

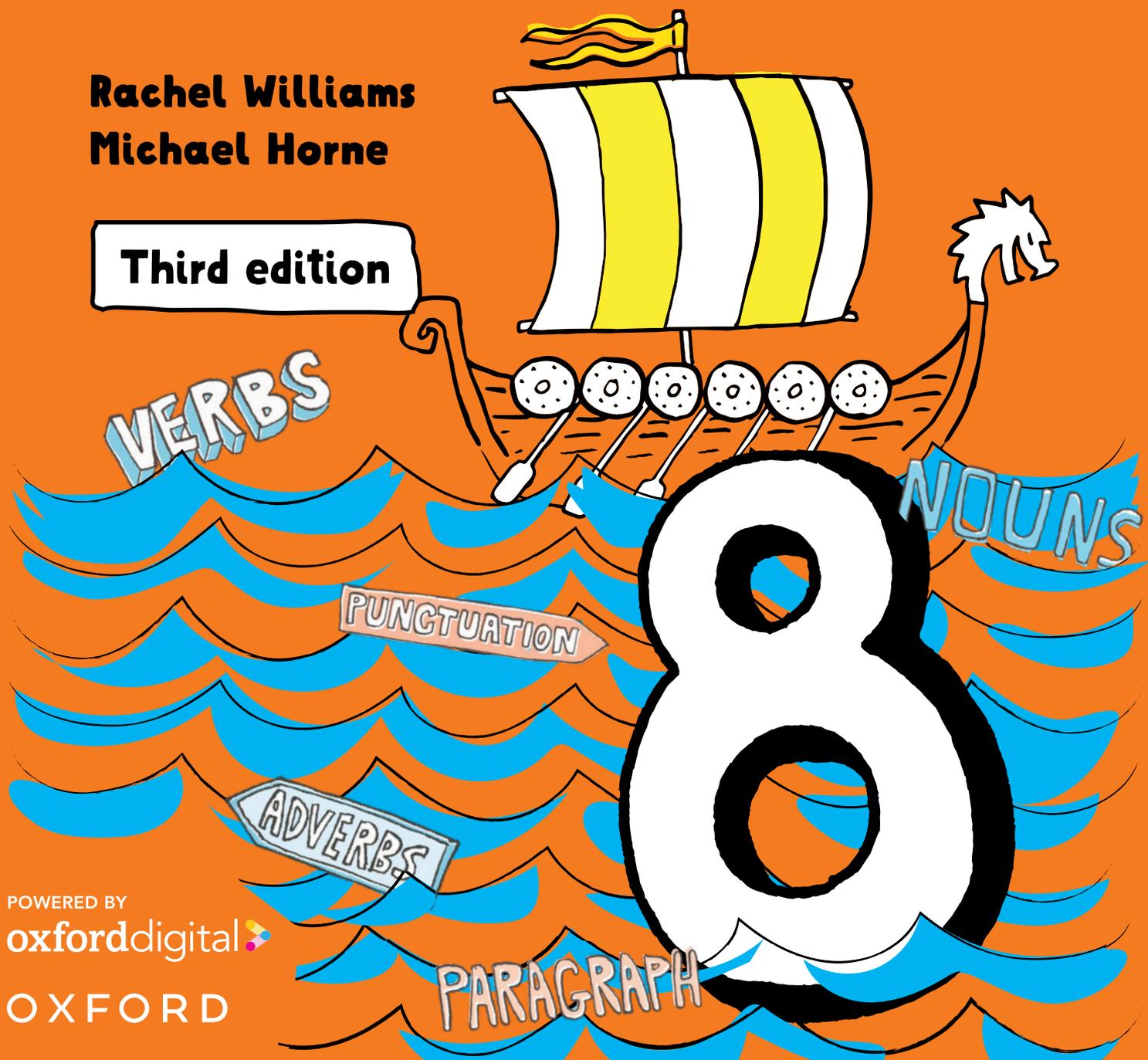
OXFORD

MyEnglish

Western Australian Curriculum

Rachel Williams
Michael Horne

Third edition



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



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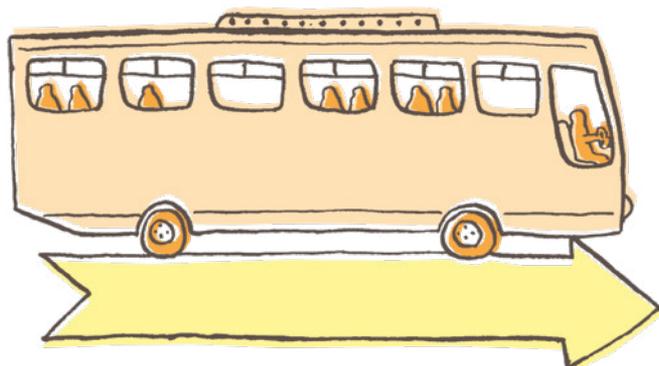
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Oxford MyEnglish is an integrated print and digital resource designed to support the teaching and learning of English skills for students of all abilities, in every classroom. The comprehensive and highly adaptable series offers students flexibility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

Key features of Student Workbooks

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

UNIT 1 CONCRETE, ABSTRACT AND COLLECTIVE NOUNS

IN FOCUS

Common nouns name ordinary things such as places, people, feelings, ideas and things. They can be further categorised as **concrete**, **abstract** or **collective**.

- A **concrete noun** names anything that you can physically see, hear, touch, taste or smell.
- An **abstract noun** names qualities, feelings or ideas. A **modal noun** is an abstract noun that expresses the possibility or probability of something occurring.

certainty, likelihood, chance, possibility, requirement

- A **collective noun** is a noun that names groups or collections of things.

team, class, group, *patrol* (of geese), herd (of sheep)

Noun phrases

Nouns are individual words but they are often combined with other words to form **noun phrases**. A noun phrase is a noun plus a **determiner** (and/or a **modifier**).

- A **determiner** can be an article (the, a, an), a possessive pronoun (his, their, his, hers, theirs) or a number (ten, two, three). The determiner determines what the noun is.

She caught a great wave on the boogie board.

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

some Apples, dark room, difficult essay, the boy who gave me this

TOUR TOWN 1.1

1 Choose the correct concrete or abstract noun from the list and write it into the appropriate space in this passage. Some words are used more than once.

game teams full time morning opportunities win attacks

The _____ [C/A] had been a close one, with both _____ [C/A] playing well and scoring in the first half. The Blues had played a more attacking _____ [C/A], with their centre midfield running hard all _____ [C/A]. However, the Cougars had made better use of their _____ [C/A], converting more forward _____ [C/A] into goals. Both teams had defended well all _____ [C/A], and now as _____ [C/A] approached, the players were clearly wary but all desperate for a _____ [C/A].

2 Now, read through your completed passage and decide whether each noun is an abstract noun (A) or a concrete noun (C).

TOUR TOWN 1.2

Decide whether each noun is a concrete or abstract noun. Write each answer in the space provided, and then identify whether it is collective (C), modal (M) or neither (N).

1 competition _____ C/M/N [2]	5 possibility _____ C/M/N [2]
2 probability _____ C/M/N [2]	6 classroom _____ C/M/N [2]
3 flock _____ C/M/N [2]	7 illness _____ C/M/N [2]
4 police _____ C/M/N [2]	8 dancer _____ C/M/N [2]

TOUR TOWN 1.3

Choose a collective noun from the list and place it next to its appropriate noun. You may need to do some research.

Congregation herd raft mob plague pod wisdom nest

1 _____ of ducks [1]	5 _____ of alligators [1]
2 _____ of locusts [1]	6 _____ of loads [1]
3 _____ of emus [1]	7 _____ of antelope [1]
4 _____ of whales [1]	8 _____ of wombats [1]

TOUR TOWN 1.4

1 Add an appropriate determiner and adjective modifier to each of the nouns. An example has been done for you.

our massive ship

a _____ distance [2]	d _____ mountain [2]
b _____ Canberra [2]	e _____ class [2]
c _____ phone call [2]	f _____ flight [2]

2 Highlight the modifier in each of these noun phrases.

a an interesting book	d our newly refurbished fireplace
b two floating clouds	e the other side
c the ceiling that was cracked	f Henry's shed that was orange

IN CONTEXT

One True Thing

Nicole Hayes

There's only a week before the election launch and Mum needs us to 'fill in the gaps beside her'. Not her words - Harry's. He says it's important that Mum's constituents see who she is when she's not at work, that although we're not running for election (as a family that's what ends up happening anyway, and in that spirit, I guess, Mum called for some Mulvaney-Webb time, which meant tonight the dinner table is full. Mum and Dad, Luke and me, and Sarah, because well, it's Sarah, and she's been 'hanging out with us for as long as I can remember. She doesn't have kids, or a life, as she says dryly, so we pretty much always sit the table for her when we're doing the family thing. It's the first time we've all eaten together in days and we're about to talk into Dad's champagne and baby speech crotch when Harry shows up with a bottle of wine and his usual strained expression, though tonight it seems closer to stifled panic. You might as well sit down, Mum says, continuing to eat, because I'm not going anywhere until after dinner! Harry is already half-casual when she asks, This, that's a good one! So, we need some gap-filling. He cooks his head at Luke and me. School athletics track opening ceremony tomorrow, he says. Perfect family moment. Mum shakes her head. To either side for the social campaign to sport, she says, and winks at me. We don't want to wear you out. Mum knows she can drag me into a handful of events when it's crucial, but she also knows that if it were a choice between attending one of her public events - particularly the ceremonial, speech-giving, hand-daking type that drag on forever - and, say, amputating a limb without anaesthetic, I'd probably hunt to lose a coin.

(Australian House, 2015, pp. 43-4)

TOUR TOWN 10.1

Comprehension

- 1 What does Harry say is important? [1]
- 2 What does Harry mean by 'fill in the gaps beside her'? [1]
- 3 Who is at the dinner table? [1]
- 4 Who do you think Sarah is? [1]

5 What does Harry want the family to do? [1]

6 Why does Frankie's mum not agree? [1]

Context

7 Highlight all of the conjunctions in the extract. Then write them in the appropriate column.

Coordinating conjunctions	Subordinating conjunctions

8 This sentence contains the subordinating conjunction 'although'. Highlight the independent clause in one colour and the dependent clause in a different colour. [2]

He says it's important that Mum's constituents see who she is when she's not at work, that although we're not running for election 'as a family' that's what ends up happening anyway.

9 What is another subordinating conjunction that Hayes could have used? [1]

10 a Highlight the conjunction in this sentence: 'Mum knows she can drag me into a handful of events when it's crucial, but she also knows that if it were a choice ...' [1]

b What does this conjunction tell you about what Frankie's mum understands about Frankie's involvement in the election campaign? [2]

11 How would you describe the Mulvaney-Webb family? Do they seem close, distant or somewhere in between? What makes you say this? [2]

Structure

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

Introduction boxes

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

Comprehension

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

In Context

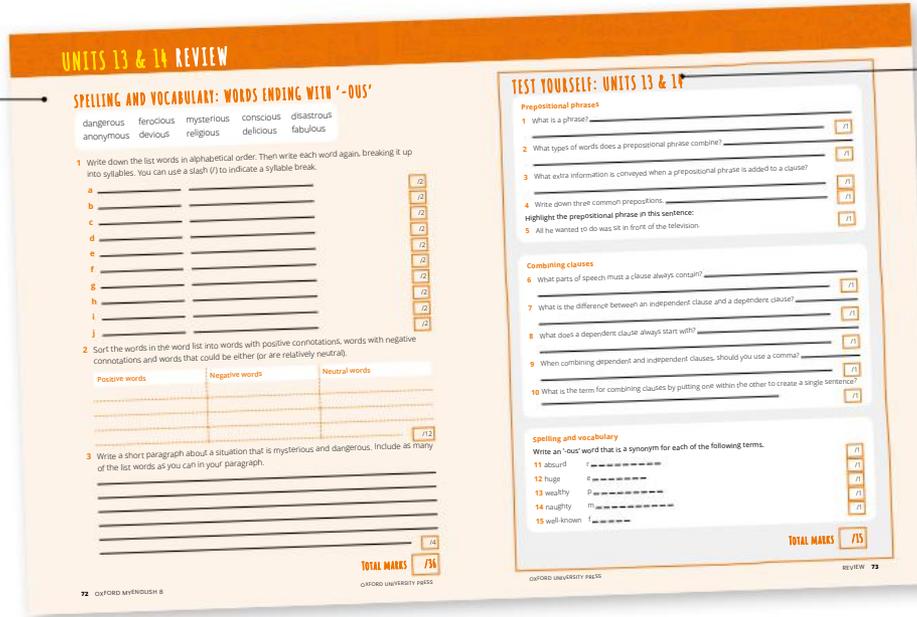
- Students apply skills in the context of a range of topical text extracts.

Text extracts

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

Spelling and vocabulary

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

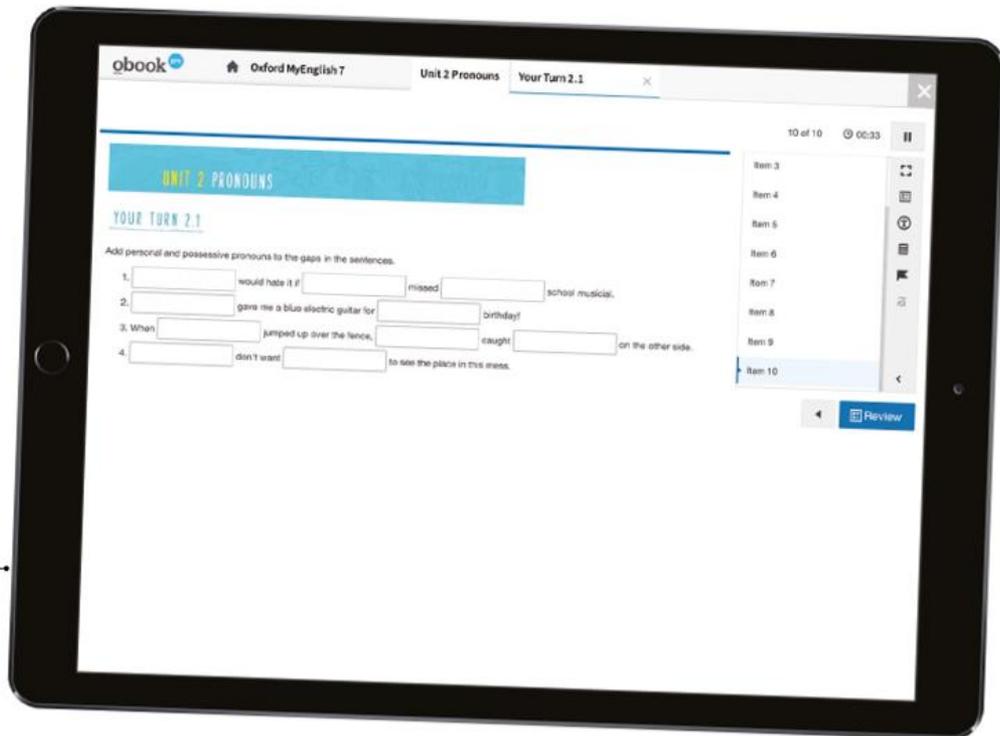


Test Yourself

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

Digital workbook

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



Key features of Student obook pro

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

Unit quizzes

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

Video tutorials

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

Quizlet

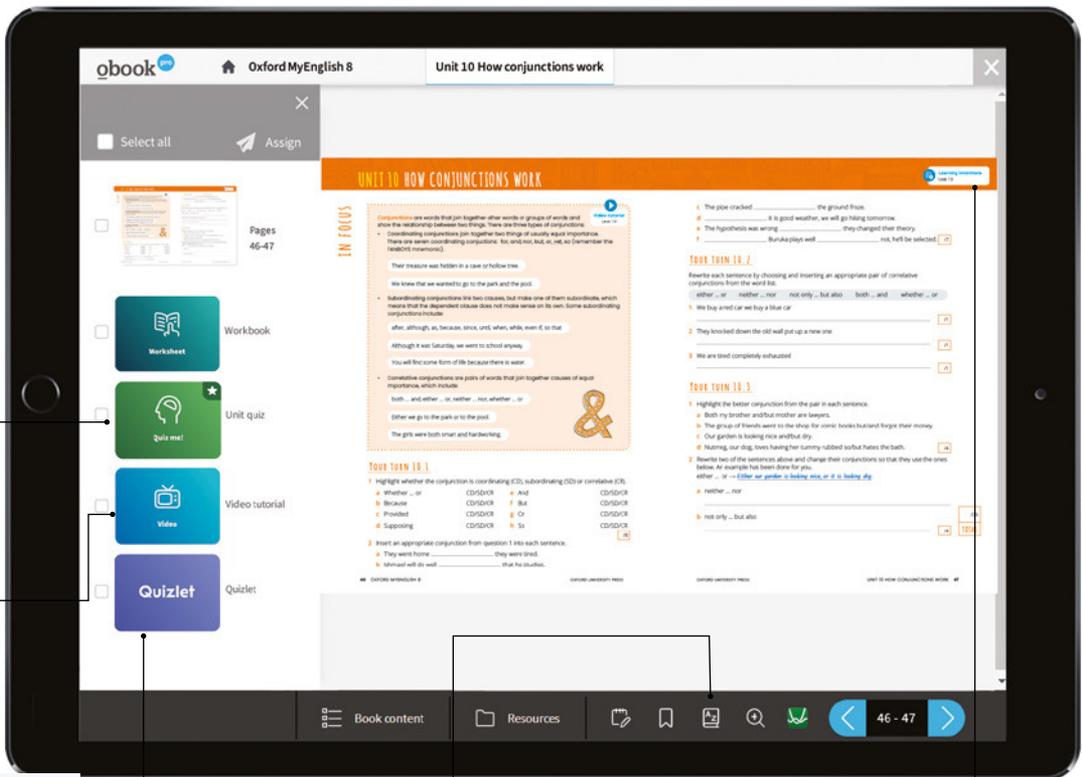
- Quizlet sets allow students to revise glossary terms by playing various flashcard games, or competing against classmates in live-scored quizzes.

Integrated dictionary

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

Learning intentions

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

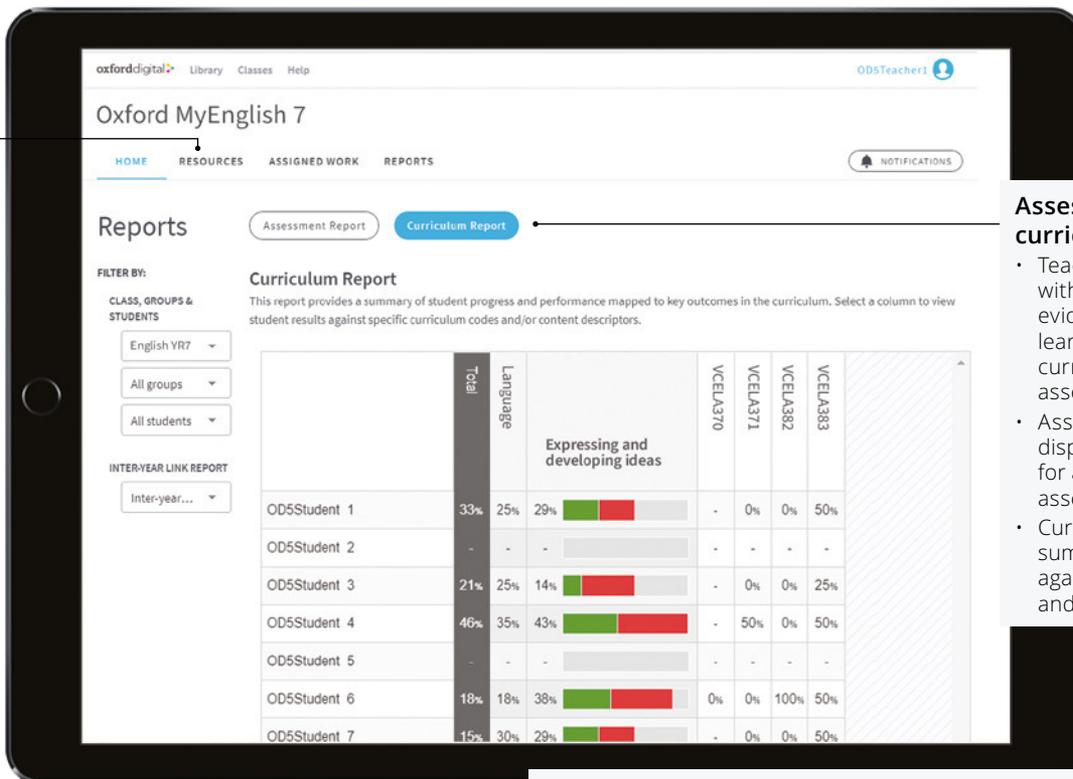


- > Integrated *Australian Concise Oxford Dictionary* look-up feature
- > Video tutorials for each unit
- > Interactive assessments to consolidate understanding
- > Integrated Quizlet sets, including real-time online quizzes with live leaderboards
- > Access to online assessment results to track progress

Benefits for students

Key features of Teacher obook pro

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



Assessment and curriculum reports

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

Additional resources

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

Inter-year links

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

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

Benefits for teachers

ACKNOWLEDGEMENTS

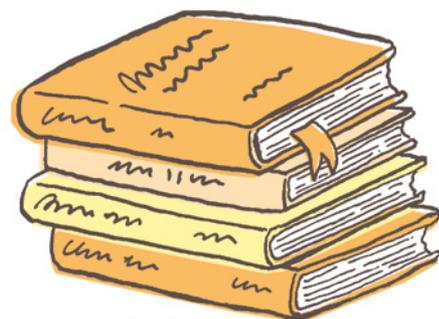
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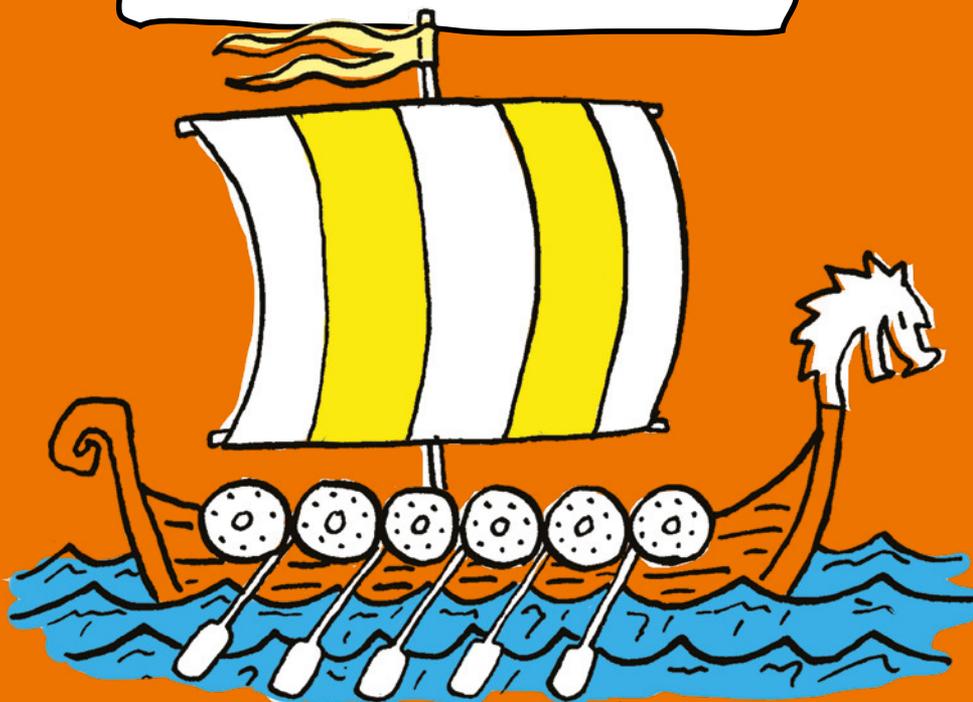
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PART A



Using words



UNIT 1 CONCRETE, ABSTRACT AND COLLECTIVE NOUNS

IN FOCUS



Video tutorial
Unit 1

Common nouns name ordinary things such as places, people, feelings, ideas and things. They can be further categorised as **concrete**, **abstract** or **collective**.

- A concrete noun names anything that you can physically see, hear, touch, taste or smell.
- An abstract noun names qualities, feelings or ideas. A **modal noun** is an abstract noun that expresses the possibility or probability of something occurring.

certainty, likelihood, chance, possibility, requirement

- A collective noun is a noun that names groups or collections of things.

team, class, group, gaggle (of geese), herd (of sheep)

Noun phrases

Nouns are individual words but they are often combined with other words to form **noun phrases**. A noun phrase is a noun plus a **determiner** and/or a **modifier**.

- A determiner can be an **article** (the, a, an); a personal or possessive pronoun (this, that, his, hers, theirs) or a number (ten, two, three). The determiner determines what the noun is.

