

Junior  
ENGLISH  
Skills  
8

Lisa Neale

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# A note for teachers

This book has been written to help your Year 8 students build their basic skills in grammar, punctuation, spelling and vocabulary.

Depending on student ability, most questions and activities in these units are designed to be completed independently. Answers are provided so that students can check their own work as required – see ‘For students: how to use this book’.

There are therefore a number of ways in which the book could be used.

- ▶ You could work through the 26 units of work with your students in the classroom to refine their basic skills.
- ▶ You could set units of work (or individual questions/activities) as homework tasks and mark them together in class.
- ▶ You could leave units of work to be completed when you need to be absent from the classroom.

The challenge questions at the end of the units provide scope for deeper exploration or more creative individual tasks.

We know how important it is to keep refining basic language skills, and how challenging it is to keep this happening when the teaching and learning program is busy. This book is intended to help you do this!

# For students: how to use this book

This book contains 26 units to help you learn about and practise a range of important English skills.

It is best to do them in order, as the activities in some units build on the knowledge and skills gained in earlier units.

Here is how the units work ...

- 1 Each unit begins with important facts. These include definitions or explanations of various aspects of the English language, and examples of how they are used. Read them carefully – they show you what you really need to know.
- 2 The next step in each unit is a sample question for you to work through. Follow these steps carefully. Each sample question is followed by at least one practice question for you to try yourself.

**SECTION 1: GRAMMAR**

## 1.2 Different types of noun

**1** → All **nouns** are either **concrete nouns** or **abstract nouns**. A concrete noun names an item, person, animal or place – something that can be experienced through the five senses. An abstract noun names something that can't be experienced through the five senses, like a feeling or a quality.

**e.g.** **concrete nouns:** chair Mary mouse sky Sydney Opera House

**e.g.** **abstract nouns:** anger honesty exploration hunger delight

We can also describe nouns as either **proper nouns** or **common nouns**. A proper noun names a specific person or place. It starts with a capital letter. A common noun names a general item, person, animal, place or quality. It starts with a lower-case letter.

**e.g.** **proper nouns:** Nico Paris Brazil Woolworths Honda

**e.g.** **common nouns:** cat creek university education friendship

A **collective noun** is a special type of noun that names a group of things.

**e.g.** **collective nouns:** herd flock collection swarm fleet

**Tip:** We can also divide nouns into **countable nouns** and **uncountable nouns**. A countable noun names something that can be counted, such as a bowl, violin or hamburger. An uncountable noun names something that can't be counted. Uncountable nouns are often used with words like *lots of*, *much* or *a little*. Examples include rice, water, music and fabric. !

**2** → **Sample question**

Follow these steps to determine whether the statements below are true ✓ or false ✗.

**team is a collective noun**    **ocean is an abstract noun**

<b>1</b> Read the instructions. What are you being asked to do?	▶ Decide whether the statements are true or false.
<b>2</b> What does the word <b>team</b> name? Does it refer to a group of things?	▶ <b>team</b> refers to a group of people, so it is a collective noun. Answer: ✓
<b>3</b> Can you experience the <b>ocean</b> through your senses?	▶ Yes! You can see, hear, touch, taste and smell the <b>ocean</b> . Answer: ✗

**TRY THESE YOURSELF**

a choir is an abstract noun       b Myer is a concrete noun

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- 3 Tips are given on many pages. They often provide additional helpful information and examples. They are designed to help you gain more understanding and do your best!
- 4 Each unit has a set of questions for you to answer, giving you the opportunity to consolidate your learning and practise your skills. Answers for these are included at the end of the book. You can use them to check your understanding as you go.

4 →

SECTION 1: GRAMMAR

NOW ANSWER THESE QUESTIONS

1 For each noun listed in the table, place a tick under each heading that can be used to describe it. (Hint: Every noun will be either concrete or abstract, and every noun will be either proper or common. Some may need three ticks!)

Noun	Concrete	Abstract	Proper	Common	Collective
Perth					
family					
advice					
bus					
audience					

2 Circle all the nouns in these sentences.

- a Miss Romano's embarrassment was obvious when the bunch of flowers arrived.
- b Arjun needed some help with his homework, so he asked Gina.
- c The selfishness of some children was a problem for the school.

3 Write the collective nouns for these creatures. You may need to do some research.

- a peacocks \_\_\_\_\_
- d geese \_\_\_\_\_
- b jellyfish \_\_\_\_\_
- e lions \_\_\_\_\_
- c ants \_\_\_\_\_
- f kangaroos \_\_\_\_\_

4 Circle the letters that should be capitalised in these sentences.

- a My first school was called currumburra primary school.
- b The best book about cats is called *cat kingdom*.
- c My favourite uncle is uncle angelo.
- d At headless manor there is thought to be a headless ghost.

5 Circle the correct words based on whether the nouns in the paragraph below are countable or uncountable.

The party planning has taken a huge amount / number of effort. There will be many / much celebration. If less / fewer guests than expected turn up, we'll be sad. We can fit a large amount / number of people in the hall but need a larger amount / number of chairs. There are less / fewer tumblers than we thought, so we will have less / fewer glassware overall.

**Tip:** We use different words to talk about numbers of countable nouns and amounts of uncountable nouns.  
 Examples: a large number of paintings but a large amount of art / many birds but much birdlife / fewer problems but less trouble

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5

3

- 5 Each unit then has a 'Read and apply' section, in which you will read a short piece of text and apply some of what you have learned in the unit. You can use these sections as a chance to push yourself a little further and see what you can achieve. Answers or suggested answers are provided for these sections.
- 6 At the end of each unit, there is a 'challenge' section. These sections contain tasks that you can complete in your own English workbook or on your computer. They involve a little more reading and thinking. They often ask you to do some creative writing, and they sometimes suggest some research to find out a little more about a topic.

SECTION 1: GRAMMAR

5 →

**Read and apply**

Read the text below, and answer the questions that follow.

The polar bear is the largest land carnivore (meat eater) in the world. An adult male polar bear can weigh up to 800 kilograms. Polar bears appear white, but their fur is actually translucent and their skin is black. They can also have blue tongues!

They mostly live in Arctic regions, including in Canada, Russia and Norway. Polar bears do not need to hibernate, because their food continues to be available through the winter months. They mainly eat seals.

Although female polar bears look after their cubs, most adult bears don't live in families. They prefer a solitary existence as they roam the ice looking for pods of seals.

Polar bear populations are declining. If climate change continues to affect their habitat, they may face extinction.

1 Find the following in the text above and write them in the spaces provided.

a three proper nouns: \_\_\_\_\_

b two collective nouns: \_\_\_\_\_

c two abstract nouns: \_\_\_\_\_

d four other concrete, common nouns that you have not already used: \_\_\_\_\_

2 Using what you have learned from the text above, insert appropriate nouns into the spaces in the following sentences.

a Polar bears are no hungrier in \_\_\_\_\_ than in any other \_\_\_\_\_ because they can still find food.

b A polar bear is a highly effective \_\_\_\_\_, catching many \_\_\_\_\_ to eat.

c Environmentalists hold great \_\_\_\_\_ for polar bears, as climate change is causing the \_\_\_\_\_ to melt.

3 Circle the two uncountable nouns in this sentence.

The bear's fur was so dazzlingly white that we dropped our backpacks and the rest of our luggage.

6 →

**Research and writing challenge**

Do some quick research about polar bears to help you write five more sentences about them. Include at least one common noun, proper noun, abstract noun, uncountable noun and collective noun in your paragraph.

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1.1

# Revising word classes

A **word class** is a category of words that all behave the same way in English. The words in a particular word class all do a similar 'job' in making meaning.

You should already be familiar with these word classes.

Word class	Purpose
<b>nouns</b>	name people, animals, places, objects or ideas
<b>adjectives</b>	give more information about nouns
<b>verbs</b>	convey actions or events
<b>adverbs</b>	give more information about verbs, or sometimes adjectives or other adverbs
<b>pronouns</b>	take the place of nouns in a sentence (e.g. <b>it</b> , <b>I</b> , <b>they</b> , <b>she</b> , <b>his</b> )
<b>articles</b>	come before nouns ( <b>a</b> , <b>an</b> and <b>the</b> )
<b>prepositions</b>	show the position of things in relation to each other
<b>conjunctions</b>	link different ideas in a sentence

## Sample question

Follow these steps to identify the word classes of the following word.

**light**

- 1 Read the instructions. What are you being asked to do? ► Decide what type of word **light** can be (what 'job' it can do in a sentence).
- 2 What classes does it definitely *not* belong to? ► It can't be a **pronoun**, an **article** or a **conjunction**.
- 3 Can it be a **noun**? ► Yes. A **light** is an object. You can switch on a **light**.
- 4 Can it be an **adjective**? ► Yes. You can carry something **light** – e.g. a **light** suitcase.
- 5 Can it be a **verb**? ► Yes. You can **light** a candle.
- 6 Can it be an **adverb**? ► No. You can tread lightly but you can't tread **light**.
- 7 Can it be a **preposition**? ► No. The word **light** can't be used to describe the relative position of two things.
- 8 This is the answer. ► **light** can be a **noun**, an **adjective** or a **verb**.

## TRY THESE YOURSELF

a answer \_\_\_\_\_

b quiet \_\_\_\_\_

## NOW ANSWER THESE QUESTIONS

1 To which word classes can these words belong?

drive		shadow	
speed		cook	
giant		fast	

2 Use one of the words above in two separate sentences to demonstrate how it can belong to two different word classes.

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3 In the following sentences, circle the articles and underline the prepositions.

- a A dog sat on the tuckbox.  
 b In your lunchbox, you will find an orange.  
 c Why isn't Aditya on the train?

4 In the following sentences, circle the pronouns and underline the conjunctions.

- a The dog jumped down and then it ran away.  
 b I love oranges; however, I am not hungry right now.  
 c Aditya is walking and catching the bus, but he will get here soon!

5 Using the list below, correctly label each word in the tables that follow.

noun **N**verb **V**pronoun **Pro**preposition **Pre**adjective **Adj**adverb **Adv**article **Art**conjunction **C**

a

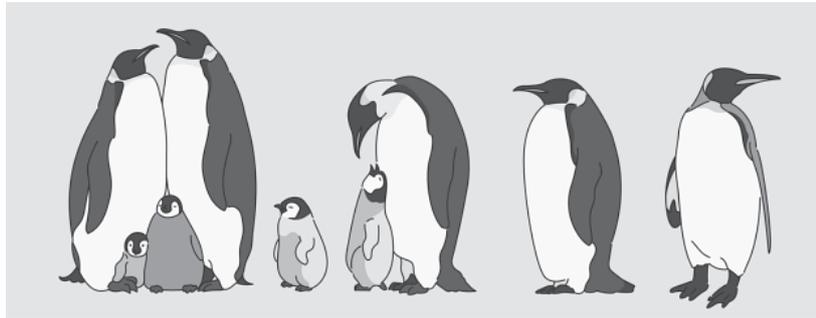
Suddenly,	we	saw	a	shape
emerge	from	the	deep	shadows.

b

Fireworks	make	our	old	dog	howl
pitifully	and	hide	under	the	bed.

## Read and apply

Read the text below, and answer the questions that follow.



Emperor penguins are the world's largest penguins. On average, they stand one metre tall. They live communally in large numbers in the Antarctic, which is one of the most challenging environments in the world.

The female emperor penguin lays only one egg, then she leaves to feed on fish in the ocean. Meanwhile, the male stands without food, with the egg resting on his feet and tucked against his body, for nine weeks. He loses half his body weight because he can't get food until the female comes back. He is on the verge of starvation by the time she returns.

The female then cares for the chick when it hatches, while the male goes to the ocean to feed.

- 1 Which adjective indicates that living in the Antarctic environment can be difficult?  
\_\_\_\_\_
- 2 List four different pronouns that are used in the text. \_\_\_\_\_
- 3 Which adverb provides information about how emperor penguins live?  
\_\_\_\_\_
- 4 Which prepositions help us understand how the penguins care for their eggs?  
\_\_\_\_\_

### Writing challenge

Using information from the text above, build two sentences about penguins using the word classes shown in the boxes below. Some words have been filled in to help you. Work with a partner if you get stuck.

Noun	Verb	Adjective	Conjunction	Pronoun	Verb	Noun
<i>Penguins</i>		<i>tall</i>				<i>eggs.</i>

Noun	Verb	Preposition	Article	Noun	Conjunction	Verb	Noun
	<i>live</i>			<i>Arctic</i>			<i>fish.</i>

## 1.2

## Different types of noun

All **nouns** are either **concrete nouns** or **abstract nouns**. A concrete noun names an item, person, animal or place – something that can be experienced through the five senses. An abstract noun names something that can't be experienced through the five senses, like a feeling or a quality.

e.g. **concrete nouns:** chair Mary mouse sky Sydney Opera House

e.g. **abstract nouns:** anger honesty exploration hunger delight

We can also describe nouns as either **proper nouns** or **common nouns**. A proper noun names a specific person or place. It starts with a capital letter. A common noun names a general item, person, animal, place or quality. It starts with a lower-case letter.

e.g. **proper nouns:** Nico Paris Brazil Woolworths Honda

e.g. **common nouns:** cat creek university education friendship

A **collective noun** is a special type of noun that names a group of things.

e.g. **collective nouns:** herd flock collection swarm fleet

**Tip:** We can also divide nouns into **countable nouns** and **uncountable nouns**.

A countable noun names something that can be counted, such as a **bowl**, **violin** or **hamburger**.

An uncountable noun names something that can't be counted. Uncountable nouns are often used with words like **lots of**, **much** or **a little**. Examples include **rice**, **water**, **music** and **fabric**.



### Sample question

Follow these steps to determine whether the statements below are true ✓ or false ✗.

**team is a collective noun**    **ocean is an abstract noun**

- 1 Read the instructions. What are you being asked to do? ▶ Decide whether the statements are true or false.
- 2 What does the word **team** name? Does it refer to a group of things? ▶ **team** refers to a group of people, so it is a collective noun. Answer: ✓
- 3 Can you experience the **ocean** through your senses? ▶ Yes! You can see, hear, touch, taste and smell the **ocean**. Answer: ✗

### TRY THESE YOURSELF

a choir is an abstract noun

b Myer is a concrete noun



## NOW ANSWER THESE QUESTIONS

- 1 For each noun listed in the table, place a tick under each heading that can be used to describe it. (Hint: Every noun will be either concrete or abstract, and every noun will be either proper or common. Some may need three ticks!)

Noun	Concrete	Abstract	Proper	Common	Collective
Perth					
family					
advice					
bus					
audience					

- 2 Circle all the nouns in these sentences.
- Miss Romano's embarrassment was obvious when the bunch of flowers arrived.
  - Arjun needed some help with his homework, so he asked Gina.
  - The selfishness of some children was a problem for the school.
- 3 Write the collective nouns for these creatures. You may need to do some research.
- peacocks \_\_\_\_\_
  - jellyfish \_\_\_\_\_
  - ants \_\_\_\_\_
  - geese \_\_\_\_\_
  - lions \_\_\_\_\_
  - kangaroos \_\_\_\_\_
- 4 Circle the letters that should be capitalised in these sentences.
- My first school was called currumburra primary school.
  - The best book about cats is called *cat kingdom*.
  - My favourite uncle is uncle angelo.
  - At headless manor there is thought to be a headless ghost.
- 5 Circle the correct words based on whether the nouns in the paragraph below are countable or uncountable.

The party planning has taken a huge amount / number of effort. There will be many / much celebration. If less / fewer guests than expected turn up, we'll be sad. We can fit a large amount / number of people in the hall but need a larger amount / number of chairs. There are less / fewer tumblers than we thought, so we will have less / fewer glassware overall.

**Tip:** We use different words to talk about numbers of countable nouns and amounts of uncountable nouns.

Examples: a large **number of** paintings but a large **amount of** art / **many** birds but **much** birdlife / **fewer** problems but **less** trouble



## Read and apply

Read the text below, and answer the questions that follow.

The polar bear is the largest land carnivore (meat eater) in the world. An adult male polar bear can weigh up to 800 kilograms. Polar bears appear white, but their fur is actually translucent and their skin is black. They can also have blue tongues!

They mostly live in Arctic regions, including in Canada, Russia and Norway. Polar bears do not need to hibernate, because their food continues to be available through the winter months. They mainly eat seals.

Although female polar bears look after their cubs, most adult bears don't live in families. They prefer a solitary existence as they roam the ice looking for pods of seals.

Polar bear populations are declining. If climate change continues to affect their habitat, they may face extinction.

1 Find the following in the text above and write them in the spaces provided.

- a three proper nouns: \_\_\_\_\_
- b two collective nouns: \_\_\_\_\_
- c two abstract nouns: \_\_\_\_\_
- d four other concrete, common nouns that you have not already used:  
\_\_\_\_\_

2 Using what you have learned from the text above, insert appropriate nouns into the spaces in the following sentences.

- a Polar bears are no hungrier in \_\_\_\_\_ than in any other \_\_\_\_\_ because they can still find food.
- b A polar bear is a highly effective \_\_\_\_\_, catching many \_\_\_\_\_ to eat.
- c Environmentalists hold great \_\_\_\_\_ for polar bears, as climate change is causing the \_\_\_\_\_ to melt.

3 Circle the two uncountable nouns in this sentence.

The bear's fur was so dazzlingly white that we dropped our backpacks and the rest of our luggage.

Research and  
writing challenge

Do some quick research about polar bears to help you write five more sentences about them. Include at least one common noun, proper noun, abstract noun, uncountable noun and collective noun in your paragraph.

## 1.3 Noun groups

A **noun group** is a group of one or more words that function like a single noun. It usually does not contain a verb, but often includes an article (**a**, **an** or **the**).

e.g. **the old blue house**   a fluffy penguin chick   an envelope on the table

Noun groups can be expanded by adding words from various word classes. These can provide extra information about a **main noun**. Common word classes added to main nouns include articles, adjectives and prepositions. The main nouns are bolded in the examples below.

e.g. a sad little **girl** near the swings  
the mouldy old **cheese** at the back of the fridge  
the clever **teachers** in the English department

**Tip:** To check whether a group of words is a noun group, check whether a verb could follow it.

Examples: A sad little girl near the swings **is** lost.

The clever teachers in the English department **help** their students.

### Sample question

Follow these steps to expand a noun group by adding words before and after the main noun.

\_\_\_\_\_ **boat** \_\_\_\_\_

- 1 Read the instructions. What are you being asked to do? ▶ Add words to expand a noun group.
- 2 Think about various ways you could describe details about this noun. ▶ You could consider colour, age, style, shape, where it is, what it is near ...
- 3 Choose the words you'd like to use. ▶ Think especially about articles, adjectives and prepositions.
- 4 Here is a possible answer. ▶ **the dilapidated green boat near the jetty**
- 5 Test it by putting a verb after it. ▶ Many verbs could work after this, so it is a noun group. For example, the dilapidated green boat near the jetty ...  
**is** Harry's / **bobbed** on the water / **sank**

### TRY THESE YOURSELF

a \_\_\_\_\_ car \_\_\_\_\_

b \_\_\_\_\_ concert \_\_\_\_\_

## NOW ANSWER THESE QUESTIONS

- 1 Underline the longest noun group in each sentence below.
- Tim just made an amazing cake with chocolate icing.
  - The sensible students in Year 10 are running the carnival.
  - Mrs Hannah said there will be a sneaky surprise test soon.
  - We can meet Jing at her apartment near the station if you like.
- 2 Are the following groups of words noun groups? Write **Yes** or **No**. For each **No**, explain why it is not a noun group. The first has been done for you.

Group of words	Noun group?	If not, why not?
the cake in the oven smelled delicious	No	Adding 'smelled delicious' to the noun group 'the cake in the oven' makes this more than a noun group. (It's a whole sentence!)
grass is green		
my annoying little sister		
his new sport bag was cool		
the angry teacher in charge		

- 3 Insert words before and after each noun below to form noun groups.
- one \_\_\_\_\_ evening \_\_\_\_\_
  - a \_\_\_\_\_ book \_\_\_\_\_
  - the \_\_\_\_\_ elephant \_\_\_\_\_
  - the \_\_\_\_\_ holiday \_\_\_\_\_
- 4 Rewrite the following paragraph with more detail, expanding at least three of its nouns into longer noun groups.

One afternoon we visited the aquarium. First we looked at the fish. I was frightened of the sharks. My favourite exhibit was the jellyfish.

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## Read and apply

Read the text below, and answer the questions that follow.

Here's a riddle for you!

**Q:** In a very remote country town, there are only two dental practices. Each practice has a single dentist.

The dental surgery in the good part of town is immaculate. The floor is scrubbed clean, the chair is comfortable and nice music is playing. The smiling, friendly dentist with gleaming white teeth always wears a spotlessly clean shirt.

The dental surgery in the bad part of town is a mess. The cluttered treatment room in a tumbledown old building has a ragged chair. There is no music. The dentist is grumpy. His old and dirty clothes smell funny, and his rotten, yellow teeth are off-putting, to say the least!

A woman visiting from out of town develops a severe toothache needing urgent treatment. She hears about both dentists. She chooses to go to the dirty dentist in the bad part of town. Why?

**A:** If there are only these two dentists in this very remote town, the clean dentist must treat the dirty dentist's teeth and vice versa. It is therefore clear that the dirty dentist does a much better job!

