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OXFORD ENGLISH

KNOWLEDGE AND SKILLS

1

PAUL GROVER



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PREFACE

Oxford English: Australian Curriculum Knowledge and Skills is a blended print and digital series for the Australian Curriculum: English.

THE WORKBOOK

The *Oxford English* print component focuses on the **language** and **literacy** strands of the Australian Curriculum: English. Each workbook has:

- 25 focused units, covering grammar, punctuation, comprehension, reading, writing, spelling and vocabulary
- a highly structured and practical approach to the curriculum requirements to ensure student understanding
- spread-based and progressively structured units of 4–8 pages in length
- two text extracts used as stimulus in each unit — a mix of literary, non-literary and digital texts
- a comprehensive answer section.



The off-the-page icon appears in the workbook when tasks are expected to be completed on a separate piece of paper, in a student workbook or on a digital device.

BOOK-ONLY ENRICHING LITERATURE UNITS

The book-only Enriching Literature units focus on the **literature** strand of the Australian Curriculum: English. Presented in stages covering years 7/8, and 9/10, these units are designed to provide teachers and students with ideas and guidance on covering on the cross-curriculum priorities, as well as popular classic and contemporary texts. The cross-curriculum priorities are:

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



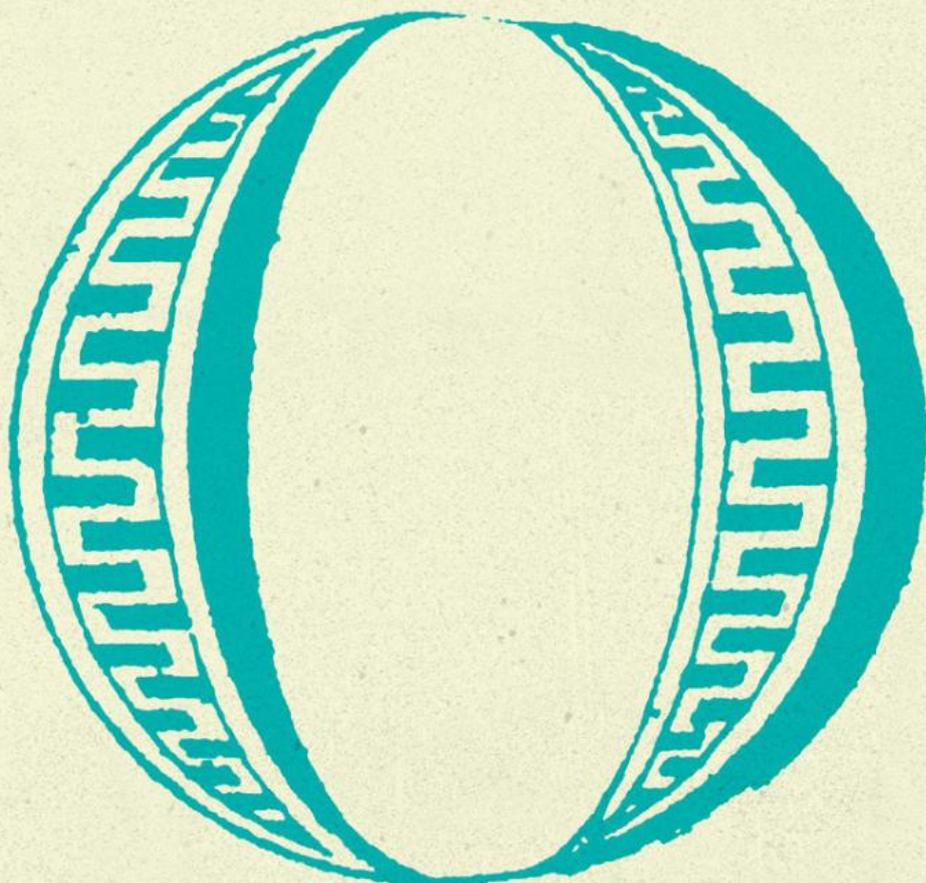
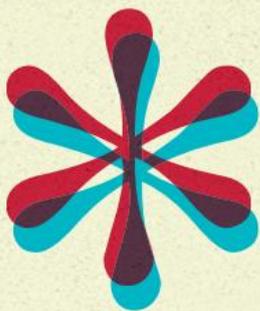
The units are written by experienced authors Jane Sherlock and Deb McPherson. Access these Enriching Literature units via the table of contents in the book.

ABOUT THE AUTHOR

Paul Grover has been a teacher and Head Teacher of English and History in NSW high schools for more than 35 years. He worked as a Supervisor of Marking and Coordinating Supervisor of Marking in HSC English for the NSW Board of Studies for more than ten years, and continues to work with the NSW Board of Studies. He has authored and edited a large number of books for secondary teachers and Years 7 to 12 students in English and History. Paul is an active member of the English Teachers Association of NSW, and regularly presents workshops at local, regional, state and national conferences. In 2011 Paul was awarded a Quality Teaching Award from the Riverina Department of Education and Communities, and also a NSW Professional Teaching Council Professional Excellence Award. In 2012 he received an Academic Excellence Award from the Faculty of Education at Charles Sturt University. Currently Paul is Lecturer in Education at Charles Sturt University, Albury-Wodonga Campus.



USING WORDS— EXPLORING PARTS OF SPEECH





PART ONE

USING WORDS— EXPLORING PARTS OF SPEECH



Unit 1 Nouns Name — Common and Proper Nouns

ENGLISH IN FOCUS

Exploring the *Titanic* by Robert D. Ballard

No one ever dreamed that her first voyage would also be her last. On the night of April 14, 1912, the passenger liner RMS *Titanic* struck an iceberg in the North Atlantic. Within minutes water began pouring into her lower decks. Less than three hours later her propellers started to rise out of the water. For the more than 1,500 people left on board there was little hope of escape. Soon the biggest ship the world had ever seen would plunge to the bottom of the ocean.

- 1 What was the date of the disaster? _____
- 2 Where was the *Titanic* when it hit the iceberg? _____
- 3 What appeared from the water as the ship began to sink? _____
- 4 Here is the extract with the nouns removed. Read it aloud and then answer the questions.

_____ ever dreamed that her first _____ would also be her _____. On the _____ of _____ 14, 1912, the passenger _____ RMS _____ struck an _____ in the _____. Within _____ _____ began pouring into her lower _____. Less than three _____ later her _____ started to rise out of the _____. For the more than 1,500 _____ left on board there was little _____ of _____. Soon the biggest _____ the _____ had ever seen would plunge to the _____ of the _____.

- a Which of the first three questions could you answer with the nouns missing?

- b What important information do the missing nouns give you about this disaster?

WHAT NOUNS DO

Nouns are very important words in sentences because they communicate valuable information to the reader or listener. Without nouns a simple sentence would be hard to understand. They are the largest group of words in English.

Nouns name people, creatures, places, things, feelings, qualities and ideas. For example:

John, giraffe, museum, shoe, hate, joy, shape

Nouns can be common or proper, singular or plural, concrete or abstract, collective or compound. This unit looks at common and proper nouns as well as singular and plural nouns.

Type of noun	Explanation	Examples
Common	Common nouns do not take a capital first letter, unless they start a sentence. They name people, places, things and creatures—the things you can see, hear, touch, taste or smell. Common nouns can also be concrete or abstract (see Unit 2).	people: passengers, footballer, student, boys, girls, customer, skateboarder, netballer places: ocean, school, garden, shop, paddock, desert, beach, mountain things: ship, sandwich, party, minutes, dim sim, computer, window creatures: zebra, cat, possum, dog, dinosaur, birds, sheep, chicken
Proper	Proper nouns always take a capital letter, whether they are at the beginning of a sentence or not. Capital letters are also called upper-case letters. Proper nouns name individual people, places or things.	people: Cathy Freeman, Barack Obama, Father Christmas, Red Riding Hood places: North Atlantic, China, Melbourne, National Gallery, Sydney Harbour Bridge things: <i>Titanic</i> , October, Google, Bunnings, Toyota, Vegemite, <i>The Lord of the Rings</i>

CHOOSING NOUNS IN YOUR WRITING

The nouns you choose will make your writing much more effective in describing people, places and events. Whether you are writing accounts of actual events, imaginative stories, advertisements or personal journals, the more descriptive and more accurate nouns you use the more impact your writing will have. Look at these examples to see the difference. Imagine this person is writing about the same event:

The person drove the thing to the place.

The individual drove the vehicle to the building.

The man drove the cart to the house.

The Roman Emperor drove the royal chariot to the imperial palace.

The final sentence gives you the most detail and information about the person who was there, what he was doing and where he was going. This is because more descriptive and more precise nouns were chosen.

1.1 Match the following common nouns with proper nouns. An example has been done for you.

COMMON NOUNS	PROPER NOUNS
ship	North Atlantic
ocean	Nissan
country	Tuesday
month	<i>Titanic</i>
city	Italy
film	Canberra
day	April
car	<i>The Lord of the Rings</i>

1.2 Decide whether each word is a common or proper noun and place a tick (✓) in the appropriate column.

		COMMON NOUN	PROPER NOUN
a	Ian Thorpe		
b	Ms Williams		
c	Apple		
d	apple		
e	St Paul's Cathedral		
f	laser printers		
g	Easter		
h	grand final		
i	Lord Mayor		
j	champions		
k	beetles		
l	The Beatles		

1.3 Circle the common nouns and underline the proper nouns in this *Titanic* extract:

No one ever dreamed that her first voyage would also be her last. On the night of April 14, 1912, the passenger liner RMS *Titanic* struck an iceberg in the North Atlantic. Within minutes water began pouring into her lower decks. Less than three hours later her propellers started to rise out of the water.

1.4 a List six proper nouns that name specific famous people (e.g. Elvis Presley).

b List seven proper nouns that name specific famous places (e.g. Uluru).

c List eight proper nouns that name specific famous things (e.g. Nike).

Pompeii – The buried city by Paul Grover

It was a beautiful summer's day, 24 August AD 79. Pompeii was a wealthy Italian city, a part of the mighty Roman Empire, and merchants and traders were opening their shops for another busy day. Bread was baked, food prepared, wine bars stocked for the day. Some people visited the public baths while others, dressed in their togas and Roman jewellery, walked the cobbled streets to look in the shops—at oil lamps, tables, bronze jugs, meat and fruit, the goldsmith at work, or the fabric shop.

Inside the metropolis of Pompeii were enormous public baths, with hot and cold pools, and rooms for massages and exercising. Another favourite **destination** in the city was the public **arena** where **gladiators** fought, and **games** and **chariot races** were held. There were also amphitheatres where plays and speeches were presented, and a forum containing markets, shops, offices and temples. The volcano named Vesuvius had not exploded for about 800 years before 79 AD, with only small disturbances from escaping gas and small tremors. By 79 AD, Vesuvius had been completely silent for more than 17 years, so

people were not really worried. The 10 000 Pompeians had lived all their lives beneath the volcano, and so had their parents, and their parents' parents, and it had always been quite safe.

But on this morning of August 24 the pressure of the gas inside the volcano finally built up to blow a huge rock plug out of the crater, sending millions of tonnes of lava, ash and pumice into the sky. A huge cloud of ash and pumice (small lava stones) formed over Pompeii and then gradually dropped onto the city.

Day turned into night as the great cloud of ash and pumice blocked the sun. The people who got away in the first few hours either fled inland into the countryside, or tried to escape by ship. Others who stayed behind to gather belongings, to be with their families, or who were too old to move quickly, tried to hide from the blast in their houses and cellars. They covered their faces with their cloaks, and tried to protect their children with their own bodies. The whole city of Pompeii, with about 2000 people who did not escape, including dogs and horses still in their stalls, was buried beneath about five metres of ash and pumice stones.

- 1 Make a list of all the things that people were doing before the disaster.

- 2 Now highlight all the common nouns from your answer to question 1.
- 3 The common nouns in this account give information about the details and the importance of the destruction of Pompeii. Look at the common nouns in the highlighted sentence in the extract. If we replace the common nouns in bold with much simpler nouns, what is the effect?

Another favourite **place** in the **place** was the **public space** where **people** fought, and **activities and events** were held.

Why are the original common nouns much better in that sentence?

- 4 Highlight all the proper nouns you can find in this account of the explosion of Mount Vesuvius.

NOUNS IN YOUR HANDS

All common and proper nouns can be singular or plural. Singular nouns refer to a single thing: voyage, ship, ocean. Plural nouns refer to more than one thing: passengers, decks, kilometres.

FORMING PLURAL NOUNS

1 The plural form of most nouns is formed by adding *-s* to the singular noun. For example:

- voyage → voyages
- ship → ships
- ocean → oceans

2 If a singular noun ends in *-s*, *-ss*, *-x*, *-sh* or *-ch*, add *-es* to form the plural. For example:

- witch → witches
- kiss → kisses
- bus → buses
- box → boxes
- church → churches

3 If a singular noun ends in *-y* and has a consonant before it, change the *-y* to an *-i* and add *-es*. For example:

- baby → babies
- army → armies
- fly → flies

4 If a singular noun ends in *-o* and has a consonant before it, add *-es*. For example:

- hero → heroes
- tomato → tomatoes
- potato → potatoes

5 If a singular noun ends in *-f* or *-fe*, change to *-ves*. For example:

- knife → knives
- thief → thieves

6 With some nouns, the vowel has to change to form the plural. For example:

- man → men
- foot → feet
- woman → women

7 Some nouns use the same spelling all the time, for both singular and plural. For example:

- scissors → scissors
- sheep → sheep
- police → police
- jeans → jeans

1.5 Underline the singular nouns and put a circle around the plural nouns in this paragraph.

The volcano named Vesuvius had not exploded for about 800 years before 79 AD, with only small disturbances from escaping gas and small tremors. By 79 AD, Vesuvius had been completely silent for more than 17 years, so people were not really worried. The 10 000 Pompeians had lived all their lives beneath the volcano, and so had their parents, and their parents' parents, and it had always been quite safe.

1.6 Write the plural form of these nouns.

a volcano _____

b half _____

c gas _____

d wharf _____

e sky _____

f switch _____

g wolf _____

h scarf _____

1.7 Here are two sentences about the same event, but one is more descriptive and effective than the other.

The woman drove her long car to the big building.

The billionaire drove her limousine to the mansion.

Take the first sentence and replace the common nouns with more descriptive nouns. Think of different occupations, types of cars and locations. An example has been done for you.

a The celebrity drove her luxury sports car to the movie studio.

b _____

c _____

d _____

e _____



WRITING: IT'S FAMOUS!

Choose a famous event in history that you know about (e.g. the death of Ned Kelly or the discovery of Tutankhamen's tomb), or a recent event that happened to you or some of your friends. Tell the story of this event for a friend who doesn't know much about it. Write about 200 to 300 words, and then review your writing to check:

- the effect of the common and proper nouns you have selected
- for correct spelling of singular and plural nouns.

Revise your account of this event to make it as accurate, effective and descriptive as you can. Now show your finished story to a partner and get their feedback.



Unit 2 Nouns Name — Concrete and Abstract Nouns

ENGLISH IN FOCUS

The Big Wish *by John Hepworth & Steve J Spears*

Standing at the gate, C.W. felt a little sinking in his heart. Or in his stomach, at least, because that's where you tend to experience things like a sinking feeling. He really hadn't been joking about not wanting to go to a new school. But he did his best to put a brave face on it.

As he started to walk into the playground with some sort of swagger a girl riding a skateboard came zooming through the gate and skidded to a halt, pulling up just short of flattening him.

He swallowed his heart—or whatever part inside him it was that had come up into his throat—and tried nonchalance.

She was about his age. She was pretty. And he did have an advantage in that she had nearly skittled him.

'Not bad,' he said. 'When are you going for your learner's licence?'

'I'm working on it,' she said.

- 1 Make a list of 10 things in this extract that can be seen, heard, smelt or touched in real life.

- 2 Find two words that name feelings, emotions or qualities of people in the story. This means the things you cannot see, hear, smell or touch (e.g. nonchalance, which means cool or unconcerned).

- 3 In your own words describe how C.W. might be feeling as he arrives for his first day at this new school. Write a sentence that includes at least three words to describe the different feelings he might have.

WHAT ARE CONCRETE AND ABSTRACT NOUNS?

All common nouns are either concrete or abstract. Concrete nouns name things that can be seen, heard, smelt or touched. They may be the names of people, places or objects. For example:

gate playground skateboard backpack steak soil brain car cinema

Abstract nouns name feelings, emotions or other qualities that cannot be seen, heard, smelt or touched. For example:

embarrassment nonchalance fear confidence love stupidity boldness

This extract from *The Big Wish* includes concrete and abstract nouns to let us know what is happening to C.W. and the people around him, and also how he feels about what is happening to him on his first day. You used concrete nouns to answer question 1, and abstract nouns to answer questions 2 and 3.

- 2.1 Highlight all the concrete nouns you can find in *The Big Wish*, and then circle all the abstract nouns.
- 2.2 Separate the following common nouns into concrete or abstract nouns by placing them in the correct box:

book	comedians	bicycle	disgust	hope
pity	pain	hamburger	sincerity	magazine
food	sorrow	fright	loudness	hate
computer	rain	excitement	scissors	pizza
humour	chocolate	fun	cup	football
friendship	T-shirt	money	movie	shoes

CONCRETE NOUNS	ABSTRACT NOUNS

- 2.3 Draw a line to match the abstract nouns in column 1 with the abstract nouns that have an opposite meaning in column 2.

happiness	quietness
greed	satisfaction
success	sadness
loudness	intelligence
frustration	pain
pleasure	failure
stupidity	generosity

The Big Wish by John Hepworth & Steve J Spears
much later in the story ...

The great black stretched Rolls Royce, with solid gold number plates bearing the legend C.W., swept up to the doors of the luxury hotel. The horde of screaming teenage girls surrounded it shrieking, 'We want C.W.!' They waved **placards** bearing slogans such as: 'C.W. WE LOVE YOU', 'C.W. IS KING', 'C.W. IS THE GREATEST.'

All police leave had been cancelled to handle the great mob of frantic fans who blocked off the centre of the city. C.W.—the teenager's idol—the most sensational pop star in history. Every now and then one of the screaming girls fainted, overcome by **emotion**, and was handed back over the heads of the crowd to one or other of the waiting fleet of ambulances.

The police chief, his uniform torn and dishevelled, fought his way to the side of the big black Roller. He saluted respectfully. 'Beg pardon, sir, but even my 200 men can't get you safely through that mob. We'll have to take you up by chopper. Never seen anything like ...'

His voice was drowned out in the clatter as the giant helicopter dropped down to hover over the luxury car. Wire **hawsers** were quickly lowered and the specially trained police crew quickly snapped the lines into **lugs** set in the side of the car's **framework**. At a signal from the police chief the chopper rose, with a deafening roar, and the self-contained **module** in which C.W. and Wilton were sitting was lifted up into the air.

There was a huge groan of **disappointment** from the crowd—quickly replaced by even more frantic **shrieks**

and **screams** as the glass module was lifted up and up to the special landing pad of the **penthouse**.

The luxury apartment had been lavishly redecorated with C.W. memorabilia. Posters, album covers, life-size blow-up photographs of him in leather and **sequins** and chains and white **satins** ...

C.W. moved to the window. 'Hey, Wilt baby,' he said, 'just check out what happens.' ...

There was a frightening roar and shriek from thousands of female fans. C.W. moved back inside and the shrieks stopped abruptly.

'Hear that?' he asked with an idiotic grin. 'I can turn them on and off like a tap.'

He popped back out onto the balcony. The shrieks burst out again. Then stopped abruptly as he moved back inside, looking smug and foolishly satisfied.

'What do you reckon, Wilt baby? Cool, eh?'

Wilton wasn't too fluent with the jargon. 'Er ... oh yeah ... far out, man. Say Chris, baby, would you like to try for another wish now?'

'You're kidding,' said C.W. 'I'm the super superstar. I'm the greatest. Everyone loves me. What more have I got to wish for?'

Wilton was disconcerted. 'You don't want to get into a rut, Chris baby,' he urged. 'You don't want to stay just a pop idol super superstar for a long time, do you? I mean. You wouldn't want to stay that way all the time till sundown for instance. Boor-ring!'

C.W. looked noble. 'I can take it. Sock it to me, baby.'

1 Make a list of 10 concrete nouns that clearly tell the reader C.W. is a very rich and famous pop star.

2 Re-read the story and create your own list of five abstract nouns to describe the feelings, emotions and qualities C.W. is experiencing as a pop star (e.g. excitement, fame).

3 Use the abstract nouns you listed in question 2 to write two sentences that explain how C.W. feels as a pop star and why he feels that way.

NOUNS IN YOUR HANDS

The Big Wish is an entertaining and humorous fantasy story. The authors, who are Australian, have used a variety of concrete and abstract nouns.

2.4 Select the abstract noun that best fits to complete each of the sentences below.

courtesy disappointment sincerity happiness
excitement fear discipline loudness

- a Wilton is experiencing _____ as he watches C.W. being a famous pop star.
- b The girls outside the luxury hotel feel extreme _____ and _____ when they see C.W.
- c Outside the luxury hotel the _____ of the screaming and shouting excites C.W.
- d The police chief shows great _____ in the way he handles the crowd situation.

2.5 Select four of the highlighted nouns in the story and use all of them in one sentence.

2.6 List two abstract nouns that have a linked meaning with each of the following abstract nouns. An example has been done for you.

- a hate anger, fury d love _____
- b happiness _____ e success _____
- c sorrow _____ f fear _____



WRITING: FAMOUS FOR A DAY

Imagine you have become a famous person for a day. You could be a famous humanitarian, sports star, actor, rock star, TV celebrity, artist, inventor, scientist or any other famous person!

Write 200 words about this one day in your famous life for your Facebook or blog page or online journal. Describe the places you go, the things you do, the people you meet, the feelings you have and the ideas you explore.

This online record of your fame-for-a-day should include effective concrete and abstract nouns. Remember to check your spelling.



Unit 3 Adjectives Add — How Adjectives Work

ENGLISH IN FOCUS

SIXSIXONE
EVO SHORT, ELBOW, KNEE AND GLOVE

SixSixOne has teamed up with D30, leaders in Intelligent foam technology to create the Evo pad set, a new approach to the tough demands of the 21st century. Internal revolutionary D30 technology inserts are specifically engineered material with intelligent molecules that flow with you as you move, but shock lock together to absorb impact energy.

Evo Short
Evo Elbow
Evo Glove
Evo Knee

Soft, light, breathable and flexible, the Evo pads are totally adaptable to suit every style of today riding... yet despite these qualities, the pads offer excellent protection surpassing CE standards.

Distributed by:
JETBLACK
www.jetblackproducts.com
info@jetblackproducts.com
02 4560 1200

d30
d30 intelligent molecules flow freely under normal movement, but lock together on impact, which means 80% protection.

HANDPUM shock absorption AND MAXIMUM flexibility

d30 Increased Force (the lower the better)
Force in N (Energy)

Material	Force in N (Energy)
CE Standard	~100
Other	~150
D30	~250

1 What is this magazine advertisement promoting?

2 Who might buy this product?

3 Read the top part of the advertisement aloud. If you leave out a number of words from the advertisement in the new version below, how do you think it changes the impact of the advertisement when you read it aloud?

SixSixOne has teamed up with D30, leaders in _____ technology to create the _____ set, a _____ approach to the _____ demands of the 21st century. _____ inserts are specifically _____ material with _____ molecules that flow with you as you move, but shock lock together to absorb _____ energy.

ADJECTIVES ADD MEANING TO NOUNS

Adjectives describe things about nouns; they add meaning to them or modify them. Adjectives help to describe:

- size → *huge* hamburger
- shape → *round* stone
- colour → *red* skateboard
- number → *three* students
- taste → *sweet* drink
- attitude → *angry* people
- direction → *left* turn
- age → *six* years
- weight → *five* kilos
- sound → *screeching* noise

Adjectives allow us to visualise things such as Evo gloves (from the advertisement), skateboards, drinks, clothes, cars and food much more clearly. Adjectives are generally placed before nouns, as in the examples above, but sometimes they can be separated from the noun they describe. For example:

The hamburger Sue bought from the local milk bar was huge.

In the advertisement on page 14, the adjectives highlight the Evo gear's high-tech material and superior performance. Without these adjectives, the advertisement is much less interesting and does not communicate the product's special qualities. Look at the first few adjectives in the advertisement:

- *intelligent foam* technology—these adjectives make the technology sound very advanced
- *Evo pad* set—these adjectives tell you the product name
- *new* approach—this adjective tells you this product hasn't been made before
- *tough* demands—this adjective shows the strength and durability of the product
- *internal revolutionary D30 technology* inserts—these adjectives show the unique and scientific nature of the product.

These adjectives add much more to the meaning of the advertisement, and to the impact of the advertisement on a potential customer.

- 3.1** Choose an adjective from the first column and match it with a noun from the second column. Many different combinations are possible, so use your imagination. You can use an adjective or a noun more than once. Then list your favourite combinations.

ADJECTIVES	NOUNS
tough	cat
new	car
tasty	bike
hot	weather
hungry	building
lazy	driver
little	customer
proud	concert
wide	story
outstanding	ocean
tall	movie
broken	student
huge	book
stormy	road

table continued

ADJECTIVES	NOUNS
easy	shirt
angry	team
patient	meal
dangerous	drink
heavy	clothes
abandoned	garden

3.2 There are two adjectives and two nouns in each of these sentences. Circle the adjectives and underline the nouns. An example has been done for you.

- a The new gloves were made of high-tech fibre.
- b This advanced material really gives me excellent protection.
- c Don't ask me to eat two apples as well as three bananas!
- d That team with customised shirts has awesome equipment.
- e We decided to go the local take-away but they only sold hot curries.
- f Make sure you watch out for hidden snakes and loose rocks.

3.3 Here is a passage that has some wrongly used adjectives in **bold**. Replace each incorrect adjective with a more effective (and correct) one. Write your replacements above the words in bold.

'I'm lost,' said the **alone** looking kid Ben hadn't noticed before.

'That's no good,' replied Ben, 'You know what's the **smartier** thing to do?'

'No, what would be **bestest** would be to see my mum,' sobbed the boy.

'OK,' Ben said quietly, 'Let me show you the **quickly** way back to the main road.'

'Thanks,' sniffled the boy, 'You are **nicest** than I thought when I first saw you. I want **mostest** to see my mum. She said to go to the **biggerer** supermarket on the main road if I got lost. Do you know the **largerest** one?'

'Yes, sure do,' replied Ben. '**Betterer** than that, I'll take you there right now.'

Killer Camera by Anthony Horowitz

The car-boot sale took place every Saturday on the edge of Crouch End. There was a patch of empty land there; not a car park, not a building site, just a square of rubble and dust that nobody seemed to know what to do with. And then one summer the car-boot sales had arrived like flies at a picnic and since then there'd been one every week. Not that there was anything very much to buy. Cracked glasses and hideous plates, mouldy paperback books by writers you'd never heard of, electric kettles and bits of hi-fi that looked forty years out of date.

[...]

Matthew sighed.

[...]

He was about to leave when a car pulled in and parked in the furthest corner. At first he thought it must be a mistake. Most of the cars at the sale were old and rusty, as clapped-out as the stuff they were selling. But this was a red Volkswagen ... bright red and shiny clean. As Matthew watched, a smartly dressed man stepped out, opened the boot and stood there, looking awkward and ill-at-ease, as if he were unsure what to do next. Matthew strolled over to him.

[...]

There were clothes: a baseball jacket, several pairs of jeans, T-shirts. A pair of roller blades, a Tintin rocket, a paper lampshade. Lots of books; paperbacks and a brand-new English dictionary. About twenty CDs—mainly pop, a Sony Walkman, a guitar, a box of water-colour paints, a Ouija board, a Game Boy ...

... and a camera.

Matthew reached out and grabbed the camera.

[...]

Unlike the jacket, it was old, probably bought second-hand, but it seemed to be in good condition. It was a Pentax—but the 'x' on the casing had worn away. That was the only sign of damage. He held it up and looked through the viewfinder. About five metres away, a woman was holding up the horrible pink cardigan he had noticed earlier. He focused and felt a certain thrill as the powerful lens seemed to carry him forward so that the cardigan now filled his vision. He could even make out the buttons—silvery white and loose ...

[...]

How much would it cost? The camera felt expensive. For a start it was heavy. Solid. The lens was obviously a powerful one. The camera didn't have an automatic rewind, a digital display or any of the other things that came as standard these days. But technology was cheap. Quality was expensive. And this was undoubtedly a quality camera.

'Will you take ten pounds for this?' Matthew asked ...

'It's worth a hundred at least,' he said ...

[...]

'Will you take forty pounds?' he asked the man. 'It's all I've got,' he lied.

The man glanced at him, then nodded. 'Yes. That'll do.'

[...]

'I just want to get rid of it,' he said. 'I want to get rid of it all.'

'Who did it belong to?'

The man shrugged. 'Students,' he said—as if the one word explained it all. Matthew waited. The crowd had separated, moving on to the other stalls, and for a moment the two of them were alone. 'I used to rent a couple of rooms,' the man explained. 'Art students. Three of them. A couple of months ago they disappeared. Just did a bunk—owing two months' rent. Bloody cheek! I've tried to find them but they haven't had the decency to call. So my wife told me to sell some of their stuff. I didn't want to. But *they're* the ones who owe *me*. It's only fair ...'

A plump woman pushed between them, snatching up a handful of the T-shirts. 'How much for these?' the sun was still shining but suddenly Matthew felt cold.

... *they disappeared* ...

Why should three art students suddenly vanish leaving all their gear, including a hundred-pound camera, behind? The landlord obviously felt guilty about selling it. Was Matthew doing the right thing, buying it? Quickly he turned around and hurried away, before either of them changed their mind.

1 From the opening paragraph, write down the descriptions of the place where the car-boot sale is located, and the types of objects usually for sale.

2 List all the objects Matthew sees in the boot of the Volkswagen.

3 Now circle all the adjectives you included in your answers to questions 1 and 2.

4 Find the best example of an adjective being used to describe:

- the Volkswagen _____
- the man with the car-boot stall _____
- the camera _____

5 Find five other examples of adjectives used by the writer in this story opening.

ADJECTIVES IN YOUR HANDS

Some adjectives are formed by adding an ending called a *suffix* to the end of a noun. For example:

The *spotless* Volkswagen sat in the yard.

Matthew was amazed at the *colourful* clothes at the car-boot sale.

There was a *horrible* noise coming from behind him.

When some nouns have a suffix added, the whole word changes. For example:

horror becomes *horrible*.

Common suffix endings used to create adjectives include:

- *-able* comfortable
- *-ful* faithful
- *-ible* terrible
- *-ish* foolish
- *-ive* destructive
- *-less* useless

- 3.4 Place an adjective in each column to tell more about the noun in the first column. An example has been done for you.

NOUN	SIZE	SHAPE	COLOUR	NUMBER
camera	compact	square	red	one
hamburger				
ears				
basketball court				
sports car				
birthday cake				
eyes				

- 3.5 Turn these nouns into adjectives by adding a suffix, and then write a sentence that includes the new adjective. Remember you might need to change the spelling. An example has been done for you.

a	end	endless	The endless road stretched out in front of us.
b	force		
c	child		
d	friend		
e	fruit		
f	taste		

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

- a The stranger showed _____ **kindness** towards the lost tourist.
- b She said she had a _____ **belief** about the supernatural.
- c Pets often show _____ **loyalty** to their owners.
- d The audience talked about the _____ **quality** of acting in the movie.
- e He wanted to express his _____ **feelings** to his girlfriend.
- f We were worried about his _____ **behaviour** at the party.
- g It was with _____ **sadness** that we had to say goodbye after the holidays.



WRITING: FAVOURITES AND FRIENDS

Choose a favourite character from your favourite movie. Imagine you have to describe this character to a friend who has never seen the movie. Write a descriptive paragraph about this character and what they are like for a comment on your friend's online blog site or online journal. You must use at least five adjectives in your description.



Unit 4 Adjectives Add — Types of Adjectives

ENGLISH IN FOCUS

Nude School by Lucy Sussex

They move often, my mum and dad, which means I move too, from school to school. I think I've seen the lot: tough inner city schools, little bush schools with all the grades in one classroom, even a do-as-you-like experimental school, which meant I did as I liked, which was draw and paint. Name it, I've done it. Something nobody would name is Nude School. That I've done too.

It happened when I went to St Godrica's, it being the one school Mum and Dad could get me into at their usual short notice. I could tell it wasn't much, because they'd brought back takeaway chicken with the school prospectus. We sat in the kitchen of our new rented house, getting grease all over the glossy white pages.

- 1 Make a list of the three types of schools described by the narrator (the person telling the story). Copy the descriptions that the narrator uses.

- 2 Highlight all the adjectives in your answer to question 1.

- 3 Copy the last two sentences of this extract and then highlight all the adjectives.

- 4 How do these adjectives add to the picture the writer is giving us?

FORMING ADJECTIVES

Different types of adjectives can be formed in many different ways:

- 1 Adjectives can be formed using compound words. A compound word is a combination of two or more words. Adjectives can be a short phrase joined by hyphens. For example:

a **do-as-you-like** school an **up-to-date** movie a **come-as-you-are** party

- 2 Adjectives can be two words joined by a hyphen. For example:

a **five-star** resort a **smoke-free** building a **colour-blind** pedestrian

- 3 Adjectives can be two separate words (two adjectives or a noun and an adjective). For example:

the **little known** performer a **sky blue** car my **least favourite** sister

- 4 Adjectives can also be a single compound word. For example:

my **takeaway** chicken those **airborne** diseases the **widespread** floods

- 5 Proper adjectives are formed using proper nouns and usually have a capital letter. For example:

an **Olympic** hopeful the **American** dream a **Queensland** holiday

- 6 Sometimes common nouns can be used as adjectives. For example:

a **tree** surgeon a **home** run the **tooth** fairy

ADJECTIVES ARE USED FOR COMPARISON

Adjectives are often used to compare people or things. They can be used in three forms:

Positive: Your dog is **brave**.
Comparative (comparing two things): Your dog is **braver** than my dog.
Superlative (comparing three or more things): Your dog is the **bravest** of them all.

- 1 To form the comparative, add the suffix *-r* or *-er*, or use the word 'more':

large → larger awesome → more awesome

- 2 To form the superlative, add the suffix *-est*, or use the word 'most':

strong → strongest danger → most dangerous

- 3 Some adjectives have irregular comparative and superlative forms. For example:

good → better → best bad → worse → worst

- 4 Some adjectives do not have a comparative or superlative form at all, because the word stands on its own. For example:

unique perfect right

4.1 Give the comparative and superlative forms of these adjectives.

	POSITIVE	COMPARATIVE	SUPERLATIVE
a	tough		
b	little		
c	hungry		
d	fast		
e	hopeless		
f	lonely		
g	strange		
h	short		
i	unusual		
j	awesome		

4.2 Change the meaning of these sentences by using a positive, comparative or superlative adjective. You may need to rewrite the sentence in a different way. An example has been done for you.

- a It was a strange school. → It was the strangest school I had ever seen.
- b They gave me cold chicken. _____
- c He tried to tell a funny joke. _____
- d The budgie was quiet. _____
- e We saw many famous people. _____
- f The smell was bad. _____

4.3 Mix and match the following adjectives to make compound adjectives and complete the sentences below. Use hyphens when necessary.

well open three good face better
 saving for-nothing legged ended known worn

- a That _____ animal has ripped up my shoes again.
- b If you own up straight away you won't have to do any _____ apologies.
- c There are a number of _____ stools in the hallway you can use.
- d The room was full of _____ sports stars preparing for the awards.
- e The _____ question left everyone in the audience wondering what the answer could be.
- f There were many reasons for her wearing that _____ dress again tonight.

Nude School by Lucy Sussex

I ate the **chicken** and read the prospectus, until the pages were transparent with **oil**. But I didn't think St Godrica's was my sort of thing at all. The next day we bought my **uniform**, which looked as bad on me as it had on the girl in the prospectus. The day after, I went to **school**, and then knew for sure St Godrica's wasn't for me.

The **punishment** chair did it. I had my interview with the Head, and was waiting in the hallway outside her office for my **class** teacher. My palms were sweaty with the fear you feel when it's a new school again, and you have to learn yet another set of rules. It didn't help that I was dressed like a nong, all pleated skirt and blouse with floppy collar, and a tie striped like the tail of a **ginger** cat, and to top everything a hat not even little **old** ladies would wear.

