



AUSTRALIAN CURRICULUM EDITION

ENGLISH
SKILLS
BUILDER

OXFORD

MANNING // McKENZIE // HORNE



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UNIVERSITY PRESS
AUSTRALIA & NEW ZEALAND

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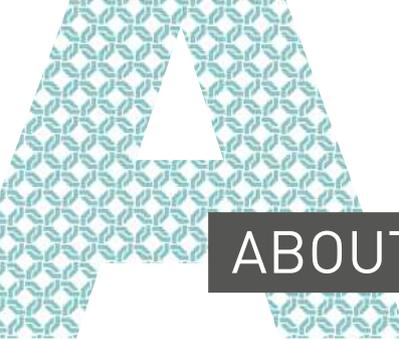
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ENRICHING LITERATURE

obook ONLY

Unit	Maralinga: The Anangu Story, by the Oak Valley and Yalata communities, with Christobel Mattingley
Unit	The Invention of Hugo Cabret, by Brian Selznick
Unit	Inanimate Alice, by Ian Harper, Kate Pullinger and Chris Joseph
Unit	WALL•E, directed by Andrew Stanton
Unit	The Binna Binna Man, by Meme McDonald and Boori Monty Pryor
Unit	Blueback, by Tim Winton
Unit	The Dream of the Thylacine, by Margaret Wild and Ron Brooks
Unit	Sold, by Patricia McCormick
Unit	The Knife of Never Letting Go, by Patrick Ness
Unit	'The Highwayman', by Alfred Noyes and Charles Keeping



ABOUT THE BOOK

English Skills Builder 1 Australian Curriculum Edition is a blended print and digital resource for the Australian Curriculum: English.

Workbook

The *English Skills Builder* workbook focuses on the three strands of Australian Curriculum: English, and is divided into two key sections: 'Language and Literacy' and 'Literature'. Each of the 50 units addresses a particular aspect of language usage, or provides in-depth coverage of different text types and genres. Students can write their responses directly into the workbook or record them in the accompanying obook.

 The answer icon appears when answers are provided in the back of the book.

obook

Oxford's electronic book format – the obook – offers online and offline access to core student content. The obook provides the complete *English Skills Builder* student books in an interactive workbook format for any screen size, with a note-taking study tool and dynamic question blocks. Oxford's obook is compatible with PCs, laptops, iPads, tablets and IWBs.

obook-only Enriching Literature units

The student obook also features additional Enriching Literature material. These digital-only units are presented in stages covering Years 7/8, and 9/10. They feature popular classic and contemporary texts, and include ideas and guidance for teachers and students on covering the cross-curriculum priorities. Each text unit is self-contained, allowing for flexible use in the classroom.

 The cross-curriculum priorities are:

- 1 Aboriginal and Torres Strait Islander histories and cultures
- 2 Asia and Australia's engagement with Asia
- 3 Sustainability.

The Enriching Literature units are written by Jane Sherlock and Deb McPherson. Access these units via the table of contents in the obook.



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Dedicated to Margaret McKenzie (1944–2010),
a gifted and passionate educator.

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A large, stylized letter 'A' is centered on the page. The letter is filled with a repeating pattern of small, light blue floral or leaf-like motifs. The background of the entire page is a solid, medium blue color.

PART A

LANGUAGE AND LITERACY

UNIT 1 Overview of parts of speech

Eight parts of speech

In English, the words noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection are known as the parts of speech. These words explain the ways in which words work together in sentences. The abbreviations for the eight main parts of speech are given below, and are used in most dictionaries.

The words that explain the way in which words work together in sentences are called the parts of speech. The abbreviations for the eight main parts of speech, given below, are used in most dictionaries.

- 1 Nouns (n.) name a person, creature, place, thing, feeling, quality or idea.
doctor, ape, city, house, pencil, joy, courage, freedom
- 2 Pronouns (pron.) stand in for a noun.
I, me, you, we, us, they, it
- 3 Verbs (v.) show an action or a state of being.
walk, think, be, appear
- 4 Adjectives (adj.) tell us more about a noun.
red, tall, angry, lonely
- 5 Adverbs (adv.) tell us more about a verb.
recently, often, quickly, soon
- 6 Prepositions (prep.) link a noun or pronoun to another word.
on, above, inside, under, across
- 7 Conjunctions (conj.) join words or groups of words and show how they are related.
and, but, yet, so, or, until, because
- 8 Interjections (int.) express an emotion or attitude.
Hey! Help! well, oh, okay

Here is a poem to help you remember what each part of speech does.

A **noun** names a person, place or thing, such as **teacher, bridge** or **lamington**.

A **pronoun** takes the place of a noun, such as **she** for aunt and **he** for clown.

A **verb** shows us what is being done, such as **laugh** or **wriggle, dream** or **run**.

An **adjective** tells us about the noun, such as **favourite** aunt or **funny** clown.

An **adverb** tells us about an action, such as running **fast** or dreaming **often**.

A **preposition** comes before a noun, such as **for** my aunt or **in** the town.

A **conjunction** joins some words together, such as hot **and** cold or beak **and** feather.

An **interjection** shows us an emotion, such as **Yes!** or **Wow!** or **Oh, what fun!**

Practice

- A 1 Match the words in **bold** to the correct part of speech.

Example: I swam across the **pool**. _____ noun

- | | | |
|---|---|--------------|
| a | The yellow bus passed by. | pronoun |
| b | I need a bath and a meal. | adjective |
| c | The earthquake destroyed the city. | adverb |
| d | We ran around the oval. | interjection |
| e | Ouch! That hurts. | verb |
| f | They arrived by train. | noun |
| g | The rain stopped suddenly . | conjunction |
| h | I have never seen an elephant . | preposition |

- A 2** Choose a word from the list below to fill each gap.
water, into, above, twisted, balanced, she, us, but, while, silently, never, popular, okay, phew
- a** Dad drove the car _____ the garage. (preposition)
- b** The dancer _____ her ankle. (verb)
- c** _____ plays cricket in the summer. (pronoun)
- d** Emma is a _____ girl. (adjective)
- e** I read a book _____ I waited for the bus. (conjunction)
- f** _____! I am glad that is over. (interjection)
- g** The detective crept _____ towards the suspect. (adverb)
- h** The ball landed in the _____. (noun)

- A 3** Underline the word in each sentence that corresponds to the part of speech in brackets.
- a** The bird flew away. (noun)
- b** Give me the football. (pronoun)
- c** Dark clouds filled the sky. (adjective)
- d** The possum ate the apple. (verb)
- e** Dad sometimes cooks the dinner. (adverb)
- f** I entered the competition and I won. (conjunction)
- g** James rides his bike to school. (preposition)
- h** Well, don't you look great. (interjection)

- 4** Look up the meanings of the words in the first column in your dictionary. In the second column, name the part of speech of each word. In the third column, write a sentence that includes the word.

Word	Part of speech	Sentence
<i>Example:</i> argue	verb	I argue with my brother.
a into		
b happily		
c ah		
d unless		
e kebab		
f hers		
g thorough		
h dunk		

UNIT 2 Recognising nouns

What is a noun?

A noun is a word that names a person, creature, place, thing, feeling, quality or idea.

Nouns name:

- **people:** teacher, Michael, child
- **creatures:** snail, hippopotamus, dinosaur
- **places:** Sydney, shop, park
- **things:** saucer, sugar, computer
- **feelings:** anger, happiness, impatience
- **qualities:** kindness, loyalty, freshness
- **ideas:** communication, intention, solution.

*The singular and plural forms of nouns are sometimes spelt differently. Check a dictionary as there are many exceptions to the rules for forming plurals.
I bought a loaf of bread. The bakery sells many loaves.*

Ways to recognise nouns in a sentence

- Look for the words **the**, **a** or **an**, which frequently precede nouns.
The driver won a race and an award.
- Place **the**, **a**, or **an** before a word you think may be a noun.
Children play in parks.
The children play in the parks.
- Look for capital letters that indicate proper nouns.
Trains connect Sydney, Melbourne and Adelaide.
- Look for common noun endings such as **-ion**, **-ation** and **-ness**.
They rewarded our kindness with indignation.

Practice

1 Add three more examples to each category of noun.

Category	Example	Additional examples
a person	student	
b creature	worm	
c place	classroom	
d thing	computer	
e feeling	enjoyment	
f quality	curiosity	
g idea	theory	

2 Complete each sentence using three nouns.

Example: I have had a broken arm, tonsillitis and measles. (illnesses or injuries)

- a I would like to own a _____ (pets)
- b Today I have had feelings of _____ (emotions)
- c I wish I had _____ (possessions)
- d I would like to meet _____ (people)
- e I admire people who show _____ (qualities)

- A 3 Circle the words that can be used as nouns.

lawyer water because merriment fish eat belong
car the cartridge sing although magic telephone

- A 4 Underline the nouns in this passage.

I took my dog to an obedience school, but after a month we were asked to leave. It wasn't her fault. Jessie is an intelligent dog. It was her owner who rebelled against the system. I neglected our homework, refused to use her training harness and let her sniff the trees.

- 5 Use eight of the following nouns to write a second paragraph about Jessie in your notebook.
food, aunt, bowl, annoyance, damage, road, fence, shopkeeper, garden, basket, anger, bones

- A 6 Find the nouns that fit the clues in the word search puzzle below. Work down and across. Circle the word when you find it, then write it next to the clue. Note: you may find several other nouns in the puzzle.

a	a large, furry animal	_____	k	it grows on your head	_____
b	for hitting balls	_____	l	it rings	_____
c	write one to remind you	_____	m	for rowing	_____
d	dragons live here	_____	n	it is on one foot	_____
e	spiders make this	_____	o	a large sea creature	_____
f	an open public space	_____	p	for finding your way	_____
g	it is for cooking in	_____	q	wear them on your feet	_____
h	a female deer	_____	r	it slithers	_____
i	a name for mother	_____	s	it cackles	_____
j	necessary for walking	_____			

S	N	A	K	E	L	R	A	P	O	Z	B	U	N
W	A	R	M	T	H	S	N	E	A	K	E	R	S
W	A	C	B	U	T	T	R	T	H	A	A	N	L
E	V	H	A	I	R	A	L	T	P	A	R	K	H
B	O	O	T	A	E	I	O	H	M	U	M	T	B
E	B	L	P	E	N	P	A	O	E	T	M	O	P
L	Y	D	O	L	L	A	R	M	A	A	M	A	P
O	C	A	V	E	A	Z	A	W	N	I	G	O	I
Y	T	Y	E	G	G	D	O	E	I	N	O	T	E
E	H	E	N	S	E	A	L	B	E	L	L	G	E

- 7 In your notebook, write a short paragraph describing your last visit to a doctor. Swap with a partner and underline all the nouns in each other's paragraph.

UNIT 3 Types of nouns

Five types of nouns

1 Common nouns

A common noun is a word that names people, places or things. It does not begin with a capital letter unless it starts a sentence.

Visitors to the zoo love seeing the reptiles and monkeys.

2 Proper nouns

A proper noun names a particular person, place or thing. A proper noun always starts with a capital letter.

Batman and Robin visited Sydney on their way to Florida.

3 Concrete nouns

A concrete noun names something you can see, hear, smell, taste or touch.

From my window I can smell the sea and hear children playing on the sand.

4 Abstract nouns

An abstract noun names a quality or idea—something that you cannot see, hear, smell or touch.

My belief in the loyalty of dogs changed when I heard the news.

5 Collective nouns

A collective noun names a group of people, animals or objects.

The football team thanked the committee for its assistance.

Practice

1 Add four common nouns to each of these lists.

- a things in your classroom: pictures, desks, _____
- b foods you like: pizza, nectarines, _____
- c musical instruments: trumpet, piano, _____
- d occupations: musician, chef, _____
- e relatives: cousin, mother, _____
- f means of transport: train, car, _____

2 Add four proper nouns to each of these lists.

- a good names for pets: Miffy, Diesel, _____
- b brand names: Nike, Billabong, _____
- c names of places you would like to visit: Darwin, Japan, _____
- d makes of cars: Holden, Toyota, _____
- e planets: Mars, Earth, _____

A

3 Circle the abstract nouns.

boxes justice Benjamin fear violence humour assistance fence
doona attention freedom jail aeroplane affection mouse

4 In the brackets beside the nouns shown in bold type, indicate C for concrete or A for abstract. The **boy** () stood at the **gate** () holding a **box** () of **popcorn** () and an empty drink **bottle** (). There was a **look** () of **bewilderment** () on his **face** ().

5 Match each common noun in the first column with a proper noun from the second column.

Example: river ————— Parliament House

a	writer	Porsche
b	apple	Antarctica
c	continent	Jonathan
d	building	Murray
e	car	Sunday
f	company	Shakespeare
g	day	English
h	language	Telstra

6 Match each common noun with the appropriate collective noun from the list. Use each only once.

class crew school crowd kindergarten bunch

a	flowers	_____	d	demonstrators	_____
b	fish	_____	e	children	_____
c	students	_____	f	sailors	_____

7 Add four more examples of collective nouns to each category in the table below.

People	Animals	Objects
jury of citizens	gaggle of geese	library of books

8 With a partner, use your imagination to invent new collective nouns.

Example: a dazzle of dentists

- a a _____ of friends
- b a _____ of comedians
- c a _____ of footballers/cricketers/tennis players
- d a fuss of _____
- e a swagger of _____
- f a chaos of _____

UNIT 4 Pronouns

What is a pronoun?

A pronoun is a word that is used in place of a noun.

- Personal pronouns refer to people or things.
- Possessive pronouns indicate ownership.

Without pronouns, nouns would be repeated, which creates monotonous writing.

The man had been warned that if the man was late one more time the man might lose his job.

To avoid repetition, the noun is used once then replaced with the appropriate pronoun.

The man had been warned that if he was late one more time he might lose his job.

Personal pronouns

Personal pronouns are used instead of nouns that name people, animals or things.

The mother bathed the baby. → She bathed her. The snake slithered away. → It slithered away.

The terms first, second and third person are used when referring to the personal pronouns. Think of the first person as the person speaking, the second person as the person spoken to and the third person as the person spoken about. The personal pronouns are:

first person	I, me, we, us	I remember the day we moved into our new house.
second person	you	Do you remember your first day at school?
third person	he, him, she, her, it, they, them	She brought him to the picnic and they both ate too much.

Possessive pronouns

Possessive pronouns also refer to people, animals and things; however, they show ownership. The possessive pronouns are:

first person	mine, ours	This book is mine . (<i>Mine</i> stands for <i>my book</i> .)
second person	yours	Is the money yours ? (<i>Yours</i> stands for <i>your money</i> .)
third person	his, hers, its, theirs	One room is his and the other is hers . (<i>His</i> and <i>hers</i> stand for <i>his room</i> and <i>her room</i> .)

Practice

- A 1 Underline the noun that each pronoun (in bold) replaces.

Example: Tim knew **he** wanted to be a teacher.

- a The apple is **mine**.
- b Some students discovered **they** liked English.
- c The criminals deserved what happened to **them**.
- d When **she** was six, Sophia had her tonsils removed.
- e Make sure you put a stamp on the letter before mailing **it**.

- A 2 Underline the pronouns in this passage:

Mrs Fibbs lives in the old house next door. She has a female cat called Tiddles and takes it for walks on a lead. We see them every morning. It is a funny sight.

- A 3 Rewrite the following paragraph by replacing each noun in bold with an appropriate personal pronoun.

Mrs Fibbs only has Tiddles for company. Mr Fibbs died a year ago, and she misses **Mr Fibbs** very much. **Mrs Fibbs** sold her house and moved into a unit. **The unit** is very comfortable, but **Mrs Fibbs** misses her neighbours. **Her neighbours** used to keep an eye on **Mrs Fibbs**.

- A 4 Change the personal pronouns in these sentences to first, second or third person as indicated in brackets. Do not change the verb.

Example: **We** are going to the beach tomorrow. (change to second person)

You are going to the beach tomorrow.

- a When will **he** ever learn to listen? (change to first person)

- b These shoes are too big for **me**. (change to second person)

- c I would love to learn the guitar. (change to third person)

- d **She** could not believe what happened! (change to first person)

- A 5 Place an appropriate possessive pronoun in each gap in the conversation below.

Example: 'Are you sure this jumper is yours?' asked Mum.

'Is this book _____, James?' asked the teacher.

'No, it's _____,' said James, pointing to Gino.

'It's not _____,' said Gino. 'It belongs to Mandy.'

'Mandy, I believe this is _____,' said the teacher.

- A 6 Underline the noun that refers to the possessive pronoun in each sentence.

a I recognised that the watch was **mine**.

b **Yours** is the best cake in the contest.

c That house used to be **ours**.

d The neighbours borrowed Dad's mower because **theirs** was broken.

e **Theirs** was a marriage made in heaven.

UNIT 5 Verbs

What is a verb?

A verb is the part of speech that expresses an action or a state of being. It is the most important word in a sentence. Every sentence must contain at least one verb or its message will be incomplete.

The boy under the bridge. (There is no verb to show the connection between the boy and the bridge.)

The boy **hid** under the bridge. (The verb *hid* tells what the boy is doing.)

Types of verbs

Verbs can be classified as action verbs, helping verbs or linking verbs.

- 1 **Action verbs** show what a subject is, was or will be **doing**. Most verbs are in this category.

Action verbs show:

- physical actions
The cat **climbed** the tree.
Plants **die** without water.
- mental actions
Mum **worries** about us.
The cat **concentrated** on the mouse.

- 2 **Helping verbs** (also known as auxiliary verbs) combine with present and past participles to form verb phrases (consisting of more than one word).

My dad **is losing** his hair. (The helping verb *is*, together with the present participle *losing*, forms the verb phrase *is losing*.)

The most common helping verbs are: do, does, did, may, might, must, can, could, shall, should, will, would, am, are, is, was, were, have, has and had.

Helping verbs are used to form questions. In questions, the helping verb is separated from the rest of the verb phrase.

Are you enrolling in the class?

Can you **swim** the length of the pool?

Do you **like** spinach?

- 3 **Linking verbs** (also known as verbs of **being**) show what someone or something is, was or will be.

Amanda **is** my cousin.

This orange **tastes** sour.

The death **remains** a mystery.

Amanda, the orange and the death are not doing anything; however, the verb, along with what comes after it (my cousin, sour and a mystery), tells us more about each of them. These verbs link whoever or whatever the sentence is about to a word (or words) belonging to it.

The most common linking verbs are the parts of the verb **to be**. *To be* is the infinitive form of the verb. From it come all the other forms of the verb such as **am**, **is**, and **are**.

I **am** angry. (The word *angry* refers to the pronoun *I*.)

The child **is** happy. (The word *happy* refers to the child.)

Some students **are** late for class. (The words *late for class* refer to *some students*.)

The other linking verbs are to look, to seem, to appear, to remain, to become, to grow, to feel, to taste, to smell and to sound.

The tree **grew** tall.

I **feel** ill.

The ice-cream **tastes** delicious.

A bad egg **smells** awful.

Practice

- A 1 Underline the verb in each sentence.

- a Angelo won a scholarship.
- b My grandparents live near the beach.
- c I want a book voucher for my birthday.
- d My dad sings in the shower.
- e The train arrived on time.
- f I often think about you.

2 Choose an appropriate action verb to complete each sentence.

- a The home team _____ the match.
- b Parents _____ the best for their children.
- c My cousin _____ the guitar.
- d The car _____ the light pole.
- e Sam _____ over the fence.
- f The question _____ the student.
- g Puppies _____ shoes.
- h Cats _____ mice.

A 3 Underline the linking verb in each sentence.

- a My teacher is funny.
- b I feel sick.
- c You look sad.
- d The film was a thriller.
- e Tom remains captain of the team.
- f His running shoes smell bad.

4 Select a linking verb from those listed on page 10 to complete each sentence.

Example: That outfit **looks** great on you.

- a The sea _____ rough today.
- b My favourite flavour _____ strawberry.
- c The balloon _____ larger and larger.
- d The music _____ unrehearsed.
- e The medicine _____ horrible.
- f You _____ worried.

A 5 Underline the helping verb in each sentence.

Example: We were speaking softly.

- a I have forgotten my lunch.
- b When will they arrive?
- c I can run fast.
- d Everyone must try harder.
- e We should shut the window.
- f Do you want some cake?

6 Match each sentence with a helping verb from the list. (Note: each helping verb is only used once.)
was, will, are, can, were, should, had

Example: The sun **was** shining brightly.

- a We _____ hoping for rain.
- b _____ you remember my birthday?
- c I _____ hoped to be wealthy by now.
- d When _____ you coming to see us?
- e Ben _____ be here by lunchtime.
- f I _____ touch my toes easily.

UNIT 6 Regular and irregular verbs

Verbs

Regular verbs

Most verbs are regular. Regular verbs form their past tense and past participle by adding **-ed**. Their present participle is formed by adding **-ing**.

Present tense	Past tense	Past participle	Present participle
believe	believed	believed	believing
fill	filled	filled	filling
talk	talked	talked	talking

Irregular verbs

Irregular verbs also form their present participle by adding **-ing**, but they form their past tense and past participles in other ways. Here are some examples of irregular verbs.

Present tense	Past tense	Past participle	Present participle
begin	began	begun	beginning
break	broke	broken	breaking
choose	chose	chosen	choosing
do	did	done	doing
drink	drank	drunk	drinking
eat	ate	eaten	eating
go	went	gone	going
know	knew	known	knowing
ride	rode	ridden	riding
see	saw	seen	seeing
shake	shook	shaken	shaking
steal	stole	stolen	stealing
swim	swam	swum	swimming
take	took	taken	taking
tear	tore	torn	tearing
write	wrote	written	writing

To be

The verb *to be* is an irregular verb that can be difficult to use correctly.

Person	Present tense	Past tense	Future tense
I	am	was	will be
You	are	were	will be
He/she/it	is	was	will be
We	are	were	will be
They	are	were	will be

Practice

- A 1** Fill in the appropriate past or present participle of the regular verb in brackets.

Example: The boy was **riding** his bike to school every day. (to ride)

- a I am _____ for a favour. (to ask)
 b My father was _____ to jury duty. (to call)
 c 'I am _____ for you,' Mum said impatiently. (to wait)
 d I have _____ my mind on the matter. (to change)

- A 2** Underline the correct form of each irregular verb.

Example: The athlete (threw/thrown) the javelin.

- a You could have (broke/broken) your arm when you fell.
 b I (drank/drunk) a litre of milk.
 c You (swam/swum) well today.
 d Someone has (stole/stolen) my bike.
 e My aunt had (wrote/written) to my mother.

- A 3** Use your dictionary to complete this table of irregular verbs.

Present tense	Past tense	Past participle
Example: fall	fell	fallen
a swear		
b sink		
c ring		
d draw		
e bite		

- A 4** Underline the correct form of the verb *to be* for the tense given in brackets.

Example: The musicians (are/were/will be) happy to play for us. (past tense)

- a Many parents (are/were/will be) at the sports. (future tense)
 b Many people (are/were/will be) anxious about visiting the dentist. (present tense)
 c They (are/were/will be) happy to see their relatives. (past tense)
 d I (am/was/will be) sometimes late for class. (present tense)
 e You (are/were/will be) a success in life. (future tense)

- 5** Write sentences using the irregular verb in brackets.

- a (chosen) _____
 b (blew) _____
 c (forbid) _____
 d (worn) _____

UNIT 7 Simple verb tenses

Simple verb tenses

Each verb in a sentence shows us the **time** of an action or thought. We call this the **tense** of the verb. The most common tenses are the simple past, present and future tenses. These simple tenses are formed as follows:

Person	Past tense	Present tense	Future tense
I/we	jumped	jump	will jump
You	jumped	jump	will jump
He/she/it	jumped	jumps	will jump
They	jumped	jump	will jump

- A verb is in the **present tense** if the action or thought happens in the present.
Tom **plays** the piano well.
- A verb is in the **past tense** if the action or thought happens in the past.
Tom **played** the piano in the concert last week.
- A verb is in the **future tense** if the action or thought will happen in the future. The future tense requires the use of the helping verb *will*.
Tom **will play** the piano in the Christmas concert.

Regular verbs and the simple tense

Many verb tenses follow a regular pattern:

- I **play**. (present)
- I **played**. (past)
- I **will play**. (future)

Irregular verbs and the simple tense

Irregular verbs take on different forms. For example, here is the verb *to wear*:

- I **wear** glasses. (present)
- She **wore** a different outfit each day. (past)
- He **will wear** a suit to his wedding. (future)

Generally we keep to one tense in a particular piece of writing; however, we may need to change to another tense if events from different times are referred to.
As I **look** (present tense) at the photo, I **recall** (present tense) the day my dad **gave** (past tense) me a bike. I **will remember** (future tense) that day always.

Practice

- A 1 Identify whether each verb in these sentences is in the past, present or future tense.

Example: My favourite sport **is** basketball. **present**

- a The rain quickly **filled** the gutters. _____
- b Who **will pay** for the broken window? _____
- c Many people **write** with their left hands. _____
- d I **understand** the question. _____
- e You **will love** the film. _____
- f I **left** my lunch at home again. _____

- A** 2 Complete the table by using the correct form of each regular verb for each tense. You may need to add some words.

Present tense	Past tense	Future tense
<i>Example:</i> Mary enjoys dancing.	Mary enjoyed dancing at the party last week.	Mary will enjoy dancing for many years to come.
a I jump out of bed each day.		
b	Mei destroyed the letter.	
c		Dad will cook tonight.
d Molly lives close to me.		
e	The baby cried a lot.	
f I count my pocket money each day.		
g		I will plant carrots.

- 3** Complete each sentence using verbs in the past tense.

Example: The water level rose quickly in the cave.

- a** The car _____ off the road and hit a tree.
- b** Tim _____ out of the house, _____ on his bike and _____ off down the street.
- c** My mother remembers the day I _____ school.
- d** I think I _____ the competition.

- A** 4 Rewrite this story opening, changing it from the present to the past tense.

I survey the crime scene. The day after we hang the bird feeder in the tree, there is no seed left. The chewed plastic lid lies on the ground. Who or what is responsible? I conclude our resident possum is the culprit. The case is closed.

- 5** Interview someone in the class about what they think they might be doing 10 years from now. In your notebook, use the future tense to record what you have been told.

UNIT 8 Adjectives

What is an adjective?

Adjectives are words that modify (add meaning to) nouns and pronouns. With adjectives we can visualise things more clearly.

- a tall **flowering** tree
- three **hot** pizzas
- the **red** straw hat

Purpose of adjectives

The main purpose of adjectives is to describe nouns. They do this by giving more information about aspects such as:

- colour **silver** ring
- size **tiny** shed
- amount **enough** rain
- number **fifteen** horses
- volume **deafening** music, **silent** crowd
- taste **spicy** curry
- weight **heavy** load
- age **old** man
- direction **north** wind

Adjectives also modify abstract nouns.

- strong** beliefs, **shoddy** quality, **great** sadness, **careless** behaviour

Forming adjectives from nouns

- Some proper or common nouns may be used as adjectives.

Atlantic salmon **tree** surgeon

- Some adjectives are formed from proper or common nouns by adding a suffix.

Vietnam—**Vietnamese** love—**lovable**

Placing adjectives

An adjective generally precedes the noun it modifies, but it can follow linking verbs.

The pizzas were **tasty**.

She stayed **calm**.

To check if a word in a sentence is an adjective, place it before a noun.

I bought a **tropical** fish.

Practice

- 1 Mix and match each of the adjectives in the table below with a noun and list the combinations you form in your notebook. Many combinations are possible, so be as imaginative as you like. Use an adjective or noun more than once if you wish.

Adjectives	Nouns
black, bored, dangerous, endless, energetic, faded, faithful, hot, hungry, lazy, lengthy, pretty, talented, tall, tragic, two, wide, wobbly	bridge, building, concert, decoration, dog, driver, lion, match, mother, night, occupation, octopus, road, shirt, story, team, weather

- A 2 Each sentence contains two adjectives. Underline the adjectives and circle the nouns they modify.

Example: The beautiful princess kissed the ugly frog.

- a Stop that wild noise and extraordinary behaviour.
- b Stormy weather is predicted for the last race.
- c Several crimes occurred in the central city.
- d Be careful of sharp knives and pointed sticks.
- e You cannot expect me to eat six carrots and four apples.
- f Grandfather says he walked to school in his bare feet, even on cold days.

- 3 Place an adjective in each column, giving the information suggested in the heading.

Noun	Size	Shape	Colour	Other
<i>Example:</i> horse	huge	solid	grey	two
a computer				
b birthday cake				
c eyes				
d landscape				

- 4 Choose an adjective to modify the abstract nouns shown in bold.

- a The child's parents showed _____ **care**.
- b The film was about the _____ **love** a woman felt for her horse.
- c The _____ **friendship** between the two girls helped them through the difficult time.
- d Emil was filled with _____ **feelings** of envy when he heard the news.
- e Visitors commented on the _____ **quality** of the acting.

- 5 Make adjectives from these proper and common nouns. Then, write an expression using each adjective. Two examples have been done for you.

Noun	Adjective	Expression
<i>Examples:</i> Australia quarrel	Australian quarrelsome	Australian products quarrelsome children
a Africa		
b Mars		
c fashion		
d Antarctica		
e comfort		
f Egypt		

- 6 Build sentences around the adjectives below, as in the examples.

Examples: **Expensive** cars lined the streets.
Yesterday my **new** bike was stolen.
The string around the parcel was **yellow**.

- a Bright _____ .
- b _____ silly.
- c _____ sweet _____ .
- d Pink _____ .
- e _____ twenty _____ .
- f _____ aggressive.

UNIT 9 Using adjectives

Comparative and superlative adjectives

Adjectives take different forms when two or more things are being compared.

- 1 The **comparative** form is used when two things are being compared.
 - The comparative form of most short adjectives is made by adding **-er**.
*I am **taller** than my sister.*
 - The comparative form of most adjectives of two or more syllables is formed by adding **more** before the adjective.
*I am **more energetic** than my father.*
- 2 The **superlative** form is used when more than two things are being compared.
 - The superlative form of most short adjectives is made by adding **-est**.
*I am the **tallest** of the three children.*
 - The superlative form of most adjectives of two or more syllables is formed by adding **most** before the adjective.
*Jill is the **most creative** of the three sisters.*

Some adjectives are irregular and take a different form in the comparative and superlative.

He is **good** at sport. I am **better** at basketball.
She is **best** at cricket.
A cold is **bad**. Flu is **worse**. Pneumonia is the **worst**.

Some adjectives do not have a superlative or comparative form because they describe things that cannot be compared.

unique, dead, right, equal, empty, perfect, square

Punctuating adjectives

When using adjectives in your writing, be careful to punctuate them correctly. Use commas between adjectives in a list that precede a noun, but not after the last one.

*We were served **dry, tasteless, stale** bread.*

Choosing adjectives

- Use specific and interesting adjectives rather than general ones.
*specific: **adventure** book, **bedside** lamp, **oak** tree, **skiing** holiday*
*general: **new** book, **old** lamp, **large** tree, **interesting** holiday*
- When choosing an adjective, look at the range possible.
blue, pale blue, sky blue, aquamarine, cobalt
- Do not overuse adjectives. It is possible to write well using no adjectives at all.
They saw me climbing the fence and charged in my direction. I knew that animals can sense fear and that I should just ignore them.

Practice

- 1 Choose the correct form of the adjective in brackets to complete each sentence.
 - a This is the _____ cake I have ever eaten. (**tasty, tastier, tastiest**)
 - b Miffy is the _____ of our two cats. (**thin, thinner, thinnest**)
 - c Mr Brown is the _____ teacher at our school. (**kind, kinder, kindest**)
- 2 Use the correct form of the adjective to complete each sentence.
 - a My bike is _____ than yours (**good, better, best**)
 - b Jacob's was the _____ of all the class projects. (**bad, worse, worst**)
 - c My drawing is _____ than my brother's. (**bad, worse, worst**)

- 3** Complete the chart with the comparative and superlative forms of the adjectives in the first column.

Positive form	Comparative form	Superlative form
<i>Examples:</i> hot water a dangerous job	hotter water a more dangerous job	hottest water the most dangerous job
a sad news		
b aggressive crowds		
c a puzzling sight		
d a long conversation		
e strong muscles		
f a brilliant idea		

- 4** Work in small groups to put these adjectives in the order suggested.

a quietest to the noisiest	noisy, lively, loud, uproarious, thundering, piercing, rowdy, quiet, silent	
b smallest to the largest	minute, colossal, huge, tiny, small, big, microscopic, undersized, gigantic, massive	
c weakest to the strongest	forceful, delicate, mighty, frail, powerful, feeble, weak	
d least to the most pleasant	delightful, adorable, attractive, beautiful, charming, enchanting, lovely, nice	

- 5** Use as many adjectives as possible to complete this dossier. You might like to present it as a poster about one of your friends.

Wanted: (list the person's name) _____

Height and build: _____

Hair: _____

Eyes: _____

Skin: _____

Clothing: _____

Other details: _____

UNIT 10 Adverbs

What is an adverb?

Adverbs modify (add meaning to) verbs, adjectives and other adverbs.

The children play **happily**. (The adverb *happily* tells us how the children play.)

Many adverbs end with the suffix **-ly**.

carefully, smartly, gently

1 Adverbs are most commonly used to add the following information to a **verb**:

- **when** the action is done
We received the parcel **yesterday**.
- **where** the action is done
Come **here** and show me what is in the parcel.
- **how** the action is done
Athena dances **superbly**.
- **how often** the action is done.
Brendan **sometimes** changes his mind.

In a sentence, an adverb may be separated from the verb to which it relates.

They eat vegetables **frequently**.
Frequently they eat vegetables.

2 Adverbs may add meaning to other **adverbs**.

He drives **rather** slowly.
Handle the parcel **very** carefully.

3 Adverbs may also add meaning to **adjectives**.

That car is **certainly** dangerous.
Our dog is **quite** harmless.

Practice

A 1 Underline five adverbs in this paragraph.

I saw a bear today in the forest. It walked clumsily as its paws were badly cut. I knew it had been cruelly trapped by a hunter and this made me very angry.

A 2 Complete the table to show the adverb in each sentence and the verb to which it adds meaning.

Sentence	Adverb	Verb
Example: Students wait hungrily at the tuckshop.	hungrily	wait
a She sang sweetly.		
b He clearly wanted the money.		
c The absent-minded teacher always went to the wrong room.		
d The butcher cut the steaks expertly.		
e Li arrived late for the party.		
f They cheered the band wildly.		
g She saw the ship clearly through his telescope.		
h I waved frantically at my friend but she did not see me.		
i He often bakes muffins.		

