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SKILLWORKS  
SW2

AUSTRALIAN CURRICULUM EDITION

FORD // HAYWOOD



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SW2

AUSTRALIAN CURRICULUM EDITION

AMANDA FORD // ELIZABETH HAYWOOD

**OXFORD**  
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# CONTENTS

<i>About Skillworks</i> .....	v
<i>Acknowledgements</i> .....	vi

## UNIT 1 WATER, WATER EVERYWHERE

Worksheet 1	<b>Comprehension</b> ‘Wilma’s six-metre labour of love’ .....	1
Worksheet 2	<b>Vocabulary</b> Word origins .....	3
Worksheet 3	<b>Grammar</b> Pronouns, Word list .....	5
Worksheet 4	<b>Punctuation and spelling</b> The semicolon, The colon .....	7

## UNIT 2 DOGS AND OTHER ANIMALS

Worksheet 5	<b>Comprehension</b> ‘Trial, error and success: How dogs learn’ .....	9
Worksheet 6	<b>Vocabulary</b> Word origins, Word list .....	11
Worksheet 7	<b>Grammar</b> Prepositions, Adverbs, Parts of speech .....	13
Worksheet 8	<b>Punctuation and spelling</b> Syllables, Capital letters .....	15

## UNIT 3 CLIMATE MATTERS

Worksheet 9	<b>Comprehension</b> ‘Climate change leads to extreme weather’ .....	17
Worksheet 10	<b>Vocabulary</b> Word origins .....	19
Worksheet 11	<b>Grammar</b> The sentence, Nouns and nominalisation .....	21
Worksheet 12	<b>Punctuation and spelling</b> Paragraphs, Ellipsis points .....	23

## UNIT 4 THE MOVIES

Worksheet 13	<b>Comprehension</b> ‘Monsters University’ .....	25
Worksheet 14	<b>Vocabulary</b> Word list, Idioms .....	27
Worksheet 15	<b>Grammar</b> Simple and compound sentences .....	29
Worksheet 16	<b>Punctuation and spelling</b> Apostrophes, Affect/effect, Passed/past .....	31

## UNIT 5 FOOD SUSTAINABILITY

Worksheet 17	<b>Comprehension</b> ‘What a waste’, Synonyms .....	33
Worksheet 18	<b>Vocabulary</b> Food idioms .....	35
Worksheet 19	<b>Grammar</b> Adjectives of quantity, Adjectives of number, Amazing adjectives, Spelling numbers, Revision: Adjectives .....	37
Worksheet 20	<b>Punctuation and spelling</b> Bought/brought, Brackets, Exclamation marks .....	39

## UNIT 6 JEWELS

Worksheet 21	Comprehension ‘Pearls in Broome’	41
Worksheet 22	Vocabulary Synonyms	43
Worksheet 23	Grammar Tenses	45
Worksheet 24	Punctuation and spelling Revision: Commas, Quotation marks, Silent letters	47

## UNIT 7 LET’S GET PHYSICAL

Worksheet 25	Comprehension ‘7 days, 7 ways to make workouts fun’	49
Worksheet 26	Vocabulary Word list, Synonyms, Sport expressions/idioms	51
Worksheet 27	Grammar Parts of speech, Prefixes	53
Worksheet 28	Punctuation and spelling Revision: Punctuation, Spelling rules for plural nouns	55

## UNIT 8 SELFIES, HASHTAGS AND TOUCH SCREENS

Worksheet 29	Comprehension ‘The global village’	57
Worksheet 30	Vocabulary Word origins	59
Worksheet 31	Grammar Revision: Prepositions, Word origins: ‘techno-’, Dictionary definitions	61
Worksheet 32	Punctuation and spelling Commas and pronouns, Dashes	63

## UNIT 9 CARS

Worksheet 33	Comprehension ‘Blow to hoon blitz’	65
Worksheet 34	Vocabulary Word origins: ‘anti-’ and ‘ante-’, Synonyms and antonyms	67
Worksheet 35	Grammar Infinitives, Personal pronouns, Revision: Prepositions	69
Worksheet 36	Punctuation and spelling Revision: Quotation marks, Homophones	71

## UNIT 10 WILD ANIMALS

Worksheet 37	Comprehension ‘Gorillas and chimpanzees’, Word origins	73
Worksheet 38	Vocabulary Word origins: ‘-ology’, Word origins: ‘super-’	75
Worksheet 39	Grammar Collective nouns, Animal similes	77
Worksheet 40	Punctuation and spelling The apostrophe: Possession, The apostrophe: Contractions	79

Answers		81
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# ABOUT SKILLWORKS

*Skillworks* is a series of four homework activity books for the first four years of secondary school. It is designed to extend students' knowledge and skills in the areas of vocabulary, grammar, punctuation, spelling and comprehension consistent with Australian Curriculum guidelines.

The series highlights the vibrant multicultural society that is modern Australia and encourages awareness of the need for respect for others and an interest in different cultural beliefs. Ethical behaviour, environmental awareness and Australia's place in the world are other important values emphasised in the series.

Units have been designed to provide students with an insight into the history, political and legal systems of Australia and activities are designed to encourage students to be critical consumers of information.

Each book is divided into units, with each unit organised around a particular theme and consisting of four worksheets. The worksheets are detachable, making them easy to take home and easy to correct in class.

The worksheets include clear explanations of particular rules followed by interesting and relevant exercises that challenge students to apply the rules. Revision exercises are included at regular intervals to improve students' retention of material.

The comprehension exercises gradually move beyond literal comprehension into the more advanced area of interpretation. Each worksheet includes an extension exercise, incorporating different modes of learning.

Answers are included in a tear-out section at the back of each book, and may be removed as required.

The themes in Book 1 deal with different aspects of life in a modern, multicultural Australia. The themes in Book 2 deal with subjects of interest to students at this year level, such as sport, pets and technology. The themes in Book 3 cover the arts and media, while Book 4 looks beyond school to the world of politics, the media and other important aspects of adult life.

The Australian Curriculum editions of *Skillworks* are accompanied by an obook for the first time. Each obook provides the complete *Skillworks* student workbook in an interactive format available anywhere, anytime, on any device. Students can fill in answers directly into the obook and use the built-in study tools. The built-in online assessment platform assess completes the obook. Each *Skillworks* unit has an accompanying test, available only through assess.

The *Skillworks* series is accompanied by a teacher obook which provides answers, tests, word lists, class and student record sheets and other useful information. The accompanying assess tool enables teachers to schedule tests, view class progress and results, and create reports.

We hope that this series helps students learn the basics of English as painlessly (and thoroughly) as possible!

Amanda Ford and Elizabeth Haywood

# ACKNOWLEDGEMENTS

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Amanda Ford and Elizabeth Haywood

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Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Wilma's six-metre labour of love

Giving birth to a six-metre baby is a labour of love. And when it's your seventh baby, it pays to be happy and comfortable.

So when Wilma the whale this week gave birth to calf number seven, she chose the relatively warm – in comparison with Antarctica – and welcoming waters off Warrnambool [Victoria].

About every three years since the mid-1980s Wilma, who has become an institution off the state's southwestern coastline, has migrated from Antarctica to Warrnambool to give birth.

Peter Goldstraw, who has studied southern right whales for the past 20 years, said Warrnambool's Logan's Beach was her favourite.

'She probably does like the area. But really it's just an instinct thing,' Mr Goldstraw said. 'She's programmed to come back.'

Whale-watcher Nan Adams said Wilma, who is about 30 years old, was easily pinpointed because of

a distinctive pattern on her head and a chunk missing from her tail.

'There's a real local ownership with Wilma, a real affection,' she said.

'As she's had seven calves there now, she obviously feels like she owns the place.'

While most Victorians would not consider the wintry waters off Warrnambool as a tropical haven, southern right whales see it as an ideal nursery.

Every year between May and October southern right whales head north from their summer feeding grounds in Antarctica to Australia's warmer waters.

Mothers calve about every three years and once the calves are big enough, at about three months of age, they head back to Antarctica to feed. As many as 400 people have been watching Wilma and her calf from the viewing deck at Logan's Beach each day.

*Sarah Hudson, [www.news.com.au](http://www.news.com.au)*

### 1.1

Answer the following questions based on the article 'Wilma's six-metre labour of love'.

- a** Wilma the whale has had \_\_\_\_\_ calves and she is about \_\_\_\_\_ years old.  /2
- b** How old are the calves when they head back to Antarctica? Highlight your answer.
- i** six months      **ii** three weeks      **iii** three years      **iv** three months
- c** Wilma chose the ocean waters off Warrnambool because they are \_\_\_\_\_ than Antarctic waters.
- d** Wilma has given birth off Warrnambool approximately every \_\_\_\_\_ years since the mid-1980s.
- e** Peter Goldstraw has studied southern right whales for \_\_\_\_\_ years.
- f** Highlight the correct response to the following statement. According to Peter Goldstraw, Wilma comes back:
- i** because she likes Logan's Beach      **ii** because her instinct takes her to the area
- g** Name the two ways that Wilma can be identified.
- \_\_\_\_\_
- \_\_\_\_\_  /2
- h** Southern right whales travel to Australia between the months of \_\_\_\_\_ and \_\_\_\_\_.  /2

**LOOKING DEEPER**

i Why would the calves need to be three months old before heading back to Antarctica?

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

j Why do you think so many people love to watch whales migrating?

\_\_\_\_\_ /2 /15

**1.2** Match each fishy expression with its meaning by placing the correct number in the middle column.

to have a whale of a time		1 to be out of place	<input type="text"/>
to blubber like a baby		2 to cry	<input type="text"/>
like a fish out of water		3 to be drawn in completely	<input type="text"/>
a red herring		4 to really enjoy yourself	<input type="text"/>
hook, line and sinker		5 something that diverts attention	<input type="text"/> /5

**1.3** Fill each space in the passage below with an appropriate word from the word list.

Antarctica	hopefully	mammals	right	top
boat	hunting	milk	sensitive	viewing
calves	jet skis	October	singing	Warrnambool
extinction	live	popular	swimmers	whale-watching

Whale-watching is a very \_\_\_\_\_ activity these days. The southern \_\_\_\_\_ whales travel from their summer feeding grounds in \_\_\_\_\_ to the waters off \_\_\_\_\_ between \_\_\_\_\_ the months of May and \_\_\_\_\_ each year. Young whales are known as \_\_\_\_\_. People can watch the whales from a \_\_\_\_\_ deck on the cliff \_\_\_\_\_. Whales are \_\_\_\_\_ that give birth to \_\_\_\_\_ young and feed them \_\_\_\_\_.

/2

/2

/2

/2

In Hawaii, humpback whales arrive for the winter. Boats and \_\_\_\_\_ are prohibited from going within 300 metres of the whales because they are very \_\_\_\_\_ to noise. \_\_\_\_\_ are also banned in the whale nursery areas. It is, however, possible to see the whales close-up from a \_\_\_\_\_.

Humpbacks are renowned for their \_\_\_\_\_ and recordings are made of their complex songs. Humpbacks were hunted almost to \_\_\_\_\_ and the population has not recovered. \_\_\_\_\_, the tourist industry of \_\_\_\_\_ can take the place of the older industry of \_\_\_\_\_ whales for their meat and by-products.

/2 /20

**TOTAL**  /40

**EXTENSION**

Research the migration routes of humpback whales and write an informative piece to explain the reasons why they take these journeys.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Word origins

Many English words have their origins in the Greek and Latin languages.

#### 2.1

The word list below contains words with Greek or Latin origins. Match each word with its correct origin and meaning in the table that follows. You might need to use a dictionary.

aquarium	biography	insecticide	nautical	pyrotechnics
astronomy	dentist	manuscript	oval	telephone
audible	equality	marine	pedestrian	transport
bicycle	hydroelectric	megaphone	photocopy	zoo

WORD ORIGIN (MEANING)	EXAMPLE	
<i>dent-</i> (tooth)		<input type="checkbox"/>
<i>astro-</i> (star)		<input type="checkbox"/>
<i>manu-</i> (hand)		<input type="checkbox"/>
<i>hydro-</i> (water)		<input type="checkbox"/>
<i>mega-</i> (great)		<input type="checkbox"/>
<i>equi-</i> (equal)		<input type="checkbox"/>
<i>ova-</i> (egg)		<input type="checkbox"/>
<i>photo-</i> (light)		<input type="checkbox"/>
<i>mar-</i> (sea)		<input type="checkbox"/>
<i>-ped, -pod</i> (foot)		<input type="checkbox"/>
<i>zo-</i> (animal)		<input type="checkbox"/>
<i>pyro-</i> (fire)		<input type="checkbox"/>
<i>-port</i> (carry)		<input type="checkbox"/>
<i>naut-</i> (sailor, ship)		<input type="checkbox"/>
<i>-phon</i> (hear, sound)		<input type="checkbox"/>
<i>cyclo-</i> (circular)		<input type="checkbox"/>
<i>-cide</i> (kill)		<input type="checkbox"/>
<i>audio-</i> (ear)		<input type="checkbox"/>
<i>bio-</i> (life)		<input type="checkbox"/>
<i>aqua-</i> (water)		<input type="checkbox"/>

/20

#### 2.2

Complete each definition with its corresponding word from the word list. Refer to activity 2.1 for the meanings of *aqua* and *mar*.

aqualung	aquaplane	marinara	maritime
aquamarine	aqueduct	marinate	scuba
aquaphobia	marina	mariner	

- a a channel for carrying water \_\_\_\_\_
- b to slide on a wet road surface \_\_\_\_\_
- c an irrational fear of water \_\_\_\_\_
- d a blue-green stone named for the colour of seawater \_\_\_\_\_
- e a cylinder of compressed air for underwater swimming \_\_\_\_\_
- f to soak in a tasty liquid before cooking \_\_\_\_\_
- g a sailor \_\_\_\_\_
- h connected with the sea in relation to navigation and shipping \_\_\_\_\_
- i a sauce based on seafood \_\_\_\_\_
- j an area for keeping boats \_\_\_\_\_

/10

**2.3** Choose the correct word from the two word lists to complete the passage below.

Samantha was very interested in \_\_\_\_\_ biology. She had been fascinated by the sea ever since she was young. She used to go to the \_\_\_\_\_ every week to the \_\_\_\_\_ to study the \_\_\_\_\_ plants and animals and always took her \_\_\_\_\_ diving gear when she went to the beach. Her \_\_\_\_\_ was always filled with compressed air so she could investigate any interesting underwater area.

/2  /5

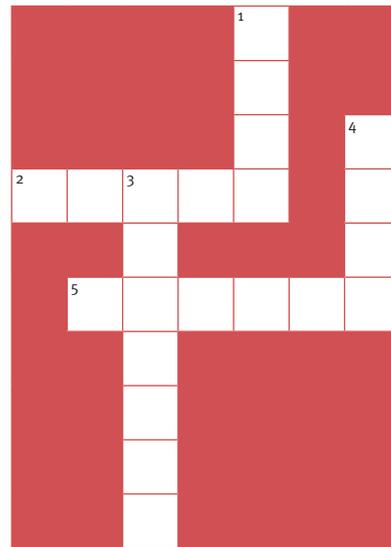
**2.4** Complete the following crossword by inserting the correct names of the Roman and Greek gods. You might need to do some research on the internet.

Down

- 1 Roman god of war \_\_\_\_\_
- 3 Roman god of the sea \_\_\_\_\_
- 4 Roman goddess of marriage and women \_\_\_\_\_

Across

- 2 Roman goddess of love \_\_\_\_\_
- 5 Greek and Roman god of art and music \_\_\_\_\_  /5



**TOTAL**  /40

**EXTENSION**

Make a poster (or computer diagram) that illustrates one or two word origins from this worksheet and at least ten words that derive from them.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Pronouns

Pronouns are words that we use in place of nouns. Personal pronouns refer to people, things or animals.

I me we us you he she her him it they

Possessive pronouns refer to ownership (possession).

mine ours yours his hers its theirs

#### 3.1 Highlight the correct pronoun for each sentence.

- a Jason tried to balance on (him/his) surfboard.
- b (She/Her) and I are going to the beach.
- c I don't like the look of (them/those) waves.
- d (I/Me) am going to see the surfing championships.
- e The canoe was actually (hers/her).

<input type="checkbox"/>
<input type="checkbox"/> /5

#### 3.2 Insert a pronoun in each space in this passage.

Enrique and Darren were standing in the shallows, checking out the swell at Bells Beach. Enrique said the waves were too small and \_\_\_\_\_ didn't want to surf. Darren disagreed and suggested \_\_\_\_\_ both try it. While they were arguing, someone stole \_\_\_\_\_ towels! Darren ran along the beach and found \_\_\_\_\_ towel. Enrique was not so lucky; \_\_\_\_\_ was gone.

<input type="checkbox"/>
<input type="checkbox"/> /2
<input type="checkbox"/> /2
<input type="checkbox"/> /5

#### 3.3 Insert a pronoun into each sentence.

- a Rebecca tried to stand up on the surfboard but \_\_\_\_\_ couldn't.
- b That canoe belongs to Joe and Nicole. It is \_\_\_\_\_.
- c He gave the board to \_\_\_\_\_ little brother.
- d Tracey has won \_\_\_\_\_ first amateur golf title.
- e The dog looked up from \_\_\_\_\_ dish as the boys left for the beach.

<input type="checkbox"/>
<input type="checkbox"/> /5

### Word list

balance	kayak	spectacular	wake
beachcomber	manoeuvre	surge	waterproof
canoe	oar	swell	windsurfers
exciting	paddle	technique	wonderful
jet ski	snorkel	tube	yacht

**3.4** Rewrite each sentence by replacing the pronoun in *italics* with a noun from the word list. You may need to change the wording of the sentence so there is correct subject–verb agreement.

a You need *it* to breathe underwater. □ /2

---

b It is exciting to watch *them* as the wind lifts them from the water. □ /2

---

c Wendy dropped *it* and could not paddle any more. □ /2

---

d *He* searched the beach for useful objects. □ /2

---

e *They* can be very noisy. □ /2   □ /10

---

**3.5** Fill each space with the most appropriate word from the word list. The first letter has been provided.

The weather was s\_\_\_\_\_ so Andrew decided to take his k\_\_\_\_\_ □ /2  
 and use his o\_\_\_\_\_ to p\_\_\_\_\_ out beyond the s\_\_\_\_\_. □ /3   □ /5

**3.6** Find all the words from the word list in the word search, highlighting each word as you find it. You may work across or down. Each word is worth half a mark.

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

□ /10  
**TOTAL** □ /40

**EXTENSION**

Find a piece of writing about a water sport you enjoy. Copy out a paragraph and highlight the pronouns. What were your findings?

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### The semicolon

A semicolon (;) joins together clauses that are related and of equal importance, where each clause can stand on its own as a sentence. A clause is a group of words that contains a subject and a verb.

Sail boats are quiet; motor boats are not.

### The colon

A colon (:) introduces a list.

You will need to take some essential items to the beach: sunscreen, a hat and a towel.

It also introduces a quotation or a statement.

The lifeguard said to the swimmers: 'Get out of the water'.

#### 4.1 Insert the correct punctuation mark in each space and label it in the space provided.

- a Jet skis are very popular \_\_\_\_\_ consequently they are expensive. \_\_\_\_\_
- b Each student should bring to the camp these items \_\_\_\_\_ two pairs of socks, bathers and a towel. \_\_\_\_\_
- c They did not have any children \_\_\_\_\_ nevertheless they loved going to the pool. \_\_\_\_\_
- d She had been to three beaches that day \_\_\_\_\_ Elwood, St Kilda and Brighton. \_\_\_\_\_
- e My Gran is very fond of the saying \_\_\_\_\_ 'Don't throw the baby out with the bathwater'. \_\_\_\_\_   /5

#### 4.2 Punctuate the following extract using four full stops, three commas, two apostrophes and one exclamation mark. Cross off each mark as you use it.

. . . , , , ' ' !

It was a beautiful but rather windy day Danielle wanted to go to the beach but she thought she might be swept out to sea She decided to stay safely at home and play with her sisters dog and then she might go to the movies in her friends car Decisions can be so difficult Perhaps she would go tomorrow

/10

#### 4.3 Place quotation marks where required in the following passage.

Brittany ran out of the water screaming, I've cut myself on a rock!

Her mother replied calmly, We'll go straight to the doctor.

Please hurry, pleaded Brittany, I feel dizzy.

Don't worry, replied her mother.

/10

**4.4** Match each word stem with its meaning by placing the correct number in the middle column. You might need to use a dictionary.

<i>photo-</i>		<b>1</b> hand		
<i>bio-</i>		<b>2</b> ear		
<i>pyro-</i>		<b>3</b> life		
<i>manu-</i>		<b>4</b> light		
<i>audio-</i>		<b>5</b> fire		/5

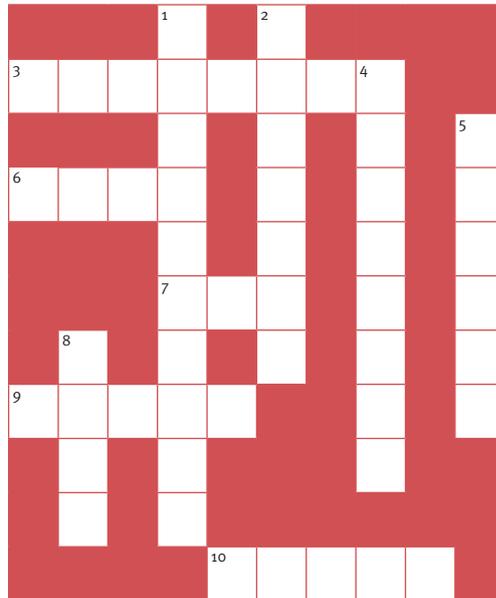
**4.5** Test your word knowledge by completing this crossword.

Down

- 1** impervious to water \_\_\_\_\_
- 2** the sport of catching fish \_\_\_\_\_
- 4** a tasty liquid for soaking food before cooking  
\_\_\_\_\_
- 5** a weight for a fishing line  
\_\_\_\_\_
- 8** a part of speech that names things  
\_\_\_\_\_

Across

- 3** a tank for fish \_\_\_\_\_
- 6** to be roused from sleep \_\_\_\_\_
- 7** a small, sharp object \_\_\_\_\_
- 9** a punctuation mark that introduces a list \_\_\_\_\_
- 10** a type of water vessel that is also a palindrome (a word that is spelt the same way backwards and forwards) \_\_\_\_\_   /10



**TOTAL**  /40

**EXTENSION**

Tim and Nick have gone surfing. While they are buying their lunch Tim's surfboard disappears. They contact the police. Write the dialogue between Sergeant Clink and the boys, using quotation marks correctly.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Trial, error and success:

#### How dogs learn

Understanding how dogs learn is essential if we are to teach them how to respond to our requests easily and with minimal confusion.