There was nowhere to sit, apart from a low knobbly **wooden chair**. I tried it, and found no matter how I twisted and turned, I couldn't get comfortable. Just when I was about to stand up, along came a teacher, and with her the kid who had modelled the uniform in the school prospectus. She smirked when she saw me.

'Miss Morgan?'

I looked around before realising the teacher was addressing me. Then I nodded, nearly dislodging the hat.

'I'm your class mistress, Mrs Pierce, and this is Miss Newstead-Ott, Class Captain.'

They were both **smiling** now, *not nicely*. Something was wrong, I stood up, catching my skirt on one of the hard wooden knobs of the chair. The hem **ripped**.

'Oh dear,' said Mrs Pierce. 'That chair isn't for sitting on, you know.'

I didn't, but nobody had told me.

'Then what is it for?'

'It's an antique—a punishment chair for bad children, specially carved to be a penance.'

That I had known, for I had experienced the chair. I looked at Miss N-O and saw from her fat face that I had goofed, and she would tell the whole class about it.

It was a bad start, and it didn't get much better. St Godrica's really threw me out of kilter. I couldn't stand being called 'Miss' by the teachers, especially those whom we had to call 'Ms'. And the girls weren't friendly. A lot of schools I've been to, you don't get accepted until you speak the language. But the language at St Godrica's was boys. Now that's okay, but not *all* the time. It was as though having only girls around had warped their brains.

'I got closer to the fence and heard her say, "I haven't got any bathers!" And he said, "Doesn't matter!" Then she took off her dress and dived into the pool just like that, in her bra and panties. When she surfaced she was at the **shallow** end and she stood up. He **grinned** all over his face.'

'Yeah, go on, why?'

'Her undies had gone see-through in the water!'

Even Saint Godrica would have got bored with that after a while, and I was fed up in half a day! When school was out I stomped home and let myself in by the key I wore around my neck. Mum and Dad wouldn't be **home** for hours. I went to my room and stared at myself in the mirror, thinking that it wasn't enough having spots, and new hairs and lumps—I had to wear these dag rags as well. I took the uniform off, threw it on the floor, and put on **shorts** and a T-shirt. Then I felt better.

1 Find three experiences that make Crys Morgan (the narrator) feel very uncomfortable about her new school.

2 Which of these experiences do you think would be the worst? Give two reasons for your point of view.

3 This writer uses adjectives to give a detailed picture of this new school. Find four examples where adjectives are included to describe:

- the uniform _____
- the chair _____

ADJECTIVES IN YOUR HANDS

Adjectives are most effective if they are carefully chosen to suit their purpose. Use vivid adjectives to add detail to your writing. For example:

The girl opened her bag. The girl opened her **jet-black** bag.

Try and choose adjectives that appeal to the senses. For example:

dazzling green nail polish (sight) the **smooth, silent** swish of the cloak. (touch and sound)

Avoid over-used adjectives because they weaken the impact of your writing. For example:

the **nice** driver the **good** dog the **boring** day

4.4

Put these words from the story into correct alphabetical order. Write Yes or No next to each word to show whether it is used as an adjective in the story. The words are shown in bold in the extract.

	WORD	ALPHABETICAL ORDER	USED AS ADJECTIVE? (YES/NO)
a	chicken		
b	oil		
c	uniform		
d	school		
e	punishment		
f	class		
g	ginger		
h	old		
i	wooden		
j	chair		
k	smiling		
l	ripped		
m	shallow		
n	grinned		
o	home		
p	shorts		

- 4.5 Create a paragraph to describe Mrs Pierce, the class mistress, and Miss Newstead-Ott, the class captain, to show what they might look like in this story. Include a number of descriptive adjectives in your word picture of these two people. You could include a sketch with your description as well.

Mrs Pierce:

Miss Newstead-Ott:

- 4.6 Decide how you would replace these over-used adjectives with more interesting choices. Rewrite each sentence with your replacement adjectives.

a Crys thought it was a **bad** school. _____

b It was a **nice** town but it was a **boring** school. _____

c That **bad** experience made him decide it was time to find a **good** job. _____

d My **good** marks inspired me to continue to make a **good** effort. _____



WRITING: WHO AM I?

Write a word portrait of yourself for someone who does not know you. Include vivid adjectives that give details about your looks (hair, eyes, face, body), your clothes (colours, styles, favourites), your room (objects, colours) and your interests (hobbies, sports, favourite activities). Write about 200 words.

Compare your portrait with some of your classmates' portraits. You might hold an anonymous guessing or drawing competition using these word portraits.



Unit 5 Pronouns in Place — Personal and Possessive Pronouns

ENGLISH IN FOCUS

Going Off by Colin Bowles

Oma. Gugs. Mimi. Freck. Pokey.

I live in a family where absolutely no one is called by their right name. No wonder we're like we are. Oma is my grandmother. Our other grandmother is called Gran, like normal people, but Oma is called Oma so we don't get confused. *As if*. I think Oma is Dutch for grandmother. We have Dutch in our family, on Mum's side.

Oma is alright. She's got lots of white hair which she fixes up in a bun behind her head and these big, fleshy arms that sort of encircle you in this vast hug. It's like being swallowed whole by warm bean bags. She's always smiling.

Gugs is me. I was christened Gregory, but my little sister couldn't say Greg when she was learning to talk, it came out Gugs and the name stuck, worse luck. Now she can talk—we spend most of our time trying to make her stop—but she still calls me Gugs. Everyone does.

My little sister is called Mimi, another nickname. Mimi is clever, cute and a pain in the bum. She has to be the centre of attention, all the time. 'Me-me'—get it? That's how she got her nickname.

- 1 At the beginning of this story about his family, why do you think Gugs, or Gregory, says 'No wonder we're like we are'?

- 2 What does the narrator Gugs actually mean when he uses the phrase 'As if'?

- 3 This sentence from the story has been changed. What effect does it have on the reader?

Oma's got lots of white hair which Oma fixes up in a bun behind Oma's head and these big, fleshy arms that sort of encircle you in this vast hug.

WHAT ARE PRONOUNS?

A pronoun is a word that is used in place of a noun. Pronouns are often used to avoid repetition. For example:

Gugs was happy because **Gugs** had decided to change **Gugs'** nickname to Gezza.

Do you notice how the repetition of 'Gugs' makes the sentence sound clumsy and monotonous? Using pronouns makes the writing more effective. For example:

Greg was happy because **he** had decided to change **his** nickname to Gezza.

Two types of pronouns are personal pronouns and possessive pronouns. There is an example of each one in the sentence you have just read: **he** is personal and **his** is possessive.

PERSONAL PRONOUNS

Personal pronouns replace the nouns that name people, places or things. For example:

He was very happy.

It is a very large building.

She will be a naughty puppy.

They are all relatives.

We all had nicknames.

Personal pronouns can be in the first, second or third person. Think of these pronouns as the 'voice' of the writing.

- The first person is the person speaking: 'I was christened Gregory.'
- The second person is the person spoken to: 'When are you going to your gran's place?'
- The third person is the person spoken about: 'She has to be the centre of attention.'

First person pronouns	Second person pronouns	Third person pronouns
I, me (singular), we, us (plural)	you (singular) you (plural)	he, him, she, her, it (singular), they, them (plural)

POSSESSIVE PRONOUNS

Possessive pronouns are personal pronouns that show ownership or possession.

First person	Second person	Third person
my	your	his
mine (singular)	yours (singular)	her, hers (singular)
our	your	its (singular)
ours (plural)	yours (plural)	their/theirs (plural)

I remember when we first visited **my** gran's house. (first person)

You must get **your** bags ready for the excursion. (second person)

They forgot to pack **their** cameras and she also forgot **hers**. (third person)

Note that you never need to use an apostrophe with possessive pronouns.

5.1 Highlight all the pronouns in this paragraph from *Going Off*:

I live in a family where absolutely no one is called by their right name. No wonder we're like we are. Oma is my grandmother. Our other grandmother is called Gran, like normal people, but Oma is called Oma so we don't get confused. As if. I think Oma is Dutch for grandmother. We have Dutch in our family, on Mum's side.

5.2 Here are sentences that include personal pronouns. Change the personal pronouns in each sentence into the first, second or third person shown in brackets. An example has been done for you.

a We are going to **my** gran's place tomorrow. (change to second person) →

You are going to **your** gran's place tomorrow.

b I will be looking forward to **my** new school. (change to third person)

c She couldn't believe **her** luck when the raffle ticket was drawn. (change to first person)

d You must remember to buy **your** brother a birthday present today. (change to first person)

e They are going to the movies with **their** family on the weekend. (change to second person)

f My local shopping centre was deserted when I went to buy **my** new clothes. (change to third person)

5.3 Replace each of the nouns in bold with a suitable personal pronoun to make this paragraph more interesting, and less clumsy and monotonous.

Ms Williams loves shoes. **Ms Williams** loves buying shoes and **Ms Williams** loves wearing shoes. Ms Williams wonders why everyone else doesn't like shoes as much as **Ms Williams** does. **Ms Williams** has a huge variety of shoes stacked inside cupboards in her apartment. But those stacks of shoes inside **cupboards** have begun to overflow and now shoes take up all the space under **Ms Williams'** bed and inside **Ms Williams'** laundry. **Ms Williams** even carries shoes in **Ms Williams'** car. And you guessed it! Ms Williams' numberplate is 'Shooze'.

Going Off by Colin Bowles

When Oma rang and asked if I wanted to go to Sydney I didn't really know what to say. The little kid part of me was really excited but the older, wiser, cooler fourteen-year-old part of my brain told me to chill. What was the point in getting excited over anything?

I guess I'd grown up a lot in the last year. But then, a lot has happened to me. I've gone into Year 9, got my first zit, lost my best friend and my parents decided to split up. You know, the usual stuff.

The thing with my parents has got nothing to do with how I'm feeling right now. It's not so bad. Really. It happened to Ben, another mate of mine. His parents lived separately for a long time. He said it was like being a library book. You're either sitting around waiting for someone to pick you up or you're out on loan.

'Sydney?' I said, into the phone.

'I want to take you and Mimi and Freck over to see your cousin. We'll stay for a couple of weeks and see all the sights.'

A couple of weeks with Oma. In Sydney.

I wasn't sure how this would work out. I didn't see Oma much because she lived in the country, about three hours drive away. We went down and saw her at Christmas and Easter but when she came up to Perth she mostly stayed at Freck's house. I didn't know how it would be spending a whole two weeks with her.

On the other hand, I could see Ben. Ben had moved to Sydney a year ago and I hadn't heard from him since. It would be just hell joy to catch up again.

'Come on, Gregory, it will be fun.'

Gregory now. People only call me Gregory when they want me to do something, like tidy my room or understand why they have to get a divorce.

'I don't know.'

'Well have a think about it. Is your mum there?'

Mum was there, and Oma talked to her and then she talked to Mimi, who naturally was all for it. So in the end I decided to go. After all, I had nothing better to do in my school holidays, except maybe sit around and listen to people talking about custody.

And I had this plan. It all had to do with Ben.

1 Why does Gregory have two different reactions when he is first asked about the trip to Sydney?

2 Why is he unsure whether he wants to stay with his Oma?

3 What do you think Gregory's plan might be in going to Sydney and catching up with Ben?

- 4 To show how skilfully the writer Colin Bowles uses pronouns in his writing, rewrite this paragraph and replace all the pronouns in bold with the person, place or thing they refer to. Then read aloud the original paragraph and your new paragraph to hear the difference.

I wasn't sure how this would work out. I didn't see Oma much because **she** lived in the country, about three hours drive away. **We** went down and saw **her** at Christmas and Easter but when **she** came up to Perth **she** mostly stayed at Freck's house. I didn't know how **it** would be spending a whole two weeks with **her**.

PRONOUNS IN YOUR HANDS

- 5.4 What does the writer mean when he puts the following words into the mouth of his main character Gregory? Look back at the passage where Gregory uses these words.

a 'the older, wiser, cooler fourteen-year-old part of my brain'

b 'my brain told me to chill'

c 'I guess I'd grown up a lot in the last year.'

d 'It's not so bad. Really.'

e 'It would be just hell joy'

- 5.5 Put these pronouns from *Going Off* into their correct alphabetical order:

a I me my mine his it you your we she her they

- b** Now create a list of all the vowels and consonants in these words using the table below. Remember that vowels are the letters a, e, i, o, u. All the other letters in the alphabet are consonants.

VOWELS	CONSONANTS

5.6 Each of these sentences has two errors in the way the pronouns have been spelt or used. Rewrite them correctly:

- a** The cat turned it's head towards the door, then took off with their legs almost spinning on the shiny floor.

- b** 'Are we going to his house or is he coming to our?' asked Jess. 'We have to plan for food, and he needs to tell ours.'

- c** The tired tourists were grateful to reach her accommodation and unpack our bags at last.

- d** 'You caps are on the bench, so don't forget where them are,' called Dad.

- e** Them books are lying on yous table when you want them.



WRITING: FOOD AND FUN

Write a paragraph for an online blog about one of the following topics:

- your favourite food
- your favourite hobby
- your favourite holiday place.

Use a variety of personal and possessive pronouns in your writing.



Unit 6 Verbs Alive — Types of Verbs

ENGLISH IN FOCUS

A microstory is a story created with exactly 100 words. This one was written by a Year 7 student.

Run by Sally Cornish

They are swarming at me from every direction, screaming like devils.
Everywhere!
I'm scared. Get me out of here!
Too many of them.
Throwing things at me.
Escape!
Where?
Anywhere.
Run. Hide.
They're chasing me. Screaming at me.
'Help!' I yell.
They're still screaming.
They've got hold of me.
Let go! Somebody help me, save me.
Run!
That's all I can do.
Let me go.
They're dragging me down, lower than low.
I've got to be freed.
Let go.
I'm nearly there, in the safety of my bedroom.
Luckily, my little sister's birthday party only happens once a year. Phew!!

- 1 From this microstory, make a list of 10 action-packed verbs (the words that do the action).

- 2 How do these verbs help make this microstory a successful one?

- 3 Make a list of 10 new action-packed verbs that could be included if this was a 200-word story. Choose verbs that would suit the story.

WHAT ARE VERBS?

Verbs are the most important part of a sentence because they tell us what is happening. They tell us what is being done (the action) by the main subject in the sentence. Every sentence must have a verb and a subject, unless it is a command (e.g. 'Escape' or 'Run!').

Without a verb, almost all sentences do not make sense. For example:

I **hate** the supermarket → I the supermarket.

We **love** the movies → We the movies.

John **wants** a real roast dinner please → John a real roast dinner please.

Without the verbs there is no connection between the subject (I, We, John) and the rest of the sentence.

Verbs fall into three main types—*action verbs*, *linking verbs* and *helping verbs*.

ACTION VERBS

Action verbs show us what someone or something is, was or will be doing. Most action verbs can be divided into two categories.

PHYSICAL ACTIONS

James **fights** with Susie. (Fights is the verb, it is the action word. James is the one doing the action—fighting—so James is the subject.)

I **stole** her seat.

I **tease** her all the time.

MENTAL ACTIONS

I **love** my sister.

I **remember** the teasing now.

I **wonder** why I got into trouble.

LINKING VERBS

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

She **is** my sister.

Mum **grows** angry.

The remote **stays** on the TV.

Each of the subjects in these sentences ('She', 'Mum' and 'The remote') are not doing anything because there is no action, but the verb and what comes after it tells us more about the subject.

Here are some examples of common linking verbs.

Common linking verbs	Example
to be (includes am, is, are, will, were)	We will sit here.
to look	His puppy looks sick.
to seem	This little girl seems lost.
to appear	That remote appears broken.
to remain	I will remain at home.
to become	My brother became louder.
to grow	That music is growing louder.
to feel	My sister felt annoyed.
to taste	This tastes awful.
to smell	Your lasagne smells great.
to sound	My brother sounded crazy.

AUXILIARY VERBS

An auxiliary verb, also known as a helping verb, joins with the main verb to create a sentence. When an auxiliary verb joins the main verb it is called a verb phrase. For example:

James **is teasing** his sister.

We **were playing** a game with the remote.

My mum **had decided** to act.

The remote **will stay** on the table.

The table below lists the most common auxiliary verbs.

Common auxiliary verbs		
am	are	is
do	does	did
can	could	
have	has	had
may	might	must
shall	should	
will	would	
was	were	

Auxiliary verbs are often used when you form a question. However, the auxiliary verb is separated from the rest of the verb phrase (the main verb). For example:

Are you teasing your sister again?

Did you scream at your brother?

Would someone help me with the dinner please?

Have they emptied the rubbish bins yet?

6.1 Circle the verbs or verb phrases in these sentences.

a I love my sister now.

c It was always my fault.

b All I remember is fighting with her.

d I never really thought about her as a person.

6.2 Create five sentences that each contains two verbs from the list below. You can use the verbs in any tense form you wish. When you have finished, highlight the subject of each sentence and circle the two verbs. An example has been done for you.

hate

have

jump

climb

sit

complain

dance

swim

bark

describe

play

read

buy

drink

drive

search

write

cry

a I'm (dancing) with my sister but I (hate) it.

b _____

c _____

d _____

e _____

6.3 Write about an accident in three or four sentences. Think about which action, linking and auxiliary verbs you will use. Choose one of the following sentences to open your writing:

- It was an accident!
- Don't blame me.
- I was in the car.
- I didn't know it would happen.

Magic microstories

The Taste of Victory by Susie Clement

The race is about to begin. I'm ready for it! A few seconds of stillness and then I'm off. Go!! I'm first out of the blocks and around the bend. Surging ahead of the pack, I'm in the lead. Down the back straight, alone and out in front. Around the last bend, almost home. I'm flying! I can taste the victory! But out of nowhere someone cuts in front. Oh no! I shouldn't have counted my chickens before they hatched. I'm almost there. It's neck and neck! I'm stretching, reaching. ... Yes! Got it!

The last hotdog at the school canteen!

The Monster in Front of Me by Rhiannon Konigson

The monster in front of me growled as its eyes glowed an angry green. I could smell its foul, sour, disgusting breath as it washed over my face—moist and warm. Gathering every ounce of courage, I yelled loudly at the hideous beast to try and show that I was tougher than it was, although I knew I was not. But I knew I also could not think like that. I had to rise up against my fears and show it who was boss. I ran out.

God, I hate detention with Mrs Williamson. It just ruins my whole day!

Disaster Zone by Adam Stewart

It looked as if a hurricane had hit the place. I had only left the place for a couple of days. There were papers lying scattered on the ground, old children's toys, some with heads ripped off, others covered in what looked like red blood.

There were food scraps scattered everywhere, graffiti on the walls, dead and alive insects littering the room, a wall of cobwebs filled with giant spiders, smashed windows and in the middle of the room was an upturned bed. I felt a cold, hard, icy hand on my shoulder.

'Clean up this room now!' yelled mum.

1 Which one of these three microstories do you like the most? Give reasons for your choice.

2 For each microstory, list the five most important verbs that help make the action interesting and entertaining.

3 Find and list 10 auxiliary verbs from these three microstories.

4 Find at least five linking verbs in these three microstories and write them out.

VERBS IN YOUR HANDS

- 6.4 Draw a line to match the auxiliary verb (first column) with an action verb (second column) to form a verb phrase you could use in a sentence. Be careful, you might need to mix and match to discover a pattern to make them all link together!

AUXILIARY VERB	ACTION VERB
is	spying
could	shopping
has	phone
should	want
would	skating
were	think
does	run

- 6.5 Draw a line to match each verb with its correct meaning. These verbs all appear in the student microstories.

VERB	MEANING
surge	cry out, shout
drag	break into pieces
growl	draw out longer
escape	move suddenly forwards
scatter	murmur angrily
smash	throw about
yell	flee quickly
scream	pull along with effort
stretch	get free
run	give a high-pitched cry

-  6.6 In your workbook, use each of the verbs from the table in activity 6.5 in a sentence. Try to use auxiliary verbs and different forms of the verbs in the sentences you create. An example has been done for you.

surge The crowd was surging towards the stage during the concert.

WRITING: MAGNIFICENT MICROSTORIES

Now write a microstory yourself! You must write 100 words: not one word more or one word less. You can write about any subject you wish, but of course it has to be action-packed and include a twist at the end! As you plan, draft and polish your microstory, try to use the best selection of verbs to make your story interesting. You could have a class microstory contest, too!



Unit 7 Verbs Alive — Using Simple Tenses

ENGLISH IN FOCUS

Black Belt by Nicole Pluss

June 3

I love my sister now. I don't think I did before. I didn't know who she was, what she could do. I never really thought about her as a person. All I remember is fighting with her. It wasn't as though we hated each other or anything like that, we just used to fight. It was always my fault. I used to tease her—say when the ads were on TV, I'd get the remote control and hold it over her head so she couldn't reach it, or steal her seat the minute she was out of it. She used to go crazy, punching and screaming at me. I'd make her so mad all she could do would be to scream out 'MMMuuummm' at the top of her voice, and then I'd cop it.

1 How does the narrator (the person telling the story) annoy his sister?

2 How does his sister react to his teasing?

3 What genre or form of writing is this extract, and how can you tell?

4 Read the following phrases from the extract and say whether the action is taking place in the present or the past.

a 'I love my sister ...' _____

b 'I don't think ...' _____

c '... we just used to fight' _____

d 'I used to tease her ...' _____

e 'It was always my fault.' _____

TYPES OF TENSES

The tense of a verb shows the time when an action or thought takes place. This may be in the past, the present or the future. The most common tenses are the simple present, the past and the future tenses.

A verb is in the simple present tense if the action or thought happens in the present, for example:

I **take** the remote.

He **loves** his sister.

A verb is in the past tense if the action or thought happened in the past. For example:

I **took** the remote yesterday.

He **loved** his sister when they were young.

A verb is in the future tense if the action or thought will happen in the future. The future tense takes the auxiliary verb **will**. For example:

I **will take** the remote tomorrow.

He **will love** his sister in a few years from now.

Many verbs tenses follow a regular pattern. The verbs that do this are called regular verbs. For example:

love (present)

loved (past) (add -ed)

will love (future) (the auxiliary verb **will** is inserted before the verb **love**)

IRREGULAR VERBS

Some verbs have irregular tense patterns. These are called irregular verbs. Here is the tense pattern for the verb **to be**:

You/we/they **were** teasing. (past)

He/she/it **was** teasing. (past)

I **am** teasing. (present)

I/you/she/it/we/they **will be** teasing. (future)

There are many other irregular verbs that take irregular tense patterns. You will become experienced at recognising them, and will know many of them already. For example, the verb **take** has the following past tense pattern because there is no such word as **taked**:

take (present)

took (past)

will take (future)

Here are some common irregular verbs and their tense patterns that you will be familiar with:

PRESENT TENSE	PAST TENSE	FUTURE TENSE
begin	began	will begin
drink	drank	will drink
choose	chose	will choose
eat	ate	will eat
find	found	will find
grow	grew	will grow
pay	paid	will pay

7.1 Rewrite this paragraph in the past tense.

I look at the damage. My trail bike is down a ravine, and I can see wheels and bits of engine scattered on the rocks. There is not much I can do. That bike is not going anywhere, and neither am I. There is only one thing to do. I get up, brush myself down and take off for the main road.

7.2 Use the verb in brackets to complete each sentence with a suitable verb tense.

- a On my birthday last week I (open) _____ my presents before breakfast.
- b When the movie finishes, I (phone) _____ you to pick me up.
- c This heavy box is the last one I (pack) _____ for tomorrow.
- d We made sure we (take) _____ the cooking gear you left on the bench.
- e There is no way I (go) _____ to the pool in this weather.
- f This plan (to be) _____ working just as we predicted.

7.3 Each of these sentences has an irregular verb in it. Write the past tense of the verb in the space provided. An example has been done for you.

- a We **blow** the dust off the old machine. → blew
- b I **break** the seal on the ancient tomb. _____
- c The back-up team **bring** the camping gear for the overnight trip. _____
- d The girls **creep** through the house as silently as possible. _____
- e We **drink** the water straight out of the mountain stream. _____
- f The campers **slide** down the side of an enormous sandhill. _____
- g Some birds **fly** thousands of kilometres north for the winter. _____
- h I **strike** the match to light the barbecue. _____
- i The little boys **swing** on the rope in the children's playground. _____

Black Belt by Nicole Pluss**July 3**

I'm sitting here writing this at the dinner table. Susie is sitting up next to me drawing a black and white blob that looks just like the thing under the couch. Sits up close to me. I don't mind but I have to be careful that she doesn't read what I'm writing. Her hair is past her shoulders now; she's tied it back with a blue ribbon. It's that gold colour that some girls have, that very bright gold that turns green in chlorine swimming pools. In hospital after the accident they shaved the left side of her head. She had a haemorrhage between her brain and skull and they had to drill a hole the size of a twenty cent piece through her skull to let the blood drain out otherwise the pressure on her brain would have killed her. Susie didn't know about that though. When she woke up from the coma her hair was gone. Now it's nearly as long as it was before the accident.

I'm worried about Susie. Quinn saw her being hassled by some girls in the playground yesterday. That would explain why she spent all last night in her room. No one picks on her when I'm around. It makes me so mad. I can't be with her every minute of the day, it's just impossible.

I feel really down today and I don't know why. There's this boy in my class, Toby. 'Garbage Guts' they call him because he'll eat anything. Well, Louisa threw her half-eaten sandwich in the bin and then told Toby he could eat it. He did. He poked around in the bin, dragged it out, squashed it together again and ate it. It was baked beans. I don't know why it upset me. I really wanted to hit him. Then I really wanted to hit her. I wanted to do something but all I could think of was to hit someone. Then we got the results for the mid-term maths exam. I topped the class and I didn't feel anything. I don't know why not. Quinn came second and he was upset. If I could have I would have swapped with him.

Susie's just gone to bed. We had the radio on and she was singing along. Well, she can't actually sing but she mouths the word. When she was just out of hospital that was one of the first things she did. We weren't sure then whether she was brain-damaged or not and Mum was in the kitchen with the radio on and Susie started to mouth the words to the songs and tap her good foot. Mum screamed she was so happy.

I still think she's going to get better. I can't help myself. I just can't believe it's true. At first I found it hard to look at her. At night when she was in bed asleep I would sit with her and imagine that she was normal. Well, I mean normal like she was before, my sister like she was before. It's only when she's awake that you can tell that her right side doesn't work. When she's asleep she looks just like a normal ten year old. In the morning I could imagine her jumping up, complaining about walking to school, begging Dad for a lift, fighting with me over the bathroom, refusing to eat her breakfast, taking everything for granted like we used to. She used to run everywhere. She was really fast on her feet, her blonde hair flying behind her. She could give me a whack and be out of the room before I knew what had happened. Now it's clump ... drag, clump ... drag as she pulls herself around the house, her right leg dragging behind her left. At least she's out of the wheelchair I suppose.

- 1 What is worrying James (the narrator) about his sister Susie?

- 2 Why do you think he gets so upset at Toby and Louisa?

- 3 How do you think Susie's accident might affect James in the future?

- 4 From the extract, complete the following table and find the number of items indicated in brackets. Hint: some verbs can be part of a contraction (a contraction is a shortened way of writing e.g. she's → she is).

PRESENT TENSE VERBS (× 10)	PAST TENSE VERBS (× 10)	FUTURE TENSE VERBS (× 1)	EXAMPLES OF THE VERB <i>TO BE</i> (× 2)	AUXILIARY VERBS (× 5)

- 5 Why do you think the author uses past, present and future tenses all in the one piece of writing?

SIMPLE TENSES IN YOUR HANDS

- 7.4 Check the meanings of the following words and use each in a sentence. Make sure your sentence is in the tense shown in brackets. An example has been done for you.

- a chlorine (past) The new brand of **chlorine** Dad **put** in our pool **made** my nose block up.
- b haemorrhage (present) _____
- c pressure (past) _____
- d coma (future) _____
- e actually (present) _____
- f imagine (future) _____
- g granted (past) _____

7.5 Insert an appropriate auxiliary verb using the tense shown in brackets.

- a I _____ hoping she gets better. (present)
- b He _____ travelling to China. (future)
- c My father _____ kill me when he finds out I _____ eating his chocolate. (future/present)
- d I _____ seen that TV show already. (past)
- e James and I _____ trying out for the team. (present)
- f _____ you bring me the dishes? (future)

 **7.6** Use your workbook to create one sentence in the past tense and one in the future tense for each of the irregular present-tense verbs below. Check your spelling carefully. An example has been done for you.

- a think → I **thought** it was Tuesday yesterday. → I **will think** about the idea of a camping trip.
- b tread
- c wake
- d throw
- e win
- f write
- g spin
- h stand
- i spend
- j speak

WRITING: UNUSUAL PETS

Imagine you have a rare and unusual pet. A TV current affairs show wants you to tell people all about it in a one-minute live segment. Write about your unusual pet using all three tenses. You might like to search the internet for rare creatures and their habits. Describe how you got your pet (past tense); what it is like now (present tense); and what you will do with it in the future (future tense). Write about 200 words to fit the time limit. This means you need about 60 words per tense.

Compare your rare pet story with others in your class. You might have a contest to see who can first pick when the tense changes as your rare pet stories are read aloud.



Unit 8 Actively Adverbs — How Adverbs Work

ENGLISH IN FOCUS

The Other Facts of Life by Morris Gleitzman

Ron and Di sat at the table ignoring Ben.

It wasn't easy.

While they picked at T-bone steaks the size of doormats Ben, naked except for his loin cloth and tanning lotion, stared at them steadily from under his bald dome and slowly ate a small pile of rice from a wooden bowl.

Ron stared at the carpet, the sideboard and the ceiling.

'Ceiling's holding its colour well,' he said.

Inside Ben was holding his breath. He knew all this staring at the carpet, sideboard and ceiling was just a last desperate bid for escape before Dad broke down and sobbed about the state of the world.

Di stared at the ceiling, the sideboard and the carpet.

'So's the carpet,' she said.

Claire looked at them both as if they were stark raving mad.

'Have you two been hitting the bottle?' she asked incredulously.

'Be quiet,' said Di, 'and chew your lettuce properly.'

1 Where do you think this scene is taking place? How can you tell?

2 What is the difference between the meals the family members are eating?

3 Why do you think Ben's parents might be trying to ignore him?

4 How do each of the following words in bold tell you more about what is happening?

- 'stared at them **steadily**' _____
- '**slowly** ate a small pile of rice' _____
- 'she asked **incredulously**' _____
- 'chew your lettuce **properly**' _____

WHAT ARE ADVERBS?

ADVERBS GIVE EXTRA INFORMATION

Adverbs are words that usually give extra information about the meaning of verbs (they modify the meaning of verbs). For example, we are told *how* Ben stared at his parents and *how* he ate his rice:

'Ben...stared at them steadily from under his bald dome and slowly ate a small pile of rice from a wooden bowl.'

Adverbs can also modify an adjective or another adverb. For example:

That was an extremely funny movie. (adverb modifies adjective)

Our excursion was over too quickly. (adverb modifies adverb)

ADVERBS ANSWER QUESTIONS

Adverbs always answer questions about when, where, how, how often and to what degree or extent.

Question	Description	Types of adverbs	Example
When?	Tells us <i>when</i> an action takes place	soon, tomorrow, yesterday, before, afterwards, then	We start the new project tomorrow . Question: When do we start the new project? Answer: tomorrow The adverb adds meaning to the verb 'start'.
Where?	Tells us <i>where</i> an action happens.	here, there somewhere, above, below, away, forwards	Beth carries her netball everywhere . Question: Where does Beth carry her netball? Answer: everywhere The adverb adds meaning to the verb 'carries'.
How?	Tells us <i>how</i> things happen.	happily, musically, cheerfully, hopefully, sadly, angrily, bitterly, well, badly	They yelled angrily . Question: How did they yell? Answer: angrily The adverb adds meaning to the verb 'yelled'.
How often?	Tells us the <i>number</i> or <i>timing</i> of the actions.	always, seldom, never, rarely, once, twice, occasionally, sometimes	They saw her occasionally . Question: How often did they see her? Answer: occasionally The adverb adds meaning to the verb 'saw'.
To what degree? To what extent?	Tells us about the <i>intensity</i> or <i>extent</i> to which things happen.	very, most, less, extremely, partly, too, so, quite, rather, almost, sure.	They were very polite to the customers. Question: To what degree or extent were they polite? Answer: very The adverb adds meaning to the verb 'polite'.

ADD *-LY* TO FORM AN ADVERB

Many adverbs are formed by adding *-ly* to an adjective. The following table shows you how this is done.

Adjective	Adverb	Adjective	Adverb
sad	sadly	eager	eagerly
cheerful	cheerfully	brave	bravely
cold	coldly	wild	wildly
clear	clearly	quick	quickly

POSITIVE, COMPARATIVE AND SUPERLATIVE ADVERBS

Adverbs have three common forms: the positive, the comparative and the superlative.

- 1 The positive form of an adverb is used to describe an action. For example:

My sister plays **well**.

Our car runs **badly**.

- 2 The comparative form of an adverb is used when two people or things are being compared. For example:

Jeff practised **less seriously** than Nick.

She sings **more beautifully** than I do.

- 3 The superlative form of an adverb is used when more than two people or things are compared. For example:

She was the **best** of all the players.

Their team trained the **most enthusiastically** of all.

- 4 Comparative and superlative adverbs are often formed by adding *more/most* or *less/least* before the positive adverb. For example:

loudly/more loudly/most loudly

gently/less gently/least gently

- 5 Some adverbs have irregular comparative and superlative forms. These words cannot take *more/most* or *less/least*, but require an irregular form of the adverb. For example:

Positive	Comparative	Superlative
well	better	best
badly	worse	worst
fast	faster	fastest
soon	sooner	soonest
large	larger	largest

8.1 Highlight the adverbs in each of the following sentences.

- a Ben carefully shaved his head with an electric razor.
- b We sat outside where the air was cooler.
- c The team trained vigorously for the grand final.

- d Ash felt quite sick after the plane trip.
- e I've been to Movie World twice in my life so far.

8.2 Think of two adverbs to answer each question about the driver smiling:

The driver smiled.

- a How did the driver smile? _____
- b When did the driver smile? _____
- c How often did the driver smile? _____
- d To what degree did the driver smile? _____

8.3 Write one sentence that contains the comparative form of the adverb and another one that contains the superlative. An example has been done for you.

- a Ben answered **enthusiastically**. → His dad answered **more** enthusiastically.
His sister answered **most** enthusiastically.
- b The mountains are **near**. _____
- c It rained **heavily** yesterday. _____
- d Claire speaks **softly**. _____
- e Off-road bikes are **fast**. _____
- f James ate **slowly**. _____
- g The bushwalkers ate **quickly**. _____

The Other Facts of Life by Morris Gleitzman

On the TV screen Hiroshima lay in ruins, the once-thriving Japanese city looking to Ben like a team of men with sledgehammers had smashed every upright object into rubble and dust and splinters and then carted away most of the debris.

And all the people.

'They do that with models,' said Jason **cheerfully**. He was sitting on Ben's bed staring at the screen in fascination and **rhythmically** transferring the contents of a box of chips into his mouth.

'I saw it on "The Making of Star Wars",' he crunched.

A sombre voice narrated over the scenes of bleak devastation.

'... within two kilometres of the nuclear blast people are vapourised **instantly**. It is beyond two kilometres that the true horror begins ...'

Jason stared at the **hideously** burned people with their misshapen features and huge open sores.

'That makeup's lousy,' he said. 'Indiana Jones was heaps better. Anyway I'm sick of Making Ofs. It never looks as good as the actual movie.'

He hit 'off' on the remote control and turned to where Ben was shaving his head with an electric razor.

'What's it like?' he asked.

Ben blew **expertly** across the rotating heads of the razor.

'It works fine. You're sure your dad won't miss it?'

'No way,' said Jason, 'he's got millions. I mean what's it like being mental?'

'I'm not,' said Ben **matter of factly**.

'That's one of the first signs,' said Jason **seriously**, 'thinking you're not. That and people making you stay in your room.'

1 What excuses does Jason give for not believing that the film about the atomic bomb blowing up Hiroshima is a documentary?

2 Why do you think Ben (who is 12 years old) might have decided to shave his own head ?

3 Briefly explain how each of the following words in **bold** adds to the meaning of what is happening.

a 'They do that with models,' said Jason **cheerfully**.

b '... within two kilometres of the nuclear blast people are vapourised **instantly**.'

c Jason stared at the **hideously** burned people with their misshapen features and huge open sores.

d Ben blew **expertly** across the rotating heads of the razor.

