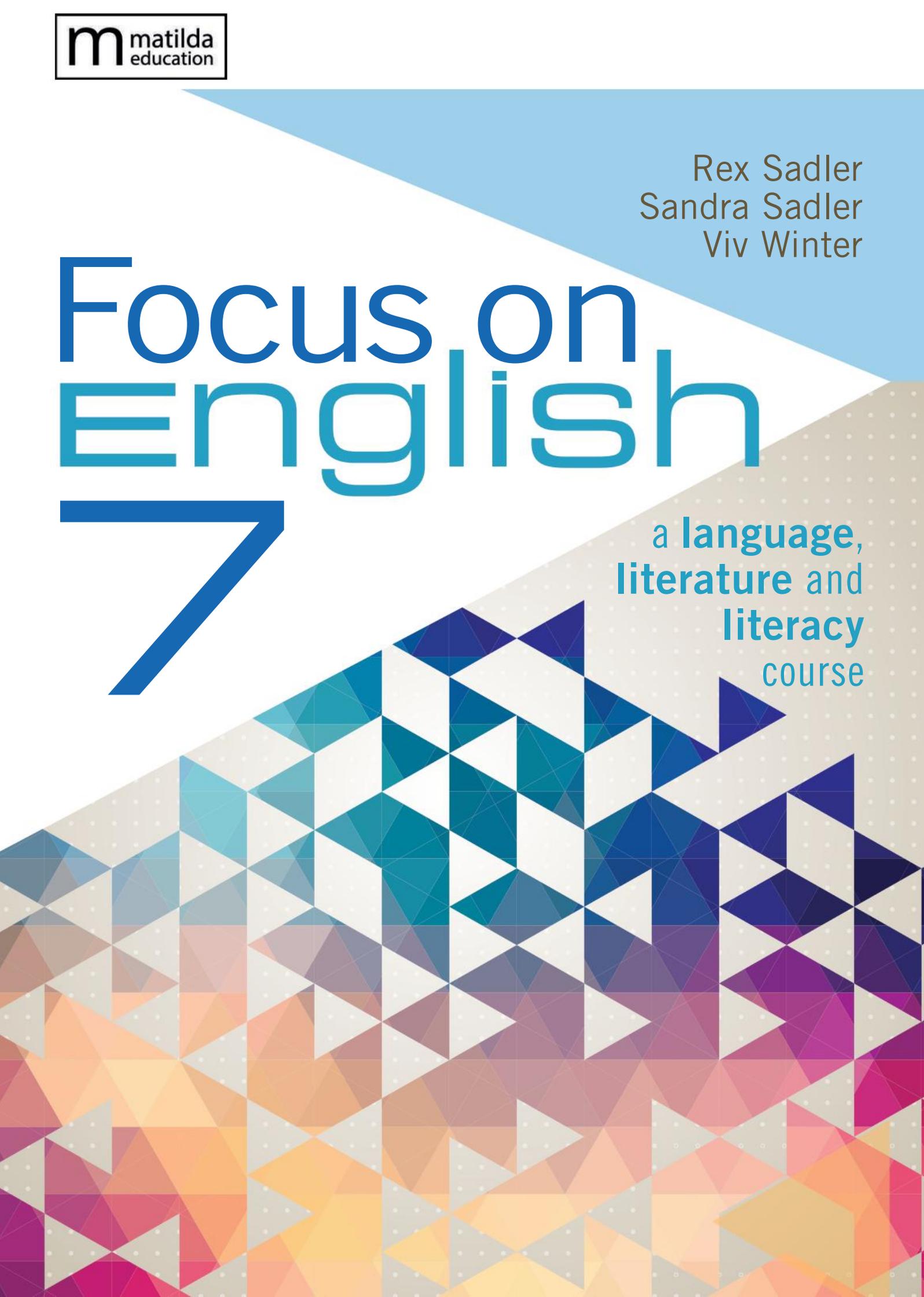


Rex Sadler
Sandra Sadler
Viv Winter

Focus on English

a language,
literature and
literacy
course



Rex Sadler
Sandra Sadler
Viv Winter

Focus on English

7

a language,
literature and
literacy
course

This edition published in 2021 by



Matilda Education Australia, an imprint
of Meanwhile Education Pty Ltd
Level 1/274 Brunswick St
Fitzroy, Victoria Australia 3065
T: 1300 277 235
E: customersupport@matildaed.com.au
www.matildaeducation.com.au

First edition published in 2015 by Macmillan Science and Education Australia Pty Ltd
Copyright © Rex Sadler, Sandra Sadler and Viv Winter 2015
The moral rights of the author have been asserted.

All rights reserved.
Except under the conditions described in the
Copyright Act 1968 of Australia (the Act) and subsequent amendments,
no part of this publication may be reproduced,
stored in a retrieval system, or transmitted in any form or by any means,
electronic, mechanical, photocopying, recording or otherwise,
without the prior written permission of the copyright owner.

Educational institutions copying any part of this book
for educational purposes under the Act must be covered by a
Copyright Agency Limited (CAL) licence for educational institutions
and must have given a remuneration notice to CAL.
Licence restrictions must be adhered to. For details of the CAL licence contact:
Copyright Agency Limited, Level 11, 66 Goulburn Street, Sydney, NSW 2000.
Telephone: (02) 9394 7600. Facsimile: (02) 9394 7601. Email: info@copyright.com.au



Publication data

Authors: Rex Sadler, Sandra Sadler and Viv Winter
Title: *Focus on English 7: A Language, Literature and Literacy Course*
ISBN: 978 1 4586 5041 2

Publisher: Viv Winter
Project editor: Barbara Delissen
Editor: Ronél Redman
Cover designer: Dim Frangoulis
Text designer: Norma van Rees
Production control: Janine Biderman
Permissions clearance and photo research: Vanessa Roberts
Typeset in Melior Medium 10.75/14 pt by Norma van Rees
Cover image: Shutterstock/Edhar Shvets

Printed in Malaysia by Vivar Printing Pdt Ltd
1 2 3 4 5 6 7 25 24 23 22 21 20

Internet addresses

At the time of printing, the internet addresses appearing in this book were correct.
Owing to the dynamic nature of the internet, however, we cannot guarantee that all
these addresses will remain correct.

Warning: It is recommended that Aboriginal and Torres Strait Islander peoples exercise
caution when viewing this publication as it may contain images of deceased persons.

Contents

About this book	vii
1 Discovering texts	1
LITERATURE Interview with Andy Griffiths	1
'The world's most venomous fish'	3
King Island Dairy advertisement	4
LANGUAGE Sentences—subject and predicate	5
Punctuation: Types of sentences	7
LITERACY Word skills: All kinds of texts	8
Creative writing: An interview with you	10
2 Setting	11
LITERATURE <i>The Boy in the Striped Pyjamas</i>	11
<i>Black Water</i>	13
LANGUAGE Nouns	15
Punctuation: Capital letters and full stops	17
LITERACY Word skills: Places	18
Creative writing: Describing your classroom	20
3 Informing	21
LITERATURE 'The Colosseum'	21
'The Great Wall of China'	23
'Icebergs'	24
LANGUAGE Common and proper nouns	25
Punctuation: Capital letters and proper nouns	27
LITERACY Word skills: Around the world	28
Creative writing: An information report	30
4 Words and images	31
LITERATURE Leunig cartoon	31
'Trees'	32
<i>Red Dog</i> film poster	33
LANGUAGE Collective and abstract nouns	35
Punctuation: Apostrophes for contractions	37
LITERACY Word skills: Challenging words	38
Creative writing: Capturing the moment	40
5 Fables	41
LITERATURE 'The fox and the crow'	41
'Who shall bell the cat?'	42
'The bear and the two travellers'	43
'Androcles and the lion'	43
LANGUAGE Nouns—singular and plural	45
Punctuation: Apostrophes for possession	47

LITERACY	Word skills: Animalia	48
	Creative writing: Animal antics	50
6	Newspaper articles	51
LITERATURE	'16-year-old survives stowaway flight drama'	51
	'Heroic life cycle for 50000 km'	53
LANGUAGE	Irregular plurals	55
	Punctuation: Commas indicating pauses	57
LITERACY	Word skills: Meet the press	58
	Creative writing: In the news	60
7	Characters	61
LITERATURE	<i>Harry Potter and the Philosopher's Stone</i>	61
	<i>James and the Giant Peach</i>	62
	<i>Hating Alison Ashley</i>	63
LANGUAGE	Adjectives in action	65
	Punctuation: Quotation marks for direct speech—1	67
LITERACY	Word skills: Describing people	68
	Creative writing: Describing a character	70
8	The graphic novel	71
LITERATURE	<i>Coraline</i>	71
LANGUAGE	Adding meaning with adjectives	75
	Punctuation: Quotation marks for direct speech—2	77
LITERACY	Word skills: Confusing pairs	78
	Creative writing: A graphic novel page	80
9	Advertising	81
LITERATURE	Real estate advertisement	81
	Brooks advertisement	83
LANGUAGE	Idioms	85
	Punctuation: Commas for lists	87
LITERACY	Word skills: Appealing to an audience	88
	Creative writing: House for sale!	90
10	Autobiography	91
LITERATURE	<i>Boy</i>	91
	<i>Chinese Cinderella</i>	92
	<i>The Boy Who Wouldn't Die</i>	93
LANGUAGE	Prefixes	95
	Punctuation: Paragraphs	97
LITERACY	Word skills: Family and friends	98
	Creative writing: Real-life people	100
11	Film reviews	101
LITERATURE	<i>Finding Nemo</i> review	101
	<i>Hugo</i> review	103

LANGUAGE	Suffixes	105
	Punctuation: Apostrophes—when <i>not</i> to use them	107
LITERACY	Word skills: Reviewing films	108
	Creative writing: A film review	110
12	Comic strips	111
LITERATURE	<i>Swamp</i>	111
	<i>Beyond the Black Stump</i>	112
	<i>Fred Basset</i>	113
	<i>Snake</i>	114
LANGUAGE	Personal pronouns	115
	Punctuation: Direct and indirect speech	117
LITERACY	Word skills: Silent letters	118
	Creative writing: Comic-strip characters	120
13	Features of the novel	121
LITERATURE	<i>Pastures of the Blue Crane</i>	121
	<i>Lockie Leonard—Legend</i>	123
LANGUAGE	Verbs	125
	Punctuation: Apostrophes—avoiding confusion	127
LITERACY	Word skills: Playing the game	128
	Creative writing: Using verbs effectively	130
14	Travel writing	131
LITERATURE	<i>Tracks</i>	131
	<i>Down Under</i>	133
LANGUAGE	Verbs in action	135
	Punctuation: The colon for lists	137
LITERACY	Word skills: Going places	138
	Creative writing: A travel blog entry	140
15	Saving Planet Earth	141
LITERATURE	'Shark cull affects nature's balance'	141
	'Rubbish tsunami swamps Bali beachfront'	143
LANGUAGE	Adverbs	145
	Punctuation: Quotation marks for direct speech—3	147
LITERACY	Word skills: This Earth	148
	Creative writing: Expressing your opinion	150
16	Genre—fantasy	151
LITERATURE	<i>The Hobbit</i>	151
	<i>The Lion, the Witch and the Wardrobe</i>	154
LANGUAGE	Forming adverbs	155
	Punctuation: More about commas	157
LITERACY	Word skills: Fantasy	158
	Creative writing: A fantasy world	160

17 The poet's voice	161
LITERATURE 'The flower-fed buffaloes'	161
'High flight'	163
'A cat'	164
LANGUAGE Figures of speech	165
Punctuation: Abbreviations	167
LITERACY Word skills: Poetry and emotions	168
Creative writing: Writing your own poems	170
18 Identity	171
LITERATURE <i>The Happiest Refugee</i>	171
LANGUAGE Synonyms	174
Punctuation: Correcting punctuation errors	175
LITERACY Word skills: Values	176
Creative writing: A frightening event	178
19 Journey through time	179
LITERATURE 'Tyrannosaurus Rex'	179
'The Black Death'	180
'Moon landing'	181
LANGUAGE Antonyms	182
Punctuation: Revising direct speech	183
LITERACY Word skills: Footsteps in time	184
Creative writing: The time traveller	186
20 Instructions	187
LITERATURE Cup cakes recipe	187
'How to train your dog'	189
LANGUAGE Word building	190
Punctuation: Revising sentence punctuation	191
LITERACY Word skills: Eating and drinking	192
Creative writing: Writing instructions	194
Acknowledgements	195
Dictionary	197

About this book

Focus on English 7 covers essential English skills for students in their first year of secondary school. It is a carefully sequenced program that enables students to develop and reinforce their literature, language and literacy skills.

There are twenty cohesive units, each of which focuses on a specific text type, literary technique, writing skill, genre or theme that is relevant to any Year 7 English program. The featured texts provide a meaningful context for language and literacy learning.

For consistency and ease of navigation, each unit is organised into the umbrella strands of Literature, Language and Literacy. Most Literature sections are four pages long. The Language and Literacy sections are divided into one- and two-page segments.

The format of every unit is as follows:

Literature

- **Introduction:** a brief overview of basic skills, terms or concepts covered in the unit
- **Texts:** high-interest literary, non-literary and multimodal texts for comprehension and analysis.

Language

- **Language and grammar:** sequential explanations of rules and conventions, clear examples, and exercises for major parts of speech, phrases, sentences and much more
- **Punctuation:** sequential explanations of rules and conventions, clear examples, and exercises to practise correct usage.

Literacy

- **Word skills:** a spelling and vocabulary word list, exercises on list words and a word origins task
- **Creative writing:** imaginative writing tasks that are linked to the ideas and techniques contained in the Literature section.

Our primary goal in writing this book is to develop essential English skills, but we also hope that students will feel motivated to engage with the world of texts and develop confidence in their own ability to make the best possible language choices and become effective communicators.

Rex Sadler, Sandra Sadler and Viv Winter

Discovering texts

LITERATURE

The term 'text' is used to describe almost any written, spoken or visual communication. The world is full of texts—from jokes, timetables and television advertisements through to novels, stage productions and films.

Whenever you analyse or create a text, think about the following questions.

- What is the **purpose** or reason for creating the text? Is it to entertain, persuade, provide information, give instructions or express personal thoughts and feelings?
- Who is the intended **audience**? Is it other students, sports lovers, the general public, a politician, a company manager or travellers?
- What **language choices** will be suitable for the audience? Will the language be formal or casual, descriptive or concise, simple or technical? Will the sentences be short, long or varied?

Here are three very different types of texts. As you read them, think about their purpose, audience and the language choices that have been made.

Interview with Andy Griffiths

What inspired you to write for children?

I became an English teacher and was trying to encourage my Year 7 students to read. Many of my students told me they wanted something funny to read, but nobody seemed to be writing anything very funny at that time. I decided to have a try ...

What other genres have you written in?

Hardly any! No matter what I try to write my 'funny instinct' takes over and I find I'm writing humour. I once tried to write a romance story for a competition, but pretty soon the hero and heroine were melting in each other's arms ... literally melting all over the floor ... at that point I gave up trying to write anything but humour.

Why do you write?

Because it's just like play for me ... I love playing with words and experimenting with ideas. I also love being able to make people laugh with what I write. It's wonderful to receive letters from readers telling me how much the books mean to them and often how they turned their attitude around from 'reading is boring' to 'reading is fun'!

continued »



Have you experienced any blocks or obstacles in your path to writing books?

At first, publishers rejected my early efforts. They found them a bit too crazy. It took a while for me to learn how to rein myself in. I had to learn to start stories sounding very normal and reasonable and slowly lead the reader into a world of nonsense ...

What is the best thing about writing books for children?

The endlessly fascinating puzzle of constructing really interesting plots and characters. It's like assembling a vast, three-dimensional jigsaw that is completely involving. The other great thing is receiving letters from—and meeting—the readers who've enjoyed the books.

What is the hardest thing about writing books for children?

It takes a LOT of time and a LOT of discipline. Coming up with the books is one thing, but a great deal of work goes into rewriting the books many many times until they're as perfect as I can make them.

from www.kids-bookreview.com

Responding to the text

1 What is the purpose of the interview?

2 Who is the intended audience?

3 What inspired Andy Griffiths to start writing children's books?

4 How did his attempt at writing a story in the romance genre turn into humorous writing?

5 Why does Andy Griffiths write? Give two reasons.

6 Why did publishers reject his early efforts?

7 What is 'endlessly fascinating' about writing children's books?

8 What is the hardest thing about writing books for children?



The world's most venomous fish

The world's most venomous fish is the stonefish. This tropical fish is so named because its brown and grey colouring enables it to camouflage itself to look like a stone. Many stonefish also have tinges of pink, orange or yellow that give them the appearance of a piece of coral. In addition, some of the fish have algae on their skin and this increases their ability to become part of their natural surroundings.

Usually a stonefish lies motionless, camouflaged by coral or a rocky reef, waiting for small fish or shrimp to swim past. These are sucked quickly into its mouth. If it needs to chase prey, it can swim very fast. If left alone these fish are not dangerous to humans, but because they look like stone or coral it is not unusual for unsuspecting swimmers or waders to step on them.

Along the dorsal fin of a stonefish there are 13 deadly spikes that can easily penetrate strong rubber shoes. When they are threatened or disturbed, the fish raise these spikes, each one being capable of injecting venom into the victim. Venom is released when pressure is applied by



someone accidentally touching or stepping on the fish. The amount of venom released depends on the amount of pressure. The venom can cause agonising pain, paralysis and often severe illness. In serious cases, an antivenom is administered to neutralise the poison. The venom of stonefish can kill a human in two hours.

An interesting fact is that stonefish are considered a delicacy in some Asian countries. Their venom becomes harmless after it is heated.

Responding to the text

1 What is the purpose of this report?

2 Why is the fish called a stonefish?

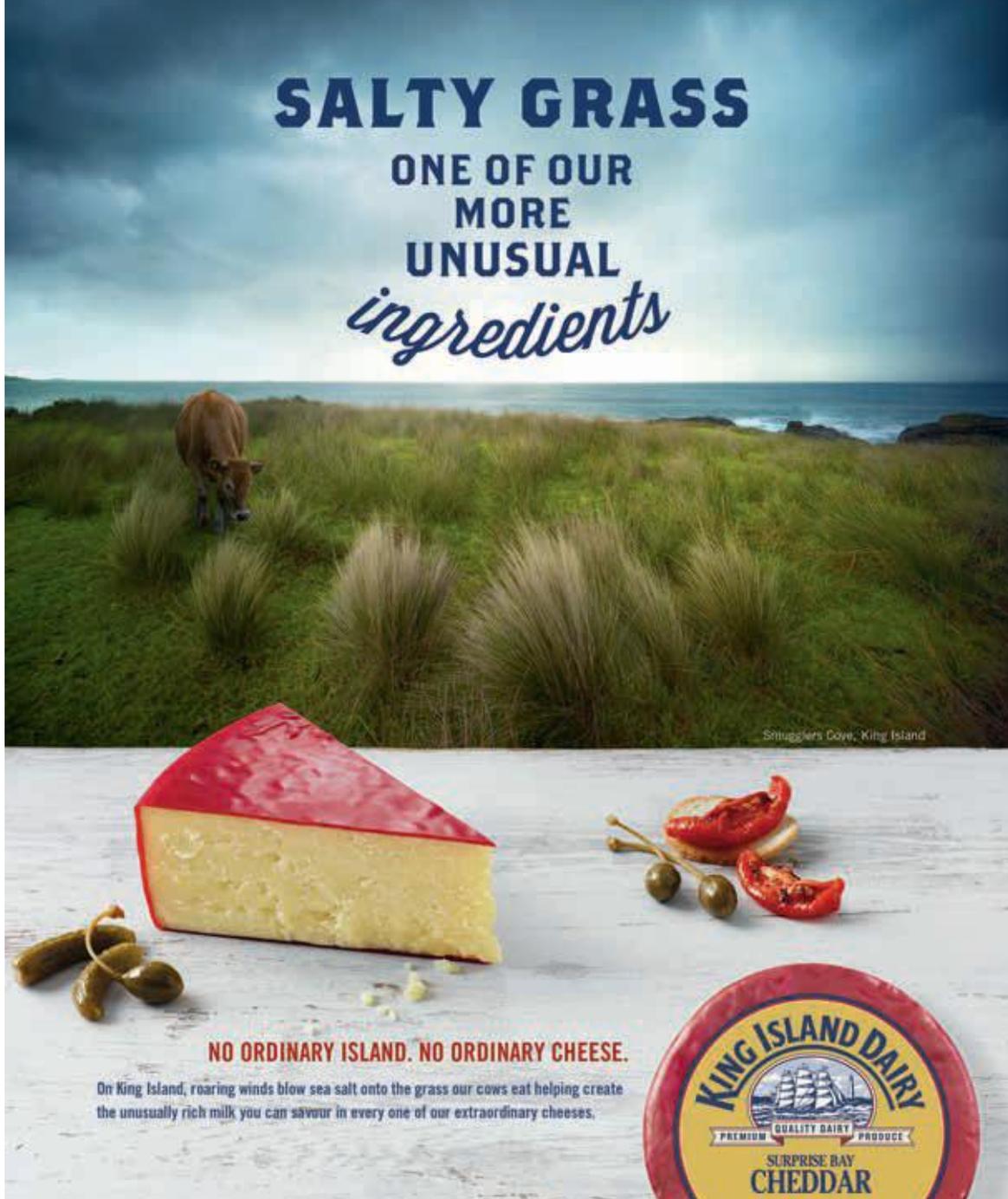
3 Why are some stonefish able to conceal themselves in coral?

4 What makes stonefish dangerous to humans?

5 When do stonefish raise their deadly spikes?

6 What symptoms do victims of their sting experience?

7 Why is it possible for people to eat stonefish?



Responding to the text

- 1 What is surprising about the headline of this advertisement for cheese?

- 2 What does the photograph of King Island show about the landscape?

- 3 What two colours make the food stand out in the bottom panel?

- 4 What message is conveyed by the repetition in 'No ordinary island. No ordinary cheese'?

- 5 How does 'salty grass' become an ingredient in the King Island cheese?

Sentences—subject and predicate

A sentence is a group of words that expresses a complete thought and makes sense by itself. It is made up of two parts: a subject and a predicate. The part that tells us who or what does the action is called the **subject**. The rest of the sentence is called the **predicate**.

Subject

- The subject of a sentence is usually either a noun or a pronoun (naming words).
Andy Griffiths [noun] has created some entertaining characters.
He [pronoun] enjoys writing humorous stories.
- The subject of a sentence may be more than one word.
Paul Jennings and Jackie French have written many books for children.
- The subject is made up of all the words that are attached to the noun.
The house at the top of the hill has been vacant for many years.
Grey-headed old Tom lived near the railway station.
- The subject does not always come at the beginning of a sentence.
Across the paddocks ran the frightened rabbit.

Predicate

The predicate is everything else in the sentence apart from the subject. It contains the verb (action word) that tells us what the subject is doing.

- Our English teacher praised [verb] the Harry Potter stories.*
The diver was searching [verb] for sponges on the sea floor.

The best way to find the subject and the predicate is to find the verb in the sentence and then ask ‘Who?’ or ‘What?’ before the verb. Look at the following sentence.

The surfer was swimming towards the beach.

The verb is ‘was swimming’. Ask: Who was swimming? The answer to the question is ‘the surfer’ (the subject). The rest of the sentence, ‘was swimming towards the beach’, is the predicate. It contains the verb.

Identifying the subject and predicate

Using the information above, identify the subject and the predicate in each of the following sentences. You should also underline the verb.

- 1 Shopping trolleys were invented in 1937.

Subject: _____

Predicate: _____

- 2 Most monkeys and apes live in families.

Subject: _____

Predicate: _____

3 One in five children in the world has never attended school.

Subject: _____

Predicate: _____

4 The Romans invented concrete.

Subject: _____

Predicate: _____

5 Talking parrots have a vocabulary of about twenty words.

Subject: _____

Predicate: _____

6 Cane toads secrete a toxin poisonous to humans and other animals.

Subject: _____

Predicate: _____

7 The Sahara Desert was covered by glaciers many millions of years ago.

Subject: _____

Predicate: _____

Missing subjects

Complete each sentence by choosing the correct subject from the box.

A zoologist	A milliner	A compere	A courier	A forester	A detective
An astronaut	A florist	A decorator	An acrobat	A psychiatrist	

1 _____ looks after people's mental health.

2 _____ introduces the acts in a television or variety show.

3 _____ travels in space.

4 _____ investigates crimes.

5 _____ carries messages and parcels.

6 _____ designs and furnishes rooms.

7 _____ studies animals.

8 _____ grows or sells flowers.

9 _____ performs dangerous gymnastic tricks.

10 _____ makes women's hats.

11 _____ takes care of forests by planting trees.



Punctuation

Types of sentences

There are four types of sentences: statements, questions, exclamations and commands.

- **Statements:** A sentence that makes a statement begins with a capital letter and ends with a full stop.

King Island is located in Bass Strait between Victoria and Tasmania.

- **Questions:** A question mark is used at the end of a sentence to indicate that a direct question is being asked.

What types of cheese are made on King Island?

- **Exclamations:** An exclamation mark is used at the end of a sentence that expresses urgency or a strong outburst of emotion.

I just won a trip to King Island! [excitement]

- **Commands:** These are sentences that tell you what to do. They usually end in a full stop, but may end in an exclamation mark if they are expressed forcefully enough.

Shut the gate when you leave the paddock.

Shut that gate now!

Punctuating the end of a sentence

Rewrite each sentence, adding a full stop, a question mark or an exclamation mark at the end.

- 1 What is the best book you have ever read

- 2 My favourite writers are JK Rowling and Roald Dahl

- 3 Would you rather see a film, read a book or play a video game

- 4 Save our whales

Changing statements into questions

Change each of the following statements into a question. The first word is given as a clue.

- 1 Stonefish are venomous. *Are* _____

- 2 There will be a fishing trip tomorrow. *Will* _____

- 3 Sea turtles do not have teeth. *Do* _____

- 4 The museum has a marine display. *Does* _____

- 5 Sea snakes cannot survive on land. *Can* _____

- 6 We saw many dolphins today. *Did* _____

- 7 Sting rays are very common here. *Are* _____

Word skills

All kinds of texts

speech	diary	cartoon	anecdote	autobiography
lullaby	myth	legend	narrative	advertisement
fiction	novel	drama	brochure	dictionary
ballad	fable	comedy	fantasy	newspaper
atlas	script	tragedy	interview	documentary
menu	report	obituary	catalogue	biography



Working with words

- 1 A suffix is a word part added at the end of a word to change its meaning. By adding a suffix, write down the name of the person derived from each of the following words. Hint: You may have to change some letters before adding the suffix. For example: *novel*—*novelist*; *psychology*—*psychologist*.

- | | |
|-------------------|-------------------|
| a drama _____ | f diary _____ |
| b interview _____ | g narrative _____ |
| c comedy _____ | h biography _____ |
| d speech _____ | i cartoon _____ |
| e ballad _____ | j report _____ |

- 2 Give the plural form of each of the following words.

- | | |
|---------------------|--------------------|
| a comedy _____ | f fable _____ |
| b documentary _____ | g fantasy _____ |
| c speech _____ | h brochure _____ |
| d diary _____ | i dictionary _____ |
| e catalogue _____ | j menu _____ |

Matching words and meanings

Find words in the list to match the definitions and clues below.

- 1 a personal record of daily happenings _____
- 2 an account of a person's life written by that person _____
- 3 a humorous drawing or animated film _____
- 4 a poem or song that tells a story _____

- 5 a notice of death, often published in a newspaper _____
- 6 the written text of a play or movie _____
- 7 a reference book of words and meanings listed in alphabetical order _____
- 8 a TV program reporting a factual record of events _____
- 9 a long, fictitious story _____
- 10 a short, interesting story about a real incident _____
- 11 an announcement promoting a product _____
- 12 a short tale to teach a moral, often with animal characters _____
- 13 an event causing suffering and distress _____
- 14 a conversation between a TV presenter and an interesting person _____

Completing the phrases

Complete each phrase with the appropriate word from the list. The first letter is given as a clue.

- | | |
|------------------------------|-----------------------------------|
| 1 my private <u>d</u> _____ | 8 a monotonous <u>s</u> _____ |
| 2 an Aesop's <u>f</u> _____ | 9 a popular folk <u>b</u> _____ |
| 3 the library <u>c</u> _____ | 10 my first job <u>i</u> _____ |
| 4 a baby's <u>l</u> _____ | 11 a Shakespearean <u>c</u> _____ |
| 5 a personal <u>a</u> _____ | 12 a Roman <u>m</u> _____ |
| 6 a movie <u>s</u> _____ | 13 a phonetic <u>d</u> _____ |
| 7 the weather <u>r</u> _____ | 14 the daily <u>n</u> _____ |

Word origins

The English word 'script' comes from the Latin word *scribo/scriptus*, which means 'I write'. There are many words in the English language that are derived from *scribo/scriptus*. Here are some of them. Use the dictionary at the back of the book to write their meanings.

- scribe: _____
- _____
- inscription: _____
- _____
- conscription: _____
- _____
- transcript: _____
- _____
- postscript: _____
- _____

Creative writing

An interview with you



Choose an activity that you love doing. It could be a sport or a hobby, or anything else you enjoy. Write answers to the interview questions below. Try to make your audience feel as enthusiastic about the activity as you are by including interesting details or anecdotes. After you have finished, form pairs to play the roles of interviewer and interviewee, then take turns to interview each other for the class.

Some ideas for activities are given below to start you thinking.

- Horseriding
- Snorkelling
- Collecting shells
- Electronic games
- Skateboarding
- Dancing
- Chess
- Photography
- Juggling
- Making jewellery
- Fishing
- Painting
- Blogging
- Reading
- Astronomy
- Music
- Camping
- Magic tricks
- Yoga
- Flying kites

An interview with _____ [your name]

Topic _____ [your chosen activity]

When did you first become interested in this activity?

What new skills did you have to learn?

What is the best thing about doing this activity?

What is the most challenging thing about doing this activity?

What has been your funniest experience?

What do your family or friends think about it?

Setting

LITERATURE

The setting of a novel is the time and place in which the action occurs. It creates the physical, social or historical environment of the world in which the characters live. The setting may include descriptions of:

- the landscape
- the climate and weather
- buildings, streets, houses and interiors
- present, past or future worlds
- the historical period—dress, social customs and values.

Many genres have their own particular settings. While science fiction narratives would be likely to take place in futuristic worlds, horror genres tend to have settings associated with evil and darkness.

Read through the following descriptions of settings and answer the questions.

A sinister place

There was a garden directly beneath Bruno's window. Quite a large one too, and full of flowers which grew in neat orderly sections in soil that looked as if it was tended very carefully by someone who knew that growing flowers in a place like this was something good that they could do, like putting a tiny candle of light in the corner of a huge castle on a misty moor on a dark winter's night.

Past the flowers there was a very pleasant pavement with a wooden bench on it, where Gretel could imagine sitting in the sunshine and reading a book. There was a plaque attached to the top of the bench but she couldn't read the inscription from this distance. The seat was turned to face the house—which, usually, would be a strange thing to do but on this occasion she could understand why.

About twenty feet further along from the garden and the flowers and the bench with the plaque on it, everything



changed. There was a huge wire fence that ran along the length of the house and turned in at the top, extending further along in either direction, further than she could possibly see. The fence was very high, higher even than the house they were standing in, and there were huge wooden posts, like telegraph poles, dotted along it, holding it up. At the top of the fence enormous bales of barbed wire

were tangled in spirals, and Gretel felt an unexpected pain inside her as she looked at the sharp spikes sticking out all the way round it.

There wasn't any grass after the fence; in fact there was no greenery anywhere to be seen in the distance. Instead

the ground was made of a sand-like substance, and as far as she could make out there was nothing but low huts and large square buildings dotted around and one or two smoke stacks in the distance.

from *The Boy in the Striped Pyjamas*
by John Boyne

Responding to the text

1 What was very noticeable about the garden beneath Bruno's window?

2 Why did Gretel find the pavement area with the wooden bench appealing?

3 'The seat was turned to face the house.' Why?

4 What evidence is there to show that the fence covered a huge distance?

5 Identify the simile, or comparison, that emphasises the height and size of the wooden posts.

6 Why is the top of the fence especially horrifying?

7 What effect did the sight of the fence have on Gretel?

8 Why did the landscape appear to be arid?

9 What signs of human existence could be seen in the distance?

10 What contrast is there between the two settings described in this scene?

The setting of this extract is the coastal fishing town of Queenscliff, Victoria. A raging storm is developing as the hero, teenager Farren Fox, anxiously awaits the return of his father from fishing out at sea.

The gathering storm

Farren went into Scanlon's, quickly finding a book on bird watching in Victoria's fields and waterways, and bought it. As the wind pushed him back to the pub, he would've liked to unwrap the book and take a peek, but the weather was so bad it might've been ripped from his hands. Instead he tucked it under his coat and looked down to the wharf. The *Camille*, he saw, had not returned. Fear bit deep; any boat that was outside the Heads now was in strife.

The wind, blasting up over the horizon from the south, carried with it the coldness of polar ice, and wielded it like a sword. Already the waves at the Heads would be heavy and huge, Farren knew, the gale rising so fiercely that there'd be wives down at the wharf waiting and praying for the boats that had gone out to come limping back in.

He began to jog, the wind flying past as if to prove that if he wanted a race, it was ten times as quick. Then it dropped, crouching, only to take off even faster, growling as if the town was nothing but a bone in its teeth.

Suddenly Farren found himself knocking away tears, knowing that unless his dad and Luther were bringing the *Camille* down the bay, or sailing her up the inlet, they were in big trouble. And in an instant, the book he'd bought for Isla, about birds that he'd loved every day of his life, was nothing but a dead weight in his hands.

...

Farren gave the book to Maggie to mind, told her about the overdue boats, information which she already knew, and left the hotel by the back door, the wind slapping at his back. From the kitchen step Maggie called out, her hair a swirling brown mass as the wind eddied and dived.

'I'll bring you down some lunch! It'll be all right, Farren! I'm sure it will!' Her voice was strong, as if she was prepared to throw hope straight up into the wind. 'I'll see you in a minute!'

Farren, too worried to wave, climbed the picket fence and jumped down onto the road. All the time he was conscious of the wind and the cold. On the inlet sharp low waves were being driven under the wharf like animals to slaughter. Beside him, near the railway line, the gum trees roared and the pine trees hissed, branches tossing, sea cones like riders hanging on for their lives.

Farren could imagine the *Camille* in a sea of breaking waves, his dad and Luther crouched, the image perhaps made clearer as the sun, like a useless bystander, broke through to shine without warmth, turning the train tracks to silver and the water to a rare silken green that neither cheered nor fooled Farren. The wind was a savage, edged with ice, a rare dangerous visitor from the Antarctic, ready for battle.

Farren had grown up with the power of the wind. Even when he was warm in bed at home on Swan Island, the wind seemed



to seek him out, pushing and poking around the house, sliding its cold fingers in between the shrunken weatherboards to touch his forehead, a gentle reminder to him that it was only a bit of timber and flaking paint that kept them apart. He knew this wind was not like that.

This wind, suddenly, had surpassed the type of wind that blew the washing off the line and sent the fishermen happily

off to the pub. This wind was really only interested in getting down to business with the sea; of making waves as big as hills that raced for a thousand miles. This wind, Farren knew, was a killing wind and although it hadn't blown this hard for ten years, and might not again for another fifty, it was blowing like it now.

No, it was howling.

from *Black Water* by David Metzenthon

Responding to the text

1 Why didn't Farren unwrap the book he had just bought?

2 What caused the wind to be extremely cold?

3 Identify the simile in the second paragraph that shows the destructive power of the wind.

4 '... praying for the boats that had gone out to come limping back in.' Why would the boats have been 'limping'?

5 In the third paragraph, what does the writer compare the wind to?

6 'Suddenly Farren found himself knocking away tears ...' Why was Farren crying?

7 '... the gum trees roared and the pine trees hissed'. Identify the onomatopoeic (sound) words.

8 What human qualities did the wind seem to have at night when Farren was home in bed?

9 What effect did this powerful storm wind have on the waves of the sea?

10 'This wind was a killing wind ...' Why is it described as 'killing'?

Nouns

Nouns are naming words. They name people, places, creatures, things, qualities and feelings. They form the majority of the first words we learn.

Nouns that name people

Who am I? Write down what we call each person described in the following clues.

- 1 I design homes and buildings _____
- 2 I ride horses at the races _____
- 3 I examine eyes and prescribe glasses _____
- 4 I am a doctor who operates on patients in hospital _____
- 5 I move and carry furniture _____
- 6 I am a professional cook _____
- 7 I am learning a trade _____
- 8 I study the stars _____
- 9 I carve figures in stone or wood _____
- 10 I hear and decide cases in a court of law _____
- 11 I care for people's teeth _____

Nouns that name places

Write the name of the place where:

- 1 all kinds of fish are kept and displayed _____
- 2 experiments are conducted _____
- 3 fruit trees are grown _____
- 4 birds are kept _____
- 5 pupils are educated _____
- 6 people are buried _____
- 7 grapes are grown _____
- 8 plays are staged _____
- 9 small children learn _____
- 10 tennis or squash is played _____



Nouns that name animals

Write the name of the animal that makes each of the following sounds.

