

PRACTISE AND ACHIEVE

GRAMMAR, PUNCTUATION,
SPELLING & VOCABULARY



STUDENT BOOK 2

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STUDENT BOOK 2

LOUISE MOORE

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insightTM

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Answers
are in the
centre of
the book.

HOW TO USE THIS BOOK

- 1 Important facts and skills are given at the beginning of each section. Read them carefully – they show what you really need to know.
- 2 There is an example question for you to read through. Follow the steps carefully and then try to work through the practice questions yourself.
- 3 Tips are given on many pages. They are hints to help you do your best and to make learning easier and more fun.

1.1 Revision of word classes

PART 1: GRAMMAR

You should already be familiar with these **word classes**.

Word class	Explanation
articles	come before a noun: the words a , an or the
nouns	name a person, animal, place, thing or idea
pronouns	take the place of a noun in a sentence: e.g. it , they
adjectives	describe nouns
verbs	give an action or happening
adverbs	give more information about verbs
conjunctions	link different ideas in a sentence
connectives	link different phrases, sentences and paragraphs together
prepositions	show the position of things

1

Follow these steps.

Using the steps below to guide you, identify the word classes to which the word **light** belongs.

2

1	Read the question and then read it again. What are you being asked to do?	Work out which word classes the word light could belong to.
2	Work out which classes definitely don't contain light .	It can't be an article, a pronoun, a conjunction or a connective.
3	Could it be a noun?	Yes – a light is the name of an object.
4	Could it be an adjective?	Yes – something could be light to carry.
5	Could it be a verb?	Yes – you can light a fire.
6	Could it be an adverb?	No – you could tread lightly , not light .
7	Could it be a preposition?	No – light can't describe the relationship between two things.
8	Write your answer.	Light can be a noun, an adjective or a verb.

3

Tip

It is generally better not to end a sentence with a preposition, especially in formal writing. Where possible, try to avoid ending sentences with words such as:

at by for on
to up upon with

Try these yourself.

confuse _____

answer _____

quiet _____

- 4 Each section has a set of practice questions. Answers are included in the middle, although you or your teacher may choose to remove these pages. Each practice question shows the number of allocated marks on the right-hand side.
- 5 Most sections finish with a Challenge. When you feel confident with a topic, use this challenge as a chance to push yourself a little bit further and see what you can achieve.
- 6 You will see an assessment panel on the right of each right-hand page. Your teacher can use this panel to mark your work and track your progress. Use the words at the end of the book to help you to learn and to practise your spelling.

Now answer these questions.

1.1: Revision of word classes

1 Which word classes can these words belong to?

a date _____	e coat _____
b hard _____	f fast _____
c rush _____	g giant _____
d prime _____	h shadow _____

(1 mark each)
/8

2 Use one of the words above in two separate sentences that demonstrate how it can belong to different word classes.

▶ _____

▶ _____

(1 mark each)
/2

3 Write the correct label in each box:

article Art	noun N	verb V
adverb Adv	connective C	preposition P
pronoun Pn	adjective Adj	

a	Suddenly,	we	saw	a	shape	emerge	from	the	shadows.
b	The	dogs	howled	because	of	the	fireworks.		
c	Eat	healthy	foods	while	you	are	growing.		
d	Although	it	is	cold,	I	am	going.		

(1 mark each)
/30

4 Build sentences using the types of words shown in the boxes.

a	connective	article	adjective	noun	verb	adverb
----------	------------	---------	-----------	------	------	--------

b	noun	verb	adverb	preposition
▶	article	noun	preposition	noun

c	article	adjective	noun	verb
▶	connective	pronoun	adverb	verb

(1 mark each)
/22

CHALLENGE Sort these words into word classes. Note which ones can appear in more than one word class.

▶ political	▶ free	▶ compose	▶ doubt	▶ organisation
▶ address	▶ guarantee	▶ victoriously	▶ sign	▶ low

(1 mark each)
/62

PART 1: GRAMMAR

4

6

5

You should already be familiar with these **word classes**.

Word class	Explanation
articles	come before a noun: the words a , an or the
nouns	name a person, animal, place, thing or idea
pronouns	take the place of a noun in a sentence: e.g. it , they
adjectives	describe nouns
verbs	give an action or happening
adverbs	give more information about verbs
conjunctions	link different ideas in a sentence
connectives	link different phrases, sentences and paragraphs together
prepositions	show the position of things

Follow these steps.

Using the steps below to guide you, identify the word classes to which the word **light** belongs.

1	Read the question and then read it again. What are you being asked to do?	Work out which word classes the word light could belong to.
2	Work out which classes definitely don't contain light .	It can't be an article, a pronoun, a conjunction or a connective.
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4	Could it be an adjective?	Yes – something could be light to carry.
5	Could it be a verb?	Yes – you can light a fire.
6	Could it be an adverb?	No – you could tread lightly , not light .
7	Could it be a preposition?	No – light can't describe the relationship between two things.
8	Write your answer.	Light can be a noun, an adjective or a verb.

Tip

It is generally better not to end a sentence with a preposition, especially in formal writing. Where possible, try to avoid ending sentences with words such as:

at by for on
to up upon with

Try these yourself.

confuse _____

answer _____

quiet _____

Now answer these questions.

1 Which word classes can these words belong to?

- a date _____ e coat _____
 b hard _____ f fast _____
 c rush _____ g giant _____
 d prime _____ h shadow _____

(1 mark each)

/8

2 Use one of the words above in two separate sentences that demonstrate how it can belong to different word classes.

- ▶ _____
 ▶ _____

(1 mark each)

/2

3 Write the correct label in each box: article **Art** noun **N** verb **V**
 adverb **Adv** connective **C** preposition **P** pronoun **Pn** adjective **Adj**

a Suddenly, we saw a shape emerge from the shadows.

b The dogs howled because of the fireworks.

c Eat healthy foods while you are growing.

d Although it is cold, I am going.

(1 mark each)

/30

4 Build sentences using the types of words shown in the boxes.

a connective article adjective noun verb adverb

b noun verb adverb preposition

▶ article noun preposition noun

c article adjective noun verb

▶ connective pronoun adverb verb

(1 mark each)

/22

CHALLENGE

Sort these words into word classes. Note which ones can appear in more than one word class.

- ▶ political ▶ free ▶ compose ▶ doubt ▶ organisation
 ▶ address ▶ guarantee ▶ victoriously ▶ sign ▶ low

▼ TOTAL

/62

There are several different types of **noun**. Have a look at the table and see which of them you recognise.

Type of noun	Explanation	Examples
abstract	name of something that can't be seen or touched	anger, love, honesty, thoughtfulness
collective	name for a group of things	flock, herd, pack, library, swarm
common	name of an ordinary object or animal	cat, table, cup
proper	the name of a particular person, place or thing	Paris, Fred, Brazil, Spanish
uncountable	something that can't be counted; often used with words such as much or a little bit	water, air, milk, music

Follow these steps.

Match each noun to the correct label.

jealousy

team

French

flour

uncountable noun

abstract noun

collective noun

proper noun

1	Read the question and then read it again. What are you being asked to do?	Decide on the types of noun.
2	Start with the type of noun that is easiest to identify.	A proper noun will be the name of something and start with a capital letter. It must be French .
3	Check for the type of noun that is next easiest to identify.	An abstract noun will be a word that is used for a feeling or quality. It must be jealousy .
4	Which word refers to a group of things?	A collective noun will be a word that is used for a group of something. It must be team .
5	Check the remaining answer.	flour – this is a noun that we can't count, so it is an uncountable noun.

jealousy	team	French	flour
uncountable noun	abstract noun	collective noun	proper noun

(Dashed lines in the original image connect 'jealousy' to 'abstract noun', 'team' to 'collective noun', 'French' to 'proper noun', and 'flour' to 'uncountable noun').

Try these yourself.

choir

stapler

Myer

rice

wisdom

common

proper

abstract

collective

uncountable

Now answer these questions.

1 Write the nouns in the correct boxes. Some words will go in more than one box.

sand / Perth / weather / Harry / clarinet / happiness / family / art / health
 chair / New Zealand / advice / English / curiosity / bag / Uncle Gary / company
 freedom / trust / bus / army / furniture / ice / electricity / audience

Abstract nouns	Collective nouns	Common nouns	Proper nouns	Uncountable nouns

(1 mark for each correct entry)

/34

2 Circle all the nouns in these sentences.

- a When Charlotte's anger affected her work, she had to eat chocolate.
- b When a bunch of flowers arrived, Miss Lomas's embarrassment showed.
- c Harvey got the help he needed with his homework from Rio.
- d The greed of some children is a problem for everyone.

(1 mark for each sentence)

/4

3 Write the collective nouns for these creatures, using your dictionary to help you.

- a of peacocks _____
- b of jellyfish _____
- c of ants _____
- d of geese _____
- e of lions _____
- f of kangaroos _____
- g of owls _____
- h of crows _____

(1 mark each)

/8

4 Circle the letters that should be capitalised in these sentences.

- a My first school was called currumburra primary school.
- b The best book about cats is called *cat kingdom*.
- c My favourite uncle is uncle tom.
- d At headless manor there is thought to be a headless ghost.

(1 mark for each line)

/4

CHALLENGE

List all the uncountable nouns you can. Can you place them in groups?

▼ TOTAL

/50

DEFINITIONS

An **expanded noun phrase** is a group of words that functions like a noun.

To create an expanded noun phrase, you add extra information about the noun.

An expanded noun phrase does *not* contain a verb, but often includes an article (**a**, **an** or **the**).

Here are some examples.

Word	Expanded noun phrases
dog	the small vicious dog with white patches
girl	the energetic young girl in the park
house	the haunted house next door to the cemetery
sandwich	the mouldy sandwich at the bottom of the bag

Follow these steps.

Expand the noun into a noun phrase by adding words before and after the noun.

_____ car _____

1	Read the question and then read it again. What are you being asked to do?	▶ Add words before and after the noun to create an expanded noun phrase.
2	Check that you know what an expanded noun phrase is.	▶ An expanded noun phrase gives extra information about the noun and does not include any verbs.
3	Think about how you can describe the noun.	▶ You might use adjectives and prepositions.
4	Write the answer.	▶ e.g. the red sporty car in the front garden.

Try these yourself.

_____ tree _____

_____ concert _____

_____ swimmer _____

- 1 Underline the expanded noun phrase in each sentence.
 - a The sensible old lady waited at the bus stop.
 - b The boy ate the tasty chocolate ice-cream.
 - c My teacher gave us a difficult surprise test.
 - d Usually I ride home on my blue mountain bike with the 700c wheels.
 - e I have just finished reading an amazing mystery novel.

(1 mark each)

/5

- 2 Are the following phrases actually expanded noun phrases? Tick those that are and explain why the others are not. One has been done for you.

the grass is green	<i>This is not an expanded noun phrase. Although 'green' is an adjective describing the grass, there <u>is</u> a verb ('is') included.</i>
the cake smelled delicious	
my annoying little sister	
the angry, impatient teacher	
his new sporty green bag was cool	

(1 mark each)

/4

- 3 Expand each of these into a noun phrase by adding words before and after the noun.

Noun	Noun phrase
the runners	
a book	
the elephant	
a trip	
one evening	

(1 mark each)

/5

- 4 Rewrite the following paragraph, adding detail by turning three nouns into noun phrases.

One afternoon our class visited the aquarium. First we looked at some fish in a tank. I was frightened of the sharks in the pool. My favourite exhibit was the jellyfish. We all enjoyed the excursion.

(3 marks)

/3

▼ TOTAL

/17

DEFINITION

To understand sentences, it is helpful to be able to identify the basic units (main parts). The two main ‘ingredients’ in a sentence are the **subject** (who or what the sentence is about) and the **predicate** (the rest of the sentence that expresses something about the subject).

As well as a subject that performs the action of a sentence, many sentences also contain an **object** (the person or thing affected by or receiving the action).

Example	<p>Keely <u>cleaned up.</u></p> <p>↑ ↑</p> <p>subject predicate</p>
---------	---

Example	<p>Keely <u>cleaned up</u> <u>the spilled milk.</u></p> <p>↑ ↑ ↑</p> <p>subject predicate object</p>
---------	--

To check if a noun is the **subject** or the **object**, use this simple test:

If you can replace the noun (or noun phrase) with **I, he, she, we** or **they**, then that noun is often the subject. **Me, you, him, her, it, us** and **them** are usually objects.



Find the subject, object and predicate in this sentence.

The students in the class elected the class captain.

1	Read the question and then read it again. What are you being asked to do?	Find the subject, the object and the predicate.
2	What is the verb?	The thing being done is elected .
3	Check the form of the verb.	It is in the past tense, so change it to the present: I elect , he elects , they elect . The students in the class elect the class captain
4	Is the subject easy to identify?	No. It could be students or class captain .
5	Another way to identify the subject is to change the nouns to singulars and check if they change the verb.	<p>the class captain: The students in the class elect the class captain This doesn't affect the verb.</p> <p>the student: The student in the class elects the class captain. This affects the verb, so students is the subject.</p> <p>subject – the students</p> <p>object – the class captain</p>
6	If the subject of the sentence is the students , the rest of the sentence, which gives information about the students, must be the predicate .	<p>The students elected the class captain.</p> <p style="text-align: center;">↑ ↑ ↑</p> <p style="text-align: center;">subject predicate object</p>



Leo baked a delicious cheesecake.

We discovered a secret entrance to the school.

Talia plays the saxophone in the school band.

1 Underline the subject and highlight the predicate in each of these sentences.

- a An owl hoots eerily.
- b A scream shattered the silence.
- c The bus stopped suddenly.
- d They are busy preparing for the end-of-year concert.
- e The fire-engine arrived at the scene in a blare of colour and noise.

(1 mark each)

/5

2 Complete the table.

	Sentence	Subject	Object	Predicate
a	The man washed the car.			
b	The trees were uprooted by the wind.			
c	Over the sea, the clouds were gathering.			
d	The traffic jam went right down Punt Road.			
e	Across the lawn danced the butterflies.			

(1 mark for each cell)

/15

3 Circle the word in bold as the subject or object of each sentence.

- a Pravi hammered the **pegs** into the ground. subject / object
- b Before bedtime, **Josh** had read his magazine. subject / object
- c Running quickly, Lucy just managed to catch the **train**. subject / object
- d When it is sunny, **he** walks home. subject / object
- e The **stone**, which had been thrown by Ellie, was very heavy. subject / object

(1 mark each)

/5

4 Decide whether the subject or the object is missing and then complete the sentence with a suitable word.

- a _____ opened the door cautiously. subject / object
- b John was totally unreliable, rarely attending _____ despite his promises. subject / object
- c Even though it was Sunday, _____ were too busy to sit and read. subject / object
- d Last Saturday at the beach, Caroline rescued _____. subject / object
- e I buy _____ every week at the newsagent. subject / object

(2 marks for each line)

/10

CHALLENGE

Find out about compound subjects and verbs, explain what they are and write some sentences using them.

