



# OXFORD

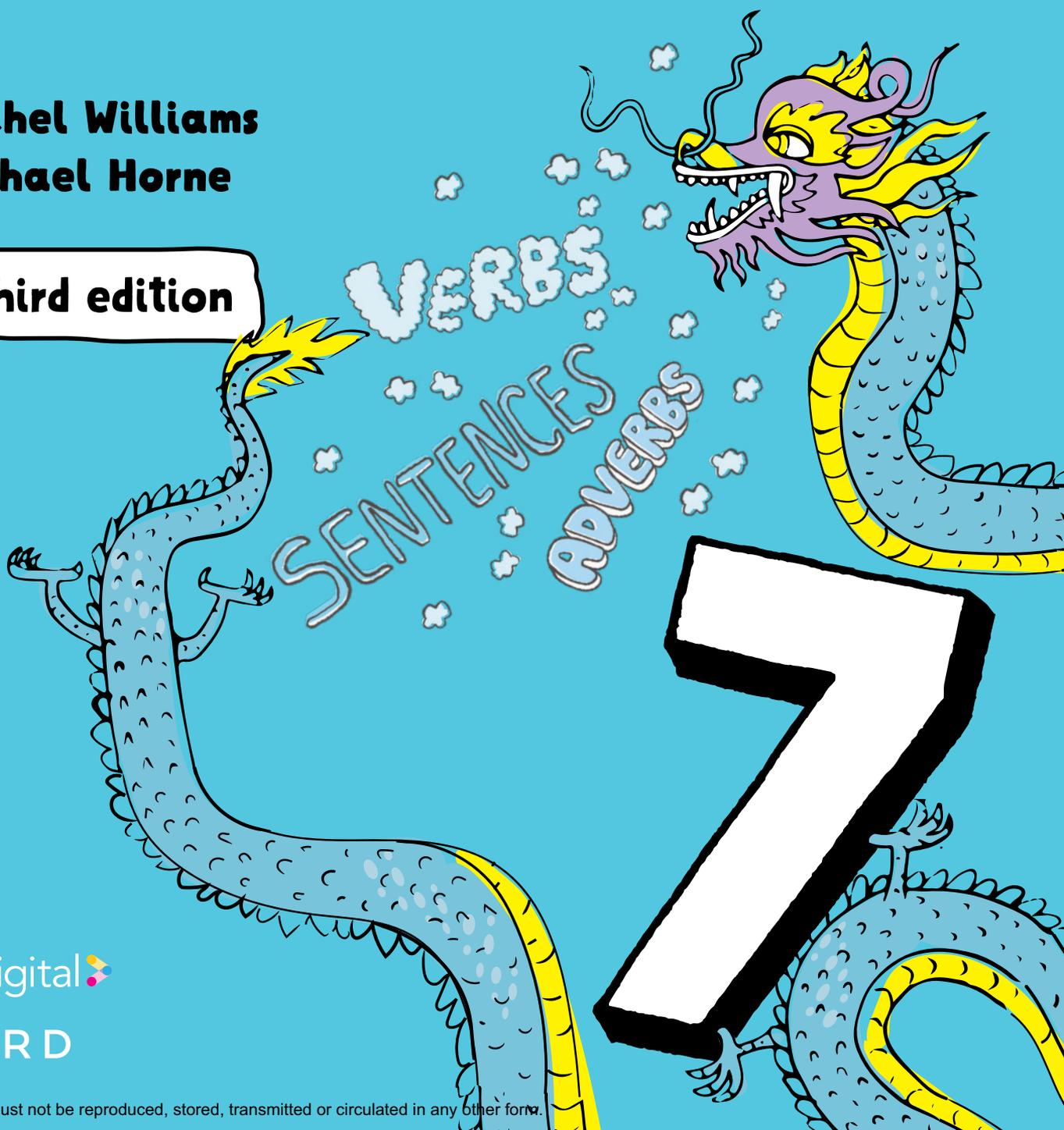
---

# MyEnglish

## Western Australian Curriculum

**Rachel Williams**  
**Michael Horne**

**Third edition**



POWERED BY  
**oxforddigital**

**OXFORD**



**OXFORD**

---

# **MyEnglish**

**Western Australian Curriculum**

**Rachel Williams**  
**Michael Horne**

**Third edition**



**OXFORD**  
UNIVERSITY PRESS

**OXFORD**  
UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trademark of Oxford University Press in the UK and in certain other countries.

Published in Australia by  
Oxford University Press  
Level 8, 737 Bourke Street, Docklands, Victoria 3008, Australia

© Rachel Williams and Michael Horne 2024

The moral rights of the authors have been asserted

First published 2016

Third edition

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, transmitted, used for text and data mining, or used for training artificial intelligence, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence, or under terms agreed with the appropriate reprographics rights organisation. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any acquirer.

ISBN 9780190342371

#### **Reproduction and communication for educational purposes**

The Australian *Copyright Act 1968* (the Act) allows educational institutions that are covered by remuneration arrangements with Copyright Agency to reproduce and communicate certain material for educational purposes. For more information, see [copyright.com.au](http://copyright.com.au).

Cover and internal illustrations by Kev Gahan  
Typeset by Q2A Media Services Pvt. Ltd., Noida, India  
Proofread by Sandra Balonyi  
Printed in Singapore by Markono Print Media Pte Ltd

Oxford University Press Australia & New Zealand is committed to sourcing paper responsibly.

#### **Disclaimer**

*Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work.*



#### **Acknowledgement of Country**

Oxford University Press acknowledges the Traditional Owners of the many lands on which we create and share our learning resources. We acknowledge the Traditional Owners as the original storytellers, teachers and students of this land we call Australia. We pay our respects to Elders, past and present, for the ways in which they have enabled the teachings of their rich cultures and knowledge systems to be shared for millennia.

#### **Warning to First Nations Australians**

Aboriginal and Torres Strait Islander peoples are advised that this publication may include images or names of people now deceased.



# CONTENTS

Introducing *Oxford MyEnglish* ..... iv

Acknowledgements ..... viii

## PART A USING WORDS 1

**Unit 1** Types of nouns ..... 2

**Unit 2** Pronouns ..... 6

**Review** Units 1 & 2 ..... 10

**Unit 3** Verbs ..... 12

**Unit 4** Tenses ..... 16

**Review** Units 3 & 4 ..... 20

**Unit 5** Adverbs of manner ..... 22

**Unit 6** Adverbs of time and place ..... 26

**Review** Units 5 & 6 ..... 30

**Unit 7** How adjectives work ..... 32

**Unit 8** Adjectives and degrees of comparison ..... 36

**Review** Units 7 & 8 ..... 40

**Unit 9** What prepositions do ..... 42

**Unit 10** How conjunctions work ..... 46

**Review** Units 9 & 10 ..... 50

Glossary recap ..... 52

## PART B ORGANISING WORDS AND IDEAS 53

**Unit 11** Punctuating sentences ..... 54

**Unit 12** Using apostrophes ..... 58

**Review** Units 11 & 12 ..... 62

**Unit 13** Phrases and clauses ..... 64

**Unit 14** Types of clauses ..... 68

**Review** Units 13 & 14 ..... 72

**Unit 15** Subjects and predicates ..... 74

**Unit 16** Types of sentences ..... 78

**Review** Units 15 & 16 ..... 82

Glossary recap ..... 84

## PART C EXPRESSING AND SHARING IDEAS 85

**Unit 17** Paragraphs ..... 86

**Unit 18** Ellipsis and substitution ..... 90

**Review** Units 17 & 18 ..... 94

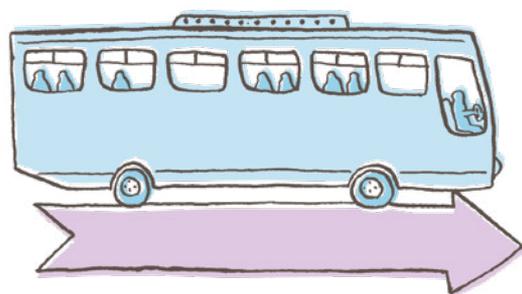
**Unit 19** Simile, metaphor and personification ..... 96

**Unit 20** Analysing literary devices ..... 100

**Review** Units 19 & 20 ..... 104

Glossary recap ..... 106

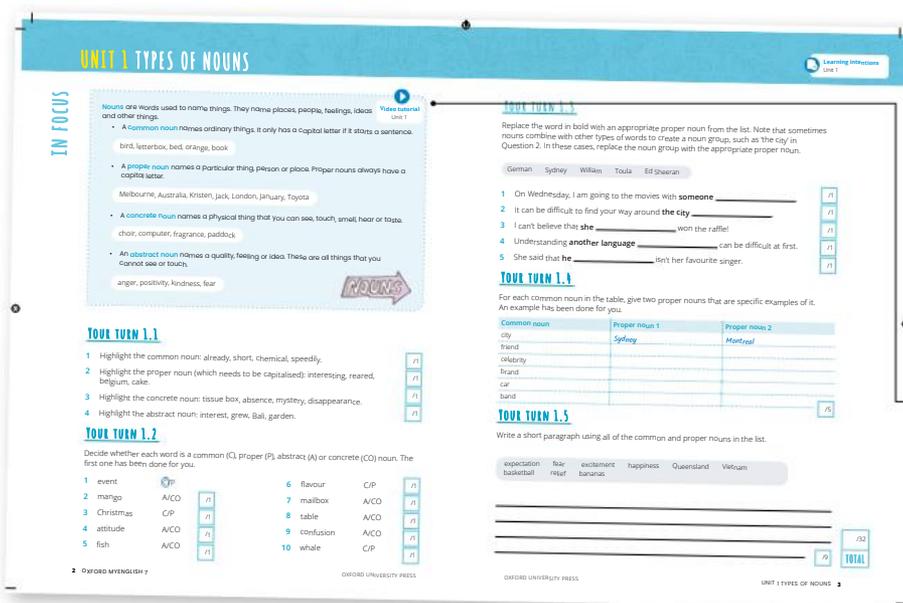
Answers ..... 107



*Oxford MyEnglish* is an integrated print and digital resource designed to support the teaching and learning of English skills for students of all abilities, in every classroom. The comprehensive and highly adaptable series offers students flexibility in the way they learn, and helps teachers easily integrate crucial English skills, including grammar, spelling, vocabulary, comprehension and text cohesion, into any English course.

## Key features of Student Workbooks

- > Each Student Workbook comes with complete access to all digital resources available on Student eBook pro.
- > Clear, easy-to-navigate and engaging design.
- > A variety of activities gives students plenty of opportunity to practise and master English skills.



### Structure

- Content is presented in 20 highly structured units of work.
- With the workbook segmented into three parts, students develop control over English skills at a word group, sentence and whole text level.

### Introduction boxes

- Introduction boxes at the start of each unit present theory in a clear, easy-to-understand manner.

### Comprehension

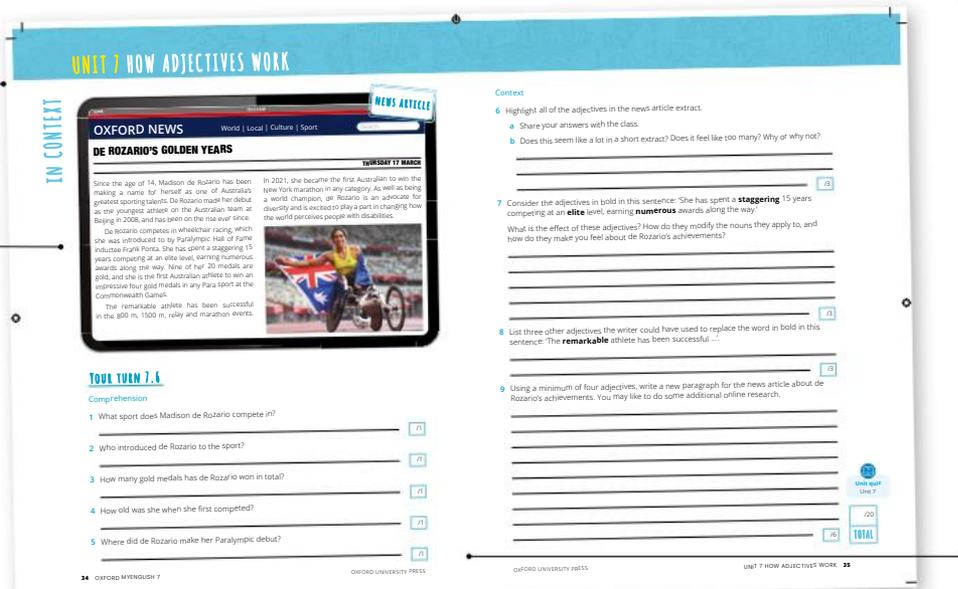
- Each text extract is accompanied by questions to help improve reading comprehension.

### In Context

- Students apply skills in the context of a range of topical text extracts.

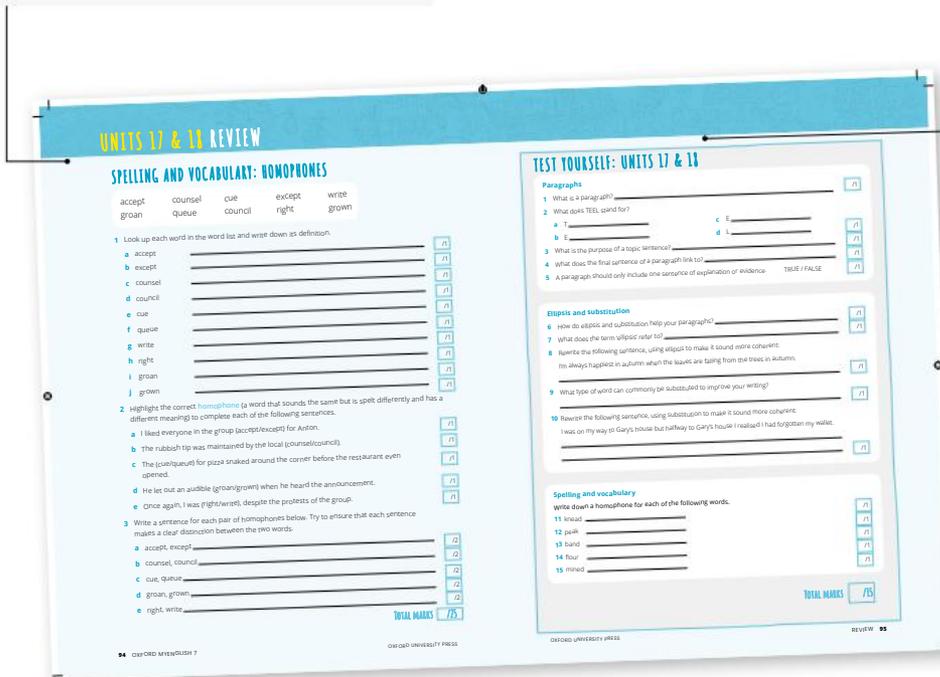
### Text extracts

- Students engage with a variety of text types, including novels, poetry, news articles, information reports, essays and letters.



### Spelling and vocabulary

- Review spreads include a section dedicated to spelling and vocabulary, centred on a word list that links back to the text extracts studied.

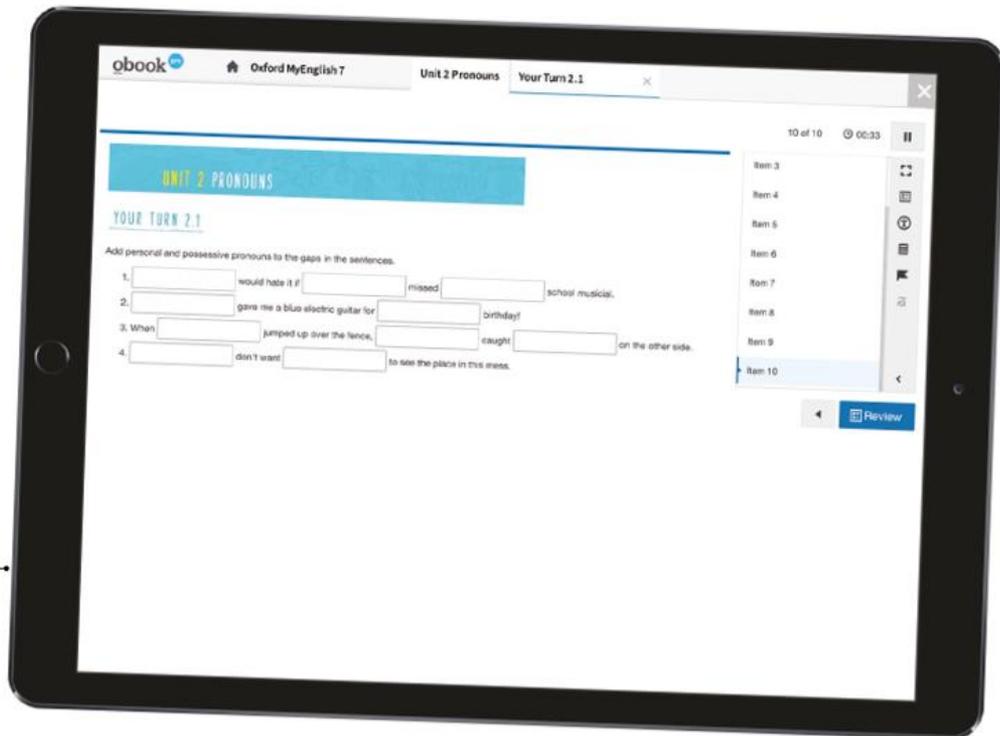


### Test Yourself

- A 'Test Yourself' feature allows students to assess what they have learnt at regular intervals throughout the book. All tests are marked out of 15.

### Digital workbook

- An interactive digital version of the workbook allows students to complete workbook activities and save their answers online, via Student obook pro.
- Marking advice is provided for teachers for every activity.



**Key features of Student obook pro**

- > Student obook pro is a completely digital product delivered via Oxford's online learning platform, **Oxford Digital**.
- > It offers a complete digital version of the Student Workbook with interactive note-taking, highlighting and bookmarking functionality, allowing students to revisit points of learning.
- > A complete ePDF of the Student Workbook is also available for download for offline use and read-aloud functionality.

**Unit quizzes**

- Interactive, auto-marked quizzes at the end of each unit help consolidate learning.

**Video tutorials**

- Author-run video tutorials provide a guide to each unit, allowing students to learn and revise content at their own pace.

**Quizlet**

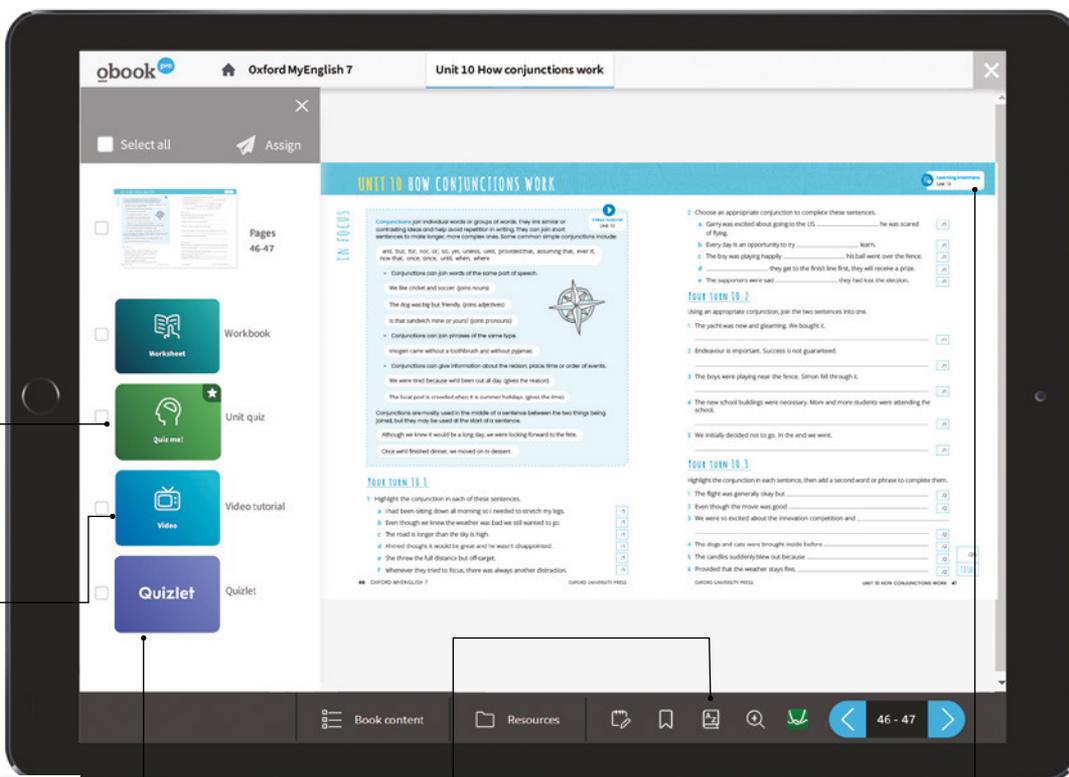
- Quizlet sets allow students to revise glossary terms by playing various flashcard games, or competing against classmates in live-scored quizzes.