- | | |
|---------------------------|----------------------------|
| 1 the neighing of a _____ | 6 the croaking of a _____ |
| 2 the hissing of a _____ | 7 the mooing of a _____ |
| 3 the bleating of a _____ | 8 the hooting of an _____ |
| 4 the braying of a _____ | 9 the barking of a _____ |
| 5 the roaring of a _____ | 10 the miaowing of a _____ |

Nouns that name things

Arrange the nouns alphabetically in the correct columns below.

truck	shovel	shirt	cupboard	dinghy
table	jacket	canoe	bicycle	limousine
leggings	pliers	couch	hammer	kayak
chair	pants	bus	launch	chisel

Clothes	Tools	Boats	Furniture	Vehicles
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Nouns that name qualities

Write the names of words expressing qualities. The first one has been done to help you.

- 1 A **wise** person speaks with wisdom.
- 2 A **kind** person shows _____.
- 3 An **imaginative** person shows _____.
- 4 An **obedient** dog shows _____.
- 5 An **honest** politician values _____.
- 6 A **weary** traveller experiences _____.
- 7 A **hero** displays _____.
- 8 A **humble** person has _____.
- 9 An **angry** person displays _____.
- 10 An **anxious** person suffers from _____.



Punctuation

Capital letters and full stops

A sentence is a group of words that makes sense on its own. Capital letters and full stops are used to separate sentences and make written texts easier to understand.

Jumbled sentences

Unjumble each of the following sentences so that the words are in the correct order. Begin each sentence with a capital letter and end it with a full stop.

1 wallet his pickpocket a stole

2 was sun unbearable the scorching

3 crowded to train the halt screeched a

4 received actors from ovation a the standing audience the

5 forward was her skydiving to looking lesson Lucy first

6 doctor's in sat room Josh waiting cramped nervously the

Using capital letters and full stops

The following short passages contain two or more sentences, but the capital letters and full stops are missing. Rewrite the sentences and add the necessary capital letters and full stops.

1 the tropical island was an ideal holiday destination the scenery was breath-taking and the camping ground was right on the beach

2 the tour guide sighed the trip was not going well two tourists had developed food poisoning and one had broken her ankle

3 we scrambled over rocks and climbed up the mountain when we reached the top we looked out over a magnificent volcanic crater it was a day to remember

Word skills

Places

village	region	country	stadium	aquarium
office	theatre	library	mansion	auditorium
city	factory	prison	surgery	cathedral
alley	gallery	island	hospital	supermarket
quay	avenue	building	cemetery	university
aviary	quarry	wharf	reservoir	gymnasium



What place is this?

Choose a word from the list for each of the following definitions.

- 1 A tank where fish are kept _____
- 2 The main church of a diocese _____
- 3 A building where spectators can watch sport _____
- 4 A graveyard _____
- 5 A place for medical and surgical treatment _____
- 6 A land mass surrounded by water _____
- 7 A building for housing criminals _____
- 8 A place where a medical practitioner treats patients _____
- 9 A building where plays and films may be viewed _____
- 10 A tertiary educational institution _____
- 11 A large lake used to store and supply water _____
- 12 A building where goods are manufactured _____

Completing phrases

Complete these phrases with suitable words from the list.

- | | |
|----------------------------------|----------------------------------|
| 1 an art <i>g</i> _____ | 6 a movie <i>t</i> _____ |
| 2 students at the <i>u</i> _____ | 7 a six-storey <i>b</i> _____ |
| 3 a shoe <i>f</i> _____ | 8 the principal's <i>o</i> _____ |
| 4 a salt-water <i>a</i> _____ | 9 a maternity <i>h</i> _____ |
| 5 a rural <i>v</i> _____ | 10 a peaceful <i>c</i> _____ |

Informing

LITERATURE

Throughout our lives, we need to acquire and use factual information. After the invention of the printing press, printed texts such as books, newspapers and magazines were the main source of information. This has now changed with the internet becoming another major information provider.

Information reports increase our knowledge and understanding. An information report usually contains:

- a general introduction that often includes a definition
- a series of facts that provide information about the subject
- a concluding summary of the information given
- illustrative material such as a photograph or drawing.

Read the following information reports and answer the questions.

The Colosseum

The Colosseum in the centre of Rome is the biggest amphitheatre in the world. Construction began in 72 AD (CE) under the emperor Vespasian and was completed in eight years using more than 60 000 Jewish slaves. It was built of concrete and stone and the walls were then covered with tonnes of marble. Earthquakes, floods and looting have taken their toll. The sections of the Colosseum still surviving today are the original stone interior walls. Emperor Vespasian built the amphitheatre to showcase Roman engineering and as a venue for spectacular entertainment.

The Colosseum is thought to have catered for 50 000 spectators and was designed for quick evacuation in case of emergencies. There were 80 entrances on the ground level and each one was numbered. Four of the entrances were for the exclusive use of the Roman emperor and his party. Next to the Colosseum was a training school for the gladiators. An underground passage provided easy access to the stadium



where the gladiators fought other gladiators or wild animals. Animals such as elephants, lions, bears, tigers and crocodiles were imported from Africa and the Middle East.

The gladiators who fought wild animals were called *bestiarii*. However, there were many different types of gladiators. The word 'gladiator' comes from the Latin word *gladius* and means

'a man who uses a sword'. The first gladiators used swords, but as time went on, gladiators fought with different kinds of weapons. Some fought with a sword in each hand; others used a shield and a spear; and others a trident and a net. There was also a small number of female gladiators.

In 80 AD (CE), Titus, the son of Vespasian, held the first games in the Colosseum, where more than 9000 animals were slaughtered. Such games were staged for the Roman citizens who were given free entry, food and drink. This entertainment of the Roman people was called 'bread and circuses'.

In 107 AD (CE), Trajan, the emperor at the time, had resounding victories in Dacia (currently a large area of Eastern Europe). Emperor Trajan provided lavish games for the

people of Rome to celebrate such victories. These games lasted for 123 days, with 11 000 animals and 10 000 gladiators taking part.

The Colosseum was used not only for gladiatorial contests but also for other events. For instance, the arena could be flooded so that the entertainment could represent naval battles. It is still not clear how the Romans made the area waterproof.

Contests were held in the arena for more than 350 years. During that time it is estimated that over half a million people and one million wild animals were killed.

The last gladiatorial fights took place in 435 AD (CE). Even though only a small portion of the original building remains, the Colosseum is still one of the most important monuments in Rome today, with over 20 million visitors each year.

Responding to the text

Write the correct answer (a, b or c) on the answer line.

- 1 Parts of the Colosseum walls that remain are made of:

a marble
 b concrete
 c stone

Answer: _____

- 2 The Colosseum was built by:

a Vespasian
 b Titus
 c Trajan

Answer: _____

- 3 The gladiators entered the Colosseum:

a through an underground passageway
 b through one of the 80 entrances
 c in chariots

Answer: _____

- 4 Wild animals used in some of the games were:

a bred in Rome
 b imported from Africa and the Middle East
 c called 'bestiarum'

Answer: _____

- 5 The gladiators:

a all fought with swords
 b used many different weapons and techniques
 c were always men

Answer: _____

- 6 Free entry to the Colosseum events was given to:

a every Roman citizen
 b the emperor and his family
 c the gladiators

Answer: _____

- 7 Games in the Colosseum were held:

a every four years
 b when there were too many wild animals to feed
 c to celebrate a victory

Answer: _____

- 8 The Colosseum was used for:

a gladiatorial contests only
 b killing animals
 c gladiatorial contests and other events

Answer: _____

- 9 The Colosseum hosted contests:
- a once a month
 - b over a period of more than 350 years
 - c that never lasted more than one week

Answer: _____

- 10 The Colosseum today is:
- a largely as it was in 80 AD (CE)
 - b only a small portion of the original structure
 - c not a popular tourist destination

Answer: _____



The Great Wall of China

The Great Wall of China, which is some 6000 kilometres long, is the longest structure in the world built by humans. Its construction began during the Qin Dynasty, 221–206 BC (BCE), when the northern section of the country was in peril from invaders such as the Mongols and raiding nomads.

The building of the wall continued over 2000 years by succeeding emperors. All kinds of people such as soldiers, peasants, criminals and even scholars were coerced to work on the wall by First Emperor Qin and the emperors who came after him. During the very long period of its construction, hundreds of thousands

of workers were killed by cave-ins or from exhaustion, disease and starvation. According to an old Chinese saying, 'Each stone in the wall represents a life lost during its construction'. Labourers who perished while working on the wall were often buried beneath it.

The wall had over 7000 lookout towers, accommodation for soldiers and beacon towers from which warning smoke signals were sent. There were even wide moats built near the wall in flat areas to prevent enemy attacks.

Today, much of the wall has crumbled or been vandalised, but restoration ensures it is still a popular tourist attraction.



Responding to the text

- 1 What was the main reason for building the Great Wall of China?

- 2 What would have been the main causes of death among the workers?

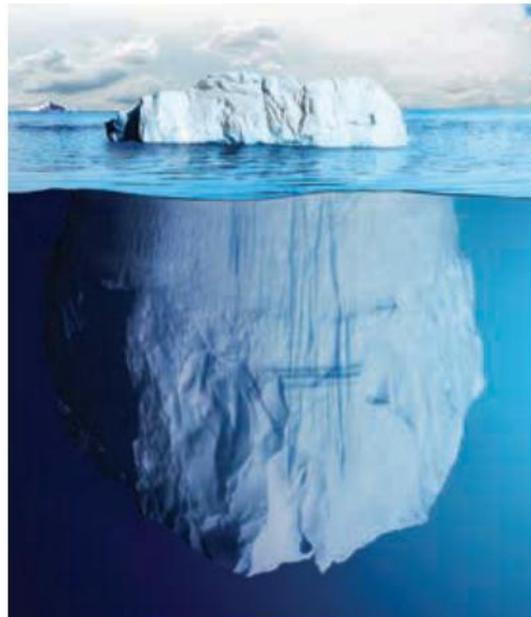
- 3 What evidence is there to suggest that the Great Wall would have been used mainly by military personnel?

- 4 Why were moats built near the walls?

Icebergs

Icebergs are made of large, frozen freshwater chunks that have broken away from glaciers, ice shelves or other icebergs. Because fresh water and sea water have different densities, an iceberg is mostly underwater and only about one-ninth of it is visible above the water. This means that icebergs are extremely dangerous to ships.

After the *Titanic* disaster in 1912, eleven countries formed the International Ice Patrol to monitor icebergs in the North Atlantic Ocean. Planes are used to locate icebergs and warnings are issued to ships. Interestingly, it is the smaller icebergs that are most dangerous to ships because they are extremely difficult to spot from planes.



Responding to the text

- 1 What causes a large iceberg to be dangerous for shipping?

- 2 Why was the International Ice Patrol formed?

- 3 Why are smaller icebergs most dangerous for ships?

- 4 Why is the photo very important for this information report?

Common and proper nouns

Common nouns are the *general* names given to people, places, animals and things.

people—student, girl, boy, accountant, teacher, actor

places—beach, city, cinema, school, hospital, country

animals—kangaroo, dinosaur, octopus, wasp, python

things—hamburger, shoe, banana, phone, car, novel

Most nouns are common nouns. They can be identified by the fact that they:

- do not name any particular place or thing;
- do not have a capital first letter unless they start a sentence; and
- are usually preceded by the words *the*, *a* or *an*.

Proper nouns are the *particular* names given to people, places, animals and things to distinguish them as special. They can be identified easily because they always start with a capital letter. A proper noun may be a single word or it may consist of more than one word.

people—Shakespeare, Cate Blanchett, Prince William, Walt Disney, Astro Boy

places—Athens, Egypt, Great Barrier Reef, Tasmania, Niagara Falls

animals—Fluffy, Mickey Mouse, Godzilla, Lassie, Flipper

things—Volvo, Friday, Smarties, Vegemite, Jupiter, Parliament House

Missing common and proper nouns

Choose the correct common and proper nouns from the words in brackets to complete each sentence.

- 1 The siege of _____, which _____ described vividly in his _____ *The Iliad*, took place in about 1250 BC (BCE). (Homer, Troy, poem)
- 2 The minotaur, a mythical _____ with a bull's _____ and a man's body, was supposed to live in a _____ on the island of _____ in the Mediterranean Sea. (head, labyrinth, Crete, monster)
- 3 In 218 BC (BCE), the Carthaginian general _____ marched an _____ with elephants trained for _____ across the _____ into northern Italy. (war, army, Hannibal, Alps)
- 4 The city of _____ in _____ began around 900 BC (BCE) as a _____ of mud and _____ huts. (cluster, Italy, Rome, timber)
- 5 The _____, which could seat 50000 _____, was completed during the _____ of _____. (reign, Emperor Titus, spectators, Colosseum)

- 6 The world's largest _____ is _____. It covers over seventeen million square _____. (kilometres, Russia, country)
- 7 The samurai were _____ of medieval _____, who were proud and brave and would fight to the death for their _____. (Japan, lord, knights)
- 8 The Italian _____ Alessandro _____ invented the _____ in 1800. (battery, Volta, scientist)

Matching up common and proper nouns

Write the common nouns from the list next to the country to which they belong.

curry	kangaroo	samurai	tulips	sauerkraut	pyramids	maple
kilts	llama	spaghetti	vodka	sombrero	reindeer	bullfighting

- | | | | |
|-------------------|-------|-----------|-------|
| 1 Egypt | _____ | 8 Mexico | _____ |
| 2 India | _____ | 9 Peru | _____ |
| 3 Japan | _____ | 10 Canada | _____ |
| 4 Australia | _____ | 11 Norway | _____ |
| 5 Scotland | _____ | 12 Spain | _____ |
| 6 The Netherlands | _____ | 13 Russia | _____ |
| 7 Germany | _____ | 14 Italy | _____ |

Defining proper nouns

Match the proper nouns with the corresponding common nouns from the list.

day	continent	girl	car	ship	mountain	boy	parent
city	country	planet	month	river	restaurant	island	explorer

- | | | | |
|-----------|-------|-------------------|-------|
| 1 Hyundai | _____ | 9 France | _____ |
| 2 Venice | _____ | 10 McDonald's | _____ |
| 3 Andrew | _____ | 11 Mt Everest | _____ |
| 4 Monday | _____ | 12 Saturn | _____ |
| 5 Jessica | _____ | 13 <i>Titanic</i> | _____ |
| 6 August | _____ | 14 Asia | _____ |
| 7 Mum | _____ | 15 Captain Cook | _____ |
| 8 Nile | _____ | 16 Madagascar | _____ |

Punctuation

Capital letters and proper nouns

As well as indicating the beginning of sentences, capital letters are used for many different types of proper nouns:

- the specific names of people, animals, places and things
Harry Potter Peppa Pig Japan Kit Kat Cold Power
- days, months, holidays and special events
Tuesday December Anzac Day World Cup
- names of companies, organisations, shops and restaurants
Officeworks The Smith Family Target La Porchetta
- titles of books, films, plays, newspapers, magazines and television shows
The Hobbit Macbeth The Australian Woman's Day My Kitchen Rules

A capital letter is not used in titles for words such as *the, a, at, and, of* and *in* unless they are the first word of the title. For example:

The Lion, the Witch and the Wardrobe

Note: If you are unable to use italics for titles—for example, when you are writing by hand—you can use quotation marks instead.

'The Lion, the Witch and the Wardrobe'



Using capital letters

Rewrite the following sentences using capital letters where they are required. (Use quotation marks here to replace italics for book and magazine titles.)

- 1 bakers delight is in forster road, next door to australia post.

- 2 two of australia's closest neighbours are indonesia and papua new guinea.

- 3 some popular magazines are 'better homes and gardens', 'new idea', 'good health', 'delicious' and 'handyman'.

- 4 we celebrated new year's day at our favourite restaurant, bella's bistro.

- 5 the novel 'the hunger games', written by suzanne collins, has been made into a film that stars jennifer lawrence.

- 6 one of australia's greatest train journeys is from adelaide to darwin on 'the ghan'.

Word skills

Around the world

Egypt	Greece	England	Turkey	Singapore
India	Ireland	Canada	Portugal	Argentina
Israel	Mexico	Norway	Scotland	Australia
Italy	Russia	Germany	Sri Lanka	Austria
Japan	China	Scotland	Vietnam	Switzerland
Spain	France	Thailand	Jamaica	The Netherlands



Which country am I?

Use the clues below to write the names of countries from the word list.

- 1 My Great Wall is a popular tourist attraction. _____
- 2 Windmills were once used to drain water from my low land. _____
- 3 Tsars once ruled me, and my Bolshoi Ballet is world famous. _____
- 4 The Taj Mahal is a marble mausoleum here. _____
- 5 Big Ben is a huge bell in the clock tower of my Parliament House. _____
- 6 The Vienna Boys' Choir has been based here since 1498. _____
- 7 Members of my warrior class were known as samurai. _____
- 8 The Colosseum is a famous building in my capital, Rome. _____
- 9 The first Olympic Games were held here. _____
- 10 My Great Barrier Reef is a World Heritage site. _____
- 11 Pharaohs were buried here in pyramids thousands of years ago. _____
- 12 The Eiffel Tower is one of my famous landmarks. _____
- 13 Matadors fighting bulls once provided a popular spectacle. _____

Who are our people?

Next to each of the countries listed, write down the name of the people who live there. The first one has been done to help you.

- | | | | | | | | |
|---|---------|-------|----------|-------|---|---------|-------|
| 1 | Russia | _____ | Russians | _____ | 5 | Egypt | _____ |
| 2 | Greece | _____ | | | 6 | France | _____ |
| 3 | Japan | _____ | | | 7 | Vietnam | _____ |
| 4 | Ireland | _____ | | | 8 | India | _____ |

- | | |
|--------------------------|--------------------|
| 9 Norway _____ | 17 Mexico _____ |
| 10 Austria _____ | 18 Germany _____ |
| 11 Spain _____ | 19 Jamaica _____ |
| 12 Israel _____ | 20 Italy _____ |
| 13 Switzerland _____ | 21 Argentina _____ |
| 14 Portugal _____ | 22 Turkey _____ |
| 15 Canada _____ | 23 England _____ |
| 16 The Netherlands _____ | 24 China _____ |

Countries and their capitals

Match each country listed below with its capital city.

China	Vietnam	Egypt	India	England	Switzerland
Norway	Jamaica	Thailand	Ireland	Scotland	Portugal
Argentina	Japan	Spain	Russia	Greece	France

- | | |
|-------------------|-----------------------|
| 1 Edinburgh _____ | 10 Cairo _____ |
| 2 Bangkok _____ | 11 Madrid _____ |
| 3 Lisbon _____ | 12 Hanoi _____ |
| 4 Athens _____ | 13 Tokyo _____ |
| 5 Oslo _____ | 14 Paris _____ |
| 6 Kingston _____ | 15 Buenos Aires _____ |
| 7 Beijing _____ | 16 Moscow _____ |
| 8 New Delhi _____ | 17 Dublin _____ |
| 9 London _____ | 18 Bern _____ |

Word origins

The Latin word *terra* means 'earth' or 'land'. The Mediterranean Sea was so named because it was the sea in the middle of the land. Use the dictionary at the back of the book to write the meaning of these *terra* words.

subterranean: _____

terrain: _____

terracotta: _____

territory: _____

terrier: _____

Words and images

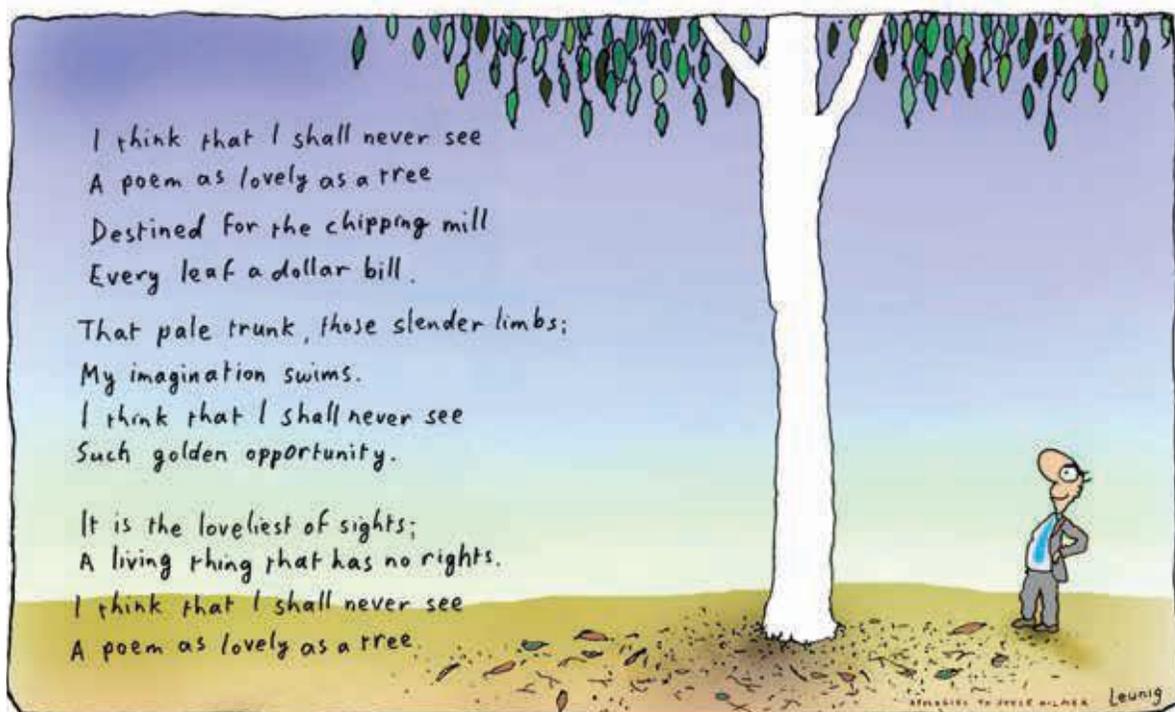
LITERATURE

Words and images work together to create meaning in many kinds of texts, from simple birthday cards to complex websites. The following are important features to keep in mind when analysing the visual components of a text.

- **Gaze:** The subject's gaze is the direction in which they are looking. This may be up or down, directly at the camera, at someone in the image or at something outside the image.
- **Foreground and background:** People or objects in the foreground are close to the camera and appear large, whereas people, objects or places in the background seem small and far away. The dominating image is usually in the foreground.

Sometimes the image supports the words by providing additional information about the setting or the facial expressions of characters. At other times the image might be used to contradict the words, as is the case in the following cartoon by Michael Leunig.

Leunig based this cartoon on a famous poem by Joyce Kilmer, called 'Trees'. He has used, or appropriated, the opening lines of the poem and has then followed the same rhyming scheme to create a new poem that has an entirely different meaning.



Responding to the text

- 1 Describe the man's appearance, his gaze and the expression on his face.

- 2 What do the first two lines show about the man's feelings towards the tree?

- 3 What shock is delivered in the next line?

- 4 'Every leaf a dollar bill'. What does this line tell you about the man?

- 5 Why does his imagination swim?

- 6 What, for the man, is 'the loveliest of sights'?

- 7 What is the contrast between the illustration of the cartoon character and the words of the poem?

- 8 What point of view about the environment does Leunig present in this cartoon?

- 9 Read Joyce Kilmer's original poem written in 1913. What feelings does it express?

Trees

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is prest
Against the earth's sweet flowing breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in Summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

Joyce Kilmer



The film *Red Dog* is loosely based on the true story of a kelpie dog that hitched rides around the Western Australian outback in the 1970s, forging many friendships in different communities. The film focuses on Red Dog's devotion to one of his owners, John, an American who works as a bus driver for a mining company.



Responding to the text

1 What is the purpose of this film poster?

2 The dog that plays the role of Red Dog is called Koko. What is unusual about Koko's name appearing in the credits?

3 What do the background colours indicate about the setting?

4 Alliteration is the repetition of the same consonant at the beginning of several words. List the alliterative words in the Moviedex review.

5 The review from *The Guardian* says that the film will 'set tails wagging wherever it plays'. What does the reviewer mean by this?

6 'Home is where his heart is.' What do these words tell the viewer about Red Dog's character?

7 The film is based on a 'legendary true story'. Why has the designer used capital letters for these words?

8 Red Dog's gaze is directed straight at the camera and his paw is resting on the title board. Why has the designer chosen this image?

9 Why is the image of Red Dog in the foreground?

10 Who is the intended audience of the film?

11 How do the words contribute to the poster's message?

12 What does the image contribute to the poster's message?

Collective and abstract nouns

- A **collective noun** is a word used for a collection or group of similar people, animals or things.

a **gang** of thieves a **herd** of cattle a **school** of fish

- **Abstract nouns** are words that name qualities, ideas, emotions, actions and events. They are things you cannot see or touch.

delight freedom jealousy love injustice progress childhood year



Collective nouns—people

Complete the phrases by choosing suitable collective nouns from the list. Use each collective noun once only.

band	congregation	troupe	crowd	audience	class
crew	orchestra	panel	army	cast	team

- | | |
|--------------------------|--------------------------|
| 1 an _____ of listeners | 7 a _____ of actors |
| 2 a _____ of robbers | 8 a _____ of students |
| 3 a _____ of experts | 9 a _____ of sailors |
| 4 a _____ of worshippers | 10 a _____ of cricketers |
| 5 an _____ of soldiers | 11 a _____ of acrobats |
| 6 an _____ of musicians | 12 a _____ of onlookers |

Collective nouns—animals

Complete the phrases by choosing suitable collective nouns from the list. Use each collective noun once only.

troop	pride	flock	herd	menagerie	swarm
litter	school	brood	pack	nest	colony

- | | |
|-----------------------|-------------------------|
| 1 a _____ of bees | 7 a _____ of vipers |
| 2 a _____ of sheep | 8 a _____ of puppies |
| 3 a _____ of lions | 9 a _____ of animals |
| 4 a _____ of chickens | 10 a _____ of cattle |
| 5 a _____ of wolves | 11 a _____ of porpoises |
| 6 a _____ of ants | 12 a _____ of monkeys |

Collective nouns—things

Complete the phrases by choosing suitable collective nouns from the list. Use each collective noun once only.

set	sheaf	flight	network	compilation	chest
batch	flood	stack	ream	constellation	fleet

- 1 a _____ of stars
- 2 a _____ of tears
- 3 a _____ of paper
- 4 a _____ of cutlery
- 5 a _____ of ships
- 6 a _____ of corn
- 7 a _____ of computers
- 8 a _____ of songs
- 9 a _____ of steps
- 10 a _____ of drawers
- 11 a _____ of dishes
- 12 a _____ of scones

Abstract nouns in action

Complete the sentences with the abstract nouns in brackets.

- 1 A prisoner in _____ seeks _____. (freedom, captivity)
- 2 Every act of _____ to animals is a great _____. (evil, cruelty)
- 3 People who have _____ often try to help those living in _____. (wealth, poverty)
- 4 The general praised _____ and condemned _____. (cowardice, bravery)
- 5 In World War II, Churchill was able to turn _____ into _____. (defeat, victory)
- 6 _____ is a _____ of one's country. (love, patriotism)

Identifying abstract nouns

Identify the abstract nouns in each of the following sentences.

- 1 The swimmers experienced pleasure and delight in the surf.

- 2 The Prime Minister condemned evil, violence and hatred.

- 3 The new student displayed enthusiasm, dedication and determination.

- 4 Charity and compassion are as important as honesty and loyalty.

Punctuation

Apostrophes for contractions

A **contraction** is created when two words are joined together and shortened to become one word. An **apostrophe** is used to indicate where letters have been left out. Contractions are a feature of informal writing and everyday conversations.

It's getting late. (It is)

What's the matter? (What is)

They'll be here soon. (They will)

*You **mustn't** give up.* (must not)

Using contractions

Rewrite the sentences using apostrophes to show the contractions.

- 1 He will always have a scar. _____
- 2 Do not go home yet. _____
- 3 I am going overseas soon. _____
- 4 She would like some lemonade. _____
- 5 Where is my jacket? _____
- 6 You are invited to the party. _____
- 7 What is the time, please? _____
- 8 Jack could not win the race. _____
- 9 Who is coming to the party? _____
- 10 You have got ten minutes left. _____

Using the complete form

Rewrite each sentence by giving the full form of the contracted words.

- 1 Let's go to the soccer. _____
- 2 We couldn't sell our car. _____
- 3 I've found my keys. _____
- 4 That'll be enough, thanks. _____
- 5 It doesn't make any difference. _____
- 6 She's just got a job. _____
- 7 All's well that ends well. _____
- 8 Sienna hadn't seen the film. _____
- 9 There's the bookshop. _____
- 10 You'll need a new phone soon. _____



Word skills

Challenging words

citizen	peculiar	favourite	guarantee	committee
denial	eligible	separate	convenient	maintenance
harass	hygiene	confiscate	possession	committed
shriek	efficient	awkward	embarrass	transparent
familiar	grateful	pyjamas	secretary	acceptance
sheriff	precede	privilege	competition	mischievous



Find the list word

Write down the list word for each of the following meanings and clues.

- 1 A list word beginning with *c*, and meaning:
 - a suitable; or agreeable to the needs or purpose _____
 - b a contest or tournament _____
 - c to seize or take away _____
 - d a resident or townsman _____
 - e a group of people appointed for a specific function _____
 - f devoted or dedicated to a cause _____
- 2 A list word beginning with *s*, and meaning:
 - a forming a unit by itself; not joined to something else _____
 - b to screech or scream _____
 - c a law-enforcement officer _____
 - d a clerical assistant; a person who works in an office _____
- 3 A list word beginning with *p*, and meaning:
 - a having ownership _____
 - b sleepwear _____
 - c a special right or benefit _____
 - d to lead the way or to go before _____
 - e odd or unusual _____

Finding opposites

Write the list words that are opposite in meaning to the following. The first letter is given as a clue.

- 1 graceful, relaxed a _____
- 2 opaque t _____
- 3 well-behaved m _____
- 4 confirmation d _____
- 5 dirtiness h _____
- 6 neglect m _____

Double letters

Insert double letters in the spaces to complete the following list words.

- 1 c o _ _ i _ _ e d
- 2 s h e r i _ _
- 3 h a r a _ _
- 4 a _ _ e p t a n c e
- 5 g u a r a n t _ _
- 6 e m b a _ _ a _ _

Using the clues

Use the clues on the right to complete the 'grateful' acrostic with list words.

<u> </u> g <u> </u> <u> </u> <u> </u> <u> </u>	cleanliness
<u> </u> r <u> </u>	entitlement
<u> </u> a <u> </u> <u> </u> <u> </u> <u> </u>	torment
<u> </u> t <u> </u>	see-through
<u> </u> e <u> </u> <u> </u> <u> </u> <u> </u>	contradiction
<u> </u> f <u> </u>	most liked
<u> </u> u <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u>	formal assurance
<u> </u> l <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u>	qualified

Word origins

The Latin word *gratus* means 'pleasing', 'agreeable' or 'grateful'. A person who is grateful is someone who is deeply appreciative of kindness received. There are many words in the English language originating from *gratus*. Use the dictionary at the back of the book to write the meaning of these words derived from *gratus*.

gratify: _____

ingrate: _____

gratitude: _____

gratis: _____

congratulate: _____

Fables

LITERATURE

Fables have been enjoyed throughout the centuries. A fable is a story that conveys a lesson about life. The lesson, in the form of a moral, is woven into the events of the story and is usually clearly stated at the end. A fable often has animals as its main characters. The animals, while retaining their animal traits, have the ability to speak, to reason and to behave as humans do.

Many of the most famous fables are by a Greek slave known as Aesop, who lived in Greece in the 600s BC (BCE). Aesop had a good understanding of human nature and was a keen observer of the animal world. Most of his animal characters retain features that are typically associated with them—lions are powerful, goats are stupid, ants are hard-working, foxes are wily, tortoises are slow and hares are quick. Some of the fables attributed to Aesop are presented below. Read them and answer the questions.

The fox and the crow

A crow was sitting in a tree, with a lump of cheese she had stolen from a farmer's cottage in her beak. A hungry fox passing by under the tree looked up and saw what the crow had in her mouth. He decided that he wanted to have the cheese for himself so he came up with a cunning plan. He began to talk to her.

'Oh, Madam Crow, how attractive you are today,' he said. 'What lovely feathers you have. How bright your eyes are. Your loveliness is exceptional. Oh, if only your voice were equal to your beauty, you would deserve to be called the Queen of Birds!'

The crow was extremely flattered by the fox's words and just to show that she



could indeed sing beautifully, she fluffed up her feathers, opened her beak and gave a loud caw. Down came the cheese, straight into the fox's open mouth. 'My dear Crow, you may have a lovely voice, but you undoubtedly have no brains,' said the fox as he strolled away with the cheese.

Moral: Do not trust flatterers

Responding to the fable

1 Where is the setting for this fable?

2 What human characteristics does the crow display?

3 What human characteristics does the fox display?

4 How does the fox flatter the crow?

5 In your own words, explain Aesop's lesson in this fable.

Who shall bell the cat?

Long ago, a family of mice was very afraid of a fierce cat that was constantly harassing them. The cat moved furtively and could suddenly appear without a sound. Then the cat would pounce on an unsuspecting victim with extraordinary speed. The mice decided to call a meeting to discuss their predicament. Their talk continued late into the night, but no satisfactory solution seemed to be forthcoming.

Just as the group was about to give up in despair, a young mouse rose to her feet and asked to be allowed to make a suggestion. The little mouse nervously addressed the meeting and said she had an idea which she hoped would work. Her proposal was to hang a bell around the cat's neck so that every time he moved, the bell would ring and alert the mice of danger.



This idea was wildly applauded by all the mice, who thought it was wonderful. But then an old, wise mouse stood up and said, 'That seems to be a wonderful idea on the surface. But tell me, who will put the bell around the cat's neck?' The mice looked at one another and realised that none of them would be willing or able to attach the bell.

Moral: It is often easier to have ideas than to carry them out.

Responding to the fable

1 What was the problem that the mice needed to solve?

2 What human characteristics did the young mouse display?

3 What was the young mouse's solution to the problem?

4 How did the other mice react to her proposal?

5 How did the old, wise mouse make the mice aware that the idea would not work?

The bear and the two travellers

Two friends were travelling together on a road through a forest when a bear suddenly appeared in front of them. One of the travellers climbed up quickly into a tree and hid himself among the leaves. The other, seeing that he must be attacked,



threw himself flat down upon the ground, with his face in the dust. When the bear came up and smelled him all over with its muzzle, he kept perfectly still, pretending to be dead. At last, with a growl the bear shook its head and slouched off, for it is said that bears will not touch a dead body.

After the bear had departed, the traveller in the tree came down to his friend and, laughing, asked what the bear had whispered to him. The other replied, 'He told me never to travel again with a friend who deserts you at the first sign of danger.'

Moral: When you are in trouble you find out who your real friends are.

Responding to the fable

- 1 Where is the setting for this fable?

- 2 How did one of the travellers escape from the bear?

- 3 What did the other traveller do to prevent being attacked?

- 4 How did the bear react to the traveller lying on the road?

- 5 What human quality did the tree climber suggest the bear had?

- 6 How did the traveller who climbed the tree show that he was not a true friend?

Androcles and the lion

Many years ago in Rome, a slave named Androcles escaped from his master. He fled into a forest on the outskirts of Rome and wandered there until he was hungry and tired. Later as he prepared to sleep, he heard a lion near him groaning terribly. Tired as he was, Androcles rose up and tried to escape. As he made his way

through the bushes, he stumbled over the root of a tree and fell down heavily. When he tried to get up, he saw the lion coming towards him, limping badly. Androcles did not have the strength to rise and run away as the lion advanced towards him.

Instead of attacking him, the great beast kept on moaning and groaning and

looking at Androcles. Androcles saw that the lion was holding out its right paw, which was covered with blood and very badly swollen. Looking more closely, he noticed a huge thorn stuck in the lion's paw. Plucking up courage, he seized hold of the thorn and drew it out of the lion's paw. Although the lion roared with pain when the thorn came out, it immediately felt relief and thankfully licked Androcles' hand. Then the lion led Androcles to its cave and brought him food every day.

But one day a number of soldiers came marching through the forest, found Androcles and took him prisoner. They then dragged him back to the town from which he had fled. Here his master soon found him and brought him before the authorities who sentenced him to death. Androcles was condemned to be thrown to the lions.

