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MyEnglish

8

QUEENSLAND

Rachel Williams
Michael Horne

LITERARY DEVICES

SENTENCES

DASHES

POLITICS

VERBS

PRIVACY

TEXT

ADVERBS

BRACKETS

TEXT

ADJECTIVES
VERBS

GRAMMAR

LEARNING

PRIVACY

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DEVICES

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MEDIA

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TENSE

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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 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 _____

44 PART B ORGANISING WORDS AND IDEAS - PUNCTUATION

UNIT 11A PUNCTUATING SENTENCES 45

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' 'oh yes almost' answered my sister and giggles 'I replied she looked quizzically at me '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 waiting away in the gloom, not very far off by the sound of it. He was on his island, scrambling here and there, searching and waiting 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 ask us,' sneaked Gollum. 'Not to business, no, gollum! It's lost, gollum, gollum, gollum!'

'What 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!'

'I'm sorry as possible 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.

(Steven Brooks, 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 ORGANISING WORDS AND IDEAS - PUNCTUATION

UNIT 11B PUNCTUATING SENTENCES 47

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. _____

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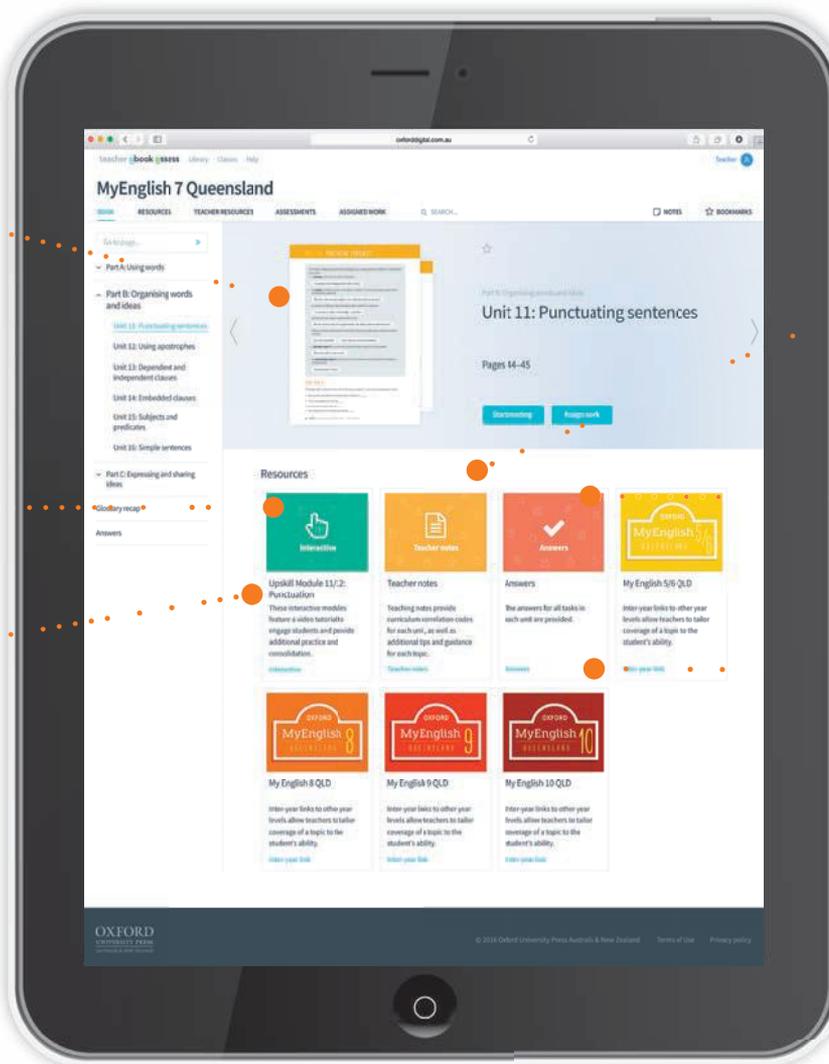
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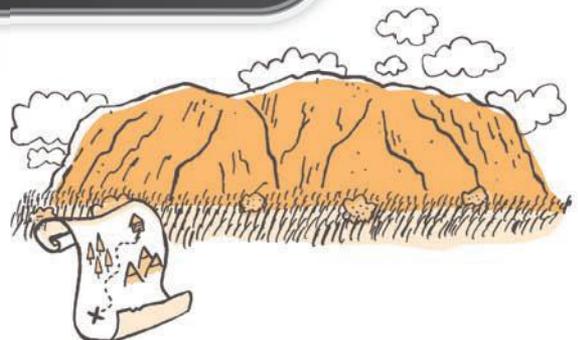
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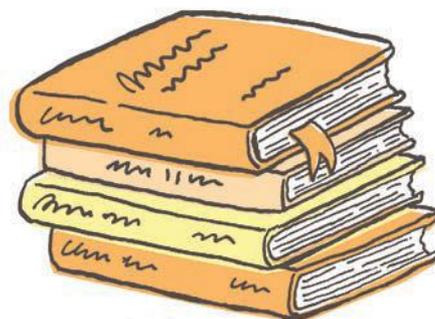


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UNIT 1A: CONCRETE, ABSTRACT AND COLLECTIVE NOUNS

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

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

certainty, likelihood, chance, possibility, requirement

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

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

Noun phrases

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

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

She caught some great waves on the boogie board.

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

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

YOUR TURN 1.1

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

game teams full-time morning opportunities win attacks

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

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

YOUR TURN 1.2

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

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

YOUR TURN 1.3

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

congregation herd raft mob plague pod wisdom nest

- | | |
|--------------------|-----------------------|
| 1 _____ of ducks | 5 _____ of alligators |
| 2 _____ of locusts | 6 _____ of toads |
| 3 _____ of emus | 7 _____ of antelope |
| 4 _____ of whales | 8 _____ of wombats |

YOUR TURN 1.4

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

our massive ship

- | | |
|--------------------|------------------|
| a _____ distance | d _____ mountain |
| b _____ Melbourne | e _____ class |
| c _____ phone call | f _____ flight |

2 Highlight the modifier in each of these noun phrases.

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

They Came on Viking Ships

Jackie French

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

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

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

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

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

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

(Harper Collins, 2005, pp. 1–2)



YOUR TURN 1.6

Comprehension

1 What is the name of the witch?

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

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

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

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

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

Context

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

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

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

10 Highlight the noun, underline the determiner and put a box around the modifier in each of these noun phrases from the extract.