- 1 Underline every noun group of more than three words in the text.
- 2 In your opinion, which noun group in the text creates the most vivid image with the greatest impact on the reader? Explain why you think so.

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### Writing challenge

- 1 Write an account of your most recent trip to the dentist. Make your writing detailed and vivid by using noun groups. Your challenge is to build interesting noun groups around at least five of the following nouns (or others of your own choosing if you wish).

dentist

instruments

water

toothpaste

room

tray

receptionist

toothbrush

chair

mirror

nurse

mouthwash

- 2 Highlight all of the noun groups of more than one word that you have included in your piece of writing.

1.4

# Adjectives: comparatives and superlatives

**Comparative adjectives** compare two things. To make the comparative form of an adjective with one syllable, we *usually* add **-er**, while the word **more** is *usually* added before words of two or more syllables. Words that end in **y** are an exception: **-er** is added even if the word is two or more syllables. Comparatives are often used with the word **than**.

e.g. taller **than** a giraffe    more frightened **than** you    hungrier **than** me

**Superlative adjectives** compare more than two things. To make the superlative form of an adjective with one syllable, we *usually* add **-est**, while the word **most** is *usually* added before words of two or more syllables. Again, words that end in **y** are an exception.

e.g. the cheapest phone    the **most** expensive toy  
the silliest clown

There are exceptions, called **irregular adjectives**, to which we do *not* add **-er**, **-est**, **more** or **most** to make the comparative or superlative form.

e.g. good, better, best    bad, worse, worst    little, less, least    many, more, most

**Tip:** Sometimes you need to change a word's spelling to make it a comparative or superlative. 

Examples: doubling the end consonant in 'hot' to make hotter/hottest; changing the **y** on the end of 'happy' to an **i** to make happier/happiest.

## Sample question

Follow these steps to circle the correct sentence below.

Bree is faster than Omar.    Bree is fastest than Omar.    Bree is more fast than Omar.

- 1 Read the instructions. What are you being asked to do?    ► Find the correct sentence.
- 2 What do we use for comparing two things?    ► We usually use **-er** or **more**.
- 3 Check which goes with the adjective.    ► **fast** has one syllable, so **-er** is added.
- 4 This is the answer.    ► **Bree is faster than Omar.**

## TRY THIS ONE YOURSELF

Eleni is the more careful girl in class.    Eleni is the carefulest girl in class.  
Eleni is the most careful girl in class.



## NOW ANSWER THESE QUESTIONS

- Write the comparative form beside each of the following adjectives.
  - sad \_\_\_\_\_
  - kind \_\_\_\_\_
  - pleasant \_\_\_\_\_
  - thoughtful \_\_\_\_\_
- Write the superlative form beside each of the following adjectives.
  - long \_\_\_\_\_
  - thin \_\_\_\_\_
  - generous \_\_\_\_\_
  - enjoyable \_\_\_\_\_
- Complete each sentence below by selecting the correct word and writing it in the gap.
  - Serge studied \_\_\_\_\_ than I did for the test. **hard / harder / hardest**
  - All the students were excited, but Abdul was the \_\_\_\_\_. **excitedest / more excited / most excited**
  - Jillian thinks ghost stories are \_\_\_\_\_ than vampire stories. **scary / scarier / scariest**
  - The \_\_\_\_\_ musician in the band is Jacqueline. **accomplished / most accomplished / more accomplished**
- Complete the following table.

Adjective	Comparative form	Superlative form
	further	
good		
healthy		
		greatest
	friendlier	
	more important	
		angriest

- Cross out the incorrect adjectives in the following paragraph and replace them with correct ones.

Hoang is the talentedest athlete in our cross-country team. He often looks like he's going to be little successful than others at first, but he can run goodest when the pressure is on at the end. At training, he runs farrer than anyone else! He gets us most wins than any other team member. He's feeling sick today. I hope he gets gooder by race day!

## Read and apply

Read the text below, and answer the questions that follow.

Identical twins Jim Lewis and Jim Springer were separated at birth when they were put up for adoption in 1940. When they met for the first time aged 39, they were astonished at what they discovered. It was surprising enough to discover that they had a twin! As they talked, however, they became more surprised. The name 'Jim' had been given to each of them independently by their respective adoptive parents. But that was only the beginning of their uncanny parallel lives. The story only gets stranger and more intriguing!

Both men had married twice, first to women named Linda, and then to women named Betty. Both had had childhood dogs named Toy. Their sons' given names were 'James Allan' and 'James Alan'. Perhaps the most amazing fact was that both Jims had worked as police deputies! Both said that meeting each other was the best and most exciting thing that had ever happened.

- 1 Write all of the comparatives and superlatives used in the text above into the correct columns below, then add their other forms to complete the table.

Adjective	Comparative form	Superlative form

- 2 Write comparatives or superlatives in the gaps below to complete the sentences relating to the text. Use *different words* from the ones in the table above.

- a The two Jims were delighted to meet – in fact, they couldn't have been \_\_\_\_\_.
- b As they spoke, their surprise became \_\_\_\_\_.
- c The \_\_\_\_\_ coincidence of all was their common careers.
- d Each Jim now counts the other Jim among the \_\_\_\_\_ people in his life.

Find a story online about an amazing coincidence. Then retell the story in no more than 100 words. Use three comparatives and three superlatives in your story.

1.5

## How sentences work

A **sentence** is a group of words containing a **subject** (who or what the sentence is about) and a **predicate** (the rest of the sentence, which expresses something about the subject).

**e.g.** Keely cleaned up.

(The subject is **Keely** and the predicate is **cleaned up**.)

Many sentences also contain an **object** (the person or thing within the predicate of the sentence that is affected by the action).

**e.g.** Keely cleaned up the spilled milk.

(The subject is **Keely**. The predicate is **cleaned up the spilled milk**. The object is **the spilled milk**.)

**Tip:** If you can replace a noun with **I, he, she, we** or **they**, it is often the **subject**.

If you can replace a noun with **me, him, her, us** or **them**, it is likely to be the **object**.



### Sample question

Follow these steps to identify the subject, predicate and object in the sentence below.

**The students elect the class captain each year.**

- 1 Read the instructions. What are you being asked to do? ► Find the subject, predicate and object.
- 2 Start with the verb. What action is being performed? ► The **verb** is **elect**.
- 3 Now find the subject. Who is performing the action? ► The students are doing the electing. They are the main focus of the sentence. So the **subject** is **the students**.
- 4 Now find the predicate. Which words express something about the subject? ► The rest of the sentence is **elect the class captain each year**. All of these words express information about the subject, so together they make up the **predicate**.
- 5 Finally, find the object. Who or what is affected by or receives the subject's action? ► The result of **the students electing** (subject + verb) someone is that there is a class captain. So **the class captain** is the **object** of the sentence.

### TRY THIS ONE YOURSELF

**Sentence:** We discovered a secret door in the library.

Subject	Predicate	Object

## NOW ANSWER THESE QUESTIONS

- 1 Circle the subject and underline the predicate in each of the following sentences.
- a The cat meowed pitifully.                      c They won't be here in time.  
b Her laughter made us all smile.                d You must be really happy to be home!

**Tip:** Sometimes subjects and objects are not just single nouns but noun groups.

Example: Annie and her kids went to the beach near the caravan park.

In this sentence, the **subject** is the noun group **Annie and her kids**.

The **object** is **the beach**, but there is additional information given about the object – **near the caravan park**. You can therefore say that the object is the entire noun group: **the beach near the caravan park**.



- 2 Put a tick beside each sentence below that has an object. In each one you tick, circle the object.
- a I went to the shops.
- b Binh is looking after them.
- c The little girls jumped up and down.
- d Eagles build nests high in the mountains.
- 3 Complete this table. Some answers have been filled in for you. (Hint: You may need to change the word order, as in the first example.)

Sentence	Subject	Object	Predicate
Over the sea, the clouds were gathering.	<i>the clouds</i>	<i>the sea</i>	<i>were gathering over the sea</i>
The children on the bridge looked down at the water.	<i>the children on the bridge</i>		
The trees were uprooted by the wind.			<i>were uprooted by the wind</i>
The traffic jam went right down Punt Road.			

**Tip:** The words in sentences can be arranged in different orders, and this sometimes changes the subject and object.

Example: The boy took the biscuit.

The **subject** is **The boy**. This is called an **active construction**.

This can also be written as a **passive construction**, where the subject is **the biscuit**.

Example: The biscuit was taken by the boy.

See unit 1.11 for further information about active and passive constructions.



## Read and apply

Read the text below, and answer the questions that follow.

Sherlock Holmes and Dr Watson went camping. They soon found a small clearing. They pitched their tent under the stars and went to sleep.



In the middle of the night, Holmes woke Watson up. He said, 'Watson, look up at the sky and tell me what you see.'

Watson replied, 'I see millions and millions of stars.'

'And what do you deduce from that?' Holmes asked.

Watson replied, 'Well, I see millions of stars. Stars are like our sun. Some of those stars might have planets. Planets similar to Earth may exist out there. And if there are planets like Earth out there, life may also exist.'

And Holmes said, 'Watson, you are an idiot. It means that somebody stole our tent!'

- 1 Highlight the subject in every sentence in the text above, including sentences within direct speech (enclosed in quotation marks). (Hint: The subjects may be single nouns, pronouns or longer noun groups.)
- 2 Decide whether the subject or object is missing in each of the following sentences. Circle the answer, then write a suitable word in the gap.
  - a Holmes first noticed the \_\_\_\_\_. ( **subject / object** )
  - b \_\_\_\_\_ was impatient with Watson. ( **subject / object** )
  - c Holmes thought the \_\_\_\_\_ was obvious. ( **subject / object** )
  - d Watson was thinking about \_\_\_\_\_ on other planets. ( **subject / object** )
  - e \_\_\_\_\_ wonder who stole the tent? ( **subject / object** )

### Research and writing challenge

Look up some information about the famous fictional detective, Sherlock Holmes, created by Sir Arthur Conan Doyle.

- 1 Write a paragraph describing Sherlock Holmes. For example: How does he spend his time? Where does he live? What is he famous for? What is his personality like? How does he feel about his offsider, Dr Watson? Make sure your paragraph contains at least five sentences.
- 2 In each sentence in the paragraph you have written, circle the subject and underline the predicate.

## 1.6

## Phrases and clauses

A **phrase** is a group of words that may have nouns and verbs but does not have a subject doing a verb.

e.g. some lovely people driving to the coast after the huge storm

A **clause** is a group of words that has a subject doing a verb.

e.g. he lifts weights because she likes music when you've eaten your meal

A **main clause** (or **independent clause**) can be a complete sentence by itself. A sentence that only contains a main clause is known as a **simple sentence**.

e.g. He lifts weights. She likes music. Swim when you've eaten your meal.

A **subordinate clause** (or **dependent clause**) cannot be a complete sentence by itself. It starts with a **subordinating conjunction** (such as **because, although, if** or **whether**) and doesn't make sense by itself.

e.g. although she got lost if we have time whether she wants to go

Phrases and subordinate clauses can add extra information to your sentences. Using a variety of phrases and clause types helps your writing to be interesting.

### Sample question

Follow these steps to label the clause using **C** and phrase using **P**.

Nicholas scored the winning goal renowned for his sporting prowess

- |   |  |   |
|---|--|---|
| 1 | Read the instructions. What are you being asked to do?   | ► Identify which is a clause and which is a phrase.   |
| 2 | Does the first option contain both a subject and a verb? | ► <b>Nicholas scored the winning goal</b> contains a subject ( <b>Nicholas</b> ) doing a verb ( <b>scored</b> ), so this is a clause. |
| 3 | Does the second option contain a subject doing a verb?   | ► <b>renowned for his sporting prowess</b> does not contain a subject doing a verb, so we know this is a phrase.                      |
| 4 | This is the answer.                                      | ► <b>Nicholas scored the winning goal</b> is a clause (C).<br><b>renowned for his sporting prowess</b> is a phrase (P).               |

### TRY THIS ONE YOURSELF

although the sun had gone down  along the deserted beach



## NOW ANSWER THESE QUESTIONS

- Label the clauses using **C** and phrases using **P**.
  - when she arrived
  - because it was time
  - in the blazing hot sun
  - many people saw the show
  - rain was falling
  - with a high temperature and a headache
- Circle the main clauses and underline the subordinate clauses below.
  - The dog whined when it heard the fireworks.
  - We were allowed cake since it was my birthday.
  - We had to abandon the race after Carlos fell down.
  - When Akira was away, we did a maths test.
- Match each group of words to the correct label.

Sheena put the cake  
in the fridge

phrase

Suni started to feel ill

if necessary

main clause

with shaking hands

in the dining hall

subordinate clause

the forest was dark and  
gloomy

the phone rang

even though it was summer

when he saw the bill

we can find out how many  
we need

- Write a main clause to complete each of these sentences.
  - While it was raining, \_\_\_\_\_.
  - \_\_\_\_\_ after he finished his homework.
  - \_\_\_\_\_ after she ate dinner.
  - Since tickets were so expensive, \_\_\_\_\_.
  - When I got to the party, \_\_\_\_\_.
  - \_\_\_\_\_ because she heard Mum coming.

## Read and apply

Read the text below, and answer the questions that follow.

In the seventeenth century, a man called William Harvey made an important discovery. He determined how the valves in the heart work. Valves allow blood to pass through the heart before the blood is pumped into the lungs to receive oxygen. Carrying oxygen, the blood is then pumped around the body.

Fifteen centuries earlier, a man named Galen had recognised that the body carried blood with oxygen as well as blood without oxygen. He knew that the heart was involved somehow, but he couldn't quite explain how. These days, we know much more about how our hearts work!

- 1 Highlight all the main clauses in the text.
- 2 Underline four phrases in the text.
- 3 Rewrite each sentence below by moving the main clauses into different positions. The first has been done for you.
  - a In the seventeenth century, a man called William Harvey made an important discovery.

*A man called William Harvey made an important discovery in the seventeenth century.*

---

- b Valves allow blood to pass through the heart before the blood is pumped into the lungs to receive oxygen.

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- c Carrying oxygen, the blood is then pumped around the body.

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- d These days, we know much more about how our hearts work!

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### Editing challenge

The following text uses clauses and phrases in a boring and often clumsy way. Rewrite the text to make it flow more effectively. Sometimes you will be able to just swap the order of the existing words; at other times, you may wish to make slight changes to the words. And don't forget to add some phrases with extra details!

After lunch, Camila and Mary went swimming. After they finished swimming, they lay on the beach. Burning their skin, the sun became more intense. Concerned about sunburn, the girls raced back to the beach house.

As they called out 'Hello' to their mum, they flopped down on the banana lounges. Because they wanted a cool drink, they got up after a while and went inside. Pouring themselves large glasses, they talked about the things they had seen while swimming.

## 1.7

# Embedded clauses

An **embedded clause** is a clause that is in the middle of a sentence or main clause. It often begins with a word such as **who**, **which**, **that** or **with**.

- e.g. The swimming carnival, **which our class organised**, went on all day.  
The festival **that I went to** was a great success.

Commas are typically used to separate the embedded clause if the embedded clause is non-essential to meaning. Consider the examples below.

- e.g. **Doctors who give injections are gentle.**  
**Doctors, who give injections, are gentle.**

The first example has an **essential clause**. It suggests that doctors who give injections in particular are gentle; other doctors may not be. The clause is necessary to make the main point clear. The second example has a **non-essential clause**. The sentence suggests that all doctors are gentle, and the clause adds the extra detail that they also give injections.

**Tip:** Whether a clause begins with **that** or **which** also often depends on whether the clause is essential – that is, whether it is necessary to make the main point clear or is just additional information.

**Which** is often used, with commas, for non-essential clauses. **That** is typically used for essential clauses.

## Sample question

Follow these steps to add an embedded clause into the simple sentence below.

**The girl rode quickly.**

- 1 Read the instructions. What are you being asked to do? ▶ Add an embedded clause to the sentence.
- 2 Think of some extra information about the subject (the girl). ▶ We could add in any information about the girl. For example: **She had a new bike.**
- 3 Introduce the subordinate clause using a word such as **who**, **which**, **that** or **with**. ▶ The subject is a person, so it needs to be **who had a new bike.**
- 4 Does the embedded clause need commas? ▶ The clause does not seem to be essential to the meaning of the main point of the sentence, so we will use commas.
- 5 Insert the clause into the sentence. ▶ **The girl, who had a new bike, rode quickly.**

## TRY THIS ONE YOURSELF

The dragon swooped down on the village.

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## NOW ANSWER THESE QUESTIONS

- 1 Insert commas in these sentences around the embedded clauses.
  - a The bus trip which lasted for five hours was a boring ordeal.
  - b Karina who is a talented musician performed at assembly.
  - c It's important especially when driving long distances to take breaks.
- 2 Underline the embedded clause in each sentence below.
  - a The drink that I bought at the fete was sweet.
  - b The cat, curled up with her kittens, was asleep on my bed.
  - c Do you think the book that I need to borrow will be back in the library soon?
  - d The chips, which were too hot, burned Lani's tongue.
- 3 Rewrite the sentences below, adding your own embedded clause to each one.
  - a The house was old and run-down.  
\_\_\_\_\_
  - b Marina loves making clothes.  
\_\_\_\_\_
  - c Mum helps me with my homework.  
\_\_\_\_\_
- 4 Combine the following pairs of sentences into single sentences containing embedded clauses.
  - a Mr Zhang is leaving. He's the best teacher I ever had.  
\_\_\_\_\_
  - b That building is being demolished tomorrow. It is a public health hazard.  
\_\_\_\_\_
- 5 Each sentence below has *one* comma in an incorrect position. Rewrite these incorrect sentences, moving the incorrect commas so that the embedded clauses are punctuated correctly.
  - a Fatemeh who likes, to play the piano, is ready to perform.  
\_\_\_\_\_
  - b My ski gear which, I borrowed from Anh, doesn't fit.  
\_\_\_\_\_
  - c The bananas, which are all green are, not ripe.  
\_\_\_\_\_



## Read and apply

Read the text below, and answer the question that follows.

AIM Juniors is a youth activity run by the Australian Institute of Magic. It is based in Melbourne.

The organisation encourages young performers to learn the art of magic. It was created by more experienced magicians.

The annual Australian Junior Championships of Magic are loads of fun. At the Championships, young magicians can compete in front of a live audience.

Previous competitors have gone on to produce their own shows. These competitors benefited greatly from competing in the Championships.

Rewrite each paragraph above more concisely as a single sentence with an embedded clause, using pairs of commas where needed.

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### Writing challenge

Write a story using the following sentences as your starting point. Reword the sentences and use embedded clauses where you think they are needed to make your writing flow well and avoid repetition. You can also change the order of the sentences.

Alisha is a budding magician.

Alisha is enjoying her first visit to AIM Juniors.

Alisha is fifteen years old.

Alisha is feeling a bit nervous.

Karim joined AIM Juniors last year.

Karim invited Alisha to join.

Josh is a professional magician.

Josh is running the meeting.

Josh will do some tricks to show the kids.

Josh welcomed Alisha when she arrived.

1.8

## Complex sentences

A **complex sentence** contains a **main clause** (or **independent clause**), which relays the main piece of information and could function as a sentence on its own, and a **subordinate clause** (or **dependent clause**), which is extra information that includes a verb but does not form a sentence on its own.

e.g. They had hamburgers after they played the cricket match.

In the example above, **They had hamburgers** could be a sentence on its own. It is the main clause. **after they played the cricket match** could not be a sentence on its own, so it is a subordinate clause.

If you write a complex sentence with the main clause first, you don't need a comma before the subordinate clause: **They had hamburgers after they played the cricket match.**

If you start a complex sentence with a subordinate clause, you should put a comma between the subordinate clause and the main clause: **After they played the cricket match, they had hamburgers.**

**Tip:** If a sentence has two main clauses joined with a coordinating conjunction (**for, and, nor, but, or, yet** or **so**), it is not a complex sentence. It is a **compound sentence**.

Example: Mum was late and Dad felt worried.

### Sample question

Follow these steps to make two different complex sentences with these clauses.

the toy car stopped when it hit the grass

- 1 Read the instructions. What are you being asked to do? ► Make complex sentences out of the given clauses in two ways.
- 2 Work out which one is a main clause and which is a subordinate clause. ► **the toy car stopped** can be a whole sentence, so it is a **main clause**. **when it hit the grass** cannot be a sentence on its own, so it is a **subordinate clause**.
- 3 Start the complex sentence with the main clause. ► **The toy car stopped when it hit the grass.**  
(No comma is needed when the main clause is first.)
- 4 Start the complex sentence with the subordinate clause. ► **When it hit the grass, the toy car stopped.**  
(A comma is used following the subordinate clause.)

### TRY THIS ONE YOURSELF

before they could steal our chips the seagulls were scared away

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## NOW ANSWER THESE QUESTIONS

1 Are the following complex sentences? Write **Y** for yes or **N** for no.

- a Jake took out the rubbish and Zara watered the garden.
- b When it was home time, we cheered.
- c Li had mineral water and Pashti had black coffee.
- d The dog walked until we took the lead off.
- e Lisa laughed at Ed's costume but Yen was silent.

2 Draw a line from the beginning of each complex sentence below to its most appropriate ending.

When it became dark,

when the violent storm hit the coast.

