

AUSTRALIAN CURRICULUM

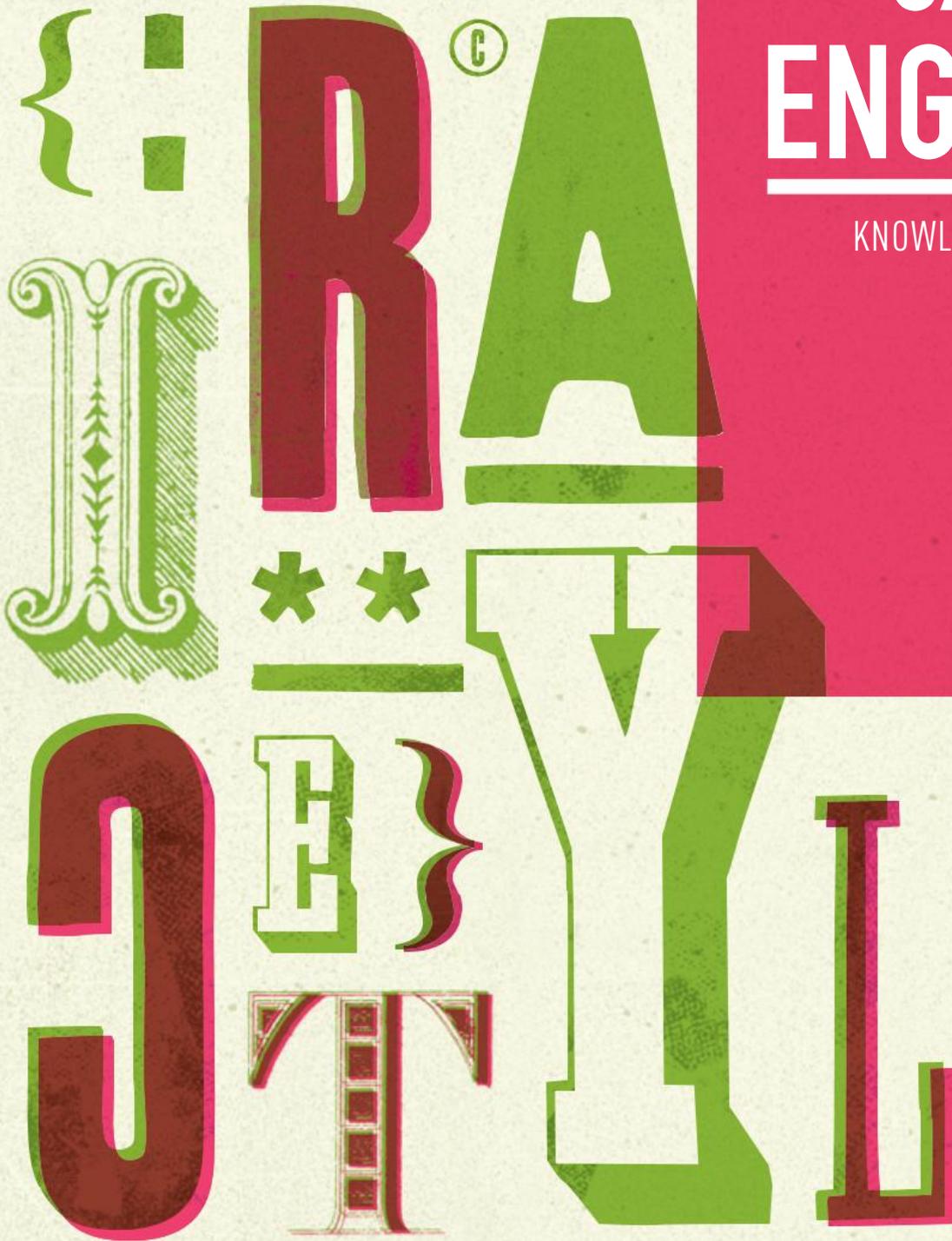
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ENGLISH**

KNOWLEDGE AND SKILLS

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PAUL GROVER

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PREFACE

Oxford English: Australian Curriculum Knowledge and Skills is a blended print and digital series for the Australian Curriculum: English.

THE WORKBOOK

The *Oxford English* print component focuses on the **language** and **literacy** strands of the Australian Curriculum: English. Each workbook has:

- 25 focused units, covering grammar, punctuation, comprehension, reading, writing, spelling and vocabulary
- a highly structured and practical approach to the curriculum requirements to ensure student understanding
- spread-based and progressively structured units of 4–8 pages in length
- two text extracts used as stimulus in each unit — a mix of literary, non-literary and digital texts
- a comprehensive answer section



The off-the-page icon appears in the workbook when tasks are expected to be completed on a separate piece of paper, in a student workbook, or on a digital device.

BOOK-ONLY ENRICHING LITERATURE UNITS

The book-only Enriching Literature units focus on the **literature** strand of the Australian Curriculum: English. Presented in stages covering years 7/8, and 9/10, these units are designed to provide teachers and students with ideas and guidance on covering the cross-curriculum priorities, as well as popular classic and contemporary texts. The cross-curriculum priorities are:

- 1 Aboriginal and Torres Strait Islander histories and cultures
- 2 Asia and Australia's engagement with Asia
- 3 Sustainability.



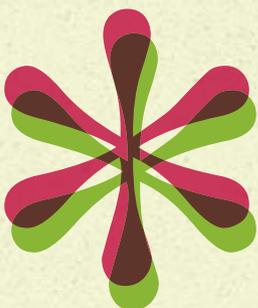
The units are written by experienced authors Jane Sherlock and Deb McPherson. Access these Enriching Literature units via the table of contents in the book.

ABOUT THE AUTHOR

Paul Grover has been a teacher and Head Teacher of English and History in NSW high schools for more than 35 years. He worked as a Supervisor of Marking and Coordinating Supervisor of Marking in HSC English for the NSW Board of Studies for more than ten years, and continues to work with the NSW Board of Studies. He has authored and edited a large number of books for secondary teachers and Years 7 to 12 students in English and History. Paul is an active member of the English Teachers Association of NSW, and regularly presents workshops at local, regional, state and national conferences. In 2011 Paul was awarded a Quality Teaching Award from the Riverina Department of Education and Communities, and also a NSW Professional Teaching Council Professional Excellence Award. In 2012 he received an Academic Excellence Award from the Faculty of Education at Charles Sturt University. Currently Paul is Lecturer in Education at Charles Sturt University, Albury-Wodonga Campus.



USING WORDS — EXPLORING PARTS OF SPEECH





PART ONE

USING WORDS — EXPLORING PARTS OF SPEECH



UNIT 1 Nouns Name — Abstract Nouns, Nominalisation and Other Noun Functions

ENGLISH IN FOCUS

Sanctuary by Kate De Goldi

'Leopards are among the most opportunistic of feeders,' I read out to Jem from my new bible. 'They feed on a wide range of prey, including — listen to this, this is the important part — including rodents, reptiles, amphibians, large birds, fish and hoofed animals up to twice their own size.'

'Goodbye racing thoroughbreds, goodbye baby lambs, goodbye seals, native birds and family moggies,' said Jem, witheringly.

'No,' I said, 'goodbye pesky rabbit population and stoats and rats.'

'Cat, Cleo would need twenty rats to make a decent dinner. She'd have to spend all day catching them — if she could find them.'

'That's what leopards do — big cats — they spend whole days hunting.'

'In the *wild*, Cat. Cleo's been caged for eight years, getting her dinner on a pitchfork from Angus, all nicely trimmed with extra vitamins sprinkled. She'll have lost the knack.'

'She'll get it back,' I said, confidently. 'No problem. It's instinctive.'

'How do you stop her preying on the other animals, then?' said Jem, changing tack. 'How do you keep her away from horses and cows? How do you keep her away from *humans*, for Christ's sake? Wild cats just don't live in cities.'

'Ah, but that's where you're wrong,' I said, playing my ace. 'Listen to this: *The leopard is the shyest, most elusive and most nocturnal of all the big cats. It is commonplace for leopards to be discovered on the very edges of substantial human settlements, including major cities, so secretive are they, and so adaptable in their diets and lifestyles.*' I looked at him triumphantly.

'Let me see that,' said Jem.

- 1 List ten different animals or types of animals mentioned in this extract.

- 2 List two very informal or colloquial nouns in this extract, and three formal nouns.

- 3 The character Cat reads from a reference book, '*Leopards are among the most opportunistic of feeders*'. Compare this sentence to: 'Leopards really like to feed whenever they get the chance'? In what way are the two sentences different?

USING NOUNS TO WRITE CLEARLY

Nouns are used to name people, places, things, qualities, feelings or ideas. There are six main types of nouns: common, proper, concrete, abstract, collective and compound. Nouns can also be specific or general.

Your writing will become clearer and more confident when you choose the most appropriate noun for its purpose. The following tips will guide you.

TIPS FOR USING NOUNS EFFECTIVELY

- Aim to use more precise nouns instead of general nouns or additional adjectives. A dictionary or thesaurus can help you do this. For example:

We entered the hall and sat down for the **banquet**.
(instead of **very fancy meal**)

The live performance was organised by a famous **impresario**.
(instead of a famous **concert performance organiser**)

- Use specific nouns when you want to give a precise or detailed picture. For example:

The thieves discovered the **contraband**, seizing **banknotes, cheques, diamonds and rubies**.

- Use non-specific nouns if you want to create a general picture or give a summary of a longer piece of writing. For example:

The people discovered the **goods** and seized the **valuables**.

- If you are able to choose from a range of nouns, or use a thesaurus, select a noun that is the most appropriate for the context of your writing. Your choice depends upon the experience you are aiming to describe. For example:

I was dazzled by the **dream/hallucination/mirage/nightmare/vision**.

To me, the world looked so **fanciful/surreal/fantastic/transcendental/chimerical**.

- Use specialist nouns where appropriate. For example:

a **paediatrician** (instead of **child doctor**)

a **vintner** (instead of a **person who sells wines**)

a **philatelist** (instead of a **stamp-collecting enthusiast**)

NOMINALISATION

Nominalisation is the process of placing emphasis on nouns and noun groups rather than on verbs and verb groups. Nominalisation helps your writing become focused and tightly written so it is more authoritative and convincing. This style of writing is useful for formal essays and reports, where ideas and arguments must be succinct and confidently presented. It is always better to:

- condense words where you are able
- remove unnecessary words
- replace words with more authoritative alternatives where possible.

This table presents two examples of nominalisation.

Emphasis on verbs	Emphasis on nouns (nominalisation)	Explanation	Summary
Ms Williams has written a letter to parents to inform them all that the excursion on Thursday has been postponed .	Ms Williams' letter to parents provides information about the postponement of the excursion.	<ul style="list-style-type: none"> take out unnecessary verbs: has written condense words where possible: to inform them all → provides information change verbs to nouns: has been postponed → postponement 	The revised sentence is succinct, more authoritative and confident. The nouns and noun groups become more prominent: letter, parents, information, postponement .
I would really like to try out for the new job you are advertising by coming in for a few days as soon as you can fit me in.	I am available for a trial in the newly advertised position at your earliest convenience .	<ul style="list-style-type: none"> condense words where possible: would really like to try out → available coming in for a few days → for a trial change verbs to nouns: to try out → for a trial you are advertising → newly advertised position fit me in → earliest convenience more authoritative words: coming in for a few days → for a trial you can fit me in → your earliest convenience 	The revised sentence is more confident, authoritative and formal. The nouns and noun groups become more prominent: trial, newly advertised position, earliest convenience .

1.1 Check your noun knowledge by drawing lines to match the noun type with the correct definition and the correct examples.

NOUN TYPE	DEFINITION	EXAMPLES
Abstract noun	names specific people, places or things	jury, herd, colony, mob
Common noun	names a group of people, places, creatures or things	fear, love, boldness, embarrassment
Proper noun	is formed when two nouns are joined to form a new word that is also a noun	footballer, sandwich, shop, dog, computer
Collective noun	names people, places, things and creatures	seafood, post office, toothpaste, court-martial
Compound noun	names feelings, emotions or other qualities that cannot be seen, heard, smelt or touched	Perth, <i>Titanic</i> , Vegemite, Barack Obama

1.2 List five specific nouns under each of these non-specific noun categories.

a food

b inventions

c sports

d plants

1.3 Nominalise the following sentences to make them more authoritative, confident and convincing. Do this by removing unnecessary words, finding better words where possible, condensing some words and, where possible, changing verbs into nouns.

a This play is about a soldier who wants to become a king and he works hard to try and become the king, but he ends up murdering the old king to become the king himself.

b The team tried very hard to win the game and put their best effort into the second half, but were unable to win because the other side was just too good for them.

c The movie was really good and we decided the best scene was where the key character chose to take a chance on his own life to try and save the other character who was really his enemy.

A step behind by Gary Crew

They lay in the midnight drizzle, flat on their stomachs in the mud, watching the house of a rifle-wielding crazy man. They waited for the sergeant's order to move, to cross the street and take him.

Steve shifted, easing the pressure on his thighs.

'Geez, I could do with a beer,' he complained.

'Ditto.' Mike wiped his forehead, clearing away the trickles of rain. 'You remember the last time we were caught like this? Soaking wet?'

'Biology camp. Year 11. Adams and that idiot he hung around with —'

'Fogharty.'

'Yeah, Fogharty — dropped our tent, right? In the rain.'

'And Angela invited us to bunk down with her.'

Steve remembered. The night had been like this one, the rain setting in to a steady drizzle as soon as they arrived at the reserve. Everyone was miserable — cold, dripping wet and miserable. Then that clown Adams and his mate Fogharty let down the tent, and there they were, Mike and Steve, caught in the rain and the cold and the dark. When Angela heard what was going on, she called from her tent, 'Come on in.' Wrapped in a soaking blanket, Steve had backed away, too shy to respond, but not Mike. Never Mike. 'Sure,' he said, and went on in ...

'Sure, I remember,' Steve said. 'She had a thing for you. Even way back then.'

'That's not what she says. She says it was you she was after, but you were too dumb to know.'

'Garbage. Angie had the hots for you from the first

day she saw you. What was that? Come on.'

'Year 8. Wait, take a look.' Mike nodded towards the house. The crazy man was suddenly visible. Rifle held high he crossed from lighted window to lighted window, peering out into the street.

'You reckon he knows we're here?'

'Why should he? I parked behind. He couldn't have seen the car. I did exactly what the sarge said. You worry too much.' And he concentrated on watching.

Unsettled, Steve moved again. 'So,' he began, 'she still talks about me, even though you're engaged?'

'Course she does.'

'But she's marrying you. Next week she's marrying you.'

'Doesn't mean she doesn't talk about you. She cares a lot about you. Calls you "My Stevie". Gets on my goat, sometimes.'

'Garbage.'

'You don't believe me? I'm telling you, it could have been you and Angie. If you'd tried a bit harder. If you'd taken the opportunity.'

Opportunity? Steve pulled up the collar of his jacket and dropped his chin to his hands. He brought the word to mind again. Opportunity? When had he been apart from Mike? When had he been able to step up, to stand alone, to be measured against himself? They had been friends since childhood, had done everything together: played, studied, joined the force, even been appointed to the same precinct. They had always been together, been compared, and he had always been in Mike's shadow, a step behind.

1 Find two examples of specific nouns and two examples of non-specific nouns.

2 Search the extract and highlight examples of the following types of nouns:

- six common nouns
- three proper nouns

3 Use a dictionary or thesaurus to find two additional nouns that could be used in place of the following ones from the extract:

- reserve _____
- jacket _____
- rain _____
- garbage _____

NOUNS IN YOUR HANDS

1.4 Rewrite these sentences in an authoritative style using nominalisation techniques.

- a They lay in the midnight drizzle, flat on their stomachs in the mud, watching the house of a rifle-wielding crazy man.

- b Then that clown Adams and his mate Fogharty let down the tent, and there they were, Mike and Steve, caught in the rain and the cold and the dark.

- c They had always been together, been compared, and he had always been in Mike's shadow, a step behind.

1.5 Select two nouns from each of the following groups of nouns and include them in a sentence appropriately and effectively.

- a combat, fight, battle, melee, pitched battle, armed conflict

- b nervousness, anxiety, agitation, worry, jitters, shivers

- c escape, getaway, escapade, evasion, runaway



WRITING: A STRONG TRADITION

In about 300 words, describe a family tradition or custom that members of your family follow. Explain it to someone who does not know anything about it. Use a variety of nouns in your description. Your family tradition might be associated with annual birthday celebrations, religious traditions, Christmas celebrations, holiday traditions, family get-togethers or sporting events.



UNIT 2 Adjectives Add — Using Adjectives in Writing

ENGLISH IN FOCUS

Anna's Story by Bronwyn Donaghy



Anna was high as the sky on pure, natural excitement as she raced into the house late on Saturday afternoon. She had just done her first eyelash tint at the beauty salon. Her boss, Gayle, had gone home with thicker, lovelier lashes and not a smudge anywhere. At last Anna was a real beautician!

No more boring school and dreary books! No more assignments ever! No more letters apologising to the teachers for not working hard enough. Now she had something worth trying for. She was earning her living just the way she had always wanted to — by making people beautiful! Just two more weeks and she'd be doing it full-time.

George and Alexia had driven her home from work. They had cheered when she told them about the eyelash tint and she had bowed, in the middle of the

street, and even the people in the salon had cracked up. Life was so good!

They had come to pick her up so they could talk her into going with them to the rave party tonight. A real rave in a city club! Did she dare?

Last night, when they were all together around at Mick's, it seemed like a very exciting idea. George had suggested it. George was a real raver, he had been to so many. Alexia thought it was a terrific idea, of course. It would be *so wicked*.

They were dying to know if she would be allowed out so she could go with them. It would be *so exciting* if she could. But it wasn't going to be easy. She'd have to be careful about getting away. It would be necessary to play it cool with Dad. Please please please, she thought, let him say yes.

1 List two adjectives the writer has used to describe:

- the excitement Anna feels _____
- the eyelashes she has just tinted _____

2 If these adjectives were omitted, how would these sentences be different?

3 Find and highlight nine other adjectives used in this extract.

4 Select three of the adjectives from question 3 that you think give key information about the noun they add meaning to, and briefly explain what each of these three adjectives tells us about the noun.

2.1 For each sentence, place commas between the adjectives where required.

- a This is a spectacular wild unique location.
- b Where can I buy a new blue summer outfit?
- c These new trains are quick quiet efficient and cheap.
- d When can I drive that super fast speedboat?
- e Explain to me why that crummy decaying old building needs to be preserved!

2.2 For each sentence, place hyphens between the adjectives where required.

- a Those fifteen year old students are eligible for casual employment.
- b I like American style mustard on my hotdog.
- c During our day long stopover I bought an Hawaiian style surf shirt.
- d We need clear sighted people to guide our nation into the future.
- e He took off his light green coat and put on a bright yellow one.

2.3 Rewrite each sentence and replace the words **nice**, **boring**, **good** and **bad** with more effective adjectives.

- a My brother makes good hamburgers on our new barbeque.

- b The good news was delivered to the delighted new parents.

- c The bus driver made a bad mistake when he reversed into the crowd.

- d That is a good result and will give you a good chance to get into a good course.

- e The nice restaurant served good meals but had bad music playing all the time as well as boring posters around the walls.

Anna's Story by Bronwyn Donaghy



Anna's sudden death at fifteen after taking a single ecstasy tablet one Saturday night with friends took Australia by storm. Her school photograph taken earlier in 1995 appeared in newspapers throughout the country, her lovely face was on the television night after night, everyone seemed to know about Anna Wood and her ecstasy-related death. It was big news. For an ordinary, "invisible" family like ours life was never to be the same again. Within weeks Jennie Orchard of HarperCollins had approached us suggesting that a book be written about Anna. We were introduced to Bronwyn Donaghy as a possible author. The chemistry was instant. No-one but Bronwyn could tell the story of our beautiful child, and we all felt she was the right person to do it. Through her words Bronwyn brought Anna to life: it was as if she had known her like I did. I will be eternally grateful for that, and Anna lives on through the book.

Once *Anna's Story* was on the shelves I started to give talks in schools. It was a lifeline for me, I was able to talk about my daughter every day, and it seemed that the students wanted to know Anna too. I had been given a gift. Sometimes Bronwyn and I shared the storytelling; those were special occasions. Bronwyn had the ability to connect with the students in such a wonderful way. She was informed and entertaining, her mastery with the written word was amazing and her storytelling skills brilliant. Tony and I had become very active with the anti-drug lobby and were meeting new people of like mind along the way. We were learning more and more about illegal drugs: why weren't we so well informed when our daughter was alive? We had some great teachers, a band of people who had been speaking out about drugs for many years, and yet the use of illegal substances among Australia's youth was rapidly increasing, and drugs seemed to be available on every street corner. Why? There are still so many questions left unanswered. It is so important for parents to educate their own children about drugs. If they don't then someone else will, and that someone might have an ulterior motive.

- 1 Highlight every adjective you can find in this extract.
- 2 Select three adjectives that if omitted would reduce the impact and effectiveness of the writing. Explain your choice for each one.

3 Why is a hyphen used in the adjective 'ecstasy-related'?

4 Why does the adjective 'invisible' have inverted commas around it?

ADJECTIVES IN YOUR HANDS

2.4 Refer to the extract and replace five of the adjectives with alternatives that are just as effective and informative. Present your list in the table below. An example has been done for you.

	ORIGINAL ADJECTIVE AND NOUN	ALTERNATIVE ADJECTIVE AND ORIGINAL NOUN
a	illegal substances	illicit substances
b		
c		
d		
e		
f		

2.5 Improve these dull and ineffective sentences by adding more descriptive and effective adjectives. An example has been done for you.

a Jeff threw his bag into the car. → Jeff threw his brand new bag into the fast-moving car.

b The girl ran out of the house.

c Sophie's mother makes cakes.

d The tourists admired the place.

e Trees grew beside the path.

f They were each doing his or her own thing.

g The children watched the movie.

h Boats sailed on the bay.

2.6 Develop your vocabulary skills by rewriting these adjectives in the order suggested.

a from the least happy to the happiest: joyous, pleasant, good humoured, merry.

b from the most flexible to the least flexible: wiry, firm, tough, rigid.

c from hot to hottest: piping hot, fiery, red-hot, white-hot.



WRITING: FIRST MEETING

Imagine you are meeting a relative for the first time. You and a family member are picking them up from the airport but they don't know what you look like. Before their arrival you send them an email describing what you and your family member look like.

Write about 300 words and use appropriate adjectives to give a complete picture.



UNIT 3 Adjectives Add — Using Adjectives Appropriately

ENGLISH IN FOCUS

Leap of faith by Martin Baynton

Faith is falling. Tumbling down through streaks of cold, grey mist, she rolls and spins, helpless as a teddy bear. She screams but the cry bottles in her throat, corked there by a buffeting wind that howls at her from the green-blue ground a thousand feet below. Down she goes, falling through a frozen moment, hanging in the same breath of violent air, arms whirling, legs racing like Wiley Coyote, treading the wind till someone takes their finger from the pause button.

The same dream. Always. The same angry wind pushing her around. Her father will join her soon, a plummeting couch potato. And here he is, right on cue, falling beside her; not tumbling out of control but sitting bolt upright in a soft, brown Lazee-Boy armchair; his white-knuckled fingers clamped to the worn fabric, his lips pulled back, mouth grinning like a skull's beneath quiet eyes. He shouts across to her, his words torn away by the wind, words of advice or encouragement that never quite make sense.

Faith and her father always hit the ground together, slamming into the soft, forgiving sand of a holiday beach; a postcard beach in a driftwood frame where they once spent a perfect summer when Faith was seven. The soft, warm sand welcomes them home, swallows them up, leaving just their heads poking out like two large stones. And as they wait for the incoming tide to cover them, they talk about all the things they would have done together if only there had been more time.

The dream no longer scares her. It's too familiar. She knows it's only a dream — even in her dream she knows. She never wakes in a cold sweat, never screams or sits bolt upright like a pale heroine in some cheap horror movie. And the dream is soon forgotten, sinking from view as the incoming tide sets her hair to drift like seaweed.

1 After reading the extract, complete the following tasks:

- highlight the adjectives that modify the common nouns **mist**, **ground**, **moment** and **air** in the first paragraph
- highlight the adjectives that modify the common nouns **wind**, **armchair** and **fingers** in the second paragraph
- highlight every adjective in the last two paragraphs.

2 Look back at the adjectives you have highlighted in the extract. How would this writing change for the reader if these adjectives were removed?

CHALLENGING ADJECTIVES

The following table explains how to correctly use absolute adjectives, comparative adjectives and superlative adjectives and how to avoid common mistakes.

Type of adjective	Example	Incorrect use of adjectives	Examples
Absolute adjectives do not have comparative or superlative forms.	His pet mouse is dead .	You cannot have something that is more dead, less perfect, less unique, more square, less round, most empty, emptier, more equal, less correct.	Absolute adjectives: dead, perfect, unique, square, round, empty, equal, correct <i>The water bottle was empty.</i> (not more empty).
Comparative adjectives compare two people or things.	Today is hotter than yesterday.	You cannot have a 'double comparative' adjective. If something is hotter, it cannot be more hotter. You cannot be more taller, less shorter, least bigger, more longer, more prettier or less lonelier.	Comparative adjectives: taller, shorter, bigger, longer, prettier or lonelier <i>That pet bird is prettier than mine.</i> (not more prettier)
Superlative adjectives compare more than two people or things.	This is the hottest day we've had for many years.	You cannot have a 'double superlative' adjective. If this is the hottest day, it cannot be the most hottest day.	Superlative adjectives: longest, coldest, widest, best, worst <i>My team is the best in the competition.</i> (not the bestest).

ADJECTIVES MODIFIED BY ADVERBS

An adjective that is modified by an adverb (e.g. basically, essentially, totally, really, fully, very, extremely, fairly, scarcely, so, too and quite) is often not more effective or meaningful. Usually, the sentence will sound better and have more impact without the adverb. Compare the sentences in this table.

Adjective modified by adverb	Adjective not modified by adverb
He is a totally lonely little boy.	He is a lonely little boy.
My supermarket was a fully disorganised and totally confusing place during the renovations.	My supermarket was a disorganised and confusing place during the renovations.
This is so nearly broken and fully isn't worth repairing.	This is nearly broken and isn't worth repairing.
That is a basically well-kept and fairly economical car.	That is a well-kept and economical car.

3.1 Rewrite these sentences and correct their mistakes.

a That is the most tastiest meat pie I have eaten for ages.

b We might be able to do more better in the next round of the competition.

c My sister says she is most better than me at Monopoly.

d Last year the world experienced the most biggest climate change for decades.

e My English teacher is more taller than anyone in the school.

f Jane is more fitter than she was last year because she is competing professionally now.

3.2 Rewrite each of the following sentences with the correct adjective. You may need to alter some words so that the revised sentence makes sense.

a When will I be given a more equal share of the chips?

b Don't worry about getting a more perfect score because you've won already.

c That is the most correct answer.

d That computer game is the most unique in the world.

e Checkt os eei ft hatb oxi s mores quare.

f Is the vampire the most immortal creature in myths and legends?

3.3

Improve these sentences by removing unnecessary modifying adverbs. You may need to alter some words so that the revised sentence makes sense.

a That excursion was actually a quite enjoyable experience.

b In the extremely unlikely event of an earthquake, leave the building immediately.

c We didn't see any fairly old, large crocodiles but did manage to avoid several totally huge water snakes.

d She was a so lonely and lost tourist in a totally strange city.

e I am never a too happy, worry-free person when the relatives fully arrive.

f Basically you need to make sure that the plug is really connected properly before you switch the power on.

Leap of faith by Martin Baynton

The instructor waves her forward and she responds like a robot, a quick thumbs up and then a long shuffle forward to the open door. A hole to nowhere. It yawns like the mouth of a cave or the mouth of a dragon, desperate to swallow her.

Time clicks into slow motion. Her body takes its position at the open door, her fingers gripping the handrail, her feet flapping beneath her, whipped by the wind. She doesn't think about letting go, her fingers make the decision for her; they slip free of the rail and release her hold on life.

Above her the plane leaps, sucked up on a giant bungee cord.

Tumbling down through streaks of cold, grey mist, Faith rolls and spins, helpless as a teddy bear. She screams but the cry bottles in her throat, corked there by a buffeting wind that howls at her from the green-blue ground a thousand feet below. Down she goes, falling through a frozen moment, hanging in the same breath of violent air, arms whirling, legs racing like Wiley Coyote, treading the wind till someone takes their finger from the pause button. Her own finger ...

A violent tug and the falling stops ... She reaches for the steering toggles and turns the chute in a gentle curving arc towards the north and the landing field. The wind has gone, it has no power over her ...

Faith hits the ground first, a perfect landing. She unclips the parachute and tries to haul it in as she watches her father make a mess of his landing. He turns at the last moment and the chute drags him backwards, rolling him over like a puppy.

Then she can see his face. He's crying. For a moment she's worried: has he twisted his ankle? Broken it? ... He steps free of the rigging and races towards her, grabbing her fiercely, lifting her from the ground. A bear hug, warm and strong and shaking with emotion.

'We did it.' He speaks without looking at her, his tears out of sight on her shoulder.

1 Find and highlight the absolute adjective used in this extract. Has it been used correctly?

2 Select and highlight ten other adjectives used by the writer in this extract.

3 Which three of these adjectives are the most effective, in your opinion? Briefly explain why.

ADJECTIVES IN YOUR HANDS

3.4 Replace each adjective in **bold** with a suitable alternative.

a a **buffeting** wind _____

b a **violent** tug _____

c a **dancing** cloud _____

d **white-knuckled** fingers _____

e a **perfect** landing _____

3.5 Write a complete sentence that includes each of the following adjectives. You can also add your own adjectives to make your sentences more interesting.

a adventurous

b grotesque

c thoughtless

d abundant

e tender

3.6 Write two or three descriptive adjectives in each space provided. Check you have used the correct forms of the adjectives and the correct punctuation where required.

a the cat's _____ eyes

b my brother's _____ habits

c _____ butterfly's wings

d the _____ garbage in the street

e _____ floods



WRITING: FIRST TIME

Write about the first time you attempted a sport or activity that was a challenge for you. Use descriptive adjectives to convey the experience, the feelings and the events that took place as you became involved. This activity might have been the first time you rode a bike, tried abseiling, wakeboarded, played a sport, bungee jumped, or perhaps it was when you were younger and first tried a scary theme park ride.

Write about 200 words.



UNIT 4 Pronouns in Place — Indefinite and Relative Pronouns

ENGLISH IN FOCUS

Lionheart by Jesse Martin



What makes a seventeen-year-old decide to sail around the world? I'm not exactly sure, I was actually fourteen when I first started to think about doing so. When I sailed from Port Phillip Bay on 7 December 1998, the trip was the culmination of years of dreaming. Others may have thought I was a foolish young man, but I'd been working towards that dream for a long time.

Why? That's the question I get asked most. And one of the reasons behind this book. I don't just want to tell the story of how I sailed around the world on my own, but to reveal why a teenager would want to leave the comfort of home for eleven months at sea, and what I learnt from the experience.

It has been said that every great adventure begins with one small step. It's clichéd, but it's true. I've taken thousands of steps to become the youngest person to sail solo, non-stop and unassisted around the world.

But what was that first step? Was it sailing through

the Port Phillip Heads, my official starting point of the trip? Was it waving goodbye to family and friends at the Sandringham Yacht Club? Was it when my major sponsor agreed to commit \$160,000 to my trip? Was it that moment, at fourteen years of age, when I first dreamt of sailing around the world? Was it my previous adventures? Was it the first time I stepped aboard a boat? Was it when I was born?

Who knows, but I suspect Mum and Dad had a fair bit to do with it.

I suppose my story begins in 1979, when my parents, Kon and Louise, did something quite radical for a happily married young couple living a comfortable suburban life in Melbourne. They sold their cars, rented out their house and set off in a Volkswagen beetle to see the world. I was born on that trip, and their spirit of adventure lives on in me today.

- 1 In the extract, the writer says at one point, 'Who knows'. What does he really mean when he uses these words?

- 2 The writer uses the pronoun **others** when he says 'Others may have thought I was a foolish young man'. Who is he referring to?

- 3 Highlight four other examples of pronouns in this extract.

INDEFINITE AND RELATIVE PRONOUNS

INDEFINITE PRONOUNS

- An indefinite pronoun does not refer to any particular person, animal or thing. For example:
 There is **someone** at the door. **No-one** has handed in their permission note yet.
Everyone listened to the band. **Both** need to pick up their sports gear.

Here are some common indefinite pronouns:

Singular indefinite pronouns	Plural indefinite pronouns
another	all
anybody	both
nobody	everybody
none	everyone
no-one	few
nothing	many
somebody	more
someone	most
	much
	several
	some

- Singular indefinite pronouns need singular verbs, and plural indefinite pronouns need plural verbs. For example:
Someone is going to the shops tomorrow.
Most are going to the shops tomorrow.
- **Their** and **they** are now used as singular pronouns when referring to one person, rather than writing his/her or he/she. For example:
Each of the competitors has their own uniform.
 (rather than 'Each of the competitors has his/her own uniform.')
- **If anyone else wants to come, they will have to see Ms Gifford.**
 (rather than 'If anyone else wants to come, he or she will have to see Ms Gifford.')

RELATIVE PRONOUNS

Relative pronouns are the words **who**, **whom**, **whose**, **which**, **that**. They link one part of a sentence to another. For example:

This is the person **who** helped me the other day.

To **whom** am I speaking?

They are the people **whose** houses washed away in the floods.

This bag, **which** always contains my wallet, was left in the car.

The laptop **that** I want is on sale tomorrow.

Relative pronoun	Purpose	Example
who	used to refer to people when the noun is the subject of the sentence (the subject governs the verb)	This lady is the one who asked for directions. (This lady is the subject.)
whom	used to refer to people when the noun is the object of the sentence (the object is governed by the verb) whom is a pronoun that is not often used; it is acceptable to instead use who when it makes sense.	This is the boy whom I don't get along with. (I is the subject; the boy is the object.)
whose	used to refer to people to show ownership or possession	Whose clothes are lying on the bathroom floor?
that	used to refer to things or groups when the clause helps to clearly define the noun	The class that wins this round will go straight into the final.
which	used to refer to things when the clause is not actually defining the noun but simply giving extra detail	This uniform, which was designed by my sister, is worn only during the finals.

4.1 Choose a suitable indefinite pronoun to complete each sentence. An example has been done for you.

a _____ people know how to use a mobile phone.

Most people know how to use a mobile phone.

b This is a test that _____ must sit for.

c There are _____ books missing from the bookroom.

d I want to make sure I invite _____ of my friends to the party.

e Is there _____ here who knows the way to the cinema?

f There is really _____ I can do about it right now.

4.2

Create five sentences that use each of the following indefinite pronouns. Remember to use the correct form of the verb (singular or plural) as well.

a most

b all

c each

d none

e several

4.3

Complete these sentences by including the correct relative pronoun. An example has been done for you.

a It was Eira _____ voice was the loudest.

It was Eira **whose** voice was the loudest.

b The iPad, _____ my sister bought me, was the best present ever.

c It was Alec _____ was the slowest getting to the train station.

d I could not find the assignment sheet, _____ meant I had to ask for another one.

e Gardi, to _____ I lent some money, paid me back the next day.

f This is the boy _____ arrived early for the grand final match.

Lionheart by Jesse Martin



By lunchtime of the 15th, the winds had picked up again but this time they were peaking at 40 knots and the waves were getting bigger and breaking more often with greater force. I was surfing down the waves and travelling too quickly to keep the boat under control. It was time to get the proper drogue out, rather than use the anchor line that was still out the back.

The wind was getting up to 45 knots and I was having to hand-steer with the drogue trailing behind. The cockpit was often swamped by white water that would tumble in from the crests of waves, drenching me.

It also scared the hell out of me. I started to get the feeling that something wasn't right ...

I was getting very cold in the cockpit but I couldn't go down below as the wind vane couldn't handle the steering required to keep *Lionheart* heading downwind with the waves ... I was cold and it was getting dark and the way things were looking, I really didn't want to be outside in the dark for fear of waves washing me overboard or knocking me down. On the other hand, I needed to be outside to hand-steer and keep on a safe angle with the waves.

I was stuck. I knew what I wanted to do, which was go below and go to sleep to forget the terrible weather I was in. It was definitely the strongest wind I'd come across and the waves were getting BIG ... I'd say they were 10 metres high, from trough to crest, but it was hard to say ...

Was this going to keep increasing and turn into a hurricane? Not knowing what was ahead was the scary part. At the time *Lionheart* was handling them quite well. I was getting wet and thrown about and there was a real danger of being thrown overboard, but apart from those 'maybes', I was doing well. Sort of.

1 List the following pronouns in the first two paragraphs of this extract:

- two relative pronouns _____
- three personal pronouns _____

2 Highlight one example of every different type of pronoun you can find in the extract. You should find approximately seven different pronouns.

3 Which pronoun does Jesse Martin use the most in this extract? Why do you think he has done this?

PRONOUNS IN YOUR HANDS



4.4 In your workbook, find the meaning of each of the following words using an online or hardcopy dictionary. Then create your own sentence that uses that word correctly and also includes a pronoun.

