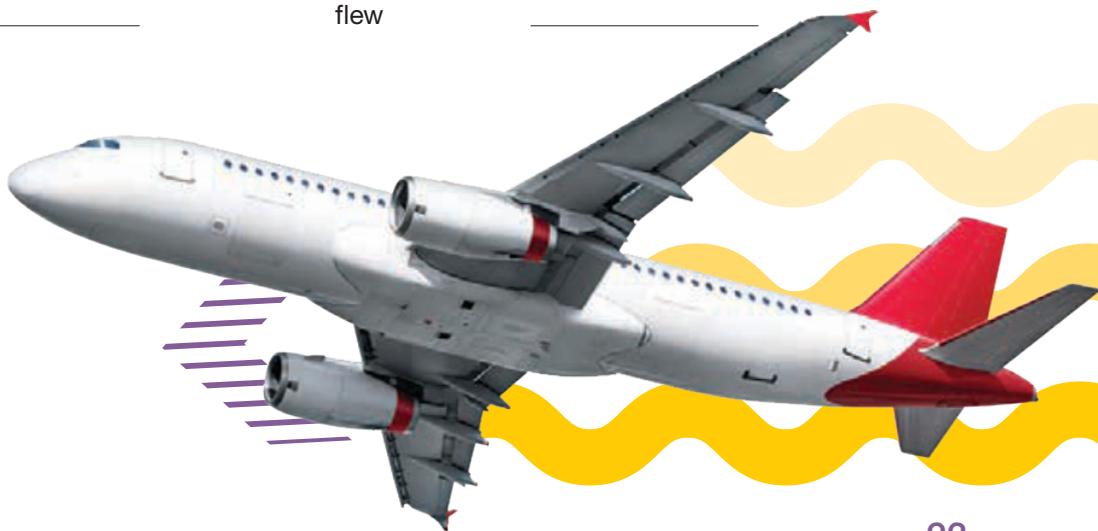
Change the verbs in brackets to past participles to complete the phrases.

- | | |
|------------------------------|------------------------------|
| 1 a _____ house (haunt) | 10 a _____ hand (swell) |
| 2 a _____ watch (steal) | 11 a _____ room (darken) |
| 3 a _____ bottle (break) | 12 a _____ wallet (lose) |
| 4 a _____ shirt (tear) | 13 an _____ king (overthrow) |
| 5 a _____ date (forget) | 14 a _____ vacation (pay) |
| 6 a _____ enemy (swear) | 15 a _____ coat (wear) |
| 7 a _____ customer (satisfy) | 16 a _____ diamond (hide) |
| 8 a _____ path (choose) | 17 a _____ enemy (defeat) |
| 9 a _____ nail (bend) | 18 a _____ hostage (terrify) |

Present and past participles

Complete the following table of present and past participles. To work out the past participle, say 'I have _____' in front of each verb. The first examples are given to help you.

Present tense	Present participle	Past tense	Past participle (I have ...)
1 throw	<u>throwing</u>	threw	<u>thrown</u>
2 give	_____	gave	_____
3 lose	_____	lost	_____
4 wear	_____	wore	_____
5 grow	_____	grew	_____
6 freeze	_____	froze	_____
7 write	_____	wrote	_____
8 swim	_____	swam	_____
9 knit	_____	knitted	_____
10 forgive	_____	forgave	_____
11 do	_____	did	_____
12 shake	_____	shook	_____
13 blow	_____	blew	_____
14 ring	_____	rang	_____
15 forget	_____	forgot	_____
16 go	_____	went	_____
17 drive	_____	drove	_____
18 fall	_____	fell	_____
19 know	_____	knew	_____
20 speak	_____	spoke	_____
21 fly	_____	flew	_____



Adverbs

As their name indicates, adverbs tell us more about verbs. They can also give us more information about adjectives and other adverbs. Adverbs tell us how, when, where or why an action occurs. Many adverbs end in *-ly*.

- Our friends will arrive **early**. Time
- Her school is **nearby**. Place
- The politician spoke **angrily**. Manner
- The climbers were **very** tired. Degree



Forming adverbs

Change the following words into adverbs by adding *-ly*, *-lly*, *-ally* or just *-y*. Make sure you spell your adverbs correctly. (In some instances you need to replace or change some letters in the original word.)

- | | |
|-------------------|--------------------|
| 1 cruel _____ | 11 frantic _____ |
| 2 happy _____ | 12 serious _____ |
| 3 sincere _____ | 13 noble _____ |
| 4 realistic _____ | 14 smooth _____ |
| 5 casual _____ | 15 annual _____ |
| 6 noisy _____ | 16 probable _____ |
| 7 peaceful _____ | 17 greedy _____ |
| 8 skilful _____ | 18 suitable _____ |
| 9 busy _____ | 19 necessary _____ |
| 10 personal _____ | 20 lawful _____ |

Matching adverbs and their meanings

Choose an adverb from the list that matches its meaning.

merrily
easily
gracefully
politely

finally
recently
anxiously
deliberately

silently
seldom
early
annually

voluntarily
correctly
immediately
temporarily

- | | |
|---------------------------------|-------------------------|
| 1 on purpose _____ | 5 without delay _____ |
| 2 before the set time _____ | 6 every year _____ |
| 3 without error _____ | 7 in the end _____ |
| 4 with beauty of movement _____ | 8 without a sound _____ |

- 9 with anxiety _____
- 10 not often _____
- 11 with good manners _____
- 12 without difficulty _____
- 13 a short time ago _____
- 14 lasting only for a time _____
- 15 in a cheerful way _____
- 16 of one's own free will _____

Adverbs – synonyms

Identify the two adverbs with similar meanings in each of the following groups.

- 1 alertly, anxiously, gently, nervously _____
- 2 courteously, politely, carefully, wearily _____
- 3 tearfully, boldly, confidently, shyly _____
- 4 strongly, precisely, approximately, exactly _____
- 5 joyfully, steadily, happily, forcefully _____
- 6 callously, cautiously, carefully, angrily _____
- 7 calmly, definitely, quickly, placidly _____
- 8 fully, purposely, warmly, deliberately _____
- 9 passionately, feebly, quietly, weakly _____
- 10 suddenly, clearly, brutally, cruelly _____

Using adverbs in sentences

Replace the phrase in italics with an adverb that has the same meaning. The first letter is given to help you.

- 1 All the questions were answered *with no mistakes*. c _____
- 2 The old man trudged to the park *every day*. d _____
- 3 The rock climber was breathing *in an extremely tired manner*. e _____
- 4 Huge seas prevent surfing *every now and then*. o _____
- 5 The car was driven *with no caution* along the highway. r _____
- 6 Have you answered the question *without lying*? t _____
- 7 The books were stacked *in a tidy way* on the shelf. n _____
- 8 The food will be ready *in a short time*. s _____
- 9 The cars approached the intersection *at the same time*. s _____
- 10 Because we were running late, we departed *in haste*. h _____
- 11 The old man went fishing *on many occasions* f _____
- 12 Large hailstones were falling *all over the place* e _____
- 13 The sprinter won the race *with ease* e _____
- 14 The survivor sobbed *without hope* h _____



Pronouns

Personal pronouns

Personal pronouns are used in the place of nouns. They are called 'personal' because they refer to the three persons represented in English. Each has a different form.

	Singular	Plural
First person	I, me, my	we, us, our
Second person	you, your	you, your
Third person	he, him, his she, her, hers it, its	they, them, their



Using personal pronouns

Complete the sentences with the correct pronouns in brackets.

- After Anita had read _____ novel, _____ lent _____ to _____. (me, her, it, she)
- Choose one of _____ new cars, take _____ for a test drive and _____ will never forget _____ incredible experience. (it, you, our, your)
- How excited _____ were when _____ father told _____ that _____ was buying a new family car! (them, he, their, they)
- The pelicans flapped _____ wings as _____ followed _____ boat back to _____ mooring. (our, its, they, their)
- When the whales breached, _____ could see _____ spouts as _____ boat approached _____. (our, their, we, them)

Possessive pronouns

Possessive pronouns show ownership, but they stand alone. No noun accompanies a possessive pronoun. The possessive pronouns are:

mine yours his hers ours theirs its

Using possessive pronouns

Complete the following sentences by adding the correct possessive pronoun.

- That book is _____. (belongs to me)
- These coats are _____. (belongs to us)
- Two of the dogs were _____. (belonged to him)
- This car used to be _____. (belongs to them)

Prepositions

A preposition is a word that begins a phrase. It is always followed by a noun or pronoun, which is called its object.

before dawn **at** a glance **under** the table **to** school **on** the mountain

Examples of prepositions:

by with from at on in onto to for against over

Using prepositions in sentences

Use the prepositions in brackets to complete each sentence.

- _____ breakfast, we strolled _____ the shopping centre _____ the beach. (to, before, through)
- The residents protested _____ the council's approval _____ the development. (of, against)
- I applied _____ the job and agreed _____ the interview time. (for, to)
- _____ the accident, the survivor emerged _____ the wreckage _____ injury. (without, after, from)

Prepositional phrases

Phrases beginning with a preposition often form part of idioms that we use in our everyday speech. Choose the correct prepositional phrases from the list to complete the sentences. The meanings of the idioms are given in brackets.

on deaf ears
of woe

of dawn
over the moon

in midstream
on the rocks

in her cap
with flying colours

- After receiving her exam results, she was _____. (extremely happy)
- Winning the match was a *feather* _____. (an achievement to be proud of)
- The building of the housing units suddenly stopped _____. (halfway through)
- We had to get up *at the crack* _____. (at daybreak)
- The story of Romeo and Juliet was a *tale* _____.
(a sad story)
- The news of the approaching cyclone *fell* _____.
(was ignored)
- We passed our exam _____. (extremely well)
- Their relationship was _____. (likely to fail soon)



Prefixes

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

automatic **explore** **supersede** **resume** **postpone** **misjudge**

Prefixes and word meanings

Some important prefixes, their meanings and some of the words derived from them are listed in the table below.

inter- (between)

international
interject
intercept
interview
internet

anti- (against)

antisocial
antibiotic
antidote
antonym
antagonist

circum- (around)

circumference
circumnavigate
circumspect
circumstance
circulate

ad- (to/towards)

advance
admire
admit
adjourn
adjacent

trans- (across)

translucent
transit
translate
transport
transmit

con- (with/together)

connect
consensus
congregation
convince
consent

per- (through)

perceive
percussion
perforate
perspire
perennial

extra- (beyond)

extradite
extrovert
extravagance
extraterrestrial
extrasensory

ab- (away/from)

abduct
abbreviate
abolish
abstain
abdicate

Prefixes at work

Find the words in the table that match the meanings below. Use the prefix clues given in brackets.

- 1 to sail all the way around some place _____ (circum-)
- 2 a word opposite in meaning to another word _____ (anti-)
- 3 a general agreement _____ (con-)
- 4 lasting a very long time _____ (per-)
- 5 a global computer network _____ (inter-)
- 6 a medicine taken to counteract a poison _____ (anti-)
- 7 to take someone away illegally by force _____ (ab-)



- 8 to change spoken or written words into another language _____ (trans-)
- 9 to regard with pleasure, wonder and approval _____ (ad-)
- 10 an excessive spending of money _____ (extra-)
- 11 to relinquish a right or power; renounce the throne _____ (ab-)
- 12 to lose moisture through the skin when hot _____ (per-)
- 13 being cautious or watchful _____ (circum-)
- 14 an opponent in any kind of conflict or contest _____ (anti-)
- 15 a gathering or assembly _____ (con-)
- 16 to say something that interrupts a speaker _____ (inter-)
- 17 to move forwards in a purposeful way _____ (ad-)
- 18 to do away with; put an end to _____ (ab-)
- 19 the boundary line of a circle _____ (circum-)
- 20 to pierce and make a hole in _____ (per-)
- 21 an outgoing, socially confident person _____ (extra-)
- 22 to shorten; make brief _____ (ab-)
- 23 the passage from one place to another _____ (trans-)
- 24 to give permission for something to happen _____ (con-)

Forming opposites by adding prefixes

Some adjectives can be changed to antonyms by adding the prefixes *un-*, *im-*, *in-*, *il-*, *ir-* or *dis-*.

unavoidable **impatient** **insecure** **illegal** **irrelevant** **disappointed**

Choose from these six prefixes to form words that are opposite in meaning to the adjectives below.

- | | |
|--------------------|----------------------|
| 1 honest _____ | 13 probable _____ |
| 2 literate _____ | 14 lucky _____ |
| 3 visible _____ | 15 partial _____ |
| 4 resistible _____ | 16 satisfied _____ |
| 5 orderly _____ | 17 accessible _____ |
| 6 conscious _____ | 18 mobile _____ |
| 7 logical _____ | 19 legible _____ |
| 8 regular _____ | 20 perfect _____ |
| 9 polite _____ | 21 responsible _____ |
| 10 popular _____ | 22 tidy _____ |
| 11 dependent _____ | 23 logical _____ |
| 12 courteous _____ | 24 worthy _____ |

Forming nouns with suffixes

Two groups of nouns are listed below. One group ends with the suffix *-ice* and the other ends with *-ist*. Your task is to write the nouns next to their meanings.

novice	precipice	avarice	malice	cowardice	injustice
--------	-----------	---------	--------	-----------	-----------

- | | |
|----------------------------------|-------------------------------------|
| 1 lack of bravery _____ | 4 the desire to harm someone _____ |
| 2 a very steep rock face _____ | 5 lack of fairness or justice _____ |
| 3 extreme greed for wealth _____ | 6 an inexperienced person _____ |

linguist	egotist	arborist	dramatist	florist	novelist
----------	---------	----------	-----------	---------	----------

- | | |
|----------------------------|---|
| 1 a flower seller _____ | 4 a person skilled in foreign languages _____ |
| 2 a conceited person _____ | 5 a writer of plays _____ |
| 3 a writer of novels _____ | 6 a tree surgeon _____ |

Forming verbs with suffixes

Two groups of verbs are listed below. One group ends with the suffix *-ify* and the other ends with *-ate*. Your task is to write the verbs next to their meanings.

purify	falsify	magnify	pacify	disqualify	rectify
unify	modify	beautify	fortify	diversify	certify

- | | |
|---|--|
| 1 to alter in order to deceive _____ | 7 to bring into a state of peace _____ |
| 2 to become more varied _____ | 8 to make beautiful _____ |
| 3 to rid of impurities _____ | 9 to put right; correct _____ |
| 4 to make something appear larger _____ | 10 to protect and strengthen _____ |
| 5 to form into one unit _____ | 11 to make minor changes to _____ |
| 6 to guarantee as certain _____ | 12 to deprive of qualification _____ |

vacate	contemplate	estimate	cultivate	recuperate	liberate
renovate	devastate	confiscate	aggravate	demonstrate	imitate

- | | |
|------------------------------------|---------------------------------|
| 1 to till the soil for crops _____ | 7 to think about _____ |
| 2 to set free _____ | 8 to recover from illness _____ |
| 3 to take away or seize _____ | 9 to make worse _____ |
| 4 to copy or use as a model _____ | 10 to show clearly _____ |
| 5 to destroy or ruin _____ | 11 to repair or restore _____ |
| 6 to roughly calculate _____ | 12 to leave or make empty _____ |

Using better words

There are many groups of words that are related in meaning. Consider the following words associated with journeys.

trek safari cruise pilgrimage odyssey tour voyage

All these words have in common the idea of travel. Yet each word indicates a different kind of journey. The differences suggested by the words are called 'shades of meaning'.

Improving expression

The word 'said' is used so often in dialogue that it has become overworked and monotonous. There are many interesting and expressive words that can be used instead of 'said'. Choose a suitable replacement for 'said' from the list below to improve expression. The first letters are given to help you.

Expressive speech words

groaned

sneered

complained

exclaimed

shouted

pleaded

whispered

drawled

growled

muttered

spluttered

boasted

whined

joked

asked

ordered

- | | |
|---|--------------|
| 1 He <i>said</i> in a soft, low voice | He w _____ |
| 2 She <i>said</i> humorously | She j _____ |
| 3 They <i>said</i> enquiringly | They a _____ |
| 4 He <i>said</i> in a loud voice | He s _____ |
| 5 She <i>said</i> in a commanding tone | She o _____ |
| 6 He <i>said</i> in a soft, indistinct voice | He m _____ |
| 7 He <i>said</i> , making rapid spitting sounds | He s _____ |
| 8 She <i>said</i> with an expression of scorn | She s _____ |
| 9 She <i>said</i> with excessive pride | She b _____ |
| 10 They <i>said</i> with dissatisfaction | They c _____ |
| 11 He <i>said</i> in a rumbling, angry tone | He g _____ |
| 12 She <i>said</i> in a slow, lazy voice | She d _____ |
| 13 They <i>said</i> in surprise | They e _____ |
| 14 They <i>said</i> in a begging tone | They p _____ |
| 15 He <i>said</i> in deep pain | He g _____ |
| 16 She <i>said</i> with a high-pitched cry | She w _____ |



Identifying shades of meaning

Arrange each word group in the specified order.

1 From slowest to quickest:

march sprint stroll run dawdle

2 From weakest to strongest:

weak mighty strong feeble

3 From quietest to noisiest:

roared mumbled snarled whispered shouted

4 From smallest to largest:

a inferno spark blaze flame

b minute hour month day second

c colossal small microscopic big tiny

d cyclone gale breeze gust

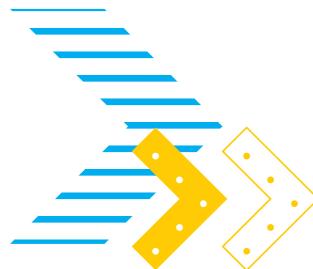
e boulevard path highway lane

f sea pool ocean lake puddle

g lifeboat battleship kayak ferry

h war brawl quarrel battle disagreement

i cottage palace cabin mansion shack



Word origins in English

The English language originated in early medieval England and is now used globally. It has borrowed, adapted and created many thousands of words from other languages. Many of our important scientific, medical, mathematical, legal and literary words came into the English language from Latin and Greek.

Greek origins

Significant words in our language such as 'democracy', 'geography', 'biology', 'microscope' and 'symphony' all come from Greek roots. Here are some more important English words and their Greek origins.

Grapho – I write

The Greek word *grapho* means 'I write'. Other English words derived from *grapho* are listed below. Match each word with its meaning.

cardiograph biography choreography calligraphy autograph cartography

- 1 the making of maps and charts
- 2 a signature
- 3 decorative handwriting
- 4 a person's life story written by another
- 5 an instrument for measuring heart beats
- 6 the sequence of dance steps

Monos – alone

The Greek word *monos* means 'one' or 'alone'. Match each English word derived from *monos* with its meaning below.

monotony monastery monarch monopoly monosyllable

- 1 a king, queen or head of state who rules alone
- 2 a word of one syllable
- 3 a place where monks live alone
- 4 a lack of change producing boredom
- 5 an exclusive control over or right to something



Phone – sound

The Greek word *phone* means ‘sound’ or ‘voice’. Match each English word derived from *phone* with its meaning below.

phonetics	cacophony	symphony	microphone	phonics
-----------	-----------	----------	------------	---------

- 1 a device that is used to make sounds louder _____
- 2 a long piece of music for an orchestra _____
- 3 the study and classification of speech sounds _____
- 4 a harsh discordant mixture of sounds _____
- 5 a method of teaching reading based on the sounds of letters _____

Astron – a star

The following words are all derived from the Greek word *astron*, meaning ‘a star’. Use each word correctly in the sentences below.

astronaut	astronomer	astrology	disaster	asterisk
-----------	------------	-----------	----------	----------

- 1 A person who studies the stars is called an _____.
- 2 _____ is the study of the stars and their influence on people’s lives.
- 3 An _____ is a star-shaped mark used in printing and writing.
- 4 A person who travels in space is called an _____.
- 5 A _____ is a very serious accident or catastrophe.

Latin origins

There are many examples of Latin words that have become part of the English language, particularly in the areas of medicine and law. Below are some examples of commonly used words with Latin origin.

Audio – I hear

The Latin word *audio* means ‘I hear’. Use the words derived from *audio* in the sentences below.

audible	audition	auditorium	audience	audit
---------	----------	------------	----------	-------

- 1 The actor’s words were clearly _____.
- 2 The people who listen to a performance are called the _____.
- 3 A trial performance for an actor or singer is called an _____.
- 4 The accountant was conducting an _____ of the company’s records.
- 5 The _____ is the part of a theatre where an audience sits.

Punctuation overview

Punctuation marks are the symbols writers use to help make their meaning clear. Each one has a different purpose, such as signalling where to pause or stop, enclosing spoken words or indicating tone of voice. The table gives a brief overview of the most commonly used punctuation marks.

- A **full stop** (.) is used to indicate the end of a statement.
The capital of Sri Lanka is Colombo.
- A **question mark** (?) shows when a question is asked.
When did you get back?
- An **exclamation mark** (!) is used to show strong emotion.
What a nightmare!
- A **comma** (,) indicates a pause or pauses within a sentence. For example:
My dog, a golden retriever, has a gentle temperament. (to enclose additional information)
Tim ordered soup, lasagne, lemon tart and coffee. (to separate items in a list)
- An **apostrophe** (') is used to show ownership or to indicate where letters have been left out.
Our neighbour's car was stolen last night. (shows ownership)
Don't be late. (replaces the 'o' left out of the word 'not')
- **Quotation marks** (' ') are used to enclose spoken words.
'I think it will rain today,' said Kate.
- A **colon** (:) can be used to introduce a list that follows a complete sentence.
I went to three countries: England, Spain and Greece.

Adding punctuation marks

Rewrite the sentences, adding all the necessary punctuation marks.

Use the examples above to help you.

- 1 What a shocking mess

- 2 Well meet you outside the restaurant said Jackie

- 3 Who do you think will win the election

- 4 I bought some hiking boots thermal socks a waterproof jacket and a hat

- 5 Ned Kelly Australias most notorious bushranger was born in June 1855

- 6 Every gardener needs these tools a spade a rake a fork and some pruners



Capital letters and full stops

A sentence is a group of words that makes sense on its own and expresses a complete thought. A capital letter at the start and a full stop at the end indicate when a sentence begins and ends. (A question mark or an exclamation mark can replace the full stop.)



Identifying the sentences

Each of these short paragraphs contains three sentences. Rewrite each paragraph adding the necessary capital letters and full stops to separate the sentences.

- 1 glaciers are large masses of ice that move very slowly over land they cover about 10 per cent of the Earth's land surface the world's largest glacier is 100 kilometres wide and 400 kilometres long

- 2 dogs can be more than just pets many dogs are trained to perform difficult and important work they can be seen herding livestock on farms, working with search and rescue teams and even catching criminals

- 3 a popular trend around the world is to create roof-top gardens on city buildings these gardens provide opportunities for people to socialise, enjoy nature or even grow food they are good for the environment too

- 4 the giant panda is a threatened species native to the mountains of central China fewer than 2000 pandas are still living in the wild their habitat is in bamboo forests where they eat between 12 and 38 kilograms of bamboo a day

End-of-sentence punctuation

Sentences always end with one of three punctuation marks: a full stop, a question mark or an exclamation mark.

- A **full stop** ends a sentence that is a statement or a mild command.
*Jasmine never misses an episode of *Home and Away*.* (statement)
Stir the soup occasionally. (mild command)
- A **question mark** is used at the end of a direct question.
Have you seen the Eiffel Tower?
- An **exclamation mark** is used to end a sentence that expresses a powerful emotion such as shock or happiness. It is also used for strong or urgent commands.
I can't believe it's true! (powerful emotion)
Get off the road! (strong command)

Adding end-of-sentence punctuation

Rewrite each sentence, adding a full stop, a question mark or an exclamation mark at the end.

1 What time does the game start

2 The broken-down truck on the freeway caused traffic chaos

3 What a stunning outfit

4 The *Mona Lisa* is one of the most famous paintings in the world

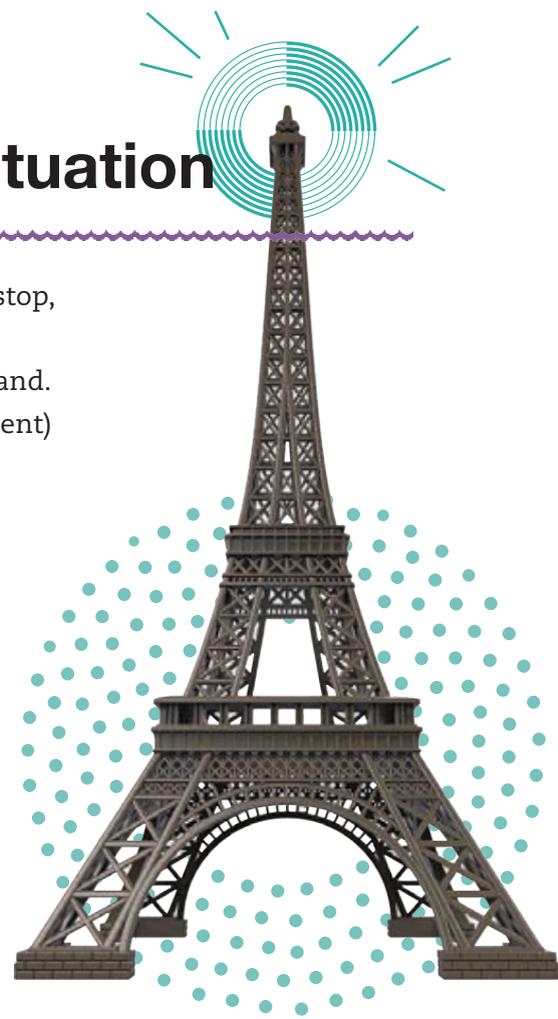
5 Where would you like to go for your next holiday

6 How dare you tell me what to do

7 How long is it since you last went to the dentist

8 How ridiculous

9 The most venomous spider in Australia is the Sydney funnel-web



Commas to indicate pauses

Commas help to make the meaning of a sentence clear by indicating where pauses are needed. For example, commas are used:

- to separate an introductory subordinate clause from a main clause:
After the day finally came to an end, the shearers were all exhausted.
- to separate non-essential information from the rest of the sentence:
The two friends, who had known each other for years, supported the same football team.
- before conjunctions that connect two main clauses, such as *and*, *but*, *so*, *yet*:
I decided to buy a large tropical fish tank, **but** I soon realised that I couldn't afford the fish.
- to separate the name of a person (or people) being referred to or spoken to:
Our guest speaker, Keira Johnson, will tell us about her travels to India. (referring to a person)
'Ari, look over there.' (speaking directly to a person)

Using commas for pauses

Rewrite the sentences, inserting a comma or a pair of commas where required.