She caught a great wave on the boogie board.

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

some apples, dark room, difficult essay, the boy who gave me this

YOUR TURN 1.1

- 1 Choose the correct concrete or abstract noun from the list and write it into the appropriate space in this passage. Some words are used more than once.

game teams full time morning opportunities win attacks

The _____ [C/A] had been a close one, with both _____ [C/A] playing well and scoring in the first half. The Blues had played a more attacking _____ [C/A], with their centre midfield running hard all _____ [C/A]. However, the Cougars had made better use of their _____ [C/A], converting more forward _____ [C/A] into goals. Both teams had defended well all _____ [C/A], and now as _____ [C/A] approached, the players were clearly weary but all desperate for a _____ [C/A].

/9

- 2 Now, read through your completed passage and decide whether each noun is an abstract noun (A) or a concrete noun (C).

/9



YOUR TURN 1.2

Decide whether each noun is a concrete or abstract noun. Write each answer in the space provided, and then identify whether it is collective (C), modal (M) or neither (N).

- | | | | |
|---------------------------|---------------------------------|---------------------------|---------------------------------|
| 1 competition _____ C/M/N | <input type="text" value="/2"/> | 5 possibility _____ C/M/N | <input type="text" value="/2"/> |
| 2 probability _____ C/M/N | <input type="text" value="/2"/> | 6 classroom _____ C/M/N | <input type="text" value="/2"/> |
| 3 flock _____ C/M/N | <input type="text" value="/2"/> | 7 illness _____ C/M/N | <input type="text" value="/2"/> |
| 4 police _____ C/M/N | <input type="text" value="/2"/> | 8 dancer _____ C/M/N | <input type="text" value="/2"/> |

YOUR TURN 1.3

Choose a collective noun from the list and place it next to its appropriate noun. You may need to do some research.

congregation herd raft mob plague pod wisdom nest

- | | | | |
|--------------------|---------------------------------|-----------------------|---------------------------------|
| 1 _____ of ducks | <input type="text" value="/1"/> | 5 _____ of alligators | <input type="text" value="/1"/> |
| 2 _____ of locusts | <input type="text" value="/1"/> | 6 _____ of toads | <input type="text" value="/1"/> |
| 3 _____ of emus | <input type="text" value="/1"/> | 7 _____ of antelope | <input type="text" value="/1"/> |
| 4 _____ of whales | <input type="text" value="/1"/> | 8 _____ of wombats | <input type="text" value="/1"/> |

YOUR TURN 1.4

- 1 Add an appropriate determiner and adjective modifier to each of the nouns. An example has been done for you.

_____ *our massive* _____ ship

- | | | | |
|--------------------|---------------------------------|------------------|---------------------------------|
| a _____ distance | <input type="text" value="/2"/> | d _____ mountain | <input type="text" value="/2"/> |
| b _____ Canberra | <input type="text" value="/2"/> | e _____ class | <input type="text" value="/2"/> |
| c _____ phone call | <input type="text" value="/2"/> | f _____ flight | <input type="text" value="/2"/> |

- 2 Highlight the modifier in each of these noun phrases.

- | | | |
|--------------------------------|-----------------------------------|----------------------------------|
| a an interesting book | d our newly refurbished fireplace | <input type="text" value="/60"/> |
| b two floating clouds | e the other side | |
| c the ceiling that was cracked | f Henry's shed that was orange | |

TOTAL

UNIT 1 CONCRETE, ABSTRACT AND COLLECTIVE NOUNS

They Came on Viking Ships

Jackie French

Once the wound was bound and the boy had stopped snivelling, the witch accepted a horn of ale and a barley cake with cheese and looked around the hut.

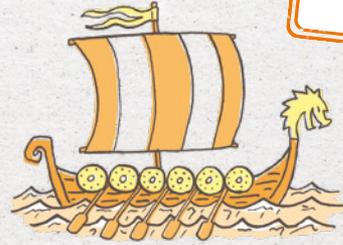
A witch doesn't ask for a fee. People give what they like, but if you don't give her what she wants a storm will blow up next time your man is out fishing and the sea will have his bones. Or that was what the witch hoped you would think.

There wasn't much to see inside the hut – just the peat fire glowing and the iron pot simmering with stew for the evening, the fish hung up from the rafters to dry, and the chief's fine hunting dog with all her little puppies crawling round her lying in the corner by the hearth.

'Would you name the puppies for us, Tikka?' asked the chief's wife.

Old Tikka laughed and picked up one of the puppies. It growled, and tried to lick her nose. 'I'll call this one Courage,' she said.

'That's the dog for me then,' said Bran boastfully. He was the tallest boy in the village, and the strongest, with thick brown plaits to his waist. His father had promised him the pick of the litter.



NOVEL

(Harper Collins, 2005, pp. 1–2)

YOUR TURN 1.5

Comprehension

1 What is the name of the witch?

/1

2 What does she accept as payment for treating the boy's wound?

/1

3 Why do people feel compelled to give things to the witch, even though she doesn't ask for them?

/1

4 What does the chief's wife ask the witch to do?

/1

5 Why do you think the witch names the first puppy Courage?

/1

6 Why does Bran claim that Courage is the dog for him? What does this tell you about his character?

/2

Context

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

/2

8 What does the narrator mean by 'Or that was what the witch hoped you would think.'?

/2

9 What does this tell you about the narrator's character?

/2

10 Highlight the noun, underline the determiner and circle the modifier in each of these noun phrases from the extract.

- | | |
|-------------------------------------|-----------------------------------|
| a the peat fire | e the tallest boy in the village |
| b the iron pot | f thick brown plaits to his waist |
| c the fish hung up from the rafters | g the pick of the litter |
| d her little puppies | |

/21

11 This extract is from the start of *They Came on Viking Ships*. Look at the list of nouns and noun phrases. What does the author want you to learn about the time and place where the novel is set?

witch horn of ale barley cake with cheese hut peat fire sea

/2

12 List three other nouns that French could have used instead of Courage that would not alter the meaning of what Bran says at the end of the extract.

/3

Unit quiz
Unit 1

/39

TOTAL

UNIT 2 NOUNS AND NOMINALISATION

IN FOCUS



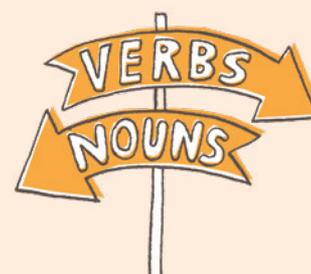
Video tutorial

Unit 2

Nominalisation is the process of turning a verb, adjective or adverb into a noun (often an abstract noun). Nominalisation helps strengthen your writing, because it condenses your language and helps you to minimise repetition or unnecessary words. This table gives you examples of how nouns are formed from verbs and adjectives.

Verb	Noun
admit	admission
apply	application
explain	explanation
discover	discovery
deny	denial

Adjective	Noun
beautiful	beauty
dangerous	danger
religious	religion
venomous	venom
wealthy	wealth



You will see that, in the examples below, the nominalised phrase is not a full **sentence**, whereas the initial phrase is.

The writer <u>attempts</u> (verb) to persuade the reader.	<i>could become</i>	The writer's <u>attempt</u> (abstract noun) to persuade the reader ...
Kai <u>confessed</u> (verb) that he hated moving from Brisbane to Melbourne.	<i>could become</i>	Kai's <u>confession</u> (abstract noun) that he hated moving from Brisbane to Melbourne ...
The problem was a <u>complex</u> (adjective) one.	<i>could become</i>	The <u>complexity</u> (abstract noun) of the problem ...
Mrs Liariakos <u>has written</u> a letter to the soccer committee <u>to explain</u> to them that the tournament next weekend <u>has been cancelled</u> .	<i>could become</i>	Mrs Liariakos's <u>letter</u> to the soccer committee <u>explains</u> the <u>cancellation</u> of next weekend's tournament.



YOUR TURN 2.1

Turn the following verbs and adjectives into abstract nouns by nominalising them. An example has been done for you.

new → newness

- | | | | | | | | |
|---|-----------|-------|---------------------------------|---|------------|-------|---------------------------------|
| 1 | complete | _____ | <input type="text" value="/1"/> | 5 | expand | _____ | <input type="text" value="/1"/> |
| 2 | active | _____ | <input type="text" value="/1"/> | 6 | desirable | _____ | <input type="text" value="/1"/> |
| 3 | duplicate | _____ | <input type="text" value="/1"/> | 7 | rotate | _____ | <input type="text" value="/1"/> |
| 4 | divide | _____ | <input type="text" value="/1"/> | 8 | implicated | _____ | <input type="text" value="/1"/> |

YOUR TURN 2.2

Nominalise the following sentences by turning the verb in bold into an abstract noun. You may need to change other words in the sentence, or the word order, to make it work grammatically. An example has been done for you.

Our research enabled us to **formulate** our project question.

Our research enabled the formulation of our project question.

- 1 Scientists **experiment** to support or disprove their hypotheses.

- 2 There was evidence that different members were **treated** differently.

- 3 We **admire** people who do something useful with their lives.

- 4 Generational mutation allows species to **adapt** to their environment.

TOTAL

UNIT 2 NOUNS AND NOMINALISATION

They Came on Viking Ships

NOVEL

Jackie French

Hekja followed him. The moonlight cast shadows on the grass as Snarf began to run. Hekja tied her skirts about her waist and ran too. It was hard at first avoiding the clumps of heather. But as the moon rose higher it grew easier. If she looked at the ground, Hekja discovered, and not the moonlit sky, her eyes grew used to the dimness.

Deep into the night they ran. A lone deer saw them and ran off, with Snarf following. For a moment Hekja thought Snarf might bring it down. But the deer was too fast, and Snarf was too young, Hekja realised, to bring down a full-grown deer.

Hekja could feel hunger nibble at her tummy. And if she was hungry, what must Snarf feel like, she wondered. Then suddenly Snarf stopped, as still as the mountain crags about them. He sniffed, then crept forward, his nose to the ground.

(Harper Collins, 2005. p. 30)

YOUR TURN 2.3

Comprehension

1 What does Snarf chase into the night?

/1

2 What do you think Snarf is?

/1

3 How does Hekja make her eyes get used to the dimness?

/1

4 How does the author describe how still Snarf becomes?

/1

5 Why do you think Snarf has stopped?

/1

6 Is it a bright or very dark night? How do you know?

/1

Context

7 Highlight all of the abstract nouns in the extract in one colour and all of the concrete nouns in a different colour. /2

8 What does the noun 'shadows' tell you about the strength of the moonlight?

 _____ /2

9 Nominalise the following verbs and adjectives from the extract. An example has been done for you.

easier → ease

a avoiding _____

b discovered _____

c still _____

d run _____ /4

10 French uses both the abstract noun 'hunger' and the adjective 'hungry' to describe how Hekja is feeling. Find the two sentences where these words are used and rewrite them, reversing the abstract noun and adjective. Use the adjective 'hungry' in the first sentence, and the abstract noun 'hunger' in the second. You will need to adjust the wording of each sentence to make sure it is grammatically correct.

 _____ /6

11 The clause 'her eyes grew used to the dimness' is nominalised.
 a What adjective is the un-nominalised form of dimness?
 _____ /1

b Rewrite the sentence using the un-nominalised adjective, rather than the abstract noun 'dimness'.

 _____ /3



Unit quiz
Unit 2

/24

TOTAL

UNITS 1 & 2 REVIEW

SPELLING AND VOCABULARY: NOUNS WITH DOUBLE LETTERS

moonlight moon deer tummy dimness
 fee cheese puppies village litter

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

- a moonlight _____ /1
- b tummy _____ /1
- c dimness _____ /1
- d village _____ /1
- e litter _____ /1

2 Are these words abstract (A) or concrete (C) nouns?

- a moonlight _____ A/C /1
- b dimness _____ A/C /1
- c deer _____ A/C /1
- d fee _____ A/C /1
- e village _____ A/C /1

3 Turn each of these singular nouns into plural.

- a moon _____ /1
- b tummy _____ /1
- c fee _____ /1
- d cheese _____ /1
- e village _____ /1

4 Use three of the words from the word list and write a short paragraph about what someone might do on a holiday.

/3

TOTAL MARKS /18

TEST YOURSELF: UNITS 1 & 2

Concrete, abstract and collective nouns

- 1 What is a concrete noun? _____
_____ /1
- 2 What is an abstract noun? _____
_____ /1
- 3 What is a modal noun? _____
_____ /1
- 4 What is a collective noun? _____
_____ /1
- 5 Are these words abstract (A) or concrete (C) nouns?

a	opportunity	A/C
b	dance	A/C
c	concrete	A/C
d	digger	A/C

/1

Nouns and nominalisation

- 6 What is nominalisation? _____
_____ /1
- Nominalise each of these verbs by turning it into a noun.
- 7 believe _____ /1
 - 8 doubt _____ /1
 - 9 arrive _____ /1
 - 10 consider _____ /1

Spelling and vocabulary

Which of the following words could be a synonym for each noun below?

dimness, fee, litter, tummy, village

- 11 stomach _____ /1
- 12 charge _____ /1
- 13 rubbish _____ /1
- 14 darkness _____ /1
- 15 hamlet _____ /1

TOTAL MARKS /15

UNIT 3 TYPES OF VERBS

IN FOCUS



Video tutorial
Unit 3

Every complete sentence contains a verb. The verb can be in the past, present or future tense. It gives information about the subject of a sentence as well as *when* an action takes place or a state of being is experienced.

Costa planted some new trees.

Costa felt happy.

In the first example, the verb 'planted' tells you what the subject, Costa, was doing. It is in the past tense, which tells you *when* Costa performed the action of planting the trees. In the second example, the verb 'felt' tells you the state of being that Costa, the subject, was in.

Action, helping and linking verbs

There are different types of verbs, which are classified depending on how the verb works in the sentence.

- **Action verbs** are the simplest type of verb and express the action that the subject is, was or will be doing.

Jason has four guinea pigs.

Pat worries about her son.

The verb 'has' shows what Jason owns. The verb 'worries' shows Pat's mental action.

- **Helping verbs** combine with present and past **participles** to form **verb phrases** – more than one word that acts like a verb. Helping verbs are also called auxiliary verbs.

Eli is mowing the lawn.

Did you enjoy the class?

In the first example, the helping verb 'is' combines with the present participle 'mowing' to make the verb phrase 'is mowing'. In the second example, the helping verb 'did' combines with the verb 'enjoy' to make the verb phrase 'Did you enjoy'.

- **Linking verbs** (be, become and seem), also known as verbs of being, combine with other words to give more information about what the subject is, was or will be.

Rachel is a teacher.

This milk still seems okay.

In the first example, the linking verb 'is' explains Rachel's (the subject's) profession. In the second example, the linking verb 'seems' says something about the subject, the milk.

YOUR TURN 3.1

- Highlight the verb(s) in each sentence.

a	Isa knew the answer.	d	Dancing makes me feel happy.
b	The day faded into evening.	e	I practise karate three times a week.
c	The boy jumped onto the next carriage.	f	Irene felt sleepy, so we said goodnight.

16



- 2 Choose an appropriate verb to complete each sentence. Remember to keep the same tense.
- a The boat _____ in the harbour.
- b The kids _____ naughty, so they got into trouble.
- c Karly _____.
- d Aman _____ happy until she lost her job.
- e The flies _____ all around Marco's head.
- f Caitlyn _____ when they would be there. /6

YOUR TURN 3.2

- 1 Highlight the verbs in this list.
- | | | | |
|----------|-----------|-------------|----------|
| a mango | c appear | e go | g turn |
| b mushed | d deleted | f Newcastle | h tester |
- /5
- 2 The verb in each sentence is in bold. Decide whether it is an action verb (A), a helping verb (H) or a linking verb (L).
- | | |
|--|---|
| a Kayla tasted the soup. A/H/L | e The thief was running away. A/H/L |
| b The soup tasted really good. A/H/L | f The police officer ran quickly. A/H/L |
| c The guests danced all night. A/H/L | g The student became the teacher. A/H/L |
| d The dance was a difficult one. A/H/L | |
- /7

YOUR TURN 3.3

Insert a better, more specific verb in the space after each verb in bold. Then, for each of your new verbs, note whether it is an action verb (A), a helping verb (H) or a linking verb (L).

- | | | |
|---|----|--------------|
| 1 Having stolen the wallet, the robber walked _____ away. [A/H/L] | /2 | |
| 2 The days were getting shorter as the year ran _____ forward. [A/H/L] | /2 | |
| 3 Demi threw _____ herself onto the bed after a busy day at work. [A/H/L] | /2 | |
| 4 Every Tuesday the team joins _____ for basketball practice. [A/H/L] | /2 | |
| 5 After the storm, the houses seemed _____ destroyed. [A/H/L] | /2 | /36 |
| 6 He moved _____ his glucose monitoring device so it sat more comfortably. [A/H/L] | /2 | TOTAL |

UNIT 3 TYPES OF VERBS

IN CONTEXT

Catching Teller Crow

NOVEL

Ambelin Kwaymullina and Ezekiel Kwaymullina

Catching shouldn't have lied to us.

It was dumb to be mad at her. But I was. I was mad that she'd fooled me with her story. And I was mad that she hadn't given Dad hope that there was more to this case. As long as she was inventing things, she could've invented something about the fire that would've made him think there was a real mystery to solve. That was illogical, and I knew it, but I didn't care.

I stalked back into the hospital, so angry that I didn't think twice about charging through walls and doors to get to Catching. I stormed up to the end of her bed and opened my mouth to yell at her.

She looked right at me. 'Took you long enough.'

I choked on my words, producing meaningless spluttering sounds, until I finally managed to put together a sentence. 'You can see me?'

She rolled her eyes.

'How can you see me? No one else can except Dad!'

Catching yawned, as if talking to ghosts was no big deal.

'My mum could see people who'd passed over.'

Which meant Catching could too. Because all the strengths of the Catching women flow down the family line and into her.



(Allen & Unwin, 2018, pp. 89–90)

YOUR TURN 3.4

Comprehension

- 1 Where does the conversation in this extract take place?

/1

- 2 Apart from Catching, who else can see the narrator?

/1

- 3 Why does the narrator go to visit Catching?

/1

- 4 List one reason why the narrator is mad at Catching.

/1

5 Why is talking to ghosts 'no big deal' for Catching?

/2

Context

6 Highlight all of the verbs in the extract. Share with the class how many you found.

/1

7 Identify the type of verb in bold (action, helping, linking) in each of these clauses taken from the extract.

a It was dumb to **be** mad at her _____

b She **rolled** her eyes _____

c as if **talking** to ghosts was no big deal _____

d there **was** a real mystery to solve _____

e I didn't **think** twice _____

f As long as she **was inventing** things _____

/6

8 How would you describe the tone of the extract? What type of voice does the narrator have? Give three adjectives to describe the narrator.

/4

9 What evidence is there that the narrator is not an ordinary human? What do you think she is?

/3

10 Write a short paragraph to follow on from the end of the extract. Include two action verbs, two helping verbs and two linking verbs. You could describe Catching in more detail, or write about the narrator's reaction to being seen.

/6

 **Unit quiz**
Unit 3

/26
TOTAL

UNIT 4 TENSES

IN FOCUS


Video tutorial

Unit 4

Every verb in a sentence shows you *when* the action takes place. This is called its **tense**. The action may have taken place in the past, may be taking place right now or will take place in the future. The simple tense is the most used tense.

Most verbs are **regular verbs**, which means that they follow a standard or regular pattern in their simple past, present and future tense forms.

Simple present tense (regular verbs)	Forming the simple past tense	Examples	Forming the simple future tense	Examples
want jump enjoy	• Add -ed to the present tense form if the verb ends in a consonant.	wanted jumped enjoyed	• Add the helping verb form 'will' to the present tense form.	will want will jump will enjoy
share decide judge	• Add -d to the present tense form if the verb ends in a vowel.	shared decided judged		will share will decide will judge

Many verbs are **irregular verbs**, which means that they have no regular pattern when the form of the verb changes from present tense to past tense. You have to learn to recognise them.

Verb	Past tense	Future tense	Verb	Past tense	Future tense
go	went	will go	become	became	will become
catch	caught	will catch	drive	drove	will drive
stand	stood	will stand	throw	threw	will throw
tell	told	will tell	swear	swore	will swear

YOUR TURN 4.1

1 Identify whether each verb is in the simple present (PR), past (PA) or future (FT) tense.

- | | | | |
|-------------|----------|--------------|----------|
| a sat | PR/PA/FT | e will write | PR/PA/FT |
| b disappear | PR/PA/FT | f danced | PR/PA/FT |
| c regain | PR/PA/FT | g fled | PR/PA/FT |
| d rang | PR/PA/FT | | |

/7

2 Write whether the present and past-tense verbs are regular or irregular.

- | | |
|-------------------------|---------------------------|
| a think/thought _____ | d impress/impressed _____ |
| b accept/accepted _____ | e take/took _____ |
| c need/needed _____ | f lie/lay _____ |

/6

3 Give the past-tense form of each irregular verb.

- | | | | |
|---------|-------|-----------------|----------|
| a give | _____ | e speak | _____ |
| b pay | _____ | f teach | _____ |
| c sell | _____ | g get | _____ |
| d write | _____ | h mean [intend] | _____ /8 |

YOUR TURN 4.2

Change the form of the verb in bold so that it fits with the tense of the sentence.



- | | |
|--|----|
| 1 Kapil throw _____ the javelin further than ever before. | /1 |
| 2 When the rain stopped we go _____. | /1 |
| 3 The teacher thank _____ the students for their work in class. | /1 |
| 4 Building the kite is _____ fun. | /1 |
| 5 We catch _____ the chickens after they escaped. | /1 |

YOUR TURN 4.3

Change the verbs in bold from present tense to past tense.

Two days after the flood we **get** _____ back into our house. The carpet **is** _____ muddy and mouldy. We **are** _____ relieved when the horses **appear** _____ and **gallop** _____ from the bottom of the paddock up to the fence. We **worry** _____ about the chickens, until they **start** _____ clucking from the rafters of the chicken coop. While we **feel** _____ sad about the state of the house, we **are** _____ relieved that the animals **seem** _____ okay. /10

YOUR TURN 4.4

Write your own short paragraph about a topic of your choice, using five irregular past-tense verbs.

/5

/41
TOTAL

UNIT 4 TENSES

IN CONTEXT



Catching Teller Crow

Ambelin Kwaymullina and Ezekiel Kwaymullina

I rested my hands on the log and leaned back, listening to the rush of water from the river in the distance. The air was sharp with the tang of eucalypt from the trees, and sunlight was filtering through the leaves to create patterns of light and shade on the ground. This seemed a pretty, peaceful place, and I was content to sit here for a while.

In the quiet, my mind felt as if it was relaxing into a new shape, adjusting to whatever shift had occurred within me as I'd been listening to Catching's story. Calm flowed from my brain through my body. For the first time since I'd died, I felt as if everything would be okay.

Then I noticed something glinting on the earth nearby and went over for a better look.

It was a pair of glasses, half buried in the dirt.

Catching's story and my experiences in this town suddenly slammed together. Connections fired and popped through my mind. I yelped in pain, clutching my hands to my head as everything meshed into one sequence of events. Then it was over, and I let my hands fall, looking around the clearing with new eyes.

(Allen & Unwin, 2018, pp. 180-1)

YOUR TURN 4.5

Comprehension

1 What does the narrator, Beth Teller, find buried in the dirt?

/1

2 How does the clearing make Beth feel?

/1

3 What can she smell in the clearing? What can she hear?

/2



4 Whose story does the narrator refer to twice in the extract? /1

5 Does Beth's perception of the clearing change in the course of this extract? How does she feel in the last paragraph?

/2

Context

6 In what tense is this extract written? /1

7 Reread the extract and note down two past-tense regular verbs and two past-tense irregular verbs. /4

8 The below sentence is written in the past tense. Rewrite it so it is in the present tense.

Then I noticed something glinting on the earth nearby and went over for a better look.

/2

9 Now rewrite the same sentence in the future tense. /2

10 The last paragraph in the extract uses several regular verbs in the simple past tense. Choose your own words to use in this passage to replace the verbs in bold. You may want to use a thesaurus to help you.