Many boats were wrecked

when we won the maths tournament.

Everybody was thrilled

we saw the town lights glittering like stars.

Despite the blistering heat,

the cricket match continued.

3 Underline the main clause in each complex sentence below.

- a Although it was cloudy, we still had to put our sunscreen on.
- b We like to go out on our bikes whenever the weather is warm.
- c After school finished, we played with my new computer game.
- d Min got into big trouble when she didn't hand her assignment in.

4 Insert commas where they are needed in these complex sentences.  
(Hint: Not all of the sentences need one.)

- a Before I fall asleep I like to read my book.
- b My dad drives carefully when we are in a school zone.
- c Even though I didn't sleep much last night I'm not really tired today.
- d Two children found the box when they were playing outside.

5 Expand each of these main clauses into complex sentences by adding a subordinate clause in the space provided.

- a \_\_\_\_\_, I had my tea.
- b I went to the cinema \_\_\_\_\_.
- c \_\_\_\_\_, Henry laughed.
- d They were taken by surprise \_\_\_\_\_.



## Read and apply

Read the text below, and answer the questions that follow.

Dear Editor,

As you have probably heard, there's a redevelopment plan in our area. Developers, are planning to build new houses, on the West Street skatepark. Because, this would be a tragedy we are hoping you can help us!

We have raised a petition against this. We collected 1000 signatures, after going door to door. The skatepark is our only local outdoor space! We must act before it's too late!

The skatepark gives us a meeting place. It keeps us out of trouble. If we are deprived of our one remaining outdoor space where will we go?

After reading this letter you should definitely publish our concerns.

Regards,

The concerned students of Year 8, West Street High School

- 1 Underline all of the complex sentences in the text above. (For now, ignore the fact that some contain punctuation errors.)
- 2 In each complex sentence, highlight the main clause. (Again, ignore the punctuation errors.)
- 3 Now it's time to fix the punctuation. You will have noticed that commas are not always used correctly in the text. Cross out all incorrect commas and insert commas where they are needed.

### Writing challenge

- 1 Think of an issue that you might write a letter about to a newspaper or maybe even to a politician. It could be a made-up issue or a real issue.
- 2 Next, write a letter about this issue. Make it around the same length as the text above. In your letter, use a variety of sentence structures such as simple sentences and compound sentences, and make sure you include some complex sentences. Vary the way you begin your sentences, starting some with main clauses and others with subordinate clauses. Make sure you use commas correctly.
- 3 Check your work or ask a friend to check it for you. Consider the points below.
  - Have you used a variety of sentence structures?
  - Have you used some complex sentences?
  - Have you varied your sentence beginnings between main and subordinate clauses?
  - Have you used commas where they are needed (and *not* used them where they're *not* needed)?

## 1.9 Adverbials

You might remember that an **adverb** adds information about a **verb** (or sometimes about an adjective or another adverb). It is usually a single word.

e.g. William will eat **soon**.

(The adverb **soon** adds information about the verb **eat**.)

An **adverbial** is a word or group of words (either a phrase or a clause) that works like an adverb, giving information about a verb.

e.g. William will eat **in a few minutes**.

(The adverbial **in a few minutes** adds information about the verb **eat**.)

Adverbials answer questions about verbs. Consider how adverbials answer the following questions about the verb **hid** in the sentence starter **Manuel hid the box ...**

<b>Where?</b>	<b>under the stairs</b>	<b>How?</b>	<b>by covering it with a coat</b>
<b>When?</b>	<b>before breakfast</b>	<b>Why?</b>	<b>so Jackie wouldn't find it</b>
<b>How long?</b>	<b>for a week</b>	<b>With whom?</b>	<b>with Phong</b>
<b>How often?</b>	<b>every day</b>		

### Sample question

Follow these steps to underline the verb and circle any adverbials in this sentence.

The eagle flew over the wind-chopped sea.

- 1 Read the instructions. What are you being asked to do? ▶ Identify the verb and any adverbials that add information about it.
- 2 To find the verb, ask what the subject does in the sentence. ▶ The subject is the **eagle**, and it **flew**. The verb is **flew**.
- 3 What details are provided about the verb? (e.g. when, where, how ... ) ▶ We are told *where* the eagle flew: **over the wind-chopped sea**. This is an adverbial.
- 4 This is the answer. ▶ The eagle flew over the wind-chopped sea.

### TRY THESE YOURSELF

- a The morning dew glistened on the bright blades of grass.
- b Maria searched everywhere, all night.

**Tip:** Some sentences contain more than one adverbial. 

Example: The eagle flew over the wind-chopped sea to find her mate.

## NOW ANSWER THESE QUESTIONS

- 1 Underline the verbs and circle the adverbials in these sentences.
- a The fans worked to cool the air.                      d Mona called because she wanted to chat.
- b Before breakfast, Farah swam.                              e Billy trudged with slow steps to his school.
- c When it rained, the children ran inside the house.
- 2 Write **Where? When? How long? How often? How? Why?** or **With whom?** after each sentence to show the question about the verb that each adverbial answers. (Hint: Some may have more than one.) The first has been done for you.
- a Mary cried because she missed her friends. *Why?* \_\_\_\_\_
- b Luca studied for three hours straight. \_\_\_\_\_
- c Ahmed stared out the window. \_\_\_\_\_
- d Before the party, we had to decorate. \_\_\_\_\_
- e We clean the fish tank with Dad once a month. \_\_\_\_\_
- f Lee burst through the door in a stressed-out mood. \_\_\_\_\_
- 3 Complete these sentences, adding adverbials that answer the question or questions in brackets.
- a The cat purred \_\_\_\_\_. (**Why?**)
- b The building collapsed \_\_\_\_\_. (**When?**)
- c Lucia visits her great-grandmother \_\_\_\_\_. (**How often?**)
- d Sean hangs out at the park \_\_\_\_\_. (**With whom?**)
- e Renee worked on her assignment \_\_\_\_\_. (**How long?**)
- f Jem played the violin \_\_\_\_\_. (**Where** and **how?**)
- 4 The sentences below all end with adverbials. Fill in the gaps with words that make sense with these endings. See the tip below for extra help.
- a \_\_\_\_\_ near the canal.
- b \_\_\_\_\_ every weekend.
- c \_\_\_\_\_ to check how we were feeling.
- d \_\_\_\_\_ with Nina and Elias.

**Tip:** Remember to make sure the adverbials add information about the *verb*.

For example, for Question 4 part a, if you wrote *We bought a house near the canal*, you would be incorrect. This is because *near the canal* adds no information about the verb *bought*; instead, it functions as an adjective that describes the noun *house*.



## Read and apply

Read the text below, and answer the questions that follow.

Alaskan salmon swim thousands of kilometres in their lifetimes. Scientists track their journeys using the salmon's ears. Tiny changes in water temperature make the salmon's ear bones grow in different sized rings. The rings provide a 'bar code' for the salmon's journey.

The salmon swim down the river to the ocean and, some years later, swim back up the river to spawn. Salmon return to the place in the river where they hatched. They swim against a strong current. On some occasions, they have to leap up waterfalls!

- 1 Circle all the verbs in the text above. Remember that some sentences can have more than one verb.
- 2 Now highlight all the adverbials. Remember that some sentences can have more than one adverbial. Also note that not every verb will have an adverbial with it.

### Writing challenge

- 1 Connect the sentence starters below with their appropriate adverbials to form new sentences.
- 2 Rewrite them in the best order to create an informative paragraph about bears and salmon. (Hint: The first and last sentence starters are in the right positions.) You might need to rearrange the sentences a few times before you're happy with the result.



Sentence starters	Adverbials
Bears hibernate	every time!
Bears catch migrating salmon	hungry and ready to hunt.
Bears eat salmon	every winter.
Sometimes a salmon will jump	as well!
Salmon swim and spawn	with their long, sharp claws.
Instinct wins	regardless of the threat posed by bears.
They emerge from hibernation	to get the protein they need.
The bears win	right into a bear's mouth!

1.10

# Connectives and cohesion

**Connectives** link ideas together in one sentence or between different sentences and paragraphs. Connectives can be grouped into different types according to their function in the sentence.

Connective type	Example	Connective type	Example
Qualifying	although despite	Comparing	likewise similarly
Illustrating	for instance such as	Cause-and-effect	as a result therefore
Contrasting	alternatively conversely	Emphasising	in particular specifically
Adding	also furthermore	Sequencing	secondly subsequently

Linking ideas and sentences with connectives gives your writing **cohesion**. This means it holds together well and flows logically.

## Sample question

Follow these steps to use suitable connectives to link each pair of sentences so that they have cohesion (the relationship between them is clear). You can change some words. You may end up with one or two new sentences for each.

**a** The children missed the bus. They were late for school.

**b** Lisa likes watching sport. She likes tennis the best.

- |          |   |   |
|----------|---|---|
| <b>1</b> | Read the instructions. What are you being asked to do?                      | ▶ Link the ideas in each pair of sentences by using connectives.  |
| <b>2</b> | How are the ideas related in <b>a</b> ?                                     | ▶ The first sentence <b>causes</b> the second sentence to happen.   |
| <b>3</b> | Choose a suitable cause-and-effect connective. Here is one possible answer. | ▶ <b>consequently</b> shows cause-and-effect.<br><b>The children missed the bus. Consequently, they were late for school.</b> |
| <b>4</b> | How are the ideas related in <b>b</b> ?                                     | ▶ The second sentence <b>emphasises</b> something to do with the first sentence.  |
| <b>5</b> | Choose a suitable emphasising connective. Here is one possible answer.      | ▶ <b>especially</b> emphasises something.<br><b>Lisa likes watching sport, especially tennis.</b>                             |

## TRY THIS ONE YOURSELF

It rained all week. The sports fields were closed.

\_\_\_\_\_



## NOW ANSWER THESE QUESTIONS

above all	equally	in addition	on the other hand
additionally	especially	in particular	regardless of
also	even though	in spite of	significantly
alternatively	eventually	in the same way	similarly
although	firstly, secondly, thirdly ... finally/ lastly	including	since
as a result		instead of	specifically
as well as	for example	likewise	subsequently
by contrast	for instance	meanwhile	such as
consequently	furthermore	moreover	therefore
conversely	however	nevertheless	thus
despite	importantly	next	unlike
due to		notably	whereas

- 1 Choose a connective from the box above to complete each of these sentences. For each one, use the connective type given in brackets.
- \_\_\_\_\_ his shyness, he had a good time at camp.  
(**qualifying**)
  - I love salads, \_\_\_\_\_ tabouli, coleslaw and potato salad.  
(**illustrating**)
  - Do you want to play football in the rain? \_\_\_\_\_, we can play indoor cricket and stay dry. (**contrasting**)
  - Shakespeare's plays are entertaining. \_\_\_\_\_, they tell us about the past. (**adding**)
  - Julie is a great singer. \_\_\_\_\_, Liza is a very talented performer. (**comparing**)
  - The cows escaped, \_\_\_\_\_ we'll have to stay home to round them up. (**cause-and-effect**)
  - Dad was cranky with us. \_\_\_\_\_, he was angry about the mess we made. (**emphasising**)
  - First, Reyna found the mysterious key. \_\_\_\_\_, she looked for a keyhole. (**sequencing**)

## Read and apply

Read the text below, and answer the question that follows.

**Sam:** Hey, did you see the ‘Battle of the Bands’ posters? We should sign up.

**Priya:** Seriously?

**Sam:** Yeah, it looks awesome! We should get the band back together!

*[There’s long pause while Priya gets ready to tell Sam exactly what she thinks. She takes a deep breath.]*



**Priya:** You need to understand some things, Sam. \_\_\_\_\_, yes, I saw the posters. It’s great that you want to sign up. \_\_\_\_\_, I think you may have forgotten something. You *quit* the band two months ago! Remember? You couldn’t be bothered rehearsing, \_\_\_\_\_ after the cricket season started. \_\_\_\_\_, you argued constantly with the bass player. You complained all the time about him, \_\_\_\_\_ he was nice to you. \_\_\_\_\_, you never liked the music we played \_\_\_\_\_ you chose most of it. You were lazy, too! \_\_\_\_\_, you made us do all the work, \_\_\_\_\_ carrying the drums to and from the van and setting them up. \_\_\_\_\_, we’ve found a committed, positive drummer to replace you. \_\_\_\_\_, didn’t you notice the first phone number on the sign-up sheet? It’s mine! \_\_\_\_\_, feel free to sign up. Maybe you could do a solo!

Fill in the gaps above with connectives that make Priya’s rant at Sam cohesive. Use a variety of different types, and use each connective only once. (Look back at the box of connectives on the previous page to help you.)

### Writing challenge

Write Sam’s reply to Priya’s rant. Your challenge is to use *at least six* of the connectives in the boxes below in your writing, in a way that makes it a cohesive response to Priya’s criticisms. You can use them in any order. (You can *really* challenge yourself by using all twelve connectives!)

as a result

for instance

similarly

thus

as well as

importantly

specifically

unlike

equally

on the other hand

subsequently

whereas

1.11

## Active and passive sentences

A sentence is in the **active** voice when the subject is doing the action.

**e.g.** The fox ate the chicken. (The subject, **the fox**, did the action, **ate**.)

A sentence is in the **passive** voice when the subject has the action done to it.

**e.g.** The chicken was eaten by the fox. (The subject, **the chicken**, has the action, **was eaten**, done to it. The verb **was** has been inserted so that the sentence still makes sense.)

The thing doing the action (the **agent**) can be left out of a passive sentence.

**e.g.** The chicken was eaten. (The agent, **the fox**, is omitted.)

It is usually better to use the active voice, because it is more direct and therefore easier to read and understand. However, you can use the passive voice:

- ▶ when the person/thing doing the action is unknown
- ▶ if you don't want to say who/what did the action
- ▶ when you want to focus on what happened, not who/what did it
- ▶ to provide a variety of sentence structures in your writing.

### Sample question

Follow these steps to change this sentence to the passive voice.

**Leigh played the cello.**

- |          |   |   |
|----------|---|---|
| <b>1</b> | Read the instructions. What are you being asked to do?                              | ▶ Rearrange the sentence so that it is in the passive voice.  |
| <b>2</b> | Work out the subject, the action and the object in the sentence.                    | ▶ <b>Leigh</b> is the <b>subject</b> , <b>played</b> is the <b>action</b> and <b>the cello</b> is the <b>object</b> . |
| <b>3</b> | Move the object to the position of the subject.                                     | ▶ <b>The cello ...</b>  |
| <b>4</b> | Insert a new verb into the sentence so that the sentence still makes sense.         | ▶ <b>The cello was played ...</b>   |
| <b>5</b> | Complete the sentence with the word <b>by</b> and the original subject (the agent). | ▶ <b>The cello was played by Leigh.</b>   |

### TRY THIS ONE YOURSELF

Rajesh found the missing remote control.

\_\_\_\_\_

## NOW ANSWER THESE QUESTIONS

1 Write **A** beside each active sentence and **P** beside each passive sentence.

- a The orchestra was playing a symphony.
- b Frank enjoyed classical music.
- c The music was composed by Beethoven.
- d The audience was delighted by the music.

2 Rewrite these active sentences in the passive voice.

- a Glen found a new recipe. \_\_\_\_\_
- b The class laughed at me! \_\_\_\_\_
- c Mr Diaz carried the chair. \_\_\_\_\_

3 Rewrite these passive sentences in the active voice.

- a The resort had been devastated by the tsunami. \_\_\_\_\_  
\_\_\_\_\_
- b The campground was surrounded by wolves. \_\_\_\_\_  
\_\_\_\_\_
- c My singing was applauded by the audience. \_\_\_\_\_  
\_\_\_\_\_

4 These passive sentences don't have agents. Rewrite them in the active voice. You will need to invent new subjects to perform the actions in your new sentences. (Hint: Ask 'By whom?' to help you invent a subject.)

- a The car was scratched. \_\_\_\_\_
- b The precious vase got broken. \_\_\_\_\_
- c I was chosen! \_\_\_\_\_

5 Rewrite this paragraph in the active voice. You can change the wording to make it flow well.

The writing contest was won by Rima. A prize was donated by the bookshop. Rima's prize will be presented by Mr Holt at assembly, where an excerpt from her winning story will be read by Rima.

---



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---



---

## Read and apply

Read the text below, and answer the questions that follow.

Did you know the Yellow River in China was created by a dragon?

According to Chinese mythology, the land was once troubled by a great drought. The Yellow Dragon and his dragon friends saw that people were starving. The Jade Emperor, ruler of the Heavenly Palace, was begged by the dragons to send rain. He promised that he would. But after the dragons left, this promise was forgotten by the Emperor.

The Yellow Dragon and his friends flew to the sea, collected water and let it fall like rain. The rain-making was heard about by the Jade Emperor. He was angry because the dragons had intervened without his blessing, so he buried them under different mountains. The dragons turned themselves into rivers to make sure the people always have access to water. This is how the Yellow River was formed by the Yellow Dragon.

- 1 Highlight all six sentences that include examples of passive voice in the text above.
- 2 Rewrite the first sentence in the active voice.

---

- 3 How does this rewriting change the beginning of the text and affect the reader's expectation of what this text might be about?

---



---

- 4 Which way of writing the first sentence do you think is more appropriate, and why? (Hint: There may be valid opinions on both sides of this question.)

---



---

### Editing challenge

- 1 Rewrite the text about the Yellow Dragon using active voice for all sentences. Look for ways to make your writing flow more effectively by slightly changing sentences or leaving out some words.
- 2 Read the story in its rewritten form, then put a tick next to the statements below that you agree with. Discuss your answers with a classmate.

Changing the sentences to active voice:

- |   |  |
|---|--|
| makes the story more fast-paced. <input type="checkbox"/>                 | inserts more facts into the text. <input type="checkbox"/>       |
| makes the text flow more smoothly. <input type="checkbox"/>               | makes the text more succinct. <input type="checkbox"/>           |
| gives greater focus to the actions in the story. <input type="checkbox"/> | makes the meaning easier to understand. <input type="checkbox"/> |

## 1.12 Formal writing

In **formal** texts, we usually use formal vocabulary and **Standard English** (English that often follows grammar conventions taught in schools and is widely understood). We can refer to the level of formality in a text as its **register**.

e.g. Hey dude, how's it going? (**informal**)

Hello my friend, how are you? (**formal**)

Follow these general guidelines when you need to write using formal language.

Include	Avoid
correct grammar (e.g. tenses are correct, subjects and verbs agree)	starting sentences with conjunctions (e.g. <b>and</b> , <b>so</b> or <b>but</b> ) or ending sentences with prepositions (e.g. <b>in</b> , <b>with</b> or <b>on</b> )
complete sentences (not fragments)	double negatives (e.g. 'We <b>don't</b> need <b>no</b> help.')
precise or technical language that is appropriate for the subject	informal abbreviations – in extremely formal writing, this includes contractions (e.g. <b>that's</b> , <b>we've</b> or <b>isn't</b> )
	idioms (see unit 3.6), slang and colloquialisms (words or phrases generally used in informal conversations)

### Sample question

Follow these steps to rewrite this sentence in a more formal register.

**So he chucks a wobbly cos he didn't reckon no one was gonna show up.**

- 1 Read the instructions. What are you being asked to do? ► Make the sentence more formal.
- 2 Using the guidelines above, what examples of informal language can you identify in this sentence? ► starts with a conjunction: **So**  
mixes present and past tense verbs (e.g. **chucks**, **didn't**)  
uses idioms, colloquialisms and slang terms: **chucks a wobbly**, **reckon** and **show up**  
uses double negatives: **didn't** reckon **no one**  
uses abbreviations and contractions: **cos**, **didn't** and **gonna**
- 3 Replace these with more formal language. ► **He therefore became upset because he did not think anyone was going to attend.**

### TRY THIS ONE YOURSELF

Rick's like, 'Are youse guys gonna go to the footy presentation thingy?'

---

## NOW ANSWER THESE QUESTIONS

1 Underline the words in these sentences that do not adhere to formal Standard English conventions.

- a He should of been as sick as a dog after stuffing his face with sangas.  
 b There ain't no pencils here, so can I have a lend of yours?

2 Rewrite these sentences in a more formal register using formal Standard English. Try to make them as formal as you can, even if that makes them sound amusingly unrealistic.

- a This joint is a shambles and we'd best get cracking to clean it up.

---



---

- b Can you call me 2moro to let me no u r OK?

---



---

- c We'd just got home and she goes, 'I've gone and left me book on the train!'

---



---

3 Rewrite these very formal sentences to have a much less formal register. (You may need to look up some of the words!)

- a We are eagerly anticipating your arrival and are preparing our abode for the celebratory event.

---



---

- b At the realisation that someone had purloined the lollies from among her personal belongings, the little girl expressed her sadness vociferously.

---



---

4 Some common grammatical errors can result in a less formal register. Circle the correct word to complete each sentence below.

- a The tiger could ( **of** / **have** ) escaped.  
 b You can ( **lend** / **borrow** ) each other's pens.  
 c Mr Lo ( **learned** / **taught** ) us algebra.  
 d The tea was ( **real** / **very** ) hot.



## Read and apply

Read the text below, and answer the question that follows.

Me and my BFF Sarah are mostly rubbish at sport. Mainly cos we think netball, tennis and footy are dumb. That's all our school ever focus on. Usually.

