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MyEnglish

VICTORIAN CURRICULUM

7

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Michael Horne

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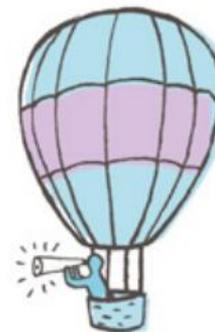
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CONTENTS



Using *Oxford MyEnglish*..... iv
Acknowledgements vi

PART A USING WORDS 1

| | | |
|---|----|--|
| Unit 1 Types of nouns..... | 2 | }  UPSKILL 1/2 NOUNS |
| Unit 2 Pronouns..... | 6 | |
| Unit 3 Types of verbs..... | 10 | }  UPSKILL 3/4 VERBS |
| Unit 4 Tenses..... | 14 | |
| Unit 5 Adverbs of manner..... | 18 | }  UPSKILL 5/6 ADVERBS |
| Unit 6 Adverbs of time and place..... | 22 | |
| Unit 7 How adjectives work..... | 26 | }  UPSKILL 7/8 ADJECTIVES |
| Unit 8 Adjectives and degrees of comparison..... | 30 | |
| Unit 9 What prepositions do..... | 34 | }  UPSKILL 9/10 PREPOSITIONS AND CONJUNCTIONS |
| Unit 10 How conjunctions work..... | 38 | |
| Glossary recap..... | 42 | |

PART B ORGANISING WORDS AND IDEAS 43

| | | |
|---|----|---|
| Unit 11 Punctuating sentences..... | 44 | }  UPSKILL 11/12 PUNCTUATION |
| Unit 12 Using apostrophes..... | 48 | |
| Unit 13 Phrases and clauses..... | 52 | }  UPSKILL 13/14 PHRASES AND CLAUSES |
| Unit 14 Types of clauses..... | 56 | |
| Unit 15 Subjects and predicates..... | 60 | }  UPSKILL 15/16 SENTENCES |
| Unit 16 Types of sentences..... | 64 | |
| Glossary recap..... | 68 | |

PART C EXPRESSING AND SHARING IDEAS 69

| | | |
|--|----|--|
| Unit 17 Paragraphs..... | 70 | }  UPSKILL 17/18 TEXT COHESION |
| Unit 18 Ellipsis and substitution..... | 74 | |
| Unit 19 Simile, metaphor and personification..... | 78 | }  UPSKILL 19/20 LITERARY DEVICES |
| Unit 20 Analysing literary devices..... | 82 | |
| Glossary recap..... | 86 | |
| Answers..... | 87 | |

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UNIT 11A: PUNCTUATING SENTENCES **IN-FOCUS**

Punctuation marks give structure and meaning to your writing and allow readers to understand it. You are probably familiar with the following punctuation marks.

A full stop (.) is used at the end of a sentence.

A comma (,) indicates a pause or a break in a sentence. It is also used when a new idea is introduced in a sentence.

A colon (:) introduces a list.

A semicolon (;) is used to separate items in a list.

A question mark (?) is used to end a sentence when a question is being asked.

An exclamation mark (!) is used at the end of a sentence to add emphasis and express a strong emotion.

YOUR TURN 11.1

Punctuate each sentence with either a full stop, a question mark or an exclamation mark.

- 1 Can you tell me where the nearest police station is _____
- 2 There will always be next year _____
- 3 You've won a brand new car _____
- 4 The majority of the children were bored _____

44 PART B: PUNCTUATION UNIT 11A: PUNCTUATING SENTENCES 45

IN-FOCUS

5 Is there a chance of rain _____

6 My cousin Jasper lives down that road _____

7 That's disgusting _____

8 How long have you been collecting forty cards _____

YOUR TURN 11.2

These sentences are confusing! Insert commas so that each sentence makes sense.

- 1 In the afternoon after the rain stopped we went outside.
- 2 We will need some pasta tomatoes minced beef garlic and an onion to make up spaghetti bolognese.
- 3 While most of the students were pretty happy to watch the film Murray would have preferred to work on his assignment.
- 4 Samira asked 'When will you get home?'
- 5 The Lion the Witch and the Wardrobe is a really enjoyable book.

YOUR TURN 11.3

Punctuate this passage by adding punctuation marks as needed. Make sure you use a capital letter to begin each sentence.

my suitcase was packed and I was ready for the trip 'do you have everything you need' asked my mother 'yes I have' 'I don't think so' said my mother and she looked at the 'are you planning to sleep at all do you think you might need some pyjamas' 'ah I exclaimed' 'sleep is for the weak'

Appropriately levelled content enables students to progress with ease.

Exploration of grammar in the context of topical text extracts.

UNIT 11B: PUNCTUATING SENTENCES **IN-CONTEXT**

The Hobbit
J.R.R. Tolkien

Suddenly he heard a screech. It sent a shiver down his back. Gollum was crouching and wailing away in the gloom, not very far off by the sound of it. He was on his island, scrambling here and there, searching and swivelling in vain.

"Where is it? Where is it?" Bilbo heard him crying. "Lost it is, my precious, lost, lost! Curse and crush us, my precious is lost!"

"What's the matter? Bilbo called. 'What have you lost?'"

"It doesn't matter," squeaked Gollum. "Not to business, no, gollum! It's lost, gollum, gollum, gollum!"

"Well so am I," cried Bilbo, "and I want to get lost! And I won the game, and you promised. So come along! Come and let me out, and then go on with your looking!"

Utterly miserable as Gollum sounded, Bilbo could not find much pity in his heart, and he had a feeling that anything Gollum wanted so much could hardly be something good.

(© Simon Beckett, 1974, pp. 75-76)

YOUR TURN 11.4

Comprehension

- 1 What has Gollum lost? _____
- 2 Describe Gollum's emotional response to this loss. How is he feeling? _____
- 3 What does Bilbo want from Gollum? _____
- 4 What is Bilbo's opinion of the object that Gollum has lost? _____

44 PART B: PUNCTUATION UNIT 11B: PUNCTUATING SENTENCES 47

Context

- 1 Identify all of the punctuation marks in the extract.
- 2 What is the main thing you notice about the punctuation in the conversation between Gollum and Bilbo? Which punctuation marks are used the most frequently in their dialogue? _____
- 3 What is the effect of the exclamation marks used in the extract? _____
- 4 Write a paragraph about a time you have lost a possession that was precious to you. Be careful to use punctuation correctly. _____

SPECIAL WORLD UNITS 1100

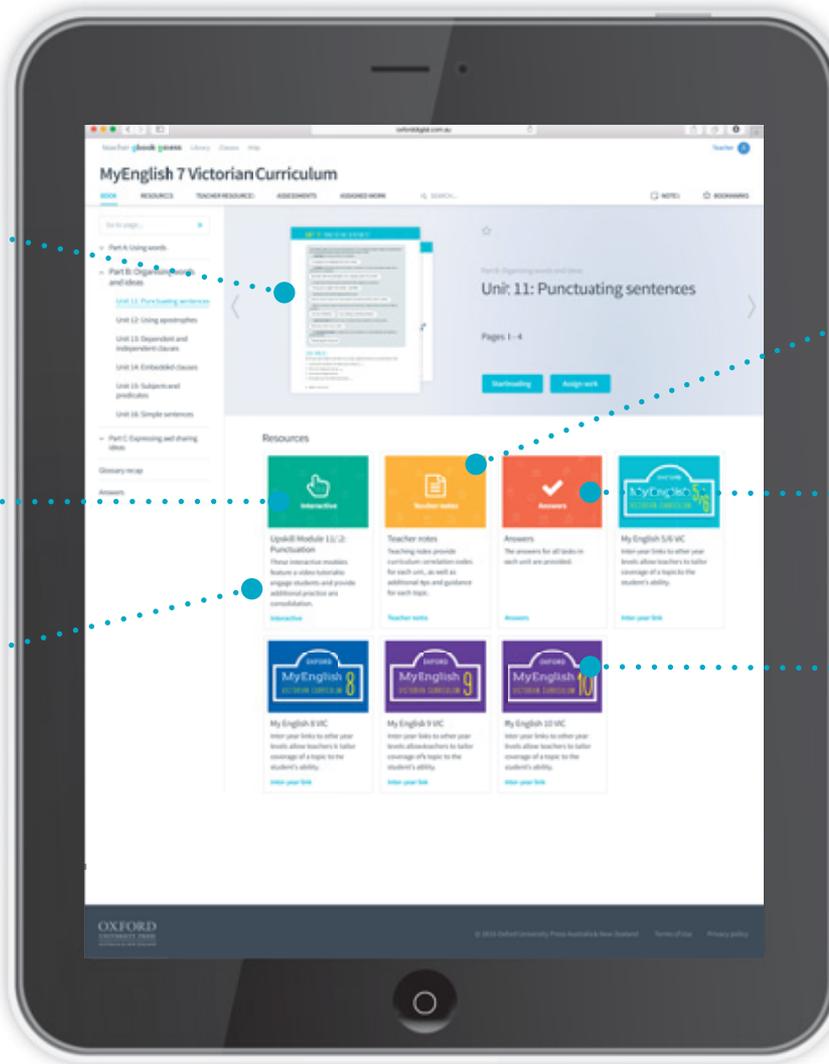
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PART A

USING WORDS

- Nouns
- Pronouns
- Verbs
- Adverbs
- Adjectives
- Prepositions and conjunctions



UNIT 1A: TYPES OF NOUNS

Nouns are words used to name things. They name places, people, feelings, ideas and other things. There are four different types of nouns.

- A **common noun** names ordinary things. It only has a capital letter if it starts a sentence.

bird, letterbox, bed, orange, book

- A **proper noun** names a particular thing, person or place. Proper nouns always have a capital letter.

Melbourne, Australia, Kristen, Jack, London, January, Toyota

- A **concrete noun** names a physical thing that you can see, touch, smell or taste.

choir, computer, fragrance, paddock

- An **abstract noun** names a quality, feeling or idea. These are all things that that you cannot see or touch.

anger, positivity, kindness, fear



YOUR TURN 1.1

- 1 Highlight the common noun: already, short, chemical, speedily.
- 2 Highlight the proper noun (which needs to be capitalised): interesting, reared, belgium, cake.
- 3 Highlight the concrete noun: tissue box, absence, mystery, disappearance.
- 4 Highlight the abstract noun: interest, grew, Bali, garden.

YOUR TURN 1.2

Decide whether each word is a common (C), proper (P), abstract (A) or concrete (CO) noun.

- | | | | |
|-------------|----------|-------------|----------|
| 1 event | C/P/A/CO | 6 flavour | C/P/A/CO |
| 2 mango | C/P/A/CO | 7 mailbox | C/P/A/CO |
| 3 Christmas | C/P/A/CO | 8 table | C/P/A/CO |
| 4 attitude | C/P/A/CO | 9 confusion | C/P/A/CO |
| 5 fish | C/P/A/CO | 10 whale | C/P/A/CO |

YOUR TURN 1.3

Replace the word in bold with an appropriate proper noun from the list. Note that sometimes nouns combine with other types of words to create a noun group, such as 'the city' in question 2. In these cases, replace the noun group with the appropriate proper noun.

German Sydney William Toula One Direction

- 1 On Wednesday, I am going to the movies with **someone** _____.
- 2 It can be difficult to find your way around **the city** _____.
- 3 I can't believe that **she** _____ won the raffle!
- 4 Understanding **another language** _____ can be difficult at first.
- 5 She said that **it** _____ isn't her favourite band.

YOUR TURN 1.4

For each common noun in the table, give two proper nouns that are specific examples of it. An example has been done for you.

| Common noun | Proper noun 1 | Proper noun 2 |
|-------------|---------------|---------------|
| city | Sydney | Montreal |
| friend | | |
| premier | | |
| brand | | |
| car | | |
| band | | |

YOUR TURN 1.5

Write a short paragraph using all of the common and proper nouns in the list.

expectation fear excitement happiness Queensland Vietnam
 basketball relief bananas

Ötzi the Iceman

In 1991, the preserved corpse of a man who had lived 5300 years ago was found accidentally by tourists in the Ötztal Alps, in northern Italy. Ötzi the Iceman is the oldest natural mummy in Europe. At first, the people who found him did not realise the significance of their find.

A jackhammer was used to chisel the corpse out, damaging part of the body. Later, the body was treated with much more care. The mummy provided many different types of evidence that showed what life was like when Ötzi was alive.

For example, his lungs were blackened, probably from breathing in campfire smoke, and his stomach contained remnants of what he had been eating. Scientists could tell what kind of environment he had lived in from pollen found in his intestine, and they could see what sort of lifestyle he had led from his bones. He also had a tattoo. With the corpse were clothes, tools and equipment, which presented further clues to his life. Ötzi gave historians new insights into the lives of ancient Europeans.



Mark Easton and Maggy Saldais, *Oxford Big Ideas Geography/History 7*, OUP, p. 227

YOUR TURN 1.6

Comprehension

- 1 Where was Ötzi the Iceman found?

- 2 When was Ötzi the Iceman found?

- 3 Why did the people who discovered Ötzi use a jackhammer to chisel the corpse out?

- 4 What do historians think caused Ötzi's lungs to be blackened?

- 5 What allowed scientists to figure out what type of environment Ötzi lived in?

- 6 Why was Ötzi the Iceman an important discovery for historians and scientists?

Context

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

8 Why do you think Ötzi the Iceman was given that name? Why 'Ötzi'? Why 'the Iceman'?

9 What do you think caused the corpse to be preserved so well?

10 There are three different common nouns used in the extract to name Ötzi's body. Next to each, write what connotations or associations each of the words has. How are they different, and why might all three have been used?

Noun 1: corpse

Noun 2: mummy

Noun 3: body

11 What types of information do you think the 'clothes, tools and equipment' found with Ötzi might give scientists and historians? What could they learn?

12 Choose and list three other common or proper nouns that the author of this extract could have used instead of 'Europeans' in the last sentence.



UNIT 2A: PRONOUNS

Pronouns can stand in the place of nouns. There are different types of pronouns: they can name people or things, can show ownership and connect one part of a sentence to another.

- **Personal pronouns** refer to people, animals or things.

I, me, you, we, us, he, she, it, her, him, they, them

They knew that it was over, but didn't want to leave. I went along just for fun.

- **Possessive pronouns** are pronouns that show ownership (possession).

mine, ours, yours, his, hers, its, theirs

Sam forgot his sunscreen so he used some of mine.

Our wood heater is effective, yours is not!

- **Relative pronouns** relate one part of a sentence to another.

who, whom, whose, which, that

The person who owns these bags should collect them from customer service.

This is the house that Jack built.

YOUR TURN 2.1

Add personal and possessive pronouns to the gaps in the sentences.

- 1 _____ would hate it if _____ missed _____ school musical.
- 2 _____ gave me a blue electric guitar for _____ birthday!
- 3 When _____ jumped up over the fence, _____ caught _____ on the other side.
- 4 _____ don't want _____ to see the place in this mess.

YOUR TURN 2.2

Highlight the pronoun in these sentences. Then identify whether it is a personal (PL) or possessive (PE) pronoun.