**Integrated dictionary**

- An integrated *Australian Concise Oxford Dictionary* look-up feature means students can quickly check the meaning of unfamiliar words.

**Learning intentions**

- Each unit features a learning intention to direct student learning.

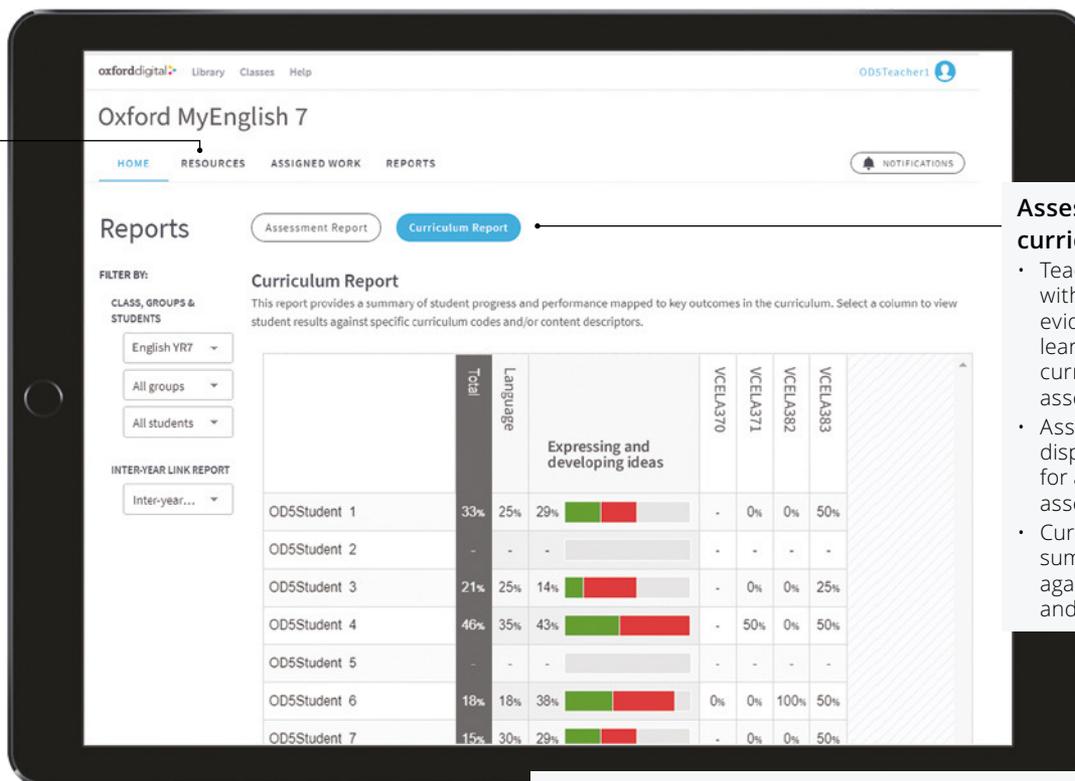


- > Integrated *Australian Concise Oxford Dictionary* look-up feature
- > Video tutorials for each unit
- > Interactive assessments to consolidate understanding
- > Integrated Quizlet sets, including real-time online quizzes with live leaderboards
- > Access to online assessment results to track progress

**Benefits for students**

**Key features of Teacher obook pro**

- > Teacher obook pro is a completely digital product delivered via Oxford's online learning platform, **Oxford Digital**.
- > Each unit of the Student Workbook is accompanied by full teaching support, including assessment reporting, answers to all workbook questions, pre- and post-tests, and detailed teacher notes with complete lesson plans.
- > Teachers can use their Teacher obook pro to share notes and easily assign resources or assessments to students, including due dates and email notifications.



**Assessment and curriculum reports**

- Teachers are provided with clear and tangible evidence of student learning through curriculum and assessment reports.
- Assessment reports display student results for all interactive assessments.
- Curriculum reports summarise student results against curriculum codes and content descriptions.

**Additional resources**

- NAPLAN-style practice tests help teachers prepare students for the NAPLAN conventions of language test.
- Pre- and post-tests give teachers a clear overview of student progress.

**Inter-year links**

- Inter-year links provide a differentiation solution, by allowing teachers to access all resources and content from across Years 7–10 and assign them to students.
- An additional Support Student Workbook, levelled at Years 5–6, is available to teachers digitally, enabling differentiation support down to Year 5.

- > Teachers have access to all student resources across Years 7–10.
- > As students complete online assessments, their results are measured against curriculum outcomes and presented in an easy-to-read chart that provides a clear picture of student progress, both individually and as a class.
- > Detailed teacher notes, including adaptable 30-minute lesson plans for each unit.

**Benefits for teachers**

# ACKNOWLEDGEMENTS

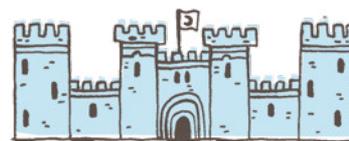
The author and the publisher wish to thank the following copyright holders for reproduction of their material.

*Holes*, by Louis Sachar, Bloomsbury, 2015, © Bloomsbury Publishing Plc, p. 14, p. 18; *Going Solo* by Roald Dahl, © The Roald Dahl Story Company Limited; published by Jonathan Cape Ltd & Penguin Books Ltd; reproduced by permission of David Higham Associates Limited, p. 76, p. 80; Billy Collins, 'Introduction to Poetry' from *The Apple That Astonished Paris*. Copyright © 1988, 1996 by Billy Collins. Reprinted with the permission of The Permissions Company, LLC on behalf of the University of Arkansas Press, <http://www.uapress.com>, p. 102.

Photos:

Skylines/Shutterstock, p. v, p. 34, p. 35, p. 38, p. 39, p. 88 (background image); Universal Images Group North America LLC/Alamy Stock Photo, p. 4, fig 1; Fairfax/Steve Baccon, p. 8; arigato/Shutterstock, p. 14, p. 18, p. 24, p. 28, p. 44, p. 48, p. 56, p. 60, p. 76, p. 80 (background image); saiva/Shutterstock, p. 102 (background image); Alex Davidson/Getty Images, p. 34; noomcpk/Shutterstock, p. 88.

Every effort has been made to trace the original source of copyright material contained in this product. The publisher will be pleased to hear from copyright holders to rectify any errors or omissions.



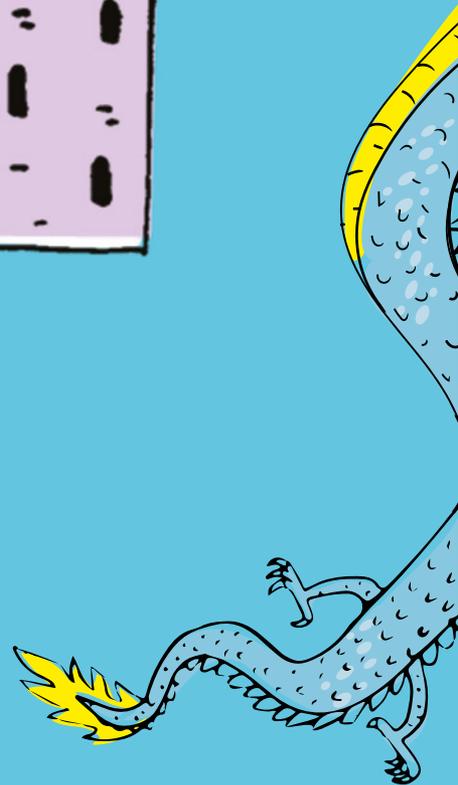
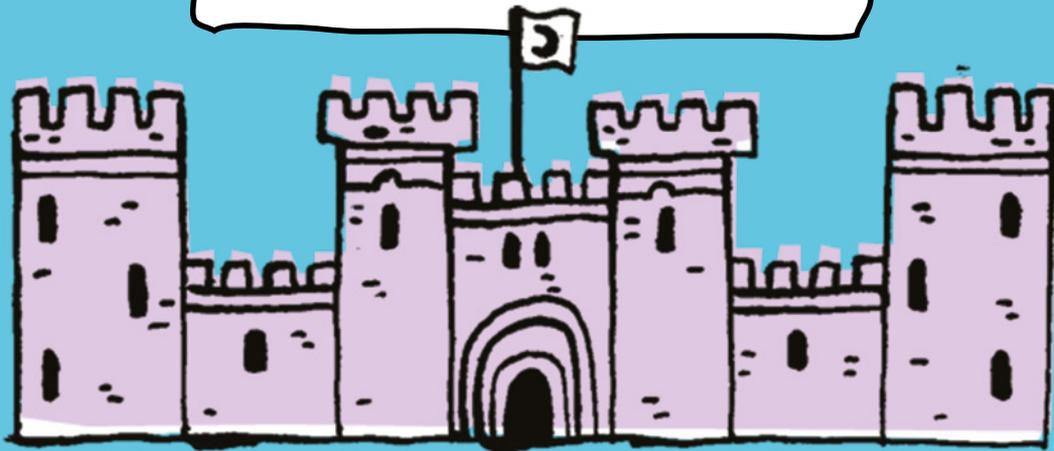


---

# PART A

---

**Using words**



# UNIT 1 TYPES OF NOUNS

## IN FOCUS


**Video tutorial**

Unit 1

**Nouns** are words used to name things. They name places, people, feelings, ideas and other things.

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

bird, letterbox, bed, orange, book

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

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

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

choir, computer, fragrance, paddock

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

anger, positivity, kindness, fear



## YOUR TURN 1.1

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

## YOUR TURN 1.2

Decide whether each word is a common (C), proper (P), abstract (A) or concrete (CO) noun. The first one has been done for you.

- |   |           |      |  |    |           |      |  |
|---|-----------|------|--|----|-----------|------|--|
| 1 | event     | C/P  |  | 6  | flavour   | C/P  | <span style="border: 1px solid black; padding: 2px;">/1</span> |
| 2 | mango     | A/CO | <span style="border: 1px solid black; padding: 2px;">/1</span> | 7  | mailbox   | A/CO | <span style="border: 1px solid black; padding: 2px;">/1</span> |
| 3 | Christmas | C/P  | <span style="border: 1px solid black; padding: 2px;">/1</span> | 8  | table     | A/CO | <span style="border: 1px solid black; padding: 2px;">/1</span> |
| 4 | attitude  | A/CO | <span style="border: 1px solid black; padding: 2px;">/1</span> | 9  | confusion | A/CO | <span style="border: 1px solid black; padding: 2px;">/1</span> |
| 5 | fish      | A/CO | <span style="border: 1px solid black; padding: 2px;">/1</span> | 10 | whale     | C/P  | <span style="border: 1px solid black; padding: 2px;">/1</span> |

## YOUR TURN 1.3

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

German   Sydney   William   Toula   Ed Sheeran

1 On Wednesday, I am going to the movies with **someone** \_\_\_\_\_.

/1

2 It can be difficult to find your way around **the city** \_\_\_\_\_.

/1

3 I can't believe that **she** \_\_\_\_\_ won the raffle!

/1

4 Understanding **another language** \_\_\_\_\_ can be difficult at first.

/1

5 She said that **he** \_\_\_\_\_ isn't her favourite singer.

/1

## YOUR TURN 1.4

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

Common noun	Proper noun 1	Proper noun 2
city	<i>Sydney</i>	<i>Montreal</i>
friend		
celebrity		
brand		
car		
band		

/5

## YOUR TURN 1.5

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

expectation   fear   excitement   happiness   Queensland   Vietnam  
basketball   relief   bananas

---



---



---



---

/9

/32

**TOTAL**

# UNIT 1 TYPES OF NOUNS

## IN CONTEXT

### Ötzi the Iceman

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

A jackhammer was used to chisel the corpse out, damaging part of the body. Later, the body was treated with much more care. The mummy provided many different types of evidence that showed what life was like when Ötzi was alive. For example, his lungs were blackened, probably from breathing in campfire smoke, and his stomach contained remnants of what he had been eating. Scientists could tell what kind of environment he had lived in from pollen found in his intestine, and they could see what sort of lifestyle he had led from his bones. He also had a tattoo. With the corpse were clothes, tools and equipment, which presented further clues to his life. Ötzi gave historians new insights into the lives of ancient Europeans.



INFORMATION  
REPORT

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

## YOUR TURN 1.6

### Comprehension

1 Where was Ötzi the Iceman found?

---

/1

2 When was Ötzi the Iceman found?

---

/1

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

---

/1

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

---

/1

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

---

/1

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

---

/1

## Context

7 Highlight all of the proper nouns in the extract in one colour and all of the common nouns in another colour. /1

8 Why do you think Ötzi the Iceman was given that name? Why 'Ötzi'? Why 'the Iceman'?  
 \_\_\_\_\_ /2

9 What do you think caused the corpse to be preserved so well?  
 \_\_\_\_\_  
 \_\_\_\_\_ /2

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

Noun 1: corpse

\_\_\_\_\_

\_\_\_\_\_

Noun 2: mummy

\_\_\_\_\_

\_\_\_\_\_

Noun 3: body

\_\_\_\_\_

\_\_\_\_\_ /6

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ /3

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ /3



**Unit quiz**  
Unit 1

/23

**TOTAL**

# UNIT 2 PRONOUNS

## IN FOCUS


**Video tutorial**

Unit 2

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

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

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

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

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

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

Sam forgot his sunscreen so he used some of mine.

Our wood heater is effective, yours is not!

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

who, whom, whose, which, that

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

This is the house that Jack built.

## YOUR TURN 2.1

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

1 \_\_\_\_\_ would hate it if \_\_\_\_\_ missed \_\_\_\_\_ school musical. /1

2 \_\_\_\_\_ gave me a blue electric guitar for \_\_\_\_\_ birthday! /1

3 When \_\_\_\_\_ jumped up over the fence, \_\_\_\_\_ caught \_\_\_\_\_ on the other side. /1

4 \_\_\_\_\_ don't want \_\_\_\_\_ to see the place in this mess. /1

## YOUR TURN 2.2

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

1 She changed the car tyre on the side of the road.

PL/PE

/1

2 I thought Marta wasn't coming to band practice.

PL/PE

/1

3 Theirs was the most beautiful house on the street.

PL/PE

/1



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

PL/PE  
PL/PE  
PL/PE

/1  
/1  
/1

### YOUR TURN 2.3

Choose an appropriate relative pronoun for each gap.

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

/1  
/1  
/1  
/1  
/1

### YOUR TURN 2.4

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

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

/5

### YOUR TURN 2.5

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

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

/5

/25  
TOTAL

# UNIT 2 PRONOUNS

## IN CONTEXT

### Who is Anh Do?

Anh Do is an accomplished author, actor, producer and comedian. He went from being a starving refugee at the age of three, to one of our best-loved entertainers, an incredible story detailed in his multi-award-winning and enormously popular memoir, *The Happiest Refugee*. The ups and downs, trials and tribulations, difficulties and successes of Do's life make for an inspirational tale that will grip you with emotion one minute and then have you howling with laughter the next.

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



INFORMATION  
REPORT

## YOUR TURN 2.6

### Comprehension

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

---

/1

- 2 What is the name of Do's memoir?

---

/1

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

---

/1

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

---



---

/1

- 5 What tells us that Do is an accomplished painter?

---



---

/1

## Context

6 Highlight all of the pronouns in the article. /1

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

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

---

b What makes you think that?

---



---

/2

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

---



---

/2

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

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

---

b How do you know?

---



---

/2

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

---



---



---



---



---



---

/6
/18
TOTAL


Unit quiz

Unit 2

# UNITS 1 & 2 REVIEW

## SPELLING AND VOCABULARY: ABSTRACT NOUNS

significance    evidence    insights    clues    career  
emotion    comedy    entertainment    trials    tribulations

1 Look up each word in the word list and write down its definition.

- a significance \_\_\_\_\_ /1
- b evidence \_\_\_\_\_ /1
- c insights \_\_\_\_\_ /1
- d clues \_\_\_\_\_ /1
- e career \_\_\_\_\_ /1
- f emotion \_\_\_\_\_ /1
- g comedy \_\_\_\_\_ /1
- h entertainment \_\_\_\_\_ /1
- i trials \_\_\_\_\_ /1
- j tribulations \_\_\_\_\_ /1

2 Which abstract nouns from the word list could be used as synonyms for these words?

- a difficulties \_\_\_\_\_ /1
- b proof \_\_\_\_\_ /1
- c importance \_\_\_\_\_ /1
- d revelations \_\_\_\_\_ /1
- e feeling \_\_\_\_\_ /1

3 Use these pairs of abstract nouns in sentences.

- a *evidence* and *insights*  
\_\_\_\_\_  
\_\_\_\_\_ /2
- b *comedy* and *entertainment*  
\_\_\_\_\_  
\_\_\_\_\_ /2
- c *significance* and *career*  
\_\_\_\_\_  
\_\_\_\_\_ /2

TOTAL MARKS /21

## TEST YOURSELF: UNITS 1 & 2

### Types of nouns

- 1 What is a common noun? \_\_\_\_\_ /1
- 2 What is a proper noun? \_\_\_\_\_ /1
- 3 What is a concrete noun? \_\_\_\_\_ /1
- 4 What is an abstract noun? \_\_\_\_\_ /1
- 5 Are these words abstract nouns (A) or concrete nouns (C)?
 

<b>a</b>	assurance	A/C
<b>b</b>	plant	A/C
<b>c</b>	care	A/C
<b>d</b>	anger	A/C

/1

### Pronouns

- 6 What can a pronoun replace in a sentence? \_\_\_\_\_  
\_\_\_\_\_ /1
  - 7 What does a possessive pronoun show? \_\_\_\_\_  
\_\_\_\_\_ /1
  - 8 What is the difference between a personal pronoun and a relative pronoun?  
\_\_\_\_\_ /1
- Highlight the correct pronoun from each pair below.
- 9 That ball is **my** / **mine**! /1
  - 10 December is **her** / **she** favourite month. /1

### Spelling and vocabulary

Select the best word from the following list to complete each sentence:

*career, emotion, entertainment, evidence, significance.*

- 11 Having presented the \_\_\_\_\_ to the judge, the barrister felt confident. /1
- 12 The \_\_\_\_\_ was first-class and everyone enjoyed themselves. /1
- 13 She had had a remarkable \_\_\_\_\_ and was looking forward to retirement. /1
- 14 Overcome with \_\_\_\_\_, he sat down to reflect. /1
- 15 The \_\_\_\_\_ of the day was not lost on the boy; he felt proud. /1

TOTAL MARKS /15

# UNIT 3 VERBS

## IN FOCUS


**Video tutorial**

Unit 3

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

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

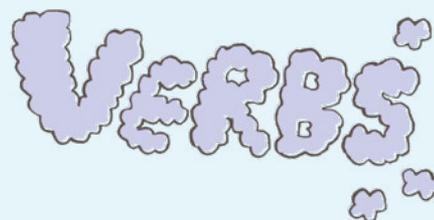
Jemima moved all of the chairs.