3 Rewrite these sentences, adding adverbs to answer the questions in brackets.

a That waiter served us. (When did he serve us?)

b He took our order. (What was his manner?)

c He dropped forks. (How often?)

d He spoke to us. (How?)

e He brought the dessert. (When?)

A 4 Form adverbs from these adjectives by adding the suffix **-ly** and making any other necessary spelling changes. Then, use the words in sentences of your own.

Example: Adjective: angry Adverb: angrily.

The lion bared its teeth angrily at the hunter.

a Adjective: rough Adverb: _____

b Adjective: breathless Adverb: _____

c Adjective: horrible Adverb: _____

d Adjective: obvious Adverb: _____

e Adjective: awkward Adverb: _____

5 Choose an adverb from the list to add meaning to the adjectives and adverbs shown in bold. You need not use all the adverbs, but do use a different adverb in each sentence.

certainly, extremely, scarcely, quite, very, rather, fairly, definitely, extraordinarily

a Martha is an _____ **fine** swimmer.

b The table is _____ **old**.

c Dinosaurs are _____ **extinct**.

d Children are sometimes surprised by the _____ **noisy** behaviour of their parents.

e A millipede has an _____ **large** number of legs.

f The bushfire spread _____ **quickly**.

UNIT 11 Using adverbs

Comparative and superlative adverbs

Adverbs, like adjectives, take different forms when two or more things are being compared. The comparative and superlative forms of adverbs are used when comparing two or more things.

- In most cases the comparative and superlative forms are made by adding the words **more/most** or **less/least** to the adverb.

Mum spoke **softly**. I spoke **more softly**. Dad spoke the **most softly** of us all.

Sam ran **quickly** in the race. Marty ran **less quickly**. Bill ran the **least quickly** as he had hurt his knee.

- Some adverbs have irregular comparative and superlative forms.

Sundeep plays the guitar **well**. Molly plays **better**. Belinda plays **best**.

Tips when using adverbs

- 1 Adjectives should not be used in place of adverbs.
Come **quick**. (incorrect)
Come **quickly**. (correct)
Behave **good**. (incorrect)
Behave **well**. (correct)
- 2 An adverb should be placed as close as possible to the word to which it relates.
The old horse **limped painfully** under its burden.
I **often walk** to school.
- 3 Expressions made up of verbs combined with adverbs ending in **-ly** can often be replaced with a stronger verb.
Millie **walked extremely slowly**.
Millie **dawdled**.
- 4 The adverbs **very**, **really**, **fairly**, **rather** and **quite** should not be overused.
It was a **rather** hot and **very** sunny day and so sport was **quite** exhausting.
It was a hot, sunny day, so sport was exhausting.

Practice

- 1 Make up sentences using the words given.

Example: (less clumsily) Antelopes move less clumsily than elephants.

- a (more thickly) _____
- b (less energetically) _____
- c (most playfully) _____
- d (more hoarsely) _____
- e (least likely) _____
- f (more angrily) _____

- 2 Underline the correct word from each pair to complete the sentences.

- a She ran (good/well) in the race.
- b Don't walk so (slow/slowly).
- c The cat ran (quick/quickly) to the fence.
- d The other team did not play (fair/fairly).
- e Oranges grow (well/good) in Mildura.

- 3 Replace the words shown in bold with one stronger word that has the same meaning.

Example: She is **extremely good** at maths. She is **brilliant** at maths.

- a I **quite like** that salad. _____
- b I feel **very tired**. _____
- c Belle is a **fairly keen** dancer. _____
- d The water is **really warm**. _____
- e That is a **very attractive** dress. _____
- f That music makes me feel **quite happy**. _____
- g The lipstick colour is **rather nice**. _____
- h Father Bear spoke in an **extremely cross** voice. _____

- A 4 Circle the adverbs in this paragraph. Then, improve it by removing the adverbs and using stronger verbs.

Trang walked slowly into the stadium then waited impatiently at the kiosk for her friend. Mark arrived, and Trang spoke crossly to him. Suddenly the whistle sounded loudly for the start of the game. They went in excitedly.

- 5 Write an advertisement for a surfboard, a skateboard or sports shoes using the adverbs listed and others.

superbly warmly cleanly extremely happily well speedily economically immaculately

- 6 Use these verbs (or forms of them) in a very short story that contains no adverbs.

rush bleed slice fly howl collapse explode subside yell

UNIT 12 Prepositions

What is a preposition?

A preposition begins a phrase (group of words) that adds to the meaning of another word in a sentence. Prepositions indicate how people and things are related in time or space. They tell us when, where and how something happens.

An owl hunts at night. (The preposition at begins the phrase at night. This phrase tells us when the owl hunts.)

Common prepositions include in, out, of, on, off, around, under, over, with, before, after, by, up, down, about, inside, outside, to, above, below, for, beside, opposite, through, at, from, along and towards.

The object of a preposition

The noun (or pronoun) that follows a preposition is called its object. To find the object, ask who? or what? after the preposition.

- in the bath (In what? *The bath* is the object of the preposition *in*.)
- out the door (Out what? *The door* is the object of the preposition *out*.)
- of them (Of whom? *Them* is the object of the preposition *of*.)
- on him (On whom? *Him* is the object of the preposition *on*.)

Prepositional phrases

The combination of a preposition and its object is called a prepositional phrase.

The child looked in the window. (The preposition in is followed by its object the window.)

*To check whether a word in a sentence is a preposition, place it before a noun.
I heard the song on the radio.*

Practice

- A 1 Underline the preposition in each sentence.

Example: I walk the dog after breakfast.

- a I catch a bus to school.
- b My brother arrives home before me.
- c I do my homework at my desk.
- d I often dream about school.
- e I like the boy who lives over the road.
- f He is from Vietnam.

- A 2 Match each sentence with its missing preposition from the list.

around, for, in, with, to, at

- a I love to swim _____ the sea.
- b I like to play _____ my friends.
- c Stop laughing _____ me!
- d The earth revolves _____ the sun.
- e Nurses care _____ the sick.
- f I walk _____ school each day.

UNIT 13 Conjunctions

What is a conjunction?

A conjunction is a **joining word**. Common conjunctions include: and, but, or, so, for, yet, if, after, unless, whenever, where, although, until, whether, before, once, wherever, because, since, when and while.

Conjunctions join words or groups of words.

- They can join individual words to others if they are the same part of speech.
Eat your *bread* **and** *butter*. (both nouns)
Is that letter for *him* **or** *me*? (both pronouns)
Do not eat **and** play at the same time. (both verbs)
The tree was *old* **but** *sturdy*. (both adjectives)
They walked *slowly* **yet** *steadily*. (both adverbs)
- They can also join groups of words that are the same kind.
Are the cakes on *the plate* **or** *in the cupboard*?
- They can join one group of words that cannot stand alone to another group that can.
You cannot go out **unless** you finish your dinner. (*unless you finish your dinner* does not make sense on its own)
That happened **before** I was born. (*before I was born* does not make sense on its own)
They came by bus **so** they were tired. (*so they were tired* does not make sense on its own)
- Conjunctions can join short sentences to make longer ones.
The students were puzzled by the noise.
They went outside. They saw the helicopter.

The students were puzzled by the noise, **so** they went outside **and** saw the helicopter.

Conjunctions show relationships

These can be relationships such as the reason, place, time or order of events.

The tiger prowled **because** it was hungry. (*because* gives the reason)

Seagulls gather **wherever** they can find food. (*wherever* gives the place)

The zoo is crowded **when** it is school holidays. (*when* gives the time)

The lions are fed **before** the seals. (*before* gives the order)

They also show contrasting relationships.

I like jam **but** I prefer honey. (*but* makes a comparison)

Conjunctions placed at the beginning of sentences still perform the same function.

Although Mick cannot get a job, he is fully occupied.

Because the burglar heard the siren, she left in a hurry.

Practice

A

1 Underline the conjunctions in these sentences.

- a They shook their heads and looked sad.
- b Swimming makes me tired but happy.
- c Our three aunts and two uncles arrived late.
- d It belongs to him or to her.
- e He drew the line strongly yet crookedly.

2 Use a conjunction to complete each sentence.

- a Amanda looked tired _____ excited.
- b Oranges _____ lemons are citrus fruits.
- c Would you like to stay home _____ go to a film?
- d You should rest _____ read today.
- e Mr Delling spoke impatiently _____ kindly.

- 3 Circle the words that are joined by the conjunctions shown in bold. Then, name their parts of speech.

Example: Do you prefer yellow **or** red capsicums? adjectives

- a The dragon stopped **and** snarled. _____
- b Will you have tomato **or** cheese in your sandwich? _____
- c Is the biscuit for me **or** you? _____
- d The cave was cold **but** dry. _____
- e The child played quietly **yet** happily. _____

- 4 Place as many different conjunctions as possible in the spaces in this script.

Father: Why do you want a new bike _____ you have one already?

Child: My friends all laugh _____ I ride it to school.

Father: It will be fine _____ I buy new tyres and a bell.

Child: I refuse to ride it ever again _____ you put new tyres on or not.

Father: It's a fine bike _____ that's the end of the matter.

Child: I can't ride a three-wheeler to school _____ I'm twelve.

Father: You still take your teddy bear _____ you stay with your grandmother.

- 5 Complete each sentence by writing more words after the conjunction.

- a The train journey was a disaster **because** _____
- b She was crying **while** _____
- c Con swam strongly **so** _____
- d Sheep were herded to safety **before** _____
- e **Once** _____, I will phone Bill.
- f **When** _____, the children ran inside screaming.
- g **Although** _____, it's probably time for a meal.
- h **Whenever** _____, I feel sad.

A

- 6 Use a conjunction to join these sentences, showing the relationship given in brackets.

- a I enjoy adventure films. They are fast and exciting. (reason)

- b This is the place. Shalini saw a crocodile. (place)

- c I will be allowed to go out. I have tidied my room. (order of events)

- d They moved to Rosehill. They had another baby. (time)

UNIT 14 Practice with parts of speech

How to determine the part of speech

Test whether a word is:

- a **noun** by placing it after *the, a* or *an*
We enjoyed **the warmth** of the fire.
- a **pronoun** by replacing it with a noun
They (the volunteers) saved **it** (the whale).
- an **adjective** by placing it before a noun
I like my **warm** doona.
- an **adverb** by placing it after a verb
She **speaks warmly** about her friends.
- a **verb** by placing it after *he* or *she*
He **warms** his hands.
- a **preposition** by placing it before a noun or pronoun
We always play **after** school.
- a **conjunction** by placing it between two words, phrases or clauses.
You **and** I should work together.
We can meet **at your house** or **at mine**.

Things to remember about parts of speech

- 1 A word may have many forms that are different parts of speech.
warm, warmer, warmest (adjective)
warm, warming, warmed (verb)
warmth (noun)
warmly (adverb)
- 2 Different parts of speech may be spelt quite differently.
height (noun), high (adjective)
strength (noun), strong (adjective)
humour (noun), humorous (adjective)
- 3 The same word may be used as a different part of speech in different sentences.
I was tired **after** the match. (preposition)
I celebrated **after** we won. (conjunction).

Practice

- A 1 Change the word in bold into the part of speech shown in brackets.

- Example:** painted (noun) She spread the paint thickly.
- a **sad** (noun) A feeling of _____ overcame me.
- b **bad** (adverb) Sophie behaved _____ at her party.
- c **thought** (verb) Sam is _____ about it.
- d **thought** (adjective) Chan is a _____ person.
- e **tight** (noun) Daniel checked the _____ of the rope.
- f **tight** (adverb) He fastened the belt _____.

- A 2 Three of the words in each of the following lists can be used as the same part of speech and one cannot. Complete the sentences to show the word that is out of place.

- Example:** paper, write, letter, pen Write cannot be used as a noun.
- a cook, meat, fry, spread _____ cannot be used as a verb.
- b enjoyable, imagination, pleasant, friendly _____ cannot be used as an adjective.
- c loudly, noisily, quietly, whispering _____ cannot be used as an adverb.
- d printed, computer, keyboard, disk _____ cannot be used as a noun.

- A 3** In each of these sentences, one or more of the words is used as the wrong part of speech. Underline the incorrect words, then rewrite the sentences correctly.

a The photo of the market place is exceed realistic.

b Suffer is part of many people's lives.

c Bullies make me feel angrily.

d Education takes up a large parting of your life.

e Everyone has a right to happy.

- A 4** Name the part of speech of the words in bold.

a My dad has a bad **back**.

b **Back** the car out slowly.

c I want to sit in the **back** seat.

d Do you have the **right** money?

e You have no **right** to speak to me like that

f **Fast** food contains a lot of fat.

g Could you **fast** for a week?

h Don't drive too **fast**.

- 5** Write sentences that use each word in the part of speech indicated. Do not change the spelling of the word.

Example: love (verb) I love the colour pink.

a box (noun)

b box (verb)

c light (verb)

d light (adjective)

e before (conjunction)

f before (preposition)

g well (noun)

h well (adverb)

UNIT 15 Sentences

Sentences and fragments

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

The train is late. Don't be late again.
Is the train on time? I hate being late!

The following groups of words start with a capital letter and end with a full stop, but they do not make sense. Something vital has been left out. They are called **fragments**.

Waiting on the platform. (Who is waiting?)
On time for once. (Who or what is on time?)
When the train is late. (What happens when the train is late?)

Types of sentences

A sentence can be a statement, a question, a command or an exclamation.

- A **statement** gives a fact, belief, opinion or possibility and ends with a full stop.
The shop is open. (fact)
I believe in ghosts. (belief)
Small spiders never bite. (opinion)
Mum might let me go. (possibility)
- A **question** asks something and ends with a question mark.
Who told you? Were they laughing at me?
- A **command** gives an order, an instruction or a request. Each usually ends with a full stop.
Fang, drop the ball. (order)
Hold the leash loosely in your hand. (instruction)
Please ask Fang to let go of my foot. (request)
- An **exclamation** expresses an emotion and ends with an exclamation mark.
How dare you!
I do not believe it!

Practice

- A** 1 State whether each group of words is a complete thought (a sentence) or an incomplete thought (a fragment) by noting S for sentence and F for fragment.

Examples: Reading late at night. F

You should read this book. S

- | | | | | | |
|---|--------------------------|-------|---|----------------------------|-------|
| a | Slowly opening the door. | _____ | e | How will I know the truth? | _____ |
| b | My sister is fifteen. | _____ | f | Play by the rules. | _____ |
| c | When you are short. | _____ | g | You should know better! | _____ |
| d | Well. | _____ | h | Not likely. | _____ |

- 2 Turn each of the following incomplete thoughts into a sentence.

Example: under the bed I hid under the bed.

- | | | |
|---|-----------------------|-------|
| a | running out of petrol | _____ |
| b | made of cardboard | _____ |
| c | at the gate | _____ |
| d | where the road ends | _____ |
| e | for the last time | _____ |
| f | going home | _____ |

- 3** Note whether each sentence is a statement (S), a question (Q), a command (C) or an exclamation (E).

Example: School camps are fun. **S**

- | | |
|--|--|
| a We went to the country. _____ | e Are you scared? _____ |
| b What is happening on the first day? _____ | f You will be safe. _____ |
| c I am going to try rafting. _____ | g What a fuss you make! _____ |
| d Come with me. _____ | h Why don't you go instead? _____ |

- 4** Rewrite each sentence to become either a statement, question, comment or exclamation, as indicated in the second column. Note that the meaning may alter as you change some of the words.

Existing sentence	Change to:	New sentence
Example: My mattress is lumpy.		Is your mattress lumpy?
a Do you like custard?	S	
b Be quiet!	Q	
c A moth is in my sleeping bag.	E	
d My dog will not sit.	C	
e The shower is cold.	E	
f I am homesick.	Q	
g Where is my towel?	R	

- 5** Change these statements into a set of instructions. Number each instruction from parts a to h as shown in the first sentence, which has been done for you.

First you have to undo the box the computer came in. Then you must take out all the packing. Then you can remove the computer. You will need to place all the parts on the floor. You must work out which lead goes where. Then you have to plug everything in. Then you can turn on the power at the source. Finally you have to switch on the computer and the monitor.

- a** Undo the box.
- b** _____
- c** _____
- d** _____
- e** _____
- f** _____
- g** _____
- h** _____

UNIT 16 Subject and predicate

Every sentence has two parts: the subject (or naming part) and the predicate (or telling part).

The subject

- The subject of a sentence tells us who or what the sentence is about.

Birds fly. (This sentence is about birds.)

- The subject of a sentence is always a noun or a pronoun.

The ship sank. (noun)

It sank. (pronoun)

- The subject may consist of more than one person or thing.

The hare and the tortoise had a race. (two nouns)

You and I need to talk. (two pronouns)

- A subject may include words that add meaning to a noun.

The best singer in the choir lost her voice.

- A useful way to find the subject is to ask 'who?' or 'what?' before the verb.

The ship sank. (*sank* is the verb)

Question: What sank?

Answer: The ship. *The ship* is the subject.

The predicate

- The predicate is the part of the sentence that tells us about the subject.

Birds fly. (the verb *fly* tells us something about birds; *fly* is the predicate of this sentence)

The hare and the tortoise had a race. (*had* is the verb; *had a race* is the predicate of this sentence)

- The most important word in the predicate is the verb. It tells what the subject does.

Puppies play.

- A predicate may contain more than one verb.

Puppies play and sleep.

- A predicate may contain words that tell more about the verb or verbs.

Puppies play all day and sleep all night.

Practice

- A 1 Underline the subject in each sentence.

Example: Goldfish make good pets.

- | | |
|-----------------------------------|-----------------------------------|
| a Most weekends we play tennis. | e Chile is in South America. |
| b My grandfather swims every day. | f Honesty is the best policy. |
| c Your watch is slow. | g Finally, they built a new road. |
| d Wasps can bite. | h Babies cry. |

- A 2 Match each subject with an appropriate predicate from the second column.

Example: The rain likes to chat.

- | | |
|----------------------|----------------------|
| a The cemetery | owns a restaurant |
| b Two of my goldfish | have a big family. |
| c My uncle Jim | is scary at night. |
| d I | died last week. |
| e You, | fell heavily. |
| f The neighbour | needs painting. |
| g Our house | come here right now! |

UNIT 17 Phrases

What is a phrase?

A phrase is a group of words that does not contain a subject or verb. It cannot stand on its own as a sentence. A phrase is an incomplete message that is part of a sentence.

None of the following phrases makes sense on its own.

- inside the house
- seeing an elephant
- damaged beyond repair

To make a phrase a complete sentence, a subject and a verb need to be added.

- I ran** inside the house. (The subject *I* and the verb *ran* complete the sentence.)
- Seeing an elephant, **the child laughed**. (The subject *the child* and the verb *laughed* complete the sentence.)
- Damaged beyond repair, **the kite fell**. (The subject *the kite* and the verb *fell* complete the sentence.)

What phrases do

A phrase provides extra information in a sentence and acts as a part of speech.

- An adjectival phrase acts as an adjective and tells more about a noun.
A girl with red hair won the competition. (The noun is *girl*.)
- An adverbial phrase acts as an adverb and tells more about a verb.
The clock **chimed at midnight**. (The verb is *chimed*.)
- A prepositional phrase tells about the relationship between people and things.
Read the information on the packet. (The preposition is *on*.)

How to recognise phrases

- A phrase can start with a preposition.
Read the information on the packet.
I have a present for you.
The horse jumped over the fence.
- A phrase can start with a present or a past participle.
Listening intently, he heard the softest sounds. (*Listening* is the present participle of the verb to listen.)
Caught red-handed, the boy had no excuse. (*Caught* is the past participle of the verb to catch.)

Practice

- A 1 State whether each group of words is a phrase or a sentence.

Examples: In a minute.

The party is at my friend's house.

phrase
sentence

- a Can you talk under water? _____
- b Unknown to my parents. _____
- c Being buried alive. _____
- d Grow up. _____
- e Seen by the detective. _____
- f The reason is obvious. _____
- g Over my dead body. _____
- h Under the circumstances, you are excused. _____

UNIT 18 Clauses

What is a clause?

A clause is a group of words that contains a subject and a verb. You can identify a clause by finding a verb and its subject.

I swim in the ocean. (The verb is *swim* and its subject is *I*.)

A sentence can have one or more clauses, according to how many subjects and verbs it contains.

I swim in the ocean / because I love the surf. (two clauses)

Types of clauses

There are two types of clauses: independent clauses (main clauses) and dependent clauses (subordinate clauses).

1 An **independent clause** generally makes sense on its own. It contains the main message of the sentence.

The sea is rough today.

A surfer rides the waves.

There can be more than one independent clause in a sentence.

The sea is rough today, but surfers like it that way. (both clauses could stand on their own)

2 A **dependent clause** is not as important as the independent clause in a sentence. It contains additional information and cannot stand alone.

The surfer rides the waves / **until the sun sets.**

- A dependent clause adds information and acts as a single part of speech.

- An adjectival clause acts as an adjective and adds information about a noun. It often begins with 'who', 'whom', 'whose', 'which', 'that'.

We voted for the contestant **who had the best voice.**

- An adverbial clause acts as an adverb and adds information about time, place, reason, purpose or result.

She won the competition **because she was so talented.**

- A dependent clause can be placed at the start, the end or the middle of a sentence.

Because the weather was bad, we decided to cancel the picnic.

We won the game **because we worked as a team.**

The ranger caught the dingo **that was bothering the campers** and took it away.

Practice

A 1 Underline the subjects and circle the verbs in these sentences. The number of clauses in each sentence is in brackets.

Example: We went to a restaurant for my birthday, and I ate far too much.

a Most Australians live in cities. [1]

b The horror film scared my brother, but I thought that it was quite tame. [3]

c The girl knocked over a tin of paint, so her mother was angry. [2]

d In spring, lots of flowers blossom and people smile more. [2]

A 2 Place brackets around the two independent clauses in each of these sentences.

Example: (My brother has blue eyes), but (my sister has green eyes like me.)

a He locked himself out of the house, but he managed to climb in a window.

b I asked a woman the way to the theatre, and she gave me directions.

c You come inside right now, or you can miss out on dinner.

d This book is supposed to be great, but I find it boring.

e Animals are great companions, and they love you unconditionally.

- 3** Underline the independent clause in each sentence.

Example: I hate seaweed when it clings to your legs.

- a If you keep tropical fish, you must look after them.
- b I chose this book because it is about fish.
- c That is the man who gave me the wrong change.
- d I cannot help you unless you help yourself.
- e As soon as the rain began, we left the ground.
- f When I was little, I used to spit out my vegetables.
- g You cannot go to the movies until you have finished your chores.
- h Although I hated it, I tried to do the job well.

- 4** Write an independent clause to match each dependent clause given.

Example: It was the first time (independent clause) that I had been in hospital.
(dependent clause)

- a _____ why I should do my homework now.
- b _____ where the road turns into a gravel track.
- c _____ who served me.
- d _____ as I was leaving.
- e _____ when the magpie swooped.
- f _____ unless you promise not to tell.
- g _____ when he was listening at the window.
- h _____ before you get on the bus.

- 5** Use the introductory words to write dependent clauses to go with the independent clauses.

Example: Because we were careless (dependent clause) we lost the money.
(independent clause)

- a Until _____ you cannot go out.
- b Although _____ I passed the test.
- c If _____ I would travel the world.
- d Unless _____ it will stay that way.
- e When _____ you can rely on your friends.
- f Before _____ turn the water off.
- g Because _____ the students became even noisier.
- h Even though _____ the crops grew.

UNIT 19 Building sentences

Adding to sentences

A sentence that consists of one independent clause can be extended by adding words, phrases or clauses at the start, in the middle or at the end. For example, the independent clause *Josh won* can be built on by adding words:

- at the start
Strong young Josh won. (two adjectives added)
After a gruelling race, Josh won. (a phrase added)
Emile had trained hard but Josh won.
(another independent clause and a coordinating conjunction added)
- in the middle
Josh, **our new class champion,** won. (three adjectives and a noun added)
Josh, **who was a new boy at the school,** won.
(a dependent clause added)
- at the end
When a clause that contains a subject and a verb is added in the middle of a sentence, it is called an **embedded** clause.
Josh, **who trained for two hours every morning,** deserved his medal.
- at the end.
Josh won **strongly.** (an adverb added)
Josh won **by a head.** (a prepositional phrase added)
Josh won **and we were very proud of him.** (another independent clause and a coordinating conjunction added)

Types of sentences

There are three main types of sentences: simple sentences, compound sentences and complex sentences.

- 1 A **simple sentence** has a single independent clause that includes a subject and a verb.
Josh won.
- 2 A **compound sentence** has two or more independent clauses and is usually linked by a coordinating conjunction.
Josh won and we were very proud of him.
- 3 A **complex sentence** has an independent clause and one or more dependent clauses which are linked by a subordinating conjunction.
After a gruelling race, Josh won and we were very proud of him.

Practice

- 1 Add a beginning (using a single word or a phrase) to the sentence.

Example: Unfortunately, the teacher caught me.

- a _____ the passengers clutched their lifejackets.
- b _____ the parcel exploded.
- c _____ Boris won a music scholarship.
- d _____ the pig was saved.

- 2 Insert a single word, phrase or clause into the gaps in each sentence as directed.

Example: The canoe **gradually** capsized. (single word)

- a Sam laughed _____. (single word)
- b _____ the bell rang. (single word)
- c The band played _____. (phrase)
- d _____ the frog croaked to its mate. (phrase)
- e My head hurts _____. (dependent clause)
- f _____ Mandy tore up the ticket. (dependent clause)

- 3 Rewrite each sentence by inserting a word, words, phrases or clauses as directed. Place your addition at the beginning, in the middle or at the end of each sentence.

Example: Lightning struck the tree. (one word) → **Suddenly**, lightning struck the tree.

- a Truffles is a cat. (two words)

- b Fizzy drink tickles your nose. (phrase)

- c They found the buried treasure (phrase)

- d Abseiling is a challenge. (one word)

- e She descended the staircase. (dependent clause)

- f The ground trembled. (phrase)

- g I want to be a songwriter (dependent clause)

- h You are my best friend. (a conjunction and an independent clause)

- 4 Add an embedded clause, which must include a subject and a verb, into the middle of each sentence.

Example: Brave and handsome Warwick the Warrior challenged his opponent to a duel.

- a Though short for her age, _____ the high jump.

- b After school, _____ until dinner.

- c Swinging upside down, _____ in the trees.

- d Finally, _____ the top of the hill.

- e The amazing _____ the audience.

- f Walking to school _____ her book.

- 5 Work in small groups where everyone writes down a subject and a verb. Each person then passes their sentence to the person next to them, who adds a word, phrase or clause before passing the sentence on again. Return each expanded sentence to the original writer. Discuss whether the sentences have been improved by the additions.

Fragments

A fragment is an incomplete sentence. It looks like a sentence because it begins with a capital letter and ends with a full stop, question mark or exclamation mark. However, it does not have the necessary verb and its subject to make it into a proper sentence.

Great book. (fragment)

This is a great book. (sentence)

Ready? (fragment)

Are you ready? (sentence)

A huge spider! (fragment)

I see a huge spider! (sentence)

- Do not use fragments in assignments or other formal writing.
- Use fragments in dialogue if that is the way the person would speak.
'Great book. Loved the film too.'
- Use fragments in informal writing such as diaries or letters.
Concert last night. Jenny late. Dad mad. Just got there in time.

Run-on sentences

A run-on sentence is two or more sentences run together without the correct punctuation or conjunction. A run-on sentence does not indicate where one main idea (independent clause) ends and the next begins.

To correct run-on sentences:

- place a full stop, question mark or exclamation mark at the end of the first independent clause and begin the next sentence with a capital letter
Turn on the light there is something in the room! (run-on sentence)
Turn on the light! There is something in the room. (correct sentence)
- join the independent clauses with a conjunction (and, but, so, or, for, yet) and a comma if the ideas are closely related.
My grandmother is a great cook she makes delicious cakes. (run-on sentence)
My grandmother is a great cook, and she makes delicious cakes. (correct)

Practice

- 1** State whether each group of words is a fragment (F) or a sentence (S).

Examples: Under the stairs. **F**

I hid under the stairs. **S**

- | | |
|--|---------------------------------------|
| a Until the weekend. _____ | d Learning the rules. _____ |
| b Come here right now! _____ | e To write more clearly. _____ |
| c Why do you always blame me? _____ | f My dog swallows flies. _____ |

- 2** Underline the fragments in this piece of dialogue.

'What flavour do you want?'

'Chocolate.'

'Why don't you try something different?'

'I like chocolate. Rich and creamy. Yum!'

'Well, I'm going to try liquorice. Maybe banana. Or pistachio.'

'While you're making up your mind, I'll order chocolate.'

3 Include each fragment in a sentence of your own.

Example: down the drain I dropped my keys down the drain.

- a walking along the beach _____
- b overnight on the train _____
- c inside the garage _____
- d when it was dark _____

A **4** Correct each run-on sentence by placing a full stop at the end of the first clause and beginning the next clause with a capital letter.

Example: He is a great tennis player don't you think so?
He is a great tennis player. Don't you think so?

- a I finished my homework can I watch television?

- b Sue wants to be an actor her mother wants her to be a doctor.

- c Ten runners started the race only three finished.

- d I am taller than my brother he is short for his age.

A **5** Correct each run-on sentence by using a comma and one of the following conjunctions.
and but so or yet

Example: He was nowhere near the creek nobody believes him.
He was nowhere near the creek, but nobody believes him.

- a He had watched a lot of murder mysteries on television he knew the routine.

- b He needs to prove his innocence he might end up in prison.

- c The police thought they had the right man they wanted to close the case.

- d Somewhere in the city the guilty man was hiding he would be found out in the end.

6 In your notebook, continue writing the thoughts of a prisoner. Write two fragments, then two sentences, then two more fragments.

I didn't do it. Who will believe me? ...

UNIT 21 Ambiguous sentences

Ambiguous sentences

Sentences are ambiguous if they have more than one possible meaning. This occurs when words are chosen carelessly or placed in the wrong position, or when not enough information is given.

- 1 Ambiguity can occur when a word is used without considering another possible meaning.
He looked at the table. (The table could be a piece of furniture or a document.)
- 2 Ambiguity can also occur when single words or groups of words are placed **too far** from the word they refer to. The types of words placed in the wrong position can include:
 - pronouns
My brother told Dad he had won the raffle. (Who won the raffle? The pronoun *he* could refer to *my brother* or *Dad*.)
'Dad,' said my brother, 'I've won the raffle.' (meaning clear)
My brother congratulated Dad on winning the raffle. (a different clear meaning)
 - adverbs
My parents have been almost married for 20 years. (They are not *almost* married.)
My parents have been married for almost 20 years. (meaning clear)
 - phrases
Pacing back and forth in the cage, we watched the tiger. (We assume the tiger is the one pacing in the cage!)
We watched the tiger pacing back and forth in the cage. (Now it is clear that the tiger is doing the pacing.)
 - dependent clauses
He concealed the note that he found in his office. (Did he find the note in his office or is that where he hid it?)
After he found the note, he concealed it in his office. (meaning clear)
- 3 A third type of ambiguity occurs when too few words are used, such as in newspaper headlines, advertisements and notices.
English Teachers Attend Conference (Do they teach English or come from England?)
Teachers of English Attend Conference (meaning clear)

Practice

- 1 With a partner, discuss the difference in meaning between each pair of sentences.

Example: The box fell on my head, which was fortunately empty.
The box, which was fortunately empty, fell on my head.

The first sentence means that my head was empty. The second sentence means that the box was empty.

- a We swim only when the beach is patrolled.
Only we swim when the beach is patrolled.
- b The woman who serves me usually has a cold.
The woman who usually serves me has a cold.
- c The fire was put out by the fire brigade before any damage was done.
The fire was put out before any damage was done by the fire brigade.
- d I want the cake in the window that's filled with cream.
I want the cream-filled cake that's in the window.
- e After being given two coats of paint, you should apply the varnish to the chair.
After giving the chair two coats of paint, apply the varnish.

2 Rewrite these headlines, advertisements and notices so that the meaning is clear.

- a Please empty your mug then stand upside down on the sink.

- b Police Help Assault Victim

- c For sale: watchdog, eats anything, fond of children.

- d Miners Refuse to Work After Death

3 Explain the two possible meanings of these sentences.

- a The police found the girl who was lost in the park.

- b I asked if I could try on the jeans in the window.

- c Our club needs more enthusiastic members.

- d The dog bit the man with big teeth.

- e Emmaline told Sarah that her hair needed cutting.

4 In your notebook, rewrite each sentence to make the meaning clear. Note: there may be more than one way to correct the fault.

Example: Driving through the forest, the trees towered above us.

The trees towered above us as we drove through the forest.

- a Her mother died when she was only ten.

- b Bob bet Fatih that his team would win the final.

- c Tanya has now won the walking race three times running.

- d If your cat will not eat its meat, it should be cut up into small pieces.

- e After swimming all morning, the hamburgers smelled good.

UNIT 22 Sentence-writing practice

The lengths of sentences and the way that they begin can be varied to suit your writing.

Sentence length

- Avoid too many short sentences in a row.
Terry woke up. She got out of bed. She had a shower. Then she dressed for school. She had cereal for breakfast as usual. Then something strange happened.
Instead, combine some short sentences to form longer ones.
Terry woke up, got out of bed, had a shower, dressed for school and had cereal for breakfast as usual. Then, something strange happened.
- Avoid too many long sentences in a row.
Our family went to visit friends, but as we drove up to the house, we saw that it was in darkness, so we turned the car around and headed home. Little did we know that they were in the house after all, but they had been robbed and were tied up.
Instead, break up some long sentences into shorter ones.
Our family went to visit friends. We drove up to the house. It was in darkness. We turned the car around and headed home. Little did we know they were in the house after all. They had been robbed and tied up.

Sentence beginnings

To make your writing more interesting, vary the words you use to begin sentences. Do not always start with the subject of the sentence, which is usually a noun or a pronoun.

Con moved to our street last summer. **He** had a good skateboard. **He** played by himself for a while. **Sam** asked if he could join him. **Con** was happy to share his skateboard. **He** is now Sam's best friend.

Instead, start with one of the following:

- an adjective or adverb
Best friends often share an interest. (adjective)
Happily, **Con** let Sam use his skateboard. (adverb)
- a phrase
In the street, Sam saw Con skating by himself.
- a dependent clause
Because Con let Sam use his skateboard, he is now Sam's friend.

Practice

1 Begin the sentence in the ways suggested.

The fire engine arrived.