- 1 She changed the car tyre on the side of the road. PL/PE
- 2 I thought Marta wasn't coming to band practice. PL/PE
- 3 Theirs was the most beautiful house on the street. PL/PE

- 4 The dog was sick, so mum took it to the vet. PL/PE
- 5 They should have said thank you for the gift. PL/PE
- 6 That piece of pavlova is mine! PL/PE

YOUR TURN 2.3

Choose an appropriate relative pronoun for the gap in each sentence.

- 1 _____ was that on the phone?
- 2 I don't know _____ thought that was a good idea.
- 3 Charlie asked, '_____ is the red Mazda 3 out the front? You've left your lights on.'
- 4 Things _____ go bump in the night.
- 5 The trailer, _____ I only bought last year, is rusted already.

YOUR TURN 2.4

Correct the pronouns in bold so that the paragraph makes sense.

She stared at the scene before **hers** _____ and couldn't believe what had just happened. **You** _____ certainly wasn't what **him** _____ had expected. He had mentioned in passing that **it** _____ could sing, but not like this, not with the voice of an angel. **It** _____ had witnessed something beautiful and knew that neither of **his** _____ lives would ever be the same again.

YOUR TURN 2.5

Match the personal pronouns in the left column with their respective possessive pronouns in the right column. More than one personal pronoun will match some possessive pronouns. The first one has been done for you.

| Personal pronouns | Possessive pronouns |
|-------------------|---------------------|
| I | its |
| me | theirs |
| you | his |
| we | our |
| us | hers |
| he | mine |
| she | yours |
| it | |
| her | |
| him | |
| they | |
| them | |



WHO IS ANH DO?

Anh Do is an accomplished author, actor, producer and comedian. He went from being a starving refugee at the age of three to one of our best-loved entertainers, an incredible story detailed in his multi-award-winning and enormously popular memoir, *The Happiest Refugee*.

The ups and downs, trials and tribulations, difficulties and successes of Do's life make for an inspirational tale that will grip you with emotion one minute and then have you howling with laughter the next.

Do's path to comedy began when, as he finished his business law degree, law firms began offering him 60-hours-a-week jobs. Do decided that wasn't the life for him. Following a highly successful career in comedy, television, and entertainment, recently Do has been focusing on his portrait-painting career, much to many people's surprise. He was a finalist in the Archibald Prize in 2014. Do's mother, Hien, says that she is very proud of everything that he has achieved.

YOUR TURN 2.6

Comprehension

1 How old was Do when he came to Australia as a refugee?

2 What is the name of Do's memoir?

3 What makes Do's life story such an 'inspirational tale'?

4 Why did Do choose to make a career out of comedy, rather than business law?

5 What tells us that Do is an accomplished painter?

Context

- 6 Highlight all of the pronouns in the article.
- 7 The article mentions that Do 'went from being a starving refugee at the age of three to one of our best-loved entertainers'.

a Who do you think the writer means by 'our'?

b What makes you think that?

- 8 Why do you think Do titled his memoir *The Happiest Refugee*?

- 9 Read the following sentences from the passage: 'Following a highly successful career in comedy, television and entertainment, recently Do has been focusing on his portrait-painting career, much to many people's surprise. He was a finalist in the Archibald Prize in 2014.'

a Who does the pronoun 'He' in the last sentence refer to: Do or many people?

b How do you know?

- 10 Write another three sentences to continue the passage, listing the things that Do's mother would be proud of. Use four pronouns.



UNIT 3A: TYPES OF VERBS

Verbs are words that indicate an action or a state of being. Every grammatically complete sentence contains a verb, which tells the reader what the subject of the sentence is doing. Verbs can indicate:

- physical actions (run, walked, dance, moved, sat)

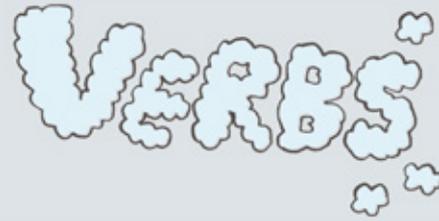
Jemima moved all of the chairs.

- mental actions (anticipated, ignore, worried, wanted)

Ismael wanted a cricket bat for Christmas.

- states of being or possession (has, are, am, is, be)

Rani has a new watch.



YOUR TURN 3.1

1 Indicate any verbs in the list that show a mental action.

- | | | |
|-------------|----------------|-------------|
| a ambulance | d carriage | g happiness |
| b reflected | e hypothetical | h knew |
| c was | f disappear | i wondered |

2 Specify any verbs in the list that show a state of being or possession.

- | | | |
|------------|---------|-----------|
| a running | d feels | g bounces |
| b believes | e cares | h were |
| c employ | f is | i needs |

3 Identify any verbs in the list that show a physical action.

- | | | |
|-------------|-----------|-------------|
| a cancelled | d regrets | g boycott |
| b wandered | e desired | h fell |
| c missed | f work | i chastised |

YOUR TURN 3.2

Identify the verb in each of these sentences. Then, note whether the verb indicates a physical action, mental action, or a state of being or possession.

1 Caleb knew that today would be a good day. _____

2 Nina raised her hands in excitement. _____

3 Cricket is a complicated game. _____

4 The couch looked old but comfortable. _____

YOUR TURN 3.3

Choose an appropriate verb from the word lists in Your Turn 3.1 to complete these sentences.

- 1 The countryside _____ rainy today.
- 2 My boat _____ safe and secure.
- 3 After we tidied up, we _____ on the beach.
- 4 We raced but we _____ the start of the yacht race.
- 5 This boat _____ quite a lot of work.
- 6 All sailors _____ that passage was dangerous.

YOUR TURN 3.4

Choose a different, more specific verb to replace the word in bold.

- 1 Although we **tried** _____ we couldn't open the door.
- 2 Karim **danced** _____ his way across the floor.
- 3 The teacher **thought** _____ that the class wasn't interested today.
- 4 Anybody who could **lift** _____ that must be superhuman.
- 5 We couldn't go so we **sold** _____ our tickets.

YOUR TURN 3.5

Fill in the spaces in the passage by choosing an appropriate verb.

When Kelly _____ through the door she was glad to be finally home.

Her day _____ badly and had progressively gotten worse. She had

_____ in PE, _____ a mistake in Science, and

_____ with Emily at lunch. If only she could go back and _____

the day again. _____ on the couch, Kelly turned on the TV and

_____ the noise wash over her, taking with it the worries of the day. Although,

she _____ there was still tomorrow.

Holes

Louis Sachar

There used to be a town of Green Lake as well. The town shrivelled and dried up along with the lake, and the people who lived there.

During the summer the daytime temperature hovers around ninety-five degrees in the shade – if you can find any shade. There’s not much shade in a big dry lake.

The only trees are two old oaks on the eastern edge of the ‘lake.’ A hammock is stretched between the two trees, and a log cabin stands behind that.

The campers are forbidden to lie in the hammock. It belongs to the Warden. The Warden owns the shade.

Out on the lake, rattlesnakes and scorpions find shade under rocks and in the holes dug by the campers.

Here’s a good rule to remember about rattlesnakes and scorpions: If you don’t bother them, they won’t bother you.

Usually.

Being bitten by a scorpion or even a rattlesnake is not the worst thing that can happen to you. You won’t die.

Usually.

Sometimes a camper will try to be bitten by a scorpion, or even a small rattlesnake. Then he will get to spend a day or two recovering in his tent, instead of having to dig a hole out on the lake.

(Bloomsbury, 2000, p. 4)

YOUR TURN 3.6

Comprehension

1 What happened to the town of Green Lake?

2 What provides the only shade on the lake and who owns that shade?

3 What sorts of animals hide under rocks in the holes dug by campers?

4 What is a good rule to remember about these animals?

5 What might happen to a camper who is bitten by a scorpion or rattlesnake?

Context

6 Highlight all of the verbs in the extract. List six you think are the most interesting and effective.

7 What does Sachar mean by the verbs 'shrivelled and dried up'?

8 Can a person really 'own the shade'? What does this verb choice suggest about the Warden?

9 The reader learns that the campers are 'forbidden to lie in the hammock'. Even though we're not explicitly told, who do you think forbids them from doing this? How do you know?

10 Find three verbs in the extract that describe states of being or possession. For each one, suggest an alternative verb that could be used in the same context.

11 Find all of the verbs done by, or associated with, 'the campers'. What do these verbs tell you about the kind of life the campers have at Green Lake?



UNIT 4A: TENSES

Each verb in a sentence shows when the action or thought takes place. This is called the verb **tense**. Verb tenses tell the reader whether the action took place in the **past**, is taking place right now (in the **present**), or will take place in the **future**.

| | |
|---|---|
| ▪ Verbs in the past tense indicate that the action took place in the past. | Anna <u>sold</u> her horse. |
| ▪ Verbs in the present tense indicate an action taking place at this moment. | Nam <u>is eating</u> his pizza. |
| ▪ Verbs in the future tense indicate an action that will take place in the future. | Naveen <u>will finish</u> his homework tonight. |

Many verbs are **regular verbs**, which means that they follow a regular pattern when various tenses of the verb are formed. For past tense regular verbs, -ed is added. For future tense regular verbs, the **helping verb** 'will' is added.

| Present tense | Past tense | Future tense |
|---------------|------------|--------------|
| accept | accepted | will accept |
| help | helped | will help |
| inform | informed | will inform |

Some verbs are **irregular** and do not follow a pattern in their different tense forms.

| Present tense | Past tense | Future tense |
|---------------|------------|--------------|
| choose | chose | will choose |
| swim | swam | will swim |
| write | wrote | will write |

YOUR TURN 4.1

Identify the tense of the verb in these sentences and state whether it is regular or irregular.

- 1 I **accept** my mistake. _____
- 2 Ali **wore** the red jeans. _____
- 3 The disappointment **will be** hard to take. _____
- 4 Theo **spoke** quickly. _____
- 5 Mum **presumed** we had washed up. _____
- 6 The tree **will grow** quickly. _____

YOUR TURN 4.2

1 Fill the gaps in the table to complete the tenses of each of these verbs.

| Present tense | Past tense | Future tense |
|---------------|------------|--------------|
| study | | |
| | forgave | |
| | | will meddle |
| describe | | |
| | flooded | |
| | | will catch |

YOUR TURN 4.3

Change the verbs in bold to the correct tense, so that the story makes sense.

The lady with the little dog will walk past every morning. Not always at the same time, but always in the same way. She **kept** _____ her head down, **shuffled** _____ her feet. If you hadn't seen her before you could be **excuse** _____ for thinking that the little dog was walking her, not vice versa. And the funny thing **is** _____ that they never went anywhere. She and the dog would walk to the corner, stop, and then turn around for home. Head down, feet **will shuffle** _____.

YOUR TURN 4.4

Rewrite the past tense sentences so they are in the future tense.

1 We knew what the house sold for.

2 I felt excited and apprehensive before the concert.

3 We enjoyed just resting on the sand.

4 Five days of camping was quite a lot.

5 Billy waited for the postman.

Holes

Louis Sachar

Stanley looked at the cot and nodded. He wasn't particularly thrilled about sleeping in the same cot that had been used by somebody named Barf Bag.

Seven crates were stacked in two piles at one side of the tent. The open end of the crates faced outward. Stanley put his backpack, change of clothes, and towel in what used to be Barf Bag's crate. It was at the bottom of the stack that had three in it.

Squid returned with four other boys. The first three were introduced by Mr. Pendanski as José, Theodore, and Ricky. They called themselves Magnet, Armpit, and Zigzag.

'They all have nicknames,' explained Mr. Pendanski. 'However, I prefer to use the names their parents gave them – the names that society will recognize them by when they return to become useful and hardworking members of society.'

'It ain't just a nickname,' X-Ray told Mr. Pendanski. He tapped the rim of his glasses. 'I can see inside you, Mom. You've got a big fat heart.'

(Bloomsbury, 2000, pp.18–19)

YOUR TURN 4.5

Comprehension



1 Who slept in the cot before Stanley?

2 What are the crates that are stacked on the side of the tent used for?

3 What does Stanley place inside his crate?

4 Who are the boys who return to the tent?

5 What does X-Ray call Mr Pendanski?

6 What does X-Ray claim to see inside Mr Pendanski?

7 What tense is this extract written in? How do you know?

Context

8 Indicate the subject and verb of the sentence, 'Squid returned with four other boys.'

9 What does it tell you about Squid and about the group that Squid is named and the others aren't?

10 What is the difference between 'introduced' and 'called themselves' when the boys are named for the reader? Why do you think Sachar uses these two different verbs?

11 How do you think Stanley feels when he sees the tent and where he'll be sleeping? Find three words from the extract, verbs if possible, that make you think this.

12 What do the following verbs suggest about each of the characters that they are associated with? What is implied by the particular verb choice?

a X-Ray tapped the rim of his glasses.

b Mr Pendanski explained the boys' nicknames.



UNIT 5A: ADVERBS OF MANNER

Adverbs add meaning to – or modify – other words. They give more information about other verbs, adjectives, or other adverbs. Adverbs of manner describe **how** something is done.

Gemma talked excitedly about her holiday.

The adverb 'excitedly' gives more specific information about how Gemma spoke.

- Adverbs can modify verbs. The verb 'knew' is modified by the adverb 'instinctively'.

Jack knew instinctively that something was wrong.

- Adverbs can modify adjectives. The adjective 'wrong' is modified by the adverb 'very'.

Jack knew that something was very wrong.

- Adverbs can modify other adverbs. Doing this too frequently weakens your writing, though.

Jack knew quite instinctively that something was wrong.

- Many adverbs are created by adding -ly to an adjective.

awkward *becomes* awkwardly

superb *becomes* superbly

YOUR TURN 5.1

- Change the adjectives into adverbs of manner. Be careful, as not all of them will end in -ly.

| Adjective | Adverb | Adjective | Adverb |
|-----------|--------|-----------|--------|
| fast | | stunning | |
| careful | | diligent | |
| good | | great | |

- Choose one of the adverbs of manner from Your Turn 5.1 and use it in each sentence.
 - Anh knew the test would be hard, so he _____ applied himself.
 - The choice of research topic needs to be _____ considered.
 - Sometimes quality can suffer if you work too _____.
 - They knew that by choosing their team _____, they would be in with a chance.
 - She executed her dance routine _____.

YOUR TURN 5.2

Highlight the adverbs of manner in these sentences, and then suggest a better, more specific adverb.

- 1 Before quickly judging her actions, I should find out her motivations. _____
- 2 Luke carefully weighed the pros and cons of his choice. _____
- 3 Scientific evidence needs very careful examination. _____
- 4 Priya wisely considers the outcome before she acts. _____

YOUR TURN 5.3

Give three adverbs of manner that could be used in each of these sentences, and then choose what you think would be the best choice and give a reason why.

- 1 The antique chest is _____ old.

Best choice/reason:

- 2 We were _____ surprised by the strength of the wind.

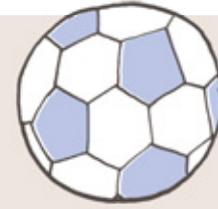
Best choice/reason:

- 3 Andreas worked _____ on his landscaping project.

Best choice/reason:

- 4 Horses sometimes jump _____ in their stalls.

Best choice/reason:



Boy Overboard

Morris Gleitzman

Little sisters, they see everything.