#### The learning process

Dogs learn by trial, error and success, just like humans. They will repeat any action that leads to a successful outcome and will avoid those actions that go unrewarded or have unpleasant consequences. For example, a puppy who barks for attention and is ignored will cease to do it. However, a dog who jumps up to greet his owner and is rewarded with fuss and attention will repeat this action and it will soon become a bad habit.

#### Learning to respond

We can use our dogs' ability to learn from their actions by rewarding the behaviours we want to be repeated and ignoring or preventing those we dislike. We can also utilise this technique when we want to train our dogs to respond to our requests, such as to come when called or to lie down. To train a dog to do something for us, all we need to do is get him to perform the action and then reward it, so that he does it again next time.

Since dogs do not understand what we are saying (although sometimes people think they do, as they are so good at reading our non-verbal language), we cannot tell them with words what we want them to do. Instead, we need to cleverly arrange for them to do the action we require and then reward them. Once they know how to get the rewards in that situation, we can put the action on cue by giving a voice cue or hand signal just before we arrange for them to carry out the action.

#### A training example

If you want your dog to lie down when you ask, first lure him into position using a carefully held edible treat. As soon as his elbows reach the floor, feed him the treat. Repeat this exercise until he knows what to do in order to get the treat. Then put the action on cue by giving a hand signal or the voice cue 'down' just before you lure him into position. After many repetitions of this action, he will learn that when you give a certain signal he will be rewarded if he lies down. Train him to do this in a variety of situations.

Of course, not all dogs are the same. Some are more demanding than others and need patient, consistent training before they learn the correct behaviour. Make sure you are the boss!

*Gwen Bailey, How to Train a Super Dog*

### 5.1 Match each word with its meaning by placing the correct number in the middle column.

minimal		<b>1</b> a signal for something to be done	<input type="text"/>
reward		<b>2</b> the method of doing something skilfully	<input type="text"/>
consequence		<b>3</b> communication without words	<input type="text"/>
utilise		<b>4</b> something that happens as a result of an event	<input type="text"/>
technique		<b>5</b> something given in return for a useful action or merit	<input type="text"/>
non-verbal language		<b>6</b> able to be eaten	<input type="text"/>
cue		<b>7</b> the least possible	<input type="text"/>
edible		<b>8</b> find a use for something	<input type="text"/>

/8

### 5.2 Answer the following questions based on the article 'Trial, error and success'.

**a** What does 'trial, error and success' mean in the context of the article?

\_\_\_\_\_

/2

**b** What, according to the article, is the best way to stop a puppy barking for attention?

\_\_\_\_\_

c How can we train a dog to learn from their actions?

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

d Why is it better to use non-verbal language to dogs?

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

e Place each of these dog-training actions in the correct order by numbering each from 1 to 5.

- repeat the exercise with treats until he understands \_\_\_\_\_
- cue him with a hand or voice signal \_\_\_\_\_
- lure him into position with a treat \_\_\_\_\_
- keep practising the action many times using cues \_\_\_\_\_
- as soon as his elbows touch the floor give him the treat \_\_\_\_\_

/5

### LOOKING DEEPER

f Outline the two most useful pieces of advice in this article and explain why you found them useful.

\_\_\_\_\_  
\_\_\_\_\_ /4

g Give one reason for the importance of training your dog.

\_\_\_\_\_ /17

**5.3** Choose an animal from the word list to complete these expressions about animals.

birds	chickens	dogs	elephant	peacock
cat	dog	eel	mice	pig

a as slippery as an \_\_\_\_\_ f Don't count your \_\_\_\_\_ before they hatch. /2

b as fat as a \_\_\_\_\_ g When the cat's away the \_\_\_\_\_ will play. /2

c as sick as a \_\_\_\_\_ h \_\_\_\_\_ of a feather flock together. /2

d as proud as a \_\_\_\_\_ i Let sleeping \_\_\_\_\_ lie. /2

e An \_\_\_\_\_ never forgets. j Curiosity killed the \_\_\_\_\_. /2 /10

**5.4** Highlight the correctly spelt word.

- a leopard/lepard                      c ostrich/austrich                      e ellpaca/alpaca
- b terrier/terrior                      d gorrilla/gorilla

/3  
/2 /5

**TOTAL** /40

### EXTENSION

Use the internet to find at least ten more commonly used animal expressions and have a class quiz to identify them. See exercise 5.3 for some examples.



## Word list

breed	exercise	kennel	responsibility	terrier
companion	greyhound	lovable	sensitive	vaccinations
discipline	grooming	obedient	spaniel	veterinarian
environment	guard	patience	temperament	

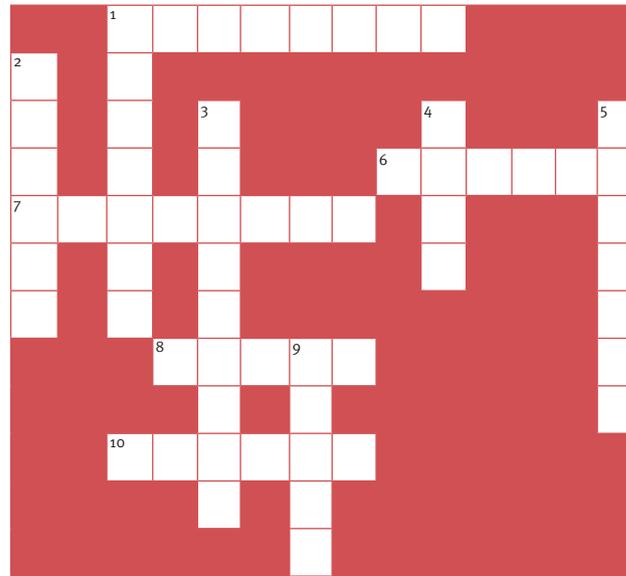
**6.3** Fill each space with the most appropriate word from the word list. You might have to change the form of the word slightly.

Owning a dog is a big \_\_\_\_\_ . After you have decided which \_\_\_\_\_ /2  
 would best suit your family and you have obtained your dog, you then need to take it to the  
 \_\_\_\_\_ for its \_\_\_\_\_ to protect it from disease. In order /2  
 to ensure that your dog is \_\_\_\_\_ , it will need to be trained and given plenty of  
 \_\_\_\_\_ to keep it fit. All dogs need some form of regular \_\_\_\_\_ /2  
 to avoid matted, dirty and smelly coats. They also need a warm bed or \_\_\_\_\_ .  
 If you choose a puppy with a good \_\_\_\_\_ you should have a wonderful  
 \_\_\_\_\_ for many years. /10

**6.4** Test your word knowledge by completing the following crossword.

Across

- 1 something all dogs need lots of
- 6 a very French dog
- 7 a quality needed in large amounts to train a dog
- 8 the British queen's favourite breed of dog
- 10 a house for a dog



Down

- 1 dogs can easily become \_\_\_\_\_ if a \_\_\_\_\_ 'walk' is mentioned
- 2 an Australian cattle and sheep dog
- 3 a racing dog
- 4 chewing a \_\_\_\_\_ cleans a dog's teeth
- 5 a lively little dog that digs
- 9 a \_\_\_\_\_ Dane

**TOTAL**  /40

### EXTENSION

Using the original Latin words as a guide, make up a list of ten original names for an animal. You could choose any of the animals from exercise 6.1. For example, your pig could be named 'Porky' based on the Latin *porcine* meaning 'pig'. Explain your choices.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

## Prepositions

Prepositions show the relationship between the words in a sentence. They connect a noun or pronoun with other words in a sentence.

She sat **under** the stage.

In the above example, 'under' is the preposition that connects the pronoun 'she' with the noun 'stage'.

Some commonly used prepositions are:

about	before	between	in	of	since
among	behind	down	inside	off	under
among	below	for	into	on	up
around	beneath	from	near	over	with

### 7.1

Rewrite the following sentences using the prepositions: of, to, onto, past, into

- Rover ran \_\_\_\_\_ the sea.
- Sophie's cat jumped \_\_\_\_\_ the table.
- The lion ran straight \_\_\_\_\_ the hunter.
- Elephants are said to be afraid \_\_\_\_\_ mice.
- Spot should go \_\_\_\_\_ an obedience school.

<input type="checkbox"/>
<input type="checkbox"/> /5

### 7.2

Fill each space with the correct preposition from the list above.

- Our neighbours have two large dogs \_\_\_\_\_ their back yard.
- The list of winners was posted \_\_\_\_\_ the notice-board.
- We are not afraid \_\_\_\_\_ the dogs next door.
- The spaniel wriggled \_\_\_\_\_ the chair looking for her ball.
- We waited \_\_\_\_\_ the door in order to surprise our friends.

<input type="checkbox"/>
<input type="checkbox"/> /5

### 7.3

Highlight the correct preposition for each sentence.

- He has been sleeping (for/since) more than two hours.
- The dog stood (between/among) two trees, not knowing which way to turn.
- Don't put the cat (between/among) the pigeons.
- Spaniels are different (from/to) terriers.
- The eggs fell (of/off) the table.

<input type="checkbox"/>
<input type="checkbox"/> /5

**7.4** Place a suitable preposition at the end of each question.

- a What does he believe \_\_\_\_\_?
- b Is that the letter you have been waiting \_\_\_\_\_?
- c Is that the band everyone was excited \_\_\_\_\_?
- d What crime was he charged \_\_\_\_\_?
- e What are you afraid \_\_\_\_\_?

	/5

## Adverbs

Adverbs modify (change the meaning of) verbs, adjectives or other adverbs. In English, many adverbs have an ‘-ly’ ending.

He sings **beautifully**.

The adverb ‘beautifully’ modifies the verb ‘sings’.

She is **really** interesting.

The adverb ‘really’ modifies the adjective ‘interesting’.

He runs **very** slowly.

The adverb ‘very’ modifies the adverb ‘slowly’.

**7.5** Highlight the adverb in each sentence.

- a We went eagerly to the beach.
- b The sheep were really woolly.
- c My dog sits obediently.
- d Fred rides his motorbike everywhere.
- e The mosquitoes buzzed menacingly.
- f The cat purred contentedly.

	/2
	/2
	/2
	/6

## Parts of speech

The phrase ‘parts of speech’ refers to the different words we use to describe how words work in sentences. Verbs, nouns, pronouns, adjectives, adverbs, prepositions and conjunctions are all parts of speech.

**7.6** Identify and highlight the correct part of speech for each word in italics.

*Puppies* (noun/verb) are lovable, but unless you can *observe* (noun/verb) the behaviour of the parents and other pups in the *litter* (noun/verb), you will have no way of predicting your dog’s temperament and final size. *You* (preposition/pronoun) might choose to *save* (noun/verb) an older dog from an *animal* (adjective /adverb) *shelter* (noun/verb), but it may have been abandoned because it had become aggressive or had *medical* (adjective/adverb) problems. *Major* (adjective/adverb) behavioural *problems* (noun/verb) will *be* (noun/verb) more difficult to *modify* (noun/verb) in an older dog than *in* (preposition/pronoun) a *younger* (adjective/adverb) puppy.

	/2
	/2
	/2
	/3
	/3
	/14

<b>TOTAL</b>	/40
--------------	-----

## EXTENSION

Write an amusing story of about 200 words about owning a puppy. Underline all the prepositions and count them up. How important are they to your writing?

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Syllables

Syllables are the units of pronunciation in a word. Words can have one or more syllables. A syllable is marked with a forward slash (/).

girl has one syllable

fam/il/ies has three syllables

sis/ters has two syllables

en/vir/on/ment has four syllables

A vowel on its own can be a syllable, and the letter ‘-y’ may act as a syllable also. Sometimes vowels appear in a word but aren’t used as syllables. The final ‘-e’ in ‘licence’ is silent.

**8.1** Use a forward slash (/) to divide each word into its syllables. Write the number of syllables beside the word.

**a** companion \_\_\_\_\_

**f** greyhound \_\_\_\_\_

/2

**b** exercise \_\_\_\_\_

**g** vaccination \_\_\_\_\_

/2

**c** dominant \_\_\_\_\_

**h** guard \_\_\_\_\_

/2

**d** patience \_\_\_\_\_

**i** kennel \_\_\_\_\_

/2

**e** sensitive \_\_\_\_\_

**j** grooming \_\_\_\_\_

/2

/10

### Capital letters

Capital letters are used at the start of each sentence and at the start of all proper nouns (nouns that name specific people, places and things).

Jane turned to her mother and said, ‘Where is my dog’s lead, Mum?’

The main words (often nouns and verbs) in the titles of books, plays, films (and other titles) have capital letters.

*The Phantom of the Opera*

Capital letters are also used for days of the week, months of the year and holidays, but not for the seasons (winter, autumn) or points of the compass (east, west).

**8.2** Rewrite each of the titles with correct use of capital letters where required.

**a** the secret life of walter mitty \_\_\_\_\_

**b** red dog \_\_\_\_\_

**c** the princess diaries \_\_\_\_\_

**d** percy jackson: sea of monsters \_\_\_\_\_

**e** call of the wild \_\_\_\_\_

**f** alice in wonderland \_\_\_\_\_

**g** of mice and men \_\_\_\_\_

- h the lord of the rings \_\_\_\_\_
- i moonrise kingdom \_\_\_\_\_
- j beethoven \_\_\_\_\_   /10

**8.3** Rewrite each of the following sentences and capitalise words where necessary.

- a saturday morning is a good time to walk your dog to the local park.  
 \_\_\_\_\_  /2
- b the teacher asked ashok to point out the tiger's habitat on the map.  
 \_\_\_\_\_  /2
- c the sydney swans will win the afl grand final next year.  
 \_\_\_\_\_  /2
- d we are going to warrnambool to see the whales.  
 \_\_\_\_\_  /2
- e we often head north to deniliquin to waterski.  
 \_\_\_\_\_   /2 /10

**8.4** Highlight the correctly spelt word.

- a My dog is not very (abedient/obedient).
- b You need to be (patient/pashient) to train a dog.
- c Some breeds of dog are very (sensative/sensitive).
- d You do not want your dog to be too (submissif/submissive).
- e Do not give up. Try to be (persistent/persistant).
- f You need to be careful if your dog becomes (stubborn/stupborn).
- g Do not get (ennoyed/annoyed) or your training will not be as effective.
- h Be advised to avoid (aggresive/aggressive) dog breeds.
- i Some people put their pets on a (pedastool/pedestal).
- j It would be interesting to (desine/design) a new breed of dog.   /10

**TOTAL**  /40

**EXTENSION**

The labradoodle (a cross between a labrador and a poodle) was one of the first 'designer dogs' available. There are now many more. Research some of these new breeds and discuss the advantages and disadvantages of each. Include photos if you can.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Climate change leads to extreme weather events

One of the federal government's leading climate change experts says a United Nations report is an early warning that the world will face more deadly extreme weather events unless it tackles global warming.

An Intergovernmental Panel on Climate Change (IPCC) report released overnight states that global warming is leading to such severe storms, droughts and heatwaves that nations should prepare for an unprecedented onslaught of dangerous and costly weather disasters.

In the past, the IPCC, founded in 1988 by the UN, has focused on the slow inexorable rise of temperatures and oceans as part of global warming.

The latest report is the first to look at the less common but far more noticeable extreme weather changes which recently have cost on average about \$77 billion a year in damage.

Government climate commissioner Will Steffen says it's one of the most important papers released in the past decade.

'It's showing us, for the first time, that we can see the fingerprints of the human-driven warming in some of the extreme events that we've seen,' Professor Steffen told reporters via a phone hook-up from London where he is attending a sustainability conference.

'This is an early warning sign that if we don't get this underlying warming trend under control there's going to be a lot more heatwaves, droughts and intense rainfall events.'

Prof. Steffen, a climate scientist at the Australian National University, says Australia is one of the most vulnerable continents when it comes to extreme weather events.

...

Dry spells also are likely to last longer in southern Australia, and when it does rain there'll be more extreme precipitation.

The strength of cyclones will probably increase and they may come further south, even if there are fewer of them.

*Julian Drape, Sydney Morning Herald*

### 9.1

Match each word with its meaning by placing the correct number in the middle column.

cyclone		<b>1</b> the general direction in which something is going	<input type="checkbox"/>
global		<b>2</b> the amount of rainfall	<input type="checkbox"/>
inexorable		<b>3</b> a tropical hurricane with forceful winds that rotate in a circular direction	<input type="checkbox"/>
intense		<b>4</b> able to be hurt, harmed or attacked	<input type="checkbox"/>
manifest		<b>5</b> try to do something that needs doing	<input type="checkbox"/>
modest		<b>6</b> relentless	<input type="checkbox"/>
onslaught		<b>7</b> that has never happened before	<input type="checkbox"/>
precipitation		<b>8</b> very strong	<input type="checkbox"/>
sustainability		<b>9</b> show a thing clearly	<input type="checkbox"/>
tackle		<b>10</b> a fierce attack	<input type="checkbox"/>
trend		<b>11</b> worldwide	<input type="checkbox"/>
underlying		<b>12</b> moderate	<input type="checkbox"/>
unprecedented		<b>13</b> being the basis or explanation of something	<input type="checkbox"/>
vulnerable		<b>14</b> the ability to be maintained at a particular level without causing damage to the environment or depletion of the resource	<input type="checkbox"/> <input type="checkbox"/> /14

**9.2** Answer the following questions based on 'Climate change leads to extreme weather'.

- a** The letters IPCC stand for \_\_\_\_\_ /2
- b** This group was founded in \_\_\_\_\_ by the \_\_\_\_\_ /2
- c** The government climate commissioner who is quoted in this news report is \_\_\_\_\_ /2
- d** Professor Steffen is a scientist at the \_\_\_\_\_ and is currently in \_\_\_\_\_ at a \_\_\_\_\_ /3
- e** This expert argues \_\_\_\_\_ is causing the increasing occurrence of extreme weather events. /2
- f** List three of the extreme weather events mentioned in this report. /6
- \_\_\_\_\_
- g** The IPCC believes heatwaves will \_\_\_\_\_ and that the strength of cyclones \_\_\_\_\_ /2

**LOOKING DEEPER**

- h** Extreme weather events are dangerous and costly. What do you think the dangers and costs are? /3
- \_\_\_\_\_
- \_\_\_\_\_
- i** What do you think is the main point of the IPCC report? /4 /26
- \_\_\_\_\_
- \_\_\_\_\_

**TOTAL** /40

**EXTENSION**

Find out how hurricanes and cyclones are named. Write a list of five well-known hurricanes or cyclones (at least two should be Australian) and briefly describe the damage they have caused. Use the library or the internet as a resource.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**10.1** Find the words hidden in the word search by answering each of the following clues.

- a a violent tropical cyclonic storm \_\_\_\_\_
- b \_\_\_\_\_ Yasi was one of the most powerful to have ever affected Queensland
- c a tropical cyclone or hurricane in the Western Pacific \_\_\_\_\_
- d a strong wind that whirls around a central point \_\_\_\_\_
- e a \_\_\_\_\_ is a violent rotating column of air
- f a strong wind \_\_\_\_\_
- g a great overflowing of water \_\_\_\_\_
- h heavy continuous fall of water \_\_\_\_\_
- i to rain gently in fine drops \_\_\_\_\_
- j a brief fall of rain, hail, sleet or snow \_\_\_\_\_

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

/10

**10.2** Choose a weather expression from the following list and match it to its correct meaning. Write your answer in the space provided.

- |   |                                   |                                    |
|---|-----------------------------------|------------------------------------|
| • to throw caution to the wind            | • a storm in a teacup             | • to keep a weather eye open       |
| • to sail close to the wind               | • to be snowed under              | • a fair weather friend            |
| • to put the wind up someone              | • as right as rain                | • to be under a cloud              |
| • to take the wind out of someone's sails | • to have your head in the clouds | • to make hay while the sun shines |
| • to be under the weather                 | • to steal someone's thunder      | • to weather the storm             |

- a to frighten someone \_\_\_\_\_
- b to deflate someone's mood or let someone down \_\_\_\_\_
- c to be reckless \_\_\_\_\_
- d to take a calculated risk \_\_\_\_\_
- e to make good use of a chance to do something while it lasts \_\_\_\_\_
- f to be alert and on guard \_\_\_\_\_
- g to take attention away from someone \_\_\_\_\_
- h a fuss over nothing \_\_\_\_\_
- i feeling fine and healthy \_\_\_\_\_
- j to have too much to do \_\_\_\_\_
- k to be out of touch with the everyday world \_\_\_\_\_
- l to get through something difficult or challenging \_\_\_\_\_
- m to be unwell \_\_\_\_\_
- n to be suspected of having done something wrong \_\_\_\_\_
- o someone who is your friend only when things are going well for you \_\_\_\_\_  /15

## Word origins

Some prefixes refer to numbers: *uni* = one; *duo* = two; *trio* = three; *quad* = four; *quin* = five.

**10.3** Choose a word from the word list and match it to its meaning.

dual	quadrangle	quin	triathlon	unanimous
dupe	quadrant	quintet	triplets	unicorn
duplicity	quartet	quintuplets	tripod	unicycle

a	mythical animal with only one horn	<input type="checkbox"/>
b	a group of four	<input type="checkbox"/>
c	five babies born to the same mother at the same time	<input type="checkbox"/>
d	all in agreement	<input type="checkbox"/>
e	a cycle with only one wheel	<input type="checkbox"/>
f	an athletic contest made up of three events	<input type="checkbox"/>
g	three babies born to the same mother at the same time	<input type="checkbox"/>
h	a quarter of a circle	<input type="checkbox"/>
i	a space with four sides	<input type="checkbox"/>
j	composed of two parts, double	<input type="checkbox"/> /10

**TOTAL**  /40

## EXTENSION

Construct a word search using as many words as possible from this worksheet and then test your classmates with it.



- f The huts were warm and comfortable.
- g Tom's bad behaviour spoilt the trip.
- h He said he was really sorry.
- i Soula's backpack was very heavy.
- j Tran bought the hat online.