But last term, Mrs Barton told us we could give indoor rock climbing a go. So we rocked up to the centre (haha – scuse the pun!) to try our luck. We had a blast! It was *sick!*

Mrs B has even told us she's gonna start up an indoor rock climbing team. Sarah and me are stoked! We trust each other to hold the ropes cos we're best mates. Turns out we're good at sport after all!

Fill in the following table with examples from the text above. The first has been done for you.

Informal feature	Example from the text
Incomplete sentence / sentence fragment	<i>'Mainly because ...', 'Turns out ...', 'Usually.'</i>
Sentence starts with a conjunction	
Sentence ends with a preposition	
Other grammatical errors	
Abbreviations and contractions	
Idioms/ colloquialisms/ slang	

### Writing challenge

- Imagine that you have just seen the design for a new school uniform at your school, and you absolutely hate it! Write two pretend emails about your response to the proposed new uniform.
  - Email 1 is to your closest friend. Write this email in an informal register, as if you're writing to someone your age whom you know well.
  - Email 2 is to the principal of your school, Ms Bloggs. Write this email in Standard English and in a formal register appropriate to a communication from a student to a principal.
- Compare your two emails. Highlight places where you are essentially saying the same thing but have used a different register to say it.

1.13

# Nominalisation

**Nominalisation** is the process of turning **adjectives** or **verbs** into **nouns**.

e.g. create (**verb**) → creation (**noun**)    amuse (**verb**) → amusement (**noun**)  
ill (**adjective**) → illness (**noun**)    strong (**adjective**) → strength (**noun**)

Many verbs and adjectives can be transformed into nouns by adding an appropriate suffix, such as **-tion, -sion, -is, -ness, -y** or **-ment**. This is not the case for all words, though!

**Tip:** Sometimes you will need to change the ending of the word to add the suffix. 

Nominalisation can make texts sound more formal and academic. It is often used in texts that have abstract ideas in them, such as reports or essays. It can also help you to put more detail into your analytical writing.

## Sample question

Follow these steps to rewrite the sentence by nominalising the verb **analyse**.

**Scientists will continue to analyse the data on climate change.**

- |          |   |   |
|----------|---|---|
| <b>1</b> | Read the instructions. What are you being asked to do?                              | ▶ Use nominalisation to turn the verb <b>analyse</b> into a noun.                     |
| <b>2</b> | Work out how <b>analyse</b> can be changed to make it into a noun.                  | ▶ You can use the suffix <b>-is</b> to change <b>analyse</b> to <b>analysis</b> .     |
| <b>3</b> | Now work out how to reword the sentence so that the new word makes sense within it. | ▶ <b>continue to analyse</b> can be changed to <b>continue with the analysis of</b> . |
| <b>4</b> | This is the answer.   | ▶ <b>Scientists will continue with the analysis of the data on climate change.</b>    |

**Tip:** Sometimes using nominalisation will require adding, removing or rearranging words in a sentence to help create clear meaning. 

## TRY THESE YOURSELF

a Antonio **decided** to take Japanese in Year 9.

---

b The group **collected** over a thousand signatures, which will help their cause.

---



---

## NOW ANSWER THESE QUESTIONS

- 1 Change each of these verbs into nouns.
- |                    |                  |
|--------------------|------------------|
| a sympathise _____ | d use _____      |
| b produce _____    | e diagnose _____ |
| c erode _____      | f fly _____      |
- 2 Change each of these adjectives into nouns.
- |                     |                   |
|---------------------|-------------------|
| a emotive _____     | d happy _____     |
| b intelligent _____ | e enjoyable _____ |
| c friendly _____    | f enormous _____  |
- 3 Rewrite the following sentences, changing the underlined words to nouns using nominalisation. Don't forget that you may need to add words or change some of the other words as well.
- a Jia is going to apply for the casual job at the florist.

---

- b The piano teacher encouraged Archie a huge amount as he learned how to play.

---

**Tip:** Nominalisation is useful in analytical writing. It can help you have more to say about a text. Consider this sentence about *The Lion King*: **Simba loses his father.** This is just describing an event.



Now consider what happens when you nominalise the sentence: **Simba's loss of his father ...** As you can see, it's no longer a complete sentence - something more must be said. Using nominalisation like this invites you to make an additional comment about the thing you are discussing, so it adds detail to your writing.

In the example above, for instance, you might write: **Simba's loss of his father drives his character development throughout the film.**

- 4 Change these statements based on famous stories using nominalisation. You will need to change some words and add your own additional comment to each of them. (If you don't know enough about the stories, ask a friend or look them up.)
- a Alice falls down a rabbit hole. (*Alice's Adventures in Wonderland*)
- 
- b Ariel desperately wishes for human legs. (*The Little Mermaid*)
-

## Read and apply

Read the text below, and answer the question that follows.

### 'For the Fallen' by Laurence Binyon

With proud thanksgiving, a  
mother for her children,  
England mourns for her dead  
across the sea.

Flesh of her flesh they were, spirit  
of her spirit,  
Fallen in the cause of the free.

...

They went with songs to the  
battle, they were young,  
Straight of limb, true of eye,  
steady and aglow.

They were staunch to the end  
against odds uncounted;  
They fell with their faces to the  
foe.

They shall grow not old, as we  
that are left grow old:

Age shall not weary them, nor the  
years condemn.

At the going down of the sun and  
in the morning

We will remember them.

This extract comprises stanzas 1, 3 and 4 of Laurence Binyon's famous poem 'For the Fallen'.

Write your own nominalisations to complete this table analysing the poem above. The first one has been done for you.

Without nominalisation	With nominalisation	Comment following from nominalisation
The poet uses the words 'proud thanksgiving' early in the poem.	<i>The poet's use of the words 'proud thanksgiving' early in the poem</i>	creates a tone of positive remembrance even though there is grief.
England is personified as a grieving mother.		suggests that the whole nation grieves for the men as though the men are the nation's own children.
The words 'fell with their faces to the foe' are alliterative. [ <i>foe = enemy</i> ]		draws attention to the soldiers' bravery as they didn't run away from their enemies.

### Analytical writing challenge

- Find the poem 'The Sea' by James Reeves. Note all the literary techniques and features you can see in the poem. (Hint: Some are onomatopoeia, personification, extended metaphor and sensory language.)
- Write three analytical sentences about aspects of this poem, using nominalisation in all three sentences. Ask a classmate or your teacher for feedback on your sentences. Are they analytical? Do they include nominalisations?

## 2.1 Commas

A **comma** is a punctuation mark that separates words within a sentence. You should already know how to use commas for the following purposes: to separate direct speech from the speaker; to separate items in a list (replacing **and** or **or**); and to separate a subordinate clause when it comes first in a complex sentence.

- e.g. ‘Yes,’ she said. I see red, blue, pink and green.  
When I finish my homework, I’ll watch a movie.

**Tip:** This book does not use the Oxford comma (the final comma in a list, used before **and** or **or**).



Commas are also used:

- ▶ before the coordinating conjunctions **for, and, nor, but, or, yet** or **so** when they join two main clauses
- ▶ to separate extra information (these are often used in pairs, called **parenthetical commas**)
- ▶ to separate the name or title of a person being directly addressed
- ▶ to separate a question from a statement
- ▶ after an adverbial is used at the beginning of a sentence.

- e.g. Mum is here, **but** I’m not ready to leave. Matt, **while running**, fell over.  
‘Raj, will you get Jim?’ That’s my pen, **isn’t it?** **On Monday**, I’ll see Yuri.

### Sample question

Follow these steps to put commas where they are needed in this sentence.

**Kai took the long old path which was very steep all the way up but I didn’t follow.**

- |          |   |   |
|----------|---|---|
| <b>1</b> | Read the instructions. What are you being asked to do?  | ▶ Include commas where needed.  |
| <b>2</b> | Check the situations requiring commas from the guidelines above. Which of these are present in this sentence? | ▶ There is a short list of adjectives: <b>long, old</b><br>There is a conjunction that joins main clauses: <b>, but</b><br>Extra information is added, so parenthetical commas are needed: <b>, which was very steep,</b> |
| <b>3</b> | This is your answer.  | ▶ <b>Kai took the long, old path, which was very steep, all the way up, but I didn’t follow.</b>  |

### TRY THIS ONE YOURSELF

When I got up to leave Karina said ‘Julia I want you to meet my friend before you go home and she’s arriving soon. You’ll stay won’t you?’



## NOW ANSWER THESE QUESTIONS

- 1 Tick the sentences in which the commas are used correctly.
- a Imogen, Vanessa and Fei, who live in Bendigo, keep hens.
  - b She wanted to do her homework, as well as go, to the park to play.
  - c Only yesterday, Jonah was making a vase when, unfortunately it broke.
  - d We watched a movie, which was extremely funny, until bedtime.
- 2 Put a tick in the correct column to explain why the commas are used.

Sentence	Commas are used:		
	around extra information	between items in a list	to join main clauses
The shop sold snacks, drinks, hats and souvenirs.			
The monster, which breathed fire, saw me.			
I'm good at maths, but history is my best subject.			

- 3 Each of the following sentences has *one* comma in an incorrect position. Rewrite each sentence, moving the comma to the correct position.
- a Trishan, trying to be, helpful piled up the boots, coats and hats.  
\_\_\_\_\_
  - b While reading a story I noticed the window, was open.  
\_\_\_\_\_
  - c 'Before you leave can you please shut the door?,' asked Kaya.  
\_\_\_\_\_
  - d The eagle soaring overhead, scanned, the area for prey.  
\_\_\_\_\_
- 4 Insert commas where they are needed in these sentences.
- a Annie received money books and toys for her birthday which was yesterday and she was very happy.
  - b 'James you will play won't you?' said Kamal but James looking angry shook his head.
  - c With a loud bang and a flash of light the town's most famous magician who was known for his dramatic tricks disappeared and some of the smaller children began to cry.



## Read and apply

Read the text below, and answer the questions that follow.

The Desert Park which is an educational wildlife sanctuary in Alice Springs contains animals plants and many other interesting features.

The site of the park has cultural importance to the local Arrernte People. The Apmereke-artweye who are senior custodians for the land share their extensive knowledge about the area.

The park contains separate areas accessed through a walking trail where visitors can learn about different desert habitats. In the woodland area visitors can walk among the kangaroos.

The park is a fantastic place to visit and anyone who goes will learn a great deal about the environment of the Central Australian desert.

- 1 The commas are missing from the text. Insert commas where they belong.
- 2 Use paired commas to insert some extra information into the middle of these sentences based on the text above. The first has been completed for you.
  - a The kangaroos are quite used to having people walk among them.

*The kangaroos, which are in the woodland area, are quite used to having people walk among them.*

---

- b The park helps to educate the public about the environment in Central Australia.

---



---

- c In the walk-through areas you can see many different animals.

---



---

### Writing challenge

Read the following list of sentence fragments. Some could be used at the beginning of sentences, others could be inserted as parenthetical phrases within sentences, and some could be used in either way.

Use them as inspiration for a narrative about a frog. You can use them in any order. Your challenge is to use all of them, with commas correctly inserted.

after breakfast

who lived next door

hiding under a lily pad

who spoke slowly

in the pond

with a shout

who came running

who was Eloise's brother

## 2.2

# Quotation marks

**Quotation marks** are punctuation marks used to indicate direct speech or to indicate that material is being quoted from another text.

e.g. ‘What is it?’ said Alice.

The author describes Alice as ‘burning with curiosity’.

You should know how to use quotation marks with basic direct speech, but there are some further rules for more complex situations, like the ones below.

- ▶ Use **double quotation marks** for a quote within a quote.

e.g. ‘I asked how she was, but she said, “Mind your own business”,’ said Mei.

- ▶ If a piece of direct speech is interrupted by a **dialogue tag**, a comma follows the dialogue tag and the continued speech does not get a capital letter. Only use a capital letter after the dialogue tag if the speech is the start of a new sentence.

e.g. ‘I asked how she was,’ said Mei, ‘but she didn’t reply.’

## Sample question

Follow these steps to punctuate the sentence below correctly.

anyway said Evie why did she shout go away at you?

- 1 Read the instructions. What are you being asked to do? ▶ Use correct punctuation in the sentence.
- 2 Put single quotation marks around the words that are spoken aloud. ▶ ‘anyway’ said Evie ‘why did she shout go away at you?’
- 3 Start the speech sentence with a capital letter and separate it from the speaker using commas. ▶ ‘Anyway,’ said Evie, ‘why did she shout go away at you?’ (There is no capital letter on **why** because it continues the speech sentence.)
- 4 Are there any quotes within quotes? ▶ Yes. Someone else shouted the words **go away**. ‘Anyway,’ said Evie, ‘why did she shout “Go away!” at you?’ (Note that there is no comma after **shout**, and that an exclamation mark has been added because the person shouted.)

## TRY THIS ONE YOURSELF

Oliver said happy birthday to me said Emir but it’s not my birthday today.

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## NOW ANSWER THESE QUESTIONS

1 Circle the speech punctuation and capitalisation errors in these sentences.

- a 'Don't worry, said Sallie 'we'll find it.'
- b 'Perhaps,' mused Phong, 'You could make more of an effort.'
- c 'Alessia yelled 'Look out!' and saved my life,' whispered Amy.

2 Rewrite these sentences with correct capital letters and punctuation.

- a stop called the police officer or i will arrest you!

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- b he is stated eddie a very silly boy.

---

3 Use quotation marks to punctuate the following sentences about other texts. (Hint: Full stops generally go *outside* the quotation marks when they are used for this purpose.)

- a In *Alice's Adventures in Wonderland*, Lewis Carroll creates a world that becomes, in his words, curiouser and curiouser.
- b Bram Stoker's description in the line peculiarly sharp white teeth hints at Dracula's frightening true nature.

**Tip:** It's important to integrate quotations smoothly and meaningfully into your sentences when quoting from texts. Use linking language to avoid just 'dropping' quotations into your writing.



Examples:

The poet uses a number of similes, **such as** 'branches like fingers' and 'as bare as bones'.

Carroll characterises the White Rabbit as flustered, **giving him the dialogue** 'Oh dear! oh dear! I shall be too late!'

4 Integrate the quotations into the sentences below.

- a Quotation: 'whispering like old friends'

Sentence: The poet compares the sound of the trees to human voices.

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- b Quotation: 'I am a brain, Watson. The rest of me is a mere appendix.'

Sentence: Sherlock Holmes places great value on his intelligence.

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## Read and apply

Read the text below, and answer the questions that follow.

The bush was alive with excitement. Mrs Koala had a brand-new baby, and the news spread like wildfire. The kookaburras in the highest gumtrees heard of it, and laughed and chuckled at the idea. In and out of their burrows the rabbits came scuttling, their big brown eyes opening wide with wonder as they heard the news. Over the grass the message went where Mrs Kangaroo was quietly hopping towards her home. She fairly leapt in the air with joy. 'I must tell Mr Kangaroo!' she cried and bounded away in great hops and leaps. Even Mrs Snake, who was having a nap, awoke, gave a wriggle, and blinked her wicked little eyes.

Adapted from the opening of *Blinky Bill* by Dorothy Wall.

- 1 Insert punctuation in the correct places below.
  - a We are so happy laughed the kookaburras to hear this news
  - b Did you hear said the kookaburras to the rabbits There's a new baby koala
  - c That is very interesting news thought Mrs Snake who was listening
  - d Guess what said Mrs Kangaroo to her husband when she got home A rabbit just said to me Mrs Koala had a baby so I hopped straight home to tell you the news
- 2 Now imagine you are writing analytically about the extract from *Blinky Bill* above. Draw lines to match each sentence with the quotation that you would use as supporting evidence.

Dorothy Wall depicts the happiness of all the inhabitants of the bush at the birth of the baby.

wicked little eyes

She uses a simile to show how quickly everyone finds out.

'I must tell Mr Kangaroo!' she cried

The author particularly conveys Mrs Kangaroo's excitement by giving her direct speech.

the news spread like wildfire

Wall introduces a sinister note when she describes Mrs Snake.

The bush was alive with excitement.

### Analytical writing challenge

- 1 Write an analytical paragraph using the sentences and quotations in the question above, with the quotations correctly punctuated.
- 2 Search for *Blinky Bill* by Dorothy Wall online. Choose another short passage from the novel, then write five analytical sentences about the passage, integrating quotes correctly into your writing.

## 2.3 Ellipses

An **ellipsis** is a set of three dots. It looks like this: ... The word ellipsis can also mean **omission** – in other words, something being **omitted** (left out).

Ellipses are used:

- ▶ in formal writing when one or more words are omitted from a quotation
- ▶ in less formal writing to show characters trailing off in their speech
- ▶ in less formal writing to show pauses for emphasis or thought.

**e.g.** The principal announced, ‘The Year 9 students ... received an award’.  
 ‘I don’t know what to say ...’ muttered Abdul.  
 They saw the wolf ... and the wolf saw them.

### Sample question

Follow these steps to rewrite this text to make it shorter using ellipses, so that only the main message is included.

**In assembly, the principal said, ‘After considering the problem from every angle, I have come to a decision. Because there are too many students to fit into the canteen courtyard, I have decided that there will be two sittings at lunchtime, with the younger students eating first, and then the older students going in after.’**

- |          |  |  |
|----------|--|--|
| <b>1</b> | Read the instructions. What are you being asked to do?   | ▶ Rewrite the text with only the most important information, using ellipses.   |
| <b>2</b> | Highlight the most important information. (Different people may make different decisions about what should be included and omitted.) | ▶ Suggested answer:<br><b>the principal said</b><br><b>I have come to a decision</b><br><b>there will be two sittings at lunchtime</b> |
| <b>3</b> | Now the main message needs to be written with ellipses showing where the other details have been left out.                           | ▶ <b>... the principal said, ‘... I have come to a decision ... there will be two sittings at lunchtime ...’</b>                       |

### TRY THIS ONE YOURSELF

Ms Olsen has been writing since she was a young child, and has published three novels and two poetry collections. She received the exciting news last night that she had won the prestigious writing award, worth \$10 000.

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## NOW ANSWER THESE QUESTIONS

- 1 Identify the reason that the ellipsis has been used in each sentence below. Write **O** for omitted material, **T** for trailing off in speech or **P** for pause.
  - a The firefighter said that it appeared 'the fire ... was started deliberately'.
  - b 'I'm not sure I understand what ...' whispered Tian.
  - c Where are you? We've been waiting ... and waiting ... and waiting!
  - d The Premier said, 'We will offer assistance ... to the flood victims.'
  - e She was crying. 'Don't worry, I'll ...' Hana began, but she turned away.
  - f It's not a problem ... in fact, it's great!
  - g 'We watched the match last night. Wow! It was ...' Sasha shrugged, lost for words.

**Tip:** Don't overuse the ellipsis in your writing. It loses its effect and becomes distracting if it's used all the time.



- 2 Write just the important messages from these quotations, using ellipses to show where words have been omitted.
  - a The house, which has been left empty for years and years, is falling apart. It could be dangerous if people try to go inside, so it has to be demolished.  


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  - b If you go surfing, which can be dangerous, especially in winter, you need to take precautions: wear a wetsuit, which is suitable for swimming in the conditions, and always have someone on the shore or with you in the water in case you get into difficulties.  


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- 3 Rewrite the second of the two sentences below, which are about Lewis Carroll's poem 'Jabberwocky'. Too much has been quoted unnecessarily, making it unclear. Consider the main message of the first sentence and modify the quotation accordingly, using ellipses.

Carroll uses many colourful nonsense verbs in his poem. For example, in stanza 4, he writes that 'The Jabberwock, with eyes of flame, / Came whiffling through the tulgey wood, / And burbled as it came!'

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## Read and apply

Read the text below, and answer the questions that follow.

Drones (unmanned aerial vehicles) have long been used by the military for surveillance, and now fast-evolving technology is leading to more uses.

Filmmakers and photographers have discovered that drones are an inexpensive way to capture aerial footage without the noise and vibration of helicopters. Non-profit organisations are experimenting with using drones to deliver provisions and medical supplies in remote or dangerous locations.

However, as with any new technology, there are important things to consider. Regulations are needed to protect people's privacy. And even more significantly, we must address the ethics of using armed drones in wars.

- 1 Rewrite the text above in under 50 words while still retaining the main facts, using ellipses. You can make minor changes to make your sentences read well, such as changing capitalisation, or adding a word here and there. If you add words, enclose them in square brackets to show that they were not part of the original text. The first line has been completed for you.

*Drones ... have long been used by the military ... and now ... [there are] more uses*

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- 2 Would you publish a text like this, with so many ellipses in it? Why / why not?

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### Reading and editing challenge

Choose a novel that you have recently enjoyed, or that you think you would like to read. Find some positive written reviews of that novel online.

Imagine you need to reduce the reviews to a few lines each to go on the back cover of a new edition of the novel. Edit the reviews down using ellipses to indicate omitted material. Write at least three. An example is provided below.

*'A wonderful story ... you're going to love this adventure ... [and] the characters ...'*

## 2.4 Hyphens

A **hyphen** is a short dash between two words or parts of a word.

**e.g.** The flower was a **forget-me-not**.

The table below shows some examples of when to use hyphens.

