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# CONNECTING ENGLISH

A SKILLS WORKBOOK **YEAR 7**

SUE BITTNER | MEL DIXON | JANE GODDARD | BELINDA RENOUF

# Connecting English: A Skills Workbook

Year 7

Sue Bittner, Mel Dixon, Jane Goddard, Belinda Renouf



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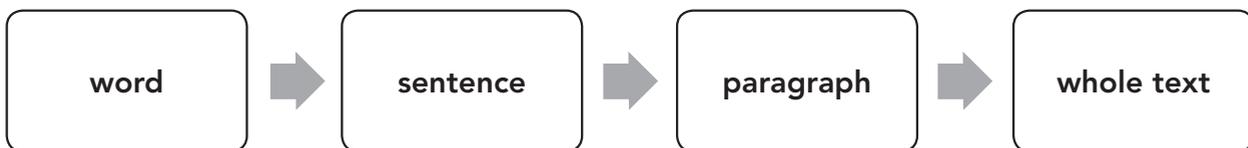
# INTRODUCTION

Welcome to this first book in a series that is designed to take you from Year 7 to Year 10.

Learning any language is a difficult thing to do, but learning your first language (especially if it's English) is perhaps the most difficult task. That's because you speak, read, listen and write in it all the time, so you can clearly use it to communicate effectively; however, as you encounter more and more texts across different subject areas, and become more and more involved in different contexts, you may find that the English you use every day is not enough.

Some units in this book revise familiar rules, and the activities may be easy and repetitive, but other units will test your ability. That's because we all need repetition to reinforce ideas, and acknowledge the wide range of student backgrounds in Year 7. The book is designed to take your writing to a new level: we want you to try things out and have fun with language.

Working with language means working at a few different levels. You'll see the pattern below throughout the book:



Every word in a sentence depends on the other words: each has to be seen in context. So, you may know what a noun is and what an adjective is. You may also know that a plural noun ends in '-s' and a verb form can be identified by '-ing', but individual words have to be used in a sentence in order to know their part of speech. An 'apple' may be a noun, but when we talk of 'an apple pie', the word 'apple' becomes an adjective because it describes the pie. We call this its 'function': you need to see the word in its context to understand what part of speech it is.

Every unit is divided into *Understanding* and *Applying*. Once the rules are covered in the *Understanding* section, you can move on to *Applying*, where you will find that there are texts from many different subject areas. This is because language learning does not stop in the English classroom. It needs to be transferred to other subjects. The *Applying* section also contains *Connecting in class*, which takes you back to English and reminds you that the language and literacy skills you are learning should not be isolated activities. It is when you start to see the linguistic patterns in the texts you study that you start to really engage with language, and see how it communicates knowledge and ideas. Each unit finishes with *Just for fun*, which takes language to even more places.

Remember that language learning is the key not only to successful interaction, but to a happier life. Enjoy the lessons while you build the skills that you need to survive and thrive in the world.

# ICONS USED IN THE BOOK

English		The Arts	
Mathematics		Technologies	
Science		Health and PE	
Humanities and Social Sciences			

# ABOUT THE AUTHORS

**Dr Sue Bittner** has taught Senior English in Queensland for 41 years and has been the Head of English at a secondary school on the Gold Coast for 30 years. She was a member of English Review Panel for 12 years, chaired the first critical literacy-focused English Syllabus Advisory Committee and the first English Extension (Literature) Syllabus Advisory Committee for the Queensland Studies Authority. She completed her PhD in 2008.

**Mel Dixon** is the Publications and Education Officer for the English Teachers Association of NSW with many years' experience as a Head of English. Mel is an experienced HSC marker who has presented on the HSC, led writing teams and written on HSC texts.

**Jane Goddard** is a passionate and experienced educator of English and History with significant achievements in secondary and tertiary education in NSW and Victoria. She is presently lecturing at a tertiary college in NSW whilst on maternity leave from a secondary school in Melbourne. During her teaching career, Jane has also worked for Curriculum Corporation, World Vision and *The Sydney Morning Herald* creating online teaching resources for teachers across Australia.

**Belinda Renouf** is an experienced English and EAL teacher who has taught English and Humanities for 12 years at middle- and senior-secondary levels in Victoria. Belinda has taught and held leadership positions at Eltham College and Billanook College, and is passionate about developing engaging and accessible English education and resources for students of differing abilities and backgrounds.

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# LANGUAGE

## PARTS OF SPEECH

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1	Nouns	4	5	Adjectives	20
2	Pronouns	8	6	Adverbs	24
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## Understanding

**Nouns** allow us to recognise people, animals, places, things and feelings. There are four types of nouns: common, proper, abstract, collective.

**Common nouns** are also known as 'concrete nouns'. They include words such as:

*lifesaver, sunscreen, city, balloon, surfboard*

They do not start with a **capital letter**. Writers use lower case so that readers know the items are ordinary, everyday objects.

**Proper nouns** are the personal names of people, places and things:

*Joel Parkinson, Surfer's Paradise, the Sydney Harbour Bridge*

They have capital letters because they each have their individual identities. The use of capitals gives them added respect and importance.

**Abstract nouns** are words for feelings, events, qualities, ideas or concepts:

*love, New Year, honesty, acceleration*

They may or may not have capital letters, but they are special because they cannot be physically represented. Instead, they are expressed, appreciated, disliked, feared or celebrated.

This makes them more powerful when used in a text.

**Collective nouns** are words for groups of people, animals or objects:

*a herd (e.g. of elephants), seniors, millennials, tourists*

This form of noun invites the reader to see the group rather than the individual.

- 1 Read the following short passage about the beach and highlight the common nouns.

We're always being reminded to swim between the flags, keep an eye on family and to wear sunscreen and hats. If we don't, we make work for the lifesavers, endanger our health and invite tragedy.

- 2 Read the following short **paragraph** and highlight the proper nouns.

On Australia Day, we went to Surfer's Paradise. It was very crowded. We saw Stephanie Gilmore, members of the Gold Coast Lifesaving Club and some posters advertising *Aquaman*. I bought one, even though it was expensive, because I wanted something to remember the day.

3 Highlight the abstract nouns in the list below.

- a. mountain
- b. Ferrari
- c. creativity
- d. waterfall
- e. greed
- f. herd

4 Complete the table below, indicating the appropriate collective or individual noun.

Individual	Collective noun
person	
stamp	
	army
whale	
sheep	
puppies	
tree	

5 Place the following nouns into their correct categories.

house, Lord Derby, group, honesty, writing, woman, marriage, gaggle of geese, integrity, train, tower, concept, colour, education, Mary, imagination, Scotland, Department of Education, congregation, school of fish, staff

Common/Concrete	Proper	Collective	Abstract

6 Write a short paragraph about what you should do to be safe when bushwalking or pursuing some other activity you enjoy that involves risk. Use the four different types of nouns you have learned about in this unit.

.....

.....

.....

.....

.....

# Applying

## Connecting with the curriculum



### History

#### Memento or artefact?

When an event or person is important to us, we often value objects that help us to remember them. Perhaps your parents or grandparents have a photo album, letters, documents, medals, ornaments or little gifts that they value as reminders of relationships or life-changing events. Disasters such as fires and floods often destroy these precious items, leaving the owners full of sadness because they are unable to replace the items.

But what about the buildings, objects and documents discovered, for example, in ancient Egypt, ancient Rome, Great Britain, South America and outback Queensland? Perhaps these are not really 'mementos', but they do remind us about other times. They tell us what life was like in other places before we were born, before our country was inhabited and even before the human race existed. We call these historical reminders 'artefacts', but the discoveries that may be most treasured are those that reflect the private lives of our ancestors – in other words, 'mementos'.

1. The passage above is about people and their possessions, and objects from the ancient past. It tells us about how mementos and artefacts help us to remember people and history. Use three different colours to highlight the common, proper and abstract nouns in the passage.

2. Life-changing events can be personal or historical, from birthdays to wars.  
a. Using proper and common nouns, write three historical events and three personal events.

.....

b. Why do you think historical events are usually proper nouns while personal events are common nouns?

.....  
.....

3. a. List three examples of mementos that are mentioned in the passage.

.....

b. What kind of nouns are these mementos?

.....

4. Different types of nouns have different **purposes**, so particular types predominate in some texts more than in others. Fill the gaps in each of the following **sentences** using one of the four noun categories you have studied.
- a. A list of sporting groups would mostly have ..... nouns.
  - b. A list of habitats of different animals would mostly have ..... nouns.
  - c. A list of ingredients for cooking would mostly have ..... nouns.
  - d. A list of personality traits for **characters** would mostly have ..... nouns.

## Connecting in class

1. Choose a passage from a text you know well and identify the types of nouns that are used. Construct a table headed 'Common', 'Proper', 'Collective' and 'Abstract'. What is the author describing in the passage? How do they use types of nouns to create different effects?
2. Sometimes collective nouns can be unusual or surprising.
  - a. Find the collective nouns for the groups below.

Cats, owls, crows, squirrels, eggs, geese, ants, bees, dancers, lions

- b. Create your own collective nouns for the following groups. Think of what makes each noun stand out. An example might be 'a file of nail technicians'.

cyclists, dentists, kayakers, tennis players, electricians, ice-cream vendors, surgeons, rappers

## Just for fun

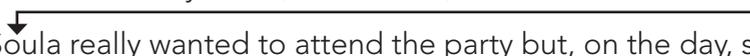
What items would you put into a time capsule being buried tomorrow? Write what your mementos would be, using the four noun categories. You can use little strips of paper for your choices and write the types of nouns in different colours. Here are some guidelines:

- a. Common: things you love
- b. Proper: people you love, places, organisations you are part of, days you celebrate (remember that proper nouns start with capital letters)
- c. Abstract: feelings you have
- d. Collective: groups you are involved in (use collective nouns to describe each group)

# PRONOUNS

## Understanding

**Pronouns** are substitutes for nouns and noun phrases. 'Pro' is the Latin for 'in place of', so a pronoun stands in place of a noun. The noun that a pronoun refers to is called a **referent**.

1. Identify the pronouns in the following sentences. You can draw an arrow to show to whom or what they refer (the referent). The first one has been done for you.
  - a. Soula really wanted to attend the party but, on the day, she was too sick.
 
  - b. When Xia opened her inbox, she had no idea her world was about to change forever.
  - c. 'You and your big mouth!' Pascal shouted at me. 'Why did you have to betray me?'
  - d. The animal was long and it rustled the leaves as it moved toward the water. Jane had no idea what it was, but she was already frightened.
  - e. She did it all by herself while he just sat there.

### Pronoun cases

Where a pronoun sits in a sentence depends on its function. This is called the pronoun's 'case'. English has four main cases: subjective, objective, possessive and reflexive.

**Subjective:** Usually, the pronoun before the **verb** is the **subject** of the sentence:

**I** run. **We** run.

**Objective:** Usually, the pronoun after the verb is the **object** of the sentence:

Mum hugged **me**. Mum hugged **us**.

**Possessive:** A pronoun that shows ownership of an object is in possessive case:

**my** ball. That ball is **mine**.

**Reflexive:** A pronoun referring back to an earlier pronoun in the sentence is in reflexive case:

I did it **myself**. We did it **ourselves**.

### Pronoun table

	Singular				Plural			
Case	Subjective	Objective	Possessive	Reflexive	Subjective	Objective	Possessive	Reflexive
1st person	I	me	my/mine	myself	we	us	our/ours	ourselves
2nd person	you	you	your/yours	yourself	you	you	your/yours	yourselves
3rd person	he she it	him her it	his hers its	himself herself itself	they	them	their	themselves

2. Underline pronouns and categorise them as subjective (SUB), objective (OBJ), possessive (POSS) or reflexive (REF) case. Also indicate if they are singular or **plural**.

	SUB	OBJ	POSS	REF	SING	PLUR
Her trophies						
Take care of yourself						
Mona couldn't see them						
It was hidden						
The kids called themselves the 'cool gang'						
Everyone loved her jokes						
The whole world loved her						

### Common mistake: me or I?

Working out whether to use 'I' (subjective) or 'me' (objective) is normally easier if you are only talking about one person.

I like Mary. Mary likes me.

Mary is friends with me.

But working out whether to use 'I' or 'me' can be more difficult if another person is also involved. For example, if both you and Jana are friends with Mary, would you use 'Jana and me' or 'Jana and I'?

First, the 'I' or 'me' goes *after* the other person. Do not say 'I and Jana' or 'me and Jana'.

Mary likes Jana and I.

Jana and I like Mary.

Then, to test whether to use 'me' or 'I', just remove the extra person ('Jana and') to see which case you need to use.

Mary likes me.

I like Mary.

Now that you know whether to use 'I' or 'me', you can put Jana back in the sentence:

Mary likes Jana and me.

Jana and I like Mary.

3. Place the correct pronoun ('me' or 'I') in each space.
- In times of trouble, Mum and ..... support each other.
  - That's okay for Neelam and .....
  - Joe and ..... are going to the beach.
  - At the cinema, Rob and ..... buy snacks before the movie.
  - Dad got a great photo of Kareem and ..... at the trapeze school.
  - Before Talia and ..... joined the choir, we only sang at home.
  - Between you and ....., he's revolting.

# Applying

## Connecting with the curriculum



### History

#### Women in ancient Egypt

Historian Ruth Manning found a document by a woman named Naunakhte. Naunakhte wrote angrily: 'I am a free woman of this land. I have raised eight children, and made sure they had everything necessary in life. Now that I am old, they do not look after me as they should. I am going to give my goods to the children who do look after me.' This proves that this woman had a legal right to control her belongings. Egyptian women were important in their own homes. Historian Gaye Robins points out that the tombs of wealthy women often have the proud name of *nebet per* ('mistress of the house') carved on them. She also found that men were advised to respect the skills of their wives. In a text called *The Instruction of Ani* (New Kingdom period), Ani is advised: 'Do not control your wife in her house, when you know she is efficient. Don't say to her: "Where is it? Get it!" When she has put it in the right place. Let your eye observe in silence, then you recognise her skill.'

*Humanities and Social Sciences for the Australian Curriculum 7*, p. 234

1. Highlight all the pronouns in the passage.
2. Add an arrow from each pronoun to its referent where possible.
3. You should find three uses of the pronoun 'it' that have no referent. The pronoun 'it' is used here to represent many possible items. What might 'it' refer to?
4. There are a few cases of the possessive pronoun in the passage. Which objects are each of these possessive pronouns referring to? In the table below, change the pronoun to the person (the first one is done for you).

my goods	Naunakhte's goods
her belongings	
their own homes	
their wives	
her house	
your eye	
her skill	

## Pronouns in suspense

Using a pronoun before you state who it refers to can create mystery and suspense. In this example, we keep reading what 'she' has done and wondering who 'she' is.

At 14, **she** was physically attacked for her opinion that girls must have access to education. At 16, **she** had completed her secondary education. At 18, **she** won the Nobel Peace Prize. **She** is **Malala**.

5. Choose a famous person you have studied in History and write an introduction copying the sample about Malala. Only use pronoun forms. Don't say 'this person' or 'this' girl or anything more specific than the pronoun. You can extend the writing by trying to use all the pronoun cases (subjective, objective, possessive and reflexive) in well-structured sentences. Hand it to another student who can add the name of the person.

## Connecting in class

1. Change this passage from **third person** to **first person** without changing anything but the pronouns (start by changing 'Plum' to 'I'). You can write directly on the text.

At lunchtime Plum hadn't known what to do or where to go. She discovered it is difficult – it is almost impossible – to maintain the pretence of preoccupation for an hour. She knew that some girls were staring at her, following her with their words. Other girls neither stared nor cared, uninterested in her crimes and indifferent to her plight. Finally she found a concrete corner, far from the lawn with its graceful oak tree, littered with icy-pole sticks and chewing gum and cardboard, yet still a sanctuary: she had covered her face with her hands and cried, hot with anger and lank with suffering, and crying didn't console her but it did kill some time.

*Butterfly*, Sonya Hartnett, p. 160

2. Which version do you think is more effective: first person or third person? Explain why.
3. Use a passage from a class text and change the pronouns from third person to first person, or **second person** to first person. Which version is more effective? Explain why.

## Just for fun

Write a seven-line poem, starting each line with one of the openers below.

I said . . . . . / But you . . . . . / And then we . . . . . / And it was . . . . . / But she . . . . . /  
And they . . . . . / And so you and I and we and she and they all ...

## Understanding

Verbs are the engine of the sentence. They drive the action, time and meaning, and usually state something about the 'subject' (the person or thing doing the action). Verbs include the actions of doing, saying, relating and thinking (including knowing and sensing). They can be made up of one or many words, or even extended word groups.

1. Identify the verbs in the passage below and categorise them in the table that follows.

I take photographs all the time. I capture shadows, angles, figures and things you might not notice, but are interesting to me and have a special meaning. I share my photos with friends and we discuss them. Sometimes we consider the way light falls on the image, and sometimes we just appreciate the colours and shapes of everything. It's important for me to do this.

Doing	Saying	Relating	Thinking

### The root of the verb: infinitive

The **infinitive** is the root of the verb expressed as 'to + simple verb'. To create the infinitive, first remove any verb endings ('-s', '-ing', '-ed') and place 'to' before the verb. For example: 'dancing' becomes 'to dance', 'jumped' becomes 'to jump' and 'acts' becomes 'to act'.

2. Highlight the verbs and underline the infinitive forms in the following paragraph.

He loves the feel of the warm sun on his skin. It reminds him of his island home where the sun shines all day long. He longs to return there someday, to sit on a beach, to watch the waves and to know all the time that his family lives nearby.

3. What is the infinitive form of the following verbs?

- a. The infinitive of 'skate' = ..
- b. The infinitive of 'irritates' = ..
- c. The infinitive of 'communicating' = ..
- d. The infinitive of 'dissected' = ..

### Changing verb forms

Most verbs are regular and follow the pattern shown in the table of present tense forms below. Past and future tense can also be regular.