ADVERBS IN YOUR HANDS

When an adjective is turned into an adverb, the spelling of the word has to be changed. In most cases *-ly* is added to the positive form of the adjective. For example:

bad → badly normal → normally surprising → surprisingly

SPELLING PATTERNS FOR OTHER ADVERBS

- 1 When the adjective ends in *-ic*, add *-ally*. For example: scientific → scientifically
- 2 When the adjective ends in *-le* and has a consonant before it, drop the final *-e* and add *-ly*. For example: simple → simply
- 3 When the adjective ends in *-le* and has a vowel before it add *-ly*. For example: sole → solely
- 4 When the adjective ends in *-ll*, add *-y*. For example: full → fully
- 5 When the adjective ends in *-ue*, drop the final *-e* and add *-ly*. For example: true → truly
- 6 When the adjective ends in *-y* with a consonant before it, change the *-y* to *-i* and add *-ly*. For example: angry → angrily
- 7 When the adjective ends in *-y* with a vowel before it, add *-ly*. For example: coy → coyly

There are some exceptions to these spelling patterns, so if you are unsure check a dictionary.

8.4 Turn the following adjectives into adverbs using the spelling patterns above.

- | | | | | | |
|--------------|-------|----------|-------|---------|-------|
| a dramatic | _____ | e agile | _____ | i busy | _____ |
| b specific | _____ | f dull | _____ | j easy | _____ |
| c humble | _____ | g shrill | _____ | k happy | _____ |
| d favourable | _____ | h due | _____ | l large | _____ |

8.5 Choose the correct adverb from each pair in the brackets.

- a My sister did really (good/well) _____ in her driving test.
- b You cleaned your room very (bad/badly) _____ so do it again.
- c Sally ate her food too (quick/quickly) _____.
- d Tran was (real/really) _____ pleased with his performance.



WRITING: SCENE OF THE CRIME

Imagine you have witnessed a serious crime taking place in a main street. A police officer is going to interview you at the scene of the crime. There is broken glass, a knife, a bag and a dead body. Use the following adverbs, and any others you decide are appropriate, to answer the police officer's questions.

violently suddenly quickly very urgently loudly extremely here everywhere

What did you see? Did you hear anything? What happened afterwards?



Unit 9 Preposition Position – What Prepositions Do

ENGLISH IN FOCUS

Team Taylor – *Twilight's* hot new player from Dolly Magazine

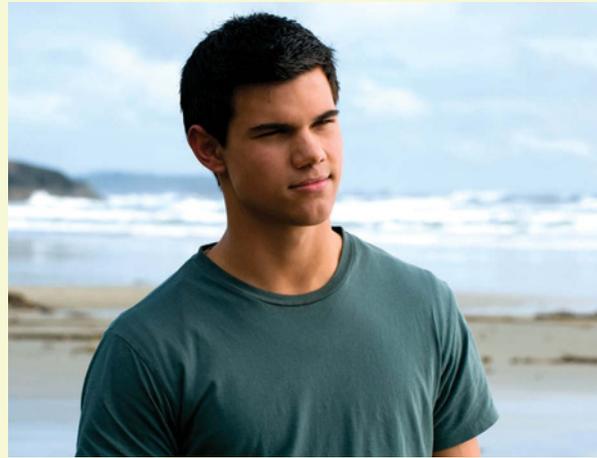
Shift over, Mr Pattinson, there's a new kid in town! One with a too-cute smile and *those* arms ... say hello to Taylor Lautner.

Karate kid

Before the world knew him as Jacob, Tay was a real-life karate kid. He took up martial arts at age six and by the time he was 12, he had three junior world championships under his (black) belt. But even with the martial arts world at his feet, he was ready for his next challenge. 'My karate instructor was involved in (show) business ... so whenever I would come to L.A. to train for karate, I would go out on auditions and eventually realised I liked acting more,' Taylor says.

He works hard for a livin'

Taylor's fam moved from Michigan to California so he could audition for acting roles full-time. He scored gigs on TV shows like *Summerland* (of Jesse McCartney



fame), as well as voiceover work on cartoons including *What's New Scooby-Doo?* But the coolest role was when he starred as Sharkboy in *The Adventures of Sharkboy and Lavagirl in 3-D*. Three years later came the role of a lifetime. 'Before I was cast I hadn't even heard of *Twilight*,' Taylor admits. Now, he raves about it. 'Every member of my family has read the books ... my grandparents, aunts, uncles, everybody!'

1 Answer these questions about *Twilight's* Taylor Lautner using information from the passage and the lead-in word given below:

- a When did Taylor take up martial arts? at _____
- b By the time he was 12 where were those world championships? under _____
- c Where was the martial arts world for Taylor? at _____
- d Why did he first come to L.A.? for _____
- e Where did he get voiceover work? on _____

2 Now copy your answers from question 1 but change each of the lead-in words you were given to the following words:

- | | |
|-----------------|--------------|
| a before _____ | d with _____ |
| b through _____ | e near _____ |
| c above _____ | |

- 3 Which of the small changes you made in question 2 also changed the meaning of your answer completely? Place a tick (✓) in the appropriate box.

	CHANGE TO MEANING	NO CHANGE TO MEANING
a		
b		
c		
d		
e		

PREPOSITIONS CONNECT

So far in this unit you have been working with prepositions located in phrases. You can see that these small words have a very big role in sentences. A preposition connects nouns or pronouns with other words in a sentence. It begins a phrase that adds meaning to other words in the sentence. For example:

Cats will hunt **during** the night.

The preposition **during** begins the phrase **at night**. This phrase tells *when* the cats hunt. The phrase **during the night** is called a prepositional phrase.

Here is a list of some common prepositions.

about along behind beside during in like opposite since towards up
 above at below by for inside off outside through under with
 after before beneath down from into on over to until without

Some prepositions have very clear opposites. For example:

over/under inside/outside above/below to/from up/down before/after

PREPOSITIONS GIVE US INFORMATION

Prepositions can tell us *when* something happens. For example:

We arrived at the station **at** two o'clock.

Prepositions can tell us *where* something is located. For example:

Your pen is **under** that folder.

Prepositions tell us *how* something happens. For example:

The family went to the resort **by** train.

FORMING PREPOSITIONS

Some prepositions are created when two prepositions are joined together. For example:

with + in → within up + on → upon in + to → into

When you change a preposition, the whole meaning of a sentence can change. For example:

The puppy is **inside** the car. The puppy is **behind** the car.

The puppy is **beside** the car. The puppy is **under** the car.

The noun or pronoun that follows the preposition is called its object. For example:

The baby's rubber ducky was left **in the bath**. (**the bath** is the object of the preposition **in**).

The supporting band members arrived **before them**. (**them** is the object of the preposition **before**).

9.1 Look at the passage on *Twilight*, and find three more prepositions and their phrases. Put a circle around the preposition and underline the rest of the prepositional phrase. An example is done for you.

a for a livin'

b _____

c _____

d _____

9.2 Choose a preposition from the list on page 51 to complete these sentences:

a I love to go _____ the movies with my friends.

b There were lightning strikes _____ the storm.

c The book you're looking for is _____ the shelf.

d I can see my favourite car _____ the window of the car dealership.

e At the formal dinner we sat _____ the official guests.

f I can't wait _____ the holidays to get here.

g 'I can't go _____ my only water bottle,' called Jack.

9.3 Highlight the prepositional phrases in each sentence.

a The vampire craze has been popular for a number of years.

b In a fast-flowing river you might have to swim across the current.

c Above the roar of the crowd I could hear the beat of the drum.

d Under new learner-driver rules you have to wait a number of months before you can do the driving test.

Shiny & Smart

TELSTRA NETWORK | **T**
WORKS BETTER IN MORE PLACES

DOLLY Promotion

SHINY & SMART

Telstra offers you endless extra possibilities with the LG TU720 SHINE and Free BigPond® browsing!

The great peeps at Telstra have made life a little easier for those who **MUST** socialise all the time. With an exclusive, snazzy looking phone, a great texting deal and the free BigPond® browsing option, you can now be Little Miss Social – without the stress!

WHAT IS THIS “FREE BIGPOND® BROWSING”?
With the LG Shine, **free browsing** is accessible in an easy to find location from the **“My Place”** button on your phone. It allows you to **organise your social life** on the go, so you can check out movie times, find the nearest good restaurant and even see what the weather’s up to. Quickly access the information you need and **know where you are** with Whereis@ Maps.

TEXT AND TALK – SO SWEET
Looking for a bargain? Recharge \$40 and get*, 150 free minutes of national voice calls, 150 free texts to any Australian network. **PLUS** your \$40 recharge to use on whatever you want – every time you recharge \$40. Plus, as it’s pre-paid, you don’t have to worry about contracts or over-spending. Love, love!

TO SUM UP...

- Fabulous phone with stainless steel body, camera and radio, plus it’s **EXCLUSIVE to Telstra Pre-Paid.**
- All those free texts mean you can easily fill up your social calendar at the click of a button.
- Free BigPond® browsing means you’ll never arrive unfashionably late to a party ever again.

WHAT’S SO GREAT ABOUT LG TU720 SHINE? EXCLUSIVE TO TELSTRA

- 1 NOT JUST A PRETTY FACE**
Super-light and skinny, this phone also has a two-megapixel camera, phone-to-phone video chats, MP3 player, radio, and Bluetooth – if you really want to get technical.
- 2 BUT ALSO A PRETTY FACE!**
It’s girly, sleek and easy to open, with a mirror stainless steel finish that screams “style”.
- 3 PLUS, SO MANY EXTRAS!**
Fancy a handset? With its stereo headset and USB connection options, this puppy is far more than “just a phone” – it’s a multi-tasker!

VISIT A TELSTRA SHOP | TELSTRA.COM

FOR THOSE WHO LIKE THE DETAILS WE’VE GOT THEM HERE: *Telstra’s FairPlay Policy applies. Credit lasts for 30 days. Free calls/SMS excludes some numbers including calls/SMS to satellite numbers, premium numbers. Whereis@® received calls and usage while roaming overseas. †Browsing charges apply when you access 3rd party websites. © Registered trade mark of Telstra Corporation Limited, ABN 33 051 775 556.

1 The prepositions in this advertisement give more information about the product, and the company selling it. In the top left-hand corner is the Telstra slogan: ‘Works better in more places’. Underline the prepositional phrase and circle the preposition in this slogan.

2 Notice that the slogan does not simply say ‘Works better’. What does the longer prepositional phrase add to Telstra’s message?

3 Find three more examples of prepositions and prepositional phrases in the body of the advertisement. List them and explain what each one adds to the message of this mobile phone advertisement.

a _____

b _____

c _____

PREPOSITIONS IN YOUR HANDS

9.4 Here is a collection of prepositions and their prepositional phrases. The person who wrote them down made spelling mistakes in some of these phrases. Write the correct spelling in the space provided for those words that are incorrectly spelt. Be warned, some have no mistakes!

- a** biside the empty counter _____
- b** beneth the other bed _____
- c** within a day's time _____
- d** accros the open feild _____
- e** though an opening in the wall _____
- f** untill the operator arrives _____
- g** near that large gate _____
- h** sinse last Wendesday _____
- i** amung the rose bushes _____
- j** beyond a joke _____
- k** abov the pile of magazines _____

9.5 Create a short advertisement for a teenage magazine about a favourite piece of technology. Choose an iPad, mobile, laptop, iPod, game console, watch or any other favourite item. Your advertisement must include at least three prepositions and prepositional phrases to describe the product's best features and how it can benefit its owner. Choose prepositional phrases that will grab your audience, and check your spelling carefully. Write about 50 words.

9.6

A synonym is a word that means the same (or nearly the same) as another word. For example, **contest** is a synonym for **competition**. Think of a synonym for each of the following prepositions:

- a below _____
- b inside _____
- c near _____
- d towards _____
- e above _____

9.7

An antonym is a word that means the opposite of another word. For example, **hot** is the antonym for **cold**. Think of an antonym for each of the following prepositions:

- a over _____
- b inside _____
- c near _____
- d below _____
- e towards _____



WRITING: WHAT HAPPENED?

Use at least five of the prepositions below to write a two-paragraph story (about 200 words) that begins and ends with the following sentences:

“They told Alex it was a haunted house ... Alex decided never to tell anyone. Ever.”

- | | | |
|------------|--------|---------|
| through | within | against |
| underneath | during | |
| above | near | past |
| towards | until | |



Unit 10 Conjunctions Connect — How Conjunctions Work

ENGLISH IN FOCUS

Spit Disappears by James Aldridge

It took the town a little while to realise that Spit McPhee had disappeared. By the time everybody in St Helen knew about it there were rumours that he had drowned himself **or** hidden in one of the trains going to Melbourne. He had been seen from one end of town to the other, **but** nobody could offer any real facts to Sergeant Collins whose duty it was to find him. The river was the logical place to look for Spit, **but** where exactly?

The first news of his absence had come from Betty Arbuckle who had waited for him at six o'clock tea time, **and** after questioning Ben **and** ringing the hospital she realised by eight o'clock, when it was fully dark, that Spit was being wicked again. **But** it was ten o'clock **before** she told her husband Frank to go down to the boiler to see if he was there.

'He won't be there, Bet,' Frank said. 'He'd know that I'd come **and** get him by the scruff of the neck **if** he was there.'

1 What are the two rumours going around about Spit McPhee's disappearance?

2 If Spit had been seen 'from one end of town to the other', why do you think people couldn't tell the police sergeant where he might be?

3 In questions 1 and 2 there are two ideas linked together by the words **or** and **but**. Why do you think the narrator linked these groups of words together rather than writing the following sentences:

- By the time everybody in St Helen knew about it there were rumours that he had drowned himself. There were rumours he had hidden in one of the trains going to Melbourne.

- He had been seen from one end of town to the other. Nobody could offer any real facts to Sergeant Collins whose duty it was to find him.

WHAT ARE CONJUNCTIONS?

Conjunctions are joining words. They link together individual words or groups of words. They are used to link ideas, avoid boring repetition and create variety in sentences.

TYPES OF CONJUNCTIONS

There are conjunctions that join the same kinds of words or groups of words. The most common conjunctions that do this are:

and but so for yet or

Conjunctions can join words that are the same part of speech.

Get your bat **and** your helmet. (joins nouns)

Is that drink for her **or** me? (joins pronouns)

Make sure you exercise **and** train before Saturday! (joins verbs)

The player was young **but** talented. (joins adjectives)

The boat rocked steadily **yet** continuously. (joins adverbs)

Conjunctions can also join groups of words. For example:

The boots are in the cupboard **or** under your bed.

The whole team arrived by plane **so** they were really exhausted.

Conjunctions can also join a group of words that do not make complete sense on their own to another group that does make sense. Some conjunctions that do this are:

if	after	whenever	although	because
before	since	until	unless	whether
once	while	when	wherever	where

You can **once** you have finished your homework.

We travelled all the way to the coast **before** it rained.

Jump **unless** you think the gap is too wide.

USING CONJUNCTIONS

- 1 Conjunctions show connections between words and give information about the reason, place, time or order of events. For example:

The singer stopped **because** he felt sick. (**because** gives the reason)

Pigeons flock **wherever** there is food. (**wherever** gives the place)

Schools are empty **when** it's holiday time. (**when** gives the time)

My baby sister is always fed **before** I am. (**before** gives the order)

- 2 Some conjunctions are used in pairs. For example:

either/or **Either** you give me the book **or** I tell Dad what you did.

both/and She can do **both** the cleaning **and** the sorting if she really wants to.

neither/nor **Neither** my sister **nor** my brother will be going to the circus this weekend.

not only/but also **Not only** will we see strange buildings **but also** strange foods!

3 Conjunctions can be placed at the start of a sentence and still join both parts of the sentence. For example:

Because you are late for the interview, you will have to wait in the foyer.

4 Conjunctions can join shorter sentences to make longer ones. For example:

The boy saw the plane. He went outside. The plane swooped low over his house.

The boy saw the plane **so** he went outside **while** the plane swooped low over his house.

10.1 Use a conjunction to complete each of these sentences.

- a Sally was excited _____ exhausted.
- b Do you want to go to a game _____ go to a movie?
- c I thought he was well _____ now he looks sick.
- d I will go _____ you want me to go.
- e _____ you are ready we can make the trip together.
- f _____ it is early we can still get a paper from the local shop.
- g No matter what Chris said we cannot arrive _____ the rest of the boys do.

10.2 Underline the words that are joined by the conjunctions shown in **bold**, and then name what part of speech they are. An example has been done for you.

- a Kate likes green **and** yellow outfits for the team. (green and yellow are adjectives.)
- b You have the choice of sausages **or** chops for dinner tonight. _____
- c The room was dark **yet** welcoming. _____
- d The castle appeared slowly **and** majestically. _____
- e This one has got to be for me **or** you! _____
- f The weather was cold **but** sunny. _____

10.3 Complete each sentence by adding suitable words after the conjunction.

- a They were running quickly when _____
- b We will reach the summit although _____
- c There will be plenty to eat unless _____
- d The musical will be a success because _____
- e We ordered some takeaway but _____

Spit Disappears *by James Aldridge*

That was the first step in the town's discovery that Spit had run away. And, as the first man to hear about it, Sergeant Collins' attitude was predictable.

'That damned little dingo,' he said. 'Why can't he stay put somewhere. I don't even know where to look for him at this hour of the night, Mrs Arbuckle. But you can bet that he's safe and secure somewhere. He knows how to look after himself, so don't worry. He'll turn up all right'.

'But I have to worry, and you ought to do something.'

'Well you tell me where I can find him and I'll go and get him. Leave it until morning and I'll be after him first thing.'

'You ought to be able to do better than that,' Betty Arbuckle said angrily.

'Tomorrow morning,' Sergeant Collins told her and hung up.

'He's right,' Frank Arbuckle said, and in an unusual act of defiance took off his boots and told Betty, 'I'm going to bed.'

Betty Arbuckle, determined in her conscience to do something, walked to the front gate, looked under the house hopefully, turned her eyes to the clear and starlit sky above and asked the Lord Jesus to protect the wandering boy. Then she went to bed.

It was another two days before all the town became involved in Spit's disappearance, but not everybody in St Helen recognised Spit's problem. Those who were curious but not particularly concerned assumed that with his grandfather's death he would end up in an orphanage anyway, which meant Bendigo or even Melbourne itself. That should be the end of it. But

there were plenty of others who realised that Spit had disappeared because he didn't want to be taken off to an orphanage, and though his disappearance seemed like a hopeless gesture of defiance, there was plenty of sympathy and support for him. Also enough confidence in Spit's character to believe he could look after himself.

But where was he?

Sergeant Collins spent a wasted day looking into all the turns and twists of the river bank upstream and downstream, and into the two deserted houses and the old lean-to that Spit had used sometimes to store his crayfish drum during the winter. He asked the Italians who ran the pea farm if they had seen Spit; then the Walkers, and at the other dairy farms that bordered the little river. The one person he didn't ask was Sadie Tree who was the only person in town who knew where Skip was. But when he asked the boys and girls who normally used the Point for a swimming hole if they had seen Spit (he never swam there anyway) they all told the Sergeant, 'He's over on Pental Island, somewhere on the big river.' In fact they didn't know for sure where Spit was, but they knew that the island and the big river were Spit's territory, so where else would he be?

It was something that Sergeant Collins also knew but was reluctant to accept because it meant rowing a boat across to the island and searching the strip of bush—the tall old eucalypts—that bordered the big river.

'That little wombat is so bloody determined, God knows where he is,' Sergeant Collins told his wife as he sat down to tea after his wasted day.

- 1 What are Sergeant Collins' views about Spit's disappearance?

- 2 Give two reasons why some people were not too worried when they heard Spit had disappeared.

10.5 Here are some useful conjunctions, but they are spelt incorrectly. Rewrite them accurately:

- | | |
|--------------------------|-----------------------|
| a becorse _____ | f exsept _____ |
| b allthough _____ | g sinse _____ |
| c wether _____ | h onse _____ |
| d untill _____ | i aftur _____ |
| e beetwen _____ | j whyle _____ |

10.6 A homonym is a word with the same sound as another word but it has a very different meaning. For example:

pause (a brief stop)

paws (an animal's feet)

Here are some conjunctions that sometimes confuse people with their spelling. Circle the conjunctions with the correct spelling.

- a** whether/weather
- b** or/oar
- c** butt/but
- d** where/wear

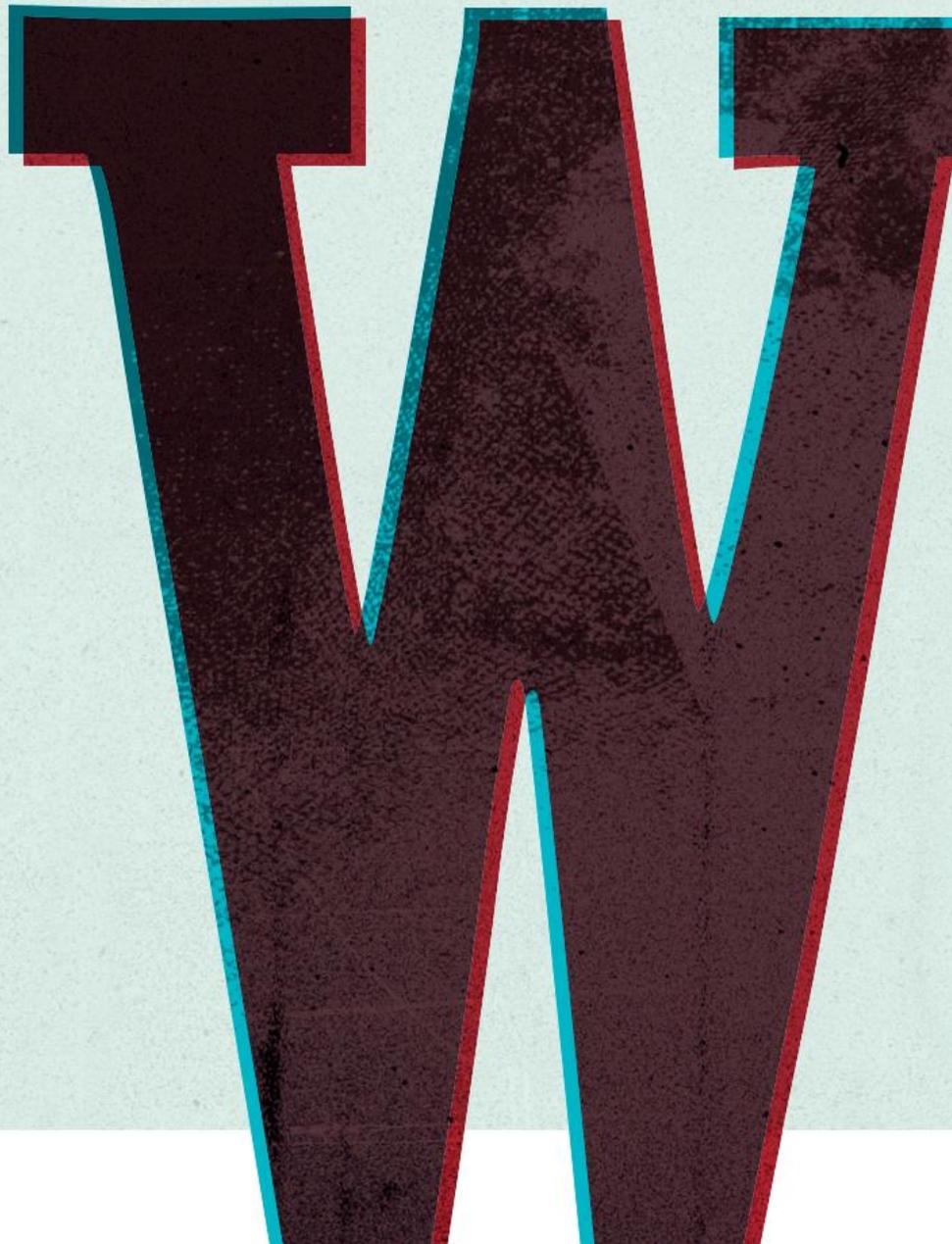
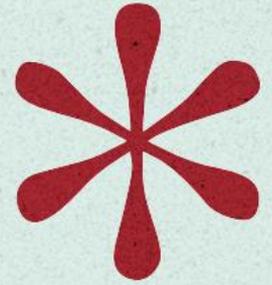


WRITING: CLOSE CALL OR KING HIT?

Tell the story of one time you, a friend, or a family member had an accident or nearly had an accident. Explain where the event took place, who was there and what actually happened. Use a variety of conjunctions and sentence lengths to help make your writing interesting and to get the reader's attention. If you cannot think of a time when there was a real accident, use your imagination to create an accident that could take place.

Make a first draft and then review your writing by focusing on different ways you might combine sentences and words using conjunctions. Your aim is to write a true or believable story with a flowing rhythm and an interesting variety of sentences. Write about 150 words.

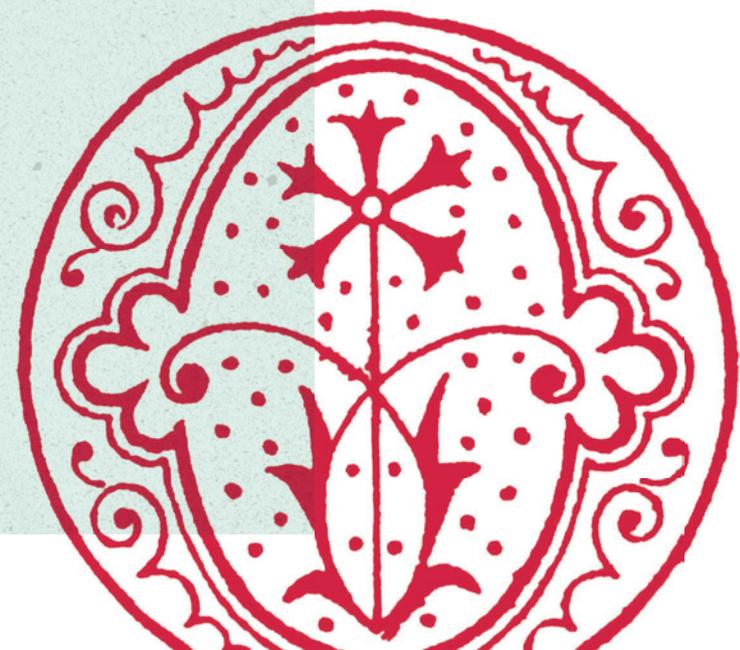
**BUILDING
SENTENCES—
COMBINING
WORDS AND
CREATING
SENTENCES**





PART TWO

BUILDING SENTENCES— COMBINING WORDS AND CREATING SENTENCES





Unit 11 Sort Sentences — Types of Sentences

ENGLISH IN FOCUS

Rubbish by Andy Griffiths

'Have you remembered what night this is?' he says.

'Yes, Dad,' I say.

'Have you put the bin out yet?'

'Not yet,' I say.

'Well, don't forget,' he says. 'I don't want rubbish spilling out all over the ground. It will attract rats and ...'

'I know, Dad,' I sigh. 'If the rats come people will get sick, disease and pestilence will spread throughout the neighbourhood and everyone will die.'

'You think it's a bit of a joke, do you?' he says, leaning forward in his chair and pointing his finger at me. 'Well, we'll see how much of a joke it is when we're up to our ankles in rubbish and rats and you've got bubonic plague and you've got boils all over your body, funny-boy! And we'll all have a good laugh when bits of your lungs come flying out of your mouth and ...'

'Okay, Dad!' I say, 'I get the picture! I'm going to put the bin out, all right?'

'Now?' he says.

'In a minute,' I say. 'Right after I cut this string off my finger.'

'Don't forget,' he says.

'I won't, Dad,' I say. 'I promise.'

I swear my dad's getting crazier by the day.

I go into the kitchen, pull open the second drawer down and start rummaging for the scissors.

Mum comes into the room.

'Have you put the bin out yet?' she says.

'Not yet, Mum,' I say. 'I'm just about to.'

'Well, don't forget,' she says. 'We don't want ...'

'Rats,' I say.

'How did you know I was going to say that?' she says

'A lucky guess,' I say.

1 What is one reason people might tie string around their fingers? Write your answer in a complete sentence.

2 A complete sentence must include a subject, a verb and an object. Copy one complete sentence from *Rubbish*, and highlight each of these sentence components.

3 Find and highlight (in different colours) an example of each of the following types of sentences in *Rubbish*:

- a sentence that is a question (has a question mark)
- a sentence that is a command (an order, instruction, advice or request)
- a sentence that is an exclamation (expressing an emotion and with an exclamation mark).

WHAT IS A SENTENCE?

A sentence is a group of words that makes sense on its own. For example:

The pool is closed.
When will the pool open?
Open the pool at ten o'clock.
This pool never opens on time!

A sentence must begin with a capital letter and end in a full stop, question mark or exclamation mark. It should include at least one verb, a subject and an object. The subject is the person or thing carrying out the action. For example:

John bought the T-shirt online. (John is the subject — John is carrying out the action, bought is the verb, the T-shirt is the object)

'... bought the T-shirt online (the rest of the sentence is called the predicate.)

The following groups of words are not sentences. Something vital has been left out, perhaps it is the subject, the verb or the object. So the groups of words are called sentence *fragments*:

Sitting beside the pool. (Who is sitting?)
Never opens on time. (What is never open on time?)
When the pool opens. (What happens when the pool opens?)

TYPES OF SENTENCES

There are four types of sentences.

- 1 A **statement** gives a fact, belief, opinion or possibility and ends with a full stop. For example:

The pool is closed. (fact)
I believe in vampires. (belief)
Football is better than cricket. (opinion)
It might rain today. (possibility)

- 2 A **question** asks for some information and ends with a question mark. For example:

What is the date today?
How long will they be?

- 3 A **command** gives an order, request, advice or instruction and usually ends with a full stop. Sometimes it can end with an exclamation mark to show emotion as well. For example:

Let go of me, Rover. (order)
Ask Rover to let go. (request)
You should see a doctor after this. (advice)
Follow the line marked in yellow. (instruction)
Stand still and remain very quiet. (instruction)

- 4 An **exclamation** expresses a strong emotion and ends with an exclamation mark. For example:

This is awesome!
What a stupid idea!
I can't believe this!

Rubbish by Andy Griffiths

The phone rings.

I go to pick up.

'Don't touch that!' says Jen, pushing past me and beating me to the phone. 'That'll be Craig. Besides, shouldn't you be putting the bin out? It stinks—I can smell it from my room.'

'I'm surprised you can smell anything above your own stink,' I say. Jen makes a face and picks up the phone.

I just keep standing there. She hates it when I listen in on her calls.

Jen puts her hand over the mouthpiece.

'Mum,' she says, 'Andy's listening to my call.'

'I am not!' I say. How can I be listening if you haven't even started talking?'

'You're *going* to listen,' she says.

'Pardon?' I say.

'I said "you're *going* to listen,"' says Jen in a louder voice.

'What?' I say. 'I can't hear you. I think I've gone deaf.'

'Mum!' says Jen.

'Andy,' sighs Mum, 'you've got a job to do. Just go and do it.'

'All right,' I say, but I don't move. I just keep standing near the phone.

'Andy,' says Jen.

'Okay, okay!' I say. 'I'm going!'

'That's not what I'm talking about,' she says, holding the receiver towards me. 'It's for you.'

'For me?' I say.

'Yes,' says Jen. 'Hard to believe isn't it, but apparently someone wants to talk to you.'

'Who?' I say. 'Who is it?'

'Whom shall I say is calling?' Jen says into the phone. She smirks.

'It's Lisa Mackney,' she says.

'Lisa Mackney?' I say. 'Are you sure?'

'Do you want me to ask her if she's sure she's Lisa Mackney?' she says.

'No!' I say, grabbing the receiver.

Lisa Mackney! Wow! She must have got my Valentine's card. I slipped it into her bag this morning. I wonder how she guessed it was from me. Maybe the perfume on the envelope gave me away. Well, it wasn't exactly perfume. I couldn't find any, so I sprayed it with the pine-scented air freshener we use in the toilet. It went all over my clothes and I stunk of it all day. I guess she must have noticed.

1 What are two tricks Andy plays on his sister when she says he is listening in on her phone call?

2 How does Andy feel when he discovers Lisa has phoned him? Explain his feelings in one or two sentences.

3 Re-read the extract and highlight in different colours two examples of each of the following sentence types:

- statement
- question
- command
- exclamation.

4 Sometimes a writer will purposely use sentence fragments for effect. This writer uses the following fragments in the extract:

- 'Lisa Mackney!'
- 'Wow!'

a Which sentence components has the writer left out to create these sentence fragments?

b Why do you think he decided to break the rules of complete sentences here?

VOCABULARY AND SPELLING

11.4 Use each of these words in a sentence in the form shown in brackets. An example has been done for you.

a guess (question) → Can you **guess** what time it is?

b mouthpiece (statement)

c receiver (question)

d envelope (command)

e juvenile (exclamation)

f stutter (statement)

g beautiful (question)

h dishonesty (statement)



Unit 12 Sort Sentences – Subjects and Predicates

ENGLISH IN FOCUS

Games online

Princess Isabella Witch's Curse
The curse has placed evil in every room, and turned everyone inside the castle into mirrors! Can you defeat the evil witch in the spell-binding Hidden Object Adventure game? [More...](#)

Ancient Mysteries King Tut's Tomb
Experience the Valley of the Kings - ancient hieroglyph encrusted walls and hidden chambers serve as the backgrounds in Ancient Mysteries King Tut's Tomb. [More...](#)

The Dracula Files
Count Dracula has risen from his grave and only you can stop him! Michael and Quinn Harker grew up thinking Dracula was nothing more than a fairy tale! [More...](#)

GHOST Chronicles Phantom of the Renaissance Fair
Can you unravel the supernatural clues and solve the cryptic puzzles to discover the ghastly truth and end the Renaissance Fair nightmare once and for all? [More...](#)

1 Who has 'risen from the grave and only you can stop him'?

2 What do you 'unravel' in the *Ghost Chronicles* game?

3 What has the curse done to everyone in *Princess Isabella Witch's Curse*?

4 If someone is looking at the covers to these games, would they find these sentences useful? Why?

WHAT ARE SUBJECTS AND PREDICATES?

All sentences have a subject and a predicate. The predicate tells us more about the subject of the sentence.

SUBJECTS

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

The subject of a sentence may include more than one person or thing.

The subject may include words that add meaning to the noun.

The subject does not have to come at the beginning of a sentence.

The **computer** crashed. (**computer** is a noun)
It crashed. (**It** is a pronoun)

My **brother** and **sister** are going to the Gold Coast.
(The subject consists of two nouns)

My expensive new watch is on the table.
A useful way to find the subject is to ask 'who?' or 'what?' before the verb.
Question: What is on the table? (**is** = the verb)
Answer: my expensive new watch

Without realising it, **Sue** dropped her iPod.
Sue is the subject of the sentence.
(Ask 'who dropped her iPod?')

PREDICATES

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

The most important word in the predicate is the verb because it tells us what the subject does.

A predicate may contain more than one verb.

A predicate may contain words that tell more about the verb or give more information about the action.

John **bought the T-shirt online**.

'bought the T-shirt online' tells us the action of John (the subject), so this is the predicate.

The computer **crashed**.

In this sentence the predicate is just one word, the verb **crashed**, and that verb tells us what the subject (the computer) did.

Jill **sings** and **dances**.

Jill **sings** happily at work all day and **dances** on stage at night.

12.1

Highlight any of the following lines that contain all the elements of a sentence (a subject, a verb and an object).

a The game is in the computer.

b Website now screen.

c The car in the garage.

d When you to the other side.

e I will visit you tomorrow.

f They are travelling by train.

g This mess in the lounge room.

h Is made of solid leather.

i Catch it if you can.

j Belongs to the dog owner.

12.2 Highlight the subject in each of the following sentences.

- a We play tennis almost every week.
- b The shop was crowded and noisy.
- c My aunt and uncle are coming for the holidays.
- d More than anyone, I wanted to see the new movie.
- e Unfortunately, the new computer did not connect to the internet.
- f Someone has taken my pen again and not asked.
- g Everyone in the team gave their best effort.
- h You should look before you leap.
- i My brother's nicknames are Tezza and Tez.
- j With a huge rush, the water burst through the sandbags.

12.3 Choose three sentences on page 70 from the online games, and then circle their subjects and underline their predicates. An example has been done for you.

a Count Dracula has risen from his grave and only you can stop him!

b _____

c _____

d _____

The Star Beast by *Nicholas Stuart Gray*

Soon upon a time, and not so far ahead, there was a long streak of light down the night sky, a flicker of fire, and a terrible bang that startled all who heard it, even those who were normally inured* to noise. When day came, the matter was discussed, argued, and finally dismissed. For no one could discover any cause at all for the disturbance.

