

Rex Sadler
Sandra Sadler
Viv Winter

Focus on English

8

a language,
literature and
literacy
course

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First published 2015 by
 MACMILLAN EDUCATION AUSTRALIA PTY LTD
15–19 Claremont Street, South Yarra, VIC 3141

Visit our website at www.macmillan.com.au

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Publication data

Authors: Rex Sadler, Sandra Sadler and Viv Winter
Title: *Focus on English 8: A Language, Literature and Literacy Course*
ISBN: 978 1 4586 5049 8

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

Printed in Malaysia

Internet addresses

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

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

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About this book

Focus on English 8 covers essential English skills for students in their second year of secondary school. It is a carefully sequenced program that enables students to develop and reinforce their literature, language and literacy skills.

There are twenty cohesive units, each of which focuses on a specific text type, literary technique, writing skill, genre or theme that is relevant to any Year 8 English program. The featured texts provide a meaningful context for language and literacy learning.

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

The format of every unit is as follows:

Literature

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

Language

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

Literacy

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

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

Rex Sadler, Sandra Sadler and Viv Winter

Contexts

LITERATURE

Every text is created in a context. The context is the surrounding circumstances and conditions that may have influenced the writer or creator of a text, including their personal experiences, social attitudes, cultural environment and historical events of the time. The texts that follow offer examples of these four contexts.

Personal context

Personal context refers to the background and life experiences of the writer or creator of a text. This includes their personal goals and dreams, things they have seen and done, places they have been, and relationships they have with family members and other people they meet.

As a young Aboriginal girl growing up in Mackay, Queensland, Cathy Freeman's dream was to win a gold medal at the Olympics. In this extract, she learns a valuable lesson about how to achieve her goal.

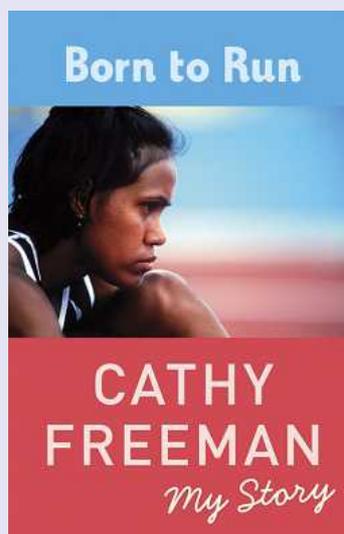
Learning to be a champion

By the time I was twenty-two, I was ranked Number Two in the world in the women's 400 m. Marie-José Percé, the winner of the gold medal at the Barcelona Olympics, was Number One.

Three years after Barcelona, Marie-José and I raced against each other at a competition in Monte Carlo. Marie-José hadn't lost a 400 m race in over five years.

Okay, Freeman, I told myself as I walked to the starting blocks, you can do this.

The gun fired and we were off. Marie-José's usual style was to run hard from the start and set up such a gap that it was impossible to beat her. This time it was different—I was right next to her, matching her stride for stride. With a



hundred and fifty metres to go, I had a surge of energy. I ran past her and crossed the finish line in first place.

I couldn't believe it! Marie-José was the world's best and I had beaten her! Now that I had done it once, I was convinced I could do it again.

The next time we competed against each other was at the 1995 World Championships in Sweden. I went into the race full of confidence. When my coach Fort tried to talk to me about

my race plan, I didn't really listen. What's the point? I thought. I already know how to beat Marie-José!

As we walked onto the track I spotted a friend in the crowd holding up my Aboriginal flag. Instead of thinking about

the race, I started thinking about how I would feel once I was the world champion.

The announcement came to take our positions on the blocks when all of a sudden it hit me: I was just about to run one of the biggest races in my career. I was terrified!

'On your marks,' the starter said.

This is it, I thought. The starter gun went off, and I bolted.

I was flying around the track. I was going to be the next world champion! As we ran into the last hundred metres, I was dead level with Marie-José. Okay, it's time to show what you can do. Go girl!

Then with eighty metres left to go, something happened. I was starting to slow down. No, I thought. Please, no!

I had 'hit the wall'. This is what we call it when athletes run out of energy.

It feels like you're running in slow motion. As I ran the last sixty metres, my legs and arms felt like cement. I could only watch as Marie-José moved further and further ahead. Then another two athletes ran past me. I wasn't even going to get a medal.

I was so angry with myself. I could have won, or at least come second, but I'd stuffed up completely. The race had been a disaster.

As disappointed as I was, I'd just learnt a crucial lesson: in racing, you can't get ahead of yourself. I'd wanted to win so badly that I'd lost my focus. Instead of concentrating on things I could control, like my breathing and my race plan, I'd only thought about winning. Now I knew that if I wanted to do my best, I had to stay focused.

from *Born to Run: My Story* by Cathy Freeman

Responding to the text

- 1 What were the three major athletic achievements of Marie-José Percec?

- 2 How did Cathy feel after she won against Marie-José at Monte Carlo?

- 3 Why didn't Cathy listen to her coach when he tried to talk about her next race plan?

- 4 What effect did seeing her Aboriginal flag have on Cathy?

- 5 What happened when Cathy 'hit the wall' near the end of the race?

- 6 From this experience, what change did Cathy realise she had to make if she wanted to succeed?

Social context

Social context refers to the many social groups that make up our society, such as families, clubs, neighbourhoods, workplaces and various age groups. We all belong to many different groups and share interests, attitudes, beliefs and behaviour within these groups.

This light-hearted cartoon by Mark Lynch comments on fashion-conscious teenagers.

Responding to the cartoon

1 What is distinctive about the two fish 'kids' in the foreground?

2 What do the fish hooks represent in the human world of teenage behaviour?

3 'Kids today!' What is the reaction of the adult fish in the background?

4 What comment is the cartoonist making about human society?



Cultural context

Cultural context refers to the beliefs and customs shared by a group of people or a nation. It can be identified by such things as food, clothing, music, family values, religion and traditional stories.

Simone Lazaroo's family migrated to Australia from Singapore in 1965, before the end of the 'White Australia Policy' that restricted the entry of non-Europeans. She describes the cultural context of being Asian in Australia at that time.

From Singapore to Australia

Around the time the White Australia Policy was officially abolished by Gough Whitlam in the 1970s, we met newer immigrants with faces a bit like ours, mowing lawns and learning how to barbecue sausages in streets near ours.

'We come to Australia, we must learn to be Australian,' I heard a group of recent immigrants from Singapore agree at one of these barbecues.

But they weren't as adrift from their pasts as we'd been from ours when we'd arrived in Perth in 1965. By the early seventies, Asian grocers and restaurants began appearing in shopping centres. At last! Nasi lemak and salted plums! Ginger tea and kuey teow! Although we were still

sometimes insulted in the streets of our suburb, even spat upon, young Australian men and old ladies stopped my sister and me in the shopping centre and told us that we were beautiful. My schoolteacher, captain of a Western Australian Football league team, declared me prefect with a rosette-shaped badge, and a man in a suit at a bus stop declared mine the face of the future in the same week that our local Chinese restaurant won a Gold Plate Award. At last! Rewarded for being Asian!

from 'The Asian disease' by Simone Lazaroo in *Growing up Asian in Australia*, edited by Alice Pung

Responding to the text

- 1 What typically Australian activities did new immigrants have to learn to do?

- 2 How did the recently arrived group from Singapore feel about their place in Australian society?

- 3 Why were recent immigrants able to connect more easily with their own culture?

- 4 What examples of prejudice from some Australians are given in the extract?

- 5 'At last! Rewarded for being Asian!' What positive change took place in Australian attitudes?

Historical context

The historical context of a text is the time and place in which it was created. This poster is an American World War II recruitment poster for women ordnance workers (WOWs) who were employed during the war to produce military weapons, ammunition and combat vehicles. (The word 'ordnance' means 'weaponry and ammunition'.)

Responding to the poster

- 1 What is the purpose of this poster?

- 2 Who does the soldier in the background represent?

- 3 What emotions does the poster aim to arouse in the audience?

- 4 "The girl he left behind" is still behind him—She's a WOW'. What do these words suggest about the role of women during World War II?



What are phrases?

A phrase is a group of words that does not have a subject or a finite verb. It is incomplete by itself and needs to be part of a sentence to make sense. A phrase usually does the work of an adjective, an adverb or a noun. Here is a variety of phrases, all of which need to be attached to a sentence to convey meaning.

over the mountains	watching movies
at midday	damaged severely
with blond hair	a kind, old man
reading aloud	the girl next door

Distinguishing between phrases and sentences

Indicate whether each group of words is a phrase or a sentence.

- 1 The phone was ringing _____
- 2 Turbulent waves damaged the luxury yacht _____
- 3 In a galaxy far, far away _____
- 4 Under the spreading chestnut tree _____
- 5 Lost in space _____
- 6 The valley was a molten sea of fire _____
- 7 What a beautiful morning! _____
- 8 Who wants to be a millionaire? _____
- 9 After the tennis match _____



Phrases in action

Some phrases add meaning to verbs. They tell time, place or manner. They are called **adverbial phrases**.

The bear hibernated *during the winter*. (time)
 The car crashed *near the bridge*. (place)
 The teacher spoke *with great enthusiasm*. (manner)

Some phrases add meaning to nouns. They are called **adjectival phrases** and are used to describe a noun.

The girl *with the pearl earring* admired the painting.
 The adjectival phrase describes the noun, 'girl'.
Wagging its tail, the dog showed its happiness.
 The adjectival phrase describes the noun, 'dog'.
 The book *on the table* was valuable.
 The adjectival phrase describes the noun, 'book'.

Identifying adverbial phrases

In each of the following sentences, identify the adverbial phrase. Then identify the verb it is adding meaning to.

- 1 The politician was protected by a police escort.

Adverbial phrase: _____ Verb: _____

- 2 Over the horizon, the sun rose.

Adverbial phrase: _____ Verb: _____

- 3 The lifesavers launched the surfboat in extreme haste.

Adverbial phrase: _____ Verb: _____

- 4 The swimmer dived into the ocean.

Adverbial phrase: _____ Verb: _____

- 5 The explorers pitched their tent at nightfall.

Adverbial phrase: _____ Verb: _____

- 6 The travellers were surprised at the beautiful views.

Adverbial phrase: _____ Verb: _____

Identifying adjectival phrases

In each sentence, identify the adjectival phrase and the noun it describes.

- 1 Make sure you catch the bus departing from the station.

Adjectival phrase: _____ Noun: _____

- 2 It is a story about ghosts.

Adjectival phrase: _____ Noun: _____

- 3 The comedian, encouraged by the audience, told another joke.

Adjectival phrase: _____ Noun: _____

- 4 The house overlooking the lake is dilapidated.

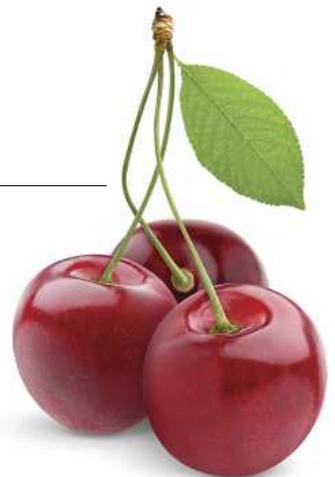
Adjectival phrase: _____ Noun: _____

- 5 Environmentalists from overseas addressed the meeting.

Adjectival phrase: _____ Noun: _____

- 6 The cold cherries in the refrigerator are delicious.

Adjectival phrase: _____ Noun: _____



Punctuation

Revising punctuation marks

The purpose of punctuation marks is to divide a written text into manageable sections. Punctuation marks indicate where to pause or stop, and also how the text should be read or spoken. Read this overview of the main punctuation marks and test yourself by completing the exercise.

- A **capital letter** is linked to punctuation because it is used to begin a new sentence.
Athletics events are popular.
- A **full stop** (.) indicates the end of a statement or a mild command.
Cathy Freeman was confident that she could win the race. (statement)
Go to the starting line now. (command)
- A **comma** (,) is used within a sentence to indicate a pause or to separate items in a list.
While we waited for the race to start, my friend went to buy some food. (pause)
He bought hot pies, chips, apples and soft drinks. (list)
- A **question mark** (?) is used when a direct question is being asked.
Did Cathy Freeman win the race?
- An **exclamation mark** (!) is used for emphasis, especially in speech, to indicate a strong emotion or declaration.
I can't believe it! (emotion of shock) *She won! (declaration)*
- An **apostrophe** (') shows ownership or indicates that one or more letters have been left out.
The runner's shoes are new. (ownership)
He hasn't returned my call. (the letter 'o' is left out of 'has not')

Using punctuation marks

Rewrite the following passage about the novel *The 13-Storey Treehouse* by Andy Griffiths, inserting capital letters and punctuation marks where necessary.

The 13-Storey Treehouse

andy and terrys 13-storey treehouse is the most amazing treehouse in the world its got a bowling alley a see-through swimming pool a tank full of man-eating sharks a giant catapult and a secret underground laboratory and thats not all theres a marshmallow machine that follows you around and shoots marshmallows into your mouth whenever youre hungry

well what are you waiting for come on up

adapted from www.panmacmillan.com.au

Word skills

Confusing pairs

miner	story	flower	mayor	stare	sore	feet	profit
minor	storey	flour	mare	stair	soar	feat	prophet
peel	medal	fare	main	sole	pier	sight	morning
peal	meddle	fair	mane	soul	peer	site	mourning



Missing words

1 Complete the pairs of sentences by adding list words beginning with *m*. The first example has been done for you.

- a The mayor of the city welcomed the royal visitors.
The farmer's mare was a superb racehorse.
- b In the _____ we will be flying overseas.
It was a time of _____ for the disaster victims.
- c The winner of the race received a _____.
Please do not _____ in our problems.
- d The horse had a beautiful _____.
The _____ highway was blocked by a fallen tree.

2 Complete the pairs of sentences by inserting list words beginning with *s*.

- a The new kite was able to _____ to a great height.
The athlete had a _____ ankle.
- b The _____ survivor climbed onto the raft.
I called for help, but not a _____ came to my assistance.
- c She slipped on the broken _____.
The witch gave the dwarf an icy _____.
- d They lived in a two-_____ house.
The prisoner told the judge his life _____.

3 Complete the pairs of sentences by inserting list words beginning with *f*.

- a The baker wiped _____ from his hands.
The orchid is an amazing _____.

b After the long march, the soldiers had sore _____.

Climbing Mt Everest was a great _____.

c The plane _____ to England was expensive.

The actor has _____ hair.

4 Complete the pairs of sentences by inserting list words beginning with *p*.

a The company made a record _____.

The words of the _____ were written in the Bible.

b The _____ of the bells announced the start of the ceremony.

The caretaker slipped on a banana _____.

c The old lady liked to _____ through the curtains.

The _____ in the harbour was swept away in the storm.

Choosing correct words

Choose the correct word from the pair in brackets to complete the passage below.

The school fair

Our school _____ (fare, fair) was held last Saturday _____ (morning, mourning) and was officially opened by the _____ (mayor, mare). It is one of our _____ (main, mane) fundraising events and produced a pleasing _____ (profit, prophet). The parents in charge of the _____ (flour, flower) stall received the principal's _____ (medal, meddle) for the most attractive presentation. At the end of the day, the _____ (peel, peal) of the town clock indicated that it was time to pack up. We all trudged home with _____ (soar, sore) _____ (feet, feat).

Word origins

The word 'sole' comes from the Latin word *solus*, which means 'alone' or 'one only'. Here are some of the words derived from *solus*. Use the dictionary at the back of the book to write their meanings.

solitude: _____

desolate: _____

solo: _____

soliloquy: _____

solitary: _____

Visual literacy

LITERATURE

A visual text can be entirely visual, such as a photograph or painting, or it can be a text in which visual images are integrated with written words, sound or movement. Books, magazines, advertisements, comics, dramatic performances, interactive web pages, films and television shows are all visual texts.

Visual literacy is the ability to analyse and interpret the purpose and meaning of images, and how they relate to written or spoken text. It has its own terms—or metalanguage—that can be used to explain how the image has been shaped and constructed. Some of these terms are listed here.

- **Subject:** the person or object that is the centre of interest
- **Foreground:** the part of the image that is closest to the viewer
- **Background:** the part of the image that is behind the subject and appears further away from the viewer
- **Close-up:** a camera shot that is very close to the subject and shows only a small part of it, such as a person's face or a single flower on a plant
- **High-angle shot:** a camera angle in which the camera is above the subject and looking down on it
- **Frame:** something within an image that provides a border to frame the subject, making it stand out or separating it from other parts of the image
- **Salience:** the way in which some elements stand out more than others
- **Gaze:** the direction in which someone is looking, such as directly at the camera, at something else in the image, or at something outside the image
- **Vector lines:** visible or invisible lines that lead the viewer's eye to a different element of the image; for example, a person gazing at a sunset or reaching their arms out to pick up a cat
- **Patterns:** the repetition of shapes, lines, colours or objects

Look at the three photographs and complete the exercise for each one.

Image A



Image B



Image C



Identifying visual techniques

For each photograph, fill the gaps with the correct words from the list. You will use most of the words more than once. The first letter is given to help you.

gaze	frame	pattern(s)	background	foreground
vector line	subject	salience	close-up	high-angle shot

Image A

- 1 The s _____ of Image A is a woman going up an escalator.
- 2 The woman has highest s _____ because her red jacket stands out against the escalator.
- 3 The side rails of the escalator provide a vertical f _____ for the woman.
- 4 This is a h _____ shot because it is taken from above, looking down.
- 5 The steps of the escalator form a p _____ of rectangles.

Image B

- 6 The s _____ of Image B is a group of three lemur monkeys.
- 7 This shot shows a c _____ of the subject.
- 8 The g _____ of the three lemurs is directed towards the camera.
- 9 The two p _____ that appear in the photograph are the identical faces of the three lemurs and the black and white colours and stripes.

Image C

- 10 The s _____ of Image C is a fisherman casting a net.
- 11 The fisherman's arms create a partial f _____ around the setting sun.
- 12 The fisherman and his net are in the f _____ close to the viewer.

Responding to the advertisement

1 'Drive straight into your next holiday.' What is the message in these words?

2 From what you can see on the outside of the car, what is the advantage of travelling to Tasmania by sea instead of by air?

3 What is in the foreground of the advertisement?

4 There are two backgrounds in the advertisement. What are they?

5 Does the car or the ship have the highest salience in this advertisement? Why?

6 Where does the road lead the eye of the viewer?

7 What is used to provide a frame for the Tasmanian scenery?

8 Which elements in the advertisement are blue?

9 What message does the colour blue convey about the type of holiday Tasmania offers?

10 What desire is the advertiser appealing to in this advertisement?

11 What makes this an effective advertisement?



What are clauses?

A clause is a group of words containing a subject and a finite verb.

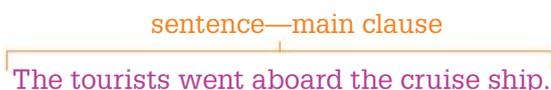


Clauses are either **main** (principal) clauses or **subordinate** (dependent) clauses.

Main clauses

A clause that makes complete sense by itself is called a main clause. Every sentence has to have one main clause.

A sentence can consist of a single main clause.



Sometimes a sentence can be two main clauses joined by a conjunction such as *and* or *but*.



Subordinate clauses

A subordinate clause (also known as a dependent clause) is a group of words that has both a subject and a verb, but it cannot stand alone. It usually begins with a conjunction or relative pronoun, such as *because*, *before*, *while*, *although*, *until*, *when*, *where*, *who*, *whose*, *which* or *that*.



Identifying the subject and verb

Write down the subject and verb of each of the following sentences. To find the subject, identify the verb (action word) and then ask 'Who?' or 'What?' before it.

- 1 The freshwater crocodile was basking in the sunshine.

Subject: _____ Verb: _____

- 2 Suddenly the wedge-tailed eagle swooped onto its prey.

Subject: _____ Verb: _____

- 3 A snow storm caused long delays at the airport.

Subject: _____ Verb: _____

4 Quietly and with great care our safari approached the lions at the waterhole.

Subject: _____ Verb: _____

5 The island resort provided its guests with free snorkelling equipment.

Subject: _____ Verb: _____

6 Brightly shone the moon on the blue water of the lagoon.

Subject: _____ Verb: _____

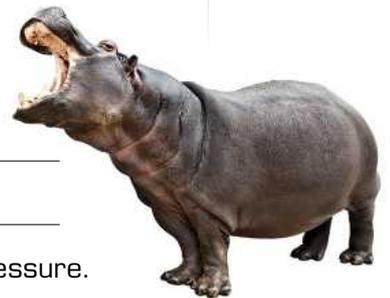
Identifying clauses

Identify the clauses in each of the following sentences. The first one has been done to help you.

1 Hippopotamuses can become very aggressive if they feel threatened.

Main clause: Hippopotamuses can become very aggressive

Subordinate clause: if they feel threatened



2 When you drive a 4WD through sand, you should reduce your tyre pressure.

Main clause: _____

Subordinate clause: _____

3 The rhinoceros, which is often hunted by humans for its horns, has become a critically endangered species.

Main clause: _____

Subordinate clause: _____

4 Our lodge proved to be the perfect getaway, because it overlooked a picturesque valley.

Main clause: _____

Subordinate clause: _____

5 Great holiday deals are available off-season, but many attractions may be closed during winter.

Main clause: _____

Main clause: _____

6 Penguins eat fish and other sea life, which they catch underwater.

Main clause: _____

Subordinate clause: _____

7 If you lose your passport overseas, you should contact your embassy.

Main clause: _____

Subordinate clause: _____

Punctuation

Identifying sentences

A sentence begins with a capital letter and ends with a full stop, unless it is a question or an exclamation.

Using capital letters and full stops

The following groups of sentences don't have any punctuation. Identify the sentences and insert the missing capital letters and full stops.

- 1 our beaches are a major attraction for both locals and tourists we need to protect them for future generations

- 2 escaping to a national park is a perfect way to relax there is nothing better than walking along a quiet bush track or swimming in a beautiful lake

- 3 city streets were decorated for the festival the preparations had been underway for months excited crowds spilled out of trains and buses to join in the fun

- 4 being a tour guide is not an easy job tourists expect you to be able to answer all their questions you must be polite and friendly at all times it is also important to control the whereabouts of the group.

- 5 roller coasters are popular with thrill-seekers everywhere both speed and height are important factors the fastest roller coaster in the world reaches speeds of 240 kilometres per hour it is thought that the tallest roller coaster has a drop of more than 120 metres

Word skills

Holiday

traveller	leisure	hotel	relaxation	accommodate
schedule	visit	foreign	business	restaurant
luggage	abroad	canoe	departure	reservation
luxurious	spacious	ocean	secluded	preparation
voyage	unique	cruising	escaping	recreation
enjoyable	season	activities	wilderness	picturesque



A word for a phrase

Find words in the word list that match the meanings below. The first letter is given to help you.

- 1 suitcases or other travel bags l _____
- 2 a large expanse of sea o _____
- 3 a lodging place for paying travellers h _____
- 4 free time l _____
- 5 a person making a journey t _____
- 6 the start of a journey d _____
- 7 breaking free e _____
- 8 belonging to another country f _____
- 9 the act of getting ready p _____
- 10 a person's occupation or work b _____
- 11 extremely comfortable and elegant l _____
- 12 one of four periods of the year s _____
- 13 roomy s _____
- 14 unlike anything else u _____
- 15 a journey usually by sea v _____
- 16 an uninhabited region w _____
- 17 a plan of procedure s _____
- 18 a place where meals are served r _____
- 19 visually pretty or charming p _____



Wilderness travel brochure

Complete the travel brochure using list words. The first letter is given to help you.

The trip of a lifetime

Our w lodges provide l,
s cabins that can a four people. Our daily
s offers a such as c
to the outer reef, e to the p mountains or
paddling a c to the s waterfall. We offer a
u and e holiday where every t
will experience r and r no matter which
s of the year they v us.

Completing phrases

Complete each phrase by adding a list word. The first letter is given to help you.

- | | |
|--------------------------|-------------------------|
| 1 a <u>f</u> country | 8 an outrigger <u>c</u> |
| 2 our <u>d</u> time | 9 a sushi <u>r</u> |
| 3 a <u>p</u> scene | 10 the untamed <u>w</u> |
| 4 a <u>l</u> apartment | 11 a weary <u>t</u> |
| 5 <u>h</u> accommodation | 12 our hotel <u>r</u> |
| 6 <u>l</u> activities | 13 <u>c</u> downriver |
| 7 a <u>u</u> painting | 14 a sea <u>v</u> |

Word origins

The word 'prepare' is derived from two Latin words: *pre*, which means 'before', and *parare*, which means 'to make ready'. There are many English words that begin with the prefix *pre-*. Some are listed here. Use the dictionary at the back of the book to write their meanings.

precedent: _____

precocious: _____

predecessor: _____

prelude: _____

prevail: _____

pretext: _____

Creative writing

Interpreting a gaze

In each of the following photographs, the subject is gazing at someone or something outside the image. Choose one of the photographs, give the subject a name and decide what you think he or she is looking at. Then write an imaginative story about what happens next.



A



B



C

My chosen photograph is (circle): A B C D

The subject's name is: _____

The subject looking is at: _____



D

The origins of English

LITERATURE

English is a global language. It is estimated at this present time that nearly one and a half billion people are able to speak English. It is commonly learnt as a second language in many countries throughout the world.

As a language, English never ceases to amaze and delight us with its resourceful origins. It has borrowed, stolen, adapted and created many thousands of words from other languages. One reason for this was that over a period of a thousand years, England was invaded first by the Romans, then by German and Scandinavian tribes and finally by the French in 1066. As a result of these invasions and the arrival of Christianity and the Renaissance in England, there are many German, French, Scandinavian, Latin and Greek words in the English language.

Later, when England became a great trading and military empire, words came into the English language from India, Spain, the Netherlands, South America, Italy, North America, Australia and other countries. Read the following interesting examples of words that have been borrowed or created, then answer the questions that follow.

Words from other lands

alligator (Spain): When the Spaniards exploring the New World first saw a creature that to them was a giant lizard, they described it with their word for 'lizard', *el legarto*. Thus in English, this new creature became known as an 'alligator'.

chauffeur (France): The French word *chauffeur* originally meant 'fireman' or 'stoker'. At the beginning of the twentieth century, the earliest cars were steam-driven. Many of the owners of these cars employed professional drivers to take them from place to place. Because of the smoke and steam coming from these first cars, the men employed as drivers were jokingly called *chauffeurs* by the French.

bushranger (Australia): The word 'bushranger' is distinctively Australian. It first appeared in the *The Sydney Gazette* of 4 May 1806, referring to



the capture of the outlaw William Page. Before that time, bushrangers were called *banditti*, the Italian word for 'bandits'. From 1806 onwards, the outlaws in early colonial Australia who ranged or roamed the bush robbing the farmers and settlers and resisting the police became known as bushrangers.

continued »

barbecue (West Indies): When the Spaniards first explored the West Indies in the sixteenth century, they found that the natives preserved meat by smoking it on a wooden rack they called a *berbekot*. This became *barbacoa* in Spanish. Over time, as this idea for cooking meat spread, the English called it a 'barbecue'. Today, the word describes both the cooking equipment and the cooking method.

tycoon (Japan): Today the word 'tycoon' is used in English to describe a business person of great wealth and power. The word came into English from the Japanese word *taikun*, which means 'great prince'.

confetti (Italy): Confetti are small pieces of coloured paper thrown over a bride and bridegroom by their wedding guests after the marriage ceremony. The word originates from *confetti*, an Italian word that means 'small sweets'. In Italy, traditionally sweets were thrown after the couple were married. Over time, after the custom had reached England, paper was substituted for sweets.

bungalow (India): The English word 'bungalow' originated from the Hindi word *bangla*, meaning 'a house belonging to Bengal'. These Bengal houses were small, one-storey buildings with wide verandahs. Today, while bungalows vary from country to country, most of them are low-rise and have verandahs.

Responding to the text

- 1 Why did the Spaniards in the New World name the alligator *el ligarto*?

- 2 What was the original meaning of the French word *chauffeur*?

- 3 Why, at the beginning of the twentieth century, were some of the car drivers described as *chauffeurs*?

- 4 How did the word 'bushranger' become known as a term to describe Australian outlaws?

- 5 What Italian word was previously used to describe outlaws?

- 6 What did the Spanish word *barbacoa* originally describe?

- 7 What is the meaning of the Japanese word *taikun*?

- 8 What does the Italian word *confetti* mean in English?

- 9 What were the features of a bungalow in Bengal?

Through the centuries, there have been some amazing discoveries and creations. Sometimes objects that became commonly used were named after the people who invented or created them. Here are some examples.



Words named after their creators

sandwich: When we eat a sandwich, we usually never give a thought to the origin of the word. Strange as it may seem, the word 'sandwich' originated from a nobleman, the 4th Earl of Sandwich, who lived during the eighteenth century. The Earl of Sandwich was a keen gambler and card player. One day he became so involved in his cards that he refused to leave the table to eat. Finally, a servant brought him roast beef between two slices of bread. Soon people started ordering 'the same as Sandwich' and the name for this type of meal took hold.



cardigan: The cardigan is a type of knitted garment that has an open front, traditionally with buttons for closing. It was named after the 7th Earl of Cardigan, who led the Charge of the Light Brigade at Balaclava in 1854. He usually wore a knitted woollen waistcoat to keep out the cold during the winters of the Crimean campaign. This garment, which could be worn with or without sleeves, was also popular with the other officers. It is interesting to note that the knitted woollen hat called a 'balaclava' was named after this battle.

biro: In 1938, a Hungarian named Laszlo Biro invented the modern ballpoint pen. Working as a journalist, he found writing with pen and ink frustrating. The ink took long to dry and smudging often resulted, while the ink used to print newspapers dried quickly without smudging. His new pen used thicker, quick-drying ink and had a tiny steel ball at its tip, which when it turned, picked up ink from a cartridge. During World War II, Laszlo Biro's invention became popular with aircraft crews, because unlike the traditional fountain pen it did not leak at high altitudes. Since then, billions of ballpoint pens, or biros, have been sold throughout the world.

Responding to the text

1 Why would a sandwich have been advantageous to the Earl of Sandwich?

2 How did the Earl of Sandwich's name finally become linked to the sandwich?

3 Why did the Earl of Cardigan wear a knitted woollen waistcoat?

4 How did the knitted woollen hat, the balaclava, get its name?

5 Why was Laszlo Biro unhappy with using pen and ink?

6 Why was the biro suitable for use in aircrafts?

In English, there are many unusual and curious expressions and sayings that we use regularly in everyday speech. They are called **idioms**. Idioms have become so much a part of our language that most of the time we are unaware that we are using them. Here are the explanations of how four well-known idioms came into the English language.



Idioms

To let the cat out of the bag: This idiom has its origins in the Middle Ages when some dishonest traders would put a cat in a sack and sell it as a suckling pig. If an unsuspecting visitor to the market bought the 'pig' without checking that the sack really contained a suckling pig, he was well and truly deceived because of his own stupidity. However, if the bag was opened before buying, 'the secret' (in this case, an ill-tempered, vicious cat) jumped quickly out of the sack and ran away for all to see. The expression 'to let the cat out of the bag' became part of everyday speech meaning 'to reveal facts previously hidden'.

To give someone the cold shoulder: If you give someone the cold shoulder, you show your dislike by ignoring them and being unfriendly. The saying comes from the days when knights were not only bold, but were obliged to be chivalrous, especially to fellow knights. This extended to wining, dining and looking after a visiting 'Sir' for as long as he stayed. But if the visitor overstayed his welcome, his host would make his feelings known by serving a meal normally served only to servants, namely a cold shoulder of mutton.

Straight from the horse's mouth: This idiom means that what we have heard or are about to hear is completely reliable and comes from the very best authority. But what is the significance of a 'horse's mouth'? The best and surest way of finding the age of a horse is to examine its teeth. When a horse is two and a half years old, its first permanent teeth appear, the next set appears a year later, and the next when the horse has reached four to five years of age. A buyer who knows these facts and is looking for a young horse will not be tricked into buying an older horse. Thus the buyer gets their information straight from the horse's mouth.



Responding to the text

1 Today, what is the meaning of the idiom 'to let the cat out of the bag'?

2 In the Middle Ages, what was 'the secret' in the bag?

3 Today, what is the meaning of 'to give someone the cold shoulder'?

4 What was 'the cold shoulder' in the age of chivalry?

5 What is the meaning of 'straight from the horse's mouth'?

Word origins—Greek and Latin

It has been estimated that more than fifty per cent of all the words in English are derived from Greek or Latin. There are a number of reasons for this. During the Middle Ages and the Renaissance, Latin and Greek were the important languages of the well-educated, and so thousands of scientific, mathematical, medical, legal, literary and religious words came into the English language.

Greek word origins

The Greek words *bios*, *aster* and *scopeo* are given below with their meanings, together with English words that are derived from them. Your task is to write each English word from the box next to its correct definition.

bios, meaning 'life'

autobiography

amphibian

biopsy

antibiotic

- 1 an account of a person's life written by that person _____
- 2 a medical examination of tissue removed from the body _____
- 3 an animal capable of living both on land and in water _____
- 4 a drug used to treat bacterial infections _____

aster, meaning 'a star'

astronomer

astronomical

asterisk

astrology

- 1 a small star-like symbol used in printing and writing _____
- 2 extremely large; exceedingly great _____
- 3 a study of the stars as having an influence on human affairs _____
- 4 a scientific observer of celestial bodies _____

scopeo, meaning 'I see'

periscope

microscope

kaleidoscope

horoscope

- 1 an optical instrument used for looking over the top of something _____
- 2 a device for producing a larger view of very small objects _____
- 3 predictions based on a person's birth and position of the stars _____
- 4 an instrument showing colourful, changing patterns _____

Latin word origins

The table below lists a number of Latin words, together with their meanings and English words derived from them. Next to each of the definitions that follow the table, write the correct English word. The Latin origin is given in brackets to help you.

Latin word	Meaning	English words
<i>aqua</i>	water	aquarium, aquatic, aqueduct, aquamarine, aquatics
<i>forma</i>	shape	uniform, conform, deformed, reform, formula
<i>finis</i>	the end	finish, infinity, confine, definite, finale
<i>navis</i>	ship	navy, naval, navigate, navigator, circumnavigate
<i>insula</i>	island	insulate, insular, peninsula, insulation, insulin
<i>canto</i>	I sing	chant, enchanted, recant, canto, disenchant
<i>corpus</i>	body	corpse, corporal, corporation, corpulent, corpuscle

- 1 the last part of a piece of music or public event (*finis*) _____
- 2 an area of land almost surrounded by water (*insula*) _____
- 3 fat (*corpus*) _____
- 4 disfigured or misshapen (*forma*) _____
- 5 charmed; under a spell (*canto*) _____
- 6 to sail all the way around (*navis*) _____
- 7 a dead body (*corpus*) _____
- 8 a pipe or channel carrying water over a long distance (*aqua*) _____
- 9 a tank in which water creatures and plants are kept (*aqua*) _____
- 10 the branch of the armed services conducting operations at sea (*navis*) _____
- 11 to declare that one no longer holds an opinion or belief (*canto*) _____
- 12 a hormone regulating the amount of glucose in the blood (*insula*) _____
- 13 a number greater than any countable number (*finis*) _____
- 14 a mathematical relationship expressed in symbols (*forma*) _____
- 15 a red or white cell in a vertebrate's blood (*corpus*) _____
- 16 a section into which certain long poems may be divided (*canto*) _____
- 17 a person who navigates a ship, aircraft, etc. (*navis*) _____
- 18 sports played in or on the water (*aqua*) _____
- 19 to restrict someone or something within certain limits (*finis*) _____
- 20 to comply with rules or standards (*forma*) _____



Punctuation

Question marks and exclamation marks

A **question mark** is used at the end of a sentence that asks a direct question.

Does someone have a ruler I can borrow?