Singular present tense		Plural present tense	
I	jump	We	jump
You	jump	You	jump
He/she/it	jumps	They	jump

### The verbs 'to be' and 'to have' (relating verbs)

The most common verb we use is the verb 'to be'. This verb and the verb 'to have' are both relating verbs. They can also be used to form **compound verbs**.

The table below shows present and past tense forms of the verb 'to be'.

	Present tense				Past tense			
	Singular		Plural		Singular		Plural	
1st person	I	am	we	are	I	was	we	were
2nd person	you	are	you	are	you	were	you	were
3rd person	he/she/it	is	they	are	he/she/it	was	they	were

4. These are examples of the verbs 'to be' and 'to have'. For each one, circle whether it is first, second or third person, whether it is singular or plural, and whether it is present or past. Note: some verbs may be more than one (e.g. both singular and plural).

- a. 'Am' is 1st / 2nd / 3rd person    singular / plural    present / past
- b. 'Has' is 1st / 2nd / 3rd person    singular / plural    present / past
- c. 'Were' is 1st / 2nd / 3rd person    singular / plural    present / past
- d. 'Had' is 1st / 2nd / 3rd person    singular / plural    present / past
- e. 'Are' is 1st / 2nd / 3rd person    singular / plural    present / past

# Applying

## Connecting with the curriculum



### Health

#### Identity development

Adolescents develop their own unique and individual identity. We define our identity according to our distinct characteristics, abilities and goals. During adolescence we experience certain changes that can have an impact on our identity development as we transition from primary school to secondary school. Adolescents also experience significant physical developments. These changes lead to a time of uncertainty for many adolescents, who question 'Who am I?'

According to Erik Erikson (1902–1994), a well-known developmental theorist of the 1960s, identity forms and changes over the time of adolescence and it is during this time we determine who we are and what we want. Recent research by James Marcia indicates that adolescents explore or 'try' different identities as they feel doubt and emotional upheaval.

Adapted from *Health and Physical Education for the Australian Curriculum Years 7 & 8*, p. 20

1. Identify all the verbs in this extract and divide them into the categories of doing, saying, relating or thinking.

<b>Doing</b>	
<b>Saying</b>	
<b>Relating</b>	
<b>Thinking</b>	

2. Write the infinitive form of the following verbs from the extract.

a. forms .....      b. are .....      c. changes .....

3. Complete the tables using the verbs from the extract listed here in the present tense.

a. 'to transition'

Singular		Plural	
I		We	
You		You	
He/she/it		They	

**b.** 'to feel'

Singular		Plural	
I		We	
You		You	
He/she/it		They	

## Connecting in class

- Underline the verbs in this extract from *Joe Quinn's Poltergeist*. What are his actions, and what actions does he notice?

I go up to the top fields and lie there, and the long grass waves above my eyes. The sun's bright, the sky's blue, the larks sing. Sometimes a thin cloud drifts by. I sit up and look down at everything: the town, its square, its streets, its new estates, its steeples and parks.

*Joe Quinn's Poltergeist*, David Almond

- Select a section of your class novel with two characters represented. Copy this table and complete it for each character.

Character	Verbs	Verb types	What this shows about the character

- Use verbs effectively to describe a 'thinking' and then a 'doing' character.

### Just for fun

Create a four-stanza poem using the different types of verbs. The first line of each stanza is given for you to use.

I do things: (+4 lines)

I say things: (+4 lines)

I relate to things: (+4 lines)

I think about things: (+4 lines)

## Understanding

The most important function of verbs is to tell us *when* things are done, for *how long* they are done and *how often* they are done. This is called **tense**.

The basic tenses of verbs are past, present and future. However, these can be refined for more detail. For example, the past can be immediate past, a past from last week, last year or long before that; it can also be continuous or a single moment.

At its simplest level, the past tense is indicated by the ending '-ed', and the future tense by adding the word 'will'. ('Shall' is an alternative to 'will', used only with 'I' and 'we'.)

For example:

Present tense	I jump
Past tense	I jumped
Future tense	I will jump

We call these tenses the **simple present**, the **simple past** and the **future** tenses.

1. Identify the tense in each of the following.
  - a. Highlight the simple present tense examples in the list below.  
Went, had seen, will go, helps, turned, hesitates, read
  - b. Highlight the simple past tense examples in the list below.  
Leaves, is writing, will set, scrambled, divided, cooks
  - c. Highlight the future tense examples in the list below.  
is voting, will expect, ran, will swim, passed, will examine

### Compound verbs

To be more specific about how long it takes for something to happen, we add **auxiliary verbs** and **participles** to form compound verbs.

Auxiliary + participle = compound verb

### Auxiliary verbs

Auxiliary verbs (also called 'helping verbs') come from the verb 'to be' and the verb 'to have'. These include:

am, are, is, was, were, have, has, had

## Participles

A participle is part of a verb. The present participle ends in '-ing' ('showing') and is called the continuous tense, suggesting ongoing action.

The past participle ends in '-ed' ('walked') and is called the perfect tense (completed or 'perfected' action).

The future participle includes '[to be] going to' in the place of 'will'.

Compound verb examples:

	Simple	Continuous	Perfect
Present	I study She jumps We look	I am studying She is jumping We are looking	I have studied She has jumped We have looked
Past	I loved He counted	I was loving He was counting	I had loved He had counted
Future	I will love It will grow	I will be loving It will be growing I am going to see	I will have loved It will have grown

There are lots more tenses to learn: past, present and future are not all there is.

### 2. Highlight the compound verbs and underline the simple verbs.

How much damage is being done to teenagers when they spend time on screens has been discussed. Some people worry about their children's vision and fitness, and some say technology is the best way to learn. Students are finding many exciting experiences online. Group work, games and research from the internet have transformed the classroom. The way we read a book is different from the way we read through a screen. Usually, we are attending less to single words and more to the key words in the research we're doing. This means we miss details that help us with what we are reading.

### 3. Indicate whether each sentence is in the past (PA) or present (PR) tense.

- They had been to the movies. . . . .
- Several bales of hay are being loaded on the truck. . . . .
- I'm writing to my cousin, Helen, regularly. ....

### 4. Complete with the verb and tense shown in brackets:

- Global warming ..... polar ice to melt. (Future / to cause)
- The Industrial Revolution ..... lives. (Past simple / to change)
- Facebook ..... security breaches. (Present continuous / to commit)

# Applying

## Connecting with the curriculum



### Descriptive text

#### Connection

There are two kinds of longships: one type, full of warriors, came across the wild northern seas to Europe centuries ago; the other, or at least several versions of it, is sliding gracefully down major rivers around the world right now.

On board, you stay up all night and empty the baskets of cookies and muffins, which you can eat with multiple varieties of percolated coffee, hot chocolate or espresso. The air-conditioned ship has wi-fi, and internet and the most advanced technology in its wheelhouse, kitchens and staterooms. Entertainment is twenty-first century; spectacular underwater lighting glows beneath wave ripples at night.

By day and by night, a modern longship slips quietly through magnificent scenery, her elegant shape rising and falling gracefully up and down through concrete locks. Their enormous vertical walls appear to go lumbering slowly by, like mobile concrete works of art, gleaming wetly on the other side of the glass, a metre from your dinner table.

But for the environmentalist, the most enchanting moment is appreciated best in daylight when a solitary crew member given the important task, strides down the gangway, dragging behind them a long, heavy blue cable – and plugs it in its riverside ‘power point’ to charge the longship’s massive batteries!

1. The first paragraph uses a simple past and then a present continuous tense. Underline these two verbs. Name the verbs and explain the effect of a simple tense next to a continuous tense.

.....  
.....

2. In the second paragraph, ‘stay’, ‘empty’, ‘eat’, ‘has’, ‘is’ and ‘glows’ are present tense verbs. Change to the future tense. Explain which you prefer and why.

.....  
.....  
.....

3. Highlight the four continuous participles in the third paragraph. What is the effect?

.....

4. Using two sentences, explain why the writer may have chosen to write this passage in the present tense.

.....  
.....

## Connecting in class

1. In this extract from Bruce Dawe's poem about the end of the Vietnam War, Dawe uses the present continuous tense.

### 'Homecoming' by Bruce Dawe

All day, day after day, they're bringing them home,  
they're picking them up, those they can find, and bringing them home,  
they're bringing them in, piled on the hulls of Grants, in trucks, in convoys,  
they're zipping them up in green plastic bags,  
they're tagging them now in Saigon, in the mortuary coolness  
they're giving them names, they're rolling them out of  
the deep-freeze lockers – on the tarmac at Tan Son Nhut  
the noble jets are whining like hounds,  
they are bringing them home  
...  
– they're bringing them home, now, too late, too early.

'Homecoming', Bruce Dawe

- Highlight all the present participles.
  - Now change the tense to the simple present (e.g. 'They bring them home').
  - Now change each one to the past perfect (e.g. 'They have brought them home').
  - How did each change affect the poem's effect?
2. Try the above activity, changing tenses with a passage from a class text. Write a sentence about the effect of the change.
3. Why is the continuous tense important for creative writing?

### Just for fun

Write down as many **puns** made with the word 'tense' as you can think of and use them in sentences.

## Understanding

**Adjectives** are words that describe, with specific detail, the nouns in a sentence. They often are placed before the noun to help us see the object, but they can also add a particular effect or mood. For example, 'it was a gloomy day' helps us see, while also suggesting a mood about the day. We can use multiple adjectives to compound an effect, as in 'it was a grey, gloomy day'.

Multiple adjectives can appear as a list or can be joined by **conjunctions** (such as 'and' or 'but'), adding details ('the large and shady tree') or contrasting details ('he was poor but generous').

Adjectives can be separated from their noun if they come after the verb 'to be', such as in 'the day was beautiful'. They can also describe a pronoun after the verb 'to be', such as in 'she is intelligent'.

1. Highlight the adjectives in the following and underline the noun that is being described.
  - a. The long, winding road.
  - b. The forest was impenetrable and dark.
  - c. He was depressed but communicative.
  - d. Despite the ongoing regular emails, she forgot the important event.
2. Which conjunction ('and' or 'but') best combines the adjectives in these sentences? Underline the adjectives.
  - a. It was a long and/but quick trip.
  - b. Mary felt happy and/but excited to be part of the team.
  - c. Garbage swirled around looking filthy and/but ugly.
  - d. The meaning of life is a necessary and/but difficult question to decide.

### Different types of adjectives

Adjectives can describe:

Quantity (how many), quality or opinion (what you think about it), size, physical quality, shape, age, colour, nationality or origin, material (what it is made of), purpose (what it is used for).

3. Place the words below into the table under 'More examples' and then add your own.

interesting, many, plastic, yellow, numerous, aging, academic, middle-aged, compassionate, eastern, recreational, circular, smooth, miniature, polar, greyish, cylindrical, granite, gigantic, shiny

Type of adjective	Example	More examples	Your examples
1. Quantity or number	one, two, several		
2. Quality or opinion	unusual, lovely		
3. Size	big, small, tall		
4. Physical quality	thin, untidy		
5. Shape	round, rectangular		
6. Age	young, old, youthful		
7. Colour	blue, pink		
8. Origin	Dutch, Japanese,		
9. Material	metal, wood		
10. Purpose or qualifier	cleaning, cooking		

# Applying

## Connecting with the curriculum



### Visual Art

#### **Starry Night by Vincent van Gogh**

Van Gogh's painting *Starry Night* is an important and memorable example of the Impressionist style. A town lies nestled under a swirling ultramarine blue sky with radiant glowing stars casting a golden glow that reflects the larger orange orb of the moon. On the lower left-hand corner a dark, lone tree rises and breaks the sky. Its upward movement is reflected in the small spire of the church in the village. The artist's rough brushstrokes reinforce the constant movement around the houses. All the elements of the painting are brought together with the diagonal line running downward from hills on the mid right-hand side.



1. Locate the adjectives and their nouns from the above passage and list them in the table below.

Adjectives	Nouns
Starry	Night
important and memorable	
	style

- Find a painting you like and describe it using suitable adjectives. (Use the example on the previous page of the *Starry Night* paragraph as your model.)

.....

.....

.....

.....

.....

.....

## Connecting in class

Adjectives can build a sense of the world of the novel. Look at the extracts below from two novels and complete the questions that follow.

He had been investigating something called ‘spontaneous combustion’ – a concept widely regarded as myth by the scientific community – and had come to believe the strange phenomenon of people bursting into flame for no apparent reason was related to a rare childhood skin disorder. Vernon argued that a [...] small portion of the human race was ‘pyrogenic’.

*Evil Genius*, Catherine Jinks, p. 19

I pushed the door open. Inside it was quiet and cool. There were blue tiles on the walls, reaching down a long hallway. At the end I could see a window of stained glass, with crimson flowers and panels of stagnant green.

*The Blue Cat*, Ursula Dubosarsky, p. 87

- List all the adjectives and categorise them in a table as: quantity, quality, size, physical quality, age, shape, colour, origin, material, type and purpose.
- Why do you think there are such different types of adjectives in each extract?
- Now locate a passage in your class text, whether it is a novel, poetry, nonfiction or drama, and locate the adjectives to explore how they affect the mood and tone of the writing.

## Just for fun

Run an adjective competition. Each student receives an image or an object. You have one minute to write as many adjectives describing that object as possible. The students with the most adjectives go on to the next round. Keep having more rounds until the winner emerges.

## Understanding

**Adverbs** are words that provide more information about (or modify) words around them. The word ‘adverb’ suggests the modification involves only verbs, but adverbs can also modify adjectives and an entire sentence or **clause**.

**The sun rose slowly.** (Adverb ‘slowly’ modifies verb ‘rose’.)

**The day was too hot.** (Adverb ‘too’ modifies adjective ‘hot’.)

Adverbs help us know:

- How the action takes place (in what manner)  
brightly, cheerfully, despondently
- Where the action takes place (in what place)  
here, there, everywhere, outside, underground, in
- How often the action takes place (how frequently)  
annually, often, never
- When the action takes place (at what time)  
after, then, now, before, yesterday, last month, always
- The reason something takes place (purpose)  
thus, because, so, therefore, since
- How much action takes place (to what extent)  
almost, too, very, considerably, enough, quite, so, no
- How intensely we feel about the action that takes place (intensifier)  
definitely, absolutely, of course, really, heartily, totally

1. Highlight the adverbs in the following sentences. You’ll notice that adverbs appear in many different places.
  - a. I often wonder if I should take up ballet.
  - b. Unfortunately, I cannot run quickly when tired.
  - c. He was seriously injured yesterday because of the accident.
  - d. I am almost always surprised about my ability.
2. Identify the adverb and state whether it is modifying a verb, adjective or clause.
  - a. Darwin was extremely overwhelmed. . . . .

- b. He was very angry. ....
- c. She failed because of laziness. ....
3. Each of the below sentences has an adjective in italics. Label them as: manner, place, time, purpose, extent or intensifier.
- a. I *actually* don't care! .....
- b. Come *here*. .....
- c. I *occasionally* travel. ....
- d. Let's stay *in*. .....
- e. Jamil drove *steadily*. .....
- f. We'll go *tomorrow*. .....
- g. She's cried *since* he left. ....

### Forming adverbs

Adverbs are often formed by adding '-ly' to an adjective.

The quick fox runs. → The fox runs quickly.

However, some adverbs are fixed, rather than being formed from other words. Examples include 'too', 'always' and 'never'.

4. Change these adjectives into adverbs and then write a sentence using the adverb.

Adjective	Adverb	Your sentence using the adverb
certain		
final		
soft		
obsessive		

5. Complete these sentences with a suitable adverb.

- a. I ..... go to the pictures ..... I like movies.
- b. If we speak ..... and ..... we can be understood ..... than if we speak ..... and .....
- c. .... Louis Pasteur worked ..... to find the answer.

# Applying

## Connecting with the curriculum



### Health

#### Managing family relationships

Relationships can be tricky for everyone, but . . . things work out if people get to know and trust each other and keep . . . communicating about what is important. It helps to know yourself, what you like and don't like, and what makes you feel happy and safe. It . . . becomes less . . . that misunderstandings will develop and cause problems in a relationship. Other attitudes and behaviours that help make healthy and positive family relationships include being authentic and patient, showing that you care . . . , and being someone who can be trusted and relied . . . Families can function . . . if everyone is able to communicate their needs and wants to each other in a respectful way. This can be hard . . . we are feeling frustrated, angry, hurt or sad. Sometimes it can be better to wait . . . intense feelings have passed, so that we can more . . . communicate what is going . . . for us. We may not . . . get what we want and we might have to be patient and/or learn the art of negotiation and compromise. For example, we might agree to help . . . with chores around the house . . . we can go to the movies.

*Health and Physical Education for the Australian Curriculum 7 & 8, pp. 27–8.*

1. Fill in the blanks in this extract with suitable adverbs.
2. Categorise the adverbs listed in the table and consider where they could have been used in the extract above (some could appear as more than one type).

deeply, likely, usually, openly, then, so, upon, if, calmly, well, on, always

Manner	
Place	
Time and frequency	
Reason (purpose)	
Intensifier	
Condition	

3. Find the sentence in the extract that begins with: 'Other attitudes and behaviours ...'.
  - a. List the adjectives in this sentence and transform them into adverbs.

.....

.....

- b. In groups, or as a class, explore ways to rewrite this sentence to include these adjectives as adverbs. What effect does this have on meaning?

.....

.....

.....

.....

.....

## Connecting in class

1. In this extract, the author Ernest Hemingway talks about his main character's physical and emotional state.

The young man, whose name was Robert Jordan, was extremely hungry and he was worried. He was often hungry but he was not usually worried because he did not give any importance to what happened to himself ...

*For Whom the Bell Tolls, Ernest Hemingway, p. 4*

Highlight the adverbs in the extract, and categorise them (manner, place, time, reason, intensifier or condition).

2. Select an extract from the class text you are currently studying and remove all adverbs from the passage. Discuss the implication of losing these words that can indicate time, place, reason and condition.
3. Explore the ways adverbs create a **persuasive** effect in writing. Look particularly at words like 'finally', 'ultimately', 'completely', 'never', 'always' and 'mostly'. Compile a list as a class, then apply the adverbs to a piece of persuasive writing. Discuss the impact on an **audience** or reader.