Shortly afterwards, at a farm, there was heard a scrabbling at the door, and a crying. When the people went to see what was there, they found a creature. It was not easy to tell what sort of creature, but far too easy to tell that it was hurt and hungry and afraid. Only its pain and hunger had brought it to the door for help.

Being used to beasts, the farmer and his wife tended the thing. They put it in a loose box and tended it. They brought water in a big basin and it drank thirstily, but with some difficulty—for it seemed to want to lift it to its mouth instead of lapping, and the basin was too big, and it was too weak. So it lapped. The farmer dressed the great burn that seared its thigh and shoulder and arm. He was kind enough, in a rough way, but the creature moaned, and set its teeth, and muttered strange sounds, and clenched its front paws...

Those front paws ...! They were so like human hands that it was quite startling to see them. Even with their soft covering of grey fur they were slender, long-fingered, with the fine nails of a girl. And its body was like that of a boy—a half-grown lad—though it was as tall as a man. The long and slanting eyes were as yellow as topaz, and shone from inside with their own light. And the lashes were thick and silvery.

'It's a monkey of some kind,' decided the farmer.
'But so beautiful,' said his wife. 'I've never heard

of a monkey like this. They're charming—pretty — amusing—all in their own way. But not beautiful, as a real person might be.'

They were concerned when the creature refused to eat. It turned away its furry face, with those wonderful eyes, the straight nose, and curving fine lips, and would not touch the best of the season's hay. It would not touch the dog biscuits or the bones. Even the boiled cod-head that was meant for the cats' supper, it refused. In the end, it settled for milk. It lapped it delicately out of the big basin, making small movements of its hands—its forepaws—as though it would have preferred some smaller utensil that it could lift to its mouth.

Word went round. People came to look at the strange and injured creature in the barn. Many people came. From the village, the town, and the city. They prodded it, and examined it, turning it this way and that. But no one could decide just what it was. A beast for sure. A monkey, most likely. Escaped from a circus or menagerie. Yet whoever had lost it made no attempt to retrieve it, made no offer of reward for its return.

Its injuries healed. The soft fur grew again over the bare grey skin. Experts from the city came and took it away for more detailed examination. The wife of the farmer was sad to see it go. She had grown quite attached to it.

'It was getting to know me,' said she. 'And it talked to me—in its fashion.'

The farmer nodded slowly and thoughtfully.

'It was odd,' he said, 'the way it would imitate what one said. You know like a parrot does. Not real talking, or course, just imitation.'

'Of course,' said his wife. 'I never thought it was real talk. I'm not so silly.'

**inured means accustomed*

1 Why do you think the narrator begins this story in such an unusual way?

2 Which parts of the creature make it seem like an animal, and which parts like a human?

3 What do you think this creature might be? Give reasons for your ideas.

- 4 Select four sentences from this extract, write them into the table below and divide each into subject and predicate using the following table.

	SUBJECT	PREDICATE
a		
b		
c		
d		

- 5 There are five lines in this extract that are not strictly sentences because the writer has left out either the verb or the subject. Why do you think the writer decided to include these sentence fragments in the story? Draw up a table and give a reason for each one.

	SENTENCE FRAGMENT	POSSIBLE REASONS
a		
b		
c		
d		
e		

VOCABULARY AND SPELLING

- 12.4 The writer of *The Star Beast* uses a wide variety of words in his sentences. Here are some words from the extract that people sometimes find confusing. Circle the correct spelling option from the selection.

- a Last week I bought/brought/bough home some fresh milk.
- b The car travelled to/too/two fast down the country road.
- c They were quite/quiet/quit sure that life would never be the same.
- d They took their/there/they're fishing gear on the trip.
- e The chance to win was never really their/there/they're.
- f An opportunity to go though/through/thought the sports museum was too good to miss.



Unit 13 Finding Phrases — Noun Phrases, Adjectival Phrases and Adverbial Phrases

ENGLISH IN FOCUS

Madagascar

Review by David Stratton

Now to the latest all-star-voice-talent, marketing-heavy-monster to ring (*sic*) the last buck out of even the tightest parental purse-string, *Madagascar*. Alex the Lion and Marty the Zebra are the stars of the New York Central Park Zoo.

Alex loves performing for adoring members of the public, but Marty is beginning to think that 10 years in captivity is more than enough. Like the penguins, he feels the call of the wild.

When Marty disappears one night Alex, along with Gloria the Hippo and Melman the Giraffe, follow him to Grand Central Station.

After this escapade, the animals are packed in crates and sent off on a freighter across the sea to parts unknown; they fall overboard and are washed up on the shores of Madagascar, where they encounter King Julien and his tribe of furry mammals.

The DreamWorks animated films have developed a familiar formula now; unlike the cartoons of another era, they rely very heavily on big star names to voice the characters, and this film is well served in that department, especially by Ben Stiller's lion, Chris Rock's zebra and Sacha Baron Cohen's very funny King Julien.

The animation, as usual, is quite beautiful, with much attention given to small details like the hairs in Alex's mane or the surface of the sea.

The script, by a quartet of writers including directors Tom McGrath and Eric Darnell, is pretty predictable but quite engaging, and, as with the best animated features, the parents should have almost as much fun as the kids with this.

The songs are all familiar ones, and are wittily used, which is another bonus. *Madagascar* may not be the best of the recent crop of animated features, but it's very easy to enjoy.

1 Why does Marty the penguin decide to leave the zoo?

2 How do the animals end up on the island of Madagascar?

3 What are two very positive comments this reviewer makes about this movie?

a

b

4 What is one feature of this movie the reviewer is not so positive about?

5 If the reviewer left out the following three groups of words from the review, how would the meaning change? Think about each one separately:

a to Grand Central Station _____

b After this escapade _____

c on the shores of Madagascar _____

WHAT IS A PHRASE?

A phrase is a group of words that does not include a complete verb and its subject, so it cannot stand on its own as a sentence. A phrase is always part of a longer sentence, but it can occur at the beginning, in the middle or at the end of a sentence. For example:

Sentence	Phrase
That new student is looking a bit lost.	that new student
His new car, broken down on the highway, is waiting for a tow truck.	broken down on the highway
The swimmer moved like a fish.	like a fish

Not one of the phrases makes sense by itself but when each is placed inside a sentence it adds extra information to that sentence.

TYPES OF PHRASES

There are three common types of phrases: noun phrases, adjectival phrases and adverbial phrases.

- **Noun phrases** are phrases that stand in the place of a noun in a sentence. For example:

That new student is looking a bit lost.

Instead of writing the student's name, *Chloe* (proper noun), or *the student* (common noun), this noun phrase also tells you why the student might be looking a bit lost (she is new).

- **Adjectival phrases** are phrases that tell us more about a noun in a sentence. For example:

His new car (noun), broken down on the highway, is waiting for a tow truck.

This adjectival phrase tells you what has happened to the *car* (noun). The phrase adds meaning to the noun.

- **Adverbial phrases** are phrases that tell more about a verb in a sentence. For example:

The swimmer moved (verb) like a fish.

This adverbial phrase tells you how the swimmer *moved* (verb). The phrase adds meaning to the verb.

13.1 Are these groups of words phrases or sentences? Place a tick (✓) in the appropriate column.

		PHRASE	SENTENCE
a	After the party.		
b	Under the bridge.		
c	He got the blanket.		
d	Running down the street.		
e	At six o'clock.		
f	The rain fell.		
g	Having seen the menu.		
h	Inside my house.		
i	Yelling out loud.		
j	The shop is open.		

13.2 Indicate whether each of the following phrases is a noun phrase, adjectival phrase or adverbial phrase. Then write a sentence to include this phrase. An example has been done for you.

a a very angry man (adjectival phrase) → The crime boss, a very angry man, got out of his car.

b behind the shed _____

c before we left _____

d covered in a blue cloth _____

e into the pool _____

f along the highway _____

g a rogue avatar _____

h abandoned and lonely _____

i listening carefully _____

13.3 Look back at the *Madagascar* film review and highlight five phrases David Stratton uses in his review.

A warm and fuzzy result

by Sacha Molitorisz

Felix Williamson has spent much of his career playing monsters of one hue or another, including bouncers and killers—even bankers and politicians. At last, however, he's made something his children can watch, a show in which the monsters are fluffy and cute.

'It's nice to be in something where I'm not shooting someone in the head,' he says.

And this time, Williamson doesn't even play one of the monsters. In *Me & My Monsters*, he plays Nick, the patriarch of the Carlson family. After five years in Australia, Nick, wife Kate, son Eddie and daughter Angela have moved back to England, where they're surprised to discover their new home is occupied by three colourful furballs with hygiene issues.

'It's a fast-paced, clean, accessible show,' says Heath Mclvor, a puppeteer who plays the monster Fiend.

'Thirteen episodes have already screened in the UK and they've had great reviews. All the feedback has been really positive.'

An English and Australian co-production, *Me & My Monsters* is a comedy series with huge ambitions. It wants to be more than a kids' show, in the way *The Muppets* attracted audiences of all ages. To this end, it has assembled an impressive cast and teamed them with an equally impressive crew. Take director Martin Dennis, who has worked on *'Allo, 'Allo*, *Men Behaving Badly*, *Black Books* and *The Vicar of Dibley*.

'The English have such a great history of comedy,' Williamson says. '*Blackadder*, *Not the Nine O'Clock News*, *A Bit of Fry and Laurie*, stuff that isn't like the homogenised American version of *Two and a Half Men* and *Friends*.' And while this is a kids' show, it has that Pixar element, that double entendre, where parents should be able to watch it without nodding off.'

The show's biggest appeal, however, is its monsters, who were created by the Jim Henson Company, run by Jim Henson's five adult children.

Puppets are not all created equal and Henson puppets sit atop the pile. As seen in *The Muppet Show*, *Labyrinth* and *Fraggle Rock*, they're so endearing that before long audiences forget they're watching puppets.

Here, Fiend is the trio's self-appointed leader, an odd-ball with eight eyes; Haggis is the clumsy giant



with flatulence issues and a fear of his own shadow; and Norman speaks with bells and whistles that only Fiend understands.

'One of the puppeteers who played Haggis, Don Austen, has been around a very long time with Henson,' Mclvor says. 'He has worked on everything from Yoda in *Star Wars* to *The Little Shop of Horrors*. He's just got that Muppet standard of comedy and delivery and movement philosophy.'

Mclvor is a Melburnian with 12 years of puppetry under his belt, including *The Hobbit* and *The Lion, the Witch and the Wardrobe*. With his puppets and a musician named Sammy J, he is also building a successful comedy career.

'The Jim Henson workshop is top of the heap in puppet-making,' Mclvor says. 'They're the Rolls Royce of puppets. Fiend, the character I play, is so beautifully crafted. You look in the mirror and think, "Wow"! Most of the work is done for you. And we all had a really high standard of craft on-set. You push each other and try to work out nuances.'

'On *The Muppets*, they would do take after take and would rehearse one scene for a whole day. For us, it was faster, we were doing 12 scenes a day, so you offer suggestions on the fly but you just try to get a little bit of "business" in the scene.'

The monsters, after all, are the business. They're what the show is all about.

'The monsters get top billing,' Williamson says. 'The Jim Henson Company has to approve everything. They watch all the rough-cut footage and they might notice something and say "You need to redo this". Their name is synonymous with excellence.'

1 How is this film role a very different one for Felix Williamson?

2 How are the three furry monsters in this new series different from each other?

3 What are two reasons Heath Mclvor calls the The Jim Henson Puppet Company 'the Rolls-Royce of puppets'?

4 Locate and rewrite five phrases in this article then indicate whether each is a noun, adjectival or adverbial phrase.

a _____

b _____

c _____

d _____

e _____

VOCABULARY AND SPELLING

13.4 Explain the meaning of the words underlined in these phrases from the *Monsters* article:

a 'of one hue or another' _____

b 'with hygiene issues' _____

c 'with huge ambitions' _____

d 'an impressive cast' _____

e 'with flatulence issues' _____

13.5 Write suitable phrases in the spaces of this unfinished story. Read your final version to check that:

- it makes sense
- you have used the phrases accurately
- the spelling is accurate.

I remember my favourite movie outing when I was a younger. It was a big day because it was my tenth birthday. I invited six friends along and I was _____. We all climbed _____, and Mum and Dad drove us _____. We were going to go on our own, so they dropped us _____. We went _____ and bought some stuff at the candy bar, then found the right cinema for the latest blockbuster movie. We all sat together _____, and munched and slurped our way _____. At the end we went outside _____, and Mum and Dad were waiting in the foyer. I wanted to go up and hug them, but I knew it wasn't cool right then. I just said thanks. We then got _____ and drove _____ for another feed!

13.6 Sometimes there are mistakes in advertisements because a wrong word has been used in the slogan. An advertising slogan often uses a catchy phrase, but if one of the words is incorrect, the advertisement will not be very effective. It could be funny, silly or even embarrassing! For example:

'loose 5 kilos in 1 week' rather than 'lose 5 kilos in 1 week'

A computer spellchecker will not pick up these mistakes because all the words are spelt correctly; however, their context is wrong. Here are some advertising phrases with a choice of confusing words. Highlight the correctly spelt word in each statement.

- | | |
|---|---|
| a Catch a lot/allot today! | f More than 50% off/of. |
| b Have a lend/loan of our expert advice. | g Accept/except the best, reject the rest! |
| c It's/Its the sale of the year! | h Put it in your diary/dairy now! |
| d Make sure you chose/choose quality. | i Be there/their or miss out! |
| e Always quiet/quite amazing! | j New stock will be hear/here Tuesday. |



WRITING: NEW AND IMPROVED PHRASES!

Advertisers often use phrases such as these to help promote their products:

'New and improved!'
'A huge bargain!'

'For three days only'
'Now with added enzymes'

'For a short time only'
'In store now'

Create two phrases to advertise each of the following products during a TV show or at the movies:

- | | |
|----------------------|------------------------------|
| • a new energy drink | • a new brand of street wear |
| • a new model car | • a new style of burger |

Your phrases should be original and not copy any that you may have already seen in this unit.



Unit 14 Capturing Clauses — Main Clauses and Subordinate Clauses

ENGLISH IN FOCUS

Sitting on the Beach by John Clarke

Giddy. For this you'll need a beach, **which is a long sandy arrangement somewhere near the sea**, and you'll need something to sit on.

First of all, you should mention to everyone that you're going to just get away from things and let the wind blow away the cobwebs. Then go and find a beach with about a million people on it ... In front of all these people, **and some of them were queuing on Thursday night for this**, you've got to get out of your clothes and into your beach clobber.

Wrap the towel around yourself and slowly fumble away underneath trying to remove things as they come to hand, pulling each item out from under the towel and hiding it under some previous marginally less embarrassing item. And keep an eye on those people behind in case they rush you.

1 Why does the narrator exaggerate the number of people on the beach?

2 What could be a reason for the narrator placing each **bold** section into the middle of a sentence?

3 What difference would it make to the meaning of the sentence if each of the **bold** sections was removed?

WHAT IS A CLAUSE?

A clause is a group of words that contains a subject (the person or thing that does the action) and a verb (the action word). There are two types of clauses.

Main clauses:	Examples:
can stand as a complete sentence on its own	Tarek washed the car. (Tarek is the subject, washed is the verb and the car is the object.)
contains the main message of the sentence, even though the sentence includes other phrases or clauses	While we were at the beach, <i>Tarek washed the car.</i>
there can be two or more main clauses in a sentence if they can stand on their own	<i>Tarek washed the car and my sister cleaned her trail bike.</i>

Subordinate clauses (dependent clauses):	Examples:
a clause that is not as important as the main clause. It does contain a verb but it cannot stand on its own (subordinate means less important). It gives more information about the main clause.	Tarek washed the car <i>before we arrived</i> .
usually begin with a conjunction	or, because, while, until, after, if, before, that, when, although
can be placed at the beginning, middle or end of a sentence	<i>Because we left the bag behind</i> , we did not have any money for lunch. The new book, <i>that I thought was lost</i> , was found beside the beach umbrella. That was a great surfing excursion, <i>although we had to rush a little because we were running late</i> .

14.1 Circle the two main clauses in each of these sentences. An example has been done for you.

- a We often go to the beach and we like to surf.
- b Next time I will ask directions so I don't get lost in Brisbane.
- c Tomorrow morning, please take the dry cleaning to the drycleaners and make sure you buy the milk and papers for the weekend.
- d We left the ground when it began to rain.
- e We must hurry home very soon or we'll all miss dinner.
- f This movie is supposed to be popular, but I found it really slow and boring.

14.2 Circle the main clause and underline the subordinate clause in the following sentences. An example has been done for you.

- a If you want to go to the beach you must take your sunscreen.
- b I cannot tell you the answer if you will not listen.
- c The team was excited when they were announced the champions.
- d Even though it was late, David decided to phone anyway.
- e I asked the way to the supermarket because I wasn't sure.
- f Although the door was locked, he did manage to find a way inside.

14.3 Look at the final paragraph of *Sitting on the Beach*. Circle two main clauses and underline two subordinate clauses in this text. Use the information on clauses to help you.

Care for an Arsenic Sandwich? by Greg Shepherd

JOCK: I've been a policeman in this district for close on forty years. Right up until last year, in fact, when I retired from the post of Detective-Sergeant of the Rocky Creek Watchhouse. I've been asked by the Lord Mayor (*He nods in the Mayor's direction. The MAYOR politely acknowledges him*) to chair tonight's meeting about this here issue of concern—the proposed new shopping complex. Well, I'm the first to admit that I don't know a heck of a lot about running meetings and everything—but I'm quite happy to oblige. Mainly because I think the issue is of real concern to us here ...

[...]

JOCK: ... Now, I'm sure you don't want to sit here all night listening to me beat my gums together, so I'll hand you on to someone who can get the whole shebang underway ... Ladies and gentleman, I'd like to now call upon a fellow I'm sure most of you know fairly well ... He's been a well-known identity around these parts for close on thirty years—the man who knows all the answers ... The Mayor of your fair city, Councillor Barry Aldershuttle ...

INTERJECTOR: Chief dogcatcher, you mean!

(There is a mixed response of jeers and applause. The jeers soon die away under the withering stare of the MAYOR. He is pompous, but basically cheerful and good-natured.)

MAYOR: Many thanks, Jock, for your graceful introduction. I knew you'd be a natural at this sort of thing ... I'm not the man who knows all the answers. That's why I'm turning to you, the people of our community, tonight for some guidance.

INTERJECTOR 1: You already know that. We don't like it ...

[...]

INTERJECTOR 3: What is the 'proposed development'?

MAYOR: *(He goes over and positions himself by the overhead projector and flicks on a switch.)* If we can just douse the lights for a moment we can see what this is all about.

Here we have a map of the area. In the middle, as you can see, is the Uniting Church Hall where we are presently located. Just south, as you can clearly see, is the site of the proposed development, bounded by Willy Road, Eighth Street, Bland Avenue and Low Street. *(Indicating each of these in turn on the plan.)* Here we have an illustration of the original development in this area. You can see quite clearly the boundaries of the Scullins Chemical works marked in black. As you can clearly see also, residential areas backed on to the chemical factory.

INTERJECTOR: Yeah, we remember the pong, don't we, Gladys? *(Laughter.)*

MAYOR: Now here we have the proposal for development ... and, as you can see, the development embraces not only the site of the chemical factory, but also the sites of all of those houses there *(indicating this on the screen)* which would have to be demolished to make way. Now, as I understand it, Bullion Development is quite prepared to make a generous settlement with the owners of these dwellings as compensation for the inconvenience of moving house ...

1 Why has Jock, the policeman, agreed to chair this community meeting?

2 What sort of person is the Mayor? How can you tell?

3 What is the main issue about the new shopping complex that faces this community?

4 Jock's second speech contains important information about the meeting. Select two sentences that contain main clauses and subordinate clauses and which also include important information about the meeting. Write out each sentence and circle the main clauses and underline the subordinate clauses. Remember, there could be more than one subordinate clause in a sentence, and there could be two main clauses as well.

a

b

VOCABULARY AND SPELLING

14.4 Complete each of these sentences with one subordinate clause. Check your spelling to make sure your writing is clear.

- a Cam didn't worry about the book _____.
- b _____ we knew something was wrong.
- c Ms Tsang, _____, is a really great coach.
- d The team was stunned _____.
- e Alid tried to open the door _____.

14.5 From the Mayor's two speeches in *Care for an Arsenic Sandwich?* there are key sentences that have a number of clauses containing important information. In the sentences below, identify the main and subordinate clauses, and explain what the underlined words mean. An example has been done for you.

- a If we can just douse the lights for a moment we can see what this is all about.

If we can just douse the lights for a moment (subordinate clause)

we can see what this is all about (main clause)

douse (means to extinguish or switch off)

- b Just south, as you can clearly see, is the site of the proposed development, bounded by Willy Road, Eighth Street, Bland Avenue and Low Street.

- c Here we have an illustration of the original development in this area.

- d As you can clearly see also, residential areas backed on to the chemical factory.

- e Now, as I understand it, Bullion Development is quite prepared to make a generous settlement with the owners of these dwellings as compensation for the inconvenience of moving house ... '

14.6

Use the conjunction given in the first column to write at least two subordinate clauses for the main clause in the second column. An example has been done for you.

	CONJUNCTION	SUBORDINATE CLAUSE	MAIN CLAUSE
a	Because	you left without picking up your clothes, or even doing your normal chores,	you will have to clean your room now.
b	When		you know who your true friends are.
c	Before		make sure the recycling bin is put out.
d	Although		I managed to get the part-time job.
e	If		the world might become a better place.
f	After		I want to travel overseas.



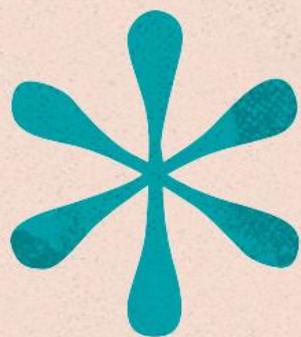
WRITING: AVAGOODWEEGEND!

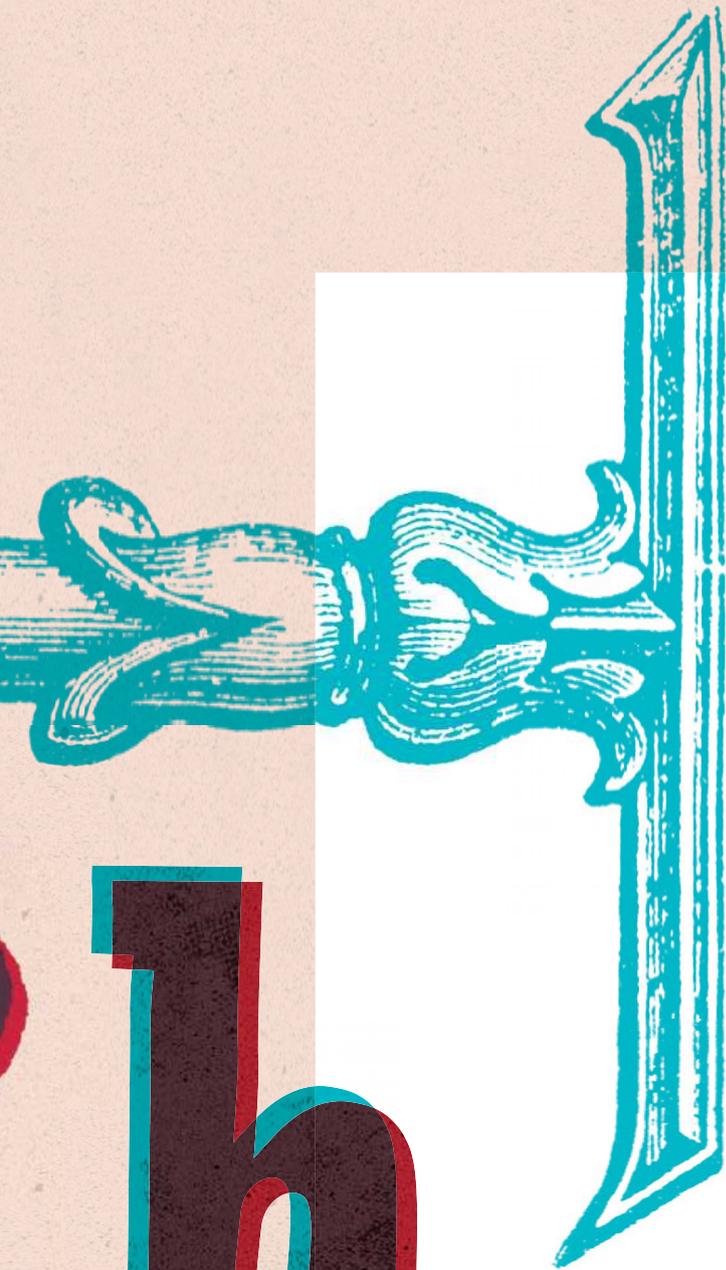
Write a 100-word description of what you did last weekend, using simple sentences only. Make sure there is only one idea and one main clause in each sentence. Do not use any conjunctions. For example:

“ I got up at 8.30 am. I had a shower. I got dressed. I ate breakfast. We drove to the shops.
I saw Matt and Bec ... , ”

Find a partner to work with and swap your simple sentence descriptions. Rewrite your partner's description to create a more interesting online blog post. Join the sentences together with conjunctions to create a variety of main and subordinate clauses.

WORKING
WITH WORDS—
UNDERSTANDING
PUNCTUATION
AND FEATURES
OF LANGUAGE





PART THREE

**WORKING
WITH WORDS—
UNDERSTANDING
PUNCTUATION
AND FEATURES
OF LANGUAGE**



Unit 15 Punctuation Punch – Using Commas

ENGLISH IN FOCUS

Fat Chance by Margaret Clark

I look at her small thin face and I feel like belting it with a celery stick. Why did I ever ask Pen to be my watchdog? 'Food is very important when you're starving,' I say coldly.

We're at her house, in her kitchen, in front of her fridge. It's full of diet food ... drinks, vegies, fruits, low-fat yoghurt, low-fat cheeses, low fat, low-interest food. Her mum's always dieting, so's her two big sisters. So's her dad but it's cholesterol related. It's really painful when you have dinner there. He sits and reads all the labels and if anything has a smidgin of cholesterol in it he chucks a whopper wobbly and accuses Pen's mother of trying to poison him. Once I tried to point out that stress raises cholesterol levels, too; like being paranoid about fats in food to the extent of becoming suicidal, but that went down like a dose of Laxettes.

Pen's kitchen is super squeaky clean. Well, there's not any mucky, messy food like cream or chocolate or custard or gravy to dribble or spill, is there? They live on steamed fish or chicken and steamed vegies or salads. Their griller looks as new as the day it was bought, and so does their oven. Ours looks like the aftermath of a full-on barbaric feast, a burnt, blackened mess, with blobs of fat down the sides of the stove.

1 How do you think Lisa (the narrator) feels about being in Pen's house? How can you tell?

2 Find one example in which the narrator has used commas to make a list.

3 Find one example in which the narrator has used commas in spoken words.

4 Find one example in which the narrator has used commas to include new information in the middle of a sentence.

5 Find one example in which the writer has used commas to show a change of thought or to add a new idea to a sentence.

HOW TO USE COMMAS

The comma is the most common punctuation mark used inside a sentence. It shows a short pause and guides the reader in how to interpret a piece of writing. Commas are used in the following different ways.

- 1 Commas are used to separate three or more items in a list or a series of actions. For example:

I like apples, bananas, oranges, peaches and pineapples.

Today you promised to clean up your room, mow the lawn, wash the car and work on your history project.

You do not need a comma before the conjunction **and** because the conjunction naturally separates the last item in the list from the one that comes before it.

- 2 Commas are used to show a natural pause in speech or a complete change in thought. For example:

Because I was tired and sore from the hill trek to her place, I decided to sit down for a while.

The new school will be built on the site of the old community hospital, and then a time capsule will be placed in the ground.

- 3 Commas show where extra information has been included in a sentence or is placed after introductory or concluding words. This also avoids confusion for the reader. For example:

My oldest brother, who has just moved to Perth, has begun working for a mining company.

Now tell me, before we get in the car, where are we going?

- 4 Commas are used to separate parts of a sentence so there is no confusion for the reader or listener. For example:

After my brother ate his girlfriend arrived.

The meaning is confusing and wrong when the comma is left out. The reader does not know where to pause and the meaning is not at all clear. My brother did not eat his girlfriend!

After my brother ate, his girlfriend arrived.

- 5 Commas are used with words such as **however**, **therefore**, **finally** and **nevertheless** when these words are used to show a change of thought. For example:

I'm not going to the party, however, I will give you a lift there.

I'll tell you, finally, I will not give up no matter what.

There's a storm coming, nevertheless we're still going camping this weekend.

- 6 Commas are used to show that someone is being spoken to and to show direct speech in a sentence. For example:

'Has he forgotten, Chen?' asked Sue.

Without the comma the meaning changes completely:

'Has he forgotten Chen?' asked Sue.

'We will be there soon,' called Pira, 'so don't worry.'

The commas also separate the spoken words from the rest of the sentence.

15.1 Add commas where they are needed to make these sentences clear.

- a Paul's brother the one with the new car will be arriving on Saturday.
- b The puppy was whimpering and moping around the house all day long yesterday until my sister arrived home and started playing with her again.
- c The other day I bought a new rod a new reel a fishing knife and a fishing licence as well.
- d Make sure you aren't late said Mum because we're leaving after lunch.
- e There is no way we can reach the river from here however I know a slightly longer way to get there.

15.2 Complete each statement with answers that relate to you. Make sure you place the commas correctly.

- a Three of my favourite hobbies or sports are _____
- b Six things that I really don't like to eat include _____
- c Five things that I would bring to a party are _____
- d Four bad habits that I was taught to avoid are _____

15.3 Rewrite each sentence and use commas to separate the extra information included in each sentence. An example has been done for you.

- a My sister who is on a diet cooks her own meals at home.

My sister, who is on a diet, cooks her own meals at home.

- b A young dog if you take good care of it will become a very loyal friend.

- c The customer rather annoyed at the way he was being treated asked to see the manager.

- d The movie I just saw which was advertised as the blockbuster of the year was not really that good.

- e Next holidays if I'm lucky we're going to central Australia.

Fat Chance by Margaret Clark

This has to be about the fifteenth diet I've been on and I'm only fourteen. So far I've tried the Grapefruit Diet where you eat grapefruit and drink grapefruit juice with everything. It's supposed to cause some chemical reaction and burn up fat. I've tried the Kelp Diet where I collected seaweed and boiled it up. Then I chewed it. It nearly made me spew. (I found out later you were supposed to eat kelp tablets, but by then the thought of anything remotely connected to seaweed had bad vibes.)

I've been on the Beansprout Diet. You have to grow sprouts from seeds in containers. I had containers everywhere and was happily eating sprouts till I found that Nick had sprayed them with fly killer as a joke. (He's got a bent sense of humour as well as being a low-life.)

I've been on the Scarsdale Diet, which was yuk, the Israeli Fighting Man's Diet (mainly goat's cheese which smelt foul), the Beverley Hills Diet, which consists mainly of pineapple and watermelon: ever tried buying those out of season? Mum made me buy them with my pocket money and they cost me an arm and a leg, so I didn't lose any weight except from my purse.

I even bought Fat Burners from the Healthy Life shop, but they didn't burn it off, they helped my stomach digest it better so that it could travel faster to my hips.

Nothing's worked.

This is my diet pattern. On the first day I can cope. By the second day I'm losing hope. On the third day I'm becoming manic depressive. By the fourth day I'll be frantic enough to rip a toddler's chocolate frog out of its hand. That's when I get scared and give up. I look at myself in the mirror in 'Glamour Puss', the boutique with these mirrors that you look like a pogo stick with hip bones, and I convince myself that I really am thin. Then I bust bad. I eat everything in sight.

Or I go to a big department store where the mirrors make you look like a pregnant rhinoceros and check myself out and think, 'What's the use?' I know I can never look the way I want to and that depresses me. The only way I can cure my depression is with two eclairs, one Cherry Ripe bar, one large donut with chocolate icing and jam inside, and a regular non-diet coke.

Then I get depressed all over again because I've lost control and eaten all that fattening stuff. And what's the point of starting the diet again when I've just bombed out?

'Look,' says Pen. 'All the magazines now tell us that crash diets don't work.'

'Then why do they print the new, amazing miracle diet every couple of weeks? They're contradicting themselves.'

'They're trying to make money,' says Pen, being practical. 'They probably look at it this way. That particular diet might just work for someone and they'll get thin and stay thin. I mean, these diets must work for *some* of the population, mustn't they, or they wouldn't print them in the magazines. So now you're on a normal, sensible diet, lots of fruit and vegetables and complex carbohydrates instead of some miracle cure. The other diets were all fads. This'll work. Look at all the things that you can eat!'

- 1 In one sentence, using commas where necessary, make a list of the diets that Lisa (the narrator) has tried.

2 Write a sentence that describes the pattern of Lisa's diets. Use commas where necessary.

3 Do crash diets work, according to Pen and Lisa? Look for two different viewpoints, and write them in one sentence, using commas where necessary.

4 Write two sentences: one to describe six foods to avoid in a healthy diet, and the other to describe six foods to include in a healthy diet. Use commas where you need to in each sentence.

VOCABULARY AND SPELLING

Some words are tricky to spell because they originate from a language other than English. This is especially true of words about food and drinks. The following list gives some popular food and drink words that have been absorbed into English from their language of origin. How many have you tasted?

buffet	enchilada	mousse	ravioli	spaghetti
calamari	falafel	nachos	risotto	sushi
cappuccino	gelato	omelette	roti	tacos
chapati	lasagne	paella	samosa	tempura
chow mein	latté	pasta	satay	teriyaki
couscous	miso	paté	schnitzel	tortilla
crepe	mocha	pizza	soufflé	vindaloo
dahl	moussaka	quiche	souvlaki	yum cha



Unit 16 Punctuation Punch — Using Apostrophes

ENGLISH IN FOCUS

Stormbreaker by Anthony Horowitz

Alex nodded. 'What do you think will happen?' he asked.

'What do you mean?'

'To the house. To me. To you.'

'I don't know.' She shrugged. 'I guess Ian will have made a will. He'll have left instructions.'

'Maybe we should look in his office.'

'Yes. But not today. Let's take it one step at a time.'

Ian's office was a room running the full length of the house, high up at the top. It was the only room that was always locked—Alex had only been in there three or four times, never on his own. When he was younger, he had fantasized that there might be something strange up there; a time machine or a UFO. But it was only an office with a desk, a couple of filing cabinets, shelves full of papers and books. Bank stuff—that's what Ian said. Even so, Alex wanted to go up there now. Because it had never been allowed.

'The police said he wasn't wearing his seat-belt.' Alex turned to look at Jack.

She nodded. 'Yes. That's what they said.'

'Doesn't that seem strange to you? You know how careful he was. He always wore his seat-belt. He wouldn't even drive me round the corner without making me put mine on.'

Jack thought for a moment, then shrugged. 'Yeah, it's strange,' she said. 'But that must have been the way it was. Why would the police have lied?'

1 Why do you think Alex might ask Jack so many questions about his father's death at this particular time? (Jack is a woman, even though she has the name 'Jack'.)

2 This extract uses a lot of direct speech, and reports what the characters actually say. How would the story change if the characters spoke using the full forms of the shortened words such as, **do not, does not, it is, that is, let us, was not**?

3 What do you think these words from the story mean when they are written in full? Look carefully in the story to check whether you are correct.

a he'll _____

d that's _____

b let's _____

e wasn't _____

c doesn't _____

f wouldn't _____

HOW TO USE APOSTROPHES

There are two types of apostrophes: apostrophes of contraction and apostrophes of possession.

APOSTROPHES OF CONTRACTION

Apostrophes abbreviate words by showing that letters have been left out of a word. For example:

didn't is the abbreviated form of **did not**. (the letter **o** is omitted)

These shortened words are called *contractions* (to contract means to shorten or make smaller). The apostrophe is placed exactly where the missing letters would normally be located.

Contractions are used when we want to write informally, or to record the language that people have spoken (this is called direct speech). If a person says the word **she's** when they are speaking, the written form must report *how* the word was actually spoken. Contractions are not often used in formal writing or speaking.

Here is a list of common contractions.