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

Ismael wanted a cricket bat for Christmas.

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

Rani has a new watch.



### YOUR TURN 3.1

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

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

/1

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

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

/1

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

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

/1

### YOUR TURN 3.2

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

1 Aziz knew that today would be a good day. \_\_\_\_\_

/2

2 Nina raised her hands in excitement. \_\_\_\_\_

/2



- 3 Cricket is a complicated game. \_\_\_\_\_ /2
- 4 The couch looked old but comfortable. \_\_\_\_\_ /2

### YOUR TURN 3.3

Choose an appropriate verb from the words listed in Your Turn 3.1 to complete these sentences.

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

### YOUR TURN 3.4

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

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

### YOUR TURN 3.5

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

When Kelly \_\_\_\_\_ through the door she was glad to finally be home.  
Her day \_\_\_\_\_ badly and had progressively gotten worse. She  
had \_\_\_\_\_ in PE, \_\_\_\_\_ a mistake in Science, and  
\_\_\_\_\_ with Emily at lunch. If only she could go back and \_\_\_\_\_  
the day again. \_\_\_\_\_ on the couch, Kelly turned on the TV and  
\_\_\_\_\_ the noise wash over her, taking with it the worries of the day. Although,  
she \_\_\_\_\_ there was still tomorrow.

/9

/31  
TOTAL

# UNIT 3 VERBS

IN CONTEXT

NOVEL

## Holes

**Louis Sachar**

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

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

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

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

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

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

Usually.

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

Usually.

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

(Bloomsbury, 2000, p. 4)

### YOUR TURN 3.6



#### Comprehension

1 What happened to the town of Green Lake?

---



---

/1

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

---



---

/1

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

---

/1

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

\_\_\_\_\_ /1

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

\_\_\_\_\_  
 \_\_\_\_\_ /1

**Context**

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

\_\_\_\_\_ /1

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

\_\_\_\_\_  
 \_\_\_\_\_ /1

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

\_\_\_\_\_  
 \_\_\_\_\_ /2

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

\_\_\_\_\_  
 \_\_\_\_\_ /2

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

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ /6

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

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ /5

  
**Unit quiz**  
 Unit 3

/22  
**TOTAL**

## UNIT 4 TENSES

## IN FOCUS



Video tutorial

Unit 4

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

Verbs in the **past tense** indicate that the action took place in the past.

Anna sold her horse.

Verbs in the **present tense** indicate an action taking place at this moment.

Nam is eating his pizza.

Verbs in the **future tense** indicate an action that will take place in the future.

Naveen will finish his homework tonight.

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

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

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

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

YOUR TURN 4.1

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

1 I **accept** my mistake. \_\_\_\_\_

/2

2 Ali **wore** the red jeans. \_\_\_\_\_

/2

3 The disappointment **will be** hard to take. \_\_\_\_\_

/2

4 Theo **spoke** quickly. \_\_\_\_\_

/2

5 Mum **presumed** we had washed up. \_\_\_\_\_

/2

6 The tree **will grow** quickly. \_\_\_\_\_

/2



## YOUR TURN 4.2

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

Present tense	Past tense	Future tense
study		
	forgave	
		will meddle
describe		
	flooded	
		will catch
		/12

## YOUR TURN 4.3

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

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

/5

## YOUR TURN 4.4

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

- 1 We knew what the house sold for.

\_\_\_\_\_ /1

- 2 I felt excited and apprehensive before the concert.

\_\_\_\_\_ /1

- 3 We enjoyed just resting on the sand.

\_\_\_\_\_ /1

- 4 Five days of camping was quite a lot.

\_\_\_\_\_ /1

- 5 Billy waited for the courier.

\_\_\_\_\_ /1

/34

TOTAL

## UNIT 4 TENSES

## IN CONTEXT

NOVEL

**Holes****Louis Sachar**

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

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

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

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

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

(Bloomsbury, 2000, pp. 18–19)

**YOUR TURN 4.5****Comprehension**

1 Who slept in the cot before Stanley?

---

/1

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

---

/1

3 What does Stanley place inside his crate?

---



---

/1

4 Who are the boys who return to the tent?

---



---

/1

5 What does X-Ray call Mr Pendanski?

---



---

/1

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

---



---

/1

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

---



---

/1

**Context**

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

---

/2

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

---



---

/1

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

---



---

/2

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

---



---



---

/4

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

a X-Ray tapped the rim of his glasses.

---

b Mr Pendanski explained the boys' nicknames.

---



---

/4



**Unit quiz**  
Unit 4

/20

**TOTAL**



# UNITS 3 & 4 REVIEW

## SPELLING AND VOCABULARY: VERBS ENDING WITH '-ED'

shrivelled    dried    stretched    looked    nodded  
 thrilled    stacked    introduced    explained    tapped

1 Look up each word in the word list and write down its definition.

- a shrivelled \_\_\_\_\_ /1
- b dried \_\_\_\_\_ /1
- c stretched \_\_\_\_\_ /1
- d looked \_\_\_\_\_ /1
- e nodded \_\_\_\_\_ /1
- f thrilled \_\_\_\_\_ /1
- g stacked \_\_\_\_\_ /1
- h introduced \_\_\_\_\_ /1
- i explained \_\_\_\_\_ /1
- j tapped \_\_\_\_\_ /1

2 Which verb from the word list fits each sentence below?

- a The old peach was \_\_\_\_\_ /1
- b The boy stretched his neck out and \_\_\_\_\_ over the fence. /1
- c The group snuck around the side and \_\_\_\_\_ on their friend's window. /1
- d Julia was \_\_\_\_\_ to have won the race! /1
- e The old woman moved her head and \_\_\_\_\_ sadly. /1

3 Match each word in the left column with one in the right column to make compound words.

- |      |           |    |
|------|-----------|----|
| over | stretched |    |
| sun  | stacked   |    |
| high | looked    |    |
| over | dried     | /4 |

4 Change these words from the word list to the present tense.

- a shrivelled \_\_\_\_\_ /1
- b dried \_\_\_\_\_ /1
- c stretched \_\_\_\_\_ /1
- d introduced \_\_\_\_\_ /1
- e tapped \_\_\_\_\_ /1

**TOTAL MARKS** /24

# TEST YOURSELF: UNITS 3 & 4

## Types of verbs

What three types of action can a verb describe?

- 1 \_\_\_\_\_ /1
- 2 \_\_\_\_\_ /1
- 3 \_\_\_\_\_ /1

Highlight the verb in each sentence.

- 4 He chewed furiously. \_\_\_\_\_ /1
- 5 Karem danced all night. \_\_\_\_\_ /1

## Tenses

- 6 What is a *regular* verb? \_\_\_\_\_ /1
- 7 What is an *irregular* verb? \_\_\_\_\_ /1
- 8 What is a *helping* verb? \_\_\_\_\_ /1

Are these verbs in the past, present or future tense?

- 9 swam \_\_\_\_\_ /1
- 10 will drive \_\_\_\_\_ /1

## Spelling and vocabulary

Select the best word from the following list to complete each sentence:

*explained, shrivelled, stacked, stretched, tapped.*

- 11 Bruce was exhausted; he had \_\_\_\_\_ 100 crates today. /1
- 12 The hill really \_\_\_\_\_ the cyclists. /1
- 13 The referee \_\_\_\_\_ the rules again. /1
- 14 He gently \_\_\_\_\_ the cake out of the tin. /1
- 15 The balloon looked \_\_\_\_\_ and shrunken. /1



TOTAL MARKS /15

# UNIT 5 ADVERBS OF MANNER

## IN FOCUS



Video tutorial  
Unit 5

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

Gemma talked excitedly about her holiday.

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

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

Jack knew instinctively that something was wrong.

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

Jack knew that something was very wrong.

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

Jack knew quite instinctively that something was wrong.

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

awkward *becomes* awkwardly

superb *becomes* superbly

## YOUR TURN 5.1

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

Adjective	Adverb	Adjective	Adverb
fast		stunning	
careful		diligent	
good		great	

/3

- 2 Choose one of the adverbs of manner from question 1 to use in each sentence.

- Anh knew the test would be hard, so he \_\_\_\_\_ applied himself.
- The choice of research topic needs to be \_\_\_\_\_ considered.
- Sometimes quality can suffer if you work too \_\_\_\_\_.
- They knew that by choosing their team \_\_\_\_\_, they would be in with a chance.
- She executed her dance routine \_\_\_\_\_.

/5



## YOUR TURN 5.2

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

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

## YOUR TURN 5.3

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

- 1 The antique chest is \_\_\_\_\_ old.  
\_\_\_\_\_  
Best choice /reason:  
\_\_\_\_\_ /3
- 2 We were \_\_\_\_\_ surprised by the strength of the wind.  
\_\_\_\_\_  
Best choice /reason:  
\_\_\_\_\_ /3
- 3 Andreas worked \_\_\_\_\_ on his landscaping project.  
\_\_\_\_\_  
Best choice /reason:  
\_\_\_\_\_ /3
- 4 Horses sometimes jump \_\_\_\_\_ in their stalls.  
\_\_\_\_\_  
Best choice /reason:  
\_\_\_\_\_ /3

/28

TOTAL



# UNIT 5 ADVERBS OF MANNER

## IN CONTEXT

### Boy Overboard

NOVEL

**Morris Gleitzman**

Little sisters, they see everything.

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

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

The soccer stadium.

Why is Dad picking Mum up there?

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

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

...

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



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

## YOUR TURN 5.4

### Comprehension

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

\_\_\_\_\_

/1

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

\_\_\_\_\_

/1

- 3 What is dripping on Bibi's leg? Why?

\_\_\_\_\_

/1

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

\_\_\_\_\_

/1

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

\_\_\_\_\_

\_\_\_\_\_

/2

## Context

6 Highlight the adverbs of manner in this sentence from the extract: 'a West Ham striker slipped over and grabbed wildly at something to stop him falling and accidentally pulled down the Arsenal goalie's shorts.' /1

7 What type of image do the adverbs create of the striker falling over? What do you imagine the scene looks like?

---



---

/2

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

---



---

/2

9 Highlight the adverb of manner in this sentence: 'I'm not really thinking about golden goals.' /1

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

---



---

/2

11 In each sentence from the extract, insert an adverb of manner that Gleitzman could have used.

- a 'Your yoghurt's dripping \_\_\_\_\_ on my leg.'
  - b Suddenly it hits me \_\_\_\_\_.
  - c They're going to talk \_\_\_\_\_ to a government soccer official ...
  - d They're going to explain \_\_\_\_\_ how our soccer skills will help Afghanistan ...
- /4

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

---

/1

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

---



---



---

/2



**Unit quiz**  
Unit 5

/21

---

**TOTAL**

# UNIT 6 ADVERBS OF TIME AND PLACE

## IN FOCUS


**Video tutorial**

Unit 6

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

We went to the park yesterday.

We went to the park over there.

The adverb 'yesterday' gives more specific information about the time when they went. In the second example, 'over there' gives more information about where they went and forms an **adverbial phrase** (a group of words that function as an adverb).

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

I can always do it later.

That can be done anytime.

Soon we will get our new dog!

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

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

## YOUR TURN 6.1

Note whether the adverbs or adverbial phrases in bold are adverbs of time or place.

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

## YOUR TURN 6.2

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

- One day we rode for six hours. \_\_\_\_\_ /2
- I will start eating healthier soon. \_\_\_\_\_ /2



- 3 I haven't been at work for a while. \_\_\_\_\_ /2
- 4 In a bit, I'll be ready to go back to school. \_\_\_\_\_ /2
- 5 It's important to sometimes consider alternatives. \_\_\_\_\_ /2

### YOUR TURN 6.3

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

- 1 We seldom/yesterday/soon choose salad when we could have chips instead.  
\_\_\_\_\_ /2
- 2 It's important to study hard, but also to sometimes/always/never take a break.  
\_\_\_\_\_ /2
- 3 If I could visit my cousin in Japan tomorrow/yesterday/next year, then that would be perfect.  
\_\_\_\_\_ /2

### YOUR TURN 6.4

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

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

'Look over \_\_\_\_\_!'

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

/10

/32

TOTAL

# UNIT 6 ADVERBS OF TIME AND PLACE

## IN CONTEXT

NOVEL

### Boy Overboard

**Morris Gleitzman**

I can't wait to get there.

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

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

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

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

Mum takes a deep breath.

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

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

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

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

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

(Puffin Books, 2002, pp. 102–3)

## YOUR TURN 6.5

### Comprehension

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

\_\_\_\_\_

/1

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

\_\_\_\_\_

/1

- 3 What does she do instead?

\_\_\_\_\_

/1

- 4 What does Bibi have under her arm?

\_\_\_\_\_

/1

- 5 What are the other kids in the compound doing?

\_\_\_\_\_

/1

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

/1

### Context

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

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

/2

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

/1

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

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

/2

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

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

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

/2



Unit quiz  
Unit 6

/13

TOTAL

# UNITS 5 & 6 REVIEW

## SPELLING AND VOCABULARY: WORDS WITH A DOUBLE 'L'

falling    accidentally    pulled    really    intellect  
skills    actually    millionth    gully    travelling

1 Look up each word in the word list and write down its definition.

- |                       |       |    |
|-----------------------|-------|----|
| <b>a</b> falling      | _____ | /1 |
| <b>b</b> accidentally | _____ | /1 |
| <b>c</b> pulled       | _____ | /1 |
| <b>d</b> really       | _____ | /1 |
| <b>e</b> intellect    | _____ | /1 |
| <b>f</b> skills       | _____ | /1 |
| <b>g</b> actually     | _____ | /1 |
| <b>h</b> millionth    | _____ | /1 |
| <b>i</b> gully        | _____ | /1 |
| <b>j</b> travelling   | _____ | /1 |

2 Change the tense of each list word (in brackets) so that it fits with the rest of the sentence.

- |  |    |
|--|----|
| <b>a</b> He thought that the stack of books would (falling) _____.           | /1 |
| <b>b</b> To get the tooth out they would have to (pulled) _____ hard.        | /1 |
| <b>c</b> Before we (travelling) _____ north, we have to pack up the caravan. | /1 |

3 Choose the correct list word to put in each sentence.

- |   |    |
|---|----|
| <b>a</b> Even though he had broken it _____, Jasper still felt bad about the window.          | /1 |
| <b>b</b> Because the road dipped into a shallow _____, they couldn't see the car approaching. | /1 |
| <b>c</b> I'm telling you for the _____ time, clean your room!                                 | /1 |
| <b>d</b> They were _____ pretty happy with the results.                                       | /1 |

4 Which words from the list could be used as synonyms for these words?

- |                     |       |    |
|---------------------|-------|----|
| <b>a</b> mistakenly | _____ | /1 |
| <b>b</b> abilities  | _____ | /1 |
| <b>c</b> smarts     | _____ | /1 |
| <b>d</b> moving     | _____ | /1 |
| <b>e</b> yanked     | _____ | /1 |

**TOTAL MARKS** /22  
OXFORD UNIVERSITY PRESS

# TEST YOURSELF: UNITS 5 & 6

## Adverbs of manner

What three types of words can an adverb modify?

- 1 \_\_\_\_\_ /1
- 2 \_\_\_\_\_ /1
- 3 \_\_\_\_\_ /1

Change each adjective to an adverb, and then use the new word in a sentence.

- 4 wild \_\_\_\_\_ /1
- 5 sad \_\_\_\_\_ /1

## Adverbs of time and place

Are the bold adverbs below adverbs of time (T) or place (P)?

- 6 We looked around **everywhere** but couldn't see him. T/P /1
- 7 She sent the naughty kids **outside**. T/P /1
- 8 We can just do our homework **later**. T/P /1
- 9 Let's go **somewhere** interesting these holidays. T/P /1
- 10 I **never** eat meat if I don't know where it's from. T/P /1

## Spelling and vocabulary

Which of the following words is closest in meaning to each word below?

*actually, certainly, falling, gully, pulled*

- 11 dragged \_\_\_\_\_ /1
- 12 valley \_\_\_\_\_ /1
- 13 plummeting \_\_\_\_\_ /1
- 14 definitely \_\_\_\_\_ /1
- 15 truly \_\_\_\_\_ /1



TOTAL MARKS /15

# UNIT 7 HOW ADJECTIVES WORK

## IN FOCUS

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



Video tutorial

Unit 7

The new tools do an excellent job.

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

You really achieved a nice, smooth finish on that.

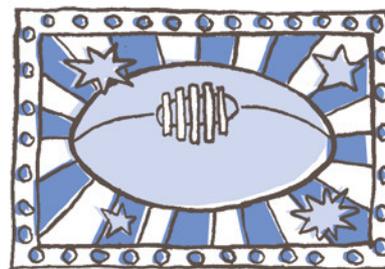
Adjectives are often made by adding a suffix to the end of a word. (Note that sometimes letters need to be removed or added to form the adjective correctly.)

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

## YOUR TURN 7.1

Highlight the adjective(s) in these sentences.

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



/1

/1

/1

/1

/1

## YOUR TURN 7.2

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

gruelling    unusual    lonely    isolated    rewarding    renewed

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



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

/6

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

\_\_\_\_\_

/6

### YOUR TURN 7.3

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

1 fun \_\_\_\_\_

/2

2 noise \_\_\_\_\_

/2

3 disgust \_\_\_\_\_

/2

4 leak \_\_\_\_\_

/2

### YOUR TURN 7.4

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

1 It really is dismal, \_\_\_\_\_ weather we're having.

/1

2 The rain was that sleety, \_\_\_\_\_ type that saturates everything.

/1

3 When the rain cleared, the air smelled fresh and \_\_\_\_\_.

/1

4 We walked for an hour in the clear, \_\_\_\_\_ afternoon.

/1

5 As evening approached the sky became red and \_\_\_\_\_.

/1

### YOUR TURN 7.5

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

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

/39

/9

TOTAL

# UNIT 7 HOW ADJECTIVES WORK

## IN CONTEXT

iPad

09:14 AM

NEWS ARTICLE

OXFORD NEWS
World | Local | Culture | Sport

Search

## DE ROZARIO'S GOLDEN YEARS

THURSDAY 17 MARCH

Since the age of 14, Madison de Rozario has been making a name for herself as one of Australia's greatest sporting talents. De Rozario made her debut as the youngest athlete on the Australian team at Beijing in 2008, and has been on the rise ever since.

De Rozario competes in wheelchair racing, which she was introduced to by Paralympic Hall of Fame inductee Frank Ponta. She has spent a staggering 15 years competing at an elite level, earning numerous awards along the way. Nine of her 20 medals are gold, and she is the first Australian athlete to win an impressive four gold medals in any Para sport at the Commonwealth Games.

The remarkable athlete has been successful in the 800 m, 1500 m, relay and marathon events.

In 2021, she became the first Australian to win the New York marathon in any category. As well as being a world champion, de Rozario is an advocate for diversity and is excited to play a part in changing how the world perceives people with disabilities.



## YOUR TURN 7.6

### Comprehension

1 What sport does Madison de Rozario compete in?

\_\_\_\_\_

/1

2 Who introduced de Rozario to the sport?

\_\_\_\_\_

/1

3 How many gold medals has de Rozario won in total?

\_\_\_\_\_

/1

4 How old was she when she first competed?

\_\_\_\_\_

/1

5 Where did de Rozario make her Paralympic debut?

\_\_\_\_\_

/1

## Context

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

- a Share your answers with the class.
- b Does this seem like a lot in a short extract? Does it feel like too many? Why or why not?

---



---



---

/3

7 Consider the adjectives in bold in this sentence: 'She has spent a **staggering** 15 years competing at an **elite** level, earning **numerous** awards along the way.'

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

---



---



---



---



---

/3

8 List three other adjectives the writer could have used to replace the word in bold in this sentence: 'The **remarkable** athlete has been successful ...'.

