

Junior
ENGLISH
Skills

9

Lisa Neale

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Insight Publications Pty Ltd
3/350 Charman Road
Cheltenham Vic. 3192
Australia

Tel: +61 3 8571 4950
Email: books@insightpublications.com.au

www.insightpublications.com.au

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A note for teachers

This workbook has been written to help your Year 9 students build their skills in grammar, punctuation, spelling and vocabulary.

There are several ways in which this workbook could be used:

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

To access suggested solutions to the activities in this workbook, please email us at sales@insightpublications.com.au.

In addition, there are 'writing challenge' questions for each unit that provide scope for deeper exploration or more creative individual tasks.

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

For students: How to use this book

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

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

Here is how the units work:

- 1 Each unit begins with important facts. These include definitions or explanations of various aspects of the English language, and examples of how they are used. Read this section carefully; it tells you what you need to know.
- 2a The next part in each unit is a sample question for you to read carefully.

SECTION 1: GRAMMAR

1.7 Clauses

1 A **clause** is a group of words that contains a subject (a noun, pronoun or noun group) and a verb.

A **main clause** (also known as an **independent clause**) can stand alone as a full sentence.

- e.g. Emmanuel (subject) arrived (verb).
- e.g. The dog (subject) bit (verb) Susan.

A **subordinate clause** (also known as a **dependent clause**) cannot stand alone because it is not a full sentence. A subordinate clause depends on other elements of the sentence to make sense.

A subordinate clause often starts with a **subordinating conjunction** (e.g. **while, because, as, unless, although**). A subordinate clause can also start with a relative pronoun (e.g. **which, who, that**).

- e.g. I wore my coat **because it was cold**.
- e.g. **While I cook**, please set the table.

An **embedded clause** is a subordinate clause that is in the middle of a main clause. Usually, an embedded clause adds information about the main clause.

- e.g. Will, **who is Jem's brother**, met Mel.
- e.g. The gift **that you gave me** is great!

Not all groups of words are clauses. If a group of words does not have a subject, or does not have a verb, or does not have a subject or a verb, it is a **phrase**.

- e.g. **the dog's bowl**
- e.g. **sweet and sour**

2a **Sample question**

Follow the steps in the table to identify the main clause and the subordinate clauses in the sentence below. Underline the main clause and circle the subordinate clauses.

The little boy, who came with his mother to the meeting, read a book while he sat on the step.

1 Read the instructions. What are you being asked to do?	► Find the main clause and the subordinate clauses in the sentence.
---	---

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- 2b) Each sample question is followed by at least one practice question for you to try yourself.
- 3) Tips are given on many pages. They provide additional helpful information and examples.
- 4) Each unit has a set of questions for you to answer to consolidate your learning and practise your skills.

SECTION 1: GRAMMAR

2	What is the main action of the sentence in its simplest form?	▶ The little boy ... read a book. This is the main clause.
3	What other information is added?	▶ The embedded clause who came with his mother to the meeting and the final clause while he sat on the step both add information about the main clause and cannot stand alone. They are subordinate clauses.
4	Could any other elements of the sentence that add information be defined as a clause?	▶ The words to the meeting add extra information but they are not a clause; these words are an adverbial that forms part of the embedded subordinate clause.
5	This is the answer.	▶ The little boy, who came with his mother to the meeting , read a book while he sat on the step .

2b → **TRY THIS YOURSELF**

1 Underline the main clause and circle the subordinate clauses in the sentence.
The discoveries, although they were exciting, created suspicion as they were unexpected.

4 → **NOW ANSWER THESE QUESTIONS**

1 Underline the main clause in each sentence.

- a The dogs at the pound whimpered sadly as we walked past.
- b Before you go, look at my new phone!
- c Polly's hand, which was cold and clammy, grabbed mine.

2 Circle the subordinate clause in each sentence.

- a The artist, whose skills were amazing, demonstrated her technique.
- b She wrote to her grandmother who was living in Italy.
- c The imaginary monster that lived in Bella's cupboard frightened her.

Tip: If a sentence begins with a **subordinate clause**, it should be separated from the main clause with a comma.

3 ←

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- 5 Each unit has a 'Read and apply' section, which involves you reading a short text, then answering comprehension questions about that text and using the text to apply what you have learned in the unit. You can use these sections to push yourself and see what you can achieve.

SECTION 1: GRAMMAR



3 Rewrite each sentence to place the subordinate clause at the beginning.

a I'll pack my sleeping bag in case we stay.

b Jenny will be there, unless she's sick, to play the solo.

4 Circle the subject of the main clause in this sentence.

Even though we protested, Kit's car, which was illegally parked, was towed.

5 How many clauses are in the sentence below?

Ali, who plays on my netball team, is a waitress at the café with the red door.

6 Tick the clause that correctly completes the sentence below.

... it is still my favourite subject.

- When so many concepts are complex,
- Although I find the work difficult,
- Whether the lessons are hard,
- Before failing the exam,

7 Tick the clause that correctly completes the sentence below.

Because Lulu overslept, ...

- so she was late to training.
- then she was late to training.
- was why she was late to training.
- she was late to training.

5

READ AND APPLY

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

Circus classes

Primary schools in Canada recently introduced circus skills classes into their physical education programs. Together with motivating children to exercise, circus arts instruction also helps students to develop a wide range of abilities, which enhances creativity and social skills. As they gain competence in circus activities, students develop stronger self-esteem.

- 6 Each unit has a 'Go further' section to extend an aspect of your learning.
- 7 In each unit, there is a 'Writing challenge' section. These sections contain tasks that you can complete in your notebook or on your computer. They involve a little more reading, thinking and writing. These questions usually ask you to compose imaginative, persuasive, informative or analytical texts, and they sometimes suggest some research to find out more about a topic.

6

GO FURTHER

9 Rewrite the following sentence with a subordinate clause at the beginning.
 'Students don't become bored because they learn a wide variety of skills, including juggling, riding a unicycle and using a trapeze.'

Using clauses to present information accurately and concisely

Using a variety of clauses in your writing can help you to present information concisely and accurately, which is important when you are writing informative texts. Consider this paragraph:

Sofia is enrolling in circus classes. Sofia wants to learn new skills. The skills that Sofia wants to learn are using a trapeze and unicycling. The skills that she wants to learn are advanced. Sofia knows it will be hard to learn these advanced skills. Sofia wants to try anyway. She is keen to improve her confidence.

The above paragraph is unnecessarily wordy and repetitive. However, by adding some subordinate clauses, we can make the paragraph clearer and more concise. Consider this version of the paragraph:

Sofia is enrolling in circus classes **because she wants to learn new skills, including using a trapeze and unicycling. Although these are advanced and she knows it will be hard,** Sofia wants to try, **as she is keen to improve her confidence.**

1 Rewrite the paragraph below using a variety of clause types to present the information concisely and clearly.

There's a new gym opening near us. The gym will offer the usual services. It will also offer circus classes. Circus classes can improve physical confidence and self-esteem. Circus classes will suit children aged eight years and older. The gym will open next month.

beginnings with **that** or **which** can depend on whether the clause is an essential (restrictive) or a non-essential (non-restrictive) clause.

Restrictive clause: The gym **that runs circus classes** is close to my house. This clause is essential because there is more than one gym, and that the specific gym that offers circus classes is the one close to the house.

Non-restrictive clause: The gym, **which runs circus classes,** is close to my house. This clause is non-essential because it suggests that there's just one gym; the fact that the gym runs circus classes is extra information.

1 Rewrite the sentences below as one sentence made up of two clauses.
 The cups were on the table. I just washed them.

It was an Italian cheese. It has a strong, sharp flavour.

Monday is only two days away!

Read this book. You should borrow it from me and read it in the library.

7

Writing challenge

Research circus classes in Australia. In your notebook, write a 150-word informative text about the classes, including details such as locations, activities and benefits. Use a variety of clause types.

1.1

Nouns and nominalisation

A **noun** names a person, animal, place, item, feeling, idea or quality. All nouns are either **concrete** or **abstract** nouns, and all nouns are also either **common** or **proper** nouns. The following table outlines the different types of nouns.

Noun type	This type of noun names ...	Examples
concrete noun	an item, person, animal or place – can be experienced through the five senses	table, music, Mitch, Beijing
abstract noun	a feeling or quality – cannot be experienced through the five senses	magic, enmity, solitude, generosity
common noun	a general item, person, animal, place, feeling or quality – starts with a lower-case letter	teacher, salt, capital city, beauty
proper noun	a specific item, person, animal or place – starts with an upper-case (capital) letter	Tim Tam, Mrs Ellis, Bluey, Canberra
collective noun	a group of items, animals or people	constellation, herd, Socceroos

Nominalisation turns verbs or adjectives into nouns. It can be useful when writing formal texts, especially analytical, informative and persuasive texts.

- e.g. We need to **introduce** (verb) *new strategies*.
→ The **introduction** (abstract noun) of *new strategies* is essential!
- e.g. He was **negligent** (adjective) and it caused much suffering.
→ His **negligence** (abstract noun) caused much suffering.

Sample question

Follow the steps in the table to rewrite the sentences below as one formal, succinct sentence. Start by nominalising the verb 'explores'.

The poet **explores** the theme of love in a clever way. This is done through an extended metaphor of a flower growing.

- 1 Read the instructions. What are you being asked to do? ▶ Nominalise the verb **explores** to help create a formal, succinct sentence.
- 2 Work out the noun form of **explores**. ▶ You can add **-ation** to change the verb **explores** into the abstract noun **exploration**.
- 3 Work out how to reword the original sentences so the new word makes sense. ▶ You can move words to make the writing more succinct; e.g. **The poet's clever exploration ...**
- 4 This is a possible answer. ▶ **The poet's clever exploration of the theme of love is seen in the extended metaphor of a flower growing.**



TRY THIS YOURSELF

- 1 Rewrite the sentences below as one formal, succinct sentence.

A new species of beetle has been discovered. As a result, the scientific community has become very excited.

NOW ANSWER THESE QUESTIONS

- 1 Circle all the common nouns in the following list.

mouse Mickey Matildas champion nostalgia

- 2 Circle all the proper nouns in the following list.

Brisbane principal Jennifer castle Grandma

- 3 Circle all the concrete nouns in the following list.

mischief floor jacket comfort tower

- 4 Circle all the abstract nouns in the following list.

friendship malice amphitheatre design benevolence

- 5 Circle all the collective nouns in the following list.

memory audience parliament wistfulness association

- 6 Change each verb and adjective in the following table to an abstract noun.

Verb	Abstract noun	Adjective	Abstract noun
add		creative	
pursue		humorous	

- 7 Rewrite the sentence below so it is more succinct and formal by nominalising the underlined verbs. Add words or change other aspects of the sentence as required.

Do not discuss the case outside the courtroom – if you do, police will prosecute you and you could be seriously punished, even imprisoned!

Tip: A **noun group** is a group of words that functions like a single noun.

e.g. The urgency of finding green energy solutions is obvious.

In this example, the noun group is underlined. Its key noun, **urgency**, is accompanied by a group of words associated with that noun that add extra information about it.