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

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

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

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

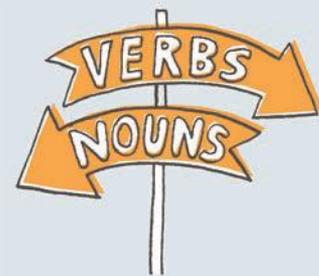


UNIT 2A: NOUNS AND NOMINALISATION

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

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

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



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

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

YOUR TURN 2.1

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

new → newness

- | | | | |
|-------------|-------|--------------|-------|
| 1 vary | _____ | 5 expand | _____ |
| 2 active | _____ | 6 desirable | _____ |
| 3 duplicate | _____ | 7 rotate | _____ |
| 4 divide | _____ | 8 implicated | _____ |

YOUR TURN 2.2

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

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

Our research enabled the **formulation** of our project question.

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

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

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

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

They Came on Viking Ships

Jackie French

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

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

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

(Harper Collins, 2005. p. 30)

YOUR TURN 2.3

Comprehension

1 What does Snark chase into the night?

2 What do you think Snarf is?

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

4 How does the author describe how still Snarf becomes?

5 Why do you think Snarf has stopped?

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

Context

- 7 Highlight all of the abstract nouns in the extract in one colour and all of the concrete nouns in a different colour.
- 8 What does the noun 'shadows' tell you about the strength of the moonlight?

- 9 Nominalise the following verbs and adjectives from the extract.

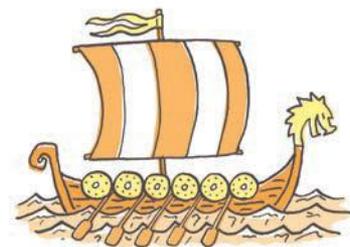
easier → ease

- a run _____
- b discovered _____
- c still _____
- d crept _____

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

- 11 The clause 'her eyes grew used to the dimness' is nominalised.

- a What adjective is the un-nominalised form of dimness?
-
- b Rewrite the sentence using the un-nominalised adjective, rather than the abstract noun 'dimness'.



UNIT 3A: TYPES OF VERBS

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

Costa planted some new trees.

Costa felt happy.

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

Action, helping and linking verbs

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

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

Jason has four guinea pigs.

Pat worries about her son.

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

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

Eli is mowing the lawn.

Did you enjoy the class?

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

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

Rachel is a teacher.

This milk still seems okay.

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

YOUR TURN 3.1

1 Highlight the verb(s) in each sentence.

a Isa knew the answer.

b The day faded into evening.

c The boy jumped onto the next carriage.

d Dancing makes me feel happy.

e I practise karate three times a week.

f Irene felt sleepy, so we said goodnight.

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

YOUR TURN 3.2

- 1 Highlight the verbs in this list.

- | | | | |
|----------|-----------|-------------|----------|
| a mango | c appear | e go | g turn |
| b mashed | d deleted | f Newcastle | h tester |

- 2 The verb in each sentence is in bold. Decide whether it is an action verb (A), a helping verb (H) or a linking verb (L).

- | | | | |
|---|-------|--|-------|
| a Kayla tasted the soup. | A/H/L | e The thief was running away. | A/H/L |
| b The soup tasted really good. | A/H/L | f The policeman ran quickly. | A/H/L |
| c The guests dance all night. | A/H/L | g The policeman caught the thief. | A/H/L |
| d The dance was a difficult one. | A/H/L | | |

YOUR TURN 3.3

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

- Having stolen the woman's purse, the robber **walked** _____ away. [A/H/L]
- The days were getting shorter as the year **ran** _____ forward. [A/H/L]
- Demi **threw** _____ herself onto the bed after a busy day at work. [A/H/L]
- Every Tuesday the team **joins** _____ for basketball practice. [A/H/L]
- After the storm, the houses **seemed** _____ destroyed. [A/H/L]
- Sport **makes** _____ you fit and healthy. [A/H/L]

Deadly Unna?

Phillip Gwynne

Next Saturday we play Wangaroo for the Peninsula Junior Colts Premiership. The whole town is talking about it, it's the biggest thing to happen here since the second prize in the S.A. Tidy Towns Competition (Section B). Just shows what sort of town I live in. Hopeless.

Our coach, Mr Robertson, runs one of the two local stores. I call him 'Arks', behind his back of course, because he says 'arks' instead of asks and 'arksed' instead of asked.

'If I've arksed youse boys once I've arksed youse a thousand times, don't buggerise with the bloody ball on them flanks, kick the bugger up the bloody centre.'

Arks's son, Mark, is the captain of our team. He also says 'arks'. Mark has two sisters; both of them say 'arks'. It's definitely in the family, this 'arks' thing. Arks's shop is the quieter of the two, it doesn't have much of a turnover, and the Pollywaffles are always stale. I buy mine there though, just on the off-chance I can entice one of the Robertson family into saying 'arks'. It always gives me a thrill.

We've made the grand final and I'm the second ruck. First ruck is Carol Cockatoo. He's from the Point, an Aboriginal mission just up the coast. Carol is the best footballer in our side, probably on the peninsula. He's about the same size as a wheat silo. He also has quite a lot of facial hair – unusual in a fourteen year old. Once, during training, I asked him why he had a girl's name. He punched me. I never asked again.

(Penguin, 1998, pp. 3–4)

YOUR TURN 3.4

Comprehension

1 Who is the narrator's team playing against in the grand final?

2 Why does the narrator call his coach 'Arks'?

3 Why does he only call him this behind his coach's back?

4 What position does the narrator play in his football team?

5 Why is the narrator punched by Carol Cockatoo?

Context

- 6 Highlight all of the verbs in the extract. Share with your class how many you found.
- 7 Identify the type of verb in bold (action, helping, linking) in each of these clauses taken from the extract.

- a Next Saturday we **play** Wangaroo _____
- b The whole town **is** talking about it _____
- c I **call** him 'Arks' _____
- d it doesn't **have** much of a turnover _____
- e Carol **is** the best footballer _____
- f He **punched** me. _____

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

- 9 What does the narrator suggest about Carol Cockatoo when he says that it is 'unusual in a fourteen year old'? Does he believe that Carol is actually fourteen? Is there any other evidence to support your answer?

- 10 Write a short paragraph to follow on from the end of the extract. Include two action verbs, two helping verbs, and two linking verbs. You could describe Carol Cockatoo in more detail or write about the grand final against Wangaroo.



UNIT 4A: TENSES

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

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

Simple present tense (regular verbs)	Forming the simple past tense	Examples	Forming the simple future tense	Examples
want jump enjoy share decide judge	<ul style="list-style-type: none"> Add -ed to the present tense form if the verb ends in a consonant. Add -d to the present tense form if the verb ends in a vowel. 	wanted jumped enjoyed shared decided judged	<ul style="list-style-type: none"> Add the helping verb form 'will' to the present tense form. 	will want will jump will enjoy will share will decide will judge

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

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

YOUR TURN 4.1

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

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

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

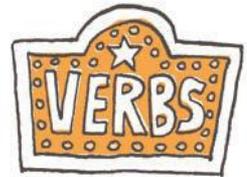
- | | | | |
|-------------------|-------|---------------------|-------|
| a think/thought | _____ | d impress/impressed | _____ |
| b accept/accepted | _____ | e take/took | _____ |
| c need/needed | _____ | f lie/lay | _____ |

3 Give the past tense form of each irregular verb.

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

YOUR TURN 4.2

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



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

YOUR TURN 4.3

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

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

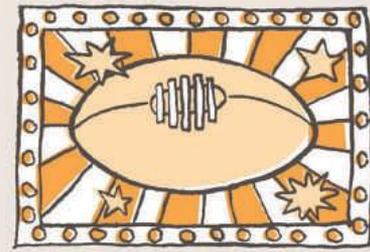
YOUR TURN 4.4

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

Deadly Unna?