On the appointed day, he was led into the arena and left there alone with only a spear to protect him. Good fortune meant that the first lion that was brought into the arena was the same one that Androcles had befriended. It advanced towards Androcles and, rather than attacking



him, it stroked him with its paw. The Emperor, surprised at seeing such strange behaviour in so fierce a beast, called on Androcles to explain how it was that this particular lion had lost all its natural ferocity. Androcles told the Emperor all that had happened to him and how the lion was showing its gratitude for his help. The Emperor pardoned Androcles and ordered his master to set him free, while the lion was taken back into the forest and let loose to enjoy liberty once more.

Moral: One good turn deserves another.

Responding to the text

- 1 What is the setting in the first paragraph?

- 2 How did Androcles react to the sound of a lion moaning nearby?

- 3 What had caused the lion to be limping?

- 4 How did the lion respond to Androcles when he removed the thorn?

- 5 What did the soldiers do with Androcles after they had captured him?

- 6 Androcles was condemned to death. How was he to be executed?

- 7 How did the lion unexpectedly behave?

Nouns—singular and plural

- A **singular noun** indicates one person, place or thing. For example:
family horse tomato wife church
- A **plural noun** indicates two or more people, places or things. For example:
families horses tomatoes wives churches

How to form plural nouns

Here are some basic rules for changing singular nouns into plural nouns.

- Most singular nouns form the plural simply by adding *-s* to the singular form.
writer—writers animal—animals cap—caps
- For nouns whose singular ends in *-s*, *-sh*, *-ch*, *-x* or *-ss*, add *-es* to form the plural.
bus—buses beach—beaches match—matches
bush—bushes fox—foxes glass—glasses
- Nouns that end in *-ay*, *-ey* or *-oy*, form their plural by just adding *-s*.
holiday—holidays donkey—donkeys boy—boys
- Other nouns that end with *-y*, but have a consonant before the *-y*, form their plural by changing the *-y* into *-i* and adding *-es*.
baby—babies country—countries lady—ladies
- Nouns that end in *-f* or *-fe* change their ending to *-ves* to form the plural.
wolf—wolves thief—thieves knife—knives
(main exceptions: chiefs, roofs, cliffs)
- Most nouns that end in *-o* form their plural by adding *-es*.
potato—potatoes echo—echoes cargo—cargoes
(main exceptions: photos, pianos, sopranos)
- If a singular noun ends in *-oo* or *-io*, just add *-s*, to form the plural.
kangaroo—kangaroos studio—studios taboo—taboos

Changing from plural to singular

Write the singular form of these plural nouns.

- | | | | |
|----------------|-------|------------|-------|
| 1 volcanoes | _____ | 8 echoes | _____ |
| 2 difficulties | _____ | 9 boxes | _____ |
| 3 leaves | _____ | 10 stories | _____ |
| 4 jockeys | _____ | 11 loaves | _____ |
| 5 classes | _____ | 12 pitches | _____ |
| 6 lunches | _____ | 13 parties | _____ |
| 7 dominoes | _____ | 14 bosses | _____ |

- 15 batches _____
- 16 shelves _____
- 17 princesses _____

- 18 berries _____
- 19 hooves _____
- 20 torches _____

Forming the plural

Form the plural of these nouns:

- 1 baby _____
- 2 chief _____
- 3 cry _____
- 4 diary _____
- 5 elf _____
- 6 journey _____
- 7 hero _____
- 8 salary _____
- 9 secretary _____
- 10 half _____
- 11 atlas _____
- 12 cross _____
- 13 lunch _____
- 14 folio _____
- 15 gas _____

- 16 circus _____
- 17 chimney _____
- 18 cliff _____
- 19 cockatoo _____
- 20 gallery _____
- 21 branch _____
- 22 speech _____
- 23 thief _____
- 24 shelf _____
- 25 society _____
- 26 tomato _____
- 27 turkey _____
- 28 marsh _____
- 29 church _____
- 30 waltz _____

Writing plural nouns

Use the definitions and clues below to write the plural nouns.

- 1 new-born cows and bulls _____
- 2 time-pieces worn on wrists _____
- 3 insects with beautifully coloured wings _____
- 4 men who are married, beginning with *h* _____
- 5 musical keyboard instruments, beginning with *p* _____
- 6 more than one peach _____
- 7 public places that have collections of wild animals _____
- 8 more than one compass _____

Punctuation

Apostrophes for possession

Apostrophes are used to show possession or ownership in the following ways.

- When the noun that possesses something is **singular**, add an apostrophe and -s.
the crow's nest (the nest of the crow)
the pony's saddle (the saddle of the pony)
- When the noun that possesses something is **plural and already ends in -s**, just add an apostrophe.
the crows' nest (the nest of the crows)
the ponies' saddles (the saddles of the ponies)
- When the noun that possesses something is **plural but does not end in -s**, add an apostrophe and -s.
the women's clothing (the clothing of the women)

Using apostrophes for possession

Change each of the following phrases so that an apostrophe is used to show possession. The first one has been done as an example.

- 1 the uniform of the officer the officer's uniform
- 2 the wings of the eagle _____
- 3 the prey of the lions _____
- 4 the tools of the carpenter _____
- 5 the toys of the children _____
- 6 the age of my mother _____
- 7 the howls of the cats _____
- 8 the problems of the world _____



Missing apostrophes

Rewrite the following phrases and add the missing apostrophes.

- 1 a singers performance _____
- 2 three babies names _____
- 3 yesterdays news _____
- 4 two clowns costumes _____
- 5 the womens diaries _____
- 6 Jasons overseas trip _____
- 7 the canaries cages _____

Word skills

Animalia

giraffe pelican camel elephant platypus
 monkey panther whale vulture centipede
 penguin turkey wolf porpoise kangaroo
 tortoise parrot koala leopard scorpion
 wallaby ostrich eagle reindeer porcupine
 gazelle mouse jaguar donkey termite



Working with words

- 1 Identify and record in alphabetical order the names of three insects in the word list.

- 2 Identify and record in alphabetical order the names of seven birds in the word list.

- 3 Identify and record in alphabetical order the names of three members of the cat family in the word list.

What animal am I?

Use the following clues to identify animals in the word list.

- 1 I am a sea bird with a large bill. _____
- 2 I am a small kangaroo. _____
- 3 I am a terrestrial turtle with a hard shell. _____
- 4 I am the largest of all land mammals. _____
- 5 I am the tallest bird in the world, but I cannot fly. _____
- 6 I have a coat of sharp spines called quills. _____
- 7 I am a large bird of prey that eats dead and rotting flesh. _____
- 8 I am a strange Australian animal with a broad bill and tail. _____
- 9 I am a small rodent with a long tail. _____
- 10 I have many pairs of legs. _____
- 11 I am a member of the horse family also called an ass. _____
- 12 I have a venomous sting at the end of my tail. _____

- 13 I am a black and white bird living in the Antarctic. _____
- 14 Young children believe I pull Santa's sleigh. _____
- 15 If I have one hump I am called a dromedary. _____
- 16 I am a brightly coloured bird and can learn to imitate sounds. _____
- 17 I am a huge mammal living in the ocean. _____
- 18 I am an Australian animal that feeds on eucalyptus leaves. _____

Where do I come from?

Use the dictionary at the back of the book for clues to name the country or continent of origin of the following animals.

- | | |
|----------------------|-------------------|
| 1 hippopotamus _____ | 5 cassowary _____ |
| 2 raccoon _____ | 6 giraffe _____ |
| 3 yak _____ | 7 piranha _____ |
| 4 skunk _____ | 8 panda _____ |

Finding the missing consonants

Add the consonants to complete the list words.

- | | |
|---------------------|-----------------------|
| 1 ___ o ___ | 6 ___ a ___ e ___ |
| 2 ___ e ___ i ___ e | 7 ___ a ___ o ___ |
| 3 ___ e o ___ a ___ | 8 ___ a ___ u ___ |
| 4 ___ u ___ e ___ | 9 ___ e i ___ e e ___ |
| 5 ___ i ___ a ___ e | 10 ___ u ___ u ___ e |

Word origins

The Latin word *centum* means 'one hundred'. Through the centuries, a centipede was mistakenly believed by many people to have exactly one hundred feet. (The Latin word for a foot is *pes/pedis*.) There are other words in English that come from *centum*. With the help of the dictionary at the back of the book, write the meaning of the words derived from *centum*.

centurion: _____

centennial: _____

centimetre: _____

bicentennial: _____

Newspaper articles

LITERATURE

Newspapers are an important source of information about what is happening locally, nationally and around the world. Journalists are trained to report events clearly, accurately and without bias. The articles or reports that appear in the 'News' section of daily newspapers generally provide answers to five key questions, often called 'the five Ws of journalism': Who? What? When? Where? Why?

- **Who** is the article about?
- **What** happened?
- **When** did the event take place?
- **Where** did it take place?
- **Why** did it happen?

News articles usually elaborate on these basic details by including direct quotes from people involved, statistics and extra information that will interest, inspire or even shock readers.

Read the following newspaper articles then answer the questions.

16-year-old survives stowaway flight drama

AN FBI agent says a 16-year-old US boy who stowed away in the wheel well of a flight from California to Hawaii has no memory of the trip and is lucky to be alive.

The teen survived the trip halfway across the Pacific Ocean unharmed despite frigid temperatures at 38 000 feet (11 500 metres) and a lack of oxygen.

FBI spokesman Tom Simon in Honolulu said on Sunday night the boy was questioned after being discovered on the tarmac at the Maui airport with no identification.

'Kid's lucky to be alive,' Simon said.

Simon said security footage from the San Jose airport verified that the boy hopped a fence to get to Hawaiian



Airlines Flight 45 on Sunday morning.

The teen had run away from his family after an argument, Simon said. When the flight

landed in Maui, the boy hopped down from the wheel well and started wandering around the airport grounds, he said.

continued »

'He was unconscious for the lion's share of the flight,' Simon said. The flight lasted about 5½ hours.

Hawaiian Airlines spokeswoman Alison Croyle said airline personnel noticed the boy on the ramp after the flight arrived and immediately notified airport security.

'Our primary concern now is for the well-being of the

boy, who is exceptionally lucky to have survived,' Croyle said ...

'The boy will not be charged and was referred to child protective services,' Simon said.

In August, a 13- or 14-year-old boy in Nigeria survived a 35-minute trip in the wheel well of a domestic flight after stowing away. Authorities credited the flight's short duration.

Others stowing away in wheel wells have died, including a 16-year-old killed after stowing away aboard a flight from Charlotte, North Carolina, to Boston in 2010 and a man who fell onto a suburban London street from a flight from Angola in 2012.

from *Herald Sun*, 21 April 2014

Responding to the text

Answer the questions about who, what, when, where and why.

1 Who is the article about?

2 What happened? Outline the basic events that make this story newsworthy.

3 When did this happen?

4 Where did this event take place?

5 Why did the boy stow away?

6 Explain why the boy is 'lucky to be alive'.

7 Most of the factual information for this story is provided by someone in authority. Who?

8 Who is Alison Croyle and what is she quoted as saying?

9 Why do authorities think the stowaway in Nigeria survived?

10 What message is contained in the last paragraph?

11 What is the purpose of this article?

Heroic life cycle for 50 000 km

BORN with a huge hole in his heart, it seemed unlikely Jeremy Scott, 40, would ever enjoy a normal life—let alone an extraordinary one.

The boy who underwent open heart surgery at the age of four, is now the man who rode close to 50 000 km around the world to raise money for the Heart Foundation.

The New Zealander left London in October 2011, and has since cycled through sandstorms, typhoons and temperatures ranging from -20°C to 50°C .

Mr Scott's travel stories range from run-ins with the Iranian mafia to offers of food and shelter from some of the poorest people on earth.

He is now on his Australian leg of the journey, arriving in Melbourne to spend time with

his niece Jasmine Panteli, 9, and nephew Jackson Panteli, 5, who tried to keep up with their uncle on a ride yesterday.

'This adventure is the challenge of a lifetime,' said Mr Scott of his self-funded journey, undertaken without a support crew.

'My heart condition denied me the opportunity to live the life of a normal healthy child.

'I am doing this journey to show myself and others that you can live a full life and live your dreams, despite the challenges that may come your way.'

Heart Foundation Victoria's Fundraising Director Rob Daly said Jeremy's ride is inspirational.

Mr Scott hopes to raise \$50 000 by the time he rolls into his home town of Auckland.

STATS SO FAR

Distance—46 790 km

Length—825 days

Number of tyres—currently on 3rd set of tyres

Number of punctures—4

Number of plasters used—2, to keep small cuts clean

Fastest speed—83 km/h in Iran

Longest distance in a day—205 km in both Turkmenistan Desert and Taklamakan Desert

Most eggs eaten in a day—15

Most 'hellos' received and given in a day—Cambodia, Laos and Sumatra. Hundreds of times per day, every day

from *Herald Sun*, 9 January 2014



Jeremy Scott rides his bike with nephew Jackson, 5, and niece Jasmine, 9, in support.

Responding to the text

Answer the questions about who, what, when, where and why.

- 1 Who is this news article about? List the factual information that is given.

- 2 What has happened?

- 3 When did it happen?

- 4 Where did it happen?

- 5 Why did Jeremy decide to undertake this journey?

- 6 Describe the weather conditions he has endured.

- 7 At the end of the article, Jeremy explains his personal reasons for undertaking 'the challenge of a lifetime'? What motivates him?

- 8 In the 'Stats so far' box, what is surprising about the information contained in the first five items?

- 9 What is the purpose of this news article?

- 10 How do you think readers will respond to the story of Jeremy Scott? Why?

Irregular plurals

There are nouns in the English language that have irregular plurals. Some of these plurals have gradually evolved over the centuries, while others have been derived from Latin and Greek words that were introduced into the language. The following rules and examples will help to give you a better understanding of these irregular plurals.

- Instead of adding *-s*, some nouns change their spelling in the plural form.

man—men	woman—women	child—children
foot—feet	tooth—teeth	ox—oxen
goose—geese	mouse—mice	louse—lice
- There are some nouns that have the same form for both the singular and the plural.

sheep	deer	salmon	scissors	pyjamas	pants	species	police
-------	------	--------	----------	---------	-------	---------	--------
- If a noun ends in *-us*, change the ending to *-i* to form the plural.

fungus—fungi	stimulus—stimuli	nucleus—nuclei
--------------	------------------	----------------

(Note: the plural of 'platypus' can be both *platypuses* or *platypi*.)
- If a noun ends in *-um*, change the ending to *-a* to form the plural.

curriculum—curricula	stratum—strata	datum—data
----------------------	----------------	------------

(Notes: the plural of 'stadium' can be both *stadiums* or *stadia*; the singular of *data* is 'datum', but *data* is commonly used for both singular and plural forms.)
- If a noun ends in *-is*, change the ending to *-es* to form the plural.

analysis—analyses	crisis—crises	synopsis—synopses
-------------------	---------------	-------------------
- If a noun ends in *-a*, change the ending to *-ae* to form the plural.

formula—formulae	vertebra—vertebrae	antenna—antennae
------------------	--------------------	------------------



Forming irregular plurals

Using the above rules and examples, give the plural forms for the following nouns.

- | | |
|--|--|
| <p>1 larva _____</p> <p>2 oasis _____</p> <p>3 radius _____</p> <p>4 hypothesis _____</p> <p>5 syllabus _____</p> <p>6 formula _____</p> <p>7 stimulus _____</p> <p>8 scissors _____</p> <p>9 mouse _____</p> <p>10 analysis _____</p> | <p>11 bacterium _____</p> <p>12 synopsis _____</p> <p>13 curriculum _____</p> <p>14 tooth _____</p> <p>15 foot _____</p> <p>16 sheep _____</p> <p>17 diagnosis _____</p> <p>18 millennium _____</p> <p>19 pyjamas _____</p> <p>20 vertebra _____</p> |
|--|--|

Using plurals to complete sentences

Complete the following sentences by using the regular and irregular plural forms of the nouns in brackets.

- 1 Crowds of _____ (woman) and _____ (child) were fleeing from the tsunami.
- 2 The geologists collected a variety of _____ (datum) that described the _____ (stratum) of the rocks.
- 3 A number of _____ (thesis) have been put forward to explain why some plant _____ (species) survive while others become extinct.
- 4 In the two _____ (box) there were _____ (potato), _____ (tomato) and _____ (radish).
- 5 Numerous _____ (turkey), _____ (deer) and _____ (goose) roamed the farm.
- 6 High _____ (cliff) towered over the _____ (antenna) on the _____ (roof) of the houses.
- 7 At the market, _____ (watch), _____ (knife), _____ (scarf) and _____ (compass) were for sale.
- 8 During the hot weather, many _____ (family) flocked to the _____ (beach).
- 9 The allied _____ (army) and _____ (navy) were preparing for peace.
- 10 The artist was using _____ (brush) to apply the finishing _____ (touch) to her painting.
- 11 We're growing _____ (cactus), _____ (lily) and _____ (berry) in the garden.
- 12 The _____ (dish) on the table contained _____ (bunch) of _____ (cherry).
- 13 Many _____ (mosquito) breed in the _____ (marsh).
- 14 Important medical _____ (discovery) are often made at famous _____ (university).



Punctuation

Commas indicating pauses

A comma is often used to mark a natural pause in a sentence—the place where someone would take a short breath if they were reading aloud. Here are some guidelines for using commas to mark pauses.

- A comma often marks off the introductory part of a sentence.
While the fire brigade cleared the accident scene, several police officers directed traffic and pedestrians away from the area.
- Commas are used to mark off extra or non-essential information in a sentence.
Paramedics, who arrived at the scene within minutes, attended to the distraught driver and a seriously injured pedestrian.

Using commas in sentences

Rewrite each sentence. Insert the comma or commas in the correct place using the above guidelines.

- 1 When the freeway was flooded by heavy rain the traffic was backed up for kilometres.

- 2 The young stowaway who had run away from home managed to bypass the airport's security.

- 3 While he was riding around Australia the cyclist collected money for a worthy cause.

- 4 Mrs Stein our new neighbour often drops by with freshly baked cakes and biscuits.

- 5 After the lightning struck the tree I realised how lucky I was to survive the falling branch.

- 6 My eldest brother whose name is Daniel will be getting married in June.

- 7 Before the family went on their overseas trip they all had to renew their passports.

Word skills

Meet the press

publication	illustrate	opinion	reporters	information
journalists	columnist	editor	production	sensational
magazine	purpose	articles	contradict	commentary
subscribe	influence	allege	revenue	entertainment
abbreviate	interpret	issue	circulation	correspondent



A word for a phrase

Find words in the list that match the meanings of the following phrases. The first letter of each word has been given.

- 1 amusement or enjoyment provided to others *e* _____
- 2 to provide a book or other publication with pictures *i* _____
- 3 to pay in advance in order to receive a regular publication *s* _____
- 4 a periodical publication with articles, illustrations, etc. *m* _____
- 5 to assert the opposite of a statement made *c* _____
- 6 to assert, without proof, that someone has committed a crime *a* _____
- 7 the number of copies sold of a newspaper or magazine *c* _____
- 8 causing great public interest and excitement *s* _____
- 9 a series of explanations or interpretations *c* _____
- 10 the creation or formation of something *p* _____
- 11 to shorten *a* _____

Gathering the news

Read through the following passage. Fill the gaps with list words, using the first-letter clues to help you.

Reuters, the world's largest news agency, has j_____ in over 150 countries. Each foreign c_____ is responsible for gathering i_____ about the country in which they are working. Sometimes the news is s_____ and this usually increases the c_____ and the r_____ of the p_____. The e_____ may alter or a_____ an article and add his or her own c_____.

Each i _____ of a newspaper contains a variety of a _____ of news, features and o _____ written by r _____. The p _____ of many newspapers is to i _____ world events and i _____ the readers' thinking.

Changing words to verbs and nouns

1 Change the following words to verbs.

- | | |
|-----------------------|---------------------|
| a circulation _____ | e publication _____ |
| b correspondent _____ | f information _____ |
| c commentary _____ | g sensational _____ |
| d production _____ | h editor _____ |

2 Change the following words to nouns.

- | | |
|--------------------|-------------------|
| a abbreviate _____ | d interpret _____ |
| b illustrate _____ | e subscribe _____ |
| c contradict _____ | f allege _____ |

Completing phrases

Choose words from the list to complete the following expressions. The first letters have been given. Use each word once only.

- | | |
|-------------------------------|--------------------------------|
| 1 the newspaper e _____ | 7 to i _____ a children's book |
| 2 a fashion m _____ | 8 to c _____ a statement |
| 3 my personal o _____ | 9 to a _____ a sentence |
| 4 a multi-p _____ publication | 10 to a _____ a crime |
| 5 to give a running c _____ | 11 to s _____ to a magazine |
| 6 to give useful i _____ | 12 to i _____ a foreign text |

Word origins

Originally, a journalist was a person who recorded daily events. The word 'journalist' comes from the French word *jour*, which means 'day'. There are a number of words in English derived from *jour*. Use the dictionary at the back of the book to write the meaning for each word below.

journal: _____

sojourn: _____

adjourn: _____

journey: _____

Characters

LITERATURE

When we read a novel, we enter an imaginary world in which we share the emotions, thoughts and actions of its characters. We identify with them as they struggle to overcome their problems and celebrate their victories.

We learn about characters in the novel by:

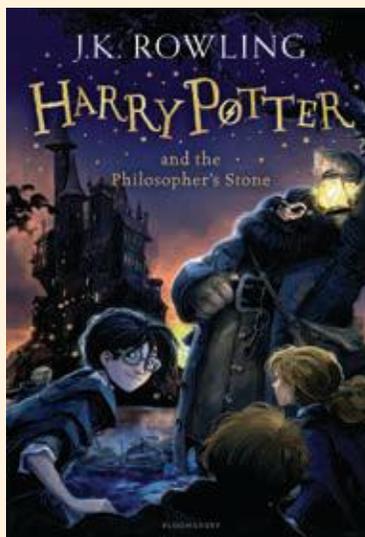
- their physical appearance and dress
- their words and actions
- their thoughts and feelings
- their relationship with other characters
- the comments made by other characters about them
- the comments made by the writer.

You will meet some very interesting characters as you read through the following descriptions and answer the questions.

Hagrid

A low rumbling sound had broken the silence around them. It grew steadily louder as they looked up and down the street for some sign of a headlight; it swelled to a roar as they both looked up at the sky—and a huge motorbike fell out of the air and landed on the road in front of them.

If the motorbike was huge, it was nothing to the man sitting astride it. He was almost twice as tall as a normal man and at least five times as wide. He looked simply too big to be allowed, and so wild—long tangles of bushy black hair and beard hid most of his face, he had hands the size of dustbin lids and his feet in their leather boots were like



baby dolphins. In his vast, muscular arms he was holding a bundle of blankets.

'Hagrid,' said Dumbledore sounding relieved. 'At last. And where did you get that motorbike?'

'Borrowed it, Professor Dumbledore, sir,' said the giant, climbing carefully off the motorbike as he spoke. 'Young Sirius Black lent it me. I've got him sir.'

'No problems, were there?'

'No, sir—house was almost destroyed but I got him out all right before the Muggles started swarming around. He fell asleep as we was flyin' over Bristol.'

continued »

Dumbledore and Professor McGonagall bent forward over the bundle of blankets. Inside, just visible, was a baby boy, fast asleep. Under a tuft of jet-black hair over his forehead they could see a curiously shaped cut, like a bolt of lightning.

'Is that where—?' whispered Professor McGonagall.

'Yes,' said Dumbledore. 'He'll have that scar for ever.'

from *Harry Potter and the Philosopher's Stone*
by JK Rowling

Responding to the text

1 What indication is given that a motorbike was approaching?

2 What was noticeable about Hagrid's size?

3 What gave Hagrid a wild appearance?

4 What phrase indicates the great size of Hagrid's hands?

5 Identify the simile that shows Hagrid's feet and boots are huge.

6 What was in the bundle of blankets that Hagrid was holding?

7 What unusual mark was on the baby's forehead?

8 What evidence shows that Hagrid had saved the baby's life?

Aunt Sponge and Aunt Spiker

It all started on a blazing hot day in the middle of summer. Aunt Sponge, Aunt Spiker and James were all out in the garden. James had been put to work, as usual. This time he was chopping wood for the kitchen stove. Aunt Sponge and Aunt Spiker were sitting comfortably in deck-chairs nearby, sipping tall glasses of fizzy lemonade and watching him to see that he didn't stop work for one moment.

Aunt Sponge was enormously fat and very short. She had small piggy eyes, a sunken mouth, and one of those white flabby faces that looked exactly as though it had been boiled. She was like a great white soggy overboiled cabbage. Aunt Spiker, on the other hand, was lean and

tall and bony and she wore steel-rimmed spectacles that fixed onto the end of her nose with a clip. She had a screeching voice and long wet narrow lips, and whenever she got angry or excited, little flecks of spit would come shooting out of her mouth as she talked. And there they sat, these two ghastly hags, sipping their drinks and every now and again screaming at James to chop faster and faster. They talked about themselves, each one saying how beautiful she thought she was. Aunt Sponge had a long-handled mirror on her lap, and she kept picking it up and gazing at her own hideous face.

from *James and the Giant Peach* by Roald Dahl

Responding to the text

- 1 What is the setting for this description?

- 2 'Aunt Sponge, Aunt Spiker and James were all out in the garden.' What contrast is there in their activities?

- 3 In paragraph two, what evidence shows that the aunts treated James very cruelly?

- 4 What is the writer's purpose in this passage?

- 5 What vegetable does the writer compare Aunt Sponge to?

- 6 What happened when Aunt Spiker became angry or excited?

- 7 How was Aunt Spiker's size very different from that of Aunt Sponge?

- 8 Why did Aunt Sponge keep looking at herself in her long-handled mirror?

Miss Belmont

The grade-six teacher at Barringa East Primary was Miss Belmont. She was terrifying, but very stylish. She had a lovely figure, and her hair was silvery grey tipped with blonde streaks. Her face was smooth and tanned because she played a lot of sport. She didn't smoke, so her teeth looked like television-ad teeth. I liked carrying her bag from her car each morning because both were expensive looking, and I liked to pretend that they belonged to me.

She could keep a class in order better than anyone else in the whole school. She could even squash Barry Hollis. The reason she was given grade six was because Mr Kennard told the Principal he would resign and get a job on the Council garbage truck rather than take our class. (That was one of the things I heard through the



masonite walls in the sick bay.) Although she was a dictator, Miss Belmont had some admirable qualities. The first day of the term she said, 'Dark-haired girl in the end row, what's your name?' and everyone did their thing about Erk, Yuk and Gherkin.

Miss Belmont glanced coldly from one yelling face to the next, right round the

room, and that glance was as effective as a series of sharp slaps. The faces stopped yelling, one by one, like falling dominoes. Even Barry Hollis kicked the desk in front of him more quietly.

I said with dignity that my name was Erica Yurken.

'Erica's a very nice name,' Miss Belmont said. 'It means "great heroine".'

'It means ...' said Barry Hollis, and gave his own personal definition.

'And what's YOUR name, young man?' Miss Belmont asked. 'Barry Hollis, is it? Right, I've committed it to memory, Barry Hollis, AND IF YOU DON'T STOP KICKING THAT DESK THERE IS GOING TO BE A HOLE IN THE WINDOW PANE EXACTLY YOUR SIZE AND SHAPE IN THE NEXT THREE SECONDS!'

It sounded weird, a voice that fierce and immense coming out of such a ladylike

teacher. Even her hair looked violent, as though it would send off a shower of electric sparks. Everyone sat as still and quiet as new Derwent pencils in a box.

'That's more like it,' Miss Belmont purred. 'Now we'll do some WORK!'

Usually on the first day of term people romp light-heartedly around the room and fights break out about who's sitting where and the teacher tears her hair and fusses about timetables and maths books and such. But Miss Belmont had all that organised before school even started, and you'd never believe the work we got through that first morning.

She seemed to have eyes like a fly, with multiple sections that could see sideways and backwards, and into things that hadn't even happened yet.

from *Hating Alison Ashley* by Robin Klein

Responding to the text

- 1 What is the setting for this description?

- 2 'Her face was smooth and tanned ...' What reason does the narrator give for this?

- 3 Identify the simile that shows Miss Belmont has beautiful teeth.

- 4 What special ability as a teacher did Miss Belmont have?

- 5 'The faces stopped yelling, one by one ...' What are the students' faces compared to?

- 6 What do Miss Belmont's threats to Barry Hollis reveal about her character?

- 7 How did the class behave after Miss Belmont's warning to Barry Hollis?

- 8 What evidence is there to show that Miss Belmont was highly organised?

Adjectives in action

Adjectives are descriptive words that help to add meaning to nouns. They provide colour, shape, size, feelings, strength, and whatever else might be needed to enable us to form a clearer mental picture of the person, place or thing being described.

Here are some of the ways that adjectives enhance nouns.

- Adjectives describe people and their appearance.
her face was smooth and tanned two ghastly hags small, piggy eyes
- Adjectives describe objects and things.
tall glasses of fizzy lemonade a long-handled mirror falling dominoes
- Adjectives describe places.
an empty road a sunny garden a clear blue sky
- Adjectives describe feelings and attitudes.
cruel aunts a lonely boy a thankful survivor
- Adjectives describe the natural world and its creatures.
a blazing hot day the sleek, grey wolf diving seagulls
- Adjectives describe all kinds of sounds.
a screeching voice a low, rumbling sound a crackling fire



Identifying adjectives

Identify the adjectives describing characters and their appearance in each of the following sentences. Write them in the spaces provided.

- 1 'She was like a great white soggy overboiled cabbage.'

- 2 'Aunt Sponge was enormously fat and very short.'

- 3 'She had small piggy eyes, a sunken mouth and one of those white flabby faces that looked as though it had been boiled.'

- 4 'Aunt Spiker, on the other hand, was lean and tall and bony.'

- 5 'She had a screeching voice and long wet narrow lips.'

- 6 'Miss Belmont had some admirable qualities.'

- 7 'Her face was smooth and tanned.'

Adjective and noun match-up

Find the most suitable adjective in the list for each of the nouns below. Use each adjective once only.

Adjectives

whirring	tasty	steep	fluttering
croaking	erupting	comfortable	sour
affectionate	venomous	sparkling	suntanned
villainous	illustrated	galloping	demolished

Nouns

- | | | | | | |
|----|-------|-----------|----|-------|------------|
| 1 | _____ | snake | 12 | _____ | frogs |
| 2 | _____ | book | 13 | _____ | chair |
| 3 | _____ | surfer | 14 | _____ | helicopter |
| 4 | _____ | cat | 15 | _____ | building |
| 5 | _____ | horse | 16 | _____ | pirate |
| 6 | _____ | pasta | | | |
| 7 | _____ | descent | | | |
| 8 | _____ | diamonds | | | |
| 9 | _____ | butterfly | | | |
| 10 | _____ | lemon | | | |
| 11 | _____ | volcano | | | |



Numbers as adjectives

Numbers are often used as adjectives to describe nouns. They tell *how many*.

five fingers *twenty apples* *three mistakes* *thirteenth birthday*

Complete the following items by adding the missing numerical adjectives.

- | | | | | | |
|---|-------|-------------------------|----|-------|-----------------------|
| 1 | _____ | seconds in a minute. | 9 | _____ | hours in a day |
| 2 | _____ | letters of the alphabet | 10 | _____ | cents in a dollar |
| 3 | _____ | sides of a square | 11 | _____ | Blind Mice |
| 4 | _____ | months in a year | 12 | _____ | cricketers in a team |
| 5 | _____ | days in a week | 13 | _____ | angles of a triangle |
| 6 | _____ | years in a decade | 14 | _____ | lives of a cat |
| 7 | _____ | sides make a pentagon | 15 | _____ | sides of a quadrangle |
| 8 | _____ | wheels on a tricycle | 16 | _____ | wheels on a bicycle |

Punctuation

Quotation marks for direct speech—1

In written texts, the words that are actually spoken (direct speech) are enclosed by quotation marks. Commas, full stops, question marks, exclamation marks and capital letters are also used. A typical pattern for punctuating direct speech is shown below.

‘ _____,’ said Jessie’s father.

‘ _____?’ asked Jessie.

‘ _____!’ shouted the judge.

Here is the complete conversation:

‘That was a great song choice,’ said Jessie’s father.

‘Do you think I could win the competition?’ asked Jessie.

‘And the winner is Jessie Chan!’ shouted the judge.

Punctuating speech

Using the pattern shown above, rewrite these short conversations and insert the missing punctuation marks in the correct position. You will need to use quotation marks, commas, full stops, question marks and exclamation marks.

- 1 Would you like chicken stir-fry or vegetable lasagne asked the flight attendant
I’ll have the chicken replied the passenger

- 2 Get out of the way yelled Alex as the rocks tumbled down the hill
We can’t thank you enough said the grateful tour guide

- 3 Why are you late demanded the principal when she saw Alex sneak past her office
It was my sister’s birthday party last night and I slept in replied Alex

- 4 This movie is really boring muttered Sarah under her breath
Do you want to give it a miss and go for a coffee whispered her friend

- 5 A local told me there aren’t any rips at this beach said Tom
There’s a shark out there though warned his friend

Word skills

Describing people

conceited	belief	stubborn	jealous	tolerant
perceive	loyal	suspicious	honest	anxious
deceive	thief	modest	achieve	busy
priest	chief	intelligent	receive	wicked
shriek	lazy	impatient	corrupt	malicious
relief	angry	ambitious	confident	conceive



Spelling hints

When you are spelling words that use *i* and *e* together to make an *ee* sound, a good rule to remember is: use *i* before *e* except after *c*. For example:

shield/yield ceiling/deceit

The two main exceptions are *seize* and *protein*.

Using *ie* or *ei* words for *ee* sounds

For each of the following definitions, write down an *ie* or *ei* word from the word list above.

- 1 vain and arrogant _____
- 2 to mislead by giving false information _____
- 3 a person who steals _____
- 4 to see or become aware of _____
- 5 to carry out successfully _____
- 6 a principle or an idea accepted as true _____
- 7 a leader or ruler of a people or tribe _____
- 8 to become pregnant _____
- 9 a high-pitched piercing sound _____
- 10 to take something that is given _____

Finding adjectives

Write down words from the word list that match the meanings of the phrases below. The first letter has been given to help you.

- 1 not liking work or effort | _____
- 2 determined not to change one's mind s _____

- | | | | |
|----|--|---|-------|
| 3 | faithful and true | l | _____ |
| 4 | showing respect for the rights of others | t | _____ |
| 5 | desiring success or fame | a | _____ |
| 6 | to be dishonest or able to be bribed | c | _____ |
| 7 | clever and quick at understanding | i | _____ |
| 8 | unwilling to wait | i | _____ |
| 9 | having a humble opinion of oneself | m | _____ |
| 10 | truthful; free of deceit | h | _____ |
| 11 | having strong belief; sure of oneself | c | _____ |
| 12 | evil or morally bad | w | _____ |

Changing adjectives into abstract nouns

Change each of the following adjectives into abstract nouns. For example, *loyal* becomes *loyalty*.

- | | | | | | |
|---|-------------|-------|----|-----------|-------|
| 1 | suspicious | _____ | 9 | angry | _____ |
| 2 | modest | _____ | 10 | tolerant | _____ |
| 3 | jealous | _____ | 11 | corrupt | _____ |
| 4 | stubborn | _____ | 12 | confident | _____ |
| 5 | intelligent | _____ | 13 | lazy | _____ |
| 6 | wicked | _____ | 14 | anxious | _____ |
| 7 | impatient | _____ | 15 | busy | _____ |
| 8 | ambitious | _____ | 16 | malicious | _____ |

Word origins

The prefix *mal-*, as in the word 'malicious', means 'bad', 'wrongful' or 'ill'. The word 'malaria' originally meant 'bad air'. In ancient times, many people died from malaria in Rome and the Romans believed it was caused by the bad air (*aria*). Only many centuries later, it was discovered that the mosquito was the culprit. Use the dictionary at the back of the book to find the meaning of these words derived from *mal-*.

- malice: _____
- malignant: _____
- malign: _____
- malformed: _____
- malady: _____

The graphic novel

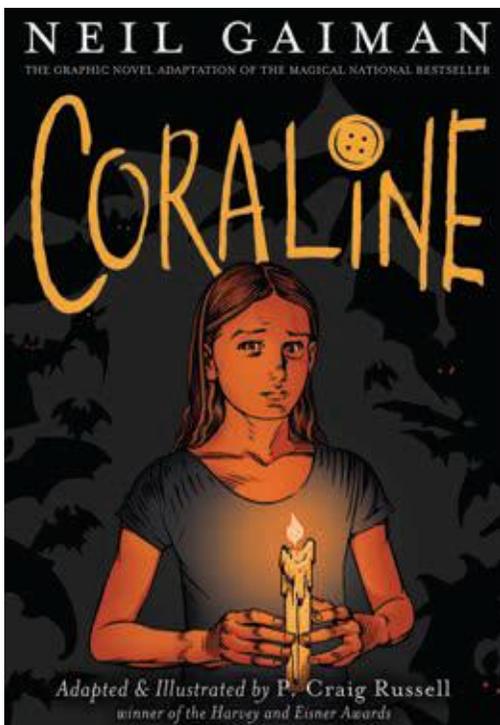
LITERATURE

A graphic novel is a combination of a comic and a novel. The illustrations and words work together to tell a story and bring it to life. Many popular novels have been adapted into graphic novels. The features of a graphic novel include:

- a sequence of **panels** of any shape and size that contain the words and illustrations
- **speech balloons** that contain the dialogue and sound effects
- **caption boxes** that link the panels by providing information
- use of **colour** to indicate emotions or mood, such as red for danger or black for evil
- visual information about the **characters**, such as their appearance, facial expressions and emotions
- visual information about the **setting** and the **action**.