Hyphens are used for ...	Examples
some compound nouns	a mother-in-law, the editor-in-chief
verbs made from two words	to ice-skate, to gift-wrap
some compound adjectives	long-legged, well-dressed
adding a prefix to some words	re-read, ex-wife, self-service, re-educate
clarity, to distinguish between words	re-sign (not resign), re-creation (not recreation)
writing fractions and numbers as words	one-quarter, fifty-six
splitting words across two lines when they won't fit (but this is generally best avoided!)	The children could not deal with the vast complexity of the situation.

### Sample question

Follow these steps to add hyphens where required in the paragraph below.

The self centred princess sweet talked the queen into letting her take her two year old to the event. Meanwhile, the shelter blew down, so we had to re cover the seating area as rain was predicted. Then, one third of the guests were no shows, so we removed thirty three chairs.

- 1 Read the instructions. What are you being asked to do? ► Identify which words need to be hyphenated.
- 2 Are there compound nouns? ► Yes. **two-year-old** and **no-shows**.
- 3 Are there verbs formed from two words? ► Yes. **sweet-talked**.
- 4 Are there compound adjectives or words with prefixes that need hyphens? ► Yes. There is a compound adjective, which also has a prefix: **self-centred**.
- 5 Are there any words that are easily confused with others? ► Yes. **recover** should be written **re-cover** for clarity.
- 6 Are there any numbers or fractions? ► Yes. **one-third** and **thirty-three**.

### TRY THIS ONE YOURSELF

The short haired, long eared puppies rolled around on the rug. My sister in law patted them gently.

## NOW ANSWER THESE QUESTIONS

- 1 Highlight the words that need hyphens in these sentences.
- I resent that email. You should have it now.
  - After the interruption, the tennis player reserved for the match.

**Tip:** Although compound adjectives often need hyphens if they come immediately before a noun, the same words are often written without a hyphen if they follow the noun and a verb.

Examples: He was a **well-known** actor. The actor was **well known**.



- 2 Underline the compound adjectives in these sentences and insert hyphens if and where they are needed.
- Joe has always been an accident prone child.
  - Computer aided navigation can be fast and accurate.
  - The students were neat and well dressed.
  - Mr Kwec was a good looking man.
  - Is this sugar free juice?

**Tip:** When a prefix ending in a vowel is added to a word beginning with the same vowel, a hyphen is often used to improve readability.

Examples: **co-owner** **pre-engraved** **re-entry**



- 3 Complete these sentences by rewording them and using hyphenated words correctly. You may need to add prefixes or suffixes to some. The first one has been done for you.
- Ashira could think quickly. She was a *quick-thinking* person.
  - Jensen had a face like a baby. He was a \_\_\_\_\_ man.
  - My colleague was muddled in the head sometimes. She was a \_\_\_\_\_ worker.
  - The potatoes were cooked before the event. We ate \_\_\_\_\_ potatoes.
  - Angelo was shy of the camera. He was a \_\_\_\_\_ person who disliked attention.
  - Nicky wrote a book with Hien. They were the \_\_\_\_\_ of the book.
- 4 Rewrite these correctly as words.
- 75 \_\_\_\_\_
  - 33rd \_\_\_\_\_
  - 2/3 \_\_\_\_\_
  - 27th \_\_\_\_\_



## Read and apply

Read the text below, and answer the questions that follow.

Strokes are one of Australia's pre-dominant causes of death. A stroke occurs when the blood supply to the brain is in-terrupted, either by a blocked artery or a bleed in-the brain itself. Strokes are uncommon in young, health conscious people. They are more likely in older, overweight, in-active people with high blood pressure and high cholesterol.

You can help pre-vent a more serious problem by knowing how to help if some-body has a stroke. There is a better chance that someone will re-cover if people around them know what to do. Don't hesitate to call for help if you think someone may be having a stroke. Act **FAST**:

**Face:** Ascertain whether their face looks normal. Has their mouth drooped?

**Arm:** Observe whether they can lift both arms.

**Speech:** Discern whether their speech is slurred or obstructed altogether.

**Time:** If you suspect a stroke, call 000 immediately.

Thanks for reading! You're clearly a caring, forward looking person, and now you're a well prepared person too – you could even save a life!

- 1 The text above has ten hyphenation errors in it. Some are where hyphens are missing, and some are where hyphens are used when they shouldn't be. Highlight all the errors in the text.
- 2 On the lines below, correctly rewrite all of the words you highlighted.

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### Reading and writing challenge

Read the following sentences. Notice that they could be somewhat ambiguous, especially if you were to hear them without seeing the written words.

- I saw a man eating fish.
- Harry is a small business owner.
- Sue bought a little used boat.
- **Headline:** Police Help Dog Bite Victim.

**Tip:** If something is ambiguous, it means it could be read in more than one way.



For each one, explain the two different ways it could be interpreted, using hyphens as needed in your explanations to make the distinction between the sentences clear.

2.5

## Dashes

A **dash** is a line, longer than a hyphen, that indicates a sudden change in a sentence or shows that there is something to follow. Dashes can also be used to separate extra information in a sentence or to indicate a span of numbers, dates or time.



We will sell it – but not yet! Ben – my twin brother – will join us.

See pages 52–64. You can choose a language to study in Years 9–12.

Autumn is March–May.

Dashes are useful for emphasising information. They can prepare readers for an important point or ‘punchline’ to follow in a sentence.

They can also help make a text more concise. For example, their use in number ranges means we don’t have to write out every number in the range.

**Tip:** Except when used in number spans, dashes are best suited to informal writing and narratives. Use them sparingly in formal writing, if at all. Other forms of punctuation, such as commas, colons or parentheses (brackets), may be better in more formal pieces.



### Sample question

Follow these steps to make this sentence more concise by using a dash.

The teams were numbered 1, 2, 3, 4 and 5.

- 1 Read the instructions. What are you being asked to do? ▶ Use a dash to punctuate the sentence to make it more concise.
- 2 What part of the sentence could be represented using a dash? ▶ The series of numbers can be represented using a dash.
- 3 Work out where it should be placed and what it should replace. ▶ It goes between the first and last number of the series (1 and 5) to show the range of numbers.
- 4 This is the answer. ▶ **The teams were numbered 1–5.**

### TRY THIS ONE YOURSELF

Shakespeare (who was born in 1564 and died in 1616) is considered one of the greats of literature.

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## NOW ANSWER THESE QUESTIONS

- 1 Tick each sentence below in which a dash is used correctly.
- a The 2023–2024 season was our best yet.
  - b He was prepared – to take part as long as I did too.
  - c I told him he would never find his keys – and he never did!
  - d Read chapters 8–10 for homework.
  - e There – is a longstanding rivalry between the Jets and the Sharks.
  - f My horse – whose name is Geo – is seven years old.
- 2 Rewrite these sentences using dashes appropriately.
- a I told you I would find your phone here it is!  
\_\_\_\_\_  
\_\_\_\_\_
  - b Of course I'll tell you my secret as long as you go first.  
\_\_\_\_\_  
\_\_\_\_\_
  - c My best friends Anna, Jaak, Naomi and Silas were all going to be there.  
\_\_\_\_\_  
\_\_\_\_\_
  - d Amy just stood there looking like a fool she had never been so embarrassed!  
\_\_\_\_\_  
\_\_\_\_\_
  - e Then I got a phone call with the good news I had won the competition!  
\_\_\_\_\_  
\_\_\_\_\_
- 3 Rewrite these sentences using dashes to make them more concise.
- a The First World War spanned the years 1914, 1915, 1916, 1917 and 1918.  
\_\_\_\_\_
  - b The best parts of this book are chapters 2, 3, 4, 5, 6, 7 and 8.  
\_\_\_\_\_
  - c Pages 18, 19, 20, 22, 23 and 24 are essential; also read pages 28, 29 and 30.  
\_\_\_\_\_



## Read and apply

Read the text below, and answer the question that follows.

### Visit the Museum of Time and use your time to find out about time.

The museum has a vast collection of clocks. These are clocks of all types and from all times. Since the beginning of time, people have measured time using the technologies of the day. These technologies are the sun, water, clockwork, batteries and electronics.

Visit the museum to compare the thousands of clocks, all of which tell exactly the same time! Book a guided tour with Jonathan Cog known as our 'Keeper of Time' and discover how the Keeper of Time keeps the clocks in time and on time.

Visiting hours: the museum opens at 9:00 and closes at 4:30.

Guided tours begin on the hour, every hour, at 10:00, 11:00, 12:00, 1:00, 2:00 and 3:00.

The brochure text above is advertising an interesting museum, but it's a little long-winded and repetitive. Rewrite the text below, using dashes to help make it more engaging and/or concise. The first sentence has been done for you.

*Visit the Museum of Time – and use your time to find out about time.*

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### Writing challenge

Write down five simple sentences about clocks, time, museums or museum visits. Swap your sentences with a partner, and rewrite your partner's sentences using dashes to add extra information, indicate a number span or show a sudden change in a sentence.

Compare the two sets of rewritten sentences and decide who has come up with the most successful, most interesting or most improved sentences.

2.6

## Colons and semicolons

A **colon** (:) is used to introduce a list, an example or a quotation. It can also separate two clauses, where the first clause is a complete sentence and the second clause expands on or illustrates the first (the second clause may or may not be a complete sentence).

- e.g.** She needed three things: shelter, food and water.  
 There are many amusing characters: for example, Willy Wonka.  
 The poet uses two strong verbs: 'stride' and 'crush'.  
 The train was crowded: it was full of students and workers.

A **semicolon** (;) is used to join two complete sentences, which are closely related in meaning, into one longer sentence. It can also be used to separate items in a complex list following a colon, such as when an item in the list contains a comma. In this situation, a semicolon is required before the final 'and' in the list.

- e.g.** It was hot on the hike; my clothes were soaked with sweat.  
 We'll need five people to help: Louise, the security guard; Mark; your mum and dad; and Simon, the chef.

### Sample question

Follow these steps to change each pair of sentences below into one sentence using a colon or semicolon.

- a** Three people were in the house. They were Ivy, Ana and me.  
**b** It was raining. The ground was already wet.

- |          |  |  |
|----------|--|--|
| <b>1</b> | Read the instructions. What are you being asked to do?       | ▶ Join and correctly punctuate the sentences with a colon or semicolon.  |
| <b>2</b> | What is the relationship between the sentences in <b>a</b> ? | ▶ The second part is a list and it illustrates the first part, so a colon is needed. <b>They were</b> can be omitted.<br><b>Three people were in the house: Ivy, Ana and me.</b> |
| <b>3</b> | What is the relationship between the sentences in <b>b</b> ? | ▶ These sentences are closely related in meaning, so can be joined with a semicolon.<br><b>It was raining; the ground was already wet.</b>                                       |

### TRY THIS ONE YOURSELF

We've had some shattering news. Our soccer club is closing!

---

## NOW ANSWER THESE QUESTIONS

- 1 Write the missing colon or semicolon into these sentences.
  - a Maggie liked going to the gym Daya preferred the library.
  - b The party was excellent all my friends were there, and the cake was huge!
  - c I have the following pets a cat, a dog and a rabbit.
  - d The trees bent in the wild wind the streets were flooded.
- 2 Complete the sentences with words to follow the punctuation mark.
  - a I wrote a list of party food: \_\_\_\_\_
  - b Nala's birthday is in May; \_\_\_\_\_
  - c The ring was valuable: \_\_\_\_\_
  - d Mum has three favourite bands: \_\_\_\_\_

**Tip:** Avoid joining two complete sentences with only a comma rather than a semicolon. This is a common error called a comma splice.

Example: I slept in this morning, I didn't get breakfast.

While a comma splice may occasionally be used in poetry or fiction for effect, it is generally best avoided. A semicolon could be used instead.

Example: I slept in this morning; I didn't get breakfast.



- 3 Put a cross beside the incorrect sentences below, then rewrite them correctly using semicolons to fix the problem.
  - a My mother is a great cook, I'm looking forward to her lasagne tonight.
  - b The author creates vivid scenes; she depicts the sea particularly well.
  - c Cecilia isn't coming to the party, I don't know the reason.

( ) \_\_\_\_\_

( ) \_\_\_\_\_

- 4 Rewrite these sentences, which contain complex lists, with colons and semicolons.

There are three guests coming Maeve, who is Bea's sister, Seb and Benji, the dog. I will cook my favourite dishes penne with tomatoes, garlic and basil chicken schnitzel potato bake with bacon and beef stroganoff.

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## Read and apply

Read the text below, and answer the question that follows.

We got on the bus and drove out of the city  We were going on an excursion to a working dairy farm  After a very long trip  we arrived

First  we met Milly the cow  We learned about how milking was done in the olden days  by hand and very slowly

Then we went into the dairy and learned about the milking process today  how the udders are cleaned  how the milking machines  which are really clever  are attached  and how the milk is stored before it's taken away to be processed  bottled and sold

There weren't just cows on the farm  We saw lots of other animals  chickens  sheep  an alpaca  whose name was Fred  baby rabbits  and some ducklings

The funniest thing happened to Joseph just before we got back on the bus  he stepped in cow manure  He didn't think it was funny  neither did the bus driver

The text above is missing all of its commas, full stops, colons and semicolons. Write the correct punctuation in each box. (You can include a few exclamation marks, too, if you think they are required!)

### Editing challenge

While semicolons are useful for fixing comma splices (see previous page), they should not be *overused*. Too many of them can make writing disjointed. Here are two other strategies for fixing a comma splice:

- ▶ Join the sentences using a conjunction (**I slept in this morning, so I didn't get breakfast**).
- ▶ Just start a new sentence (**I slept in this morning. I didn't get breakfast**).

Aim to put variety into your sentence structures to keep your writing interesting.

Every sentence in the paragraphs below contains a comma splice. Rewrite the paragraphs and fix all the comma splices using a variety of strategies. Use semicolons a few times, but not too many!

I had the best time on the excursion, it was great to get out of the city. I did feel sorry for Joseph, his shoe was ruined. And the bus driver was super-grumpy, Mrs Nelson said so.

My favourite animals were the baby ones, I especially liked the ducklings. The dairy was interesting, that equipment really is amazing! Next time I drink milk I'll know so much more about where it came from, I've never really thought about it before.

2.7

## Parentheses

A **parenthesis** is an extra word or phrase that is put into a sentence.

Parentheses are usually written in brackets (which are also called parentheses!) or between a pair of commas or dashes.

**e.g.** Jun (**who is committed to recycling**) collects the plastic bottles at school.

Jun – **who is committed to recycling** – collects the plastic bottles at school.

Jun, **who is committed to recycling**, collects the plastic bottles at school.

A parenthesis can be used to:

- ▶ show what someone is thinking
- ▶ explain the meaning of a word
- ▶ add extra information for the reader
- ▶ emphasise a point.

It is also often useful for making a text more concise.

### Sample question

Follow these steps to make these sentences more concise by rewriting them as one sentence. To do this, insert a parenthesis into the first sentence.

**The Sydney Opera House was officially opened in 1973. It was designed by Danish architect Jørn Utzon.**

- |          |   |  |
|----------|---|--|
| <b>1</b> | Read the instructions. What are you being asked to do?                                  | ▶ Make the writing more concise by combining the sentences using a parenthesis.                          |
| <b>2</b> | What additional information (relating to the first sentence) is in the second sentence? | ▶ That the Opera House was <b>designed by Danish architect Jørn Utzon</b> .                              |
| <b>3</b> | Decide where this information could work as a parenthesis.                              | ▶ It should come straight after <b>The Sydney Opera House</b> as it refers directly to that.             |
| <b>4</b> | This is the answer.   | ▶ <b>The Sydney Opera House (designed by Danish architect Jørn Utzon) was officially opened in 1973.</b> |

### TRY THIS ONE YOURSELF

Phoebe sent Tala some flowers on her birthday. Phoebe is Tala's best friend.

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## NOW ANSWER THESE QUESTIONS

- 1 Tick the sentences below in which a parenthesis is correctly used.
- a Batman and Robin always triumph over (the bad guys).
  - b The femur – or thigh bone – is the longest bone in the human body.
  - c My brother’s really talented (or so he tells us).
  - d Imran (being a natural at art) was able to paint the stage backdrop.
- 2 Place a tick in the correct column to show the function of each parenthesis.

Parenthesis	Explain a word	Emphasise a point	Show what the writer is thinking	Add extra information
(though I don’t think that is true)				
, most importantly,				
, who was tall and thin,				
- and I mean <i>really</i> tall -				
(a set of lines for writing music)				
- which now seems obvious -				

- 3 Remove the parenthesis from each of these sentences and write out the same information as two separate sentences. The first has been done for you.
- a Tim (who was spoilt) always got his own way. *Tim always got his own way.*  
*He was spoilt.*
  - b The teacher was being unfair – although she is usually very fair – on this occasion. \_\_\_\_\_  
\_\_\_\_\_
  - c I’ll bring your pen back tomorrow if I remember (which I probably won’t).  
\_\_\_\_\_  
\_\_\_\_\_
- 4 Add pairs of commas to create parentheses in these sentences.
- a Tigers with their excellent camouflage are magnificent hunters.
  - b My favourite people apart from my family are Lucy and Mitch.
  - c I find cooking which can be hard work to be very satisfying.



## 3.1 Plurals

A **plural** is a noun that names more than one of something. A **regular plural** is made by simply adding **-s** or **-es** to a word.

**e.g.** dogs desks watches boxes messes rashes volcanoes

**Irregular plurals** are made in ways *other than* adding **-s** or **-es**. They require changes to the original spelling. Here are some common spelling patterns.

Note that there are exceptions to many patterns.

Nouns ending in:	To form the plural:	Examples	Exceptions
<b>y</b>	drop the <b>y</b> and add <b>-ies</b>	cities, butterflies	words ending in <b>-ey</b> , e.g. donkeys
<b>is</b>	change the <b>i</b> to <b>e</b>	crises, analyses	
<b>us</b>	drop the <b>us</b> and add <b>-i</b>	stimuli, cacti	buses, circuses
<b>f</b>	drop the <b>f</b> and add <b>-ves</b>	loaves, scarves	chiefs, reefs

Some irregular plurals don't follow the usual patterns.

**e.g.** child → children woman → women goose → geese tooth → teeth

Some irregular plurals are exactly the same as their singular nouns.

**e.g.** aircraft fish species deer moose series salmon swine offspring

The only way to be sure about a plural spelling is to memorise the word – or look it up! However, the patterns are useful starting points.

### Sample question

Follow these steps to use the word below in two sentences: first as a singular noun and then as a plural noun.

**aircraft**

- 1 Read the instructions. What are you being asked to do? ▶ Write two sentences: one that shows **aircraft** as a singular and one as a plural.
- 2 Use **aircraft** as a singular noun. ▶ **The first aircraft to take off was a jet.**
- 3 Use **aircraft** as a plural noun. ▶ **All the aircraft in the museum were old.**

### TRY THIS ONE YOURSELF

species

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## NOW ANSWER THESE QUESTIONS

1 Write the plural of each of these nouns.

- a ditch \_\_\_\_\_ d counter \_\_\_\_\_ g giraffe \_\_\_\_\_  
 b hoax \_\_\_\_\_ e gas \_\_\_\_\_ h dish \_\_\_\_\_  
 c mosquito \_\_\_\_\_ f potato \_\_\_\_\_

2 Write the plural of each of these nouns. (Hint: These are all irregular plurals.)

- a man \_\_\_\_\_ e mouse \_\_\_\_\_ i fungus \_\_\_\_\_  
 b foot \_\_\_\_\_ f this \_\_\_\_\_ j shelf \_\_\_\_\_  
 c person \_\_\_\_\_ g ox \_\_\_\_\_  
 d leaf \_\_\_\_\_ h symphony \_\_\_\_\_

3 Circle the nouns below that can be the same in the singular and the plural form.

bison

jubilee

reindeer

tuna

cooker

network

tadpole

you

sheep

office

4 Use each of the following words in two sentences: once as a singular noun and once as a plural.

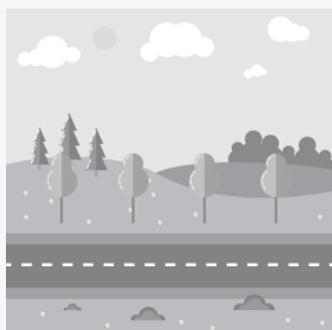
a goldfish \_\_\_\_\_

\_\_\_\_\_

b series \_\_\_\_\_

\_\_\_\_\_

5 Complete the illustrations below to match the captions underneath them. (Don't worry about your drawing ability – stick figures with a few antlers will be fine!)



Moose blocks road causing traffic delays.



Moose block road causing traffic delays.

## Read and apply

Read the text below, and answer the questions that follow.

### Extra wanted!

Are you talented and ambitious? Do you want to be an actor? This may be the opportunities you've been looking for! We are looking for extra. No experiences is required.

The StarCastOz casting agencies works with director, advertising agency and TV studio. We need people of all nationality, age and look for production such as feature film, television show and commercial.

Person of all ages, from baby to senior, may apply. TV commercials can pay up to \$2000 for one days' work! If you don't want to miss out, apply immediately – and remember to enclose one recent photographs of yourself.

- 1 There are 20 errors in the text above. Some are singular nouns that should be plurals, and others are plural nouns that should be singular. Highlight all of the incorrect nouns. (Hint: There is a tricky one involving punctuation!)
- 2 Rewrite all the highlighted nouns correctly on the lines below.