Common contractions		
aren't → are not	it's → it is or it has	we'll → we will or we shall
can't → cannot	let's → let us	we've → we have
couldn't → could not	o'clock → of the clock	who's → who is or who has
he's → he is or he has	that's → that is	won't → will not
I'll → I will or I shall	they're → they are	would've → would have
I've → I have	we'd → we would or we had	you're → you are

APOSTROPHES OF POSSESSION

Apostrophes can be used to show that something belongs to, or is owned by, someone or something. These apostrophes show *possession* and they are added to the end of a noun. For example:

Andy's bike is locked in the bike rack. (The apostrophe indicates that the bike belongs to Andy.)

There are four main rules to guide your use of possessives.

- 1 If the word is singular add **-s**. For example:

a dog's smile

my computer's mouse

a week's pocket money

- 2 If the word is plural but does not end in **-s** add **-s**. For example:

the children's books

the people's votes

the women's cars

- 3 If the word is plural and ends in **-s**, or is a proper noun ending in **-s**, add the apostrophe after the **-s**. For example:

my parents' anniversary

the students' reports

Athens' main roads

The only time you add **-s** to a noun that already ends in **-s** is when a person's name or occupation would be pronounced when you are speaking. For example:

Lee Davis's skateboard

my boss's instructions

the Jones's car

- 4 Do not use an apostrophe for possessive pronouns that end in *-s*. These are: his, theirs, ours, yours, its. For example:

his books try to find theirs its collar this is yours that is ours

Remember, **it's** always means **it is** or **it has** and is *not* a possessive pronoun. For example:

It's raining today. (It is raining today.)

It's got a new collar. (It has got a new collar.)

- 16.1 What words do the following contractions abbreviate? Remember there might be more than one alternative depending on the tense and the meaning of the sentence. An example is done for you.

	ABBREVIATED FORM	FULL WORD FORM
a	she'd	she would or she had
b	I'm	
c	should've	
d	who's	
e	can't	
f	I've	
g	where's	
h	you've	
i	he's	

- 16.2 Insert the apostrophes in the correct places in the following sentences.

- Mums right, I believe, because we shouldnt make Jack do something hes scared of.
- Whos going to be first down the slide? Lets toss a coin to see who itll be.
- Its tail is quite long, so thats probably why shes caught it in the door a few times.
- Youre going to find theres not enough money to pay for your tickets, but theyll accept your credit card if youre lucky.
- Youd better make sure theyll be home if were calling round tonight.

- 16.3 Fill in the gaps in this conversation with a suitable contraction.

'What time will we get there?'

'_____ get there in time for lunch.'

'Well, _____ afraid we need to stop now.'

'Why, _____ the problem?'

'Oh, _____ something _____ been wanting to tell you.'

'Really? _____ that?'

'Actually, _____ a vampire, and _____ my next victim!'

'Gulp!'

Stormbreaker by Anthony Horowitz

'I'm afraid we haven't had a great deal of time, Mrs J,' Smithers replied. 'The challenge was to think what a fourteen-year-old might carry with him—and adapt it.' He picked the first object off the tray. A yo-yo. It was slightly larger than normal, made of black plastic. 'Let's start with this,' Smithers said.

Alex shook his head. He couldn't believe any of this. 'Don't tell me!' he exclaimed. 'It's some sort of secret weapon ...'

'Not exactly. I was told you weren't to have weapons. You're too young.'

'So it's really a hand grenade? Pull the string and run like hell?'

'Certainly not. It's a yo-yo.' Smithers pulled out the string, holding it between a podgy finger and thumb. 'However, the string *is* a special sort of nylon. Very advanced. There are thirty metres of it and it can lift weights of up to one hundred kilograms. The actual yo-yo is motorized and clips onto your belt. Very useful for climbing.'

'Amazing.' Alex was unimpressed.

'And then there's this.' Smithers produced a small tube. Alex read the side: ZIT-CLEAN, FOR HEALTHIER SKIN. 'Nothing personal,' Smithers went on apologetically, 'but we thought it was something a boy of your age might use. And it is rather remarkable.' He opened the tube and squeezed some of the cream on to his finger. 'Completely harmless when you touch it. But bring it into contact with metal and it's quite another story.' He wiped his finger, smearing the cream on to the surface of the table. For a moment nothing happened. Then a wisp of acrid smoke twisted upwards in the air, the metal sizzled and a jagged hole appeared. 'It'll do

that to just about any metal,' Smithers explained. 'Very useful if you need to break through a lock.' He took out a clean handkerchief and wiped his finger clean.

'Anything else?' Mrs Jones asked.

'Oh yes, Mrs J. You could say this is our pièce de résistance.' He picked up a brightly coloured box that Alex recognized at once as a Nintendo Game Boy Color. 'What teenager would be complete without one of these?' he asked. 'This one comes with four games. And the beauty of it is, each game turns the computer into something quite different.'

He showed Alex the first game. 'If you insert Nemesis, the computer becomes a fax/photocopier which gives you direct contact with us and vice versa.' A second game. 'Exocet turns the computer into an X-ray device. It has an audio function too. The headphones are useful for eavesdropping. It's not as powerful as I'd like, but we're working on it. Speed Wars is a bug finder. I suggest you use it the moment you're shown to your room. And finally ... Bomber Boy.'

'Do I get to play that one?' Alex asked.

'You can play all four of them. But as the name might suggest, this is actually a smoke bomb. You leave the game cartridge somewhere in a room and press START three times on the console and it will go off. Useful camouflage if you need to escape in a hurry.'

'Thank you, Smithers,' Mrs Jones said.

'My pleasure, Mrs J.' Smithers stood up, his legs straining to take the huge weight. 'I'll hope to see you again, Alex. I've never had to equip a boy before. I'm quite sure I'll be able to think up a whole host of quite delightful ideas.'

- 1 Why do you think this might be an important conversation for Alex?

- 2 Which do you think is the most creative invention and why?

3 Make a list of all the apostrophes of contraction the writer uses in the extract.

VOCABULARY AND SPELLING

Some words are challenging to spell because they include a letter or letters that you do not hear when you say them aloud. These are called silent letters. Centuries ago these letters were pronounced, but over time the sound of the word has changed. In modern times, the spelling may remain the same even though the sound of the word has changed. An example of this is the word **knight**—in the Middle Ages this word was pronounced **kanikt** (all the letters were pronounced), so all the letters of the word were heard. But today, the sound of the word is **nite**, so you do not hear the **k** or **gh** sounds. But the spelling has remained unchanged. This is why it can be difficult to learn the spelling of some words, and why it's valuable to read widely so you become familiar with different spellings.

16.4 a Many contractions include silent letters in their spelling. Circle the silent letters in the following contractions:

- i who's ii could've iii where's iv should've v wouldn't

b Now circle the silent letters in these words from the *Stormbreaker* extract:

- i slightly ii thumb iii climbing iv handkerchief v bomb
vi weight vii whole

16.5 The following phrases contain possessive nouns and need apostrophes to be added. Put the apostrophe in the correct position. An example has been done for you.

- a Alexs toys → Alex's toys g the childrens bikes _____
b the bombs fuse _____ h all students uniforms _____
c one boys backpack _____ i Bess coat _____
d three boys backpacks _____ j the peoples choice _____
e the spies tools _____ k Adelaide Girls College _____
f the spys adventures _____

16.6

Write a sentence that uses the contracted forms of the following words. An example is done for you.

a does not → If Alex doesn't listen carefully he could be in serious trouble!

b we had

c was not

d they are

e can not

f she has

g it is

h he has

i they have

j you will

k it has



WRITING: PARTY!

You would like to have your next birthday party at a local games arcade. You have to talk about the whole idea with your family. Write the conversation you have with them about such things as:

- the idea/the plan
- the invitations
- the people who are going
- what you will do there
- start and finish times
- costs
- security
- travel arrangements
- clothes
- food and drink

Your conversation should be informal, and include apostrophes of contraction and apostrophes of possession to make it realistic and believable. Write 200 to 300 words.



Unit 17 Punctuation Punch – Punctuating Direct Speech

ENGLISH IN FOCUS

The Great Mouse Plot from *Boy* by Roald Dahl

'It stinks!' someone shouted. 'Throw it out of the window quick!'

'Hold on a tick,' I said. 'Don't throw it away.'

Thwaites hesitated. They all looked at me ...

'Why don't we,' I said, 'slip it into one of Mrs Pratchett's jars of sweets? Then when she puts her dirty hand in to grab a handful, she'll grab a stinky dead mouse instead.'

The other four stared at me in wonder. Then, as the sheer genius of the plot began to sink in, they all started grinning. They slapped me on the back. They cheered me and danced around the classroom. 'We'll do it today!' they cried. 'We'll do it on the way home! *You* had the idea,' they said to me, 'so *you* can be the one to put the mouse in the jar.'

Thwaites handed me the mouse. I put it into my trouser pocket. Then the five of us left the school, crossed the village green and headed for the sweet-shop. We were tremendously jazzed up. We felt like a gang of desperados setting out to rob a train or blow up the sheriff's office.

'Make sure you put it into a jar which is used often,' somebody said.

'I'm putting it in Gobstoppers,' I said. 'The Gobstopper jar is never behind the counter.'

1 What is the great mouse plot?

2 How many different people speak during this extract from Roald Dahl's true story about his own life?

3 Here is a version of the opening lines of the extract that does not use direct speech:

Someone shouted that it stank and that I should throw it out the window quickly.

I said to hold on a tick and not to throw it away.

Thwaites hesitated. They all looked at me ...

I asked why we should not slip it into one of Mrs Pratchett's jars of sweets. Then when she put her dirty hand in to grab a handful, she would grab a stinky dead mouse instead.

Why is the direct speech in the original much more effective than this version ?

HOW TO PUNCTUATE DIRECT SPEECH

In your own writing, or in writing by other people, quotation marks are used to show when a person or character is speaking. These marks are also called inverted commas or speech marks. In English grammar, the record of a conversation is referred to as *direct speech*.

Either single quotation marks (‘ ’) or double quotation marks (“ ”) can be used to show direct speech, as long as they are used consistently. This is why both alternatives are included on a computer keyboard.

1 There are four places in a sentence where words need to be shown with quotation marks:

- when only spoken words are used. For example:

‘Are we there yet?’

- when unspoken words introduce the spoken words. For example:

Donkey asked again, ‘Are we there yet?’

- when unspoken words come after the spoken words. For example:

‘Won’t you be quiet?’ pleaded Shrek.

- when the spoken words are interrupted by unspoken words. For example:

‘We’ll be there soon,’ said Princess Fiona. ‘Just be patient.’

In writing direct speech, any commas, full stops, question marks or exclamation marks that are part of the spoken words are placed inside the quotation marks.

2 Spoken words are separated from the rest of the sentence with a comma, a question mark or an exclamation mark. These punctuation marks must come within the quotation marks. For example:

‘It is not far to go,’ she said.

‘Can I go with you?’ asked Donkey.

‘Just wait your turn!’ shouted Shrek.

3 After any unspoken words, the spoken words continue without a capital letter unless it is the beginning of a new sentence. For example:

‘Oh well,’ sighed Donkey, ‘this will be a very long journey.’

‘You can look at the view,’ said Shrek. ‘Later we can stop for some food.’

4 A new paragraph is started when there is a change of speaker. For example:

‘Do you think anyone is writing this down?’ asked Donkey.

‘Why would anyone bother writing down what you say, Donkey?’ said Shrek. ‘I’m trying to forget the silly things you say and those crazy ideas you have!’

‘Someone might want to remember one of my very funny sayings,’ Donkey replied.

17.1 This part of *The Great Mouse Plot* story takes place just a little later, but the direct speech quotation marks have been left out. Rewrite this section of the story with the correct quotation marks included.

And one Bootlace please, I heard Thwaites saying. When I turned round, I saw Mrs Pratchett holding out the Bootlace in her filthy fingers.

The Chronicles of Narnia by C. S. Lewis

'Good evening,' said Lucy. But the Faun was so busy picking up its parcels that at first it did not reply. When it had finished, it made her a little bow.

'Good evening, good evening,' said the Faun. 'Excuse me—I don't want to be inquisitive—but should I be right in thinking that you are a Daughter of Eve?'

'My name's Lucy,' said she, not quite understanding him.

'But you are—forgive me—you are what they call a girl?' said the Faun.

'Of course I'm a girl,' said Lucy.

'You are in fact Human?'

'Of course I'm human,' said Lucy, still a little puzzled.

'To be sure, to be sure,' said the Faun. 'How stupid of me! But I've never seen a Son of Adam or a Daughter of Eve before. I am delighted. That is to say—' and then it stopped as if it had been going to say something it had not intended but had remembered in time. 'Delighted, delighted,' it went on. 'Allow me to introduce myself. My name is Tumnus.'

'I am very pleased to meet you, Mr Tumnus,' said Lucy.

'And may I ask O Lucy Daughter of Eve,' said Mr Tumnus, 'how you have come into Narnia?'

'Narnia? What's that?' said Lucy.

'This is the land of Narnia,' said the Faun, 'where we are now; all that lies between the lamp-post and the great castle of Cair Paravel on the eastern sea. And you—you have come from the Wild Woods of the West?'

'I—I got in through the wardrobe in the spare room,' said Lucy.

'Ah!' said Mr Tumnus in a rather melancholy voice, 'if only I had worked harder at geography when I was a little Faun, I should no doubt know all about those strange countries. It is too late now.'

'But they aren't countries at all,' said Lucy laughing. 'It's only just back there—at least—I'm not sure. It is summer there.'

'Meanwhile,' said Mr Tumnus, 'it is winter in Narnia, and has been for ever so long, and we shall both catch cold if we stand here talking in the snow. Daughter of Eve from the far land of Spare Oom where eternal summer reigns around the bright city of Ward Drobe, how would it be if you came and had tea with me?'

'Thank you very much, Mr Tumnus,' said Lucy. 'But I was wondering whether I ought to be getting back.'

'It's only just round the corner,' said the Faun, 'and there'll be a roaring fire—and toast—and sardines—and cake.'

'Well it's very kind of you,' said Lucy. 'But I shan't be able to stay long.'

'If you will take my arm, Daughter of Eve,' said Mr Tumnus, 'I shall be able to hold the umbrella over both of us. That's the way. Now—off we go.'

And so Lucy found herself walking through the wood arm in arm with this strange creature as if they had known one another all their lives.

They had not gone far before they came to a place where the ground became rough and there were rocks all about and little hills up and little hills down. At the bottom of one small valley Mr Tumnus turned suddenly aside as if he were going to walk straight into an unusually large rock, but at the last moment Lucy found he was leading her into the entrance of a cave. As soon as they were inside she found herself blinking in the light of a wood fire. Then Mr Tumnus stooped and took a flaming piece of wood out of the fire with a neat little pair of tongs, and lit a lamp.

'Now we shan't be long,' he said, and immediately put a kettle on.

- 1 What three important pieces of information are revealed through the spoken word conversation between Lucy and Mr Tumnus?

2 How can you tell that Mr Tumnus is a very inquisitive creature?

3 Write down something that Lucy says.

4 Why is it more interesting to read conversation using spoken words than a report of what happened between the two characters?

VOCABULARY AND SPELLING

17.4 Here are some words from this extract with some letters missing. Fill in the missing letters:

a deli _____ ed c lau _____ ing e strai _____

b dau _____ er d rou _____ f li _____

17.5 Words with the combination of letters: *-gh*, *-gth* or *-ght* can be tricky ones to spell. These words have *-gh*, *-gth* or *-ght* endings, but the student who wrote them is not sure of the spelling. Correct any of the following words if necessary. Two examples are done for you.

a length length (there is no *-t* sound at the end of the word)

b height correct (there is a *-t* sound at the end of the word)

c breadth _____ h straight _____ m throuhg _____

d weihtg _____ i widht _____ n touhg _____

e thought _____ j souhgt _____ o rough _____

f brought _____ k freight _____ p bouthg _____

g delihgt _____ l enough _____



WRITING: SUPER SPEECH

Create a spoken word conversation between two superheroes, such as Batman and Wonder Woman, or Superman and Spiderman, or The Phantom and Batgirl. Let them compare their powers, their achievements and their stories in a lively superpower contest where spoken words are the only power they use.

Write about 200 words, and make sure you use correct punctuation and layout for your spoken word conversation.



Unit 18 The World of Words — Word Stems, Prefixes and Suffixes

ENGLISH IN FOCUS

In Her Haste

She is going out with her mother
and she is calling, 'Goodbye dad!' And
she is pushing open the flywire door,
always wanting to be off or anxious not

to be left behind. 'Bye daddy!'
she bellows, bursting with importance
and impatience. From my desk
I call, 'See you later!', and hear,

thinly from the distance of the driveway,
her sweet, unsought rejoinder, 'See you
later! Don't forget the toilet paper!'
These impish pleasures, heightened by im-
perfections. I smile like an alligator.

Andrew Lansdown

1 Why does the dad 'smile like an alligator' at the end of the poem?

2 Why do you think the poet gave his poem the title 'In Her Haste'?

3 Can you recognise a word-within-a-word in these words from the poem? An example has been done for you.

a always → way

b rejoinder _____

d impatience _____

c imperfections _____

e impish _____

4 How has each of these words changed its meaning compared to the way that it appears in the poem?

a patience _____

b sought _____

c imp _____

d perfections _____

5 What has the poet done to change the meanings of these words?

WHAT ARE WORD STEMS, PREFIXES AND SUFFIXES?

Many words are formed from a word stem (sometimes called the base word or root word) by adding one or more prefixes and/or suffixes. Recognising the parts of words, and how prefixes and suffixes work, will build your understanding of the world of words.

WORD STEMS

Many words belong to the same 'family' and share the same word stem. For example:

Word	Language of origin	Meaning	Related family words
aquarium	Latin: <i>aqua</i>	water	aquatic, aqua (colour), aquamarine, aquanaut, aquaplane, subaquatic, aquaculture
automatic	Greek: <i>autos</i>	same, self	autopilot, autobiography
dictionary	Latin: <i>dictus</i>	say, speak	dictation, predict, dictator
millimeter	Latin: <i>mille</i>	thousand	millenium, million, millisecond
microphone	Greek: <i>phone</i>	sound	phonograph, telephone, homophone

Many of our English words come from ancient Latin and Greek words.

PREFIXES

A prefix is a letter or group of letters placed at the start of a word to make a different word and change its meaning. The spelling of a word is never changed when a prefix is added. Many prefixes have originated from ancient Latin or Greek. This table gives an example of each.

Prefix	Meaning	Example	Prefix	Meaning	Example
<i>ab-</i>	away from	absent	<i>mis-</i>	badly	misjudge
<i>anti-</i>	against	antiwar	<i>poly-</i>	many	polyurethane
<i>bi-</i>	two	bicycle	<i>pre-</i>	before	prepacked
<i>circum-</i>	around	circumnavigate	<i>re-</i>	to do again	review
<i>co-</i>	together	cooperate	<i>semi-</i>	part/half	semicircle
<i>dis-</i>	apart	disassemble	<i>sub-</i>	below	submarine
<i>ex-</i>	out of	exit	<i>tele-</i>	afar	teleport
<i>hemi-</i>	half	hemisphere	<i>trans-</i>	across	transform
<i>micro-</i>	small	microchip	<i>un-</i>	not	untangle

There are also common prefixes that do not have their origins in ancient languages, such as:

Prefix	Examples
<i>ab-</i>	abstract, abdicate
<i>be-</i>	becalm, bewitch
<i>en-</i>	engulf, entangle
<i>ex-</i>	exclude, expand
<i>im-</i>	impossible, imperfect
<i>in-</i>	influence, inside, into
<i>out-</i>	outperform, outboard
<i>re-</i>	repaint, rouse
<i>un-</i>	unacceptable, unhappy, unreal

SUFFIXES

A suffix is a letter or group of letters added to the end of a word to make different word and change its meaning. Sometimes the spelling of a word is changed when a suffix is added. For example:

brain → brainless

Here are some common suffixes that originate from ancient languages, and an example for each.

Suffix	Meaning	Example
<i>-able</i> <i>-ible</i>	having the ability	suitable, edible
<i>-dom</i>	power	kingdom
<i>-ful</i>	complete, having much	beautiful
<i>-ish</i>	having the quality of	childish
<i>-ship</i>	skill or quality	craftsmanship
<i>-less</i>	without	hopeless
<i>-like</i>	similar to	childlike
<i>-ness</i>	condition	happiness

There are also common suffixes that do not have their origins in ancient languages, such as:

Suffix	Examples
<i>-al</i>	accidental, incidental
<i>-ary</i>	imaginary, dictionary
<i>-er</i>	teacher, toaster
<i>-est</i>	biggest, longest
<i>-ing</i>	sleeping, walking
<i>-ly</i>	strongly, delicately
<i>-y</i>	victory, jealousy

- 18.1** Write two or three examples of words for each of these Greek and Latin word stems. Remember that the words will have a meaning that relates to the word stem.

LATIN WORD FAMILY	MEANING	EXAMPLES
<i>equus</i>	horse	
<i>mare</i>	sea	
<i>luna</i>	moon	
GREEK WORD FAMILY	MEANING	EXAMPLES
<i>areo</i>	air	
<i>geo</i>	earth	
<i>biblio</i>	book	

- 18.2** Add one of the prefixes *dis-*, *mis-*, *un-* or *im-* to form the opposite (also known as an antonym) of the words below. An example has been done for you.

a trust → distrust

b do _____

i proper _____

c made _____

j appear _____

d colour _____

k approve _____

e fortune _____

l polite _____

f agree _____

m likely _____

g obey _____

n fit _____

h credit _____

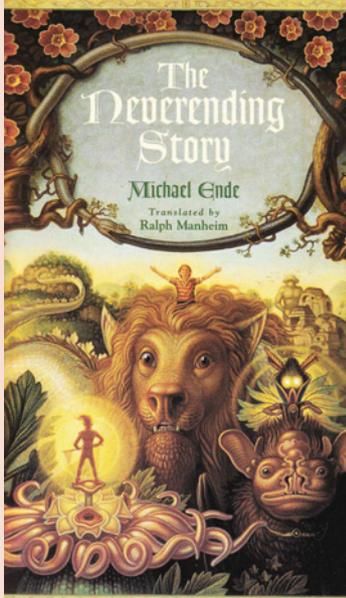
o harmed _____

- 18.3** Add a prefix and a suffix to each of the words in the table below. You can also add any other necessary letters to ensure that the word is spelt correctly. An example has been done for you.

	WORD	PREFIX	SUFFIX
a	like	dislike	likely
b	predict		
c	act		
d	success		
e	comfort		
f	agree		
g	place		
h	pay		
i	health		
j	force		

The Neverending Story

by Michael Ende



Old Books
Carl Conrad Corvander

This inscription could be seen on the glass door of a small shop, but naturally this was only the way it looked if you were inside the dimly lit shop, looking out at the street through the plate-glass door.

Outside, it was a gray, cold, rainy November morning. The rain ran down the glass and over the ornate letters. Through the glass there was nothing to be seen but the rain-splotched wall across the street.

Suddenly the door was opened so violently that a little cluster of brass bells tinkled wildly, taking quite some time to calm down. The cause of the hubbub was a fat little boy of ten or twelve. His wet, dark-brown hair hung down over his face, his coat was soaked and dripping, and he was carrying a school satchel slung over his shoulder. He was

rather pale and out of breath, but, despite the hurry he had been in a moment before, he was standing in the open doorway as though rooted to the spot.

Before him lay a long, narrow room, the back of which was lost in the half-light. The walls were lined with shelves filled with books of all shapes and sizes. Large folios were piled high on the floor, and on several tables lay heaps of smaller, leather-bound books, whose spines glittered with gold. The far end of the room was blocked off by a shoulder-high wall of books, behind which the light of a lamp could be seen. From time to time a ring of smoke rose up in the lamplight, expanded, and vanished in darkness. One was reminded of the smoke signals that Indians used for sending news from hilltop to hilltop. Apparently someone was sitting there, and, sure enough, the little boy heard a cross voice from behind the wall of books: 'Do your wondering inside or outside, but shut the door. There is a draft.'

- 1 Why might the boy have decided to go inside this old bookshop?

- 2 What two things about the bookshop grab the boy's attention?

- 3 Look at each base word in the first column of the table below and then see whether you can find it in the extract. There is a twist: it will be hidden within another word. When you find it, list it in the second column. Now see if you can attach any prefixes or suffixes to the base word to create new words. Write these in the third column. An example has been done for you.

BASE WORD	WORD IN <i>THE NEVERENDING STORY</i>	PREFIXES/SUFFIXES ADDED FOR NEW WORDS
script	inscription	descriptive, prescription, description
thing		
natural		
dim		
violent		
wild		

VOCABULARY AND SPELLING

18.4 The following sentences have been adapted from *The Neverending Story* extract. Choose one of the suffixes: *-ly*, *-ness*, *-able*, *-ful*, *-ish*, *-less* or *-like* to change the word in **bold** to the part of speech shown in brackets. Check your spelling carefully. An example has been done for you.

- a** Outside it was **cold**. (adjective) → He stood there **coldly**. (adverb)
- b** He was rather **pale**. (adjective) His _____ worried me. (noun)
- c** It was a **violent** noise. (adjective) He closed the door _____. (adverb)
- d** The man spoke **viciously**. (adverb) His _____ scared the little boy. (noun)

18.5 Here are some words taken from *The Neverending Story* extract. Add or replace a prefix or suffix to create your own sentence. An example has been done for you.

- a** ornate The **ornately** designed window was truly amazing.
- b** wildly _____
- c** inside _____
- d** cross _____
- e** small _____



WRITING: A STRANGE PLACE

Describe a place you have visited in the past where you did not feel comfortable or happy. It might be a place where you got lost when you were young, or a place where there was nothing to do and you were really bored. If you cannot recall a real place, then use your imagination to describe one. Recount the looks, the sounds and the smells of this place and how it made you feel. Write about 100 words and aim to include five or six words with prefixes or suffixes.



Unit 19 The World of Words — Word Origins and Meanings

ENGLISH IN FOCUS

Hatchet by Gary Paulsen

He was flying but did not know where, had no idea where he was going. He looked at the dashboard of the plane, studied the dials and hoped to get some help, hoped to find a compass, but it was all so confusing, a jumble of numbers and lights. One lighted display in the top centre of the dashboard said the number 342, another next to it said 22. Down beneath that were dials with lines that seemed to indicate what the wings were doing, tipping or moving, and one dial with a needle pointing to the number 70, which he thought— only thought— might be the altimeter. The device that told him his height above the ground. Or above sea level. Somewhere he had read something about altimeters but he couldn't remember what, or where, or anything about them.

Slightly to the left and below the altimeter he saw a small rectangular panel with a lighted dial and two knobs. His eyes had passed over it two or three times before he saw what was written in tiny letters on top of the panel. TRANSMITTER 221 was stamped in the metal and it hit him, finally, that this was the radio.

The radio. Of course. He had to use the radio. When the pilot had— had been hit that way (he couldn't bring himself to say the pilot was dead, couldn't think it), he had been trying to use the radio.

Brian looked at the pilot. The headset was still on his head, turned sideways a bit from his jamming back into the seat, and the microphone switch was clipped into his belt.

Brian had to get the headset from the pilot.

- 1 What do you think has happened to the pilot, and why might Brian (the young teenager who is the narrator of the story) be at the controls on his own?

- 2 Make a list of all the equipment on the plane that Brian mentions.

- 3 From your list in question 2, highlight any words that have been formed by joining two separate words, for example, the word **airplane** is made by joining **air+plane**.

- 4 Find three other words in this extract that have been created by joining two words together.

THE ORIGINS OF OUR WORDS

Understanding the origins of many of our words helps us to understand unfamiliar words, and to spell difficult ones too. This is because we are able to recognise familiar patterns in the spelling of words and the ways in which they are formed.

THE ENGLISH LANGUAGE IS A MIXED COLLECTION

Many languages have contributed to the English language. As an example, just think of how many different sorts of food are called by names from another language: *pizza* (Italian), *quiche* (French) and *sushi* (Japanese). The following table gives some other commonly used English words and the language from which they originate. You may be surprised by some of these.

English word	Language of origin	English word	Language of origin
athlete	Greek	kidnap	Danish
banana	Wolof (a West African language)	muffin	German
barbecue	Arawak (a South American people)	paper	Egyptian
boomerang	Dharuk (an Aboriginal language)	potato	Dutch
boss	Dutch	pyjamas	Hindi
chocolate	Nahuatl (an Aztec language)	shampoo	Hindi
coffee	Turkish and Arabic	tea	Chinese
curry	Tamil	umbrella	Italian
guitar	Spanish	zero	Arabic

BUILDING WORDS

Many words in English build on words from other languages. Quite often, a word stem has been taken from another language and used to create many new words. Here are two examples.

Latin	Meaning	English words created from word stem
<i>femina</i>	woman	feminine, female, unfeminine, femininity, effeminate
<i>familia</i>	household	family, familiar, unfamiliar, familiarity

COMPOUND WORDS

Another way in which words have become part of the English language is when two words have joined together to become a new word (called a compound word). For example, the word *kindergarten* comes from the German words *kinder* (meaning child) and *garten* (meaning garden). Other examples include common words such as:

webmaster → web + master

bedtime → bed + time

sandpaper → sand + paper

newsstand → news + stand

handshake → hand + shake

eyebrow → eye + brow

AUSTRALIAN ENGLISH

The English language written and spoken in Australia has borrowed many words from Indigenous Australian languages, such as kangaroo, dingo, galah, barramundi, kookaburra, billabong and bunyip.

Hundreds of place names around Australia still retain their Indigenous Australian names. Examples of these include Ballarat, Tullamarine, Artarmon, Canberra, Currumbin, Echuca, Gymeah, Kalgoorlie, Papunya, Narrandera, Wagga Wagga, Wodonga, Noosa and Woy Woy. You can do an Internet search and find hundreds more around Australia.

NEW WORDS ARE FORMED

Many new words have entered the English language when one or more letters have been added to the beginning or end of existing words. These are not always prefixes or suffixes. For example:

cycle	bicycle	cyclist	tricycle	unicycle
mobile	automobile	mobility	immobile	mobilise
brain	brainless	brainy	no-brainer	brainwave

-  19.1 Take all the words from the table on page 115, and put them into one crazy story. Start your amazing story with the following opening sentences:

'What a day! I jumped out of bed, got out of my pyjamas, quickly shampooed my hair, and then ...'

- 19.2 Here are some Latin and Greek stem words and their meanings. In the table below write two more words that have been created in English using this stem word. You can use a dictionary if you like. An example has been done for you.

	LATIN STEM WORD	MEANING	ENGLISH EXAMPLES
a	<i>insula</i>	island	insulation, insular
b	<i>magnus</i>	big	
c	<i>ignis</i>	fire	
d	<i>annus</i>	year	
e	<i>genus</i>	birth, offspring	
	GREEK STEM WORD	MEANING	ENGLISH EXAMPLES
f	<i>micro</i>	small	
g	<i>phone</i>	sound	
h	<i>photo</i>	light	
i	<i>mono</i>	single, one	
j	<i>tele</i>	far away	
k	<i>phobia</i>	fear	

- 19.3 The first column of the following table lists words that form the base for other compound words. Think of three compound words for each one and write them in the space below. An example has been done for you.

	BASE WORD	COMPOUND WORDS
a	man	manpower, mankind, manhandle
b	fire	
c	home	
d	rain	
e	play	
f	night	

Hatchet by Gary Paulsen

Mistakes.

Small mistakes could turn into disasters, funny little mistakes could snowball so that while you were still smiling at the humour you could find yourself looking at death. In the city if he made a mistake usually there was a way to rectify it, make it all right. If he fell on his bike and sprained a leg he could wait for it to heal; if he forgot something at the shop he could find other food in the refrigerator.

Now it was different, and all so quick, all so incredibly quick. If he sprained a leg here he might starve before he could move around again; if he missed while he was hunting or if the fish moved away he might starve. If he got sick, really sick so he couldn't move, he might starve.

Mistakes.

Early in the new time he had learned the most important thing, the truly vital knowledge that drives all creatures in the forest—food is all. Food was simply everything. All things in the woods, from insects to fish to bears, were always, always looking for food—it was the great, single driving influence in nature. To eat. All must eat.

But the way he learned it almost killed him. His second new night, stomach full of fish and the fire smouldering in the shelter, he had been sound asleep when something—he thought later it might be smell—had woken him.

Near the fire, completely unafraid of the smoking logs, completely unafraid of Brian, a skunk was digging

where he had buried the eggs. There was some sliver of a moon and in the faint-pearl light he could see the bushy tail, the white stripes down the back, and he had nearly smiled. He did not know how the skunk had found the eggs, some smell, perhaps some tiny fragment of shell had left a smell, but it looked almost cute, its little head down and its little tail up as it dug and dug, kicking the sand back.

But those were his eggs, not the skunk's, and the half smile had been quickly replaced with fear that he would lose his food and he had grabbed a handful of sand and thrown it at the skunk.

'Get out of here ...'

He was going to say more, some silly human words, but in less than half a second the skunk had snapped its rear end up, curved the tail over, and sprayed Brian with a direct shot aimed at his head from less than four feet away.

In the tiny confines of the shelter the effect was devastating. The thick sulphurous rotten odour filled the small room, heavy, ugly and stinking. The corrosive spray that hit his face seared into his lungs and eyes, blinding him.

He screamed and threw himself sideways, taking the entire wall off the shelter; screamed and clawed out of the shelter and fell-ran to the shore of the lake. Stumbling and tripping, he scrambled into the water and slammed his head back and forth trying to wash his eyes, slashing at the water to clear his eyes.

1 How could one small mistake become such a disaster for someone?

2 What do you think might be happening to Brian while he is telling this story?



3 List 20 words the writer uses that are either compound words or words that have been formed by the addition of prefixes or suffixes. Prepare a table with the following headings in your workbook.

COMPOUND WORDS	WORDS WITH PREFIXES	WORDS WITH SUFFIXES

VOCABULARY AND SPELLING

19.4

Use each word taken from the *Hatchet* extract in the first column to create two new words of your own. You can either add a prefix or a suffix to create a new word, or add a whole word to create a compound word. Check the spelling carefully because adding suffixes can change the spelling of the word. An example has been done for you.

WORD	TWO NEW WORDS
a humour	humorously, good-humoured
b fridge	
c quick	
d hunt	
e fish	
f sick	
g fear	
h hand	
i head	
j face	

19.5

Here are some words from *Hatchet* that are useful for your own vocabulary. All have been formed using a stem word, and adding letters or joining words together. Write the meaning of each word in the context of this story, and then write a sentence of your own using this word. An example has been done for you.

WORD	MEANING IN <i>HATCHET</i>	NEW SENTENCE
a vital	essential, most important	Exercise is vital for good health.
b incredibly		
c smouldering		
d sliver		
e fragment		
f devastating		
g corrosive		

19.6

List six foods or drinks that you know originated from other countries and then give a brief description of each and name its country of origin. Watch your spelling carefully. Do not include any examples that have already been discussed in this unit. You might use an Internet search to help you. Two examples have been done for you.

	NAME OF FOOD OR DRINK	DESCRIPTION	COUNTRY OF ORIGIN
a	paella	dish of rice, chicken or seafood and flavoured with saffron	Spain
b	latte	coffee made with espresso and steamed milk	Italy
c			
d			
e			
f			
g			
h			



WRITING: NEW ENGLISH!

Use your imagination, and your knowledge about the ways new words are absorbed into English, to create 10 new words for the English language. Create two new words and give instructions on their pronunciation and information about the item for each of the following categories:

- a new food or drink
- a new sport or online game
- a new style of clothing
- a new technology product
- a new alien creature for the movies

Here are two ideas to start you thinking:

- food category → aquabol (pronounced *akwabol*): this is a bolognese-type dish made with spring water and fresh herbs grown in water.
- sport category → soccennis (pronounced *sokennis*): all players on a soccer field have a tennis racquet they use to hit a soft ball the size of a small soccer ball. No part of the body can be used to hit the ball, and the goal-keeper uses two larger-size racquets to defend the goal.



Unit 20 Synonym and Antonym Bin — How Synonyms and Antonyms Work

ENGLISH IN FOCUS

The getting of wisdom by Dani Valent

Stephanie Gilmore

The world champion surfer, 22, tells what she knows about ...

Waves Waves are fascinating, the way they're created by wind far out at sea and groomed by different winds as they come closer to shore. We surfers ride the very last part of the wave's life before it crashes and disappears, never to be seen again.

Winning It's euphoric, but it lasts a short time. You've got to lap it up, then move on to the next thing. I think I've kept winning because I haven't attached myself to past successes.

Getting out there Life's too short to sit around and wait.

[...]

Guitar I have a little electric guitar and amplifier that I bust out in airports. I plug in and play old bluesy stuff and give the airport some character.