- 8 Underline the longest noun group you can find in each sentence. Then highlight the key nouns around which each noun group is built.
- Jerome's description of his lies as 'embellishments' shows that he is both clever and arrogant.
 - The novel's theme of friendship is most clearly developed through the complex interactions between Tom, Bartholomew, Cicely and the villagers.
 - The author's use of short and partial sentences enhances the sense of growing suspense.

READ AND APPLY

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

'A Poison Tree'

I was angry with my friend:

I told my wrath, my wrath
did end.

I was angry with my foe:

I told it not, my wrath did grow.

And I watered it in fears,

Night and morning with my tears:

And I sunned it with smiles,

And with soft deceitful wiles.

And it grew both day and night,

Till it bore an apple bright.

And my foe beheld it shine.

And he knew that it was mine,

And into my garden stole,

When the night had veiled
the pole;

In the morning glad I see;

My foe outstretched beneath
the tree.

'A Poison Tree' by William Blake (1757–1827)

Comprehension

- 1 What emotion is the main subject of this poem?

- 2 What fruit grows on the tree that is the central metaphor of this poem?



3 What contrast is presented in the first stanza of the poem?

4 Explain, in as much detail as you can, what happens when the 'foe' comes into the garden.

5 In your own words, explain how the persona (speaker) of the poem feels when they see their foe 'outstretched beneath the tree'.

6 Use the nouns in the boxes below to complete the explanation of this poem's meaning.

fruit Blake emotions idea persona anger
foe power exploration tree body darkness

_____’s poem ‘A Poison Tree’ is an _____ of the destructive _____ of unspoken, festering _____. An extended metaphor represents anger as an apple _____ being nurtured by the persona’s negative _____. The tree eventually bears poison _____. At the end of the poem, the persona’s _____ (enemy) steals and eats an apple under cover of _____. The foe’s _____ is discovered under the tree, and the _____ is glad. This hyperbolic metaphor emphasises the poem’s main _____: that anger should not be allowed to develop into something evil, even murderous.

Apply your understanding of nouns and nominalisation

- 7 a Circle three abstract nouns in the poem.
- b Underline one noun group in the poem.
- 8 Highlight the abstract nouns in your answer to Question 6.


 GO FURTHER

Using nominalisation to improve your analytical writing

Analysing a text requires you to *identify* features of language and to *explain* how these features make meaning and affect the reader.

Nominalisation can help you with this, as it often creates a sentence structure that forces you to have more to say. Consider this sentence referring to Blake's poem, 'A Poison Tree':

Blake **represents** the idea of festering anger through the extended metaphor of a tree.

Although there is nothing incorrect about this sentence, it is more *descriptive* than *analytical*. However, if we nominalise 'Blake represents', changing it to 'Blake's representation', our sentence provides the opportunity to say more:

Blake's representation of festering anger through the extended metaphor of a tree ...

So now we can make a further comment – beginning with a verb – and more fully explain the effect of the language on the reader:

Blake's representation of festering anger through the extended metaphor of a tree **creates** a dark, foreboding effect, as it implies the inevitable growth and increasing strength of the persona's 'wrath'.

- 1 a Which of the following options provides the *most effective* analysis of the title of Blake's poem, 'A Poison Tree'?
- The poem's title includes the emotive word 'poison', suggesting danger.
- The inclusion of the emotive word 'poison' in the title suggests danger, foreshadowing the theme of the destructive power of anger.
- b Explain why you chose that sentence.



2 Rewrite the following sentences about 'A Poison Tree', using nominalisation to provide more textual analysis. Verbs and adjectives that can be nominalised are underlined.

a Blake creates visual imagery involving light: 'sunned', 'bright' and 'shine'.

b The words 'veiled the pole' depict darkness.

c Blake repeats the word 'and' many times throughout the poem.

d The persona is angry with his foe.

Writing challenge

- 1 Find a poem online or one you have read in class. In your notebook, write one or two paragraphs *analysing* how the poet has used language techniques to convey ideas.
- 2 Read what you have written and look for ways to improve your textual analysis. (Have you *described* the use of language without *explaining* its effect? Nominalisation can help!)

1.2

Pronouns

A **pronoun** is a word that takes the place of a noun or a noun group (see the tip on page 4 for an explanation of noun groups). The following table outlines some of the different types of pronouns.

Pronoun type and purpose	Pronouns	Examples
A personal pronoun represents a specific person or thing.	I, you, he, she, it, we, they, me, him, her, us, them	Mei and Jann went out. → They went out. Matt emailed Marco. → Matt emailed him . The cake is in the oven. → It is in the oven.
A possessive pronoun demonstrates ownership: it shows that something belongs to someone or something.	mine, yours, his, hers, its, ours, theirs	That pen is mine , not hers . Was that idea yours or theirs ?
A reflexive pronoun ends in '-self' and refers back to the subject of a sentence or a clause, indicating that the person or thing that performs an action is also the recipient of the action. (For an explanation of clauses, see Unit 1.7 on page 38.)	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves	She fell and hurt herself . We protected ourselves . A cat entertains itself .
A relative pronoun introduces a relative clause, showing the relationship between parts of a sentence.	who, whom, which, whose, that	The boat, which was old and whose hull was rusting, started to sink. My dog, whom I loved, was called Snoopy.
An interrogative pronoun represents an unknown thing about which a question is being asked.	what, which, who, whom, whose	Who wants a burger? Whose shoes are on the couch? What will you do today, and with whom ?
An indefinite pronoun refers to non-specific person/people or thing/s.	Includes: anyone, everyone, no one, everything, something, each, another, either	Is there anything you need? Someone left the door open.
A demonstrative pronoun identifies a specific noun or nouns being referred to.	this, that, these, those	You have a scarf already – do you need that ? We won again! This is so exciting!

Sample question

Follow the steps in the table to identify what each pronoun in bold refers to in the sentences below.

Stephen hit the ball hard and **it** smashed through the window. **What** should he do? Mum was going to be beside **herself** with anger!

- | | | |
|----------|---|--|
| 1 | Read the instructions. What are you being asked to do? | ► Identify the nouns represented by the pronouns. |
| 2 | Read the first sentence. It is a personal pronoun, standing for an object. | ► It must stand for the ball , as only one object is mentioned. |
| 3 | Read the second sentence. What is an interrogative pronoun, asking a question. | ► What stands for a possible action that Stephen could take next. |
| 4 | Read the third sentence. Herself is a reflexive pronoun, referring to the subject. | ► Mum is the subject of the sentence, so herself must refer to Mum . |

TRY THIS YOURSELF

- 1** Identify what each pronoun in bold refers to in the sentences below.

Jaimee, **who** loved baking, won the school baking competition. **That** was impressive, as **she** was only nine. **Everyone** applauded.

NOW ANSWER THESE QUESTIONS

- 1** Circle the pronouns in the following sentences.
- I went shopping.
 - Give that to me!
 - Those are sharp – they might hurt themselves!
 - You can study this by yourself.



- 2 Are the bolded words in the following sentences pronouns? Write Y (yes) or N (no).
- The cat was chasing **its** tail. _____
 - There was mist **on** the hills. _____
 - Has **anyone** seen my glasses? _____
 - Zayn **will** be here soon. _____
- 3 Which noun does the pronoun in bold stand for in each sentence? Circle the answers.
- I ran back to get my phone but I couldn't find **it**.
 - I cooked dinner for my parents, **which** they enjoyed.
 - Maree had told **him** how to get there, but Rajesh still got lost!
- 4 Personal, possessive and reflexive pronouns can be first-person, second-person or third-person pronouns. Sort the personal pronouns in the boxes into the correct table columns. Some words have been sorted for you.

Tip:

- **First-person pronoun:** talking *about oneself*
- **Second-person pronoun:** talking *to someone else*
- **Third-person pronoun:** talking *about someone else*



me you myself yourself I themselves
theirs its us ours mine yours them

First-person pronouns	Second-person pronouns	Third-person pronouns
mine	yours	them

- 5 Pronouns can be singular or plural. Circle the plural pronouns below.

hers mine ours its he we
somebody ourselves they



READ AND APPLY

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

The party

It was early in the evening. Luca had brought his cousin Matt to the birthday party, even though he thought he would find it boring. They walked into the hall and suddenly it wasn't boring anymore. The food looked amazing; there were pool tables and some vintage pinball machines; and music thumped from huge speakers at the front of the room.

'Come in! Welcome!' shouted Ginny's parents, grinning. 'We are so glad you could come!' More guests were coming through the door behind them now, and they began to relax.

Ginny came over, Lola glued to her side as always. 'Hi,' she said, briefly glancing up into his eyes. 'Help yourselves to food and drink and stuff.'

'Thanks! Whose pinball machines are those?'

'Ours,' said Ginny. 'My dad collects them with my brother. He's obsessed.'

They wandered off in search of someone else to talk to.

'You said this would be bad!' said Matt. 'I can't believe we nearly didn't come. I'm happy your parents made us turn up.'

'Me too,' said Luca, darting a look at Ginny and her friends dancing in the opposite corner. They looked across at the food table. 'I'm going to get myself some food. Are you coming?'

Comprehension

1 What is Matt's cousin's name?

2 Who are the hosts of the party?

3 What kind of entertainment at the party most attracts the boys' attention?

4 Identify two reasons that Matt and Luca have come to the party.

- 5 Explain how the party turns out to be different from at least one guest's expectations.

Apply your understanding of pronouns

- 6 Highlight all the pronouns in 'The party' text on page 11.
- 7 A common mistake is to use pronouns in an ambiguous way. Find five sentences in the text in which pronouns have been used ambiguously. Underline the ambiguous sections and circle the problem pronouns.

Tip: If something is **ambiguous**, it means that it is open to various interpretations and has more than one meaning; this lack of clarity can create confusion.



- 8 Rewrite the five sections you underlined in Question 7 to make the sentences clearer. (You may need to decide which characters the pronouns refer to, based on reading the whole text.)

GO FURTHER

Using pronouns persuasively

Pronouns can make persuasive writing more compelling. For example:

Types of pronouns		Purpose in persuasive writing
Inclusive, plural, first-person pronouns	we, us, ours	Use these pronouns to unite the audience with the speaker in a common cause.
Exclusive, third-person pronouns	they, them, theirs	Use these pronouns to refer to people who may create problems concerning the issue.
Singular, first-person pronouns	I, me, mine	Use these pronouns to personally connect the speaker with the audience.
Second-person pronouns	you, yours, yourself	Use these pronouns to directly address the audience, challenging them to change their thinking or to take action.

Read the following text, which is a speech given by a Year 9 student who is trying to save a local park.

Save our parks!

Green spaces in cities are important.

There is a council proposal to build houses over some local parks. While the councillors' commitment to housing is important, green spaces are essential to the residents of the area.

The future of people of all ages depends on green spaces as trees create oxygen. Trees also prevent erosion and provide places for wildlife to live.

It is up to young people to speak up about the future. The people who want to build on these spaces are not listening to the voices of the people who object to this plan.

Everyone listening to this speech today should help by writing to the council about this issue.