- a conundrum
- b drogue
- c unpredictable
- d uncanny
- e estimate

4.5 Highlight the correct form of the verb so that it agrees with its indefinite pronoun.

- a Few of us is/are old enough to qualify for the team.
- b Each one is/are required to complete the entry form.
- c Someone was/were knocking at the door late at night.
- d Although there was/were several in the queue, the sales person did not ask for assistance.
- e Both of us was/were able to climb to the top of the cliff.

4.6 Choose a suitable relative pronoun to join each pair of sentences. You will need to alter the wording to create your new sentence. An example has been done for you.

a There is the dog. It has lost its owner. → There is the dog that has lost its owner.

b I can see the shop owner. Her business was broken into last night.

c Here is the broccoli. It is supposed to be good for you.

d This is the scientist. She made an amazing discovery last year.

e I left my room pretty messy. This did not impress my father at all.

f I am looking for my folder. I left it on top of my locker yesterday.



WRITING: YOUR STORY

Tell the story of a time in the past when you were genuinely, deeply scared. Describe what happened (Where? When? Who? Why?), how you felt and the way this real fear affected your body and your mind. Use pronouns appropriately in your writing, and capture your fearful experience in such a way that it will be easily recreated in the minds of your readers. Write about 500 words.



UNIT 5 Pronouns in Place — Pronoun Agreement and Form

ENGLISH IN FOCUS

The Children's House of Belsen by Hetty E. Verolme

The Germans had checked our passports a few times, but left after seeing the exemption stamps on them. Until now we had not heard anything about our trip to Portugal, but our suitcases remained packed under our beds in case the summons came. On 29 September 1943 at four o'clock in the morning, the doorbell began ringing urgently, accompanied by loud banging on the front door. The banging woke everyone in the house. I heard my parents moving about in their bedroom, my mother saying, 'They are here, we better open the door.' From my bedroom I could see into the hall. I saw my mother open the door and there stood an SS officer and a German soldier with a drawn bayonet.

'Jews?' the officer asked.

My mother nodded.

'Passport,' he snapped, 'quick.'

By that time my father had already come with the passports, sure that the stamp would do its magic work again. He confidently handed over the passports to the SS officer, who examined them carefully and ordered all five of us to line up in the hall. There we stood in our pyjamas, my mother holding her pink dressing-gown tightly around her to stop herself from shaking. The SS officer told the soldier to keep watch over us while he had a look around to see if there was anyone else

in the house. 'Oh dear God,' we silently prayed. In the confusion we had forgotten that my mother's cousin, Morris, and my father's niece, Sonja, were in the house. To top it off, Morris had been hiding for a year and had come for a short visit only the day before. He had no passport or papers. Sonja had been born from a Jewish mother and a gentile father, and had papers to prove it. While the SS officer searched the house, we held our breath. We could hear him opening doors and banging them closed again. All this time, the soldier stood in front of us with his drawn bayonet. The officer returned with Sonja. He had found her in the lounge. We were all wondering what had happened to Morris. Where was he? Why hadn't the SS officer found him? Our family tried to talk to each other with our eyes, wanting to know the answer to this unbelievable thing, but we weren't left with much time to ponder over it.

'Your papers?' the SS officer asked Sonja.

She handed them to the officer.

'So you are half-Jew. And may I ask what you are doing in this house? I suppose you know it is forbidden to stay overnight in someone else's quarters?' By this time, he had worked himself into a temper. 'Answer me!' he shouted.

1 In the first two sentences of this extract, which two pronouns are used to refer to the family in the house?

2 How many times are these two pronouns used in these two sentences?

3 Make a list of all the different pronouns you can find in the rest of the extract.

4 Why do you think the writer uses so many personal pronouns in this extract?

PRONOUN FORMS AND AGREEMENT

A pronoun can be used in many different forms in a sentence, depending on whether it is the subject of a sentence (I, we, you, he, she, it, they, who) or whether it is the object of a verb or preposition (me, us, you, him, her, it, them, whom).

The form of a pronoun can change depending on the job it is doing in the sentence. For example:

He is really special. I really like **him**. This kennel is **his**.

The pronouns **he**, **him**, **his** refer to the same animal, but their form is not the same.

He is really special. I really like **him**. This kennel is **his**.
 subject of the sentence pronoun **him** is the object of the verb **like** pronoun **his** indicates ownership

Pronoun forms	Pronouns	Examples
Forms of pronouns when they are the subject	I, we, you, he, she, it, they, who	John and I really like chocolate. Who is going to leave first? We have to get there by six o'clock.
Forms of pronouns when they are the object of a verb or preposition	me, us, you, him, her, it, them, whom	I want to be like her . I wish you wouldn't always forget to ask me . To whom am I speaking, please?
Forms of pronouns when they show possession (ownership)	mine, ours, hers, his, its, yours, theirs, whose	Mine was the best display. The books were ours at last. Whose bags are those on the floor?

PRONOUN AGREEMENT

A pronoun must agree in number, person and gender with the noun it replaces (called its antecedent). For example:

The police officers were confident **they** had solved the crime.

The pronoun **they** agrees with its antecedent, **police officers**, so it is plural, third person and common gender.

- A collective noun usually refers to a group of people, animals or things as a single unit, so the pronoun is usually singular. For example:

The **school** of fish swam towards **its** feeding grounds.

When a collective noun refers to the individual members in a group, then the pronoun is used in its plural form. For example:

Because the **team** did not play very well **they** decided to do some extra training.

- If the noun (the antecedent) being replaced does not refer to the male or female gender, use the plural form wherever possible. For example:

Players need to train hard if **they** are to win the game.

It is also acceptable to use the plural pronoun with a singular antecedent to avoid writing his/her or he/she. For example:

If **someone** else wants to join, **they** will have to register by this Friday.

- A pronoun must clearly refer to its antecedent, otherwise the sentence will be ambiguous or confusing. For example:

Amy took her little sister on a day trip, and **she** thought the zoo was the best part of the day. (**she** could refer to Amy or her little sister.)

It would be clearer and unambiguous to rewrite this sentence:

Amy's little sister thought the zoo was the best part of the day after she was taken on a day trip.

Sometimes a sentence will be ambiguous because the antecedent is not fully stated in the sentence, and the pronoun could refer to a number of nouns. For example:

John's grandfather took **him** to a grand final match when **he** was nine.

(We can see the noun being referred to is meant to be **John**, but the sentence is confusing because the pronoun **he** could refer to John or his grandfather.)

It would be clearer to rewrite this sentence:

When John was nine, his grandfather took him to a grand final match.

5.1 Highlight the correct form of the pronoun in these sentences.

- a The **food** was divided up among we/us.
- b Him/He and I/me are making a short film.
- c These are great photos. I must show you mine/its.
- d Who/Whom is going to the oval this afternoon?
- e She is so talented and I really admire she/her.

5.2 Write the correct form of an appropriate pronoun for each of the following sentences.

- a Chloea nd _____ have decided to go camping this weekend.
- b _____ are looking for new people to join our team.
- c Betweeny oua nd _____, I think we need to organise a vote to decide the winner.
- d Iw onder _____ is going to choose tennis for sport this term?
- e _____ were the best entries in the contest, I believe.

5.3 Each of these sentences is ambiguous because the pronoun does not clearly refer to its antecedent. Rewrite the sentences to eliminate the ambiguity, and to give the most likely interpretation.

- a The students' bags are packed, and **they** are ready to go on board. (Are the students or the bags ready to go on board?)

- b Nic told his dad that **he** was putting on weight. (Was Nic or his dad putting on weight?)

- c When I put the trophy on the shelf **it** broke. (Did the trophy or the shelf break?)

The Children’s House of Belsen by *Hetty E. Verolme*

The truck drove fast. We had no idea where we were going. The night was jet black, the moon had disappeared behind the clouds. It was midnight. Nobody spoke, even the crying had stopped. I noticed that we left the camp through the main gate and that we were on the road towards Celle, but then the truck turned left and it seemed like we were driving aimlessly around in circles through the heather. For hours we drove like this. What evil plans did they have for us? The moon had come from behind the clouds and through the open rear end of the truck I could see the vast expanse of the Lüneburg Heath. There was no one in sight and no sound to be heard, only the engines of the trucks breaking the deathly silence. Then the trucks stopped. The female guard left the back of our truck and the driver from the second truck came over to our driver. We could hear them discussing something. Our driver seemed very upset as we could hear him say, 'Nein, nein,' a few times but we could not follow the conversation. What were they talking about? Were they going to kill us? We were silent, feeling the danger around us. After about ten minutes of arguing, the female guard climbed back in

our truck and we started to drive again. I realised that we were driving back in the direction of the camp, and as we entered Belsen again I saw that we were going towards the Sternlager, but the truck continued along the road and then near the end made a left turn. After about two minutes it stopped and we were told to alight. We were pulled out of the truck by the female guard before two tall, strong women prisoners arrived to take over from her. They were dressed in prison clothes with scarves around their heads. On seeing those scary skinny women, the children started to cry again.

The little ones were scared out of their minds and screamed in panic. Some of them clamped onto me, preventing me from moving. I told them not to be afraid, that I was with them. It took a few minutes to calm them down. Still holding tightly onto my coat, they allowed me some movement. The second truck arrived and its lights lit up the area. When our truck started to move away, one of the women prisoners went up to the driver and asked what they should do with the children. 'I don't care,' he said. 'They can burn in hell.'

- 1 Write out three sentences in this extract that contain three or more pronouns.

- 2 Highlight two pronouns in this extract that are the subjects of their sentences.
- 3 Use a different highlighter to highlight one example of a possessive pronoun in this extract.
- 4 A pronoun must agree in number, person and gender with the noun it replaces. Write out one sentence in this extract that follows this rule.

PRONOUNS IN YOUR HANDS

5.4 For each of these correctly written sentences from the extract, rewrite the sentence to show the mistakes that can occur when pronouns do not agree in number, person or gender with their antecedents (the nouns they replace). An example has been done for you.

a Whatw eret heyt alkinga bout? → Whatw ere **shet** alkinga bout?

b We were silent, feeling the danger around us.

c They were dressed in prison clothes with scarves around their heads.

d Some of them clamped onto me, preventing me from moving.

5.5 Use each of the following words from the extract in a descriptive sentence and include appropriate pronouns.

a aimlessly

b panic

c deathly

d alight

e clamped

5.6

In these sentences from the extract, who or what does the highlighted pronoun refer to? An example has been done for you.

a The little ones were scared out of **their** minds and screamed in panic.

their refers to the little ones

b Our driver seemed very upset as we could hear **him** say, 'Nein, nein,' a few times but we could not follow the conversation.

c When our truck started to move away, one of the women prisoners went up to the driver and asked what **they** should do with the children.

d **It** was midnight.

e After about two minutes **it** stopped and we were told to alight.

f We were pulled out of the truck by the female guard before two tall, strong women prisoners arrived to take over from **her**.



WRITING: AN UNPLEASANT EXPERIENCE

Select five of the following pronouns and write a paragraph about an unpleasant experience you have had, or you could imagine, using the five pronouns correctly. You can include other pronouns as well.

- anyone
- each
- I
- it
- its
- my
- myself
- someone
- their
- these
- those
- we
- which
- who
- whose
- your



UNIT 6 Verbs Alive – Active and Passive Voice

ENGLISH IN FOCUS

The Crush by Scott Monk

Ravaged with broken and crippled bodies, the footy field looked like a war zone. Blood dripped from foreheads stomped on by spiked boots and hands clutched ribcages nearly blasted from their skins. Medics stretchered off two guys who had knocked each other out in a tackle, while a third staggered along the sidelines, still shell-shocked after a big hit. Each new onslaught brought more pain and destruction but every man stood his ground. The fear of being hospitalised was nothing compared to the hurt of losing.

Heads up! A bomb!

Leaping into the air, Matt Cassidy fought several players to snatch the ball spinning from the sky. The kick was perilously close to his team's tryline. If he missed his opponents would score and the game would be over, not to mention his life.

Got it! With a thud, the ball **exploded** against his chest and knocked him off his feet. *Boom!* His skull bounced against the hard, dry turf, snapping his neck forward and rattling his teeth. It felt as though his head had shattered like a vase on cement. Probably looked like it too. But he didn't care. He'd saved a certain try.

There was no sympathy, however. Three bodies slammed on top of him, pinning him under a shadowy grave of limbs and hot angry faces. A fist pounded into his guts and an elbow grated his face into dirt. A knee smacked him in the chin and sent his head bobbing again.

- 1 Highlight the ten most effective verbs you can find in this extract.
- 2 Write out each effective verb in the space provided and then write an equivalent but much less effective verb. An example has been done for you.

exploded → was thrown

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- 3 Read the extract aloud but replace the original verbs with your less-effective verbs. What difference does it make to the writing and its impact on you as the reader?

VOICE IN VERBS

You can tell the voice of a verb by whether the subject of the sentence does the action or whether the action is done to the subject of the sentence. The active voice is used when the subject performs the action of a verb. The passive voice is used when the subject does not perform the action of the verb. Understanding the difference between the active and the passive voice in verbs will help you write more effectively.

THE ACTIVE VOICE

The active voice is used when the subject performs the action of a verb. For example:

Ellie kicked the soccer ball.

(Ellie is the subject of the sentence. She is performing the action of kicking the soccer ball.)

Use the active voice whenever possible because:

- it makes a stronger statement
- it is more concise
- it is more direct
- it is more personal.

THE PASSIVE VOICE

The passive voice is used when the subject does not perform the action of the verb but when the subject receives the action. The passive voice is formed with a form of the verb *be* plus a past participle. Passive verbs are usually accompanied by the word *by* or the word *by* is implied. For example:

The soccer ball was kicked by Ellie.

(The soccer ball is the subject of the sentence. It does not perform the action, but instead receives the action being performed by Ellie.)

Use the passive voice when it is not known or it is not important who is doing the action. For example:

A laptop had been left on the table.

(We do not know who left a laptop on the table.)

The movie trip was cancelled.

(We do not need to know who cancelled the movie trip.)

The passive voice is commonly used in report writing and official documents when the writer wishes to sound:

- more objective
- more formal
- more authoritative
- less personal.

6.1

State whether the verbs in these sentences are in the active or passive voice. An example has been done for you.

- a Odil **washed** the family car. (active)
- b Our classroom **has been repainted**. _____
- c The view from the lookout **was** fantastic. _____
- d The first landing on the moon **was achieved** by American astronauts. _____
- e Another machine **has been installed** by the new owner. _____

6.2

Change each of these sentences in the passive voice to the active voice, making any necessary changes to the verbs, pronouns and nouns. An example has been done for you.

- a He was hit in the head by a tennis ball. → Atennisball hit him in the head.
- b The dry cleaning was expertly done by the new owners.

- c Widespread damage was caused by a huge tsunami hitting the coast.

- d This song will be sung by the whole choir.

- e A strange noise was heard in the distance by the campers.

6.3

The following police report has been written in the passive voice. Rewrite the report in the active voice. The passive voice forms of the verbs are shown in bold. You might need to change some of the words to create the active voice.

At three o'clock on 15 May the southern area of Bourke Street **was being patrolled** by Sergeant Keenan. He **was required** by station command to attend a delivery vehicle accident outside the entrance to the Myer store. The accident **had been caused** by a driver who had been swerving to avoid a pedestrian. The driver **was found to have been disqualified** by the court from driving for a previous traffic offence. His disqualification was caused by a speeding infringement, and the driver **was observed** by Sergeant Keenan to again be speeding. He **was detained** by the officer.

The Crush by Scott Monk

Wanting to scream, he bit down on the pain. He couldn't show he was weak. Men didn't carry on like sissies anyway. Especially tough footy players like him.

A whistle sounded and the referee called a penalty for holding. His opponents reluctantly shifted off him to complain, but not before one last sly punch to the ribs. Matt's teammates rushed to his side and hauled him to his feet; not to see if he was okay but to reclaim the ball.

'Great catch, Matty,' one said. 'Good to see you can still stand. We can win this, you know.'

Win what? A new head? He hoped so. His current one was doing a Cyclone Tracy on him.

Wonky on his feet, Matt tried refocusing as his team kicked for touch. They jogged to the forty metre mark then took the tap. The ball changed hands twice before an opposing hulk steamrolled the guy with the ball. From the other side of the field, Matt could hear his tackled teammate's brain pinball around his head.

The second and third tackles were just as brutal. The fourth was horrendous. One of their smallest players was knocked unconscious by a beefy guy packing more meat than a slaughterhouse worker. The crowd loved it. Three hundred teenage spectators sitting in the grandstand cheered and screamed for more pain and blood. Painted in school colours and shouting insults, the feeling was almost tribal ...

Catching his breath, Matt glanced around his team waiting for the next play of the ball. The fellas were doubled over, clutching stitches or wincing as they hobbled into position on their own twenty metre mark. They were all but destroyed. For seventy-seven minutes they had thrown themselves at the opposing tryline but each time they had been driven back. They could still steal a win, but the clock was tick, tick, ticking down.

The score was 12-14. The Mongrels were losing by two with three minutes of play left. A defeat or a draw would be disastrous. Only a win would see their school reach the finals for the first time ever.

Playing the competition's best team didn't help. The Princes Boys College Lions had not lost a match all season. And it wasn't hard to understand why. They had the biggest forwards, the best backline, a coach who was ex-Australian captain, a fully fledged gym to train in, personal trainers and testosterone that dripped from them like sweat. Generation upon generation of the state's best footballers had gone to Princes. The school's over-flowing trophy cabinets testified to their success. Losing a premiership was equal to treason ...

But the Lions didn't intimidate Matt. He was determined to reach the grand final. And if that meant beating these silverspoons, then so be it.

- 1 Highlight five active voice sentences in this extract.
- 2 Underline one passive voice sentence in the extract.
- 3 Why do you think this writer decided to use the active voice so often in this extract?

VERBS IN YOUR HANDS

- 6.4 a Write a three- to four-line description of a minor car accident as if you have just witnessed it and are describing it to a friend. Use the active voice in your description.

b Now write a three- to four-line description of the same car accident as if you are a police officer formally reporting this accident for a news report. Use the passive voice in your description. You might change a few words in developing your description.

6.5

Find the meaning of the following words selected from the two extracts in this unit. Then use them to build your own vocabulary and spelling skills by writing a sentence that includes each one. Use a mixture of active and passive voice sentences.

	WORD	MEANING	ACTIVE OR PASSIVE VOICE?
a	ravaged		
b	reluctantly		
c	unconscious		
d	intimidate		
e	determined		
f	disastrous		
g	wincing		

a _____

b _____

c _____

d _____

e _____

f _____

g _____

6.6 Rewrite each passive sentence in the active voice. An example has been done for you.

- a His shoulder was crunched by his opponent. → His opponent crunched his shoulder.
- b This sports report must be resubmitted by the journalist.

- c A distant train whistle was heard by the stranded passengers.

- d This bag has been forgotten by the excursion organiser.

- e Your story needs to be read by everyone in the class.

- f The sports oval was maintained by a very experienced greenkeeper.



WRITING: INTO IT!

Write your own 200-word description of a spectacular sporting event, a dramatic accident or an exciting pastime you have been involved in or watched live. Use the active voice to make your description strong, concise, direct and personal.



UNIT 7 Verbs Alive – Regular and Irregular Verbs

ENGLISH IN FOCUS

Tense time with verbs *by Richard Lederer*

The verbs in English are a fright.
 How can we learn to read and write?
 Today we speak, but first we spoke;
 Some faucets leak, but never loke.
 Today we write, but first we wrote;
 We bite our tongues, but never bote.
 ...
 If knights still slay, as once they slew,
 Then do we play, as once we plew?
 If I still do as once I did,
 Then do cows moo, as they once mid?

I love to win, and games I've won;
 I seldom sin, and never son.
 I hate to lose, and games I lost;
 I didn't choose, and never chost.

I love to sing, and songs I sang;
 I fling a ball, but never flang.
 I strike that ball, that ball I struck;
 This poem I like, but never luck.

I take a break, a break I took;
 I bake a cake, but never book.
 I eat that cake, that cake I ate;
 I beat an egg, but never bate.
 ...
 About these verbs I sit and think.
 These verbs don't fit. They seem to wink
 At me, who sat for years and thought
 Of verbs that never fat or wought.

- 1 This poem is a humorous description showing the way many verbs in English do not follow a regular pattern. Highlight five pairs of verbs the poet uses to prove this.
- 2 Write a correct and incorrect past tense of the following verbs that could be included in this poem. An example has been done for you.

Verb	Correct past tense	Incorrect past tense
reach	reached	raught
light		
make		
fly		
babysit		

- 3 Replace these incorrect past tenses from the poem with their correct forms. An example has been done for you.

Verb	Incorrect past tense in poem	Correct past tense
leak	loke	leaked
bake		
play		
moo		
choose		
beat		

VERBS AND TENSES

Every verb in a sentence tells us *when* the action took place (the tense): in the present, the past or the future. The three most common tenses are the simple present, the simple past and the simple future. For example:

Ashley **skates** very well. (simple present)

Ashley **skated** in the local competition. (simple past)

Ashley **will skate** in the state finals. (simple future)

When a verb is described as regular or irregular, it means that it follows either a regular pattern or an irregular pattern in the past, present or future tenses.

REGULAR VERBS

- When we change tenses, many verbs follow the same pattern, and are easy to remember. They are called regular verbs because they follow the same pattern. For example:

I **jump**. (present tense)

I **jumped**. (past tense)

I **will jump**. (future tense)

There are many thousands of verbs that follow this regular pattern, such as:

accept	add	admire	agree
bake	behave	belong	brake
calculate	challenge	charge	communicate
deceive	deliver	disappear	discover
earn	enjoy	exercise	expect
fetch	fasten	fear	follow

CONTINUOUS PAST, PRESENT AND FUTURE TENSES

- We also use the continuous present, continuous past and continuous future tenses of verbs frequently. We form these verbs by adding a participle of the main verb to the auxiliary (or helping) verb **be**. For example:

Simple present	Continuous present	Simple past	Continuous past	Simple future	Continuous future
Cody agrees	Cody is agreeing	Cody agreed	Cody was agreeing	Cody will agree	Cody will be agreeing

FORMING PARTICIPLES WITH REGULAR VERBS

- To form the present participle of a regular verb, add *-ing* to the base form of the verb. For example:

listen → listening

hope → hoping

exercise → exercising

- The past participle is also commonly formed with regular verbs. This is where we add the auxiliary verb **have** to the past tense of the verb. For example:

Past perfect	Future perfect
Cody had agreed .	Cody will have agreed .

The past perfect indicates something was completed even further back than something else. The future perfect indicates something will have happened by a particular time in the future.

Cody had agreed to come at 11.00pm before he left for the party. (past perfect)

Cody will have arrived at the airport by the time the plane arrives. (future perfect)

SPELLING VARIATIONS

However, note the following spelling variations:

- some verbs drop the *-e* before adding *-ing*
 hope → hoping exercise → exercising
- some verbs add *-ed* but others add *-d* to form the simple past
 mix → mixed like → liked
- some verbs also double the final consonant before adding *-ing*, *-d* or *-ed*
 travel → travelled permit → permitting

IRREGULAR VERBS

Irregular verbs do not follow a predictable pattern, and so they have to be learned and recognised. Irregular verbs form the past and future tenses in a variety of ways. Here are some common forms of irregular verbs.

Base verb	Simple past	Continuous past	Past perfect	Simple future	Continuous future	Future perfect
dig	dug	was digging	had dug	will dig	will be digging	will have dug
hang	hung	was hanging	had hung	will hang	will be hanging	will have hung
make	made	was making	had made	will make	will be making	will have made
spend	spent	was spending	had spent	will spend	will be spending	will have spent
buy	bought	was buying	had bought	will buy	will be buying	will have bought
fly	flew	was flying	had flown	will fly	will be flying	will have flown
shut	shut	was shutting	had shut	will shut	will be shutting	will have shut
hit	hit	was hitting	had hit	will hit	will be hitting	will have hit

Some common irregular verbs are:

become	bend	blow	fall	fight	find
bring	catch	choose	forget	hear	hide
cost	cut	draw	hold	hurt	leave
dream	drink	drive	lend	let	lose

Use tenses carefully and consistently in your writing and speaking. There are times when you will need to vary your tenses to suit the occasion (e.g. 'I **was** wrong about that price and **will** refund you immediately. '), but very often the same tense is required.

7.1 Write the correct forms of these regular verbs in the spaces provided.

BASE VERBS						
	ACCEPT	BELONG	CHALLENGE	DECEIVE	CALCULATE	ENCOURAGE
Simple past						
Continuous past						
Past perfect						
Simple future						
Continuous future						

7.2 Complete this table of irregular verbs using the appropriate forms of the verbs.

BASE VERB	SIMPLE PAST	SIMPLE PAST CONTINUOUS	PAST PERFECT	SIMPLE FUTURE	CONTINUOUS FUTURE
become					
	caught				
		was dreaming			
			had fought		
				will hide	
					will be leaving

7.3 Complete these sentences with a suitable form of the verb in brackets. There is a mix of regular and irregular verbs.

- a Lakota _____ the top of the mountain and was amazed at the spectacular view. (reach)
- b Afterw e _____ we will need to find the way back to the campsite on our own. (separate)
- c The groups _____ how far they needed to travel to reach their destination before dark. (calculate)
- d The politicianw as _____ by the journalist's question. (embarrass)
- e I _____ her for the mistake she made last week. (forgive)
- f The officer _____ me when I tried to explain why I had pulled off the road during the storm. (misunderstand)
- g The children _____ into the kitchen to try and find the hidden chocolate bars. (creep)
- h The team _____ about the plan and have decided to put it into action. (think)

Chinese Cinderella by Adeline Yen Mah

Autumn, 1941.

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

'What's that hanging on your dress?'

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

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

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

She opened the envelope and took out the certificate.

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

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

As she closed the lid, an old photograph fell out. I picked up the faded picture and saw a solemn young man and woman, both dressed in old-fashioned Chinese robes. The man looked rather familiar.

1 Which tense forms are used in the first paragraph of this extract?

2 Which tense form is used in the first line of speech in the extract?

3 Why do you think the narrator wanted to use a mixture of present and past tenses in this opening to the story?

7.4 Choose a verb from the list below to complete each gap in the letter on the opposite page with an irregular verb in the past simple tense. You will need to change the tense of the verb.

- | | | | | | | | |
|------|-------|------|-------|-------|-------|------|-------|
| be | break | buy | come | drive | eat | feel | find |
| get | give | go | have | hear | hold, | know | let |
| lose | make | put | read | ring | run | say | sleep |
| take | think | tell | write | wake | | | |

Note: some verbs will be used more than once.

Dear Ethel

I'm writing to tell you about something that happened yesterday. I _____ up at the usual time – about 10 am – _____ a shower and _____ breakfast. I _____ a big bowl of cereal and some toast and watched TV for a while. Then I _____ into the kitchen where I _____ a funny noise. I _____ it _____ from behind the cooker. I _____ my tool box and moved the cooker out of the way.

The noise _____ louder but I couldn't see anything. I _____ my uncle to ask his advice. He _____ that he _____ it could be a gas leak. When I _____ this I just panicked! I _____ the phone down, _____ outside, _____ in my car and _____ to the local police station. I _____ them about my gas leak but the constable _____ his patience with me. He _____ that I should have phoned the gas company. He _____ his report, then _____ the gas company for me.

Then I remembered that my house doesn't have gas – only electricity! I _____ really stupid and _____ that the constable would be angry with me for wasting his time, so I _____ out of the police station while he _____ still on the phone. I _____ home to try to find out what the noise _____. On the way I _____ a newspaper and _____ about an escaped llama that _____ out of the city safari park last Wednesday.

When I _____ home I _____ my key in the door, turned it, _____ inside and straight away _____ that funny noise again. I _____ my breath and opened the door slowly. Guess what? I _____ the llama hiding in my kitchen cupboard!

I _____ him stay and he _____ in my garden last night. The snoring _____ so loud! This morning I _____ him back to the safari park. They _____ really pleased to see him again and _____ me a reward of \$50.

Hope you are well. Write soon and let me know how you are.

Your friend,

Alan

VERBS IN YOUR HANDS

- 7.5 Create three sentences for each of the following irregular verbs. Keep a close eye on your spelling, too. An example has been done for you.

	PRESENT	PAST	FUTURE	FUTURE PERFECT
a	wake	I woke early so I could pack for the camping trip.	I will wake my little sister so she isn't late for school.	I will have woken my brother by the time you've got dressed.
b	break			
c	choose			
d	withdraw			
e	overtake			
f	prove			

7.6

Here is a list of verbs taken from this extract. For each one, give the other forms of the verb indicated, and say whether it is a regular or irregular verb. An example has been done for you.

SIMPLE PRESENT	SIMPLE PAST	SIMPLE FUTURE	REGULAR OR IRREGULAR?
get	got	will get	irregular
	noticed		
	was		
	gave		
wear			
	opened		
	took		
read			
translate			
close			
	pleased		
replace			
	fell		



WRITING: YOUR VOICE

Tell the story of something that happened to you when you were very young that you have always remembered. It might have been a funny, scary or unusual experience, or it might have been the time you had an accident or tried something for the first time. Use a mixture of tenses in your account. After writing your story, calculate how many regular and irregular verbs you used to tell your story. Write about 300 words.



UNIT 8 Actively Adverbs — Using and Modifying Adverbs

ENGLISH IN FOCUS

The Test by Angelica Gibbs

On the afternoon Marian took her second driver's test, Mrs Ericson went with her. 'It's probably better to have someone a little older with you,' Mrs Ericson said as Marian slipped into the driver's seat beside her. 'Perhaps the last time your Cousin Bill made you nervous, talking too much on the way.'

'Yes, Ma'am,' Marian said in her soft unaccented voice. 'They probably do like it better if a white person shows up with you.'

'Oh, I don't think it's *that*,' Mrs Ericson began, and subsided after a glance at the girl's set profile. Marian drove the car **slowly** through the shady suburban streets. It was one of the first hot days in June, and when they reached the boulevard they found it crowded with cars headed for the beaches.

'Do you want me to drive?' Mrs Ericson asked. 'I'll be glad to if you're feeling **jumpy**.' Marian shook her head. Mrs Ericson watched her dark, competent hands and wondered for the thousandth time how the house had ever managed to get along without her, or how she had lived through those earlier years when her household had been presided over by a series of slatternly white girls who had considered housework demeaning and the care of children an added insult. 'You drive **beautifully**, Marian,' she said. 'Now, don't think of the last time. Anybody would slide on a steep hill on a wet day like that.'

'It takes four mistakes to flunk you,' Marian said. 'I don't remember doing all the things the inspector marked down on my blank.'

'People say that they only want you to slip them a little something,' Mrs Ericson said doubtfully.

'No,' Marian said. 'That would only make it worse, Mrs Ericson, I know.'

The car turned right, at a traffic signal, into a side road and slid up to the curb at the rear of a short line of parked cars. The inspectors had not arrived yet.

1 Why can you assume that Marian is a black American girl, even though this has not been stated in the story?

2 What do you think might have been the real reason that Marian failed her first driving test?

3 What do you think Mrs Ericson meant when she said '... they only want you to slip them a little something'?

4 What important additional information do the highlighted adverbs give the reader that would change the meaning if they were omitted?

a slowly

b jumpy

c beautifully

HOW TO USE AND MODIFY ADVERBS

USING ADVERBS

- Adverbs provide information about verbs and allow you to create sentences that are more precise and interesting. For example:
These are **organically** grown strawberries. (more precise information)
We glanced **nervously** around the room and **silently** wished to escape.
(more interesting and more precise)
- Adverbs can also give more information about other adjectives and adverbs. For example:
He is a **very** disappointed young player. (adds to the adjective *disappointed*)
Lilly packed the shelves **extremely** quickly. (adds to the adverb *quickly*)
- Adverbs answer **how**, **when** and **where** about the action of the verb. For example:
Jacob hit the ball **confidently**. (how)
Anil needs a reply **urgently**. (when)
Maddy couldn't find her project **anywhere**. (where)
- Adverbs can add to the tone and mood of your writing and speaking. If you are writing direct speech, they can show how a character is feeling. For example:
'Just when are you going to be honest with me?' Skye asked **angrily**.
- Adverbs can indicate a particular meaning in a sentence. For example:
Alex **always** forgot to collect her work roster.
Dylan **occasionally** remembered to collect his payslip.

- 8.2** Highlight any modifying adverbs that could be removed to make this student's story opening more effective.

Claire was fully ready for the excursion. She totally packed the night before, and was extremely excited that she was going to explore central Australia for absolutely the first time. She was completely aware that she needed camping gear that was actually ready for very hot and very cold conditions, and directly told her mother she would literally never forget this special experience. She thoroughly hoped this would be the first of many travel journeys, and fully told her friends on Facebook about her hopes and dreams for the future.

- 8.3** Rewrite these sentences by removing unnecessary modifying adverbs so that the effectiveness of the writing is improved.

- a** We were particularly impressed by the way the bowler dramatically, spectacularly and enthusiastically strode towards the crease.

- b** There is no way the youth of today will totally, fully or actually accept part-time employers reducing their wages.

- c** You cannot really, truly and honestly believe that I would lie to you!

- d** I have told you more than once not to spitefully, aggressively and rudely speak to a coach like that.

- e** It is fairly unlikely that you will be actually injured if you really stay behind the safety barrier.

The Test by Angelica Gibbs

'Why do you want to drive a car?'

'My employer needs me to take her children to and from school.'

'Sure you don't **really** want to sneak out nights to meet some young blood?' the inspector asked. He laughed as Marian shook her head.

'Let's see you take a left at the corner and then turn around in the middle of the next block,' the inspector said. He began to whistle 'Swanee River'. 'Make you homesick?' he asked.

Marian put out her hand, swung around **neatly** in the street, and headed back in the direction from which they had come. 'No,' she said. 'I was born in Scranton, Pennsylvania.'

The inspector feigned astonishment. 'You-all ain't Southern?' he said. 'Well, dog my cats if I didn't think you-all came from down yondah.'

'No, sir,' Marian said.

'Turn onto Main Street and let's see how you-all does in heavier traffic.'

They followed a line of cars along Main Street for several blocks until they came in sight of a concrete bridge which arched **high** over the railroad tracks.

'Read that sign at the end of the bridge,' the

inspector said.

"Proceed with caution. Dangerous in slippery weather," Marian said.

'You-all sho can read fine,' the inspector exclaimed. 'Where d'you learn to do that, Mandy?'

'I got my college degree last year,' Marian said. Her voice was not quite steady.

As the car crept up the slope of the bridge the inspector burst out laughing. He laughed so hard he could **scarcely** give his next direction. 'Stop here,' he said, wiping his eyes, 'then start'er up again. Mandy got her degree, did she? Dog my cats!'

Marian pulled up beside the curb. She put the car in neutral, pulled on the emergency, waited a moment, and then put the car into gear again. Her face was set. As she released the brake her foot slipped off the clutch pedal and the engine stalled.

'Now, Mistress Mandy,' the inspector said, 'remember your degree.'

'*Damn* you!' Marian cried. She started the car with a jerk. The inspector lost his joviality in an instant. 'Return to the starting place, please,' he said, and made four very black crosses at random in the squares on Marian's application blank.

1 Find four ways the driving inspector mocks and insults Marian.

2 Explain how each of the highlighted adverbs adds to the meaning at the point where it is located.

a 'don't **really** want'

b 'swung around **neatly**'

c 'arched **high** over the railway tracks'

d 'he could **scarcely** give'

3 What is your opinion of the way Marian reacts to the inspector at the end of the extract?

ADVERBS IN YOUR HANDS

8.4 The extract contains a number of American expressions and terms. What do you think these words from the extract mean?

- a 'young blood' _____
- b 'You-all ain't Southern' _____
- c 'dogm yc ats' _____
- d 'from down yondah' _____

8.5 Highlight the adverbs in these sentences.

- a I once accidentally drove my car into the city at night with no lights on.
- b She can certainly boast about her achievements thanks to her university degree.
- c Marian couldn't find help anywhere when she encountered this racist and insulting driving inspector.
- d We must go there to find the highest-quality driving lessons.
- e There sat the driving inspector, totally in control of the situation.

8.6 Replace each of these verb-and-adverb combinations with a more effective verb. An example has been done for you.

a He **walked quietly** down the stairs. → Hetiptoeddownthestairs.

b She **talked softly** so they wouldn't hear.

c The officer **quickly picked up** the weapon.

d There was no way he was going to **immediately jump** off the edge of the building.

e They **called loudly** for help.

f The group **moved quietly** through the bush.



WRITING: FUNNY BONE

Write an account of the funniest, most challenging or weirdest thing that has ever happened to you, a family member or someone else you know well. Use a variety of interesting adverbs and effective verbs to add to the impact and interest of your story. Write about 300 words.



UNIT 9 Preposition Position — Choosing the Correct Prepositions

ENGLISH IN FOCUS

Skiing by Stacey M

Up the ski lift
Above the ground
Toward the summit
From the top
Down the mountain
Through the woods
Between two trees
Off a jump
During the snow
Against the wind
Beside my dad
Behind my brother
Beyond my mom
Toward the bottom
Without much trouble
At the end of the trail
With my family.