## Just for fun

On three separate pieces of paper write a noun, a verb and an adverb. Keep your noun, but give the verb and the adverb away to other students so that you all have two new pieces of paper. Using the noun, verb and adverb, create a sentence to share with the class. This should provoke conversations about the power and problems of adverbs.



- e. Tomorrow, we will go to the mountains. (.....)
- f. I've put the painting on the wall. (.....)
2. Choose a preposition to complete the following sentences.
- a. We can't leave ..... Christmas.
- b. Nobody could know what was buried ..... the ground.
- c. I read the final book ..... the series and loved it.
- d. It wasn't long ..... Balin left the party.
- e. She is ..... her cousins.

Prepositions are so important that they often overlap with other parts of speech. In the following examples, the word 'inside' is used four different ways:

It was very quiet *inside* the shop = preposition

Please play *inside* = adverb

They were thrilled to have an *inside* toilet = adjective

The *inside* was an exciting place to be = noun

Below are some other ways prepositions can be used as parts of speech.

- The preposition 'to' can be part of an infinitive, such as 'to view'.
- The preposition 'up' can be the end of a verb, such as 'lock up' (called a particle or adverb).
- The preposition 'since' can be a conjunction joining two sentences or even an adverb. (*Conjunctions* are covered in the next unit.)

3. Read each of the following sentences and decide whether the word in italics is a preposition. (Hint: it needs to be followed by a noun group.)
- a. She moved the chairs *around* before anyone arrived. ....
- b. There was no reason to go *through* from the left side. ....
- c. The children sat *around* the fire. ....
- d. Head to the east to find the sea. ....
- e. Esme went *in* as we came out. ....
- f. We made it *from* Melbourne to Geelong. ....

# Applying

## Connecting with the curriculum



### Geography

#### Two types of maps

##### Weather maps

Weather maps are commonly seen in newspapers and in television news programs. These maps show the weather conditions over part of the Earth's surface at a particular point in time. They show air pressure, temperature, wind direction and strength, and the rainfall received in the previous 24 hours. They also show the location of cold fronts. Being able to interpret weather maps allows us to make predictions about the weather that a place will experience over the following few days.

##### Flowline maps

Flowline maps show the movement of information, goods and people between places, and the quantity of such movements. Movements are shown by lines or arrows that link the place of origin with the destination. The amount of information and goods, and the number of people, being moved between places is indicated by the width of the line or arrow. The map's legend indicates the value of the flowlines.

*Skills in Geography (2nd Edition), p. 3*

1. Highlight all the prepositions in this extract.  
.....  
.....
2. In this passage, we see that the same preposition can have different functions depending on the word before. The prepositions 'in' and 'over' are used for time and place. Give examples of these two uses.  
.....  
.....
3. What type of information does the preposition 'between' introduce? Include an example.  
.....
4. Give an example of the preposition 'of' being used for size or quantity.  
.....
5. Often the preposition is controlled by the word before it. For example, 'Quantities of', which we can't change to another preposition. Find other examples that use 'of', and write

each one down with its controlling word. What kind of idea does each of these prepositions convey in this combination (place, time, direction, movement, relations or constituents)?

- .....
- .....
- .....

### Connecting in class

1. Select one of the key characters in the novel or film you are studying and, on a piece of paper, write that character's name. Then, around the name, place a series of prepositions (like a mind map). Your teacher may give you a list, or you can choose your own. Good ones to use are 'on', 'in', 'at', 'for', 'against', 'beside', 'towards', 'from' and 'by'. Write a noun or noun phrase for each preposition to indicate that character's relationship with location, time and ideas, events, actions or individuals.
2. Now, think about the **setting** of the novel or film (e.g. the *Harry Potter* stories are set in a magical school). Repeat the activity, but this time use the prepositions to show the way the setting interacts with the story.

These mind maps can be shared and displayed as part of the novel study.

### Just for fun

#### You are a photographer

Take a photo of a space in the school or nearby. Annotate it with arrows and information about architectural features, introduced by prepositions.

#### You are a game developer

Charades is a game where you use bodily actions to help someone guess a **title** or word you are given. Imagine you are writing rules for the game of charades – you need to invent an action for each of the following and explain it:

with, above, on, under, over, in, near, far

#### You are a graphic designer

Work with a partner to develop a system of visual symbols to indicate the following:

with, above, on, under, over, in, near, far

## Understanding

Conjunctions are words that link ideas or elements in a sentence. Conjunctions serve two main purposes: to join individual words and to join sentences (for more, see the *Compound and complex sentences* unit).

### Coordinating conjunctions

Coordinating conjunctions can join words or sentences showing a relationship between ideas. These conjunctions include:

'For', 'And', 'Nor', 'But', 'Or', 'Yet' and 'So' (use the **acronym** 'FANBOYS' as a reminder)

tit **for** tat

soft **but** solid

Bacon **and** eggs

big **or** small

Hide **nor** hair

big **yet** small

Some conjunctions *add* information ('and', 'for'), while other conjunctions introduce *contrast* ('but', 'yet', 'or'). When conjunctions join two or more sentences, they form **compound sentences** (see the *Sentence construction* unit)

### Conjunction pairs

Some conjunctions function in pairs to create options or a balance between two ideas or objects, or to contrast ideas or elements:

either ... or; neither ... nor; both ... and; not ... but; whether ... or; not only ... but also; as many ... as; rather ... than; no sooner ... than; scarcely ... when; such ... that

You can have **either** rice **or** noodles.

**Neither** Ruwani **nor** Nayran was happy with the outcome.

**Both** Jason **and** Alex were competing for gold.

1. Write examples of sentences using the conjunction pairs given below.

a. not ... but

.....

b. whether ... or

.....

c. not only ... but also

.....

d. as many ... as

.....

e. rather ... than

.....

f. no sooner ... than

.....

g. scarcely ... when

.....

h. such ... that

.....

2. Join the following sentences together with the appropriate conjunction:

a. There was nowhere to go ..... they went home.

b. He bought oranges ..... he bought pineapples.

c. It was early morning ..... she had been awake for hours.

d. Lock the door ..... put the key under the mat.

3. Rewrite these sentences using 'either ... or' or 'neither ... nor'.

a. The car didn't start. The motorbike also didn't start.

.....

b. The bees and the butterflies were not seen again.

.....

c. We could paint the walls red, but we could also paint them green.

.....

4. Conjunctions can indicate that a positive or negative event may follow. 'And' suggests a positive outcome while 'but' suggests a negative outcome. Consider what might happen next in the **narrative** due to the selection of conjunctions below.

a. Mia left early for school, and Alexa came with her.

.....

b. Mia left early for school, but Alexa came with her.

.....

# Applying

## Connecting with the curriculum



### Information technology

#### Computer hardware

In general, a computer allows us to:

- input data
- store and process data
- output information.

The power of a computer lies in its ability to store and process data. However, the computer must have a way of getting the data into the central processor. Input devices such as the camera lens, keyboard or mouse are used to input data.

Once the data is input, it is stored in various types of memory until it is required. There are primary and secondary storage areas.

A computer can also manipulate or modify the information, such as presenting it in various ways or performing calculations.

The result of processing data is information can then be output using devices such as the screen and the printer.

The input and output devices are often called peripherals. The mouse and keyboard are common input devices. The screen and printer are common output devices. There are many other devices we can use to get data into the computer and information out.

*Adapted from Practice IT for the Australian Curriculum Book 1: Lower Secondary, p. 10*

1. Highlight all the conjunctions in the extract.
2. The conjunctions in this passage often link two items (nouns or adjectives with nouns) or two actions (verbs). List examples from the text in the following table.

Connecting actions (verbs)	Connecting items (nouns and adjectives)

3. Why have the writers connected these items?

.....  
 .....

4. These explanations of conjunctions use the same sentence openings as the text extract on the previous page. Connect one part of the sentence to the correct ending using arrows.

Beginning	Ending
In general conjunctions allow us to	be used sparingly or they become overwhelming.
The power of conjunctions lies in their ability to	the sentence changes its meaning as items are placed in relationship to each other.
However, conjunctions must	establishing connections that may not have been visible.
Once a conjunction is used,	your sentences are more interesting and varied.
A conjunction a can also manipulate or modify information,	combine two or more items.
The result of using conjunctions is that	add or contrast items.

### Connecting in class

Some writers are famous for using lots of 'ands'. (This is called '**polysyndeton**': 'poly' = 'many' and 'syndeton' = 'joins'.) In creative writing this may be for effect or to slow the **rhythm** of the writing. It can also give a sense of connected experiences, a flow of events or a sense of solemnity. (The Bible uses this technique, too.) In contrast, when conjunctions are spoken, their use can also capture a breathless sequence of speech or interior **monologue**.

1. Take an extract from a novel (or any text under study) and replace as much of the **punctuation** as possible – particularly **full stops** – with the word 'and'.
2. Compare your version with the original and discuss the effects as a class.

### Just for fun

Write an acrostic poem about the power of conjunctions using the word CONJUNCTIONS (the first letter of each line creates the word 'conjunction'). Share these poems with fellow students and check that the information is correct.

## Understanding

Punctuation is the system of symbols that allows our ideas to be clearly expressed and understood. Punctuation marks, including **commas**, full stops, **question marks** and **exclamation marks** support meaning and reading.

### Commas

Commas serve several functions.

One function is to separate three or more items in a list of nouns or adjectives. The last two items should be joined by 'and', with no comma unless it is needed to prevent confusion. The additional comma before the 'and', called the Oxford or serial comma, is often overused.

My brother enjoys playing basketball, tennis and hockey.

The contestant was excited, nervous and full of anticipation.

I thank my parents, Mildred Jones, and God.

(In the last example, removing the final comma might suggest that the parents are Mildred Jones and God.)

1. Use commas to separate items in the following sentences:
  - a. We are having ham cheese and lettuce sandwiches.
  - b. Alex painted the car white green and yellow.
  - c. Water is refreshing hydrating and the healthiest option.
  - d. She was searching for her friends the unicorn and the dragon.

Commas mark out additional clarifying but not essential information in a sentence. The additional information can clarify or offer specific detail about an object, a person or their title.

The blue dress, which I bought from the op shop, is my favourite.

Joe, my brother, is a great sportsman.

The sentences still make sense if you remove the words between the commas.

2. Use commas to mark out the extra information in each sentence.
  - a. Mrs Smith my teacher says we must learn to use punctuation correctly.
  - b. Sydney the most populated city in Australia is my home.
  - c. The fog like a grey ghost crept silently through the empty streets.

### Full stops, question and exclamation marks

Unlike commas, full stops, exclamation marks and question marks are 'end-punctuation' because they come at the end of a statement or question.

A full stop (.) ends a sentence that expresses a complete idea.

Rome is the capital city of Italy.

A question mark (?) is used in place of a full stop to show a direct question.

Is Rome the capital city of Italy?

An exclamation mark (!) at the end of a sentence or short phrase expresses a strong feeling (e.g. wonder, shock, excitement) or a command.

Children, stand back!

That dress looks sensational!

3. Punctuate the following paragraph by inserting end punctuation.

Yesterday was the first day of the school holidays I was so excited My family and I travelled to Hobart in the south of Tasmania. We went there with Nana my Aunty Sarah and my cousin Ben We are staying on a farm next to the sea During our stay in Hobart we plan to visit Bruny Island explore the city and go bushwalking Hobart is a wonderful city Have you ever been

4. Writers use punctuation for effect. Add punctuation to this extract from the novel *Little Women* written in 1868.

Lying back on the sofa she read the manuscript carefully through making dashes here and there and putting in many exclamation points which looked like little balloons Then she tied it up with a smart red ribbon and sat a minute looking at it with a sober wistful expression which plainly showed how earnest her work had been

*Little Women*, Louisa May Alcott, p. 158

# Applying

## Connecting with the curriculum



### Food Technology

#### Have you eaten 38 teaspoons of sugar today?

This question has grabbed your attention and got you thinking. Right? Questions can be used effectively to engage a reading or listening audience. You are probably still wondering if it is possible to eat 38 teaspoons of sugar. Well, you might be horrified to learn that Australian males aged 14–18 are, as the highest consumers of soft drinks, commonly drinking up 38 teaspoons of sugar a day. Picture 38 teaspoons of sugar on a plate. Are you feeling slightly ill right now? The statistic gets even worse when you hear that the World Health Organization recommends that children should consume three or less teaspoons of sugar per day.

The average Australian teenager drinks 1.2 cans of soft drink per day. A 300 mL can contains around 12 teaspoons of sugar. It's bad news for the health of the nation. More than half of Australian teenagers have tooth decay. Australia also has the fastest-growing rates of obesity in the world. Yes, those soft drinks will make you super soft around the edges! A daily can of Coca-Cola, which has absolutely no nutritional value, won't be making young Australians look like the super-fit, super-tanned, beach-loving adolescents on the TV advertisements.

So, next time you need a thirst-quencher, reach for the tap and enjoy a great big guzzle of water. It's sugar-free and sensational for your health!

1. Circle the question marks in the extract.  
.....
2. What purpose does the question mark serve in the title of the text?  
.....
3. Commas can show conversational pauses after 'Well', 'Yes', and 'So'. Circle these in a different colour.  
.....
4. Why do you think the writer has included these pauses?  
.....
5. Commas have also been used for other purposes in the text. What other purposes do they serve?  
.....

6. With a different coloured pen, highlight the exclamation marks in the text.
7. What facts has the writer wanted to emphasise with the use of these exclamation marks?  
 .. .. .
8. Compose an alternative title for this text. Write the alternative title as a statement.  
 .. .. .
9. Using the information in the extract, compose a short advertisement that promotes the benefits of drinking water. Use question marks, commas and exclamation marks for effect.

## Connecting in class

1. Now look at your own class text to explore the ways in which punctuation has been used to shape how you read the text.
  - a. Select a passage from the class text. One extended paragraph of no more than five sentences will do.
  - b. List the punctuation in each sentence.
  - c. Has the writer used a variety of full stops, question marks and exclamation marks in the passage?
  - d. How many sentences have commas to show where additional information has been included? Why does the writer include this additional information?
  - e. With a partner, rewrite some of the sentences from the selected passage by changing the additional information contained between the commas.
  - f. Try changing the tone or mood of the passage by rewriting the passage with different punctuation marks.

## Just for fun

Things can go very wrong when punctuation is used incorrectly. For example, look at the following sentences:

'Let's eat, Grandpa.	'Let's eat Grandpa.'
----------------------	----------------------

The meaning is totally changed by forgetting a comma. Grandpa probably isn't the best dinner option!

With a partner, try making up your own humorous sentences.

## Understanding

Capitals serve several purposes. They:

- are necessary for correct grammar usage
- highlight the importance of one thing over another
- distinguish specifically named items (e.g. history or History)
- organise information
- can be used for effect.

Here is a list of basic rules to follow when using capital letters.

**Rule 1:** Capitalise the first letter of the first word in any sentence.

*It was raining heavily. Branches were torn off trees. The cricket match was cancelled.*

**Rule 2:** Capitalise proper nouns (see *Noun* unit) and adjectives derived from proper nouns:

*Department of Education (proper noun)*

*a Shakespearean play (adjective derived from proper noun)*

*Italian (adjective derived from proper noun)*

**Rule 3:** Capitalise specific places or relationships.

*the river → the Darling River*

*his aunty → Aunty Joan*

**Rule 4:** Capitalise a formal title when it is used as a direct address.

*The plane is low on fuel, Captain.*

- Capital or not? Circle the correct word.
  - I loved exploring the history / History of the region.
  - My favourite subject is history / History.
  - We went across the deep River / river.
  - We crossed Deepwater river / River.
  - I can see the Harbour / harbour bridge / Bridge.
  - I can see the bridge / Bridge over the harbour / Harbour.

**Rule 5:** Capitalise all letters when a set of words is abbreviated to just their first letters.

- **Initialisms** are when we say the letters individually:  
FAQ (Frequently Asked Questions)
- Acronyms are where we say it as a word:  
UNESCO (United Nations Educational, Scientific and Cultural Organization)

2. Are these initialisms (I) or acronyms (A)? Find out the full name of each.

	I or A?	Full title
SBS		
NASA		
ATM		
AWOL		
ADHD		

### Unusual

Some products capitalise one or more letters within the word:

iPhone, PowerPoint, AstroTurf

This can be referred to as 'camel case' or 'camel caps'. Note: if the word begins a sentence, you still start the sentence with a capital.

Book titles can use **maximal title case**, where the first letter of all words except conjunctions, prepositions and articles are capitalised, or **minimal title case**, where the first letter of the first word of the title and subtitle are capitalised:

*The True History of the Kelly Gang: Looking for the Outlaw*

*The true history of the Kelly gang: Looking for the outlaw*

Note: it is standard for book titles to be italicised.

3. Read each line below and underline the letters that should be capitalised.

- a. we went to see the opera house when we visited sydney last june.
- b. the religion of islam originated in the middle east.
- c. i sold some of my xbox games on ebay.
- d. *the secret life of bees* (book title – minimal case)
- e. *a midsummer night's dream* (book title – maximal case)

# Applying

## Connecting with the curriculum



### Biological Sciences

Different subjects have different **conventions** for using capitals and it's important to know these and follow them so your text is accurate.

#### Classifying living things

When writing an organism's scientific name, there are a few rules that need to be followed.

- The first part of the name (genus) is written with a capital letter.
- The second part of the name (species) starts with a lower case letter.
- If you are typing a name, italics should be used.
- If you are writing the name, you should underline the name.

For example, *Hippocampus colemani*, *Hippocampus zebra*, and *Hippocampus histrix* are all different types of seahorse found around Australia. The genus name (first part of the name) for all these species, *Hippocampus*, is from the Greek words *hippos* meaning 'horse' and *kampos* meaning 'sea monster.' ... they all share many similarities but are all unique. That is why the species (the second part of the name) is also used to identify specific organisms.