An **exclamation mark** is used for emphasis. It ends a sentence that expresses a powerful emotion such as relief, anger or joy. It may also convey urgency or deliver a strong command.

Thank goodness for that! (expresses relief)

Hurry! (expresses urgency)

Stop right there! (a strong command)

The wording of a statement and of an exclamation can be the same. Using an exclamation mark is then a deliberate choice to emphasise what is being said.

There's a train coming. (a factual statement)

There's a train coming! (an urgent warning)

Identifying questions and exclamations

Rewrite each sentence, starting with a capital letter and ending with a question mark or an exclamation mark.

- 1 what a surprise _____
- 2 would you like a muffin _____
- 3 is it a funnel-web spider _____
- 4 watch out for that car _____
- 5 keep running _____
- 6 do you like horror movies _____
- 7 stop that noise _____

Using exclamation marks to express emotion

For each of the following exclamations, choose the most appropriate emotion from the ones in brackets and write it in the space provided.

- 1 You can't be serious! (anger, disbelief, joy) _____
- 2 Yuck! That tastes horrible! (sadness, fear, disgust) _____
- 3 I can't believe how far I fell! (shame, shock, nervousness) _____
- 4 That's amazing! (surprise, horror, sorrow) _____
- 5 I've just won a car! (panic, worry, excitement) _____
- 6 How dare you speak to me like that! (despair, anger, relief) _____
- 7 What an achievement! (admiration, tenderness, happiness) _____

Word skills

Words and their origins

Spain	India	Arabia	Italy	Japan
mosquito	guru	assassin	concerto	bonsai
matador	mongoose	algebra	maestro	sumo
renegade	anaconda	tariff	vendetta	tycoon
stampede	bazaar	gazelle	fiasco	sushi
embargo	curry	arsenal	parapet	origami
fiesta	bungalow	sultan	inferno	karate



Find the word

For each of the meanings below, write down the correct English word from the list above. The country of origin is given in brackets to help you.

- 1 a person who murders another, often for political reasons (Arabia) _____
- 2 a sudden panicked rush of animals (Spain) _____
- 3 a large semi-aquatic constricting snake (India) _____
- 4 a distinguished musician (Italy) _____
- 5 the art of folding paper into decorative shapes (Japan) _____
- 6 a large, dangerous fire (Italy) _____
- 7 a collection of weapons (Arabia) _____
- 8 an event marked by festivities or celebrations (Spain) _____
- 9 a one-storey house (India) _____
- 10 a long, bitter quarrel with people seeking vengeance (Italy) _____
- 11 a person who deserts and betrays an organisation (Spain) _____
- 12 a wealthy, powerful person in business (Japan) _____
- 13 a branch of mathematics (Arabia) _____
- 14 a small carnivorous mammal from Africa and Asia (India) _____
- 15 the art of limiting the growth of trees and shrubs (Japan) _____
- 16 a musical composition for a principal instrument (Italy) _____
- 17 a bullfighter whose task is to kill the bull (Spain) _____

- 18 a ruler of a Muslim country (Arabia) _____
- 19 a form of heavyweight wrestling (Japan) _____
- 20 a Hindu spiritual teacher or a popular expert (India) _____

Completing the phrases

Complete the following phrases by adding a suitable word from the list. The first letter is given to help you.

- | | |
|--------------------------------|--------------------------------|
| 1 a graceful <i>g</i> _____ | 11 the business <i>t</i> _____ |
| 2 a high import <i>t</i> _____ | 12 a brick <i>b</i> _____ |
| 3 stalls at the <i>b</i> _____ | 13 a small <i>b</i> _____ tree |
| 4 a family <i>v</i> _____ | 14 the <i>r</i> _____ soldier |
| 5 a trade <i>e</i> _____ | 15 a high <i>k</i> _____ kick |
| 6 the cattle <i>s</i> _____ | 16 at the <i>s</i> _____ bar |
| 7 a violin <i>c</i> _____ | 17 my <i>a</i> _____ homework |
| 8 a blazing <i>i</i> _____ | 18 <i>m</i> _____ repellent |
| 9 the castle's <i>p</i> _____ | 19 mild <i>c</i> _____ powder |
| 10 a complete <i>f</i> _____ | 20 the <i>s</i> _____ wrestler |

Word origins

Through the centuries, a rich array of German words entered the English language. Use the dictionary at the back of the book to write the English meanings for each of the following words originating from German.

- wunderkind: _____
- autobahn: _____
- kaput: _____
- poltergeist: _____
- wanderlust: _____
- kindergarten: _____
- hinterland: _____
- abseil: _____
- sauerkraut: _____

Film shots

LITERATURE

A film shot is a piece of action that is recorded in one uninterrupted running of the camera, usually lasting for a few seconds. Camera techniques are applied to create special effects. The use of camera shots and camera angles are explained below.

Camera shots are used to show distance to create a special effect for the viewer. The main camera shots are listed here.

- **Close-up shot:** the subject's face fills most of the image area, allowing the viewer to see the subject's expression and emotions
- **Medium shot:** the subject is shown from the waist up and allows the viewer to see the subject's gestures as well as the setting
- **Long shot:** the subject's entire body is shown in a setting that is important to the action.

Camera angles are used to show degrees of power or strength. The main camera angles are as follows.

- **Low-angle shot:** the camera looks up at the subject, making it appear large and powerful
- **Eye-level shot:** the camera is at the same level as the subject, making the audience part of the action
- **High-angle shot:** the camera looks down on the subject, lessening its impact by making it seem powerless, tense, desperate, weak or vulnerable.

The film *Gladiator* stars Russell Crowe as Maximus, a heroic and powerful Roman general who is forced to fight for his survival as a gladiator. The various camera techniques were applied to create dramatic effects for the viewers. The following camera shots are from early in the film when Maximus is still a Roman general.



Close-up shot



Responding to the close-up shot

1 What makes this a close-up shot?

2 Circle or highlight the word that best describes the expression on Maximus's face:

furious delighted despairing thoughtful frightened

3 Maximus is gazing outside the frame of the screen. What is the effect of this on the audience?

Medium shot



Responding to the medium shot

1 What makes this a medium shot?

2 How can you tell that Maximus and Lucilla have a strong emotional connection?

3 What is it about Lucilla's clothing that indicates she is a princess?

Long shot



Responding to the long shot

1 What makes this a long shot?

2 What action is taking place?

3 What impression of Maximus's character is given by the setting?

The stills shown here are from later in the film when Maximus is a gladiator. They illustrate the use of camera angles.

Low-angle shot



Responding to the low-angle shot

- 1 What makes this a low-angle shot?

- 2 What impression of Maximus's character is given by this choice of angle?

- 3 What action is suggested by his facial expression and outstretched arms?

Eye-level shot



Responding to the eye-level shot

- 1 What makes this an eye-level shot?

- 2 What effect does this choice of angle have on the audience?

- 3 What emotion is the audience likely to feel as they look at the attacking tiger?

High-angle shot



Responding to the high-angle shot

- 1 This is a shot of Maximus and Juba. What makes it a high-angle shot?

- 2 What are the characters doing?

- 3 What is the purpose of choosing a high-angle shot for this scene?

Shades of meaning

There are many groups of words that are related in meaning. Consider the following people.

robber burglar bushranger embezzler gangster forger pirate

All these words have in common the idea of theft. Yet each word suggests an individual who differs in the way the theft is achieved. The differences suggested by the words are called 'shades of meaning'.

Identifying the meanings

Complete the three phrases in each group by choosing the most suitable words from the words in brackets. Use each word once only.

- | | |
|---|---|
| <p>1 an interstate _____
rocky _____
a tree-lined _____
(trail highway avenue)</p> | <p>6 _____ a body
_____ up the plants
_____ the ancient ruin
(dig excavate exhume)</p> |
| <p>2 a _____ house
the _____ old man
a _____ vase
(frail dilapidated fragile)</p> | <p>7 a _____ on a ship
a _____ to the Holy Land
a _____ through the hills
(cruise trek pilgrimage)</p> |
| <p>3 the _____ of a galah
the _____ of a bull
the _____ of a dog
(bellow yelp screech)</p> | <p>8 a photo _____
a personal _____
a telephone _____
(directory diary album)</p> |
| <p>4 a concert _____
a church _____
a cheering _____
(mob congregation audience)</p> | <p>9 the taxi _____
a joining _____
a one-stroke _____
(penalty fee fare)</p> |
| <p>5 _____ leaves
_____ hooves
_____ sirens
(wailing rustling thundering)</p> | <p>10 a baby's _____
a sea _____
a church _____
(hymn lullaby shanty)</p> |

Punctuation

Capital letters for titles

You will often need to refer to the titles of books, films, newspapers and magazines in your English essays, but it is sometimes difficult to know exactly where to use capital letters for the individual words. Although there is more than one way of punctuating titles, the following method is commonly used.

- The first word of a title and other major words always start with a capital letter:

The Hunger Games

- The tricky part is that some of the small words start with a capital and others do not:

The Lord of the Rings

I Am the Cheese



Here are some guidelines to help you use capital letters consistently in titles.

- You do not need to use a capital letter for small connecting words such as:

a an the and but so in of with
at or to by off on up from when

- Capital letters are used for all verbs, including short forms of the verb 'to be':

Is Are Was Am Were

- Capital letters are used for all pronouns:

Me My Mine You Your He She Him
Her It We Us Our They Them Their

Note that titles are presented in italic type when you are using a computer, but if you are writing by hand you can use single quotation marks around the title instead.

Using capital letters in titles

Rewrite the sentences by inserting quotation marks around the titles and following the above guidelines to change the lower-case letters to capitals where necessary. You will also need to add capital letters for some other words.

- 1 a famous australian novel is my brilliant career.

- 2 home and away is a long-running television series.

- 3 the novel diary of a wimpy kid is very funny.

- 4 how to train your dragon is an animated film.

- 5 a popular lifestyle magazine is called better homes and gardens.

Word skills

At the movies

screen	action	film	cinema	producer
humour	tragic	mystery	suspense	dramatist
rehearsal	image	award	response	costumes
beginning	design	special	audition	conclusion
climax	colour	dissolve	angle	performance
musical	studio	preview	theme	animation



A word for a phrase

Find words in the word list that match the meanings of the following phrases. The first letter is given to help you.

- 1 an interview for a job as a singer or an actor a _____
- 2 extremely distressing or sorrowful t _____
- 3 the time at which something starts b _____
- 4 something difficult or impossible to understand m _____
- 5 a writer of dramas d _____
- 6 a showing of a play or movie before its official opening p _____
- 7 a practice performance of a play or other work r _____
- 8 a prize given in honour of an achievement a _____
- 9 sets of clothes worn by an actor c _____
- 10 the quality of being amusing h _____
- 11 mental uncertainty or excitement about what may happen s _____
- 12 a motion picture or movie f _____
- 13 the person responsible for financing a movie or play p _____
- 14 a room in which an artist, musician or photographer works s _____
- 15 the central idea of a movie or a piece of writing t _____
- 16 a play or movie in which singing and dancing form a big part m _____
- 17 a reaction to something r _____
- 18 a plan or drawing of something before it is made d _____
- 19 change gradually to a different scene d _____

Missing words

Complete the following sentences by selecting suitable words from those in brackets.

- 1 The _____ built rapidly as the movie reached its _____.
(climax, suspense)
- 2 The _____ of the _____ was shown on a wide _____.
(film, screen, preview)
- 3 The _____ organised the _____ of the _____
for the opera. (producer, costumes, design)
- 4 The large _____ was used for the daily _____ before the
opening of the _____. (musical, studio, rehearsal)
- 5 *The Wizard of Oz* was one of the first _____ movies and the lead actress
won an _____ for her _____. (award, performance, colour)
- 6 A famous _____ wrote the script of an _____ movie that
screened at our local _____. (dramatist, cinema, action)
- 7 The _____ cinematography course showed the students how to
create a short _____ from one image to another and how to use
_____ effectively. (dissolve, special, animation)
- 8 The _____ to the advertisement meant that many aspiring actors
attended the _____ of the play, which had a _____ theme.
(tragic, audition, response)

Word origins

The word 'producer' is made up of the Latin prefix *pro-*, which means 'forth' or 'forward', and the Latin verb *ducere*, which means to 'lead'. Thus, a producer is a person 'who leads forward' by creating goods and services or by being in charge of organising the business side of a play or film. There are many words in the English language beginning with the prefix *pro-*. Use the dictionary at the back of the book to write the meanings of these *pro-* words.

proclaim: _____

proceed: _____

proliferate: _____

proficient: _____

prominent: _____

prosecute: _____

Explanations

LITERATURE

The purpose of explanations is to tell **how** and **why** things happen. Explanations provide causes and reasons. They inform and instruct. Often the title may be in the form of a question; for example, ‘How were the pyramids of Egypt built?’ or ‘Why do rattlesnakes rattle?’ Most explanations are usually structured in three main parts:

- a general statement in the introductory paragraph that introduces the thing or event being explained
- a series of statements that describe how or why something works or happens
- a concluding statement that sums up the explanation.

Read through the four explanations below and answer the questions that follow.

How were the pyramids of Egypt built?

Although pyramids were also built in Central America, the pyramids of Egypt are better known because of their size and the treasures hidden inside them. The first stone pyramid in the world is considered to have been built in about 2650 BC/BCE by Imhotep, the chief architect of the Egyptian pharaoh, Djoser.

Pyramids were built as burial places and also monuments to the pharaohs. The ancient Egyptian tombs were stocked with food, clothing and treasures for the dead to take into the afterlife. The most famous and largest Egyptian pyramid was built at Giza for King Cheops, between 2560 and 2540 BC/BCE. Huge stone slabs were cut from quarries and floated down the river Nile on barges. These were then loaded onto sledges, with round logs that acted like wheels. When the stones arrived at the site, they were measured, shaped and cut into blocks, each weighing about two and a half tonnes. As the Ancient Egyptians did not have pulleys or cranes, it is amazing that these massive weights could be lifted to such heights. It is thought



that huge ramps were built and the blocks were physically pushed and pulled up the ramps to their resting positions.

The cutting of the blocks was done by stonemasons, artists and sculptors. Originally it was thought that the labourers were slaves, but current thinking is that the heavy work was probably done by local farmers when their crops were under water when the river Nile flooded each year.

While many of the great pyramids still survive today for travellers and visitors to see and admire, most of the treasures inside the pharaoh's burial chamber and elsewhere have been plundered by grave robbers through the centuries and very little of value remains.

Responding to the text

- 1 Why are the pyramids of Egypt better known than other pyramids in the world?

- 2 Who was Imhotep?

- 3 Why were the Egyptian pyramids built?

- 4 Why were the pyramids stocked with food, clothing and treasures?

- 5 How did the builders of the pyramids lift the huge blocks to great heights?

- 6 Who, according to current thinking, did the heavy work on the pyramids?

- 7 What has happened to the original treasures of the pharaohs?

Why do rattlesnakes rattle?

The rattlesnake is one of the most feared snakes in the world because of the spine-chilling rattle made by its tail. People often wonder how and why the rattlesnake creates its unique warning sound.

All snakes shed their skin from head to tail as they grow, effectively crawling out of their old skin. Rattlesnakes can shed their skin two to four times a year, but the end result is different from other snakes. They have a single, large scale at the end of their tail and this stays attached even though the rest of the skin is shed. This continues with every shedding and each new end segment interlocks with the previous one. The segments are similar to empty beads that click together when the tail vibrates. It is not until there are a few segments that the rattle is strong.

Many snakes move their tail as a warning to other creatures, but it is only the family of rattlesnakes that makes the distinctive rattle. To protect their rattle, these snakes crawl along



the ground with the end of the tail held high. Even so, the rattle can get damaged, but new sections are still added after each skin shedding.

Some snakes kill their prey by strangling them, but the rattlesnake has a very potent venom and even the newborn snakes are very venomous. However, rattlesnakes rarely attack humans unless provoked or threatened. Their rattle is mainly used in defence.

Responding to the text

- 1 Why do you think people would find the rattle of the rattlesnake 'spine-chilling'?

- 2 What is unusual about the large scale at the end of a rattlesnake's tail?

- 3 How is the sound of the rattle enabled to become louder and louder with each shedding of skin?

- 4 How does the rattlesnake protect its rattle?

- 5 How does the rattlesnake kill its prey?



Why are some people afraid of the number 13?

'Triskaidekaphobia' is better known as the fear of the number 13, but the question is why do so many people have such a great fear of this number?

There are many different theories and one is that it developed from an ancient Norse legend. Twelve gods were sitting down to a banquet when Loki, an uninvited guest, joined them to increase their number to thirteen. However, Loki was the god of discord and he tricked one of the other gods present to kill Balder, the god of peace and light. As a result, many natural disasters followed and the whole world was obliterated except for two survivors.

Another theory stems from numerology, which maintains that the number 12 represents perfection. Adherents believe that trying to

improve perfection by adding one more digit will only lead to bad luck!

Friday the thirteenth of the month is called Black Friday and is seen as an unlucky day. On this day superstitious people try to not leave their homes, make medical appointments or travel in an aircraft. One comforting feature for them is that there can never be more than three Black Fridays in any year, and some years have only one.

Many hotels around the world do not have a thirteenth floor or a room number 13 on any floor. Hospitals do not usually have a bed 13, many airports do not have a gate 13 and some streets do not have a house number 13. This demonstrates that triskaidekaphobia is more common than we may expect.

Responding to the text

- 1 According to the Norse legend, what evil did Loki commit?

- 2 On Friday the thirteenth, what would superstitious people be unwilling to do?

3 Why wouldn't hospitals have a bed 13?

4 Why wouldn't airports have a gate 13?



Why are sharks such formidable predators?

Sharks are the most-feared animals of the sea, and for good reason. They have up to 3000 teeth in five rows and when one tooth is damaged, another grows in its place. Rather than chewing their prey, sharks take huge pieces from their victim and gulp them down. Their jaw is not attached to the brain cage and the mouth can be stretched in order to swallow large chunks. If they mistakenly attack something and don't like the taste, they spit it out.

Different sharks come in different sizes and shapes. Most are torpedo-shaped, which allows for very fast swimming. Slow swimmers are those that live on the sandy sea bottom and hide there waiting for their prey to swim past. The spined pygmy shark is the smallest one, only 28 centimetres in length, whereas the largest one, the whale shark, can be 14 metres in length.

Sharks are expert hunters because of their very acute senses. They are able to smell small amounts of blood in the water up to 400 metres

away. Unlike us, their nostrils are not used for breathing, but water continually flows through them giving information about possible prey. Sharks' eyes are about ten times more sensitive to light than our eyes and they can also see in dim light. Some sharks have a membrane that protects their eyes when they are hunting. Excellent hearing and vibration sense organs along their sides also help in the detection of prey.

Baby sharks are called pups and they are born with a full set of teeth. Some species of pups are nurtured inside the mother's body and will often eat other siblings before they are even born. Other species lay their eggs in the ocean and these are at risk of being eaten by other predators.

Even though sharks are predators at the top of the food chain, they have now become an endangered species because of human activities such as netting, shark finning and longline fishing. It has been estimated that humans kill one hundred million sharks each year.

Responding to the text

1 How do sharks eat their prey?

2 What feature enables sharks to swim very fast?

3 What is amazing about a shark's sense of smell?

4 How are a shark's eyes superior to those of a human?

5 Why have sharks become an endangered species?

Personal and possessive pronouns

Pronouns, as their name implies, are used instead of nouns. Pronouns are essential in speaking and writing because they save us from having to keep repeating many of the nouns we use.

Personal pronouns

Personal pronouns are so called because they take a different approach for each of the three persons (I, you, he/she/it).

- The **first** person is the person speaking:
'I have written my essay.'
- The **second** person is the person spoken to:
'You must invite your brother.'
- The **third** person is the person or thing spoken about:
'She read out her poem to the class.' *It is making them sick.'*

The following table will give you a better understanding of personal pronouns.

Personal pronouns	Singular	Plural
First person (person speaking)	I, me, <i>my</i>	we, us, <i>our</i>
Second person (person spoken to)	you, <i>your</i>	you, <i>your</i>
Third person (person or thing spoken about)	he, him, <i>his</i> she, <i>her</i> it, <i>its</i>	they, them, <i>their</i>

Identifying personal pronouns

Read through Howard Carter's description of discovering Tutankhamun's tomb after almost three and a half thousand years. Then underline the personal pronouns. (Hint: there are 15.)

The tomb of Tutankhamun

Imagine how the objects appeared to us as we looked down upon them from our spy-hole in the blocked doorway, casting the beam of light from our torch. Gradually the scene grew clearer, and we could pick out individual objects. First, right opposite to us were three great gilt couches, their sides carved in the form of monstrous animals. Seen as we saw them, their brilliant gilded surfaces picked out of the darkness by our electric torch, they were almost terrifying. Next, on the right, two statues caught and held our attention: two life-sized figures of a king in black, facing each other like sentinels, armed with mace and staff, the protective sacred cobra on their foreheads.



adapted from *The Tomb of Tutankhamun* by Howard Carter

Changing the personal pronouns

Rewrite each of the following sentences by changing the pronouns to the form indicated in brackets. Refer to the personal pronoun table on page 45 to help you. You may have to change other words as well. The following example will give you the idea.

She is eating *her* sandwich. (Change to first person plural.)

We are eating our sandwiches.

1 *We* easily passed *our* exams. (Change to third person plural.)

2 *His* shirt is too big for *him*. (Change to second person singular.)

3 *You are* disappointed with *your* results. (Change to first person singular.)

4 *They* can take *their* holidays soon. (Change to second person plural.)

5 Is *she* selling *her* new car? (Change to second person singular.)

6 *We* are using *our* mobile phones. (Change to first person singular.)



Possessive pronouns

Personal pronouns have a possessive form that is used to show ownership of something: *my, our, your, her, his, their, its*. These pronouns are always used with a noun.

my biro *our* food *your* hand *her* apple *his* glasses *their* shoes *its* paw

However, there is another group of pronouns that also shows ownership. They are called possessive pronouns: *mine, ours, yours, hers, his, theirs, its*. For example:

The jacket is *mine*. The car is *yours*. The prize is *hers*. Which house is *theirs*?

Identifying possessive pronouns

Write down the possessive pronouns that are used in each of these sentences.

1 Is this coffee yours or theirs? _____

2 The lawn mower is hers not ours. _____

3 Is the money mine or his? _____

4 One desk is theirs and the other is hers. _____

5 What's mine is yours. _____

6 The cat is his and the dog is ours. _____

Punctuation

Commas for lists

Commas replace *and* and *or* in various kinds of lists. Sentences would be clumsy and repetitive if we didn't use commas for this purpose. Look at these examples:

I decided to plant geraniums *and* lavender *and* daisies *and* ferns.

I decided to plant geraniums, lavender, daisies and ferns.

We could choose to swim *or* play tennis *or* go surfing *or* read a book.

We could choose to swim, play tennis, go surfing or read a book.

Notice that a comma is not necessary before the last item in the list. This is because *and* or *or* is being used to complete the sentence. (However, you can add a comma if needed to make the meaning clear.)

Commas replace *and* in the following examples of lists.

- a list of items:

My birthday presents included a watch, a camera, a gift voucher and a computer game.

- a series of actions:

The police turned on their siren, raced to the crime scene, captured the thief and took him back to the station.

- a series of two or more adjectives or adverbs:

It was a *cold, dark, rainy* night. (adjectives)

She walked *swiftly, silently and purposefully* towards the car. (adverbs)

Using commas for lists

Rewrite the following sentences, inserting commas where needed.

- 1 The art gallery displays paintings prints photographs and sculptures.

- 2 It was a hot sweet fruity delicious pie.

- 3 The old man put on his grimy jacket grabbed his worn-out hat said goodbye to his friends and left.

- 4 The children at the playground were running laughing jumping and screaming.

- 5 She picked up the fragile antique slowly carefully and nervously.

- 6 We flew to Fiji caught a taxi to our hotel relaxed in the beautiful swimming pool and had dinner in the restaurant.

Word skills

Explanations

Pyramids	Snakes	Superstition	Sharks
pharaoh	venomous	superstitious	predator
discovery	habitat	occurrence	attack
desert	lethal	disaster	powerful
oasis	species	legend	endangered
monument	reptile	favourable	surface
inscription	hibernate	fearful	marine
ancient	slither	impossible	prey



What list word am I?

Choose words from the list to answer the quiz.

1 I begin with the letter *p*:

- a an animal that preys on other animals _____
- b having great power or strength _____
- c a ruler in Ancient Egypt _____
- d an animal hunted and killed by another for food _____

2 I begin with the letter *s*:

- a believing in supernatural events _____
- b to move smoothly over a surface _____
- c a biological group of living organisms _____
- d the uppermost layer of something _____

3 I begin with the letter *d*:

- a a sudden event causing great damage or loss of life _____
- b a dry, barren area of land _____
- c the finding of something during a search _____

4 I begin with the letter *a*:

- a belonging to the very distant past _____
- b to take aggressive action against _____

5 I begin with the letter *h*:

- a to spend the winter in a dormant state _____
- b the natural home or environment of an animal or plant _____

6 I begin with the letter *i*:

- a not able to occur _____
- b words inscribed on a monument _____

7 I begin with the letter *o*:

- a an incident or event _____
- b a fertile spot in a desert _____

Completing phrases

Use list words to complete these phrases. The first letter is given as a clue.

- | | |
|-------------------------------|----------------------------------|
| 1 <i>a</i> _____ history | 11 a famous Greek <i>l</i> _____ |
| 2 <i>p</i> _____ jaws | 12 a stone <i>m</i> _____ |
| 3 <i>e</i> _____ animals | 13 its natural <i>h</i> _____ |
| 4 <i>v</i> _____ snakes | 14 a fascinating <i>d</i> _____ |
| 5 an <i>i</i> _____ situation | 15 threatened <i>s</i> _____ |
| 6 <i>m</i> _____ biology | 16 a catastrophic <i>d</i> _____ |
| 7 a <i>l</i> _____ injection | 17 a violent <i>a</i> _____ |
| 8 <i>s</i> _____ fears | 18 a fierce <i>p</i> _____ |
| 9 <i>r</i> _____ eggs | 19 a lush <i>o</i> _____ |
| 10 <i>f</i> _____ results | 20 a barren <i>d</i> _____ |

Word origins

Our English word 'marine' come from the Latin word *mare*, which means 'the sea'. There are a number of words in the English language that are derived from *mare*. Here are some of them. Use the dictionary at the back of the book to write their meanings.

marina: _____

mariner: _____

maritime: _____

submarine: _____

marinate: _____

Conflict

LITERATURE

Conflict is part of the human experience. It is the essence of all stories and creates the tension and suspense that engage the audience. It is represented as the dramatic struggle between two forces. Conflict is revealed in actions, dialogue and descriptions. There are two main types of conflict—external and internal conflict.

External conflict usually involves one of the following exterior forces:

- a character (the hero or protagonist) versus another character (the villain or antagonist)
- a character versus society—fighting for freedom, rights or justice
- a character versus the physical world such as surviving a natural disaster
- a character versus destiny—usually a pursuit of ideals versus predetermined fate.

Internal conflict is the struggle that takes place within a character's mind. Choices have to be made. The character has the problem of what to think and how to react, and has to deal with and try to resolve their own ethical or emotional challenges. It is a conflict between the character and his/her self.

In the following passage there is conflict between teacher Mr Fuller and student Trevor Huon because Trevor constantly seems to be doing the wrong thing.

Conflict in the classroom

'Stand up, Trevor Huon.'

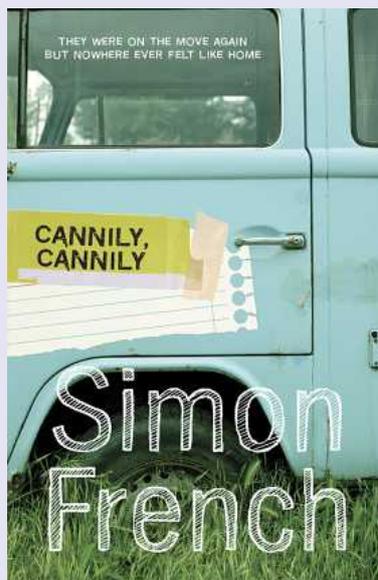
Surprised out of daydreaming, Trevor duly pushed his chair back and stood beside his desk.

Mr Fuller solemnly held up a familiar exercise book. 'Know what this is, Trevor Huon?'

'My writing book,' Trevor replied without expression, 'sir.'

'Exactly. And if I were you, I wouldn't be proud of it.'

The rest of the class had started to divert their attention from comprehension exercises, but a reprimanding glance from the teacher



caused faces to be pointed at desks once more.

'The writing, as usual, needs improvement,' Mr Fuller continued, 'and so does your story. Why is it, Huon, that everyone in the room seems to have imagination, but you don't?'

'I don't know.'

The teacher's casual brand of sarcasm showed on his face, which displayed neither anger nor a smile, merely a calculating look that Trevor found uncomfortable to face. Mr Fuller shook the exercise book for emphasis. 'I asked everyone in the class

to write an imaginary story. Do you know what that means?’

‘Something made up.’

‘Sir!’

‘Sir.’

‘Exactly. Why then did you choose to write an autobiography? Everyone seemed capable of imagination. They made up their stories. Why not you?’

‘Don’t know, sir.’

‘I don’t particularly want to read about your life story, colourful as it may be.’ The teacher paused. ‘You’ve got less than a week to finish this project. Because you did the wrong thing in the first place, you’re running out of time. By next Monday, I want to see this exercise book with a new story in it. Finished. Understand?’

‘Yes, sir,’ Trevor answered, feeling the resentment rising.

‘Here is your book. Come and collect it.’

Trevor walked hesitantly to the teacher’s desk and picked the offending exercise book up from where it had been disdainfully placed. As he turned to return to the relative safety and distance of the chair next to Martin, the teacher said: ‘Remember, Huon. A new story, finished by next Monday. And before you sit down ...’

The other kids once more seemed to have abandoned their work, and had fixed

their surreptitious attention on Trevor and the irritated teacher.

‘Why is it, Trevor Huon, that you never see fit to wear appropriate school clothing?’

Trevor looked down at what he was wearing.

‘Why do we have to put up with the sight of you in sandals, jeans—usually patched—and hair that constantly looks untidy, mainly because it needs cutting?’

Shut up, you cretin, Trevor thought to himself and aloud, said, ‘I don’t know, sir,’ not so much to the teacher as to the floor.

‘Neither do I. I suppose it’s too much to hope that you will deign to appear in proper school clothing, but it would be appreciated if you could wear decent shoes and socks, like the rest of us. Now sit down.’

Sure that his face was scarlet with the anger and frustration he felt, Trevor made an effort to resume the comprehension work. He wrote erratically for the next few minutes until Mr Fuller stood up and left the classroom for the office next door. Briefly he flicked open the writing book, long enough to take in the red biro lines and comments that covered his incomplete story. Without stopping to read the teacher’s comments, he slowly closed the book.

from *Cannily, Cannily* by Simon French

Responding to the text

- 1 What is Mr Fuller’s first criticism of Trevor’s writing book?

- 2 What is the main reason for the conflict between Mr Fuller and Trevor?

- 3 What is Trevor’s emotional response when Mr Fuller tells him to write a new story?

- 4 What specific complaints does Mr Fuller make about Trevor’s dress and appearance?

- 5 What response does Trevor want to give to Mr Fuller’s criticisms?

- 6 At the end of his encounter with Mr Fuller, what emotions does Trevor experience?

7 What does this incident reveal about the character of Mr Fuller?

8 What does this incident reveal about the character of Trevor?

In *The Outsiders*, author SE Hinton depicts the gang wars between the Socs and the Greasers. The Socs were west-side rich teenagers who were constantly provoking fights with the Greasers, lower-class poor teenagers who slicked back their hair with grease.

Jumped

I like walking.

I about decided I didn't like it so much, though, when I spotted that red Corvair trailing me. I was almost two blocks from home then, so I started walking a little faster. I had never been jumped, but I had seen Johnny after four Socs got hold of him, and it wasn't pretty. Johnny was scared of his own shadow after that. Johnny was sixteen then.

I knew it wasn't any use though—the fast walking, I mean—even before the Corvair pulled up beside me and five Socs got out. I got pretty scared—I'm kind of small for fourteen even though I have a good build, and those guys were bigger than me. I automatically hitched my thumbs in my jeans and slouched, wondering if I could get away if I made a break for it. I remembered Johnny—his face all cut up and bruised, and I remembered how he had cried when we found him, half-conscious, in the corner lot. Johnny had it awful rough at home—it took a lot to make him cry.

I was sweating something fierce, although I was cold. I could feel my palms getting clammy and the perspiration running down my back. I get like that when I'm real scared. I glanced around for a pop bottle or a stick or something—Steve Randle, Soda's best buddy, had once held off four guys with a busted pop bottle—but there was nothing. So I stood there like a bump on a log while they surrounded me. I don't use my head. They walked around slowly, silently, smiling.

'Hey, grease,' one said in an over-friendly voice. 'We're gonna do you a favour, greaser. We're gonna cut all that long greasy hair off.'

He had on a madras shirt. I can still see it. Blue madras. One of them laughed, then cussed me out in a low voice. I couldn't think of anything to say. There just isn't a whole lot you can say while waiting to get mugged, so I kept my mouth shut.

'Need a haircut, greaser?' The medium-sized blond pulled a knife out



of his back pocket and flipped the blade open. I finally thought of something to say. 'No.' I was backing up, away from that knife. Of course I backed right into one of them. They had me down in a second. They had my arms and legs pinned down and one of them was sitting on my chest with his knees on my elbows, and if you don't think that hurts, you're crazy. I could smell English Leather shaving lotion and stale tobacco, and I wondered foolishly if I would suffocate before they did anything. I was scared so bad I was wishing I would. I fought to get loose, and almost did for a second; then they tightened up on me and the one on my chest slugged me a couple of times. So I lay still, swearing at them between gasps. A blade was held against my throat.

'How'd you like that haircut to begin just below the chin?'

It occurred to me then that they could kill me. I went wild. I started screaming for Soda, Darry, anyone. Someone put his

hand over my mouth, and I bit it as hard as I could, tasting the blood running through my teeth. I heard a muttered curse and got slugged again, and they were stuffing a handkerchief in my mouth. One of them kept saying, 'Shut him up, for Pete's sake, shut him up!'

Then there were shouts and the pounding of feet, and the Socs jumped up and left me lying there, gasping. I lay there and wondered what in the world was happening—people were jumping over me and running by me and I was too dazed to figure it out. Then someone had me under the armpits and was hauling me to my feet. It was Darry. 'Are you all right, Ponyboy?'

He was shaking me and I wished he'd stop. I was dizzy enough anyway. I could tell it was Darry though—partly because of the voice and partly because Darry's always rough with me without meaning to be. 'I'm okay. Quit shaking me, Darry, I'm okay.'

from *The Outsiders* by SE Hinton

Responding to the text

- 1 What made Ponyboy decide he didn't like walking as much as he previously thought?

- 2 How was Johnny affected after he had been 'jumped'?

- 3 Why was Ponyboy sweating?

- 4 'It occurred to me then that they could kill me.' How did Ponyboy react to this thought?

- 5 Explain why Ponyboy's screaming probably saved his life.

- 6 How did Ponyboy know that it was Darry who had saved him?

- 7 What does this incident show about the Socs?

Adjectival clauses and relative pronouns

An **adjectival clause** is a subordinate clause that does the work of an adjective. It describes or adds to the meaning of a noun or pronoun in another clause. An adjectival clause is usually introduced by a **relative pronoun** such as *who*, *whose*, *whom*, *which* or *that*.

Ponyboy was followed by a red Corvair, **which** pulled up beside him.

Ponyboy was stopped by a gang of Socs, **who** threatened to hurt him.

The Socs seized Ponyboy, **whose** brother Darry was the leader of the Greasers.

Relative pronouns

A relative pronoun stands for the noun or pronoun that goes before it. In the following example, *who* is the relative pronoun that stands for the noun, 'Greasers'.