Catching's story and my experiences in this town suddenly **slammed** _____ together. Connections **fired** _____ and **popped** _____ through my mind. I **yelped** _____ in pain, clutching my hands to my head as everything **meshed** _____ into one sequence of events. /5

Unit quiz
Unit 4

/21

TOTAL

UNITS 3 & 4 REVIEW

SPELLING AND VOCABULARY: DIFFICULT WORDS TO SPELL

definitely course incredibly centre peninsula
 unusual possession opponents boundary eventually

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

- a definitely _____ /1
- b course _____ /1
- c incredibly _____ /1
- d centre _____ /1
- e peninsula _____ /1
- f unusual _____ /1
- g possession _____ /1
- h opponents _____ /1
- i boundary _____ /1
- j eventually _____ /1

2 Make each of these adverbs into adjectives.

- a definitely _____ /1
- b incredibly _____ /1
- c eventually _____ /1

3 Select the appropriate word from the word list for each of the spaces below.

- a Of _____, we'd be happy to have you to stay. /1
- b The arrow landed right in the _____ of the target. /1
- c Having taken _____ of the house, they moved straight in. /1
- d With a glorious cover drive, she smashed it to the _____ for four. /1
- e _____, they escaped with only nicks and scratches. /1

4 Which words from the word list could act as synonyms for the words below?

- a ownership _____ /1
- b middle _____ /1
- c unbelievably _____ /1
- d edge _____ /1
- e certainly _____ /1

TOTAL MARKS /23

TEST YOURSELF: UNITS 3 & 4

Types of verbs

1 What is an action verb? _____
 _____ /1

2 What is a helping or auxiliary verb? _____
 _____ /1

3 What is a linking verb? _____
 _____ /1

Are the underlined verbs action (A), helping (H) or linking (L) verbs?

4 Hiren called out to his sister. A/H/L /1

5 The clouds are rolling by. A/H/L /1

Tenses

6 What is a regular verb? _____
 _____ /1

7 What is an irregular verb? _____
 _____ /1

Change these future-tense verbs to the past tense.

8 will deliver _____ /1

9 will break _____ /1

10 will arrive _____ /1

Spelling and vocabulary

Correct the spelling of each commonly misspelled word below. /1

11 definately _____ /1

12 incredibly _____ /1

13 unusal _____ /1

14 opponants _____ /1

15 eventully _____ /1

TOTAL MARKS /15

UNIT 5 ADVERBS AND DEGREES OF COMPARISON

IN FOCUS


Video tutorial

Unit 5

An **adverb** modifies and gives extra information about verbs, adjectives or other adverbs. **Adverbs of manner** give information about *how* something is done. We form many adverbs by adding *-ly* to adjectives.

 brave becomes bravely

 kind becomes kindly

 slow becomes slowly

We can't form adverbs from adjectives that already end in *-ly*, so we use a different adverb or an adverbial phrase.

 friendly becomes in a friendly way

 likely becomes probably

Degrees of comparison

Like adjectives, adverbs take different forms when they are used for comparison. They also have positive, comparative and superlative forms. These different forms tell you the degree to which something happens.

Degrees of comparison

- Positive form adverbs give information about one thing when no comparison is being made.
- Comparative form adverbs compare two things. Add 'more' or 'less' to the positive adverb form.
- Superlative form adverbs compare more than two things. Add 'most' or 'least' to the positive adverb form.

Examples

- The girl spoke quietly.
- The girl spoke more quietly.
- The girl spoke less quietly.
- The girl spoke the most quietly of them.
- The girl spoke the least quietly of them.

Irregular comparative and superlative adverbs

Some comparative and superlative adverb forms are irregular, which means that they don't take *more/most* or *less/least*.

Irregular adverb

 far
well
badly

Comparative

 farther/further
better
worse

Superlative

 farthest/furthest
best
worst

YOUR TURN 5.1

1 Change the following positive form adverbs into comparative adverbs.

a costly _____

b warily _____

c angrily _____

d slowly _____

e quickly _____

f gently _____

/6

- 2 Complete the table by filling in the positive, comparative and superlative forms of each of the adverbs of manner.

Adverb	Comparative	Superlative
efficiently		
	less happily	
		most abruptly
tirelessly		
	less quietly	
		most dangerous
/12		

YOUR TURN 5.2

Highlight the adverb of manner in each sentence and then rewrite it so the adverb is in the superlative form.

Jarrod tried to write neatly. → *Jarrod tried to write the most neatly.*

- 1 The car wound slowly through the mountain bends.

_____ /1

- 2 Grace stared joyously at the thriving garden.

_____ /1

- 3 Ari talks loudly over the back fence.

_____ /1

YOUR TURN 5.3

Give three adverbs of manner that could be used in each of these sentences.

- 1 The tools were arranged _____ on the shelf.

/3

- 2 The rubbish blew _____ around the courtyard.

/3

- 3 The artist _____ put the finishing touches to her piece.

/3

- 4 The valedictorian spoke _____ from the lectern.

/3

/33
TOTAL

UNIT 5 ADVERBS AND DEGREES OF COMPARISON

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OXFORD NEWS
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NEWS ARTICLE

DUTCH WOMAN SURVIVES 5 DAYS IN VICTORIAN BUSH

TUESDAY 29 JANUARY

Veronique Biunkens had nothing but her clothes and her wits when she went missing, having gone for a leisurely walk from the SIBA Buddhist Centre near Buchan, Victoria on 7 January this year.

Biunkens quickly lost her way in an area of thick bushland without walking tracks. Despite not returning as expected to the centre that afternoon, police say it was four days before she was reported as missing.

The 41-year-old Dutch national quickly set up camp near a river once she realised she could not find her way back to the Buddhist centre. Biunkens made a make-shift hut from branches spread over two logs that were close together.

When police found the woman, she was covered head to foot in mud, which she had cleverly

smeared on as a sunscreen. Her clothes were also stuffed with river moss, which police say acted as insulation to prevent hypothermia.

Victoria Police Inspector Mark Edwards said it was the first time he had seen someone survive after being lost for so long in the bush. Inspector Edwards credited Biunkens' survival to her ability to quickly find water, create shelter and warmth for herself, and her decision to resolutely stay in the one place until rescuers found her.

Biunkens was found at her riverside camp less than two kilometres from where she initially went missing. Despite not having eaten during her ordeal, police said that she was in good health and was expected to make a full recovery.

YOUR TURN 5.4

Comprehension

- 1 From where did Veronique Biunkens go missing?

/1

- 2 How long was it before she was reported missing?

/1

- 3 Where did Biunkens set up her camp?

/1

- 4 According to Inspector Edwards, what kept Biunkens alive?

/1

5 How did Biunkens keep warm and dry during her five days of being lost?

/2

6 Why was it important that Biunkens stayed in the one place during her ordeal?

/1

Context

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

/2

8 Why do you think the author chose the adverb 'leisurely' in the opening paragraph of this article? How does it set up and contrast with the story that follows?

/2

9 a What are the connotations, or associations, of the adverbs 'cleverly', 'quickly' and 'resolutely'? How do they encourage you to view Biunkens?

/4

b Replace the above adverbs without changing the meaning.

/1

c Now change the author's view of Biunkens's actions by choosing adverbs that have negative connotations.

/1

10 Choose your own adverbs of manner to use in this passage. Keep the positive connotations to keep the tone of the article. You may want to use a thesaurus to help you.

Biunkens _____ made a make-shift hut from branches spread over two logs that were close together. When police _____ found the woman, she was covered head to foot in mud, which she had cleverly smeared on as a sunscreen. Her clothes were also _____ stuffed with river moss, which police say _____ acted as insulation to prevent hypothermia.

/4



Unit quiz
Unit 5

/21

TOTAL

UNIT 6 ADVERBS OF TIME AND PLACE

IN FOCUS



Video tutorial
Unit 6

Adverbs modify, or give extra information about, verbs, adjectives or other adverbs.

- **Adverbs of time** give information about *when* something is done. Some adverbs of time include:

today, tomorrow, then, before, yesterday, later, everyday, sometimes, still

this morning, for ages, on Friday, immediately

We went to the shop immediately.

On Friday, I'll go for a run.

The adverb of time 'immediately' tells you *when* they went to the shop. The adverbial phrase in the second example tells you *when* they will go for a run. You can see that adverbs of time are often placed at the start or end of a sentence.

- **Adverbs of place** give information about *where* something takes place. Some adverbs of place include:

here, there, above, below, away, nowhere, somewhere, up, along, behind, down the ladder, off the train

You can park anywhere.

We went to the shop across the road.

We flew above the clouds.

The adverbial phrase of place 'across the road' modifies the verb 'went' to tell us *where* they went. These adverbs and adverbial phrases are usually placed at the end of a sentence.

YOUR TURN 6.1

Write whether the adverb in bold is an adverb of time or an adverb of place.

- 1 Jihoo looked **around**, but he couldn't see the car. _____ /1
- 2 We searched **everywhere** we could think of. _____ /1
- 3 We can leave **afterwards**. _____ /1
- 4 **Later**, we packed up and went home. _____ /1
- 5 Will you leave your shoes **outside**? _____ /1
- 6 The newspaper is thrown on our roses **every time**! _____ /1



YOUR TURN 6.2

Highlight the most appropriate adverb of time for each sentence, then give a reason for your choice.

- 1 We were really pleased when our new laptop arrived yesterday/soon/tomorrow.

_____ /2

- 2 We frequently/never/all day lose our football over the back fence.

_____ /2

- 3 My aunt was so sick she spent two weeks/one minute/the afternoon in the hospital.

_____ /2

- 4 Grandpa called as I was running out the door, 'Have you done your homework yet/still/ anymore?'

_____ /2

YOUR TURN 6.3

Insert an appropriate adverb of time or place in each of the spaces in the passage. See if you can select adverbs that create a sense of urgency.

Flying _____ over the first bump, the riders fought _____ to regain their balance before the corner. In the tussle to stay upright, three of the motorbikes clipped each other and wobbled _____ before their riders regained control. With the field _____ to spread out, two riders _____ established themselves as the leaders. But with 20 laps _____ to go, it was anybody's race. /6

YOUR TURN 6.4

Choose an adverb of place indicating direction and put it in the most appropriate sentence.

northwards upwards homewards backwards

- 1 It's amazing to see a bicycle being ridden _____.

/1

- 2 The seaplane began in an easterly direction after take off, but then turned _____.

/1

- 3 We'd been riding all day, so it was a relief to turn _____.

/1

- 4 When the child let it go, the balloon shot _____ to the sounds of her cries.

/1

/24
TOTAL

UNIT 6 ADVERBS OF TIME AND PLACE

IN CONTEXT

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NEWS ARTICLE

OXFORD NEWS
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DUTCH WOMAN'S SURVIVAL SKILLS ADMIRABLE

TUESDAY 31 JANUARY

An Australian bush survival expert has praised the quick thinking and bushcraft of a Dutch woman who survived five days in the Victorian bush after becoming lost. Bush survival teacher and expert Bob Cooper said that it was Dutch tourist Veronique Biunkens' decision to set up camp next to a source of fresh water that probably saved her life.

Cooper says that, 'in this sort of situation, your priorities are water, warmth, shelter, signals and, last of all, food.' Biunkens immediately did the right thing by staying close to a source of fresh water and waiting for rescuers to find her there.

Even though Biunkens was eventually discovered less than two kilometres from where she went missing, Cooper says it is not uncommon for people

lost in the bush to panic and lose their bearings and actually not wander far.

Mr Cooper and police had similarly praised Biunkens' use of river moss, which she had stuffed into her clothes to keep her warm. Cooper says, 'This keeps you warm by heating the air spaces between the layers of clothing and your body.'

Mr Cooper gives this advice for anybody who suddenly finds themselves lost in the bush: find water, a source of warmth and shelter, and then think of how to signal your location. Cooper said of the Dutch tourist, who had been staying at the SIBA Buddhist Centre close by, 'at least she had plenty of time to be alone and meditate without being interrupted!'

YOUR TURN 6.5

Comprehension

- 1 What is the name of the bush survival expert quoted in this passage?

/1

- 2 According to him, what decision probably saved Veronique Biunkens's life?

/1

- 3 What should be your top priorities if you are lost in the bush?

/1

- 4 After Veronique Biunkens found water, what did she do?

/1

5 How did Biunkens keep warm at night?

/1

6 Explain Bob Cooper’s joke about Biunkens getting lost in the bush.

/2

Context

7 Highlight the adverbs of time and place in the passage. /1

8 Highlight the adverb of time and the adverb of place in the sentence, ‘Biunkens immediately did the right thing by staying close to a source of fresh water and waiting for rescuers to find her there.’ /1

9 Choose a different adverb of time and a different adverb of place to replace those in the sentence, while keeping the basic meaning.

- New adverb of time _____
- New adverb of place _____

/2

10 What does the adverb of time ‘suddenly’ suggest in the sentence, ‘Mr Cooper gives this advice for anybody who suddenly finds themselves lost in the bush’? How does this adverb help to explain why it might be difficult to think clearly in this situation?

/2

11 Choose four different adverbs of time or place that could be used to add more detail to the following paragraph.

An Australian bush survival expert has _____ praised the quick thinking and bushcraft of a Dutch woman who survived five days in the Victorian bush after becoming lost _____. Bush survival teacher and expert Bob Cooper _____ said that it was Dutch tourist Veronique Biunkens’ _____ decision to set up camp next to a source of fresh water that probably saved her life.

/4



Unit quiz
Unit 6

/17

TOTAL



UNITS 5 & 6 REVIEW

SPELLING AND VOCABULARY: ADVERBS OF TIME AND PLACE

leisurely quickly resolutely initially immediately
 eventually suddenly slowly swiftly rapidly

1 Look up each of these words from the word list and write down its definition.

- a resolutely _____ /1
- b initially _____ /1
- c eventually _____ /1
- d swiftly _____ /1
- e rapidly _____ /1

2 Change each of these adverbs to its comparative and superlative form.

Positive form	Comparative form	Superlative form
leisurely		
immediately		
suddenly		
slowly		
swiftly		

/10

3 Turn these adverbs into their adjectival form.

- a leisurely _____ /1
- b quickly _____ /1
- c resolutely _____ /1
- d eventually _____ /1
- e slowly _____ /1

4 Match each adverb in the left-hand column with the best word from the right-hand column.

initially	disappeared
immediately	concerned
suddenly	relieved
rapidly	changing

/4

5 Choose the best adverb from the word list for each of the spaces below.

She wandered down the street in a _____ way, content that she would _____ reach the bottom. /2

TOTAL MARKS /23

TEST YOURSELF: UNITS 5 & 6

Adverbs and degrees of comparison

1 What is the positive form of an adverb? _____

_____ /1

2 What is the comparative form of an adverb? _____

_____ /1

3 What is the superlative form of an adverb? _____

_____ /1

4 What is an irregular adverb? _____

_____ /1

5 Change this irregular adverb to its comparative and superlative forms.

Positive form

Comparative form

Superlative form

little

..... /1

Adverbs of time and place

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

6 lately T/P /1

7 somewhere T/P /1

8 above T/P /1

Highlight the adverb in each of the following sentences.

9 We will finish our homework later on. /1

10 We can go anywhere we want to go. /1

Spelling and vocabulary

Are these words adverbs of manner (M), time (T) or place (P)?

11 quickly M/T/P /1

12 resolutely M/T/P /1

13 initially M/T/P /1

14 eventually M/T/P /1

15 rapidly M/T/P /1

TOTAL MARKS /15

UNIT 7 HOW ADJECTIVES WORK

IN FOCUS


Video tutorial

Unit 7

Adjectives describe nouns or pronouns. They give more information about them and provide a more specific image or sense of what is being described. Adjectives can give information about qualities, attributes, characteristics, number and appearance.

Adjectives are usually placed *before* the noun or pronoun they describe or *after* a linking verb. Two or more adjectives can make your writing even more specific and interesting.

rough track can become a dry, rough track

imposing gates can become the tall, imposing gates

He became angry.

I am awake.

The teams seem upset.

You can also use an adverb to modify the adjective. Place it in front of the adjective. Where an extra adjective describes the noun or pronoun, adding an adverb describes the adjective more specifically.

particularly warm jumper

very kind person

YOUR TURN 7.1

Highlight the adjective(s) in the sentence in the first column. Then add an extra adjective or adverb in the sentence in the second column.

	Highlight the adjective(s)	Add an extra adverb or adjective	
1	Our old house was very cosy.	Our _____ old house was very cosy.	/2
2	She is wearing her new scarf today.	She is wearing her _____ new scarf today.	/2
3	The scientific puzzle was tricky.	The scientific puzzle was _____ tricky.	/2
4	We wandered through the Italian piazza at night.	We wandered through the _____ Italian piazza at night.	/2
5	Tomorrow's weather looks promising.	Tomorrow's weather looks _____ promising.	/2

YOUR TURN 7.2

Turn the following words into adjectives and then use each one in a new sentence.

1 disappointment _____

/2



- 2 aggravation _____ /2
- 3 anger _____ /2
- 4 confusion _____ /2

YOUR TURN 7.3

Insert adjectives into the sentences according to the instruction in brackets (appeals to the senses – sight, hearing, smell, taste and touch). An example has been done for you.

The sunlight was *bright* _____ as it reflected off the water. [sight]

- 1 The tree's bark felt _____ and _____. [touch] /2
- 2 The band sounded _____ as they tuned up their instruments. [hearing] /1
- 3 This ice-cream is _____! [taste] /1
- 4 The _____ aroma of tomatoes boiling wafted from the kitchen. [smell] /1
- 5 He was so _____ we barely saw him run past. [sight] /1
- 6 The material felt _____ and _____. [touch] /2

YOUR TURN 7.4

- 1 Highlight the adjectives in the following paragraph. /10

The new moon reflected off the water as the small boats bobbed and scraped against their moorings. Satisfied that everyone was asleep, the hooded figure began moving – slowly at first – through the shadows beneath the shallow awnings of the riverfront shops. Her dark clothing blended with the murky shadows. A group of laughing girls came around the corner and she ducked into a gap between two buildings. They stumbled past, oblivious to her presence.

- 2 Now choose adjectives to replace the ones listed below, but stay close to the original meaning.

- a new _____ d murky _____
- b hooded _____ e laughing _____
- c riverfront _____

/5

TOTAL

UNIT 7 HOW ADJECTIVES WORK

IN CONTEXT

The Boy in the Striped Pyjamas

NOVEL

John Boyne

Bruno thought about this and frowned. He wasn't particularly bothered if Gretel was being sent away because she was a Hopeless Case and caused nothing but trouble for him. But it seemed a little unfair that they all had to go with her.

'But where?' he asked. 'Where are we going exactly? Why can't we stay here?'

'Your father's job,' explained Mother. 'You know how important it is, don't you?'

'Yes, of course,' said Bruno, nodding his head, because there were always so many visitors to the house — men in fantastic uniforms, women with typewriters that he had to keep his mucky hands off — and they were always very polite to Father and told each other that he was a man to watch and that the Fury had big things in mind for him.

'Well, sometimes when someone is very important,' continued Mother, 'the man who employs him asks him to go somewhere else because there's a very special job that needs doing there.'

'What kind of job?' asked Bruno, because if he was honest with himself — which he always tried to be — he wasn't entirely sure what job Father did.

In school they had talked about their fathers one day and Karl had said that his father was a greengrocer, which Bruno knew to be true because he ran the greengrocer's shop in the centre of town. And Daniel had said that his father was a teacher, which Bruno knew to be true because he taught the big boys who it was always wise to steer clear of. And Martin had said that his father was a chef, which Bruno knew to be true because he sometimes collected Martin from school and when he did he always wore a white smock and a tartan apron, as if he'd just stepped out of his kitchen.

(David Fickling Books, 2006, pp. 6–7)

YOUR TURN 7.5

Comprehension

1 What has Bruno just found out from his mother?

/1

2 Why is he not particularly bothered if his sister Gretel is sent away?

/1

3 How does Bruno know that his father has an important job?

/1

4 What quality does Bruno always try to have with himself?

/1

5 What do Karl's, Daniel's and Martin's fathers do?

_____ /1

6 Why do you think Bruno wants to steer clear of the 'big boys'?

_____ /1

7 What does Martin's father wear when he collects Martin from school?

_____ /1

Context

8 a Highlight all of the adjectives in the extract. /1

b Which two adjectives appear twice? _____ /2

c Which adjectives are modified by an adverb?
 _____ /2

d What do these four adjectives suggest about Bruno's father?

 _____ /2

9 Why do you think Boyne has capitalised 'Hopeless Case'? What does this show about how Bruno thinks about his sister Gretel?

_____ /2

10 a Bruno narrates that 'women with typewriters that he had to keep his mucky hands off' are among the visitors to his house. Who would have told Bruno to do this? /1

b How old do you think Bruno is? Does the adjective 'mucky' help to determine his age? Why?

_____ /2

11 What do you think Bruno's father does? What parts of the extract make you think this?

_____ /22

_____ /3


Unit quiz
 Unit 7

/22
TOTAL

UNIT 8 ADJECTIVES AND DEGREES OF COMPARISON

IN FOCUS



Video tutorial
Unit 8

Adjectives provide information about nouns and pronouns. There are different types of adjectives that perform different functions.

Degrees of comparison

- **Positive form** adjectives give information about one thing when no comparison is made.

That meal was exceptional.

- **Comparative form** adjectives compare two things.

Sydney is further than Melbourne.

Add *-er*, *-ier*, 'more' or 'less' to the positive form adjective depending on whether the adjective has one, two or three syllables respectively.

cleaner, angrier, more significant, less significant

- **Superlative form** adjectives compare more than two things.

Mt Everest is the highest mountain in the world.

Add *-est*, *-iest*, 'most' or 'least' to the positive form adjectives depending on whether the adjective has one, two or three syllables respectively.

cleanest, angriest, most significant, least significant

Compound adjectives

A compound word is a combination of two or more words and can be used as an adjective to add meaning to a noun. A compound word can be written in many ways.

- Two words joined together:

breakthrough discovery, widespread fear, nationwide alert, lifelike features

- Two words joined by a hyphen:

world-famous surgeon, five-minute warning, open-minded attitude

- A short phrase joined with hyphens:

two-year-old tantrum, up-to-date software, quick-as-a-flash reflexes

UNIT 8 ADJECTIVES AND DEGREES OF COMPARISON

IN CONTEXT

The Boy in the Striped Pyjamas

NOVEL

John Boyne

The house in Berlin had stood on a quiet street and alongside it were a handful of other big houses like his own, and it was always nice to look at them because they were almost the same as his house but not quite, and other boys lived in them who he played with (if they were friends) or steered clear of (if they were trouble). The new house, however, stood all on its own in an empty, desolate place and there were no other houses anywhere to be seen, which meant there would be no other families around and no other boys to play with, neither friends nor trouble.

The house in Berlin was enormous, and even though he'd lived there for nine years he was still about to find nooks and crannies that he hadn't fully finished exploring yet. There were even whole rooms – such as Father's Office, which was Out Of Bounds At All Times And No Exceptions – that he had barely been inside. However, the new house had only three floors: a top floor where all three bedrooms were and only one bathroom, a ground floor with a kitchen, a dining room and a new office for Father (which, he presumed, had the same restrictions as the old one), and a basement where the servants slept.



(David Fickling Books, 2006, p. 12)

YOUR TURN 8.4

Comprehension

1 Why does Bruno, the narrator, like looking at the other houses on his street in Berlin?

/1

2 Why does Bruno steer clear of some of the boys in his street?

/1

3 Why does Bruno believe there will be no other boys to play with at the new house?

/1

4 How long has Bruno lived in the house in Berlin?

/1

5 Why has Bruno barely been inside his father's office?

/1

6 Do you think that Bruno and his family are wealthy? What makes you say this?

_____ /2

Context

7 a Highlight all of the adjectives in the extract.

b How many adjectives are there? _____

c Are they mostly positive form, comparative form or superlative form?

_____ /3

8 The phrase 'Out Of Bounds At All Times And No Exceptions' is an adjectival phrase (a group of words that together act as an adjective).

a What does it describe?

_____ /1

b Why do you think Boyne capitalises all of the words in the phrase? What does it show about the way Bruno thinks of his father's office?

_____ /2

9 a Highlight the adjectives in this sentence.

/1

However, the new house had only three floors: a top floor where all three bedrooms were and only one bathroom, a ground floor with a kitchen, a dining room and a new office for Father.

b How would you describe the adjectives? Are they complex or simple? Sophisticated or straightforward?

_____ /3

c What does this tell you about Bruno?

_____ /1

10 Choose two alternate adjectives that could be used instead of 'empty' and 'desolate' to describe the new house's location. Make one a hyphenated compound adjective.

_____ /2


Unit quiz
Unit 8

/20

TOTAL

UNITS 7 & 8 REVIEW

SPELLING AND VOCABULARY: COMMONLY CONFUSED WORDS

quiet	there	were	though	new
quite	their	where	thought	knew

1 Look up each of these commonly confused words and explain the difference between them.

a quiet *and* quite

_____ /2

b there *and* their

_____ /2

c new *and* knew

_____ /2

2 Select an appropriate word from the word list for each of the spaces below.

a The group was _____ pleased when the trek was over. /1

b They _____ that it had been a good, if hard, hike. /1

c The walk had taken them over a track _____ many had trod before them. /1

d Each of them _____ that they had achieved something special. /1

3 Are these list words pronouns (P), adverbs (AV) or adjectives (AJ)?

a quiet P/AV/AJ /1

b quite P/AV/AJ /1

c where P/AV/AJ /1

d there P/AV/AJ /1

e their P/AV/AJ /1

4 Choose the best adjective or pronoun from the word list to describe these nouns.

a _____ shoes /1

b _____ library /1

c _____ belongings /1

TOTAL MARKS /18

TEST YOURSELF: UNITS 7 & 8

How adjectives work

1 Is an adjective usually placed before or after the noun or pronoun it describes?

_____ /1

2 Is an adjective usually placed before or after a linking verb?

_____ /1

3 If an adverb is modifying an adjective, is it placed before or after the adjective?

_____ /1

Write down an appropriate second adjective to describe the nouns below.