Idols I looked up to surfers like Lisa Anderson and Layne Beachley and I still get nervous if I hang around with them. I still feel like that grommet. When little kids are stoked to meet me, I understand it from both sides. I know how to react: just be myself and be down to earth.

The ocean It humbles you. You can go and win a world title, but you're never going to beat the ocean.

[...]

Getting dumped Just go with the flow, hold your breath, pretend you're in a washing machine and hope you pop up.

Clothes I love the red-carpet moments, though they're few and far between for surfers. We've got an awards night coming up and all the girls have been shopping in Hawaii for cute dresses and high heels. I love being a girl.

Ambition I always wanted to win everything, even playing cards with my sisters.



- 1 List four things that Stephanie is positive about—and then choose words from the extract to show how much she enjoys each one. For example: winning → euphoric.

- 2 List two things that Stephanie has learnt from experience—and then choose words from the extract to describe how she feels about what she has learnt.

- 3 Take the four words you listed in question 1 and replace each one with a word with a similar meaning. For example: happy → joyful.

- 4 Now take these same four words and write a word that has an opposite meaning. For example: happy → sad.

SYNONYMS AND ANTONYMS

SYNONYMS ARE 'SAME'

A synonym is a word that has the same, or nearly the same, meaning as another word. For example:

grab is a synonym for seize

However, a word may also be similar in meaning but not be a true synonym. This is because there are so many words that can *also* describe a particular context or different shade of meaning. So, other words similar in meaning to grab are:

catch
clamp

clench
clutch

grasp
grip

hold
immobilise

ANTONYMS ARE 'ANTI'

An antonym is a word that has the opposite meaning of another word. For example:

hot is an antonym for cold

Many antonyms are formed by adding prefixes such as *dis-*, *in-*, *im-*, *mis-* and *un-*. For example:

honest → dishonest

direct → indirect

possible → impossible

understand → misunderstand

well → unwell

USING SYNONYMS AND ANTONYMS

When you use synonyms or antonyms in sentences, they must replace the same part of speech as the original word. Synonyms and antonyms can be nouns, verbs, adjectives or adverbs. The following table gives some examples.

Part of speech	Example	Synonym	Antonym
Noun	Their power is in the teamwork.	Their strength is in the teamwork.	Their weakness is in the teamwork.
Verb	She can begin the game.	She can commence the game.	She can finish the game.
Adjective	The old man sat in the park.	The elderly man sat in the park.	The young man sat in the park.
Adverb	The surfers left the harbour quickly .	The surfers left the harbour swiftly .	The surfers left the harbour slowly .

20.1 Here are some phrases and clauses from Stephanie Gilmore's interview. Use an antonym in each to change the meaning. An example has been done for you.

- a** before it crashes → **after** it crashes
- b** the very last part of the wave _____
- c** lasts a short time _____
- d** the next thing _____
- e** life's too short _____
- f** I understand it _____

20.2 Think of a synonym for each of the following words from the interview. An example has been done for you.

- a** created → made
- b** ride _____ **g** winning _____
- c** disappears _____ **h** play (music) _____
- d** seen _____ **i** know _____
- e** short _____ **j** pretend _____
- f** move _____ **k** girl _____

20.3 Look at the following table and highlight the two correct synonyms for the word in the first column.

WORD	SYNONYMS?
stop	prevent, block, permit
stay	remain, depart, dwell
fall	emerge, descend, drop
jump	leap, bound, step
unhappy	downhearted, comfortable, cheerless
happy	beaming, carefree, sombre

You do what? by Nina Kamikowski

John Mostyn, 47, Crocodile Keeper

Danger factor: High

When I tell people what I do for a living, some run a mile, others just don't believe me. But I've always been comfortable with reptiles. In fact, as a kid, I used to keep them as pets. I grew up in the country, where the only thing to do was chase bearded dragons and blue-bellied black snakes.

I worked in construction for years, then became a member of Sydney Wildlife Rescue. The animals were nursed back to health and re-released; there were a lot that didn't make it but there were a lot that did, and that gave me so much satisfaction. I applied for a job at Sydney Wildlife World, and went straight into the reptile department in 2006.

I'd never worked with a monster croc before. The largest I'd worked with was three metres, and Rex, the croc I look after, was up at the five-metre mark. But when we went to Darwin to pick him up, the guys there taught me how to work with the big fellas: how to handle them, feed, catch and restrain them. Moving Rex to Sydney was the only catch and restrain we've done so far and, touch wood, we won't have to do it again.

Rex's exhibit has security fences, so we can clean the enclosure and feed him without fear of being taken. But there have been times when I've almost fallen over in there and thought 'If I'd tripped over that fence, it could have been all over', because Rex can move quicker than the eye can blink. But we have a rule: there's always at least two people signed off on large crocodile handling, and we always go in prepared with fend poles (thick wooden poles) that we can use to distract him if anyone does fall over.



We have a healthy respect for what Rex is capable of doing. We know he can lunge up to 1½ metres, so there are parts of his body we watch the whole time. If he's on land you watch his back feet; as soon as those toenails dig into the ground, you know he's going to lunge. When he's in the water, you keep your eye on his tail, because it's going to flick to propel him out of the water.

Crocs are the only reptile to have a cerebral cortex, which is like advanced learning, so they remember routines very well. We use that to our advantage, to train Rex where to sit at feeding times, but it's also why he's so dangerous.

On occasions he'll stalk us. When we come in of a morning, he might be at the bottom of the pond, then after we feed the fish or clean the windows, we'll turn around and he's right on the other side of the gate, just looking at us. You can see what's going through his mind: 'If that gate wasn't there, you'd be my dinner.' He's watching and learning, waiting for a hole that can be used to his advantage. So we've always got to be on our toes.

1 What are two common reactions that people have when John Mostyn tells them about his job?

2 How did John find his way into this unusual occupation?

3 What are two things that warn you a crocodile could go on the attack?

4 Find five words in the interview that could easily be turned into antonyms. An example has been done for you.

	WORD IN INTERVIEW	ANTONYM
a	a lot	a few
b		
c		
d		
e		
f		

VOCABULARY AND SPELLING

The spelling of the words in the table below seems to confuse a lot of people. The table shows which words are always spelt as one word, and which are always spelt as two separate words. The third column shows that the spelling *can* change, depending on the context.

Always one word	Always two words	One or two words, depending on context
• together	• in fact	• no body (no body in the grave)
• tomorrow	• a lot	• nobody (nobody at home)
• someone	• in front	• may be (we may be on time)
• across	• a while	• maybe (maybe this time or next)
• itself/himself/ herself	• no one	• in to (in to see the movie)
• inside/outside		• into (into the surf now)
• without		• all right (answers are all right)
• tonight		• alright* (he feels alright now)
• sometimes		• all ready (we are all ready to go)
• anybody/anyone		• already* (already we are late)

*Note: there is only ever one-'l' in 'alright' and 'already'.

20.4

To show that you can use the words in the table accurately, use the ten listed below and in your workbook use each in a sentence about the job of a crocodile keeper. Your sentences must be synonymous with the ideas in the interview, which means they must say a similar thing to the interview. You can use these words anywhere in the sentence. An example has been done for you.

- in fact → Croc keepers, in fact, have to carefully watch a crocodile every time they are near one.
- a lot
- in front
- together
- tomorrow
- someone
- no body
- nobody
- may be
- maybe
- in to
- into
- all right
- alright
- all ready
- already

- 20.5** Create antonyms for the words in the table below by using one of the prefixes: *dis-*, *in-*, *im-*, *mis-* and *un-*. All these words have been taken from the interview with John Mostyn. Knowing how to form antonyms helps expand your vocabulary. An example has been done for you.

	WORD	ANTONYM
a	comfortable	uncomfortable
b	believe	
c	healthy	
d	satisfaction	
e	handle	
f	prepared	
g	respect	
h	use	
i	advantage	

- 20.6** Choose either a synonym or an antonym for each of the words in the table below. Watch your spelling carefully, too. The first two examples have been done for you.

	WORD	SYNONYM	ANTONYM
a	patient		impatient
b	direct	straight	
c	wealthy		
d	clean		
e	love		
f	weak		
g	obey		
h	foolish		
i	false		
j	scowl		
k	worthless		



WRITING: WHAT DO YOU DO?

Prepare your own brief interview with someone who has an interesting job or a job you don't know much about. Think of six questions you would like to ask, and then write or record their answers. You might use the champion surfer and crocodile keeper interviews to give you ideas for questions.

After you have conducted and either written out or recorded the interview, select 10 words you could replace with synonyms. Highlight these words and then make a list of replacement synonyms.

CREATING
TEXTS—
CRAFTING TEXTS
AND USING TEXT
FEATURES





PART FOUR

CREATING TEXTS— CRAFTING TEXTS AND USING TEXT FEATURES



Unit 21 Paragraph Points – How Topic Sentences and Paragraphs Work

ENGLISH IN FOCUS

The Australian Institute of Sport by Matthew Eggins

The race for excellence has no finish line. In Australia, the race starts at the Australian Institute of Sport (AIS). [...]

The Institute was initially based in Canberra with eight sports: basketball, gymnastics, netball, soccer, swimming, tennis, track and field and weightlifting. While some of the original sports, for example basketball and netball, have remained in Canberra others, such as tennis, have relocated to Melbourne, or in the case of weightlifting have ceased to be an Institute program.

These days the AIS offers assistance to athletes through a network of coaches on campuses in Brisbane, the Gold Coast, Sydney, Melbourne, Adelaide and Perth and through a number of regional centres. Scholarships are offered to elite athletes in 35 disciplines with rugby league, triathlon and winter sports for athletes with a disability among the recent inclusions.

Approximately 700 athletes now receive scholarships from the Institute each year. These athletes receive top level coaching; access to equipment, sport science and medicine facilities; accommodation, meals and travel; and assistance with education and career planning. Of the 800 athletes who applied for a place in the Institute's first year of operation, 152 were successful.

1 How many paragraphs are in this piece of writing? _____

2 How many paragraphs have one sentence, and how many have two or more sentences?

3 Look at the final paragraph. How does the second sentence expand or unpack the message of the first sentence?

- 4 In the table below, summarise what each paragraph is telling the reader about the Australian Institute of Sport.

PARAGRAPH	PARAGRAPH SUMMARY
1	
2	
3	
4	

PARAGRAPHS AND TOPIC SENTENCES

PARAGRAPHS

A **paragraph** is a group of sentences about an idea or topic. Paragraphs are the building blocks of writing. They can be very short or very long; it depends on the writing and the audience.

In non-fiction writing such as projects, research articles, opinion pieces and essays, a new paragraph signals a new point about the topic. Paragraphs in non-fiction writing usually contain more than one sentence, but in short pieces and in magazines, newspapers and websites there can also be single-sentence paragraphs.

In creative writing such as stories, creative descriptions, plays, film scripts and novels, a new paragraph might signal a change in the place or the time in the story or description, or that a new character is speaking. Paragraphs in creative writing may contain one sentence or many sentences, depending on the ideas and the style of writing.

TOPIC SENTENCES

A **topic sentence** can occur at the beginning or end of a paragraph. It contains the main point of the paragraph, and the following sentences support it with details, information, explanations, descriptions and examples. For example, this paragraph begins with a topic sentence:

That day at the Easter show was spectacular and memorable. We went on an amazing variety of fantastic fun-filled rides, and then ate some great food and played some amazing games at the many different shops along the laneways. The size of some of the exhibits in the hall was impressive, and left us awe-struck as we marvelled at the skill and creativity of the exhibition builders and designers. The whole experience always brings back special memories for us.

In the following paragraph, the topic sentence has been held back to the end of the paragraph to create a special effect:

Slowly, cautiously and very nervously we inched towards the door from where we'd heard that deathly shriek. We'd stood before the huge oak door, and waited. I carefully reached towards the large brass handle. It was chillingly cold. This was one holiday I would never forget, and hoped I would never have again.

21.1 a Is the piece of writing about the Australian Institute of Sport non-fiction or creative writing? How can you tell?

b Why is the first sentence of the final paragraph in the Australian Institute of Sport article a topic sentence?

21.2 a In the first sample paragraph about going to the Easter show, what makes the first sentence a topic sentence?

b What is the effect of having the topic sentence at the end of the second sample paragraph?

 **21.3** Write three paragraphs, each with a topic sentence, about *one* of the following topics. You might like to plan your paragraphs before you begin writing. You may write a non-fiction or a creative writing piece.

- The accident I'll never forget ...
- The time I was found out ...
- The best holiday ever ...
- A sports game that became a disaster ...

The Australian Institute of Sport by *Matthew Eggins*

Visitors to the AIS campus can now get an insight into 'a day in the life of an elite athlete' thanks to the athlete-guided tours and the interactive exhibition Sportex. Within minutes one can be hearing firsthand about life as an AIS athlete or soaking up the atmosphere of the AIS Arena.

One of the most commonly-asked questions on these tours is, 'Do you have time to do anything else other than train?' Any successful athlete will tell you that balance in one's life is a key ingredient to performing in competition. AIS athletes are expected to pursue a course of study and/or work, perhaps in one of the Commission's programs or in the outside workforce, at the same time as they maintain their rigorous training schedule. Some are employed with Australia's leading companies through the Olympic Job Opportunities Program where the company benefits through its association with the athlete who, in turn, acquires career skills and receives an income while being allowed time off to train and compete.

Another commonly-asked question refers to preparation: 'How much training do you have to do?' Athletes don't have a heavy training schedule every week. There are recovery periods where the intensity may be reduced, and tapering or winding down towards a forthcoming event such as an Olympic Games or a world championships. For elite athletes, training intensity is designed around major events; it

is imperative that they arrive for competition feeling fresh and not having overtrained.

For youngsters eager to pursue their sporting dreams a burning question is, 'How are athletes selected for the AIS?' There are several routes into the AIS. Scholarships are advertised each July in the national press and individuals can apply. More usually though, talented athletes are identified by national sporting organisations, or spotted by AIS coaches at national championships, or have completed AIS Intensive Training Centre programs.

For young Australians who show potential to go to the top of their sport, the AIS experience is a truly unique one. More than just a sport environment, the AIS—with its spirit and support network—is a family. Where else, for example, would you find elite netball and soccer players interacting with and supporting elite boxers and gymnasts—and all in an arena where specialist advice on any number of subjects is no more than a phone call away. At the welcome home for the AIS Atlanta Olympians, athletes could not have been more generous in their appreciation of the AIS coaches and training squads, the house parents, their own parents, the massage therapists, the sport psychologists, the sport scientists, the administrative staff, the chefs and even those athletes who had preceded them at the Institute, for their inspiration and direction. So many to thank, for the AIS family is a large one.

- 1 How many paragraphs have been used to compose this piece of writing about the Australian Institute of Sport? _____
- 2 How many paragraphs have a topic sentence? _____
- 3 After reading each topic sentence, state what topic the paragraph is about. Use the table below:

PARAGRAPH	TOPIC OF THE PARAGRAPH
1	
2	
3	
4	
5	



21.4

This extract describes tours of the Australian Institute of Sport and the questions people often ask. It also informs young people about ways to get into the AIS. Write one paragraph in your workbook for your school newsletter or website telling other students about what young people have to do to get a scholarship to the AIS and what they will do while they train there. Your paragraph must have a topic sentence and at least three more sentences.

21.5

Plan a short article for new Year 7s on the things they need to be aware of when they start high school. Write three or four points that could go in each paragraph to expand on the topic sentence. Use the template below to help plan your article. The first paragraph plan has been done for you.

THE FIRST DAY

Topic sentence: The first day of high school is not easy for anyone because there are many new things.

- You have to find your way around this new school.
- You have work out a new timetable and new rooms.
- You have to get used to different subjects and teachers.
- You have to find out the different ways to use the playground and the canteen.

ADVICE FOR THE FIRST WEEK

Topic sentence: A good idea is to make sure you have the right gear for all your subjects and sports.

-
-
-
-

HOW TO HANDLE PROBLEMS

Topic sentence: If you have problems like getting lost or losing your timetable then there are good ways to solve them.

-
-
-
-

HANDLING HIGH SCHOOL WORK

Topic sentence: Now you're in high school the type of work you do will change, but there are ways to make it easier to handle and to make you successful.

-
-
-
-

21.6

Plan a short article on how to take care of family pets. Write four topic sentences to introduce the following paragraphs. Check your spelling carefully.

Paragraph 1: Food and drink _____

Paragraph 2: Shelter or sleeping place _____

Paragraph 3: Health and grooming _____

Paragraph 4: Exercise and training _____



WRITING: A HOLIDAY FROM HELL!

Write a 400–500 word imaginative story about a family going on a holiday where things go very wrong. Your story is to have five or six paragraphs, with each paragraph focusing on one of the things that goes wrong. You can also plan:

- how many things go wrong
- the types of things that go wrong
- how each incident will link to the next one.

You can place a topic sentence at the start of a paragraph, at the end of a paragraph, or not have one at all! This will depend on the effect you want on the reader. Grab your readers' interest and take them on an amazing, and very unlucky, holiday.



Unit 22 Paragraph Points – Linking Sentences and Paragraphs

ENGLISH IN FOCUS

The Adventure of the Speckled Band by Arthur Conan Doyle

Suddenly there was the momentary gleam of a light up in the direction of the ventilator, which vanished immediately, but was succeeded by a strong smell of burning oil and heated metal. Someone in the next room had lit a dark-lantern. I heard the gentle sound of movement, and then all was silent once more, though the smell grew stronger. For half an hour I sat with straining ears. Then suddenly another sound became audible—a very gentle, soothing sound, like that of a small jet of steam escaping continually from a kettle. The instant that we heard it, Holmes sprang from the bed, struck a match, and lashed furiously with his cane at the bell-pull.

'You see it, Watson?' he yelled. 'You see it?'

But I saw nothing. At the moment when Holmes struck the light I heard a low, clear whistle, but the sudden glare flashing into my weary eyes made it impossible for me to tell what it was at which my friend lashed so savagely. I could, however, see that his face was deadly pale and filled with horror and loathing.

He had ceased to strike and was gazing up at the ventilator when suddenly there broke from the silence of the night the most horrible cry to which I have ever listened. It swelled up louder and louder, a hoarse yell of pain and fear and anger all mingled in the one dreadful shriek.

- 1 After carefully reading the clues in this extract, who or what do you think could have made the sound that caused Sherlock Holmes to leap up and lash out at the bell-pull cord? Make two or three guesses.

- 2 The following sentence from the extract is a long, linked sentence where three smaller sentences have been joined together. Write out the three individual sentences that Conan Doyle (the writer) joins together to form one sentence:

Suddenly there was the momentary gleam of a light up in the direction of the ventilator, which vanished immediately, but was succeeded by a strong smell of burning oil and heated metal.

- 3 What is one difference between the shorter sentences you created and Conan Doyle's longer linked sentence?

HOW TO LINK SENTENCES AND PARAGRAPHS

There are many ways to link sentences and paragraphs, and when you know them you can create more interesting sentences and write more effective stories, film scripts, plays, reports or articles.

LINKING SENTENCES WITH CONJUNCTIONS

A useful way to link sentences is with conjunctions. A conjunction is a word that connects, or links, individual words or groups of words. Look at the following example:

I will be late for team practice. The bus has not arrived yet.

I will be late for team practice **because** the bus has not arrived yet. (**because** is a conjunction)

The first two simple sentences have been improved by the addition of a conjunction. The conjunction **because** allows the second part of the sentence to explain the first part, so the writing makes more sense now. Some commonly used conjunctions are:

after	before	unless	whenever
although	if	until	whether
because	since	when	while

LINKING SENTENCES USING CLAUSES

Another useful way to link sentences is to move some of the words around to improve the flow of writing and remove repetitious words. For example:

My little sister is going to her first party. My little sister is jumping with excitement.

My little sister, **who is jumping with excitement**, is going to her first party.

This more effective sentence is formed by turning the second sentence into a clause and placing it within the first sentence. This joins the two ideas and removes the clumsy repetition. For more information on clauses and how to form them, see unit 14.

LINKING PARAGRAPHS

You can also improve your paragraph writing by using linking words. Linking words allow you to lead the reader from one paragraph to the next, and improve the flow of your writing. They also make it easier for the reader to understand your ideas and information. Some useful linking words and phrases are:

actually	consequently	in contrast to	now
alternatively	earlier	added to this	on the other hand
as a result	in fact	later on	unfortunately

Here is an example of a way to link four short paragraphs. The words in bold are linking words or phrases that have been added to the original story.

The big day had arrived. I was trying out for the school swimming team. The weather was hot and the pool was near my home, so I got up early, got ready, had a healthy breakfast then made my way to the normally crowded pool. A surprise waited for me.

In contrast to most other days the pool was empty. Everyone was waiting for the coaches to announce age divisions and swimming strokes for the trials. We were all a bit nervous. You could tell this because everyone had their arms folded, they were looking a bit on edge and they weren't talking much.

Unfortunately, my first race was not successful for me. It wasn't my favourite stroke, but I knew there would be further heats and more chances to show my strengths. I was just towelling off when the announcement came for the freestyle.

Now this was the race I was looking forward to. I felt confident and relaxed, and waited in line for my heat. I glanced around at the other competitors. I knew most of them, although there were a few new faces because this was a new school year. This was the race I had to shine in. I stood on my block, checked my goggles and cap, focused on the black line at the bottom of the lane, and waited for the starter's gun.

If the writer left out the linking words then each paragraph would begin with the next word in the sentence. The sentences and the story would still make sense, but the story would not flow as well. Also, the reader would not be led to the next part of the story as strongly and clearly.

22.1 From this story about the swimming trials, copy out three sentences that have different types of linking words in them and then circle the linking words that are used to link these sentences together. An example has been done for you.

a The weather was hot **and** the pool was near my home, **so** I got up early, got ready, had a healthy breakfast **then** made my way to the normally crowded pool.

b _____

c _____

d _____

22.2 Replace each of the paragraph linking words or phrases that are in bold in the swimming story with a suitable one from the following list:

- on the other hand
- later on
- in fact
- consequently
- alternatively
- earlier
- as a result
- actually
- unlike

Use the table to show your replacements:

PARAGRAPH	PARAGRAPH LINK	REPLACEMENT LINK WORD/PHRASE
2	In contrast to	
3	Unfortunately	
4	Now	

22.3 Join the following sentences together using one or more of these conjunctions. You may need to delete or change some words so that the sentence makes sense.

although since when unless until before whether if after as and

a The pool was closed due to thunderstorms. The sun came out. The pool opened in the afternoon.

b Zoey slipped on the loose dirt. She rode her bike up the bush track.

c We will go to the zoo tomorrow. I am not sure what time it opens.

d You can go to Lee's house for the afternoon. I will come to pick you up at five o'clock.

e The milkshakes are best at that milk bar. I always ask for extra ice-cream.

Z for Zachariah by Robert C. O'Brien

May 22nd

The smoke came again this afternoon, still in the same place as yesterday. I know what he (she? they?) is doing. He came down from the north. Now he is camping in that spot, at the crossroads, and exploring east and west on number 9, the Dean Town road. That worries me. If he explores east and west he is sure to explore south, too.

It also lets me know some things. He is sure to be carrying some fairly heavy supplies and equipment. He leaves those at the crossroads while he makes side trips, so he can go faster. It also means he probably hasn't seen anyone else along the way, wherever he came from, or he wouldn't leave his stuff. Or else he has somebody with him. Of course he could be just resting. He might have a car, but I doubt that. My father said that cars would stay radioactive for a long time—because they're made of heavy metal, I suppose. My father knew quite a lot about things like that. He wasn't a scientist, but he read all the scientific articles in the newspapers and magazines. I suppose that's why he got so worried after the war ended when all the telephones went off.

The day after they took the trip to Ogdentown they went again. This time they went with two cars, our truck and Mr Klein's, the man who owned the store. They thought that was better, in case one broke down; Mr Klein and his wife went, too, and finally Mother decided to go. I think she was more afraid of being separated from my father; she was more worried than ever after she heard what happened in Ogdentown. Joseph was to stay at home with me.

This time they were going south, first through the gap to where the Amish lived to see how they had come through the bombing. (Not that they had been bombed—the nearest bombs had been a long way off [. . .]

My family never came back, and neither did Mr and Mrs Klein. I know now there weren't any Amish, nor anybody in Dean Town. They were all dead too.

Since then I have climbed the hills on all sides of this valley, and when I got to the top I have climbed a tree. When I look beyond I see that all the trees are dead, and there is never a sign of anything moving. I don't go out there.

1 After reading Ann Burden's diary entry, what do you think might have happened?

2 Find three examples in which the writer has used conjunctions, phrases, or rearranged sentences to join them together. List your choices below.

a _____

b _____

c _____



3 The second and sixth paragraphs both use linking words or phrases to join them in some way to their previous paragraphs. Write out those opening sentences, circle the linking words or phrases, and briefly explain how they link with the previous paragraph. Copy out this table into your workbook.

PARAGRAPH	OPENING SENTENCE AND LINKING WORDS	EXPLANATION—HOW DO THE LINKING WORDS WORK?
2		
6		

VOCABULARY AND SPELLING

22.4 Use the conjunctions in the list below to link together the following sentences. You may also need to use commas for pauses. (See Unit 15 for information on using commas in sentences.)

after	and	but	since	unless	whether
although	as	if	so	until	while
	before	or	then	when	yet

a The stranger entered the valley. He looked around. He headed towards the house.

b It was strangely quiet. Ann could not hear any birds. She decided to search the valley.

c A box lay in the corner. It looked very ordinary from the outside. Inside the box was a strange looking book.



22.5 Use your workbook to create as many words as you can from the letters in the word 'scientifically'. Each letter in this word may only be used once. Ten words = okay; 25 = very good, more than 40 is excellent!

22.6 Combine these sentences into one longer sentence by turning one sentence into a clause and fitting it within the other sentence using commas and conjunctions where needed. An example has been done for you.

a The pile of dirty plates had to be carried to the kitchen. The dirty plates needed to go in to the dishwasher.

The pile of dirty plates, which needed to go in the dishwasher, had to be carried to the kitchen.

b The team is training for the grand final. The team is united and focused.

c There are many unusual and exotic plants to be found in a rainforest. They have amazing colours and foliage.

d This train is late so I will also be late for the job interview. This train is very unreliable.



WRITING: THE STRANGER

Write three paragraphs to follow on from the *Z for Zachariah* extract. A stranger comes to the place where Ann (the narrator) is living. You can decide on the action, but you must describe what happens from Ann's point of view: how she feels, what she does and what the stranger does.

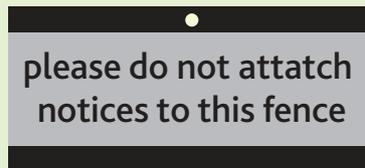
Include linked sentences in your story, and use conjunctions and inserted clauses. Also use linking phrases at the beginning of the second and third paragraphs. You could draft your ideas and sentences first, and then revise them to develop the sentence length and the paragraph links.



Unit 23 Spelling Success — Proofreading for Spelling

ENGLISH IN FOCUS

Signs with spelling errors



- 1 Make a list of the spelling errors on these signs and write your corrections. Use the table below for your answers.

SIGN ERRORS	CORRECT SPELLING

- 2 Write the text for five advertising or shop signs, but each is to have a serious spelling mistake. Then show the correct spelling next to the mistake.

- 3 Why do you think businesses and advertisers do not like spelling mistakes in their signs and advertisements?
-
-

PROOFREADING YOUR WRITING

Many people notice when a shop sign, a printed advertisement, a TV or online advertisement, or a business website has a very obvious spelling mistake. It is damaging for business.

If you are a good reader then you will become a better writer and speller. Accurate spelling is essential for clear communication, no matter what your age.

SPELLCHECKERS ARE NOT ALWAYS RIGHT

Computer spellcheckers are useful, but they do not correct every error you make. They cannot detect when a correctly spelt word is used in an incorrect context. For example, a spellchecker on a computer will not recognise the following types of errors.

Incorrect use	Correct use	Reason
The serial is on the breakfast table.	The cereal is on the breakfast table.	The spellchecker recognises serial but its incorrect use is undetected.
Let's go though that gate.	Let's go through that gate.	The spellchecker recognises though as a correctly spelt word, but it's not the required word.
Can I have a peace of cake please?	Can I have a piece of cake please?	The spellchecker accepts the word peace , but it's not the correct word for this sentence.

The same will happen with **form/from**, **where/were**, **to/too**, and many other words such as these.

TOOLS FOR SPELLCHECKING

You will find yourself in many situations, such as during a test, at work or when you travel, when you will not be able to use a computer's spellchecker. Just as a good sportsperson knows their equipment and how to use it properly, a good student knows how to use the tools for proofreading their work. Proofreading is the ability to detect and correct mistakes in spelling and punctuation in your own or someone else's writing. In order to proofread for spelling corrections there are three valuable strategies you can use.

USE YOUR VISUAL MEMORY

The first way to build your spelling skills is to use your visual memory. It is easy to recognise a correctly spelt word when you have seen it correctly written a number of times. This is why people who read regularly are often good at spelling, too. Reading good books, magazines and websites improves your spelling skills. You can use and improve your visual memory by using the following tips:

- If you are unsure whether you've spelt a word correctly, write down two or three ways that it might be spelt. When you recognise the correct spelling, you are using your visual memory.
- Use the **look-cover-write-check** method for any words that often trick you. **Look** at the spelling; **cover** the word and **write** it yourself, and finally **check** your spelling for accuracy. Once again your spelling skills are being improved by your visual memory.

NOTE YOUR SPELLING MISTAKES

The second way to improve your spelling skills is to make a note of any words that continually confuse you, and then write them in a personal spelling list to help build your visual memory. You might have some homophones on this list. Homophones, such as **sail** and **sale**, are words that sound the same but have a different meaning and spelling, and they often trick people. The following table gives some examples of words that challenge many people:

it's/its	piece/peace	there/their/they're	whole/hole
loose/lose	sail/sale	too/to/two	which/witch
past/passed	sight/site	where/were/we're	your/you're
plain/plane	so/sew/sow	whether/weather	

RECOGNISE SPELLING PATTERNS

Sometimes you can predict how a word might be spelt even if you haven't seen it before. There are some word endings and word families that commonly use the same spelling pattern, and this helps you make an accurate prediction about how to spell a word.

Here are some common word endings that are always spelt the same way.

-tion → occupation, fascination, accommodation, recommendation

-ment → government, environment, employment, argument, comment, embarrassment

-ght → thought, brought, caught, fought, bought, airtight, bright, drought, fight

Word families like the ones below usually use the same spelling pattern, and this helps you 'guess accurately' when you need to spell an unfamiliar word. For example:

belief → believe, believable, believing, believer, make believe

chat → chatter, chatty, chattily, chatting, chatterbox, chatterer

compete → competition, competitor, competing, competitive, competitively

23.1 There is one common spelling mistake in each of these sentences. Rewrite each sentence using the correct spelling.

a It is hard to know weather my skateboard needs new wheels.

b You must go though that gate to get to the ride.

c Ben just ate that sandwich hole.

d When we visited my grandfather he used to say I was a 'site for sore eyes'.

e There are just to many people waiting in the queue.

f Those shoes are too big for you and you could loose them in the sand.

g May I have a peace of that pavlova?

23.2 Write three more words that belong to each of these word families. An example has been done for you.

a neat → neatness, neatly, neater

b travel _____

c swim _____

d spot _____

e manage _____

f sense _____

23.3 Circle the word in each group that has the correct spelling. Remember to also use visual memory strategies. An example has been done for you.

a libary library librery

b volcaoe volceno volcano

c frend freind friend

d emperor emperer emporor

e burgler burglar berglar

f allways always alwheys

g minute minut minate

The Lord of the Rings by J. R. R. Tolkien

'Do you think he can see us?' said Sam.

'I don't know,' said Frodo quietly, 'but I think not. It is hard even for friendly eyes to see these elven-cloaks: I cannot see you in the shadow even at a few paces. And I've heard that he doesn't like Sun or Moon.'

'Then why is he coming down just here?' asked Sam.

'Quietly, Sam!' said Frodo. 'He can smell us, perhaps. And he can hear as keen as Elves, I believe. I think he has heard something now: our voices probably. We did a lot of shouting way back there; and we were talking far too loudly until a minute ago.'

'Well, I'm sick of him,' said Sam. 'He's coming once too often for me, and I'm going to have a word with him, if I can. I don't suppose we could give him the slip now anyway.' Drawing his grey hood well over his face, Sam crept stealthily towards the cliff.

'Careful!' whispered Frodo coming behind. 'Don't alarm him! He's much more dangerous than he looks.'...

They could hear him snuffling, and now and again there was a harsh hiss of breath that sounded like a curse. He lifted his head, and they thought they heard

him spit. Then he moved again. Now they could hear his voice creaking and whistling.

'Agh, sss! Cautious, my precious! More haste less speed. We musstn't rissk our neck, musst we, precious? No precious—*gollum!*' He lifted his head again, blinked at the moon, and quickly shut his eyes. 'We hate it,' he hissed. 'Nassty, nassty shivery light it is—sss—it spies on us, precious—it hurts our eyes.'

He was getting lower now and the hisses became sharper and clearer. 'Where iss it, where iss it: my Precious, my Precious? It's ours, it is, and we wants it. The thieves, the thieves, the filthy little thieves. Where are they with my Precious? Curse them! We hates them.'

'It doesn't sound as if he knew we were here, does it?' whispered Sam. 'And what's his Precious? Does he mean the——'

'Hsh!' breathed Frodo. 'He's getting near now, near enough to hear a whisper.' Indeed Gollum had suddenly paused again, and his large head on its scrawny neck was lolling from side to side as if he was listening. His pale eyes were half unlidded.

1 Why do you think the writer J. R. R. Tolkien purposely included spelling errors in this extract from *The Lord of the Rings*?

2 Use this table to make a list of all the words purposely misspelt, and then write the correct spelling.

MISSPELT WORD IN <i>THE LORD OF THE RINGS</i>	CORRECT SPELLING

3 Write a four- or five-line speech for Gollum that might be added to *The Lord of the Rings*. Try and copy Tolkien's style of spelling. Here are some suggestions for the types of things that Gollum might talk about:

- his thoughts on the hobbits Bilbo and Frodo
- what he would rather be doing
- being disturbed in his dark world
- what he thinks of humans and their ways.

VOCABULARY AND SPELLING

23.4 A student misspelt the following words when she was writing about the *The Lord of the Rings* extract. Write the correct spelling of the word for each one.

- | | |
|---------------------|-------------------|
| a freindly _____ | h dangerous _____ |
| b haerd _____ | i creeking _____ |
| c baleive _____ | j whissling _____ |
| d probley _____ | k clearur _____ |
| e lowdley _____ | l theivs _____ |
| f uposse _____ | m sudenely _____ |
| g stealthihly _____ | n lisening _____ |

23.5 Write two more words that belong to each of these word families:

- | | |
|------------------|-------------------|
| a easy _____ | d occupy _____ |
| b develop _____ | e disappear _____ |
| c complete _____ | f clear _____ |

23.6 Circle the word with the correct spelling in each group of words.

- | | | | | | |
|-------------|-----------|-----------|------------|-----------|----------|
| a baeutiful | beautiful | beuatiful | e begining | beginning | begginig |
| b quiet | queit | qeuit | f warrior | warrier | wariorr |
| c aweful | awful | awerful | g accross | acros | across |
| d ankle | ankel | ankal | h agen | again | agian |



WRITING: A NEW CREATURE SPEAKS

You can tell by the way J. R. R. Tolkien spells a number of Gollum's words that Gollum hisses a lot when he says words with an *-s* in them.

You are to create a new weird creature who also speaks certain sounds in a strange way. Choose which sound your creature will say differently—for example, a creature called Artraxen might speak like this:

I vvwill kill the vvwinner of the race and so vvvin the glorious prize myself.

All his *-w* sounds are spoken with a strong *-v* sound, so the spelling of the words shows this.

Write a 100-word conversation between your creature (choose his, her or its name) and some human teenagers, making sure your spelling shows how the creature pronounces their words.



Unit 24 Spelling Success — Using Spelling Rules

ENGLISH IN FOCUS

A politician with bad spelling *by Laura Clark*

He is the minister responsible for ensuring our children have good standards of literacy.

But as far as his own spelling is concerned, it seems Jim Knight is firmly at the bottom of the class.

The Cambridge-educated MP's blog on his website, which he uses to communicate with his Dorset South constituents, is littered with basic errors.

In an entry from November, about planning consent for a road in Weymouth, the Schools Minister spelled 'received' as 'receieved' and 'archaeological' as 'archeaological'.