I can see she's struggling not to cry. While we eat I try and cheer her up with stories of some of the best goals I've seen. She's not very interested, not even in the one where a West Ham striker slipped over and grabbed wildly at something to stop him falling and accidentally pulled down the Arsenal goalie's shorts.

I'm not very interested either. All the while I'm talking, I'm not really thinking about golden goals. My mind's somewhere else.

The soccer stadium.

Why is Dad picking Mum up there?

'Jamal,' complains Bibi. 'Your yoghurt's dripping on my leg.'

Suddenly it hits me. I know why Mum and Dad are going to the soccer stadium. They've got the same plan as me. They're going to talk to a government soccer official about me and Bibi. They're going to explain how our soccer skills will help Afghanistan have a national team one day. So the government won't want to kill us anymore.

...

I explain to her what Mum and Dad are doing. I can hardly get the words out, I'm so excited.

(Puffin Books, 2002, pp. 56-7)

YOUR TURN 5.4

Comprehension

1 How does Jamal attempt to cheer up his sister Bibi?

2 What happens in Jamal's story when the West Ham striker slips over?

3 What is dropping on Bibi's leg? Why?

4 Why does Jamal believe that his parents are going to the soccer stadium?

5 Why is Jamal 'so excited'? What does he think is going to happen?

Context

- 6 Highlight the adverbs of manner in this sentence from the extract '... a West Ham striker slipped over and grabbed wildly at something to stop him falling and accidentally pulled down the Arsenal goalie's shorts.'
- 7 What type of image do the adverbs create of the striker falling over? What do you imagine the scene looks like?

- 8 Choose two different adverbs that could be used instead, and then explain your choices.

- 9 Highlight the adverb of manner in this sentence 'I'm not really thinking about golden goals.'

- 10 What do you think it means when Jamal says, 'I'm not really thinking about golden goals.'? How does the adverb give you some insight into Jamal's thoughts?

- 11 In each sentence from the extract, specify a different adverb of manner that Gleitzman could have used.

a 'Your yoghurt's dripping _____ on my leg.'

b Suddenly it hits me _____.

c They're going to talk _____ to a government soccer official ...

d They're going to explain _____ how our soccer skills will help Afghanistan ...

- 12 Why can Jamal 'hardly get the words out'?

- 13 What difference does the adverb 'hardly' make to this sentence? How would it be different if Gleitzman had written 'I couldn't get the words out' or 'I got the words out'?



UNIT 6A: ADVERBS OF TIME AND PLACE

Besides adverbs of manner, there are also other adverbs that modify verbs by giving information about place (where) and time (when). They are called adverbs of time and place.

We went to the park yesterday.

We went to the park over there.

The adverb 'yesterday' gives more specific information about the time when they went. In the second example, 'over there' gives more information about where they went and forms an **adverbial phrase**.

Adverbs of time are often placed at the end of a sentence, though not always.

I can always do it later.

That can be done anytime.

Soon we will get our new dog!

Adverbs of place can often also act as prepositions. When used as an adverb of place they are not usually followed by a noun, as they are when used as a preposition.

| Word | Used as an adverb of place | Used as a preposition |
|--------|--|------------------------------------|
| on | We <u>walked on</u> for another hour. | The book sat on the table. |
| behind | Don't <u>fall behind</u> with your work. | Jess walked behind me. |
| in | My friends <u>called in</u> for a visit. | All of my clothes are in the wash. |

YOUR TURN 6.1

Note whether the adverbial phrase in bold is an adverb of time or an adverb of place.

- 1 **There** is the place I would like you to put it. _____
- 2 **Soon** we'll know our exam results. _____
- 3 She turned **over** and continued to read her book. _____
- 4 We haven't been **there** recently. _____
- 5 I lived in Vietnam **for a year**. _____
- 6 I'm hoping to go **somewhere** with a beach for the holidays. _____

YOUR TURN 6.2

Highlight the adverbs or adverbial phrases of time in these sentences, and then suggest a better, more specific adverb.

- 1 One day we rode for six hours. _____
- 2 I rarely eat enough vegetables in a day. _____

- 3 I haven't been at work since last month. _____
- 4 In a bit I'll be ready to go back to school. _____
- 5 It's important to sometimes consider alternatives. _____

YOUR TURN 6.3

Select the best adverb of time in each sentence. Then, give a reason for your choice.

- 1 We seldom/yesterday/soon choose salad when we could have chips instead.

- 2 It's important to study hard, but also to sometimes/always/never take a break.

- 3 If I could visit my cousin in Japan tomorrow/yesterday/next year, then that would be perfect.

YOUR TURN 6.4

Fill in each of the spaces with an appropriate adverb of time or place. Try to choose adverbs that make the piece sound scary.

The abandoned hospital sat _____ on the hill. After we got _____, Jen wanted to go _____ because it was dark, but Raphael had said 'no way'. Pushing through the door they realised that spiders were hanging _____ from the ceilings. As they circled their way up the staircase, Raphael called out.

'Look over _____!'

Jen rushed _____ and placed her hand tentatively on his shoulder, but couldn't see anything _____. Even though they'd been talking about doing this _____, now that they were _____, they were both nervous and starting to shake. With silent agreement, they scampered back down the staircase and out the front door, _____ to return!

Boy Overboard

Morris Gleitzman

I can't wait to get there.

The really frustrating thing is, our boat to Australia is so close. Just the other side of that fence.

Boats actually. There are two of them. Which is just as well. There are hundreds of us in this compound. We definitely wouldn't all fit on one. Not with those big fishing nets taking up half the decks.

I wish their wooden sides weren't quite so splintery. They both look like they've spent the last twenty years lying in the desert after a battle.

'Mum,' says Bibi. 'Which one's our boat?'

Mum takes a deep breath.

It's the millionth time Bibi's asked that.

For a second Mum looks like she's going to grab Bibi's headcloth and strangle her with it. Then, because she's a great mum, she remembers we've been travelling for ages and Bibi's only nine and the poor thing's got an itchy rash under her arms.

'Come here, flower,' says Mum. 'Let me blow on it to cool it.'

'They'll tell us which is our boat soon,' says Dad. 'You kids are being great. Be patient a bit longer.'

All around the compound other kids are nagging their parents. They've probably been shut up in houses for days too. 'Be patient a bit longer,' the parents are saying to them. I can't understand all the languages, but you just know.

(Puffin Books, 2002, pp. 102-3)

YOUR TURN 6.5

Comprehension

1 Why does Jamal think all of the people waiting in the compound won't fit on one boat?

2 What does it look like Jamal's mother is going to do to Bibi?

3 What does she do instead?

4 What does Bibi have under her arm?

5 What are the other kids in the compound doing?

6 How does Jamal know what the parents are saying if he can't understand all the languages?

Context

7 a Highlight the adverbial phrase of time in the sentence, 'I wish their wooden sides weren't quite so splintery. They both look like they've spent the last twenty years lying in the desert after a battle.'

b What do you think Jamal means when he says that the boats look like they've 'spent the last twenty years lying in the desert after a battle'? Does he think they have actually been lying in the desert?

c Why does Jamal wish that the sides weren't so splintery?

8 a What is the adverbial phrase of time in the sentence, 'Then, because she's a great mum, she remembers we've been travelling for ages and Bibi's only nine and the poor thing's got an itchy rash under her arms.'? _____

b What is the effect of this adverb of time on the reader? How does it help to show Bibi's mum's initial reaction to the question, and her change of heart?

9 Jamal thinks that the other parents are saying the same thing to their children, 'Be patient a bit longer.'

a What is the adverb of time in this sentence? What does it show about their situation?

b How does this adverb of time have a similar purpose and effect to the one in Question 8? What do Jamal and Bibi's parents both understand?



UNIT 7A: HOW ADJECTIVES WORK

Adjectives are words that describe nouns or pronouns. They tell the reader more specific information about qualities, attributes, characteristics, number and appearance. They can be used by themselves or together with other adjectives.

The new tools do an excellent job.

Do you think that three pizzas will be enough for everyone?

You really achieved a nice, smooth finish on that.

Adjectives are often made by adding a suffix to the end of a word.

| Suffix | Examples |
|--------|---|
| -able | comfortable, breakable, available, negotiable |
| -ible | flexible, horrible, audible, visible |
| -ful | forceful, boastful, harmful, regretful |
| -en | golden, misshapen, handwritten, stolen |
| -y | chatty, clumsy, flabby, hazy |
| -ly | daily, lovely, early, friendly |
| -ing | boring, frightening, confusing, annoying |

YOUR TURN 7.1

Highlight the adjective(s) in these sentences.

- 1 I find this type of equation particularly challenging.
- 2 All in all, we had a great time at environment camp.
- 3 He was a dutiful, loving grandson.
- 4 Those ideas are interesting and thought-provoking.
- 5 A close football game is often more exciting to watch.

YOUR TURN 7.2

- 1 Use these adjectives to fill the spaces and complete the paragraph.

gruelling unusual lonely isolated rewarding renewed

Even though the training regime was _____, and we sometimes felt _____, the whole experience was really _____. We left

feeling _____. It was an _____ holiday and sometimes _____, but we knew it was worthwhile.

- 2 Now choose six of your own alternative adjectives to use in the paragraph instead.

YOUR TURN 7.3

Add the appropriate suffix to each of these nouns or verbs to create an adjective (you might need to remove a letter for some), and then use it in a sentence of your own.

- 1 fun _____
- 2 noise _____
- 3 disgust _____
- 4 leak _____

YOUR TURN 7.4

Add a second adjective to each of these sentences to provide additional information.

- 1 It really is dismal, _____ weather we're having.
- 2 The rain was that sleety, _____ type that saturates everything.
- 3 When the rain cleared, the air smelled fresh and _____.
- 4 We walked for an hour in the clean, _____ afternoon.
- 5 As evening approached the sky became red and _____.

YOUR TURN 7.5

It is possible to use too many adjectives – sometimes you can make your meaning clearer and less repetitive by keeping things simple. Highlight the adjectives in this paragraph that you think are unnecessary.

Driving out of the old, ancient town, we passed through a beautiful and scenic landscape. The surrounding area was farming country with farmhouses spaced at regular, even and standard intervals. The hills were a verdant, luscious green, with big, tall, strong trees punctuating each field. The stone walls in some fields were hard, tough and solid. It looked like it would take a fierce and ferocious wind to knock them down. Coming into the next town we saw a change. The bright, shining, neon signs looked different and unlike the fields of the countryside.

JACQUELINE FRENEY SET SIGHTS ON RIO GOLD

THURSDAY 17 MARCH

When Jacqueline Freney was born to parents Michael and Joanne in 1992, she was born into a true swimming family. Her father managed the local pool in Skenners Head near Ballina in NSW, and is still a swimming coach. Her grandfather Peter is a national Paralympic swimming coach. It is no surprise then that Jacqueline spent much of her childhood in a pool.

It was a long way, though, from a north coast swimming pool to the 2012 London Paralympics, Freney won an unparalleled eight gold medals and broke two world records. Her journey and remarkable achievements are even more impressive when we consider that she was born with Cerebral Palsy Diplegia, a disorder



that affects movement and coordination. Originally, swimming was a small part of Freney's physical therapy. One therapist even told the family that Freney would need the use of a wheelchair to get around.

YOUR TURN 7.6

Comprehension

1 What sport does Jacqueline Freney compete in?

2 Where was the local pool her father managed when Freney was young?

3 How many gold medals did Freney win in the 2012 London Paralympics?

4 What condition was she born with?

5 What were her family told about her mobility and hopes for walking?

Context

6 Highlight all of the adjectives in the newspaper article extract.

a How many adjectives are there? _____

b Does this seem like a lot in a short extract? Does it feel like too many? Why or why not?

7 Consider the adjectives in bold in this sentence, 'It was a **long** way, though, from a north coast swimming pool to the 2012 London Paralympics, where Freney won an **unparalleled** eight gold medals and broke **two** world records.'

What is the effect of these adjectives? How do they modify the nouns they apply to, and how do they make you feel about Freney's achievements?

8 What does it mean when the writer writes, 'Originally, swimming was a small part of Freney's physical therapy'? Why do you think the adjective 'small' is used?

9 Using a minimum of four adjectives, write a new paragraph for the newspaper article about Freney's achievements. You may like to do some additional online research.



UNIT 8A: ADJECTIVES AND DEGREES OF COMPARISON

All adjectives modify, or give more information about, nouns and pronouns. Adjectives take different forms when they are used for comparison.

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

Her dog was enormous!

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

Her dog was more enormous than Dinh's.

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

Her dog was the most enormous of all the dogs at the vet's office.

Forming comparative and superlative adjectives

Comparative and superlative adjectives are often created using one of three methods.

| Positive | Comparative | Superlative |
|--------------------------------|-----------------------------------|-----------------------------------|
| One-syllable form | add -er | add -est |
| new | newer | newest |
| strong | stronger | strongest |
| Two-syllable form | add -ier | add -iest |
| happy | happier | happiest |
| tasty | tastier | tastiest |
| Three-syllable form | add 'less'; add 'more' | add 'least'; add 'most' |
| dangerous | less dangerous | least dangerous |
| enormous | more enormous | most enormous |
| Irregular positive form | Irregular comparative form | Irregular superlative form |
| good | better | best |
| little | less | least |
| bad | worse | worst |

YOUR TURN 8.1

Identify the correct adjective form in each of these sentences.

- 1 We had the fun/funniest/most fun time at the zoo today.
- 2 It wouldn't fit in the bucket, so we tipped some out to make a bit least/less/littler.

- 3 The windows are open much/more/most than they were this morning.
- 4 Any day at the beach is good/better/best than none.
- 5 Richard is tall/tallest/taller than the rest of the class.

YOUR TURN 8.2

1 Give the comparative and superlative forms of each positive form adjective.

| Positive form | Comparative form | Superlative form |
|---------------|------------------|------------------|
| firm | | |
| cold | | |
| widespread | | |
| wobbly | | |
| beautiful | | |
| flimsy | | |
| exceptional | | |

2 Use the appropriate adjective form from the table to complete the sentences.

- a The disease was _____ than authorities had hoped.
- b This wood is too _____; it will break easily. In fact, it is the _____ wood I've ever seen.
- c The garden is looking _____ at the moment.
- d My new mattress is slightly _____ than my last one.
- e Well, that was the _____ meal I've ever had.

YOUR TURN 8.3

Fill in the correct adjective form in each of these sentences.

- 1 Learning new things is _____ than rehashing old knowledge. (good)
- 2 Practice is the _____ way to consolidate new skills. (good)
- 3 I'm getting quite _____ at playing the guitar. (good)
- 4 I stuck at it for a _____ time and now it's second nature. (long)
- 5 It can seem like the _____ time until Christmas, but it arrives eventually. (long)
- 6 If I can make the ruler a little _____ I'll be able to reach the light switch. (long)

UNIT 8B: ADJECTIVES AND DEGREES OF COMPARISON

JACQUELINE FRENEY SET SIGHTS ON RIO GOLD

THURSDAY 17 MARCH

...Following her remarkable efforts in London, where she won eight gold medals – more than any other competitor – awards quickly followed for the then-20-year-old Jacqueline Freney. She was named the 2012 Australian Paralympian of the Year, the 2014 New South Wales Young Australian of the Year, and ultimately the 2014 Young Australian of the Year. She was awarded a Medal of the Order of Australia in the same year.