- 1 Highlight the prepositions used in this poem.
- 2 Add five more lines to this poem, using different prepositions.

- 3 How would the message in each line of this poem be different if all the prepositions were omitted?

RULES FOR THE RIGHT PREPOSITIONS

WHEN SHOULD I USE BETWEEN AND AMONG?

You should use **between** when you refer to only two things. For example:

You've got to choose **between** the movie and the games arcade.

You should use **among** when you refer to more than two things. For example:

It was a good feeling to be back **among** my school friends.

WHEN SHOULD I USE DIFFERENT FROM?

You should always use **different from** rather than **different to** or **than**. For example:

That model car is **different from** the one I ordered.

WHAT IS THE DIFFERENCE BETWEEN COMPARED TO AND COMPARED WITH?

You should use **compared to** when referring to contrasting things and **compared with** when referring to similar things. For example:

My dad said that **compared to** a bombsite, my bedroom was much worse.

Jill hated being **compared with** her mother on her first day at her mother's old school.

WHEN DO I USE BESIDE AND BESIDES?

You should use **beside** when referring to position or place, and **besides** when referring to something additional. For example:

I was sitting **beside** my great grandmother.

What would you like **besides** cake and a drink?

WHEN DO I USE OPPOSITE TO AND OPPOSITE OF?

You should use **opposite to** when you are referring to something that is physical. For example:

I think the shop **opposite to** the cinema centre is a hamburger place.

You should use **opposite of** when you are referring to an idea or belief. For example:

The **opposite of** honesty is dishonesty.

WHEN DO I USE DISGUSTED AT, DISGUSTED BY AND DISGUSTED WITH?

You are **disgusted at** or **disgusted by** something, but you are **disgusted with** someone. For example:

I am **disgusted at** the mess that's been left in the park.

We are **disgusted by** the way the trains are never on time.

I am **disgusted with** my little sister after her temper tantrum in front of my friends.

The same pattern applies when you use similar verb–preposition combinations such as annoyed at/by, annoyed with, pleased at/by, pleased with, delighted at/by, delighted with.

WHEN DO I USE AGREE WITH AND AGREE TO?

You should use **agree with** when you are referring to somebody, and **agree to** when you are referring to something. For example:

I **agree with** my brother about once every six months.

We finally **agree to** go to the movies after a lot of discussion.

WHEN MAY I END A SENTENCE WITH A PREPOSITION?

It is generally accepted that in formal writing, such as essays and reports, and in formal speeches, sentences should not end with prepositions. In more informal writing and speaking a preposition may end a sentence. For example:

Who are you going to the dinner **with**? (informal)

With whom are you going to the dinner? (formal)

What are you looking **at**? (informal)

At what are you looking? (formal)

Where are you leaving **from**? (informal)

From where are you leaving? (formal)

9.1 Use **between** or **among** in the correct place in these sentences.

- a** There is strong rivalry _____ the two teams.
- b** _____ the 15 players there was a strong team spirit.
- c** We will find our way back by remaining _____ the passengers.
- d** What do you think will be the best mark _____ the two brothers?
- e** _____ all those cups, I don't think there is one that is clean.
- f** I hate sitting _____ my two siblings in the car on long trips to Queensland.

9.2 Choose **compared to**, **compared with**, **beside** or **besides** to complete the following sentences.

- a** Our bus was exactly the same when _____ the bus the other school used.
- b** _____ your bag, coat and money, what else do you need to take?
- c** _____ last winter, this winter has been very mild.
- d** How do you look when you stand _____ your brother?
- e** When you are standing _____ the group who went last year, you are completely different.
- f** My pudding is always _____ my grandmother's at Christmas.

9.3 Rewrite the sentences below and choose the correct preposition for each sentence.

a You'll have to choose (between/among) these two presents.

b John brought little money (beside/besides) what he saved last week.

c This week's chores were easier compared (to/with) last week's chores.

d Brothers and sisters are often very different when compared (to/with) each other.

e We found some jade (among/between) the rocks when we trekked in New Zealand.

f Make sure you stick (beside/besides) the river when you go bushwalking.

9.4 Choose one form of the following prepositions and use it correctly in a sentence of your own.

a compared with/to

b opposite of/to

c agree with/to

d disgusted at/by

e between/among

f different to/different from

Coming Back by David Hill

If only. Two little words with one massive bloody meaning. If only.

I'd finished pretending to do my homework and was flicking through a Tae Kwan Do magazine when I heard Mum ask my stepfather Jon if he'd go down to the supermarket for her. I stopped flicking when I heard Jon say, 'Ryan can do it.'

Sweet, I thought. I'd had my restricted license for just a fortnight, and every time I took the car out it felt so cool. I'd driven to the supermarket a few times when I only had my learner's licence, and I could feel Mum gripping the edge of her seat whenever I made the tricky turn out of the car-park for the traffic lights. Now they trusted me to go by myself.

'Yeah, I'll do it,' I called, before my mother could say anything.

She was silent for a second, then, 'Can you go soon, please, Ryan?'

'There's plenty of time,' I told her. 'It's only half-eight.'

On a restricted licence, you're not allowed to drive between 10 pm and 6 am. Plus you can't carry any passengers unless they're a fully licensed driver keeping an eye on you.

Jon stuck his head through the doorway. 'Better go now, mate.' I muttered under my breath, but I knew he was right. Mum would be twitchy till I was safely back.

The phone rang while I was getting my jacket. 'Ryan?' Mum called. 'It's Vince.'

[...]

Whaddaya want?' I said.

My best mate laughed. 'A bit of bloody politeness for starters. Hey, you want to watch some videos tomorrow night?'

Tomorrow was ... Friday. No Tae Kwan Do practice or anything. 'Yeah. Cool. What you got?'

'Ash and I are just heading down to look,' Vince said. 'Wanna come?'

'Can't. Gotta go to the supermarket for Mum. In the vee-hicle.'

I should have known better. Vince was in like a flash. 'Pick us up, eh?'

[...]

'I can't. I'm on a restricted, remember?'

'Aw, come on,' Vince went. 'Nobody's gonna know. And it's chucking down outside.'

[...]

I could have said no. Instead I heard my mouth going, 'I'll pick you up at the bus-stop.'

'Cool. Five minutes, eh?' The phone went down.

I got my jacket. I got the keys from Jon, and told Mum yeah, I'd be careful. I headed out to the garage and the Subaru. If only ...

1 What do you think Ryan might mean when he uses the phrase 'if only' at the beginning and the end of this extract? Why do you think the writer has Ryan saying this phrase multiple times?

2 Highlight five different prepositions in this extract, and include the phrase that accompanies each one.

3 This is the beginning of a story set in New Zealand. What are six similarities and two differences you can see between Australia and New Zealand in this extract?

PREPOSITIONS IN YOUR HANDS

9.5 a Make a list of teenage slang terms used by Ryan and Vince in this extract.

b Write five more common teenage slang terms that are regularly used among your friends and a brief explanation of each. Do not include offensive terms.

9.6 Create sentences that use each of the following prepositions correctly.

a annoyed with

b besides

c pleased by

d opposite of

e satisfied with



WRITING: CLOSE CALL

Correctly use the following prepositions in a paragraph about a time when you had a close call as:

- a pedestrian
- a road bike or mountain bike rider
- a skater
- a passenger in a car accident on the street
- a dirt-bike motorcyclist.

write about
agree with
rely on

disappointed with
good for
disgusted at



UNIT 10 Conjunctions Connect — Choosing the Correct Conjunctions

ENGLISH IN FOCUS

The hand that feeds me by Michael Z Lewin

It was one of those sultry summer evenings, warm and humid and hardly any wind. The sun was just going down and I was grazing the alleys downtown, not doing badly. It never ceases to amaze me the quantity of food that human beings throw away. Especially in warm weather. The only real problem about getting a decent meal is the competition.

When I saw the man poking in a barrel I said to myself, 'Here's trouble.' I was wrong, but I was right.

The old guy was grazing too and at first he didn't notice me. But when he did, though I couldn't make out the words, he was obviously friendly. And then he threw me a piece of meat.

It's not always smart to take meat from strange men, but this guy seemed genuine enough. I checked the meat out carefully, and then I ate it. It was good. Topped me up nicely.

I stayed with the old guy for a while, and we got along. I'd root a bit, he'd root a bit. And we'd move elsewhere.

Then he settled down to go to sleep. He patted the sacking, inviting me to sleep too, but it was early so I moved on.

A couple of hours later it was semi-dark, like it gets in the town. I didn't go back down the old guy's alley on purpose. Things just worked out that way. There are forces in a town at night. They push you this way, they push you that.

I could tell immediately that something was wrong. I approached cautiously, but nothing happened. Nothing could happen. The old guy was dead.

There was blood on his face. There was blood on his clothes. Someone had given him a terrible beating. Beatings are something I know about.

I licked one of the wounds. The blood was dry on top, but still runny under the crust. The old guy's body was pretty warm. Whatever had happened wasn't long over.

Nosing around, I picked up the scents of three different men. They were all fresh, hanging in the tepid air. Three men together, three against one. One old man. That could not be right.

I set out after them.

1 What do you think is the actual situation being described in the opening to this short story?

2 Highlight three conjunctions in this extract and explain why you think the writer has used them in these sentences.

3 Why do you think the writer chose to use very few conjunctions in the final four paragraphs?

CHOOSING THE BEST CONJUNCTIONS

Conjunctions are words that join words and groups of words. There are two main types of conjunctions: *coordinating conjunctions* and *subordinating conjunctions*.

COORDINATING AND SUBORDINATING CONJUNCTIONS

- Coordinating conjunctions join words of the same kind and of equal rank. For example:

We looked for his wallet **and** his keys.

They trained well **so** they won the game.

Common coordinating conjunctions are **and, so, but, yet**.

- Subordinating conjunctions are words that subordinate (make less important) one part of the sentence so it cannot stand alone. For example:

I've decided to leave **although** it's still early.

(instead of 'I have decided to leave. It's still early.')

You disagree with me **whenever** I have an opinion.

(instead of 'You disagree with me. I have an opinion')

Some common subordinating conjunctions are:

because	where	although
rather than	once	before
as long as	so that	while
if only	as though	even if
when	whenever	unless
since	whereas	until

CORRELATIVE CONJUNCTIONS

Correlative conjunctions are conjunctions that are used in pairs. They relate to each other, which is why they are called correlative. Correlative conjunctions show the link between two words or word groups. For example:

Either you **or** I must go into the supervisor's office first.

Both these band members **and** that support crew need to be ready by three o'clock.

Common correlative conjunctions are:

both ... and	whether ... or	not only ...
neither ... nor	as ... as	but also.
either ... or		

CONJUNCTIONS ADD STYLE

Use conjunctions to join short sentences and to give your writing and speaking more variety. Conjunctions can be used to show distinct contrasts between two ideas or situations, and also to show strong connections between two ideas or situations. For example, in the following two versions of a movie review, the first does not have effective conjunctions, but the second does.

The opening scene is powerful. It shows an isolated village hidden behind snow-covered mountains. The villagers live in fear. They believe a werewolf is stalking the inhabitants. The werewolf seems to select individuals to kill. They do not know if this creature is real or imagined.

The opening scene is powerful **as** it shows an isolated village hidden behind snow-covered mountains. The villagers live in fear **because** they believe a werewolf is stalking the inhabitants. The werewolf seems to select individuals to kill, **although** they do not know if this creature is real or imagined.

10.1 Highlight the conjunctions used in these sentences, and state what type of conjunctions they are. An example has been done for you.

a In the future I would really like to travel to China **and** Vietnam. → (coordinating)

b Many teenagers are not only working in a part-time job but also earning much-needed income.

c We would like to have the party on Friday night rather than Saturday night.

d When will both of the teams and their coaches realise violence will not be tolerated on the field?

e Australia is a huge landmass yet most people live just along the coastline.

f You can stay at Elle's place as long as you arrange to be dropped home on Sunday.

10.2 Join these sentences using an appropriate coordinating or subordinating conjunction. You will have to alter some words when you join the sentences. An example has been done for you.

a I asked Shane to fix my bike. Shane knows all about bikes.

I asked Shane to fix my bike because he knows all about bikes.

b Lasagne is one of my favourite meals. I detest greasy, overcooked and fatty lamb chops.

c Try to find a way out. You were a detective.

d Have a go at the next question. It is a challenging one.

e Don't be put off by the reviews. They have not appreciated the great acting and the dramatic storyline.

f We decided to go to the markets after lunch. We went to the pool before lunch.

10.3 Create a sentence using the words below and include a different correlative conjunction for each. An example has been done for you.

a Alan/Kenita/netball → Both Alan and Kenita enjoy the mixed netball competition.

b cat/dog/birds/in the backyard

c customer/supervisor/refund

d New Zealand/Fiji/holiday

e Abby/Tyson/assignment

f broccoli/brussels sprouts/favourite vegetables

The hand that feeds me by Michael Z. Lewin

I was extremely cautious as I drew close. I wasn't quite sure what I would do. I only knew that I would do something.

I saw them clearly enough. Young, boisterous men, rough with each other and loud. They picked up stones and swung thick sticks to hit the stones into the river. Already drunk and unsteady, most of the time they missed, but when one connected they would all make a terrible din to celebrate the crack of stick on stone.

Lying on the grass behind them were more cans of beer and a pile of jackets. There was also a fire. A fire! On a hot night like this.

It wasn't until I crept near that I realised that in the fire they had been burning something belonging to the old man. The old man who gave me meat. The old man they had beaten to death.

I was sorely tempted to sink my teeth into the nearest one, maybe push him over the bank and into the water. But I was self-disciplined. A ducking was too good for these three, these murderers.

I edged close to the fire, to the beer cans. To the jackets.

The idea was to grab all three garments, but just as I made my move, one of the louts happened to turn around and see me in the light from the embers.

He yelled ugly things to his friends, and they reeled back towards me. I am not a coward but they did have sticks. And I am considerably bigger than a stone.

I grabbed the top jacket and ran for it.

They chased for a while, but they were no match for me running full out, even lugging the flapping jacket. And this was no small, lightweight thing. It was heavy, leather, and not clean.

But I got 'clean' away, and the last I heard of the three young killers was what I took for loud, angry swearing as it floated across the humid night air.

I went straight back to the body of the old man. I laid the jacket down by one of his hands and pushed a sleeve as best I could into its forceless grasp. I spread the jacket out.

I left the old man three more times. After each trip I returned with a beer can. Each can reeked of a killer. Other men might not be able to track them from the smell, but each of the cans bore a murderer's finger marks.

Then I sat and rested. I didn't know what it would look like from higher up, but from where I sat the scene looked as if the old man had grabbed the jacket of one of the men who had attacked him. Beer-drunk men. The old man had grasped and wouldn't let go. They, cowards that they were, ran off.

Cowards that they were, if one of them was brought to justice from his jacket, he would squeal on the other two from his pack.

I was pleased with my justice.

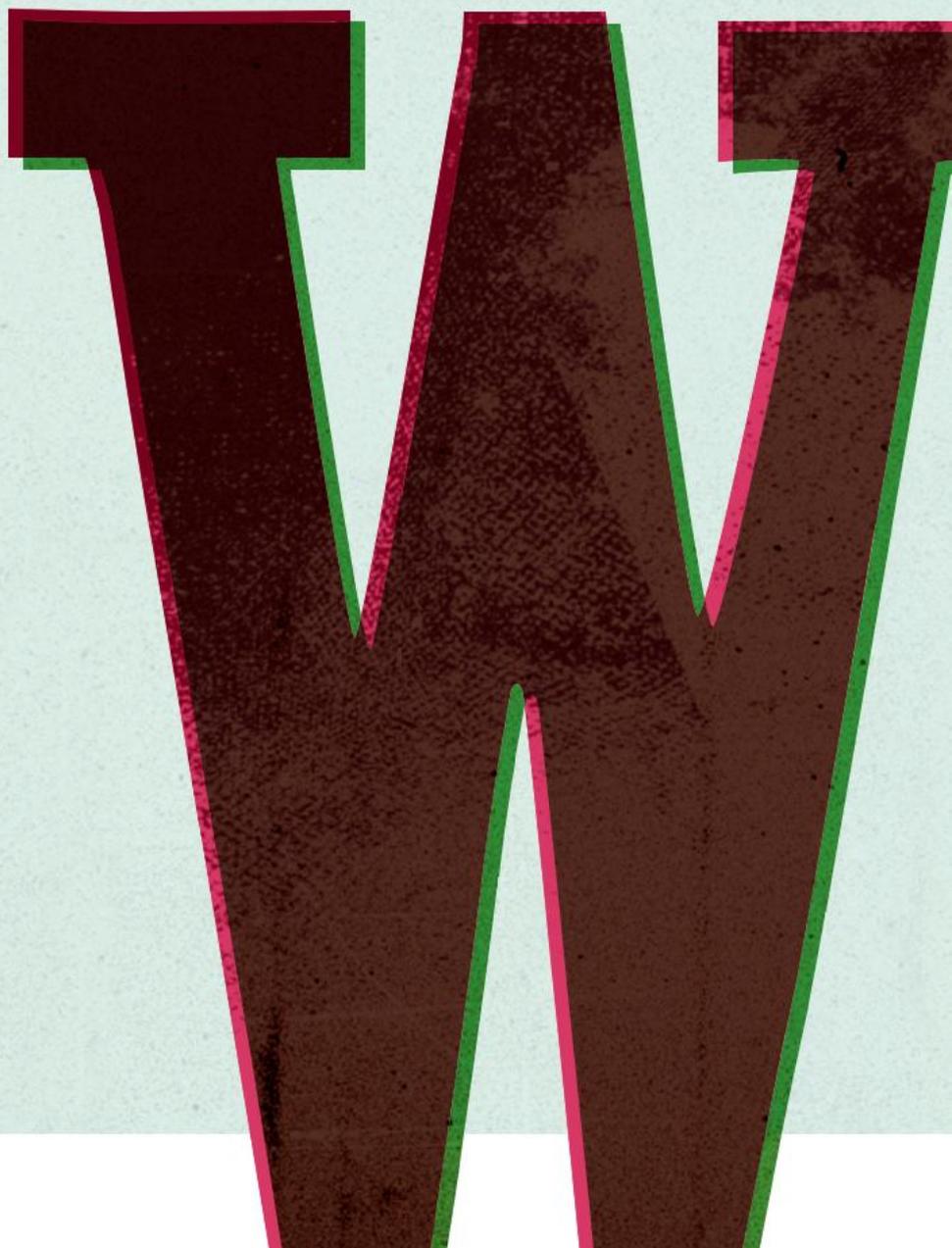
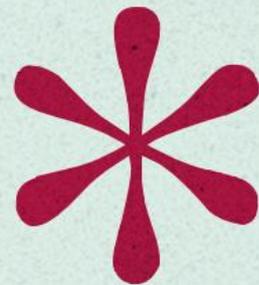
I raised my eyes to the moon, and I cried for the dead man. I cried and cried until I heard living men near the alley open their doors. Until I heard them come out into the still summer night. Until I heard them make their way to the alley to see what the fuss was.

Once I was sure they were doing that, I set off into the darkness.

- 1 Why is this unusual storyteller determined to bring these murderers to justice?

- 2 Highlight the conjunctions used by this writer to craft this story ending.

**BUILDING
SENTENCES —
COMBINING
WORDS AND
CREATING
SENTENCES**





PART TWO

BUILDING SENTENCES — COMBINING WORDS AND CREATING SENTENCES





UNIT 11 Sorting Sentences — Improving Your Sentences

ENGLISH IN FOCUS

Deadly, Unna? by Phillip Gwynne

We've made the grand final.

Next Saturday we play Wangaroo for the Peninsula Junior Colts Premiership. The whole town is talking about it, it's the biggest thing to happen here since the second prize in the S.A. Tidy Towns Competition (Section B). Just shows what sort of town I live in. Hopeless.

Our coach, Mr Robertson, runs one of the two local stores. I call him 'Arks', behind his back of course, because he says 'arks' instead of asks and 'arksed' instead of asked.

'If I've arksed youse boys once I've arksed youse a thousand times, don't buggerise with the bloody ball on them flanks, kick the bugger up the bloody centre.'

Arks's son, Mark, is the captain of our team. He also says 'arks'. Mark has two sisters; both of them say 'arks'. It's definitely in the family, this 'arks' thing. Arks's shop is the quieter of the two, it doesn't have much of a turnover, and the Pollywaffles are always stale. I buy mine there though, just on the off-chance I can

entice one of the Robertson family into saying 'arks'. It always gives me a thrill.

We've made the grand final and I'm the second ruck. First ruck is Carol Cockatoo. He's from the Point, an Aboriginal mission just up the coast. Carol is the best footballer in our side, probably on the peninsula. He's about the same size as a wheat silo. He also has quite a lot of facial hair — unusual in a fourteen year old. Once, during training, I asked him why he had a girl's name. He punched me. I never asked again.

The ruck's job is to follow the ball. When the first ruck gets tired, it's the second ruck's turn. Carol never got tired. Never. Even when the game was over he'd still be going — kicking the ball and chasing it, kicking and chasing. Often he'd be eating a pastie at the same time, a trail of tomato sauce dribbling behind. So I never did any rucking. I just hung around the forward line and hoped my mate Dumby Red would pass the ball to me so I could have a shot for goal. If you kicked a goal you got your name in the *Peninsula Gazette* on Thursday.

1 From what he says and how he says it, what type of person is the character telling this story? Give your own short character description of this narrator.

2 Highlight two sentences from this extract that are different from each other — this may be because they are very different in length or have a very different structure.

3 Briefly explain why you think the writer decided to write these particular sentences in these different ways:

a 'Hopeless.' _____

b 'He punched me. I never asked again.' _____

c 'Carol never got tired. Never.' _____

HOW TO IMPROVE YOUR SENTENCES

WRITE CONCISELY

Your writing becomes more effective when you remove unnecessary words. This process makes your writing concise. For example:

One of the main reasons the road toll is so high **is because drivers do not allow themselves to try and make safety their top priority.**

This sentence can be made more effective in this way:

The road toll is so high because drivers do not make safety their top priority.

The following table gives some additional ways to make your writing clear and concise.

Technique	✗ Poor example	✓ Concise example
Remove unnecessary nouns.	The computer software program is up to date.	The computer software is up to date.
Remove unnecessary adjectives.	Their enthusiastic and eager excitement made the performance come alive.	Their excitement made the performance come alive.
Remove unnecessary adverbs.	Matt rides his bike everywhere around the streets.	Matt rides his bike around the streets.
Simplify phrases and clauses.	The coach of the team was always on time. We will put the sale items on the shelves when we get to the day after tomorrow.	The team coach was always on time. We will put the sale items on the shelves the day after tomorrow.
Avoid using there is/was and it is/was at the start of sentences. Instead, begin with the subject of the sentence.	There was a huge explosion that occurred inside the factory.	A huge explosion occurred inside the factory.

VARY SENTENCE STRUCTURE

In your writing, avoid using too many conjunctions and creating run-on sentences. For example:

The stolen car sped along the highway while the police were in pursuit and other cars pulled over to the side of the road in order to avoid an accident and so the police could have a clear run in spite of the speed of the stolen vehicle. (too many clauses)

The stolen car sped along the highway while the police were in pursuit. Other cars pulled over to the side of the road in order to avoid an accident. The police could then have a clear run in spite of the speed of the stolen vehicle. (better expression)

Begin your sentences in a variety of ways to create more interesting writing. For example:

The private detective watched as the suspect entered the store. (a main clause)

As the suspect entered the store, the private detective watched. (a subordinate clause)

The suspect, **watched by the private detective,** entered the store. (embedded clause)

USE A PARALLEL STRUCTURE

A parallel structure means that you use a similar pattern to communicate similar ideas in a sentence. Parallel structures create more effective writing.

Purpose	✗ Poor example	Explanation	✓ Concise example	Explanation
Use a parallel structure for a list or series of items.	That basketball player is skilful, strong and shows a lot of persistence.	The first two qualities are forgotten with the long description at the end.	That basketball player is skilful, strong and persistent.	Using the same structure for this list of qualities is more effective.
Use a parallel structure for tenses where possible.	The customer complains to the manager so now I was worried about my job.	The present tense and past tense are mixed in one sentence.	The customer complained to the manager so now I was worried about my job.	Both verbs are in the past tense in this parallel sentence.
Use a parallel structure when using two or more clauses.	Hobbies are fun, but it is a bore doing homework.	This is a clumsy sentence structure.	Hobbies are fun, but homework is boring	Parallel clauses are used.
Use a parallel structure when using first, second or third person.	No matter what you think, we make our own luck in life.	The personal pronoun changes from second person to third person.	No matter what you think, you make your own luck in life.	Both personal pronouns are second person in this parallel structure.

11.1 Improve these sentences by rewriting them and omitting unnecessary words.

a This is the project that is thoroughly complete.

b My sister bought a unique, one-of-a-kind and very individual outfit for the formal.

c She made a sudden and hurried dash for the store before it completely closed.

d I was totally asleep when my little baby brother yelled loudly in my ear.

- e The opinions and viewpoints of all the players have been recorded and listed already.

11.2 Rewrite these sentences by eliminating the words in bold to create more concise and effective sentences.

- a **It was** a lost dog that I found yesterday.

- b **There was** an awful noise that awoke the whole camp.

- c **It is** a terrible truth you must face.

- d **There is** no way I will accept what you say about me anymore.

- e **There were** only three choices available to us, and they all looked dangerous.

11.3 These sentences include too many phrases or clauses, and also sound complicated and monotonous. Break them into shorter sentences, and rewrite them so they are fluent and communicate more effectively.

- a Kate's favourite food is pasta and she likes many different sorts of sauces especially traditional Italian ones although she does avoid the parmesan cheese in spite of her mother always putting it on the table.

- b On returning from his holiday Jesse had travelled to Tasmania on the ferry while also sightseeing at Port Arthur as well as going on the ghost tour and trekking on Cradle Mountain but not missing the spectacular wild rivers however he still thought the ghost tour was one of the best parts of the whole trip.

Deadly, Unna? by Phillip Gwynne

All the kids in town, like Dazza and Pickles, hate school. Useless. Don't learn nothing. Can't wait to leave. Not me, I like school. Some of the stuff they teach is really useful. Of course the teachers try to make it useless, by using stupid examples that have nothing at all to do with the real world. But you can't take too much notice of them. Take the Thumper for example. What is it that makes him so scary? Momentum, that's what.

... There's no stopping a momentum like that, not if you've got the mass of a stick insect like me. I worked it out on my calculator. To equal the Thumper's momentum, to stop him once he got going, I'd have to travel at 1.47 times the speed of light. At the last school sports carnival I did the 100 metres in 18.4 seconds. That's 0.00000012 times the speed of light. See what I mean? It's hopeless.

You've got to look like you're trying to stop him, though. If you don't then you're gutless wonder. A gutless wonder is about the worst thing you can be in our town. If you're a boy that is. If you're a girl then it's a slack moll. Slack boys, gutless girls — nobody cares. Once you've been labelled a gutless wonder, then that's it, the label sticks. Like it's been superglued to your forehead. It's there for life, no matter what you do.

I'm down at the beach. Twelve kiddies are splashing about in the shallows. Then I see it — a

huge grey fin slicing through the water. I dive in, knife clenched in my teeth, and reach the shark just as it's about to make a snack of little Annie Ashburner. I wrestle, Tarzan-style, with the kid-eating monster. The water turns red with blood. The shark dies. Unfortunately, so do I. I'm dead, but a hero. I've saved twelve little lives, the future Year One of Port Primary School.

At my funeral, one father whispers to another, 'Gutsy effort, eh? Saved all those kids.'

'S'pose,' the other replies. 'But remember the day he didn't tackle the Thumper and they kicked that goal right on the siren and we lost the grand final by the barest of margins?'

'Christ, that's right. I'd forgotten all about that. What a gutless bloody wonder, eh?'

'Too right,' says the other.

... You can't beat the Thumper once he gets the ball. No use even trying ... I'd done some research — the Thumper always ate three meat pies before a game. With sauce. I wanted to sneak into the canteen and put Ratsak in his pies. Not a lot — I didn't want to kill him. It was only a game of footy after all. Just enough to slow him down a bit. I told Arks my plan. He thought it was a great joke.

'Blacky,' he said, 'you're a funny lad.'

I wasn't joking.

1 What is the real message behind Blacky's story about saving the little kids?

2 The writer uses a variety of colloquial or slang expressions in this extract, typical of the expressions used in an Australian country town. Highlight five from this extract.

3 Select two examples from this extract where the writer has used a variety of ways to improve sentences in this story. Explain how he has achieved that aim in each one.

VOCABULARY AND SPELLING

- 11.4 Do an Internet search for Australian colloquial expressions. Then, write a paragraph using a variety of sentence structures and colloquialisms, in which Blacky explains why he is determined not to play in the grand final against the Thumper.

- 11.5 The spelling of English words and Australian colloquial expressions is not always predictable. Read this poem that looks humorously at the problem:

'English' by T. S. Watt

I take it you already know
Of tough and bough and cough and dough.
Others may stumble but not you,
On hiccough, though, lough and through.

Well done! And now you wish, perhaps,
To learn of less familiar traps.

Beware of heard, a dreadful word
That looks like beard and sounds like bird,
And dead — it's said like bed, not bead.
For goodness's sake, don't call it deed!
Watch out for meat and great and threat:
They rhyme with suite and straight and debt.

A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there,
Nor dear and fear for bear and pear,
And then there's dose and rose and lose
Just look them up — and goose and choose,
And cork and work and card and ward,
And font and front and word and sword,
And do and go and thwart and cart.
Come, come, I've hardly made a start!

A dreadful language? Man alive!
I'd mastered it when I was five.
And yet to write it, the more I tried
I hadn't learned at fifty five.

- a How does this poem present one of the big problems with English spelling?

- b What is the issue with the pronunciation of words in English, according to the poem?

- c What is a silent letter, and how does it affect spelling and pronunciation in English?



WRITING: GOOD SPORT, BAD SPORT

Write about the time you experienced the worry and stress of playing on a sports team or in a specific game when you did not feel confident or in control. This might have happened recently or when you were much younger. Use a variety of sentence patterns, and a variety of Australian expressions, to tell your story honestly, directly and in an interesting way. Write about 300 words.



UNIT 12 Sorting Sentences — Commands, Exclamations and Interjections

ENGLISH IN FOCUS

Skivers by David Williams

(Exterior acoustic. A whistle blows)

Miss Dunn: Right girls. Everybody line up behind the flags, please.

(Crowded commotion)

Don't push. Spread yourselves right down the track.

Helen: Not fair, miss. The ones at the front get a start on us.

Miss Dunn: It's four miles, Helen. I'm sure you'll catch up.

Claire: *(Mimicking)* Not fair, miss.

Paula: What House is she in?

Claire: Who cares? This is stupid.

Paula: I don't see why everybody has to run. Why don't they just let the Helen Clarks an' them get on with it. They'll win anyway. We could just stay and cheer.

Claire: Wouldn't cheer that stuck-up tart.

Miss Dunn: Claire Morton! What are you doing with your coat on?

Claire: It's freezing, miss.

Miss Dunn: Don't be stupid. You can't run in that.

Claire: Don't want to run.

Miss Dunn: Take it off.

Claire: Nowhere to put it.

Miss Dunn: Give it here. What House are you in?

Claire: Tyne.

Miss Dunn: So why didn't you pick up a yellow band. We won't be able to tell who you're running for.

Claire: I'm not running for anybody.

Miss Dunn: Nonsense. Well, it's too late now. Get into line. You too, Paula Wood. *(Calling)* Everybody ready? *(Gun fires. A stampede)*

- 1 Highlight five orders, requests or instructions you can find in this play extract.
- 2 Underline one exclamation that expresses a surprise or shock reaction.
- 3 Why has the playwright used so many orders, requests, instructions and exclamations to open this play?

COMMANDS, EXCLAMATIONS, INTERJECTIONS

COMMANDS

A command is a sentence that gives an order, instruction, advice or request. Commands often do not include a subject (the person doing the action), but the subject is often implied — it is usually the person being addressed and being commanded to do something. For example:

Show me your licence.

(The implied subject is **you**, because it would make sense to add this subject so the sentence would read 'You, show me your licence'.)

There are different ways to give orders, and each way shows a different level of command. Words often used in giving commands include: will, forbid, must, order, command and told. For example:

You really should try to get your work in on time.

Try harder to get your work in on time.

Make sure you get your work in on time.

You must get your work in on time.

Your work will be on time.

Commands also include sentences that are instructions, advice or requests. For example:

Use the remote to operate the television. (instruction)

You should go to the gym more and get regular exercise. (advice)

Could you pass me that drill, please? (request)

Words often used in giving advice include: should, ought, advise, remind, encourage, persuade, consider, suggest.

EXCLAMATIONS

An exclamation expresses surprise, anger or shock. This type of sentence communicates strong emotions and often ends with an exclamation mark. For example:

You must be joking! (surprise)

I can't stand this any more. (anger)

I don't believe it! (shock)

A sentence fragment can also be an exclamation. A sentence fragment begins with a capital letter, and ends with a full stop, question mark or exclamation mark, but does not contain a subject or a verb. Examples of exclamation sentence fragments are:

Wow! (surprise)

No way! (surprise)

Awesome! (surprise)

So what? (mild anger)

Get lost! (mild anger)

Whatever. (mild annoyance)

INTERJECTIONS

Interjections are expressions made during a conversation, and can also be labelled as exclamations. They are often an emotional response to what has just been heard. For example:

Ah-ha! (surprise)

Yippee! (surprise)

Hooray! (surprise)

Whoaa! (shock)

Yikes! (shock)

12.1 Write three different ways to give a command about the following situations. An example has been done for you.

a cleaning up a bedroom

It's time to think about making a start on cleaning up your room.

Time to start cleaning your room.

Get that room cleaned now!

b getting ready to visit relatives

c putting away sports equipment

d doing homework

12.2 a Write a key instruction for each of the following activities:

i howt ou sea T Vr emote _____

ii howt or idea s kateboard _____

iii howt oo peratea ni Podo ri Pad. _____

b Give one piece of advice for each of the following circumstances:

i a little child standing beside a pool _____

ii a friend deciding which brand of runners to buy _____

iii a family member asking about healthy eating. _____

c Write a request for each of the following situations:

i an item on a shelf too high for you to reach _____

ii an enquiry about a part-time job _____

iii asking for directions in a strange city. _____

12.3 Highlight the sentence fragment exclamations in the following list.

a Really!

f Rip-off!

b You're right!

g Never!

c No!

h You must be kidding!

d Cool!

i Take care! It's hot!

e I hate hockey!

j Great! It's hot!

Skivers by David Williams

Claire: (*Running*) Hang on, Paula. Don't run so rotten fast ...

Paula: We're last now.

Claire: Good. That way nobody'll see us skiving off.

Paula: How d'you mean?

Claire: My house is just round the corner. **Let's nip in there for a cup of coffee.**

Paula: We can't do that. We'll be miles behind.

Claire: They come back the same way, stupid. We'll just tuck in behind them. Nobody'll know ...

Paula: I don't want people calling me a cheat ...

Claire: They won't know. Anyway, it's not as if we're trying to win. We're going to be last in any case, **so what's the diff** ... Come on, if you're that keen on running I'll race you to my house.

(Fade running. Interior acoustic. Coffee pours)

Claire: Want a top-up?

Paula: Thanks.

Claire: There's some chocolate biscuits in that tin.

Paula: Shouldn't really but ... go on, then. What sort do you want? Marathon?

Claire: **Very clever.**

Paula: Funny how half these biscuits have got sporty names, but all they do is make you fat, not fit.

Claire: And spotty.

Paula: We should be doing that run, you know. Good

for you. Helen Clark's very slim.

Claire: Skinny. Anyway, what came first? Is she thin because she runs or does she run because she's thin?

Paula: Yeah, I see what you mean. I suppose you feel like it more if you've got the figure for it.

Claire: That's why I hate sport, me. I look gross in Games stuff. And it's always so rotten cold.

Paula: Showers are the worst thing. Why do they always make you go in the showers?

Claire: 'Cause they're all sadists, Gym teachers.

Paula: D'you reckon?

Claire: Mollie Dunn is anyway.

Paula: Wouldn't be surprised.

Claire: You know she used to be a javelin thrower? Professional, sort of. I bet she was one o' them what took drugs. Changed her hormones. Bet she's a man underneath.

Paula: I hope she's not checking everybody's out on the course. She does that sometimes in Games, drives round the route in that old Volkswagen **ticking people off.**

Claire: Not today, though. Not with parents round an' all, and trophies to sort out. It's all official business today. **She loves that, swaggering about.** Want some more coffee?

- 1 Find all the types of commands you can in this extract, and write each under its appropriate category in the following table.

Orders	Requests	Instructions	Advice

- 2 Underline one exclamation used by Paula in this extract.
- 3 Why do everyday conversations between people often include commands, exclamations or interjections?