Phillip Gwynne

Half of our team is Aboriginal, boys from the mission. We call them Nungas, it's what they call themselves as well. They're the Nungas and we're the Gunyas. We're the only town on the peninsula with Nungas in our team. Without them we wouldn't be in the grand final; without them we wouldn't even have a team. They're incredibly skilful, but they infuriate Arks. He's all for directness, for going down the guts, for grabbing the ball and booting it as hard as you can. The Nungas, they just love to buggerise around on them flanks.



It's like they're playing another game, with completely different rules. The aim is not to put the ball through the big white sticks, not to score the most goals, but to keep possession, to make your opponents, and your team-mates, look slow and cumbersome. They zigzag the ball across the field, they kick it backwards, they handball it over their heads, they go on wild, bouncing runs. When the Nungas played like this, by their rules, we just stopped and watched. They never gave the ball to us – we weren't part of it, we didn't understand. Arks would be bellowing from the boundary line, his face getting redder and redder, 'Stop buggerising around and boot the bloody thing. Boot the bloody thing. For Chrissakes boot it!'

Eventually, when they finished buggerising around, when Arks's face was so red you could see it glowing like a tail-light from the other side of the field, they'd pass the ball to one of us Gunyas, usually right in front of the goals, so we couldn't miss.

(Penguin, 1998, pp. 4–5)

YOUR TURN 4.5

Comprehension

1 What are the boys from the mission called by their teammates?

2 Why do the boys from the mission infuriate Arks, the team coach?

3 Why does it seem like the boys from the mission are playing a different game from the rest of the team?

4 What do the rest of the football team do when the Nungas play like this?

5 What happens when the Nungas finish 'buggerising' around?

Context

6 In what tense is this extract written? Does it change at all in the extract?

7 Reread the extract and note down two present-tense regular verbs and two present-tense irregular verbs.

8 Why do you think the middle paragraph of the extract is written in the present tense?

9 The narrator explains that the Nungas play 'by their rules'. Why do you think this makes the coach's face go red?

10 Is the narrator being serious when he writes, 'The aim is not to put the ball through the big white sticks, not to score the most goals...'? How do you know?



UNIT 5A: ADVERBS AND DEGREES OF COMPARISON

An adverb modifies and gives extra information about verbs, adjectives or other **adverbs**.

Adverbs of manner give information about *how* something is done. We form many adverbs by adding -ly to adjectives.

brave becomes bravely

kind becomes kindly

slow becomes slowly

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

friendly becomes in a friendly way

likely becomes probably

Degrees of comparison

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

Degrees of comparison

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

Examples

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

Irregular comparative and superlative adverbs

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

Irregular adverb

far
well
badly

Comparative

farther/further
better
worse

Superlative

farthest/furthest
best
worst

YOUR TURN 5.1

1 Change the following positive form adverbs into comparative adverbs.

a costly _____

d slowly _____

b warily _____

e quickly _____

c angrily _____

f gently _____

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

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

YOUR TURN 5.2

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

Jarrold tried to write neatly → Jarrold tried to write the most neatly.

1 The car wound slowly through the mountain bends.

2 Grace stared joyously at the thriving garden.

3 Ari talks loudly over the back fence.

YOUR TURN 5.3

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

1 The tools were arranged _____ on the shelf.

2 The rubbish blew _____ around the courtyard.

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

4 The valedictorian spoke _____ from the lectern.

DUTCH WOMAN SURVIVES 5 DAYS IN VICTORIAN BUSH

TUESDAY 29 JANUARY

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

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

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

When police found the woman she was covered head to foot in mud, which she had cleverly smeared on as a sunscreen. Her clothes were also stuffed with river moss, which police say acted as insulation to prevent hypothermia.

Victoria Police Inspector Mark Edwards said it was the first time he had



seen someone survive after being lost for so long in the bush. Inspector Edwards credited Biunkens' survival to her ability to quickly find water, create shelter and warmth for herself, and her decision to resolutely stay in the one place until rescuers found her.

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

YOUR TURN 5.4

Comprehension

1 From where did Veronique Biunkens go missing?

2 How long was it before she was reported missing?

3 Where did Biunkens set up her camp?

4 According to Inspector Edwards, what kept Biunkens alive?

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

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

Context

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

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

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

b Replace the above adverbs without changing the meaning.

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

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

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



UNIT 6A: ADVERBS OF TIME AND PLACE

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

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

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

this morning, for ages, on Friday, immediately

We went to the shop immediately.

On Friday, I'll go for a run.

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

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

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

You can park anywhere.

We went to the shop across the road.

We flew above the clouds.

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

YOUR TURN 6.1

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

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

YOUR TURN 6.2

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

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

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

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

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

YOUR TURN 6.3

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

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

YOUR TURN 6.4

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

northwards upwards homewards backwards

- It's amazing to see a bicycle being ridden _____.
- The seaplane began in an easterly direction after take off, but then turned _____.
- We'd been riding all day, so it was a relief to turn _____.
- When the little girl let it go, the balloon shot _____ to the sounds of her cries.

DUTCH WOMAN'S SURVIVAL SKILLS ADMIRABLE

TUESDAY 29 JANUARY

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

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

Even though Biunkens was eventually discovered less than two kilometres from where she went missing, Cooper says it

is not uncommon for people lost in the bush to panic and lose their bearings and actually not wander far.

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

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

YOUR TURN 6.5

Comprehension

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

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

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

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

5 How did Biunkens keep warm at night?

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

Context

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

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

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

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

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

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

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



UNIT 7A: HOW ADJECTIVES WORK

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

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

rough track can become a dry, rough track

imposing gates can become the tall, imposing gates

He became angry.

I am awake.

The teams seem upset.

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

particularly warm jumper

very kind person

YOUR TURN 7.1

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

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

YOUR TURN 7.2

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

1 disappointment _____

2 aggravation _____

3 anger _____

4 confusion _____

YOUR TURN 7.3

Insert an adjective into each sentence according to the instruction (appeals to the senses – sight, hearing, smell, taste and touch). An example has been done for you.