- 1 Don't forget to pick up some bread Luke.

- 2 By the time the police arrived the intruders had already fled.

- 3 The cruise ship which can carry 3000 passengers departs for the Caribbean today.

- 4 My sister has the flu so she can't go to our grandfather's 70th birthday dinner.

- 5 Our next-door neighbour Tom always looks after our dog when we go away.

- 6 My youngest sister who just started school has met a lot of new friends.

- 7 Some people believe there is life on other planets but I think that's a lot of nonsense.

- 8 Although there was an announcement before the movie some people didn't turn off their mobile phones.

Commas for lists

Commas are used to separate different kinds of items in lists.

- The comma replaces the word *and*, which would otherwise be used to separate the items. The comma avoids clumsy repetition. Compare these two sentences:

My favourite animals at the zoo are meerkats **and** giraffes **and** gorillas **and** penguins.

My favourite animals at the zoo are meerkats, giraffes, gorillas and penguins.

Notice that a comma is not necessary before the last item.

- Commas are used to separate a list of nouns, verbs, adjectives or adverbs; for example:
 - I couldn't decide whether to order **lasagne, fettuccine, gnocchi or spaghetti**. (nouns)
 - The cat **waited, watched, approached and pounced**. (verbs)
 - My little nephew is a **lively, funny, adorable** bundle of trouble. (adjectives)
 - I explained my complaint **politely, patiently and honestly**. (adverbs)
- Commas can also be used to separate a series of actions:
 - Jack posted an ad for his old bike, waited for offers, realised no one wanted it and donated it to charity.

Using commas for lists

Rewrite the sentences, inserting commas where required.

- Tomorrow's weather will be cold overcast rainy and windy.

- Lily packed her bag got to the airport on time found out her plane was delayed and missed the meeting.

- Our local market specialises in sourdough bread organic vegetables homemade jams and gourmet pies.

- The hungry seagulls squawked swooped and dived for our fish and chips.

- The tennis player ran across the court stopped at the baseline focused on the ball and smashed it for a winner.

- The counsellor spoke calmly clearly and convincingly about the harmful effects of bullying.

Apostrophes showing ownership

An apostrophe is used to show ownership or possession.

- When the noun that owns something is singular, add 's.
Tran's car (the car of Tran) Tess's bike (the bike of Tess)
- When the noun that owns something is plural and already ends in -s, just add an apostrophe.
The two sisters' horses (the horses of the two sisters)
- When the noun that owns something is plural and does not end in -s, add 's.
The children's playground (the playground of the children)

Using apostrophes to show ownership

Change each phrase so that an apostrophe is used to show ownership. The first one is done as an example.

- 1 the folder of the student the student's folder
- 2 the tools of the gardener _____
- 3 the marriage of the parents _____
- 4 the influence of the media _____
- 5 the football team of the women _____
- 6 the orbit of the satellite _____
- 7 the office of Marcus _____
- 8 the sails of the yacht _____

Adding apostrophes

Rewrite each phrase, adding the missing apostrophe.

- 1 Africas wild animals are amazing.

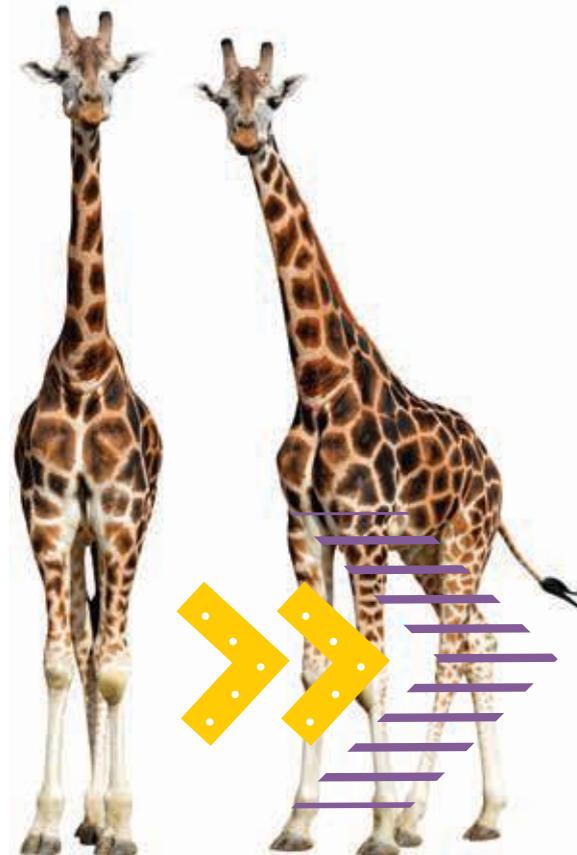
- 2 Sams recent holiday was ruined.

- 3 The babies blankets are colourful.

- 4 The mens jackets were identical.

- 5 My bikes front wheel was damaged.

- 6 Both girls birthdays are in May.



Apostrophes for contractions

A contraction is formed when two words are combined and shortened to become one word. An apostrophe is used to show where letters have been left out. Contractions are used in informal writing and everyday conversations.

I've got a headache. (I have) **You're** cold. (you are)
 He **won't** do it. (will not) **She's** bought a car. (she has)

Some contractions have more than one meaning. For example:

- *he's* can mean either 'he is' or 'he has'
- *she'd* can mean either 'she had' or 'she would'

Using apostrophes

Rewrite each sentence using an apostrophe to form a contraction.

- 1 That is a very funny joke. _____
- 2 They are going on a fun run. _____
- 3 You must not give up. _____
- 4 What have you bought? _____
- 5 I know who will win. _____
- 6 You cannot be late. _____

Identifying meaning

Although the contraction in each pair of sentences below is the same, it has different meanings. For each pair, choose the correct meaning of the contraction given in brackets.

- 1 (you had, you would)
 - a You'd enjoy the film. _____
 - b If only you'd told me. _____
- 2 (she is, she has)
 - a She's my best friend. _____
 - b She's got dark hair. _____
- 3 (what is, what has)
 - a What's that got to do with it? _____
 - b What's the time? _____
- 4 (they had, they would)
 - a They'd love to have a dog. _____
 - b They'd better have a dog. _____



Confusing apostrophes

Apostrophes are used to form contractions (*don't do that*) and to show possession (*the leopard's spots*). However, some words that show possession do not have an apostrophe and this can be confusing. The following explanation will clear up the confusion.

it's and its

- The word **it's** is a contraction of 'it is' or 'it has', so an apostrophe is required to indicate missing letters.
It's time to go to school. (it is) **It's** been vacant for a long time. (it has)
- The word **its** is the possessive form of the personal pronoun 'it'.
 Usually an apostrophe before the s is used to show ownership (*the car's engine*), but **its** is an exception to the rule (*its engine*) because **it's** is a contraction meaning 'it is'.
 The dog stayed in **its** kennel. (correct)
 The dog stayed in **it's** kennel. (incorrect)
- The best way to check whether an apostrophe is needed is to replace the word with 'it is' or 'it has' and see if the sentence makes sense. If it doesn't, then you need to use **its**.

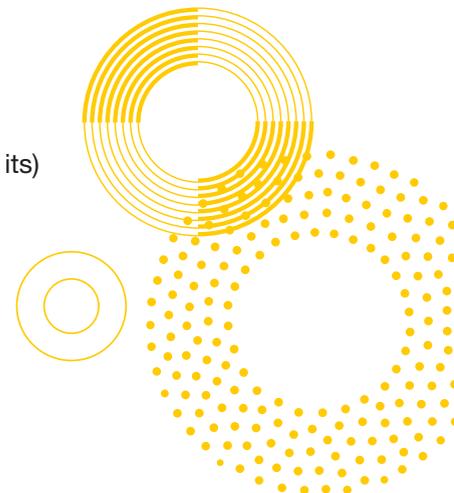
who's and whose

- The word **who's** is a contraction of 'who is' or 'who has', so an apostrophe is required.
Who's coming to the wedding? (who is) **Who's** been invited to the party? (who has)
- The word **whose** is the possessive form of 'who'.
Whose bag is this? (the bag of who?)

Choosing the correct form

For each sentence, fill the gap by choosing the correct form of the word in brackets.

- _____ taken all afternoon to finish my homework. (it's, its)
- _____ bike is that? (who's, whose)
- The horse refused to go into _____ stable. (it's, its)
- _____ bringing the dessert? (who's, whose)
- The plant has grown so much that _____ pot has cracked. (it's, its)
- You're the one person _____ always supported me. (who's, whose)
- 'Come and watch the sunset,' she said. '_____ beautiful tonight.' (it's, its)
- _____ turn is it to cook dinner? (who's, whose)
- The truck lost _____ load on the busy highway. (it's, its)
- They are the ones _____ style I admire. (who's, whose)
- Wake up. _____ time to get ready for school. (its, it's)
- I wonder _____ been invited to dinner. (whose, who's)



Direct speech

In written text, the term 'direct speech' refers to words that are spoken. Quotation marks are used to enclose the spoken words to separate them from the surrounding text that is not spoken. Other punctuation marks are required, such as commas, full stops, question marks and exclamation marks. Capital letters are also important.

Here are two typical sentence patterns used for punctuating speech. Notice that the punctuation mark at the end of the spoken words is always positioned inside the quotation mark.

- The spoken words may appear at the *beginning* of the sentence.

'I think so,' said Ella.

'Why not?' asked Jake.

'Stop there!' shouted Tim.

- The spoken words may appear at the *end* of the sentence.

Ella said, 'I think so.'

Jake asked, 'Why not?'

Tim shouted, 'Stop there!'

Punctuating speech

Rewrite each sentence, inserting the missing punctuation. You will need to use capital letters, quotation marks, commas, question marks, exclamation marks and full stops.

- the firefighter yelled get away from there now

- Mum looked at us all and said I think it's time we went on a holiday

- how long have you had this cough asked the doctor

- Mahatma Gandhi once said the future depends on what you do today

- are these dogs registered asked the council officer

- what an amazing fundraising effort exclaimed the principal

- Lin proudly announced I've been selected for the state hockey team

- the best holiday I've ever had was at the Gold Coast replied Ollie

More direct speech

Writers often interrupt spoken words by inserting unspoken words. When this happens the punctuation varies, depending on whether the spoken words are two sentences or a single sentence.

- When the spoken words are *two sentences*, a full stop follows the unspoken words and a capital letter starts the second sentence.

'We tried out the new café,' said Max. 'Unfortunately, the coffee was awful.'

- When the spoken words are a *single sentence*, a comma follows the unspoken words and a capital letter is not needed for the second part of the sentence.

'We tried out the new café,' said Max, 'but the coffee was awful.'

Punctuating speech

Rewrite the sentences, inserting the missing capital letters and punctuation marks correctly.

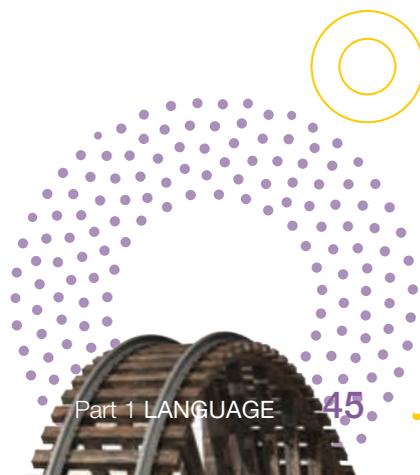
- 1 what a disaster exclaimed the farmer these floods are the worst I've ever seen.'

- 2 you must go to the doctor insisted Dad you don't look well to me

- 3 do you have any muffins asked the customer if not, I'll just have a cappuccino

- 4 Western Australia is beautiful added Lara especially during the wildflower season

- 5 we're off to the fun park said Sophie happily and I'm heading straight for the roller coaster



Direct and indirect speech

As explained in Unit 27, **direct speech** quotes the exact words spoken by someone. The spoken words are enclosed in quotation marks. This example uses a quote from Severn Suzuki's famous 'Earth Summit' speech.

Severn said, 'I am afraid to breathe the air because I don't know what chemicals are in it.'

Indirect speech reports what was said by someone without using quotation marks. Here is the same example changed to indirect speech. The changes are underlined.

Severn said that she was afraid to breathe the air because she didn't know what chemicals were in it.

Here are the common differences when changing to indirect speech.

- The word *that* is usually needed.
- If the spoken words are in the present or future tense, they may need to be changed to past tense.
- If the spoken words use first person ('I' or 'we'), this will be changed to third person ('he', 'she' or 'they').



Changing direct speech into indirect speech

The following sentences are written in direct speech. Change each sentence to indirect speech, using the guidelines given above.

1 Amy said, 'I would like to see a movie'

2 Nelson Mandela said, 'I have dedicated my life to the struggle of the African people.'

3 The club president announced, 'We intend to win the cup this year.'

4 The host said to the eliminated contestant, 'It is time to say your goodbyes.'

5 Dad said, 'I'll get some ice cream.'

6 The auctioneer declared, 'This property ticks all the boxes.'

The colon

A colon (:) is used to indicate that specific details or an explanation follows. The words before the colon must be a complete sentence. The words following the colon may be a list, a single word, a phrase, or sometimes a complete sentence.

The holiday house had everything: a well-equipped kitchen, a spacious living area and beautiful views.

They had two choices: stay and fight or run and hide.

There was no one at the beach yesterday: it was way too cold.

Using colons to add endings

Each sentence ending listed below belongs with one of the sentence beginnings. The colon is already in the correct position because there is more information to follow. Match the correct ending with its sentence beginning.

I was too sick.
it was Matthew.

to escape arrest.
no one wanted it to end.

violin, piano, flute and guitar.
tennis and soccer.

- 1 The player of the day was obvious: _____
- 2 The musician could play several instruments: _____
- 3 I'm only interested in two sports: _____
- 4 I couldn't go to school yesterday: _____
- 5 There was only one reason he left the country: _____
- 6 The show was a great success: _____

Adding the missing colons

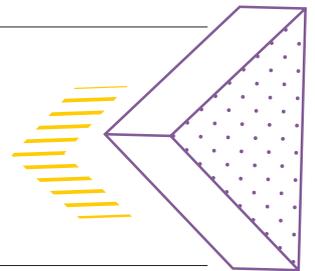
Rewrite each sentence and insert a colon where it is required.

- 1 Here are your options catch a taxi or take the shuttle.

- 2 I bought the ingredients for my dessert raspberries, chocolate and almonds.

- 3 The rescue team knew what to expect stormy weather and dangerous cliffs.

- 4 Her speech contained a strong message Australia must invest in renewable energy.



The semicolon

A semicolon (;) indicates a pause that is shorter than a full stop but longer than a comma. One of the main uses of a semicolon is to join two complete sentences that are closely related. Using a semicolon instead of a full stop indicates to the reader that the sentences are connected.

Some people enjoy holidays in the bush; I would rather stay at the beach.
The floodwaters rose too quickly; we were stranded.

Using semicolons to join related sentences

Rewrite the following, inserting a semicolon to separate the two related sentences.

1 Everyone I know loves peanut butter I can't stand it.

2 Yasmin's exams start next week she's a nervous wreck.

3 City dogs are pampered pets farm dogs work for their keep.

4 Sam couldn't get a job when I knew him now he's a millionaire.

5 We didn't have a holiday this year I painted the house instead.

6 The accident wasn't my fault the other driver caused it.

7 The police arrived at the scene the thieves had already escaped.

8 Hundreds of fans queued for the tickets most of them missed out.



Brackets

Like commas, brackets can be used to enclose additional information about the topic of a sentence. A pair of commas indicates a gentle interruption to the flow of the sentence, while brackets add more emphasis or further information.

Brackets are always used in pairs and may appear within or at the end of a sentence. Remember that the sentence must still make sense if the additional information is removed.

Apple tart with caramel sauce (my favourite dessert) is on the menu tonight.

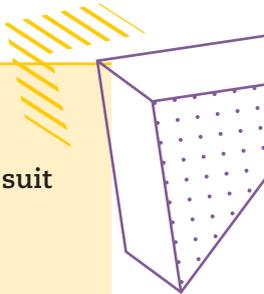
My sister adopted a beautiful dog from the RSPCA (it's a greyhound).

Using brackets in sentences

Each piece of additional information belongs to one of the sentences below. Fill in the brackets to complete the sentences correctly.

if they can get tickets
Sports Utility Vehicle
daffodils and freesias
the largest hot desert in the world
I don't think she is though

the best doctor I've ever had
famously nicknamed 'The Don'
the only parent in the room wearing a suit
of all things
he tripped



- 1 The Sahara Desert (_____) covers most of northern Africa.
- 2 The bulbs Holly planted (_____) will flower during the spring.
- 3 Sam and Danny are flying to Bali over the holidays (_____).
- 4 Dr Louise Tran (_____) works from Hillside Clinic.
- 5 The SUV (_____) has become one of Australia's most popular vehicles.
- 6 Hannah told everyone she's looking forward to her cousin's 40th birthday party (_____).
- 7 The waiter spilled the coffee all over me (_____) and my shirt was ruined.
- 8 Australia's Donald Bradman (_____) dominated international cricket in the 1930s and 1940s.
- 9 My father (_____) will be handing out the prizes later.
- 10 Max intends to leave his accounting job and train to be (_____) an astronaut.

Dashes

The dash (–) is a long rule that is used as a punctuation mark in two main ways.

- A pair of dashes can mark off additional information in a similar way to a pair of brackets. Writers generally choose dashes if they want to add more emphasis or indicate a stronger break to the flow of a sentence.

When I saw the crocodile – and believe me it was massive – I yelled out a warning to the campers.

- A single dash can also be used to mark an abrupt change of direction that occurs at the end of a sentence.

I'll overlook your poor behaviour this time – never again, though.

Using dashes in sentences

Each piece of additional information belongs to one of the sentences below. Using the context of each sentence as a guide, insert the correct information between the dashes.

or puggles as they are called
not my favourite ingredient
Australia, Germany and the US
I should have known better

like other flat-faced dog breeds
but will he
agree to disagree
no cars are allowed on the island

- 1 I hired a bike at the ferry terminal – _____ – then I cycled to the beach.
- 2 There is only one way for us to resolve this argument – _____.
- 3 The top nations in the pool – _____ – are all hoping for Olympic gold.
- 4 I decided to use chopsticks – _____ – and of course the food fell off.
- 5 My older brother says he's moving out of home – _____?
- 6 Baby echidnas – _____ – are hatched from eggs.
- 7 Aline's salad contained chunks of blue cheese – _____.
- 8 French bulldogs – _____ – often need surgery to clear their airways.



Language and punctuation revision

Choosing the correct words

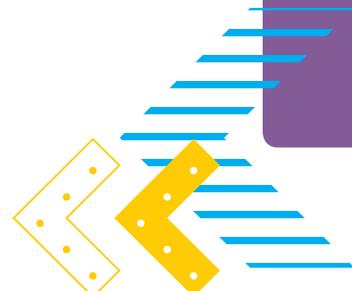
Choose the correct word or words from the list to fill the gap in each sentence. The first one is done as an example.

- The lifesavers asked everyone to swim *between* _____ the flags.
(along, between, over, in)
- Marty said he would wait _____ the rain stopped.
(whether, for, until, wherever)
- The science test was much _____ than the one we had last term.
(easier, easily, easy, easiest)
- The guard realised the prisoner _____ because his cell was empty.
(would escape, is escaping, had escaped, should escape)
- My grandfather has _____ his autobiography to record our family's history.
(writing, written, wrote, write)
- The protesters were angry _____ the government's policy.
(by, near, through, about)
- If Sadie had parked in the clearway, her car _____ towed away.
(has been, have been, would have been, will be)
- After the girl was bitten by her neighbour's dog, she _____ for help.
(shouted, is shouting, will shout, shouts)

Identifying the correct spelling

Fill the gap in each sentence by choosing the correct spelling from the words in brackets.

- We offer free financial _____ you can trust. (advise, advice)
- Welcome to our annual school _____. (fate, fete)
- Attention: computer _____ wanted. (technicians, technician's)
- Our apartment is on the third _____ of the building. (storey, story)
- Public transport _____ will increase next month. (fairs, fares)
- The _____ is a stringed musical instrument. (loot, lute)
- Her leg _____ ached after the workout. (mussels, muscles)
- He spent every _____ of his lottery prize. (cent, sent)



Punctuating sentences

For each question, choose the sentence that is punctuated correctly and write it in the space provided.

1 Which of these sentences uses **quotation marks** correctly?

- a 'I always choose action movies,' declared Rachel.
 - b 'I always choose action movies', declared Rachel.
 - c I always, 'Choose action movies,' declared Rachel.
-

2 Which of these sentences uses **commas** correctly?

- a The table which was in perfect condition sold, for \$600.
 - b The table, which was in perfect condition sold for \$600
 - c The table, which was in perfect condition, sold for \$600.
-

3 Which of these sentences requires a **question mark**?

- a That intersection is dangerous.
 - b When is that intersection scheduled for an upgrade.
 - c Don't ever cross at that intersection.
-

4 Which sentence uses **apostrophes** correctly?

- a The girls' missing ring didn't turn up for two days.
 - b The girl's missing ring did'nt turn up for two days.
 - c The girl's missing ring didn't turn up for two days.
-

5 Which of these sentences uses **brackets** correctly?

- a The Daintree National Park (one of the oldest living rainforests) is World Heritage listed.
 - b The Daintree National Park (one of the oldest living rainforests is World Heritage listed).
 - c The Daintree National Park one of the oldest living rainforests (is World Heritage listed).
-
-

6 Which of these sentences uses **dashes** correctly?

- a Kiwis – flightless birds with long beaks and legs are native to New Zealand.
 - b Kiwis – flightless birds with long beaks and legs – are native to New Zealand.
 - c Kiwis, flightless birds with long beaks and legs – are native to New Zealand.
-
-



PART 2

SPELLING & VOCABULARY



Tricky little words

truly	awful	squeal	usually	fulfil	half
easier	fuel	twelfth	surely	route	awkward
rough	riot	except	enough	omit	occur
union	eighth	expel	denial	yolk	stony
among	hymn	trauma	level	every	length

Matching words and meanings

Find the words in the list that match the following meanings and clues.

1 a four-letter word, meaning:

- a part of an egg _____
- b a power source _____
- c a disturbance caused by a number of people _____
- d to leave out _____

2 a six-letter word, meaning:

- a measurement of distance _____
- b a great shock _____
- c to carry out; succeed in _____

3 a five-letter word, meaning:

- a to happen _____
- b to throw out _____
- c terrible _____
- d the opposite of *smooth* _____

4 a seven-letter word, meaning:

- a normally; generally _____
- b clumsy; difficult _____
- c next after *eleventh* _____

Completing sentences using list words

Complete the sentences by adding suitable words from the list.

The first letters are given to help you.

- 1 The child's *e*_____ birthday was in the same month as his sister's *t*_____ birthday.
- 2 We almost ran out of *f*_____ when we were only *h*_____ -way to the beach.
- 3 The *l*_____ of a curved object is rather *a*_____ to measure.
- 4 *R*_____, *s*_____ ground is *u*_____ unsuitable for farming.
- 5 Did it *o*_____ to you that there may be an *e*_____ way of doing that?
- 6 *E*_____ time we sneeze, we *e*_____ air from our lungs.
- 7 An *a*_____ *s*_____ was heard as the truck braked suddenly.

Texts in action

email	diary	poem	autobiography	biography
fable	brochure	invitation	timetable	lullaby
novel	atlas	ballad	dictionary	cartoon
recipe	legend	menu	tragedy	magazine
myth	receipt	letter	obituary	advertisement

Identifying text types

Use the clues below to find the matching list word.

- 1 a song sung to babies _____
- 2 an account of someone's life written by someone else _____
- 3 an account of a person's life written by that person _____
- 4 a schedule of times for transport, lessons, etc. _____
- 5 a daily record of events and experiences _____
- 6 cooking instructions _____
- 7 electronic mail _____
- 8 a notice of death _____
- 9 a drawing showing its subject in a humorous and exaggerated way _____
- 10 a book of maps or charts _____
- 11 a poem or song narrating a story _____
- 12 a book listing words of a language with their definitions _____
- 13 a fictitious story _____
- 14 an event causing great suffering _____
- 15 a statement that shows that payment has been received _____
- 16 a list of dishes available in a restaurant _____

Choosing correct words

Complete each sentence by adding the correct list word. The first letter is given to help you.

- 1 A famous |_____ is *King Arthur and the Knights of the Round Table*.
- 2 *National Geographic* is a monthly m_____.
- 3 A m_____ is a traditional story passed down through many generations.
- 4 We all received an i_____ to our friend's birthday party.
- 5 A f_____ is a short story with a moral or lesson.