*Cambridge Science for the Victorian Curriculum 7, p. 49*

1. Use the above extract to answer the following questions.

a. What is the species of *Solanum lycopersicum*?

.....

b. What is the genus of *Macropus giganteus*?

.....

c. Rewrite the sentence below with correct capitals.

the *ampulex dementor* is a species of wasp named after the prison guards in the *harry potter* books.

.....

.....

d. Rewrite the sentence shown below with correct capitals.

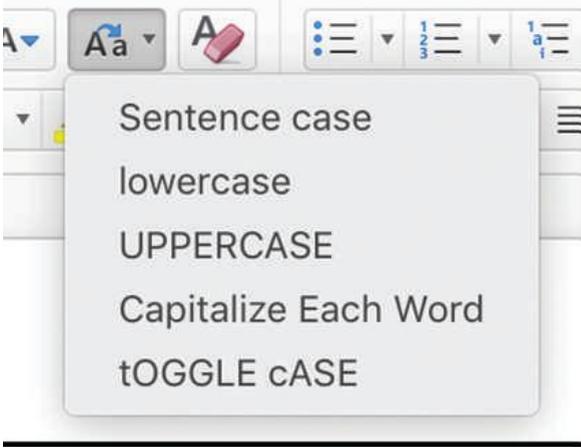
the scientific name for the australian magpie is *cracticus tibicen*, which shows that it is completely unrelated to the british magpie of the genus *pica*.

.....  
.....

### Connecting in class

Computers have many tools to help you in writing, including changing case.

1. Looking at the different options, what do you think 'Sentence case' is?
2. Consider the use of 'UPPERCASE'.
  - a. What is the effect of an email or text message written entirely in UPPERCASE?
  - b. If just one or two words in a sentence use UPPERCASE, what does that suggest about them?



3. When might you want to use the 'Capitalise Each Word' or 'tOGGLE cASE' options? Compare your answers with a partner.
4. Which case would you use for: writing personal emails; writing an email to your teacher; writing an **essay**; writing a text message to your parent; an announcement heading; creating a **graphic novel**; and creating a piece of artwork with lettering.

### Just for fun

There are some exceptions to Rule 5. For example:

- The United Nations International Children's Emergency Fund changed its name to United Nations Children's Fund, but kept the original acronym (UNICEF)
- QANTAS (Queensland and Northern Territory Aerial Services) is now officially 'Qantas'.
- Some acronyms become 'normal' words, and lose their capitalisation. One example is 'scuba', which was originally SCUBA (Self-Contained Underwater Breathing Apparatus)

Try to find more exceptions.

# APOSTROPHES

## Understanding

**Apostrophes** (') show where letters have been left out when a word is contracted (e.g. 'they've' for 'they have') or to show ownership by a person, place or thing (e.g. 'Mark's bag').

### Apostrophe for contraction

Apostrophes show where one or more letters are left out when words are joined. The contraction of 'will not' is unusual because it changes the 'i' to 'o'.

Is not → Isn't

Cannot → Can't

You are → You're

Will not → Won't

In formal speech and writing, apostrophes are usually avoided.

1. In each table below, draw a line between the long form and the correct contraction.

Cannot	It's
I have	We're
Let us	I've
It is	Let's
We are	Can't

I am	They're
They are	I'm
I had	I'll
He has	I'd
I will	He's

### Apostrophe for ownership

When something belongs to a person, place or thing (that is, a noun), you add an apostrophe 's' (s) to the owner. This is called the possessive apostrophe. You know who or what the owner is by looking at what is BEFORE the apostrophe.

The girl's books (owner = girl)

The children's books (owner = children)

#### When the word already ends in 's'

If it is a singular word, you can continue to add an apostrophe 's'.

The cactus's spines (owner = cactus)

If it is a plural word, you add an apostrophe at the end, but no additional 's'.

The girls' books (owner = girls)

As you saw above, plurals that do NOT end in 's' (e.g. 'children') still have apostrophe 's'.

If it is a proper noun ending with 's', either approach is acceptable in writing.

James's book OR James' book (owner = James)

2. Add the apostrophe for ownership in the correct place.

- |                                |                          |                        |
|--------------------------------|--------------------------|------------------------|
| a. Alices mother               | d. Venuss tennis racquet | g. Francis Drakes ship |
| b. The elephants trunks        | e. My wifes cousin Emily | h. Mrs Charles doctor  |
| c. The Prime Ministers meeting | f. Lewis friends         | i. The babies rattles  |
|                                |                          | j. A zebras stripes    |

3. Who is the owner in each of the following? (Remember you just look at what is before the apostrophe.)

- |                       |                            |
|-----------------------|----------------------------|
| a. Lucas' house ..... | c. Animals' cage . . . . . |
| b. Men's goods .....  | d. Animal's cage . . . . . |

## Pronouns

Apostrophes in pronouns are confusing, particularly for the following:

it's/its                      you're/your                      they're/their

Pronouns *never* take apostrophes for possession, only for contraction.

### Pronouns and contractions

'It's' is the contracted form of 'it is' or 'it has'.

**It is** a sunny day. → **It's** a sunny day.

**It has** been raining. → **It's** been raining.

'You're' is the contracted form of 'you are'.

**You are** never going to win. → **You're** never going to win.

'They're' is the contracted form of 'they are'.

**They are** always last to arrive. → **They're** always last to arrive.

### Pronouns and possession

Although nouns take apostrophes for possession, pronouns don't.

The dog wagged **the dog's** tail. → The dog wagged **its** tail.

Take **your** things with you. → Take **Michael's** things with you.

**Their** things were in a mess. → **The team's** things were in a mess.

4. Circle the correct word in the sentences below.

- You're / your never going to go there on you're / your own.
- It's / its they're / their right to go ahead.
- Their / they're right to do what they want.
- The canteen opens its / it's doors when its / it's lunch time.

# Applying

## Connecting with the curriculum



### Reflective text

The following text is an adapted excerpt from Jessica Watson's blog. At 16, Jessica was the youngest person to sail solo around the world, leaving Sydney Harbour on 18 October 2009 and returning on 15 May 2010. All apostrophes have been removed.

#### Almost around the Cape and why I am sailing around the world

Monday 22 February 2010

So anyway, while sitting out in the sunshine and hand steering today, I did a bit of thinking (dangerous thing to do I know!) as I felt the suns rays. Seeing as were now over half way around the world near the worlds edge, I thought it might be a good time to have a bit of a re-think about exactly what Im doing out here and whether or not my expectations have changed at all. I also wonder, 'Have I changed other girls expectations?'

It wasnt so much the action and adrenaline parts that appealed to me, but thinking about all the details and finding ways to minimize the risks I hate that so many peoples dreams never actually become anything more than that, a dream. Im not saying that everyone should buy a boat and take off around the world, but I hope that by achieving my own dream, Im showing people its possible to reach their own goals, whatever they might be and however big or small.

Now that Im out here, Im also finding that a big part of it is just about having fun and making the most of every day. Every milestone out here isnt just my achievement, but everyones achievement especially those people who put so much time and effort into helping get me here.

Adapted from [jessicawatson.com.au](http://jessicawatson.com.au), Jessica Watson

1. In the above extract, use a coloured pen to put in the missing apostrophes for contraction and possession.
2. Apostrophes are missing in the following paragraph. Insert them correctly.

I havent been sailing before, but Ive loved reading Jessica Watsons blog about her solo yacht voyage. Id love to learn to sail but I cant see myself embarking on a voyage like hers. Shes certainly an inspiration to young people. Im sure her story will continue to inspire young peoples dreams. I hope youll have an opportunity to read Jessicas story. Its an amazing tale of endurance, courage and adventure!

## Connecting in class

'Apostrophe' comes from the Greek root words 'strophe' (meaning 'turn') and 'apo' (meaning 'from'). So, when it is used as a contraction, the meaning can be regarded as 'turning away' a letter or letters from the original word.

Authors often use contractions to capture the voice of characters speaking in dialect or slang. You can see this in the passage below from the book *Of Mice and Men*.

1. Rewrite the passage without any of the apostrophes, and correct any spelling.

'I seen hundreds of men come by on the road an' on the ranches, with their bindles on their back an' that same damn thing in their heads. Hunderds of them. They come, an' they quit an' go on; an' every damn one of 'em's got a little piece of land in his head. An' never a God damn one of 'em ever gets it. Just like heaven. Ever'body wants a little piece of lan'. I read plenty of books out here. Nobody never gets to heaven, and nobody gets no land. It's just in their head. They're all the time talkin' about it, but it's just in their head.'

*Of Mice and Men*, John Steinbeck, p. 52

2. Find a passage of dialogue from a novel you are reading and change the voice using apostrophes to contract words. What kind of character does the new voice convey?

### Just for fun

1. BINGO! Make your own bingo game using the table from Activity 1 at the beginning of this unit.
2. Construct a sentence using the word 'its' four times with and without an apostrophe.
3. Using what you've learned about apostrophes in this unit, try composing your own poem about apostrophes.

## Understanding

A sentence can be classified in many different ways, as indicated in the table below.

<b>Declarative</b>	Most common sentences: clear statement of facts or opinion	Ends with full stop
<b>Interrogative</b>	Framed as a question with a question mark	Ends with question mark
<b>Imperative</b>	Expresses an order, command or instruction	May end with exclamation mark or full stop
<b>Exclamatory</b>	Suggests heightened emotion or a reaction	Ends with exclamation mark

- Use contrasting highlighter colours to colour-code the different types of sentences below and add the correct end punctuation. (A colour key of different sentence types is provided for you.)

declarative	imperative	interrogative	exclamatory
-------------	------------	---------------	-------------

Are you travelling to the Gold Coast When you're there you can visit all the fun parks or just relax on the beach There's lots of things to do Go to Dreamworld for thrills Spend a day at the beach Dine in restaurants or just have fish and chips Whatever you do, you will be sure to enjoy your stay

- Add arrows to label the different types of statements you see in the advertisement below.



Club Jetstar

### Get with the program!

Club Jetstar members can join the Qantas Frequent Flyer program for free, saving AUD \$99.50!

Earn Qantas Points and Status Credits on selected flights to use on flight bookings, hotels, car hire and products from the Qantas store.

To make the most of this offer, [log in to your account](#) and go to the Club Jetstar page.

Not a Club Jetstar member? [Join now.](#)

b. Which statements tell you what to do? . . . . .

c. Which statements explain the offer?

.. . . .  
.. . . .

d. Change all of Jetstar’s advertisement statements into declarative statements. Is it as effective?

.. . . .  
.. . . .  
.. . . .

Interrogative statements include the following.

- **Rhetorical questions** that need no answer:  
How am I expected to put up with this?
- Yes or no interrogatives:  
Are you coming?
- Alternative interrogatives:  
Will you do it or will I?
- Wh interrogatives (who? what? where? when? how?):  
When do you think we’ll be leaving?
- Questions tags:  
He’s bossy, isn’t he?

An indirect interrogative is a question without a question mark.

Maia asked me to ask you when you would be ready.

3. Use contrasting highlighter colours to identify the different types of interrogatives.

Yes or no	Alternative	Wh	Question tag	Indirect
-----------	-------------	----	--------------	----------

‘So what is it that really drives you?’ Arun asked Mary. He’d often wondered why she drove herself to commit such daredevil acts.

Mary often wondered herself how she had got herself into this predicament. How could a perfectly sane person ever place themselves into such danger? What was wrong with her to do this? Could anyone really know what drove them to thrill-seeking behaviour? But then, if she didn’t do it, who would? But just when she was starting to doubt herself and what she was doing she would remember the rush of adrenalin and the excitement of the experience.

She faced Arun, looking him in the eye, her certainty obvious. ‘I love it’, she said. ‘I just love it, don’t you?’

4. In your notebook, write a conversation describing a holiday away using the four types of sentences (declarative, imperative, interrogative and exclamatory).

# Applying

## Connecting with the curriculum



### Measurement and geometry

#### Measuring angles

Angles are usually described using the unit of measurement called the degree, where 360 degrees ( $360^\circ$ ) describes one full turn. The idea to divide a circle into  $360^\circ$  dates back to the Babylonians, who used a sexagesimal number system based on the number 60. Because 60 and 360 are numbers that have a lot of factors, many fractions of these numbers are easy to calculate.

#### Let's start: Estimating angles

How good are you at estimating the size of angles? Estimate the size of these angles and then check with a protractor.

Alternatively, construct an angle using interactive geometry software. Estimate and then check your angle using the angle-measuring tool.



Adapted from *Essential Mathematics for the Australian Curriculum Year 7* (3rd Edition), p. 66

1. Underline the sentence that states what is being studied. What type of sentence is it: declarative, interrogative imperative or exclamatory?

.....

2. Highlight an example of an interrogative (using the same colour you did in the Understanding section).

3. Highlight an example of an imperative (using the same colour you did in the Understanding section).

4. Why is there no exclamatory sentence in this text?

.....

Mathematics questions have a particular structure. They set up the problem before they pose a question.

5. Draw lines matching these sentence beginnings and sentence endings that explain how sentences are used in mathematics. One of the beginnings can match two endings.

Sentence beginning	Sentence ending
Imperatives in mathematics	set up the problem that is to be solved.
Declarative statements in mathematics	are not useful because they convey a personal reaction.
Exclamatory statements in mathematics	give instructions about the process you need to follow to answer a question.
Interrogative statements in mathematics	are used to define and explain the rules.
	invite you to solve a problem.

6. Which type of sentence is the most important in a mathematical book? Explain why.

.....

.....

## Connecting in class

1. Work in groups, with each group looking at a chapter of your class text. Develop five interrogative statements on your chapter that the rest of the class have to answer.
2. Using your class text, or another work you are familiar with, find examples of declarative, imperative, interrogative and exclamatory statements. Who are they about? What do they reveal about the character or the **plot**?
3. Write an imagined interview with the author of a book or one of its characters. Balance the different types of statements. Express the questions in different ways using a variety of interrogatives.
4. Write a review of your class text that includes declarative, imperative, interrogative and exclamatory statements.

## Just for fun

Write a description of yourself or your best friend using statements in this order:

Exclamatory – interrogative – declarative – declarative – interrogative –  
interrogative – declarative – declarative – declarative – declarative – exclamatory.

## Understanding

### What is a sentence?

There are three main types of sentences: simple, compound and complex. In this unit, we will focus on **simple sentences**. A sentence begins with a capital letter, has a subject and a verb, may have an object, and ends with a full stop, question mark or exclamation mark.

- The subject of a sentence does not mean the 'topic'. It means 'who' or 'what' is doing the action. The subject could be a name, pronoun, idea or thing.
- The object of a sentence does not mean the 'thing' in a sentence. It means 'who' or 'what' the action is being performed on or to. In other words, the object or goal of the verb.

Complete sentences do not always have to have an object, but they do have to have a subject and **finite** verb to make sense. A finite verb is a 'complete' verb, not just a participle ('-ing' word) or infinitive ('to' + verb).

Subject + finite verb (maybe + object) = simple sentence

### Sample sentence analysis

Look at the following simple sentence:

Every day after school, Hamish walks his dog to the park.

1. The first thing we do is to locate the verb. The verb is 'walks'.
2. To find the subject, we ask 'Who?' or 'What?' *before* the verb.  
So, who 'walks'? The answer is 'Hamish'. This means 'Hamish' is the *subject*.
3. We find the object by asking 'who' or 'what' *after* the verb.  
So, 'Who or what does Hamish walk?' The answer is 'his dog'. This means 'the dog' is the *object*.  
This is a simple sentence because it has only one finite verb. The subject or the object may be a noun group ('the boy Hamish', 'his lazy dog').

1. Underline the subject, highlight the verb and circle the object in the following sentences.
  - a. The girls formed a band for the competition.
  - b. Antique pianos are beautiful instruments.
  - c. Some small children in long white dresses fed the ducks.
  - d. Unlike early model cars, my car has keyless entry.

- e. The heavy rain has filled the empty swimming pool in the backyard of the old house.
- f. As part of a family tradition, Lucy does her grandmother's hair every week.

### More on objects

Some sentences do not have an object because some verbs do not need objects. They are called **intransitive verbs**.

Verbs that take objects are called **transitive verbs**.

If we hear the beginning of the sentence 'Marla sent' we would immediately ask 'what did Marla send?' because 'sent' needs an object. This makes it a transitive verb. However, if we said 'the dog walked' we can hear that this sentence is complete – so, 'walked' is an intransitive verb.

2. Underline the subject in the following sentences, highlight the verb and then circle whether the verb is transitive or intransitive.
  - a. I accept your offer. (transitive / intransitive)
  - b. The kids jumped into the car. (transitive / intransitive)
  - c. In September I joined the navy. (transitive / intransitive)
  - d. State governments control national parks. (transitive / intransitive)
  - e. Despite my anxiety, I persevered. (transitive / intransitive)

Sentences need subjects and finite verbs (complete verbs), not just participles ('-ing' words). And transitive verbs must have objects. But imperatives (orders) are complete sentences because the subject 'you' is implied.

Walk!

(YOU are ordered to walk)

3. Use this information and your knowledge of transitive verbs to say if the following are complete sentences or not – underline the *finite* verb.

	Is this a sentence?	
	Yes	No
Breathe!		
Gliding, sliding, flying through the air		
I always wondered about Jane		
On the table, in the office, over the garden, everywhere.		
Ordinary people like.		

# Applying

## Connecting with the curriculum



### Biological sciences

#### You are related to a banana!

Every living organism is related to every other organism. Scientists have discovered this by studying the similarities in DNA. DNA is found in every living cell. DNA gives the cell or organism instructions on how to grow and function. Humans and chickens share about 60% of their DNA. We both have eyes, hearts, legs, and many other similar features. However, we humans also share about 60% of our DNA with bananas. So maybe classifying by DNA is not the only answer. Humans and bananas are quite different!

Adapted from *Cambridge Science for the Victorian Curriculum 7*, p. 46

1. Give the subject for the following finite verbs from the above extract.

Subject	Finite verb
	are related
	is related
	have discovered
	is found
	gives
	share
	have
	is
	are

Looking at the subjects of the sentences reveals interesting patterns.

