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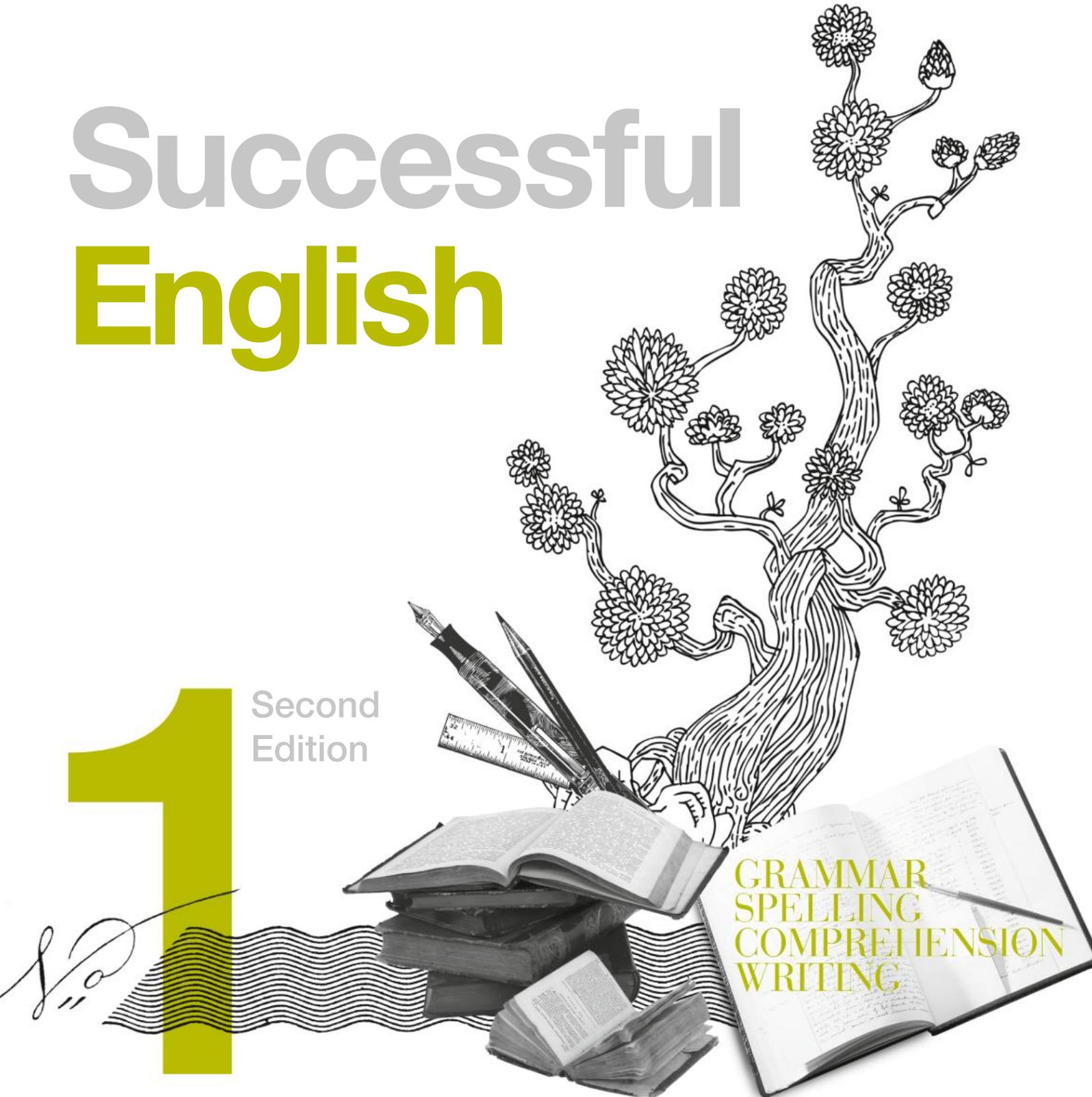
OXFORD

Successful English

Second
Edition

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GRAMMAR
SPELLING
COMPREHENSION
WRITING

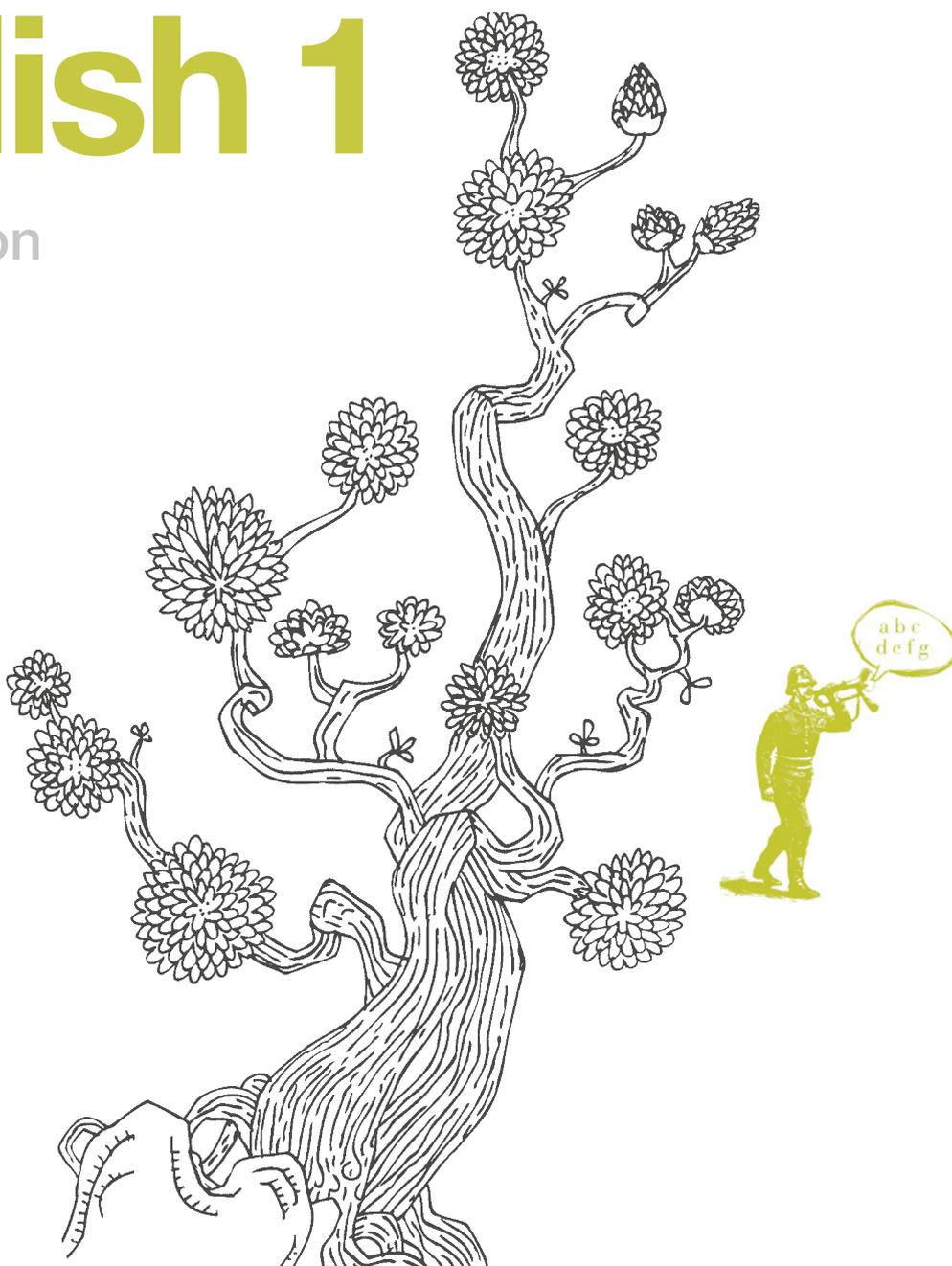


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Preface



Successful English 1 Second Edition will help students in the first year of secondary school to improve all aspects of their English studies, providing an ideal preparation for the literacy component of NAPLAN. The book has been designed with flexibility in mind, and is divided into four sections: Grammar, Spelling, Comprehension and Writing.

Each section of *Successful English 1 Second Edition* can be worked through sequentially, used in conjunction with other sections, or individual units can be selected to support a particular class or student. The units are ideal for homework exercises or classroom use. Thanks to the new design, most activities may now be completed on the page, allowing more space for students' answers. Writing to be completed off the page is indicated by the  icon.

Grammar

This section is designed to help students improve their grammar and writing skills. Each full-page unit begins with a brief and clear explanation of the point of grammar followed by a range of activities. All the basics of grammar are covered, and activities are fun and relevant, allowing students to practise grammar skills in context.

Spelling

This section will help students improve their spelling as well as build their vocabulary. Each full-page unit begins with a panel of words followed by a range of activities that require students to use words in context. Unit topics are engaging and aim to stimulate students' awareness in language and to develop a recognition of its dynamic nature.

Comprehension

This section is designed to help students improve their reading and comprehension skills. Each double-page unit presents a text followed by a range of questions. A wide range of text types is presented, including fiction extracts, news and magazine articles, instructions, letters, poems and advertisements. Passages are interesting and engaging, and can be used as the basis for further class activities.

Writing

This section will help students develop their writing skills. Each double-page unit examines a different technique or genre of writing and presents examples followed by a range of questions. A wide range of fiction and non-fiction text types are covered, including informative, narrative, descriptive, instructive and persuasive texts. The exercises include creative activities and real-life tasks that require students to develop specific writing skills.

Online Teacher Resources

Successful English 1 Second Edition also offers a range of online support material for teachers, available at oup.com.au/SucEng1. Here, teachers can easily access answers without the need of referring to a separate book, and download additional assessment resources ideal for preparation in the Language Conventions component of NAPLAN.

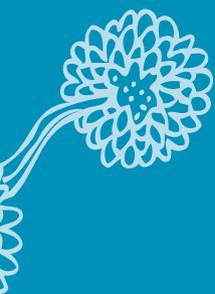
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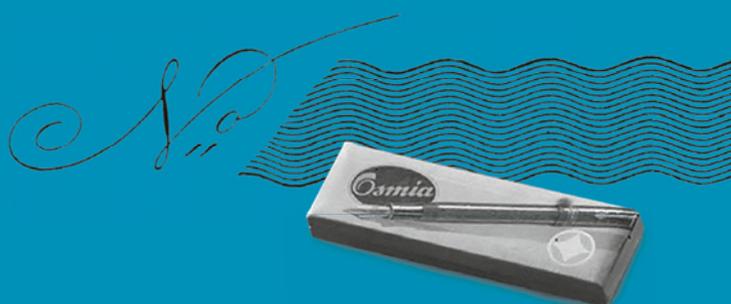


Part 1

Grammar

This section introduces students to the essential rules of grammar, punctuation and word usage. Topics are introduced with a concise definition and clear examples, followed by a range of fun and engaging activities that allow students to consolidate their grammar skills and practise them in context. Each of the 34 grammar units is a stand-alone worksheet, so students can work through them sequentially or use them according to their needs.

Within each unit there is a range of activity types catering to a variety of learning styles. The exercises are graded within each unit and so will satisfy students of different levels. Sufficient writing space is included to ensure most activities may be completed on the page, but there are also extended writing activities to enable students to practise acquired skills in context. Exercises to be completed off the page are marked with the  icon.



Grammar

Unit 1

Parts of speech

Understanding grammar essentially means understanding how words work. All words have a job to perform and these jobs are called **parts of speech**.

There are nine different parts of speech:

1 **Nouns** *name* people, creatures, places, things, feelings, ideas or qualities. There are five kinds of nouns:

a **Common nouns** name people, places, animals and things:

sisters, car, city, bus, glasses, mice, lizards

b **Proper nouns** name specific people, places and things. They need a capital letter:

Venezuela, Elvis, Mazda, Queen Elizabeth, Toronto, Mars, Martin Luther King

c **Collective nouns** name groups of people, animals and things:

a *swarm* of ants, the *army* of soldiers, a *school* of fish, my *pair* of shoes, a *sheath* of arrows, a *bouquet* of flowers

d **Concrete nouns** name things we can see, hear and touch:

grass, pencil, rope, knives, shoes

e **Abstract nouns** name feelings and qualities we cannot see, hear or touch:

unhappiness, fear, disappointment, disgust, rage, love, anticipation

2 **Pronouns** are used to *replace* nouns, often in order to avoid repetition:

he, she, they, we, you, it, I, me

3 **Verbs** are *action* or *doing* words. All sentences must contain at least one verb. The *tense* of a verb helps the reader understand when the action in the sentence occurs:

I eat, you ate, he ran, he will run, they sing, they sang

4 **Adjectives** *describe nouns*. They explain what kind, colour, shape or size, or how many:

a *gorgeous* coat, the *blue* car, *horrendous* rain, a *tiny* problem, *endless* complaints

5 **Adverbs** *provide more information about verbs*:

it *often* rains, he *quickly* ran, she screamed *continuously*, the door slammed *loudly*, he spoke *rudely*

6 **Prepositions** are used to *link* nouns or pronouns with other words:

in, on, at, behind, near, onto, up,
across, down, up, since

7 **Conjunctions** are *joining* words:

rock *and* roll, happy *but* restless, white *or* brown bread, the car flipped *because* she was driving recklessly,
no television *until* homework is done

8 **Interjections** are ‘*thrown*’ into sentences to show an emotion or attitude:

Hey! Cool car! *Okay,* so you hate me, who cares? Sarah kissed Alex. *Yuk!*

9 **Articles** *give information about nouns*. The **definite** article *the* is used to refer to a particular noun:

Close *the* door, please. It’s your turn to feed *the* dog. *The* car is a write-off.

The **indefinite articles** *a* and *an* refer to any general noun:

Could you buy me *an* ice cream, please? I’m hoping to get *a* budgie for my birthday.

Don’t worry! You will learn a lot more about parts of speech—and in greater detail—in later units.



1 Are these words nouns or adjectives?

- a** planet _____ **f** guppy _____ **k** bravery _____
b plumber _____ **g** convex _____ **l** hunger _____
c green _____ **h** cruel _____ **m** bifocal _____
d apples _____ **i** ugly _____ **n** dedication _____
e fast _____ **j** unhappiness _____ **o** mild _____

2 Use appropriate conjunctions to complete these sentences:

- a** I'd like ham _____ cheese in my sandwich, please.
b I can't wait _____ exams are over.
c He reads mystery novels _____ he is interested in crime and investigation.
d I think I like my new haircut, _____ I'm just not sure.
e You may have chicken _____ beef; it's up to you.

3 Complete these sentences using either a preposition or an adverb:

- a** I hate it when my grandfather pats me _____ the head.
b The waiter walked _____ towards us.
c I can't believe you speak so _____ to your mother.
d Dimitri threw himself _____ the side of the boat, then swam _____ us.
e Climbing _____ a cliff with only one rope to save me is not my idea of fun.
f The room was _____ decorated, but they couldn't afford decent furniture.
g I am positive I left my homework _____ my bed.
h 'Go _____ Smith Street, left at Hunter Avenue, then turn right and go _____ Dinah Road.'

4 Each word in *italics>* is a different part of speech. Write the name of each:

- a** *The* bus screamed to a halt and we all went flying. _____
b 'Who is it? Who is it? *Oh!* It's just you.' _____
c It is important to *discuss* bullying in schools before it becomes a problem. _____
d Julia threw the hairbrush in disgust. *She* hated her hair. _____
e Julia threw the hairbrush in disgust. She hated her *hair*. _____
f The *beautiful* dress sparkled and shimmered. _____
g The cat jumped *up* onto the couch. _____
h The batsman *quickly* realised he was about to be caught out. _____
i I put a lot of effort into my project *yet* only received a low grade. _____
j The *picnickers* were spotted by a flock of seagulls. _____
k *Important* guests should be introduced first. _____



2 Rewrite these sentences, using capital letters and commas correctly:

- a** victor maryama brandon and rachel purchased return tickets to sydney. _____

- b** when my son buster who is six years old grows up he wants to be a boxer a brickie or a bouncer. _____

- c** the prime minister made a whistle-stop tour of europe and asia. _____

- d** dad's old russian friend vladimir smolensky purchased a porsche on the black market. _____

3 Place quotation marks around the words that are actually spoken in this text:

Gypsy announced herself to the young man in reception.

Gypsy Jones to see Dr Cyst at four thirty.

Thank you, Miss Jones, said the receptionist. Take a seat.

Cheers, said Gypsy. She gave her hair a bit of a flick and strode over to a spare seat beside a young man in a bright red jumper.

Hi ya! she said boldly.

Yeh, hi, he replied casually.

What's your name then, gorgeous?

The young man was shocked, but not shy.

Fireater, he said quickly. What's yours?

Gypsy, said Gypsy. Gypsy Freedom Jones.

Cool, said Fireater. Sounds like your parents are as odd as mine.

This is a good beginning, thought Gypsy. This could turn into something beautiful.

4 Label each of these statements *true* or *false*:

- a** Proper nouns do not need capital letters. _____
- b** Apostrophes indicate missing letters and show possession. _____
- c** The only way you can end a sentence is with a full stop. _____
- d** Lots of commas make long sentences confusing. _____
- e** One way of adding extra information to a sentence is to use brackets. _____

5 Write a short story on one of the following topics. Then swap with the person next to you and give them a mark out of ten for correct use of punctuation.

- A day in the life of a school bag.
- It was clearly going to be a battle to the death ...
- If I was stranded on a desert island I'd manage quite well. I'm calm, resourceful and ...



Grammar

Unit 3

Nouns



Nouns are naming words. They name people, places, animals, things, ideas, feelings and qualities.

Nouns can be singular (one) or plural (more than one):

Singular: dog, track, hour, fantasy

Plural: dogs, tracks, hours, fantasies

The simplest way to change a singular noun to its plural form is by adding 's':

gnome → gnomes,

sock → socks,

noggin → noggins,

cannibal → cannibals

However this is not always the case. There are other rules governing the formation of plurals:

1 Add 'es' to nouns that end in 's', 'x', 'ss', 'sh' or 'ch':

wish → wishes,

church → churches,

box → boxes

2 If a noun ends in 'y' preceded by a consonant, change the 'y' to an 'i' and add 'es':

baby → babies,

story → stories,

army → armies,

fly → flies,

sky → skies

3 Add 'es' if a noun ends in 'o' preceded by a consonant:

potato → potatoes,

hero → heroes

4 If a noun ends in 'f' or 'fe', change to 'ves':

thief → thieves,

knife → knives,

half → halves

5 With some nouns, the vowels have to change:

foot → feet,

man → men,

goose → geese,

crisis → crises

6 Some nouns have no singular form:

scissors,

tweezers,

jeans,

police

1 Complete the following sentences using appropriate nouns:

- a On Christmas morning my _____ and I always sneak down the _____ before our parents wake and check under the _____ to see how many _____ have been left by _____.
- b My favourite public _____ is Anzac Day. Our _____ attends the dawn _____ and then the _____ through the city.

2 Highlight the nouns in this text:

Coarsely chop 125 grams of dried peaches. Place in mixing bowl and cover with two cups of boiling water. Soak for thirty minutes. Drain and place one cup of the water in a medium-sized saucepan. Add peaches, one-quarter of a cup of brown sugar and sultanas. Sprinkle over half a teaspoon each of ground nutmeg and cinnamon. Stir over low heat until sugar dissolves. When thick, remove from heat and add grated lemon rind. Pour into sterilised jars and store in refrigerator.

3 Make the following nouns plural:

- a tomato _____ d mouse _____ g calf _____
- b fox _____ e axis _____ h lady _____
- c boy _____ f life _____ i woman _____

Grammar

Unit 4

Common and proper nouns



Common nouns name people, creatures, places and things:

People: carpenter, girl, man, footballer, solicitor, train driver, student, visitors, demonstrators

Creatures: cat, rabbit, zebra, fox, possum, armadillo, triceratops, springbok

Places: apartment, attic, office, desert, ocean, museum, garden, mosque, hell-hole

Things: minute, month, ruler, sandwich, party, comb, blog, grass, stereo, water tank

Common nouns do not need capital letters unless they are at the beginning of a sentence:

Grass needs a great deal of watering during the summer months.

Proper nouns, on the other hand, always commence with a capital letter. They name specific people, places or things, including days and months (but not seasons):

Person: Sarah, Barack Obama, Prince William, Shakespeare, Father Christmas, Tom Cruise, Nelson Mandela

Place: London, Paris, Darwin, Nigeria, Wellington, Sydney Harbour Bridge, National Gallery

Thing: Google, Mercedes Benz, Ikea, July, Monday, Vegemite, Buddhism

1 Decide whether these words are common or proper nouns:

- | | | |
|----------------------------|-------------------------------|-------------------------------|
| a Shane Warne _____ | e salmon _____ | i shorts _____ |
| b lion _____ | f ink cartridge _____ | j Prime Minister _____ |
| c Yarra River _____ | g Shrove Tuesday _____ | k apple _____ |
| d Mrs Smith _____ | h Nike _____ | l Apple _____ |

2 Highlight the common nouns in the following sentences:

- a** The gazelle spied the crouching leopard through the long grass and quickly turned to flee.
- b** Lucy asked her good friend, Zoe, to pass her the dictionary and pencil.
- c** Audi cars are far superior to Hondas.
- d** Tom asked his father for money so he could walk to the shops and buy a new calculator, pencil case and batteries.
- e** MP3 players are on sale at David Jones, so I'm going to catch a bus into the city.
- f** The small girls held hands and skipped off down the road.

3 Complete the paragraph below by filling in the gaps with common nouns:

My _____ always does the shopping. He writes a _____ and never forgets to buy anything. He catches a _____ to the _____ but this doesn't seem to bother him. He buys me _____ and _____ for school lunches, which I hate, but he also buys me _____ from the _____, which I love.

4 Write a list of ten proper nouns that name people (for example, *Muhammad Ali*), ten proper nouns that name places (for example, *The Great Wall of China*) and ten proper nouns that name things (for example, *Thursday*).



Grammar

Unit 6

Collective nouns



Collective nouns are the names of groups of people, animals or objects:

A *flock* of sheep escaped from its paddock.

We were amazed to see a *herd* of elephants.

Other examples of collective nouns are:

a *clutch* of eggs, a *shoal* of fish, a *sloth* of bears, a *pod* of seals, a *plague* of locusts

1 Draw coloured lines to match each common noun with a collective noun:

- | | |
|---------------------|--------|
| a events | choir |
| b golf clubs | pride |
| c shoes | set |
| d bees | series |
| e soldiers | pair |
| f angels | armada |
| g lions | army |
| h ships | swarm |



2 Fill in the collective noun for the following phrases:

- | | |
|-----------------------------|-------------------------------|
| a a _____ of cattle | f a _____ of camels |
| b a _____ of puppies | g a _____ of flowers |
| c a _____ of birds | h a _____ of mountains |
| d a _____ of wolves | i a _____ of books |
| e a _____ of geese | j a _____ of ships |

3 What do these collective nouns describe?

- | | |
|----------------------------|----------------------------|
| a a gang of _____ | f a hand of _____ |
| b a school of _____ | g a tribe of _____ |
| c a colony of _____ | h a deck of _____ |
| d a brood of _____ | i a board of _____ |
| e a stud of _____ | j a muster of _____ |

4 Write a short story on one of the following topics. The challenge is to include a minimum of 20 collective nouns! (About 150 words.)

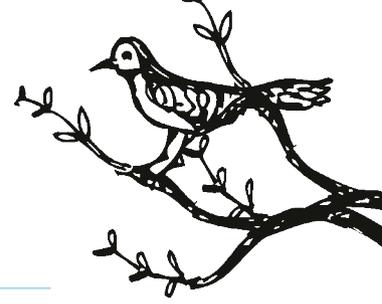
- A disastrous visit to the zoo
- On safari
- A family holiday you'll never forget
- Once upon a time in a faraway land ...
- Freddie's fabulous fish fantasy



Grammar

Unit 7

Pronouns



Pronouns are words that stand in place of nouns. They are often used to avoid repetition.

Becky was happy. *Becky* had won *Becky's* first race.

See how the repetition of the noun 'Becky' in the above example makes the sentence sound clumsy? Using pronouns is more effective:

Becky was happy. *She* had won *her* first race.

Here are some commonly used pronouns:

I, me, my, mine	you, your, yours	he, him, his	she, her, hers	it, its
we, us, our, ours	they, them, their, theirs			

1 Fill in the gaps in these sentences with appropriate pronouns:

- a Ollie did not look forward to spring because _____ suffered from hay fever.
- b The donkey lifted _____ head when the master called.
- c Conchita and Zac were pretty disorganised. _____ had left _____ tickets behind and couldn't get into the concert.
- d 'Come here quickly guys! _____ are not going to believe what _____ found!'
- e Guy pushed away _____ plate. _____ hated lamb's fry.

2 Highlight the pronouns in the following sentences:

- a My highest score is way better than yours.
- b Harry loved his Labrador, Larry.
- c I thought I heard you come home last night. Did you have a good time?
- d I forced Tim and Felix to go to the races with me. They were completely bored.
- e A tiny mouse scurried over our kitchen floor. It raised its head when it heard me shout and then bolted into its hole behind the fridge. I freaked.

3 Rewrite these sentences, using pronouns to replace some of the nouns. The aim is to make the sentences sound less clumsy.

- a Aimee watched me for a moment before Aimee left the room. _____

- b Andy finished Andy's coffee, walked into Andy's study and pulled out a book. _____

- c Vesna shuddered. Vesna was standing still with water lapping Vesna's waist. _____

- d Ajit and Paul stood beside Ajit and Paul's unexpected visitor. For the first time Ajit and Paul were able to look at the unexpected visitor clearly. _____



Personal pronouns replace nouns that name people, animals or things:

He was very happy. *I* am confused. *They* are naughty. *We* were expelled.

The pronouns *I*, *we*, *he*, *she* and *they* are in the **subject form**. They *do* the action in a sentence:

I spilt milk over Jane.

The pronouns *me*, *him*, *her*, *us* and *them* are in the **object form**. The action *is done* to them:

I spilt milk over *her*.

We refer to personal pronouns in terms of **first, second or third person**:

First person: I, me, we, us Second person: you Third person: he, him, she, her, they, them, it

You may not be aware of it, but when you start a piece of writing, one of the first things you have to decide is whether to write in the first, second or third person. Look at these examples:

First person: *I* am thirteen years old and live in a small flat with *my* parents.

Second person: *You* are a twenty-first century astronaut. *You* are about to launch into space.

Third person: *Jean-Paul* is very handsome. *He* is tall, lean and very athletic.

1 Place a personal pronoun in the subject form in the spaces provided:

- a The boy next door behaves appallingly. _____ is always in trouble.
- b When _____ turned her gaze to me, I was struck by her astonishing eyes.
- c _____ must meet again. I enjoyed my time with you.
- d Heidi and Heath raised their hands. _____ looked pretty guilty.

2 Highlight all the personal pronouns in the object form in these sentences:

- a Three tigers escaped from the zoo. It took hours to find them and bring them back.
- b Ulan asked to copy my homework. No way was I going to give it to him.
- c The model shook her gorgeous locks, smiled her biggest smile and flounced off the catwalk. She was definitely the best model in the parade.
- d If it was up to me, I'd tell him what I think of him, then run.

3 Rewrite these sentences in the third person, using personal pronouns:

- a Sometimes I just want to kill that yapping dog next door. _____

- b I think I'm overweight but my mother thinks I'm just right. _____

- c I'm a legend. I can burp the whole alphabet. _____

- d You sit down. You observe. You plan. _____

Grammar

Unit 9

Verbs



Verbs are action words. They express *doing, being* or *having*. The person or thing that carries out the action is called the **subject**.

Look at this example:

Georgie rode her bike.

- *Rode* is the verb. It is an action word.
- *Georgie* is the one who is carrying out the action—riding—so *Georgie* is the subject.

1 Highlight the verbs in the following sentences:

- a Michael bought himself a new jacket.
- b I replaced the grass with mulch.
- c I hope you remembered to buy bread.
- d I love Christmas time.
- e We keep all of our junk under the house.
- f Did you know that turtles can breathe through their butts?

2 Insert an appropriate verb to complete these sentences:

- a Every Saturday I _____ football.
- b Jeremy loves peas but _____ beans.
- c Please _____ your clean clothes away.
- d Did you _____ a good time at the party?
- e I am allowed to _____ television after I have _____ my homework.
- f Blood _____ about 78 per cent water.



3 Make up five sentences using two verbs from the word list below in each sentence. When you have finished, highlight all of the subjects.

- | | | | | | | |
|------|------|-------|---------|-------|--------|---------|
| clap | cry | dance | explain | feel | forbid | gaze |
| hate | have | scrub | sleep | slurp | swim | whisper |

4 Look at the following text carefully. Highlight every verb you can find and underline all of the subjects:

Isabella and I decided to have a party. We discussed whom to invite and chose a date and time. Isabella wrote the invitations and I bought the food. My brother helped decorate the garage and my sister hired a DJ. My mother was not happy about the DJ but had no choice. Dad declared he was going fishing that weekend.

The big day arrived. Everyone turned up. The DJ was excellent. The food was a disaster. Isabella danced with my brother and someone fed the dog beer. I love parties.

Grammar

Unit 11

Verbs and tense



The **tense** of a verb indicates the *time* when the action takes place. This may be in the past, the present or the future. In general, the same tense should be used throughout a piece of writing.

Here are some examples of simple tenses:

• **Past tense:**

The plumber *fixed* the leak in our kitchen tap.

We *had* an excellent time last night.

• **Present tense:**

Dad *reads* the newspaper while he *eats* his breakfast.

I *listen* while Alex *talks*.

• **Future tense:**

Next weekend I *will go* to the movies with Adriana. I *am going* to the skate finals tomorrow. It *will be* awesome.

1 Fill in the gaps in this table with the correct tense of each verb. The first has been done for you as an example:

Past	Present	Future
I ate	I eat	I will eat
	he jumps	
she wrote	she writes	
		the secretary will laminate
	they complain	
the dog barked		
		the clock will tick

2 Using the verb in brackets, fill in the gap with the correct tense.

- a Last Christmas I (open) _____ my presents before anyone was awake.
- b If the bus is late I (ring) _____ you on the mobile.
- c Amanda stayed up late and (watch) _____ the live broadcast of the tennis.
- d Right this moment, I (to be) _____ very busy.
- e Donald Bradman (to be) _____ an excellent cricketer.

3 Identify the tense of the verbs in italics in each sentence:

- a The bicycle *hits* the gutter and *throws* him onto the road. _____
- b Jade *body surfed* while Jiao *tested* her new longboard. _____
- c Kings of Leon *will be releasing* their new album next month. _____
- d Liana *loved* life. _____

4 Now rewrite each of the above sentences using a different tense.

- a _____
- b _____
- c _____
- d _____

Grammar

Unit 12

Auxiliary verbs



Auxiliary verbs are also known as helping verbs because they combine with action verbs to form verb phrases, for example:

My brother *is* driving me crazy.

In the above sentence:

- *is* is the auxiliary verb
- *driving* is the action verb
- *is driving* is the verb phrase.

Note that the auxiliary verb is the part of a verb phrase that indicates the tense:

Present tense: The cat *is* sitting on the mat.

Past tense: The cat *was* sitting on the mat.

In addition, auxiliary verbs are often used to form a question:

Are you happy with this explanation?

Could you pass the tomato sauce please?

Here is a list of the most common auxiliary verbs:

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

1 Highlight the auxiliary verb in these sentences:

- a James and Rhian are having a party.
- b Do you always remember your dreams?
- c I am so pleased you are coming to stay.
- d Rajeev is crying like a baby.
- e Are you concentrating?
- f I'll never remember that.