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

1 The tree's bark felt _____ and _____. [touch]

2 The band sounded _____ as they tuned up their instruments. [hearing]

3 This ice-cream is _____! [taste]

4 The _____ aroma of tomatoes boiling wafted from the kitchen. [smell]

5 He was so _____ we barely saw him run past. [sight]

6 The material felt _____ and _____. [touch]

YOUR TURN 7.4

1 Highlight the adjectives in the following paragraph.

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

2 Now choose an adjective to replace the ones listed below, but stay close to the original meaning:

a new _____

d murky _____

b hooded _____

e laughing _____

c riverfront _____

The Boy in the Striped Pyjamas

John Boyne

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

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

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

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

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

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

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

(David Fickling Books, 2006, pp. 6–7)

YOUR TURN 7.5

Comprehension

1 What has Bruno just found out from his mother?

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

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

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

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

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

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

Context

8 a Highlight all of the adjectives in the extract.

b Which two adjectives appear twice? _____

c Which adjectives are modified by an adverb?

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

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

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

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

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



UNIT 8A: ADJECTIVES AND DEGREES OF COMPARISON

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

Degrees of comparison

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

That meal was exceptional.

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

Sydney is farther than Melbourne.

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

cleaner, angrier, most significant, less significant

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

Mt Everest is the highest mountain in the world.

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

cleanest, angriest, most significant, least significant

Compound adjectives

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

- Two words joined together:

breakthrough discovery, widespread fear, nationwide alert, lifelike features

- Two words joined by a hyphen:

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

- A short phrase joined with hyphens:

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

YOUR TURN 8.1

Highlight the adjective in each sentence and note whether it is positive (P), comparative (C) or superlative (S).

- 1 The windows were cleaner than yesterday. P/C/S
- 2 He is the angriest man I know. P/C/S
- 3 That painting is beautiful. P/C/S
- 4 That ride was scarier than I thought it would be. P/C/S
- 5 His desk looks well made. P/C/S

YOUR TURN 8.2

1 Complete the table by adding the missing forms of each adjective.

Positive form	Comparative form	Superlative form
difficult	:	:
.....	· smoother	·
.....	·	· best
.....	·	· sunniest
.....	· worse	·
.....	· more careful	·
.....

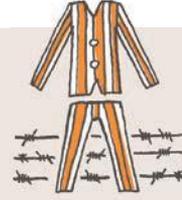
YOUR TURN 8.3

Join one word from each column to make a new compound adjective.

1 long	free	.....	.....
2 mouth	powered	.....	.....
3 wind	lasting	.....	.....
4 record	watering	.....	.....
5 smoke	breaking	.....	.....

The Boy in the Striped Pyjamas

John Boyne



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

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

(David Fickling Books, 2006, p. 12)

YOUR TURN 8.4

Comprehension

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

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

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

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

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

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

Context

7 a Highlight all of the adjectives in the extract.

b How many adjectives are there? _____

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

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

a What does it describe?

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

9 a Highlight the adjectives in this sentence.

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

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

c What does this tell you about Bruno?

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



UNIT 9A: WHAT PREPOSITIONS DO

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

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

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

The bird flew past the window.

We arrived at the cathedral.

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

after, before, during, from, until

Tom worked until he had finished.

They were married in summer.

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

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

YOUR TURN 9.1

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

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

YOUR TURN 9.2

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

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

YOUR TURN 9.3

Complete each sentence by adding an appropriate preposition and a concluding phrase (prepositional phrase).

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

YOUR TURN 9.4

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

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

One True Thing

Nicole Hayes

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

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

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

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

[Random House, 2015, p. 81]

YOUR TURN 9.5

Comprehension



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

2 What does Jake cry out that keeps Frankie laughing?

3 What is Jake carrying as they run?

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

5 How does Jake bow?

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

Context

7 Highlight all of the prepositions in the extract. Write them in the appropriate column.

Preposition of place	Preposition of time
.....
.....
.....
.....
.....
.....

8 The extract describes a passage of action. Why do you think that most of the prepositions are prepositions of place, rather than prepositions of time?

9 Why do you think Jake and Frankie are taking a guitar into the pool?

10 The narrator writes that their cheeks are ‘flushed from the cool air and racing hearts’, and that Jake has the guitar ‘pressed against his chest’.

a Highlight the prepositions in each of these phrases.

b How might the references to ‘racing hearts’ and ‘chest’ be metaphorical?

11 Frankie says triumphantly ‘Yes! And a minute to spare!’

a Do you think they are really on a time limit to get to the pool?

b What is it about the extract that makes you say this?

c How would you describe the mood of the passage and the feelings of the characters? Give three adjectives that you think are appropriate.



UNIT 10A: HOW CONJUNCTIONS WORK

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

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

Their treasure was hidden in a cave or hollow tree.

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

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

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

Although it was Saturday, we went into school anyway.

Wherever there is water, you will find some form of life.

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

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

Either we go to the park or to the pool.

The girls were both smart and hardworking.



YOUR TURN 10.1

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

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

2 Insert an appropriate conjunction from Your Turn 10.1 into each sentence.

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

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

YOUR TURN 10.2

Rewrite each sentence by choosing and inserting an appropriate pair of correlative conjunctions.

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

- 1 We buy a red car we buy a blue car

- 2 They knocked down the old wall put up a new one

- 3 We are tired completely exhausted

YOUR TURN 10.3

- 1 Highlight the better conjunction from the pair in each sentences.

- a Both my brother and/but mother are lawyers.
- b The boys went to the shop for comic books but/and forgot their money.
- c Our garden is looking nice and/but dry.
- d Nutmeg, our dog, loves having her tummy rubbed so/but hates the bath.

- 2 Rewrite two of the sentences above and change their conjunctions so that they use the ones below. An example has been done for you.

either ... or → Either careful thought or consideration is needed for that decision.

- a neither ... nor

- b not only ... but also

One True Thing

Nicole Hayes

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

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

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

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

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

[Random House, 2015, pp. 43–4]

YOUR TURN 10.4

Comprehension

- 1 What does Harry say is important?

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

- 3 Who is at the dinner table?

- 4 Who do you think Sarah is?



5 What does Harry want the family to do?

6 Why does Frankie’s mum not agree?

Context

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

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

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

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

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

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

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

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



GLOSSARY RECAP

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

PART B

ORGANISING WORDS AND IDEAS

- Punctuation
- Phrases and clauses
- Sentences



UNIT 11A: COLONS AND SEMICOLONS

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

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

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

Maria was annoyed: the surprise had been ruined.

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

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

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

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

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

YOUR TURN 11.1

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

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

YOUR TURN 11.2

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

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

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

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

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

YOUR TURN 11.3

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

.	.	.	.
?	!	,	,
,	'	;	:

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

The Giver

Lois Lowry

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

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

'What gender is it?' Lily asked.