The speech is quite informative, but it's not very compelling, is it?

- 1 Highlight four sentences in the speech that could be made much more persuasive. Rewrite your chosen sentences below, using a variety of pronouns to increase the persuasive impact of the text. (Be creative! For example, the opening sentence could become 'We need all the green spaces we can get in our cities!')

Writing challenge

In your notebook, write two or three paragraphs of a speech on an issue that you feel strongly about. Consider how you will use pronouns to draw in your audience and make your speech compelling.

1.3

Adjectives

An **adjective** provides information about a noun or a pronoun. Some of the different types of adjectives are listed in the table below.

Adjective type	Examples
Number or quantity adjectives	six eggs, many people, enough money
Possessive adjectives	my mum, her hat, their house
Descriptive adjectives	glorious weather, young man, helpful student
Comparative adjectives	heavier weights, more rice, friendlier children
Superlative adjectives	greatest athlete, worst problem, most hideous monster
Classifying adjectives	wattle tree, Triumph motorcycle, tennis racquet

Adjectives are often placed immediately before the nouns they refer to.

e.g. The **strong ocean** currents are **unpredictable** and **dangerous**.

All the adjectives in bold modify (provide information about) the noun currents.

Sample question

Follow the steps in the table to identify the adjectives and nouns in the sentence below. Underline the six adjectives and circle the four nouns.

Jacqui's best friends, who were always kind and generous, arrived with three cakes and many presents for her birthday.

- | | | |
|----------|--|--|
| 1 | Read the instructions. What are you being asked to do? | ► Find all the adjectives in the sentence and the nouns they modify. |
| 2 | Are there any adjectives that show number or quantity? | ► Yes, two: three <u>cakes</u> and many <u>presents</u> |
| 3 | Are there any possessive adjectives? | ► Yes, one: her <u>birthday</u> |
| 4 | Are there any descriptive adjectives? | ► Yes, two: the <u>friends</u> are kind and generous |
| 5 | Are there any comparative or superlative adjectives? | ► Yes, one superlative adjective: Jacqui's best <u>friends</u>
(We have now found all six adjectives and four nouns. There are no classifying adjectives.) |
| 6 | This is the answer. | ► Jacqui's best <u>friends</u> , who were always kind and generous , arrived with three <u>cakes</u> and many <u>presents</u> for her <u>birthday</u> . |



TRY THIS YOURSELF

- 1 Identify the adjectives and nouns in the sentence below. Underline the adjectives and circle the nouns.

When Dylan left his favourite soccer boots on the school bus, he was angry and frustrated.

NOW ANSWER THESE QUESTIONS

- 1 Circle the adjectives in the following sentences.
- I like chocolate ice cream.
 - Debra helped Raoul with his Maths homework.
 - The room looked smaller in the daylight.
 - Running shoes get old and smelly.
- 2 Fill in each blank space in the sentences with an adjective from the boxes.

dirty elaborate piercing hurtful

- Her _____ shriek carried all the way to the back of the hall.
 - Hassan, could you please collect all the _____ paintbrushes?
 - Sachi and Millie spread rumours about me that were _____.
 - Colin created some really _____ fabric designs in class.
- 3 Complete the following table by adding the missing comparative and superlative adjectives.

(Note: Sometimes you will need to change a word or its spelling, or add an extra word, rather than just change a word's ending. Some examples have been provided for you.)

	Adjective	Comparative adjective	Superlative adjective
a	cheap		
b	careful		most careful
c	little	less	
d	lonely		
e	much		
f	massive		

Tip: Did you know that when you're using multiple adjectives in a row, you should arrange them in a particular order? This is called the **royal order of adjectives**. It's something we often do without thinking. The order goes like this:



- | | | |
|---------------------------|----------|-----------------------|
| 1 opinion and observation | 4 shape | 6 origin and material |
| 2 size | 5 colour | 7 purpose. |
| 3 age | | |

e.g. You can have an **ugly** (opinion) **old** (age) **metal** (material) gate but not an **ugly metal old** gate.

e.g. You can have a **tall** (size) **rectangular** (shape) **blue** (colour) **decorative** (purpose) vase but not a **blue rectangular decorative tall** vase.

- 4 Rewrite the following sentences with the adjectives rearranged into the correct order.
- a The green brand-new round cooking cast-iron pot sat on the marble kitchen mottled bench.
- _____
- _____
- b The Italian red flashy sports car attracted a lot of attention in the suburban quiet street.
- _____
- _____

READ AND APPLY

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

The beach

We arrived at the beach, stood on the sand and looked at the waves. A sailboat floated past in the distance. We watched it disappear over the horizon. Clouds appeared above us. We wondered whether to swim now or later. The wind blew our towels off our shoulders and we chased them along the beach.

Comprehension

- 1 Identify one change that happens during this scene.
- _____



- 2 What do the people see at the beach? List the visual details provided in this passage.

- 3 Why are the characters wondering whether to swim now or later?

- 4 Why do the characters have to run at the end of the scene?

Apply your understanding of adjectives

'The beach' is very factual. It lacks any sense of atmosphere. For example, it's not possible to tell exactly what the weather is like, or how the characters feel in their environment. However, adding adjectives can change that!

- 5 Rewrite 'The beach' text, adding adjectives from the boxes below to create a distinctive atmosphere. Choose only the adjectives that will help to create a consistent atmosphere and use each one only once.

calm crowded dark deserted soft gentle graceful playful

roaring shadowy flimsy wispy rough crashing

6 Write a short paragraph in which you describe a setting. Use adjectives to establish a distinctive atmosphere. You can choose your own setting and atmosphere or use one of these:

- › a beautiful forest
- › a bustling city street
- › a spooky room in an old house.

GO FURTHER

Evaluative adjectives

When we evaluate something, we make judgements about it. You can use evaluative adjectives to express your personal opinions and judgements. For example, you might describe a writer's work as **entertaining** and **thought-provoking**, or a particularly clever extended metaphor in a poem as **elaborate** or **complex**.

1 Tick the terms that contain evaluative adjectives.

- | | |
|--|---|
| <input type="checkbox"/> wooden box | <input type="checkbox"/> sensational effort |
| <input type="checkbox"/> exquisite craftsmanship | <input type="checkbox"/> fabulous outfit |
| <input type="checkbox"/> smallest animal | <input type="checkbox"/> hideous creature |

2 Fill in each blank space in the sentences on the opposite page with an adjective from the boxes below. Choose eight different words to use.

- | | | | | | |
|------------|----------------|------------|-------------|-------------|----------|
| intricate | well-developed | engaging | innovative | outstanding | |
| striking | evocative | impressive | significant | predictable | vivid |
| repetitive | banal | compelling | captivating | appealing | powerful |



This poem is an _____ demonstration of using sensory detail in a _____ way. The poet's use of sensory language is especially _____ and _____ in stanza two, where an _____ metaphor is introduced. The persona's voice is _____ from beginning to end and the poem finishes with an especially _____ image that affects the reader in a _____ way.

- 3 Think of a film or novel that you admire. Write a short evaluation of your chosen text, using some of the adjectives in the boxes on the previous page (or others that you think of yourself).

Writing challenge

Expand your adjective arsenal!

- 1 Find four alternatives for each of the following descriptive and evaluative adjectives. They can be synonyms, or you can be more creative (for example, an alternative word for 'loud' is 'noisy', but you could also use 'roaring', 'crashing' or 'shattering'). Write the alternative words in your notebook.

pale large meek strong pleasing red
 helpful difficult rude scary beautiful

- 2 Practise putting your adjectives into action. In your notebook, write a paragraph in which you use at least 10 of the new words you found in Question 1. Your text can be either imaginative or evaluative. (If you use several adjectives in a row, don't forget to consider the royal order of adjectives.)

1.4

Verbs

A **verb** is a word that indicates an action, an occurrence or a state of being. The different types of verbs are listed in the table below (note that some verbs can be more than one type).

Verb type	Examples
Verb describing an event or action	He walked through the door. She noticed .
Verb describing a state of being	He was inside. Koalas are cute. We'll be there.
Auxiliary verb (a 'helping' verb that gives more information about the main verb in a sentence, for instance, by establishing past, present or future tense)	I have seen it. (The auxiliary verb have supports the main verb seen .) Jonas will speak at the meeting. They are going to the train station.
Modal verb (a type of auxiliary verb expressing degree of certainty)	I might help you. You must be on time. The party will happen. I could lend you a book.
Imperative verb (a verb giving an instruction or command)	Combine all the ingredients. Go to bed. Bring everything you need for camp. Run!

Sample question

Follow the steps in the table to identify the verbs in the sentences below. Underline each verb.

Henry will show us how to store the volleyball net. We have been trying to fold it but we failed! This is really difficult. Find Henry!

- | | | |
|----------|--|--|
| 1 | Read the instructions. What are you being asked to do? | ▶ Underline all the verbs in the sentences. |
| 2 | Are there any verbs that describe actions or events? | ▶ Yes: show, store, trying, fold, failed, find |
| 3 | Are there any verbs that describe a state of being? | ▶ Yes: is |
| 4 | Are there any auxiliary verbs supporting main verbs? | ▶ Yes: will show, have been trying |
| 5 | Are there any modal verbs? | ▶ Yes: will |
| 6 | Are there any imperative verbs? | ▶ Yes: find |
| 7 | This is the answer. | ▶ Henry will show us how to store the volleyball net. We have been trying to fold it but we failed! It is really difficult. Find Henry! |



TRY THIS YOURSELF

- 1 Underline the verbs in the sentences below.

I tried to buy Mum a present but I could not find anything. I am stressed!
What if I disappoint her? I must find something. Help me!

NOW ANSWER THESE QUESTIONS

- 1 Circle the verbs in the following sentences.
- | | |
|------------------------------|--------------------------------------|
| a She climbs trees for fun. | d You should sleep now. |
| b I am hungry. | e Everyone listen carefully, please! |
| c He has been to the cinema. | f Nikki loves to swim and cycle. |
- 2 Fill in the blanks in these sentences with appropriate verbs.
- a Michaela _____ the dinner when she got distracted by her phone.
- b _____ for me! You're going too fast!
- c The wily fox _____ into the chicken coop and _____ four of our hens.
- 3 Find the modal verb in each of the following sentences. Decide whether each modal verb expresses a high or low modality (high-modality verbs express a high degree of certainty). Beside each sentence, write H (high modality) or L (low modality).
- a I might see you at the party. _____
- b She can complete the project tonight. _____
- c Peter may remember the address. _____
- d We shall triumph over them! _____
- e You must eat your vegetables. _____
- f This could be a good idea. _____

Tip: Sometimes a word can be a noun, adjective, verb or adverb, depending on where it is positioned and how it is used in a sentence. To identify what word class a word belongs to, think carefully about how the word functions in the sentence.

e.g. I can eat when my **fast** (noun) is over. He **must** (verb) before surgery. She likes to **drive** (verb) **fast** (adjective) cars. He tried to move but he was **stuck** (adverb)!