▼ TOTAL
/35

DEFINITION

A **complex sentence** has a main piece of information (which could be a sentence on its own) called the **main clause** or the **independent clause**, and some extra information that includes a verb (but could not be a sentence on its own), called the **subordinate clause** or the **dependent clause**.

Here is an example.

Main piece of information	Extra information	Instructions
They had fish and chips. (This is a sentence on its own.)	after they watched the football match. (This is not a sentence on its own.)	If you write the main clause first, it <i>doesn't</i> need a comma: They had fish and chips after they watched the football match.
		If you write the subordinate clause first, it <i>does</i> need a comma: After they watched the football match, they had fish and chips.



Make two complex sentences using these clauses:

the bus crashed

when it hit the ice

1	Read the question and then read it again. What are you being asked to do?	Make complex sentences with the clauses we are given.
2	Work out which clause is a sentence on its own.	the bus crashed is a sentence. when it hit the ice isn't a sentence.
3	Write a complex sentence, using the clause that is a sentence first.	The bus crashed when it hit the ice.
4	Write a complex sentence using the clause that is not a sentence first, remembering the comma.	When it hit the ice, the bus crashed.



Sometimes you can put the extra information in the middle of the clause that is a full sentence, surrounding it with commas.
For example:
Cal, who hoped to play professionally one day, missed the basketball match because he twisted his ankle.



before Jen had a chance to ask for an autograph / the singer was whisked away by his bodyguards

1 Draw a line from each sentence to the correct label.

Jake took out the rubbish and then watered the garden.

When it was home time, we cheered.

Li had mineral water and Pashti had black coffee.

The dog walked until we took the lead off.

Lisa and Kate laughed when they saw Ed's outrageous costume.

complex sentence

not a complex sentence

(5 marks)
/5

2 Draw a line from the beginning of each complex sentence to the most appropriate ending.

When it became dark,

when the violent storm hit the coast.

Many boats were wrecked

when we won the maths tournament.

Everybody was thrilled

we could see the town lights glittering like stars.

Despite the blistering heat,

the cricket match continued.

(4 marks)
/4

3 Underline the main clause in these complex sentences.

- a Although it was cloudy, we still had to put our sunscreen on.
- b We like to go out on our bikes whenever the weather is warm.
- c After school finished, we played with my new computer game.
- d Matilda got into big trouble when she didn't hand her assignment in.

(4 marks)
/4

4 Insert commas where they are needed in these complex sentences. Not all the sentences need one.

a Before I fall asleep I like to read my book.

b My dad drives carefully when we are in a school zone.

c Even though I didn't sleep much last night I'm not really tired today.

d Two children found the box when they were playing outside.

(4 marks)
/4

5 Make these sentences into complex sentences by adding an extra piece of information (a subordinate clause).

a _____, I had my tea.

b I went to the cinema _____.

c _____, my dad laughed.

d They were taken completely by surprise _____

(4 marks)
/4

CHALLENGE

Try to write some complex sentences that have more than one piece of extra information (that means they have more than one dependent clause).

TOTAL
/21

1.6 Phrases and clauses

Understanding **phrases** and **clauses** helps you to understand punctuation. Punctuation marks, such as commas, semicolons and colons, are often required with either a phrase or a clause.

DEFINITIONS

A **phrase** is a group of words that may have nouns and verbs but does not have a subject doing a verb. For example:

Phrases	some frightening people	going to the shops
	running down the hill	after the terrible meal

A **clause** is a group of words that has a subject doing a verb. For example:

Clauses	he can lift a car	when my nan comes to visit
	because she liked picking flowers	Jake plays football

A **main** (or **independent**) **clause** can be a complete sentence by itself. For example:

Independent clauses	He can lift a car.	Jake plays football.
---------------------	--------------------	----------------------

A **subordinate** (or **dependent**) **clause** starts with a subordinating conjunction, and that means it doesn't make sense by itself. For example:

Subordinate clauses	when it is time to go home	because she liked picking flowers
---------------------	----------------------------	-----------------------------------

Follow these steps.

Circle any clauses and underline any phrases in this sentence.

Renowned for his sporting prowess, Nicholas scored the winning goal in the most important footy match of the season.

1	Read the question and then read it again. What are you being asked to do?	Circle the clauses and underline the phrases.
2	Split the sentence into sections.	a Renowned for his sporting prowess, b Nicholas scored the winning goal c in the most important footy match of the season
3	Check if a subject is doing a verb in each section.	a no; b yes; c no
4	If the answer is <i>no</i> , that must be a phrase.	Renowned for his sporting prowess and in the most important footy match of the season are phrases.
5	If the answer is <i>yes</i> , that must be a clause.	Nicholas scored the winning goal is a clause.
6	Write the answer.	Renowned for his sporting prowess, Nicholas scored the winning goal in the most important footy match of the season.

Try this one yourself.

The sentence has been split into sections for you.

Although it was freezing outside, / Soraya wanted to walk / along the deserted beach.



1 Write a **P** after a phrase and a **C** after a clause.

- | | |
|---------------------------------------|---|
| a when they went skating _____ | d many people saw the show _____ |
| b because it was time _____ | e it rained all day _____ |
| c the blazing hot sun _____ | f when he saw the parcel _____ |

(1 mark each)

/6

2 Circle the main clauses and underline the subordinate clauses.

- a** The dog whined when it heard the fireworks.
- b** We were allowed cake since it was my birthday.
- c** Reece fell down so we had to abandon the race.
- d** When Louie was away, we did a maths test.

(1 mark for each line)

/4

3 Match each group of words to the correct label.

- | | | |
|------------------------|--------------------|------------------------|
| a large shaggy dog | phrase | clouds form over hills |
| despite the rain | main clause | eating his dinner |
| as he lifted the lid | subordinate clause | during the interval |
| the children were glad | | when I go home |

(1 mark each)

/8

4 Highlight a phrase in each of the following sentences, then underline the main clauses and circle the subordinate clauses.

- a** While watching the match, Suni started to feel ill, with a high temperature and a headache.
- b** The forest was dark and gloomy, even though it was summer; the mountains were light and airy, and filled with birdsong.
- c** The phone rang just as lunch was about to be served in the dining hall.
- d** When he saw the bill, which was far higher than he'd expected, Sam was very cross.

(3 marks for each line)

/12

5 Write a main clause to complete these sentences.

- a** While it was raining, _____.
- b** _____ after she finished her homework.
- c** _____ because it was hot.
- d** Since tickets were so expensive, _____.

(1 mark for each line)

/4

CHALLENGE

Take a passage from a book and list all the subordinate clauses and main clauses. Which list is longest? Why do you think that is?

TOTAL

/34

DEFINITION

Embedded clauses are clauses that are in the middle of a sentence. They often begin with such words as **who**, **which**, **that** or **with** and may be separated from the rest of the sentence, usually by commas.

Example

The clean-up day, **which was organised by the environmental group**, was a great success.

**Remember**

If the embedded clause is short, it doesn't have to be separated from the rest of the sentence (unless required to clarify meaning).

Example

The clean-up day **that I attended** was a great success.

To make a sentence with an embedded clause, follow these steps.

Steps	Examples
1 Write a simple sentence.	The boy jumped up.
2 Think about some extra information about the boy (perhaps what he looked like or what he was doing apart from jumping up).	He was watching a film.
3 Make the extra information into a clause starting with which or who .	who was watching a film
4 Put the clause in the middle of the sentence, with a comma before and after it.	The boy, who was watching a film, jumped up.

Follow these steps.

Identify the embedded clause in this sentence and place commas around it if necessary.

The door which was the only way out was locked.

1	Read the question and then read it again. What are you being asked to do?	Put the commas in the sentence to show the embedded clause.
2	Think about what the sentence says.	It is telling us about the door.
3	Look at the beginning and end of the sentence to find the simple sentence.	The beginning says The door and the end tells us it was locked, so the simple sentence is The door was locked .
4	Look at what else the sentence says to find the embedded clause.	It also says which was the only way out , so this is the embedded clause.
5	As the embedded clause is quite long, put a comma before and after it.	The door, which was the only way out, was locked.

Tip

Commas can change the meaning of a sentence.

Girls who are energetic like soccer.

This tells us that only energetic girls like soccer.

Girls, who are energetic, like soccer.

This tells us that all girls are energetic and like soccer.

Try this one yourself.

Nicole who is married to my brother is a solicitor.

Now
answer
these
questions.

- 1** Underline the embedded clause in each of these sentences.
- The umbrella with the blue and grey stripes blew inside out.
 - The drink, which was too hot, burned Lani's mouth.
 - Joe, who wasn't holding the handlebars, fell off his bike.
 - The school play I was performing in was called *Let's Get Away!*
- 2** Put the commas in these sentences to show the embedded clauses.
- The art lesson which lasted for one hour involved painting.
 - Assemblies which we have every day are too long.
 - Truck drivers who often drive all day have to take regular rest breaks.
 - The farmer who needed to harvest her hay watched the weather forecast.
- 3** Tick the sentences that are written correctly. If a sentence is incorrect, explain why.
- Eleanor who likes, to learn, prefers to sit at the front of the classroom.

 - The chair, which was cracked, broke when I sat down.

 - These bananas, they are all green, are not ripe.

 - Mrs Singh, best teacher ever, taught us English.

- 4** Make these simple sentences complex by inserting an embedded clause.
- The house is old.

 - The car is new.

 - Marley likes telling jokes.

 - Petrol is very expensive.

(1 mark each)

/4

(1 mark each)

/4

(1 mark each)

/4

(1 mark each)

/4

CHALLENGE

Brainstorm and write down sentences with embedded clauses where removing the commas leaves a complete sentence with a different meaning.

Can you see a pattern in your answers?

▼ TOTAL

/16

DEFINITIONS

An **adverb** is a type of word (a single word) that describes a verb.

An **adverbial** is part of a sentence that tells us more about the verb (and can be more than one word).

Example

William will finish soon.

Soon is an adverb that tells us when William will finish.

William will finish in a few minutes.

In a few minutes is an adverbial that tells us when William will finish.

Both sentences give us similar information. Adverbials answer questions such as these:

Adverbials	Examples
Where?	Tom hid the box <u>under the stairs</u> .
When?	Tom hid the box <u>before breakfast</u> .
How long?	Tom hid the box <u>for a week</u> .
How often?	Tom hid the box <u>every day</u> .
How?	Tom hid the box <u>by covering it with coats</u> .
Why?	Tom hid the box <u>so Jackie wouldn't find it</u> .
With whom?	Tom hid the box <u>with Joe</u> .

Follow these steps.

Underline the verb and circle the adverbial in this sentence.

Alli ran as far as the station.

1	Read the question and then read it again. What are you being asked to do?	Underline the verb and circle the adverbial.
2	Find the verb and circle it. Ask yourself: What is the subject (Alli) doing?	Alli ran – so ran is the verb.
3	What are you told about how she ran?	We are told where she ran – as far as the station . The adverbial is as far as the station .
4	Underline the verb and circle the adverbial.	Alli ran (as far as the station).

Tip

If an adverbial starts the sentence, it is followed by a comma.

Try these yourself.

The morning dew glistened on the blades of grass.

May searched everywhere for her phone.

Tim hoped with all his heart that she would say yes.

1 Circle the verbs and underline the adverbials in these sentences.

- a The fan worked to cool the air.
- b After the meal, Sam slept.
- c When it rained, the children ran inside.
- d Molly knocked because she wanted to come in.
- e Piri visited her grandmother in the nursing home every weekend.

(1 mark each)

/5

2 Write **where? when? how long? how often? how? why? or with whom?** after each sentence to show the question each adverbial answers.

- a The plants died because there was a drought. _____
- b Kali worked for three hours. _____
- c Ahmed whistled through his front teeth. _____
- d A tree grew on the mountainside. _____
- e Before the holiday, they had to pack. _____

(1 mark each)

/5

3 Rewrite each sentence, adding an adverbial that answers the question at the end.

- a The cat purred contentedly. **Why?** _____

- b The building collapsed. **When?** _____
- c Lucy Mae practised the piano. **How often?** _____
- d Sean went to the skate park. **With whom?** _____
- e Renata worked. **How?** _____

(1 mark each)

/5

4 Write a sentence containing the adverbial provided. Make sure that the adverbial is telling you more about the verb.

- a at the weekend _____
- b by the canal _____
- c every three hours _____
- d to check how well we were doing _____
- e with Nina and Van _____

(1 mark each)

/5

CHALLENGE

Try using connectives to start adverbials. How many different connectives can you find that will work?

▼ TOTAL

/20

DEFINITIONS

Connectives link together ideas in one sentence or between different sentences and paragraphs. Linking ideas and sentences gives your writing **cohesion** – it holds it together and gives it more meaning.

Connectives can be grouped into different types, according to their function in the sentence. Look at the types and the example given for each.

Connective type	Example	Connective type	Example
Qualifying	although	Comparing	likewise
Illustrating	such as	Cause-and-effect	so
Contrasting	alternatively	Emphasising	in particular
Adding	also	Sequencing	finally

Follow these steps.

Choose suitable connectives to join these sentences. You may want to change some of the words and word order.

- a** The boys teased the girls. They got into trouble.
b Laura likes cars. She likes Ferraris the best.

1	Read the question and then read it again. What are you being asked to do?	▶ Link the sentences using connectives.
2	How are the two sentences in a connected?	▶ The second sentence is caused by what happens in the first sentence.
3	Select a suitable cause-and-effect connective.	▶ consequently links the two sentences: The boys teased the girls. Consequently, they got into trouble.
4	How are the two sentences in b connected?	▶ The second sentence emphasises the first sentence.
5	Select a suitable emphasising connective.	▶ especially links the two sentences: Laura likes cars, especially Ferraris.

Tip

Be aware that not all connectives are conjunctions.

If they are not conjunctions, they need to be used in a new sentence or with a conjunction in the same sentence. **Especially** acts as a conjunction, but **consequently** doesn't.

Try these yourself.

Dakota enjoys rock-climbing. She is afraid of heights.

We forgot to pack our bathers. We couldn't go swimming.

Now answer these questions.