As one of the most awarded and recognised Paralympic swimmers, Freney shot to nationwide prominence. With a swag of her newest accolades and that stack of gold from London, Freney is now setting her sights on even greater success at the Rio Games in September 2016. And with a lifetime of swimming and a family of swimming coaches behind her, she has a better chance than most.

YOUR TURN 8.4

Comprehension

- 1 What did Freney win more of than anyone at the London Paralympics?

- 2 In which year was Freney named NSW Young Australian of the Year?

- 3 What other awards did she receive in that same year?

- 4 What happened when Freney became one of the most recognised and awarded Paralympic swimmers?

- 5 Why does Freney have a better chance than most of success in the Rio Paralympics?

Context

- 6 **a** Highlight all of the adjectives in the newspaper article extract.
b How many are there? _____
c How many of these are positive form? _____

- d How many are comparative form? _____
- e How many are superlative form? _____
- 7 For each of these adjectives used in the article, indicate whether they are positive, comparative or superlative form.
- a remarkable _____
- b more than _____
- c then-20-year-old _____
- d most _____
- e newest _____
- f greater _____
- g better _____
- 8 What does the phrase 'one of the most awarded and recognised Paralympic swimmers' tell you about Freney's awards compared to other Paralympic swimmers?
- _____
- _____
- 9 What does the superlative form adjective 'newest accolades' suggest about Freney's past?
- _____
- _____
- 10 Do you think it's true that Freney has a 'better chance than most' of succeeding in Rio?
- _____
- _____
- 11 Choose a different adjective to replace the ones in bold. Explain why you chose that particular adjective.
- a 'Following her **remarkable** _____ efforts in London ...'
- _____
- b 'Freney shot to **nationwide** _____ prominence.'
- _____
- c 'setting her sights on even **greater** _____ success'
- _____
- d 'most awarded and **recognised** _____'
- _____



UNIT 9A: WHAT PREPOSITIONS DO

A **preposition** links a noun or pronoun to another word in a sentence. Prepositions show how people and things relate to each other in space or in time. They tell us when, where and how something happens.

- In **space** – where they are relative to each other.

It floated above the ground.

We were at the swimming pool

- In **time** – when things happen relative to each other.

We arrived after the others.

Susie left during the meal.

Common prepositions

| | | | | |
|---------|-------|--------|-----------|--------|
| at | from | into | without | around |
| during | among | until | along | above |
| against | of | upon | behind | within |
| despite | for | to | out | across |
| in | about | on | off | plus |
| by | over | like | following | up |
| through | after | before | beyond | near |
| between | under | since | but | |

In formal writing, a sentence should not end with a preposition. In conversational and informal writing, however, this is often okay.

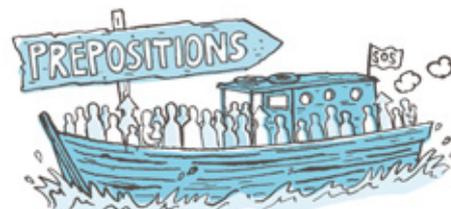
What do we owe this honour to? (informal and conversational)

To what do we owe this honour? (formal)

YOUR TURN 9.1

Select and highlight the correct preposition from the pair given in each sentence.

- 1 The table sat within/with the shed.
- 2 You should always keep your instruments in/against their cases.
- 3 The train went through/under the tunnel.
- 4 She ran beyond/around the finishing line.
- 5 They are following/across us in their car.



YOUR TURN 9.2

Choose a preposition from the list to complete each of these sentences.

- 1 All the student projects were presented _____ the principal spoke.
- 2 He had stashed his laptop _____ his desk where the teacher couldn't see it.
- 3 The opposite _____ productivity is procrastination.
- 4 The new TV was _____ our price range.
- 5 We left the remote _____ the table.
- 6 The hockey team improved _____ the coaching session.
- 7 He went to school _____ his lunch again.
- 8 We hung the new painting _____ the fireplace.

YOUR TURN 9.3

- 1 Highlight all of the prepositions in the paragraph.

Having ridden beyond the edge of town, we really put our feet down. The bikes flew along the road with the wind rushing past our helmets. Following the peloton was the support car driven by some of the riders' mums and dads. They watched as we glided along the road. Before lunch, we stopped and had a drink break. Then we set off again. From among the group, three riders took off in front and beat everyone else to the lunch spot. They rested under a tree while the rest of us caught up.

- 2 Continue the paragraph with two more sentences, each with at least one preposition.

YOUR TURN 9.4

Use a preposition to show how the nouns in each sentence might relate to each other.

- 1 The bananas were _____ the table.
- 2 A chicken walked _____ the food.
- 3 The dog sat _____ its owner.
- 4 The sun set _____ the moon came out.
- 5 The fans milled _____ the stage door, hoping to see the performer.
- 6 We squeezed in _____ the other parked cars.
- 7 She dove _____ the surface of the water.



Chinese Cinderella

Adeline Yen Mah

As soon as I got home from school, Aunt Baba noticed the silver medal dangling from the left breast-pocket of my uniform. She was combing her hair in front of the mirror in our room when I rushed in and plopped my school-bag down on my bed.

'What's that hanging on your dress?'

'It's something special that Mother Agnes gave me in front of the whole class this afternoon. She called it an award.'

My aunt looked thrilled. 'So soon? You only started kindergarten one week ago. What is it for?'

'It's for topping my class this week. When Mother Agnes pinned it on my dress, she said I could wear it for seven days. Here, this certificate goes with it.' I opened my school-bag and handed her an envelope as I climbed onto her lap.

She opened the envelope and took out the certificate.

'Why, it's all written in French or English or some other foreign language. How do you expect me to read this, my precious little treasure?' I knew she was pleased because she was smiling as she hugged me. 'One day soon,' she continued, 'you'll be able to translate all this into Chinese for me. Until then, we'll just write today's date on the envelope and put it away somewhere safe. Go close the door properly and put on the latch so no one will come in.'

I watched her open her closet door and take out her safe-deposit box. She took the key from a gold chain around her neck and placed my certificate underneath her jade bracelet, pearl necklace and diamond watch – as if my award were also some precious jewel impossible to replace.

(Puffin, 1999, pp. 1–2)

YOUR TURN 9.5

Comprehension

- 1 What does Adeline win at kindergarten?

- 2 What is in the envelope that Adeline gives her aunt?

- 3 Why is her aunt unable to read what Adeline gives her?

- 4 Who gives Adeline the award?

5 What does Adeline's aunt do with the certificate? Why does she do this?

Context

6 Highlight all of the prepositions in the extract, then list them in the appropriate column.

| Preposition of place | Preposition of time |
|----------------------|---------------------|
| | |
| | |
| | |
| | |

7 The prepositions in the centre column of the table link two separate things from the text extract. Fill in the first and third columns with the things that the prepositions link. An example has been done for you.

| First thing | Preposition | Second thing |
|---------------|-------------|--------------|
| my school-bag | in front of | my bed |
| | on | |
| | onto | |
| | from | |
| | underneath | |

8 What does the fact that Adeline receives a silver medal in kindergarten suggest about the culture of the school she goes to?

9 Adeline says that Mother Agnes gave her the medal 'in front of the whole class'. What does the preposition 'in front of' do here? How does it make you feel about Adeline's achievement?



UNIT 10A: HOW CONJUNCTIONS WORK

Conjunctions join individual words or groups of words. They link similar or contrasting ideas and help avoid repetition in writing. They can join short sentences to make longer, more complex ones. Some common simple conjunctions include:

and, but, for, nor, or, so, yet, unless, until, provided that, assuming that, even if, now that, once, since, until, when, where

- Conjunctions can join words of the same part of speech.

We like cricket and soccer. (joins nouns)

The dog was big but friendly. (joins adjectives)

Is that sandwich mine or yours? (joins pronouns)

- Conjunctions can join phrases of the same type.

Imogen came without a toothbrush and without pajamas.

- Conjunctions can give information about the reason, place, time or order of events.

We were tired because we'd been out all day. (gives the reason)

The local pool is crowded when it is summer holidays. (gives the time)

Conjunctions are mostly used in the middle of a sentence between the two things being joined, but they may be used at the start of a sentence.

Although we knew it would be a long day, we were looking forward to the fete.

Once we'd finished dinner, we moved on to dessert.



YOUR TURN 10.1

- Highlight the conjunction in each of these sentences.
 - I had been sitting down all morning so I needed to stretch my legs.
 - Even though we knew the weather was bad we still wanted to go.
 - The road is longer than the sky is high.
 - Ahmed thought it would be great and he wasn't disappointed.
 - She threw the full distance but off-target.
 - Whenever they tried to focus, there was always another distraction.

2 Choose an appropriate conjunction to complete these sentences.

- a Garry was excited about going to the US _____ he was scared of flying.
- b Every day is an opportunity to try _____ learn.
- c The boy was playing happily _____ his ball went over the fence.
- d _____ they get to the finish line first, they will receive a prize.
- e The supporters were sad _____ they had lost the election.

YOUR TURN 10.2

Using an appropriate conjunction, join the two sentences into one.

1 The yacht was new and gleaming. We bought it.

2 Endeavour is important. Success is not guaranteed.

3 The boys were playing near the fence. Simon fell through it.

4 The new school buildings were necessary. More and more students were attending the school.

5 We initially decided not to go. In the end we went.

YOUR TURN 10.3

Highlight the conjunction in each sentence, then add a second word or phrase to complete them.

1 The flight was generally okay but _____

2 Even though the movie was good _____

3 We were so excited about the innovation competition and _____

4 The dogs and cats were brought inside before _____

5 The candles suddenly blew out because _____

6 Provided that the weather stays fine, _____

Chinese Cinderella

Adeline Yen Mah

Father's Shanghai house was situated on Avenue Joffre, deep in the heart of the French Concession. It was a big, square, dark-grey concrete building, just like all the other sixty-nine houses within the same 'long tang', a cluster of houses surrounded by a communal wall. Father's chauffeur drove us from the station through the main lane of our 'long tang', turned left into a narrower alley-way, and stopped in front of a wrought-iron gate. Father led us into a charming garden, with a small lawn lined by clipped camellia bushes, a magnolia tree with wonderfully fragrant blooms, and a wishing-well next to a wooden dog-house. A large, ferocious-looking German Shepherd rushed out, jumped excitedly at the sight of Father, but barked at us. I glanced briefly at the large, brutish animal with its sharp teeth and pointed ears. Father noticed and said to me, 'His name is Jackie. Don't be afraid of him. Just behave naturally. He is getting obedience training lessons every week from a German dog-trainer. He won't dare bite you.'

(Puffin, 1999, pp. 25–6)

YOUR TURN 10.4

Comprehension

1 Where is Adeline's father's Shanghai house?

2 What is a 'long tang'?

3 What is this 'long tang' surrounded by?

4 Why do you think that the dog barks at the others but not at Adeline's father?

5 Why do you think Adeline's father says that the dog 'won't dare bite' her?

Context

6 Highlight all of the conjunctions in the extract. What is the most frequently used conjunction? Is it a conjunction that simply joins words and phrases, or is it a conjunction that shows a relationship?

7 Fill in each space with a different conjunction from the one Yen Mah uses.

- a into a narrower alley-way _____ stopped in front of a wrought-iron gate.
- b wonderfully fragrant blooms _____ a wishing well
- c at the sight of Father _____ barked at us.
- d Father noticed _____ said to me

8 Why do you think Yen Mah chose the conjunction 'but' in the sentence, 'A large, ferocious-looking German shepherd rushed out, jumped excitedly at the sight of Father, but barked at us.' How would it be different if she had used the conjunction 'and', or 'then'?

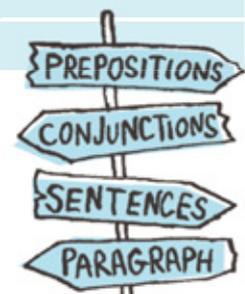
9 What is Adeline's impression of her father's 'Shanghai house'? Write a sentence that analyses her first impressions, using three adjectives and at least two conjunctions.

10 Use your imagination and write what you think could be the next four lines of the extract. In your response, use two conjunctions that simply join words or phrases, and two that show the relationship between words.



Part A: Using words

| | |
|---------------------------|--|
| Abstract noun | A noun that names something that cannot be perceived by the senses. |
| Adjective | A word that modifies a noun or pronoun. |
| Adverb | A word that modifies a verb, adjective or other adverb. |
| Adverbial phrase | A phrase that does the work of an adverb in a sentence. |
| Common noun | A noun that names a person, place or thing. |
| Comparative form | A degree of comparison of quality/amount of adjectives and adverbs. |
| Concrete noun | A noun that names something that can be perceived by the senses. |
| Conjunction | A word that joins words or groups of words. |
| Future tense | The form a verb takes when it refers to something that will happen in the future. |
| Helping verb | Verb used with other verbs to form a verb phrase. |
| Irregular verb | A verb that does not have standard forms of the past tense or past participle. |
| Noun | A word that names a person, place, thing or idea. |
| Past tense | The form a verb takes when it refers to a past event. |
| Personal pronoun | A pronoun used to indicate people or things. |
| Positive form | A form of adverb or adjective used when no comparison is made. |
| Possessive pronoun | A pronoun that is in the possessive case (see above). |
| Preposition | A word that connects a noun or pronoun to another word in a sentence. |
| Present tense | The form a verb takes when it refers to the present time. |
| Pronoun | A word that stands in place of a noun. |
| Proper noun | A noun that refers to a particular person, place, thing or idea. It always begins with a capital letter. |
| Regular verb | A verb that follows a regular pattern in its past and future tense forms. |
| Relative pronoun | A pronoun that introduces a subordinate clause. 'I don't know <i>what</i> you mean.' |
| Superlative form | A degree of comparison used when more than two people or things are compared. |
| Verb | A word that expresses an action or a state of being. |



PART B

ORGANISING WORDS AND IDEAS

- Punctuation
- Phrases and clauses
- Sentences



UNIT 11A: PUNCTUATING SENTENCES

Punctuation marks give structure and meaning to your writing and allow readers to understand it more easily.

- A **full stop** (.) is used at the end of a sentence.

I'm going to the shopping centre after school.

- A **comma** (,) indicates a pause or a break in a sentence. It is also used when a new idea is introduced in a sentence.

My sister, who has just bought a car, is going to pick me up later.

A comma can introduce speech and show direct speech in a sentence.

'I'll see you at eight o'clock tonight,' said Ellen

Commas are also used to separate items in a list.

We will need to stop at the supermarket, the library and the petrol station.

Without commas, sentences are unclear and confusing. Imagine these sentences without commas!

Let's eat, Grandma!

I love cooking, my family and pets.

- A **question mark** (?) is used to end a sentence when a question is being asked.

Would you like to see a movie?

- An **exclamation mark** (!) is used at the end of a sentence to add emphasis and express a strong emotion.

Sounds great! I'd love to!

YOUR TURN 11.1

Punctuate each sentence with either a full stop, a question mark or an exclamation mark.