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

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

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

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

(Collins, 1994, p. 7)

YOUR TURN 11.4

Comprehension

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

2 What does it mean to be a Nurturer?

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

UNIT 12A: BRACKETS AND DASHES

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

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

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

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

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

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

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

YOUR TURN 12.1

Read each sentence and insert round brackets where appropriate.

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

YOUR TURN 12.2

Rewrite each sentence, adding dashes as necessary.

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

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



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

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

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

YOUR TURN 12.3

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

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

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

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

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

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

UNIT 12B: BRACKETS AND DASHES

The Giver

Lois Lowry

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

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

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

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

(Collins, 1994, p. 24)

YOUR TURN 12.4

Comprehension

1 What is the relationship between Jonas and Asher?

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

3 What happens to the fruit in mid-air?

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

Context

- 5 Highlight all of the punctuation marks in the extract.
- 6 Rewrite the following sentence, replacing some of the commas with round brackets and some with dashes.

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

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

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



UNIT 13A: PREPOSITIONAL PHRASES

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

Prepositional phrases

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

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

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

I ate lunch at the restaurant.

I ate lunch with my sister.

I ate lunch after the film.

These phrases provide information about *where* something takes place

It was lovely to be out on the water.

She hid in the cavern.

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

We went home after the game.

I'll do the washing up during the ads.

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

She travelled there by train.

I went to the show with my friends.

YOUR TURN 13.1

Highlight the prepositional phrase in each sentence.

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

YOUR TURN 13.2

Write an appropriate prepositional phrase to complete each sentence.

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

YOUR TURN 13.3

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

- 1 in the sky

- 2 after she woke up

- 3 under the water

- 4 with his sister

- 5 across the street

YOUR TURN 13.4

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

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

The Graduate

Richard Baines

Aleona came from somewhere else.

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

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

Grade 6 lessons were never that exciting!

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

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

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

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

YOUR TURN 13.5

Comprehension

1 Describe Aleona. What are her main personality traits?

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

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

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

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

Context

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

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

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

- 9 How has the manuscript been signed? Write your answer in a complete sentence and underline the prepositional phrase.

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

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



UNIT 14A: COMBINING CLAUSES

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

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

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

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

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

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

The birds fly north because they migrate for winter.

Because they migrate for winter, the birds fly north.

Punctuating clauses

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

Embedded clauses

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

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

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

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

YOUR TURN 14.1

Highlight the dependent clause in each sentence. Unit 10 has more information on subordinating conjunctions.

- 1 When Richard reached the front of the stage, he began to feel nervous.
- 2 Olivia was late because she had to stop for petrol.

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

YOUR TURN 14.2

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

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

YOUR TURN 14.3

Rewrite the following pairs of clauses as a single sentence.

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

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

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

YOUR TURN 14.4

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

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

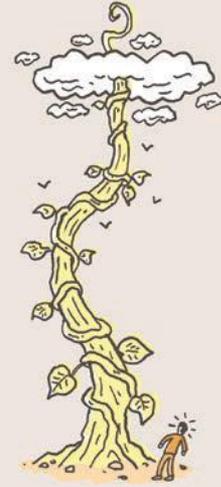
Jack the Giant Killer

Richard Baines

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

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

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



'I'm off,' said Jack again.

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

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

Tantivy! Tantivy!

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

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

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

YOUR TURN 14.5

Comprehension

1 Describe Cormoran and what happens when he is hungry.

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

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

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

Context

5 Highlight the independent clause in each sentence.

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

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

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

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

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

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

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



UNIT 15A: SUBJECTS, OBJECTS AND PREDICATES

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

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

Mr Angelou

The lantern

The lion and the tiger

We

He and she

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

Mr Angelou went to the supermarket.

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

The baby rolled over in her cot.

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

The baby threw the toy.

The baby crawled on the floor.

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

Crying angrily, the baby threw the toy.

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

The toy was thrown by the baby.



YOUR TURN 15.1

Highlight the object in each sentence.

- | | |
|--------------------------------------|---|
| 1 I handed over the money. | 4 We ordered spring rolls. |
| 2 She tripped and dropped her books. | 5 The wind blew through the trees. |
| 3 Marjorie plays violin. | 6 There were lions and tigers at the zoo. |

YOUR TURN 15.2

Add an object to each of the following sentences.

- I presented _____ to Stephanie.
- The speaker thanked _____ for their attention.
- The lion broke free from _____ and ran away.
- She shouted loudly at _____ and gave chase.
- I'd like to visit _____ one day.

YOUR TURN 15.3

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

- In the afternoon, we went swimming in the river.

- I ate some chocolate cake.

- The cheetah chased the antelope.

- The teacher continued speaking to the class.

- The car raced around the track.

Hatchet

Gary Paulson

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

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

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

[Pan Macmillan, 1991, pp. 22–3]

YOUR TURN 15.4

Comprehension

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

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

- 3 How is Brian injured in the crash?

4 Who is screaming?

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

Context

6 Reread the first sentence of the extract.

a What is the first subject of this sentence?

b What is the second subject?

c What is the first object of this sentence?

d What is the second object?

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

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

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

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

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

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

a The plane _____

b Brian _____

c The plane's wings _____

d The pine trees _____

e The water _____

f The seatbelt catch _____

g The windscreen _____

h The lake _____



UNIT 16A: SIMPLE, COMPOUND AND COMPLEX SENTENCES

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

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

Marjorie played guitar.

Marjorie played guitar at the concert.

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

Marjorie played guitar and Stephen played the drums.

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

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

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

The band played at the concert.

Before the headline act performed

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

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

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

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

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

YOUR TURN 16.1

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

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

YOUR TURN 16.2

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

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

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

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

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

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

Hatchet

Gary Paulson

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

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

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

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

(Pan Macmillan, 1991, pp. 123–4)

YOUR TURN 16.3

Comprehension

1 What is the mad force that slams Brian down?

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

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

4 Why does Brian pray?

5 What happens when the wind hits the lake?

Context

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

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

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

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

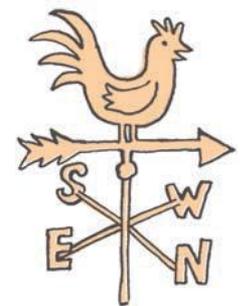
b Highlight the clauses in your sentence.

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



GLOSSARY RECAP

Clause	A group of words that contains a subject and finite verb. A clause is either independent or dependent.
Complex sentence	A sentence that contains an independent clause and one or more dependent clauses.
Compound sentence	A sentence that contains two or more independent clauses.
Contraction	A combination of two words in which an apostrophe marks where one or more letters have been omitted.
Dependent clause	A clause that is dependent on an independent clause in a sentence.
Independent clause	A clause that makes sense on its own.
Object	An object is part of a sentence, often the predicate, and refers to the someone or something on the receiving end of the verb.
Phrase	A group of words that does not contain a subject or finite verb and cannot stand on its own.
Predicate	The part of the sentence that says something about the subject.
Prepositional phrase	A phrase that combines a preposition with a noun.
Subject	The subject of a sentence is the person, place, thing or idea that is doing or being something. The subject is always a noun (or nouns), a pronoun (or pronoun) or a noun phrase.