VOCABULARY AND SPELLING

12.4 Normal conversations often include everyday expressions. The speaker assumes the hearer knows the message behind the expression used. For each of the following casual expressions, briefly describe the implied message. They are also highlighted in the extract and an example has been done for you.

a Who cares? It's his stupid.

Message: I'm not interested in being in this race, and I don't care about school sports and race rules.

b Let's nip in there for a cup of coffee.

c ... so what's the diff ...

d Very clever.

e ...ticking people off.

f She loves that, swaggering about.

12.5 From your own experience, write two examples of the following types of expressions you have heard recently at home, in a shop, at sport or in school:

a requests

b instructions

c pieces of advice

d exclamations that are sentence fragments

e interjections

12.6

a Write two exclamations that refer to success and triumph.

b Write two exclamations that refer to failure and disaster.

c Write two interjections that refer to something wonderful.

d Write two interjections that refer to something awful.



WRITING: WINNING AND LOSING

Write your own mini-play where two teenagers are comparing their greatest wins and losses on the sporting field, including embarrassing moments, disastrous failures, funny experiences and enormous triumphs. Use a variety of commands, exclamations and interjections to create a realistic conversation. Include about 10–15 exchanges between your two characters. You might start your mini-play with one person saying a line such as:

'Unbelievable! I've just had a game that was the best and also the worst of my whole life!'



UNIT 13 Finding Phrases — Idiomatic Phrases and Definite/Indefinite Articles

ENGLISH IN FOCUS

Dougy by James Maloney

I wasn't really surprised at what I saw in Brisbane when we finally got there, all the cars and **houses and stuff**. I've seen lots of movies and TV, eh. What got me though was that people on the train said we were *in* Brisbane but we kept going and going and we were still in Brisbane and we hadn't stopped to get off yet.

Raymond was right up against the window, his big hands spread out flat against the glass to stop his nose from bumping into it all the time. He doesn't get real excited about many things, least he tries not to show it, but he was too busy taking in all his eyes could see to care about who was watching him. "Hey, that's the new model Commodore," he called out, eyeing off a car that was moving along the road next to the train tracks.

The track was high above the road now and we could see big buildings ahead of us. People were starting to get their gear together, but Raymond spotted something not far off the track. He pressed against the window so hard I thought he'd break through it. Then we were swallowed up by a tunnel and he could see it no more.

"*That was it*," he said softly to himself, smiling, but even though he saw me watching him, wondering what he'd seen, he didn't want to tell me what it was.

A few seconds later, the train finally stopped. Mum loaded us up with what we each had to carry and I s'pose I was so busy making sure I didn't drop anything or get **left behind**, that I didn't pay any attention to the situation. Outside on the street, Mum made us stop **for a couple of minutes** while she worked out which way to go, and that gave Gracey and Raymond and me **a chance to look around**. There were so many people, hundreds of them, thousands even, rushing in and out of the station. I watched them, amazed that they didn't bump into each other all the time.

1 What do you think the highlighted words 'houses and stuff' mean?

2 What is it that is so new and different for Raymond, and for Dougy who is telling the story? Make a list of the things that amaze them the most.

3 Explain what each of the highlighted expressions really means in the context of the extract, even though they are often used in everyday speech:

- left behind

- for a couple of minutes

- a chance to look around

DEFINITE AND INDEFINITE ARTICLES

Articles are words that generally refer to a noun. There are three articles used in English: **a**, **an**, **the**. These articles are called either *definite* or *indefinite*.

- **the** is a definite article because it refers to a specific person or thing. For example:
The mechanic explained what was wrong with the car.
- indefinite articles refer to any one person or thing within a group, and not to a specific person or thing. For example:
A mechanic knows how to fix a car.
- the article **an** is used before nouns that begin with a vowel, while **a** is used before nouns that begin with a consonant. For example:
An antique chair is an expensive gift for a birthday present.
- As a general rule articles are placed before nouns, but they can also go before adjectives that are attached to nouns, and which form a phrase. For example:
an old man **a dangerous situation** **the frightening noise**

13.1 Explain to someone new to Australia and the English language what the following highlighted idiomatic phrases mean. An example has been done for you.

a My mum gave me **a tongue-lashing** yesterday.

My mum gave me a very serious and angry talking to yesterday.

b If you **do the crime**, you **do the time**.

c **Have a go** and then you will **get the hang of it**.

d My grandad said I had **a golden opportunity** with my part-time job.

e You won't **hear the last of this**, even if I am **talking to a brick wall**.

13.2 Highlight all the phrases in these sentences.

a Jeff injured his leg during the soccer game.

b After the party we phoned home for a lift.

c My cousins in central Australia are coming to live in the suburbs of Brisbane.

d Having lost his wallet, Angelo cancelled his credit card and gym membership card.

e Finishing my shift, I went to meet my friends at the shopping centre.

13.3 a Underline all the prepositions that commence the phrases in the sentences in activity 13.2.

b Circle all the definite and indefinite articles in the sentences in activity 13.2.

c Highlight the phrases that begin with a participle in the sentences in activity 13.2.

Dougy by James Maloney

I knew there'd be lots of people in a city. That was okay. But there was something strange about these crowds of people, something different from the picture I had expected to see and it took a few minutes to work out what it was. Then I realised. Mum and Raymond and Gracey and me were the only blacks in the whole street. Everybody else I saw was white. Somehow, I had imagined that it would be like it is at home, plenty of blacks walking around along with the white people. I thought the city would be the same, just with more people ...

Mum spotted what she was looking for and led us along the street to where there were cars all lined up behind one another, more cars in that one line than there'd be in the whole of our town. And they all looked the same, just about brand new. I knew straight away: taxis, just like on TV.

Mum seemed to know what to do 'cause she walked right up and opened the back door of the first car in the line.

"Hey, hang on," shouted the driver. "Where you want to go to, first?"

"Bandaroo Hostel in South Brisbane," Mum told him.

"You got the money?" the bloke asked. He didn't look very happy that we wanted to get into his car.

"I don't have to pay you till we get there," said Mum, as though she was telling him the rules of a game. All the same I could tell she was a little afraid they'd changed the rules last time she got in a taxi. "Yeah, yeah, I know, but I want to be sure you've got some cash on you," said the driver. "Couple o' times I've driven you people around and at the end, no money on youse at all. Bloody wasted trip. Don't want it to happen again."

"I got money, mate," Mum told him. "You get paid all right. Can we get in now?"

The bloke still looked like he wished we didn't picked him, but he reached forward and pressed a few things and the boot flew open for us to put the bags in.

The Bandaroo Hostel where the taxi took us was a big white house with a long hallway right through the middle and lots of bedrooms on each side. A young blackfella named Steve led us along the hall to show us the rooms, one for Mum and Gracey first and one for me and Raymond.

"Don't we have to see the bloke in charge?" Raymond asked him as he put the bags on the floor in our room.

"I'm in charge," said Steve.

"Well, for the moment anyway. My father's the manager, but I work here too and I'm sort of the manager along with him," Steve said with a grin on his face. He liked telling people that, I bet. I didn't believe him for a second. No blacks in our town were the boss of anything, always white blokes. That's just the way it was. The white people own everything just about ...

- 1 Why does the family feel uneasy and uncertain in this new city? Describe three experiences they have that contribute to these feelings.

- 2 Highlight ten different phrases in this extract.
- 3 For each phrase you highlighted in question 2, circle the prepositions, participles or definite/indefinite articles.

VOCABULARY AND SPELLING

13.4 When you write the everyday speech of characters or people, it is often necessary to spell the words as they sound, and not use the correct or complete spelling. This is to allow the reader to understand the tone, style and character of the person speaking, and to show when contractions are being used. For each of the following words from the extract, write the complete English word or words being referred to. An example has been done for you.

a Couple o' times → ac oupleo ft imes

b I've _____

c youse _____

d blackfella _____

e there'd _____

f father's _____

g didn't _____

13.5 Write two idiomatic phrases that each of the following people might typically say:

a ane lderlyg randparent

b a very young child

c at eenager

d a parent

13.6 Using the phrases provided, complete these sentences.

- a Looking a round, _____

- b _____, diving out his way, _____

- c _____
_____ out of the team.
- d After the trip _____

- e _____
_____ beyond the horizon.
- f _____
_____ to the back of the theatre.
- g Outside of the city _____



WRITING: TELLING IT LIKE IT IS!

Here is a group of idiomatic phrases. Write a story where two characters speak using these phrases. Decide where they are, who they are and what happens to them during your story.

You might base your story on an actual event that has happened to you, or create an imaginary story. You can slightly adapt these phrases if you need to, and also add some of your own. Write 300–500 words.

- changed my mind
- take it on the chin
- marked for life
- shot down in flames
- catch off guard
- off on the wrong foot
- have the last laugh
- around the twist
- over the moon
- watch your back
- a bit much
- she'll be right



UNIT 14 Capturing Clauses – Improving Clauses in Sentences

ENGLISH IN FOCUS

Fresh Bait by Sherryl Clark

'G'day, where are you heading?'

'Euroa turnoff.'

'No worries, hop in.'

'Thanks. Hang on, I've dropped my scarf.' I walked back a few paces, bent down and noted his numberplate. As I climbed into the passenger seat, he was wiping his sunglasses.

'Right, are you?'

'Yes, thanks.'

He checked his rearvision and side mirror and took off with a small spray of gravel. By the time he settled into a steady one hundred and ten ks an hour, I'd managed to write his number plate details in permanent ink under the bandage encircling my left wrist. He glanced down at the bandage.

'Done yourself some damage?'

'Just a slight sprain.' I forced a smile and tried to relax a little, not too much.

'Squash? Tennis?'

'No, I just tripped on the backstep. Fell on it.'

'Ah.' He nodded sagely. 'My Mum did that a couple of years ago. 'Course, at her age, she broke it, didn't she?'

I made a sympathetic noise and turned slightly sideways in my seat to get a better view of him. He was

my fourth ride this afternoon and he was definitely a possibility. Right kind of car, right age. My heart rate sped up a little and I took a deep breath. Stay calm. I wondered how much talking he'd do.

'You a student, are you?'

'No, a teacher. High school.'

'Uh huh. Thought you looked a bit past being a uni student. Not that I'm saying you're old ...' He laughed, a funny coughing bark, and his face went pink. 'Not at all. Just that most hitch-hikers these days are either uni students or from overseas, you know, German or Dutch, whatever.'

'Do you pick a lot of them up?'

'Mmm, depends. Usually only if they're on their own, like you. Can't be too careful, eh?' He grinned again, trying to be friendly.

'Travel this road a fair bit, do you?' I tried to sound casual. It was a normal question, but it was important to me.

'Yeah, at least once a fortnight. I'm a sales rep. We get around all over the place.'

Bingo! I turned away and stared out the side window, trying to keep my face expressionless. This one was matching up on all the key points. I stroked the daypack on my lap.

1 In this extract, what makes you suspicious of the hitchhiker, and what also makes you suspicious of the driver?

2 What do you think is the hitchhiker's plan? Give a reason for your guess.

3 Compare the following slightly changed paragraph from the extract with the original version. How does it affect the way you read the story?

'He checked his rearvision and side mirror and took off with a small spray of gravel by the time he settled into a steady one hundred and ten ks an hour I'd managed to write his number plate details in permanent ink under the bandage encircling my left wrist he glanced down at the bandage.'

IMPROVING CLAUSES IN SENTENCES

RUN-ON CLAUSES

Run-on clauses are a common mistake that people make in writing. They occur when one main clause runs into another without a break. This can create confusion and misunderstanding. For example:

I don't know who to ask you could find out for me.

This could be avoided by separating the main clauses with a conjunction, or writing the main clauses as separate sentences. For example:

I don't know who to ask, but you could find out for me. (use of conjunction)

I don't know who to ask. You could find out for me. (use of separate sentences)

CONFUSING CLAUSES

Subordinate clauses can cause confusion about the meaning of a sentence. For example:

Sam kept the bag of sports gear that she found in the changeroom.

(did Sam keep the bag of sports gear in the changeroom, or did she find the bag of sports gear in the changeroom?)

The meaning can be made clear by rewriting the sentence in the following way:

After Sam found the bag of sports gear, she kept it in the changeroom.

VARY THE WAY YOU USE CLAUSES

Varying your use of clauses is a valuable way to polish and improve your writing. You can experiment with different ways to write the same sentence to give variety to your writing. For example, here are three ways to write a sentence just by moving the clauses around and changing a few words:

The Formula One car sped round the track as we watched from the hill. (main clause)

As we watched from the hill, the Formula One car sped round the track. (subordinate clause)

Watching from the hill, we saw the Formula One car speed round the track. (main clause)

We saw, watching from the hill, the Formula One car speed round the track. (main clause)

14.1 Correct these run-on sentences by rewriting them to make the meaning clear.

a The cat scratched the girl she had very sharp claws.

b I asked if I could drive the car salesmen came from everywhere to help me.

c There is no way I can find the way here is someone you can ask directions.

14.2

Explain briefly two possible meanings for each of these sentences, and then rewrite the sentence to show one meaning very clearly.

a Dad searched for his keys with my brother he lost in the garage.

b I took my hands out of the leather gloves and threw them on the table.

c Her pet goldfish died when she was 95.

d After working in the garden all morning the sausages were ready to eat.

e If your pet python won't eat that mouse it should be cut into small pieces.

14.3

Give one other way that these sentences could be written without changing the meaning.

a A strange light appeared outside the window while I was studying.

b Beyond the lake, the birds were hovering high up in the sky.

c Even though we will be late, I would like you to see what I've just discovered.

d Behind that tree, although you won't believe me, is a most unusual little creature.

Fresh Bait by Sherryl Clark

He lapsed into silence while negotiating his way past several slower cars and a caravan. He was a competent driver, didn't stamp on the accelerator or pull at the wheel. I frowned and called up the list in my head again. *Blue Holden new. Sales forty-fifty. Finger.* That was it. That was all Melanie had left us to go on, scribbled in the last page of her diary. The final word was almost unintelligible but the police experts had finally decided it was Finger ... This guy matched the other details but I looked at his hands again, balanced on the steering-wheel, and sighed inwardly. Plain, ordinary fingers, no bitten nails, nothing unusual. It didn't look like it was him.

'Your parents expecting you?'

My scalp prickled and my grip on the pack tightened. 'I'm not sure,' I said, keeping my voice light, 'It'll probably be a bit of a surprise. I hadn't made firm plans.'

'That'll be nice then. When you turn up, I mean.'

'Yes.' I wanted to look at him, check the expression on his face but my head wouldn't turn. This was part of my plan, to say I wasn't really expected. The problem was, it was true ...

'No I reckon you're pretty game really.' He shifted in his seat as if his trousers were becoming uncomfortable. 'I mean, look at that girl a few months ago. That was right on this stretch of highway ...'

He switched his headlights on with a sharp click that made my nerves leap and quiver.

'Just along here, it was.'

'What?' My head jerked towards him and I saw a thoughtful look on his face.

'Where they found the body of that girl.'

'Yes, I know.' How did he know?

'Real shame. She was only twenty.'

'Nineteen. Still at uni.'

'Yeah.' ... I waited. 'Long dark hair, blue sweat-shirt ... jeans and white runners. ...'

I froze in my seat but my brain and mouth worked slowly in a reflex motion, getting it right. 'It was a green sweatshirt and her hair was tied back.'

His head whipped around and he stared at me sharply. 'You're not some kind of undercover cop, are you? Trying to set me up for it? Because if you are, you can bloody well get out right now.' He jabbed at the brakes and the car pulled to the left ...

- 1 Can you think of two or three possible conclusions that would create an attention-grabbing ending to this story? Write two sentences to summarise each version.

- 2 This writer uses a variety of sentence lengths, and also varies the way she uses clauses in sentences. Highlight five examples from the extract that show the variety of sentence styles she uses in this story.
- 3 From your answer to question 2, write two sentences below that have more than one clause in them, and highlight each of the main clauses.

VOCABULARY AND SPELLING

- 14.4** This extract uses a variety of words to set the scene, establish the characters and create the atmosphere. Find the meaning of the following words from the extract, and then write a sentence for each. An example has been done for you.

	WORD	MEANING	EXAMPLE IN A SENTENCE
a	negotiating	arranging to reach an agreement or a solution	This driver was negotiating his way along the highway.
b	competent		
c	unintelligible		
d	game		
e	reflex		
f	undercover		

- 14.5** For each of these sentences from the extract, rewrite the sentence in a different way by moving the clauses around, and perhaps changing or adding other small words. Your new sentence should have the same meaning. An example has been done for you.

a This was part of my plan, to say I wasn't really expected.

Saying I wasn't really expected was actually part of my plan.

b My scalp prickled and my grip on the pack tightened.

c He switched his headlights on with a sharp click that made my nerves leap and quiver.

- d This guy matched the other details but I looked at his hands again, balanced on the steering wheel, and sighed inwardly.

- e I wanted to look at him, check the expression on his face but my head wouldn't turn.

- 14.6** The writer uses a variety of strong and dramatic verbs to create atmosphere and sustain tension. Re-read the story extract and make a list of six more attention-grabbing verbs being used in this way. Then use each one in a dramatic sentence of your own.

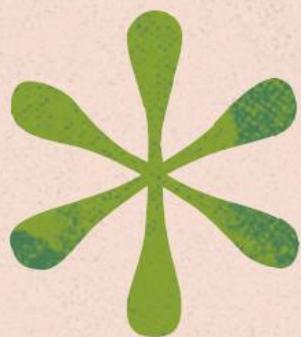
STRONG VERBS	DRAMATIC SENTENCE

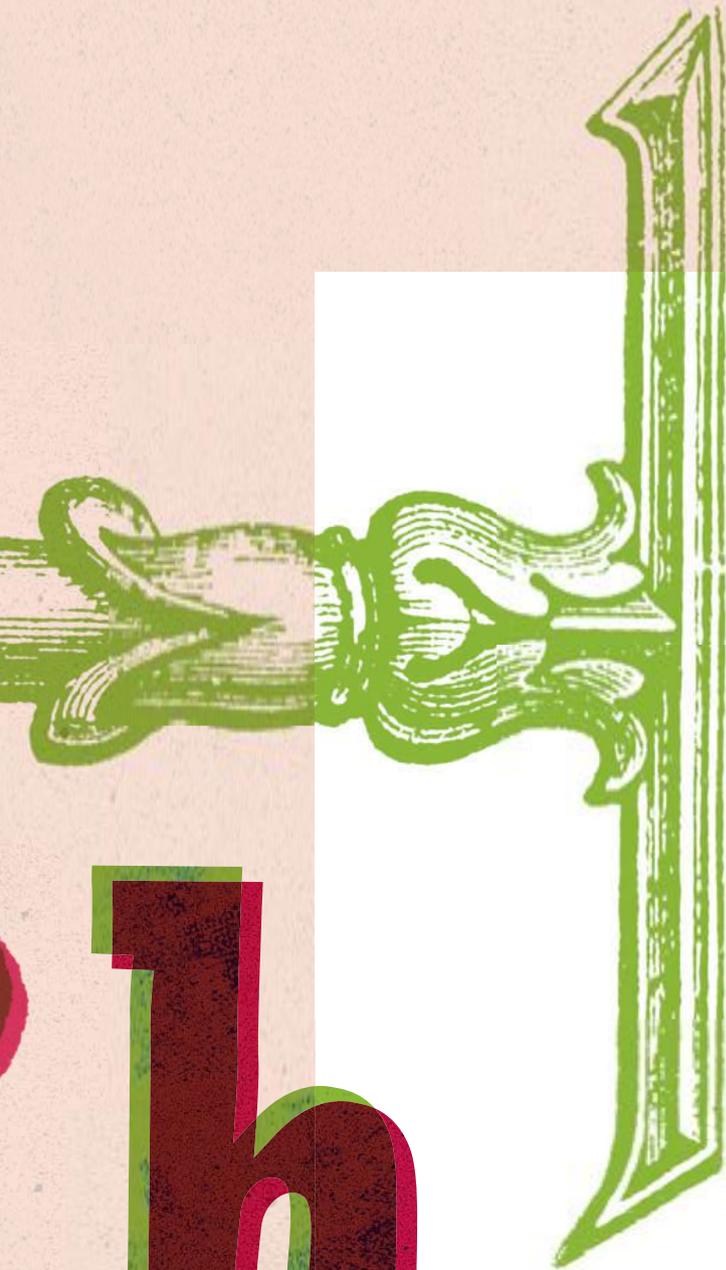


WRITING: CRIME TIME

Continue the story 'Fresh Bait' by writing the conclusion that you think would make this a good crime fiction story. Is there an unexpected twist? Who is the real murderer, and how do we find out? Have some key clues already been mentioned? Include a variety of sentence lengths and styles in your conclusion, and write 300–400 words.

EXPLORING
LANGUAGE IN
USE — USING
PUNCTUATION
AND OTHER
LANGUAGE
DEVICES





PART THREE

EXPLORING LANGUAGE IN USE — USING PUNCTUATION AND OTHER LANGUAGE DEVICES





UNIT 15 Punctuation Punch — Abbreviations, Contractions, Hyphens and Numbers

ENGLISH IN FOCUS

Edward Scissorhands



KIM Bill! There's somebody in my room. Go. Look. A murderer with an axe. He did try to even kill me.

BILL It's all right. It's all right. *(to Kevin)* Go back to bed. It's only Edward.

(to Edward) This way.

PEG Honey, that was Edward.

KIM Who is he? What are you talking about?

PEG Edward's come to live with us. There's nothing to be upset about. No, no. It's okay.

BILL We'll have you a setup here in a minute. Up with your feet. A queen-size bed here. How do you like that? It's all made up and everything. There you go. What's the matter? What's wrong? She gets you nervous? You've been closed up in a way in that castle too long. You don't know anything about the wonderful world of teen-age girls. They're all crazy.

Have some. Straighten that out.

EDWARD What is it?

BILL Lemonade. I don't know what it is. They reach a certain age. They develop these gland things. Their bodies swell up. They go crazy.

EDWARD Glands?

BILL Yeah, glands. I try not to think about it *(Edward drinks lemonade.)* Good. Isn't it? *(Peg calms down Kim.)*

PEG Now you stay in Kevin's room tonight. Tomorrow we'll fix your room right.

KIM Mom, why did you have to bring him in here?

PEG Oh, honey, I couldn't have left him there all alone. You would have done the same thing.

KIM Why does he have to stay here?

PEG Oh, my goodness, Kim. I'm surprised at you. He can't help the way he is. Have a little sympathy.

KIM I do have a little sympathy.

PEG Then let's just say hello and later you can come downstairs and shake his hand.

KIM Shake his hand?

PEG Well, not literally. Goodness, you scared him half to death.

KIM I scared him to death?

PEG Hi, Bill. I just wanted you two to have a proper introduction. Edward, this is our daughter Kim. Kim, this is Edward who's going to live with us.

KIM Hi! *(Edward falls on the floor.)*

- 1 Highlight all the contractions you can locate in this screenplay extract.
- 2 Select ten contractions and write the full meaning of the words that have been shortened. However, you cannot use the same contraction twice.

- 3 Underline all the words with hyphens.
- 4 Why do you think some words always require hyphens, but they are optional for other words?

CONTRACTIONS, ABBREVIATIONS, HYPHENS AND NUMBERS

CONTRACTIONS

Contract means to shorten or make smaller. In English, contractions are words that are shortened to show how they are actually spoken or informally written. An apostrophe is placed exactly where the unsaid letter or letters would normally be located.

Contractions are used when we want to write informally, or to record the direct speech people have spoken. If a person says the word 'she's' in a conversation, then, when it is written down, the spelling must show how the words were spoken. It is better not to use contractions in more formal writing or speaking, such as in a school assembly speech or a job application letter.

COMMON CONTRACTIONS

- aren't → are not
- can't → cannot
- couldn't → could not
- he's → he is or he has
- I'll → I will or I shall
- I've → I have
- it's → it is or it has
- let's → let us
- o'clock → of the clock
- that's → that is
- they're → they are
- we'd → we would
- we'll → we will or we shall
- we've → we have
- who's → who is or who has
- won't → will not
- would've → would have
- you're → you are

ABBREVIATIONS

An abbreviation is a shortened form of a word. An abbreviation can be the shortened word itself, or a collection of letters that represent a word or expression, as commonly used in SMS messages. Many books, internet sites and magazines do not use a full stop after abbreviations. It is a writer's decision on whether or not to use a full stop. However, if it is consistent throughout a piece of writing, then it is completely acceptable. The following guide will help you decide whether a full stop is required.

Explanation	Examples	
Abbreviations that end in a letter different to the last letter of the full word require a full stop.	Tues.	Tuesday
	Nov.	November — all the months except May when abbreviated
	approx.	approximately
	Vic.	Victoria
	Aust.	Australia
	p.	page
Abbreviations do not require a full stop when the abbreviation ends with the same letter as the whole word.	Gen.	General
	St	Street
	Rd	Road
	apt	apartment
	dept	department
	Qld	Queensland

Explanation	Examples	
Abbreviations for units of measurement do not require full stops.	cm	centimetre
	mm	millimetre
	kg	kilogram
	km/h	kilometres per hour
	m	metre
Latin abbreviations are useful in notes and informal writing and there is a trend to omit the full stops.	eg	for example; Latin: <i>exempli gratia</i>
	ie	that is; Latin: <i>id est</i>
	am	after midnight and before noon; Latin: <i>ante meridian</i>
	pm	after noon and before midnight; Latin: <i>post meridian</i>
	etc	and so on; Latin: <i>et cetera</i>
Abbreviations and acronyms made up of the first letter of each key word do not need full stops.	DVD	digital versatile disc
	PC	personal computer
	USA	United States of America
	QANTAS	Queensland and Northern Territory Air Service
	ANZAC	Australian and New Zealand Army Corps
	LOL	Laugh Out Loud; and all the other SMS and text-based abbreviations

HYPHENS

A hyphen joins words or prefixes with other words to form a new word. There is no space between a hyphen and the words or letters it joins. Here are some common ways to use hyphens:

- to spell the numbers from 21 to 99. For example:

twenty-one

fifty-six

ninety-nine

- to spell fractions. For example:

three-fifths

seven-eighths

- to join prefixes if the main word begins with a capital letter. For example:

ex-Prime Minister

pro-New Zealand

un-Australian

- to avoid confusion or awkward pronunciation. For example:

re-examine

pre-arrange

re-evaluate

'a brand new old-style restaurant'

- to form some compound words. For example:

merry-go-round

well-respected

editor-in-chief

runner-up

two-faced

well-known

two-thirds

red-hot

pre-cooked

Asia-Pacific

Over time, many hyphenated compound words have become joined as one word, and the hyphen has been dropped.

NUMBERS

Numbers are written as figures (in numerals) or as words depending on the type of writing.

- Use figures when you are writing technically or scientifically. For example:

Look at diagram 3.2 in chapter 1.

Position the wall 3 m from the side fence.

- write a number in figures for sums of money, dates, addresses, times of day and percentages. For example:

\$25.50 11.30 am (when using am or pm) 63 Jones Street
 17 July 63% or 63 per cent

- use figures in general writing for numbers greater than ninety-nine. For example:
 There were about 5000 people at the rally today.
- use words in general writing if the number begins a sentence. For example:
 Five thousand people were at the rally today.
 Sixty-five people bought our homemade ice-cream.
- use words in general writing if the number is from zero to ninety-nine. For example:
 We watched twenty-three people go through the gates.
 The closing time is six o'clock.

15.1 Highlight the correctly spelt compound word in each pair.

- | | | |
|-----------------------------------|-----------------------------------|-----------------------------|
| a eightythree/eighty-three | d seven-tenths/seventenths | g four-teen/fourteen |
| b half-Italian/halfItalian | e back-bone/backbone | h lap-top/laptop |
| c crossword/cross-word | f go-out/go out | i re-enter/reenter |



15.2 In your workbook, write two sentences to show the difference in meaning between each of the expressions. An example has been done for you.

- | |
|--|
| a low-grade/ low grade → That is a low-grade fuel. → Your low grade won't get you a good job, Ashley. |
| b recreation/re-creation d ten odd/ten-odd f resign/re-sign |
| c re-form/reform e re-count/recount |

15.3 Rewrite these sentences to show the most appropriate way to write the number or abbreviation, and to spell out the words that are contracted.

- a** We mustn't forget to try and get (4/four) tickets in the same row.

- b** The price for that drink was (four dollars/\$4) so you'd better pay for it.

- c** My cousin has more than (200/two hundred) battle figures in his collection.

- d** The party'll end about (11/eleven) o'clock.

- e** You'll need (7.5/seven point five) metres of material.

- f** Refer to (vol/vol.) 5 for the scientific explanation.

Ads and messages

Text 1

Alex
fyi hv gr8 party 2moro.
atm i g2g. ttul m8. afaik
its @ ur place. cu

Text 2

FOR RENT
Completely renovated 2BR apt.
Main Bdr. with BIR and ensuite.
Sep. kitch with S/S appliances.
Pvt. balcony and DLUG.

Text 3

We're here to serve. This red-hot bargain's available for the first fifty pre-booked customers only so you'll have to be quick. Try our easy-to-use website to reserve your pre-cooked three-course feast for that once-only occasion. You'll be hungry for more!

1 Can you translate the SMS message in text 1 into complete English using correct spelling?

2 Rewrite the newspaper advertisement in text 2 using plain English and complete spelling.

3 Highlight all the hyphenated and contracted words in text 3. Then circle the hyphenated words you have often seen used elsewhere.

VOCABULARY AND SPELLING

15.4 Choose ten of the hyphenated compounds below, and use each one in a sentence to show you understand what the word means and how to use it in a sentence. An example has been done for you.

- | | | | |
|-------------|---------------|------------|---------------|
| post-war | clear-cut | well-known | non-alcoholic |
| pre-arrange | non-essential | pre-cook | non-smoker |
| pre-cut | self-centred | ready-made | post-natal |
| re-elect | pre-empt | self-help | |
| two-faced | re-evaluate | red-hot | |

a post-war → The post-war reconstruction brought prosperity to the troubled nation.

b

c

d

e

f _____

g _____

h _____

i _____

j _____

k _____

15.5 Draw lines to match the following SMS text abbreviations with their correct meanings.

ABBREVIATION	MEANING
JW	Tough Luck
LBL	Just Wait
KIC	Cool
LTM	Be Right Back
BBB	Thanks In Advance
TQ	Little By Little
KL	What's Hot? What's Not?
WHWN	Happy Birthday
BRB	Thank You
GWT	Correct Me If I'm Wrong
HB	Blah Blah Blah
CMIIW	Keep In Contact
CID	When It's Gone It's Gone
WIGIG	Consider It Done
TIA	Go With That
TL	Listen To Me

 **15.6** In your workbook, rewrite this school newsletter item and write the numbers correctly.

We won five thousand dollars in the national twenty first century school online energy saving ideas competition. More than seven thousand six hundred teams entered, with thirty eight percent of them reaching the final judging, so we were really happy to win. The organisers must have been pretty impressed, because they gave high commendation awards to more than four hundred ideas they thought were first-rate. We only found out about our victory at eleven thirty this morning.

 **WRITING: OVER TO YOU**

Write an SMS message to one of your parents to let them know you are going down the street after school with friends and will be home at six o'clock. Ask them if you can bring two friends home for tea as well, and if there is anything they want you to get while you are at the shops. Impress them (or better still, confuse them!) by using as much well-known SMS text spelling as you can.



UNIT 16 The World of Words — Slang, Jargon and Colloquialisms

ENGLISH IN FOCUS

Bird in a Desert by Mary Leslie

Halfway along Main Street, she met Liz.

Liz was Elizabeth Jawadi. Her great-grandfather had been Afghan, one of the camel drivers, and she looked like him with her fierce black eyes and hook nose. She and Merle had been friends at school, but now they'd grown up it was different. You didn't talk, not really. When you saw her like she was now, half-drunk on the arm of some jackeroo who got the grog for her, you didn't stop. Just said hello, for the sake of old times. Everyone knew what Liz was. It wasn't her fault. Even whites couldn't get work in the town, and most of them had left. Like Rod.

Rod had been about the only guy in town worth knowing. He and Merle had been going around

quite a lot. Then he got a job in the city. He'd come back once, in the hot V8 Sandman with chromies and wudies, snorting it all round town.

'Hi Rod.'

'Hi, Merle.'

'How ya going?'

'Good. Real good.'

'Job okay?'

'Fine, fine — got a grouse pad, sharing with a coupla chicks and another guy.'

One of the chicks was in the van.

'Great, Rod. Have a ball. See ya.'

A sort of emptiness then. Empty street, empty sky, empty feeling, empty life.

- 1 What seems to make Merle, the narrator, unhappy about where she lives?

- 2 Highlight typical Australian words and expressions in this extract.

- 3 How do these Australian expressions add to a reader's knowledge about this place and the people who live here?

INFORMAL LANGUAGE

SLANG

Slang is the name given to informal words and phrases that are widely used in everyday speech and writing, but are not considered to be Standard Australian English.

Slang should not be used in formal writing such as essays, reports and assignments. But it can be used very appropriately in spoken-word presentations such as plays, podcasts and speeches to show a person's character or way of speaking. Some slang expressions are also common among certain social or cultural groups.

The definitions of some slang words can be found in dictionaries, and many other definitions can be found through an internet search. The following table gives a selection of Australian and American slang words and expressions.

Australian		American	
Slang word	Definition	Slang word	Definition
arvo	afternoon	blade	knife
bloke	male person	call	prediction
fair dinkum	true or genuine	can	toilet
rellies	relatives	chow down	eat a lot
snags	sausages	collar	arrest
whinge	complain	going down	happening
g'day	hello	hip-shooter	talking without thinking
loo	toilet	rack	bed
digger	Australian soldier	rinky-dink	inferior

JARGON

Jargon is the name for words and expressions used by a particular group, occupation or profession. These may be technical words, which allow clear communication among the profession's members (e.g. medical terms used by doctors, and legal terms used by lawyers), but they can also include common expressions used only by members of a particular social group.

For example, hip-hop jargon includes these words:

crunk, good or fine

cuddie, a friend

guap, a lot of money

whip, a car

fiending, craving or desiring something greatly

Jargon can be used in writing to show a character's interests or lifestyle and manner of speaking. For a general reader, a writer's use of jargon makes the ability to communicate more difficult unless the writing is for the particular group that uses those jargon terms. Legal jargon will be used in places such as law courts, and medical jargon in hospitals, while other specialist jargon will be used in appropriate contexts. The following table gives some examples of jargon.

	Jargon	Definition
Builders' jargon	architrave	moulding fixed around a door or window
	flashing	metal sheet used to deflect water between a roof and a wall
	eaves	overhang of the roof beyond the wall beneath
Dentists' jargon	palate	upper part of the mouth cavity
	scaling	removal of tartar buildup on the teeth
	crown	artificial replacement for the top of a tooth
Chefs' jargon	baste	to spoon, brush or pour liquid on food cooking in an oven or on a barbecue
	canapés	bite-sized snacks served before the entree course
	drizzle	to pour liquid in a fine stream over foods

COLLOQUIALISMS

A colloquialism is the name for an informal Standard Australian English word or expression that is commonly used in everyday speech or writing. Colloquial language can be the typical expressions from a certain area or region. Often visitors to that area or region will not understand the meaning of the colloquial words being used. For example:

- in Queensland **school bags** are often called **ports**
- in South Australia a **milk bar** is often called a **deli**
- in parts of Australia **wagging** school is called **jigging**
- in Western Australia **footy** is Australian Rules, but in Queensland **footy** is rugby league
- in New South Wales and Queensland they are called **potato scallops**, but in Victoria they are **potato cakes**
- in different areas of Australia, swimming costumes are called **togs, cossies, bathers, or swimmers**.

Colloquial expressions can show a person's character or place of origin in a piece of writing, and in scriptwriting it is useful to show a character's background. There is an overlap between expressions that some people label colloquial and others call slang. This is because both forms of words are everyday expressions typical of people from a certain area, so there will be different opinions about which words are accepted as Standard Australian English (colloquial) and which are not accepted as Standard Australian English (slang).

16.1 What do you think the following Australian slang expressions in bold might mean?

- a to be a **yobbo** _____
- b a be a little Aussie battler _____
- c to have a **bludge** _____
- d you've got **Buckley's chance** _____
- e to get **aggro** _____
- f he can **bung on an act** _____
- g there's one loose in the top paddock _____
- h you are **barking up the wrong tree** _____
- i Come on, fair shake of the sauce bottle _____
- j to be **dinky-di** _____
- k to take a **gander** _____
- l that's a **furphy** _____
- m that place is **beyond the black stump** _____

- 16.2 For each of the following jargon expressions, say what you think their meaning might be, and which group or profession would typically use this jargon. An example has been done for you.

	JARGON EXPRESSIONS	MEANING OF JARGON	PROFESSION OR GROUP
a	shareholders/shares	people who own part of a company; the documents that show ownership of a company	business, accountants
b	mark/goal/handball		
c	quinella/trifecta/by a nose		
d	grind/ollie/airwalk		
e	serve/volley/smash		

- 16.3 What do the following Australian colloquial expressions in bold really mean?

a I've been given a surprise **pressie**.

b I **barrack** for Carlton, but I know you don't.

c They got a **shellacking** last weekend.

d Why are you **knocking** me?

e Put it on the **bonnet** of the car, please.

f That's **fair dinkum**.

g You'll have to bring a **cut lunch**.

h I'd rather have **takeaway**.