/10

**11.3** Classify each of the words in the word list below into nouns and adjectives

biting	chilly	deluge	gusty	rapids
blustery	cyclone	gale	moderate	velocity

NOUN	ADJECTIVE

/10
-----

## Nouns and nominalisation

To nominalise an adjective or a verb is to change it into a noun. For example, the verb 'own' would become the noun 'owner' and the adjective 'excited' would become the noun 'excitement'. Nominalising makes your writing more precise and effective.

**11.4** Nominalise each of these verbs and adjectives.

VERB OR ADJECTIVE	NOUN
desperate	
elated	
possess	
aggressive	
treacherous	

/5
----

**11.5** Change each of these nouns into verbs. You might need to use a dictionary.

NOUN	VERB
repellent	
equipment	
knowledge	
accommodation	
collision	

/5
----

<b>TOTAL</b>	/40
--------------	-----

### EXTENSION

Make up a test on nominalisation for your classmates, using exercise 11.4 as your model. You should have at least twenty words to be nominalised.

Name:

Class:

Date:

## Paragraphs

A paragraph consists of a group sentences on a single subject. The introductory paragraph is the first paragraph of your piece of writing. It needs to interest your audience and encourage them to continue reading. The final paragraph brings together the strands of your writing. It should be powerful in order to leave a good impression on your audience.

A new paragraph is started when there is a:

- change of speaker – when you write dialogue use a new line for each new speaker.

Cheng asked, 'Where is my skateboard?'  
'I don't know,' replied Joe.

- change of time – a new paragraph indicates that time has passed.

The next day...                      After lunch...

- change of place – a new paragraph indicates you are writing about a different place.
- change of character – if you are introducing or describing a new person.
- change of idea.

### 12.1 Insert a forward slash (/) to show where new paragraphs are needed in this passage.

Molly woke feeling very nervous. She did not really want to go parachuting but she had promised Lan that she would. She tried to imagine herself enjoying the sensation but she just felt terrified. After breakfast she felt a little better and told Lan she was really excited. In fact, she was looking forward to the experience of floating through the clouds. 'You will really love it,' said Lan. 'The first time I tried it I thought I would faint, but afterwards I felt great!' 'I hope so,' replied Molly. 'I must confess I felt pretty scared when I woke up this morning.' When they reached the airfield, Molly forgot all about her fears and concentrated on the training information. She couldn't wait to go up in the tiny plane and jump out. After the jump, the girls both immediately booked a jump for the following weekend. They were really becoming addicted to the thrill.

/10

### 12.2 Arrange each of the following sentences into three small paragraphs by coding them using the numerals 1, 2 and 3. Numeral 1 indicates an introductory paragraph; numeral 2 indicates a change of place; and numeral 3 indicates a change of time. Indicate whether each sentence belongs to paragraph 1, 2 or 3.

<b>a</b>	We watched footage of the flood on television and it looked bad.		/2
<b>b</b>	We surveyed the damage.		/2
<b>c</b>	Our grandparents lived up on the hill so we went to their place.		/2
<b>d</b>	The river was rising very quickly.		/2
<b>e</b>	The floodwaters were lapping at the houses in our street.		/2
<b>f</b>	It was not as bad as we had expected.		/2
<b>g</b>	The next day we were able to go home.		/2
<b>h</b>	It had been raining heavily for three days.		/2

i	The police said we should evacuate urgently.		<input type="text"/>	<input type="text"/>
j	We felt very anxious and miserable.		<input type="text"/>	<input type="text"/>

## The topic sentence

The topic sentence of a paragraph contains the main point of the paragraph. It is often, but not always the first sentence.

### 12.3 Highlight the topic sentence in each of the following paragraphs.

- a** Water sports can be very dangerous. Take water skiing for example. On a river, you need to watch out for submerged logs. At the beach, you need to avoid swimmers and other boats. Sharks could be waiting for you to fall off, too!
- b** Look out! We looked up and saw a wall of water approaching, coming towards us down the river. It was lucky we had our life vests on in preparation for canoeing. We managed to scramble to the river bank and cling on to a large tree. We should have checked the weather report before we set out.
- c** Lightning forks lit up the sky and the sound of thunder was earsplitting. It was the storm of the decade. Forty millimetres of rain fell in just forty minutes.
- d** It takes a good deal of preparation to complete a long-distance hike. You need to build up your fitness and endurance with a challenging training program. You also need to watch your diet.

## Ellipsis points

Three consecutive full stops ( ... ) are used to indicate words have been deliberately left out of a sentence. They can also be used to show that part of a quotation is missing, to show a break in thought or speech or a tailing off at the end of a sentence.

### 12.4 Insert ellipsis points where necessary into the following sentences.

- a** I was really confused what should I do next?
- b** To be that is the question.

**TOTAL**

## EXTENSION

Remembering the guidelines about paragraphing, write a four-paragraph account describing an adventure you have had in the great outdoors.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**Monsters University**

Hard on the heels of *Despicable Me 2* comes another cartoon contender for that much-contested all-ages entertainment dollar.

Excuse me while I check my calendar. Yep. Just as I thought. Another lot of school holidays is just around the corner.

The very title of *Monsters University* should ring some very familiar bells. Pixar Studios have dusted off their beloved 2001 hit *Monsters, Inc.* and polished up a nifty little prequel.

Let’s call it Mike & Sulley: The Early Years.

Yes, *Monsters University* spirits us back to a time when pint-sized Cyclops Michael ‘Mike’ Wazowski (Billy Crystal) and hulking shaggy-bear James P. ‘Sulley’ Sullivan (John Goodman) were yet to earn their scaring stripes.

In case you’ve forgotten, the alt-universe realm of Monstropolis occupied by these kooky critters is all about putting the frighteners on infant humans. If a monster scares a child just right, the resulting screams

can be turned into energy that powers the whole of Monstropolis.

To gain the necessary spooking skills for a career in scaring, Mike and Sulley find themselves enrolled in Monsters University.

This seat of learning is pretty much a Hogwarts for creatures that go ‘grrrrr’ in the night. However, Mike and Sulley are hardly wizards of the craft.

For much of this story, the duo is forever on the brink of being kicked out by MU’s no-nonsense overseer, the ever-unimpressed Dean Hardscrabble (Helen Mirren) ... If Mike and Sulley wish to remain on the hallowed grounds of MU, their team must win an arduous campus-wide scaring tournament.

What follows is a perfectly pleasant, pastel-hued pile of shenanigans that never once outstays its welcome. The pacing of the tale is zippy, the energy levels of a clearly enthused voice cast never dips, and the humour in play effortlessly connects with kids and adults alike.

*Leigh Paatsch, news.com.au*

**13.1** Match each word or phrase with its meaning (as used in the review) by placing the correct number in the middle column.

contender		<b>1</b> an alternative reality	<input type="text"/>
prequel		<b>2</b> on the edge	<input type="text"/>
Cyclops		<b>3</b> difficult	<input type="text"/>
alt-universe		<b>4</b> someone who oversees; a supervisor	<input type="text"/>
on the brink		<b>5</b> a film whose story takes place before that of an existing film	<input type="text"/>
hallowed grounds		<b>6</b> a series of contests	<input type="text"/>
arduous		<b>7</b> mischief, pranks	<input type="text"/>
tournament		<b>8</b> special (holy) place	<input type="text"/>
shenanigans		<b>9</b> a one-eyed monster from Greek mythology	<input type="text"/>
overseer		<b>10</b> competitor	<input type="text"/>

**13.2** Answer the following questions based on the review of *Monsters University*.

**a** In your own words, what is meant by the ‘much-contested all-ages entertainment dollar’?

\_\_\_\_\_

\_\_\_\_\_

/3

**b** What is the significance of the comment that the ‘school holidays are just around the corner’?

\_\_\_\_\_

\_\_\_\_\_

/3

c Why do the monsters need to scare the infants?

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

d Why have Mike and Sulley been enrolled in Monsters University?

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

e Which actual word in the review tells us that Dean Hardscrabble is not pleased with Mike and Sulley?

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

f What do Mike and Sulley need to do in order to stay at MU?

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

**LOOKING DEEPER**

g The critic describes the film as 'perfectly pleasant pastel-hued'. What do you think these words tell us about the reviewer's opinion of the film?

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

h What is your opinion of this film review? Did you like it or not? Give reasons for your answer.

\_\_\_\_\_  
\_\_\_\_\_ /2 /20

**13.3** Complete the cloze passage below by filling in each space below with an appropriate word from the list.

appeal	director	ending	plot	stills
compares	effects	outline	Recommendation	visual

Some film reviews have clever headings and accompanying \_\_\_\_\_ from the \_\_\_\_\_ movie. A good film review should give an \_\_\_\_\_ of the \_\_\_\_\_ without giving away the \_\_\_\_\_. It needs to list the main characters and the \_\_\_\_\_. There is often a discussion of the type of film (known as its genre) and how it \_\_\_\_\_ with other similar films.

The \_\_\_\_\_ style could be described, along with any exciting special \_\_\_\_\_. The review will usually finish with a \_\_\_\_\_ to the \_\_\_\_\_ type of audience the film would \_\_\_\_\_ to.

**TOTAL** \_\_\_\_\_ /40

**EXTENSION**

Write a review of a film you have seen. Make your opinion clear and give examples from the film to back up your comments. Use the information from exercise 13.3 to help you plan your review, which should be about 250 words in length.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Word list

actors	celebrity	director	focus	projector
aisle	characters	entertainment	hilarious	terrified
animated	choreographer	enthralled	outrageous	tribute
audiences	comedy	fantasy	producer	usher

**14.1** Fill each space in this cloze passage with an appropriate word from the word list. You might have to change the form of the word.

Australian \_\_\_\_\_ have been doing very well in Hollywood. Mia Wasikowska, for example, became an international \_\_\_\_\_ after she played the part of Alice in \_\_\_\_\_ Tim Burton's film *Alice in Wonderland*. She has also played the part of some very different \_\_\_\_\_ in other films.

*Despicable Me 2*, an \_\_\_\_\_ film, has also been very popular, and \_\_\_\_\_ have found it \_\_\_\_\_. It is great \_\_\_\_\_ with plenty of lively \_\_\_\_\_ scenes. The \_\_\_\_\_ behaviour of the minions has been enjoyed by many filmgoers and the success of the film is a real \_\_\_\_\_ to the makers.

Sometimes at the cinema, an \_\_\_\_\_ will show you to your seat, lighting your way down the \_\_\_\_\_. Until recently an old-fashioned \_\_\_\_\_ was used to screen the films, but now they are screened digitally. Even now, some films are out of \_\_\_\_\_, making them difficult to watch.

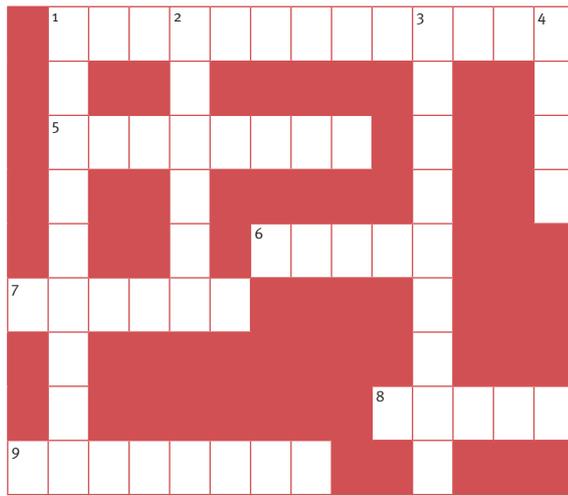
**14.2** Test your word knowledge by completing the following crossword.

Across

- 1 someone who creates dance movements \_\_\_\_\_
- 5 a film composed of moving drawings or computer images is \_\_\_\_\_
- 6 a passage between rows of seats \_\_\_\_\_
- 7 the people who perform on the screen \_\_\_\_\_
- 8 to adjust a lens so that objects can be seen clearly \_\_\_\_\_
- 9 the person responsible for the financial aspects of a film \_\_\_\_\_

Down

- 1 a person's role in a play or film
- 2 spreading information that may not be true
- 3 a machine for showing films
- 4 a spool of film   /10



## Idioms

An idiom is a phrase that has a different meaning to the actual words used.

**over the moon** means very happy or delighted

**14.3** Write sentences that each contain one of the idioms from the box below.

- off the deep end
- as scarce as hen's teeth
- to break the ice
- face the music
- once in a blue moon
- get cold feet
- got into hot water
- a chip on her shoulder
- a piece of cake
- all in the same boat
- bombs
- get this show on the road
- cash cow
- blockbuster
- mind-blowing

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

f \_\_\_\_\_

g \_\_\_\_\_

h \_\_\_\_\_

i \_\_\_\_\_

j \_\_\_\_\_

k \_\_\_\_\_

l \_\_\_\_\_

m \_\_\_\_\_

n \_\_\_\_\_

o \_\_\_\_\_  /15

**TOTAL**  /40

## EXTENSION

Create a cartoon that illustrates any one of the idioms discussed in this unit. Try to make it funny!

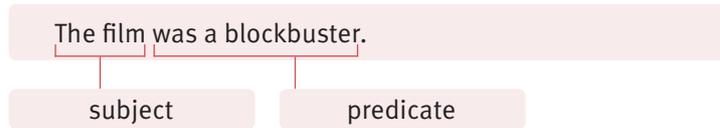
Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Simple and compound sentences

A simple sentence has only one subject and one predicate – the subject includes the noun and the predicate includes the verb.



Simple sentences should not be used too frequently, as they can make your writing dull.

Compound sentences add variety to your writing. A compound sentence is made up of two or more simple sentences usually linked by a conjunction or separated by a semicolon (;).

The film was a blockbuster. I was a critical failure. (two simple sentences)

The film was a blockbuster **although** it was a critical failure. (compound sentence)

### Conjunctions

There are two types of conjunctions: coordinating and subordinating. In the above example, the subordinating conjunction ‘although’ joins the two simple sentences. The following table lists some coordinating and subordinating conjunctions.

COORDINATING CONJUNCTIONS	SUBORDINATING CONJUNCTIONS
and but so or because yet or	although when before after while until where so since than unless if for then while however

#### 15.1 Use conjunctions to form compound sentences from the following pairs of simple sentences.

- a They came home exhausted. They had seen two films in a row. /2

---

- b The outing was disastrous. The students did enjoy the lunch. /2

---

- c The movie theatre was excellent. All the seats were new. /2

---

- d The view should have been spectacular. It was spoilt by electricity wires. /2

---

- e Will you come to the premiere with me? Will you go on your own? /2

---

- f Do you want me to buy your popcorn? Do you want to buy it yourself? /2

---

**g** The main projector failed to operate. The back-up projector did operate.

/2

**h** The roads were treacherous. With care they could be safely crossed.

/2

**i** There was a monster on the path. The walkers took another route.

/2

**j** Soula did not have any money. She had spent it on movie tickets.

/2  /20

**15.2** State whether each word is an adjective or a noun.

**a** producer \_\_\_\_\_

**b** hilarious \_\_\_\_\_

**c** outrageous \_\_\_\_\_

**d** tribute \_\_\_\_\_

**e** popcorn \_\_\_\_\_

**f** terrified \_\_\_\_\_

**g** projector \_\_\_\_\_

**h** animated \_\_\_\_\_

**i** celebrity \_\_\_\_\_

**j** actor \_\_\_\_\_

/10

**15.3** The words 'focus' and 'usher' can act as either nouns or verbs. Highlight whether they are used as a noun or a verb in the following sentences.

**a** The focus of the film was a young boy and his dog.

noun/verb

**b** You really need to focus on some films to understand them.

noun/verb

**c** The cameraman had to focus the lens.

noun/verb

**d** The spaceship was the focus of the story.

noun/verb

**e** The usher in a cinema shows people to their seats.

noun/verb

**f** It was Darren's job to usher people to their seats.

noun/verb

**g** Darren was the usher on Friday night.

noun/verb

**h** They had to usher the noisy family out of the theatre.

noun/verb

**i** The story lost its focus half way through.

noun/verb

**j** The usher had seen the film 50 times.

noun/verb

/10

**TOTAL**  /40

**EXTENSION**

Find at least five words that can be used as both nouns and verbs and use them in sentences. Present the results on a poster or as a PowerPoint presentation.

**Now do Test 3.**



## Affect/effect

'Affect' is a verb that shows that something has been done to someone. 'Effect' is a noun that shows the result of a situation.

The horror film did not **affect** Wendy. ('affect' is a verb in this sentence.)

The horror film had a terrible **effect** on Jim. ('effect' is a noun in this sentence.)

'Effect' can also be used as a verb which means 'to bring about a result'.

**16.4** Place either 'affect' or 'effect' in each of the following sentences. Indicate whether the word is used as a noun or a verb by highlighting either **noun** or **verb** at the end of the sentence.

- a Celebrity status has had little \_\_\_\_\_ on Nicole Kidman. noun/verb  /2
- b Celebrity status does seem to \_\_\_\_\_ Russell Crowe. noun/verb  /2
- c Too much television can \_\_\_\_\_ the health of children. noun/verb  /2
- d One \_\_\_\_\_ of watching too much television is obesity. noun/ verb  /2  /8

## Passed/past

'Passed' appears in a sentence as a verb or part of a verb.

He passed by the cemetery very quickly.

'Past' can be:

- an adjective of time  
during the **past** week ...
- a noun  
in the **past**
- a preposition  
walk **past** the cemetery

**16.5** Write either 'passed' or 'past' correctly in each sentence.

- a Ben was given ten tickets to the movies after he \_\_\_\_\_ his exams.
- b Ben ran \_\_\_\_\_ his girlfriend's house on the way to the cinema complex.
- c The film was about life in the \_\_\_\_\_.
- d Ben \_\_\_\_\_ his girlfriend without seeing her.
- e She told him he was \_\_\_\_\_ history.
- f On the way home he \_\_\_\_\_ a flower shop and bought her some flowers.
- g She asked why he did not deliver them until half- \_\_\_\_\_ eleven.
- h He replied that he had \_\_\_\_\_ out because he was so tired.  /8

**TOTAL**  /40

## EXTENSION

Apostrophes can be mysterious. Devise a creative method of teaching them to your classmates.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### What a waste

One in five bags of bought groceries ends up in rubbish bins in a shameful waste of food, experts warn.

Households are throwing away an average \$600 to \$1000 a year in uneaten products, latest research estimates. Milk is the most wasted individual item, followed by lettuce, bread, tomatoes and yoghurt, according to a study commissioned by appliance maker Panasonic Australia.

Poor meal planning, confusion about storage methods and expiry dates, and ‘two for one’ specials tempting shoppers to buy more than they need are blamed. Advocacy group Do Something! founder Jon Dee said some waste specialists believed at least 20 per cent of groceries were now discarded, an attitude that was horrifying to the older generation.

‘We should be ashamed about how much food we throw away,’ Mr Dee said. ‘It’s not just the food, but all the water and energy and other components used to bring that food from paddock to plate that is wasted,’ Mr Dee said.

Victorian households turf food worth about \$2 billion, out of the \$8 billion tossed nationwide, according to Do Something! The calculations are considered conservative.

Fareshare CEO Marcus Godinho said this was a sad irony given 300 000 Victorians ran out of food and could not afford their next meal at some stage each year.

Mr Dee said tonnes of farmers’ produce didn’t even make it to supermarkets because it was considered the wrong size or too ugly.

Many consumers forgot about food left in pantries or fridges and let it go mushy or mouldy. Others piled dinner plates too high and could not eat it all, or were unsure about storage methods and times.

Perfectly good food was also thrown away as people didn’t realise that unlike ‘use by’ dates, products marked ‘best before’ could still be eaten afterwards if they looked and smelt okay. Waning cooking skills had also seen a drop in creative ways to use leftovers, which were instead binned.

Panasonic’s separate survey of 500 Australians found one-fifth of dumped food was from unfinished meals. Heidelberg Heights mum Tia Mohamed actively discusses the importance of avoiding waste with her family.

‘I have been talking to the kids about how food needs to be eaten if it is in the fridge before we buy more,’ Ms Mohamed said.

‘I also freeze when I don’t need it straight away.’

#### Why we throw out food

Visual deterioration	45%
Out of date	25%
Made too much	20%
Health concern after cooking	6%
Other	4%

*Karen Collier, Herald Sun*

**17.1** Match each word with its meaning by placing the correct number in the middle column.

advocacy		<b>1</b> the process of becoming worse	<input type="text"/>
appliance		<b>2</b> put aside as being useless or unwanted	<input type="text"/>
binned		<b>3</b> people who buy or use goods and services	<input type="text"/>
calculations		<b>4</b> causing a feeling of sorrow or regret	<input type="text"/>
commissioned		<b>5</b> a piece of equipment for a particular purpose	<input type="text"/>
components		<b>6</b> becoming less	<input type="text"/>
conservative		<b>7</b> a slang word meaning thrown away	<input type="text"/>
consumers		<b>8</b> the parts of which a thing is composed	<input type="text"/>
deterioration		<b>9</b> moderate	<input type="text"/>
discarded		<b>10</b> solution to a problem using mathematical methods	<input type="text"/>
estimated		<b>11</b> another slang word meaning to throw away	<input type="text"/>
shameful		<b>12</b> a judgement made, especially about cost	<input type="text"/>
turf		<b>13</b> of or used in seeing	<input type="text"/>
visual		<b>14</b> authorised to do something	<input type="text"/>
waning		<b>15</b> speaking in favour of something or someone	<input type="text"/>

**17.2** Answer the following questions based on the article 'What a waste'.

- a Which company conducted the survey which produced these findings?
- b How much money, on average, do Australian families waste on uneaten food?
- c Which of the following products were found to be the most wasted by the survey? Highlight your answers: **meat, fish, milk, bananas, bread, tomatoes, cheese, yoghurt**
- d According to Jon Dee what other resources are wasted when we waste food?  
  
 /2
- e How many Victorians cannot afford their next meal at some stage each year?
- f What is the difference between the food labels 'use by' and 'best before'?  
  
 /3
- g According to the table that accompanies this article, what is the third most important factor that results in food wastage?
- h The article highlights two strategies for reducing waste as a result of making too much food. What are they?  
  
 /2

**LOOKING DEEPER**

- i Why do you think milk might be one of the most wasted products?
- j Suggest two more strategies for reducing food waste.  
 /2  /15

**Synonyms**

Synonyms are words that share the same or similar meanings.

**17.3** Find synonyms for the word 'rubbish'. The first letter and a brief clue have been provided for you and a thesaurus will help you further.