1 Write each connective in the correct box in the table.

if / moreover / for instance / thus / as well as / otherwise / like / eventually
 for example / first / consequently / as revealed by / indeed / equally / and / before
 as with / significantly / despite / in the case of / next / therefore / as long as / after
 similarly / whereas / meanwhile / since / above all / instead of / in the same way
 unlike / unless / notably / because / too / then / especially / however / except

Qualifying connectives	Illustrating connectives	Contrasting connectives	Adding connectives
although	such as	alternatively	also
Comparing connectives	Cause-and-effect connectives	Emphasising connectives	Sequencing connectives
likewise	so	in particular	finally

(1 mark for each correct answer)

/40

2 Below, draw lines to connect three different sentence parts to create realistic sentences.

First part of the sentence

I peeled the vegetables

I was late

I kept pressing the bell

Everyone went on the trip

I did the shopping

I finished my work

William was happy,

Connectives with conjunctions

so, consequently,

and, meanwhile,

until, eventually,

as well as

especially as

except

during

Second part of the sentence

Max lit the fire.

someone answered the door.

I missed the bus.

today was his birthday.

cleaning the house.

lunchtime.

the boys who broke the window.

(1 mark for each line)

/7

CHALLENGE

Write a paragraph using a variety of connectives to give your writing cohesion.

TOTAL

/47

DEFINITIONS

A sentence is **active** when the subject is doing the action (verb).

Example

The police car was following the bus.

The **subject** is the **police car**. The **verb** is **following**. The **object** is the **bus**. The **police car** is doing the **following**.

A sentence is **passive** when the subject has the action done to it.

Example

The bus was being followed by the police car.

The **subject** is the **bus**. The **verb** is **followed**. The **object** is the **police car**. The **bus** is being **followed**.

Sometimes the person or thing performing an action might be left out of a passive sentence altogether.

Example

The bus was being followed.

Follow these steps.

Change this sentence from the active to the passive voice.

George opened the door.

1	Read the question and then read it again. What are you being asked to do?	Change the sentence from the active to the passive voice.
2	Work out what is the subject, what is the object and what is the verb.	The subject is George . The object is the door . The verb is opened .
3	Move the object to the position of the subject.	the door ...
4	Move the subject to the position of the object and write by before it.	the door ... by George .
5	Use the verb to be and change the verb to fit the new sentence.	It's the past tense so to be will become was or were . The door is singular so you need was .
6	Insert the correct form of the verb into the new sentence.	The door was opened by George.

Tip

Sentences in the **active voice** are easier to read and understand, so it is generally better to use the active voice.

Use the **passive voice**:

- when the person doing the action is unknown
- if you don't want to say who did the action
- when you want to focus on the action, rather than who or what performed it
- sparingly, for variety.

Try these yourself.

Grace found the missing key.

My uncle paid for the holiday.

1 Join each sentence to the correct label.

Andy was interested in sport.

The bus was hit by a car.

The man was arrested by the police.

The class was taught by Mr Williams-Smith.

Caitlin won the race.

Ruby was tested by Mrs Sellars.

active sentence

passive sentence

(1 mark each)

/6

2 Write **A** after the sentences that are active and **P** after the sentences that are passive.

a A shoal of fish swam underneath the boat. _____

b The table was bought by Mr Pattison. _____

c The students protested about the lack of aid to Africa. _____

d Asher's elegant fingers danced across the piano keys. _____

(1 mark each)

/4

3 Change these passive sentences to active sentences.

a The cake had been eaten by the party guests.

b The game was being spoiled by the younger students, who didn't know the rules.

c The play was appreciated by the audience.

d The plants are hidden by the wall.

(1 mark for each line)

/4

4 Change these active sentences to passive sentences.

a Megan is laughing at Skye. _____

b Mrs Mellor is helping Ms Wright. _____

c The Year 10 students painted the mural on the school wall. _____

d Jackson chose the blue runners. _____

(1 mark for each line)

/4

CHALLENGE

Count all the passive sentences you can find in two pages of a book. Why do you think there are that many or few? How might the type of text influence the number of passive sentences? In which sorts of texts might you be more likely to see passive sentences?

TOTAL

/18

DEFINITION

Standard English is English that follows accepted rules of grammar and is generally considered to be correct. It is usual to use Standard English in formal situations.

RULES

Here are some rules to consider.

- Always use complete sentences.
- Try to avoid starting sentences with a conjunction.
- Try to avoid ending sentences with a preposition.
- Make sure tenses are correct.
- Make sure subjects and verbs agree.
- Avoid double negatives and abbreviations.
- Avoid figurative language and idioms (for definitions, see pages 52 and 54), as well as colloquialisms (words generally used in informal conversations).
- Use precise and technical language.
- Be as objective as possible.

Follow these steps.

Rewrite this sentence using Standard English.

So he'd chucked a wobbly cos he didn't reckon nobody were going to show up to his party but.

1	Read the question and then read it again. What are you being asked to do?	Change the sentence to Standard English.
2	Check that the sentence is complete, doesn't start with a conjunction and doesn't end with a preposition.	He'd chucked a wobbly cos he didn't reckon nobody were going to show up to his party.
3	Check the person, tenses and subject–verb agreement.	He'd chucked a wobbly cos he didn't reckon nobody was going to show up to his party.
4	Remove double negatives, contractions and abbreviations.	He had chucked a wobbly because he did not reckon anybody was going to show up to his party.
	Remove idioms, figurative language and colloquialisms.	He had become upset because he did not think anybody was going to show up to his party.
5	Check that the writing is formal and the vocabulary is precise and technical.	He had become upset because he did not think that anybody was planning to attend his party.

Try these yourself.

Rick's like, 'Are youse guys gonna go to this party thing?'

I told him I probs couldn't make it cos we're off to Byron that Sat.

Now
answer
these
questions.

1 Tick the sentences below that are in Standard English. Underline the non-standard words and phrases in the sentences that are not written in Standard English.

- a Hey, how's it going?
- b I would prefer not to have to do that.
- c Is Soph and Emma gonna make it on time or what?
- d We are eagerly anticipating the release of the new film from the exciting young director.

(1 mark each)

/4

2 Rewrite these sentences formally.

- a Give us one of them lollies. _____
- b He should of been as sick as a dog after stuffing himself like that.

- c Me brother learned me to play the drums.

- d R u going this w'end? _____
- e There isn't no pencils in the cupboard.

- f Can I have a lend of your stuff? _____
- g He should of had a fab day on his b'day.

(2 marks each)

/14

3 Circle the correct word(s) to complete each sentence.

- a Lou did not eat (**nothing** / **anything**) at lunchtime.
- b The tiger could (**of** / **have**) deserted its cubs and escaped.
- c If necessary, students can (**lend** / **borrow**) each other's equipment.
- d All the students were (**learned** / **taught**) how to do algebra.
- e The drink was (**real** / **very**) cool.
- f The elephant (**does not** / **don't**) like confined spaces.
- g The document will be ready (**soon as** / **as soon as**) possible.

(7 marks)

/7

CHALLENGE

Find a piece of formal writing and rewrite it using informal language, such as idioms and colloquialisms.

▼ TOTAL

/25

DEFINITION

Nominalisation is the process of turning adjectives or verbs into nouns.

PURPOSE

Nominalisation can make texts sound more formal. It is often used in texts that have abstract ideas in them, such as reports.

You can transform a verb or an adjective into a noun by adding an appropriate suffix, such as **-tion**, **-sion**, **-is**, **-ness**, **-y** or **-ment**.

For example

create (verb) → creation (noun)

react (verb) → reaction (noun)

eager (adjective) → eagerness (noun)

strong (adjective) → strength (noun)

Follow these steps.

Turn the verb into a noun in this sentence:

Scientists continue to analyse a bunch of data on climate change.

1	Read the question and then read it again. What are you being asked to do?	Turn the verb into a noun.
2	Identify the verb in the sentence.	analyse is the verb because it describes the action being performed.
3	Work out what suffix could be applied to turn the verb into a noun.	-is could be added to make the word analysis.
4	Work out how to change the wording so that the sentence makes sense with the noun.	continue to analyse a bunch of data could be changed to with the analysis of a bunch of data .
	To make the text more formal in tone, remove idioms, figurative language and colloquialisms.	a bunch of data could be changed to the data .
5	Write the full sentence.	Scientists continue with the analysis of the data on climate change.

Tip

While nominalisation is useful in certain texts, such as reports, be careful not to rely on it too heavily. Verbs give energy and life to your writing. If you use too many nominalisations, you risk making the writing wordy, dull and lifeless.

Try these yourself.

Mai decided to take German in Year 9.

The protest group collected over a thousand signatures on their petition.

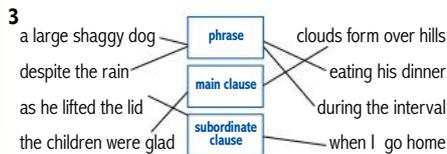
Indi and Zac celebrated their third anniversary.

- 4 a Before I fall asleep, I like to read my book.
 b My dad drives carefully when we are in a school zone.
 c Even though I didn't sleep much last night, I'm not really tired today.
 d Two children found the box when they were playing outside.
- 5 Answers will vary. Possible answers:
 a Before I went bowling
 b whenever I could afford it
 c As soon as he saw us
 d when they heard the news about the award.
- Challenge** Answers will vary. Possible answers:
 The actor, during scene two, tripped over a prop and then tore his costume while trying to get up.

PAGES 16–17 Phrases and clauses

Try this

- Although it was freezing outside, / Soraya wanted to walk / along the deserted beach.
- 1 a C c P e C
 b P d C f C
- 2 a The dog whined when it heard the fireworks.
 b We were allowed cake since it was my birthday.
 c Reece fell down so we had to abandon the race.
 d When Louie was away, we did a maths test.



- 4 a (While watching the match, Suni started to feel ill, with a high temperature and a headache.
 b The forest was dark and gloomy, even though it was summer; the mountains were light and airy and filled with birdsong.
 c The phone rang just as lunch was about to be served in the dining hall.
 d When he saw the bill, which was far higher than he'd expected, Sam was very cross.
- 5 Answers will vary. Possible answers:
 a While it was raining, we played indoors.
 b Serena played on her computer after she finished her homework.
 c I took my jumper off because it was hot.
 d Since tickets were so expensive, we decided not to go to the concert.

Challenge Answers will vary. Which list is longest will depend on the type, complexity and style of text. Simple fiction will have more main clauses because it uses sentence structures that are less complex.

PAGES 18–19 Embedded clauses

Try this

- Nicole, who is married to my brother, is a solicitor.
- 1 a with the blue and grey stripes
 b which was too hot
 c who wasn't holding the handlebars
 d I was performing in
- 2 a The art lesson, which lasted for one hour, involved painting.
 b Assemblies, which we have every day, are too long.
 c Truck drivers, who often drive all day, have to take regular rest breaks.
 d The farmer, who needed to harvest her hay, watched the weather forecast.
- 3 a No – the first comma is incorrectly placed.
 b ✓
 c No – there is a sentence in the place of an embedded clause.
 d No – the embedded clause is not complete.

- 4 Answers will vary. Check the embedded clauses and commas are correct. Possible answers:
 a The house, which is down the road, is old.
 b The car, which my parents bought from the dealer on the highway, is new.
 c Marley, who is funny, likes telling jokes.
 d Petrol, which makes some cars run, is very expensive.

Challenge Answers will vary. Pattern could be that plural nouns often work with and without commas, though with different meanings. For example:
 • Actors who frequently forget their lines don't make any money.
 • Actors, who frequently forget their lines, don't make any money.

PAGES 20–1 Adverbs and adverbials

Try these

- The morning dew glistened on the blades of grass.
 - May searched everywhere for her phone.
 - Tim hoped with all his heart that she would say yes.
- 1 a The fan worked to cool the air.
 b After the meal, Sam slept.
 c When it rained, the children ran inside.
 d Molly knocked because she wanted to come in.
 e Piri visited her grandmother in the nursing home every weekend.

- 2 a why? c how? e when?
 b how long? d where?

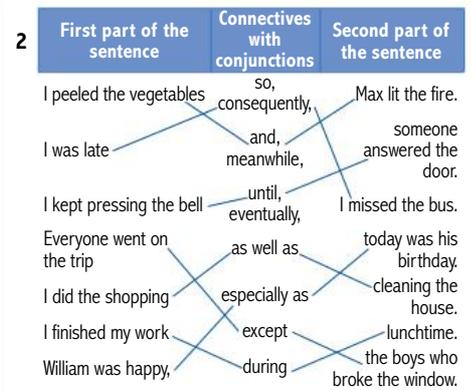
- 3 Answers will vary. Possible answers:
 a The cat purred contentedly because she was warm.
 b The building collapsed last week.
 c Lucy Mae practised the piano every day.
 d Sean went to the skate park with his mates.
 e Renata worked long and hard.
- 4 Answers will vary. Possible answers:
 a I am going to the skate park at the weekend.
 b Sian is going for a walk by the canal.
 c Make sure you take your medicine every three hours.
 d Mum looked in to check how well we were doing.
 e I'm working on the project with Nina and Van.

Challenge Answers will vary. Connectives that might start adverbials include so, before, after, when and because.

PAGES 22–3 Connectives and cohesion

- Try these** Answers will vary. Possible answers:
 • Dakota enjoys rock-climbing, although she is afraid of heights.
 • We forgot to pack our bathers, so we couldn't go swimming.

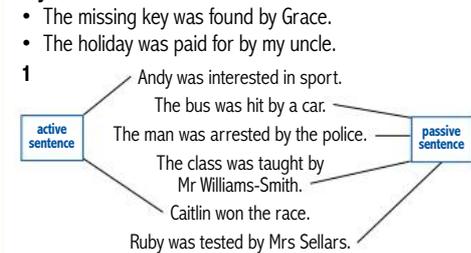
1	Qualifying connectives although, if, despite, as long as, unless, however, except	Illustrating connectives such as, for instance, for example, as revealed by, in the case of
	Contrasting connectives alternatively, otherwise, whereas, instead of, unlike	Adding connectives also, moreover, as well as, and, too
	Comparing connectives likewise, like, equally, as with, similarly, in the same way	Cause-and-effect connectives so, thus, consequently, therefore, since, because
	Emphasising connectives in particular, indeed, significantly, above all, notably, especially	Sequencing connectives finally, eventually, first, before, next, after, meanwhile, then



Challenge Answers will vary. Possible answer:
 The school cross-country race took place on Tuesday, but I missed it because I was sick. Although I was disappointed as I'd hoped to qualify for the interschool race, I understood why I'd have to miss out. However, one of the selected runners fell sick themselves just before the interschool event. So, despite the fact that I hadn't run in the qualifying race, I was chosen to take his place.