2 Draw coloured lines to match an auxiliary verb from the left column with an action verb from the right column to form a verb phrase:

- | | |
|----------|---------|
| a am | miss |
| b should | skate |
| c can | dancing |
| d have | caught |
| e will | have |

3 Rewrite these sentences so that they make sense, adding appropriate auxiliary verbs:

- a I hoping to pass my exams this time. _____

- b Peter and Paul punished severely. _____

- c I seen that movie six times! _____

- d Your sister kill you when she finds out you read her diary. _____

4 Write a short paragraph containing a minimum of twenty auxiliary verbs on one of the following topics:

- Never say die!
- Our dog vomits whenever we take him in the car
- If I were Prime Minister for a day ...
- Fergal the feisty flea



Grammar

Unit 13

The verb 'to be'



The verb **to be** is one of the more difficult ones to comprehend and use. This verb is not describing a concrete action but a *state of being or existing*.

To be may be used as a normal verb (called a **verb of doing**) as well as an auxiliary verb:

She is a tall girl.

In the above example, the verb *to be* stands alone as a *verb of doing*.

She is trying on new jeans.

In this second example, the verb *to be* is helping the action verb *to try*, so it is an **auxiliary verb**.

Set out below are all the different ways you can use the verb *to be*. You must learn these off by heart.

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

1 Complete the following verb phrases by inserting the correct form of the verb *to be*:

- a I _____ reading an excellent book at the moment.
- b Last night my brother _____ attacked by a gang of thugs.
- c You _____ informed of the outcome of your interview next week.
- d We _____ delighted to attend last week's celebration.
- e I think they _____ asking for too much money.

2 Look at these grammatically incorrect notes to teachers. Rewrite them using the correct form of the verb *to be*.



Dear Miss Georgiou,

Sorry Alex were late this morning. He slept in.

Regards,

Bev Matthews

To Mr Petrov,

Please allow Melissa to leave school early today.

She was going to the dentist.

Thank you in anticipation.

Rod Gove

Dear Mrs Glaser,

I apologise for my son's behaviour last week. I think he were traumatised by the sudden death of his hamster.

Steve Sutton

Dear Miss Jenny,

I are concerned about Penny's English skills and think that her work will be too hard for her. Is you following her progress carefully? I is very worried.

Lenny Kenny

Grammar

Unit 14

Adjectives



Adjectives are *describing* words. They describe or provide information about nouns and pronouns and are often the words that make writing (and reading) interesting.

Look at the following two examples:

The boy walked towards the castle.

The *small, frightened* boy felt *nervous* as he walked towards the *gloomy, forbidding* castle.

Can you see how much more information about a situation is provided when you use adjectives?

- In the first example, all we know is that there is a boy and that he is walking towards a castle.
- In the second example, however, the adjectives help us to understand more. We know that the boy is small, so he is probably quite young. We also know that he is frightened and nervous. The description of the castle helps us to understand why he is nervous.

Adjectives describe things such as size, shape, colour, number, taste, attitude, direction, age, weight and sound.

1 Highlight the words in this word list that can be used as adjectives:

agitated	apples	aquamarine	beautiful	boring	business	button	calling	cars
clanging	dingo	dirt	dirty	dog	dream	dusty	gigantic	glorious
gun	hair	haughty	he	hello	hospital	insist	insisted	insistent
insists	loud	lumpy	Margaret	newborn	pain	painful	pitted	postcard
ravishing	ring	rude	silence	sister	small	sour	speech	sprint

2 Describe the following nouns by using a number of appropriate adjectives. Write full sentences and remember to punctuate correctly. The first has been done for you as an example:

a behaviour → His behaviour in public was offensive, inappropriate and regrettable.

b pet lizard _____

c computer game _____

d science lab _____

e jeans _____

f autumn leaves _____

g baby _____

h website _____

i wedding dress _____

j rat _____

k river _____

3 Think about your favourite person in the world. Write a short paragraph describing this person, using as many interesting adjectives as you can. You could start by describing their physical appearance (size, shape, hair, eyes, clothes, etc.) and then move on to reveal their personality. Think about things such as:

- how they move
- how they look when they're really angry
- their funny little habits
- why they are your favourite person
- the sound of their laugh



Grammar

Unit 15

Adverbs



Adverbs are words that *give extra information* about the meaning of verbs (also called *modifying* the meaning of verbs). Adverbs answer the questions *how, when* or *why* about the verb. Adverbs often end in 'ly'.

She sang *sweetly*. He *enthusiastically* helped. I *slowly* perused. We answered *immediately*.

Adverbs sometimes modify an adjective or another adverb:

It was a *very* boring film. She ate her food *too* quickly.

1 Complete these sentences using adverbs from the following word list. Use each adverb only once:

clumsily frequently often rather slowly
so there too very yesterday

- a I _____ forget to brush my teeth and need to be reminded.
- b We ran four kilometres _____, so it's no wonder I'm sore today.
- c The old man raised himself _____ from the bed and reached for his dressing gown.
- d I am _____ hungry!
- e Our jeep moved _____ slowly along the dirt track, but we still disturbed wildlife.
- f My aunt _____ travels overseas.
- g He goes _____ every day.
- h It's _____ heavy, so be careful.
- i My parents are far _____ strict.
- j The waiter _____ served the meal and spilt soup everywhere.

2 Highlight the adverbs in these sentences:

- a Our house is very old and slightly run down, but I rather like it.
- b I find it extremely frustrating that you don't listen to me properly.
- c The armoured knight bravely faced the snarling dragon.
- d I could happily eat Tim Tams for breakfast, lunch and tea.
- e I have never fully understood algebra.
- f After being banned for two matches, the cricket captain unreservedly apologised for biting the ball. Presumably, he thought he was secretly tampering, but was unknowingly caught on camera. Strangely, he later explained he had been trying to smell the ball.

3 For each of these sentences, suggest an adverb that could be used instead of the italicised words:

- a He left the room *without making a noise*. _____
- b My sister can run *as fast as a frightened deer*. _____
- c We accepted the invitation *with great joy and anticipation*. _____
- d Simon behaved *in the most ridiculous fashion and embarrassed us all*. _____
- e We were enjoying ourselves until it started to rain *with absolutely no warning at all*. _____

Grammar

Unit 16

Prepositions



A **preposition** connects nouns with other words. A preposition plus a noun or pronoun forms a **prepositional phrase**, for example:

The cow jumped over the moon.

In the above sentence, *over* is the preposition and *over the moon* is the prepositional phrase.

Common prepositions include the following:

about	above	across	against	among	at	before	below
beside	beyond	by	down	during	for	from	in
near	of	off	on	over	since	through	to
towards	under	until	up	with	without		

1 Choose one of these prepositions to complete each of the following sentences: *about, at, beyond, during, over, until, with, without, at.*

- a It is sometimes difficult dealing _____ neighbours.
- b Ji took a massive swing _____ the ball and hit it _____ the fence.
- c 'Don't look _____ me like that!' shrieked Amy.
- d I need to talk to you _____ the money.
- e _____ a spellchecker on my computer, I'd be lost.
- f I can't wait _____ the holidays arrive.
- g It is important to conserve water _____ the summer months.
- h 'This has gone _____ a joke!' yelled the angry teacher.

2 Choose a preposition from the word list to complete these sentences:

- a Jack walked _____ the hill to fetch a pail of water.
- b Well, that threw the cat _____ the pigeons!
- c Everyone knows there's a good hiding spot _____ the shelter sheds.
- d I am really angry _____ you.



3 Highlight all prepositional phrases in the following sentences:

- a We walked along the beach.
- b The old man sat on a bench and watched his grandchildren play on the swings.
- c *Fox in Socks* is my favourite Dr Seuss book.
- d You look terrific in that photograph.
- e There were six puppies in the litter, but only four could fit in the kennel.
- f Since birth, Alex has been a happy chap.
- g Above the roar of the wind, we heard the command to get below deck.

4 Write five short sentences, each containing a prepositional phrase.



Grammar

Unit 17

Conjunctions



Conjunctions are *joining words*, which *link* words or groups of words:

I love fish *and* chips. I'll wait here *while* you shop.

Note the following:

- 1 Although called joining words, conjunctions may be placed at the beginning of sentences:

Although Jia-li is fully qualified, she wasn't offered the job.

- 2 Traditionally, the conjunctions *and* and *but* were never placed at the beginning of sentences; however it is now acceptable in imaginative and informal writing. This practice should be limited.
- 3 Some conjunctions are used in pairs, such as *not only/but also*, *both/and*, *either/or*, *neither/nor*, for example:

The plumber was *not only* expensive *but also* incompetent.

- 1 There are seventeen conjunctions hidden in this word search. The words can be found in any direction— forwards, backwards, up, down or diagonally. You may use letters more than once. Try to find all seventeen and list them alongside.

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

- 2 Place appropriate conjunctions in the spaces provided:

- a Rory was angry _____ I'd borrowed his bike without asking.
- b _____ tea, we'll play Scrabble.
- c _____ you don't behave, you'll get in trouble.
- d Hollie was an hour late _____ I forgave her.

- 3 Highlight the conjunction you think is correct in these sentences:

- a I'll give you the CD (when, while) you give me the money.
- b This paint is amazing. It attracts, (or, yet) repels.
- c 'Okay,' screamed the masked bandit, 'hands on your heads (and, or) I'll shoot!'
- d (Whether, Although) it rains or not, this wedding is going ahead.

- 4 Write five sentences with at least one conjunction in each.



Grammar

Unit 18

Full stops



Full stops are used to end sentences.

Sentences begin with a capital letter and must express a *complete idea*. Look at the following examples:

When you scream. When you scream, I can see your tonsils.

The first group of words may have a capital letter and a full stop, but it does not make sense because it does not express a complete idea. It is not a sentence. The second sentence, on the other hand, does express a full and complete idea and is therefore a proper sentence.

If you do not use full stops properly, your writing will become confusing and nonsensical.

1 Which of the following are sentences? Place a tick beside the ones that are sentences.

- a You drive me crazy.
- b After they arrived.
- c Aligning text and inserting images.
- d In this lesson, we will be looking at aligning text and inserting images.
- e Because there are ten.
- f Six girls dancing.
- g The shaggy dog shaking violently.
- h Climate change is real.
- i Have you ever experienced déjà vu?
- j Lexicology is the study of the form, history and meaning of words.
- k Honesty is the best policy.

2 We have a serious problem here: the following text has no full stops or capital letters. Place full stops where required and circle letters that should be capital letters:

edward 'weary' dunlop was an australian army surgeon who took exceptional care of prisoners of war during the second world war he was born in wangeratta, victoria, on 12 July 1907, and died in melbourne in 1993 his university friends called him weary because dunlop is a brand of tyres they played on the words tyres/tires; hence 'weary' weary was taken prisoner by the japanese in 1942 while he was running a hospital in indonesia later he was sent to thailand where prisoners were forced to build a railway to burma he had to perform surgical duties without equipment or painkillers for example, he cut tropical ulcers out of legs with a sharpened spoon he led the men by brave personal example and was regarded as a true hero once, he prevented an injured soldier from being bayoneted by standing in front of him

3 This text contains six full stops. Five of them are in the wrong place. Rewrite the paragraph ensuring that you place all full stops correctly. You will also have to add some capital letters.



Six boys turned up for football practice that's a pretty low turnout. considering there are twenty-two in the club the coach, John Roach, was hopping. mad our team has a good reputation. in the area and John's worried about the finals. robbly, our captain, joined in with the coach and shouted at us about motivation. and commitment I thought that was pretty rough. considering we were the ones who turned up

Grammar

Unit 19

Question marks



Why do we need **question marks**? When do we use them? Where in a sentence does the question mark go?

As can be seen above, a sentence that requires an answer needs a question mark placed at the end of the sentence. Only one question mark is needed and a full stop is not required.

If you are unsure whether a question mark is appropriate, ask yourself whether the speaker or writer requires an answer. Consider the following:

'Do you want to come to my house?' asked Ravi. Ravi asked if I wanted to go to his house.

- In the first example, the speaker requires an answer; therefore a question mark is needed. It is a **direct question**.
- The second example is an **indirect question** and requires no answer. It is actually a statement of fact. No question mark is required.

If there is a series of questions in a row, then each question needs a question mark:

Where do you want to live? London? New York? Paris? A cardboard box?

1 Place either a question mark or a full stop at the end of these sentences:

- Dad wanted to know if I had done my homework _____
- Have you done your homework _____
- I need to know the time _____
- I am unsure about whether whales are the largest mammals _____
- Do you think whales are the largest mammals _____

2 Fill in the gaps below to provide a summary of question marks:

- Use a question mark at the end of a _____ question.
- Do not use a _____ at the end of an indirect question.
- Do _____ use a full stop as well as a question mark.
- If you are not sure whether a sentence requires a question mark, ask if _____

3 Someone has handed in some appalling homework (we won't mention names). Please fix it for them. (It's so bad you'll need to rewrite it!)



My mother always hassles me when I get home. She wants to know if I've had a good day? She wants to know if I enjoyed my lunch? Of course, she also wants to know if I've been in trouble again? She says to me, 'Did you get in trouble today.' It doesn't matter what my answer is, she always then says, 'You better not have received another detention?' Then she sends me to my room to change out of my uniform and start my homework. Half an hour later she starts again. 'Have you put your shirt in the dirty wash? Have you. Have you hung up your blazer. Have you polished your shoes yet??' It drives me crazy! I bet no one has a mum as bad as mine?

4 List ten direct questions you could ask the person sitting next to you in class.





You have learnt that a sentence may end in either a full stop or a question mark. There is one final way that a sentence may end: with an **exclamation mark**.

Exclamation marks are used to:

- indicate a command (**imperative sentences**) or
- emphasise a statement (**exclamatory sentences**).

Exclamation marks are useful to emphasise strong emotions, such as anger, pleasure or surprise.

Imperative sentences

Look at me!

Don't touch that!

Run faster!

Exclamatory sentences

Oh! You startled me!

I'm starving!

You are driving me crazy!

When writing casually, some people like to use a string of exclamation marks to make a really strong point. You may not do this in formal writing.

1 Answer the following questions about sentences.

- In how many different ways can you end a sentence? _____
- Exclamatory sentences indicate that a command has been issued. True or false? _____
- Imperative sentences emphasise emotions. True or false? _____
- What punctuation mark could you use to express fury and frustration? _____

2 Complete the following sentences by using full stops, question marks or exclamation marks:

- Touch that one more time and I'll wring your neck _____
- You're incredible _____
- Charles Dickens often wrote very long sentences _____
- Are you familiar with the new BMW four-wheel drive _____
- Marvellous _____
- What a complete disaster _____
- Would you like coffee or tea _____ Perhaps a hot chocolate _____ A soft drink perhaps _____
- Paula asked me if this was necessary _____
- Are you angry and fed up _____
- Bob Dylan is not related to Dylan Thomas _____ True or false _____
- I'm sick of my ringtone _____
- 10/10 well done _____
- Love is blind _____
- Is it true that peanuts are one of the ingredients in dynamite _____
- What kind of dogs play in a band _____ Rocker spaniels _____

3 Write five examples of an imperative sentence and five examples of an exclamatory sentence.





Remember to structure your sentences correctly:

- A sentence must contain a **subject** and a **predicate**.
- The predicate must include a **verb**.

Sentences often contain an **object**, but this is not essential. The object may be a noun or pronoun and is the person or thing being *affected* by the verb. The object usually follows the verb.

To determine the object in a sentence, ask yourself: 'who or what is the verb acting upon?' For example:

I bought the album on eBay.

In the above sentence, *I* is the subject, *bought the album* is the predicate, *bought* is the verb and *the album* is the object. Here are some tips for mastering simple sentences so that your writing is always clear, interesting and accurate:

- Avoid repetition in your sentence writing.
- Do not keep all sentences the same length: vary them. Short sentences can help emphasise statements or add tension and excitement.
- Do not begin all of your sentences the same way; try beginning with an adjective, adverb or verb:

Filthy looks followed her. *Purposefully* he crossed the floor. *Kneel* and await your fate.

- Avoid the overuse of words such as *and*, *then* and *that*.
- Do not use unnecessary words that you may hear in casual conversation (**fillers**). For example, don't write:

She was, like, so mad.

Instead write something more interesting and accurate:

She was extraordinarily mad. She was predictably mad. She was hot-headed and mad.

1 Circle the subject in these sentences, underline the predicate, highlight the verb and place a box around the object, if there is one:

- | | |
|---|---|
| a Gwyneth Paltrow is gorgeous. | d Xavier rudely grabbed the remote control. |
| b Many people find computers frustrating. | e Four turtle-doves frightened three French hens. |
| c Anxious parents listened to the radio for news. | f The partridge perched in the pear tree. |

2 Edit the following text. Make it more interesting by varying sentence length, removing repetition and avoiding fillers. (You will have to rewrite it.)



The sea ran higher, higher and higher, the wind shrieked poisonously past him and whole mountains of water heaved skyward, hesitated and then they came hurtling down on him. They seemed, like, a thousand metres high and he had never experienced anything like them before. Every time his little boat became buried in their swirling mass, he held his breath and prayed to see the sky again and every time he did see the sky, he breathed a sigh of relief and smiled with relief. The hurricane raged all day and then by nightfall, it was at its strongest and it was even more terrifying. Around four o'clock in the morning, he entered the eye of the storm and the wind stopped abruptly and the sea became almost nearly flat and it became eerily quiet and he became even more scared than before because he knew this respite would not last long and it could become, like, worse.

Grammar

Unit 23

Commas



A **comma** is used:

1 to separate items in a series or list:

Everyone is talking of reprisals, retribution, punishment and justice.

Daniel Kolczynski has battled various health problems, including an eating disorder, depression, anxiety and reactive arthritis.

2 to separate elements of a sentence to avoid confusion:

If you're good, Father Christmas will be generous.

3 with words like *therefore*, *however*, *finally* and *nevertheless* when they interrupt a complete thought:

It is unnecessary, however, for you to worry.

Sunday, therefore, is our day of rest.

1 These sentences are grammatically incorrect. Place commas in the correct places:

- a Ali looked at the list of subjects offered and chose Biology Chemistry Physics Maths and PE.
- b However hard you try it will never be good enough for your father.
- c My favourite programs are *Neighbours Home and Away Hannah Montana* and *Gossip Girl*.
- d A guard dog barked ferociously the alarm sounded police sirens wailed in the background and Jack could hear people running in the corridors. He knew it was all over.
- e Make hay while the sun shines.
- f 'If we finish these questions quickly can we leave early?'
- g Can we therefore call all teenagers lazy brats?
- h Despite the heavy downpour yesterday the authorities imposed water restrictions early this morning.
- i The recipe required flour eggs nutmeg cheddar cheese ham and butter.

2 Complete these sentences. Make sure you use correctly placed commas:

- a Aydin's four favourite colours were _____
- b Lucy placed everything she would need in her schoolbag: _____

- c Many car companies were represented at the show: _____

- d _____ are Juno's best friends.

3 This text requires seven commas to be placed correctly. Cross off the commas as you use them.

, , , , , , ,

The tomato is a plant grown for its smooth round juicy fruit. The word tomato refers both to the fruit that people eat and to the entire plant. Botanists classify tomatoes as fruit. However most people consider tomatoes vegetables because fresh tomatoes are used in much the same way as lettuce onions cauliflowers and many other vegetables.



Just when you thought you'd mastered commas, you find out there's more ...

Commas are also used:

1 to introduce direct speech:

Katy said, 'I hate that book.'

Yusef shouted, 'Don't touch that!'

2 at the end of direct speech within quotation marks:

'Enough of that,' said Oliver.

3 to mark a short, natural pause in a sentence where a reader may take a breath or pause:

Because Jane had no idea who was shouting and heckling her, she decided to glare at everyone.

4 to separate the name of a person addressed, or spoken to, from the rest of the sentence:

Don't ever doubt that I love you, Elisabeth.

'Vedran, put that down!'

5 to separate two complete thoughts joined by a connecting word, such as *and*, *or*, *but* or *for*:

The bombed-out building will be pulled down, and a memorial to the victims will replace it.

Pearl Jam may release another album, but don't hold your breath.

1 There are five rules above, explaining how to use commas. Give five of your own examples to demonstrate that you understand each rule:

2 Correctly insert commas into the following sentences:

- a Last weekend we had a *Star Wars* movie marathon: *A New Hope* *The Empire Strikes Back* *Return of the Jedi* *The Phantom Menace* *Attack of the Clones* and *Revenge of the Sith*.
- b The Biology teacher who was the most hated teacher in the school had his car wrapped in toilet paper.
- c You organise the food and I'll buy the drinks.
- d Mandu said 'No way am I wearing that.'
- e 'No way am I wearing that' Mandu said to his father. 'Not in a purple fit.'
- f 'Don't think I'm joking Dad' Mandu shouted. 'I'm not wearing that!'

3 Place a tick beside the sentences with correctly placed commas:

- a I bet you were the one, who stole that purse Kenny.
- b Trudy had carefully and lovingly watered her garden bed, but the plants still withered and died.
- c Despite all the traumas, Roman had put her through Marlana still loved him.
- d 'Stay tuned, for more hilarious fun on Channel 9' the announcer coaxed.
- e Over the holidays, I read *Artemis Fowl*, *The Arctic Incident*, *The Eternity Code* and *The Opal Deception*.



The purpose of this unit is to allow you an opportunity to cement your knowledge of punctuation.

1 Place the correct punctuation marks in these sentences:

- a My dog whose name is Orlando is blind in one eye has fleas arthritis and diabetes can't fetch a ball barks at the wind and has bad breath but we love him
- b My father is a very tall well-built man with blue eyes a shock of bright red hair which embarrasses him no end and a wide happy face covered in thousands of tiny endearing freckles
- c My mother is kind loving and generous but very frustrating She is a perfectionist with unreasonably high standards which she imposes on all of us She's always saying 'I think you can do better than that' She says I'll appreciate her persistence one day however I doubt it
- d My sister is one year older than me but acts like she's my mum She's always bossing me around telling me off accusing me of things I haven't done and making me do her favours When her friends are around she's even worse because she wants to show off That's when I steal her mobile and hide it until she stops hassling me
- e My brother is nineteen years old and is obsessed with girls cars football alcohol and money What else can I say
- f I am thirteen years old and like listening to music playing Xbox taking my dog for walks and making my teacher laugh I am no good at punctuation

2 This article contains twenty-five errors in punctuation. Rewrite it correctly.



A disturbing report was made to police last night of a brazen attack on an innocent shop assistant Timothy McBean, aged 26 was attacked in broad daylight outside the Willoughby Railway Station by three youths wearing balaclavas

Mr McBean was walking home for lunch when he was grabbed from behind and thrown to the ground He was badly beaten around the head arms and chest with a baseball bat a cricket bat and a wooden stick he later identified as a common garden stake. He was robbed of his wallet watch briefcase and leather jacket Before they ran the youths knocked Mr McBean unconscious bound and gagged him and pushed him behind bushes.

When he regained consciousness Mr McBean found his mobile phone and used his nose to send a text message calling for help. Police arrived, minutes later

Mr McBean remains in the North Shore Private Hospital in a serious condition however doctors are hopeful of a full recovery.

Willoughby police and Mr McBean's wife have called for witnesses to come forward Mrs McBean said, 'It's just shocking that my husband was attacked for no reason I just hope that there's someone out there who can help police catch the boys who did this '

Mrs McBean also admitted that it was lucky her husband had such a long pointy nose. 'If it had been me I'd probably be still lying there my nose is too stubby to send a text message '



Apostrophes can be used to show that letters or words are missing; that is, they *abbreviate* words, for example:

can't is the abbreviated form of *cannot*

These shortened words are called **contractions**. (To *contract* means to shorten or make smaller.)

Here are some common contractions:

would've = would have

who's = who is

I've = I have

couldn't = could not

o'clock = of the clock

it's = it is

Notice how the apostrophe is placed *exactly* where the missing letters were.

In general, contractions should be avoided when writing formally because they tend to make writing sound too casual. We do, however, use contractions in direct speech:

'*Can't* you just leave me alone?' Abdul shouted.

1 What do these contractions abbreviate? (For example, *he's* = *he is* or *he has*.)

- | | |
|---------------------|------------------|
| a should've = _____ | e you're = _____ |
| b don't = _____ | f she'd = _____ |
| c I'm = _____ | g let's = _____ |
| d doesn't = _____ | h I'll = _____ |

2 Insert apostrophes in the correct places in the following sentences:

- Youd better be sure youre ready in time.
- Im not convinced its going to work the way wed planned.
- Whos going to go first? Lets spin the bottle.
- I wouldve if I couldve, but I cant, so you shouldnt ask me.
- Dads right. We shouldnt tease Kavita when shes upset. Itll make things worse.

3 Highlight the correct form of the word in the following sentences:

- (It's, Its) especially important that you understand how to use apostrophes.
- '(Whose, Who's) responsible for this mess?' shouted the Science teacher.
- (Its, It's) (your, you're) life.
- It (does'nt, doesnt, doesn't) matter (whose, who's) bag it is, just move it.
- (When's, Whens) the taxi arriving? (Its, It's) imperative I arrive at the airport in time.



4 Fill in the gaps with appropriate contractions:

I simply _____ believe that you are capable of telling the truth. _____ been lying to me since you were three years old. _____ like to be able to believe you, but past history shows you _____ be trusted. I _____ liked to let you go to the concert, but _____ be crazy to allow you out of the house. Why _____ you be more like your sister? _____ never lied in her life. Seriously, _____ a disgrace to the family!

Grammar

Unit 27

Apostrophes in possessives



Apostrophes can also show **possession**; that is, an apostrophe may be used to show that something belongs to, or is owned by, someone:

Judy's dog

In the above example, the apostrophe indicates that the dog belongs to Judy.

There are four rules to remember when using possessive apostrophes:

1 Add 's to a singular word:

the clown's smile a cat's tooth my father's age a week's worth of work

2 Add 's to plural words that do not end in 's':

the people's choice my children's shoes.

3 With plural words ending in 's', add an apostrophe at the end:

the ladies' handbags my parents' anniversary three weeks' holiday the boys' grammar school

4 Do not use an apostrophe with possessive pronouns: *his, theirs, ours, yours, its*.

Note that if a name already has an 's' at the end and adding a second one would make it sound clumsy or silly, then add an apostrophe only:

Jesus' words Socrates' philosophy Biggins' house

Remember that *it's* is short for *it is*. Do not confuse it with the possessive pronoun *its*:

It's a nice day. It's time to go. The cat licked its fur. A leopard can't change its spots.

1 The nouns in italics in the following examples are possessive and require apostrophes:

- | | | |
|----------------------------|-----------------------------------|-------------------------------|
| a a <i>lions</i> roar | d the <i>childrens</i> playground | g one <i>boys</i> bike |
| b all <i>students</i> bags | e my <i>daughters</i> only friend | h the <i>peoples</i> decision |
| c <i>Ulysses</i> uniform | f London <i>Girls</i> College | i three <i>boys</i> bikes |

2 Fill in the gaps with either *it's* or *its*. Be careful!

- a _____ not my responsibility, so _____ out of my control.
- b _____ a disgrace that they charge so much.
- c The eagle is a magnificent bird. _____ wingspan is most impressive.
- d I must remember that _____ is an abbreviation of *it is*!

3 This is a very rough copy of a best man's wedding speech. It needs to be rewritten.

Good evening Ladies' and Gentlemen! Welcome to Tracey and Shane's special night. Firstly, Id like to introduce myself: Im Jason Cook and Im Shanes best mate. Wev'e known each other since kinder and theres nothing I do'nt know about this bloke! I cant tell you everything, but Im sure it wouldnt hurt to reveal a few of Shanes finer moments. Its a pity Shanes true personality has to be revealed this way, but a best mans got responsibilities! Youll all know Shanes a member of the footy club, but do you know what hes up to when he's not out on the ground? You know those changing room's out the back? The one's with the cold showers' ? Well, last Grand Final ...



Grammar

Unit 28

Apostrophes revision



This unit focuses on ensuring you are able to use apostrophes accurately. Remember: apostrophes *abbreviate words* (*can't, I'm, let's*) and *show possession* (*Isaac's book, the houses' fences*).

1 Place apostrophes in the correct places:

- | | | |
|-----------------------------|---------------------------------|------------------------------|
| a Shyennes train set | e a birds song | i you cant sing |
| b a sheeps back | f the televisions broken | j mens toilets |
| c Floyds efforts | g those boys ball | k two weeks rest |
| d Ravis red cars | h Jos jokes are pathetic | l all ladies lingerie |

2 Place *its* or *it's* in the spaces provided:

- a** _____ quite a sunny day, however _____ not hot enough for swimming.
- b** _____ is a possessive pronoun.
- c** _____ imperative that you remember to use an apostrophe in _____ correct place.
- d** We watched the ape scratch _____ tummy, rub _____ eyes, stretch _____ arms and run _____ fingers through _____ partner's fur. _____ incredible to see how similar apes are to humans. Actually, _____ frightening!

3 These sentences are a bit of a mess. Please rewrite them correctly:

- a** You cant expect a good nights' sleep if your beds too short or too narrow. _____

- b** Childrens room's need to be bright and colourful. _____

- c** After Tobys pathetic attempt's, it was Percys, then Harrys', and then, finally, it was Amadeus's. _____

- d** Bethanys brother borrowed Grace's games' and lent them to Courtneys cousin's. _____

4 Fill in the gaps in the following sentences:

- a** Apostrophes are used to show letters are missing. That is, they _____ words.
- b** Apostrophes also show _____. That is, they show someone or something owns, or possesses, something.
- c** Add only an apostrophe at the end of _____ ending in 's'.
- d** Add _____ to a singular word to show possession.
- e** *Its* is a possessive _____.

5 Write four full sentences using two of the following words in each sentence:

Bridget's scouts' phone's skink's car's police officer's he's maggots





Quotation marks, also called **inverted commas**, are used to show someone is speaking. In Australia, we use single quotation marks; however in handwriting it is acceptable to use double quotation marks. Check with your teacher about which you should use. The important thing is to be consistent.

Here are some guidelines to help you use quotation marks correctly:

- 1 You should place the quotation marks at the beginning and end of what is being said. Make sure the last quotation mark is placed *after* the punctuation mark:

Katherine said, 'Hello Grandma.' 'Why not?' pleaded Paris. 'It's too late for apologies,' I said.

- 2 Use commas to introduce the speech:

Kapila said, 'I'm feeling tired.' Samuel shouted, 'Watch out!'

- 3 Use commas when the speech is interrupted:

'I worked seven days straight,' Kapila said wearily, 'so I'm feeling tired.'

In the above example, what Kapila said is all one sentence.

- 4 Use a capital letter at the beginning of new sentences:

'You came home late last night,' said Dad. 'You're grounded.'

In the above example, *You're* is the start of a new sentence.

- 5 Always start on a new line when a new person starts to speak:

'Do you think Australia can win on Saturday?' I asked Yolanda.
'Definitely,' she replied. 'They're unbeatable.'

1 Place quotation marks in the correct places in the following sentences:

- a I could never go out with someone who hated gaming, declared Blake.
- b I love you, Karen, cried Guntur. Don't you understand that?
- c Come in, said the interviewer. Take a seat. Please make yourself comfortable.