- a (with an adverb) _____
- b (with an adjective) _____
- c (with a phrase) _____
- d (with a dependent clause) _____

2 Combine some of these eight simple sentences so that three become compound sentences.

The house was dark. We walked up the steps. We went through the door. There was a noise. We stopped and listened. I was scared. Leo seemed brave. Maybe it was only the wind.

- 3 Divide this long sentence into several shorter ones.

Dad was late home from work tonight because his train was late due to an accident further up the line, and he was angry because he wanted to be home in time to take me to basketball practice.

- 4 Combine each group of short sentences into one sentence. You can remove some words and add joining words. Compare your final sentences with a partner's.

Example: Nina feels ill. She has a pain in her stomach. She ate unripe plums yesterday.
Nina feels ill with a pain in her stomach from eating unripe plums yesterday.

- a The doctor came. She took my temperature. She took my blood pressure. She prescribed some medicine.

- b I want to be a doctor. I will need to study hard. I would like to help sick children.

- c My brother broke his arm. We took him to hospital. He was admitted. They put a cast on his arm.

- d We heard the ambulance. It was going very fast. It was probably on its way to an accident.

- 5 Beginning with the word or phrase given, create a series of simple and compound sentences. Include at least three embedded clauses.

Example: Some of us are making a model castle.

- a Snakes _____

- b Sometimes _____

- c Keep _____

- d Let _____

- e Lucky _____

- f All _____

- g Outside the stadium _____

- h After the storm _____

- 6 Introduce yourself in an email to a new friend. Write five sentences, beginning each with a noun or pronoun. Make sure you use a range of sentence types.

UNIT 23 Overview of punctuation

Punctuation

Punctuation is a system of marks used to break writing into manageable parts. The most common punctuation marks are the full stop, question mark, exclamation mark, comma, apostrophe and quotation mark.

- 1 Punctuation marks tell the reader where to slow down or stop. A lack of punctuation leaves the reader out of breath. Adding commas and a full stop shows where to pause and for how long.
Kate grabbed her bag left her house and met her friend at the front gate then they walked to the train station to catch the train to school they did this every morning but this morning was different
Kate grabbed her bag, left her house and met her friend at the front gate. Then, they walked to the station to catch the train to school. They did this every morning, but this morning was different.
- 2 Punctuation marks make the meaning clear. When we barbecue, our neighbour complains about the smoke. (Without the comma after barbecue, the reader might think the neighbour is the meal!)
'Susan,' said Cassie, 'is very popular.'
Susan said, 'Cassie is very popular.' (Placing the comma and quotation marks in different places changes who is popular.)
- 3 Each punctuation mark has its own purpose.
 - The **full stop** ends a statement or command.
The boat sank. (statement)
Swim to shore. (command)
 - The **question mark** ends a question.
Did the boat sink?
 - The **exclamation mark** indicates an emotion.
The boat is sinking!
 - The **comma** separates groups of words or items in a list.
As the boat sank, I leapt overboard, losing my fishing rod, bait, sandwiches and thermos.
 - The **apostrophe** shows that a letter has been left out or that someone owns something (possession).
It's (it is) a shame that I didn't (did not) have a life jacket.
Luckily another fisherman's boat was nearby. (the boat of the fisherman)
 - **Quotation marks** indicate that someone is speaking or that the words are a quotation from another source.
'Float on your back until I reach you,' the fisherman said.
The newspaper described the boat as 'unseaworthy'.

Practice

Each of the punctuation marks discussed is dealt with in detail in the following units. Before you work through those units, try these activities by yourself or with a partner to see how much you know already.

- A 1 Place six full stops where they are needed in this passage.
- Sam checked over his shoulder to see if he was being followed only Mrs Bent could be seen with her shopping trolley as she struggled with the groceries the magpie that nested in the tree outside the bakery swooped down and just missed Mrs Bent's head Sam called out a warning just before it swooped on her again she rewarded him with a smile he wished he hadn't drawn attention to himself

- A 2** Place four commas in this passage.

Sam scooted off as quickly as possible. In his hurry he knocked over the trolley and Mrs Bent's peaches oranges potatoes eggs and newspaper spilled on the path. She called to the baker to help her and shook her old fist at Sam's back.

- A 3** Place four apostrophes in this passage.

Sam felt a little guilty about all this but soon forgot when he thought about his plans with Chris. Theres Chris, he thought. Hell be wondering why I havent arrived. He broke into a jog, stuffing his hand into his pocket to stifle the jingle of metal. He thought of his fathers reaction when he discovered his files and chisels had disappeared.

- 4** Discuss with a partner what might happen next in Sam's story. Then, write four more sentences. Use at least one question mark and one exclamation mark as well as other necessary punctuation.

- 5** Find a few sentences in an article or story. Read them aloud to a partner. Ask your partner to write them down and punctuate them. Compare this with the original passage.

- 6** Listen to someone speaking on talkback radio, on public transport or in the street. Write down what they say. Insert punctuation where necessary.

- 7** In your notebook, write up to half a page describing a film you have seen. Don't use any punctuation. Then, ask a partner to punctuate the piece. Discuss how the punctuation indicates where to pause or stop, or whether it makes the meaning clear.

Sentence-ending punctuation

Full stops, question marks and exclamation marks generally show the end of one sentence and the start of another.

- 1 A **full stop** (.) ends a sentence that states something or gives a command.
 The door closed.
 I love sushi.
 Stop where you are.
 Take your medicine.
- 2 An **exclamation mark** (!) ends a word, phrase or sentence that expresses a strong emotion.
 Wow! (a word showing excitement)
 No way! (a phrase showing anger)
 I don't believe you! (a sentence showing disbelief)
 - Exclamation marks are useful to show the reader the tone being used. However, they lose their impact if used too often, and you only need one at a time!
 It is amazing! I won the competition!
 I only entered at the last minute! I got all the answers right! (The second, third and fourth sentences could end with a full stop.)
- 3 A **question mark** (?) ends a sentence that asks a direct question.
 Are you coming to the party?
 - If the question is part of a conversation, place the question mark at the end of the spoken words.
 'Are you coming to the party?' asked Jane.
 - If there is a series of questions, each one is followed by a question mark.
 Do I have everything? Bathers? Sunscreen? Bucket and spade?
 - If you are not sure whether a sentence should end with a question mark, ask whether the speaker or writer expects an answer.
 'What are you going to wear?' asked Jane's mother. (A direct question requires a question mark.)
 Her mother asked Jane what she was going to wear. (An indirect question does not require a question mark.)

When you read a direct question aloud, your voice rises at the end. When you read an indirect question aloud, your voice falls at the end.

Practice

- A 1 Rewrite this passage by placing a full stop at the end of each of the four sentences. Begin the next sentence with a capital letter. Remember that each sentence should make sense on its own and contain a subject and its verb.

Tony and David caught the train to the city they were going to see a film unfortunately the train was very late they missed the start of the film

- A 2** End any direct questions with a question mark. End indirect questions with a full stop.

Examples: Where is the nearest doctor?
He asked me to the dance.

- a Why are you wearing that colour _____
- b The teacher asked us to hand in the homework _____
- c What subjects do you like best _____
- d How many kinds of whales are there _____
- e I wonder if it will rain tomorrow _____

- 3** Write a word, phrase or sentence that ends with an exclamation mark to express each of the following emotions.

Example: (pain) That hurts!

- a (delight) _____
- b (disappointment) _____
- c (surprise) _____
- d (fear) _____

- A 4** End each sentence with the appropriate punctuation mark.

Examples: The house is on fire!
Where is the hose?
We managed to put out the fire.

- a What will happen when your mum finds out _____
- b Watch out _____
- c The sun came out _____
- d Try this soup _____
- e Has that cat only got three legs _____

- A 5** Rewrite the following letter, inserting three full stops, two question marks and one exclamation mark where appropriate.

How are you What is the weather like up your way I bet it's warmer than here It's freezing here Ugh You made the right decision to move

- 6** In your notebook, write a letter to a friend you have not seen for a long time. Use a full stop, question mark and exclamation mark at least once each in a paragraph of six sentences.

UNIT 25 Commas

Using commas

The comma is the most often used punctuation mark within a sentence, and it indicates the shortest pause. Commas are used to separate points that otherwise might confuse the reader.

- 1 Commas are used instead of *and* to separate items in a list or a series of actions.
I like writing stories, poems and letters.
I ran out of the house, across the road, into the front garden opposite and onto their verandah.
 Notice that you do not need a comma before the word *and* as the conjunction already separates the last two things.
- 2 Commas are used to make the meaning clear.
Theo was mad at his sister, and his father was angry with him. (The comma shows us that Theo was mad at his sister, not both his sister and his father.)
- 3 Commas can separate a dependent clause from an independent clause in a complex sentence.
After years of trying, I finally stopped biting my nails.
- 4 A pair of commas can show that the words in between them give extra information that could be taken out. A pair of commas can also be used to separate an embedded clause.
Our cat, Muffin, thinks she is a dog.
Our cat thinks she is a dog.
Our teacher, who used to be at another school, makes English fun.
Our teacher makes English fun.
- 5 Commas are used to show that someone is being spoken to.
'Have you two met, Sarah?' (Without the comma, the reader would think that the two people were about to meet Sarah. Placing a comma before Sarah shows that she is being spoken to.)

Practice

- A 1 Draw a line to match the sentence in the first column with the type of comma used in the second column.

Example: There were cakes, biscuits, chips and nuts on the table.	separate a series of actions
a My cousin, the one who owns the café, is coming to stay with us.	separate items in a list
b As soon as we started painting, the sky clouded over.	separate items in a list
c Listen, children, to the story for today.	indicate extra information
d Pack your bathers, sunscreen, hat and sunglasses.	make the meaning clearer
e The vet lifted Muffin onto the table, held her firmly, gave her the injection and said what a good cat she was.	show who is being spoken to

- A 2 Separate the series of items or actions with commas where necessary.

Example: Dad selected the paint, chose the right brush, put on his overalls and fetched the ladder.

- a I like playing cricket tennis hockey and basketball.
- b The shop sells second-hand books magazines and comics.
- c The boy came home from the match tired dirty and bruised.
- d In the zoo we could hear the chatter of monkeys the screeching of birds and the trumpeting of elephants.
- e I chose my topic made some notes wrote a draft of my story and then rewrote it.

- 3** Place words from the list in the spaces. Use each word only once.
sugar, geography, salt, rabbits, butter, English, mirrors, art, sauce, cards, science
- a** Pass me the _____, _____, _____ and the _____.
- b** _____, _____, _____ and _____ are popular subjects.
- c** The magician did tricks with _____, _____ and _____.
- 4** Use commas to separate the embedded clause, or extra information that could be left out of each sentence.
- Example:** My aunt the one who lives in Sydney is coming to stay.
My aunt, the one who lives in Sydney, is coming to stay.
- a** A goldfish if you take good care of it can live quite a long time.
- b** The book I am reading the latest one by my favourite writer is very funny.
- c** Some students those who had finished the test early were allowed to leave the room.
- d** The injured woman the daughter of a local farmer had driven her car off the road.
- 5** Place commas where necessary to make the meaning clearer.
- a** While Toby was dressing the cat lay asleep at the foot of his bed.
- b** She slammed the door and the picture fell off the wall.
- c** Cordial spilled over the table and the tablecloth turned red.
- d** At age 18 people register to vote.
- 6** Place commas where necessary to separate the person being spoken to from the rest of the sentence.
- a** 'I want to see the lions and tigers eat Mum.'
- b** 'Wait here Mr and Mrs Thompson while I check your reservation.'
- c** 'Matilda if you come now we will be on time.'
- 7** Provide extra information between each set of commas.
- a** Thao, the girl who _____, is nine years old.
- b** Let's see *Gruesome Twosome*, the film about _____, before it's taken off.
- c** I have lent my favourite book, _____, to my friend.
- d** The experiment, which _____, was never repeated.
- 8** Use commas where necessary in the following sentences.
- a** We read poems plays and novels in our English class.
- b** 'Let's eat Jenny,' said Susan to her best friend.
- c** Computers especially the latest ones can be difficult to use.
- d** When he eats the cat keeps an eye out for the dog.
- e** 'Mr Johnson can you help me with this exercise?'
- f** I closed the door and the window rattled.

Contractions

A contraction is a shortened form of a word or words. An apostrophe is used to indicate that one or more letters have been left out of a word.

We use an apostrophe to join two words together when we write informally.

I **do not** want to see you when **you are** in this mood. (formal writing)

I **don't** want to see you when **you're** in this mood. (informal writing)

We use contractions in direct speech.

'I **can't** (cannot) come to your house.'

'**Aren't** (are not) you allowed?'

'**That's** (that is) right. **Mum's** (Mum is) on the warpath.'

Commonly used contractions include:

- can't (cannot)
- don't (do not)
- he's (he is/has)
- I've (I have)
- isn't (is not)
- I'll (I shall/will)
- let's (let us)
- she's (she is/has)
- there's (there is/has)
- they're (they are)
- we're (we are)
- we'll (we shall/will)
- won't (will not)
- you're (you are)

It's and its

The contraction **it's** always means *it is* or *it has*.

It's (it is) raining.

It's (it has) been raining for a week.

Its without an apostrophe is used to show possession.

The dog wagged **its** tail.

Who's and whose

The contraction **who's** always means *who is* or *who has*.

I wonder **who's** (who is) invited to the party.

Who's (who has) been eating my porridge?

Whose is used to show that someone possesses something.

Mai is the girl **whose** dog is lost.

Practice

A 1 Underline the contraction in each sentence, then write it out in full.

Example: Here's my resignation.

here is

- a** I've no idea what you mean. _____
- b** I hadn't seen my uncle for two years. _____
- c** Where's the nearest post office? _____
- d** Let's play a game. _____
- e** There's no milk in the fridge. _____
- f** It's no use crying over spilt milk. _____
- g** Harry's been in bed all day! _____
- h** Why can't I, Mum? _____
- i** Won't you be late? _____
- j** They're doing their homework. _____
- k** I'm going to the shops. _____
- l** Haven't you finished yet? _____

2 Write sentences in which you use the contractions of the given words.

Example: (does not) Her voice **doesn't** sound in tune.

- a (could have) _____
- b (would not) _____
- c (she is) _____
- d (they had) _____
- e (will not) _____
- f (they are) _____

3 Fill in the spaces in this telephone conversation with one of the contractions from the list. You will not need them all, and you can use one more than once.

you've can't I'm I've you'd it's

'Is that Geraldine?'

'No, _____ afraid _____ dialled the wrong number.'

'Oh, _____ sorry.'

'Never mind. _____ done that often myself. _____ better check it again.'

A 4 Underline the correct form of the word for each sentence.

Example: The baby threw (it's/its) food on the floor.

- a Guess (who's/whose) coming to town?
- b (It's/its) time for a serious talk.
- c (Who's/whose) jacket is that?
- d (It's/its) an intelligent dog that knows (it's/its) name.
- e Tell me (who's/whose) coming to the party.
- f The cat washes (it's/its) coat all the time.

A 5 Place apostrophes where necessary.

Example: Isn't it a pity you're late?

Isn't it a pity you're late?

- a Doesn't anyone know who's to blame?
- b Julie couldn't believe she'd won the competition.
- c You're joking, aren't you?
- d Let's pretend we're on a desert island.
- e It's a shame that's all the money you're paid.
- f Julie's finished her homework and gone to the movies.

- 3** Place apostrophes where necessary in these sentences. First, check whether the owner is singular or plural.

Example: The womans husband was at work.
The woman's husband was at work.

- a My job was to hang up the guests coats.
- b Mr Smiths new car is red.
- c Australias native animals need protection.
- d It is best to leave Fidos bone alone.
- e Mum says she needs a weeks holiday.
- f I was called into the managers office.
- g Harrys and Williams new puppies are from the same litter.
- h After their win, the teammates morale was high.

- 4** Begin a sentence with each of the owners shown. Add **-s** and apostrophes where necessary.

Example: Mr Brown's garden is overgrown.

- a A child _____
- b Two women _____
- c A baby _____
- d My friends _____
- e My family _____
- f Our neighbour _____
- g The students _____
- h Children _____

- 5** Add apostrophes where necessary to show possession.

Example: The suns rays poured into the room.

The sun's rays poured into the room.

- a Judys room is a mess.
- b Cats whiskers tickle.
- c Mum made a doctors appointment for me.
- d I stayed at Joes house.
- e Six students bikes were stolen.
- f The cats bowl needs washing. Its filthy.
- g My sisters bicycles are kept in the garage.
- h Hannahs and Emmas speeches were the best.

UNIT 28 Punctuating speech

Quotation marks

Quotation marks (or inverted commas) are used to punctuate direct speech (spoken words) to make it clear that a person is speaking. They are used at the start and finish of the spoken words.

Either single or double quotation marks (‘ ’ or “ ”) may be used, as long as the writer is consistent.

Using quotation marks

A sentence may contain both direct speech and unspoken words. These may be arranged in different ways within the sentence.

- a sentence may consist entirely of direct speech
‘Are we going soon?’
‘In a minute.’
- direct speech may be introduced by unspoken words
Jack asked, ‘Are we going soon?’
- direct speech may be followed by unspoken words
‘In a minute,’ said his mother.
- direct speech may be interrupted by unspoken words
‘In a minute,’ said his mother. ‘Just be patient.’
- Direct speech is separated from the rest of a sentence by **commas**, except where a question mark or exclamation mark is used.
‘You look cheerful,’ she said.
‘What is that you’re carrying?’ he asked.
‘How dare you!’ she screamed.

- After any unspoken words, the direct speech continues without a capital letter, unless it is the beginning of a new sentence.
‘Well,’ he sighed, ‘what have you got to say for yourself?’ (The spoken sentence is ‘Well, what have you got to say for yourself?’)
- ‘You look cheerful,’ she said. ‘Have you won the lottery?’ (The spoken sentences are ‘You look cheerful. Have you won the lottery?’)
- A new paragraph is started when there is a change of speaker.
‘Do you understand quotation marks yet?’ asked Peter.
‘It’s really hard to know where they go,’ said Will.
‘It’s just as well we’re not writing this conversation down, then!’ said Peter.

Quotation marks are also used when quoting someone else’s spoken or written words.

Practice

- A 1 Enclose the spoken words in quotation marks. Other punctuation marks are provided.

Example: There is someone at the door, yelled Mark.

‘There is someone at the door,’ yelled Mark.

- a The doctor said, You need to rest and drink plenty of fluids.
- b You’ve got some explaining to do, said the teacher. Come with me.
- c What do you want for your birthday? Kara asked her friend.
- d When I go to a restaurant, she said with a gleam in her eye, I have to have the richest dessert.
- e This music is too loud! cried the teacher as she put her hands over her ears.
- f So, how did your soccer match go? he asked his son.

UNIT 29 Capital letters

Capital letters

Capital letters (or letters in upper case) assist clear communication by showing where sentences begin. They also help us recognise names of particular people, places and things.

Using capital letters

- 1 Capitalise the first word in every sentence and the first word in direct speech.
Eels are slippery.
Joe asked, 'Catch anything?'
- 2 Capitalise every proper noun. Proper nouns include:
 - people
Frances Granger
Doctor Ming Chu
President Clayton
Aunt Sarah
 - places
Athens, Greece
Parliament House
New South Wales
the Great Barrier Reef
 - organisations or institutions
Red Cross
Melbourne High School
 - the days of the week, months of the year and holidays (but not the seasons)
Monday
March
Ramadan
Easter
- nationalities, languages and religions
Japanese
Hebrew
Buddhism
Christianity
- the titles of books, films, plays, works of art and musical compositions
Star Wars
Journey to the Centre of the Earth
- the names of brands and products
a Holden car
a Holden Commodore
- 3 Capitalise adjectives formed from proper nouns.
the Australian flag
- 4 Do not capitalise common nouns (nouns that refer to general people, places or things).
the doctor
your mum and dad
a river
our school
- 5 Capitalise the pronoun *I* at all times.
Everyone hoped that *I* would do well at school.

Note that in titles and headings, all words are capitalised except articles (the words the, a, and an), conjunctions, and prepositions that have fewer than four letters.

Practice

- A 1 Use capital letters to start the first word in each sentence and the first spoken word.
- 'what are you doing?' asked John as he sat down beside his dad.
his dad looked up. 'just trying to fix this toaster for your mum.'
'why don't you buy her a new one?' asked John. 'mother's day is coming up.'
his dad shook his head. 'i'm thinking of getting her a chainsaw for that!'

- 2 Use each of these common and proper nouns in a sentence. You do not need to start the sentence with the word.

Example: captain/Captain

I would like to be the **captain** of the football team.

Brave **Captain** Forbes led the attack.

- a father/Father

- b professor/Professor

- c river/River

- A 3 Begin each of the proper nouns with a capital letter.

Example: The salvation army helps people in need.

The Salvation Army helps people in need.

- a The timor sea separates australia from indonesia.
 b Will I see you on saturday?
 c Dad drives a ford but mum prefers toyota.
 d Mum raves on about an old film called *casablanca*.
 e One of my friends is turkish and another is lebanese.

- A 4 Write the adjective for each of the proper nouns and use it in a sentence.

Proper noun	Adjective formed from the noun	Sentence
Example: Australia	Australian	Australian beaches are beautiful.
a America		
b Tibet		
c Iran		
d France		
e Ethiopia		
f Vietnam		

UNIT 30 Abbreviations

Types of abbreviations

- An **abbreviation** is a shortened form of a word or words.
- A **contraction** is a type of abbreviation, which is formed by omitting letters from the middle of a word.
- An **acronym** is a type of abbreviation, which is formed by using the first letters of a group of words. These letters can be pronounced as a new word.

Using abbreviations

Abbreviations are useful in informal writing or making notes. However, words should be written out in full in more formal writing such as assignments and essays.

- 1 A full stop marks the end of an abbreviated word when the last letter of the abbreviation is not the same as the last letter of the whole word. For example:
 - days of the week
Sun. Mon. Tues. Thurs. Sat.
 - months of the year (note: May, June and July are not abbreviated.)
Jan. Feb. Apr. Aug. Oct. Dec.
 - others
gen. (general) p. (page)
Vic. (Victoria) vol. (volume)
etc. (et cetera) approx. (approximately)
cont. (continued)
- 2 Contractions that end with the same letter as the whole word do not require a full stop.
Dr (doctor) Ave (avenue)
St (street) Rd (road)

- 3 Acronyms and abbreviations made up of the first letters of each word do not need full stops.
 - acronyms
WHO (World Health Organization)
sonar (sound navigation and ranging)
 - abbreviations
DVD (digital video disk)
MP (Member of Parliament)
- 4 Units of measurements are shown as abbreviations in scientific and technical writing. They do not end with a full stop.
cm (centimetre) m (metre)
kg (kilogram) g (gram)
km/h (kilometres per hour)
- 5 Latin abbreviations are useful in notes and other informal writing.
e.g. for example (exempli gratia)
i.e. that is (id est)
etc. and so forth (et cetera)
a.m. before noon (ante meridiem)

Practice

- A** 1 Write the abbreviation of each of these words. Check whether it ends with a full stop or not.

Example: crescent cres.

a mountain _____

d sergeant _____

b professor _____

e minute _____

c junior _____

f corporation _____

- 2 Write an advertisement for a computer sale using as many abbreviations as you can. Swap with a partner and write out their advertisement in full.

A 3 Write out each abbreviation in full.

a The courier co. said the parcel would arrive asap. It had to come from WA.

b On Thurs. Jan. 30 at 2 a.m. a 4WD travelling at 120 km/h along Smith Rd crashed into a VW that had crossed to the wrong side of the hwy.

c WB home. Feat. inc. lge with OFP, sep. din., kit. with DW, 3 BRs with BIRs, ren. bath., GDH and DLUG.

A 4 Use a dictionary to find both the definition and the full Latin term for each of these abbreviations.

a cf. _____

b viz. _____

c p.m. _____

d NB _____

e PS _____

5 Use the four Latin abbreviations listed on the opposite page in a brief diary entry about an important day in your life.

6 Write an SMS to a partner in which you give the following information. Keep your message as short as possible!

- the event you are both going to
- when and where you will meet
- what to bring
- who else needs to be told about the event

UNIT 31 Punctuation practice

1 Draw a line to match the punctuation mark to its use in the second column.

- | | |
|------------------------------|---|
| a A full stop | ends an expression of emotion. |
| b A question mark | separates words or groups of words. |
| c An exclamation mark | indicates a proper noun or the start of a sentence. |
| d A comma | ends a statement or command. |
| e An apostrophe | is a shortened form of a word. |
| f A quotation mark | encloses spoken words. |
| g A capital letter | ends a direct question. |
| h An abbreviation | shows ownership or a contraction. |

2 Use the appropriate punctuation mark to end each sentence. (Look for capital letters that indicate the start of a new sentence.)

How could you The tickets cost me a lot of money Why didn't you tell me you couldn't come
Honestly How am I going to find someone else to go with If you had just given me some warning,
I could have asked John You really are the limit sometimes

3 Add the appropriate end punctuation mark. Then, state whether each sentence is a direct or indirect question.

Example: I asked the teacher if I could leave the room. **indirect**

- | | |
|---|-------|
| a I want to know the details of the crime | _____ |
| b Did you see a person acting in a suspicious manner | _____ |
| c I wonder if I could visit the crime scene | _____ |
| d I was asked to give my opinion of the motive | _____ |
| e Why would anyone steal a rabbit | _____ |

4 Insert commas in this story, where necessary.

Josh my oldest friend from primary school had his birthday last week. Now it's my turn.
'Mum how many friends can I ask to my party?'
'I think five will be enough Sam' she said.
So I'm inviting Josh Cameron Ella Dimitri and Lena my cousin from the country. That's five.
'Can we go to McDonald's?' I asked.
'No' Mum said. 'You can have all the salad chicken broccoli and turnips you want.'
Josh was thankful she was joking.

5 Remove any incorrect apostrophes and insert necessary ones in these sentences.

- a I think its time to test you on apostrophe's.
- b Bruno ate a whole packet of chip's.
- c The childrens bicycles were confiscated.
- d Whos been eating my porridge?
- e Are you coming to Thursdays class?
- f The Jone's house is for sale.
- g Uncle Teds moustache is very long.
- h Is this anyones pen?

6 Change the following into direct speech, making any other changes that are needed. Take care to use quotation marks correctly and to begin a new paragraph for each change of speaker.
Tom asked me where I was going for the holidays and I said that I wasn't sure as the beach house we usually stayed in was not available. He asked me if I would like to stay with his family. I said that would be fun.

7 Rewrite the following text and insert capital letters where necessary.

The tourists drove across the simpson desert in their toyota landcruiser. They ran out of water but had a few bottles of coca-cola. The only food left was a mars bar. Luckily they had let the south australian police know where they were going. Next day a search party from adelaide found them.

8 Replace each bold expression with its abbreviation. Remember to check whether each one requires a full stop or not.

Meet you at **9 o'clock in the morning** on **Tuesday** at **number** 5, Blood **Street**, which is **Doctor** Grizzly's house.

UNIT 32 Letters and syllables

Vowels and consonants

All letters in the English alphabet are either vowels or consonants. **Vowels** are the letters **-a, -e, -i, -o** and **-u**. All the other letters are **consonants**. The letter **-y** sometimes acts as a vowel and is pronounced in different ways:

- In rhythm the **-y** is pronounced like the **-i** in *bit*.
- In rhyme the **-y** is pronounced like the **-i** in *time*.
- In story the **-y** is pronounced like the double **-e** in *freeze*.

Alphabetical order

To put words into alphabetical order or to look up words that are arranged alphabetically, the first letter (or letters) commands the order.

animal, carrot, danger, Melbourne, parting

If two words start with the same letter, the second letter will decide the order.

acorn, addition, again

If words start with the same two or three letters, the third or fourth letter will decide the order, and so on.

notebook, nothing, notice

Syllables

- A syllable is the shortest unit of pronunciation. It may consist of one or more letters. It will sometimes be a word and sometimes, not.
a, to, erl, sen, charm
- A word may contain one or more syllables.
bet, bed, ant, disc (one syllable)
bett/ing, bed/room, an/tics (two syllables)
- Words can be divided into syllables by making a division between a pair of consonants.
bet/ting, dis/cuss, an/tics
- A compound word can be divided into the two words from which it is formed.
board/room, seat/belt, pass/port

Practice

1 Arrange these groups of words in alphabetical order.

- a** bouncing, beautiful, beast, bountiful, bell, bending, baggage _____

- b** Johnson, Johnstown, Johnsville, Jonathon, John _____

- c** Melbourne, Bathurst, Perth, Gundagai, Newcastle, Adelaide _____

- d** fishery, fishing, finish, furnish, fishy, finishing, furnishing _____

2 Add a word to each space but keep the words in alphabetical order as shown in the first row.

apron	attend	catty	digging	dolphin	fungus
a dance		film		game	
b	brake		break		broken
c height		high		hopping	
d	fast	feast		force	
e no		note		nothing	

3 In your notebook, write the given names of all the people in your class in alphabetical order.

A 4 Divide these words into their syllables.

Example: supper sup/per

Ellen coffee Hobart pencil assignment fifteen happening homework engine

Jenny burglar lightning envelope yellow quarter surprise whisper

staffroom wetsuit raindrop headache endless milkshake impossible understanding

5 Write words of one, two and three syllables that are connected with the topic in the first column.

Topic	1 syllable	2 syllables	3 syllables
Example: insects	bee	cric/ket	grass/hop/per
a driving			
b fun			
c school			
d illness			
e sport			
f food			

6 Hold a competition to see who can find the greatest number of words with four syllables in a given time.

A 7 Unscramble these words so that each matches its meaning. All of the words start with *a* and will be in alphabetical order when you finish. The number in brackets indicates the number of letters in each word.

carchitte fafentio actecealer darchain darkvara banomral grlaliato
 eqatudea labies lanuna palabeth bimaniaph roanch enquiat

- a aa _____ (8) an African animal with a piglike body and a thick tail
- b ab _____ (8) something different from what is normal
- c ab _____ (6) to descend a rock face on a rope that is fixed at a higher point
- d ac _____ (10) to move faster
- e ad _____ (8) enough
- f af _____ (9) love or liking
- g al _____ (9) a reptile of the crocodile family
- h al _____ (8) the letters used in writing a language
- i am _____ (9) an animal able to live both on land and in water
- j an _____ (6) a heavy metal structure to moor a boat to the sea bottom
- k an _____ (6) happening every year
- l an _____ (7) belonging to the distant past or in the style of old times
- m ar _____ (8) a member of the class of animals including spiders and scorpions
- n ar _____ (9) a designer of buildings

UNIT 33 Prefixes and suffixes

Prefixes

A prefix is a group of letters placed at the start of a word to change its meaning.

appoint → **dis**appoint able → **un**able

Common prefixes include:

- anti- (opposite or opposed to) **antidote**
- auto- (by oneself or itself) **automobile**
- bi- (two) **bicycle**
- dis- (opposite or not) **disability**
- ex- (out of) **export**
- hemi- (half) **hemisphere**
- micro- (small) **microchip**
- mis- (badly or wrongly) **misfit**
- post- (after) **postnatal**
- pre (before) **predict**
- re- (to do again) **redirect**
- semi- (half or partial) **semiconscious**
- sub- (below) **submarine**
- un- (to undo or reverse) **untangle**

Many words have an opposite (antonym) formed by these and other prefixes:

- | | | | |
|--------|-------|--------|--------|
| • dis- | • im- | • ir- | • non- |
| • il- | • in- | • mis- | • un- |

uneasy, dislodge, insecure

Suffixes

A suffix is a letter or group of letters added to the end of a word to change its meaning.

grease → **greasy** fight → **fighting**

Common suffixes include:

- -able and -ible (having the ability) **laughable, edible**
- -ant (related to) **dormant**
- -ful (complete, or to the limits of something) **hopeful**
- -ish (having the qualities of) **childish**
- -less (without) **hopeless**
- -like (similar to) **childlike**
- -ly (in that manner) **sadly**
- -meter (an instrument for measuring) **speedometer**
- -ness (state of, act of) **happiness**
- -ship (a skill or quality) **workmanship**

Adding a suffix can change a word's part of speech.

grease (noun or verb) → **greasy** (adjective)
polite (adjective) → **politeness** (noun) →
politely (adverb)

Practice

1 Use a dictionary to find a word that starts with each of these prefixes and then give its definition.

Example: anti- anticlockwise—in the opposite direction to the movement of the hands of a clock

- | | |
|--------|-------|
| a auto | _____ |
| b anti | _____ |
| c bi | _____ |
| d dis | _____ |
| e sub | _____ |
| f pre | _____ |

A 2 Use one of the suffixes -able, -ful or -ship to make the correct form of the word in brackets. Check the spelling before you write the new word.

Example: Friendship (**friend**) is valuable.

- a The car is _____ (**wonder**) to drive despite its age.
- b Early settlers faced _____ (**hard**) on the land.
- c Rice is _____ (**plenty**) in Asia.
- d Although the house had only two bedrooms, it was _____ (**comfort**) enough for now.
- e Max is always _____ (**rely**) in an emergency.

- A 3 Complete the blanks in each sentence to make a word that ends with the given suffix.

Example: If it is from imagination, it is imaginary.

- a She is a keen _____ **or** after spending time on a friend's yacht.
 b Call me on the _____ **phone**.
 c Famous people are always asked to sign an _____ **graph** for their fans.
 d The king lost his _____ **dom** in the war.
 e _____ **omy** is the study of the stars.

- A 4 Complete each sentence with a word that ends in the suffix -ant.

Example: A curr**ant** is a small dried fruit.

- a This fishing bird is called a c____ant.
 b There is a d____ant view of mountains.
 c This e____ant person is wasteful with money.
 d Clean up your room this i____ant.
 e A t____ant rented the room over the shop.

- A 5 Add one of the prefixes dis-, mis-, un- or im- to each word to make its antonym (opposite).

- | | | | |
|----------------|---------------|----------------|----------------|
| a _____judge | f _____guided | k _____trust | p _____credit |
| b _____fit | g _____obey | l _____helpful | q _____agree |
| c _____loyal | h _____colour | m _____able | r _____approve |
| d _____connect | i _____harmed | n _____do | s _____infect |
| e _____appear | j _____giving | o _____likely | t _____proper |

- A 6 Add one of the suffixes -ly, -ness, -able, -ful, -ish, -less or -like to each word to change it to the part of speech shown in brackets. Use each suffix only once.