PAGES 24–5 Active and passive sentences

Try these



- 2 a A b P c A d A
- 3 a The party guests had eaten the cake.
 b The younger students, who didn't know the rules, were spoiling the game.
 c The audience appreciated the play.
 d The wall is hiding the plants.
- 4 a Skye is being laughed at by Megan.
 b Ms Wright is being helped by Mrs Mellor.
 c The mural on the school wall was painted by the Year 10 students.
 d The blue runners were chosen by Jackson.

Challenge Answers will vary. A comment could be that passive voice sentences are more likely to be found in nonfiction texts because the passive voice increases a text's formality.

PAGES 26–7 Formal writing and Standard English

Try these

- Rick asked, 'Are you going to the party?'
 - I said that I probably couldn't go because we are going to Byron Bay that Saturday.
- 1 a Hey, how's it going?
 b ✓
 c Is Soph and Emma gonna make it on time or what?
 d ✓
- 2 Answers will vary. Possible answers:
 a Give me one of those lollies.
 b He should have been unwell after eating so much.
 c My brother taught me to play the drums.
 d Are you going this weekend?
 e There are no pencils in the cupboard.
 f May I borrow your equipment/belongings?
 g He should have had a fabulous day on his birthday.

- 3 a anything d taught g as soon as
b have e very
c borrow f does not

Challenge Answers will vary. Sample answer:

Original piece of writing:

The burglar was quickly apprehended by police as a result of his own incompetence. After he had gained access to the house and collected all the valuables, he decided to check his Facebook page on the home computer, forgetting to log out of the account before he left.

Informal piece of writing:

The police caught the burglar quick as a flash cos he wasn't very bright. After he'd broken into the house and grabbed all the valuable stuff, he checked out his own Facebook page on the computer, and it totally slipped his mind to log out once he was done.

PAGES 28–9 Nominalisations

Try these

Answers will vary. Possible answers:

- Mai **made the decision** to take German in Year 9.
- The protest group **had a collection of** over a thousand signatures on their petition.
- Indi and Zac **had a celebration for** their third anniversary.

- 1 a good (adjective) c protect (verb)
b sensitive (adjective) d consider (verb)

Verb	Noun
develop	development
sympathise	sympathy
manage	management
introduce	introduction
select	selection

Adjective	Noun
intelligent	intelligence
cheerful	cheerfulness
violent	violence
friendly	friendliness
jealous	jealousy

- 4 Note that variations in wording are acceptable, provided that the noun form of the verb or adjective is given correctly.

- a The old man **displayed confusion at** the unfamiliar surroundings.
b The doctor **made a diagnosis** of pneumonia.
c Yesterday, Lane **received an invitation to** a barbecue.
d The coach **gave Archie encouragement to** try again.

Challenge Answers will vary. Sample answer:

Original text:

While there is no way of guaranteeing good health, there are several steps we can take to improve our chances of living long and productively. Eating healthily, exercising regularly and avoiding smoking will all assist. It's also important to sleep enough. Good relationships with friends and family have also been proven to help protect against getting sick.

Nominalised text:

While there is no **guarantee** of good health, there are several steps we can take to create an **improvement** in our chances of a long and productive **life**. Healthy **eating**, regular **exercise** and the **avoidance** of smoking will all provide **assistance**. It's also important to have enough **sleep**. There is also proof that good relationships with friends and family provide **protection** against **sickness**.

It might be noted that nominalisation makes writing sound more formal.

PAGES 30–1 Comparatives and superlatives

Try this

Bec is the most honest person I know.

- 1 e best

- 2 hottest

Adjective	Descriptor	Comparative	Superlative
best			✓
further		✓	
tall	✓		
most frightening			✓
glowing	✓		
healthier		✓	

- 4 C C
The **hotter** the day got, the **slower** the students ran, but the teacher was the **slowest!**

S

- 5 c

Adjective	Comparative	Superlative
great	greater	greatest
mad	madder	maddest
jolly	jollier	jolliest

Challenge Answers will vary. Possible answer:

prim / primmer / primmest

Katie, the **primmest** person in the class, never misbehaved.

dowdy / dowdier / dowdiest

His old brown suit was much **dowdier** than the one worn by the other job applicant.

insolent / more insolent / most insolent

'You are the **most insolent** child I've ever met!' exclaimed Aunt Isobel.

persuasive / more persuasive / most persuasive

Oscar's argument was logical but Gabby's was more **persuasive**.

sombre / more sombre / most sombre

The party was a **more sombre** occasion than expected, as the host had just received some bad news.

PAGES 32–3 Commas

Try these

- 'Let's walk to the milk bar, which is just around the corner,' suggested Thuy.
- With a loud bang and a flash of light, the magician, who was known for his dramatic tricks, disappeared, causing some of the smaller children to cry.

- 1 a ✓ b N c N d N e ✓

- 2 a E, E b E, E, L, J

- 3 a Andy, trying to be helpful, piled up the boots, coats and hats.

- b While reading a story, I noticed the window / was open.

- c 'You can do that, can't you?/' asked Kaya.

- d ✓

- e I do well in maths, reading / and science, but I'm best at writing.

- 4 a Annie received money, books and toys for her birthday, which was yesterday.

- b Marsi pleaded, 'Please, James, you will play, won't you?'

Challenge Answers will vary. Sample answer:

As the water levels were getting too high, it was time to leave our island home. Mum packed our belongings, Dad grabbed all the food he could find, I gathered our pets, and Dan, my brother, pulled our boat out. The sea was rough, with violent waves that rocked us dangerously, and I was frightened. 'Dan, we'll be OK, won't we?' I whispered. 'Don't worry,' Dan replied, 'This boat is sturdier than it looks.'

PAGE 34–5 Quotation marks

Try these

- 'Do you think,' wondered Alice, 'that the blue top looks okay with these jeans?'
- 'Mum,' I said, 'the principal announced, "students, there's no school tomorrow," so I'm staying home.'
- 'Oliver called out "happy birthday" to me,' said Ryan, 'but it's not my birthday today!'

- 1 a 'Watch this,' whispered Mark. 'He's going to open the cupboard door.'

- b 'If,' intoned Mr Kovac, 'I hear anyone say, "It's not fair," I will be very upset.'

- c 'Stop!' called the police officer, 'or I will arrest you.'

- d 'He is,' stated Eddie, 'a very silly boy.'

- 2 a 'Don't worry said Sallie, we'll find it.'

- b 'Perhaps,' mused Andy, You could make more of an effort.'

- c 'Tom said, I'm coming, but I told him he couldn't', confessed Jack.

- d 'If Lani said that Rob said that you said Ruby doesn't want to go, then I believe her,' said Ruby.

- 3 Give 2 marks for correctly placed quotation marks, 2 marks for starting a new line for each new speaker, 2 marks for punctuation within quotation marks (capital or not and punctuation before second quotation mark for each pair).

'When the weather is sunny,' said Max, 'it's good to go out.'

'It's good to go out anyway!' retorted Rowan.

'Yes,' agreed Annabel, 'because my mum said, "If you stay in the house any longer I think I'll go mad," and she did look like she was losing it.'

'Yes,' said Rowan, 'and I think my mum has the same problem!'

- 4

Sentence	Is it correct?	If not, explain why not.
'Sit up,' said the teacher and look this way.'		There should be a comma after the word 'teacher' and an opening quotation mark before 'and'
'Mum said, 'No, you can't!'' said Ellie.		Single quotation marks are used for the quote within the quote.
'Let's rest,' suggested George, 'before we walk any further.'	✓	
'Well, she was surprised. "Never mind" I told her – "you can't win them all!"' laughed Nan.		The sentence needs a comma after 'mind'.
'Rest,' ordered Jakob, 'before you do any more work.'	✓	
'Two weeks,' I informed him, 'So don't say, "No-one told me," because I'm telling you now.'		'So' should not begin with a capital letter as it is the middle of the speech sentence.

Challenge Answers will vary. Possible answer:

- 'She ordered us to "Watch and learn!" so we did,' laughed Tom.
- 'What happened?' asked Lucy curiously.
- 'Well,' he replied, 'she jumped on one side of the boat and fell straight off the other!'

PAGES 36–7 Hyphens

Try these

high-flying — grandmother by marriage
Governor-General — successful
step-grandmother — arrogant
big-headed — the Queen's representative in Australia

- 1 a accident-prone d sugar-free
b computer-aided e power-driven
c good-looking

- 2
- custom-built — unwilling to be photographed
 - ex-husband — man that someone used to be married to
 - camera-shy — made to order
 - self-pity — feeling sorry for oneself
 - mayor-elect — everything paid for
 - all-inclusive — the person selected to be the next mayor

- 3 Answers will vary. Possible answers:
- a smart; The quick-thinking girl managed to put out the fire.
 - b young-looking; The baby-faced boy was often mistaken for a younger child.
 - c easily confused; The muddle-headed professor mixed up the experiment.
 - d someone who owns part of something; The co-owner of the gym was a fitness instructor.
 - e the position between seventy-fifth and seventy-seventh; I came seventy-sixth in the race.
- 4 a fifty-five d ninety-eight
 b seventy-one e twenty-seventh
 c two-thirds f forty-three

Challenge Answers will vary. Possible answers: put-upon — taken advantage of; stuff-up — mistake.

PAGES 38–9 Ellipses

Try this

Ms Olsen ... won the prestigious writing award.

	Words missed out	A speaker trailed off	To show a pause
The firefighter said, '... it was started deliberately.'	✓		
'I'm not sure ...' whispered Caitlin.		✓	
Olga reported that the children ... behaved well.	✓		
Rowan waited ... and waited ... and waited.			✓
'Listen ... yes, that's an owl ... and there it goes again ...' Ted said.			✓
'I wonder ...' said Ms Nguyen.		✓	

- 2 a to show words have been missed out
 b to show pauses in speech
 c to show a speaker trailed off
 d to show words missed out
 e to show a pause in the action
- 3 Answers may vary. Possible answers:
- a The house ... could be dangerous ... so it has to be demolished.
 - b If you go surfing ... wear a wetsuit ... and always have someone ... with you.

Challenge Answers will vary. Students may find that fiction books use ellipses more for speakers trailing off or to show pauses, while nonfiction books use ellipses more to show that words have been missed out from quotations.

PAGES 40–1 Parentheses

Try this

Answers will vary. Possible answer:

- Phoebe-Rose is Sia's best friend. She sent Sia a video message on her birthday.

1

	Explain a word	Emphasise a point	Show what the writer is thinking	Add extra information
(though I don't think that is true)			✓	
— in other words, your skull —	✓			
, who was tall and thin,				✓

— and I mean really tall.		✓		
(a set of lines for writing music)	✓			
— what a stupid idea.			✓	
(its babies live in there for six weeks)				✓

2 b, c and d

- 3 Answers may vary. Possible answers:
- a Tim always got his own way. He was spoiled.
 - b A paediatrician is a children's doctor. The paediatrician visited the ward.
 - c The teacher is usually fair. She was being unfair on this occasion.
 - d I'll bring in my excursion form tomorrow, if I remember. I probably won't remember.
- 4 a Tigers (with their excellent camouflage) are magnificent hunters.
 b My favourite day (apart from my birthday) is Christmas Day.
 c Algebra (maths with letters) is lots of fun.
 d My birthday is on Halloween (31st October).

Challenge Answers will vary. Possible answer: The family barbecue, which was held on the first Saturday of the month, was packed with people. Simon — he's my second cousin, and a chef — brought a cake he'd made. It was a pavlova (an Aussie classic, made with meringue and cream) and it was really delicious!

PAGE 42–3 Colons and semicolons

Try these

- We are able to study a lot of interesting subjects at school: archery, astronomy, Ancient Greek and basket-weaving.
- The gate was opened; cows had wandered into the field.
- I couldn't believe what I was hearing: we were moving to America.

- 1 I love to travel; Eden prefers potato chips.
 Lefa was annoyed: to do well on my maths exam.
 The pizza had all her favourite toppings: I just wish it wasn't so expensive!
 Oscar likes chocolate; she had missed the train again.
 I have one goal: ham, cheese, pineapple and tomato.

- 2 Answers will vary. Possible answers:
- a I wrote down a list of items I would need for the party: streamers, balloons, party poppers and paper plates.
 - b My brother's birthday is in May; mine is in February.
 - c It had begun to rain; droplets were appearing on the ground.
 - d The ring was very valuable: it had a 10-carat sapphire surrounded by diamonds.
 - e All my favourite artists were performing: Ed Sheeran, Sam Smith, Katy Perry and the Veronicas.
- 3 a Maggie was losing weight; she had started going to the gym.
 b The party was excellent: all my friends were there, and the cake was enormous!
 c The weather here varies: some days it is sunny and other days it rains.
 d I own the following: a cat, a dog and a rabbit.
 e The weather was wild; trees bent in the wind and the streets were flooded.

Challenge Answers will vary.

PAGES 44–5 Dashes

Try these

- William Shakespeare (1564–1616) is considered one of the world's greatest playwrights.
- Guess who I just ran into — our old teacher, Mrs McKenzie.
- My horse — whose name is Geo — is seven years old.

1 a, b and c

- 2 a Of course I'll tell you my secret — as long as you go first.
 b 'I just stood there looking like a fool — I had never been so embarrassed!'
 c And then I got a phone call with the good news — I had won the competition!
 d My best friends — Anna, Jaak, Naomi and Silas — were all going to be there.

- 3 a The First World War spanned the years 1914–18. (Note: 1914–1918 is also acceptable.)
 b The best parts of this book are chapters 2–8.
 c Pages 19–25 are essential; also read pages 28–30.

Challenge Answers will vary. Sample answers:

Original sentences:

- My favourite food is tomatoes.
- Henry had a party for his birthday.
- I lost my bus pass.
- People sitting in rows E, F, G and H had the best view.
- It's important to brush your teeth daily.

Rewritten sentences:

- My favourite food is tomatoes — especially on pizza!
- Henry had a party — at the local laser tag place — for his birthday.
- I lost my bus pass — actually I lost my whole wallet.
- People sitting in rows E–H had the best view.
- It's important to brush your teeth — at least twice — daily.

PAGES 46–7 Plurals

Try this

- Humans and apes are closely related species. The professor was excited when she spotted a rare species of insect.

- 1 a ditches e counters
 b hoaxes f symphonies
 c mosquitoes g gases
 d leaves h potatoes

- 2 a men
 b feet
 c people
 d appendices (or appendixes)
 e mice
 f these
 g oxen
 h fungi (or funguses)

- 3 moose, spaghetti, tuna, bison

- 4 Answers will vary. Possible answers:
- a We stopped at the crossroads. All the crossroads were blocked off.
 - b The sheep was tame and affectionate. The sheep were frightened at the shearers' approach.
 - c The piece of furniture was delivered later than expected. We put all the bedroom furniture into the hall so we could clean the carpets.
 - d My favourite television series is Westpoint High. Piper enjoys reading various comic book series.