The Greasers, **who** were the Socs' enemies, had long, greasy hair.

Relative pronouns are used in the following ways.

Subject	Object	Possessive
who	whom	whose
which	which	whose
that	that	

- *who*, *whom* and *whose* stand for people
- *which* stands for things
- *that* stands for things or people.



Identifying adjectival clauses

Write down the adjectival clauses contained in each of the following sentences. Then write the noun that each adjectival clause describes.

- 1 *The Outsiders* is a novel that teenagers enjoy reading.

Adjectival clause: _____ Noun: _____

- 2 The book's author, who is a writer of young adult novels, grew up in Oklahoma.

Adjectival clause: _____ Noun: _____

- 3 In the movie, which was successful at the box office, Patrick Swayze played the part of Darry.

Adjectival clause: _____ Noun: _____

- 4 Johnny, whom four Socs had beaten up, was afraid of his own shadow.

Adjectival clause: _____ Noun: _____

- 5 Simon French, whose novels have an Australian setting, has won many awards for his writing.

Adjectival clause: _____ Noun: _____

Joining sentences using relative pronouns

Join the sentences together using the relative pronoun. You may need to change the wording.

1 which

- a The Socs threatened to cut Ponyboy's hair. His hair was long and greasy.
- _____

- b The blond Soc pulled out a knife. He flipped it open.
- _____

2 whose

- a The Socs were rich boys. Their homes were in wealthy areas of the city.
- _____

- b Ponyboy was very scared. His palms were sweating.
- _____

3 that

- a The Soc was wearing a madras shirt. It was blue.
- _____

- b Ponyboy bit the Soc's hand. It was covering his mouth.
- _____

4 whom

The Socs threatened to kill Ponyboy. They had him pinned down.

5 who

Ponyboy started screaming for Darry. Darry was Ponyboy's brother.

Adding adjectival clauses

Very often relative pronouns begin adjectival clauses. Think about the Socs and the Greasers story as you complete the following sentences by adding the missing adjectival clauses listed below.

who was sweating with fear

who were holding him on the ground

which had been following Ponyboy

whom the Socs had beaten up

1 Five Socs got out of the red Corvair, _____.

2 Ponyboy thought about Johnny, _____.

3 Ponyboy could smell the shaving lotion of the Socs, _____.

4 The Socs walked slowly around Ponyboy, _____.

Punctuation

Quotation marks for direct speech—1

In written texts, the words that are actually spoken are enclosed by quotation marks. Full stops, question marks and exclamation marks indicate whether the spoken words are a statement, a question or a command. The position of commas depends on the position of the spoken words in the whole sentence. Two common patterns are shown below. Pattern A starts with the spoken words and Pattern B ends with the spoken words.

Pattern A

'Hello,' said Sophie.

'Can I come in?' asked Aaron.

'Watch out!' shouted Hannah.

Pattern B

Sophie said, 'Hello.'

Aaron asked, 'Can I come in?'

Hannah shouted, 'Watch out!'

- In both patterns, the full stop, question mark or exclamation mark that ends the spoken words are always placed inside the quotation marks.
- In Pattern A, the comma is placed inside the final quotation mark. (____, ' said)
- In Pattern B the comma is placed before the first quotation mark. (said, ' __')

Punctuating direct speech

Rewrite the following short conversations, inserting quotation marks to indicate the spoken words. You will need to use capital letters, commas, full stops, question marks and exclamation marks. Use a new line for each new speaker.

- 1 the film was meant to be a comedy said jack
did you think it was funny asked emma
jack replied I thought it was the most boring film I've ever seen

- 2 I whispered quietly I hope jess wins the talent quest
she's in with a great chance said tom
and the winner is jess leigh shouted the judge

- 3 what do you think you're doing asked the park ranger
the camper answered sheepishly we're just lighting a camp fire
there is a total fire ban in place today warned the ranger



Word skills

Conflict

violence	authority	anger	complain	assertive
physical	frighten	cruel	mercy	annoying
avoid	confusion	serious	retaliate	relationship
solution	interrupt	group	dispute	opportunity
injure	struggle	revenge	irritate	negotiate
failure	disagree	innocent	problem	aggressive



A word for a phrase

Find words in the list whose meanings match the phrases below. The first letter is given to help you.

- 1 a thing that is difficult to solve p _____
- 2 to keep away from a _____
- 3 to make violent efforts to get free s _____
- 4 to have a different opinion d _____
- 5 a number of people close together g _____
- 6 to break the continuity i _____
- 7 compassion or forgiveness m _____
- 8 to fight back r _____

Word forms

Fill the gaps by adding the correct form of the words in brackets.

- 1 The athlete's _____ was painful. (injure)
- 2 My parents were very _____. (anger)
- 3 This was an _____ moment. (opportunity)
- 5 My cat has a skin _____. (irritate)
- 6 The mountain climb was _____. (frighten)
- 7 Our school does not condone _____ behaviour. (violence)
- 8 Delicate _____ were underway in the war zone. (negotiate)
- 9 She has a rare medical _____. (complain)

- 10 I find this problem quite _____. (confusion)
- 11 The teller _____ the signature. (authority)
- 12 The _____ prisoner attacked the guard. (revenge)
- 13 The dog's _____ made it a dangerous animal. (aggressive)
- 14 Please help me _____ this problem. (solution)
- 15 I needed to _____ myself. (assertive)
- 16 He declared his _____. (innocent)
- 17 I don't know why I _____ the driving test. (failure)
- 18 Animal _____ can never be accepted. (cruel)

Adding endings

Use the endings below to complete the list words.

-ship	-al	-ious	-cent	-sion	-pute
-enge	-ity	-ing	-ate	-tion	-en

- | | |
|------------------|-----------------|
| 1 ser _____ | 7 author _____ |
| 2 rev _____ | 8 inno _____ |
| 3 relation _____ | 9 dis _____ |
| 4 confu _____ | 10 solu _____ |
| 5 fright _____ | 11 physic _____ |
| 6 annoy _____ | 12 negoti _____ |

Word origins

The word 'interrupt' is derived from two Latin words: *inter*, meaning 'among' or 'between', and *rump/ruptus*, meaning 'to break'. Thus, 'to interrupt means 'to break into'. Here are some more words derived from *ruptus*. Use the dictionary at the back of the book to write their meanings.

corruption: _____

disrupt: _____

abrupt: _____

erupt: _____

rupture: _____

Persuasion

LITERATURE

A persuasive text presents a point of view or opinion about an issue and sets out to influence the audience. It may ask the audience to take some kind of action, such as buy a product or donate to a cause, or it may simply seek to persuade them to agree with the writer's or speaker's opinion on the topic.

There are numerous techniques that can be used to achieve a persuasive purpose. These include:

- appealing to **emotions** such as sympathy, fear or happiness
- appealing to **values** that the audience may believe in, such as honesty, equality or freedom
- involving the audience by asking **rhetorical questions**—that is, questions that do not require an answer
- providing **real-life examples** to personalise the issue or cause
- giving logical **reasons** for an opinion
- using **quotations** from people who have credibility, experience or expertise.

In this unit, you will look at three very different persuasive texts: a newspaper article about animal welfare, a letter to the editor about the issue of a longer school day, and an advertising brochure for a charitable organisation.

A plea from the Animal Welfare League

BY SOPHIE PERRI

THE Animal Welfare League is pleading with families to carefully consider any decision to buy pets as gifts in the lead up to Christmas.

Animal Welfare League communications officer Jade Ellis said the number of dogs and cats being taken to the shelter was increasing.

'If this trend continues over the coming months we will be stretched to the limit in terms of resources and funds which are needed to care for these animals,' Ms Ellis said.

'There have been instances of people dumping cats and



Coby, a border collie labrador cross, with a young kitten at the shelter

dogs at our gates which is very distressing for all involved.' ...

The Wingfield shelter was swamped with surrendered pets

mid-year, many of which Ms Ellis said were likely given as presents during Christmas 2012.

Ms Ellis said pets were not suitable gifts as they were a lifelong commitment. 'Much thought and planning must go into whether you are ready to adopt,' she said.

'Dogs or cats can live until they're 20 years old, therefore when people and families are

looking to adopt, they must consider if they can commit to the pet for life and if they are ready for the responsibilities involved.'

Labrador cross border collie puppy, Coby (pictured), is among 16 dogs up for adoption at the shelter. There are also 42 kittens and 38 adult cats waiting to find new homes.

Ms Ellis said people looking to adopt a pet needed to meet the animal beforehand to ensure the pet's personality matched their family's.

Each year the Animal Welfare League cares for up to 20,000 dogs and cats at the shelter and through the support of foster carers.

from *City North Messenger*

Responding to the text

1 What is the purpose of this newspaper article?

2 From the bold lead-in text, explain what the Animal Welfare League wants to persuade families to do.

3 Why is Jade Ellis a credible source of information about the issue of animal protection?

4 What does she say will happen if the number of dogs and cats being taken in continues to increase?

5 What did many people do with their unwanted pets a few months after Christmas?

6 Why does she believe that pets are unsuitable as Christmas gifts?

7 'Dogs or cats can live until they are 20 years old ...' Why does Jade Ellis mention this fact?

8 What does she think people need to do before adopting a pet?

9 The shelter cares for up to 20,000 cats and dogs each year. What is the purpose of including this statistic?

LETTERS TO THE EDITOR

Bring on a longer school day

A recent proposal in the United Kingdom to extend the school day to 6 pm has considerable merit. We should look at doing the same thing in Australia.

There is no doubt that the short school day is stressful for both teachers and students. Teachers often say that they don't have enough time to teach the curriculum, and many students feel frustrated because they never get a chance to finish their work in class.

A longer school day will mean that there will be no such thing as homework. At the moment, kids come home, have a break, have dinner, and then they are expected to start school all over again. By that stage of the evening, they don't want to

do any homework. And who can blame them? Imagine how many family fights could be prevented if homework was completed at school.

However, the most important reason for introducing a longer school day is to improve literacy and numeracy standards.

Employers are constantly complaining about the lack of basic skills among school leavers. More time in class equals more time to develop these vital skills.

Of course, this proposal will cost money, but it will be worth it. As a nation we have to think of the long-term benefits to our students and to Australia's future. Bring on longer school days—the sooner the better.

Jack Willis, Richford



Responding to the text

- 1 In the first paragraph, what point of view or opinion does the writer express?

- 2 Why does he think that the length of the school day is stressful for teachers and students?

- 3 What is the rhetorical question in the third paragraph?

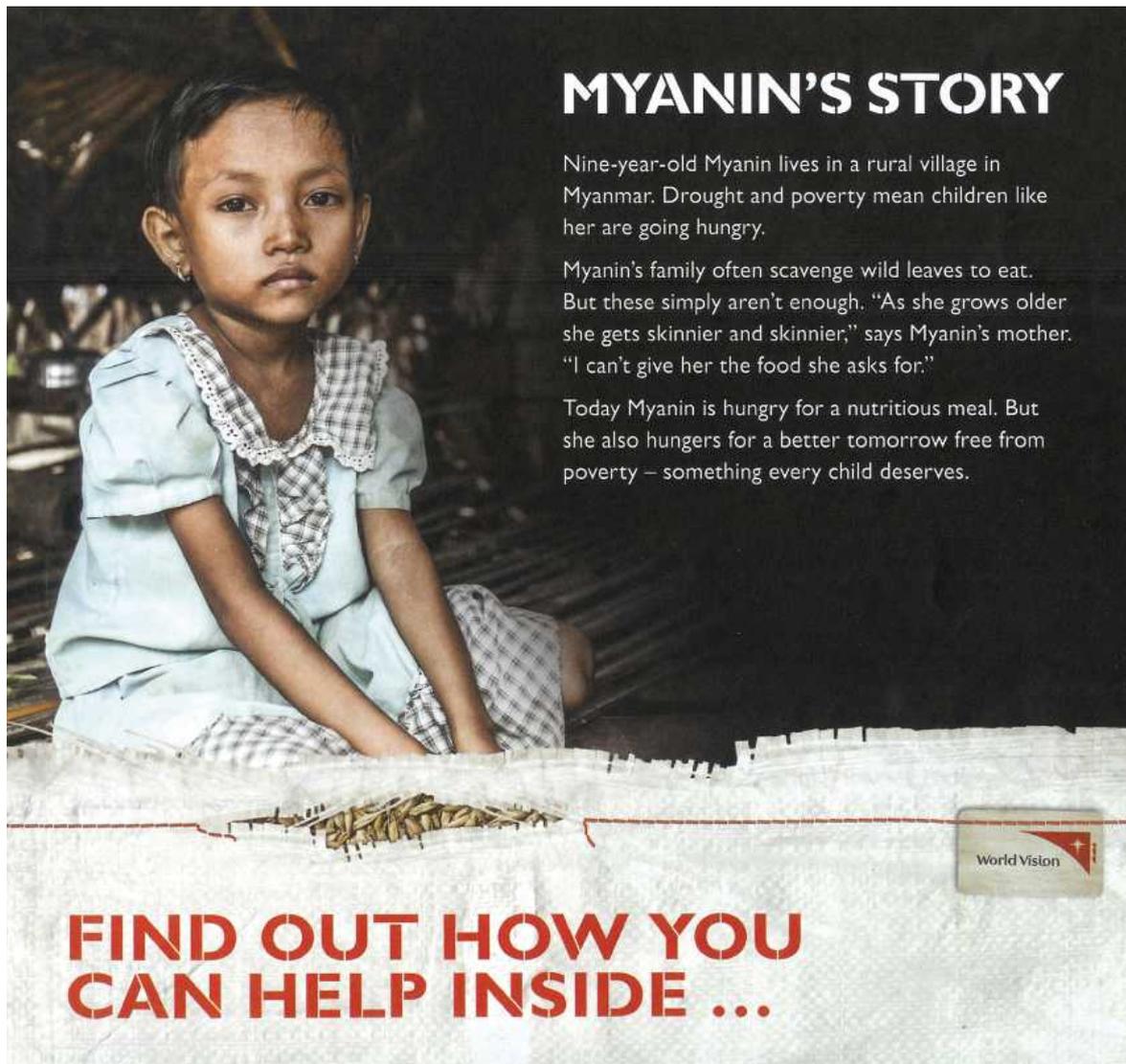
- 4 How would families benefit from the extended school day?

- 5 What is the most important reason for extending the school day?

- 6 What reason does the writer give for spending money on this idea?

- 7 Take the opposing point of view and think of one reason why school hours should not be extended.

This is the front page of a brochure produced by World Vision Australia.



MYANIN'S STORY

Nine-year-old Myanin lives in a rural village in Myanmar. Drought and poverty mean children like her are going hungry.

Myanin's family often scavenge wild leaves to eat. But these simply aren't enough. "As she grows older she gets skinnier and skinnier," says Myanin's mother. "I can't give her the food she asks for."

Today Myanin is hungry for a nutritious meal. But she also hungers for a better tomorrow free from poverty – something every child deserves.

FIND OUT HOW YOU CAN HELP INSIDE ...

World Vision

Responding to the brochure

- 1 What is the purpose of the brochure?

- 2 What are the causes of hunger in Myanmar (previously called Burma)?

- 3 According to her mother, what effect has the lack of a proper diet had on Myanin?

- 4 'But she also hungers for a better tomorrow free from poverty—something every child deserves.' What value or belief is expressed in this sentence?

- 5 Myanin is looking straight at the camera. Why is this effective?

- 6 What emotions does this brochure appeal to?

Nouns

There are four types of nouns: common nouns, proper nouns, collective nouns and abstract nouns.

Common nouns: Common nouns are the *general* names given to people, places, animals and things. Common nouns never begin with a capital letter.

woman doctor school city tiger magpie influenza helicopter

Proper nouns: A proper noun is the *particular* name given to a person, place, animal or thing and always begins with a capital letter.

Jessica Garfield Mozart Italy Shrine of Remembrance November

Collective nouns: A collective noun is a word used for a collection or a group of similar persons, animals or things.

crowd flock choir regiment armada crew

Abstract nouns: Abstract nouns are words that name feelings or qualities.

anger love kindness flattery frustration revival

Common nouns: people and places

Next to each person listed below, add the place with which they are most likely to be associated.

palace	barracks	garage	casino	school	laboratory
embassy	observatory	studio	diggings	airport	restaurant

- | | | | | | |
|---|------------|-------|----|--------------|-------|
| 1 | ambassador | _____ | 7 | mechanic | _____ |
| 2 | soldier | _____ | 8 | queen | _____ |
| 3 | scientist | _____ | 9 | archeologist | _____ |
| 4 | gambler | _____ | 10 | pilot | _____ |
| 5 | artist | _____ | 11 | chef | _____ |
| 6 | astronomer | _____ | 12 | teacher | _____ |

Proper nouns: Who am I?

Select a proper noun from the list to match each description.

Sally Pearson	<i>Titanic</i>	Mozart	Shakespeare	Ned Kelly	<i>Mona Lisa</i>
Einstein	Cleopatra	Henry VIII	Lego	Juliet	Mt Vesuvius

- I am the famous queen of Egypt who loved Mark Antony. _____
- I was the luxurious passenger liner sunk by an iceberg. _____

- 3 I erupted in AD/CE 79 and destroyed the city of Pompeii. _____
- 4 I am the Shakespearean character who married Romeo. _____
- 5 I am the king of England who had six wives. _____
- 6 I am considered to be the greatest English playwright. _____
- 7 I am one of the greatest scientific geniuses of all time. _____
- 8 I am a construction toy consisting of plastic building blocks. _____
- 9 I am a bushranger who has become a national folk legend. _____
- 10 I am an Australian Olympic champion in the 100m hurdles. _____
- 11 I am a famous painting by Leonardo da Vinci. _____
- 12 I am a famous Austrian composer. _____

Adding collective nouns

Complete each phrase by choosing an appropriate collective noun.

orchard	pod	platoon	range	fleet	suit
roll	galaxy	plague	plantation	gang	colony

- 1 a _____ of soldiers
- 2 a _____ of banknotes
- 3 a _____ of locusts
- 4 a _____ of clothes
- 5 a _____ of ships
- 6 a _____ of whales
- 7 a _____ of mountains
- 8 a _____ of stars
- 9 a _____ of penguins
- 10 a _____ of trees
- 11 a _____ of thieves
- 12 an _____ of trees



Forming abstract nouns

Turn the following words into abstract nouns by changing or adding endings.

- 1 confident _____
- 2 generous _____
- 3 patient _____
- 4 anxious _____
- 5 amaze _____
- 6 fail _____
- 7 curious _____
- 8 honest _____
- 9 persevere _____
- 10 wise _____

Punctuation

Capital letters for proper nouns

Capital letters are used to start sentences, but they also help us to recognise proper nouns—that is, specific names for people, places, animals and things—that are referred to within sentences. Here are some common uses of capital letters:

- names and titles of particular people
Ms Lucy Roberts Dr Tanya Kahn Duke of Edinburgh
- days, months, holidays and events
Wednesday August New Year's Day Grand Prix
- nationalities, languages and religions
Greek Mandarin Islam
- places such as countries, cities, streets, buildings and entertainment venues
Argentina San Francisco George Street Parliament House Luna Park
- organisations, companies and government departments
World Wildlife Fund Honda Department of Defence

Capital letters for proper nouns

Rewrite these sentences, changing lower-case letters to capital letters where necessary.

- 1 A famous buddhist temple, not far from the city of yogyakarta in indonesia, is called borobudur.

- 2 The literary heritage of england includes william shakespeare, charlotte brontë, charles dickens and jane austen.

- 3 Popular festivals around the world include running of the bulls in spain, carnival of venice in italy and obon festival in japan.

- 4 Two well-known charitable organisations are save the children and world vision.

- 5 The sydney opera house was designed by a danish architect, jørn utzon, in 1956. The chosen location was bennelong point, which is close to circular quay.

Word skills

Persuasion

truly	always	definitely	persuasive	emphasise
debate	argue	applause	introduce	conclusion
skilful	reason	announce	advertiser	correct
support	proposal	evidence	celebrate	demonstrate
reject	oppose	logical	appreciate	strategy
forceful	motivate	promote	command	enthusiastic



Find a word

1 Use the clues to write down list words that have seven letters.

- a correct and sensible reasoning | _____
- b to have control or authority over c _____
- c able to do something well s _____
- d free from error c _____
- e to bear the weight of; to hold up s _____

2 Use the clues to write down list words that have eight letters.

- a praise expressed by clapping a _____
- b a plan or suggestion offered for consideration p _____
- c to make known publicly a _____
- d strong and assertive; vigorous and powerful f _____
- e information that gives proof e _____
- f to provide with a motive for doing something m _____
- g a plan of action designed to achieve a goal s _____

3 Use the clues to write down list words that have ten letters.

- a able to make someone do or believe something p _____
- b a person who draws attention to a product, etc. a _____
- c an end; a judgement c _____
- d to be grateful for something a _____
- e certainly d _____

Word forms

Complete the following phrases by using the correct form of the list word in brackets.

- 1 strong _____ (oppose)
- 2 a public _____ (announce)
- 3 a violent _____ (demonstrate)
- 4 great _____ (emphasise)
- 5 a logical _____ (argue)
- 6 an _____ lesson (introduce)
- 7 a _____ outcome (reason)
- 8 a _____ plan (strategy)
- 9 a _____ issue (debate)

Antonyms

Write the list words that are opposite in meaning to the following words. The first letter is given to help you.

- | | | | |
|-------------|----------------|-------------|----------------|
| 1 beginning | <u>c</u> _____ | 6 accept | <u>r</u> _____ |
| 2 illogical | <u>l</u> _____ | 7 apathetic | <u>e</u> _____ |
| 3 wrong | <u>w</u> _____ | 8 feeble | <u>f</u> _____ |
| 4 demote | <u>p</u> _____ | 9 never | <u>a</u> _____ |
| 5 falsely | <u>f</u> _____ | 10 support | <u>s</u> _____ |

Word origins

Centuries ago, the word 'reject' literally meant 'to throw back'. It is made up of two Latin words: *re*, meaning 'back', and *jectus*, meaning 'thrown'. There are many English words containing the Latin word *jectus*. Here are some of them. Use the dictionary at the back of the book to write their meanings.

interject: _____

eject: _____

dejected: _____

inject: _____

projectile: _____

abject: _____

Recounting

LITERATURE

Recounts retell past events. They tell where and when events happened and who was present at the time. Recounts may take the form of a letter, diary entry, autobiography, biography, eyewitness account, newspaper report, email, speech or anecdote. Occasionally recounts occur in imaginative texts such as fantasy and adventure stories. The main features of recounts are listed below.

- They often describe an author's personal experiences.
- The events and happenings are usually arranged in chronological order.
- The author may also make personal comments and judgements on the events.
- Personal pronouns such as *I, me, my, she, his* and *they* are used.

The two recounts that follow are taken from famous autobiographies. The first is from Nelson Mandela's autobiography, *Long Walk to Freedom*, in which he describes his struggle against apartheid and his resulting eighteen years' imprisonment. The second is from Solomon Northup's *Twelve Years a Slave*, in which he tells how he was kidnapped and sold into slavery in the American South during the 1840s. Read each recount then answer the questions.

Life in Robben Island prison

In the midst of breakfast, the guards would yell, '*Val in! Val in!*' ('Fall in! Fall in!'), and we would stand outside our cells for inspection. Each prisoner was required to have the three buttons of his khaki jacket properly buttoned. We were required to doff our hats as the warder walked by. If our buttons were undone, our hats unremoved, or our cells untidy, we were charged with a violation of the prison code and punished with either solitary confinement or the loss of meals.

After inspection we would work in the courtyard hammering stones until noon. There were no breaks; if we slowed down, the warders would yell at us to speed up. At noon, the bell would clang for lunch and another metal drum of food would be wheeled into the courtyard. For Africans, lunch consisted of boiled mealies, that



A still from the film *Long Walk to Freedom*

is, coarse kernels of corn. The Indian and Coloured prisoners received samp, or mealie rice, which consisted of ground mealies in a souplike mixture. The samp was sometimes served with vegetables, whereas our mealies were served straight.

continued »

For lunch we often received *phuzamandla*, which means 'drink of strength', a powder made from mealies and a bit of yeast. It is meant to be stirred into water or milk and when it is thick, it can be tasty, but the prison authorities gave us so little of the powder that it barely coloured the water. I would usually try to save my powder for several days until I had enough to make a proper drink, but if the authorities discovered that you were hoarding food, the powder was confiscated and you were punished.

After lunch we worked until four, when the guards blew shrill whistles and we once again lined up to be counted and inspected. We were then permitted half an hour to clean up. The bathroom at the end of our corridor had two seawater showers, a saltwater tap, and three large galvanized metal buckets, which were used as bathtubs. There was no hot water. We would stand or squat in these buckets, soaping ourselves with the brackish water, rinsing off the dust from the day. To wash yourself with cold water when it is cold outside is not pleasant, but we made the best of it. We would sometimes sing while washing, which made the water seem less icy. In those early days, this was one of the only times when we could converse.

Precisely at 4.30, there would be a loud knock on the wooden door at the end of our corridor, which meant that supper had been delivered. Common-law prisoners were used to dish out the food to us and we would return to our cells to eat it. We again received mealie pap porridge, sometimes with the odd carrot or piece of cabbage or beetroot thrown in but one usually had to search for it. If we did get a vegetable, we would usually have the same one for weeks on end, until the carrots or cabbage were old and mouldy and we were thoroughly sick of them. Every other day, we received a small piece

of meat with our porridge. The meat was usually mostly gristle.

For supper, Coloured and Indian prisoners received a quarter loaf of bread (known as a *katkop*, that is, a cat's head, after the shape of the bread) and a slab of margarine. Africans, it was presumed, did not care for bread as it was a 'European' type of food.

Typically, we received even less than the scanty amounts stipulated in the regulations. This was because the kitchen was rife with smuggling. The cooks—all of whom were common-law prisoners—kept the best food for themselves or their friends. Often they would lay aside the tastiest morsels for the warders in exchange for favours or preferential treatment.

At 8 p.m., the night warder would lock himself in the corridor with us, passing the key through a small hole in the door to another warder outside. The warder would then walk up and down the corridor, ordering us to go to sleep. No cry of 'lights out' was ever given on Robben Island because the single mesh-covered bulb in our cell burned day and night. Later, those studying for higher degrees were permitted to read until 10 or 11 p.m.

The acoustics along the corridor were quite good, and we would try to chat a bit to each other before going to sleep. But if we could hear a whisper quite clearly, so could the warder, who would yell, '*Stilte in die gang*' (Quiet in the passage!) The warder would walk up and down a few times to make sure we were not reading or writing. After a few months, we would sprinkle a handful of sand along the corridor so that we could hear the warder's footsteps and have time to stop talking or hide any contraband. Only when we were quiet did he take a seat in the small office at the end of the passage where he dozed until morning.

from *Long Walk to Freedom* by Nelson Mandela

Responding to the text

- 1 What does the first paragraph reveal about the guards?

2 What criticism did Mandela have of the *phuzamandla* ('drink of strength')?

3 How did the prisoners overcome the problem of washing in cold water?

4 '... this was one of the only times when we could converse.' What does this show about the lives of the prisoners?

5 Why weren't the African prisoners given any bread?

6 '... we received even less than the scanty amounts stipulated in the regulations.' Why did this happen?

7 'No cry of "lights out" was ever given on Robben Island ...' Why?

8 What ploy did the prisoners use to enable them to better hear the warder's footsteps?

9 Use the dictionary at the back of the book to find the meaning of these words:

a doff: _____

b violation: _____

c contraband: _____

Life as a slave

The hands are required to be in the cotton field as soon as it is light in the morning, and, with the exception of ten or fifteen minutes, which is given them at noon to swallow their allowance of cold bacon, they are not permitted to be a moment idle until it is too dark to see, and when the moon is full, they often times labor till the middle of the night. They do not dare to stop even at dinner time, nor return to the quarters, however late it be, until the order to halt is given by the driver.



A still from the film *Twelve Years a Slave*

continued »

The day's work over in the field, the baskets are 'toted', or in other words, carried to the gin-house, where the cotton is weighed. No matter how fatigued and weary he may be—no matter how much he longs for sleep and rest—a slave never approaches the gin-house with his basket of cotton but with fear. If it falls short in weight—if he has not performed the full task appointed him, he knows that he must suffer. And if he has exceeded it by ten or twenty pounds, in all probability his master will measure the next day's task accordingly. So, whether he has too little or too much, his approach to the gin-house is always with fear and trembling. Most frequently they have too little, and therefore it is they are not anxious to leave the field. After weighing, follow the whippings; and then the baskets are carried to the cotton house, and their contents stored away like hay, all hands being sent in to tramp it down. If the cotton is not dry, instead of taking it to the gin-house at once, it is laid upon platforms, two feet high, and some three times as wide, covered with boards

or plank, with narrow walks running between them.

This done, the labor of the day is not yet ended, by any means. Each one must then attend to his respective chores. One feeds the mules, another the swine—another cuts the wood, and so forth; besides, the packing is all done by candle light. Finally, at a late hour, they reach the quarters, sleepy and overcome with the long day's toil. Then a fire must be kindled in the cabin, the corn ground in the small hand-mill, and supper, and dinner for the next day in the field, prepared. All that is allowed them is corn and bacon, which is given out at the corncrib and smoke house every Sunday morning. Each one receives, as his weekly allowance, three and a half pounds of bacon, and corn enough to make a peck of meal. That is all—no tea, coffee, sugar, and with the exception of a very scanty sprinkling now and then, no salt. I can say, from ten years' residence with Master Epps, that no slave of his is ever likely to suffer from the gout, superinduced by excessive high living.

from *Twelve Years a Slave* by Solomon Northup

Responding to the text

1 At what time were the slaves required to be in the cotton field?

2 In the first paragraph, what does Solomon Northup show about the daily life of a slave in the American South?

3 Why were the baskets of cotton carried to the gin-house?

4 What happened to a slave if his basket fell short in weight?

5 What was the diet of a slave each day?

6 What point does Solomon Northup make about his owner, Master Epps?

Adjectives

Adjectives are descriptive words that add meaning to nouns. Adjectives describe people, places, animals and things. They add colour, size, shape, feeling and many other qualities to nouns. In the following description of a bird of prey, notice how novelist Colin Thiele uses adjectives to create a beautiful image.

The sea eagle

It was ... a **big nuggety** bird with **strong** talons and a **curving** beak. Its feathers were **beautiful**—a **lovely chestnut** colour on the back and sides, and **bright white** on the head and breast. The wing-tips were **black**.

from *Brahminy* by Colin Thiele



Adjectives are especially important when writers are describing people or characters. Robin Klein uses adjectives effectively to create a real-life portrait of her character Alison Ashley in her novel *Hating Alison Ashley*.

Adjectives in action

Read the description of Alison. Find all the adjectives in the extract that describe the features of her clothing and appearance that are listed in the exercise. (Hint: you should have 20 adjectives in total.)

Alison

She was wearing this soft blue skirt, and a shirt the colour of cream, with not a crease nor a wrinkle nor a loose thread anywhere. Expensive-looking plaited leather sandals. Long, pale gold hair caught back with a filigree clasp, and tiny gold roses, the size of shirt buttons, in her ears. Her skin was tanned and each cheek had a deep, soft dimple. Huge navy-blue eyes, the colour of ink, fringed with dark curly lashes. She was the most beautiful, graceful, elegant thing you ever saw in your life.

from *Hating Alison Ashley* by Robin Klein

- 1 Skirt: _____
- 2 Sandals: _____
- 3 Hair: _____
- 4 Skin: _____
- 5 Dimple: _____
- 6 Eyes: _____
- 7 Overall impression: _____

Proper adjectives

Proper adjectives are proper nouns that are used as adjectives. For example:

Some surfers consider *Australian* beaches to be the best in the world.

Many audiences enjoy *Shakespearean* comedy.

Form proper adjectives from the words in brackets to complete the phrases.

- | | | | |
|----|----------------------------|----|------------------------|
| 1 | _____ literature (England) | 13 | _____ island (Greece) |
| 2 | _____ art (Korea) | 14 | _____ pizza (Italy) |
| 3 | _____ movies (America) | 15 | _____ maple (Canada) |
| 4 | _____ music (Hawaii) | 16 | _____ fjord (Norway) |
| 5 | _____ pharaohs (Egypt) | 17 | _____ palaces (India) |
| 6 | _____ caviar (Russia) | 18 | _____ silk (Thailand) |
| 7 | _____ ruins (Mexico) | 19 | _____ noodles (China) |
| 8 | _____ coffee (Brazil) | 20 | _____ delight (Turkey) |
| 9 | _____ safari (Africa) | 21 | _____ samurai (Japan) |
| 10 | _____ fries (France) | 22 | _____ salami (Poland) |
| 11 | _____ matador (Spain) | 23 | _____ cars (Germany) |
| 12 | _____ chocolate (Belgium) | 24 | _____ salmon (Alaska) |

Using better adjectives

The word 'nice' is used in each of the following sentences. Choose a better adjective from the list below to replace 'nice' and improve each sentence.

picturesque	fertile	fragrant	delicious	stylish
refreshing	graceful	comfortable	absorbing	harmonious

- 1 The ballerina did a *nice* pirouette on the stage. _____
- 2 The company director was wearing a *nice* suit. _____
- 3 The guests enjoyed a *nice* dinner. _____
- 4 The farmland has *nice* soil. _____
- 5 I am reading a *nice* novel. _____
- 6 She purchased a *nice* perfume. _____
- 7 The surfer enjoyed a *nice* swim. _____
- 8 The chair was very *nice*. _____
- 8 The guitarist was playing a *nice* melody. _____
- 10 The house overlooked the *nice* countryside. _____



Punctuation

Commas to mark pauses

Commas indicate where to pause within a sentence, and they often help us to understand the meaning of what we are writing, reading or saying. The following guidelines cover some common instances when a comma is needed to mark pauses and separate words from the rest of the sentence.

- To mark off the name of a person being referred to or directly addressed.
I asked our tour guide, Kim, to talk about the ruins. (refers to the person)
'Stop staring, Harry.' 'Harry, stop staring.' (addresses the person)
- To mark off words and phrases such as *finally*, *however*, *therefore*, *meanwhile*, *on the other hand* and *in addition*.
Finally, I would like to thank our sponsors.
- To mark off an introductory phrase or subordinate clause.
After the cyclone, the town was almost completely destroyed. (phrase)
When the flood finally receded, everyone was shocked by the damage. (subordinate clause)
- To mark off extra or non-essential information in a sentence.
The stranger, *who arrived by train*, walked towards the hotel.
- To join two main clauses with a conjunction, such as *and* or *but*.
The lifesaver tried to save the swimmer, *but* the current was too strong.

Using commas to mark pauses

Use the above guidelines to rewrite the sentences and insert the necessary comma or commas.

- 1 Our waiter Mario suggested the ravioli.

- 2 Paul is not here to collect the prize. Therefore the raffle winner is Lucy.

- 3 Until he was found guilty of fraud he was a contender for the top job.

- 4 Have a look at these photos Jill.

- 5 I didn't play very well but we managed to win the volleyball match.

- 6 Before the cool change the summer weather was warm and dry.

- 7 The play which was first performed in Sydney achieved international success.

- 8 Meanwhile we'd like to wish Fred all the best for his retirement.

Word skills

Freedom

justice	previous	purchase	safely	permission
individual	pursuit	capable	obedient	strenuous
mention	doubtful	curiosity	convey	happened
beneficial	precise	conceal	hopeful	advisable
compel	deprive	fatigue	prisoner	persevere
slavery	imprison	written	legible	dominate



A word for a phrase

Find list words to complete the phrases. Use the first letter as your clue.