- a T \_\_\_\_\_ is the American word for rubbish.  /2
- b L \_\_\_\_\_ is scattered rubbish.  /2
- c R \_\_\_\_\_ is discarded and worthless rubbish.  /2
- d J \_\_\_\_\_ is worthless material.  /2
- e F \_\_\_\_\_ and j \_\_\_\_\_ is the wreckage of a ship and its cargo found floating on the sea or washed ashore.  /2  /10

**TOTAL**  /40

**EXTENSION**

Design a PowerPoint presentation or poster that contains six strategies for a household to help it cut down on food waste.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**18.1** Match each word with its meaning by placing the correct number in the middle column.

agriculture		<b>1</b> the softening and changing of food in the gut so that the body can absorb it	<input type="checkbox"/>
carbohydrate		<b>2</b> the process by which the body uses food to supply energy	<input type="checkbox"/>
compost		<b>3</b> giving good nourishment	<input type="checkbox"/>
digestion		<b>4</b> happening in a particular season	<input type="checkbox"/>
energy		<b>5</b> good for health	<input type="checkbox"/>
free range		<b>6</b> able to keep happening	<input type="checkbox"/>
kilojoule		<b>7</b> a compound of carbon, oxygen, and hydrogen (e.g. sugar)	<input type="checkbox"/>
metabolism		<b>8</b> the process of cultivating land for crop raising, forestry and stock-raising	<input type="checkbox"/>
nutritious		<b>9</b> 1000 joules, a unit of measurement used to measure the energy value of foods	<input type="checkbox"/>
organic		<b>10</b> decayed leaves, grass, vegetables and other organic matter used for enriching soil	<input type="checkbox"/>
protein		<b>11</b> the strength to do things, liveliness	<input type="checkbox"/>
seasonal		<b>12</b> a substance that is found in all living things and is an essential part of the food of animals	<input type="checkbox"/>
sustainable		<b>13</b> made from the whole grain of wheat or other cereal plants	<input type="checkbox"/>
wholemeal		<b>14</b> produced without the use of artificial fertilisers or pesticides	<input type="checkbox"/>
wholesome		<b>15</b> a method of farming where the animals can roam freely without being confined in an enclosure	<input type="checkbox"/>

/15

## Food idioms

There are many English expressions that relate to food.

**18.2** Choose an expression from the list to complete each of the following definitions.

- lemon-lipped
- what's eating you?
- the gravy train
- pie in the sky
- the salt of the earth
- to spit chips
- to butter someone up
- she'll be apples
- he's nuts about you
- take it with a grain of salt

- a** To ask \_\_\_\_\_ is to ask 'what's the matter?'.
- b** To say \_\_\_\_\_ means 'don't believe the whole story'.
- c** \_\_\_\_\_ describes a simple but honest and hard-working person.
- d** To say \_\_\_\_\_ means that everything will turn out well.
- e** To \_\_\_\_\_ is to be very angry.
- f** A person who is \_\_\_\_\_ is someone who looks critical and sour.

- g** \_\_\_\_\_ means he really likes you.
- h** To be on the \_\_\_\_\_ means you are involved in a profitable project.
- i** A \_\_\_\_\_ is a dream that won't come true.
- j** \_\_\_\_\_ is to flatter a person for your own advantage.  /10

**18.3** Fill in each space in the cloze passage below with the most appropriate word from the word list.

carbohydrates	compost	diseases	nutritious	organic
components	deficiencies	energy	obesity	processed

Australia is facing an \_\_\_\_\_ epidemic and there has been an alarming rise in \_\_\_\_\_ such as type II diabetes. It is important that we become more aware of the need to eat healthy, \_\_\_\_\_ foods. A diet rich in fruit and vegetables will help to prevent vitamin \_\_\_\_\_ and have many health benefits. Wholegrain breads and cereals are a good source of fibre and \_\_\_\_\_ and should provide the main source of \_\_\_\_\_ in our diet. Protein and dairy foods are also important \_\_\_\_\_ of a healthy diet. We should drink plenty of water and avoid \_\_\_\_\_ foods such as chips and biscuits. Some people are becoming more aware of how are food is produced and prefer \_\_\_\_\_ or free range foods. How about setting up a \_\_\_\_\_ bin at home and growing your own vegetables? That would be good for the environment and for you.  /10

**18.4** The verbs below refer to different aspects of cooking. Match each verb with its meaning by writing it in the space provided.

sauté	sear	season	sift	skim
-------	------	--------	------	------

- a** to \_\_\_\_\_ is to remove something (e.g. fat) from the surface of a liquid
- b** to \_\_\_\_\_ is to add extra flavour with salt, pepper or other flavourings
- c** to \_\_\_\_\_ is to cook quickly in a small amount of fat
- d** to \_\_\_\_\_ is to put the ingredients through a sieve
- e** to \_\_\_\_\_ is to scorch the outside of the food  /5

**TOTAL**  /40

**EXTENSION**

Find out what each of the following terms means: food miles, farmers' markets, slow food movement.

Do these things suggest changing attitudes to food and the ways in which it is produced and prepared? Make a publicity poster for one of these movements and organise a display of these posters in your classroom.



## Amazing adjectives

Adjectives are often used (and over-used) on restaurant menus.

a **free-range, corn-fed, succulent** chicken breast served with **wilted** greens

### 19.3 Highlight the adjectives in these sentences.

- a The ripe, delicious raspberries were served with thick, clotted cream.  /4
- b The ocean trout was accompanied by some creamy mashed potatoes and a green salad.  /4
- c This beautiful, fragrant rice can be eaten on its own or with some hot and spicy curry.  /4
- d Genuine Italian cheese is a welcome addition to a fresh salad.  /4
- e The succulent, green prawns are served with sparkling white wine.  /4  /20

## Spelling numbers

In many styles of writing it is sometimes necessary to write cardinal and ordinal numbers as words.

twenty-one → 21      tenth → 10th

### 19.4 Answer the questions that follow by correctly writing the numbers as words.

- a The ordinal number that comes after fourth is \_\_\_\_\_.
- b \_\_\_\_\_ comes after eleventh.
- c \_\_\_\_\_ is after thirty-ninth.

Write out the following numbers in words.

- d I won 200 080 \_\_\_\_\_ dollars in the sweep.
- e There are 1 000 002 \_\_\_\_\_ reasons why I won't eat squid.   /5

### 19.5 Change the following nouns to adjectives.

NOUN	ADJECTIVE
aroma	
Greece	
hygiene	
Lebanon	
piquancy	

/5

**TOTAL**  /40

### EXTENSION

Write a review of your evening meal tonight, using as many adjectives as possible. See exercise 19.3. If your review isn't complimentary, it might be wise to keep it a secret from the cook!

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### 20.1 Highlight the correct punctuation in the following sentences.

- a I demand to see the manager (!/?) Where is he (!/?)
- b Where are the vegetables I ordered (! /?)
- c Chloe (, /.) sit up straight and eat your meal (. /?)
- d Go and wait in the car at once (. /!)
- e This restaurant seems to be very popular (. /,)
- f Don't put that rubbish in your mouth (. /,) Minh (. /!)
- g Who wants to cook tonight (? /!)

	/2
	/2
	/2
	/10

### 20.2 Oh dear! The following student has made quite a few spelling mistakes in his account of a school excursion to the market. Highlight the errors and write the correct spelling of each of the words he has misspelt at the end.

Yesterday we visited the market. I walked around with some of my freinds and one of the teachers. We were not aloud to go off on our own. We were supposed to buy a healthy snack, so I bought some armonds. Mum wanted me to buy some samon but I forgot. Luckily! I thought the smell at the cheese stall was discusting but it seemed to be the teachers' favrite stall. I hope they don't bring it home on the bus with them. Mr Gotti asked us weather we were hungry We had lunch at a really good outdoor restraunt. The fruit stalls were amazing so I decided to buy some rasberries to. They were delishus.

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	/10
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## Bought/brought

'Bought' is the past tense of the verb 'to buy'. 'Brought' is the past tense of the verb 'to bring'.

### 20.3 Insert either 'bought' or 'brought' correctly in the spaces in the following sentences.

- a I \_\_\_\_\_ my mother a bunch of flowers at the florist for her birthday.
- b I \_\_\_\_\_ in some flowers from our garden.
- c Willem went to the bakery and \_\_\_\_\_ some more bread.
- d Dad \_\_\_\_\_ in the washing from the line as it was going to rain.
- e Have you \_\_\_\_\_ the tickets to the concert yet?
- f Yes, I have and I have \_\_\_\_\_ yours over for you.


**g** Leila \_\_\_\_\_ her new puppy to school today. It is a cocker spaniel and they \_\_\_\_\_ it from the breeder. Bec and I \_\_\_\_\_ it a toy to play with. Leila said that was great because she hadn't \_\_\_\_\_ anything for it yet.

/2
/10

## Brackets

Use brackets ( ) to include extra information in a sentence.

I went riding early on Sunday (it was too rainy on Saturday).

### 20.4 Insert brackets where necessary into each sentence.

- a** That night which I still remember with horror I had left the office later than usual.
- b** Complete the test don't use pencil and hand it in.
- c** The following year we renovated the house: two years later 2014 it was flooded.
- d** The misunderstanding between the friends it had started at the party was over.
- e** The fire it was fanned by a strong northerly wind soon reached the township.

/5

## Exclamation marks

An exclamation expresses feeling. It is a reaction to an event or comment and is usually followed by an exclamation mark. Do not overuse exclamation marks or they lose their effectiveness.

### 20.5 Highlight the most appropriate exclamation to each sentence.

- a** Believe it or not, George won the race. No way! / Oh no!
- b** Min is actually going with that annoying Tom. Getoutahere! / Thanks heavens!
- c** I can't believe you told her that. Surely not! / Uh-oh!
- d** I just put salt in the sugar bowl by mistake. You fool! / You're kidding
- e** I have lost all your money. Uh-oh! / Oh no!

<b>TOTAL</b>	/40
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## EXTENSION

Choose your favourite family recipe. First, provide a series of written instructions for the dish. Second, provide an illustration for each step. Finally, ask two of your classmates whether they found it easier to follow the written or pictorial instructions and why.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Pearls in Broome

Pearls have been treasured for their lustrous beauty for thousands of years. The Roman Emperor Caligula is said to have had a pearl necklace for his favourite horse, and Queen Elizabeth I was renowned for her ostentatious pearl jewellery.

Some of the most prized pearls in the world are found around Broome in Australia. The water is unpolluted and full of nutrients for the pearl oyster. Before 1910, pearl farmers used Aboriginal divers to gather mother-of-pearl, but these divers worked under dreadful conditions. They were not paid with money but with tea, flour and sugar and were treated very badly. They suffered horrific injuries from the diving.

After 1910, Broome became the largest pearling centre in the world. Asian workers took over from the Aboriginals, and were paid, but many perished and many others were crippled by the 'bends' and lived out their lives in agony. The death rate was reduced after the introduction of a decompression chamber in 1918.

The pearling industry came to a halt after the Japanese entered World War II when they bombed

Pearl Harbour in Hawaii. Japanese divers who had been working in Broome went back to Japan or were interned. Broome was bombed, which destroyed many pearling boats (also known as luggers). After the war the industry was revived, although plastic buttons, introduced in the early 1950s, ruined the market for pearl shell buttons.

Australia then began producing cultured pearls, using a process developed by Kochiki Mikimoto in Japan. Australian cultured pearls grow more quickly and are bigger than Japanese cultured pearls. The pollution of Japanese waters has greatly reduced productivity. Broome produces the majority of the world's best pearls.

### Choosing a pearl

- A cultured or natural pearl feels rough when rubbed against the teeth. Imitation pearls feel smooth.
- The lustre (rich glow of reflected light) is the most important feature of a pearl.
- The shape of a pearl reflects its quality. A perfectly round pearl is the most prized.

### 21.1 Choose a word from the word list that matches its definition.

blemish	emperor	lustrous	ostentatious	productivity
decompression chamber	horrific	nutrients	perished	renowned

- a a mark or defect \_\_\_\_\_
- b a showy display, intended to impress others \_\_\_\_\_
- c glowing, luminous light playing over a surface \_\_\_\_\_
- d nourishing substances, especially in food \_\_\_\_\_
- e profitability, amount produced \_\_\_\_\_
- f a device for treating divers with the bends \_\_\_\_\_
- g shocking \_\_\_\_\_
- h made famous for \_\_\_\_\_
- i died \_\_\_\_\_
- j the male ruler of an empire \_\_\_\_\_  /10

### 21.2 Complete the following statements based on the passage 'Pearls in Broome'.

- a Pearls have been cherished for \_\_\_\_\_ of years.
- b Caligula had a pearl necklace made for his \_\_\_\_\_.

c Queen \_\_\_\_\_ wore flamboyant pearl jewellery.

d Give two reasons why the waters off Broome are used for pearl growing.

i \_\_\_\_\_ ii \_\_\_\_\_

e Give two examples of the poor conditions endured by the early Aboriginal pearl divers.

i \_\_\_\_\_ ii \_\_\_\_\_

f How was the death rate of divers reduced in 1918?

g What caused the pearling industry to come to a halt in 1941?

h \_\_\_\_\_ buttons superseded pearl shell buttons in the 1950s.

i \_\_\_\_\_ developed the cultured pearl.

### LOOKING DEEPER

j Why do you think Aboriginal people were used as divers in the early days?

k Provide two modern-day examples where fashion causes suffering to others.

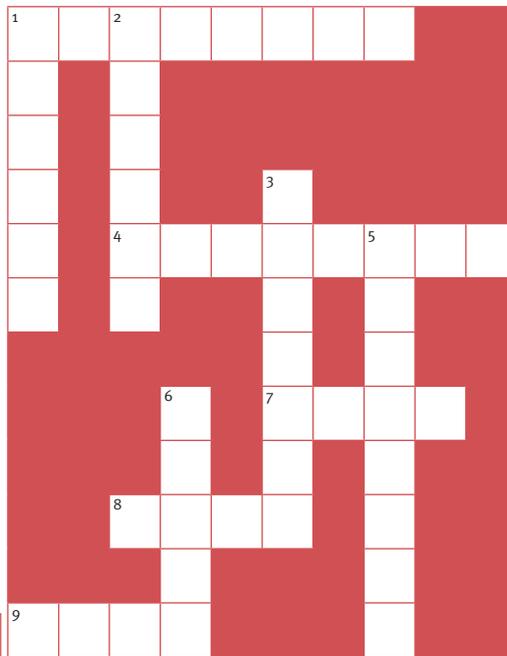
### 21.3 Test your word knowledge by completing the following crossword.

#### Across

- 1 a deep blue gem
- 4 shining, reflecting light
- 7 a gem that Coober Pedy is famous for
- 8 a precious yellow metal
- 9 a precious stone associated with the colour red

#### Down

- 1 the traditional gift exchanged at a twenty-fifth wedding anniversary
- 2 found in oysters
- 3 a very hard stone, often used in engagement rings
- 5 a decoration
- 6 a creamy-white colour



TOTAL

### EXTENSION

In pairs, research the current state of the pearl industry in Broome and give a short oral presentation to the class. You might find out how many pearls are currently being produced, their quality, and how and where they are marketed.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**22.1** Complete each space in the cloze passage by using a word from the word list.

diamond	emerald	jewellery	precious	washing
earrings	gold	metal	sparkling	watch

Alan Bates had a heart of \_\_\_\_\_. When he heard that his elderly neighbour, Mrs Preston, had lost her diamond ring, he visited her with his \_\_\_\_\_ detector and searched the house. He failed to find the diamond ring, but he did find a \_\_\_\_\_ box, which contained a pair of silver \_\_\_\_\_ that belonged to her daughter. It also contained an old \_\_\_\_\_, which no longer told the time, and an \_\_\_\_\_ green necklace.

/2

Mrs Preston was thrilled to find these \_\_\_\_\_ items, but she was still worried about her favourite \_\_\_\_\_ ring. She called in a plumber to check the drain under the sink, and he finally saw something \_\_\_\_\_ in the torchlight. It was the lost ring, which must have slipped off Mrs Preston's finger when she was \_\_\_\_\_ the dishes.

/10

**22.2** Write down the colours that are usually associated with the following words.

- a ruby \_\_\_\_\_
- b emerald \_\_\_\_\_
- c sapphire \_\_\_\_\_
- d turquoise \_\_\_\_\_
- e ebony \_\_\_\_\_
- f ivory \_\_\_\_\_
- g amethyst \_\_\_\_\_
- h amber \_\_\_\_\_

/8

# Synonyms

A synonym is a word that has the same, or almost the same, meaning as another word.

## 22.3 Highlight the best synonym for the word in *italics*.

- |   |   |   |                              |
|---|---|---|------------------------------|
| a | The watch had a <i>luminous</i> hand.                                   | dull/glowing/pretty                                 | <input type="checkbox"/>     |
| b | The wings of the beetle were <i>iridescent</i> .                        | aqua/greenish/rainbow-like                          | <input type="checkbox"/>     |
| c | The cat had unusual <i>amber</i> eyes.                                  | yellow/red/crimson                                  | <input type="checkbox"/>     |
| d | The <i>ebony</i> figurine had been found in an antique shop.            | stone/granite/black-wood                            | <input type="checkbox"/>     |
| e | Krystal's wedding dress was made of <i>ivory</i> satin.                 | creamy-white/yellow/shiny                           | <input type="checkbox"/>     |
| f | The craftsman was asked to <i>gild</i> the prize.                       | cover with silver/cover with gold/cover with pearls | <input type="checkbox"/>     |
| g | He worked the silver filigree with great <i>precision</i> .             | vagueness/simplicity/exactness                      | <input type="checkbox"/>     |
| h | The <i>opaque</i> glass made it impossible to see what was in the room. | impenetrable to light/clear/shining                 | <input type="checkbox"/>     |
| i | Belinda's toy rabbit was very <i>precious</i> to her.                   | meaningful/lovely/valuable                          | <input type="checkbox"/>     |
| j | Victoria wore a <i>tiara</i> to the party.                              | jewelled headpiece/velvet robe/golden dress         | <input type="checkbox"/> /10 |

## 22.4 Match each word with its meaning by placing the correct number in the middle column.

golden handshake		1 to be persuasive
golden rule		2 a slang term for beer
golden staph		3 the gates of heaven
golden wedding		4 a place set apart from the everyday world
heart of gold		5 celebration of a fiftieth wedding anniversary
gold-digger		6 a pleasing part of a difficult situation
silver tongue		7 someone who wants money for nothing
silver jubilee		8 a rule of conduct
silver lining		9 a very kind person has one of these
amber fluid		10 payment for service upon retirement
Pearly Gates		11 a serious form of bacteria
ivory tower		12 celebration of a twenty-fifth anniversary

/12

**TOTAL** /40

## EXTENSION

Make a list of at least ten words that describe different shades of red, blue and green. Define each word.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**Tenses**

A verb, by its tense, can tell use *when* the action of the verb is taking place.

**I am running/I run** (present tense: the action is happening now)

**I was running/I ran** (past tense: the action is happening in the past)

**I will be running/I will run** (future tense: the action will happen in the future)

**23.1** Change the words in *italics* in the following passage from the past tense to the present tense.

Jodie's mother *had* \_\_\_\_\_ a magnificent pearl necklace. Unfortunately it *seemed* \_\_\_\_\_ to be missing and she *decided* \_\_\_\_\_ to call the police. /2  
 They *came* \_\_\_\_\_ around and *noticed* \_\_\_\_\_ that the clasp on the jewellery box *had* \_\_\_\_\_ been broken. /2

As Jodie's new boyfriend *had* \_\_\_\_\_ been alone in the room, he *was* \_\_\_\_\_ the prime suspect. The police *went* \_\_\_\_\_ to his car and *found* \_\_\_\_\_ the necklace in the glove box. /2 /10

**23.2** Change the words in *italics* in the following passage from the present tense to the past tense.

A dragon *guards* \_\_\_\_\_ the entrance to the cave where the treasure *is* \_\_\_\_\_ stored. Many people *try* \_\_\_\_\_ to kill the dragon and steal the gold and jewels. However, he *is* \_\_\_\_\_ too fierce and *does* \_\_\_\_\_ not leave the entrance at all. The only way in *is* \_\_\_\_\_ to go through the lake behind the cliff. A gallant knight finally *manages* \_\_\_\_\_ to talk the dragon into letting him past. He *receives* \_\_\_\_\_ a reward from the mayor and then *rides* \_\_\_\_\_ off into the sunset. He *is* \_\_\_\_\_ never seen again. /2 /10

**23.3** State whether the words in italics have been used as adjectives or nouns in the following sentences.

- a The queen wore a *diamond* \_\_\_\_\_ necklace and an enormous *ruby* \_\_\_\_\_ glistened on top of her tiara.
- b Rebecca's *silver* \_\_\_\_\_ earrings were missing. She thought she had left them on the tray made of *silver* \_\_\_\_\_ .
- c The *gold* \_\_\_\_\_ cup was won by the local football team and the best-and-fairest medal was made of pure *gold* \_\_\_\_\_ .
- d We took my grandmother to see the exhibition of *ornamental* \_\_\_\_\_ eggs. Ian was careful not to knock over the *ornaments* \_\_\_\_\_ on the sideboard.
- e The *ivory* \_\_\_\_\_ statue was over two hundred years old. The smugglers had hidden a load of *ivory* \_\_\_\_\_ in the ship's hold.

**23.4** State whether the words in italics have been used as adverbs or verbs in the following sentences.

- a I *often* \_\_\_\_\_ wear my amethyst ring. It *glowed* \_\_\_\_\_ in the artificial light.
- b The pearls *were* \_\_\_\_\_ just out of reach. The dwarves hoarded their treasure *fiercely* \_\_\_\_\_ .
- c Sita looked *longingly* \_\_\_\_\_ at the diamond engagement ring. Jagdip *suggested* \_\_\_\_\_ they wait a year or two before getting engaged.
- d The diamond *sparkled* \_\_\_\_\_ in the sunlight. The jeweller had crafted the engagement ring *exquisitely* \_\_\_\_\_ .
- e Jennifer *looked* \_\_\_\_\_ admiringly at Sita's engagement ring. She hoped to become engaged *soon* \_\_\_\_\_ .

**TOTAL**

### EXTENSION

Writing in the present tense, imagine that something which is precious to you has been stolen. How do you feel? What will you do? Then write the same passage in the past tense. How has this changed the effect of the piece?