The graphic novel *Coraline* by Neil Gaiman tells the story of a teenage girl who steps through a door in her family's new house and finds a similar house inhabited by two evil people who call themselves the 'other mother' and 'other father'. Coraline soon realises that she must escape from this world of horror.

The book cover and two pages from the novel are printed below and on the following pages. Study them carefully and answer the questions.



Responding to the cover

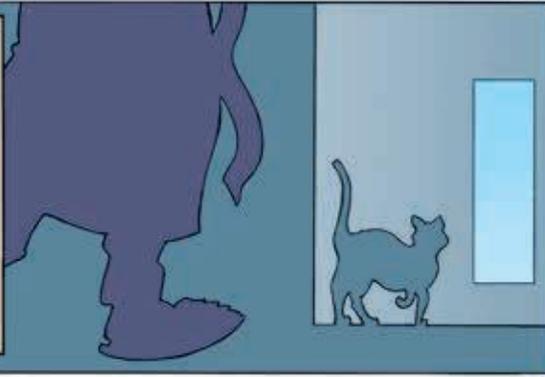
- 1 Describe the expression on Coraline's face.

- 2 How does the illustrator show that it is night-time?

- 3 What is the effect of the bats in the background?

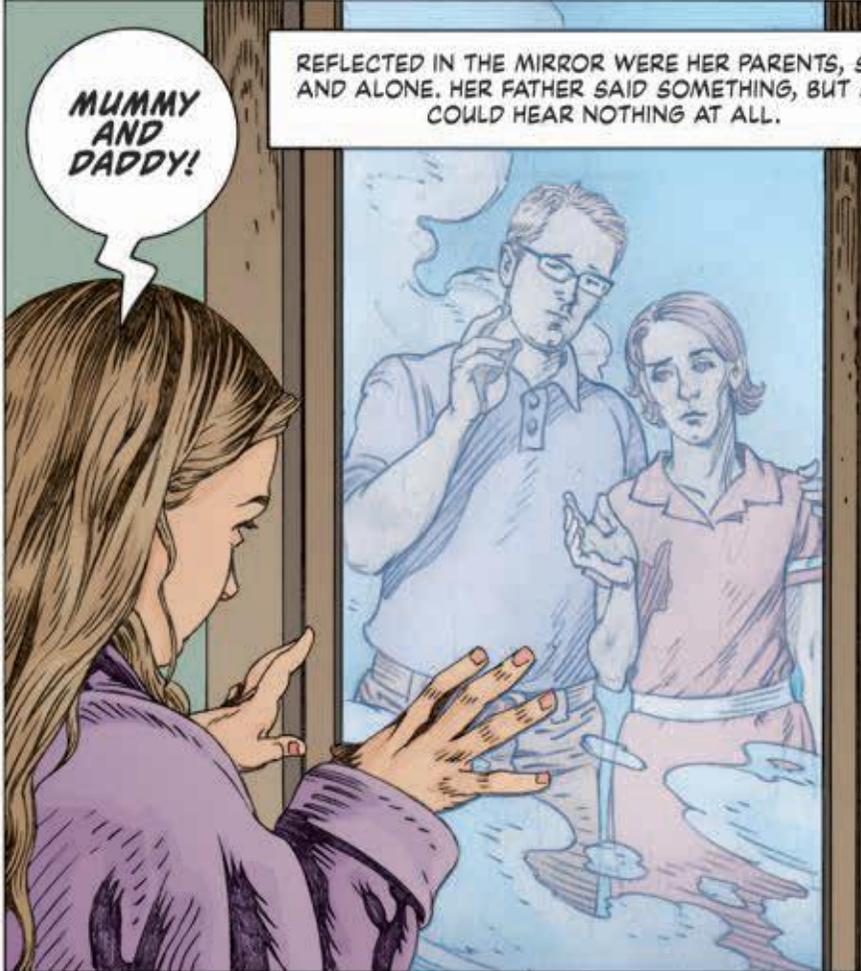


THE CAT WALKED THE LENGTH OF THE HALL AND STOPPED BY THE FULL-LENGTH MIRROR. IT HAD ONCE BEEN THE INSIDE OF A WARDROBE DOOR AND HAD BEEN HANGING THERE ON THE WALL WHEN THEY MOVED IN.



MUMMY AND DADDY!

REFLECTED IN THE MIRROR WERE HER PARENTS, SAD AND ALONE. HER FATHER SAID SOMETHING, BUT SHE COULD HEAR NOTHING AT ALL.



HER MOTHER BREATHED ON THE INSIDE OF THE MIRROR GLASS, AND QUICKLY, BEFORE THE FOG FADED, SHE WROTE...



THEY AREN'T GOING TO COME BACK, ARE THEY?

NOT UNDER THEIR OWN STEAM.



THE CAT BLINKED AT HER.



RIGHT...



Responding to the graphic novel

1 In the first panel of the first page, how does the black cat wake up Coraline?

2 What is the cat doing while Coraline asks it questions?

3 Why is the cat there?

4 How does Coraline want the cat to help her?

5 How can you tell from the last frame on this page that the cat understands what Coraline wants?

6 Describe the main colours used on this page. What mood has the artist created by using these colours?

7 On the second page, where does the cat lead Coraline?

8 When she turns on the light, what does Coraline see in the mirror?

9 Why can't Coraline hear her father's words?

10 What message does Coraline's mother write on the inside of the mirror glass?

11 When Coraline realises that her parents won't be able to get back, she says 'Right ...' What does this tell the reader about Coraline's character?

12 *Coraline* is often categorised as a horror/fantasy story. What evidence of the supernatural appears on this double-page spread?

Adding meaning with adjectives

Adjectives describe or give information about nouns or pronouns. Good writers use adjectives to make their writing come alive.

Identifying adjectives

- 1 Charles Dickens, a famous nineteenth-century English writer, used adjectives to great effect in his novels, particularly when he was describing people and places. Read through his description of a convict from *Great Expectations*, which has been slightly abridged, and write down the adjectives in the spaces provided. (Clue: you should identify ten adjectives.)

The convict

The man was dressed in coarse grey clothes and had a great iron on his leg, and was lame, and hoarse, and cold. He had a flat broad-brimmed low-crowned felt hat on.

- 2 Victor Hugo, a famous nineteenth-century French writer, also knew how to use adjectives effectively. In his novel *Toilers of the Sea*, his character, Gilliatt, becomes tightly pinioned by the tentacles of a monstrous devil-fish. Write down all the adjectives. (Clue: you should identify seventeen adjectives.)

Encounter with a monstrous octopus

Suddenly he felt himself seized by the arm. A strange indescribable horror thrilled through him. Some living thing—thin, rough, flat, cold, slimy—had twisted itself around his naked arm, in the dark depth below. It crept upward towards his chest. Its pressure was like a tightening cord, its steady persistence like that of a screw. In less than a moment, some mysterious spiral form had passed around his wrist and elbow, and had reached his shoulder. A sharp point penetrated beneath the armpit.



Adjectives and similes

Adjectives are often used in similes to create comparisons. Match words from the list below to the correct simile.

proud	cunning	slippery	graceful	sick	fat	blind	gentle
swift	hungry	stubborn	black	wise	poor	strong	slow

- | | |
|--------------------------------|--------------------------------------|
| 1 as _____ as a mule | 9 as _____ as a tortoise |
| 2 as _____ as an eel | 10 as _____ as a swan |
| 3 as _____ as a dog | 11 as _____ as a pig |
| 4 as _____ as a peacock | 12 as _____ as an owl |
| 5 as _____ as a wolf | 13 as _____ as a lamb |
| 6 as _____ as a hawk | 14 as _____ as a fox |
| 7 as _____ as a bat | 15 as _____ as an ox |
| 8 as _____ as a raven | 16 as _____ as a church mouse |

Forming adjectives

Form adjectives from the nouns in brackets to complete the phrases.

- | | |
|---|--|
| 1 A _____ injury
(pain) | 11 A _____ sea
(peace) |
| 2 An _____ victim
(innocence) | 12 A _____ disappearance
(mystery) |
| 3 A _____ character
(suspicion) | 13 An _____ worker
(industry) |
| 4 A _____ girl
(study) | 14 A _____ rescue
(courage) |
| 5 A _____ car
(reliance) | 15 A _____ argument
(violence) |
| 6 A _____ chair
(comfort) | 16 A _____ class
(talk) |
| 7 A _____ recovery
(miracle) | 17 A _____ experiment
(success) |
| 8 A _____ tune
(melody) | 18 An _____ moment
(anxiety) |
| 9 A _____ coin
(value) | 19 An _____ teacher
(energy) |
| 10 A _____ parent
(pride) | 20 A _____ film star
(fame) |

Punctuation

Quotation marks for direct speech—2

Another typical pattern for punctuating direct speech is shown below. In this pattern, a comma is used after words like ‘said’ or ‘yelled’, followed by the actual spoken words. The spoken words begin with a capital letter, and the punctuation mark at the end of the spoken words is placed inside the final quotation mark.

The tennis umpire said, ‘_____.’

The player asked, ‘_____?’

The coach bellowed, ‘_____!’

Here is the complete conversation:

The tennis umpire said, ‘Your serve was definitely out.’

The player asked, ‘Are you sure about that?’

The coach bellowed, ‘It was in!’



Punctuating speech

Using the pattern shown above, rewrite the sentences and insert the missing punctuation marks in the correct position. You will need to use quotation marks, commas, full stops, question marks, exclamation marks and capital letters.

1 Jade reached the open door of the old house and said I don't like the look of this

2 Kane asked do you think we should wait until daylight before we go in

3 Jade saw a dark shape coming towards them and yelled watch out

4 Kane stepped back and shouted run

5 Catching her breath, Jade asked what on earth did we just see

Adding speech punctuation to a graphic novel

In a graphic novel, there is no need for speech punctuation. The speech bubbles show that the words are spoken and indicate who is speaking. The following sentences are based on *Coraline*. Rewrite them, adding the necessary punctuation marks.

1 Coraline asked the cat have you come to tell me something

2 Coraline said please help me find my parents

3 Coraline's mother shouted get us out of here

Word skills

Confusing pairs

allowed	choral	gorilla	colonel	lesson	fore	idle	stationery
aloud	coral	guerrilla	kernel	lessen	four	idol	stationary
missed	peace	muscle	cue	scent	rode	lone	pedal
mist	piece	mussel	queue	cent	road	loan	peddle



Finding the correct word

Write down the correct word for each of the following meanings and clues.

- 1 A list word beginning with *s*, and meaning:
 - a not moving _____
 - b a pleasant smell _____
 - c writing and other office materials _____
- 2 A list word beginning with *c*, and meaning:
 - a hardened skeletons produced by small sea animals _____
 - b a signal for action _____
 - c a high-ranking army officer _____
 - d a monetary unit equal to one-hundredth of a dollar _____
 - e performed by a choir or chorus _____
- 3 A list word beginning with *p*, and meaning:
 - a a portion of an object _____
 - b to try to sell by going from place to place _____
 - c silence and tranquillity _____
 - d a foot-operated lever _____
- 4 A list word beginning with *m*, and meaning:
 - a fibrous tissues that aid bodily movement _____
 - b a condensed vapour, less dense than fog _____
 - c failed to reach or come in contact with _____
 - d a type of shellfish _____

A word for a phrase

Find list words that have the same meaning as the following phrases.

- 1 an orderly line of people _____
- 2 a powerful great ape from central Africa _____
- 3 a soft part of a nut found within the shell _____
- 4 a fighter belonging to a group that is not part of a regular army _____
- 5 not working; lazy _____
- 6 a way made for travelling on; a highway _____
- 7 permitted _____

Word choices

Choose the correct words in the brackets to complete the sentences.

- 1 The two shells of a marine _____ are closed by a strong internal _____. (muscle, mussel)
- 2 We were given the _____ to immediately join the long _____ for concert tickets. (queue, cue)
- 3 The truck was _____ near the _____ shop. (stationary, stationery)
- 4 We _____ seeing the road signs because of the heavy _____. (missed, mist)
- 5 A _____ written by Nelson Mandela encouraged people to work with their enemy to make _____. (peace, piece)

Word origins

The prefix *fore-* often has the meaning of 'before', 'front' or 'preceding'. Use the dictionary at the back of the book to write the meaning of the following words beginning with *fore-*.

foreword: _____

foreground: _____

foremost: _____

foresee: _____

foresight: _____

foreboding: _____

Creative writing

A graphic novel page

Create a page of a graphic novel that combines words and pictures in a sequence of several panels to show an exciting, amusing or intriguing scene of a story. There will only be space for one event. Make sure that you include the typical features of a graphic novel. You can use any of the scene titles listed below or think of your own.



- A sinking ship
- Journey through the jungle
- Alien attack
- A case of mistaken identity
- Battle of the bugs
- A strange romance
- The unlucky thief

Advertising

LITERATURE

Print advertisements are persuasive texts that are carefully constructed to attract the audience's attention, appeal to their emotions and persuade them to buy a product or service. The key features of print advertisements include:

- an interesting headline that captures the essence of the product
- attractive or powerful photographs that convey a message
- strong and positive words, particularly adjectives
- word play, such as alliteration, rhyme or puns
- striking fonts and a well-designed layout
- clear branding to make the company name memorable.

The following advertisements for real estate and running shoes use many of these techniques to persuade their audiences. Study both advertisements and answer the questions.

MICHAEL CARTER REAL ESTATE

8/430 Main Road RIVERDALE



LIGHT AND BRIGHT WITH THE CITY IN SIGHT

Spring into action and you'll be smiling all summer when you make this magnificent first-floor apartment yours. Perfectly positioned just minutes away from trains, glorious parklands, cosmopolitan restaurants and a diverse range of shops, this stylish apartment is big on convenience and bursting with charm. Flooded with natural light it boasts views of the city skyline, a large living/dining room, immaculate open-plan kitchen, privately zoned bedrooms, generous balcony, and luxurious bathroom with separate bath and shower. Featuring an undercover car space, reverse-cycle air conditioner and security intercom, this outstanding property will appeal to owner occupiers and smart investors alike.

 2  1  1

Auction Saturday 20 September 11.30 am
Contact Kathy Saunders

Responding to the text

1 What is the purpose of this advertisement?

2 In the heading, which three words rhyme?

3 'Spring into action ...' What is the advertisement telling the audience to do?

4 In the first sentence, which emotion should the person who buys this apartment expect to experience?

5 Why is the apartment in an ideal location?

6 Why does the advertisement emphasise the natural light and views of the city skyline?

7 The third sentence presents potential buyers with a long list of the property's features. Explain why using this technique is persuasive.

8 What additional features are listed in the last sentence?

9 The last sentence targets two types of potential buyers. Who are they?

10 How many bedrooms and bathrooms does the apartment have?

11 Real estate agents often use powerful language to make the property sound more exciting than it is in reality. Find five words that you think might be exaggerating the features of this apartment.

12 What information about the apartment is presented in the photographs?



RISE ABOVE THE RUN

Defy gravity with the all-new Brooks Glycerin 12, a super-plush trainer that intelligently adapts its cushioning to your unique step through the power of Super DNA. The Glycerin 12 conformable upper hugs your foot for a sublime feel, and its specialised footprint evenly disperses foot pressure for ultimate comfort. Prepare for your cushiest run yet.

brooksrunning.com.au

 **BROOKS**

Responding to the text

- 1 What product is being advertised?

- 2 What is unusual about the action of the three runners?

- 3 How would the runners be feeling?

- 4 What is the slogan 'Rise above the run' saying to potential customers?

- 5 'Run happy' is another slogan used by Brooks. Find where it has been incorporated in the advertisement.

- 6 How is the viewer positioned in relation to the main photo of the shoe? What impression of the shoe is given?

- 7 What enables the Glycerin 12 training shoe to adapt 'its cushioning to your unique step'?

- 8 What is the advantage of the 'specialised footprint'?

- 9 What overall message does this advertisement convey about the Glycerin 12 trainer?

- 10 What is the dominant colour in this advertisement, and what does it suggest to you?

- 11 Use the dictionary at the back of the book to write down the meaning of the following words.
 - a plush: _____
 - b conformable: _____
 - c sublime: _____
 - d disperse: _____

Idioms

Idioms are sayings or expressions that we use in everyday speech. The real meaning of an idiom is not the same as its literal meaning. For example, if you said to a friend, 'Don't let the cat out of the bag', you would be asking your friend not to tell anyone a secret that you've shared. Here are other examples of idioms together with their meanings.

Idiom: Our soldiers fought *tooth and nail* to repel the invaders.

Meaning: Our soldiers fought *with all their might* to repel the invaders.

Idiom: The director's idea for the new film came to her *out of the blue*.

Meaning: The director's idea for the new film came to her *unexpectedly*.

Idioms in everyday life

Choose common nouns from the box to complete the idioms below. Then select the correct meaning for each one and write it on the line next to the idiom.

Nouns

trumpet	water
rat	feet
canoe	bag
leaf	shop
goose	cap
towel	dogs

Meanings

raining heavily	to boast about oneself
to become frightened	to be suspicious
make a fresh start	a hopeless task
a distinctive achievement	to be very clumsy
being out of place	to admit defeat
to act independently	to reveal a secret

- 1 A fish out of _____
- 2 A wild _____ chase
- 3 A feather in one's _____
- 4 To throw in the _____
- 5 Raining cats and _____
- 6 To blow one's own _____
- 7 To let the cat out of the _____
- 8 To get cold _____
- 9 To paddle your own _____
- 10 To be like a bull in a china _____
- 11 To smell a _____
- 12 To turn over a new _____



Idioms and their meanings

The idioms in the following sentences are in italics. Rewrite the sentences in your own words.

1 You *paid through the nose* for your new car.

2 The student is *burning the candle at both ends* before her exam.

3 The robber only received *a slap on the wrist* for breaking the law.

4 These running shoes cost *an arm and a leg*.

5 *It's not rocket science* to know how to use public transport.

6 The developer did not want Council to *spill the beans* about the high-rise apartment plans.

7 Some people think learning to drive *is a piece of cake*.

8 The bank *gave them the green light* to borrow money for their new home.

9 The scandal *was swept under the rug* because important people were involved.

10 The new player in the team felt *like a round peg in a square hole*.

11 He was *on cloud nine* when she agreed to marry him.

12 The construction of the building was progressing *at a snail's pace*.



Punctuation

Commas for lists

- Commas are used to indicate short pauses between items in a list.
The lion, the tiger, the jaguar, the leopard and the cheetah are members of the big cat family.
- Commas are also used to indicate short pauses between a series of things that are being done. Note that a comma is not used before *and* for the last item.
The zoo keepers are responsible for feeding the big cats, maintaining their enclosures, assisting with veterinary treatment and training them.

Using commas for lists

Rewrite the following sentences, adding commas and full stops correctly.

- 1 My favourite desserts are lemon tart ice-cream cake and chocolate mousse

- 2 Tom goes to soccer training guitar lessons swimming practice and roller skating

- 3 Over the last year we have seen three musicals two plays an opera and a ballet

- 4 This week's specials include baked beans yoghurt toothpaste and soft drinks

Using commas for a series of actions

Rewrite the following sentences, adding commas and full stops correctly.

- 1 The dogs barked the sheep bleated the pigs grunted and the cows bellowed

- 2 The builder got up early ate a hearty breakfast picked up some supplies and headed off to work

- 3 The woman tried on a pair of running shoes walked around the shop decided they were too tight and asked for a bigger size

- 4 The political party promised to reduce crime provide more jobs improve public transport and fund more hospital beds

Word skills

Appealing to an audience

advertise	technique	argue	influential	propaganda
justify	convince	conflict	persuade	advantage
charming	desirable	orator	speaker	extraordinary
protest	argument	apology	question	conversation
fascinate	appealing	listener	different	encourage
emotional	behaviour	repeat	certain	knowledge



Using clues and meanings

Use the following clues and meanings to identify the correct list words.

- 1 Begins with *d* and has 'sir' in the middle _____
- 2 Begins with *a* and has a van in the middle _____
- 3 Begins with *s* and has a pointed mountain top in the middle _____
- 4 Begins with *c* and has a body part in the middle _____
- 5 Opposite in meaning to 'discourage' _____
- 6 Begins with *l* and has a silent *t* _____
- 7 Begins with *p* and has an exam at the end _____
- 8 Begins with *o* and has a rat in the middle _____
- 9 Begins with *q* as well as a long search or journey _____
- 10 Begins with *d* and ends in a payment for the use of property _____
- 11 Ends in *y* and has a game played on horseback in the middle _____
- 12 Begins with *b* and ends with the plural form of 'my' _____
- 13 Begins with *e* and means very unusual or remarkable _____
- 14 Begins with *r* and ends with consuming food _____
- 15 Begins with *i* and has an illness in the middle _____
- 16 Begins with *e* and has movement in the middle _____
- 17 Ends in *a*, preceded by 'and' _____
- 18 Begins with a silent letter and ends in *e* _____
- 19 Opposite in meaning to 'uncertain' _____
- 20 Begins with *f* and ends with the past tense of 'eat' _____

Forming verbs and nouns

1 Form nouns from the following list words.

- | | | | |
|-------------|-------|-------------|-------|
| a emotional | _____ | f certain | _____ |
| b appealing | _____ | g desirable | _____ |
| c fascinate | _____ | h charming | _____ |
| d advertise | _____ | i encourage | _____ |
| e persuade | _____ | j repeat | _____ |

2 Form verbs from the following list words.

- | | | | |
|-------------|-------|----------------|-------|
| a knowledge | _____ | e different | _____ |
| b behaviour | _____ | f apology | _____ |
| c listener | _____ | g conversation | _____ |
| d desirable | _____ | h argument | _____ |

Completing sentences

Use the list words in brackets to complete each sentence.

- 1 The aim of the _____ was to _____ the audience that there should be an end to the _____. (convince, conflict, orator)
- 2 The teacher was _____ to the student to offer an _____ for his disruptive _____. (appealing, behaviour, apology)
- 3 The politician was _____ as she tried to _____ the audience that a _____ leader should be elected. (different, persuade, emotional)
- 4 _____ is a misleading _____ often used by dictators to _____ oppressive rules. (technique, justify, propaganda)

Word origins

The prefix *extra-* means 'outside', 'beyond' or 'besides'. The word 'extraordinary' means 'beyond the ordinary'. Use the dictionary at the back of the book to write the meaning of the following words beginning with *extra-*.

- extravagance: _____
- extrasensory: _____
- extraneous: _____
- extracurricular: _____
- extradite: _____

Creative writing

House for sale!

Your task is to create a print advertisement for your own home, or for any house, apartment, unit, mansion, beach house or country property that you would like to live in. Use the advertisement on page 81 as a guide to the language and layout generally used in real estate advertisements. Follow the steps below to prepare the advertisement, then use the space provided for the final version.

- Find two or three photos that you think will impress potential buyers.
- Think of an attention-grabbing heading.
- Write a blurb that will persuade people to inspect the property. Include only the positive features and use plenty of adjectives.
- Design an appealing layout for the advertisement.



Autobiography

LITERATURE

If you are writing an autobiography, you are writing the story of your life. The word ‘autobiography’ is made up from the Greek words *autos* (meaning ‘self’), *bios* (meaning ‘life’) and *graphos* (meaning ‘I write’).

Autobiographies are personal recounts. They reconstruct the writer’s experiences, usually in the order in which they happened—from the person’s birth, progressing through childhood and the rest of the writer’s life, although they can also be structured in a ‘flashback’ form.

Here are some of the main features of autobiographical writing.

- The events are told in the first person, from the point of view of the author.
- The pronouns *I*, *me*, *my*, *we*, *us* and *our* appear throughout the text.
- The author often makes personal comments on the events.

Read the following passages and answer the questions that follow.

My father

When my father was fourteen, which is still more than one hundred years ago, he was up on the roof of the family house replacing some loose tiles when he slipped and fell. He broke his left arm below the elbow. Somebody ran to fetch the doctor, and half an hour later this gentleman made a majestic and drunken arrival in his horse-drawn buggy. He was so drunk that he mistook the fractured elbow for a dislocated shoulder.

‘We’ll soon put this back into place!’ he cried out, and two men were called off the street to help with the pulling. They were instructed to hold my father by the waist while the doctor grabbed him by the wrist of the broken arm and shouted, ‘Pull men, pull! Pull as hard as you can!’

The pain must have been excruciating. The victim screamed, and his mother, who was watching the performance in horror, shouted ‘Stop!’ But by then the pullers had done so much damage that a splinter of

bone was sticking out through the skin of the forearm.

This was in 1877 and orthopaedic surgery was not what it is today. So they simply amputated the arm at the elbow, and for the rest of his life my father had to manage with one arm. Fortunately, it was the left arm that he lost and gradually, over the years, he taught himself to do more or less anything he wanted with just the four fingers and thumb of his right hand. He could tie a shoelace as quickly as you or me, and for cutting up the food on his plate, he sharpened the bottom edge of a fork so that it served as both knife and fork all in one. He kept his ingenious instrument in a slim leather case and carried it in his pocket wherever he went. The loss of an arm, he used to say, caused him only one serious inconvenience. He found it impossible to cut the top off a boiled egg.

from *Boy* by Roald Dahl

Responding to the text

- 1 Where was Roald Dahl's father when he had his accident?

- 2 In the first paragraph, what evidence is there to show the accident took place 'more than a hundred years ago'?

- 3 Why was the doctor to blame for Roald Dahl's father losing his arm?

- 4 How did the narrator's grandmother react to the 'pulling' of the arm?

- 5 What ingenious instrument for eating did the narrator's father invent?

- 6 'The loss of an arm ... caused him only one serious inconvenience.' What was the serious inconvenience?

- 7 What does this passage reveal about the character of Roald Dahl's father?

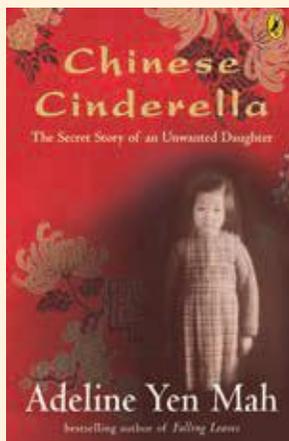
My grandmother

The dinner-bell rang at seven. Aunt Baba took my hand and led me into the dining-room.

My grandparents were just ahead of us. Aunt Baba told me to run quickly to the head of the big, round dining-table and pull out Grandmother Nai Nai's chair for her. Nai Nai walked very slowly because of her bound feet. I watched her as she inched her way towards me, hobbling and swaying as if her toes had been partly cut off. As she sat down with a sigh of relief, I placed my foot next to her embroidered, black-silk shoe to compare sizes.

'Nai Nai, how come your feet are so tiny?' I asked.

'When I was three years old, a tight bandage was wound around my feet, bending the toes under the sole and crushing the arch so that my feet would remain small all my life. This has been the



custom in China for over one thousand years, ever since the Tang dynasty. In my day, small feet were considered feminine and beautiful. If you had large and unbound feet, no man would marry you. This was the custom.'

'Did it hurt?'

'Of course! It hurt so badly I couldn't sleep. I screamed with pain and begged my mother to free my feet but she wouldn't.

In fact, the pain has never gone

away. My feet have hurt every day since they were bound and continue to hurt today. I had a pair of perfectly normal feet when I was born, but they maimed me on purpose and gave me life-long arthritis so I would be attractive. Just be thankful this horrible custom was done away with thirty years ago. Otherwise your feet would be crippled and you wouldn't be able to run or jump either.'

from *Chinese Cinderella* by Adeline Yen Mah

Responding to the text

- 1 Why did Nai Nai walk very slowly to the dinner table?

- 2 What did the narrator notice about her grandmother's feet?

- 3 Why was it a Chinese custom for women to have small feet?

- 4 What amazing facts did Nai Nai reveal about the history of this custom?

- 5 What medical condition resulted from Nai Nai's feet being bound?

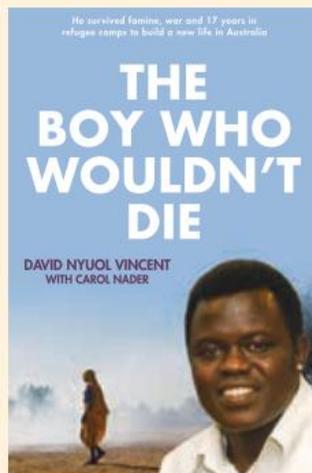
- 6 What was Nai Nai's attitude to this custom?

Teenage refugee in Ethiopia

There was a river near the camp where crocodiles lived. One of my chores was to fetch water for cooking. We were allowed to swim in the river, but I didn't know how to swim. The river was very deep and I was afraid. At first I hung around the edge and the boys teased me for swimming on the girls' end.

On the other side of the river, away from our camp, tall mango trees belonging to the locals flourished. I loved mangoes. I thought they might help satisfy the perpetual emptiness in my belly. It killed me that I couldn't swim across the river, climb the trees and devour the mangoes.

Over the weeks, the mangoes became a fixation. I knew there was only one way I was going to get to them. I'd have to teach myself how to swim. So when summer came, I forced myself to get over the fear. Tentatively at first, I pulled away from the edge until I gained the confidence to enter deeper water. I taught myself to float, to balance myself in the water. Right—it was mango time.



I rounded up the boys. Just as I had encouraged my friends to climb the electricity poles in Wau, I remained a natural leader stirring up trouble. We jumped into the river and effortlessly swam to our goal. We climbed the trees with ease, perched on the branches and happily helped ourselves to the mangoes. The sweet fruit dribbled down our faces.

It had been so easy that we returned repeatedly over the weeks. It really pissed off the locals. We got into a routine. You'd climb a tree, choose a branch and own it for the rest of the day. We were spread out amongst the trees one day, stuffing ourselves with mangoes. And then we heard gunshots and froze.

A local man had seen us, and he wasn't happy. He cocked his gun and began shooting into the air.

We sat on our branches, panicking. He hadn't hit any of us. I couldn't tell if that was deliberate, or if he just had terrible aim. Either way, I wasn't sticking around to find out.

continued »

'There's no time to climb down!' I screamed at the other. 'Jump into the river!'

We flew like birds, diving off our branches and into the river, the sound of gunshots still in our ears, swimming underwater to safety. We all made it—except for one of our friends. In panic, he had miscalculated the jump and landed awkwardly on the ground. He lay there groaning and crying. He couldn't move, let alone run.

From the other side of the river, we fearfully watched the man standing over our friend, holding his gun. We didn't know what to do.

And then he walked away, leaving our friend squirming in agony, and we swam back to him in relief. I could see something pointy jutting out of the boy's thigh. We picked him up and, between a few of us, solemnly carried him across the river back to camp.

He was taken to a hospital in Addis Ababa, where he stayed for a while. When he returned to camp he was limping. A metal plate had been inserted into his leg. Still, he continued to play with us. We called him 'Iron Man'. We'd say: 'Hey, you have to be in this guy's team because that is not a human leg!'

from *The Boy Who Wouldn't Die*
by David Nyuol Vincent

Responding to the text

1 Why was the narrator at first unable to cross the river?

2 Explain the meaning of 'the perpetual emptiness in my belly'.

3 Why did the narrator want to cross the river to the other side?

4 How was the narrator able to succeed in crossing the river?

5 'We got into a routine.' What was the boys' routine?

6 How did the narrator and his friends escape from the man with the gun?

7 How did the man with the gun react after he found the injured boy?

8 How did the narrator know that one of his friends had been badly injured?

9 Why did the injured boy's friends call him 'Iron Man'?

10 What does this description reveal about the character of the narrator?

Prefixes

A prefix is a word part added at the beginning of a word to alter the word's meaning or create a new word. In the following examples the prefix is shown in italics.

*dis*embark *pre*mature *re*novate *in*formation *sub*title *ex*port

Some important prefixes, their meanings and some of the words derived from them are listed in the table below. Read the table and then complete the exercises that follow.

Prefix	Meaning	Words beginning with a prefix
de-	away/apart	deduct, decompose, deformed, departure, desist
pro-	forward/forth	proceed, protection, proficient, promise
ad-	to/towards	advance, adjacent, adjudicate, adjourn, advantage
con-	with/jointly	congregate, connect, confide, congestion, confiscate
ob-	against	obstinate, obnoxious, obvious, object, obscure
se-	apart/aside	separate, seclusion, seduce, security, sedition
ab-	away/from	abolish, abrasion, absorb, abduct, abdicate
re-	again/back	regain, renovate, reappear, repeat, return

Prefixes in action

Choose words beginning with a prefix from the table above to match the meanings below. The prefix of each word is given in brackets to help you.

- 1 to step down; renounce the throne (ab-) _____
- 2 objectionable; offensive (ob-) _____
- 3 to come together into a group (con-) _____
- 4 isolation; solitude (se-) _____
- 5 to decay; break down (de-) _____
- 6 to make as if new again (re-) _____
- 7 skilful; competent (pro-) _____
- 8 next to, adjoining (ad-) _____
- 9 rebellion; rabble-rousing (se-) _____
- 10 unclear; uncertain (ob-) _____
- 11 to cease; refrain from (de-) _____
- 12 to say or do again (re-) _____
- 13 to advance; go forward (pro-) _____



Forming opposites using prefixes

Form words opposite in meaning to the words below by adding the prefixes *un-*, *in-* or *im-*.

- | | | | |
|-------------|-------|--------------|-------|
| 1 perfect | _____ | 11 conscious | _____ |
| 2 equal | _____ | 12 popular | _____ |
| 3 sane | _____ | 13 mortal | _____ |
| 4 accurate | _____ | 14 breakable | _____ |
| 5 patient | _____ | 15 finished | _____ |
| 6 mature | _____ | 16 formal | _____ |
| 7 certain | _____ | 17 credible | _____ |
| 8 visible | _____ | 18 possible | _____ |
| 9 mobile | _____ | 19 usual | _____ |
| 10 beatable | _____ | 20 proper | _____ |

Completing words that begin with prefixes

Complete the unfinished words in the sentences below. The meaning of each unfinished word is given in brackets. The first one has been done to help you.

- 1 The students and teachers cooperated . (worked together)
- 2 The tourists de _____ (went down) the mountain.
- 3 The super _____ (overseer) made the men work hard.
- 4 The army re _____ . (went back)
- 5 Children per _____ (see) the passing of time differently to adults.
- 6 The student was em _____ . (felt uncomfortable)
- 7 They all per _____ (sweated) in the heat.
- 8 The doctor wrote a pre _____ . (order for medicine)
- 9 The fallen boulder ob _____ (blocked) the road.
- 10 The prisoner refused to ad _____ (confess) his guilt.
- 11 It was an inter _____ (between nations) competition.
- 12 The critic pre _____ (saw in advance) the movie.
- 14 The tennis player was completely ex _____ . (very tired)
- 15 I am waiting for the coffee to per _____ . (drip through)
- 16 The political leader had to post _____ (delay) the meeting.
- 13 The climber was en _____ (put in danger) by the falling rocks.



Punctuation

Paragraphs

A paragraph is a group of sentences that relates to one main topic or idea. Paragraphs are used to break up a piece of writing into clear sections. Within a paragraph, each sentence is separated by a capital letter at the start and a full stop—or sometimes a question mark or exclamation mark—at the end. Commas are also used to show pauses in a sentence.

Punctuating sentences in paragraphs

Rewrite the following paragraphs using capital letters, commas and full stops.

as Gulliver struggled to swim to shore after the shipwreck he was unaware that he was swimming towards the country of Lilliput he was exhausted by the time he finally reached the shore once he lay down on the grass which was short and very soft he slept soundly for hours he awoke at daylight to find that his body had been securely fastened to the ground by ropes soon he became aware of some strange movements on his leg about forty little people were working their way up to his chin

adapted from *Gulliver's Travels* by Jonathan Swift

Count Dracula welcomed me to his castle with an excellent supper of roast chicken cheese and salad I had an opportunity to observe his strong face his arched nostrils his domed forehead and his massive eyebrows I was slightly alarmed by his mouth which was rather cruel-looking but it was his peculiar teeth that concerned me most they were sharp white pointy teeth that protruded over his lips as the Count leaned closer towards me placing his hand on mine I could not conceal my shudder.

adapted from *Dracula* by Bram Stoker

Word skills

Family and friends

cousin	nephew	niece	sympathy	congratulations
children	divorce	bachelor	marriage	acquaintance
wedding	sincere	uncle	companion	celebration
welcome	friend	occasion	ceremony	anniversary
quarrel	husband	birthday	neighbour	community
daughter	society	invitation	pleasure	descendant



Find a word

Use the clues and definitions below to write the correct list word.