4 Each of the following words can be a noun or a verb. For each word, write a sentence using it as a verb.

a bandage

b question

c progress

d subject

5 Tick the sentence in which the word 'frequent' is used as a verb.

- Her frequent attendance at extra study sessions improved her marks.
- I have decided to frequent Bill's café because I love his scrambled eggs.

6 Tick the sentence in which the word 'crumbling' is used as a verb.

- The ancient, crumbling tower loomed ahead of them.
- I like crumbling chocolate biscuits onto vanilla ice cream.

READ AND APPLY

Read the texts below and then answer the questions that follow.

Text one

Lucia got to the camp dining hall late. She felt nervous. She'd only been at her new school for a week. Nobody knew her. Everyone was seated, looking happy and relaxed. She went in and approached an empty spot. An unfriendly girl at the table rudely put her bag on the chair. Another girl told her to move it.



Text two

Lucia dragged her feet as she followed her classmates to the camp dining hall. Mr Cooper overtook her, calling over his shoulder, 'Hurry, Lucia! How was your first week at our school?'

She stretched her lips into a grin. 'Great, thanks!'

She reached the door. She stopped, bent down and untied and retied her shoe. The smell of the food made her stomach lurch. She could see that everyone was already seated at the tables. Her breath caught in her throat. They were all chatting, talking over each other, getting louder and louder. She clenched her fists so she wouldn't put her hands over her ears. Her nails dug into her palms.

Lucia spotted an empty chair. She breathed deeply, slowly. As she forced one foot in front of the other, not one person looked at her. And as she got to the empty spot, a tall girl beside it, still not looking at her, picked up a bag from the floor and placed it squarely on the chair.

A girl from the next table stood up. She clapped her hand down on the tall girl's shoulder, tilted her chin towards the bag, and said, 'Move it.'

Comprehension

- 1 Where is Lucia? Why is she feeling nervous? Provide as much detail from the two texts as you can.

- 2 Identify three ways in which Lucia has a physical reaction to her situation.

- 3 What is suggested by Lucia 'stretch[ing] her lips into a grin' when answering Mr Cooper's question?

- 4 Explain why Lucia stops to tie her shoe when it doesn't need to be tied.

- 5 Apart from Lucia, two other girls are mentioned in the texts: the 'tall girl' and the 'girl from the next table'. How do the actions of these two girls contrast with each other?

Apply your understanding of verbs

- 6 Circle five verbs in text two that help you clearly imagine the scene.
- 7 Underline five sentences in text two in which verbs help to create tension.
- 8 Highlight two imperative verbs in text two.

Show, don't tell

You have probably been told to 'show and not tell' in your imaginative writing. As you can see, using strong verbs is one of the best ways to achieve this:

- › Text one is almost all 'telling'. It has only a few verbs, and they are boring!
- › Text two 'shows' the reader the same scene by using strong, expressive verbs. It's better writing because it's more engaging and allows you, the reader, to work out some things for yourself.

You can practise showing rather than telling in the writing challenge at the end of this unit.

GO FURTHER

Writing analytically about verbs

When you are asked to analyse a text, you probably look for language techniques to discuss, such as similes and metaphors. However, there are other aspects of language that you can comment on, too, like an author's use of verbs to create mood.

Tip: The **mood** of a text is the emotional response it evokes in the reader. Verbs can be very important in establishing mood.



Write an analytical paragraph about how tension is created in text two on page 23.

Follow on from the topic sentence on the next page and complete the paragraph. Use at least three distinct pieces of evidence in your answer and focus on the use of verbs.

1.5

Adverbs and adverbials

An **adverb** is a word that is primarily used to modify a verb, which means an adverb describes and provides information about a verb (it 'adds' to a verb). The information provided by adverbs usually answers questions such as the ones below.

- e.g. When? For how long? How often? Where? How? In what way?
With whom? How much? Why? What for?

An **adverbial** is a word, phrase or clause that primarily modifies a verb. An adverbial provides detailed and specific information about a verb.

- e.g. He walked **quickly** to the store. (The adverb 'quickly' modifies the verb 'walked'.)
- e.g. He walked **in the rain** to the store. (The adverbial 'in the rain' modifies the verb 'walked'.)

Adverbs and adverbials are classified according to the type of information they provide (see the table below).

Adverb or adverbial gives information about ...	Examples
time, duration or frequency	She jogs before dawn . He's been here for six years . Sal plays three times per month . I want this to last forever!
place	We're waiting near the bus stop . Joseph lives in Newcastle . It's on the table .
manner or degree	Mac yelled angrily . June sang with passion . I like dancing with my friends . She loved him very much .
reason or purpose	Consequently , I went home. He refused to stay because of his pride . I've come to help you pack .

A verb can have more than one adverb or adverbial modifying it.

- e.g. The butterfly hatched **out of the cocoon after two weeks** and flew **into the sky**. It flew **around for a while**, landing **on flowers every minute or so to drink nectar**.

Sample question

Follow the steps in the table on the next page to determine which group of words in the sentences below make up an adverbial providing information about a place.

Judy stopped to catch her breath, then started to cry. Her body shook with loud sobs. She quietened after a while and lay on the grass.

- | | | |
|----------|---|--|
| 1 | Read the instructions. What are you being asked to do? | ▶ Identify the adverbial that gives information about a place. |
| 2 | Find the verbs that have extra information (adverbials) with them. | ▶ The verbs that have extra information are stopped , shook , quietened and lay . |
| 3 | Find the adverbials that modify these verbs. What types of adverbials are they? | ▶ stopped to catch her breath (purpose), shook with loud sobs (manner), quietened after a while (time), lay on the grass (place) |
| 4 | This is the answer. | ▶ The adverbial that provides information about place is on the grass . |

TRY THIS YOURSELF

- Underline the group of words that functions as an adverbial providing information about time in the following sentences.

Jeremy looked at the time on his phone. He finished his toast in three gulps and raced out the door after a panicked search for his bag.

NOW ANSWER THESE QUESTIONS

- In each of the following sentences, circle the word that functions as an adverb.
 - 'Excuse me,' she said hesitantly.
 - Sheba must have arrived earlier.
 - The cats are sleeping inside.
 - She consistently contributes to the group.
- Tick the sentence that uses an adverb correctly.
 - Jin arrived lately to class every day last week.
 - Louis proudly wore his grandfather's medals on ANZAC Day.
 - Bentley ran slow in the cross-country to let his friends catch up.
 - You need to stop behaving rude like that!
- In each of the following sentences, underline the groups of words that function as adverbials.
 - We rode to the beach and left our bikes by the road while swimming.
 - Xavier rides horses in national competitions and wins at least once per year.



- c Before sleeping, they need to secure all the food in animal-proof boxes.
- d Because of the flood, they couldn't travel to attend the big concert.

4 Read the following sentences.

He handed in the essay before school. The teacher read it while he stood outside her office. She said he'd need to work a little harder to improve it.

Which group of words is an adverbial providing information about degree? Tick the correct answer.

- before school
- outside her office
- a little harder
- to improve it

5 Complete each sentence with an adverb or adverbial that provides the information in brackets.

- a I won't tell you the match result _____. (time)
- b Tessa is going to be cooking for this party _____. (duration)
- c Janey sees her school friends _____. (frequency)
- d We looked for the lost dog _____. (place)
- e Mitch performed the lead part in the school play _____. (manner)
- f The police officer visited the school _____. (reason)

READ AND APPLY

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

10-year feral cat plan brings us a step closer to properly protecting endangered wildlife

... Cats kill over six million native animals in Australia each day. ...

Unless we control the impact of cats, many native wildlife populations will continue to decline. Some will be driven to extinction. ...

Cats are versatile and highly effective predators. A large male cat can kill animals up to 4 kg – nearly as big as the cat itself.

Since they arrived in Australia with Europeans, cats have spread across 99% of the country. ...

Many native animal populations can't cope with sustained hunting pressure from cats. Impacted species include more than 200 of Australia's nationally listed threatened species and 37 migratory species. ...

One in 10 of the mammal species present when cats arrived are now extinct. Cats played a major role in most of those 34 extinctions. ...

Extract from S. Legge, J. Dielenberg & J. Woinarski, '10-year feral cat plan brings us a step closer to properly protecting endangered wildlife', *The Conversation*, 8 September 2023

Comprehension

- 1 Based on the information in this article, calculate how many native Australian animals are killed by cats each *week*.

- 2 Cats are not native to Australia. How did they arrive in this country?

- 3 Provide a synonym for the word 'decline'.

- 4 According to this article, how many migratory species are hunted by cats?

- 5 Which statistic in this article best illustrates the role of cats in driving some species to extinction?

Apply your understanding of adverbs and adverbials

- 6 What kind of text is this? Tick the answer.

- Narrative
 Informative
 Persuasive

- 7 Explain why you chose your answer to Question 6.



- 8 Using the facts from the text on pages 28–9, write a persuasive piece about the importance of solving the problem of feral cats in Australia. When you have finished, read your work and highlight all the adverbs and adverbials in your writing. Could you add any adverbials to make your writing more persuasive? Add them with a red pen.


 GO FURTHER

Adverbs and adverbials in narrative writing

Adverbs and adverbials that provide information about time, place and other aspects of a setting are important features of narrative writing. They help readers know where they are in a story.

For example, if the action shifts forward or backward in time, you may need to write something like, 'When they first met Giovanni **six months earlier**'. If the physical setting of the story shifts, you may need to write, '**Back at the school hall**, people were beginning to panic.'

- 1 Rewrite each of the sentences below so that all the information from the **adverbial** in bold is still conveyed, but in a more interesting way. You can change the sentences as much as you need to. An example has been provided.

(Hint: Putting a verb and/or a descriptive element into a sentence can make the writing more engaging.)

- a **Late in the day**, the searchers returned, exhausted.

The sun had sunk to the horizon when the searchers returned, exhausted.

- b **The next morning**, they awoke to a heavy downpour.

- c Samuel sat and waited **in silence**.

1.6

Connectives

A **connective** is a word – or a group of words – that shows the relationship between ideas. Connectives signpost for the reader the flow of arguments or information from one thought to another. The different types of connectives are explained in the table below.

Connective type	Purpose of connective	Example
Addition	Adds information (e.g. another detail or related idea) to a preceding idea	furthermore
Sequence	Establishes the order of ideas that follow on from each other	secondly
Cause and effect	Shows that something is a result of a preceding idea	because of this
Comparison	Shows that something is similar to a preceding idea	similarly
Contrast	Shows that something is different from a preceding idea	conversely
Illustration	Introduces an example or explains its relevance	this suggests
Emphasis	Stresses the importance of an idea	in particular
Conclusion	Draws a conclusion from or sums up preceding ideas	in summary

e.g. **Due to** (cause and effect) the storm, local power lines are down. **Additionally** (addition), trees have fallen in some areas. There are no trains running; **however** (contrast), services will resume soon. Buses are replacing some trains. **Specifically** (emphasis), special school bus services have commenced.

Sample question

Follow the steps in the table to identify the types of the four connectives in the sentences below.

Brayden injured his leg and consequently missed the rest of the footy season. On top of that, he failed his Maths exam, despite having studied hard. Overall, it wasn't a great term!