UNIT 17A: PARAGRAPHS

A paragraph is a collection of sentences that all should all relate to the same topic or key idea. Each sentence in a paragraph needs to connect or relate to the other sentences in a specific way. Without clear connections, a paragraph will not make sense. If you are constructing a persuasive piece or writing an essay, then you need to pay careful attention to paragraph structure. Follow the TEEL structure to correctly organise a paragraph:

Topic sentence	A paragraph must always begin with a topic sentence, which states the main point of the paragraph.
Explanation and Evidence	Sentences following the topic sentence should use a blend of explanation and evidence. The explanation expands the paragraph's main points, while evidence, such as a quote or statistic, is the content to back this up.
Link	The final sentence of a paragraph is a linking sentence that should reconnect with and sum up the main idea stated in the topic sentence.

The first sentence provides further explanation on the issue of sun damage and skin cancer.

A well-constructed body paragraph includes a *number* of sentences that present evidence and advance an explanation, so don't just write one of each.

Sun damage is the leading cause of skin cancer in Australia. Due to the high prevalence of melanoma in Australia, everyone should wear sunscreen and a hat when outdoors in the heat of the day. It is estimated that at least 65 per cent of adults have some form of sun damage to their skin. If care is taken to minimise sun exposure, most forms of skin cancer can be avoided.

The second sentence provides some evidence to reinforce this point.

A link can also be made to introduce the next paragraph.



YOUR TURN 17.1

Label the sentences below as either topic sentences (T), linking sentences (L) or explanation/evidence (E).

- 1 Twenty-seven per cent of drivers have not had an eye test in at least 10 years. T/L/E
- 2 Leanne is a character who experiences a transformation over the course of the novel. T/L/E
- 3 Therefore, for the reasons stated above, the council should vote against this measure. T/L/E
- 4 Billy proves he has compassion when he says 'wait for the young one' in the final scene of the novel. T/L/E

YOUR TURN 17.2

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

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

YOUR TURN 17.3

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

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

YOUR SAY – THE BENDIGO BUGLE

WEDNESDAY 25 MAY

Dear Editor,

I am concerned about the conduct of young people in our society. Having lived for 78 years, I cannot recall any other time when the youth of the day were so ill-bred, impolite and destructive.

First, today's young people lack respect for others. They behave impolitely towards their elders and they are disgustingly rude to each other. Recently, I sat on a train near a group of teenagers and the manner with which they spoke to each other was uncouth to say the least. During my short trip I heard terrible language. No doubt if these teenagers speak like this, then they must also be willing to lie, steal, or do even worse! This generation only thinks of themselves.

Second, not only are today's youth selfish and rude, they also ignore the environment. So many of them prattle away about the planet Earth and pollution, yet where do they leave their chip packets and lolly wrappers? In my front yard, that's where! I have removed tonnes of their rubbish over the last months, as my garden for some reason is easily confused with a rubbish bin because it is just next

to the school's bus stop. To go on about 'pollution this' and 'environment that' while trashing the land on which they stand is hypocrisy! If young people truly care about the environment, they should prove it through their conduct.

Last, whenever I see a young person these days, they are looking down at a screen rather than at the world around them. No wonder they cannot behave appropriately; they barely know where they are. Perhaps they should google 'good manners', or download an app to instruct them on politeness. My own grandchildren visited the other day and could hardly look up from their screens. Young people need to ditch the devices and learn how to behave.

I am sure that there is still hope, and that the younger generations can still become worthwhile citizens. However, we need to ensure that society acts now before it is too late. Schools and parents need to start educating the youth about good conduct and correct behaviour, or generations to come will only get worse.

Sincerely,
Marvin F. Sutter, Bendigo

YOUR TURN 17.4

Comprehension

1 What facts do you learn about Marvin Sutter, the writer of the letter?

2 According to Sutter, what are the youth of today?

3 Why does he think young people are hypocrites?

4 In what ways has Sutter has been personally affected by poor behaviour from teenagers?

5 What does Sutter think should happen to avoid future problems? Who should be responsible for this?

Context

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

Paragraph 1 _____

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

Paragraph 5 _____

7 Identify some evidence that Marvin uses to back up the points he makes in paragraphs 2, 3 and 4. Use direct quotes from each paragraph as your evidence.

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____



UNIT 18A: USING TEXT CONNECTIVES

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

- They can introduce additional information (additive connective).

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

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

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

- They can clarify (illustrative connective).

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

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

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

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

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

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

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

YOUR TURN 18.1

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

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

- 1 To sum up, space travel is out of reach of a traveller on a budget.

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

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

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

YOUR TURN 18.2

Add appropriate connectives to each of the following sentences.

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

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

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

4 _____ following the policeman's directions we _____ reached the house.

YOUR TURN 18.3

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

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

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

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

HERO PENSIONER SAVES KIDS

TUESDAY 31 MAY

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

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

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

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

According to Sammy, one of the four students at the bus stop at the time of the accident, Mr Sutter shouted a vulgar

term, getting the students’ attention quickly. ‘It isn’t often you hear someone that old say something like that,’ he said. ‘If he’d just said “Hey kids” for example, we would have ignored him. He’s always having a go at someone about dropping rubbish on his lawn, so we don’t pay any attention to him. It’s a good thing he knows how to swear, otherwise we might all be in hospital.’

Mr Sutter confirmed that he had shouted an obscenity to gain the teenagers’ attention, but would not repeat it. ‘It’s something I’ve heard them say to each other, but it seems a very impolite term to me,’ he said.

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

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

YOUR TURN 18.4

Comprehension

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

2 Why did he think it was necessary to gain the students’ attention?

3 What tactic does he use to get them to look up? Why was this tactic effective?

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

5 How do the students repay him for his actions?

Context

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

- | | |
|-------------------------|---------------------------|
| a additive connective | d temporal connective |
| b sequencing connective | e causal connective |
| c qualifying connective | f illustrative connective |

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

- Mr Sutter stopped a mugger running away with a woman’s handbag.
- Mr Sutter was leaving a garden centre with a newly purchased cactus when he heard a commotion and a woman yelling that her bag had been taken.
- As the thief ran past him, Mr Sutter hurled the cactus at the back of the man’s head, briefly stunning him.
- Employees of the garden centre detained the thief while waiting for police.
- Mr Sutter has been a patron of the garden centre, Succulents R Us, for over ten years.
- The cactus thrown at the thief was a *Discocactus albispinus*.



UNIT 19A: IRONY

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

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

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

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

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

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

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

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

YOUR TURN 19.1

Write down an example of situational irony that could occur in each of these circumstances.