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### Writing challenge

Working with a partner or small group, choose a noun that is the same in the singular and the plural form. (You can look back at the examples on the previous pages of this unit or find one of your own.)

Together, make up a story idea based on a crazy mix-up caused by someone not understanding whether your chosen word is being used in its singular or plural form. An example is provided below.

**Little Bo-Peep:** *Can you help me look for my lost sheep?*

**Friend:** *Sure thing, Bo, I'll help.*

[Hours later, the friend drives up with a truck FULL of sheep.]

**Friend:** *I found them in a paddock right near here! It took me forever to round them up! Now, where would you like me to put them?*

**Little Bo-Peep:** *Oh no ... what have you done? I only lost one this time!*

**Friend:** ...



## 3.2 Homophones

A **homophone** is a word that sounds exactly the same as another but has a different meaning and/or spelling.

- e.g.** **stationery** (noun – paper, pens etc.) and **stationary** (adjective – not moving)
- bark** (noun – covering of a tree) and **bark** (noun/verb – sound made by a dog)
- licence** (noun – a permit) and **license** (verb – to authorise someone or give someone a licence)

It's always important to be clear and avoid confusion in your writing.

**Tip:** Although they're not homophones (because they are pronounced differently), there are some very similar-sounding words ending in **-se** and **-ce** that are also commonly confused:

- **advice** (noun – a suggestion or opinion) and **advise** (verb – to provide advice)
- **device** (noun – a piece of equipment) and **devise** (verb – to plan something).

Note that the nouns end in **-ce** and the verbs end in **-se**.

### Sample question

Follow these steps to put the words **practise** and **practice** in the correct places in this sentence.

We really need to \_\_\_\_\_ that new song at the \_\_\_\_\_ on Tuesday.

- 1 Read the instructions. What are you being asked to do? ▶ Decide where to use **practise** and **practice**.
- 2 Work out what kind of word is needed in the first space. ▶ It's about *doing* something (**We really need to \_\_\_\_\_**), so it's a **verb**.
- 3 Check which spelling is needed. ▶ verbs end in **-se**: **practise**.
- 4 Work out what kind of word is needed in the second space. ▶ It's about being at *an event* (**at the \_\_\_\_\_**), so it's a **noun**.
- 5 Check which spelling is needed. ▶ nouns end in **-ce**: **practice**.

### TRY THIS ONE YOURSELF

Put the words **license** and **licence** in the correct places.

Brandon needs a fishing \_\_\_\_\_. He needs to know which department will \_\_\_\_\_ him.



## NOW ANSWER THESE QUESTIONS

- 1 Put the homophones or near-homophones in the right spaces in the sentences below.
  - a I really like the \_\_\_\_\_ of that artwork. Does it \_\_\_\_\_ you in the same way? (**affect/effect**)
  - b Shh! You're not \_\_\_\_\_ to say his name \_\_\_\_\_! (**aloud/allowed**)
  - c Sofia \_\_\_\_\_ Akira by saying that her shoes really \_\_\_\_\_ her outfit. (**complimented/complemented**)
  - d Jayne was so nervous as she walked towards the \_\_\_\_\_, she was almost tempted to \_\_\_\_\_ her decision! (**alter/altar**)
- 2 Use these homophones and near-homophones in sentences to demonstrate their different meanings. (You can look them up if you need to.)
  - a flour \_\_\_\_\_  
flower \_\_\_\_\_
  - b cereal \_\_\_\_\_  
serial \_\_\_\_\_
  - c air \_\_\_\_\_  
heir \_\_\_\_\_
  - d whose \_\_\_\_\_  
who's \_\_\_\_\_
  - e principal \_\_\_\_\_  
principle \_\_\_\_\_
  - f rose \_\_\_\_\_  
rose \_\_\_\_\_
  - g advice \_\_\_\_\_  
advise \_\_\_\_\_
  - h past \_\_\_\_\_  
passed \_\_\_\_\_

## Read and apply

Read the text below, and answer the question that follows.

It was a beautiful day in \_\_\_\_\_. The girls had been working on \_\_\_\_\_ *new* group challenge for *eight* hours, and they decided to take a \_\_\_\_\_ and get some fresh \_\_\_\_\_. They wanted to go swimming at the sandy \_\_\_\_\_ near the camp \_\_\_\_\_, but the park was closer.

‘It’s nice to have some \_\_\_\_\_ and quiet,’ said *Mae*.

Just then, someone on a bike came rushing \_\_\_\_\_, way too fast.

‘Hey! Use your *brake!*’ yelled *Rose*, but he \_\_\_\_\_ some more people just as quickly. ‘Oh \_\_\_\_\_, I \_\_\_\_\_ he wouldn’t slow down!’ she muttered.

The girls strolled \_\_\_\_\_ the park among \_\_\_\_\_ of \_\_\_\_\_ beds and under tall *beech* trees. They \_\_\_\_\_ pebbles into a pond. Then they spotted a baby \_\_\_\_\_ – it was just like Bambi!

‘What a *sight!* I couldn’t be happier if I was the \_\_\_\_\_ to a fortune!’ exclaimed *Paige*. Then it was time to leave. Mae invited them to her place for a \_\_\_\_\_ of cake.

‘\_\_\_\_\_ wasn’t quite enough \_\_\_\_\_ when I made it, so I hope it’s okay,’ she said, pointing to a \_\_\_\_\_ in her recipe book. But they just \_\_\_\_\_ the cake and smiled.

The text above has fifteen pairs of homophones. Lots of them are missing, and some have been provided for you. Read the text carefully to work out what the missing words are and write them in the correct spaces. (Hint: Start with the most obvious missing words first. By a process of elimination, you should be able to get them all!)

### Research and writing challenge

- 1 Consider the word ‘fair’. Spelled like this, it has many homophones (with many different definitions) – and there is also a word that sounds the same with a different spelling, with even more meanings!

How many different definitions can you think of for ‘fair’ and its homophone?

Write down at least six definitions with examples, *without* using a dictionary. Once you have six, you can consult a dictionary and build on your list.

- 2 Stationery and stationary are very frequently confused words. Invent a trick for remembering which one is which – maybe based on the letter that differs between them – and create a poster for display in the classroom to help people learn and remember the spellings.

## 3.3 Etymology

**Etymology** is the study of the origins of words. It looks at where words came from and how they have changed over time.

- e.g. **noodle** comes from German **magnify** comes from Latin  
**psychology** comes from Ancient Greek

Etymology gives us fascinating glimpses into history. It can also help to build your vocabulary. A good dictionary will tell you the origin of a word as well as its current meaning, and that can help you to understand and remember what it means.

The English words we use today have come from many different languages, including German, French, Spanish, Ancient Greek and Latin. Because of this, many English words include a **root** (a small, important part of a word) that originated in another language.

### Sample question

Follow the steps to write three modern English words that are related to each of the following roots.

Root	Origin	Meaning	Examples
astr	Greek, e.g. <i>astron</i>	star	
aqu	Latin, e.g. <i>aqua</i>	water	

- 1 Read the instructions. What are you being asked to do? ▶ Find words that are related to the given roots.
- 2 Look at the spelling and meaning of **astr**. What words are similar? ▶ **astronomy, astronaut, astrological**
- 3 Look at the spelling and meaning of **aqu**. What words are similar? ▶ **aquatic, aquarium, aquamarine**

### TRY THESE YOURSELF

Root	Origin	Meaning	Examples
graph	Greek, e.g. <i>graphikós</i>	to do with drawing or writing	
omni	Latin, e.g. <i>omnis</i>	all	

## NOW ANSWER THESE QUESTIONS

- 1 For each of these roots, write two modern words that are related to the root. Use a dictionary or the internet to help you if necessary.

Root	Origin	Meaning	Examples
auto	Greek, e.g. <i>autos</i>	self	
glob	Latin, e.g. <i>globus</i>	sphere	
aud	Latin, e.g. <i>audire</i>	hear, listen to	
termin	Latin, e.g. <i>terminus</i>	end, final	

- 2 For each of these roots, use the modern words to work out the meaning of the root. You can look up the modern words in a dictionary if you get stuck!

Root	Origin	Meaning	Examples
mort	Latin, e.g. <i>mortis</i>		mortal, mortuary, immortal, mortality
bio	Greek, e.g. <i>bios</i>		biography, biology, biosphere, biologist
micr	Greek, e.g. <i>mikrós</i>		microphone, microwave, microcosm
photo	Greek, e.g. <i>phōtós</i>		photosensitive, photograph, photosynthesis
tele	Greek, e.g. <i>tēle</i>		telescope, telephone, telegraph

- 3 Think of one English word related to each of the roots with Greek origins below, then look up its definition. Work out what the general meaning of the root is. If you're not sure, look it up.

Root	English word	Definition of English word	Root means:
chron			
anthrop			

- 4 Work in pairs to brainstorm as many English words as you can that are related to these roots. (Hint: The root does not always come at the beginning.)
- ben (good) \_\_\_\_\_
  - cred (believe) \_\_\_\_\_
  - dict (say) \_\_\_\_\_
  - port (carry) \_\_\_\_\_



## Read and apply

Read the text below, and answer the questions that follow.

Linguists are people who make it their life's work to grapple with questions about **language**. For example, linguists deal with questions like how to make the words 'octopus' and 'platypus' into plurals.

Should our eight-legged friends\* be called 'octopi' or 'octopuses'? And what about those weird and wonderful creatures here in the **Antipodes**, the beautiful 'platypi' ... or is it 'platypuses'?

\* The **marine** ones, that is. Don't worry, **arachnophobes**! Thought I'd better throw in an **asterisk** and a footnote to reassure you!

- 1 Which are more commonly accepted: 'octopuses' and 'platypuses' or 'octopi' and 'platypi'? Use dictionaries and the internet to find out.

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- 2 Do some research to find out the roots and original languages of the highlighted words in the text above. Note that two of them have *two* root components to write about.

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### Research challenge

Find out what languages these modern English words come from. Include details about how the words came to mean what they do, if available. An example is provided below.

*The word 'ballot' is from Italian. In the mid-sixteenth century, a small, coloured ball (a ballot) was placed in a container to register a vote.*

alarm

bungalow

library

stool

ketchup

debonair

salary

biscuit

robot

husband

sinister

emoji

## 3.4

# Synonyms and antonyms

**Synonyms** are words that have the same (or a similar) meaning.

**Antonyms** are pairs of words that have opposite meanings. Some examples of synonyms and antonyms are provided in the table below.

Word	Synonym	Antonym
wisdom	intelligence	foolishness
solemn	serious	silly
reveal	uncover	conceal
frail	weak	robust

Learning a range of synonyms and antonyms can increase your vocabulary. The richer your vocabulary, the better you can communicate your ideas.

For instance, you can help make your writing precise and engaging by finding interesting synonyms for the words that first come to mind.

 a **nice** character could be more precisely and more interestingly described as **compassionate, generous, benevolent or magnanimous**.

## Sample question

Follow these steps to complete this sentence with a pair of antonyms.

The puppy was \_\_\_\_\_ with her family but \_\_\_\_\_ around strangers.

- 1 Read the instructions. What are you being asked to do? ▶ Find antonyms that make sense in the sentence.
- 2 Think about what aspect of a puppy the sentence might be describing. ▶ The sentence is about the puppy's behaviour, or maybe her feelings.
- 3 What behaviours or feelings could fit? ▶ At home, a puppy might be **confident**. Around new people, she might be **hesitant**.
- 4 Choose a pair of words. They need to be opposite to each other, and make sense in the context of the sentence. ▶ **The puppy was confident with her family but hesitant around strangers.**

## TRY THESE YOURSELF

a I've \_\_\_\_\_ been to Disneyland but I've \_\_\_\_\_ wanted to go.

b The cathedral took 80 years to \_\_\_\_\_ but only a few days to \_\_\_\_\_.



## NOW ANSWER THESE QUESTIONS

- 1 Write a pair of antonyms to complete each sentence below.
  - a We will have to \_\_\_\_\_ more flour if we want to make more cakes to \_\_\_\_\_.
  - b We came in through the main \_\_\_\_\_ and left through the fire \_\_\_\_\_.
- 2 For each word in the left column of the table, circle a synonym and underline an antonym.

<b>cautious</b>	self-assured	conscious	wary	weary
<b>perceptive</b>	understated	observant	unaware	deceitful
<b>success</b>	loyalty	uncertainty	triumph	failure
<b>excitement</b>	fun	thrill	boredom	relief

- 3 Circle the odd word out in each list below.
  - a terminate / commence / start / originate
  - b sympathy / compassion / commission / care
  - c lenient / tolerant / easygoing / determined
  - d wilt / wither / flourish / shrivel
  - e fantastic / atrocious / marvellous / brilliant
  - f devotion / dedication / sophistication / commitment
- 4 Brainstorm a list of more sophisticated synonyms for each of these words. (If you need to, look some up – but only after you run out of ideas!)
  - a bad \_\_\_\_\_
  - b attractive \_\_\_\_\_
  - c fancy \_\_\_\_\_
  - d like \_\_\_\_\_
  - e small \_\_\_\_\_
- 5 Write an antonym for each word in the table below, then write a sentence containing both the original word and its antonym.

Word	Antonym	Sentence
departure		
interior		
insult		

## Read and apply

Read the text below, and answer the question that follows.

A truck driver named Ken found himself in the middle of a **problem**. He was **taking** 200 little penguins to the aquarium when his truck broke down. Jai, the driver of a second truck, which was empty, pulled over to offer his **help**.

Ken **asked** Jai to take the penguins to the aquarium while he got his truck **fixed**. Jai agreed, and together the drivers **put** the penguins into the empty **truck**. Ken gave Jai some money to cover the **costs**.

Some hours later, while Ken was still waiting, **sad**, by the side of the road, Jai drove up in his truck, pulled over and leaned out the window. The penguins were still in Jai's truck. They looked **happy**. Jai **smiled**.

'Jai? Didn't I ask you to take those penguins to the aquarium?' asked Ken, confused.

Jai replied, 'Yes! It was the best treat ever. They had a **great** time! I have some money left over, so we're going to the movies now!'

Cross out and replace the highlighted words in the story above with more interesting synonyms to make the writing more sophisticated, varied and interesting.

### Reading and vocabulary- building challenge

The story above about penguins has a 'twist' at the end. This is a common feature in many short stories.

Find Guy de Maupassant's famous short story 'The Necklace' online. It is a story with a significant (and sad) ironic twist! Don't worry if you don't understand every word in the story. Challenge yourself to keep going and take in as much as possible. Reading a little beyond our comfort zone is how we grow and develop our language skills.

- 1 Explain the ironic twist in the story. (Discuss it with a partner if you're not sure.)
- 2 Make a list of ten words in the story whose meanings you don't know or are not too sure about.
- 3 Research and write down the definition of each word in your list.
- 4 Find a synonym and an antonym (if possible) for each word to expand your vocabulary even further!

## 3.5

# Figurative language

**Figurative language** is language used in non-literal ways. It can make your writing more expressive and interesting, especially when you are using descriptive detail. Some types of figurative language are explained below.

Figurative language	Explanation	Example
<b>simile</b>	compares two things using <i>like</i> , <i>as</i> or <i>than</i> to make the comparison	Juno's smile was brighter than the whole city's lights.
<b>metaphor</b>	compares two things by describing one thing as being the other thing	Amon is a real night owl.
<b>personification</b>	gives qualities of a person to something non-human	The plump sofa invited Khari to sit down.
<b>onomatopoeia</b>	imitates a sound	crunch, whoosh, boom, rustle, pop

The choices you make when using figurative language can make a powerful difference in your writing. Consider the different effects of these metaphors.

- e.g.** **The sun was a cosy, golden blanket.** (warm, comforting, welcome)  
**The sun was a ferocious tiger.** (unpleasant, threatening, dangerous)

## Sample question

Follow these steps to write four different sentences using the sentence starter below, each with a different type of figurative language.

The door ...

- 1 Read the instructions. What are you being asked to do? ▶ Use figurative language to write different sentence endings.
- 2 **Simile:** What comparison could you make? ▶ ... **looked as immovable as a stone.**
- 3 **Metaphor:** What might you say a door *is*? ▶ ... **was a dragon guarding its cave.**
- 4 **Personification:** What qualities of a person might you give to a door? ▶ ... **looked sternly back at me, forbidding me to enter.**
- 5 **Onomatopoeia:** What describes a noise a door makes? ▶ ... **went *creak* as I turned away.**

### TRY THIS ONE YOURSELF

The trees in the forest ...

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## NOW ANSWER THESE QUESTIONS

- 1 Draw lines connecting each sentence with the type of figurative language it contains.

The statues eyed us disdainfully as we approached.

simile

She put the drink down with a clunk.

metaphor

The snow was a soft blanket for the world.

personification

He crept along the hallway like a stealthy tiger.

onomatopoeia

- 2 Write an onomatopoeic word to represent the sound made by each of the following things.

a walking through dry leaves \_\_\_\_\_

b a plate breaking \_\_\_\_\_

c a fountain \_\_\_\_\_

d turning a light on \_\_\_\_\_

- 3 Complete each sentence using the type of figurative language indicated.

a The bus \_\_\_\_\_. (**metaphor**)

b The flowers \_\_\_\_\_. (**personification**)

c The wind \_\_\_\_\_. (**onomatopoeia**)

d The painting \_\_\_\_\_. (**simile**)

- 4 Think of words to complete these similes.

a as white as \_\_\_\_\_

d as brave as \_\_\_\_\_

b as wise as \_\_\_\_\_

e as proud as \_\_\_\_\_

c as hungry as \_\_\_\_\_

f as blind as \_\_\_\_\_

**Tip:** It's very tempting to fall into the habit of using clichés when searching for figurative language. Try to be original! Clichéd language is boring and predictable.

Examples: Her green eyes **were like emeralds**. His stunned face **was as white as snow**.

Why not make her green eyes '**like fresh pine needles**' and his face '**as white as a blank page**'?

The effects are quite different – and more thought-provoking!



- 5 Look at your answers to Question 4. Did you make any clichéd choices? Choose one answer that could have been more original and interesting, and write a replacement answer.

\_\_\_\_\_

## Read and apply

Read the text below, and answer the questions that follow.

I wandered lonely as a cloud  
That floats on high o'er vales and  
hills,  
When all at once I saw a crowd,  
A host\*, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly  
dance.

\* *host* = a multitude (large number). Can sometimes mean a multitude of soldiers or angels.

The text above is the first two stanzas of William Wordsworth's famous poem 'I Wandered Lonely as a Cloud'.

- 1 Highlight two similes in the text.
- 2 Underline three examples of personification in the text.
- 3 Although it is used here in a mainly visual sense, a word in the text could be considered onomatopoeic. Underline the word, then use it as onomatopoeia in a sentence of your own.

- 
- 4 If we interpret the word 'host' to mean a multitude of angels, what kind of figurative language is the poet employing by using that word? \_\_\_\_\_

### Writing challenge

- 1 Continuing on from the sentence starter below, write a paragraph explaining how Wordsworth uses figurative language to create certain effects in these stanzas. Some effects that you may choose to mention are:
  - the persona's feeling of isolation
  - a sense of movement
  - a sense of the huge numbers of daffodils.

Identify which types of figurative language you are discussing and provide quotations from the poem to support what you are saying.

William Wordsworth's poem 'I Wandered Lonely as a Cloud' brings to life the persona's experience in the natural world ...

- 2 Write your own nature poem! Choose *one* subject about nature (e.g. the sea, the bush, a storm). Brainstorm ways to describe or refer to the subject using figurative language, then arrange your ideas into lines of poetry. You do not have to make them rhyme. Focus on using figurative language to bring your subject to life!



## 3.6 Idioms

An **idiom** is a group of words or an expression belonging to a particular language, in which the words have a different meaning from their literal meaning.

**e.g.** It's raining cats and dogs.

(Meaning: It is raining very heavily.)

Idioms are used to convey meaning in colourful, and often humorous, ways. They are often used in informal writing or in speech.

Idioms help to communicate shared experience within a culture, as they belong to a particular language or region. It is fascinating to try to find the origins of idioms. Some are so old that researchers can't agree on exactly how they started.

### Sample question

Follow these steps to identify the idiom in this sentence and explain what it means.

**I'm feeling a bit under the weather.**

- |          |   |  |
|----------|---|--|
| <b>1</b> | Read the instructions. What are you being asked to do?                  | ► Find the idiom and explain it.   |
| <b>2</b> | Which part of the sentence is unlikely to be literally true?            | ► You can't literally feel or be <b>under the weather</b> – so that is the idiom.  |
| <b>3</b> | What do people mean when they say this? If you're not sure, look it up! | ► People say this to indicate they feel <b>unwell</b> .  |
| <b>4</b> | This is the answer.   | ► <b>If someone says 'I'm feeling a bit under the weather', they mean they're unwell or not feeling in the best of health.</b> |

### TRY THESE YOURSELF

**a** Don't worry – it's just a storm in a teacup.

---

**b** Is anyone going to mention the elephant in the room?

---

**c** Get up and do something! You're such a couch potato!

---



## NOW ANSWER THESE QUESTIONS

1 Underline the idioms in these sentences and explain what they mean.

a If you lend a hand, we can do it easily.

---

b The tickets cost an arm and a leg.