4 smooth, _____ ice-cream

/1

5 crisp, _____ apple

/1

Adjectives and degrees of comparison

6 What is the positive form of an adjective? _____

_____ /1

7 What is the comparative form of an adjective? _____

_____ /1

8 What is the superlative form of an adjective? _____

_____ /1

Insert a superlative adjective to complete each space below.

9 That was the _____ movie I've ever seen.

/1

10 He was the _____ boxer in history.

/1

Spelling and vocabulary

Choose the correct word from the following list to complete each sentence below:

knew, quite, their, through, where.

11 We were _____ pleased.

/1

12 It was _____ bike.

/1

13 Ashton _____ that he was good at soccer.

/1

14 _____ is your jumper?

/1

15 They all fit _____ the door.

/1

TOTAL MARKS /15

UNIT 9 WHAT PREPOSITIONS DO

IN FOCUS


Video tutorial

Unit 9

Prepositions are connecting words. A preposition links a noun or a pronoun to another word in a sentence and shows how two things relate to each other:

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

towards, up, within, down, on, into, behind, below

The bird flew past the window.

We arrived at the cathedral.

- in **time**, *when* things happen relative to each other

after, before, during, from, until

Tom worked until he had finished.

They were married in summer.

Certain verbs, nouns and adjectives are followed by particular prepositions. This table lists some preposition combinations.

for/since	'for' measures time; 'since' refers to a specific period	<i>I was away for three years.</i> <i>He has worked there since 1998.</i>
different from/ different to	a thing is always described as being 'different from' another, never 'different to' it	<i>The new chair was different from the others.</i>
inferior/superior	'inferior' and 'superior' are each followed by the preposition 'to', not 'than'	<i>His soup is superior to mine.</i>
opposite to/of	'opposite to' is used to refer to something physical; 'opposite of' refers to an idea or concept	<i>The newsagent is opposite to our house.</i> <i>Up is the opposite of down.</i>

YOUR TURN 9.1

Highlight the correct preposition out of the pair in each sentence.

- We had our dog since/for five years.
- The carpet looked a different colour from/to the one we chose.
- The cheap car was inferior to/than the expensive one.
- The two teams stood opposite of/to one another as they sang the national anthem.
- The ground hasn't been sponsored since/for the last decade.
- The sunset was different to/from this morning's sunrise.

/1

/1

/1

/1

/1

/1



YOUR TURN 9.2

Insert an appropriate preposition of place or time into each sentence.

- 1 The boys hid the firecrackers they'd been playing with _____ a tree. /1
- 2 Kally found that she preferred to be _____ the boat. /1
- 3 There were two candidates for captain; we had to choose _____. /1
- 4 The plough ran _____ the soil. /1
- 5 Before the class finishes, please put your books _____ your lockers. /1
- 6 The fire ran right _____ the town. /1

YOUR TURN 9.3

Complete each sentence by adding an appropriate preposition.

- 1 The kids played games _____ their cousins. /1
- 2 A baby cried _____ her bassinet. /1
- 3 Everybody ran _____ see what was wrong. /1
- 4 The fence was _____ one side of our farm. /1
- 5 The plane cruised _____ the Atlantic Ocean. /1
- 6 A painting hung _____ the wall of the gallery. /1

YOUR TURN 9.4

Give two different prepositions that could show the relationship between the two nouns or pronouns. Then highlight the preposition you think is the more appropriate of the two you came up with.

- 1 A massive shrub was growing _____ the house. /2
- 2 The swimming pool was _____ the school. /2
- 3 A different player ran _____ the field. /2
- 4 The car drove _____ a building site. /2
- 5 Details were listed _____ each name. /2
- 6 Smoke could be seen _____ the town. /2

/30**TOTAL**

UNIT 9 WHAT PREPOSITIONS DO

IN CONTEXT

NOVEL

One True Thing

Nicole Hayes

We turn around and head across the road, dodging pedestrians and cyclists. But I've started laughing in that haltingly out-of-breath way, and Jake has too. Whenever I try to slow down, even for a second, he cries out, 'Make way!' to the terrified pedestrians and runs faster, so by the time the pool is in sight, we're sprinting, my guitar flying on Jake's left side and me on his right, our cheeks flushed from the cool air and racing hearts.

We turn into the pool centre's gates, both of us panting, Jake with my guitar pressed against his chest like some kind of shield. I bend over, half-laughing, half-suffocating, coughing between gulps of air.

I straighten, look at my watch and punch the air. 'Yes! And a minute to spare!'

Jake bows low, a deep sweeping thing that somehow includes my guitar without looking awkward, and then we crack up laughing and try to catch our breath as we head towards the steamy glass doors.

(Random House, 2015, p. 81)

YOUR TURN 9.5

Comprehension



1 Why do you think the narrator, Frankie, starts laughing?

/1

2 What does Jake cry out that keeps Frankie laughing?

/1

3 What is Jake carrying as they run?

/1

4 What simile (a description of comparison that often uses the words 'like' or 'as ... as') is used to describe how Jake is holding the guitar as they turn into the pool centre?

/1

5 How does Jake bow?

/1

6 Why does Frankie punch the air after checking her watch?

/1

UNIT 10 HOW CONJUNCTIONS WORK

IN FOCUS



Video tutorial

Unit 10

Conjunctions are words that join together other words or groups of words and show the relationship between two things. There are three types of conjunctions:

- **Coordinating conjunctions** join together two things of usually equal importance. There are seven coordinating conjunctions: **for, and, nor, but, or, yet, so** (remember the FANBOYS mnemonic).

Their treasure was hidden in a cave or hollow tree.

We knew that we wanted to go to the park and the pool.

- **Subordinating conjunctions** link two clauses, but make one of them subordinate, which means that the dependent clause does not make sense on its own. Some subordinating conjunctions include:

after, although, as, because, since, until, when, while, even if, so that

Although it was Saturday, we went to school anyway.

You will find some form of life because there is water.

- **Correlative conjunctions** are pairs of words that join together clauses of equal importance, which include:

both ... and, either ... or, neither ... nor, whether ... or

Either we go to the park or to the pool.

The girls were both smart and hardworking.



YOUR TURN 10.1

- 1 Highlight whether the conjunction is coordinating (CD), subordinating (SD) or correlative (CR).

a	Whether ... or	CD/SD/CR	e	And	CD/SD/CR
b	Because	CD/SD/CR	f	But	CD/SD/CR
c	Provided	CD/SD/CR	g	Or	CD/SD/CR
d	Supposing	CD/SD/CR	h	So	CD/SD/CR

/8

- 2 Insert an appropriate conjunction from question 1 into each sentence.

- a They went home _____ they were tired.
 b Ishmael will do well _____ that he studies.



- c The pipe cracked _____ the ground froze.
- d _____ it is good weather, we will go hiking tomorrow.
- e The hypothesis was wrong _____ they changed their theory.
- f _____ Buruka plays well _____ not, he'll be selected. /7

YOUR TURN 10.2

Rewrite each sentence by choosing and inserting an appropriate pair of correlative conjunctions from the word list.

either ... or neither ... nor not only ... but also both ... and whether ... or

- 1 We buy a red car we buy a blue car
_____ /1
- 2 They knocked down the old wall put up a new one
_____ /1
- 3 We are tired completely exhausted
_____ /1

YOUR TURN 10.3

- 1 Highlight the better conjunction from the pair in each sentence.
- a Both my brother and/but mother are lawyers.
- b The group of friends went to the shop for comic books but/and forgot their money.
- c Our garden is looking nice and/but dry.
- d Nutmeg, our dog, loves having her tummy rubbed so/but hates the bath. /4
- 2 Rewrite two of the sentences above and change their conjunctions so that they use the ones below. An example has been done for you.
- either ... or → Either our garden is looking nice, or it is looking dry.
- a neither ... nor

- b not only ... but also
_____ /4

/26

TOTAL

UNIT 10 HOW CONJUNCTIONS WORK

IN CONTEXT

One True Thing

NOVEL

Nicole Hayes

There's only a week before the election launch and Mum needs us to 'fill in the gaps beside her'. Not her words – Harry's. He says it's important that Mum's constituents see who she is when she's not at work, that although we're not running for election 'as a *family*' that's what ends up happening anyway. And in that spirit, I guess, Mum called for some Mulvaney-Webb time, which means tonight the dinner table is full: Mum and Dad, Luke and me, and Sarah, because, well, it's Sarah, and she's been hanging out with us for as long as I can remember. She doesn't have kids, 'or a life', as she says dryly, so we pretty much always set the table for five when we're doing the family thing. It's the first time we've all eaten together in days and we're about to tuck into Dad's pumpkin and baby spinach risotto when Harry shows up with a bottle of wine and his usual strained expression, though tonight it seems closer to stifled panic.

'You might as well sit down,' Mum says, continuing to eat, 'because I'm not going anywhere until after dessert.' Harry is already half-seated when she adds, 'Plus, that's a good wine.'

'So, we need some gap-filling.' He cocks his head at Luke and me. 'School athletics track opening ceremony tomorrow,' he says. 'Perfect family moment.'

Mum shakes her head. 'I'd rather wait for the actual campaign to start,' she says, and winks at me. 'We don't want to wear you out.'

Mum knows she can drag me into a handful of events when it's crucial, but she also knows that if it were a choice between attending one of her public events – particularly the ceremonial, speech-giving, handshaking type that drag on forever – and, say, amputating a limb without anaesthetic, I'd probably have to toss a coin.

(Random House, 2015, pp. 43–4)

YOUR TURN 10.4

Comprehension



- 1 What does Harry say is important?

/1

- 2 What does Harry mean by 'fill in the gaps beside her'?

/1

- 3 Who is at the dinner table?

/1

- 4 Who do you think Sarah is?

/1

5 What does Harry want the family to do?

_____ /1

6 Why does Frankie’s mum not agree?

_____ /1

Context

7 Highlight all of the conjunctions in the extract, then write them in the appropriate column.

Coordinating conjunctions	Subordinating conjunctions
.....
.....
.....
.....

/8

8 This sentence contains the subordinating conjunction ‘although’. Highlight the independent clause in one colour and the dependent clause in a different colour.

/2

‘He says it’s important that Mum’s constituents see who she is when she’s not at work, that although we’re not running for election “as a family” that’s what ends up happening anyway.’

9 What is another subordinating conjunction that Hayes could have used?

_____ /1

10 a Highlight the conjunction in this sentence: ‘Mum knows she can drag me into a handful of events when it’s crucial, but she also knows that if it were a choice ...’

/1

b What does this conjunction tell you about what Frankie’s mum understands about Frankie’s involvement in the election campaign?

 _____ /2

11 How would you describe the Mulvaney-Webb family? Do they seem close, distant or somewhere in between? What makes you say this?

 _____ /4


Unit quiz
 Unit 10

/24
TOTAL

UNITS 9 & 10 REVIEW

SPELLING AND VOCABULARY: WORDS ENDING WITH '-ING'

dodging sprinting flying panting suffocating
 coughing sweeping happening hanging amputating

1 Look up the list words below and write down their definitions.

- a dodging _____ /1
- b coughing _____ /1
- c happening _____ /1
- d hanging _____ /1
- e amputating _____ /1

2 Choose the list word that could be a synonym for each term below.

- a running _____ /1
- b gasping _____ /1
- c cutting off _____ /1
- d avoiding _____ /1
- e cleaning _____ /1

3 Change each of these list words to a noun.

- a flying _____ /1
- b sprinting _____ /1
- c suffocating _____ /1
- d sweeping _____ /1
- e amputating _____ /1

4 Choose the best word from the word list to describe each noun below.

- a _____ patient /1
- b _____ plant /1
- c _____ player /1
- d _____ aeroplane /1
- e _____ dog /1



TOTAL MARKS /20

TEST YOURSELF: UNITS 9 & 10

What prepositions do

Are these prepositions of time (T) or prepositions of space (S)?

- | | | | |
|---|------------|-----|----|
| 1 | before | T/S | /1 |
| 2 | during | T/S | /1 |
| 3 | throughout | T/S | /1 |
| 4 | among | T/S | /1 |
| 5 | underneath | T/S | /1 |

How conjunctions work

6 What does a coordinating conjunction join together? _____
 _____ /1

7 What does a subordinating conjunction join together? _____
 _____ /1

8 What does a correlative conjunction join together? _____
 _____ /1

Are these conjunctions coordinating (CD), subordinating (SD) or correlative (CR)?

- | | | | |
|----|---------------|----------|----|
| 9 | provided that | CD/SD/CR | /1 |
| 10 | neither nor | CD/SD/CR | /1 |

Spelling and vocabulary

Which pair of words could work in the spaces below?

coughing / gasping, flying / sweeping, hanging / flying, sprinting / sweeping, suffocating / hanging

11 They were experts at _____ / _____ past the
 opposing players. /1

12 After the match, the star midfielder doubled over _____ /
 _____. /1

13 The fruit bat was seen _____ / _____ from the tree. /1

14 The heat was _____ / _____ outside. /1

15 The sports car was seen _____ / _____ past
 the other cars. /1

TOTAL MARKS /15

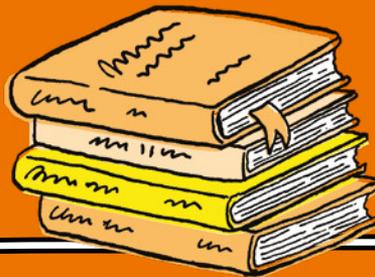
GLOSSARY RECAP

Abstract noun	A noun that names something that cannot be perceived by the senses.
Action verb	A verb that expresses the action that the subject is, was or will be doing.
Adjective	A word that modifies a noun or pronoun.
Adverb	A word that modifies a verb, adjective or other adverb.
Adverb of manner	An adverb that gives information about how something is done.
Adverb of time/ place	An adverb that gives information about when/where something takes place.
Articles	<i>A, an</i> and <i>the</i> are articles. They introduce nouns.
Collective noun	A noun that names a group of people or things.
Common noun	A noun that names people, places or things.
Comparative form	A degree of comparison for adverbs and adjectives when two things are being compared.
Concrete noun	A noun that names something that can be perceived by the senses.
Conjunction	A word that joins words or groups of words. Coordinating and correlative conjunctions join elements of equal importance; subordinating conjunctions join elements of unequal importance.
Determiner	An article, a possessive or personal pronoun or a number placed before a noun.
Helping verb	A verb used with other verbs to form a verb phrase.
Irregular verb	A verb that does not have standard past tense or past participle forms.
Linking verb	A verb that expresses information about the subject's state of being; what they were, are or will be.
Modal noun	A noun that expresses the possibility of something occurring.
Modifier	An adjective, adjectival phrase or prepositional phrase that makes a noun or pronoun more specific.
Nominalisation	The process of turning a verb or adjective into an abstract noun.
Noun phrase	A noun plus a determiner and/or a modifier.
Participle	The form of the verb that on its own functions as an adjective.
Positive form	A form of adverb or adjective used when no comparison is made.
Preposition	A word that connects a noun or pronoun to another word in a sentence.
Regular verb	A verb that has a standard form in the past and future tenses.
Sentence	A group of words containing a subject and finite verb.
Superlative form	A degree of comparison used for adverbs and adjectives when more than two things are being compared.
Tense	The form of a verb that tells when the action takes place.
Verb phrase	A verb that consists of a helping verb and a present or past participle.



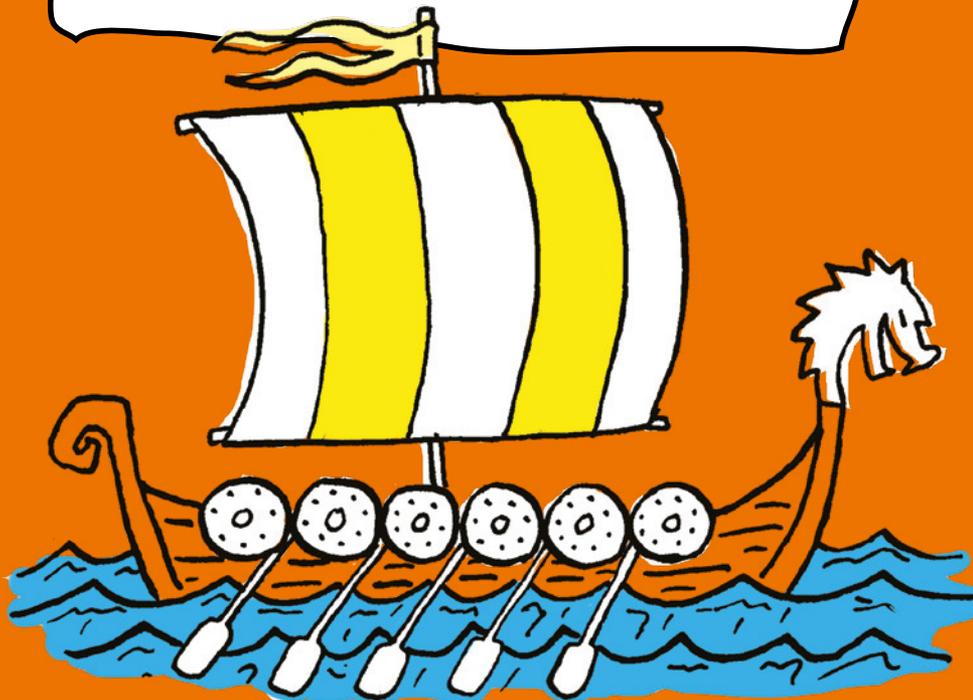
Glossary review

Part A: Using words



PART B

Organising words and ideas



UNIT 11 COLONS AND SEMICOLONS

IN FOCUS



Video tutorial

Unit 11

A **colon** (:) is a punctuation mark that is used to connect two parts of a sentence. Colons are used after a clause to introduce a list.

I packed my bag with everything I would need: textbooks, a notepad, a pencil case and my diary.

A colon can also be used to give additional information about the first part of a sentence.

Maria was annoyed: the surprise had been ruined.

There is one food I love above all others: broccoli.

A **semicolon** (;) is a punctuation mark that separates two related clauses that are closely connected and can stand alone as individual sentences. The semicolon shows that there is a clear relationship between the two ideas being expressed by the sentences. It indicates a break that is longer than a comma, but shorter than a full stop.

The queue at the organic vegetable stand was enormous; it has always been one of the most popular stalls at the market.

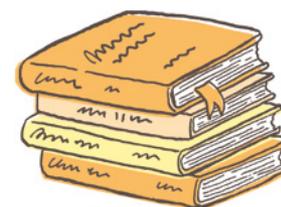
A semicolon can also be used to break up information in a complex list, such as a list that also contains commas.

They visited Melbourne, Victoria; Sydney, New South Wales; and Brisbane, Queensland.

YOUR TURN 11.1

Place at least one colon or semicolon into each of the following sentences as necessary.

- 1 Listen to me carefully I will not repeat this again. /1
- 2 Invitations were sent to most of the group Abigail, Amit, Spencer and Minh. /1
- 3 We went to the food court for lunch there was a multitude of delicious possibilities. /1
- 4 Some of my favourite books are *Boy*, Roald Dahl *The Hobbit*, JRR Tolkien and *Charlotte's Web*, EB White. /1
- 5 The boat worked as well as expected it sank. /1





YOUR TURN 11.2

These sentences do not use colons or semicolons correctly. Rewrite each of them so that they are correct.

- 1 I opened my eyes and saw: my nemesis my mother.

_____ /1

- 2 We picked up some great ingredients; chillies; noodles; beef stock; coriander; and beans.

_____ /1

- 3 There were hundreds of people there the festival was having its most successful year; so far.

_____ /1

- 4 There are many public holidays throughout the year: Australia Day: Labour Day: Good Friday: and Anzac Day being just a few.

_____ /1

YOUR TURN 11.3

Add all appropriate punctuation to this passage. Make sure you also use a capital letter at the beginning of each sentence. Cross out the punctuation marks as you use them.

.....
.....
? ! , !
.....
, ; ; ;
.....

we had been so excited about the trip who wouldnt want to sail to a beautiful island we were well-prepared with provisions sandwiches apples lemonade and chocolate cake unfortunately no-one had bothered to check the weather forecast it poured the weather was so miserable that we cancelled our plans on the spot we didn't even bother to get out of the car

/12

/21

TOTAL

UNIT 11 COLONS AND SEMICOLONS

IN CONTEXT

The Giver

NOVEL

Lois Lowry

Jonas smiled back at his sister. Lily's feelings were always straightforward, fairly simple, usually easy to resolve. He guessed that his own had been, too, when he was a Seven.

He listened politely, though not very attentively, while his father took his turn, describing a feeling of worry that he'd had that day at work: a concern about one of the newchildren who wasn't doing well. Jonas's father's title was Nurturer. He and the other Nurturers were responsible for all of the physical and emotional needs of every newchild during its earliest life. It was a very important job, Jonas knew, but it wasn't one that interested him very much.

'What gender is it?' Lily asked.

'Male,' Father said. 'He's a sweet little male with a lovely disposition. But he isn't growing as fast as he should, and he doesn't sleep soundly. We have him in the extra care section for supplementary nurturing, but the committee's beginning to talk about releasing him.'

'Oh, no,' Mother murmured sympathetically. 'I know how sad that must make you feel.'

Jonas and Lily nodded sympathetically as well. Release of newchildren was always sad, because they hadn't had a chance to enjoy life within the community yet. And they hadn't done anything wrong.

There were only two occasions of release which were not punishment. Release of the elderly, which was a time of celebration for a life well and fully lived; and release of a newchild, which always brought a sense of what-could-we-have-done. This was especially troubling for the Nurturers, like Father, who felt they had failed somehow. But it happened very rarely.

(Collins, 1994, p. 7)

YOUR TURN 11.4

Comprehension

- 1 Is Jonas older or younger than his sister? How can you tell?

/2

- 2 What is the role of a Nurturer?

/1

- 3 Why is Jonas's father concerned about one of the newchildren?

/1

4 What do you think 'release' might mean?

/1

Context

5 Highlight all of the punctuation marks in the extract.

/1

6 While we are focusing on colons and semicolons in this unit, refresh your use of apostrophes. An **apostrophe of contraction** is used when you are joining two words together to shorten them. An **apostrophe of possession** is used to show that something is owned by or belongs to someone.

List all the words from the passage that contain an apostrophe and indicate whether the apostrophe is of contraction or possession.

/10

Contraction (C)	Possession (P)
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

7 Find a sentence from the passage containing a semicolon. Write out the sentence.

/1

8 Find a sentence from the passage containing a colon. Rewrite this as two separate sentences. You will need to alter the second sentence to ensure that it is grammatically correct.

/2

Unit quiz

Unit 11

/19

TOTAL

UNIT 12 BRACKETS AND DASHES

IN FOCUS



Video tutorial

Unit 12

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

- **Round brackets** (), also called parentheses, are used for information that isn't as important as the rest of the sentence. If the information contained within the parentheses is removed, the sentence should still make sense without them.

It was extremely cold (minus 4 degrees), so it was important to dress warmly.

- **Square brackets** [] also introduce additional information, but are used to indicate that the original words of the writer or speaker have been altered by someone else.

When he returned home, she [the boy's sister] had already left for work.

- **Dashes** (–) can also be used to add additional information to a sentence. In contrast to brackets, dashes put extra emphasis on this new information. Dashes are generally used in informal writing, particularly in direct speech.

That car – the sporty one – is the same as my brother's new one.



YOUR TURN 12.1

Read each sentence and insert round brackets where appropriate.

- 1 It was quite late after midnight so I decided to go to bed. /1
- 2 My father's dog a German shepherd looks fierce but is very gentle. /1
- 3 Julia didn't know her way around she had only been there once before and quickly got lost in the maze of streets. /1
- 4 I love to eat crayfish and crustaceans in general. /1
- 5 Several items a phone, two wallets and a calculator have gone missing in suspicious circumstances. /1

YOUR TURN 12.2

Rewrite each sentence, adding dashes as necessary.

- 1 Hey you the kid with the red top come here!

_____ /1

- 2 There's a smell that burning smell that seems to be coming from the engine.

_____ /1



3 Look over there to your left for an incredible view.

_____ /1

4 Later on once the dishes are done we can watch a film.

_____ /1

5 It was so noisy there was a huge storm that I couldn't sleep.

_____ /1

YOUR TURN 12.3

The following pairs of sentences could also be rewritten as single sentences, using either dashes or round brackets. Join each pair as a single sentence, making use of the appropriate punctuation marks.