- 1 Can you tell me where the nearest police station is _____
- 2 There will always be next year _____
- 3 You've won a brand new car _____
- 4 The majority of the children were bored _____

- 5 Is there a chance of rain _____
- 6 My cousin Jasper lives down that road _____
- 7 That's disgusting _____
- 8 How long have you been collecting footy cards _____

YOUR TURN 11.2

These sentences are confusing! Insert commas so that each sentence makes sense.

- 1 In the afternoon after the rain stopped we went outside.
- 2 We will need some pasta tomatoes minced beef garlic and an onion to make spaghetti bolognese.
- 3 While most of the students were pretty happy to watch the film Murray would have preferred to work on his assignment.
- 4 Samira asked 'When will you get home?'
- 5 *The Lion the Witch and the Wardrobe* is a really enjoyable book.

YOUR TURN 11.3

Rewrite this passage adding punctuation marks as needed. Make sure you use a capital letter to begin each sentence.

my suitcase was packed and I was ready for the trip 'do you have everything you need' asked my mother 'yes I have T-shirts shorts a towel swimmers and goggles' I replied she looked quizzically at me 'are you planning to sleep at all do you think you might need some pyjamas' 'ha' I exclaimed 'sleep is for the weak'

The Hobbit

JRR Tolkien

Suddenly he heard a screech. It sent a shiver down his back. Gollum was cursing and wailing away in the gloom, not very far off by the sound of it. He was on his island, scrabbling here and there, searching and seeking in vain.

'Where is it? Where iss it?' Bilbo heard him crying. 'Losst it is, my precious, lost, lost! Curse and crush us, my precious is lost!'

'What's the matter?' Bilbo called. 'What have you lost?'

'It mustn't ask us,' shrieked Gollum. 'Not its business, no, gollum! It's losst, gollum, gollum, gollum.'

'Well so am I,' cried Bilbo, 'and I want to get unlost. And I won the game, and you promised. So come along! Come and let me out, and then go on with your looking!'

Utterly miserable as Gollum sounded, Bilbo could not find much pity in his heart, and he had a feeling that anything Gollum wanted so much could hardly be something good.

(Unwin Books, 1974, pp. 75–6)

YOUR TURN 11.4

Comprehension

1 What has Gollum lost?

2 Describe Gollum's emotional response to this loss. How is he feeling?

3 What does Bilbo want from Gollum?

4 What is Bilbo's opinion of the object that Gollum has lost?

Context

- 5 Highlight all of the punctuation marks in the extract.
- 6 What is the main thing you notice about the punctuation in the conversation between Gollum and Bilbo? Which punctuation marks are used the most frequently in their dialogue?

- 7 What is the effect of the exclamation marks used in the extract?

- 8 Write a paragraph about a time you have lost a possession that was precious to you. Be careful to use punctuation correctly.



UNIT 12A: USING APOSTROPHES

Apostrophes are another common punctuation mark but they are often used incorrectly.

Apostrophes can be used in two different ways:

- to show possession (apostrophes of possession)
- to show contraction (apostrophes of contraction).

Possessive apostrophes indicate that someone owns something. This is shown by adding an apostrophe and an -s after the owner's name.

the horse's saddle

Ahmed's desk

Winston's sandwich

Plural or proper nouns that end in -s (for example, 'girls') do not have another -s added. The apostrophe is placed after the -s that is already there.

the dogs' bones

New Orleans' jazz

my sisters' clothes

Don't confuse possessive apostrophes with **possessive pronouns** (his, hers, its, yours, ours and theirs). These words indicate possession but do not need apostrophes, so there is no need to add one.

Apostrophes of contraction are used to shorten a word or words or to join two words together. The apostrophe is placed where the missing letters would be.

would not *becomes* wouldn't

they are *becomes* they're

he is *becomes* he's

YOUR TURN 12.1

Indicate whether each of the following sentences should include an apostrophe of contraction (C), possession (P) or doesn't require an apostrophe at all (N). Correct the sentences that need apostrophes by inserting the punctuation mark correctly.

| | | C / P / N |
|---|--|-----------|
| 1 | Richards mother is a lawyer. | |
| 2 | The plants needed watering during the heatwave. | |
| 3 | The buildings tenants were forbidden from hanging laundry on the apartments balconies. | |
| 4 | I cant stand the noise. | |
| 5 | Wouldnt you like to know? | |

YOUR TURN 12.2

Rewrite each clause by using an apostrophe to indicate possession.

the lion belonging to the zoo → the zoo's lion

- 1 the ice cream belonging to my sister _____
- 2 the lollies owned by my cousins _____
- 3 the leaves belonging to the tree _____
- 4 the book owned by the library _____
- 5 the work produced by the students _____

YOUR TURN 12.3

Use apostrophes to contract these pairs of words.

- | | | | |
|---------------|-------|-------------|-------|
| 1 did not | _____ | 5 I am | _____ |
| 2 should have | _____ | 6 you are | _____ |
| 3 we are | _____ | 7 it is | _____ |
| 4 is not | _____ | 8 could not | _____ |

YOUR TURN 12.4

Identify the contraction in each sentence and write out its full form.

| | Sentence with contraction | Full word form |
|---|--------------------------------|----------------|
| 1 | She wouldn't answer the phone. | |
| 2 | We could've stopped for lunch. | |
| 3 | He isn't very reliable. | |
| 4 | Marita's in her room. | |
| 5 | It wasn't a very sunny day. | |

The Hobbit

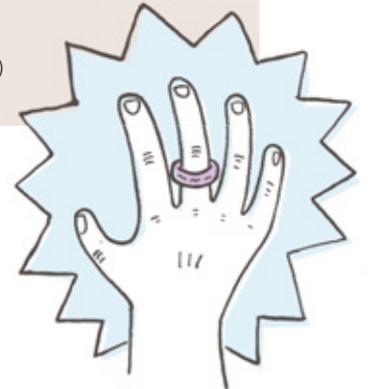
JRR Tolkien

And so they crossed the bridge and passed the mill by the river and came right back to Bilbo's own door.

'Bless me! What is going on?' he cried. There was a great commotion, and people of all sorts, respectable and unrespectable, were thick round the door, and many were going in and out – not even wiping their feet on the mat, as Bilbo noticed with annoyance.

If he was surprised, they were more surprised still. He had arrived back in the middle of an auction! There was a large notice in black and red hung on the gate, stating that on June the Twenty-second Messrs. Grubb, Grubb, and Burrowes would sell by auction the effects of the late Bilbo Baggins, Esquire, of Bag-End, Underhill, Hobbiton. Sale to commence at ten o'clock sharp. It was now nearly lunch time, and most of the things had already been sold, for various prices from next to nothing to old songs (as is not unusual at auctions). Bilbo's cousins the Sackville-Bagginses were, in fact, busy measuring his rooms to see if their own furniture would fit. In short Bilbo was 'Presumed Dead', and not everybody that said so was sorry to find the presumption wrong.

(Unwin Books, 1974. p. 276)



YOUR TURN 12.5

Comprehension

1 When Bilbo returns home, what is happening at his house?

2 Why is the auction taking place?

3 Why are the Sackville-Bagginses measuring rooms?

4 Is Bilbo greeted warmly on his return?

UNIT 13A: PHRASES AND CLAUSES

Words in sentences are arranged into groups of words known as phrases and clauses.

Phrases

A **phrase** is a small group of words that does not make sense on its own and needs to be placed within a sentence to have meaning. A phrase can contain a noun or a verb but it won't contain both. While the phrase in this example includes a verb, 'moving', we do not know who or what is moving, only that the movement is relatively fast.

moving quickly

This is also a phrase. While it contains a noun phrase, 'the exit', it does not have a verb and makes little sense on its own.

towards the exit

Clauses

A **clause** is a group of words that does make sense on its own. A clause has a subject (a noun that the sentence is about), as well as a verb that explains what is happening to the noun.

This simple sentence is a clause. It contains a subject, 'she', and a verb, 'pushed'. We understand from this sentence that the woman is moving through a crowded area.

She pushed through the crowd.

A clause can be combined with one or more phrases to make a sentence that has more information.

Moving quickly, she pushed through the crowd.

A sentence can include more than one phrase, and the phrase can be positioned anywhere in the sentence: the beginning, the middle, or the end.

Moving quickly, she pushed through the crowd towards the exit.

YOUR TURN 13.1

Identify whether each group of words is a phrase (P) or a clause (C).

- | | | | |
|----------------------------|-----|---------------------------------|-----|
| 1 on the roof | P/C | 4 blinking slowly | P/C |
| 2 she sat down | P/C | 5 with chocolate topping | P/C |
| 3 we looked at the giraffe | P/C | 6 my brother kicked three goals | P/C |

YOUR TURN 13.2

Highlight the clause in each sentence.

- 1 Mr Stephens is a dignified-looking gentleman with well-cut grey hair.
- 2 Rustling softly, the leaves blew in the breeze.
- 3 Ashley drove home after lunch.
- 4 They got together before the game.
- 5 I'll see you later perhaps after my tennis match.

YOUR TURN 13.3

Add a phrase to each of the clauses to provide more information.

- 1 We went out _____
- 2 I ate my dinner _____
- 3 The dog ran _____
- 4 She looked at the stars _____
- 5 He closed the book _____

YOUR TURN 13.4

Write a clause to combine with each of these phrases to make complete sentences.

- 1 after dinner

- 2 under the bridge

- 3 blinking sleepily

- 4 during the film

- 5 into the car

The death of Jinini

Richard Baines



The fire crackled and spat.

The air was cooling fast. The hilly country on the horizon was turning from purple to grey as the day disappeared into dusk. The air was suddenly filled with the high-pitched rustling of cicadas.

Ole Ma Jilamara waved a thick black arm.

'Fire,' she said, pointing.

Nona walked over to the woodpile and picked up three large logs. She carried them over to the fire and threw them on. There were calluses on her dark skin from the work she did around the camp. Nona was fourteen.

Her little brothers were already collecting around the fire. Jacky and Eddy kicked their football into the darkness and sat down, jostling each other as always. 'Story,' they pleaded. Abe climbed into Ole Ma Jilamara's lap.

Ole Ma had grey hair that frizzed out of her head. She sat heavily on the ground, her two dresses wrapped around her like a tent. She held her head to one side as if waiting to catch sight of something lurking in the shadows. No one knew the age of Ole Ma. Not even Ole Ma.

(Myths and Legends One, Oxford University Press, 2009, pp. 44–5)

YOUR TURN 13.5

Comprehension

1 At what time of day is the extract set?

2 Describe Ole Ma Jilamara.

3 Write a sentence from the extract that shows that Nona is hardworking and responsible.

4 Who are Jacky, Eddy and Abe?

5 What is Ole Ma about to do at the end of the extract?

6 Given the information provided, what do you think would be the age of Ole Ma? What details from the extract help you make this estimate?

Context

7 Write a phrase from the extract that describes each of these things.

- a Ole Ma's hair _____
- b The colour the sky is turning _____
- c Where the football is kicked _____
- d Nona's skin _____
- e The noise made by the cicadas _____
- f Ole Ma's dresses _____

8 Indicate whether each of these lines from the extract is a phrase (P) or a clause (C).

- | | | | |
|------------------------------------|-----|--|-----|
| a the fire crackled | C/P | e threw them on | C/P |
| b the air was cooling | C/P | f around the fire | C/P |
| c Nona walked over to the woodpile | C/P | g Jacky and Eddy kicked their football | C/P |
| d three large logs | C/P | h Ole Ma Jilamara's lap | C/P |

9 Write a paragraph summarising a story you can remember being told when you were younger. Try to include a phrase in each sentence to give some extra descriptive detail.



UNIT 14A: TYPES OF CLAUSES

Clauses can be combined with phrases to make sentences and they can also be combined with other clauses. There are two different types of clauses.

- An **independent clause**, or main clause, contains a subject and a verb and can always stand alone as a simple sentence. In this example, 'Peter' is the subject and 'ran' is the verb.

Peter ran away.

- A **dependent clause**, or subordinate clause, also contains a subject and a verb as well as a **subordinating conjunction**. The subordinating conjunction makes one part of the sentence depend on another part of the sentence so it can *never* make complete sense on its own.

Because he was in danger.

Some examples of subordinating conjunctions:

after, because, although, since, until, than, before, as, when, if

Combining clauses

- A dependent clause can be combined with an independent clause to form a more detailed sentence. The two clauses can be combined in a variety of ways.

Peter ran away because he was in danger.

Because he was in danger, Peter ran away.

- One clause can also be embedded within another clause. Consider these two clauses.

Peter raced away from danger. Peter is a fast runner.

By embedding the second clause within the first, a single sentence is created.

Peter, who is a fast runner, raced away from danger.

YOUR TURN 14.1

Identify the independent clause in each sentence.

- 1 Since I got my puppy for Christmas, I have gone for a walk every day.
- 2 Despite our best efforts, the boat sank.
- 3 I went to the doctor because I felt sick.
- 4 Chen found a mysterious old book when he was at his grandmother's house.
- 5 The Amazon Rainforest, because of its remote location, is a dangerous place to travel alone.

YOUR TURN 14.2

Highlight the dependent clause in each sentence.

- 1 Dev didn't stop to talk because he was running late.
- 2 Although I don't mind staying home, I spend most of my holidays overseas.
- 3 The creek, because it was quite shallow, always flooded during storms.
- 4 She struggled to catch her breath after she won the race.
- 5 The lamp lit up once it was switched on.

YOUR TURN 14.3

Add an independent clause to each dependent clause to form a complete sentence.
An independent clause can come before or after a dependent clause.

- 1 after we stopped the car

- 2 as the lawyer summed up her argument

- 3 despite Alison trying for half an hour

- 4 instead of the family eating at the restaurant

- 5 once Mason returned my wallet

- 6 because of the accident blocking the road

Daedalus and Icarus

Richard Baines

You've heard the story of Daedalus and Icarus and it has a message for all of us. Daedalus was the wise old man. Icarus was the rash headstrong youth. You know the type. We've all met them. They think they are bullet-proof. They are full of energy and daring and they think they'll live forever.

'Don't fly too high,' warned Daedalus, 'or the sun will melt the wax supporting your wings.'
Sensible, logical advice, you'll agree.

Did Icarus listen? You be the judge. As soon as he felt the strength in his arms and the wind beneath his wings he forgot everything his father had told him. He began swooping through the air, twisting and climbing, swooping and plunging, turning somersaults and looping the loop. It was exciting. It was exhilarating. Icarus had never felt so alive in all his life.

So, you high-fliers, be warned. Be careful what you reach for, for you might just get what you desire. Icarus reached for the sun, and it melted his wings.

(Myths and Legends One, Oxford University Press, 2009, pp. 49–50)

YOUR TURN 14.4

Comprehension

1 What is the relationship between Daedalus and Icarus?

2 Choose a quote from the extract that best describes Daedalus.

3 Choose a quote from the extract that best describes Icarus.

4 What advice does Daedalus give Icarus?

5 Why does Icarus ignore this advice?

6 What warning does the extract give?

Context

7 Write down three sentences from the extract that are only made up of an independent clause.

8 Highlight the independent clauses in each of the following sentences from the extract.

- a They are full of energy and daring and they think they'll live forever.
- b He began swooping through the air, twisting and climbing, swooping and plunging, turning somersaults and looping the loop.
- c Icarus had never felt so alive in all his life.