- 1 Read the instructions. What are you being asked to do? ▶ Identify the types of the four connectives used in the sentences.
- 2 Identify the four connectives. ▶ **consequently, on top of that, despite, overall**

- 3** Determine what each connective tells you about the relationship between ideas.
- ▶ • **consequently** shows that missing the season is a result of injury
 - **on top of that** adds another fact
 - **despite** contrasts lack of success with hard work
 - **overall** sums up everything
- 4** This is the answer.
- ▶ • **consequently** is a cause and effect connective
 - **on top of that** is an addition connective
 - **despite** is a contrast connective
 - **overall** is a conclusion connective

TRY THIS YOURSELF

- 1** Identify the types of the three connectives used in the sentences below.

Rachel is a great dancer. Likewise, she is a talented gymnast. For example, last month she starred in her ballet concert and subsequently won a gymnastics competition.

NOW ANSWER THESE QUESTIONS

- 1** Draw lines to match each type of connective with the appropriate example.

Connective type	Examples
Addition	likewise, in the same way, equally
Sequence	as shown by, this is evident when, for instance, this demonstrates, this reveals, including
Cause and effect	in fact, without doubt, indeed, specifically, especially, crucially, above all, notably, most importantly
Comparison	as a result, accordingly, due to this, since
Contrast	firstly, secondly, next, subsequently, meanwhile, finally
Illustration	in conclusion, it is thus clear that, therefore, so, to conclude
Emphasis	additionally, also, in addition, moreover, further, as well as
Conclusion	alternatively, by contrast, but, nonetheless, unlike, despite, whereas, although, regardless of, however, nevertheless

- 2 Write an appropriate connective in each space in the following paragraph.

Nicole has worked hard on her research for years. _____ many setbacks, her findings have begun to help patients. _____, she has been nominated for an award. _____, she is too modest to accept it. Her colleague Sandy, _____, is happy to claim the award.

- 3 Rearrange the following sentences into a paragraph that makes sense, using a variety of connective types to clarify the relationships between ideas. You can change or join sentences if you wish.

It's been raining heavily all morning. The teacher has a cold. This is going to make everybody angry. We are all feeling well and keen to play. We thought we would be playing basketball in PE today. We're going to do a theory class inside instead.

READ AND APPLY

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

Why a walk in the woods really does help your body and your soul

In Japanese, there is a name for the experience of wellbeing in nature: *shinrin-yoku* or 'forest bathing'. It's a nice name – but why is forest bathing beneficial?

Firstly, we know that exposure to green space, even within urban environments, increases our physical and mental wellbeing. Conversely, we know that too much time indoors can be detrimental. However, do we know *how* nature's health benefits occur?



In answer to this question, Japanese researchers have suggested that forest air contains beneficial substances. More specifically, research has identified certain inhaled environmental factors that can make us feel healthier. For example, these factors include beneficial bacteria and plant-derived essential oils.

Beneficial bacteria are in the air we breathe. The more interaction we have with them, the better we feel. Moreover, these substances are believed to have mental health benefits.

Similarly, plants and the bacteria living on them can produce essential oils to fight off harmful microorganisms. We breathe them in, and consequently we are healthier.

Despite the fact that we can't see them, it seems they're doing us good! So what are you waiting for – get outside!

Edited extract from J. Craig & S. Prescott, 'Why a walk in the woods really does help your body and your soul', *The Conversation*, 1 February 2016

Comprehension

- 1 What is the main question that is both asked and answered in this article?

- 2 In your own words (and without looking it up) write a definition of 'detrimental'. (Hint: Consider the context in which the word is used in the article.)

- 3 Identify the two environmental 'factors' that the article says can make us feel more healthy if they are inhaled.

- 4 List two health benefits of 'forest bathing' presented in this article.

- 5 What does the writer hope people will do as a result of reading this article? Provide evidence from the passage to support your answer.

Apply your understanding of connectives

Tip: Cohesion in a text refers to how well ideas, sentences and paragraphs are connected and flow smoothly together, creating unity and making it easy for the reader to follow the meaning and logical progression of the text. **Connectives** are crucial to create cohesion.



- 6 There are 12 connectives (single words and phrases) in the informative text on pages 34–5. They create cohesion by showing how different points and concepts in the text relate to each other. Highlight the 12 connectives.
- 7 Sort the connectives you found in Question 6 into the following table according to their type.

Addition	Sequence	Cause and effect	Comparison
Contrast	Illustration	Emphasis	Conclusion

GO FURTHER

Using connectives to improve your analytical paragraphs

When creating analytical texts, you can structure your writing using the TEEL paragraph structure:

- › **T:** Topic sentence (the point you will cover in the paragraph)
- › **E:** Evidence from the text to support your point
- › **E:** Explanation of how the evidence supports your point
- › **L:** Link back to the overall argument of the piece of writing.

You can also improve your analytical paragraphs by using connectives in your topic sentences to create cohesion.

1 Find and read Judith Wright's poem 'Legend'. Keep the poem in front of you while you answer the following questions.

a The topic sentences below all link to the overall argument that:

In her poem 'Legend', Judith Wright portrays a young man whose experience of the landscape on his journey leads him to a new sense of maturity.

Underline the connectives in the four topic sentences.

i At the beginning of the poem, Wright presents a picture of a boy intent on proving himself in the wilderness.

ii Furthermore, as he travels, the boy feels increasingly threatened by the environment around him and naively believes he must master it.

iii However, as the boy spends more time in nature, his experience of wonder in the landscape replaces his discomfort.

iv As a consequence of his experience, the boy sees himself and his world differently.

b Complete the conclusion below, which is the final paragraph of an analytical essay about Wright's poem 'Legend'. The overall argument of this essay is the one highlighted in grey above. Use the ideas in the topic sentences in Question 1a to help you write the conclusion.

Conclusion: It is thus evident that Wright's poem 'Legend' _____

Writing challenge

In your notebook, complete the essay about Judith Wright's poem 'Legend'. Use the topic sentences in Question 1a of the 'Go further' section of this unit to scaffold your work.

You will need to:

- ▶ write the introduction
- ▶ fill in the body paragraphs with evidence, explanations and analysis
- ▶ write linking sentences (that include connectives).



1.7

Clauses

A **clause** is a group of words that contains a subject (a noun, pronoun or noun group) and a verb.

A **main clause** (also known as an **independent clause**) can stand alone as a full sentence.

e.g. Emmanuel (subject) **arrived** (verb).

e.g. The dog (subject) **bit** (verb) Susan.

A **subordinate clause** (also known as a **dependent clause**) cannot stand alone because it is not a full sentence. A subordinate clause depends on other elements of the sentence to make sense.

A subordinate clause often starts with a **subordinating conjunction** (e.g. **while, because, as, unless, although**). A subordinate clause can also start with a relative pronoun (e.g. **which, who, that**).

e.g. I wore my coat **because it was cold**.

e.g. **While I cook**, please set the table.

An **embedded clause** is a subordinate clause that is in the middle of a main clause. Usually, an embedded clause adds information about the main clause.

e.g. Will, **who is Jem's brother**, met Mel.

e.g. The gift **that you gave me** is great!

Not all groups of words are clauses. If a group of words does not have a subject, or does not have a verb, or does not have a subject or a verb, it is a **phrase**.

e.g. **the dog's bowl**

e.g. **sweet and sour**

Sample question

Follow the steps in the table to identify the main clause and the subordinate clauses in the sentence below. Underline the main clause and circle the subordinate clauses.

The little boy, who came with his mother to the meeting, read a book while he sat on the step.

- 1 Read the instructions. What are you being asked to do?

► Find the main clause and the subordinate clauses in the sentence.

- 2** What is the main action of the sentence in its simplest form? ► The little boy ... read a book. This is the main clause.
- 3** What other information is added? ► The embedded clause who came with his mother to the meeting and the final clause while he sat on the step both add information about the main clause and cannot stand alone. They are subordinate clauses.
- 4** Could any other elements of the sentence that add information be defined as a clause? ► The words **to the meeting** add extra information but they are not a clause; these words are an adverbial that forms part of the embedded subordinate clause.
- 5** This is the answer. ► The little boy, who came with his mother to the meeting, read a book while he sat on the step.

TRY THIS YOURSELF

- 1** Underline the main clause and circle the subordinate clauses in the sentence.
The discoveries, although they were exciting, created suspicion as they were unexpected.

NOW ANSWER THESE QUESTIONS

- 1** Underline the main clause in each sentence.
- The dogs at the pound whimpered sadly as we walked past.
 - Before you go, look at my new phone!
 - Polly's hand, which was cold and clammy, grabbed mine.
- 2** Circle the subordinate clause in each sentence.
- The artist, whose skills were amazing, demonstrated her technique.
 - She wrote to her grandmother who was living in Italy.
 - The imaginary monster that lived in Bella's cupboard frightened her.

Tip: If a sentence begins with a **subordinate clause**, it should be separated from the main clause with a comma.





3 Rewrite each sentence to place the subordinate clause at the beginning.

a I'll pack my sleeping bag in case we stay.

b Jenny will be there, unless she's sick, to play the solo.

4 Circle the subject of the main clause in this sentence.

Even though we protested, Kit's car, which was illegally parked, was towed.

5 How many clauses are in the sentence below?

Ali, who plays on my netball team, is a waitress at the café with the red door.

6 Tick the clause that correctly completes the sentence below.

... it is still my favourite subject.

When so many concepts are complex,

Although I find the work difficult,

Whether the lessons are hard,

Before failing the exam,

7 Tick the clause that correctly completes the sentence below.

Because Lulu overslept, ...

so she was late to training.

then she was late to training.

was why she was late to training.

she was late to training.

READ AND APPLY

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

Circus classes

Primary schools in Canada recently introduced circus skills classes into their physical education programs. Together with motivating children to exercise, circus arts instruction also helps students to develop a wide range of abilities, which enhances creativity and social skills. As they gain competence in circus activities, students develop stronger self-esteem.



Circus activities are non-competitive and encourage both individual expression and teamwork. Students don't become bored because they learn a wide variety of skills, including juggling, riding a unicycle and using a trapeze. Circus activities, while they may sometimes look risky, actually improve students' risk-taking judgement.

Through participating in these classes, students gain physical and social confidence, which they take into other aspects of their lives.

Comprehension

- 1 As well as motivating students to exercise, circus skills classes provide other benefits. Identify three of the other benefits mentioned in the text.

- 2 According to the text, what happens when students gain competence in circus activities?

- 3 Why don't students become bored while participating in circus skills classes?

- 4 In your own words, explain what the writer thinks about the risks associated with circus activities.

- 5 What is one advantage of making a non-competitive activity like circus skills classes available to students?

Apply your understanding of clauses

- 6 Beside each of the following clauses from the 'Circus classes' text, write M (main clause) or S (subordinate clause).

a 'As they gain competence in circus activities' _____

b 'because they learn a wide variety of skills' _____

c 'Students don't become bored' _____

- 7 Highlight the embedded clause in the text.

- 8 Underline two subordinate clauses in the text.