1 Will's sister is in the air force. She is coming home to visit the family.

 _____ /2

2 There's a new development being built on the hill. The houses will all have three or four bedrooms.

 _____ /2

3 My mother prefers to be called by her middle name, Theresa. Her first name is Mary.

 _____ /2

4 Stephanie is bringing a guest for dinner. She has a new partner.

 _____ /2

5 I bought a packet of salt and vinegar chips. They are my favourite.

 _____ /2

/20

TOTAL

UNIT 12 BRACKETS AND DASHES

IN CONTEXT

The Giver

NOVEL

Lois Lowry

It had happened during the recreation period, when he had been playing with Asher. Jonas had casually picked up an apple from the basket where the snacks were kept, and had thrown it to his friend. Asher had thrown it back, and they had begun a simple game of catch.

There had been nothing special about it; it was an activity that he had performed countless times: throw, catch, throw, catch. It was effortless for Jonas, and even boring, though Asher enjoyed it, and playing catch was a required activity for Asher because it would improve his hand-eye coordination, which was not up to standards.

But suddenly Jonas had noticed, following the path of the apple through the air with his eyes, that the piece of fruit had – well, this was the part that he couldn't adequately understand – the apple had changed. Just for an instant. It had changed in mid-air, he remembered. Then it was in his hand, and he looked at it carefully, but it was the same apple. Unchanged. The same size and shape: a perfect sphere. The same nondescript shade, about the same shade as his own tunic.

There was absolutely nothing remarkable about that apple. He had tossed it back and forth between his hands a few times, then thrown it again to Asher. And again – in the air, for an instant only – it had changed.

(Collins, 1994, p. 24)

YOUR TURN 12.4

Comprehension

- 1 What is the relationship between Jonas and Asher?

/1

- 2 Is Jonas more or less coordinated than Asher? How do you know this?

/2

- 3 What happens to the fruit in mid-air?

/1

- 4 When Jonas examines the apple, what does he notice about it?

/1

Context

5 Highlight all of the punctuation marks in the extract.

/1

6 Rewrite the following sentence, replacing some of the commas with round brackets and some with dashes.

It was effortless for Jonas, and even boring, though Asher enjoyed it, and playing catch was a required activity for Asher because it would improve his hand-eye coordination, which was not up to standards.

/4

7 Find two sentences from the passage containing dashes, and write these sentences out in full. What information is contained between the dashes? Is it useful?

/3

8 Write a brief paragraph about suddenly noticing something that you hadn't seen before. Try to use at least one set of round brackets and at least two dashes.

/6



Unit quiz
Unit 12

/19

TOTAL

UNITS 11 & 12 REVIEW

SPELLING AND VOCABULARY: EMOTION WORDS

concerned sympathetic horrified despondent hostile
 pessimistic jovial grateful argumentative surprised

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

- a concerned _____ /1
- b sympathetic _____ /1
- c horrified _____ /1
- d despondent _____ /1
- e hostile _____ /1
- f pessimistic _____ /1
- g jovial _____ /1
- h grateful _____ /1
- i argumentative _____ /1
- j surprised _____ /1

2 Write down a synonym and an antonym (a word that has the opposite meaning) for each of these list words.

Emotion word	Synonym	Antonym
sympathetic		
despondent		
pessimistic		
hostile		
grateful		

/10

3 Use five words from the word list to write a short paragraph describing the emotions you have felt over the past few days.

/5

TOTAL MARKS /25

TEST YOURSELF: UNITS 11 & 12

Colons and semicolons

- 1 Write the symbol (punctuation mark) for a colon. _____ /1
- 2 What are colons used for? _____ /1
- 3 If you are writing a sentence that includes a list, when would you include a colon?
_____ /1
- 4 Write the symbol for a semicolon. _____ /1
- 5 What kind of break does a semicolon indicate? _____ /1

Brackets and dashes

- 6 What are round brackets also known as? _____ /1
- 7 What are round brackets used for? _____ /1
- 8 What are square brackets used for? _____ /1
- 9 What are dashes used for? _____ /1
- 10 What is the main difference between brackets and dashes? _____ /1

Spelling and vocabulary

Use the following clues to complete the emotion words.

- 11 anxious (7 letters) n _ _ _ _ _ s /1
- 12 fearful (6 letters) s _ _ _ _ d /1
- 13 happy (6 letters) u _ b _ _ t /1

Write a word that conveys:

- 14 a positive emotion _____ /1
- 15 a negative emotion _____ /1



TOTAL MARKS /15

UNIT 13 PREPOSITIONAL PHRASES

IN FOCUS



Video tutorial
Unit 13

A **phrase** is a group of words that does not make sense on its own and needs to be placed within a sentence to have meaning. A phrase does not contain a complete verb or a subject and is used to provide further information in a sentence.

Prepositional phrases

The most common type of phrase is a **prepositional phrase**. Prepositional phrases combine a preposition with a noun. Remember that prepositions provide information about the connection or relationship between things. Common prepositions include:

before, during, after, in, on, under, by, with, to, for

Adding a prepositional phrase to a clause tells us *where*, *when* or *how* something takes place.

I ate lunch at the restaurant.

I ate lunch with my sister.

I ate lunch after the film.

These phrases provide information about *where* something takes place

It was lovely to be out on the water.

She hid in the cavern.

These phrases provide information about *when* something takes place.

We went home after the game.

I'll do the washing up during the ads.

These phrases provide information about *how* something takes place.

She travelled there by train.

I went to the show with my friends.

YOUR TURN 13.1

Highlight the prepositional phrase in each sentence.

- 1 She walked to the house by the lake.
- 2 Before the show, we had some dinner.
- 3 It is very far away, beyond the hills.
- 4 I fell asleep during the assembly.
- 5 Lucy met up with Tina and Seth.



/1

/1

/1

/1

/1



YOUR TURN 13.2

Write an appropriate prepositional phrase to complete each sentence.

- | | |
|--------------------------------------|----|
| 1 I found my jumper _____ | /1 |
| 2 She parked her bicycle _____ | /1 |
| 3 We had ice-cream for dessert _____ | /1 |
| 4 The aeroplane flew _____ | /1 |
| 5 He put the book down _____ | /1 |

YOUR TURN 13.3

Add an independent clause to each prepositional phrase to form a complete sentence. An independent clause is a group of words that make sense on their own (see Unit 14 for more detail).

- | | |
|------------------------------|----|
| 1 in the sky
_____ | /1 |
| 2 after she woke up
_____ | /1 |
| 3 under the water
_____ | /1 |
| 4 with his sister
_____ | /1 |
| 5 across the street
_____ | /1 |

YOUR TURN 13.4

The following sentences have been written without any prepositional phrases. Rewrite them to make a paragraph, adding a prepositional phrase to each to convey further information.

I walked. I caught a train. I arrived. I ran quickly. I got there. We ate dinner.

- | | |
|-------|----|
| _____ | |
| _____ | |
| _____ | |
| _____ | /6 |

/21
TOTAL

UNIT 13 PREPOSITIONAL PHRASES

IN CONTEXT

The Graduate

NOVEL

Richard Baines

Aleona came from somewhere else.

She breezed into my life in Grade 6 as if she had every right to be there. We became instant soul mates. We sat together near the back of the class and talked of friends and stories and grown-ups and adventures and clothes and books and faraway places. Not boys. Not then.

One bright spring day, Aleona produced a sheet of paper that looked like an old manuscript because it had been soaking in coffee all night, and we both signed it in red ink. It stated that we both promised on pain of death to sail up the Amazon together when we left school.

Grade 6 lessons were never that exciting!

I had no idea where the Amazon was or what we were going to see when we got there. Aleona told me: 'It's a huge river with thick forests on either side. You go in a canoe. There are pink dolphins leaping in the water. The forests are full of wild boars and black jaguars. There are monkeys that swing high in the trees. There's a thing called a sloth that does nothing all day, just hangs there. You'll love it.'

'Won't it be dangerous?' I asked.

She sniffed and turned her head away as if the question was irrelevant.

(Stalking the Story 1, Oxford University Press, 2012. p. 2)

YOUR TURN 13.5

Comprehension

- 1 Describe Aleona. What are her main personality traits?

/1

- 2 Compare Aleona with the narrator of the extract. How is the narrator different?

/1

- 3 What do they promise to do on pain of death?

/1

- 4 According to Aleona, what are the main features of the Amazon?

/1

5 What is Aleona’s response to the suggestion that travelling in the Amazon might be dangerous? What does this show us about her character?

_____ /2

Context

6 Write the prepositional phrase from the first sentence of the passage.

_____ /1

7 Write the prepositional phrase that describes where Aleona and the narrator sit in the classroom.

_____ /1

8 How has the sheet of paper been treated overnight? Write your answer in a complete sentence and underline the prepositional phrase.

_____ /2

9 How has the sheet of paper been signed? Write your answer in a complete sentence and underline the prepositional phrase.

_____ /2

10 Aleona’s description of the Amazon contains many prepositional phrases. Write down four.

_____ /4

11 Briefly describe a place you have heard about but not visited. Include at least one prepositional phrase in each sentence to provide more detail.

_____ /4

 **Unit quiz**
Unit 13

/20

TOTAL

UNIT 14 COMBINING CLAUSES

IN FOCUS



Video tutorial

Unit 14

A **clause** is a group of words that contains a subject (a noun or pronoun that the sentence is about) as well as a verb that explains what is happening to the noun. Clauses can be combined with phrases or with other clauses to make sentences.

- An **independent clause**, also known as a main clause, stands by itself as a simple sentence that makes sense and is grammatically correct.

The birds fly north. ['birds' is the subject; 'fly' is the verb]

- A **dependent clause**, or subordinate clause, also contains a subject and a verb, but starts with a subordinating conjunction or a relative pronoun. Unit 10 has more information on subordinating conjunctions. This clause does not make sense on its own and reads as if some information is missing.

because they migrate for winter [the pronoun 'they' is the subject; 'migrate' is the verb]

An independent clause is combined with a dependent clause in order to form a more detailed and grammatically correct sentence. The two clauses can be combined in a variety of ways.

The birds fly north because they migrate for winter.

Because they migrate for winter, the birds fly north.

Punctuating clauses

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

Embedded clauses

With some wording and punctuation changes, one clause can also be embedded within another clause to create a single sentence. Consider these two clauses:

The birds migrate to northern Europe. The birds fly for thousands of kilometres.

The birds, who fly for thousands of kilometres, migrate to northern Europe.

Replacing the subject 'the birds' with the relative pronoun 'who' allows these changes to be made.

YOUR TURN 14.1

Highlight the dependent clause in each sentence.

1 When Richard reached the front of the stage, he began to feel nervous.

/1

2 Olivia was late because she had to stop for petrol.

/1



- 3 After dinner, once we had finished dessert, we did the washing up.
- 4 He didn't want to go to school unless he could come home early.
- 5 Although I enjoyed the film, I would have preferred to stay home.

/1

/1

/1

YOUR TURN 14.2

Fill in the missing dependent clause to form a complete sentence. Add commas where necessary.

- 1 After _____ the band played loudly.
- 2 I had an enjoyable time at the beach because _____.
- 3 Despite _____ we eventually found our way there.
- 4 Bradley, who _____ is one of my best friends.
- 5 I can't go out unless _____.

/1

/1

/1

/1

/1

YOUR TURN 14.3

Rewrite the following pairs of clauses as a single sentence.

- 1 Rebecca is learning to drive. Rebecca hopes to buy a car with her savings.

/1

- 2 Taika is a talented musician. He is also an exceptionally fast runner.

/1

- 3 The train roared across the bridge. The train was on its way to Sydney.

/1

YOUR TURN 14.4

These sentences only use dependent clauses and do not make sense. Rewrite them, by adding independent clauses to the dependent clauses.

Because there was a robbery. After the police were called. Who interviewed the eyewitnesses. While the culprits were identified.

/4

/17

TOTAL

UNIT 14 COMBINING CLAUSES

IN CONTEXT

Jack the Giant Killer

NOVEL

Richard Baines

One bright morning Jack turned to his mother and said, 'I'm off to kill giants.'

'You finish your breakfast,' she replied, 'or you're going nowhere.'

Cormoran was a huge giant, eighteen feet tall and three yards around the waist. He lived in a cave on an island off the Cornish coast, and when he was hungry he waded across to the mainland for provisions. The earth shook and the seas raged and the local villagers abandoned their homes and ran for the hills. Cold and fearful, they watched as Cormoran helped himself to the best of their cattle and sheep, tying some around his huge waist like a bunch of candlesticks. Laughing at the wretched village folk, Cormoran splashed home to a supper of roasted ox on a bed of rice, all washed down with a few barrels of beer. This had gone on for many years, and the people of Cornwall were in despair.

'I'm off,' said Jack again.

'Brush your hair first,' said his mother. 'And give your face a wash. You're not going anywhere looking like that.'

As dusk was falling, Jack took a shovel, pickaxe and horn and rowed over to the giant's island. Once there, he rolled up his sleeves and set to work. He laboured through the chill of the night as the giant slumbered and snored after his enormous dinner. As the new day dawned Jack threw down his shovel and wiped the sweat off his forehead. He had dug a huge pit, twenty-two feet deep and twenty feet wide. He had covered it with tree branches, sticks, straw, soil and earth mould. Placing himself on the far side of the pit from the giant's cave, he blew his horn.

Tantivy! Tantivy!

'You blockhead!' snarled the giant, 'waking me from my sleep at this ungodly hour. You will pay dearly for it. I am inclined to boil you whole and eat you for breakfast!'

No sooner had he said this than he fell into the pit.

(Stalking the Story 1, Oxford University Press, 2012, pp. 20–1)



YOUR TURN 14.5

Comprehension

- 1 Describe Cormoran and what happens when he is hungry.

/2

- 2 How have Cormoran's actions been affecting the villagers?

/1

3 What does Jack do in order to trap and kill the giant?

/1

4 How do you think the villagers are likely to react to the giant's death?

/1

Context

5 Highlight the independent clause in each sentence.

- a One bright morning Jack turned to his mother and said, 'I'm off to kill giants.'
- b Cormoran was a huge giant, eighteen feet tall and three yards around the waist.
- c He had dug a huge pit, twenty-two feet deep and twenty feet wide.

/3

6 Split each of the following sentences into two separate sentences, each containing an independent clause. Change the wording to make sure your sentences are grammatically correct.

- a Once there, he rolled up his sleeves and set to work.

- b As the new day dawned, Jack threw down his shovel and wiped the sweat off his forehead.

- c I am inclined to boil you whole and eat you for breakfast!

/6

7 Find two independent clauses from the passage that illustrate that Jack's mother isn't particularly interested in his plan to kill giants.

/2

8 Write two sentences to describe Jack. Make sure that both sentences include an independent and a dependent clause.

/4



Unit quiz
Unit 14

/20

TOTAL

UNITS 13 & 14 REVIEW

SPELLING AND VOCABULARY: WORDS ENDING WITH '-OUS'

dangerous ferocious mysterious conscious disastrous
 anonymous devious religious delicious fabulous

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

a	_____	_____	/2
b	_____	_____	/2
c	_____	_____	/2
d	_____	_____	/2
e	_____	_____	/2
f	_____	_____	/2
g	_____	_____	/2
h	_____	_____	/2
i	_____	_____	/2
j	_____	_____	/2

2 Sort the words in the word list into words with positive connotations, words with negative connotations and words that could be either (or are relatively neutral).

Positive words	Negative words	Neutral words
/12		

3 Write a short paragraph about a situation that is mysterious and dangerous. Include as many of the list words as you can in your paragraph.

/4

TOTAL MARKS /36

TEST YOURSELF: UNITS 13 & 14

Prepositional phrases

- 1 What is a phrase? _____
 _____ /1
 - 2 What types of words does a prepositional phrase combine? _____
 _____ /1
 - 3 What extra information is conveyed when a prepositional phrase is added to a clause?
 _____ /1
 - 4 Write down three common prepositions. _____ /1
- Highlight the prepositional phrase in this sentence:
- 5 All he wanted to do was sit in front of the television. /1

Combining clauses

- 6 What parts of speech must a clause always contain? _____
 _____ /1
- 7 What is the difference between an independent clause and a dependent clause? _____
 _____ /1
- 8 What does a dependent clause always start with? _____
 _____ /1
- 9 When combining dependent and independent clauses, should you use a comma? _____
 _____ /1
- 10 What is the term for combining clauses by putting one within the other to create a single sentence?
 _____ /1

Spelling and vocabulary

Write an '-ous' word that is a synonym for each of the following terms.

- 11 absurd r _____ /1
- 12 huge e _____ /1
- 13 wealthy p _____ /1
- 14 naughty m _____ /1
- 15 well-known f _____ /1

TOTAL MARKS /15

UNIT 15 SUBJECTS, OBJECTS AND PREDICATES

IN FOCUS



Video tutorial
Unit 15

While the words in a sentence can be arranged into clauses and phrases, a sentence also can be divided into two distinct parts: the **subject** and the **predicate**. The predicate also contains the **object** of the sentence.

- The subject of a sentence is the person, place, thing or idea that is doing or being something. The subject is always a pronoun (or pronouns), a noun (or nouns) or a noun phrase.

Mr Angelou

The lantern

The lion and the tiger

We

He and she

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

Mr Angelou went to the supermarket.

- The object of a sentence is the noun or nouns that are part of the predicate. This example contains two nouns, 'Mr Angelou' and 'supermarket'. 'Mr Angelou' is the subject who performs the action ('went' is the past tense of the verb 'go'); 'the supermarket' is the object that *receives* the action.

The baby rolled over in her cot.

'The baby' is the subject of the sentence and performs the action of rolling. The cot is the object of the sentence as the cot doesn't do anything. The cot forms part of the predicate. The following examples all have the same subject but have different predicates with different verbs and different objects.

The baby threw the toy.

The baby crawled on the floor.

- The subject does not always have to go at the beginning of the sentence. In this example, the predicate has been split up by the subject.

Crying angrily, the baby threw the toy.

In this example, the subject comes after the predicate in the sentence.

The toy was thrown by the baby.





YOUR TURN 15.1

Highlight the object in each sentence.

- | | | | |
|---|---------------------------------|---|---------------------------------|
| 1 I handed over the money. | <input type="text" value="/1"/> | 4 We ordered spring rolls. | <input type="text" value="/1"/> |
| 2 They tripped and dropped their books. | <input type="text" value="/1"/> | 5 The wind blew through the trees. | <input type="text" value="/1"/> |
| 3 Marjorie plays violin. | <input type="text" value="/1"/> | 6 There were lions and tigers at the zoo. | <input type="text" value="/1"/> |

YOUR TURN 15.2

Add an object to each of the following sentences.

- | | |
|--|---------------------------------|
| 1 I presented _____ to Stephanie. | <input type="text" value="/1"/> |
| 2 The speaker thanked _____ for their attention. | <input type="text" value="/1"/> |
| 3 The lion broke free from _____ and ran away. | <input type="text" value="/1"/> |
| 4 She shouted loudly at _____ and gave chase. | <input type="text" value="/1"/> |
| 5 I'd like to visit _____ one day. | <input type="text" value="/1"/> |

YOUR TURN 15.3

Rewrite each sentence, changing the verb and the object to alter the predicate. Adjust the wording of the sentence as necessary.

- | | | |
|---|---------------------------------|----------------------------------|
| 1 In the afternoon, we went swimming in the river.
_____ | <input type="text" value="/2"/> | |
| 2 I ate some chocolate cake.
_____ | <input type="text" value="/2"/> | |
| 3 The cheetah chased the antelope.
_____ | <input type="text" value="/2"/> | |
| 4 The teacher continued speaking to the class.
_____ | <input type="text" value="/2"/> | |
| 5 The car raced around the track.
_____ | <input type="text" value="/2"/> | <input type="text" value="/21"/> |
| | | TOTAL |

UNIT 15 SUBJECTS, OBJECTS AND PREDICATES

IN CONTEXT

Hatchet

NOVEL

Gary Paulson

The plane, committed now to landing, to crashing, fell into the wide place like a stone, and Brian eased back on the wheel and braced himself for the crash. But there was a tiny bit of speed left and when he pulled up on the wheel the nose came up and he saw in front the blue of the lake and at that instant the plane hit the trees.

There was a great wrenching as the wings caught the pines at the side of the clearing and broke back, ripping back just outside the main braces. Dust and dirt blew off the floor into his face so hard he thought there must have been some kind of explosion. He was momentarily blinded and slammed forward in the seat, smashing his head on the wheel.

Then a wild crashing sound, ripping of metal, and the plane rolled to the right and blew through the trees, out over the water and down, down to slam into the lake, skip once on water as hard as concrete, water that tore the windscreen out and shattered the side windows, water that drove him back into the seat. Somebody was screaming, screaming as the plane drove down into the water. Someone screamed tight animal screams of fear and pain and he did not know that it was his sound, that he roared against the water that took him and the plane still deeper, down into the water. He saw nothing but sensed blue, cold blue-green, and he raked at the seatbelt catch, tore his nails loose on one hand. He ripped at it until it released and somehow – the water trying to kill him, to end him – somehow he pulled himself out of the shattered front window and clawed up into the blue, felt something hold him back, felt his anorak tear and he was free.

(Pan Macmillan, 1991, pp. 22–3)

YOUR TURN 15.4

Comprehension

- 1 Write down two quotes from the extract that illustrate the destruction caused by the plane crash.

/2

- 2 Where does the plane crash? How does this add to the danger of the situation?

/2

- 3 How is Brian injured in the crash?

/1

4 Who is screaming?

/1

5 What two things does Brian have to do to break free and escape the plane?

/2

Context

6 Reread the first sentence of the extract.

a What is the first subject of this sentence?

b What is the second subject?

c What is the first object of this sentence?

d What is the second object?

/4

7 Add the missing words from the extract in the spaces. Identify whether each one is the subject (S) or the object (O).

a at that instant the _____ [S/O] hit the _____ [S/O]

b the _____ [S/O] caught the _____ [S/O] at the side of the clearing and broke back

c the _____ [S/O] rolled to the right and blew through the _____ [S/O]

d _____ [S/O] screamed tight animal screams of fear and pain

/14

8 Based on your reading of the passage, write an appropriate predicate for each subject.

a The plane _____

b Brian _____

c The plane's wings _____

d The pine trees _____

e The water _____

f The seatbelt catch _____

g The windscreen _____

h The lake _____

/8


Unit quiz
Unit 15

/34
TOTAL

UNIT 16 SIMPLE, COMPOUND AND COMPLEX SENTENCES

IN FOCUS



Video tutorial

Unit 16

You already know that sentences are constructed from a combination of clauses and phrases.

- A simple sentence consists of a single independent clause. It contains a subject and a verb and expresses one idea. It may also include a phrase for more detail.

Marjorie played guitar.

Marjorie played guitar at the concert.

- Both examples are simple sentences. However, the prepositional phrase 'at the concert' provides further information about where this is taking place.
- A **compound sentence** is made up of two or more independent clauses, combined with a coordinating conjunction. There are seven coordinating conjunctions: **for, and, nor, but, or, yet, so**. Use the mnemonic FANBOYS to remember them. A compound sentence can be broken down into separate simple sentences.

Marjorie played guitar and Stephen played the drums.

The two independent clauses in this example are joined by the coordinating conjunction 'and', which makes it a compound sentence.

- A **complex sentence** is made up of an independent clause and at least one dependent clause, which begins with a subordinating conjunction. Some examples include: *such, as, after, because, when, before, if, while, unless, which*.

The dependent clause of a complex sentence contains less important information and *depends* on the independent clause to convey the key idea, whereas the independent clause conveys its own idea clearly and grammatically.

The band played at the concert.

Before the headline act performed

The band played at the concert before the headline act performed.

The first example is an independent clause and also a simple sentence. The second example is a dependent clause and contains less important information. The third example is a complex sentence.

More than one additional clause can be combined with the independent clause when forming a complex sentence.

The band played at the concert before the headline act performed. The band played after the intermission.

The band played at the concert after the intermission before the headline act performed.



YOUR TURN 16.1

Identify whether each of the following sentences is compound (CD) or complex (CX).

- | | | | |
|---|--|-------|---------------------------------|
| 1 | The meal was great but the kitchen was left in a terrible state. | CD/CX | <input type="text" value="/1"/> |
| 2 | Underneath the carpet we found a shiny metal trapdoor that the key fit perfectly. | CD/CX | <input type="text" value="/1"/> |
| 3 | We were going to visit the gallery but they are closed on Tuesdays so we just went home. | CD/CX | <input type="text" value="/1"/> |
| 4 | When Valerie asked to borrow my phone, I had to tell her I'd already lent it to Phillip. | CD/CX | <input type="text" value="/1"/> |
| 5 | The grass is green at this time of year, after so much rain has fallen. | CD/CX | <input type="text" value="/1"/> |

YOUR TURN 16.2

Rewrite each pair of sentences as a single complex sentence, choosing one independent clause to turn into the dependent clause and using a subordinating conjunction. Reword each sentence as necessary.