It's all in the family

niece	protection	ancestor	respect	family
nephew	children	support	authority	celebration
cousin	marriage	happily	gratitude	companion
aunt	loyal	polite	divorce	fortunate
daughter	sympathy	generosity	welcome	reliable

Word forms

- Form verbs from the following list words.
 - protection _____
 - marriage _____
 - reliable _____
 - sympathy _____
 - authority _____
- Form nouns from the following list words.
 - loyal _____
 - happily _____
 - fortunate _____
 - reliable _____
 - polite _____
- Form adjectives from the following list words.
 - sympathy _____
 - respect _____
 - gratitude _____
 - generosity _____
 - happily _____
- Form adverbs from the following list words.
 - loyal _____
 - polite _____
 - generosity _____
 - respect _____
 - gratitude _____

Completing phrases

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

- h_____ married
- a f_____ of four
- a r_____ source
- a d_____ -in-law
- a c_____ dog
- p_____ against disease
- s_____ for a good cause
- a f_____ coincidence
- a famous a_____
- a birthday c_____
- a warm w_____
- a lengthy d_____
- p_____ behaviour
- sincere s_____
- absolute a_____
- m_____ ceremony



In the wild

wilderness	desperate	boulder	anticipate	season
astonished	frightened	obstacle	sanctuary	encourage
impossible	terrain	enormous	agile	despondent
mosquito	vicious	occurred	calamity	certain
isolated	primitive	cascading	direction	perilous

Matching words and meanings

Find list words that match the clues and meanings below.

- 1 an insect capable of spreading disease _____
- 2 sure to happen _____
- 3 one of the four periods of the year _____
- 4 able to move quickly and easily _____
- 5 a disaster _____
- 6 a compass is used to show this _____
- 7 of the beginning or earliest times _____
- 8 a refuge or safe place _____
- 9 to expect or predict _____
- 10 a large rock _____
- 11 not able to occur or be done _____
- 12 give support and confidence to _____
- 13 something that blocks one's way _____
- 14 deliberately cruel or violent _____



A word for a phrase

Choose a suitable list word to replace the words in italics in each sentence.

- 1 The travellers were *in very low spirits* _____ when they realised they were lost.
- 2 The safari vehicle couldn't proceed due to the *thing in the way* _____ blocking the track.
- 3 The *stretch of land* _____ was rough and dry.
- 4 The *uninhabited land* _____ was home to many species of rare animals.
- 5 The waterfall was *running down in great quantities* _____ over the cliff.
- 6 The journey through the jungle was *risky and dangerous* _____.

Actions

hurry	approached	perceive	confiscate	argue
believed	bounces	conceal	repairs	deceive
galloped	crawled	resign	promised	activities
proceed	ascend	predict	retaliate	ignore
wander	hesitate	vacate	negotiate	harass

Matching words and meanings

Find list words that match the clues and meanings below.

1 A list word beginning with *a* and meaning:

- a to quarrel or disagree _____
- b to go upwards _____
- c actions or movements _____
- d came nearer _____

2 A list word beginning with *p* and meaning:

- a to continue or carry on _____
- b to tell what will happen in the future _____
- c to become aware or conscious of _____
- d declared that you would do something _____

3 A list word beginning with *r* and meaning:

- a restores to good condition _____
- b to voluntarily leave a job or position _____
- c to strike back; take revenge _____

4 A list word beginning with *c* and meaning:

- a moved forward on hands and knees _____
- b to take or seize someone's property by authority _____
- c to hide _____

5 A list word beginning with *h* and meaning:

- a to aggressively annoy _____
- b to pause because of uncertainty _____
- c to move with great haste _____



Sound pairs

barren	pedal	missed	gorilla	birth	faint
baron	peddle	mist	guerilla	berth	feint
quiet	morning	meddle	peel	sale	vein
quite	mourning	medal	peal	sail	vain

Choosing the correct word

Each pair of list words above are pronounced the same, but they are spelled differently and have different meanings. Choose the correct word from the pair in brackets to complete each sentence.

- The parents were asked not to _____ in the junior sports _____ awards. (meddle, medal)
- The doctor tried in _____ to find the patient's _____ for the blood transfusion. (vein, vain)
- They _____ their flight because of the heavy _____. (mist, missed)
- The _____ surveyed the war-torn _____ land. (barren, baron)
- The friends in _____ will attend the funeral tomorrow _____. (mourning, morning)
- Our _____ mountain home was _____ a distance from the city. (quite, quiet)
- While the farmer was cycling to market to _____ his vegetables, the _____ broke. (pedal, peddle)
- They bought a colourful _____ for their yacht at the boat _____. (sale, sail)

Matching words and meanings

Choose the list word that matches each definition below. Use the first-letter clue to help you.

- a large, powerful ape g _____
- the ringing of a bell p _____
- a deceptive movement f _____
- the skin of a fruit or vegetable p _____
- a place where a ship can tie up b _____
- expressing sorrow or grief m _____

All kinds of people

director	messenger	bachelor	pacifist	soloist
solicitor	pioneer	sponsor	vendor	auctioneer
sheriff	admiral	tenor	skier	ambassador
thief	jeweller	aviator	umpire	genius
professor	politician	amateur	cashier	psychologist

Who am I?

Use the clues to find the people in the spelling list.

- 1 I am an exceptionally clever person. _____
- 2 I make and sell rings, watches, necklaces, etc. _____
- 3 I make films. _____
- 4 I am a male singer with a high voice. _____
- 5 I am a singer who performs by myself. _____
- 6 I am an officer of the law. _____
- 7 I am a lawyer who advises clients. _____
- 8 I help pay the costs for a show, broadcast, event, etc. _____
- 9 I call for bids and sell to the highest bidder. _____
- 10 I am the most senior officer in the navy. _____
- 11 I steal other people's possessions. _____
- 12 I sell things. _____
- 13 I fly planes. _____
- 14 I engage in an activity for personal pleasure and not professionally or for gain. _____
- 15 I study the human mind. _____
- 16 I am the first to explore a particular area. _____
- 17 I am a person who skis. _____
- 18 I am a member of parliament. _____
- 19 I am an unmarried man. _____
- 20 I ensure the rules of a game are followed. _____
- 21 I believe that war and violence are unjustified. _____
- 22 I am a highly ranked university academic. _____



Our world

iceberg	coastal	peninsula	plateau	weather
stormy	tornado	landscape	crevasse	cloudy
canyon	desert	earthquake	field	mountainous
jungle	cliff	oasis	latitude	forest
valley	equator	volcano	lagoon	cataract

What am I?

Use the clues to find the answers in the word list.

- I am an imaginary line dividing Earth into northern and southern hemispheres. _____
- I am a fertile place in the desert. _____
- When the weather is overcast, it is _____.
- I am a deep, open crack, especially in a glacier. _____
- I violently shake the ground and cause destruction. _____
- I am a violent, rotating wind. _____
- I am a large, floating mass of ice. _____
- I am overgrown with dense forest and tangled vegetation. _____
- I am a piece of land almost surrounded by water. _____
- I am a large waterfall. _____

Completing sentences

Use the first-letter clues to help you find the correct list words to complete the following facts.

- In 79 AD, the v_____ of Mount Etna destroyed the towns of Pompeii and Herculaneum.
- The Sahara D_____ is one of the hottest and driest areas of the world.
- The Tibetan P_____ is called 'the roof of the world'.
- The l_____ of London is 51.5° North.
- A l_____ is a stretch of water separated from the sea.
- A f_____ is densely covered with trees.
- Some areas of South America are extremely m_____.
- The w_____ forecast is an important part of the news.
- Arthur Streeton was a well-known Australian l_____ painter.
- Walking too close to a c_____ is very dangerous.



The five senses

Sight

gigantic
gloomy
glittering
glamorous
vision

Sound

noisy
rattle
shriek
vocal
whistle

Smell

perfume
odour
stench
aroma
deodorant

Taste

tasty
bitter
juicy
spicy
flavour

Touch

smooth
squeeze
scorching
slimy
freezing

Completing phrases

Use list words to complete the phrases. The first letters are given to help you.

- | | |
|----------------------------|-------------------------------|
| 1 a b_____ lemon | 10 the r_____ of chains |
| 2 a g_____ model | 11 the w_____ of the wind |
| 3 a j_____ mango | 12 the a_____ of coffee |
| 4 a s_____ stone | 13 the s_____ of garbage |
| 5 20/20 v_____ | 14 a popular ice-cream f_____ |
| 6 the p_____ of a red rose | 15 a high-pitched s_____ |
| 7 a t_____ meal | 16 f_____ temperature |
| 8 underarm d_____ | 17 v_____ chords |
| 9 a n_____ train | 18 a g_____ dungeon |

More sensory words

Arrange each sensory group in alphabetical order.

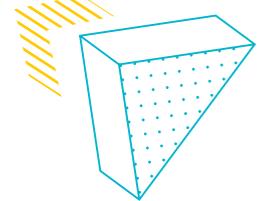
Sight: hazy, glistening, ugly, brilliant, gigantic, cloudy, pale

Sound: murmur, thud, rumble, hiss, squeak, moan, splash, buzz

Smell: fragrant, sniff, scent, acrid, incense, bouquet, pong, whiff

Taste: salty, luscious, nutty, stale, sweet, sour, creamy, peppery

Touch: sweaty, prickly, rough, coarse, fluffy, sticky, greasy, damp



Firestorm

catastrophe	blaze	inferno	protection	ignite
fiery	intense	trapped	radiate	furnace
energy	alarm	happening	careless	devastation
investigation	ordeal	siren	volunteers	worse
smouldering	suffocate	arson	inflammable	accidental

Filling the gaps

Complete the passage by using suitable words from the list. The first letters are given to help you.

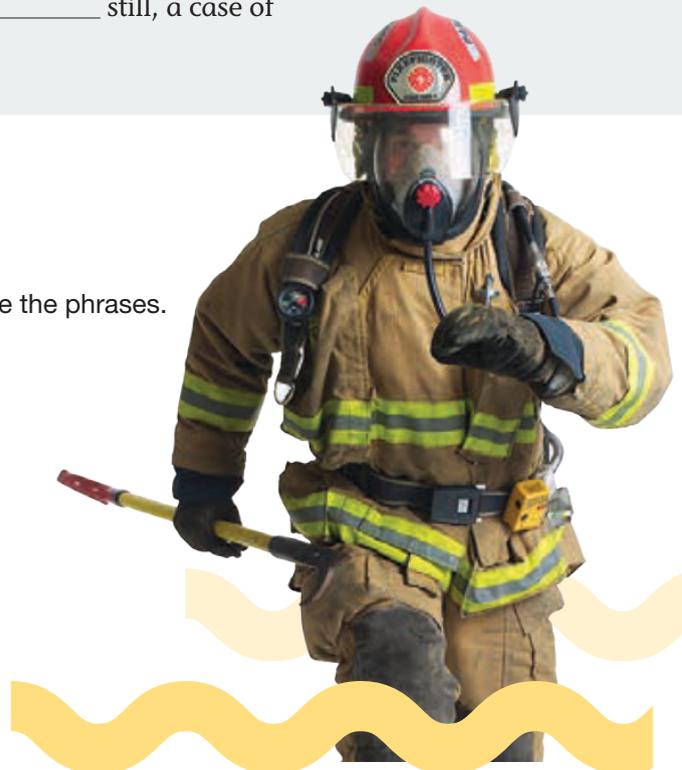
INFERNO

The a_____ sounded just as the ranger spotted a b_____ in the canopy of trees. Because of high winds it soon became a raging i_____. l_____ heat caused the firefighting v_____ to feel as if they were in a f_____. The main concern was for people and animals t_____ without any form of p_____. Thankfully no lives were lost. After the fire was brought under control, the i_____ concluded that the cause could have been a s_____ cigarette tossed by a c_____ driver or, w_____ still, a case of a_____.

Forming new words

Use the correct form of the list words in brackets to complete the phrases.

- 1 a _____ fire (catastrophe)
- 2 an unfortunate _____ (accidental)
- 3 the _____ of the wind (intense)
- 4 an _____ volunteer (energy)
- 5 the _____ smoke (suffocate)
- 6 the sun's _____ (radiate)
- 7 _____ of the flame (ignite)
- 8 a _____ inferno (devastation)



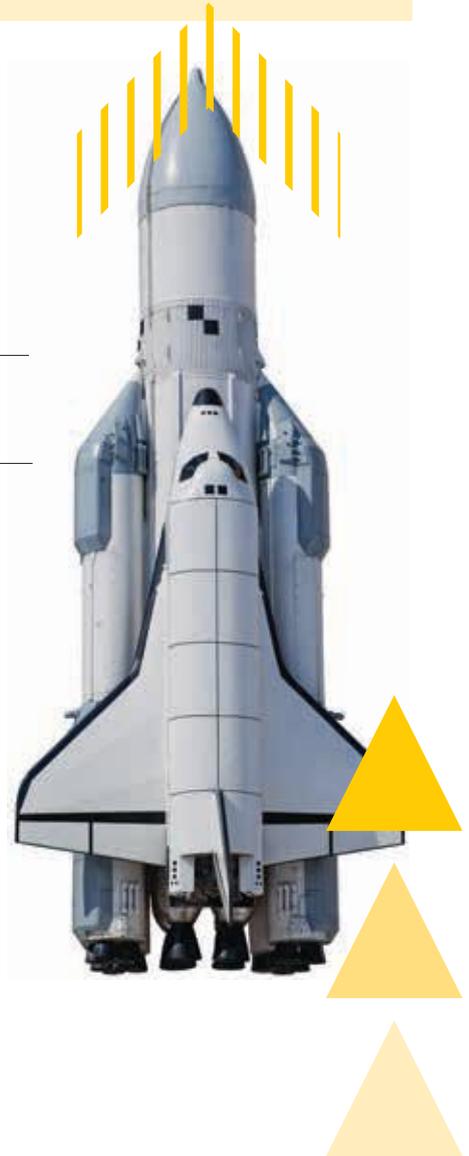
When worlds collide

planet	meteor	mission	destiny	machine
menace	missile	alliance	galaxy	quest
aliens	satellite	force	gravity	hostile
astronaut	interpret	observe	robot	deceitful
annihilate	solar	disintegrate	distress	astronomer

Matching words and meanings

Use the clues and meanings below to identify the matching list words.

- 1 A list word beginning with *m* and meaning:
 - a an object forcibly propelled at a target _____
 - b an apparatus using mechanical power _____
 - c something that is dangerous or threatening _____
 - d an important job for a group or person _____
 - e a small piece of rock, etc. from outer space _____
- 2 A list word beginning with *a* and meaning:
 - a a person who travels in space _____
 - b a union formed for mutual benefit _____
 - c extra-terrestrials _____
 - d a person who studies celestial bodies _____
 - e to destroy utterly _____
- 3 A list word beginning with *d* and meaning:
 - a extreme anxiety _____
 - b to break up into small parts _____
 - c misleading or insincere _____
 - d fate; something that had to happen _____



Completing phrases

Find the correct list word to complete each phrase. The first letter is given to help you.

- 1 a *g*_____ of stars
- 2 a *h*_____ reaction
- 3 *s*_____ television
- 4 the *q*_____ for truth
- 5 zero *g*_____
- 6 *s*_____ heating
- 7 difficult to *i*_____
- 8 the *p*_____ Mercury
- 9 the *f*_____ of the explosion
- 10 a human-like *r*_____

Feelings and emotions

curious	satisfied	secure	afraid	grateful
confused	contempt	sympathetic	excited	proud
angry	jealous	hopeful	humiliated	disappoint
ashamed	joyful	capable	energetic	honesty
tolerant	placid	defiant	observant	calm

Word forms

1 Form nouns from the following list words.

- | | |
|------------------|--------------------|
| a tolerant _____ | g proud _____ |
| b capable _____ | h excited _____ |
| c jealous _____ | i disappoint _____ |
| d confused _____ | j secure _____ |
| e curious _____ | k satisfied _____ |
| f angry _____ | l observant _____ |

2 Form adverbs from the following list words.

- | | |
|---------------------|-------------------|
| a calm _____ | f hopeful _____ |
| b placid _____ | g angry _____ |
| c defiant _____ | h contempt _____ |
| d joyful _____ | i energetic _____ |
| e sympathetic _____ | j capable _____ |

3 Form verbs from the following list words.

- | | |
|-------------------|---------------------|
| a tolerant _____ | d satisfied _____ |
| b defiant _____ | e sympathetic _____ |
| c observant _____ | f ashamed _____ |

Filling the gaps

Use the first-letter clues to fill the gaps with suitable list words.

- The ill sailor was *g*_____ that the sea was *p*_____.
- The *d*_____ general was *p*_____ of his soldiers.
- The *o*_____ sports commentator did not *d*_____ the viewers.
- The dancers were *s*_____ with their performance and were *h*_____ of ongoing success.

Words and sounds

shattering	sobbed	bellowed	growled	crackled
shuffle	whizzed	purred	neighed	twittered
thunder	roared	creaked	rustled	hissed
clatter	gobbled	babble	grumbled	splutter
wheezed	fluttered	chuckle	trickle	mumble

Using sounds in sentences

Choose suitable list words to complete the sound sentences below. The first letters are given to help you. Use each sound word once only.

- 1 The lion r_____.
- 2 The horse n_____.
- 3 The door c_____.
- 4 The kitten p_____.
- 5 The bull b_____.
- 6 The dog g_____.
- 7 The canary t_____.
- 8 The leaves r_____.
- 9 The fire c_____.
- 10 The snake h_____.
- 11 The bird f_____.
- 12 The asthmatic w_____.
- 13 The child s_____.
- 14 The bullet w_____.

Missing onomatopoeic words

Sound words are also called onomatopoeic words. Complete the phrases with suitable onomatopoeic list words. Use the first-letter clues to help you.

- 1 the c_____ of chains
- 2 the b_____ of a creek
- 3 having a good c_____
- 4 a t_____ of water
- 5 an indistinct m_____
- 6 a crack of t_____
- 7 the s_____ of steam
- 8 the s_____ of feet
- 9 s_____ glass
- 10 the turkeys g_____

Matching words and meanings

Use the clues and meanings to find list words beginning with s.

- 1 cried noisily _____
- 2 to say something rapidly and indistinctly _____
- 3 to walk by dragging one's feet _____
- 4 breaking into small pieces suddenly and violently _____



Amazing inventions

electricity	bicycle	television	telescope	photocopier
camera	computer	mirror	telephone	boomerang
refrigerator	wheel	margarine	penicillin	microphone
automobile	microscope	concrete	thermometer	alphabet
battery	radio	lipstick	rubber	paper

Which invention am I?

Complete the quiz with the correct list words.

- 1 I was first invented as a cheap substitute for butter. _____
- 2 I enable very tiny objects to be studied. _____
- 3 I am a curved wooden weapon used for hunting. _____
- 4 I replaced the ice chest as a way of keeping food cold. _____
- 5 I am used to measure temperature. _____
- 6 I have two wheels and pedals. _____
- 7 I have a polished surface that reflects images. _____
- 8 I amplify sound. _____
- 9 I am an antibiotic discovered during World War II. _____
- 10 I begin at A and end at Z. _____
- 11 I am a type of cosmetic. _____
- 12 I am a four-wheeled vehicle used to transport people from place to place. _____
- 13 I allow very distant objects to be viewed. _____
- 14 Before my invention, writing was done on papyrus. _____
- 15 I am a very hard building material. _____
- 16 People were amazed when they first saw moving pictures on my screen. _____
- 17 I am a power unit used in cars, computers, watches, etc. _____
- 18 I am used to take photos. _____
- 19 I may be dangerous if I give you a shock. _____
- 20 Popular brands of me are Apple, Microsoft and Dell. _____
- 21 The majority of people have a mobile one of me. _____
- 22 I am a tough substance from which car tyres are made. _____
- 23 I am a round part enabling a car or wagon to move. _____
- 24 I broadcast sound messages. _____
- 25 I make instant copies of printed material. _____



The world of sport

goal	champion	jockey	score	aggressive
compete	spectator	penalty	forfeit	perspire
opponent	accurate	strategy	qualify	endurance
winning	tennis	cricket	soccer	inspire
postpone	tournament	participate	skiing	coach

Who or what am I?

Use the clues to find the matching list words.

- 1 I ride in horse races. _____
- 2 I train sports teams. _____
- 3 I have surpassed all my rivals. _____
- 4 I watch a game. _____
- 5 I play in the opposition team. _____
- 6 My sport involves travelling on snow. _____
- 7 I am a sport sometimes called football. _____
- 8 I am a test of skill in which competitors play a series of contests. _____
- 9 I am a punishment imposed for breaking a rule. _____
- 10 I am a sport played with ball, bats and two wickets. _____
- 11 I am a penalty or fine given as punishment. _____
- 12 I am the capacity to withstand a difficult situation. _____
- 13 I am an adjective meaning 'correct in all details'. _____
- 14 I am the area to which a ball is aimed. _____



Matching words and meanings

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

- 1 A list word beginning with *s* and meaning:
 - a the number of points achieved in a game _____
 - b a plan of action _____
- 2 A list word beginning with *p* and meaning:
 - a to take part in _____
 - b to rearrange to take place at a later date _____



Oh, horror!

sinister	skeleton	eerie	scary	phantom
curse	magic	horrible	repulsive	vampire
ruins	vanish	screech	nightmare	evil
ghoul	shadowy	prophecy	mummy	sorcerer
haunted	moan	invisible	suspicious	panic

Filling the gaps

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

THE HAUNTED HOUSE

There was an *e*_____ silence as they crept through the *h*_____ house. A *r*_____ smell met them when they opened the door and a low *m*_____ echoed through the silence. *P*_____ overtook the children, and someone let out an involuntary *s*_____. But one of them became *s*_____ when she saw a *s*_____ figure run past the door. It seemed to *v*_____ behind a *h*_____ pile of rubbish. She moved towards it to take a closer look and found that it was not a *v*_____ but a small black cat. The children rushed home to the safety of their beds, relieved that their *n*_____ was over.

A word for a phrase

Use the clues to find list words beginning with *s* that match each meaning.

- 1 a harsh, piercing cry _____
- 2 a person believed to have magic powers _____
- 3 partially dark _____
- 4 threatening evil _____
- 5 frightening _____
- 6 the framework of a body's bones _____
- 7 distrustful _____



Journey through time

pharaoh	galleon	pyramid	sword	javelin
dinosaur	armada	gladiator	peasant	tomb
chariot	shield	warrior	emperor	centurion
cavalry	sphinx	conqueror	papyrus	dungeon
scribe	nomad	barbarian	statue	kingdom

Who am I?

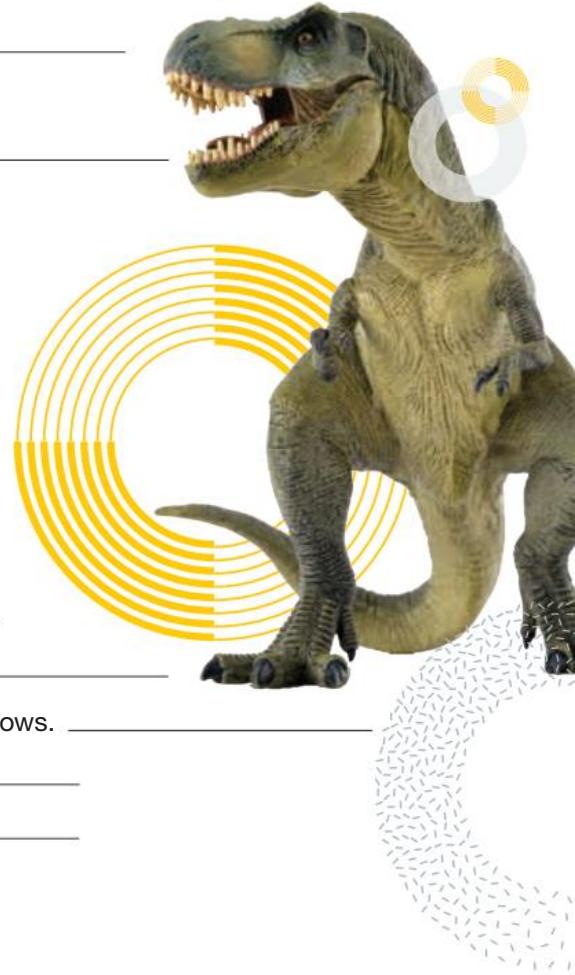
Find the answers in the word list. Use each word once only.

- 1 In ancient Rome, I was trained to fight against other men and animals. _____
- 2 My job was to copy documents before printing was invented. _____
- 3 I travel from place to place with no permanent home. _____
- 4 I was an uncivilised person. _____
- 5 I was a Roman officer in charge of one hundred soldiers. _____
- 6 I acquired new lands using military force. _____
- 7 I was a brave and experienced soldier. _____
- 8 I was a ruler in ancient Egypt. _____
- 9 I was a farm labourer of low social status. _____
- 10 I rule an empire. _____

What am I?

Find the answers in the word list. Use each word once only.

- 1 I am a carved figure of a person or animal. _____
- 2 I am a stone figure with a lion's body and a human head. _____
- 3 I am a large, flat piece of shaped metal used for protection against blows. _____
- 4 I am a weapon with a long metal blade and a hilt. _____
- 5 Before paper was invented, scribes wrote on me. _____
- 6 I am a light spear thrown as a weapon. _____
- 7 I am a dark, underground prison cell. _____
- 8 I am a fleet of warships. _____
- 9 I am a two-wheeled carriage drawn by horses. _____
- 10 I was the burial place for Egyptian pharaohs. _____
- 11 I am the country ruled by a king or queen. _____



The world of art

sculptor	statue	portrait	antiques	culture
artist	gallery	appreciate	collections	decorate
canvas	exaggerate	controversy	curve	masterpiece
design	picture	comparison	pottery	similarity
precious	miniature	mural	mosaics	splendour

Matching words and meanings

Use the meanings and first-letter clues to find the correct list words.

- 1 a painting, drawing or photograph of a person p _____
- 2 a picture painted on a wall m _____
- 3 a very small model of something that is usually much larger m _____
- 4 a prolonged public disagreement or heated discussion c _____
- 5 of great value; greatly loved or treasured by someone p _____
- 6 a work of outstanding skill or workmanship m _____
- 7 magnificent and splendid appearance s _____
- 8 pictures consisting of small pieces of coloured glass, tiles, stone, etc. m _____
- 9 rare or valued objects from the past a _____
- 10 heavy fabric made from flax or cotton, often used to paint on c _____
- 11 pots, dishes and other articles made of fired clay p _____
- 12 an artist who carves figures or designs in wood, marble, stone, etc. s _____
- 13 a room or building for the display or sale of works of art g _____
- 14 to recognise the full worth or beauty of; to be grateful or thankful for a _____

Filling the gaps

Fill the gaps with suitable list words. The first letters are given as a guide.