- 1 a feeling of compassion _____
- 2 a person living nextdoor or nearby _____
- 3 free from deceit; when saying what one genuinely feels _____
- 4 a person who is slightly known to you _____
- 5 a group of people living together _____
- 6 the son of your brother or sister _____
- 7 an argument or angry dispute _____
- 8 an expression of good wishes or praise _____
- 9 an unmarried man _____

Missing words

Complete the following passage by inserting words from the list. The first letters are given to help you.

A family wedding

My son, d _____ and I received an i _____ to attend the w _____
c _____ of a good f _____. We accepted with p _____.
 At the reception, the u _____ of the groom offered his s _____
c _____ to the couple. The bride's n _____, who is a b _____,
 extended a warm w _____ to the guests. I also met the h _____ and
 two c _____ of Ruby, my n _____, whom I had not seen since the
o _____ of her twenty-first b _____. It was a day of great c _____.

Word forms

Complete the following sentences by changing the endings of the words in brackets.

- 1 Most _____ (society) _____ (celebration) the occasion when two people get _____. (marriage)
- 2 All their _____ (nephew) and _____ (niece) were _____ (invitation) to the party.
- 3 We _____ (sincere) hope the new _____ (neighbour) in your street are _____ (friend) people.
- 4 None of her _____ (uncle) are _____ (bachelor).

Using clues to complete words

Use the clues to complete the list words.

_____ i _____	a community of people
_____ n _____	genuine
_____ v _____	the legal ending of a marriage
_____ i _____	a female relative
_____ t _____	the day of a person's birth
_____ a _____	a particular event
_____ t _____	a female offspring
_____ i _____	the child of an aunt or uncle
_____ o _____	a greeting to guests
_____ n _____	the opposite of 'enemy'

Word origins

The Latin word *annus* means 'year'. An anniversary is an annual recognition of an important event, such as a wedding, that took place in an earlier year. Use the dictionary at the back of the book to find the meaning of the following words derived from *annus*.

biannual: _____

per annum: _____

annuity: _____

perennial: _____

bicentennial: _____

millennium: _____

Film reviews

LITERATURE

Written film reviews appear in newspapers, magazines and on the internet; spoken reviews are presented on television or radio. Reviewers provide background information about the film and express their opinion of it. Many people rely on film reviews to help them decide whether or not to see a film, although some people like to read reviews afterwards to see if they agree with the rating.

Film reviews usually comment on:

- direction—how well the director has presented the story
- cinematography—how well the film is photographed (camera work and lighting)
- acting performances—the contribution of individual actors
- sound effects and music—what these elements add to the film
- visual effects, such as computer-generated imagery (CGI)—whether these are convincing and effective.

***Finding Nemo* in a new dimension**

BY LEIGH PAATSCH

Title: *Finding Nemo* 3D
Australian classification: [G]
Reviewer's rating: ★★★★★
Director: Andrew Stanton
 (*WALL-E*)
Starring: the voices of Albert Brooks, Alexander Gould, Ellen DeGeneres

TO keep their cartooning coffers just this side of overflowing, Pixar has gone and slapped a few 3D licks of paint on one of its many landmark achievements.

Did something already as perfect and glistening as *Finding Nemo* really need any decade-later digital spit-and-polish?

Probably not. But in all fairness, a second look at this beautiful, inspired and entertaining film will still be better than every new all-age release heading this way soon.



Finding Nemo 3D is visually perfect and a pop culture classic

The storyline centres on the adventures of a fishy father and son, Marlin (voiced by Albert Brooks) and Nemo (Alexander Gould), who are separated when a scuba diver nets Nemo and plonks him in a

dentist's office overlooking Sydney Harbour.

So begins a desperate crusade by the cowardly clownfish Marlin to swim away from his Great Barrier Reef home to find his missing boy. Reluctantly,

he joins forces with an absent-minded blue tang named Dory (Ellen DeGeneres), whose short-term memory and sunny outlook are a perfect foil for Marlin's glass-half-empty brand of gloom.

For most of us, the pop-cultural perfection achieved here earmarks *Finding Nemo* as an all-time classic.

How so? By simply achieving the smallest, but most significant of movie miracles by

transporting an entire audience to another world. *Finding Nemo* not only takes you underwater, it also finds a way to let you breathe.

from *The Herald Sun*,
5 September 2012

Responding to the review

- 1 Film reviews usually start with a list of basic factual information about the film. What information has this reviewer chosen to include?

- 2 What is the only thing that is different about this new version of the film?

- 3 What is the reviewer's opinion of the first version of *Finding Nemo*?

- 4 Why does he think that it is worth having 'a second look' at it?

- 5 When a character is first mentioned in a film review, the name of the actor who plays the character is often enclosed in brackets. Find three examples in this review.

- 6 Film reviews usually include a brief outline of the plot. What happens to Marlin's son Nemo at the start?

- 7 What is the rest of the film about?

- 8 What is the main difference between the characters of Dory and Marlin?

- 9 What is the reviewer's overall judgement of *Finding Nemo*?

- 10 What is the purpose of including a still from the film with the review?

Hugo

TOM RYAN

Reviewer rating: ★★★★★

Reader rating: ★★★★★

Genre: Action/Adventure

Running time: 126 minutes

Director: Martin Scorsese

Actors: Ben Kingsley, Sacha Baron, Asa Butterfield

Classification: PG

Year: 2012

Language: English

With a budget of about \$170 million and working in 3D for the first time, Martin Scorsese and his regular team of collaborators—including production designer Dante Ferretti, cinematographer Robert Richardson and editor Thelma Schoonmaker—have created a marvel in *Hugo*.

Before anything else, it's a wondrous visual spectacle. Set in Paris during the 1920s, it deploys 3D and a battery of CGI to simulate the style of a story book, lending a fabulous fairytale aspect to the look of the characters, as well as to the exquisitely evoked locations.

It begins with a breathtaking whoosh-zoom, the camera racing through the snowbound streets of the city, into the Gare Montparnasse and up to the giant clock towering over it to reveal the eye of young Hugo (Asa Butterfield) as he watches the passers-by ...

A flashback soon afterwards reveals that the 12-year-old has hidden behind the clock since the death of his beloved father (Jude Law) and the disappearance of his brutal alcoholic uncle (Ray Winstone). Scavenging food and other necessities from the stalls on the station, he takes care to keep his distance from the not-too-bright, orphan-snatching gendarme (Sacha Baron Cohen) who patrols the area.

Scorsese's camera glides smoothly around the nooks and crannies of Hugo's domain and it seems as if it can go anywhere, unfettered by the



usual constraints of the physical world. On its journeys, it takes in the activities of the workers who gather every day at the station: the newspaper vendor (Richard Griffiths) trying to woo the cafe manager (Frances de la Tour), whose dog has taken a disliking to him; the buskers led by a guitarist named in the closing credits as Django Reinhardt (Emil Lager); the gendarme trying to catch the eye of the pretty flower seller (Emily Mortimer); the crotchety old man (Ben Kingsley) whiling away the hours behind the counter of a toyshop, and sharing Hugo's fascination with gadgets and the mechanics of how things work.

All have their part to play in the unfolding story, but it's Hugo's relationships with the old man and his book-loving god-daughter, Isabelle (Chloe Grace Moretz), that lie at the heart of the story. Isabelle calls the old man 'Papa George' but ... his full name is Georges Melies.

A famous real-life film pioneer, who made hundreds of short films and became known as a master of illusion for his ingenious manipulations of the medium, Melies has now fallen on hard times and is trying to forget his glory days, believing

his films have all been destroyed (all of which is historically accurate). Hugo's film-loving father had taken him to see one of them, *Le Voyage dans la Lune* (1902), and it quickly becomes evident that the boy's life is connected to Melies in other ways, too. It's not by chance that the key that unlocks their futures comes in the shape of a heart.

Adapted by John Logan (*RKO 281*, *Gladiator*, *The Aviator*, *Rango*, *Coriolanus*) from Brian Selznick's 2007 graphic novel, *The Invention of Hugo Cabret*, this is clearly a labour of love for Scorsese. Not only does his story about Hugo and Melies provide an ideal context in which to celebrate the glories of the cinema and champion his cause of film preservation, it also affords him the opportunity to explore the possibilities of the medium in ways he's never done before.

Hugo is a simple story about characters searching for a sense of belonging and a belief in their own worth. But Scorsese's telling of it ensures it will stand alongside *Avatar* and *Pina* as one of the most exciting uses of 3D that world cinema has seen.

from *The Sydney Morning Herald*,
1 January 2012

Responding to the review

1 In the first paragraph, what is the reviewer's opinion of the film?

2 What is the setting of *Hugo*?

3 'It begins with a breathtaking whoosh-zoom ...' What does the camera do?

4 Why is twelve-year-old Hugo hiding behind the clock and scavenging for food?

5 What does the audience see as the camera 'glides smoothly' around the station?

6 The old man behind the counter of the toyshop is Georges Melies. Who was he in the past?

7 Why is Melies now trying to forget his 'glory days'?

8 The story of Hugo and Melies gives director Martin Scorsese an opportunity to convey a personal message to the audience. What is it?

9 What is the reviewer's overall judgement of the film?

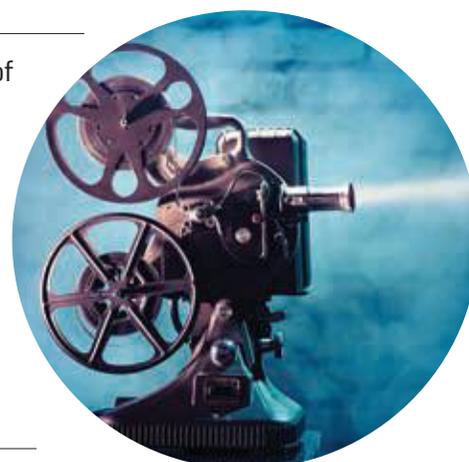
10 Using the dictionary at the back of the book, write the meaning of the following words.

a three-dimensional (3D): _____

b flashback: _____

c gendarme: _____

d preservation: _____



Suffixes

A suffix is a word part added at the end of a word to alter its meaning or form. Most suffixes consist of one syllable.

foolish *doubtful* *nervous* *performance* *service*

Adding suffixes to form occupations

Add the suffix *-or*, *-er*, *-ian* or *-ist* to form the word that describes a person associated with each activity. Sometimes you will have to change the ending of a word before you add the suffix. For example, *library* becomes *librarian*.

- | | | | |
|------------|-------|---------------|-------|
| 1 geology | _____ | 8 botany | _____ |
| 2 inspect | _____ | 9 survey | _____ |
| 3 beauty | _____ | 10 explore | _____ |
| 4 invest | _____ | 11 edit | _____ |
| 5 guitar | _____ | 12 history | _____ |
| 6 electric | _____ | 13 piano | _____ |
| 7 journal | _____ | 14 illustrate | _____ |

Adding suffixes to form nouns

Complete the phrases by adding a suffix to each word in brackets. Sometimes the ending of the word will need to be changed before the suffix can be added.

- | | | | |
|---------------------------|-------|------------------------|-------|
| 1 an ancient (civilise) | _____ | 8 severe (punish) | _____ |
| 2 a scientific (discover) | _____ | 9 complete (exhaust) | _____ |
| 3 terrible (destroy) | _____ | 10 a price (reduce) | _____ |
| 4 a sporting (injure) | _____ | 11 outstanding (brave) | _____ |
| 5 endless (repeat) | _____ | 12 strong (oppose) | _____ |
| 6 a bacterial (infect) | _____ | 13 a dramatic (enter) | _____ |
| 7 business (confident) | _____ | 14 school (attend) | _____ |

Dropping the final *e* when adding suffixes

If a word ends with a silent *e*, drop the *e* to add a suffix beginning with a vowel: *-al*, *-ing*, *-ous*, *-ion*, *-able*, *-ible*, *-er*, *-est*. For example:

love—loving *propose—proposal* *excite—excitable*
continue—continuous *graduate—graduation*

Exceptions:

- For words ending in *-ce* or *-ge*, you should keep the final *e*, when adding a suffix beginning with a vowel such as *-able* or *-ous*. For example:

notice—noticeable courage—courageous manage—manageable

- Do not drop the final *e* before a suffix that begins with a consonant:

movement lovely hopeful ninety

Adding suffixes

Use the suffix in brackets to change each of the following words ending in *e*. Follow the spelling guidelines above to help you.

- | | | | | | |
|---|-----------------|-------|----|----------------|-------|
| 1 | structure (-al) | _____ | 7 | write (-er) | _____ |
| 2 | invite (-ing) | _____ | 8 | excite (-able) | _____ |
| 3 | locate (-ion) | _____ | 9 | propose (-al) | _____ |
| 4 | amaze (-ment) | _____ | 10 | spite (-ful) | _____ |
| 5 | adore (-able) | _____ | 11 | desire (-able) | _____ |
| 6 | recite (-al) | _____ | 12 | fine (-est) | _____ |

Doubling final consonants

If a one-syllable word ends in a consonant with one vowel before it, double the final consonant before adding the suffixes *-ed*, *-ing*, *-er* or *-est*. For example:

slip—slipped drop—dropping swim—swimmer fit—fittest stop—stopped

Exceptions:

- This rule does not apply for words where the final consonant is preceded by two vowels. For example:

lead—leading wait—waiter cheap—cheapest toil—toiled

- The rule also does not apply where the words end with two or more consonants. For example:

drink—drinker bring—bringing rock—rocked conduct—conducted

Adding suffixes

Using the above spelling guidelines, add the suffix in brackets to each of the following words.

- | | | | | | |
|---|--------------|-------|----|-------------|-------|
| 1 | stir (-ing) | _____ | 7 | bowl (-ed) | _____ |
| 2 | drop (-ed) | _____ | 8 | loud (-est) | _____ |
| 3 | hard (-er) | _____ | 9 | knit (-ed) | _____ |
| 4 | bump (-ed) | _____ | 10 | trail (-er) | _____ |
| 5 | speak (-ing) | _____ | 11 | swim (-ing) | _____ |
| 6 | slim (-er) | _____ | 12 | slap (-ing) | _____ |

Punctuation

Apostrophes—when *not* to use them

People are often confused about when to use apostrophes and when not to use them. Apostrophes are used for two main purposes:

1 to form contractions:

I'm (I am) *haven't* (have not) *won't* (will not) *you're* (you are)

2 to show possession:

Jill's dog Ethan's rabbits the children's guinea pigs

You will often see apostrophes used incorrectly on signs, menu boards, shop windows, the side of vans and in other everyday places. This is because many people tend to add an apostrophe whenever they see the letter *s* at the end of a word. *Remember that apostrophes are not used to form the plurals of nouns, abbreviations or numerical dates.* Look at these examples.

Plural nouns: *banana fritters* (NOT: *banana fritter's*)

Plural abbreviations: *DVDs sold here* (NOT: *DVD's sold here*)

Numerical dates: *in the 1980s* (NOT: *in the 1980's*)

Correcting the apostrophes

Rewrite the following advertising signs and notices, adding or removing apostrophes as necessary. Note: You may need to change the spelling in some of your answers.

- 1 You'll find lot's of bargain's online _____
- 2 Egg's for sale _____
- 3 Strawberry's and cream _____
- 4 Tonys Takeaway _____
- 5 Diamond's are forever _____
- 6 Were open 7 night's _____
- 7 Two kids meal's for \$10 _____
- 8 Taxi's queue here _____
- 9 100's of TV's and radio's _____
- 10 Harbour cruise's every hour _____
- 11 1960's music night's on Tuesday's _____
- 12 Employee's—wash your hand's! _____
- 13 Silky Cut's Hair Salon _____
- 14 Find you're local ATM's _____
- 15 Late fee's apply _____
- 16 Fifty fabulous home idea's _____



Word skills

Reviewing films

director	music	analyse	discuss	criticism
author	fiction	lighting	approve	recommend
dialogue	title	explain	choose	language
setting	actor	camera	audience	paragraph
effects	praise	success	develop	character
thought	prefer	attention	summary	narrator



Clues and meanings

Use the following definitions and first-letter clues to write words from the list.

- 1 The past tense of think t _____
- 2 A brief statement of the main points s _____
- 3 To pick out or select c _____
- 4 A person who supervises the making of a film d _____
- 5 The people attending a play or movie a _____
- 6 Warm approval or admiration p _____
- 7 To make an idea clear by describing it in detail e _____
- 8 The name of a book or other artistic work t _____
- 9 The conversation between two or more people d _____
- 10 A person in a novel, movie or play c _____
- 11 The accomplishment of an aim or purpose s _____
- 12 Stories about people and events that are not real f _____
- 13 To tell others that you approve of something r _____
- 14 A section of a piece of writing usually dealing with one idea p _____
- 15 A device for recording visual images c _____
- 16 A person whose profession is acting on stage or in the movies a _____
- 17 The place and time of a movie s _____
- 18 To like one thing better than another p _____
- 19 Someone who writes books as a profession a _____
- 20 To examine methodically or in detail a _____

Word forms

Write down the correct form of the words in brackets.

- 1 The reviewer _____ (praise) the actors, but _____ (criticism) the script.
- 2 No _____ (explain) was given for the _____ (choose) of the film's unusual title.
- 3 The writer _____ (success) in _____ (summary) the storyline of the script.
- 4 The audience was very _____ (attention) and showed its _____ (approve) of the play with loud applause.
- 5 Did you _____ (thought) the reviewer's _____ (recommend) was a good one?
- 6 When he was _____ (director) the movie, he _____ (prefer) to use a tropical location.
- 7 We _____ (attention) the preview and then _____ (discuss) the actors' performances.

Completing the phrases

Use the first-letter clue to complete the phrases with words from the list.

- | | |
|---------------------|---------------------------------|
| 1 bright l _____ | 8 informal d _____ |
| 2 a digital c _____ | 9 a concluding p _____ |
| 3 a book t _____ | 10 special e _____ |
| 4 a female n _____ | 11 a foreign l _____ |
| 5 pop m _____ | 12 a brief s _____ |
| 6 a rural s _____ | 13 a popular children's a _____ |
| 7 science f _____ | 14 constructive c _____ |

Word origins

The word 'audience' comes from the Latin word *audio*, meaning 'I hear'. An audience is a group of people who listen to and watch a speaker or a performance of some kind. Use the dictionary at the back of the book to write the meaning of these *audio* words.

auditorium: _____

audible: _____

audit: _____

audition: _____

Comic strips

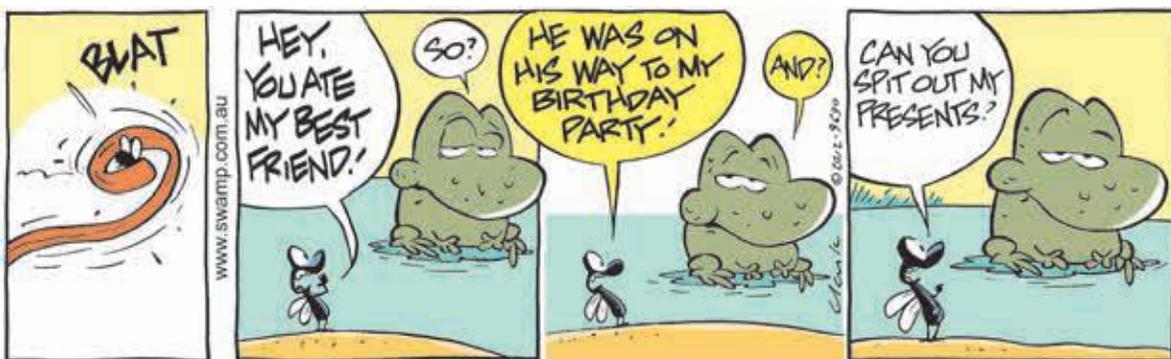
LITERATURE

Comic strips are narratives that tell stories in pictures and words, so they have an orientation, a complication and a resolution. The main purpose of comic strips is to entertain and make people laugh. Quite often they comment on human behaviour, attitudes and problems. In animal comic strips, the characters are given the ability to speak and act as humans and they have human strengths and weaknesses.

Comic strips usually contain some or all of the following features:

- the title of the strip, such as *Swamp*
- exaggerated facial expressions
- two or more panels
- a storyline
- speech bubbles
- a setting
- human characters or fictional and animal characters that talk
- a punchline (funny surprising ending).

Read the following comic strips and answer the questions. The first one, *Swamp*, features two animal characters—a fly and a frog



Responding to the text

- 1 Why does the first panel immediately engage the reader?

2 'Hey, you ate my best friend!' How does the frog respond?

3 Why is the punchline in the final panel unexpected?

4 How does the appearance and character of the frog create humour?

5 What comments would you make about the character of the fly?

6 Like most other comic strips, *Swamp* is a narrative with an orientation, complication and resolution. Describe each of these features in the comic strip.

a Orientation: _____

b Complication: _____

c Resolution: _____



Responding to the text

- 1 Where is the setting for this cartoon?

- 2 What difficulties does Bruce, the koala, experience?

- 3 How do the drawings of the cartoonist show Bruce's frustration?

- 4 Why does the cartoonist use words such as 'pow' and 'crash'?

- 5 Explain the humorous surprising punchline in the final panel.



Responding to the text

- 1 What is the setting for this cartoon strip?

- 2 Why is Yorky dejected?

- 3 What is Fred's initial reaction to Yorky's problem?

- 4 What is the punchline?

5 Why is the punchline unexpected?

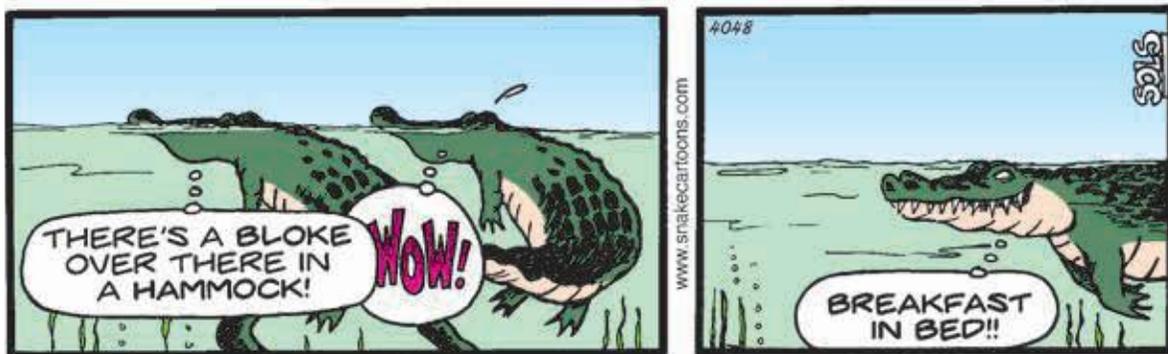
6 What human characteristics does the cartoonist give Fred in this strip?

7 The *Fred Basset* comic strip is a narrative with an orientation, complication and resolution. Describe each of these features in the comic strip.

a Orientation: _____

b Complication: _____

c Resolution: _____



Responding to the text

1 What human qualities do these crocodiles have?

2 Why does the second crocodile respond with the word, 'Wow'?

3 What does the phrase, 'Breakfast in bed', usually mean?

4 In the punchline, what does the crocodile mean by 'Breakfast in bed'?

Personal pronouns

A pronoun is a word used in place of a noun. If there were no pronouns, you would have to repeat nouns over and over again.

Personal pronouns are so called because they take a different approach for the first, second and third person.

- The **first** person is the person speaking: *I have finished my work.*
- The **second** person is the person spoken to: *You must bring your sister.*
- The **third** person is the person spoken about: *She won her event.*

The following description shows how important pronouns are. In the extract, Davey, the narrator, relates her feelings as she goes to her new school with her friend Lenaya. The pronouns are in bold.

Davey

I meet Lenaya at the bus stop and when the bus comes **we** find two seats together. **It** is crowded, with some kids standing in the aisle by the time **we** reach the next stop. I begin to get a closed-in feeling. **It** starts with **my** hands getting cold and clammy, then there is a queasiness in **my** stomach, and finally I begin to feel dizzy, as if I might pass out. I put **my** head down to the floor.

'Are **you** okay?' Lenaya asks.

I can't answer.

from *Tiger Eyes* by Judy Blume



The table will help you to understand personal pronouns.

	Subject	Object	Ownership
First person (singular)	I	me	my
Second person (singular)	you	you	your
Third person (singular)	he, she, it	him, her, it	his, her, its
First person (plural)	we	us	our
Second person (plural)	you	you	your
Third person (plural)	they	them	their

You can see from the table that personal pronouns have a possessive form that is used to show ownership of a thing: *my, our, your, his, her, its* and *their*. These pronouns are always used with a noun.

my car his books her coat their tickets its fur your answer

There are other pronouns that also show ownership. They are called **possessive pronouns**: *mine, ours, yours, hers, his, theirs, its*.

The phone is his. The shirt is mine. The house is theirs.

Identifying personal pronouns

In the following description, Alan Marshall's use of personal pronouns helps his writing to flow naturally to create a vivid portrait of his teacher. Read the passage and then underline the personal pronouns. (Hint: eighteen pronouns)

Mr Tucker

Mr Tucker was the head teacher. He did not wear glasses. His eyes frightened you even when you hung your head and refused to face them. They were sharp and hard and cold and he used them like a whip. He always washed his hands in

an enamel basin in the corner of the room and after he had washed them he would walk over to his desk and stand behind it looking at the pupils while he dried them on a small white towel.

from *I Can Jump Puddles* by Alan Marshall

Missing pronouns

Complete each sentence by choosing suitable pronouns from the ones in brackets.

- 1 The surfer clung to _____ surfboard as _____ directed _____ towards the shore. (it, she, her)
- 2 When the dolphins skimmed the water, _____ could see _____ fins as _____ passed _____ boat. (our, their, we, they)
- 3 The pelicans amazed _____ so much that _____ took many photos of _____. (he, him, them)
- 4 The whale surfaced near _____ and as _____ swam by, _____ huge eye took in every detail of _____ appearance. (its, my, me, it)
- 5 Bring _____ families to the Sunshine Coast so _____ can enjoy _____ tropical setting and forget _____ cares. (they, their, its, your)
- 6 When _____ travel overseas, make sure _____ take _____ passport and keep _____ in a safe place. (you, it, your)
- 7 Choose one of _____ new model cars, take _____ for a test drive and _____ will never forget _____ incredible experience. (it, you, our, your)
- 8 _____ will be able to meet _____ and _____ mother at the station. (his, we, you)

Punctuation

Direct and indirect speech



Direct speech repeats the exact words that a person has spoken. The spoken words are enclosed by quotation marks.

The ski instructor told the beginners, 'Firstly, you will practise walking around on your skis.'

Indirect speech reports what someone has said without using quotation marks.

The ski instructor told the beginners that firstly they would practise walking around on their skis.

Changing the direct speech

The following sentences are written in direct speech. Change them to indirect speech by removing the quotation marks and changing the wording as necessary to make sense. For example:

Nadia said, 'I'll help carry the luggage to the car.'

Nadia said that she would help carry the luggage to the car.

- 1 The police officer told Jack, 'You'll need to come down to the station.'

- 2 The man complained to the waiter, 'This soup is stone cold.'

- 3 Dan's mother said, 'Some lazy people have left their rubbish behind.'

- 4 Sophie asked me, 'Did you see the new movie about robots ruling the planet?'

Changing the indirect speech

The following sentences are written in indirect speech. Change them to direct speech by adding the quotation marks and other necessary punctuation. You will need to change the wording as necessary to make sense. For example:

Adriana said that she couldn't wait to go back to Italy and see her family.

Adriana said, 'I can't wait to go back to Italy and see my family.'

- 1 The athlete announced that he intended to retire at the end of the year.

- 2 The restaurant owner told her chef that the customers loved his food.

- 3 The woman next to me asked if the train would stop at Richmond.

- 4 The mountain climber shouted that some rocks were falling.

Word skills

Silent letters

Silent letters	Silent letter words
b	thumb, doubt, debt, lamb, climb, dumb, plumber, tomb, bomb
c	abscess, muscle, descend, conscious, scene, scissors, scintillating
g	foreign, drought, sight, gnome, reign, daughter, resign, benign
h	anchor, chaos, choir, orchestra, monarch, echo, orchid, scheme
k	knife, knock, knuckle, knit, knight, kneel, knob, knapsack
n	solemn, autumn, hymn, condemn, column
p	receipt, pneumonia, psychiatrist, cupboard, psalm, coup
s	island, debris, aisle, viscount, isle
t	often, listen, moisten, castle, whistle, wrestle, fasten, glisten
u	guitar, tongue, guide, guess, disguise, rogue, guile, build
w	sword, wreck, wren, wrath, answer, writhe, write, wreath

Words that contain silent letters are sometimes not easy to spell. Centuries ago, many of these letters were originally sounded out, but in our speech today the letters are silent, even though they still appear in the written word. Here are some helpful hints:

- The silent letter *b* at the end of a word usually follows the letter *m*.
- The silent letter *c* often follows an *s*.
- The silent letter *n* often comes after an *m*.
- The silent letter *k* beginning a word is usually followed by the letter *n*.
- The silent letter *w* beginning a word is usually followed by the letter *r*.



The word 'knight' has two silent letters.

What are they? Answer: _____

Identifying silent-letter words

Choose silent-letter words from the table above to match the definitions and clues.

1 Silent *b* words

- a a young sheep _____
- b unable to talk _____
- c an explosive device _____
- d a grave _____

2 Silent *c* words

- a a cutting tool _____
- b to go down _____
- c a sore with pus _____
- d sparkling _____

3 Silent *g* words

- a to rule as monarch _____
- b gentle and kind _____
- c a female offspring _____

4 Silent *h* words

- a a group of singers _____
- b complete disorder _____
- c used to moor a ship _____

5 Silent *k* words

- a a door handle _____
- b a type of backpack _____
- c a finger joint _____

6 Silent *n* words

- a a season _____
- b an upright pillar _____
- c to find guilty _____
- d serious _____

7 Silent *p* words

- a a storage cabinet _____
- b lung inflammation _____
- c a sacred song _____

8 Silent *s* words

- a a small island _____
- b dirt or refuse _____
- c a passageway _____
- d a British nobleman _____

9 Silent *t* words

- a a fortified building _____
- b a high-pitched sound _____
- c to join securely _____
- d to shine or glitter _____

10 Silent *u* words

- a a dishonest person _____
- b deceitfulness _____
- c to indicate the way _____
- d to construct _____
- e part of the mouth _____

11 Silent *w* words

- a a small bird _____
- b to destroy _____
- c extreme anger _____
- d to twist and squirm _____

Word origins

The word 'monarch' comes from the Greek word *mono*, meaning 'one', and *archos*, meaning 'ruler'; thus 'monarch' means 'a single ruler'. There are a number of English words derived from *monos*. Use the dictionary at the back of the book to find the meaning of the following words with the *mono-* prefix.

monoplane: _____

monopoly: _____

monosyllable: _____

monogamy: _____

monologue: _____

Features of the novel

LITERATURE

Novels are made-up stories. They take us to all kinds of imaginary places and times, where we become involved in the lives of the characters. We share the characters' emotions and adventures as we identify with them in their challenges to overcome life's problems.

Novels are narratives that usually contain the following features:

- **Characters:** the people involved in the story
- **Setting:** the place(s) where and the time when the story takes place
- **Theme:** the main idea or message of the novel
- **Plot:** the series of events or happenings that make up the story
- **Suspense:** the building up of tension until an outcome is reached
- **Conflict:** a physical, emotional or verbal struggle
- **Climax:** a point when a crisis is reached and resolved.

Read the following passages and answer the questions that follow.

Ride the wild surf

Once past the line of foam, the huge surf carried the riders in comparative safety. Now, unless they lost their boards, they had a better chance of survival. Their greatest danger was close to the shore line.

Even so it was no joy-ride to Ryl's way of thinking. Each swell rose before her like a nightmare slippery-dip, which itself rose and heaved beneath her. She always managed to keep on top of the slope of water, keeping ahead of it before it curled into foam. She lay on her stomach, kicking her heels in the air with the effort of her paddling. Then the wave would slither away beneath her, and there would be a swift fall through space, and she would fly up in the air, too light to stay with her craft. The only way she could be sure of making a spread-eagle landing back on her board was by clinging with her fingertips



to its polished edges, and this was desperately difficult. After the seemingly great fall through space, both board and girl would land once more on the water with a resounding blow.

'I just know I'm going to be bruised black and blue!' she thought to herself, shutting her eyes tight to keep out the view of heaving water. 'And golly—I do believe it's making me seasick! Oh dear, *why* did I come with that *beastly* Glen?'

At last the fleet of three was far enough from shore, which was a discreetly short distance today! They all sat up on their boards and began to glance over their shoulders for waves to catch. Ryl was justifiably terrified of being separated from her board, for she knew she could never swim back to shore through the surf. As for sharks! They could be in shoals beneath her very feet and no way of telling!

The first wave looked so terrifying that she decided she would never have enough courage to wait for a second! With skill borne of fear, she caught it perfectly, and rode its curling crest, running the length of its streaming mane, taming the sea monster, her slim feet stepping daintily on the waxed board as she steered it by touch, as a blind pianist plays. Then as the comber neared the shore, and prepared to be pounded to death on the sand, she slid back behind it. It was a beautiful piece of surf-riding!

But for Ryl, it was enough and to spare. She followed the wave in, making use of the comparative calm left by its passing to splash ashore and pull her board after her. She went up the beach to a safe distance, sat down and put her head between

her knees. In a waking nightmare she could still see the wall of running water above her head, and feel the motion of its churning body.

The boys were not so long out themselves. In ten minutes they both came in, blowing the water from their lips, dragging their boards behind them, keels up. They plumped down beside her.

'Gee!' said Spike admiringly. 'You didn't stay out long, but you can ride 'em! You caught the first wave! You caught it just like that! And rode it like a bronco! Can you ever ride 'em!'

Ryl opened one eye.

'Oh, that was nothing, really, just a piece of cake!' she said. Never in a lifetime would she let them know how terrified she'd been.

'Why did you get out so soon?' asked Glen.

Her green eyes were inscrutable. She'd never let them know. Here they were, thinking she was the new surfing champion. Why spoil a good show?

'It's rather cold in,' she said.

from *Pastures of the Blue Crane*
by Hesba Brinsmead

Responding to the novel

- 1 Who are the characters involved in this incident from the novel?

- 2 What are the characters doing at the beginning of this description?

- 3 What emotions did Ryl experience while waiting for a suitable wave?

- 4 Why did Ryl decide to catch the first wave?

- 5 The wave is given living characteristics. What is the wave likened to?

- 6 Whom is Ryl compared to while she is riding the wave?

- 7 What was Ryl's 'waking nightmare'?

8 How did Spike react to Ryl's surf-riding display?

9 What does this incident reveal about Ryl's character?

10 'Why did you get out so soon?' What reason did Ryl give?

Skateboarding down Zig-Zag Hill

The road did a murderous switchback the moment he came out of the first turn and then the whole Zig-Zag became a frantic, mindblowing blur. Trees. Parked cars. Blow-waved lawns. DANGER. CAUTION. STEEP INCLINE. Everything ripped by and the road howled beneath him. Lockie simply aimed out of instinct; he couldn't even tell where he was going anymore. He was more interested in the sound he made as he shot down the hill. It was a truly odd noise, rather like the whistling that an artillery shell makes before it lands unpleasantly in someone's backyard. Lockie discovered that if he closed his mouth the whistle died away. He opened his mouth again and there it was: eee eeeeeeeeeeeeeeeeeeeeeeeeeeeeeeeeeeeee eeee! That shriek was the wind going through him. He was a bassoon, an oboe, a clarinet, a flute, a plummeting piccolo. What a sound you could make with wind coming out your ears, your pores, your every embarrassing orifice. Well, you learn a little every day.

And then before Lockie could even decide how he was going to manage the hellish final turn into the T-junction of the Angelus Scenic Drive, he found himself

already there, safely slowing down in the gentle uphill slope where everything was calm and quiet and sane. Lockie pulled a long broad turn to break himself and then stepped off his skateboard. His legs were so trembly he could barely stand. He couldn't believe what he'd just done. He'd survived the biggest hell-ride in Angelus. But there was no rush of triumph. He just felt like a stupid, thick-brained idiot for even trying.

'I'm a LUNATIC!' he bellowed. His knees knocked. He wanted to be sick.

He looked uphill to where Phillip stood shunting his skateboard back and forth underfoot.

'Don't do it, Phillip. Just walk down!' Lockie waved his arms crazily, jumping on the spot like a cheerleader. 'Walk down!'

Phillip waved or shrugged and then heaved forward. Lockie stopped jumping and let his skateboard roll to the kerb.

No! Absolutely, positively NO! His little brother came scorching down the bends, uprooting letterboxes and council signs, setting off car alarms and collecting rear-view mirrors like a cyclone.