2 Punctuate the following sentences. You'll need to place full stops, commas, apostrophes, question marks, exclamation marks and quotation marks in their correct places:

- a Come on shouted the boxer hit me with your best one
- b I think youve made an error in question three the maths teacher pointed out
- c Jack said Ive had enough of this and walked out
- d A strange man approached me What day is it he asked

3 Look at these sentences. Only one of them is grammatically correct. Place a tick beside the correct one:

- a 'Akiko' my uncle said, 'you'll never learn if you never try.'
- b 'Are you happy?' asked Little Dorritt wistfully.
- c 'How can I help you'? the doctor asked.

4 Write a short dialogue between two people who are arguing about a car accident. Pay attention to your use of quotation marks and other punctuation.



Grammar

Unit 30

Direct and indirect speech



1 **Direct speech** means the *actual words of a speaker*:

- The exact words of the speaker are enclosed by quotation marks.
- A capital letter is used at the beginning of the words spoken.
- Full stops, exclamation marks and question marks must be inside the quotation marks.

'Please tie up your dog,' said the Ranger, 'because he wanders at night.'

2 **Indirect speech** is a *report of what was said by someone*. It does not need quotation marks:

The coach demanded to know if anyone wanted out. He queried the charge on his mobile phone bill.

1 **Change the direct speech in these sentences into indirect speech. The first has been done for you as an example:**

a Jo said, 'What time is it?' → Jo asked what time it was.

b Guna said, 'I don't want to walk home. It is too far.' _____

c Georgie was really frightened. 'Do we have to go?' _____

d 'You're a chicken!' shouted Heath. I couldn't take that insult, so I hit him. _____

e 'I hereby declare you man and wife,' pronounced the minister. _____

2 **Change the indirect speech in these sentences into direct speech:**

a Malachy wanted to know when the essay was due in. _____

b A spider ran across Jessica's foot and she screamed at us to kill it. _____

c Mikayla asked if she could borrow my calculator for the exam. _____

3 **Rewrite this text correctly, adding quotation marks to the direct speech. Remember to start a new line for each speaker:**

Have you finished your homework said her mother. Yes, said Taliba I'm going out now. Her mother replied that she had to be home by ten o'clock. I think that's too early, Taliba said because the film doesn't start till eight o'clock. Yes, but you know the rules, said her mother. But the rules are unfair and unreasonable, moaned Taliba. Her mother sighed and asked her if she remembered what happened last time she was allowed to stay out late. That wasn't my fault argued Taliba. Maybe not, said her mother, but I'm not taking any chances. Be home by ten.





Quotation marks enclose the *actual words* spoken by a speaker. You must never use quotation marks when you are simply *reporting* what someone has said or thought. Be aware of the difference:

Ariana approached the conductor. ‘May I have a daily travel card please?’

Ariana asked the conductor for a daily travel card.

I’d better ask for a daily travel card, thought Ariana.

Make sure you punctuate direct speech accurately:

- Ensure full stops, question marks and exclamation marks are *inside* the quotation marks.
- Use a capital letter only at the beginning of *new* direct speech, not interrupted sentences.
- Use commas to separate spoken words from unspoken words.
- Always start on a new line when there is a change of speaker.

Look at this example:

Deepak was thrilled to be able to tell his mum he had been made twelfth man.

‘What’s twelfth man?’ she asked. ‘How many men are there?’

‘Oh, Mum,’ Deepak whined, ‘you’re such a loser.’

‘What?’ she said. ‘Don’t call me a loser. Is twelfth man good or bad?’

‘It’s good, when it’s for the Under 13 As,’ he explained. ‘I might get to field.’

‘But not bat or bowl?’ his mum checked.

‘Na, but that’s okay,’ Deepak said, ‘cause I’m rubbish at that.’

1 Carefully punctuate these sentences:

- May I see your licence please? asked the policewoman.
- Angus leaned towards Samantha I really like you he whispered.
- Thank you so much said Ahmed It was a lovely meal.
- You shrieked Ewan are driving me insane!

2 Place a tick beside the sentences that have been punctuated correctly:

- The wild things roared and gnashed their teeth until Meg said, ‘Be still!’
- The wild things roared and gnashed their teeth until Meg said, ‘be still!’
- Hassad was sent to bed without dinner because he called his little sister, ‘a rat.’
- Hassad was sent to bed without dinner because he called his little sister a rat.



3 Rewrite this text correctly:

Good morning Mr Young, said Paul. I am your temporary secretary. Ah yes, good morning, Mr Young said. Welcome to the company. What’s your name then? Paul Summers, replied Paul. Right Paul. Well, first things first. Could you please sort out my diary? I think I’m double-booked this afternoon. Certainly Mr Young. Anything else? Yes, I need to reschedule tomorrow’s meeting, Mr Young said. Ring David Gregorovich and tell him we have to meet next Friday. Mr Young looked thoughtful. Actually, make that Thursday. I think I’m busy on Friday. Paul got out the diary and started flicking pages. This guy seems pretty organised, he thought. Much better than that fool I worked for last week. Paul looked up at Mr Young. No problems, Mr Young. I look forward to working with you.



Grammar

Unit 32

Paragraphs



A **paragraph** is a group of sentences on the same topic or idea. The main sentence to introduce the topic is called the **topic sentence**. It is often, but not always, the first sentence in a paragraph.

To start a new paragraph, leave a few centimetres from the left-hand side of the page before beginning to write. This is called *indenting*. When typing, it is acceptable to leave a line to separate paragraphs rather than indent.

You must begin a new paragraph every time you begin writing on a new topic or idea. You must also begin a new paragraph when a new person speaks.

These letters are good examples of paragraphing:

Dear Sandy,

Sorry I have not written for a while. I have been really busy with preparation for the mid-year exams and the basketball finals.

How have you been? Last time you wrote you were still suffering from glandular fever. I hope that has now passed and you're feeling better.

I have kept up my surfing lessons although I am not convinced I have got any better at it. My sister can still stay up longer than I can.

I look forward to seeing you again. When are your parents going to bring you back to Winter Bay?

Love Matt xxxx

Dear Sir,

I was appalled to read your recent article about the impending closure of the Afton Street Nursing Home. Where are the residents expected to go? It's an absolute disgrace and I have written to the Premier and Minister for Housing.

I enjoyed, however, your very interesting article on roses. I have been battling with black spot for years and was pleased to learn of the new antifungal spray now available.

Thank you for continuing to publish a newspaper of quality.

Yours faithfully,

Vera Little

- 1 Highlight all the topic sentences in the above letters.
- 2 This text is confusing because the writer forgot to use paragraphs. Place asterisks where you think new paragraphs should have started:

Dear Sienna, My name is Jergen and I am your new pen pal. My teacher gave me your address. I hope you are happy to hear from me. I am fourteen years old and live with my large family in an isolated house in the mountains of Bavaria. I have three sisters and four brothers, a mother and a stepfather. My favourite sport is ice hockey. I like to watch it in real life as well as on television. I have tried to play it myself but I am, unfortunately, a very uncoordinated sportsman. My school is about 35 kilometres from my house and my stepfather has to drive us to the bus stop very early in the morning. I do not like my school as it has very poor facilities. I do not have access to a computer and there is no sports field. On the weekends I like to read science-fiction novels and play the guitar. Sometimes I go skiing with my family. My teacher told me that all Australians have kangaroos in their back gardens. Is this true? I look forward to hearing from you. Kind regards, Jergen Bergen

- 3 You have been sent to do work experience at the local newspaper. The editor has decided to let you write an article. She gives you a choice: you can cover the public demonstrations against a proposed freeway, or the construction of a new sports facility. Write your article!





All paragraphs require a **topic sentence**:

- Topic sentences are usually at the beginning of a paragraph because they introduce a new idea, point or issue.
- Topic sentences must contain one main idea; the rest of the paragraph is spent explaining, developing, supporting and illustrating that idea.
- In creative writing, the topic sentence often indicates a change of place, time, activity or speaker.
- To ensure one paragraph flows logically into the next, it is sometimes useful (especially in non-fiction writing) to begin topic sentences with linking words such as *secondly*, *thirdly*, *therefore*, *however*, *in addition*, *finally* and *alternatively*.

Finally, note that it is possible to have a paragraph consisting of only one sentence.

1 Place a tick beside the sentences that you think would make good topic sentences:

- a Maximian was the Emperor of Rome from 286 to 305 CE.
- b For example: broccoli, beans, spinach and red meat.
- c Finally, remember that recycling household rubbish benefits the whole community.
- d I enjoyed my holidays immensely.
- e And this displeased her.

2 This text is confusing because it is not divided into clear paragraphs. Highlight what you think are the topic sentences and place asterisks where you think paragraphs should begin:

Dear Sir, I am writing to apply for the position you advertised in Wednesday's edition of the Baytown Observer. I am a full-time student currently completing Year 12 at Baytown Secondary College. I am studying Economics, Accounting, Biology, Maths and Physical Education. Although I am dedicated to my studies, I have most weekends free and am keen to gain part-time employment. I have always been an active sportsperson and enjoyed the small amount of coaching I have done in the past. I used to play in the senior Baytown hockey team and sometimes the coach would allow me to work with the under tens when their coach was ill. Last year, I was fortunate enough to be able to fill in as temporary coach for the Baytown Broncos and we won the grand final. I have also assisted our school PE staff on inter-school sports days. I believe I would make a very good cricket coach. Cricket is one of my passions and I am familiar with all rules and regulations. My mother and I attend all state matches in Baytown and obsessively follow international games. I am a friendly, easy-going sort of person and like spending time with younger kids. I enjoy the buzz of motivating others and seeing them succeed in their ambitions. Please find attached my résumé and contact details. I look forward to hearing from you soon. Yours faithfully, Dylan Lillie

3 Write a short story designed for a nine-year-old about an alien invasion of Earth. Ensure your paragraphing is accurate and highlight all topic sentences to remind yourself of their purpose.





A **prefix** is a small group of letters placed *at the beginning of a word* to change the meaning of that word:

impossible, unreasonable, dislocate, infrequent, premeditate

A **suffix** is a small group of letters placed *at the end of a word* to change the meaning of that word.

meaningless, fortunately, happiness, trying, careful, changeable, danced, teams, monumental, moody, fatherhood, remuneration

1 Circle the prefixes and suffixes in these words:

- | | | | |
|-------------------------|-----------------------|-----------------------|-----------------------|
| a misappropriate | e improbable | i joyous | m amputated |
| b dissimilar | f unhappy | j angrily | n underglaze |
| c appropriately | g regrettable | k invulnerable | o opinionated |
| d understandably | h cabbage-like | l untie | p indifference |

2 Think of four words that use the prefix 'pre':

- | | |
|----------------|----------------|
| a _____ | c _____ |
| b _____ | d _____ |

3 Add a suffix to each of these words:

- | | | |
|----------------------|--------------------------|---------------------|
| a nice _____ | e employ _____ | i rain _____ |
| b home _____ | f repent _____ | j four _____ |
| c harm _____ | g bush _____ | k hero _____ |
| d worth _____ | h evaporate _____ | l vex _____ |

4 Think of four words that use the suffix 'less':

- | | |
|----------------|----------------|
| a _____ | c _____ |
| b _____ | d _____ |

5 Circle all of the prefixes and suffixes in these sentences:

- It was regrettable that we behaved so poorly.
- This has simply got to be stopped!
- Arthur was a kindly old soul who enjoyed pottering in his garden.
- Michael rowed his boat ashore.
- The typist was sacked after he misspelt the words knighthood, bicycle and submarine.
- Today I learnt all about prefixes and suffixes.
- We arrived on an international flight from Singapore.
- Some people go to extraordinary lengths to seek attention.
- Do you believe in a parallel universe?



Amanda Ford
Elizabeth Haywood
Judy Conlan
Marie Henley



Part 2

Spelling



As well as consolidating and improving spelling skills, this section will help students to build their vocabularies and make them more aware of the dynamic nature of language. To this end, the 34 units have been injected with humour wherever possible to avoid the tedium which can accompany this type of skills work.

This section includes traditional activities as well as more creative exercises. Vocabulary items reappear in

spelling lists, instructions and exercises so that students become increasingly confident about both using and spelling these words correctly.

Most activities are to be completed in the book which provides plenty of space for answers; activities marked by the  icon can be done off the page and are ideal for extension work in class or at home.

Spelling

Unit 1

Let's start with a quiz



Good writers are able to draw on a wide **vocabulary** to help them to express their ideas precisely and effectively. How good is your vocabulary? Remember that it is never too late to improve it and these exercises are designed to help you to do just that. See how many activities you can complete without using a dictionary and then use the dictionary to help you locate the answers you couldn't find.

actual	annual	apology	chaos	confine	cubicle	debt
dialogue	dumb	eerie	feign	frenzy	gnaw	increase
liberal	prohibit	prolong	protrude	purchase	quay	queue
racquet	rebel	safety	search	stared	taut	tranquil

1 Choose words from the word list to provide answers for the following:

a a four-letter word meaning:

- i** stretched tightly _____ **iii** something owed _____ **v** place where boats tie up _____
ii chew _____ **iv** unable to speak _____

b a five-letter word meaning:

- i** disorder _____ **iii** line of people _____ **v** pretend _____
ii weird and ghostly _____ **iv** act against established order _____

c a six-letter word meaning:

- i** real _____ **iii** freedom from danger _____ **v** once a year _____
ii looked fixedly _____ **iv** look for _____ **vi** delirious fury _____

d a seven-letter word meaning:

- i** used by tennis players _____ **iv** generous _____
ii extend _____ **v** small room or compartment _____
iii regretful acknowledgment _____ **vi** to keep within limits _____
of offence _____

e an eight-letter word meaning:

- i** buy _____ **iv** stick out _____ **vi** quiet and peaceful _____
ii grow _____ **v** forbid _____
iii conversation between two people _____

2 Form an adjective from each of these words:

- a** safety _____ **b** chaos _____ **c** frenzy _____

3 Form an adverb from each of these words and then use all of them in the opening paragraph of a story: *eerie, apology, increase.*



Spelling

Unit 2

Who's correct?



Words that sound the same but are spelt differently are called **homophones**, for example, *roll* and *role*. These can be tricky for young spellers. There are also some other words that sound similar (but not exactly the same) which can be confusing, for example, *accept* and *except*. Practice will help you become more aware of which word you should use.

creak creek	emit omit	formally formerly	gaol goal
pain pane	peace piece	pray prey	rapped wrapped
their there they're	warn worn	whose who's	

1 Highlight the correct word in each bracket:

- a The (goal, gaol) of all teenagers is to own (their, there, they're) own car.
- b (Warn, Worn) out after spending all afternoon studying, she needed some recreation.
- c The man (whose, who's) false teeth fell out smiled glumly.
- d '(There, Their, They're) racing,' he cried.
- e You must be (formerly, formally) dressed for the school dance.
- f The presents are all (rapped, wrapped) and under the tree.
- g (Whose, Who's) the captain of the team?
- h The new cricket commentator was (formally, formerly) a test player.
- i It was necessary to (warn, worn) people of the danger.
- j The boys had gone down to the (creak, creek) to catch yabbies.
- k If you break that window (pain, pane) I will give you a (pain, pane) somewhere!
- l The chimney (omitted, emitted) great belches of smoke.
- m (Preying, Praying) that the teacher had forgotten to set the test, the class sat silently.
- n (Their, There, They're) was so much dirt on the window (pains, panes) that it was impossible to see inside.
- o Bullies (prey, pray) on weaker people.
- p '(Piece, Peace) and quiet at last,' said Mum.
- q Be careful that you do not (omit, emit) any names.

2 And while we're on the subject of confusing words, show that you can use *we're*, *wear*, *where*, *ware*, *to*, *too* and *two* in sentences to show the differences in meaning.



3 Go around the class: one person spells a word from the word list and the next person has to use it in a sentence.



4 Devise a homophone spelling test using five to ten homophones that do not appear in this unit. Exercise 1 provides you with a model for setting it out.



Spelling

Unit 3

Do you confuse these words?



Here are some more tricky words. Hopefully these hints will help you to remember how to spell them correctly:

- *Quite* sounds quite clipped. *Quiet* is longer sounding, echoing the meaning of the word.
- A verb has a more important function in a sentence than a preposition (without a verb you cannot have a sentence). Therefore *passed* (verb) should be a bigger word than *past* (preposition).
- *Your* is one word. *You're* combines two words, so it should be longer.

accept	except	border	boarder	meddle	medal	past	passed	
pour	pore	paw	quiet	quite	rode	road	to	too
weather	whether	your	you're					

1 Highlight the correct word in each bracket:

- The girl (road, rode) her pony so fast along the (road, rode) that she lost her hat.
- She was (quite, quiet) surprised when she was chosen.
- Galloping furiously, he (past, passed) the post ahead of his rivals.
- I wonder (weather, whether) the (whether, weather) will be good tomorrow.
- Children should be taught to share in the responsibilities of a home, instead of being treated as (borders, boarders).
- All was (quiet, quite), prior to the storm.
- It would be a great honour to win a gold (meddle, medal) in the Olympic Games.
- Crossing the (border, boarder) into Spain, we had to present our passports.
- Wearily, they trudged (past, passed) the last checkpoint.
- I sincerely hope you have brought (your, you're) racquet with you.
- She was wise not to (meddle, medal) in an affair that did not concern her.
- (Your, You're) the worst person I know at telling jokes!
- Everyone decided to (accept, except) the teacher's advice (accept, except) Wilfred.
- Somebody has (pored, pawed, poured) paint over the cat's (pore, paw, pour).
- It is much more fun to (pour, pore, paw) over homework than watch television.
- I am (too, to) angry (too, to) speak to you now.

2 While we are on the subject of using the correct word, the following sentences contain some words that often confuse students (and, as a result, annoy their teachers!). Highlight the correct word in each of the following sentences:

- I would (of, have) gone.
- May I (lend, loan, borrow) your pencil?
- (Lend, Loan) me a towel, please.
- If you feel ill, (lay, lie, laid) down.
- Have you (bought, brought) your lunch from home?
I (brought, bought) mine from the tuck shop.
- Carefully, we (lay, lie, laid) the injured bird in a shoebox.

Spelling

Unit 4

Some tricky plurals



A **singular word** is a word that refers to one thing or one group of things; a **plural word** refers to more than one thing or more than one group of things. When singular words become plural they usually change their spelling slightly to show the difference in their meaning. The way they change their spelling generally depends on what letter they end with in the singular.

- The plural of most words is formed by adding 's' to the singular.
- Words ending in 's' and other hissing sounds, such as 'sh', 'tch', 'x' and 'z', take 'es' to form the plural.
- Words ending in 'ch' take 'es' if the 'ch' has a soft sound, as it does, for example, in church. However, if the 'ch' has a hard sound, like a 'k'—as it does, for example, in monarch—you just add an 's'.

address	arch	bench	box	case	church	crash	dish	fox
gas	glass	grass	house	kiss	lioness	monarch	pouch	princess
ship	table	tax	torch	waitress	walrus	waltz	watch	

1 Change the words in the word list into the plural using the above rules to help you:

- a** address _____ **h** dish _____ **o** lioness _____ **u** tax _____
b arch _____ **i** fox _____ **p** monarch _____ **v** torch _____
c bench _____ **j** gas _____ **q** pouch _____ **w** waitress _____
d box _____ **k** glass _____ **r** princess _____ **x** walrus _____
e case _____ **l** grass _____ **s** ship _____ **y** waltz _____
f church _____ **m** house _____ **t** table _____ **z** watch _____
g crash _____ **n** kiss _____

2 Rewrite the following sentences changing every singular noun to plural, and making the verbs plural.

- a** The rabbit runs from the dog. _____
b The girl wears a blue dress. _____
c I keep the injured thrush in a cage. _____
d The prince spoke to the princess. _____
e The actress carries a suitcase. _____
f The glass had a deep scratch. _____

3 Choose a word from the word list to complete each sentence:

- a** A dance with three beats to a bar is a _____.
b A king or queen ruling a country is its _____.
c A large Arctic sea animal with two long tusks is a _____.
d A _____ is a small bag.
e A _____ is money that people or businesses have to pay to the government, to be used for public purposes.

4 Use MS Publisher to prepare a brochure for ESL students that explains the rules for changing singular nouns to plurals. Try to cover as many words as possible and group various words together, such as those ending in 'ch'. Make your brochure as attractive and clear as possible.



Spelling

Unit 5

Sneak up on science



Spelling these words correctly will not enable you to win the Nobel Prize, but will make your Science teacher happy!

analysis	burn	charged	composition	compound	contracted	corroded
deficient	detected	diluted	dissolved	distinguish	environment	expanded
formation	immersed	inflammable	liquid	melted	mixture	oxygen
particle	poisonous	repel	repulsion	reverse	substance	warmed

1 Choose the correct word from the word list to fill in each blank:

- a** The cordial was too strong so Jane _____ it with water.
- b** When my father heated the metal it _____, but _____ when it cooled.
- c** The recipe stated that the sugar should be _____ in the water.
- d** We _____ the wax in order to seal the envelope.
- e** I _____ the contents of the pan before adding the wine. Finally, to _____ off the alcohol, I lit the wine with a match. The flames soon died down.
- f** Some materials such as nylon are highly _____.
- g** After his poor result in the test, Mario _____ a slight change in the teacher's attitude to him.
- h** To put out the flames I _____ the cloth in water.
- i** It is easier to _____ a physical change than a chemical change.
- j** A feeling of _____ gripped me as I watched the _____ snake slither across my path.
- k** She polished the furniture so carefully that not one _____ of dust could be _____.
- l** Scientists use special tests to _____ one chemical substance from another.
- m** If air is compressed and cooled sufficiently it becomes a _____.
- n** The rock _____ was of great interest to the geologist.
- o** An analysis of the _____ of the soil revealed that it was _____ in minerals.
- p** A metal rod carrying excess electrons is said to be negatively _____.
- q** The rusting on the metal shows that a new _____ is being formed.
- r** Our _____ is being threatened by pollution.
- s** Metallic objects near the sea are _____ very quickly.

2 Place a form of the word in italics in the space provided:

- a** *expanded*: _____ gesture **d** *oxygen*: _____ metal
- b** *corroded*: _____ agent **e** *repel*: a feeling of _____
- c** *immerse*: suffering from _____ **f** *liquid*: _____ the solid

3 Make a list of twenty words that relate to History. Then devise an exercise—using Exercise 1 as your model—that tests whether your classmates are able to use these words correctly.



Spelling

Unit 6

Silent letters



Some words are difficult to spell because they contain a letter without a sound—a **silent letter**. Quite often these are letters that had a sound in the old days; however the word has changed over the years so that the letter is no longer sounded in speech, but has been kept in the written word. For example, the old word for *knife* was *kanif*, which was gradually shortened to the sound of *knif* and later on to the sound of *nife*, written as *knife*.

Note the following:

- The silent 'k' is usually found at the beginning of a word and followed by the letter 'n'.
- In nearly all cases, the silent 'b' follows the letter 'm' and (unless a suffix is added) is at the end of the word.
- In most cases, the silent 'w' begins the word, and is followed by the letter 'r'.
- The silent letter 'g' is followed by the letter 'n'.

climb	doubt	dumb	fault	foreign	gnarled	gnash	gnaw	knack
knife	knight	knock	knitted	knowledge	numb	plumb	resign	succumb
wrath	wreath	wring	writhe					

1 Circle the silent letter in each of the italicised words, and then use each word group to make a sentence:

- a the *wrath* of the principal _____
- b *knitted* her brow _____
- c *knowledge* gained _____
- d *succumbed* to the temptation _____
- e *dumbfounded*, she listened _____
- f *gnaw* the bone _____
- g she had the *knack* of _____
- h *gnarled* hands _____
- i find *fault* with _____
- j *resigned* to the situation _____
- k ideas *foreign* to _____
- l *writhe* with embarrassment _____

2 Explain the connection in the meaning of the italicised words:

- a Clothes can be *wrung*. Why do we talk of *wringing* hands?
- b We *resign* from a job—and are *resigned* to situations.
- c Our fingers can be *numb* with cold, and our brain *numb* with fear.
- d We can *knock* on a door, but slang usage says we can '*knock* our friends'.
- e We *knit* jumpers. How can we *knit* our brows?
- f Dogs *gnaw* bones. We *gnaw* at problems.



3 Design a poster that shows as many words containing silent letters as possible.

- Try to organise your poster so that words containing the same silent letter are grouped together.
- Write an explanatory paragraph to accompany your poster.



Spelling

Unit 7

It's tough enough



Words ending in 'gh' or 'ght' are difficult to spell. Remember, if the end sound is a 't' in such words, the letter order is G-H-T.

although	bough	breadth	brought	delight	depth	enough
freight	height	length	plough	rough	sought	straight
thorough	thought	through	tough	trough	weight	

1 Draw coloured lines to match these sentence halves:

- | | |
|---|---|
| a Delight showed in her face | the girl was confident of success. |
| b To freight perishable goods | she would win. |
| c The car ploughed straight | as she accepted the gift. |
| d Overweight people should | the correct answer to the problem. |
| e Because of its great height, | cavern was measured by sonar equipment. |
| f Having grown so much, I | for the victim of the road accident. |
| g The breadth and depth of the underground | the building created shade on the beach. |
| h Following a thorough examination | had to lengthen my school uniform. |
| i Having fought her way to the finals, | exercise regularly and eat healthy foods. |
| j Frantically, she sought help | through the fence. |
| k Never had she thought | by road is advisable. |
| l Vainly, she sought | the pilot was declared fit for duty. |

2 Complete these sentences using words from the word list:

- a** All _____ the long night, she waited for news.
- b** The overhanging _____ of the tree snapped in the wind.
- c** Travelling over the _____ track, the car broke an axle.
- d** The shell of the coconut was so _____ it was difficult to crack.
- e** _____ her work was _____ she had not answered the question.
- f** 'I have had _____ cream cake,' he said, rubbing his stomach.
- g** His football shorts had been soaking in the _____ all night.

3 Use *brought* and *bought* in a sentence to show the difference in meaning.

4 Form adjectives from the words in the word list that could be used to describe the following:

- a** a _____ film **d** a _____ answer
- b** a _____ pool **e** a _____ field
- c** a _____ -rise apartment **f** a _____ parcel

Spelling

Unit 8

Wake up!



One word or two?

These are words which seem to confuse everybody:

A Always two words

thank you

in front

in fact

B Always one word

today

together

tomorrow

tonight

C Either one or two words, depending on the meaning

all ways, always

may be, maybe

no body, nobody

any one, anyone

in to, into

some times, sometimes

every one, everyone

all together, altogether

Palindromes

A **palindrome** is a word, phrase or sentence that reads the same backwards as it does forwards, for example, *Madam, level, noon* and *radar*. An example of a sentence palindrome is: 'Able was I ere I saw Elba', which some people believe was said by Napoleon.

Word list for Activity 2

aircraft

attentive

awaited

combat

confronted

contents

dose

evaded

identical

leaked

measure

medicine

overdose

parachuted

possession

precise

salvaged

solution

survival

wrecked

1 Make up sentences that show you know how to use the words in Column C, above; for example:



Doing your homework, listening in class and asking questions are all ways to help you achieve good results. I always do my homework as soon as I get home from school.

2 Can you solve this problem after you have filled in the spaces using words from the word list?

When the engine of Jim's light _____ failed, he _____ to safety, landing in a dense jungle area. He did not know his _____ whereabouts. From the _____ plane, he _____ little; however, he did have in his _____ two bottles of _____ to _____ fatal jungle fever. After walking several hours to find water, so necessary for _____, he made camp on the banks of a pebbly stream and awaited help. As he was feeling ill and exhausted, he decided to take a dose of his medicine. When he examined the two bottles he found that the _____ of one had _____ out completely. He knew the other, identical bottle was exactly three-quarters full. A problem _____ him. One dose was exactly half a bottle. An _____ would cause vomiting. As he had always been an _____ Mathematics student who never _____ homework, he found a _____ . How was he able to _____ an exact dose?

Your solution: _____

3 Make a list of as many words that are palindromes as possible, and then try to invent a sentence that is a palindrome.



Spelling

Unit 9

Mix-up



When you are spelling words with 'i' and 'e' together, 'i' comes before 'e' except after 'c'—but only when the letters make an 'ee' sound. An exception, though, is *seize*.

In addition, if a 'c' is followed by an 'e', 'i' or 'y', it will have a soft sound.

believe	ceiling	cellar	chief	city	deceit	deceive	foreign
friend	grief	heir	neighbour	neither	receipt	receive	recite
reigned	rein	seize	their	thief	weird	yield	

1 Complete these word progressions:

- a receive, receipt, _____ b deceive, _____, deception

2 Find words from the word list that mean:

- a upper limit, roof: _____ c repeat aloud: _____
 b underground store: _____ d large urban area: _____

3 Complete these noun-verb progressions:

- a _____ grieve d _____ believe
 b thief _____ e _____ seize
 c _____ recite f _____ receive

4 Some words are spelt 'ei' even when the letter before 'e' is not a 'c'. Use words from the word list to complete these sentences:

- a _____ my friend nor his brother is coming tonight.
 b Visiting _____ countries can be fascinating.
 c Silence _____ supreme.
 d _____ attempt to _____ the _____ of the runaway horse failed.
 e It was such a _____ costume that everyone laughed.

5 Draw coloured lines to match these sentence halves:

- | | |
|--|---------------------------------|
| a The receipt of the letter from | at the turn of the century. |
| b The sovereign's reign ended | were my best friends. |
| c To recite poetry in the city jazz cellar | the chief caused much grief. |
| d My weird neighbours | was painted by a famous artist. |
| e The ceiling of the civic centre | the thief galloped away. |
| f Seizing the reins of the horse | was my friend's ambition. |

6 Write a humorous story on one of the following topics. Use as many words from the word list as possible and highlight each one you use:

- Your spaceship has landed on an unknown planet, close to a small, weird city.
- You have suddenly been reduced to one-tenth your normal size.



Spelling

Unit 10

Gyrating in the garage



In the last unit you learned that an 'e' or an 'i' softens a 'c' sound. Similarly, if a 'g' is followed by 'e', 'i' or 'y', it will have a soft sound. *Gyrate* and *garage* illustrate this.

advantageous	courageous	gaily	garage	garbage	garden	generally
gigantic	gingerly	glaring	gorgeous	gradient	gradual	gravel
grievance	grimace	grovel	growth	grudging	guidance	gymnasium
management	sergeant	vengeance				

1 Find words from the word list that mean:

- a** monstrous: _____ **f** small loose stones: _____ **k** happily: _____
b valiant: _____ **g** revenge: _____ **l** staring fiercely: _____
c humble oneself: _____ **h** complaint: _____ **m** advice: _____
d rubbish: _____ **i** officer in the army: _____ **n** step by step: _____
e resentful: _____ **j** increase: _____ **o** distorted expression: _____

2 Now find words from the word list, or forms of words from the word list, that could be used to describe the following nouns:

- a** a _____ mistake **d** a _____ compliment **g** _____ hair
b a _____ elephant **e** a _____ setting **h** a _____ soldier
c a _____ improvement **f** a _____ moustache

3 One word in the word list is formed from the name of a spice. It means the opposite of *confidently*. Find this word and use it in a sentence.

4 From the word list choose—or form—verbs that could be used with the following phrases, for example: 'to garden all afternoon'.

- a** to _____ a business **e** to _____ a road
b to _____ in fear at his feet **f** to _____ at the death of a pet
c to _____ at his enemy **g** to _____ the time spent on homework
d to _____ a tour around the city **h** to _____ at the bitter taste

5 Complete these sentence fragments:

- a** Besides managing the garage, the mechanic _____
b Courageously, the garbage collector _____
c Such a glaring error _____
d Galloping up the gradual incline _____
e Generally, grievances are _____

6 Make up a tongue twister using words beginning with 'g'.



Spelling

Unit 11

Thank you, Shakespeare



The words in this word list are just a few of the many that touch on your studies in English. It is important that you learn to spell them correctly.