MICHELANGELO

Michelangelo was a great a _____ and s _____. One m _____ is his famous s _____ of David in a Florence art g _____. Most of his works can be seen in c _____ around Italy, where the c _____ is steeped in artistic works that include p _____, m _____ and p _____. a _____.

Getting an education

science	written	educate	excellent	emphasise
algebra	lecture	uniforms	welfare	punctual
history	behaviour	promote	information	instruction
geography	studious	memorise	introduce	demonstrate
debate	research	achieve	revision	progress

Words and their meanings

Use list words to complete these sentences.

- 1 _____ is a branch of mathematics.
- 2 _____ means 'to show' or 'to prove'.
- 3 _____ means 'on time' or 'prompt'.
- 4 _____ is the study of past events.
- 5 _____ means 'to commit to memory'.
- 6 _____ is the opposite of *inferior*.
- 7 _____ means 'scholarly' or 'academic'.
- 8 _____ is an anagram of *searcher*.
- 9 _____ is an adjective of *write*.
- 10 _____ is the study of the physical features of Earth.
- 11 _____ is the facts provided about something.
- 12 _____ means 'to stress' or 'to make something more obvious'.
- 13 _____ is the opposite of *fail*.
- 14 _____ includes the study of physics and chemistry.
- 15 _____ are worn by most school students.
- 16 _____ is the noun formed from *instruct*.
- 17 _____ is the opposite of *demote*.
- 18 _____ is the way in which one acts or conducts oneself.
- 19 _____ means 'to argue about a subject'.
- 20 _____ is an anagram of *real few*.
- 21 _____ means 'to make something or someone known for the first time'.
- 22 _____ means 'to advance towards completion'.
- 23 _____ is the process of rereading and making changes.
- 24 _____ is the verb formed from *education*.
- 25 _____ means 'an educational talk to an audience'.



It pays to advertise

advertising	guarantee	persuade	appealing	complaint
convince	genuine	beneficial	expert	exclusive
audience	display	special	quality	available
secretary	approve	spectacular	deliver	recommend
campaign	completely	address	prestige	package

Matching words and meanings

Use the clues to find the matching list words.

- 1 I am the adjective of *availability*. _____
- 2 I am the opposite of *disapprove*. _____
- 3 I am a formal assurance to repair or replace a faulty object. _____
- 4 I am similar to a parcel. _____
- 5 I am the opposite of *unattractive*. _____
- 6 I am similar in meaning to *specialist*. _____
- 7 I am the verb of *persuasion*. _____
- 8 I am a statement of dissatisfaction. _____
- 9 I am the adverb of *completion*. _____
- 10 I am the opposite of *harmful*. _____
- 11 I am the singular form of *addresses*. _____
- 12 I am the noun of *prestigious*. _____
- 13 My job is to send letters and emails and arrange meetings. _____

Completing sentences

Choose the correct list words from the brackets to complete each sentence.

- 1 Television _____ aimed to persuade the _____ that the new health product would be _____. (audience, advertising, beneficial)
- 2 It was a _____ advertisement designed to _____ viewers of the _____ of the new car. (quality, spectacular, convince)
- 3 Customers were _____ satisfied with the shoes made of _____ leather that were _____ in many department stores. (genuine, available, completely)
- 4 The _____ designed the detailed _____ to promote the _____ housing development. (display, exclusive, expert)
- 5 The _____ arranged for a courier to _____ the _____ without delay. (deliver, package, secretary)

Flooding rains

torrential	grief	immediate	drowning	escape
height	threatening	evacuate	assistance	services
submerge	supply	immense	survivor	crisis
residents	warning	recovery	hazardous	expect
barrier	community	capsize	inundated	isolated

Using clues and meanings

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

- 1 Begins and ends in e and has *cap* inside _____
- 2 Begins with e and ends with *ate* _____
- 3 Begins with e and means 'to regard as likely to occur' _____
- 4 Begins with a type of hat _____
- 5 Means 'huge' and has *men* in the middle _____
- 6 Opposite of *joy* _____
- 7 Begins with *h* followed by the number after 7 _____
- 8 Ends in *d* and has *late* in the middle _____
- 9 Begins with a battle and means 'caution' _____
- 10 Describes heavy rain and ends in *l* _____
- 11 Another word for *help* or *support* _____
- 12 Begins with *se* and ends with *es* _____
- 13 The opposite of *safe* and includes a *z* _____
- 14 Ends with *y* and has a small bay in the middle _____
- 15 Ends with *g* and contains the number after 9 _____



Jumbled words

Unjumble the following letters to form list words. The first letter of each word is in bold.

- | | |
|------------------------------|---------------------------|
| 1 i r r b e a r _____ | 6 p u p s l y _____ |
| 2 d i n e n u t a d _____ | 7 s i r s i c _____ |
| 3 g r i n d o w n _____ | 8 m a t e d i m e i _____ |
| 4 u n m o m c i t y _____ | 9 r r v v i o u s _____ |
| 5 t r i e d s e n s _____ | 10 g r u b m e e s _____ |

Is there a doctor in the house?

patient	tongue	muscle	throat	kidney
paralysed	ankle	shoulder	heart	hygiene
prescribe	miracle	acute	diet	abnormal
surgery	wound	doctor	physical	delirious
allergy	infectious	alive	asthma	diagnose

Identifying words

Find seven words that list parts of the human body.

Completing sentences

Complete the sentences using suitable list words. The first letter of each word is given to help you. Use each word once only.

- He has an *a*_____ to pollen, which can cause an *a*_____ attack.
- P*_____ exercise and a sensible *d*_____ are both necessary for a healthy body.
- The *p*_____ recovered fully following her *k*_____ transplant operation.
- Good *h*_____ is necessary to prevent the spread of *i*_____ diseases.
- Angina occurs when the *h*_____ *m*_____ does not get enough oxygen-rich blood.

Word forms

- 1 Give the nouns of the following list words.

a infectious _____	d diagnose _____
b prescribe _____	e paralysed _____
c abnormal _____	f delirious _____

- 2 Give the adjectives of the following list words.

a allergy _____	d miracle _____
b asthma _____	e hygiene _____
c muscle _____	f surgery _____



Problem pairs

wholly	sweet	chord	fate	gait	formally
holy	suite	cord	fete	gate	formerly
mane	story	fare	lute	feat	civility
main	storey	fair	loot	feet	servility

Matching words and meanings

Choose the correct word for each of the following meanings and clues.

1 A list word beginning with *s* and meaning:

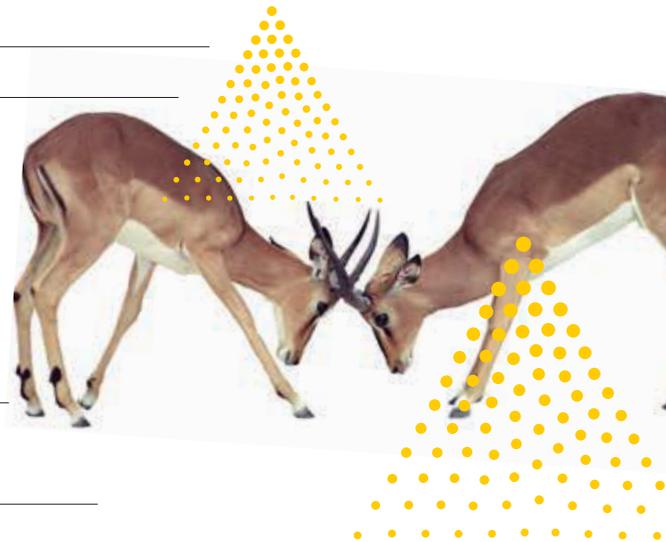
- a an account of people and events _____
- b having a sugary taste _____
- c an excessive willingness to serve or please others _____
- d a set of rooms, instrumental compositions, etc. _____
- e one whole level of a building _____

2 A list word beginning with *f* and meaning:

- a a deed of great skill or courage _____
- b previously _____
- c not showing favouritism _____
- d events outside a person's control _____
- e the parts below the ankle joints _____
- f the money paid for public transport, etc. _____
- g according to the official procedure _____
- h a fair held to raise money _____

3 A list word that matches the definition:

- a sacred _____
- b stolen money or valuables _____
- c a hinged barrier in a wall or fence _____
- d leading in size or importance _____
- e the long hair on a male lion's head _____
- f a thin, flexible string or rope _____
- g an old-fashioned musical instrument _____
- h three or more musical notes played together _____
- i entirely _____
- j a person's manner of walking _____



A time of war

retreat	victory	battle	defence	explosion
invasion	army	invincible	frontier	victim
advanced	casualty	prisoner	suffering	artillery
seize	refugees	enemy	surrender	civilian
general	courageous	attack	rifle	bombing

Identifying meaning

Choose the correct list word to complete each statement. The first letter is given to help you.

- 1 A r_____ is a type of gun with a long barrel.
- 2 A f_____ is a border separating two countries.
- 3 R_____ are people who have been forced to leave their country.
- 4 A c_____ is a person killed or injured.
- 5 A _____ is a collection of large guns.
- 6 A v_____ is a person who has suffered by the actions of someone else.
- 7 R_____ is the opposite of *advance*.
- 8 V_____ is the opposite of *defeat*.
- 9 C_____ is the opposite of *cowardly*.
- 10 E_____ is the opposite of *ally* or *friend*.
- 11 S_____ is the act of giving control or yielding to someone.
- 12 S_____ is the state of enduring pain, misery or loss.



Filling the gaps

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

A COUNTRY AT WAR

After the heavy aerial b_____ the g_____ was determined not to r_____ or s_____ to the e_____. He rallied his men and made a c_____ a_____ as his a_____ quickly a_____. The b_____ raged all day, but eventually they were able to s_____ the town. The c_____ population had endured great s_____ since the i_____, with many of them taken p_____ by the rebels. During the d_____ of their town, an e_____ had ripped through the town square. They thought v_____ would never be achieved because the rebels seemed i_____.

Words from other lands

Spanish

plaza
stampede
alligator
vanilla
tomato
matador

French

cuisine
souvenir
mirage
chauffeur
ballet
embarrass

Portuguese

cobra
commando
cashew
jaguar
mango
flamingo

Dutch

decoy
freight
commodore
walrus
wagon
bamboo



What word am I?

Choose the correct list words to complete the quiz. The origin of the words is given in brackets.

- 1 an aquatic bird with a long neck, long legs and pink feathers (Portuguese) _____
- 2 an optical illusion (French) _____
- 3 goods transported by train, truck, etc. (Dutch) _____
- 4 to cause someone to feel uncomfortable (French) _____
- 5 a red fruit often eaten in a salad (Spanish) _____
- 6 a sweet tropical fruit (Portuguese) _____
- 7 a vehicle used for transporting goods (Dutch) _____
- 8 a large, brown, spotted wild cat (Portuguese) _____
- 9 a flavouring often used in ice-creams and cakes (Spanish) _____
- 10 a public square or market place (Spanish) _____
- 11 a style of cooking, particularly of a region (French) _____
- 12 a naval officer above captain (Dutch) _____
- 13 an artistic dance (French) _____
- 14 a large reptile (Spanish) _____
- 15 a sudden panicked rush of animals (Spanish) _____
- 16 a small group of soldiers trained to carry out raids (Portuguese) _____
- 17 a marine mammal with two large tusks (Dutch) _____
- 18 a person hired to drive a car (French) _____
- 19 a bullfighter (Spanish) _____
- 20 a type of nut (Portuguese) _____
- 21 a tree-like tropical and subtropical grass (Dutch) _____

Buying and selling

money	deductible	succeed	accomplish	dependable
buyer	entice	income	schedule	increase
personal	price	advantage	offer	convenient
profit	finance	mortgage	contract	warranty
preferred	accepted	deposit	decision	borrow

Filling the gaps

Fill the gaps with list words to complete the passage. The first letters are given.



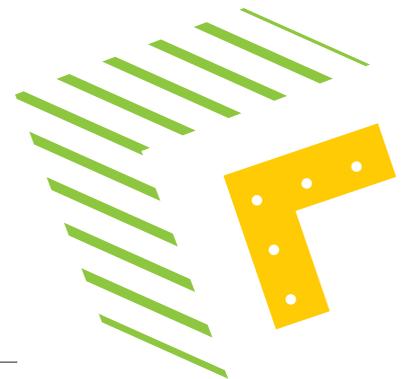
SOLD!

The young couple *a*_____ the asking *p*_____ for the unit because it was *c*_____ to their workplace. Although the *m*_____ was large, the bank assured them that they could *b*_____ the *m*_____ because their *i*_____ was sufficient to repay the loan. The *c*_____ was signed and the *d*_____ paid. They also needed *f*_____ for buying furniture, and to *a*_____ this they took out a *p*_____ loan. They hoped to make a *p*_____ when they eventually sold the unit following an *i*_____ in house prices.

Using word clues

Use the clues below to find the correct list words.

- 1 the opposite of *decrease* _____
- 2 ends in *ible* and means the same as 'subtractable' _____
- 3 the adjective of *convenience* _____
- 4 the middle letter is *y* _____
- 5 begins with *a* and contains a type of vehicle _____
- 6 means 'to tempt' or 'to lure' _____
- 7 the only word with a double *f* _____
- 8 a written guarantee with a small insect inside _____
- 9 the verb for *success* _____
- 10 the opposite of *loss* _____
- 11 means 'reliable' and has a writing implement inside _____
- 12 a timetable or program _____



Don't stop the music

pianist	musician	symphony	melody	violin
trumpet	guitar	audible	composer	flute
chorus	dance	orchestra	ballerina	conductor
concert	trombone	applause	rhythm	clarinet
serenade	vocalist	choir	lyrics	waltz

Who am I?

Find list words to complete the 'Who am I?' quiz.

- 1 I am a singer. _____
- 2 We are a group who sing together at a performance. _____
- 3 I am a graceful female dancer. _____
- 4 I write original music. _____
- 5 I direct the performance of an orchestra or choir. _____
- 6 I play a large keyboard instrument. _____
- 7 I am a group of instrumentalists all playing together. _____
- 8 I am a person who plays a musical instrument. _____



What am I?

Find list words to complete the 'What am I?' quiz.

- 1 I am a musical composition for a full orchestra. _____
- 2 I am a dance in triple time performed by a couple. _____
- 3 I am the words of a song. _____
- 4 I am a strong, regular, repeated pattern of sound. _____
- 5 I am the act of showing approval by clapping. _____
- 6 I am a public musical performance. _____
- 7 I am a stringed instrument beginning with *g*. _____
- 8 I am a stringed instrument beginning with *v*. _____
- 9 I am a brass instrument ending in *one*. _____
- 10 I am a brass instrument beginning and ending with *t*. _____
- 11 I am a woodwind instrument beginning with *f*. _____
- 12 I am a woodwind instrument beginning with *c*. _____
- 13 I am part of a song that is repeated after each verse. _____

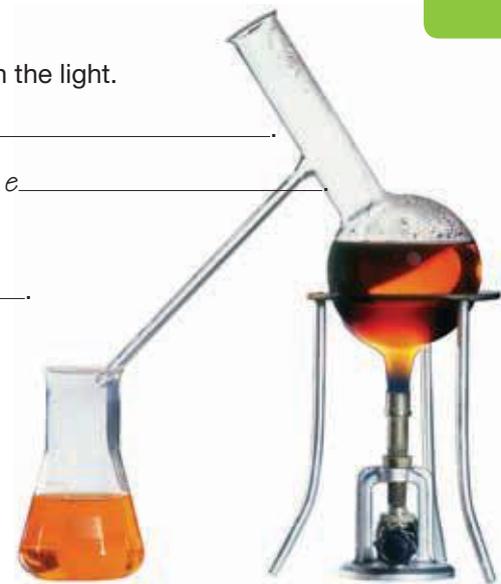
In the laboratory

oxygen	crystals	soluble	fossil	laboratory
hydrogen	chemistry	physics	residue	expansion
mixture	diluted	experiment	biology	evaporate
vacuum	bacteria	chlorine	volume	balance
extinguish	transparent	nitrogen	magnify	molecule

Completing sentences

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

- 1 N_____ forms about 78% of the Earth's atmosphere.
- 2 A v_____ is a space completely devoid of matter.
- 3 A l_____ is a place equipped for scientific experiments.
- 4 B_____ is the study of living organisms.
- 5 Bleach can be d_____ with cold water.
- 6 Water is a m_____ of h_____ and o_____.
- 7 Quartz c_____ may look t_____ in the light.
- 8 C_____ is added to water supplies in order to kill b_____.
- 9 It is vital to quickly e_____ any flames when doing an e_____.
- 10 The fire left a r_____ of ash.
- 11 Some items are measured by weight and not by v_____.
- 12 Methylated spirits will e_____ quickly.



Word forms

Use the correct form of the list word in brackets to complete each sentence.

- 1 When water is heated, _____ (evaporate) will occur.
- 2 The heated metal was _____ (expansion) slowly.
- 3 The scientists were working on an _____ (experiment) drug.
- 4 Certain _____ (chemistry) should never be mixed together.
- 5 _____ (biology) warfare is banned in most countries.
- 6 Salt _____ (soluble) easily in water.
- 7 The virus was only visible under high _____ (magnify).
- 8 The athlete was proud of his _____ (physics) appearance.

On the farm

cultivate	shepherd	harvest	fertility	irrigate
dairy	machinery	produce	tractor	rural
reservoir	moisture	nourishment	plough	pasture
agriculture	fleece	subsidy	surface	arid
drought	yield	erosion	paddock	orchard

Matching words and meanings

Find a suitable list word to match each meaning below.

- 1 a place where water is stored _____
- 2 relating to the countryside or in the countryside _____
- 3 financial assistance given by the government _____
- 4 the wool shorn from a sheep _____
- 5 a long period of rainless weather _____
- 6 to supply water to crops, etc. to help growth _____
- 7 a person who tends and rears sheep _____
- 8 a thing or amount produced; profit _____
- 9 the ability to produce offspring or crops _____
- 10 a motor vehicle used mainly on farms _____



Filling the gaps

Use suitable list words to complete the following passage.

The first letters are given to help you.

DOWN ON THE FARM

Despite the d_____, the farmer decided to p_____ some of his fields because his d_____ cows required daily n_____. He hoped to be able to c_____ lucerne, but he realised the y_____ would not be substantial. He had already received a s_____ from the government which enabled him to build a r_____ on the farm and buy some new m_____. It was obvious that the s_____ of the soil needed m_____ if it were to retain its f_____. Such is life in a r_____ environment.

Flight

aeroplane	helicopter	parachute	balloon	turbulence
controller	squadron	pilot	clouds	propeller
boarding	baggage	quickly	swooped	aerial
cruising	velocity	soaring	airborne	hover
navigator	hangar	gracefully	ascended	circled

Completing sentences

Complete each sentence by choosing the correct words from the brackets.

- After adjusting her _____, the skydiver prepared to jump from the _____ as it _____ above the drop zone. (circled, parachute, aeroplane)
- There was no _____ as the _____ began to _____ above the landing pad. (helicopter, hover, turbulence)
- The helium-filled _____ floated _____ towards the _____. (clouds, balloon, quickly)
- Because of the _____ of the wind, the _____ realised the flight time would be increased. (navigator, velocity)
- The passengers _____ the plane would have to pay for any excess _____. (baggage, boarding)
- The _____ was able to keep the aircraft _____ despite the loss of power in one _____. (airborne, propeller, pilot)

Words with similar meanings

Complete the sentences by finding list words that have similar meanings to the words in brackets. The first letter of each replacement word is given to help you.

- Because of (a great disturbance) t_____ in the clouds, the (flying machine) a_____ altered course.
- The sleek airliner (flew upwards) a_____ through the rain (in an elegant way) g_____.
- The helicopter (dived) s_____ down to the (aircraft shelter) h_____.
- The (captain of the plane) p_____ increased the plane's (speed) v_____.



Fun with words

Cat words

Use the clues to write words that begin with CAT.

- | | |
|---|---------------|
| 1 a class of thing | CAT _ _ _ _ _ |
| 2 a twin-hulled water craft | CAT _ _ _ _ _ |
| 3 a large waterfall | CAT _ _ _ _ _ |
| 4 an ancient weapon for hurling darts, etc. | CAT _ _ _ _ _ |
| 5 a disaster | CAT _ _ _ _ _ |
| 6 a complete list of items | CAT _ _ _ _ _ |
| 7 a large church | CAT _ _ _ _ _ |
| 8 to capture | CAT _ _ |
| 9 the wormlike larva of a butterfly or moth | CAT _ _ _ _ _ |
| 10 an underground cemetery | CAT _ _ _ _ _ |

Letter shuffle

Shuffle the letters in each word in capital letters to form a new word suggested by the clue. Note the example.

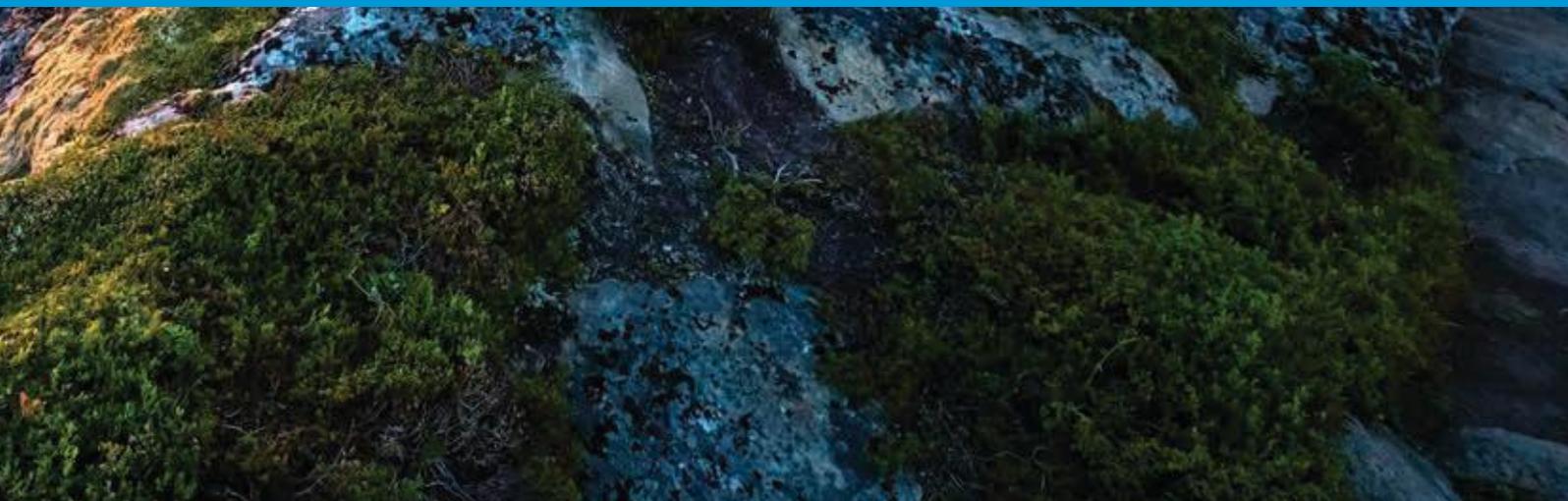
- | | |
|--|-----------|
| 1 ART becomes a rodent | R A T |
| 2 SWAP becomes a stinging insect | _ _ _ _ |
| 3 FRINGE becomes part of the hand | _ _ _ _ _ |
| 4 SINK becomes a body covering | _ _ _ _ |
| 5 MALE becomes the food you eat | _ _ _ _ |
| 6 USE becomes a girl's name | _ _ _ |
| 7 HINGE becomes the sound made by a horse | _ _ _ _ _ |
| 8 CAUSE becomes something you add to make food tasty | _ _ _ _ _ |
| 9 EARTH becomes a beating organ of the body | _ _ _ _ _ |
| 10 SAVE becomes a flower holder | _ _ _ _ |
| 11 STAIN becomes a very holy person | _ _ _ _ _ |
| 12 ITEM becomes something shown by a clock | _ _ _ _ |
| 13 TIP becomes a deep hole | _ _ _ |
| 14 SLIP becomes what you kiss with | _ _ _ _ |
| 15 DEAR becomes something you'd do with a book | _ _ _ _ |





PART 3

LITERATURE



First person narrative

What could be worse than riding a bike through a strange neighbourhood and being attacked by a ferocious German shepherd? Adam Farmer, the main character of *I Am the Cheese*, confronts us with the terror of such an experience.

Robert Cormier has chosen the first person narrative, which enables Adam to present his innermost thoughts and feelings as he strives to escape from his savage adversary.

The ferocious dog

The dog is ferocious and I am terrified.