- 9 Rewrite the following sentence with a subordinate clause at the beginning.
'Students don't become bored because they learn a wide variety of skills, including juggling, riding a unicycle and using a trapeze.'


GO FURTHER

Using clauses to present information accurately and concisely

Using a variety of clauses in your writing can help you to present information concisely and accurately, which is important when you are writing informative texts. Consider this paragraph:

Sofia is enrolling in circus classes. Sofia wants to learn new skills. The skills that Sofia wants to learn are using a trapeze and unicycling. The skills that she wants to learn are advanced. Sofia knows it will be hard to learn these advanced skills. Sofia wants to try anyway. She is keen to improve her confidence.

The above paragraph is unnecessarily wordy and repetitive. However, by adding some subordinate clauses, we can make the paragraph clearer and more concise. Consider this version of the paragraph:

Sofia is enrolling in circus classes **because she wants to learn new skills, including using a trapeze and unicycling. Although these are advanced and she knows it will be hard,** Sofia wants to try, **as she is keen to improve her confidence.**

- 1 Rewrite the paragraph below using a variety of clause types to present the information concisely and clearly.

There's a new gym opening near us. The gym will offer the usual services. It will also offer circus classes. Circus classes can improve physical confidence and self-esteem. Circus classes will suit children aged eight years and older. The gym will open next month.

Tip: Whether a clause begins with **that** or **which** can depend on whether the clause is an essential (restrictive) clause or a non-essential (non-restrictive) clause.



Essential (restrictive) clause: The gym **that** runs circus classes is close to my house. This example suggests that there is more than one gym, and that the specific gym that offers circus classes is the one that is close to the house.

Non-essential (non-restrictive) clause: The gym, **which** runs circus classes, is close to my house. This example suggests that there's just one gym; the fact that the gym runs circus classes is an aside.

2 Rewrite each pair of sentences below as one sentence made up of two clauses.

a Take the cups to the table. Take only the cups I just washed.

b Parmesan is an Italian cheese. It has a strong, sharp flavour.

c It's my birthday on Monday. Monday is only two days away!

d I just finished this book. You should borrow it from me and read it in the holidays.

Writing challenge

Research circus classes in Australia. In your notebook, write a 150-word informative text about the classes, including details such as locations, activities and benefits. Use a variety of clause types.

1.8

Sentence structures

There are four ways in which sentences can be structured:

- › simple
- › compound
- › complex
- › compound-complex.

A **simple sentence** contains a single main (independent) clause.

- e.g. The car stopped.
- e.g. The cat jumped off the chair.
- e.g. He ran.

A **compound sentence** comprises two main clauses joined with a coordinating conjunction.

- e.g. The car stopped **and** three people got out.

Tip: The seven **coordinating conjunctions** are **for, and, nor, but, or, yet** and **so**. You can remember them using the mnemonic 'FANBOYS'.



A **complex sentence** comprises one main clause and one or more subordinate (dependent) clauses.

- e.g. The car stopped, which was surprising, as we thought it was going too fast.

A **compound-complex** sentence comprises at least two main clauses and one subordinate clause.

- e.g. The car stopped and three people got out while the engine was still running.

Sample question

Follow the steps in the table to identify the structure of the sentence below.

The bike, which Jack had left in the hallway, fell over with a crash and we all jumped.

- | | | |
|----------|--|---|
| 1 | Read the instructions. What are you being asked to do? | ▶ Figure out what sentence structure has been used. |
| 2 | Identify the main (independent) clauses. How many are there? | ▶ Two: The bike ... fell over with a crash and we all jumped. |

- | | | |
|----------|---|---|
| 3 | Do the main clauses stand alone or are they joined with a coordinating conjunction? | ▶ They are joined with a coordinating conjunction: The bike ... fell over with a crash <u>and</u> we all jumped. |
| 4 | Are there any other clauses? | ▶ Yes, there is an embedded subordinate clause: which Jack had left in the hallway |
| 5 | This is the answer. | ▶ With two main clauses and one subordinate clause, this is a compound-complex sentence . |

TRY THIS YOURSELF

- 1 Identify the structure of the sentence below.

After we eat lunch, we'll go to the airport to pick up Maisie, who's coming to stay for a week.

NOW ANSWER THESE QUESTIONS

- 1 Which of these sentences is a compound sentence? Tick the correct answer.
 - They didn't want to sing yet they were happy to play drums.
 - No-one but Yael could play tennis like that.
 - I lost all my money as well as my phone.
 - After the excitement and celebrations, we were exhausted.
- 2 Which of these sentences is a complex sentence? Tick the correct answer.
 - Chickens and ducks both lay edible eggs.
 - I'm feeling a bit tired so I'll need some help making dinner.
 - Elke wants a cockatiel for her birthday but her mum's not keen.
 - Finally, as the sun set, the children came home from the beach.
- 3 Which of these sentences is a compound-complex sentence? Tick the correct answer.
 - The artist's traditional dot paintings are displayed in galleries all over the world.
 - The ballerina opened a dance school and her sister helped her by designing a logo.



- With help from the careers counsellor, Mitch chose his Year 11 subjects.
- Dario jumped into the rowboat that his brothers had found on the shore.

4 Add words to each of the following sentences to change it into the sentence type indicated in brackets. An example has been provided for you.

- a The sun rose over the ocean. (compound)

The sun rose over the ocean and the seagulls began to screech.

- b Jarrod plays the piano. (compound)

- c I'll see you tomorrow. (complex)

- d Bai kicked a goal. (compound-complex)

- e We went home. (complex with two subordinate clauses)

5 a Add one more clause to this complex sentence.

Jocelyn writes well when she spends enough time on her work.

- b Tick the type of sentence structure you have created in your new sentence.

Complex

Compound-complex

6 Read the following sentence. Identify the sentence type.

My friend Jacqueline, who plays the cello, is auditioning for a job.



READ AND APPLY

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

Black Beauty

The first place that I can well remember was a large, pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water lilies grew at the deep end. Over the hedge on one side, we looked into a ploughed field, and on the other we looked over a gate at our master's house, which stood by the roadside. ...

While I was young, I lived upon my mother's milk, as I could not eat grass. In the daytime I ran by her side, and at night I lay down close by her. When it was hot we used to stand by the pond in the shade of the trees, and when it was cold we had a nice warm shed near the plantation.

As soon as I was old enough to eat grass, my mother used to go out to work in the daytime and come back in the evening.

There were six young colts in the meadow besides me. They were older than I was; some were nearly as large as grown-up horses. I used to run with them and had great fun; we used to gallop all together round and round the field, as hard as we could go.

Extract from *Black Beauty* by Anna Sewell (1820–1878)

Comprehension

- 1 What kind of creature is the narrator of this text? What evidence from the text conveys this information?

- 2 In what tense is this text written: past, present or future?

- 3 Does the narrator live in a rural or urban environment? Provide evidence to support your answer.

- 4 At what point in the narrator's life was their mother able to go out to work?

- 5 How does the narrator feel about the time being remembered in this passage? Provide evidence from the text to support your answer.

Apply your understanding of sentence structures

- 6 Circle one simple sentence in the text.
7 Highlight two compound sentences in the text.

Tip: Instead of using a conjunction, you can join the two main clauses in a compound sentence with a **semicolon**.

e.g. **It was the night before the grand final; Joey found it hard to sleep.**



- 8 In a different colour, highlight one complex sentence in the text.
9 Underline one compound-complex sentence in the text.
10 The sentence structures used in this passage help to create the text's atmosphere. Which of the following statements is true? Tick the answer.
- The repeated use of short, simple sentences creates a childlike voice and a reflective atmosphere as the narrator remembers their early days.
- The prevalence of long, compound and compound-complex sentences creates a calm and reflective atmosphere as the narrator remembers their early days.

GO FURTHER

Sentence structures in imaginative writing

Varying the sentence structures you use can add interest to your imaginative writing. Different structures can speed up or slow down the pace, create tension or affect the atmosphere of a piece of writing. Compare the following short texts.

Text one

We lay on the beach. The sand was warm. The early morning sun wasn't too hot yet. It was quiet. There were coral fragments along the high-tide line. We heard the waves rolling them. A few small fishing boats sailed out from the shore as the sun rose higher. They bobbed on the water like bath toys.



Then the world changed as the ground shook, and we stood and grabbed our towels, wondering how to get to high ground. As we turned, we saw that the water level had dropped, fish were flapping on bare, wet sand and the coral was still.

Text two

We lay on the beach, feeling the warmth of the sand through our towels even though the morning sun wasn't too hot yet. It was so quiet that we could hear the soft waves rolling the coral fragments along the high-tide line. As the sun rose higher, a few small fishing boats sailed out from the shore, bobbing on the water like bath toys.

Then the world changed. The ground shook. We stood and grabbed our towels. How would we get to high ground? We turned. The water level had dropped. Fish flapped on bare, wet sand. The coral was still.

- 1 Describe the differences between text one and text two. (For example, for which part of the story are simple sentences used in each text?)

- 2 Which text do you think uses sentence structures most effectively? Explain your answer.

Writing challenge

In your notebook, continue the story from text two above. Use text two as the opening of your own imaginative composition. Use different sentence structures to create interest and to build atmosphere for your reader.

1.9

When sentences go wrong

There are some common errors in sentence construction that you should know about so you can avoid them.

Run-on sentences and **comma splices** occur when main (independent) clauses are run together with no punctuation or are 'spliced' together with a comma.

- e.g. The hike took four hours it was much harder than we expected.
(run-on sentence)
- e.g. The hike took four hours, it was much harder than we expected.
(comma splice)

Subject-verb disagreement is when there is a singular subject and a plural verb in a sentence, or vice versa.

- e.g. The **box** of tissues **are** here. (singular subject and a plural verb)

A **sentence fragment** is a group of words that do not form a main clause. Fragments often happen when a subordinate clause is detached from the main clause to which it belongs.

- e.g. Nick walked away from the contract (main clause). Leaving his team at a crucial time in the season (sentence fragment).

A **dangling modifier** is a phrase or clause that modifies (provides information about) the subject of a sentence, but the subject of the sentence is unclear, so the sentence is confusing.

- e.g. Driving home the other night (dangling modifier), a koala stopped in the middle of the road (implies the koala was driving).

Tip: A **phrase** is a group of words that does not have a subject or a verb. A **clause** is a group of words that has a subject and a verb.



Sample question

Follow the steps in the table on the next page to identify what the problem is in the sentence below and find a solution.

Maria is going to the dance, she will see Tony there.

- | | | |
|----------|---|---|
| 1 | Read the instructions. What are you being asked to do? | ▶ Identify and fix the problem in the sentence. |
| 2 | What structural elements are there? | ▶ The sentence is two main clauses joined with a comma. |
| 3 | What's the problem? | ▶ The problem is that the sentence has a comma splice . |
| 4 | How can it be fixed? (There are three ways to solve the problem.) | ▶ • Add a conjunction: Maria is going to the dance <u>so</u> she will see Tony there.
• Or add a semicolon: Maria is going to the dance ; she will see Tony there.
• Or make two simple sentences: Maria is going to the dance. She will see Tony there. |

TRY THIS YOURSELF

- 1** Identify the problem in the sentence below and find a solution. Rewrite it correctly.