9 What is the dependent clause from the final sentence of the extract?

10 Imagine that, like Icarus, you are flying on wings that you have made yourself. Write a description of what it feels like to fly through the air, trying to use sentences that contain dependent clauses as well as independent clauses. Once you have finished your piece, underline the independent clause in each of the sentences you've written.



UNIT 15A: SUBJECTS AND PREDICATES

As well as knowing that the words in a sentence can be grouped into clauses and phrases, it is also important to understand that every sentence is composed of two distinct parts: the subject and the predicate.

Subjects

One part of a sentence is the **subject**, which is the person, thing or idea that the sentence is about. The subject of a sentence will always be a noun(s) or pronoun(s).

the horse

Gilbert Road and Hill Street

He and I

Angela and David

Predicates

The other part of the sentence is the **predicate**. It tells us what happened to the subject and contains a verb. The predicate may be very short, even a single word or it can be longer and contain more information.

The horse galloped.

The horse galloped towards the fence.

The subject of the first example is 'The horse' and the predicate is 'galloped'. In this sentence, the verb and the predicate are the same thing. In the second example, the verb is 'galloped', but the predicate contains further information and is longer than just the verb. This example also contains two nouns, 'horse' and 'fence'. The word 'fence' is not the subject but is part of the predicate. It is the horse that is performing the action (galloping) while the fence isn't actually doing anything. There will often be nouns in a sentence in addition to the subject.

The subject does not always have to be at the beginning of the sentence. In these examples, the predicate has been split up by the subject.

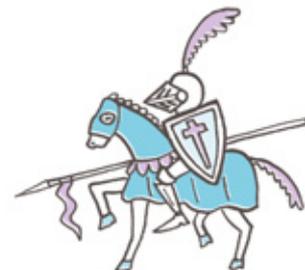
Breathing heavily, the horse galloped towards the fence.

Towards the fence the horse galloped.

YOUR TURN 15.1

Highlight the subject in each sentence.

- 1 The mansion was opulently decorated.
- 2 Although I like him, Ben is moody.
- 3 The antelope ran from the lion.
- 4 My sister has a similar dress.
- 5 She yawned as she went to bed.



YOUR TURN 15.2

Highlight the predicate in each sentence.

- 1 I opened the door and got out.
- 2 Wiping her eyes, Sarah continued to laugh.
- 3 The room had purple paint on the walls.
- 4 She asked the teacher for some assistance.
- 5 The present was more suitable for someone younger.

YOUR TURN 15.3

Add a subject to each of these sentences.

- 1 _____ walked towards the front of the stage.
- 2 _____ are a major cause of visits to hospital emergency rooms.
- 3 _____ is always closed on Tuesdays.
- 4 _____ sits next to me when we have a class together.
- 5 _____ eats take-away more often than she cooks.

YOUR TURN 15.4

Write a complete sentence combining an appropriate predicate with each of these subjects. Remember that the subject doesn't always have to be at the beginning of the sentence.

- 1 Ms Collins

- 2 The chicken coop

- 3 My passport photograph

- 4 The pharmacy



Going Solo

Roald Dahl

A moment later I caught sight of the snake. It was lying full-length along the skirting of the right-hand wall, but hidden from the snake-man's view by the back of the sofa. It lay there like a long, beautiful, deadly shaft of green glass, quite motionless, perhaps asleep. It was facing away from us who were at the window, with its small triangular head resting on the matting near the foot of the stairs.

I nudged Fuller and whispered, 'It's over there against the wall.' I pointed and Fuller saw the snake. At once, he started waving both hands, palms outward, back and forth across the window hoping to get the snake-man's attention. The snake-man didn't see him. Very softly, Fuller said, 'Pssst!', and the snake-man looked up sharply. Fuller pointed. The snake-man understood and gave a nod.

Now the snake-man began working his way very very slowly to the back wall of the room so as to get a view of the snake behind the sofa. He never walked on his toes as you or I would have done. His feet remained flat on the ground all the time. The cowhide boots were like moccasins, with neither soles nor heels. Gradually, he worked his way over to the back wall, and from there he was able to see at least the head and two or three feet of the snake itself.

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

(Puffin Books, 2001, pp. 46–7)

YOUR TURN 15.5

Comprehension

- 1 Is the snake dangerous? What gives you this impression?

- 2 How do the narrator and Fuller assist the snake-man?

- 3 Describe how the snake-man moves. How is this different from how you might move in this situation?

- 4 How does the snake respond to seeing the snake-man?

5 What do you think are the two possible outcomes at the end of this extract?

Context

6 Complete the subjects missing from the following sentences.

a _____ lay there like a long, beautiful, deadly shaft of green glass, quite motionless, perhaps asleep.

b _____ nudged Fuller and whispered, '_____ over there against the wall.'

c Very softly, _____ said 'Pssst!', and the snake-man looked up sharply.

7 Copy out a sentence from the extract that has a one-word subject and a one-word predicate.

8 Complete the predicates for these subjects, writing out each sentence in full.

a His feet _____

b The cowhide boots _____

c The snake's head _____

9 What is the subject of the final sentence of the extract? What do you notice about its position?

10 Write a paragraph about a time you faced a dangerous situation. Once you have finished, identify the subject and the predicate of each sentence.



UNIT 16A: TYPES OF SENTENCES

There are three main types of sentences.

- A **simple sentence** contains one independent clause. It has a subject and a verb and expresses a single idea. It may also contain a phrase to add more detail.

The girl entered the hospital.

Walking quickly, the girl entered the hospital.

- A **compound sentence** is made up of two or more independent clauses joined with a coordinating conjunction. There are seven coordinating conjunctions: **for, and, nor, but, or, yet, so**. Use the mnemonic FANBOYS to remember them.

The girl entered the hospital and the door closed behind her.

- A **complex sentence** is made up of an independent clause and at least one dependent clause. Often this clause is embedded within the independent clause.

The girl entered the hospital because she was visiting her sister.

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

The girl entered the hospital because she was visiting her sister. Her sister had just had her appendix removed.

The girl entered the hospital because she was visiting her sister, who had just had her appendix removed.

YOUR TURN 16.1

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

- 1 I sat down but Chen kept on walking. S/CD/CX
- 2 The hotel is in a peaceful spot beside the river. S/CD/CX
- 3 After I searched the whole house, I finally managed to find my keys. S/CD/CX
- 4 Raymond is a piano virtuoso and the Royal College has accepted him as a student. S/CD/CX
- 5 The trees dropped their leaves. S/CD/CX

YOUR TURN 16.2

Use a coordinating conjunction to combine each pair of sentences into a single compound sentence.

1 The house was shabby. The furniture was dusty.

2 I wanted a bike. I got a board game.

3 I could go out for dinner. I could stay home.

4 Marilyn was very tired. She went to bed early.

YOUR TURN 16.3

This paragraph contains only simple sentences. Rewrite it combining some of the simple sentences into compound or complex sentences. Your sentences don't have to be long, but they still need to make sense.

The assassin crept through the crowd. She got closer to her target. She crept up behind him. She reached into her pocket. The knife was sharp. She held it in her hand. She waited for the perfect moment to strike.

Going Solo

Roald Dahl

Over Athens that morning, I can remember seeing our tight little formation of Hurricanes all peeling away and disappearing among the swarms of enemy aircraft, and from then on, wherever I looked I saw an endless blur of enemy fighters whizzing towards me from every side. They came from above and they came from behind and they made frontal attacks from dead ahead, and I threw my Hurricane around as best I could and whenever a Hun came into my sights I pressed the button. It was truly the most breathless and in a way the most exhilarating time I have ever had in my life. I caught glimpses of planes with black smoke pouring from their engines. I saw planes with pieces of metal flying off their fuselages. I saw the bright-red flashes coming from the wings of the Messerschmitts as they fired their guns, and once I saw a man whose Hurricane was in flames climb calmly out on to a wing and jump off. I stayed with them until I had no ammunition left in my guns. I had done a lot of shooting, but whether I had shot anyone down or had even hit any of them I could not say. I did not dare to pause for even a fraction of a second to observe results. The sky was so full of aircraft that half my time was spent in actually avoiding collisions. I am quite sure that the German planes must have often got in each other's way because there were so many of them, and that, together with the fact that there were so few of us, probably saved quite a number of our skins.

(Puffin Books, 2001, p. 151)

YOUR TURN 16.4

Comprehension

1 From the context of the extract, what do you think a Hurricane is?

2 Write down a sentence from the extract that gives the impression that the narrator is surrounded by enemies.

3 How does he feel about this experience?

4 Does the narrator consider himself to have been successful in the fight?

Context

5 Is the first sentence of the extract a simple, compound or complex sentence? Give a reason for your answer.

6 Rewrite the following sentences as simple sentences, changing the wording if required.

a I saw the bright-red flashes coming from the wings of the Messerschmitts as they fired their guns, and once I saw a man whose Hurricane was in flames climb calmly out onto a wing and jump off.

b I had done a lot of shooting, but whether I had shot anyone down or had even hit any of them I could not say.

c I am quite sure that the German planes must have often got in each other's way because there were so many of them, and that, together with the fact that there were so few of us, probably saved quite a number of our skins.

7 Even though this extract is quite action-packed, it is written using only declarative sentences. Write two exclamations, two commands and two questions that could be included as dialogue in this passage to give the writing more variety.

Exclamations:

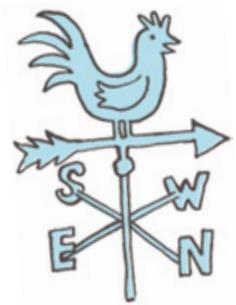
Commands:

Questions:



Part B: Organising words and ideas

| | |
|----------------------------------|--|
| Apostrophe (contraction) | A punctuation mark used to show letters that have been left out of a word. |
| Apostrophe (possession) | A punctuation mark used to show that something is owned by someone or something. |
| Clause | A group of words that contains a subject and a verb. A clause is either an independent clause or a dependent clause. |
| Complex sentence | A sentence that contains an independent clause and one or more dependent clauses. |
| Compound sentence | A sentence that contains two or more independent clauses. |
| Dependent clause | A clause that is dependent on an independent clause in a sentence. |
| Independent clause | A clause that makes sense on its own. |
| Phrase | A group of words that does not contain a subject or complete verb and cannot stand on its own. |
| Predicate | The part of the sentence that says something about the subject. |
| Simple sentence | A sentence consisting of one main clause. |
| Subject | A noun or pronoun that operates the verb. |
| Subordinating conjunction | A word that introduces a subordinate clause. |



PART C

EXPRESSING AND SHARING IDEAS

- Text cohesion
- Literary devices



UNIT 17A: PARAGRAPHS

A paragraph is a collection of sentences that all share a common idea. Each sentence in a paragraph needs to perform a specific job in order for the paragraph to make sense.

TEEL structure

An easy way to remember what each sentence needs to do in a paragraph is to follow the TEEL structure.

| | |
|--|---|
| T opic sentence | A paragraph should always begin with a topic sentence, which states the main point or argument. |
| E xplanation and E vidence | After the topic sentence, the next few sentences of the paragraph provide an explanation of ideas or evidence to support the topic sentence. Don't feel you have to stop at just one sentence of each type. |
| L ink | The final sentence of a paragraph is a linking sentence that links back to the main idea of the topic sentence. |

This sentence clearly introduces the main point of the paragraph.

The character of Daniel learns a lot about relationships over the course of the novel. Daniel is first presented as a person who does not understand his parents' point of view. This is clear when he tells his father 'I hate you' after he is prevented from seeing his cousin Julian.

This sentence presents a specific explanation that follows on from the more general statement provided in the topic sentence.

The main purpose of this sentence is to effectively sum up the paragraph you have just written.

As Daniel develops as a character, his understanding of his relationships with others also develops.

This sentence presents evidence to justify the explanation made in the previous sentence.

YOUR TURN 17.1

Specify whether each sentence is a topic sentence (T), a linking sentence (L) or evidence (E).

- 1 When Eden is described as 'wondering about the world' it illustrates how much she wants to escape. T/L/E
- 2 Our school needs to do more to address our impact upon the environment. T/L/E
- 3 Therefore, many characters learn that they can achieve far more than they first thought. T/L/E
- 4 A survey of Year 7 students showed that 15 per cent believe their commitment to sport training is more important than completing their homework. T/L/E

YOUR TURN 17.2

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

- 1 Laura Graves, parent to a four year old, told us, 'Once she sees lollies on TV, she wants them all the time. I try to get her to eat fruit instead, but it's hard work.'

- 2 The condition of children’s teeth appears to be worsening.
- 3 Unless sugar consumption is reduced, children’s dental problems look like being here to stay.
- 4 Children are consuming more sugar than ever, and eight out of ten children now have at least one cavity, a figure that has increased by 50 per cent in the last ten years.
- 5 Sugary food is being blamed for an alarming increase in the number of dental problems in children under five years of age.
- 6 Parents also report that the amount of advertising of sweet food on television makes it difficult to ensure that their children don’t want to eat sugar.

YOUR TURN 17.3

Match the topic sentence to the appropriate evidence. Write the correct letter in the middle column.

| Topic sentence | | Appropriate evidence |
|--|--|---|
| 1 Exercise is the best way to ensure a healthy heart. | | A His behaviour towards Marlena is particularly selfish. |
| 2 Dorian is far more helpful than any of his siblings | | B People who exercise for 30 minutes a day have fewer cardiovascular problems than those who don’t. |
| 3 An additional water supply is essential for those travelling in the outback. | | C Sports teams always exalt their best player, but fairness is just as vital. |
| 4 Aaron is shown to be cunning and manipulative. | | D He is the only one to come to the aid of Mrs Parsons. |
| 5 Sportsmanship is more important than success, both on and off the playing field. | | E Sixty per cent of travellers report that it takes longer than expected to reach their destinations in these tough conditions. |

YOUR TURN 17.4

Write suitable topic and linking sentences to complete this paragraph.

Topic sentence: _____

First of all, removalists need to be hired. Items need to be wrapped to protect them from breakage, and placed into boxes. Furniture needs to be taken apart and loaded onto the truck. The fridge and washing machine also need to be moved, and they are surprisingly heavy. Worst of all, once you get everything into the new house, you have to unpack it all.

Linking sentence: _____

RESIDENTS REACT TO TOXIC PROPOSAL

WEDNESDAY 27 JANUARY

Gisborne is set to be the site of a battle between residents and the Global Dump Consortium company due to their recent proposal to build a toxic waste dump. Residents are up in arms over the proposal that the waste treatment facility be built on vacant land three kilometres south of Gisborne. They have already spoken out against the dump, citing concerns over health and the effect on the tourist trade.

The proposed toxic dump will be a sizeable facility and is planned to cover 12 hectares of currently unused land. A spokesperson for GDC has stated that no other waste facility in the area will be able to handle the sort of material that GDC will be willing to treat.

GDC has stated that the new dump site will have many benefits for locals, including employment for 30 people. The increased traffic to the area will also mean an increase in sales of fuel and food in the town, benefitting local businesses.