2. The passage title starts with 'you'. Which of the following is not a likely justification for this?
  - A. To remind you of who you are
  - B. To involve you in the story
  - C. To emphasise your relationship with a banana
  - D. For humour

3. Who does the subject 'we both' include? .....
4. In the next sentence, the subject 'we' is used again but this time it says 'we humans'. Why would it be confusing if the word 'humans' wasn't added?  
.....  
.....
5. The paragraph starts with the subject of the sentence being 'every living organism', but in later sentences subjects are 'humans', and 'chickens' and then 'humans and bananas'. Why has the passage chosen such different organisms to act as the subjects of the sentences?  
.....  
.....

## Connecting in class

Simple sentences can often be manipulated and reversed so that the subject might appear after the verb.

1. Rewrite the following from the picture book *The Dream of the Thylacine* as simple sentences following a subject–verb–object order.

- I. Trapped am I / In cage of twisty white cold concrete.
- II. Know you not that I am tooth and claw –
- III. Shadow am I, / In cage of twisty wire, cold concrete.

*The Dream of the Thylacine*, Margaret Wild and Ron Brooks

2. Take some simple sentences from a class text and reverse them, like the poem, to see the effect.

### Just for fun

Go to a shelf in your school library and see how many book titles are actually expressed as sentences. Copy and share these with the class. Take five book titles that are not sentences and form simple sentences with them.

You can do the same with film titles.

Why might titles not be expressed as sentences?

## Understanding

In writing, we often join sentences to combine meaning and create variety. This can create compound sentences and **complex sentences**. Unlike simple sentences with one finite verb, compound and complex sentences have more than one finite verb.

### Compound sentences

These are formed by joining sentences using coordinating conjunctions: 'For', 'And', 'Nor', 'But', 'Or', 'Yet' and 'So' (use 'FANBOYS' as a reminder)

He was a good reader. He had read all the books in the library.

He was a good reader **and** had read all the books in the library.

These two sentences (which we can call 'clauses') are joined by 'and': they combine information and are 'equal' (called 'independent'). They also have the same subject 'he', but in the second sentence 'he' is implied.

We can join more than two sentences using different conjunctions:

It was dangerous **for** it was dark **and** we had promised to be careful.

(It was dangerous. + It was dark. + We had promised to be careful.)

Conjunctions can also combine two words ('bright and breezy', 'this for that'). So do not assume that a conjunction in a sentence creates a compound sentence.

1. Underline the coordinating conjunctions in the compound sentences and then divide them into their separate sentences. The first one has been done as an example.
  - a. A large picture of Napoleon painted by Jacques-Louis David hung on the gallery wall or so they thought, but it was actually a fake.  
A large picture of Napoleon painted by Jacques-Louis David hung on the gallery wall. They thought so. It was actually a fake.
  - b. The enemy's swords glinted in the sun so the soldiers hid.  
.....
  - c. There was no reason to suspect trouble, yet Jack felt uneasy.  
.....
  - d. It was the last chance, for there were no more sales.  
.....

2. Are these conjunctions joining the words or sentences? Is the sentence compound or simple?

Underline the conjunction	Joins words?	Combines sentences?	Compound? Yes / No
Hitler was ruthless and powerful.			
I never want to see his face nor do I want to phone him.			
Her essay was long but was poorly expressed.			
Her essay was long but poorly expressed.			

### Complex sentences

He was a good reader **because** he had read all the books in the library.

Instead of adding extra information ('and'), there is now a reason. The fact that he was a good reader is supported by the clause starting with 'because'. The 'because' clause is now 'dependent'. A **dependent clause** (also called a **subordinate clause**) doesn't make sense by itself.

Words that can be used to join complex sentences include: because, if, though, while, before, until, and many more.

**Relative pronouns** can also be used, such as: where, when, which, that, who.

Often 'that' is left out but implied: I love the music [that] I hear daily.

Add a comma after the dependent clause if it is before the main clause.

Complex sentences are not necessarily more complicated than simple sentences.

3. Highlight the dependent clause in the following complex sentences.

- a. He peered at the mysterious stranger who had rung the doorbell.
- b. Chocolate cake has always been a favourite (that) I find easy to make.
- c. Because the orchestra was in excellent form, music cascaded through the hall.

4. Combine these sentences to create complex or compound sentences as instructed.

- a. It was dark. I couldn't see anything. (Complex)

.....

- b. It was dark. I couldn't see anything. (Compound)

.....

- c. Chocolates have a high fat content. High fat content is bad for health. (Complex)

.....

# Applying

## Connecting with the curriculum



### Health

#### Milo in the morning

Dear Hannah

It's six weeks since we brought Milo home from the Animal Welfare League and I thought you might like to hear how he's settled in with us.

When we entered the enclosure all those weeks ago, we saw him crouched on a shelf in a corner. He was a tuxedo cat and so beautiful, we loved him straight away. He looked a little wary, but I called his name. I was not really expecting that he would respond, so I moved slowly towards him. Amazingly, he crept into my arms purring!

You were worried no one was going to adopt him. You told us he'd been picked up on the street. Before us, it had taken four weeks for him to get used to anyone going near him.

The morning is his favourite time. He comes into my room, chirruping, and jumps up on the bed. If Shinzo, my great big gold and black striped tabby, is on the pillow next to mine, Milo presses his head against Shinzo's face.

If I'm not awake, he presses his cool, wet nose and long whiskers against my face. When I reach out to pat him, he falls over on his side in an ecstatic purring heap and falls asleep then and there.

You would be so proud of him, Hannah, and I want to thank you too, for your patience, kindness and gentleness, which have made Milo the affectionate, playful cat that he is today.

Sincerely

Morgana Knight

Text from a 'thank you' card to Hannah Smithson, Animal Welfare League Queensland

1. Are these sentences simple (S), compound (CO) or complex (CX)?
  - a. He looked a little wary, but I called his name. . . . .
  - b. Amazingly, he crept into my arms! . . . . .
  - c. If I'm not awake, he presses his cool, wet nose and long whiskers against my face. . . . .
  - d. He comes into my room and jumps up on the bed. . . . .
  - e. When I reach out to pat him, he falls over on his side. . . . .

2. Why is this sentence a complex sentence?

'You were worried no one was going to adopt him.'

.....

3. Underline the dependent clause in each of the sentences below and separate these combined sentences into their different ideas.

a. It's six weeks since we brought Milo home from the AWL.

.....

b. If I'm not awake, he presses his cool, wet nose and long whiskers against my face.

.....

c. It was another three weeks before he'd let you touch him.

.....

d. I want to thank you too, for your patience, kindness and gentleness, which have made Milo an affectionate, playful cat.

.....

.....

e. If Shinzo, my great big gold and black striped tabby, is on the pillow next to mine, Milo presses his head against Shinzo's face.

.....

.....

4. In your notebook, rewrite this letter, changing it into simple sentences. How does this change the effect of the letter?

## Connecting in class

1. From a text you know well, find a section that uses complex and compound sentences. What is the purpose of using such detail at that point in the text?
2. When would it be more effective to use a simple sentence? Find an example in your text.
3. In some writing you have completed, categorise the types of sentences you have used: simple (S), compound (CO) or complex (CX). Count them to see if you have varied the sentence structure. Reflect on what you need to do to improve your own writing.

## Just for fun

If you have a pet or know someone who has, write a short text similar to 'Milo in the Morning', using a combination of simple, complex and compound sentences.

## Understanding

### First, a quick look back at the alphabet

The alphabet is made up of **vowels** (a, e, i, o, u and sometimes y) and **consonants** (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z).

### The source of all syllables

A group of letters that represents a sound is called a **syllable**. Together, syllables combine to produce a complete word. Usually syllables contain a vowel.

If we understand how to break a word into syllables, we can also pronounce it easily, spell it more easily and hyphenate it correctly.

Syllables assist us in locating common root words for meaning as well as adding rhythm, which we use in poetry and speeches.

### Pronunciation

Sometimes words have the same spelling but are pronounced differently because the syllable count and emphasis are different.

Spelling	One syllable	Two syllables
-ier	pier ( <i>peer</i> )	greedier ( <i>gree-dee-er</i> )
-ion	dictation ( <i>dic-tay-shon</i> )	criterion ( <i>cry-teer-ee-on</i> )

1. Some syllables look different but have the same pronunciation: 'fought' and 'fort'. Place words from the box next to the sound they make.

grew, out, fool, opal, fought, iron, improve, group, toe, fort, mobile, onomatopoeia, augment, oh, iota, gnaw, off, over, mould, mound, bough, phone, throw, ion, opera, olive, grow, ignore, through

'oo' – 'pool'	
long 'o' – 'lone'	
short 'o' – 'top'	
'ow' – 'frown'	
'or' – 'four'	

## Counting syllables

Here are some examples of words containing one to four syllables. Forward slashes have been inserted to show the syllable breaks.

One syllable:

car, house, pool, vine, bag, puff, match

Two syllables:

buck/et, man/age, swim/mer, fluf/fy, su/per, laugh/ing

Three syllables:

de/li/cious, choc/o/late, dif/fer/ent, class/i/fy

Four syllables:

sym/path/e/tic, math/e/ma/tics, dis/cov/er/y

## Poetic syllables

Some poetry depends on *end rhyme*, which is where the final syllable of a line creates the same sound as the final syllable of another line. These syllables may not look the same, but they sound the same ('rye' and 'nigh'). Sometimes the syllable will not create exactly the same sound and we call this *half rhyme* (e.g. 'route' and 'foot').

2. Divide the following words into their syllables using a forward slash and, in brackets, add the number of syllables.

repetition( )	investigative( )
category( )	magically( )
maturity( )	comprehensive( )
indecisive( )	botanical( )
amazement( )	disillusionment( )
unintentional( )	phenomenally( )
cavemen( )	competitiveness( )

3. In the following words, indicate in the brackets if the letter combination in bold is pronounced as two or one sounds.

<b>ea</b>	<b>ie</b>	<b>oa</b>	<b>io</b>
séance ( )	tier ( )	boat ( )	dictation ( )
pleasant ( )	trier ( )	oasis ( )	iodine ( )
bean ( )	needier ( )	float ( )	iota ( )



The nonsense poem 'Jabberwocky' is based on unusual combinations of syllables to make some silly words that are not 'proper' English. Here are the first two verses:

### Jabberwocky

'Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe:  
All mimsy were the borogoves,  
And the mome raths outgrabe.

'Beware the Jabberwock, my son!  
The jaws that bite, the claws that catch!  
Beware the Jubjub bird, and shun  
The frumious Bandersnatch!'

'Jabberwocky', Lewis Carroll

4. Highlight the words of more than two syllables.
5. Which of the words are nonsense words for plants, birds or animals? When you know which ones they are, divide them into syllables.

## Connecting in class

Use your class text or another book you are familiar with to complete the following activities.

1. Locate any examples of poetry, song or powerful description that use rhyme, rhythm or repetition of syllables to enhance the plot, setting or characters. What effect do these devices have on those elements?
2. Find words more than three syllables long. How do they affect the pace of the text? Compare this to the effect of words with one or two syllables.
3. In pairs, take a chapter from a novel. Create a spelling list of five words for the class. Include challenging words with more than three syllables.

## Just for fun

Write a nonsense poem using rhyming words with two or three syllables.

## Understanding

In the *Prefixes and suffixes* unit, you will be looking at the meaning of **suffixes**, but here we are focusing on the spelling.

- Vowels: a, e, i, o, u ('y' sometimes acts as a vowel, such as in 'bicycle')
- Consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
- Base word (root word): the core of a word that cannot be broken down
- Syllables: the individual sound groups that make up the word
- Suffix: a letter or group of letters added to the end of a base word.

### Consonant suffixes

A consonant suffix begins with a consonant.

**-ment, -ly, -ness, -ful, -hood**

Adding a consonant suffix is straightforward: you add it to the end of the base word.

ship + ment = shipment

hope + ful = hopeful

### Exception: changing '-y' to 'i'

The exception is if the base word ends with a '-y' – in that case, you change the '-y' to an 'i'.

happy + ness = happiness

- Write the word that comes from the given base and suffix.
 

a. mad + ness .....	d. punish + ment .....
b. help + ful .....	e. busy + ly .....
c. likely + hood .....	f. hope + less .....
- Write the word that comes from adding the suffix to these one-syllable base words.
 

a. run + ing .....	d. flat + en .....
b. box + er .....	e. big + est .....
c. shop + ed .....	f. stay + ing .....

## Vowel suffixes

A vowel suffix begins with a vowel.

**-ed, -er, -ing, -ity, -able, -ible, -ise, -ation, -est, -ary, -ery, -ory, -en**

In many cases, you can simply add a vowel suffix to the end of a word:

peel + ing = peeling                  visit + or = visitor  
echo + ed = echoed                  ski + ing = skiing

However, there are a lot of exceptions to this. Let's go through them.

### Exception 1: doubling final consonant

If the base word ends with a consonant, you usually double the consonant before a vowel suffix.

<b>One syllable consonant-vowel-consonant (CVC) words:</b> One syllable words where the last three letters are consonant, vowel, consonant, <i>except</i> if the last consonant is 'w', 'x' or 'y'	hop + ing = hopping play + ed = played
<b>Multi-syllable words ending in '-l':</b> Double the 'l' when adding a vowel suffix	travel + er = traveller
<b>Multi-syllable words with stress on second syllable:</b> If a multi-syllable word has the stress on the last syllable (e.g. 'for-BID'), you double the final consonant, but not if the last syllable is unstressed (e.g. 'VIS-it').	forbid + en = forbidden visit + or = visitor

3. Circle the correct spelling for these multi-syllable words.

- a. stoping or stopping
- b. beginner or beginer
- c. fatest or fattest
- d. sleeping or sleepping
- e. forgetable or forgettable
- f. budgetting or budgeting
- g. quizzed or quized
- h. referred or refered
- i. labeling or labelling
- j. fulfilled or fulfilled

4. Find your own examples of similar words

.....  
.....

### Exception 2: changing '-y' to 'i'

Letter before '-y' is a consonant:

If the base word ends with a '-y', you change the '-y' to '-i' when the letter before the '-y' is a consonant (e.g. 'rely') rather than a vowel (e.g. 'employ'), except if the suffix is '-ing'

happy + est = happiest

carry + ing = carrying

5. Write the word that comes from adding the suffix to the base word.

a. marry + ed .....

e. apply + ing .....

b. enjoy + able .....

f. comply + ance .....

c. stray + ing .....

g. supply + er .....

d. fancy + est .....

h. vary + able .....

6. Find your own examples of similar words.

### Exception 3: dropping final '-e'

Final '-e' is silent:

If the base word ends with a silent 'e', you drop it before adding a vowel suffix.

Note: if the suffix starts with '-e', there is still an 'e', but not 'ee'.

Except for words ending in '-ce' or '-ge' before the suffixes '-able', '-ible' and '-ous'.

make + ing = making

care + er = carer

courage + ous = courageous

notice + able = noticeable

### Exception 4: changing final '-ie' to '-y'

Adding '-ing' to '-ie':

If you are adding '-ing' to a base word that ends with '-ie', you change the 'ie' to 'y'

lie + ing = lying

die + ing = dying

7. Circle the correct answer.

a. radioed or radiod

c. having or haveing

e. noticeing or noticing

b. tieing or tying

d. manageable or managable

f. adorable or adoreable

# Applying

## Connecting with the curriculum

### Media arts



The following extract contains a number of spelling mistakes in words with suffixes.

#### Podcasts

A podcast is a digital recording that can be accessed via streaming online or downloading, and listening on your local device, which may be a phone or computer. There are several common types of podcasts – they can be a recording of an event, a recording of a live radio show that exists already or made as a podcast.

Podcasts began as recordings of pre- events. Since then, people have used them as a new way of entertainment and information as they are relatively cheap and can be, downloaded and listened to anywhere there is an internet connection.

This technology has audiences to access data and information at times that suit them and not just when of events and shows make the event available. This gives more power to the audience to listen to content that interests them personally, at a time that suits them.

Podcasts have also enabled niche programs and information to be shared with a audience. Podcasts are cheap to make and upload, so smaller broadcasters are able to make content and disseminate it.

Adapted from *Media Reloaded*, pp. 229–30

1. Cross out the mistakes and replace them with the correct spelling.

## Connecting in class

You have seen in this unit that the spelling rules for suffixes have a lot of exceptions. There are other spelling rules that have exceptions. You will know the rule about 'i' before 'e' except after 'c', but there are many exceptions to this rule. Look at the following words, and decide which ones are exceptions.

neither, receipt, chief, field, deceit, weird, inconceivable, believe, seize, foreign, brief, receive

### Just for fun

Working in pairs, create class spelling lists that follow any rules in this unit.

## Understanding

English has many words to explain the concept of 'more than one' and spelling these words correctly is essential.

As a general rule, plurals can be recognised by the word endings '-s' and '-es' added to the singular form of the word.

1. Make the following words singular.

a. keys .....

c. papers .....

e. pizzas .....

b. bowls .....

d. foxes .....

f. mattresses .....

So when do you use '-s' and when do you use '-es'?

- If the word ends in '-s', '-ch', '-sh', '-x' or '-z', use '-es'.

sketch → sketches

class → classes

- If the word ends in '-o' preceded by a consonant, use '-es':

potato → potatoes

hero → heroes

- In most other cases (including '-o' preceded by a vowel), use '-s':

pillow → pillows

piano → pianos

2. Make the following words plural.

a. mirror .....

d. plant .....

g. kangaroo .....

b. orange .....

e. dress .....

h. colour .....

c. tomato .....

f. parrot .....

i. box .....

### Unusual

There are also some extra rules and exceptions.

Singular words ending in '-y' preceded by a consonant have plurals ending in '-ies':

symphony → symphonies

variety → varieties

Singular words ending in '-f' often have plurals ending in '-ves':

loaf → loaves

hoof → hooves

(An exception is that 'roof' becomes 'roofs'.)