If you are having trouble spelling some of these words, this hint might help, especially with long and difficult words. Words are often easier to spell if they are broken into **syllables**. A syllable is a section of a word that contains a vowel or a vowel sound. When we speak, we give different strengths of sound to each syllable in a word; we may stress them lightly or heavily. Different languages have different rhythms because they stress words differently.

adjective	alliteration	analyse	antonym	article	brackets	catastrophe
character	dialogue	hyphen	metaphor	narrator	opinion	participle
persuade	quotation	repetition	review	rhyme	rhythm	simile
stanza	stereotype	summary	suspense	syllable	synonym	view
vowel	writing					

1 Divide the following words from the word list into syllables, for example: **summary = summ/a/ry**, **dialogue = di/a/logue**.

a character = _____ c opinion = _____ e metaphor = _____

b syllable = _____ d analyse = _____ f synonym = _____

2 a Which two words from the word list have only one syllable? _____

b Which word from the word list has the most syllables? _____

3 Quick quiz: Use the word list to help you supply the right word for each of the following definitions:

a A _____ is a figure of speech in which the words 'like' or 'as' are used to compare two things in order to make a description more effective and colourful.

b _____ is the similarity of sound, or echo effects of sounds, within two or more lines of verse.

c A _____ is a figure of speech in the form of a comparison. It is when one thing is said to be something else.

d An _____ is a word which is opposite in meaning to another word.

e _____ is the conversation between two or more people reproduced in writing.

f A _____ is the group of lines in poetry that form the basic structure of the poem.

g In literature _____ refers to the anxiety and anticipation that are created when the reader is unsure of what will happen next.

h A _____ is a piece of writing reduced to fewer words than the original by keeping only the essential information while retaining the meaning of the original.

i A _____ is a word that means the same as another word.

j _____ is the repetition of the same consonant sound at the beginning of a number of consecutive or neighbouring words to achieve a particular effect.

4 Supply an example of each of the devices or techniques in Exercise 3; you may compose them yourself or find examples that someone else has written.



Spelling

Unit 12

Time flies



This unit will focus on words with a time theme, but first let's look at how to form the plural of nouns ending in 'f' or 'fe', which can be confusing for young spellers. Here are some rules to help you.

- If a singular noun ends in 'f', change it to 'v' before adding 'es' to form the plural, for example, *wolf* becomes *wolves*, *self* becomes *selves*.
- If the singular noun ends in 'fe', the plural also changes to 'ves', for example, *knife* becomes *knives*, *life* becomes *lives*.
- There are a few words ending in 'f' that do not follow the 'ves' rule and you will need to learn and remember them. They include:

proof → proofs, roof → roofs, reef → reefs, chief → chiefs, belief → beliefs, grief → griefs

- The following words are unusual because they can be written with 'fs' or 'ves':

hoof → hoofs/hoooves, scarf → scarfs/scarves, wharf → wharfs/wharves

anniversary	annual	beliefs	calendar	century	chiefs	daily
decade	earlier	epoch	era	forecast	future	generation
halves	knives	memorial	monthly	monument	origin	passed
past	periodical	present	source	souvenir	terminate	thieves
tomorrow	yesterday					

1 Only some of these pairs of words have the correct plural. Highlight the ones that are wrong.

- | | | | | |
|--------------------------|-----------------------------|--------------------------|-------------------------------|----------------------------|
| a chief → chiefs | f wolf → wolves | k knife → knives | o wife → wives | s half → halves |
| b life → lives | g calf → calfs | l grief → griefts | p gulf → gulves | t loaf → loafs |
| c roof → roofs | h elf → elfs | m leaf → leafs | q proof → proofs | u tariff → tariffs |
| d shelf → shelves | i sheriff → sheriffs | n cliff → cliffs | r mischief → mischiefs | v belief → believes |
| e scarf → scarves | j wharf → wharves | | | |

2 Draw coloured lines to match the words that have an obvious connection:

- | | |
|---------------------|-----------|
| a source | magazine |
| b tomorrow | monument |
| c periodical | epoch |
| d era | yesterday |
| e memorial | origin |
| f past | terminate |
| g originate | annually |
| h future | month |
| i calendar | forecast |
| j yearly | present |

3 Use *past* or *passed* to complete these sentences:

- a** Frantically, he rushed _____ the stranger. **b** Slowly, we _____ the scene of the accident.

4 Arrange these words in ascending order:

often, rarely, never, occasionally, frequently, incessantly

Spelling

Unit 13

Never resort to violence



Have you noticed that sometimes you need to write a word down to see if it 'looks' correct? This is using your **visual memory**. You can improve your visual memory for words by using this strategy: look at the word, say it aloud to yourself, cover it, write it and finally check to see whether you spelt it correctly. Try it with this 'violent' word list.

ablaze	advance	apparent	assert	attack	bravery	command
confusion	contend	escapade	evade	extinguish	fuse	horror
intervene	jostle	recruit	resort	ruin	savagery	slaughter
valiant	violent					

1 Supply appropriate forms of words in the word list to complete these sentences:

- Imagine my _____ at finding my science notes blown around the locker room.
- The timetable change caused much _____.
- The projector failed to work, as the _____ had blown.
- Everyone _____ for positions in the queue.
- The science experiment was _____ when the teacher dropped the test tube.
- Farmers condone the _____ of kangaroos as they ruin their fences.
- Intervention in a _____ dog fight is foolish.
- Instead of _____ to violence, people should discuss their problems.
- Many people spend their holidays at a seaside _____.
- Wisely, the teacher _____ in the argument between the two students.
- The school hall was _____ with lights.

2 Choose, or form, a word from the word list that means:

- | | | |
|---------------------|-------------------|----------------------|
| a elude _____ | d chaos _____ | g destroyed _____ |
| b progressing _____ | e butchered _____ | h order _____ |
| c obvious _____ | f maintain _____ | i courageously _____ |

3 Supply antonyms for these words:

- | | |
|----------------|-----------------|
| a horror _____ | c evade _____ |
| b attack _____ | d bravery _____ |

4 The words in this word list would be helpful if you were writing a news report about some dramatic or devastating event. Use as many of them as possible in a news report to match one of the following headlines:

- 'Gut-wrenching Grand Final Defeat', or
- 'Heroic Explorers Tell of Jungle Ordeal'

Remember that a news report needs to include the following information:

- What happened?
- Who was involved?
- Why and how did it happen?
- What was the result?



Spelling

Unit 15

Thank you, Pythagoras



In this unit, we'll learn how to make your Mathematics teacher happy. Here are some tips to help you change figures to words correctly.

- Amounts of money, dates and large numbers are written in figures. In other cases, it is more usual to write numbers in words.
- There is an 'e' in *nine*, *nineteen*, *nineteenth* and *ninety*, but not in *ninth*.
- There is a 'u' in *four*, *fourth*, *fourteen* and *fourteenth*, but not in *forty* or *fortieth*.
- There is a 'v' in *five* and *twelve*, but not in *fifth*, *fifteen*, *fifty* or *twelfth*.
- When numbers end in 'y' (for example, *seventy*), change the 'y' to 'i' when you need to write *seventies* or *seventieth*.
- To add units to *twenty*, use a hyphen (*twenty plus five* is *twenty-five*). This applies up to *ninety-nine*, but not beyond it.
- Fractions also require a hyphen, for example, *two-thirds*, *eleven-sixteenths*.

addition	ascending	calculate	column	complement	decimal	denominator
digits	equation	equilateral	fractions	horizontally	hundredths	incorporate
integers	linear	multiples	numerator	percentage	simplifying	isosceles
oblique	quadrilateral	simultaneous	terminating	thousandths	ratios	recurring
value	vertically					

1 Write all the figures that appear in the following sentences in words:

- We had a great time at Mum's 40th birthday. _____
- My brother will be 21 next week. _____
- 112 students are involved in Outdoor Education Camps next week. _____
- 15 is $\frac{3}{4}$ of 25. _____
- That is the 9th year in a row that Gold House has won the Athletics carnival. _____

2 Quick quiz: Match the correct word from the word list with these definitions:

- Numerals from 0 to 9 are referred to as _____.
- Whole numbers that are part of a set are _____.
- The number below the line in a fraction is the _____.
- Numbers one under the other are in a _____.
- In an _____ both sides have the same value.
- A whole divided into tenths is a _____.
- An _____ triangle has two equal sides and two equal angles opposite the two equal sides.
- If something is slanting it is on an _____ angle.
- If something is arranged in a line it is _____.
- If something keeps on happening it is _____.
- The quantity needed to fill or complete something is its _____.
- The number above the line in a fraction is the _____.
- If a triangle has all sides equal it is said to be _____.

Spelling

Unit 16

How to succeed without really trying



The words in the word list below and the tips that follow will help you to master 'ceed', 'cede' and 'sede' endings:

- There are only three words made by adding prefixes to the stem 'ceed': *proceed*, *exceed* and *succeed*.
- There is only one word made by adding a prefix to 'sede': *supersede*.
- All other words similarly pronounced use 'cede'.

accede	exceed	excessive	precede	procedure	proceed	process	procession
recede	recession	secede	secession	succeed	succession	successive	supersede

1 Complete this table (the first has been done for you as an example):

Verb	Adjective	Noun
exceed	excessive	excess
succeed		
precede		
secede		
accede		
recede		
concede		

2 Complete these sentences, using the correct forms of words from the word list:

- There was much celebration following the prince's _____ to the throne.
- _____ speed is foolish in any weather conditions.
- Slowly the _____ of floats wound through the streets.
- Hope _____ for the lost boy, as nightfall approached.
- Silence often _____ a storm.
- If you don't _____ to my request, I will inform the authorities.
- He had a _____ chin.
- Nothing _____ like success.
- Following routine _____, we completed the task quickly.
- A worldwide _____ caused an increase in unemployment.
- The _____ of the fete were donated to the school.

3 Supply the prepositions that are used after these words:

- proceed _____
- succeed _____
- recede _____
- success _____
- accede _____
- secession _____

4 Go around the class:

- One person spells a verb from the word list and the next person uses it in a sentence.
- The person after that spells the adjective that goes with that verb and the next person uses it in a sentence.
- The person after that spells the noun that goes with that adjective and the next person uses it in a sentence, etc.



Spelling

Unit 17

Sailing



aboard	aluminium	buoy	cautiously	channel	commence	conditions
contend	difficult	dinghy	direction	harbour	ideal	maintain
negotiate	situation	supplies	threading	weather	yacht	

1 Find words from the word list that mean:

- | | |
|------------------------------------|------------------------------------|
| a provisions _____ | f cope _____ |
| b perfect _____ | g sheltered anchorage _____ |
| c carefully _____ | h bargain _____ |
| d canal _____ | i begin _____ |
| e navigational marker _____ | j hold or assert _____ |

2 Expand these word groups to make sentences:

- a** Cautiously threading our way _____
- b** To negotiate the narrow channel, _____
- c** Aluminium is often used to build boats because _____
- d** With the harbour behind us, _____

3 Use these words in sentences to show you understand the difference in meaning: *weather, whether, abroad, aboard*.



4 Make a list of words that could describe a boat's movement:

- a** on a calm day _____
- b** on a rough day _____

5 Supply prepositions that can be used after these words:

- | | | |
|---------------------------|-------------------------|----------------------------|
| a threading _____ | e contend _____ | h difficult _____ |
| b supplied _____ | f directed _____ | i conditional _____ |
| c situated _____ | g ideal _____ | j commence _____ |
| d channelled _____ | | |

6 Do some research to help you to find out what each of the following nautical (relating to ships or sailors) expressions means and, if possible, some information about its origin. Present your findings in a glossary.



- | | | | |
|-----------------------------|---|------------------------------------|------------------------------------|
| a to clear the decks | e to be caught between the devil and the deep blue sea | h to paddle your own canoe | k to get your sea legs |
| b to burn your boats | | i to sail close to the wind | l to show your true colours |
| c the coast is clear | f tell that to the marines | j to be all at sea | |
| d to cut and run | g to rest on your oars | | |

Spelling

Unit 18

More easily confused words



Here are some more of those words that often trip us up.

A rule to help you decide whether a word should be spelt with an 'ise' or an 'ice' ending is that these words are spelt with an 'ise' when they are verbs and an 'ice' when they are nouns.

access	excess	advice	advise	ascent	assent	stationary	stationery
council	counsel	descent	decent	device	devise	vocation	vacation
envelop	envelope	licence	license	lightening	lightning		

1 Find a word in the word list that means:

- a immobile _____
- b career, occupation _____
- c counsel _____
- d reducing _____
- e committee, advisory body _____
- f agreement _____
- g climb, rise _____
- h holiday _____
- i materials for writing on or with _____
- j surround _____
- k more than necessary _____
- l trip down _____
- m folded and gummed cover for a letter _____
- n admittance _____

2 Complete the following sentences with the correct forms of words from the word list:

- a Obviously you have missed your _____. You should have been a clown!
- b The car was _____ when hit by the other vehicle.
- c Mist _____ the mountain, making _____ to the summit difficult.
- d _____ flashed, as the storm raged.
- e He had to be dropped from the team as he refused to heed _____.
- f Perhaps teachers should try to _____ the homework load.
- g With the aid of a navigational _____ we were able to land despite the adverse weather conditions.
- h It was impossible to obtain _____ to the information because of security regulations.
- i _____ use of pain killers leads to kidney damage.
- j We must _____ a plan to cope with the emergency.

3 Complete this table (the first one has been done for you as an example):

Noun	Verb
ascent	ascend
descent	
vacation	
excess	
advice	

4 Write a letter to a friend about a vacation (it may be a real one or an imaginary one) using as many words as possible from the word list.



Spelling

Unit 19

A quiz



ancient	antique	betrayal	cavern	conceal	deliberate	depot
directory	exhibition	exquisite	fragile	fragment	glistening	gossip
guardian	laden	museum	quarry	sacrifice	shrewd	

1 Find words from the word list that mean:

- | | |
|--|--|
| a large cave _____ | i shining _____ |
| b place for storage, terminal _____ | j display _____ |
| c hide, keep secret _____ | k protector _____ |
| d small piece of _____ | l of great excellence or beauty _____ |
| e very old _____ | m cunning _____ |
| f easily broken _____ | n self-denial _____ |
| g intentional _____ | o book with lists of associated detail _____ |
| h idle talk _____ | p building used for exhibitions of things from the past _____ |

2 Form or use adjectives from the words in the word list to describe the following:

- | | |
|--------------------------------------|--------------------------------|
| a a _____ parcel | e a _____ lamb |
| b an _____ table | f a _____ lie |
| c a _____ approach | g an _____ civilisation |
| d an _____ piece of jewellery | h a _____ dog |

3 Use *antique* and *ancient* in sentences to show you know the difference in meaning:

4 Find nouns from the word list that could be used with these adjectives:

- | | |
|---------------------------|------------------------|
| a deliberate _____ | d bus _____ |
| b telephone _____ | e tiny _____ |
| c pagan _____ | f disused _____ |

5 Use *deliberate* in a sentence as a verb:

6 Expand these phrases to make sentences and then use one of them as the first line for a short story.

- a** The cavernous hole in the side of the ship _____
- b** The evidence was so fragmentary _____
- c** Shrewdly assessing the situation _____



Spelling

Unit 20

Swimming sense



How often have you heard your mother/father/teacher say, 'Don't ...!'? Too often, however, we read of spinal injuries causing total or partial paralysis, brought about by foolish or reckless behaviour while swimming. Let's explore words on this theme.

current	depth	deserted	determine	inflatable	influence	injury
paralyse	partial	patrolled	permission	plunge	precaution	pressure
presume	reckless	resuscitate	safety	snorkel	spinal	tidal
unattended	unknown	waterhole				

- 1 Using the words in the word list to guide you, make a list of safety rules for swimming. Consider things like the beach, pools, rivers, lakes, snorkelling, inflatable surf mats and toys. Don't forget sunburn!

- 2 What is *paraplegia*? What is *quadriplegia*? What causes these conditions? _____

- 3 Choose appropriate words or forms of words from the words list to mean:

a	dive, submerge _____	g	backbone _____
b	anonymous _____	h	security _____
c	allow _____	i	incomplete _____
d	existing, now _____	j	rash _____
e	disable _____	k	unattended _____
f	suppose _____	l	revive _____

- 4 Complete these sentence fragments:

- a Total paralysis _____
- b Recklessly, he plunged into the icy water, _____
- c The beach is only patrolled _____
- d Always take precautions _____
- e Panicking, she struggled against the raging current, ignoring _____
-

- 5 Prepare a quiz to test how well your class knows how to cope with emergencies that could happen when you are swimming.



Spelling

Unit 21

Animal antics



allergies	attach	complain	despondent	impossible	mischief	neighbours
noisy	nuisance	objection	obstinate	o'clock	occupied	ordeal
pigeon	pose	progressive	rehearsal			

1 Supply the appropriate forms of words from the word list to fill in the blanks:

ANGELA: Hi, Mum.

MUM: Did you have a good day?

ANGELA: Yeah! I got an A for my essay on 'Life in the Suburbs'. By the way, Mum, I'm in a play in three days' time at eight o'clock. I'm a _____ . I need my costume for _____ the day after tomorrow.

MUM: _____!

ANGELA: Overruled. You don't have to go to too much trouble. A pair of black tights, a black skivvy and wings with real feathers on them are all I need.

MUM: Oh, Angela! Wherever am I going to get real feathers?

ANGELA: Ask the _____ . They might kill one of their _____ chooks. You only need enough feathers for wings; that's why I am not a turkey. I thought that would really be a _____ . Haven't you got an old pillow stuffed with feathers?

MUM: No, I haven't. Everyone here suffers from _____ . Even if I can find the feathers, how am I going to _____ them to the wings?

ANGELA: Oh, that's easy. The teacher says all you have to do is to sew each one on separately, using one of those fancy stitches that go backwards and forwards over the same area. That should keep you _____ and out of _____ .

MUM: (despondently) What an _____ ! It's _____ to make it in such a short time.

ANGELA: Don't be _____ . Mum, you're lucky you're not the mother of the blue-tongued lizard!

MUM: _____ education!

2 Complete these sentence fragments:

- Allergic to penicillin _____
- Despondent as he was _____
- Obstinacy is _____
- The objectionable remark _____
- Mischievous though Tom was _____
- Complaining bitterly _____

3 Write a dialogue built around ideas suggested by the words in the word list. Use as many as possible. Remember to start a new line for a new speaker.



Spelling

Unit 22

Medley



This unit covers a medley of **easily confused words** and finishes with an activity to really get you thinking; but first, let's look at some more rules to help you spell **plural nouns** correctly. These rules are about what you need to do when you are changing singular nouns that end in 'y' into their plural form.

If a singular noun ends in 'y', look at the letter before the 'y':

- If it is a consonant, then change the 'y' to 'ies' to form the plural:

puppy → puppies

- If the letter before the 'y' is a vowel, keep the 'y' and just add 's':

boy → boys

However, any kind of name ending in 'y' takes 's' in the plural—even if there is a consonant before the 'y'—so that the name will not be changed:

'Do you know Mr and Mrs Perry?' 'Yes, I know the Perrys.'

accept	except	access	excess	commission	permission
confluence	influence	conversation	conservation	decease	disease
declaration	decoration	desert	dessert	evaporated	excavated
expression	impression	orchard	orchid	quiet	quite

1 Write the plurals of these 'y' words:

- | | | |
|-----------------|-----------------|-----------------|
| a spy _____ | d story _____ | g whisky _____ |
| b library _____ | e essay _____ | h journey _____ |
| c family _____ | f robbery _____ | i estuary _____ |

2 Highlight the word used incorrectly in each of the following sentences, and write the correct word from the word list:

- a I hope you will except the invitation to my party. _____
- b The camel train struggled through the dessert, hoping to reach an oasis before dawn. _____
- c When the nurse visited the leper colony, she felt great pity for those suffering from the decease. _____
- d The concert was quiet noisy. _____
- e The bride wore an orchard on her wedding gown. _____
- f As we had no fresh milk, we opened a tin of excavated milk. _____
- g The conversation of our natural resources is an important duty of the government. _____

3 Draw coloured lines to pair each word in the first column with a suitable word from the second column:

- | | |
|--------------|------------|
| a tasty | commission |
| b deceased | weight |
| c kind | expression |
| d excess | estate |
| e quiet | dessert |
| f royal | tone |
| g decorative | lace |

Spelling

Unit 23

Spies



accomplice	adjacent	announce	apartment	approach	bizarre	conspiracy
description	espionage	flight	immediately	installation	message	nervous
photograph	promptly	reimbursed	search	signal	smuggle	surrounded
system	territory	until				

1 Rewrite these instructions, punctuating them carefully:

You are involved in a conspiracy with a foreign power immediately you have parachuted into enemy territory you will be approached by an agent to whom you will deliver a message until he has given the code words i hope your flight was uneventful do not give him the package

2 Now decode the following message (if you really need a clue, see below):

ayou bare ctoc doll eect faph goto hgra ipho jfen kemy lwea mpon nins
 otal plat qion rsfr soma tnap uart vmen wton xthe ytwe zlft ahfl boor
 coft dheo effi fceb gloc hkad ijac jent ktot lhet mhea ntre

3 Complete these sentence fragments:

- a As the scheduled flight approached its destination _____
- b Installing the photographic equipment _____
- c Promptly, my accomplice _____
- d Signalling my approach _____
- e Surrounded by smugglers, _____
- f To decipher such a bizarre message _____
- g Conspiring against _____
- h Generously reimbursed for _____

4 Find a correct form of a word in the word list that means:

- a repay _____
- b a colleague _____
- c punctual _____
- d next to _____
- e at once _____
- f practice of spying _____

5 Write your own coded message and swap it with classmates. See if they can work out your code.

Clue: Cross out the first letter of each four-letter word.



Spelling

Unit 24

Music, music, music



Learning to spell these musical words without hitting the wrong note will make you a star in Music.

applause	audible	audience	cello	clarinet	cornet	cymbals
drums	flute	guitar	harmony	melody	note	oboe
opera	organ	piano	piccolo	pitch	horn	rhythm
saxophone	tone	triangles	trombone	trumpet	tuba	tune
viola	violin					

- 1 Most of the words in the word list can be found in this word search. The words can be found in any direction—forwards, backwards, up, down or diagonally. You may use letters more than once.



Q A B U T E T U L F R
 S A X O P H O N E C A
 M E N O B M O R T L T
 T U N E Y C A E M A I
 T S E C D O R T Q R U
 E L S N O R E O E I G
 P A T E L N P N Y N H
 M B E I E E O X N E C
 U M P D M T S L I T T
 R Y M U O B O E L R I
 T C U A P I A N O E P
 H A R M O N Y M I X C
 X R T O R G A N V Y B

Spelling

- 2 Complete these sentences, using words from the word list or forms of them.

- a Another name for *beat* is _____.
- b _____, _____ and _____ are string instruments.
- c _____, _____ and _____ are woodwind instruments.
- d _____ and _____ are keyboard instruments.
- e _____ and _____ are percussion instruments.
- f _____ and _____ are brass instruments.

- 3 Change these words to adverbs:

- a audible _____ c solemn _____
- b harmony _____ d discord _____

- 4 Use each of the adverbs from Exercise 3 in a sentence.



- 5 Devise a musical crossword that uses as many words from the word list as possible. Make sure that you provide helpful clues. You should trial your crossword on your classmates.



Spelling

Unit 25

Brevity is the soul of wit



A **summary** is a piece of writing reduced to fewer words than the original passage by keeping only the essential information, while retaining the meaning of the original. You should:

- Skim-read the passage to find out what it is all about.
- Note the main ideas in each paragraph.
- Use your notes to write a first draft.
- Edit the draft and reorganise where necessary.
- Check to see that all the main points are included.
- Ensure the summary reads smoothly, keeps its meaning and is less than one-third of the original in length.

comparisons	condense	connected	descriptive	emphasis	equivalent	essential
explanations	fluently	illustrations	impartial	neutral	occupants	perpetual
quotations	repetition	topics	unanimous	unique	utensils	

1 Complete these rules for making a summary, filling in the blanks with words from the word list:

- a** Where possible, _____ long phrases to a single word.
- b** Omit _____ of a main idea.
- c** Do not include _____ of actions.
- d** Language that is _____ should be avoided.
- e** Only the _____ facts should be included.
- f** If the author has used _____ from other books, do not repeat these.
- g** Make sure you have included the main _____ dealt with in the passage.
- h** _____ of ideas or phrases for _____ is not allowed.
- i** You should avoid making _____ in the summary.
- j** Your summary should be written _____ and in _____ prose.

2 Shorten each of the following sentences by using a word from the word list instead of the phrase in italics:

- a** The *people who lived in the house* were unfriendly. _____
- b** In World War I, some countries were *neither on one side nor the other*. _____
- c** The vase is *the only one of its kind*. _____
- d** The decision to boycott the performance was *agreed to by all*. _____
- e** The judge was *fair to both sides* when he gave his decision. _____
- f** *Spoons, cups, bowls, tins—all* are needed when cooking cakes. _____
- g** These triangles are *equal in area* but have different shapes. _____

3 Find an article in the newspaper dealing with a matter of common interest. Make a summary of it to read to the class.



Spelling

Unit 26

The fashion dictator



adolescents	appearance	arrested	comfort	conservatively	designed	elaborately
elegantly	embroidered	expensive	extravagant	fashionable	jewellery	knitted
lacquer	linen	patterns	suitably	synthetic	umbrella	wintry
woollen						

1 Supply words from the word list to fill in the blanks:

- a** In the early eighteenth century, _____ men often wore _____ coats _____ with silver to ward off _____ winds.
- b** Although men today tend to dress _____, in the Elizabethan era men's white _____ shirts were often _____ embroidered in black with interlacing _____ of stems, roses, oak leaves, insects and birds.
- c** In the Victorian age, it would have been frowned upon for a lady to walk under the same _____ as a man, if he were not her husband or fiancé.
- d** _____ materials are more inflammable than cottons and woollens.
- e** In the middle of the eighteenth century, clothes were not _____ for _____, and young girls had to manoeuvre through ballroom crowds wearing enormous hoops under their dresses.
- f** At one stage in Australia's history, a woman who appeared in the street without stockings could be _____, as she was not considered to be _____ dressed.
- g** Men concerned with their _____ in the 1940s wore suspenders to hold up their socks.
- h** For centuries women with _____ tastes have worn furs made from the skins of rare animals.
- i** Garments _____ made from home-spun wool are popular with some people.
- j** _____ worn in the ears by primitive people often distorted the natural features of the wearer.
- k** Nail _____ is used to give your hands a well-cared-for look.

2 Use a form of the word in italics in each space:

- a** *extravagant*: _____ dressed **d** *woollen*: _____ sheep
- b** *pattern*: _____ fabric **e** *comfort*: _____ seated
- c** *embroidered*: delicate _____ **f** *elaborately*: _____ preparations

3 Complete one of the following activities

- Prepare an argument for or against one of these propositions: 'That following fashion is foolish' or 'That the practice of killing animals for their skins should be allowed'. Debate in pairs before the class or organise class debates.

or

- In pairs, one of you is a reporter, and the other is a man or a woman living in the thirtieth century, or in an earlier century. The reporter should conduct an interview to determine the other's ideas on current fashions.



Spelling

Unit 27

The house that Jack built



Just as the people in the jobs below need to take great care with the detail of their work, so you need to take care with the detail of your writing, and you can do this with careful editing. **Editing** your work means returning to it as though you had never read it before and acting as a critical audience. You cannot leave it up to the spellchecker, which will not pick up if you've used the wrong homophone; and in some situations you will not have access to the spellchecker because you will be required to handwrite.

An important part of editing is correcting spelling. So, when you are editing, check those words which you have merely guessed at, or written as you think they sound. It may help if you underline the words you have guessed in pencil and then correct them with the help of a dictionary.

apprentices	architect	bricklayer	bulldozer	carpenter	contractor	draughtsman
electrician	erected	extensions	finance	foundations	gardener	inspector
insulate	landscape	permission	plumber	scaffolding	specifications	surveyor
tender						

1 When you are ready to have your home built you will need the services of the people described below. Who are they? Check the word list for the answers.

a the person who plans your home and shows you roughly, in a sketch drawing, what it will look like when finished

b the person who draws the plans accurately _____

c the person who contracts to build your home _____

d the person who is responsible for drainage _____

e the person who builds the timber framework _____

f the person who does the electrical wiring _____

g the person who constructs the gardens _____

h the person who does the brickwork _____

i the person who is sent by the council to check that your building does not contravene regulations _____

2 Supply the missing words, using words from the word list:

a If you do not have enough money to cover the cost of your home you will need _____.

b People who are learning the building trade are called _____.

c Before you build you need _____ from the council to start.

d If the site is very uneven or rocky, a _____ may be needed to level it before the _____ are laid.

e If you are wise, you will _____ your home so that it will be cool in summer and warm in winter.

f It is a good idea to plan future _____ when you build.

3 Imagine you are living in 2095, where conditions are very different from those of today. Write a letter to a building contractor describing the kind of house you want him or her to build for you. Use words from the word list where possible.



Spelling

Unit 28

Catch me if you can



We're still not finished with **tricky plurals!** The rules that follow will help you to change singular nouns ending in 'o' into their plural form.

- If a singular noun ends in the letter 'o', look at the letter before the 'o'. If it is a consonant, add the letters 'es':

echo → echoes

- There are, however, a few words that do not obey this rule:

photo → photos, halo → halos, kilo → kilos, dynamo → dynamos

- This exception also applies to some words connected with music:

piano → pianos, solo → solos

- If the letter before the 'o' is a vowel, simply add the letter 's':

radio → radios

alteration	clarify	elementary	elevate	emigrant	emphasis	epidemic
excavate	extinct	heir	hinges	idols	illusion	legacy
medieval	obvious	peculiar	regiment	salary	session	spirited
summit	tenant	tolerate	withdrawal			

1 Write out the plural of these words ending in 'o':

- a cargo _____ c cockatoo _____ e commando _____
b tornado _____ d potato _____ f patio _____

2 Which is easier to spell: *choose* or *cheese*? To find the answer, first answer each of the questions with a single word from the word list.

- a means to *make clear* _____ n the opposite of *deposit* _____
b a door swings on them _____ o pagans worship them _____
c a synonym for *raise* _____ p a person who rents a house from the owner _____
d volcanoes that have ceased to erupt are _____ q a person who inherits the throne _____
e a sitting of parliament _____ r knights lived in _____ times
f to dig out _____ s means *clearly seen* _____
g a synonym for *deception* _____ t a unit in the army _____
h the top of a mountain _____ u an antonym for *advanced* _____
i a synonym for *lively* _____ v a person who leaves the country to live elsewhere _____
j a synonym for *strange* _____ w a synonym for *change* _____
k means *stress* _____ x a yearly income _____
l an inheritance _____ y an outbreak of disease in the community _____
m means to *endure* _____

Now write down the first letter of each word and read off the answer. _____

Spelling

Unit 29

Things that go bump in the night



When you're trying to decide whether to use the 'ify' or 'efy' ending, remember the following. There are only four words that end in 'efy':

stupefy rarefy putrefy liquefy

All the rest end in 'ify'.