It was the first time she had seen him he was nothing like his brother.

NOW ANSWER THESE QUESTIONS

- 1** Tick the sentence below that contains a comma splice.
- The fabric was pink-and-orange paisley, with spots of gold among the swirling patterns.
- The fabric was pink-and-orange paisley, spots of gold shone among the swirling patterns.
- 2** Rewrite this sentence correctly.

The dog ate the leftover food he wasn't supposed to!



- 3 Explain why this sentence is incorrect.

The bowl of apples sit on the dining table.

- 4 Identify the problem with the text below and then rewrite it correctly.

He left when the teacher told him to. With a smirk on his face.

Problem: _____

Corrected version: _____

- 5 For each of the following sentences:

- › explain why it is incorrect
- › change and/or add words to create a corrected version of the sentence.

The first question has been completed as an example.

- a Having finished dinner, the table was cleared.

i Explanation: *The dangling modifier makes it sound like the table just finished dinner!*

ii Corrected version: *Having finished dinner, we cleared the table. (The subject 'we' has been added to the main clause so that the modifier now has a correct subject to modify.)*

- b After working hard for hours in the kitchen, the lasagne that Jules made was delicious.

i Explanation: _____

ii Corrected version: _____

- c Our dog was tied up outside, mindful of the cafe's strict rules about animals.

i Explanation: _____

ii Corrected version: _____

- 6 Identify the two errors of sentence construction in the following example.

He ran to meet her. Clutching a bunch of flowers. She had returned, he was overjoyed.

READ AND APPLY

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

A surprise visit

There was a knock on the door. Having sat cross-legged for too long, my foot had gone to sleep. I jumped up, but I fell straight down again. Knocking a glass of water off the table. I wondered who it was at the door I wasn't expecting anyone. I finally opened the door, there were two policemen there. The expression on their faces were stern.

Comprehension

- 1 Why had the narrator's foot 'gone to sleep'?

- 2 What two things happened because the narrator's foot had 'gone to sleep'?

- 3 Why does the narrator seem surprised by the knock on the door?

- 4 Why is the word 'finally' used in this passage?

- 5 Identify a synonym for the word 'stern' that you could substitute at the end of this passage.



Apply your understanding of common sentence construction errors

6 Which of the following sentence construction mistakes can you see in the 'A surprise visit' text on the previous page? Tick all that apply. Annotate the text to indicate where they are.

- Subject-verb disagreement
- Run-on sentence
- Dangling modifier
- Comma splice
- Sentence fragment

7 Rewrite 'A surprise visit', correcting the errors that you identified in Question 6. You can change words and word order, add words and delete words as necessary to make the paragraph clear and correct.

GO FURTHER

Misplaced modifiers

A **misplaced modifier** is a modifier that is too far away from its subject, creating confusion.

e.g. We saw the mouse during dessert under the table.

In this example, the subject **dessert** is being modified by the phrase **under the table**.

Solution: We saw the mouse under the table during dessert.

In this example, the modifier has been moved close to its subject, removing ambiguity.

- 1 Highlight the single-word misplaced modifier in the following sentence.

The lost teacher's keys were found this morning.

- 2 Rewrite this sentence to place the modifier near the subject and clear up the confusion.

The waiter brought steaks to the diners that were overcooked.

- 3 For each of the following sentences, describe how you would visually represent what the sentence incorrectly implies. The first question has been completed as an example.

a	Walking through the park, the sun was shining brightly.	<i>A picture of a bright cartoon sun with legs, strolling past trees in a park.</i>
b	After eating my dinner, the waiter brought the dessert menu.	
c	A surfer escaped injury when a shark bit his board while surfing.	
d	The officers chased the lion in the police car.	
e	While taking aerial photos, a bird crashed into Miriam's drone.	

Writing challenge

- Do an internet search for 'funny dangling and misplaced modifiers'. In your notebook, make a list of the ones you find most amusing.
- Create a poster to be displayed in your classroom that warns against making the five sentence construction mistakes you have learned about in this unit. Use humorous examples from the list you made in Question 1 to support the information on your poster.

1.10

Breaking the rules

Following the rules of grammar will help you communicate clearly. However, there are *some* situations in which you can intentionally break these rules to create certain effects. In this unit, we will look at how text that breaks three rules (**sentence fragments**, **comma splices** and **starting sentences with conjunctions**) can be used in different types of texts for effect.

Sentence fragments

A sentence fragment is a group of words that does not form a main clause. Fragments often happen when a subordinate clause is detached from the main clause to which it belongs. Sentence fragments can be used to create a dramatic or atmospheric effect, especially in fiction.

- e.g. He looked around. He was in a basement. **Alone.**
- e.g. 'Yes,' she snapped, 'I'll tell her.' She reached for the phone but stopped. **'In the morning.'**

Comma splices

A comma splice is when main (independent) clauses are 'spliced' together with a comma. Comma splices can be used to present lists of related ideas in an impactful way, or to build pace or tension in a narrative text.

- e.g. **I came, I saw, I conquered.** (This was reportedly said by Julius Caesar after a quick victory in a war; it highlights the speed and ease with which he won.)
- e.g. **The wave rose, the roar got louder, we needed to run, fast.** (This creates a fast pace and makes the rhythm choppy, which builds tension in the scene.)

Starting sentences with conjunctions

Starting sentences with conjunctions (e.g. **and**, **but**, **so**, **because**) is incorrect in formal writing because it can create sentence fragments. However, starting sentences with conjunctions can be effective, especially in informative or persuasive writing, as it can emphasise ideas and the connections between ideas, and can create an engaging, conversational style.

- e.g. **And** there's one more interesting fact about this frog's life cycle.
- e.g. **But** how can we respond to this crisis?

Sample question

Follow the steps in the table to identify the broken rules in the sentences below and analyse their effect.

Minh was going to meet him on the Town Hall steps at 5 pm. But he never showed.

- | | | |
|----------|--|---|
| 1 | Read the instructions. What are you being asked to do? | ► Identify which rules have been broken in the sentences and explain the effect of the words that break the rules. |
| 2 | Which part breaks the rules, and how? | ► But he never showed. is a sentence fragment and it begins with the conjunction But . |
| 3 | What is the effect? | ► It highlights the contrast between the expectation and the no-show, building tension about why this has happened. |

TRY THIS YOURSELF

- 1 Identify which rule has been broken in the sentences and explain the effect of the words that break the rule.

The rain pounded, the light faded, the wind blew, my umbrella turned inside out.

NOW ANSWER THESE QUESTIONS

- 1 Identify which rule or rules have been broken in each of the following examples: write F (sentence fragment) and/or S (comma splice) and/or C (starting a sentence with a conjunction).
 - a We came on Sunday, we left on Tuesday, we were home by Thursday. _____
 - b I ran out to stop Aiko from leaving. But it was too late. _____
 - c Felicity asked us to stop talking. She had news. Big news. _____



2 Each of the following examples breaks a rule. Identify which rule has been broken, then analyse the effect of the words that break the rule.

a 'Wait, you've done it up too tightly, I can't breathe, help!'

b So you can see from all this evidence that the problem is getting worse.

c Maggie and Molly were sisters, and they were also best friends. Usually.

3 Rewrite these sentences to create a more dramatic scene. Feel free to break a few rules!

The dog was whimpering and pawing at the door, its nose jammed into the narrow space beneath. Clearly there was something, or somebody, in there, but we didn't know what or who. We were afraid, but running away wasn't an option.

Tip: Don't overdo the rule breaking! Overusing any language feature can diminish its impact and create clumsy text.



4 Evaluate the rule breaking in this text, commenting on what you would keep and what you would change if you were editing it.

Missing. For three days. What? His heart thumped, his hands sweated, his mouth went dry. He felt sick, he felt angry, he felt betrayed, he felt guilty. But why didn't they tell him? And who else knew? And where was she?



READ AND APPLY

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

The cave

The cave reeked of a burnt-out fire, bat urine and something metallic. Maybe blood? Jenna and Arjun approached the huge, still form, straining to detect any sound. Only the waves outside. Arjun held his torch near the dragon's face. Its head was rolled to the side, and one open eye stared up at the children. Fixed. Glassy. Cold.

They sighed and sat down on a rock, trying to control their trembling legs. But then ... a long, wheezing breath.

Arjun jumped up. It was time to go, they needed to run, they had to get out of there. 'Come *on!*' He dragged Jenna to the mouth of the cave.

'Wait!' said Jenna. She paused and listened again. If it really was alive, and wounded, it was probably angry. And what would this mean for the villagers?

Comprehension

1 What does the word 'reeked' mean in this text?

2 What can Jenna and Arjun hear when they first approach the dragon?

3 What do Jenna and Arjun assume about the dragon at first? Why do they assume this? Give evidence from the text to justify your answer.

4 Who or what takes 'a long, wheezing breath'? How do you know?

5 In what ways are Jenna and Arjun different? (Hint: Consider their reactions to their situation.)

Apply your understanding of sentence fragments, comma splices, and starting sentences with conjunctions

- 6 Highlight the sentence fragments, comma splices, and conjunctions at the beginning of sentences in 'The cave' text on the previous page.
- 7 Analyse the effect of the three single-word sentence fragments in the text.

- 8 Analyse the effect of the intentional comma splices in the text.

- 9 Read the text below, which continues on from 'The cave' story. Rewrite the paragraph below to make the narrative more engaging and suspenseful. Feel free to break the rules!

The dragon blinked, lifted its head and let out an almighty roar. The children, fearing for their lives, scrambled up the sea cliff. It was a difficult climb on their shaking legs, but they needed to warn the village of the danger, and they needed to do it quickly.

GO FURTHER

Asyndeton

A technique related to comma splices is **asyndeton**, which is the intentional omission (leaving out) of conjunctions. Read the famous opening of the novel *A Tale of Two Cities* by Charles Dickens on the next page.

Late eighteenth-century London and Paris

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us ...

Extract from *A Tale of Two Cities* by Charles Dickens (1812–1870)

As you can see, Dickens uses comma splices and asyndeton extensively in this paragraph. He uses these techniques to emphasise the list of many opposing ideas, which shows the complexity of this period of time.

Using asyndeton and comma splices can also be particularly useful in persuasive speech writing to emphasise ideas or to give an engaging rhythm to your speech.

- 1 Rewrite the following short texts, which you might find in a persuasive speech. Use comma splices and asyndeton (and any other changes you think are necessary) to shorten each text and to make each one punchy and memorable.
 - a We need to take responsibility, and we need to consider our footprint, because we need to save our planet.

- b Children living on the street have inadequate clothing in winter. They often don't have enough food and they have nowhere to get clean. Furthermore, they sometimes find themselves in dangerous situations. They need our help.

Writing challenge

Imagine that scientists have discovered how to create dragons by manipulating genetic material. In your notebook, write a short speech in which you seek to persuade your audience *either* that this is a great idea *or* that it is a terrible idea.

Use a variety of sentence types – including those that 'break the rules' – to engage your audience and to make your speech memorable.