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Revision: Commas

A comma:

- shows a slight pause in a sentence
- is used before a quotation or direct speech
- is used to separate items in a list (a comma is not required before the word ‘and’)
- is used to enclose a part of the sentence that adds new, but not essential, information.

Nicole, who was on her way home, stopped at the shop.

**24.1** Indicate whether each comma used in the following passage is correct (✓) or incorrect (✗).

Pearls are produced by a living organism, \_\_\_\_ the pearl oyster, \_\_\_\_ the oyster’s shell has a lovely, \_\_\_\_ colourful interior, \_\_\_\_ which is known as mother-of-pearl, \_\_\_\_ mother-of-pearl was used to make buttons at one time, \_\_\_\_ but now buttons are often made of other materials, \_\_\_\_\_ including plastic, \_\_\_\_ wood, \_\_\_\_ metal and glass, \_\_\_\_ matching up genuine pearls for a necklace is a difficult task.

/2

/3

/2

/3

/10

### Quotation marks

Quotation marks are used to indicate direct speech: that is, the actual words spoken by a person or character in a piece of writing.

‘I really want a new watch,’ said Jane.

In the above example, the words in quotation marks are the words Jane actually said. A sentence does not require quotation marks if the actual words said are not included.

Jane said she wanted a new watch.

**24.2** Place quotation marks where required in the following passage (all other punctuation marks have been included).

Jane really wanted a new watch. She asked her mother if she could have one for her birthday.

Her mother replied, I’ve already bought you a birthday present. You should have mentioned this watch earlier.

I didn’t know my old watch was going to stop working, replied Jane.

It wouldn’t have stopped if you had not jumped in the swimming pool without taking it off!

You really know how to make me feel guilty, Jane complained.

/8

### Silent letters

Some words have letters that are not pronounced: these are called silent letters. For example, the letter ‘-b’ is not pronounced in the word ‘thumb’.

**24.3** Complete each sentence with a correct word from the word list.

answer	design	hustle and bustle	psychologist	writer
assignment	fasten	listen	receipt	writing
campaign	gnarled	pneumonia	wrapped	written
Christmas	gnome	psychic	wreck	wrong
cupboard	hasten			

a I believe there is a \_\_\_\_\_ who knows where the precious jewels can be found.  /2

b He is convinced the jewels are buried beneath a \_\_\_\_\_ and twisted tree.  /2

c I am going to mount a \_\_\_\_\_ to force him to give up his secret.  /2

d That is a major \_\_\_\_\_ .  /2

e I will \_\_\_\_\_ a trap to capture him and find out where to get the treasure.  /2

f Is there a \_\_\_\_\_ in the house? We need to look for the lost diamond ring.  /2

g No, but we do have a \_\_\_\_\_ who can listen to your problems.  /2

h We cannot even find the \_\_\_\_\_ from the jeweller.  /2

i The psychologist does not know where it is, and the psychic is in hospital with \_\_\_\_\_.  /2

j I suggest you look in the bedroom \_\_\_\_\_. That is where I saw the ring last week.  /2

k \_\_\_\_\_ carefully and I will tell you about the gold sale.  /2  /22

**TOTAL**  /40

**EXTENSION**

The letter ‘-g’ is silent before letters ‘-m’, ‘-n’ and ‘-l’ (e.g. ‘reign’). Make a list of ten other words with a silent ‘-g’. Discuss your words in class and compile a class list to see how many you have found.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### 7 days, 7 ways to make workouts fun

We are all aware of the need for good health and fitness. Here are some tips to make it more fun.

#### MONDAY

A shift in your attitude towards fitness can be the first step to enjoying exercise. If it seems like hard work, feel grateful you have the physical and mental capabilities to exercise, and that you live in a country with so many beautiful options.

#### TUESDAY

Hit play. Music is the key to banishing boredom, whether you're at the gym, walking the dog or cleaning the house. You can find ready-made playlists online at jog.fm to suit your taste in music and type of exercise, or create your own playlist.

#### WEDNESDAY

Grab a friend. Exercising with a buddy keeps you accountable and distracts you from the hard work because you're having a great time. A fun personal trainer is another great motivator, as is a walking date with your partner.

#### THURSDAY

Join a new class. Ask at a gym about their most popular fitness classes – especially those with different weekly workouts such as Zumba (you can do it inside, outside or in a pool). Dance classes are also great for getting your verve back.

#### FRIDAY

Kit yourself out. You don't have to spend a fortune to buy gear that makes you look and feel great. Running is so much better with the right shoes, yoga is a pleasure on your own mat, and a new top and shorts can perk up your morning workout.

#### SATURDAY

Think outside the gym. Try rock climbing, abseiling, hiking, Tai Chi, trampolining, tennis, hula hooping, skipping, paddle boarding or touch football. Make your exercise less about routine and work, and more about play and spontaneity.

#### SUNDAY

Have a rest and don't feel guilty! Days off are important; they encourage better sleep, improve muscle recovery and boost energy. Plan your week with exercise times, new goals and days off, and you're more likely to relish each workout.

*Kris Franken, Sunday Herald Sun*

### 25.1 Match each of the words from the word list with its meaning.

abseiling	kit	relish	verve
accountable	motivator	spontaneity	Zumba
banishing	options	Tai Chi	
boost	paddle boarding	touch football	

- a An increase is also known as a \_\_\_\_\_
- b Things that may be chosen are also known as \_\_\_\_\_
- c To do something with enthusiasm but without planning is to do it with \_\_\_\_\_
- d A person who provides someone else with an incentive to do something is a \_\_\_\_\_
- e \_\_\_\_\_ is the sport of descending a rock face using a doubled rope that is fixed at a higher point.
- f Equipment or clothes for a particular occupation or pastime is called a \_\_\_\_\_
- g In \_\_\_\_\_, you are propelled by your arms.

- h** \_\_\_\_\_ is a dance fitness program.
- i** \_\_\_\_\_ is a form of exercise using slow and controlled movements based on Chinese martial arts.
- j** To \_\_\_\_\_ is to enjoy greatly.
- k** If you are \_\_\_\_\_ someone, you are punishing them by sending them away.
- l** \_\_\_\_\_ is a non-tackling form of rugby.   /12

**25.2** Answer the following questions based on the article '7 days, 7 ways to make workouts fun'.

- a** The tip for Monday is based on \_\_\_\_\_ to exercise.
- b** Why does the writer say it is beneficial to exercise with a friend?  
\_\_\_\_\_  
\_\_\_\_\_  /3
- c** What strategy can we use to stop us from feeling bored when we are exercising?  
\_\_\_\_\_  /2
- d** Why should we feel grateful when we exercise?  
\_\_\_\_\_  
\_\_\_\_\_  /3
- e** What does Thursday's tip recommend to keep us motivated to exercise?  
\_\_\_\_\_  /2
- f** The tip for another day contains similar advice. Which day? \_\_\_\_\_
- g** What does Friday's tip emphasise?  
\_\_\_\_\_  /2
- h** Why are rest days important?  
\_\_\_\_\_  /3

**LOOKING DEEPER**

- i** Highlight the activity that is out of place in these sequences.
- rock climbing, abseiling, hiking, hula hooping  /4
  - trampolining, hula hooping, Tai Chi, skipping  /4
- j** Your weekly exercise plan should include new goals. Can you suggest three reasons for this?  
\_\_\_\_\_  
\_\_\_\_\_   /3 /28

**TOTAL**  /40

**EXTENSION**

Using the same format as the article write your own article '7 days, 7 ways to ...'. Some possible topics might be: make more friends, get a better report, impress your parents. The possibilities are endless.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Word list

aerobics	athletics	gymnastics	parallel	skilful
agility	competitor	hygiene	participation	strenuous
anatomy	coordination	lunge	racquet	technique
aquatic	equipment	opponent	referee	

**26.1** Choose the most appropriate word from the word list to fill each space.

- a Good \_\_\_\_\_ will help you to avoid catching diseases.
- b A study of \_\_\_\_\_ will help you to understand the workings of your muscles.
- c Gymnasts often work on the \_\_\_\_\_ bars.
- d The \_\_\_\_\_ can have a difficult time if there is a fight on the ground.
- e Water sports such as swimming and diving can be undertaken at an \_\_\_\_\_ centre.
- f The wrestler faced his \_\_\_\_\_ with a wild look in his eyes.
- g Rock climbing is a very \_\_\_\_\_ activity.
- h It takes excellent \_\_\_\_\_ and \_\_\_\_\_ to be a gymnast.  /2
- i You need a lot of expensive \_\_\_\_\_ to undertake snow sports.  /10

### Synonyms

**26.2** Complete the table below by finding five synonyms from the word list below for 'skill' and five for 'participate'.

ability	competence	enter into	share	talent
aptitude	engage in	join in	take part	technique

SKILL	PARTICIPATE	
		<input type="checkbox"/> /2
		<input type="checkbox"/> /2 <input type="checkbox"/> /10

**26.3** In this word search there are six synonyms for 'technique' and six synonyms for 'agile'. Highlight them and list them below. You may work across or down.

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

**technique**

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_
- f \_\_\_\_\_

**agile**

- g \_\_\_\_\_
- h \_\_\_\_\_
- i \_\_\_\_\_
- j \_\_\_\_\_
- k \_\_\_\_\_
- l \_\_\_\_\_

## Sport expressions/idioms

Many of the expressions or idioms that we use everyday originated in sport. An idiom is the name we give to informal expressions that have different meanings to the literal words used.

**26.4** Match the following expressions with their meanings.

- |                                      |                                 |                                 |                                 |
|--------------------------------------|---------------------------------|---------------------------------|---------------------------------|
| • to hit below the belt (boxing)     | • to stick your oar in (rowing) | • to call the shots (billiards) | • not cricket (cricket)         |
| • to step up to the plate (baseball) | • to draw a long bow (archery)  | • no holds barred (wrestling)   | • to drop the ball (ball games) |

- a to exaggerate is
- b to make an error or miss an opportunity is
- c when all restrictions are relaxed
- d unfair, dishonourable
- e to say or do something that annoys a person because you were not invited to do so
- f to take on your share of the responsibility or work is
- g to act unfairly disregarding the rules is
- h to be in charge, to tell others what to do is

**TOTAL**

### EXTENSION

Find eight more sporting expressions or idioms and design a test using exercise 26.4 as your guide.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Parts of speech

Each word has a particular role to play in a sentence. The function of nouns is to name things; verbs to express an action or state of being; adjectives to give additional information about nouns; and adverbs to add to the meaning of verbs, adjectives and adverbs.

**27.1** Classify the following words as nouns, verbs, adjectives or adverbs by placing them under the appropriate heading in the table below.

actively	competitive	equipment	opponent	persistently
agility	coordination	hygienic	oppose	skilful
anatomically	equip	lunge	participant	strenuous

NOUN	VERB	ADJECTIVE	ADVERB

/15

**27.2** Highlight the correct adverb from the pair in brackets.

- a I lost the match because I served so (bad/badly).
- b Abdul plays soccer really (well/good).
- c The referee blew the whistle (loud/loudly).
- d Their team batted more (skilfully /skilful).
- e Joe was (real/really) tired after the swimming carnival.

/5

**27.3** Turn the following adjectives into adverbs.

- a excited \_\_\_\_\_
- b thrilling \_\_\_\_\_
- c tense \_\_\_\_\_
- d triumphant \_\_\_\_\_
- e defensive \_\_\_\_\_
- f victorious \_\_\_\_\_
- g determined \_\_\_\_\_
- h brave \_\_\_\_\_
- i fierce \_\_\_\_\_
- j nervous \_\_\_\_\_

/10

## Prefixes

A prefix is a word or syllable joined to the front of a word to change or add to its meaning.

happy → **un**happy

stretched → **out**stretched

**27.4** Turn these words into their opposites by adding a prefix. Write the new word out in full.

<b>a</b>	active _____	<input type="text"/>	
<b>b</b>	organised _____	<input type="text"/>	
<b>c</b>	planned _____	<input type="text"/>	
<b>d</b>	competent _____	<input type="text"/>	
<b>e</b>	significant _____	<input type="text"/>	
<b>f</b>	satisfactory _____	<input type="text"/>	
<b>g</b>	advantage _____	<input type="text"/>	
<b>h</b>	flexible _____	<input type="text"/>	
<b>i</b>	supervised _____	<input type="text"/>	/10
		<b>TOTAL</b>	<input type="text"/> /40

### EXTENSION

Find a newspaper sports report and list the nouns, verbs, adjectives and adverbs used. Which part of speech is used most? Why do you think this is the case?

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Revision: Punctuation

**28.1** Indicate whether the words in *italics* need an apostrophe by highlighting the correct answer.

- |   |  |        |   |
|---|--|--------|---|
| a | You must come to <i>aerobics</i> class.                            | YES/NO | <input type="checkbox"/>                              |
| b | No, <i>Im</i> not agile enough.                                    | YES/NO | <input type="checkbox"/>                              |
| c | You <i>wont</i> find it too strenuous.                             | YES/NO | <input type="checkbox"/>                              |
| d | Maybe so, but I have already tried <i>gymnastics</i> .             | YES/NO | <input type="checkbox"/>                              |
| e | We would really appreciate <i>your</i> participation in the class. | YES/NO | <input type="checkbox"/>                              |
| f | <i>Youre</i> really being persuasive.                              | YES/NO | <input type="checkbox"/>                              |
| g | <i>Its</i> really up to you.                                       | YES/NO | <input type="checkbox"/>                              |
| h | I guess it would mean I could give up <i>athletics</i> .           | YES/NO | <input type="checkbox"/>                              |
| i | <i>Weve</i> got some great music at aerobics.                      | YES/NO | <input type="checkbox"/>                              |
| j | I give up! <i>Ill</i> come tomorrow.                               | YES/NO | <input type="checkbox"/> <input type="checkbox"/> /10 |

**28.2** Correct the following passage by using three full stops, four commas, one exclamation mark and four capital letters. Cross off each as you use it.

<input type="checkbox"/>					
.	.	.	,	,	,
<input type="checkbox"/>					
,	!	CAP	CAP	CAP	CAP

australians today can participate in a wide range of leisure activities this fitness boom has resulted in a proliferation of adventure travel ideas although rising insurance costs have caused some businesses to close down businesses offering some of the more dangerous sports such as rock climbing horse riding and snowboarding have had to reassess their ability to pay the incredibly high premiums it would be a great shame if we lost our adventure travel industry

/12

### Spelling rules for plural nouns

#### Nouns ending in '-y' and '-o'

For singular nouns that end in '-y' or '-o', look at the letter that comes before the '-y' or '-o' to work out the plural spelling.

	TO FORM THE PLURAL	EXAMPLES
If the letter before the '-y' is a consonant	drop the '-y' and add '-ies'	fairy → fairies
If the letter before the '-y' is a vowel	add '-s' after the '-y'	buoy → buoys
If the letter before the '-o' is a consonant	add '-es'	potato → potatoes
If the letter before the '-o' is a vowel	add '-s'	studio → studios

## Exceptions

Unfortunately, there are some exceptions to these rules, which must be learnt individually. The most common ones are:

photo → photos    halo → halos    kilo → kilos

piano → pianos    solo → solos

### 28.3 Change the following singular words to plurals.

<b>a</b>	alley _____	<input type="text"/>
<b>b</b>	dairy _____	<input type="text"/>
<b>c</b>	birthday _____	<input type="text"/>
<b>d</b>	ferry _____	<input type="text"/>
<b>e</b>	berry _____	<input type="text"/>
<b>f</b>	enemy _____	<input type="text"/>
<b>g</b>	lady _____	<input type="text"/>
<b>h</b>	story _____	<input type="text"/>
<b>i</b>	monkey _____	<input type="text"/>
<b>j</b>	party _____	<input type="text"/>
<b>k</b>	stereo _____	<input type="text"/>
<b>l</b>	rodeo _____	<input type="text"/>
<b>m</b>	tomato _____	<input type="text"/>
<b>n</b>	kangaroo _____	<input type="text"/>
<b>o</b>	volcano _____	<input type="text"/>
<b>p</b>	torpedo _____	<input type="text"/>
<b>q</b>	hero _____	<input type="text"/>
<b>r</b>	piano _____	<input type="text"/>
		<input type="text"/> /18
<b>TOTAL</b>		<input type="text"/> /40

### EXTENSION

Make up a spelling test on noun plurals. It should have at least 15 words. Ask one of your classmates to take the test. Which words did they find most difficult?

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### The global village

The world of technology is changing by the minute. It's hard to believe that today's grandparents grew up without mobile phones or computers. How has new technology changed the world? Here are some thoughts:

- The world seems smaller as the internet has connected all corners of the globe. There are already more than 650 million mobile phone users in Africa and close to 3 billion across Asia. Congolese fisherwomen who used to take fish to market, only to sometimes watch their catch spoil, now leave their fish in the water and wait for calls from customers. Satellite phones give access to the most remote places on earth.
- News travels faster than ever. Traditional news organisations cannot keep up as social media sites such as Twitter relay news as it happens. Information is now available that previously could only have been provided in a printed book format. We do have to learn, however, that the accuracy of this information cannot always be verified and is not always trustworthy.
- The internet is used to help terrorists connect. But it does allow authorities to find terrorists more easily, as they can hack into their computers, and trace their phone calls and SMS messages.

On a smaller scale, the way we use technology has a big impact on our daily lives. Every day, as microchips become smaller and are capable of storing enormous amounts of information, it seems there are new products available to change the way we do things. Some ways that these changes will affect people on a personal level are:

- Schools now have to teach classes in online privacy to prevent cyber-bullying and access to unsuitable internet sites.
- Handwriting will become obsolete; exams will be conducted online.
- Passwords will become unnecessary as biometrics takes over and our fingertips or retinas are scanned for access to protected information.
- Online shopping will surpass in-store shopping.
- Potential employment or your job may be jeopardised if employers access your comments on social media.
- Privacy will become a problem as the websites and online networks you visit can be monitored. Personal details can be bought for advertising purposes or stolen by hackers.

The meteoric rise of social media such as Facebook and Twitter has connected people all over the world. What effect has this had on our 'real' lives?

### 29.1

After reading 'The global village', choose the correct word from the word list to complete each definition.

biometrics	hackers	meteoric	monitored	surpass
cyber-bullying	jeopardised	microchip	obsolete	verified

- a endangered \_\_\_\_\_
- b to be better than all others \_\_\_\_\_
- c extremely rapid \_\_\_\_\_
- d people who access computer files without authorisation \_\_\_\_\_
- e not used any more \_\_\_\_\_
- f tiny, complex, wired electrical circuit \_\_\_\_\_
- g shown to be true or correct \_\_\_\_\_
- h using physical characteristics to identify people \_\_\_\_\_

- i watched \_\_\_\_\_
- j harassment via social media \_\_\_\_\_  /10

**29.2** Answer the following questions based on the article.

- a List four ways that technology has changed to world.

\_\_\_\_\_

\_\_\_\_\_

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

- b List two ways in which technological changes will affect school students.

\_\_\_\_\_

\_\_\_\_\_  /4

- c How might you lose your job as a result of new technology?

\_\_\_\_\_  /4

- d List two ways that your personal details could be taken from websites or online networks.

\_\_\_\_\_

\_\_\_\_\_  /4  /20

**LOOKING DEEPER**

- e Handwriting is on the way out. What effect could this have on schoolwork?

\_\_\_\_\_

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

- f Many schools already teach students about online privacy and cyber-bullying. How effective do you think these classes are? Give reasons for your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  /4

- g List two new technological improvements or devices you would like to see in the future. Describe what each does and its benefits.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  /4  /10

**TOTAL**  /40

**EXTENSION**

Write a letter to the newspaper giving your opinion on the use (or overuse) of social media.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### 30.1

Communication technology adds new words to our vocabulary every day. Write the meaning beside each of the following common terms associated with social media. You might need to research them on the internet.

- a blog \_\_\_\_\_
- b tweet \_\_\_\_\_
- c hashtag \_\_\_\_\_
- d touch screen \_\_\_\_\_
- e spam \_\_\_\_\_
- f selfie \_\_\_\_\_
- g unfriend \_\_\_\_\_
- h hacker \_\_\_\_\_
- i bestie \_\_\_\_\_
- j totes \_\_\_\_\_  /10

### Word origins

The prefixes 'com-', 'col-', '-cor-' and 'con-' all mean 'with' or 'together'.

### 30.2

Complete each of the following words using the prefix provided. The number of letters has been given. You might need to use a dictionary.

- a com \_\_\_\_\_ services that assist trade, such as banking and insurance
- b com \_\_\_\_\_ an electronic machine for storing and analysing data
- c com \_\_\_\_\_ made of two or more parts
- d com \_\_\_\_\_ to join or mix together
- e com \_\_\_\_\_ a group of people with a particular job to do
- f con \_\_\_\_\_ a musical entertainment
- g con \_\_\_\_\_ to allow something, to give in
- h con \_\_\_\_\_ a series of meetings held over a period of time
- i con \_\_\_\_\_ people at a church service
- j con \_\_\_\_\_ to change to a different belief
- k col \_\_\_\_\_ a school
- l col \_\_\_\_\_ to bring people or things together from various places
- m col \_\_\_\_\_ to fall down or break
- n col \_\_\_\_\_ an area of land that people from another country settle in



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Revision: Prepositions

Prepositions are connecting words. They link a noun or pronoun to another word in a sentence.