1 Highlight the words that are spelt correctly in the list that follows:

petrefy liquefy terrify specify horrify
rectify signify stupefy qualify simplify

2 Do you know the meaning of all these weird words? Complete this quiz by highlighting the correct response:

a Which word best describes people who worry about Friday the 13th?

mysterious peculiar superstitious weird

b Which of these is found mainly in the West Indies?

conjurors magic tricks voodoo

c Which of these makes the most noise?

apparition ghost phantom poltergeist

d Which of these robs human graves?

ghoul vampire wraith zombie

e Which of these is not involved in witchcraft?

sorcerer sprite wizard warlock



3 Find a spooky word for each of the following definitions. The first letter of each word has been provided and the dashes indicate the number of letters in the word. You might need to use a dictionary.

a strange or weird: e _ _ _ _ _

g dark or deeply shadowed: g _ _ _ _ _

b to put charm or magic spell on: b _ _ _ _ _

h a long, low sound of pain: m _ _ _ _

c a loud, shrill cry: s _ _ _ _ _

i a ghost or apparition: s _ _ _ _ _

d to visit or appear repeatedly as a ghost: h _ _ _ _ _

j suggesting or threatening evil: s _ _ _ _ _

e terrifying or horrible: b _ _ _ _ _

k the fleshless bones of a body: s _ _ _ _ _

f to take on bodily form: m _ _ _ _ _

l something that cannot be seen: i _ _ _ _ _

4 Write a spooky story using as many of the words in the word list as possible. Here are two story starters:

- Each time I took a step, I was sure I could hear something behind me ...
- 'Trick or treat', Cuthbert Cantilever croaked as the front door swung open ...



Spelling

Unit 30

What's cooking?



Many of the words we use that relate to food come from languages other than English, which can lead to some tricky spellings.

almond	buffet	calamari	cappuccino	cous cous	crêpe	crockery
cutlery	gelato	gourmet	lasagne	mousse	omelette	pâté
quiche	restaurant	risotto	samosa	sauté	sorbet	soufflé
sushi	souvlaki	spaghetti	tagine	teriyaki	smorgasbord	yum cha

1 Choose the correct word from the word list to complete each sentence.

- a When making an _____ you must whisk the eggs carefully.
- b _____ consists largely of rice and raw fish.
- c _____ is lovely, frothy coffee.
- d A _____ is really a kind of pie without a top.
- e _____ is the Italian word for a rice dish.
- f A _____ is a fried Indian snack.
- g Not everyone likes _____, which is really squid.
- h A _____ is a French word for a thin pancake.
- i _____ is a popular Greek fast food consisting of small pieces of meat which are grilled on a skewer and then wrapped in flat bread with a sauce.

2 There are many English expressions (especially old-fashioned ones) that relate to food. Draw coloured lines to match these phrases to their meanings:

- | | |
|--------------------------------|---|
| a what's eating you? | a simple but honest and hard-working person |
| b take it with a grain of salt | a dream that won't come true |
| c to butter someone up | everything will turn out well |
| d to spit chips | to flatter someone for your own advantage |
| e pie in the sky | what's the matter? |
| f she'll be apples | don't believe the whole story |
| g the salt of the earth | to be very angry |

3 The verbs below refer to different aspects of cooking. Draw coloured lines to match each with its meaning:

- | | |
|----------|---|
| a sear | to remove something (for example, fat) from the surface of a liquid |
| b sauté | to add extra flavour with salt, pepper or other seasonings |
| c season | to scorch the outside of the food |
| d sift | to cook quickly in a small amount of fat |
| e skim | to put the ingredients through a sieve |

4 Print out a map of the world and use it to illustrate where various dishes come from. Try to find at least one dish for as many countries as possible. (You might find it helpful to use a key.)



Spelling

Unit 31

A riddle and a dilemma



afford	competing	confidence	dejected	desperate	dishonourable	intelligence
kilogram	maimed	objectionable	occupied	offered	optimist	ordeal
pessimist	possibility	precious	sacrifices	sever	subsidise	wield

1 **Here is a riddle for you to solve:** A dog and a schoolboy are both blamed for the same thing. What is it?

To find the solution, first write the answer to each of the following questions, using words from the word list:

- a A synonym for busy _____ (5th) e One word for 'a severe trial' _____ (5th)
b An adjective from objection _____ (10th) f Diamonds are _____ stones (2nd)
c Unscramble this word—*deliw* _____ (1st) g A unit for measuring weight _____ (1st)
d An antonym for pessimist _____ (5th) h A synonym for separate _____ (1st)

Now write down, in order, the letter from each word indicated by the number at the end of the line, for example, the fifth letter from your first answer, followed by the tenth letter from your second answer, etc. Write the answer to the riddle below:

2 a Complete the paragraph below using words from the word list (or a form of them). Note that one word is repeated.

Your two closest friends, Michael and John, are _____ for a scholarship that will _____ three years of advanced study. They are of about equal _____. As Michael comes from a poor family there is little _____ of his continuing his studies without the scholarship. _____ to succeed, Michael cheats in the examination and is _____ the scholarship. John's parents are rich and can easily _____ to educate him. However, John is recovering from a car accident that left him _____ and somewhat _____. He has to study hard and make great _____ to prepare for the test. Winning the scholarship would help him regain his _____.

b Find a word in the word list that describes Michael's action: _____

c Hold a class discussion about what you would do in this situation.



3 **Expand these phrases into sentences:**

- a Confidential information _____
b _____ by feelings of dejection _____
c Wielding great power _____
d Desperately searching for a foothold _____

4 **Form adjectives from the italicised words to qualify the nouns supplied:**

- a *future* _____ film c *terminate* _____ illness
b *origin* _____ painting d *period* _____ splurges

Spelling

Unit 32

To catch you napping



These activities will keep you on your toes.

agony	assertion	basic	chronic	critique	eventual	evidence
fraud	hostility	ignite	inconsistent	joviality	originality	partiality
pneumonia	publicly	subtle	unconscious	undeniable	utilise	

1 One word is wrongly included in each of the following groups for a variety of reasons—it might be a different part of speech, a different gender, an exception to a spelling rule or inconsistent with the general meaning. Highlight each jarring word:

- a** accuracy, agony, hostility, utility, publicly
- b** critical, partial, jovial, criminal, recital
- c** reputable, permissible, fashionable, advisable, admirable
- d** gander, ram, buck, bull, doe
- e** ignite, gnash, knead, subtle, pneumonia
- f** heroes, mosquitoes, tomatoes, potatoes, sopranos, buffaloes
- g** undeniable, unconscious, unchangeable, unpractical, illiterate
- h** occurred, referred, recovered, stirred, jarred
- i** technically, mechanically, basically, publicly, practically, energetically
- j** evidently, eventually, chronically, well, original

2 Use one word (or a form of it) from Exercise 1 to fill in the following gaps (the first letter of the required word is given):

- a** r _____ firm **g** s _____ expression **l** p _____ joke
- b** p _____ society **h** r _____ to a specialist **m** e _____ of fraud
- c** h _____ troops **i** u _____ accident victim **n** u _____ assertion
- d** g _____ of teeth **j** s _____ music **o** o _____ of design
- e** i _____ of the car **k** m _____ fault **p** r _____ from the illness
- f** k _____ bread

3 Divide the class two groups and try this humorous game.

- Using a sheet of A4 paper, one student from each group writes a sentence with a word (or form of it) from the word list.
- The student then passes the paper to the next student, who writes a sentence following on from the first sentence, including a word (or form of it) from the word list.
- The second student then folds down the paper to conceal the first sentence and passes the paper on to the next student.
- This third student writes a sentence following on from the sentence they can see, including a word (or form of it) from the word list.
- The third student then folds down the paper to conceal the second sentence and passes the paper on.

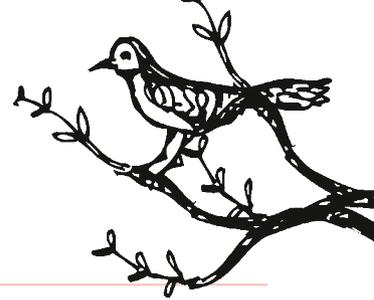


Continue for as long as you wish and then read out the stories on each sheet.

Spelling

Unit 33

Teacher's pet (hates)



Here are some commonly misspelt words. Master them, and make your teacher's day!

accommodation	address	all right	alright	always	article	choose
chosen	clothes	cupboards	dining	dinner	disappear	does
doesn't	eighth	existence	favourite	February	forty	furniture
interruption	language	library	necessary	ninety	passed	past
picture	planned	possessed	practically	quiet	quite	their
there	they're	tongue	twelfth	we're	were	whereabouts

1 Find words from the word list that match these words and phrases:

- a** third person plural past tense of verb *to be* _____
- b** what do you write in the top right-hand corner of a letter? _____
- c** contraction of *does not* _____
- d** major meal of the day _____
- e** eating the major meal of the day _____
- f** what comes after eleventh? _____
- g** story in a newspaper _____
- h** storage place for books _____
- i** what comes after seventh? _____
- j** storage space in kitchens _____
- k** second month of the year _____
- l** third person singular of *do* _____
- m** complete this phrase: 'first _____ the post'
- n** contraction of *they are* _____
- o** third person plural possessive adjective _____
- p** contraction of *we are* _____
- q** arranged beforehand _____
- r** silent _____
- s** lodgings _____
- t** owned _____
- u** almost _____
- v** garments _____
- w** nine tens _____
- x** break _____
- y** went by _____
- z** state of being _____
- aa** four tens _____
- bb** most loved _____
- cc** select _____
- dd** vanish _____
- ee** forever _____
- ff** needed _____
- gg** you lick with it _____
- hh** painting _____
- ii** selected _____
- jj** location _____
- kk** complete this phrase: 'here and _____'

2 An anagram is a new word or words formed by rearranging the letters of another word or words, for example:

- *trap* is an anagram of *part*
- *once* is an anagram of *cone*

Compile a list of as many anagrams as you can. Get everyone to contribute their anagrams and produce a class booklet. If there is a large number, you might want to arrange them in categories; for example, *animals*.



Spelling

Unit 34

Twenty questions



Choose a word circle. Working in pairs, make up a list of twenty questions based on the activities used in these units, for example:

- a Spell the word _____
- b Give a synonym/antonym for _____
- c Form a descriptive word from _____

Use your questions to test the rest of your class.

all together
altogether amount
number ballot ballet berry
bury cloth clothe dyeing
dying fourth forth knew
new pear pare pair piece
peace rain reign rein though
through were we're wear
where written
writing

conceive conceit
deceive deceit either
neither feign foreign
receive receipt rein reign
weir weird ceiling
preconceived their
seize neighbour

advise
advice licence
license council
counsel idol accept
except medal idle chose
choose meddle access excess
stationery stationary decent
descent rode road brought
bought picture pitcher born
borne your you're
quiet quite

sensation
operation
connection admiration
suggestion information
distinction digestion
description education
decoration situation
declaration satisfaction
reflection proposition
reaction
population

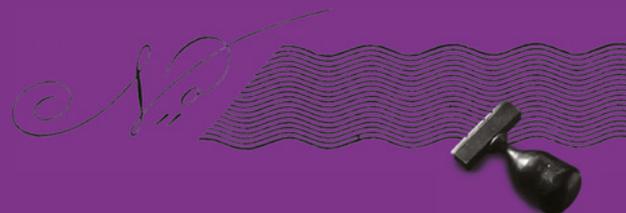
board
bored pour
paw pore horde
hoard pane pain
straight past passed strait
envelope envelop sited quiet
quite cited who's whose
gaol device devise goal
lightning lightening disease
decease current currant
diary dairy worn
warn

expansion
transmission emission
permission admission
commission omission
occasion remission confusion
provision submission inclusion
intermission evasion propulsion
intrusion compulsion
expulsion provision
fusion conclusion
completion

chief
friend grief relief
brief thief believe
handkerchief yield chieftain
wield field shield pier
pierce relieve piece
shriek sieve

exceed
proceed precede
succeed supersede recede
accede concede process
success secede recess excess
secession accession recession
succession excessive
procedure





Part 3

Comprehension

This section is designed to help students consolidate comprehension skills in the context of enjoyable, contemporary and classic material. Within 17 double-page units, a wide range of material is presented, including extracts from novels and magazines, poems, newspaper articles and instructional material. The emphasis is on providing different styles and genres of writing in order to lead students towards a detailed understanding of written material. Questions are grouped into:

- What is being said? (literal comprehension)
- What does it mean? (inferential or interpretive comprehension)
- What do I think about it? (evaluative or implied comprehension)

Students' responses will consist of both short answers and more sustained pieces of writing, with the opportunity for extension work provided for in the 'What do I think about it?' section. Questions should generally be answered in complete sentences and any writing to be completed off the page is indicated by the  icon.

Comprehension

Unit 1

Shark attack sparks warning

Wayne Flower

Herald Sun

Swimmers are being urged to take care at Victorian beaches after a deadly shark attack in Western Australia and several sightings around the country.

Lifesaving Victoria spokesman Greg Scott said swimmers should follow a set of basic rules to avoid sharks.

'Don't swim alone, avoid dirty and turbid water, don't swim with domestic pets, avoid dusk and night-time swimming and areas where people are congregated fishing,' he said.

Mr Scott said two spotter planes would patrol Victorian beaches daily this summer.

The warning comes after Brian Guest, 51, disappeared in a swirl of blood at a beach south of Perth on Saturday.

Terrified swimmers at Cottesloe Beach were cleared from the water yesterday after a shark was seen 200m off-shore by a helicopter searching for the West Australian.

Police have so far found only pieces of wetsuit believed to have been

worn by Mr Guest when he was snorkelling about 30m offshore with his son Daniel at Port Kennedy.

Daniel, 24, yesterday said his father was fully aware of the risks he took diving and would not have wanted to see any shark hunted down because of an attack.

'Dad loved and respected the ocean environment. He was brought up on it,' he said.

Daniel said his father was an outgoing, kind man.

Mr Guest's brother Bill said they had travelled, fished and dived together for years.

'He loved his fishing, loved his diving and did everything with a great passion,' Bill said.

A witness who saw the shark thrashing around estimated it was 4-5m long.

Police said they would not hunt the shark.

'There's no way of knowing which shark it would be,' said Sen-Sgt Greg Trew of Fremantle Water Police.

'We could hunt down every shark from here to eternity without knowing whether we had the right one.'

In 2005 Mr Guest told an anglers' website forum he did not believe in killing sharks.

'They got a right to be there, we got a right to go there and there are risks associated with everything, but I don't believe the correct way of reducing our risk is to kill the shark.'

Shark expert Ric Wilson said a shark attack in Port Phillip Bay was becoming more likely each year.

He said the unknown impact of dredging and suspected food shortages in the bay could end in tragedy.

Mr Wilson warned swimmers to be particularly cautious of sharks from Ocean Grove to Cape Schanck, Phillip Island back beaches, Point Leo, Kilcunda and the southern end of Port Phillip Bay.

What is being said?

1 Definitions: what is the meaning of the following?

- a turbid _____
- b congregated _____
- c thrashing _____
- d eternity _____
- e anglers _____

2 Provide the name of three of the five people quoted in this article and their position or relationship to Mr Guest.

- a _____
- b _____
- c _____



3 Label each of these statements true or false based on the advice given by the Lifesaving Victoria spokesman.

- a Swim alone. _____ c Swim at dusk and at night-time. _____
b Don't swim with pets. _____ d Swim where people are congregated fishing. _____

4 Briefly describe Mr Guest's disappearance in correct chronological order. _____

5 What evidence is there that Mr Guest would not have wanted to see the shark hunted down?

6 What reason do the police give for not hunting the shark? _____

7 What two reasons are given for the increased likelihood of a shark attack in Port Phillip Bay?

- a _____
b _____

8 List three beaches where swimmers are warned to be aware of the danger of sharks.

What does it mean?

9 List four questions the reporter would have asked to get the information for this story. In each case, identify to whom he would have addressed the question.

- a _____
b _____
c _____
d _____

10 Make up an interesting new headline for this story. _____

What do I think about it?

11 Write a letter to the newspaper giving your opinion on whether or not sharks which attack humans should be hunted down and killed.



Comprehension

Unit 2

Is it right to keep animals in zoos?

Nicolas Brasch

The Sunday Age

Unless your family has its holidays in the grasslands of Africa or along the banks of the Amazon River in South America, the chances are that your first glimpse of an elephant, anaconda or tiger was at a zoo.

That's one of the good things about zoos—seeing the animals up close that you would only otherwise see on TV or at the movies. There are other benefits too, such as breeding programs for endangered species and helping injured and threatened animals. However, not everyone thinks that animals should be kept in zoos. Some organisations would prefer zoos to be closed down altogether.

Jenny Gray is the acting Chief Executive Officer of Zoos Victoria. She runs the Melbourne Zoo, Werribee Open Range Zoo and Healesville Sanctuary. Not surprisingly, she believes that zoos are 'incredibly important'. She says, 'We only look after things we understand and know, and zoos introduce us to animals we would never come into contact with otherwise.'

Zoos Victoria has many breeding and conservation programs, not all of them for animals that normally capture the public's imagination. For example, a species of stick insects from Lord Howe Island was believed to be extinct for decades, killed off by rats accidentally introduced to the island when a ship ran aground and the rats ran ashore. But in 2001 a few of the insects were discovered and taken to Melbourne Zoo. They will breed there until 2011, when the island should be cleared of rats.

Another program involves the Tasmanian devil, which is threatened by a disease known as Devil Facial Tumour Disease (DFTD)—like a cancer of the face. By capturing, looking after and studying ill Tasmanian devils, there is more chance of finding the cause of the disease, ways to treat it, and establishing DFTD-free areas in Tasmania so the devil population can increase naturally.

Of course, not all zoos are as well-managed as Melbourne's. There has been criticism lately about the way elephants are treated in zoos. Two international reports said that elephants in zoos lived far shorter lives than those in the wild, and that stress and lack of exercise were killing elephants in captivity. However, Jenny Gray points out that the reports included some information and figures from the 1960s, when zoos treated elephants very differently to today. She also said that none of the zoos in the study were in Australia or the US and that some of the zoos were in Eastern Europe, where there has never been enough money to provide proper facilities. She said this meant it was very unfair to judge Australian zoos based on these reports.

The RSPCA, Australia's best known animal welfare organisation, campaigned against Thai elephants being kept at the Melbourne and Sydney Zoos. They lost this battle but remain opposed to zoos keeping elephants. According to the RSPCA, 'based on a wealth of international scientific evidence, it is clear some animals, including elephants, do not cope well in zoos'.

The RSPCA does, however, 'recognise the value of zoos in education and the conservation of many animal species'. Not everyone agrees.

Animal Liberation totally opposes animals being kept in zoos. Their Victorian spokeswoman, Amy Whiting, says 'Zoos are just businesses that are mainly interested in profits.' (Zoos Victoria is actually a not-for-profit organisation.) She also disputes claims that zoos are good for teaching and conservation. 'They are not observing animals in their natural habitat, so there is no educational value at all,' she says.

In the area of conservation, Amy Whiting says that only about 120 of the thousands of endangered species are involved in zoo breeding programs. 'The zoos only pick those animals that they think will raise their profile.' She also says that 'captive-bred animals have often missed out on valuable lessons their wild parents would have taught them and then, when they are released, they often do not have the instincts or knowledge to survive in the wild.'

Of course, Jenny Gray from Zoos Victoria doesn't agree. 'A lot of animals would not exist if they were not born in zoos.' And, she says, zoos provide positive experiences. 'Zoos are one of the few places where parents can take their children, grandparents can take their grandchildren, and everyone can enjoy the experience and later engage in a discussion about the world. Zoos allow us to open conversations.'

What is being said?

1 Definitions: what is the meaning of the following?

- a anaconda _____
- b endangered _____



- c conservation _____
- d liberation _____
- e not-for-profit organisation _____
- f habitat _____
- g RSPCA _____

2 List three positive aspects of zoos. _____

3 Why did the Lord Howe Island stick insect nearly disappear? _____

4 How is the Tasmanian devil threatened? _____

5 Give two problems identified by international reports on elephants in captivity. _____

6 How does Jenny Gray answer these international reports? _____

7 What, according to the RSPCA, are two points in favour of zoos? _____

8 Why does Animal Liberation oppose zoos? _____

9 How does Ms Gray reply to the Animal Liberation criticism of zoos? _____

What does it mean?

10 This article gives arguments from both sides of the debate about zoos. Which side do you think has been given the most prominence? Give reasons for your answer.



11 The article finishes with a quote from Ms Gray. She says, 'Zoos allow us to open conversations'. What might she mean by this?



What do I think about it?

12 Write a letter to the editor of a newspaper giving your opinion on the role of zoos, with several reasons for that opinion.



Comprehension

Unit 3

Hatchet

Brian worked around the tail of the plane two more times, pulling himself along on the stabiliser and the elevator, but there simply wasn't a way in.

Stupid, he thought. I was stupid to think I could just come out here and get inside the plane. Nothing is that easy. Not out here, not in this place. Nothing is easy.

He slammed his fist against the body of the plane and to his complete surprise the aluminium covering gave easily under his blow. He hit it again, and once more it bent and gave and he found that even when he didn't strike it but just pushed, it still moved. It was really, he thought, very thin aluminium skin over a kind of skeleton and if it gave that easily he might be able to force his way through ...

The hatchet. He might be able to cut or hack with the hatchet. He reached to his belt and pulled the hatchet out, picked a place where the aluminium gave to his push and took an experimental swing at it.

The hatchet cut through the aluminium as if it were soft cheese. He couldn't believe it. Three more hacks and he had a triangular hole the size of his hand and he could see four cables that he guessed were the control cables going back to the tail and he hit the skin of the plane with a frenzied series of hacks to make a still larger opening and he was bending a piece of aluminium away from two aluminium braces of some kind when he dropped the hatchet.

It went straight down past his legs. He felt it bump his foot and then go on down, down into the water and for a second he couldn't understand that he had done it. For all this time, all the living and fighting, the hatchet had been everything—he had always worn it. Without the hatchet he had nothing—no fire, no tools, no weapons—he was nothing. The hatchet was, had been him.

And he had dropped it.

From the novel *Hatchet* by Gary Paulsen

What is being said?

1 Definitions: what is the meaning of the following?

- a stabiliser _____
- b elevator _____
- c slam _____
- d aluminium _____
- e skeleton _____
- f hatchet _____
- g experimental _____
- h triangular _____
- i frenzied _____
- j brace _____

2 How did Brian move himself around the tail of the plane? _____

3 Why did Brian think he was stupid to think he could get into the plane easily? _____



4 Why did Brian slam his fist against the plane? _____

5 What happened to the aluminium covering when Brian hit it? _____

6 What did Brian compare the aluminium covering to? _____

7 Why did Brian take his hatchet from his belt? _____

8 How many times did Brian hit the aluminium before he made a hole the size of his hand? _____

9 What did Brian guess the cables were? _____

10 What was Brian doing when he dropped the hatchet? _____

11 What happened to the hatchet? _____

What does it mean?

12 'Without the hatchet ... he was nothing. The hatchet was, had been him.' What do you think this means?

13 'And he had dropped it.' Why do you think this last sentence is left standing alone? _____

What do I think about it?

14 Although this passage is written in the third person (he ...), the reader knows what Brian was thinking. Rewrite this passage in your own words, in the first person (I ...), as though you are Brian.



Comprehension

Unit 4

Your feel fabulous guide

There are times when hibernation appeals, but before you go locking yourself in your bedroom for the season, try the pointers below.

WINTER'S ONLY JUST BEGUN!

Emotions can play havoc with our lives, often making everything seem way too hard. While it can be tempting to curl up in a ball, put the blinkers on and ignore what's really going on, we've found some other options. Only you can change the way you think and feel, and once you do, we promise you'll feel emotionally fitter and more fabulous in no time!

STRESS

When forces from the outside world interfere with an individual, from freaking out before an exam to a family crisis.

Exercise Yoga is a great way to control body and mind, with different forms available to suit the individual.

Try Inhaling slowly while saying to yourself 'I am', then breathe out slowly while saying to yourself 'relaxed'. It might feel silly at first but take the time to slow down and you'll feel better for it. No one can tell what you're doing, either.

Mantra I'm gonna nail this!

Diet Tip Stress makes many of us dose up on caffeine and reach for the grease, but relaxing herbal teas and healthy meals combining meat, complex carbs and veggies are definitely the way to go. B Vitamins and Magnesium are also great.

Expert Advice Stress is normal, healthy and even good for you, says Dr Bob Montgomery, Director of Communications, Australian Psychology Society.

Top Tips

- Find balance in your life by either unloading some tasks or increasing others
- Prioritise your demands
- Strengthen your coping skills
- Work on your assertiveness to better deal with others.

ENVY

When you want something that someone else has, from top marks to the school hottie for yourself! Envy can leave you angry, hurt or bitter, which can very quickly destroy your friendships. We think dealing with the issue is better!

Exercise Put pen to paper and list all the good things in your life. Remember that for every person you're envying,

there's probably someone envying you. Think about the areas in your life that you'd like to improve and set goals.

Try Recognise the trigger for your envy and you'll be able to find a solution

Mantra I'm fabulous!

Diet Tip Low-fat dairy products have a calming influence, so a skim hot chocolate is a great soother. Creamy pastas cooked with low-fat evaporated milk will also have a feel-good hit, complemented by the carbs included. Tasty too!

Expert Advice 'Envy is normal but don't let it get out of hand,' Dr Montgomery says.

Top Tips

- Never compare yourself to others—only compare yourself to you
- Ask yourself if you're giving everything your best shot
- If yes, that's your personal best and so feel great about it

SHUTTING DOWN

When someone retreats and withdraws. They might not be giving anything out, refusing to talk or literally shutting themselves away.

Exercise Get some! It's been scientifically proven that exercise is a powerful anti-depressant. Don't do the self-indulgent wallow, the alternative will give you a natural high.

Try Going for a quick walk around the block. Consider the fact you get the rest of the day to sit on your ass. Better yet, make it a regular activity with friends so you can chat along the way.

Mantra Everyone misses me.

Diet Tip Avoid sugar hits and go for a protein load like a handful of almonds. Omega 3, found in fish like salmon and tuna, is also one of the best mood enhancers around, so grab a mate and treat yourself to sushi and sashimi.

Expert Advice Dr Montgomery says that when you start shutting down emotionally, it's a warning sign you're getting depressed.

Top Tips

- Don't let stress factors get on top of you, deal with them as they arise
- Don't cut yourself off from your support networks
- Set realistically challenging steps to rebuild your life and relationships

From *Girlfriend* magazine

What is being said?

1 Definitions: what is the meaning of the following?

- a havoc _____
- b hibernation _____



- c prioritise _____
- d bitter _____
- e mantra _____
- f complemented _____
- g retreats _____
- h assertiveness _____
- i wallow _____

2 Which emotions are dealt with in this article? _____

3 Which expert offers advice in this article and what is his position? _____

4 What dietary advice is offered to someone who is feeling stressed? _____

5 What definition does the article provide for envy? _____

6 According to this article, what are two examples of stress-provoking situations? _____

7 Which food is said to be mood enhancing? _____

8 Which food is said to have a calming influence? _____

9 What does the expert say shutting down could be a warning sign of? _____

10 List four examples of informal phrases or words from this article. _____

What does it mean?

11 To what aspects of our behaviour does each piece of advice relate? _____

12 This article is targeted at teenage girls. Do you think they would enjoy it? Explain your answer.



What do I think about it?

13 Using a similar format, write a column on anger or anxiety.



Comprehension

Unit 5

Bon appetit

Haggis is a traditional Scottish recipe and Kidneys Bordelaise is a classic French dish. They both make use of offal.

Haggis

1 cleaned sheep's or lamb's stomach bag (or rice paper)
2 pounds [1 kg] dry oatmeal
1 pound [500 g] chopped mutton suet
1 pound [500 g] lamb's or deer's liver—boiled and minced
1 pint [550 ml] stock
heart and lights of a sheep—boiled and minced
1 large chopped onion
teaspoon each cayenne pepper, Jamaica pepper,
salt and pepper

METHOD

Toast the oatmeal slowly until crisp, then mix all the ingredients together. Add the stock and mix well. Fill the stomach bag to just over half full, press out the air and sew up securely. Prick all over to prevent bursting and boil slowly for 4–5 hours.

Serves about 12.

Kidneys Bordelaise

2 onions
6 ounces [180 g] mushrooms
1 ounce [30 g] butter or substitute
1 cup dry white wine
1 cup water
1 chicken stock cube
salt and pepper
8 lamb's kidneys
1 tablespoon tomato paste
2 ounces [60 g] extra butter or substitute
2 tablespoons flour
1 cup water
1 chicken stock cube extra
1 tablespoon chopped parsley

METHOD

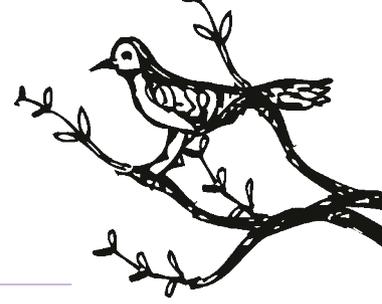
Chop the onion very finely and slice the mushrooms. Melt 1 ounce butter in a saucepan. Sauté the onions and mushrooms until lightly browned. Add the wine, water and crumbled stock cube, simmer until reduced to half quantity. Stir in the tomato paste, salt and pepper. Remove the skin from the kidneys, cut in half and remove any fat and tubes. Soak in warm salted water for 20 minutes, drain and dry on absorbent paper. Melt the extra butter in a saucepan, sauté the kidneys for 8 minutes, remove from pan. Add the flour to the pan, stir over heat for 2 minutes, remove from heat. Add water and crumbled stock cube, stir until smooth. Add sauce, return to heat and continue stirring until sauce boils and thickens. Add kidneys, simmer gently for 10 minutes. Serve sprinkled with parsley.

Serves 4.

What is being said?

1 Definitions: what is the meaning of the following?

- a bon appetit _____
- b offal _____
- c mutton _____
- d suet _____
- e stock _____
- f lights _____
- g sauté _____
- h absorbent _____
- i simmer _____



2 What could be used to make haggis if you didn't have a sheep's or lamb's stomach bag?

3 What quantity of mutton suet is required to make haggis?

4 What is done with the sheep's lights and heart?

5 How full should the stomach bag be?

6 How is the haggis cooked and for how long?

7 How many people will this dish serve?

8 What kind of kidneys are required for Kidneys Bordelaise?

9 How many chicken stock cubes are required?

10 What five steps are necessary to prepare the kidneys for this dish?

11 How much flour is required for Kidneys Bordelaise?

12 How many people will this Kidneys Bordelaise recipe serve?

What does it mean?

13 What has gone wrong if the stomach bag bursts while cooking haggis?

14 What has been done incorrectly if the kidneys are very tough?

15 Approximately how much time is required for the preparation and cooking of the kidneys?

16 Which dish do you believe would be the healthier alternative? Give reasons for your choice.

17 These are both very old recipes. Why do you think people would have made more use of offal in days gone by?

What do I think about it?

18 Make up a menu for the worst restaurant in the world. Don't forget to give it a suitable name.



Comprehension

Unit 6

Big Brothers Big Sisters

MENTORS FOR YOUNG PEOPLE

Big Brothers Big Sisters is based on the simplicity and power of friendship. It is a programme which provides friendship and fun by matching vulnerable young people (ages 7–17) with a volunteer adult who can be both a role model and a supportive friend.

Volunteer mentors come from all walks of life—married, single, with or without children. Big Brothers and Big Sisters are not replacement parents or social workers. They are mentors: someone to trust, to have fun with, to talk and go to when needed.