---

c Claude tidies his room once in a blue moon.

---

d Ming walked around with her head in the clouds.

---

2 Write sentences containing these idioms to show what they mean.

a the last straw \_\_\_\_\_

---

b to swing a cat \_\_\_\_\_

---

c the cold shoulder \_\_\_\_\_

---

d tongue-in-cheek \_\_\_\_\_

---

3 Find and write an idiom that means the same as each of the following statements. (Hint: The pictures are clues!)



a The family bond is stronger than anything else.

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b Being too inquisitive can be dangerous.

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## Read and apply

Read the text below, and answer the questions that follow.

Welcome to the first meeting of the Musical Theatre Club! Thanks for your offers of help – they’re music to my ears! Now, I’m about to announce which show we’re putting on, but I don’t want to put the cart before the horse.

First, I need to ask you to keep it under your hat for a while. If you spill the beans, everyone will be distracted and they won’t focus on everything that needs to be done. If you hear anyone even dropping a hint, tell them to put a sock in it – although I fear that’ll be like shutting the gate after the horse has bolted!

I’m not trying to pull the wool over anyone’s eyes, but we’re going to be flat out like a lizard drinking to get ready in time, so we need people on board. If they find out too early and they think it’s a recipe for disaster, they’ll be off like a bucket of prawns in the sun, and we’ll be left with not enough people and a bit of a dog’s breakfast.

Now, to the big announcement: the show will be ... *Anything Goes!*

- 1 Underline all 14 idioms in the speech text above, then write their meanings above or next to them. (Hint: The name of the show is an idiom!)
- 2 Idioms can work well in speeches to add colour and humour; however, they have been overused in the text above. Select three idioms (not including the show’s title!) that you would keep if you were asked to edit this speech. Write **a**, **b** and **c** near the ones you would keep, then explain why on the lines below.

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

### Research challenge

Make a list of five idioms in this unit (or others that you know or can find) that you find appealing, amusing or intriguing. Research their origins and make notes about how each one came to be a common expression. Record multiple ideas or theories if language historians don’t agree!

Choose the most interesting idiom from your research and make a poster about it for display in the classroom. Use text and images effectively so that other students can find out about the origin of the expression, too.

# Answers

1.1

## Try these yourself

a noun, verb b noun, adjective, verb

## Now answer these questions

1

drive	noun, verb	shadow	noun, verb, adjective
speed	noun, verb	cook	noun, verb
giant	noun, adjective	fast	noun, verb, adjective

2 Answers may vary. A possible answer is: He got a job as a **cook**. He will **cook** dinner tonight.

3 a A dog sat on the tuckbox. b In your lunchbox, you will find an orange. c Why isn't Aditya on the train?

4 a The dog jumped down and then it ran away. b I love oranges; however, I am not hungry right now. c Aditya is walking and catching the bus, but he will get here soon!

5 a

Suddenly,	we	saw	a	shape
Adv	Pro	V	Art	N
emerge	from	the	deep	shadows.
V	Pre	Art	Adj	N

b

Fireworks	make	our	old	dog	howl
N	V	Pro	Adj	N	V
pitifully	and	hide	under	the	bed.
Adv	C	V	Pre	Art	N

## Read and apply

1 challenging

2 Answers may vary. Possible answers include any four of: they, which, she, his, he, it

3 communally

4 The egg is **on** his feet and **against** his body.

1.2

## Try these yourself

a ✗ b ✓

## Now answer these questions

1

Noun	Concrete	Abstract	Proper	Common	Collective
Perth	✓		✓		
family	✓			✓	✓
advice		✓		✓	
bus	✓			✓	
audience	✓			✓	✓

2 a Miss Romano's embarrassment was obvious when the bunch of flowers arrived. b Arjun needed some help with his homework so he asked Gina. c The selfishness of some children was a problem for the school.

3 Answers may vary. Possible answers include:

a ostentation/muster b smack c colony/army/swarm  
d gaggle e pride f mob/troop

4 a My first school was called Currumburra Primary School.  
b The best book about cats is called Cat Kingdom. c My favourite uncle is Uncle Angelo. d At Headless Manor there is thought to be a headless ghost.

5 The party planning has taken a huge amount / number of effort. There will be many much celebration. If less fewer guests than expected turn up, we'll be sad. We can fit a large amount / number of people in the hall but need a larger amount / number of chairs. There are less fewer tumblers than we thought, so we will have less / fewer glassware overall.

## Read and apply

1 Answers may vary slightly. Possible answers include:

a Canada, Russia, Norway b pods, populations  
c months, existence d world, seals, cubs, tongues

2 Answers may vary slightly. Possible answers include:

a winter, season/time b hunter/predator, seals  
c fear/anxiety/concern, ice

3 The bear's fur was so dazzlingly white that we dropped our backpacks and the rest of our luggage.

1.3

## Try these yourself

Answers may vary. Possible answers include:

a the red sporty car parked out the front b the fantastic band concert on Wednesday night

## Now answer these questions

1 a Tim just made an amazing cake with chocolate icing.  
b The sensible students in Year 10 are running the carnival.  
c Mrs Hannah said there will be a sneaky surprise test soon. d We can meet Jing at her apartment near the station if you like.

2

Group of words	Noun group?	If not, why not?
the cake in the oven smelled delicious	No	Adding 'smelled delicious' to the noun group 'the cake in the oven' makes this more than a noun group. (It's a whole sentence!)
grass is green	No	'Green' is an adjective describing the grass, but it follows a verb ('is'), so this group of words is more than just a noun group.
my annoying little sister	Yes	
his new sport bag was cool	No	This is a whole sentence because of 'was cool'.
the angry teacher in charge	Yes	

3 Answers may vary. Possible answers include:

a one calm, warm evening in December b a thrilling and informative book about mountain climbing c the old, wrinkled elephant at the zoo d the extremely fun holiday on a yacht in Queensland

4 Answers may vary. A possible answer is: One Thursday afternoon in Term 4 we visited the new aquarium in the city. First we looked at the colourful, tropical fish in the smallest tanks. I was frightened of the enormous sharks with giant, pointy teeth. My favourite exhibit was the delicate, translucent jellyfish in the room with coloured lights.

#### Read and apply

1 Here's a riddle for you!

Q: In a very remote country town, there are only two dental practices. Each practice has a single dentist.

The dental surgery in the good part of town is immaculate. The floor is scrubbed clean, the chair is comfortable and nice music is playing. The smiling, friendly dentist with gleaming white teeth always wears a spotlessly clean shirt.

The dental surgery in the bad part of town is a mess. The cluttered treatment room in a tumbledown old building has a ragged chair. There is no music. The dentist is grumpy. His old and dirty clothes smell funny, and his rotten, yellow teeth are off-putting, to say the least!

A woman visiting from out of town develops a severe toothache needing urgent treatment. She hears about both dentists. She chooses to go to the dirty dentist in the bad part of town. Why?

A: If there are only these two dentists in this very remote town, the clean dentist must treat the dirty dentist's teeth and vice versa. It is therefore clear that the dirty dentist does a much better job!

2 Answers may vary. A possible answer is: The noun group 'his rotten, yellow teeth' has the greatest impact because it uses unpleasant sensory language and makes you think about how horrible it would be if you had to be close to this dentist!

#### 1.4

##### Try this one yourself

(Eleni is the most careful girl in class.)

##### Now answer these questions

- 1 a sadder b kinder c more pleasant d more thoughtful  
2 a longest b thinnest c most generous d most enjoyable  
3 a harder b most excited c scarier d most accomplished  
4

Adjective	Comparative form	Superlative form
far	further	furthest
good	better	best
healthy	healthier	healthiest
great	greater	greatest
friendly	friendlier	friendliest
important	more important	most important
angry	angrier	angriest

#### most talented

5 Hoang is the talentedest athlete in our cross-country team.

He often looks like he's going to be less successful than others at first, but he can run best when the pressure is on at the end. At training, he runs further than anyone else! He gets us more wins than any other team member. He's feeling better sick today. I hope he gets gooder by race day!

#### Read and apply

1

Adjective	Comparative form	Superlative form
surprised	more surprised	most surprised
strange	stranger	strangest
intriguing	more intriguing	most intriguing
amazing	more amazing	most amazing
good	better	best
exciting	more exciting	most exciting

2 Answers may vary slightly. Possible answers include:

a happier / more delighted b greater / stronger / more intense c greatest / most incredible d most important / most loved

#### 1.5

##### Try this one yourself

Sentence: We discovered a secret door in the library.

Subject	Predicate	Object
we	discovered a secret door in the library	a secret door

##### Now answer these questions

- 1 a (The cat) meowed pitifully. b (Her laughter) made us all smile. c (They) won't be here in time. d (You) must be really happy to be home!  
2 a I went to (the shops). ✓ b Binh is looking after (them). ✓ c (no object) d Eagles build (nests) high in the mountains. ✓ (Alternatively, students can circle 'nests high in the mountains'.)

3

Sentence	Subject	Object	Predicate
Over the sea, the clouds were gathering.	the clouds	the sea	were gathering over the sea
The children on the bridge looked down at the water.	the children on the bridge	the water	looked down at the water
The trees were uprooted by the wind.	the trees	the wind	were uprooted by the wind
The traffic jam went right down Punt Road.	the traffic jam	Punt Road	went right down Punt Road



### Read and apply

- 1 Sherlock Holmes and Dr Watson went camping. They soon found a small clearing. They pitched their tent under the stars and went to sleep.

In the middle of the night, Holmes woke Watson up. He said, 'Watson, look up at the sky and tell me what you see.'

Watson replied, 'I see millions and millions of stars.'

'And what do you deduce from that?' Holmes asked.

Watson replied, 'Well, I see millions of stars. Stars are like our sun. Some of those stars might have planets. Planets similar to Earth may exist out there. And if there are planets like Earth out there, life may also exist.'

And Holmes said, 'Watson, you are an idiot. It means that somebody stole our tent!'

- 2 Answers may vary slightly. Possible answers include:

- a problem / situation / sky / missing tent **object**  
 b Holmes/He **subject** c answer/problem **object**  
 d life / potential life / aliens **object** e I/We **subject**

### 1.6

#### Try this one yourself

although the sun had gone down C

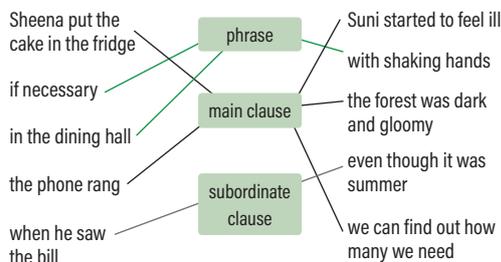
along the deserted beach P

#### Now answer these questions

- 1 a C b C c P d C e C f P

- 2 a (The dog whined) when it heard the fireworks.  
 b (We were allowed cake) since it was my birthday.  
 c (We had to abandon the race) after Carlos fell down.  
 d (When Akira was away, we did a maths test)

### 3



- 4 Answers may vary. Possible answers include:

- a While it was raining, we stared out the window.  
 b Jung played games after he finished his homework.  
 c Anna went for a walk after she ate dinner. d Since tickets were so expensive, Mum lent us the money.  
 e When I got to the party, I gave Sandy her birthday present. f Sara turned off the television because she heard Mum coming.

### Read and apply

- 1 and 2 Answers for Question 2 may vary. A possible answer is: In the seventeenth century, a man called William Harvey made an important discovery. He determined how the valves in the heart work. Valves allow blood to pass through the heart before the blood is pumped into the lungs to receive oxygen. Carrying oxygen, the blood is then pumped around the body.

Fifteen centuries earlier, a man named Galen had recognised that the body carried blood with oxygen as well as blood without oxygen. He knew that the heart was involved somehow, but he couldn't quite explain how. These days, we know much more about how our hearts work!

- 3 a A man called William Harvey made an important discovery in the seventeenth century. b Before the blood is pumped into the lungs to receive oxygen, valves allow blood to pass through the heart. c The blood is then pumped around the body carrying oxygen. d We know much more about how our hearts work these days!

### 1.7

#### Try this one yourself

Answers may vary. A possible answer is: The dragon, with fire blazing from its gaping mouth, swooped down on the village.

#### Now answer these questions

- 1 a The bus trip, which lasted for five hours, was a boring ordeal. b Karina, who is a talented musician, performed at assembly. c It's important, especially when driving long distances, to take breaks.  
 2 a The drink that I bought at the fete was sweet. b The cat, curled up with her kittens, was asleep on my bed. c Do you think the book that I need to borrow will be back in the library soon? d The chips, which were too hot, burned Lani's tongue.  
 3 Answers may vary. Possible answers include:  
 a The house, which belonged to my grandfather, was old and run-down. b Marina, who is very talented, loves making clothes. c Mum, who's good at maths, helps me with my homework.  
 4 Answers may vary slightly. Possible answers include:  
 a Mr Zhang, who is the best teacher I ever had, is leaving. b That building, which is a public health hazard, is being demolished tomorrow.  
 5 a Fatemeh, who likes to play the piano, is ready to perform. b My ski gear, which I borrowed from Anh, doesn't fit. c The bananas, which are all green, are not ripe.

### Read and apply

Answers may vary slightly. A possible answer is: AIM Juniors, which is based in Melbourne, is a youth activity run by the Australian Institute of Magic.

The organisation, which was created by more experienced magicians, encourages young performers to learn the art of magic.

The annual Australian Junior Championships of Magic, where young magicians can compete in front of a live audience, are loads of fun.

Previous competitors, who have benefited greatly from competing in the Championships, have gone on to produce their own shows.

## 1.8

## Try this one yourself

Before they could steal our chips, the seagulls were scared away. The seagulls were scared away before they could steal our chips.

## Now answer these questions

1 a N b Y c N d Y e N

2

When it became dark, when the violent storm hit the coast.  
 Many boats were wrecked when we won the maths tournament.  
 Everybody was thrilled we saw the town lights glittering like stars.  
 Despite the blistering heat, the cricket match continued.

3 a Although it was cloudy, we still had to put our sunscreen on. b We like to go out on our bikes whenever the weather is warm. c After school finished, we played with my new computer game. d Min got into big trouble when she didn't hand her assignment in.

4 a Before I fall asleep, I like to read my book. b (no comma needed) c Even though I didn't sleep much last night, I'm not really tired today. d (no comma needed)

5 Answers may vary. Possible answers include:

a After I got home from training, I had my tea. b I went to the cinema because Yunho invited me. c Although he had been grumpy, Henry laughed. d They were taken by surprise when the parcel arrived.

## Read and apply

1, 2 and 3 Dear Editor,

As you have probably heard, there's a redevelopment plan in our area. Developers are planning to build new houses, on the West Street skatepark. Because this would be a tragedy, we are hoping you can help us!

We have raised a petition against this. We've collected 1000 signatures, after going door to door. The skatepark is our only local outdoor space! We must act before it's too late!

The skatepark gives us a meeting place. It keeps us out of trouble. If we are deprived of our one remaining outdoor space, where will we go?

After reading this letter, you should definitely publish our concerns.

Regards,

The concerned students of Year 8, West Street High School

## 1.9

## Try these yourself

a The morning dew glistened on the bright blades of grass.  
 b Maria searched everywhere, all night.

## Now answer these questions

1 a The fans worked to cool the air. b Before breakfast, Farah swam. c When it rained, the children ran inside the house. d Mona called because she wanted to chat. e Billy trudged with slow steps to his school.

2 a Why? b How long? c Where? d When? e With whom? and How often? f Where? and How?

3 Answers may vary. Possible answers include:

a The cat purred because I patted her. b The building collapsed after the earthquake. c Lucia visits her great-grandmother once a month. d Sean hangs out at the park with his mates. e Renee worked on her assignment for half a day. f Jem played the violin in his room with great passion.

4 Answers may vary. Possible answers include:

a We ate lunch near the canal. b She plays netball every weekend. c Domenic called to check how we were feeling. d Misha is working with Nina and Elias.

## Read and apply

1 and 2 Alaskan salmon swim thousands of kilometres in their lifetimes. Scientists track their journeys using the salmon's ears. Tiny changes in water temperature make the salmon's ear bones grow in different sized rings. The rings provide a 'bar code' for the salmon's journey.

The salmon swim down the river to the ocean and, some years later, swim back up the river to spawn. Salmon return to the place in the river where they hatched. They swim against a strong current. On some occasions, they leap up waterfalls!

## 1.10

## Try this one yourself

Answers may vary. A possible answer is:

It rained all week. As a result, the sports fields were closed.

## Now answer these questions

1 Answers may vary. Possible answers include:

a Despite / In spite of / Regardless of b such as / for example / including c Alternatively d Furthermore/ Additionally e Similarly/Equally/Likewise f therefore/thus g Specifically / In particular h Subsequently/Next

## Read and apply

Answers may vary. A possible answer is:

You need to understand some things, Sam. Firstly, yes, I saw the posters. It's great that you want to sign up. However, I think you may have forgotten something. You quit the band two months ago! Remember? You couldn't be bothered rehearsing, especially after the cricket season started. In addition, you argued constantly with the bass player. You complained all the time about him, even though he was nice to you. Furthermore, you never liked the music we played despite the fact that you chose most of it. You were lazy, too! For example, you made us do all the work, such as carrying the drums to and from the van and setting them up. Consequently, we've found a committed, positive drummer to replace you. Finally, didn't you notice the first phone number on the sign-up sheet? It's mine! Nevertheless, feel free to sign up. Maybe you could do a solo!

## 1.11

## Try this one yourself

The missing remote control was found by Rajesh.

### Now answer these questions

- 1 a A b A c P d P
- 2 a A new recipe was found by Glen. b I was laughed at by the class! c The chair was carried by Mr Diaz.
- 3 a The tsunami devastated the resort. b Wolves surrounded the campground. c The audience applauded my singing.
- 4 **Answers may vary. Possible answers include:**  
a The tree branches scratched the car. b The children broke the precious vase. c The coach chose me!
- 5 **Answers may vary slightly. A possible answer is:**  
Rima won the writing contest. The bookshop donated a prize. Mr Holt will present the prize at assembly, where Rima will read an excerpt from her winning story.

### Read and apply

- 1 Did you know the Yellow River in China was created by a dragon?

According to Chinese mythology, the land was once troubled by a great drought. The Yellow Dragon and his dragon friends saw that people were starving. The Jade Emperor, ruler of the Heavenly Palace, was begged by the dragons to send rain. He promised that he would. But after the dragons left, this promise was forgotten by the Emperor.

The Yellow Dragon and his friends flew to the sea, collected water and let it fall like rain. The rain-making was heard about by the Jade Emperor. He was angry because the dragons had intervened without his blessing, so he buried them under different mountains. The dragons turned themselves into rivers to make sure the people always have access to water. This is how the Yellow River was formed by the Yellow Dragon.

- 2 Did you know a dragon created the Yellow River in China?
- 3 **Answers may vary slightly. A possible answer is:**  
The passive form puts the river first, suggesting that the text will mainly be about the river. The active form puts more emphasis on the dragon's story, which is the main topic of the text.
- 4 **Answers may vary. Possible answers include:**  
Putting the focus on the dragon fits with the rest of the text, which is mainly about the dragon myth, not the river. / Creation myths like this often begin with the thing that was created, so it makes sense to begin with the river.

### 1.12

#### Try this one yourself

Rick asked, 'Are you boys going to go to the football presentation event?'

### Now answer these questions

- 1 a He should of been as sick as a dog after stuffing his face with sangas. b There ain't no pencils here, so can I have a lend of yours?
- 2 **Answers may vary. Possible answers include:**  
a This house is extremely untidy and we had better work exceedingly quickly to restore it to order and cleanliness.  
b Can you contact me tomorrow by telephone to inform me that you are doing well? c We had just arrived at our address when she exclaimed, 'I have inadvertently left my book behind in the train carriage!'

### 3 Answers may vary. Possible answers include:

- a We can't wait to see you and we're getting the house ready for the party. b When she saw that someone had taken the lollies out of her bag, the kid screamed the house down!

- 4 a (have) b (borrow) c (taught) d (very)

### Read and apply

Informal feature	Example from the text
Incomplete sentence / sentence fragment	'Mainly because ...', 'Turns out ...', 'Usually.'
Sentence starts with a conjunction	'But last term ...', 'So we rocked up ...'
Sentence ends with a preposition	'That's all our school ever focus on.'
Other grammatical errors	'That's all our school ever focus on', 'Me and my BFF Sarah', 'Sarah and me are stoked!'
Abbreviations and contractions	'BFF', 'cos', 'That's', 'scuse', 'Mrs B', 'she's', 'gonna', 'we're'
Idioms/colloquialisms/slang	'rubbish', 'dumb', 'give ... a go', 'rocked up', 'haha', 'scuse the pun', 'try our luck', 'We had a blast! It was sick!', 'stoked', 'best mates'

### 1.13

#### Try these yourself

### Answers may vary. Possible answers include:

- a Antonio made the decision to take Japanese in Year 9. b The group's collection of over a thousand signatures will help their cause.

### Now answer these questions

- 1 a sympathy b production c erosion d use (verb and noun spelled the same) e diagnosis f flight
- 2 a emotion b intelligence c friendliness d happiness e enjoyment f enormity (or enormousness)
- 3 **Answers may vary. Possible answers include:**  
a Jia is going to put in an application for the casual job at the florist. b The piano teacher gave Archie a huge amount of encouragement as he learned how to play.
- 4 **Answers may vary. Possible answers include:**  
a Alice's fall down a rabbit hole begins a series of amazing plot events. b Ariel's desperate wish for human legs makes her act unwisely.