---



---

/3

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

---



---



---



---



---



---



---



---



---

/6

 **Unit quiz**  
Unit 7

/20  
**TOTAL**

# UNIT 8 ADJECTIVES AND DEGREES OF COMPARISON

## IN FOCUS


**Video tutorial**

Unit 8

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

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

Her dog was enormous!

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

Her dog was more enormous than Dinh's.

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

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

### Forming comparative and superlative adjectives

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

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

## YOUR TURN 8.1

Identify the correct adjective form in each of these sentences.

- 1 We had the fun/funniest/most fun time at the zoo today.

/1

- 2 It wouldn't fit in the bucket, so we tipped some out to make a bit least/less/littler.

/1



- 3 The windows are open much/more/most than they were this morning. /1
- 4 Any day at the beach is good/better/best than none. /1
- 5 Richard is tall/tallest/taller than the rest of the class. /1

## YOUR TURN 8.2

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

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

/14

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

- a The disease was \_\_\_\_\_ than authorities had hoped.
- b This wood is too \_\_\_\_\_; it will break easily. In fact, it is the \_\_\_\_\_ wood I've ever seen.
- c The garden is looking \_\_\_\_\_ at the moment.
- d My new mattress is slightly \_\_\_\_\_ than my last one.
- e Well, that was the \_\_\_\_\_ meal I've ever had. /6

## YOUR TURN 8.3

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

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

/31

TOTAL

# UNIT 8 ADJECTIVES AND DEGREES OF COMPARISON

## IN CONTEXT

iPad

09:14 AM

NEWS ARTICLE

OXFORD NEWS
World | Local | Culture | Sport

Search

## ATHLETE OF THE YEAR

TUESDAY 9 NOVEMBER

Star athlete Madison de Rozario can add another honour to her already long list of achievements. In October she was named athlete of the year at the 2022 Australian Women in Sport Awards, solidifying her place as one of Australia's most distinguished sports personalities.

The Australian Women in Sport Awards is an annual event that celebrates women who have made an exceptional impact on their sport and takes a look back at some of the year's most incredible sporting moments.

De Rozario was presented the top individual prize ahead of tennis legend Ash Barty and footballer

Sam Kerr, both past winners. Other nominees in this year's awards included swimmer Emma McKeon, canoeist Jess Fox and CrossFit athlete Tia-Clair Toomey, representing some of Australia's best sporting talent.

The wheelchair racer proved herself as the fastest in her field in 2022 when she won gold in both the 1500 m T54 and Marathon T54 at the Birmingham Commonwealth Games. De Rozario's impressive finishing time was slightly slower than at the previous games on the Gold Coast, but better or worse, de Rozario finished on top of the podium in both events.

## YOUR TURN 8.4

### Comprehension

- 1 What award did de Rozario win in October 2022?

\_\_\_\_\_

/1

- 2 How often are the awards held?

\_\_\_\_\_

/1

- 3 In what events did de Rozario win gold at the Birmingham Commonwealth Games?

\_\_\_\_\_

/1

- 4 What does the writer mean by saying de Rozario finished 'on top of the podium'?

\_\_\_\_\_

/1

### Context

- 5 a Highlight all of the adjectives in the news article extract.

b How many are there? \_\_\_\_\_

c How many of these are positive form? \_\_\_\_\_

d How many are comparative form? \_\_\_\_\_

e How many are superlative form? \_\_\_\_\_ /5

6 For each of these adjectives used in the article, indicate whether they are positive, comparative or superlative form.

a most distinguished \_\_\_\_\_

b top \_\_\_\_\_

c slower \_\_\_\_\_

d long \_\_\_\_\_

e exceptional \_\_\_\_\_

f better \_\_\_\_\_

g fastest \_\_\_\_\_ /7

7 What is the effect of listing the other nominees competing for the athlete of the year award?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ /2

8 There are three irregular adjectives in this extract. List them here.

\_\_\_\_\_

\_\_\_\_\_ /3

9 Why does the article use so many superlative form adjectives? What effect does this have?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ /2

10 Change the bold adjectives in the sentences below from superlative form adjectives to positive form adjectives.

a 'representing some of Australia's **best** sporting talent'

\_\_\_\_\_

b 'some of the year's **most incredible** sporting moments'

\_\_\_\_\_

c 'one of Australia's **most distinguished** sports personalities'

\_\_\_\_\_ /3



Unit quiz  
Unit 8

/26

TOTAL

# UNITS 7 & 8 REVIEW

## SPELLING AND VOCABULARY: SPORTING WORDS

accolades nationwide coach lifetime journey  
therapist physical achievements competitor prominence

1 Look up each word in the word list and write down its definition.

- a accolades \_\_\_\_\_ /1
- b nationwide \_\_\_\_\_ /1
- c coach \_\_\_\_\_ /1
- d lifetime \_\_\_\_\_ /1
- e journey \_\_\_\_\_ /1
- f therapist \_\_\_\_\_ /1
- g physical \_\_\_\_\_ /1
- h achievements \_\_\_\_\_ /1
- i competitor \_\_\_\_\_ /1
- j prominence \_\_\_\_\_ /1

2 Which two words from the word list are compound words — that is, words made up of more than one word?

\_\_\_\_\_  
\_\_\_\_\_ /2

3 Which three words from the word list refer to certain types of people?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ /3

4 Using five words from the word list, write a short paragraph about a sporting achievement.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ /5

TOTAL MARKS /20

## TEST YOURSELF: UNITS 7 & 8

### How adjectives work

Highlight the adjective in each of these sentences.

- 1 Before the big match, they went out together for dinner.
- 2 Gen climbed over the peak and saw the remarkable view.
- 3 They fell back after the forceful blow.

/1

/1

/1

Add the appropriate suffix to each word to turn it into an adjective.

- 4 differ \_\_\_\_\_
- 5 gold \_\_\_\_\_

/1

/1

### Adjectives and degrees of comparison

What are the three forms of adjective used to compare?

- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

/1

/1

/1

Give the positive form of each of these adjectives.

- 9 bigger \_\_\_\_\_
- 10 largest \_\_\_\_\_

/1

/1

### Spelling and vocabulary

Choose an appropriate adjective for each of these words.

- 11 \_\_\_\_\_ coach
- 12 \_\_\_\_\_ achievements
- 13 \_\_\_\_\_ prominence
- 14 \_\_\_\_\_ accolades
- 15 \_\_\_\_\_ journey

/1

/1

/1

/1

/1

TOTAL MARKS /15



# UNIT 9 WHAT PREPOSITIONS DO

## IN FOCUS


**Video tutorial**

Unit 9

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

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

It floated above the ground.

We were at the swimming pool.

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

We arrived after the others.

Susie left during the meal.

### Common prepositions

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

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

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

To what do we owe this honour? (formal)

## YOUR TURN 9.1

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

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

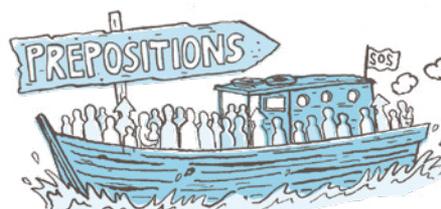
/1

/1

/1

/1

/1





## YOUR TURN 9.2

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

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

## YOUR TURN 9.3

- 1 Highlight all of the prepositions in the paragraph.

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

/13

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

---



---

/2

## YOUR TURN 9.4

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

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

/35

TOTAL

# UNIT 9 WHAT PREPOSITIONS DO

## IN CONTEXT

**NOVEL**

### Chinese Cinderella

#### Adeline Yen Mah

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

‘What’s that hanging on your dress?’

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

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

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

She opened the envelope and took out the certificate.

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

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



(Puffin, 1999, pp. 1–2)

## YOUR TURN 9.5

### Comprehension

- 1 What does the narrator, Adeline, win at kindergarten?

\_\_\_\_\_

/1

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

\_\_\_\_\_

/1

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

\_\_\_\_\_

/1

- 4 Who gives Adeline the award?

\_\_\_\_\_

/1



# UNIT 10 HOW CONJUNCTIONS WORK

## IN FOCUS


**Video tutorial**

Unit 10

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

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

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

We like cricket and soccer. (joins nouns)

The dog was big but friendly. (joins adjectives)

Is that sandwich mine or yours? (joins pronouns)

- Conjunctions can join phrases of the same type.

Imogen came without a toothbrush and without pyjamas.

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

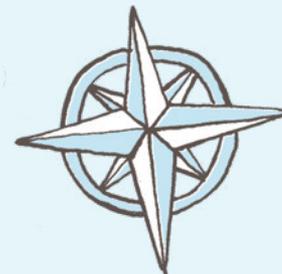
We were tired because we'd been out all day. (gives the reason)

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

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

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

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



## YOUR TURN 10.1

- 1 Highlight the conjunction in each of these sentences.

**a** I had been sitting down all morning so I needed to stretch my legs.

/1

**b** Even though we knew the weather was bad we still wanted to go.

/1

**c** The road is longer than the sky is high.

/1

**d** Ahmed thought it would be great and he wasn't disappointed.

/1

**e** She threw the full distance but off-target.

/1

**f** Whenever they tried to focus, there was always another distraction.

/1



2 Choose an appropriate conjunction to complete these sentences.

- a Garry was excited about going to the US \_\_\_\_\_ he was scared of flying. /1
- b Every day is an opportunity to try \_\_\_\_\_ learn. /1
- c The boy was playing happily \_\_\_\_\_ his ball went over the fence. /1
- d \_\_\_\_\_ they get to the finish line first, they will receive a prize. /1
- e The supporters were sad \_\_\_\_\_ they had lost the election. /1

## YOUR TURN 10.2

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

- 1 The yacht was new and gleaming. We bought it.  
\_\_\_\_\_ /1
- 2 Endeavour is important. Success is not guaranteed.  
\_\_\_\_\_ /1
- 3 The boys were playing near the fence. Simon fell through it.  
\_\_\_\_\_ /1
- 4 The new school buildings were necessary. More and more students were attending the school.  
\_\_\_\_\_ /1
- 5 We initially decided not to go. In the end we went.  
\_\_\_\_\_ /1

## YOUR TURN 10.3

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

- 1 The flight was generally okay but \_\_\_\_\_ /2
- 2 Even though the movie was good \_\_\_\_\_ /2
- 3 We were so excited about the innovation competition and \_\_\_\_\_  
\_\_\_\_\_ /2
- 4 The dogs and cats were brought inside before \_\_\_\_\_ /2
- 5 The candles suddenly blew out because \_\_\_\_\_ /2
- 6 Provided that the weather stays fine, \_\_\_\_\_ /2

/28

TOTAL

# UNIT 10 HOW CONJUNCTIONS WORK

## Chinese Cinderella

NOVEL

### Adeline Yen Mah

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

(Puffin, 1999, pp. 25-6)



### YOUR TURN 10.4

#### Comprehension

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

---

/1

- 2 What is a 'long tang'?

---

/1

- 3 What is this 'long tang' surrounded by?

---



---

/1

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

---



---

/1

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

---



---

/1

## Context

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

---



---

/2

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

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

/4

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

---



---



---

/2

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

---



---



---

/5

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

---



---



---



---



---

/4



**Unit quiz**  
Unit 10

/22

**TOTAL**

# UNITS 9 & 10 REVIEW

## SPELLING AND VOCABULARY: WORDS WITH SILENT LETTERS

combing    what    whole    climbed    written  
 foreign    write    wrought    iron    sight

1 Which letter is silent in each of the list words?

- a combing \_\_\_\_\_ /1
- b what \_\_\_\_\_ /1
- c whole \_\_\_\_\_ /1
- d climbed \_\_\_\_\_ /1
- e written \_\_\_\_\_ /1
- f foreign \_\_\_\_\_ /1
- g write \_\_\_\_\_ /1
- h wrought \_\_\_\_\_ /1
- i iron \_\_\_\_\_ /1
- j sight \_\_\_\_\_ /1

2 Which two words from the word list are in the past tense?

- a \_\_\_\_\_ /1
- b \_\_\_\_\_ /1

3 Change the following two words from the word list to the past tense.

- a combing \_\_\_\_\_ /1
- b write \_\_\_\_\_ /1

4 Find a synonym for the list words below, and then use the new words in a sentence each.

- a sight \_\_\_\_\_ /1
- b foreign \_\_\_\_\_ /1
- c whole \_\_\_\_\_ /1
- d climbed \_\_\_\_\_ /1
- e wrought \_\_\_\_\_ /1
- f combing \_\_\_\_\_ /1

TOTAL MARKS /20

# TEST YOURSELF: UNITS 9 & 10

## What prepositions do

Prepositions can show the relationship between things in which two dimensions?

1 \_\_\_\_\_ /1

2 \_\_\_\_\_ /1

Highlight the preposition in each of the sentences below.

3 Cary came home late so he snuck through the back door. /1

4 Before we can have dinner, we need to cook the food. /1

5 Sarah had lagged behind the group all afternoon. /1

## How conjunctions work

Choose an appropriate conjunction to complete each sentence below.

6 We had neither raincoats \_\_\_\_\_ a proper tent. /1

7 \_\_\_\_\_ we knew it was hot, we hadn't brought enough water. /1

8 We felt sick \_\_\_\_\_ we hadn't drunk enough water. /1

Do the bold conjunctions below join words (W) or phrases (P)?

9 The game was tough **but** enjoyable. W/P /1

10 **Because** it was Friday we thought we'd go out for dinner. W/P /1

## Spelling and vocabulary

Which of the following words have a silent 'b'? *barren, climbed, combing, object, urban*

11 \_\_\_\_\_ /1

12 \_\_\_\_\_ /1

Which of the following words have a silent 'w'? *what, where, write, written, wrought*

13 \_\_\_\_\_ /1

14 \_\_\_\_\_ /1

15 \_\_\_\_\_ /1

TOTAL MARKS /15

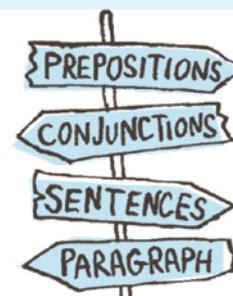


# GLOSSARY RECAP

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



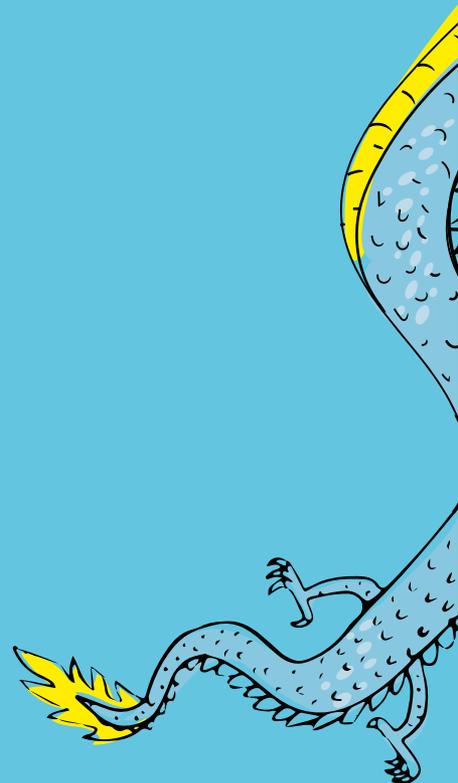
**Glossary review**  
Part A: Using words





# PART B

## Organising words and ideas



# UNIT 11 PUNCTUATING SENTENCES

## IN FOCUS



Video tutorial

Unit 11

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

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

I'm going to the shopping centre after school.

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

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

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

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

Commas are also used to separate items in a list.

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

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

Let's eat, Grandma!

I love cooking, my family and pets.

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

Would you like to see a movie?

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

Sounds great! I'd love to!

- **Brackets** are used to include information in a sentence that isn't as important. If the information within the brackets is removed, the rest of the sentence should still make sense.

I collapsed into bed (it had been a long day) and slept soundly until morning.

- A **colon** is a punctuation mark that is used to connect two parts of a sentence. Colons are used to introduce a list, or to give additional information about the first part of a sentence.

I packed a bag to take to the beach: sunscreen, a towel, a bathing suit and my thongs.

The lights came on: the movie was over.



## YOUR TURN 11.1

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

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



/1

/1

/1

/1

## YOUR TURN 11.2

These sentences are confusing! Insert commas, brackets or colons so that each sentence makes sense. Some sentences may need more than one type of punctuation mark.

- 1 In the afternoon after the rain stopped we went outside.
- 2 Before I can make spaghetti bolognese I need to buy the ingredients pasta tomatoes minced beef garlic and an onion.
- 3 While most of the students were pretty happy to watch the film Murray would have preferred to work on his assignment.
- 4 Samira asked 'When will you get home?'
- 5 We packed away the decorations Christmas was over for another year.
- 6 My doctor who is a qualified nutritionist recommended I eat more iron-rich foods.

/1

/1

/1

/1

/1

/1

/1

## YOUR TURN 11.3

Rewrite this passage adding punctuation marks and capital letters as needed.

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

---



---



---



---



---

/16

/30

TOTAL

# UNIT 11 PUNCTUATING SENTENCES

## IN CONTEXT

### The Hobbit

NOVEL

#### JRR Tolkien

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

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

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

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

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

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

(Unwin Books, 1974, pp. 75–6)

## YOUR TURN 11.4

### Comprehension

1 What has Gollum lost?

---



---

/1

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

---



---

/1

3 What does Bilbo want from Gollum?

---



---

/1

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

---



---



---

/1



# UNIT 12 USING APOSTROPHES

## IN FOCUS


**Video tutorial**

Unit 12

**Apostrophes** are another common punctuation mark, but they are often used incorrectly. Apostrophes can be used in two different ways:

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

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

the horse's saddle

Ahmed's desk

Winston's sandwich

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

the dogs' bones

Angus' house

my sisters' clothes

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

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

 would not *becomes* wouldn't

 they are *becomes* they're

 he is *becomes* he's

## YOUR TURN 12.1

Indicate whether each of the following sentences should include an apostrophe of contraction (C), possession (P) or no apostrophe at all (N). Correct the sentences that need apostrophes by inserting the punctuation mark correctly.

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



## YOUR TURN 12.2

Rewrite each of the following by using an apostrophe to indicate possession. An example has been done for you.

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

- |   |  |                                 |
|---|--|---------------------------------|
| 1 | the ice cream belonging to my sister _____ | <input type="text" value="/1"/> |
| 2 | the lollies owned by my cousins _____      | <input type="text" value="/1"/> |
| 3 | the leaves belonging to the tree _____     | <input type="text" value="/1"/> |
| 4 | the book owned by the library _____        | <input type="text" value="/1"/> |
| 5 | the work produced by the students _____    | <input type="text" value="/1"/> |

## YOUR TURN 12.3

Use apostrophes to contract these pairs of words.

- |   |             |       |                                 |   |           |       |                                 |
|---|-------------|-------|---------------------------------|---|-----------|-------|---------------------------------|
| 1 | did not     | _____ | <input type="text" value="/1"/> | 5 | I am      | _____ | <input type="text" value="/1"/> |
| 2 | should have | _____ | <input type="text" value="/1"/> | 6 | you are   | _____ | <input type="text" value="/1"/> |
| 3 | we are      | _____ | <input type="text" value="/1"/> | 7 | it is     | _____ | <input type="text" value="/1"/> |
| 4 | is not      | _____ | <input type="text" value="/1"/> | 8 | could not | _____ | <input type="text" value="/1"/> |

## YOUR TURN 12.4

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

Sentence with contraction	Full word form	
1 She wouldn't answer the phone.		<input type="text" value="/2"/>
2 We could've stopped for lunch.		<input type="text" value="/2"/>
3 He isn't very reliable.		<input type="text" value="/2"/>
4 Marita's in her room.		<input type="text" value="/2"/>
5 It wasn't a very sunny day.		<input type="text" value="/2"/>
		<input type="text" value="/28"/>
		<b>TOTAL</b>

# UNIT 12 USING APOSTROPHES

NOVEL

## The Hobbit

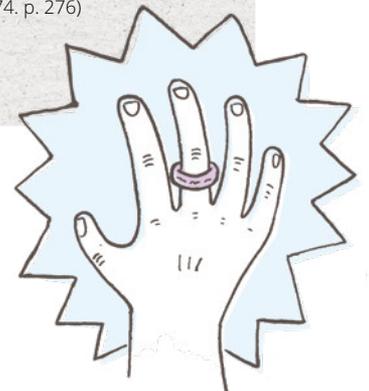
**JRR Tolkien**

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

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

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

(Unwin Books, 1974. p. 276)



### YOUR TURN 12.5

#### Comprehension

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

---



---

/1

2 Why is the auction taking place?

---



---

/1

3 Why are the Sackville-Bagginses measuring rooms?

---



---

/1

4 Is Bilbo greeted warmly on his return?

---



---

/1





## TEST YOURSELF: UNITS 11 & 12

### Punctuating sentences

1 When should you use a full stop? \_\_\_\_\_  
 \_\_\_\_\_ /1

2 What does a comma indicate? \_\_\_\_\_  
 \_\_\_\_\_ /1

3 What is one other use for a comma? \_\_\_\_\_  
 \_\_\_\_\_ /1

Identify whether the following sentences should end with an exclamation mark or a question mark.