A Big Sister and Little Sister will generally spend between one and four hours together three or four times each month for at least twelve months. They enjoy simple activities such as a picnic at a park, cooking, playing sport or going to a football match. These activities enhance the friendship and help the young person develop positive self-esteem, confidence and life direction.

Big Brothers Big Sisters organisations exist throughout the world. It is the largest and most prominent provider of mentor services internationally and has been operating in Australia for 25 years.

I recently met Emily and Sarah who have been matched since March 2008.

Emily is a vibrant 10 year old who has experienced some difficulties being accepted by her peers at school. She has a close relationship with her family but was feeling pretty down about her school life. 'I just got teased because I was different. I just felt, is there something wrong with me or is there not? I was pretty sure there was something very wrong with me.'

Emily's mum came across Big Brothers Big Sisters and thought it would be of benefit to Emily by 'providing alternative feedback about herself other than just relying on school peers to measure her self worth'.

Sarah wanted to get involved in a volunteer programme, and knew of a girl who was a 'little sister' when she was in high school. 'I googled it and found out how to be a part of it. I am the youngest of six kids and never had a little sister, so I thought it would be fun for me to have one and get involved in making time to do something because sometimes it's all work and no play.'

Big Brothers Big Sisters has been of great benefit and enjoyment to both Emily and Sarah. They love and look forward to their time together and the partnership has

certainly helped Emily be more comfortable in being the wonderful, happy and unique girl she is!

The girls enjoyed making some gorgeous beaded jewellery while we talked.

Sarah: I've always had a strong desire to become involved in a volunteer programme and to give of myself, particularly in regard to children. I feel they can sometimes be set back in life due to circumstances out of their control and to help minimise those effects, even if it's just for one child, is a wonderful thing. People who help others inspire me. You know Jamie Oliver's show, the one with the restaurant for troubled kids? It took just one open door, someone to give those kids an opportunity. Children are our future. They have so much pressure on them now and there can be many negative influences rather than positive. It's nice to be able to help.

Emily: My mum and I discussed it because I was getting teased. Now I've learnt to cope and just ignore people when they are like that to me. They should respect that I have my own personality and that I am not like a sheep that copies what other people do all the time.

Sarah: You don't have to fit into the mould. It was good that Hayley [Mentoring Coordinator] matched Emily and I because I was teased in primary school and I can still remember how awful and how horrible I felt. I don't think anyone comes through primary school and high school unscathed by it, but there are different levels, different ways of coping.

indigo: Sarah, what training was involved?

Sarah: It was quite hard to get into—there were interviews, a police check, and online modules to complete with an exam at the end. When I finished that, I then had a group training session with role playing in different scenarios, some advice on what to expect, guidelines and boundaries.

indigo: How did you feel when you first met?

Emily and Sarah (lots of giggles): Nervous!

indigo: How often do you get together?

Sarah: Once a week usually.

indigo: What type of things do you do together?

Emily: Beading, craft, cooking—we made yummy muffins and a casserole. We've been to Rollerama and the movies.

Sarah: We try to get in the outdoors a bit—bike rides, walking the dogs. Em and I are both very lucky that we both have a love of the outdoors and animals. I did your make-up the other day, Em, that was fun!

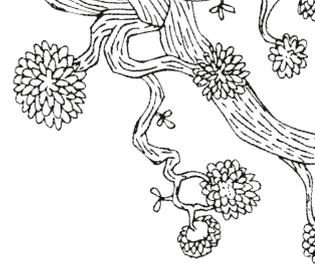
By Ruth Letch with thanks to Sarah, Emily and BBBS Melbourne, *indigo* magazine

What is being said?

1 Definitions: what is the meaning of the following?

a mentor _____

b vulnerable _____



- c volunteer _____
- d international _____
- e enhance _____
- f vibrant _____
- g scenarios _____

2 What is Big Brothers Big Sisters? _____

3 How does the program hope to assist young people? _____

4 How much time do a Big Sister and a Little Sister generally spend together each month? _____

5 What are two examples of activities they might they do together? _____

6 What problems did Emily have at school? _____

7 How did Sarah find out about the program? _____

8 How did Emily come to be a 'little sister'? _____

9 What do you have to do before you can become a mentor? _____

What does it mean?

10 In what ways are Emily and Sarah similar? _____

11 What does the article suggest was the reason why Emily was teased? _____

12 From what you have learnt about Sarah in this article, list two or more personal qualities that you believe she has. Provide an example as evidence of each one.



What do I think about it?

13 Write about someone who has been either a formal or an informal mentor to you. How did this relationship help you? (About 150 words.)



14 What programs does your school have for older students to help younger students? Write a brief article for The Year 7 Orientation booklet explaining how each one works.



Comprehension

Unit 7

School of hard frocks

Susie O'Brien

Herald Sun

Victorian state schools are forcing parents to pay up to six times more for branded school uniforms, thanks to cosy deals with exclusive retailers.

Parents at such schools are not usually allowed to buy generic uniforms from discount stores.

Basic summer dresses at Bob Stewart of Kew, which supplies uniforms to at least 10 state schools, are as much as \$74.00, compared with generic dresses from Target which are \$17.99.

Bob Stewart boys' trousers are more than \$60, compared to Target's \$9.99.

Logo-laden extras such as bags, hats and socks can send bills soaring to more than \$1000 for some high schools and \$500 for some primary schools.

Other retailers such as Dobsons and Beleza have signed deals to provide clothes to hundreds of Victorian state schools.

Parents Victoria spokeswoman Elaine Crowle said many parents were no longer able to buy cheaper

generic uniforms and then iron on a school logo.

'There is a trend for a lot of schools to go to one supplier. Some private companies even have stores in the school grounds,' she said.

Some students, she said, were picked on by teachers for not having the right uniform, with cases including:

ONE student who was told she could not attend the formal because she did not have the right shoes.

A PARENT who had to battle a school to allow her child to have a different school bag.

But many of the schools that have signed exclusive agreements with suppliers have second-hand uniform shops and endeavour to help parents in hardship. And a few allow generic items as long as they fit the school uniform code.

David Schmidt, manager of the State Schools Relief Fund, that helps parents buy school uniforms, said more parents than ever were struggling to meet uniform costs.

In the past two years the non-profit body has spent \$1.25 million outfitting more than 15,000 students. In the past three months there has been a 1 per cent jump in demand for help.

The Victorian president of the Association of State Secondary Principals, Brian Burgess, said it was up to school councils to set uniform policies.

He does not have a problem with the exclusive deals many schools are signing.

'Parents want good quality materials and outfits that will last and we think this is an appropriate way for schools to manage the issue,' Mr Burgess said.

The Department of Education and Early Childhood Development said schools were expected to work with parents to find a suitable solution. The State Government also helps parents through the \$95 million School Start Bonus.

Tips for parents	Secondary school: what you can pay for clothes	
<ul style="list-style-type: none"> - Can you buy it secondhand? - Talk to teachers or the principal if you are having trouble paying for clothes or shoes - Ask parents of older children if they have hand-me-downs - Spread the cost burden out across the school year 	TARGET School summer dress, \$17.99 Short-sleeved polo shirt, \$16.99 Long-sleeved polo shirt, \$9.99 Pants, \$9.99 Shorts, \$19.99	SPECIALIST RETAILERS School summer dress, up to \$74.95 Short-sleeved polo shirt, \$25.95 Long-sleeved polo shirt, \$26.95 Pants, up to \$65.95 Shorts, \$32.95

What is being said?

1 Definitions: what is the meaning of the following?

- a exclusive _____
- b generic _____
- c logo _____



d endeavour _____

e hand-me-down _____

2 How much more than generic uniforms can branded uniforms cost? _____

3 According to the article, what is the difference in price between boys' trousers bought at Bob Stewart and those bought at Target?

4 What can be the cost of extras with logos? _____

5 What position does Elaine Crowle hold? _____

6 Give two examples of students being singled out, according to Ms Crowle. _____

7 How do some schools try to help parents? _____

8 What position does David Schmidt hold? _____

9 How much has the State Schools Relief Fund spent on outfitting students in the past two years? _____

10 How much of an increase has there been in the demand for help recently? _____

11 How does the State Government help parents? _____

What does it mean?

12 The headline ('School of hard frocks') plays on the old expression 'School of hard knocks', which refers to learning hard lessons through life experiences. What does the headline imply about the cost of school uniforms?

13 Look at the box headed 'Secondary school: what you can pay for clothes' Why do you think there is such a price difference between Target and specialist retailers?

What do I think about it?

14 You are the Student Welfare teacher. Using the 'Tips for parents' box as a guide, write an article for your school newsletter, giving parents advice on ways to reduce the cost of school uniforms.



Comprehension

Unit 8

Danny the Champion of the World

Danny wakes up in the middle of the night and finds his dad isn't home. When he returns he tells Danny that he has been poaching.

'Do you know what is meant by poaching?' he asked.

'Poaching? Not really, no.'

'It means going up into the woods in the dead of night and coming back with something for the pot. Poachers in other places poach all sorts of different things, but around here it's always pheasants.'

'You mean stealing them?' I said, aghast.

'We don't look at it that way,' my father said.

'Poaching is an art. A great poacher is a great artist.'

'Is that actually what you were doing in Hazell's Wood, Dad? Poaching pheasants?'

'I was practising the art,' he said. 'The art of poaching.'

I was shocked. My own father a thief! This gentle lovely man! I couldn't believe he would go creeping into the woods at night to pinch valuable birds belonging to somebody else. 'The kettle's boiling,' I said.

'Ah, so it is.' He poured the water into the mugs and brought mine over to me. Then he fetched his own and sat with it at the end of my bunk.

'Your grandad,' he said, 'my own dad, was a magnificent and splendiferous poacher. It was he who taught me all about it. I caught the poaching fever from him when I was ten years old and I've never lost it since. Mind you, in those days just about every man in our

village was out in the woods at night poaching pheasants. And they did it not only because they loved the sport but because they needed food for their families. When I was a boy, times were bad for a lot of people in England. There was very little work to be had anywhere, and some families were literally starving. Yet a few miles away in the rich man's wood, thousands of pheasants were being fed like kings twice a day. So can you blame my dad for going out occasionally and coming home with a bird or two for the family to eat?'

'No,' I said. 'Of course not. But we're not starving here, Dad.'

'You've missed the point, Danny boy! You've missed the whole point! Poaching is such a fabulous and exciting sport that once you start doing it, it gets into your blood and you can't give it up! Just imagine,' he said, leaping off the bunk and waving his mug in the air, 'just imagine for a minute that you are all alone up there in the dark wood, and the wood is full of keepers hiding behind the trees and the keepers have guns ...'

'Guns!' I gasped. 'They don't have guns!'

'All keepers have guns, Danny. It's for the vermin mostly, the foxes and stoats and weasels who go after the pheasants. But they'll always take a pot at a poacher, too, if they spot him.'

From the novel Danny the Champion of the World by Roald Dahl

What is being said?

1 Definitions: what is the meaning of the following?

- a poaching _____
- b pheasants _____
- c aghast _____
- d splendiferous _____
- e literally _____
- f vermin _____
- g stoats _____
- h weasels _____
- i pot _____

2 How did Danny feel when his dad told him he was a poacher? _____

3 Where was Danny's dad poaching? _____



4 Who taught Danny's dad about poaching? _____

5 What two reasons did Danny's dad give for men going poaching when he was young? _____

6 What were times like when Danny's dad was young? _____

7 Why did Danny's dad like poaching so much? _____

8 What two reasons did he give for the keepers having guns? _____

What does it mean?

9 Why was Danny so shocked by his dad's confession? _____

10 How did Danny's dad try to justify poaching? _____

11 How did Danny respond to this? _____

12 How can you tell that Danny's dad really enjoyed the excitement of poaching? Use evidence from the text to support your answer.



13 "Guns!" I gasped. "They don't have guns!" What does this quotation suggest about Danny's feelings?

14 Why do you think men might go poaching at night? _____

15 What do we learn about the relationship between Danny and his father from this extract?



What do I think about it?

16 Imagine how Victor Hazell, the owner of the woods, might feel about the poachers, then write a letter from Mr Hazell to the editor of *The Times* expressing his sentiments.



17 What do you think of the arguments Danny's dad puts forward in support of poaching? Can stealing ever be justified? (About 100 words.)

Comprehension

Unit 9

Medieval clothing in Japan

The most important item of clothing in medieval Japan was the kimono. The word simply means 'thing to wear'. Kimonos were based on Chinese *p'ao* robes. As time passed, they developed more and more special Japanese features.

KIMONO CULTURE

Both men and women wore kimonos. These robes were long and full with wide sleeves. They could be worn belted or unbelted. At first kimonos often closed at the side. Later, a front-closing, dressing gown style was more common. Rich women sometimes wore up to 20 kimonos in contrasting colours at the same time. Loose trousers were worn under kimonos, and women especially liked to drape short brocade cloaks on the top.

COURT COSTUME

In the Nara Period the Japanese imperial family wore Chinese court robes. Later, by the Heian Period, the Emperor's and Empress's costumes were much more Japanese in style. With his robes, the Emperor wore ox-leather slippers covered in brocade. He also wore a silk *kanmuri* cap with a streamer on top. The Empress wore a gold ornament in her hair that was shaped like a chrysanthemum flower.

RICH AND POOR

The garments of rich Japanese people were usually made of plain or patterned silks. Some silks were so fine that they were transparent. The clothes of the poor—kimonos or short, belted tunics worn with either trousers or skirts—were woven from rough plant fibres such as hemp and ramie.

SAMURAI STYLE

In the late twelfth century, military government was established in Japan. At this time, warriors called samurai began to play an important role in Japanese life. Samurai body armour was made of leather strengthened with iron plates covered in lacquer and joined with silk cords. The helmet often had a fierce face mask attached. Some helmets had horn-shaped crests. Samurai weapons included steel swords, skewers, bows and arrows.

From the non-fiction book *Clothes of the Medieval World* by Christine Hart

What is being said?

1 Definitions: what is the meaning of the following?

- a medieval _____
- b brocade _____
- c chrysanthemum _____
- d transparent _____
- e samurai _____
- f skewers _____
- g hemp _____
- h ramie _____

2 What was the most important item of clothing in medieval Japan? _____

3 What, according to this extract, does *kimono* mean? _____

4 What country appears to have been the inspiration for much Japanese clothing? _____

5 Which came earlier in Japanese history, the Nara or Heian period? _____

6 What were the Emperor's slippers made from? _____



- 7 What did the Emperor wear on his head? _____
- 8 What did the Empress wear in her hair? _____
- 9 What fabric was the clothing of rich Japanese made from? _____
- 10 What did the poor people wear? _____
- 11 When was military government established in Japan? _____
- _____
- 12 What were the warriors called? _____
- 13 How was their armour constructed? _____
- _____
- 14 What weapons did samurai carry? _____
- _____

What does it mean?

- 15 Why do you think rich Japanese women might have worn up to twenty kimonos at a time? _____
- _____
- _____
- _____
- _____
- 16 Why would the Emperor have worn such delicate slippers rather than stronger shoes? _____
- _____
- _____
- _____
- _____
- 17 Why might the samurai have often worn a fierce face mask, with horns attached to their helmets? _____
- _____
- _____
- _____

What do I think about it?

- 18 'We want our clothes to do more than protect us from the weather.' Why are clothes and fashion important to so many people? (About 200 words.)
- 19 Imagine it is the year 3002. Students at Outer Space Secondary College are reading about what teenagers wore in the early 2000s. What would they learn? You may include some illustrations. (About 200 words.)



Comprehension

Unit 10

Power is money: cost efficiency is in your hands

Peter Familiari

Herald Sun

In these tough times the last thing you want is galloping energy bills.

The pity is, saving money can be as easy as turning off appliances not being used.

Or cooling yourself with a fan rather than an energy-guzzling air conditioner.

Something as simple as switching off that second fridge or freezer in the garage or den can save hard-pressed Victorians close to \$100 a year.

And if you get smarter about how you store food and other perishables in the main family fridge, you can save a wad of cash.

Sort out food well past its use-by date and put it out with the garbage. It's using valuable storage space and the fridge has to work harder when it's crammed full.

One of the biggest savings can be made by insulating your ceiling, which will keep the cool in, the heat out and ensure the air conditioner doesn't consume as much power. An insulated ceiling can save up to \$350 a year.

Lowering a steep energy bill can also be as logical as using an

overhead fan instead of an air conditioner.

There's no comparing the cost of a 1–2 star rated air conditioner that costs \$52–\$65 a month to run with an overhead fan, which costs about 40c for an hour's worth of electricity.

But turning off appliances is the fastest way to save cash on spiralling electricity costs.

Most people are unaware appliances, including TVs, PCs, microwaves and games consoles, left in standby mode contribute up to 10 per cent of a home's monthly bill.

Some actually consume up to 85 per cent of the electricity it takes to run them when fully powered. Switch them off at the mains power point instead of doing it the lazy way and using a remote.

A mountain of money, as much as \$175, can be saved by switching from an electric hot water system to gas.

But you'll need to choose a gas water heater with a high energy rating. One with three or four stars should produce at least 25 per cent less greenhouse emissions than an electric model.

Energy-efficient lights instead of filament light globes keep about \$60 a year in your pocket—and the new lights will last much longer.

Keeping your air conditioner running at a comfortable 22–26°C can put \$55–\$150 a year back into your family pocket.

For every degree you lower your air conditioner you'll save 15 per cent off the running costs.

Washing clothes in hot water rather than cold can cost an extra \$60 a year.

Closing windows and drawing the blinds ensures your air conditioners consume less power, and this simple action could trim \$60 per year off an electricity bill.

Converting a shower head to one that's rated AAA isn't hard but it can save \$100–\$150 a year.

But the no-brainer is that Aussie icon, the Hills Hoist.

Most Australians have a clothes line in their back yards. Use it when the sun shines, instead of a dryer, and you could save up to \$70 a year on electricity.

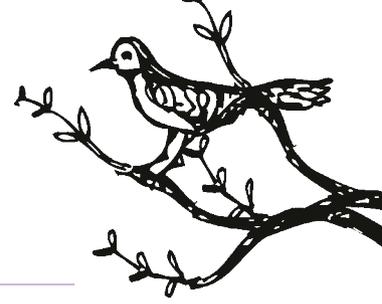
What is being said?

1 Definitions: what is the meaning of the following?

- a guzzling _____
- b hard-pressed _____
- c perishable _____
- d filament _____
- e energy-efficient _____

2 How much can you save each year by switching off a second fridge or freezer? _____

3 How much does a 1–2 star rated air conditioner cost to run per month? _____



4 Highlight the correct response. Why should we turn off appliances rather than leaving them in standby mode?

- a If left in standby mode they contribute 10 per cent of a home's monthly bill.
- b Getting up to turn on appliances at the switch instead of using the remote control would help in the fight against obesity.
- c They actually consume up to 85 per cent of the power it takes to run them when they are fully powered.
- d They are a fire risk.
- e Both a) and c).

5 Which is more environmentally friendly, an electric or a gas hot water service? _____

6 What three things can I do to ensure that my air conditioner does not consume as much power?

7 Label the following statements true or false.

- a I should place my air conditioner near an open window. _____
- b I should place my refrigerator in a position where it has some space behind it so the air can circulate. _____
- c It is a good idea to place my refrigerator next to the oven. _____

8 Highlight the correct response. How much do you save for each degree you lower your air conditioner?

- a 15 per cent
- b 85 per cent
- c 75 per cent
- d 25 per cent

What does it mean?

9 What is the main point of this article? _____

10 How does the headline play with words? _____

11 Of all the suggestions made in this article, which two do you think would lead to the biggest power savings?

What do I think about it?

12 Using the information in this article and some additional research, design a brochure (MS Publisher is a helpful program to use) advising people how to cut down their use of power and so save money.

- Some headings you might use include *Hot water, Cooling, Washing machines, Meals, Dishwashers, Lighting and Refrigerators*.
- You should make use of dot points.
- It would be helpful to refer to the sections on lighting and refrigerators in this article.



Comprehension

Unit 11

Surviving Sydney Cove

Rose Hill

Saturday 3rd April 1790

Yesterday was Good Friday. Master Henry Dodd gathered his servants together to read 'The Lord's Prayer'. He made us repeat it after him. Sarah says to never tell anyone that I know my letters. She fears that if the officers hear that I can read and write, they might decide to use me elsewhere, and that this would separate us.

But this morning just after sunrise I was doing the usual house dusting and sweeping when I heard someone say, 'My life for one of those cabbages.'

My heart leapt into my mouth. Sydney Cove is full of murderers & thieves. What if one had come as far as Rose Hill? Holding my broom as a weapon, I tiptoed into the next room. A young Royal Marine was peering out at our garden. This book was under his arm. Catching sight of me, he blushed to the roots of his hair. Then he introduced himself as Winston Russell and told me that he was here to see Master Dodd.

I took a deep breath and said, 'Excuse me, sir. That book. Is it something you can write in?'

'Why, yes,' he said. 'This is a journal.'

I bobbed a curtsey and tried not to show my excitement. My life for one of those cabbages. In this colony, food is power. I knew that I could trade food for just about anything. 'Sir,' I said, 'I could not help overhearing ...' He reddened even further. 'Could you think of exchanging that journal for a vegetable?'

He licked his lips as if tasting it already. 'Maybe for carrots. A cabbage would be nice.'

I said, 'Would an onion do?'

He shook his head. 'My sister Emily is sick. She pines for something fresh. Surely this book is worth three.'

That journal! I could not take my eyes off it. In my mind I could touch the clean smooth paper and smell the leathery cover. But this harsh life as a convict has taught me to strike a hard bargain. I said quickly, 'I have only two.'

'Three,' he insisted.

'Two.' I turned to leave.

'D-Done,' he stammered as I reached the door.

From the novel *My Story: Surviving Sydney Cove* by Goldie Alexander

What is being said?

1 Definitions: what is the meaning of the following?

- a Good Friday _____
- b Royal Marine _____
- c peering _____
- d journal _____
- e pines _____

2 What is the date of this journal entry? _____

3 Why were the servants gathered together on Good Friday? _____

4 What does Sarah tell the writer never to tell? _____

5 What might happen if the officers find out she can read and write? _____



6 Why did the writer's heart 'leap into her mouth' when she heard 'my life for one of those cabbages'?

7 What did she plan to use as a weapon? _____

8 What was the young Royal Marine looking at? _____

9 What was under his arm? _____

10 What is the Royal Marine's name? _____

11 What did the Royal Marine want in exchange for the journal? _____

12 What, in particular, did the writer like about the journal? _____

13 How did she learn to strike a hard bargain? _____

14 What was the final deal struck? _____

What does it mean?

15 What did the Royal Marine really mean when he said 'my life for one of those cabbages'?

16 Why do you think the writer was so excited when she saw the book?

17 What does she mean when she says 'food is power'?

What do I think about it?

18 In the early days of Sydney it would have been quite unusual to find a young convict who could read and write. What advantages might there have been for a literate convict such as the writer? List at least two.



19 Write the first entry in the new journal. Remember, you are a young convict girl in Sydney in 1790. What are you thinking about? (About 150 words.)

Comprehension

Unit 12

Animal magnetism

As one of the big-cat keepers at Taronga Zoo, Justine Powell, 29, from Sydney's North Shore, spends her days surrounded by lions, tigers and cheetahs.

At the moment, I have a rabbit, a horse and three dogs—I love animals and I've always had pets. But of all the animals I've worked with over the years, the big cats are my favourite. They are such beautiful, majestic and regal animals. Some of them are real characters, with lots of attitude and personality.

After leaving school, I went into the secretarial field, which didn't suit me at all. So about six years ago, I started volunteering at Taronga Zoo. I also began a zoo keeper's course.

After a year, I got a job as a keeper, and three years ago I began taking care of the tigers, leopards, cheetahs and lions. I also work with bears because they are categorised as carnivores.

Back then, I was involved in hand-raising lion cubs, which was amazing. Three of us raised three cubs from the age of just four weeks. For five months, we bottle-fed them every four hours, right up until 10 o'clock at night. We all bonded with one in particular. My favourite was Little Dot—or at least that's what I called her because she had little dots on her head.

On a typical day, I'm up at 5.30 am and at the zoo by 6.40 am. We get the food ready—chicken, beef, kangaroo and horse—and feed the cats through the feed chutes. During that hour, we talk to the animals and try to make

some connection with them, even though we can't touch them.

Next, we have to clean out any food and mess they've made in their dens and exhibits, and hose it all down so it remains hygienic. As you can imagine, it's a pretty grubby job.

In the afternoon, there's another feeding session, and we also inspect the animals. If they look out of sorts—which is rare—we tell one of the vets.

At around 3 pm, we knock off and the night keepers take over. It's very physical work, with lots of walking and lifting so, by 9.30 pm, I'm usually struggling to stay awake. The worst part is the weather. If it's a cold winter's day and it's raining, there's practically no way for you to stay dry.

People ask me if I get scared. I don't. We're very careful and take a lot of precautions. Besides, we know the cats and they know us. One particular tiger is always a bit cranky, so we know not to put our hands too close to her.

Of course, it's very sad when we lose animals because it's impossible not to get attached. It was horrible when Chester, the white tiger, died. Mind you, he was 17 years old, so he'd had a good innings.

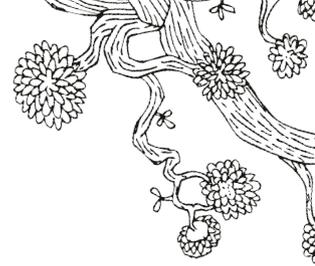
The best part of my job is that I get to spend my days outdoors in the fresh air, working with animals. That's pretty hard to beat. Plus, I feel like I'm learning something every day—from humans and animals. I honestly can't imagine having any other job.

From For Me magazine

What is being said?

1 Definitions: what is the meaning of the following?

- a cheetah _____
- b majestic _____
- c regal _____
- d carnivore _____
- e bonded _____
- f hygienic _____
- g out of sorts _____
- h precautions _____
- i to have had a good innings _____



- 2 Which animals does the term 'big cats' describe? _____
- 3 Why are the big cats Justine Powell's favourite animals? _____
- 4 How long has Justine been working with the big cats? _____
- 5 Why does she also work with the bears? _____
- 6 When does Justine start work? _____
- 7 What do the big cats eat? _____
- 8 How many times a day are they fed? _____
- 9 When do the night keepers begin their shift? _____
- 10 Why does Justine say the worst part of the job is the weather? _____
- 11 What kind of animal was Chester? _____
- 12 Give three reasons why Justine enjoys her job. _____

What does it mean?

- 13 Why do you think the keepers bonded so closely with the particular cub in their care? _____
- 14 Why shouldn't the keepers touch the animals at feeding time? _____
- 15 Why might people ask Justine if she gets scared? _____
- 16 Why does she say Chester had a 'good innings'? _____

17 What impression do you get of Justine? Give reasons for your answer.

What do I think about it?

- 18 Write a job advertisement for a big-cat keeper at the zoo. It should describe the job, and the qualifications and qualities the successful applicant should have. (About 150 words.)
- 19 Write about a day at the zoo from a lion's point of view. (About 150 words.)



Comprehension

Unit 13

Recruits' reality check

Jesse Hogan

The Age

The AFL's 130 newest recruits were yesterday welcomed to top-level football with a sobering reminder the careers of up to 40 per cent of them will be over before they even reach 10 senior matches.

That message to the mostly teenage group was delivered by former footballer Mark Porter on the first day of the AFL Players Association's mandatory two-day induction camp in Melbourne.

Porter, the AFLPA's transition services manager, told a small group of youngsters, which included first-round draft picks Jack Watts and Daniel Rich, that 130 players were delisted at the end of last season and that, on average, three or four out of every 10 players will play no more than 10 AFL games.

'I don't think anyone in here wants to be in the zero-to-10 category but some of you will be, so the key is what you can do to try and avoid that,' he said.

Areas covered in the classes included drug policy, alcohol consumption, the 'respect and responsibility' policy, racial vilification, gambling and sexual health.

Former Essendon ruckman Steve Alessio, the AFLPA's general manager of player development, said the association's focus was ensuring the camp was 'not just a once-off that they forget about'.

'What we try to do is paint a picture about the realities of the game, the expectations and the ... things that they're going to have to

come across and deal with in the sport,' Alessio said.

Ayce Cordy, the Western Bulldogs' first choice in the national draft, said he hoped the camp could help him prepare for his new life.

'A lot of things are taken care of for you, but in a way, also, it undermines you a little bit ... with people sort of spoon-feeding you a bit it gets to be a bit frustrating at times ...

'You're obviously looked at as role models in the community, so I think it's very important that the AFL and the players' association make sure that all their young footballers know exactly what goes on so they can keep the brand in good stead.'

What is being said?

1 Definitions: what is the meaning of the following?

- a recruit _____
- b mandatory _____
- c induction _____
- d delisted _____
- e vilification _____
- f to stand in good stead _____

2 What were the 'sobering reminders' which faced the new recruits? (Three points) _____

3 Who delivered the message? _____

4 What is the 'zero-to-10' category referred to by Mark Porter? _____



5 Could the recruits have refused to attend the induction camp? _____

6 What does the abbreviation 'AFLPA' stand for? _____

7 List the six areas covered in the induction classes. _____

8 According to Steve Alessio, what is the main point of the camp? _____

9 Why does Ayce Cordy find the treatment of recruits frustrating at times? _____

10 What, according to Mr Cordy, is the positive side of the camp? _____

What does it mean?

11 Explain the headline, 'Recruits' reality check'. _____

12 What do you think the 'respect and responsibility' policy might be? _____

What do I think about it?

13 To what extent should football players be seen as role models for the community? Write an article for your school newspaper, giving your opinion on the subject.



Comprehension

Unit 14

The Stone

Christopher lives by the sea and collects things such as birds' eggs, shells, driftwood and stones—especially stones.

In spite of his fear of the river-bush, Christopher's search for stones drew him ever closer to it. The best jade was up there, his father said, if you knew where to look for it, and the day came when Christopher knew he would have to go in. He was so close now that he could smell its dark, earthy scent. The high banks gleamed yellow where recent floods had torn away the earth, exposing the roots of trees on the terrace above. He walked cautiously, one eye watching the ancient trees high above his head, while at the same time he scanned the river-bed at his feet. And very soon he discovered a thin, oval olive-green stone that was almost transparent when you held it to the light—the largest piece of pure jade he'd ever seen. A little further on he found a white heron's feather floating on a dark pool. This he tucked into the inside pocket of his jacket so as not to risk damaging it against the stone. He was so excited by his finds that he forgot to watch the trees any more; he leapt from rock to rock, his bag chattering as it bobbed up and down on his shoulder.

The river was narrower now, darker, tumbling through a tunnel of boulders and driftwood. And suddenly, from the terrace above, a wild creek gushed down to the river, plunging into a great boulder-strewn pool where the water flowed dark and deep. There seemed to be no way of getting past. The sky had grown overcast, and a fine drizzling rain had begun to fall. Christopher

looked up at the terrace and wondered what he would do if the river rose. His father had warned him that it flooded very quickly whenever there was heavy rain in the back country. You could get trapped there.

Then, half hidden in the deep fern and scrub, he saw the steps. They had been roughly hewn out of the clay to make a stairway up to the terrace—a secret path. They gave him quite a start: somehow it had not occurred to him that anyone might actually live in this forest. There were fresh heelmarks in the steps, the imprint of rubber soles. As he began to climb them it was like stepping into someone's giant footprints. His heart fluttered with airy feelings. What if he were to meet the owner of those big feet coming down? He was ready to fly at the crack of a twig. But nothing stirred, he saw no one. And then he reached the terrace, and saw a small clearing of brown fern and grass, and in the middle of it a tin shack.