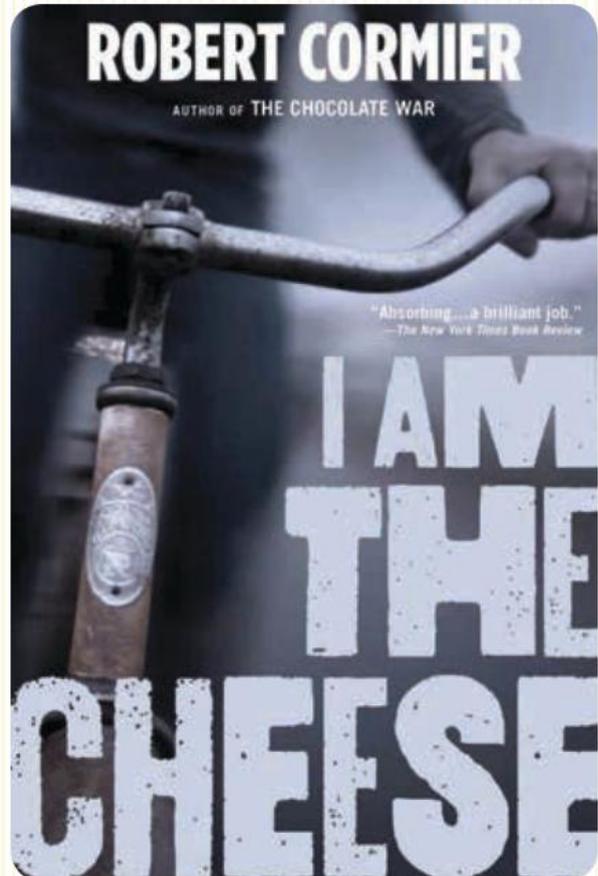
He is waiting for me at the end of a long flat stretch at the bottom of the hill. I had seen him waiting for a long distance when he was only a small, silent lump at the side of the road. Then, as I drew nearer, he revealed himself as a German shepherd, sleek and black, a silent sentinel guarding the driveway of a big white house. The house is set back from the road. I sense that the house is deserted, that I am alone out here with the dog. I pump furiously, wanting to sail by the dog as fast as possible, so fast that I will dazzle him with my speed and leave him stunned by my passing.

The dog lifts his head at my approach, alert, ears sharp, as if he is accepting a challenge. My eyes swing quickly, left to right and back again, but there are no rescuers in sight. The driveway behind the dog is empty, no cars in sight, and the house itself wears an abandoned look, as if the people have all gone away. Across the street, an open field lies behind a wandering low stone wall.

As I approach, the dog steps out into the road and I think, It's as though he had been waiting for me all my life. The dog is unmoving, his tail not wagging, his eyes like marbles. He is silent, watchful, a killer dog. I am close enough now to see how his sleek hair is shiny, and I tell myself, Let's go, it's just a dog, a dog is man's best friend, it's not a lion or a tiger.

The dog makes a move, steps into the roadway directly in the path of the bike, his head lifted now, a snarl on his lips. He is silent, he has not

barked or growled or maybe I can't hear the growl as the wind rushes past my ears. I pedal hard, crouched on the bike, fingers clutching the handlebars, legs pumping away, the bike aimed directly for him, afraid that if I try to steer around him, I will somehow lose my balance and be flung on the pavement, at his mercy on the pavement. I slit my eyes and my legs slash away and I hurtle towards the dog.



And, at the last possible moment the dog darts aside, and now I hear his growl and then the growl erupts into short sharp savage barks and this is worst of all because the barks reveal his teeth.

The dog keeps trying to dash in front of the bike, as if he is more interested in stopping the bike than in attacking me. I take heart at this. The dog bites at the front tyre and turns away as the tyre scrapes his nose and the wheel wobbles frantically. And I keep yelling to myself, *It's all right, it's all right*, but my words are lost on the wind and inside I am saying, the hell with this, if I get away from this dog, I'm going home. I'm taking the first bus back, the hell with Rutterburg, Vermont, the hell with everything ...

The bike is in danger of toppling now as the dog continues to attack the front wheel and I realise with horror that this has been its intention from the beginning; to topple the bike, send it askew and have me crashing to the roadway, his victim.

We are past the driveway now and approaching a curve. I hope desperately that there is safety around the curve, a house or a store or a shack or anything.

That's when I hear a car approaching and a horn frantically blowing. I suddenly realise that I have drifted perilously close to the centre of the road. The oncoming car, a yellow Volkswagen with luggage lashed to the roof, has to cut speed and swerve to avoid hitting me, the blast of the horn joined by the squeal of brakes. The dog is distracted by the car and the honking and screeching and it hesitates for a moment, pausing almost in mid-air, looking at the car as if puzzled. Or tempted. I keep pedalling. But I can't resist looking behind me and I see the dog streaking away, down the road in pursuit of the VW, barking wildly, body arched and stretched, a fuzzy furry arrow.

from *I Am the Cheese* by Robert Cormier

Responding to the text

1 Why does Adam cycle faster as he approaches the dog?

2 How does the dog initially react to Adam's approach?

3 Why does it seem unlikely that Adam will receive help if the dog attacks?

4 Why does Adam aim his bike directly at the dog?

5 How does the appearance of the Volkswagen save Adam from the dog?

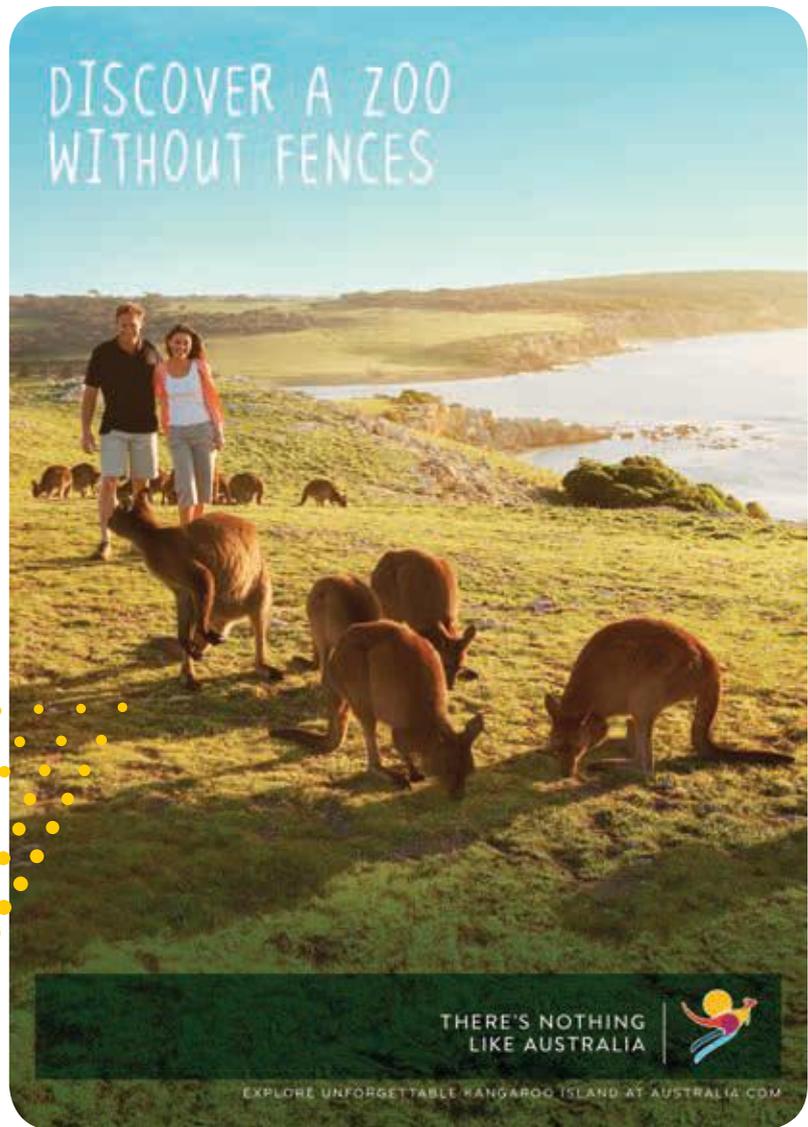
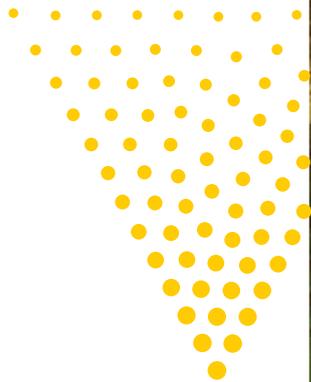
6 What does Adam compare the dog to as it pursues the VW?



The power of advertising

Advertisements are persuasive texts designed to promote or sell something, such as a product, a service, a cause, an idea or an experience. Words and images are used to attract the audience's attention, appeal to their emotions and influence them to take some form of action.

These print advertisements are from Tourism Australia's campaign 'There's nothing like Australia'. Each poster in the series shows a different destination around Australia.



Responding to the text

- 1 In the headline, what is the meaning of the words 'a zoo without fences'?

- 2 Describe what you can see in the photo.

- 3 Which tourist destination in Australia is being advertised?

- 4 How would you describe the mood of this advertisement?



Responding to the text

- 1 What does the headline suggest that the people in the hot-air balloon will experience?

- 2 What colours dominate the image? What is the effect of these colours?

- 3 Which tourist destination in Australia is being advertised?

- 4 'There's nothing like Australia'. What message about Australia is conveyed in the campaign slogan?

- 5 What are both advertisements persuading the audience to do?

- 6 Why do you think Tourism Australia has chosen to highlight many different experiences in different parts of Australia?

Autobiography

In *Going Solo*, Roald Dahl writes about his life following the time he left school and sailed to Africa. This incident took place when he was working for the Shell Oil Company in Tanganyika along the coast of East Africa. Here he describes how the amazing snake-man set about capturing the deadly green mamba.

The snake-man and the green mamba

Now the snake-man began working his way very very slowly to the back wall of the room so as to get a view of the snake behind the sofa. He never walked on his toes as you or I would have done. His feet remained flat on the ground all the time. The cowhide boots were like moccasins, with neither soles or heels. Gradually, he worked his way over to the back wall, and from there he was able to see at least the head and two or three feet of the snake itself.

But the snake also saw him. With a movement so fast it was invisible, the snake's head came up about two feet off the floor and the front of the body arched backwards, ready to strike. Almost simultaneously, it bunched its whole body into a series of curves, ready to flash forward.

The snake-man was just a bit too far away from the snake to reach it with the end of his pole. He waited, staring at the snake and the snake stared back at him with two small malevolent black eyes.

Then the snake-man started speaking to the snake. 'Come along, my pretty,' he whispered in a soft wheedling voice. 'There's a good boy. Nobody's going to hurt you. Nobody's going to harm you, my pretty little thing. Just lie still and relax ...' He took a step forward towards the snake, holding out the pole in front of him.

What the snake did next was so fast that the whole movement couldn't have taken more than a hundredth of a second, like the flick of a camera shutter. There was a green flash as the

snake darted forward at least ten feet and struck at the snake-man's leg. Nobody could have got out of the way of that one. I heard the snake's head strike against the thick cowhide boot with a sharp little *crack*, and then at once the head was back in that same deadly backward-curving position, ready to strike again.

'There's a good boy,' the snake-man said softly. 'There's a clever boy. There's a lovely fellow. You mustn't get excited. Keep calm and everything's going to be all right.' As he was speaking, he was slowly lowering the end of the pole until the forked prongs were about twelve inches above the middle of the snake's body. 'There's a lovely fellow,' he whispered. 'There's a kind little chap. Keep still now, my beauty. Keep still, my pretty. Keep quite still. Daddy's not going to hurt you.'

I could see a thin dark trickle of venom running down the snake-man's right boot where the snake had struck.

The snake, head raised and arcing backwards, was as tense as a tight-wound string and ready to strike again. 'Keep still, my lovely,' the snake-man whispered. 'Don't move now. Keep still. No one's going to hurt you.'

Then *wham*, the rubber prongs came down right across the snake's body, about midway



along its length, and pinned it to the floor. All I could see was a green blur as the snake thrashed around furiously in an effort to free itself. But the

snake-man kept up the pressure on the prongs and the snake was trapped.

from *Going Solo* by Roald Dahl

Responding to the text

- 1 Why was the snake-man moving towards the back wall?

- 2 What did the narrator notice about the way the snake-man walked?

- 3 What was unusual about the snake-man's cowhide boots?

- 4 'But the snake also saw him.' How did the snake react to the snake-man?

- 5 'The snake stared back at him with two small malevolent black eyes.' What does this sentence reveal about the snake?

- 6 Why do you think the snake-man kept talking kindly and tenderly to the snake?

- 7 What caused the snake to dart forward and strike the snake-man?

- 8 In the fifth paragraph, identify the simile that shows the incredible speed of the snake.

- 9 Identify the metaphor in the next sentence that emphasises the snake's speed.

- 10 How did the snake-man's boots save his life?

- 11 '... the rubber prongs came down right across the snake's body'. How did the snake react?

- 12 What does this incident reveal about the snake-man's character.



Plastic in our oceans

The following extracts from news articles present alarming facts and information about the issue of ever-increasing plastic pollution in the world's oceans. As you read, think about how persuasive such facts and information can be, and whether your own opinion on this issue changes.

Shocking contents of whale's stomach

NICK WHIGHAM

WHEN a young sperm whale washed up on a Spanish beach earlier this year, scientists were keen to find out what caused the animal's death.

They now believe they know after seeing what was inside the whale's stomach – almost 30kg of plastic.

The 10m-long whale found on the beach of Cabo de Palos in the Spanish region of Murcia on 27 February was unusually thin.

Sperm whales usually eat giant squid as well as octopus,

small sharks and other fish, but this whale had eaten plastic bags, ropes, nets, a drum line, a plastic water container and sacks of straw.

It's likely the whale would not have been able to digest or rid its body of the rubbish, experts said, resulting in its death from a stomach infection.

What makes the death all the more heartbreaking is the fact that sperm whales are considered an endangered species. Six out of the 13 great whale species are classified as endangered or

vulnerable, according to the World Wildlife Fund.

Local authorities in Spain have now started a campaign to clean up its beaches and oceans.

'The presence of plastic in the ocean and oceans is one of the greatest threats to the conservation of wildlife throughout the world, as many animals are trapped in the trash or ingest large quantities of plastics that end up causing their death,' Murcia's general director of environment Consuelo Rosauero said.

Responding to the text

- 1 What 'shocking contents' did scientists find in the young sperm whale's stomach?

- 2 What objects had the whale eaten?

- 3 According to experts, what caused the whale to die?

- 4 What is heartbreaking about the death?

- 5 On the issue of plastic in the oceans, what opinion is expressed by the general director of environment?

Great Garbage Patches

Around 150 million tonnes of plastic is floating in our oceans with an extra eight million tonnes entering the water each year. This has created polluted areas called Great Garbage Patches.

There are five great garbage patches clogging up our oceans.

The one closest to Australia is the Great Pacific Garbage Patch – between Japan and America – and the best way to imagine it is to think of a big plastic soup floating in the ocean like oil does.

Here are some startling facts about the Great Pacific Garbage Patch:

- It is thought to be the size of the state of Queensland.
- It has six times more plastic than plankton, which is the main food for many ocean animals.
- 80 per cent of the plastic comes from land (floating in rivers to the ocean or blown into water) and 20 per cent from oil platforms and ships.
- Scientists describe it as the largest rubbish dump on earth.

from the *Herald Sun*
(Kids' News website)



Plastic rubbish floating in the ocean

Responding to the text

1 How much plastic enters our oceans each year?

2 Which of the five garbage patches is closest to Australia?

3 What comparison is used to describe what the Great Pacific Garbage Patch resembles?

4 The Great Pacific Garbage Patch 'is thought to be the size of Queensland'. What is shocking about this comparison?

5 There is considerable debate about what should be done to prevent plastic pollution of the ocean. What do you think individuals can do to make a difference?



The deep

In this description from the novel *The Voyage of the Frog*, fourteen-year-old David Alspeth is sailing his yacht, the *Frog*, in the Pacific Ocean when he has a terrifying encounter with a gigantic shark.

A terrifying encounter

The boat rocked gently for a moment, then settled back into stillness. There was no breeze and he could see nothing floating on the water in the moonlight around her.

Silence.

He climbed up onto the cabin and held the mast, stepping on both sides and studying the surface of the water. Nothing moved. Nothing showed. Nothing.

Still, he thought – still, something had been there. He hadn't dreamed it.

Or had he?

He was in that time of sleep when the mind plays tricks, just before deep sleep. Maybe that was it. Maybe it was some kind of dream or hallucination.

People did that sometimes. Hallucinated. He had been half asleep and had imagined the whole thing. That had to be it.

He moved slowly back into the cockpit. There had been the scraping against the hull. Surely if that had been real it would have left some scratches in the side of the boat?

Kneeling on the edge of the cockpit seat, he hung onto the lifeline with his right hand and leaned out so that he was hanging over the water about a foot and a half above the surface and tried peering down the side of the hull in the moonlight. The water beneath his face seemed to have a darkness of its own, a deep darkness, a whole world of darkness in its depths. At first he could see nothing but the shine of the fiberglass in the dull light. Then he refocused his eyes and squinted.

There. A line, no, there were four or five of them – scratches or gouges that went for about



three feet along the side of the boat, curving sideways and down into the water. It looked as if a giant claw had come out of the water, raked along the boat and then disappeared back into the sea.

He hadn't dreamed it, and everything in him wanted it to be a dream, now that he saw the marks.

And that thought – that he hadn't dreamed about the sound and the lurching of the boat – was almost his last. Out of the corner of his eye, just below him, David caught the faintest swirl of movement in the deep shadows of the water. Later he couldn't be sure if it was truly a shadow or the water itself. But whatever it was gave him a slight fraction of a second's warning and he began to pull his head back.

The water detonated, surged up at his face, and a shark's gaping maw, teeth flashing in the moonlight, triangular-death-razor-sharp teeth, blew up and out of the darkness, slashed past his face in a ripping sideways motion, and savagely raked down the side of the hull, slamming against the side of the boat so hard that it knocked the *Frog* sideways.

Not over a second and it was gone. Silence. David had thrown himself backwards into the cockpit and lay on his back with his head out the other side of the boat over the water. He realised suddenly that he was exposed and jerked back to the middle to sit in wide-eyed terror, staring at the calm surface around the boat.

‘Psssoosh!’ The air whistled out of his lungs. He took another deep breath and without meaning

to, held it for another half a minute, waiting, but nothing came, nothing made a sound.

He was shaking, his whole body trembling. Out of nowhere, with no warning, to explode that way and slash at him – or maybe not at him, but close to him – to come that way and attack the side of the boat while his head hung over the water ...

Like bait, he thought. I was like bait.

from *The Voyage of the Frog* by Gary Paulsen

Responding to the text

1 What is revealed about the sea at the start of the extract?

2 What was it that David thought he had heard earlier?

3 In the description of the water, the word ‘darkness’ is repeated a number of times. Why?

4 What evidence did David see that showed the boat had been scraped?

5 ‘It looked as if a giant claw had come out of the water ...’ What does this description suggest about the mysterious sea creature?

6 What warning did David have of the shark’s attack?

7 What does the verb ‘detonated’ show about the shark’s attack?

8 What effect did the force of the shark’s attack have on the *Frog*?

9 How did David feel after the attack?

10 ‘I was like bait.’ Why does David think this?



Into the future

The Giver is a futuristic novel by Lois Lowry. Jonas, the main character, belongs to a safe community where every aspect of life is controlled, and where everyone is protected from knowledge of the past and from their own feelings. Jonas is selected to be trained by the Giver to take on the role of the next Receiver of Memory.

A disturbing memory

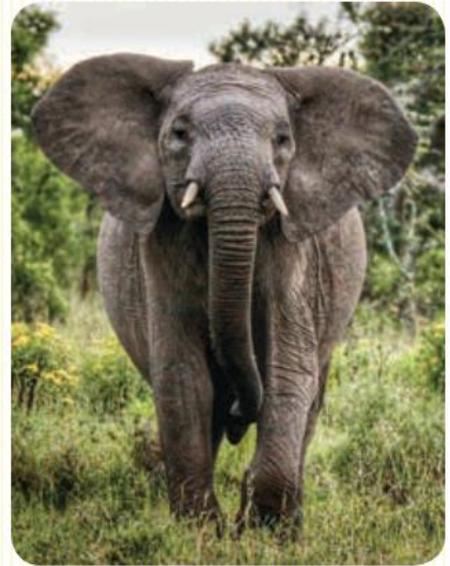
One evening he came home from his training weighted with new knowledge. The Giver had chosen a startling and disturbing memory that day. Under the touch of his hands, Jonas had found himself suddenly in a place that was completely alien: hot and windswept under a vast blue sky. There were tufts of sparse grass, a few bushes and rocks, and nearby he could see an area of thicker vegetation: broad, low trees outlined against the sky. He could hear noises: the sharp crack of weapons – he perceived the word *guns* – and then shouts, and an immense crashing thud as something fell, tearing branches from the trees.

He heard voices calling to one another. Peering from the place where he stood hidden behind some shrubbery, he was reminded of what the Giver had told him, that there had been a time when flesh had different colours. Two of these men had dark-brown skin; the others were light. Going closer, he watched them hack the tusks from a motionless elephant on the ground and haul them away, spattered with blood. He felt himself overwhelmed with a new perception of the colour he knew as red.

Then the men were gone, speeding towards the horizon in a vehicle that spat pebbles from its whirling tyres. One hit his forehead and stung him there. But the memory continued, though Jonas ached now for it to end.

Now he saw another elephant emerge from the place where it had stood hidden in the trees.

Very slowly it walked to the mutilated body and looked down. With its sinuous trunk it stroked the huge corpse; then it reached up, broke some leafy branches with a snap, and draped them over the mass of torn thick flesh.



Finally it tilted its massive head, raised its trunk, and roared into the empty landscape. Jonas had never heard such a sound. It was a sound of rage and grief and it seemed never to end.

He could still hear it when he opened his eyes and lay anguished on the bed where he received the memories. It continued to roar into his consciousness as he pedalled slowly home.

'Lily,' he asked that evening when his sister took her comfort object, the stuffed elephant, from the shelf, 'did you know that once there really were elephants? Live ones?'

She glanced down at the ragged comfort object and grinned. 'Right,' she said sceptically. 'Sure, Jonas.'

Jonas went and sat beside them while his father untied Lily's hair ribbons and combed her hair. He placed one hand on each of their shoulders. With all of his being he tried to give them a piece of the memory: not of the tortured cry of the elephant, but of the *being* of the elephant, of the towering, immense creature and the meticulous touch with which it had tended its friend at the end.

But his father had continued to comb Lily's long hair, and Lily, impatient, had finally wiggled under her brother's touch. 'Jonas,' she said, 'you're *hurting* me with your hand.'

'I apologise for hurting you, Lily,' Jonas mumbled, and took his hand away.

"Ccept your apology,' Lily responded indifferently, stroking the lifeless elephant.

from *The Giver* by Lois Lowry

Responding to the text

- 1 Which words describe the new memory that the Giver had chosen?

- 2 Describe the place that was 'completely alien' to Jonas.

- 3 What noises could he hear coming from the area of thicker vegetation?

- 4 Why did the men kill the elephant?

- 5 Why do you think Jonas ached for the memory to end?

- 6 What did the second elephant do when it reached the mutilated body?

- 7 When the elephant 'roared into the empty landscape', what emotions did the sound convey to Jonas?

- 8 After Jonas woke and lay anguished on the bed, what powerful effect did the memory have on him?

- 9 How did Lily react when Jonas tried to tell her that elephants once existed in real life?

- 10 Why was there no reaction from Lily and his father when Jonas tried to give a piece of his memory of the elephant to them?



The forces of nature

The following information reports highlight the dangers posed by storm hazards such as lightning or tornadoes.

When lightning strikes

You can experience a mild shock by rubbing your feet along carpet and then touching a metal doorknob. This is because static electricity has built up in your body. In a similar way, lightning is an example of static electricity.

The temperature at high altitudes is well below freezing and ice crystals form in thunderclouds. As they bump into one another, they create electrical charges. The negative charges in the clouds try to connect with the earth's positive charges and when the circuit is complete, lightning occurs.

Lightning occurs more than 3 million times each day, worldwide. Some lightning hits the earth, but five to ten times more occurs within the clouds. Each bolt of lightning is about five times hotter than the sun's surface.

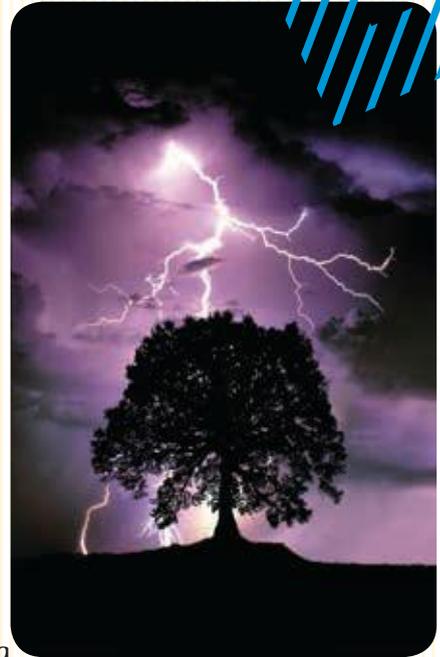
Lightning kills about 2000 people a year. A lightning strike disrupts the heart's electrical rhythm, resulting in cardiac arrest. Those who survive often experience ongoing health problems. Thousands of volts carried by the strike cause severe nerve damage which can result in memory loss, personality changes and

an inability to concentrate. Many survivors cannot even remember being struck.

The best way to avoid being hit by lightning is to be indoors. Large buildings have wiring and plumbing that can direct the current away from the occupants. Being

in a car is also safer than the outdoors so long as all the windows are closed.

Lightning tends to hit the highest object in the area, so sheltering under a tall tree gives no protection. In open areas, the safest place is somewhere low such as a ditch or among low bushes.



Responding to the text

Complete each sentence by choosing the correct answer.

1 Static electricity can be caused by:

- a ice crystals in a refrigerator
- b rubbing feet along carpet
- c high temperature

2 Each day:

- a 3 million lightning strikes hit earth
- b 2000 people are killed by lightning
- c most lightning occurs within the clouds

3 Deaths from lightning are caused by:

- a amnesia
- b cardiac arrest
- c severe nerve damage

4 Victims of lightning strikes:

- a are usually outside
- b have tried to shelter in cars
- c have crouched down in a low area

Tornadoes

Tornadoes – or twisters as they are often called – can cause massive damage because of the strong winds they produce. The speed of these winds can be anywhere between 160 and 480 kilometres per hour. Together, the wind and its rapid rotation can wipe out anything in the tornado's path. Most tornadoes only travel a distance of a few kilometres, but more destructive ones can travel over 160 kilometres before subsiding.