Lockie watched Phillip's eyes get big as soup bowls. He heard the roar of wheels and the flapping of Phillip's tee-shirt as he barrelled miraculously down towards the junction.

'Turn, Phillip!' he yelled in awe. All Phillip had to do now was make the final turn and be safe. 'Go now, go now!'

But Phillip came out of the final zag with a serious case of the death wobbles. There was no way he'd make another turn. He'd be lucky to stay upright for more than a few more seconds. As he careered past, Lockie made a lunge but couldn't get more than a fingertip to him. A moment later the board hit the kerb and stopped dead.

continued »



Phillip, however, did not stop at all. He flew quite silently across the grassy verge and into the treetops down the slope.

Lockie started to run.

I'm a fool, he thought, a mad, insane, lunatic idiot. I should be locked up and fed dog biscuits. I'm a damned disgrace.

Lockie crashed blindly down the slope through scrub and trees, scrambling over boulders and burnt-out logs. There was no sign of blood or major organs, which was encouraging.

In the end he came to a tree that had his little brother dangling from it like some hyperventilating fruitbat. A branch had ripped through his Rip Curl tee-shirt. Only 100% COTTON and some nice screen-

printing held him up there.

Lockie clawed up the trunk and picked his way across boughs until he got close.

'You orright?'

'Will I land soon?'

Phillip's eyes were still soup bowls. His skin was grey-on-white. Lockie braced himself to grab him, but just as he reached out, Phillip's shirt gave way and he was gone. Lockie heard the crash in the undergrowth below.

'I think you've landed.'

'Thank you.'

'No worries.'

'Can we go home now?'

from *Lockie Leonard—Legend* by Tim Winton

Responding to the novel

- 1 'It was a truly odd noise ...' Identify the simile describing the noise.

- 2 How was Lockie able to make the whistling sound die away?

- 3 What physical reaction did Lockie experience after he completed the ride?

- 4 What is Lockie's attitude to Phillip's decision to skateboard downhill?

- 5 What destruction did Phillip cause as he 'came scorching down the bends'?

- 6 What sounds did Lockie hear as Phillip skateboarded down the hill?

- 7 Why wouldn't Phillip be able to make another turn after coming out of the last zag?

- 8 'Lockie started to run.' Why?

- 9 Identify the simile describing Phillip dangling in the tree.

- 10 How do Phillip's physical features show that he had been through a terrifying ordeal?

Verbs

Verbs express action. They are doing, being and having words. They tell us what the subject is doing or sometimes what is happening to the subject. A verb can be one word or a number of words. In the following sentences the verbs are shown in italics.

The surfer *wiped* the spray from his eyes.

Ryl *was clinging* tightly to her surfboard.

During the storm, huge waves *had been pounding* the shore.

Note that when a verb is used in its infinitive form, it is preceded by *to*.

to swim to play to dive to cling to surf to run



Verbs at work

Verbs create action in sentences. Give action to the following short sentences by inserting suitable verbs from the list.

plays	cuts	carries	drives	designs
sings	sells	solves	paints	ploughs
flies	writes	shoots	fights	studies
serves	climbs	guards	performs	repairs

- | | |
|-------------------------------|-------------------------------|
| 1 A mechanic _____ cars. | 11 A farmer _____ fields. |
| 2 A playwright _____ plays. | 12 A soldier _____ battles. |
| 3 A waiter _____ food. | 13 A barber _____ hair. |
| 4 A detective _____ crimes. | 14 A botanist _____ plants. |
| 5 A pianist _____ the piano. | 15 A florist _____ flowers. |
| 6 A surgeon _____ operations. | 16 An aviator _____ planes. |
| 7 An architect _____ houses. | 17 A chauffeur _____ cars. |
| 8 An artist _____ pictures. | 18 A mountaineer _____ peaks. |
| 9 An archer _____ arrows. | 19 A porter _____ luggage. |
| 10 A vocalist _____ lyrics. | 20 A warder _____ prisoners. |

Verbs tell time

Not only do verbs indicate that an action is taking place, they also tell us the time when the action is happening. There are three main time periods: **present**, **past** and **future**.

Present tense: I eat; I am eating

Past tense: I ate; I have eaten; I had eaten; I was eating

Future tense: I will/shall eat; I will/shall be eating

Completing the verb table

Complete the following verb time table by following the example in the top row.

Today—present	Tomorrow—future	Yesterday—past
I sleep	I will sleep	I slept
I think		
		I spoke
	I will fight	
I buy		
	I will try	
	I will choose	
I catch		
	I will pay	
		I sent
	I will cry	
I leave		

Auxiliary verbs

Auxiliary verbs are helping verbs. They are used to help other verbs form tenses. An auxiliary verb usually precedes the verb it is helping. Sometimes more than one auxiliary verb may be used to form a complete verb.

I am swimming. They have been swimming. You will be swimming.

We should have been surfing. He may have been surfing.

Here is a list of auxiliary verbs. Note: These verbs are sometimes used on their own.

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

Using auxiliary verbs

Insert suitable auxiliary verbs using the tenses indicated in brackets.

- 1 It _____ raining (present) now, but the game _____ played (future) tomorrow.
- 2 Tonight I _____ coming (future) home late, so I _____ left (past) some dinner in the fridge for you.
- 3 I expect my English teacher _____ pleased (future) when she _____ marking (present) my essay.
- 4 If you _____ hoping (present) to win the match, you _____ need (future) to practise.

Punctuation

Apostrophes—avoiding confusion

The following sets of words often cause confusion. Each word in the set sounds the same but is spelt differently, and one of the words contains an apostrophe.

Words	Descriptions	Examples
it's	A contraction of <i>it is</i> A contraction of <i>it has</i>	<i>It's</i> likely that your trip to Hawaii will go ahead. <i>It's</i> taken a long time to plan the trip to Hawaii.
its	To show possession	The movie was much better than <i>its</i> trailer indicated. The dog curled up in <i>its</i> kennel.
who's	A contraction of <i>who is</i> A contraction of <i>who has</i>	Look <i>who's</i> driving the car. <i>Who's</i> been driving this car?
whose	To show possession	<i>Whose</i> tennis racquet is this? That is my cousin <i>whose</i> book I'm reading.
you're	A contraction of <i>you are</i>	<i>You're</i> going home from hospital today.
your	To show possession	Make sure that you take home all <i>your</i> belongings.
they're	A contraction of <i>they are</i>	<i>They're</i> all coming to our place after the game.
their	To show possession	The spectators showed <i>their</i> tickets at the gate.
there	A place	Let's plant the new tree over <i>there</i> .

Choosing the correct words

Complete the following sentences by inserting the correct words from the brackets.

- _____ are hardly any errors in _____ essays. (their, there, they're)
- We found a kitten today. We think _____ part Siamese. Now we just need to come up with _____ name. (its, it's)
- _____ the main character in the novel and _____ house does he live in? (who's, whose)
- I can see where _____ going and I hope they get _____ safely. (their, there, they're)
- I hope you remembered that _____ going to the circus with me tonight. I've got _____ ticket. (you're, your)
- ' _____ a beautiful horse,' said Greg, as he watched it toss _____ mane. (it's, its)
- _____ flying to Europe tomorrow. I wonder if _____ itinerary will stay the same once they get _____. (their, there, they're)
- _____ very likely that _____ camera has been stolen. (your, its, you're, it's)



Word skills

Playing the game

challenge	coach	athlete	amateur	swimming
decision	goal	referee	champion	disappointed
postpone	injury	forfeit	anticipate	spectator
compete	choice	victory	accurate	tournament
penalty	qualify	succeed	struggled	determination
opponent	weary	attempt	strength	professional



Missing words

Choose words from the list to complete the following gaps in the passage. The first letter is given to help you.

The c _____ golfer was d _____ when his o _____ defeated him on the final hole of the t _____. Although he was suffering from a previous leg i _____ and felt w _____ as he s _____ up the final fairway, his g _____ had been to achieve v _____. However, his old c _____, who was a s _____, said he knew his former pupil could not s _____ because he was not fit enough.

Meanings and clues

Match these definitions and clues with appropriate list words.

- 1 A person who plays for the love of the game, rather than for money _____
- 2 The opposite of 'weakness' _____
- 3 A person who has defeated all others in a competition _____
- 4 The opposite of 'energetic' _____
- 5 An official who ensures that the rules of a sport are followed _____
- 6 The opposite of 'fail' _____
- 7 The opposite of 'pleased' _____
- 8 A person who gives instruction or tuition _____
- 9 The opposite of 'defeat' _____
- 10 Physical hurt or harm _____

Word forms

Complete each sentence by adding the correct form of the words in brackets.

- 1 Our _____ (compete) concealed their _____ (disappointed) when we won the match.
- 2 The _____ (accurate) and _____ (anticipate) of netball player were important for her success.
- 3 The _____ (swimming) was _____ (penalty) for making too many false starts.
- 4 I am _____ (determination) to improve my game after my next _____ (coach) session.
- 5 The high jumper was _____ (injury) at the school _____ (athlete) carnival.
- 6 You will never be _____ (succeed) until you _____ (decision) to train seriously.
- 7 Although he put up a _____ (strength) fight, he did not win the _____ (champion).
- 8 The _____ (victory) team _____ (qualify) for the finals.
- 9 The gymnast was _____ (struggle) to complete the _____ (challenge) routine.



Word origins

The word 'spectator' comes from the Latin word *specto*, which means 'I see'. Below are more words that are derived from *specto*. Use the dictionary at the back of the book to write their meanings.

spectacle: _____

spectacular: _____

expect: _____

spectre: _____

prospector: _____

conspicuous: _____

Travel writing

LITERATURE

Travel writers aim to bring people and places to life for the reader. The genre of travel writing includes travel guides for tourists, feature articles about holiday destinations, travel blogs, and of course books about a writer's exciting, exotic or unusual journey. The main features of travel writing are listed below.

- It describes the places, people and events that the writer encounters.
- It is usually written in the first person (I, me, my, we, us).
- It explores themes such as survival, self-discovery or cultural differences.
- The writer shares thoughts and feelings and expresses a clear point of view.
- Maps, photographs and factual background research may be included.

Over thirty years ago, Robyn Davidson made a journey of adventure and self-discovery across the Australian desert with her four camels, Bub, Dookie, Zeleika and baby Goliath. In the extract that follows, she shares some of her travel experiences.

Survival in the desert

I camped that first night in a washaway, near the ruin of a cottage. I awoke to the muttering of a single crow staring at me not ten feet away. The pre-dawn light, all misty blue and translucent, filtered through the leaves and created a fairyland. The character of such country changes wonderfully throughout the day, and each change has an effect on one's mood.

I set off clutching map and compass. Every hour or so, my shoulders would tighten and my stomach knot as I searched for the right path. I got lost only once, ending up in a box-canyon and having to back-track to where the path had been obliterated by a series of cattle and donkey tracks. But the constant tension was sapping my energy and I sweated and strained. This went on for two days.

One afternoon, after our midday break, something dropped off Bub's back and he flew into a panic. I now had Zeleika in the lead because of her sore nose, and



Bub at the rear. He bucked and he bucked and the more he bucked, the more bits of pack went flying and the more frenzied he became. By the time he stopped, the saddle was dangling under his quivering belly, and the goods were scattered everywhere. I switched into automatic. The other camels were ready to leap out of their skins and head for home. Goliath

was galloping between them and generally creating havoc. There was not a tree in sight to tie them to. If I blew this, they might take off and I would never see them again. I couldn't get back to Bub so I whooshed the lead camel down and tied her nose-line to her foreleg, so that if she tried to get up, she would be pulled down. I did the same with Dook, clouted Goliath across the nose with a branch of mulga so that he took off in a cloud of dust, and then went back to Bub. His eyes had rolled with fear and I had to talk to him and pacify him until I knew he trusted me and wouldn't kick. Then I lifted the saddle with my knees and undid the girth on the top of his back. Then I gently took it off and whooshed him down like the others. I found a tree a little further on, and beat

the living daylights out of him. The whole operation had been quick, sure, steady and precise—like Austrian clockwork. But now, whatever toxins had been stirred up by the flow of adrenalin hit my bloodstream like the Cayahogan River. I lay by the tree, trembling as hard as Bub. I had been out of control when I beat him and began to recognise a certain Kurtishness in my behavior. The weakness, my inability to be terrified with any dignity, came to the forefront often during the trip, and my animals took the brunt of it. If, as Hemingway suggested, 'courage is grace under pressure', then the trip proved once and for all that I was sadly lacking in the stuff. I felt ashamed.

from *Tracks* by Robyn Davidson

Responding to the text

- 1 What was the first thing Robyn Davidson saw when she woke up?

- 2 In the second paragraph, how can you tell that she was anxious about finding the right path?

- 3 What happened when Bub flew into a panic?

- 4 'I switched into automatic.' Why was the situation potentially dangerous for Robyn Davidson?

- 5 What did she do to settle Bub down and stop his panic?

- 6 What did she do when she found a tree a little further on?

- 7 'I lay by the tree, trembling as hard as Bub.' Why did she do this?

8 Why was she ashamed of her behaviour?

9 Use the dictionary at the back of the book to write the meaning of the following words.

a washaway: _____

b translucent: _____

c obliterated: _____

When American author Bill Bryson toured Australia, he found more than he bargained for at the Australian Museum in Sydney.

Australia: a lethal country

I returned to the city dog tired and pasted with sweat, and impulsively popped into the grand and brooding Australian Museum beside Hyde Park. I went not because it is fabulous, but because I was half-crazed from the heat and it looked to be one of those old buildings that are dimly lit and gratifyingly cool inside. It was both of those, and fabulous as well. It is a vast and old-fashioned place—I mean that as the most admiring compliment; I know of no higher for a museum—with lofty galleried halls full of stuffed animals and long cases of carefully mounted insects, chunks of luminous minerals or Aboriginal artifacts. In a country such as Australia, every room is a wonder.

As you can imagine, I was particularly attracted to all those things that might hurt me. which in an Australian context is practically everything. It really is the most extraordinarily lethal country. Naturally, they play down the fact that every time you set your feet on the floor something is likely to jump out and seize an ankle. Thus my guidebook blandly observed that ‘only’ fourteen species of Australian snakes are seriously lethal, among them the western brown, desert death adder, tiger snake, taipan and yellow-bellied sea snake. The taipan is the one to watch out for. It is the most poisonous snake on earth, with a lunge so swift and a venom so potent that your last mortal utterance is likely to be: ‘I say, is that a sn—’

Even from across the room you could see at once which was the display case containing the stuffed taipan, for it had



around it a clutch of small boys held in rapt silence by the frozen gaze of its beady, lazily hateful eyes. You can kill it and stuff it and put it in a case, but you can’t take away the menace. According to the label, the taipan carries a venom fifty times more deadly than that of the cobra, its nearest challenger. Amazingly, just one fatal attack is on record, at Mildura in 1989. But we knew the real story, my attentive friends and I—that once you leave this building the taipans aren’t stuffed and behind glass.

At least the taipan is five feet long and thick as a man’s wrist, which gives you a reasonable chance of spotting it. What I found far more appalling was the existence of lethal small snakes, like the little desert death adder. Just eight inches long, it lies lightly buried in the soft sand so that you have no hope of seeing it before setting your weary butt on its head. Even more worrying was the Point Darwin sea snake, which is not much larger than an earthworm but packs venom enough, if not to kill you, at least to make you very late for dinner.

But all of these are as nothing compared with the delicate and diaphanous box jellyfish, the most poisonous creature on

earth. We will hear more of the unspeakable horrors of this little bag of lethality when we get to the tropics, but let me offer here just one small story. In 1992, a young man in Cairns, ignoring all the warning signs, went swimming in the Pacific waters at a place called Holloways Beach. He swam and dived, taunting his friends on the beach for their prudent cowardice, and then began to scream with an inhuman sound. It is said that there is no pain to

compare with it. The young man staggered from the water, covered in livid whip-like stripes wherever the jellyfish's tentacles had brushed across him, and collapsed in quivering shock. Soon afterwards emergency crews arrived, inflated him with morphine, and took him away for treatment. And here's the thing. Even unconscious and sedated he was still screaming.

from *Down Under* by Bill Bryson

Responding to the text

- 1 What did Bill Bryson admire about the interior of the Australian Museum?

- 2 Which items in the museum particularly attracted him?

- 3 'The taipan is the one to watch out for.' Why?

- 4 Why would you be unlikely to finish the sentence, 'I say, is that a sn—'?

- 5 Why were the small boys staring in 'rapt silence' at the stuffed taipan's display case?

- 6 Why did Bill Bryson find the little desert death adder 'far more appalling' than the taipan?

- 7 Why is the box jellyfish to be feared?

- 8 How did the young man behave towards his friends when he went swimming in 1992?

- 9 What happened next?

- 10 When he staggered from the water, what did his body look like?

- 11 Use the dictionary at the back of the book to write the meaning of the following words.
 - a lethal: _____
 - b potent: _____
 - c diaphanous: _____

Verbs in action

Sound verbs

Writers use verbs to convey all kinds of actions. Sometimes they use verbs to create the sounds of the action being described. Writer Jackie French has done this effectively in her description of rain in her novel, *Hitler's Daughter*.

The rain **chattered** onto the ground and **dribbled** along the wet barbed wire round Harrison's paddock till it **trickled** down in short ploppy streams.

Sounds made by objects

Match the onomatopoeic (sound) verbs in the box with the noun that creates the sound.

chime	crunches	wails	pops	rustle	zing	clank	whirr
ticks	throbs	screech	honks	hisses	drips	creaks	patter

- | | | | | | |
|---|---------|-------|----|-------------------|-------|
| 1 | bullets | _____ | 9 | a cork | _____ |
| 2 | a watch | _____ | 10 | a horn | _____ |
| 3 | gravel | _____ | 11 | a heart | _____ |
| 4 | a siren | _____ | 12 | steam | _____ |
| 5 | leaves | _____ | 13 | chains | _____ |
| 6 | feet | _____ | 14 | a floorboard | _____ |
| 7 | brakes | _____ | 15 | bells | _____ |
| 8 | a tap | _____ | 16 | helicopter blades | _____ |

Using better verbs

In your writing, always try to use the best verbs you can. Look for verbs that are precise and clear, rather than weak and general. Select the best verb to replace *walk*, *walks* or *walked* in each sentence below and write it in the space provided. Use each verb once only.

trudges	shuffled	strode	waddles	plod
toddled	paced	march	prowled	limps

- | | | |
|---|---|------------|
| 1 | The lion <i>walked</i> through the forest. | It _____ |
| 2 | The duck <i>walks</i> down to the pond. | It _____ |
| 3 | The horses <i>walk</i> slowly uphill. | They _____ |
| 4 | The tiger <i>walked</i> to and fro in its cage. | It _____ |



- 5 The weary farmer *walks* home. He _____
- 6 The soldiers *walk* in time to the band. They _____
- 7 The baby *walked* to his mother. He _____
- 8 The principal *walked* to the microphone. She _____
- 9 The injured runner *walks* from the field. He _____
- 10 The old lady *walked* around in her slippers. She _____

Imperative verbs

Imperative verbs tell people what to do. They are sometimes known as ‘bossy’ verbs because they leave no room for question or discussion. They give commands, orders and instructions and are used regularly in advertisements, recipes and ‘how to’ brochures.

Imperative verbs appear at the beginning of a sentence. The subject ‘you’ is usually understood (‘[You] eat your dinner!’).

- Visit sunny Queensland. Swim with the dolphins. Snorkel over the reef.
Keep off the grass. Clean your room! Call an ambulance!

Identifying imperative verbs

Identify each imperative verb in the following examples. Rewrite the verb on the line.

- | | |
|------------------------------|----------------------------|
| 1 Save the rainforest. _____ | 6 Tell the truth. _____ |
| 2 Paddle harder! _____ | 7 Shut the window. _____ |
| 3 Open your books. _____ | 8 Keep to the right. _____ |
| 4 Run for your life! _____ | 9 Pass the ball. _____ |
| 5 Give me the keys. _____ | 10 Seize the day. _____ |

Missing verbs

Complete the missing verbs in the commands below, noting the first-letter clues. The first example has been done for you.

- | | |
|-----------------------|---------------------------|
| 1 Fly _____ a kite. | 10 B _____ a ticket. |
| 2 T _____ a coin. | 11 D _____ the car. |
| 3 B _____ a cake. | 14 E _____ the bin. |
| 4 L _____ the fire. | 13 M _____ the cow. |
| 5 T _____ a story. | 12 C _____ the mountain. |
| 6 M _____ the lawn. | 15 P _____ a picture. |
| 7 S _____ the puzzle. | 16 W _____ the movie. |
| 8 R _____ a book. | 17 S _____ a song. |
| 9 W _____ a letter. | 18 J _____ one kilometre. |



Punctuation

The colon for lists

The colon (:) is commonly used to introduce a list of things, people or places. The words before the colon must make sense on their own—that is, they form a complete sentence. Commas separate the items in the list, except before the last item where *and* is used. For example:

Here is what we need for breakfast: bread, jam, butter, muesli, milk, eggs and fruit.

Not every list needs to be introduced by a colon. A colon is not needed after verbs such as *is*, *were*, *are* or *include* because these words already indicate that a list will follow. For example:

The things we need for breakfast are bread, jam, butter, muesli, milk, eggs and fruit.

Using colons to introduce lists

Rewrite each sentence, adding the colon, the commas and the full stop.

- 1 We will be taking many things to the beach sunscreen towels hats drinks snacks and a beach ball

- 2 The contestants came from seven countries in the region Australia New Zealand the Philippines Indonesia China Malaysia and Vietnam

- 3 The following people have each won a trip to Bali Keira Samuels Adam Bergman and Jenny Lin

- 4 Amy has four holiday destinations in mind San Francisco Las Vegas New York and New Orleans

- 5 There are some exciting river cruises available now the Mekong in Southeast Asia the Nile in Egypt the Yangtze in China and the Amazon in South America

- 6 The zoo runs a breeding program for several endangered animals the Sumatran orangutan the Amur leopard the blue-eyed black lemur and the Tasmanian Devil

Word skills

Going places

cruise	location	explore	attraction	accommodation
quiet	essential	scenery	adventure	immediately
daily	paradise	tourist	necessary	destination
flight	souvenir	vacation	satisfying	memorable
visible	excursion	arrival	assistance	amusement
view	available	itinerary	incredible	comfortable



A word for a phrase

Write the list word that matches the definition. The first letter is given to help you.

- 1 absolutely necessary *e* _____
- 2 at once, instantly *i* _____
- 3 the place to which one is going *d* _____
- 4 a holiday *v* _____
- 5 a memento from a place visited *s* _____
- 6 making little or no sound *q* _____
- 7 worth remembering *m* _____
- 8 able to be seen *v* _____
- 9 a person visiting a place for pleasure *t* _____
- 10 an ideal or idyllic place *p* _____
- 11 giving fulfilment or pleasure *s* _____
- 12 to travel in search of discovery *e* _____
- 13 to take a holiday on a ship *c* _____
- 14 rooms in which people may stay *a* _____
- 15 the experience of finding something funny *a* _____
- 16 an unusual and exciting experience *a* _____
- 17 the act of helping someone *a* _____
- 18 the natural features of the landscape *s* _____
- 19 difficult to believe; extraordinary *i* _____

- 20 a particular place _____
 21 a planned route or journey _____
 22 feeling physically relaxed _____

Word forms

Use the correct form of the list word in brackets to complete the sentences.

Flight attendants _____ (assistance) the passengers boarding our plane.

We were _____ (flight) to South Africa and felt very _____

(adventure) because we were going on a safari. The game park was _____

(location) in a sanctuary that attracted an _____ (incredible) diverse

range of tourists.

Ours was a photographic expedition and we stayed in a lodge that

_____ (accommodation) our small group very

_____ (comfortable). In the morning, the

_____ (visible) was poor because of heavy mist,

but as soon as we had _____ (arrival) at the water

hole, the mist lifted. Our greatest _____

(satisfying) came from seeing a mother lion with her cubs. Their

playfulness was _____ (amusement). We all have

wonderful _____ (memorable) of our South African holiday.



Word origins

The word 'incredible' means 'impossible to believe'. It is made up of the prefix *in-*, which here means 'not', and the Latin word *credo*, which means 'I believe' or 'I trust'. Use the dictionary at the back of the book to write the meaning of the following words that are derived from *credo*.

credible: _____

creed: _____

creditor: _____

credentials: _____

discredit: _____

credulous: _____

incredulous: _____

Saving Planet Earth

LITERATURE

Environmental issues, such as whether or not the Great Barrier Reef World Heritage Area is in danger, often provoke intense debate in the community. Here are three important questions to consider when discussing any controversial issue.

- 1 What are the facts?** A fact is something that is known to be true and can be proven.
The Great Barrier Reef was placed on the World Heritage List in 1981.
- 2 What point of view is expressed?** A person's point of view on an issue is their opinion. They believe it to be right, but it isn't necessarily based on facts or proof.
The Great Barrier Reef is not in any danger from controlled coastal development.
- 3 What evidence is provided?** Evidence includes statistics, facts, expert statements, research, examples and reasons. These are used to help prove that something is true.
*An article in the scientific journal *The World's Oceans* reports that there has been a 50% loss of coral cover in the Great Barrier Reef since the 1960s.*

Read the following articles and answer the questions that follow.

Shark cull affects nature's balance

DR EUAN RITCHIE

WE have good reason to fear sharks and lions. None of us wants to be an animal's next meal.

And a number of recent fatal shark attacks in Western Australia have intensified the issue of human–predator conflict.

In response, the WA Government has introduced a shark cull to create 'safe zones' for beachgoers—with the first killing on the weekend.

Thousands of people, including surfers, have since rallied against the move.

So what are the broader consequences of losing sharks and other large predators?

Landmark research in the international journal *Science* this month reviewed the conservation



Sharks are critical to keeping oceans in balance.

status and ecological roles of the world's 31 largest carnivores.

Our study suggests that we should be greatly concerned about the ongoing loss of predators.

We studied lions, tigers, African wild dogs, leopards,

cheetahs, wolves, lynx, otters, bears, hyenas and dingoes. The study spans all continents except Antarctica.

Alarming, roughly 75 per cent of all predators are declining and headed towards extinction.

continued >

So unless genuine and urgent efforts are made to conserve these animals, many of them could be gone forever.

What happens when predators decline or, worse, disappear? In short, wherever we looked, we saw major environmental problems ...

So what about sharks?

Like other top predators, they are critical to keeping environments in balance.

When large sharks are culled, numbers of rays and smaller fish species increase dramatically. Because these smaller species feed on commercially valuable fish, the economic impacts can be huge.

If endangered and legally protected species such as great white sharks are targeted and killed under government orders, we are surely within our rights

to request a full cost-benefit analysis.

We need to make sure millions of taxpayer-funded dollars are not being wasted or even making things worse.

Persecuting sharks is not the answer. The management of any wildlife should be based on sound scientific evidence, not political rhetoric.

Clearly, predators have far-reaching ecological, economic and social benefits that are grossly underappreciated.

There is no doubt predators pose challenges, such as wolves attacking livestock and sharks attacking humans. But education and new management practices offer alternatives to culling.

When sharks were culled in Hawaii there was no long-term benefit because shark attacks occurred immediately after.

This is because many species of shark are migratory—some travelling thousands of kilometres. This means killing sharks in a local area only is doomed to fail ...

It is telling that many recent victims of shark attacks have come out to protest against the planned shark cull in WA.

Clearly, many people, including those most deeply affected, want smarter solutions to coexisting.

With all of this in mind, governments must find and encourage better ways for people and predators to live together. Failure to do so places us all at risk.

Dr Euan Ritchie is a co-author of the carnivore study and a senior lecturer in ecology at Deakin University.

from *Herald Sun*, 28 January 2014

Responding to the text

1 From your reading of the headline, what is the purpose of this article?

2 In the second sentence of the article, how does the writer engage our interest?

3 Why has the WA government decided to cull sharks?

4 What statistic supports the conclusion that most predators are heading towards extinction?

5 According to the researchers, what happens when predators decline or disappear?

6 Why are sharks and other top predators so important to the environment?

7 What economic problem occurs when large sharks are culled?

8 'There is no doubt predators pose challenges ...' What alternative solutions to culling does the writer suggest?

9 What was the result of shark culling in Hawaii? Why did this happen?

10 The writer of this article expresses his point of view at the end of the article. What is his point of view?

Rubbish tsunami swamps Bali beachfront

MICHAEL BACHELARD

A tsunami of plastic rubbish has swamped Bali's iconic beachfront for a week or more, defying daily efforts to clean it up.

Monsoonal rains sweep plastic rubbish down Bali's waterways to the sea every year and onshore winds dump it on the beach, but surfers, locals and business operators say this is the worst they've seen it.

'The sheer volume of plastic is unprecedented,' says 20-year Bali resident, surf photographer Jason Childs.

'The scary thing is that its getting worse every year.'

The rubbish slick stretched the length of the island's busiest tourist strip, from Uluwatu in the south, through Kuta and Seminyak, to Canggu in the north.

Thousands of tonnes of waste generated by tourists and locals is dumped illegally in Bali's inland creeks because the waste collection and processing systems on the island are not up to the task—a symptom of the wider threat to Bali's environment from the tourism onslaught.

But Bali governor Made Mangku Pastika passed the annual event off as a 'natural phenomenon'.

'This problem is not anyone's fault, but is due to a natural



Plastic waste and rubbish on Kuta Beach during the monsoon that runs from November to March

phenomenon that routinely occurs,' he said recently.

He pleaded for beachfront hotels and restaurants to help the daily clean-up effort—what Childs dismisses as a 'band-aid approach'.

Young surfer and Bali resident, Sonny Perrussel, 13, and his friends want a more permanent solution.

They were so disgusted at swimming and surfing through rubbish that often includes nappies, dead animals, syringes and tonnes of plastic that they started a petition to ban plastic bags from Bali entirely.

They had focused on bags because that seemed to be the majority of the waste on the beach and in the water, he said.

'It's just disgusting and really sad,' Sonny said.

'It's really bad [for surfing] because it smells and your skin gets oily.'

He said, though, that there was one ray of hope: Governor Pastika had told the group of youngsters that if they gained one million signatures on their petition, that he would ban the manufacture, distribution and use of plastic bags on Bali.

So far the group has gained about 7000.

'It's a really big, crazy amount of signatures we have to get,' Sonny says.

'It's a big challenge but if we do it, it would change the world.'

from *The Age*, 26 January 2014

Responding to the text

- 1 A tsunami is a massive sea wave that floods and destroys a coastline. What do you think the expression 'rubbish tsunami' means?

- 2 What is it about Bali's weather that causes the plastic rubbish to be dumped onto the beach every year?

- 3 Why is surf photographer Jason Childs worried about the rubbish?

- 4 Where on the island of Bali is the plastic rubbish slick located?

- 5 Why is waste from tourists and locals dumped illegally into inland creeks?

- 6 What does Bali's governor say about the situation?

- 7 What kind of rubbish do Sonny Perrussal and his friends find in the water when they are surfing?

- 8 What action have they taken to help find a solution? Why?

- 9 What 'ray of hope' is there?

- 10 What evidence does the photo contribute to this article?

- 12 Use the dictionary at the back of the book to find the meaning of the following words.
 - a iconic: _____
 - b monsoonal: _____
 - c unprecedented: _____
 - d phenomenon: _____

Adverbs

As their name suggests, adverbs add extra meaning to verbs. In this sentence, the adverb 'slowly' tells how the skydiver was gliding:

The skydiver *was gliding* [verb] **slowly** to earth.

However, adverbs can also add meaning to adjectives and other adverbs. In the next examples, the adverbs 'extremely' and 'very' add meaning to an adjective ('elated') and to another adverb ('slowly'):

The skydiver *was* **extremely** *elated*.

The skydiver *was gliding* **very** *slowly*.



Adverbs in action

You can usually identify a word as an adverb by testing to see whether it:

- answers the questions *How?*, *When?*, *Where?* or *Why?* with regard to a verb; or
- answers the question *To what extent or degree?* with regard to an adjective or another adverb.

Adverbs tell how

Adverbs may tell **how** an action takes place. These are called adverbs of manner. They often end in *-ly*.

quickly happily easily carefully bravely loudly
slowly noisily violently anxiously joyfully softly

Example: I swung *slowly* from side to side as my parachute floated *smoothly* towards the earth.

Adverbs tell when

Adverbs often tell **when** an action is done. These are called adverbs of time.

now early seldom then again often
today previously yesterday later already sometimes

Example: A few minutes *earlier* I was sitting in the plane. *Soon* my feet would touch the ground.

Adverbs tell where

Some adverbs tell **where** the action takes place. These are called adverbs of place.

upstairs inside here there backward far
below down near outside anywhere nowhere

Example: I leaned *forward* as I drifted *down* and saw the most beautiful fields.

Adverbs tell how much or to what extent

Some adverbs tell **how much** or **to what extent**. These are called adverbs of degree. They usually modify adjectives or other adverbs.

very too more quite almost completely
nearly most less hardly entirely extremely

Example: I was *entirely* relaxed after a *most* thrilling experience.

Missing adverbs

Choose the most suitable adverbs from the list to complete the sentences. Each adverb can be used once only.

punctually hoarsely restlessly tightly courageously rapidly

- 1 She tossed _____ in her sleep.
- 2 The carpenter screwed the two pieces of wood _____ together.
- 3 The fire was beginning to spread _____.
- 4 The soldier fought _____ against the enemy.
- 5 The crowd was shouting _____ during the game's final minutes.
- 6 The principal always arrived at school _____.

extremely nearby very yesterday tomorrow everywhere

- 7 My cousin lives _____.
- 8 They will be leaving for home _____.
- 9 _____ we went to the cinema.
- 10 The traveller was _____ exhausted.
- 11 The car was travelling _____ fast.
- 12 Blackberries grow nearly _____.



Adverbs and their meanings

Choose an adverb to match each definition.

immediately sometimes westwards cautiously gradually
 disloyally deliberately skilfully correctly annually
 cheaply tiredly quickly simultaneously

- | | |
|-----------------------------|----------------------------|
| 1 a little at a time _____ | 8 at the same time _____ |
| 2 every year _____ | 9 at a low price _____ |
| 3 without error _____ | 10 on purpose _____ |
| 4 in a careful manner _____ | 11 towards the west _____ |
| 5 without any delay _____ | 12 now and again _____ |
| 6 at a fast rate _____ | 13 with skill _____ |
| 7 without loyalty _____ | 14 in a weary manner _____ |

Punctuation

Quotation marks for direct speech—3

Here is another common pattern for punctuating speech. In this pattern, the spoken words are interrupted by information about the person who is speaking.

' _____,' said John, ' _____.'
' _____,' said John. ' _____.'

Note that if the spoken words together with the interrupted unspoken words make up a single sentence, there is a comma after the unspoken words and no capital letter when the sentence resumes.

'They're late,' said John, 'which means they've missed the start of the film.'

If the spoken words are two separate sentences, there is a full stop after the unspoken words and a capital letter to start the second sentence.

'They're late,' said John. 'They've missed the start of the film.'

Punctuating speech

Use the pattern shown above to rewrite the following sentences. Insert the missing punctuation marks in the correct position. You will need to use quotation marks, commas, full stops, question marks, exclamation marks and capital letters.

1 the snorkelling tour was amazing said Yumi it was great to see the giant clams

2 we need to support the orangutans urged Jacob or they simply won't survive

3 I'm going to help with this year's beach clean-up said Cameron would you like to come with me

4 if plastic carry bags are banned said Jen then a lot of wildlife will be saved

5 not only is the smog unbearable said Sam but I can't even see the city skyline

6 we had a picnic in the national park said Jo and we took our rubbish home with us

7 Mandy trod on a piece of broken glass at the beach today said Mum I had to take her to hospital for stitches

8 do you want to go to the snow with us asked Ravi we're leaving after school on Friday

Word skills

This Earth

region	oasis	weather	continent	environment
global	forest	forecast	resources	responsible
climate	glacier	terrain	moisture	atmosphere
world	horizon	pollution	geography	endangered
extinct	natural	survival	vegetation	threatened
desert	species	equator	protection	temperature



Animals in peril

Fill the gaps with appropriate words from the list. Use the first-letter clue to help you. Each word can be used once only.

Across the w _____ there are over 1000 animals classified as e _____.

Water p _____, plastic waste and g _____ warming are some of the factors r _____ for the decline in numbers of many s _____.

A t _____ mammal on the Australian c _____ is the rock rat.

It was thought to be e _____ until it was rediscovered in 1996. The rock rat lives in a harsh d _____ e _____ where the c _____ is hot and the t _____ is rocky. W _____ conditions are extreme and the t _____ can be very hot across the r _____. The rock rat comes under the p _____ of one of the national parks so its s _____ there should be assured.

A word for a phrase

Write a word from the list that has the same meaning as each of the following phrases. The first letter is given to help you.