Singular words ending in '-is' have plurals ending in '-ses'

crisis → crises

analysis → analyses

Singular words ending in '-us' have plurals ending in '-i' or '-ii':

fungus → fungi

nucleus → nuclei

Singular words ending in '-ium' have plurals ending in '-ia':

bacterium → bacteria

medium → media

Singular words ending in '-a' have plurals ending in '-ae':

formula → formulae

alga → algae

Singular words ending in '-eau' have plurals ending in '-x':

plateau → plateaux

bureau → bureaux

Singular words ending in '-x' have plurals ending in '-ices':

index → indices

matrix → matrices

3. Cross out the *incorrect* form of the plural.

a. sympathys sympathies

c. radii radium

e. wifes wives

b. monopolys monopolies

d. donkies donkeys

f. oases oasis

4. Circle the *correct* form of the plural.

a. beliefs believes

c. velocitys velocities

e. vertebras vertebrae

b. cilium cilia

d. gateaux gateaus

f. hypothesises hypotheses

5. Complete the following *using singular or plural* where appropriate.

a. One French chateau was demolished, but four French ch ..... were restored.

b. The book had three app... .. containing extra diagrams and a list of references.

c. Autumn l... .. were red and gold.

d. My grandmother's antique b ..... is in the library.

e. The chef's k ..... were very sharp.

f. She added straw ..... to the fruit salad.

### Even more unusual

To make matters worse, there are some words that look or end as if they're plurals, but are both singular and plural, and have the same spelling for both.

sheep, barramundi, series, jeans, scissors

The last two occur as 'pairs of' because they come in two parts (legs and blades) so they can be referred to that way (e.g. 'pair of jeans' or 'pair of scissors').

The term 'countable nouns' refers to nouns where the singular is preceded by a determiner ('a', 'an', 'this' and 'that') but it can also be plural. Many common and concrete nouns are countable with singular and plural ('woman' or 'women'; 'place' or 'places').

Plural nouns do not need a determiner when they are examples of generalisations and they are therefore functioning as uncountable nouns, as we see in the examples below:

A woman was her inspiration.

She sought inspiration from the women around her.

Women are inspiring.

Uncountable nouns cannot be distinguished as singular and plural. Abstract nouns such as 'happiness' are uncountable and there are common nouns such as 'earth' that cannot be pluralised. As we see above, plural nouns used as general examples also act as uncountable and need no determiner.

6. Which of the following have the same spelling in singular, plural or uncountable forms?  
education, jacket, concrete, homework, tweezers, globe

### Outright weird

Finally, there are words that don't appear to make any sense at all. Generally, this is because, while they probably have a reason, they also have complex or obscure word origins attached to them.

Some plurals take '-en', although this is not dependent on the ending of the singular:

ox → oxen

child → children

In some cases, the plural is in a different part of the word (e.g. in the middle or end).

goose → geese

woman → women

Where there are plurals in hyphenated nouns, generally the first word only is plural.

mother-in-law → mothers-in-law

7. Make the following words plural (you may use a **dictionary** if you wish).

a. louse .....

c. groomsman .....

e. avocado .....

b. theory .....

d. tooth .....

f. delay .....

# Applying

## Connecting with the curriculum

### Chemical sciences



#### Evaporation

Paints are a type of mixture called a colloid. Wet paint is a mixture of colour pigments suspended in a binding medium (allows the paint to stick to surfaces and remain solid once it dries) and a solvent. Sometimes, there are also additional additives to make the paint dry quicker or allow it to be used on sailing boats or on railings prone to rust or to resist being broken down by sunlight. When the solvent dries and evaporates, only the colour pigment is left behind, suspended in the binding medium. It is the evaporation of the solvents that creates the distinctive smell of paint drying.

*Cambridge Science for the Victorian Curriculum 7, p. 188*

1. Highlight the plural nouns used in the extract. Look up the meanings of any you don't know.
2. Find two uncountable nouns.

#### Crystallisation

An analyses of the crystalline substances in the Pink Lakes in Victoria revealed the colour in the crystals is not the result of bacterium. The theories about the existence of such varieties of life forms have been found to be false. It is, in fact, the formule of the solvent that leads to its forming gases. These gases evaporate and leave behind crystallae which are a concentrated form of the substance.

*Adapted from Cambridge Science for the Victorian Curriculum 7, pp. 188–9*

3. Highlight the five spelling errors in the above paragraph.

## Connecting in class

Take a crowd scene from a novel, film or play you have discussed in class and describe it in words. Then, transform it by rewriting it, reducing the number of people involved or visible. How does that reduction affect your feelings about what is happening? Why do you think this is? What does the writer achieve?

### Just for fun

Invent a mini-dictionary of peculiar plurals using odd (as opposed to just incorrect) endings. For example, 'meringui' for 'meringues', 'pianes' for 'pianos', 'vertebratum' for 'vertebrae' and so on.

## Understanding

### Prefixes

**Prefixes** are syllables added to the beginning of a word to change it to another word.

dis + believe = disbelieve

Some common prefixes are:

a-, anti-, bi-, con-, dis-, ex-, extra-, il-, im-, ir-, mis-,  
post-, pre-, pro-, sub-, super-, trans-, un-, under-

- For each definition, write a word using a prefix from the above list.
  - not paid enough .....
  - not mortal .....
  - not legal .....
  - not regular .....
  - not aware .....
  - to put off .....
  - underwater vessel .....
  - across the continent .....
  - breathe out .....
  - use incorrectly .....

Knowing what the prefix means helps you understand a word. Some prefixes are English words (e.g. 'under') but many are derived from other languages.

- From the prefixes in the list above, or your own knowledge, find two for each function and write an example of each.

Function	Prefix	Examples
Opposite		
Time		
Size or amount		
Movement or position		
Agreement or disagreement		

## Suffixes

Suffixes are syllables added to the end of a word to change it to another word.

harm + ful = harmful

Some common suffixes are:

-able, -al, -ant, -ance, -ar, -ate, -ent, -ful, -hood, -ible, -ic, -ify,  
-ion, -ious, -ish, -ism, -less, -ly, -ment, -ness, -or, -ous, -wise, -y

3. For each definition, write a word using a suffix from the above list.
- |                              |                                     |
|------------------------------|-------------------------------------|
| a. full of beauty .....      | f. group that governs .....         |
| b. state of being kind ..... | g. able to be eaten .....           |
| c. without friends .....     | h. state of being significant ..... |
| d. caused by hypnotism ..... | i. being like a child .....         |
| e. act of criticising .....  | j. state of being honest .....      |

Suffixes help us identify parts of speech and can also change the part of speech of words.

From verbs to nouns:

space → spaciousness

From nouns to adjectives:

space → spacious

From adjectives to adverbs:

infinite → infinitely

4. From the suffixes in the list above, or your own knowledge, write two that you would find on nouns and adjectives, and one each that you would find on verbs and adverbs. Give examples.

Part of speech	Suffix	Examples
Noun		
Adjective		
Verb		
Adverb		

# Applying

## Connecting with the curriculum



### Business

'Location, location, location!' is an old catchcry in the real-estate industry, highlighting the extraordinary importance of where a business is located. If a business relies on being close to customers, close to suppliers, or close to transport and infrastructure, then where it is located in relation to these becomes an essential consideration when undertaking activities. Some businesses, such as those that sell goods online rather than from a shopfront, may not see being based close to their customers as an important consideration. However, it may be important to be located close to postal services or transport networks.

*Adapted from Humanities and Social Sciences for the Australian Curriculum 7, p. 400*

1. List five words from the above passage that contain prefixes and underline the prefix.

.....

2. List five words from the above passage that contain suffixes and underline the suffixes.

.....

Businesses rely on the skills and abilities of their employees to survive and prosper, so they need a good employment policy. Workers should be treated with respect and fairness in both their interests and those of the employer. The names of occupations provide insight into the expertise of the person and have suffixes attached to them to show respect both for the person and the occupation.

3. Circle one prefix and three suffixes in the above passage.

.....

4. Write down two occupations ending with each of the suffixes below.

- |                 |              |
|-----------------|--------------|
| a. -ist .....   | d. -or ..... |
| b. -ic .....    | e. -er ..... |
| c. -wright..... | f. -ant..... |

5. The suffixes '-logy' and '-aphy' mean 'study of'. Write down the name for the study of the following.
- a. criminals .....
  - b. life forms .....
  - c. rocks and minerals .....
  - d. landforms, oceans and ecosystems .....
  - e. animals .....
6. Here are some words that appear in the passages. Change each one to its opposite by adding a prefix.
- a. essential .....
  - b. employment .....
  - c. respect .....
  - d. expert .....
7. The word 'interested' can take two different negative prefixes. Find out what each word means.
- a. uninterested .....
  - b. disinterested .....

## Connecting in class

1. When we study novels, we use a lot of terminology that relies on suffixes and prefixes. Find out what the following mean and write an explanation of how the suffix or prefix alters the meaning.
- a. Character: alterego, antihero, antagonist, protagonist
  - b. Plot: conflict, subplot, prologue, epilogue, anticlimax, exposition
  - c. Techniques: foreshadowing, understatement, monologue

## Just for fun

Using the lists of prefixes and suffixes, construct sentences so that they appear in alphabetical order. For example, 'The absence of an analyst became a constant demoralising distraction for the entrepreneur.'

The aim is to use as many prefixes or suffixes in one sentence as possible while still making sense.

## Understanding

It's easier to write well if you have a wide vocabulary to use. A piece of writing is always more vivid if the words illustrate contrasts in people, places, events and feelings.

As outlined in Unit 18, prefixes and suffixes alter the meanings of words, and make it easy for the reader to appreciate their differences and similarities. The use of **antonyms** and **synonyms** adds variety to the writer's ideas, and invites the reader to make a judgement about their relative acceptability or importance.

Once you understand the effect of antonyms and synonyms, you can develop a wider vocabulary to improve your writing.

### Antonyms

Antonyms reverse meaning:

happy / unhappy

sunrise / sunset

brave / cowardly

open / closed

Sometimes, this means using prefixes and suffixes, but not always.

1. Write antonyms for the following words.

a. simple .....

b. wild .....

c. severe .....

d. absent .....

Antonyms provide contrast in meaning as a basis for comparing two or more events, actions, places, appearances, people or feelings.

2. Look at the next paragraph and consider the effect that using a series of words related to the weather and the people has.

The sun suddenly appeared from behind white clouds and the wind dropped. Yuki and Isidora emerged cautiously from the shelter of the trees and looked up towards the snowy peak of Mount Fuji high above them. Their guide was nowhere to be seen. The mountainside was deserted except for a few hikers plodding stoically towards the summit.

- a. Rewrite the passage above using antonyms for the words underlined. You may use a small group of words where necessary.

.....

.....

.....

.....

- b. How does the change in verbs and adjectives affect the atmosphere in the passage?

.....

.....

.....

.....

### Synonyms

Synonyms reinforce meaning and build cohesion in writing. For example, it would be boring to repeat the word 'happy' in a paragraph or sentence (except in the case of an expression such as 'Happy Birthday'). Instead, we might say 'delighted', 'thrilled', 'pleased' or 'glad'.

3. Write two synonyms for each of the following words. Try to make your synonyms more interesting or vivid than the original words.

- a. cold .....
- b. war .....
- c. odd .....
- d. loud .....
- e. rain .....

# Applying

## Connecting with the curriculum



### Design and Technology

#### My space

We all dream of living somewhere that reflects our personality and where our family could be happy. While money is very important, it's possible to surround yourself with imagination, comfort and colour if you take time to think about the effect you're working towards. For best results, it's important to consider not only your budget but what resources you could find at very little cost. Are you prepared to earn extra money, hunt through second-hand shops or look through your current possessions? Any of these strategies will save you time and money and help make your dream space a reality.

#### Space shuffle

Using a tape measure or ruler, work out the size of the space that you want to create and record it. Reduce the measurements to scale (e.g. one metre on the floor to 10 cm on paper). Observe and, if necessary, measure, the intended furniture, objects and storage space. This will stop you from overcrowding the room.

#### True colours

Now, it's time to decide what colours you want around you. A general rule is that spaces facing west are hot and spaces facing south are cold. Those facing north and east are the best aspects. So, in a west-facing room you should use cool colours (blues, greens) and in a south-facing room, warm colours (yellows, reds).

#### Other spaces

Of course, you may want to design a space that is used for something apart from living (e.g. a workshop, laboratory or art studio). These require different thinking because they are more practical and have to display tools, work spaces and expertise. You could get help from others or observe the type of space similar to the one you are planning.

1. Write down antonyms for the five words underlined in the passage.

.....

.....

2. Write down synonyms for the five words in italics in the passage.

.....  
.....

3. Using the language in the passage as a guide, write a 5–8 line description of the ugliest room you know of, describing its size, appearance, atmosphere and furnishings. Underline five of the negative words.

.....  
.....  
.....  
.....  
.....  
.....

4. Write antonyms for each of the negative words you have underlined.

.....  
.....

## Connecting in class

1. Choose an extract from a class text you know well and rewrite it using antonyms for the positive words. How does this change your view of the characters and what happens?

2. A **thesaurus** is like a dictionary, but instead of giving definitions for words, it gives antonyms and synonyms. A famous one was *Roget's Thesaurus*, but there are now many to choose from online. A thesaurus can be a useful reference tool when you are writing.

Choose a word, preferably a noun, and as a class create a list of synonyms and antonyms. Use these to create your own thesaurus page.

## Just for fun

Pretend you are a teacher who has a student whose work improved significantly last term. Write a report card using language describing the positive nature of their performance in class, in homework, and in attitude and attendance.



4. Read the following sentences and then decide which of the homophones to use. It may help to look the words up in a dictionary.
- a. She had ..... and toast for breakfast. (cereal/serial)
  - b. They had lost the last ..... of the puzzle. (peace/piece)
  - c. It was hard to decide ..... ice cream flavour to choose. (witch/which)

Many homophones and homonyms come in pairs, but some also come in groups of three. One example of a triple homophone is 'to', 'two' and 'too'.

- To (preposition): He ran to the bus stop.
- Two (noun – a number): He had two tickets.
- Too (adverb – also or indicates more than is needed): You must come too. She had too much cake.

5. Write the correct homophone ('to', 'too' or 'two') in the following sentences.
- a. She owns ..... horses.
  - b. He walks ..... the train station each morning.
  - c. It is .. cold .. eat ice cream today.
6. Here are some more triple homophones. Write down the other two words for each one. You may even be able to find one with three other words!
- a. so ..
  - b. vane ..
  - c. rite ..
  - d. sent ..
  - e. pour ..
  - f. pear ..
7. Read the list of homophone pairs and homonyms in the table below. Choose two of each and write each in original sentences in the space provided, clearly showing the different meanings.

Homophones		Homonyms	
story – storey	plain – plane	band	sink
air – heir	brake – break	duck	tie
made – maid	peace – piece	fair	file
muscle – mussel	beech – beach	left	nail

.....

.....

# Applying

## Connecting with the curriculum



### Digital Technologies

#### Storage devices

The computer system must have some way of storing data, information and applications internally. Some common methods of external storage are memory sticks or flash drives and CDs.

#### Building blocks of memory

There are various types of memory devices but they are all based on bits. A bit is the smallest unit of storage:

**Bit:** One bit is the smallest unit. It is the building block of all pieces of data. The term bit is derived from the term binary digit.

**Byte:** A byte is a group of either 8, 16, 32 or 64 bits. Memory on the computer is divided into bytes.

#### Primary storage

**RAM (random access memory):** This is the memory used while processing is in progress.

#### Secondary storage

**USB flash drive:** Also commonly known as a 'thumb drive' because of its size. The USB flash drive is a small memory device that can be connected to a computer via a USB port. A flash drive is also used when a mouse or keyboard is wirelessly connected to a computer.

#### Cloud storage

Files can also be stored offsite in the Cloud. Cloud is the term given to offsite storage where the files are transmitted via internet technology (cable, wireless, ADSL, etc.). Google has been operating as a Cloud service for free for quite a while. This is why you can access your Google Mail from any computer or device that has access to a web browser.

*Practice IT for the Australian Curriculum Book 1: Lower Secondary, pp. 19–21*

1. Read the passage above from an IT textbook, and highlight words that could be homophones and homonyms.

- Using the information from the passage, a dictionary and your own general knowledge, choose three homophones or homonyms. Write down the word that it may be confused with and its definition. An example has been completed for you.

ram: male sheep/to hit or push past something

RAM: Random Access Memory – data storage and memory used while processing is in progress

.....

.....

.....

.....

- Make a list of some other technological terms that are homophones or homonyms.

.....

.....

## Connecting in class

- A pun is a **literary device** that is also called a ‘play on words’ because it creates humour by using homophones. For example, ‘Fish are very smart because they live in schools’. Puns are often used in newspapers and also for memes on the internet.
  - Do an internet search for interesting puns.
  - Write a newspaper headline, advertising slogan or riddle that is based on a pun.
- Working in groups of two or three, write out the letters of the alphabet on a sheet of paper and then see if you can match a homophone pair to each letter of the alphabet.
- Using small cards or index cards, create a memory game of homophones by writing homophone pairs (or drawing pictures of them) onto the cards. Place them all facing downwards and then take turns to turn them over in twos to try to find the matching pairs. (*Homophones, Weakly* is a good blog where you can find great illustrations that could be used for this activity.)

## Just for fun

Create your own crossword puzzle with homophones and use the definitions of the words as the clues.

# LITERACY

## TEXT CONSTRUCTION

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## LITERARY DEVICES

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## GENRE

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## ESSAY WRITING

26	Writing paragraphs	106
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## Understanding

He slumped on the grass with his back to the tree trunk. It was comfortable. It was like resting on a pillow.  
 He was fading all over now.  
 He felt sleepy and sleepier.  
 He shut his eyes.  
 What would it be like to fade away? To vanish entirely?  
 Time would tell, he thought, soon enough, time would tell.

*The Imaginary, A. F. Harrold, p. 77*

If you were asked how many paragraphs there are in the prose extract above, you could immediately say there are six paragraphs. That's because paragraphs describe blocks of text: we can see where they start and end.