4 That was extraordinary **?/!** /1

5 Do you know the quickest way to the train station **?/!** /1

### Using apostrophes

6 What do possessive apostrophes indicate? \_\_\_\_\_  
 \_\_\_\_\_ /1

Place the possessive apostrophe in the correct place in Questions 7 and 8.

7 Where did Billys family go during the holidays? /1

8 After so many days of hiking the mountain trails, Stephanies feet were sore and blistered. /1

9 What are apostrophes of contraction used for? \_\_\_\_\_  
 \_\_\_\_\_ /1

10 Highlight the words below that include an apostrophe of contraction.  
 haven't Wilson's it's dog's they're /1

### Spelling and vocabulary

Highlight any letters that should be doubled in the following words.

11 sudenly /1

12 anoyance /1

13 comence /1

Write an appropriate word containing double letters based on the following clues.

14 The day after today. \_\_\_\_\_ /1

15 A place to live or stay while on holiday. \_\_\_\_\_ /1

TOTAL MARKS /15

# UNIT 13 PHRASES AND CLAUSES

## IN FOCUS


**Video tutorial**

Unit 13

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

### Phrases

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

moving quickly

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

towards the exit

### Clauses

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

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

She pushed through the crowd.

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

Moving quickly, she pushed through the crowd.

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

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

## YOUR TURN 13.1

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

- |                            |     |                                 |                                 |     |                                 |
|----------------------------|-----|---------------------------------|---------------------------------|-----|---------------------------------|
| 1 on the roof              | P/C | <input type="text" value="/1"/> | 4 blinking slowly               | P/C | <input type="text" value="/1"/> |
| 2 she sat down             | P/C | <input type="text" value="/1"/> | 5 with chocolate topping        | P/C | <input type="text" value="/1"/> |
| 3 we looked at the giraffe | P/C | <input type="text" value="/1"/> | 6 my brother kicked three goals | P/C | <input type="text" value="/1"/> |



## YOUR TURN 13.2

Highlight the clause in each sentence.

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

/1

/1

/1

/1

/1

## YOUR TURN 13.3

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

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

/1

/1

/1

/1

/1

## YOUR TURN 13.4

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

- 1 after dinner  
\_\_\_\_\_
- 2 under the bridge  
\_\_\_\_\_
- 3 blinking sleepily  
\_\_\_\_\_
- 4 during the film  
\_\_\_\_\_
- 5 into the car  
\_\_\_\_\_

/1

/1

/1

/1

/1

/21

**TOTAL**

# UNIT 13 PHRASES AND CLAUSES

## IN CONTEXT

### The death of Jinini

SHORT STORY

Richard Baines

The fire crackled and spat.

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

Ole Ma Jilamara waved a thick black arm.

'Fire,' she said, pointing.

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

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

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

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



## YOUR TURN 13.5

### Comprehension

1 At what time of day is the extract set?

---

/1

2 Describe Ole Ma Jilamara.

---



---

/1

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

---



---

/1

4 Who are Jacky, Eddy and Abe?

---

/1

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

\_\_\_\_\_

\_\_\_\_\_

/1

6 Given the information provided, how old do you think Ole Ma is? What details from the extract help you make this estimate?

\_\_\_\_\_

\_\_\_\_\_

/2

**Context**

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

- a Ole Ma's hair \_\_\_\_\_
- b The changing colour of the hilly country \_\_\_\_\_
- c Where the football is kicked \_\_\_\_\_
- d Nona's skin \_\_\_\_\_
- e The noise made by the cicadas \_\_\_\_\_
- f Ole Ma's dresses \_\_\_\_\_

/6

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

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

/8

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/6

  
**Unit quiz**  
 Unit 13

/27  
**TOTAL**

# UNIT 14 TYPES OF CLAUSES

## IN FOCUS


**Video tutorial**

Unit 14

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

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

Peter ran away.

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

Because he was in danger.

Some examples of subordinating conjunctions:

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

### Combining clauses

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

Peter ran away because he was in danger.

Because he was in danger, Peter ran away.

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

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

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

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

## YOUR TURN 14.1

Highlight the independent clause in each sentence.

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



## YOUR TURN 14.2

Highlight the dependent clause in each sentence.

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

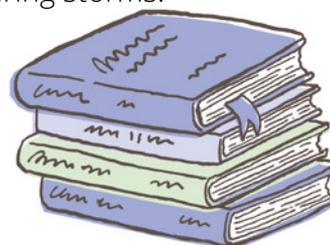
/1

/1

/1

/1

/1



## YOUR TURN 14.3

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

- 1 after we stopped the car

---



---

/1

- 2 as the lawyer summed up her argument

---



---

/1

- 3 despite Alison trying for half an hour

---



---

/1

- 4 instead of the family eating at the restaurant

---



---

/1

- 5 once Mason returned my wallet

---



---

/1

- 6 because of the accident blocking the road

---



---

/1

/16

TOTAL

# UNIT 14 TYPES OF CLAUSES

IN CONTEXT

## Daedalus and Icarus

SHORT STORY

**Richard Baines**

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

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

Did Icarus listen? You be the judge. As soon as he felt the strength in his arms and the wind beneath his

wings he forgot everything his father had told him. He began swooping through the air, twisting and climbing, swooping and plunging, turning somersaults and looping the loop. It was exciting. It was exhilarating. Icarus had never felt so alive in all his life.

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

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

### YOUR TURN 14.4

#### Comprehension

1 What is the relationship between Daedalus and Icarus?

\_\_\_\_\_ /1

2 What part from the extract best describes Daedalus?

\_\_\_\_\_ /1

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

\_\_\_\_\_ /1

4 What advice does Daedalus give Icarus?

\_\_\_\_\_ /1

5 Why does Icarus ignore this advice?

---



---

/1

6 What warning does the extract give?

---



---

/1

**Context**

7 Write down three sentences from the extract that contain only an independent clause.

---



---



---

/3

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

- a They are full of energy and daring and they think they'll live forever.
  - b He began swooping through the air, twisting and climbing, swooping and plunging, turning somersaults and looping the loop.
  - c Icarus had never felt so alive in all his life.
- /3

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

---

/1

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

---



---



---



---



---



---



---



---



---



---

/8



**Unit quiz**  
Unit 14

/21

TOTAL

# UNITS 13 & 14 REVIEW

## SPELLING AND VOCABULARY: WORDS ENDING WITH '-ING'

- cooling    pointing    collecting    jostling    waiting  
 supporting    swooping    twisting    climbing    trying

1 Replace the suffix '-ing' with '-ed' to create the past tense form of each list word. You may need to make some additional alterations to the word to ensure that it is spelt correctly.

- a cooling	\_\_\_\_\_	/1
- b pointing	\_\_\_\_\_	/1
- c collecting	\_\_\_\_\_	/1
- d jostling	\_\_\_\_\_	/1
- e waiting	\_\_\_\_\_	/1
- f supporting	\_\_\_\_\_	/1
- g swooping	\_\_\_\_\_	/1
- h twisting	\_\_\_\_\_	/1
- i climbing	\_\_\_\_\_	/1
- j trying	\_\_\_\_\_	/1

2 Select the best words from the word list to complete each sentence.

- a After \_\_\_\_\_ for so long, the interest of the \_\_\_\_\_ crowd was \_\_\_\_\_.	/3
- b The small child was \_\_\_\_\_ excitedly at the \_\_\_\_\_ eagle.	/2
- c The acrobat was \_\_\_\_\_ and contorting his body while \_\_\_\_\_ the rope.	/2
- d We braved the tightly packed \_\_\_\_\_ mass of people impatiently \_\_\_\_\_ their tickets.	/2

3 Write an action-packed paragraph that contains as many words from the word list as possible. Try to include all 10 words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/10

TOTAL MARKS /29

## TEST YOURSELF: UNITS 13 & 14

### Phrases and clauses

- 1 What is a phrase? \_\_\_\_\_  
\_\_\_\_\_ /1
- 2 Does a phrase contain a noun, a verb or both? \_\_\_\_\_  
\_\_\_\_\_ /1
- 3 What is a clause? \_\_\_\_\_  
\_\_\_\_\_ /1
- 4 Does a clause contain a noun, a verb or both? \_\_\_\_\_  
\_\_\_\_\_ /1
- 5 Why would you combine a clause with one or more phrases? \_\_\_\_\_  
\_\_\_\_\_ /1

### Types of clauses

- 6 What is an independent clause? \_\_\_\_\_ /1
- 7 What is a dependent clause? \_\_\_\_\_ /1
- 8 What kind of conjunction does a dependent clause contain? \_\_\_\_\_ /1
- 9 Write down two examples of conjunctions that could be found in a dependent clause.  
\_\_\_\_\_ /1
- 10 When combining a dependent clause with an independent clause, which clause should come first? \_\_\_\_\_ /1

### Spelling and vocabulary

Add the suffix '-ing' to each of these words. You may need to make alterations to the spelling to ensure the new form of the word is correct.

- 11 hurried \_\_\_\_\_ /1
- 12 quiver \_\_\_\_\_ /1
- 13 excelled \_\_\_\_\_ /1
- 14 betrayal \_\_\_\_\_ /1
- 15 mocked \_\_\_\_\_ /1

TOTAL MARKS /15

# UNIT 15 SUBJECTS AND PREDICATES

## IN FOCUS



Video tutorial

Unit 15

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

### Subjects

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

the horse

Gilbert Road and Hill Street

He and I

Angela and David

### Predicates

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

The horse galloped.

The horse galloped towards the fence.

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

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

Breathing heavily, the horse galloped towards the fence.

Towards the fence the horse galloped.

## YOUR TURN 15.1

Highlight the subject in each sentence.

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



/1

/1

/1

/1

/1



## YOUR TURN 15.2

Highlight the predicate in each sentence.

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

## YOUR TURN 15.3

Add a subject to each of these sentences.

- |   |  |                                 |
|---|--|---------------------------------|
| 1 | _____ moved towards the front of the stage.                    | <input type="text" value="/1"/> |
| 2 | _____ are a major cause of visits to hospital emergency rooms. | <input type="text" value="/1"/> |
| 3 | _____ is always closed on Tuesdays.                            | <input type="text" value="/1"/> |
| 4 | _____ sits next to me when we have a class together.           | <input type="text" value="/1"/> |
| 5 | _____ eats take-away more often than she cooks.                | <input type="text" value="/1"/> |

## YOUR TURN 15.4

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

- |   |                    |       |                                 |
|---|--------------------|-------|---------------------------------|
| 1 | Ms Collins         | _____ | <input type="text" value="/1"/> |
| 2 | The chicken coop   | _____ | <input type="text" value="/1"/> |
| 3 | My favourite shirt | _____ | <input type="text" value="/1"/> |
| 4 | The pharmacy       | _____ | <input type="text" value="/1"/> |

/19

**TOTAL**

# UNIT 15 SUBJECTS AND PREDICATES

## IN CONTEXT

### Going Solo

NOVEL

#### Roald Dahl

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

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

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

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

(Puffin Books, 2001, pp. 46–7)



## YOUR TURN 15.5

### Comprehension

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

---



---

/1

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

---



---

/1

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

---



---

/2

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

---



---

/1

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

---



---

/1

**Context**

6 Complete the subjects missing from the following sentences.

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

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

c Very softly, \_\_\_\_\_ said 'Pssst!', and the snake-man looked up sharply. /4

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

---

/1

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

a His feet \_\_\_\_\_

b The cowhide boots \_\_\_\_\_

c The snake's head \_\_\_\_\_ /3

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

---



---

/2

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

---



---



---



---



---



---



---



---



---



---

/6



**Unit quiz**  
Unit 15

/22

**TOTAL**

# UNIT 16 TYPES OF SENTENCES

## IN FOCUS


**Video tutorial**

Unit 16

There are three main types of sentences.

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

The girl entered the hospital.

Walking quickly, the girl entered the hospital.

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

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

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

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

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

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

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

- Some sentences can be both compound and complex. A compound-complex sentence is formed when two or more independent clauses are combined with at least one dependent clause.

The girl entered the hospital because she was visiting her sister, but she could only stay for ten minutes.

## YOUR TURN 16.1

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

- |   |  |         |                                 |
|---|--|---------|---------------------------------|
| 1 | I sat down, but Ram kept on walking.   | S/CD/CX | <input type="text" value="/1"/> |
| 2 | The hotel is in a peaceful spot beside the river.                                | S/CD/CX | <input type="text" value="/1"/> |
| 3 | After I searched the whole house, I finally managed to find my keys.             | S/CD/CX | <input type="text" value="/1"/> |
| 4 | Jaimie is a piano virtuoso and the Royal College has accepted them as a student. | S/CD/CX | <input type="text" value="/1"/> |
| 5 | The trees dropped their leaves.  | S/CD/CX | <input type="text" value="/1"/> |



## YOUR TURN 16.2

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

- 1 The apartment was shabby. The furniture was dusty.

\_\_\_\_\_ /1

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

\_\_\_\_\_ /1

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

\_\_\_\_\_ /1

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

\_\_\_\_\_ /1

## YOUR TURN 16.3

This paragraph contains only simple sentences. Rewrite it combining some of the simple sentences into compound or complex sentences. Try to include at least one compound-complex sentence in your response.

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/6

/15

TOTAL

## UNIT 16 TYPES OF SENTENCES

## IN CONTEXT

NOVEL

**Going Solo****Roald Dahl**

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

(Puffin Books, 2001, p. 151)

**YOUR TURN 16.4****Comprehension**

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

---



---

/1

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

---



---

/1

- 3 How does he feel about this experience?

---



---

/1

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

---



---

/1

## Context

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

/2

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

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

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

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

/6

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

- a Exclamations:

- b Commands:

- c Questions:

/6



Unit quiz  
Unit 16

/18

TOTAL

# UNITS 15 & 16 REVIEW

## SPELLING AND VOCABULARY: WORDS CONTAINING 'EA'

deadly    beautiful    least    ready    disappear  
 ahead    each    fearful    clearly    increase

1 Look up each word in the word list and write down its definition.

- a deadly \_\_\_\_\_ /1
- b beautiful \_\_\_\_\_ /1
- c least \_\_\_\_\_ /1
- d ready \_\_\_\_\_ /1
- e disappear \_\_\_\_\_ /1
- f ahead \_\_\_\_\_ /1
- g each \_\_\_\_\_ /1
- h fearful \_\_\_\_\_ /1
- i clearly \_\_\_\_\_ /1
- j increase \_\_\_\_\_ /1

2 Highlight the best word (in brackets) from the word list to complete each sentence.

- a The snake's bright colours indicated its (deadly/beautiful) nature. /1
- b Although it was an early start, I was (ahead/ready) to go on time. /1
- c As soon as the cake was cut, the pieces began to (increase/disappear). /1
- d Everybody took one test (each/least) and got to work. /1
- e From his answers, he (fearful/clearly) understood the concept well. /1

3 Write a short paragraph using any five words from the word list. Try to be as imaginative as you can.

---

---

---

---

---

---

---

---

---

---

/5

TOTAL MARKS /20

## TEST YOURSELF: UNITS 15 & 16

### Subjects and predicates

- 1 What is the subject of a sentence? \_\_\_\_\_ /1
- 2 What part of speech is the subject of a sentence? \_\_\_\_\_ /1
- 3 What information is contained in the predicate of a sentence? \_\_\_\_\_ /1
- Consider the following sentence:  
The boat was swept up by the relentless current of the river.
- 4 What is the subject of the sentence? \_\_\_\_\_ /1
- 5 What is the predicate of the sentence? \_\_\_\_\_ /1

### Types of sentences

- 6 What is a simple sentence? \_\_\_\_\_ /1
- 7 What is a compound sentence? \_\_\_\_\_ /1
- 8 What is a complex sentence made up of? \_\_\_\_\_ /1
- 9 What kind of clauses are combined to form a compound-complex sentence?  
\_\_\_\_\_ /1
- 10 Is the following sentence simple, compound or complex?  
The animals were hungry and the zookeepers were nervous. \_\_\_\_\_ /1

### Spelling and vocabulary

Complete each sentence by writing an 'ea' word in the space. Some letters have been included to help you.

- 11 The restaurant was modest, but the food was always hea \_ \_ \_ and rich. /1
- 12 His \_ rea \_ aunt was a virtual stranger but always sent generous gifts at Christmas. /1
- 13 The weather was d \_ ea \_ \_ and miserable — it was yet another rainy day. /1
- 14 Despite their excitement over the journey to come, the farewell at the airport was a tea \_ \_ \_ \_ one. /1
- 15 Even though he read them carefully, the assembly instructions were still very u \_ \_ \_ ea \_ and hard to follow. /1

TOTAL MARKS /15

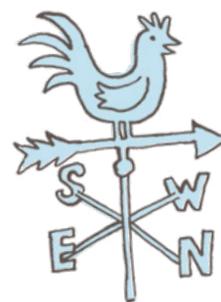
# GLOSSARY RECAP

<b>Apostrophe of contraction</b>	A punctuation mark used to show letters that have been left out of a word.
<b>Brackets</b>	A punctuation mark used to include additional detail in a sentence.
<b>Clause</b>	A group of words that contains a subject and a verb. A clause is either an independent clause or a dependent clause.
<b>Colon</b>	A punctuation mark used to introduce a list or connect two parts of a sentence.
<b>Complex sentence</b>	A sentence that contains an independent clause and one or more dependent clauses.
<b>Compound-complex sentence</b>	A sentence that contains at least two independent clauses and one or more dependent clauses.
<b>Compound sentence</b>	A sentence that contains two or more independent clauses.
<b>Dependent clause</b>	A clause that is dependent on an independent clause in a sentence.
<b>Independent clause</b>	A clause that makes sense on its own.
<b>Phrase</b>	A group of words that does not contain a subject or complete verb and cannot stand on its own.
<b>Possessive apostrophe</b>	A punctuation mark used to show that something is owned by someone or something.
<b>Predicate</b>	The part of the sentence that says something about the subject.
<b>Simple sentence</b>	A sentence consisting of one main clause.
<b>Subject</b>	The person, thing or idea that the sentence is about.
<b>Subordinating conjunction</b>	A word that introduces a subordinate clause.



## Glossary review

Part B: Organising words and ideas



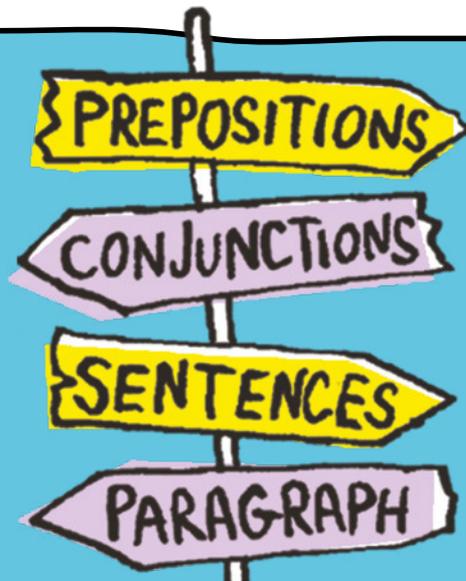


---

# PART C

---

**Expressing and  
sharing ideas**



# UNIT 17 PARAGRAPHS

## IN FOCUS



Video tutorial

Unit 17

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

### TEEL structure

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

Topic sentence	A paragraph should always begin with a topic sentence, which states the main point or argument.
Explanation and Evidence	After the topic sentence, the next few sentences of the paragraph provide an explanation of ideas or evidence to support the topic sentence. Don't feel you have to stop at just one sentence of each type.
Link	The final sentence of a paragraph is a linking sentence that links back to the main idea of the topic sentence.