- 1 a fertile spot in a desert where water is found o _____
- 2 plants of an area or region; plant life v _____
- 3 the line at which the Earth's surface and sky appear to meet h _____
- 4 a prediction of future weather f _____
- 5 a slow-moving mass or river of ice g _____
- 6 a large area covered mainly with trees and undergrowth f _____
- 7 a small amount of liquid that makes something wet m _____
- 8 an imaginary line around the Earth, equally distant from both Poles e _____

- 9 the study of physical features of the Earth and its atmosphere g_____
- 10 the prevention of suffering, harm or injury p_____
- 11 when an animal or plant is no longer in existence e_____
- 12 the degree of heat present t_____
- 13 the state of continuing to exist s_____
- 14 a dry, barren area of land d_____
- 15 the surroundings in which a living thing exists e_____
- 16 seriously at risk of extinction e_____

Using the correct word

Choose the correct word from the pairs in brackets to make their meanings clear.

- 1 The _____ was hard to predict in the tropical _____.
(climate, weather)
- 2 The dinosaur is _____ but the Tasmanian Devil is _____.
(extinct, endangered)
- 3 The Earth's _____ cover less than one-third of the surface of the _____.
(world, continents)
- 4 Tomorrow's _____ is for a maximum _____ of 30 degrees.
(temperature, forecast)
- 5 Our _____ is threatened by industrial emissions into the _____.
(environment, atmosphere)
- 6 The ship we saw on the _____ was about to cross the _____.
(equator, horizon)

Word origins

To survive literally means 'to live beyond'. It comes from the Latin word *vivo*, which means 'I live', and *sur*, which means 'over' or 'above'. Here are some more words derived from *vivo*. Use the dictionary at the back of the book to write their meanings.

revive: _____

vivacious: _____

convivial: _____

viable: _____

vivid: _____

Genre—fantasy

LITERATURE

The word ‘genre’ has a French origin and means ‘type’, ‘kind’ or ‘category’. When you visit a library or bookshop, you will notice that the books and DVDs have been arranged under different genres such as fantasy, crime fiction, comedy, horror, romance, war, thriller, biography and sport. Any group of texts with well-defined common characteristics forms a genre.

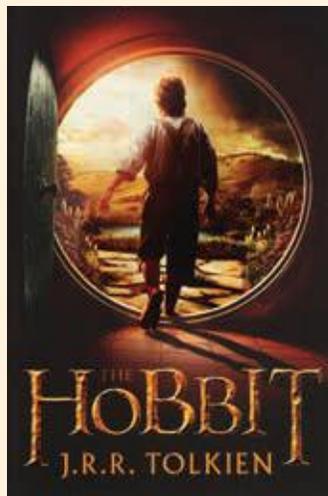
In the world of fantasy there are many heroic, evil, weird and even horrifying characters who have amazing adventures in all kinds of extraordinary places. Quite often fantasy takes us into an imaginary world where we meet heroes who have to overcome seemingly impossible obstacles. There then occurs a struggle between the forces of good and evil, from which the hero usually emerges triumphant.

In a fantasy text, the reader might expect to find:

- a quest to rescue or defeat someone or something
- characters and objects with magical powers
- imaginary lands, mysterious forests, dark castles
- historical characters such as kings, queens and knights
- mythical creatures, dragons, elves, fairies, witches, magicians
- wands, swords, broomsticks and spells.

Smaug the fire-eating dragon

There he lay, a vast red-golden dragon, fast asleep; thrumming came from his jaws and nostrils, and wisps of smoke, but his fires were low in slumber. Beneath him, under all his limbs and his huge coiled tail, and about him on all sides stretching away across the unseen floors, lay countless piles of precious things, gold wrought and unwrought, gems and jewels, and silver red-stained in the ruddy light. Smaug lay, with wings folded like an immeasurable bat,



turned partly on one side, so that the hobbit could see his underparts and his long pale belly crusted with gems and fragments of gold from his long lying on his costly bed. Behind him where the walls were nearest could dimly be seen coats of mail, helms and axes, swords and spears hanging; and there in rows stood great jars and vessels filled with a wealth that could not be guessed.

from *The Hobbit* by JRR Tolkien

Responding to the text

- 1 Why were only wisps of smoke coming out of Smaug's jaws and nostrils?

- 2 What phrases in the first two sentences show Smaug's immense size?

- 3 With his wings folded, what is Smaug compared to?

- 4 What had caused Smaug's belly to be 'crusted with gems and fragments of gold'?

- 5 What evidence is there to show that there had been much warfare?

- 6 What two main purposes does the writer have in this description?

Smaug's terrifying attack

Before long, so great was his speed, they could see him as a spark of fire rushing towards them and growing ever huger and more bright, and not the most foolish doubted that the prophecies had gone rather wrong. Still they had a little time. Every vessel in the town was filled with water, every warrior was armed, every arrow and dart was ready, and the bridge to the land was thrown down and destroyed, before the roar of Smaug's terrible approach grew loud, and the lake rippled red as fire beneath the awful beating of his wings. Amid shrieks and wailing and the shouts of men he came over them, swept towards the bridges and was foiled! The bridge was gone, and his enemies were on an island in deep water—too deep and dark and cool for his liking. If he plunged into it, a vapour and a steam would arise enough to cover all the land with a mist for days; but the lake was mightier than he, it would quench him before he could pass through.

Roaring he swept back over the town. A hail of dark arrows leaped up and snapped and rattled on his scales and jewels, and their shafts fell back kindled



by his breath burning and hissing into the lake. No fireworks you ever imagined equalled the sights that night. At the twanging of the bows and the shrilling of the trumpets the dragon's wrath blazed to its height, till he was blind and mad with it. No one had dared to give battle to him for many an age; nor would they have dared now, if it had not been for the grim-voiced man (Bard was his name), who ran to and fro cheering on the archers and urging the Master to order them to fight to the last arrow. Fire leaped from the dragon's jaws. He circled for a while high in the air above them lighting all the lake; the trees by the shores shone like copper and like blood with leaping shadows of dense black at their feet. Then down he swooped straight through the arrow-

storm, reckless in his rage, taking no heed to turn his scaly sides towards his foes, seeking only to set their town ablaze.

Fire leaped from thatched roofs and wooden beam-ends as he hurtled down and past and round again, though all had been drenched with water before he came. Once more water was flung by a hundred hands wherever a spark appeared. Back swirled the dragon. A sweep of his tail and the roof of the Great House crumbled and smashed down. Flames unquenchable sprang high into the night. Another swoop and another, and another house and then another sprang afire and fell; and still no arrow hindered Smaug or hurt him more than a fly from the marshes.

Already men were jumping into the water on every side. Women and children were being huddled into laden boats in the market-pool. Weapons were flung down.

There was mourning and weeping, where but a little time ago the old songs of mirth to come had been sung about the dwarves. Now men cursed their names. The Master himself was turning to his great gilded boat, hoping to row away in the confusion and save himself. Soon all the town would be deserted and burned down to the surface of the lake.

That was the dragon's hope. They could all get into boats for all he cared. There he could have fine sport hunting them, or they could stop till they starved. Let them try to get to land and he would be ready. Soon he would set all the shoreland woods ablaze and wither every field and pasture. Just now he was enjoying the sport of town-baiting more than he had enjoyed anything for years.

from *The Hobbit* by JRR Tolkien

Responding to the text

- 1 What indication did the townspeople have that Smaug was approaching?

- 2 Why do you think every vessel in the town was filled with water?

- 3 What sound words indicate the noise of the arrows hitting Smaug's scales and jewels?

- 4 What effect did 'the twanging of the bows and shrilling of the trumpets' have on Smaug?

- 5 'No one had dared to give battle to him for many an age ...' Why were the townspeople now daring to try and destroy the dragon?

- 6 What did Smaug aim to do to the town?

- 7 Why did the buildings of the town catch fire so easily?

- 8 How did Smaug destroy the roof of the Great House?

- 9 How did the Master of the town plan to save himself?

10 Use the dictionary at the back of the book to write the meaning of these words:

- a foiled: _____
- b unquenchable: _____
- c gilded: _____

The white queen and the dwarf

The reindeer were about the size of Shetland ponies and their hair was so white that even the snow hardly looked white compared with them; their branching horns were gilded and shone like something on fire when the sunrise caught them. Their harness was of scarlet leather and covered with bells. On the sledge, driving the reindeer, sat a fat dwarf



who would have been about three feet high if he had been standing. He was dressed in polar bear's fur and on his head he wore a red hood with a long gold tassel hanging down from its point; his huge beard covered his knees and served him instead of a rug. But behind him, on a much higher seat in the middle of the sledge sat a very different person—a great lady, taller than any woman that Edmund had ever seen. She also was covered in white fur up to her throat and held a long straight golden wand in her right hand and wore a golden crown on her head. Her face was white—not merely pale, but white like snow or paper or icing-sugar, except for her very red mouth. It was a beautiful face in other respects, but proud and cold and stern.

from *The Lion, the Witch and the Wardrobe*
by CS Lewis

Responding to the text

1 What was unusual about the colour of the reindeer pulling the witch's sledge?

2 What was unusual about the reindeer's horns?

3 What was the dwarf wearing?

4 Why was the dwarf's huge beard useful?

5 What was noticeable about the woman's height?

6 What evidence is there to suggest that the woman is a queen?

7 The whiteness of the queen's face is compared to three things. What are they?

Forming adverbs

In most cases, an adverb is formed by simply adding *-ly* to the adjective.

- | | | |
|---|---------------------|-------------------------|
| quick—quickly | certain—certainly | critical—critically |
| • If the adjective ends in <i>-y</i> , the <i>-y</i> is changed to <i>-i</i> and <i>-ly</i> is added. | | |
| easy—easily | happy—happily | lucky—luckily |
| • If the adjective ends in <i>-le</i> , drop the final <i>-e</i> and add <i>-y</i> . | | |
| gentle—gently | admirable—admirably | possible—possibly |
| • If the adjective ends with <i>-ic</i> , add <i>-ally</i> . | | |
| music—musically | basic—basically | automatic—automatically |

Changing adjectives into adverbs

Using the above rules, change the following adjectives into adverbs.

- | | |
|-------------------|--------------------|
| 1 dainty _____ | 14 majestic _____ |
| 2 casual _____ | 15 easy _____ |
| 3 angry _____ | 16 emphatic _____ |
| 4 tragic _____ | 17 simple _____ |
| 5 noble _____ | 18 foolish _____ |
| 6 frantic _____ | 19 cruel _____ |
| 7 skilful _____ | 20 courteous _____ |
| 8 stupid _____ | 21 drowsy _____ |
| 9 humble _____ | 22 clumsy _____ |
| 10 whole _____ | 23 truthful _____ |
| 11 secret _____ | 24 valiant _____ |
| 12 romantic _____ | 25 reliable _____ |
| 13 similar _____ | 26 violent _____ |

Choosing adverbs

Choose the correct adverbs from the brackets to complete the following sentences.

- The dragon _____ attacked the town when its inhabitants were sleeping _____. (peacefully, usually)
- The townspeople were _____ able to repel the dragon whenever he _____ appeared _____. (suddenly, overhead, rarely)

- 3 The archers fought _____ but when their enemy seemed to be _____ they _____ retreated. (bravely, quickly, everywhere)
- 4 Her parents searched _____ for the ring that was lost _____ in the garden; they _____ found it in the rose bed. (somewhere, frantically, finally)
- 5 The children were _____ frightened when they stepped _____ the deserted house and found it _____ quiet. (inside, very, ominously)
- 6 _____ had we seen such a _____ planned celebration that was enjoyed by all the party goers. (carefully, never)
- 7 She was found to be _____ unfit for work and needed to have check-ups _____ . (regularly, medically)
- 8 _____ the driver was not _____ injured, although he had _____ broken his wrist. (fortunately, almost, seriously)

Filling the gaps with adverbs

Complete each sentence by selecting the most suitable adverb from the group of three on the right.

- | | |
|--------------------------|------------------------------------|
| 1 She waited _____ . | weakly, patiently, carefully |
| 2 They listened _____ . | attentively, brutally, concisely |
| 3 They shouted _____ . | essentially, loudly, sadly |
| 4 He sneered _____ . | earnestly, dimly, impudently |
| 5 He staggered _____ . | drunkenly, cautiously, humbly |
| 6 I yawned _____ . | cheaply, wearily, valiantly |
| 7 He fought _____ . | doubtfully, comfortably, bravely |
| 8 They dressed _____ . | evidently, gently, informally |
| 9 She laughed _____ . | happily, heavily, furiously |
| 10 She spoke _____ . | blindly, candidly, immeasurably |
| 11 He crept _____ . | broadly, stealthily, brilliantly |
| 12 They study _____ . | independently, jealously, unkindly |
| 13 We celebrated _____ . | immensely, gradually, jubilantly |
| 14 She wept _____ . | emotionally, hastily, gleefully |
| 15 He fumbled _____ . | arrogantly, gracefully, blindly |

Punctuation

More about commas

A comma is used to separate the name of a person being addressed (spoken to), or of a person directly referred to, from the rest of the sentence. The person's name may be at the start, in the middle or at the end of the sentence. For example:

Jodie, I've bought tickets for the musical *Wicked*.

Come over here, Jay, and show me your fantasy story.

Let's play a game of quidditch today, son.

She called out to our waiter, Nat, to bring our bill.

A comma is also used to mark off introductory words and phrases such as *however*, *meanwhile*, *in other words*, *first*, *above all*, *nevertheless*, *in addition*, *finally* and *on the other hand*. For example:

I'll help you build your model space ship. *However*, I can't do it today.



Using commas to separate a person's name

Rewrite the following sentences, inserting a comma or commas to separate the name of the person who is being addressed or referred to.

1 Ken I think there is a freak storm coming.

2 I'm really surprised that you believe in ghosts Auntie Emma.

3 If you think dragons are real Mia I think you might be disappointed.

4 Chloe the theme of my party is going to be fantasy characters.

Using commas to mark off a word or phrase

Rewrite the following sentences, inserting a comma or commas to mark off the word or phrase.

1 In other words I'm not going to the vampire movie with you.

2 First I'd like to thank the director for giving me the role of the evil wizard.

3 Many people dream about real life. However some people dream about other worlds.

4 In addition the art gallery has purchased some valuable fantasy illustrations.

Word skills

Fantasy

ogre	tunnel	invisible	disappear	mysterious
witch	maiden	gloomy	dungeon	menacing
fairy	dragon	weird	mermaid	enchanted
giant	magician	wizard	twilight	magnificent
ghost	sorcerer	pursue	labyrinth	appearance
gnome	princess	palace	heroine	supernatural



The mysterious apparition

Insert words from the list to complete the following description. The first letter of each word is given as a clue.

The young p _____, who lived in her father's p _____, believed that she had often seen a mysterious ghost who would make a brief a _____ at t _____ before gradually becoming i _____ when she attempted to p _____ it. She consulted the s _____ and the m _____. They advised her that the g _____ had s _____ powers and lived in a dark and g _____ d _____ beneath the castle walls near the l _____.

A word for a phrase

Write a word from the list for each of the following meanings or clues.

- 1 not visible _____
- 2 very odd or strange _____
- 3 threatening _____
- 4 the opposite of small _____
- 5 to follow or chase _____
- 6 the onset of darkness at the end of day _____
- 7 extremely beautiful, elaborate or impressive _____
- 8 partially or totally dark; especially dismal and dreary _____
- 9 relating to existence outside the natural world _____
- 10 a place that has many confusing paths or passages _____
- 11 to pass out of sight; vanish _____

- 12 a woman with a fish's tail _____
- 13 the impressive residence of a king or queen _____
- 14 a dwarflike creature in fairy tales _____

Word power

1 Give the plural of the following words.

- | | |
|------------------|-------------------|
| a princess _____ | d gnome _____ |
| b fairy _____ | e witch _____ |
| c ogre _____ | f labyrinth _____ |

2 Use the word list to identify six female characters that appear in fantasy stories. The first letters have been given to help you.

- | | |
|-----------|-----------|
| a p _____ | d f _____ |
| b w _____ | e m _____ |
| c h _____ | f m _____ |

3 Find four settings in the word list that appear in fantasy stories.

- | | |
|-----------|-----------|
| a t _____ | c l _____ |
| b d _____ | d p _____ |

4 Complete the following phrases using list words.

- | | |
|---------------------|---------------------------------|
| a the t _____ zone | d the e _____ garden |
| b the fiery d _____ | e a l _____ of tunnels |
| c the fairy p _____ | f the pointy hat of the w _____ |

Word origins

The word 'magnificent' means 'great in deed; splendid or extremely beautiful'. It is derived from the Latin word *magnus*, meaning 'great' or 'large'. Use the dictionary at the back of the book to write the meaning of the following words that are derived from *magnus*.

magnify: _____

magnate: _____

magnitude: _____

magnanimous: _____

Magna Carta: _____

The poet's voice

LITERATURE

At its most basic, poetry can entertain and amuse us. But beyond that, like rainbows, sunsets and butterflies, it can touch us with overwhelming beauty—a kind of spiritual experience. There is much to be discovered in the world of poetry.

Poets must find the words to stimulate our imagination so that we can ‘see’ what they have seen. With their words, they create images or symbols to try to convey an important aspect of their subject. They use words that arouse emotions to try to re-create their experience for us. The poet’s words are crafted together in such a way that we feel tense, sad, pleased or elevated in our spirit.

When studying a poem, ask yourself the following questions.

- What is the main emotion or mood of the poem?
- Does the mood change during the poem?
- What emotions or feelings does the poet seek to arouse in the reader?

As you read through each of the following poems and answer the questions, you will become aware of the feelings and emotions the poets are sharing with their audience.

The flower-fed buffaloes

The flower-fed buffaloes of the spring
 In the days of long ago,
 Ranged where the locomotives sing
 And the prairie flowers lie low:—
 The tossing, blooming, perfumed grass
 Is swept away by the wheat,
 Wheels and wheels and wheels spin by
 In the spring that still is sweet.
 But the flower-fed buffaloes of the spring
 Left us, long ago.
 They gore no more, they bellow no more,
 They trundle around the hills no more:—
 With the Blackfeet, lying low,
 With the Pawnees, lying low,
 Lying low.

Vachel Lindsay



Responding to the poem

1 In the poem's opening, which words suggest that the buffaloes were carefree creatures and part of the natural world?

2 What reasons does the poet give for the extermination of the buffalo?

3 Which words show the beauty of the grass?

4 Which season of the year is the poet describing in the poem?

5 What are the poet's feelings and emotions in this poem?

6 What does the poet's repetition of the word 'wheels' emphasise?

7 What actions are the buffaloes no longer able to do?

8 Why does the poet keep repeating 'no more'?

9 The poet uses the words 'lying low' to describe the Blackfeet and Pawnee American Native tribes. What is the poet pointing out here?

10 Which lines of the poem indicate that these events took place a long time ago?



High flight

Oh! I have slipped the surly bonds of Earth
And danced the skies on laughter-silvered wings;
Sunward I've climbed, and joined the tumbling mirth
Of sun-split clouds,—and done a hundred things
You have not dreamed of—wheeled and soared and swung
High in the sunlit silence. Hov'ring there,
I've chased the shouting wind along, and flung
My eager craft through footless halls of air ...

Up, up the long, delirious, burning blue,
I've topped the wind-swept heights with easy grace
Where never lark nor ever eagle flew—
And, while with silent lifting mind I've trod
The high untrespassed sanctity of space,
Put out my hand, and touched the face of God.

John Gillespie Magee, Jr



Responding to the poem

- 1 Which phrase shows that the poet feels like a restrained prisoner when he is on the ground rather than flying in his plane?

- 2 What emotions does the poet experience in the first eight lines of the sonnet?

- 3 The verbs 'danced' and 'climbed' show the swift movements of the poet's flight. Which verbs continue this description in line 5?

- 4 Explain how the wind has been personified in the poem.

- 5 'Up, up the long, delirious, burning blue'. What is happening?

- 6 What does the poem reveal about the poet?

- 7 Which words at the end of the poem show that the poet felt close to God?

- 8 'High Flight' is a sonnet with an octet (eight lines) and a sestet (six lines). What change in the poet's mood takes place in the sestet?

A cat

She had a name among the children;
But no one loved though someone owned
Her, locked her out of doors at bedtime
And had her kittens duly drowned.

In Spring, nevertheless, this cat
Ate blackbirds, thrushes, nightingales,
And birds of bright voice and plume and flight,
As well as scraps from neighbours' pails.

I loathed and hated her for this;
One speckle on a thrush's breast
Was worth a million such; and yet
She lived long, till God gave her rest.

Edward Thomas



Responding to the poem

1 How was the cat treated by its owner?

2 Which words show that the poet intensely disliked the cat?

3 What actions of the cat caused the poet to have these feelings?

4 Which words in the second stanza show that the poet appreciates the beauty of birds?

5 How did the cat survive other than by eating birds?

6 What regret does the poet seem to have at the end of the poem?

7 What is the poet's purpose in this poem?



Figures of speech

Poets and other writers use figures of speech to create comparisons. By doing so they help us to picture more vividly what they want us to see or experience.

Similes

One of the most important kinds of comparison that poets use is similes. A simile asks us to picture one thing as being similar to another by using 'like', 'as' or 'than'.

Our teacher has eyes *like a hawk*.

The old woman is *as fragile as a bent twig*.

Identifying similes

The following poetry example contains similes. Read it and list the similes.

Dragon

Neck like a snake; snout like a croc;
Wings like a bird; teeth sharp as a rock;
Claws like razors; guarding its treasures;
Steely eyed dragon breathes fire at leisure.

Anonymous

Similes: _____

Metaphors

A metaphor takes us one step further than a simile. It is a direct comparison. Instead of asking us to picture one thing as being *like another*, we are asked to picture one thing as *another*.

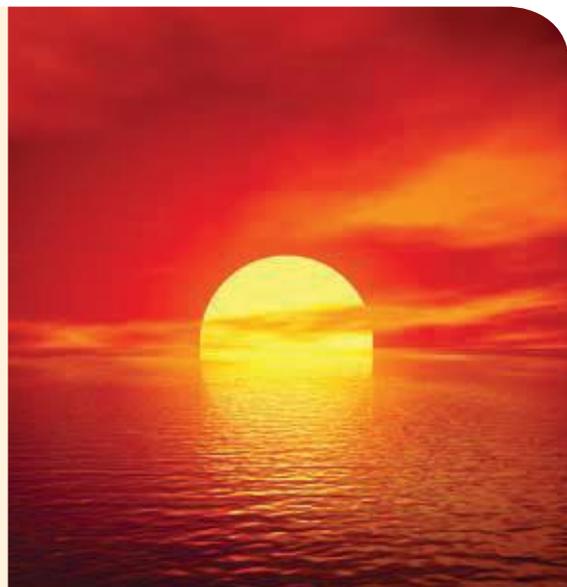
Simile: My love is *like a red, red rose*.

Metaphor: My love is a red, red rose.

What is the sun?

The sun is an orange dinghy
sailing across a calm sea.
It is a gold coin
dropped down a drain in heaven.
It is a yellow beach ball
kicked high into the summer sky.
It is a red thumb-print
on a sheet of pale blue paper.
It is a gold top from a milk bottle
floating on a puddle.

Wes Magee



Responding to the poem

1 Where is the sun when the poet compares it to 'an orange dinghy'?

2 Why does the poet liken the sun to 'a gold coin ... in heaven'?

3 How does the poet use colours in the poem?

Personification

Personification is a special kind of metaphor in which human characteristics are given to non-human things. Here are some examples.

The sun looked in through the window. The leaves waltzed beneath the trees.

In the following poem, the fog has become a hunch-shouldered, blind man groping his way up through the streets from the harbour.

The fog

Slowly the fog,
Hunched-shouldered with a grey face,
Arms wide, advances,
Finger-tips touching the way
Past the dark houses
And dark gardens of roses.
Up the short street from the harbour,
Slowly the fog,
Seeking, seeking;
Arms wide, shoulders hunched,
Searching, searching.
Out through the streets to the fields,
Slowly the fog—
A blind man hunting the moon.

FR McCreary



Responding to the text

1 The fog is given human qualities in this poem. Which human did the poet choose?

2 What is noticeable about the fog's physical appearance?

3 How does the poet show that the fog is blind?

Punctuation

Abbreviations

Abbreviations are the shortened form of words. They are usually punctuated in the following ways.

- Full stops are used for abbreviations that consist only of the beginning of the word.
Mon. (Monday) Aug. (August) Vic. (Victoria) para. (paragraph)
- If the middle letters are left out of the word, a full stop is not used. These abbreviations are also known as contractions.
St (Street) Dr (Doctor) Rd (Road) Ltd (Limited) Cwth (Commonwealth)

Finding the abbreviations

Choose the correct abbreviation from the box for each word listed below. Then, using the above rules, add a full stop if required.

Capt	lang	Prof	acct	Feb	Sat	ital	uni
Ave	Qld	ch	vol	hwy	max	Geog	govt
rm	stats	adj	lat	dbl	admin	wk	Dec
bks	min	doc	Sci	apps	Mt	Syd	hr

- | | | | |
|-------------------|-------|---------------|-------|
| 1 maximum | _____ | 17 February | _____ |
| 2 statistics | _____ | 18 account | _____ |
| 3 latitude | _____ | 19 document | _____ |
| 4 applications | _____ | 20 Captain | _____ |
| 5 December | _____ | 21 books | _____ |
| 6 Professor | _____ | 22 volume | _____ |
| 7 government | _____ | 23 university | _____ |
| 8 Science | _____ | 24 chapter | _____ |
| 9 italic | _____ | 25 language | _____ |
| 10 Sydney | _____ | 26 highway | _____ |
| 11 Avenue | _____ | 27 adjective | _____ |
| 12 Geography | _____ | 28 room | _____ |
| 13 Mount | _____ | 29 minute | _____ |
| 14 administration | _____ | 30 double | _____ |
| 15 Queensland | _____ | 31 Saturday | _____ |
| 16 week | _____ | 32 hour | _____ |

Word skills

Poetry and emotions

simile	rhythm	suffering	assonance	experience
rhyme	beauty	metaphor	happiness	personification
inspire	curious	surprise	description	enthusiasm
despair	arouse	message	beneficial	communicate
symbol	passion	repetition	excitement	onomatopoeia
visual	observe	emotion	imagination	alliteration



Words and meanings

Write down a list word for each of the following meanings.

1 A list word beginning with *s*, and meaning:

- a a thing that represents something _____
- b a comparison of two things using 'like' or 'as' _____
- c undergoing pain, distress or hardship _____
- d something unexpected or astonishing _____

2 A list word beginning with *r*, and meaning:

- a a strong, regular pattern of sound _____
- b a likeness in the sounds at the end of words _____
- c the act of repeating or being repeated _____

3 A list word beginning with *o*, and meaning:

- a a word that imitates a sound it is describing _____
- b to notice or perceive something _____

4 A list word beginning with *p*, and meaning:

- a a very strong emotion _____
- b the attribution of a human characteristic to something non-human _____

5 A list word beginning with *m*, and meaning:

- a a comparison of two objects without using 'like' or 'as' _____
- b a form of communication from one person to another _____

Famous quotes

Use list words to complete each of the famous quotes below.

- 1 A thing of b _____ is a joy forever. (*John Keats*)
- 2 H _____ is not something ready-made. It comes from your own actions. (*Dalai Lama*)
- 3 Out of s _____ have emerged the strongest souls. (*Khalil Gibran*)
- 4 I have no special talent. I am only passionately c _____. (*Albert Einstein*)
- 5 Develop a p _____ for learning. If you do, you will never cease to grow. (*Anthony J D'Angelo*)
- 6 You can't depend on your eyes when your i _____ is out of focus. (*Mark Twain*)
- 7 A good teacher can i _____ hope, ignite the i _____, and instill a love of learning. (*Brad Henry*)
- 8 Genuine poetry can c _____ before it is understood. (*TS Eliot*)

Word forms

Complete each sentence by changing the form of the words in brackets.

- 1 Great poetry often _____ (arouse) many strong _____ (emotion).
- 2 The reader was able to _____ (visual) the scene that had _____ (inspire) the poet.
- 3 A poet is an _____ (observe) and a _____ (communicate).
- 4 Poets use figures of speech such as _____ (simile) and _____ (metaphor).
- 5 Many poems are _____ (surprise) because of their _____ (beauty) images.

Word origins

The Latin word *bene* means 'well'. There are a number of words in the English language beginning with *bene*. Some of them are listed below. Use the dictionary at the back of the book to write their meanings.

benevolent: _____

benefactor: _____

nota bene (NB): _____

benediction: _____

beneficent: _____

Creative writing

Writing your own poems

Below are five models for writing your own poems. All you have to do is to add your own words. When you have completed your poems, you could read them aloud.



'Is' poem

Summer is surfing the waves

_____ is _____
_____ is _____
_____ is _____
_____ is _____

Five senses poem

I hear fish jumping in the lake

I see _____
I feel _____
I taste _____
I smell _____

'Are' poem

Cats are warm and cuddly

_____ are _____
_____ are _____
_____ are _____
_____ are _____

Colour poem

White is a swan sailing in the light

Red _____
Green _____
Blue _____
Brown _____

One way of writing an 'around the world' poem is to write down the names of countries, each on a separate line, and next to them list important objects or features belonging to that country. Here is a beginning of one of these poems.

Around the world poem

Egypt is the pyramids, camels and the River Nile

Australia is _____
France is _____
India is _____
Africa is _____
China is _____
Antarctica is _____

Identity

LITERATURE

Identity is about who you are as a person and how you fit into the community around you. People develop a sense of their own identity over time and make many choices about who they are and who they want to be.

Some of the things that affect how you shape your identity are:

- relationships with your family, friends, teachers, teammates, classmates and people you meet in daily life
- values such as being honest, believing that family is important, being courageous, having a positive outlook, or any other deeply held beliefs about what is right and wrong and how to live your life
- experiences that have a significant impact on you, either positive or negative, such as learning something new and exciting, dealing with loss or being a victim of bullying.

Anh Do is a comedian and writer. In 1980, when he was just a toddler, forty members of his extended family escaped from post-war Vietnam on a tiny fishing boat to seek safety in Australia. The extract below tells of their experiences on the desperate journey.

Danger at sea

The boat was so small that we were jammed into every crevice, corner and spare patch of deck. It was almost impossible to get downstairs into the hold, which was heaving with sweating bodies and the suffocating stench of old fish. Forty people had transformed the tiny fishing boat into a living, seething mass of human desperation floating in the Eastern Sea.

Forty people on a nine by two and a half metre fishing boat, weighing the boat down so much that there was only half a metre of mossy wood between the

rails of the boat and the waterline. Every time a big wave hit, we'd all scramble to bail out the water.

My mother, with a hot, crying child under each arm, stepped over and around bodies and made slow progress down into the hold, trying her best to calm two scared and delirious children.

The boat's provisions consisted mainly of rice and vegetables.

Dad and my uncles had decided we should hold off eating until evening, not just to preserve food but also to instil a sense of authority



and discipline. By nightfall everyone was starving and found reasons to ask for more than their tiny share, but dad had to be firm to make rations last. After eating, people slumped in whatever space they could find and tried to sleep. I cried for a while then fell asleep next to Mum. Despite Mum's attempts to soothe him, Khoa screamed throughout the night.

The second day was much the same, a hot burning sun and a horizon that stretched on forever. Later in the day, though, the hard blue sky clouded over and gave us welcome respite from the heat. Mum brought Khoa and me up onto the deck for some fresh air—by now the stench of petrol fumes and old fish had combined with vomit and human excrement to fill the hold with an unbearable smell.

As the afternoon wore on, the soft white cushions scudding across the sky turned into angry grey storm clouds and the wind whipped waves into heaving swells—our little fishing boat pitched from side to side. With every wave that hit, water washed over us and every able body scrambled to bail it out. Soon the sky darkened further, turning a sinister, tumultuous black as the wind shrieked and skidded across the deck like a panicking ghost.

Mum grabbed us and shoved Khoa and me through the hatch door into the darkness of the hold and my aunty's waiting arms. Mum climbed in and looked back, taking one last anxious look at the men of her family, who were rushing and yelling, their screams torn from their throats by the howling wind. She heard Dad's strained voice—'Go Hien, now!'—which had an

unexpected tone that she recognised as fear. She looked up to see an enormous wall of grey-green water that appeared to have swallowed the sky. It was as though the bottom of the ocean was about to crash down on top of us. She screamed and fell down the steps into the hold, the hatch door banging shut behind her.

A deafening darkness. Mum felt like a blind woman groping wildly amongst flailing arms and knees and hair, all the sounds intensified by her loss of sight. She could hear her babies screeching with terror; others were moaning, praying, shouting; wood was cracking under the full force of the sea smashing against our little wooden boat. As the boat pitched, the bodies in the hold rolled and fell from side to side. My mother managed to get hold of Khoa and me and we clung to her neck as we were shoved and pushed by the mass of limbs.

The boat righted. Mum crouched down and wrapped her arms around a wooden pole with Khoa and I still hanging on for our lives. She heard my aunty's voice behind her:

Hail Mary, full of grace,

The Lord is with thee.

Blessed are thee amongst women ...

We hung on and waited ... and waited some more. Mum managed to keep hold of her post and her children. The boat kept pitching, the wind kept howling and people kept praying. Slowly the storm began to subside. I whimpered against my mother's chest. My brother's crying became more audible. Mum rocked us gently on her lap.

'Shhh, shhh. It's okay now. Everything is okay.'

from *The Happiest Refugee* by Anh Do

Responding to the text

1 What was the size of the fishing boat?

2 What effect did the weight of forty people have on the boat?

3 What food did the people have on board?

4 Why did Dad and the uncles decide that everyone had to hold off eating until evening?

5 On the second day, why did Mum bring Khoa and Anh up on deck for some fresh air?

6 Find the simile that Anh uses to describe the sound and movement of the wind as it hits the deck.

7 'Go Hien, *now!*' How did Mum (Hien) know from these words that Dad was terrified of this storm?

8 What did Mum see when she looked up?

9 'A deafening darkness.' What difficulties did Mum face in the hold as the storm raged and she searched for her babies?

10 When Mum found her children, what did she do to make them feel safe?

11 Anh has said, 'Family is more important than anything else'. How do you think this experience at sea could have helped to shape this view?

12 What does this extract show about Anh's family?

Synonyms

A synonym is a word similar in meaning to another word. The following pairs of words are synonyms.

annually—yearly astonishment—surprise courteous—polite detest—hate

Matching synonyms

Match each word below with a synonym from the list.

squander	excavate	summit	conclusion	gratitude	slender
spectre	obstinate	perceive	edible	industrious	peculiar
fatigue	fierce	exhibit	commence	cautious	abbreviate

- | | | | |
|--------------------|-------|------------------------|-------|
| 1 shorten | _____ | 10 careful | _____ |
| 2 show | _____ | 11 waste | _____ |
| 3 top | _____ | 12 see | _____ |
| 4 ghost | _____ | 13 slim | _____ |
| 5 dig | _____ | 14 stubborn | _____ |
| 6 ferocious | _____ | 15 begin | _____ |
| 7 eatable | _____ | 16 weariness | _____ |
| 8 end | _____ | 17 thankfulness | _____ |
| 9 busy | _____ | 18 odd | _____ |

Adding synonyms

For each of the following words, write its synonym, using the first-letter clue as indicated.

- | | | | | | |
|------------------|---|-------|---------------------|---|-------|
| 1 riches | w | _____ | 9 imitate | c | _____ |
| 2 profit | g | _____ | 10 remedy | c | _____ |
| 3 courage | b | _____ | 11 mute | d | _____ |
| 4 correct | r | _____ | 12 difficult | h | _____ |
| 5 adhere | s | _____ | 13 acute | s | _____ |
| 6 prison | j | _____ | 14 rapid | q | _____ |
| 7 large | b | _____ | 15 vacant | e | _____ |
| 8 aid | h | _____ | 16 broad | w | _____ |

Punctuation

Correcting punctuation errors

The following exercises require you to use capital letters and every punctuation mark you've covered so far: full stops, question marks, exclamation marks, commas, colons, apostrophes and quotation marks.

Correcting the errors

There are one or more punctuation errors in the following sentences. Find the errors and rewrite the sentences correctly.

1 both horse's manes were all tangled

2 after the movie finished the cleaner, found popcorn everywhere

3 'help?' yelled the trapped man. 'can anyone hear me!'

4 the raging storm, which we werent expecting caused, a major power outage

5 the house was: small dark musty and unoccupied

6 'whatever happens', said my father, 'never get into debt'.



Adding the missing punctuation

The following sentences are not punctuated at all. Rewrite them, adding the necessary punctuation and capitalisation.