Shire council will meet next week to discuss the issue and will vote to approve or deny a permit for the facility. Council members are divided, with Councillor John Behrend already stating that he is '100 per cent against' the facility. However, Maria Stevens, who also owns the local service station, is in support. Many residents will be waiting anxiously to hear the outcome of this meeting.

YOUR TURN 17.5

Comprehension

1 Why is Gisborne 'set to be the site of a battle'?

2 Where is the dump site going to be situated, and how big will it be?

3 What are the potential benefits to the locals, according to GDC?

4 When and how will the fate of the dump be decided?

5 Why do you think Maria Stevens might be in support of the proposed dump?

Context

6 Highlight the topic sentence in each paragraph of the article.

7 The second and third paragraphs of this article don't have linking sentences. Write an appropriate linking sentence for each of these paragraphs. Remember that you need to link to the main idea of the paragraph.

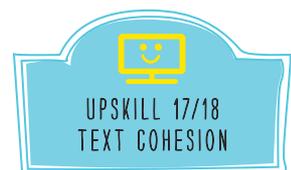
Paragraph 2: _____

Paragraph 3: _____

8 Highlight a quote from each of paragraphs 2, 3, 4 to back up the points made.

9 Write a new paragraph on the possible environmental impact of the dump. Write a clear topic sentence and include some of the following evidence:

- Similar toxic dumps have resulted in waste leaking into groundwater.
- Residents of a town near another GDC facility reported a strange odour from the dump when the wind blew in a certain direction.
- When a toxic waste dump opened in South Australia, it was observed that the local bird population declined.
- Environmental activist Alina Bilson has said, 'Toxic waste dumps are a cancer on the Earth's surface'.



UNIT 18A: ELLIPSIS AND SUBSTITUTION

Many students understand how to write sentences and construct paragraphs, but find that their sentences do not flow well when they are joined together. Ellipsis and substitution help ensure that your sentences sound coherent when writing paragraphs.

Ellipsis

The term **ellipsis** refers to leaving out unnecessary parts of a sentence. A sentence may sound fine on its own, but can sound repetitive when placed in a paragraph with similar material.

By itself, this sentence sounds fine.

I don't really want to go to my grandparents' house.

If another sentence covering similar material is placed before it, the second sentence sounds quite awkward. However, if the second part of this sentence is left out, the meaning is clear and not repetitious.

I have to go to my grandparents' house after school today. I don't really want to go to my grandparents' house.

I have to go to my grandparents' house after school today. I don't really want to go.

Substitution

Substitution can help you avoid repeating material. Often the substituted word will be a pronoun (he, she, it, etc), although any word that makes sense can be used.

I have to go to my grandparents' house after school today. I don't really want to go there.

Using a combination of ellipsis and substitution can reduce or eliminate repetition. There are many different ways to leave out information or substitute terms.

I have to go to my grandparents' after school today. I don't really want to go to their house.

YOUR TURN 18.1

Highlight any unnecessary words in these sentences.

- 1 Alek and Nalini went to the milk bar to buy some icy poles. When they got there they bought some icy poles.
- 2 Olivia approached her uncle for a donation to the animal shelter. He handed over \$10 to Olivia for the animal shelter.

- 3 When I got home I ate some toast with peanut butter. After I ate my toast with peanut butter I started my homework.
- 4 Charlie used to play basketball every Friday. He doesn't play basketball every Friday anymore because he now plays golf instead.
- 5 We went to the cinema to watch a film. After we went to the cinema to watch a film, we had dinner together.

YOUR TURN 18.2

Use appropriate substitute terms to complete these sentences.

- 1 The whole class agreed that Ms Cormack was _____ favourite teacher.
- 2 Trixie was looking forward to _____ birthday as _____ hoped to get a phone.
- 3 As the cyclist made her way up the hill, _____ legs began to ache.
- 4 Hey, give that back! _____ mine!
- 5 The car skidded to a halt, the rubber of _____ tyres burning.
- 6 I'd love to visit Mexico, there are so many things to see _____ .

YOUR TURN 18.3

Rewrite the passage using ellipsis and substitution as necessary.

As it was a very hot day Jessie and Zeb decided to go to the swimming pool for a swim. When Jessie and Zeb got to the swimming pool, the swimming pool was closed. As the swimming pool was closed, Jessie and Zeb decided to go to the beach instead of going to the swimming pool. As Jessie and Zeb made their way towards the bus stop, a car veered off the busy road and came hurtling towards Jessie and Zeb. Fortunately, the driver of the car managed to slam on the breaks of the car before it hit Jessie and Zeb. 'Perhaps we'd better just go home,' Zeb said to Jessie. Jessie agreed.

OPEN LETTER TO MAYOR LISA BREWSTER

Dear Mayor Brewster

I write to you in response to the recent article in the *Gisborne Weekly*. Like many other locals, I am horrified at the horrifying suggestion of a toxic waste dump being opened just out of town three kilometres down the road from the edge of town! The very suggestion of this being opened is horrifying to us all. I would hope that you, as the mayor, will speak out on behalf of all of us against this awful facility to ensure that the construction of this awful facility is not permitted.

As you are no doubt aware, Gisborne is a town built on two things: families and tourists. As a family man myself, I can think of nothing worse for my children than exposing them to toxic materials on our doorstep. While the dump may be a little distance away, it will only take a strong wind for particles of debris and toxic material to end up on our doorstep.

While this is not an appealing idea for the town's residents, I am sure it will also be unappealing for the many tourists that currently visit the town. Many residents of the town make a living from the many tourists who stay here and spend plenty

of money. I cannot imagine that the many tourists who currently stay here and spend plenty of money will continue to stay here if the main attraction is a toxic dump!

As the mayor of this town, the residents want you to act and to do so now. As mayor of the town, I am sure that there are many things that can be done by you to prevent the opening of the dump. I am forwarding you a petition signed by over 1000 local residents, begging the local council to speak out against this dump. I would ask that at the next council meeting you present these signatures and speak on behalf of us all to ensure that the proposal to construct the dump is voted down.

Gisborne is a beautiful town and myself and the other residents are keen to do everything we can to keep it that way. We trust that you, as our representative, share our commitment and passion to keeping our town pure, and will do all that you can to help preserve it.

Yours sincerely,

Bruce Cheung, Gisborne South

YOUR TURN 18.4

Comprehension

- 1 Who is Lisa Brewster?

2 What is the writer of the letter concerned about?

3 What impact does he fear this could have on children?

4 How does he think the tourist trade could be impacted?

5 What does Cheung ask Brewster to do?

Context

6 Look at the underlined sentences in the letter. Cross out any words that aren't necessary.

7 The third paragraph of the letter contains a lot of repetition. Rewrite the paragraph using ellipsis and substitution to improve the writing.



UNIT 19A: SIMILE, METAPHOR AND PERSONIFICATION

A literary device is a technique used by an author to have an effect upon the reader. **Simile**, **metaphor** and **personification** are three literary devices. Many different words can be used as similes and metaphors. There are many ways to express your ideas, limited only by your imagination.

Sam was frozen in place.

Sam's legs felt like lead.



Sam's feet were rooted to the spot.

The effect of the simile and metaphors is to indicate that Sam is unable to move.

- A **simile** is a form of comparison where one thing is said to be similar to another. A sentence with a simile will often contain the words 'as ... as' or 'like'. An easy way to remember this is to recall that a simile is similar.

He is as slippery as a snake.

She ran like the wind.

The first example compares the character to a snake to show that they are untrustworthy. The second implies that the girl running is moving very fast.

- A **metaphor** is another form of comparison. Metaphors do not use 'like' or 'as'; they say that one thing 'is' another thing. Metaphors should not be taken literally, rather they make a comparison and express strong ideas.

He is a dirty rat.

The cobweb is a diamond necklace.

The rat metaphor shows that the character is unlikeable and untrustworthy.

- **Personification** is a way of giving non-human things human characteristics. As with metaphors, personification shouldn't be taken literally.

The floorboards groaned as I walked across the room.

The floorboards do not actually groan, but the word captures a sense of the noise made by the floor as someone walks on it.

YOUR TURN 19.1

Identify whether each sentence contains a simile (S), a metaphor (M) or an example of personification (P).

- 1 She is a real mouse; she won't talk to anyone except her best friend. (S/M/P)
- 2 Opening the front door was like opening an oven. (S/M/P)
- 3 A finger of land pointed out to sea. (S/M/P)
- 4 The stars shone like diamonds. (S/M/P)

- 5 He bit into the pie and winced as the concrete meat cracked his tooth. (S/M/P)
- 6 The waves roared as they reached out for the swimmer. (S/M/P)
- 7 His manner was cold and dismissive. (S/M/P)
- 8 The engine of the packed bus protested as it made its way up the hill. (S/M/P)

YOUR TURN 19.2

Fill in an appropriate word to complete each simile.

- | | |
|--------------------|-----------------------|
| 1 As busy as _____ | 5 As hard as _____ |
| 2 As hot as _____ | 6 As white as _____ |
| 3 As cold as _____ | 7 As cunning as _____ |
| 4 As mad as _____ | 8 As wise as _____ |

YOUR TURN 19.3

Describe each of these situations with a sentence that uses either a simile or a metaphor.

- 1 a crowded children's birthday party

- 2 a very hot day

- 3 listening to someone making a long speech in a monotonous voice

YOUR TURN 19.4

Describe each of these situations with a sentence that uses an example of personification.

- 1 a car broken down by the side of the road

- 2 the ocean on a calm day

- 3 an aeroplane flying through a storm

The final storm

The ancient house stood on top of a hill, no companions to counter the loneliness. Once proud and majestic, it was now sagging and decayed. Shabby wooden boards hung off its sides, barely clinging on to the skeleton. The spine of the roof was buckled and bent, like a wizened old man.

The house had weathered many storms over the years, but none like this. As the wind began to howl and shriek, it buffeted the ageing form, beating it on all sides. The rain threw itself against the walls and the roof tiles, pounding against them energetically. The thunder exploded and roared, shuddering the house's very foundations. Rain, wind and thunder, the three ganged up against the house, a pack of bullies waiting for their leader to arrive. Eventually it did, lightning dancing across the sky, taking delight in its target.

The house cowered from the storm, cracks beginning to appear in its ageing skin. Defenseless against such violent opposition, all it could do was hunker down and hope for the best. Yet its fate had already been sealed by those who, long ago, decided to move on and abandon it to the elements.

The storm circled viciously, attacking on all sides. Blow after blow dealt to the frail old form. Cowed, beaten and eventually broken, it submitted. The few remaining tiles were shaken from the roof as the skeleton swayed and then toppled to one side.

Their work done, the bullies moved on, leaving the wrecked corpse behind. The broken glass of its windows glinted in the sunset, like the last spark of life fading from its eyes.

YOUR TURN 19.5

Comprehension

- 1 Describe the house. How do you know that it is old?

- 2 What happened to the house's owners?

- 3 Who or what attacks the house?

- 4 What evidence is there in the passage that this is an especially fierce storm?

5 What happens to the house at the end of the passage?

Context

6 What is the main literary device in this passage?

7 What metaphor is used to describe the rain, wind and thunder in the second paragraph?

8 What impression does this give of the treatment of the house by the storm?

9 Give three examples of personification used to describe the house.

10 Give an example of personification used to describe each element of the storm.

wind _____

rain _____

thunder _____

lightning _____

11 How does the writer of the passage want you to feel about the house?

12 How does the writer of the passage want you to feel about the storm?

13 Identify two quotes from the passage that encourage you to feel this way.



UNIT 20A: ANALYSING LITERARY DEVICES

Now that you have an understanding of simile, metaphor and personification, we can build on your knowledge of literary devices by discussing vocabulary and the reasons why writers choose certain words.

Connotations

A writer deliberately chooses words to give a specific effect. Words have **connotations**, which create a particular feeling or give you certain associations when you read them. Some words have positive connotations, while others have negative ones.

The open fire made my skin feel warm. ('warm' has positive connotations)

The open fire made my skin feel sweaty. ('sweaty' has more negative connotations)

Descriptive words

Words can also be used for their descriptive effect. Descriptive words aim to capture sights, sounds and feelings, and perhaps even tastes and smells. Writers use descriptive vocabulary to give the reader a detailed picture of the scene.

This is a dull sentence with very little description.

The boy skated home.

This sentence is much more descriptive, and is much more interesting to read.

The wheels rumbled under his feet and the wind whipped past his face as he skated home.

Analysing a text

When you analyse a text, look for similes, metaphors, personification, connotations and descriptive text and consider why a writer has used particular words. Think about the emotions or feelings they are trying to communicate.

In this sentence, the writer creates a positive **mood** by using vocabulary that evokes a positive emotional response.

The sunrise lit up the sky as the birds began to sing.

This sentence has only two different words but they create a different mood, leaving the reader feeling unsettled.

The lightning lit up the sky as the birds began to shriek.



YOUR TURN 20.1

Indicate any words that have either positive or negative connotations in each sentence, and give the associations that this term may give you.

- 1 Teresa is lovely but her brother can be very mean.

- 2 She smiled kindly at me and helped me to my feet.

- 3 The strawberries were ripe and juicy.

- 4 Arlo is quick-witted but somewhat arrogant.

- 5 They returned triumphantly, basking in the glow of victory.

YOUR TURN 20.2

Highlight the descriptive terms from each sentence, and specify what mood or feeling you think the writer may have been trying to evoke with these words.

- 1 It was a beautiful sunny day with a light breeze blowing.

- 2 I dug my fingernails into the palms of my hands as I attempted to suppress my rage.

- 3 Braydon felt a thrill of elation surge through him as he realised he had won.

- 4 The foul stench of decay filled the air.

- 5 Through the bars of his cell, he could glimpse a rolling expanse of green stretching towards the horizon.

Introduction to poetry

I ask them to take a poem
and hold it up to the light
like a color slide

or press an ear against its hive.

I say drop a mouse into a poem
and watch him probe his way out,
or walk inside the poem's room
and feel the walls for a light switch.

I want them to waterski
across the surface of a poem
waving at the author's name on the shore.

But all they want to do
is tie the poem to a chair with rope
and torture a confession out of it.

They begin beating it with a hose
to find out what it really means.

(Billy Collins, *The Apple that Astonished Paris*, University of Arkansas Press, 1988)

YOUR TURN 20.3

Comprehension

- 1 According to the opening stanza, what should be done with a poem?

- 2 What is the purpose of dropping a mouse into a poem?

- 3 What can you wave at on the shore while waterskiing across the surface of a poem?

- 4 What do 'they' want to do to a poem?

5 Why do they begin beating it?

Context

6 What literary device is used in the line 'hold it up to the light like a color slide'? What does this mean you should do with a poem?

7 What device is used in the line 'press an ear against its hive'? What is this device comparing a poem to?

8 Why does the poet make a comparison between reading poetry and waterskiing? What is he trying to say about the experience of reading poetry through this comparison?