Prepositions tell us *when* something happens, *where* something happens, and *how* something happens.

before at in (when)

under over behind inside (where)

by inside towards (how)

#### 31.1 Highlight the preposition in each of the following sentences.

- |  |  |   |
|--|--|---|
| <p><b>a</b> You won't have the internet during the blackout.</p> <p><b>b</b> Upgrade your software before Friday.</p> <p><b>c</b> Don't put your coffee cup on the scanner!</p> <p><b>d</b> Place the modem beside the computer.</p> <p><b>e</b> Your printer should come from a reputable supplier.</p> | <p><b>f</b> Remember to download the file before you begin to work.</p> <p><b>g</b> Don't leave the monitor against the heater.</p> <p><b>h</b> Keep your games for the weekend.</p> <p><b>i</b> Put the cable in the box.</p> <p><b>j</b> Take your feet off the table.</p> | <p><input type="text"/> /2</p> <p><input type="text"/> /2</p> <p><input type="text"/> /2</p> <p><input type="text"/> /2</p> <p><input type="text"/> /2 <input type="text"/> /10</p> |
|--|--|---|

#### 31.2 Complete each sentence with a correct preposition from the word list below.

onto against by with above from to for of towards

- |   |   |
|---|---|
| <p><b>a</b> I prefer tweeting _____ email.</p> <p><b>b</b> He borrowed a book _____ his brother.</p> <p><b>c</b> Jin Jin soon became bored _____ the work.</p> <p><b>d</b> Shanil expressed sympathy _____ Andrew's problems.</p> <p><b>e</b> Joe hit the ball _____ the busy highway.</p> <p><b>f</b> Take care _____ my goldfish until I return.</p> <p><b>g</b> Don't get conned _____ spammers.</p> <p><b>h</b> Don't lean your bike _____ the window.</p> <p><b>i</b> The enormous moth flew _____ the flame.</p> <p><b>j</b> Watch out for the cable _____ your head!</p> | <p><input type="text"/></p> <p><input type="text"/> /10</p> |
|---|---|

#### 31.3 Match each word with its meaning by placing it next to its definition in the table below.

communication	download	megabyte	printer	software
compatible	graphics	modem	RAM	SPAM
cursor	hardware	monitor	ROM	upgrade
desktop	Internet	peripherals	scanner	world wide web

- a the physical parts of a computer, such as the monitor and keyboard \_\_\_\_\_
- b unwanted email messages \_\_\_\_\_
- c computer programs \_\_\_\_\_
- d a device that prints out information from a computer \_\_\_\_\_
- e updating software to add new features or fix problems \_\_\_\_\_
- f international computer network \_\_\_\_\_
- g pictures, drawings, graphs created using a computer program \_\_\_\_\_
- h any accessory or extra equipment you can connect to your computer \_\_\_\_\_
- i blinking symbol (usually a line) that shows where the next letter will appear \_\_\_\_\_
- j a device that enables computers to communicate via a phone line \_\_\_\_\_   /10

## Word origins: 'techno—'

The word 'techno' comes from the Greek *techne*, meaning skill, particularly relating to industrial arts.

**31.4** Complete each of the following words using the prefix and clue provided. You might need to use a dictionary.

- a electronic dance music tech\_\_\_\_\_
- b machinery and equipment developed from scientific knowledge tech\_\_\_\_\_
- c method of doing something skilfully tech \_\_\_\_\_
- d a skilled mechanic tech \_\_\_\_\_
- e use of technical terms that most people don't understand tech\_\_\_\_\_   /5

## Dictionary definitions

The following definition is taken from *The Australian School Oxford Dictionary*.

**chip**<sup>1</sup> *noun* **1** a thin piece broken off something hard. **2** a fried oblong strip of potato; a potato crisp. **3** a place where a small piece has been knocked off something. **4** a small counter used in games. **5** a microchip.  
 a **chip off the old block** a child who is very like his or her father.  
**have a chip on your shoulder** have a grievance and feel bitter or resentful.  
**chip**<sup>2</sup> *verb* (**chipped**, **chipping**) knock small pieces off something  
**chip in** **1** interrupt. **2** contribute money.

**31.5** Is the word 'chip' used as a noun or a verb in the following sentences? Highlight the correct answer.

- a I love hot potato chips! noun/verb
  - b We must chip in for Dad's birthday present. noun/verb
  - c The chip in the motherboard is faulty. noun/verb
  - d I dropped my phone and it is chipped on the side. noun/verb
  - e Look at the chip on my phone! noun/verb   /5
- TOTAL**   /40

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Commas and pronouns

As a writer you have to decide when a sentence should end or whether it should continue with the insertion of a comma. This can be confusing if one clause ends with a noun and the following clause starts with a pronoun.

Please help the technician, he doesn't have much time. (incorrect use of comma)

Please help the technician. He doesn't have much time. (correct punctuation)

**32.1** Rewrite each sentence, using full stops or commas. Create new sentences if necessary.

**a** Do not annoy Ann she is rather cranky today.

\_\_\_\_\_

**b** Ann is rather cranky today so do not annoy her.

\_\_\_\_\_

**c** You will need to help Julio he is having trouble with his maths.

\_\_\_\_\_

**d** Julio come over here and I will help you.

\_\_\_\_\_

**e** Natalie who wanted to be an actor went to every audition.

\_\_\_\_\_

**f** Natalie went to every audition she wanted to be an actor.

\_\_\_\_\_

**g** You will need to fix this computer it is doing some very strange things.

\_\_\_\_\_

**h** The computer which was not working properly needed repairing.

\_\_\_\_\_

**i** You have left your mobile phone in the rain it is ruined.

\_\_\_\_\_

**j** Your phone which was left in the rain is ruined.

\_\_\_\_\_   /10

**32.2** Insert commas into the following sentences where necessary.

**a** A printer which may not be very expensive is needed if you are to make full use of your computer.

**b** Tim loved playing computer games but he also enjoyed playing football cricket and baseball.

- c Lucia who had been up all night was falling asleep in class.
- d You can use your mobile phone to play games use the internet send text messages and take photos.
- e Michael who won the competition was thrilled to receive a new television.   /5

**32.3** Place the following words into alphabetical order.

command    communication    cursor    cable    computer  
 customer    calculator    compatible    control    connection

---



---

/10

## Dashes

Dashes (–) have several uses. A single dash may be used:

- to show a change of tone or thought
- to show that a speaker has been introduced
- to introduce a list in informal writing (instead of a colon).

**32.4** Insert dashes where required into each of the following sentences.

- a Dad says I have too many computers a desktop, a laptop and a tablet.
- b Mum had a headache she had spent too much time on the computer.
- c The new television goes on that table careful!
- d He bought a new phone he had been saving for weeks.
- e Come here at once or I'll   /5

**32.5** Name the following punctuation marks.

- |                                      |  |
|--------------------------------------|--|
| a ‘ ’ _____ <input type="checkbox"/> | f : _____ <input type="checkbox"/>     |
| b ? _____ <input type="checkbox"/>   | g . _____ <input type="checkbox"/>     |
| c ! _____ <input type="checkbox"/>   | h ( ) _____ <input type="checkbox"/>   |
| d , _____ <input type="checkbox"/>   | i – _____ <input type="checkbox"/>     |
| e ; _____ <input type="checkbox"/>   | j ’ _____ <input type="checkbox"/> /10 |

**TOTAL**  /40

### EXTENSION

Write a mobile phone text message to a friend, making a date to go to the movies. Then write out the message in full, including capital letters, punctuation and correct spelling. What are the differences between the two messages? Why might they be different?

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### BLOW TO HOON BLITZ

The State Government's commitment to road safety is at risk as staff shortages constrict the ability of police to seize and crush hoon's cars.

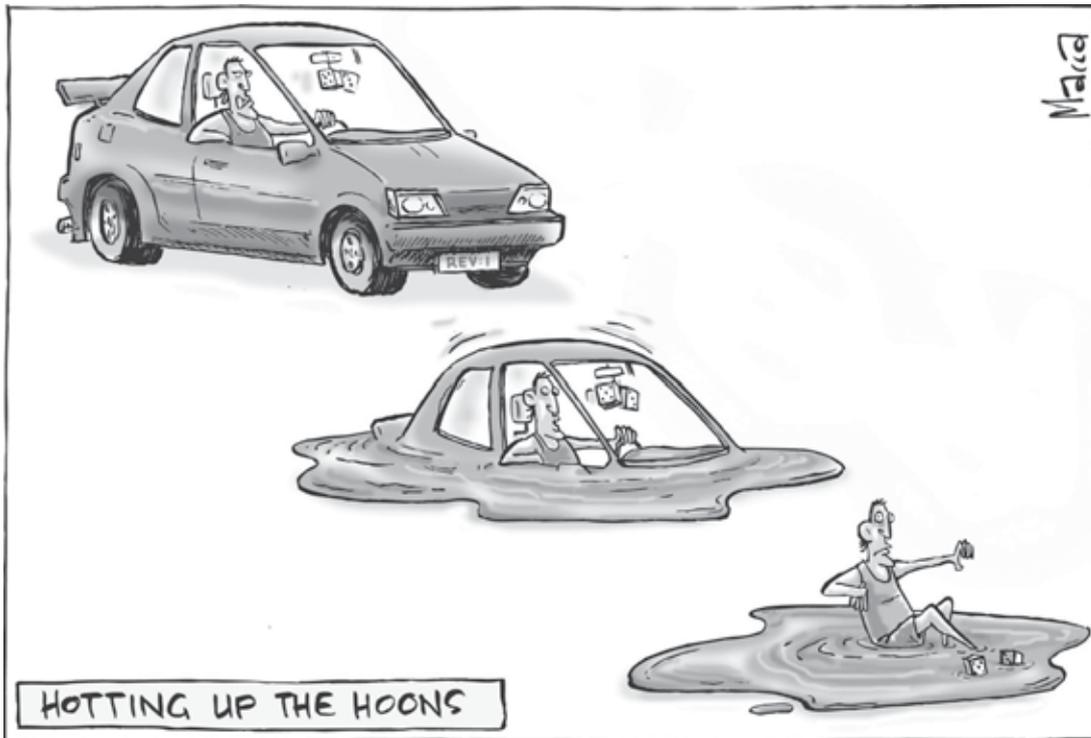
The *Herald Sun* today reveals job vacancies in the force's vehicle impound unit could mean that some hoons who should have their vehicles taken away for up to 90 days, or forfeited and potentially crushed, will instead lose them for only the minimum period of 30 days.

Risky driving behaviour must be punished to the fullest extent available.

There is no point having the toughest hoon laws in Victoria's history if there aren't enough staff to follow through on them.

We urge the police to fill the vacancies and to restore services so we can continue to keep our roads safe.

Herald Sun



**33.1** Match each word with its meaning by placing the correct number in the middle column.

blitz		1 make an engine run quickly, especially when starting	<input type="checkbox"/>
commitment		2 a newspaper article that gives the editor's views on a topic	<input type="checkbox"/>
constrict		3 a hooligan or an exhibitionist	<input type="checkbox"/>
editorial		4 confiscate	<input type="checkbox"/>
forfeited		5 positions or spaces that are unfilled or unoccupied	<input type="checkbox"/>
hotted-up		6 take possession of goods etc	<input type="checkbox"/>
hoon		7 a sudden attack on something perceived as a problem	<input type="checkbox"/>
impound		8 capable of happening	<input type="checkbox"/>
potentially		9 an obligation, pledge or promise	<input type="checkbox"/>
rev		10 squeeze or tighten something by making it narrower	<input type="checkbox"/>
seize		11 made more exciting and powerful	<input type="checkbox"/>
vacancies		12 given up something as a penalty	<input type="checkbox"/>

**33.2** Answer the following questions based on the article ‘Blow to hoon blitz’.

a What powers do the so-called hoon laws give to police?

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

b Why does the editorial claim that the state government’s commitment to road safety is at risk?

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

c What does the editorial urge police to do?

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

**LOOKING DEEPER**

d Do you think the ‘hoon blitz’ will help get hoon drivers off the road? Give reasons for your answer.

\_\_\_\_\_  
\_\_\_\_\_  
/2 /8

**33.3** The political cartoon ‘Hotting-up the hoons’ appeared in the same newspaper on the same day. Analyse the cartoon and answer the following questions.

a Look at the car and driver in the cartoon. How does the cartoonist suggest the driver is a hoon?

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

b What is happening to the car in the middle of the cartoon?

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

c Has the driver changed in any way? How?

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

d What has happened to the car in the bottom right-hand corner? What is the driver left with?

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

e What is the cartoonist suggesting about the driver and how does he do it?

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

f What technique has been used in the titles of both the editorial and the cartoon to catch the readers’ attention?

\_\_\_\_\_  
\_\_\_\_\_  
/4 /16

**33.4** A pun is a humorous play of words. In other words, the same group of words can have more than one meaning. The title of the cartoon is an example of a pun. Explain how it works.

\_\_\_\_\_  
\_\_\_\_\_  
/4

**TOTAL** /40

**EXTENSION**

Find out as much as you can about a road safety campaign in your state, for example, ‘Drink, Drive, Bloody Idiot’. When was the campaign developed? What was its slogan? Whom did it target? What was it designed to achieve? How successful was it? Present your findings to the class.



**34.3** Find a synonym for the following words. The first letter of each word has been provided to help you. You might need to use a dictionary. Then find each word in the word search below.

- a a heater r \_\_\_\_\_
- b for entertainment r \_\_\_\_\_
- c an extravagance l \_\_\_\_\_
- d oil l \_\_\_\_\_
- e guarantee w \_\_\_\_\_


Find an antonym for each of the following words.

- f comfort d \_\_\_\_\_
- g manual a \_\_\_\_\_
- h poor w \_\_\_\_\_
- i bored e \_\_\_\_\_
- j streamlined c \_\_\_\_\_

  
  
  
  
 /10

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

**34.4** Place the following car names into alphabetical order.

Audi	Honda	Mazda	Porsche	Toyota
Holden	Hyundai	Mercedes	Subaru	Volvo

---

 /10

<b>TOTAL</b>	/40
--------------	-----

**EXTENSION**

Write an advertisement for a new, fuel-efficient car. Your advertisement should have a slogan and you should try to use as many words from this worksheet as possible. You may include an illustration or a photo.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Infinitives**

The infinitive form of a verb is the plain form of the verb with the word ‘to’ in front of it.

**35.1** Change the following words to verbs. You might like to use a dictionary. (Hint: Put the word ‘to’ in front of the verb.)

‘collision’ becomes ‘to collide’

- |                     |                      |  |
|---------------------|----------------------|--|
| a radiator _____    | f automatic _____    | <input type="text"/> /2                          |
| b luxury _____      | g lubricant _____    | <input type="text"/> /2                          |
| c suspension _____  | h convertible _____  | <input type="text"/> /2                          |
| d performance _____ | i maintenance _____  | <input type="text"/> /2                          |
| e brakes _____      | j acceleration _____ | <input type="text"/> /2 <input type="text"/> /10 |

**35.2** Match each of the words from the word list with its definition.

chassis	licence	passenger	suspension	technology
economical	options	recreational	tailgating	warranty

- |  |                          |
|--|--------------------------|
| a a noun meaning ‘an official permit to do or own something’ _____                       | <input type="text"/>     |
| b an adjective meaning ‘using as little as possible’ _____                               | <input type="text"/>     |
| c a noun meaning ‘the framework under a vehicle, on which other parts are mounted’ _____ | <input type="text"/>     |
| d an adjective meaning ‘pleasurable or relaxing’ _____                                   | <input type="text"/>     |
| e a noun meaning ‘machinery or equipment developed from scientific knowledge’ _____      | <input type="text"/>     |
| f a noun meaning ‘to stick too close to the car in front’ _____                          | <input type="text"/>     |
| g a noun referring to a car’s springs, shock absorbers and so on _____                   | <input type="text"/>     |
| h a noun meaning ‘a range of choices’ _____  | <input type="text"/>     |
| i a noun meaning ‘a person who is driven or carried in a vehicle’ _____                  | <input type="text"/>     |
| j a noun meaning ‘a guarantee’ _____   | <input type="text"/> /10 |

**Personal pronouns**

A pronoun is a word that is used in place of a noun. A personal pronoun replaces nouns that name people, places or things. Personal pronouns can be in the first, second or third person.

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

A piece of writing can be written in the first person or third person.

**35.3** Change the following sentences as instructed.

He was a racing-car driver. (*change to third person plural*) → They were racing car drivers.

a We were going to the Grand Prix but our car broke down. (*change to third person plural*)

/2

b She put in a wonderful performance. (*change to second person singular*)

/2

c My passenger was not very happy. (*change to third person singular*)

/2  /6

**35.4** Use coloured highlighters to code the subject and the predicate in each sentence.

a The car was running roughly.

b The mechanic could not find the noise in the engine.

c The chassis was rusted through.

d The driver had confidence in her abilities.

/4

## Revision: Prepositions

Prepositions indicate the position of something or show a relationship between people and things in time or space. They are usually followed by a noun or a pronoun.

**35.5** Insert a correct preposition from the word list into each sentence. Use each one once.

above	around	Behind	into	up
around	at	from	of	with

a Aisha heard a noise coming \_\_\_\_\_ her car.

b She drove slowly \_\_\_\_\_ the road.

c She was afraid she had driven \_\_\_\_\_ the corner too quickly.

d She turned \_\_\_\_\_ the service station to check the engine.

e She discovered she had let the temperature gauge rise \_\_\_\_\_ the red line.

f She asked her friend to go \_\_\_\_\_ her to the car yard.

g They left Aisha's old car \_\_\_\_\_ the service station.

h They walked \_\_\_\_\_ the car yard but they weren't impressed.

i They finally saw a good car \_\_\_\_\_ the shed at the yard.

j Unfortunately it was the property \_\_\_\_\_ the salesman.

/10

**TOTAL**  /40

## EXTENSION

Find an article about a new model of car in a newspaper, magazine or on the internet. Make a list of the adjectives used to describe the car. What sort of image is presented by these words? Do they help you to get an accurate picture of the car? Make some suggestions of additional adjectives that could have been added to the description.

Name:

Class:

Date:

**Revision: Quotation marks**

Quotation marks (sometimes referred to as inverted commas) are used to enclose the actual words spoken. They can also be used to highlight an unusual word or phrase, especially slang expressions.

Dad was 'losing it' over the scratch on his new car.

When you prepare handwritten work, the titles of books, films, television shows and so on are sometimes enclosed in quotation marks but it is more usual to underline them. When you prepare work using a computer program, it's better to use italics.

Commas, full stops question and exclamation marks that are part of the words spoken are also included within the quotation marks.

**36.1** Correctly insert quotation marks into each sentence.

- a Here comes the bus! shouted Toby
- b Tharushi did not like to hear her children say goin.
- c Ang sat next to Ruby. What are you doing he asked.
- d I didn't mean to, sobbed Mitchell.
- e The boys were late for school. Wait for me! cried Dimitri.
- f The class was singing Advance Australia Fair.
- g Do not go into the water warned the lifesaver.
- h Your car is a lemon, laughed Spiros.
- i Well, said the driving instructor, I cannot give you your licence yet.

/2
/10

**36.2** Insert commas into the following sentences as required.

- a Although Jack was excited about going to the Grand Prix he felt a bit worried.
- b The weather was wet windy and stormy.
- c He wondered as his dad drove along whether the race would be called off.
- d He called his friend and asked 'Do you think they'll call it off?'
- e His friend who was in another car laughed.
- f 'No way' he said.
- g 'I hope you're right' Jack replied.
- h Still feeling worried Jack ended the call.

/2
/2
/10

# Homophones

Homophones are words that have the same sound but different meanings.

**36.3** The following words are easily confused. Check whether you have mastered them by inserting the correct word into each sentence.

## Know/no

a I \_\_\_\_\_ that there is \_\_\_\_\_ petrol in the car.

b Don't you \_\_\_\_\_ that we have \_\_\_\_\_ money?

c We had \_\_\_\_\_ money and \_\_\_\_\_ idea how to make any.

d You must \_\_\_\_\_ that I don't \_\_\_\_\_ the answer.

## Knew/new

e The driver \_\_\_\_\_ that he needed \_\_\_\_\_ tyres.

f The \_\_\_\_\_ seat covers were lovely but I \_\_\_\_\_ the seats underneath were torn.

g We thought Rahul \_\_\_\_\_ the same things that we \_\_\_\_\_ about the car he wanted to buy.

h Soraya wondered if Angus \_\_\_\_\_ about her \_\_\_\_\_ dog.

## Who's/whose

i \_\_\_\_\_ car is this? \_\_\_\_\_ coming with us?

j \_\_\_\_\_ passed the driving test? We need someone \_\_\_\_\_ licence is valid.

k \_\_\_\_\_ keys are these? \_\_\_\_\_ left them on the seat?

l \_\_\_\_\_ that sitting in your car? \_\_\_\_\_ hat is he wearing?

## Your/you're

m \_\_\_\_\_ car is ready. \_\_\_\_\_ welcome to pick it up now.

n \_\_\_\_\_ really silly. \_\_\_\_\_ mum said you had to stay home.

o \_\_\_\_\_ brother said \_\_\_\_\_ to meet him after school.

p Don't tell me \_\_\_\_\_ hungry. You've already eaten \_\_\_\_\_ lunch.

## Their/there/they're

q \_\_\_\_\_ ready to go to \_\_\_\_\_ game.

r \_\_\_\_\_ is a sports car in \_\_\_\_\_ driveway.

s \_\_\_\_\_ trip to the snow was ruined before they got \_\_\_\_\_.

t \_\_\_\_\_ is the driver who will take you \_\_\_\_\_.

 /20

**TOTAL**  /40

## EXTENSION

You are in a car showroom with your father. He wants to buy something practical and economical, which you think is far too boring to be seen in. You prefer a new luxury sports model! Using quotation marks correctly, write the conversation you have with him.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Gorillas and chimpanzees

Gorillas and chimpanzees are two members of the primate group. Gorillas live in two different areas in central Africa. One type of gorilla lives in the forests on the borders of Rwanda and Zaire. The other in the forests of the Congo basin. Chimpanzees are found in many different African countries.

Gorillas use their arms and hands as their main means of climbing, because their feet are not as useful for grasping. They tend to reverse down a tree, landing on their feet at the bottom. However, adult male gorillas, being very heavy, do not climb often. The vegetation that forms their herbivorous diet can be found at ground level. They usually even sleep on the ground, making a bed from the greenery around their eating area.

There are usually around a dozen gorillas in each family group, led by an adult male (known as a silverback). The group also includes several adult females and their young. They all eat quietly, grooming each other and communicating by means of grunts. Young gorillas often play while their parents sleep.

Although the silverback will threaten intruders, and even fight to defend his family, he generally spends his days eating and sleeping, and he is not aggressive by nature. Gorillas will avoid eye contact in order to prevent aggression. A stare is seen as a threat.

The chimpanzee, on the other hand, has a very different diet and temperament from the gorilla. Chimpanzees are omnivorous and their inquisitive nature means they are always looking for a tasty addition to their diet. They eat vegetation, fruit, eggs, ants and even small mammals (such as smaller monkeys!). They are smaller than gorillas, which allows them to be much more agile.

Chimpanzee groups can number up to fifty, and although they generally feed and sleep in the trees, they also travel on the ground, moving on all fours. The young play and wrestle, but more actively and aggressively than gorillas, and they stay close to their mothers for about five years, learning social and survival skills.