How to use Australian slang like a local by Mark Walker

This is a guide to using Aussie slang like a local. First of all, you must learn to use the word Aussie in the right context. It is fine to say, 'I am an Aussie.' or 'That is an Aussie such-and-such.' However, there is nothing more grating than to hear someone say, 'How is it Aussie?' If you say this, you will get weird looks for sure. I would say that it would be the equivalent of saying to an American, 'How is it Yank?'

Much of Australian slang is based on words rhyming or sounding the same, and will be confusing unless you are familiar with it. For example, one may say, 'billy lids' for kids, 'dog and bone' for telephone, 'Dad n' Dave' for a shave, 'dog's eye' for meat pie, 'septic tank' (shortened then to seppo) for a Yank, and 'dead horse' for tomato sauce. To add to the confusion, 'the tomato sauces' can be used as slang for the horse races.

The first ones you need to know are that 'dinkum' means real, and 'dinky di' means really Australian. A 'sheila' is slang for a woman, this is mainly used in the northern states of Queensland and the Northern Territory. 'Chook' is slang for chicken, 'old chook' means a bossy or fussy old woman, and an 'ankle biter' means a small child. A 'Taswegian' is someone from Tasmania, and 'Sandgroper' is someone from Western Australia, a 'crow eater' is someone from South Australia, a 'Banana Bender' is someone from Queensland, and the 'Top End' refers to the Northern Territory.

On a work site, you may get the chance to use slang words such as 'noodle arms' for someone who is not very strong or has thin arms, 'hard yakka' for hard work, 'chippy' for carpenter, and 'sparkie' for an electrician.

A couple of slang terms used to describe someone who is not quite all together there mentally are, 'a few kangaroos loose in the top paddock,' and 'not the sharpest tool in the shed.' Some affectionate terms for a silly person are, 'you galah,' or 'you drongo.'

Some of the more amusing pieces of Australian slang are: 'alligator pear' for avocado (due to the avocado skin being like alligator skin), 'hen's fruit' or 'cackleberry' for eggs, 'flat out like a lizard drinking' meaning very busy with work, 'five-fingered discount' meaning shoplifting, and 'keen as mustard' (from a popular brand of mustard) meaning extremely enthusiastic.

1 From this article make a list of ten of the Australian slang expressions, and their meanings, that you find most interesting.

2 Highlight five Australian slang expressions you believe are quite out of date and now rarely heard.

3 Write down five Australian slang expressions from this article that you have heard, said or read quite often.

VOCABULARY AND SPELLING

16.4 Here is a list of some Australian slang and colloquial expressions given to overseas tourists to help them understand Australian English. Translate each one into plain English.

- | | |
|----------------------------------|-------------------------|
| a the Aussie salute _____ | h ripper _____ |
| b a blue _____ | i ropeable _____ |
| c a dipstick _____ | j shonky _____ |
| d doovalacky _____ | k sprung _____ |
| e up the creek _____ | l stuffed _____ |
| f moolah _____ | m wuss _____ |
| g the oldies _____ | |

16.5 Write down three jargon words used by people involved in the following jobs, sports or activities. An example has been done for you.

- a** Australian Rules football player → forward pocket, handball, mark
- b** soccer player _____
- c** car driver _____
- d** McDonald's employee _____
- e** computer user _____

 **16.6** In your workbook, create a mini-dictionary of up-to-date teenage slang and jargon. Write down twenty words that are common among teenagers but you would not expect to hear from much older or much younger people. Write each word and then its meaning in plain English. Do not include offensive terms.

WRITING: YOUNG AND OLD

Write a conversation between a much older Australian who uses traditional Australian colloquial and slang words, and an Australian teenager who uses modern teenage slang and jargon. Decide what they will talk about, and then allow each of them to express their opinions, ask questions, and agree or disagree. Include between seven and ten exchanges in your slang conversation. You might begin like this:

Older Australian: G'day cobber!
Teenage Australian: Yeah, hey!



UNIT 17 The World of Words — Clichés, Acronyms and Euphemisms

ENGLISH IN FOCUS

Cut and dried clichés from *The Play of Words* by Richard Lederer

A girl was asked by her teacher to use the word *cliché* in a sentence. She responded with this statement: 'The boy returned home from the test with a cliché on his face.' When the teacher asked her to explain herself, the girl pointed out that the dictionary defines *cliché* as 'a worn-out expression.'

A cliché is indeed a worn-out expression, so threadbare that it has become completely predictable. Offer the first half of such a phrase, and instantly in the minds of almost everybody flashes the second half. If, for example, I say, 'beck,' most English speakers will respond with the knee-jerk 'and call.' If I say, 'cut,' as in the title of this chapter, the fill-in will inevitably be 'and dried.' *Cut and dried* is actually a very dead metaphor. Certain herbs sold in herbalists' shops were displayed in a preserved form rather than being newly picked. Since the early seventeenth century these products have been labeled 'cut and dried'; by extension we today use the label to refer to anything lacking freshness and spontaneity.

The very fact that the second halves of such expressions skip so easily into the mind is a danger signal. It means that everyone else would use the same turn of phrase, a perfect recipe for triteness.

Identifying clichés is an exercise guaranteed to keep you up to par, up to scratch, and up to snuff, rather than up in arms, up a tree, and up the creek; in clover, in the groove, in the pink, and in like Flynn, rather than in the doghouse, in hot water, in a pickle, and in a rut; and on the ball, on the beam, on the go, on the level, on the make, on the up-and-up, and on the wagon, rather than on the bottle, on the fly, on the carpet, on the fence, on the fritz, on the rocks, on the ropes, and on the spot.

1 Why are clichés so often looked down on by people?

2 What does this writer say to show that clichés are not a sign of good writing or speaking?

3 Why do you think people still use clichés when they are so common?

MORE INFORMAL LANGUAGE

CLICHÉS

Clichés are words and phrases that have lost their meaning or effectiveness through overuse. For example:

That joke is as old as the hills.

That's as easy as pie.

Clichés should be replaced with more original and effective words in general writing and speaking, but they may be useful to show a person's character or speaking habits when writing dialogue for a film or a play.

ACRONYMS

Acronyms are a particular kind of abbreviation where the key letters of words in a title, a name or a term are used to create a new name. This new name can then be said and written as an English word. For example:

The **scuba** divers tried to rescue the swimmers.

[**scuba** is an acronym for Self-Contained Underwater Breathing Apparatus]

A **laser** beam was used to correct my vision.

[**laser** is an acronym for Light Amplification by Stimulated Emissions of Radiation]

EUPHEMISMS

Euphemisms are mild or vague words or phrases used in place of more accurate words because the writer or speaker wishes to avoid causing negative or distressing ideas. Euphemisms can be serious or humorous, depending on the context in which they are used. For example, possible euphemisms for *my pet mouse died* are:

My pet mouse **breathed his last**.

My pet mouse **carped it**.

My pet mouse is **pushing up daisies**.

My pet mouse **cashed in his chips**.

17.1 Briefly explain what each of these clichés really mean. An example has been done for you.

a Many hands make light work.

If more than one person helps with a task then the task will be much easier and quicker to do.

b Beauty is in the eye of the beholder. _____

c You can't put the toothpaste back in the tube. _____

d What goes around comes around. _____

e Time heals all wounds. _____

17.2 What are the original words used to create the following acronyms?

a ANZAC _____

d HAZCHEM _____

b QANTAS _____

e PIN _____

c TAFE _____

f SIDS _____



17.3 In your workbook, write the meaning of each euphemism in more accurate language. An example has been done for you.

a She is **between jobs**. → She is unemployed at the moment.

b The TV **fell off the back of a truck**.

e I need to **powder my nose**.

c He was killed by **friendly fire**.

f They made **the supreme sacrifice**.

d He went outside and **lost his lunch**.

g The town suffered **collateral damage**.

Euphemisms or Goofy-isms *by Stanley Cooper*

Some very common euphemisms
 Are nothing more than goofy-isms
 Those who once bought "used cars"
 Now purchase "pre-owned" stars
 "Civilian casualties" can now be bandaged
 By reporting them as "collaterally damaged"
 We hate to think that a friend has "died"
 He's "passed on" we more easily take in stride
 We hesitate to refer to someone as "short and fat"
 "Vertically and horizontally challenged" is where he's at
 Don't use the word "kill", it might traumatize
 We're more comfortable with saying he's been "marginalized"
 We don't "fire" an employee, we "let him go"
 Keeping us on a guiltless plateau
 These are examples of just some euphemisms
 Which I'm sure you'll agree are just goofy-isms

- 1** Make a list of four euphemisms from this poem, and next to each one, create an additional euphemism for the same idea.

- 2** Which of these euphemisms would you say are humorous and which are serious? Give reasons for your choices.

- 3** When might it be appropriate to use certain euphemisms in everyday life, and when might it be inappropriate?

VOCABULARY AND SPELLING



- 17.4 In your workbook, write another two stanzas to add to the euphemism poem, using some other common euphemisms. You might select some ideas from the following:

TERM	EUPHEMISMS
toilet	restroom, ladies/gents, public conveniences, spend a penny
lying	economical with the truth, a white lie, not the whole story
poor	hardship, financially embarrassed, not well off, reduced circumstances
arguing	robust debate, having words, full and frank discussion
stolen	fell off the back of a truck, came my way, five-finger discount

- 17.5 Complete each cliché statement. An example has been done for you.

- a She was **as cool** ... → She was **as cool as a cucumber**.
- b He acted **like a bull in** ... _____
- c As I always say, **the early bird** ... _____
- d You really are **scraping the** ... _____
- e It's like **banging your head** ... _____
- f You can't teach an old ... _____
- g Seeing him was like **a blast** ... _____
- h **A chain is only as strong** ... _____
- i You know that **a leopard** ... _____
- j I'm going to give you **a taste of** ... _____
- k It's **as plain as** ... _____

- 17.6 Use your online resources as well as your own knowledge to find the full meaning of the following Australian acronyms:

- a ASEAN _____
- b NAB _____
- c VET _____
- d HELP _____
- e AFTA _____



WRITING: WILD WRITE!

Here is your chance to write in your own crazy way! Compose a piece of writing that includes at least five clichés, five euphemisms and five acronyms. You can decide the purpose, the context and the audience. You might have a comedian talking to a group of politicians, an outback Aussie explaining Australian life to a group of confused tourists, or a con artist talking to some gullible customers. Write about 200 words, and make sure all these informal language ingredients are included!



UNIT 18 The World of Words — Puns, Symbols and Idioms

ENGLISH IN FOCUS

A Punny Collection

- 1 Two antennas met on a roof, fell in love and got married. The ceremony wasn't much, but the reception was excellent.
- 2 A car jumper lead walks into a bar. The bartender says, 'I'll serve you, but don't start anything.'
- 3 Two cannibals are eating a clown. One says to the other: 'Does this taste funny to you?'
- 4 An invisible man married an invisible woman. The kids were nothing to look at.
- 5 I went to buy some camouflage trousers the other day but I couldn't find any.
- 6 A man woke up in a hospital after a serious accident. He shouted, 'Doctor, doctor, I can't feel my legs!' The doctor replied, 'I know you can't – I've amputated your arms!'
- 7 Two fish swim into a concrete wall. The one turns to the other and says 'Dam!'
- 8 A woman has twins and gives them up for adoption. One of them goes to a family in Egypt and is named 'Ahmal'. The other goes to a family in Spain; they name him 'Juan'. Years later, Juan sends a picture of himself to his birth mother. Upon receiving the picture, she tells her husband that she wishes she also had a picture of Ahmal. Her husband responds, 'They're twins! If you've seen Juan, you've seen Ahmal.'
- 9 Mahatma Gandhi, as you know, walked barefoot most of the time, which produced an impressive set of calluses on his feet. He also ate very little, which made him rather frail and with his odd diet, he suffered from bad breath. This made him a super calloused fragile mystic hexed by halitosis.
- 10 There was a person who sent twenty different puns to his friends, with the hope that at least ten of the puns would make them laugh. No pun in ten did.

- 1 Rank these jokes from the best to the worst, based on your personal opinion.

- 2 Now explain why you liked your first-ranked joke the most, and why you liked your last-ranked joke the least.

- 3 Which jokes rely on two different meanings of the words to create humour? List the numbers of these jokes.

PUNS, SYMBOLS AND IDIOMS

PUNS

Puns typically play with words. This means puns play with the meanings, sounds or associations of words to create humour. For example:

I wondered why the cricket ball was getting bigger. Then it hit me.

He drove his expensive car into a tree and found out how a Mercedes bends.

I failed the maths test so many times I lost count.

I met a girl at an internet café, but we didn't click.

There are three types of puns:

- homophonic puns — where words have a similar sound but different spellings. For example:
Old doctors never die, they just lose their patience. (patients/patience)
- homographic puns — where words have the same spelling but multiple meanings. For example:
There was once this cross-eyed teacher who couldn't control his pupils.
(pupils/ students, and also parts of the eye)
- double sound puns — where one sound is substituted for another sound. For example:
Two peanuts went into a rough area of town and one of them was assaulted.
(assaulted, meaning attacked/ or a salted, meaning a salted peanut)

SYMBOLS

A symbol, in writing or speaking, is when one thing represents something else. Symbols are often used in books, films, poems and plays. For example, the scar on Harry Potter's forehead is a symbol of his heroism, his survival and his parents' love for him. Symbols can add depth to a story, a poem, a film script or a play.

Common symbols in writing, speaking or viewing can include an object, a repeated colour, a reappearing image, a significant event or even a single word (in fantasy and vampire fiction a special word or name can carry great symbolic power). In everyday life we often see visual symbols on signs (such as a green or red person on walk/don't walk signs at traffic lights).

We also see visual symbols in advertisements and they are always used to represent a product, brand or message. Well-known brand symbols are registered for copyright by companies to prevent their symbols being copied. Recognised brand symbols include the Nike swish, the Coco-Cola red ribbon and font, (as well as the shape of the Coke bottle) and McDonald's golden arches.



IDIOMS

Idioms are phrases that have a different meaning to the literal meaning of the words being used. For example:

I hope to make a killing at the street market. (I hope to make a lot of money.)

She got off scot-free. (She got away without any punishment or penalty.)

Idioms should not be used in formal writing, but they will tell more about a character if used in dialogue for a story, play or film. If idioms are used carelessly or repeatedly they can become just another form of cliché.

- 18.1 Decide whether the following puns are homophonic puns, homographic puns, or double sound puns and place a tick (✓) in the appropriate column.

PUN	HOMOPHONIC	HOMOGRAPHIC	DOUBLE-SOUND
a I decided that becoming a vegetarian was a missed steak.			
b When my watch is hungry it goes back four seconds.			
c The magician got so mad he pulled his hare out.			
d It was such an emotional wedding even the cake was in tiers.			
e Two silkworms had a race, but they ended up in a tie.			
f Talking about my new computer just makes my mother board.			
g When you make home-made butter you have little margarine for error.			

- 18.2 Write at least two well-known meanings or messages for each of the following common symbols. An example has been done for you.

SYMBOL	MEANING OR MESSAGE
a a cross 	sacrifice, death, forgiveness, protection
b a white flag 	
c a key 	
d a crown 	
e a ring 	

SYMBOL		MEANING OR MESSAGE
f	a church bell tolling 	
g	the moon 	
h	skull and crossbones 	
i	a sword 	
j	the colour red 	

18.3 Explain the meaning of these idioms in bold. An example has been done for you.

a The winning team can **smell blood** at this point in the match.

You can tell one team is beginning to weaken and is being dominated by a more determined team.

b I've had **second thoughts**.

c That **slipped under the radar**.

d The devil is in the **detail**.

e You are just trying to **feather your own nest**.

f Why don't you **read between the lines**?

g You should **hedge your bets**.

h She is just **paying lip service** to her boyfriend's idea.

Australian images



1 Choose three images and briefly state what each one symbolises or represents about Australia.

2 Why are symbols seen as important for individuals, communities and nations?

3 How are symbols used in everyday life? Give two or three examples to illustrate your answer.

VOCABULARY AND SPELLING

-  **18.4** Use Internet resources, magazines and newspapers to collect ten different product symbols. Attach each to your workbook, label it and briefly explain the meaning or message of the symbol being used.
- 18.5** What does each of the following idiomatic expressions mean? Give a brief explanation and then write a sentence to show your understanding. An example has been done for you.

	IDIOMATIC EXPRESSION	MEANING OF IDIOM	EXAMPLE
a	tick all the boxes	everything is correct, admired or approved	That new car will tick all the boxes.
b	what's the damage?		
c	the inside story		
d	in the dark		
e	movers and shakers		
f	your level best		

- 18.6** Use these pun starters to write a humorous pun of your own. An example has been done for you.

a appeal (a peel) → That mouldy orange will not a peel to me.

b lettuce (let us) _____

c a nice day (an ice day) _____

d need dough (knead dough) _____

e nightmare (knight mare) _____

WRITING: FOR KIDS ONLY!

Write a funny story for little kids where you use lots of puns and amusing idiomatic expressions. Include some common symbols that little children will understand as well. You might write a story about a little boy or girl who visits the zoo for the first time, or about a young child who goes camping in the bush for the first time. Include dialogue and descriptions in your 'punny story'. Write about 300–500 words.



UNIT 19 Talking Tone — How Tone Works in Texts

ENGLISH IN FOCUS

Ubby's Underdogs: The Legend of the Phoenix Dragon by Brenton E. McKenna



1 List four words from this graphic novel extract that show the strong emotions of the speaker.

2 How does the mood of the speaker change if the word **saved** in the speech balloon is replaced by the word **assisted**, so it reads: 'that kick assisted us'?

- 3 Which of the following words best capture the mood or feeling of the speakers in this extract? Highlight your choices.

friendly	cheerful	anxious	peaceful	agitated
bored	upset	joking	reflective	apologetic

WHAT IS TONE?

The tone of a piece of writing refers to the attitude of the writer towards their subject and their audience. Their tone will express their feeling or mood and will also suit the purpose of their writing. For example, a letter or email written to a close friend might have a warm and friendly tone, but a formal speech at a public meeting might have a serious and thoughtful tone.

The words and phrases a writer uses reveal the tone of their writing. For example, a writer who uses slang expressions employs a casual tone, while a writer who uses sarcastic humour adopts a scornful tone. There is a wide range of tones a writer can use, from highly emotional tones to very neutral and factual tones.

CHANGING TONES

Often there is a variety of tones in a single piece of writing. This is because the writer needs to use different tones to persuade, amuse or criticise. Different arguments and ideas also require their own tone of voice.

Changes in tone are often signalled by key words such as **but, yet, however, although**. Punctuation signs can also signal a change of tone, as well as changes in sentence length, and paragraph or stanza divisions in poems.

The following words commonly describe different types of tone in writing or speaking contexts.

Positive tone	Negative tone	Humorous, ironic, sarcastic tone	Sorrowful, fearful, worried tone	Neutral tone
friendly	accusing	amused	anxious	reflective
amused	harsh	sardonic	confused	detached
happy	agitated	sarcastic	concerned	candid
pleasant	aggressive	mocking	morose	nostalgic
appreciative	angry	flippant	nervous	learned
ecstatic	arrogant	comical	solemn	restrained
elated	indignant	pompous	pessimistic	ceremonial
joyful	critical	ironic	dejected	objective
jubilant	insulting	whimsical	upset	sincere
soothing	threatening	joking	miserable	unemotional
cheerful	disappointed	cynical	regretful	contemplative
energetic	bitter	wry	morose	informative
lighthearted	disgruntled	caustic	sombre	instructive
loving	manipulative	patronising	gloomy	authoritative
sweet	bored	satiric	fearful	clinical
excited	disgusted	irreverent	mournful	consoling
compassionate	outraged		apologetic	calm
optimistic	facetious		resigned	
complimentary	malicious			
peaceful	insolent			
	scornful			

19.1 Use the table on the previous page to select two or three words to describe the tone of each of these pieces of writing.

a When will they ever learn! Once again our council is going to destroy the heritage of our neighbourhood by wiping out parkland and allowing ruthless developers to do whatever they want with our precious buildings. We must act now to save our wonderful and precious neighbourhood!

b This is going to be the match of the season. A huge crowd has gathered, looking forward to an almighty clash between the two top teams on the ladder. They are ready for an exciting, dramatic and inspiring game of footy, and they're sure to get it today.

c The regulations require a motion to be placed before the committee detailing the requirements for the application to be listed. Once approved, the application will then be processed according to normal procedures and the applicants informed of the outcome.

d It is with a sad heart and a tearful eye that I wish to inform you of the passing of a wonderful pet and a faithful companion. We will never see such loyalty and devotion again, and this small creature will live in our hearts forever.

19.2 Compose your own two-line piece of writing or speech to communicate the following tones:

a a happy and very positive tone in an advertisement for a new fast-food hamburger

b a negative and disappointed tone in an email from a customer who has received poor service in a shop

c a humorous and mocking tone in a conversation with a friend about a new consumer item that still does not work properly even though it has been twice sent back for repair

19.3 For each tone specified, write three words or phrases you would typically include in dialogue or in a story. An example has been done for you.

a positive tone: ecstatic → amazing, fantastic, absolutely terrific

b negative tone: outraged

c humourous, ironic, sarcastic tone: flippant

d sorrowful, fearful, worried tone: pessimistic

e neutral tone: nostalgic

19.4 Write two lines on each of the following topics in one of the tones from the table on page 119.

a your favourite sport or hobby (positive tone)

b your pet hate or a food you don't like (negative tone)

c an accident you have had (humorous, ironic or sarcastic tone)

d your feelings before a job interview or a challenging test (sorrowful, fearful or worried tone)

e explain how to get from your house to the nearest petrol station (neutral tone)

19.5 Rewrite the speech of one of the main characters in *Ubbly's Underdogs* to create a complete change of tone. You will need to change a number of words and phrases in order to do this.

Ubby's Underdogs: The Legend of the Phoenix Dragon by Brenton E. McKenna



- 1 What is the tone of the main cowboy character when he is speaking in the middle frames?

- 2 How would you describe the tone in the final frame of this extract?

- 3 Add a new speech balloon for the character who does not speak in the final frame. What might he say? What tone have you used?

VOCABULARY AND SPELLING

- 19.6 Draft and draw three or four frames that might follow this extract from *Ubby's Underdogs* graphic novel. Include at least one change of tone in the speech given by the characters. Refer to the guide to tone in this unit.

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- 19.7 Identify three different tones used in this extract from a radio interview. Use different colour highlighters to colour code the places where the different tones are used, and circle key words and phrases that show the tone being used.

What's happening to our world? People who play sport at an elite level, and actors at the top of the Hollywood star system, get paid obscene amounts of money. Scientists working hard to find cures for cancer or ways to improve our environment are hardly ever recognised, let alone paid what they deserve. Let's get serious, it's time to stop this madness! We need to value the most important jobs in our community much more.

- 19.8 You have probably heard a statement such as: 'Don't use that tone of voice!' Create five typical speech samples that reveal different tones of voice, and list three or four words that describe the tone. An example has been done for you.

a 'I'll do it when I'm good and ready!' → angry, bitter, disgruntled, flippant

b _____

c _____

d _____

e _____

f _____



WRITING: TELL IT LIKE IT IS!

Write a conversation between an adult and a teenager, where the adult uses a patronising and authoritative tone and the teenager uses a sarcastic and flippant one. Decide the issue they are talking about (e.g. part-time job, going to a party, doing homework, cleaning up a bedroom, doing chores, playing music or online games) and then begin your dialogue.

Write about 200–300 words.



UNIT 20 Seeing Style — How Style Works in Texts

ENGLISH IN FOCUS

Second Nature by Barry Park

Imagine you've stopped at the traffic lights and a vehicle suddenly looms large in the rear-vision mirror, its driver approaching at a speed that borders on dangerous.

Before you can react, the car flares up special flanges mounted around the tail-lights, making it look larger, while the paintwork changes to a colour that alerts to danger instantly.

The Saab 2025 concept, envisioned by Youngho Jung as part of his course in transportation design at the Umea Institute of Design in Sweden, draws inspiration from nature to find a solution to bad driving.

Jung's design aims to increase the reaction time of drivers, using a psychological warning system built into the car.

'The vehicle was designed to visually communicate and psychologically influence reckless drivers on a subconscious level by utilising conspicuous shapes and colours,' Jung says.

'Frill-neck lizards, blowfish, hedgehogs and thistles transform parts ... to protect themselves and warn others.

'Poikilothermic reptiles such as chameleons, iguanas and green frogs also transform their colours to camouflage and protect themselves from other threats.'

According to Jung, the Saab 2025 presents a soft surface while parked or in normal driving conditions.

'However, the surface of the car will transform in similar fashion to the previously mentioned animals in relation to driving speed,' he says.

'Also, for both drivers' safety, parts of the surface will transform colours when reckless drivers release the sense of tension and simultaneously gain attention.'

If anything, it's a colourful idea that may one day catch attention.



1 After reading the article and thinking about this car's design, decide on three or four words that you think best sum up this style of car.

2 Highlight all the words and phrases in this article that you feel best reflect the style of the Saab 2025 concept car that you described in question 1.

3 Change the words and phrases you highlighted in question 2 to words with a completely opposite meaning (only change the words and phrases from the first two paragraphs of the article). How does this change the way it reads?

WHAT IS STYLE?

The way a person uses language, including the words they choose; the way they use punctuation; the layout of the sentences and paragraphs; the tone of voice; the pace and pitch of speech; the form of a poem or song — everything used in the writing or speaking — adds up to a style.

In writing or speaking, a style might be formal or informal, clear or confused, simple or complex. The style being used will depend on how the author chooses words, writes sentences and uses language in their writing or speaking.

WORDS TO DESCRIBE STYLE

Here are words commonly used to describe a style of writing or speaking. Their meanings are also included.

Style term	Meaning
articulate	writing or speech that is clear and easy to understand
chatty	friendly, relaxed and casual
colloquial	informal and relaxed, everyday language
complex	complicated ideas or form, difficult to understand
confused	ideas unclear, jumbled sentences or words
conversational	very informal, like a personal and friendly conversation
crisp	very clear, concise and effective
dull	boring, unengaging, lacks interest
elegant	refined, graceful and engaging
emphatic	very firm and clear in ideas and feelings
flowery	uses complicated or exaggerated words designed to impress
fluent	effortless writing or speaking, expressed in a clear and confident way
formal	correct and conservative, suitable for serious or official situations
gossipy	lively and entertaining, often personal and very informal
impartial	neutral, balanced and fair
incoherent	unable to express clearly, confused and difficult to understand
learned	shows great knowledge and insight into the subject
lyrical	having the qualities of music, flowing and poetic
melodramatic	highly emotional, sensationalised, overdone
ornate	using unusual, elaborate or complicated words or sentences
punchy	a strong impact with clear, simple and direct language
rambling	long and confused, often disconnected with jumbled ideas
realistic	clear and factual, unemotional and unbiased
reasonable	moderate, sound and thoughtful
simple	direct and clear, may be undeveloped or precise depending on context
succinct	concise, clear and precise
vague	unclear, not fully explained, confusing
verbose	uses more words than required, uses long words to impress, boring

20.1 Decide whether each word from the table of style words has positive, negative or neutral associations (or implied meanings, also called connotations) and then categorise in the table below. Three have been done for you.

POSITIVE CONNOTATIONS	NEGATIVE CONNOTATIONS	NEUTRAL CONNOTATIONS
articulate	rambling	impartial

20.2 Choose two or three suitable style terms from the list on the previous page to describe the style of each of these pieces of writing.

a ‘So I said to him, if you don’t stop speaking to her in that way I’ll teach you a lesson, buddy. If you mess with her, you mess with me.’

b The situation is under control and the authorities are looking into the matter to determine what action should be taken in the near future.

c It is of inestimable value and a portentous occasion that regales upon all gathered here to confabulate concurrently.

d ‘Tomorrow and tomorrow and tomorrow creeps in this petty pace from day to day to the last syllable of recorded time.’

20.3 Using the article on the Saab 2025 concept car, make a list of different features used by the writer that shows his style of writing. Focus on:

- the words he chooses
- the layout of sentences and paragraphs
- the tone of the writing — assess the writer’s use of dramatic and emphatic phrases such as ‘suddenly looms large’ and ‘borders on dangerous’.

Universal Studios, Japan

Make Wonderful Memories In This Dream-Filled Theme Park!



The Amazing Adventures of Spider-Man™-The Ride

Put on your 3-D Spider-Vision goggles and join the world's favorite web slinger as he goes up against an army of twisted villains to rescue the Statue of Liberty you'll race through the city in the most incredible action-packed adventure ride ever-The Amazing Adventures of Spider-Man™-The Ride.



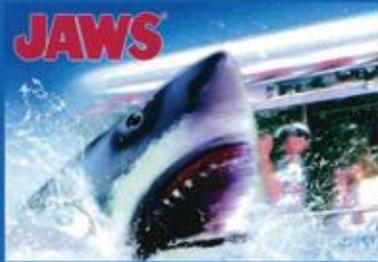
Sesame Street 4-D Movie Magic™

"Land right in the middle of all the Sesame Street™ fun as you join Elmo, Cookie Monster, and Big Bird as they dive into the sea and soar up to the sky! With state-of-the-art 3-D plus a new dimension of surprises fun - you'll actually feel the movement from your own seat."



Magical Starlight Parade

When the fantastic show opens, the pages of picture storybooks come alive amidst a breathtaking array of colorful lights. This dazzling parade transforms nighttime at Universal Studios Japan into a dream world.



JAWS®

Take a voyage into shark-infested waters and see if you can survive!



Snoopy's Sound Stage Adventure™

Snoopy and his friends have taken over the Studios! Snoopy has transformed himself into a director, and you're his assistant. Let's enjoy playing freely with various move-making tools!



Space Fantasy The Ride

Set off on a journey from the Earth to save the Sun. While gliding in and out among groups of minor planets, you can watch amazingly beautiful stars up close, and enjoy the ride's changing speeds as the story unfolds. Plunge into the sun at the story near its climax!

Locate one example from the advertisement to match each of the following styles of writing. Use the illustrations in the advertisement to assist your choices. An example has been done for you.

1 punchy → JAWS: Take a voyage into shark-infested waters and see if you can survive!

2 lyrical _____

3 melodramatic _____

4 chatty _____

5 colloquial _____

6 flowery _____

VOCABULARY AND SPELLING

- 20.4** Here are ten words that describe a style of writing or speaking. Use a dictionary to look up the meaning of the word, and then decide whether it generally has a positive, negative or neutral connotation or association.

	STYLE TERM	MEANING	POSITIVE/NEGATIVE/NEUTRAL CONNOTATION
a	morbid		
b	convoluted		
c	illogical		
d	whimsical		
e	pithy		
f	emphatic		
g	passionate		
h	descriptive		
i	repetitive		
j	economical		
k	ascerbic		

- 20.5** Choose four of the style terms from activity 20.4, and write at least two sentences for each one in this style. An example has been done for you.

passionate → 'I'll never give in. Never. This is the cause I truly believe in. I'll sacrifice everything to see it through. Nothing will stand in my way.'

a _____

b _____

c _____

d _____

20.6 a Choose your favourite song and write out the lyrics. You might have to use the Internet to make sure the lyrics are correct.

b Highlight the words that best capture the style of the song.

c Circle any other features of the song's lyrics, such as punctuation and form, which contribute to its style.

d How does the tone of voice of the singer, the pitch and pace of the singing, or the music and instruments used, contribute to the style of this song?

e Select two or three style terms that best describe this style of song.

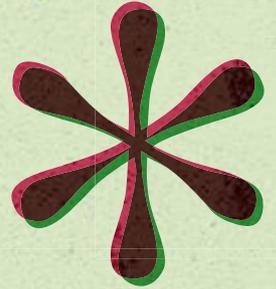


WRITING: LIVE ON STAGE!

Scriptwriters for film, stage and television have to adopt a style of speech to suit each of their characters. This is influenced by the characters' ages, backgrounds and personalities. Create a three or four-line typical style of speech for each of the following characters:

- a teenager at home speaking to his or her parents
- a grandparent speaking to their little grandchild
- a politician speaking to a radio interviewer about his or her party's policies
- a coach speaking to their mixed netball team about the grand final.

CREATING TEXTS
— COMPOSING
TEXTS AND USING
TEXT FEATURES





PART FOUR

CREATING TEXTS — COMPOSING TEXTS AND USING TEXT FEATURES



UNIT 21 Text Tips — Planning Your Writing

ENGLISH IN FOCUS

The Cool Factor by Danielle Demetriou



Teenagers, among the most demanding of travellers, will be fascinated by Japan's novel and interactive subcultures.

Japan is one of the few places in the world that reliably appeals to teenagers; the neon, the skyscrapers, the cult anime and manga scenes, karaoke, cutting-edge street fashion, the futuristic gadgets. Add world-class outdoor activities — ... and even the habitually bored teens will be charmed.

All downhill

Japan's northern island of Hokkaido is famous among thrill-seeking skiers and boarders for its splendid powder snow ...

There are few better destinations in Hokkaido to experience winter than Niseko. What was once a secret among Australian boarders is now a key Asian ski destination, with 64 courses in five main resorts

spanning a picturesque landscape of mountains and forest valleys featuring tree runs, wide open courses, off-piste tracks, back country and night skiing.

More adventurous teens can try the spacious terrain park in Hanazono, which has been fitted with rails, kickers, tabletops and a half pipe, as well as enjoy snow-tubing courses on snowmobiles ...

Secret agents

The art of being a ninja — flying knives, lethal martial arts and stealing across the rooftops by night — isn't confined to movies and computer games.

Teens keen to sample the mysterious world of ninja can take part in the Ninja Spy Action Workshop in Tokyo. It offers an introduction to "ninjutsu", the lightning quick martial arts techniques used by the undercover ninja assassins and spies of feudal Japan.

Staged in "dojo" training spaces in Tokyo, students are swathed from head to toe in black uniforms. A workshop begins with meditation, then instruction on nine "secret" ninja hand movements called "kuji kiri".

Expect an array of mediaeval-looking weapons such as the ninja star, swords, chains and truncheons as the world of the ninja is revealed — the perfect place to uncover any teenager's inner ninja.

The workshops, organised by the Institute for Japanese Cultural Exchange and Experience, are conducted three times a week at various locations in Tokyo and cost from ¥14,000 (\$170) a person.

1 After reading the opening to this article, briefly explain why you think the editor chose this title.

2 How do the opening paragraphs attract the reader's attention?

3 Why do you think the writer has chosen to include sub-headings in this article?

HOW TO PLAN YOUR WRITING

Your writing will take many forms: it might be a story, report, essay, feature article, description, poem, film script, speech, creative piece, persuasive article, biography, memoir, research project, play script or opinion piece. There are a number of steps you can use to help plan your writing.

- **Step 1: Brainstorm the topic**

Sit down and think about the topic. Write down all the ideas associated with the topic in a list or in a rough set of notes. If possible, do this with a group so you can bounce ideas off each other to explore the topic further.

- **Step 2: Organise the topic**

Use your notes and ideas from step 1 to place your ideas in an order — this might be in order of importance, time, category, or in some other grouping that suits the topic in the way you would like to approach it.

- **Step 3: Create a diagram**

Take your grouped and ordered ideas, and then shape them into diagrams or drawings to plan the different features of your writing topic. You can use pieces of paper, cards that you can put in order, or a large sheet where you can put arrows and lines to connect ideas and sections.

HOW DO I CHOOSE THE LANGUAGE TO USE?

When you are writing it is important to consider your purpose, your context and your audience. This will help you select the best language, tone and style to use.

- Use language appropriate for the context. A feature article for an adult audience about famous photographs might need to include some technical language (the jargon of photography). A story for young children about going to the zoo would be written in a simpler style and with age-specific word choices.
- Match your language to your purpose. If your aim is to entertain, the language should be informal, the tone amusing and the style colloquial. If your aim is to inform and instruct, then the language will be more serious, the tone authoritative and the style more emphatic.
- Choose language suitable for your audience. An article for teenagers about learning to drive might include language that is informative but also easily understood by first-time drivers. This writing would avoid technical jargon, very exaggerated language or flippant comments. A persuasive article would include rhetorical questions, inclusive language (such as **we**, **our**, **us**), repetition and other persuasive devices.

WHAT LANGUAGE SHOULD I AVOID USING?

- Do not use slang terms or very colloquial language, especially if you are writing a serious report, article, biography, essay or assignment. For example, in a report on the activities of the student council for a school's website it would be very inappropriate to write:

The Student Council held a fund-raising event at lunchtime for students, and we raised a measly \$150 for 'Shave for a Cure'. This was hopeless! Why couldn't more of you idiots support us? Don't you morons even care about others who are suffering from cancer — one day it could be your mum or your sister or your uncle?