- 1 The view from the window was of lakes and mountains. I looked at the view for some time.

- 2 I stood next to the road. The traffic whizzed past me.

- 3 The secret weighed heavily on my conscience. The information wasn't mine to share.

- 4 Punjabi food is delicious. It comes from the northern region of India.

- 5 I slept through most of the class. The lesson was on tectonic plates.

TOTAL

UNIT 16 SIMPLE, COMPOUND AND COMPLEX SENTENCES

IN CONTEXT

Hatchet

NOVEL

Gary Paulson

He was taken in the back by some mad force and driven into the shelter on his face, slammed down into the pine branches of his bed.

At the same time the wind tore at the fire and sprayed red coals and sparks in a cloud around him. Then it backed out, seemed to hesitate momentarily, and returned with a massive roar; a roar that took his ears and mind and body.

He was whipped against the front wall of the shelter like a rag, felt a ripping pain in his ribs again, then was hammered back down into the sand once more while the wind took the whole wall, his bed, the fire, his tools – all of it – and threw it out into the lake, gone out of sight, gone for ever. He felt a burning on his neck and reached up to find red coals there. He brushed those off, found more on his trousers, brushed those away, and the wind hit again, heavy gusts, tearing gusts. He heard trees snapping in the forest around the rock, felt his body slipping out and clawed at the rocks to hold himself down. He couldn't think, just held and knew that he was praying, but didn't know what the prayer was – knew that he wanted to be, stay and be, and then the wind moved to the lake.

Brian heard the great, roaring sucking sounds of water and opened his eyes to see the lake torn by the wind, the water slamming in great waves that went in all ways, fought each other and then rose in a spout of water going up into the night sky like a wet column of light. It was beautiful and terrible at the same time. The tornado tore one more time at the shore on the opposite side of the lake – Brian could hear trees being ripped down – and then it was done, gone as rapidly as it had come. It left nothing, nothing but Brian in the pitch dark.

(Pan Macmillan, 1991, pp. 123–4)

YOUR TURN 16.3

Comprehension

- 1 What is the mad force that slams Brian down?

/1

- 2 What items are taken from the shelter and thrown into the lake?

/1

- 3 What is dangerous about the effect of the wind on the fire?

/1

4 Why does Brian pray?

/1

5 What happens when the wind hits the lake?

/1

Context

6 Find a simple sentence from the passage and write it out.

/1

7 Are most of the sentences in the passage simple, compound or complex?

/1

8 Why do you think Paulson has chosen to use so many of this type of sentence? How do they convey the chaos being experienced by Brian?

/3

9 a Choose a complex sentence from the passage and write it out.

/2

b Highlight the clauses in your sentence.

/1

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

/5



Unit quiz
Unit 16

/18

TOTAL

UNITS 15 & 16 REVIEW

SPELLING AND VOCABULARY: COMPOUND WORDS

windscreen himself downpour breakfast underground
nobody weekend eyesore anyway nightfall

1 Split each of the compound words in the word list into the two separate words that form them.

- | | | |
|----------------------|-------|----|
| a windscreen | _____ | /1 |
| b himself | _____ | /1 |
| c downpour | _____ | /1 |
| d breakfast | _____ | /1 |
| e underground | _____ | /1 |
| f nobody | _____ | /1 |
| g weekend | _____ | /1 |
| h eyesore | _____ | /1 |
| i anyway | _____ | /1 |
| j nightfall | _____ | /1 |

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

- | | |
|--|----|
| a She raced for shelter through the torrential _____. | /1 |
| b By the time I ate _____, I was ravenous. | /1 |
| c After a very busy week at school, she couldn't wait for the _____. | /1 |
| d The rubbish dump was an _____ ruining the beauty of the town. | /1 |
| e Owls don't usually come out until after _____. | /1 |
| f She searched for a space in the _____ carpark. | /1 |
| g Although a large crowd was expected, _____ had arrived when the show started. | /1 |
| h The stone hit the _____, shattering it instantly. | /1 |

3 Write down five more compound words, and then separate each one into the words that form it.

- | | |
|----------------|----|
| a _____ | /2 |
| b _____ | /2 |
| c _____ | /2 |
| d _____ | /2 |
| e _____ | /2 |

TOTAL MARKS /28

TEST YOURSELF: UNITS 15 & 16

Subjects, objects and predicates

1 What types of words can be the subject of a sentence? _____

_____ /1

2 What part of speech will the predicate of a sentence always contain? _____

_____ /1

3 What is the object of a sentence? _____

_____ /1

Consider the following sentence: Ruby threw the ball as hard as she could.

4 What is the subject of this sentence? _____

5 What is the object of this sentence? _____

Simple, compound and complex sentences

6 What type of clause would be found in a simple sentence? _____

_____ /1

7 Can a simple sentence contain a phrase? _____

_____ /1

8 What kinds of clauses are found in a compound sentence? _____

_____ /1

9 What sort of conjunction is used to form compound sentences? _____

_____ /1

10 What kinds of clauses are found in a complex sentence? _____

_____ /1

Spelling and vocabulary

Identify the compound words based on the clues.

11 Something used to brush your teeth: _____ /1

12 A pot to put a flower in: _____ /1

13 A dream you have when you're awake: _____ /1

14 Additional work that you have to complete at home: _____ /1

15 A spoon you would use to stir a hot drink: _____ /1

TOTAL MARKS /15

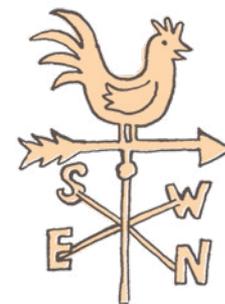
GLOSSARY RECAP

Apostrophe of contraction	A punctuation mark used to show letters that have been left out of a word.
Apostrophe of possession	A punctuation mark used to show that something is owned by someone or something.
Clause	A group of words that contains a subject and finite verb. A clause is either independent or dependent.
Complex sentence	A sentence that contains an independent clause and one or more dependent clauses.
Compound sentence	A sentence that contains two or more independent clauses.
Dependent clause	A clause that is dependent on an independent clause in a sentence.
Independent clause	A clause that makes sense on its own.
Object	Part of a sentence, often the predicate, that refers to someone or something on the receiving end of the verb.
Phrase	A group of words that does not contain a subject or finite verb and cannot stand on its own.
Predicate	The part of the sentence that says something about the subject.
Prepositional phrase	A phrase that combines a preposition with a noun.
Subject	The person, place, thing or idea that is doing or being something. The subject is always a noun (or nouns), a pronoun (or pronouns) or a noun phrase.



Glossary review

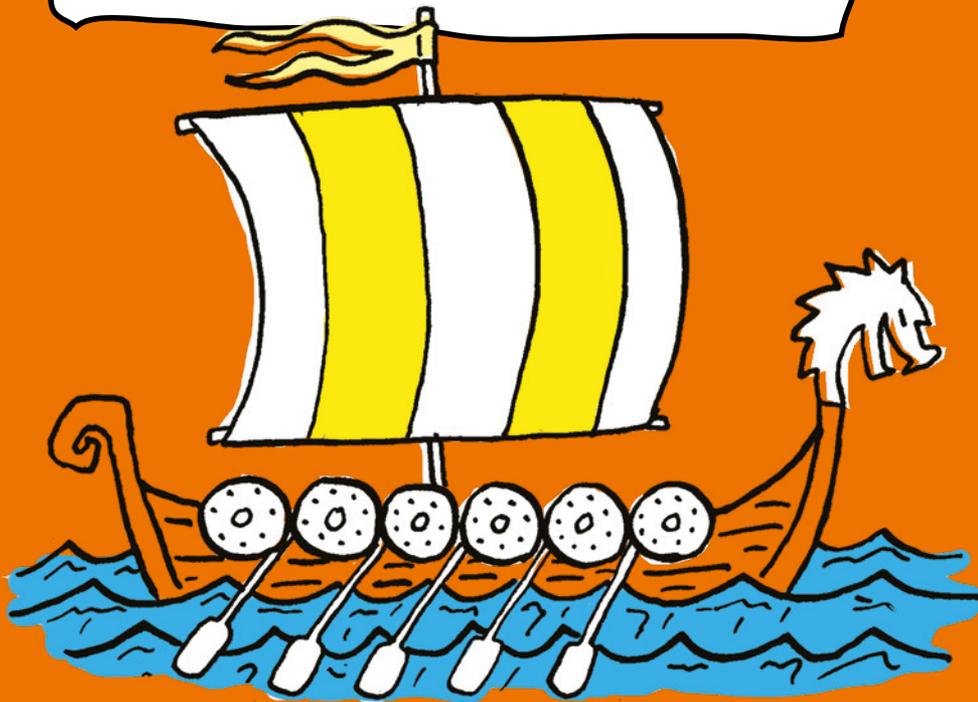
Part B: Organising words and ideas





PART C

**Expressing and
sharing ideas**





YOUR TURN 17.2

Use the letters A–F to reorder these sentences to form a coherent paragraph.

- | | |
|--|----|
| 1 I doubt that any local resident would emerge from a swim to use the barbecue facilities given the disgusting filth that is the main feature of the pavilion. | /1 |
| 2 It is the council's responsibility to act to fix these problems and to do so without delay. | /1 |
| 3 When I walked through the park yesterday, all three rubbish bins were overflowing and refuse was blowing around in the breeze. | /1 |
| 4 The condition of the park at the intersection of Elm Lane and Easy Street is deplorable. | /1 |
| 5 I write to draw attention to the poor standard of care that the council is currently demonstrating towards local parks and gardens. | /1 |
| 6 In addition to the problems at Christopher Street, the recreation area near the swimming pool is similarly neglected. | /1 |

YOUR TURN 17.3

Draw lines to match the appropriate topic sentence to its corresponding linking sentence.

Topic sentence	Linking sentence	
1 Much more must be done to preserve Australia's native wildlife.	A Cricket isn't just a game for summer.	
2 Birthdays are a wonderful opportunity for families to get together and celebrate one another.	B These plants and animals are uniquely Australian and must be preserved.	
3 Students should spend more time at school rather than being burdened with homework.	C If young people were listened to, they could make many valuable contributions to society.	
4 Cricket should be a year-round sport.	D No matter how old you may be, a birthday is always cause for celebration.	
5 Parents and teachers should pay more attention to the concerns and ideas of young people.	E The learning that happens at school is far more important than any homework task.	/15
		/5
		TOTAL

UNIT 17 PARAGRAPHS

IN CONTEXT

ESSAY

Time to return stolen goods

Despite efforts in recent years to return historical artefacts to their original and rightful owners, many are still being kept behind glass in museums and galleries. It is frustrating to see so many precious objects, most of which are still considered valuable to the communities they were made in, being deliberately withheld by foreign institutions. They have been shut in glass cabinets for too long, and should be returned to their rightful owners.

When considering this issue, we must remember how the artefacts – now considered treasures – were obtained in the first place. Most of the goods you see in museums today were stolen, or deceitfully taken. In the past, more powerful countries would trick or threaten smaller nations into trading precious objects in return for worthless trifles. While the museums themselves are not directly responsible for this theft, they are now nonetheless the owners of thousands of stolen goods. By housing these ill-gotten objects, museums are complicit in the injustices of the past.

Adding insult to injury, museums proudly display their stolen goods for the world to see! They show off their spoils to the world by inviting people to gape at the priceless artefacts they have taken from cultures far and wide. Most museums even make you pay to see these pilfered rarities! A recent exhibition at The National Museum of Australia cost \$25 to see! Museums are making money off stolen goods.

I am not opposed to museums as such: they preserve culturally significant items and educate us about the past. But I think it is up to the original owners to decide if they want their family heirlooms on display in a distant country or returned home. They can still be preserved in museums, but with the permission of the owner, or held in local museums run by that community. It is one thing to display the relics of your own country, but another thing to exhibit the treasures of another!

In conclusion, museums should make an effort to find the original owners and give their artefacts back. At the very least, they should agree to requests to have treasures returned, therefore righting the wrongs of the past.

By Usman Elwood

YOUR TURN 17.4**Comprehension**

- 1 According to the essay's author, Usman Elwood, how have artefacts been obtained by museums?

/1

2 What positive comment does Elwood make about museums?

/1

3 List all of the nouns Elwood uses in place of 'artefacts'.

/1

4 Why does he think museums are partly responsible for the theft of artefacts?

/1

5 In the third paragraph, why is 'pay' in italics? What effect does this have?

/2

Context

6 Based on the topic sentences, what do you think is the main idea of each paragraph?

Paragraph 1 _____

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

Paragraph 5 _____

/5

7 Identify some evidence that Elwood uses to back up the point he makes in paragraphs 2 and 3. Use direct quotes from each paragraph as your evidence.

Paragraph 2 _____

Paragraph 3 _____

/4



Unit quiz
Unit 17

/15

TOTAL

UNIT 18 USING TEXT CONNECTIVES

IN FOCUS



Video tutorial

Unit 18

In order to write cohesive paragraphs, your writing should flow. Using joining words or **text connectives** will help you do this. Text connectives show the way in which different sentences relate to one another, and help to make logical links between the paragraphs of a piece of writing. Different text connectives work in a variety of ways:

- They can introduce additional information (additive connective).

similarly, as well as, moreover, in addition, too, also, furthermore

- They can offer a condition or concession to what has been previously discussed (qualifying connective).

however, otherwise, nevertheless, despite, instead, even so, in any case, on the other hand

- They can clarify (illustrative connective).

for example, for instance, namely, in particular, in fact, that is

- They can indicate time, which is important in narrative writing (temporal connective).

before, later, finally, after, earlier, previously, soon, then, next, in the end

- They can show a sequence of ideas, which is useful for essay writing (sequencing connective).

first, to begin, second, to conclude, all in all, finally, in brief, to sum up, in conclusion

- They can illustrate cause and effect, which is also useful for essay writing, particularly as you draw conclusions from the evidence you are presenting (causal connective).

so, therefore, thus, consequently, due to, because of this, in that case

YOUR TURN 18.1

Highlight the connective used in each sentence below and identify its purpose. An example has been done for you.

There are many cases of this; for instance, the infamous Gladstone scandal of 1989. → *additive connective – introduces additional information.*

- 1 To sum up, space travel is out of reach for most ordinary travellers.

/2

- 2 He may be a qualified chef; however, I would be reluctant to eat at his table.

/2



3 Consequently, the key was lost along with their hopes.

_____ /2

4 I decided not to attend. Previously, I would have gone.

_____ /2

YOUR TURN 18.2

Add appropriate connectives to each of the following sentences.

1 _____ suffering through the pain, I _____ had to pay the hospital bill.

/2

2 _____ the rain we had a lovely holiday and _____ returned home very relaxed.

/2

3 _____ the film was boring, _____ someone's phone kept ringing and _____ the people behind me wouldn't stop talking. _____ it was a pretty bad night.

/4

4 _____ following the police officer's directions we _____ reached the house.

/2

YOUR TURN 18.3

Rewrite the following groups of sentences as a single sentence, adding appropriate connectives.

1 I enjoy spending time with my friends. I also like to spend time alone. I like to read.

_____ /2

2 My grandfather shouldn't be allowed to drive anymore. He has been in three accidents this year. He hasn't had his eyes tested this millennium!

_____ /2

3 We went upstairs. We went back downstairs and around the back. We noticed a door hidden next to the staircase.

_____ /2

/24

TOTAL

UNIT 18 USING TEXT CONNECTIVES

iPad

09:14 AM

OXFORD NEWS

World | Local | Culture | Sport

HERO PENSIONER SAVES KIDS

TUESDAY 31 MAY

A pensioner has been hailed as a hero due to his quick-thinking actions, potentially saving the lives of a number of high-school students.

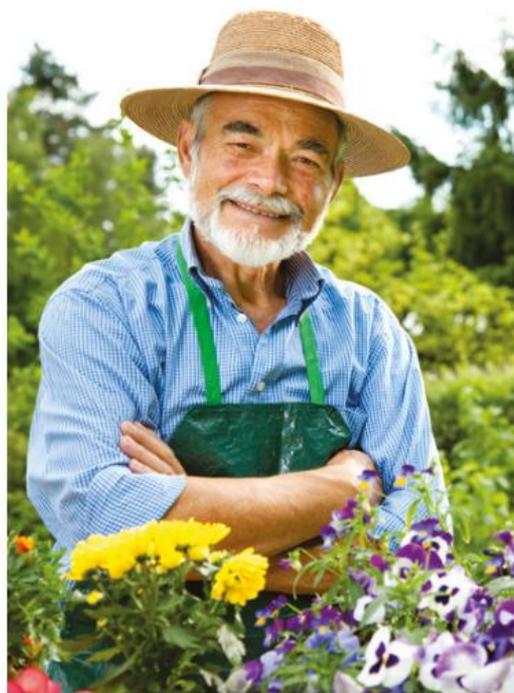
Marvin Sutter, whose house is adjacent to a school bus stop, had been in his front garden at around 8am yesterday when he noticed that the school bus was approaching at a greater speed than usual.

'At first, I thought the driver was just running late and in a bit of a hurry,' said Mr Sutter, 'then I realised that he wasn't going to stop in time.'

Mr Sutter sprang into action, gaining the attention of the waiting students and ensuring they cleared the area just before the bus collided with the shelter. 'I knew I had to get the kids to listen fast, because they were all looking at their phones', he said. 'I figured that they wouldn't normally pay attention to an old man, so instead I used their language to get through to them.'

According to Sammy, one of the four students at the bus stop at the time of the accident, Mr Sutter shouted a vulgar term, getting the students' attention quickly. 'It isn't often you hear someone that old say something like that,' he said. 'If he'd just said "Hey kids" for example, we would have ignored him. He's always having a go at someone about dropping rubbish on his lawn, so we don't pay any attention to him. It's a good thing he knows how to swear, otherwise we might all be in hospital.'

Mr Sutter confirmed that he had shouted an obscenity to gain the teenagers' attention, but would not repeat it. 'It's something I've



Mr Sutter doesn't think of himself as a hero.

heard them say to each other, but it seems a very impolite term to me,' he said.

Sammy and his fellow students expressed their gratitude to Mr Sutter for saving them by collecting various bits of rubbish from his front garden. 'It's the least we could do,' said the Year 9 student.

The septuagenarian good Samaritan accepted the praise of the police with good grace, however, he does not believe he is a hero. 'All in all, I just want to go back to looking after my garden,' said Mr Sutter.

YOUR TURN 18.4

Comprehension

- 1 What did Mr Sutter notice when he was in his garden? /1

- 2 Why did he think it was necessary to gain the students' attention? /1

- 3 What tactic did he use to get them to look up? Why was this tactic effective? /2

- 4 What sort of relationship has Mr Sutter previously had with the students at the bus stop? /1

Context

5 Highlight a sentence from the passage that contains each of the types of connective listed.

- | | |
|---|---|
| <p>a additive connective</p> <p>b sequencing connective</p> <p>c qualifying connective</p> | <p>d temporal connective</p> <p>e causal connective</p> <p>f illustrative connective</p> |
|---|---|

/6

6 After the events at the bus stop, another incident involving Mr Sutter took place a few days later. Report this incident, using appropriate text connectives to ensure that your writing is coherent. Mention as many of the following facts about the incident as you like.

- Mr Sutter stopped a mugger running away with a customer's bag.
- Mr Sutter was leaving a garden centre with a newly purchased cactus when he heard a commotion and someone yelling that their bag had been taken.
- As the thief ran past him, Mr Sutter hurled the cactus at the back of the thief's head, briefly stunning them.
- Employees of the garden centre detained the thief while waiting for police.

/8



Unit quiz
Unit 18

/19

TOTAL

UNITS 17 & 18 REVIEW

SPELLING AND VOCABULARY: WORDS BEGINNING WITH 'RE-'

recent recall resent remind remedial
 rescue reclaim recline rely review

1 Match each word from the word list with its definition.

- a to help someone remember something _____ /1
- b to save someone from a perilous situation _____ /1
- c to lie back _____ /1
- d in the near past _____ /1
- e to assess something to see if it needs changing _____ /1
- f to come back to mind _____ /1
- g something given as a cure or solution _____ /1
- h to dislike or feel bitterness _____ /1
- i to depend on something _____ /1
- j to retrieve or take back ownership _____ /1

2 Replace the prefix 're-' with the prefix 'de-' to form a new word, then use the new word in a sentence.

- a recent _____ /2
- b reclaim _____ /2
- c recline _____ /2

3 Write a short paragraph titled 'What I've realised about my relatives'. Try to include as many other 're-' words as you can.

 _____ /6

TOTAL MARKS /22

TEST YOURSELF: UNITS 17 & 18

Paragraphs

- 1 What do the sentences in a paragraph all relate to? _____
 _____ /1
- 2 What kind of sentence does a paragraph always start with? _____
 _____ /1
- 3 What is the purpose of explanation in a paragraph? _____
 _____ /1
- 4 What could be used as evidence in a paragraph? _____
 _____ /1
- 5 What is the acronym that can be used to remember correct paragraph structure? _____
 _____ /1

Using text connectives

- 6 Text connectives are also known as _____ words. /1
- 7 What do text connectives show when used in a paragraph? _____
 _____ /1
- 8 What do additive connectives do? _____
 _____ /1
- 9 What sort of connectives show cause and effect? _____
 _____ /1
- 10 Write down two examples of temporal connectives. _____
 _____ /1

Spelling and vocabulary

Provide a 're-' word for each definition below.

- 11 to come back _____ /1
- 12 to stay _____ /1
- 13 to give in _____ /1
- 14 to keep _____ /1
- 15 to stop forgetting _____ /1

TOTAL MARKS /15

UNIT 19 IRONY

IN FOCUS



Video tutorial

Unit 19

Irony is the use of language in which the intended meaning is different from or opposite to the actual meanings of the words. Something is said to be ironic if it defies your expectations in some way. There are different types of irony.

Verbal irony is when words are spoken in such a way that the intention is for them to have the opposite meanings to their dictionary definition.

[You have just been given a huge project.] Fantastic, I can't wait to get home to work on this.

Verbal irony is similar to sarcasm, but sarcasm ridicules and shows contempt.

What a genius. [When someone does something foolish.]

However, sarcasm and verbal irony are terms that are used interchangeably.

Situational irony is when something takes place that is the opposite to your expectations. For example, perhaps you had been reading about the things you could do to make your diet healthier, but were so involved in your reading that you ran out of time to make dinner and ended up ordering pizza. However, if you'd just been reading a novel, the situation wouldn't be ironic, nor would it be ironic if you'd ended up eating a take-away salad.

Dramatic irony refers to a situation when the reader or audience of a text knows more than the characters involved in the drama. For example, if in a film a character ventures into a darkened house when the audience already knows that a dangerous killer is lurking there. Often the audience is made aware of the ending of a story at the beginning of a film or show, only to have the action unfold as a flashback. With this kind of dramatic irony, the audience already knows the fate of the characters before the story is told.

YOUR TURN 19.1

Write down an example of situational irony for each of these circumstances.

- 1 A hairdresser has just finished training their apprentice.

/2

- 2 You send a card to your doctor to thank her for helping you get well.

/2

- 3 Your parent is reading an article called 'How to Connect with Your Children.'

/2



- 4 A food safety inspector cooks dinner for the family.

/2

YOUR TURN 19.2

These sentences are intended to be examples of verbal irony. Write down the implied meaning of each, as well as what might be happening to provoke this response.

- 1 What a rocket scientist! _____
-
- /2

- 2 I can't wait for our next class. _____
-
- /2

- 3 Broccoli, my favourite. _____
-
- /2

- 4 My cousin is the best. _____
-
- /2

YOUR TURN 19.3

Identify whether each situation is ironic (I) or not ironic (NI).

- | | | |
|---|------|----|
| 1 A travel agent books an overseas holiday, but when they arrive the hotel does not have a record of the reservation. | I/NI | /1 |
| 2 A criminal is arrested by a police officer for burgling a house. | I/NI | /1 |
| 3 A lifeguard has to be rescued from a swimming pool. | I/NI | /1 |
| 4 A parking inspector gives a car a parking ticket. | I/NI | /1 |
| 5 Someone who hates singing refuses to go to karaoke. | I/NI | /1 |

YOUR TURN 19.4

Choose two of the non-ironic examples from Your Turn 19.3 and rewrite each so it becomes ironic.

- 1 _____
-
- /2
- 2 _____
-
- /2

/25

TOTAL

UNIT 19 IRONY

IN CONTEXT

Literally so ironic

SHORT STORY

'Miss Singh, did you hear about Jaime Fisher?' Stacey pushes in to the room past the other students and stomps towards me. 'It's so ironic!'