- 1 A hairdresser has just finished training her apprentice.

- 2 You send a card to your grandfather to thank him for your birthday money.

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

4 A food safety inspector cooks dinner for the family.

YOUR TURN 19.2

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

1 What a rocket scientist! _____

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

3 Broccoli, my favourite. _____

4 My sister is the best. _____

YOUR TURN 19.3

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

- 1 A travel agent books an overseas holiday, but when she arrives the hotel does not have a record of the reservation. I/NI
- 2 A criminal is arrested by a police officer for burgling a house. I/NI
- 3 A lifeguard has to be rescued from a swimming pool. I/NI
- 4 A parking inspector gives a car a parking ticket. I/NI
- 5 A musician sings in the shower. I/NI

YOUR TURN 19.4

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

1 _____

2 _____

Literally so ironic

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

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

'What happened, Stacey?'

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

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

'That's really unfortunate, Stace.'

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

After the long weekend, she tries again.

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

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

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

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

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

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

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

YOUR TURN 19.5

Comprehension

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

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

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

4 What does Stacey think of Miss Allen by the end of the passage?

5 Why does Miss Allen smile at Stacey's reply?

Context

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

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

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

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

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



UNIT 20A: ANALYSING LITERARY DEVICES

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

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

Grace felt as cold as ice.

Her fingers felt like icicles.

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

She was frozen in place.

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

Grace's manner was icy.

She gave him an icy look.

She froze him with her gaze.

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

The wind reached out with its icy fingers.

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

The water in the swimming pool was cool.

The water in the swimming pool was chilly.



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

YOUR TURN 20.1

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

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

YOUR TURN 20.2

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

- 1 The child's behaviour was destructive and careless.

- 2 The sergeant barked orders at the recruits.

- 3 I settled into the armchair, warm and cosy in front of the fire.

- 4 His hands desperately scabbled at the edge as he stared into the vast chasm.

YOUR TURN 20.3

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

- 1 a range of mountains _____

- 2 a fast-moving car _____

- 3 a tree blowing in the wind _____

Mid-Term Break

Seamus Heaney

I sat all morning in the college sick bay
Counting bells knelling classes to a close.
At two o'clock our neighbours drove me home.

In the porch I met my father crying –
He had always taken funerals in his stride –
And Big Jim Evans saying it was a hard blow.

The baby cooed and laughed and rocked the pram
When I came in, and I was embarrassed
By old men standing up to shake my hand

And tell me they were 'sorry for my trouble'.
Whispers informed strangers I was the eldest,
Away at school, as my mother held my hand

In hers and coughed out angry tearless sighs.
At ten o'clock the ambulance arrived
With the corpse, stanced and bandaged by the nurses.

Next morning I went up into the room. Snowdrops
And candles soothed the bedside; I saw him
For the first time in six weeks. Paler now,

Wearing a poppy bruise on his left temple,
He lay in the four foot box as in his cot.
No gaudy scars, the bumper knocked him clear.

A four foot box, a foot for every year.

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

YOUR TURN 20.4

Comprehension

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

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

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

4 How does the speaker's mother behave?

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

Context

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

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

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

a poppy bruise _____

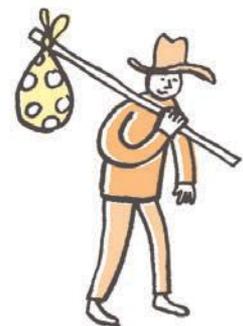
a four-foot box _____

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



GLOSSARY RECAP

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



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

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

YOUR TURN 1.2

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

YOUR TURN 1.3

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

YOUR TURN 1.4

- Sample answers are provided in the Teacher obook.
- a an **interesting** book
b two **floating** clouds
c the ceiling **that was cracked**
d our **newly refurbished** fireplace

UNIT 2A

YOUR TURN 2.1

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

YOUR TURN 2.2

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

UNIT 3A

YOUR TURN 3.1

- | | | |
|----------|---------------|--------------|
| 1 a knew | c jumped | e practise |
| b faded | d makes, feel | f felt, said |

YOUR TURN 3.2

- | | | | |
|-----------|-----------|--------|-----|
| 1 b mused | d deleted | g turn | |
| c appear | e go | | |
| 2 a A | c A | e H | g L |
| b L | d L | f A | |

YOUR TURN 3.3

Sample answers are provided in the Teacher obook.

UNIT 4A

YOUR TURN 4.1

- | | | | |
|---------------|-----------|-------------|------|
| 1 a PA | c PR | e FT | g PA |
| b PR | d PA | f PA | |
| 2 a irregular | c regular | e irregular | |
| b regular | d regular | f irregular | |
| 3 a gave | d wrote | g got | |
| b paid | e spoke | h meant | |
| c sold | f taught | | |

YOUR TURN 4.2

- Kapil **threw** the javelin further than ever before.
- When the rain stopped we **went**.
- The teacher **thanked** the students for their work in class.
- Building the kite **was** fun.
- We **caught** the chickens after they escaped.

YOUR TURN 4.3

Two days after the flood we **got** back into our house. The carpet **was** muddy and mouldy. We **were** relieved when the horses **appeared** and **galloped** from the bottom of the paddock up to the fence. We **worried** about the chickens, they **started** clucking from the rafters of the chicken coop. While we **felt** sad about the state of the house, we **were** relieved that the animals **seemed** okay.

YOUR TURN 4.4

Sample answers are provided in the Teacher obook.

UNIT 5A

YOUR TURN 5.1

- | | |
|-----------------|----------------|
| 1 a more costly | d more slowly |
| b more warily | e more quickly |
| c more angrily | f more gently |



2

Adverb	Comparative	Superlative
efficiently	more efficiently	most efficiently
happily	less happily	least happily
abruptly	more abruptly	most abruptly
tirelessly	more tirelessly	most tirelessly
quietly	less quietly	least quietly
dangerously	more dangerous	most dangerous

YOUR TURN 5.2

- The car wound **most slowly** through the mountain bends.
- Grace stared **most joyously** at the thriving garden.
- Ari talks the **most loudly** over the back fence.

YOUR TURN 5.3

Sample answers are provided in the Teacher obook.

UNIT 6A

YOUR TURN 6.1

- | | | |
|---------|--------|---------|
| 1 place | 3 time | 5 place |
| 2 place | 4 time | 6 time |

YOUR TURN 6.2

Sample answers are provided in the Teacher obook.

YOUR TURN 6.3

Sample answers are provided in the Teacher obook.

YOUR TURN 6.4

- It's amazing to see a bicycle being ridden **backwards**.
- The seaplane began in an easterly direction after take off, but then turned **northwards**.
- We'd been riding all day, so it was a relief to turn **homewards**.
- When the little girl let it go, the balloon shot **upwards** to the sounds of her cries.