Chimpanzees make and use tools. You might have seen documentaries showing chimps using long sticks to extract termites from termite mounds, or of experiments in which chimps build up a stack of boxes in order to reach food.

There are many different types of primate, including other species of monkey, marmosets, and the lemurs of Madagascar. The arboreal primates' enclosure at a zoo always provides great entertainment as the animals swing from branch to branch, performing fantastic acrobatic feats! Humans are also classed as primates, and it is not difficult to find people acting like monkeys, especially in front of the monkeys' enclosure at the zoo!

**37.1** Answer the following questions based on the article 'Gorillas and chimpanzees'.

**a** Why do gorillas use their arms rather than their feet as their main way of climbing?

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

**b** Where would you usually find an adult male gorilla when he is sleeping?

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

**c** Why do gorillas avoid eye contact?

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

**d** What is the main reason that chimpanzees are more agile and curious than gorillas?

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

## LOOKING DEEPER

- e Humans are classed as primates, as are gorillas and chimps. Using the article as a guide, and some additional research, list four shared characteristics between humans and other primates.

---

---

- 37.2** Using a dictionary, or your own knowledge, give the meanings of the following words as they are used in the passage above.

- a temperament \_\_\_\_\_
- b omnivorous \_\_\_\_\_
- c herbivore \_\_\_\_\_
- d arboreal \_\_\_\_\_
- e marmoset \_\_\_\_\_
- f primate \_\_\_\_\_

- 37.3** Highlight the true statements related to ‘Gorillas and chimpanzees’.

- |   |   |  |
|---|---|--|
| a Gorillas live in both Africa and Asia.                          | g Gorillas are herbivores.                        | <input type="text" value="/2"/>                                  |
| b There is only one type of gorilla.                              | h Gorillas often stare at each other.             | <input type="text" value="/2"/>                                  |
| c Adult males do not climb trees often because they are so heavy. | i Chimpanzees are more aggressive than gorillas.  | <input type="text" value="/2"/>                                  |
| d Chimpanzee groups are much larger than gorilla groups.          | j Adult gorillas do not use sound to communicate. | <input type="text" value="/2"/>                                  |
| e Chimpanzees do not use tools.                                   | k Marmosets are primates.                         | <input type="text" value="/2"/>                                  |
| f Chimpanzees are herbivores.                                     | l Arboreal primates live on the ground.           | <input type="text" value="/2"/> <input type="text" value="/12"/> |

## Word origins

The word ‘arbour’ comes from Latin, and means ‘tree’. The suffix ‘-vore’ comes from the Latin *vorare*, which means ‘to devour’. It indicates the type of diet of a creature or person.

- 37.4** Match each word with its meaning by placing the correct number in the middle column.

arboreal	<input type="text"/>	1 a place where trees are grown for study and display	<input type="text" value="/2"/>
arboretum	<input type="text"/>	2 the cultivation of trees and shrubs	<input type="text" value="/2"/>
arbour	<input type="text"/>	3 a person who specialises in the care and cultivation of trees	<input type="text" value="/2"/>
arboriculture	<input type="text"/>	4 living in trees	<input type="text" value="/2"/>
arboriculturist	<input type="text"/>	5 a shady place among the trees	<input type="text" value="/2"/> <input type="text" value="/10"/>
<b>TOTAL</b>			<input type="text" value="/40"/>

## EXTENSION

Create a table of examples of animals that belong to the categories in exercise 37.5. Find at least four examples for each category.



**38.3** Choose a word or phrase from the word list to complete each definition.

- animals
- crime
- living things and their relationship with each other
- social behaviour
- weather
- birds
- human beings and their customs
- reptiles
- the human mind
- wine-making

- a Zoology is the study of \_\_\_\_\_
- b Ornithology is the study of \_\_\_\_\_
- c Psychology is the study of \_\_\_\_\_
- d Anthropology is the study of \_\_\_\_\_
- e Sociology is the study of \_\_\_\_\_
- f Criminology is the study of \_\_\_\_\_
- g Ecology is the study of \_\_\_\_\_
- h Oenology is the study of \_\_\_\_\_
- i Herpetology is the study of \_\_\_\_\_
- j Meteorology is the study of \_\_\_\_\_   /10

**Word origins: 'super-'**

The prefix '-super' comes from the Latin *super* meaning 'extremely' or 'more than'. *Superhuman* means having extreme power, greater than humans would normally have.

Mum used **superhuman** strength to push the TV cabinet off my two-year-old brother.

**38.4** Match the following 'supers' with their correct meanings.

- |             |            |             |            |              |
|-------------|------------|-------------|------------|--------------|
| supermarket | supersonic | supersede   | superpower | superlative  |
| supertanker | supervise  | superfluous | superior   | supernatural |

- a \_\_\_\_\_ faster than the speed of sound
- b \_\_\_\_\_ more than is needed
- c \_\_\_\_\_ higher in position or rank
- d \_\_\_\_\_ form of an adjective that expresses 'most'.
- e \_\_\_\_\_ a very large cargo vessel
- f \_\_\_\_\_ to be in charge, oversee
- g \_\_\_\_\_ to take the place of something
- h \_\_\_\_\_ a powerful nation in the world
- i \_\_\_\_\_ a large self-service food store
- j \_\_\_\_\_ outside the forces of nature   /10

**TOTAL**  /40

**EXTENSION**

Use a dictionary to find five commonly used prefixes and five commonly used suffixes. Write down their meanings.





Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

### The apostrophe: Possession

An apostrophe is used to show that something *belongs* to someone (ownership).

Where is Scott's book? (Scott owns the book: it belongs to him)

If more than one person owns something, the apostrophe goes *after* the '-s'.

Where are the boys' books? (the books are owned by more than one boy)

If the *plural* of the owner does not end in '-s', use an apostrophe plus '-s'.

Women's lives can be complicated.

The example shows that there is more than one woman, and they all have complicated lives.

#### 40.1 Rewrite the following phrases using apostrophes.

the tail of the dog → the **dog's** tail

- a the trunk of the elephant \_\_\_\_\_
- b the trunks of the elephants \_\_\_\_\_
- c the hands of the gorilla \_\_\_\_\_
- d the laugh of the hyena \_\_\_\_\_
- e the spots of the leopards \_\_\_\_\_
- f the roar of the lion \_\_\_\_\_
- g the necks of the giraffes \_\_\_\_\_
- h the nest of the eagle \_\_\_\_\_
- i the horn of the rhinoceros \_\_\_\_\_
- j the teeth of the monkey \_\_\_\_\_   /10

### The apostrophe: Contractions

We also use an apostrophe to create contractions, that is, to indicate that a word has been shortened.

**You're** means the same as 'you are'.

#### 40.2 Rewrite each of these sentences so that it includes a contraction.

It was not true. → It wasn't true.

- a You must not go. \_\_\_\_\_
- b Who has seen my shoes? \_\_\_\_\_
- c I am feeling sick. \_\_\_\_\_
- d They had gone home. \_\_\_\_\_

- e We could not tell them. \_\_\_\_\_
- f Where is Nicole? \_\_\_\_\_
- g It is wrong. \_\_\_\_\_
- h They are here. \_\_\_\_\_
- i She has not seen you. \_\_\_\_\_
- j Let us go there now. \_\_\_\_\_  /10

**40.3** Punctuate the following sentences. The number of marks awarded indicates the number of punctuation marks required.

- a Look out The elephant is running this way  /2
- b How many emus live in South Australia
- c Amanda who was scared of snakes refused to look in the snake pit  /3
- d A lion is a carnivore whereas a gazelle is a herbivore.  /2
- e Do you want to see thousands of cockroaches Just look down there  /2
- f The tourists were exhausted They had seen elephants lions gazelles and monkeys What an adventure  /5  /15

**40.4** Rearrange the following words into meaningful sentences. (Don't forget capital letters and full stops!)

- a meat its the in cheetah the treetop stored \_\_\_\_\_
- b and gorillas eating their sleeping the spend days \_\_\_\_\_
- c and their death to wasps sting can swarm victims \_\_\_\_\_
- d ships are as camels known desert of the sometimes \_\_\_\_\_
- e is forgets said elephant an that never it \_\_\_\_\_  /5

**TOTAL**  /40

**EXTENSION**

Your aunt has been correcting the punctuation in your emails. Email a reply to her explaining why you think punctuation is no longer needed.



3.6

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

4.1

Insert the correct punctuation mark in each space and label it in the space provided.

- a ; /semicolon
- b : /colon
- c ; /semicolon
- d : /colon
- e : /colon

4.2

It was a beautiful, but rather windy, day. Danielle wanted to go to the beach, but she thought she might be swept out to sea. She decided to stay safely at home and play with her sister's dog and then she might go to the movies in her friend's car. Decisions can be so difficult! Perhaps she would go tomorrow.

4.3

Brittany ran out of the water screaming, 'I've cut myself on a rock!'

Her mother replied calmly, 'We'll go straight to the doctor'.

'Please hurry,' pleaded Brittany, 'I feel dizzy'.

'Don't worry,' replied her mother.

4.4

photo-	4	light
bio-	3	life
pyro-	5	fire
manu-	1	hand
audio-	2	ear

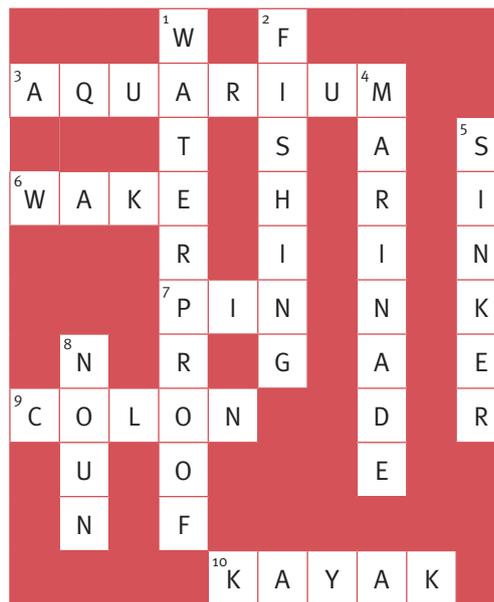
4.5

DOWN

- 1 waterproof
- 2 fishing
- 4 marinade
- 5 sinker
- 8 noun

ACROSS

- 3 aquarium
- 6 wake
- 7 pin
- 9 colon
- 10 kayak



5.1

minimal	7	a signal for something to be done
reward	5	the method of doing something skilfully
consequence	4	communication without talking
utilise	8	something that happens as a result of an event
technique	2	something given in return for a useful action or merit
non-verbal language	3	able to be eaten
cue	1	the least possible
edible	6	find a use for something

5.2

- a Answers will vary. Dogs learn by being rewarded for successfully carrying out commands.
- b It is best to ignore a puppy who barks for attention.
- c We can reward the behaviours we want so the dog will perform them next time.
- d Dogs cannot understand what we are saying. They respond to non-verbal cues.
- e 1 lure him into position with a treat; 2 as soon as his elbows touch the floor give him the treat; 3 repeat the exercise with treats until he understands; 4 cue him with a hand or voice signal; 5 keep practising the action many times using cues

LOOKING DEEPER

- f Answers will vary.
- g Answers will vary. If you own a dog you have a responsibility to keep it under control and ensure that it is safe to be around members of the public. A well-trained dog makes a better family member because it won't beg for food, jump all over visitors and run away at the park.



## 8.3

- a Saturday morning is a good time to walk your dog to the local park.  
 b The teacher asked Ashok to point out the tiger's habitat on the map.  
 c The Sydney Swans will win the AFL Grand Final next year.  
 d We are going to Warrnambool to see the whales.  
 e We often head north to Deniliquin to waterski.

## 8.4

- a obedient      e persistent      i pedestal  
 b patient      f stubborn      j design  
 c sensitive      g annoyed  
 d submissive      h aggressive

## 9.1

cyclone	3	a tropical hurricane with forceful winds that rotate in a circular direction
global	11	worldwide
inexorable	6	relentless
intense	8	very strong
manifest	9	show a thing clearly
modest	12	moderate
onslaught	10	a fierce attack
precipitation	2	the amount of rainfall
sustainability	14	the ability to be maintained at a particular level without causing damage to the environment or depletion of the resource
tackle	5	try to do something that needs doing
trend	1	the general direction in which something is going
underlying	13	being the basis or explanation of something
unprecedented	7	that has never happened before
vulnerable	4	able to be hurt, harmed or attacked

## 9.2

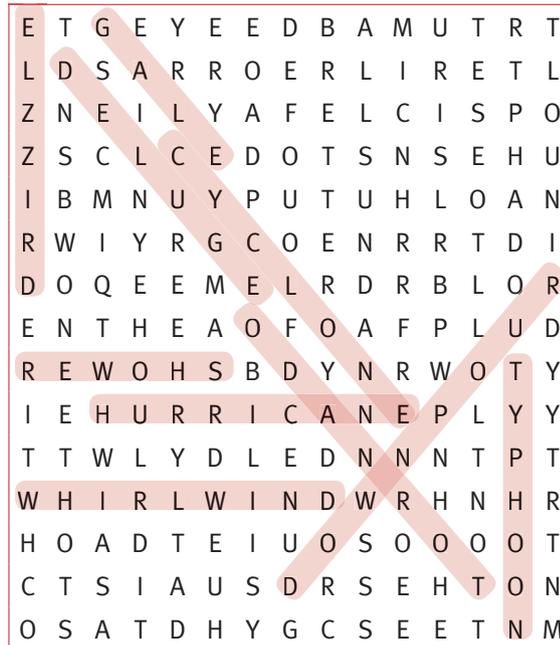
- a The Intergovernmental Panel on Climate Change  
 b 1988, UN  
 c Professor Will Steffen  
 d Australian National University, London, sustainability conference  
 e global warming  
 f severe storms; droughts; heatwaves  
 g IPCC reports that heatwaves will become more frequent and last longer; and that the strength of cyclones will increase and that they may come further south in Australia.  
 h Answers will vary. Not only are people killed or injured, but their houses and cities are destroyed.

It is expensive to prepare the technology and manpower for the emergency services and there is prohibitive expense in rebuilding after the disaster.

- i We must get global warming under control.

## 10.1

- a hurricane      e tornado      i drizzle  
 b cyclone      f gale      j shower  
 c typhoon      g deluge  
 d whirlwind      h downpour



## 10.2

- a to put the wind up someone  
 b to take the wind out of someone's sails  
 c to throw caution to the wind  
 d to sail close to the wind  
 e to make hay while the sun shines  
 f to keep a weather eye open  
 g to steal someone's thunder  
 h a storm in a teacup  
 i as right as rain  
 j to be snowed under  
 k to have your head in the clouds  
 l to weather the storm  
 m to be under the weather  
 n to be under a cloud  
 o a fair weather friend

## 10.3

a	mythical animal with only one horn	unicorn
b	a group of four	quartet
c	five babies born to the same mother at the same time	quintuplets
d	all in agreement	unanimous
e	a cycle with only one wheel	unicycle

<b>f</b>	an athletic contest made up of three events	<b>triathlon</b>
<b>g</b>	three babies born to the same mother at the same time	<b>triplets</b>
<b>h</b>	a quarter of a circle	<b>quadrant</b>
<b>i</b>	a space with four sides	<b>quadrangle</b>
<b>j</b>	composed of two parts, double	<b>dual</b>

### 11.1

- a** The **mountain climbers** were very worried about the weather.
- b** The **wind** grew in strength.
- c** The **trekkers** had done an enormous amount of preparation.
- d** The **young bushwalker** was exhausted when searchers finally found him.
- e** **Praveen and his mates** decided to go on the white water rafting trip.
- f** **Cradle Mountain** is a challenging hiking spot.
- g** Two weeks ago **our outdoor ed** class went caving.
- h** I really enjoyed the surfing camp.
- i** **My mum** hates camping.
- j** **We** say she can't live without her hairdryer.

### 11.2

- a** Winnie **said the view was spectacular**.
- b** The rocks **were slippery and treacherous**.
- c** The students **were exhilarated after they completed the triathlon**.
- d** The wind **howled through the valley**.
- e** The snake **was lying in the middle of the path**.
- f** The huts **were warm and comfortable**.
- g** Tom's bad behaviour **spoilt the trip**.
- h** He **said he was really sorry**.
- i** Soula's **backpack was very heavy**.
- j** Tran **bought the hat online**.

### 11.3

<b>NOUN</b>	<b>ADJECTIVE</b>
rapids	blustery
deluge	biting
gale	chilly
velocity	gusty
cyclone	moderate

### 11.4

<b>VERB OR ADJECTIVE</b>	<b>NOUN</b>
desperate	desperation
elated	elation
possess	possession
aggressive	aggression
treacherous	treachery

### 11.5

<b>NOUN</b>	<b>VERB</b>
repellent	repel
equipment	equip
knowledge	know
accommodation	accommodate
collision	collide

### 12.1

Molly woke feeling very nervous. She did not really want to go parachuting but she had promised Lan that she would. She tried to imagine herself enjoying the sensation but she just felt terrified. / After breakfast she felt a little better and told Lan she was really excited. In fact, she was looking forward to the experience of floating through the clouds. / 'You will really love it,' said Lan. 'The first time I tried it I thought I would faint, but afterwards I felt great!' / 'I hope so,' replied Molly. 'I must confess I felt pretty scared when I woke up this morning.' / When they reached the airfield, Molly forgot all about her fears and concentrated on the training information. She couldn't wait to go up in the tiny plane and jump out. / After the jump, the girls both immediately booked a jump for the following weekend. They were really becoming addicted to the thrill.

### 12.2

<b>a</b>	We watched footage of the flood on television and it looked bad.	<b>2</b>
<b>b</b>	We surveyed the damage.	<b>3</b>
<b>c</b>	Our grandparents lived up on the hill so we went to their place.	<b>2</b>
<b>d</b>	The river was rising very quickly.	<b>1</b>
<b>e</b>	The floodwaters were lapping at the houses in our street.	<b>2</b>
<b>f</b>	It was not as bad as we had expected.	<b>3</b>
<b>g</b>	The next day we were able to go home.	<b>3</b>
<b>h</b>	It had been raining heavily for three days.	<b>1</b>
<b>i</b>	The police said we should evacuate urgently.	<b>1</b>
<b>j</b>	We felt very anxious and miserable.	<b>2</b>

### 12.3

- a** Water sports can be very dangerous.
- b** We should have checked the weather report before we set out.
- c** It was the storm of the decade.
- d** It takes a good deal of preparation to complete a long-distance hike.

### 12.4

- a** I was really confused ... What should I do next?
- b** To be ... that is the question.

## 13.1

contender	10	competitor
prequel	5	a film whose story takes place before that of an existing film
Cyclops	9	a one-eyed monster from Greek mythology
alt-universe	1	an alternative reality
on the brink	2	on the edge
hallowed grounds	8	special (holy) place
arduous	3	difficult
tournament	6	a series of contests
shenanigans	7	mischief, pranks
overseer	4	someone who oversees; a supervisor

## 13.2

- a Answers will vary. Film studios want to make money from cinema patrons of all ages in the competitive movie industry.
- b It implies that the film has been released just in time to make money from kids on holiday, when they will be available to go to the movies.
- c The screams of a child can be turned into energy to power Monstropolis, the city where monsters live.
- d They have been enrolled so that they can learn to improve their 'spooking skills' in order to scare infants.
- e 'ever-unimpressed'
- f They need to win a scaring tournament.

## LOOKING DEEPER

- g The critic thinks the film is okay but not especially exciting. (or similar response)
- h Answers will vary.

## 13.3

stills, outline, plot, ending, director, compares, visual, effects, recommendation, appeal

## 14.1

actors, celebrity, director, characters, animated, audiences, hilarious, entertainment, fantasy, outrageous, tribute, usher, aisle, projector, focus

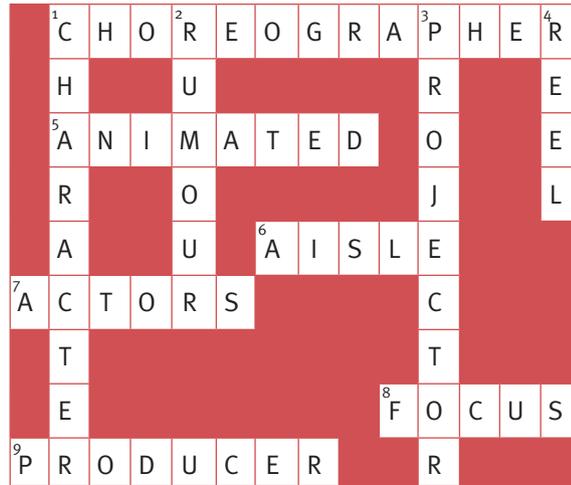
## 14.2

## ACROSS

- 1 choreographer  
5 animated  
6 aisle  
7 actors  
8 focus  
9 producer

## DOWN

- 1 character  
2 rumour  
3 projector  
4 reel



## 14.3

Answers will vary.

- a My mum really goes **off the deep end** if I want to watch a violent movie.
- b Good comedies are **as scarce as hen's teeth**.
- c Take your new friend to the movies **to break the ice**.
- d I had to **face the music** when I arrived home late from the movies.
- e Some people make short movies on their phones **once in a blue moon**.
- f Some movie stars **get cold feet** during an interview and cannot answer any questions.
- g I really **got into hot water** when I said I didn't want to go to the movies with my sister.
- h Ruby really seems to have **a chip on her shoulder**. She was very angry about the incident when her idea for a script was changed.
- i Writing a film script would be **a piece of cake** for her.
- j We are **all in the same boat** when it comes to being selected to star in the movie.
- k It is disappointing when a hyped film really **bombs**.
- l Let's **get this show on the road**. We've been waiting for months.
- m The Harry Potter franchise has been a real **cash cow** for J.K. Rowling.
- n Everyone wants to see a new **blockbuster** on opening night.
- o Some of the computer generated special effects these days are **mind-blowing**.