A twister forms when cold and warm air meet and wrap around one another. This forms a vortex or spiral-like shape, similar to water when it moves down a plug hole. The vortex or rapidly spinning tube of air connects to the ground and a cloud above it. It normally appears transparent but becomes opaque as it picks up dust and mud from the ground. In the northern hemisphere the vortex moves in an anticlockwise direction, whereas in the southern hemisphere it moves in a clockwise direction. If a tornado moves over a body of water, it resembles a waterspout reaching up to the clouds.



In 1989, an F5 tornado caused the death of approximately 1300 people in Bangladesh, making it the deadliest in living memory. Houses were destroyed, trees uprooted, cars crushed, and an estimated 800 000 people were left homeless.

Residents in tornado-prone areas are advised to build underground rooms such as basements. Luckily there is some warning of approaching danger. The sky turns to a greenish colour, and weather radars are used to detect the tornadoes and give advanced warning.

Responding to the text

1 Why are tornadoes able to cause massive damage?

2 What causes the twister to become opaque?

3 What happens when a tornado travels over a body of water?

4 What should residents in a tornado-prone area do for their safety?



Hoon driving

Hoons are drivers who break the law by intentionally driving recklessly and dangerously. Anti-hoon laws have been introduced around Australia to give police greater powers and to increase penalties. The following newspaper article explores a strategy that aims to stamp out hoon driving.

HOONS CAUGHT IN CRUSH HOUR

Police send a message to dangerous menace drivers

CASSIE ZERVOS

Police are on track to crush a record number of hoons' cars as they crack down on illegal car-meets and menace drivers.

The *Herald Sun* can reveal seven cars were crushed at a Dandenong South car yard last Friday as part of Taskforce Regarder and another is set to be destroyed this week. ...

The taskforce, made up of a team of detectives, highway patrol members and intelligence officers, works to disrupt hoon gatherings and gather evidence against highly organised offending groups.

Detective Inspector Mick Daly said of the seven crushed cars: 'These cars were forfeited for destruction after being seized by police following hoon-meets.'

'The destruction of these cars sends a very firm message to everyone out there who thinks it's OK to participate in hoon activity.'

Det Insp Daly said hoon activity was dangerous and 'not simply a bit of harmless fun'.

'We've seen these kinds of behaviours result in both death and serious injury,' he said.

'Police take these illegal actions very seriously.'

He said Victorians will face the full force of the law if drivers continue to take part in illegal hoon activity.



Detective Inspector Mick Daly with the crushed cars. Picture: David Caird

'I want everyone to take notice of the seven cars we crushed last week because this is what will happen to your car if you choose to engage in illegal hoon activity,' he said.

'Taskforce Regarder continues to actively investigate illegal hoon activity in Melbourne's south-eastern suburbs and we remain focused on stamping out this dangerous behaviour.'

'Our message to anyone out there engaging in this kind of behaviour is we see you, we'll find you, we'll charge you and we'll seize your car.'

The vehicles were destroyed at Norstar recyclers in Dandenong South. Once the cars have been crushed they are shredded and separated from steel and rubbish.

The steel is then sent to South-East Asia to be recycled.

Herald Sun

Responding to the text

1 Why are the police crushing hoon's cars?

2 Who makes up the Taskforce Regarder team?

3 What reason does Det Insp Daly give to support his comment that hoon driving is 'not simply a bit of harmless fun'?

4 Why does Det Insp Daly want everyone to 'take notice of the seven cars we crushed'?

5 What is the main focus of the taskforce?

6 What happens to the cars after they are crushed?

7 How does the photograph of Det Insp Daly reinforce the message contained in the article?

8 Give a detailed description of the cars in the background of the photograph.

9 Do you think that punishing hoon drivers by crushing their cars is a good idea? Give reasons for your answer.



Cartoonists raising awareness

Cartoonists often use their skills to raise awareness of problems in society, to comment on the actions of those in authority and to bring about change. The cartoons of Ron Tandberg and Cathy Wilcox shown here both express concern about the need to preserve our environment.



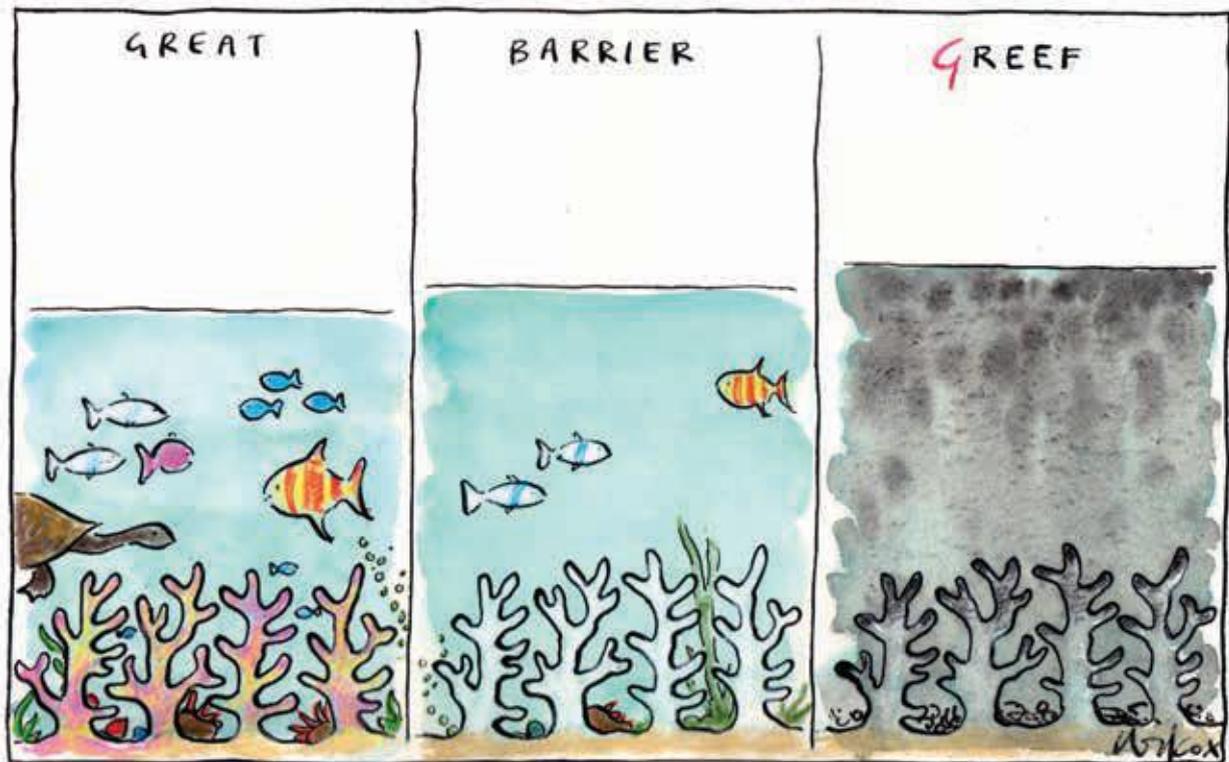
Responding to the cartoon

1 What is the cartoonist's purpose?

2 What does the cartoonist reveal about the trees along the river bed?

3 How does the cartoonist convey visually that the two figures walking up the river bank are people responsible for the watercourse?

4 What do the words in the bubble reveal about one of them?



Responding to the cartoon

1 What is the cartoonist's purpose in the cartoon?

2 Why did the cartoonist add a G to the word 'REEF'?

3 What does the first panel show about the reef in the past?

4 What is happening to the reef in the second panel?

5 Why is the viewer shocked by the third panel?

6 What visual techniques did the cartoonist use in the third panel?



Boat people

Faris, a thirteen-year-old boy, and his grandmother, Jadda, are on a fragile, rusty boat with other refugees trying to reach Australia. On their voyage they endure a terrible storm.

Storm at sea

The boat lunged again. A wave rose high above them. For seven long seconds it seemed that it would crash on top of them. Somehow the boat managed to find its way up and along it, plunging down the other side.

Scoop and throw, scoop and throw. His arms ached. His throat was salty and bitter. A woman sobbed down the other end of the boat.

Faris tried to multiply seven thousand dollars by the number of people on the boat, to keep his mind away from the lurch and crash. But all his mind could hold were waves and water.

The boat would sink. The storm would break it into twigs and rust. The passengers would slide down, down, down, into the grey water. Were the depths of the ocean storm-tossed too? Or would the water feel calm as it sucked his life ...

Jadda moved closer. 'Faris?'

He nodded, trying not to show his fear. 'Will the boat break up?'

She looked at him, her gaze clear. Jadda never lied.

That was why you couldn't ask her questions when the answers were too hard. 'Perhaps. But if it does ...' He didn't want to hear the words. This boat was all the safety in his world. But her voice was steady in his ear. 'Grab hold of anything that floats. A piece of wood. Anything to keep your head above water. A rescue ship will come,' she hesitated and added, 'perhaps.'

She took a harsh, deep breath. 'Faris, will you promise me something?'

Please will you promise?'

'Promise what?'



She spoke close to his ear again, so he could hear. 'Promise me that you will try to live. No matter what. Don't think of me. Think of your new life. Think of Australia. Never forget the Australia of your dreams. To get there you have to live! Please, promise.'

'I won't forget. I will think of Australia.' A wave reared up. They froze as somehow the boat shuddered up and past.

Jadda reached into their bag and brought out the flask of water. She held it to him. 'Drink it. Drink it all.'

We should save some for later, he thought. And then. Perhaps there won't be a later. That is why I need to drink it now. For strength, to keep going, get to Australia.

He said, 'You drink half. Then me.'

He thought she was going to refuse. But he was too old now to do his grandmother's bidding just because she said so. Instead she took a sip, then another. He knew that was all she'd take.

He took the flask and drank the rest. If fresh water could make him stronger, he could help Jadda.

He put the flask in their plastic bag. He bailed again.

Scoop and throw, scoop and throw. A man vomited. The storm carried the muck away.

Waves. Wind. Air thick with water for so long that at last even the screams and sobbing stopped.

Faris tried to keep his eyes on the tin can as he scooped the water up and out. *Think of Australia*, whispered Jadda's voice in his mind. *Don't think of the storm, the fragile rusty boat*. He tried to think of a quiet bedroom, with clean sheets. But how

could any dream help you survive when the world was ripped by storm?

The small grey boat still floated. and slowly the waves began to slacken.

At last Faris looked up. The sky was pale again, as though the darkness had fallen with the rain. A sea like a rocky plain. He turned to Jadda, to try to smile at her, to tell her that dreaming of good things worked.

He had ridden the storm without screaming. They had survived.

from *Refuge* by Jackie French

Responding to the text

1 What is the setting at the beginning of the extract?

2 What evidence can you find to show that the people smugglers had been well paid for the sea journey?

3 'His arms ached.' Why?

4 What did Faris think was going to happen?

5 'Faris, will you promise me something?' What did Jadda want him to promise?

6 '... I need to drink it now.' Why did Faris decide to drink the water?

7 What was Jadda's attitude to Faris?

8 What phrases show that the storm had blown over?



The Stolen Generations

Between 1890 and 1970 many Indigenous children were forcibly taken away from their families and placed in institutions or fostered by white families. The children who were removed under this policy became known as the Stolen Generations.

In the following description, Donna Meehan, a child of the Stolen Generations, recalls the intense heartbreak of all her family when she and her brothers were taken from their mother.

Stealing the children

As I watched the red dust swirling from behind the vehicle, I remembered we were all dressed up and on our way to the station for my first ride on the big steam train. We had always heard the faint train whistle from camp, and a few times we saw the clouds of smoke from the train, but I had never seen one close up. I sat impatiently in the back seat clicking my new shiny black shoes together and admiring the new dress I was given for the day. All my brothers also wore their new shoes with white socks, a white shirt and a little black bow tie. We knew everyone had to get dressed up to go on the train and we felt important, like little rich kids from in town who often had train rides during the holidays.

When we arrived at the station we were surprised to see so many other kids and women waiting on the platform. All the children were happy and running in between the legs of their mothers, playing tips to fill in time. It wouldn't be long before the huge powerful black train pulled into the station. We could see dirty grey smoke from the chimney pouring into the air half a mile away. It was a rare treat for us kids at camp to climb into one of the uncle's cars and be driven into town, so, when it was time to take our seat on the train, we climbed aboard jubilantly anticipating the joy ride.

It took a few minutes to decide who would have the window seat or sit near the aisle. Then we kept changing places as to who sat next to who. Mum hadn't taken her seat yet, so we all



took turns inspecting the toilet which fascinated us. We knew it wouldn't be long before the train pulled out, so we took our seats again. But we lost Sooty and Robby. When an old white woman in a red hat sat next to me, I changed seats with Barry, as she terrified me. I suddenly felt scared, and asked: 'Where's Mum?' Barry kept telling us: 'Mum'll be getting on the train in a minute.' I kept asking: 'Where's Sooty, Robby and Mum?' Barry said: 'They must be in the next car.' There were still lots of black women standing on the platform hugging one another.

With a sudden jerk, squealing of brakes and a loud puff of steam engine, the train shunted forward. Fear gripped my little heart. Barry and Widdy had bewildered looks on their faces, glancing at me and then one another. I stared out the window as we pulled out of the station. I was very confused. I saw the women standing on the platform watching us and wailing. Then

I saw her. There was my mum in her good blue dress standing next to my aunts and our old grandmother. Just standing there with tears rolling down their cheeks too fast to even wipe away. Then Mum waved a white hanky, and I pressed my face against the window pane as hard as I could, watching her. Watching until her blue dress faded into a tiny blue daub of colour. I looked back at the station as long as I could until it was out of sight.

The atmosphere of celebration and anticipation that initially filled the cabin had

vanished and there now echoed the distressed calls of fearful broken-hearted children. 'Why didn't mother and grandmother get on the train?' I cried over and over. The white woman in the red hat sat beside me with clasped hands, expressionless. Barry reassured me: 'Mum will catch the next train. I'll look after you.' But he was crying too.

from *IT IS NO SECRET: THE STORY OF A STOLEN CHILD*

by Donna Meehan

Responding to the text

1 How was Donna, the narrator, dressed for the train journey?

2 Why were Donna and her family surprised on arriving at the station?

3 What were Donna's initial feelings about going on the train journey?

4 How did Donna react when 'an old white woman' sat next to her, and why?

5 What were the women on the platform doing as the train began to move off?

6 What was Donna's mother doing as the train pulled out of the station?

7 How did the children behave after the train left without their mothers?

8 How did the white woman react to the distress of the children?

9 How did Barry try to reassure his sister?

10 'But he was crying too.' Why do you think Barry was crying?



Amazing inventions

Many inventions such as the wheel, penicillin, the automobile and the internet have changed our lives forever. Here are two inventions that illustrate the saying 'necessity is the mother of invention'.

The ballpoint pen

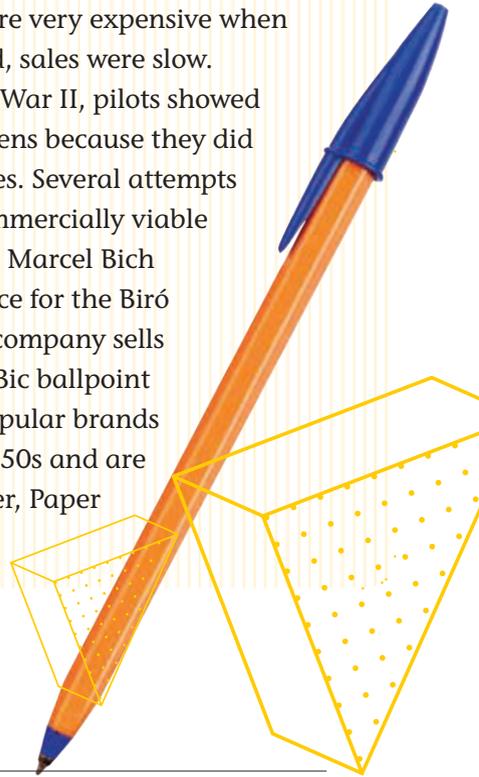
Before the ballpoint pen was invented, people wrote with nib pens. These consisted of a wooden handle and a metal nib that was dipped in ink. This could be very messy and time consuming. Later came the fountain pen, which had a bladder holding the ink, but it did not solve the problem of smudging caused by the slow-drying ink.

In the 1880s, John Loud patented a pen with a large ball at its tip to release the ink, for writing on surfaces such as wood and leather. Although this ball pen could be used on rough surfaces, it was too coarse for writing on paper. The pen was not commercially successful, and the patent eventually lapsed.

Much experimentation followed to improve the ball design. In 1938, László Biró, a Hungarian newspaper editor, was becoming frustrated by all the time he spent filling up his fountain pens and cleaning up ink smudges. He tried filling

his fountain pen with newspaper ink which he noticed dried very quickly, but the ink was too thick and clogged the pen. László and his brother saw great possibilities in adapting Loud's idea and set about finding a suitable ink and a smaller ball to stop evaporation of the ink.

Because the pens were very expensive when they were first produced, sales were slow. However, during World War II, pilots showed a preference for these pens because they did not leak at high altitudes. Several attempts followed to produce commercially viable ballpoint pens. In 1950, Marcel Bich bought the patent licence for the Biró pens and today his Bic company sells more than 200 million Bic ballpoint pens per year. Other popular brands that date back to the 1950s and are still used today are Faber, Paper Mate and Parker.



Responding to the text

- 1 What was the disadvantage of the fountain pen?

- 2 What was the problem when László Biró used newspaper ink in his pen?

- 3 Why were sales of László Biró's pens slow when the pens were first produced?

- 4 Why did World War II pilots prefer László's biro pen?

The vacuum cleaner

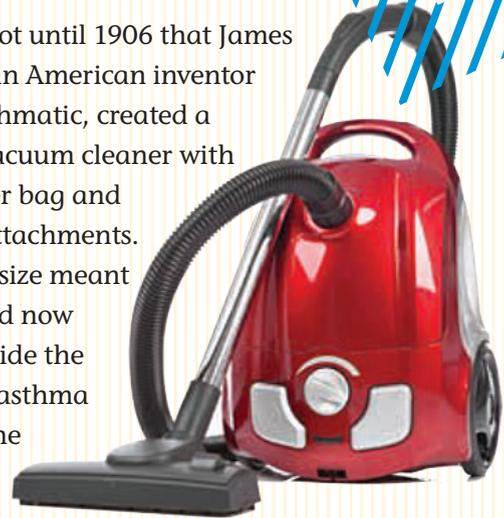
The first idea for a carpet cleaner was of a 'wonder machine' that blew dust out of carpets, a bit like the modern leaf blower. When Hubert Booth, an English engineer and inventor, realised this new device was making people sneeze, he came up with a plan to make a machine that sucked up the dust instead of blowing it. He tested his idea by placing a handkerchief on an upholstered chair, putting his mouth to it and trying to suck up as much dust as he could into the handkerchief. When he saw that dust and dirt had collected on the underside of the handkerchief, he realised that his idea of a sucking machine could be successful.

Booth's first cleaners – nicknamed 'Puffing Billy' – were so huge that they could not fit inside buildings and needed to be horse-drawn. Consequently, Booth did not try to sell the machines but instead set up a cleaning business. His vans were bright red and were parked outside the premises to be cleaned. A long hose was fed through a window and all the rooms were cleaned by the machine from the street outside. In 1901, Booth's motorised cleaner was commissioned to clean Westminster Abbey before the coronation of Edward VII.

It was not until 1906 that James Spangler, an American inventor and an asthmatic, created a portable vacuum cleaner with a cloth filter bag and cleaning attachments. Its smaller size meant that it could now be used inside the home. His asthma abated as he continued to refine

the machine. Eventually Spangler sold the idea to William Hoover, who was married to his cousin. The Hoover Company is still a major manufacturer of vacuum cleaners to this day. From 1941 to 1945, the company ceased making vacuum cleaners and converted their factory so that it could make equipment to support the war effort. They resumed production when the war ended.

Today there are many types of vacuum cleaners being produced by manufacturers, and new ideas are constantly being incorporated into their designs. One of the most popular modern vacuum cleaner brands is Dyson.



Responding to the text

- 1 Identify the simile that illustrates the action of the first carpet cleaner machine.

- 2 Why did Hubert Booth decide to create a machine that sucked?

- 3 What prevented Booth from selling his first cleaning machines?

- 4 Why was James Spangler's machine successful?

- 5 Why did the Hoover Company cease making vacuum cleaners from 1941–1945?



Metaphors in poetry

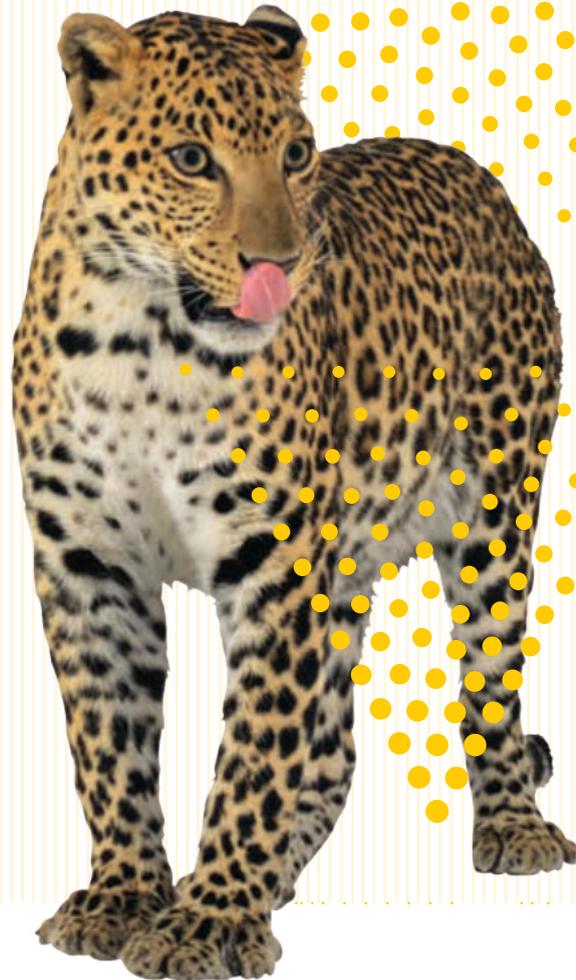
A metaphor is a comparison made between two objects by identifying one with the other. For example, a powerful car may seem to possess all the traits of a wild animal. In this poem, the poet uses an extended metaphor to compare the likeness of the Jaguar car and the jaguar wild cat.

Jaguar

Sleek-bodied,
 With gleaming flanks,
 Nature's latest model.
 Caught in the rays of the afternoon's dying sun
 For a brief moment,
 The light shining and rippling down the long smooth side.
 There she stands,
 Purring gently,
 Engine ticking over.

Then,
 Deftly, gracefully,
 She moves into first gear;
 Slides forward,
 Gathers speed;
 Until with throttle open
 She utters her full-throated roar,
 And unleashed
 Leaps across the intersection –
 Steel-muscled acrobat
 Arching through the dark.

But suddenly the light
 Thins sharply.
 She starts to brake,
 Veers swiftly to the left,
 Decelerates rapidly,
 But cannot pause
 Before the last great mounting spring ...
 And now, as she strikes,
 Her front rears up
 Agonisingly ...



A crunch of severed muscle,
Twisted sinew and seared flesh,
A splendid face ripped out of recognition.

And I wonder, with my dying breath,
That this superb machine was built
For death.

D.J. Brindley



Responding to the poem

- 1 What is the poet's purpose in the poem 'Jaguar'?

- 2 Which words in the first stanza show that the car, like the animal, is beautiful?

- 3 Which phrase in the first stanza indicates that the poet is describing a car?

- 4 Which phrase compares the sound of the Jaguar engine to that of the cat?

- 5 At the beginning of the second stanza, which words show the poet is describing a car?

- 6 Identify an example of personification in the second stanza.

- 7 In this example of personification, explain what human qualities the Jaguar has.

- 8 In the third stanza, which two phrases show that the Jaguar is trying to reduce speed?

- 9 What is happening to the car in the fourth stanza? Explain your viewpoint.

- 10 In the final stanza, which words suggest that the driver of the Jaguar was fatally injured?



Supernatural worlds

In his fantasy novel *Eragon*, novelist Christopher Paolini presents the reader with a world of dragons, magical powers and enchanted journeys. In this description, the boy Eragon performs the magical feat of riding on the back of the dragon, Saphira.

Riding a dragon

Frantic, he blocked out Saphira's emotions and watched her tail. When it flicked past him, he dashed to her side and grabbed a spike on her back. Clutching it, he pulled himself into the small hollow at the base of her neck and held on tightly as she reared again. 'Enough, Saphira!' he bellowed. Her stream of thoughts ceased abruptly. He ran a hand over her scales. 'Everything's going to be all right.' She crouched and her wings rushed upwards. They hung there for an instant, then drove down as she flung herself into the sky.

Eragon yelled as the ground dropped away and they rose above the trees. Turbulence buffeted him, snatching the breath out of his mouth. Saphira ignored his terror and banked towards the Spine. Underneath, he glimpsed the farm and the Anora River. His stomach convulsed. He tightened his arms around Saphira's neck and concentrated on the scales in front of his nose, trying not to vomit as she continued to climb. When she levelled off, he gained the courage to glance around.

The air was so cold that frost accumulated on his eyelashes. They had reached the mountains faster than he thought possible. From the air, the peaks looked like giant razor-sharp teeth waiting to slash them to ribbons. Saphira wobbled unexpectedly, and Eragon heaved over her side. He wiped his lips, tasting bile, and buried his head against her neck.