That's an old rabbitier's hut, thought Christopher. He went over to look. The yard, if you could call it that, was full of junk. Bleached bones and rusting iron lay around in the grass, and near the door were an old-fashioned bath full of greenish water and a large, sandy-looking block of stone that someone had been chipping away at. The ground around it was quite thick with stone shavings.

There appeared to be nobody at home.

From the short story 'The Stone' by Anthony Holcroft

What is being said?

1 Definitions: what is the meaning of the following?

- a jade _____
- b cautiously _____
- c transparent _____
- d heron _____
- e hewn _____
- f rabbitier _____

2 Where was the best jade to be found? _____

3 What had recently damaged the river banks? _____

4 What did Christopher find on the river bank? _____

5 What was the stone like? _____

6 What two things did Christopher discover which made him realise that someone lived in the forest?



7 What did he discover in the clearing? _____

8 Identify two of the things that Christopher saw lying around the hut. _____

What does it mean?

9 How did the river change as Christopher continued his exploration? _____

10 Why could this part of the river be dangerous? _____

11 Even though we don't meet him, this extract tells us something about Christopher's father. What do we learn about him? Give evidence to support your answer.

12 How did Christopher feel as he made his way up the secret stairway to the terrace? Provide evidence to support your answer.

13 From this list of adjectives, choose three which you think describe the atmosphere created in this passage most effectively: *cheerful, menacing, happy, oppressive, frightening, bright.*

What do I think about it?

14 Describe a place that has frightened you. Try to explain why it made you scared.

15 'There appeared to be nobody at home ...' Continue the story. (About 150 words.)



Comprehension

Unit 15

Hey misster, one false move and you're hisstory

Tom Reilly

Sunday Age

It's snake season, so be alarmed if there's a rustle in your hedgerow.

Ours is a country full of dangers, where a bite from one of our many deadly creatures can leave you fighting for your life. At least, that's what we like to tell ourselves, says an authority on venoms.

'As a nation, we definitely have a peculiar pride in our poisonous snakes, spiders and jellyfish, even though most of us will rarely, if ever, come into contact with these animals,' director of the Australian Venom Research Unit, Ken Winkel, says.

'It's an attitude I've never come across in developing nations where the dangers from poisonous bites are potentially far more deadly.'

But for those Australians who are exposed to contact with poisonous creatures, the danger season is here. Warm weather brings snakes—and drought conditions can force them out of hiding and into residential areas as they look for water.

The unit and its predecessor, the Commonwealth Serum Laboratories, have been studying the poisons of native creatures for nearly 80 years, producing antivenoms for all known venomous Australian snakes.

But while huge strides have been made in preventing snake-bite deaths, more needs to be done, Dr Winkel says. Antivenoms need to be improved and developed to make them even more effective—and education is needed to prevent deaths.

'Each year a handful of people die as a result of snake bites and many, if not all, of those deaths could be avoided,' he says.

'Some people still aren't aware of the best first-aid techniques, such as applying a pressure bandage to the area of the bite rather than using a tourniquet, or that you should try not to move too much rather than running for help.

'Incredibly, some people, especially in the country, will ignore a bite, taking a chance that the snake either wasn't poisonous or that the bite wasn't deep enough.'

The danger of a lack of first-aid knowledge was shown in January when Hayden Parkinson, 16, died of a heart attack after being bitten by an eastern brown snake in suburban Sydney.

'It was reported that the boy ran for help, which is one of the worst things you can do as it spreads the venom around the body,' Dr Winkel says.

A little knowledge might have saved his life—and could certainly save others. Soon after the teenager's death, the venom research unit, based in Melbourne University's pharmacology department, received federal funds to produce a book advising children on what to do if bitten.

The unit also provides expert advice around the clock to doctors nationwide. Each year its medical helpline receives more than 1000 calls, most in summer.

But while preventing Australian snake-bite deaths is the primary focus of the unit, it is also looking at ways to help developing countries deal with the problem. Worldwide, more than 100 000 people die from snake bites each year, with between 200 000 and 400 000 partially disabled.

'As a developed country that is leading the research in antivenoms, we need to be sharing our knowledge with the developing world where snake bites in particular are a cause of death,' Dr Winkel says.

'In a country like Papua New Guinea, around 3000 people are bitten by snakes each year, which is a similar number to here in Australia, but there, more than 200 people die from their bites a year.'

At an international conference in Melbourne last month, Dr Winkel and other delegates called for snake bites to be added to the World Health Organisation's list of neglected tropical diseases, a move aimed at drawing greater resources.

But during the coming summer months, it will be domestic issues which will again be the unit's main concern.

THE FACTS ABOUT SNAKE BITES

What to do if bitten: Apply a bandage all the way along the affected limb. The bandage should be firm but not too tight; seek medical help as soon as possible.

How antivenom is made: Animals such as horses are injected with a harmless amount of venom, which causes them to produce chemicals which counteract the poison. Their blood is then removed and purified to make antivenom.

Dangerous snakes:

- Inland taipan, which lives in outback Australia, has large fangs and the world's strongest venom but rarely bites humans because it lives in remote areas.
- Eastern brown snake, common nationwide, has the second most powerful venom in the world.

What is being said?

1 Definitions: what is the meaning of the following?

a hedgerow _____

b venom _____



- c predecessor _____
- d antivenom _____
- e tourniquet _____
- f pharmacology _____

2 Which organisation was the predecessor of the Australian Venom Research Unit? _____

3 For what have both these organisations been responsible? _____

4 Why should we be very aware of snakes during a drought? _____

5 Why should you remain still if you have been bitten by a snake? _____

6 What are two important steps to take if someone has been bitten by a snake? _____

What does it mean?

7 Which snake do you believe would be the most dangerous to Australians and why? _____

8 Why is a firm bandage suggested? _____

9 The article tells us that although a similar number of people are bitten in Australia and Papua New Guinea, more people die of snake bite in Papua New Guinea. Why might this be so?

10 Explain the joke in the headline. _____

What do I think about it?

11 Tell the story of an encounter with a snake—real or fictitious—that you, or someone you know, has had.

12 Do some research and then prepare a PowerPoint presentation advising people of five things they could do to avoid being bitten by a snake. Be sure to include graphics.



Comprehension

Unit 16

Canteen food

In response to recent surveys about overweight teenagers, and rubbish in the school yard, Strawberry Fields Secondary College has developed a new canteen policy which lays down strict guidelines about the kind of food to be sold and its packaging.

Here is an extract from the new canteen policy:

- 1 All food sold must be nutritious. This includes:
 - no carbonated beverages
 - no high-fat items such as pies, pasties, hot dogs, doughnuts, vanilla slices
 - no confectionery.
- 2 The following will be available:
 - fresh fruit juices, dried and fresh fruit
 - wholegrain sandwiches with wholesome fillings
 - nourishing soups.
- 3 Packaging will be kept to a minimum.

The School Canteen Manager wrote the following letter to the School Council:

Dear Mr Gradgrind,
This new policy will mean the death of my business, a business which I've worked long and hard to build. My profits come from selling the kinds of foods Council has so short-sightedly prohibited. These are the kinds of foods kids want! If they don't get them from me kids will leave the school grounds at lunchtime to get them. How will School Council feel if someone is run over on the way to buy a pie?

As for packaging, surely it's up to the school to teach environmental responsibility. No one will want to take on the canteen as a business under this new policy. You will go back to the bad old days of trying to get parent helpers and I think we can all remember how successful that was.

Yours sincerely,
Wally Appleby

The new policy sparked such controversy that the local newspaper, the *Strawberry Fields Gazette*, published the following editorial:

FOOD FOR THOUGHT

Recent national studies have shown an alarming increase in obesity in Australia's young. They eat too much fast food and spend too much time vegetating in front of TV and computer games. We at the *Strawberry Fields Gazette* are concerned. We don't want to see a nation of 'teletubbies' growing up into overweight adults whose health problems will cost the taxpayer big dollars.

On the other hand, we don't believe banning anything is the answer. Forbidden fruit is always the sweetest. Young people must be educated to make healthy choices from a range of foods and learn to balance their choices. They should be encouraged to exercise and enjoy sport, and in this parents and schools must play a leading role. They must, however, lead by example and not by prohibitions.

What is being said?

1 Definitions: what is the meaning of the following?

- a policy _____
- b guidelines _____
- c nutritious _____
- d carbonated beverages _____
- e wholegrain _____
- f wholesome _____
- g controversy _____
- h editorial _____
- i prohibitions _____



2 What two factors have caused the school to develop a new canteen policy? _____

3 Give examples of the types of foods or drinks that have been banned. _____

4 What does Wally Appleby believe students will do if they can't buy the foods they want from him? _____

5 What two causes of obesity in young people does the editorial from the *Strawberry Fields Gazette* identify? _____

6 What does the *Gazette* suggest should happen? _____

What does it mean?

7 Why won't anyone want to take on the canteen as a business? _____

8 What do you think Mr Appleby means when he says 'you will go back to the bad old days of trying to get parent helpers'?

9 Do you believe the editor of the *Gazette* agrees with the new canteen policy? Explain. _____

10 What does the editor see as the biggest long-term problem caused by obesity in children? _____

11 What do you think 'forbidden fruit is always the sweetest' means? _____

What do I think about it?

12 You are the Student Representative Council president. Write a letter to School Council expressing the views of students on the new canteen policy.



Comprehension

Unit 17

History on display

Do you remember the old type of museum? All the exhibits were in musty, old glass cases so that you couldn't touch anything. The rooms were dark—and you had to be quiet as well!

Things are totally different at the new Melbourne Museum. There are all sorts of exciting ways you can explore Australian history and find out things for yourself. Actors perform dances and plays; there's a living rain forest you can walk through that's full of live birds, snakes and insects; even the stuffed animals are out in an open space and there are objects you can pick up and touch. Things are always changing at the museum and there's lots to do.

EXPLORING ABORIGINAL LIFE

Bunjilaka is a gallery about Koori people. Kooris are Aboriginal people from south-eastern Australia and this is a place which shows their culture. *Koori Voices* tells the stories of Victorian Aborigines. Photographs and objects help explain their struggle to keep their dignity and their own way of life since European settlement 200 years ago.

Belonging to Country shows why the land is important to Aborigines. Did you know that this is quite different from the way a white person thinks about the land? There is a dance space also, and an indigenous garden which contains plants used by Kooris for cooking and medicine.

FIND YOURSELF IN THE PAST

There are so many things to do in the *Australia Gallery*. There is a large model of gold diggings, displaying miners' picks and shovels and telling the story of the 1850s gold rushes in Bendigo and Ballarat. Read about how Australia celebrated its 100th birthday in 1888. Take a close look at a horse-drawn carriage and an early electric van used for flower deliveries.

Near the famous racehorse Phar Lap there is a 'touch cart' where you try on jockey silks and learn about horses. In the 'Neighbours' kitchen you can open the fridge and the cupboards and find out what people put in them in the 1970s and '80s. What do a 1970 kitchen and a [modern] kitchen have in common?

LEARNING ABOUT LIFE

In *Science and Life* you can learn about different plants and animals, some of which are extinct (they don't exist any more). There are butterflies and lizards, a huge polar bear, exotic birds and a giant spider crab. There are large photographs and maps of Australian habitat areas such as the Mallee and Alpine regions.

TECHNOLOGY MEETS THE PAST, PRESENT AND FUTURE

In *Infozone* you can use computers to find the answers to your own questions about the artefacts in the museum. Imagine, there are 16 million of them! The *Immersion Cinema Experience* is the latest in movies. It is interactive so *you* take the role of directing the action when you fight a deadly foreign organism aboard an orbiting space station in the year 2020.

As I said, museums are great places to explore and do things.

By Roger Trudgeon, *Challenge* magazine

What does it mean?

1 Definitions: what is the meaning of the following?

- a exhibit _____
- b musty _____
- c dignity _____
- d indigenous _____
- e extinct _____
- f habitat _____
- g artefacts _____
- h interactive _____



2 How does this article describe the old type of museum? _____

3 How are things different at the new Melbourne Museum? Give three examples. _____

4 How are Koori people defined? _____

5 What story does *Koori Voices* tell? _____

6 What does *Belonging to Country* show? _____

7 List four things to do in the Australia Gallery. _____

8 What can you learn in *Science and Life*? _____

9 Name two habitat areas of Australia that are the subjects of displays in the museum. _____

10 What can you find out in *Infozone*? How? _____

What does it mean?

11 Why do you think the museum has been changed? _____

12 What do you think is the purpose of a 'touch cart'? _____

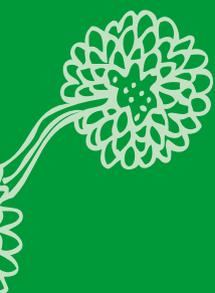
What do I think about it?

13 The writer says that the new museum is much better than the old type. Are you convinced? Give several reasons for your answer.

14 Describe a museum you would like to visit. It should contain items of interest to you, for instance, relating to your hobbies.







Part 4

Writing



This section contains 17 double-page units that will help students to develop their writing skills. Students are exposed to a variety of writing techniques, such as point of view, narrative structure, vocabulary building and literary conventions. It covers a range of fiction and non-fiction text-types, including informative, narrative, descriptive, instructional and persuasive, and it explores forms such as biography, reports, newspaper writing, myth, fable and science fiction. The emphasis is on providing different techniques of writing, helping

students to improve their written expression and develop writing skills specific to particular genres.

Each unit consists of an interesting and relevant model of writing or graphic stimulus, an explanation of the technique or characteristic of the text type or genre, and space for student responses. The responses will consist of both short answers and more sustained pieces of writing. Activities to be completed off the page are indicated by the  icon.

Writing

Unit 1

Paragraphs and topic sentences

You can improve your writing by being aware of the importance of **paragraphs** and **topic sentences**. The correct use of these devices will give your writing structure and, hopefully, prevent you from ‘rambling on’.

Sentences

A **sentence** is a group of words that makes complete sense.

- A sentence may be short, for example:

I'm going.

- Or it may be longer, for example:

I need to go to the bank now.

Paragraphs

A **paragraph** is a group of sentences about the same idea or incident. Each paragraph begins on a new line.

Topic sentences

Each paragraph should have a **topic sentence**. This is the sentence that tells the reader the main point in the paragraph. All the other sentences help develop the idea of the topic sentence.

The topic sentence is often, but not always, at the start of the paragraph. In the following example, the topic sentence is at the start and the following sentences go on to give more details about the film:

Last week I saw Finding Nemo. I really enjoyed the film, and it made me realise how clever clown fish are. It was funny, too. I really enjoyed the fact that it was set in Australia—on the Great Barrier Reef.

In the next example, the topic sentence is at the end of the paragraph:

While I was watching *Finding Nemo*, I found myself wondering if kids would want a fish like Nemo for a pet. This would be cruel, as clown fish only survive in tropical waters and it is difficult to keep them in a tank. They require very special treatment. *The film made me very sad.*

1 Divide the following passage into paragraphs by indicating where each new paragraph should begin:

Joshua had always wanted a motorbike. He had been nagging his mother for one ever since he was little. She had always told him to wait until he was older. She was afraid that he would hurt himself if he was too young. Joshua found a way around his problem. He made friends with an older boy, Tim, who had his own motorbike. Tim let Joshua ride his bike in the bush sometimes, as long as no one found out. Unfortunately, Joshua's mum found out the hard way. She received a phone call from the local hospital one Sunday, telling her to come and see her son, who was suffering from a broken leg and cuts and bruises. He had come to grief on a muddy corner and had run into a tree. However, it did not stop him from wanting his own bike as soon as he had recovered!

2 Highlight the topic sentence in each of the following paragraphs.

- As the players ran onto the field it started to rain heavily. The spectators ran for shelter and wished they had stayed home. The players, however, looked forward to an exciting game in the mud. They hoped it wouldn't hail, though—that would be painful!
- Nathan felt a sharp pain in his head. He realised he had been hit from behind. When he turned around, there was no one there and he felt so dizzy he had to sit down. He would find out who did it later.

3 Write a paragraph of about five sentences in total using each of the topic sentences on the next page as your starting point. Remember, the paragraph must go on to give more details about the topic sentence.



a Melissa had lost her job at the local store. _____

b I watched, horrified, as the enormous wave hurtled towards the toddlers on the beach. _____

c We were really excited about going camping. _____

4 Write three paragraphs about one of the following topics:

- My holiday from hell
- My mum found out what I had done
- A pet story
- A disastrous netball or football game



Note the following:

- Each paragraph must have a topic sentence, which you should highlight.
- The first paragraph should introduce the topic.
- The second paragraph should contain a problem of some kind.
- The third paragraph should resolve the problem.

5 Find examples of topic sentences in a book you have read. Note where they have been placed in the paragraph. Is there any pattern?



Writing

Unit 2

Linking sentences and paragraphs

Once you have developed your topic sentences and paragraphs, you can make your writing more interesting (and easier to follow) if you connect the sentences and paragraphs with words that **link** them.

Linking sentences

Look at the following example:

I am going to try out for the team. I don't expect to be selected.

The above two sentences sound rather simple. They could be made into one sentence by using a linking, or joining, word. The following sentence is better:

I am going to try out for the team, *although* I don't expect to be selected.

In the above example, *although* connects the two ideas in the sentence.

Linking paragraphs

You can improve your writing by linking your **paragraphs** as well as your sentences. There are many words that can lead the reader from one paragraph to the next. Here are some of them:

actually	as a result	consequently	earlier	furthermore	in contrast
in fact	later on	unfortunately	on the other hand		

1 Choose a word from this list to join each of the pairs of sentences that follow: *however, unfortunately, consequently, because, besides.*

- a The soundtrack was impossible to hear. People wanted their money refunded. _____
- b I didn't go to the match. I didn't feel well. _____
- c I stayed home because I don't like football. I had too much homework. _____
- d Zoe decided to email Sarah. Sarah's computer wasn't working. _____
- e Hiroshi slipped over on the ice. He broke his ankle. _____

2 Insert the most suitable word or phrase from the box above:

- a _____ of her injuries, Melissa was unable to play tennis for six weeks.
- b _____, she had spoken to the doctor, but he was definite about it.
- c _____, after the weekend, she left for a holiday.
- d _____, Bela was lucky enough to play in the finals.
- e _____, Melissa didn't care that much about it.
- f _____ she was quite relieved.
- g _____, her mother was angry about her carelessness.
- h _____, she lost her place on the team for the rest of the year.
- i _____, she lived to regret her haste.
- j _____, she was never able to play with that team again.



3 Write a short piece entitled 'My first day at school' that is structured in three paragraphs, as in Activity 4 of Unit 1. Make sure you include linking words—try to introduce the second and third paragraphs with a linking word. You may also be able to use a linking word in some of your sentences. Highlight all the linking words.

Here is an example:

Paragraph 1—introduces the topic

I was starting at a new school that day. I felt nervous **yet** excited, as I packed my bag and set off for the bus. I had moved to a new suburb and **consequently** I was forced to change schools. I hoped that the new one would be all right.

Paragraph 2—a problem

Naturally my dog Jess was sorry to see me walk out the gate **because** she felt strange in the new house as well. I was afraid she would try to follow me and get lost or, **even** worse, run over. **Although** I shut the gate firmly, I could see there was a gap underneath where a small dog could wriggle through and escape.

Paragraph 3—the solution

As a result of my worries about Jess, I missed the bus. I returned to the house just in time to find her running down the footpath in the direction I had taken. Fortunately, she had come to no harm. I asked Mum to keep her inside the house that day and began my walk to school.

Now it's your turn:

Paragraph 1—introduces the topic

Paragraph 2—a problem

Paragraph 3—the solution

4 Find at least six linking words in a book you have read recently. _____

Writing

Unit 3

Using better words: parts of speech

You need to think carefully about every word you use in your writing and try to select the best word at all times. Try to use accurate and interesting words which show that you have put some thought into your writing.

If you are stuck for a word, try using a thesaurus, which will suggest synonyms to help you express yourself accurately.

Nouns

Nouns are naming words. Common nouns are the everyday names of things, such as 'car', 'road', 'bridge'. Proper nouns are the names of particular things, such as 'Ford', 'Brisbane', 'Andrew'.

Verbs

Verbs are action words that tell us what is happening, such as 'sing' and 'skip'. Every sentence should have at least one verb.

Adjectives

Adjectives are describing words. They tell us more about nouns (for example, the *red* car) or how much or how many nouns there are (for example, *three* cars, how *much* time).

Adverbs

Adverbs give us more information about verbs, adjectives and other adverbs. For example, 'The car ran *smoothly*.' The adverb '*smoothly*' gives us more information about how the car ran.

Conjunctions

Conjunctions are words which join together sentences. They are useful because:

- they allow you to vary the length of your sentences
- they show a link between your ideas.

For example, 'The girl opened the window. She did not look out.'

Using the conjunction '*but*' gives more meaning to these sentences.

'The girl opened the window *but* she did not look out.'

Here are some commonly used conjunctions: but, and, or, because, although, when, before, after, while, until, where, so, since, unless, if, for, however.

1 Change the nouns (underlined) in these sentences to make them more interesting. You may use common or proper nouns. Your aim is to make the information more specific, giving your reader a clear word picture.

a I raced to the cafe to buy some breakfast.

I raced to _____ to buy some _____

b Don't fall down the hill.

Don't fall down _____.

c I am going to the park.

I am going to _____.

2 Add your own verb to each of the following sentences.

a I intend to _____ all day during the holidays.

b Please don't _____ me when I am resting.

c You will _____ all about the solar system next year.



Use more precise verbs ('doing' words or actions) to improve the sentences which follow. You won't need to use the adverb when you do this.

- d The boy walked slowly home from school. _____
- e The girl spoke quietly to her friend. _____
- f The wind blew loudly through the gully. _____

3 Underline the adjectives in the following sentences.

- a The dreadful weather interrupted play.
- b The mournful cry of the coyote frightened the campers.
- c Don't go down the abandoned mine shaft.

4 Add adverbs (words which give more information about the verb) to make the writing in these sentences more vivid. Key words have been placed in the brackets to get you thinking.

- a The fox crept _____ (how) through the long grass and disappeared _____ (how) as we watched.
- b The wind howled _____ (how) through the trees and the rain drummed _____ (how) all night long.

5 Use conjunctions to join the following sentences.

- a The hotel was noisy. Renovations were being undertaken.

- b Do you want me to buy your ticket? Do you want to get it yourself?

- c The view should have been breathtaking. It was spoilt by factories.

6 Write a paragraph describing your favourite hobby, activity or sport. Try to make it as interesting as possible by using a variety of nouns, verbs, adjectives and adverbs. Be sure to include some conjunctions and to vary the length of your sentences. Swap your work with another student and discuss (constructively!) words which could have improved the paragraph.

Writing

Unit 4

Practical construction

Writing that tells the reader how to make something is called **instructional writing**.

When you are writing instructions on how to make something, you need to plan your work very carefully—the instructions must be in logical order, otherwise they will be confusing.

Think carefully about the way you make the object. You may find it easier to use *point form*, which is quite an acceptable way to write instructions. If you need to use *technical terms*, make sure you explain what they mean. You may decide to use *diagrams* to make your instructions clearer.

An example of an instructional piece of writing follows:

How to make earrings

MATERIALS

head pins (long soft pins for threading the beads onto)
hooks (there are various sizes available in silver, gold or nickel)
beads of various sizes and colours
small round-nosed pliers

METHOD

- 1 Select the beads you will be using.
- 2 Select the smaller beads you will be using on each side of the larger beads, making sure that all beads match in colour and size.
- 3 Decide whether you will be using gold or silver hooks and fittings.
- 4 Thread the beads onto the head pin in your chosen order.
- 5 Using the small round-nosed pliers, bend the end of the head pin into a circle, leaving a gap for the hook to be attached.
- 6 Attach the hook to the circle.
- 7 Close the gap around the hook.

1 The following instructions for making potato chips are jumbled up. Write the instructions in the correct, logical order below.

- Fry the chips in hot oil.
- Wash the potatoes before you peel them.
- Dry the newly cut chips on a paper towel to make them easier to fry.
- Peel the potatoes.
- Cut the potatoes into chips about 5 cm long.
- Heat the oil before you make the chips.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____



2 Write a set of instructions for one of the following. Don't forget, you can use diagrams if it makes your instructions clearer. (If you choose to use diagrams, please complete this activity off the page.)

- How to wash a car (or dog)
- How to build and light a fire
- How to make pancakes

How to: _____

Materials: _____

Method:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

3 Write a set of instructions for something that you know how to make. (Again, if you choose to use diagrams, please complete this activity off the page.)

How to: _____

Materials: _____

Method:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

Writing

Unit 5

How to perform an activity

Writing that tells the reader how to perform an activity is also called **instructional writing**.

When you are writing instructions on how to perform an activity, you need to plan your work very carefully—the instructions must be in logical order, otherwise they will be confusing.

Think carefully about the way you will describe the activity. You may find it easier to use *point form*, which is quite an acceptable way to write instructions. If you need to use *technical terms*, make sure you explain what they mean. You may decide to use *diagrams* to make your instructions clearer.

An example of an instructional piece of writing that describes how to perform an activity follows:

How to mount a horse

BASIC REQUIREMENTS

one quiet horse
saddle and bridle
a hard hat and suitable riding boots
someone to hold the horse while you learn to mount it

METHOD

- 1 Stand on the left-hand side of the horse (known as the 'near side'), facing the horse's tail.
- 2 Hold the reins firmly in your left hand.
- 3 Place your left foot in the stirrup, making sure that someone is holding the horse to prevent it moving away while you try to get on.
- 4 Carefully swing your right leg over the saddle and place your right foot into the right stirrup.
- 5 Once you feel balanced and you have a good grip on the reins, squeeze your legs on the horse's side to encourage it to move forward.

It is also possible to write instructions in *sentences and paragraphs* rather than in point form. Here is a brief example:

How to train your budgie to talk

You need to obtain a young male bird and keep it in the house, where it can become one of the family. Every day, you need to repeat the same simple words to the bird (for example, 'Who's a pretty boy?'), making sure that it has no distractions. It must concentrate fully on your words. The bird should learn to talk fairly quickly, as long as you remember to repeat the same words as often as possible and make sure the bird does not have the distraction of other birds.

- 1 Write a set of instructions in point form for one of the following. Don't forget, you can use diagrams if it makes your instructions clearer. (If you choose to use diagrams, please complete this activity off the page.)
 - How to ride a mountain bike
 - How to play netball
 - How to ride a motorbike



How to: _____

Basic requirements: _____

Method:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

2 Write the instructions for one of the following in sentences. (Again, if you choose to use diagrams, please complete this activity off the page.)

- How to train your dog to sit
- How to change the ring tone on your mobile phone

How to: _____

Method: _____

3 Write the instructions for an activity that you know how to perform. It may be a sport, hobby or other skill that you have learnt. You may choose whether to write the instructions in point form or in sentence form, and whether or not to use diagrams.



Writing

Unit 6

Book review

A **book review** contains many of the same elements as a film review (although you will not, of course, be able to comment on the soundtrack or special effects). You should begin with the title of the book and the name of the author and publisher—it is surprising how often students omit these important details. Do not give away too much of the plot, and be careful you do not give away the ending.

A book review should tell the reader what the book is about (*informative writing*) and include the reviewer's opinion of the book (*opinionative writing*).

Here are some points to remember when you write a book review:

- Do not forget to include the title of the book, the author and the publisher.
- Do not give too much of the plot away, especially the ending.
- Include some brief information about the author. Have you read any other books by this author? Is the author famous?
- Outline the plot (what the book is about, the actual storyline).
- Describe the type of book—is it a fantasy novel, a book about relationships, a funny book? You might compare it with other books of a similar type.
- Make some comments on the main characters and how well they are developed. Are they realistic? Are they convincing?
- Try to explain what is special or different about this book.
- Give your opinion of the book, with reasons and examples of incidents that back up your opinion.
- Give a final recommendation. Who would you recommend this book to? Why?

Here is an example of a plan for a book review (note that you should not include the subheadings in your final copy):

Title

The Boy in the Striped Pyjamas

Author

John Boyne

Publisher and price

Random House \$29.95

Brief plot description

Bruno is a lonely nine-year-old German boy in 1943 Berlin. He tells the story of his meeting with Schmel, who lives in Out-With, where Bruno's father has been posted. Bruno does not realise the actual horror of the place where Schmel lives, behind barbed wire, until he enters the place himself. The book is a fable, where Bruno's ignorance and naivety are used to reveal the way many people reacted to the concentration camps.

Information about author

This is the first novel John Boyne has written for young people.

Type of book—compare with other texts

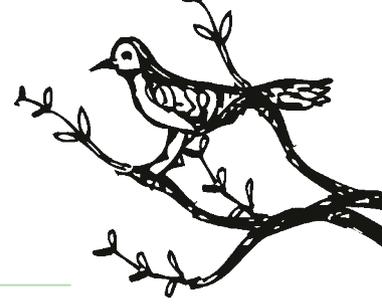
There have been many books written about the Holocaust. The most well-known one, a diary written by a teenager hiding from the Nazis, is *The Diary of Anne Frank*. *The Boy in the Striped Pyjamas* has also been made into a film.

Characters

Bruno is an innocent and rather self-centred boy of nine. He has been sheltered from the realities of the war and consequently has no idea of the reality of the camp where his father works. He has a lively imagination. Schmel is a Jewish boy from Poland—he was born on the same day as Bruno. The story is written from Bruno's point of view.

Your opinion with reasons and recommendation

This is an excellent, thought-provoking book for teenagers. It can be read on two levels—the story of the boys' friendship and the fable which reveals the horrors of the war. It will provide the basis for further study of the Holocaust and its effects on prisoners and captors. Highly recommended.



1 Choose a book that you know well and complete the following. This will help you to develop a plan for writing an actual review of it.

- a** Title, author and publisher _____

- b** Type of book _____

- c** Brief outline of plot, themes and issues _____

- d** Description of main characters _____

- e** What is special or different about this book? _____

- f** Your opinion of the book _____

- g** Reasons for your opinion _____

- h** Recommendation. Would you recommend this book? To whom? _____

2 Now use the points you have made above as a basis for planning your review, paragraph by paragraph. What is the logical order for your review? Which aspects do you want to emphasise? Here is one possible way of organising your review:

- Paragraph 1: Title, author, publisher, type of book
- Paragraph 2: Brief outline of plot; theme or issues in book
- Paragraphs 3 and 4: Description and comment on main characters
- Paragraph 5: Your opinion of the book (with reasons); why this book is special
- Paragraph 6: Final comments and recommendation

3 Now write your full-scale book review. It should contain at least five paragraphs and be at least 400 words long.



Writing

Unit 7

Summary

It is sometimes necessary to make your writing brief and to the point—a **summary**. For example, when taking a telephone message you need to write quickly and make sure you have the main details. You do not need to write down every word. You do, however, need to include important details such as the name of the caller and a contact number.

Here is an example:

What was said on the phone:

Hello. It's Mary from the TV repair shop. How are you today? I am ringing to let you know that we cannot repair your TV as it is too old and we can no longer get the parts. There will, however, be a \$100 service charge if you leave it with us to dispose of. If you pick it up, the cost will be only \$20. I can be contacted on 9999 8888. Thank you. We hope you will use our service again.

The message you might take from this:

Mary rang about TV. Call her. 9999 8888

Text messages

Text messages on your mobile phone (also known as SMS) are a good example of the usefulness of summary. The language used in these messages is changing all the time as people work out new ways of saying something briefly. Here is an example:

HI HOW R U? IM GR8! MEET ME @ CLUB 2NITE. I'LL BY TIX B4. CU THEN

Hi, How are you? I'm great! Meet me at the club tonight. I'll buy the tickets before, See you then.