Example: He behaved like a **fool**. (noun)

His behaviour was **foolish**. (adjective)

- | | |
|---|---------------------------------------|
| a Foxes are quick . (adjective) | The fox ran _____ (adverb) |
| b What a bright colour . (noun) | The shirt is _____ (adjective) |
| c The cheetah is like a cat . (noun) | The cheetah is _____ (adjective) |
| d Everyone's happy . (adjective) | They're full of _____ (noun) |
| e He hurried into the room (verb) | He came _____ into the room. (adverb) |

UNIT 34 Word origins

Where words come from

Understanding where words come from can help you to understand unfamiliar words and to spell difficult ones.

- Words in the English language have a variety of origins. For example:
 - feminine comes from the Latin *femina* (woman)
 - rosella comes from the early farming area Rosehill in New South Wales
 - alarm comes from old French and Italian *all'arme* (to arms)
 - kindergarten comes from the German *kinder* (children) and *garten* (garden).
- Dictionaries give the origin of some words. In general, the larger the dictionary, the more information about word origins it gives. The following are from the *Oxford Australian Student's Colour Dictionary*.
 - monocle *noun* an eyeglass for one eye only. [from *mono-*, [short answer] Latin *oculus* = eye]. This word is made up from the Greek *monos* (alone) and the Latin *oculus* (eye).
 - mandala *noun* a symbolic pattern used in Hindu and Buddhist art and meditation. [Sanskrit, = a disc]. This word comes from the Sanskrit word for a disc.
- Many words have more than one part and each part adds to the word's meaning.
 - The word bicycle comes from the Greek *bi* (two) and *kuklos* (wheel).
 - The word denim comes from French: *de* (of) and *Nîmes* (the name of the French town where the fabric was first made).
- If the meaning of a word has changed over time, its connection with its origin may not be clear.
 - crocodile: from the Greek *kroke* (pebbles) and *dricos* (worm). It meant a worm that lay on the pebbles.
 - daisy: from the Anglo-Saxon *daeges* (day's) and *eage* (eye). A daisy flowers in the sun and looks like an eye.
 - escape: from *ex* (out) and *cappa* (cape or cloak). One way of escaping was to wriggle out of your cloak and leave your captors holding it.
 - gossip: from *God* and *sib* (sibling). Gossips were originally people who acted as godparents at a baby's christening.
 - nice: from the Latin *ne* (not) and *scire* (to know). It originally meant ignorant or foolish; a nice person did not know much.

Practice

- A 1 Write each word from the list below next to its origin, looking carefully for any clues given.
- thirteen, magazine, fortnight, calendar, sandwich, thug, scone, leopard, school
- from the Greek *schole* (leisure) and Latin *schola* (learned discussion) _____
 - from the Dutch *schoon-brot* (fine bread) _____
 - from the Anglo-Saxon *threteen* (three and ten) _____
 - from the Arabic *makhazin* (storehouse) _____
 - from *thugee*, Indian followers of Kali, the Hindu goddess of destruction _____
 - from *leo* (lion) and *pard* (panther) _____
 - named after an English earl who needed convenient food to eat while gambling _____
 - a contraction of fourteen nights _____
 - from the Roman *calendarium* (account book) _____

A 2 Fill in the blanks to complete each word. Refer to a dictionary if necessary.

- a acro ___ from the Greek *akros* (topmost) and *batos* (walking)
- b a _____ or from the Spanish *el legarto* (big lizard)
- c al _____ t from *alpha* and *beta*, the first two letters of the Greek alphabet
- d b _____ e from the Haitian *barbacoa*
- e b _____ r from the Latin *barba* (beard)
- f ch _____ from the Anglo-Saxon *ceap* (price, barter, bargain)
- g c ___ p ___ from the Latin *come* (together) and *panis* (bread)
- h f _____ y from the Latin *familia* (household)
- i gr _____ i from the Italian *graffio* (scratching) and the Greek *graphos* (drawn / written)
- j m _____ ede from the Latin *mille* (thousand) and *ped* (foot)
- k n _____ l from the Anglo-Saxon *nose* and *thirl* (nose hole)
- l t _____ o from the Tahitian *tatau* (marking of skin)
- m to _____ re from the Latin *turtura* (twisting or turning)
- n u _____ a from the Latin *umbra* (shade)

3 Look in a dictionary of names to find the origins of names of three people you know. The name Jameson, for example, originally meant son of James. Other names such as Smith and Fletcher originated from the ways in which people were employed, for example a smith is someone who works with metals.

4 Look in dictionaries and other resources such as music reference books for the origin of the names of these musical instruments.

- a piano _____
- b piccolo _____
- c trombone _____
- d saxophone _____
- e harpsichord _____
- f oboe _____
- g xylophone _____
- h timpani _____

5 As a class, list foods and drinks you know and the country in which they originated.

Examples: paella (Spain)
cappuccino (Italy)

6 Working in pairs, list unusual words from the dictionary, and find their meaning and as much as you can about their origins. Share your words with the whole class. Here are some words to start with: peccadillo, tintinnabulation and bivouac. If your dictionary does not give the word's origins, make them up—but be sure to tell the class that they are inventions!

UNIT 35 Synonyms and antonyms

Synonyms

A synonym is a word that means the same (or nearly the same) as another word.

leave → depart

Words may be similar in meaning without being true synonyms. One word may express a particular shade of meaning or be more suitable for a particular situation than another.

move: change, shift, switch, transfer, transport, turn, jump, send, relocate, proceed, go

Antonyms

An antonym is a word that means the opposite to another word.

wet → dry

Many antonyms are formed by adding the prefixes dis-, im-, in- and un-.

honest → dishonest

possible → impossible

sane → insane

safe → unsafe

Using synonyms and antonyms

When used in sentences, synonyms and antonyms need to match the part of speech of the word that they replace.

noun: warmth

verb: yell

synonym: heat

synonym: shout

antonym: coolness

antonym: whisper

adverb: sleepily

adjective: quick

synonym: drowsily

synonym: fast

antonym: alertly

antonym: slow

By using synonyms and antonyms, you can avoid repetition and make your writing more interesting.

Brooke was asked to take **back** her rude remark, go to the **back** of the queue and sit at the **back** of the bus.

Brooke was asked to **retract** her rude remark, go to the **end** of the queue and sit at the **rear** of the bus.

Practice

A 1 Draw a line to match the words in the first column with a synonym from the second.

a wealthy

cheerful

b politely

lovingly

c affectionately

occasionally

d happy

unwisely

e weak

rich

f foolishly

feeble

g sometimes

courteously

A 2 Underline the two words that have a similar meaning to the single word in brackets.

a tiny, large, miniature (**small**)

b flower, smell, perfume (**odour**)

c enormous, huge, dangerous (**large**)

d commanded, enquired, questioned (**asked**)

- A 3** Write a synonym for each word below. The first letter is given for you.

a bloom (6) f _____ **d** pretty (6) l _____
b flavour (5) t _____ **e** scared (10) f _____
c dislike (4) h _____ **f** wound (6) i _____

- 4** Use synonyms for the words below in sentences of your own.

a ask _____
b aid _____
c scowl _____
d false _____
e asleep _____
f worthless _____

- A 5** Form antonyms for each word by adding one of the prefixes dis-, im-, in- or un-. Then, use the words to complete the paragraph.

possible patient pleasure obeyed direct certain comfortable
 The whole holiday was a disaster. Dad hates freeways so we took the _____ route around the hills. We had to keep stopping because Gina was carsick and it was _____ to arrive in time for dinner. The hotel was crowded and the beds were _____. Next day, Gina became _____ when I was _____ about which track led to the beach. She _____ Dad's order to swim between the flags and he showed his _____ by refusing to buy her an ice-cream.

- A 6** Use any of these 16 letters to form antonyms for the words that follow. You may use the letters more than once.

s d w a r b h t o f i e l y k n

a long _____ **e** light _____ **i** love _____
b high _____ **f** far _____ **j** give _____
c dangerous _____ **g** night _____ **k** clean _____
d wide _____ **h** quiet _____ **l** hard _____

- 7** Improve this paragraph by using synonyms for nice, nicely and good.

Jock had a **good** _____ time at the football. He felt **good** _____ in his **nice** _____ striped scarf and enjoyed a **nice** _____ pie at half-time. It tasted **good** _____ with **nice** _____ tomato sauce.

- 8** Imagine you are an anti-advertiser, that is, a person who tries to dissuade people from buying products. Write your version of these advertisements using antonyms for the words in bold.

a Make your dishes look **shiny** _____ and **new** _____ with Foamfresh.
b Trainbuys will get you home more **quickly** _____ and **safely** _____.
c Trim your hair with **ease** _____ and at **little** _____ cost using Kwicktrim.
d **Feed** _____ the family **inexpensively** _____ with **full-flavoured** _____ **new** _____ VitaFull.

UNIT 36 Homonyms

Homonyms

A homonym is a word with the same sound as another word but with a different meaning.

pair (two of a kind) pear (a fruit)

Here is a list of commonly confused homonyms.

- | | | | |
|--------------------|-----------------|------------------|--------------------|
| • birth, berth | • dyeing, dying | • raw, roar | • too, to, two |
| • borne, born | • fair, fare | • sale, sail | • whether, weather |
| • break, brake | • feat, feet | • seen, scene | • which, witch |
| • cell, sell | • haul, hall | • sew, so, sow | • whole, hole |
| • cereal, serial | • know, no | • sight, site | • your, you're |
| • check, cheque | • lead, led | • some, sum | |
| • chord, cord | • past, passed | • soul, sole | |
| • coarse, course | • pause, paws | • source, sauce | |
| • creak, creek | • piece, peace | • steal, steel | |
| • currant, current | • plain, plane | • sweet, suite | |
| • die, dye | • rap, wrap | • threw, through | |

It is important that you know which word to use. A computer spell checker will not pick up errors with homonyms.

Practice

- 1 Check your understanding of the pairs of words listed above. Look up all the words you do not know and write them with their meanings.

- A 2 Insert the correct word from the brackets in each of the spaces.

Example: We are **allowed** to read **aloud** in class. (allowed, aloud)

- a _____ the price before you write a _____ for the repairs. (check, cheque)
b Of _____ I won't buy a shirt with such a _____ texture. (coarse, course)
c I'll _____ of embarrassment if you _____ my hair pink. (die, dye)
d The acrobat performed a stunning _____ and landed on his _____. (feet, feat)
e I _____ to the USA despite having the _____. (flu, flew)
f Cinderella did not have a _____ time cleaning the _____. (great, grate)
g I don't _____ many children who say _____ to lollies. (no, know)
h He felt sure he had _____ this way in a _____ life. (past, passed)
i A cat will usually _____ before dipping its _____ into the water. (pause, paws)
j Give her a _____ of bread so I can have some _____ for once. (peace, piece)
k The lion leapt on the _____ meat with a mighty _____. (roar, raw)

- A 3** Insert the noun from each pair of words in brackets.
- a The bridegroom waited nervously at the _____. (alter, altar)
 - b One green _____ is not enough for dinner. (been, bean)
 - c Piano _____ is necessary to improve your skills. (practice, practise)
 - d The car _____ needed repair. (tyre, tire)
 - e Jack went with Jill to fetch a _____ of water. (pale, pail)

- A 4** Choose the correct verb from each pair of words to fill the spaces.
- sore/soar stair/stare bean/been no/know practice/practise
- The spectators _____ as they watch the plane _____ into the sky. They _____ that the pilots need to _____ for many days for this air show. It has _____ an exciting day.

- 5** Choose **one** word from each pair and include it in a sentence about food.

Example: steal, steel Please don't **steal** my last slice of bread.

- a which, witch _____
- b whole, hole _____
- c your, you're _____
- d cereal, serial _____
- e rap, wrap _____
- f too, to, two _____

- 6** Write a sentence that contains each of the given words and a homonym for it.

Example: threw Stephanie **threw** the ball **through** the back door.

- a whale _____
- b flour _____
- c tale _____
- d weight _____
- e hear _____

- A 7** Lucy made twenty-five errors with homonyms in her letter. Can you find them?

Hello Uncle Eddie

Can you send me sum money for a plain ticket or a train fair two come home? A check will do. I'll dye if I have too stay hear. Of coarse I'll pay you back, you no I will. It's two noisy hear. Theirs know piece. There are people from the hole world around hear all trying to cell things, but their lucky to get a sail all day. I'm watching them threw my window now as the whether is two bad too go out.

You're loving niece

Lucy

UNIT 37 Confusing pairs of words

Confusing word pairs

Choosing between two words may be difficult because they sound similar, or because you frequently hear them used incorrectly in conversation.

Many of these words sound different if you say them carefully.

quiet/quite accept/except choose/chose

As with homonyms, the computer spell checker will not pick up mistakes made with these words.

Commonly confused words

Below are commonly confused words and sentences showing their meanings.

accept, except	We all accept the invitation except Jim.
affect, effect	Hay fever affects many people. Hay fever has uncomfortable effects .
all together, altogether	Sing all together now. This is altogether a happy occasion.
allot, a lot	Many parents allot jobs to their children. You have a lot of brothers and sisters.
anyone, any one	Is anyone home? Pass me any one of those books.
between, among	Divide something between two people or among many people.
choose, chose	Sometimes I choose to be alone, but yesterday I chose company.
clothe, clothes, cloth	The princess will clothe herself in those clothes made from fine silk cloth .
conscious, conscience	He is conscious of having a guilty conscience .
diary, dairy	Write in your diary about the visit to the dairy .
draw, drawer	Draw a picture of the house and put it in your drawer .
everyone, every one	Everyone should come to the concert. The proceeds will help every one of these causes.
hung, hanged	Rugs were hung over the balcony. Criminals were once hanged for their crimes.
its, it's	The cat wounded its paw. It's obviously in pain.
less, fewer	I plan to eat less sugar and fewer biscuits.
loan, lend	Please give me a loan of your pen. Please lend me your pen.
loose, lose	My earring is loose so I might lose it.
of, off	As the truck turned the corner its load of boxes fell off .
quiet, quite	Quite a number of people were quiet after the announcement.

Practice

A

1 Choose from the words in brackets to complete each sentence.

- Colds _____ many people. One _____ is a runny nose. (affect, effect)
- The shop will _____ all second-hand items _____ clothes. (accept, except)
- Keep _____ still and listen to the _____ sounds of the insects. (quiet, quite)
- Take your hat _____ when you come in the door _____ the house. (of, off)
- You may have a drink _____ milk before you run _____. (of, off)
- That button is _____. You will _____ it in a minute. (loose, lose)
- The records of the _____ are kept in a large _____. (diary, dairy)
- I keep all the pictures you _____ in this _____ to show your dad. (draw, drawer)

- A 2** Choose one of the listed words or expressions to fill the gaps. You may use a word more than once.
 anyone any one allot a lot everyone every one all together altogether
 every day everyday lend loan

- a** I brush my teeth twice _____.
b Getting into trouble is an _____ occurrence in Miss Walker's class.
c Mary, will you _____ me a pen? I left mine at home.
d _____ must eat _____ of those vegetables before I serve dessert.
e Does _____ need help? Can _____ of you help Anh with his project?
f _____ we have twenty dollars. We can sit _____ on the ferry.
g The drama captain will _____ the roles, and _____ of you may miss out on a part.
h Bank managers will not approve a _____ for _____.

- A 3** Unscramble the letters in these words and use one word to fill each space. Each word may only be used once.

cheso dlen naol t'si degahn weebent esooch ungh mango tis

- a** _____ an enormous bus. I wonder where _____ driver has gone.
b I hope Milo will _____ me for his partner in the match.
c When Philip _____ me it was a disaster.
d Please _____ me two dollars for a ticket.
e May I have a _____ of your ticket?
f Divide this pineapple _____ the whole class and the strawberries
 _____ the two winners.
g The class read a story about convicts who were _____ for their crimes.
h Mr Bright _____ the clothes on the line.

- 4** Complete these New Year's resolutions by adding the words less or fewer into each space.

- a** Eat _____ fried food and _____ chocolates.
b Buy _____ shoes and _____ junk.
c Waste _____ time and watch _____ television programs.
d Lose _____ netball matches and miss _____ goals.
e Throw out _____ garbage and _____ pieces of paper.
f Have _____ arguments and make _____ enemies.
g Be _____ demanding and make _____ complaints.
h Spend _____ money.

Spelling tips

There are several ways to become a good speller.

- Learn a few words at a time and ask a friend to test you.
- Look for patterns of spelling, such as similar endings or vowel pairs.
- Use your eyes. Check words that look wrong.
- Use references, including a dictionary, a spelling book and the computer spell checker.
- Ask a partner to look over your work.
- Write out words that you commonly misspell. The more often you write them, the more likely you are to remember them.
- Spell difficult words aloud until they become familiar.
- Use memory techniques to help you remember the spelling.
stationery (has -e as in envelope)
stationary (has -ar as in car)
- Learn which words are joined and which are separate. Each of the following is two words, not one:
all right, a lot, thank you, all ready
- Learn and use the spelling rules that follow.

Spelling rules

- 1 The ie rule: put -i before -e when the sound of a vowel is -ee, except after -c.
thief, piece, niece, yield (The vowel sound is -ee but there is no -c.)
receive, deceive (The vowel sound is -ee and it follows -c.)
weight, heir, height (The vowel sound is not -ee.)

- 2 The silent -e rule: if a word ends with an -e that is not pronounced, keep the -e when adding a suffix that begins with a consonant.
same, sameness
manage, management
lone, lonely (exceptions: argue, argument; due, duly; true, truly)
- 3 The doubling of the final consonant rule: when a word has one syllable and ends with one consonant preceded by one vowel, double the final consonant before adding a suffix beginning with a vowel.
swim, swimmer, swimming
spot, spotted, spottier
- 4 The -y rules:
 - A final -y preceded by a consonant changes to -i before adding all suffixes, except those that begin with -i.
baby, babies
hurry, hurrying (not hurriing)
 - A final -y preceded by a vowel remains unchanged before a suffix that begins with a vowel.
storey, storeys, storeyed
- 5 The prefix rule: do not alter the spelling of a word when adding a prefix.
spell → misspell
mortal → immortal
satisfy → dissatisfy

Practice

- A 1 Write -ei or -ie in the spaces.

a pr ___ st

c p ___ ce

e var ___ ty

g r ___ n

b th ___ f

d v ___ w

f p ___ r

h l ___ sure

- A 2 Add the regular verb endings -ed and -ing to these words.

Example: hop hopped, hopping

a fret _____

c ship _____

b map _____

d stop _____

- A 3 Choose a suffix from the list to add to each of the following words, and make any other necessary changes. Note that some words may be able to take more than one suffix.

-ly -less -ness -ment -some -ful

- a polite _____ c amaze _____ e sense _____
 b fine _____ d hope _____ f trouble _____

- A 4 Add the suffix **-ing** to these words.

Example: light lighting

- a speak _____ c write _____ e dream _____
 b think _____ d comfort _____ f mope _____

- A 5 Complete each sentence with the correct forms of the word in brackets.

Example: My cat is **fat** but yours is **fatter** and Frankie's is the **fattest** of all. (fat)

- a Last Sunday we _____ all day. _____ is what we do to celebrate. (feast)
 b _____ is good exercise. (swim)
 c Yesterday the traffic officer _____ cars at the show. (book)
 d Today is _____ than yesterday, which was the _____ day this year. (hot)
 e We will resume the game when it is _____. (cool)

- A 6 Write the correct form of the word in brackets, together with its suffix. Check the spelling of the new word you make.

- a The children are _____ the dead bird. (bury/ing)
 b That is the _____ shirt I have ever seen. (dirty/est)
 c The best _____ will receive the prize. (play/er)
 d Ellie _____ twelve dollars for her ticket. (pay/ed)
 e The _____ ceremony was held in the park. (marry/age)
 f There is a prize at the show for the _____ white cat. (furry/est)
 g _____ grow in summer. (strawberry/s)

- A 7 Cory should have checked his spelling before he sent this postcard. Check any words that look wrong to you, then rewrite the postcard correctly in your notebook.

Hello Dino, I have alot of storeys to tell you. We arrived here safly and it was exciting at first, but in Febuary we moved to a house in a feild way out of town and now Mum's always worrying about snakes. I'm extreemely lonely. It's wierd in this country. It's realy hot, and kangaros leap out in front of the car all the time. Then at night posums jump on the roof, and I keep imaginning their boms or something.

Love from Cory. Pleease write to me soon.

UNIT 39 Difficult words to spell

The following lists include words that many people find hard to spell. They are grouped to help you use them in class activities or in your own writing. For example:

- practise one list each week until you have learned all the words
- work in groups and test each other
- try to include all of the words from one list in a piece of writing (spelt correctly, of course!).

You can add any words that you find difficult to spell to these lists.

1 Places

alley
balcony
bazaar
cemetery
corridor
hospital
library
terrace
tunnel
volcano

2 People

beggar
character
committee
cousin
emperor
friend
nephew
niece
pioneer
women

3 Occupations

burglar
librarian
messenger
officer
playwright
professor
scientist
secretary
shepherd
sheriff

4 Feelings

acceptance
attitude
belief
believe
certainty
denial
doubt
emotion
happiness
suffering

5 Sea

buoy
canoe
captain
Caribbean
passenger
pier
schooner
shoal
wharf
yacht

6 Describing words

beautiful
desperate
liveliest
patient
quiet
smoky
stony
uglier
wiry
woolly

7 Sad words

aggression
angrily
argument
awful
awkward
clumsy
collision
condemn
confiscate
distressed

8 More sad words

deceit
extravagance
guillotine
harass
horrible
hypocrisy
miserable
monstrous
scaffold
terrify

9 Happy words

achieve
convenient
courtesy
easier
excellent
excitement
familiar
fascinating
favourite
grateful

10 More happy words

fulfil
fulfilment
independence
jewellery
loveliest
magnificent
miracle
patience
sincerely
success

11 Words for adventure stories

beginning
disappearance
dungeon
enemies
frightened
goddess
guard
heroes
manoeuvre
marvellous

12 More words for adventure stories

mischief
mischievous
mystery
serpent
splendour
tragedy
villain
warrior
weird
wrestle

13 Abstract words

absolutely
across
although
arrangement
benefit
business
conscientious
decision
definite
difference

14 More abstract words

doubtful
except
glimpse
heavily
literature
meant
miniature
paid
parallel
pleasant

15 Times and dates

always
annual
autumn
calendar
February
hourly
January
minute
previously
September

16 Travel

abroad
accommodation
aeroplane
balloon
carriage
foreign
luggage
scenery
traveller
valleys

17 Body

ankle
casualty
exercise
health
height
hygiene
knuckle
limbs
medicine
shoulder

18 Sound

aloud
choir
echo
echoing
heard
hymn
melody
musician
shriek
squeal

19 Things

bicycle
column
crystal
machinery
message
pyjamas
scissors
statue
umbrella
veil

20 Food

almond
appetite
banquet
biscuit
cereal
chocolate
cinnamon
colander
cupboard
delicious

21 More food

kitchen
lasagne
menu
pumpkin
quiche
sandwich
sausage
spaghetti
vegetable
yolk

22 Vegetables

asparagus
broccoli
cabbage
capsicum
cauliflower
celery
onion
potato/potatoes
spinach
zucchini

23 Fruit

apricot
avocado
cantaloupe
gooseberry
loquat
mangoes
mulberry
persimmon
quince
raspberry

24 Actions

apologise
choose
climbed
complete
describe
develop
galloped
occupy
receive
studying

25 More actions

accept
cancel
disappear
hoping
laugh
listen
lying
memorise
reject
separate

26 Music

accordion
bagpipe
cello
flute
orchestra
piano
tambourine
trumpet
tuba
violin

27 Medical words

ache
appointment
asthma
bandage
bruise
fracture
influenza
muscle
surgeon
temperature

28 Climate

Antarctic
atmosphere
avalanche
barometer
cyclone
drought
equator
lightning
tornado
weather

29 Creatures

alligator
caterpillar
cheetah
crocodile
hyena
leopard
piranha
rhinoceros
salmon
squirrel

30 Sports

archery
billiards
competition
equipment
gymnastics
racquet
referee
somersault
umpire
wicket

Words I find difficult

UNIT 40 Using a dictionary

Dictionaries

Dictionaries list words in alphabetical order. They give the meanings of words and other information such as the pronunciation, the part of speech, the plural forms of nouns, the origins of words and different ways a word may be used. Dictionaries come in book or electronic form.

Use a dictionary to:

- check the meaning of words you read
- check the spelling of words you write
- check the pronunciation of words you say
- improve your vocabulary.

Use a recent edition of a dictionary. Dictionaries are continually updated as new words become part of the language.

donkey *noun* (*plural donkeys*) an animal that looks like a small horse with long ears.

The word in bold at the beginning of an entry is the headword, or word being defined in the dictionary. Headwords are arranged in alphabetical order.

The part of speech is shown in italics.

The plural form of the word is given where there might be any doubt. In this case, it is a reminder that some words ending in **-ey** take **-s** in the plural and others take **-ies**.

mould¹ *noun* a hollow container of a particular shape, in which a liquid or soft substance is put to set into this shape.
mould² *verb* make something have a particular shape or character.
mould³ *noun* a fine furry growth of very small fungi. **mouldy** *adjective*.

The small number above the headword indicates that this word has more than one meaning and will have more than one entry.

There are three entries for mould. The first is for mould used as a noun. The second is for mould used as a verb. The third is a different meaning of mould as a noun and is followed by an adjective relating to that meaning.

ionosphere (*say uy-on-uh-sfeer*) *noun* a region of the upper atmosphere, containing ions.

The pronunciation is shown in brackets. A hyphen is placed between syllables, and the accented syllable is shown in bold. In this case, the vowel sounds in the four syllables are **uy** as in **light**, **o** as in **top**, **uh** as in **above** and **ee** as in **beer**.

Dictionaries contain a pronunciation guide that explains the various sounds.

ugly *adjective* (**uglier**, **ugliest**)
1. unpleasant to look at; not beautiful.
2. hostile and threatening, *The crowd was in an ugly mood.* **ugliness** *noun* [from Old Norse *uggligr* = frightening]

The bracketed words are the comparative and superlative forms of the adjective. These are only given if they are irregular or if their spelling is not obvious.

The example in italics shows how the second meaning of the word is used and clarifies its meaning.

gilgie (*say jil-gee*) *noun* (*Australian*) a small freshwater crayfish. [from Nyungar *jilgi*]

The origin of words may be shown in square brackets.

Source: Oxford Australian School Dictionary

Practice

If possible, refer to a range of dictionaries to complete these exercises.

- 1** In your notebook, write sentences that show three different meanings of the word *put* used as a verb.
- A 2** Using a dictionary, explain the meaning of each of these expressions connected with the word *cut*.
- a cut and dried _____
- b cut corners _____
- c cut in _____
- d cut off _____
- e cut back _____
- A 3** Look in the dictionary for words that start with the given letters.
- a A fl ____ is a smoke-duct in a chimney.
- b Gyp ____ is a chalk-like substance from which plaster of Paris is made.
- c To hoo _____ is to deceive.
- d A ki _____ is a small bird with a long beak that dives to catch fish.
- e Agr _____ is the process of cultivating land on a large scale and rearing livestock.
- A 4** Match the nouns listed with their related words from the list.
- computing animal rock clothing journey water flower insect
- a megabit _____ d itinerary _____ g hyacinth _____
- b hornet _____ e merino _____ h hydrophobia _____
- c kimono _____ f granite _____
- A 5** In groups, say each of these aloud and see if you can work out the word it represents. You may need to refer to the guide to pronunciation in your dictionary.
- a **proo**-vuhn _____ d moh-**zay**-ik _____
- b **ray**-siz-uhm _____ e hoh-muh-**jee**-nee-uhs _____
- c tuy-**pog**-ruh-fee _____ f kuh-**tas**-truh-fee _____
- 6** In groups and without looking in a dictionary, write your own definitions of these words. Then share your definitions with the class and vote for your favourites. Finally, check the definitions given in the dictionary and discuss the ways in which they differ from yours.
- a blanket _____
- b teddy bear _____
- c pyjamas _____
- d pillow _____
- e quilt _____
- f sheet _____

UNIT 41 Vocabulary practice

Revise the appropriate units as you complete these exercises.

A 1 Pair each noun with the most suitable adjective from the list.

waterproof jingling puzzling burning drenching

a _____ rain

d _____ sun

b _____ jacket

e _____ incident

c _____ coins

2 Use a dictionary to help you write a sentence that explains what each of the following is used for. If a word has two meanings, choose either meaning.

a a wallet _____

b a saw _____

c a tank _____

d binoculars _____

e a thermometer _____

f a reservoir _____

A 3 The verb *turn* has a number of meanings. Draw a line to match the meanings on the left with the expressions on the right.

a to go to bed to turn against

b to appear unexpectedly to turn around

c to run away to turn away

d to become hostile to to turn back

e to change or convert to turn in

f to change direction to turn into

g to switch off to turn off

h to refuse admission to turn out

i to return to turn tail

j to empty (such as pockets) to turn up

A 4 Find a word in the list to match each of the meanings below.

antiseptic circumnavigate tripod conspire maltreat emigrate discard bisect

a to sail around _____

e a stand with three legs _____

b to throw out _____

f to divide into two equal parts _____

c to treat badly _____

g to plan secretly with others _____

d prevents infection _____

h to leave one's country to live _____

- A 5 Add the suffixes to the words listed to make new words. Check the spelling of your new words.

Suffix	Words	New words
a -ous	danger humour nerve	
b -ant	observe signify tolerate	
c -ive	attract explode possess	
d -ible	reverse digest divide	
e -al	nature crime magic	
f -ful	purpose deceit respect	

- A 6 Choose a word from this list to replace the words in bold in the story.
- risen catch became escape leave seeped avoiding affected being
- Ivan and Marcus soon **got** _____ disappointed with the holiday. After breakfast the second day, they couldn't **get out of** _____ the tent. They were **getting** _____ blown back by a raging wind that had **got up** _____ during the night. Then the rain really **got on** _____ their nerves. Water **got** _____ into everything! There was no **getting around** _____ the fact that the holiday was spoilt. They felt lucky to **get on** _____ the midday bus and **get away from** _____ the place when they did.
- A 7 Circle the word that is out of place in each group. With a partner or in small groups, discuss why.
- Example:** swimming, skateboarding, drawing, football, netball
drawing is out of place as the other words all refer to sports
- a telephone, television, tower, radio, computer
- b brick, concrete, cotton, stone, wood, glass
- c potatoes, beans, onions, peaches, spinach
- d feathers, fur, hair, head, scales, shell
- e jam, vegemite, butter, peanut butter, bread
- f beautiful, unattractive, lovely, pretty, gorgeous
- g cross, spiteful, angry, kind, ill-tempered
- h measles, asthma, skin, flu, earache
- i love, happiness, wealth, joy, hatred
- j baker, mechanic, library, computer technician, teacher

UNIT 42 Writing paragraphs

Paragraphs

A paragraph is a group of sentences about the same topic or idea. Paragraphs are the building blocks of writing. They have different purposes and structures according to the type of writing.

Non-fiction

In non-fiction writing, such as essays, articles or projects, a new paragraph signals a new point about the topic. In non-fiction writing:

- paragraphs generally contain more than one sentence
- a paragraph should make its main point in one sentence and support it with details, explanations or examples in other sentences
- the sentence containing the main point (the topic sentence) is frequently the first sentence in the paragraph.

Fiction

In creative writing, such as stories and novels, a new paragraph may signal a change in place, time, or the person speaking, or a pause in the action. In fiction writing:

- paragraphs may contain one sentence or several sentences
- when writing dialogue (spoken words), each person's words are generally placed in a separate paragraph.

Practice

- 1 Working with a partner, use the following paragraph as a guide to writing your own paragraph about an activity you enjoy. Start with: 'I enjoy ... because ...'

Note the following:

- The opening, or topic, sentence sums up the main idea of the paragraph.
- Other sentences give details that relate to the opening sentence.
- The concluding sentence draws the ideas of the paragraph together.

I enjoy visiting Sydney **because** there is so much to do and so many ways of getting about. The monorail takes you to Darling Harbour and the aquarium. Here, huge sharks and stingrays swim overhead as you walk through glass tunnels under the sea. You can travel by ferry from Circular Quay to the zoo, Manly Beach or up the river to Parramatta. You can travel by bus to Bondi Beach for the surf, or by train to the beautiful Blue Mountains. It would be difficult to become bored in Sydney.

- 2 Each of the sentences below could be the main idea for a paragraph about sport. Write a number of details that could be part of each paragraph.

Example: Main idea: Most people can play some form of sport.

Details in the paragraph: Very young children enjoy swimming. Country areas have sports clubs and competitions. Older people can play less active sports such as bowls. There are sporting competitions for disabled people.

- a Main idea: Sport is good for you.

Details in the paragraph: _____

- b Main idea: Sport has its disadvantages.

Details in the paragraph: [short answer] _____

- c Main idea: Sport is enjoyable.

Details in the paragraph: [short answer] _____

- 3 Working in pairs or in small groups, brainstorm the topic 'Caring for pets'. Group your ideas under headings, such as food and nutrition, grooming, health care and travel. Use one of your groups of ideas to write a paragraph in your notebook. Remember to use a topic sentence to introduce your paragraph.

- 4 Write a story in which the action takes place in different settings. Use these phrases or others like them to start your paragraphs. When you have finished, share your stories with a group.

- At the aquarium ...
- In the tower ...
- At the next bus stop ...
- On the other side of the mountain ...

A

- 5 In this conversation, everyone seems to be talking at once. Divide the conversation into paragraphs to make it easier to read.

'The baby is eating the cat's dinner,' yelled James. 'Well, put it on the shelf,' called Mum. 'He might fall off the shelf,' answered James. 'I mean the cat food,' said Mum. 'Not the baby.'
 'Where's my dinner then?' said Belinda coming in the door. 'You're late,' called James. 'The cat got your dinner.'

UNIT 43 Using fewer words

Remove unnecessary words

A piece of writing can be improved by removing unnecessary words or by altering the way words are used. This can be done without altering the meaning.

Tips for using fewer words

- 1 Use one word rather than many.
a person who cooks for a living (many words)
chef (one word)
- 2 Use a noun for a category when you do not need to give all the details.
fruit (category)
bananas, oranges, pineapples (details)
- 3 Remove unnecessary words from sentences.
Knives **that are** used for cleaning **the** fish should not **also** be used for chopping **up the** vegetables.
Knives used for cleaning fish should not be used for chopping vegetables.
- 4 Use a phrase rather than a clause.
Let's leave **after we have had our dinner.** (clause)
Let's leave **after dinner.** (phrase)
- 5 Alter the expression to reduce the words.
It is **not very wise to use a car that is not very reliable to drive from one state to another.**
It is **unwise to drive an unreliable car interstate.**
- 6 Combine two or more sentences into one sentence.
People rushed to the scene. They left their work and shopping. They wanted to see what had happened.
People rushed from their work and shopping to see what had happened.