UNIT 7A

YOUR TURN 7.1

		Sample answers
1	Our old house was very cosy .	Our creaky old house was very cosy.
2	She is wearing her new scarf today.	She is wearing her brand-new scarf today.
3	The scientific puzzle was tricky .	The scientific puzzle was particularly tricky.
4	We wandered through the Italian piazza at night.	We wandered through the picturesque Italian piazza at night.
5	Tomorrow should be very promising .	Tomorrow should be really very promising.

YOUR TURN 7.2

Sample answers are provided in the Teacher obook.

YOUR TURN 7.3

Sample answers are provided in the Teacher obook.

YOUR TURN 7.4

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



UNIT 8A

YOUR TURN 8.1

- | | |
|----------------|----------------|
| 1 cleaner; C | 4 scarier; C |
| 2 angriest; S | 5 well made; P |
| 3 beautiful; P | |

YOUR TURN 8.2

Positive form	Comparative form	Superlative form
difficult	more difficult	most difficult
smooth	smoother	smoothest
good	better	best
sunny	sunnier	sunniest
bad	worse	worst
careful	more careful	most careful

YOUR TURN 8.3

- | | |
|------------------|-------------------|
| 1 long-lasting | 4 record-breaking |
| 2 mouth-watering | 5 smoke-free |
| 3 wind-powered | |

UNIT 9A

YOUR TURN 9.1

- We had our dog **for** five years.
- The carpet looked a different colour **from** the one we chose.
- The cheap car was inferior **to** the expensive one.

- The two teams stood opposite **to** one another as they sang the national anthem.
- The ground hasn't been sponsored **for** the last decade.
- The sunset was different **from** this morning's sunrise.

YOUR TURN 9.2

Sample answers are provided in the Teacher *obook*.

YOUR TURN 9.3

- The kids played games **with** their cousins.
- A baby cried **in** her bassinet.
- Everybody ran **to** see what was wrong.
- My grandpa said he was full **after** lunch.
- The fence was **along** one side of our farm.
- The plane cruised **above** the Atlantic Ocean.
- A painting hung **on** the wall of the gallery.

YOUR TURN 9.4

Sample answers are provided in the Teacher *obook*.

UNIT 10A

YOUR TURN 10.1

- | | | | | | | | | |
|---|---|----------|---|-------------|---|----|---|----|
| 1 | a | CR | c | SD | e | CD | g | CD |
| | b | SD | d | SD | f | CD | h | CD |
| 2 | a | because | d | Supposing | | | | |
| | b | provided | e | so | | | | |
| | c | because | f | Whether, or | | | | |

YOUR TURN 10.3

- Both my brother **and** mother are lawyers.
 - The boys went to the shop for comic books **but** forgot their money.
 - Our garden is looking nice **but** dry.
 - Nutmeg, our dog, loves having her tummy rubbed **but** hates the bath.
- Sample answers are provided in the Teacher *obook*.

UNIT 11A

YOUR TURN 11.1

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

YOUR TURN 11.2

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

- We picked up some great ingredients: chillies, noodles, beef stock, coriander and beans.
- There were hundreds of people there; the festival was having its most successful year so far.
- There are many public holidays throughout the year: Australia Day, Labour Day, Good Friday, and Anzac Day being just a few.

YOUR TURN 11.3

We had been so excited about the trip. **Who** wouldn't want to sail to a beautiful island? **We** were well-prepared with provisions: sandwiches, apples, lemonade and chocolate cake. **Unfortunately**, no-one had bothered to check the weather forecast. It poured! **The** weather was so miserable that we cancelled our plans on the spot; we didn't even bother to get out of the car.

UNIT 12A

YOUR TURN 12.1

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

YOUR TURN 12.2

- Hey you – the girl with the red top – come here!
- There's a smell – that burning smell – that seems to be coming from the engine.
- Look over there – to your left – for an incredible view.
- Later on – once the dishes are done – we can watch a film.
- It was so noisy – there was a huge storm – that I couldn't sleep.

YOUR TURN 12.3

Sample answers are provided in the Teacher *obook*.

UNIT 13A

YOUR TURN 13.1

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

YOUR TURN 13.2

Sample answers are provided in the Teacher *obook*.

YOUR TURN 13.3

Sample answers are provided in the Teacher *obook*.

YOUR TURN 13.4

Sample answers are provided in the Teacher obook.

UNIT 14A

YOUR TURN 14.1

- 1 When Richard reached the front of the stage, he began to feel nervous.
- 2 Olivia was late because she had to stop for petrol.
- 3 After dinner, once we had finished dessert, we did the washing up.
- 4 He didn't want to go to school unless he could come home early.
- 5 Although I enjoyed the film, I would have preferred to stay home.

YOUR TURN 14.2

Sample answers are provided in the Teacher obook.

YOUR TURN 14.3

Sample answers are provided in the Teacher obook.

YOUR TURN 14.4

Sample answers are provided in the Teacher obook.

UNIT 15A

YOUR TURN 15.1

- 1 I handed over the money.
- 2 She tripped and dropped her books.
- 3 Marjorie plays violin.
- 4 We ordered spring rolls.
- 5 The wind blew through the trees.
- 6 There were lions and tigers at the zoo.

YOUR TURN 15.2

Sample answers are provided in the Teacher obook.

YOUR TURN 15.3

Sample answers are provided in the Teacher obook.

UNIT 16A

YOUR TURN 16.1

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

YOUR TURN 16.2

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

YOUR TURN 17.3

1B; 2D; 3E; 4A; 5C

UNIT 18A

YOUR TURN 18.1

- 1 To sum up; sequencing connective – shows a sequence of ideas
- 2 however; qualifying connective – offers a condition to what has been discussed
- 3 Consequently; causal connective – illustrates cause and effect
- 4 Previously; temporal connective-indicates time

YOUR TURN 18.2

Sample answers are provided in the Teacher obook.

YOUR TURN 18.3

Sample answers are provided in the Teacher obook.

UNIT 19A

YOUR TURN 19.1

Sample answers are provided in the Teacher obook.

YOUR TURN 19.2

Sample answers are provided in the Teacher obook.

YOUR TURN 19.3

- | | | | | |
|-----|------|-----|------|------|
| 1 I | 2 NI | 3 I | 4 NI | 5 NI |
|-----|------|-----|------|------|

YOUR TURN 19.4

Sample answers are provided in the Teacher obook.

UNIT 20A

YOUR TURN 20.1

- | | | | |
|-----|-----|-----|-----|
| 1 S | 2 M | 3 P | 4 S |
|-----|-----|-----|-----|

YOUR TURN 20.2

- 1 destructive; negative connotation
- 2 barked; negative connotation
- 3 cosy; positive connotation
- 4 scrabbled; negative connotation

YOUR TURN 20.3

Sample answers are provided in the Teacher obook.



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