It would be much more appropriate to write:

The Student Council held a fund-raising event at lunchtime for students, and we raised \$150 for 'Shave for a Cure'. This was less than we hoped to raise for this important cause. We really look forward to even more support at our next fundraiser to show how much we all care about people affected by cancer — it could even be people from our own family or friends.

- Use full sentences, not fragments. Full sentences allow clear and fluent communication of ideas and information. Sentence fragments can mislead or confuse readers. Sentence fragments can be used in speeches, plays, signs, films or poems for a specific effect, but in most formal writing they are not appropriate.
- Avoid contractions or abbreviations. Unless you are writing notes or dialogue, abbreviations and contractions are not appropriate in most writing contexts. Do not use etcetera (etc.) at the end of a sentence. Contractions such as **he'd**, **won't**, **should've** and **it's** are used to show the way a person actually speaks and are not suitable for more formal writing.
- Avoid flowery or complicated language. Do not try to impress a reader by using words they will not understand, or sentences that are so complex they are difficult to read. These techniques make a piece of writing less interesting and less effective. It is always best to use clear language and sentences that your audience will understand and appreciate. For example, a council advertisement in a local newspaper is not very effective if it says:

The local ordinance regulations state categorically that skateboards and bicycles are not permitted within the defined space of the central business district during daylight hours as they are proscribed modes of transport under the relevant and current regulations.

It would be clearer and more effective for the newspaper audience to read the following version:

Skateboards and bicycles are not to be ridden in the main street during the day.

21.1 Here is a set of writing tasks. Number them in order from most formal (1) to most light-hearted (11).

	WRITING TASK	RANKING
a	a phone chat with a friend	
b	a television advertisement for a snack product	
c	a news report about a natural disaster	
d	a thank-you letter to a distant relative	
e	a class discussion about the science topic being studied	
f	a report on the swimming team for the school magazine	
g	a part-time job application form	
h	a social networking chat	
i	an instruction guide for a home-media package	
j	a review of a comedy movie on an internet site	
k	a note from home giving permission to attend an excursion	

21.2 For each of the following language samples, give the expected and appropriate:

- context
- audience
- purpose
- type of language.

An example has been done for you.

	LANGUAGE SAMPLE	CONTEXT	PURPOSE	AUDIENCE	TYPE OF LANGUAGE
a	That was an awesome party on Saturday.	phone conversation	to share views and opinions	a friend	very informal, colloquial
b	I would like to thank you for your generous gift on my birthday.				
c	Your quality of service is well below what I expect from a national franchise.				
d	This is the last will and testament of John Joseph Adams.				
e	Hurry up! We'll miss out on the best rides if you don't get moving!				
f	Handle with care. Very hot surfaces. Use protective gloves at all times.				

21.3

Highlight the inappropriate language used in the following sentences. Consider each sentence's context, purpose and audience and which words are the ones that would be least suitable. Give reasons for your choices. An example has been done for you.

a China is purchasing a **megaheap** of Australian coal and iron ore this year. (news report)

→ a slang word is being used in formal writing

b We look forward to expediting your holiday to New Zealand. (travel agent to customer)

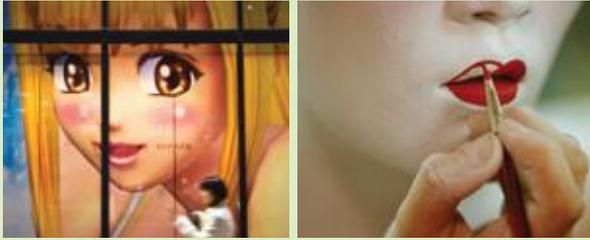
c Your honour, I wish to submit that we should've obtained a warrant for the arrest of the alleged suspect. (lawyer to judge)

d Could you please let me know the way to your stupid train station? (tourist to police officer)

e The team unfortunately failed to realise their true potential in spite of a thoroughly judicious preparation and training regimen in the preceding weeks. (sports commentator)

f I want you to know how happy I am to hear of your success. I fell about cheering and split my sides with joy. (speech to contest winner)

The Cool Factor by Danielle Demetriou



Manga magic

Manga, anime, computer games: there are few teenagers who aren't seduced by Japan's famous media subcultures. A starting point is the Kyoto International Manga Museum, the nation's first centre of its kind and home to the world's biggest collection of manga-related items.

Charting the history of manga, the collection of about 300,000 items includes comics dating from the early 19th century to current issues as well as publications from around the world. The focal point is the Wall of Manga, a dazzling collection of 50,000 publications from the 1970s stacked in 140 metres of bookshelves.

Teens in Tokyo should head to the Akihabara district, aka Electric Town for its high density of electrical shops. A hot spot for anime and manga fans, the area is home to a raft of robotic shops and manga stores ...

Shoguns and swords

There are few structures that evoke visions of feudal Japan — warring lords, wily shoguns and sword fights — as well as Osaka Castle.

Built more than 400 years ago, not a single stone of the original castle remains. Repeatedly razed during civil wars, struck by lightning and bombed during World War II, its distinctive tiered roof structure is based on a 1931 concrete reconstruction of the original stone castle and a further painstaking restoration was completed in 1997.

Despite its bloody history, it is a remarkably fun place to visit, the moated castle raised on stone ramparts has seven floors showing exhibitions of weapons, armory and relics.

Geisha makeover

There are few more enduring symbols of Japan than that of the snowy-faced geisha, wearing a perfectly painted face and exquisite silk kimono, shuffling along the cobbled streets of Kyoto on wooden 'geta' sandals.

For teenage girls too impatient to wait for a fortuitous glimpse of a geisha in the streets, there is also the option of dressing up as one.

At Yumeyakata, a costume studio in Kyoto, the transformation begins by choosing one of more than 200 kimonos. An in-house expert applies the traditional white face make-up and rosebud red lips, arranges a black wig and directs the complicated kimono-donning process. Inquisitive teens get the chance to ask questions about the culture, history and working life of the city's legendary geisha. And the full effect is captured in a photography session: the perfect new Facebook profile picture.

1 Give three reasons why the writer has chosen these three topics to focus upon in the second part of this article?

2 In your opinion, what is the writer's purpose in this extract?

3 How has this writer crafted their writing to achieve their purpose? Briefly describe two or three features in the writing that show this craftsmanship at work.

VOCABULARY AND SPELLING

21.4 Here are some key words from the extract used by the writer to describe Japanese life and culture. What does each term mean?

- | | |
|----------------------------|---------------------------|
| a manga _____ | e enduring _____ |
| b anime _____ | f geisha _____ |
| c feudal _____ | g kimono _____ |
| d painstaking _____ | h fortuitous _____ |

21.5 The language used in the following school projects and assignments is too informal and at times incorrect. Rewrite each example using more appropriate word and style choices.

a This was the 5th time she attempted this experiment; the 1st one was hopeless, the second one nearly got there, etc., etc.

b The team will train on Wed. and Fri. with the main game being held on Sun.

c This is the state of the states in Australia. NSW has the largest population. Tas. smallest. Vic. most closely settled. Qld fastest growing. SA most pop. in south. WA booming with mining & exporting minerals.

d There are a number of gross diseases affecting people in the world today. Cholera, measles, typhoid and scary cases of polio still exist, and it's so not good.



WRITING: WRITE YOUR WAY

Use the writing guide in this unit to plan, draft, polish and publish a 500-word piece of writing on one of the following topics:

- a report for your local council on ways to develop youth activities and services in your area
- an article for your school website on the best places to go and the best things to do in the next school holidays
- a high-school guide for final-year primary students to help them understand the differences in coming to high school from primary school
- a personal account about starting a part-time job, including the interview, the first day, the challenges, the rewards, the responsibilities, as well as unexpected incidents and how to handle them.



UNIT 22 Text Tips — Articles, Reports and Instructional Writing

ENGLISH IN FOCUS

Making it move by Jake Hamilton

From King Kong wreaking havoc in downtown New York (1933) to a T Rex attacking the streets of San Diego in *The Lost World* (1997), filmmakers have relied on the creative skills of puppeteers and animatronic experts. A range of techniques are employed to bring such monster creations to life. One early method of animation was 'stop-motion' where the puppet is moved and filmed frame by frame. Other techniques include operating puppets by rods, which are light, flexible and can be moved quickly. Modern puppeteers now favour 'go-motion', a system which moves the puppet with rods that are computer-controlled, and the ground-breaking Dinosaur Input Device (DID). First used in *Jurassic Park* (1993), DID mixes stop-motion animation with computer graphics technology.



1 Write down three facts about puppets and puppetry.

2 What is one reason for including this photograph in an article on animatronics?

3 Make a list of the different types of information that have been included in this extract.

DIFFERENT TYPES OF NON-FICTION WRITING

INFORMATIVE ARTICLE

An informative article is a piece of writing where the writer aims to increase their readers' understanding about a particular issue or topic. An informative article does not judge or aim to persuade a reader to accept a particular viewpoint. It does not discriminate against another person's

view, and because it does not rely on a personal opinion, it is written in a more authoritative style and uses more objective language.

The following table gives further guidelines for writing an informative article:

Informative article DOs:	Informative article DON'Ts:
<ul style="list-style-type: none">• includes facts, diagrams, tables, graphics and/or statistics• is impersonal in tone• is clear and convincing• uses technical words or appropriate jargon terms• has a well-organised layout and format• uses font sizes and styles to communicate effectively	<ul style="list-style-type: none">• does not give personal opinions• does not have a biased point of view• does not use emotive or exaggerated language• does not include long sentences or complex explanations• does not wander away from the topic• does not use low-modality language

REPORT WRITING — NEWS REPORT

A news report is a report that gives specific information about an event. It should answer the questions:

- What happened?
- When did it happen?
- Where did it happen?
- Who was involved?
- Why did it happen?
- What were the effects or outcomes?

A concise news report does not include the opinions of the reporter. If opinions or viewpoints are included, then the report becomes an investigative or persuasive report.

REPORT WRITING — INFORMATION REPORT

An information report includes key information about a topic or event of significance: a local event, a regional activity, a national occasion, a hobby or interest, a major activity or a research topic. This information should be presented in an easy-to-read format so the audience can understand the ideas quickly and effectively. An information report should have objective language and be formal in style. An information report follows a general structure:

- it provides a background and gives facts and opinions
- it provides information about the investigation or research process
- it gives the findings of the investigation
- it provides recommendations and gives areas for further research or study.

The layout and language of your report are critical for its success. You will need to use headings and sub-headings, bullet-point presentation, precise information, definitions of key terms, concise and clear sentences, and a range of fonts and font styles to organise your information.

INSTRUCTIONAL WRITING

An instructional piece of writing should give a reader precise steps on how to perform a task or operate a piece of equipment. The clearest instructions:

- are set out clearly and follow a logical sequence
- use precise language
- use and define key words and terms.

Bullet points or numbered sequences are an appropriate way of presenting the procedures. A bullet-point list should be introduced with a colon and the final bullet point should end with a full

stop. It is also important to use main headings and sub-headings in the text as well as different types and styles of font to clearly show the reader the steps to be followed.

KEY FEATURES OF INSTRUCTIONAL WRITING

An instructional text should include:

- a statement of the goal to be achieved
- a list of materials, if required
- step-by-step numbered guidelines, with each new point commencing with a command verb
- a polite, clear and friendly tone
- clear and concise expression in short sentences and paragraphs
- diagrams for clarity, if necessary
- technical language where required.

22.1 Select a hardcopy or an online news report from a daily newspaper. Examine the news report to locate the following features:

- What happened?
- When did it happen?
- Where did it happen?
- Who was involved?
- Why did it happen?
- What were the effects or outcomes?

22.2 The following list gives the key steps for writing instructions. Rank each instruction from most important to least important.

	INSTRUCTION	RANKING
a	a statement of the goal to be achieved	
b	a list of materials, if required	
c	step-by-step numbered guidelines, with each new point beginning with a command verb	
d	command verbs usually at the beginning of each instruction	
e	numbered steps with a new line for each step	
f	polite, clear and friendly tone	
g	headings and sub-headings for organisation	
h	clear and concise expression in short sentences and paragraphs	
i	varieties of font and font styles for emphasis and clarity	
j	diagrams for clarity	
k	technical language where required	

Making coffee with your new percolator

Cleaning instructions

Prior to use

- Before using the percolator for the first time, remove all packaging, including from around the base and inside the filter, disposing of it appropriately.
- Rinse the filter and percolator pot with warm water and wipe dry with a soft cloth. Do not use harsh cleaning materials, they may scratch or damage the inside of the percolator.
- Ensure that the base of the percolator is kept away from water, especially when the appliance is plugged in to the power supply.

After use

- Allow all parts of the percolator to cool completely before washing.
- Switch the percolator off at the electricity source prior to dismantling for cleaning.
- Remove the filter paper from the filter, and dispose of it. Rinse off any coffee remnants from the filter with water, and wipe down with a soft cloth.
- Repeat with the percolator pot, rinsing out any coffee remnants, and wiping with a soft cloth. Mild detergent may be used if necessary to remove stains. Do not scrub with harsh cleaning agents, this will damage the pot.
- Do not rinse the base of the percolator, water and detergent will damage the circuitry and element. Wipe only the exterior with a soft cloth, slightly dampened.
- Make sure that all parts of your percolator are dried thoroughly before packing away, do not leave to drip dry.
- To ensure the full lifetime of your percolator, clean thoroughly after each use, and keep in original box.



Brewing the coffee

- Open the lid and remove the filter from the inside of the percolator.
- Using clean, filtered water, fill the pot to the required level, depending on the number of cups being made. The appropriate level is indicated on the side of the percolator pot.
- Place a piece of filter paper inside the filter, to catch as much of the ground coffee as possible.
- Make sure that good quality freshly ground coffee is used, and add approximately one teaspoon of coffee per cup.
- Replace the filter into the percolator, and close the lid. Ensure that the body of the pot has clicked onto the base securely and press the switch on the side to start.
- When the coffee has finished brewing, the percolator will stop making a noise and change to the 'keep-warm' mode. The longer the coffee is left in this mode, the *stronger it will get*.
- Open the lid to remove the filter, being careful to avoid scalding from hot steam.
- Remove percolator pot from base and serve the fresh coffee.

- 1 Highlight all the command verbs in this set of instructions.
- 2 Make a list of five key features of instructional writing that this set of instructions includes in a prominent way. Give an example of each one.

- 3 What three changes could be made to this set of instructions which would make them poor quality instructions that would be difficult to follow?

VOCABULARY AND SPELLING

22.3 There are a number of words in the coffee maker instructions that have a specific meaning in this context. Give the meaning of each of the following words based on its context. An example has been done for you.

- a appliance → the coffee maker unit
- b electricity source _____
- c pot assembly _____
- d filter assembly _____
- e circuitry _____
- f serve _____

22.4 The following technical terms are included in the article on puppets and puppetry on page 138. For each term, state its meaning and write a sentence that includes this word.

- a animation

- b stop-motion animation



UNIT 23 Text Tips — Writing an Essay

ENGLISH IN FOCUS

A Close Shave by Elaine and Peter Robins

A number of changes have taken place to produce the razor that we are familiar with today. Our earliest records of prehistoric cave drawings indicate that our ancestors used sea shells, sharks' teeth, flintstones and even slithers of bamboo for shaving. Egyptian tombs have revealed solid gold and copper razors, indicating that they were essential implements in the everyday lives of the Egyptian rulers. The Romans were also accustomed to shaving their faces, while Alexander the Great ordered his soldiers to shave, realising that in hand-to-hand fighting, beards could be more easily grabbed.

So men have shaved their faces and used barbershops for several thousand years. The word *barber* comes from the Latin *barba* meaning a beard, and it is known that the more wealthy members of Egyptian and Roman society had their own household barbers. Their services were offered to guests as part of their hospitality. Later, in Europe, barbers also practiced surgery, and in France a royal decree of 1383 declared that 'the King's first barber and valet' was to be head of the barbers and surgeons of the kingdom. In England, Henry VIII decreed that barber-surgeons were to be addressed as *Master*, which colloquially became *Mister*. That is why surgeons today are addressed as *Mr* instead of *Dr*.

The first razors were the cut-throat variety and were tricky things to use. Medieval barbers were liable to be abused if the customer finished up with too many cuts and nicks on his face. So, at times, the barber would stick his fingers in the customer's mouth to push out the cheeks for shaving. As the barbers were not overly concerned with hygiene and cleanliness in those days, there were many complaints. Some disgruntled customers went so far as to have these unhygienic barbers pilloried, put in the stocks, pelted with rotten fruit, attacked by dogs or smothered in their own towels. Spoons were found to be a more acceptable substitute for fingers and avoided a 'close shave' for the barber!

1 This extract gives the first three paragraphs of an essay. What do you think is the main topic of the essay?

2 Highlight those sentences where you found the most useful information to answer question 1.

3 Briefly state the main point of each paragraph:

a Paragraph 1: _____

b Paragraph 2: _____

c Paragraph 3: _____

ESSAY WRITING PROCEDURES

WHAT IS AN ESSAY?

An essay is a piece of writing that allows you to confidently express your ideas and research a topic or question in a structured and persuasive way. In the essays you write for school, you need to use

effective language to communicate to your audience, and include evidence and explanations to support your arguments. There are different types of essays, and the main essay types are:

- informative
- persuasive
- argumentative
- analytical
- cause and effect
- expository
- research
- critical review
- comparative.

There are some key things you need to do in order to write a successful essay:

- explain your ideas and evidence clearly and fluently
- confidently answer the question you are asked
- use a style of writing that is suitable for the purpose and audience
- use correct procedures for layout, footnotes and references
- persuade your audience that your argument or ideas are correct.

HOW TO PLAN AN ESSAY

• Step 1: Who is the audience?

Your audience will often be the teacher marking your essay. However, some essays might have a more general audience, for example people interested in a specific topic, such as sports or history.

• Step 2: What is the purpose of your essay?

The purpose of your essay can be found in the wording of the essay topic or question. Here are some common key words from essay topics that let you know the expected purpose of the essay:

Key essay word	Meaning	Essay type
analyse	break down the topic into its key parts and examine each one	analytical
argue	present a case or develop an argument for one point of view	argumentative
assess	consider and weigh up the value or significance of something	persuasive
compare/contrast	consider the ways some things are similar/different	comparative
describe	give a detailed account	descriptive
discuss	investigate, examine, and draw conclusions	expository
explain	describe and examine the meaning of something	expository
give reasons for	describe the different reasons with evidence	persuasive
how	describe and explain the ways something has happened or developed	expository
outline	give the main features of a topic or the main sequence of events	expository
to what extent	examine the degree to which something occurred or whether a viewpoint is true	persuasive
why	give detailed reasons to explain something	analytical

• Step 3: Brainstorm the topic of your essay

Brainstorming the topic of your essay means you:

- unpack the question by defining the key words and working out what you are being asked to do in the essay topic
- list in note form or in a diagram (circles, arrows, etc.) all possible ideas and evidence you can use to answer the question without worrying about their order.

• Step 4: Research and organise your essay material

- Locate facts, viewpoints, quotations and other evidence to support your key arguments and developing ideas.
- Organise your research material and your arguments into a suitable order. These arguments are the basis for the paragraphs of your essay and will help you to group your information under paragraph headings. The paragraph order might be:
 - chronological — now/then; past/future; before/after
 - spatial — inside/outside; near/far; local/national
 - logical — general/specific; least important/most important; cause/effect; compare/contrast.

HOW TO WRITE AN ESSAY

The main features of a well-written essay are:

- a strong focus on the purpose and the audience
- a thoughtful focus on the topic or question asked
- an organised structure with an introduction, body paragraphs and conclusion
- a clear main argument and well-supported evidence and explanations
- the use of language that is clear, confident, fluent and appropriate to the topic
- a tone that is serious and authoritative
- a style that is formal, eloquent, learned and articulate.

DRAFT ESSAY

With these key features in mind, you can now plan your draft essay, which is a 'rough' version of the essay that you can revise, add to, improve and rewrite in its final version. In the draft essay, you focus on the question, your arguments and the evidence you are explaining, and leave the language choices, punctuation and expression until the revision stage. A draft essay will include:

Introductory paragraph	<ul style="list-style-type: none">• introduces the topic question to the audience with an authoritative or engaging statement or viewpoint• explains the meaning of the question in your own words• defines key words in the question to show your understanding• outlines your main argument or viewpoint using key words• outlines your supporting evidence and supporting arguments in the order they will be presented in the body or content paragraphs
Body paragraphs	<ul style="list-style-type: none">• begin with a topic sentence that sums up the main argument of the paragraph• topic sentences should use linking or transition words to previous paragraphs where suitable, such as 'a second reason', 'another point', 'on the other hand', 'although', 'however', 'in addition', 'consequently', 'another', 'therefore'• conclude with a sentence that shows how the paragraph answers part of the question, and gives a link to the next paragraph
Concluding paragraph	<ul style="list-style-type: none">• links together the concluding sentences from each body paragraph, and links back to the topic question as well as the main argument in the introduction paragraph• sums up the arguments and evidence from each body paragraph• shows how the essay's arguments and ideas answer the question• finishes with a strong final sentence to confidently conclude the essay

POLISHING THE DRAFT ESSAY

Once you have written a rough draft you can revise and polish your essay to improve expression, spelling, punctuation and word choices. Then you should organise footnotes, references and any other layout requirements, and finally prepare the polished essay for presentation.



23.1 In your workbook, plan one of the following topics using the steps on how to plan an essay on pages 145–6.

- a** Explain what people learn when they use different types of computer technology, including computer games, mobile phones, iPods, iPads and computers.
- b** Discuss the advantages and disadvantages of the proposal to make it optional for students to attend high school.
- c** Analyse the positives and negatives for students working in part-time jobs.
- d** Describe the projects you would give to your local council to improve youth services and youth activities in your area.

23.2 Use a hardcopy or online dictionary to give a clear explanation for the following key words often used in essay topics and questions:

- a** account for _____
- b** illustrate how _____
- c** justify _____
- d** review _____
- e** what is the significance of _____

23.3 Here are the key tasks to be completed in planning and writing a successful essay. Rank them in their correct order.

	KEY TASKS	RANKING
a	find key evidence and quotations	
b	write the introduction paragraph	
c	brainstorm the question or topic	
d	organise the arguments and evidence in their order	
e	write the final polished essay	
f	decide the purpose of the essay	
g	write the conclusion paragraph	
h	decide the audience for the essay	
i	write the body paragraphs	
j	polish the draft for expression and layout	

The Fight for Animal Rights by Elaine and Peter Robins

We often hear about 'Human Rights' but are inclined to ignore 'Animal Rights'. We must recognise that animals deserve to be treated fairly and that they too can suffer physically and mentally. Picture the following scene. It is a cold, wet and windy day as a cart-horse struggles on the slippery and treacherous streets to haul its heavy load up the hill. It lurches wildly to retain its footing, its thin flanks heaving with exertion and exhaustion. The owner, impatient with the slow pace of the creature, seizes a long whip and cracks a stinging lash at the animal. Again and again he strikes until the horse stumbles and goes down with its legs doubling under its body ...

Now, that is a picture from the past and such an event was not uncommon in many countries during the nineteenth century; but it is still happening in some places today ... Fortunately, 'sports' such as dog fights and cock fights are banned in most countries, and we no longer have notices advertising bull-baiting and bear-baiting where spectators gamble heavily on the outcome to witness a team of ferocious dogs slashing and sinking their teeth into the nose, ear, leg, neck or mouth of a chained bull or bear. But, as authorities know, such illegal 'sports' still continue in some parts of the world. That is why Australia has recently joined the World Society for the Protection of Animals (WSPA) in a campaign to end such barbaric practices. We need to persuade people of other cultures that animals suffer from such cruel treatment.

A great deal of cruelty to animals occurs through thoughtlessness and indifference. We may think that the provision of food, water and shelter for our pets is sufficient ... A dog locked in a car on a hot day suffers from heat exhaustion. The cat shut in the house for twenty-four hours is not being treated fairly ... Once we take on a pet, we have a responsibility. We may wish to go out with friends, watch television, have a holiday; but we have an obligation to look after our pets ...

We humans are inclined to emphasise our priority on this planet. We consider that subjecting animals to radiation, cancer-producing agents, toxic chemicals, deformity-producing drugs, noxious fumes, stress, exhaustion, extremes of temperature, dietary deprivations, and injections for testing make-up are justifiable. Are we that important? Modern society may not be able to do without the use of animals in research, but this does not mean that we should ignore treating them humanely when we are gaining so much ourselves from their forced submission to such an existence.

We experiment on animals, we slaughter them for food, we keep them in zoos, we enjoy their circus performances, we use them for protection, we ship them abroad alive for others to slaughter, we use them in sport, we hunt them, we kill them as vermin, and we have them as pets. The prime question is: Are we doing enough to ensure that they do not suffer while they serve our needs in so many ways? This is what we must keep uppermost in our minds.

1 Highlight which type of essay this is from the following choices:

- analytical essay
- argumentative essay
- comparative essay
- descriptive essay
- research essay
- expository essay
- persuasive essay

2 Give two reasons to explain why you think it is this type of essay.

3 Highlight two linking/transition words or phrases in this essay.

4 Do you find this essay convincing? Give two or three reasons.

VOCABULARY AND SPELLING

23.4 Locate and then list the following key features from the animal rights essay:

a one piece of research used to support the writers' arguments

b two viewpoints stated clearly

c three examples of evidence from everyday life used to support the essay's arguments

23.5 From the animal rights essay, highlight a very good example of:

a one strong and convincing argument

b two expressions of personal opinion

c three examples of authoritative language.

23.6 The writers of the extract have expressed a specific viewpoint. Find an example of each of the following language features used to express this viewpoint and comment on how effective you find this language.

	LANGUAGE FEATURE	EXAMPLE FROM ESSAY	COMMENT ON EFFECTIVENESS
a	emotional appeal		
b	vivid imagery		
c	rhetorical questions		
d	first person viewpoint		



WRITING: BIG ISSUE, BIG ESSAY

Select an issue that you feel strongly about, and that you believe others should think about. Plan, prepare and write an essay of 600–800 words to convince your readers of your viewpoint and your reasons for holding it. You might choose an issue from one of the following areas:

- sports
- youth issues
- environment
- beliefs
- world events
- the future
- technology
- sustainability
- recycling
- games
- hobbies.



UNIT 24 Text Tips — Analysing Feature Writing

ENGLISH IN FOCUS

Hormones? No hormones? by John van Tiggelen

In mid-2008, a survey commissioned by the country's \$8-billion beef industry found that one in three consumers would never touch Australian beef again if they were told that hormones had been used in its production. Another 39 per cent responded they would eat less. Thing was, hormones were being used; almost half of Australia's 28 million beef cattle are at some point plugged with hormones to produce our sausages, steaks, burgers, roasts and the mince for our spag bol. The study concluded, rather nervously, 'There is a significant risk to consumer confidence from a rise in consciousness.'

Beef producers realised they had painted themselves into a corner. For years, the industry had gone out of its way to defer any such 'rise in consciousness'. The hormone implants, keenly marketed by the pharmaceutical giants, boost growth rates in steers and heifers by up to 30 per cent. Put simply, a \$4 cartridge, implanted behind the ear and lasting about three months, typically returns at least 10 times that value in extra meat, less fodder and saved time.

But you won't read about it in industry profiles or press releases. The industry's reliance on hormones has proceeded very quietly. Beef types tend to tiptoe around the H-word for fear of unleashing community concern about food safety and animal welfare. As one insider told me, 'Australians think hormones are used to produce chicken meat. They don't think hormones are used in producing beef. Our attitude has been, "Great, that's chicken's problem."'



1 What is the main subject of this feature article?

2 Does the photograph that accompanies this extract illustrate the message of these opening paragraphs?

3 What would you say is the tone of this opening extract?

WHAT IS A FEATURE ARTICLE?

A feature article is an informative and engaging piece of writing that aims to entertain, persuade or inform the reader. It is usually published in magazines, newspapers or on the internet. Feature articles cover a broad range of subjects: sport, fashion, hobbies, current issues as well as special interests such as cars, planes, weddings, travel, fitness, food and new technology. A feature article is often based on an interview with a significant person, or it focuses on a major issue or trend.

KEY FEATURES OF A FEATURE ARTICLE

A feature article usually includes some of the following features:

- an engaging opening to catch interest and attention
- presentation of information and ideas of interest to the reader
- descriptive writing to keep the reader's interest
- information based on research that deepens the reader's understanding of the issue
- persuasive writing, if the aim is to promote a viewpoint or provoke a response
- a neutral position, if the aim is to inform without bias or prejudice.

THE COMPONENTS OF A FEATURE ARTICLE

A feature article often includes the following design and layout ingredients:

- a clever headline
- a sub-heading
- a lead or opening paragraph with the main idea or viewpoint
- short paragraphs that expand and illustrate the issue or opinion
- a 'tear-out' to summarise or highlight a main fact or opinion
- a 'break-out' box that presents additional key information
- artwork, which includes photos, drawings, cartoons and graphs
- a summary or concluding paragraph to reinforce the issue or opinion
- selective facts and opinions depending on purpose and audience.

LANGUAGE STYLE IN A FEATURE ARTICLE

The language style of a feature article can include:

- a variety of tones, from serious and authoritative to conversational and whimsical, depending on the purpose of the article and its audience
- formal or colloquial language depending on audience and purpose
- humour, advice, quotations from experts, informed opinion, provocative views
- emotive and imaginative language, or technical language for serious issues.

24.1 Review the extract to find the following examples of language styles. Record an example of each.

a varioust ones

b formal orc olloquiall anguage

c humour, or advice, or quotations from experts, or informed opinion, or provocative views

d emotive and imaginative language, or technical language for serious issues

24.2 Locate three other key elements of a feature article that are included in the extract. Include an example for each one. An example has been done for you.

a descriptive writing

The article begins with a list of popular beef products many people enjoy: ‘... sausages, steaks, burgers, roasts and the mince for our spag bol.’

b _____

c _____

d _____

24.3 Using the information about the purpose, audience, structure and style of feature articles, find two feature articles from weekend newspapers or magazines (or online) that match the types of article described in the table below. An example has been done for you.

ARTICLE	PURPOSE	AUDIENCE	KEY ELEMENTS	LANGUAGE STYLE
a feature article about a new computer game in a gaming magazine	to inform readers	teenagers and adults interested in gaming	engaging opening, information, photos, graphs	colloquial, technical at times, informed opinion, quotes from experts, advice, serious or humorous tone depending on what the writer thinks of the game
a feature article on fashion, music, youth sport or other youth				
a feature article about major world events, political or social trends or natural disasters				
a feature article about entertainment, the media, celebrities or sport				

Hormones? No hormones? by John van Tiggelen

Feedlots, in effect, turn every season into spring. Reynolds calls his workplace a farm, which is a stretch. But neither is it a factory. On this hot January day it stinks, but not fearfully so. The flies and dust are manageable. And it's placid. Out of 16,000 animals, not one is lowing. Grouped with like-sized animals in large enclosures they mooch about much like cows in the paddock, but for one odd thing: they're not **ruminating** or chewing the cud. Unlike grass, the grain diet passes straight through their first stomach compartment, the rumen.

Some pens have shade-cloth, some don't — "It's a **capital** thing" is the justification. In several pens cattle are perched on man-high mounds. "That's manure," explains Reynolds. "Through winter we pile it up so they can stand up out of the wet."

The dung is sold in bulk to fruit and vegetable growers. We watch a computerised feed truck, worth \$300,000, dispense a **calibrated** muesli of wheat, barley, silage and molasses-based vitamins and minerals into the feed troughs. Much of the grain is sourced from surrounding crop farmers, which no doubt helps them tolerate the smell. Contrary to public belief, the animals are not fed antibiotics, unless they're sick.

I ask Reynolds how many cattle have hormone implants. "More than don't," he says. "Let me show you what an HGP (hormone growth promotant) looks like." He pulls up his ute at the processing yards, where cattle from all over the state are unloaded, weighed, scanned (by law every animal is equipped with an electronic identification tag) and, if necessary, vaccinated and treated for parasites. They're also checked for past hormone treatment — some farmers still use HGPs in the field, especially in Queensland. The HGP plug is a slender cartridge of slow-release hormone pellets and metal ball bearings that is injected behind the ear, between the skin and the cartilage, with a bolt gun. "It's got a fair-sized needle on it, as you'd imagine," says Reynolds, fingering its sharpness. I imagine there'd be a fair bit of lowing, too. Aside from the ball bearings, designed to set off a metal detector at the slaughteryards, each hormone-treated animal is also marked with a triangular ear punch, to ensure the **carcass** does not end up in a hormone-free consignment.

The average hormone-boosted, supermarket-bound beast spends 10 weeks in the feedlot, at which point the implant is pretty much spent. Reynolds won't comment directly on the Coles decision to go hormone-free, because Elders also supplies Woolworths. But if, as Reynolds informs me, a hormone-free heifer puts on about 1.6 kilograms a day in the feedlot, and a hormone-boosted heifer about two kilos a day, it follows that cattle destined for Coles will need to spend several weeks longer in the feedlot to reach their target weight. Reynolds nods. "At the end of the day, whatever our customers want, we'll do it. But on strictly **commercial terms**. The product will cost more to produce, so we'll charge [Coles] more."

- 1 Does this extract seem to be in favour of or against the use of hormones in our meat? Give one reason for your answer.

- 2 Find three typical elements of feature articles in this extract. Highlight them in the extract and label them.

- 3 Find two different viewpoints about the way our meat is produced and processed from this extract. Briefly explain the viewpoints being presented.

VOCABULARY AND SPELLING

24.4 This extract includes some technical language. For each of the highlighted terms in the article, briefly explain what the term means in the context of the article.

a ruminating _____

b capital _____

c calibrated _____

d carcass _____

e commercial terms _____

24.5 Here are selected words from the extract that can be tricky to spell. Look, cover, spell and then write each one yourself, and then include it in a sentence of your own.

a manageable _____

b placid _____

c justification _____

d calibrated _____

e vaccinated _____

f consignment _____

g necessary _____

h parasites _____

i cartilage _____

j carcass _____

24.6 What is your view on each of the following important food issues? For each issue, write your own viewpoint and your reasons in about three lines:

a hormones added to meat

b free-range versus battery (or cage) chickens

c genetically modified foods

d chemical additives for colouring, flavouring and preserving food and drink

e high-salt, high-sugar and high-fat content in fast foods



WRITING: WHAT DO I THINK?

Choose one of the main news or social issues being covered in the media at the moment. It might be a news item that interests you and is being talked about among your friends or family.

Write a 500- to 800-word feature article about this issue. Plan, prepare, research, draft and polish your feature article for publication among your peers and perhaps for your school website. Use the guides and information in this unit to assist you.



UNIT 25 Text Tips — Editing and Referencing Your Writing

EDITING AND REFERENCING YOUR WRITING

You will improve your writing skills and achieve better results at school when you check your written work for correct spelling, punctuation, expression and clear and accurate structure.

Editing requires you to read closely and check carefully your writing to make sure the structure, content and style communicate effectively.

Proofreading means to check your writing for correct spelling, expression and punctuation, and to check the accuracy of quotations and names of places, people and events.

EDIT YOUR WRITING

When you edit your writing, it means you carefully check to make sure it is clear, confident and complete. Use the following editing checklist to help you edit your own writing.

EDITING CHECKLIST	
A	Check the purpose and content
	The purpose of the writing is clear and consistent.
	The information is coherent and accurate.
	The form of the writing matches the purpose and audience.
	The writing is an appropriate length.
	Arguments, ideas, opinions and evidence are clearly presented and explained.
B	Check the structure of the writing
	The introduction is clear, focused and confidently introduces the argument.
	The conclusion is convincing, confident and completes the argument.
	Ideas and arguments have been divided between body paragraphs.
	The main point of each body paragraph is included in the topic sentence.
	Each body paragraph has evidence and arguments to support the main idea.
	Where relevant, clear headings and sub-headings are included.
	A reference list/bibliography has been accurately included if required.
C	Check the language and writing style
	The style of expression and word choice are appropriate.
	The tone suits the audience and the topic.
	Sentences are clear, confident, varied in style and not overlong.
	The conventions for the form of writing required have been followed.
	The word choice has been checked for effectiveness and accuracy.
D	Check the writing format
	The page layout is correct for the form of writing, and includes margins and spacing, font size and style, or handwriting clarity.
	Headers, footers, page numbers, cover and references pages are presented in the required format and style.

PROOFREADING YOUR WRITING

Proofreading is the final process in preparing your writing for submission and assessment. Proofread your work to check the writing for typing or handwriting spelling slips, and for accuracy with punctuation and quotations. The following proofreading checklist will assist you.

PROOFREADING CHECKLIST	
A	Check spelling
	Reread your writing to check for spelling or typing slips.
	Avoid American spellings if using a computer spell-checker.
	Use a dictionary to check spelling of technical terms.
	Check the spelling of names, places and events carefully.
B	Check punctuation
	Review your writing to check that capital letters, full stops, apostrophes, hyphens, semicolons and colons are used accurately.
	Read the writing aloud to hear and see that commas have been used correctly.
	Make sure that quotation marks have been used accurately to show other people's words, and to indicate direct speech.
C	Check sentences
	Check there are no overlong or unfinished sentences.
	Check for verb–subject agreement, for example, 'we were' not 'we was'.
	Check that singular and plural agree, for example, 'one film' not 'one films'.
	Check that tenses are used consistently and accurately. Avoid switching from past to present tense, or back and forward between tenses.