This sentence clearly introduces the main point of the paragraph.

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

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

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

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

## YOUR TURN 17.1

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

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

## YOUR TURN 17.2

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

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



- 2 The condition of children's teeth appears to be worsening.  /1
- 3 Unless sugar consumption is reduced, children's dental problems look like being here to stay.  /1
- 4 Children are consuming more sugar than ever, and eight out of ten children now have at least one cavity, a figure that has increased by 50 per cent in the last ten years.  /1
- 5 Sugary food is being blamed for an alarming increase in the number of dental problems in children under five years of age.  /1
- 6 Parents also report that the amount of advertising of sweet food on television makes it difficult to ensure that their children don't want to eat sugar.  /1

### YOUR TURN 17.3

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

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

### YOUR TURN 17.4

Write suitable topic and linking sentences to complete this paragraph.

**Topic sentence:** \_\_\_\_\_

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

**Linking sentence:** \_\_\_\_\_

/17

TOTAL

# UNIT 17 PARAGRAPHS

IN CONTEXT

NEWS ARTICLE

iPad
09:14 AM

**OXFORD NEWS**
World | Local | Culture | Sport
Search

## RESIDENTS REACT TO TOXIC PROPOSAL

**WEDNESDAY 27 JANUARY**

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

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

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

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



## YOUR TURN 17.5

### Comprehension

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

---



---

/1

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

---



---

/1

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

---



---

/1

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

\_\_\_\_\_ /1

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

\_\_\_\_\_  
\_\_\_\_\_ /1

Context

6 Highlight the topic sentence in each paragraph of the article. /1

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

Paragraph 2: \_\_\_\_\_

Paragraph 3: \_\_\_\_\_ /4

8 Highlight a quote from each of paragraphs 2, 3 and 4 to back up the points made. /1

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ /8

  
**Unit quiz**  
 Unit 17

/19  
**TOTAL**

# UNIT 18 ELLIPSIS AND SUBSTITUTION

## IN FOCUS



**Video tutorial**  
Unit 18

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

### Ellipsis

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

By itself, this sentence sounds fine.

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

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

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

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

### Substitution

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

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

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

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

## YOUR TURN 18.1

Highlight any unnecessary words in these sentences.

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



- 3 When I got home, I ate some toast with peanut butter. After I ate my toast with peanut butter, I started my homework. /1
- 4 Charlie used to play basketball every Friday. He doesn't play basketball every Friday anymore because he now plays golf instead. /1
- 5 We went to the optometrist to get new glasses. After we went to the optometrist, we had dinner together. /1

## YOUR TURN 18.2

Use appropriate substitute terms to complete these sentences.

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

## YOUR TURN 18.3

Rewrite the passage using ellipsis and substitution as necessary.

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

---



---



---



---



---



---



---

/10

/22

TOTAL

# UNIT 18 ELLIPSIS AND SUBSTITUTION

## IN CONTEXT

New message

LETTER

To Mayor Lisa Brewster

---

**Subject** Keep Gisborne waste free!

---

Dear Mayor Brewster

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

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

While this is not an appealing idea for the town's residents, I am sure it will also be unappealing for the many tourists that currently visit the town. Many residents of the town make a living from the many tourists who stay here and spend plenty of money. I cannot imagine that the many tourists who currently stay here and spend plenty of money will continue to stay here if the main attraction is a toxic dump!

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

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

Yours sincerely,

Bruce Cheung, Gisborne South

---

A 📎 😊 🔗 🖼️ 🗑️ ☰

Send

## YOUR TURN 18.4

### Comprehension

1 Who is Lisa Brewster?

---



---

/1





# UNITS 17 & 18 REVIEW

## SPELLING AND VOCABULARY: HOMOPHONES

accept	counsel	cue	except	write
groan	queue	council	right	grown

1 Look up each word in the word list and write down its definition.

- |                  |       |    |
|------------------|-------|----|
| <b>a</b> accept  | _____ | /1 |
| <b>b</b> except  | _____ | /1 |
| <b>c</b> counsel | _____ | /1 |
| <b>d</b> council | _____ | /1 |
| <b>e</b> cue     | _____ | /1 |
| <b>f</b> queue   | _____ | /1 |
| <b>g</b> write   | _____ | /1 |
| <b>h</b> right   | _____ | /1 |
| <b>i</b> groan   | _____ | /1 |
| <b>j</b> grown   | _____ | /1 |

2 Highlight the correct **homophone** (a word that sounds the same but is spelt differently and has a different meaning) to complete each of the following sentences.

- |  |    |
|--|----|
| <b>a</b> I liked everyone in the group (accept/except) for Anton.                              | /1 |
| <b>b</b> The rubbish tip was maintained by the local (counsel/council).                        | /1 |
| <b>c</b> The (cue/queue) for pizza snaked around the corner before the restaurant even opened. | /1 |
| <b>d</b> He let out an audible (groan/grown) when he heard the announcement.                   | /1 |
| <b>e</b> Once again, I was (right/write), despite the protests of the group.                   | /1 |

3 Write a sentence for each pair of homophones below. Try to ensure that each sentence makes a clear distinction between the two words.

- |                                 |    |
|---------------------------------|----|
| <b>a</b> accept, except _____   | /2 |
| <b>b</b> counsel, council _____ | /2 |
| <b>c</b> cue, queue _____       | /2 |
| <b>d</b> groan, grown _____     | /2 |
| <b>e</b> right, write _____     | /2 |

TOTAL MARKS /25

## TEST YOURSELF: UNITS 17 & 18

### Paragraphs

- 1 What is a paragraph? \_\_\_\_\_ /1
- 2 What does TEEL stand for?
- a T \_\_\_\_\_ c E \_\_\_\_\_
- b E \_\_\_\_\_ d L \_\_\_\_\_ /1
- 3 What is the purpose of a topic sentence? \_\_\_\_\_ /1
- 4 What does the final sentence of a paragraph link to? \_\_\_\_\_ /1
- 5 A paragraph should only include one sentence of explanation or evidence. TRUE / FALSE /1

### Ellipsis and substitution

- 6 How do ellipsis and substitution help your paragraphs? \_\_\_\_\_ /1
- 7 What does the term 'ellipsis' refer to? \_\_\_\_\_ /1
- 8 Rewrite the following sentence, using ellipsis to make it sound more coherent:  
I'm always happiest in autumn when the leaves are falling from the trees in autumn.  
\_\_\_\_\_ /1
- 9 What type of word can commonly be substituted to improve your writing?  
\_\_\_\_\_ /1
- 10 Rewrite the following sentence, using substitution to make it sound more coherent:  
I was on my way to Gary's house but halfway to Gary's house I realised I had forgotten my wallet.  
\_\_\_\_\_  
\_\_\_\_\_ /1

### Spelling and vocabulary

Write down a homophone for each of the following words.

- 11 knead \_\_\_\_\_ /1
- 12 peak \_\_\_\_\_ /1
- 13 band \_\_\_\_\_ /1
- 14 flour \_\_\_\_\_ /1
- 15 mined \_\_\_\_\_ /1

TOTAL MARKS /15

# UNIT 19 SIMILE, METAPHOR AND PERSONIFICATION

## IN FOCUS



Video tutorial

Unit 19

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

Sam was frozen in place.

Sam's legs felt like lead.

Sam's feet were rooted to the spot.



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

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

He is as slippery as a snake.

She ran like the wind.

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

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

He is a dirty rat.

The cobweb is a diamond necklace.

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

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

The floorboards groaned as I walked across the room.

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

## YOUR TURN 19.1

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

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



- |  |       |                                 |
|--|-------|---------------------------------|
| 5 He bit into the pie and winced as the concrete meat cracked his tooth. | S/M/P | <input type="text" value="/1"/> |
| 6 The waves roared as they reached out for the swimmer.                  | S/M/P | <input type="text" value="/1"/> |
| 7 His manner was cold and dismissive.                                    | S/M/P | <input type="text" value="/1"/> |
| 8 The engine of the packed bus protested as it made its way up the hill. | S/M/P | <input type="text" value="/1"/> |

## YOUR TURN 19.2

Write an appropriate word to complete each simile.

- |                    |                                 |                       |                                 |
|--------------------|---------------------------------|-----------------------|---------------------------------|
| 1 As busy as _____ | <input type="text" value="/1"/> | 5 As hard as _____    | <input type="text" value="/1"/> |
| 2 As hot as _____  | <input type="text" value="/1"/> | 6 As white as _____   | <input type="text" value="/1"/> |
| 3 As cold as _____ | <input type="text" value="/1"/> | 7 As cunning as _____ | <input type="text" value="/1"/> |
| 4 As big as _____  | <input type="text" value="/1"/> | 8 As wise as _____    | <input type="text" value="/1"/> |

## YOUR TURN 19.3

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

- |   |       |                                 |
|---|-------|---------------------------------|
| 1 a crowded children's birthday party                             | _____ | <input type="text" value="/1"/> |
| 2 a very hot day  | _____ | <input type="text" value="/1"/> |
| 3 listening to someone making a long speech in a monotonous voice | _____ | <input type="text" value="/1"/> |

## YOUR TURN 19.4

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

- |   |       |                                 |                                  |
|---|-------|---------------------------------|----------------------------------|
| 1 a car broken down by the side of the road | _____ | <input type="text" value="/1"/> | <input type="text" value="/22"/> |
| 2 the ocean on a calm day                   | _____ | <input type="text" value="/1"/> |                                  |
| 3 an aeroplane flying through a storm       | _____ | <input type="text" value="/1"/> |                                  |
- TOTAL

# UNIT 19 SIMILE, METAPHOR AND PERSONIFICATION

## IN CONTEXT

### The final storm

SHORT STORY

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

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

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

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

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

### YOUR TURN 19.5

#### Comprehension

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

---



---

/2

- 2 What happened to the house's owners?

---



---

/1

- 3 Who or what attacks the house?

---



---

/1

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

\_\_\_\_\_ /1

\_\_\_\_\_

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

\_\_\_\_\_ /1

\_\_\_\_\_

**Context**

6 What is the main literary device in this passage?

\_\_\_\_\_ /1

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

\_\_\_\_\_ /1

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

\_\_\_\_\_ /2

\_\_\_\_\_

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

\_\_\_\_\_ /3

\_\_\_\_\_

\_\_\_\_\_

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

wind \_\_\_\_\_ /4

rain \_\_\_\_\_

thunder \_\_\_\_\_

lightning \_\_\_\_\_

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

\_\_\_\_\_ /1

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

\_\_\_\_\_ /1

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

\_\_\_\_\_ /2

\_\_\_\_\_

\_\_\_\_\_

  
**Unit quiz**  
 Unit 19

/21  
**TOTAL**

# UNIT 20 ANALYSING LITERARY DEVICES

## IN FOCUS



Video tutorial  
Unit 20

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

### Connotations

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

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

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

### Descriptive words

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

This is a dull sentence with very little description.

The boy skated home.

This sentence is much more descriptive and interesting to read.

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

### Analysing a text

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

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

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

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

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





## YOUR TURN 20.1

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

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

\_\_\_\_\_ /2

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

\_\_\_\_\_ /2

- 3 The strawberries were ripe and juicy.

\_\_\_\_\_ /2

- 4 Arlo is quick-witted but somewhat arrogant.

\_\_\_\_\_ /2

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

\_\_\_\_\_ /2

## YOUR TURN 20.2

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

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

\_\_\_\_\_ /2

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

\_\_\_\_\_ /2

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

\_\_\_\_\_ /2

- 4 The foul stench of decay filled the air.

\_\_\_\_\_ /2

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

\_\_\_\_\_ /2

/20

TOTAL

# UNIT 20 ANALYSING LITERARY DEVICES

IN CONTEXT

POEM

## Introduction to poetry

Billy Collins

like a color slide  
 or press an ear against its hive.  
 I say drop a mouse into a poem  
 and watch him probe his way out,  
 or walk inside the poem's room  
 and feel the walls for a light switch.  
 I want them to waterski  
 across the surface of a poem  
 waving at the author's name on the shore.  
 But all they want to do  
 is tie the poem to a chair with rope  
 and torture a confession out of it.  
 They begin beating it with a hose  
 to find out what it really means.

*The Apple that Astonished Paris*, University of Arkansas Press, 1988

### YOUR TURN 20.3

#### Comprehension

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

---



---

/1

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

---



---

/1

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

---



---

/1

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

---



---

/1

5 Why do they begin beating it?

---



---

/1

**Context**

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

---



---



---

/2

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

---



---



---

/2

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

---



---



---

/2

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

---



---



---

/2

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

---



---

/4



**Unit quiz**  
Unit 20

/17

---

**TOTAL**

# UNITS 19 & 20 REVIEW

## SPELLING AND VOCABULARY: DESCRIPTIVE WORDS

appealing    decayed    grotesque    miraculous    wizened  
 charming    delightful    majestic    shabby    wrecked

1 Look up each word in the word list and write down its definition.

- a appealing \_\_\_\_\_ /1
- b charming \_\_\_\_\_ /1
- c decayed \_\_\_\_\_ /1
- d delightful \_\_\_\_\_ /1
- e grotesque \_\_\_\_\_ /1
- f majestic \_\_\_\_\_ /1
- g miraculous \_\_\_\_\_ /1
- h shabby \_\_\_\_\_ /1
- i wizened \_\_\_\_\_ /1
- j wrecked \_\_\_\_\_ /1

2 Classify each of the descriptive words in the word list as having either positive or negative connotations, and write them in the correct column.

Positive words	Negative words
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

3 Choose either the positive words or the negative words from your answer to Question 2. Write a brief description of a person, place or thing using all of the words you chose.

---

---

---

---

---

---

---

---

TOTAL MARKS /26

## TEST YOURSELF: UNITS 19 & 20

### Simile, metaphor and personification

- 1 What is a simile? \_\_\_\_\_ /1
- 2 What is a metaphor? \_\_\_\_\_ /1
- 3 What is personification? \_\_\_\_\_ /1
- Identify the literary device used in the following sentences.
- 4 The face of the clock mocked me as it reflected my lateness. S/M/P /1
- 5 There are two ways to motivate people: the carrot or the stick. S/M/P /1

### Analysing literary devices

- 6 What is the term for words that evoke a particular feeling in the reader? \_\_\_\_\_ /1
- What are the two types of association that your answer for Question 6 can evoke?
- 7 \_\_\_\_\_ /1
- 8 \_\_\_\_\_ /1
- 9 What do descriptive words aim to capture? \_\_\_\_\_ /1
- 10 Why do writers use descriptive vocabulary? \_\_\_\_\_ /1

### Spelling and vocabulary

Select the best word from the following list to complete each sentence:

*decayed, majestic, miraculous, shabby, wrecked.*

- 11 She clutched her \_\_\_\_\_ coat around her as she sought protection from the cold wind. /1
- 12 The palace was as grand and \_\_\_\_\_ as you would expect for a building that housed royalty. /1
- 13 To be rescued at the very last moment and from such an unlikely source was nothing short of \_\_\_\_\_. /1
- 14 The \_\_\_\_\_ tree stump housed numerous insects in among the rot. /1
- 15 Accessible only at low tide, the \_\_\_\_\_ ship was the source of endless adventures for the town's children. /1

TOTAL MARKS /15

# GLOSSARY RECAP

<b>Connotations</b>	Associations of a word as it relates to the reader's experience.
<b>Ellipsis</b>	The process of leaving out or deleting unnecessary words in a sentence.
<b>Homophone</b>	A word that sounds the same but is spelt differently and has a different meaning.
<b>Metaphor</b>	A figure of speech that suggests a comparison between two things by identifying one with the other.
<b>Mood</b>	The feeling or atmosphere of a poem.
<b>Personification</b>	A type of metaphor in which things or abstract ideas are treated as if they were human.
<b>Simile</b>	A type of metaphor in which one thing is compared to another using words such as 'like' or 'as' to make the comparison.
<b>Stanza</b>	A group of lines of verse.
<b>Substitution</b>	The process of using a word, usually a pronoun, to avoid repetition.



## Glossary review

Part C: Expressing and sharing ideas



# ANSWERS

Answers to the 'In Focus', 'In Context' and 'Review' sections of each unit have been included in this workbook.

## UNIT 1: IN FOCUS

### YOUR TURN 1.1

- 1 chemical                      3 tissue box  
2 Belgium                      4 interest

### YOUR TURN 1.2

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

### YOUR TURN 1.3

- 1 William                      3 Toula                      5 Ed Sheeran  
2 Sydney                      4 German

### YOUR TURN 1.4

Sample answers are provided in the Teacher obook.

### YOUR TURN 1.5

Sample answers are provided in the Teacher obook.

## UNIT 1: IN CONTEXT

### YOUR TURN 1.6

- In the Ötztal Alps
- In 1991
- Because they did not realise the significance of their find
- From breathing in campfire smoke
- From pollen found in his intestine
- Because he gave insights into how ancient Europeans lived, what they ate and the lifestyles they lived
- Proper nouns:** Ötztal Alps; Italy; Ötzi the Iceman; Europe; Europeans  
**Common nouns:** corpse; man; years; tourists; mummy; people; significance; find; jackhammer; body; care; evidence; life; lungs; smoke; stomach; remnants; scientists; environment; pollen; intestine; lifestyle; bones; tattoo; clothes; tools; equipment; clues; historians; insights; lives
- He was called 'Ötzi' because he was found in the Ötztal Alps, and 'the Iceman' because he was preserved in ice.
- The corpse would have been preserved so well because of the ice in which it was found. Ötzi would have been frozen soon after dying and then encased in ice.
- Sample answers are:**  
**corpse:** has connotations of science and crime; it may have been used to highlight the mystery surrounding Ötzi.  
**mummy:** has connotations connected to Egypt and the preservation of bodies after death. It would have been used to show how well Ötzi was preserved.  
**body:** has connotations to do with medicine and biology, and may have been used to show that the body was examined scientifically.

- Scientists and historians could learn what people like Ötzi ate, what clothes they wore and the tools they used. They could learn what plants were growing in the area at the time and the level of technology Ötzi's people had.
- Three other common or proper nouns: people, humans, *Homo sapiens*

## UNIT 2: IN FOCUS

### YOUR TURN 2.1

Sample answers are provided in the Teacher obook.

### YOUR TURN 2.2

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

### YOUR TURN 2.3

- 1 Who                      3 whose                      5 which  
2 who                      4 that

### YOUR TURN 2.4

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

### YOUR TURN 2.5

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

## UNIT 2: IN CONTEXT

### YOUR TURN 2.6

- Three
- The Happiest Refugee*
- The ups and downs, difficulties and successes
- Because the long hours of law didn't appeal to him
- He was a finalist in the Archibald Prize in 2014.
- Pronouns: he; our; his; you; him; she
- The author would mean 'Australia's' by the use of the pronoun 'our'.
  - Because the article talks about Do arriving as a refugee, and so is written from the point of view of someone in Australia. Do is also well known on Australian television and in Australian comedy.

- 8 Because of his positive attitude towards life, and his success, which came from humble refugee beginnings
- 9 a 'He' refers to Anh Do.  
b Because it is a singular pronoun, whereas if it referred to many people it would need to be a plural pronoun.
- 10 Responses will vary; a sample answer is:  
Hien is very proud not only of Anh's achievements in comedy but of his ability to adapt and be flexible too. She is proud of his painting success, particularly the way it allowed him to connect with others. She is also proud that he gained a degree in law.