'We have to go back,' he pleaded. 'The strangers are coming to the farm. Garrow has to



be warned. Turn around!' There was no answer. He reached for her mind, but was blocked by a barrier of roiling fear and anger. Determined to make her turn around, he grimly wormed into her mental armour. He pushed at its weak places, undermined the stronger sections, and fought to make her listen, but to no avail.

Soon mountains surrounded them, forming tremendous white walls broken by granite cliffs. Blue glaciers sat between the summits like frozen rivers. Long valleys and ravines opened beneath them. He heard the dismayed screech of birds far below as Saphira soared into view. He saw a herd of woolly goats hounding from ledge to ledge on a rocky bluff.

Eragon was battered by swirling gusts from Saphira's wings, and whenever she moved her neck, he was tossed from side to side. She seemed tireless. He was afraid she was going to fly through the night. Finally, as darkness fell, she tilted into a shallow dive.

He looked ahead and saw that they were headed for a small clearing in a valley. Saphira spiralled down, leisurely drifting over the treetops. She pulled back as the ground neared, filled her wings with air, and landed on her rear legs. Her powerful muscles rippled as they

absorbed the shock of the impact. She dropped to all fours and skipped a step to keep her balance. Eragon slid off without waiting for her to fold her wings.

from *Eragon* by Christopher Paolini



Responding to the text

1 How did Eragon manage to get onto Saphira's back?

2 In the first paragraph, what does Eragon do and say to show that he is concerned for Saphira?

3 Why was Eragon afraid after 'they rose above the trees'?

4 What evidence is there to show that it was extremely cold?

5 Identify the simile that shows that the mountain peaks were steep and dangerous.

6 '... the dismayed screech of birds far below.' Why were the birds dismayed?

7 When did Saphira decide to land?

8 What technique did Saphira use for landing?

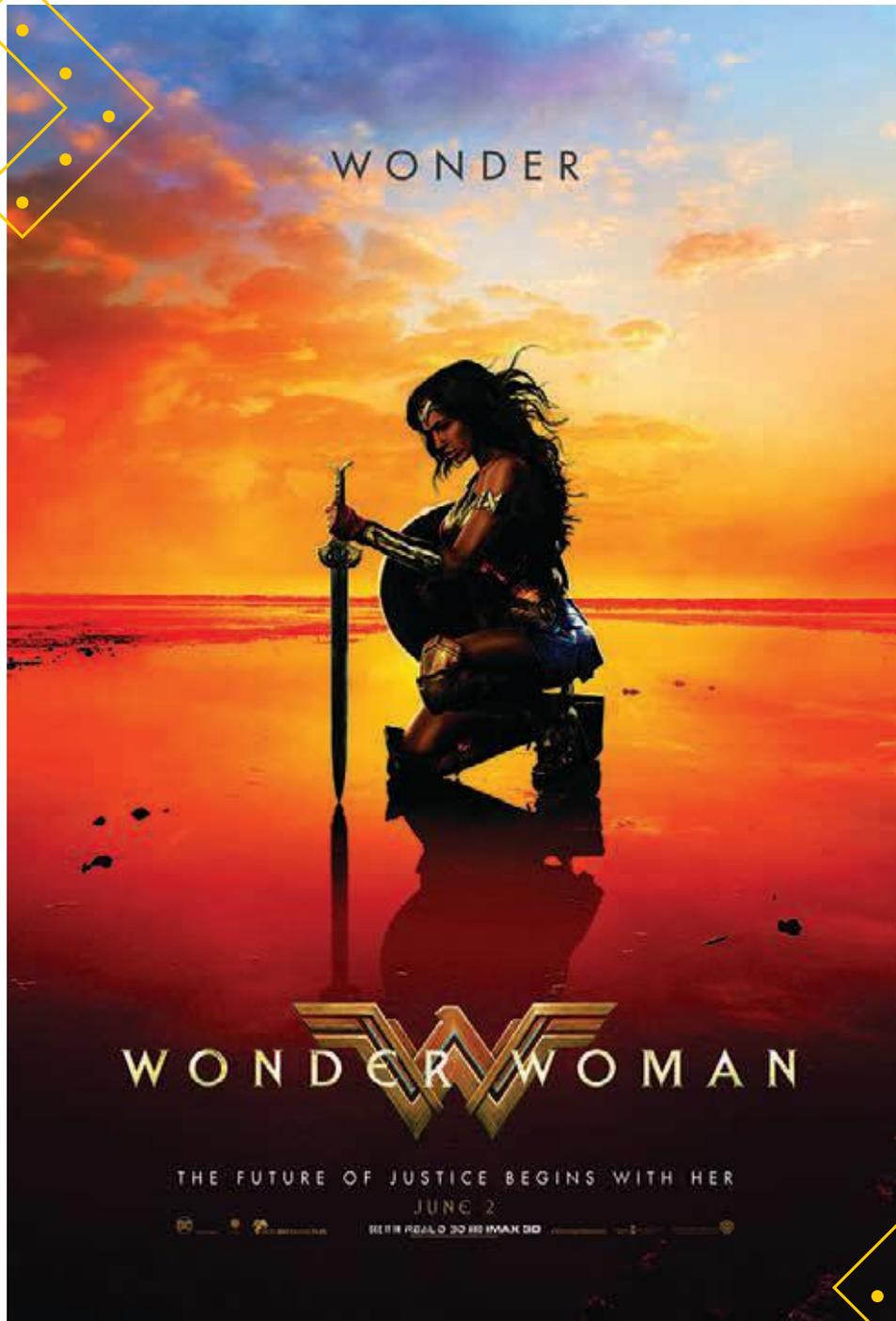
9 How is the suspense built up during the story?

10 What did Eragon do once Saphira had landed?



Film poster

The purpose of a film poster is to capture the attention of the audience in an instant and persuade them to see the film. For this reason, film posters always have a striking visual image and usually very few words. However, the poster must still convey key information about the film, such as its genre, its theme, its cast, or sometimes a special feature that gives it a distinctive edge. View this poster for the 2017 film *Wonder Woman* and read the background information about the film.



Background information

Genre: Superhero genre (drawing on elements of fantasy and adventure)

Backstory: Diana, princess of the Amazons and later to be known as Wonder Woman, grew up on the idyllic and secret island Themyscira. The island was inhabited by a race of warrior women, the Amazons, who led a peaceful existence but trained themselves for war should their home ever be discovered and attacked.

History: The adventures of Wonder Woman were originally published in comic-book form by DC Comics in 1941. The aim was to balance the dominance of male superheroes, such as Batman and Superman. Since then, Wonder Woman's only major appearances in the mass media have been in a 1970s television series and in the recent DC Universe films.

Social context today: This is the first female superhero movie to become a successful Hollywood blockbuster. Its director is the first woman ever to direct a superhero film for a major studio.

Responding to the text

Refer to both the poster and the background information to answer the questions.

- 1 From the backstory in the background information, where did Wonder Woman grow up?

- 2 In the poster, Wonder Woman is kneeling with her head bowed. What does this show about her character?

- 3 Comment on the visual effect of Wonder Woman's hair.

- 4 What does her sword, shield and armour indicate about the role of Wonder Woman in the film?

- 5 At the top of the poster, what emotion does the single word 'Wonder' evoke?

- 6 'The future of justice begins with her'. What do these words promise about the impact of Wonder Woman?

- 7 Wonder Woman appears almost as a silhouette against a bright orange background, making it difficult to distinguish her features. What impression of her does this give the audience?

- 8 Does this poster make you want to see the film? Why or why not?



Surf's up

Lockie Leonard is never happier than when he is out surfing, but when a pod of dolphins makes friends with him he finds life just plain inspiring.

Dolphins

Lockie Leonard shook the spray from his eyes, adjusted himself on the board and kept paddling as the wave rolled past and collapsed with a bum-tlinging thud on the sandbar. Out of the cool mist another swell rose all seething and motley-green and shot six glistening, giggling missiles into the sky. They twisted in the air and came spearing straight at him. Lockie stopped paddling and stared. As any halfwit knows, of course, this is not such a smart thing to do when a big horrie wave is bearing down on you like a cement truck. But the human torpedo couldn't help himself. Dolphin! Alright!

He watched them stall and turn in perfect formation, cutting white slices through the skin of the water, curving back on themselves the way no human surfer could even hope to. They romped and skylarked. They arched their backs, pulled in their flukes and buried themselves deep in the meat of the wave until they were surfing underwater, riding the inner force of the wave. Now that was desperately cool, no question. Lockie was stoked. He hooted as the dolphins suddenly cartwheeled out the back of the wave, but no one heard him because half a second after he opened his mouth, the whole motley-green business fell on him with a roar and he went straight to the bottom, yodelling all the way.

He bounced along the seabed, his wetsuit filling with sand, seaweed and small marine creatures, as his board dragged him by its twanging leg rope. Hmm, life as a prawn net. He startled several flathead, overturned a turban shell with the tip of his funny bone and began to make some sort of effort towards saving his

life. When he finally found the foaming surface and honked the entire Southern Ocean out of his left nostril, he simply couldn't manage to feel sorry for himself.

The sea went calm. Lockie clawed back out into deep water and lay still. He panted like a spaniel. All of a sudden a dolphin spouted beside him, then another, and then a whole whooshing crew of them were around him, whirling and leaping. They surrounded him mischievously, teasing and skiting like a bunch of little brothers lit up on red Smarties and Coke. Diving, they disappeared for a second and charged up from beneath him to swerve at the very last moment and whack their tails on the surface. Then, to rub it in a bit more, they leapt in formation right over him again and again, wagging their heads and giving him the eyeball.

In the end they came back and lazed around, cheeping and clicking so close that he ran his hands down their slick flanks and began to laugh in amazement. It was just plain *inspiring*. There was no other word he could think of to describe it. In a brilliant, glassy swell, out on his own with a mob of mad dolphins. Did it get any better than this?

from *Lockie Leonard Legend* by Tim Winton



Responding to the text

1 Where is the action taking place?

2 ‘... shot six glistening, giggling missiles into the sky.’ Explain the metaphor.

3 Which description of the dolphins suggests they could pose a danger to Lockie?

4 What does the simile ‘like a cement truck’ suggest about the wave?

5 Lockie hooted at the dolphins. Why did no one hear him?

6 What happened to Lockie on the seabed?

7 What did Lockie do after he reached the ‘foaming surface’?

8 How did the dolphins interact with Lockie when they reappeared beside him?

9 What sound words can you find in the final paragraph that describe the sounds made by the dolphins?

10 What were Lockie’s feelings about the behaviour of the dolphins?



Diary novels

Many famous novels including *Dracula*, *Robinson Crusoe* and *Pamela* have been published in the narrative form of a series of diary entries. This use of diary entries, as shown in *The Secret Diary of Adrian Mole Aged 13¾* and *The Diary of a Teenage Health Freak*, has been very successful in a variety of novels written for teenagers.

Adrian Mole in trouble

Thursday March 12th

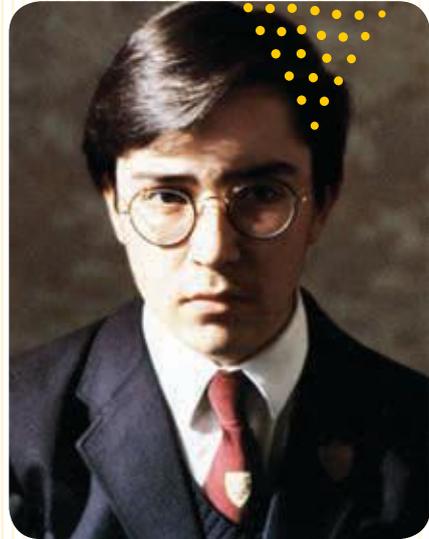
Woke up this morning to find my face covered in huge red spots. My mother said they were caused by nerves but I am still convinced that my diet is inadequate.

We have been eating a lot of boil-in-the bag stuff lately. Perhaps I am allergic to plastic. My mother rang Dr Gray's receptionist to make an appointment, but the earliest he can see me is next Monday! For all he knows I could have lassa fever and be spreading it all around the district! I told my mother that I was an emergency case but she said I was 'overreacting as usual'. She said a few spots didn't mean I was dying. I couldn't believe it when she said that she was going to work as usual. Surely her child should come before her job?

I rang my grandma and she came around in a taxi and took me to her house and put me to bed. I am there now. It is very clean and peaceful. I am wearing my dead grandad's pyjamas. I have just had a bowl of barley and beef soup. It is my first proper nourishment for weeks.

I expect there will be a row when my mother comes home and finds that I have gone. But frankly, my dear diary, I don't give a damn.

from *The Secret Diary of Adrian Mole Aged 13¾* by Sue Townsend



Responding to the text

1 Why was Adrian alarmed when he first woke up?

2 What was Adrian's mother's attitude to Adrian and his illness?

3 How did Adrian react to his mother going to work as usual?

4 How did Adrian's grandmother react to his phone call to her?

5 What did you learn about Adrian's character after reading this entry in his diary?

The biology lesson

Wednesday January 9th

The biology teacher set me off today. Going on and on about how wonderful and efficient our heart is, giving 80 beats per minute, which makes 3 billion pumps during a whole lifetime. Estimated mine's already done 80 times 60 times 24 times 365 times 14 = 588,672,000 beats. (My calculator ran out of space – need a better one.) Worried about all this work my heart's already done; felt sure it would never last out. Asked Mrs Smellie whether I was likely to have a heart attack in the afternoon's cross-country run. After all, Grandad died of heart attack running for a bus last year. Know he was eighty but was dead worried it might run in the family. Smellie said not to be stupid. Exercise is good for the heart and helps stop heart attacks when we're older – just like NOT smoking does.



She never misses a chance of telling us how wonderful NOT smoking is. Said the odds of me dying from a heart attack at my age are less than one in a million anyway.

from The Diary of a Teenage Health Freak by Adrian Macfarlane

Responding to the text

1 What does this diary entry reveal about the diarist's teacher, Mrs Smellie?

2 Why is the heart such an amazing organ?

3 Why was the diarist concerned about the afternoon's cross-country run?

4 What prompted the diarist to think about his grandfather?

5 What did you learn about the diarist from this diary entry?



Out of the past

Fascinating insights into the past are often presented to us when ordinary people, by pure chance, discover ancient marvels that have remained untouched for thousands of years.

The amazing Iceman

On 19 September 1991, two German tourists were walking off the path on the Austrian-Italian border in the Ötztal Alps when they unexpectedly came upon a frozen body, which they assumed must be that of a recently deceased mountaineer. They immediately notified authorities to report their discovery. Because of where the body was found, it was given the nickname of Ötzi.

The first people on the scene used a jackhammer and ice axes to try to release the body from the ice, but – fortunately – bad weather prevented them from doing further damage. Once it was realised that the body was far older than first thought, it was removed with far greater care.

In fact, it turned out that Ötzi had died during the Copper Age, approximately 5300 years ago. Ötzi's body was so remarkably well preserved that scientists have been able to find out many fascinating facts about the way he lived. By taking different measurements of the body, scientists believe that he was approximately 1.65 metres tall, weighed about 61 kilograms and was about 45 years old. This was a good age considering the short life expectancy in the Copper Age.

He wore a cloak of woven grass and his cap, coat, leg coverings and shoes were all made of animal skins. His shoes were waterproof and wide and stuffed with grass, making them good for walking through snow. A pouch hung from his belt and this contained a scraper, a drill, a thin piece of flint and a bone tool for piercing holes. Other items found near the body included a copper axe, a knife with a flint blade, a longbow and a quiver with fourteen arrows.



An artist's interpretation of Iceman's last moments

Body measurements, X-rays and dating have revealed that his joints were worn, he had gallstones, hardened arteries and a growth on his little toe, probably caused by frostbite. His gut contained eggs of the whipworm and he had a dangerous amount of arsenic in his body. He surely had suffered toothache because of bad tooth decay and advanced gum disease. Examination of a fingernail found 'Beau's lines', which are deep lines that indicate he had been seriously ill in the months prior to his death. Scientists have also discovered signs of Lyme disease, an illness transmitted by ticks.

Ötzi's body was covered in 61 tattoos, mainly of straight lines and crosses. These were made by cutting the skin and rubbing in ash and soot. His stomach contents showed that his last meal included grains and the meat of an ibex, a wild goat.

At first it was believed that Ötzi had died from exposure during a snowstorm. In 2001, X-rays and a CT scan showed that he had an arrowhead lodged in his left shoulder but that the shaft had

been removed before he died. A dent in his skull shows that he had received a significant blow and researchers are unsure whether this was the cause of death or the fact that he may have bled to death from the arrow wound. Cuts to his hands, wrists and chest indicated that Ötzi had been involved in a fight, which probably led to his death either from the arrow wound or the blow to his head.

Ötzi's body was found about 100 metres into Italy, but the original studies took place at Innsbruck University in Austria. Today, his body and belongings are displayed in the South Tyrol Museum of Archaeology in Italy. It is housed in a specially designed cold cell and can be viewed through a small window. Great care has been taken to preserve and restore his equipment and clothing.

Responding to the text

1 Whom did the tourists believe they had found?

2 Why was the frozen body given the name Ötzi?

3 Why was the arrival of bad weather 'fortunate'?

4 To be 45 years old was 'a good age'. What evidence was there to support this statement?

5 Why were his shoes good for walking through snow?

6 What were most of his clothes made of?

7 What evidence showed that Ötzi was well prepared for hunting?

8 Why was Ötzi likely to have had a heart attack or a stroke if he had lived longer?

9 'Ötzi's body was covered in 61 tattoos...'. How were these made?

10 What evidence is there to show that 'Ötzi's food included plant and animal components'?

11 Initially, how did people believe Ötzi had died?

12 What was Ötzi's likely cause of death?



Interview with an author

Morris Gleitzman, one of Australia's most popular authors, has written over 40 successful books for young people. In this interview he talks about why he became a writer and what it means to him.

An interview with Morris Gleitzman

How long have you been writing?

I started my professional writing career at 17 when I sold a short story to *Dolly* magazine – a moving story of love, loss and redemption. I was particularly moved when I saw my name in print for the first time. That was 41 years ago.

What inspired you to write for children?

For the first ten years of my career I was a freelance screenwriter, writing movies and TV comedy, mostly for adults but sometimes for children.

Towards the end of that time I started meeting young characters in my imagination who brought with them slightly more challenging stories, and at first I wasn't quite sure what to do with them.

How did you make your start in writing for children?

I wrote a TV film called *The Other Facts of Life* for the Australian Children's Television Foundation. A publisher asked me to turn it into a book. I was supporting a young family at the time, and I knew that most authors barely made enough money to feed their budgies, let alone themselves, so I couldn't see myself being able to leave screenwriting. But I couldn't resist the chance to discover what it would feel like to write a book. It felt great. I loved being able to go deep into the thoughts and feelings of the characters.

What other genres have you written in?

I've written a lot of newspaper and magazine columns over the years – they give me the chance to have fun and be silly. People assume I do this with my books, but under the funny surfaces my books are actually very serious.



Why do you write?

It's my job. It's also a process that has kept me sane, reasonably balanced and given me a constructive focus for my obsessive tendencies. It's one of the few jobs where one can drink fine Chinese tea all day and spend as much time as one needs to keeping one's office kitchen scrupulously tidy with all the tea canisters lined up neatly and grouped in Chinese provinces with sub-groupings based on the time of year each tea was picked and ... sorry, what was the question?

Oh yes, I also write because I want to show by example that our imaginations are capable of creating happiness and hope, even when a peek out the window confirms that not a lot of it is going on outside.

What's a typical writing day?

There are two parts to an author's job – roaming the world talking about what you do, and sitting at a desk doing it. Desk time for me also has two

parts – writing, and running the small business that an author is.

What advice do you have for others on writing for children?

You know if you have young voices inside you needing to be heard. If you do, practise your craft skills until you can be the best ambassador for those voices that you're capable of being. If you

don't, have another look, they might be hiding. If they're not there, don't try to write for children, not even when people tell you it's the way to go because JK makes billions.

What else do you love to do, other than write books?

Read. Travel. Drink tea. Walk. Tidy things up.

from www.kids-bookreview.com

Responding to the text

1 What was the first piece of writing Morris Gleitzman had published?

2 What did he do in the first ten years of his career?

3 What did he love about writing his first book for children?

4 What does he see as the difference between his books and the newspaper and magazine columns he has written?

5 Morris Gleitzman says that writing gives him 'a constructive focus for my obsessive tendencies'. What funny examples does he give to show his obsession with his canisters of Chinese tea?

6 'You know if you have young voices inside you needing to be heard.' What advice does Morris Gleitzman have for writers who *don't* hear young voices inside them?

7 From this interview, why do you think Morris Gleitzman's books are so popular with his readers?

8 What is your favourite Morris Gleitzman book? Why?



A hard life

In the following extract from *Toad Rage*, Morris Gleitzman shows in a humorous way the trials and tribulations of Limpy the cane toad.

Limpy on highway patrol

'Uncle Bart,' said Limpy. 'Why do humans hate us?'

Uncle Bart looked down at Limpy and smiled fondly.

'Stack me, Limpy,' he chuckled, 'you are an idiot.'

Limpy felt his warts prickle with indignation as Uncle Bart hopped onto the road after a bull ant.

No wonder I've never heard any other cane toad ask that question, thought Limpy, if that's the reply you get.

Limpy was glad the grass at the edge of the highway was taller than he was. At least the millions of insects flying around the railway crossing light couldn't see who Uncle Bart was calling an idiot.

'Humans don't hate us,' Uncle Bart was saying, his mouth full of bull ant and grasshopper. 'What are you on about? Stack me, some of the dopey ideas you youngsters come up with ...'

Limpy waited patiently for Uncle Bart to finish. Uncle Bart was his fattest uncle, and his bossiest. When Uncle Bart had a point to make, he liked to keep on making it until you gave in and looked convinced.

Tonight, though, Limpy didn't give in.

He didn't have to. When Uncle Bart was getting his mucus in a knot about how humans definitely didn't hate cane toads, a truck came roaring round the corner in a blaze of lights, straightened up, rumbled through the railway crossing, swerved across the road straight at Uncle Bart, and drove over him.

Limpy trembled in the grass while the truck thundered past in a cloud of diesel fumes and



flying grit. Then he hopped onto the road and looked down at what was left of Uncle Bart.

The light overhead was very bright because it had a whole railway crossing to illuminate, and Limpy was able to see very clearly that Uncle Bart wasn't his fattest uncle anymore.

Flattest, more like, he thought sadly.

'See,' he said quietly to Uncle Bart. 'That's what I'm on about.'

'Har har har,' chortled a nearby grasshopper. 'Your uncle's a place mat. Serves him right.'

Limpy ignored the grasshopper and turned to watch the truck speeding away into the darkness. From the movement of its tail lights he could tell it was weaving from side to side. Each time it weaved, he heard the distant 'pop' of another relative being run over.

'Yay,' shouted the grasshopper. 'More place mats.'

Limpy sighed.

He decided not to eat the grasshopper. Mum was always warning him he'd get a belly ache if he ate when he was upset or angry.

To take his mind off Uncle Bart, Limpy crossed the road to have a look at Uncle Roly.

Uncle Roly was extremely flat too, but at least he was smiling.

Which is what you'd expect, thought Limpy sadly, from your kindest uncle, even when he has been dead for two nights.

Limpy reached forward and gently prodded Uncle Roly. He was dry and stiff. The hot Queensland sun had done its job.

Limpy remembered how Uncle Roly had never been dry and stiff when he was alive. He'd always

had a warm smile for everyone, even the family of holidaymakers two evenings ago who'd purposely aimed their car straight for him down the wrong side of the road.

'Oh, Uncle Roly,' whispered Limpy. 'Couldn't you see the way they were looking at you?'

Limpy shuddered as he remembered the scary expressions on the holidaymakers' faces. It was exactly the same look of hatred that had been on the face of the truck driver who'd tried to kill Limpy when he was little.

from *Toad Rage* by Morris Gleitzman

Responding to the text

1 Why did Uncle Bart hop onto the road?

2 What was Uncle Bart's belief about humans?

3 What comments did Limpy make about his Uncle Bart's character?

4 How was Uncle Bart killed?

5 What did Limpy do after Uncle Bart was killed?

6 How do you know that the grasshopper didn't like cane toads?

7 Why didn't Limpy eat the grasshopper?

8 What was the distant 'pop' that Limpy could hear?

9 What does this passage show about the attitude of humans to cane toads?



Poems from real life

'Mid-term break' is an autobiographical poem written by the poet Seamus Heaney. It focuses on the death of his younger brother, Christopher, who was four years old when he died after being hit by a car. At the time, the poet himself was only fourteen years old and away at boarding school.

The poem depicts the sorrow of the poet's family and friends. It is Heaney's detailed observations of the grieving family's tragic loss that makes it so moving.

Mid-term break

I sat all morning in the college sick bay
Counting bells knelling classes to a close.
At two o'clock our neighbours drove me home.

In the porch I met my father crying –
He had always taken funerals in his stride –
And Big Jim Evans saying it was a hard blow.

The baby cooed and laughed and rocked the pram
When I came in, and I was embarrassed
By old men standing up to shake my hand

And tell me they were 'sorry for my trouble'.
Whispers informed strangers I was the eldest,
Away at school, as my mother held my hand

In hers and coughed out angry tearless sighs.
At ten o'clock the ambulance arrived
With the corpse, stanced and bandaged by the nurses.

Next morning I went up into the room. Snowdrops
And candles soothed the bedside; I saw him
For the first time in six weeks. Paler now,

Wearing a poppy bruise on his left temple,
He lay in the four-foot box as in his cot.
No gaudy scars, the bumper knocked him clear.

A four-foot box, a foot for every year.