- 5 Answers will vary. Possible answers:
- a We bought loaves of bread, some lettuce, butter and tomatoes to make sandwiches. [or lettuces]
 - b Use the scissors to cut cloth for the trousers. [or the pairs of trousers]
 - c The books contained appendixes and indexes. [or appendices and indices]

Challenge Answers will vary. Possible answers: cactus / cacti; wife / wives; stigma / stigmata; louse / lice

PAGES 48–9 Homophones and variant spellings

Try these

- I'd **advise** you to take his excellent **advice**.
 - She managed to **devise** a new way of manufacturing the **device**.
- Answers will vary but check that the meanings given below are conveyed. Possible answers:
 - affect (verb), to influence; The cold weather badly affects Grandpa's arthritis. / effect (noun), result or outcome; Mum was worried about the effect of the bad news on Alana.
 - aloud, out loud; I can't believe he actually said that aloud! / allowed, permitted; Briony wasn't allowed to catch the train into the city alone.
 - farther, comparatively more distant; The house was farther away from the train station than they'd thought. / father, a male parent; My father works in a bookshop.
 - altar, a religious table; The priest stood behind the altar. / alter, change; I asked Mum to alter the dress so it would fit.
 - compliment, to make nice remarks; She told me I was always very polite, which was a nice compliment. / complement, to make something complete or better; The chef recommended the mustard to complement the beef.
 - profit, money gained; The company made an excellent profit due to increased sales. / prophet, someone who foretells the future; According to the prophet, the world will end in the year 3000.
 - whose, possessive pronoun (shows something belongs to someone); That's the boy whose phone I borrowed. / who's, contraction of 'who is' or 'who has'; I'm not sure exactly who's coming.
 - advice (noun), an opinion; My teacher's advice was to relax and not worry too much about the exam. / advise, to recommend what someone should do; I advise you to forget all about it.
 - past, noun / adjective referring to time or preposition / adverb showing direction or place; The bus sailed straight past my stop. / passed, past tense of 'to pass'; Gretel was relieved to have passed her clarinet exam.
 - cereal, made from grain; I always start the day with a bowl of cereal. / serial, things that happen one after the other; He was sent to jail because he was a serial offender.
 - principal, the most important or the person in charge; The principal consideration is whether we can afford it. / principle, a truth or belief; He always told the truth as a matter of principle.

Challenge Answers will vary. Possible answers: knight (a medieval soldier) / night (after the sun has gone down); mail (sent by post) / male (a man); flea (an insect) / flee (run away); meat (food from animal flesh) / meet (get together); medal (a prize for winning) / meddle (interfere); sweet (sugary) / suite (set of)

PAGES 50–1 Synonyms and antonyms

Try these Answers will vary. Possible answers:

- I've **never** skied before but I've **always** wanted to try it.
- At work he always seemed very **serious** but when he was with friends, he was much more **light-hearted**.
- The **modern** technology made the old system seem very **old-fashioned**.

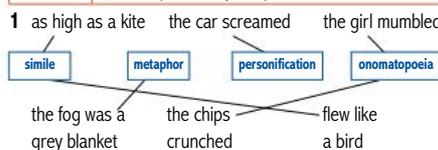
- terminate
 - commission
 - determined
 - abundance
 - atrocious
- confident, wary
 - observant, obtuse
 - failure, triumph
 - thrill, boredom
- Answers will vary. Possible answers:
 - buy, sell
 - entrance, exit
 - extrovert, introvert
- Answers will vary. The correct antonyms are given below. Possible answers:
 - export / import; Australia **exports** beef and **imports** petrol.
 - departure / arrival; Due to the plane's late **departure**, our hosts weren't able to meet us on our **arrival** in Singapore.
 - overweight / underweight; Yan was **overweight** but he went on such an extreme diet and exercise program that he became **underweight**.
 - interior / exterior; The **interior** of our house has recently been updated, but the **exterior** is still quite shabby.
 - victory / defeat; The winner celebrated her **victory** while her opponent suffered another **defeat**.
 - insult / compliment; I couldn't believe he responded with such an **insult** after I gave him such a nice **compliment**!

Challenge Answers will vary. Possible answers: suffocation / asphyxiation; gregariousness / sociability; perpetual / enduring

PAGES 52–3 Figurative language

Try these

The tree	was like a dancer, stretching out its long, elegant limbs. (<i>simile</i>)
	was a sentry, standing guard at the entrance. (<i>metaphor</i>)
	groaned in pain as the axe hit. (<i>personification</i>)
	rustled. (<i>onomatopoeia</i>)



2 Answers will vary. Standard similes are given here:

- a giraffe
- a ghost / sheet
- an owl / Solomon
- a bear / wolf
- a lion
- a peacock
- a post
- a bat
- a bee
- an eel

3 Answers will vary.

- tick tock
- smash
- buzz
- click
- sizzle
- quack

4 Answers will vary. Possible answers:

	The bus	The flowers	The wind
simile	was as slow as a snail.	were as yellow as butter.	hit us like a tidal wave.
metaphor	was a people-eating monster.	were stars scattered on the grass.	was a roaring, fighting beast.

personification	grumbled all the way up the hill.	waved as we walked past.	whistled happily as it danced around the chimney.
onomatopoeia	crashed.	whispered.	whooshed.

Challenge Answers will vary, but should refer to the picture or effect the author was trying to create. (General answers such as 'for emphasis' or 'to show what it was like' are not acceptable.)

Possible answer:

The writer used the expression 'gentle as an autumn breeze' to describe a song the character was listening to as an autumn breeze is something readers will generally have pleasant associations with, so it vividly conveys the comfort and pleasure the song brings to the character.

PAGES 54–5 Idioms

Try these

- lend a hand – help out
 - raining cats and dogs – raining heavily
 - jump to it – hurry up
 - cost an arm and a leg – very expensive
 - racing against the clock – hurrying
- Answers will vary. Possible answers:
 - The house was so small there was no room to swing a cat!
 - Her designer clothes were over the top for the informal occasion.
 - He was making such a noise I told him to pipe down.
 - 'Well,' he said, tongue-in-cheek, 'those high heels are perfect for bushwalking!'
 - He finally lost his temper; after such a bad day, missing the bus was the last straw.
- Answers will vary. Possible answers:
 - Blood is thicker than water.
 - Don't judge a book by its cover.
 - Curiosity killed the cat.

Challenge Answers will vary. Possible answers: up and running; beat about the bush; catch one's eye; couch potato; get on one's nerves; in over one's head; in the red; pull someone's leg; sleep on it; wet behind the ears.

PAGES 56–7 Etymology

Try these

central, epicentre, centrifugal
autograph, biography, graphic

1

Word	Etymology
alarm	Chinese – <i>ke-tsiap</i> was a sauce invented at the end of the 17th century.
ketchup	Italian – means 'To arms!'
robot	French – means 'good air'. In the Middle Ages if you smelled good you were thought to be healthier and happier.
bungalow	Old German – <i>hus</i> means 'house' and <i>bunda</i> means 'owner'.
debonair	Hindi – means 'one-storey house'.
husband	Latin – from the Latin <i>librarium</i> , a place to keep books.
library	Italian – small ball or pebble that was used to cast a vote in a box.
ballot	Czech – means 'servant'.
salary	Latin – Roman soldiers were paid a handful of salt a day, then later given money to buy salt (<i>salarium</i>) as money was easier to transport.
sinister	Old English – <i>stol</i> meant 'throne'.
stool	Old French – means 'cooked twice'.
biscuit	Latin for 'left'; the left side was thought to be evil.

2 Answers will vary. Possible answers:

Examples
aquamarine, aquarium, aqueduct, aquifer, aquadrome
automobile, autonomy, autograph, automatic, autobiography
globe, global, globular

3

Word root	Meaning
<i>mortis</i>	death
<i>bios</i>	life
<i>micro</i>	small

Challenge Answers will vary. Possible answers:
 audi: means 'to hear'; example words include audience, audio, audible

anthrop: means human being; example words include misanthropic, anthropology, anthropocentric, anthropomorphic

chrono: means 'time'; example words include chronological, chronic, chronicle

photo: means 'light'; example words include photograph, photosynthesis, photocopy

tele: means 'across distance'; example words include telephone, telescope, telegraph

termin: means to limit or end; example words include terminus, terminate, determine, terminal

PAGES 58–61 **Spelling and vocabulary**

- 2 **a** acknowledge **f** liaison
b mortgage **g** symphony
c maintenance **h** correspondence
d narrator **i** triangular
e zucchini **j** calendar

- 3
- nuance — to make liquid
 - monolith — exclusive control
 - bilateral — athletic contest of ten events
 - technician — large block
 - decathlon — four times
 - quadruple — shade of meaning
 - liquefy — skilled person
 - monopoly — involving two sides

- 4
- malign — forgiveable
 - stationary — lasting
 - haughty — calculate
 - excusable — still
 - enduring — evil
 - obviously — forefather
 - ancestor — arrogant
 - reckon — clearly

- 5 **a** professional **f** knowledgeable
b immunise **g** millionaire
c column **h** irrelevant
d fascinating **i** participation
e succession **j** changeable

6 Answers will vary. Possible answers:

- a** make happy
b eliminate from the body
c loud, sharp cry
d perfection
e writing paper and materials
f group of stars

7 Answers will vary. Possible answers:

- a** wage
b feast
c shameful
d strange
e wary
f believable

8 Answers will vary. Possible answers:

- a** voluntary
b unbelievable
c difference
d honest
e uncritical
f praise

9 **a** After the excursion, we filled out a **questionnaire** about our experience.

b There is a saying in the theatre that a bad dress **rehearsal** means a good opening night.

c Nate felt acute **embarrassment** when he tripped over his shoelaces in front of the whole class.

d My father works in **construction**.

e The athlete had a **muscular** build from training so hard.

f Each cupcake was decorated with pink icing and had a **raspberry** on top.

g Consuming too much salt and sugar is bad for your health.

h The **chlorine** in the pool made my eyes sting.

i The puzzle was a challenging test of our **intelligence**.

j The charity **organisation** arranged a fundraiser for homeless people.

10 Answers will vary. Possible answers:

a The investigation was conducted with great rigour and thoroughness.

b Are you going to soccer practice today?

c I need to practise that piano piece for the concert.

d Although the suspect gave a plausible alibi, the police didn't believe her.

e 'Time to put down the video games and go and study,' Mum said decisively.

f With my father's guidance, I reeled the fish in carefully.

1 For each of the following nominalisations, write down its root word and the type of word it is (verb or adjective). The first one has been done for you.

- ▶ originality original adjective
- a** goodness _____
- b** sensitivity _____
- c** protection _____
- d** consideration _____

(1 mark each entry)

/8

2 Complete the table by making nouns out of the verbs.

Verb	Noun
develop	
sympathise	
manage	
introduce	
select	

(1 mark each)

/5

3 Complete the table by making nouns out of the adjectives.

Adjective	Noun
intelligent	
cheerful	
violent	
friendly	
jealous	

(1 mark each)

/5

4 Rewrite the following sentences, changing the underlined words to phrases using nominalisations. The first has been done for you.

Rosie applied for the job at the bakery. → Rosie put in an application for the job at the bakery.

- a** The old man looked confused by the unfamiliar surroundings.

- b** The doctor diagnosed the patient with pneumonia.

- c** Yesterday, Lane was invited to a barbecue.

- d** The coach encouraged Archie to try again.

(1 mark each)

/4

▼ TOTAL

/22

CHALLENGE

Select one to three paragraphs in a book you are reading and rewrite them using nominalisations wherever possible. What effect does this change have on the writing?

DEFINITION

Comparative and **superlative** adjectives compare two or more things.

The **comparative** compares *two* things. Words with one syllable usually add **-er** while the word **more** is usually added before words of two or more syllables.

Comparative

The tree is taller than the house. He is more confident than I am.

The **superlative** compares *three or more* things. Words with one syllable usually add **-est** to form the superlative, while words with two or more syllables form the superlative together with the word **most**.

Superlative

The red car is faster than the blue, but the yellow car is the fastest. It is the most expensive camera I've ever used.

! Remember

Exceptions:
irregular
adjectives

Descriptor	Comparative form	Superlative form
good	better	best
bad	worse	worst
little	less	least
many	more	most

Follow
these
steps.

Circle the sentence that is correct.

a Bree is faster than Joe.

b Bree is fastest than Joe.

c Bree is more faster than Joe.

1	Read the question and then read it again. What are you being asked to do?	Find the correct word(s) for comparing speed.
2	Think about how many things are being compared.	Two people – Bree and Joe.
3	Work out the form you need.	Comparing two means we need to use the comparative form using -er or more .
4	Check the options.	It must be a or c – they are comparative. fast has one syllable, so adds -er to form the comparative, so it must be a .
5	Read the answer to check it sounds correct.	Bree is faster than Joe.

Tip

Comparatives are often used with the word *than*.
Today is hotter than yesterday.

Try
this one
yourself.

Bec is the more honest person I know.
Bec is the most honest person I know.
Bec is the honestest person I know.

Now answer these questions.

1 Circle the word or phrase that completes these sentences.

▶ Jack was _____ at running.

(1 mark)

/ 1

- a bestest b most good c goodest d goodiest e best

2 Underline the word or phrase that completes this sentence.

(1 mark)

/ 1

All the students were hot, but Abdul was **hotter / hottest / hottier / more hot.**

3 Tick the correct boxes to show the type of adjective.

Adjective	Descriptor	Comparative	Superlative
best			
further			
tall			
most frightening			
glowing			
healthier			

(1 mark each)

/ 6

4 For comparatives put a **C** in the box. For superlatives put an **S** in the box.

The **hotter** the day got, the **slower** the students ran, but the teacher was the **slowest!**

(1 mark each)

/ 3

5 Tick the sentence that is correct.

a The country was most peaceful than the city.

b The country was peacefuller than the city.

c The country was more peaceful than the city.

d The country was peacest than the city.

(1 mark)

/ 1

6 Complete the table by writing the correct word in each box.

Adjective	Comparative	Superlative
		greatest
mad		
	jollier	

(1 mark for each box)

/ 6

CHALLENGE

Use a dictionary to find five exciting adjectives. Write the comparative and superlative forms of the adjectives. Then write the most creative sentences you can, using one form of each word.

TOTAL

/ 18

PURPOSE

You should already know how to use commas in these ways:

- to separate speech from the speaker (if no other punctuation is used)
- to separate items in a list (replacing the word **and** or **or**)
- after extra information is added at the start of a sentence (a fronted adverbial).