### Read and apply

### Answers may vary. Possible answers include:

Without nominalisation	With nominalisation	Comment following from nominalisation
The poet uses the words 'proud thanksgiving' early in the poem.	The poet's use of the words 'proud thanksgiving' early in the poem	creates a tone of positive remembrance even though there is grief.
England is personified as a grieving mother.	The personification of England as a grieving mother	suggests that the whole nation grieves for the men as though the men are the nation's own children.
The words 'fell with their faces to the foe' are alliterative. [foe = enemy]	The alliteration in 'fell with their faces to the foe'	draws attention to the soldiers' bravery as they didn't run away from their enemies.

## 2.1

## Try this one yourself

When I got up to leave, Karina said, 'Julia, I want you to meet my friend before you go home, and she's arriving soon. You'll stay, won't you?'

## Now answer these questions

1 a and d are correct.

2

Sentence	Commas are used:		
	around extra information	between items in a list	to join main clauses
The shop sold snacks, drinks, hats and souvenirs.		✓	
The monster, which breathed fire, saw me.	✓		
I'm good at maths, but history is my best subject.			✓

3 a Trishan, trying to be helpful, piled up the boots, coats and hats. b While reading a story, I noticed the window was open. c 'Before you leave, can you please shut the door?' asked Kaya. (Note: no comma after question mark in direct speech.) d The eagle, soaring overhead, scanned the area for prey.

4 a Annie received money, books and toys for her birthday, which was yesterday, and she was very happy. b 'James, you will play, won't you?' said Kamal, but James, looking angry, shook his head. c With a loud bang and a flash of light, the town's most famous magician, who was known for his dramatic tricks, disappeared, and some of the smaller children began to cry.

## Read and apply

1 The Desert Park, which is an educational wildlife sanctuary in Alice Springs, contains animals, plants and many other interesting features.

The site of the park has cultural importance to the local Arrernte People. The Apmereke-artweye, who are senior custodians for the land, share their extensive knowledge about the area.

The park contains separate areas, accessed through a walking trail, where visitors can learn about different desert habitats. In the woodland area, visitors can walk among the kangaroos.

The park is a fantastic place to visit, and anyone who goes will learn a great deal about the environment of the Central Australian desert.

2 Answers may vary. Possible answers include:

a The kangaroos, which are in the woodland area, are quite used to having people walk among them. b The park, which is a fantastic place to visit, helps to educate the public about the environment in Central Australia. c In the walk-through areas, accessed via the walking trail, you can see many different animals.

## 2.2

## Try this one yourself

'Oliver said "Happy birthday" to me,' said Emir, 'but it's not my birthday today.'

## Now answer these questions

1 a 'Don't worry, said Sallie, we'll find it.' (quotation mark missing; comma missing) b 'Perhaps,' mused Phong, 'you could make more of an effort.' (Y should be lower-case y) c 'Alessia yelled, Look out!' and saved my life,' whispered Amy. (Quotes within quotes should have double quotation marks.)

2 Answers may vary slightly. Possible answers include:

a 'Stop,' called the police officer, 'or I will arrest you!'  
b 'He is,' stated Eddie, 'a very silly boy.'

3 a In *Alice's Adventures in Wonderland*, Lewis Carroll creates a world that becomes, in his words, 'curiouser and curiouser'. b Bram Stoker's description in the line 'peculiarly sharp white teeth' hints at Dracula's frightening true nature.

4 Answers may vary. Possible answers include:

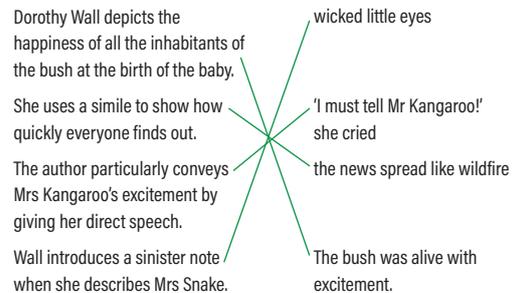
a The poet compares the sound of the trees to human voices, personifying them with the simile 'whispering like old friends'. b Sherlock Holmes places great value on his intelligence, as demonstrated when he says 'I am a brain, Watson. The rest of me is a mere appendix'.

## Read and apply

1 Answers may vary slightly. Possible answers include:

a 'We are so happy,' laughed the kookaburras, 'to hear this news!' b 'Did you hear?' said the kookaburras to the rabbits. 'There's a new baby koala!' c 'That is very interesting news,' thought Mrs Snake, who was listening. d 'Guess what!' said Mrs Kangaroo to her husband when she got home. 'A rabbit just said to me "Mrs Koala had a baby", so I hopped straight home to tell you the news!'

2





## 2.3

## Try this one yourself

Answers may vary. A possible answer is: Ms Olsen ... received the exciting news ... that she had won the ... writing award ...

## Now answer these questions

1 a o b T c P d O e T f P g T

2 Answers may vary. Possible answers include:

a The house ... could be dangerous ... so it has to be demolished. b If you go surfing ... take precautions: wear a wetsuit ... suitable for ... the conditions, and always have someone ... with you ...

3 Answers may vary. A possible answer is: Carroll uses many colourful nonsense verbs in his poem. For example, in stanza 4, he writes that 'The Jabberwock ... Came whiffing ... And burred'.

## Read and apply

1 Answers may vary. A possible answer is: Drones ... have long been used by the military ... and now ... [there are] more uses ... Filmmakers ... capture aerial footage without ... helicopters. Non-profit organisations ... deliver ... supplies in remote or dangerous locations.

However ... [we need] to protect people's privacy. And ... we must address the ethics of using armed drones ...

2 Answers may vary. A possible answer is: No, because it is disjointed and distracting. It would be better to rewrite the text with some short, separate quotations included rather than present it as one big quotation with many ellipses.

## 2.4

## Try this one yourself

The short-haired, long-eared puppies rolled around on the rug. My sister-in-law patted them gently.

## Now answer these questions

1 a resent (should be 're-sent') b reserved (should be 're-served')

2 a accident-prone b Computer-aided c (No change needed to well dressed as it follows the noun and verb.) d good-looking e sugar-free

3 Answers may vary slightly. Possible answers include:

a quick-thinking b baby-faced c muddle-headed d pre-cooked e camera-shy f co-writers/co-authors

4 a seventy-five b thirty-third c two-thirds d twenty-seventh

## Read and apply

1 Strokes are one of Australia's pre-dominant causes of death. A stroke occurs when the blood supply to the brain is interrupted, either by a blocked artery or a bleed in-the brain itself. Strokes are uncommon in young, health conscious people. They are more likely in older, overweight, in-active people with high blood pressure and high cholesterol.

You can help pre-vent a more serious problem by knowing how to help if some-body has a stroke. There is a better chance that someone will re-cover if people around them know what to do. Don't hesitate to call for help if you think someone may be having a stroke. Act FAST:

Face: Ascertain whether their face looks normal. Has their mouth drooped?

Arm: Observe whether they can lift both arms.

Speech: Discern whether their speech is slurred or obstructed altogether.

Time: If you suspect a stroke, call 000 immediately.

Thanks for reading! You're clearly a caring, forward looking person, and now you're a well prepared person too – you could even save a life!

2 predominant, interrupted, in the, health-conscious, inactive, prevent, somebody, recover, forward-looking, well-prepared

## 2.5

## Try this one yourself

Shakespeare (1564–1616) is considered one of the greats of literature.

## Now answer these questions

1 a, c, d and f are correct.

2 a I told you I would find your phone – here it is! b Of course I'll tell you my secret – as long as you go first. c My best friends – Anna, Jaak, Naomi and Silas – were all going to be there. d Amy just stood there looking like a fool – she had never been so embarrassed! e Then I got a phone call with the good news – I had won the competition!

3 a The First World War spanned the years 1914–1918. b The best parts of this book are chapters 2–8. c Pages 18–20 and 22–24 are essential; also read pages 28–30.

## Read and apply

Answers may vary. A possible answer is: Visit the Museum of Time – and use your time to find out about time. The museum has a vast collection of clocks – of all types and from all times. Since the beginning of time, people have measured time using the technologies of the day – the sun, water, clockwork, batteries and electronics.

Visit the museum to compare the thousands of clocks – all of which tell exactly the same time! Book a guided tour with Jonathan Cog – known as our 'Keeper of Time' – and discover how the Keeper of Time keeps the clocks – in time and on time.

Visiting hours: 9:00–4:30.

Guided tours begin on the hour from 10:00–3:00.

## 2.6

## Try this one yourself

We've had some shattering news: our soccer club is closing! (A colon is the more appropriate option because the second clause expands on the first.)

## Now answer these questions

1 a Maggie liked going to the gym; Daya preferred the library. b The party was excellent: all my friends were there, and the cake was huge! c I have the following pets: a cat, a dog and a rabbit. d The trees bent in the wild wind; the streets were flooded.

2 Answers may vary. Possible answers include:

a chips, lollies and cakes. b mine is in July. c it cost \$2000. d the Beatles, ABBA and Coldplay.

- 3 a My mother is a great cook; I'm looking forward to her lasagne tonight. b (This is correct.) c Cecilia isn't coming to the party; I don't know the reason.
- 4 There are three guests coming: Maeve, who is Bea's sister; Seb; and Benji, the dog. I will cook my favourite dishes: penne with tomatoes, garlic and basil; chicken schnitzel; potato bake with bacon; and beef stroganoff.

### Read and apply

We got on the bus and drove out of the city. We were going on an excursion to a working dairy farm. After a very long trip, we arrived.

First, we met Milly the cow. We learned about how milking was done in the olden days: by hand and very slowly./!

Then we went into the dairy and learned about the milking process today: how the udders are cleaned; how the milking machines, which are really clever, are attached; and how the milk is stored before it's taken away to be processed, bottled and sold.

There weren't just cows on the farm. We saw lots of other animals: chickens; sheep; an alpaca, whose name was Fred; baby rabbits; and some ducklings.

The funniest thing happened to Joseph just before we got back on the bus: he stepped in cow manure./! He didn't think it was funny; neither did the bus driver./!

### 2.7

#### Try this one yourself

Phoebe (who is Tala's best friend) sent Tala some flowers on her birthday.

#### Now answer these questions

1 b, c and d are correct.

2

Parenthesis	Explain a word	Emphasise a point	Show what the writer is thinking	Add extra information
(though I don't think that is true)			✓	
, most importantly,		✓		
, who was tall and thin,				✓
- and I mean <i>really</i> tall -		✓		
(a set of lines for writing music)	✓			
- which now seems obvious -			✓	

3 Answers may vary slightly. Possible answers include:

- a *Tim always got his own way. He was spoilt.* b The teacher was being unfair on this occasion. She is usually very fair. c I'll bring your pen back tomorrow if I remember. I probably won't remember.

- 4 a Tigers, with their excellent camouflage, are magnificent hunters. b My favourite people, apart from my family, are Lucy and Mitch. c I find cooking, which can be hard work, to be very satisfying.

### Read and apply

Answers may vary. A possible answer is: Supanova Expo (which occurs annually in many Australian states) is Australia's largest pop culture convention. The expo - which is huge and varied - combines the worlds of comic books, animation, science fiction, gaming, trading cards and internet fan clubs all under one roof.

The exhibitors, in very large numbers, display hundreds of products - many of which are newly released - made by local and international companies. They host celebrity guests, activities and competitions for pop culture enthusiasts.

Supanova is fun and exciting (especially if you like dressing up). You can meet many different people and embrace your cosplay (cos-tume role-play) alter ego!

### 3.1

#### Try this one yourself

Answers may vary. A possible answer is: The scientist discovered a new species. We have many species of frog here.

#### Now answer these questions

1 a ditches b hoaxes c mosquitoes d counters  
e gases f potatoes g giraffes h dishes

2 a men b feet c people d leaves e mice f these  
g oxen h symphonies i fungi j shelves

3 (bison, sheep, reindeer, tuna, you)

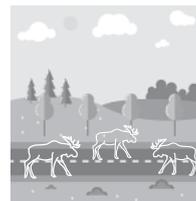
4 Answers may vary. Possible answers include:

- a Can I get one more goldfish? There are too many goldfish already! b This is my favourite series. How many series are you watching at the moment?

5



Moose blocks road causing traffic delays.



Moose block road causing traffic delays.

### Read and apply

1 Extra wanted!

Are you talented and ambitious? Do you want to be an actor? This may be the opportunities you've been looking for! We are looking for extra. No experiences is required.

The StarCastOz casting agencies works with director, advertising agency and TV studio. We need people of all nationality, age and look for production such as feature film, television show and commercial.

Person of all ages, from baby to senior, may apply. TV commercials can pay up to \$2000 for one days' work! If you don't want to miss out, apply immediately - and remember to enclose one recent photographs of yourself.

- 2 Extras, opportunity, extras, experience, agency, directors, agencies, studios, nationalities, ages, looks, productions, films, shows, commercials, People, babies, seniors, day's, photograph

### 3.2

#### Try this one yourself

Brandon needs a fishing **licence**. He needs to know which department will **license** him.

#### Now answer these questions

- 1 a effect, affect b allowed, aloud c complimented, complemented d altar, alter
- 2 Answers may vary. Possible answers include:  
 a We need self-raising flour. A tulip is a flower. b Put the cereal in the bowl. I want to watch that serial on TV. c The balloon floated up in the air. Penelope was her rich uncle's heir. d Find out whose shoes these are. Who's coming to the concert? e The principal will make an announcement. Being honest in business is an important principle. f The water rose as the rain kept falling. I got a red rose on Valentine's Day. g Elise took Juan's advice. Juan will advise you to do the same. h That incident is now in the past. Jeremy passed Priya on the way to the station.

#### Read and apply

Words in order: May, their, *new*, *eight*, break, air, beach, site, peace, *Mae*, past, *brake*, *Rose*, passed, dear, knew, through, rows, flower, *beech*, threw, deer, *sight*, heir, *Paige*, piece, There, flour, page, ate

### 3.3

#### Try these yourself

Answers may vary. Possible answers include:

Root	Origin	Meaning	Examples
graph	Greek, e.g. <i>graphikós</i>	to do with drawing or writing	autograph, calligraphy, geography
omni	Latin, e.g. <i>omnis</i>	all	omnivore, omniscient, omnipresent

#### Now answer these questions

1 Answers may vary. Possible answers include:

Root	Origin	Meaning	Examples
auto	Greek, e.g. <i>autos</i>	self	automatic, autobiography
glob	Latin, e.g. <i>globus</i>	sphere	globe, global
aud	Latin, e.g. <i>audire</i>	hear, listen to	audio, auditory
termin	Latin, e.g. <i>terminus</i>	end, final	terminate, terminal

2 Answers may vary slightly. Possible answers include:

Root	Origin	Meaning	Examples
mort	Latin, e.g. <i>mortis</i>	death	mortal, mortuary, immortal, mortality
bio	Greek, e.g. <i>bios</i>	life / living things	biography, biology, biosphere, biologist
micr	Greek, e.g. <i>mikrós</i>	small/tiny	microphone, microwave, microcosm
photo	Greek, e.g. <i>phōtós</i>	light	photosensitive, photograph, photosynthesis
tele	Greek, e.g. <i>tēle</i>	distance	telescope, telephone, telegraph

3 Answers may vary. Possible answers include:

Root	English word	Definition of English word	Root means:
chrono	chronological	arranged in the order of time	time
anthrop	anthropology	the study of people/humanity	people

4 Answers may vary. Possible answers include:

- a benefit, beneficial, benign, benefactor, benediction  
 b credible, credence, credibility, incredible, incredulous  
 c diction, dictator, edict, predict, contradict, dictionary  
 d portable, transport, import, export, deport, report

#### Read and apply

- 1 'octopuses' and 'platypuses' are generally more accepted.
- 2 **language:** from Latin, *lingua*, 'tongue'. **Antipodes:** from Greek, anti, 'opposite' + pod, 'foot' (Australia was referred to as the 'Antipodes' by Europeans because from their perspective, Australia was at the 'opposite foot' of the world). **marine:** from Latin, *mar*, the sea. **arachnophobes:** from Greek, *arachn*, 'spider' + *phob*, 'fear'. **asterisk:** from Greek, *aster*, 'star'.

### 3.4

#### Try these yourself

Answers may vary. Possible answers include:

- a never, always b build, destroy

#### Now answer these questions

1 Answers may vary. Possible answers include:

- a buy, sell b entrance, exit

2

cautious	self-assured	conscious	wary	weary
perceptive	understated	observant	unaware	deceitful
success	loyalty	uncertainty	triumph	failure
excitement	fun	thrill	boredom	relief

- 3 a terminate b commission c determined  
 d flourish e atrocious f sophistication

**4 Answers may vary. Possible answers include:**

- a** evil, poor, decrepit, unsatisfactory, disappointing  
**b** beautiful, glamorous, appealing, gorgeous, superb  
**c** ornate, elaborate, opulent, special **d** admire, appreciate, revere, value, enjoy **e** tiny, minute, infinitesimal, minuscule, insignificant

**5 Answers may vary. Possible answers include:**

Word	Antonym	Sentence
departure	arrival	Their arrival was happier than their departure.
interior	exterior	We will paint the exterior of the house while the interior is still being finished.
insult	praise	A good coach should praise the players, not insult them!

**Read and apply**

**Answers may vary. Possible answers include:**

problem ► **predicament/dilemma**, taking ► **transporting/conveying**, help ► **assistance/support**, asked ► **begged / pleaded with**, fixed ► **repaired**, put ► **transferred/loaded**, truck ► **vehicle**, costs ► **expenses/expenditure**, sad ► **dejected/discouraged/depressed/forlorn**, happy ► **contented/joyful/satisfied**, smiled ► **grinned/beamed**, great ► **tremendous/wonderful/fabulous/fantastic**

**3.5**

**Try this one yourself**

**Answers may vary. A possible answer is:** The trees in the forest **grew as thick as a castle wall**. The trees in the forest **were a cloak**. The trees in the forest **waited patiently**. The trees in the forest **rustled in the wind**.

**Now answer these questions**

**1**

The statues eyed us disdainfully as we approached. simile  
 She put the drink down with a clunk. metaphor  
 The snow was a soft blanket for the world. personification  
 He crept along the hallway like a stealthy tiger. onomatopoeia

**2 Answers may vary. Possible answers include:**

- a** crunch/rustle **b** smash/crash **c** trickle/dribble/gush  
**d** click/flick

**3 Answers may vary. Possible answers include:**

- a** The bus **was a luxury resort on wheels**. **b** The flowers **waved at the passers-by**. **c** The wind **whooshed through town**. **d** The painting **was as colourful as confetti**.

**4 Answers may vary. Possible answers include:**

- a** as white as **rock salt** **b** as wise as **an owl** **c** as hungry as **a bear after hibernation** **d** as brave as **a lioness** **e** as proud as **a new dad** **f** as blind as **a shoe**

**5 Answers may vary. A possible answer is:** Replace 'as wise as an owl' with 'as wise as a wizard'.

**Read and apply**

- 1** wandered lonely as a cloud and Continuous as the stars that shine / And twinkle on the milky way  
**2** a crowd, dancing in the breeze, Tossing their heads in sprightly dance  
**3** fluttering: The bird was fluttering its wings.  
**4** metaphor (or personification)

**3.6**

**Try these yourself**

**Answers may vary slightly. Possible answers include:**

- a** a storm in a teacup: a fuss over something minor **b** the elephant in the room: an awkward thing that everyone is aware of but no one wants to mention **c** couch potato: lazy person

**Now answer these questions**

**1 Answers may vary slightly. Possible answers include:**

- a** lend a hand: help **b** cost an arm and a leg: were very expensive **c** once in a blue moon: very rarely **d** with her head in the clouds: absentmindedly, without paying attention

**2 Answers may vary. Possible answers include:**

- a** Matteo's comment was the last straw, and I stormed out.  
**b** The apartment was so tiny there was no room to swing a cat. **c** He's giving me the cold shoulder and refusing to talk to me. **d** Rosie didn't mean that seriously – it was tongue-in-cheek!

**3 a** Blood is thicker than water. **b** Curiosity killed the cat.

**Read and apply**

**1 Answers may vary slightly. A possible answer is:**

music to my ears: very welcome news, put the cart before the horse: do things in the wrong order, keep it under your hat: keep something secret, spill the beans: give away a secret, dropping a hint: letting a small piece of information or a clue be known, put a sock in it: be quiet, shutting the gate after the horse has bolted: doing something too late to prevent a thing that has already happened, pull the wool over ... eyes: deceive or trick someone, flat out like a lizard drinking: extremely busy, on board: committed to a project or activity, a recipe for disaster: something that is certain to fail or go badly, off like a bucket of prawns in the sun: leaving with great haste, a dog's breakfast: a mess, Anything Goes: anything is acceptable

**2 Answers may vary. Possible answers include:**

- a** keep it under your hat because it is well known and sounds playful but also makes the point clearly **b** flat out like a lizard drinking to make people laugh and keep the audience engaged **c** a dog's breakfast to humorously yet strongly reinforce the request/warning