- 1 to exercise control over d _____
- 2 complying with orders o _____
- 3 a strong desire to know or learn something c _____
- 4 the quality of being fair and reasonable j _____
- 5 requiring great exertion s _____
- 6 in a manner free from danger or injury s _____
- 7 clear enough to be read l _____
- 8 the condition of being owned by another person s _____
- 9 to refer to briefly m _____
- 10 to put into jail i _____
- 11 having the ability to do something c _____
- 12 to withhold or take away from d _____
- 13 to be recommended a _____
- 14 a single member of a class i _____
- 15 the act of following p _____
- 16 to transport or carry to a place c _____
- 17 to continue on in the face of difficulty p _____
- 18 having a good or helpful effect b _____
- 19 consent; authorisation p _____
- 20 extreme tiredness f _____

Synonyms

Find a word in the list that has a similar meaning to the word in italics. Use the first letter as your clue.

- 1 Should we *force* people to vote? c _____
- 2 The budget should have an *advantageous* effect on the economy. b _____
- 3 The *captive* was treated cruelly. p _____
- 4 We need to *persist* in the face of difficulty. p _____
- 5 Do you think that was a good *buy*? p _____
- 6 Famine *occurred* as a result of the drought. h _____
- 7 Do you have your parents' *consent* to attend? p _____
- 8 The accident occurred because of the driver's *tiredness*. f _____
- 9 Have you *composed* your assignment? w _____
- 10 The *exact* moment of the fire is unknown. p _____
- 11 The cupboard will *hide* the hole in the wall. c _____
- 12 It is *uncertain* whether there could be life on Mars. d _____
- 13 The truck will *transport* our fruit to the market. c _____

Word forms

Change the following list words into nouns.

- | | | | |
|-------------|-------|-----------|-------|
| 1 dominate | _____ | 5 deprive | _____ |
| 2 imprison | _____ | 6 conceal | _____ |
| 3 persevere | _____ | 7 safely | _____ |
| 4 obedient | _____ | 8 precise | _____ |

Word origins

The word 'dominate' comes from the Latin word *dominus*, which means 'master' or 'lord'. To dominate people means to have power over them or to control them. Here are some of the words derived from *dominus*. Use the dictionary at the back of the book to write their meanings.

domineer: _____

predominant: _____

dominion: _____

dominant: _____

condominium: _____

Cultural diversity

LITERATURE

The word 'culture' refers to the shared beliefs, attitudes and customs of a particular country or community. Different cultural groups can often be recognised by their language, clothing, food, music, legends, art and other special characteristics. A person's cultural background helps to shape who they are, how they behave and what they believe in.

Parvana by Deborah Ellis is set in Afghanistan when it was ruled by the Taliban militia in the 1990s. The Taliban interpreted Islamic law in a harsh, extremist way. For example, they banned the internet to avoid foreign influence and they stopped women from having jobs or leaving their homes without a male relative. Anyone found breaking the rules was punished by violent beatings, imprisonment or even public execution.

In this extract, *Parvana* is at home with her parents, her sisters Nooria and Maryam, and her baby brother Ali. Her father has just finished telling them a traditional story of a heroic girl called Malali who, in the 1800s, led exhausted Afghani troops to victory.

Living in fear

'The lesson here, my daughters,' he looked from one to the other, 'is that Afghanistan has always been the home of the bravest women in the world. You are all brave women. You are all inheritors of the courage of Malali.'

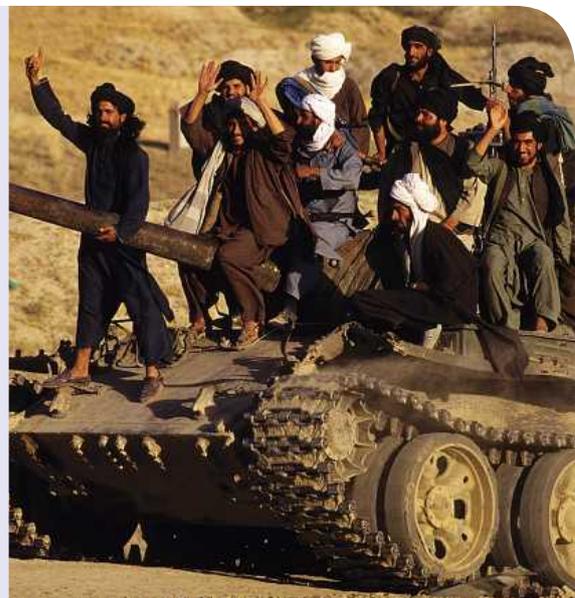
'We can win this battle!' Maryam cried out, waving her arm around as if she were holding a flag. Mother moved the teapot out of harm's way.

'How can we be brave?' Nooria asked. 'We can't even go outside. How can we lead men into battle? I've seen enough of war. I don't want to see any more.'

'There are many types of battles,' Father said quietly.

'Including the battle with the supper dishes,' Mother said.

Parvana made such a face that Father started to laugh. Maryam tried to imitate it, which made Mother and Nooria laugh. Ali woke up, and saw everyone laughing, and he started to laugh, too.



Taliban soldiers near Kabul in 1996

The whole family was laughing when four Taliban soldiers burst through the door.

Ali was the first to react. The slam of the door against the wall shocked him, and he screamed.

continued »

Mother leapt to her feet, and in an instant Ali and Maryam were in a corner of the room, shrieking behind her legs.

Nooria covered herself completely with her chador* and scrunched herself into a small ball. Young women were sometimes stolen by soldiers. They were snatched from their homes, and their families never saw them again.

Parvana couldn't move. She sat as if frozen at the edge of the supper cloth. The soldiers were giants, their piled-high turbans making them look even taller.

Two of the soldiers grabbed her father. The other two began searching the apartment, kicking the remains of dinner all over the mat.

'Leave him alone!' Mother screamed. 'He has done nothing wrong!'

'Why did you go to England for your education?' the soldiers yelled at Father. 'Afghanistan doesn't need your foreign ideas!' They yanked him towards the door.

'Afghanistan needs more illiterate thugs like you,' Father said. One of the soldiers hit him in the face. Blood from his nose dripped onto his white shalwar kameez*.

Mother sprang at the soldiers, pounding them with her fists. She grabbed Father's arm and tried to pull him out of their grasp.

One of the soldiers raised his rifle and whacked her on the head. She collapsed on the floor. The soldier hit her a few more times. Maryam and Ali screamed with every blow to their mother's back.

Seeing her mother on the ground finally propelled Parvana into action. When the soldiers dragged her father outside, she flung her arms around his waist. As the soldiers pried her loose, she heard her father say, 'Take care of the others, my Malali.' Then he was gone.

Parvana watched helplessly as two soldiers dragged him down the steps, his beautiful shalwar kameez ripping on the rough cement. Then they turned a corner, and she could see them no more.

from *Parvana* by Deborah Ellis

* chador: a cloth wrapped around the head and shoulders of women and girls, leaving the face visible

* shalwar kameez: a long shirt or tunic worn over loose trousers

Responding to the text

- 1 According to Parvana's father, what is the lesson of the story about Malali?

- 2 Why does Nooria feel that they can't be brave?

- 3 What happened to interrupt the family's happy laughter?

- 4 Why did Nooria cover herself and scrunch up into a tiny ball?

- 5 Why did the Taliban soldiers come to arrest Parvana's father?

- 6 Why did one of the soldiers hit Parvana's father in the face?

- 7 What happened to Parvana's mother when she tried to stop the soldiers arresting her husband?
-
- 8 'Take care of the others, my Malali.' From the first paragraph of the extract, why does Parvana's father call her 'my Malali'?
-
- 9 What does this extract tell you about how the Taliban used their power?
-

The novel *Trash* by Andy Mulligan was inspired by the existence of huge dumpsites in many developing countries, and by the families who still live and work in terrible poverty and squalor. Their job is to sift through the mountains of rubbish, looking for anything that they can sell for recycling.

This extract is about the day that Raphael and Gardo, two 'dumpsite boys', found something much more interesting than the usual plastic, paper, rags and tin cans. Raphael is the narrator.

Dumpsite boys

Gardo's fourteen, same as me. He's thin as a whip, with long arms. He was born seven hours ahead of me, onto the same sheet, so people say. He's not my brother but he might as well be, because he always knows what I'm thinking, feeling—even what I'm about to say. The fact that he's older means he pushes me around now and then, tells me what to do, and most of the time I let him. People say he's too serious, a boy without a smile, and he says, 'So show me something to smile at.' He can be mean, it's true—but then again he's taken more beatings than me so maybe he's grown up faster. One thing I know is I'd want him on my side, always.

We were working together, and the bags were coming down—some of them already torn, some of them not—and that's when I found a 'special'. A special is a bag of trash, unsplit, from a rich area, and you always keep your eyes wide for one of them. I can remember even now what we got. Cigarette carton, with a cigarette inside—that's a bonus. A zucchini that was fresh enough for stew, and then a load of beaten-up tin cans. A pen, probably no good, and pens are easy to come by, and some dry papers I could stick straight in my sack—then trash and trash, like old food and a broken mirror or something, and then, falling into my hand ... I know



Sorting the rubbish at a dumpsite in Manila

I said you don't find interesting things, but, OK—once in your life ...

It fell into my hand: a small leather bag, zipped up tight and covered in coffee-grounds. Unzipping it, I found a wallet. Next to that, a fold-up map—and inside the map, a key. Gardo came right over, and we squatted there together, up on the hill. My fingers were trembling because the wallet was fat. There were eleven hundred pesos inside, and that—let me tell you—is good money. A chicken cost one-eighty, a beer is fifteen. One hour in the video hall, twenty-five.

I sat there laughing and saying a prayer. Gardo was punching me, and I don't mind telling you, we almost danced. I gave him five hundred, which was fair because I was the one who found

it. Six hundred left for me. We looked to see what else there was, but it was just a few old papers, photos, and—interesting ... an ID card. A little battered and creased, but you could make him out easy enough. A man staring up at us, right into the camera, with those frightened eyes you always have when the camera flashes. Name? José Angelico. Age? Thirty-three years old, employed as a houseboy. Unmarried and living somewhere called Green Hills—not a rich man, and that makes you sad. But what do you do? Find him in the city and say, ‘Mr Angelico, sir—we’d like to return your property’?

Two little photos of a girl in a school dress. Hard to say how old, but I reckoned seven or eight, with long dark hair and

beautiful eyes. Serious face, like Gardo’s—as if no one had told her to smile.

We looked at the key then. It had a little tag made of yellow plastic. There was a number on both sides: 101.

The map was just a map of the city.

I took it all away and slipped it down my shorts—then we kept on sorting. You don’t want to draw attention to yourself, or you can lose what you find. But I was excited. We were both excited, and we were right to be, because that bag changed everything. A long time later I would think to myself: *Everyone needs a key.*

With the right key, you can bust the door wide open. Because nobody’s going to open it for you.

from *Trash* by Andy Mulligan

Responding to the text

- 1 Why does Raphael think Gardo might as well be his brother?

- 2 What type of bag is a ‘special’?

- 3 What was memorable about the cigarette carton and the zucchini?

- 4 What three items did they find in the small leather bag?

- 5 What do you find out about Raphael’s character when he divides up the money?

- 6 How does Raphael feel when he discovers that José Angelico isn’t rich?

- 7 ‘But what can you do?’ How does Raphael justify not returning the money?

- 8 What comparison does Raphael make between the little girl in the photos and Gardo?

- 9 What does the key represent to Raphael?

Adverbs

Adverbs are words that tell us more about verbs. They tell how, when, where or why an action occurs. They may also give us more information about adjectives and other adverbs.

- | | |
|---|--------|
| The tourists arrived <i>yesterday</i> . | Time |
| The old cottage stood <i>nearby</i> . | Place |
| The soldiers advanced <i>cautiously</i> . | Manner |
| The workers were <i>extremely</i> tired. | Degree |



Adverbs of time

Complete each sentence by choosing a suitable adverb from the list. Use each word once only.

annually daily finally tomorrow yesterday late

- The prize for dux of the school is awarded _____.
- _____ I had forgotten our class assignment was due.
- Our plane leaves for Paris _____.
- Our newspaper is delivered _____ so that we can keep up with current events.
- At the end of the story the hero _____ rescued the prince.
- I failed the job interview because I arrived _____.

Adverbs of place

Complete each sentence by choosing a suitable adverb from the list. Use each word once only.

upwards westwards inside everywhere abroad nowhere

- We were flying _____ towards the setting sun.
- They searched _____ as they tried to find the missing ring.
- The family had their holidays _____ on a luxury liner.
- The balloon floated _____.
- The refugees had left their homes and had _____ to sleep.
- The children played _____ because it was raining heavily.

Adverbs of manner

Complete each sentence by choosing a suitable adverb from the box. Use each word once only.

loudly fondly greedily correctly furtively mysteriously

- 1 The survivor _____ ate the food.
- 2 The quiz contestant _____ answered all the questions.
- 3 The police knocked _____ at the door.
- 4 The ghost _____ disappeared in the moonlight.
- 5 The old man _____ remembered his wife and family.
- 6 The burglar crept _____ through the house.

Adverbs of degree

Complete each sentence by choosing a suitable adverb from the list. Use each word once only.

too just enough rather completely very

- 1 Is your coffee hot _____ ?
- 2 He's eaten _____ much cake.
- 3 The temperature was _____ above freezing.
- 4 The audience _____ disagreed with the speaker.
- 5 Rome is _____ a pleasant city.
- 6 The students enjoyed the excursion _____ much.

Changing phrases into adverbs

Change the phrases in italics into adverbs. The first one has been done to help you.

- 1 They drank their coffee *in silence*. silently
- 2 The opponents glared at each other *in anger*. _____
- 3 The goalie defended the goal area *with tenacity*. _____
- 4 The Roman general entered the city *in triumph*. _____
- 5 People were asked to give *with generosity*. _____
- 6 The choir sang *in harmony*. _____
- 7 The accused spoke *with defiance*. _____

Punctuation

Quotation marks for direct speech—2

A common pattern for punctuating speech occurs when the spoken words, indicated by quotation marks, are interrupted by information about who is speaking.

In the following example, the spoken words, as well as the unspoken words that interrupt them, make up a single sentence. Therefore, a comma follows after the unspoken words and no capital letter is used when the sentence resumes.

'I'll be home late,' said Ryan, 'because it's footy training night.'

In the next example, the spoken words are two separate sentences. Therefore, there is a full stop after the unspoken words and the new sentence starts with a capital letter.

'I'll be home late,' said Ryan. 'It's footy training night.'

Punctuating direct speech

Rewrite the following sentences, inserting the missing quotation marks in the correct position. You will need to add capital letters where necessary, as well as commas, full stops, question marks and exclamation marks.

1 let's go shopping today said mia the sales are on at the moment

2 my parents won't let me go to schoolies week complained luke because they think it's too far away

3 because my importing business isn't profitable enough said the owner we'll be closing at the end of the year

4 look out shouted ava to her brother the steps are right behind you

5 not only was i burgled last week muttered simon but now i have to deal with a broken-down car as well

6 i've always wanted to see uluru said kelly can we go there for our next holiday



Word skills

Society and culture

prejudice	refugee	family	identity	personality
hunger	freedom	believe	belonging	democracy
values	racial	tradition	heritage	indigenous
culture	similar	suffer	asylum	discriminate
religion	healthy	poverty	starvation	occupation
people	national	attitude	immigrant	disadvantage



Words in action

1 Give the plural form of the following list words.

- | | |
|---------------------|-------------------|
| a family _____ | d culture _____ |
| b tradition _____ | e democracy _____ |
| c personality _____ | f refugee _____ |

2 Write the list words that are opposite in meaning to the following words. Use the first-letter clue to help you.

- | | |
|---------------------|--------------------|
| a captivity f _____ | d emigrant i _____ |
| b advantage d _____ | e distrust b _____ |
| c wealth p _____ | f sick h _____ |

3 Find an appropriate list word to fill the gap. Use the first-letter clue to help you.

- | | |
|-----------------------------|------------------------|
| a Australian i _____ plants | d the h _____ building |
| b poverty and s _____ | e our n _____ flag |
| c an a _____ seeker | f a positive a _____ |

4 Fill the gap with the correct form of the list word in brackets.

- a a _____ system of government (democracy)
- b _____ customs (tradition)
- c a _____ gift (values)
- d racial _____ (discriminate)
- e _____ twins (identity)
- f _____ therapy (occupation)
- g a striking _____ (similar)

Adding endings

Choose appropriate endings to complete the list words below.

-ing	-ion	-ee	-ure	-age	-ous	-ity	-um
-ice	-ate	-acy	-ude	-er	-om	-al	-ar

- | | | | | | |
|---|--------------|----|-----------------|----|-----------------|
| 1 | democr _____ | 7 | freed _____ | 13 | ident _____ |
| 2 | tradit _____ | 8 | asyl _____ | 14 | discrimin _____ |
| 3 | prejud _____ | 9 | nation _____ | 15 | simil _____ |
| 4 | refug _____ | 10 | disadvant _____ | 16 | attit _____ |
| 5 | hung _____ | 11 | indigen _____ | | |
| 6 | belong _____ | 12 | cult _____ | | |

Word for a phrase

Write words from the list that match each of the phrases below. The first letters are given to help you.

- 1 a person who has fled from their home country because of some danger or problem
r _____
- 2 a place offering protection and safety; a refuge a _____
- 3 to accept that something is true; to hold as an opinion b _____
- 4 a job, profession or line of work o _____
- 5 the state of being extremely poor p _____
- 6 a person who comes to live permanently in a new country i _____
- 7 native to a particular area or country i _____

Word origins

The word 'democracy' comes from the Greek word *demos*, which means 'people'. Here are some other English words derived from *demos*. Use the dictionary at the back of the book to write their meanings.

- epidemic: _____
- democrat: _____
- demography: _____
- endemic: _____
- anti-democratic: _____

Humour

LITERATURE

The popular saying ‘laughter is the best medicine’ expresses a widely held view that humour is actually good for us—it makes us feel relaxed, positive and happy. Humour in texts such as novels, plays, films, television comedies and cartoons tends to be based on characters, situations and dialogue. This unit looks at the following aspects of humour.

- A **pun** is a humorous play on words. Puns are based on words that have multiple meanings; for example, the word ‘trunk’ could refer to the trunk of an elephant, a tree trunk or a large piece of luggage. Sometimes puns use words that sound the same or similar but have different meanings, such as ‘toad’ and ‘towed’ or ‘purposes’ and ‘porpoises’. Rhyming words can also be used to create a pun.
- **Exaggeration** is often used in humorous texts to make a situation seem so extreme and ridiculous that it is funny. The situation usually starts normally, but as the writer gradually adds detail about the action or the characters it becomes increasingly bizarre and unreal.
- Humour is often used to make a serious **comment on society**. Making people laugh can be a good way of raising their awareness of a social problem, such as pollution or poverty, and it may even persuade them to agree with a particular point of view. The following cartoon by Mark Lynch is based on a pun, or a play on words.



Responding to the cartoon

- 1 What is the adult bears' observation of Desmond?

- 2 Which word is an unexpected play on another word?

- 3 What is humorous about the illustration of Desmond?

In the novel *Don't Call Me Ishmael!*, a group of school bullies, led by Barry Bagsley, can't scare little James Scobie because he simply isn't frightened of them. In this extract, the writer uses exaggeration to create a chaotic scene as the bullies attempt to terrify James once and for all. His friend Ishmael narrates the story.

The unearthly eardrum-shredding shriek

'Ok, listen up, you clowns. I have an important announcement to make. A miracle is about to happen right here in Room 301. That's right, a *medical* miracle.' Danny Wallace paused for effect. 'In just a few seconds, right before your very eyes, little James Scobie will be given back his sense of fear. And you can all share in this wonderful occasion by just enjoying the show and keeping your mouth shut, right?' Then Danny Wallace leant in so close to my face that he went all blurry. 'Right?'

Soon after that two figures appeared at the door. Barry Bagsley gave James Scobie a friendly pat on the back, winked and headed for his seat, where Danny Wallace and Doug Savage quickly joined him. Around the class boys went through the motions of talking, unpacking books and doing last-minute homework, but everyone's attention was secretly focused on the small fidgety form of James Scobie. Looking back, I suppose I should have done something or warned him in some way, but what could I have said or done that would have made any difference? Everything *seemed* normal enough, and though I knew *something* was going to happen, I had no idea what it was or exactly where or when it would unfold. I did try to catch James Scobie's eye, but he just nodded once, sat down and started to unpack his bag. It wasn't until he placed both hands on the lid of his desk and began to lift it that the memory of Danny Wallace sitting on top of it flashed into my mind and I finally knew at least *where* the danger lurked.

But it was too late. James Scobie had already straightened his arms and pushed up the lid.

A blur of wings exploded from within. It was like a scene from *The Mummy*, *Arachnophobia* and *A Bug's Life* all rolled into one.



First about a dozen enormous green and brown grasshoppers catapulted themselves into the air, smacking into windows, leaping past startled faces and clasping their sharp spiky legs into unsuspecting hair, necks and limbs. This led to random outbreaks of what appeared to be the Mexican hat dance around the class.

Then three enormous stick insects the size of rulers roared into the air with humming, purple wings. Unfortunately one immediately flew up into the fan and was slung across the room, hitting the whiteboard with a sickening *Thwugg!* before sliding slowly and messily to the ground. One landed with a thud on Bill Kingsley's back and held on for all it was worth until Bill Kingsley ripped his shirt off in panic and flung it unintentionally over Doug Savage's head. This in turn caused a strange rapidly escalating growl to rise from Doug Savage as he madly tore the shirt from his head and sent it sailing out the window and into the playground three storeys below. The third stick insect continued to sweep around the room like a Black Hawk helicopter while everyone ducked and dived for cover.

As all this was happening, dozens of big dark brown cockroaches were spilling from James Scobie's desk, scuttling among stamping and pirouetting feet, diving into school bags or flying unpredictably around the room like hit fighter planes. Taylor MacTaggart, who sat in the desk immediately in front of James Scobie's, was laughing so hard at all the 'wusses' dodging and dancing around him that he failed to see until it was too late the three large spiders on the front of his shirt. He became aware of their presence only when the biggest one decided to seek shelter under his collar. At that moment Taylor MacTaggart did a fine impromptu impression of a Zulu warrior as he leapt

madly into the air beating his head and torso like a frenzied drummer.

I would really like to be able to report at this point that I coped well in all this chaos, but the truth is, as soon as the first insects appeared, I leapt backwards from my seat, tripped over my school bag and landed on my backside on the floor. When I looked up and saw an advancing wave of spiders and cockroaches heading towards me, I scuttled backwards on my hands and feet like an upside-down crab to the far corner of the room. I was still taking refuge there when I finally looked up to see what James Scobie was doing.

About the same time, the rest of the class also began to regain some composure and, apart from isolated outbreaks of hysteria, they too were looking in James Scobie's direction. It seemed that in all the chaos, Scobie hadn't

moved an inch. Now he sat motionless as the last of the cockroaches dived from his desk and scuttled to freedom.

Finally he lowered his arms. Then he turned slowly around and looked squarely at Barry Bagsley. The entire class stared at James Scobie's face. A spider the size of a saucer had spread itself over his cheek and neck. When Scobie screwed his mouth around and wrinkled up his nose, the spider's great hairy legs picked their way across his face before settling like a giant bullet hole over the left lens of his glasses.

Nobody moved or said a word.

If it wasn't for the unearthly eardrum-shredding shriek that came from Miss Tarango, we might have stayed frozen like that forever.

from *Don't Call Me Ishmael!*
by Michael Gerard Bauer

Responding to the text

1 According to Danny Wallace, what 'medical miracle' was about to happen?

2 Why didn't Ishmael say anything to James Scobie?

3 What happened when James Scobie opened the lid of his desk?

4 Find a simile about the third stick insect and a simile about the cockroaches that suggest the classroom had become a war zone.

5 Why is Taylor MacTaggart compared to a Zulu warrior?

6 What was remarkable about James Scobie's behaviour during all the chaos?

7 How do you know that the bullies failed to frighten James Scobie?

8 What saved the class from staying frozen forever?



This cartoon by Phil Somerville uses humour to make a serious comment on humans' relationship with their environment.



Responding to the cartoon

1 How can you tell that the father and daughter live in a high-rise city apartment?

2 In the first four frames, what does the daughter ask her father?

3 What does her father tell her in each of these four frames?

4 In the fifth frame, how does she react to the information he has given her?

5 In the sixth frame, what is humorous about the father's comment?

6 How does the father respond when his daughter asks him to show her a tree?

7 What serious point is the cartoonist making about our society?

Prepositions

A preposition is always followed by a noun or pronoun, which is called its object.

over the hill with them under the sea in the car towards him

A preposition is a word that indicates the relationship between one part of speech and another. Usually it shows the relationship of:

- a verb to a noun (or pronoun):

*The horse **jumped over** the fence.*

In this example, the preposition *over* shows the relationship between ‘jumped’ (verb) and ‘fence’ (noun).

- a noun (or pronoun) to a noun (or pronoun):

*The **passengers at** the airport were delayed.*

Here the preposition *at* shows the relationship between ‘passengers’ (noun) and ‘airport’ (noun).

- an adjective or participle to a noun (or pronoun):

*The crowd was **angry with** the referee.*

Here the preposition *with* shows the relationship between ‘angry’ (adjective) and ‘referee’ (noun).

The list below shows most of the important prepositions you will encounter.



about	along	behind	beyond	from	off	through	up
above	among	below	by	in	on	to	upon
across	around	beneath	down	into	onto	towards	with
after	at	beside	during	near	over	under	within
against	before	between	for	of	past	until	without

Identifying prepositions

Identify three or more prepositions in each of the sentences.

- The horses galloped through the open gates, past the farmhouse and into the paddocks before they stopped at the river. (4)

- On the bridge of the ship stood the captain with a map in his hands. (4)

- Saddened by defeat, the goalie of our team kicked the ball across the field. (3)

- Without doubt, the sheep could have been saved from the bushfire if the fire truck had arrived before midday. (3)

- After the storm, the yacht with its tattered sails moored beside the jetty. (3)

- During his lunch break, the cyclist rode along the path, down the avenue, over the bridge and around the park. (5)

Missing prepositions

Choose prepositions from the ones in brackets to complete each sentence.

- 1 Accompanied _____ other residents, they protested _____ the mining. (against, by)
- 2 _____ complaint, the prospectors departed _____ dawn, confident _____ returning _____ their base _____ twenty-four hours. (of, at, to, within, without)
- 3 They knew _____ certainty that their invention was superior _____ that _____ the other contestants. (to, of, with)
- 4 Even though they agreed _____ the decision, they refrained _____ voting. (from, with)

Prepositional phrases

Phrases that begin with a preposition are important in the English language. They occur everywhere in everyday speech and language and often form part of an idiom. Choose the correct prepositional phrases from the list to complete the sentences. The meanings of the idioms are given in brackets.

on pins and needles	on the wrist	against the clock	at a snail's pace
up the wrong tree	of cake	in a blue moon	in the pipeline
to the fire	in a day	around the bush	on the head

- 1 The driver who caused the accident received a slap _____. (a very mild punishment)
- 2 Winning the 100m race was a piece _____. (easily accomplished)
- 3 To get the building finished, the builders had to work _____. (rushed and short on time)
- 4 The bus was travelling _____. (extremely slowly)
- 5 Your letter of complaint added fuel _____. (made difficult matters worse)
- 6 The speaker was beating _____. (avoiding the main concerns)
- 7 This event takes place once _____. (very rarely)
- 8 The plans for the new subdivision are _____. (about to be implemented)
- 9 Waiting to do the exam we were _____. (anxious and nervous)
- 10 The investigators were barking _____. (looking in the wrong place)
- 11 Rome wasn't built _____. (Important tasks take time to complete.)
- 12 The film critic's review hit the nail _____. (was exactly right)

Punctuation

Apostrophes for contractions

When two words are joined together and shortened to become one word, they are referred to as a **contraction**. An apostrophe is used to indicate where the letter or letters have been left out. Contractions are most often used in speech and in informal writing.

Where's the cat? (where is)

I can't go. (cannot)

You're next. (you are)

Forming contractions

In each of the following sentences, underline the two words that can be turned into a contraction. Then rewrite the sentence using an apostrophe in place of the letters that are left out.

- 1 He would not go home. _____
- 2 Do not cross the road here. _____
- 3 I hope she will win. _____
- 4 We were not happy. _____
- 5 I have got a new job. _____
- 6 Here is my ticket. _____
- 7 You must not misbehave. _____
- 8 They would like the movie. _____

Choosing contractions

Complete this conversation by choosing the most appropriate contractions to fill the gaps. Use each contraction once only.

isn't I'd that's we're don't here's I'm couldn't we've we'll

Buying a car

'Hello,' said the car salesman. '_____ John. Can I help you?'

The customer said, 'Yes, _____ like to buy a car.'

'Well, _____ got plenty of those available!'

'You _____ seem to have any with a manual transmission, though.'

John replied, 'There _____ much demand for manuals around here.'

'I _____ find any at your other branch either,' said the customer.

'_____ expecting a nice red one in the showroom next week,' said John.

'If you like, _____ contact you when it comes in.'

'Well, _____ great,' said the customer. '_____ my phone number.'



Word skills

Laughing matters

farce	absurd	comical	cartoonist	comedian
funny	satire	joking	anecdote	laughter
ridicule	jester	chuckle	amusing	humorous
clown	sneer	giggle	limerick	entertain
smiling	jovial	parody	hilarious	caricature



Find a word

- Find the list words consisting of *five* letters that match these meanings:
 - causing laughter or amusement _____
 - a scornful or contemptuous smile _____
 - a comic entertainer, usually in a circus _____
- Find the list words consisting of *six* letters that match these meanings:
 - to laugh lightly in a silly manner _____
 - saying something to cause amusement _____
 - cheerful and friendly _____
- Find the list words consisting of *eight* letters that match these meanings:
 - an amusing or entertaining person _____
 - a humorous verse of three long and two short lines _____
 - to subject someone to mockery and derision _____
 - a sound expressing joy and amusement _____
- Find the list words consisting of *ten* letters that match these meanings:
 - a person who makes humorous drawings _____
 - a representation with exaggerated characteristics _____

Completing the sentences

Choose appropriate words from the ones in brackets to complete each sentence.

- A _____ sometimes uses _____ to _____ politicians. (ridicule, cartoonist, satire)

- 2 A _____ told an _____ to _____ the audience. (anecdote, entertain, comedian)
- 3 The _____ behaviour of the court _____ made the king _____. (chuckle, absurd, jester)
- 4 The students began to _____ at the _____ recited by the _____ poet. (limerick, giggle, jovial)

Matching the clues

Use the clues to complete these 'cartoonist' words from the spelling list.

_____ c _____	a short, amusing story
_____ a _____	extremely amusing
_____ r _____	an absurd event
_____ t _____	provide amusement or enjoyment
_____ o _____	showing a sense of humour
_____ o _____	a humorously exaggerated imitation
_____ n _____	a mocking smile
_____ i _____	the use of ridicule to expose stupidity
_____ s _____	ridiculous
_____ t _____	a person who plays the fool

Word origins

The word 'absurd' means 'utterly or obviously senseless, illogical or untrue'. It is made up of two Latin words: the prefix *ab-*, meaning 'away from', and *surdus*, meaning 'falling on deaf ears'. There are many words in English beginning with the Latin prefix *ab-*. Use the dictionary at the back of the book to write the meanings of the following words beginning with *ab-*.

- abduct: _____
- abolish: _____
- absolve: _____
- abrasion: _____
- abnormal: _____
- abdicate: _____

Media texts

LITERATURE

Media texts are designed to reach and communicate with a mass audience. Traditional media texts include newspapers, television, radio, films, magazines and advertisements. The rise of communication technologies, particularly the internet, has led to the creation of an even wider range of media texts such as news websites, ezines and blogs.

Things to consider when analysing a media text include the following:

- What is its purpose? Is it informative, persuasive or entertaining?
- Who is the intended audience?
- How well do the words and images work together to create meaning?

Consider the combined effect of the text and the image in the following article.



Listen up, everybody Police warn headphones are a hazard

BY ALEKS DEVIC

STOPPING pedestrians listening to music and talking on mobile phones are among the radical measures Victoria's top traffic cop wants to introduce to curb spiralling deaths.

Victoria Police last week held internal crisis talks with mounting concerns over 27 pedestrians dead in seven months—a 30 per cent rise on last year.

There have been another 44 pedestrians who were hit by vehicles in Melbourne's CBD this year but did not die.

The *Herald Sun* can reveal the coroner is investigating four cases where pedestrians were sleeping in the middle of the road when hit by a car and eight cases where pedestrians were hit on a roadway while not crossing.

Alcohol is being investigated as the cause in at least eight of

the incidents where people have been run down by cars.

Twenty-two of the casualties happened when it was dark. The fatality list includes two joggers who were wearing headphones, including one who had restricted vision from his hoodie.

Asst Commissioner Robert Hill wants joggers to start wearing high-visibility clothing, stop wearing hoodies and to only have one headphone in.

Mr Hill said headphones were distracting walkers and many were confusing traffic signals for music, and walked straight into cars.

'Do you really need to listen to that latest hit song and make a phone call while you are walking around busy areas such as the city? The best solution here would be not to use headphones at all or alternatively put one earphone in and take one out—at least you would be more conscious of your surrounds,' he said.

from *Herald Sun*

Responding to the article

1 What is the purpose of this newspaper article?

2 'Listen up, everybody'. Explain the play on words in this headline.

3 In the first paragraph, why do police want to stop pedestrians listening to music and talking on mobile phones?

4 What alarming statistics about pedestrians in general are presented in paragraphs 2 and 3?

5 What cases of pedestrian deaths are being investigated by the coroner?

6 What is being investigated as a possible cause of at least eight pedestrian deaths?

7 What solutions for joggers are suggested by Asst Commissioner Hill?

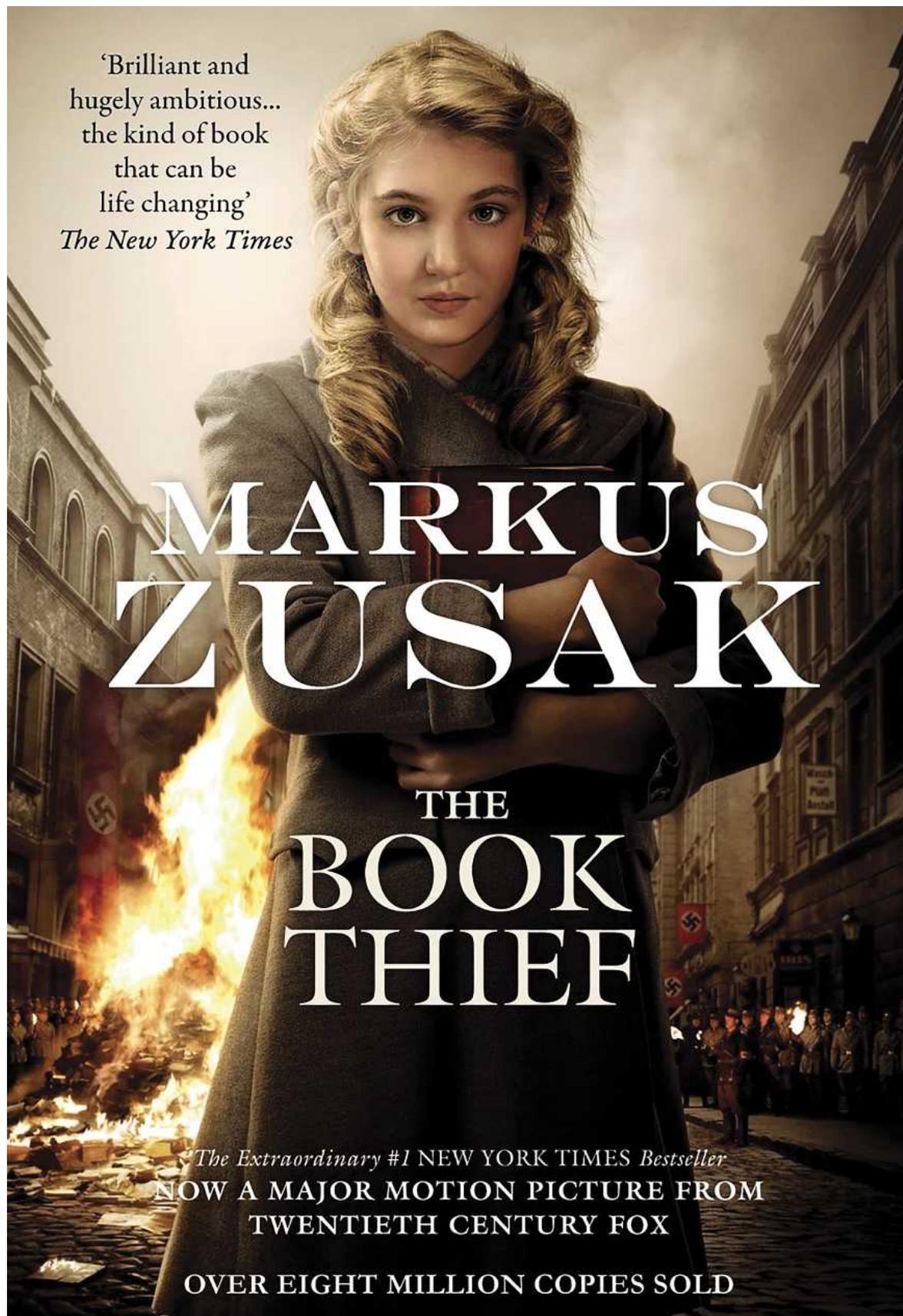
8 According to Mr Hill, why do some pedestrians walk straight into cars?