Practice

1 Draw a line to match each lengthy description with the single word that has the same meaning.

- | | |
|--|-----------|
| a people who leave to settle in another country | survivors |
| b a person who is not brave | bully |
| c a person who plays the piano | coward |
| d unable to be seen | migrants |
| e people who are still alive after a disaster | invisible |
| f an extremely bad dream | mail |
| g a person who picks on other people | nightmare |
| h letters sent by post | pianist |

2 Complete the words in the second column.

- | | |
|--|-------------------|
| a a shop that sells flowers | f _ _ _ _ _ t |
| b a paved area outside a house | p _ _ _ _ o |
| c in need of a meal | h _ _ _ _ y |
| d a long voyage | j _ _ _ _ _ y |
| e a person who visits other countries to see the sights | t _ _ _ _ _ t |
| f to go up | a _ _ _ _ _ d |
| g a list of things available for sale in a shop | c _ _ _ _ _ _ _ e |

- A 3 Give a category for each group of words.

Example: roses, daisies, violets, forget-me-nots **flowers**

- a cow, tiger, antelope, pig, dingo _____
- b beans, peas, carrots, broccoli, potatoes _____
- c jeans, shorts, pyjamas, socks, jumpers _____
- d coffee, tea, juice, water, beer _____
- e Dalmatian, dachshund, boxer, terrier _____
- f dictionary, thesaurus, bible, novel _____
- g brown, yellow, pink, green, purple _____
- h Britain, Mexico, Ireland, Iran, Turkey _____

- A 4 Replace the words in bold with one word with the same meaning.

- a Don't cycle on the **place where people walk between the houses and the road**. _____
- b Take care not to go too close to the **place where the river falls down steeply**. _____
- c It is an offence to walk on the **lines of metal rail for the train**. _____
- d I will buy tofu for the guest who is a **person who does not eat meat**. _____
- e These seeds are to **put into the ground** to grow for spring. _____

- A 5 Reduce the number of words in the expressions shown in bold.

We met at the mall **after we had finished school**. We talked about **the exciting event that had occurred that day**. It had happened **in the room where we study art**. A girl **who is in the same class as my brother** was hurt. None of the group **knew the name of the person who was to blame**.

- 6 In your notebook, rewrite the sentences by reducing the number of words to make them shorter and more interesting. There is more than one correct way to do this and you may need to rearrange the order of the words.

Example: The teachers have meetings every Wednesday in the afternoon and they talk about how to get the students to come to school on time and to do their homework.

OR At their Wednesday afternoon staff meetings, the teachers talk about problems with punctuality and homework.

OR Teachers discuss students' punctuality and homework at their Wednesday afternoon staff meetings.

- a Ari has three dogs and this keeps her busy all the time with feeding and brushing and taking them to the vet for injections and there is also the problem of walking them every day.
- b They phoned us and said we could bring the three children and all the pets when we came to visit them for the school holidays in September.

UNIT 44 Editing checklist

Checking your writing

Use this checklist to help you evaluate your own work. Refer also to the appropriate units of this book for each editing skill.

You will need to review a piece of writing more than once as you look at its different aspects.

1 Meaning

- Is the information correct?
- Is it given in the correct order?
- Does it make sense to a reader?

2 Language and style

- Is the style of language appropriate for the piece's topic, purpose and audience?
- Is the writing careful, clear, concise and accurate?
- Is there any padding and repetition?

3 Paragraphs

- Is the topic of each paragraph clear?
- Is a connection made between the paragraphs?
- Are the paragraphs in a logical order?
- Does it have an interesting opening paragraph and a good conclusion?

4 Sentences

- Does each sentence have a subject and a verb?
- If run-on sentences or sentence fragments are used, is this for a good reason?
- Is the meaning of each sentence clear? Are any sentences ambiguous?
- Are there short sentences that could be combined into longer ones?
- Could long sentences be rewritten?
- Is there a variety of sentence types?

5 Vocabulary

- Is each word used correctly?
- Is the vocabulary varied and interesting?
- Are there weak words that could be replaced with better words?
- Are words repeated?
- Are there unnecessary adjectives, adverbs or other words that could be taken out?

6 Spelling

- Are all words spelt correctly? (Look carefully at headings as these are frequently overlooked.)
- Has a dictionary been used to check difficult words? (Remember that the computer spell checker will not pick up errors with homonyms such as *plane* and *plain*.)
- Has Australian (not American) spelling been used throughout? (Check that your computer is set to use Australian English.)

7 Grammar

- Is each word the correct part of speech for the sentence?
- Are singular and plural nouns used correctly? Do they agree with the verbs and pronouns?
- Are verb tenses used consistently?
- Has it been proofread for grammar? (Remember that the computer grammar checker does not pick up every type of grammatical error.)

8 Punctuation

- Does each sentence end with a full stop, question mark or exclamation mark?
- Are commas placed in the correct places?
- Are quotation marks used correctly for dialogue?
- Are titles punctuated correctly?

Practice

Refer to the checklist and the appropriate units as you check each piece of writing. You will need to write your answers in your notebook.

- A** **1** Rewrite these sentences to make the meaning clear.
- Shampoo only your pet when necessary.
 - Ho likes Lizzie more than Peter.
 - That dog can jump higher than the man.
 - The principal had as much reason to blame Ted as Tom.
- 2** Rewrite this advertisement, using appropriate language for the topic, purpose and audience suggested by the first sentence. You will need to change many of the details.
- This old apartment will appeal to anyone looking for an affordable place to rent in the city's crowded northern suburbs. If you stand on a chair you can look out the window onto huge crumbling factory walls covered with graffiti, and there's not much light as a result. The smell of tomato sauce from the factory fills the living area. You can fit a small bed in the living room as long as it's the sort that folds up at night because there's not much room. The shared bathroom is on the ground floor, so it's only thirty steps to climb up and down. Life here will be as good as you could expect if you're on a tight budget.
- 3** Rewrite these sentences by replacing the words in bold with more effective words.
- Get** into town this summer for **heaps** of fun.
 - There are** plenty of **things** to do. **There are** art and craft **things** for all ages at the town hall.
 - Eli is a **cool** batsman, and he looks **cool** in those white clothes.
- 4** Improve each of these sentences by using the checklist opposite.
- Why I eat ice-cream is because the label shows it is less fattening than biscuits.
 - Try to find some other way of doing the job.
 - Select a paddock close to the dairy where the cows will be milked for those excessively hot days to reduce the cows' walking distance in the hot afternoon sun. But you need to think of the sheep also.
 - Improve your water storage get a new tank or two.
 - Many Australian snakes are quite harmless, the carpet snake which may even be kept as a pet.
 - Daniel really tried to clean the windows. But he couldn't fit them in the washing machine.
- A** **5** Find and correct the spelling errors.
- Wanted: people to take part in market reeseach for cosmetics, scateboard gear and accesories, chocolates, bisciuts and fashion magazines.
 - 'What should I do? My babie's just swallowed a hole bag of dryed beens,' sayed the mother.
- A** **6** Add the necessary punctuation to this piece.
- Sam Speed won the cycle race last Saturday in Tynon Park luckily most people had left the park for the celebrations at Mr Speeds house before the rains came down one of the last of the crowd to leave Bobbie Salmon aged 8 was caught in the downpour but suffered no harm.

Starting points for your own writing

These are starting points for writing stories and planning film scripts. You might even find some ideas for poems. Many of the activities can be done in groups.

- 1 Write a 26-sentence story in which the first sentence does not contain the letter **-a**, the second does not contain **-b**, and so on.

The emperor phones his mother every night on his mobile phone. Agatha looks forward to his calls. ...

- 2 Write a paragraph in which every word contains the letter **-e**.

Eldreth ate nectarines endlessly. Her father, Engelbert, objected. 'Nectarines are very expensive,' he stated every evening. He'd prefer she ate potatoes.

- 3 Outline a story in which some of the information is given in diagrams rather than words. You could use a map to show where people live, a pie chart to show what they eat or a chart to show how they spend their time on holidays.

- 4 Write a story outline or make a storyboard for a short film about one of these topics:

- A scientist invents something he or she cannot control.
- A hero or heroine faces a series of dramatic events, such as the floodwater rising or a train coming closer. Each time, he or she is saved by ...

- 5 Plan a story or a play in which three of these things are important:

- a cave
- a bunch of flowers
- a trick
- a pizza
- a mistake
- a flood
- a crash
- a fireworks display
- a suspicious character
- a lost key.

- 6 Write the thoughts and feelings of a creature as though it were a person. Let it describe its environment in the zoo or in the wild. Present the thoughts and feelings as speech boxes around an illustration of the animal.

- 7 Write five items for one of these lists, then outline a five-part story or script where each part is based around one of the items on the list.

- five things that made you mad during the week
- five things that made you happy during the week
- five favourite books, films or computer games
- five things you have never done but would like to try
- five things you fear the most

- 8 Plan a story or design a storyboard for a film about a boy and a girl who are always playing tricks. They are famous for the 'frog trick', the 'worm trick' and the 'cicada trick'. What does each involve? How do people react to them?

- 9 Write five entries from the diary of the most badly behaved child the town has ever known.



PART B

LITERATURE

Imaginary worlds

Short stories and novels are works of fiction as they come from the imagination of the writer. They can be serious or humorous. They can be set in a world like our own or in an invented fantasy world where miraculous events occur.

The extracts that follow will encourage you to look closely at the characters, setting and themes that combine together to make reading fiction enjoyable. After the extracts, we will look at some of the features of short stories and novels, and the language devices used by writers of fiction.

Fiction extract 1

This extract is the opening of Henry Lawson's famous short story about a woman living in the Australian bush with only her children and a dog while her husband is away droving.

The Drover's Wife

Henry Lawson

The two-roomed house is built of round timber, slabs, and stringy-bark, and floored with split slabs. A big bark kitchen standing at one end is larger than the house itself, verandah included.

Bush all round—bush with no horizon, for the country is flat. No ranges in the distance. The bush consists of stunted, rotten native apple-trees. No undergrowth. Nothing to relieve the eye, save the darker green of a few sheoaks which are sighing above the narrow, almost waterless creek. Nineteen miles to the nearest sign of civilisation—a shanty on the main road.

The drover, an ex-squatter, is away with sheep. His wife and children are left here alone.

Four ragged, dried-up-looking children are playing about the house. Suddenly

one of them yells: 'Snake! Mother, here's a snake!'

The gaunt, sun-browned bushwoman dashes from the kitchen, snatches her baby from the ground, holds it on her left hip, and reaches for a stick.

'Where is it?'

'Here! gone into the wood-heap,' yells the eldest boy—a sharp-faced excited urchin of eleven. 'Stop there, mother! I'll have him. Stand back! I'll have the beggar!'

'Tommy, come here, or you'll be bit. Come here at once when I tell you, you little wretch!'

The youngster comes reluctantly, carrying a stick bigger than himself. Then he yells, triumphantly: 'There it goes—under the house!' and darts away with club uplifted.

For class or group discussion

- 1 Which sentence in the extract best describes to you the hardships faced by the drover's wife?
- 2 The narrator does not tell us directly how the woman feels about her life. Quote words and phrases that suggest her feelings about living in the bush.

- 3 Dialogue is an important aspect of fiction. How do the words of Tommy and his mother show:
 - the different response of each to the threat of the snake
 - the tone of voice used by each?
- 4 'The Drover's Wife' was first published in 1892.
 - List words from the extract that seem to belong to that era.
 - Replace them with the words you would use today.
 - What values of that time are shown or suggested in the extract and how are they shown? You could look, for instance, at what society expected of women and children.
- 5 Do you think Lawson felt sympathetic towards the woman? Did he admire her? Look for words and phrases in the extract that show his attitude.

Fiction extract 2

The extract below describes what happens in a classroom when the new boy James Scobie pushes up the lid of his desk. The class bullies are hoping that Scobie will get the fright of his life.

Don't Call Me Ishmael!

Michael Gerard Bauer

A blur of wings exploded from within. It was like a scene from *The Mummy*, *Arachnophobia* and *A Bug's Life* all rolled into one. First about a dozen enormous green and brown grasshoppers catapulted themselves into the air, smacking into windows, leaping past startled faces and claspings their sharp spiky legs into unsuspecting hair, necks and limbs. This led to random outbreaks of what appeared to be the Mexican hat dance around the class.

Then three enormous stick insects the size of rulers roared into the air with humming, purple wings. Unfortunately one immediately flew up into the fan and was slung across the room, hitting the whiteboard with a sickening *Thwuug!* before sliding slowly and messily to the ground. One landed with a thud on Bill Kingsley's back and held on for all it was worth until Bill Kingsley ripped his shirt off in panic and flung it unintentionally over Doug Savage's head. This in turn caused a strange rapidly escalating growl to rise from Doug Savage as he madly tore the shirt from his head and sent it sailing out the window

and into the playground three storeys below. The third stick insect continued to sweep around the room like a Black Hawk helicopter while everyone ducked and dived for cover.

As all this was happening, dozens of big dark brown cockroaches were spilling from James Scobie's desk, scuttling among stamping and pirouetting feet, diving into school bags or flying unpredictably around the room like hit fighter planes. Taylor MacTaggart, who sat in the desk immediately in front of James Scobie's, was laughing so hard at all the 'wusses' dodging and dancing around him that he failed to see until it was too late the three large spiders on the front of his shirt. He became aware of their presence only when the biggest one decided to seek shelter under his collar. At that moment Taylor MacTaggart did a fine impromptu impression of a Zulu warrior as he leapt madly into the air beating his head and torso like a frenzied drummer.

I would really like to be able to report at this point that I coped well in all this chaos, but the truth is, as soon as the first insects appeared,

I leapt backwards from my seat, tripped over my school bag and landed on my backside on the floor. When I looked up and saw an advancing wave of spiders and cockroaches heading towards me, I scuttled backwards on my hands and feet like an upside-down crab to the far corner of the room. I was still taking refuge there when I finally looked up to see what James Scobie was doing.

About the same time, the rest of the class also began to regain some composure and, apart from isolated outbreaks of hysteria, they too were looking in James Scobie's direction. It seemed that in all the chaos, Scobie hadn't moved an inch. Now he sat motionless as the last of the cockroaches dived from his desk and scuttled to freedom.

Finally he lowered his arms. Then he turned slowly around and looked squarely at Barry Bagsley. The entire class stared at James Scobie's face. A spider the size of a saucer had spread itself over his cheek and neck. When Scobie screwed his mouth around and wrinkled up his nose, the spider's great hairy legs picked their way across his face before settling like a giant bullet hole over the left lens of his glasses.

Nobody moved or said a word.

If it wasn't for the unearthly eardrum-shredding shriek that came from Miss Tarango, we might have stayed frozen like that forever.

For class or group discussion

- 1 What do you think might be the writer's purpose in writing this scene? Is it to entertain, to amuse, to warn against bullying, to show up a school with poor discipline? Could it be something else? Use words from the extract in your answer.
- 2 How do the different characters in *Don't Call Me Ishmael!* react to the insects? Choose sentences and phrases that best describe the reactions of Doug Savage, Taylor MacTaggart, James Scobie and Miss Tarango.
- 3 How are some of the characters shown to be bullies? Look at their behaviour and the language used to describe them.
- 4 The tone of this extract is humorous. Choose the incidents you find the funniest and explain the techniques the writer has used to make you laugh.

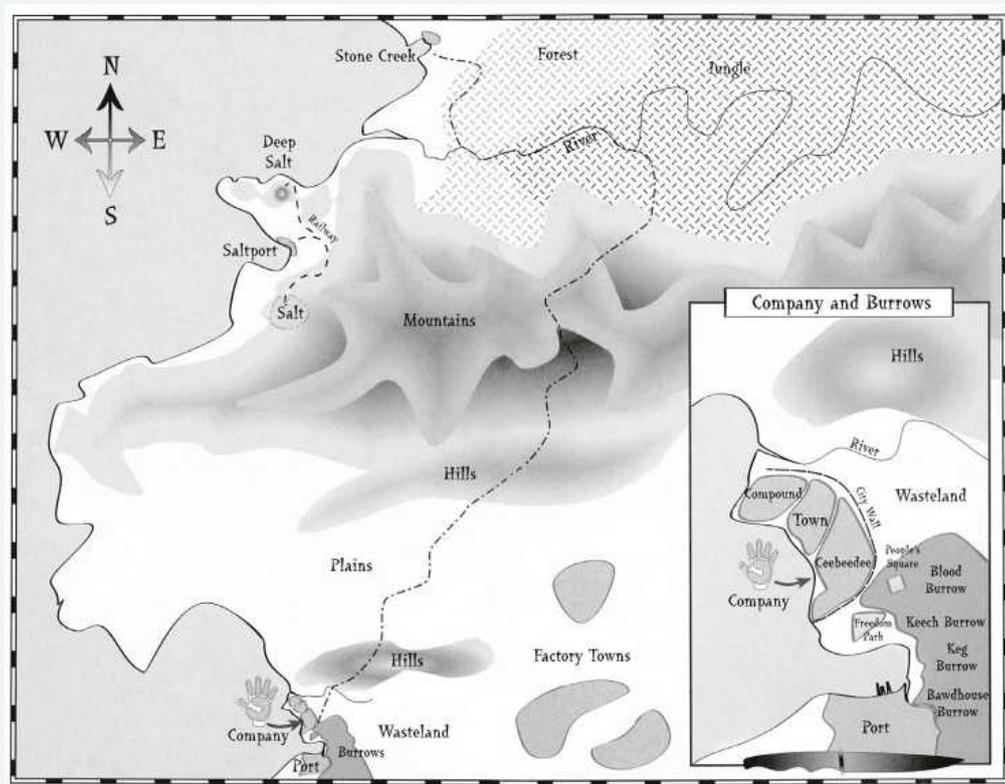
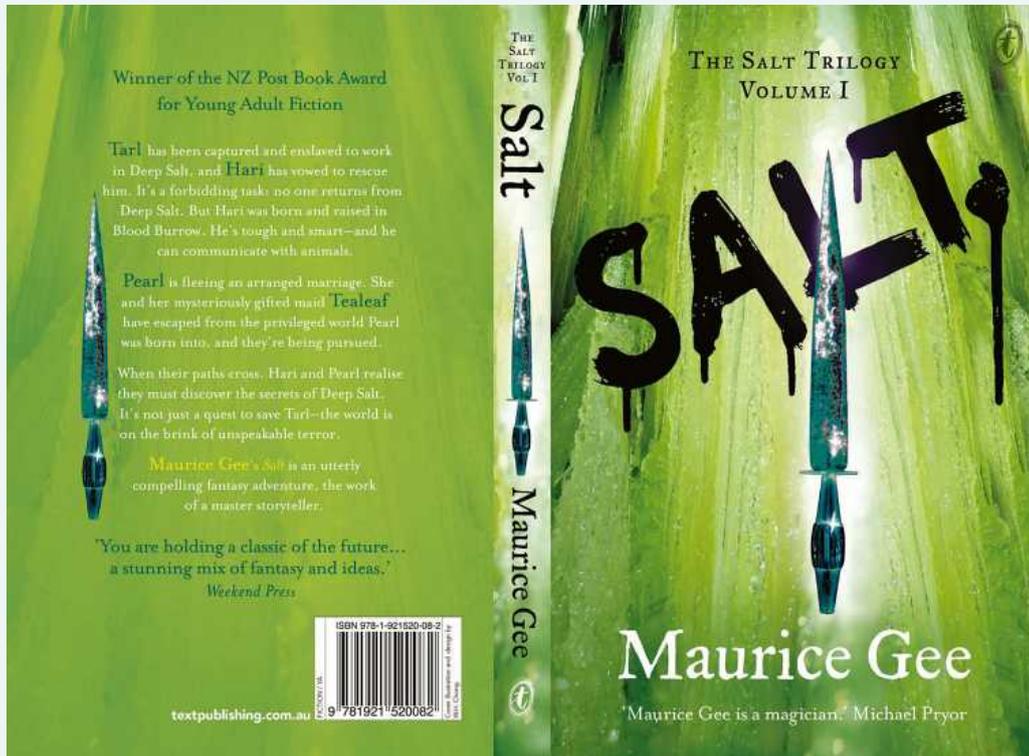
Fiction extract 3

We discover most about a text from reading the words, but sometimes there is enough information on the cover, in an illustration or on a map to give the general direction of the story and to make us curious about how it might work out.

The following extract from *Salt* includes the cover, a map and some text from the novel.

Salt

Maurice Gee



For class or group discussion

- 1 What type of book do you expect when you read the cover blurb on the previous page and look at the map below? What leads you to expect this?
- 2 The cover blurb tells us a little about Hari's and Pearl's different backgrounds. Using this information and your imagination, talk about the problems they could face as travelling companions.
- 3 What is the intended effect of the place names on the map? For instance, which names seem puzzling or threatening and why?

Fiction extract 4

In this next passage from *Salt*, Hari has been unsuccessful in an attempt to rescue his father, who is being taken to Deep Salt from where 'no man returns'. Now Hari is fleeing the Whips who have been told to 'take him alive'.

Salt

Maurice Gee

He sank again, and was punched by detonations, burned by water that boiled as they struck, but he had marked his place and knew his way. Down again, and sideways, counting the handholds in the wall, until, four body lengths under the surface, he found the hole he was seeking, blown in the base of the wall by cannon bolts in Company's Freedom War. The masonry was thick and the hole narrowed to his shoulders' width on the inner side. He wriggled through, fighting slimy weed that hung like curtains, bent his body upwards, inside the wall, and slithered along tunnels in the drowned masonry, praying that no new fall of stone had

closed the passage, and that he would not meet a king rat here.

At last he broke into the air and freed his knife from his teeth and lay across a shattered door, gasping for breath. Then he hauled himself up through tangles of broken beam and plank until he reached the light. It pierced in rays through the building's roof. He was in a vast room, for banquets and dancing in the old days, he supposed—although he had no idea what banquets and dancing were. Everything had been scavenged generations ago.

For class or group discussion

- 1 Find words and phrases in the extract to support the following statements:
 - Hari faces several dangers during his swim.
 - He is a skilled swimmer.
 - The Whips have powerful weapons.
- 2 In this extract, the setting of the story is contrasted with a long-ago past. How does the writer show that:
 - the physical setting has changed for the worse?
 - people had different values in the past?
- 3 Compare the description in this extract with that of the classroom in fiction extract 2. What techniques does the writer use to make Hari's experiences seem more frightening than those described in *Don't Call Me Ishmael!*?

Fiction extract 5

In these extracts from Libby Gleeson's novel *Red*, a girl has survived a devastating storm. She does not even know who she is as the shock has caused her to lose her memory. The only thing she can remember is a name which she keeps repeating. She is found on the beach by a boy called Peri who looks after her. He calls her Red after the colour of her T-shirt. Later he takes her to the place where he found her.

Red

Libby Gleeson

Mud in her mouth, her nose and her eyes. Mud in her hair and caked on her neck and her arms. Mud filling her shoes and seeping through her clothes. She lay sprawled on her side, a garbled, barely distinct sound coming from her: '*Jaymartinjaymartin*'. One eye, then the other. She coughed, spat, tried to clear her throat. Mud was stuck to her tongue, her gums and the top of her mouth. Still she said the words '*Jaymartinjaymartin*'. She tried to sit up, but her left shoulder and arm ached and needle-sharp pain stabbed her fingers, her palms and the backs of her hands. Sand and stones tormented her broken skin.

She fell back. She pushed herself up on her other elbow, '*Jaymartinjaymartin*'.

Her world was mud and pain.

'What's your name? A boy was sitting on a kitchen table floating in a muddy pool.

At his feet was a child's doll, the head lolling to one side. Hair as pale as straw hung off the scalp, its eyes loose and drooping.

'Jaymartinjaymartin.'

He stepped forward and slapped her hard across the face. 'Shut up that stupid talk.'

She fell sideways, her body shaking. She covered her face with her hands. Light rain was now falling. He went back to his table.

The girl turned away from him. Screeching seagulls swooped out of the low grey cloud. She heard crashing sounds and voices calling as she dragged herself up onto her knees. Like a swarm

of scavenging animals, men were pushing aside planks of wood and sheets of tin. They moved around the broken walls of brick. Then came the roaring, deafening sound of a helicopter, blades whirring, turning above them. Huge up-drafts of wind tossed mud and water flying. What did it mean? What was happening?

He asked her again, 'What's your name?'

'Name?' Her voice was oddly high-pitched like a small child's. '*Jaymartinjaymartin*,' she began and then stopped. This time the boy repeated, 'Jaymartin? What do you mean, Jay Martin? James Martin?'

'I don't know.'

'But that's a bloke's name. It can't be yours.'

She spat mud from her mouth. 'Have you got any water? A drink?'

He nodded. 'Water. What a joke.' He held his arms out to the rain. 'At my place. You can come with me, if you like.'

Like? What did he mean? She felt nothing.

She dragged herself free of the mud like someone crawling out of quicksand. She followed him past a wardrobe with the door hanging loose, a cupboard spewing folders and sheets of paper, a couch with its cushions floating on the sea of mud.

Everywhere people were bent over the mounds of brickwork that had been houses. They were pushing aside smashed-up stairs, digging at heaps of battered machinery and twisted metal. Everything tossed and broken.

Over the soft sound of rain came the cry of a lone dog and the constant harsh call of gulls.

She walked slowly, every muscle in her body screaming out to her to stop. What had

done this? Earthquake? Bombs? She stumbled over mounds of rock and mud, leaning for a moment against a tree trunk torn from the ground.

For class or group discussion

- 1 The opening paragraph contains vivid and disturbing images of the girl whose 'world was mud and pain'. List five verbs that you think best describe her pain.
- 2 What is your first impression of the boy? Does your opinion of him change in the rest of the extract? Find words and phrases that suggest how Red thinks of Peri and how he thinks of her.
- 3 Locate three images of sound in the paragraph that commences 'The girl turned away from him'. Explain why the writer emphasises sound rather than the other senses—sight, smell, touch, taste—in this description.

Features of fiction

Characters

Characters are one of the most important features of fiction writing. It would be hard to write or read a story without them. We read to find out about their lives and how they solve their problems. We feel sorry if something bad happens to a character we like and cheer when characters we dislike get what they deserve.

Here are some of the many ways we learn about characters in fiction.

What they say and how they say it

- The way the drover's wife speaks shows she is in control of her children and able to face a crisis. Tommy seems excited by the snake and the opportunity to protect his mother.
- In *Red* the girl can barely speak whereas Peri makes jokes and speaks in a controlled manner.
- Miss Tarango in *Don't Call Me Ishmael!* is so shocked by the sight of her classroom full of insects that she can only manage an 'unearthly eardrum-shredding shriek'.

What they do

In the extracts there are characters who bully other people and characters that stand up for others or help each other. There are strong people, such as the drover's wife, who have to look after themselves, and weak people who depend on others. There are leaders and followers, and people who think before acting or act without thinking.

Their appearance

As in real life, the appearance of a fictional character can tell us something of their character or circumstances. Through the details given by the writer we gradually build up a picture of the character.

- The drover's wife is 'gaunt' and 'sun-browed', suggesting that her environment is harsh and she feels isolated and lonely.
- The girl in *Red* is so covered in mud from the storm that it is impossible to see what she looks like.

Their names

- The name of the drover's wife is not revealed. This could mean that she has lost her sense of identity because of her isolation in the bush, or that she is just one of many women who were forced to live like this.

- Pearl in *Salt* is named after something valuable and beautiful. We might think that she is a 'goodie'.
- Red is a name that suggests danger and the need for caution (as in 'red alert'). It is not really a girl's or boy's name at all, which reflects her loss of identity after the shock of the storm.

The words used to describe them

- In *Salt*, unpleasant words such as 'burned', 'thick', 'slimy', 'hailed' and 'king rat' are used to emphasise the hardships of Hari's swim and his bravery in attempting it.
- In *Don't Call Me Ishmael!*, the description of Taylor MacTaggart's reaction to the spiders is exaggerated to enhance the humorous tone of the story. He did 'a fine impromptu impression of a Zulu warrior as he leapt madly into the air beating his head and torso like a frenzied drummer'.

Setting

The setting is the place and time in which the story is set. The writer describes the setting by using images that appeal to the senses of sight, sound, smell, taste and touch. The setting also conveys the values, characteristics and conventions of the era.

- 'The Drover's Wife' is set in the Australian bush in the late nineteenth century. The family live in a simple two-roomed timber house 'Nineteen miles from the nearest sign of civilisation.' Images of the bush with no undergrowth and 'stunted, rotten native apple-trees' help us share the isolation and weariness of the drover's wife.
- *Salt* is set in a time in the future and in a place that seems unpleasant. This is reinforced by images such as 'fighting slimy weed that hung like curtains'.
- *Don't Call Me Ishmael!* is set in a school in the present day. The scene of the extract focuses on the students' reactions to the insects but details of school life such as school bags and the playground remind us of the larger setting of the novel.
- *Red* is set in the present day in a range of places. Settings such as the beach are made to feel lonely or dangerous because of the language used to describe them. The repetition of 'mud' emphasises Red's condition. Words such as 'needle-sharp', 'tormented', 'screeching', 'crashing' and 'dragged' suggest the brutality of the storm and the damage it has caused.

Plot

The plot is the events that take place in the story. In many stories, events are told in the order in which they happen. We keep reading because we want to know what happens next and how the story will end.

We wonder whether the drover's wife will kill the snake; whether Hari will rescue his father and whether Red will regain her memory. The full story is revealed gradually as we keep reading.

Narrative viewpoint

Many short stories and novels are told from the viewpoint of a single character or narrator. We see the world through the narrator's eyes and thoughts. The characters who act as the narrators in the extracts are Ishmael, the drover's wife, Hari and Peri. We cannot learn what is in the minds of any other characters unless the narrator reveals them through reporting their spoken words, letters or diaries.

You may read novels and short stories where different chapters or sections are told from the viewpoint of different characters.

Tone

Tone is the mood or feeling in a poem or piece of prose. Tone is shown by the writer's choice of language.

- We feel sad for the drover's wife bringing up her children alone in the bush far from 'the nearest sign of civilisation' and 'a shanty on the main road'. At the same time flashes of humour lighten the sadness. For instance, the boy's excited short sentences about the snake: 'Stop there, mother. I'll have him. Stand back! I'll have the beggar.'
- The tone of *Don't Call Me Ishmael!* is humorous. 'Stick insects the size of rulers' and 'a spider the size of a saucer' are exaggerations and not meant to be taken seriously.



- *Salt* is a story of warfare and adventure. The tone is frightening and tense and is reinforced by harsh verbs such as 'punched', 'boiled', 'struck' and 'fighting', and adjectives that include 'thick', 'slimy' and 'battered'.
- The tone of *Red* is frightening in a different way. We feel Red's fear of the unknown: 'What did he mean?', 'What had done this?' Imagine how frightening it would be not to know your own name.

Theme

Theme relates to the ideas or messages that are explored in a short story or novel.

- The themes in *Don't Call Me Ishmael!* are about being the outsider in a group, bullying, growing up and the search for identity.
- 'The Drover's Wife' has themes of isolation and the difficulties of living in the Australian bush.
- *Salt* looks at the role of individuals who work together to save the world from danger.
- *Red* is a story of mystery and adventure. Within this there are themes of trust, friendship and growing up. There are also references to the need to care for the environment.

Writing activities

1 Work in pairs to create an illustration of the setting of one of the extracts in this unit. Label your illustration with phrases from the extract that you think describe the setting well. Share your illustration with the class and explain your choices.

2 Write your own description of one of the places named on the map from *Salt*. Include the sights, sounds, smells, tastes and textures that a person in that place might experience.

3 With a partner or in a small group, draw a map of one place from a novel you are reading. Add place names and short quotations from the book to describe the various places.

4 Look at the opening paragraphs of a short story or novel you are reading.

- a Do they make you curious about what will happen in the story?
- b Are any characters introduced? What sort of people are they?
- c Does the story seem to be set in the present, the past or the future?

5 Write about what might happen next in one of the extracts in this unit. For example: does the drover's wife kill the snake? What does her husband say about this incident when he comes home? What might Red remember when she recovers her memory?

6 Retell an important event in a novel from another character's viewpoint. Alter the details and dialogue to show how this person feels about what is happening.

7 Work on your own or with a partner to write some dialogue for the situations below. Try to show the kind of people the characters are and the way they feel about each other.

- a The children of the drover's wife argue among themselves about how to get rid of the snake.
- b Barry Bagsley and the other bullies in Scobie's class are asked to explain their part in the 'insect plague' in the classroom. What do they say?
- c An elderly woman tells Hari stories, which have been passed down through her family, about the people who once had banquets and danced in the vast room that Hari swam into.

Not just for kids

Picture books and illustrated novels are not just for children. Writers often combine written and visual language in a simple style to tell stories with serious or complex messages.

Picture books and illustrated novels are ‘multimodal’ texts, because they are created using more than one mode—in this case combining written text and visuals. The text and visuals work together to tell the story, either by reinforcing the same information, for example about a character, or adding to the information the other mode gives.

Extract 1

Jackie French’s 2011 picture book *Flood* was written in the aftermath of the devastating 2011 Queensland floods, and is a reminder about the power of nature and the importance of the environment. Consider the illustrations by Bruce Whatley in the following two extracts.

The Flood

Jackie French, illus. Bruce Whatley



For class or group discussion

- 1 Discuss the perspective from which the illustration on the opposite page is drawn: whose view is the reader given? How do you feel towards the people stranded on the roof?
- 2 What sounds would you be able to hear if you were looking down on this scene?
- 3 'Personification' is describing a non-human thing with human traits, qualities or abilities. The narrator says 'In some places the water only nibbled at the banks...' Does water actually nibble? What type of image does this description bring up in your mind? Can you imagine water nibbling?

Practice

- 1 Write a short piece of dialogue between the people on the roof. What are they likely to be saying? Show their feelings through the words that they use.

- 2 Come up with a list of 10 words that might describe the *sound* of a flood. The narrator says it 'sounded like a helicopter'. What other descriptions could you use?

Extract 2

The spread from *Flood* below shows the illustrative style Bruce Whatley uses throughout the picture book. He uses an acrylic wash and pencil, with the paint running over the scratchy line drawings. In his comments, Whatley writes 'I discovered I have more success producing images that have elements of self-expression and "art" with my left hand ... I painted vertically on an easel to get the paint running ...'