Other uses of the comma include:

- before the words **and**, **or**, **but**, **yet** or **while** when they join two sentences:
The rehearsal is tomorrow, but I have my induction day at high school then.
- to separate extra information in a sentence (usually used in pairs):
Matthew, during playtime, banged his head.
- to separate the name or title of a person being directly addressed:
'Will you, Abdul, go and get the computer cable?'
- to separate a question from a statement: *You will come, won't you?*

Follow these steps.

Put commas where they are needed in this sentence.

Jacques took the long difficult path which was very steep all the way to the top but I didn't.

1	Read the question and then read it again. What are you being asked to do?	Put the commas into the sentence.
2	Check if there is any speech.	No.
3	Check if there is a list.	The words long difficult path are a list. Could they be separated by and ? Yes – long and difficult path – so put a comma between them.
4	Check if there is extra information added.	The words which was very steep could be removed from the sentence, so put commas before and after it.
5	Check for the words and , or , but , yet and while and then check if there are complete sentences before and after them.	Yes – the word but is used and there is a complete sentence before and after it, so use a comma before it.
6	Is there a question and a statement? Or is someone being directly addressed?	No.
7	Write your answer with the commas.	Jacques took the long, difficult path, which was very steep, all the way to the top, but I didn't.

Tip

As there are a lot of commas in the sentence above, you might put the parenthesis (**which was very steep**) in brackets to make it easier to read and understand.

Try these yourself.

'Let's walk to the milk bar which is just around the corner' suggested Thuy.

With a loud bang and a flash of light the magician who was known for his dramatic tricks disappeared causing some of the smaller children to cry.

Now answer these questions.

- 1** Tick the sentences in which the commas are used correctly.
- a** Imogen, Vanessa and Jon, who live in Bendigo, keep hens.
 - b** She wanted to do her homework, as well as go, to the park to play.
 - c** When I laugh, I only sneeze, if I have hay fever.
 - d** Only yesterday, Olivia was making a sculpture when, unfortunately it broke.
 - e** After dinner, we watched a movie, which was extremely funny, until it was time to leave.

(1 mark each)
 /5

- 2** In each box, write an **E** if the comma separates extra information from the sentence; an **L** if it is used in a list; or a **J** if it is used before **and, or, but, yet** or **while** to join two sentences.

a The monster, which breathed poisonous gas, turned to me.

b The shop, which was tiny, sold papers, drinks and snacks, and we bought the lot!

(1 mark each)
 /6

- 3** Check the commas in these sentences. Tick the ones that are correct and rewrite them correctly if they are not.

a Andy, trying to be helpful, piled up the boots coats and hats.

b While reading a story I noticed the window, was open.

c ‘You can do that can’t you?,’ asked Kaya.

d The eagle, soaring overhead, scanned the area, hunting prey.

e I do well in maths, reading, and science but I’m best at writing.

(1 mark for each line)
 /5

- 4** Put commas where they are needed in these sentences.

a Annie received money books and toys for her birthday which was yesterday.

b Marsi pleaded ‘Please James you will play won’t you?’

(1 mark for each line)
 /2

CHALLENGE

Write a short story or a nonfiction piece on the topic of ‘the journey’.

In your piece, write sentences that allow you to use commas in all the ways shown in this section.

▼ **TOTAL**
 /18

By Year 8 you need to be expert at punctuating written speech (dialogue).

RULES

You should be able to apply these speech rules.

- Use double quotation marks for a quote within a quote; for example, when quoting another speaker in direct speech:

Example

'I asked where she was going, but she said, "Mind your own business",' I told them.

- Only put a capital letter after the first quotation mark if it's the start of a sentence in the speech itself:

Example

'Well,' complained Georgia, 'she didn't have to say it like that.'

Notice that the **she** at the start of the second set of quotation marks does not have a capital letter because it is not the start of a sentence.

Follow these steps.

Punctuate the speech in this sentence correctly.

anyway said Evie why did she shout go away like that?

1	Read the question and then read it again. What are you being asked to do?	Punctuate the speech in the sentence.
2	Work out exactly what was said and put ' ' around the words that were spoken.	Evie said: anyway why did she shout go away like that? So we write: 'anyway' said Evie 'why did she shout go away like that?'
3	Start the speech sentence with a capital letter and separate the speech from the speaker with commas.	'Anyway,' said Evie, 'why did she shout go away like that?'
4	Check if there is a quotation in the speech.	Yes – someone shouted 'go away'. and Evie is relating this to someone else.
5	Put double quotation marks around the quote and start the speech sentence with a capital letter.	'Anyway,' said Evie, 'why did she shout "Go away" like that?' If "Go away," was shouted, it needs to end with an exclamation mark. 'Anyway,' said Evie, 'why did she shout, "Go away!" like that?'

Try these yourself.

do you think wondered Alice that the blue top looks okay with these jeans?

Mum I said the principal announced students there's no school tomorrow so I'm staying home.

Oliver called out happy birthday to me said Ryan but it's not my birthday today!

Now answer these questions.

1 Put the capital letters and speech punctuation in the correct places in these sentences.

- a** watch this whispered mark. he's going to open the cupboard door.
- b** if intoned mr kovac i hear anyone say, it's not fair, i will be very upset.
- c** stop called the police officer or i will arrest you.
- d** he is stated eddie a very silly boy.

(1 mark for each line)

/4

2 Circle the errors in this speech punctuation.

- a** 'Don't worry said Sallie, we'll find it.'
- b** 'Perhaps,' mused Andy, You could make more of an effort.'
- c** 'Tom said, 'I'm coming,' but I told him he couldn't', confessed Jack.
- d** 'If Lani said that Rob said that you said Ruby doesn't want to go, then I believe her,' said Ruby.

(1 mark for each line)

/4

3 Rewrite this paragraph, punctuating it correctly.

When the weather is sunny said Max it's good to go out. It's good to go out anyway retorted Rowan. Yes agreed Annabel because my mum said if you stay in the house any longer I think I'll go mad and she did look like she was losing it. Yes said Rowan and I think my mum has the same problem!

(6 marks; see answers for mark allocation.)

/6

4 Tick the sentences that are correctly punctuated.

Sentence	Is it correct?	If not, explain why not.
'Sit up,' said the teacher and look this way.'		
'Mum said, 'No, you can't!' ' said Ellie.		
'Let's rest,' suggested George, 'before we walk any further.'		
'Well, she was surprised. "Never mind" I told her – you can't win them all!' laughed Nan.		
'Rest,' ordered Jakob, 'before you do any more work.'		
'Two weeks,' I informed him, 'So don't say, "No one told me," because I'm telling you now.'		

(1 mark for each row)

/6

CHALLENGE

Write a short fictional dialogue between two or more people that demonstrates all the rules of punctuating speech.

▼ TOTAL

/20

DEFINITION

Hyphens are short dashes between two words.

For example

forget-me-not

Hyphens are used for	Examples
some compound nouns	mother-in-law, hang-glider
verbs made from two nouns	to ice-skate, to court-martial
compound adjectives	green-fingered, long-eared
adding a prefix to some words	ex-wife, re-examine
clarity, to distinguish words	re-sign / resign, re-creation / recreation
writing fractions and numbers below 100 as words	one-sixth, forty-six

Follow these steps.

Match these compound words with their meanings.

- | | |
|----------------|-----------------------------|
| tight-fisted | not being open to new ideas |
| ill-tempered | easygoing |
| happy-go-lucky | groomed and neat in attire |
| well-dressed | frugal or stingy with money |
| narrow-minded | easily annoyed |

1	Read the question and then read it again. What are you being asked to do?	Match the words to their meanings.										
2	Look for any words that you are confident you know.	The word ill-tempered must mean easily annoyed . Well-dressed must mean groomed and neat in attire .										
3	Check the words and meanings that are left.	tight-fisted not being open to new ideas happy-go-lucky easygoing narrow-minded frugal or stingy with money										
4	Select the most appropriate meanings.	The word tight-fisted sounds as if it is to do with stinginess and money. Happy-go-lucky sounds like easygoing , which leaves narrow-minded as not being open to new ideas .										
5	Join the words to their meanings.	<table border="0"> <tr> <td>tight-fisted</td> <td>not being open to new ideas</td> </tr> <tr> <td>ill-tempered</td> <td>easygoing</td> </tr> <tr> <td>happy-go-lucky</td> <td>groomed and neat in attire</td> </tr> <tr> <td>well-dressed</td> <td>frugal or stingy with money</td> </tr> <tr> <td>narrow-minded</td> <td>easily annoyed</td> </tr> </table>	tight-fisted	not being open to new ideas	ill-tempered	easygoing	happy-go-lucky	groomed and neat in attire	well-dressed	frugal or stingy with money	narrow-minded	easily annoyed
tight-fisted	not being open to new ideas											
ill-tempered	easygoing											
happy-go-lucky	groomed and neat in attire											
well-dressed	frugal or stingy with money											
narrow-minded	easily annoyed											

Try these yourself.

- | | |
|------------------|---|
| high-flying | grandmother by marriage |
| Governor-General | successful |
| step-grandmother | arrogant |
| big-headed | the Queen's representative in Australia |

Now answer these questions.

1 Underline the compound adjectives in these sentences and insert the hyphens in the appropriate places.

- a** Joe has always been accident prone.
- b** The computer aided research was very expensive.
- c** Mr Kwec was a good looking man.
- d** The juice was supposed to be sugar free.
- e** The power driven teacher wanted to be a principal.

(1 mark each)

/5

2 Match each compound word to its meaning.

- | | |
|----------------------|--|
| custom-built | unwilling to be photographed |
| ex-husband | man that someone used to be married to |
| camera-shy | made to order |
| self-pity | feeling sorry for oneself |
| mayor-elect | everything paid for |
| all-inclusive | the person selected to be the next mayor |

(1 mark each)

/6

3 Write a definition for each of these compound words, then write a sentence for each one.

- a** quick-thinking _____

- b** baby-faced _____

- c** muddle-headed _____

- d** co-owner _____

- e** seventy-sixth _____

(2 marks each)

/10

4 Write these numbers correctly as words

- | | |
|------------------------------|---------------------|
| a 55 _____ | d 98 _____ |
| b 71 _____ | e 27th _____ |
| c $\frac{2}{3}$ _____ | f 43 _____ |

(1 mark each)

/6

CHALLENGE

Find some hyphenated words in a novel, memoir or textbook. Write them down and explain what they mean.

TOTAL

/27

DEFINITION

An **ellipsis** is a set of three dots. It looks like this: ...

Use ellipses in formal writing when one or more words are missed out of a quote.

Example

The anthem says Australia is '... young and free ... girt by sea'.

Use ellipses in informal writing to show characters trailing off in speech:

Example

'Perhaps they won't mind ...' stammered Alex.

or to show pauses for emphasis or thought:

Example

She looked ... she waited ... she crossed.

Follow
these
steps.

Use an ellipsis to shorten this quote so that just the main message is written.

In assembly, the principal said, 'After careful thought, having considered the problem from every angle, I have come to a decision. Because there are too many students to fit into the canteen courtyard, I have decided that there will be two sittings at lunchtime, with the younger students eating first, and then the older students going in after that. I hope you all understand why that is necessary.'

1

Read the question and then read it again. What are you being asked to do?

Write only the most important information given in the quotation.

2

Underline the important information.

In assembly, **the principal** said, 'After careful thought, having considered the problem from every angle, **I have come to a decision.** Because there are too many students to fit into the canteen courtyard, I have decided that **there will be two sittings at lunchtime,** with the younger students eating first, and then the older students going in after that. I hope you all understand why that is necessary.'

3

Write the important information, putting an ellipsis where words have been missed out.

... the principal said, '... I have come to a decision ... there will be two sittings at lunchtime ...'

Tip

Don't overuse the ellipsis. If there are too many, they disrupt the flow of your writing.

Try this one yourself.

Ms Olsen has been writing since she was a young child, and has published three novels and two poetry collections. She received the exciting news last night that she had won the prestigious writing award, worth \$10 000.



1 Complete the table to show why an ellipsis has been used.

Sentence	Words missed out	A speaker trailed off	To show a pause
The firefighter said, ' ... it was started deliberately.'			
'I'm not sure ...' whispered Caitlin.			
Olga reported that the children ... behaved well.			
Rowan waited ... and waited ... and waited.			
'Listen ... yes, that's an owl ... and there it goes again ...' Ted said.			
'I wonder ...' said Ms Nguyen.			

(1 mark each)

6 / 6

2 Explain why an ellipsis has been used in each sentence.

a The police report stated that the man ... was dangerous.

b 'Steer to the left ... no, to the right ... no, to the left!' called Callum.

c 'If you did that ...' said Ms Moore, thoughtfully.

d In court the verdict ... was 'guilty'.

e They saw the fox ... the fox saw them.

(1 mark each)

5 / 5

3 Write the important messages from these quotations, using ellipses to show where words have been missed out.

a The house, which has been left empty for years and years, is falling apart. It could be dangerous if people try to go inside so it has to be demolished.

b If you go surfing in the ocean, which can be very dangerous, especially in winter, you need to take precautions: wear a wetsuit, which is suitable for swimming in the conditions, and always have someone on the shore or with you in the water in case you get into difficulties.

(1 mark each)

2 / 2

CHALLENGE

Look through books in the library and write down any uses of the ellipsis you find. Keep a note of books in which a lot of ellipses are used, as well as how they are used. What type of books are they? What seems to be the most common reason for using ellipses?

TOTAL 13 / 13

DEFINITION

A **parenthesis** is an extra word or phrase that is put into a sentence.

It can be used to:

- show what someone is thinking
- explain the meaning of a word
- add extra information for the reader
- emphasise a point.

Parentheses are usually written in brackets (which are also called parentheses), or between a pair of commas or dashes. Here are some examples.

Parentheses

Adam (who is rather strange) collects plastic bottles.

Adam – who is rather strange – collects plastic bottles.

Adam, who is rather strange, collects plastic bottles.

Follow these steps.

Remove the brackets from this sentence and write the same information in two sentences.

The Sydney Opera House (designed by Danish architect Jørn Utzon) was officially opened in 1973.

1	Read the question and then read it again. What are you being asked to do?	Remove the brackets and put the information into two sentences.
2	Write the sentence without the information given in brackets (the parenthesis).	The Sydney Opera House was officially opened in 1973.
3	Read the information that was in brackets.	(designed by Danish architect Jørn Utzon)
4	Make it into a complete sentence.	The Sydney Opera House was designed by Danish architect Jørn Utzon.
5	Read the sentences together – do you need to change any words?	The Sydney Opera House is used in both sentences so we could replace it in one with a pronoun.
6	Decide on an order for the sentences and write your final answer.	The Sydney Opera House was officially opened in 1973. It was designed by Danish architect Jørn Utzon.