Here are some commonly used abbreviations. There are new words being used all the time as people experiment with easier ways of communicating:

U = you

2 = to

C = see

4 = for

WOTZ = what is

THX = thanks

B4 = before

W/E = weekend

SUP = what's up?

:(= sad

:) = happy

;)= wink

2MORO = tomorrow

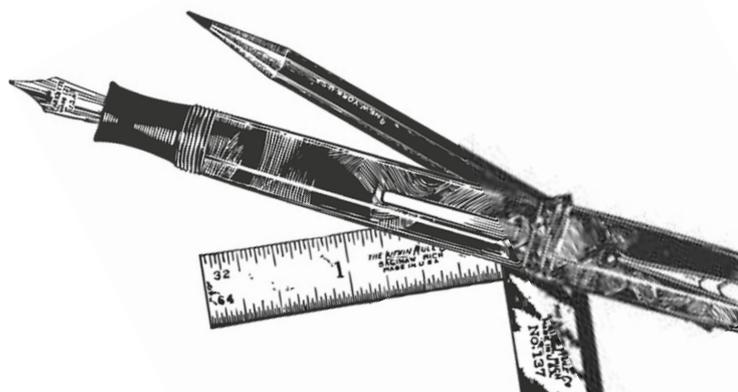
Instant messaging

Communicating via instant messaging programs also requires summary. When friends 'chat', the language used is often impossible for an outsider to understand. Words may be shortened or left out completely, and capital letters and punctuation may be left out as well.

You will have your own particular way of communicating with your friends, but here is an example:

Howzitgoin? want 2 com 2 beach sat wth joe and ky? leavn @ 9 & wont b bac til 10pm

How are you? Would you like to come to the beach on Saturday with Joe and Kylie? We're leaving at 9 in the morning and won't be back until 10pm.





1 a Write a telephone message of no more than ten words that summarises the following call for your mother:

Hi, it's Sue here. I was wondering if your mother would be free on Friday to mind my three darling little kiddies as I have to go to a fashion show all day and I can't possibly take them. I know she doesn't have much to do these days. My new number is 7777 4444.

The message you leave on the kitchen bench for your mother: _____

b Write a telephone message of no more than ten words that summarises the following call for your sister:

Guess what? You remember the raffle tickets Bethany and I bought at the movies? Well, we actually won!!! We need to contact them by 6.00 tonight or we lose our prize—it's a trip to New Zealand!!! Ask her to ring me urgently—I'm at Cherie's place—6666 4444. Quick!!

The message you leave on the bench for your sister: _____

2 Use the following information to write text messages:

a Hi Theresa. How are you? Would you like to go shopping with me tomorrow? I have received some money for my birthday and I want to get some new clothes. I suggest we go to Shoppingtown, catching the 9.30 bus. Can you come? Samira.

Your text message: _____

b Joel. It was great to hear from you at last. I was wondering where you were. Sorry to hear you broke your wrist skateboarding. Would you like to come over and watch DVDs tomorrow? We can catch up on all the news. Rob.

Your text message: _____

3 Write the following as an instant message:

Dear Soon-Li,

It was great to hear from you after such a long time. I am glad to hear that you are enjoying life in the United States. When do you think you will be back in Australia? I have taken up surfing and it's really great! I go to Bell's Beach every weekend and surf until it's too dark to see the waves. I'm really looking forward to the competition next year. Have you made any new friends? What are they like?

You could give them my email address if you like.

Your instant message: _____

Writing

Unit 8

Describing a person

To **describe a person or character** effectively, you need to do more than simply tell the reader what the person looks like. Skilful writers also describe a person through:

- their speech or conversation (we call this *dialogue*)
- their actions
- what other people say about them.

These, interestingly, are the ways in which we learn about people and their characters in everyday life.

Imagery, or comparing one thing with another to create a vivid picture of it, can also be a useful technique in creating lively descriptions of people, for example:

Molly was a pale, timid, nervous little thing. In fact, she was like a little white mouse as she scurried about.

Here is a description of Great Grandma:

Great Grandma

Great Grandma was all puckered like an old apple. Even though she was old, she treated furniture polishing as if it were an Olympic event and she attacked those fluffy cushions on the couch until they stood to attention like soldiers.

I took a biscuit from the plate which Great Grandpa offered to me and began to eat.

‘Megan, kindly chew with your mouth shut and do try, dear, not to get crumbs everywhere. Please sit in a more ladylike fashion, too, my dear.’

As she bustled from the room, Great Grandpa rolled his eyes and winked.

‘Don’t mind her, Megsy. Her bark is worse than her bite.’

By Elissa

To sum up, *showing* is more effective than *telling* when we want to describe people in our writing.

1 a List one thing we learn about Great Grandma’s appearance. _____

b How do we learn this? _____

c List three other things we learn about Great Grandma in this extract and next to each one, write how we learn this piece of information. For example, She moves quickly: her actions—‘she bustled from the room’.

i _____

ii _____

iii _____

d What do we learn about Great Grandpa in this piece? _____



2 Rewrite the following sentences so that you show rather than tell. A range of ideas is possible and will be interesting to share. Here is an example:

- Olivia was embarrassed. (tell)
- Olivia turned a very bright red and tripped over the backpack at her feet. (show)

a My little brother ate like a pig. _____

b Mr Campbell was Scottish. _____

c The new teacher was terribly nervous. _____

d Mum loved chocolate. _____

e Our next-door neighbour was very old. _____

f Santo was extremely disorganised. _____

g Georgia was a whiner. _____

h My uncle has a strong German accent. _____

i Alex was worried. _____

j David had a crush on Djamila. _____

3 Write a description of a person. Remember, where possible, to show rather than tell. Let the reader find out about the person through dialogue, actions and what others say about them. Attempt to use imagery at least once in your description.

Writing

Unit 9

Autobiography

An **autobiography** is a personal account of a person's life. Some people write their autobiography while they are still young and update it as they get older. Others find the time and the interest to write their autobiography after they have retired.

You could write your autobiography up until now, as you are at an important time in your life and it would be interesting for you and your family to read in later years, to see how you described your life as a teenager.

How should you write your autobiography?

- You could start at the beginning and work through your life chronologically (in the order that things happened).
- You could select an important event, such as an injury or moving to another state or country, and use it as the focus for your life story.
- You could interview people who have known you well at different times in your life and use their comments as a starting point for each section.

Here are some ideas to start you thinking:

- *0–4 years old.* Where and when were you born? What was happening in the world at that time? Were you your parents' first child? How did they choose your name? Were you a quiet baby? Did you sleep well? When did you start to walk and talk? Any important incidents?
- *4–12 years old.* What was kindergarten like? Starting school? Christmases? Holidays? Family events such as birthdays? Important people in your life? Accidents, illnesses, disappointments, embarrassing experiences, friends?
- *Now.* Leaving primary school, starting secondary school. Hopes and fears for the future? How have you changed since you were younger?

1 Below are examples of some different ways to start your autobiography. Add a similar sentence about your own life after each example.

a Starting from the beginning:

I was born in the Smithtown District Hospital on a hot December day in 1990.

Your sentence: _____

b Starting with an important incident:

I will never forget the day we arrived in Australia after the long and dangerous journey from Africa.

Your sentence: _____

c Starting with a quote from someone who knows you:

'You were the cutest toddler in the world,' my mother told me.

Your sentence: _____



2 Now you can start to plan your autobiography in more detail. Answer the following questions to give you some information to help develop your plan.

a Can you remember any special events from the time before you went to school? Give details. _____

b Describe your first days at primary school. How did you feel? Who were your friends? _____

c Briefly describe an important event from your time at primary school. Look at the list of ideas on the previous page for inspiration.

d Growing up. Describe your move from primary school to secondary school. How did you feel? How is secondary school different from primary school?

e What do you hope to do after you leave school? _____

3 You now have plenty of ideas for your autobiography, so now you can write one in full. Do not forget to include photos, certificates and other important mementoes in the finished product.



Writing

Unit 10

Point of view

Point of view refers to the *perspective* from which a story is told. It is the means by which a writer tells the story, in order to help the reader understand who the characters are, what they are feeling, what is being said and who is saying it.

Different points of view include:

first person (I, we)

second person (you)

third person (he, she, they)

1 a Read each of the following extracts and identify which point of view is being used.

i Sam fiddled with the zip on his jacket. He was frightened. Steve was imagining how mad his dad would be. He would be grounded until he was sixty he reckoned. Only Nat seemed relaxed.

ii That afternoon as I walked home from school, there was no way I could have known that my life was about to change forever.

iii You've never played so well before. Every decision you've made on the field has been the right one. Your kicking has never been more accurate. Your marking has been amazing and then ...

b What problem would arise if you tried to rewrite the first extract in the first person?

c What would be the problems with second person point of view?

2 a Rewrite the following extract in the third person singular (he):

A fork of lightning lit up the sky. I grabbed Mimi's hand and I ran. I didn't stop running until I saw the hut ahead.

b Rewrite the next extract in the second person singular (you):

I sit in the dentist's waiting room and I listen to the whine of the drill. I am remembering all the lollies I've eaten over the last six months and the times when I've been a bit lazy about cleaning my teeth properly.



3 What would be the best point of view to use for each of the following? Give a reason for your choice.

- a** The worst trouble you ever got into _____

- b** The Maths teacher from hell _____

- c** A short piece about a fear of flying _____

4 Choose one of the following topics and write three short pieces on it:



- One should be told from first person singular point of view (I)
- One from second person singular (you)
- One from third person singular (he or she)

Each piece should be about 150 words. When you have finished, reflect on which piece worked best and why. You may write your reflection in the space below.

- Driving to Queensland
- A plan that went very, very wrong
- The best pet in the world
- Dad's wedding

Reflection (which point of view worked best and why): _____

Writing

Unit 11

Plot development

Plot development is simply the way a writer chooses to tell a story. Think about a time when you had something important to tell your friends. Did you start at the very beginning and work your way through everything that happened in order, or did you need to loop back to things that had happened earlier? Did you deliberately try to keep your listeners in suspense and build up some tension and excitement? These are the same decisions that writers have to make in telling their stories.

Linear structure

Writers most commonly choose a **linear structure** to tell their stories. The word linear means 'in a line', and this effectively describes the structure where a writer uses a series of events or thoughts that follow one after another to tell the reader what is happening in a story.

Pattern

Many people believe that good stories have a **pattern**. You may have learnt this in primary school.

First, there is an *orientation* (sometimes known as the *setting*) that tells about the who, what and where of a story. This occurs at the beginning. Next, there is a *complication*, where some problem facing the character arises and triggers a series of events. This occurs somewhere towards the middle. Finally, there is the *resolution*, where the crisis caused by the complication is solved. This occurs at the end.

Sub-plots

Sometimes writers use **sub-plots** in their stories. A sub-plot is a secondary story that relates to the main plot in some way. In the story outlined in Exercise 1, the main plot is the ghost story of the convict girl whom Natalie and Jamila encounter. The sub-plot is the story of what is happening in Natalie's life; that is, her father deserting her and her mother's serious illness. The link between the two plots is that Natalie's situation and sadness mirror or echo that of Hetty, the convict girl, and it is this that enables the girls to see Hetty.

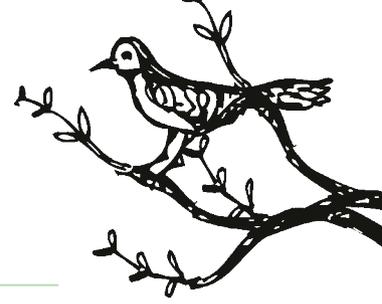
1 The following events from a ghost story are not in linear order. Number them in the correct order:

- ___ The flight to Sydney is fun. Natalie's grandparents are kind and the girls love their mysterious old house in the Blue Mountains.
- ___ Late one afternoon, they discover an old cottage and meet a 15-year-old girl.
- ___ Natalie's grandparents invite her to come and stay with them in the Blue Mountains and bring a friend.
- ___ It is nearly school holidays, Natalie's father has just walked out on his family and her mother needs to go into hospital for a serious operation.
- ___ Natalie decides to take her friend, Jamila.
- ___ When they get back to Natalie's grandparents' house, they discover that Jamila's watch stopped while they were in the cottage.
- ___ Natalie's personal situation had created a bond between her and the convict girl.
- ___ In town, they meet an old man who tells them a local tale about a young convict girl who died in the area almost 200 years before and who various young girls have claimed to see.

2 a Think of stories that you have read and write down an example of one that fits the pattern and one that does not.

Fits: _____

Does not fit: _____



b Using the novel that you have studied most recently as a class, complete the following questions.

i Outline the orientation or setting (the who, what and where) of the story. _____

ii What was the complication? _____

iii What was the resolution? In other words, how was the crisis caused by the complication solved? _____

iv Were there any ways in which this story did not fit the pattern? Explain your answer. _____

3 Write a detailed outline for a story. What will the main plot be? What will the sub-plot be? How will they be linked? When you outline each plot, remember to tell the reader about the orientation, the complication and the resolution.

• **Main plot**

Orientation: _____

Complication: _____

Resolution: _____

• **Sub-plot**

Orientation: _____

Complication: _____

Resolution: _____

• **Links** _____

Writing

Unit 12

Fables

Fables are simple, traditional tales with a moral or a lesson. They were told thousands of years ago by storytellers or fabulists (tellers of fables) in countries such as Greece and Persia. They emphasise a certain kind of behaviour that is often selfish, unkind, foolish, or wise and generous.

The characters in fables were usually animals who behaved like humans, but sometimes people and even natural forces, such as the wind and the sun, were characters. Animals were given special qualities. The fox was usually cunning, the mouse weak and the lion powerful.

Aesop is the best known fabulist. He was a Greek slave who lived about 600 BCE. Since Aesop, there have been other famous fabulists, including Sir Roger L'Estrange (1616–1704) and Jean de la Fontaine (1621–95). Some fables have been retold so many times, however, that it is hard to know who told them first.

Read the fable below:

The Hare and the Tortoise

The Hare one day, laughing at the Tortoise for being so slow and clumsy, was surprised when the Tortoise challenged her to a race. The Hare, thinking it was a great joke, agreed, and they asked the Fox to be the umpire and to hold the prize money. The race started and, of course, the Hare soon left the Tortoise far behind. As she was so far ahead, the Hare began to play about, nibble the grass, and generally have fun. The day being warm, she even decided to take a little nap in a shady spot, as, if the Tortoise should pass her while she slept, she could easily overtake him again before he reached the end. The Tortoise, meanwhile, plodded on steadily towards his goal. The Hare overslept and woke to find the Tortoise was nowhere in sight. Off she went at full speed. When she reached the winning-post, she found that the Tortoise was already there, waiting for her.

1 a Which animal's behaviour does Aesop hold up as a model?

b What is the Tortoise's most important quality?

c What aspects of the Hare's character let her down?

d What is the moral of this fable?

e Which point of view is used in the telling of this fable?

Writing

Unit 13

Myths

The word **myth** comes from the Greek word *mythos*, which means a story. Myths are traditional tales about supernatural or imaginary beings and events. They are often used as an explanation of why things in our world—such as natural events or certain customs—are the way they are. Every society has its own myths.

Read the following example of an Aboriginal Dreamtime myth:

The birth of the sun

When the world was young, everyone had to search for food in the dim light of the moon, for there was no sun. Then came the time when the emu and the brolga, both of whom were sitting on a nest of eggs, had a violent argument over the excellence of their chicks. Finally the angry brolga ran to the nest of her rival and, taking one of her eggs, hurled it into the sky, where it shattered against a pile of sticks gathered by the sky-people.

The yolk of the egg, bursting into flame, caused such a huge fire that its light revealed, for the first time, the beauty of the world beneath. When the people in the sky saw this beauty, they decided that the inhabitants below should have day and night.

So every night the sky-people collected a pile of dry wood, ready to be set alight as soon

as the morning star appeared. But this scheme was not successful, for if the day was cloudy, the star could not be seen, and no one lit the fire. So the sky-people asked the kookaburra, who had a strong voice, to call them every morning.

When this bird's rollicking laughter is first heard, the fire in the sky throws out but little heat or light. By noon, when the whole pile of wood is burning, the heat is intense. Later, the fire begins to die down until, when the sun has set, only a few embers remain to colour the western sky.

It is a strict rule of the tribes that nobody may imitate the kookaburra's call, for such an act might so offend the bird that he would remain silent. Then darkness would again descend upon the earth and its inhabitants.

From the non-fiction book The Dawn of Time by Charles Mountford

Greek myths and legends, and those of many other societies, focus on the heroic deeds of various gods and heroes, their amazing powers, and what happened to those who broke the natural laws. Read the following example of a Greek myth:

Daedalus and Icarus

King Minos of Crete was so angry with Daedalus for his role in helping Theseus against the Minotaur that he imprisoned him and his son Icarus. In order to escape from their island prison, Daedalus, a clever craftsman, made wings for himself and his son from wax and feathers. Daedalus warned

Icarus not to go too close to the sun, but when they took to the air his son forgot the warning. The wax in his wings melted from the heat of the sun and Icarus plummeted into the sea below, which was called the Sea of Icarus after him.

- 1 a Briefly explain how, according to the first myth, the sun came into existence. _____



b Which rule or custom arose from this myth? _____

2 Many Aboriginal myths follow a common pattern of plot development (orientation, complication and resolution—see Unit 11).

a Which phrase in the first myth lets us know that this is a very ancient story? _____

b Which phrase introduces the first stage of the action of this myth? _____

c Which phrase triggers the second stage of the action of this myth? _____

d Which phrase introduces the resolution stage of the story? _____

3 a In the second myth, which natural law do you think Daedalus and Icarus broke? _____

b Why was Daedalus not punished too? _____

4 Write your own Aboriginal Dreamtime myth on one of the following topics:

- The birth of snow
- Why the ocean is salty
- Why some swans are black and some are white
- The birth of thunder and lightning

Remember to use linking phrases, such as those we looked at in Unit 2, to show the start of the various stages in your myth.



5 Write your own ancient Greek myth. It should have a hero, or someone who offends the gods by upsetting the natural order of things. Your myth should also have an orientation (time and place of setting, characters involved, and so on), a complication (certain problems arise) and a resolution (where all the problems are sorted out). Some possible topics are:

- The young girl who thought she knew everything
- The boy who was too proud of his strength
- The vainest princess in the world
- The boy who boasted and lied



Writing

Unit 14

Colour and shape poems

Colour poems

You can create some very effective descriptions or word pictures by writing **colour poems**. Read the two examples that follow.

White

*White is my breath on a winter morning
and the frost covering the paddocks.
It is a blank page.
What will I write?
White is an icy glass of milk
and the daisies on my kitchen table
White means my cat
and the surf breaking in summer.
It is brides and the colour of clouds,
of envelopes and babies' clothes.
White is fresh and clean.
A new beginning!*

By Hannah

Black

*Black is the oil stain on the garage floor
and the colour of midnight.
It is someone's sorrow.
Can I help you?
Black is a shiny Porsche and one of
the stripes on a Collingwood footy jumper.
Black means an unhappy ending
and my dog's shining coat.
It is the wolves howling
and death.
Black reminds me of hatred
and dark feelings.*

By Tom

From your reading of 'White' and 'Black' you will notice three features of these colour poems:

- They each have twelve lines.
- The fourth line asks a question.
- The last two lines express the writer's feelings about the colour.

Shape poems

Shape poems are fun to write because the length of the lines and the way they are arranged on the page are used to create a visual effect that reinforces the poem's meaning. You will find some examples on the next page.

1 Write a colour poem that has the three features listed above. You may wish to type up your poem on the computer, then print it onto paper that is the same colour as the subject of the poem, using a contrasting type colour. Choose one of these colours for your poem:

- blue
- red
- purple
- pink
- yellow
- grey
- orange
- green

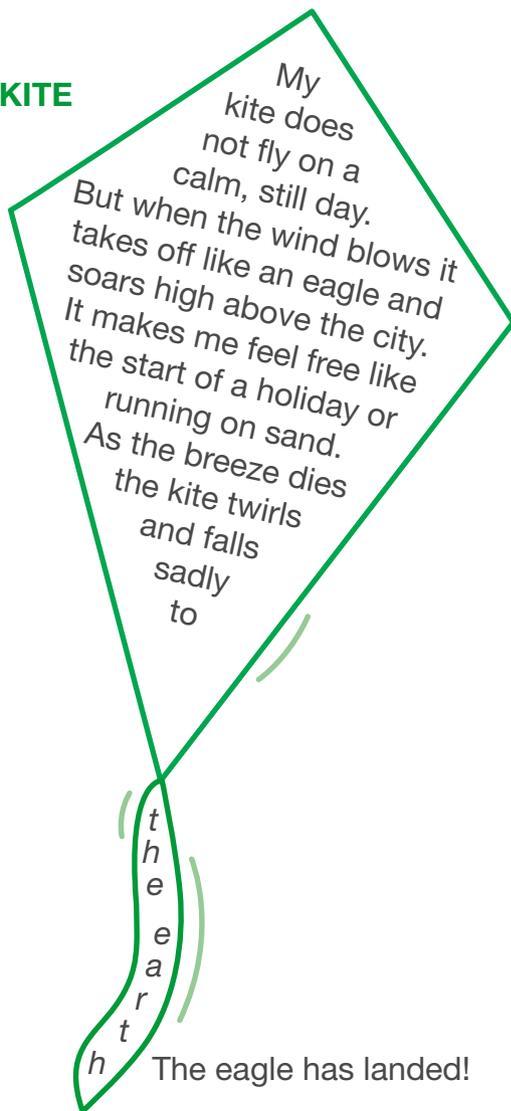


2 Here are some examples of shape poems. Now choose one of the following subjects and write your own shape poem:

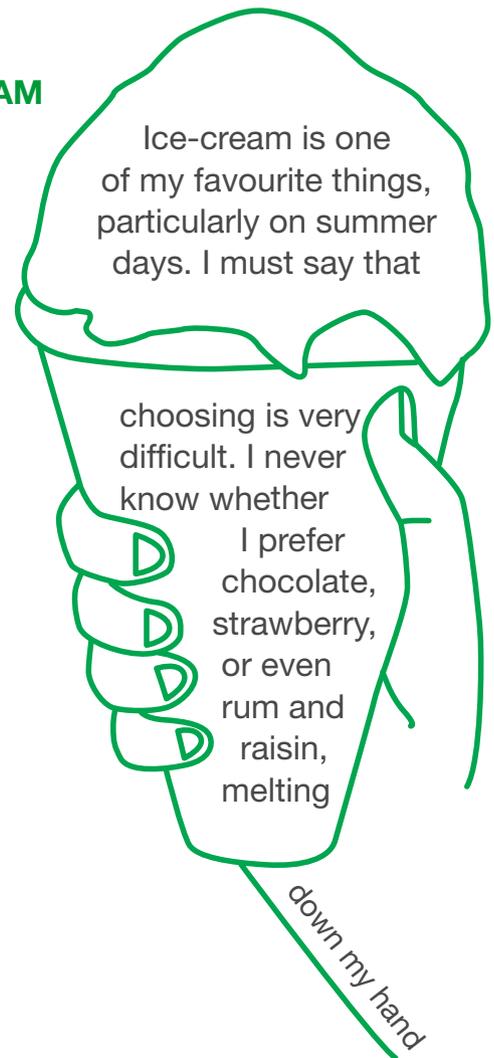


- a butterfly
- the city
- trees
- rain
- a snake
- a mirror
- an umbrella.

MY KITE



MY ICE-CREAM



Writing

Unit 15

Advertisements

Advertisements are designed to make you want to buy a particular product, to go somewhere, to give money to a particular organisation or to do (or not do) something. The advertisers all attempt to persuade a *target audience*, which is the group at whom they direct or aim their advertising. There are many possible groups, including:

- teenage girls
- empty-nesters (couples whose children have grown up and left home)
- pet owners
- students who enjoy good-quality fast food
- sports fans
- busy/stressed people

Identifying a target audience lets advertisers decide in which magazine and on which television programs to advertise. It also enables them to work out what kind of tactics will work best; for example, an advertisement might appeal to our desire to:

- be popular
- be healthy
- be fashionable or stylish
- be adventurous
- save money
- look after our family
- feel safe or secure
- feel important or successful

Advertisers also try to come up with a short but catchy slogan for their product or company.

1 a Draw coloured lines to match each of these slogans with the appropriate product or company:

- | | |
|---|---|
| i 'Love 'em!' | Microsoft (computer software) |
| ii 'Smart on your feet' | L'Oreal (beauty products) |
| iii 'Oh what a feeling' | Ingham (chickens) |
| iv 'Lowest prices are just the beginning' | Subway (sandwiches) |
| v 'Your potential, our passion' | Hungry Jack's (fast food) |
| vi 'Eat fresh' | Bunnings (hardware) |
| vii 'The burgers are better at ...' | Easy Steps (shoes) |
| viii 'Because you're worth it' | Blackmores (vitamins) |
| ix 'Designed to make a difference' | Toyota (cars) |
| x 'Worth doing, worth ...' | Braun (small household electrical appliances) |
| xi 'The best of health' | Dulux (paint) |

b Which slogan do you think works best and why? _____

2 Read these advertisements carefully and answer the questions that follow:

i Natural clean

When it comes to thorough cleaning, baking soda is one of the most effective agents around. Ajax Spray n' Wipe Baking Soda with Citrus Extracts is suitable for all household surfaces, and dissolves easily in water for effective grime removal.

ii Guilt-free fun

You may be watching your waistline but you can still treat yourself.

Weight Watchers has introduced two delicious new low-fat ice-creams—Chocolate Deluxe and Vanilla Delight. Indulge in a creamy ice-cream covered in rich chocolate, or a crisp wafer cone topped with chocolate flakes, and they're just 3 POINTS® per serve.



iii Packed with goodness

Bakers Delight now offers you delicious, low-GI Cape Seed loaf and rolls. Low in complex carbohydrates and high in dietary fibre, they also contain omega-3 fatty acids, which are good for the heart.

iv Surround yourself in luxury

We all love the feel of silk and its beautiful, ultra-smooth, luxurious texture. Stunningly rich in colour and super-smooth in finish, Dulux Designer Silk will give the walls of your home the feeling of luxury.

a What is the product?

- i** _____ **iii** _____
ii _____ **iv** _____

b What do you believe is the target group for each advertisement?

- i** _____ **iii** _____
ii _____ **iv** _____

c What is the slogan for each product?

- i** _____ **iii** _____
ii _____ **iv** _____

d What desire is each product appealing to in the customer?

- i** _____

ii _____

iii _____

iv _____

3 Design a magazine advertisement for one of the following products:

- a dog-exercising machine
- a device that lets you read in the bath without getting the book or magazine wet
- a new magazine
- a new fast food outlet

First of all, decide who your target audience is and give your product a name. What visuals or images will you use in your advertisement?

Now write the copy (the words that accompany the pictures) for your advertisement. This should include a slogan and important information about your product. Remember to make a particular kind of appeal to sell your product.



Writing

Unit 16

Proofreading for spelling

Accurate **spelling** is important if you are to communicate clearly.

While computer spellcheckers can be useful, they do not correct every error that you make. They will not tell you, for example, that you have used the wrong **homophone** (those sometimes tricky words that sound the same but are spelt differently) such as *there* instead of *their*. You will also often find yourself in situations, such as exams, in which you will not have access to a computer.

Good spelling is good manners. Bad spelling creates a poor impression in the mind of the reader.

There are three key ways of improving your spelling:

Visual memory

The first way is to train your **visual memory**. In other words, you need to get better at recognising whether a word *looks right*. When you spell a word incorrectly and your teacher corrects it, use the *look, cover, write, check* method until you get it right.

Homophones

The second way is to do some practice with **homophones** so that you know which one you should use in a particular situation.

Spelling rules

The third way is to master a few important **spelling rules**. Some of these are:

- 1 When you are spelling words with 'i' and 'e' together, remember '*i comes before 'e' except after 'c'*'; for example, *receive*. This only happens when you hear an 'ee' sound. When the vowel sound is 'ay', 'ei' is used; for example, *neighbour* or *veil*.
- 2 If we add 'er', 'ed' or 'ing' to a one-syllabled word ending with a *vowel* (a, e, i, o or u) followed by a *consonant* (any letter that is not a vowel), we must *double the consonant*; for example, *drum* becomes *drummer* or *drummed*.
- 3 If the word ends in a consonant followed by the letter 'y', and has a *suffix* (ending) other than 'ing' added, the 'y' changes to 'i'; for example, *happy* becomes *happiness*.
- 4 You can change most singular nouns to plural by adding 's', but for singular nouns ending in 's', 'z', 'x', 'sh' or 'ch' you need to add 'es'. To make singular nouns ending in 'y' plural, drop the 'y' and add 'ies'; for example, *army* becomes *armies*. An exception is made if a vowel comes before the 'y', in which case an 's' is added. Most singular nouns ending in 'o' are made plural by adding 'es', but there are exceptions such as *pianos*.

There are exceptions to all of these rules, but you should find that they will help you with your spelling. You will learn other spelling rules in the years ahead.

Finally, try to remember those tricky words that have silent letters; for example, *calm*, *guilt*, *leopard*, *thumb* and *knife*.

1 Practise using your visual memory.

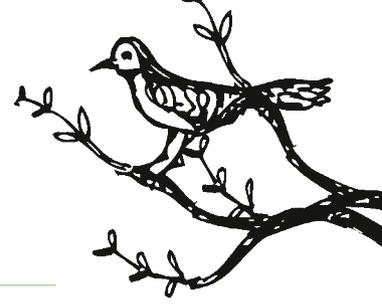
a Write the misspelt word from each list correctly:

i debt, defnite, detergent, disease _____

ii mischeif, mountain, murmur, miserable _____

iii interesting, incredible, immediate, intelligant _____

iv occasionally, oppose, origin, orchid _____



b Write down the correct spelling from the three possibilities given:

i soilder, soldeir, soldier _____

ii niusance, nuisance, nusence _____

iii impossable, impossible, imposable _____

iv excitement, excitment, excitement _____

v nieghbourhood, neighberhood, neighbourhood _____

vi bargin, bargain, bargian _____

2 Which homophone should you use? Highlight the correct word to use in each of the following sentences:

a (There, Their) school bus broke down this morning and, as a result, they were late.

b 'I only want a tiny (piece, peace) of parsnip, Nana,' said Matthew, who hated parsnip.

c Tara is (to, too) tired (too, to) go to netball training tonight.

d (Witch, Which) star sign are you?

e I am not (allowed, aloud) to go out until I clean up my bedroom.

f The dog's coat is very (course, coarse).

g What is the (weather, whether) forecast for Sunday?

3 Practise some spelling rules.

a Highlight the words that are incorrectly spelt according to Rule 1:

perceive cieling conceive deceive chief vein

b Highlight the words that are incorrectly spelt according to Rule 2:

shiping sitting traped skipping scanner

c Highlight the words that are incorrectly spelt according to Rule 3:

happyness merciless beautiful busyness

d Write the plural of the following words, using Rule 4:

i bench _____

vi brush _____

ii duty _____

vii fox _____

iii piano _____

viii mosquito _____

iv victory _____

ix monkey _____

v fly _____

x donkey _____

Classwork Homework Revision

The fully revised second edition of the *Successful English* series will provide students with a thorough grounding in the essential English skills of Grammar, Spelling, Comprehension and Writing. *Successful English 1* is for students in the first year of secondary school.

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