For class or group discussion

- 1 What do you think the dog is standing on? What makes you say that?
- 2 As a class, can you identify in the extract another example of personification of the flood water? How does this make the reader feel about the water?
- 3 Why do you think Whatley let paint run down his illustrations? What feeling does this evoke for you?
- 4 If much of the image is water, why is it brown?
- 5 What is the relationship between the written text and the illustrations? Why do you think none of the things described in the written text are in the illustrations?

Practice

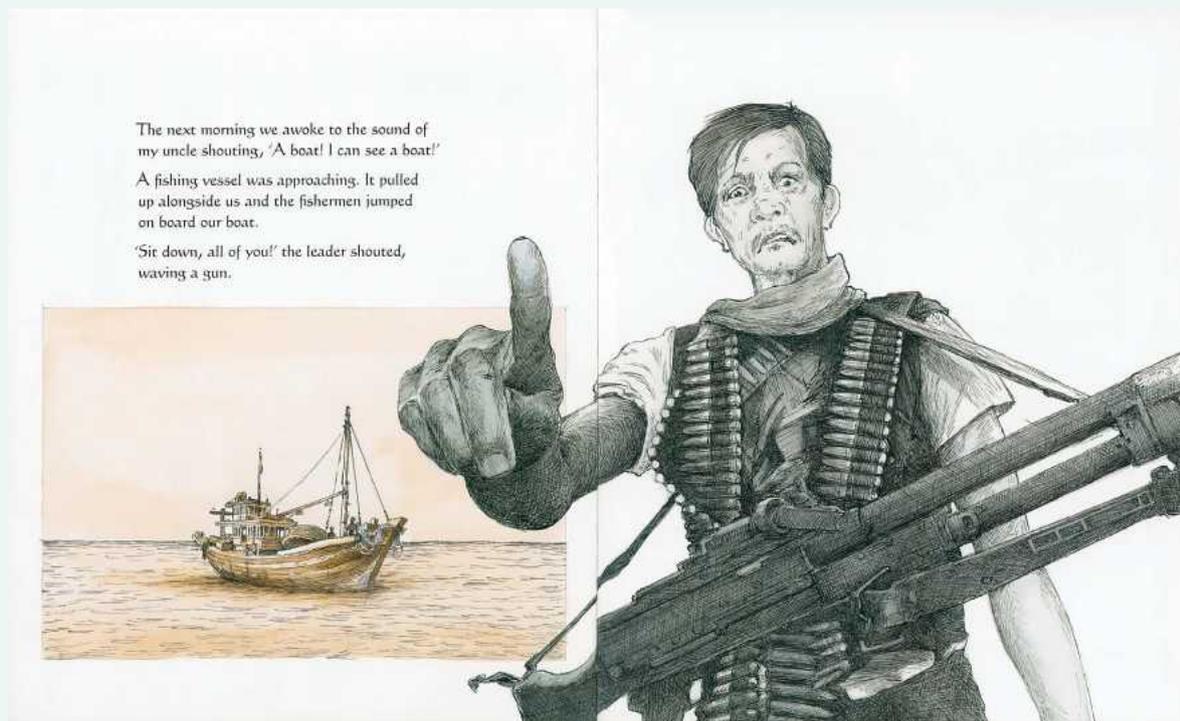
- 1 Come up with a list of words that you would use to describe the illustrator's style in *Flood*. How do the illustrations make you feel?
- 2 Three groups of things—'trees and sofas'; 'boats'; and 'a café'—are referred to as being taken away by the flood. Write an extra paragraph for this page which describes three more things that might be taken by the water.

Extract 3

The Little Refugee is a picture book adaptation of Australian comedian Anh Do's 2010 memoir *The Happiest Refugee*. The picture book, written with his wife Suzanne Do, chronicles Anh's and his family's journey from post-war Vietnam to Australia as refugees. The extracts below—one from *The Little Refugee* and one from *The Happiest Refugee*—both illustrate and describe an episode from the writer's trip to Australia on a boat. Consider them both and note their differences.

The Little Refugee

Anh Do & Suzanne Do, illus. Bruce Whatley



For class or group discussion

- 1 Why do you think the writer decided to change the title of his memoir from *The Happiest Refugee* to *The Little Refugee* for the picture-book adaptation? How might the different audience have affected this choice?
- 2 As a class, discuss the types of things that the writer would have needed to change to adapt his memoir to a picture book. Think carefully about the subject matter and the audience.
- 3 What do you notice about the colours used in the extract from *The Little Refugee*? Do they suit what's happening in the scene?
- 4 Look closely at the picture of the approaching boat. Can the people on Do's boat recognise the people on the approaching boat? How has illustrator Bruce Whatley created a sense of mystery?
- 5 What position is the leader of the pirates, shown with the gun, drawn from? How do you think Whatley wanted the reader to feel as they looked at this image? How does it make you feel about the people on the boat?

Extract 4

As a class, read the extract from Do's memoir *The Happiest Refugee*. Then, make a list of any words omitted from the text in the picture book. What types of words are they? Why do you think the writer wanted to change the text in this way?

The Happiest Refugee

Anh Do

Fisherman. Thank goodness. We couldn't tell where they were from, but from the insignia on their boat, maybe Thailand. We didn't care. They were going to save us. Before any of our group could figure out what was going on, the fisherman quickly jumped onto our boat.

"Sit down all of you and SHUT UP!" their leader barked.

We were quickly surrounded by seven men with knives and guns. They were pirates. They descended on us angrily, striking random faces to assert their intent, yanking off bracelets and rings from trembling hands.

They ordered all of us to take our clothes off, and we did.

Practice

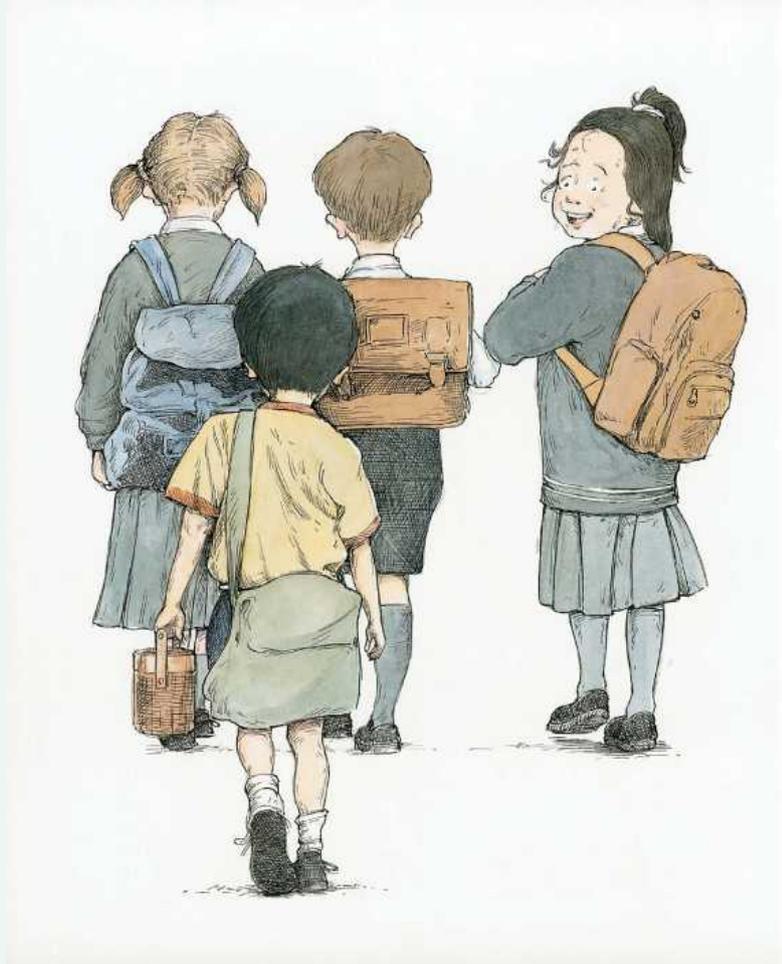
- 1 List the verbs used in the paragraph that begins 'We were quickly surrounded ...' What associations do you make with these words? Are they positive or negative? Rewrite the paragraph and replace the verbs with ones that the writer could have used to create a similar effect.
- 2 Write a short paragraph that analyses and explains the differences between the picture book text and images, and the written text of Do's memoir. Discuss how and why they are different.

Extract 5

The image below comes from a later point in the picture book, as the writer begins his schooling in Australia. Look carefully at the image, focusing on the young Do walking to school and his relationship to the other figures, then answer the questions that follow.

The Little Refugee

Anh Do & Suzanne Do



For class or group discussion

- 1 How is this image different from the one on the previous page? Discuss the images' colours, and the way you feel when you look at each image. Which is more positive? Why?
- 2 How do you think the writers and illustrator want the reader to feel about Do as he walks behind the other children? What emotions are brought up as we view the illustration?

Practice

- 1 Write a short piece of text that could accompany the image of Do walking to school. What do you think he is feeling at this point?

- 2 Focus on the three figures walking in front of Do. Write a short description of them and consider:
- their larger size
 - the differences between their backpacks and what they are carrying
 - the fact that two have their backs turned to Do
 - that one of them is turning to Do and smiling.

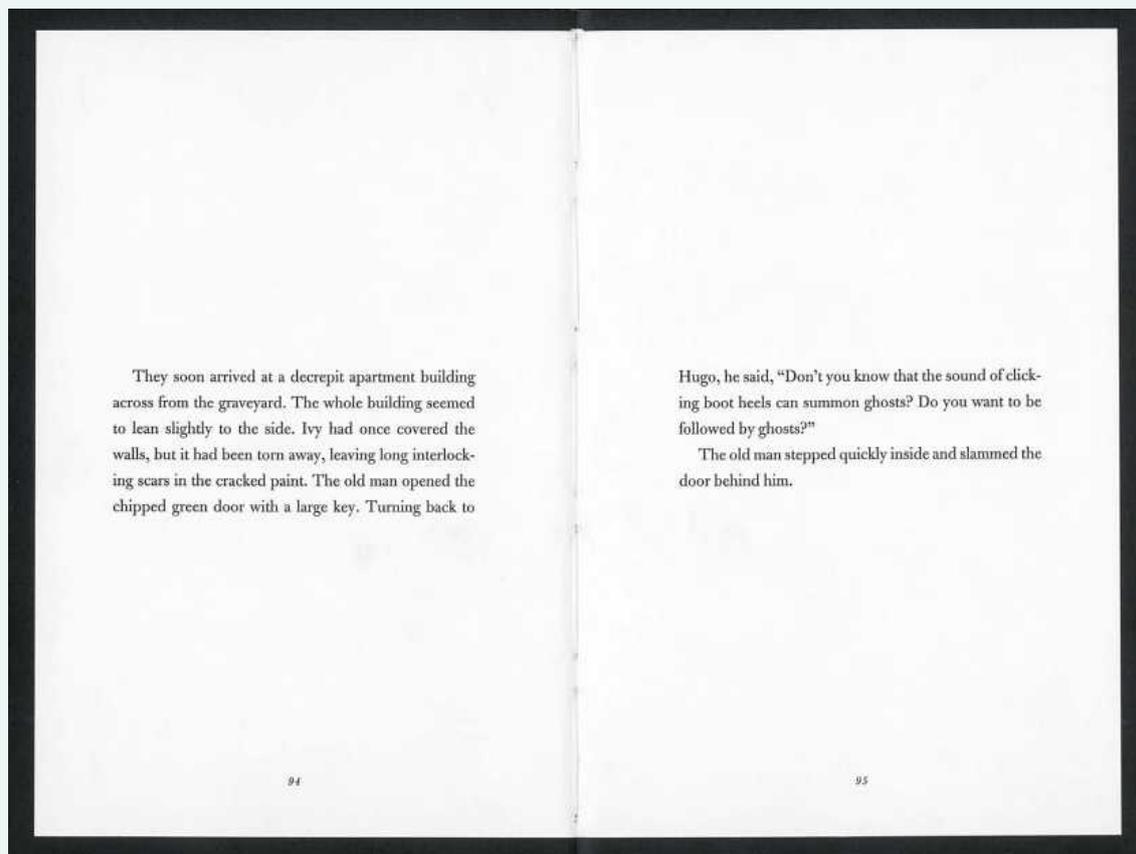
- 3 If you have read the whole picture book, write down how you think the writers want their readers to respond to the story. Is it in a positive way? What view of Australia does it encourage?

Extract 6

The following extracts are from Brian Selznick’s 2007 illustrated novel *The Invention of Hugo Cabret*. The prize-winning novel is unusual in that Selznick uses images and words equally to tell the story. The following spreads are sequential pages from near the beginning of the novel.

The Invention of Hugo Cabret

Brian Selznick





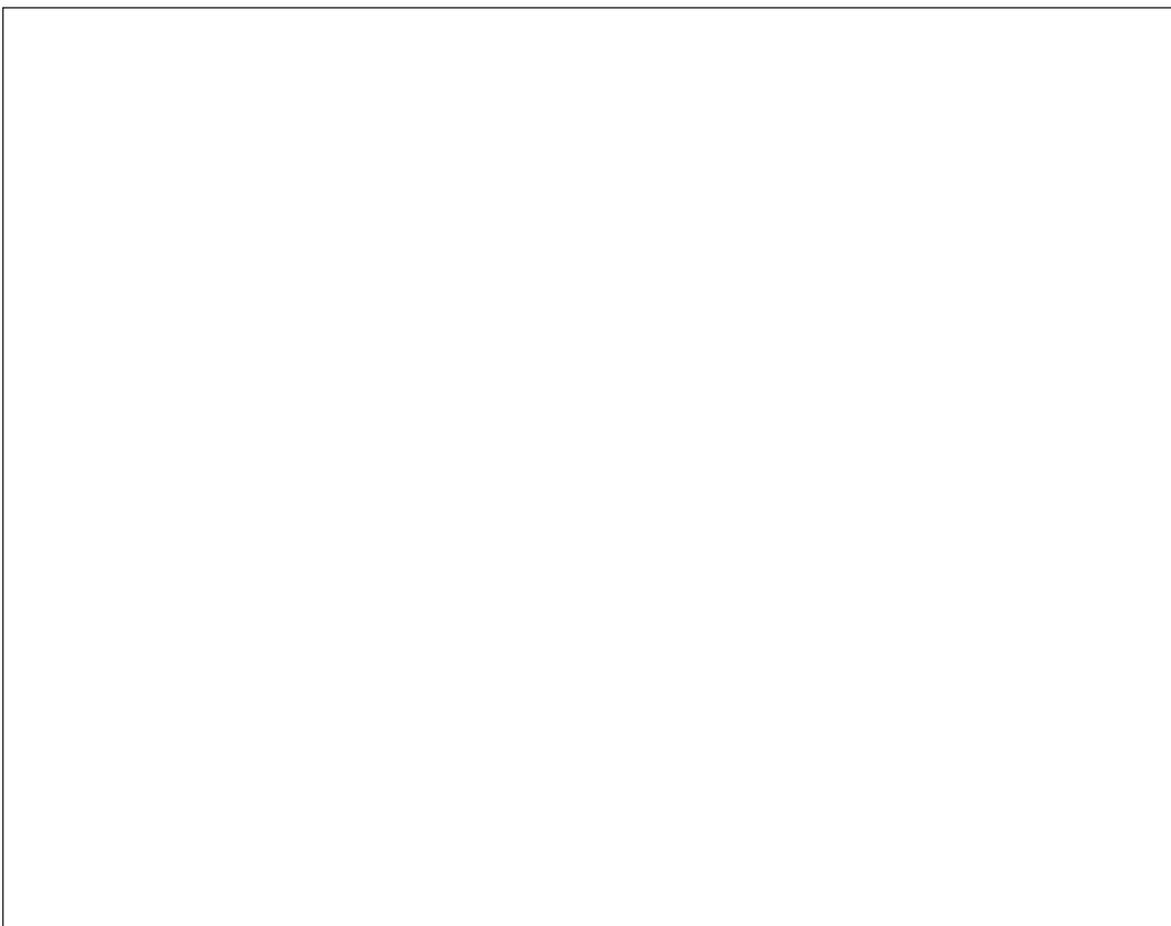
For class or group discussion

- 1 What connections can you see between the written text and the illustration? What parts of each create the same feel or tone? Provide examples.
- 2 Is the image a simple illustration of what is already shown in the written text, or does it show the next point in time? How do you know?
- 3 Consider the flow from the last written sentence to the illustration. Whose point of view are we invited to share—the old man's or Hugo's? How do you know?
- 4 What do you think Hugo feels in the illustration? What specific aspects of the image lead you to think that way?
- 5 What effect does the lack of colour have on you? How do you feel about the scene, about Hugo and about the old man because the illustration is in black and white?
- 6 Discuss what you think might happen on the next page. If you were the book's creator, would you provide another illustration or more written text? What do you think will happen to Hugo? (Keep quiet if you've already read the novel!)



Practice

- 1 Imagine that an illustration comes before the written text above. To stay in Selznick's style, draw in the box below what might precede this text. What clues might you take from what's written?



- 2 Make a list of adjectives and nouns that Selznick uses to describe the apartment building. What type of mood do these word choices create?

- 3 Write a short paragraph that analyses the character of the old man, based on the information given in the two extracts above. What is he like? How do you know?

- 4 Create two 2-page spreads of your own, which reverse the modes Selznick has used here, that is, draw a picture to convey the action in the written pages, and turn the illustration into words.

Reading poetry

Poetry is written to share a particular experience, idea or story with readers. The same thing can be said about many types of writing but poetry has its own special characteristics. One of the main ways poetry differs from prose is in the visual appearance of a poem on the printed page. You may be able to see a pattern of lines and spaces and you will hear other patterns when a poem is read aloud.

In this unit we will look at the meaning of some poems before exploring in more detail the features of poetry and the language devices used by poets.

Middleton's Rouseabout

Henry Lawson (1867–1922)

Tall and freckled and sandy,
Face of a country lout;
This was the picture of Andy,
Middleton's Rouseabout.

Type of a coming nation,
In the land of cattle and sheep,
Worked on Middleton's station,
'Pound a week and his keep'.

On Middleton's wide dominions
Plied the stockwhip an' shears;
Hadn't any opinions,
Hadn't any 'idears'.

Swiftly the years went over,
Liquor and drought prevailed;

Middleton went as a drover,
After his station had failed.

Type of a careless nation,
Men who are soon played out,
Middleton was—and his station
Was bought by the Rouseabout.

Flourishing beard and sandy,
Tall and robust and stout;
This is the picture of Andy,
Middleton's Rouseabout.

Now on his own dominions
Works with his overseers;
Hasn't any opinions,
Hasn't any 'idears'.

For class or group discussion

- 1 Read the poem aloud or have it read to you. What patterns of sound do you hear? What patterns do you see when you look at it on the page?
- 2 Try to work out the meaning of unfamiliar words in the poem. Look them up in a dictionary if necessary.
- 3 'Middleton's Rouseabout' is set more than 100 years ago. List any words from the poem that are rarely used these days.
- 4 How have Andy and Middleton changed by the end of the poem? What causes each to change? Can you find clues to this in the poem?
- 5 In what ways are Andy and Middleton different? In what ways are they alike? Use words from the poem in your answer.

- 6 Quote a line from the poem that suggests that the speaker is critical of Middleton. Quote another that suggests reasons for Andy's success.
- 7 Does Lawson suggest anything about how Australians lived at that time and their values?
- 8 Do you think the poet's purpose was to make readers laugh, give information, convey a message? Or is it something else? How does the poem reflect this purpose?
- 9 Research Henry Lawson's life and writing. Why do you think he is still remembered today?

Ngarrindjeri Bones

Nandi Chinna (1964–)

The farmer yelled that the bones were a nuisance
getting caught in the plough tines
when the steel teeth cut them from the earth.

My father and the other workers tossed the bones in a pile
legs, arms, hips, heads
ripped up and stacked like mallee roots.

Dad put some of the bones on the back of the Landrover
and took them home. They lay in a hessian sack
in the cool limestone darkness of the shed,
small children crept in, playing games with string
trying to tie the bones back into a person.

Later, when he learned
about what had happened to the Ngarrindjeri,
dad wrapped the bones in newspaper
and put them carefully on the back of the Toyota.

Amongst the dunes woven
with blue bush and sword rush
he dug a hole in a swale.
He wept as he returned the pieces one by one
and sat down in the sand
for a long time
an old man.

Ngarrindjeri: the Australian Aboriginal group native to the lower Murray River and Coorong area

tines: prongs

mallee roots: the roots of mallee gum trees used for firewood

sword rush: a seaside plant with swordlike leaves

swale: a low tract of land, especially one that is moist or marshy

For class or group discussion

- 1 Choose lines from the poem that show the following attitudes of people to the bones dug up by the plough:
 - they got in the way of the farm work
 - most people forgot about them
 - they became toys
 - at least one person became aware of the true significance of them.
- 2 The first stanza (group of lines) contains harsh words such as 'yelled' and 'cut'. Find other harsh words in the poem. What do they add to your understanding of the poem?
- 3 In contrast, find softer words in the last three stanzas. How do these words show how the father feels after he learns the truth about the bones?
- 4 The children try 'to tie the bones back into a person'. Is the poet suggesting they were just playing games or is there a deeper meaning to this line?
- 5 What might be suggested about the general attitude of white Australians to Indigenous Australians?

The Loner

Julie Holder (1959–)

He leans against the playground wall,
Smacks his hands against the bricks
And other boredom-beating tricks,
Traces patterns with his feet,
Scuffs to make the tarmac squeak,
Back against the wall he stays—
And never plays.

The playground's quick with life,
The beat is strong.
Though sharp as a knife
Strife doesn't last long.
There is shouting, laughter, song,
And a place at the wall
For who won't belong.

We pass him running, skipping, walking,
In slow huddled groups, low talking.
Each in our familiar clique
We pass him by and never speak,
His loneliness is his shell and shield
And neither he nor we will yield.

He wasn't there at the wall today,
Someone said he'd moved away
To another school and place
And on the wall where he used to lean
Someone had chalked
'watch this space.'

For class or group discussion

- 1 How would you describe the speaker's feelings for the boy alone by the wall? Find lines in the poem that indicate this attitude.
- 2 Why does the boy remain apart from the others? Find adjectives and verbs that might suggest reasons.
- 3 What are the boy's emotions when alone by the wall? What is the attitude of the other children towards him? Choose phrases that give clues about their feelings.
- 4 Does anyone try to help him fit in with the others? Find some lines to support your answer.
- 5 What might happen after someone has written 'watch this space' on the wall? Why might the poet have left this to our imagination?
- 6 Discuss the poet's purpose in writing this poem. Is it to amuse readers or teach them something? Is it to make people feel sorry for loners or is it something else? Give reasons for your answer.

The Eagle

Alfred, Lord Tennyson (1809–92)

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.
The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

The Beach

William Hart-Smith (1911–90)

The beach is a quarter of golden fruit,
a soft ripe melon
sliced to a half-moon curve,
having a thick green rind
of jungle growth;
and the sea devours it
with its sharp,
sharp white teeth.

For class or group discussion

- 1 What do these words from 'The Eagle' mean to you: clasps, crag, ringed, azure, thunderbolt? In groups, try to replace them with other words from a thesaurus or your own vocabulary. Now discuss the effect of your changes on the sound of the poem.
- 2 How would you describe the speaker's feelings about the beach? How does the tone change when he describes the waves? Choose images from the whole poem to suggest the change in tone.
- 3 The speaker in 'The Eagle' seems to be the poet himself watching the eagle. Do you think he admires the eagle, fears it or is envious of its power? Choose individual words or phrases to support your opinion.

SOME FORMS OF POETRY

Haiku

A haiku poem contains three lines. There are five syllables in the first and third lines and seven in the second. The first two lines describe something, frequently from the natural world, and the third line compares it with another aspect of nature. The haiku below was written in Japanese by Bashō, a master of haiku. It has been translated into English in a way that keeps the traditional haiku pattern.

Bamboo Grove

Bashō (1644–1694)

Song of the cuckoo
In the grove of great bamboos
Moonlight seeping through.

In Bashō's haiku the speaker is in a dark forest of giant bamboo trees when he hears the song of a cuckoo. He compares this sound to splashes of moonlight that break up the darkness.

Tanka

A tanka is an extended haiku. The first three lines have the traditional haiku pattern of five/seven/five syllables. These are followed by two lines of seven syllables that extend the image in the third line.

For Sadako

Ross Clark (1953–)

a thousand peaceful
cranes unfold their living wings
in memory of
a small girl's broken wishes
for a world begun in flame.

The thousand paper cranes symbolise peace in Japan and are a reminder of the people killed by atomic bombs at the end of World War II. In the tanka, the cranes are first compared to living birds and then related to the hopes of Sadako, a girl who started making the origami cranes when she became ill as a result of the bombs.

Couplets

Couplets are two-line poems in which the last words of each line rhyme. Couplets may also be used as part or all of longer poems. They can be serious or humorous in tone.

Some couplets do not rhyme. Ezra Pound couplets, named after the American poet Ezra Pound who first created them, present an image in the first line and use a metaphor or simile to describe it in the second line.

*Jack thinks it's tough and really cool
To bring a tiger snake to school.*

Anon

In a Station of the Metro

Ezra Pound (1885–1972)

The apparition of these faces in the crowd:
Petals on a wet, black bough

Free verse

Free verse has none of the 'rules' of traditional poetry about rhyme, metre or the number of syllables in a line (these rules are discussed further on in the unit). Lines in free verse may be long or short or a mixture of the two. Some free verse poems have no punctuation as the poets feel it interrupts the flow of a poem. Others such as 'To a Poor Old Woman' have very little punctuation but use line breaks to show pauses.

To a Poor Old Woman

William Carlos Williams (1885–1972)

munching a plum on
the street a paper bag
of them in her hand
They taste good to her
They taste good
to her. They taste
good to her
You can see it by
The way she gives herself

to the one half
sucked out of her hand
Comforted
a solace of ripe plums
Seeming to fill the air
They taste good to her

Like traditional poetry, free verse has images that appeal to the senses of sight, sound, smell, touch and taste, and can feature sound devices such as assonance and alliteration.

FEATURES OF POETRY

Lines

Lines in prose start at the left-hand margin of a page and end at the right-hand margin or at the end of a paragraph. Lines in poetry end wherever the poet decides. A line can be a single word, a number of words, a sentence or part of a sentence.

Comforted ('To a Poor Old Woman')

We pass him running, skipping, walking,
(‘The Loner’)

The meaning of some lines is complete in itself.

They taste good to her ('To a Poor Old Woman')

The sense of some lines flows over into the next line.

Middleton went as a drover,

After his station had failed. ('Middleton's Rouseabout')

Stanzas

Stanzas are groups of lines separated by a space above and below. A poem may have any number of stanzas, which may contain the same or different numbers of lines. 'Middleton's Rouseabout' has seven stanzas each of four lines. 'The Beach' has one stanza of eight lines.

Sound

Poetry sounds different from prose because of the use of rhyme, rhythm and a number

of devices that produce sound effects. These include alliteration, assonance and onomatopoeia.

Rhyme

Rhyming words have the same or similar sounds. Rhyming words are frequently placed at the ends of lines and can create a pattern in the poem.

- In 'Middleton's Rouseabout' alternate lines end with a rhyme:
nation, sheep, station, keep
- In 'The Eagle' the three lines of each stanza rhyme:
hands, lands, stands
- In 'The Loner' the final word of most lines rhymes with the final word of another line in the same stanza:
bricks/tricks
feet/squeak
stays/plays
- Rhymes do not have to be spelt alike.
clique/speak ('The Loner')
- Words do not need to rhyme in every syllable.
prevailed/failed
lout/rouseabout ('Middleton's Rouseabout')

The sound of letters and words

Alliteration is the repetition of the same consonant sound(s) in words situated close to each other in a prose sentence or line of poetry.

He clasps the crag with crooked hands
(‘The Eagle’)

Tall and robust and stout ('Middleton's Rouseabout')

Assonance is the repetition of the same vowel sound in words situated close to each other in a prose sentence or line of poetry.

In slow huddled groups, low talking.
(‘The Loner’)

Onomatopoeia refers to words that imitate sounds.

smacks, squeak ('The Loner')
cuckoo ('Bamboo Grove')

Rhythm and metre

Some poems have a flowing rhythm that is like that of speech. Some syllables are stressed (or accented) more than others but not in a regular pattern. The accented syllables in the following examples are shown in bold.

The beach is a **quarter** of **golden fruit**,
a **soft ripe melon**, ('The Beach')

Metre refers to a regular pattern of stressed and unstressed syllables.

He **claps** the **crag** with **crooked hands**,
(‘The Eagle’)

Middleton went as a **drover**,

After his **station** had **failed**. (‘Middleton’s
Rouseabout’)

Images

Images are word pictures that help us visualise things in a poem more vividly. Images appeal to one or more of the senses: sight, sound, smell, touch and taste.

- sight
Tall and **robust** and **stout** (‘Middleton’s
Rouseabout’)

- sound
In **slow huddled groups**, **low talking** (‘The Loner’)
- touch
sharp as a **knife** (‘The Loner’)
a **soft ripe melon** (‘The Beach’)
- smell and taste
To the **one half/sucked out of her hand**
(‘To a poor old Woman’)

Metaphors and similes are figures of speech in which one thing is compared to another.

- A **simile** uses words such as *like* or *as* that tell us a comparison is being made.
And **like a thunderbolt** he falls (‘The Eagle’)

This simile helps us visualise the speed and power of the eagle as it falls.

- A **metaphor** also makes comparisons but without words such as *like* or *as*.
The beach is a **quarter of golden fruit**,
a **soft ripe melon** (‘The Beach’)

The poet compares aspects of the beach to the shapes, colours and tastes of the melon. This metaphor continues through the poem and is described as an extended metaphor.

His **loneliness** is his **shell and shield** (‘The Loner’)

This metaphor compares the boy’s loneliness to a shell or a shield used to protect him.

Poetry activities

As poetry should be heard and shared, read your answers to the class or display them for others to read.

- 1 Using ‘The Eagle’ as a model, write a rhyming poem about a smaller and less powerful creature chasing its prey. Keep to the same rhyming pattern of three rhyming words in each stanza.



2 Write words that rhyme with the words listed below from 'Middleton's Rouseabout'. Then, use your rhymes and others to write about what happens next in Middleton's and Andy's story.
tough cows love found sniff poor fence rope mind money stars bones

3 Choose a small animal as the subject for a short poem. Write in an irregular rhythm to suggest the animal's fear as it is being chased by a predator.

4 Write two or three pieces that describe the sounds you might hear in your school grounds. Here are some ideas to get you started:

- Use words with an **-ee** sound to suggest a cheering crowd at a sporting match.
- Use consonants with harsh sounds such as **-t**, **-k** and **-b**, to suggest hail smashing against windows.
- Use words with long, echoing vowel sounds such as **-ee**, **-oo**, **-ow** and **-ai**, to echo the sound of sirens in the street outside.

5 Working in pairs or groups, invent metaphors and similes that compare things from the first group of words with things from the second. Before you start, think of any similarities between the two things, such as their appearance, behaviour, movements, colour or size. Share your writing with another group.

bullets	electric kettle	dinosaur	dragon	harvesting machine
bicycle	football match	dancer	hurricane	beehive fork
butterfly	enemy	your sister or brother	snake	thongs
neighbour	ticket inspector		whale	potato masher
			bucket	cactus

Aspects of film

While written texts convey meaning through words, film texts convey meaning through a different set of features and structures. Films are multimodal texts: they use verbal language, images and sound to tell a story. In order to understand a film you need to understand the following essential aspects of film making. Creating a film is a collaborative event, but the director ultimately decides how a film is to come together.

Cinematography

Cinematography refers to the way in which the director and cinematographer decide to use the camera to achieve a variety of camera shots. Different camera shots and techniques unknowingly influence a viewer's response to a film. For example, a close up of a character's face may encourage the viewer to focus on and identify with a character's response to an event.

Camera movement

The way in which a camera moves is an important element for storytelling in film. By moving the camera in a certain way, a director can follow the action, create tension or fear, establish a setting, or mirror what a character is feeling. The main types of camera movement are:

- **panning:** a fixed camera pivoting from left to right, or right to left
- **tracking:** a camera is attached to a track and can follow the action taking place
- **zooming:** the shot moves closer to or further away from the subject, either by moving the camera or using a zoom lens

Shot size

A director decides how close to shoot a subject to create a particular 'shot size'. A long shot, where the subject is a long way away, can be useful for establishing a scene. A close-up shot can direct the viewer's attention to the subject's emotions or a particular reaction.

Camera angle

The cinematographer and director choose the angle of the camera to influence the relationship the audience has with the subject of the shot. It is also important for establishing power relations between characters on screen.

For example, a low-angle shot, which is filmed low to the ground and looking up, can make a character seem imposing and powerful.

Sound

Sound in a film is important for dialogue and effects, but can also be used to manipulate the viewer's feelings. A soundtrack is often used in this way. Sound can be *diegetic* (originating in the scene, such as the music playing on a radio); or *non-diegetic* (put over the scene afterwards, such as a song).

Mise en scène

Mise en scène is a French expression that means 'to place in the scene or frame'. It refers to the deliberate placement and combined effect of everything that the viewer can see in a shot. *Mise en scène* is built through elements such as film sets, costume, lighting, props and actors.

Lighting

Lighting can be used to create the desired atmosphere and mood of a film. Lighting controls colour, shadow and contrast, which are all important ways of creating atmosphere and mood. For example, a lighting which creates lots of shadows on one side of a character's face could be used to create mysterious or threatening atmosphere.

Editing

When a film is created, the director films many versions of the same scene, and may also film scenes that are not used in the final 'cut' of the film. Editing a film refers to the way in which shots are selected and the way they in which they are linked together. Editing influences the way a viewer responds to characters, events and settings.

Practice

1 Use a dictionary or research on the internet to define each of the following film terms.

frame		cinematographer	
actors		low shot	
director		genre	
producer		bird's-eye	
soundtrack		shot	
diegetic		flashback	
panned		plot	
scene		setting	
character		multimodal	

- A 2 Use words from the word list above to change the word or phrase in italics in each of the following sentences to one more appropriate for discussing a film.
- a The film's *music* _____ really adds to its tension.
 - b The camera *moved from side to side* _____ to show the full scene.
 - c The viewer sees the character's childhood in a *scene from back in time* _____.
 - d The way the film is *put together* _____ makes it seem slow.
 - e The *place the film is located* _____ is important to understanding its themes.
 - f The director set the scene with a *shot from above* _____.