9 What does he want pedestrians to do to help solve the problem?

10 From the photograph, describe the pedestrian's facial expression and behaviour.

11 How does the photograph support the concerns expressed by police?

Many films are based on novels. Often when the film is released, a tie-in edition of the book is published for promotional purposes. This tie-in cover of *The Book Thief* features an image of Sophie Nélisse who played Liesel, the main character. The story is set in Nazi Germany during World War II when the ideas in books were considered to be dangerous and book burnings took place. Liesel, who is the book thief, discovers a fascination with books and begins to steal them for herself.



Responding to the cover

1 Liesel has highest prominence, or salience, on the cover. Explain why this is so.

2 Liesel is gazing directly at the camera. What effect does this have on viewers?

3 What is the expression on Liesel's face?

4 What colour dominates the cover?

5 What does this choice of colour suggest about everyday life at the time?

6 What attracts your attention in the background? Why?

7 What strong and positive words are used in the quote from the *New York Times* review in the top left corner?

8 Why has the quote from the *New York Times* review been included on the cover?

9 How many copies of the book have been sold? Why is this information included?

10 What makes the author's name stand out more than the title?

11 How can you tell from the image on the cover that the book/film is not set in modern times?



Conjunctions

Conjunctions are joining words. They are able to join words, phrases, clauses and sentences. By far the most common conjunctions are *and* and *but*. There are two kinds of conjunctions: **coordinating conjunctions** and **subordinating conjunctions**.

Coordinating conjunctions

The following conjunctions are called coordinating conjunctions.

and	but	yet	or	for	so	nor
either ... or	neither ... nor	both ... and	not only ... but also			

Coordinating conjunctions often link words that belong to the same part of speech.

students *and* teachers (nouns)

young *yet* wise (adjectives)

slowly *but* surely (adverbs)

Is it yours *or* mine? (pronouns)

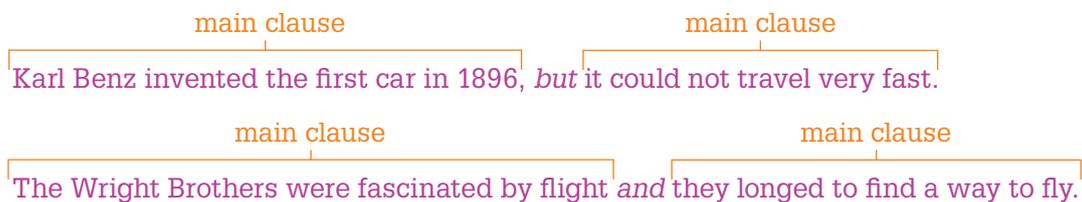
stop *and* look! (verbs)

Coordinating conjunctions join phrases.

the new principal *and* the school captain

neither in the kitchen *nor* on the verandah

Coordinating conjunctions join main clauses together.

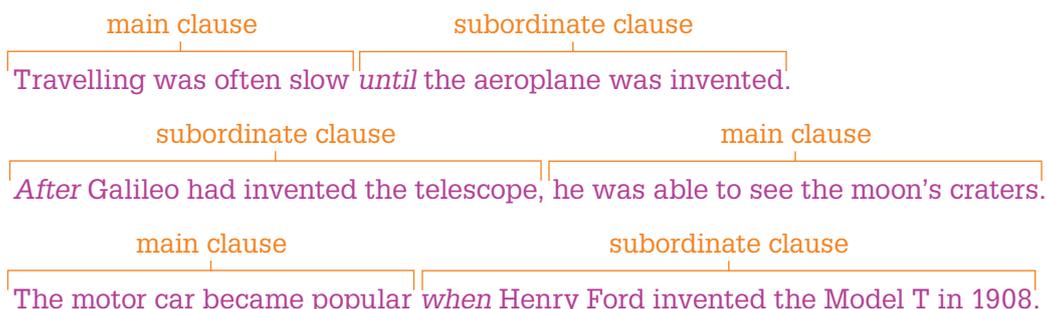


Subordinating conjunctions

These conjunctions are called subordinating conjunctions.

after	until	because	if	unless
when	before	for	than	since
while	where	although	as	whether
whenever	till	once	that	wherever

A subordinating conjunction joins a main clause to a subordinate clause.



Using conjunctions to join sentences

Use each conjunction to join the pair of sentences. In some examples, there may be more than one correct answer.

Yet

Sputnik 1, the first satellite made by humans, was about the size of a beach ball.
It took just 98 minutes to orbit the Earth.

But

Leonardo da Vinci drew a sketch of a helicopter machine in 1493.
It took until 1940 for the world to see the first helicopter.

Because

John Spilsbury created the first jigsaw puzzle in 1767 in England.
He wanted an educational tool to improve his teaching of geography.

Before

Modern refrigerators were invented in the early twentieth century.
People used to keep their food in a wooden cupboard called an icebox.

And

Chess was invented in India circa 600 AD/CE.
It spread to Europe during the Middle Ages.

Since

Monopoly went on sale in 1935.
Two hundred million sets have been sold.

When

Benjamin Franklin flew a kite with an iron key attached during a thunderstorm in 1752.
He received an electric shock.



Punctuation

Apostrophes for possession

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

- When the noun that owns or possesses something is singular, add 's.
Sasha's mobile phone (the mobile phone of Sasha)
the boss's car (the car of the boss)
- When the noun that owns or possesses is plural and already ends in s, just add an apostrophe.
my parents' house (the house of my parents)
- If the noun that possesses is plural, but does not end in s, add 's.
the men's shirts (the shirts of the men)

Apostrophes showing possession

Change each phrase so that an apostrophe is used to show possession.

- 1 the scarf of the woman _____
- 2 the quacking of the ducks _____
- 3 the cubby house of the children _____
- 4 the tents of the explorers _____
- 5 the pets of Cameron _____
- 6 the racquet of the tennis player _____
- 7 the news of the day _____
- 8 the article of the journalist _____
- 9 the pool of our neighbours _____
- 10 the blog of the women _____

Choosing the apostrophes

Choose the correct word from the pair in brackets to fill the gap in each sentence.

- 1 Several _____ laptops were stolen. (boys', boy's)
- 2 _____ bike is chained to the fence. (Robyns', Robyn's)
- 3 The two _____ bridles had to be repaired. (pony's, ponies')
- 4 My _____ best friend was born in Brazil. (mother's, mothers')
- 5 The _____ injury was serious. (player's, players')
- 6 I certainly got my _____ worth. (monies', money's)
- 7 The _____ magazine is published weekly. (womens', women's)
- 9 I'm going to _____ party on Saturday. (Lachlans', Lachlan's)

Word skills

Inventions

compass	computer	mirror	electricity	thermometer
umbrella	chimney	camera	ambulance	telescope
aqualung	alphabet	dynamite	parachute	refrigerator
television	calendar	telephone	calculator	microscope
bicycle	balloon	elevator	aeroplane	deodorant
email	radiator	battery	helicopter	automobile



Changing words

1 Give the plural form for each of the following list words.

- | | |
|------------------|-----------------|
| a compass _____ | d battery _____ |
| b umbrella _____ | e balloon _____ |
| c chimney _____ | f email _____ |

2 Rearrange the jumbled letters to form list words of inventions. The first letter of each word is in bold.

- | |
|------------------------------------|
| a r u t e c p m o _____ |
| b a r d d n e o o t _____ |
| c b a m o t l o i e u _____ |
| d e e o e t h p l n _____ |

3 Arrange the following list words in alphabetical order.

compass chimney calculator computer calendar camera

Creating inventions

Choose appropriate nouns from the list below to complete the names of the following inventions.

meter	saw	belt	card	puzzle	cleaner	extinguisher	floss
stamp	wire	lights	opener	oven	machine	charger	aid

- | | |
|-------------------|----------------|
| 1 postage _____ | 4 sewing _____ |
| 2 microwave _____ | 5 vacuum _____ |
| 3 barbed _____ | 6 seat _____ |

7 fire _____

12 chain _____

8 can _____

13 credit _____

9 hearing _____

14 dental _____

10 parking _____

15 battery _____

11 traffic _____

16 jigsaw _____

What am I?

Use list words to answer the following clues.

1 I reflect images. _____

2 I am also known as 'electronic mail'. _____

3 Skydivers use me in order to land safely. _____

4 I keep food cold. _____

5 I am used as protection against sun and rain. _____

6 Your temperature is measured by me when you are sick. _____

7 I am an aircraft with an overhead rotor. _____

8 I am an inflatable rubber bag used as a toy or decoration. _____

9 I am a vehicle used to transport sick people. _____

10 Scientists can view very tiny objects when they use me. _____

11 Astronomers use me to view very distant heavenly objects. _____

12 I provide lighting and heating to your house. _____

13 I capture moments in history and in the present. _____

Word origins

The word 'automobile' is made up by combining two words: the Greek word *autos*, which means 'self', and the French word *mobile*, which means 'moving'. An automobile is a self-propelled motor vehicle. There are a number of English words that come from the Greek word *autos*. Here are some of them. Use the dictionary at the back of the book to write their meanings.

autograph: _____

autocrat: _____

automatic: _____

autonomous: _____

autopsy: _____

autopilot: _____

The five senses

LITERATURE

Like painters and photographers, poets have their own special way of seeing, feeling and responding to their experiences. Poets paint their word pictures from the world they see around them, with the intention of giving their audience a deeper appreciation and understanding of life. To do this they engage our senses of sight, sound, taste, touch and smell.

The sense of sight

In the following poem, American poet Walt Whitman conveys his joy as he describes a magnificent stallion and his reaction to its beauty.

A gigantic beauty of a stallion

A gigantic beauty of a stallion, fresh and responsive to my caresses,
Head high in the forehead, wide between the ears,
Limbs glossy and supple, tail dusting the ground,
Eyes full of sparkling wickedness, ears finely cut, flexibly moving.

His nostrils dilate as my heels embrace him,
His well-built limbs tremble with pleasure as we race around and return.

from *Song of Myself* by Walt Whitman



Responding to the text

- 1 How does the stallion react to the poet's presence?

- 2 Identify one phrase that shows the beauty of the stallion's limbs and another that shows the strength of its limbs.

- 3 What words show that the stallion enjoyed being ridden by the poet?

- 4 What is the poet's purpose in this poem?

Sense of sound

In her poem 'Noise', Jessie Pope delights in all the sounds around her. Her poem is full of onomatopoeic (sound) words.

Noise

I like noise.
The whoop of a boy, the thud of a hoof,
The rattle of rain on a galvanised roof,
The hubbub of traffic, the roar of a train,
The throb of machinery numbing the brain,
The switching of wires on an overhead tram,
The rush of the wind, a door on the slam,
The boom of the thunder, the crash of the waves,
The din of the river that races and raves,
The crack of a rifle, the clank of a pail,
The strident tattoo of a swift-slapping sail—
From any old sound that the silence destroys,
Arises a gamut of soul-stirring joys.
I like noise.

Jessie Pope



Finding onomatopoeic words

Next to each noun listed below, write the onomatopoeic word from the poem that shows the sound it is making.

- | | |
|-------------------|------------------|
| 1 boy _____ | 8 wind _____ |
| 2 hoof _____ | 9 door _____ |
| 3 rain _____ | 10 thunder _____ |
| 4 traffic _____ | 11 waves _____ |
| 5 train _____ | 12 river _____ |
| 6 machinery _____ | 13 rifle _____ |
| 7 wires _____ | 14 pail _____ |

Sense of taste

On their long journey home from Troy, Odysseus and his men reached the land of the Lotus-eaters, who gave them the fruit of the lotus to eat.

The magic fruit

On the tenth day we reached the land of the Lotus-eaters,
Who live on a food that comes from a kind of honey-sweet flower,
Which was so delicious that those who ate it,
Left off caring about home, and did not even want to go back
And say what had happened to them. They were for staying
And munching lotus with the Lotus-eaters.

from *The Odyssey* by Homer



Responding to the text

- 1 What taste did the lotus flower have?

- 2 What effect did eating the lotus have on travellers?

Sense of touch

Like the poet Stanley Cook, all of us delight in eating hot chips, especially on a cold and frosty day.

Chips

Out of the paper bag
Comes the hot breath of the chips
And I shall blow on them
To stop them burning my lips.

Before I leave the counter
The woman shakes
Raindrops of vinegar on them
And salty snowflakes.

Outside the frosty pavements
Are slippery as a slide
But the chips and I
Are warm inside.

Stanley Cook



Responding to the text

- 1 What is the poet's purpose in this poem?

- 2 In the first stanza, what concern does the poet have about the hot chips?

- 3 Explain the metaphor 'raindrops of vinegar'.

- 4 Explain the metaphor 'salty snowflakes'.

- 5 Why are the frosty pavements outside on the street dangerous?

- 6 Which words show that the hot chips make the poet feel happy and contented?

Sense of smell

The poet Christopher Morley presents us with a poem full of smells.

Smells

Why is it that the poet tells
So little of the sense of smell?
These are the odours I love well:

The smell of coffee freshly ground;
Or rich plum pudding, holly crowned;
Or onions fried and deeply browned.

The fragrance of a fummy pipe;
The smell of apples, newly ripe;
And printer's ink on leaden type.

Woods by moonlight in September
Breathe most sweet, and I remember
Many a smoky camp-fire ember.

Camphor, turpentine, and tea,
The balsam of a Christmas tree,
These are whiffs of gramarye.
A ship smells best of all to me!

Christopher Morley



Responding to the text

- 1 What is the poet's purpose in this poem?

- 2 In the second stanza, the smell of what beverage does the poet enjoy?

- 3 The smell of what particular fruit does the poet enjoy?

- 4 What printing smell does the poet enjoy?

- 5 The woods by moonlight 'breathe most sweet'. Explain.

- 6 What smell does the poet like most of all?

- 7 Use the dictionary at the back of the book to find the meaning of these words from the poem:
 - a camphor: _____
 - b balsam: _____
 - c gramarye: _____

Onomatopoeia and alliteration

Complete the exercises on two important techniques used by writers and poets.

Onomatopoeia

There are many words in English that actually echo the sounds made by people, animals, things and actions. The word ‘croak’ echoes the sound made by a frog, just as ‘slam’ imitates the sound of a door closing forcefully. Words such as ‘growl’, ‘moo’, ‘drip’, ‘bang’, ‘thud’ and ‘slap’ are just a few of the many sound words we come across every day. The use of sound words in poetry and prose is called **onomatopoeia**.

Identifying onomatopoeia

Read the following pieces of poetry and write down the three sound words in each one.

Meeting at night

Three fields to cross till a farm appears;
A tap at the pane, the quick sharp scratch
And blue spurt of a lighted match ...

Robert Browning

The brook

I chatter over stony ways
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.

Alfred Lord Tennyson

Onomatopoeia in everyday life

Complete the phrases by adding sound words from the list below.

babbling	slam	rustle	splintering
howl	flapping	strum	wailing
crackle	popping	clapping	dripping
clanking	tramp	clashing	creaking

- | | |
|-----------------------------|-------------------------------|
| 1 the _____ of a door | 9 a _____ chain |
| 2 the _____ brook | 10 the _____ of silk |
| 3 _____ flags | 11 the _____ of a guitar |
| 4 the _____ of feet | 12 _____ cymbals |
| 5 _____ sirens | 13 the _____ of corks |
| 6 the _____ of wood | 14 the _____ of the wind |
| 7 the _____ of the audience | 15 a _____ tap |
| 8 _____ floorboards | 16 the _____ of burning twigs |

Alliteration

Alliteration is the repetition of consonants, especially at the beginning of words. Some poets use alliteration to create rhythmical or musical effects; other poets use it to focus the reader's attention on particular qualities or attributes. Notice how the alliteration of the letters *f* and *b* in the following lines from *The Rime of the Ancient Mariner* are used to show the swiftness of a sailing ship with the wind in its sails.

The fair breeze blew, the white foam flew,
The furrow followed free.

Creating alliteration

Create alliteration by adding adjectives from the list to the nouns below.

greedy	deep	hovering	famous	curious	patient
sandy	pink	kicking	hectic	talented	broken
merry	zany	spinning	bold	fragrant	leafy
weird	tawny	bouncing	dainty	jittery	sizzling

- | | | | | | |
|----|-------|-------------|----|-------|-------------|
| 1 | _____ | jellyfish | 13 | _____ | witches |
| 2 | _____ | cats | 14 | _____ | biscuits |
| 3 | _____ | kangaroos | 15 | _____ | zebras |
| 4 | _____ | bears | 16 | _____ | seashores |
| 5 | _____ | laneways | 17 | _____ | footballers |
| 6 | _____ | dancers | 18 | _____ | music |
| 7 | _____ | sausages | 19 | _____ | flowers |
| 8 | _____ | teachers | 20 | _____ | tigers |
| 9 | _____ | helicopters | 21 | _____ | holidays |
| 10 | _____ | spiders | 22 | _____ | babies |
| 11 | _____ | grubs | 23 | _____ | pyjamas |
| 12 | _____ | pedestrians | 24 | _____ | ditches |



Punctuation

Apostrophes and confusing plurals

Apostrophes are used to show possession (*the cat's bowl*) or to form contractions (*he wouldn't go*). Apostrophes are not used to show plural words, as plurals simply indicate that there is more than one thing. However, a common error is to add an apostrophe just to be on the safe side. Here are some basic guidelines for when *not* to use an apostrophe.

- Plural nouns ending in *s* never have an apostrophe because they don't own or possess anything.
foccacias (not *foccacia's* or *foccacias'*)
cherries (not *cherry's* or *cherries'*)
videos (not *video's* or *videos'*)
- Plural dates and numbers do not have an apostrophe.
in the 1950s (not *1950's*)
in your 20s (not *20's*)
- Plural acronyms (abbreviations formed from the first letter of several words) do not have an apostrophe.
two DVDs (not *DVD's*)
elected MPs (not *MP's*)

Note that an apostrophe may be used to clarify meaning and prevent misunderstanding, usually in the case of single letters. For example:

- There are two i's in 'idiom'.* (not *'two is'*)
- Watch your p's and q's.* (not *'ps and qs'*)

Correcting the apostrophes

For each word shown in bold in the passage below, write the correct word in the space that follows it. Note that some words are already correct.

The shopping trip

There were no **ATM's** _____ in sight, so Kate and Lou headed straight for the **shops'** _____ to find one. Then the **girls** _____ decided to buy some new **clothes'** _____. They each picked out a pair of **jean's** _____ and two **T-shirts'** _____. **Lous** _____ father, who is in his **40's** _____, asked her to buy him a couple of **DVDs'** _____ featuring greatest **hit's** _____ from the **1990s** _____. They wanted to go to the **movie's** _____ after that, but the best **tickets'** _____ were sold out because of the school **holidays** _____. Luckily, there was time to grab a couple of **Bills** _____ **Burgers** _____ for lunch before heading home. Not bad for a **mornings** _____ work!



Word skills

The five senses

Hearing	Sight	Taste	Touch	Smell
whisper	spectacular	delicious	smooth	aroma
murmur	attractive	sour	slimy	perfume
melodious	glance	spicy	slippery	odour
aloud	handsome	appetising	texture	scent
harmony	splendour	juicy	greasy	stench
rattle	beauty	bitter	warmth	fragrance
noisy	vision	flavour	squeeze	whiff



Completing phrases

Use list words to complete the following phrases. The first letter is given to help you. Use each list word once only.

Taste

- | | |
|------------------|-------------------|
| 1 s _____ chilli | 4 d _____ dessert |
| 2 s _____ grapes | 5 j _____ oranges |
| 3 b _____ lemon | 6 a _____ pavlova |

Hearing

- | | |
|-------------------|-----------------|
| 1 perfect h _____ | 3 heart m _____ |
| 2 quiet w _____ | 4 train r _____ |

Touch

- | | |
|------------------|--------------------|
| 1 rough t _____ | 3 g _____ saucepan |
| 2 summer w _____ | 4 s _____ shave |

Smell

- | | |
|-------------------|--------------------|
| 1 coffee a _____ | 3 heavenly p _____ |
| 2 garbage s _____ | 4 rose f _____ |

Sight

- | | |
|---------------------|----------------------|
| 1 s _____ waterfall | 3 amazing b _____ |
| 2 h _____ prince | 4 peripheral v _____ |

Word for a phrase

Write a word from the list that matches each clue. The sense is given in brackets.

- 1 having a sharp, unpleasant taste (taste) b _____
- 2 a fragrant liquid (smell) p _____
- 3 the faculty of being able to see (sight) v _____
- 4 to speak very softly (hearing) w _____
- 5 covered with an oily substance (touch) g _____
- 6 an unpleasant or distinctive smell (smell) o _____
- 7 sweet-sounding (hearing) m _____
- 8 good-looking (sight) h _____
- 9 comfortable and moderate heat (touch) w _____
- 10 a very unpleasant smell (smell) s _____
- 11 to firmly press (touch) s _____
- 12 a series of short, sharp sounds (hearing) r _____
- 13 a brief or hurried look (sight) g _____
- 14 the opposite of rough (touch) s _____
- 15 pleasing to the senses (sight) a _____
- 16 a pleasant, sweet smell (smell) f _____
- 17 the feel of a surface (touch) t _____
- 18 stimulating one's appetite (taste) a _____

Word origins

France has been famous for its food and wines for many centuries. Over the years, English has borrowed many French eating and dining words. Here is just a small taste of these French words. Use the dictionary at the back of the book to write their meanings.

bon appétit: _____

à la carte: _____

café au lait: _____

sorbet: _____

soupe du jour: _____

filet mignon: _____

Creative writing

Using sound words

Here are some models for writing sound poems. All you need to do is to add your own sound words.



Sounds of nature

I love nature
The whispering of the wind

The _____ of the _____

The _____ of the _____

The _____ of the _____

Sounds of a party

I love a party
The clinking of glasses

The _____ of _____

The _____ of _____

The _____ of _____

Sounds of music

I love music
The strum of guitars

The _____ of _____

The _____ of _____

The _____ of _____

Sounds of the zoo

I love the zoo
The gibbering of the monkeys

The _____ of the _____

The _____ of the _____

The _____ of the _____

Here are a number of sound-word exclamations. See how interesting you can make the sentence that follows each one. The first one has been done to give you the idea.

Splat! *The truck ran over the cane toad sunbaking on the highway.*

Bang! _____

Whoosh! _____

Hiss! _____

Creak! _____

Crash! _____

Ha! Ha! _____

Neigh! _____

Buzz! _____

Knock! Knock! _____

Heroes and legends

LITERATURE

Ancient Greece was famous for its heroes and legends. The stories of Greek heroes such as Hercules, Jason, Perseus, Atlanta, Achilles and many others have entertained audiences for more than two and a half thousand years. These heroes, with their amazing courage and incredible feats, far exceeded the achievements of ordinary mortals.

Many other countries have their own legends and heroes. England has Boadicea, Beowulf, Robin Hood and King Arthur. Norse legends abound with heroes such as Thor, Odin and Freya, and of course the Swiss have the famous legend of William Tell.

The heroes of legend or of real life are often involved in a struggle to overcome great dangers and formidable foes. They may be on a quest to defeat the forces of evil or to win epic battles against superior enemies. We marvel at their determination, bravery and endurance as they face all kinds of challenges and crises. These qualities can be seen in Ulysses as he struggles to defeat the dreaded Cyclops, and in William Tell as he tests his courage and skills against an evil tyrant.

Ulysses versus the Cyclops

Sailing on, we presently saw the dim coastline of another strange country. Not knowing the kind of people who might live there, I ordered the ship to put in at a little island nearby.

When the fog over the mainland cleared, we saw many huge caves and cattle much bigger than any I had seen before.

What new mysteries were we to discover there? I called some of my strongest warriors together and told them to fetch a large skin bottle of wine. 'We will offer it as a gift to whoever we meet. Let us take one of the boats and explore the place.'

Once across the strait we found a twisted path rising steeply to the mouth of a cave. Cautiously we went inside and,



when our eyes had grown used to the dark, saw a strange sight.

The cave was clearly used as a home. There were pens filled with sheep and cows of that large species we had seen from the island. All around the walls hung enormous cheeses, and gigantic churns of goats' milk stood against the walls.

'Food!' cried one of my men, his voice echoing across the cavern. 'Enough food to keep us going for a hundred voyages! Shall we kill the sheep now and make off? How many of those cheeses can we carry?'

'Silence!' I replied. 'Are we common robbers to steal food from someone while he is away from home? This cave belongs to a shepherd, I suppose. When he returns

we will give him the wine and no doubt he will make us a present of meat and cheese in return. Sit down, and wait.'

It was evening before we heard the slow, heavy footsteps of someone approaching the cavern. Through the opening we were startled to see a giant of a man staggering up the steep path carrying a bundle of huge logs on his back. The creature wore only a loin-skin, had shaggy hair and beard and—strangest of all—a single eye fixed in the middle of his forehead.

Terrified, we hid ourselves in a dark corner of the cave. The giant had returned with his flock of goats, which he drove into the cave, blocking the entrance behind him with a great boulder.

He crouched down in the middle, milking the goats, then, piling faggots on the floor, lit a fire. The dancing flames soon lighted our dark corner and the giant saw us.

'Who may you be?' he demanded in a thundering voice.

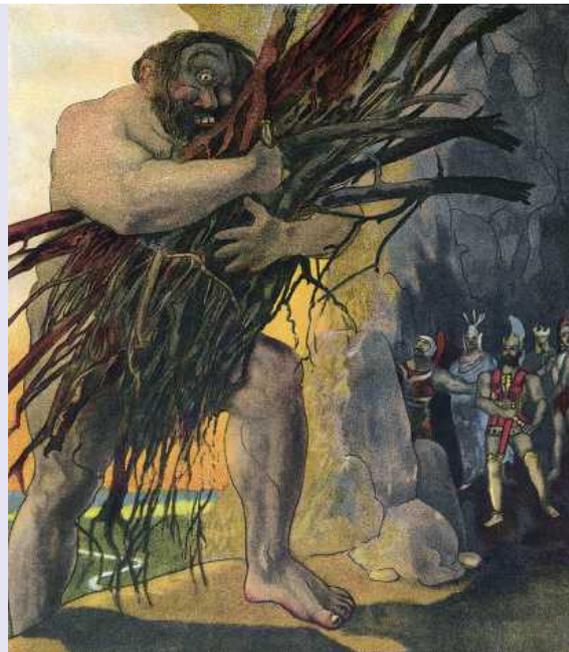
My legs trembling, I stepped forward and replied, 'My name is No-man! My warriors and I are on our way home from the Trojan War. The great god Zeus watches over us, and will be pleased with you if you treat us kindly.'

I had hoped that by mentioning Zeus, I would make the giant afraid to harm us. But he merely laughed and roared, 'I am Polyphemus, son of Poseidon who is god of the seas. Fools! Do you think we Cyclops care a fig for Zeus and his heavenly family? Where is your ship?'

I could tell by the look in his single, wicked eye that if I told him of the ships and warriors waiting on the island, he would find a way to destroy them. So I said, 'Our ship was sunk in a storm and we few are the only survivors. Have mercy on us, we beg you!'

'What is mercy?' demanded the terrible fellow. Then he reached down, grabbed two of my men and ate them. There was nothing we could do to save them from their wretched fate. Afterwards, the Cyclops drank a pail or two of milk, stretched himself out by the fire and fell asleep.

I longed to kill him there and then. But I remembered the huge stone blocking the



cave mouth and knew that without a living giant to push it away we should be shut in the cave for the rest of our lives.

We spent the night anxiously seeking a way of escape. In the morning, the Cyclops ate two more of my men and, rolling the stone away, took his goats out to graze. Left alone in the darkness we at last hit on a plan.

The Cyclops had left some of his firewood in a corner. We chose a slender young tree trunk from the pile, sharpened it to a point, then hardened the tip by holding it in the red-hot faggots. Our weapon ready, four of us were chosen to use it when the time came, then with more cheerful hearts we waited for the monster's return.

Once more he drove the goats into the cavern and blocked the opening. Next he made a meal of two more of my warriors. I filled a milk bowl with some of the wine from the skin we had brought and took it to the giant. 'This is the finest wine in all the earth. Taste it and see.'

The Cyclops snatched the bowl and gulped it down.

'More!' he cried, and I filled the bowl again.

'Still more, and I will make you a gift. The gift will be that I'll eat you last of all!'

Unused to the strong wine of warriors, the Cyclops soon lay down and fell half asleep. Now we crept to the corner, seized the sharpened tree trunk and drove it into the giant's single eye.

He gave a terrible scream, which brought others of his kind thundering towards the cave mouth. 'What is the matter?' they called.

'No-man is killing me!' yelled the giant, believing this to be my true name.

'If no man is killing you, why are you screaming?' demanded the Cyclops outside. 'Go to sleep! You are keeping us all awake with your noise!'

Then they went away. The blinded giant crawled as far as the entrance stone, pushed it away, and squatted outside, expecting to catch us as we dashed through the narrow opening.

But my companions and I crawled beneath some of the goats, and clinging to their long hair let them carry us out of

the cavern. The giant's groping hands felt only the hairy backs of the animals and we were free.

We made for the boat at once, and when we were safely out of reach I cried across to the cave, 'Polyphemus! Zeus has punished you, and rightly so, for you defied him.'

The enraged giant heard our voices and, seizing some large stones, pelted us with them. Not one struck the boat. Across the waves came the Cyclops' wail: 'Poseidon, my father! Avenge this cruel deed.'

I then knew that the god of the sea would treat me badly from that day on. Wherever I went, he followed me with storm and disaster.

from *The Legend of Ulysses* by Roy F Brown

Responding to the text

- 1 Ulysses is the narrator of this story. When the fog cleared, what did he notice about the terrain and the cattle of this strange country?

- 2 What was it about the appearance of the Cyclops that terrified Ulysses and his men?

- 3 Why did Ulysses tell the Cyclops that his ship was sunk in a storm?

- 4 'I longed to kill him there and then.' Why didn't Ulysses do so?

- 5 What effect did the wine have on the Cyclops?

- 6 'No-man is killing me!' Why does the Cyclops call Ulysses 'No-man'?

- 7 How did Ulysses and his men manage to escape from the cave?

- 8 What does this story reveal about the character of Ulysses?

- 9 '... the god of the sea would treat me badly from that day on.' Why?

William Tell and the apple

About six hundred years ago, Austria ruled the Swiss people against their wishes. Austria had appointed a cruel tyrant named Gessler to control the Swiss and to make sure they did not revolt. All the Swiss hated Gessler because he tried to crush their spirit and take away their freedom. One day, Gessler placed his cap upon a flag pole in the market place of a large Swiss village and gave instructions that, as a sign of obedience, every person who passed the flag pole had to salute his cap. The Swiss really hated Gessler for this and most of them made sure they did not go near the pole.

A few days later, William Tell, one of the finest archers in Switzerland, and his young son courageously walked past the cap without saluting it. The soldiers standing nearby seized William Tell and his son and sent a message to Gessler. By the time Gessler arrived, a great crowd of Swiss people had gathered waiting expectantly to see what Gessler would do to the man who had defied his instructions.

When Gessler was informed that William Tell had disobeyed his orders, he grew very angry. His cruelty showed as he smirked and said to William Tell,

'I hear that you're not such a bad archer. Well, being a generous man, I am going to let you show us how good you are with a bow.'

Gessler then turned to one of his soldiers and ordered, 'Take the boy over to that tree. Tie him to it and place this apple on his head.' Gessler handed the soldier an apple he had in his pocket. He then addressed William Tell. 'Now, William Tell, let's see how good you are. If you can shoot the apple off your son's head, you both shall be set free. If you fail, I'll give orders that you both be killed.'

The crowd and soldiers were horrified at these words, but William Tell remained calm as he took two arrows from his quiver, one of which he placed in his belt. The other he fitted to his bow string. The crowd was deathly silent as the arrow sped from William Tell's bow. A sigh of relief passed through the crowd as the arrow cut the apple in two. The people rejoiced.

'But why the two arrows? The second was in case you should miss with the first?' asked Gessler.

'No!' answered Tell. 'If I had missed the apple and harmed my son, the second arrow was for your heart.'

Responding to the text

- 1 What is the setting for this legend?

- 2 Why did the Swiss people hate Gessler?

- 3 What special skill did William Tell have?

- 4 How did William Tell provoke Gessler?

- 5 How did Gessler react when he heard that William Tell had disobeyed his orders?

- 6 What do you learn about the character of William Tell from this legend?

Verbs

Verbs are doing, being and having words. They also express time and action. Sometimes a verb may consist of one word only, but at other times it may consist of a number of words. In the following examples, the verbs are in italics.

Ulysses was returning home from Troy when he saw a mysterious island.

Gessler handed the soldier an apple he had in his pocket.

Identifying the verbs

Read the sentences from the legends and write down the verbs.

- 1 The dancing flames soon lighted our dark corner and the giant saw us.

- 2 'Our ship was sunk in the storm and we few are the only survivors.'

- 3 Once more he drove the goats into the cavern and blocked the entrance.

- 4 'I filled a bowl with some of the wine we had brought and took it to the giant.'

- 5 'The gift will be that I will eat you last of all.' _____
- 6 'The soldiers seized William Tell and his son and sent a message to Gessler.'

- 7 'The crowd and soldiers were horrified at these words, but William Tell calmly took two arrows from his quiver, one of which he placed in his belt.'

- 8 'If I had missed the apple and harmed my son, the second arrow was for your heart.'

Forming verbs

Complete each sentence by changing the word in brackets into the correct verb form. The first one has been done to help you get started.

- 1 The student has simplified the equation. (simple)
- 2 The path should be _____. (wide)
- 3 She is _____ for her lost friend. (grief)
- 4 The traveller had _____ his passport. (false)
- 5 The scientist will _____ the water. (pure)



- 6 The sky slowly started to _____. (dark)
- 7 The rope has been _____. (strong)
- 8 The surfers were _____ by the breeze. (fresh)
- 9 Her travel experiences had _____ her life. (rich)
- 10 The demonstrator was _____ without a trial. (prison)
- 11 The photo needs to be _____. (large)
- 12 The old house is being _____. (modern)
- 13 The hit-and-run driver _____ the victim. (fury)
- 14 The new landscaper will _____ the gardens. (beauty)
- 15 Greenhouse gases will _____ the environment. (danger)

Verbs and tenses

Not only do verbs indicate that an action is taking place, they also tell us the time when the action is happening. There are three main time periods: present, future and past.