1 the clown wore a red hat blue trousers yellow shoes a pink shirt and purple braces

2 i looked into the crocodiles open mouth and screamed

3 we will travel to five countries Turkey Italy France Norway and England

4 are we going to the beach asked Clare

5 the quiz contestant listened to the question tried to think of the answer looked at the clock made a guess and got it wrong

Word skills

Values

Shaping identity	Positive values		Negative values	
attitude	generous	clever	careless	domineering
personality	courteous	courageous	ignorant	covetous
friendship	helpful	diligent	cruel	corrupt
believe	enthusiastic	honest	impetuous	negligent
unique	creative	careful	vain	treacherous
family	reliable	energetic	vicious	obstinate
society	sensitive	grateful	forgetful	pessimistic
individual	optimistic	innocent	selfish	indecisive

Forming nouns

Form nouns for each of the following words from the list.

- | | | | |
|---------------|-------|---------------|-------|
| 1 ignorant | _____ | 11 vain | _____ |
| 2 selfish | _____ | 12 forgetful | _____ |
| 3 generous | _____ | 13 cruel | _____ |
| 4 believe | _____ | 14 corrupt | _____ |
| 5 energetic | _____ | 15 helpful | _____ |
| 6 negligent | _____ | 16 diligent | _____ |
| 7 careless | _____ | 17 courageous | _____ |
| 8 innocent | _____ | 18 creative | _____ |
| 9 courteous | _____ | 19 optimistic | _____ |
| 10 individual | _____ | 20 indecisive | _____ |

Forming adverbs

Form adverbs ending in *-ly* for each of the following adjectives. Occasionally you will have to remove a letter or add additional ones.

- | | | | |
|-------------|-------|---------------|-------|
| 1 unique | _____ | 5 clever | _____ |
| 2 vicious | _____ | 6 pessimistic | _____ |
| 3 sensitive | _____ | 7 cruel | _____ |
| 4 diligent | _____ | 8 generous | _____ |

- | | |
|----------------------|---------------------|
| 9 enthusiastic _____ | 12 helpful _____ |
| 10 reliable _____ | 13 indecisive _____ |
| 11 individual _____ | 14 grateful _____ |

Identifying positive and negative values

For the following meanings, write down positive or negative list words. Use the first-letter clue to help you.

Positive

- 1 mentally bright c _____
- 2 truthful h _____
- 3 appreciative g _____
- 4 passionate e _____
- 5 ready to give freely g _____
- 6 fearless c _____
- 7 cautious c _____
- 8 positive o _____
- 9 blameless i _____
- 10 polite c _____
- 11 hard-working d _____
- 12 dependable r _____

Negative

- 1 stubborn o _____
- 2 envious c _____
- 3 overbearing d _____
- 4 uninformed i _____
- 5 negative p _____
- 6 undecided i _____
- 7 conceited v _____
- 8 careless n _____
- 9 disloyal t _____
- 10 guilty of dishonesty c _____
- 11 acting too hastily i _____
- 12 not remembering f _____

Word origins

The word 'unique' is derived from the Latin word *unus*, which means 'one'. There are many words in English derived from *unus*. Use the dictionary at the back of the book to write the meaning of the following *unus* words.

unanimous: _____

unify: _____

reunite: _____

universe: _____

unilateral: _____

Journey through time

LITERATURE

Throughout time, there have been many thousands of important situations and events that have impacted on the world. Three of these are presented as information reports in this unit. Each of these information reports gives the main facts about the subject, with a general introduction and a conclusion that indicates the end of the report. Read through each passage and answer the questions that follow.

Tyrannosaurus Rex

Tyrannosaurus Rex, the king of the flesh-eating dinosaurs, was the most ferocious and terrible of all the creatures that roamed the North American continent between 70 and 200 million years ago.

T. rex was five metres tall and 15 metres long from head to tail. It weighed approximately five and a half tonnes and could cover four metres in one step. Its huge head had long jaws lined with terrible, curved teeth that could quickly rip through the flesh of the other dinosaurs that it pursued and ate as its prey. It hopped after them on its massive hind legs, using its long, powerful tail to keep its balance. Then its great clawed feet held its victim down as it tore the flesh away in its jaws. It probably roared as it made its kill with a sound halfway between that of a lion and an elephant. After it



had slept, it would use its small arms to push itself upright.

Scientists believe that some cosmic calamity such as a comet strike brought to an end the domination of life on Earth by the great reptiles, including the greatest predator of them all, *Tyrannosaurus Rex*.

Responding to the text

- 1 Why is the word *Rex*, which means 'king', used in the dinosaur's name?

- 2 Where and when did these dinosaurs exist?

3 Why do you think the writer describes the dinosaur's teeth in detail?

4 What was the purpose of the dinosaur's tail?

5 What explanation does the writer suggest for the end of the dinosaur's rule on Earth?



The Black Death

The bubonic plague is also known as the Black Death because of the horrid black swellings that appeared on the bodies of victims. The plague seems to have started in China in the 1330s and then to have been spread throughout Europe by travelling merchants.

In the Middle Ages, two years of extremely cold weather and floods destroyed crops. Everywhere in the countryside, people were starving. Many moved to the cities where they lived in cramped, dirty dwellings infested by rats and fleas. Some rats were immune to the bacterium that caused the plague, but the fleas that fed on the rats transmitted the disease to the humans. Most of the victims died within a few days, screaming in pain. Once a family member contracted the disease, the rest of the family quickly succumbed and whole villages were often completely wiped out. It has been estimated that over a period of four years, 60 per cent of Europe's population had died. There were so many deaths that people were buried in mass pits.

The period known as The Black Death ended in 1351, but outbreaks of the plague resurfaced every few years until the end of the 15th century. Doctors in the Middle Ages had no idea of the cause of the plague and the people



panicked and thought that the Black Death was God's punishment for their sins. Others believed that the plague was caused by 'bad air' released by earthquakes or by planets 'out of alignment'. Some doctors believed that bad smells could drive out the plague so dung and urine were used as a 'remedy'. This, of course, actually spread the disease further. Today, the Black Death would be simply controlled by antibiotics, unknown until the 20th century.

Responding to the text

Write the correct answer (a, b or c) on the answer line.

1 The first record of the Black Death seems to have been:

- a in China
- b in Europe
- c in England

Answer: _____

2 The Black Death was transferred to humans by:

- a extreme weather
- b rats
- c fleas

Answer: _____

- 3 If a family member was infected with the Black Death:
- a other members became immune
 - b the rest of the family usually died
 - c doctors were able to cure the other members

Answer: _____

- 4 The Black Death occurred:
- a in 1330
 - b in 1351
 - c periodically for more than 20 years

Answer: _____

- 5 In the Middle Ages, some doctors believed that:
- a bad smells could cure the Black Death
 - b the disease was carried by foods
 - c antibiotics could cure the disease

Answer: _____

- 6 The use of dung and urine to cure the Black Death:
- a was effective
 - b was the cause of 'bad air'
 - c spread the disease further

Answer: _____

Moon landing

In the 1960s, there was a race between the United States and the USSR (Russia) to be the first nation to land a human on the moon. Yuri Gagarin, a Russian pilot and cosmonaut, was the first human to venture into outer space when he orbited Earth in 1961. Well before this time, animals had been sent into space, the first being a rhesus monkey in 1948.

Following Gagarin's success, the US was more determined than ever to reach the moon before the Russians did. On 16 July 1969, the Americans launched *Apollo 11* and it entered the moon's orbit on 20 July. A lunar module, called the Eagle, took two astronauts, Neil Armstrong and Buzz Aldrin, to the moon's surface, where it landed and the astronauts collected rocks and soil samples. When Neil Armstrong had descended the ladder from the lunar module, he became the first person to set foot on the moon. He uttered the famous words, 'That's one small step for man, one giant leap for mankind.'



In the meantime, the command module, the Columbia, stayed in orbit piloted by the third astronaut, Michael Collins. This amazing achievement was televised live and watched by an estimated 600 million people worldwide.

Responding to the text

- 1 What was the race between the United States and the USSR?

- 2 What did the American astronauts do after they landed on the moon?

- 3 'one giant leap for mankind...' What point was Armstrong making?

Punctuation

Revising direct speech

Before completing the following exercise, you may want to look again at the three patterns for punctuating direct speech that are given on page 67 (Unit 7), page 77 (Unit 8) and page 147 (Unit 15).

Using quotation marks for speech

Correctly punctuate each of the following sentences using quotation marks and the necessary capital letters, commas, full stops, question marks and exclamation marks.

- 1 anna asked will we be at the museum soon

- 2 look at that dinosaur skeleton over there said tom what a monster

- 3 tyrannosaurus rex was the king of the flesh-eating dinosaurs said the tour guide

- 4 the black death explained the historian was originally spread by travelling merchants

- 5 she added the main symptom of the disease was horrid black swellings

- 6 do we know how many people died from the plague asked a student

- 7 luckily for us said Liam antibiotics were invented

- 8 i still remember the day of the moon landing said dad it was an incredible moment in history

- 9 the landing was televised live recalled mum and 600 million people watched it

- 10 the teacher asked in what year did the first astronauts walk on the moon

- 11 the 45th anniversary of the moon landing was celebrated on 20 july 2014 said Lara

Word skills

Footsteps in time

castle	knight	peasant	dinosaur	treasure
attack	battle	pharaoh	pyramid	barbarian
infantry	cavalry	banquet	weapon	civilisation
sword	chariot	armour	emperor	conqueror
warrior	cannon	papyrus	gladiator	tournament
guard	shield	chivalry	crusade	messenger



A word for a phrase

Choose a word from the word list for each of the following phrases. Use the first-letter clue to help you.

- 1 Ancient Egyptians used to write on this p _____
- 2 A two-wheeled horse-drawn vehicle used in ancient warfare c _____
- 3 A metal covering for protecting the body in warfare a _____
- 4 A mounted soldier clad in a suit of armour k _____
- 5 A monumental structure used as a tomb in Ancient Egypt p _____
- 6 A huge reptile living in the Mesozoic era d _____
- 7 A ruler in Ancient Egypt p _____
- 8 A poor farmer of low social status p _____
- 9 A series of contests between a number of competitors t _____
- 10 Someone who has taken control by force c _____
- 11 A large building with thick walls, fortified against attack c _____
- 12 A savage, uncivilised person b _____
- 13 A heavy piece of artillery mounted on wheels c _____
- 14 An elaborate and formal meal for many people b _____
- 15 A weapon with a long, metal blade and a hilt s _____
- 16 A group of soldiers who fought on horseback c _____
- 17 To protect or keep from escaping g _____
- 18 A lengthy fight between armed forces b _____
- 19 A quantity of valuable objects such as gold and jewels t _____

Completing phrases

Find the best word from the list to complete each phrase. Use the first letter to help you. Each list word is to be used once only.

- | | |
|--------------------------------|--------------------------------|
| 1 a <u>b</u> _____ hall | 11 mounted <u>c</u> _____ |
| 2 firing a <u>c</u> _____ ball | 12 a Roman <u>g</u> _____ |
| 3 a <u>t</u> _____ chest | 13 a fortified <u>c</u> _____ |
| 4 <u>d</u> _____ fossils | 14 a brave <u>w</u> _____ |
| 5 a <u>c</u> _____ race | 15 a sudden <u>a</u> _____ |
| 6 a <u>p</u> _____ document | 16 a victorious <u>c</u> _____ |
| 7 an <u>i</u> _____ battalion | 17 an Egyptian <u>p</u> _____ |
| 8 a <u>b</u> _____ invasion | 18 a religious <u>c</u> _____ |
| 9 a <u>s</u> _____ fight | 19 protective <u>a</u> _____ |
| 10 a <u>m</u> _____ pigeon | 20 the Chinese <u>e</u> _____ |

Matching the clues

Use the clues to build the Egyptian pyramid with list words.

- | | |
|-------|------------------------------|
| _____ | a type of weapon |
| _____ | body protection |
| _____ | a ruler of great power |
| _____ | foot soldiers |
| _____ | a Roman fighter in the arena |
| _____ | a sporting event |

Word origins

The word 'civilisation' is derived from the Latin word *civis*, which means 'a citizen'. To be civilised in Roman times meant behaving like a citizen. Use the dictionary at the back of the book to write the meaning of the following words derived from *civis*.

civic: _____

civilian: _____

civics: _____

uncivil: _____

civility: _____

Instructions

LITERATURE

A set of instructions gives detailed information about how to make, do or operate something. For example, instructions might tell you how to assemble an item of furniture, operate a forklift, play a game, conduct a science experiment or make a cake. Unlike advice or tips, which are suggestions, instructions must be followed exactly if you want to achieve a successful outcome.

Instructions usually include:

- a list of materials, ingredients or equipment
- a sequence of steps organised in logical order and often numbered for clarity
- clear and direct language that may include some technical words
- use of imperatives (verbs that give commands), such as ‘*Cut* the fabric’; ‘*Attach* and *twist* the wire’; Never *disobey* road signs’
- pictures or diagrams to help clarify the text.

Cup cakes

Cup cakes are also known as patty cakes or fairy cakes.



Number: 12

Cooking utensils: patty pan tray or paper patty pans on oven tray

Preparation time: 20 minutes

Cooking time: 12–15 minutes

Oven temperature: 200°C

Ingredients

¼ cup (65 g) butter, margarine or dairy blend

¼ cup (65 g) caster sugar

1 egg, beaten

½ teaspoon vanilla essence

¾ cup (110 g) self-raising flour

3 tablespoons (60 mL) milk

Method

- 1 Set oven at 200°C. Brush or spray patty pan tray with oil.
- 2 Cream butter and sugar until light and fluffy.
- 3 Add egg and vanilla essence. Mix well.
- 4 Add flour and milk alternately, about one-third at a time. Stir gently and thoroughly.
- 5 Place mixture into pans, half-filling each one. Bake for 12–15 minutes until golden-brown and shrinking slightly from sides of pans.
- 6 Cool in patty pans for 2 minutes then lift onto cake cooler.
- 7 Ice with glacé icing or melted butter icing (see page 444).

Note: Will keep up to 1 week in an airtight container. Suitable for freezing up to 3 months (without icing).

Responding to the text

Write the correct answer (a, b, c or d) on the answer line.

1 Cup cakes are sometimes called:

- a fancy cakes
- b fiery cakes
- c fairy cakes
- d fantasy cakes

Answer: _____

2 Cup cakes are cooked in the oven for:

- a 15–20 minutes
- b 20 minutes
- c 12–20 minutes
- d 12–15 minutes

Answer: _____

3 The quantity of caster sugar required is:

- a $\frac{1}{4}$ cup (65 mL)
- b $\frac{1}{4}$ cup (65 g)
- c $\frac{3}{4}$ cup (110 g)
- d $\frac{1}{4}$ cup (85 g)

Answer: _____

4 Egg and vanilla essence are added alternately to the:

- a self-raising flour
- b creamed butter and sugar
- c flour and milk
- d sugar

Answer: _____

5 The cup cakes are cooked and can be taken out of the oven when they are:

- a light and fluffy
- b placed in an oven set to 200°C
- c cooled in patty pans for two minutes
- d golden-brown and shrink slightly from the sides of pans

Answer: _____

6 Cup cakes can be frozen for:

- a up to 3 months (with icing)
- b up to 1 week in an airtight container
- c up to 3 months (without icing)
- d over 3 months (with icing)

Answer: _____

7 In the 'Method' section of the recipe, the first word in every sentence of steps 1 to 7 is an imperative, or a command to do something. List each of the eleven imperatives.



HOW TO TRAIN YOUR DOG

Training your dog can be fun. Having an obedient dog will also give you a sense of achievement. A well-behaved dog can be left in the company of children, taken for a relaxed walk in the neighbourhood and be relied on not to misbehave in the company of other dogs.

Teaching basic command words

Before giving a command to your dog, attract its attention by using its name. During a training session, make sure you praise and reward your dog for obedience. Use these basic commands:

'Sit'—It is now time for your dog to sit and pay attention to you.

'Come'—You are ordering your dog to come to you immediately.

'Down'—Your dog has to lie down at your command.

'Stay'—Your dog has to stop and proceed no further.

'Okay'—Your dog is free to move again after your previous command to 'stay'.

Playing fun games

Playing games will help you build a closer relationship with your dog and provide good exercise for both of you. Here are some suggestions.

- Teach your dog to fetch and retrieve a tennis ball or stick.
- Play 'Catch the frisbee'. As the dog comes to understand the game, gradually make your throws harder for it to catch.



- Kick a soccer ball for your dog to chase. Once it gets to the ball, allow play for a while and then kick the ball away again.

Training tips

- Make learning fun for your dog and always remain calm.
- Never punish your dog or yell at it.
- Keep your training sessions short to retain your dog's interest.
- Spend plenty of time with your dog and give it lots of exercise.
- Be consistent with your commands, actions and goals so that your dog doesn't become confused.

Responding to the text

- 1 What are the advantages of having a well-behaved dog?

- 2 What do the basic command words show about the relationship between a dog and its owner?

- 3 What do fun games achieve?

- 4 'Never punish your dog or yell at it.' What strategy should the owner use?

Word building

When you were learning about nouns, verbs, adjectives and adverbs, you may have noticed that many words belong to a family (for example, *family/familiarity/familiarise/familiar/familiarly*). Some words have large families, while other words have smaller families or no family at all.

Completing the word families

Your task is to complete the following word families. The first one has been done to help you.

	Noun	Verb	Adjective	Adverb
1	protection	<i>protect</i>	<i>protective</i>	<i>protectively</i>
2	beauty	_____	_____	_____
3	attention	_____	_____	_____
4	_____	respond	_____	_____
5	_____	inform	_____	_____
6	_____	energise	_____	_____
7	_____	_____	excellent	_____
8	_____	_____	prosperous	_____

Word families in action

Choose the appropriate words from the word family lists below and write them in the spaces to complete the sentences.

directory	director	indirect	directions	indirectly	directive
-----------	----------	----------	------------	------------	-----------

- The film's young _____ gave helpful _____ to the cast.
- The street _____ identified the location of the theatre.
- The principal issued a _____ concerning attendance.
- The pedestrian was _____ responsible for the accident.



auditioned	audibly	auditorium	audience	audit	audible
------------	---------	------------	----------	-------	---------

- The actor _____ in front of a live _____.
- In the _____ the words of the actors were clearly _____.
- The accountant had conducted an _____ of the firm's books.

Word skills

Eating and drinking

coffee	banana	recipe	chocolate	vegetable
cocoa	cherry	biscuit	appetite	savoury
fruit	peach	cheese	sandwich	spaghetti
onion	sauce	carrot	coconut	barbecue
cereal	scones	spinach	porridge	sausage
tomato	potato	lettuce	delicious	pumpkin



Find a word

Write down a word from the list for each of the following clues or meanings.

- 1 cheddar and feta _____
- 2 often served with jam and cream _____
- 3 an outdoor grill for food _____
- 4 mince and seasoned meat encased in a skin _____
- 5 a long, curved, yellow fruit _____
- 6 a set of cooking instructions _____
- 7 a chocolate powder _____
- 8 this causes your eyes to water when it is peeled _____
- 9 pasta made in the shape of long, thin strings _____
- 10 a small, red, round stone fruit _____
- 11 desire for food or drink _____
- 12 a drink made from roasted beans _____
- 13 a large fleshy nut containing clear milk _____
- 14 an orange-coloured root vegetable _____
- 15 salty or spicy rather than sweet _____
- 16 a yellow-fleshed stone fruit _____
- 17 also known as a cookie or a cracker _____
- 18 a sweet confectionary often sold in a block _____
- 19 a warm breakfast dish made from oatmeal _____
- 20 a liquid added to food to add flavour _____

Completing phrases

Add a word from the list to complete each of the following phrases.

- | | |
|-----------------------------------|------------------------------|
| 1 to have a hearty <i>a</i> _____ | 11 a <i>f</i> _____ shop |
| 2 a sizzling <i>s</i> _____ | 12 <i>t</i> _____ ketchup |
| 3 espresso <i>c</i> _____ | 13 a <i>b</i> _____ skin |
| 4 breakfast <i>c</i> _____ | 14 <i>c</i> _____ mousse |
| 5 a ham <i>s</i> _____ | 15 <i>s</i> _____ bolognaise |
| 6 a leafy <i>l</i> _____ | 16 a <i>b</i> _____ grill |
| 7 to follow a cake <i>r</i> _____ | 17 <i>p</i> _____ chips |
| 8 cheddar <i>c</i> _____ | 18 <i>c</i> _____ milk |
| 9 a bowl of hot <i>p</i> _____ | 19 <i>p</i> _____ soup |
| 10 soy <i>s</i> _____ | 20 a <i>p</i> _____ tree |

Word skills

- 1 Arrange the following list words in alphabetical order.

vegetable	cocoa	lettuce	cereal	porridge	spaghetti	fruit
-----------	-------	---------	--------	----------	-----------	-------

- 2 Write the plurals of the following list words.

- | | |
|-------------------------|------------------------|
| a sandwich _____ | e biscuit _____ |
| b tomato _____ | f lettuce _____ |
| c savoury _____ | g cherry _____ |
| d peach _____ | h sausage _____ |

Word origins

Through the centuries, the French have been famous for their food and cooking. As a result, many words associated with French cuisine have come into the English language. Here is just a small taste. Use the dictionary at the back of the book to write the meaning of these 'food' words.

- à la carte: _____
- aperitif: _____
- bon appétit: _____
- café au lait: _____

Acknowledgements

The author and publisher are grateful to the following for permission to reproduce copyright material:

PHOTOGRAPHS

Alamy/AF Archive, **11, 33, 101, 103, 154**; /Archive Image, **181**; /Ben Molyneux, **151**; /Pictorial Press, **131**; /Helene Rogers, **180**; Image courtesy of A-List entertainment and www.anhdo.com.au, **171**; Dreamstime/ Darren Baker, **161**; /Corey A Ford, **160**; iStockphoto/35007, **51**; /abalcazar, **157**; /aldomurillo, **192**; / Alina555, **129**; /amriphoto, **175**; /Andyd, **118**; /BackyardProduction, **125**; /bernsman, **143**; / bluestocking, **78**; /BoraImages, **190**; /BrettCharlton, **163**; /Corben_D, **15**; /DanSchmitt, **3**; /davidf, **115**; / DOUGBERRY, **117**; /dstephens, **121**; /ElementalImaging, **136**; /fergregory, **104**; /Floortje, **37**; /groveb, **8**; / jimkruger, **30**; /julishabar, **96**; /kevron2001, **177**; /konradlew, **32**; /kourafas5, **86**; /Liliboas, **66**; /luckat, **42**; /MarcoGovel, **123**; /Marieclaudelapointe, **107**; /mathieukor, **127**; /narvikk, **162**; /OceanBodhi, **75**; / OJO_Images, **60**; /parent, **56**; /People Images, **128**; /PetrePlesea, **6**; /portishead1, **80**; /RonTech2000, **95**; / SolStock, **100**; /Spanishalex, **65**; /strmko, **35**; /swilmor, **77**; /tap10, **98**; /ToddSm66, **44**; /trekandshoot, **16**; /vuk8691, **145**; /Whitepointer, **141**; Newspix/Hamish Blair, **53**; Image courtesy of Pan Macmillan Australia, **1**; Shutterstock/Africa Studio, **85**; /Khakimullin Aleksandr, **110**; /Aaron Amat, **194**; /Arvind Balaraman, **164** (top); /Balazs Kovacs Images, **166**; /Murat Baysan, **165**; /BMJ, **48**; /Andrey Bondarets, **168**; /Grisha Bruev, **138**; /Brenda Carson, **148**; /Ivan Cholakov, **108**; /Songquan Deng, **23**; /Didecs, **188**; / diversepixel, **186**; /DmitriMaruta, **40** (bottom); /Dmitro2009, **140**; /Bevan Goldswain, **10**; /Fer Gregory, **40** (top); /gyn9037, **18**; /IM_Photo, **130**; /Eric Isselee, **50**; /Keith Jenkinson, **139**; /katalinas, **68**; /Kichigin, **55**; /Sebastian Knight, **164** (bottom); /Denise Lett, **90**; /Robyn Mackenzie, **182**; /Paul Maguire, **81** (bottom right); /Erik Mandre, **43**; /Mingis, **150**; /Monkey Business Images, **20, 88**; /Juriah Mosin, **178**; /Niyazz, **24**; /pearl7, **146**; /Michael Pettigrew, **189**; /Phant, **21**; /Photobank gallery, **179**; /Pressmaster, **63**; /prudkov, **40** (middle); /RazoomGame, **158**; /reptiles4all, **133**; /Richard Guijt Photography, **41**; / Mirko Rosenau, **135**; /Thorsten Rust, **81** (left); /RyFlip, **38**; /Artazum and Iriana Shiyan, **81** (top right); /skyearth, **28**; /Jose Ignacio Soto, **184**; /Storozhenko, **152**; /tazzymoto, **170**; /Thinglass, **58**; /Sergey Uryadnikov, **47**; /Usa-Pyon, **27**; /YaiSirichai, **187**; /Andrey Yurlov, **13**; /Zulfiska, **70**.

OTHER MATERIAL

Extract from *The Boy Who Wouldn't Die* by David Nyuol Vincent with Carol Nader, Allen & Unwin, 2012, **93–4**; Cover of *The Boy Who Wouldn't Die* by David Nyuol Vincent with Carol Nader, Allen & Unwin, 2012, **93**; Extract from *The Happiest Refugee* by Anh Do, Allen & Unwin, 2010, **171–2**; Extract from *Tiger Eyes* by Judy Blume, Atheneum Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division from TIGER EYES by Judy Blume. Copyright 1981 Judy Blume, **115**; Cover of *Harry Potter and the Philosopher's Stone* by JK Rowling, Bloomsbury Publishing, 2014, cover illustration by Jonny Duddle, **61**; Advertisement courtesy of Brooks Sports, Inc, **83**; Extract from *Tracks* by Robyn Bloomsbury, Jonathan Cape, 2013, **131–2**; Extract from *The Lion, the Witch and the Wardrobe* by CS Lewis, The CS Lewis Company Ltd, 1950, **154**; 'Tree' by Leunig, reproduced by permission of Curly Pty Ltd, **31**; Extract from *Hitler's Daughter* by Jackie French, HarperCollins Publishers, 1999, **135**; Cover of *Coraline* by Neil Gaiman, HarperCollins Publishers, illustration copyright 2008 P Craig Russell, **71**; Illustration from *Coraline* by Neil Gaiman, HarperCollins Publishers, illustration copyright 2008 P Craig Russell, **72–3**; Extract from *The Mango Tree* by Ronald McKie, HarperCollins Publishers and Iain McKie, 1974, **20**; Extract from '16-year-old survives stowaway flight drama', *Herald Sun/ Australian Associated Press*, 21 April 2014, **51–2**; 'Finding Nemo in a new dimension' by Leigh Paatsch, *Herald Sun*, 5 September 2012, **101**; 'Heroic life cycle for 50,000 km', *Herald Sun*, 9 January 2014, **53**; Extract of 'Predators such as sharks essential for world's health' by Dr Euan Ritchie, *Herald Sun*, 5 September 2012, **141–2**; 'Rubbish tsunami swamps Bali beachfront' by Michael Bachelard, *Herald Sun*, 5 September 2012, **143**; Extract of interview with Andy Griffiths, Kids' Book Review, www.kids-bookreview.com.au, **1**; Advertisement courtesy of King Island Dairy, **4**; Cartoon, *Beyond the Black Stump* by Sean Leahy, #V-473 'Save the environment', **112**; Cartoon, *Insanity Streak*, 'Superhero' by Tony Lopes, **120**; Extract from *Cookery the Australian Way* by Shirley Cameron, Macmillan Education Australia, 2011, **187**; 'What is the sun?' by Wes Magee, **165**; Extract from *Everything I Know About Writing* by John Marsden, Pan Macmillan Australia Pty Ltd and John Marsden, copyright John Marsden 1993, **70**; Extract from *Black Water* by David Metzentham, Penguin Australia Pty Ltd, 2007, **13–14**;

Extract from *Boy* by Roald Dahl, Jonathan Cape Ltd and Penguin Books Ltd, 1984, reproduced by permission of David Higham Associates Limited, **91**; Cover of *Chinese Cinderella* by Adeline Yen Mah, Penguin Australia Pty Ltd, 1999, **92**; Extract from *Chinese Cinderella* by Adeline Yen Mah, Penguin Australia Pty Ltd, 1999, **92**; Extract from *Hating Alison Ashley* by Robin Klein, Penguin Australia Pty Ltd, 1984, **63–4**; Extract from *I Can Jump Puddles* by Alan Marshall, Penguin Australia Pty Ltd, 2004, **116**; Extract from *James and the Giant Peach* by Roald Dahl, Penguin Books Ltd, 2007, reproduced by permission of David Higham Associates Limited, **62**; Extract from *The Boy in the Striped Pyjamas* by John Boyne, Random House Children's Publishers UK, a division of The Random House Group Limited, 2006, **11–12**; Extract from *Down Under* by Bill Bryson, published by Transworld, 2000, reprinted by permission of The Random House Group Limited, **133–4**; Extract from *The Winged Skis* by Elyne Mitchell, The Random House Group Limited, 1964, **130**; Extract from *Harry Potter and the Philosopher's Stone*, copyright JK Rowling 1997, **61–2**; Cartoon, *Snake* by Allan Salisbury, Snake Productions, **114**; 'Review of *Hugo*' by Tom Ryan, *Sydney Morning Herald*, 1 January 2012, **103**; Cartoon, *Swamp* Cartoon No 9690 by Gary Clark, Blat Comics, Swamp Productions Pty Ltd, **111**; Cartoon, *Fred Basset* by Alex Graham, Universal Uclick, **113**; Extract from *Pastures of the Blue Crane* by HF Brinsmead, University of Queensland Press, 2004, **121–2**; Extract from *Lockie Leonard, Legend*, Tim Winton, 1997, reproduced with permission, **123–4**.

The author and publisher would like to acknowledge the following:

Extracts from *The Hobbit* by JRR Tolkien, HarperCollins Publishers Ltd, 2012, 151, 152–3.

While every care has been taken to trace and acknowledge copyright, the publisher tenders their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to come to a suitable arrangement with the rightful owner in each case.

Dictionary

a

à la carte

adjective according to the menu

adjourn

verb to suspend proceedings to another time or place

annuity

noun the annual payment of an allowance or income

aperitif

noun a cocktail, a pre-dinner drink

audible

adjective able to be heard

audit

noun a formal examination of accounts made by an accountant

audition

noun a test for suitability to take on a role in a movie, play or performance

auditorium

noun a part of a building where an audience assembles

b

benediction

noun an utterance of good wishes; a prayer offering blessing

benefactor

noun a person who gives aid, especially financial aid

beneficent

adjective doing good or causing good to be done

benevolent

adjective kind and generous

biannual

adjective occurring twice a year

bicentennial

adjective happening once every two hundred years

bon appétit

exclamation good appetite: 'Enjoy your meal'

c

café au lait

noun coffee with milk

cassowary

noun a large flightless bird of Australia and New Guinea

centennial

adjective occurring once every hundred years; marking the completion of one hundred years

centimetre

noun one-hundredth of a metre

centurion

noun an officer in command of a hundred men in the Roman army

civic

adjective relating to a city, town or the people who live there

civics

noun a study of citizenship

civilian

noun someone who is not in the military

civility

noun courteous behaviour; politeness

conformable

adjective able to adapt or mould to the shape of something else

congratulate

verb to acknowledge the achievement of success

conscription

noun compulsory enlistment for military service

conspicuous

adjective clearly visible or noticeable

convivial

adjective friendly, lively, agreeable

credentials

noun evidence of authority, status or rights

credible

adjective believable; trustworthy

creditor

noun a person or company to whom money is owing

credulous

adjective too ready to believe things

creed

noun a formula of a religious belief; any system of belief or opinion

d

diaphanous

adjective thin, light, transparent

discredit

verb to harm the good reputation of

disperse

verb to spread or distribute

e

expect

verb to regard something as likely to happen

extracurricular

adjective outside the usual curriculum

extradite	<i>verb</i> to hand over a criminal to another country
extraneous	<i>adjective</i> not relevant or essential
extrasensory	<i>adjective</i> beyond the range of normal senses
extravagance	<i>noun</i> excessive or wasteful spending of money
f	
flashback	<i>noun</i> a scene set in an earlier time
foiled	<i>verb</i> prevented from being successful; thwarted
foreboding	<i>noun</i> a feeling of evil to come
foreground	<i>noun</i> the section of a picture or landscape closest to the front
foremost	<i>adjective</i> ranking above all others
foresee	<i>verb</i> to realise beforehand
foresight	<i>noun</i> seeing what might happen and provide for it
foreword	<i>noun</i> a short introductory essay preceding the text of a book
g	
gendarme	<i>noun</i> French police officer
gilded	<i>adjective</i> covered thinly with gold
giraffe	<i>noun</i> a large African mammal with a very long neck and forelegs
gratify	<i>verb</i> to please or satisfy
gratis	<i>adverb</i> for no fee; <i>adjective</i> free of cost
gratitude	<i>noun</i> thankfulness; appreciation
h	
hippopotamus	<i>noun</i> a large, chiefly aquatic African herbivorous mammal
i	
iconic	<i>adjective</i> famous, popular or symbolic
incredulous	<i>adjective</i> not able or willing to believe something
ingrate	<i>noun</i> one who is ungrateful
inscription	<i>noun</i> words engraved on a stone or monument
j	
journal	<i>noun</i> a daily record of personal events or business
journey	<i>noun</i> the act of travelling from one place to another
l	
lethal	<i>adjective</i> capable of causing death
m	
Magna Carta	<i>noun</i> the Great Charter of 1215 that gave rights and liberties to the people of England
magnanimous	<i>adjective</i> generous and unselfish
magnate	<i>noun</i> a person of wealth and power
magnify	<i>verb</i> to enlarge or make greater in size
magnitude	<i>noun</i> greatness in size, extent, rank or position
malady	<i>noun</i> a disorder or disease
malformed	<i>adjective</i> badly formed or shaped
malice	<i>noun</i> a desire to cause harm or suffering to another
malign	<i>verb</i> to slander or speak ill of someone
malignant	<i>adjective</i> threatening to life
millennium	<i>noun</i> a period of one thousand years
monogamy	<i>noun</i> marriage with one person at a time
monologue	<i>noun</i> a long speech delivered by one person
monoplane	<i>noun</i> a plane with a single pair of wings

monopoly *noun* exclusive control of a commodity by one person or group
monosyllable *noun* a word consisting of one syllable
monsoonal *adjective* relating to seasonal winds that bring heavy rains, mainly in Asia

n

nota bene (NB) *verb* note well; take special notice

o

obliterated *verb* destroyed or made invisible

p

panda *noun* a large black and white bear-like animal living in China

per annum *adverb* by the year; yearly

perennial *adjective* lasting for an indefinitely long time; enduring

phenomenon *noun* an unusual event that can be observed or studied

piranha *noun* a small South American flesh-eating fish that has sharp teeth

plush *adjective* soft and luxurious

postscript *noun* a message added at the end of a letter, after the signature

potent *adjective* powerful, strong

preservation *noun* the act of protecting something from change

prospector *noun* someone who explores an area for mineral deposits

r

raccoon *noun* a small North American animal with a mask-like black colouring across the eyes

reunite *verb* to bring together again

revive *verb* to bring back to life

s

scribe *noun* a public clerk or secretary, especially in ancient times; someone who writes something that another dictates

skunk *noun* a small, black and white North American animal

sojourn *noun* a temporary stay

spectacle *noun* a visually striking performance or display

spectacular *adjective* beautiful in a dramatic and eye-catching way; *noun* a lavishly produced performance

spectre *noun* a ghost

sublime *adjective* perfect or amazing

subterranean *adjective* situated beneath the Earth's surface

supercilious *adjective* arrogant; proud; overbearing

superficial *adjective* of or on the surface

superfluous *adjective* more than is needed

supersede *verb* to take the place of; to replace

supersonic *adjective* faster than the speed of sound

supreme *adjective* of highest rank or authority

t

terracotta *noun* a reddish clay that is used for pottery and tiles

terrain *noun* the surface features of a tract of land

terrier *noun* small dog originally trained to hunt animals living underground

territory *noun* an area of land; a region

three-dimensional (3D) *adjective* giving the illusion of depth as well as height and width

transcript *noun* a written or printed copy of spoken words

translucent *adjective* allowing light to pass through partially, often creating attractive shapes

U

unanimous	<i>adjective</i> having one opinion held by all
uncivil	<i>adjective</i> rude or discourteous
unify	<i>verb</i> to make into one
unilateral	<i>adjective</i> one-sided
universe	<i>noun</i> all parts of the world as one; the Cosmos
unprecedented	<i>adjective</i> never seen or known before
unquenchable	<i>adjective</i> not able to be extinguished

V

viable	<i>adjective</i> capable of living, developing or being successful
vivacious	<i>adjective</i> full of life; animated
vivid	<i>adjective</i> strikingly bright; producing clear mental images

W

washaway	<i>noun</i> a hollowed-out area created by rain or floodwater washing the soil away
-----------------	---

Y

yak	<i>noun</i> a large long-haired Tibetan ox
------------	--