- A 3 Fill in the spaces below with the appropriate words from the word list from discussion task 1.
- The _____, _____ and _____ of the film, which was in the action _____, met to discuss the best way to make the _____ clear. They wondered if they should use a _____ to show the _____'s location, or if a _____ of the _____ would tell the viewer where the film was set. Once they had decided, they told the _____ to get into position for the first shot.
- 4 If you were a director, how would you tell your viewer the film was about to go to a flashback? What editing or sound might convey this message?
- 5 Write a short instructional piece that outlines what a viewer needs to pay attention to when watching a film. Is it just the action and dialogue, or do messages come in other ways?

For class or group discussion

- 1 Explain to a partner the difference between a director and a cinematographer. As a class, discuss which of these you think is most important on a film set, and why.
- 2 Discuss how a director could use camera movement and music to make a scene seem scary. Choose a particular song you know which would help create this mood if used as part of a soundtrack.
- 3 How might a director use camera movement and music differently to present the same scene in a way which is *not* frightening? Choose a different song which would help to create this mood.

Film text focus — *The Sapphires*

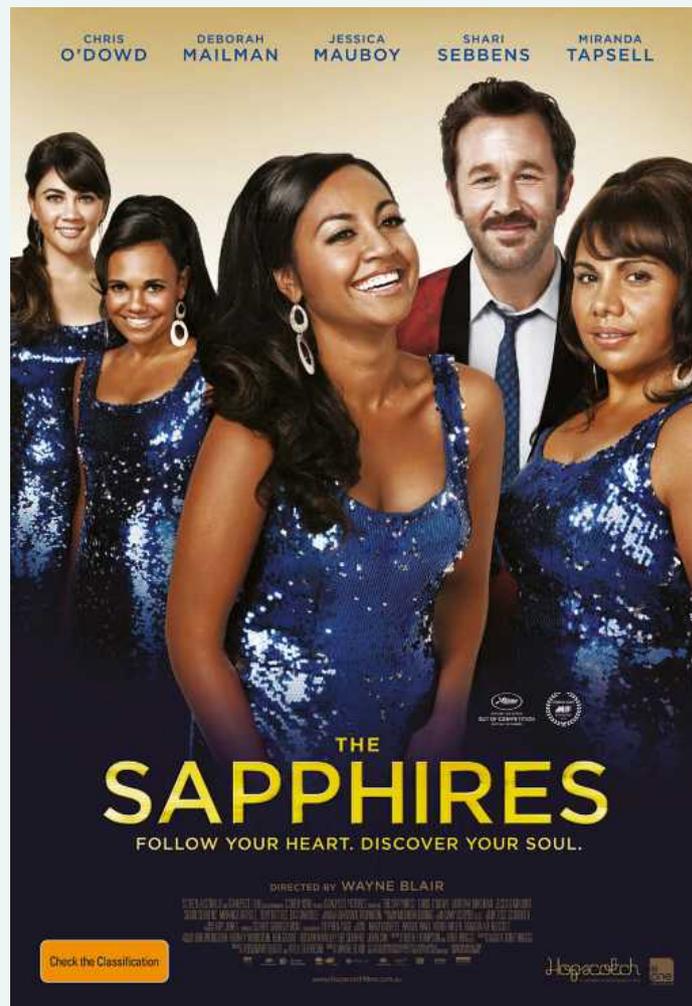
The 2012 Australian film *The Sapphires* is the true story of an all-Aboriginal girl group who sing for US troops in 1968 at the beginning of the Vietnam War. Set at the time of the American civil rights movement, the film blends musical comedy, drama and romance with an examination of race relations in Australia.

Three sisters—outspoken Gail, talented Julie and party girl Cynthia—together with their cousin Kay, are inadvertently discovered by Dave Lovelace, a down-and-out music promoter and soul music fan. The Sapphires' tour to Vietnam tests the relationships between the sisters.

The film explores the importance of cultural identity for the three sisters, who were brought up in the Aboriginal community of Cummeragunja. The director Wayne Blair explores the effects of being part of the stolen generations through the strained relationship between Gail and Kay. Kay was taken from her family as a child and raised by white parents. She has difficulty reintegrating with her Aboriginal family, which highlights the terrible consequences of the policy that removed Aboriginal children from their families.

Look at the poster below, which advertises the film, and answer the questions that follow.

Film text 1



For class or group discussion

- 1 There are four members of The Sapphires in the film: Gail, Julie, Kay and Cynthia. Why do you think two of them are closer to the front in the poster image?

- 2 Do you recognise either of the actresses who are positioned at the front? What about the two at the back? Do you think this would have any impact on the construction of the image? Why?
- 3 Discuss who you think the man in the background is. What might his role in the group be? What makes you think that?
- 4 Can you tell when the film is set, or what it is going to be about from the poster? What details give you clues?
- 5 What overall mood or impression is created by the poster? Look carefully at the colours used, and facial expressions of the characters. Does the poster entice you to watch the film? Why?

Practice

- 1 Write a short analysis of the poster. What is its purpose? How does it hint at the film's subject matter, setting and mood?

- 2 Make notes about the facial expressions and body language of each of the characters in the poster: Kay, Cynthia, Julie, Dave and Gail. How are they the same? How are they different?

- 3 Write a paragraph that evaluates the poster. Do you think it effectively advertises the film, and gives a sense of what it might be about? Why or why not?

Film text 2

After *The Sapphires* audition in front of a panel of American military personnel for an opportunity to entertain American troops in Vietnam, they have the following conversation.

Military officer: And your name again?
 Gail: Cummeragunja Songbirds.
 Military officer: Say what now?
[Kay pauses and then notices Cynthia's sapphire engagement ring]
 Kay: ... we're The Sapphires!
 Military officer: Sapphires ... we'll see you in Saigon.

For class group or discussion

- 1 Why do you think the auditioning officer is confused by the name Cummeragunja Songbirds?
- 2 Do you think Kay's quickly changing the name improves *The Sapphires'* chances of being selected to perform in Vietnam? Why?
- 3 The name *The Sapphires* is similar to a very famous all-female American soul group. Do some research to find out who this group is, and how they are similar to *The Sapphires*.

Practice

- 1 Write down the connotations of the word 'sapphire'. Do you think it is a good choice for the name of the singing group?

- 2 Come up with another five names that would be suitable for an all-girl soul group. Explain your choices.

- 3 What connection can you see between the name Cummeragunja Songbirds and the group's Aboriginal identity?

- 4 Write a paragraph that describes the possible reactions of the other members of the group when Kay changes the name. How might they feel? Why?

Film text 3

The film still below shows Gail, Julie and Cynthia at the beginning of the film. Look closely at the *mise en scène* of the shot, and at the characters' body language, and then answer the questions below.





For class or group discussion

- 1 What mood are the characters in at this point of the film? What makes you think that?
- 2 Who do you think the characters are looking at?
- 3 Why do you think the director has chosen to frame the shot without anything else in it?
- 4 Where is the camera positioned in relation to the characters? What type of shot is this? Discuss the distance from the subjects, and the camera angle.
- 5 As a class, come up with 10 adjectives to describe the three characters shown in the film still.

Practice

- 1 List the parts or features of the film still that help to make the characters seem imposing and determined.

- 2 Write a set of brief instructions for a director who wants to shoot the same three characters, in the same location and costumes, but make them seem warm and welcoming. What things would you change?

- 3 Create a short piece of dialogue between the three characters in the still. What do you think they are about to say, or talk about?

Film text 4

One scene in the film depicts The Sapphires singing for American troops on the night of Martin Luther King's assassination in August 1968, a moment of great historical and cultural significance. Throughout the film there are references to the civil rights movement both in the United States and in Australia. The film also includes a flashback to the time when Kay was taken from her parents by authorities and became part of the stolen generations. Flashbacks are scenes that are set in a time earlier than the main story, or are sudden and vivid memories of an event in the past.

[Gail's voice speaks over the flashback scene of Kay being taken. She explains to Dave . . .]

Gail: Kay's mum. It's her birthday, so we're doing a show for her and we were on top of a truck. Two black cars pull in. Government fellas. Mum and Dad screaming at us: 'Kids get across the river!'

Dave: I don't get it. What did they want?

Gail: Children. It's my responsibility, Dave, to look after the others 'cause I'm the eldest. I'm not to let em out of my sight, especially not Kay.

Dave: Why Kay?

Gail: If you're fair like Kay, them fellas reckon she could pass for white. Take her from the family. Put her in an institution. Teach her white ways. And pretty soon there'll be no black fellas left to worry about.

For class or group discussion

- 1 What do you think the flashback scene shows as Gail speaks the first sentence above? Why do you think she doesn't speak in full sentences?
- 2 If you were directing this scene, how might you use sound and your camera to recreate Gail's description of the commotion as the authorities arrive?
- 3 Highlight words in Gail's dialogue that would reveal her accent when read aloud. Which words would need to be read in a particular way?
- 4 Use an online video clip search to find the scene in which Gail and Kay fight about Kay's Aboriginality. Why do you think the director would have used a close-up on Gail's face looking over a river directly after this fight?
- 5 Do an online search for the group 'ReconciliACTION'. Use their website to find out some reliable information available about the stolen generations.

Film text 5

The image below is from the end of the film when the group returns to Australia and performs at the Cumeragunja Reserve.





For class or group discussion

- 1 What type of shot is this: a long shot, medium shot or close-up?
- 2 What has the director framed the shot to include? What is excluded?
- 3 Whose perspective is the shot taken from? How do you think the viewer of the film is supposed to feel?
- 4 What type of mood do the facial expressions of the characters and the colours of the set and costumes create?
- 5 What type of song do you think The Sapphires are singing in this scene? What makes you think that?

Film text 6

Look at the image of Dave below.



For class or group discussion

- 1 What type of shot is this: a long shot, medium shot or close-up?
- 2 Why do you think the director chose to use that particular type of shot here? What is its purpose?
- 3 How is the visual language of this image different from that of the previous image?

Practice

- 1 Write a short paragraph analysing the image. Consider these questions: What is the mood of the image? How is lighting used to create this mood? What do you think Dave is thinking and feeling? How do you know?

UNIT 49 Reading non-fiction texts

Types of non-fiction writing

There are many different types, or forms, of writing that can be considered non-fiction. It is likely you have already written or encountered non-fiction texts at school, such as by writing informative essays or science reports, giving speeches or reading web-pages and textbooks. All non-fiction writing must be based on fact or something real.

Some forms of non-fiction texts can be found in the media, such as newspaper and magazine articles, editorials, letters to the editor, reviews and interviews. Other forms include autobiographies, biographies, histories and instructional texts. Some non-fiction writing is personal, such as journals, diaries and letters. These types of text are all forms of non-fiction.

Features of non-fiction writing

Different types of non-fiction writing have different features and characteristics. These features include structure, voice, evidence, anecdotes, reported speech, visual material and subject-specific terminology. This unit presents examples of the features of non-fiction writing.

Structure

Writers of non-fiction texts need to organise the information they present to ensure it reads clearly and logically. Ways to organise a piece of writing include the use of headings and sub-headings, paragraph order, time periods for histories or biographies, or using sequential ordering such as numbered steps.

Voice

Non-fiction texts are commonly written in the voice of the first person (I, we, us) or third person (he, she, they). The use of any voice depends on the type, audience and purpose of the text.

Evidence

Creators of non-fiction texts seek to convince the reader that what they present is true and trustworthy. They must provide facts and evidence to support their statements. Evidence can be presented in a number of ways: through reported speech (e.g. quotes from interviews or speeches); reference to research material; quoting of experts; or providing statistics or data.

Anecdotes

An anecdote is a short retelling of a real incident from the past. Anecdotes can be used to engage a reader's interest, especially at the beginning of a non-fiction piece.

Reported speech

Reported speech is where a writer reports or relays what somebody else has said. Reported speech lends credibility to a non-fiction text as the reader feels they are getting information straight from the source.

Visual material

It is often said that a picture says a thousand words. Creators of non-fiction texts can use visual material to support their written text. Photographs, diagrams, maps or graphs help convey information to the reader.

Subject-specific terminology

Many fields of knowledge have terms that are specific to them, and non-fiction writing often includes such subject-specific terms. A medical textbook, for example, might include words such as femur, patella, plasma and cornea. A pamphlet on how to use a computer might include words such as megabytes and modem. Specific words help the writer to concisely convey detailed information.

Non-fiction extract 1 — film review

The following extract is a review of the film *Up*. A review is a type of non-fiction writing. As you read the review, pay attention to the tone and complexity of the language, and the use of subject-specific terminology.

UP

Eight-year-old Russell is egg-shaped. He resembles a hyperactive Humpty Dumpty, while his grumpy friend, Mr Fredricksen, a pensioner in his 70s, looks like the offspring of a union between Spencer Tracy and a Rubik's cube.

They're unlikely heroes and, early on, severe doubts were voiced about them and their ability to make Pixar's *Up* take off. Now the film's US box-office figures are in, success is assured and the pessimists have left the stage. Once again, Pixar has cemented its reputation as the animation studio that can do no wrong.

It took Pixar's chief, John Lasseter, and his team a long time to get around to telling stories about people. They began with toys and moved on to bugs, monsters, cars and fish. It wasn't until their sixth CGI feature, *The Incredibles*, that they decided to explore the serio-comic possibilities of the human form. Now that it's happened, they seem ready to try anything.

I can't imagine any other animation studio daring to start a picture with the tender chunk of exposition that opens this one. It's an elegantly poignant summary of Carl Fredricksen's life, starting with his years as a nerdy little boy longing to see the world. He meets a girl, Ellie, whose desire for the unknown matches his own. When they grow up, they marry but somehow their dreams of travel are never fulfilled.

It's Ellie's death that turns Carl (drolly voiced by Ed Asner) into the curmudgeon whom Russell (Jordan Nagai) encounters when he knocks on his door. Russell is a Junior Wilderness Explorer and he is determined to do a good deed. If only Mr Fredricksen will allow him to help in some way, he will win his Assisting the Elderly Badge. Naturally, the answer is no. But the door slammed in Russell's face is only the beginning. It launches the adventure about to be undertaken by this idiosyncratic pair.

The film's directors and co-writers, Pete Docter and Bob Peterson, say they began work with a single scene in mind—of a house rising into the sky, towed by a multi-coloured bunch of helium balloons. It's Carl's house and he's being forced to move by developers. Instead, he pre-empts his eviction by



tying the balloons to the house and sailing away in it. And Russell finds himself swept along for the ride.

The film marks Pixar's 3D debut and the skyborne slapstick sequences that follow are expertly designed to exploit the art, but no matter how intricate the aerobatics, Docter and Peterson never lose sight of the main joke, which is rooted in the differences between their adventurers.

Through every upheaval, Russell clings to his haversack, which is packed with things he will never need to use—even if he knew how—while Carl grudgingly warms to him under the influence of fresh experiences and even fresher air.

Soon after they're aloft, a thunderstorm hits, driving them into the unknown before setting them down exactly where Carl was heading.

After all, Pixar has never been shy of the convenient coincidence and we must hurry, for we've embarked on a quest. Carl is out to find his boyhood hero, Charles Muntz, a pioneering explorer of international renown who vanished years ago in the jungles of South America.

If this were a DreamWorks animation, we'd be meeting a cute animal or bird about now and it would be offering a line in wisecracks inspired by the urge to parody other Hollywood movies and their heroes. But that's not Pixar style.

We are certainly introduced to a funny bird—an iridescent creation looking like a toucan crossed with an ostrich—but it doesn't speak. Instead, its talent to amuse arises out of the studio's abiding fascination with physical comedy and the sense of exactitude that enlivens the best of it.

If the script does show hints of parody, the butt of the joke would seem to be

Joseph Conrad's *Heart of Darkness*, for the explorer Muntz turns out to be a cartoon version of Conrad's Kurtz. Possessing the stern looks of Christopher Plummer, who provides his voice, he's guarded by a pack of dogs equipped with collars that allow us to hear what they're thinking. And while this device may smack of a desperate urge to keep the jokes flowing, the jokes

themselves are infused with a doggy earnestness that is pretty hard to resist.

There are longueurs. Towards the end, the strain shows. But I'd go along with that box-office result. Pixar has done it again.

Source: Sandra Hall, *The Sydney Morning Herald*

For class or group discussion

- 1 As a class, discuss the words that Sandra Hall, the writer of the review, uses to describe the two main characters. Does her description match the appearance of the characters in the accompanying image?
- 2 This review is a mix of fact and opinion. Divide the review into the sections that summarise the plot, those that give background to the film's production, and those that provide a critique (give the opinion of the reviewer).

- 3 What does the reviewer think are the strengths of the film?

- 4 Choose three adjectives that describe the tone of the review. Highlight sections of the piece that support your choices.

- 5 What examples of subject-specific terminology can you find in the review?

Practice

- 1 Look at the use of language in the review.
 - a Use a dictionary to look up any words in the review that you don't know.
 - b List all the words that show the sequence in which things happen in the film. For example, in the sentence that begins 'Soon after they're aloft, a thunderstorm hits', *soon* is used to show the order of events.

- 2 Write your own review of a film you have seen recently. Try to use the same structure and language as used in the review of *Up*. Make sure that you provide information about the film's plot and characters, as well as your opinion of the film.

Non-fiction extract 2 — travel writing

The extract below about County Meath is from the Lonely Planet guide to Ireland. As you read it, pay attention to the voice in which the piece is written, and the evidence used.

History

Meath's rich soil, laid down during the last Ice Age, attracted settlers as early as 8000 BC. They worked their way up the banks of the River Boyne, transforming the landscape from forest to farmland. The extensive necropolis at Brú na Bóinne, dating from when the Egyptian pyramids were still but a dream, lies on a meandering section of the Boyne between Drogheda and Slane. There's a group of smaller passage graves in the Loughcrew Hills near Oldcastle.

For a thousand years the Hill of Tara was the seat of power for Irish high kings (*ard ríthe*), until the arrival of St Patrick in the 5th century. Later, Kells became one of the most important and creative monastic settlements in Ireland, and lent its name to the famed *Book of Kells*, a 9th-century illuminated manuscript now displayed at Trinity College, Dublin.

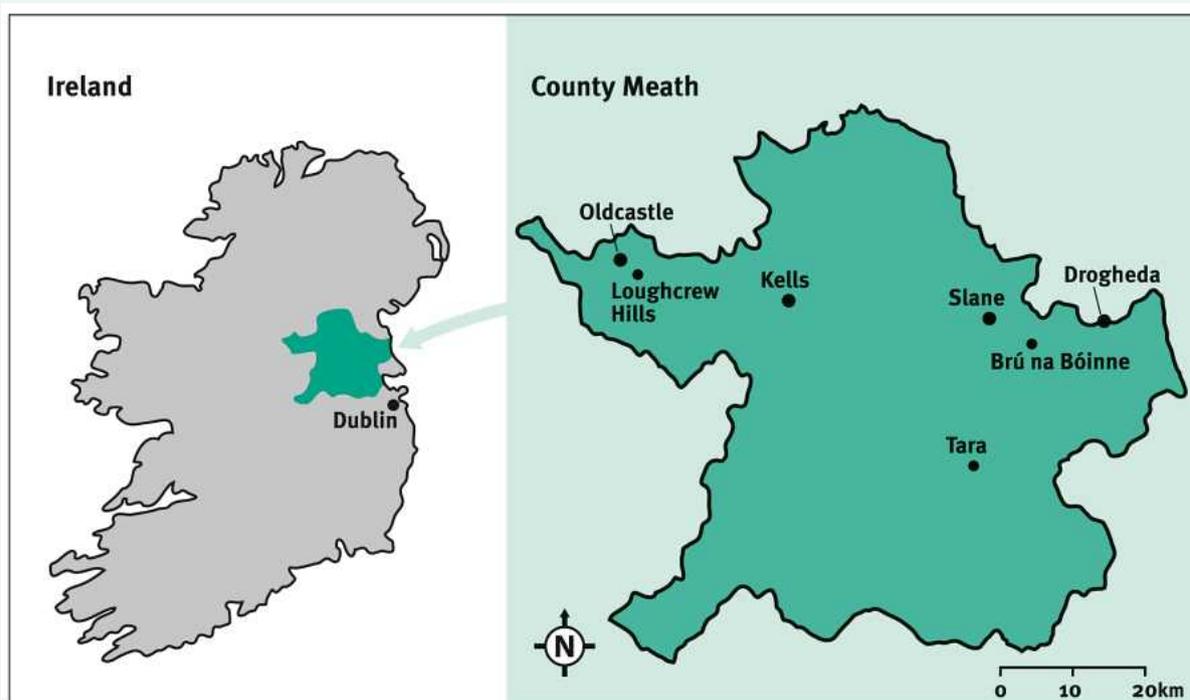
Brú na Bóinne

Not to be missed, the vast Neolithic necropolis known as Brú na Bóinne (the Boyne Palace) is one of the most extraordinary sites in Europe. A thousand years older than Stonehenge, this is a powerful and evocative testament to the mind-boggling achievements of prehistoric humans.

The complex was built to house the remains of the people who were at the top of the social heap. Its tombs were the largest artificial structures in Ireland until the construction of the Anglo-Norman castles 4000 years later. Over the centuries the tombs decayed, were covered by grass and trees and were plundered by everybody from Vikings to Victorian treasure hunters, whose carved initials can be seen on the great stones of Newgrange. The countryside around the tombs is littered with countless other ancient mounds (*tumuli*) and standing stones.

The area consists of many different sites, with the three principal ones being Newgrange, Knowth and Dowth.

Source: *Ireland*, Lonely Planet



For class or group discussion

- 1 What is the purpose of the County Meath extract? Is it to inform, to persuade or to entertain? Or is it all three? Why?
- 2 What two things does the reader learn about the soil in County Meath.
- 3 Where does the 'extensive' necropolis at Brú na Bóinne lie?
- A** 4 Why do you think the author has included comparisons with the Egyptian pyramids and Stonehenge when neither of these is in County Meath?
- 5 What facts are given about Brú na Bóinne?
- 6 Is the extract written in the first person or in the third person? Why do you think the writer has made this choice? How does it help to convey the information clearly?
- 7 What do you learn about County Meath from the map that accompanies the text?
- 8 Discuss the ways in which the author of this non-fiction text has aimed to make the facts about County Meath interesting to the reader.

Practice

- 1 Imagine that the author did not enjoy visiting Brú na Bóinne. Rewrite the first paragraph under the heading Brú na Bóinne, replacing the words 'extraordinary', 'powerful', 'evocative' and 'mind-boggling' with words with negative connotations.

- 2 Write down the two headings that are used to organise the information in the extract. Then, make a list of other headings you would expect to find in a chapter about County Meath.

- 3 **a** Using this text as a model, write an informative non-fiction piece about the place where you live. Include information that would be useful for a traveller, such as attractions, geography, transport and accommodation.
b Create an appropriate image to accompany the text. Think carefully about what type of visual material would enhance the written information. You could consider a map, a diagram or a graph.

Non-fiction extract 3 — news article

The piece below is a news article that appeared on ABC online. As you read it, pay attention to the use of anecdotes, reported speech and visual material.

The text has many examples of reported speech from Hugh Evans, the young man who is the focus of the news article.

GEN Y-NOT TACKLES WORLD POVERTY

It was in a Melbourne cinema one night that Hugh Evans' plan to nip the problem of extreme poverty in the bud came to him.

The idea behind Al Gore's successful film *An Inconvenient Truth* was simple, but so effective that it led to a revolution of sorts: people finally started talking about climate change on a global level.

And if it worked for climate change, 2004 Young Australian of the Year Evans thought that maybe, just maybe, it could help the 1.4 billion people living in poverty around the world.

This light-bulb moment led to the birth of the Global Poverty Project (GPP).

'There are lots of people talking about extreme poverty but there isn't a coherent narrative or conversation around how we can end it within our lifetime,' the humanitarian and activist told ABC News Online.

'I wanted to work with a team of experts around the world to create a groundbreaking presentation that communicates how we can actually end extreme poverty within our lifetime, in such a way that anyone can sit through this 90-minute presentation and be equally compelled and challenged, but also raise a debate.'

Evans—who is also an author, co-chaired the Youth 2020 Summit ... wants you to listen, for 90 minutes to be exact.

And when Evans wants you to listen, a lot of important people, including Prime Minister Kevin Rudd, Hugh Jackman, the Queen, and those inside 10 Downing Street, do too.

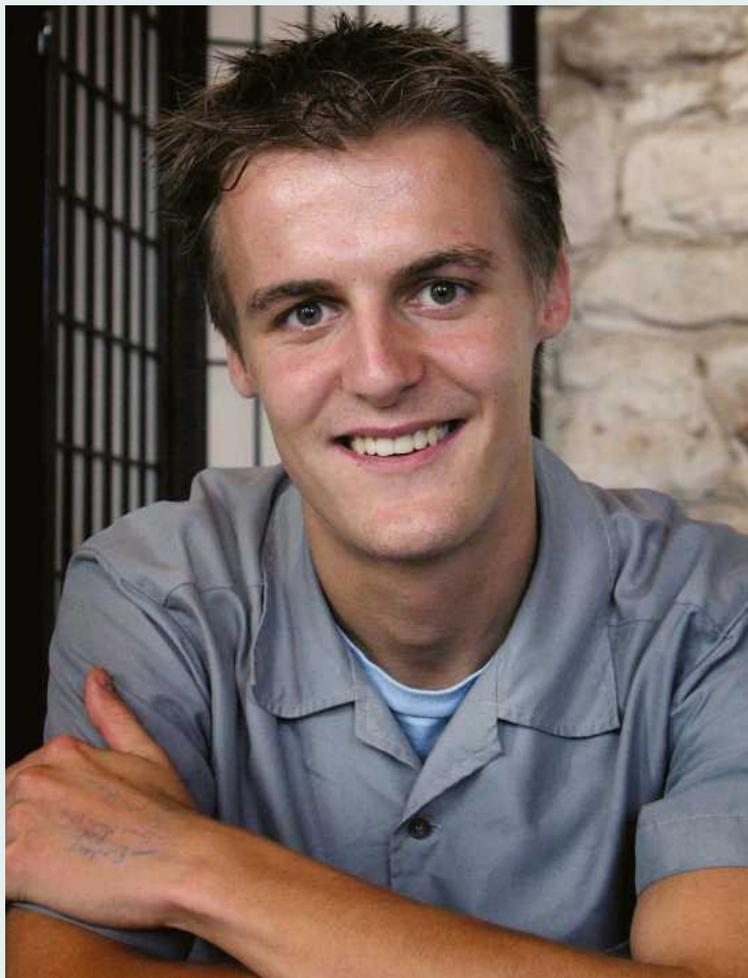
'Making a difference'

Evans is one half of the brains behind the Oaktree Foundation—Australia's first totally youth-orientated aid agency.

It has raised over \$1 million and given around 40 000 young people education opportunities.

He was also a key speaker and part of the team who organised the 2006 MAKEPOVERTYHISTORY concert in Melbourne which featured U2, Eddie Vedder, John Butler Trio and Jet, to name a few. Pretty impressive for a 26-year-old Generation Y-er.

As for the mission to eradicate extreme poverty in his lifetime, Evans says it just needs to start with a conversation.



'The reality is that 27 000 people continue to die every day due to causes that can be prevented ... it's the greatest challenge of our generation and surely we need to be debating in the public forum how we can end it in our lifetime.

'And that's exactly what the Global Poverty Project is trying to achieve.'

The GPP's main aim is to make sure governments come good on the promise they made at the 2000 UN Millennium Summit to help improve the lives of the world's poorest people by 2015, through the eight millennium goals.

So far, only 14 per cent of these goals have been reached.

Gen Y to the rescue

Generation Y has copped a lot of flak in recent years, but it's precisely these people

Evans and his band of advocates will be targeting when they take their Gore-inspired presentation global.

And he's confident they'll get on board.

'For some reason, I think it's potentially due to the fact that Generation Y-ers have travelled the world to a greater extent than generations before them, they have their eyes open to a global ethic, and because of that they respond very quickly to an opportunity to make a difference,' he said.

'I think that it is important to Generation Y to do something that really matters. Gen Y want to take more concerted action and I think we are sick and tired of things that are tokenistic. We need to do things that actually will tangibly make a difference.'

And for that to happen, he says it's everyone's responsibility to ensure governments stop procrastinating.

Types of persuasive texts

Types of persuasive texts include advertisements, speeches, argumentative essays, letters to the editor, and reviews. In this unit we will look at advertisements, which are multimodal persuasive texts, and editorials and letters to the editor, which are persuasive written media texts.

Pervasive persuasive language

Every day we are bombarded by messages trying to persuade us to do something. They pervade our society. Advertisements try to persuade us to spend our money; politicians try to persuade us to vote for them; writers and editors try to persuade us to agree with their opinions; even parents try to persuade us to keep our rooms tidy!

It is useful to be able to identify and analyse a number of commonly used persuasive devices. Some of the most common persuasive or rhetorical devices are discussed below.

Word choice

Many words are viewed as positive or negative—this is called their connotation. Writers and speakers carefully select words, and their associated connotations, to make the reader or listener agree with them. For example, the same boy could be described as ‘lazy’ or ‘relaxed’, but each word has a very different connotation.

widespread than it actually is. For example, ‘All teenagers are rude.’ Exaggeration can sometimes be referred to as overstatement or hyperbole.

Appeals

Writers and speakers often appeal to something the reader or listener values or fears in order to persuade them. For example, the statement ‘The proposed law puts all families at risk’ plays on the reader’s desire to keep their family safe.

Exaggeration

Another form of persuasion is to use language to make something seem more serious or

Practice

1 Make a class list of five memorable advertisements you have seen this week. Next to each, write down what the advertiser is trying to persuade you to do.

2 Look at the ‘Save Water Target 155’ advertisement. As a class, or with a partner, consider the following questions.

a What is the advertisement trying to persuade you to do?

b Why has this person been chosen to feature in the advertisement? Consider his occupation, clothing, appearance and props—why are these things relevant?

Persuasive text 1: Save Water Target 155

A man in a workshop setting, wearing a dark t-shirt and blue overalls, is holding a white PVC pipe fitting. He has a serious expression. The background shows various tools and equipment in a workshop.

**"IF I CAN GET CLEAN IN LESS THAN
4 MINUTES, SO CAN YOU."**

Dave Sturt, Plumber

"Actually I take about 3 minutes. And I come home dirtier than most. I know there's lots of people out there trying to do their bit to save water, but if you know someone who's still in the shower over 4 minutes, give them a nudge."
Visit target155.vic.gov.au for more ways to save water.

Our Water Our Future
A Victorian Government initiative

Victoria
The Place To Be

**SAVE
WATER
TARGET
155**

c How is the advertisement attempting to make the viewer feel? What emotions does it aim to evoke?

d What are the connotations of the word 'nudge'? Is it positive or negative? Friendly or confrontational? How does it help to persuade?

3 Work with a partner to come up with your own advertisement for saving water. It should have a catchy slogan, and use visuals as well as written text to persuade your audience. Share your completed advertisement with the rest of the class.

4 Advertisers choose particular words and phrases to appeal to buyers. For each market group in the table below, come up with a slogan to sell the associated product. Think carefully about the tone of your advertisement and choose words appropriately.

Market group	Product	Slogan
people with allergies	a new sort of bread containing no flour, yeast or salt	
gardeners	a new, whizz-bang compost bin	
real-estate investors	an apartment that needs a total renovation to make it liveable	
people who think life was better in the 'good old days'	a newly released electric car	
professional women in the 25–45 age group	new sunglasses that protect the wearer's eyes from all UV light	

5 Consider the Berri Apple Juice advertisement on the next page and then complete the following tasks.

a What is the advertisement trying to persuade you to do?

b Think about the colours of the advertisement. What feelings or emotions do you think the creators want you to associate with the juice?

c How many written or visual references are there to Australia? Why do you think the advertisers have included so many? How do they want the viewer to feel about the juice?

Persuasive text 2: Berri Australian Grown Apple Juice



**WHEN YOU ONLY PICK
AUSTRALIAN FRUIT,
MAKING GREAT TASTING
JUICE IS EASY.**

(THE HARD PART IS NOT EATING THE FRUIT FIRST.)

We're lucky, really. Australia produces some of the best tasting fruit in the world. It's bursting with natural flavour, which is why we only use fruit that's grown right here in Australia. And why Berri Australian Grown always tastes so delicious.

IT'S CALLED AUSTRALIAN GROWN FOR A REASON.

Jeff Tamson Orchard, Harcourt Victoria.
Apple supplier for Berri Australian Grown.

100% AUSTRALIAN FRUIT

APPLE JUICE

d What value do the advertisers hope to appeal to by referring to Australia so many times?

e Do you think making great-tasting juice is actually 'easy'? If not, why do you think the advertisers have used this exaggerated language?

f What is the tone of the advertisement’s written text? If this were turned into a television advertisement, what type of voice would you choose for the voiceover? Why?

g Do you think this is an effective advertisement? Why or why not?

6 Answer these questions and consider your responses to the previous task as well as the actual Berri Apple Juice advertisement.

a Make a list of the key ways that the advertisers attempt to persuade the viewer to buy the juice.

b Use this list to now write one to two paragraphs that analyse how the advertisers attempt to persuade the viewer in this advertisement.

Recognising the tone of a written text

The tone of a piece of writing is the way that it ‘sounds’. Tone helps to show the writer’s attitude and feelings about the subject to the readers. Tone is communicated through the choice of language, and tone can work to persuade the reader or audience. Phrases and expressions create the tone of a piece of writing and often reveal something about the writer.

Types of tone

- A neutral tone is factual and unemotional.
- Emotive tones may express approval, disapproval, enthusiasm, boredom or even aggression.
- A casual tone may be created through the use of slang language.
- The use of jargon may reinforce a writer’s self-important tone. Jargon is the name for technical words specific to a particular subject. For example, firewall, portal, terabyte are all examples of information technology jargon.
- Sarcasm is a type of humour generally used to create a scornful or mocking tone. When people use it, they actually mean the opposite of what they are saying; the meaning is picked up through a text’s tone.

Letters to the editor and editorials—opinion pieces representing the views of the paper—often have a strong tone. Using an authoritative or emotional tone can help the writer of an editorial or letter to the editor to persuade readers to agree with their point of view.

Practice

- 1 Which word do you think best describes the tone of each of the following passages?
 approving neutral angry
 - a I simply cannot believe it. Once again they are planning to take part of the park that belongs to us all and build a sports stadium for the privileged few. Why doesn't someone stand up for residents? _____
 - b The camp leader acknowledged the assistance of Grantville National Park staff in the incident. He admitted that without their help the boys might not have been rescued so quickly. _____
 - c North's energetic play ensured a convincing win in the first match of what is sure to be an exciting season. Collitt proved himself to be the hero of the day, kicking six goals in the first quarter. _____
- 2 Working with a partner, look at today's edition of a major newspaper. Find the opinion section and spend some time reading the letters to the editor and the editorial. Describe the tone of each.