Today—present tense	Tomorrow—future tense	Yesterday—past tense
I sleep	I will/shall sleep	I slept; I have slept
I am sleeping	I will/shall be sleeping	I was sleeping
	I will/shall have slept	I have/had been sleeping
		I had slept

Present and past tense

Insert the correct verb forms to complete the present and past tense columns. The first one has been done to help you.

Present tense (Today)

- 1 She knows
- 2 It falls
- 3 He _____
- 4 I swim
- 5 You drink
- 6 They hide
- 7 We _____
- 8 She _____
- 9 I _____
- 10 We _____

Past tense (Yesterday)

- 1 She knew
- 2 It _____
- 3 He left
- 4 I _____
- 5 You _____
- 6 They _____
- 7 We sang
- 8 She bought
- 9 I did
- 10 We drove



Punctuation

Direct and indirect speech

There are two ways of conveying what someone has said.

- **Direct speech** quotes the exact words spoken by a person, using quotation marks around the spoken words.

Joel confessed, 'I scraped the side of the car on a pole.'

'I scraped the side of the car on a pole,' confessed Joel.

- **Indirect speech** reports what someone has said by adjusting the language slightly and not using quotation marks:

Joel confessed that he had scraped the side of the car on a pole.

Changing direct speech to indirect speech

The following sentences are written in direct speech. Change them to indirect speech by removing the quotation marks and making the necessary adjustments to retain the meaning. The first one has been done as an example.

- 1 'I enjoyed reading about Robin Hood when I was a child,' said Tony.

Tony said that he enjoyed reading about Robin Hood when he was a child.

- 2 The robber whispered, 'I think the most valuable jewels will be in the safe.'

- 3 'Let's go to the exhibition about 1970s music legends,' suggested Lisa.

- 4 'Real heroes spend their lives helping other people,' said Dad.

- 5 Holly expressed the opinion, 'William Tell's son must have had nerves of steel.'

Changing indirect speech to direct speech

Change these sentences to direct speech by making the necessary adjustments and inserting quotation marks.

- 1 The teacher said that the heroes of ancient times were courageous in battle.

- 2 Sergio asked his parents if he could go to see the old sailing ship replica.

- 3 The grateful father said that the rescue workers who saved his son were heroes.

- 4 Auntie Judy bragged that she was very proud of her daughter.

Word skills

Amazing tales

journey	quest	fury	confront	remarkable
noble	capable	travel	excellent	courageous
bravery	furious	miracle	accomplish	persistent
energy	rescue	reliable	entrance	compassion
heroic	wisdom	calamity	obstacle	reputation
superior	satisfy	enemy	resistance	endeavour



Changing the words

1 Change the following list words into nouns.

- | | |
|--------------------|-------------------|
| a courageous _____ | e satisfy _____ |
| b confront _____ | f heroic _____ |
| c reliable _____ | g excellent _____ |
| d accomplish _____ | h capable _____ |

2 Change the following list words into adjectives.

- | | |
|--------------------|--------------------|
| a calamity _____ | d miracle _____ |
| b wisdom _____ | e energy _____ |
| c compassion _____ | f reputation _____ |

3 Give list words opposite in meaning to:

- | | |
|-------------------|----------------|
| a stupidity _____ | d exit _____ |
| b inferior _____ | e calm _____ |
| c cruelty _____ | f friend _____ |

Find the list word

Find the correct list words using the clues and meanings below.

1 A list word beginning with *c*, and meaning:

- a an event causing great and often sudden damage or distress _____
- b having the ability or skills to do something well _____
- c brave; able to face difficulty or danger without fear _____
- d a strong feeling of understanding _____

- 2** A list word beginning with *r*, and meaning:
- a** the general belief or opinion that someone has of a person or thing _____
 - b** dependable; able to be trusted _____
 - c** refusal to accept or comply with something _____
 - d** worthy of attention _____
- 3** A list word beginning with *e*, and meaning:
- a** a person actively opposed or hostile to another _____
 - b** an opening allowing access to a place _____
 - c** strength and vitality _____
 - d** to strive or make an effort _____

Completing phrases

Choose a list word to complete each phrase. The first letter is given to help you.

- | | |
|--|------------------------------------|
| 1 the <u>w</u> _____ of Ulysses | 6 a <u>f</u> _____ Cyclops |
| 2 a sea <u>j</u> _____ | 7 <u>e</u> _____ bowmanship |
| 3 the cave <u>e</u> _____ | 8 a <u>r</u> _____ escape |
| 4 a terrible <u>c</u> _____ | 9 a <u>s</u> _____ archer |
| 5 an <u>o</u> _____ course | 10 a <u>h</u> _____ warrior |

Word origins

The word 'reputation' means 'the general belief or opinion that someone has of a person or thing'. It is derived from two Latin words: the prefix *re-*, which means 'repeatedly' or 'again', and *putare*, which means 'to think'. Listed below are some more words that come from *putare*. Use the dictionary at the back of the book to write their meanings.

- disputable: _____
- compute: _____
- reputable: _____
- deputy: _____
- disreputable: _____

Science fiction

LITERATURE

The genre of science fiction (or sci-fi) often focuses on the future effects of science and technology on the real world or on imagined worlds. A science fiction plot may be based on alien invasion, human journeys into space, scientific experimentation such as cloning, or technological developments such as robots. Science fiction often explores such themes as survival, exploitation, mind control and the destruction of the environment.

Science fiction stories, novels, films and television shows often speculate on the future of our world. Some of the early science fiction writers have predicted future technological developments with remarkable accuracy. For example, nearly one hundred and fifty years ago, in *Twenty Thousand Leagues under the Sea*, Jules Verne created a futuristic submarine with numerous features that are now a reality, so much so that the novel still seems relevant and up to date.

In John Wyndham's novel *The Day of the Triffids*, the triffids are terrifying plants that have escaped from farms and are roaming free, attacking and killing people with their deadly whip-like sting. In this extract, Bill, the narrator, has just driven Josella to her family home.

The triffids

We got out of the car, and I pushed open the gate. A short drive curved round a bed of bushes which hid most of the house front from the road. As we turned the corner, Josella gave a cry and ran forward. A figure was lying on the gravel, chest downwards, but with the head turned to show one side of its face. The first glance at it showed me the bright red streak across the cheek.

'Stop!' I shouted at her.

There was enough alarm in my voice to check her.

I had spotted the triffid now. It was lurking among the bushes, well within striking range of the sprawled figure.

'Back! Quick!' I said.

Still looking at the man on the ground, she hesitated.



A still from the film *The Day of the Triffids*

continued »

'But I must—' she began, turning towards me. Then she stopped. Her eyes widened, and she screamed.

I whipped round to find a triffid towering only a few feet behind me.

In one automatic movement I had my hands over my eyes. I heard the sting whistle as it lashed out at me—but there was no knockout, no agonized burning, even. One's mind can move like lightning at such a moment; nevertheless, it was more instinct than reason which sent me leaping at it before it had time to strike again. I collided with it, overturning it, and even as I went down with it my hands were on the upper part of the stem, trying to pull off the cup and the sting. Triffid stems do not snap—but they can be mangled. This one was mangled thoroughly before I stood up.

Josella was standing in the same spot, transfixed.

'Come here,' I told her. 'There's another in the bushes behind you.'

She glanced fearfully over her shoulder and came.

'But it *hit* you!' she said incredulously. 'Why aren't you—?'

'I don't know. I ought to be,' I said.

I looked down at the fallen triffid. Suddenly remembering the knives that we'd acquired with quite other enemies in mind, I used mine to cut off the sting at its base. I examined it.

'That explains it,' I said, pointing to the poison sacs. 'See, they're collapsed, exhausted. If they'd been full, or even part full ...' I turned a thumb down.

I had that, and my acquired resistance to the poison, to thank. Nevertheless, there were pale red marks across the backs of my hands and my neck that were itching like the devil. I rubbed them while I stood looking at the sting.

'It's queer—,' I murmured, more to myself than to her, but she heard me.

'What's queer?'

'I've never seen one with the poison sacs quite empty like this before. It must have been doing a hell of a lot of stinging.'

But I doubt if she heard me. Her attention had reverted to the man who was lying in the drive, and she was eyeing the triffid standing by.

'How can we get him away?' she asked.

'I'm afraid we can't—not till that thing's been dealt with,' I told her. 'Besides—well, I don't think we can help him now.'

'You mean he's dead?'

I nodded. 'Yes. There's not a doubt of it—I've seen others who have been stung. Who was he?' I added.

'Old Pearson. He did gardening for us, and chauffeuring for my father. Such a dear old man—I've known him all my life.'

'I'm sorry—' I began, wishing I could think of something more adequate, but she cut me short.

'Look! Oh, look!' She pointed to a path which ran round the side of the house. A black-stockinged leg with a woman's shoe on it protruded beyond the corner.

We prospected carefully and then moved safely to a spot which gave a better view. A girl in a black dress lay half on the path and half in a flower-bed. Her pretty, fresh face was scarred with a bright red line. Josella choked. Tears came into her eyes.

'Oh! Oh, it's Annie! Poor little Annie,' she said.

I tried to console her a little.

'They can scarcely have known it, either of them,' I told her. 'When it is strong enough to kill, it's mercifully quick.'

from *The Day of the Triffids* by John Wyndham

Responding to the text

1 Why did Josella cry out and start to run forward?

2 Why did Bill shout 'Stop!' to Josella?

3 What emotions did Josella experience when she saw another triffid behind Bill?

4 How did Bill defeat the triffid after it stung him?

5 Why wasn't Bill killed by the triffid's sting?

6 'It must have been doing a hell of a lot of stinging.' What is ominous about these words?

7 Why couldn't Bill and Josella do anything to help the man in the drive?

8 What made Bill and Josella first realise that there was a second victim?

9 How did Bill try to console Josella about the two deaths?

10 Explain how John Wyndham builds up suspense in this extract.

A popular theme in science fiction is alien invasion. The following extract describes Martians that have invaded Earth.

The Martians

They were, I now saw, the most unearthly creatures it is possible to conceive. They were huge round bodies—or, rather, heads—about four feet in diameter, each body having in front of it a face. This face had no nostrils—indeed, the Martians do not seem to have had any sense of smell, but it had a pair of very large dark-coloured eyes, and just beneath this a kind of fleshy beak. ... In a group round the mouth were sixteen slender, almost

whip-like tentacles, arranged in two bunches of eight each. These bunches have since been named rather aptly, by that distinguished anatomist, Professor Howes, the *hands*. Even as I saw these Martians for the first time they seemed to be endeavouring to raise themselves on these hands, but of course, with the increased weight of terrestrial conditions, this was impossible.

from *War of the Worlds* by HG Wells

Describing a Martian

Use information in the extract to fill in the Martian checklist. Write your answers in complete sentences. Then, putting all these details together, draw your impression of a Martian in the box.

Martian checklist

- **General impression:** _____

 - **Body shape:** _____

 - **Nose:** _____

 - **Eyes:** _____

 - **Mouth:** _____
 - **Tentacles:** _____

 - **Professor's name for the tentacles:** _____
 - **How it attempts to move:** _____

-

Present participles

Present participles always end in *-ing*.

singing struggling walking knitting guessing loving

They help to form verbs.

Fire was *hurtling* through the trees. The thunder is *rumbling* loudly.

Often participles are used as adjectives. Look at the examples in the following extract.

The tropical rain fell in *drenching* sheets, *hammering* the corrugated roof of the clinic building, *roaring* down the metal gutters, *splashing* on the ground in a torrent.

from *Jurassic Park* by Michael Crichton

Forming present participles

The usual way of forming a present participle is to add *-ing*.

drink—drinking agree—agreeing marry—marrying sail—sailing

However, words ending with a single *e* usually drop the *e* before adding *-ing*.

give—giving take—taking escape—escaping achieve—achieving

Note: There are some exceptions to ensure the meaning of the word remains clear, such as:

eye—eyeing (NOT: eying) dye—dyeing (NOT: dying, as for 'die')

Verbs that end with a single consonant that is preceded by a single vowel, usually double this consonant before adding *-ing*.

drop—dropping sit—sitting begin—beginning submit—submitting

Adding -ing

Use the above spelling rules to change the following verbs into present participles.

- | | | | | | |
|----|---------|-------|----|----------|-------|
| 1 | work | _____ | 11 | listen | _____ |
| 2 | run | _____ | 12 | beg | _____ |
| 3 | move | _____ | 13 | occur | _____ |
| 4 | rise | _____ | 14 | read | _____ |
| 5 | compel | _____ | 15 | freeze | _____ |
| 6 | deceive | _____ | 16 | choose | _____ |
| 7 | become | _____ | 17 | write | _____ |
| 8 | win | _____ | 18 | prefer | _____ |
| 9 | commit | _____ | 19 | increase | _____ |
| 10 | vote | _____ | 20 | invite | _____ |

Matching present participles with nouns

Select the most suitable participle from the list for each noun below.

rustling	buzzing	howling	bellowing	clinking
purring	pattering	slamming	bleating	dripping
booming	sparkling	grinding	peeling	screeching
wailing	erupting	blazing	shuffling	ticking

- | | | | | | |
|----|-------|-----------|----|-------|-------|
| 1 | _____ | volcano | 14 | _____ | bells |
| 2 | _____ | leaves | 15 | _____ | coins |
| 3 | _____ | diamonds | 16 | _____ | cat |
| 4 | _____ | fire | 17 | _____ | teeth |
| 5 | _____ | clock | 18 | _____ | saw |
| 6 | _____ | wind | 19 | _____ | siren |
| 7 | _____ | raindrops | 20 | _____ | feet |
| 8 | _____ | guns | | | |
| 9 | _____ | bulls | | | |
| 10 | _____ | brakes | | | |
| 11 | _____ | sheep | | | |
| 12 | _____ | door | | | |
| 13 | _____ | tap | | | |



Using present participles in sentences

Change the words in brackets into present participles and fill the gaps to complete each sentence correctly.

- When _____ a distress signal, the astronauts discovered an _____ alien army close to the city. (invade, answer)
- The explorers _____ across the desolate landscape discovered a well _____ crystal-clear water. (travel, contain)
- The spacecraft, after _____ off slowly, was soon _____ through the atmosphere. (hurtle, lift)
- Astronauts _____ out new solar systems found a race of aliens _____ superior intelligence to earthlings. (seek, possess)
- The spacecraft was _____ out of control and _____ noisily as it re-entered Earth's atmosphere. (echo, spin)

Punctuation

Commas, brackets and dashes

Many sentences contain groups of words that provide extra information of some kind. Commas, brackets and dashes may be used—often interchangeably—to mark off this extra information from the rest of the sentence.

- **Commas** are used to mark off descriptive detail related to the sentence.
- **Brackets** separate extra information when a stronger break is needed.
- **Dashes**, which are used in pairs to separate extra information, indicate a very strong break.

Whichever punctuation mark is used, the main sentence is always a complete sentence. In the following examples where commas, brackets and dashes are used, the main sentence is: *The driver pulled up at the service station.*

The driver, who wore a striking blue jacket, pulled up at the service station.

The driver (a man in his forties) pulled up at the service station.

The driver—and keep in mind that he had escaped from prison many times—pulled up at the service station.

Note: Remember not to confuse a dash with a hyphen. Hyphens are very short dashes that join words together, such as *off-duty nurse* or *father-in-law*.

Identifying parts of the sentence

In the following sentences, commas, brackets and dashes are used to provide extra information. Write down the main sentence and the extra information in the spaces provided. The first one has been done as an example.

- 1 Robert Frost, a major American poet, lived from 1874 to 1963.

Main sentence: Robert Frost lived from 1874 to 1963.

Extra information: , a major American poet,

- 2 She went overseas—I'm not really sure where—and never came back!

Main sentence: _____

Extra information: _____

- 3 Many people (and I'm not one of them) love skydiving.

Main sentence: _____

Extra information: _____

- 4 The booklet (see page 12) lists the equipment you will need.

Main sentence: _____

Extra information: _____

- 6 The movie, which starred Jennifer Lawrence, ran for ten weeks.

Main sentence: _____

Extra information: _____

Word skills

Science fiction

gravity	planet	barrier	satellite	asteroids
velocity	mission	capsule	universe	technology
alien	galaxy	missile	meteors	inhabitant
robot	artificial	machine	desolate	pressure
force	hostile	comets	transport	misfortune
solar	destiny	astonish	spacesuit	astronaut



Word for a phrase

Use the definitions and clues below to write down list words. The first letters are given to help you.

- 1 to amaze a _____
- 2 not natural a _____
- 3 speed v _____
- 4 unfamiliar; foreign a _____
- 5 unfriendly h _____
- 6 relating to the sun s _____
- 7 a space traveller a _____
- 8 an important task m _____
- 9 an unfortunate event m _____
- 10 the cosmos u _____
- 11 bleakly empty or bare d _____
- 12 fate; fortune; lot d _____
- 13 a system of billions of stars g _____
- 14 an obstacle that prevents movement b _____
- 15 a machine resembling a human r _____
- 16 a self-propelled weapon m _____
- 17 to carry from one place to another t _____
- 18 a person living in a place i _____



19 an object orbiting Earth s _____

20 Jupiter is one of these p _____

Filling the gaps

Complete the following description by inserting list words. The first letters are given to help you. Use each list word once only.

Journey to Mars

The a _____ was strapped tightly into the c _____ of the spacecraft as it rocketed beyond Earth's g _____. Travelling at a v _____ of more than 62 000 kilometres per hour, the crew navigated between c _____, m _____ and a _____. Modern t _____ had designed a m _____ that needed to keep the inside air p _____ constant. It took over six months to reach Mars. A vehicle driven by a r _____ was used to t _____ the astronauts across the p _____'s d _____ surface. When the m _____ was completed, the crew returned to Earth with new information about the g _____.

Word origins

Technology is the study of practical sciences for industry or commerce. The word 'technology' is derived from two Greek words: *techne*, meaning 'skill' or 'craftsmanship', and *logos*, meaning 'the study of' or 'the science of'. Use the dictionary at the back of the book to write the meanings of these *logos* or '-ology' words.

meteorology: _____

zoology: _____

archaeology: _____

seismology: _____

dermatology: _____

neurology: _____

psychology: _____

anthropology: _____

theology: _____

pharmacology: _____

pathology: _____

Earth on fire

LITERATURE

Bush and forest fires frequently break out during the summer months in countries such as Australia that have a hot, dry climate. It is particularly during times of drought and extreme hot weather that firestorms are likely to develop. In Australia, trees such as the eucalypts whose leaves contain extremely flammable oil enable controllable bushfires to become raging infernos.

Australia's two worst bushfires are named Ash Wednesday and Black Saturday. On 16 February 1983, the Ash Wednesday fires, fanned by powerful winds, took the lives of twenty-eight people in South Australia and forty-seven in Victoria. More recently, during the Black Saturday fires in Victoria on 7 February 2009, one hundred and seventy-three people died and more than two thousand homes were destroyed.

Today, as more and more houses are built closer to dense bushland, the risk of homes being destroyed by fire has increased significantly. The following extract from Colin Thiele's novel *February Dragon* conveys the true horror of being caught in a bushfire.

Waves of fire

'Go for your life, sir! It's the fire!'

But Starvy had already seen it. The whole crest of the slope above them suddenly boiled over with flame, as if a crimson sea had swept the top of the ridge and was tossing and leaping down the other side in wild waves of fire. Starvy pressed the accelerator down hard and the bus roared down the road through the dust and stinking smoke. Forty, fifty, sixty miles an hour the speedo showed, with Starvy crouching at the wheel and every bolt in the bus jarring and rattling. It was as fast as the bus would go.

On the right the fire poured down the hillside like burning petrol from a tank. None of them—not even Starvy or Lemon—had ever seen a big bushfire close at hand, and its horror stunned them. The noise was sickening, the sight unbelievable. Huge masses of flame like outbursts from the sun's rim broke away from the fire and shot high into the air,



flapping and folding in fierce incandescent sheets. Whole trees exploded into torches. There was fire on the ground, and fire like hellish harpies in the air. The whole world was writhing and flinging, convulsing, twisting ... and dying.

Up the road the bus flew, with the fire not a quarter of a mile away. Past the gates of Humpty Doo they shot, with Lemon pressing her hands to her head and

crying out 'The house! Oh, my God, what about my things!' Between the two rows of big gums on either side of the road they rocketed, with the leaves twisting in the heat and the oil in them vaporising like benzene.

'The fallow paddock, sir!' It was Burp's voice in Starvy's ear again. 'Turn into our gate, and head for the fallow paddock past the dam.'

Starvy had thought of it too. The only spot in the district, an oasis of earth in a world of fire, Heaslip's ploughed paddock beckoned him on through the smoke and heat. The bus seemed as if it was about to burst into flame. Columbine and Debby had slumped in their seats; the big trees were blowing up like gunpowder behind them. But like an escaping colt with whips of fire cracking at its heels, the bus swung through Heaslip's gate and tore down the track. Behind them the whole world had disappeared in smoke and flame—the Big Scrub and Humpty Doo, Barnacle's store and Bottlebrush Barn—all swallowed alike in the fiery holocaust. Almost beside them now, the fire was racing in the long stubble and grass of Heaslip's paddock.

Ahead lay the chocolate handkerchief of fallow they were straining to reach. But they didn't quite make their goal. A quarter of a mile inside Heaslip's farm, where the track turned to skirt around the yabbing dam, Starvy did what Mrs Heaslip had always been saying someone would do. A tyre, tormented by heat and angular gravel, suddenly burst with a bang. Starvy instinctively swung the wheel, and the next moment the bus lurched off the track and headed straight for the dam. There was a flurry of wheels in mud, a squelching slide, and a final tremendous splash. Luckily the bus remained upright. There was a moment of stunned silence, then a babble of shouts and cries. Starvy jumped quickly from the driver's seat and strode up the sloping centre aisle.

'Everyone all right?'

'Ye-e-es.'

There were a few jarred wrists and bruises, but no one was badly hurt.

'All out!' Starvy ordered, trying to make a joke of it. 'This is the special stop for today.'

from *February Dragon* by Colin Thiele

Responding to the text

- 1 In paragraph 2, what is the bushfire compared to?

- 2 Which two sound words in this paragraph indicate the noises made by the speeding bus?

- 3 '... the fire poured down the hillside'. What is the fire compared to here?

- 4 How did the people in the bus feel when they saw the bushfire close at hand?

- 5 Why did the two rows of gums catch fire?

- 6 'The fallow paddock, sir!' Why would the fallow paddock be a safe place?

- 7 Why was the fallow field likened to 'a chocolate handkerchief'?

8 Use the dictionary at the back of the book to find the meanings of these words:

- a incandescent: _____
- b holocaust: _____
- c harpy: _____
- d writhing: _____

One important way of reducing bushfire fatalities is by educating residents. The page below is from a brochure prepared by the NSW Rural Fire Service.

PREPARE. ACT. SURVIVE.

ARE YOU PREPARED TO KEEP YOUR FAMILY SAFE?

Prepare your Bush Fire Survival Plan!

Cut back any overhanging trees or shrubs and dispose of cuttings appropriately.

Check the condition of your roof and replace any damaged or missing tiles.

Non-combustible fences are the most effective at withstanding the intense heat generated by a bush fire.

Clean leaves from the roof, gutters and downpipes and fit quality metal leaf guards.

Plant trees and shrubs that are less likely to ignite due to their low oil content.

If you have a water tank, dam or swimming pool, consider installing a Static Water Supply sign (SWS).

INSURANCE
Maintain adequate levels of home and contents insurance.

Enclose underfloor areas.

Store wood piles well away from the house and keep covered.

Keep garden mulch away from the house and keep grass short.

Have a non-combustible doormat.

Install metal flywire or solid screens to the outside windows and doors.

Check the condition of external walls, cladding and seal any gaps.

Remove and store any flammable items away from the house.

Ensure you have a hose which is long enough to reach every part of the home.

Make sure the pressure relief valves on LPG cylinders face outwards (so flame is not directed towards the house).

Responding to the brochure

1 What is the purpose of this brochure?

2 'Are you prepared to keep your family safe?' Why are these words in the form of a question and in large red letters?

3 Why is it important to check the condition of the roof?

4 Why should the leaves in the gutters be removed?

5 What kind of trees and shrubs should be planted?

6 Why is it important to have metal flywire or solid screens on the windows?

7 What is an important requirement regarding the garden hose?

8 Why is it important that pressure relief valves on the LPG cylinders face outwards?



Past participles

Past participles are used to form verbs. They often—but not always—end in *-ed*.

The fire had *raced* down the hill. Thick smoke was *seen* in the distance.

Past participles are also used as adjectives.

a *knitted* scarf a *broken* arm a *stolen* wallet

Past participles can be used to begin phrases.

wrapped in a scarf *burnt by the sun* *attacked by the enemy*

Forming past participles

Complete the following sentences by inserting the past participles of the verbs in brackets.

- The diners had _____ (pay) the bill and had quickly _____ (leave) the restaurant.
- He had _____ (swim) five metres after the whistle was _____ (blow).
- The captain had _____ (show) what had to be _____ (do) to achieve victory.
- Having been _____ (strike) by a speeding car, the pedestrian was _____ (take) to hospital.
- The horse has been _____ (ride) by excellent jockeys, but has not yet _____ (win) a race.
- The amateur had _____ (defeat) the champion, but had _____ (lose) the final.

Using past participles as adjectives

Change the verbs in brackets into past participles to complete the phrases. The first one has been done for you.

- | | |
|------------------------------------|-----------------------------|
| 1 the <u>broken</u> window (break) | 9 a _____ tree (fall) |
| 2 a _____ lake (freeze) | 10 _____ snow (melt) |
| 3 a _____ proposal (write) | 11 the _____ grass (mow) |
| 4 my _____ knee (swell) | 12 the _____ sun (rise) |
| 5 a _____ shirt (rip) | 13 a _____ nail (bend) |
| 6 the _____ sheep (shear) | 14 the _____ story (forget) |
| 7 a _____ team (beat) | 15 a _____ tyre (wear) |
| 8 a _____ catch (drop) | 16 a _____ muscle (tear) |

Using correct verb forms

Choose the correct verb form from the words in brackets to complete each sentence.

1 (fell/fallen)

- a The builder has _____ off the roof.
- b The builder _____ off the roof.

2 (chosen/chose)

- a She _____ to visit Australia.
- b She has _____ to visit Australia.

3 (swum/swam/swim)

- a The surfer liked to _____ through the breakers.
- b The surfer had _____ through the breakers.
- c The surfer _____ through the breakers.

4 (given/gave)

- a The aid worker _____ the refugee some food.
- b The refugee was _____ food by the aid worker.

5 (drove/driven)

- a He _____ his new SUV into the city.
- b He has _____ his new SUV into the city.

6 (draw/drew/drawn)

- a Comic characters were _____ by the cartoonist.
- b The cartoonist liked to _____ comic characters.
- c The cartoonist _____ comic characters.

7 (write/wrote/written)

- a The journalist _____ an interesting newspaper article.
- b An interesting newspaper article was _____ by the journalist.
- c The journalist did not _____ magazine articles.

8 (eat/ate/eaten)

- a The student _____ her apple.
- b The apple was _____ by the student.
- c The student did not want to _____ the apple.



Punctuation

The colon

A colon (:) is used to introduce a list of items or to indicate that a related detail or explanation will follow. The words before the colon must be a complete sentence that makes sense on its own.

I will visit four countries: Germany, Norway, Denmark and France. (a list)

We guessed who would win: the Swedish competitor. (an explanation)

Note that commas are used to separate each item in a list, except for the last item where *and* is used.

Using colons in sentences

Rewrite each sentence, adding the colon and any necessary commas.

1 Four colours dominated the painting orange green yellow and blue.

2 We knew what the weather would be like cold and miserable.

3 Dad bought a completely new outfit a shirt a pair of jeans a leather jacket and expensive shoes.

4 Two things are important a positive attitude and a willingness to work.

5 The apartment offers everything I want a new kitchen a large bedroom a balcony and beach views.

6 They explained why the performance had to be cancelled most of the cast had food poisoning.

7 My thanks go to the following people the tournament organisers the sponsors my fellow players and my coach.

8 Many developing countries face difficult challenges poverty overpopulation and a lack of educational opportunities.

Word skills

Inferno

emergency	ruin	expect	arson	deliberately
explosion	fierce	ignite	access	catastrophe
extinguish	fault	safety	destroy	hazardous
precaution	futile	ablaze	haste	suffocation
terrifying	notice	siren	severe	inhalation
insurance	fiery	evade	situation	inspection



Find the list word

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

- A list word beginning with *e*, and meaning:
 - to escape or avoid by trickery or cleverness _____
 - a violent shattering and blowing apart _____
 - to put out or bring to an end _____
 - to regard as likely to happen _____
 - a sudden event requiring immediate action _____
- A list word beginning with *s*, and meaning:
 - the state of being free from danger or risk _____
 - very great or intense _____
 - a state of affairs; condition _____
 - a device that sounds a warning _____
 - death caused by the deprivation of oxygen _____
- A list word beginning with *i*, and meaning:
 - to catch fire _____
 - a guarantee against loss _____
 - a close look at something _____
 - the act of breathing in _____
- A list word beginning with *f*, and meaning:
 - burning strongly and brightly _____

- b hostile, threatening or aggressive _____
 - c having no use or effect _____
- 5 A list word beginning with *a*, and meaning:
- a a means of entering a place _____
 - b on fire or lit up _____
 - c the criminal act of deliberately setting fire _____
- 6 A list word beginning with *d*, and meaning:
- a on purpose; in an intentional manner _____
 - b to ruin or make useless _____

Filling the gaps

Find appropriate list words to complete the passage below. The first letter of each word is given to help you.

The explosion

The *e* _____ crew heard the *s* _____ and responded immediately to the *h* _____ *s* _____. They arrived at the scene to find a factory *a* _____ after a huge *e* _____. *F* _____ flames that rose to *t* _____ heights were impossible to *e* _____. It appeared to be a case of *a* _____ since petrol had been *d* _____ poured around the area, making access very difficult. Entry into the building was dangerous because *i* _____ of toxic fumes could cause *s* _____.

Word origins

The word 'catastrophe' is derived from two Greek words: *cata*, which means 'down', and *strophe*, which means 'twist'. A catastrophe is literally 'a downwards spiralling'. There are many words in English derived from the Greek prefix *cata-*. Use the dictionary at the back of the book to write the meanings of the following words.

catacomb: _____

cataract: _____

catalyst: _____

catapult: _____

catalogue: _____

Short stories

LITERATURE

The structure of a short story usually consists of the following three parts.

- **Orientation:** In the orientation (beginning), the setting or location of the story is presented and the main characters are introduced. The orientation tells the audience who, when, where, what and why.
- **Complication:** As the story develops, complications occur. At least one problem arises that the character must overcome before the story's climax is reached.
- **Resolution:** As the sequence of events brings the story to an end, the problem faced by the character is solved or resolved. A resolution is achieved, which leads to a happy or unhappy ending in the story.

Fudge

'Have you all got the gist?' our business studies teacher, Mr Lesser, asked. 'Are there any questions?'

Of course, Jumbo Fowler hadn't got the gist. 'Can you go over it one more time?' he asked.

'Right,' said Mr Lesser. 'You, that is this business studies class, are divided into six groups of three. We, that is the school, will lend to each group the sum of twenty dollars. It is then the job of each group to use that capital to earn as much as you can over the period of one semester. At the end of the semester, you return the capital and your earnings to the school. It is a practical exercise in business. If you are going to be the business successes of the future it's about time you had some experience of how business works.'

'Don't we get to keep the profit we make?' asked Alison.

'Certainly not,' Mr Lesser replied. 'The only way I could get the Principal and School Council to agree to this use of the school's money was to persuade them that you were all such bright business people



that you would produce a nice little profit to swell the amenities fund.'

'What if we lose the twenty dollars?' Simon asked. 'Some businesses do go broke.'

'The school will carry the loss, but your marks will look pretty sick. This exercise carries twenty-five percentage points.'

Even Jumbo understood that. After explaining to us that this was his special pet project and that he expected us to excel, Mr Lesser divided us into six groups and gave each one a twenty dollar note. Then he handed us each a letter from the Principal explaining 'To Whom It Might Concern' what we were doing and that we had the full support of the School Council

of St Matilda's Secondary College in our pursuit of any legitimate business activity.

The other two in my group were Alison, and Tim Potter, our class's whizz-kid at maths. 'Let's meet straight after school,' Tim said to us. 'Come round to my place.'

We began our business career sitting on the bed in Tim's room.

'Why don't we just put the money in the bank and pay it back with the interest at the end of the semester?' Alison suggested.

Tim whipped out his calculator. 'We'd earn about twenty cents interest in that time,' he said. 'That's not going to impress anyone.'

'We could use the twenty bucks to buy some stuff and make things,' I offered. 'Then we could sell what we made at a profit.'

'What sort of things?' Tim asked.

'I know,' Alison said. 'Fudge. Then we could sell it at school. I've got a really good recipe for fudge.'

So we bought twenty dollars' worth of fudge-making ingredients and helped Alison mix it, make it, and cut the fudge into little cubes. We made little cellophane bags of six cubes each and sold them for fifty cents a bag. By our next meeting we had sold all the bags and had increased our capital to \$31.20.

'More fudge?' Alison suggested.

'No,' Tim replied. 'It took us all week to sell that lot, and even then I had to discount the last few bags to get rid of them.'

'Well, we've increased our capital by more than fifty per cent,' I said. 'We could just leave it at that.'

'No way,' Tim replied. 'I want our group to do really well. Our problem is that

we've got too low a capital base. We need to raise some venture capital. I've been reading how big business works.'

'How do we do that?' Alison asked.

'A bank loan, of course,' Tim replied, obviously thinking she should have known.

'But no bank will give us a loan,' I objected. 'We've no collateral to secure one.'

'Yes we have,' Tim replied, holding up the Principal's letter. 'We've got the school. The buildings and grounds are valued at close to a million dollars in the school's financial report for last year. That's plenty.'

The bank manager read the Principal's letter. 'I'll have to keep this in our safe here as security,' he explained, before signing the forms that allowed us to draw three thousand dollars—with the school as our collateral.

'This is more like it,' Tim said, when we were back in his bedroom. 'But we'll have to invest quickly or we won't be able to meet the interest payments.'

'Lots of fudge,' Alison suggested, 'enough to supply the whole town.'

'Nah,' said Tim scornfully. 'The stockmarket, of course. That's where the real money's made.'

The investment adviser leant on his desk and stroked his chin. 'As you are a young consortium,' he said, 'I think you should spread your investments. Say, a thousand dollars into something that's really safe and secure, and a couple of thousand spread across two or three companies with potential, but with a little more risk attached.'

'Sounds good to me,' Tim replied.

'What do you suggest?'

'Blue Chip Metals for the thousand,' the adviser said. 'It's as safe as a bank



and the dividends are good. Then I'd try a thousand with Mud Crab Holdings—they're doing quite well and the restaurant demand for mud crabs is increasing with the tourist trade. Then I'd try five hundred dollars on Aqua Cars—it's risky, but if they do come up with an engine that runs on water the returns will be massive. The last five hundred I'd put into Glorious Gold. There's a whisper that their latest mineral survey reports have been hopeful, and anyway, they're only ten cents a share.'

'If they go to twenty cents that's an easy five hundred,' Tim said.

'That'd take care of the bank interest,' I agreed.

'What bank interest?' the investment adviser asked.

We explained that we had borrowed the three thousand from the bank. He looked rather surprised. 'What did you use for collateral?' he asked.

'Land and buildings worth around a million,' Tim replied rather grandly. 'The bank has kept the documentation.'

'I might get a copy from the bank,' the adviser said. 'It's better to be safe than sorry.'

We didn't know what he meant by that, but we agreed to follow his advice on the shares, and he said he'd arrange for a stockbroker to buy them on our account.