## 15.1

- a They came home exhausted **because** they had seen two films in a row.
- b The outing was disastrous **although** the students did enjoy the lunch.
- c The movie theatre was excellent **because** all the seats were new.
- d The view should have been spectacular **but** it was spoilt by electricity wires.
- e Will you come to the premiere with me **or** will you go on your own?



compost	10	decayed leaves, grass, vegetables and other organic matter used for enriching soil
digestion	1	the softening and changing of food in the gut so that the body can absorb it
energy	11	the strength to do things, liveliness
free range	15	a method of farming where the animals can roam freely without being confined in an enclosure
kilojoule	9	1000 joules, a unit of measurement used to measure the energy value of foods
metabolism	2	the process by which the body uses food to supply energy
nutritious	3	giving good nourishment
organic	14	produced without the use of artificial fertilisers or pesticides
protein	12	a substance that is found in all living things and is an essential part of the food of animals
seasonal	4	happening in a particular season
sustainable	6	able to keep happening
wholemeal	13	made from the whole grain of wheat or other cereal plants
wholesome	5	good for health

### 18.2

- a** what's eating you?      **f** lemon-lipped  
**b** take it with a grain of salt      **g** he's nuts about you  
**c** the salt of the earth      **h** the gravy train  
**d** she'll be apples      **i** pie in the sky  
**e** to spit chips      **j** to butter someone up

### 18.3

obesity, diseases, nutritious, deficiencies, carbohydrates, energy, components, processed, organic, compost

### 18.4

- a** skim      **c** sauté      **e** sear  
**b** season      **d** sift

### 19.1

- a** some      **b** all      **c** any      **d** all/any

### 19.2

- a** many      **b** much      **c** fewer      **d** one      **e** all

### 19.3

- a** The **ripe, delicious** raspberries were served with **thick, clotted** cream.  
**b** The **ocean** trout was accompanied by some **creamy** **mashed** potatoes and a **green** salad.

- c** This **beautiful, fragrant** rice can be eaten on its own or with some **hot** and **spicy** curry.  
**d** **Genuine Italian** cheese is a **welcome** addition to a **fresh** salad.  
**e** The **succulent, green** prawns are served with **sparkling white** wine.

### 19.4

- a** fifth  
**b** Twelfth  
**c** Fortieth  
**d** two hundred thousand and eighty  
**e** one million and two

### 19.5

NOUN	ADJECTIVE
aroma	aromatic
Greece	Greek
hygiene	hygienic
Lebanon	Lebanese
piquancy	piquant

### 20.1

- a** !/?      **d** !      **g** ?  
**b** ?      **e** .  
**c** ,/.      **f** ,/!

### 20.2

friends, allowed, almonds, salmon, disgusting, favourite, whether, restaurant, raspberries, delicious

### 20.3

- a** bought      **e** bought  
**b** brought      **f** brought  
**c** bought      **g** brought, bought,  
**d** brought      bought, bought

### 20.4

- a** That night (which I still remember with horror) I had left the office later than usual.  
**b** Complete the test (don't use pencil) and hand it in.  
**c** The following year we renovated the house: two years later (2014) it was flooded.  
**d** The misunderstanding between the friends (it had started at the party) was over.  
**e** The fire (it was fanned by a strong northerly wind) soon reached the township.

### 20.5

- a** No way!      **d** You're kidding!  
**b** Getoutahere!      **e** Oh no!  
**c** Surely not!

### 21.1

- a** blemish      **f** decompression chamber  
**b** ostentatious  
**c** lustrous      **g** horrific  
**d** nutrients      **h** renowned  
**e** productivity      **i** perished  
**j** emperor

## 21.2

- a thousands  
 b horse  
 c Elizabeth I  
 d i The waters are unpolluted.  
 ii The waters are rich in nutrients.  
 e i They were not paid wages.  
 ii They suffered terrible injuries.  
 f The decompression chamber was introduced to Broome.  
 g Japan's bombing of Pearl Harbour caused pearly to stop in 1941.  
 h Plastic  
 i Kochiki Mikimoto

## LOOKING DEEPER

- j Answers will vary. Many Aboriginals were unable to obtain other work and the owners of the pearl luggers would not undertake such dangerous work themselves. It was also easy to cheat the Aboriginal divers of a fair rate of pay and reasonable work conditions.  
 k Answers will vary. Factory workers in developing countries generally work under terrible conditions for very low rates of pay. The fur industry is based upon the slaughter of animals for their fur to produce luxury fur coats and other goods.

## 21.3

## ACROSS

- 1 sapphire  
 4 luminous  
 5 opal  
 8 gold  
 9 ruby

## DOWN

- 1 silver  
 2 pearls  
 3 diamond  
 5 ornament  
 6 ivory

1	S	A	2	P	P	H	I	R	E			
	I		E									
	L		A									
	V		R			3	D					
	E		4	L	U	M	I	N	5	O	U	S
	R		S				A		R			
							M		N			
					6	I		7	O	P	A	L
						V		N			M	
					8	G	O	L	D		E	
						R					N	
9	R	U	B	Y							T	

## 22.1

gold, metal, jewellery, earrings, watch, emerald, precious, diamond, sparkling, washing

## 22.2

- a red                      d aqua                      g purple  
 b green                    e black                    h orange/brown  
 c blue                      f cream/white

## 22.3

- a glowing                      f cover with gold  
 b rainbow-like                g exactness  
 c yellow                      h impenetrable to light  
 d black-wood                i valuable  
 e creamy-white              j jewelled/headpiece

## 22.4

golden handshake	10	payment for service upon retirement
golden rule	8	a rule of conduct
golden staph	11	a serious form of bacteria
golden wedding	5	celebration of a fiftieth wedding anniversary
heart of gold	9	a very kind person has one of these
gold-digger	7	someone who wants money for nothing
silver tongue	1	to be persuasive
silver jubilee	12	celebration of a twenty-fifth anniversary
silver lining	6	a pleasing part of a difficult situation
amber fluid	2	a slang term for beer
Pearly Gates	3	the gates of heaven
ivory tower	4	a place set apart from the everyday world

## 23.1

has, seems, decides, come, notice, has, has, is, go, find

## 23.2

guarded, was, tried, was, did, was, managed, received, rode, was

## 23.3

- a adjective, noun                      d adjective, noun  
 b adjective, noun                      e adjective, noun  
 c adjective, noun

## 23.4

- a adverb, verb                      d verb, adverb  
 b verb, adverb                      e verb, adverb  
 c adverb, verb

## 24.1

Pearls are produced by a living organism, ✓ the pearl oyster, ✗ the oyster's shell has a lovely, ✓ colourful interior, ✓ which is known as mother-of-pearl, ✗ mother-of-pearl was used to make buttons at one

time, ✓ but now buttons are often made of other materials, ✓ including plastic, ✓ wood, ✓ metal and glass, ✗ matching up genuine pearls for a necklace is a difficult task.

### 24.2

Jane really wanted a new watch. She asked her mother if she could have one for her birthday.

Her mother replied, 'I've already bought you a birthday present. You should have mentioned this watch earlier.'

'I didn't know my old watch was going to stop working,' replied Jane.

'It wouldn't have stopped if you had not jumped in the swimming pool without taking it off!'

'You really know how to make me feel guilty,' Jane complained.

### 24.3

- a** gnome      **e** design      **i** pneumonia  
**b** gnarled      **f** psychic      **j** cupboard  
**c** campaign      **g** psychologist      **k** Listen  
**d** assignment      **h** receipt

### 25.1

- a** boost      **g** paddle boarding  
**b** options      **h** Zumba  
**c** spontaneity      **i** Tai Chi  
**d** motivator      **j** relish  
**e** abseiling      **k** banishing  
**f** kit      **l** Touch football

### 25.2

- a** changing our attitude  
**b** It keeps you accountable, which means that it's hard to let your friend down without a good excuse! A friend will distract you from the hard work because you are having a great time  
**c** The writer suggests that we play music.  
**d** We have the physical and mental ability to do so, and we live in a beautiful country with so many options for exercise.  
**e** A varied routine is important so that you maintain interest and enthusiasm.  
**f** Saturday  
**g** The importance of having the right gear.  
**h** Rest days encourage better sleep; they improve muscle recovery; they boost energy.

#### LOOKING DEEPER

- i** Hula hooping is out of place; the other three are Outdoor Ed activities. Tai Chi doesn't use equipment and is slow moving.  
**j** Answers will vary. New goals keep exercise fresh and encourage you to continue. It could get boring if the exercise routine remains the same. We all need to set and revise our goals regularly.

### 26.1

- a** hygiene      **c** parallel  
**b** anatomy      **d** referee

- e** aquatic      **h** coordination, agility  
**f** opponent      **i** equipment  
**g** strenuous

### 26.2

SKILL	PARTICIPATE
technique	enter into
talent	engage in
competence	join in
aptitude	take part
ability	share

### 26.3

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

#### technique

- a** procedure  
**b** approach  
**c** style  
**d** method  
**e** fashion  
**f** manner

#### agile

- g** supple  
**h** nimble  
**i** swift  
**j** active  
**k** lithe  
**l** quick

### 26.4

- a** to draw a long bow (archery)  
**b** to drop the ball (ball games)  
**c** no holds barred (wrestling)  
**d** not cricket (cricket)  
**e** to stick your oar in (rowing)  
**f** to step up to the plate (baseball)  
**g** to hit below the belt (boxing)  
**h** to call the shots (billiards)

### 27.1

NOUN	VERB	ADJECTIVE	ADVERB
opponent	lunge	skilful	persistently
agility	equip	strenuous	actively
participant	oppose	hygienic	anatomically
coordination		competitive	
equipment			

**27.2**

- a badly
- b well
- c loudly
- d skilfully
- e really

**27.3**

- a excitedly
- b thrillingly
- c tensely
- d triumphantly
- e defensively
- f victoriously
- g determinedly
- h bravely
- i fiercely
- j nervously

**27.4**

- a inactive
- b disorganised
- c unplanned
- d incompetent
- e insignificant
- f unsatisfactory
- g disadvantage
- h inflexible
- i unsupervised

**28.1**

- a NO
- b YES
- c YES
- d NO
- e NO
- f YES
- g YES
- h NO
- i YES
- j YES

**28.2**

Australians today can participate in a wide range of leisure activities. This fitness boom has resulted in a proliferation of adventure travel ideas, although rising insurance costs have caused some businesses to close down. Businesses offering some of the more dangerous sports, such as rock climbing, horse riding and snowboarding, have had to reassess their ability to pay the incredibly high premiums. It would be a great shame if we lost our adventure travel industry!

**28.3**

- a alleys
- b dairies
- c birthdays
- d ferries
- e berries
- f enemies
- g ladies
- h stories
- i monkeys
- j parties
- k stereos
- l rodeos
- m tomatoes
- n kangaroos
- o volcanoes
- p torpedoes
- q heroes
- r pianos

**29.1**

- a jeopardised
- b surpass
- c meteoric
- d hackers
- e obsolete
- f microchip
- g verified
- h biometrics
- i monitored
- j cyber-bullying

**29.2**

- a The world seems smaller; news travels faster; terrorists can connect more easily; we have instant access to information.
- b Classes will be taught in online privacy and cyber-bullying; handwriting will become obsolete/or exams will be conducted online.
- c Answers may vary. Your boss could find you criticising your workplace on social media and sack you.

- d Advertisers could by your details from the website; hackers could steal your details.
- e Answers will vary.
- f Answers will vary.
- g Answers will vary. Could include new gaming devices, new tech toys, new methods of communication or transport.

**30.1**

- a an abbreviation for 'weblog', which is a series of entries on the web
- b a post on Twitter
- c the # symbol is used to mark keywords or topics in a tweet
- d an electronic visual display controlled with finger touch
- e unwanted messages sent over the internet
- f a self-portrait photograph usually taken with a hand-held camera phone or digital camera
- g to cut off a Facebook friend
- h someone who breaks into a computer illegally
- i best friend
- j completely, totally

**30.2**

- a commerce
- b computer
- c compound
- d combine
- e committee
- f concert
- g concede
- h conference
- i congregation
- j convert
- k college
- l collect
- m collapse
- n colony
- o collaborate
- p correspond
- q corrugated
- r correct

**30.3****ACROSS**

- 1 peripherals
- 6 megabyte
- 7 games
- 8 ROM
- 11 delete
- 12 podcast

**DOWN**

- 2 interface
- 3 cable
- 4 eyes
- 5 keyboard
- 9 web
- 10 ISP



**31.1**

- a** during                      **f** before  
**b** before                      **g** against  
**c** on                              **h** for  
**d** beside                      **i** in  
**e** from                         **j** off

**31.2**

- a** to                              **e** onto                      **i** towards  
**b** from                         **f** of                         **j** above  
**c** with                         **g** by  
**d** for                            **h** against

**31.3**

- a** hardware                      **f** world wide web  
**b** SPAM                         **g** graphics  
**c** software                      **h** peripherals  
**d** printer                        **i** cursor  
**e** upgrade                      **j** modem

**31.4**

- a** techno music                **d** technician  
**b** technology                 **e** technobabble  
**c** technique

**31.5**

- a** noun                            **d** verb  
**b** verb                            **e** noun  
**c** noun

**32.1**

- a** Do not annoy Ann. She is rather cranky today.  
**b** Ann is rather cranky today, so do not annoy her.  
**c** You will need to help Julio. He is having trouble with his maths.  
**d** Julio, come over here and I will help you.  
**e** Natalie, who wanted to be an actor, went to every audition.  
**f** Natalie went to every audition. She wanted to be an actor.  
**g** You will need to fix this computer. It is doing some very strange things.  
**h** The computer, which was not working properly, needed repairing.  
**i** You have left your mobile phone in the rain. It is ruined.  
**j** Your phone, which was left in the rain, is ruined.

**32.2**

- a** A printer, which may not be very expensive, is needed if you are to make full use of your computer.  
**b** Tim loved playing computer games, but he also enjoyed playing football, cricket and baseball.  
**c** Lucia, who had been up all night, was falling asleep in class.  
**d** You can use your mobile phone to play games, use the internet, send text messages and take photos.  
**e** Michael, who won the competition, was thrilled to receive a new television.

**32.3**

cable, calculator, command, communication, compatible, computer, connection, control, cursor, customer

**32.4**

- a** Dad says I have too many computers – a desktop, a laptop and a tablet.  
**b** Mum had a headache – she had spent too much time on the computer.  
**c** The new television goes on that table – careful!  
**d** He bought a new phone – he had been saving for weeks.  
**e** Come here at once or I'll –

**32.5**

- a** quotation marks or inverted commas            **f** colon  
**b** question mark              **g** full stop  
**c** exclamation mark         **h** brackets  
**d** comma                        **i** hyphen or dash  
**e** semicolon                    **j** apostrophe

**33.1**

blitz	7	a sudden attack on something perceived as a problem
commitment	9	an obligation, pledge or promise
constrict	10	squeeze or tighten something by making it narrower
editorial	2	a newspaper article that gives the editor's views on a topic
forfeited	12	given up something as a penalty
hotted-up	11	made more exciting and powerful
hoon	3	a hooligan or an exhibitionist
impound	4	confiscate
potentially	8	capable of happening
rev	1	make an engine run quickly, especially when starting
seize	6	take possession of goods etc
vacancies	5	positions or spaces that are unfilled or unoccupied

**33.2**

- a** The laws give police the power to confiscate vehicles and potentially crush them.  
**b** The editorial claims that police shortages mean there will not be enough officers to carry out their duties in relation to hoon drivers.  
**c** The editorial says the police must fill the vacancies and restore full services.

**LOOKING DEEPER**

- d** Answers will vary.

## 33.3

- a** Answers may vary and should five of the following: the number plate REV; the fluffy dice; the drag-racing tyres; the driver's aggressive expression; careless driving (only one hand on the wheel); the driver's singlet and mullet hairstyle.
- b** The car is starting to melt.
- c** Yes. The driver now looks surprised rather than aggressive.
- d** The car has melted away. The driver is left with the fluffy dice.
- e** He is suggesting that the driver is rather stupid as his car has melted around him and he continues to hold on to a steering wheel which no longer exists.
- f** Both titles repeat a letter in their titles. In the case of the editorial, the letter 'b' is repeated in 'blow' and 'blitz'. In the cartoon's title, the letter 'h' is repeated in both 'hotted-up' and 'hoons'.

## 33.4

'Hoons' drive cars which have been 'hotted-up' or made more exciting to drive. In the title, the expression is used to suggest that the police need to apply more pressure or 'heat' to them in order to get both them and their cars off the roads.

## 34.1

- |                      |                       |                     |
|----------------------|-----------------------|---------------------|
| <b>a</b> radiator    | <b>e</b> ignition     | <b>i</b> limousine  |
| <b>b</b> exhaust     | <b>f</b> transmission | <b>j</b> manoeuvre  |
| <b>c</b> upholstery  | <b>g</b> automatic    | <b>k</b> traction   |
| <b>d</b> carburettor | <b>h</b> stability    | <b>l</b> suspension |

## 34.2

- |                     |                     |                        |
|---------------------|---------------------|------------------------|
| <b>a</b> antenatal  | <b>d</b> antecedent | <b>g</b> antihistamine |
| <b>b</b> anticlimax | <b>e</b> antidote   | <b>h</b> anteroom      |
| <b>c</b> antiseptic | <b>f</b> antibiotic |                        |

## 34.3

- |                       |                     |                     |
|-----------------------|---------------------|---------------------|
| <b>a</b> radiator     | <b>e</b> warranty   | <b>i</b> enthralled |
| <b>b</b> recreational | <b>f</b> discomfort | <b>j</b> cumbersome |
| <b>c</b> luxury       | <b>g</b> automatic  |                     |
| <b>d</b> lubricant    | <b>h</b> wealthy    |                     |



## 34.4

Audi, Holden, Honda, Hyundai, Mazda, Mercedes, Nissan, Porsche, Subaru, Toyota, Volvo

## 35.1

- |                       |                       |                        |
|-----------------------|-----------------------|------------------------|
| <b>a</b> to radiate   | <b>e</b> to brake     | <b>i</b> to maintain   |
| <b>b</b> to luxuriate | <b>f</b> to automate  | <b>j</b> to accelerate |
| <b>c</b> to suspend   | <b>g</b> to lubricate |                        |
| <b>d</b> to perform   | <b>h</b> to convert   |                        |

## 35.2

- |                       |                     |
|-----------------------|---------------------|
| <b>a</b> licence      | <b>f</b> tailgating |
| <b>b</b> economical   | <b>g</b> suspension |
| <b>c</b> chassis      | <b>h</b> options    |
| <b>d</b> recreational | <b>i</b> passenger  |
| <b>e</b> technology   | <b>j</b> warranty   |

## 35.3

- a** They were going to the Grand Prix but their car broke down.
- b** You put in a wonderful performance.
- c** His/her passenger was not very happy.

## 35.4

- a** The car was running roughly.
- b** The mechanic could not find the noise in the engine.
- c** The chassis was rusted through.
- d** The driver had confidence in her abilities.

## 35.5

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| <b>a</b> from   | <b>e</b> above  | <b>i</b> behind |
| <b>b</b> up     | <b>f</b> with   | <b>j</b> of     |
| <b>c</b> around | <b>g</b> at     |                 |
| <b>d</b> into   | <b>h</b> around |                 |

## 36.1

- a** 'Here comes the bus!' shouted Toby.
- b** Tharushi did not like to hear her children say 'goin'.
- c** Ang sat next to Ruby. 'What are you doing?' he asked.
- d** 'I didn't mean to,' sobbed Mitchell.
- e** The boys were late for school. 'Wait for me!' cried Dimitri
- f** The class was singing 'Advance Australia Fair'.
- g** 'Do not go into the water,' warned the lifesaver.
- h** 'Your car is a lemon,' laughed Spiros.
- i** 'Well,' said the driving instructor, 'I cannot give you your licence yet.'

## 36.2

- a** Although Jack was excited about going to the Grand Prix, he felt a bit worried.
- b** The weather was wet, windy and stormy.
- c** He wondered, as his dad drove along, whether the race would be called off.
- d** He called his friend and asked, 'Do you think they'll call it off?'
- e** His friend, who was in another car, laughed.
- f** 'No way,' he said.



**39.3**

- |                   |                  |                |
|-------------------|------------------|----------------|
| <b>a</b> tortoise | <b>e</b> pig     | <b>i</b> bee   |
| <b>b</b> fox      | <b>f</b> trout   | <b>j</b> horse |
| <b>c</b> bat      | <b>g</b> eel     |                |
| <b>d</b> dog      | <b>h</b> peacock |                |

**40.1**

- a** the elephant's trunk
- b** the elephants' trunks
- c** the gorilla's hands
- d** the hyena's laugh
- e** the leopards' spots
- f** the lion's roar
- g** the giraffes' necks
- h** the eagle's nest
- i** the rhinoceros' horn/the rhinoceros's horn
- j** the monkey's teeth

**40.2**

- |                                 |                               |
|---------------------------------|-------------------------------|
| <b>a</b> You mustn't go.        | <b>f</b> Where's Nicole?      |
| <b>b</b> Who's seen my shoes?   | <b>g</b> It's wrong.          |
| <b>c</b> I'm feeling sick.      | <b>h</b> They're here.        |
| <b>d</b> They'd gone home.      | <b>i</b> She hasn't seen you. |
| <b>e</b> We couldn't tell them. | <b>j</b> Let's go there now.  |

**40.3**

- a** Look out! The elephant is running this way!
- b** How many emus live in South Australia?
- c** Amanda, who was scared of snakes, refused to look in the snake pit.
- d** A lion is a carnivore, whereas a gazelle is a herbivore.
- e** Do you want to see thousands of cockroaches? Just look down there.
- f** The tourists were exhausted. They had seen elephants, lions, gazelles and monkeys. What an adventure!

**40.4**

- a** The cheetah stored its meat in the treetop.
- b** The gorillas spend their days eating and sleeping.
- c** Wasps can swarm and sting their victims to death.
- d** Camels are sometimes known as ships of the desert.
- e** It is said that an elephant never forgets.









# SKILLWORKS 2

***Skillworks: Australian Curriculum edition*** is a complete weekly homework program. Each week, students complete a thematically based, double-sided worksheet, and build their knowledge and skills in comprehension, grammar, punctuation, spelling and vocabulary. Each worksheet contains a clear explanation of a particular rule, a text extract or a word list supported by engaging and relevant exercises.

Highlights of this Australian Curriculum edition include:

- Updated content and themes related to the Australian Curriculum
- obook: cloud-based web-book available anywhere, anytime, on any device, which combines a digital version of the text with study tools
- assess: built-in online assessment program available via the obook
- Answers provided in a tear-out section at the back of each book and via the obook

The student book is accompanied by a teacher obook that provides answers, tests, word lists, class and student record sheets and other useful information. The accompanying assess tool enables teachers to schedule tests, view class progress and results and create reports.

Skillworks is a four book series for Years 7–10.