REFERENCING AND BIBLIOGRAPHIES

When you write an essay or an assignment, and especially as you move into senior year levels, you will be required to include a reference list of the books, websites, magazines and other sources of your information. You will also be asked to include footnotes or endnotes.

REFERENCE LISTS AND BIBLIOGRAPHIES

A **reference list** is used if there are no footnotes or endnotes. This list includes all of the sources used in the essay or assignment. They are arranged in alphabetical order by author surname, or by title of the text if there is no author shown.

A **bibliography** includes all sources used in researching the essay or assignment, including ones that may not have been directly referenced. A bibliography is arranged in the same way as a reference list.

HOW TO WRITE YOUR REFERENCE LIST OR BIBLIOGRAPHY

There are different ways to list sources in reference lists and bibliographies, but a common order for writing them is shown on the following page. It is important to use punctuation in a very specific way.

BOOKS

- author (or editor) surname, initials or first name
- title of book in *italics*, or underlined if handwritten
- year of publication
- publisher
- place of publication (city or country)
- page numbers (if needed)

For example:

Monk, Scott, *The Crush*, 2000, Random House, Sydney, p.83.

ARTICLES IN MAGAZINES OR JOURNALS

- author's surname, initials or first name
- year of publication
- title of article in inverted commas
- title of magazine or journal, in *italics*, or underlined if handwritten
- issue details (year, volume, month)
- page numbers

For example:

Gordon, Michael, 2011, 'The Bells Curve', *Good Weekend*, 16 April, pp. 22–26.

INTERNET REFERENCES

- author's surname, initials or first name, or name of web organisation
- date web document or site was created or revised (if shown)
- title of web document or page site
- name of site's host organisation
- date accessed
- URL link

For example:

Rip Curl, '2012 Rip Curl Pro Bells Beach presented by Ford Ranger', Rip Curl events, accessed 30 November 2012, <http://www.ripcurl.com.au/?aboutbells>

FOOTNOTES AND ENDNOTES

Sometimes in your writing you may need to acknowledge the source of a particular quote, idea or piece of information that you have used. This is called a **citation**. You can cite a reference by inserting a superscript number or symbol at the end of the relevant sentence. This number then directs the reader to a list at the bottom of the page where the sentence appears (footnotes) or at the end of the essay or assignment (endnotes). Sometimes a footnote or endnote can also include additional information that expands a point in the essay or assignment. Word processing programs on computers make this task very easy because they will set up an automatic numbering system for you.

When a reference is quoted for the first time the footnotes or endnotes should include the following information:

- author(s) first name (or initial) and surname
- title of source
- publisher's name
- date of publication
- relevant page number(s)

All of these elements combine to give an example such as:

Lynne Truss, *Eats, Shoots and Leaves*, Profile Books Limited, 2003, page 10

If there are further footnote references to the same source, then just give the surname and the new page reference, for example:

Truss, page 15

- 25.1 a** Highlight the five slips or errors in spelling, punctuation or expression in the following extract from an essay draft.

Our world is using technology more and more in everyday life. People are also adopting new technological faster than ever before our modern world could not operate any more without compuetrs — they run trains fly planes, operate banks and are the brains behind all our electricity, entertaintment and shopping systems.

- b** Correct each of these slips or errors by rewriting the extract accurately.

- 25.2** Find the following items and prepare an accurate citation for each.

- a** Book: a novel, a dictionary or a textbook you are using.

- b** Article: a newspaper or magazine article from home or your school library.

- c** Website page or document: a favourite website or a movie review on the internet.

-  **25.3 a** Use a computer word-processing program to create a hypothetical set of footnotes or endnotes by copying and pasting an existing document and then inserting three or four self-created footnotes or endnotes. Check your layout carefully.

- b** Use your library or an Internet search to create a bibliography of five reference items you might use in a research project. You can choose the topic — it might be your favourite hobby, a popular sporting event, a famous person or a momentous event in history. Check that you compile your bibliography accurately.



ANSWERS

UNIT 1

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 reptiles, birds, fish, leopards, lambs, seals, rabbit, rats, horses, cows, cats
- 2 informal/colloquial nouns: moggies, knack; formal nouns: amphibians, vitamins, settlements, diets, lifestyles
- 3 The words chosen by the author are much more formal and precise and this makes the entry sound like it is from an encyclopaedia of some kind.

1.1

NOUN TYPE	DEFINITION	EXAMPLES
Abstract noun	names feelings, emotions or other qualities that cannot be seen, heard, smelt or touched	fear, love, boldness, embarrassment
Common noun	names people, places, things and creatures	footballer, sandwich, shop, dog, computer
Proper noun	names specific people, places or things	Perth, <i>Titanic</i> , Vegemite, Barack Obama
Collective noun	names a group of people, places, creatures or things	jury, herd, colony, mob
Compound noun	is formed when two nouns are joined to form a new word that is also a noun	seafood, post office, toothpaste, court-martial

1.2 Answers will vary. Examples include:

- a pizza, hamburger, apple, steak, peas
- b car, computer, wheel, iPad, vacuum cleaner
- c soccer, netball, football, tennis, hockey
- d roses, wattle, agapanthus, lilies, lettuce

1.3 Answers will vary. Examples include:

- a A soldier's ambition and dedicated effort to become king is the play's focus, but the murder of the king is the way he achieves his goal.
- b The team's committed effort was towards a win in the second half, but the high-level skill of the opposition prevented this.
- c This successful movie's best scene centres on the key character's risking of his own life and the saving of his enemy's life.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 specific nouns: sergeant, jacket, tent; non-specific nouns: girl, house, man
- 2 common: drizzle, stomachs, mud, tent, friends, graduation; proper: Mike, Steve, Angela
- 3 reserve: park, ground, space
rain: drizzle, shower
jacket: coat, parka, anorak
garbage: refuse, trash, waste

1.4 Answers will vary. Examples include:

- a With midnight rain around them and stomachs in mud, the house of a rifle-wielding maniac was in their sights.
- b With the demolition of the tent being Adams' and Fogharty's work, Mike and Steve's exposure to the cold weather and the darkness was complete.
- c Always together, always compared, he was always a step behind in the shadow of Mike.

1.5 Answers will vary. Examples include:

- a In this forthcoming armed conflict we face a pitched battle with the enemy.
- b You need not worry as your agitation will soon give way to excitement.
- c The runaway tried to escape using the railway tunnel.

UNIT 2

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 excitement: pure, natural; eyelashes: thicker, lovelier
- 2 If the adjectives were omitted the reader would not know how Anna felt or what she had done to her boss's eyelashes.

- 3 beauty (salon), real (beautician), boring (school), dreary (books), eyelash (tint), rave (party), real (rave), exciting (idea), terrific (idea)
- 4 boring school: shows how Anna felt about school
exciting idea: shows how much going to a rave appealed to Anna
real beautician: emphasises the feeling Anna has that she is doing a job professionally and has finally achieved her dream

2.1 Answers will vary. Examples include:

- a This is a spectacular, wild, unique location.
- b Where can I buy a new, blue, summer outfit?
- c These new trains are quick, quiet, efficient and cheap.
- d When can I fly that super, fast speedboat?
- e Explain to me why that crummy, decaying old building needs to be preserved!

2.2 Answers will vary. Examples include:

- a fifteen-year-old
- b American-style
- c day-long; Hawaiian-style
- d clear-sighted
- e light-green, bright-yellow

2.3 Answers will vary. Examples include:

- a good: delicious
- b good: miraculous
- c bad: tragic
- d good result: commendable; good chance: strong; good course: worthwhile
- e nice: pleasant, good: enjoyable, bad: terrible

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 sudden, single, Saturday, school, lovely, ecstasy-related, big, ordinary, 'invisible', possible, beautiful, right, special, wonderful, written, storytelling, anti-drug, new, like, illegal, great, illegal, every, ulterior
- 2 **Saturday** (night): without this adjective you would not know which day of the week this event occurred;
anti-drug (lobby): without this adjective we would not know what group Tony and Angela were involved in;
ulterior (motive): without this adjective we would not know that these people are working to do harm to others they meet

- 3 A hyphen is used because these two words are linked together to create a new meaning.
- 4 The word 'invisible' has inverted commas around it because the Woods mean they are not a high-profile family, they are just part of the everyday community and normally not noticed by the media or the wider society.

2.4 Answers will vary. Examples include:

	ORIGINAL ADJECTIVE AND ORIGINAL NOUN	ALTERNATIVE ADJECTIVE AND ORIGINAL NOUN
b	beautiful child	wonderful child
c	sudden death	unexpected death
d	big news	huge news
e	special occasions	significant occasions
f	wonderful way	meaningful way

2.5 Answers will vary. Examples include:

- b The terrified girl ran out of the haunted house.
- c Sophie's mother makes delicious, mouth-watering cakes.
- d The awe-struck tourists admired the enormous palace.
- e Huge, arching trees grew beside the broad, windswept path.
- f The exhausted runner reached the end of his final Olympic race.
- g The giggling children watched the hilarious movie.
- h Multicoloured boats sailed on the sparkling bay.

2.6 Answers will vary. Examples include:

- a pleasant, good-humoured, merry, joyous
- b wiry, firm, tough, rigid
- c piping-hot, fiery, red-hot, white hot

UNIT 3

COMPREHENSION QUESTIONS

- 1 Answers will vary. Examples include:
- cold, grey mist; green-blue ground; frozen moment; violent air
 - angry wind; soft, brown Lazee-Boy armchair; white-knuckled fingers
 - soft, forgiving sand; holiday beach; driftwood frame; perfect summer; soft, warm sand; two large stones; incoming tide; cold sweat; pale heroine; cheap horror movie; incoming tide

- 2 The writing would become far less descriptive, imaginative, effective and interesting without these adjectives.

3.1 Answers will vary. Examples include:

- a tastiest or most tasty d biggest
- b better e taller
- c better f fitter

3.2 Answers will vary. Examples include:

- a When will I be given an equal share of the chips?
- b Don't worry about getting a perfect score because you've won already.
- c That is the correct answer.
- d That computer game is unique in the world.
- e Check to see if that box is square.
- f Is the vampire an immortal creature in myths and legends?

3.3 Answers will vary. Examples include:

- a That excursion was actually an enjoyable experience.
- b In the unlikely event of an earthquake, leave the building immediately.
- c We didn't see any old, large crocodiles but did manage to avoid several huge water snakes.
- d She was a lonely and lost tourist in a strange city.
- e I am never a happy, worry-free person when the relatives arrive.
- f You need to make sure that the plug is connected before you switch the power on.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 perfect landing — yes
- 2 quick thumbs up; long shuffle; open door; slow motion; giant bungee cord; cold, grey mist; buffeting wind; green-blue ground; frozen moment; violent air; pause button
- 3 slow motion — tells you precisely how the movement is happening; cold, grey mist — captures the feeling of emptiness, unpleasantness and unfriendliness; frozen moment — captures the sense of everything stopping for a split second before everything changes forever

3.4 Answers will vary. Examples include:

- a fearsome d fear-filled
- b severe or fierce e flawless
- c bobbing

3.5 Answers will vary. Examples include:

- a The adventurous climbers battled fierce storms and icy winds to reach the lonely summit.
- b Ash's grotesque face appeared at the darkened window just at the moment my timid new puppy glanced out.
- c Those thoughtless vandals have defaced our special memorial for the lost hikers.
- d We have an abundant supply of crisp, fresh vegetables and a rich offering of new season apples.
- e His tender touch alleviated the profound sorrow that welled up within her.

3.6 Answers will vary. Examples include:

- a the cat's penetrating, inquisitive eyes
- b my brother's annoying, persistent habits
- c exquisite, delicate, trembling butterfly's wings
- d the putrid, oozing, stench-filled garbage in the street
- e unrelenting, raging, merciless floods

UNIT 4

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The writer means there is no single correct answer, but there are a variety of possible reasons.
- 2 He means there are a number of people who probably thought he was doing a foolish thing.
- 3 I, my, it, they, their, me

4.1 Answers will vary. Examples include:

- b everyone e anyone
- c some f nothing
- d all

4.2 Answers will vary. Examples include:

- a Most of my friends will be going to the grand final.
- b Tash brought along all the things we got at the market.
- c Each of you needs to bring your own camping gear.

- d None of the team knew how to beat our opposition in the second half.
- e There are several reasons why Kylie decided not to go to the party.

4.3

- b which or that
- c who
- d which
- e whom
- f who

COMPREHENSION QUESTIONS

- 1 relative pronouns: '... than use the anchor line **that** was still out the back.'; '... often swamped by white water **that** would tumble in ...'
personal pronouns: 'I was surfing down the waves ...'; '... I was having to hand-steer ...'; '... drenching **me**.'
- 2 it, me, I, they, them, something, that
- 3 The writer uses the pronoun 'I' the most, and he has used this pronoun because the account is about his personal experiences and what he was doing and thinking at the time.

4.4 Answers will vary. Examples include:

	WORD	MEANING	SENTENCE
a	conundrum	a hard question or puzzle	The way out of this mess is a real conundrum for everybody.
b	drogue	a sea anchor	The drogue that I was hand-steering was caught on a log.
c	unpredictable	cannot tell the future	The weather, which we hoped would be fine, yesterday was unpredictable.
d	uncanny	mysterious	My cousin has an uncanny resemblance to my brother who is standing over there.
e	estimate	approximate judgement	The estimate about that bike's value is very uncertain for the girl who is asking.

4.5

- a are
- b is
- c was
- d were
- e were

4.6

Answers will vary. Examples include:

- b I can see the shop owner whose business was broken into last night.
- c Here is the broccoli that is supposed to be good for you.
- d This is the scientist who made an amazing discovery last year.
- e I left my room pretty messy, which did not impress my father at all.
- f I am looking for my folder that I left on top of my locker yesterday.

UNIT 5

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 our, we
- 2 five times
- 3 I, my, their, they, we, them, her, us, he, him, our, your, you
- 4 There are so many personal pronouns because the story is about a family and their wartime experiences, and it is very personal and emotional.

5.1

- a us
- b He and I
- c mine
- d Who
- e her

5.2

Answers will vary. Examples include:

- a I
- b We
- c me
- d who
- e Theirs

5.3

Answers will vary. Examples include:

- a The students' bags are packed and are ready to go on board.
- b Nic's dad was putting on weight, and Nic told him.
- c When I put the trophy on the shelf, the shelf broke.

COMPREHENSION QUESTIONS

- 1 I noticed that we left the camp through the main gate and that we were on the road towards Celle, but then the truck turned left and it seemed like we were driving aimlessly around in circles through the heather. Our driver seemed very upset as we could hear him say, 'Nein, nein,' a few times but we could not follow the conversation. I realised that we were driving back in the direction of the camp, and as we entered Belsen again I saw that we were going towards the Sternlager, but the truck continued along the road and then near the end made a left turn.
- 2 We had no idea where we were going. It was midnight. We could hear them discussing something. Our driver seemed very upset as we could hear him say, 'Nein, nein,' a few times but we could not follow the conversation. I realised that we were driving back in the direction of the camp, and as we entered Belsen again I saw that we were going towards the Sternlager, but the truck continued along the road and then near the end made a left turn. I told them not to be afraid, that I was with them. It took a few minutes to clam them down.
- 3 The second truck arrived and its lights lit up the area.
- 4 After about two minutes it stopped and we were told to alight. (the truck: singular number, third person, natural or neuter gender.)

5.4 Answers will vary. Examples include:

- b He were silent, feeling the danger around us.
- c They were dressed in prison clothes with scarves around her heads.
- d Some of him clamped onto me, preventing me from moving.

5.5 Answers will vary. Examples include:

- a We wandered aimlessly through the bush looking for the way out.
- b A sense of panic rippled through our group of prisoners.
- c The deathly cold gripped our teeth and shook our bodies.
- d Desperately we fought to alight from the moving train; we knew it was a train taking us to our deaths.
- e The little boy desperately clamped onto his nearest relative.

5.6

- b 'him' refers to the truck driver
- c 'they' refers to the women prisoners
- d 'it' refers to the time
- e 'it' refers to the truck
- f 'her' refers to the female guard

UNIT 6

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 ravaged, dripped, stomped, clutched, blasted, staggered, fought, snatch, exploded, snapping, rattling, shattered, slammed, pinning, pounded, grated, smacked
- 2 hurt, came, trod, held, removed, moved, contested, get, hit, moving, shaking, broken, landed, holding, hit, rubbed, hit.
- 3 The writing is less dramatic, it does not sound as forceful or as serious for the players involved, it loses the power and intensity of the descriptive action-packed verbs the writer has used.

6.1

- b passive
- c active
- d passive
- e passive

6.2

Answers will vary. Examples include:

- b The new owners did the dry cleaning expertly.
- c A huge tsunami that hit the coast caused widespread damage.
- d The whole choir will sing this song.
- e The campers heard a strange noise in the distance.

6.3

Answers will vary. Example includes:

At three o'clock on the 15th of May, Sergeant Keenan was patrolling the southern area of Bourke Street. He witnessed a delivery vehicle accident outside the entrance to the Myer store. A driver, who swerved to avoid a pedestrian, caused the accident. The court had already disqualified the driver from driving because of a previous speeding infringement when Sergeant Keenan saw him speeding again. The officer detained him.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 He couldn't show he was weak.
Men didn't carry on like sissies anyway.
They jogged to the forty metre mark then took the tap.
The fourth was horrendous.
The second and third tackles were just as brutal.
- 2 One of their smallest players was knocked unconscious by a beefy guy packing more meat than a slaughterhouse worker.
- 3 The active voice is more direct and makes a stronger statement about the dramatic action that is happening.

6.4 Answers will vary. Examples include:

- a The car rear-ended the truck. The car driver sat on the kerb and asked for help. A bystander rang the police and people tried to make sure the driver was not hurt. The bystanders also called a tow-truck to take the car away.
- b The truck was rear-ended by the car. Help was requested by the driver. The police were contacted by a bystander and the driver was made more comfortable by the people assisting. The tow-truck company was called by the bystanders.

6.5 Answers will vary. Examples include:

	WORD	MEANING	EXAMPLE	ACTIVE OR PASSIVE VOICE?
a	ravaged	severely damaged	The seaside town was ravaged by a severe storm.	passive
b	reluctantly	unwilling	The champion athlete was reluctantly held aloft by her teammates.	active
c	unconscious	not awake and aware of surroundings	The patient remained unconscious for six minutes.	active
d	intimidate	frighten or overawe	The dog continues to intimidate the cat at every opportunity.	active
e	determined	resolute or unflinching	They were determined to make the best effort they could under these trying circumstances.	active
f	disastrous	great or sudden misfortune	The damage was caused by a disastrous fire spreading through the roof cavity.	passive
g	wincing	a sudden involuntary movement due to distress or pain	The accident left him wincing with pain and calling out in agony.	passive

6.6 Answers will vary. Examples include:

- b The journalist must resubmit this sports report.
- c The stranded passengers heard a distant train whistle.
- d The excursion organiser has forgotten this bag.
- e Everyone in the class needs to read your story.
- f A very experienced greenkeeper maintained the sports oval.

UNIT 7

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 speak/spoke; write/wrote; slay/slew; sing/sang
- 2

VERB	CORRECT PAST TENSE	INCORRECT PAST TENSE
light	lit	lote
make	made	maded
fly	flew	flied
babysit	babysat	babysatted

3

VERB	INCORRECT PAST TENSE IN POEM	CORRECT PAST TENSE
bake	book	baked
play	plew	played
moo	mid	mooed
choose	chost	chose
beat	bate	beat

7.1

	BASE VERBS					
	ACCEPT	BELONG	CHALLENGE	DECEIVE	CALCULATE	ENCOURAGE
Simple past	accepted	belonged	challenged	deceived	calculated	encouraged
Continuous past	was accepting	was belonging	was challenging	was deceiving	was calculating	was encouraging
Ppast perfect	had accepted	had belonged	had challenged	had deceived	had calculated	had encouraged
Simple future	will accept	will belong	will challenge	will deceive	will calculate	will encourage
Continuous future	will be accepting	will be belonging	will be challenging	will be deceiving	will be calculating	will be encouraging

7.2

BASE VERB	SIMPLE PAST	PAST CONTINUOUS	PAST PERFECT	SIMPLE FUTURE	CONTINUOUS FUTURE
become	became	was becoming	had become	will become	will be becoming
catch	caught	was catching	had caught	will catch	will be catching
dream	dreamt	was dreaming	had dreamt	will dream	will be dreaming
hide	hid	was hiding	had hid	will hide	will be hiding
leave	left	was leaving	had left	will leave	will be leaving

7.3 Answers will vary. Examples include:

- a reached, had reached
- b separate, have separated
- c calculate, have calculated, will have calculated
- d embarrassed
- e have forgiven, forgave, will have forgiven, had forgiven, will forgive
- f misunderstood, had misunderstood
- g crept, will creep, have crept, will have crept, are creeping, were creeping, had crept
- h thought, have thought, are thinking

COMPREHENSION QUESTIONS

- 1 simple past, past continuous
- 2 present
- 3 Answers will vary. The narrator wants to show what has already happened before she begins speaking.

7.4 Answers will vary. Examples include:

Dear Ethel

I'm writing to tell you about something that happened yesterday. I woke up at the usual time — about 10 am — had a shower and ate breakfast. I had a big bowl of cereal and some toast and watched TV for a while. Then I went into the kitchen where I heard a funny noise. I thought it came from behind the cooker. I got my tool box and moved the cooker out of the way.

The noise got louder but I couldn't see anything. I rang my uncle to ask his advice. He said that he thought it could be a gas leak. When I heard this I just panicked! I put the phone down, ran outside, got in my car and drove to the local police station. I told them about my gas leak but the constable lost his patience with me. He said that I should have phoned the gas company. He wrote his report, then rang the gas company for me.

Then I remembered that my house doesn't have gas — only electricity! I felt really stupid and thought that the constable would be angry with me for wasting his time, so I ran out of the police station while he was still on the phone. I went home to try to find out what the noise was. On the way I bought a newspaper and read about an escaped llama that got out of the city safari park last Wednesday.

When I got home I put my key in the door, turned it, went inside and straight away heard that funny noise again. I held my breath and opened the door slowly. Guess what? I found the llama hiding in my kitchen cupboard!

I let him stay and he slept in my garden last night. The snoring was so loud! This morning I drove him back to the safari park. They were really pleased to see him again and gave me a reward of \$50.

Hope you are well. Write soon and let me know how you are.

Your friend,
Alan

7.5

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

	PRESENT	PAST	FUTURE	FUTURE PERFECT
b	break	I broke the vase yesterday.	I will break the monthly sales record at my part-time job at the end of the week.	I will have broken the record by the end of next week.
c	choose	I chose not to go to the movies on the weekend.	Jeff will choose when he works using the roster that has been distributed.	We will have chosen the presents tonight.
d	withdraw	Alison withdrew all her savings from her account.	They will withdraw enough money to cover their holiday expenses.	Sash will have withdrawn enough money for a new skateboard before going shopping.
e	overtake	The racing car overtook the lead car at the top of the mountain.	We will overtake our parents' car after the next bend.	Lyn will have overtaken all her competitors by the end of the race.
f	prove	I proved to my brother that I could also get my learner's permit.	We will prove which is the strongest glue using a scientific approach.	The horse will have proven he can win the Melbourne Cup by the end of October.

7.6

SIMPLE PRESENT	SIMPLE PAST	SIMPLE FUTURE	REGULAR OR IRREGULAR
notice	noticed	will notice	regular
is	was	will be	irregular
give	gave	will give	irregular
wear	wore	will wear	irregular
open	opened	will open	regular
take	took	will take	irregular
read	read	will read	irregular
translate	translated	will translate	regular
close	closed	will close	regular
please	pleased	will please	regular
replace	replaced	will replace	regular
fall	fell	will fall	irregular

UNIT 8

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- You can assume Marian is a black American girl from the following information: her name shows she is a girl; Marian's comment about it being better if a white person comes with her shows she is a black person; and the words 'flunk', 'blank', 'ma'am', 'boulevard' and the hot weather in June suggest this is happening in America.
- Most likely the real reason for Marian failing the first test is the fact she is a black American living in a racist community.
- There is the possibility that she may have needed to bribe the driving inspector and did not do so.
- slowly**: this shows how Marian drove the car
 - jumpy**: this tells what Mrs Ericson thinks Marian might be jumpy feeling before her driving test
 - beautifully**: this describes what Mrs Ericson thinks about Marian's driving skills

8.1 Answers will vary. Examples include:

- | | |
|--------------|--------------------|
| a slowly | e enthusiastically |
| b excitedly | f clearly |
| c Carefully | g Fortunately |
| d completely | |

8.2

fully, totally, extremely, absolutely, completely, actually, directly, literally, thoroughly, fully

8.3

Answers will vary. Examples include:

- a We were impressed by the way the bowler enthusiastically strode towards the crease.
- b There is no way the youth of today will accept part-time employers reducing their wages.
- c You cannot honestly believe that I would lie to you!
- d I have told you more than once not to rudely speak to a coach like that.
- e It is unlikely that you will be injured if you stay behind the safety barrier.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The driving inspector suggests Marian is just going to use the car to go out at night with boyfriends; he whistles southern American tunes from the era of slavery when Marian is from the northern states; he uses a pretend southern drawl accent to mock her origins; he uses mocking nicknames instead of Marian's real name; he pretends to be amazed that Marian can read; and he shows amazement that she has a college degree as if she could not be intelligent enough to earn one.
- 2 really: this hints at the real, underlying reason the inspector thinks Marian has for wanting a driving licence.
neatly: this shows how precise and accurately Marian executed the driving manoeuvre
high: this shows how steeply the concrete bridge arches over the railway tracks.
scarcely: this reveals the intensity of the inspector's laughter — it almost overwhelms him so he cannot give the next instruction.
- 3 Answers will vary.

8.4

Answers will vary. Examples include:

- a A fit and healthy young man who is keen to have a girlfriend.
- b This is asking whether Marian is from the southern states of America
- c This is an expression of surprise or amazement typically used in southern American states.

- d This suggests Marian comes from the deep south of America.

8.5

- a accidentally
- b certainly
- c anywhere
- d there
- e there, totally

8.6

Answers will vary. Examples include:

- b whispered
- c snatched, grabbed
- d leap
- e yelled
- f sneaked

UNIT 9

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 up, above, toward, from, down, through, between, off, during, against, beside, behind, beyond, toward, without, at, of, with
- 2 Over the mountain/Inside the snow/Beneath the trees/Under the bridge/Within the time limit
- 3 The prepositions give key details about the location of events or people, and the precise circumstances in which the events are happening. All this would not be communicated if they were omitted.

9.1

- a between
- b Among
- c among
- d between
- e Among
- f between

9.2

- a compared with
- b Besides
- c Compared with
- d beside
- e beside
- f compared with

9.3

- a between
- b besides
- c to
- d to
- e among
- f beside

9.4 Answers will vary. Examples include:

- a Compared with the Richmond Tigers, the Sydney Swans is a much stronger team.
- b You must remember that in French *oui* is the opposite of *non*.
- c I will agree with your opinion when you decide to include some facts and figures.
- d The passengers were disgusted by the behaviour of the group of hockey players.
- e This weekend I got to choose between going on an excursion or going to a party.
- f My new part-time job is very different to the one I had early this year.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Ryan is suggesting that he wishes events had taken place in a different way than the way they did. Using the phrase twice emphasises what is going through Ryan's head at the time.
- 2 'through a Tae Kwan Do magazine'; 'to the supermarket'; 'out of the car-park'; 'by myself'; 'for a second'
- 3 Similarities: doing homework, looking at magazines, family situations, supermarkets, learner's licence, car-park, traffic lights, phone calls, best mate, rain storms, passengers, bus-stop, jacket and keys, garage, Subaru; Differences: time allowed for driving while on a restricted licence, rules about having passengers, the term 'restricted licence'.

9.5 Answers will vary. Examples include:

- a bloody, flicking, cool, yeah, vee-hicle, Aw, come on, gonna, chucking down
- b Answers will vary.

9.6 Answers will vary.

UNIT 10

COMPREHENSION QUESTIONS

- 1 The narrator of the story is some kind of animal — a dog, or a cat perhaps. The dog or cat is looking for food in alleyways.

- 2 The sun was just going down **and** I was grazing the alleys downtown, not doing badly. (tells the reader what the narrator was doing during the evening and links time of day with the narrator's actions)
It's not always smart to take meat from strange men, **but** this guy seemed genuine enough. (after giving a reason not to take meat, the narrator gives a contrasting reason — and so the two ideas are linked together, and show how one outweighs the other)
The blood was dry on top, **but** still runny under the crust. (shows the external look of the wound but then reveals the rest of the details, giving a more complete picture of the wound)
- 3 The writer's use of very few conjunctions in the final four paragraphs suggests there is a sense of urgency and determination; events happen in quick succession, and decisions are made quickly also.

10.1

- b Many teenagers are **not only** working in a part-time job **but also** earning much-needed income. (correlative)
- c We would like to have the party on Friday night **rather than** Saturday night. (subordinating)
- d When will **both** of the teams **and** their coaches realise violence will not be tolerated on the field? (correlative)
- e Australia is a huge landmass **yet** most people live just along the coastline. (coordinating)
- f You can stay at Elle's place **as long as** you arrange to be dropped home on Sunday. (subordinating)

10.2 Answers will vary. Examples include:

- b Lasagne is one of my favourite meals, while I detest greasy, overcooked lamb chops.
- c Try to find a way out as though you were a detective.
- d Have a go at the next question although it is a challenging one.
- e Don't be put off by the reviews because they have not appreciated the great acting and the dramatic storyline.
- f We decided to go to the markets after lunch since we went to the pool before lunch.

10.3 Answers will vary. Examples include:

- b Not only the cat and the dog but also the birds are eating the food in the backyard.
- c Both the customer and the supervisor disagreed about the amount of the refund.

- d Whether we go to New Zealand or to Fiji for our holiday next year is still undecided.
- e To tell you the truth, it must be either Abby or Tyson who has lost the assignment.
- f Neither broccoli nor brussels sprouts are among my favourite vegetables.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 This animal storyteller feels some loyalty to the old man who gave him meat, and senses the injustice of his murder by these other men.
- 2 and, but, but, and, but, and, but, but, and
- 3 Coordinating conjunctions are the most frequently used. This type of conjunction creates a description of the action that is more concise, simple and direct, and this suits the simple and direct approach in an animal's way of thinking.

10.4 Answers will vary. Example includes:

We were minding our own business and all of a sudden this old bloke came up to us. Neither me nor my mates did anything to him, we just tried to calm him down. He was yelling abuse at us but we ignored all that stuff. He looked like he had been drinking, although he wasn't carrying a bottle at the time.

Rather than try and hurt him, we decided to move away to a spot beside the river.

The last we saw of him was when he was being pestered by an old flea-bitten dog and we saw the dog trying to take his food. Although he was yelling at the dog, it still kept circling him in a menacing way.

Both me and my mates decided to leave him to it since he had abused us, and we didn't want more trouble.

10.5 Answers will vary.

10.6 Answers will vary. Examples include:

- b we have succeeded, it is completed
- c have an argument or disagreement
- d receive a lecture or be told off
- e it was a minor accident
- f he is just a small person or a young person
- g lost her temper
- h just recently arrived or a temporary resident

- i got involved in the argument or became physically aggressive
- j in a position to succeed or the most likely to win or the best position

10.7 Answers will vary. Example includes:

His back is bowed and he shuffles along at a slow pace. Neither his brother nor his sister are still alive but he still says it's a bonzer life, and he has a happy-go-lucky approach to everything. Although his hair is wispy and his skin brown and cracked, he still has a cheery voice and a welcoming smile. Because he so often says 'she'll be right mate' he hardly ever loses his cool or chucks a wobbly. He says he accepts the good with the bad since he can't change the future.

UNIT 11

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The character telling the story is a bit pessimistic, but also quite smart and a bit of a joker. He is good at analysing his team's strengths and weaknesses, and is aware of what's going on around him. He appears to be the sort of person who wants to stay in the background most of the time — he doesn't think he has much talent with football, and he doesn't push himself to get the top spot.
- 2 'Hopeless.'; 'He also has quite a lot of facial hair — unusual in a fourteen year old.'
- 3
 - a The one word sums up his feelings about the town.
 - b These two short sentences beside each other show a direct link by being parallel — one sentence leads directly to the second one, with its very decisive idea about never asking again and never getting an answer to his question.
 - c Having the single word sentence here adds emphasis to the idea about never getting tired. This repetition creates a strong emphasis.

11.1 Answers will vary. Examples include:

- a This is the completed project.
- b My sister bought a unique outfit for the formal.
- c She made a dash for the store before it closed.
- d I was asleep when my baby brother yelled in my ear.
- e The opinions of the players have been recorded already.

11.2 Answers will vary. Examples include:

- a I found a lost dog yesterday.
- b An awful noise awoke the whole camp.
- c You must face a terrible truth.
- d I will not accept what you say about me any more.
- e All three choices available to us looked dangerous.

11.3 Answers will vary. Examples include:

- a Kate's favourite food is pasta. She likes many different sorts of sauces, especially traditional Italian ones. In spite of her mother always putting parmesan cheese on the table, Kate avoids using it.
- b Jesse returned from his holiday. He travelled to Tasmania on the ferry, went sightseeing at Port Arthur as well as going on the ghost tour. He also went trekking on Cradle Mountain and did not miss the spectacular wild rivers. He thought the ghost tour was one of the best parts of the whole trip.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 What Blacky really means is that once you had a reputation for being a coward in football, there is nothing you could ever do, no matter how brave, to change that reputation.
- 2 gutless wonder, slack moll, gutsy effort, bloody
- 3 'I wrestle, Tarzan-like, with the kid-eating monster.' (using a simile to make a comparison with Tarzan gives a mental picture of how courageous he would be, and it gives a strong image. Also, using the descriptive phrase 'kid-eating monster' provides an exaggerated sense of the drama of the scene.)
'... like it's been superglued to your forehead.' (this extended simile illustrates how permanently the reputation remains with you, and the image of being on your forehead indicates how public it also becomes.)

11.4 Answers will vary. Example includes:

There is no way I'm going to be the meat in the sandwich just for the amusement of a heap of beer-drinking, pot-bellied has-been drunks standing around the ground ready to laugh their heads off. I've got to get some serious practice in to perfect my Thumper tackle, and then I'll spoil their fun and make it look like I really know my stuff ... but I've just had a brainwave! If I can get injured — just a bit injured —

then there's no way I can play in the grand final. You beauty! There's a way out of the morgue! I've got to make the best of a bad deal and get a little bit hurt so I don't get murdered.

11.5 Answers will vary. Examples include:

- a This humorous poem compares words that have similar spellings but different pronunciations.
- b A big problem with English pronunciation, according to the poem, is that many words look very similar on the printed page but have very different pronunciations when spoken aloud. There is not a regular set of rules that covers the pronunciation of all English words.
- c A silent letter is one that is not pronounced when spoken, but it can affect the pronunciation of words due to its effect on other letters beside it. Spelling words with silent letters can be a challenge.

UNIT 12

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Everybody line up behind the flags, please; Don't push; Take it off; Give it here; Get into line;
- 2 Claire Morton!
- 3 This play's opening is about a teacher getting students organised for a cross-country race, and so the teacher is calling out instructions, making requests and giving direct orders because the race has to get underway.

12.1 Answers will vary. Examples include:

- b We're leaving for the rellies' visit in two minutes; Get your act together fast — we're going now!; Get in that car now!
- c Have you put away your soccer stuff yet?; Don't forget the soccer gear needs to be put away; Move your soccer stuff this instant!
- d Have you got any homework tonight?; Time for homework — hop to it!; Your room — now — homework or else!

12.2 Answers will vary. Examples include:

- a i Point the remote at the sensor on the TV.
ii Place one foot on the middle of the board.
iii Turn on the iPad using the power button on the front.

- b i** Don't go any closer to the edge of the pool because you could fall in.
- ii** You've got to decide whether they're worth the price just to wear the brand.
- iii** I read at school about the healthy eating pyramid — and fruit and vegies are the things we should have most.
- c i** Would you mind reaching up and getting that pasta sauce on the top shelf for me please?
- ii** I was wondering whether there might be some part-time work available soon?
- iii** Could you help me find my way to the city museum?

12.3

- a** Really!
- c** No!
- d** Cool!
- f** Rip-off!
- g** Never!
- j** Great shot!

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

ORDER	Don't run so rotten fast.	Slow down.	... go on, then.	
REQUEST	Hang on, Paula.	Let's nip in there for a cup of coffee.	Want a top-up?	Want some more coffee?
INSTRUCTION	Come on, if you're that keen on running I'll race you to my house.			
ADVICE	They won't know.	There's some chocolate biscuits in that tin.	We should be doing that run, you know.	