Seamus Heaney

Responding to the text

1 What does the title suggest the poem will be about?

2 As the poem begins, how does the poet create a sense of isolation?

3 In the first stanza, how does the poet create a sense of time passing?

4 What is unusual about the behaviour of the boy's father?

5 Which verbs show that the baby seemed unaware of the grief and sadness?

6 Why did the boy feel embarrassed?

7 How did the boy's mother react to the death of her young son?

8 How did the boy's younger brother die?

9 Write down the words that reveal the age of the dead child.

10 What is the mood of the poem?

11 What is the poet's purpose in this poem?



A war of words

Conflict involves some form of struggle, clash or contest. It can be physical or verbal or both. In this extract from *Don't Call Me Ishmael!*, the conflict between Barry Bagsley, the school bully, and new student James Scobie takes place in a school classroom.

Defeating a bully with words

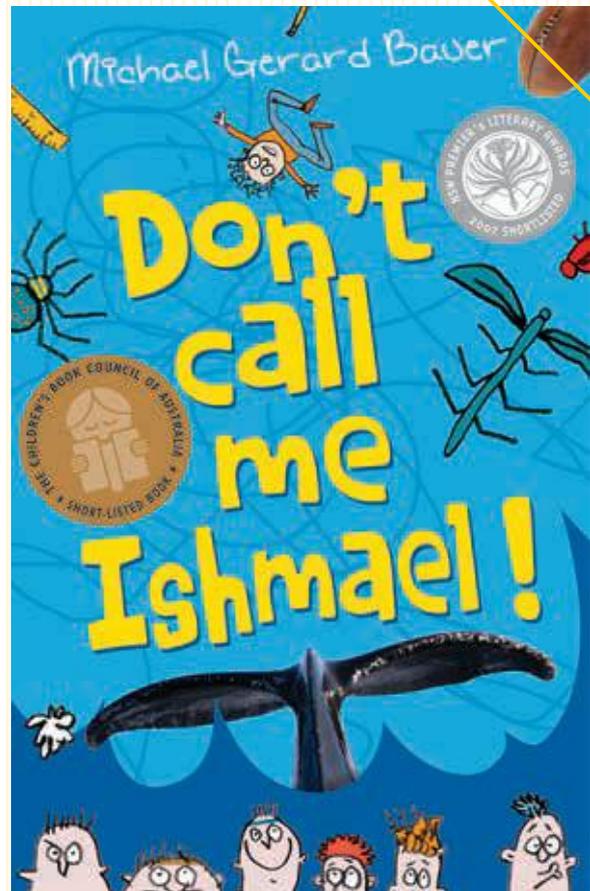
There was a battle going on before our eyes, but it wasn't like the Western shootout I had imagined earlier – this was more like a boxing match. In the black corner was Barry 'The Annihilator' Bagsley wielding the haymakers that had left all his previous opponents bruised and bloodied and ducking for cover. In the white corner was James 'No Fear' Scobie letting the big punches whoosh past his face before moving in to prod and jab. Of course I didn't believe for a second that James Scobie could actually knock Barry Bagsley out, but he was landing some scoring punches and a room full of learned judges were marking them all down.

At this point, Barry Bagsley's patience (if there even was such a thing) had become as thin as the hair on great-uncle Darryl's head. (Which was pretty thin considering that whatever hair he had was forced to stretch from just about his left ear, right across his bare spotty scalp to the other side of his head.) Anyway, where was I? Oh right, Barry Bagsley's patience, or rather lack of it. Barry Bagsley leant forward again and jabbed his index finger in the middle of James Scobie's puny chest, where he tapped out an ominous beat as he spoke.

'Mate, if I *wanted* to, I could *snap* you in *half* like a *pretzel*. So if you're *not* afraid like you *say*, you *should* be.'

Whoosh! Another Bagsley haymaker sailed past James Scobie's nose.

'Look!' said James Scobie with a little impatience of his own, 'I'm sure you are very



tough and brave – after all, you have to look at yourself in the mirror every day ...'

Jab!

'... and perhaps I *should* be afraid of you, because if it's true as they say, and "a little knowledge is dangerous", then I suppose that you must be absolutely lethal ...'

Jab!

Around the room, eyebrows were raised, jaws dropped and points were added to scoring cards.

Barry Bagsley stared at James Scobie with the look of someone who knew he'd been insulted but wasn't sure exactly how or to what degree.

'... but I'm sorry,' Scobie continued unfazed. 'I'm not afraid. It has nothing to do with you. It's because of this.'

With that he brushed his hair up over his left temple. A big oval-shaped scar sat above his ear. He turned around so that everyone could see it.

'What's that, then? Where they removed ya brain?'

Whoosh!

'No, if someone had his brain removed – even someone like yourself with as much grey matter as a spectrum –'

Jab!

'... it would result in a much larger scar than this. Although when I think about it, in a case like yours, keyhole surgery probably would be sufficient.'

Jab!

'No,' continued James Scobie casually, 'this was the result of removing a brain tumour.'

Silence crept around the room like a beaten dog.

'Aw, I get it,' said Barry Bagsley, his voice dripping with contempt. 'We all have to feel sorry for ya, do we, and hold ya hand and wipe ya bum for you 'cause you're sick, is that it?'

'Not at all,' James Scobie said, as if the idea surprised him.

'I'm fine now. The tumour is gone. It's just there was a slight side-effect to the operation.'

'What, it turned you into a dork?'

Whoosh!

'No, if that were the case, we'd be best friends.'

Jab!

from *Don't Call Me Ishmael!* by Michael Bauer

Responding to the text

- 1 Before the fight began, why did it seem likely Bagsley would win?

- 2 How did 'No Fear' Scobie prove that he was as good as his boxing name?

- 3 'I'm sure you are very tough and brave –' How did Scobie use this statement to ridicule Bagsley?

- 4 What unusual medical reason did Scobie give for not being afraid of Bagsley?

- 5 '... this was more like a boxing match.' Two words are repeated throughout the extract. Identify the words and explain their link to a boxing match.

- 6 In this extract, how did Bagsley react when Scobie used the weapon of sarcastic humour against him?

- 7 Throughout this verbal battle, what does the author reveal about Scobie's character?

The curse of Tutankhamun

Over the years, millions of tourists have visited the pyramids in Egypt's Valley of the Kings. Here is an account of the fascinating story behind the discovery of Tutankhamun's tomb.

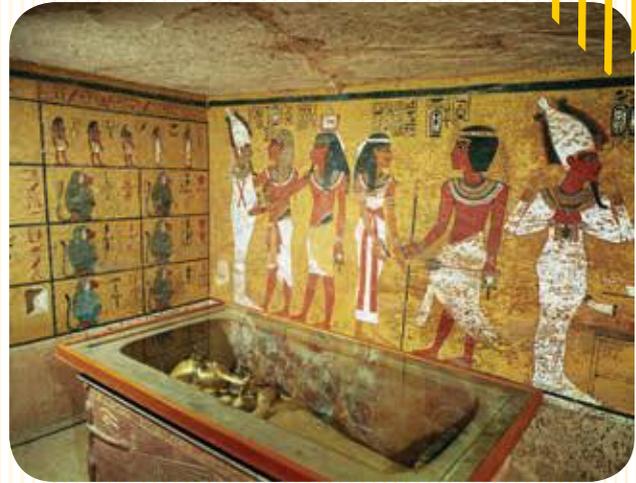
Discovering Tutankhamun's tomb

Egyptian pyramids have always held great fascination for foreigners, but no one knew the extent of the incredible treasures hidden deep inside them. That was until 1922, when British archaeologist Howard Carter finally discovered a passageway into the tightly sealed chambers of the tomb of the 'boy king' Tutankhamun. The contents of the tomb had been untouched for 3000 years.

Carter immediately sent a telegram to Lord Carnarvon, who had provided funds for Carter's expeditions, to alert him to the discovery. It wasn't until Lord Carnarvon arrived at Tutankhamun's tomb in the Valley of the Kings in February 1923 that Carter made a hole in the seal and shone an electric torch into the first chamber. Carter later wrote: *Surely never before in the whole history of excavation has such an amazing sight been seen as the light of our torch revealed to us. Imagine how the objects appeared to us as we looked down upon them from our spy-hole in the blocked doorway, casting the beam of light from our torch – the first light that had pierced the darkness for three thousand years – from one group of objects to another in a vain attempt to interpret the treasure that lay before us. The effect was bewildering, overwhelming.*

When Carter and Lord Carnarvon broke through the door to the chamber, they saw three ornate couches and two life-sized figures of a king. Then, as their eyes adjusted to the darkness, they discovered hundreds of priceless treasures including vases, caskets, beds, chairs, boxes, a throne and even chariots. All the objects were encrusted with precious jewels.

This room turned out to be merely the ante-chamber because there was no coffin or mummy.



Inside the tomb of Tutankhamun

After the search party broke through another door, they discovered that there were four rooms altogether, the inner room being the burial chamber. It was painted a bright yellow and had scenes from King Tutankhamun's life on the walls. In it were a solid-gold coffin and the mummified body of the king. A golden mask had been placed on his face.

The main purpose of the mask was to provide the pharaoh's spirit with strength so that it could defeat evil spirits during its journey to the afterlife. To ensure that the afterlife was reached, elaborate ceremonies had to be performed and the body needed to be mummified. Because the pharaohs were rich, they were assured of these expensive rites and could fill their tombs with treasures that could be used in the next world.

Most of the tombs of the pharaohs were stripped of such treasures by tomb robbers, even though it was thought that curses were often written above the passageways in Egyptian

hieroglyphics. One newspaper reported that the curse found in Tutankhamun's tomb stated: *They who enter this sacred tomb shall swift be visited by wings of death.* In fact, no such inscription was found, but the newspapers of the time spread the idea that anyone going into the tomb would be afflicted with illness or death.

The first reported death was of Lord Carnarvon himself, only five months after Carter's discovery of the tomb. It was thought that he died of blood poisoning after he was bitten by a mosquito and

the bite became infected. Other deaths, illnesses and even suicides were attributed to the 'Curse of Tutankhamun', but of course there was no curse and people associated with the tomb generally lived for an average length of time. The famous writer Sir Henry Rider Haggard had no time for people who believed in curses. In 1923, he wrote in a newspaper: *All this talk about Lord Carnarvon having been brought to his end by magic is dangerous nonsense.* The belief today is that Lord Carnarvon probably died from a lung infection.

Responding to the text

1 How had Lord Carnarvon helped bring about the discovery of the tomb?

2 How do you know that Carter appreciated Lord Carnarvon's help?

3 How did Carter feel when he first saw the treasures through the spy-hole?

4 Quote evidence to show no one had entered the tomb since it had been sealed.

5 How had all the priceless treasures in the tomb been enriched?

6 What was on the walls of the burial chamber?

7 'A golden mask had been placed on his face'. What was the purpose of this mask?

8 Why had the pharaoh's body been mummified?

9 Why were the tombs of pharaohs filled with treasures?

10 Why was the tomb of Tutankhamun different from most of the other tombs?

11 What was the 'Curse of Tutankhamun' as reported by the newspapers?



Frankenstein's monster

Mary Shelley's novel *Frankenstein* was published in 1818. It belongs to the genre of horror fiction. The passage below is from Leonore Fleischer's novel based on the screenplay of Mary Shelley's *Frankenstein*. Victor Frankenstein, the doctor, is about to discover that he had created a monster.

The creature comes to life

Victor walked slowly over to his creation and looked in through the head porthole. The body lay still; its arms and legs floating quietly in the biogenic fluid. Nothing was moving. No life.

Victor's shoulders slumped wearily. It was finished; he had done everything he knew how to do, and all of it in vain. He had cared for the body, he had found the parts it needed to be whole. He had provided the three basics – heat, power, nutrients. And nothing had worked. All his theorising, all his research, all his labour, had in the end come to nothing. So Victor Frankenstein was not a genius after all. He was nothing but a failure. Disappointment flooded through him, filling his mouth with the bitter taste of ashes.

Slowly he turned and walked away, unwilling to look again at the sarcophagus and its dead contents. He knew he would have to clean up the laboratory, dispose of the contents of the sarcophagus, but not now. He couldn't bear to think of it now. All he wanted now was to sleep.

Almost imperceptibly, the Creature's hand tapped on the glass of the porthole. Inside the sarcophagus the Creature's eyes, filled with panic, opened wide, and he banged on the glass again.

Hearing the sound, Victor turned. Could he be imagining it? No; it was true.

The metal sarcophagus was beginning to convulse, to shake madly, as though something very powerful was trying to get out.

Victor's face lit up like a flame; his eyes shone like twin beacons. His exhaustion was forgotten in a surge of gleeful exaltation.



A still from the film *Mary Shelley's Frankenstein*, 1994

'It's alive! It's alive!'

With his heart pounding, Victor raced toward the sarcophagus, which was now quaking violently as the Creature's convulsing body and head beat at the porthole again and again. Swiftly, he pulled out and discarded the acupuncture needles one at a time. He unscrewed the lid, and reached into the main lock, but before he could get to them the lead bolts snapped, so great was the power exerted against them from inside the sarcophagus.

Suddenly, the lid burst off, sending Victor toppling backward into the spill tank as a wave of amniotic fluid surged out to drench him. The lid of the sarcophagus flew through the lab knocking down shelves and crashing into equipment, breaking the glass retorts and beakers into hundreds of glistening shards. Finally ending up near the door, the lid knocked the shelf with Victor's greatcoat on it onto the floor.

Another loud clap of thunder sounded, and a jagged bolt of lightning suddenly illuminated the

garret. Victor stared aghast at the sarcophagus. What power was this that could do so much damage? Slowly he got to his feet and walked towards the now motionless vat, coming up to the side of it. He looked in, anticipating that his creation was alive, but everything inside was still; there was no sign of life.

Suddenly, with no warning the Creature reared up in Victor's face, his slippery hands grabbing for his creator. As he did, the sarcophagus began to topple off its rail and tipped over onto its side. Victor and the Creature went flying across the spill tank, landing in the centre of the sticky fluid.

from *Mary Shelley's Frankenstein* by Leonore Fleischer

Responding to the text

- 1 In the first paragraph, what is emphasised about the body?

- 2 'Victor's shoulders slumped wearily.' Why?

- 3 What feelings was Victor experiencing?

- 4 Where is the action of this scene taking place?

- 5 What first indication did the Creature give that it had come to life?

- 6 After Victor heard the second sound and turned, what did he see?

- 7 How did Victor initially react to the Creature's coming to life?

- 8 When Victor unscrewed the lid, how was the Creature's great power shown?

- 9 How does the weather play a role in increasing the impact of the Creature's coming to life?

- 10 What happened when Victor looked in the vat?



Speeches – injustice

Throughout history, speeches have brought about major changes in human destiny through the speaker's powerful and persuasive delivery. Powerful speeches are often about injustice, appealing to the audience's emotions and projecting a powerful message.

Here are two examples of speeches about injustice. The first example is part of a speech made in 1805 by Chief Red Jacket to white missionaries. In it he condemns how the white settlers have stolen the lands and destroyed the way of life of the American Indians.

'You have got our country'

Listen to what we say. There was a time when our forefathers owned this great island. The Great Spirit had made it for the use of Indians. He had created the buffalo, the deer, and other animals for food. He made the bear and the beaver and their skins served us for clothing. He had scattered them over the country, and taught us how to take them. He had caused the earth to produce corn for bread. All this he had done for his red children because he loved them. But an evil day came upon us; your forefathers crossed the great waters, and landed on this island. Their numbers were small; they found friends, and not enemies; they told us they had fled from their own country for fear of wicked men, and come here to enjoy their religion. They asked for a small seat; we took pity on them, granted their request, and they sat down amongst us; we gave them corn and meat; they gave us poison in return. The white people had now found our country; tidings were carried back, and more came amongst us; yet we did not fear them, we took them to be friends; they called us brothers; we believed them, and gave them a larger seat. At length, their numbers had greatly increased; they wanted more land; they wanted our country. Our eyes were opened, and our minds became uneasy. Wars took place and many of our people were destroyed. They also brought strong liquor among us; it was strong and powerful, and has slain thousands.



You have now become a great people, and we have scarcely a place left to spread our blankets; you have got our country.

Chief Red Jacket, 1805

Responding to the text

- 1 What did chief Red Jacket reveal about the way of life of the American Indians in the first part of his speech?

2 How did the American Indians treat the first white settlers?

3 '... tidings were carried back'. What major problem soon occurred?

4 The settlers 'brought strong liquor among us'. What was the result?

5 What was Chief Red Jacket's purpose in this speech?

Sojourner Truth was born a black slave in 1797. After she gained her freedom under the New York Emancipation Act of 1817, she spent the rest of her life speaking and fighting for the rights of black people and for women's rights.

Born a slave

That man over there say a woman needs to be helped into carriages and lifted over ditches, and to have the best place everywhere. Nobody ever helped me into carriages or over mud puddles or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man was better than me. And ain't I a woman? I could work as much and eat as much as a man – when I could get to it – and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried with my mother's grief, none but Jesus heard me! And ain't I a woman?

Sojourner Truth, 1851

Responding to the text

1 At the beginning of Sojourner's speech, what contrast is there between the man's view of how women should be treated and her personal experience?

2 'Look at me! Look at my arm!' Why did Sojourner draw the audience's attention to her physical strength?

3 What emotional suffering did she endure as a slave?

4 What have you learned about the character of the speaker?



Interesting idioms

Idioms are sayings or expressions that are a vital part of our language and of our everyday speech. The literal meaning of an idiom is not the same as its true meaning. For example, if someone says 'it is raining cats and dogs', we know that it means it is raining heavily.

Mad as a hatter

You have probably heard the saying that someone is 'as mad as a hatter'. Hatters or hat makers today are certainly not mad. But many years ago, hatters suffered from mercury poisoning because of the ill effects of the compounds they used in making their hats.

In the 1800s and early 1900s, hat makers used chemicals to strengthen the felt in hats. One of the chemicals was mercurous nitrate. Today we know that mercury is very dangerous, but in previous centuries people were unaware that prolonged exposure to mercury fumes could cause mercury poisoning or that mercury could be absorbed through the skin. Such poisoning can result in dramatic physical and emotional changes in the victim. Because many hatters walked with a lurching motion, experienced tremors and spoke in a rambling manner due to mercury poisoning, they were thought to be mad.

In Lewis Carroll's novel *Alice's Adventures in Wonderland*, written in 1865, the Hatter character is said to have similar traits of madness.



Responding to the text

1 Why did early hatters need to use mercury?

2 How did the hatters become poisoned?

3 What was the effect of the mercury poisoning on the way the hatters walked?

4 How did the mercury poisoning affect the hatters' speech?

5 How did the hatter become a famous character in literature?

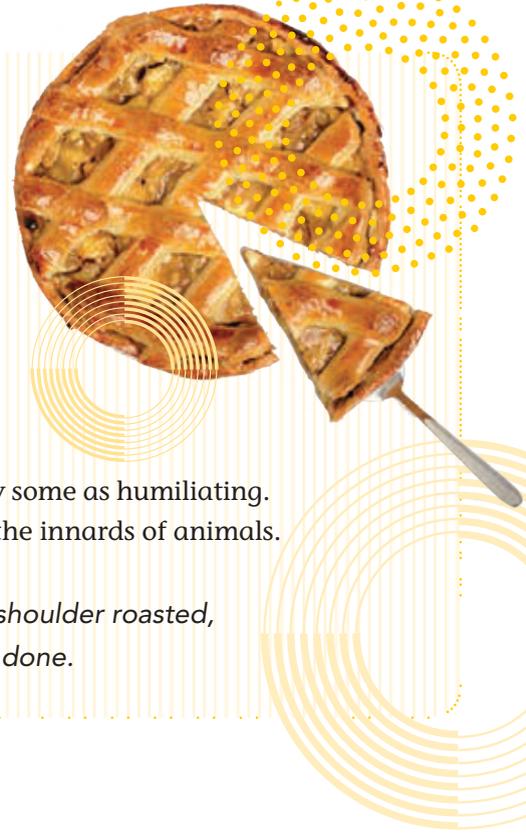
To eat humble pie

If we 'eat humble pie' it means we admit that we were wrong and need to apologise for making a mistake.

Today, the innards of an animal such as the heart, liver or entrails are called 'offal', but in the 14th century they were known as 'numbles', and by the 15th century the word had changed to 'umble'. Hunting deer was a popular pastime at the time and the day would usually finish with a feast given by the lord of the manor. He would receive the finest cut of the meat, but the offal was not wasted. Instead it was cooked and used in a pie for the lower-ranked guests. So, to receive 'umble pie' was seen by some as humiliating.

Umble pie was nevertheless a popular and inexpensive way of using the innards of animals. The famous diarist Samuel Pepys wrote in his diary on 5 July 1662:

I have some venison given me a day or two ago, and so I had a shoulder roasted, another baked, and the umbles baked in a pie, and all very well done.



Responding to the text

1 What is today's meaning of 'to eat humble pie'?

2 What were the ingredients of 'the umble pie'?

3 How were the lower-ranked guests treated at the feast following a deer hunt?

To get the sack

If someone 'gets the sack' today, it means that they have been dismissed or fired from their job. The expression first came into existence 500 years ago when workers moving from job to job would carry the tools they needed in a sack or bag. When the job was completed, the workers would gather their tools together, put them in a sack and move on. Over time, the words have passed into modern usage and now refer to an employee being asked to leave their job and move on.

Responding to the text

1 What does the expression 'to get the sack' mean today?

2 In earlier times, why did workers need a sack?

3 How has the meaning changed over the past 500 years?



Lost and alone

When Ricky Megee was left stranded in the outback, he was forced to eat crickets, grasshoppers, frogs and leeches to keep himself alive. In this passage he describes the diet that enabled him to survive 71 days in the blistering heat.

Survival in the desert

Crickets were the first really crunchy thing that I tried, but definitely not the last. They made a nice change from the softness of the mushy vegetation I'd become accustomed to. Being so small and crunchy, all the unlucky munchkins I could grab hold of I swallowed whole. I pulled off their heads and chewed the rest down as fast as I could, so I didn't have to dwell on what I was actually eating.

Grasshoppers were pretty crunchy as well. I didn't really appreciate the sensation of the legs and wings tickling the insides of my cheeks – they were too spindly for my liking. To counter that, I pulled off their limbs and just ate the body, which made them more palatable.

Adopting that method, I happily included them on the growing list of appetisers. After noticing how plentiful they were around the dam, they were a welcome distraction from all the sizeable animals that seemed to be avoiding me so successfully.

Not bad, not bad at all, and they tasted better by the growing handful. They had a bit more flavour and were a bit meatier than crickets, even minus the arms and legs. More fulfilling and easier to digest.

Both insects twisted around plenty if I didn't swallow fast. They never went out without a struggle, but the end result was always the same. To me the crickets and grasshoppers were dead once I pulled their heads off, but they weren't so easily convinced. They wriggled around in my mouth until my teeth crushed their brittle bodies into bite-sized pieces.

Some people wince at the thought of eating crickets and grasshoppers, but they really are quite all right.

from *Left for Dead* by Ricky Megee with Greg McLean



Responding to the text

1 Why did the narrator like eating crickets?

2 Why did the narrator chew the crickets as fast as possible?

3 Why wasn't the narrator able to eat 'sizeable animals'?

4 Why did he like to eat grasshoppers more than crickets?

5 What problems did the narrator have in eating grasshoppers and crickets?



PART 4

WRITING

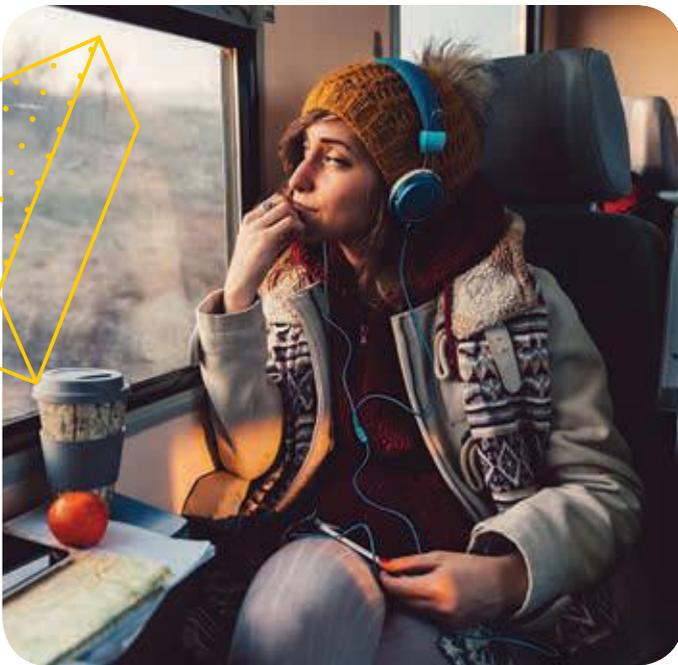


Life experiences

Imagine that you are the person in one of these photos. Use the starter questions below to think about your life as if you are that person and put yourself in their shoes.

- Where were you born? What is your name?
- What was your childhood like?
- What sort of person are you?
- What kind of experiences did you have that helped to shape who you are now?

Write in the first person and describe a significant incident that has occurred at some time in your life. Explain how you felt about it and why it has had a lasting effect on you.



Appealing to the senses

Good writers actively use the five senses – sight, sound, touch, taste and smell – in their writing. This is particularly important in descriptive writing. Sometimes we focus on just the sense of sight, so we describe how things look without thinking about the other senses. In the following passage, the writer has used some of the senses to give his writing greater vitality.



Rain

The tropical rain fell in drenching sheets, hammering the corrugated roof of the clinic building, roaring down the metal gutters, splashing on the ground in a torrent. Roberta Carter sighed, and stared out the window. From the clinic, she could hardly see the beach or the ocean beyond, cloaked in low fog.

from *Jurassic Park* by Michael Crichton

In a paragraph or two, write a description that involves one or more of the five senses. Choose one of these topics or use one of your own.

- Bushwalk
- The city at night
- Skydiving
- An underwater experience
- Winter
- Birthday party
- Pollution
- A school excursion
- Eating out