The next few days were pretty boring as far as the sharemarket went. The Blue Chip Metals went up a couple of points, but we had only a few of those as they had cost more than ten dollars each. Mud Crabs fell a little after a scientist was reported in the papers talking about sewerage and seafood, but the following day the papers reported another scientist contradicting the first one and our shares went up again. Aqua Cars stayed right where they were, on twenty-five cents each. Glorious Gold rose a cent on the day after we had bought them but then stayed steady. At the end of the week Tim's calculator reported us as having made a profit of just over a hundred dollars. 'Not spectacular,' he said, 'but better than fudge.'

'I liked making the fudge,' Alison retorted. 'And people liked eating it. And we made over fifty per cent profit. The shares haven't done that.'

'Give them time,' Tim said with a grin.

Things stayed quiet on the sharemarket for the next four weeks. So quiet that I began to become bored with looking up our shares in Dad's paper each morning. They never seemed to change their price at all. That is, not until that Tuesday morning ...

The phone rang before breakfast, which was unusual at our place. It was Tim, for me. 'Look up Glorious Gold,' he spluttered. 'We're rich.'

I hung up and grabbed the newspaper. Fortunately Dad was still in the shower. Glorious Gold shares stood at \$6.20 each. I was trying to do sums in my head at the same time as I read an article on the opposite page that discussed the very favourable geologist's report on the Glorious Gold claim.

'I've managed to get some more,' Tim explained excitedly when he called by to walk to school with me. 'The adviser says they'll continue to rise.'

'What with?' I asked. 'We spent all the money we borrowed buying the first lot.'

'Not now we haven't,' Tim replied. 'We've just made \$25 500 profit. That was enough to get another four thousand shares. We can pay for them when we sell some. It's called aggressive trading.'

'What price fudge now?' Tim asked Alison when we met in the schoolyard. Even she was impressed when he showed her the newspaper article.

'It's a pity we've got to give it all to the school, though,' she complained. 'We could pay for the new kitchen Mum wants with that.'

For the next few days we scanned the paper eagerly each morning. Glorious Gold rose slowly but steadily to seven dollars a share.

'We ought to sell them now,' Alison said to us. 'That's more than sixty thousand dollars we've made. None of the other groups will get anywhere near that.'

We would have taken her advice if Glorious Gold hadn't more than doubled its share price on the following morning, rising to fifteen dollars a share. Once again Tim got in early and was able to increase our holding by 4800 shares.

'Sixty thousand's chicken feed,' he said to Alison. 'We're worth well over two hundred grand now.'

continued »

'Then let's sell them quickly,' Alison urged.

'I dunno,' said Tim. 'I'd really like to get to a quarter of a million.'

His chance came two days later. Glorious Gold's geologist, reported in an evening newspaper, indicated that their mine site was likely to have the richest lode of gold of any mine in Australia's history. Overnight the shares tripled in value. Tim was able to get another nine thousand at the new price of forty-five dollars.

'We're way over half a million now,' he said gleefully. 'Why don't we go for the million?'

'You were happy with a quarter of a million a few days ago,' Alison said sharply. 'Don't be so greedy. Anyway, the school doesn't need a million dollars. It's only a small school.'

I agreed with her. After all, we weren't going to benefit from our success, I argued. The school would probably build a new building or something, but by the time it was finished we could have left.

'Okay,' Tim said reluctantly. 'I'll phone the broker in the morning and tell him to sell the lot.'

But, unknown to us, a second geologist had been reported in the papers questioning the claims of Glorious Gold's geologist. In the morning the price of Glorious Gold shares had fallen to forty dollars.

The investment adviser had advised Tim not to sell. 'After all,' he had told him, 'it's the Glorious Gold geologist who's actually at the site. Once this second

bloke's ideas have been contradicted the shares will go up again.'

But no contradiction came. Instead, on the following evening the TV news was full of the arrest of the Glorious Gold directors on charges of fraud. The police had been alerted when the Glorious Gold geologist had tried to unload his own shares at forty dollars during the day. By morning the shares were down to five cents each.

'What do we do?' we asked the investment adviser. 'We're broke.'

'I realise that,' he replied. 'I've also talked to the bank. I'm afraid we're going to have to realise on your collateral. That should more than clear you, I think. Fortunately the property market is fairly buoyant at the moment.'

He gazed at us sympathetically as his secretary showed us out the door.

The 'For Sale' notices appeared outside St Matilda's a few days later. All the other kids were furious with us. None of them wanted to transfer to other schools.

The Principal retired. He said that after forty years in schools, new education methods had finally defeated him.

We never got our marks from Mr Lesser. He left the district quietly and quickly. We later heard he had a job as an economic adviser to the government in Canberra.

'We really should have stuck to fudge,' Alison said. 'It's a great recipe and a lot of the kids told me they would have liked some more.'

by Michael Dugan

Responding to the short story

- 1 Where is the setting for the orientation?

- 2 In the complication, what conflict arises between Alison and Tim?

- 3 In the resolution, what happened to Mr Lesser?

- 4 In the resolution, why were the other St Matilda's students furious?

Prefixes

A prefix is a word part placed at the beginning of a word to modify the word's meaning or create a new word.

disobey forecast precaution supervise submerge

Some prefixes indicate a number. For example, the prefix *bi-* means 'two'.

A biped is an animal that uses two legs for walking.

Matching prefixes and meanings

Below are lists of words with prefixes that indicate the numbers two, three and ten (*bi-*, *tri-* and *dec-*). Match these words with their meanings.

bi- (two)

bisect biplane biennial bilateral bicycle bigamy biscuit

- 1 being in two marriages _____
- 2 to cut in two _____
- 3 a 'twice-cooked' cake _____
- 4 having two sides _____
- 5 a two-winged plane _____
- 6 once in two years _____
- 7 a two-wheeled vehicle _____

tri- (three)

trisect trilogy tripod triple trimaran trident trio tricycle

- 1 a yacht with three hulls _____
- 2 three related novels _____
- 3 a group of three people _____
- 4 to cut in three parts _____
- 5 to multiply by three _____
- 6 a three-pronged spear _____
- 7 a three-legged stool or stand _____
- 8 a three-wheeled vehicle _____



dec- (ten)

decade	December	decimate	decagon	decathlon
--------	----------	----------	---------	-----------

- 1 to destroy or kill a large number of people _____
- 2 a polygon with ten sides and ten angles _____
- 4 a period of ten years _____
- 5 a ten-event athletic contest _____
- 3 the tenth month in the old Roman calendar _____



Prefixes in action

A number of important prefixes, their meanings and some of the words derived from them are listed in the table below. Choose words from the table to match the meanings in the exercise below. The prefixes are given as clues.

Prefix	Meaning	Words beginning with the prefix
trans-	across	transport, transaction, transit, transplant, translate
contra-	against	contradict, contraband, contravene, controversial
post-	behind/after	posthumous, postpone, post-mortem, postscript
inter-	between	interject, interrupt, intercept, interstate, interlude
dia-	through	dialogue, diagnose, diagonal, diameter
peri-	around	perimeter, period, periscope, peripheral
semi-	half	semicircle, semicolon, semiconscious, semiquaver
hyper-	beyond	hyperactive, hyperventilate, hyperbole

- 1 to put off to a later time; to defer (post-) _____
- 2 to breathe abnormally rapidly (hyper-) _____
- 3 giving rise to disagreement (contra-) _____
- 4 a straight line joining two corners of a polygon (dia-) _____
- 5 a punctuation mark (semi-) _____
- 6 a business conclusion (trans-) _____
- 7 to stop the continuous progress of (inter-) _____
- 8 of secondary or minor importance (peri-) _____
- 9 half a circle (semi-) _____
- 10 goods imported or exported illegally (contra-) _____
- 11 a conversation between two people (dia-) _____

Punctuation

The semicolon

A semicolon (;) indicates a pause that is longer than a comma but shorter than a full stop. A semicolon may be used in the following ways.

- To separate two main clauses (sentences) that are closely related in meaning.
I love horror movies; my brother prefers comedies.
- To separate items in a list if the item descriptions already contain commas.
The committee members included David, an accountant; Margaret, an experienced fundraiser; and Damien, a communications expert.

Punctuating with semicolons

Rewrite the following sentences, adding semicolons and commas where necessary.

- 1 Dad wanted me to mow the lawn Mum wanted me to vacuum the house.

- 2 Some people want to fight climate change other people don't think it exists.

- 3 Tennis tournaments have been completed in Brisbane Australia Memphis USA Madrid Spain and Kuala Lumpur Malaysia.

- 4 The road follows a beautiful river the freeway takes a direct route.

- 5 The rescue team searched in dense bush the police helicopter searched from the air.

- 6 I think you should buy the blue shirt it really suits you.

- 7 The menu featured prawn beef or pork dishes for mains banana fritters rice pudding or ice cream for dessert and Chinese tea English tea or coffee to finish.



Word skills

All kinds of people

optician	dictator	soloist	politician	pedestrian
miser	traitor	cyclist	carpenter	vegetarian
amateur	aviator	pianist	barrister	photographer
porter	vendor	pacifist	impostor	humanitarian
skier	beggar	chemist	ancestor	auctioneer
pioneer	librarian	optimist	neighbour	millionaire



Who am I?

Choose the correct list words for the clues below. The word ending appears in brackets to help you.

- 1 I engage in an activity for enjoyment, not payment. _____ (-eur)
- 2 I perform alone as a singer or instrumentalist. _____ (-ist)
- 3 I conduct the bidding when property is being sold. _____ (-eer)
- 4 I am in charge of or assist in a library. _____ (-ian)
- 5 I make and repair wooden objects. _____ (-er)
- 6 I make and supply eye glasses. _____ (-ian)
- 7 I am a person from whom you are descended. _____ (-or)
- 8 I am a lawyer able to practise in higher courts. _____ (-er)
- 9 I live next door to you. _____ (-our)
- 10 I betray people. _____ (-or)
- 11 I have confidence in the future. _____ (-ist)
- 12 I do not eat meat. _____ (-ian)
- 13 I am employed to carry luggage. _____ (-er)
- 14 I impersonate others in order to deceive. _____ (-or)
- 15 I am the first to enter or settle a region. _____ (-eer)
- 16 I am a ruler with total power over my subjects. _____ (-or)
- 17 I seek to promote human welfare. _____ (-ian)
- 18 I fly planes. _____ (-or)

19 I refuse to participate in military service. _____ (-ist)

20 I sell goods, articles or property. _____ (-or)

Missing words

Insert the words in brackets in their correct places to complete each sentence.

1 The _____ hit the _____ who was hurrying to the shop owned by the _____. (pedestrian, chemist, cyclist)

2 The _____ accompanied the _____ when she competed as an _____ in the eisteddfod. (pianist, amateur, soloist)

3 A _____ needed to repair the deck before our _____ could employ an _____ to sell her house. (neighbour, auctioneer, carpenter)

4 The _____ left his money to the _____ who had once been a champion _____. (beggar, skier, millionaire)

5 His _____ had been a _____ who had betrayed his country to a powerful _____. (traitor, ancestor, dictator)

List words beginning with p

Find list words beginning with *p* that could be associated with the following things.

1 music _____

4 discovery _____

2 camera _____

5 walking _____

3 peace _____

6 luggage _____

Word origins

The word 'pedestrian' is used in this unit to describe a person who goes or travels on foot. It comes from the Latin word *pes/pedis*, meaning 'a foot'. Below are some of the many words in English that are derived from *pes/pedis*. Use the dictionary at the back of the book to write their meanings.

impede: _____

expedite: _____

pedicure: _____

quadruped: _____

pedestal: _____

pedigree: _____

Intertextuality

LITERATURE

Intertextuality is the relationship that one text may have with other texts. Texts make connections with each other through their language, storylines, settings, themes, contexts and characters. Sometimes an original text may be transformed so that it exists in a new form such as a play, poem, film, musical, graphic novel or poster.

Intertextual references can occur in the following forms.

- **Parody:** When a text parodies another text, it ridicules or mocks the original by imitating its words, ideas or style.
- **Allusion:** An allusion is a reference to something well known, such as a historical event, a novel, a famous person, a painting and a myth or legend.
- **Structural borrowing:** The structure of a text is the way it is organised and presented. For example, poems are often arranged in stanzas. The structure of one text may be 'borrowed' and used in another text.

Here is a simple example of intertextuality that has been created from a nursery rhyme being parodied. The traditional version is on the left and the parody is on the right.



Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
Along came a spider,
Who sat down beside her,
And frightened Miss Muffet away.

Little Miss Muffet—a parody

Little Miss Muffett
Sat on a tuffet
Eating her Irish stew.
Along came a spider
And sat down beside her,
So she ate *him* up too.

Anonymous

What is the difference between Miss Muffet's behaviour in each version?

Romeo and Juliet

Many of Shakespeare's plays have been transformed from the stage to other media such as film, television and radio, and none more so than the tragic love story, *Romeo and Juliet*. Here is an abridged scene from Shakespeare's *Romeo and Juliet*, followed by an example of intertextuality related to the play.

Balcony scene

Romeo has climbed a wall into the Capulet's garden and is standing in the darkness beneath Juliet's window. Juliet appears but is at first unaware of Romeo's presence as he declares his love for her.

ROMEO: But soft, what light through yonder window breaks?

It is the east and Juliet is the sun. ...

It is my lady, O it is my love.

O, that she knew she were.

She speaks, yet she says nothing. What of that? ...

See how she leans her cheek upon her hand.

O, that I were a glove upon that hand,

That I might touch that cheek.

JULIET: Ay, me.

ROMEO: She speaks.

O, speak again, bright angel, for thou art

As glorious to this night, being o'er my head

As is a winged messenger of heaven. ...

JULIET: O, Romeo, Romeo, wherefore art thou Romeo?

Deny thy father, and refuse thy name.

Or if thou wilt not, be but sworn my love,

And I'll no longer be a Capulet.

ROMEO: (*Aside*) Shall I hear more, or shall I speak at this?

JULIET: 'Tis but thy name that is my enemy.

Thou art thy self, though not a Montague.

What's Montague? It is not hand nor foot,

Nor arm nor face, nor any other part

Belonging to a man. O be some other name.

What's in a name? That which we call a rose

By any other name would smell as sweet. ...

ROMEO: I take thee at thy word.

Call me but 'love', and I'll be new baptised.

Henceforth I never will be Romeo.

JULIET: What man art thou that thus bescreen'd in night

So stumblest on my counsel?

ROMEO: By a name

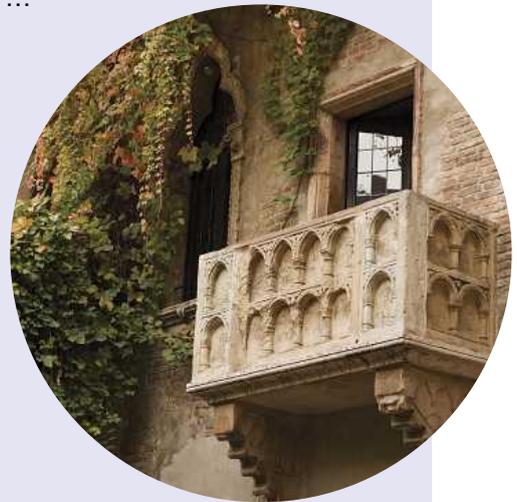
I know not how to tell thee who I am.

JULIET: My ears have not yet drunk a hundred words

Of thy tongue's uttering, yet I know the sound.

Art thou not Romeo, and a Montague?

ROMEO: Neither, fair maid, if either thee dislike.



JULIET: How camest thou hither, tell me, and wherefore?
The orchard walls are high, and hard to climb,
And the place death, considering who thou art,
If any of my kinsmen find thee here.

ROMEO: With love's light wings did I o'erperch these walls,
For stony limits cannot hold love out. ...
O, wilt thou leave me so unsatisfied?

JULIET: What satisfaction canst thou have tonight?

ROMEO: Th'exchange of thy love's faithful vow for mine. ...

JULIET: Three words, dear Romeo, and good night indeed,
If that thy bent of love be honourable,
Thy purpose marriage, send me word tomorrow,
By one that I'll procure to come to thee,
Where and what time thou wilt perform the rite,
And all my fortunes at thy foot I'll lay,
And follow thee, my lord, throughout the world.

adapted from *Romeo and Juliet* by William Shakespeare, Act 2 Scene 2

Responding to the text

1 The Capulet and Montague families are fighting a civil war with each other. What are Romeo's and Juliet's surnames?

2 At the beginning of his speech, to what does Romeo compare Juliet?

3 Why would Romeo wish to be a glove on Juliet's hand?

4 'Tis but thy name that is my enemy.' Why does Juliet say this?

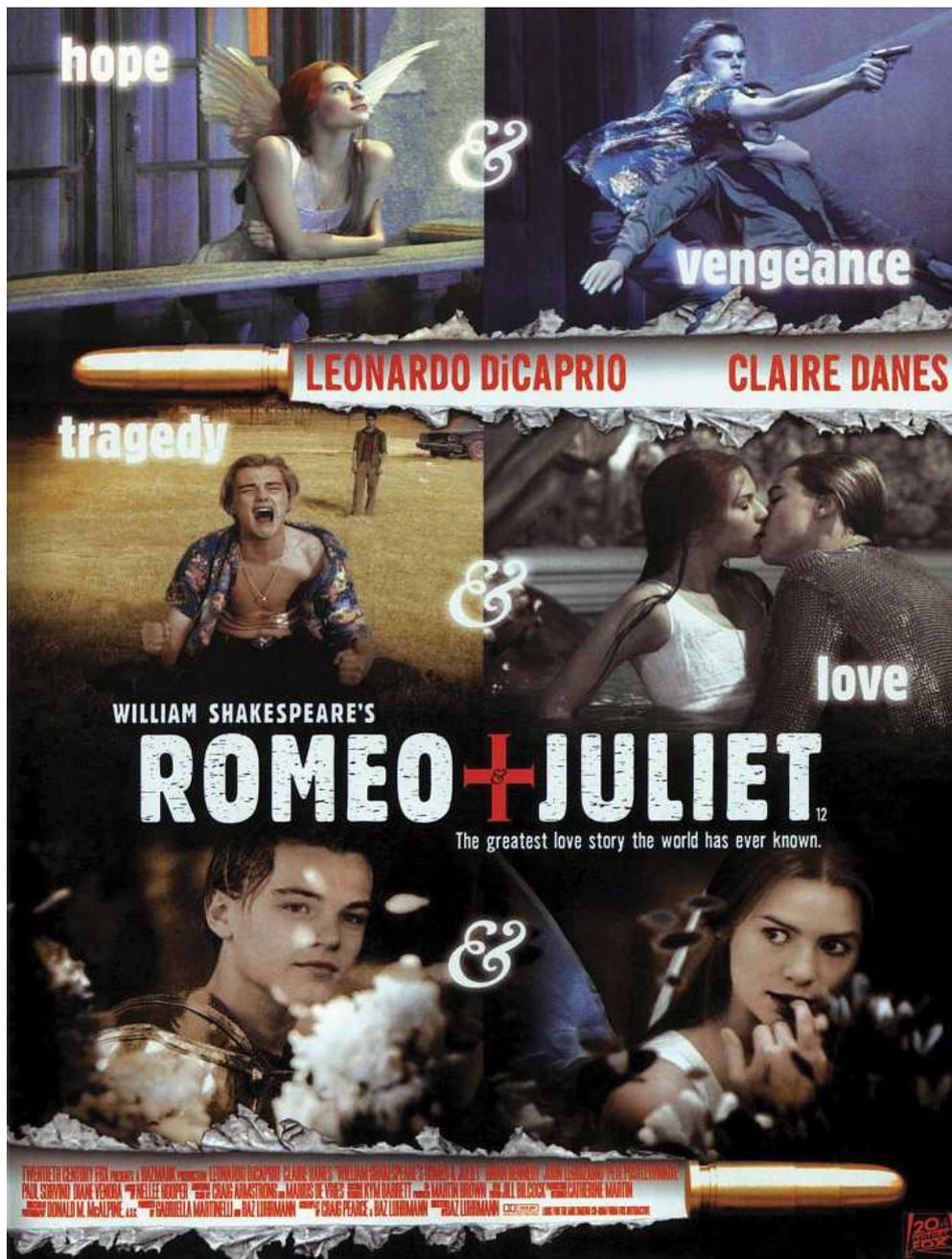
5 Which words of Juliet indicate she has finally become aware that there is someone outside in the dark?

6 How is Juliet able to identify that it is Romeo in the darkness?

7 Why is it dangerous for Romeo to be in Juliet's family orchard?

8 What promise does Juliet give to Romeo at the end of this scene?

Film poster



Responding to the poster

1 What is the purpose of the film poster?

2 *Romeo and Juliet* was written over four hundred years ago. How do you know from the poster that the film has a modern-day setting?

3 How does the poster emphasise that *Romeo + Juliet* is a love story?

Suffixes

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

motorist *collection* *happiness* *defective* *regretful*

Using suffixes to form adjectives

Use suffixes to create adjectives from the words in brackets. Sometimes you may have to change the ending of the word before adding the suffix. For example, *luxury* would become *luxurious*.

- | | |
|-----------------------------|-------------------------------|
| 1 a _____ rescue (drama) | 10 a _____ neighbour (talk) |
| 2 a _____ scene (beauty) | 11 a _____ lifestyle (health) |
| 3 a _____ driver (nerve) | 12 an _____ athlete (energy) |
| 4 a _____ climb (peril) | 13 a _____ painting (value) |
| 5 a _____ spider (poison) | 14 an _____ dog (obey) |
| 6 a _____ victory (decide) | 15 an _____ lecture (inform) |
| 7 a _____ disaster (nature) | 16 a _____ change (notice) |
| 8 a _____ result (satisfy) | 17 a _____ singer (fame) |
| 9 a _____ plan (deceive) | 18 a _____ judge (mercy) |

Adding suffixes to name people

Add the suffixes listed below to form the word that describes a person associated with each activity. Sometimes you will have to change the ending of a word before you add the suffix. For example, *piano* would become *pianist*.

-or	-er	-ian	-ant	-ist
-----	-----	------	------	------

- | | |
|--------------------|--------------------|
| 1 sail _____ | 9 law _____ |
| 2 explore _____ | 10 apply _____ |
| 3 cycle _____ | 11 canoe _____ |
| 4 custody _____ | 12 invest _____ |
| 5 library _____ | 13 art _____ |
| 6 illustrate _____ | 14 invent _____ |
| 7 prison _____ | 15 politics _____ |
| 8 descend _____ | 16 jewellery _____ |

Suffixes and meanings

Many suffixes have their own meanings, which help better communication. Here are some of these suffixes and their meanings. Choose the appropriate words from the list to match the phrases.

-ate (cause/make)

abbreviate educate deviate segregate exaggerate emancipate

- 1 to set apart; to separate _____
- 2 to make short _____
- 3 to turn aside from an established course _____
- 4 to free from slavery or bondage _____
- 5 to provide with schooling; to lead to knowledge _____
- 6 to cause to appear larger than normal _____

-al (relating to)

oral reprisal cerebral optional aural manual

- 1 relating to the brain _____
- 2 relating to paying back evil for evil _____
- 3 relating to choice; not compulsory _____
- 4 relating to the mouth; spoken _____
- 5 relating to the hands _____
- 6 relating to the ear; heard _____



-ic (nature of/like)

barbaric majestic patriotic rustic caustic panoramic

- 1 characterised by loyalty to one's country _____
- 2 characterised by grandeur or royalty _____
- 3 like a barbarian; savagely cruel _____
- 4 of the countryside _____
- 5 characterised by burning; sharpness _____
- 6 with a wide view surrounding the observer _____

Punctuation

Punctuating dialogue—play scripts

The term ‘dialogue’ in written texts refers to the conversations that are presented. Scripts for plays, films and television consist almost entirely of dialogue, so they follow special punctuation and layout conventions or patterns. The main features of a play script are listed here.

- Quotation marks are not required to indicate the spoken words.
- Characters’ names appear in the margin before their spoken words. They may be set in capital letters or bold type to make them stand out and they are usually followed by a colon.
- Stage directions to guide the director and the actors are usually set in italics. Except for the first stage direction in each new scene, they are always enclosed in brackets within the script. Characters’ names are often set in capitals or bold type to highlight them.

Look carefully at the following example.

Scene 1

Morning-room in ALGERNON’s flat in Half-Moon Street. LANE, the butler, enters.

ALGERNON: (*Picking up empty plate in horror.*) Good heavens! Lane! Why are there no cucumber sandwiches? I ordered them specially.

LANE: (*Gravely*) There were no cucumbers at the market this morning, sir.

ALGERNON: (*Shocked*) No cucumbers!

LANE: No, sir. Not even for ready money.

ALGERNON: That will do, Lane, thank you.

adapted from *The Importance of Being Earnest* by Oscar Wilde

Punctuating a play script

The following lines from a play script are set out correctly, but some punctuation is missing. Underline the stage directions to indicate italics, and insert colons and brackets where necessary.

Scene 1

A derelict farmhouse. SAM, an escaped prisoner, is sitting at an old table with his head in his hands.

SAM This is hopeless. I’ll never get away.

There is a loud knock at the front door.

OFFICER 1 Shouting Sam Wilson! I know you’re in there! Open up now!

SAM peers out the front window. He sees OFFICER 1 with gun drawn.

SAM OK, OK. Don’t shoot. I haven’t got any weapons. I’m coming out.

OFFICER 1 All right. Come out now with your hands up.

SAM quietly slips out the back door.

OFFICER 2 And just where do you think you’re going, Mr Wilson?

Word skills

Word pairs

decent	throne	raze	duel	recent	mail	flee	eminent
descent	thrown	raise	dual	resent	male	flea	imminent
straight	ceiling	wholly	waist	course	lute	lose	currant
strait	sealing	holy	waste	coarse	loot	loose	current

Using the clues

Use the clues to insert the correct word from the list of word pairs above.

- a a part of the human body w _____

b to use carelessly w _____
- a a downward movement d _____

b respectable; proper d _____
- a rough in texture c _____

b the route or direction followed c _____
- a to feel bitterness or indignation r _____

b having happened not long ago r _____
- a a small dried fruit c _____

b belonging to the present time c _____
- a not firmly or tightly fixed l _____

b to be unable to find something l _____
- a the opposite of crooked s _____

b a narrow passage of water s _____
- a a deadly combat between two people d _____

b consisting of two parts or elements d _____
- a an ancient musical instrument l _____

b property taken from an enemy in war l _____
- a to completely destroy r _____

b to lift to a higher position r _____



Completing sentences

Complete the sentences by choosing the correct words in brackets.

- 1 The arrival of the _____ researcher was _____.
(imminent, eminent)
- 2 The king's _____ was _____ from the castle during the barbarians' attack. (throne, thrown)
- 3 In fourteenth-century England, many lives were lost because the citizens were unable to _____ from the _____ that transmitted the bubonic plague.
(flea, flee)
- 4 A layer of _____ solution was necessary before painting the smoke-damaged _____. (ceiling, sealing)

Pairs of sentences

- 1 Complete the pairs of sentences by adding list words beginning with *r*.
 - a The farmers were thankful for the _____ rainfall.
They had good reason to _____ the damaging drought.
 - b The builder had to decided to _____ the old wooden shed.
He now needed to _____ money to pay for a new building.
- 2 Complete these pairs of sentences by adding list words beginning with *l*.
 - a Nero is believed to have played the _____.
He had allowed his soldiers to _____ enemy towns.
 - b The _____ rocks began to fall down on the climbers.
They realised they had no time to _____.

Word origins

Both 'duel' and 'dual' are derived from the same Latin word: *duo*, meaning 'two'. A duel is a fight with chosen weapons between two people. The word 'dual' means 'having two parts, elements or aspects'. Here are some more English words derived from *duo*. Use the dictionary at the back of the book to write their meanings.

duet: _____

dubious: _____

duopoly: _____

duplex: _____

duplicity: _____

Creative writing

Changing a text to a graphic novel

Many of Shakespeare's tragedies and comedies such as *Macbeth*, *Romeo and Juliet*, *Hamlet*, *Othello*, *A Midsummer Night's Dream* and *Twelfth Night* have been published as graphic novels. Choose a scene from a play, novel, short story or poem that you have studied in class this year. Use the four panels below to convert your chosen scene to a page that might appear in a graphic novel. Write the name of the text you've chosen on the line above the panels.

Here is a sample panel from a graphic novel of *Romeo and Juliet*.



Relationships

LITERATURE

The theme of relationships between characters is explored in almost every literary narrative because relationships are an essential part of everyone's life. Relationships within families, for example, can range from loving and supportive through to indifferent or even cruel. Some questions to think about when you read novels that focus on relationships include the following.

- How have past events or actions influenced the characters and their relationship?
- Does one person hold power over others or is the relationship based on fairness and equality?
- What are the positive and negative aspects of the relationship?
- What feelings do the characters have as a result of the relationship? Do they feel confident and happy or do they feel persecuted and alone?
- Is there conflict in the relationship? Is the conflict physical or emotional?

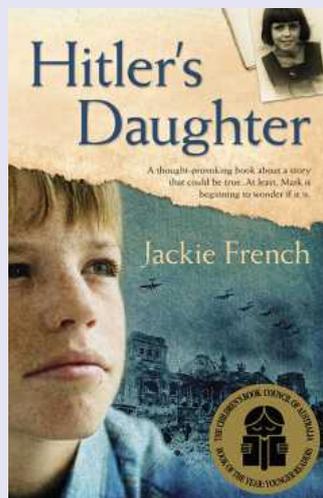
In the following extract set in modern-day Australia, Anna tells her school friends a story about Heidi, the secret daughter of Adolf Hitler (the Führer). During World War II, Heidi is kept hidden from public view and has to call her father 'Duffi' to conceal their relationship. She knows nothing of her father's responsibility for the deaths of millions of Jews. This extract explores the unusual relationship between Heidi and her father.

Heidi and her father

Suddenly there was a rumble in the distance. Not a plane sort of rumble; not even the faint echo of an air raid far away.

'That is a motorbike,' said Fräulein Gelber sharply. She went to the door as the motorbike pulled up outside and she opened it before anyone could knock.

Heidi strained her ears to hear. It would have been bad manners for her to go to the door as well. Anyway this might be one of those times when she wasn't supposed to be noticed, as though



she didn't exist, had never existed.

Fräulein Gelber closed the door. Her eyes were shining.

'We are to go to meet the Führer,' she whispered, as though spies might be listening at the window or round the door. 'Quickly! Into your best dress, and your coat, and your good shoes. Hurry!'

A car arrived just as she came down the steps. Like the motorbike, its lights were shaded, so it couldn't be seen by a plane flying above.

continued »

Fräulein Gelber had changed her clothes too. She wore her best hat with the tiny feather. Her hand was trembling as she ushered Heidi through the door and into the car.

She should be excited, Heidi thought, as the car turned slowly through the gates and began to creep down the lane. It had been, oh, how long had it been since she had seen her father? Over a year, perhaps.

Once she had hoped that he might write her a letter. She had studied hard so she could read it by herself when it came. But no letter had ever come.

Long ago, sometimes there had been phone calls. But there was no phone at the house where they lived now.

She should be excited. But somehow she just felt flat and scared.

The car drove through the village and Heidi looked at it curiously—it was only the second time she had seen it. Frau Leib talked about it so often it was almost as though she knew it. She hoped she might catch a glimpse of the children Frau Leib spoke of. But everyone was indoors.

Past the village, past the church. There was another car pulled up at the side of the road, in the even darker shelter of a tree.

Heidi's car stopped. The driver stepped out and opened their door. Heidi scrambled out first. Fräulein Gelber started to follow her, but the driver shook his head. 'Only the child,' he said.

It seemed a long way from their car to the other. Heidi's white socks shone in the moonlight (a tiny moon, a rind of cheese of a moon). Her shoes shone back tiny moons too.

The back door of the other car opened. Heidi slid onto the seat.

There was no driver. He must have been told to keep his distance. There was no one to see or hear.

'Well, Heidi,' said the Führer, 'have you been a good girl?'

'Yes, Duffi,' whispered Heidi.

The Führer bent to kiss her on the cheek. His lips were very cold.

'You have been good?' he asked again. It was as though he was thinking

of something else, not even hearing when she said 'Yes' again.

'Fräulein Gelber has been good to you?'

'Yes, Duffi.' It was if that was all she knew to say. She'd thought of so many things she would say to him—let me come to Berlin, let me help you, look after you, work for you. The words were still in her head. But somehow there was no reason to say any of them now.

'She is also a good girl,' said the Führer slowly. 'She can be trusted. So few people can be trusted. They are all betraying me. Do you know that, Heidi? All of them! All of them!' His voice rose in the confines of the car.

Heidi shook her head. What should she say? What did he want her to say? 'I am still on your side, Father,' that's what she ought to say. 'You can always trust me.'

Heidi was silent.

The Führer looked at her, as though he had just remembered she was there. 'You let me know if there is anything you need,' he instructed her, though he didn't tell her how. 'And you listen to Fräulein Gelber. She can be trusted. But you must always be on your guard.'

'Yes, Duffi,' said Heidi, for the last time.

'I have to go,' said the Führer. 'There is so much to do and they will be waiting for me,' and Heidi knew then that he hadn't come all this way just to see her.

He kissed her cheek again. She slid along the seat, and out the door and walked back to the other car.

The engine of the Führer's car muttered. The car pulled out onto the road. Heidi watched it as it passed. She lifted her hand to wave, but it was too dark to see if the Führer waved back.

'You are lucky,' said Fräulein Gelber, as their car slid back down the lane to home. 'With all his other concerns, the Führer still stopped to visit you!'

It was obvious she was bitterly disappointed at not seeing the Führer too, but she was trying to hide it for Heidi's sake.

For a moment I existed, Heidi thought. But she didn't say the words aloud.

from *Hitler's Daughter* by Jackie French

Responding to the text

- 1 From the opening paragraph, how can you tell that it is wartime?

- 2 What did Fräulein Gelber ask Heidi to do before meeting the Führer?

- 3 Heidi didn't feel excited about seeing her father. What evidence shows that they did not have a close relationship?

- 4 During the drive through the village, what does the reader learn about Heidi's life?

- 5 The Führer asked Heidi twice if she had been good. What impression did this give her?

- 6 'Yes, Duffi.' Why was Heidi upset that these were the only words she said to her father?

- 7 How did Heidi know that her father had not come all this way just to see her?

- 8 Why did Fräulein Gelber think Heidi was lucky?

- 9 At the end of the extract, how does Heidi feel about the visit?

- 10 What does the extract reveal about the Führer's relationship with his daughter?



Synonyms

A synonym is a word that means exactly or nearly the same as another word. The following pairs of words are synonyms.

courage—bravery begin—start disappear—vanish purchase—buy

Identifying synonyms

For each key word in *italics*, underline the correct meaning, or synonym. Use the dictionary at the back of the book to help you.

Key word

Meaning

- | | | | |
|--------------------------------|-----------------|----------------|------------------|
| 1 a <i>pensive</i> judge | a harsh | b thoughtful | c wise |
| 2 to <i>harass</i> the enemy | a hurry | b anger | c trouble |
| 3 to <i>feign</i> an illness | a grieve | b pretend | c induce |
| 4 to <i>concede</i> defeat | a acknowledge | b deny | c confess |
| 5 <i>exultant</i> winners | a helpful | b persistent | c jubilant |
| 6 <i>impartial</i> justice | a impulsive | b unbiased | c unfair |
| 7 a <i>secluded</i> beach | a isolated | b neglected | c untidy |
| 8 a <i>futile</i> attempt | a bold | b successful | c useless |
| 9 a <i>plausible</i> excuse | a believable | b certain | c feeble |
| 10 a cry of <i>anguish</i> | a anger | b torment | c joy |
| 11 a <i>candid</i> opinion | a misguided | b honest | c poor |
| 12 a <i>lucid</i> answer | a correct | b stupid | c clear |
| 13 a <i>bizarre</i> happening | a miraculous | b weird | c forceful |
| 14 <i>domineering</i> parents | a loving | b agreeable | c overbearing |
| 15 an <i>arduous</i> journey | a exciting | b wonderful | c strenuous |
| 16 to <i>confiscate</i> goods | a seize | b conceal | c purchase |
| 17 a <i>novice</i> skier | a professional | b beginner | c talented |
| 18 <i>turbulent</i> waters | a peaceful | b strong | c violent |
| 19 a <i>tranquil</i> sea | a rough | b peaceful | c transparent |
| 20 an <i>exorbitant</i> price | a affluent | b fair | c excessive |
| 21 an <i>impetuous</i> act | a impulsive | b immediate | c daring |
| 22 to <i>divulge</i> a secret | a reveal | b conceal | c dramatise |
| 23 <i>conspicuous</i> errors | a contradictory | b clearly seen | c lethal |
| 24 to <i>eradicate</i> malaria | a disinfect | b wipe out | c cultivate |
| 25 a <i>devious</i> plan | a strategic | b cunning | c erroneous |
| 26 a <i>verbose</i> message | a clear | b vital | c wordy |
| 27 a <i>pompous</i> politician | a corrupt | b talkative | c self-important |

Punctuation

Punctuating dialogue—stories

When you write your own stories, it is important to know how to punctuate dialogue. Here are some common patterns.