- 2** We can't do that.
- 3** Commands, exclamations and interjections are part of everyday conversations when people exchange ideas, give opinions, ask questions and get others organised.

12.4

- b** I would really like to get out of this race for a while, and I'd like you to come with me.
- c** The race doesn't matter to either of us so it won't make a difference if you come with me for a coffee at my place,
- d** That wasn't funny offering me a biscuit called Marathon when we've just decided to stop running in the race.
- e** The teacher criticises people and corrects them during the race if she thinks they're not doing it properly.
- f** The teacher loves being the centre of attention and pushing other people around, giving orders and showing how important she is.

12.5

- Answers will vary. Examples include:
- a** May I help you?/ What do you need?
 - b** Open at other end./You've got to lift the edge first.
 - c** Don't worry, it'll soon be over./It's probably time we started getting ready to leave.
 - d** No way!/ Whenever!
 - e** Ohhh!/Heck no!

12.6

- Answers will vary. Examples include:
- a** What a beauty!/You little ripper!
 - b** That's hopeless!/What a mess!
 - c** Hooray!/Yay!
 - d** Yuck!/Owwwww!

UNIT 13

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The narrator means that he is familiar with all the types of things you find in a city, so it wasn't a surprise to him. But he just summarised all the city features he knows about by using the word 'stuff'.
- 2 What is new and different for Raymond and Dougy: the fact that the city is so large
there are the latest models of cars
seeing places they have only heard about
the huge number of people moving so quickly through the station.
- 3 left behind: getting separated from others in the group without them realising
for a couple of minutes: for a short amount of time while she checked the right way to go
a chance to look around: an opportunity to see what is happening, where they are and to become familiar with the surroundings

13.1 Answers will vary. Examples include:

- a accept the punishment that you will be given for what you've done wrong
- c make an attempt at the task and you will learn how to do it by experiencing the task
- d a very special chance to gain benefits for myself
- e this issue will not be forgotten and you will be told about it in future/it seems I am speaking but no one is actually listening to me

13.2

- a Jeff injured his leg during the soccer game.
- b After the party we phoned home for a lift.
- c My cousins in central Australia are coming to live in the suburbs of Brisbane.
- d Having lost his wallet, Angelo cancelled his credit card and a gym membership card.
- e Finishing my shift, I went to meet my friends at the shopping centre.

13.3

- a during, after, for, in, in, at
- b the, the, a, the, a, the
- c Having lost his wallet; Finishing my shift

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The family realises they are the only Aboriginal people they can see; the taxi driver is reluctant to take them as passengers; and they are suspicious that an Aboriginal guy is in charge at the hostel.
- 2 in a city, at home, with more people, along the street, behind one another, in the whole of our town, of the first car, to put the bags in, along the hall, in our room
- 3 in a city, at home, with more people, along the street, behind one another, in the whole of our town, of the first car, to put the bags in, along the hall, in our room

13.4

- b I have
- c you
- d black fellow
- e there would
- f father is
- g did not

13.5 Answers will vary. Examples include:

- a Golly gosh. Well what have we got here?
- b I wanna icecream. Are we there yet?
- c Awesome movie! Whatever.
- d Hop to it, matey! Rise and shine!

13.6 Answers will vary. Examples include:

- a Looking around, I wondered where the new takeaway was going to be built.
- b After John walked for three kilometres, having lost his way, he finally decided to ask directions at the station.
- c What a disaster for the players, hearing their star recruit was now out of the team.
- d After the trip we got together and shared our photos and stories.
- e The ship disappeared out of sight beyond the horizon.
- f All the old props and sets that had been used in productions over the years were kept at the back of the theatre.
- g Outside of the city we could see many more stars in the night sky, because there were not as many lights.

UNIT 14

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The hitchhiker makes us suspicious because she checks the numberplate and then writes it down, also she is considering the driver as a possible victim. The hitchhiker has something mysterious in her daypack. The driver is suspicious because he asks the hitchhiker many questions, only picks up hitchhikers on their own, and he is trying to be friendly.
- 2 She plans to murder him, she plans to record his confession to a crime, she plans to rob him — all these are possibilities because she has something in her bag, she has noted his numberplate and she is questioning him.
- 3 The sentence is too long and the events become confusing because there are no breaks between the main ideas.

14.1 Answers will vary. Examples include:

- a The cat, which had very sharp claws, scratched the girl.
- b When I asked if I could drive the car, salesmen came from everywhere to help me.
- c Here is someone you can ask for directions, because there is no way I can find the way.

14.2 Answers will vary. The preferred sentences are marked with asterisks. Examples include:

- a Dad searched for his keys, which he lost in the garage, accompanied by my brother.
*Dad searched for his keys and for my brother — my brother was lost in the garage.
- b *I threw the leather gloves on the table.
I threw my hands on the table after I took them out of the leather gloves.
- c *The lady was ninety-five when her goldfish died.
The goldfish died at age ninety-five.
- d The sausages worked in the garden all morning.
*The writer worked in the garden all morning and then ate some sausages.
- e The pet python should be cut into small pieces because it won't eat the mouse.
*The mouse should be cut into small pieces so the pet python can eat it.

14.3 Answers will vary. Examples include:

- a While I was studying, a strange light appeared outside the window.
- b The birds were hovering high up in the sky beyond the lake.
- c I would like you to see what I've discovered even though we will be late.
- d Although you won't believe me, behind that tree is a most unusual little creature.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The driver tells the girl hitchhiker he killed her friend, but it is too late for the hitchhiker to be rescued. The hitchhiker records the driver's conversation that implicates him in the other girl's disappearance — so the hitchhiker takes the evidence to the police. The driver abducts the hitchhiker and holds her for ransom, joining the other missing girl.
- 2 He was a competent driver, didn't stamp on the accelerator or pull at the wheel.
This guy matched the other details but I looked at his hands again, balanced on the steering wheel, and sighed inwardly.
Plain, ordinary fingers, no bitten nails, nothing unusual.
How did he know?
I waited.
- 3 He was a competent driver, didn't stamp on the accelerator or pull at the wheel.
This guy matched the other details but I looked at his hands again, balanced on the steering wheel, and sighed inwardly.

14.4 Answers will vary. Examples include:

	WORD	MEANING	EXAMPLE IN A SENTENCE
b	competent	capable and qualified	This learner driver is very competent when it comes to reverse parking.
c	unintelligible	not understood or not comprehensible	This handwriting of yours is unintelligible.
d	game	brave or courageous	My little fox terrier is very game even when confronted by a larger dog.
e	reflex	an automatic response to a stimulus	I managed to hit a winning volley with a reflex shot.
f	undercover	secretive or spying	The best way to infiltrate a bikie gang is to go undercover.

14.5 Answers will vary. Examples include:

- b My grip on the pack tightened as my scalp prickled.
- c My nerves leaped and quivered when he switched his headlights on with a sharp click.
- d I looked at his hands again, balanced on the steering wheel, and sighed inwardly as I noticed this guy matched the other details.
- e My head wouldn't turn, but I wanted to look at him and check the expression on his face.

14.6 Answers will vary. Examples include:

STRONG VERBS	DRAMATIC SENTENCE
lapsed	The man lapsed into silence before his verdict was read out.
scribbled	The scribbled note was the last thing they ever wrote.
prickled	The hairs on the back of my neck prickled as we entered the haunted house.
froze	We froze so that the bear couldn't hear us.
whipped	The crowd was whipped into a frenzy of excitement.
jerked	She jerked her hand away, just before the whole thing came crashing down.

UNIT 15

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 There's, It's, It's, It's, Edward's, There's, It's, We'll, It's, What's, What's, You've, don't, They're, don't, Isn't, Kevin's, we'll, couldn't, I'm, can't, let's, who's
- 2 there's → there is; it's → it is; Edward's → Edward has; we'll → we will; what's → what is; you've → you have; don't → do not; they're → they are; isn't → is not; let's → let us; who's → who has
- 3 queen-size, teen-age
- 4 Some words are spelt correctly whether they are spelt as a joined word or a hyphenated word; but other words are always hyphenated.

15.1

- a eighty-three
- b half-Italian
- c crossword
- d seven-tenths
- e backbone
- f go out
- g fourteen
- h laptop
- i re-enter

15.2 Answers will vary. Examples include:

- b recreation/re-creation
The new recreation ground is ready to be opened to the public.
That re-creation of the Ned Kelly hold-up at Glenrowan is really amazing.
- c re-form/reform
The team will re-form next year and we might have some new players as well.
The club needs to reform the rules about who can join.

- d** ten odd/ten-odd
There were ten odd items in the charity shop Christmas sale.
I found ten-odd soft toys under my little sister's bed.
- e** re-count/recount
After the election there was a re-count to check the numbers of votes.
Jess gave a recount of the time she went to Vietnam, China and Indonesia.
- f** resign/re-sign
Our team captain will resign because she has too many school and work commitments.
The coach plans to re-sign that top South Australian player.

15.3

- a** We must not forget to try and get four tickets in the same row.
- b** The price for that drink was \$4 so you had better pay for it.
- c** My cousin has more than 200 battle figures in his collection.
- d** The party will (or shall) end about eleven of the clock.
- e** You will (or shall) need 7.5 metres of material.
- f** Refer to vol. 5 for the scientific explanation.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- Alex/For your information have a great party tomorrow./At the moment I've got to go. Talk to you later mate. As far as I know/it's at your place. See you.
- For Rent/Completely renovated two-bedroom apartment./Main bedroom with built-in bedrope and ensuite./Separate kitchen with stainless steel appliances./Private balcony and double lock-up garage.
- we're, red-hot, bargain's, pre-booked, you'll, easy-to-use, pre-cooked, three-course, once-only, you'll; Often seen: pre-booked; easy-to-use; three-course.

15.4

Answers will vary. Examples include:

- b** 'The ham in this deli is **pre-cut** so you can serve the customers quickly'.
- c** The price they tried to charge us was a **clear-cut** case of a rip-off!
- d** Being a **non-smoker** is a healthier way to live.

- e** The **well-known** celebrity came and spoke to our whole year group.
- f** Our big win the week before made us **red-hot** favourites for the final.
- g** It's a bit **self-centred** to want all the cake for yourself.
- h** Could you clear away all the **non-essential** items from that bargain bin please?
- i** The meals were **ready-made** so we were able to get lunch finished very quickly.
- j** The politician will **pre-empt** any tricky questions before the cameras roll.
- k** The cost of food was very high during the **post-war** years due to severe shortages.

15.5

ABBREVIATION	MEANING
JW	Just Wait
LBL	Little By Little
KIC	Keep In Contact
LTM	Listen To Me
BBB	Blah Blah Blah
TQ	Thank You
KL	Cool
WHWN	What's Hot? What's Not?
BRB	Be Right Back
GWT	Go With That
HB	Happy Birthday
CMIIW	Correct Me If I'm Wrong
CID	Consider It Done
WIGIG	When It's Gone It's Gone
TIA	Thanks In Advance
TL	Tough Luck

15.6

We won \$5000 in the national 21st century school online energy saving ideas competition. More than 7600 teams entered, with 38% of them reaching the final judging, so we were really happy to win. The organisers must have been pretty impressed, because they gave high commendation awards to more than 400 ideas they thought were first-rate. We only found out about our victory at 11.30 this morning.

UNIT 16

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Merle does not like the town where she lives and a guy she used to like has left town and started to go out with other girls. One of her former school friends has become alcoholic and lost her dignity, and this saddens her as well.
- 2 jackeroo, grog, Sandman, chromies, widies, grouse, pad, coupla, chicks
- 3 The Australian expressions give the impression this is an outback town and the people are isolated from city life and the wider world.

16.1 Answers will vary. Examples include:

- a lout, hooligan
- b hard working, working class Australian worker
- c easy time, avoid work
- d no chance at all of success
- e angry, aggressive
- f put on a performance, make a scene
- g not as smart as others, a bit stupid, a little crazy
- h got the wrong idea, made a mistake
- i be sensible, look at this fairly
- j true, honest, genuine
- k good look, a close look
- l false story, a rumour
- m very remote, very isolated, in the outback

16.2 Answers will vary. Examples include:

- b *mark*, taking the ball on the full; *goal*, kicking the ball between the centre posts; *handball*, passing the ball to another player; Australian Rules players, followers or commentators.
- c *quinella*, select the first two place-getters in a horse race; *trifecta*, the first three place-getters in their correct order; *by a nose*, outright winner; race goers, punters
- d *grind*, a skateboarder who slides on the trucks of the skateboard; *ollie*, where the skater pops the board into the air with the impression of it being stuck to their feet; *airwalk*, the skater first gets a lot of air off of a ramp or halfpipe and, while in the air, grabs the nose of the skateboard and kicks out the front foot in front of the board and back foot behind the board; skateboarders

- e *serve*, the action of hitting a ball overarm to commence a point in tennis; *volley*, hitting the ball on the full at the net in tennis; *smash*, overarm power shot hit usually used near the net; tennis players

16.3 Answers will vary. Examples include:

- a present
- b support, follow
- c solid beating, bad loss
- d mocking, criticising
- e hood
- f true, honest, good
- g sandwiches, packed food
- h prepared food purchased from a shop but taken away to eat elsewhere

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Answers will vary.
- 2 billy lids → kids; dog's eye → meat pie; Dad n' Dave = shave; alligator pear → avocado; cackleberry → eggs
- 3 keen as mustard; you galah; hard yakka; Banana Bender; ankle biter

16.4

- a to wave away flies
- b a fight, a disagreement
- c a foolish person, an idiot
- d an object, the name of which you cannot remember
- e lost, in a bad situation
- f money, cash
- g parents
- h excellent, very good
- i angry, furious
- j badly made, faulty
- k in trouble, caught
- l exhausted, broken, not working
- m weakling, lacks courage

16.5 Answers will vary. Examples include:

- b in touch/penalty kick/foul
- c brake/accelerator/blinker
- d roster/cheeseburger/drive-thru
- e hacker/keyboard/mouse

16.6 Answers will vary.

UNIT 17

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Some people criticise clichés because they are worn-out by overuse and do not accurately communicate an event or experience.
- 2 The writer suggests that clichés are very predictable and lack freshness in writing and speaking.
- 3 People still use clichés even though they are frowned upon because they are easily remembered and well-recognised by others, and their meaning is simple and clear.

17.1 Answers will vary. Examples include:

- b Whether something or someone is beautiful depends on what the person viewing considers to be a sign of beauty.
- c Once something has happened then it cannot be taken back.
- d If a person causes harm to others then it is likely they will be eventually paid back in the same way.
- e The passage of time makes the feelings of injury and suffering less painful, and reduces the impact for the individual until it can fade away altogether.

17.2

- a Australian and New Zealand Army Corps
- b Queensland and Northern Territory Air Service
- c Technical and Further Education
- d Hazardous Chemicals
- e Personal Identification Number
- f Sudden Infant Death Syndrome

17.3 Answers will vary. Examples include:

- b The TV was stolen or obtained by illegal methods.
- c A member(s) from his own side killed him.
- d He vomited.
- e I need to go to the bathroom/toilet.
- f They were killed.
- g The town was damaged even though it was not the actual target.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 pre-owned/pre-loved; passed on/pushing up daisies; let him go/vacate his desk; marginalized/taken out
- 2 humorous: vertically and horizontally challenged; serious: pre-owned, collaterally damaged, passed on, marginalized, let him go
- 3 If we are speaking to people whose relative has died, it is polite to speak about the deceased person as having passed on, or gone to heaven, or left us. It is inappropriate to use humorous euphemisms on serious occasions, and some people would say it is also inappropriate when it also hides the truth (e.g. saying 'taken out' instead of 'killed').

17.4 Answers will vary. Examples include:

We don't say 'toilet' because it's rude
Instead we say 'spend a penny' so we aren't crude.
To say something's 'stolen' can sound a bit tough
So we'll say 'came my way' to sound less rough.
When someone's 'poor' we like to be kind
So we say they have 'hardships' so they won't mind.
When I'm 'lying' the truth can be hard to tell,
So I'll try to cover up using 'white lies' as well.

17.5 Answers will vary. Examples include:

- b like a bull in a china shop
- c the early bird catches the worm
- d scraping the bottom of the barrel
- e banging your head against a brick wall
- f You can't teach an old dog new tricks
- g a blast from the past
- h A chain is only as strong as its weakest link
- i a leopard cannot change its spots
- j a taste of your own medicine
- k as plain as the nose on your face

17.6

- a Association of Southeast Asian Nations
- b National Australia Bank
- c Vocational and Educational Training
- d Higher Education Loan Program
- e Australian Federation of Travel Agents

UNIT 18

COMPREHENSION QUESTIONS

- 1 Answers will vary.
- 2 Answers will vary.
- 3 1, 2, 3, 7, 8

18.1

- | | |
|----------------|----------------|
| a double sound | e homographic |
| b homophonic | f double sound |
| c homophonic | g double sound |
| d homophonic | |

18.2

Answers will vary. Examples include:

- surrender, peace
- success, freedom, ownership
- power, victory
- marriage, love, unity, power, position
- mourning, warning
- pirates, danger
- death, evil, danger, suspense
- victory, war, remembrance, power
- warning

18.3

Answers will vary. Examples include:

- I've decided to change my mind after thinking about it further.
- That was missed by the people watching and they didn't see it at all.
- The minor points are where the most significant information is contained, so you will have to look carefully to see the key ideas or most threatening points hidden away in the information.
- You are trying to get the best things for yourself out of the situation, and make the most profit for yourself.
- Why don't you look beneath what is said or written and see there are other meanings intended?
- You should try and protect your investment or your options by making some other arrangements, so you have a way out and don't over-commit yourself.
- She is just pretending to agree with the idea, and give the impression that she supports it when in reality she does not.

COMPREHENSION QUESTIONS

- 1 Answers will vary.
- 2 Symbols allow individuals, communities and nations to represent ideas, beliefs, places and people with a visual image that is easily recognisable and understandable to all. They communicate a lot of information in one visual representation.
- 3 Symbols are used to advertise products, communicate ideas and represent objects. A highway billboard showing a police officer wearing a police hat and mirror sunglasses represents the authority or the police and acts as a warning to motorists. The McDonald's yellow M symbol represents the product chain and the Nike swish or tick advertises the brand without using the name.

18.4

Answers will vary.

18.5

Answers will vary. Examples include:

- How much will it cost? → 'What's the damage?' asked Juan after we had eaten.
- the true story, the secret information → The reporters hunted around to discover the inside story on the politician's future.
- not known, ignorant of the truth → I was in the dark about a new team being formed next season.
- the people with power and influence → The business meeting included all the movers and shakers from the mining industry.
- your very best effort → You should do your level best to get into the one career you really would enjoy the most.

18.6

Answers will vary. Examples include:

- Lettuce try different salads with our lunch.
- In Iceland they often have an ice day.
- You will need dough to buy that gourmet bread!
- The medieval jousting horse was a knight mare to ride.

UNIT 19

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 saved, so what, done, finish them off
- 2 The mood becomes one of casual interest instead of extreme feeling.
- 3 anxious, agitated, reflective, upset

19.1 Answers will vary. Examples include:

- a harsh, critical, indignant
- b excited, optimistic, happy
- c objective, authoritative, detached
- d concerned, solemn, mournful

19.2 Answers will vary. Examples include:

- a Dive in and grab yourself one of our mouth-watering new burgers — fresh and full of flavour just for you.
- b I am extremely unhappy with the very poor level of service I received last week. The rudeness and lack of assistance means I will definitely not recommend your shop to my friends in the future.
- c I took it back again and, what do you know, something else went wrong — just my luck! You'd think they'd realise by now this was never going to bring a happy ending — but no, they just offered to repair it for a third time. Third time unlucky, I say!

19.3 Answers will vary. Examples include:

- b furious, boiling with anger, fuming with rage
- c too easy, whatever, a piece of cake
- d hopeless, not a chance, heading for disaster
- e good old days, pleasant memories, wistful

19.4 Answers will vary. Examples include:

- a Energetic: Tennis is a terrific sport for boosting energy levels and gives people the opportunity to exercise and play a great game while mixing with other people who also love this sport.
- b Disgusted: It's really pathetic the way some drivers on the freeway participate in petty competitions with other cars, to cut in ahead or be at the front. Driving is not a race and these drivers risk serious accidents. They're hopeless and childish.
- c Caustic: I was in primary school playing chasey. I fell over and when I told the teacher I'd really hurt my ankle he just told me to go to class. I was in agony and ended up in hospital. He was cold and heartless towards a little kid in pain.
- d Nervous: It was my first job interview for a supermarket job. I sat with sweaty palms, looking anxiously at everyone else in the waiting room, and panicking that I would fail this scary interview.
- e Instructive: Turn right at the corner of the street, walk straight down Ashcroft Street to the roundabout, turn left and you'll see a petrol station about 20 metres down the road.

19.5 Answers will vary. Examples include:

Listen Bushere, here is a gentle piece of advice. Always give the opposition a bit of space before the end of the game. Give them a chance but use that chance for your own benefit.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 He is sarcastic, caustic and joking. You can tell by the way he casually jokes with the other speaker.
- 2 restrained, authoritative, detached, candid and a little sarcastic
- 3 Answers will vary.

19.6 Answers will vary.

19.7 Answers will vary. Examples include:

What's happening to our world? People who play sport at an elite level, and actors at the top of the Hollywood star system, get paid obscene amounts of money. Scientists working hard to find cures for cancer or ways to improve our environment are hardly ever recognised, let alone paid what they deserve. Let's get serious, it's time to stop this madness! We need to value the most important jobs in our community much more.

Key to tone: critical, outraged, indignant; regretful, concerned, disappointed; restrained, sincere, informative

19.8 Answers will vary. Examples include:

- b 'Touch that and you're dead!' harsh, aggressive, threatening
- c 'Warmest best wishes for the future' friendly, calm, compassionate
- d 'What a great day for a great win!' joyful, jubilant, excited, optimistic
- e 'Go take a jump!' insulting, indignant, aggressive
- f 'What a pity you weren't born with brains.' insulting, malicious, patronising, facetious

UNIT 20

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 futuristic; luxurious; powerful; sporty
- 2 suddenly looms large; dangerous; flares up; larger; danger; reckless drivers; gain attention
- 3 slowly shrinks small; peaceful; draws in; smaller; peace. This changes the style to reduce the dramatic impact of the image and soften the whole description of the vehicle.

20.1 Answers will vary. Examples include:

POSITIVE CONNOTATIONS	NEGATIVE CONNOTATIONS	NEUTRAL CONNOTATIONS
chatty	complex	colloquial
conversational	confused	formal
crisp	dull	realistic
elegant	flowery	reasonable
emphatic	gossipy	simple
fluent	incoherent	
learned	melodramatic	
lyrical	ornate	
punchy	vague	
succinct	verbose	

20.2 Answers will vary. Examples include:

- a melodramatic, emphatic, punchy
- b formal, reasonable, learned
- c verbose, complex, ornate
- d lyrical, elegant, flowery

20.3 Answers will vary. Examples include:

- Words: the writer uses dramatic and emphatic phrases such as 'suddenly looms large' and 'borders on dangerous'. He uses images from nature for comparison and uses dramatic and colourful language to describe the features of the car.
- Sentences and paragraphs: they are short, punchy and dramatically focused on the car's unique features.
- Tone: there is a dramatic and excited tone, with a sense of surprise and attention-getting in the writing about the car and its features.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 2 lyrical: Space Fantasy
- 3 melodramatic: Sesame Street
- 4 chatty: Snoopy
- 5 colloquial: Spider-Man
- 6 flowery: Magical Starlight Parade

20.4 Answers will vary. Examples include:

STYLE TERM	MEANING	POSITIVE/NEGATIVE/NEUTRAL CONNOTATION
a morbid	sickly, unwholesome	negative
b convoluted	coiled, twisted	negative
c illogical	not logical	negative
d whimsical	humorous, fanciful	positive
e pithy	forcible, succinct	positive
f emphatic	forcible, expressive	positive
g passionate	displaying strong emotion	positive
h descriptive	describing vividly	positive
i repetitive	being repeated	negative
j economical	avoiding waste	positive
k acerbic	bitter and sharp in taste, manner or temper	negative

20.5 Answers will vary. Examples include:

- a pithy → 'Go for it! You can win!'
- b repetitive → 'Don't you ever, ever, ever speak like that to your dear, old, sweet, gentle, kind grandparents again. Never, ever again!'
- c morbid → 'We're all going to die. There's no hope. The environment, the economy, society is all crashing down around us. Just give up.'
- d whimsical → 'What a fun-filled day my little cousins had at Luna Park. All those rides, all that fairy-floss, all those stuffed toys and all these tired kids by the end of the day.'

20.6 Answers will vary.

UNIT 21

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The article focuses on snow skiing as well as other popular teenage activities, so the title incorporates both ideas.
- 2 The opening paragraphs catch the reader's attention by listing key attractions that will appeal to teenagers, and then describing additional events that will also appeal to teenagers.
- 3 The sub-headings allow the reader to jump to key features of this holiday destination article. It also shows the variety of destination places and the wide range of activities available.

21.1 Answers will vary.

Ranked order from most serious to most light-hearted:
c, g, d, i, k, e, f, b, j, a, h

21.2 Answers will vary. Examples include:

	LANGUAGE SAMPLE	CONTEXT	PURPOSE	AUDIENCE	TYPE OF LANGUAGE
b	I would like to thank you for your generous gift on my birthday.	note to relative after birthday	to offer thanks and appreciation	a much older relative	formal, courteous, friendly
c	Your quality of service is well below what I expect from a national franchise.	message to store	to complain about poor service	manager or customer service officer	formal, serious, restrained, critical
d	This is the last will and testament of John Joseph Adams.	the wording on a will	to inform relatives of the wishes of the person in the will	relatives and friends of the deceased	formal, objective, precise
e	Hurry up! We'll miss out on the best rides if you don't get moving!	speaking to friends/family at a theme park	to make them move more quickly	friends or family	colloquial, friendly, informal
f	Handle with care. Very hot surfaces. Use protective gloves at all times.	safety message on product	to inform and advise users of safety measures	users of the product	formal, precise, authoritative

21.3 Answers will vary. Examples include:

- b** expediting; a formal word is used when more informal language would be clearer
- c** should've; a colloquial contraction is used in a formal context
- d** stupid; a slang term is used when more courteous language would get a better response
- e** thoroughly judicious preparation; verbose language used in a complex sentence when more direct description would be more effective
- f** fell about, split my sides; colloquial language used in this formal context is inappropriate and undermines the formal tone and sincerity of the speech.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 These topics would appeal to teenagers; they cover the interests of both males and females; and they also allow for a range of interests across a range of ages.
- 2 The writer's purpose is to give some information about key attractions, indicate what will appeal to teenagers and describe the different places and activities in enough detail to arouse interest in the reader.
- 3 In each section the writer has included a small list, which summarises the high-interest aspects of the topic for teenagers. The writer also highlights interesting details about the place or activity, and draws attention to teenager-focused aspects of the location. The writer uses the present tense very often, and this gives immediacy to the writing.

21.4 Answers will vary. Examples include:

- a *manga*, comics created in the Japanese style
- b *anime*, the animation style that reflects the Japanese tradition
- c *feudal*, resembling the hierarchy of the medieval world
- d *painstaking*, careful, thorough
- e *enduring*, tolerating, withstanding something for a long time
- f *geisha*, Japanese hostess trained in entertaining men with dance and song
- g *kimono*, traditional Japanese long and loose robe worn with a sash
- h *fortuitous*, by chance, accidental

21.5 Answers will vary. Examples include:

- a This was the fifth time she attempted this experiment; the first one was not successful, the second one was an improvement but proved to be flawed, and others followed after this.
- b The team will train on Wednesday and Friday with the main game being held on Sunday.
- c This is the state of the states in Australia. New South Wales has the largest population. Tasmania has the smallest population. Victoria is the most closely settled. Queensland is the fastest growing state. South Australia has the most concentrated population in the south of the state. Western Australia is booming owing to the influx of workers in the mining sector.
- d There are a number of debilitating diseases affecting people in the world today. Cholera, measles, typhoid and serious cases of polio still exist, and it is of utmost concern.

UNIT 22

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 This article talks about the mechanics of puppetry, the skilled puppet/robot creators and the different techniques that have been used over time to animate and manipulate movie puppets/robots.
- 2 The page would be less informative because the puppets/robots are a visual feature of films and so seeing their images is important.
- 3 instructional information, biography, historical records, description of techniques

22.1 Answers will vary.

22.2 Answers will vary. An example is shown in the following table.

	INSTRUCTION	RANKING
a	a statement of the goal to be achieved	2
b	a list of materials, if required	3
c	step-by-step numbered guidelines, with each new point beginning with a command verb	4
d	command verbs usually at the beginning of each instruction	7
e	numbered steps with a new line for each step	6
f	polite, clear and friendly tone	9
g	headings and sub-headings for organisation	1
h	clear and concise expression in short sentences and paragraphs	8
i	varieties of font and font styles for emphasis and clarity	11
j	diagrams for clarity	5
k	technical language where required.	10

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Remove, disposing, Rinse, wipe, Ensure, Allow, Switch, Remove, dispose, Rinse off, wipe down, Repeat, rinsing, Do not scrub, Do not rinse, Wipe, Make sure, do not leave, wiping, clean thoroughly, Keep, Open, remove, fill, Place, Press, Replace, Open, Serve.

- 2 Instructions are set out clearly in dot points and with clear headings for each section, the language is concise and the sentences clearly structured, there is a logical sequence for the instructions ('Prior to use', 'After use' and 'Brewing the coffee'), key words and terms for the components are used clearly (all parts are explained with descriptive terms).
- 3 Omit the sub-headings, do not use key terms for components of the product, place the instructions in a different order.

22.3 Answers will vary. Examples include:

- b electricity source, the power supply
- c pot assembly, the glass jar and lid
- d filter assembly, the insert that fits inside the jug
- e circuitry, the electrical components in the percolator
- f serve, pour into cups or mugs

22.4 Answers will vary. Examples include:

- a animation, the technique of filming drawings or positions of puppets to create the illusion of movement when the film is shown in sequence. Animation has become a very popular movie feature in the past ten years.
- b 'stop-motion' animation, the process of creating a sequence of individually photographed actions that create the illusion of movement when shown in sequence. There is a long history of stop-motion photography in American movie making.
- c computer graphics, the process of creating and manipulating images on computer that simulate actions or events. The computer graphics used in the Shrek movies were cutting-edge at the time.
- d go-motion, a system of computer-controlled rods that manipulate the puppet robot. The go-motion methods used in recent movies are so believable the audience is totally convinced of their reality.

22.5 Answers will vary.

UNIT 23

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The topic of the essay is the development of the modern razor for shaving, and how people were shaved in the past.
- 2 The opening sentence of the first and second paragraphs give the most useful information.
- 3 Paragraph 1: the ways razors were used throughout history; Paragraph 2: the ways barbers worked throughout history; Paragraph 3: the ways barbers used razors in earlier times.

23.1 Answers will vary.

A summary example for the positives and negatives for students working in part-time jobs is provided:

Step 1 Audience: high school students and their parents

Step 2 Purpose: to reveal benefits and disadvantages of part-time jobs for young adults

Step 3a Brainstorm benefits: self-discipline, organisation, responsibility, managing money, communication skills, working with adults, independence

Step 3b Brainstorm disadvantages: too many hours in work, distracted from schoolwork, wanting more and more money, too much time away from home/family/sport/school

Step 4 Research/Organise: interview part-time workers and their parents, interview employers and teachers, organise interview findings in sections based on a logical sequence.

23.2 Answers will vary. Examples include:

- a *account for*, give a description or a story to explain
- b *illustrate how*, use examples or information to describe or explain
- c *justify*, show the correctness of a viewpoint or argument
- d *review*, give a general survey and assessment of the subject or topic
- e *what is the significance of*, explain the importance of a topic, viewpoint or argument

23.3

	KEY TASKS	RANKING
a	find key evidence and quotations	4
b	write the introduction paragraph	6
c	brainstorm the question or topic	3
d	organise the arguments and evidence in their order	5
e	write the final polished essay	10
f	decide the purpose of the essay	2
g	write the conclusion paragraph	8
h	decide the audience for the essay	1
i	write the body paragraphs	7
j	polish the draft for expression and layout	9

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 persuasive essay
- 2 This essay gives reasons for more humane treatment of animals, and reasons for changing the public attitudes and practices of the treatment of animals in a variety of contexts.
- 3 now, fortunately
- 4 Answers will vary.

23.4 Answers will vary. Examples include:

- a Authorities are aware that illegal animal sports continue in the world today.
- b Cruelty to animals occurs through thoughtlessness and indifference; animals used in scientific research have to be protected.
- c a dog locked in a car; a cat shut in house all day

23.5 Answers will vary. Examples include:

- a Pet owners have a responsibility for the well-being and health of their pet animals.
- b People are often thoughtless and indifferent towards their pets; pets are not a hobby or interest that can suddenly end or be forgotten.
- c 'We need to persuade'; 'we have an obligation'; 'we must keep uppermost in our minds'

23.6 Answers will vary. Examples include:

	LANGUAGE FEATURE	EXAMPLE FROM ESSAY	COMMENT ON EFFECTIVENESS
a	emotional appeal	We are being particularly cruel when we lock animals in cars on hot days.	This is very effective because it highlights the cruelty of people who ignore the vulnerability of animals.
b	vivid imagery	Animals shipped alive overseas to be killed for food.	The image is clear, and emphasises the way we use animals for our own ends.
c	rhetorical questions	Are we that important?	The issue of the degree to which human health is more important than animal welfare is clearly shown in this rhetorical question.
d	first person viewpoint	Are we doing enough to ensure that they do not suffer while they serve our needs in so many ways?	This use of the personal pronouns 'we' and 'our' emphasises that all human beings are responsible for the treatment of animals on our planet.

UNIT 24

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The main subject is the issue of hormones given to the cattle that are reared for human consumption.
- 2 The photograph shows what appears to be a healthy cut of meat, but it is held up in a way that indicates it is an example of an issue by being gripped tightly and from above.
- 3 The opening tone is accusatory, decisive and direct.

24.1 Answers will vary. Examples include:

- a 'Great, that's chicken's problem'; 'Beef types tend to tip-toe around the H-word ...'; 'Put simply ... less fodder and saved time.'
- b 'Beef producers realised they had painted themselves into a corner.' (colloquial)
- c 'That's chicken's problem.' (humour); 'There is a significant risk to consumer confidence ...' (quotations)
- d 'the H-word' (emotive language)

24.2 Answers will vary. Examples include:

- b** clever headline — ‘Hormones? No hormones?’
- c** artwork including photos — photo of steak held up like an exhibit as part of the title of the article
- d** lead or opening paragraph — “There is a significant risk to consumer confidence from a rise in consciousness.”

24.3 Answers will vary.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1** The article seems to be against the use of hormones in our meat, and one main reason for this is the artificial control of the environment in which the animals are bred and fed.
- 2** Lead or opening paragraph: describes animals on farm
Selective facts: gets farmer to tell what is used on farm
Closing paragraph: describes tension between Coles and farmers
- 3** ‘... the animals are not fed antibiotics ...’ — the popular belief that antibiotics are in animal feed.
‘every season is turned into spring’ — this is an artificial control of the natural growing process, and this affects the animal and meat produced.
‘The product will cost more to produce ...’ — the industry will charge more for hormone-free meat for the supermarket.

24.4 Answers will vary. Examples include:

- a** *ruminating*, chew the cud
- b** *capital*, money issue
- c** *calibrated*, carefully measured
- d** *carcass*, dead body of the animal
- e** *commercial terms*, supplied at a price that allows a reasonable profit

24.5 Answers will vary. Examples include:

- a** *manageable*, able to be managed or controlled
This new feedlot is not manageable in the new commercial environment.
- b** *placid*, calm or peaceful
The lake was very placid early in the morning.

- c** *justification*, can be defended or supported
We will provide the justification for our decision once the report is delivered.
- d** *calibrated*, determined the correct capacity or value
The new machine was calibrated once it was installed.
- e** *vaccinated*, inoculate to provide immunity against disease
The cattle were vaccinated against the overseas animal virus.
- f** *consignment*, a batch of goods destined for delivery
The consignment was packed and ready for delivery.
- g** *necessary*, something that must be done.
It is necessary to ensure the animals are healthy.
- h** *parasites*, tiny organisms that live on other creatures.
The animals sometimes need to be treated for parasites.
- i** *cartilage*, the tissue that earlobes and noses are made from.
The cartilage in my ear was damaged when I fell over.
- j** *carcass*, dead body
The animal’s carcass was taken away to be processed.

24.6 Answers will vary.

UNIT 25

25.1

Our world is using technology more and more in everyday life. People are also adopting new technologies [wrong word] faster than ever before. [full stop] Our [new sentence] modern world could not operate any more without computers [spelling error] — they run trains, [comma missing] fly planes, operate banks and are the brains behind all our electricity, entertainment [spelling error] — and shopping systems.

25.2 Answers will vary.

25.3 Answers will vary.



NOTES

KNOWLEDGE
SKILLS
TEXTS
GRAMMAR
PUNCTUATION
COMPREHENSION
READING
WRITING
SPELLING
VOCABULARY



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