Tip

If your sentence already contains commas, avoid using commas for this purpose, as it will become rather confusing to read! Use brackets or dashes instead.

Try this one yourself.

Phoebe-Rose (Sia's best friend) sent Sia a video message on her birthday.

Now answer these questions.

1 Complete the table to show the function of the parentheses.

Parentheses	Explain a word	Emphasise a point	Show what the writer is thinking	Add extra information
(though I don't think that is true)				
– in other words, your skull –				
, who was tall and thin,				
– and I mean really tall.				
(a set of lines for writing music)				
– what a stupid idea.				
(its babies live in there for six weeks)				

(1 mark each)

2 Tick the sentences where the parenthesis is correctly used.

- a Reuben and Kayley always (went to) town.
- b The fermata (or pause sign) is frequently used in music.
- c My dad is fantastic at cooking (or so he thinks).
- d Imran (being a natural at art) was always able to help with the stage backdrop.

(1 mark each)

3 For each of the following, remove the brackets from the sentence and write the same information in two sentences.

- a Tim (who was spoilt) always got his own way.

- b The paediatrician (children's doctor) visited the ward.

- c The teacher was being unfair (and she is usually fair) on this occasion.

- d I'll bring my excursion form in tomorrow, if I remember (which I probably won't).

(1 mark for each line)

4 Add the missing brackets in these sentences.

- a Tigers with their excellent camouflage are magnificent hunters.
- b My favourite day apart from my birthday is Christmas Day.
- c Algebra maths with letters is lots of fun.
- d My birthday is on Halloween 31st October.

(1 mark each)

CHALLENGE

Write a description of a party, using different types of parenthesis in your writing.

TOTAL

DEFINITIONS

A **colon** consists of two dots, one above the other :

A **semicolon** consists of a dot above a comma ;

Use a colon to introduce a list, an example or a quotation.

Example

She had three items on her shopping list: apples, oranges and strawberries.

Also use a colon to separate two main clauses where the second clause expands on or illustrates the first.

Example

The eight o'clock train was crammed: it was full of workers and other passengers.

In this situation, the colon must always be preceded by a full sentence.

A semicolon is used to link two complete sentences that are closely related in meaning.

Example

It was hot in the sun; my skin was slick with sweat.

Even though each sentence is complete, we do not use a capital letter for the second sentence.

Follow these steps.

Punctuate these sentences using colons or semicolons.

- 1 There were three people in the house me, my mother and my sister.
- 2 It was raining. The ground was already wet.

1	Read the question and then read it again. What are you being asked to do?	Punctuate the sentences using colons and semicolons.
2	Identify the type of sentence in #1 and determine what punctuation is needed.	It is a phrase introducing a list, so it should be punctuated with a colon.
3	Identify the type of sentences in #2 and determine what punctuation is needed.	They are two complete sentences closely related in meaning, so they should be punctuated with a semicolon.
4	Write the full sentences.	<ol style="list-style-type: none"> 1 There were three people in the house: me, my mother and my sister. 2 It was raining; the ground was already wet.

Tip

Avoid joining two complete sentences with only a comma, rather than a semicolon. For example:

I slept in this morning, I didn't have time to eat breakfast.

This is a common grammatical error known as a comma splice. While a comma splice may occasionally be used in poetry or fiction for effect, it is generally best to avoid it. Two complete sentences such as this should be joined with a semicolon.

Try these yourself.

We are able to study a lot of interesting subjects at school archery, astronomy, Ancient Greek and basket-weaving.

The gate was opened cows had wandered into the field.

I couldn't believe what I was hearing we were moving to America.



1 Draw lines between the matching sentences or sentence halves.

I love to travel;

Lefa was annoyed:

The pizza had all her favourite toppings:

Oscar likes chocolate;

I have one goal:

Eden prefers potato chips.

to do well on my maths exam.

I just wish it wasn't so expensive!

she had missed the train again.

ham, cheese, pineapple and tomato.

(1 mark each)

2 Complete these sentences.

a I wrote down a list of items I would need for the party: _____

b My brother's birthday is in May; _____

c It had begun to rain; _____

d The ring was very valuable: _____

e All my favourite artists were performing: _____

(1 mark each)

3 Add the missing punctuation to these sentences.

a Maggie was losing weight she had started going to the gym.

b The party was excellent all my friends were there, and the cake was enormous!

c The weather here varies some days it is sunny and other days it rains.

d I own the following a cat, a dog and a rabbit.

e The weather was wild trees bent in the wind and the streets were flooded.

(1 mark each)

CHALLENGE

Write five sentences, each of which contains either a colon or a semicolon, on strips of paper. Cut the sentences in half after the colon or semicolon. Jumble up the strips of paper, then swap with a friend. See who can correctly match the sentence halves together in the shortest amount of time.

TOTAL

DEFINITIONS

Dashes are lines, longer than hyphens, that indicate a sudden change in a sentence. They can be used to separate extra information (parentheses) in a sentence (see pages 40–1). Without a space, they can also indicate a span of numbers, dates or time.

PURPOSE

Dashes in sentences can be used for effect. They prepare readers for an important point or a punchline in a sentence.

Dashes in number spans tell readers that a range of numbers is being referred to, so that the author doesn't have to write out every number.

Here are some examples.

Dashes

Amanda spilled her drink on me – and expected me to say sorry!
I got the results of my exam – and I passed!
Refer to pages 54–9.
I will study English in Years 7–12.

Follow these steps.

Punctuate this sentence using a dash.

The teams were numbered 1, 2, 3, 4 and 5.

1	Read the question and then read it again. What are you being asked to do?	Use a dash to punctuate the sentence.
2	Identify the elements of the sentence that could be punctuated with a dash.	There is a series of numbers. This could be punctuated with a dash.
3	Work out where the dash should be placed.	The dash would go between the 1 and the 5 , to show that it covers the span of numbers between 1 and 5.
4	Write the full sentence.	The teams were numbered 1–5.

Tip

Except when used in spans, dashes are best suited to informal writing. While it is acceptable to use dashes in formal writing, use them sparingly. Alternative forms of punctuation, such as commas, colons or semicolons, may be better in more formal pieces.

Try these yourself.

William Shakespeare (1564 1616) is considered one of the world's greatest playwrights.

Guess who I just ran into our old teacher
Mrs McKenzie.

My horse whose name is Geo is seven years old.

Now
answer
these
questions.

1 Tick the instances in which dashes are used correctly.

- a** The 2015–2016 season will be our best yet.
- b** I told him he would never find his keys – and he never did!
- c** Read chapters 8–10 for homework.
- d** He was prepared – to take part as long as I did too.
- e** There is a longstanding rivalry between – the Jets and the Bullets.

(1 mark each)

/5

2 Rewrite these sentences, using dashes.

- a** Of course I'll tell you my secret as long as you go first.

- b** 'I just stood there looking like a fool I had never been so embarrassed!'

- c** And then I got a phone call with the good news I had won the competition!

- d** My best friends Anna, Jaak, Naomi and Silas were all going to be there.

(1 mark each)

/4

3 Rewrite these sentences using dashes.

- a** The First World War spanned the years 1914, 1915, 1916, 1917 and 1918.

- b** The best parts of this book are chapters 2, 3, 4, 5, 6, 7 and 8.

- c** Pages 19, 20, 21, 22, 23, 24 and 25 are essential; also read pages 28, 29 and 30.

(1 mark each)

/3

CHALLENGE

Write down five simple sentences. Swap sentences with a friend and rewrite their sentences using dashes to add extra information, indicate a span of numbers or show a sudden change. See who can come up with the most interesting improved sentences.

▼ TOTAL

/12

DEFINITION

Plurals are nouns that name more than one of something. Irregular plurals include the following.

Nouns ending in	To form the plural	Example	Exceptions
ch, x, s, sh	add -es	watches	e.g. index – indexes or indices, appendix – appendixes or appendices
o	add -es	volcanoes	words of Spanish and Italian origin, e.g. tacos
y	drop the y and add -ies	cities	words ending in -ey , e.g. donkeys
is	change the i to e	crises	
us	drop the us and add i	stimuli	bus – buses, callus – calluses
f	drop the f and add ves	loaves	e.g. chefs, beliefs

There are also other irregular plurals that do not follow the usual patterns.

Examples

child – children woman – women goose – geese tooth – teeth

Some plurals are exactly the same as the singular noun.

Examples

aircraft fish headquarters sheep species
deer moose series salmon swine offspring

Follow these steps.

Use **aircraft** in a sentence that shows it is singular and then in a different sentence that shows it is plural.

1	Read the question and then read it again. What are you being asked to do?	Write two sentences, one showing aircraft as a singular noun and one showing it as a plural.
2	Think about the singular.	That means there is one aircraft.
3	Write a sentence about one aircraft.	The aircraft is approaching the runway.
4	Write a sentence about more than one aircraft.	The aircraft were circling above the airport, queuing for the landing strip.
5	Write your answers.	The aircraft is approaching the runway. The aircraft were circling above the airport, queuing for the landing strip.

Try this one yourself.

species

Now
answer
these
questions.

1 Write the plural of these nouns.

- | | |
|-------------------------|-------------------------|
| a ditch _____ | e counter _____ |
| b hoax _____ | f symphony _____ |
| c mosquito _____ | g gas _____ |
| d leaf _____ | h potato _____ |

(1 mark each)

/8

2 Write the plural of these irregular nouns.

- | | |
|-------------------------|-----------------------|
| a man _____ | e mouse _____ |
| b foot _____ | f this _____ |
| c person _____ | g ox _____ |
| d appendix _____ | h fungus _____ |

(1 mark each)

/8

3 Circle the nouns that are the same in the singular and in the plural.

tadpole fleece moose jubilee spaghetti cereal
office cooker tuna carpet network bison

(1 mark for each correct answer)

/4

4 Use the following words in two sentences each. In one sentence use them as a singular noun and in the other as a plural.

- a** crossroads _____

- b** sheep _____

- c** furniture _____

- d** series _____

(2 marks for each sentence)

/8

5 Rewrite the following sentences, making all the nouns plural.

- a** We bought a loaf of bread, a lettuce, butter and a tomato to make a sandwich.

- b** Use the scissors to cut the cloth for the pair of trousers.

- c** The book contained an appendix and an index.

(2 marks each)

/6

CHALLENGE

Use the internet and dictionaries to list all the irregular plurals you can find.

▼ TOTAL

/34

DEFINITION

A **homophone** is a word that sounds the same as another but has a different meaning and/or spelling. Some words are often used incorrectly, even by adults. Learn how to use them and you are getting ahead of the game!

Similar words that end in ce and se	The words ending in ce are nouns	The words ending in se are verbs
advice / advise	a piece of advice	to advise
device / devise	a useful device	to devise
licence / license	a driver's licence	to license

Follow these steps.

Put the words **practise** and **practice** in the correct places in this sentence.

I have to _____, for the school concert so I attend band _____ every Tuesday.

1	Read the question and then read it again. What are you being asked to do?	Put the words correctly in the sentence.
2	Think what type of word is needed in the first space.	I have to _____ The speaker is doing something so we need a verb.
3	Check which of the words is a verb.	The word with se is the verb so I have to practise .
	Think what type of word is needed in the second space.	attend band _____ The speaker is attending something so we need a noun.
4	Check which of the words is a noun.	The word with ce is the noun so I attend band practice .
5	Write the complete sentence.	I have to practise for the school concert so I attend band practice every Tuesday.

Tip

Use these clues to remember these words:
stationary – not moving (think of not getting away from point a)
stationery – paper, envelopes, and so on (e for envelopes).

Try these yourself.

I'd _____ you to take his excellent _____.

advice / advise

She managed to _____ a new way of manufacturing the _____.

devise / device



1 Use these words in sentences to illustrate their meaning. Check in a dictionary first if you need to.

- a** affect _____
effect _____
- b** aloud _____
allowed _____
- c** farther _____
father _____
- d** altar _____
alter _____
- e** compliment _____
complement _____
- f** profit _____
prophet _____
- g** whose _____
who's _____
- h** advice _____
advise _____
- i** past _____
passed _____
- j** cereal _____
serial _____
- k** principal _____
principle _____

(1 mark for each pair)
/11

CHALLENGE

Find other pairs of words that are commonly used incorrectly and write them with their definitions.

▼ **TOTAL**
/11

DEFINITIONS

Synonyms are words that have the same (or a similar) meaning.

Antonyms are pairs of words that have opposite meanings.

Learning a range of synonyms and antonyms is a good way to increase your vocabulary.

Here are some examples.

Word	Synonym	Antonym
wisdom	intelligence	foolishness
endure	withstand	capitulate
solemn	serious	joyous
reveal	uncover	conceal
frail	weak	robust
hopeful	optimistic	hopeless
natural	genuine	artificial
hindrance	impediment	help

Follow these steps.

Fill the blanks in this sentence with a pair of antonyms.

It took 80 years to _____ the cathedral and a few minutes to _____ it.

1	Read the question and then read it again. What are you being asked to do?	Find a pair of antonyms that will complete the sentence.
2	Think about what information the sentence contains.	It tells you that something took a long time and the opposite happened very quickly.
3	Consider an antonym pair that might fit.	Find / lose – no, if it took 80 years to find the cathedral, how could you lose it? build – it could take 80 years to build a cathedral. An antonym of build is demolish . You could demolish a cathedral in minutes if you blew it up.
4	Write the complete sentence.	It took 80 years to build the cathedral and a few minutes to demolish it.

Tip

Learning new words and their meanings helps to build an effective, rich vocabulary. The more you know, the better you can communicate. Look up synonym and antonym games on the internet to help you learn more quickly.

Try these yourself.

I've _____ skied before but I've _____ wanted to try it.

At work he always seemed very _____ but when he was with friends, he was much more _____.

The _____ technology made the old system seem very _____.

Now
answer
these
questions.

1 Underline the odd word out in each list of synonyms.

- a terminate / commence / start / originate
- b sympathy / compassion / commission / care
- c lenient / tolerant / easygoing / determined
- d wilt / wither / abundance / shrivel
- e fantastic / atrocious / marvellous / brilliant

(1 mark each)

/5

2 Highlight a synonym and underline an antonym for each word.

- a **cautious** confident conscious wary weary
- b **perceptive** observant understated obtuse deceitful
- c **success** failure uncertainty triumph abrupt
- d **excitement** happiness thrill boredom relief

(1 mark each
correct word)

/8

3 Write a pair of antonyms to complete each sentence.

- a We will have to _____ more flour if we want to make more cakes to _____.
- b We came in through the main _____ and left through the fire _____.
- c The outgoing Pippa was a real _____, while her much quieter brother Luca was more of an _____.