In another, he spells 'maintenance' as 'maintainence' and in a third writes 'persnioners' instead of 'pensioners'. Other slips include 'recess' for 'recess' and 'foce' for 'force'.

Mr Knight, 43, appears to have particular trouble spelling both 'receiving' and 'achieving'.

Other errors include 'convicned' for 'convinced', 'curently' for 'currently' and 'similiar' for 'similar'.

Mr Knight was privately educated at Eltham College in South-East London, going on to study geography, social and political sciences at Fitzwilliam College, Cambridge.

Before entering Parliament, he ran a publishing firm for ten years. 'When I was at school the teachers told me to always check my work,' Mr Knight said. 'While my spelling is generally pretty good, I need to focus more on checking.'

His role at the department for Children, Schools and Families entails 'raising school standards, including public examinations

and national tests'. The errors on the blog had been corrected yesterday.

Tory education spokesman Rob Wilson said: 'He will be disappointed with his efforts in class but I'm sure he'll make every effort to improve now teacher has noticed he's falling behind.'

The gaffes recall the most famous blunder of former U.S. vice-president Dan Quayle. Visiting an elementary school in New Jersey in 1992, he corrected a pupil's spelling of 'potato' by adding an extra 'e'.

Mr Knight is not the only education minister to have been caught out. A predecessor in his role, Stephen Byers, when asked to multiply eight by seven in a radio interview, replied '54' instead of '56'.

1 Why do you think a politician might think it is not good to have poor spelling on his blog?

2 Make a list of five spelling errors that this article describes.

3 The article reveals that Mr Knight is unaware of the spelling rule about *i* before *e* except after *c*. If he did know this rule, how should he spell the following words, to which this rule applies?

	WRONG SPELLING	CORRECT SPELLING		WRONG SPELLING	CORRECT SPELLING
a	recieve		e	reciept	
b	beleive		f	peir	
c	acheive		g	easeir	
d	decieve		h	pateince	

HOW TO BE A BETTER SPELLER

We have already discussed how the English language is a melting pot of words from many different languages (see Unit 19). There is no *one* set of rules for spelling English words because many have come into English from other countries or cultures.

English is also a language spoken by over a billion people, so new words and new ways to spell them are being created all the time. However, there are a few useful rules for spelling many English words. Although there are some words that are exceptions to these rules, they will still help you recognise correct spelling and become a better speller.

-I BEFORE -E AND -EI

If a word has the letters *-i* and *-e* together, the *-i* comes before the *-e* except after the letter *-c*. This happens when you hear an *ee* sound when the word is pronounced. For example: **believe** and **receive**.

However, when you hear an *ay* sound, as in **neighbour**, then the spelling is *-ei*. For example: **weight** and **veil**.

ADD -ER, -ED AND -ING

If you add *-er*, *-ed* or *-ing* to a word that consists of one unit of sound (called a syllable) and the last two letters are a vowel and a consonant, then the consonant must be doubled. For example:

strum → strummer, strummed, strumming
 drum → drummer, drummed, drumming
 hop → hopper, hopped, hopping

-Y BECOMES -I

If the last two letters of a word are a consonant followed by the letter *-y*, and an ending other than *-ing* is added, then the *-y* changes to an *-i*. For example:

happy → happiness puppy → puppies beauty → beautiful

FORMING PLURALS

Noun	Examples	How to form the plural	Examples
Most nouns	bag house ski	add <i>-s</i>	bags houses skis
Nouns ending: <i>-s, -sh, -ch, -x</i> or <i>-z</i>	box witch kiss	add <i>-es</i>	boxes witches kisses
Nouns ending: consonant plus <i>-o</i>	hero potato echo piano	add either <i>-es</i> or <i>-s</i> (most nouns ending in consonant plus <i>-o</i> add <i>-es</i>)	heroes potatoes echoes pianos
Nouns ending: vowel plus <i>-o</i>	studio radio	add <i>-s</i>	studios radios
Nouns ending: consonant plus <i>-y</i>	story spy army	change the <i>-y</i> to an <i>-i</i> and add <i>-es</i>	stories spies armies
Nouns ending: vowel plus <i>-y</i>	boy monkey	add <i>-s</i>	boys monkeys

Noun	Examples	How to form the plural	Examples
Nouns ending: -f or -fe	knife thief cliff	Add -ves or -s (There is no fixed rule—you need to know)	knives thieves cliffs
Some exceptions	woman man child mouse	some nouns change a vowel or other letters change	women men children mice
More exceptions: no change	deer sheep shorts scissors	some nouns do not change at all from singular to plural	deer sheep shorts scissors

24.1 Circle the two words from each list that have the correct spelling. An example has been done for you.

- a** receive, decieve, receipt, deceitful **d** hygiene, grieve, peice, yeild
- b** field, releif, alien, acheive **e** percieve, ceiling, concieve, preconceived
- c** chief, theif, breif, fierce

24.2 Add the endings *-er* and *-ing* to each of the words shown in the first column. Make sure you use the correct spelling. An example has been done for you.

WORD	ADD <i>-er</i>	ADD <i>-ing</i>
a run	runner	running
b hum		
c spot		
d swim		
e hit		
f hop		
g clap		
h stop		

24.3 Change these singular words into their plural forms. An example has been done for you.

- a** party → parties
- b** library _____ **g** lady _____
- c** sky _____ **h** mosquito _____
- d** baby _____ **i** proof _____
- e** axe _____ **j** watch _____
- f** cherry _____ **k** Tuesday _____

Dracula by Jim Anderson

Jonathan Harker's Diary

Dracula: Come now, Mr Harker. Let us go back to the road. My home is not so far. We have had a poor meeting. I will try to make it up to you. Some food and wine, and a good night's sleep and you will feel, I am sure, fully recovered after your ... shock.

Dracula turns from Jonathan, moves a little way off, and remains still as Jonathan speaks to the audience.

Jonathan: I followed him to the road, and then on to his home—a tall, imposing castle, built on the top of a great crag. I didn't really take much of it in, then, I was tired, and still shaken after my ... experience. But I felt better after I'd eaten, and thanked the Count, and said to him that I assumed we'd begin going through the documents the next day.

Dracula turns and speaks to Jonathan.

Dracula: Unfortunately, no. I have to be away during the day on business. I will not be here when you wake. But I shall take the documents with me, and we can go through them together when I return.

Jonathan: When will that be?

Dracula: In the evening.

[...]

Jonathan: I slept fitfully and woke late to a fine, clear day. I found food waiting for me, ate, and then passed the time exploring the many rooms in the castle. But, almost from the moment of my waking, I was increasingly aware of a ... strangeness about the place ... a sense of decay and death ... a rottenness within its very stones.

Dracula turns and comes forward. He speaks to Jonathan.

Dracula: My ancestors have lived here for many centuries. Long before the building of this castle they were a power in the land. A fierce, proud race, warrior-poets, defenders of their homeland against the forces of barbarism. They were true patriots, Mr Harker. They loved their country. They gave themselves to its rivers and forests and mountains, fed the very earth with their blood. And it grew rich and fertile with that blood. But now, the earth grows barren. The glories of the past crumble with the stones of this castle. The bones of my ancestors are dust in their tombs. I am the last of their line. In me alone they have life. And there are times I grow weary.

Jonathan speaks to the audience.

Jonathan: It was the next evening. As the sun set the Count arrived. I ate the food he brought me—though he did not eat. And we talked in the great hall, by the light of a fire that cast crooked shadows across the cobwebbed walls.

Dracula: *[Continuing his explanation]* This is the reason I have made the decision to come to your country. There is nothing here for me now. Only the past. And one must look to the future, always.

- 1 From this extract, make a list of the words or phrases Jonathan uses to describe the castle and his feelings after he explores its rooms.

WORDS TO DESCRIBE THE CASTLE	WORDS TO DESCRIBE JONATHAN'S FEELINGS

2 Write down five words that you think best describe how Jonathan Harker would be feeling about this place and about Count Dracula after he has finished having dinner with him.

3 Imagine you are Jonathan Harker. You have just met Count Dracula and explored his strange castle. After dinner with the Count you return to your room in the castle and hear wolves howling outside. What do you decide to do next and why? Tell your story in about 100 words.

VOCABULARY AND SPELLING

24.4 Here are some words that appear in this extract from *Dracula* that have been turned into plurals. Circle the correctly spelt word.

- a experiences/experiencers/experiencies d shockies/shockes/shocks
b countree/countreys/countries e homeses/homes/homess
c business/businesses/businessers

24.5 Which of these words has the correct spelling? Circle the words with the correct spelling.

scaryer angryest lazier prettiest tidier happier
happiest tidiest happyness prettyer grumpiest

Choose six of the words above (using the correct spelling) in a sentence.

a _____

b _____

c _____

d _____

e _____

f _____

24.6

Complete these sentences using the correct spelling of the word in brackets. An example has been done for you.

a (hot) This drink is _____ than the one I had yesterday. That drink is the _____ I've ever had.

This drink is **hotter** than the one I had yesterday. That drink is the **hottest** I've ever had.

b (sit) I will be _____ here for a long time.

c (slip) I feel I am _____ on these rocks, and I have already _____ over once.

d (grab) Have you _____ the bikes yet, and will you be _____ some food as well?

e (quit) Even though my older sister is _____ her old job, she will get a new one quickly because she is not a _____.



WRITING: AT HOME WITH DRACULA

Imagine you are a guest in Count Dracula's castle and Count Dracula has just taken you on a personally guided tour. You have never seen anything like it! Write a letter to a friend describing the castle, including all the different rooms you see, and what it is like being shown around by this person, Count Dracula. Carefully check your spelling—you don't want to upset the Count by including a spelling error! Write about 300 words.



Unit 25 Text Tips — Writing Introductions and Conclusions

ENGLISH IN FOCUS

Examples of introductions

1 from *Stormbreaker* by Anthony Horowitz:

When the doorbell rings at three in the morning, it's never good news.

2 from *Black Snake – The Daring of Ned Kelly* by Carole Wilkinson:

Ned Kelly was a horse and cattle thief, a bank robber and a murderer. He was in trouble with the law from the age of 12. He spent three years in jail before he turned 20. By his own admission, he stole hundreds of horses and cattle. He robbed two banks. He killed three men.

3 from *The Lord of the Rings* by J. R. R. Tolkien:

When Mr Bilbo Baggins of Bag End announced that he would shortly be celebrating his eleventy-first birthday with a party of special magnificence, there was much talk and excitement in Hobbiton.

Examples of conclusions

4 from *Exploring the Titanic* by Robert D. Ballard:

The *Titanic* is truly gone for good. For that I'm sad, but content. The bottom of the ocean is a peaceful place. In future, when I think of the *Titanic*, I will see her bow sitting upright on the bottom, finally at rest.

5 from *Going Off* by Colin Bowles:

I've got a girlfriend now, she lives two streets away. Her name's Tanya. I haven't seen Pauline since the funeral but we write now and then. I'll always be grateful to her for being a friend when I needed one.

For being there. For getting me away.
Stopping me going off.

6 from *Black Snake – The Daring of Ned Kelly* by Carole Wilkinson:

Historians still sift through the evidence and debate the unanswered questions. Did Ned shoot Fitzpatrick? What were his plans at Glenrowan? Was he a bad man or a saint? People will go on talking about Ned Kelly for a long time to come.

1 In examples 1 and 3, what has the writer included in these openings to grab the reader's interest straight away?

2 Why do you think the writer of example 2 decided to include so much information about Ned Kelly in the very first paragraph of her book? What is the effect on the reader?

3 In your opinion, what is the main message about the *Titanic* in the final paragraph of example 4?

4 Why do you think the writer of example 5 decided to put the last two lines in separate one-line paragraphs? Why not put all the lines into one final paragraph?

5 Why do you think the writer of example 6 included three unanswered questions about Ned Kelly?

HOW TO WRITE INTRODUCTIONS AND CONCLUSIONS

INTRODUCTIONS

An introduction has a vital role as the opening paragraph of a piece of writing: it must be written in such a way that the reader is interested right from the start, and *wants* to read more. Every short story, research assignment, report, essay or any other form of writing needs to begin with an interesting and informative introduction.

There are many effective ways to begin a piece of writing. The three examples of introductory paragraphs at the beginning of this unit capture the reader's interest in three different ways:

- In example 1, from the novel *Stormbreaker*, the reader wants to know what has happened, and is prepared for a dramatic story. The mystery and action of the story begin immediately.
- In example 2, from the non-fiction book *Black Snake*, the reader is grabbed by a short paragraph with interesting facts about Ned Kelly. This makes the reader want to know more, and to ask questions about why Ned Kelly did these things and who he really was.
- In example 3, from the novel *The Lord of the Rings*, the narrator excites our curiosity by mentioning an eleventh birthday, and there is humour in so many names beginning with the letter *B*. Words such as *special magnificence* and *excitement* get the reader interested in the events, in who this strange person is, and in where the birthday is to take place.

CONCLUSIONS

A conclusion is the last place in a piece of writing where a writer can leave a strong and lasting impression on their reader. There are many ways to finish a piece of writing: some writers use surprise endings; or create links back to the start of a story; or reflect on the events of the story and look to the future. They can also use unusual layout, dramatic new ideas or creative punctuation to leave a strong impression on the reader.

The three examples of concluding paragraphs show three different ways to end a piece of writing. Each one is effective because it concludes the story or account, and leaves the reader feeling satisfied and impressed.

- In example 4, from the non-fiction book *Exploring the Titanic*, the writer conveys a final sense of respect for the famous ship where so many people died. He also shows a sense of personal satisfaction in discovering the wreck, and experiences powerful memories whenever he thinks of the *Titanic*. The repeated use of the personal pronoun *I* reinforces this message. (The introduction to this book is the first extract in Unit 1.)
- In example 5, from the novel *Going Off*, the narrator talks about the things that he will always remember; the repeated use of the personal pronoun *I* emphasises these personal thoughts. By mentioning Oma's funeral, the narrator links back to the opening of the book where he talks about his grandmother very affectionately. The narrator sums up past events and points to the future as well. (You can read the opening to this book in Unit 5.)
- In example 6, from the non-fiction book *Black Snake*, the use of three questions in the concluding paragraph impresses upon the reader that existing unsolved mysteries about Ned Kelly still exist. The final line of the book gives the impression there are other stories and views about Ned Kelly yet to be told, and that the story will remain interesting for many years to come.

25.1 a Which of the three introductions, examples 1, 2 or 3, do you think is the most effective? Give reasons for your answer.

b Which of the three conclusions, examples 4, 5 or 6, do you think is the most effective? Give reasons for your answer.

 **25.2** You have read the conclusions to the non-fiction books *Black Snake* and *Exploring the Titanic* on page 152. In your workbook, write a fresh new introduction to either one of these titles. Your introduction should arouse the reader's interest, make them feel like they want to read more, and introduce them to this famous person or event.

25.3 Write an introduction or a conclusion (you choose which one) for three of the following topics:

- | | |
|--|---|
| a the worst party ever | d an accident I never wanted |
| b the best holiday ever | e my first time trying a new sport or hobby. |
| c that annoying brother or sister | |

Your writing can be fiction or non-fiction. Remember to use all the features of writing that will help make a strong impression on your reader.

The Golden Touch – A myth from ancient Greece

Introduction

There was once a king called Midas who loved gold more than anything in the world. Each day, he spent hour after hour in his treasure house, running his hands through his sacks of gold coins, admiring his golden jars and statues, and holding up his golden jewellery to the light to watch it gleam and shine. Midas thought that the precious metal was a more delightful colour than the emerald green of the grass or the sapphire blue of the sea. He thought it was far more beautiful than the gold of waving fields of wheat, the gold of his wife's hair—even the gold of sunshine.

Conclusion

Desperately trying not to touch anything else, Midas hurried to Dionysus and begged him to undo his magic. 'Go and wash in the River Pactolus,' the god instructed him. As soon as the king had done so, he was hugely relieved to find that his golden touch was gone. All the things Midas had turned into gold were back to normal—including his beautiful little daughter. After that, if the king had had his way, he would never have looked at another nugget of gold as long as he lived. But the god Dionysus turned the sandy bed of the River Pactolus gold for ever more, so that every time Midas walked along its banks, he would remember his greedy mistake.

The Fisherman and the Bottle – A tale from *The Arabian Nights*

Introduction

The fisherman was having a very bad day. The first time he had cast his nets to the Arabian Sea, all he had pulled out was an old boot. The second time, all he had pulled out was a broken pot full of mud. The third time he had cast his nets, and all he had pulled in was an old copper bottle. But there was something about the bottle that stopped the fisherman from hurling it back into the deeps. Perhaps it was the way the stopper glinted in the light. Or maybe it was the strange wax seal around the neck, highly decorated with strange markings. It might have even been the fact that the fisherman could have sworn he heard a faint noise coming from inside. In any case, something made the fisherman plunge his hand into his pocket for his penknife, slash the wax seal around the neck, and draw out the heavy stopper.

Conclusion

Suddenly the genie's massive face began to melt, his arms and legs began to blur, his huge body began to shimmer in the air. His features became formless and shifting like a great cloud of mist. Then the cloud narrowed into a spiral of smoke that funnelled round and down and round and down ... and right into the neck of the bottle. As the very last wisp disappeared inside, the fisherman grabbed the heavy stopper and rammed it into the neck of the bottle as hard as he could.

'I shall never cast another net as long as I live,' gasped the sweating fisherman and he hurled the bottle as far as he could into the ocean.

So if you're ever at the beach and see a copper bottle bobbing about in the water or washed up on the shore, be very careful before you open it, won't you ...

THE GOLDEN TOUCH

- 1 In the introduction, how does the writer give a very strong impression that King Midas loves gold?

- 2 Find two clues in the conclusion that King Midas has learnt a serious lesson.

3 The conclusion leaves the reader with a lasting impression and strong final message. How does the writer achieve this?

THE FISHERMAN AND THE BOTTLE

4 What does the writer include in the introduction to arouse the reader's interest and curiosity?

5 There are two instances in this introduction in which the writer uses a pattern of three things happening. When does the author use this pattern, and why do you think it is used?

6 What impression or message does the writer leave with the reader when the story concludes?

VOCABULARY AND SPELLING

25.4 The conclusion to the famous story of *Ali Baba and the Forty Thieves* is shown below.

Ali Baba was so grateful that he gave Maryam her freedom at once. She married his son and became a proper member of the family. With the forty thieves out of the way, Ali Baba was the only person in the world who knew the whereabouts of the bandits' treasure cave and the magic words, 'open sesame'. He and his family shared a lot of the riches among the poor, as Allah in heaven wants us all to do. But there was more than enough left over for Ali Baba and his family to live in happiness and wealth for the rest of their lives.

Using only this conclusion, and your general knowledge of children's fairytales, write an opening or introduction to this story that would grab a young reader's interest and make them want to read the whole story. Write about 100 words. Remember, your audience are little children, so your word choices must suit those readers.



ANSWERS

UNIT 1

- 1 14 April 1912
- 2 in the North Atlantic
- 3 The propellers started to rise out of the water.
- 4 **a** None of the questions could be answered fully.
b names of places, events, objects, months, the people involved

1.1

ship	<i>Titanic</i>
ocean	North Atlantic
country	Italy
month	April
city	Canberra
film	<i>The Lord of the Rings</i>
day	Tuesday
car	Nissan

1.2

- | | |
|-----------------|-----------------|
| a proper | g proper |
| b proper | h common |
| c proper | i proper |
| d common | j common |
| e proper | k common |
| f common | l proper |

1.3

COMMON	PROPER
no one	April
voyage	RMS <i>Titanic</i>
last	North Atlantic
night	
liner	
iceberg	
minutes	
water	
decks	
hours	
propellers	
water	

1.4 Answers will vary. Examples are:

- a** People: Johnny Depp, Winston Churchill, Adolf Hitler, Ian Thorpe, Don Bradman, Elvis Presley
- b** Places: Melbourne, Eiffel Tower, Sydney Opera House, The White House, Big Ben, Taj Mahal, Uluru
- c** Things: Adidas, McDonald's, Woolworths, Bunnings, Dunlop, Speedo, Hungry Jack's, Nike

COMPREHENSION QUESTIONS

- 1 On the day of the disaster merchants and traders were opening shops, people were baking bread, preparing food, stocking wine bars, visiting public baths, walking in the streets and shopping.
- 2 day, disaster, merchants, traders, shops, people, bread, food, wine bars, public baths, streets, shopping
- 3 The original sentence gives more detail about what was happening, a more vivid description of the people and places.
- 4 August, Pompeii, Roman Empire, Pompeii, Vesuvius, Vesuvius, Pompeians, August, Pompeii, Pompeii

1.5

Singular nouns: volcano, Vesuvius, gas, Vesuvius, volcano.
Plural nouns: years, disturbances, tremors, years, people, Pompeians, lives, parents, parents

1.6

- | | |
|--------------------|-------------------|
| a volcanoes | e skies |
| b halves | f switches |
| c gases | g wolves |
| d wharves | h scarves |

1.7 Answers will vary. Examples are:

- b** The businesswoman drove her luxury car to the company headquarters.
- c** The politician drove her government car to Parliament House.
- d** The police officer drove her highway patrol vehicle to the police station.

UNIT 2

COMPREHENSION QUESTIONS

- 1 Answers will vary. Examples are: gate, heart, stomach, school, face, playground, girl, skateboard, throat, licence.
- 2 nonchalance, pretty, feeling
- 3 Answers will vary.

2.1

Concrete nouns: gate, heart, stomach, school, playground, girl, skateboard, throat, licence. Abstract nouns: sinking, things, swagger, nonchalance, age, halt, pretty, feeling

2.2

Concrete nouns: book, food, computer, comedians, rain, chocolate, T-shirt, bicycle, hamburger, money, scissors, cup, movie, magazine, pizza, football, shoes. Abstract nouns: pity, humour, friendship, pain, sorrow, fright, excitement, fun, disgust, sincerity, loudness, hope, hate.

2.3

happiness	sadness
greed	generosity
success	failure
loudness	quietness
frustration	satisfaction
pleasure	pain
stupidity	intelligence

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- Rolls Royce, gold number plates, luxury hotel, king, fans, idol, pop star, luxury car, crowd, penthouse
- pride, fun, thrill, excitement, fame
- Answers will vary.

2.4

- a disappointment c loudness
b excitement, happiness d discipline

2.5

Answers will vary.

2.6

Answers will vary. Examples are:

- b happiness → delight, pleasure
c sorrow → unhappiness, sadness
d love → adoration, passion
e success → achievement, triumph
f fear → scare, alarm

UNIT 3

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- This advertisement is promoting bike shorts, elbow pads, knee pads and bike gloves.
- This advertisement might appeal to young bike-riding enthusiasts or professional bike riders.
- Without these words the writing is less dramatic, less descriptive and less exciting.

3.1

Answers will vary. Examples are:

ADJECTIVES	NOUNS
tough	bike
new	building
tasty	meal
hot	weather
hungry	customer
lazy	driver
little	drink
proud	team
wide	road
outstanding	movie
tall	student
broken	bike
huge	garden
stormy	weather
easy	book
angry	customer
patient	driver
dangerous	road
heavy	cat
abandoned	car

3.2

	ADJECTIVES	NOUNS
a	new, high-tech	gloves, fibre
b	advanced, excellent	material, protection
c	two, three	apples, bananas
d	customised, awesome	shirts, equipment
e	local, hot	take-away, curries
f	hidden, loose	snakes, rocks

3.3

alone → lonely
 smarter → smarter
 bestest → best
 quickly → quick
 nicest → nicer
 moster → most
 biggerer → bigger
 largerest → largest
 Betterer → Better

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- 1 a patch of empty land, a square of rubble and dust. Cracked glasses, hideous plates, mouldy paperback books, electric kettles, bits of hi-fi
- 2 a baseball jacket, several pairs of jeans, T-shirts, a pair of roller blades, a Tintin rocket, a paper lampshade, paperbacks, an English dictionary, CDs, a Sony Walkman, guitar, paints, a Ouija board, a Game Boy and a camera.
- 3 empty, cracked, hideous, mouldy, paperback, electric
- 4 Volkswagen—bright, shiny; man with car-boot stall—smartly dressed; the camera—quality
- 5 car-boot, old, smart, red

3.4

Answers will vary. Examples are:

NOUN	SIZE	SHAPE	COLOUR	NUMBER
ham-burger	huge	round	brown	one
ears	protruding	pointed	red	two
basketball court	professional	rectangle	blue	one
sports car	compact	bubble	black	one
birthday cake	enormous	square	pink	one
eyes	large	round	hazel	two

3.5

Answers will vary. Examples are:

- force → forceful The forceful blow sent me collapsing to the ground.
- child → childlike Her childlike voice made me think she was much younger.
- friend → friendly Their friendly manner convinced me to buy from them.
- fruit → fruitful The trip to the markets brought fruitful results for the family.
- taste → tasty Those tasty hamburgers were eaten very quickly.

3.6

Answers will vary. Examples are:

- | | |
|------------|-----------|
| a enormous | e sincere |
| b strong | f weird |
| c great | g extreme |
| d high | |

UNIT 4

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- 1 tough inner city schools, little bush schools, do-as-you-like experimental school
- 2 tough, inner city, little, bush, do-as-you-like, experimental
- 3 takeaway, school, new, rented, glossy white
- 4 The adjectives help the reader picture the image in more vivid and descriptive detail.

4.1

	POSITIVE	COMPARATIVE	SUPERLATIVE
a	tough	tougher	toughest
b	little	littler	littlest
c	hungry	hungrier	hungriest
d	fast	faster	fastest
e	hopeless	more hopeless	most hopeless
f	lonely	lonelier	loneliest
g	strange	stranger	strangest
h	short	shorter	shortest
i	unusual	more unusual	most unusual
j	awesome	more awesome	most awesome

4.2

Answers will vary. Examples are:

- They gave me chicken that was colder than yours.
- He tried to tell a funnier joke than mine.
- The budgie was quietest when its cage was covered.
- We saw the most famous tennis star in the world.
- The smell was the worst I had ever experienced.

4.3

Answers will vary. Examples are:

- | | |
|--------------------|--------------|
| a good-for-nothing | d well-known |
| b face-saving | e open-ended |
| c three-legged | f well-worn |

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- 1 Experiences that make Crys Morgan feel very uncomfortable are the way the uniform looks on her, the punishment chair, the way the people did not smile nicely, being called 'Miss', unfriendly girls and the girls always talking about boys.
- 2 The worst experience, in my view, would be the unfriendly girls because they do not make you feel welcome and accepted and they make you feel nervous and like an outsider.
- 3 uniform: pleated skirt and blouse, floppy collar
chair: low knobbly wooden chair, hard wooden knobs, punishment chair

4.4

WORD	ADJECTIVE? YES/NO	WORD	ADJECTIVE? YES/NO
chair	no	school	no
chicken	no	shallow	yes
class	yes	shorts	no
ginger	yes	smiling	no
grinned	no	uniform	no
home	no	wooden	yes
oil	no		
old	yes		
punishment	yes		
ripped	no		

4.5

Answers will vary.

4.6

Answers will vary. Examples are:

- a Crys thought it was a **detestable** school.
- b It was a **welcoming** town but it was a **dreary** school.
- c That **horrific** experience made him decide it was time to find a **pleasant** job.
- d My **very positive** marks inspired me to make a **determined** effort.

UNIT 5

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- 1 He thinks it might explain their unique way of living as a family.
- 2 He means they wouldn't get confused even if their two grandmothers were called by the same name.
- 3 The story becomes more repetitive and sounds less fluent and clear.

5.1

I live in a family where absolutely no one is called by **their** right name. No wonder **we're** like **we** are. Oma is **my** grandmother. **Our** other grandmother is called Gran, like normal people, but Oma is called Oma so **we** don't get confused. As if. I think Oma is Dutch for grandmother. **We** have Dutch in **our** family, on Mum's side.

5.2

- b We or They, our or their e You, your
- c I, my f Our or their, we or they, our or their
- d I, my

5.3

Ms Williams loves shoes. **She** loves buying shoes and **she** loves wearing **them**. Ms Williams wonders why everyone else doesn't like **them** as much as **she** does. **She** has a huge variety of shoes stacked inside cupboards in her apartment. But those stacks of shoes inside **them** have begun to overflow and now **they** take up all the space under **her** bed and inside **her** laundry. **She** even carries **them** in **her** car. And you guessed it! Ms Williams' numberplate is 'Shooze'.

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- 1 He was excited about the idea of a holiday, but he also felt he had to act cool and unconcerned.
- 2 He is uncertain what it will be like staying with her for two weeks, and not just for a short visit.
- 3 Greg thinks he can catch up with an old friend and renew their friendship, and they could do some fun things together.
- 4 **Greg** wasn't sure how this would work out. **Greg** didn't see Oma much because **Oma** lived in the country, about three hours drive away. **Greg and his family** went down and saw **Oma** at Christmas and Easter but when **Oma** came up to Perth **Oma** mostly stayed at Freck's house. **Greg** didn't know how **the experience** would be spending a whole two weeks with **Oma**.

5.4

Answers will vary. Examples are:

- a The more mature and less childish, more detached and unemotional part of Greg's brain
- b Greg's brain told him to not get excited.
- c Greg feels he has changed quite a lot over the past twelve months because of all the things he has experienced.

- d Greg is trying to convince us that the major dramas of his parents' splitting up have not really affected him.
- e This means it would be terrific fun and a wonderful experience.

5.5

- a her, his, I, it, me, mine, my, she, they, we, you, your
- b

VOWELS	CONSONANTS
e, i, l, i, e, i, e, e, e, o, u, o, u	h, r, h, s, t, m, m, n, m, y, s, h, t, h, y, w, y, y, r

5.6

- a The cat turned its head towards the door, then took off with its legs almost spinning on the shiny floor.
- b 'Are we going to his house or is he coming to ours?' asked Jess. 'We have to plan for food, and he needs to tell us.'
- c The tired tourists were grateful to reach their accommodation and unpack their bags at last.
- d 'Your caps are on the bench, so don't forget where they are,' called Dad.
- e Those books are lying on your table when you want them.

UNIT 6

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- 1 swarming, screaming, scared, run, hide, throwing, chasing, yell, help, dragging
- 2 These words show the terror and fear in the writer's mind. This makes the microstory appear to be real when it is not really serious, and we are tricked as a reader at the end of the story.
- 3 scratching, scrambling, terrified, fleeing, smashing, panic, pelting, fearing, tearing, grabbing

6.1

- a I love my sister now.
- b All I remember is fighting with her.
- c It was always my fault.
- d I never really thought about her as a person.

6.2

Answers will vary. Examples are:

- b I hate dancing with my sister but I never complain.
- c We search the shelves and buy classic games.

d The girls swam in the river and then sat under the trees.

e Dad jumped in the car and drove all the way home to the coast.

6.3

Answers will vary.

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- 1 Answers will vary.
- 2 *Taste of Victory*: surging, flying, taste, stretching, reaching; *The Monster in Front of Me*: growled, glowed, yelled, hate, ruins; *Disaster Zone*: hit, scattered, ripped, covered, littering
- 3 is, am, can, should, have, could, was, had, were (some are used multiple times and can be counted more than once)
- 4 *Taste of Victory*: is, am; *The Monster in Front of Me*: knew, show, rise; *Disaster Zone*: looked, felt, were, was

6.4

Answers will vary. Examples include:

AUXILIARY VERB	ACTION VERB
is	spying
could	phone
has	run
should	think
would	want
were	shopping
does	skating

6.5

VERB	MEANING
surge	move suddenly forwards
drag	pull along with effort
growl	murmur angrily
escape	get free
scatter	throw about
smash	break into pieces
yell	cry out, shout
scream	give a high-pitched cry
stretch	draw out longer
run	flee quickly

6.6 Answers will vary. Examples include:

- b** drag → We had to drag the dolphin's body from the raging surf.
- c** growl → The lion was growling menacingly as I moved closer.
- d** escape → We will escape this prison before dawn tomorrow morning.
- e** scatter → The young kids were scattering stones along the bike path.
- f** smash → The rioters were smashing shop windows down the street.
- g** yell → I began yelling for help when I reached the centre of the shopping mall.
- h** scream → They were screaming their support for their favourite team.
- i** stretch → Al was stretching the material over the frame as tightly as he could.
- j** run → The sprinters were running as fast as they could in the finals.

UNIT 7

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- 1** This person annoyed his sister by getting the remote control and holding it out of reach, stealing her seat when she left the room and teasing her.
- 2** His sister reacted by going crazy, punching him and screaming at him, and then yelling for her mother.
- 3** A diary or journal or blog—the use of the date, the personal voice, describing their own experiences in an informal way using everyday words.
- 4** **a** a present **c** past **e** past
b present **d** past

7.1

I **looked** at the damage. My trail bike **was** down a ravine, and I **could** see wheels and bits of engine scattered on the rocks. There **was** not much I **could** do. That bike **was** not going anywhere, and neither **was** I. There **was** only one thing to do. I **got** up, **brushed** myself down and **took** off for the main road.

7.2 Answers will vary. Examples include:

- a** had opened or opened **d** took or had taken
- b** will phone **e** am going or will go
- c** will pack or have packed **f** was or is

7.3

- b** broke **d** crept **f** slid **h** struck
- c** brought **e** drank **g** flew

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1** She is being picked on by other girls and this is making her unhappy.
- 2** He is disgusted at the way Toby eats food out of the bin after Louisa told him to, and he's angry at the way Louisa treats Toby.
- 3** He could become very protective of her, and very defensive when she is teased.
- 4** Present-tense verbs: sitting, writing, drawing, sits, is, have, am worried, picks, makes, feel, think, awake, looks, jumping, complaining, walking, fighting, refusing, pulls; Past-tense verbs: shaved, woke up, threw, poked, squashed, was, wanted, got, topped, came, swapped, gone, was singing, did, started, screamed; Future-tense verbs: going to get better; Examples of the verb to be: is, was; Auxiliary verbs: I'm sitting = I **am** sitting, didn't know = **did** not know, **would** have swapped, **was** singing, weren't sure = **were** not sure
- 5** He wants to show how much his sister's past illness is affecting him now, and how much he is thinking about his sister's future as well. They are all linked together in what is happening to her and to him in the present.

7.4

Answers will vary. Examples include:

- b** That brain haemorrhage is affecting this patient's ability to walk.
- c** There was a lot of pressure on the team to perform well in the grand final.
- d** I will be very concerned if she falls into a coma ever again.
- e** The boys are actually training very hard for their big match.
- f** We will imagine a world without war, but it will be just our imagination.
- g** The officer granted the tourist a visa even though she didn't have her passport.

7.5

- a** am **c** will, am **e** are
- b** will be **d** have or had **f** Will

7.6 Answers will vary. Examples include:

- b** I will tread on every second step. I trod in the mud yesterday.
- c** I woke up very late. I will wake as early as I can.
- d** Susie threw the chips into the bin. They will throw a party next week.
- e** The team won the championship. They will win a trophy and prize money for coming first.
- f** I wrote a letter to my penfriend last week. I will write to you when we arrive in Vietnam.
- g** They spun the wheel and my number was the one the arrow pointed to. You will spin that container three times before the mixture will be ready.
- h** She stood in front of the politician and told him what she thought. We will stand in the rain until the doors open.
- i** I spent my last twenty dollars at the movies. The family will spend Christmas with relatives in Perth.
- j** My grandmother spoke of her adventures in India. Mum said she will speak with the coach about the trip to New Zealand.
- k** They gave me a present before I left the school. When will you give me one of those discount tickets for the movies?

UNIT 8

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1** The scene is taking place in a family home at the dining room table. You can tell this by the mention of the dining table, the other furniture in the room, and the casual conversation between the people that suggests they are related.
- 2** Ben is eating rice, Claire is eating lettuce, and the parents are eating huge T-bone steaks.
- 3** They might be trying to ignore him because he is dressed in just a loin cloth, has tanning lotion on, is just eating rice for dinner and has a shaved head.
- 4** The first two words show that Ben is confident and determined, the third one shows Claire's amazement and the last one emphasises Di's attempt to control the situation.

8.1

- a** carefully **c** vigorously **e** twice
- b** outside **d** quite

8.2 Answers will vary. Examples include:

- a** happily, excitedly
- b** yesterday, today
- c** daily, regularly
- d** enthusiastically, reluctantly

8.3

- b** nearer, nearest
- c** more heavily, most heavily
- d** more softly, most softly
- e** faster, fastest
- f** more slowly, most slowly
- g** more quickly, most quickly

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1** He has seen how moviemakers create miniature models of real-life scenes, and how makeup is used for actors, so he thinks this film is make believe.
- 2** It may be his protest at the way people are wrecking the environment.
- 3**
 - a** Jason is quite confident and pleased about his explanation for the terrible scene on the TV.
 - b** The event occurred with no delay at all, and no chance for them to escape.
 - c** The people were burned in horrible and terrible ways.
 - d** Ben had done this many times before and operated the razor skilfully.