- Spoken words may appear before or after information about the speaker.

‘We won the match,’ said Jack proudly.

Jack said proudly, ‘We won the match.’

- The spoken words may be interrupted by information about the speaker.

‘We won the match,’ said Jack, ‘but it was a close call.’

‘We won the match,’ said Jack. ‘It was a close call though.’

It is also important to set out dialogue clearly in a story so that readers can understand who is speaking. Look carefully at this example of dialogue.

The depths of despair

‘You’re not eating anything,’ said Marilla sharply, eyeing her as if it were a serious shortcoming. Anne sighed.

‘I can’t. I’m in the depths of despair. Can you eat when you are in the depths of despair?’

→ ‘I’ve never been in the depths of despair, so I can’t say,’ responded Marilla.

→ ‘Well, did you ever try to IMAGINE you were in the depths of despair?’

‘No, I didn’t.’ ←

‘Then I don’t think you can understand what it’s like’ said Anne. ‘It’s a very uncomfortable feeling indeed.’

from Anne of Green Gables by LM Montgomery

Descriptive detail adds life to dialogue

Speech tags (e.g. ‘she said’) can be omitted if speaker’s identity is clear

New paragraph for a new speaker

Indicating a new speaker

The dialogue in this passage is already punctuated, but the paragraphs have been combined into one. Indicate where a new paragraph is needed for each new speaker by inserting a square bracket. The first one has been done as an example. There are four more.

Being an orphan

‘Boy,’ said the gentleman in the high chair, ‘listen to me. You know you’re an orphan, I suppose?’ [‘What’s that, sir?’ inquired poor Oliver. ‘The boy is a fool—I thought he was,’ said the gentleman in the white waistcoat. ‘Hush!’ said the gentleman who had spoken first. ‘You know you’ve got no father or mother, don’t you?’ ‘Yes, sir,’ replied Oliver, weeping bitterly. ‘What are you crying for?’ inquired the gentleman in the white waistcoat. And to be sure it was very extraordinary. What could the boy be crying for?

adapted from Oliver Twist by Charles Dickens

Word skills

Relating to others

faithful	brief	absence	defiant	considerate
cheerful	easily	arrogant	admire	circumstance
envious	lonely	humiliate	miserable	friendship
value	proud	respect	ignorant	conscientious
genuine	sudden	fortunate	cautious	dependable
affection	sorrow	impulsive	generous	agreeable



A word for a phrase

Find list words to match the meanings. The first letter is given to help you.

- 1 a period of being away from a person or thing a _____
- 2 to respect or look at with pleasure a _____
- 3 a gentle feeling of fondness or liking a _____
- 4 to make someone feel ashamed or foolish h _____
- 5 rash or hasty i _____
- 6 lacking knowledge or awareness i _____
- 7 having a deep feeling of satisfaction for oneself or another p _____
- 8 wretchedly unhappy m _____
- 9 the worth of something or someone v _____
- 10 occurring quickly and unexpectedly s _____
- 11 a feeling of deep distress s _____
- 12 without difficulty or effort e _____
- 13 having an exaggerated sense of one's importance a _____
- 14 relating to a person's conscience c _____
- 15 lucky f _____
- 16 reliable d _____
- 17 happy and optimistic c _____
- 18 loyal and truthful f _____
- 19 feeling sad because of being alone l _____
- 20 an event that causes something to happen c _____

Jumbled list words

Unjumble the following words to give list words.

1 pecters _____

2 fainted _____

3 veinous _____

4 aluve _____

5 ingenuie _____

6 airmed _____

7 beareagle _____

8 raintong _____

9 greensou _____

10 steroidacne _____

11 gnoratra _____

12 rwoosr _____

13 bneasec _____

14 emhitauli _____

Forming abstract nouns from adjectives

Change each of the following list words into an abstract noun.

1 cautious _____

2 admire _____

3 envious _____

4 generous _____

5 humiliate _____

6 considerate _____

7 defiant _____

8 ignorant _____

9 arrogant _____

10 proud _____

11 dependable _____

12 cheerful _____



Word origins

A circumstance is an event or fact that causes or helps to cause something to happen. The prefix *circum-* means 'around'. Use the dictionary at the back of the book to write down the meaning of these words beginning with *circum-*.

circumnavigate: _____

circumscribe: _____

circumference: _____

circumvent: _____

circumspect: _____

circumlocution: _____

Diaries

LITERATURE

A diary is a daily record of events in one's life. The word 'diary' comes from the Latin word *dies*, which means 'a day'. This is why each entry is recorded under a daily date.

A typical diary entry is an account of happenings in the diarist's life, although many diarists also record their thoughts and feelings about people and events. They often make no effort to conceal their innermost secrets, since they believe they are writing a private account of their lives.

Diarists quite often use an abbreviated style of writing. Sentences may be shortened and words left out, as long as the sense of the diary entry is preserved. A diary usually has some of the following features.

- Dated entries
- The use of the first person pronoun, 'I'
- Colloquial language
- A chronological order of events
- The revelation of personal feelings and commentaries.

In 1941, at the age of 17, Sheila Allan became a prisoner of the Japanese. She wrote her diary on scraps of paper, which were kept hidden in her quarters. She survived and came to live in Australia, where her diary was published. In this diary entry, she describes the bombing of a building in Singapore where she and her family were living.

Air raid

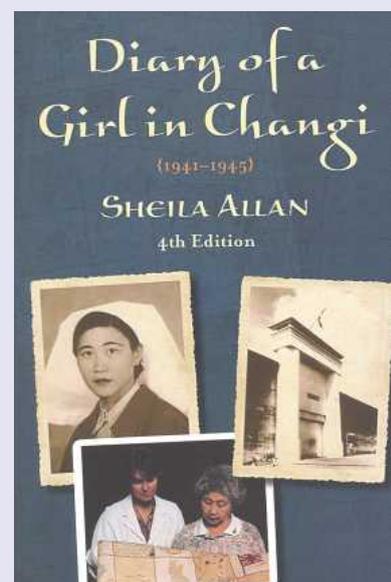
19 January 1942

Rex Hotel, Singapore

'Snatched from the jaws of death' as it were! That's exactly what happened yesterday. All I can say is that our ticket can't have been on that bomb—or else I wouldn't be writing this down.

Dad was with us—he had decided not to go out that morning. So, there were Mum, Dad and I just sitting in our room doing nothing—just waiting, waiting and waiting ...

When the air raids were on, and we had plenty each day, we went down to the 2nd floor under the staircase for shelter. From our room we can hear



the warning whistle from the roof spotter on the VHQ before the official wail of the siren is sounded. The first and second raids came and went. Bombs were exploding in the distance. There we were, crouched under the staircase, our hearts beating rapidly and our thoughts running wild—will we come through this one and so on it goes.

The All Clear whistle from the spotter was heard. We got out from under the shelter and proceeded upstairs to our room. Of course, the official All Clear hadn't sounded yet.

On our way up I heard the droning of the planes (I have already learnt to know the sound of the bombers) approaching nearer and nearer. There was no warning whistle but it could have been given and we failed to hear it. Something prompted me to return to the shelter. I shouted to Dad and Mum to come down. Dad said the All Clear whistle had gone and he heard no warning signal. I grew frantic and yelled at them to come down at once. They hesitated, then thought better of it when the planes drew nearer and the ack-ack guns started firing.

We reached the shelter just in time as the first bomb was dropped. We flung ourselves flat on the floor and whizz-shiss-ss-ss, crr-crr-rump, crash came the bombs one after another. I heard the whistling of each of them as they hurtled down from the sky and waiting for the rest—the explosion—to follow. The building rocked beneath us. An orange flame from a bursting bomb flashed in a downward streak as it passed an open window. Screams of human fear and pain penetrated through the sound of the crashing force of the bombs. Smoke and acrid smell assailed us through cracked and open windows. There was dust everywhere. Mum had her head buried in her arms, sobbing. Dad had his arms around her. I, for that split second closed my eyes and thought 'this is it!' The danger had passed—no sounds of planes or firing. The 'All Clear' rang through our fuddled minds as we lay on the floor, shaken and white-faced. The raid was over and we were alive!

We got up, rather dizzily, dusting ourselves and feeling ourselves all over to ascertain if any bodily damage had been done. No, we were safe and sound in limb and body. Mentally and emotionally, I'm not sure. I think I grew old, very old and very frightened during that short time when I had my face down on the floor!

We made our way through the debris of plaster, splinters, broken furniture and dead bodies—poor souls, they hadn't reached the shelter in time. Dust, smoke, foul-smelling fumes seemed to fill the atmosphere as we choked and gasped for a breath of fresh air which was non-existent!

It was too much for Mum. She was on the point of collapse as we helped her upstairs.

When we got to our room which was facing the VHQ we stared into a wreck of a room. The floor was littered with pieces of armoury, broken wood frames, broken glass and brickwork. Dad picked several pieces of the metal, turning them over in his hands. He reckoned that they must have come from the dump of machinery outside the Headquarters. Our windows and walls were no longer as such and if we had stayed in the room—well, it would have been 'Kingdom come' for us three. Mum became hysterical at the state of the room and refused to stay another day there, so off once again we went seeking somewhere else to stay.

Dad went across to hand over the metal he had picked up. When he came back he announced that we've had a very lucky escape as there were two bombs lying not fifty yards away—unexploded! Duds perhaps! Whew! Certainly we weren't meant to die—not yesterday anyway!

from *Diary of a Girl in Changi* by Sheila Allan

Responding to the text

- 1 Why did the diarist describe her experiences as 'snatched from the jaws of death'?

- 2 How did the diarist save the lives of her parents?

- 3 What sounds and words indicate the noise of the bombs?

- 4 What human sounds were heard during the crashing of the bombs?

- 5 How did the diarist's mother react during the bombing of the hotel?

- 6 What was the condition of their room, when they returned after the bombing?

- 7 In the final paragraph, the diarist's father announced they had a very lucky escape. What had he discovered?

- 8 What is the diarist's purpose in this diary entry?



Antonyms

An antonym is a word opposite in meaning to another word. The following pairs of words are antonyms.

empty—full arrive—depart junior—senior buy—sell entrance—exit

Nouns and their antonyms

Find the words in the list that are opposite in meaning to the abstract nouns below.

bravery	cruelty	discourtesy	hatred	betrayal	captivity
ugliness	despair	generosity	death	presence	failure

- | | | | |
|--------------|-------|----------------|-------|
| 1 beauty | _____ | 7 love | _____ |
| 2 absence | _____ | 8 cowardice | _____ |
| 3 freedom | _____ | 9 birth | _____ |
| 4 loyalty | _____ | 10 selfishness | _____ |
| 5 kindness | _____ | 11 success | _____ |
| 6 politeness | _____ | 12 hope | _____ |

Verbs—synonyms and antonyms

For each verb, identify its synonym and antonym in the right-hand column. Write them correctly in the spaces provided. The first one has been done as an example.

Verb	Synonym	Antonym	Choices
refuse	<i>reject</i>	<i>accept</i>	accept, reject
elevate			raise, lower
build			demolish, erect
hurry			linger, hasten
unite			separate, join
leave			depart, return
help			hinder, aid
conceal			hide, reveal
purchase			buy, sell
retreat			advance, withdraw
allow			permit, prohibit
diminish			lessen, increase

Punctuation

Revising punctuation marks

Here is an opportunity to practise using the punctuation marks covered so far. You will need to use capital letters, full stops, commas, apostrophes, colons, semicolons, question marks, exclamation marks, and quotation marks for speech.

Punctuating sentences

Rewrite the following sentences, inserting all the missing punctuation marks.

1 watch out shouted the police officer

2 The new horror film which received some atrocious reviews was surprisingly well-received by the public

3 theyve always wanted to live in the country have a few chickens grow their own vegetables and enjoy nature

4 it was a beautiful boat trip said Grace but I was disappointed to see so much fast-food packaging floating in the water

5 follow these steps before you board your flight print your boarding pass check in your luggage go through security and find your gate lounge

6 our neighbours have installed solar panels on their roof said Pierre do you think we should consider it too

7 some people like to travel overseas others prefer to holiday in Australia



Word skills

War

soldiers	military	defeat	casualty	campaigns
terror	conquer	triumph	supreme	evacuate
seize	secure	assault	invader	surrender
civilian	violent	artillery	afraid	infantry
advance	coward	perilous	retreat	cavalry
hostage	captain	battle	admiral	sergeant



People in wartime

Insert list words to match the meanings below. The first letter is given to help you.

- 1 a commander of a fleet or naval squadron a _____
- 2 soldiers in the past who fought on horseback c _____
- 3 a person who lacks courage c _____
- 4 a person seized or held as a security for ransom h _____
- 5 soldiers who fight on foot i _____
- 6 a person killed or injured in a war c _____
- 7 a person not in the armed force or police force c _____
- 8 a person who enters a country by force i _____
- 9 a person in command of a ship or aircraft c _____
- 10 an army officer who ranks next above a corporal s _____

Missing words

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

Capturing the city

The s _____ commander ordered the infantry to a _____ to capture the enemy city. During the ensuing b _____ the a _____ commenced firing from a nearby hill. This caused t _____ among the c _____ population, who were a _____ they would be killed. It was a p _____ situation for them and in their attempt to e _____ the city they suffered a high c _____ rate. After a v _____ a _____, the invading s _____ were able to

lost control of the city. The besieged troops had suffered a great defeat and began to retreat to the nearby mountains. It was a moment of triumph for the victors, even though the enemy did not surrender.

Word forms

Complete the sentences by using the correct form of the words in brackets.

- 1 There were many _____ (casualty) during the _____ (evacuate) of the city.
- 2 The _____ (triumph) general had _____ (defeat) a superior enemy.
- 3 The troops were _____ (advance) and had _____ (seize) the airfield.
- 4 The _____ (conquer) of the country released three _____ (hostage).
- 5 When _____ (violent) broke out, the _____ (secure) of the area was threatened.
- 6 A group of _____ (terror) had gained _____ (supreme) and wanted to overthrow the government.
- 7 The _____ (coward) retreat of the army left the city in great _____ (perilous).
- 8 After fighting several _____ (battle), the soldiers are _____ (retreat) towards the river.

Word origins

A captain is a person who is the leader or who is in authority over others. The word 'captain' is derived from the Latin word *caput/capitis*, which means 'head'. Here are some other important English words related to *caput*. Use the dictionary at the back of the book to write their meanings.

caption: _____

captaincy: _____

capitulate: _____

per capita: _____

capital: _____

Survival

LITERATURE

Survival stories are inspiring tales about people who overcome the odds by confronting forces that threaten their very existence. They may survive a dangerous journey, a war, a terrible accident or a natural disaster. Survival stories, both real-life and fictional, are not just about physical obstacles but also about emotional struggles.

The theme of survival has been explored in literature throughout history. One of the most famous novels is *Robinson Crusoe* by Daniel Defoe. Published in 1719, it tells the story of a man who becomes shipwrecked and must learn to survive alone on an island. Modern novels that explore the theme of survival include *The Hunger Games* by Suzanne Collins and *Tomorrow When the War Began* by John Marsden.

Key features of survival stories include the following.

- Detailed explanations of how the character survives physically—finding food, building a shelter and avoiding danger
- An exploration of qualities essential for survival such as courage, determination and the ability to solve problems
- The journey towards self-discovery—lessons learnt along the way and how these change the character
- Details of the setting to indicate the extent of the problems that must be overcome
- Powerful and descriptive language choices in key action scenes.

Read the extract from *Hatchet*, a story of survival, by Gary Paulsen.

Survival in the wilderness

Mistakes.

Small mistakes could turn into disasters, funny little mistakes could snowball so that while you were still smiling at the humour you could find yourself looking at death. In the city if he made a mistake usually there was a way to rectify it, make it all right. If he fell on his bike and sprained a leg he could wait for it to heal; if he forgot something at the shop he could find other food in the refrigerator.

Now it was different, and all so quick, all so incredibly quick. If he sprained a leg here he might starve before he could get around again; if he missed while he was



hunting or if the fish moved away he might starve. If he got sick, really sick so he couldn't move, he might starve.

Mistakes.

Early in the new time he had learned the most important thing, the truly vital knowledge that drives all creatures in the forest—food is all. Food was simply everything. All things in the woods, from insects to fish to bears, were always, always looking for food—it was the great, single driving influence in nature. To eat. All must eat.

But the way he learned it almost killed him. His second new night, stomach full of fish and the fire smouldering in the shelter, he had been sound asleep when something—he thought later it might be smell—had woken him.

Near the fire, completely unafraid of the smoking logs, completely unafraid of Brian, a skunk was digging where he had buried the eggs. There was some sliver of a moon and in the faint-pearl light he could see the bushy tail, the white stripes down the back, and he had nearly smiled. He didn't know how the skunk had found the eggs, some smell, perhaps some tiny fragment of shell had left a smell, but it looked almost cute, its little head down and its little tail up as it dug and dug, kicking the sand back.

But those were his eggs, not the skunk's, and the half smile had been quickly replaced with fear that he would lose his food and he had grabbed a handful of sand and thrown it at the skunk.

'Get out of here ...'

He was going to say more, some silly human words, but in less than half a second that skunk had snapped its rear end up, curved the tail over, and sprayed Brian with a direct shot aimed at his head from less than four feet away.

In the tiny confines of the shelter the effect was devastating. The thick sulphurous rotten odour filled the small room, heavy, ugly and stinking. The corrosive spray that hit his face seared into his lungs and eyes, blinding him.

He screamed and threw himself sideways, taking the entire wall off the



shelter; screamed and clawed out of the shelter and fell-ran to the shore of the lake. Stumbling and tripping, he scrambled into the water and slammed his head back and forth trying to wash his eyes, slashing the water to clear his eyes.

A hundred funny cartoons he had seen about skunks. Cute cartoons about the smell of skunks, cartoons to laugh at and joke about, but when the spray hit there was nothing funny about it—he was completely blind for almost two hours. A lifetime. He thought that he might be permanently blind, or at least impaired—and that would have been the end. As it was, the pain in his eyes lasted for days, bothered him after that for two weeks. The smell in the shelter, in his clothes, and in his hair was still there now, almost a month and a half later.

And he had nearly smiled.

Mistakes.

Food had to be protected. While he was in the lake trying to clear his eyes the skunk went ahead and dug up the rest of the turtle eggs and ate every one. Licked all the shells clean and couldn't have cared less that Brian was thrashing around in the water like a dying carp. The skunk had found food and was taking it and Brian was paying for a lesson.

Protect food and have a good shelter. Not just a shelter to keep the wind and rain out, but a shelter to protect, a shelter to make him safe. The day after the skunk he set about making a good place to live.

from *Hatchet* by Gary Paulson

Responding to the text

1 'Mistakes.' In what way was Brian's life in the wilderness different from his life in the city?

2 What 'vital knowledge' did Brian learn about all creatures in the forest?

3 Which words indicate to the reader that Brian was about to learn a harsh lesson about the importance of food in the wild?

4 Why did the skunk enter Brian's shelter?

5 How did Brian react when he first saw the skunk? Why?

6 In what way did Brian underestimate the skunk?

7 What devastating physical effects did the skunk's spray have on Brian?

8 In the paragraph that describes Brian rushing to the lake to wash his eyes, find five powerful action words beginning with the letter s.

9 What would have happened if Brian had been permanently blinded by the skunk's spray?

10 What was the skunk's attitude towards the food and towards Brian?

11 What lesson about survival did Brian learn from this incident?

12 What do you learn about Brian's character in this extract?

Word forms

In English, there are many words that change their endings and their forms to create different parts of speech. For example, look at the word 'study'.

study student studious studiously studies studied studying

Forming nouns

Form nouns from the verbs in brackets. The first example has been done for you.

- | | |
|---|------------------------------------|
| 1 a victory <u>celebration</u> (celebrate) | 8 a home _____ (invade) |
| 2 heat _____ (expose) | 9 Greek _____ (civilise) |
| 3 a guest _____ (appear) | 10 family _____ (grieve) |
| 4 a joy _____ (fly) | 11 skin _____ (irritate) |
| 5 rust _____ (corrode) | 12 general _____ (know) |
| 6 garbage _____ (dispose) | 13 a volcanic _____ (erupt) |
| 7 plant _____ (grow) | 14 a sports _____ (injure) |

Forming verbs

Change the words in brackets to verbs to complete the sentences. The first one has been done to help you.

- 1** The film horrified the audience. (horror)
- 6** The poet has _____ the beautiful scene. (description)
- 2** The farmer has _____ the fields. (fertile)
- 3** The prisoner has _____ guilt. (admission)
- 4** The students are _____ the rules. (obedience)
- 5** Do you _____ to go? (intentional)
- 7** The two cars had _____ with each other. (collision)
- 8** Do you _____ that she took the ring? (suspicion)
- 9** The journalist has _____ the government. (criticism)
- 10** I need to _____ my parents. (persuasion)
- 11** The maths teacher _____ the equation. (simple)
- 12** I do not _____ the decision is fair. (thought)
- 13** The swimmer _____ in winning the race. (success)



Punctuation

More revision

Complete the following revision exercises.

Defining punctuation marks

Write the name of the correct punctuation mark next to its clue below.

comma	exclamation mark	apostrophe	brackets
full stop	question mark	colon	quotation mark

I am used for:

- 1 direct questions
- 2 possession and contractions
- 3 indicating a short pause
- 4 enclosing spoken words
- 5 ending a statement
- 6 emphasising strong emotion
- 7 introducing a list of items
- 8 enclosing extra information

I am a:

Punctuating a passage

The punctuation is missing from this passage. Rewrite it in the space provided, inserting the necessary punctuation marks and starting a new line for each new speaker.

Caught in a storm

as soon as i left for work the sky darkened and a fierce storm rolled in i was utterly drenched by the time i reached the station i could see my next-door neighbour joe reading the news on his phone good morning joe i said cheerfully he glanced up at me and said havent you heard the bad news the line is flooded and the trains cant get through

Word skills

Survival

accident	grief	search	urgent	dangerous
worry	chaotic	protect	horrify	destruction
anxiety	prevent	courage	endure	exhausted
damage	effort	collapse	choice	wreckage
difficulty	panic	progress	ordeal	volunteer



Word for a phrase

Find a list word that matches the meaning of each phrase. Use the first-letter clue to help you.

- 1 deep sorrow, heartache g _____
- 2 to fall down; to cave in c _____
- 3 bravery; fearlessness c _____
- 4 to shock greatly; to scare h _____
- 5 uncontrollable fear; agitation p _____
- 6 an unfortunate incident; a misadventure a _____
- 7 to suffer patiently; to cope with e _____
- 8 extremely tired; worn out e _____
- 9 nervousness; unease a _____
- 10 forward movement; advancement p _____
- 11 to seek or look for s _____
- 12 someone who works without getting paid to do it v _____
- 13 remains after destruction w _____
- 14 to keep safe from harm p _____
- 15 requiring immediate action u _____
- 16 a very unpleasant and prolonged experience o _____
- 17 to keep something from happening p _____
- 18 to feel uneasy or concerned about something; to be troubled w _____
- 19 likely to cause harm d _____
- 20 a vigorous or determined attempt e _____

Adding endings

Complete the list words by choosing the appropriate endings.

-ic -ous -ify -ion -ess -apse -eer -al -age -ent -ed -ure

- | | |
|----------------|------------------|
| 1 accid _____ | 7 destruct _____ |
| 2 coll _____ | 8 danger _____ |
| 3 volunt _____ | 9 chaot _____ |
| 4 end _____ | 10 progr _____ |
| 5 orde _____ | 11 exhaust _____ |
| 6 dam _____ | 12 horr _____ |

Completing phrases

Complete the following phrases by adding list words. Use the first letter as your clue.

- | | |
|---------------------------------|------------------------------------|
| 1 freedom of <u>c</u> _____ | 8 <u>g</u> _____ counselling |
| 2 a terrifying <u>o</u> _____ | 9 a <u>c</u> _____ world |
| 3 a stock market <u>c</u> _____ | 10 an <u>u</u> _____ message |
| 4 a plane <u>w</u> _____ | 11 a skiing <u>a</u> _____ |
| 5 with great <u>d</u> _____ | 12 <u>e</u> _____ marathon runners |
| 6 doing <u>v</u> _____ work | 13 <u>d</u> _____ driving |
| 7 a <u>p</u> _____ attack | 14 making steady <u>p</u> _____ |

Word origins

The word 'exhausted' means 'tired out'. If someone is exhausted, their energy has been drawn out of them. The Latin prefix *ex-* means 'out of'. There are many words in English beginning with the prefix *ex-*. Use the dictionary at the back of the book to write the meanings of these words beginning with *ex-*.

- exclude: _____
- excavate: _____
- expel: _____
- excel: _____
- exhale: _____
- extol: _____
- excerpt: _____

Acknowledgements

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Dictionary

a

abdicate	<i>verb</i> to renounce a throne; to give up a right
abduct	<i>verb</i> to lead away by force
abject	<i>adjective</i> miserable and hopeless; degraded
abnormal	<i>adjective</i> different from what is normal
abolish	<i>verb</i> to do away with; to destroy completely
abrasion	<i>noun</i> rubbing or scraping away
abrupt	<i>adjective</i> sudden and unexpected
abseil	<i>verb</i> to descend a very steep slope by holding onto a rope
absolve	<i>verb</i> to free from blame; to exonerate
à la carte	<i>adjective/adverb</i> according to the menu
anguish	<i>noun</i> severe mental or physical pain or suffering
anthropology	<i>noun</i> the study of the development of humans
anti-democratic	<i>adjective</i> opposed to the principles of democracy
archaeology	<i>noun</i> the scientific study of human remains and artefacts
arduous	<i>adjective</i> requiring great exertion; laborious
autobahn	<i>noun</i> a German, Swiss or Austrian expressway
autocrat	<i>noun</i> a ruler who has absolute power
autograph	<i>noun</i> a person's signature
automatic	<i>adjective</i> self-acting; moving or acting on its own
autonomous	<i>adjective</i> having one's own laws; self-governing
autopilot	<i>noun</i> an automatic steering device in an aircraft
autopsy	<i>noun</i> an examination of a dead body to determine cause of death

b

balsam	<i>noun</i> a pleasant-smelling liquid resin used in medical preparations
bizarre	<i>adjective</i> very strange or unusual
bon appétit	<i>interjection</i> good appetite; enjoy your meal

c

café au lait	<i>noun</i> coffee with milk
camphor	<i>noun</i> a white crystalline substance with an aromatic smell
candid	<i>adjective</i> truthful and straightforward; frank
capital	<i>noun</i> a city that is the seat of government; wealth in the form of money
capitulate	<i>verb</i> to surrender or give up
captaincy	<i>noun</i> the position of captain of a team
caption	<i>noun</i> a heading or short explanation that accompanies an illustration or photo
catacomb	<i>noun</i> an underground burial place; a series of underground tunnels or caves
catalogue	<i>noun</i> a list of items written down alphabetically
catalyst	<i>noun</i> something that causes or accelerates a change
catapult	<i>noun</i> an apparatus for hurling stones
cataract	<i>noun</i> a large waterfall; a clouding of the lens of the eye
circumference	<i>noun</i> the distance around the edge of a circle
circumlocution	<i>noun</i> a roundabout or indirect way of speaking
circumnavigate	<i>verb</i> to sail or fly around something completely
circumscribe	<i>verb</i> to draw a line around; to encircle
circumspect	<i>adjective</i> wary and unwilling to take risks

circumvent	<i>verb</i> to find a way around (an obstacle); to avoid
compute	<i>verb</i> to reckon or calculate (a figure or amount)
concede	<i>verb</i> to acknowledge as true, just, or proper; to admit
condominium	<i>noun</i> a building containing individually owned apartments
confiscate	<i>verb</i> to take or seize someone's property with authority
conspicuous	<i>adjective</i> very noticeable
contraband	<i>noun</i> goods that have been brought in illegally
corruption	<i>noun</i> behaviour that is dishonest, illegal or immoral

d

dejected	<i>adjective</i> sad and depressed; cast-down
democrat	<i>noun</i> a person who believes in democracy
demography	<i>noun</i> the study of populations, births, deaths, etc.
deputy	<i>noun</i> a person appointed to act as a substitute for another
dermatology	<i>noun</i> medical science dealing with diseases of the skin
desolate	<i>adjective</i> empty and without people; bleak
devious	<i>adjective</i> deceitful; underhand
disputable	<i>adjective</i> open to question and debate
disreputable	<i>adjective</i> having a bad reputation: not respectable
disrupt	<i>verb</i> to throw into disorder
divulge	<i>verb</i> to disclose or reveal
doff	<i>verb</i> to remove (an item of clothing such as a hat)
dominant	<i>adjective</i> ruling, governing or controlling
domineer	<i>verb</i> to assert one's will over another in an arrogant way
domineering	<i>adjective</i> tyrannical or arrogant
dominion	<i>noun</i> the power to have control over a country or people
dubious	<i>adjective</i> hesitating or doubting; undecided between two things
duet	<i>noun</i> a performance by two singers, instrumentalists or dancers
duplex	<i>noun</i> a residential building divided into two apartments
duplicity	<i>noun</i> deception; double dealing
duopoly	<i>noun</i> a situation where two suppliers dominate the market

e

eject	<i>verb</i> to force out
endemic	<i>adjective</i> (of a disease) prevalent in a district or people
epidemic	<i>noun</i> the widespread occurrence of a disease
eradicate	<i>verb</i> to remove or destroy utterly
erupt	<i>verb</i> to burst forth
excavate	<i>verb</i> to hollow out; to make a hole in
excel	<i>verb</i> to surpass or outdo others
excerpt	<i>adjective</i> a passage or segment taken from a longer work
exclude	<i>verb</i> to prevent from entering; to keep out
exhale	<i>verb</i> to breathe out
exorbitant	<i>adjective</i> very high or unreasonable
expedite	<i>verb</i> to speed up the progress of; to hasten
expel	<i>verb</i> to force or drive out
extol	<i>verb</i> to praise enthusiastically
exultant	<i>adjective</i> triumphantly happy

f

feign	<i>verb</i> to pretend to be affected by (a feeling, state or injury)
filet mignon	<i>noun</i> a small boneless steak cut from the inside of the loin
futile	<i>adjective</i> incapable of producing any useful result

g**gramarye** *noun* magic; occult learning**h****harass** *verb* to pester, annoy; to trouble with repeated attacks**harpy** *noun* an evil creature, part woman and part bird**hinterland** *noun* the remote or less-developed part of a country**holocaust** *noun* any great destruction or loss of life**i****impartial** *adjective* free from bias, prejudice or favouritism**impede** *verb* to restrict or retard action or progress**impetuous** *adjective* acting in a hasty manner and without thinking**incandescent** *adjective* white or glowing because of great heat**inject** *verb* to administer a drug or medicine with a syringe**interject** *verb* to interrupt with a comment while someone is speaking**k****kaput** *adjective* broken and useless; no longer working or effective**kindergarten** *noun* a school or class for very young children**l****lucid** *adjective* clear or easily understood**m****marina** *noun* a specially designed harbour for pleasure yachts and small boats**marinate** *verb* to soak meat, fish or other food in a marinade or sauce**mariner** *noun* a sailor; a seaman**maritime** *adjective* related to navigation or shipping at sea**meteorology** *noun* the study of the atmosphere and the weather**n****neurology** *noun* the study of the nervous system**novice** *noun* a beginner**p****pathology** *noun* the study of disease**pedestal** *noun* a base supporting a column or statue**pedicure** *noun* cosmetic care of the feet and toenails**pedigree** *noun* a list of ancestors; a line of descent**pensive** *adjective* engaged in deep or serious thought**per capita** *adverb/adjective* per head of population**pharmacology** *noun* the study of drugs**plausible** *adjective* seeming reasonable or probable**pompous** *adjective* puffed up with vanity**poltergeist** *noun* a ghost that makes loud noises and causes objects to move**precedent** *noun* something similar that happened before**precocious** *adjective* forward in development**predecessor** *noun* one who preceded another in office**predominant** *adjective* having superior strength, influence or authority**prelude** *noun* a musical or dramatic introduction**pretext** *noun* a false reason or purpose given**prevail** *verb* to triumph or succeed**proceed** *verb* to go forward; to advance**proclaim** *verb* to announce officially or publicly

proficient	<i>adjective</i> competent or skilled in doing or using something
projectile	<i>noun</i> a missile designed to be fired from a gun; an object set in motion by an exterior force
proliferate	<i>verb</i> to increase rapidly in number; to multiply
prominent	<i>adjective</i> standing out so as to be seen easily
prosecute	<i>verb</i> to take legal action against
psychology	<i>noun</i> the study of the mind and its functions
q	
quadruped	<i>noun</i> an animal, especially a mammal, having four feet
r	
reputable	<i>adjective</i> honourable; having a good reputation
rupture	<i>noun</i> a break, split or fracture
s	
sauerkraut	<i>noun</i> a German dish of chopped pickled cabbage
secluded	<i>adjective</i> hidden from view; removed or remote from others
seismology	<i>noun</i> the study of earthquakes and their phenomena
soliloquy	<i>noun</i> a speech by a character alone who is revealing innermost thoughts
solitary	<i>adjective</i> alone; existing, living or going without others
solitude	<i>noun</i> the state of being alone or remote from others
solo	<i>noun</i> a thing done by one person alone; <i>adj/adv</i> unaccompanied
sorbet	<i>noun</i> a frozen sweet dessert made from fruit juice
soupe du jour	<i>noun</i> soup of the day
submarine	<i>noun</i> a vessel that can be submerged and navigated under water
t	
theology	<i>noun</i> the study of religions and God
tranquil	<i>adjective</i> free from disturbance; calm
turbulent	<i>adjective</i> violently disturbed or confused
v	
verbose	<i>adjective</i> using or having too many unnecessary words
violation	<i>noun</i> the act of breaking or failing to comply with (a rule or law)
w	
wanderlust	<i>noun</i> an impulse or longing to wander or travel
writhing	<i>adjective</i> making twisting, squirming movements
wunderkind	<i>noun</i> a child prodigy
z	
zoology	<i>noun</i> the scientific study of animals

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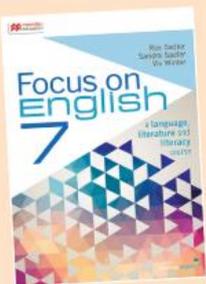
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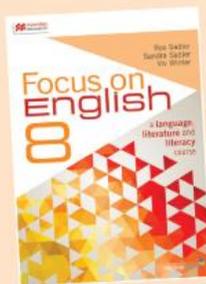
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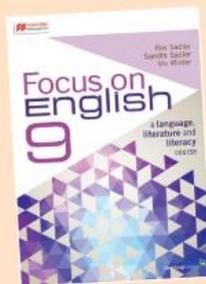
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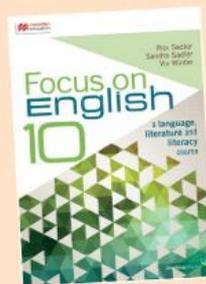
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