Paragraphs organise sentences and ideas into smaller parts that are easier to read and process. They help us to follow the text and locate the main idea quickly.

### Types of paragraph

There are many types of paragraphs, including:

- **descriptive** – describes something through using one or more of the five senses
- **narrative** – is organised as a story with a beginning, middle and end
- **expository** – argues a point of view using **evidence** and knowledge
- **procedural** – offers instructions or a method to follow in a given order
- **persuasive** – influences an audience using evidence or value-laden language
- **informative** – gives information to extend knowledge.

- Here are opening sentences from five paragraphs. Using the list above, write down what type of paragraph each sentence might come from:
  - Scones are easy to make if you follow these steps. ....
  - We all need to win, whatever the odds! . . . . .
  - The air was cool, and the pathway was well lit with fairy lights. . . . .
  - Characterisation is an important feature of this novel. . . . .
  - There are many species of birds in Australia. . . . .

## Paragraph structure

A paragraph develops one idea. The usual structure is outlined below.

- 1. Topic sentence:** specifies the topic; may link to previous paragraph.
- 2. Body:** expands on and explains the topic sentences with examples. This could be dot points in informative texts.
- 3. Clincher:** 'closes' the ideas and may link to the next paragraph.

However, the topic sentence does not always come at the beginning:

In the park, people were sitting on benches, running across lawns, feeding the ducks, playing with children. There were lizards sunning themselves, ducks floating on water, birds flying in the trees. **The park was full of life.**

A topic sentence at the end can build mood, offer an answer or sum up. A topic sentence in the middle allows the examples to be emphasised.

- Here are three paragraphs from an informational document produced by the Sydney Theatre Company about their production of *Storm Boy*. Highlight the topic sentence in each paragraph.
  - Role and character are two different elements. Role is one-dimensional and involves representing a point of view and identifying with a particular set of values and beliefs. Character is the complex personality and background of a character.
  - During the day, Storm Boy helps his father fish on their boat. The fish are then taken into town and sold. With this money, they buy the small amount of supplies they need to survive, including food, fishing gear and gasoline for their lantern. They live a simple and comfortable life and are happy with each other's company.
  - Fingerbone Bill's people were the first people to walk the sand of the Ninety Mile Beach, and he has a strong connection to the land and nature. Fingerbone Bill is a practical man who believes that everything has its place and time on Earth and once that time is up, they live on in spirit through the elements of the Earth – the wind, the sand and the sky. This is seen when he discovers the three baby pelicans with Storm Boy. Fingerbone Bill says that the birds should be left for nature to take its course.

## Connecting with the language

Paragraphs are made up of sentences. You may find it helpful to revise the *Compound and complex sentences* unit to support your work on paragraphs.

# Applying

## Connecting with the curriculum



### Geography

#### The effects of water scarcity

Water scarcity can have severe effects on the quality of life for people, in both more developed and developing parts of the world. A lack of water can have severe impacts on the health of a population. While extreme causes of water shortage may lead to dehydration and even death, prolonged periods of drought can lead to a lack of food and result in malnutrition. This is particularly likely to happen in developing countries where people are reliant on growing their own food supply. Rural populations experiencing water scarcity are particularly vulnerable to losing their jobs as a lack of water may reduce the agriculture in a region. Many other industries, such as mining and manufacturing, are also reliant on water, and may be forced to close down if water supplies dry up.

*Humanities and Social Sciences for the Australian Curriculum 7, p. 62*

1. This extract appeared as three paragraphs. Divide the text (using //) where you think the paragraphs could be.  
.....  
.....
2. Could this have been one paragraph? Explain your view.  
.....  
.....
3. Does each paragraph have a topic sentence, examples and explanation?  
.....
4. Are these persuasive, narrative, descriptive, expository, informative or procedural paragraphs?  
.....
5. Write two subheadings that could have been used for the last two paragraphs.  
.....
6. In your notebook, complete the following exercises.
  - a. Rewrite the Geography passage as one paragraph with dot points. Think carefully about where and how you will introduce the dot points.

- b. Write one narrative paragraph using the information.
- c. Write one persuasive paragraph using this information.

## Connecting in class

This is an extract from Louis Sacher's novel *Holes*.

Out on the lake, rattlesnakes and scorpions find shade under rocks and in the holes dug by the campers. Here's a good rule to remember about rattlesnakes and scorpions: if you don't bother them, they won't bother you. Usually. Being bitten by a scorpion or even a rattlesnake is not the worst thing that can happen to you. You won't die. Usually. Sometimes a camper will try to be bitten by a scorpion, or even a small rattlesnake. Then he will get to spend a day or two recovering in his tent, instead of having to dig a hole out on the lake. But you don't want to be bitten by a yellow-spotted lizard. That's the worst thing that can happen to you. You will die a slow and painful death. Always. If you get bitten by a yellow-spotted lizard, you might as well go into the shade of the oak trees and lie in the hammock. There is nothing anyone can do to you anymore.

*Holes*, Louis Sacher, p. 2

1. Divide the text (using //) where you think the paragraphs could be. Working in pairs, discuss how you decided on divisions.
2. The original text has ten paragraphs. How many do you have?
3. This extract includes three single-sentence paragraphs. Locate these and explain the effect.
4. What types of paragraphs do you find in this extract?
5. Why does this extract have so much variety in length and type of paragraph compared to the Humanities and Social Sciences (Geography) extract?
6. As a class, using your class novel, work out and record how many paragraphs appear on the first page and how many sentences there are per paragraph. What effect and rhythm does this create?

### Just for fun

Have a hat full of numbers 1–5. Write a persuasive piece on the importance of wearing school uniforms. You will write five paragraphs. Pick five numbers out of a hat – these numbers will tell you how many sentences you will have in each paragraph in order from the first to the fifth paragraph.

## Understanding

All texts are written for a specific purpose and for a particular audience. Effective writing in any form depends on the writer's awareness of the intended audience and ability to convey the purpose of that writing using a particular text type (**genre**). For example, a great deal has been written about the environment. Consider these four different texts about global warming.

Pamphlet from Green Peace	Picture book	Fact sheet	Autobiography or speech
---------------------------	--------------	------------	-------------------------

They may be all about the same topic with the same purpose, to persuade you to agree with them, but they are different types of texts that may target specific audiences through their form and language.

### Audience

This is the group of people for whom the text is intended. Members of this group will have some shared characteristics such as values, age, gender or religion, but many texts are written for the general public.

When we target audiences we consider things like the following.

- Does the audience have the patience to read long texts?
- Does the audience prefer visual, digital, written or spoken delivery?
- Does the audience need to be told directly or do they guess for themselves?

- Each of the following statements represents a value or opinion. Write down an audience group that might share this value or opinion.
  - Reading is the best way to learn. ....
  - I prefer paintings because they can say so much. ....
  - The financial pages of the newspaper are a very valuable source of information. ....
  - Kids love to be read to at night. ....
- Match the text types to the most likely audience in the next table.

Text type	Audience
rap music	Ford Falcon owner
film review	chef
advanced recipe book	rap fans
directions to the nearest Ford dealer	moviegoer

## Purpose

Purpose is what the writer sets out to do. Most texts inform, entertain or persuade. However, within these categories we can be more specific: texts can educate, raise awareness, persuade, argue a point of view, offer comfort, challenge common views or extend the world. They can do this by reflecting, recounting, categorising, imitating and visualising.

3. Read the following passage and then use evidence from the text to complete the **analytical** paragraph below.

### Watch out for the neighbours

#### Neighbours are getting together to put crimes where they belong – Damson Summers reports

Eighty-year-old Beryl Kingston watched as a young man jumped her neighbour's fence and tried to break into their house. Instead of panicking, the brave octogenarian calmly phoned police. Her cool-headedness was the result of regular attendance at her local Neighbourhood Watch meeting.

'At Neighbourhood Watch, they told us that we mustn't put ourselves at risk, and just to call the police,' Beryl recounts, pointing to the NHW sticker on her window.

This article about ..... shows us that a text can inform, persuade and entertain at the same time. The article informs us ..... while entertaining us because ..... and ultimately persuading us that ..... The article is directed to an audience made up .....

## Connecting with language

To support your understanding of audience and purpose, you may want to revise the *Sentences for purpose* unit.

# Applying

## Connecting with the curriculum



### Biological sciences

The International Union for Conservation of Nature and Natural Resources (IUCN) maintains a Red List of Threatened Species, which assesses the extinction risk of species. The following text has been adapted from a web article.

#### Endangered species

Australia has 96 critically endangered animal species, as listed by the IUCN.

‘Critically endangered’ is the highest threat level that can be assigned to a wild species (lower levels are ‘endangered’ and ‘vulnerable’). These include:

Mountain pygmy possum: This tiny possum occurs as three isolated, genetically distinct populations in the alps of Victoria and NSW.

Northern hairy-nosed wombat: Approximately 200 of these wombats remain; they are limited to Epping Forest National Park (Scientific), and a reintroduced population at the Richard Underwood Nature Refuge in Queensland.

Christmas Island frigatebird: Dust from mining has destroyed much of the frigate’s nesting habitat, but it may be losses away from the island that are the real danger – we have no idea of either trends or the severity of threats.

Orange-bellied parrot: One of the world’s most endangered species, this parrot is expected to become extinct in three to five years.

Murray cod: This large fish from the Murray-Darling is threatened by overfishing and river regulation.

Adapted from ‘Australia’s critically endangered animal species’, Jane Rawson

1. For whom do you think the text was written?

.....  
.....

2. Circle the emotions the text is trying to elicit.

empathy, anger, sympathy, nurturing, humour, protectiveness, guilt, dismissal, fear

3. Which words in the passage are intended to appeal to your emotions?

.....  
.....

4. The original text included the scientific name of the animal. Choose one of the species and look up its scientific name. Why do you think scientific name was not used in the adapted text?

.....

.....

.....

5. Imagine you are giving a speech or writing a paper about one animal from the list. Use the table below to list some points you would make to two different audiences (e.g. description, **statistics**, etc.).

Year 5	Year 11 Biology teachers

## Connecting in class

- Choose a setting or event from a text you know well and change it to appeal to a different audience. Explain how you would alter it and which audience would relate to it.
- Starting secondary school is an important time in everyone’s life.
  - Use your experiences this year to write texts for three different audiences and purposes. Write:
    - a pamphlet for parents on how to support their child at school (to support)
    - the start of a **reflective** journal for your teacher about starting school (to reflect)
    - a comic or graphic novel page showing your first day at school (to entertain).
  - Did you use the same information in each writing form? What changed or stayed the same and why?

## Just for fun

Find three advertisements for food that are directed at three different audiences. Explain who the audience is and how they have been targeted. Design a fourth food advertisement to sell food to Martians who have never eaten Earth food.

# SIMILE, METAPHOR AND PERSONIFICATION

## LITERARY DEVICES

### Understanding

**Similes, metaphors** and **personification** are figures of speech that help to make writing and speaking more interesting and engaging. They can add depth and variety by looking beyond the literal meaning of a word and highlighting new, and sometimes unexpected, characteristics.

#### Simile

A simile compares one thing to another by using the words 'like' or 'as'.

The little puppy was like a whirlwind as it scampered around.

Whirlwind-like, the puppy scampered around.

Both sentences suggest that like a whirlwind, the puppy is fast and difficult to control.

The dog's growl was as deep as thunder when he saw the intruder.

Here the reader thinks of the dog's growl as similar to the rumbling, threatening sound of thunder in response to the danger of the intruder.

- Complete the following list of similes. You can use your own descriptive ideas, or draw on similes you may have heard before.

- The boy was as fast as . . . . .
- The summer day was as hot as . . . . .
- When she was angry, she was like . . . . .

#### Metaphor

A metaphor transfers the characteristics or qualities of one thing to another. A simile uses 'like', but a metaphor suggests one thing *is* another.

Simile: It was so calm that the water on the lake was **like** glass.

Metaphor: The lake **is** a mirror that reflects the clear blue sky.

The lake is not a mirror but it shares the characteristics of a mirror, reflecting the sky. Verbs also create metaphors. Here an action of a mirror is transferred to the lake.

The lake mirrored the sky.

2. The following metaphors use colour, weather or an animal to create an association. Explain what the following common metaphors mean.

a. To see red . . . . .

b. A wise owl . . . . .

c. To be snowed under . . . . .

3. Now add your own example of a metaphor that uses the following connection

a. Weather: . . . . .

b. Animal: . . . . .

c. Colour: . . . . .

### Personification

Personification is a form of comparison that gives human qualities and characteristics to non-human things such as animals, objects or ideas.

The leaves **danced gracefully** in the breeze.

The leaves are not literally dancing and they are not intentionally graceful, but the verb and adverb help us imagine the elegant human-like movements.

4. Write sentences using personification for the following things:

a. an alarm  
.

b. a storm  
.

5. Circle the noun being compared and then underline the figure of speech; identify if it is a metaphor (M), simile (S) or personification (P).

a. By the time I finished, my book was like an old friend. ( )

b. Her stomach did backflips as she waited to present her speech. ( )

c. It was as if the walls of the old house moaned with each gust. ( )

## Connecting with language

Similes and metaphors can incorporate adjectives to intensify the image being created. Reviewing the *Adjectives* unit or completing the digital activity will assist you when you are creating your own similes and metaphors.

# Applying

## Connecting with the curriculum



### Literature

*The Loaded Dog* (1901) is a short story by Henry Lawson about the adventures of three gold miners, Andy, Dave, Jim and their dog Tommy. When they decide to use their mining skills to go fishing and blow up the fish, their dog has other ideas, trying to return the unattended dynamite cartridge to them.

#### **The Loaded Dog by Henry Lawson**

They had a big black young retriever dog – or rather an overgrown pup, a big, foolish, four-footed mate, who was always slobbering round them and lashing their legs with his heavy tail that swung round like a stock-whip. Most of his head was usually a red, idiotic, slobbering grin of appreciation of his own silliness. He seemed to take life, the world, his two-legged mates, and his own instinct as a huge joke. He'd retrieve anything: he carted back most of the camp rubbish that Andy threw away.

*The Loaded Dog*, Henry Lawson

1. Write three examples from the extract where Lawson has used personification to give the reader a clear picture of Tommy the dog.

.. .. .  
.. .. .  
.. .. .  
.. .. .

2. What is the simile that is used to describe his tail?

.. .. .  
.. .. .

3. What is the effect of adding commas between each of the descriptions of the dog?

.. .. .  
.. .. .  
.. .. .

Andy had slit and nicked the firing end of the fuse well, and now it was hissing and spitting properly.

... They could never explain, any more than the dog, why they followed each other, but so they ran, Dave keeping in Jim's track in all its turnings, Andy after Dave, and the dog circling round Andy – the live fuse swishing in all directions and hissing and spluttering and stinking. .... Jim swung to a sapling and went up it like a native bear; it was a young sapling, and Jim couldn't safely get more than ten or twelve feet from the ground. The dog laid the cartridge, as carefully as if it was a kitten, at the foot of the sapling, and capered and leaped and whooped joyously round under Jim. The big pup reckoned that this was part of the lark ... The dog swooped on the cartridge and followed. ... The dog grinned sardonically down on [Jim] him, over the edge, for a moment, as if he thought it would be a good lark to drop the cartridge down on Jim.

*The Loaded Dog*, Henry Lawson

4. What animal is the fuse likened to and why?

5. Underline two examples of similes that show a comparison to help the readers visualise the chaos and confusion.

6. Lawson personifies the dog, Tommy. In your notebook, describe what you think Tommy would be like if he were a person.

## Connecting in class

1. Metaphors and similes are often used in popular songs. Look up a song online (some examples are given below) and listen to the lyrics to identify similes and metaphors. How common are these similes and metaphors?

What is the main idea? What is being compared and what feelings or emotions does the comparison evoke?

2. Some similes, metaphors and examples of personification are used so often in everyday language that they have become clichés (an overused expression that has become dull or boring). Look up a list of commonly used similes or metaphors online. Choose five and write your own more creative versions.

## Just for fun

Choose a famous person, such as a sportsperson, entertainer or politician, and describe what they are like by comparing them to an animal. In what ways are they similar to this animal?

## Understanding

### Gone, fishing

Tory cast her line out beyond the waves and felt the pull of the tide against her calves as she waded in knee-deep water. Life at home was a tough gig right now and she always found peace and fresh air on the haven of the sandbank round the headland from her house.

She thought briefly about her encounter with Lachlan, but put it aside because she couldn't believe he was really interested in her. Besides, rumour had it that he was going out with Miss-Universe-glamorous Miko, so what would he want with her? Irritably, she brushed teasing strands of curly red hair back from her face and banished his mischievous green eyes from her mind.

The rod bowed suddenly in her grasp, the reel spinning with an excited whirr. Tory flexed her shoulder muscles in response, curled her fingers around the handle and began to draw in her catch. Moments later, she could see a slender silver whiting, thrashing angrily and glinting like broken glass in the water. She put down the rod and, holding up the wriggling fish in one gloved hand, she took out the hook and let her catch slide gently back into the tide. At least one of them was free, she thought.

1. Discuss the following questions in groups and share with the class.
  - a. Is this a story?
  - b. Does it have a character or characters we can identify with?
  - c. Does it offer a setting we can visualise?
  - d. Does it follow a plot – order of events?
  - e. Does it deal with a problem (a **complication**)?
  - f. Does it solve the problem and offer a **resolution**?

Despite the differences, there are common features that link all stories and convey a message or theme about our lives. In this unit we will return to this opening story to see why it is a story, and is more likely to be the type of story you will write.

2. What do you think are the features of a story?

## Plot

Plot (storyline) follows a logical sequence so the reader can understand place, characters, the action and the solution to the problem. A problem is outlined, characters are developed, the action reaches a climax and the problem is resolved.

3. Use highlighters to mark the complication, climax and resolution of 'Gone, fishing'.
4. In your notebook, change the title and plot order to start with: 'At least one of them was free', she thought. As a class, discuss any difficulties in changing the plot.

## Characters

Characters can be understood through physical appearance, actions, and what they say or think.