9 What device is used in the line 'tie the poem to a chair with rope'? What does the poet mean by this?

10 What do you think the author is trying to say about how people read poetry?



Part C: Expressing and sharing words and ideas

| | |
|------------------------|---|
| Connotations | Associations of a word as it relates to the reader's experience. |
| Ellipsis | The process of leaving out or deleting unnecessary words in a sentence. |
| Metaphor | A figure of speech which suggests a comparison between two things by identifying one with the other. |
| Mood | The feeling or atmosphere of a poem. |
| Personification | A type of metaphor in which things or abstract ideas are treated as if they were human. |
| Simile | A type of metaphor in which one thing is compared to another using words such as 'like' or 'as' to make the comparison. |
| Stanza | A group of lines of verse. |
| Substitution | The process of using a word, usually a pronoun, to avoid repetition. |
| Syllable | Sound division of a word; a unit of pronunciation. |



ANSWERS

Answers to the 'In Focus' section of each unit have been included in this workbook. Sample answers to the 'In Context' sections can be found in the Teacher obook.

UNIT 1A

YOUR TURN 1.1

- | | |
|------------|--------------|
| 1 chemical | 3 tissue box |
| 2 Belgium | 4 interest |

YOUR TURN 1.2

- | | | |
|------------|------------|-------------|
| 1 C | 5 C and CO | 8 C and CO |
| 2 C and CO | 6 A | 9 A |
| 3 P | 7 C and CO | 10 C and CO |
| 4 A | | |

YOUR TURN 1.3

- | | | |
|-----------|----------|-----------|
| 1 William | 3 Toulou | 5 One |
| 2 Sydney | 4 German | Direction |

YOUR TURN 1.4

Sample answers are provided in the Teacher obook.

YOUR TURN 1.5

Sample answers are provided in the Teacher obook.

UNIT 2A

YOUR TURN 2.1

Sample answers are provided in the Teacher obook.

YOUR TURN 2.2

- | | | |
|-----------|--------------|------------|
| 1 She; PL | 3 Theirs; PE | 5 They; PL |
| 2 I; PL | 4 it; PL | 6 mine; PE |

YOUR TURN 2.3

- | | | |
|-------|---------|---------|
| 1 who | 3 whose | 5 which |
| 2 who | 4 that | |

YOUR TURN 2.4

She stared at the scene before **her** and couldn't believe what had just happened. It certainly wasn't what **she** had expected. He had mentioned in passing that **he** could sing, but not like this, not with the voice of an angel. **She** had witnessed something beautiful and knew that neither of **their** lives would ever be the same again.

YOUR TURN 2.5

| Personal | Possessive | Personal | Possessive |
|----------|--------------|----------|---------------|
| I | mine | she | hers |
| me | mine | it | its |
| you | yours | her | hers |
| we | ours | him | his |
| us | ours | they | theirs |
| he | his | them | theirs |

UNIT 3A

YOUR TURN 3.1

- | | | |
|----------------------|--------------------|-------------------|
| 1 b reflected | h knew | i wondered |
| 2 f is | h were | |
| 3 a cancelled | g boycott | j work |
| b wandered | h fell | |
| c missed | i chastised | |

YOUR TURN 3.2

- 1 knew; mental action
- 2 raised; physical action
- 3 is; state of being or possession
- 4 looked; a state of being or possession

YOUR TURN 3.3

- | | | |
|------------|------------|---------|
| 1 is/was | 3 wandered | 5 needs |
| 2 feels/is | 4 missed | 6 knew |

YOUR TURN 3.4

Sample answers are provided in the Teacher obook.

YOUR TURN 3.5

Sample answers are provided in the Teacher obook.

UNIT 4A

YOUR TURN 4.1

- | | |
|---------------------|---------------------|
| 1 present; regular | 4 past; irregular |
| 2 past; irregular | 5 past; regular |
| 3 future; irregular | 6 future; irregular |

YOUR TURN 4.2

| | Present tense | Past tense | Future tense |
|----------------|---------------|------------------|----------------------|
| study | | studied | will study |
| forgive | | forgave | will forgive |
| meddle | | meddled | will meddle |
| describe | | described | will describe |
| flood | | flooded | will flood |
| catch | | caught | will catch |

YOUR TURN 4.3

The lady with the little dog will walk past every morning. Not always at the same time, but always in the same way. She **keeps** her head down, **shuffling** her feet. If you hadn't seen her before you could be **excused** for thinking that the little dog was walking her, not vice versa. And the funny thing **was** that they never went anywhere. She and the dog would walk to the corner, stop, and then turn around for home. Head down, feet **shuffling**.

YOUR TURN 4.4

- 1 We will know what the house will sell for.
- 2 I will feel excited and apprehensive before the concert.

- We will enjoy just resting on the sand.
- Five days of camping will be quite a lot.
- Billy will wait for the postman.

UNIT 5A

YOUR TURN 5.1

1

| Adjective | Adverb | Adjective | Adverb |
|-----------|------------------|-----------|-------------------|
| fast | fast | stunning | stunningly |
| careful | carefully | diligent | diligently |
| good | well | great | greatly |

- a **diligently** c **fast** e **stunningly**
 b **carefully** d **well**

YOUR TURN 5.2

Sample answers are provided in the Teacher *obook*.

YOUR TURN 5.3

Sample answers are provided in the Teacher *obook*.

UNIT 6A

YOUR TURN 6.1

- adverb of place 4 adverb of place
- adverb of time 5 adverbial phrase of time
- adverb of place 6 adverb of place

YOUR TURN 6.2

Sample answers are provided in the Teacher *obook*.

YOUR TURN 6.3

- seldom: because this is a regularly occurring choice, seldom makes the most sense.
- sometimes: because always and never are too extreme; you should *sometimes* take a break.
- next year: because visiting yesterday would be impossible, and it's more likely to plan for trip like this further in the future than 'tomorrow'.

YOUR TURN 6.4

Sample answers are provided in the Teacher *obook*.

UNIT 7A

YOUR TURN 7.1

- challenging 4 interesting; thought-provoking
- great 5 close; exciting
- dutiful; loving

YOUR TURN 7.2

- Even though the training regime was **gruelling**, and we sometimes felt **lonely**, the whole experience was really **rewarding**. We left feeling **renewed**. It was an **unusual** holiday and sometimes **isolated**, but we knew it was worthwhile.

- Sample answers are provided in the Teacher *obook*.

YOUR TURN 7.3

Sample answers are provided in the Teacher *obook*.

YOUR TURN 7.4

Sample answers are provided in the Teacher *obook*.

YOUR TURN 7.5

Driving out of the **old**, ancient town we passed through a beautiful and scenic landscape. The surrounding area was **farming** country with farmhouses spaced at regular, **even** and **standard** intervals. The hills were a verdant, luscious green, with **big**, tall, strong trees punctuating each field. The stone walls in some fields were **hard, tough**, and solid. It looked like it would take a fierce and **ferocious** wind to knock them down. Coming into the next town we saw a change. The bright, **shining**, neon signs looked different and unlike the fields of the countryside.

UNIT 8A

YOUR TURN 8.1

- most fun 3 more 5 taller
- less 4 better

YOUR TURN 8.2

1

| Positive form | Comparative form | Superlative form |
|---------------|-------------------------|-------------------------|
| firm | firmer | firmest |
| cold | colder | coldest |
| widespread | more widespread | most widespread |
| wobbly | wobblier | wobblest |
| beautiful | more beautiful | most beautiful |
| flimsy | flimsier | flimsiest |
| exceptional | more exceptional | most exceptional |

- a **more widespread** d **firmer**
 b **flimsy, flimsiest** e **most exceptional**
 c **beautiful**

YOUR TURN 8.3

- better 3 good 5 longest
- best 4 long 6 longer

UNIT 9A

YOUR TURN 9.1

- within 3 through 5 following
- in 4 beyond

YOUR TURN 9.2

- before 3 of 5 on 7 without
- under 4 within 6 during 8 above



YOUR TURN 9.3

- 1 Having ridden **beyond** the edge of town, we really put our feet down. The bikes flew **along** the road with the wind rushing **past** our helmets. **Following** the peloton was the support car driven **by** some of the riders' mums and dads. They watched **as** we glided **along** the road. **Before** lunch, we stopped and had a drink break. Then we set off again. From **among** the group, three riders took off **in front** and beat everyone else **to** the lunch spot. They rested **under** a tree **while** the rest of us caught up.
- 2 *Sample answers are provided in the Teacher obook.*

YOUR TURN 9.4

Sample answers are provided in the Teacher obook.

UNIT 10A

YOUR TURN 10.1

- | | | |
|---------------------|--------|------------|
| 1 a so | c than | e but |
| b Even though | d and | f Whenever |
| 2 a even though/but | c when | e because |
| b and | d if | |

YOUR TURN 10.2

- | | | |
|-------|-----------|---------------|
| 1 so | 3 when | 5 however/but |
| 2 but | 4 because | |

YOUR TURN 10.3

Sample answers are provided in the Teacher obook.

UNIT 11A

YOUR TURN 11.1

- | | | | |
|-----|-----|-----|-----|
| 1 ? | 3 ! | 5 ? | 7 ! |
| 2 . | 4 . | 6 . | 8 ? |

YOUR TURN 11.2

- 1 In the afternoon, after the rain stopped, we went outside.
- 2 We will need some pasta, tomatoes, minced beef, garlic and an onion to make spaghetti bolognese.
- 3 While most of the students were pretty happy to watch the film, Murray would have preferred to work on his assignment.
- 4 Samira asked, 'When will you get home?'
- 5 *The Lion, the Witch and the Wardrobe* is a really enjoyable book.

YOUR TURN 11.3

My suitcase was packed and I was ready for the trip. 'Do you have everything you need?' asked my mother. 'Yes, I have T-shirts, shorts, a towel, swimmers and goggles,' I replied. She looked quizzically at me. 'Are you planning to sleep at all? Do you think you might need some pyjamas?' 'Ha!' I exclaimed, 'Sleep is for the weak!'

UNIT 12A

YOUR TURN 12.1

- 1 Richard's mother is a lawyer. P
- 2 The plants needed watering during the heatwave. N
- 3 The building's tenants were forbidden from hanging laundry on the apartments' balconies. P
- 4 I can't stand the noise. C
- 5 Wouldn't you like to know? C

YOUR TURN 12.2

- | | |
|-------------------------|----------------------|
| 1 my sister's ice-cream | 4 the library's book |
| 2 my cousins' lollies | 5 the students' work |
| 3 the tree's leaves | |

YOUR TURN 12.3

- | | | |
|-------------|----------|------------|
| 1 didn't | 4 isn't | 7 it's |
| 2 should've | 5 I'm | 8 couldn't |
| 3 we're | 6 you're | |

YOUR TURN 12.4

- | | |
|------------------------|-----------------------|
| 1 wouldn't; would not | 4 Marita's; Marita is |
| 2 could have; could've | 5 wasn't; was not |
| 3 isn't; is not | |

UNIT 13A

YOUR TURN 13.1

- | | | |
|-----|-----|-----|
| 1 P | 3 C | 5 P |
| 2 C | 4 P | 6 C |

YOUR TURN 13.2

- 1 **Mr Stephens is a dignified-looking gentleman** with well-cut grey hair.
- 2 Rustling softly, **the leaves blew in the breeze**.
- 3 **Ashley drove home** after lunch.
- 4 **They got together** before the game.
- 5 **I'll see you later** perhaps after my tennis match.

YOUR TURN 13.3

Sample answers are provided in the Teacher obook.

YOUR TURN 13.4

Sample answers are provided in the Teacher obook.

UNIT 14A

YOUR TURN 14.1

- 1 Since I got my puppy for Christmas, **I have gone for a walk every day**.
- 2 Despite our best efforts, **the boat sank**.
- 3 **I went to the doctor** because I felt sick.
- 4 **Chen found a mysterious old book** when he was at his grandmother's house.
- 5 **The Amazon Rainforest**, because of its remote location, **is a dangerous place to travel alone**.

YOUR TURN 14.2

- 1 Dev didn't stop to talk **because he was running late**.
- 2 **Although I don't mind staying home**, I spend most of my holidays overseas.
- 3 The creek, **because it was quite shallow**, always flooded during storms.
- 4 She struggled to catch her breath **after she won the race**.
- 5 The lamp lit up **once it was switched on**.

YOUR TURN 14.3

Sample answers are provided in the Teacher *obook*.

UNIT 15A

YOUR TURN 15.1

- 1 **The mansion** was opulently decorated.
- 2 Although I like him, **Ben** is moody.
- 3 **The antelope** ran from the lion.
- 4 **My sister** has a similar dress.
- 5 **She** yawned as she went to bed.

YOUR TURN 15.2

- 1 I **opened the door and got out**.
- 2 **Wiping her eyes**, Sarah **continued to laugh**.
- 3 The room **had purple paint on the walls**.
- 4 She **asked the teacher for some assistance**.
- 5 The present **was more suitable for someone younger**.

YOUR TURN 15.3

Sample answers are provided in the Teacher *obook*.

YOUR TURN 15.4

Sample answers are provided in the Teacher *obook*.

UNIT 16A

YOUR TURN 16.1

- | | | |
|------|------|-----|
| 1 CD | 3 CX | 5 S |
| 2 S | 4 CD | |

YOUR TURN 16.2

- 1 The house was shabby **and** the furniture was dusty.
- 2 I wanted a bike **but** I got a board game.
- 3 I could go out for dinner **or** I could stay home.
- 4 Marilyn was very tired **so** she went to bed early.

YOUR TURN 16.3

Sample answers are provided in the Teacher *obook*.

UNIT 17A

YOUR TURN 17.1

- | | | | |
|-----|-----|-----|-----|
| 1 E | 2 T | 3 L | 4 E |
|-----|-----|-----|-----|

YOUR TURN 17.2

- | | | |
|-----|-----|-----|
| 1 E | 3 F | 5 B |
| 2 A | 4 C | 6 D |

YOUR TURN 17.3

- | | | |
|-----|-----|-----|
| 1 B | 3 E | 5 C |
| 2 D | 4 A | |

YOUR TURN 17.4

Sample answers are provided in the Teacher *obook*.

UNIT 18A

YOUR TURN 18.1

- 1 Alek and Nalini went to the milk bar **to buy some icy poles**. When they got there they bought some icy poles.
- 2 Olivia approached her uncle for a donation to the animal shelter. He handed over \$10 **to Olivia for the animal shelter**.
- 3 When I got home I ate some toast with peanut butter. After I ate **my toast with peanut butter** I started my homework.
- 4 Charlie used to play basketball every Friday. He doesn't **play basketball every Friday** anymore because he now plays golf instead.
- 5 We went to the cinema to watch a film. After **we went to the cinema to watch a film**, we had dinner together.

YOUR TURN 18.2

- | | | |
|------------|---------------|---------|
| 1 their | 3 her | 5 its |
| 2 her; she | 4 It's/That's | 6 there |

YOUR TURN 18.3

Sample answers are provided in the Teacher *obook*.

UNIT 19A

YOUR TURN 19.1

- | | | | |
|-----|-----|-----|-----|
| 1 M | 3 P | 5 M | 7 M |
| 2 S | 4 S | 6 P | 8 P |

YOUR TURN 19.2

Sample answers are provided in the Teacher *obook*.

YOUR TURN 19.3

Sample answers are provided in the Teacher *obook*.

YOUR TURN 19.4

Sample answers are provided in the Teacher *obook*.

UNIT 20A

YOUR TURN 20.1

Sample answers are provided in the Teacher *obook*.

YOUR TURN 20.2

Sample answers are provided in the Teacher *obook*.



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