## UNITS 1 & 2 REVIEW

### SPELLING AND VOCABULARY: ABSTRACT NOUNS

- 1 a importance or noteworthiness  
b facts or circumstances supporting a belief  
c understandings of hidden truths  
d facts or ideas that serve to uncover a mystery  
e progression through a profession  
f strong mental or instinctive feeling  
g humour, or something amusing  
h an act or amusement  
i difficulties  
j great afflictions or sadness
- 2 a tribulations c significance e emotion  
b evidence d clues
- 3 Responses will vary; sample answers have been provided.  
a The evidence that the police were able to gather was the result of the insights of one particular detective.  
b Comedy is my favourite form of entertainment.  
c The presenter spoke about the significance of her career, before presenting the award.

### TEST YOURSELF: UNITS 1 & 2

- 1 A common noun is a word that names ordinary things.  
2 A proper noun is a word that names a particular thing.  
3 A concrete noun is a word that names a physical thing.  
4 An abstract noun is a word that names a quality, feeling or idea.  
5 a A b C c A d A  
6 A pronoun can replace a noun in a sentence.  
7 A possessive pronoun shows who owns something.  
8 A personal pronoun refers to a particular person, animal or thing, while a relative pronoun shows how one part of a sentence relates to another part.  
9 That ball is mine!  
10 December is her favourite month.  
11 Having presented the evidence to the judge, the barrister felt confident.  
12 The entertainment was first-class and everyone enjoyed themselves.  
13 She had had a remarkable career and was looking forward to retirement.

- 14 Overcome with emotion, he sat down to reflect.  
15 The significance of the day was not lost on the boy; he felt proud.

## UNIT 3: IN FOCUS

### YOUR TURN 3.1

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

### YOUR TURN 3.2

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

### YOUR TURN 3.3

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

### YOUR TURN 3.4

Sample answers are provided in the Teacher obook.

### YOUR TURN 3.5

Sample answers are provided in the Teacher obook.

## UNIT 3: IN CONTEXT

### YOUR TURN 3.6

- 1 The town shrivelled up along with the lake.  
2 Two old oak trees provide the shade. The Warden owns the shade.  
3 rattlesnakes and scorpions  
4 If you don't bother them, they won't bother you.  
5 He will get to spend a day or two recovering in his tent.  
6 to be; shrivelled; dried up; lived; hovers; find; there's; are; is stretched; stands; are forbidden; lie; belongs; owns; find; dug; here's; remember; bother; being bitten; is; can happen; die; try; spend; recovering; dig  
7 Sachar means that the town slowly closed down.  
8 A person can't really own the shade. This verb suggests that the Warden is totally in charge of the camp.  
9 I think that the Warden forbids them to lie in the hammock because he is in charge of everything at the camp, and because he also owns the hammock.  
10 'There used to be a town...' could instead be 'There was a town...'  
'The only trees are...' could instead be 'The eastern edge of the lake has two old oak...'  
'There's not much shade...' could instead be 'A big dry lake has not much shade.'

- 11 are forbidden to lie; dug; bitten; recovering; dig  
These verbs suggest that life is not very pleasant for campers, as they are negative and hard verbs.

## UNIT 4: IN FOCUS

### YOUR TURN 4.1

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

### YOUR TURN 4.2

Present tense	Past tense	Future tense
study	<b>studied</b>	<b>will study</b>
<b>forgive</b>	forgave	<b>will forgive</b>
<b>meddle</b>	<b>meddled</b>	will meddle
describe	<b>described</b>	<b>will describe</b>
<b>flood</b>	flooded	<b>will flood</b>
<b>catch</b>	<b>caught</b>	will catch

### YOUR TURN 4.3

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

### YOUR TURN 4.4

- We will know what the house will sell for.
- I will feel excited and apprehensive before the concert.
- We will enjoy just resting on the sand.
- Five days of camping will be quite a lot.
- Billy will wait for the courier.

## UNIT 4: IN CONTEXT

### YOUR TURN 4.5

- Barf Bag
- For campers to put their things in
- His backpack, towel and change of clothes
- Squid, Magnet, Armpit, Zigzag and X-Ray
- Mom
- His big fat heart
- Past tense, because the verbs are in their past tense form
- Subject: Squid  
Verb: returned
- This suggests that Squid is the leader of the group.
- Sachar uses these two different verbs to show that the boys call themselves different names from their real ones, which Mr Pendanski uses.

- 11 Stanley feels disappointed and slightly apprehensive about the tent and where he has to sleep. We see this in the words and phrases 'wasn't particularly thrilled', 'Barf Bag' and 'bottom'.
- 12 a 'tapped' suggests that X-Ray has a quick mind and a good sense of humour.  
b 'explained' suggests that Mr Pendanski is teacherly and slightly pedantic.

## UNITS 3 & 4 REVIEW

### SPELLING AND VOCABULARY: VERBS ENDING WITH '-ED'

- withered into a dried-up state
  - free from moisture
  - made longer or wider without breaking
  - turned eyes in some direction
  - inclined head briefly in greeting or agreement
  - created a tremor of emotion or sensation
  - put into piles or heaps
  - made known to another person
  - made clear or intelligible
  - struck lightly and repeatedly
- The old peach was **shrivelled**.
  - The boy stretched his neck out and looked over the fence.
  - The group snuck around the side and tapped on their friend's window.
  - Julia was thrilled to have won the race!
  - The old woman moved her head and nodded sadly.
- over-looked; sun-dried; high-stacked; over-stretched
- shrivel
  - dry
  - stretch
  - introduce
  - tap

### TEST YOURSELF: UNITS 3 & 4

- physical action
- mental action
- state of being
- He **chewed** furiously.
- Karem **danced** all night.
- A regular verb is one that follows a regular pattern when tenses are formed.
- An irregular verb is one that does not follow a regular pattern in its tense forms.
- A helping verb is one that is used to complete a verb when it is used in a sentence.
- past
- future
- Bruce was exhausted; he had **stacked** 100 crates today.
- The hill really **stretched** the cyclists.
- The referee **explained** the rules again.
- He gently **tapped** the cake out of the tin.
- The balloon looked **shrivelled** and shrunken.

## UNIT 5: IN FOCUS

### YOUR TURN 5.1

- | 1 | Adjective | Adverb           | Adjective | Adverb            |
|---|-----------|------------------|-----------|-------------------|
|   | fast      | <b>fast</b>      | stunning  | <b>stunningly</b> |
|   | careful   | <b>carefully</b> | diligent  | <b>diligently</b> |
|   | good      | <b>well</b>      | great     | <b>greatly</b>    |
- 2 a diligently                      c fast                      e stunningly  
b carefully                      d well

### YOUR TURN 5.2

Sample answers are provided in the Teacher *obook*.

### YOUR TURN 5.3

Sample answers are provided in the Teacher *obook*.

## UNIT 5: IN CONTEXT

### YOUR TURN 5.4

- With stories of some of the best goals he's ever seen
- He grabbed wildly at something, and accidentally pulled down the Arsenal goalie's shorts.
- Jamal's yoghurt. Because Jamal is not paying attention to what he is doing; he's wondering why his parents are at the soccer stadium.
- He thinks they are going to talk to a government official about him and Bibi.
- Jamal thinks that because he and Bibi are good at soccer, the government won't want to kill them anymore.
- wildly; accidentally
- These adverbs make the scene seem chaotic and fast-paced. The scene would look funny and chaotic at the same time.
- Frantically and unintentionally could also have been used, as these carry similar connotations and create a similar image for the reader.
- not really
- The adverb of manner 'not really' suggests that Jamal is trying to distract himself as much as his sister, and that his thoughts are on more important things than soccer.
- a messily  
b clearly  
c quietly  
d in detail
- Jamal can hardly get the words out because he is so excited at figuring out what he thinks his parents' plan is.
- The adverb 'hardly' shows how excited Jamal is, that he is speaking quickly and stumbles.

## UNIT 6: IN FOCUS

### YOUR TURN 6.1

- |   |                 |   |                          |
|---|-----------------|---|--------------------------|
| 1 | adverb of place | 4 | adverb of place          |
| 2 | adverb of time  | 5 | adverbial phrase of time |
| 3 | adverb of place | 6 | adverb of place          |

### YOUR TURN 6.2

Sample answers are provided in the Teacher *obook*.

### YOUR TURN 6.3

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

### YOUR TURN 6.4

Sample answers are provided in the Teacher *obook*.

## UNIT 6: IN CONTEXT

### YOUR TURN 6.5

- Because there are so many people waiting, and there are fishing nets on the decks of the boats
- It looks like she's going to grab Bibi's headcloth and strangle her with it.
- Instead she blows on Bibi's itchy rash.
- Bibi has an itchy rash under her arm.
- The other kids are nagging their parents.
- Jamal can guess because of the tone of voice and body language of the children and the parents.
- a the last twenty years  
b Jamal doesn't really think the boats have been lying in the desert; this is just his way of describing how old and broken they look.  
c Because he knows that he and his family will have to travel in that boat
- a for ages  
b It shows the reader how hard the journey has been, and it helps to explain why his mum softens her reaction to Bibi.
- a a bit longer; this adverb of time shows that their situation requires a great deal of patience.  
b This adverb of time and the adverbial phrase of time show that their journey has been a long, slow one, and that their parents understand why the children would be getting tired and impatient.



## UNITS 5 & 6 REVIEW

### SPELLING AND VOCABULARY: WORDS WITH A DOUBLE 'L'

- 1 a dropping or descending rapidly  
 b happening by chance or accident  
 c exerted force and caused to move  
 d in reality, in fact  
 e understanding or mental powers  
 f expert, practised abilities  
 g as a fact, really  
 h the thousand thousandth  
 i a water-worn ravine  
 j going from one place to another
- 2 a He thought that the stack of books would **fall**.  
 b To get the tooth out they would have to **pull** hard.  
 c Before we **travel** north, we have to pack up the caravan.
- 3 a Even though he had broken it **accidentally**, Jasper still felt bad about the window.  
 b Because the road dipped into a shallow **gully**, they couldn't see the car approaching.  
 c I'm telling you for the **millionth** time, clean your room!  
 d They were **actually** pretty happy with the results.
- 4 a accidentally      c intellect      e pulled  
 b skills              d travelling



### TEST YOURSELF: UNITS 5 & 6

- 1 verbs                                      9 P  
 2 adjectives                                10 T  
 3 other adverbs                            11 pulled  
 4 wildly; responses will vary          12 gully  
 5 sadly; responses will vary          13 falling  
 6 P    14 certainly  
 7 P    15 actually  
 8 T

## UNIT 7: IN FOCUS

### YOUR TURN 7.1

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

### YOUR TURN 7.2

- 1 Even though the training regime was **gruelling**, and we sometimes felt **lonely**, the whole experience was really **rewarding**. We left feeling **renewed**. It was an **unusual** holiday and sometimes **isolated**, but we knew it was worthwhile.
- 2 *Sample answers are provided in the Teacher obook.*

### YOUR TURN 7.3

*Sample answers are provided in the Teacher obook.*

### YOUR TURN 7.4

*Sample answers are provided in the Teacher obook.*

### YOUR TURN 7.5

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

## UNIT 7: IN CONTEXT

### YOUR TURN 7.6

- 1 Wheelchair racing  
 2 Frank Ponta  
 3 Nine gold medals  
 4 Fourteen  
 5 Beijing 2008 Paralympic Games  
 6 a greatest; youngest; Australian; staggering; elite; numerous; impressive; remarkable; successful; first; any  
 b It seems like a lot in a short extract, but it doesn't feel like too many because the writer needs to quickly build a descriptive picture of de Rozario and her success.
- 7 These adjectives make it seem like de Rozario has worked hard to become one of Australia's leading athletes and has had a long and successful career. They modify the nouns they apply to, to make them seem even more impressive.
- 8 *Responses will vary; a sample answer is:*  
 incredible, exceptional, noteworthy
- 9 *Sample answers are provided in the Teacher obook.*

## UNIT 8: IN FOCUS

### YOUR TURN 8.1

- 1 most fun                                    3 more                                    5 taller  
 2 less                                         4 better

### YOUR TURN 8.2

1	Positive form	Comparative form	Superlative form
	firm	<b>firmer</b>	<b>firmest</b>
	cold	<b>colder</b>	<b>coldest</b>
	widespread	<b>more widespread</b>	<b>most widespread</b>
	wobbly	<b>wobblier</b>	<b>wobblest</b>
	beautiful	<b>more beautiful</b>	<b>most beautiful</b>
	flimsy	<b>flimsier</b>	<b>flimsiest</b>
	exceptional	<b>more exceptional</b>	<b>most exceptional</b>

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

### YOUR TURN 8.3

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

## UNIT 8: IN CONTEXT

### YOUR TURN 8.4

- 1 Athlete of the year at the Australian Women in Sport Awards  
 2 Annually (every year)  
 3 1500 m T54 and Marathon T54  
 4 The writer means that de Rozario finished in first place.  
 5 a another; long; most distinguished; exceptional; most incredible; top; past; best; fastest; impressive; slower; previous; better; worse  
 b 14  
 c five  
 d three  
 e five  
 6 a superlative form  
 b superlative form  
 c comparative form  
 d positive form  
 e positive form  
 f comparative form  
 g superlative form  
 7 The writer uses the success of the other nominees to elevate de Rozario's achievement in winning the award.  
 8 better, worse, best  
 9 The article uses superlative form adjectives to show that de Rozario is the best at her sport. The effect is to awe the reader.  
 10 Responses will vary; sample answers are:  
 a fantastic  
 b amazing  
 c prominent

## UNITS 7 & 8 REVIEW

### SPELLING AND VOCABULARY: SPORTING WORDS

- 1 a acknowledgements of achievement  
 b extending over the whole nation  
 c usually an instructor or trainer in sport  
 d the duration of a person's life  
 e the act of going from one place to another  
 f a person who treats physical or psychological disorders  
 g of or concerning the body  
 h things achieved  
 i a person who competes  
 j being distinguished or important

- 2 nationwide; lifetime  
 3 coach; competitor; therapist  
 4 Responses will vary; a sample answer is:  
 When I changed **coaches**, I didn't know I was in for the ride of a **lifetime**. The regime was more **physical** and more demanding than anything I'd done before, and the **competitors** I was up against were the toughest. The regionals were relatively easy, but the **nationwide** competition was really scary. I was glad for all of the tough training; it paid off in the end.

### TEST YOURSELF: UNITS 7 & 8

- 1 Before the **big** match, they went out together for dinner.  
 2 Gen climbed over the peak and saw the **remarkable** view.  
 3 They fell back after the **forceful** blow.  
 4 **different**  
 5 **golden**  
 6 positive  
 7 comparative  
 8 superlative  
 9 big  
 10 large  
 Answers to Questions 11–15 will vary. Sample answers are provided.  
 11 football  
 12 amazing  
 13 national  
 14 well-deserved  
 15 incredible



## UNIT 9: IN FOCUS

### YOUR TURN 9.1

- 1 within      3 through      5 following  
 2 in      4 beyond

### YOUR TURN 9.2

Responses will vary; sample answers are:

- 1 before      3 of      5 on/upon      7 without  
 2 under      4 within      6 during      8 above

### YOUR TURN 9.3

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

## YOUR TURN 9.4

Sample answers are provided in the Teacher *obook*.

## UNIT 9: IN CONTEXT

### YOUR TURN 9.5

- Adeline wins a silver medal.
- A certificate for topping the class
- Because it is written in a language that she doesn't understand
- Mother Agnes
- Adeline's aunt writes the date on the envelope and then puts it in her safe-deposit box. She does this because it is important to her, and she wants to keep it until Adeline can translate it into Chinese for her.

Preposition of place	Preposition of time
from	as soon as
of	this afternoon
on	this week
with	one day soon
onto	
out	
around	
underneath	

First thing	Preposition	Second thing
my school-bag	on	my bed
I climbed	onto	her lap
the key	from	a gold chain
my certificate	underneath	her jade bracelet

- It suggests that the school values high achievement, and rewards students who do well.
- The preposition 'in front of' suggests that Adeline received the award in front of her peers, which would make her feel proud, and makes the achievement seem like a significant one.

## UNIT 10: IN FOCUS

### YOUR TURN 10.1

- |   |             |   |      |   |          |
|---|-------------|---|------|---|----------|
| a | so          | c | than | e | but      |
| b | Even though | d | and  | f | Whenever |

Responses will vary; sample answers are:

- |   |                 |   |      |   |         |
|---|-----------------|---|------|---|---------|
| a | even though/but | c | when | e | because |
| b | and             | d | If   |   |         |

## YOUR TURN 10.2

Responses will vary; sample answers are:

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

## YOUR TURN 10.3

Sample answers are provided in the Teacher *obook*.

## UNIT 10: IN CONTEXT

### YOUR TURN 10.4

- Avenue Joffre in the French Concession
- A cluster of houses
- It is surrounded by a communal wall.
- Because the dog knows Adeline's father
- He says this because he thinks that the dog wouldn't dare bite the daughter of someone he knows.
- and; but  
'and' is the most frequently used conjunction, and joins words and phrases together.
- Responses will vary; sample answers are:
  - where
  - as well as
  - and
  - so
- If Yen Mah had used a different conjunction then the reader would not as clearly understand that the dog knows and likes Adeline's father.
- Responses will vary; a sample answer is:  
Adeline's first impressions of her father's house are that it is big and protected, but similar to the other houses in the 'long tang'.
- Responses will vary; a sample answer is:  
Even though I was scared, my father and I walked past the dog, who just watched us walk inside. I was excited to see the inside of my father's house, but a little nervous too because I had never been there before.

## UNITS 9 & 10 REVIEW

### SPELLING AND VOCABULARY: WORDS WITH SILENT LETTERS

- |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| a | b | c | w | e | w | g | w | i | r |   |
|   | b | h | d | b | f | g | h | w | j | g |
- a climbed                      b written
- a combed                      b wrote
- a	vision; *Student responses will vary.*  
b	alien; *Student responses will vary.*  
c	complete; *Student responses will vary.*  
d	clambered; *Student responses will vary.*  
e	created; *Student responses will vary.*  
f	brushing; *Student responses will vary.*

## TEST YOURSELF: UNITS 9 & 10

- space
- time
- Cary came home late so he snuck **through** the back door.
- Before** we can have dinner, we need to cook the food.
- Sarah had lagged **behind** the group all afternoon.
- We had neither raincoats **nor** a proper tent.
- Although** we knew it was hot, we hadn't brought enough water.
- We felt sick **because** we hadn't drunk enough water.
- W
- P
- combing
- climbed
- written
- write
- wrought

## UNIT 11: IN FOCUS

### YOUR TURN 11.1

- ?
- .
- !
- .

### YOUR TURN 11.2

- In the afternoon (after the rain stopped) we went outside.  
OR In the afternoon, after the rain stopped, we went outside.
- Before I can make spaghetti bolognese I need to buy the ingredients: pasta, tomatoes, minced beef, garlic and an onion.
- While most of the students were pretty happy to watch the film, Murray would have preferred to work on his assignment.
- Samira asked, 'When will you get home?'
- We packed away the decorations: Christmas was over for another year.
- My doctor (who is a qualified nutritionist) recommended I eat more iron-rich foods.

### YOUR TURN 11.3

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

## UNIT 11: IN CONTEXT

### YOUR TURN 11.4

- Gollum has lost his precious.
- Gollum is miserable and upset.

- Bilbo is lost and wants to be told how to find his way.
- Bilbo thinks that anything that Gollum values cannot be something good.
- No answer needed (highlighting exercise)
- The main punctuation marks used are question marks to show that Gollum and Bilbo are both asking for information.
- The exclamation marks are used to show that both Gollum and Bilbo have strong feelings about the events taking place.
- Responses will vary.