Stacey is one of my students. She's well-meaning and enthusiastic, although not necessarily accurate. Since our lesson on irony a couple of weeks ago she's been trying out her knowledge of the concept, with limited success.

'What happened, Stacey?'

'My cousin told me about it. Jaime's house was on fire last night! Everyone was okay but they can't live there for a while. Just so ironic!'

I'd heard the news about Jaime in the staffroom this morning. Apparently an electrical fault had started a fire in the kitchen. Of course, I was glad that everyone was safe, but it didn't sound especially ironic to me. More like bad luck.

'That's really unfortunate, Stacey.'

'Yeah, literally so ironic,' she says, failing to pick up on my hint as she flounces to her seat.

After the long weekend, she tries again.

'Miss, did you hear about my holiday?' She's ready to launch into her tale. 'We went to the beach, but it rained the whole time. Literally so ironic.'

It isn't. It isn't literally anything like ironic. Obviously I need to find a better way to teach this concept.

'Sounds like bad luck, Stacey,' I reply, but once again she misses the point.

'Yeah, literally.' So now she has two favourite words, but not the best grasp of either.

The next day she's ready and waiting for me, but this time I get in first.

'Stacey, did you hear that they redefined "literally" in the dictionary? It can also mean "figuratively" now.' She smiles broadly at me, happy to have someone who is taking an interest in her newly expanded vocabulary.

'Miss, that is literally so ironic.' I smile at her reply. This time, she's right.

YOUR TURN 19.5

Comprehension

- 1 What kind of a student do you think Stacey is? What gives you this impression?

/2

2 Describe Miss Singh. How do you think her students would regard her?

/2

3 Why do you think Miss Singh tries to hint to Stacey that she is using 'ironic' incorrectly, rather than obviously correcting her?

/1

4 Why does Miss Singh smile at Stacey's reply?

/1

Context

5 Write down Stacey's first incorrect example of irony.

/2

6 What is Stacey's second incorrect example of irony?

/2

7 At the end of the passage, Miss Singh gives Stacey an example of irony. What is this example?

/2

8 Look up the words 'literally' and 'figuratively' in a dictionary. Write down a definition of each.

/2

9 Based on these definitions, why is this an example of irony?

/3



Unit quiz
Unit 19

/17

TOTAL

UNIT 20 ANALYSING LITERARY DEVICES

IN FOCUS



Video tutorial

Unit 20

A **literary device** is a technique used by a writer to have a particular impact or effect upon the reader. Similes, metaphors, personification and connotation are all literary devices and you can use your understanding of them to help you analyse a text.

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

Grace felt as cold as ice.

Her fingers felt like icicles.

- A **metaphor** is a form of comparison whereby one thing is said to be another thing. It is not a literal comparison, but rather a comparison made to indicate a broader idea.

She was frozen in place.

In this example, the 'frozen' metaphor indicates that Grace has stopped moving. She is not literally frozen. Unlike using ice as a simile, this metaphorical use of the word 'frozen' has nothing to do with Grace being cold. Metaphors can use similar words to mean different things.

Grace's manner was icy.

She gave him an icy look.

She froze him with her gaze.

- The comparison to ice describes Grace's cold manner, rather than implying that she is stationary or having anything to do with her temperature.
- **Personification** is a form of comparison where a non-human thing is given human characteristics.

The wind reached out with its icy fingers.

- In this example, the wind does not have literal fingers, but the effect of the personification is to demonstrate that the wind is not only cold but also hard to escape.
- Words can also be used for their **connotations**. Unlike the denotation (the dictionary definition of a word), the term connotation refers to its implied meaning. Some words have positive connotations, while others have negative ones, although this does depend upon the context in which they are used.

The water in the swimming pool was cool.

The water in the swimming pool was chilly.



In these examples, both 'cool' and 'chilly' tell us that the swimming pool is cold; 'cool' implies that this is a welcome relief, 'chilly' tells us that the coldness is uncomfortable.



YOUR TURN 20.1

Identify whether each of the following sentences uses a simile (S), metaphor (M) or example of personification (P).

- | | | | |
|---|---|-------|----|
| 1 | It was as though his still-beating heart had been ripped out. | S/M/P | /1 |
| 2 | The smooth surface of the lake was a mirror reflecting the sky. | S/M/P | /1 |
| 3 | The fallen leaves danced in the breeze. | S/M/P | /1 |
| 4 | The room looked as if a bomb had hit it. | S/M/P | /1 |

YOUR TURN 20.2

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

- | | | | |
|-------|---|--|----|
| 1 | The child's behaviour was destructive and careless. | | /2 |
| _____ | | | |
| 2 | The sergeant barked orders at the recruits. | | /2 |
| _____ | | | |
| 3 | I settled into the armchair, warm and cosy in front of the fire. | | /2 |
| _____ | | | |
| 4 | His hands desperately scrabbled at the edge as he stared into the vast chasm. | | /2 |
| _____ | | | |

YOUR TURN 20.3

Write a sentence containing either a simile, metaphor, personification or vocabulary with connotations to describe each of the following things.

- | | | | |
|-------|----------------------------------|--|----|
| 1 | a range of mountains _____ | | /2 |
| _____ | | | |
| 2 | a fast-moving car _____ | | /2 |
| _____ | | | |
| 3 | a tree blowing in the wind _____ | | /2 |
| _____ | | | |

/18

TOTAL

UNIT 20 ANALYSING LITERARY DEVICES

IN CONTEXT

Mid-Term Break

Seamus Heaney

POEM

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.

(New and Selected Poems 1966–1987, Faber & Faber, 1988, p. 7)

YOUR TURN 20.4

Comprehension

- 1 Where is the speaker at the beginning of the poem?

/1

- 2 How is his father behaving when the speaker returns home? How is this behaviour different from how he normally acts?

/2

3 What embarrasses the speaker when he returns home? Why is this?

_____ /2

4 How does the speaker’s mother behave?

_____ /1

5 What has happened to the speaker’s younger brother?

_____ /1

Context

6 Look up the word ‘knell’. Why would the poet have used the word ‘knelling’ to describe the sound of school bells in the second line? What sort of connotation does this word have?

_____ /2

7 The baby is said to have ‘cooed and laughed and rocked the pram’. This happy description contrasts with the serious, sad nature of the rest of the poem. What is the poet trying to convey?

_____ /2

8 The poem contains two metaphors in the second-last stanza. What is each of these metaphors used to describe?

a poppy bruise _____

a four-foot box _____

_____ /4

9 Think about the title of the poem, *‘Mid-Term Break’*. Is it ironic?

_____ /4


Unit quiz
 Unit 20

/19
TOTAL

UNITS 19 & 20 REVIEW

SPELLING AND VOCABULARY: WORDS ENDING WITH '-LY'

apparently literally figuratively enthusiastically necessarily
conceptually ironically obviously accurately unfortunately

- 1 Rewrite each word, eliminating the suffix '-ly' to turn the word into an adjective. You may also need to delete some additional letters or slightly adjust the spelling.

- | | | | |
|---|------------------|-------|----|
| a | apparently | _____ | /1 |
| b | literally | _____ | /1 |
| c | figuratively | _____ | /1 |
| d | enthusiastically | _____ | /1 |
| e | necessarily | _____ | /1 |
| f | conceptually | _____ | /1 |
| g | ironically | _____ | /1 |
| h | obviously | _____ | /1 |
| i | accurately | _____ | /1 |
| j | unfortunately | _____ | /1 |

- 2 Insert the best word from the word list to complete each sentence.

- | | | | |
|---|---|---|----|
| a | _____ | , by the time I had saved enough money for the phone, it was no longer available. | /1 |
| b | 'I'd love to,' she agreed _____. | | /1 |
| c | Although he said everything was fine, Stephen was _____ unhappy. | | /1 |
| d | She sketched a diagram of the crime scene quickly and _____. | | /1 |
| e | Despite the weather forecast to the contrary, _____ it was going to rain all day. | | /1 |
| f | I understood the sport _____, but had trouble playing it well. | | /1 |

- 3 Continue the paragraph below using as many words ending in '-ly' as you can.

Ironically, it was a rainy day when ...

/6

TOTAL MARKS

/22

TEST YOURSELF: UNITS 19 & 20

Irony

- 1 What is irony? _____ /1
- 2 What is verbal irony? _____ /1
- 3 What is the main difference between verbal irony and sarcasm? _____
_____ /1
- 4 Define situational irony. _____
_____ /1
- 5 Define dramatic irony. _____
_____ /1

Analysing literary devices

- 6 What is a literary device? _____
_____ /1
- 7 List two literary devices that are mentioned in Units 19 and 20. _____
_____ /1
- 8 What is the difference between a simile and a metaphor? _____
_____ /1
- 9 What characteristics are ascribed to a non-human thing when using personification?
_____ /1
- 10 What are connotations? _____
_____ /1

Spelling and vocabulary

Provide an antonym for each of the following '-ly' words. The first letter of each answer, as well as the ending, has been provided for you.

- 11 sadly h _ _ _ _ ly /1
- 12 messily t _ _ _ ly /1
- 13 obviously s _ _ _ _ _ ly /1
- 14 negatively p _ _ _ _ _ _ _ ly /1
- 15 remarkably u _ _ _ _ _ _ _ _ ly /1

TOTAL MARKS /15

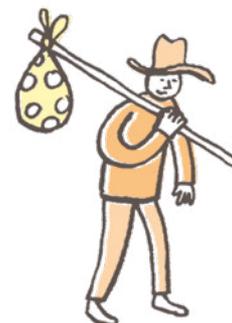
GLOSSARY RECAP

Connotations	Associations of a word as it relates to the reader's experience.
Irony	Language that has an intended meaning that is different from or opposite to the actual meaning of the words.
Metaphor	A figure of speech which suggests a comparison between two things by identifying one with the other.
Mood	The feeling or atmosphere of a passage of text.
Narrative poem	A poem that tells a story or is about connected events.
Narrator	The person who tells a story or constructs the text's narrative.
Personification	A type of metaphor in which things or abstract ideas are treated as if they were human.
Plot	The linked events in a story or narrative poem.
Point of view	The position in relation to a story or event, of the teller of that story.
Simile	A type of metaphor in which one thing is compared to another using words such as 'like' or 'as' to make the comparison.
Speaker	The person whose 'voice' we hear speaking the poem.
Stanza	A group of lines of verse.
Subject	The central theme or topic of a poem.
Syllable	Sound division of a word; a unit of pronunciation.
Symbol	A type of metaphor in which one thing stands for or represents another. For example, a country's flag may be said to symbolise that country.
Theme	The central idea of a poem or other literary work.
Tone	The vocal expression of the mood or feeling of a poem or prose.
Voice	This can refer to the person we understand to be saying the words of the poem, or to the way in which we 'hear' the speaker of the poem.



Glossary review

Part C: Expressing and sharing ideas



ANSWERS

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

UNIT 1: IN FOCUS

YOUR TURN 1.1

The **game** [A] had been a close one, with both **teams** [C] playing well and scoring in the first half. The Blues had played a more attacking **game** [A], with their centre midfield running hard all **morning** [A]. However, The Cougars had made better use of their **opportunities** [A], converting more forward **attacks** [A] into goals. Both teams had defended well all **morning** [A], and now as **full time** [A] approached, the players were clearly weary but all desperate for a **win** [A].

YOUR TURN 1.2

- | | | |
|---------------|---------------|---------------|
| 1 abstract; N | 4 concrete; C | 7 concrete; N |
| 2 abstract; M | 5 abstract; M | 8 concrete; N |
| 3 concrete; C | 6 concrete; N | |

YOUR TURN 1.3

- | | |
|---------------------|------------------------------|
| 1 raft of ducks | 5 congregation of alligators |
| 2 plague of locusts | 6 nest of toads |
| 3 mob of emus | 7 herd of antelope |
| 4 pod of whales | 8 wisdom of wombats |

YOUR TURN 1.4

- 1 *Sample answers are provided in the Teacher obook.*
- 2 a an **interesting** book
b two **floating** clouds
c the ceiling **that was cracked**
d our **newly refurbished** fireplace
e the **other** side
f **Henry's** shed **that was orange**

UNIT 1: IN CONTEXT

YOUR TURN 1.5

- 1 Tikka
- 2 a horn of ale and a barley cake with cheese
- 3 because they fear that she will harm someone they love
- 4 She asks the witch to name the puppies.
- 5 She names it Courage because it growls when she picks it up.
- 6 because he believes that as the strongest, tallest boy in the village he is also the bravest. It shows Bran is confident and proud of his abilities.
- 7 *Proper nouns:* Tikka, Courage, Bran
Common nouns: wound, boy, witch, horn, ale, barley, cake, cheese, hut, fee, people, storm, time, man, sea, bones, peat, fire, iron, pot, stew, fish, rafters, chief, dog, puppies, corner, hearth, wife, nose, village, plaits, waist, pick, litter

- 8 The narrator means that the witch cannot really cause a storm at sea, she just wants the people to think that so they give her what she wants.
- 9 This tells the reader that the narrator is perceptive and critical.
- 10 a the **peat** fire
b the **iron** pot
c the **fish** hung up from the rafters
d her **little** puppies
e the **tallest** boy in the village
f **thick brown** plaits to his waist
g the **pick** of the litter
- 11 The reader learns that the story is set a long time ago, and that it is set in a place which is probably isolated and cold, such as a fishing village.
- 12 *Sample answers are:* bravery, valour, boldness

UNIT 2: IN FOCUS

YOUR TURN 2.1

- 1 completion
- 2 activity
- 3 duplication
- 4 division
- 5 expansion
- 6 desirability
- 7 rotation
- 8 implication

YOUR TURN 2.2

- 1 Scientists use **experimentation** to support or disprove their hypotheses.
- 2 There was evidence that different members received different **treatment**.
- 3 We have great **admiration** for people who do useful things with their lives.
- 4 **Adaptation** of species to their environments is allowed by generational mutation.

UNIT 2: IN CONTEXT

YOUR TURN 2.3

- 1 a deer
- 2 a dog
- 3 by looking at the ground
- 4 She describes him as being as still as the mountain crags about them.
- 5 because he has picked up a scent on the ground
- 6 It is a bright night, because the moonlight casts shadows on the ground.
- 7 *Abstract nouns:* hunger, moment
Concrete nouns: moonlight, shadows, grass, skirts, waist, clumps, heather, moon, ground, sky, eyes, dimness, night, deer, tummy, crags, nose

- 8 The noun 'shadows' suggests that the moonlight is bright, perhaps a full moon.
- 9 **a** avoidance **c** stillness
b discovery **d** run
- 10 *Sample answers are:*
Hekja felt hungry, it was nibbling at her tummy.
And if this was her hunger, what must Snarf feel like, she wondered.
- 11 **a** dim
b Her eyes grew used to the dim light.

UNITS 1 & 2 REVIEW

SPELLING AND VOCABULARY: NOUNS WITH DOUBLE LETTERS

- 1 **a** the light of the moon
b the stomach
c not giving much light
d a group of houses and buildings smaller than a town
e discarded refuse, especially paper
- 2 **a** C **b** C **c** C **d** A **e** C
- 3 **a** moons **c** fees **e** villages
b tummies **d** cheeses
- 4 *Responses will vary; a sample answer is:*
We spent our holiday at a small village in the country.
This was a nice change for us, being from the city.
During the first week, we saw three deer wandering through town and had a possum climb in the window!
My favourite part, though, was the shop with the most delicious cheeses I've ever eaten.

TEST YOURSELF: UNITS 1 & 2

- 1 A concrete noun names anything you can physically see, hear, touch, taste or smell.
- 2 An abstract noun names qualities, feelings or ideas.
- 3 A modal noun is an abstract noun that expresses the possibility or probability of something happening.
- 4 A collective noun names a group or collection of things.
- 5 **a** A **b** A **c** C **d** C
- 6 Nominalisation is the process of turning a verb, adjective or adverb into an abstract noun.
- 7 belief
- 8 doubt
- 9 arrival
- 10 consideration
- 11 tummy
- 12 fee
- 13 litter
- 14 dimness
- 15 village

UNIT 3: IN CONTEXT

YOUR TURN 3.1

- 1 **a** knew **c** jumped **e** practise
b faded **d** makes, feel **f** felt, said
- 2 *Sample answers are:*
a The boat **floated** in the harbour.
b The kids **were** naughty, so they got into trouble.
c Karly **laughed**.
d Aman **was** happy until she lost her job.
e The flies **buzzed** all around Marco's head.
f Caitlyn **asked** when they would be there.

YOUR TURN 3.2

- 1 **b** mused **d** deleted **g** turn
c appear **e** go
- 2 **a** A **c** A **e** H **g** L
b L **d** L **f** A

YOUR TURN 3.3

Sample answers are provided in the Teacher obook.

UNIT 3: IN CONTEXT

YOUR TURN 3.4

- 1 in a hospital
- 2 the narrator's dad
- 3 to yell at her
- 4 because she was fooled by Catching's story; because Catching's story didn't make her dad think there was more to the case
- 5 All of the Catching women can see people who have 'passed over', including Catching's mum. She has likely grown up with it and it is normal for her.
- 6 *Verbs:* lied, was, be, fooled, given, inventing, invented, made, think, solve, knew, care, stalked, charging, get, stormed, yell, looked, took, choked, producing, managed, put, see, rolled, can, yawned, talking, passed, meant, flow
- 7 **a** linking
b action
c action
d helping
e linking
f action
- 8 The tone of the extract is conversational and emotional. The narrator could be described as passionate, earnest and casual.
- 9 The narrator is a ghost. This is shown by her going 'through walls and doors' and her surprise at Catching being able to see her. Catching reveals that she can see ghosts, suggesting she is able to see the narrator because they are one.



10 Responses will vary; a sample answer is:

My mind was racing. I couldn't believe that someone else could actually see me! I wiped the shock from my face and concentrated on Catching. I needed to make sure she was telling the truth. Everything about her was suspicious, and I knew I would need to be cautious with what I said.

UNIT 4: IN FOCUS

YOUR TURN 4.1

- | | | | |
|---------------|-----------|-------------|---------|
| 1 a PA | c PR | e FT | g PA |
| b PR | d PA | f PA | |
| 2 a irregular | c regular | e irregular | |
| b regular | d regular | f irregular | |
| 3 a gave | c sold | e spoke | g got |
| b paid | d wrote | f taught | h meant |

YOUR TURN 4.2

- 1 Kapil **threw** the javelin further than ever before.
- 2 When the rain stopped we **went**.
- 3 The teacher **thanked** the students for their work in class.
- 4 Building the kite **was** fun.
- 5 We **caught** the chickens after they escaped.

YOUR TURN 4.3

Two days after the flood we **got** back into our house. The carpet **was** muddy and mouldy. We **were** relieved when the horses **appeared** and **galloped** from the bottom of the paddock up to the fence. We **worried** about the chickens, until they **started** clucking from the rafters of the chicken coop. While we **felt** sad about the state of the house, we **were** relieved that the animals **seemed** okay.

YOUR TURN 4.4

Sample answers are provided in the Teacher *obook*.

UNIT 4: IN CONTEXT

YOUR TURN 4.5

- 1 a pair of glasses
- 2 Beth feels calm and at peace in the clearing.
- 3 She can smell the tang of eucalypt trees and hear the rush of water from the river.
- 4 Catching's story
- 5 Yes, Beth finds the clearing peaceful and relaxing at first, but sees it 'with new eyes' by the end of the extract. She goes from being calm to being in pain.
- 6 The extract is written in past tense.
- 7 **Regular verbs:** rested; leaned; seemed; occurred; flowed; died; noticed; buried; slammed; fired; popped; yelped; meshed
Irregular verbs: was; felt; went

- 8 Then I notice something glinting on the earth nearby and go over for a better look.
- 9 I will notice something glinting on the earth nearby and will go over for a better look.
- 10 Responses will vary; a sample answer is: collided; buzzed; raced; gasped; connected

UNITS 3 & 4 REVIEW

SPELLING AND VOCABULARY: DIFFICULT WORDS TO SPELL

- 1 a in a definite manner
b a continuous onward movement or progression
c to a great degree; extremely
d the middle point
e a piece of land almost surrounded by water
f not commonly done or occurring
g the state of being possessed or a thing possessed
h people who oppose or belong to an opposing side
i a line marking the limits of an area
j in due course or at last
- 2 a definite b incredible c eventual
- 3 a Of **course**, we'd be happy to have you to stay.
b The arrow landed right in the **centre** of the target.
c Having taken **possession** of the house, they moved straight in.
d With a glorious cover drive she smashed it to the **boundary** for four.
e **Incredibly**, they escaped with only nicks and scratches.
- 4 a possession c incredibly e definitely
b centre d boundary

TEST YOURSELF: UNITS 3 & 4

- 1 An action verb expresses the action that the subject is, was or will be doing.
- 2 A helping or auxiliary verb combines with present and past participles to form verb phrases.
- 3 Linking verbs combine with other words to give more information about the subject.
- 4 A
- 5 H
- 6 Regular verbs follow a regular pattern in their simple past, present and future tense forms.
- 7 An irregular verb follows no regular pattern when the form of the verb changes.
- 8 delivered
- 9 broke
- 10 arrived
- 11 definitely
- 12 incredibly
- 13 unusual
- 14 opponents
- 15 eventually

2	Positive form	Comparative form	Superlative form
	leisurely	more leisurely	most leisurely
	immediately	more immediately	most immediately
	suddenly	more suddenly	most suddenly
	slowly	slower	slowest
	swiftly	swifter	swiftest

- 3 a leisurely c resolute e slow
b quick d eventual

4 Sample answers are:

initially – changing; immediately – concerned;
suddenly – relieved; rapidly – disappeared

- 5 She wandered down the street in a **leisurely** way, content that she would **eventually** reach the bottom.

TEST YOURSELF: UNITS 5 & 6

- 1 Positive-form adverbs give information about one thing when no comparison is being made.
2 Comparative-form adverbs compare two things.
3 Superlative-form adverbs compare more than two things.
4 An irregular adverb does not follow the normal pattern when changed from an adjective to an adverb.

5	Positive form	Comparative form	Superlative form
	little	less	least

- 6 T
7 P
8 P
9 We will finish our homework **later on**.
10 We can go **anywhere** we want to go.
11 M
12 M
13 T
14 T
15 M

UNIT 7: IN FOCUS

YOUR TURN 7.1

		Sample answers
1	Our old house was very cosy .	Our creaky old house was very cosy.
2	She is wearing her new scarf today.	She is wearing her brand-new scarf today.
3	The scientific puzzle was tricky .	The scientific puzzle was particularly tricky.
4	We wandered through the Italian piazza at night.	We wandered through the picturesque Italian piazza at night.
5	Tomorrow's weather looks promising .	Tomorrow's weather looks very promising.

YOUR TURN 7.2

Sample answers are provided in the Teacher obook.

YOUR TURN 7.3

Sample answers are provided in the Teacher obook.

YOUR TURN 7.4

- 1 The **new** moon reflected off the water as the **small** boats bobbed and scraped against their moorings. Satisfied that everyone was **asleep**, the **hooded** figure began moving – slowly at first – through the shadows beneath the **shallow** awnings of the **riverfront** shops. Her **dark** clothing blended with the **murky** shadows. A group of **laughing** girls came around the corner and she ducked into a gap between two buildings. They stumbled past, **oblivious** to her presence.
2 Sample answers are provided in the Teacher obook.

UNIT 7: IN CONTEXT

YOUR TURN 7.5

- 1 that the family is moving away
2 because she is a hopeless case
3 He knows that his father has an important job because there are always so many visitors to the house.
4 Bruno always tries to be honest with himself.
5 greengrocer, teacher, chef
6 because they might pick on him or cause trouble
7 a white smock and a tartan apron
8 a unfair, important, many, fantastic, mucky, polite, big, special, honest, sure, true, wise, white, tartan
b important, big
c sure, polite
d These adjectives reinforce that Bruno's father is an important man who commands the respect of others.
9 This shows that Bruno thinks that his sister is very different from him and that she is not worth worrying about.
10 a Bruno would have been told this by his mother or father.
b Bruno would be a young boy, between 5 and 10.
11 Bruno's father probably works in the military because of all of the men in 'fantastic uniforms' who come to his house.