8.4

- a** dramatic → dramatically
- b** specific → specifically
- c** humble → humbly
- d** favourable → favourably
- e** agile → agilely
- f** dull → dully
- g** shrill → shrilly
- h** due → duly
- i** busy → busily
- j** easy → easily
- k** happy → happily
- l** large → largely

8.5

- a** well **c** quickly
- b** badly **d** really

UNIT 9

COMPREHENSION QUESTIONS

- 1 a at age six
b under his (black) belt
c at his feet
d for karate
e on cartoons
- 2 a before age six
b through his (black) belt
c above his feet
d with karate
e near cartoons

3

	CHANGE TO MEANING	NO CHANGE TO MEANING
a	✓	
b	✓	
c	✓	
d		✓
e	✓	

9.1 Answers will vary. Examples include:

- b on auditions
c to LA
d in [show] business

9.2 Answers will vary. Examples include:

- a to
b during
c on
d through
- e with
f for
g without

9.3

- a The vampire craze has been popular for a number of years.
- b In a fast-flowing river you might have to swim across the current.
- c Above the roar of the crowd I could hear the beat of the drum.
- d Under new learner-driver rules you have to wait a number of months before you can do the driving test.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 in more places
- 2 The message now emphasises the wide range of Telstra's mobile network.

- 3 a without the stress—emphasises how easy this product is to use
b on the go—emphasises how quick and easy this new phone package really is
c with Whereis® Maps—the app is mentioned to show how useful it is

9.4

- a beside
b beneath
c (no errors)
d across and field
e through
f until
- g (no errors)
h since and Wednesday
i among
j (no errors)
k above

9.5

Answers will vary.

9.6

Answers will vary. Examples include:

- a below → beneath
b inside → within
c near → beside
- d towards → near
e above → beyond

9.7

- a over → under
b inside → outside
c near → far
d below → above
e towards → away, from

UNIT 10

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The two rumours are that he has drowned or he has hidden in a train going to Melbourne.
- 2 Spit had been seen at different times in the past but not recently.
- 3 Because when the two ideas are linked together it creates a more fluent sentence. It also avoids unnecessary repetition.

10.1

Answers will vary. Examples include:

- a and, yet, although
b or, and
c but, although
d because
- e When, If
f Although
g until, before

10.2

- b** sausages, chops → nouns
- c** dark, welcoming → adjectives
- d** slowly, majestically → adverbs
- e** me, you → pronouns
- f** cold, sunny → adjectives

10.3 Answers will vary. Examples include:

- a** They were running quickly when a truck suddenly appeared.
- b** We will reach the summit although the weather is getting worse.
- c** There will be plenty to eat unless we don't ration our food carefully.
- d** The musical will be a success because we have practised regularly.
- e** We ordered some takeaway but it was never delivered.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Sergeant Collins thinks it's a nuisance that Spit has disappeared but that he will be safe because Spit knows how to look after himself.
- 2 Some people thought Spit would end up in an orphanage because his grandfather had died and that would settle the matter, but others thought he was trying to avoid being placed in an orphanage so had run off and hidden. They also thought Spit could look after himself quite well.
- 3 Places: river bank, two deserted houses, the old lean-to where Spit stored his crayfish drum. People: the Italians who ran the pea farm, the Walkers, the boys and girls who swam at the swimming hole
- 4 but, because, and, but

10.4 Answers will vary. Examples include:

'I was riding my bike while beside the road. Cars and trucks were on the road, although ahead of me were some other bike riders. One was a kid about my age. When one of the riders in his group bumped against him his bike fell onto the road. He was still on the bike as cars began swerving to avoid hitting him. A huge truck was heading right at him and it was going fast. He looked around, and then panicked. I thought it was too late, but one of the other riders grabbed him and quickly dragged him off the road. The truck slammed into the bike and it was smashed to bits. It was a really close call yet he was so lucky.'

10.5

- | | |
|-------------------|-----------------|
| a because | f except |
| b although | g since |
| c whether | h once |
| d until | i after |
| e between | j while |

10.6

- | | |
|------------------|----------------|
| a whether | c but |
| b or | d where |

UNIT 11

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 People might tie string around their fingers to remember an important thing to do.
- 2 Mum comes into the room—a subject, a verb and an object.
- 3 'Have you put the bin out yet?' (question); 'Don't forget' (command); 'I get the picture!' (exclamation)

11.1 Answers will vary. Examples include:

- a** 'If the rats come people will get sick, disease and pestilence will spread throughout the neighbourhood and everyone will die.'; 'I swear my dad's getting crazier by the day.'
- b** 'Have you remembered what night this is?'; 'How did you know I was going to say that?'
- c** 'Well, don't forget,'; 'Don't forget,'
- d** Well, we'll see how much of a joke it is when we're up to our ankles in rubbish and rats and you've got bubonic plague and you've got boils all over your body, funny-boy!; 'Okay, Dad!'

11.2 Answers will vary. Examples include:

- b** Why don't I care?
- c** The rubbish has not been put out.
- d** We are leaving now!
- e** Heat up this pizza.
- f** Will you put the jacket back?
- g** Lift these heavy bins.
- h** This is making me feel sick.
- i** Will you hold the door open please?
- j** Tonight is garbage night.

11.3 Answers will vary.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 He says he cannot be listening when she hasn't started talking, and Andy pretends to be deaf.
- 2 He is excited and nervous. He is excited that she has phoned him but nervous about whether she likes him as much as he likes her.
- 3 Statements: The phone rings; just keep standing there.
Questions: Pardon?; Who is it?
Commands: Just go and do it.; Don't touch that!
Exclamations: I am not!; No!
- 4 **a** They do not have the complete sentence components of a subject, a verb and an object.
b This gives a real-life sound to the conversation, and also gives drama to the events, showing how the characters feel and think.

11.4 Answers will vary. Examples include:

- b** This telephone mouthpiece is broken.
- c** When will you hand over the telephone receiver?
- d** Give me the envelope.
- e** You are so juvenile!
- f** She had a nervous stutter.
- g** Why do I always fall in love with beautiful girls?
- h** Dishonesty is not a good policy.
- i** Okay everyone, you must take a breather now.
- j** These are the 500 kilo weights.

11.5 Answers will vary.

UNIT 12

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Dracula
- 2 supernatural clues
- 3 Everyone inside the castle has been turned into mirrors.
- 4 They give players an idea about the story within the game and the role of the player.

12.1

Only sentences with a subject, a verb and an object are shown.

- a** The game is in the computer.
- e** I will visit you tomorrow.
- f** They are travelling by train.
- i** Catch it if you can.

12.2

- a** We play tennis almost every week.
- b** The shop was crowded and noisy.
- c** My aunt and uncle are coming for the holidays.
- d** More than anyone, I wanted to see the new movie.
- e** Unfortunately the new computer did not connect to the internet.
- f** Someone has taken my pen again and not asked.
- g** Everyone in the team gave their best effort.
- h** You should look before you leap.
- i** My brother's nicknames are Tezza and Tez.
- j** With a huge rush, the water burst through the sandbags.

12.3 Answers will vary. Examples include:

	SUBJECT	PREDICATE
b	The curse	has placed evil in every room, and turned everyone inside the castle into mirrors!
c	Michael and Quinn Harker	grew up thinking Dracula was nothing more than a fairy tale!
d	Can you	unravel the supernatural clues and solve the cryptic puzzle to discover the ghastly truth and explain the Renaissance Fair nightmare once and for all?

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 This change of a typical opening grabs the reader's attention straight away, and leads the reader to expect this story will have unusual or unexpected characters and events.
- 2 **animal:** moaning sounds, has teeth, laps like an animal;
human: paws look like human hands, body like a boy, man-shaped head.
- 3 a creature from another planet—it is 'alien' compared to all creatures on this planet.
- 4 Answers will vary.

- 4 a in the head—adverbial phrase
 b in the UK— adverbial phrase
 c An English and Australian co-production—adjectival phrase
 d of all ages—adjectival phrase
 e atop the pile—adverbial phrase

13.4 Answers will vary. Examples include:

- a shade of colour
 b cleanliness
 c strong desire to succeed
 d very admired, greatly respected
 e excess wind or gas in the stomach or intestines

13.5 Answers will vary. Examples include:

I remember my favourite movie outing when I was younger. It was a big day because it was my tenth birthday. I invited six friends along and I was really excited. We all climbed into the car, and Mum and Dad drove us to the cinema centre. We were going to go on our own, so they dropped us outside the entrance. We went into the cinema and bought some stuff at the candy bar, then found the right cinema for the latest blockbuster movie. We all sat together in the front row, and munched and slurped our way through the food. At the end we went outside so we could talk, and Mum and Dad were waiting in the foyer. I wanted to go up and hug them, but I knew it wasn't cool right then. I just said thanks. We then got into the car and drove off to McDonald's for another feed!

13.6

- | | |
|----------|----------|
| a a lot | f off |
| b loan | g Accept |
| c It's | h diary |
| d choose | i there |
| e quite | j here |

UNIT 14

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The writer does this to show how unpleasant and annoying it can be to go to the beach.
 2 This creates humour and tells the reader more about the writer's views and feelings about going to the beach—he makes it sound like a set of instructions, and he exaggerates the problem of changing on the beach.

- 3 There would be less humour, and the writer's own views about not liking the beach and feeling it is unpleasant for him would not be so clear to the reader.

14.1

- b Next time I will ask directions so I don't get lost in Brisbane.
 c Tomorrow morning, please take the dry cleaning to the drycleaners and make sure you buy the milk and papers for the weekend.
 d We left the ground when it began to rain.
 e We must hurry home very soon or we'll all miss dinner.
 f This movie is supposed to be popular, but I found it really slow and boring.

14.2

- b I cannot tell you the answer if you will not listen.
 c The team was excited when they were announced the champions.
 d Even though it was late, David decided to phone anyway.
 e I asked the way to the supermarket because I wasn't sure.
 f Although the door was locked, he did manage to find a way inside.

14.3

Answers will vary. Examples include:

Main clauses circled; subordinate clauses underlined.

- Wrap the towel around yourself and slowly fumble away underneath, trying to remove things as they come to hand, pulling each item out from under the towel and hiding it under some previous marginally less embarrassing item.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 He thinks this issue is a real concern and wants to make sure everyone is consulted, so he has agreed to chair the meeting to make sure it goes smoothly.

- 2 He is the sort of person who wants to hear community opinion, but he also wants to inform them of the proposal in a thorough way—he has information ready and the details in his head. He is self-important but a pleasant person, as indicated in the stage notes.
- 3 Local houses will have to be demolished to make way for the new shopping development.
- 4 a Now, I'm sure you don't want to sit here all night listening to me beat my gums together, ...
- b I'll hand you on to someone who can get the whole shebang underway

14.4 Answers will vary. Examples include:

- a Cam didn't worry about the book as long as he could read it to the end.
- b Although the weather looked fine now, we knew something was wrong.
- c Ms Tsang, the local supermarket manager, is a really great coach.
- d The team was stunned by the strength of the opposition.
- e Alid tried to open the door even though she was loaded up with groceries.

14.5

	MAIN CLAUSE	SUBORDINATE CLAUSE	DEFINITION
b	Just south is the site of the <u>proposed</u> development	bounded by Willy Road, Eighth Street, Bland Avenue and Low Street. as you can clearly see,	<i>proposed</i> to put forward, offer or suggest
c	Here we have an illustration	of the original <u>development</u> in this area.	<i>development</i> a building project
d	<u>residential</u> areas backed on to the chemical factory.	As you can clearly see also,	<i>residential</i> an area where people live or reside
e	Now Bullion Development is quite prepared to make a generous <u>settlement</u> with the owners of these dwellings	as <u>compensation</u> for the <u>inconvenience</u> of moving house, as I understand it,	<i>settlement</i> agreement <i>compensation</i> an amount to make up or compensate for the loss

14.6 Answers will vary. Examples include:

- b When you are in trouble, or need a helping hand urgently, you know who your true friends are.

- c Before you watch TV, or play on the computer, make sure the recycling bin is put out.
- d Although I was younger than the other people, and had never worked part time before, I managed to get the part-time job.
- e If we take better care of the environment, and work together as a planet, the world might become a better place.
- f After I leave school, but before I go to university, I want to travel overseas.

UNIT 15

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Lisa feels like it is a very different world to the one she knows, and quite strange and uncomfortable. You can tell by the way she describes Pen's kitchen as a contrast to her own, and the food as completely the opposite to what she eats.
- 2 Ours looks like the aftermath of a full-on barbaric feast, a burnt, blackened mess, with blobs of fat down the sides of the stove.
- 3 'Food is very important when you're starving,' I say coldly.
- 4 Once I tried to point out that stress raises cholesterol levels, too; like being paranoid about fats in food to the extent of becoming suicidal, but that went down like a dose of Laxettes.
- 5 Their griller looks as new as the day it was bought, and so does their oven.

15.1

- a Paul's brother, the one with the new car, will be arriving on Saturday.
- b The puppy was whimpering and moping around the house all day long yesterday, until my sister arrived home and started playing with her again.
- c The other day I bought a new rod, a new reel, a fishing knife and a fishing licence as well.
- d Make sure you aren't late, said Mum, because we're leaving after lunch.
- e There is no way we can reach the river from here, however I know a slightly longer way to get there.

15.2 Answers will vary. Examples include:

- a Three of my favourite hobbies or sports are hockey, bike riding and football.
- b Six things I really don't like to eat include broccoli, olives, anchovies, coconut, brussel sprouts and tripe.

- c Five things that I would bring to a party are chips, lollies, drinks, presents and movies.
- d Four bad habits I was taught to avoid are talking with my mouth full, picking my nose, interrupting people talking and forgetting people's names.

15.3

- b A young dog, if you take good care of it, will become a very loyal friend.
- c The customer, rather annoyed at the way he was being treated, asked to see the manager.
- d The movie I just saw, which was advertised as the blockbuster of the year, was not really that good.
- e Next holidays, if I'm lucky, we're going to central Australia.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Lisa has tried the Grapefruit Diet, the Kelp Diet, the Beansprout Diet, the Scarsdale Diet, the Israeli Fighting Man's Diet and the Beverly Hills Diet.
- 2 On the first day Lisa copes with the diet, on the second day she loses hope, on the third day she becomes manic depressive, on the fourth day she's frantic enough to rip a chocolate frog out of a toddler's hand and that's when she gets scared and gives up.
- 3 Pen says that crash diets do not work, and magazines are just trying to make money, but Lisa sees new ones in magazines as evidence that they must work for people.
- 4 Six food you should avoid are fatty meat, chocolate bars, greasy hamburgers, fried chips, carbonated drinks and lollies. Six foods you should eat regularly are fruit, vegetables, pasta, lean meat, fish and healthy juice drinks.

15.4

Answers will vary. Examples include:

- a pizza
- b cappuccino or latte
- c vindaloo
- d sushi
- e yum cha
- f lasagne
- g gelato

15.5

- a China
- b Italy
- c France
- d Japan
- e India
- f Greece
- g France
- h North Africa
- i Japan
- j Italy

15.6

Answers will vary. Examples include:

- a Words associated with foods from France include omelette, quiche, buffet, soufflé, crepe and mousse.
- b Words associated with foods from India include dahl, roti, samosa and vindaloo.
- c Words associated with foods from Japan include sushi, teriyaki, miso and tempura.

UNIT 16

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Alex may be worried about what will happen to him and his house because something terrible has just happened to his family.
- 2 It would make the speakers sound false and not normal, and it would be unrealistic.
- 3 a he will c does not e was not
b let us d that is f would not

16.1

	ABBREVIATED FORM	FULL WORD FORM
b	I'm	I am
c	should've	should have
d	who's	who is or who has
e	can't	can not
f	I've	I have
g	where's	where is or where has
h	you've	you have
i	he's	he is or he has

16.2

- a Mum's, shouldn't, he's
- b Who's, Let's, it'll
- c that's, she's
- d You're, there's, they'll, you're
- e You'd, they'll, we're

16.3

Answers will vary. Examples include:

'What time will we get there?'

'We'll get there in time for lunch.'

'Well, I'm afraid we need to stop now.'

'Why, what's the problem?'

'Oh, it's something I've been wanting to tell you.'

'Really? What's that?'

'Actually, I'm a vampire, and you're my next victim!'

'Gulp!'

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 These secret objects might just be what he needs to complete his mission and even save his life.
- 2 The Nintendo Game Boy Color is the most creative because the one object becomes four secret weapons to use in emergencies.
- 3 I'm, haven't, Let's, couldn't, Don't, It's, weren't, it's, It's, there's, it's, It'll, It's, I'd, we're, you're, I'll, I've, I'm, I'll

16.4

- | | | |
|---|-----------------|--------------|
| a | i who's | iv should've |
| | ii could've | v wouldn't |
| | iii where's | |
| b | i slightly | v bomb |
| | ii thumb | vi weight |
| | iii climbing | vii whole |
| | iv handkerchief | |

16.5

- | | | | |
|---|-----------------------|---|-------------------------|
| b | the bomb's fuse | g | the children's bikes |
| c | one boy's backpack | h | all students' uniforms |
| d | three boys' backpacks | i | Bess's coat |
| e | the spies' tools | j | the people's choice |
| f | the spy's adventures | k | Adelaide Girls' College |

16.6 Answers will vary. Examples include:

- b We'd better get to the station before the train gets there.
- c This wasn't the best idea ever!
- d When they're gone there will be a huge mess to clean up.
- e You can't fix it without the right tools.
- f When she's turned fourteen she can go on her own.
- g There is a chance it's going to rain.
- h He's got no money for the fare.
- i When they've reached the top of the hill the view will be fantastic.
- j There is no way you'll be going to the swimming carnival with that cold.
- k Whenever it's rained I have got soaked because I did not take an umbrella.

UNIT 17

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The great mouse plot is to find a way to put a dead mouse into Mrs Pratchett's jars of sweets.
- 2 Five people speak: the narrator and four other boys.
- 3 The direct speech makes the scene come alive and gives the event a sense of the action that is occurring in the present.

17.1

'And one Bootlace please,' I heard Thwaites saying. When I turned round, I saw Mrs Pratchett holding out the Bootlace in her filthy fingers.

'I don't want all the lot of you troopin' in 'ere if only one of you is buyin',' she screamed at us. 'Now beat it! Go on, get out!'

As soon as we were outside, we broke into a run. 'Did you do it?' they shouted at me.

'Of course I did!' I said.

'Well done, you!' they cried. 'What a super show!'

I felt like a hero. I was a hero. It was marvellous to be so popular.

17.2

'Okay,' said Shrek, 'we have to get moving before the sun goes down.'

'But I'm hungry,' said Donkey. 'Remember, a hungry Donkey is a grumpy Donkey.'

'Stop complaining!' Shrek said angrily. 'You ate all my lunch as well as your own. So what's your problem? And you've got two more legs than me so you have it easy.'

'Very funny, Shrek,' said Donkey. 'The reason I need four legs is to carry my bigger brain, of course.'

17.3 Answers will vary. Examples include:

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Important information revealed includes the fact that Lucy discovers she is in another dimension, the Faun has never seen humans before and that the Faun does not know much about Lucy's world.
- 2 He keeps asking questions about Lucy and where she comes from.

BASE WORD	WORD IN THE NEVERENDING STORY	PREFIXES/SUFFIXES ADDED FOR NEW WORDS
thing	nothing	nothingness, something
natural	naturally	naturalisation, unnatural
dim	dimly	dimpest, dimming
violent	violently	nonviolent, antiviolence
wild	wildly	wildness, wildest

18.4

- b paleness
- c violently
- d viciousness

18.5

Answers will vary. Examples include:

- b The wildness of the weather frightened him.
- c They quietly sneaked outside.
- d Don't get cross with me yet!
- e The smallest book lay on top of the pile.

UNIT 19

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The pilot might have suffered a stroke or a heart attack and fallen unconscious, and Brian is on a small plane sitting in the co-pilot's seat alone.
- 2 dials, lighted display, knobs, panel, altimeter, radio, headset, microphone switch
- 3 altimeter, headset, microphone
- 4 somewhere, something, anything, himself, sideways

19.1

Answers will vary.

19.2

Answers will vary. Examples include:

LATIN STEM WORD	MEANING	ENGLISH EXAMPLES
b <i>magnus</i>	big	magnificent, magnification
c <i>ignis</i>	fire	ignition, ignite
d <i>annus</i>	year	annual, annuity
e <i>genus</i>	birth, offspring	genes, genetic

GREEK STEM WORD	MEANING	ENGLISH EXAMPLES
f <i>micro</i>	small	microphone, microscope
g <i>phone</i>	sound	microphone, telephone
h <i>photo</i>	light	photography, telephoto
i <i>mono</i>	single, one	monotone, monorail
j <i>tele</i>	far away	telephoto, telephone
k <i>phobia</i>	fear	arachnophobia, claustrophobia

19.3

Answers will vary. Examples include:

BASE WORD	COMPOUND WORDS
b fire	firepower, firefly, firewall
c home	homemaker, homeboy, homesick
d rain	rainbow, raindrop, rainforest
e play	playground, playback, playwright
f night	nightgown, nightclub, nightfall

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 A small mistake can lead a person to make even larger mistakes without realising it.
- 2 Brian could be getting weaker and sicker, and so he does not notice the little things that could help him, or be careful with other little things that he should try and avoid, such as the skunk. He learns that all living creatures need food and will do almost anything to get it.
- 3

COMPOUND WORDS	WORDS WITH PREFIXES	WORDS WITH SUFFIXES
snowball	incredibly	completely
yourself	always	bushy
something	almost	nearly
everything	unafraid	snapped
handful	replaced	blinding
sideways	refrigerator	slashing
		refrigerator
		incredibly
		replaced

19.4 Answers will vary. Examples include:

WORD	TWO NEW WORDS
b fridge	refrigeration, refrigerator
c quick	quickness, quickest
d hunt	hunter, hunting
e fish	fishy, fishbone
f sick	sickness, sickening
g fear	fearless, fearful
h hand	handshake, handbrake
i head	headline, heading
j face	facial, facecloth

19.5 Answers will vary. Examples include:

WORD	MEANING IN HATCHET	NEW SENTENCE
b incredibly	cannot be believed	That athlete is incredibly quick.
c smouldering	burn slowly with no flame	The log was smouldering all night.
d sliver	a long thin piece	That sliver of glass cut my hand.
e fragment	a small piece	A mosaic contains many fragments.
f devastating	overwhelming	The fierce storm was devastating.
g corrosive	damage by wearing away	That acid is very corrosive.

19.6

NAME OF FOOD OR DRINK	DESCRIPTION	COUNTRY OF ORIGIN
c omelette	eggs whipped together and cooked in a pan with fillings added then folded	France
d pasta	spaghetti noodles made from flour and eggs	Italy
e miso	paste made from fermented soya beans, barley or rice	Japan
f chow mein	fried noodles with shredded meat or prawns or other ingredients	China
g vindaloo	highly spiced hot curry made with meat, fish or poultry	India
h couscous	spicy dish of semolina with meat or fruit added	North Africa

UNIT 20

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- waves → fascinating; riding the last part of a wave → euphoric; electric guitar and blues music → give airports character; dresses and high heels → cute, love being a girl
- getting dumped → go with the flow, hope; get nervous around famous surfers → feel like a grommet
- fascinating → amazing; euphoric → ecstatic; character → atmosphere; cute → attractive
- fascinating → repelling; euphoric → depressed; character → characterless; cute → unattractive

20.1 Answers will vary. Examples include:

- b the very first part of the wave
- c lasts a long time
- d the previous thing
- e life's too long
- f I misunderstand it

20.2 Answers will vary. Examples include:

- b travel
- c vanishes
- d visible
- e small
- f go
- g successful
- h perform
- i understand
- j imagine
- k female

20.3

WORD	SYNONYMS
stop	prevent, block
stay	remain, dwell
fall	descend, drop
jump	leap, bound
unhappy	downhearted, cheerless
happy	beaming, carefree

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- Some people want to get away from him as fast as they can, while others do not believe him at all.
- He became a member of Wildlife Rescue and he enjoyed the satisfaction of restoring animals to health and releasing them back into the wild.

- 3 As soon as the toenails on a croc's back feet dig into the ground you know it is about to lunge. When the croc is in the water, you check whether the tail is about to flick to propel it out of the water.

4

	WORD IN INTERVIEW	ANTONYM
b	run	walk
c	kid	adult
d	restrain	free
e	always	rarely
f	dangerous	tame

20.4 Answers will vary.

20.5

	WORD	ANTONYM
b	believe	disbelieve
c	healthy	unhealthy
d	satisfaction	dissatisfaction
e	handle	mishandle
f	prepared	unprepared
g	respect	disrespect
h	use	misuse
i	advantage	disadvantage

20.6 Answers will vary. Examples include:

	WORD	SYNONYM	ANTONYM
c	wealthy	rich	poor
d	clean	spotless	dirty
e	love	affection	hate
f	weak	feeble	strong
g	obey	follow	disobey
h	foolish	silly	sensible
i	false	untrue	true
j	scowl	frown	beam
k	worthless	useless	valuable

UNIT 21

COMPREHENSION QUESTIONS

- four
- One paragraph has one sentence, three paragraphs have two or more sentences.
- The second sentence explains what the scholarship benefits are for the athletes that receive one.

- 4 Answers will vary. Examples include:

PARAGRAPH	NOTES ON THE PARAGRAPH
1	The AIS is always focusing on excellence.
2	There are eight sports based in Canberra, while others have moved or been dropped from the program.
3	There are AIS centres around Australia and scholarships offered. There are disability sports offered as well.
4	There are 700 scholarship holders and they receive many benefits, but only a small number win a scholarship each year.

21.1 Answers will vary. Examples include:

- The writing is non-fiction because it includes facts, evidence and examples from the Institute's program.
- The sentence introduces the scholarship topic and the rest of the paragraph explains its benefits and how many athletes win scholarships.

21.2 Answers will vary. Examples include:

- It is a topic sentence because it contains the key points about the holiday in two key words that are explained in detail later in the paragraph.
- The reader is left in suspense as the mystery and interest is built up, and the final sentence explains why the rest of the paragraph was so negative. The reader does not expect this to be description about a holiday.

21.3 Answers will vary.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- Five paragraphs
- Five paragraphs
-

PARA-GRAPH	TOPIC SENTENCE	TOPIC PARAGRAPH
1	Visitors to the AIS campus can now get an insight into 'a day in the life of an elite athlete' thanks to the athlete-guided tours and the interactive exhibition Sportex.	Visiting the AIS and what you see, hear and experience.

PARA-GRAPH	TOPIC SENTENCE	TOPIC PARAGRAPH
2	One of the most commonly-asked questions on these tours is, 'Do you have time to do anything else other than train?'	What the athletes' daily program is like, and what activities they do apart from training in their sport.
3	Another commonly-asked question refers to preparation: 'How much training do you have to do?'	What the training program is like, and how it is organised for different athletes.
4	For youngsters eager to pursue their sporting dreams a burning question is, 'How are athletes selected for the AIS?'	What are the different pathways to get into the AIS.
5	For young Australians who show potential to go to the top of their sport, the AIS experience is a truly unique one.	What are the special experiences of the AIS athletes during their time with the Institute.

21.4 Answers will vary.

21.5 Answers will vary.

21.6 Answers will vary.

UNIT 22

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 It could have been a bat, snake or an alien creature.
- 2 Suddenly there was the momentary gleam of a light up in the direction of the ventilator. The light vanished immediately. The light was succeeded by a strong smell of burning oil and heated metal.
- 3 In the original, the story keeps flowing and the events are linked together. The language is also less repetitive.

22.1 Answers will vary. Examples include:

- b It wasn't my favourite stroke, **but** I knew there would be further heats **and** more chances to show my strengths.
- c I felt confident **and** relaxed, **and** waited in line for my heat.

- d I knew most of them, **although** there were a few new faces **because** this was a new school year.

22.2 Answers will vary. Examples include:

PARAGRAPH	PARAGRAPH LINK	REPLACEMENT LINK WORD/PHRASE
2	In contrast to	Unlike
3	Unfortunately	In fact
4	Now	On the other hand

22.3 Answers will vary. Examples include:

- a The pool was closed due to thunderstorms before the sun came out and it opened in the afternoon.
- b Zoey slipped on the loose dirt when she rode her bike up the bush track.
- c We will go to the zoo tomorrow although I am not sure what time it opens.
- d You can go to Lee's house for the afternoon until I come to pick you up at five o'clock.
- e The milkshakes are best at the milk bar since I always ask for extra ice-cream.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 There may have been an invasion, or a dictator may have taken over, or a nuclear bomb may have exploded, or a deadly disease might have spread, or a civil war broken out, or she is hiding from others for some personal reason.
- 2
 - a Now he is camping in that spot, at the crossroads, and exploring east and west on number 9, the Dean Town road.
 - b He leaves those at the crossroads while he makes side trips, so he can go faster.
 - c It also means he probably hasn't seen anyone else along the way, wherever he came from, or he wouldn't leave his stuff.

3

PARAGRAPH	OPENING SENTENCE AND LINKING WORDS	EXPLANATION—HOW DO THE LINKING WORDS WORK?
2	It also lets me know some things.	Adds to previous information.
5	Since then I have climbed the hills...	Links the narrator's actions to what happened to her family.

22.4 Answers will vary. Examples include:

- a The stranger entered the valley and looked around as he headed towards the house.
- b It was strangely quiet, and Ann could not hear any birds, so she decided to search the valley.
- c A box lay in the corner and it looked very ordinary from the outside, although inside the box was a strange looking book.

22.5 Answers will vary. Examples include:

if, it, call, tie, scientific, yes, fine, late, in, net, ten, sent, is, tin, sin, fill, fall, filly, till, nil, tic, fin, nets, cite, cat, fines, tins, falls, fins, cats, tics, ties, lie, lent, lift, fit, fine, lies, lifts, fins, nest, set, sift, tens, lace, laces, alley, alleys, elastic, last, final, finals

22.6 Answers will vary. Examples include:

- b The team, which is united and focused, is training for the grand final.
- c There are many unusual and exotic plants, including some with amazing colours and designs, to be found in a rainforest.
- d This train, which is very unreliable, is late so I will also be late for the job interview.

UNIT 23

COMPREHENSION QUESTIONS

- 1 1st stop used cars brought and sold → bought
1 hour rapid response → response
danger live unit do not touch → danger
friendly donuts all so grate food → friendly also great
please do not attach notices to this fence → attach
super sale sick months same as cash → six
- 2 Answers will vary.
- 3 Customers are not confident of a business's ability to provide a high-quality service or product when they cannot spell accurately. It follows that they may not care about the customer if they do not care about their spelling accuracy.

23.1

- a It is hard to know whether my skateboard needs new wheels.
- b You must go through that gate to get to the ride.
- c Ben just ate that sandwich whole.

- d When we visited my grandfather he used to say I was a 'sight for sore eyes'.
- e There are just too many people waiting in the queue.
- f Those shoes are too big for you and you could lose them in the sand.
- g May I have a piece of that pavlova?

23.2 Answers will vary. Examples include:

- b travel → traveller, travelling, travels
- c swim → swimmer, swimmers, swimming
- d spot → spotting, spotters, spotted
- e manage → managing, management, managerial
- f sense → sensible, sensitive, sensation

23.3

- b volcano
- c friend
- d emperor
- e burglar
- f always
- g minute

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Tolkien includes spelling errors purposely to show how Gollum actually sounds when he speaks.
- 2

MISSPELT WORD IN <i>THE LORD OF THE RINGS</i>	CORRECT SPELLING
musstn't	mustn't
rissk	risk
musst	must
nassty	nasty
iss	is

- 3 Answers will vary.

23.4

- a friendly
- b heard
- c believe
- d probably
- e loudly
- f suppose
- g stealthily
- h dangerous
- i creaking
- j whistling
- k clearer
- l thieves
- m suddenly
- n listening

23.5 Answers will vary. Examples include:

- a easy → easier, easiest
- b develop → development, developing
- c complete → completion, completed
- d occupy → occupied, occupation
- e disappear → disappearance, disappearing
- f clear → clearly, clearance

23.6

- a beautiful
- b quiet
- c awful
- d ankle
- e beginning
- f warrior
- g across
- h again

UNIT 24

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The public might think he or she is not well educated and not well qualified to make important decisions about the country and its people.
- 2 maintenance instead of maintenance; pensioners instead of pensioners; force for force; convicted for convinced; achieving for achieving
- 3
 - a receive
 - b believe
 - c achieve
 - d deceive
 - e receipt
 - f pier
 - g easier
 - h patience

24.1

- b field, alien
- c chief, fierce
- d hygiene, grieve
- e ceiling, preconceived

24.2

	WORD	ADD <i>-er</i>	ADD <i>-ing</i>
b	hum	hummer	humming
c	spot	spotter	spotting
d	swim	swimmer	swimming
e	hit	hitter	hitting
f	hop	hopper	hopping
g	clap	clapper	clapping
h	stop	stopper	stopping

24.3

- b library → libraries
- c sky → skies
- d baby → babies
- e axe → axes
- f cherry → cherries
- g lady → ladies
- h mosquito → mosquitoes or mosquitos
- i proof → proofs
- j watch → watches
- k Tuesday → Tuesdays

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 castle: tall, imposing, top of a great crag
feeling: strangeness, sense of decay and death, a rottenness
- 2 fearful, nervous, hesitant, edgy, terrified
- 3 I would think of an excuse to leave straight away. I would look for ways to barricade the door at night and check there are no other entrances into the room. I would locate a weapon to try and protect myself. I would explore the castle to find ways of escape.

24.4

- a experiences
- b countries
- c businesses
- d shocks
- e homes

24.5

lazier/prettiest/tidier/grumpiest/happier

Answers will vary. Examples include:

- a Luke's Halloween costume this year was scarier than Jane's.
- b I am tidier than my sister.
- c Those roses are prettier than the ones in the nursery.
- d Karen is happiest when she is playing tennis.
- e Michiko has the tidiest locker in the school.
- f Varun is happier if he can sleep in on weekends.

24.6

- b I will be sitting here for a long time.
- c I feel I am slipping on these rocks, and I have already slipped over once.
- d Have you grabbed the bikes yet, and will you be grabbing some food as well?
- e Even though my older sister is quitting her old job, she will get a new one quickly because she is not a quitter.

UNIT 25

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 There is a rather unusual event that makes you want to know what it is all about.
- 2 This shows how many crimes Ned Kelly committed, and the fact that he was mixed up in many different criminal activities during his life. This makes you interested in finding out about his bushranging career and what made him such a famous outlaw.
- 3 Although the *Titanic* has sunk and gone forever, there is a respectful peacefulness about her resting place at the bottom of the ocean, and how this wreck is a memorial to those who died in the disaster.
- 4 This makes the sentences stand out, and the reader thinks about the deeper meaning of each one individually.
- 5 To show that the mystery of Ned Kelly is not over yet, and we have yet to discover the complete truth about this famous bushranger.

25.1 Answers will vary.

25.2 Answers will vary.

25.3 Answers will vary.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The writer emphasises Midas's love of gold by describing the way the king touches and looks at it frequently and with great longing.

- 2 The king follows the god's instructions to break the spell, and he was never even tempted by the fact that the riverbed nearby was turned to gold.
- 3 The king is forced to remember his greed and his mistake. This message and the warning is always around him.
- 4 There were features about the old copper bottle that captured the fisherman's attention and made him curious—and this makes the reader curious too.
- 5 The fisherman casts his nets three times, there are three things he notices about the bottle, and he does three things to open the bottle. This repeated pattern gets the reader's attention because a pattern is noticed and remembered. A pattern is designed to get your attention.
- 6 There is a warning to be careful about finding strange objects and a warning about the way you handle them—you might not expect what happens, and you might not be happy with the consequences. Not all discoveries have positive results, and you should learn from your mistakes.

25.4 Answers will vary.

25.5 Answers will vary. An example is:

Little Red Riding Hood always remembered what happened, and how she had been tricked by the Big Bad Wolf. Little Red Riding Hood never again ventured into the forest alone or talked with strangers along the way. She was sad her grandmother was gone, but she promised that from now on she would always be an obedient and careful little girl.

KNOWLEDGE
SKILLS
TEXTS
GRAMMAR
PUNCTUATION
COMPREHENSION
READING
WRITING
SPELLING
VOCABULARY



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