## UNIT 12: IN FOCUS

### YOUR TURN 12.1

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

### YOUR TURN 12.2

- my sister's ice-cream
- my cousins' lollies
- the tree's leaves
- the library's book
- the students' work

### YOUR TURN 12.3

- didn't
- should've
- we're
- isn't
- I'm
- you're
- it's
- couldn't

### YOUR TURN 12.4

- wouldn't; would not
- could've; could have
- isn't; is not
- Marita's; Marita is
- wasn't; was not

## UNIT 12: IN CONTEXT

### YOUR TURN 12.5

- When Bilbo returns home, his possessions are being sold off in an auction.
- This is happening as Bilbo has been presumed dead.
- The Sackville-Bagginses are measuring rooms because they are preparing to move in to Bilbo's home.
- Bilbo is not greeted warmly as his relatives would have preferred to take over his property as their own.
- Bilbo isn't happy to find his possessions being sold. C
  - Most of the visitors didn't even wipe their feet on Bilbo's door mat. C, P
  - The Sackville-Bagginses' plan was to move into Bilbo's hobbit-hole. P, P
- No answer needed (highlighting exercise)
- Responses will vary.

## UNITS 11 & 12 REVIEW

### SPELLING AND VOCABULARY: WORDS WITH DOUBLE LETTERS

- |     |            |   |          |
|-----|------------|---|----------|
| 1 a | annoyance  | f | passed   |
| b   | bookkeeper | g | screech  |
| c   | commence   | h | seeking  |
| d   | commotion  | i | suddenly |
| e   | crossed    | j | utterly  |

2 Doubled consonant	Doubled vowel
suddenly	bookkeeper
annoyance	screech
bookkeeper	seeking
commence	
commotion	
crossed	
passed	
utterly	



### 3 Brackets

### TEST YOURSELF: UNITS 11 & 12

- A full stop is used at the end of a sentence.
- A comma indicates a pause or break in a sentence.
- to indicate direct speech in a sentence / to separate items in a list (either answer is correct)
- !
- ?
- that someone owns something
- Where did Billy's family go during the holidays?
- After so many days of hiking the mountain trails, Stephanie's feet were sore and blistered.
- to shorten a word or words, or to join two words together
- haven't; it's; they're
- sudenly
- anoyance
- comence
- tomorrow
- accommodation

## UNIT 13: IN FOCUS

### YOUR TURN 13.1

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

### YOUR TURN 13.2

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

### YOUR TURN 13.3

Sample answers are provided in the Teacher obook.

### YOUR TURN 13.4

Sample answers are provided in the Teacher obook.

## UNIT 13: IN CONTEXT

### YOUR TURN 13.5

- The extract is set at sunset.
- Ole Ma is a very old woman with dark skin and frizzy grey hair. She is wearing two dresses wrapped around her like a tent.
- 'There were calluses on her dark skin from the work she did around camp.'
- Jacky, Eddy and Abe are Nona's little brothers.
- At the end of the extract Ole Ma is about to begin telling a story.
- Ole Ma is very old. This is evident from her name, 'ole' being a slang form of 'old', as well as the fact that no one knows how old she is, so it would seem that there is no one around who is older than her who might know her age. She also has grey hair, which is associated with old age.
- frizzed out of her head
  - from purple to grey
  - into the darkness
  - her dark skin
  - high-pitched rustling
  - wrapped around her like a tent
- C
  - C
  - C
  - P
  - P
  - P
  - C
  - P
- Responses will vary.

## UNIT 14: IN FOCUS

### YOUR TURN 14.1

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

## YOUR TURN 14.2

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

## YOUR TURN 14.3

Sample answers are provided in the Teacher *obook*.

## UNIT 14: IN CONTEXT

### YOUR TURN 14.4

- 1 Daedalus is Icarus' father.
- 2 'Daedalus was the wise old man.'
- 3 'Icarus was the rash headstrong youth.'
- 4 Daedalus advises Icarus not to fly too high.
- 5 Icarus forgets the advice when he is swept up in the excitement of flying.
- 6 The extract warns you to be careful of what you reach for; if you get it, it could be your undoing.
- 7 *Responses will vary; sample answers are:*  
Daedalus was the wise old man.  
You know the type.  
It was exciting.
- 8 **a They are full of energy and daring and they think they'll live forever.**  
**b He began swooping through the air**, twisting and climbing, swooping and plunging, turning somersaults and looping the loop.  
**c Icarus had never felt so alive** in all his life.
- 9 and it melted his wings
- 10 *Responses will vary.*

## UNITS 13 & 14 REVIEW

### SPELLING AND VOCABULARY: WORDS ENDING WITH '-ING'

- |                    |                    |
|--------------------|--------------------|
| 1 <b>a</b> cooled  | <b>f</b> supported |
| <b>b</b> pointed   | <b>g</b> swooped   |
| <b>c</b> collected | <b>h</b> twisted   |
| <b>d</b> jostled   | <b>i</b> climbed   |
| <b>e</b> waited    | <b>j</b> tried     |
- 2 **a** After **waiting** for so long, the interest of the **supporting** crowd was **cooling**.
  - b** The small child was **pointing** excitedly at the **swooping** eagle.
  - c** The acrobat was **twisting** and contorting his body while **climbing** the rope.
  - d** We braved the tightly packed **jostling** mass of people impatiently **collecting** their tickets.
- 3 *Responses will vary.*

## TEST YOURSELF: UNITS 13 & 14

- 1 A phrase is a small group of words that does not make sense on its own.
- 2 A phrase may contain a noun or a verb, but not both.
- 3 A clause is a group of words that does make sense on its own / a simple sentence.
- 4 A clause must contain both a noun and a verb.
- 5 A clause can be combined with one or more phrases to make a sentence that has more information.
- 6 An independent clause contains a subject and a verb and can stand alone as a simple sentence.
- 7 A dependent clause contains a subject and a verb, but also depends on another part of the sentence to make sense.
- 8 a subordinating conjunction
- 9 *two of the following:* after, because, although, since, until, than, before, as, when, if. *Other responses are also possible.*
- 10 Either clause may come first.
- 11 hurrying
- 12 quivering
- 13 excelling
- 14 betraying
- 15 mocking



## UNIT 15: IN FOCUS

### YOUR TURN 15.1

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

### YOUR TURN 15.2

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

### YOUR TURN 15.3

Sample answers are provided in the Teacher *obook*.

### YOUR TURN 15.4

Sample answers are provided in the Teacher *obook*.

## UNIT 15: IN CONTEXT

### YOUR TURN 15.5

- 1 The snake is dangerous as it is described as a 'deadly shaft of green glass'.
- 2 The narrator and Fuller assist the snake-man by looking for the snake and letting him know where it is hiding.

- 3 The snake-man moves very slowly with his feet flat on the ground. In contrast, most people would generally be expected to walk on their toes in this situation.
- 4 The snake responds by lifting its head from the floor and arching backwards, ready to strike. Its whole body is bunched into a series of curves.
- 5 The snake could either attack the snake-man and possibly escape, or be captured by him.
- 6
  - a It
  - b I; It's
  - c Fuller
- 7 Fuller pointed.
- 8
  - a remained flat on the ground all the time.
  - b were like moccasins, with neither soles nor heels.
  - c came up about two feet off the floor.
- 9 It (referring to the snake). The subject is in the middle of the sentence rather than at the beginning.
- 10 Responses will vary.



## UNIT 16: IN FOCUS

### YOUR TURN 16.1

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

### YOUR TURN 16.2

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

### YOUR TURN 16.3

Sample answers are provided in the Teacher *obook*.

## UNIT 16: IN CONTEXT

### YOUR TURN 16.4

- 1 A Hurricane is a fighter plane.
- 2 'I saw an endless blur of enemy fighters whizzing towards me from every side.'
- 3 The narrator finds the experience exhilarating.
- 4 The narrator cannot tell whether or not he has been successful in the fight.
- 5 It is a complex sentence as it contains both independent and dependent clauses.
- 6 Responses will vary; a sample answer has been provided below:
  - a I saw the bright-red flashes coming from the wings of the Messerschmitts. The Messerschmitts fired their guns. I saw a man whose Hurricane was in flames. He climbed calmly out onto a wing. He jumped off.
  - b I had done a lot of shooting. I could not say if I had shot anyone down. I could not say if I had hit any of them.

- c I am sure the German planes must have often got in each other's way. There were so many of them. There were so few of us. This probably saved a number of our skins.
- 7 Responses will vary; sample answers are:
  - a Look out! He's hit!
  - b Turn left. Shoot him.
  - c Did I hit him? Did he escape?

## UNITS 15 & 16 REVIEW

### SPELLING AND VOCABULARY: WORDS CONTAINING 'EA'

- 1
  - a able to cause death, fatal
  - b having beauty, being aesthetically pleasing
  - c the smallest amount or to the smallest extent
  - d prepared for action, eager to do something
  - e to vanish from sight
  - f in front of
  - g divided among all individuals or things in a group (e.g. They had three lollies each.)
  - h to be afraid, to show fear
  - i with clarity, in a clear manner
  - j to make greater or larger
- 2
  - a The snake's bright colours indicated its **deadly** nature.
  - b Although it was an early start, I was **ready** to go on time.
  - c As soon as the cake was cut, the pieces began to **disappear**.
  - d Everybody took one test **each** and got to work.
  - e From his answers, he **clearly** understood the concept well.
- 3 Responses will vary.

### TEST YOURSELF: UNITS 15 & 16

- 1 The subject is the person, thing or idea that the sentence is about.
- 2 The subject will always be a noun or pronoun.
- 3 The predicate tells the reader what happened to the subject.
- 4 The boat
- 5 was swept up by the relentless current of the river.
- 6 A simple sentence contains only one independent clause.
- 7 A compound sentence contains two independent clauses joined by a coordinating conjunction.
- 8 A complex sentence is made up of an independent clause combined with at least one dependent clause.
- 9 At least two independent clauses and one or more dependent clauses.
- 10 compound
- 11 The restaurant was modest, but the food was always **hearty** and rich.
- 12 His **great** aunt was a virtual stranger but always sent generous gifts at Christmas.

- 13 The weather was **dreary** and miserable – it was yet another rainy day.
- 14 Despite their excitement over the journey to come, the farewell at the airport was a **tearful** one.
- 15 Even though he read them carefully, the assembly instructions were still very **unclear** and hard to follow.

## UNIT 17: IN FOCUS

### YOUR TURN 17.1

- 1 E                      2 T                      3 L                      4 E

### YOUR TURN 17.2

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

### YOUR TURN 17.3

- 1 B      2 D      3 E      4 A      5 C

### YOUR TURN 17.4

Sample answers are provided in the Teacher *obook*.

## UNIT 17: IN CONTEXT

### YOUR TURN 17.5

- 1 The residents of Gisborne are opposed to a company that has applied for a permit to open a toxic waste treatment facility in the area.
- 2 The dump will be three kilometres from town, and 12 hectares in area.
- 3 Potential benefits are that the dump will provide employment for 30 people, and increased traffic to the area will mean an increase in food and fuel sales.
- 4 The fate of the dump will be decided by a vote at a local council meeting next week.
- 5 Maria Stevens might support the proposal as she is the owner of the local service station so would profit from the additional fuel sales that the extra traffic would bring.
- 6 **Gisborne is set to be the site of a battle between residents and the Global Dump Consortium company due to their recent proposal to build a toxic waste dump; The proposed toxic dump will be a sizeable facility and is planned to cover 12 hectares of currently unused land; GDC has stated that the new dump site will have many benefits for locals, including employment for 30 people; Shire council will meet next week to discuss the issue and vote to either approve or deny a permit for the facility.**
- 7 *Responses will vary; sample answers are:*  
*Paragraph 2:* The facility will be both state-of-the-art and large.  
*Paragraph 3:* Some residents of Gisborne stand to gain a great deal if the proposed dump were to go ahead.
- 8 *No answer needed (highlighting exercise)*

- 9 *Responses will vary. A sample answer is:*  
 Despite the possible benefits for the town, there are a number of environmental concerns that have been raised as a result of this proposal. Similar toxic dumps have resulted in waste leaking into groundwater, and when a dump was recently opened in South Australia, the local bird population was observed to have declined, presumably as a result of the dump. In addition to the possible impact upon the natural environment, residents near similar waste facilities have reported that they have experienced other negative environmental effects, such as strange odours, coming from similar dumps. The possible environmental problems are a concern for Gisborne residents.

## UNIT 18: IN FOCUS

### YOUR TURN 18.1

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



### YOUR TURN 18.2

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

### YOUR TURN 18.3

Sample answers are provided in the Teacher *obook*.

## UNIT 18: IN CONTEXT

### YOUR TURN 18.4

- 1 Lisa Brewster is the Mayor of Gisborne.
- 2 The writer is concerned about the proposed toxic dump that might be built near the town.
- 3 He fears that this might result in exposing children to toxic materials.
- 4 He thinks the tourist trade could decline as a result.
- 5 Cheung asks Brewster to present a petition of residents against the dump to the next council meeting, and to also speak against it herself.
- 6 *Responses will vary; sample answers are:*
  - a Like many other locals, I am horrified at the **horrifying** suggestion of a toxic waste dump being opened just **out of town** three kilometres **down the road** from the edge of town!

- b I would hope that you, as the mayor, will speak out on behalf of all of us against this **awful facility** to ensure that the construction of this awful facility is not permitted.
- c As a family man myself, I can think of nothing worse for my children than exposing them to toxic materials **on our doorstep**. While the dump may be a little distance away, it will only take a strong wind for particles of debris **and toxic material** to end up on our doorstep.
- d As the mayor of this town, the residents want you to act **and to do so** now. **As mayor of the town**, I am sure that there are many things that can be done **by you** to prevent the opening of the dump.

7 *Responses will vary; a sample answer is:*

While this is not an appealing idea for the town's residents, I am sure it will also be unappealing for the many tourists that currently visit. Many of us make a living from the numerous visitors who stay here and spend plenty of money. I cannot imagine that they will continue to visit if the main attraction is a toxic dump!



## UNITS 17 & 18 REVIEW

### SPELLING AND VOCABULARY: HOMOPHONES

- 1 a to be accepting of something or someone
- b to make an exception, to leave something out
- c advice or guidance
- d a local authority
- e a signal to get ready to perform
- f a line of people or vehicles waiting in turn
- g to mark letters on paper
- h to be correct
- i an audible but inarticulate sound, often conveying pain or misery
- j to have increased in size through natural development
- 2 a I liked everyone in the group **except** for Anton.
- b The rubbish tip was maintained by the local **council**.
- c The **queue** for pizza snaked around the corner before the restaurant even opened.
- d He let out an audible **groan** when he heard the announcement.
- e Once again, I was **right**, despite the protests of the group.
- 3 *Responses will vary; sample answers are:*
  - a The charity would accept all donations except for safety equipment.
  - b He took her wise counsel and decided to raise his concerns with the local council.
  - c The show would start in half an hour; that was my cue to join the queue.
  - d Even as a grown-up, I couldn't help but groan at the thought of a spelling test.

- e I planned to write to him immediately to let him know he had been right all along.

### TEST YOURSELF: UNITS 17 & 18

- 1 a collection of sentences that all share a common idea
- 2 T: Topic sentence; E: Evidence; E: Explanation; L: Link
- 3 to state the main point or argument of the paragraph
- 4 the main idea of the paragraph, as explained in the topic sentence
- 5 FALSE
- 6 Ellipsis and substitution help you to write more coherent paragraphs by avoiding repetition.
- 7 'Ellipsis' refers to leaving out unnecessary parts of a sentence.
- 8 I'm always happiest in autumn when the leaves are falling from the trees.
- 9 a pronoun
- 10 I was on my way to Gary's house but halfway there I realised I had forgotten my wallet.
- 11 need
- 12 peek
- 13 banned
- 14 flower
- 15 mind

## UNIT 19: IN FOCUS

### YOUR TURN 19.1

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

### YOUR TURN 19.2

*Sample answers are provided in the Teacher obook.*

### YOUR TURN 19.3

*Sample answers are provided in the Teacher obook.*

### YOUR TURN 19.4

*Sample answers are provided in the Teacher obook.*

## UNIT 19: IN CONTEXT

### YOUR TURN 19.5

- 1 The house is old and stands isolated on top of a hill. It is described using terms such as *ancient, decayed, skeleton, like a wizened old man, ageing, frail, made of wood with a tiled roof*.
- 2 The owners of the house left a long time ago.
- 3 A storm attacks the house.
- 4 The house is described as having weathered many storms over the years, 'but none like this', which implies that the storm is more fierce than normal.
- 5 At the end of the passage, the house collapses.

- 6 Personification
- 7 They are described as being bullies.
- 8 This gives the impression that the fight is unfair and the house is a victim.
- 9 'The spine of the roof'; 'The skeleton'; 'its ageing skin'.
- 10 wind: **shriek**  
rain: **threw itself**  
thunder: **roared**  
lightning: **danced**
- 11 The writer of the passage wants you to feel sorry for the house.
- 12 The writer wants you to feel negatively towards the storm.
- 13 'Taking delight in its target', 'The storm circled viciously' and 'The house cowered from the storm.'

## UNIT 20: IN FOCUS

### YOUR TURN 20.1

Sample answers are provided in the Teacher *obook*.

### YOUR TURN 20.2

Sample answers are provided in the Teacher *obook*.

## UNIT 20: IN CONTEXT

### YOUR TURN 20.3

- 1 According to the opening stanza, a poem should be held up to the light like a colour slide.
- 2 You would drop a mouse into a poem to watch him probe his way out.
- 3 You can wave at the author's name on the shore.
- 4 'They' want to tie a poem to a chair and torture a confession out of it.
- 5 They begin beating it to find out what it really means.
- 6 This device is a simile; it means that you should look carefully at a poem.
- 7 This device is a metaphor. It is comparing a poem to a beehive.
- 8 The poet makes a comparison between reading and waterskiing to convey that reading a poem should be an enjoyable and exciting experience.
- 9 The device is personification. The poet means that many people who read poetry often approach this as a negative experience and regard the poem as their enemy.
- 10 The author is trying to say that people should enjoy the experience of reading poetry more and consider lots of possible ideas that the poet might be trying to convey, rather than just analysing poetry to get the 'right' answer.

## UNITS 19 & 20 REVIEW

### SPELLING AND VOCABULARY: DESCRIPTIVE WORDS

- 1 **a** to have appeal, to be attractive or interesting
- b** to have charm, to be pleasing or likeable
- c** to have rotted, decomposed or fallen into disrepair
- d** to give delight or pleasure
- e** to be very ugly
- f** inspiring respect and admiration, having impressive beauty or size
- g** something remarkable or inexplicable that brings about positive consequences
- h** in poor condition
- i** shrivelled or dried up, often due to age
- j** to have been ruined or destroyed

2 Positive words	Negative words
appealing	decayed
charming	grotesque
delightful	shabby
majestic	wizened
miraculous	wrecked

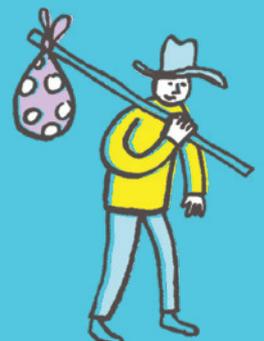


- 3 Responses will vary.

### TEST YOURSELF: UNITS 19 & 20

- 1 a form of comparison where one thing is said to be similar to another
- 2 another form of comparison that says one thing 'is' another thing
- 3 writing that gives non-human things human characteristics
- 4 P
- 5 M
- 6 connotation
- 7 positive
- 8 negative
- 9 sights, sounds, feelings, tastes and smells
- 10 to give the reader a detailed picture of a scene
- 11 She clutched her **shabby** coat around her as she sought protection from the cold wind.
- 12 The palace was as grand and **majestic** as you would expect for a building that housed royalty.
- 13 To be rescued at the very last moment and from such an unlikely source was nothing short of **miraculous**.
- 14 The **decayed** tree stump housed numerous insects in among the rot.
- 15 Accessible only at low tide, the **wrecked** ship was the source of endless adventures for the town's children.





visit us at [oup.com.au](https://oup.com.au) or  
contact customer support at [oup.com.au/help](https://oup.com.au/help)