UNIT 8: IN FOCUS

YOUR TURN 8.1

- 1 cleaner; C
2 angriest; S
3 beautiful; P
4 scarier; C
5 well made; P

YOUR TURN 8.2

1

Positive form	Comparative form	Superlative form
hard	harder	hardest
smooth	smoother	smoothest
good	better	best
sunny	sunnier	sunniest
bad	worse	worst
careful	more careful	most careful

YOUR TURN 8.3

- 1 long-lasting 4 record-breaking
 2 mouth-watering 5 smoke-free
 3 wind-powered

UNIT 8: IN CONTEXT

YOUR TURN 8.4

- 1 because they were almost the same as his but not quite
 2 because they are trouble and Bruno doesn't want to get involved with them
 3 because the new house stood all on its own in an empty, desolate place
 4 for nine years
 5 because it is out of bounds, and Bruno is not allowed in there
 6 Yes, because the house is enormous and Bruno hasn't yet fully explored it all.
 7 **a** quiet, big, same, trouble, empty, desolate, enormous, nine, whole, new, three, top, one, ground, dining
b 15
c They are mostly positive form.
 8 **a** It describes Bruno's father's office.
b It shows that Bruno thinks this is a definite rule that cannot be broken.
 9 **a** However, the **new** house had only **three** floors: a **top** floor where all **three** bedrooms were and only **one** bathroom, a **ground** floor with a kitchen, a **dining** room and a **new** office for Father.
b They are very simple, straightforward adjectives.
c This shows the reader that Bruno is still a child and thinks in simple ways.
 10 *Sample answers are:*
 out-of-the-way, abandoned

UNITS 7 & 8 REVIEW

SPELLING AND VOCABULARY: COMMONLY CONFUSED WORDS

- 1 **a** 'Quiet' means 'with little or no sound', while 'quite' is

an adverb meaning 'somewhat or completely'.

- b** 'There' means 'in that place', while 'their' is a possessive pronoun meaning 'belonging to them'.
c 'New' is an adjective meaning 'of recent origin', while 'knew' is a past tense verb describing 'having something in the mind, or knowing'.
 2 **a** The group was **quite** pleased when the trek was over.
b They **thought** that it had been a good, if hard, hike.
c The walk had taken them over a track **where** many had trod before them.
d Each of them **knew** / **thought** that they had achieved something special.
 3 **a** AJ **c** AV **e** P
b AV **d** AV
 4 **a** **new** shoes **c** **their** belongings
b **quiet** library

TEST YOURSELF: UNITS 7 & 8

- 1 before
 2 after
 3 before
 4 *Responses will vary; a sample answer is cold.*
 5 *Responses will vary; a sample answer is fresh.*
 6 Positive-form adjectives give information about one thing.
 7 Comparative-form adjectives compare two things.
 8 Superlative-form adjectives compare more than two things.
 9 *Responses will vary; a sample answer is best.*
 10 *Responses will vary; a sample answer is greatest.*
 11 We were **quite** pleased.
 12 It was **their** bike.
 13 Ashton **knew** that he was good at soccer.
 14 **Where** is your jumper?
 15 They all fit **through** the door.

UNIT 9: IN FOCUS

YOUR TURN 9.1

- 1 We had our dog **for** five years.
 2 The carpet looked a different colour **from** the one we chose.
 3 The cheap car was inferior **to** the expensive one.
 4 The two teams stood opposite **to** one another as they sang the national anthem.
 5 The ground hasn't been sponsored **for** the last decade.
 6 The sunset was different **from** this morning's sunrise.

YOUR TURN 9.2

Sample answers are provided in the Teacher's book.

YOUR TURN 9.3

- 1 The kids played games **with** their cousins.
 2 A baby cried **in** her bassinet.

- 3 Everybody ran **to** see what was wrong.
- 4 The fence was **along** one side of our farm.
- 5 The plane cruised **above** the Atlantic Ocean.
- 6 A painting hung **on** the wall of the gallery.

YOUR TURN 9.4

Sample answers are provided in the Teacher obook.

UNIT 9: IN CONTEXT

YOUR TURN 9.5

- 1 because they are being silly and running past everyone
- 2 'Make way!'
- 3 Jake is carrying Frankie's guitar.
- 4 'Like some kind of shield' is used to describe how Jake is holding the guitar.
- 5 Jake bows low, 'a deep sweeping thing'.
- 6 because they have made it to the pool inside the time they had set for themselves
- 7 *Prepositions of place:* across, on, from, into, against, towards
Prepositions of time: whenever, by the time, between, as
- 8 The author is focused on describing what happens as they try to get to the pool, so it is mostly about them moving from place to place.
- 9 to possibly play it near the pool or keep from losing it
- 10 **a** from, against
b These phrases might be metaphors for how Frankie feels emotionally about Jake.
- 11 **a** No, they are probably not on a real time limit.
b because they seem to be having fun, rather than seriously trying to get there quickly
c *Sample answers are:*
happy, carefree, connected

UNIT 10: IN FOCUS

YOUR TURN 10.1

- 1 **a** CR **c** SD **e** CD **g** CD
b SD **d** SD **f** CD **h** CD
- 2 **a** because
b provided
c because
d Supposing / Provided
e so
f Whether, or

YOUR TURN 10.2

Sample answers are:

- 1 **Either** we buy a red car **or** we buy a blue car.
- 2 They **both** knocked down the old wall **and** put up a new one.
- 3 We are **not only** tired **but also** completely exhausted.

YOUR TURN 10.3

- 1 **a** Both my brother **and** mother are lawyers.
b The group of friends went to the shop for comic books **but** forgot their money.
c Our garden is looking nice **but** dry.
d Nutmeg, our dog, loves having her tummy rubbed **but** hates the bath.
- 2 *Sample answers are provided in the Teacher obook.*

UNIT 10: IN CONTEXT

YOUR TURN 10.4

- 1 Harry says it's important that Mum's constituents see who she is when she is not at work.
- 2 He means to help people understand what her family is like.
- 3 Mum, Dad, Luke, the narrator, Sarah
- 4 Sarah is probably a friend of the family.
- 5 Harry wants the family to attend a school athletics track opening together.
- 6 Frankie's mum wants to wait until the actual campaign starts, because she doesn't want to wear out her children's willingness to cooperate.
- 7 *Coordinating conjunctions:* and, not, for, so, or, but
Subordinating conjunctions: although, when, because
- 8 *Independent clause:* we're not running for election "as a family"
Dependent clause: that's what ends up happening anyway
- 9 even though
- 10 **a** Mum knows she can drag me into a handful of events when it's crucial, **but** she also knows that if it were a choice ...
b It shows that Frankie's mum understands that Frankie does not really want to go to these events.
- 11 *Responses will vary; a sample answer is:* The Mulvaney-Webb family seems quite close because its members seem to understand each other, but they also seem like they spend some time apart because Frankie's mum has to call for Mulvaney-Webb time.

UNITS 9 & 10 REVIEW

SPELLING AND VOCABULARY: WORDS ENDING WITH '-ING'

- 1 **a** moving quickly side to side
b expelling air from the lungs with a sharp sound
c occurring
d supported from above, with the lower part free
e cutting off by surgical operation

- 2 a sprinting c amputating e sweeping
 b panting d dodging
- 3 a flight c suffocation e amputation
 b sprint d sweeping
- 4 a coughing patient
 b hanging plant
 c dodging player
 d flying aeroplane
 e panting dog

TEST YOURSELF: UNITS 9 & 10

- 1 T
 2 T
 3 T or S
 4 S
 5 S
 6 A coordinating conjunction joins two things, usually of equal importance.
 7 A subordinating conjunction joins two clauses but makes one of them dependent on the other.
 8 A correlative conjunction joins clauses of equal importance.
 9 SD
 10 CR
 11 They were experts at **sprinting/sweeping** past the opposing players.
 12 After the match, the star midfielder doubled over **coughing/gasping**.
 13 The fruit bat was seen **hanging/flying** from the tree.
 14 The heat was **suffocating/hanging** outside.
 15 The sports car was seen **flying/sweeping** past the other cars.

UNIT 11: IN FOCUS

YOUR TURN 11.1

- 1 Listen to me carefully; I will not repeat this again.
 2 Invitations were sent to most of the group: Abigail, Amit, Spencer and Minh.
 3 We went to the food court for lunch; there was a multitude of delicious possibilities.
 4 Some of my favourite books are *Boy*, Roald Dahl; *The Hobbit*, JRR Tolkien; and *Charlotte's Web*, EB White.
 5 The boat worked as well as expected: it sank.

YOUR TURN 11.2

- 1 I opened my eyes and saw my nemesis: my mother.
 2 We picked up some great ingredients: chillies, noodles, beef stock, coriander and beans.
 3 There were hundreds of people there; the festival was having its most successful year so far.
 4 There are many public holidays throughout the year: Australia Day, Labour Day, Good Friday and Anzac Day being just a few.

YOUR TURN 11.3

We had been so excited about the trip. Who wouldn't want to sail to a beautiful island? We were well-prepared with provisions: sandwiches, apples, lemonade and chocolate cake. Unfortunately, no-one had bothered to check the weather forecast. It poured! The weather was so miserable that we cancelled our plans on the spot; we didn't even bother to get out of the car.

UNIT 11: IN CONTEXT

YOUR TURN 11.4

- 1 Jonas is older than his sister. You can tell this as he reflects on how he had similar feelings when he was the same age as she is now.
 2 Nurturers look after every newchild during their early life.
 3 Jonas's father is concerned because one of the newchildren isn't growing fast and doesn't sleep soundly.
 4 Release might mean being exiled or isolated from the community. It could also mean euthanasia.
 5 *Students should highlight all full stops, commas, apostrophes, colons, quotation marks, question marks, hyphens and semicolons.*



Contraction (C)	Possession (P)
he'd	Lily's
wasn't	Jonas's
wasn't	father's
he's	
isn't	
doesn't	
committee's	
hadn't	

- 7 Release of the elderly, which was a time of celebration for a life well and fully lived; and release of a newchild, which always brought a sense of what-could-we-have-done.
 8 He listened politely, though not very attentively, while his father took his turn, describing a feeling of worry that he'd had that day at work. He had a concern about one of the newchildren who wasn't doing well.

UNIT 12: IN FOCUS

YOUR TURN 12.1

- 1 It was quite late (after midnight) so I decided to go to bed.
 2 My father's dog (a German shepherd) looks fierce but is very gentle.
 3 Julia didn't know her way around (she had only been there once before) and quickly got lost in the maze of streets.
 4 I love to eat crayfish (and crustaceans in general).

- Several items (a phone, two wallets and a calculator) have gone missing in suspicious circumstances.

YOUR TURN 12.2

- Hey you – the kid with the red top – come here!
- There's a smell – that burning smell – that seems to be coming from the engine.
- Look over there – to your left – for an incredible view.
- Later on – once the dishes are done – we can watch a film.
- It was so noisy – there was a huge storm – that I couldn't sleep.

YOUR TURN 12.3

Sample answers are provided in the Teacher obook.

UNIT 12: IN CONTEXT

YOUR TURN 12.4

- Jonas and Asher are friends.
- Jonas is more coordinated than Asher; Asher is required to play catch as his hand-eye coordination is not up to standard.
- While in mid-air, the apple changes somehow.
- When Jonas examines the fruit, he notices that there is absolutely nothing remarkable about it.
- Students should highlight all full stops, semicolons, colons, commas, hyphens, apostrophes and dashes.
- Responses will vary; a sample answer is:
It was effortless for Jonas – and even boring, though Asher enjoyed it – and playing catch was a required activity for Asher because it would improve his hand-eye coordination (which was not up to standards).
- Responses will vary; a sample answer is:
But suddenly Jonas had noticed following the path of the apple through the air with his eyes, that the piece of fruit had – well, this was the part that he couldn't adequately understand – the apple had changed. And again – in the air, for an instant only – it had changed.
The information between the dashes is not essential for the sentence, but it adds extra detail.
- Responses will vary.

UNITS 11 & 12 REVIEW

SPELLING AND VOCABULARY: EMOTION WORDS

- a to be worried or anxious about something
 - b showing sympathy; being comforting and supportive
 - c to show great horror or shock
 - d feeling hopeless; to have low spirits
 - e being unfriendly; showing dislike
 - f to be negative; to see the worst in everything
 - g jolly and cheerful; friendly

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- h to feel gratitude for something; to show appreciation
- i tending to argue; quarrelsome
- j feeling surprise; to discover something unexpected

- Responses will vary; sample answers have been provided.

Emotion word	Synonym	Antonym
sympathetic	caring	unsympathetic
despondent	miserable	cheerful
pessimistic	negative	optimistic
hostile	unfriendly	friendly
grateful	thankful	ungrateful

- Responses will vary.

TEST YOURSELF: UNITS 11 & 12

- :
- to connect two parts of a sentence
- after a clause, to introduce the list
- ;
- a break that is longer than a comma but shorter than a full stop
- parentheses
- to include additional information that isn't as important as the rest of the sentence
- to indicate that the original words in a quote have been altered by someone else
- to add information to a sentence
- Unlike brackets, the information between dashes is given extra emphasis.
- nervous
- scared
- upbeat
- Responses will vary.
- Responses will vary.

UNIT 13: IN FOCUS

YOUR TURN 13.1

- She walked to the house **by the lake**.
- Before the show**, we had some dinner.
- It is very far away, **beyond the hills**.
- I fell asleep **during the assembly**.
- Lucy met up **with Tina and Seth**.

YOUR TURN 13.2

Sample answers are provided in the Teacher obook.

YOUR TURN 13.3

Sample answers are provided in the Teacher obook.

YOUR TURN 13.4

Sample answers are provided in the Teacher obook.

UNIT 13: IN CONTEXT

YOUR TURN 13.5

- 1 Aleona is adventurous and imaginative.
- 2 The narrator is more cautious and careful than Aleona.
- 3 They promise to sail up the Amazon together when they leave school.
- 4 The Amazon is a huge river surrounded with thick forests that are full of wildlife.
- 5 Aleona acts as though the question is irrelevant, which indicates that she isn't worried about danger.
- 6 from somewhere else
- 7 near the back
- 8 The sheet of paper has been soaking **in coffee**.
- 9 It is signed **in red ink**.
- 10 with thick forests; on either side; in the water; in the trees
- 11 Responses will vary.

UNIT 14: IN FOCUS

YOUR TURN 14.1

- 1 **When Richard reached the front of the stage**, he began to feel nervous.
- 2 Olivia was late **because she had to stop for petrol**.
- 3 After dinner, **once we had finished dessert**, we did the washing up.
- 4 He didn't want to go to school **unless he could come home early**.
- 5 **Although I enjoyed the film**, I would have preferred to stay home.

YOUR TURN 14.2

Sample answers are provided in the Teacher *obook*.

YOUR TURN 14.3

Sample answers are provided in the Teacher *obook*.

YOUR TURN 14.4

Sample answers are provided in the Teacher *obook*.

UNIT 14: IN CONTEXT

YOUR TURN 14.5

- 1 Cormoran is a huge giant who rampages through the village in the mainland looking for food when he is hungry.
- 2 The villagers have been losing their cattle and sheep to Cormoran for many years.
- 3 Jack digs a huge pit and lures the giant to fall into it.
- 4 The villagers are likely to celebrate the news of the giant's death.

- 5 **a** Jack turned to his mother.
b Cormoran was a huge giant.
c He had dug a huge pit.
- 6 **a** Once there, he rolled up his sleeves. He set to work.
b As the new day dawned, Jack threw down his shovel. He wiped the sweat off his forehead.
c I am inclined to boil you whole. I will eat you for breakfast!
- 7 You finish your breakfast. Give your face a wash.
- 8 Responses will vary; a sample answer is:
Jack is a brave and headstrong young man who wants to kill Cormoran the giant. He hopes to kill the giant because he has been terrorising the village for years.

UNITS 13 & 14 REVIEW

SPELLING AND VOCABULARY: WORDS ENDING WITH '-OUS'

- 1 **a** anonymous; an/on/y/mous
b conscious; con/scious
c dangerous; dan/ger/ous
d delicious; de/lic/i/ous
e devious; de/vi/ous
f disastrous; dis/as/trous
g fabulous; fab/u/lous
h ferocious; fe/ro/cious
i mysterious; mys/te/ri/ous
j religious; re/lig/i/ous

2

Positive words	Negative words	Neutral words
delicious	dangerous	anonymous
fabulous	devious	conscious
	disastrous	mysterious
	ferocious	religious

- 3 Responses will vary.

TEST YOURSELF: UNITS 13 & 14

- 1 A phrase is a small group of words that does not make sense on its own and needs to be placed within a sentence to have meaning.
- 2 a preposition and a noun
- 3 where, when or how something takes place
- 4 Responses will vary; sample answers are:
before, during, after, in, on, under, by, with, to, for.
- 5 in front of the television
- 6 a subject and a verb
- 7 An independent clause makes sense on its own, whereas a dependent clause depends on another part of the sentence to make sense.
- 8 a subordinating conjunction or a relative pronoun



- 9 If the dependent clause begins the sentence, a comma should be used to introduce the independent clause. No comma is required if the independent clause begins the sentence.
- 10 embedding clauses
- 11 ridiculous
- 12 enormous
- 13 prosperous
- 14 mischievous
- 15 famous

UNIT 15: IN FOCUS

YOUR TURN 15.1

- 1 I handed over **the money**.
- 2 They tripped and dropped **their books**.
- 3 Marjorie plays **violin**.
- 4 We ordered **spring rolls**.
- 5 The wind blew through **the trees**.
- 6 There were lions and tigers at **the zoo**.

YOUR TURN 15.2

Sample answers are provided in the Teacher obook.

YOUR TURN 15.3

Sample answers are provided in the Teacher obook.

UNIT 15: IN CONTEXT

YOUR TURN 15.4

- 1 'There was a great wrenching as the wings caught the pines at the sides of the clearing and broke back, ripping back just outside the main braces.'
'Water that tore the windscreen out and shattered the side windows.'
- 2 The plane crashes into a lake, which adds to the danger with the risk of death by drowning.
- 3 Brian smashes his head on the wheel.
- 4 Brian is screaming.
- 5 He has to get free of his seatbelt, and then tear his anorak, which has caught on the broken window.
- 6
 - a the plane
 - b Brian
 - c the wide place
 - d the wheel
- 7
 - a at that instant the **plane** (subject) hit the **trees** (object)
 - b the **wings** (subject) caught the **pines** (object) at the side of the clearing and broke back
 - c the **plane** (subject) rolled to the right and blew through the **trees** (object)

- d **Someone** (subject) screamed tight animal screams of fear and pain

8 Responses will vary.

UNIT 16: IN FOCUS

YOUR TURN 16.1

- 1 CD
- 2 CX
- 3 CD
- 4 CX
- 5 CX

YOUR TURN 16.2

Sample answers are provided in the Teacher obook.

UNIT 16: IN CONTEXT

YOUR TURN 16.3

- 1 Brian is slammed down by an extremely strong wind.
- 2 The shelter's wall, Brian's bed, his tools and the fire are taken from the shelter and thrown into the lake.
- 3 The wind blows embers from the fire onto Brian, burning his skin and clothes.
- 4 Brian prays because he wants to stay in what remains of the shelter, rather than being taken by the wind.
- 5 When the wind hits the lake, it creates a waterspout.
- 6 It was beautiful and terrible at the same time.
- 7 Most of the sentences are complex sentences.
- 8 Paulson uses lots of complex sentences as they show that lots of different things are happening at once, helping to communicate the chaos that Brian is experiencing.
- 9 Responses will vary; sample answers are:
 - a, b Then it backed out, seemed to hesitate momentarily, and returned with a massive roar; a roar that took his ears and mind and body.
 - c Then it backed out. It seemed to hesitate momentarily. It returned with a massive roar. The roar took his ears and mind and body.

UNITS 15 & 16 REVIEW

SPELLING AND VOCABULARY: COMPOUND WORDS

- 1

a	wind screen	f	no body
b	him self	g	week end
c	down pour	h	eye sore
d	break fast	i	any way
e	under ground	j	night fall
- 2
 - a She raced for shelter through the torrential **downpour**.
 - b By the time I ate **breakfast**, I was ravenous.
 - c After a very busy week at school, she couldn't wait for the **weekend**.

UNITS 17 & 18 REVIEW

SPELLING AND VOCABULARY: WORDS BEGINNING WITH 'RE-'

- 1 **a** remind **e** review **i** rely
b rescue **f** recall **j** reclaim
c recline **g** remedial
d recent **h** resent
- 2 *Responses will vary; sample answers have been provided.*
a decent: He was a decent tennis player, but not much of a golfer.
b declaim: I began to declaim my views to the waiting audience.
c decline: Due to a prior commitment, she was forced to decline the invitation.
- 3 *Responses will vary.*

TEST YOURSELF: UNITS 17 & 18

- 1 the same topic or key idea
2 a topic sentence
3 to expand on the paragraph's main points
4 quotes or statistics
5 TEEL
6 joining
7 the way different sentences relate to one another
8 introduce additional information
9 causal connectives
10 *Responses will vary; sample answers are:*
before, later, finally, after, earlier, previously, soon, then, next, in the end.
11 return
12 remain
13 relent
14 retain
15 remember

UNIT 19: IN FOCUS

YOUR TURN 19.1

Sample answers are provided in the Teacher obook.

YOUR TURN 19.2

Sample answers are provided in the Teacher obook.

YOUR TURN 19.3

- 1 I
2 NI
3 I
4 NI
5 NI

YOUR TURN 19.4

Sample answers are provided in the Teacher obook.

UNIT 19: IN CONTEXT

YOUR TURN 19.5

- 1 Stacey is an interested but not particularly strong student, which is evident from the fact that she keeps trying to use the word 'ironic' correctly, but always gets it wrong.
2 Miss Singh is a friendly teacher who is probably well-liked by her students.
3 Miss Singh tries to hint to Stacey that she is wrong, rather than just correcting her, because she doesn't want to ruin Stacey's enthusiasm for showing her knowledge of new concepts.
4 Miss Singh smiles at Stacey's reply because she has used the words literally and ironic correctly, but does so without really understanding their meaning.
5 Jaime's house had an electrical fault that started a fire in the kitchen.
6 Stacey went on holiday to the beach, but it rained the whole time.
7 The example of irony is that the word 'literally' has been redefined in the dictionary to also mean 'figuratively'.
8 The word 'literally' means in a literal sense, as something truly is. The word 'figuratively' means in a metaphorical sense.
9 It is ironic that the word literally has been redefined by the dictionary to also mean figuratively, because this is an absolutely incorrect definition of the word, and a dictionary should be a reliable source of correct definitions.

UNIT 20: IN FOCUS

YOUR TURN 20.1

- 1 S
2 M
3 P
4 S

YOUR TURN 20.2

- 1 destructive; negative connotation
2 barked; negative connotation
3 cosy; positive connotation
4 scrabbled; negative connotation

YOUR TURN 20.3

Sample answers are provided in the Teacher obook.

UNIT 20: IN CONTEXT

YOUR TURN 20.4

- At the beginning of the poem, the speaker is sitting in the sick bay of his school.
- His father is crying, which is very unusual as normally he is untroubled by sad events such as funerals.
- The speaker is embarrassed by old men standing to shake his hand because they are treating him as a grown-up when he is a child.
- The speaker's mother behaves protectively towards her child.
- The speaker's younger brother has been killed in a car accident.
- The word knell describes the ringing of bells, but usually bells ring for a funeral, which is known as a death knell. This word has a negative connotation as it is associated with death.
- The poet is trying to show that the baby is too young to understand what is happening and doesn't grasp the seriousness of the situation.
- A poppy bruise describes the red colour of the bruise on the brother's temple. The word poppy is used because poppies are used to commemorate the dead, particularly fallen soldiers.
 - The four-foot box describes the coffin.
- The title is sadly ironic because a mid-term break is usually a positive and enjoyable thing, but in this case the break from school is for a very sad reason.

UNITS 19 & 20 REVIEW

SPELLING AND VOCABULARY: WORDS ENDING WITH '-LY'

- apparent
 - literal
 - figurative
 - enthusiastic
 - necessary
 - conceptual
 - ironic
 - obvious

- accurate
 - unfortunate
- Unfortunately**, by the time I had saved enough money for the phone, it was no longer available.
 - 'I'd love to,' she agreed **enthusiastically**.
 - Although he said everything was fine, Stephen was **obviously** unhappy.
 - She sketched a diagram of the crime scene quickly and **accurately**.
 - Despite the weather forecast to the contrary, **apparently** it was going to rain all day.
 - I understood the sport **conceptually** but had trouble playing it well.
 - Responses will vary.*

TEST YOURSELF: UNITS 19 & 20

- Irony is when language is used to express something that usually means the opposite.
- Verbal irony is when words are spoken in such a way that their intention is the opposite of their dictionary definition.
- Sarcasm ridicules and shows contempt, whereas verbal irony does not.
- Situational irony is when something takes place that is the opposite of your expectations.
- Dramatic irony is a situation where the audience of a text knows more than the characters involved in the drama.
- A literary device is a technique used by a writer designed to have a particular impact or effect on the reader.
- Responses will vary. Sample answers are:* irony, simile, metaphor, personification, connotation.
- Both are comparisons, but a simile says that one thing is *like* another thing, whereas a metaphor says that one thing *is* another thing.
- human characteristics
- Connotations are the implied meanings or values ascribed to words. These can be positive or negative.
- happily**
- tidily**
- secretly**
- positively**
- unremarkably**





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