By torchlight, his face was unshaven and suspicious. The whip in his left hand gleamed dully against worn canvas trousers and his leather jacket was creased from being shed hurriedly a hundred times. His eyes were a piercing blue and shaded by a battered felt hat. The last time I had seen him, a lifetime ago, he was wearing a three-piece suit, spectacles and an air of academic competence.

Sue Bittner, inspired by the film *Raiders of the Lost Ark*

5. The emphasis here is on clothing: what does the clothing show about the character?

.....

6. What other aspects of the character's physical appearance does the author share with us?

.....

7. What words suggest that the character sometimes faces danger?

.....

8. How does the author convey character in 'Gone, fishing'?

.....

## Connecting with language

Imagine what 'Gone, fishing' would have been like to read if every 'she' and 'her' was replaced with 'Tory'. The *Pronouns* unit looks at how to use pronouns effectively.

# Applying

## Connecting with the curriculum



### Geography

If you want to bring a story to life, making a map of the locations is one way to achieve it. Alternatively, you can start with a map and compose the story around it.

#### Maps

A map is one of the most important tools used by geographers. Maps provide us with information about places (including their location) and help us to identify patterns and changes in the landscape. Cartographers (map makers) use colours, symbols and shading to illustrate how features of the Earth's surface are arranged and distributed. Map essentials usually include a title, direction indicator, scale, legend, border, and an indication of latitude and longitude.

Technological advances, such as drones, are providing us with new ways of representing the world around us, enabling more detailed and accurate maps.



*Skills in Geography, pp. 1 & 13*

1. In your notebook, write a short narrative (about 100–200 words) using aspects of the picture to set the scene and develop the plot. You may make yourself the central character or you can use a character from another adventure you have followed. The setting should be important to the character and the plot (e.g. it might be the character's home or the scene of a previous victory or conflict and so on).
2. Draw a map of the area where the action takes place, naming parts of it (e.g. the cliff and any other geographical landmarks). Give them imaginary names if you wish.
3. Explain why you chose particular parts of the landscape as a setting to use in the plot and how they affect the story.

4. Read the following list and rearrange the events so that they are in chronological (linear) order. Compare your answer with those of your peers and discuss your decisions.

	The moving men arrive.
	The moving men leave.
	Everyone is exhausted.
	The moving van is unpacked.
	There is furniture on the lawn.
	My little brother can't find his teddy.
	Mum has to unpack his suitcase.
	During the unpacking, one of the moving men drops a vase.
	The furniture will be packed first.
	We are all up very early.
	Mum says, 'I always hated that vase!' and laughs.
	We drive to our new house.
	The moving van is packed.

5. Write the story of the move, starting with: *Mum says, 'I always hated that vase!' and laughs.* Use the events to help you.

## Connecting in class

- Write character sketches (about 50–100 words for each) on the following.
  - A scientist for a humorous story and for a science fiction story
  - A doctor for a horror story and for a medical story
  - A young person for a bullying story and for an achievement story

Explain the choices you made to fit each character into the genre.

- Select a section of your class text, or another book you know, that provides an early clue to something that happens later. Explain how the writer brings this about in the development of the plot. This is called foreshadowing.

## Just for fun

Characters have their own distinguishing speech, appearance, values and attitudes.

In a small group, brainstorm a list of words members know from other languages. Have them explain the pronunciation and meaning. Write them down and see if you can say them correctly.

## Understanding

The aim of any **argument** is to offer a view that persuades. This main idea is called a **thesis**.

There are different types of argument including: persuasive, analytical and opinionative. They are used in such texts as: speeches, reviews, essays, reports and debates. Arguments may be one-sided or two-sided, but they all usually have:

- an introduction (point of view **contention** and usually an outline of reasons)
- a body (evidence to support reasons and counteract opposing side)
- a **conclusion** (reiteration of thesis and bringing together of arguments).

To prove a point, arguments may:

- appeal to emotions
- employ **logic** such as **cause and effect**
- use repetition to reinforce a point
- use rhetorical questions to raise an issue or stimulate thinking
- use pronouns carefully such as the first person plural ('we', 'us')
- use narrative to build a story that we relate to.

### Just for luck

Horseshoes, black cats, four-leaf clovers – all are symbols of what we refer to as 'good luck'. But is good luck something that comes to us only from external sources – or is it something we can control? Those who advocate that we can take charge of our lives say that we make our own luck. People who consider we are at the mercy of destiny or fate argue that we have no control over events.

Let's think about someone who spends his last \$20 on raffle tickets. He wins a mansion and thousands of dollars in gold bullion. He moves his family into the house, takes an overseas trip and settles down to enjoy a good life.

Four years later, he is again living in rented accommodation, the house has been sold to cover debts he incurred speculating and his family has deserted him. So, was the win 'good luck'?

The family had a beautiful house and took the trip they had always dreamed of. Then, over time, different decisions were made by members of the family and bad advice overcame good sense.

So, really, it was good luck that won the raffle, but afterwards, other influences took over, and the result was a mix of bad luck and bad management. Ultimately, we should say that it's really about what we do after the 'good luck' that comes to us that determines whether what follows is for the better or not.

Introduction → Body →

Conclusion

1. The introduction to the passage on the previous page has four sentences, which engage the reader while setting up the argument. Identify the feature of each sentence.

Sentence number	Feature of introduction
	Two-part rhetorical question directed to reader
	Second side of the argument
	One side of the argument
	Example that engages audience

2. Use different colours to highlight the two sides of the argument in the introduction, and then in the rest of the passage.
3. Draw lines to match the element of the argument to its example.

Argument	Example
Thesis	It's what we do after good luck that has the most profound influence
Contention	It was, in fact, what happened after the win that determined the unfolding of events
Evidence	The disaster experienced by the raffle winner was his own fault
Counter argument	Good luck is an elusive concept
Rebuttal	The raffle winner and what happened to him

4. Which part of the argument do these sentence openings introduce?

Sentence openings	Related to which element of argument?
Those who advocate	
People who consider	
Let's think about	
So, really	
Ultimately, we should say	

5. Write one or two sentences to explain the use of the pronouns 'we' and 'he'. In your answer you must use the words 'example' and 'conversational'.

.....

.....

.....

## Connecting with language

Revising the *Antonyms and synonyms* unit will help you extend your vocabulary to support an argument and engage the reader in making a judgement.

# Applying

## Connecting with the curriculum



### Statistics and probability

#### Probability

Two farmers are discussing the prospects of getting a good wheat crop this year. Farmer Bill says, 'I don't think it is likely to rain for the next two weeks. I'm not going to plant wheat yet.' Farmer Tony says, 'I reckon you're wrong. I'm certain we'll have rain. It can't go on the way it has. I'm getting the tractor out tomorrow.'

There are many situations in which it would be useful to be able to measure how likely, or unlikely, it is that an event will occur. We can do this in mathematics by using the idea of probability, which we define as a number between 0 and 1 that we assign to any event we are interested in. A probability of 1 represents an event that is 'certain' or 'guaranteed to happen'. A probability of 0 represents an event that we would describe as 'impossible' or one that 'cannot possibly occur'.

Powerful argument requires more than just a statement of the apparent likelihood of an event, it demands specific information to support the view of the writer or speaker. This means that Maths can help support an argument in two ways: in some instances by allowing us to work out logically whether we are likely to be right – or prove those who disagree with us are wrong! Sometimes, however, long shots happen – just because they can.

*ICE-EM Mathematics 7, p. 429*

1. Highlight the statement that tells us what this extract is arguing.
2. Use the below words to fill in the blanks of this explanation of the passage (one of the words is used twice).

probability, example, contentions, argument, mathematics, weather

This passage reveals two aspects of argument: it is arguing a case in defence of the study of ..... , stating it is a necessary subject for ..... , and it also has an embedded argument between farmers about the ..... The structure is very different from 'Just for luck', as it starts with an ..... that engages the audience, then an explanation about ..... and ends with the contention. The farmers are arguing over two ideas but the passage is stating one idea, so written arguments are not always expressing both sides. In contrast, 'Just for luck' opens with two ..... , explores

these through an ..... and then sums up the case. What we see is that the structure of arguments can be very different depending on the purpose and the audience.

3. The 'Probability' passage is structured like a Mathematics question: it starts with the real-life **scenario** before asking the question. (Find examples of this structure in your Maths text book.) Why is this so?

### Introducing the argument

An essay is an argument that starts with the thesis to be argued and defends this through examples until the conclusion. But other genres, such as opinion columns, blogs, debates, speeches and reports, may have more flexibility in their opening.

They could start with:

- statistics
- a **quotation** (linked to next sentence)
- **anecdote** or scenario
- rhetorical question
- the opposing view (which is then knocked down).

4. Using the list above, in your notebook write four different introductions to each of the extracts ('Just for Luck' and 'Probability').

## Connecting in class

1. Recount one event in your life and argue why or how it was or was not life changing.
2. Create a character (not in the text but completely new) with very strong views in opposition to the views of characters in your class text. Write a scene where an argument takes place between the characters.
3. Book reviews are a personal argument about the value of a book. Locate opposing reviews on a book: what evidence is given for each side?

### Just for fun

Form groups of six where you will debate arguments for and against building a nuclear power station in Australia. Within the group, three of you will work together as a team to argue for building, and the other three will work together to argue against it. Remember to use facts as evidence in your speeches.

Choose one person from each team to present your contention, evidence, counter arguments, rebuttal and conclusions. Then choose one person from the opposing team to present their side.

## Understanding

A type of paragraph you may often have to write is an analytical paragraph in a History essay or an English text-response essay. An essay paragraph can generally be broken up into a beginning, middle and end.

### Beginning

The first sentence clearly tells the reader what the paragraph is going to be about. As you saw in Unit 21, in some writing types, this 'topic' sentence will not always come first, but it is typical in an analytical essay paragraph.

1. Match the topics to their appropriate topic sentences in the table below.

Topic	Topic sentence
Diversity in Australia	The Nile river was a geographical feature of great importance in ancient Egypt.
Sirius Black and Harry in <i>Harry Potter and the Prisoner of Azkaban</i>	The ANZAC soldiers demonstrated bravery and sacrifice during the Gallipoli campaign.
ANZAC soldiers and bravery at Gallipoli	Australia is a multicultural society, with a rich diversity of people from many different backgrounds.
The Nile river in ancient Egypt	The difficult relationship between Sirius Black and Harry is unpacked in <i>Harry Potter and the Prisoner of Azkaban</i> .

### Middle

This section contains sentences that build on the main idea. This is where your evidence, example and explanation sentences go.

In the body of an analytical essay, you might want to expand on your point by including quotes, evidence, facts and figures, or explanations of key scenes or turning points in a novel. Here is an example using one of the topic sentences above.

The Nile river was a geographical feature of great importance in ancient Egypt. It not only affected the everyday lifestyle of the Egyptians but also took on religious significance. The river stretched for 6000 kilometres from the Highlands in central Africa to the delta in the Mediterranean Sea. It was not only a source of water and food but also became a source of transport of goods and was even used to move stone for the pyramids.

2. Draw a line connecting each topic sentence to the appropriate evidence.

Topic Sentence	Evidence
The ANZAC soldiers demonstrated bravery and sacrifice during the Gallipoli campaign.	Of the 25 million people living in Australia, 43% have at least one parent who was born in a different country.
Australia is a multicultural society, with a rich diversity of people from many different backgrounds.	It is in this book that the author shows Harry grappling with Sirius being his 'mum and dad's best friend' but also 'a convicted murderer'.
The difficult relationship between Sirius Black and Harry is unpacked in <i>Harry Potter and the Prisoner of Azkaban</i> .	Images from WW1 show ANZAC soldiers living and fighting in dirty, dangerous and unhygienic conditions in the midst of war.

### End

The final sentence closes the paragraph. This can be referred to as a 'link' or 'clincher'. Here is a possible concluding sentence for the above example.

The influence and importance of the Nile river in ancient Egypt cannot therefore be underestimated.

3. The phrases 'Finally' or 'In conclusion' can be overused in concluding paragraphs. Complete the following sentences by using an alternative sentence starter from the list below.

Ultimately ..., In summary ..., It can be argued that ..., The text (evidence) shows that ..., This is relevant for us ..., The author demonstrates ..., Therefore ...

- a. ... there is no such thing as a 'typical' Australian.
- b. ... from this point in the series Harry needs the support of his friends and family to deal with more complex issues.
- c. ... today as we remember those who went to war and sacrificed their lives for Australia.

## Connecting with language

It may be helpful to revise the units *Sentence construction* and *Punctuation*. When you are writing your own topic sentences, remember that each sentence needs to express a complete thought, and should have a clear subject and predicate.

# Applying

## Connecting with the curriculum



### Literature

The following extract is from the novel *Wonder* by R.J. Palacio. It is a story about a young boy, Auggie (August) Pullman, born with facial deformities that set him apart from those around him. The text explores themes of friendship, family, dealing with bullying and discovering kindness.

#### Ordinary

I know I'm not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice-cream. I ride my bike. I play ball. I have an Xbox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at wherever they go.

If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one even noticed at all. I would wish that I could walk down the street without people seeing me and then doing that look-away thing. Here's what I think: the only reason I'm not ordinary is that no one else sees me that way.

I know how to pretend I don't see the faces people make. We've all gotten pretty good at that sort of thing: me, Mom and Dad, Via. Actually, I take that back: Via's not so good at it. She can get really annoyed when people do something rude. Like, for instance, one time in the playground some older kids made some noises. I don't even know what the noises were exactly because I didn't hear them myself, but Via heard and she just started yelling at the kids. That's the way she is. I'm not that way.

Via doesn't see me as ordinary. She says she does, but if I were ordinary, she wouldn't feel like she needs to protect me as much. And Mom and Dad don't see me as ordinary either. They see me as extraordinary. I think the only person in the world who realizes how ordinary I am is me.

My name is August, by the way. I won't describe what I look like. Whatever you're thinking, it's probably worse.

*Wonder*, R.J. Palacio, pp. 1–2

1. Making a plan for your paragraph in note form can help you to order your ideas logically and clearly. The table on the next page shows a sample plan for a paragraph. Look through the extract to find some supporting quotes for the 'Evidence' and 'Explanation' points made, and highlight them in two different colours.

	Idea
Topic	Wonder – key theme: accepting people who are different
Evidence	Auggie feels 'ordinary' eats ice-cream, rides bike, has Xbox but knows he is different
Explanation	facial deformity makes him stand out people's unkind responses
Conclusion or summing up	family = love and support

2. Here is a paragraph based on the above outline. Complete the sentences with evidence or explanation.

Wonder explores the theme of accepting people who are different. The main character, Auggie, says he does '.....' like eating ice cream, playing Xbox and riding his bike. He also says, '.....'. His ..... sets him apart and he is aware that other kids '.....' when they see him or do '.....'. Going to school with other kids who are 'ordinary' means Auggie must deal with .. However, he learns to ..

3. Now let's try writing a paragraph about character.
- a. Underline the evidence from the third paragraph of the extract on the previous page that shows how Via, August's sister, stands up for him.
  - b. Write a sentence that summarises how August's family see him.
  - c. In your notebook, write your own paragraph about either August's parents or Via.

### Connecting in class

Write down some of the themes from the text you are currently studying. Now choose a passage from the text and try to find some quotes that could be used as supporting evidence for the themes you have identified. Choose one of the themes and write a paragraph in which you incorporate some of the quotes.

### Just for fun

Paragraph jumble races: Separate the class into groups of two to three students. The teacher chooses a key paragraph from a novel study (or a short persuasive piece) and print each sentence of the paragraph out onto one A4 sheet of paper in large bold text (there should be four to five pieces of paper for each paragraph). Each group is given a set of the sentences in a jumbled order. The teams must reorder the sentences into their paragraph by sticking them up on the whiteboard or wall to correctly reassemble the paragraph. The first group to do so wins.

# GLOSSARY

This glossary contains foundational words from the textbook. An extended glossary is available for download from Cambridge GO.

**adjective** a word that describes, identifies or quantifies a noun or a pronoun\*

**adverb** a word that provides more information about a verb, an adjective, another adverb or a clause

**antonym** a word opposite in meaning to another\*

**apostrophe** a punctuation mark used to indicate either possession or omission of letters and numbers\*

**argument** presenting a view that persuades

**audience** an intended group of readers, listeners or viewers that a writer, designer, filmmaker or speaker is addressing\*

**capital letter** a larger and different style of a letter of the alphabet, normally used at the start of a sentence or for proper nouns

**complex sentence** a sentence with one or more subordinate clauses\*

**compound sentence** a sentence with two or more main clauses of equal status, usually marked by a coordinating conjunction\*

**conjunction** a word that links ideas or elements in a sentence

**homonym** a group of words that has either the same spelling and same sound, or same spelling but different sound, or same sound but different spelling

**metaphor** a transference of the characteristics or qualities of one thing to another without using the words 'like' or 'as'

**narrative** a story of events or experiences, real or imagined\*

**noun** a word that identifies a physical thing or an abstract concept

**paragraph** a block of text, organising sentences and ideas into smaller parts that are easier to read and process

**personification** a description of an inanimate object as though it were a person or living thing\*

**plural** a word expressing the concept of 'more than one'

**prefix** syllable/s added to the beginning of a word to change its meaning

**preposition** a word that provides information about location, time or relationship between ideas and elements of a sentence

**pronoun** a word that takes a place of a noun\*

**punctuation** the system of symbols that separate text and allow our ideas to be clearly expressed and understood

**purpose** what the writer sets out to do, such as inform, entertain or persuade

**sentence** a block of words, including a finite verb and ending with a full stop, question mark or exclamation mark

**simile** a comparison of one thing to another by using the words 'like' or 'as'

**simple sentence** a sentence consisting of a single clause

**suffix** syllable/s added to the end of a word to change its meaning or part of speech

**syllable** a unit of sound within a word\*

**synonym** a word having nearly the same meaning as another\*

**tense** identification of the time period a verb is referring to – including past, present or future

**verb** a word that identifies the action of doing, saying, relating or thinking

\* from ACARA definition