Persuasive text 3

A Climate sense

Dr Bradshaw's article in this paper on 1 November clearly articulates the concerns of many Australians about climate change and global warming. Researchers have, almost unanimously, shown that humans have caused the Earth to warm. To ignore this is to put our future, our grandchildren's futures, and the future of the planet at risk. We need more Australians like Dr Bradshaw sensibly speaking the truth on this issue.

Clare Andrews, Coburg

B Climate non-sense!

Once again we have enviro-loonies like Dr Bradshaw to shove shonky 'evidence' of global warming down our throats! They can try as much as they like to make ordinary Australians feel guilty, but we're not so stupid. The Earth has warmed and cooled for millennia. I'd like to see how Bradshaw changes his mind when his proposed policies start putting hard-working Aussies out of a job.

Stephen Cameron, Sydney

Practice

- 1 What does each letter argue?

- 2 Choose three adjectives that describe the tone of each letter.

- 3 Which letter do you think is more convincing? Why?

GLOSSARY

Abstract noun	A noun that names something that cannot be perceived by the senses. 'A little knowledge is dangerous.'
Accent	The relative stress, heavy or light, placed on a syllable in speech, forming the basis of rhythm. The accent is on the first syllable in ' donkey ' and the second in ' photographer '.
Adjectival clause	A dependent clause that functions as an adjective. 'Anyone who wants to be a psychiatrist should have their head read.'
Adjectival phrase	A phrase that functions as an adjective. 'The novelist, highly regarded as a writer , was a hopeless reader of his own work.'
Adjective	A word that modifies a noun or pronoun. 'The old man climbed the creaking stairs.'
Adverb	A word that modifies a verb, adjective or other adverb. 'I waited so patiently in the very long queue.'
Adverbial clause	A dependent clause that functions as an adverb. 'I jumped the queue when I saw everyone else doing it .'
Adverbial phrase	A phrase that functions as an adverb and tells us more about the verb. For example, in this sentence, the prepositional phrase 'in the park' tells us where it was held: 'The concert was held in the park .'
Alliteration	The repetition of the same consonant in words situated close to one another. 'The f air breeze blew, the w hite f oam flew.' (Samuel Taylor Coleridge, 'The Rime of the Ancient Mariner')
Articles	A, an and the are the articles. They introduce nouns. ' The other day I saw a man kissing an orang-utan.'
Assonance	The repetition of the same or similar vowel sounds in words that occur close to one another. 'A i stitch in time saves i ine.'
Auxiliary verb	A verb used with other verbs to form a verb phrase. 'We were crying as we left the theatre.' Also known as a helping verb.
Clause	A group of words that contains a subject and finite verb. A clause is either an independent clause: ' I am scared of moths ' or a dependent clause: 'I am scared of moths because they fly at you .'
Collective noun	A noun that names a group of people or things. 'The class went on an excursion.'
Common noun	A noun that names a member of a class of people, places or things. 'Which poet do you admire?'
Comparison	The three degrees of quality or amount of adjectives and adverbs: positive, comparative and superlative. 'I am smart , but my sister is smarter , and our mum is the smartest of us all.'
Complex sentence	A sentence that contains an independent clause and one or more dependent clauses. 'I prefer a picnic site where you can sit at a table.'
Compound sentence	A sentence that contains two or more independent clauses. 'Driving lessons are exciting; learning the rules is a chore.'
Concrete noun	A noun that names something that can be perceived by the senses. 'I saw the ship as it berthed at the pier .'

Conjunction	A word that joins words or groups of words. Coordinating and correlative conjunctions join elements of equal importance; subordinating conjunctions join elements of unequal importance. For example, 'Neither Jim nor Jan knew that the babysitter had been in jail for theft and abduction.'
Conjunctive adverb	An adverb that is used as a conjunction. 'The water was cold; however , I decided to brave it.'
Connotations	Associations of a word as it relates to the reader's experience.
Contraction	A combination of two words in which an apostrophe marks where one or more letters have been omitted. 'It's (it is) a shame that you're (you are) not available.'
Couplet	A pair of poetry lines that usually rhyme. 'An epicure, dining at Crewe / Found quite a large mouse in his stew.' (Anon.)
Dependent clause	A clause that is dependent on an independent clause in a sentence. 'I write because I have to .'
Dialogue	Conversation between two characters in a novel, play or poem.
Embedded clause	A clause that contains a subject and a verb and is placed in the middle of a sentence.
Fragment	A group of words that is punctuated like a sentence but does not contain a subject or a verb: an incomplete sentence punctuated like a sentence. 'Over my dead body.'
Free verse	Poetry that has no fixed line length, metre or placement on the page.
Future tense	The form a verb takes when it refers to something that will happen in the future. 'I will finish school in three years, and then I will travel for a year.'
Haiku	A three-line poem of Japanese tradition, with lines each containing five, seven and five syllables respectively.
Independent clause	A clause that makes sense on its own. 'The cat shredded the paper.'
Interjection	A word or phrase that expresses an emotion. ' Ouch! That hurt.'
Irregular verb	A verb that does not have standard forms of the past tense or past participle. 'She has sung that song before.'
List poems	Poems that feature lists of images that relate to the subject.
Lyric poetry	Poetry that has musical qualities and expresses emotion, including various forms such as the sonnet and song.
Metaphor	A figure of speech that suggests a comparison between two things by identifying one with the other. 'The moon is a dish brimming with milk.'
Metre	The regular pattern of stressed and unstressed syllables.
Mood	The feeling or atmosphere of a piece of writing, especially a poem.
Narrator	A person who tells a story or constructs a narrative.
Noun	A word that names a person, place, thing or idea. ' Dracula lived in Transylvania and liked sucking blood , much to people's horror .'

Number	The classification of words according to whether they refer to one person or thing, or more than one. 'They (plural) run a business (singular) from their home (singular).'
Onomatopoeia	The use of words whose sounds echo their meaning, such as 'thud' and 'crackle'.
Parody	A mocking imitation of a piece of serious writing.
Part of speech	The categories into which words are divided according to the jobs they perform in sentences. 'I'm surprised that you can run fast (adverb), after all that fast (adjective) food you have eaten.'
Participle	The form of the verb that combines with auxiliary verbs to make verb phrases. On their own, they can also function as adjectives. 'Your editing advice helped me to produce a well- written manual.'
Past tense	The form a verb takes when it refers to a past event. 'I lived in a country town when I was young.'
Person	The form of a verb or pronoun used to indicate the distinction between the speaker (first person), the person or people spoken to (second person) and the person or people spoken about (third person). 'I am speaking to you about him .'
Personal pronoun	A pronoun used to indicate people or things. ' We want you to see about it now.'
Personification	A type of metaphor in which things or abstract ideas are treated as if they were human.
Phrase	A group of words that does not contain a subject or finite verb and cannot stand on its own, for example, 'down the hill'.
Plot	The linked events in a story or narrative poem.
Point of view	The position, in relation to a story or event, of the teller of that story.
Possessive case	The form a noun or pronoun takes when it indicates possession. ' Mary's computer skills are better than mine .'
Possessive pronoun	A pronoun that is in the possessive case.
Predicate	The part of the sentence that says something about the subject. 'The bus careered over the cliff .'
Preposition	A word that connects a noun or pronoun to another word in a sentence. 'I ran along the beach.'
Present tense	The form a verb takes when it refers to the present time. 'I swim every morning.'
Pronoun	A word that stands in place of a noun. 'My hairdresser said that she was busy.'
Proper noun	A noun that refers to a particular person, place, thing or idea. It always begins with a capital letter. ' Melbourne and Sydney are rival cities.'
Rhyme	The use of words with the same sounds to create a pattern—especially at the ends of lines. Rhymes are described by their type, and by their position in the poem and in the line.

Rhythm	The stress patterns in poetry that give a poem its flow of sound or movement.
Run-on sentence	Two sentences incorrectly written as a single sentence. 'I sat down the bench was wet.'
Sentence	A group of words containing a subject and finite verb. 'Dinosaurs fascinate me.'
Simile	A type of metaphor in which one thing is compared to another using words such as 'like' or 'as' to make the comparison.
Simple sentence	A sentence consisting of one independent clause. 'Possums like apples.'
Speaker	The person whose 'voice' we hear speaking the poem.
Stanza	A group of lines of verse.
Subject¹	A noun or pronoun that operates the verb. ' Susan ran the shop.'
Subject²	The central theme or topic of a poem.
Subordinating conjunction	A word that introduces a dependent clause. 'I arrived as the others were leaving.'
Syllable	Sound division of a word; a unit of pronunciation.
Theme	The central idea of a poem or other literary work.
Tone	The vocal expression of the mood or feeling of a poem or a piece of prose.
Verb	A word that expresses an action or a state of being. 'We fed the ducks that were hungry.'
Verb phrase	A verb that consists of more than one part. 'The sun was shining brightly.'
Voice	The person we understand to be saying the words of the poem, or the way in which we 'hear' the speaker of the poem.

ANSWERS

UNIT 1

- 1 **a** adjective **b** conjunction **c** verb **d** preposition
e interjection **f** pronoun **g** adverb **h** noun
- 2 **a** into **b** twisted **c** she **d** popular **e** while **f** phew
g silently **h** water
- 3 **a** bird **b** me **c** dark **d** ate **e** sometimes **f** and **g** to
h well
- 4 Part of speech: **a** preposition **b** adverb
c interjection **d** conjunction **e** noun **f** pronoun
g adjective **h** verb

UNIT 2

- 3 lawyer, water, merriment, fish, car, cartridge,
magic, telephone
- 4 dog, school, month, fault, Jessie, dog, owner,
system, homework, harness, trees
- 6 **a** bear **b** bat **c** note **d** cave **e** web **f** park **g** oven
h doe **i** mum **j** legs **k** hair **l** bell **m** oar **n** boot
o seal **p** map **q** sneakers **r** snake **s** hen

UNIT 3

- 3 justice, fear, violence, humour, assistance,
attention, freedom, affection
- 4 boy (C), gate (C), box (C), popcorn (C), bottle (C),
look (A), bewilderment (A), face (C)
- 5 **a** Shakespeare **b** Jonathan **c** Antarctica
d Parliament House **e** Porsche **f** Telstra **g** Sunday
h English
- 6 **a** bunch **b** school **c** class **d** crowd **e** kindergarten
f crew

UNIT 4

- 1 **a** apple **b** students **c** criminals **d** Sophia **e** letter
- 2 she, it, we, them, it
- 3 him, she, it, she, they, her
- 4 **a** I/we **b** you **c** he/she/they **d** I/we
- 5 yours, his, mine, yours
- 6 **a** watch **b** cake **c** house **d** mower **e** marriage

UNIT 5

- 1 **a** won **b** live **c** want **d** sings **e** arrived **f** think
- 3 **a** is **b** feel **c** look **d** was **e** remains **f** smell
- 5 **a** have **b** will **c** can **d** must **e** should **f** do
- 6 **a** were **b** will **c** had **d** are **e** should **f** can

UNIT 6

- 1 **a** asking **b** called **c** waiting **d** changed
- 2 **a** broken **b** drank **c** swam **d** stolen **e** written
- 3 **a** swore, sworn **b** sank, sunk **c** rang, rung **d** drew,
drawn **e** bit, bitten
- 4 **a** will be **b** are **c** were **d** am **e** will be

UNIT 7

- 1 **a** past **b** future **c** present **d** present **e** future
f past
- 2 **a** jumped, will jump **b** destroys, will destroy
c cooks, cooked **d** lived, will live **e** cries, will cry
f counted, will count **g** plant, planted
- 4 I **surveyed** the crime scene. The day after we
hung the bird feeder in the tree, there **was** no
seed left. The chewed plastic lid **lay** on the
ground. Who or what **was** responsible?
I **concluded** our resident possum **was** the culprit.
The case **was** closed.

UNIT 8

- 2 **a** wild noise, extraordinary behaviour **b** stormy
weather, last race **c** several crimes, central city
d sharp knives, pointed sticks **e** six carrots, four
apples **f** bare feet, cold days

UNIT 9

- 1 **a** tastiest **b** thinner **c** kindest
- 2 **a** better **b** worst **c** worse
- 3 **a** sadder, saddest **b** more aggressive, most
aggressive **c** more puzzling, most puzzling
d longer, longest **e** stronger, strongest **f** more
brilliant, most brilliant

UNIT 10

- 1 today, clumsily, badly, cruelly, very
- 2 **a** sweetly, sang **b** clearly, wanted **c** always,
went **d** expertly, cut **e** late, arrived **f** wildly,
cheered **g** clearly, saw **h** frantically, waved
i often, bakes
- 4 **a** roughly **b** breathlessly **c** horribly **d** obviously
e awkwardly

UNIT 11

- 2 **a** well **b** slowly **c** quickly **d** fairly **e** well
- 4 Adverbs: slowly, impatiently, crossly, suddenly,
loudly, excitedly

UNIT 12

- 1 **a** to **b** before **c** at **d** about **e** over **f** from
- 2 **a** in **b** with **c** at **d** around **e** for **f** to
- 3 An old woman lived **in** a cottage **in** the forest. **At**
dawn she heard someone knocking **on** her door.
She opened it. A young man stood **on** the doorstep.
She let him **in**. 'I was expecting you **on** Friday,' she
said.
- 4 'Sorry, Gran,' he said. 'I left the castle **at** midnight
on Thursday, but I got caught **in** a storm. I had to
shelter **in** a cave **during** the night.' 'Enough of your
excuses,' she said.

UNIT 13

- 1 **a** and **b** but **c** and **d** or **e** yet
3 **a** stopped, snarled (verbs) **b** tomato, cheese (nouns) **c** me, you (pronouns) **d** cold, dry (adjectives) **e** quietly, happily (adverbs)

UNIT 14

- 1 **a** sadness **b** badly **c** thinking **d** thoughtful **e** tightness **f** tightly
2 **a** meat **b** imagination **c** whispering **d** printed
3 **a** exceedingly **b** suffering **c** angry **d** part **e** happiness
4 **a** noun **b** verb **c** adjective **d** adjective **e** noun **f** adjective **g** verb **h** adverb

UNIT 15

- 1 **a** F **b** S **c** F **d** F **e** S **f** S **g** S **h** F
3 **a** S **b** Q **c** S **d** C **e** Q **f** S **g** E **h** Q
5 Possible answer: **b** Take out all the packing. **c** Remove the computer. **d** Place all the parts on the floor. **e** Work out where each lead goes. **f** Plug everything in. **g** Turn on the power at the source. **h** Switch on the computer and the monitor.

UNIT 16

- 1 **a** we **b** my grandfather **c** your watch **d** wasps **e** Chile **f** honesty **g** they **h** babies
2 Possible answers: **a** The cemetery is scary at night. **b** Two of my goldfish died last week. **c** My uncle Jim owns a restaurant. **d** I have a big family. **e** You, come here right now! **f** The neighbour likes to chat. **g** Our house needs painting.
6 **a** Butterflies / are beautiful. **b** My football team / lost again this week. **c** Everyone in my family / has red hair. **d** My friend's parents / separated. **e** The magician / sawed a lady in half. **f** Twenty people / came to my party.

UNIT 17

- 1 **a** sentence **b** phrase **c** phrase **d** sentence **e** phrase **f** sentence **g** phrase **h** sentence
2 **a** against the wind **b** closing my eyes **c** with a headache **d** towards me **e** for the lamb **f** knowing the truth
3 Possible answers: **a** Do not talk about me behind my back. **b** I cannot use a spoon bent in half. **c** My best thoughts occur in the shower. **d** I cannot use a dinner plate smashed to bits. **e** Brad grabbed the puppy shaking with fright. **f** I was not frightened in the dark.
5 **a** the old man **b** the seat **c** the sparrow **d** the main attraction **e** set **f** the singer

UNIT 18

- 1 (subjects are underlined; verbs are bold.) **a** Most Australians **live** in cities. **b** The horror film **scared** my brother, but **I** **thought** that it **was** quite tame.

c The girl **knocked (over)** a tin of paint, so her mother **was** angry. **d** In spring, lots of flowers **blossom** and people **smile** more.

- 2 **a** (He locked himself out of the house), but (he managed to climb in a window). **b** (I asked a woman the way to the theatre), and (she gave me directions) **c** (You come inside right now), or (you can miss out on dinner) **d** (This book is supposed to be great), but (I find it boring). **e** (Animals are great companions), and (they love you unconditionally).
3 **a** you must look after them **b** I chose this book **c** that is the man **d** I cannot help you **e** we left the ground **f** I used to spit out my vegetables **g** you cannot go to the movies **h** I tried to do the job well

UNIT 20

- 1 **a** F **b** S **c** S **d** F **e** F **f** S
2 Chocolate. Rich and creamy. Yum! Maybe banana. Or pistachio.
4 **a** I finished my homework. Can I watch television? **b** Sue wants to be an actor. Her mother wants her to be a doctor. **c** Ten runners started the race. Only three finished. **d** I am taller than my brother. He is short for his age.
5 Possible answers: **a** He had watched a lot of murder mysteries on television, so he knew the routine. **b** He needs to prove his innocence, or he might end up in prison. **c** The police thought they had the right man, and they wanted to close the case. **d** Somewhere in the city the guilty man was hiding, but he would be found out in the end.

UNIT 23

- 1 Sam checked over his shoulder to see if he was being followed. Only Mrs Bent could be seen with her shopping trolley as she struggled with her groceries. The magpie that nested in the tree outside the bakery swooped down and just missed Mrs Bent's head. Sam called out a warning just before it swooped on her again. She rewarded him with a smile. He wished he hadn't drawn attention to himself.
2 Sam scooted off as quickly as possible. In his hurry he knocked over the trolley, and Mrs Bent's peaches, oranges, potatoes, eggs and newspaper spilled on the path. She called to the baker to help her and shook her old fist at Sam's back.
3 Sam felt a little guilty about all this but soon forgot when he thought about his plans with Chris. There's Chris, he thought. He'll be wondering why I haven't arrived. He broke into a jog, stuffing his hand into his pocket to stifle the jingle of metal. He thought of his father's reaction when he discovered his files and chisels had disappeared.

UNIT 24

- 1 Tony and David caught the train to the city. They were going to see a film. Unfortunately the train was very late. They missed the start of the film.

2 a ? b . c ? d ? e .

4 a ? b ! c . d . e ?

- 5 How are you? What is the weather like up your way? I bet it's warmer than here. It's freezing here. Ugh! You made the right decision to move.

UNIT 25

- 1 a indicate extra information b make the meaning clearer c show who is being spoken to d separate items in a list e separate a series of actions
- 2 a I like playing cricket, tennis, hockey and basketball. b The shop sells second-hand books, magazines and comics. c The boy came home from the match tired, dirty and bruised. d In the zoo we could hear the chatter of monkeys, the screeching of birds and the trumpeting of elephants. e I chose my topic, made some notes, wrote a draft of my story and then rewrote it.
- 3 Possible answers: a Pass me the sugar, salt, butter and the sauce. b Geography, English, art and science are popular subjects. c The magician did tricks with rabbits, mirrors and cards.
- 4 a A goldfish, if you take good care of it, can live quite a long time. b The book I am reading, the latest one by my favourite writer, is very funny. c Some students, those who had finished the test early, were allowed to leave the room. d The injured woman, the daughter of a local farmer, had driven her car off the road.
- 5 a While Toby was dressing, the cat lay asleep at the foot of his bed. b She slammed the door, and the picture fell off the wall. c Cordial spilled over the table, and the tablecloth turned red. d At age 18, people register to vote.
- 6 a 'I want to see the lions and tigers eat, Mum.' b 'Wait here, Mr and Mrs Thompson, while I check your reservation.' c 'Matilda, if you come now we will be on time.'
- 8 a We read poems, plays and novels in our English class. b 'Let's eat, Jenny,' said Susan to her best friend. c Computers, especially the latest ones, can be difficult to use. d When he eats, the cat keeps an eye out for the dog. e 'Mr Johnson, can you help me with this exercise?' f I closed the door, and the window rattled.

UNIT 26

- 1 a I have b had not c where is d let us e there is f it is g Harry has h cannot i will not j they are k I am l have not
- 3 'Is that Geraldine?' 'No, I'm afraid you've dialled the wrong number.' 'Oh, I'm sorry.' 'Never mind. I've done that often myself. You'd better check it again.'
- 4 a who's b it's c whose d it's, its e who's f its
- 5 a Doesn't, who's b couldn't, she'd c You're, aren't d Let's, we're e It's, that's, you're f Julie's

UNIT 27

- 1 a the parcel, singular b the birds, plural c the moon, singular d the students, plural e the pilot, singular f the planets, plural
- 2 a the magpies' eggs b the monkey's tail c the woman's courage d the crowd's reaction e the ticket's price f the whales' sound g Jayden and Cooper's parents h Caitlin's and Tahlia's shoes
- 3 a My job was to hang up the guests' coats. b Mr Smith's new car is red. c Australia's native animals need protection. d It is best to leave Fido's bone alone. e Mum says she needs a week's holiday. f I was called into the manager's office. g Harry's and William's new puppies are from the same litter. h After their win, the teammates' morale was high.
- 5 a Judy's room is a mess. b Cats' whiskers tickle. c Mum made a doctor's appointment for me. d I stayed at Joe's house. e Six students' bikes were stolen. f The cat's bowl needs washing. It's filthy. g My sisters' bicycles are kept in the garage. h Hannah's and Emma's speeches were the best.

UNIT 28

- 1 a The doctor said, 'You need to rest and drink plenty of fluids.' b 'You've got some explaining to do,' said the teacher. 'Come with me.' c 'What do you want for your birthday?' Kara asked her friend. d 'When I go to a restaurant,' she said with a gleam in her eye, 'I have to have the richest dessert.' e 'This music is too loud!' cried the teacher as she put her hands over her ears. f 'So, how did your soccer match go?' he asked his son.
- 2 a 'I can't wait to get a part-time job,' said Josh. b 'You've got to be joking!' exclaimed Terry when she heard the news. c 'Where did you buy that cap?' asked Uncle Enzo. d The farmer said, 'We need rain urgently.' e 'Turn around,' said her mother, 'and let me see you in your new dress.'
- 3 Anna said to her dog, 'Sit.' He just looked at her. 'Stay,' she pleaded. He walked away. 'Bad dog!' she yelled after him. He looked back at her. 'Why won't you do what I say?' she said. The next moment he was at her side, his lead in his mouth. 'Oh, all right,' she sighed as she took it from him.
- 4 'Excuse me,' said the reporter. 'What do you want?' asked the man. 'Tell me about the rescue.' 'I have already talked to one reporter.' 'But I'm from a different paper. Our readers will want to know what it's like to be a hero.' 'I'm not a hero. I just did what anyone would do.'
- 5 Emily and Jane were at the library to research their project. 'Let's ask the librarian for help,' suggested Emily. 'We should be able to find the information ourselves,' said Jane. 'Look,' she pointed. 'There's a computer we can use.'

Emily said, 'While you're looking up stuff on the computer, I'll look on the shelves. I know where the history section is.'

'Go ahead,' said Jane. 'I bet the computer is faster.'

A minute later, Emily was back with two books. 'I beat you,' she said.

Jane pointed to the screen where one of the books was displayed. 'Dead heat,' she laughed.

UNIT 29

1 'What are you doing?' asked John as he sat down beside his dad. His dad looked up. 'Just trying to fix this toaster for your mum.' 'Why don't you buy her a new one?' asked John. 'Mother's Day is coming up.' His dad shook his head. 'I'm thinking of getting her a chainsaw for that!'

3 a Timor Sea, Australia, Indonesia **b** Saturday
c Ford, Toyota **d** *Casablanca* **e** Turkish, Lebanese

4 Adjective formed from the noun: **a** American
b Tibetan **c** Iranian **d** French **e** Ethiopian **f** Vietnamese

UNIT 30

1 a mt. **b** prof. **c** jnr **d** sgt **e** min. **f** corp.

3 a The courier company said the parcel would arrive as soon as possible. It had to come from Western Australia. **b** On Thursday January 30 at 2 o'clock in the morning a four-wheel-drive vehicle travelling at 120 kilometres per hour along Smith Road crashed into a Volkswagen that had crossed to the wrong side of the highway. **c** Weatherboard home. Features include lounge with open fireplace, separate dining room, kitchen with dishwasher, three bedrooms with built-in robes, renovated bathroom, gas ducted heating and double lock-up garage.

4 a compare, *confer* **b** namely (*videlicet*), *videre licet*
c after noon, *post meridiem* **d** take note, *nota bene*
e postscript, *post scriptum*

UNIT 31

1 a A full stop ends a statement or a command.
b A question mark ends a direct question. **c** An exclamation mark ends an expression of emotion.
d A comma separates words or groups of words.
e An apostrophe shows ownership or a contraction.
f A quotation mark encloses spoken words.
g A capital letter indicates a proper noun or the start of a sentence. **h** An abbreviation is a shortened form of a word.

2 Possible answers: How could you? The tickets cost me a lot of money. Why didn't you tell me you couldn't come? Honestly! How am I going to find someone else to go with? If you had just given me some warning, I could have asked John. You really are the limit sometimes!

3 a . indirect **b** ? direct **c** . indirect **d** . indirect **e** ? direct

4 Josh, my oldest friend from primary school, had his birthday last week. Now it's my turn. 'Mum, how

many friends can I ask to my party?' 'I think five will be enough, Sam,' she said. So I'm inviting Josh, Cameron, Ella, Dimitri and Lena, my cousin from the country. That's five. 'Can we go to McDonald's?' I asked. 'No,' Mum said. 'You can have all the salad, chicken, broccoli and turnips you want.' Sam was thankful she was joking.

5 a I think it's time to test you on apostrophes.
b Bruno ate a whole packet of chips. **c** The children's bicycles were confiscated. **d** Who's been eating my porridge? **e** Are you coming to Thursday's class? **f** The Jones house is for sale. **g** Uncle Ted's moustache is very long. **h** Is this anyone's pen?

7 Simpson Desert, Toyota Landcruiser, Coca-Cola, Mars Bar, South Australian, Adelaide

8 Meet you at 9 a.m. on Tues. at no. 5, Blood St, which is Dr Grizzly's house.

UNIT 32

1 a baggage, beast, beautiful, bell, bending, bouncing, bountiful **b** John, Johnson, Johnstown, Johnsville, Jonathon **c** Adelaide, Bathurst, Gundagai, Melbourne, Newcastle, Perth
d finish, finishing, fishery, fishing, fishy, furnish, furnishing

4 El/len, cof/fee, Ho/bart, pen/cil, as/sign/ment, fif/teen, hap/pen/ing, home/work, en/gine, Jen/ny, bur/glar, light/ning, en/vel/ope, yel/low, quar/ter, sur/prise, whis/per, staff/room, wet/suit, rain/drop, head/ache, end/less, milk/shake, im/pos/sib/le, un/der/stand/ing

7 a aardvark **b** abnormal **c** abseil **d** accelerate
e adequate **f** affection **g** alligator **h** alphabet
i amphibian **j** anchor **k** annual **l** antique **m** arachnid
n architect

UNIT 33

2 a wonderful **b** hardship **c** plentiful **d** comfortable
e reliable

3 a sailor **b** telephone **c** autograph **d** kingdom
e astronomy

4 a cormorant **b** distant **c** extravagant **d** instant
e tenant

5 a misjudge **b** misfit (or unfit) **c** disloyal **d** disconnect
e disappear **f** misguided **g** disobey **h** discolour
i unharmed **j** misgiving **k** mistrust or distrust
l unhelpful **m** unable **n** undo **o** unlikely **p** discredit
q disagree **r** disapprove **s** disinfect **t** improper

6 a quickly **b** colourful **c** catlike **d** happiness
e hurriedly

UNIT 34

1 a school **b** scone **c** thirteen **d** magazine **e** thug
f leopard **g** sandwich **h** fortnight **i** calendar

2 a acrobat **b** alligator **c** alphabet **d** barbecue
e barber **f** cheap **g** company **h** family **i** graffiti
j millipede **k** nostril **l** tattoo **m** torture **n** umbrella

UNIT 35

- 1 a wealthy—rich b politely—courteously
c affectionately—lovingly d happy—cheerful
e weak—feeble f foolishly—unwisely g sometimes—occasionally
- 2 a tiny, miniature b smell, perfume c enormous, huge d enquired, questioned
- 3 a flower b taste c hate d lovely e frightened f injure (or injury)
- 5 indirect, impossible, uncomfortable, impatient, uncertain, disobeyed, displeasure
- 6 a short b low c safe d narrow e dark f near g day h noisy i hate j take k dirty l soft

UNIT 36

- 2 a check, cheque b course, coarse c die, dye d feat, feet e flew, flu f great, grate g know, no h passed, past i pause, paws j piece, peace k raw, roar
- 3 a altar b bean c practice d tyre e pail
- 4 stare, soar, know, practise, been
- 7 Hello Uncle Eddie Can you send me **some** money for a **plane** ticket or a train **fare to** come home? A **cheque** will do. I'll **die** if I have **to** stay **here**. Of **course** I'll pay you back, you **know** I will. It's **too** noisy **here**. **There's no peace**. There are people from the **whole** world around **here** all trying to **sell** things, but **they're** lucky to get a **sale** all day. I'm watching them **through** my window now as the **weather** is **too** bad **to** go out. **Your** loving niece Lucy

UNIT 37

- 1 a affect, effect b accept, except c quite, quiet d off, of e of, off f loose, lose g dairy, diary h draw, drawer
- 2 a every day b everyday c lend d everyone, every one e anyone, any one f altogether, all together g allot, a lot h loan, everyone
- 3 a it's, its b choose c chose d lend e loan f among, between g hanged h hung
- 4 a less fried food, fewer chocolates b fewer shoes, less junk c less time, fewer television programs d fewer netball matches, fewer goals e less garbage, fewer pieces of paper f fewer arguments, fewer enemies g less demanding, fewer complaints, h less money

UNIT 38

- 1 a priest b thief c piece d view e variety f pier g rein h leisure
- 2 a fretted, fretting b mapped, mapping c shipped, shipping d stopped, stopping
- 3 a politely or politeness b finely or fineness c amazement d hopeless or hopeful e senseless f troublesome
- 4 a speaking b thinking c writing d comforting e dreaming f moping

- 5 a feasted, feasting b swimming c booked d hotter, hottest e cooler
- 6 a burying b dirtiest c player d paid e marriage f furriest g strawberries
- 7 Hello Dino, I have **a lot of stories** to tell you. We arrived here **safely** and it was **exciting** at first, but in **February** we moved to a house in a **field** way out of town and now Mum's always **worrying** about snakes. I'm **extremely** lonely. It's **weird** in this **country**. It's **really** hot, and **kangaroos** leap out in **front** of the car all the time. Then at night **possums** jump on the roof, and I keep **imagining they're bombs** or **something**. Love from Cory. **Please** write to me soon.

UNIT 40

- 2 Possible answers: a settled in advance b take a shortcut c interrupt; (when driving) move dangerously in front of another vehicle d separate from the main; interrupt; stop suddenly; disinherit e shorten or reduce
- 3 a flue b gypsum c hoodwink d kingfisher e agriculture
- 4 a computing b insect c clothing d journey e animal f rock g flower h water
- 5 a proven b racism c typography d mosaic e homogeneous f catastrophe

UNIT 41

- 1 a drenching rain b waterproof jacket c jingling coins d burning sun e puzzling incident
- 3 a to turn in b to turn up c to turn tail d to turn against e to turn into f to turn around g to turn off h to turn away i to turn back j to turn out
- 4 a circumnavigate b discard c maltreat d antiseptic e tripod f bisect g conspire h emigrate
- 5 a dangerous, nervous, humorous, disastrous b observant, tolerant, significant c attractive, possessive, explosive d reversible, divisible, digestible e natural, magical, criminal f purposeful, respectful, deceitful
- 6 Possible answer: Ivan and Marcus soon **became** disappointed with the holiday. After breakfast the second day, they couldn't **leave** the tent. They were **being** blown back by a raging wind that had **risen** during the night. Then the rain really **affected** their nerves. Water **seeped** into everything! There was no **avoiding** the fact that the holiday was spoilt. They felt lucky to **catch** the midday bus and **escape** the place when they did.
- 7 a tower, the others are electronic devices b cotton, the others are hard building materials c peaches, the others are vegetables d head, the others are body coverings e bread, the others are spreads f unattractive, the others describe good to look at g kind, the others are unkind qualities h skin,

the others are ailments **i** wealth, the others are qualities **j** library, the others are people

UNIT 42

- 5** 'The baby is eating the cat's dinner,' yelled James.
'Well, put it on the shelf,' called Mum.
'He might fall off the shelf,' answered James.
'I mean the cat food,' said Mum. 'Not the baby.'
'Where's my dinner then?' said Belinda coming in the door.
'You're late,' called James. 'The cat got your dinner.'

UNIT 43

- 1** **a** migrants **b** coward **c** pianist **d** invisible **e** survivors
f nightmare **g** bully **h** mail
- 2** **a** florist **b** patio **c** hungry **d** journey **e** tourist
f ascend **g** catalogue
- 3** **a** animals **b** vegetables **c** clothes **d** drinks **e** dog
breeds **f** books **g** colours **h** countries
- 4** **a** footpath **b** waterfall **c** track **d** vegetarian **e** plant
- 5** Possible answer: We met at the mall **after school**. We talked about **the day's exciting event**. It had happened **in the art room**. A girl **in my brother's class** was hurt. None of the group knew **who was to blame**.

UNIT 44

- 1** Possible answers: **a** Shampoo your pet only when necessary. **b** Ho likes Lizzie more than Peter does. or Ho likes Lizzie more than he likes Peter. **c** That dog can jump higher than the man can jump. or That dog can jump higher than the height of the man. **d** The principal had as much reason to blame Ted as to blame Tom. or The principal had as much reason as Tom to blame Ted.
- 5** **a** Wanted: people to take part in market **research** for cosmetics, **skateboard** gear and **accessories**, chocolates, **biscuits** and fashion magazines.
b 'What should I do? My **baby's** just **swallowed** a **whole** bag of **dried beans**,' **said** the mother.
- 6** Sam Speed won the cycle race last Saturday in Tynon Park. Luckily, most people had left the park for the celebrations at Mr Speed's house before the rains came down. One of the last of the crowd to leave, Bobbie Salmon, aged 8, was caught in the downpour but suffered no harm.

UNIT 48

p.115, practice question 2: soundtrack, panned, flashback, shot, setting, birds-eye p.115, practice question 3 director, cinematographer, producer, genre, setting, bird's eye shot, scene, flashback, character, actors

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