(1 mark each
word)

/6

4 Write an antonym of each word and then write a sentence containing both words.

- a **export** _____

- b **departure** _____

- c **overweight** _____

- d **interior** _____

- e **victory** _____

- f **insult** _____

(2 marks each)

/12

CHALLENGE

Use a thesaurus to find some words with at least four syllables, and write a synonym for each.

TOTAL

/31

PURPOSE

Figurative language makes your writing more expressive and interesting. It also extends your ability to use language to communicate.

Here are some types of figurative language.

<p>Simile</p> <p>A description that says that something is <i>like</i> something else.</p> <p>The fire was as hot as the sun.</p> 	<p>Onomatopoeia</p> <p>A word that sounds like the noise it describes.</p> <p>The paper rustled. 'Pop!' went the balloon.</p> 
<p>Metaphor</p> <p>A description that says that something is something else.</p> <p>The fire was our sun, blazing through the night.</p> 	<p>Personification</p> <p>A particular type of metaphor that gives an object human characteristics.</p> <p>The plump sofa invited me to sit down.</p> 

Follow these steps.

Complete the sentence using each of the different types of figurative language shown.

The door		(simile)
		(metaphor)
		(personification)
		(onomatopoeia)

1	Read the question and then read it again. What are you being asked to do?	Use figurative language to put endings on the sentence.									
2	Think of a simile. Use the words as or like .	The door was as solid as a rock .									
3	Think of a metaphor.	The door is a dragon , guarding the exit.									
4	Think of some personification.	The door begged me to enter the room.									
5	Think of an onomatopoeic word for what a door does.	The door banged shut.									
6	Write your answer in the table.	<table border="1" style="width: 100%;"> <tr> <td rowspan="4" style="vertical-align: middle;">The door</td> <td>was as solid as a rock.</td> <td>(simile)</td> </tr> <tr> <td>is a dragon, guarding the exit.</td> <td>(metaphor)</td> </tr> <tr> <td>begged me to enter the room.</td> <td>(personification)</td> </tr> <tr> <td>banged shut.</td> <td>(onomatopoeia)</td> </tr> </table>	The door	was as solid as a rock.	(simile)	is a dragon, guarding the exit.	(metaphor)	begged me to enter the room.	(personification)	banged shut.	(onomatopoeia)
The door	was as solid as a rock.	(simile)									
	is a dragon, guarding the exit.	(metaphor)									
	begged me to enter the room.	(personification)									
	banged shut.	(onomatopoeia)									

Try these yourself.

The tree		(simile)
		(metaphor)
		(personification)
		(onomatopoeia)

Now answer these questions.

1 Join each phrase or clause to the type of figurative language it illustrates.

as high as a kite

the car screamed

the girl mumbled

simile

metaphor

personification

onomatopoeia

the fog was a grey blanket

the chips crunched

flew like a bird

(1 mark each)

/6

2 Complete these similes.

a as tall as _____

f as proud as _____

b as white as _____

g as deaf as _____

c as wise as _____

h as blind as _____

d as hungry as _____

i as busy as _____

e as brave as _____

j as slippery as _____

(1 mark each)

/10

3 Write the onomatopoeic words for the noise made by the following.

a a clock _____

b a plate breaking _____

c a bee _____

d a light switch _____

e sausages cooking _____

f a duck _____

(1 mark each)

/6

4 Complete each sentence using the different types of figurative language shown.

Figurative language	The bus ...	The flowers ...	The wind ...
simile			
metaphor			
personification			
onomatopoeia			

(1 mark each)

/12

CHALLENGE

Find examples of figurative language in a novel you are reading and explain why you think the author used them and how they are effective.

▼ TOTAL

/34

DEFINITION

Idioms are groups of words that have a different meaning from their literal meaning.

PURPOSE

They are used to convey meaning in a more colourful way and are often used in speech and informal writing.

Follow these steps.

Underline the idiom and draw an arrow to the picture that shows what it means.

I'm feeling under the weather.



1	Read the question and then read it again. What are you being asked to do?	Find the idiom in the sentence and show what it means.
2	Look for the words in the sentence that you wouldn't really do or see.	I'm feeling – that makes sense. under the weather – how can you be under the weather?
3	Underline those words.	<u>under the weather.</u>
4	Now think about or find out what the idiom means and join it to the correct meaning.	Under the weather means feeling ill . I'm feeling <u>under the weather.</u> → 

Tips

Try to learn some new idioms – the more you know, the more chance you have to use them.

If people use idioms that you don't understand, ask them to explain. That way you learn more! On the right are two more idioms to learn:

chew the fat
(means gossip or make small talk)



hit the sack
(means go to bed)



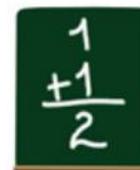
Try these yourself.

I was worried about the test but it was as easy as pie.

a



b

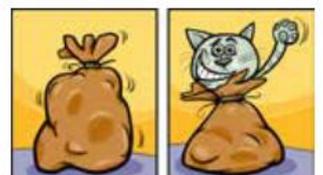


Immy was sworn to secrecy but she let the cat out of the bag.

a



b



Now
answer
these
questions.

1 Underline the idioms in these sentences and explain what they mean.

- a** If you lend a hand, we can do it easily.
- b** It was raining cats and dogs.
- c** We were told to jump to it.
- d** The tickets cost an arm and a leg.
- e** We were racing against the clock to beat the other team.

(1 mark each)

/5

2 Use these idioms to write sentences that show what they mean.

a no room to swing a cat

b over the top

c pipe down

d tongue-in-cheek

e the last straw

(1 mark each)

/5

3 Find and write an idiom that means the same as each of the following statements:

a The family bond is stronger than anything else.

b You shouldn't form opinions on the basis of appearances.

c Being too inquisitive can be dangerous.

(1 mark each)

/3

CHALLENGE

Find and make a list of ten interesting idioms to use in your writing. You could try searching on the internet or in a dictionary of idioms to find some examples.

▼ TOTAL

/13

DEFINITION

Etymology is the study of the origins of words. It looks at where words came from and how they have changed over time.

Etymology is fascinating, and helps to build your vocabulary. A good dictionary will tell you the origin of a word as well as its current meaning.

The English words we use today have come from many different languages, including German, French, Spanish, Ancient Greek and Latin.

Follow these steps.

For each of these word roots, write three modern words that are related to the root.

Word root	Origin	Meaning	Examples
<i>mobilis</i>	Latin	moveable	
<i>astron</i>	Greek	a star	

1	Read the question and then read it again. What are you being asked to do?	Find words that relate to the word root that is given.												
2	Study the first word root.	mobilis , which means moveable, so we need words that look similar and are related to moving.												
3	Select words that are related.	mobile, mobility, immobile												
4	Study the second word root.	astron , which means a star, so we need words that look similar and are to do with stars.												
5	Select words that are related.	astronomy, astrology, astronaut												
6	Complete the table.	<table border="1"> <thead> <tr> <th>Word root</th> <th>Origin</th> <th>Meaning</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td><i>mobilis</i></td> <td>Latin</td> <td>moveable</td> <td>mobile, mobility, immobile</td> </tr> <tr> <td><i>astron</i></td> <td>Greek</td> <td>a star</td> <td>astronomy, astrology, astronaut</td> </tr> </tbody> </table>	Word root	Origin	Meaning	Examples	<i>mobilis</i>	Latin	moveable	mobile, mobility, immobile	<i>astron</i>	Greek	a star	astronomy, astrology, astronaut
Word root	Origin	Meaning	Examples											
<i>mobilis</i>	Latin	moveable	mobile, mobility, immobile											
<i>astron</i>	Greek	a star	astronomy, astrology, astronaut											

Tip

Find a dictionary that tells you the etymology of words.

Whenever you look up a word, check the etymology and use this information to help you remember and understand the word.

Try these yourself.

Word root	Origin	Meaning	Examples
<i>centrum</i>	Latin	centre	
<i>graph</i>	Greek	draw or write	

1 Match the word with its etymology.

Word	Etymology
alarm	Chinese – <i>ke-tsiap</i> was a sauce invented at the end of the 17th century.
ketchup	Italian – means ‘To arms!’
robot	French – means ‘good air’. In the Middle Ages, if you smelled good you were thought to be healthier and happier.
bungalow	Old German – <i>hus</i> means ‘house’ and <i>bunda</i> means ‘owner’.
debonair	Hindi – means ‘one-storey house’.
husband	Latin – from the Latin <i>librarium</i> , a place to keep books.
library	Italian – small ball or pebble that was used to cast a vote in a box.
ballot	Czech – means ‘servant’.
salary	Latin – Roman soldiers were paid a handful of salt a day, then later given money to buy salt (<i>salarium</i>), as money was easier to transport
sinister	Old English – <i>stol</i> meant ‘throne’.
stool	Old French – means ‘cooked twice’.
biscuit	Latin for ‘left’; the left side was thought to be evil.

(1 mark each)

/12

2 For each of these word roots, write two modern words that are related to the origin.

Word root	Origin	Meaning	Examples
<i>aqua</i>	Latin	water	
<i>autos</i>	Greek	self	
<i>globus</i>	Latin	sphere	

(1 mark each)

/3

3 For each of these word roots, use the modern words to deduce (work out) the meaning of the root.

Word root	Origin	Meaning	Examples
<i>mortis</i>	Greek		mortal, mortuary, immortal, mortality
<i>bios</i>	Latin		biography, biology, biosphere, biologist
<i>micro</i>	Greek		microphone, microwave, microcosm

(1 mark each)

/3

CHALLENGE

Choose five word roots not given in this section and see if you can figure out the meaning of each by brainstorming a list of modern words related to it. Below is a list of some root words to get you started. You may also consult a dictionary or the internet to find others.

audi (Latin), *anthrop* (Greek), *chrono* (Greek), *photo* (Greek), *tele* (Latin), *termin* (Latin)

▼ TOTAL

/18

1 Practise writing and spelling the following words.

Word	Look	Cover	Say	Check
accommodation				
broccoli				
definitive				
enlightenment				
familiarity				
medieval				
occurrence				
privilege				
tyranny				
vacuum				

(1 mark each)

/10

2 Underline the word that is spelt correctly in each line.

a acknowledge acknowledge aknowlege accnowledge

b mortgege morgage mortgadge mortgage

c maintenance maintenence maintnance maintainence

d narator narrater narrator narrattor

e zucchini zuchini zuccini zuckhini

f liason liasion liaisen liaison

g simphony symphony sympony symphonie

h correspondence correspondance correspondanse correspondense

i trianguler triangulor triangular triengular

j calander callandar calendar callender

(1 mark each)

/10

3 Match each word on the left to its definition on the right.

nuance	to make liquid
monolith	exclusive control
bilateral	athletic contest of ten events
technician	large block
decathlon	four times
quadruple	shade of meaning
liquefy	skilled person
monopoly	involving two sides

(1 mark each)

/8

4 Match each word to its closest synonym on the right.

malign	forgiveable
stationary	lasting
haughty	calculate
excusable	still
enduring	evil
obviously	forefather
ancestor	arrogant
reckon	clearly

(1 mark each)

/8

5 Each sentence below contains one spelling mistake, which has been circled. Rewrite each word correctly on the line.

- a** My mother is a preffessional hockey player. _____
- b** It is advised to imunise children against various diseases. _____
- c** The accountant added up the colum of figures. _____
- d** We watched a fasinating documentary about genetically modified food. _____
- e** While our teacher was sick, we had a sucession of substitute teachers. _____
- f** Ariana was very knowlegable about football. _____
- g** The millionaire donated a lot of money to charity. _____
- h** The teacher advised me not to include irelevant detail in my essay. _____
- i** Everyone who took part received a participashion certificate. _____
- j** In autumn, the weather can be very changible. _____

(1 mark each)

/10

6 Give definitions, in your own words, for the following words.

- a** exhilarate _____
- b** excrete _____
- c** shriek _____
- d** flawlessness _____
- e** stationery _____
- f** constellation _____

(1 mark each)

/6

7 Find a synonym for each of the following words.

- | | |
|----------------------------|-------------------------|
| a salary _____ | d peculiar _____ |
| b banquet _____ | e cautious _____ |
| c disgraceful _____ | f credible _____ |

(1 mark each)

/6

8 Find an antonym for each of the following words.

- | | |
|----------------------------|----------------------------|
| a involuntary _____ | d deceitful _____ |
| b plausible _____ | e judgemental _____ |
| c similarity _____ | f condemn _____ |

(1 mark each)

/6

9 Each sentence below contains one spelling mistake. Rewrite each sentence, replacing the incorrectly spelled word with the correct spelling.

a After the excursion, we filled out a questionnaire about our experience.

b There is a saying in the theatre that a bad dress rehearsal means a good opening night.

c Nate felt acute embarassment when he tripped over his shoelaces in front of the whole class.

d My father works in construcion.

e The athlete had a musculer build from training so hard.

f Each cupcake was decorated with pink icing and had a rasberry on top.

g Conshuming too much salt and sugar is bad for your health.

h The clorine in the pool made my eyes sting.

i The puzzle was a challenging test of our inteligense.

j The charity organisaision arranged a fundraiser for homeless people.

(1 mark each)

/10

10 Create an original sentence for each of the following words:

rigour ▶

a

practice ▶

b

practise ▶

c

plausible ▶

d

decisively ▶

e

guidance ▶

f

(2 marks each)

/12

▼ TOTAL

/86

SPELLING WORD LIST FOR BOOK 2

A

accommodation
acknowledge
addictive
ancestor
autobiography
autograph

B

banquet
bilateral
broccoli

C

calendar
candidate
cautious
changeable
chlorine
chrome
column
composition
condemn
constellation
construction
consuming
correspondence
credible
criticise

D

decathlon
deceitful
decisively
definitive
disgraceful

E

embarrassment
encouragement
enduring
enlightenment
establishment

excrete
excusable
exhilarate

F

familiarity
fascinating
feasibility
flawlessness

G

guidance

H

haughty
hierarchy
humour
immunise

I

involuntary
irrelevant

J

judgemental

K

knowledgeable

L

liaison
liquefy

M

maintenance
malign
management
medieval
millionaire
monolith
monopoly
mortgage
muscular

N

narrator
nuance

O

obviously
occurrence
organisation

P

participation
peculiar
pentathlon
plausible
practice
practise
prejudicial
privilege
professional

Q

quadruple
questionnaire

R

raspberry
reckon
referred
rehearsal
rigour

S

salary
separation
shriek
siege
similarity
skeletal
stationary

stationery
succession
symphony

T

technicality
technician
thesaurus
travelling
triangular
tyranny

V

vacuum

Z

zucchini

Many of these words can be used for practice in adding prefixes or suffixes.

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