1.11

Tenses

The **tense** of a verb indicates when the action is taking place in time.

The three basic tenses are **past**, **present** and **future**.

e.g. I **swam** (past), I **swim** (present), I **will swim** (future)

The three basic tenses can be divided into more complex categories

(called aspects): **simple**, **perfect**, **continuous** and **perfect continuous**.

e.g. I **had swum** (past perfect), I **am swimming** (present continuous),
I **will have been swimming** (future perfect continuous)

The table below explains the tenses and aspects, using the verb 'to drive'.

	Past	Present	Future
Simple	I drove to work yesterday.	I drive to work every day.	I will drive to work tomorrow.
Perfect	I had driven to work before I got the message.	I have driven to work four times this week.	I will have driven to work hundreds of times by the end of this year.
Continuous	I was driving to work when I got the message.	I am driving to work right now.	I will be driving to work every day next week.
Perfect continuous	I had been driving to work for a while before I got my full licence.	I have been driving to work for a long time now.	I will have been driving to work for three years in May.

Sample question

Follow the steps in the table to identify the tenses used in the sentence below.

Barnabas looked for Mum in her room, but she had left for work already.

- 1 Read the instructions. What are you being asked to do? ▶ Work out where two tenses are used in the sentence and what they are.
- 2 Identify the verbs and their tenses. ▶ Verbs: **looked** and **had left**
Both verbs are past tense.
- 3 Are both verbs simple past tense? ▶ No:
 - **looked** is **simple past tense**
 - **had left** contains the auxiliary verb **had**, which makes it **perfect past tense**



TRY THIS YOURSELF

- 1 Identify the different tenses in the sentence below.

I have just realised something: in June, I will have been dancing for 10 years!

NOW ANSWER THESE QUESTIONS

- 1 Label each of the following sentences with Pa (past tense) or Pr (present tense) or F (future tense).

- a I like strawberries. _____
- b Katie wanted to leave. _____
- c Thabo is going to play next season. _____
- d Mareke found her cat. _____
- e Kristina is making a cake. _____
- f Rob will go to university next year. _____

- 2 Draw lines to match each sentence with the correct tense.

Sentence	Tense
a The cat was meowing at the door when we arrived.	Simple past
b I am reading a fantastic book!	Past perfect
c They creep up the stairs silently.	Past continuous
d I will go to school tomorrow.	Past perfect continuous
e Jason will have left by the time you wake up.	Simple present
f I rowed the boat to shore.	Present perfect
g By this time next week, I will be skiing!	Present continuous
h Belle had seen Caleb earlier that day.	Present perfect continuous
i Ally has been practising her song for hours.	Simple future
j We have camped there every April since I was born.	Future perfect
k Before he was a teacher, he had been travelling.	Future continuous
l In December, Juju will have been cooking for a year.	Future perfect continuous

3 Rewrite each of the following sentences as directed. (The original tense is indicated in brackets.)

a Meredith wanders around the library. (simple present)

Change to past perfect: _____

b I waited here for hours! (simple past)

Change to present perfect continuous: _____

c Chancey will see you at rehearsals. (simple future)

Change to future continuous: _____

d After he had eaten his breakfast, he had mown the lawn. (past perfect)

Change to simple present: _____

READ AND APPLY

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

Theatre etiquette

Last night I saw *Hamilton* in Sydney. The show was fabulous. The audience was not.

It started with the man sitting beside me opening his chip, lolly and biscuit packets. The packet rustling never stopped! After the interval he snuck in a box of hot chips. I do admit to some chip envy here, but I found the aroma distracting to say the least, and I'm sure others did too.

And the phones. Glowing beacons drawing my eyes from the stage and into texts, Instagram posts and – yes – games. Did they forget what these tickets *cost* them?

The low point? When the woman in the row behind me started to sing. Yep, she thought it would be fine if instead of hearing the cast, I was treated to an off-key, out-of-time, LOUD version of 'The Room Where It Happened' in my left ear.

It's time to educate ourselves about proper theatre etiquette! We owe it to each other. And please: don't sing until you get in the car for the trip home!



Comprehension

- 1 List four things that distracted the author of this text during the performance of *Hamilton*.

- 2 In your own words and without looking it up, write a definition of the word 'etiquette' based on the way it is used in this text.

- 3 Explain why the writer asks this rhetorical question: 'Did they forget what these tickets *cost* them?'

- 4 What is the main purpose of this text? (Hint: Consider the final paragraph.)

- 5 How would you describe the tone of this text (in other words, the attitude of the writer to their subject matter)? Give examples from the text to support your answer.

Apply your understanding of tenses

- 6 Overall, in what simple tense is this recount of a theatre experience written?

- 7 Identify where the text changes tenses. Explain the reason for this.

Unlike a recount, many **informative texts** are largely written in the **present tense** (unless, of course, they are texts about historical events).

- 8 Turn the 'Theatre etiquette' recount into a series of short points for an informative brochure explaining appropriate behaviour of audience members at the theatre. The first line has been provided for you.
- It is important that all theatregoers respect the rights of others when attending a play or musical.

GO FURTHER

Tip: When discussing a text – even one written long ago – the convention is to write about the plot and the author's use of words in the **present tense**.

e.g. When Macbeth **meets** the witches, they **make** a prophecy about his future.

Shakespeare **mocks** love poetry, **writing** 'My mistress' eyes are nothing like the sun.'



Controlling tense in imaginative writing

When you are writing a narrative, it's very important to use tense consistently. How often have you started in past tense only to find yourself slipping into present tense or vice versa?



Read this story opening, which has many tense inconsistencies in it.

It was time to leave the place they are hiding in. Jill thought she could hear a siren in the distance, but it will have been her imagination. She wakes her dad and said, 'Hurry up. I think they were about to get here and we don't want to be found!'

'Jill, we will have been here two weeks tomorrow, and nothing's gone wrong yet.' He rolls over and went back to sleep, and she will shake her head in exasperation.

1 In what tense does this story begin?

2 Highlight the point at which tense problems begin in the text.

3 Rewrite the text correctly. You can write it in past or present tense – just make sure you stick to one tense!

Writing challenge

In your notebook, write a short story in present tense that continues from this opening line: *It is dark in the city.* Make sure you consistently use present tense. Include some sentences in present perfect, present continuous, and present perfect continuous tense.

1.12

Modality

Modality is the degree of certainty or possibility expressed about a statement or action. Modality can also be used to indicate capability, importance, necessity and obligation, especially in persuasive texts.

The common **modal verbs** (including **can, could, may, might, must, shall, will, would, should**) can bring different levels of strength to a statement.

- e.g. We **might** solve this problem. (low modality)
- e.g. We **should** solve this problem. (medium modality)
- e.g. We **can** solve this problem. (medium to high modality)
- e.g. We **must** solve this problem. (high modality)

There are also other ways to create high-modality writing that are equally persuasive. For example, when evaluating something (judging its value) or discussing the importance of something, you can use **strong verbs, adjectives** and **adverbs** to make your point.

- e.g. This **essential** program **will rescue** millions. The **devastating** effects of the fires **demand** future protections. It is **undoubtedly** time to **act**. The benefits **will be** felt **universally**.

Strong **abstract nouns** can also be used to create high-modality writing, especially in persuasive and analytical texts.

- e.g. The author's technical **confidence** is seen in her control of complex tenses. The **magnificence** of his **talent** is exceeded only by his **generosity**. What we see in front of us today is pure **evil** and **selfishness**.

Sample question

Follow the steps in the table to turn the low-modality sentence below into a high-modality sentence.

If we are to save koalas from extinction, we should perhaps ask whether the government might support our attempts to save them.

- | | | |
|----------|--|---|
| 1 | Read the instructions. What are you being asked to do? | ► Find ways to make the sentence a high-modality statement. |
| 2 | Identify low-modality words and phrases in the sentence. | ► These words create low modality: if we are to, should perhaps, ask, whether, might, attempts |

- 3** Replace the low-modality words and phrases with stronger words and phrases.
- ▶ • Replace **if we are to** with **we must**
 - ▶ • Replace **should perhaps ask whether** and **might** with **demand**
 - ▶ • Replace **attempts** with **rescue activities**
- 4** This is a possible answer.
- ▶ **We must save koalas from extinction and demand that the government support our rescue activities.**

TRY THIS YOURSELF

- 1** Turn the low-modality sentence below into a high-modality sentence.

It's possible that Sharyn sometimes tends to be a little less kind than she could be, and she may need to think about perhaps changing her behaviour.

NOW ANSWER THESE QUESTIONS

- 1** Circle the modal verbs in the following sentences.
- a I can do this Maths homework.
 - b We shall overcome this obstacle!
 - c Vivian may be at netball training.
 - d Mitchell could win that prize.
- 2** Fill in the gaps below to create high-modality sentences. For each gap, select one word from the pair in brackets at the end of the sentence.
- a You performed the role in the musical _____. (well or spectacularly)
 - b We are _____ that the bush regeneration project will continue. (hopeful or determined)
 - c Imani _____ that her father's job with the Police Force is important. (thinks or knows)



- 3 The following sentences are from speeches. Rewrite each sentence to make it more persuasive by using high-modality language.
- a If we don't think about acting soon, there's the possibility that some people experiencing homelessness may be injured.
- _____
- _____
- b Racism can harm people and divide communities, and it should not be tolerated.
- _____
- _____
- c We would quite like to see the school uniform policy changed and hope that you may perhaps consider our ideas.
- _____
- _____
- d It may be time to consider the potential impact of bullying in sport and attempt to deal with it.
- _____
- _____

Tip: It can be useful to use **low-modality language** in persuasive writing and speaking to acknowledge the other side of an argument without giving it too much power.

e.g. **While it could be argued ... I admit it's possible that ... Some may claim ...**



READ AND APPLY

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

Letter to West Wallaroo Wildlife Park

Dear Mr Pankhurst,

I am writing because I'm interested in applying for the advertised position of Keeper's Assistant (Koalas) at West Wallaroo Wildlife Park.



I am quite a trustworthy person and pretty confident around animals. I did work experience at Dubbo Zoo for a week last month, and I think I did reasonably well. My feedback was generally positive.

If you give me a chance, I hope I can show you how caring and responsible I can be. I am extremely fond of koalas and am committed to their care and conservation.

If possible, I'd be willing to attend an interview and speak with you about the position. Please find my résumé and contact details attached if you'd like more information.

Kind regards,

Louisa Foxcombe

Comprehension

- 1 a Who has written this letter?

- b What is the purpose of this letter?

- 2 Who do you think Mr Pankhurst might be? (Hint: There are several possible answers to this question. Choose one and explain why you have answered in this way.)

- 3 Identify four character traits (qualities) that Louisa claims to have that are relevant to the advertised position.

- 4 What evidence is there that Louisa has already proved herself to be someone who can successfully care for animals?

- 5 What next step is Louisa hoping to take in the process of obtaining a job?

Apply your understanding of modality

- 6 Overall, how persuasive do you think this letter is? (1 is not very persuasive and 5 is very persuasive.)

1 2 3 4 5

- 7 Underline the sentence in the letter that contains the highest modality.
- 8 Highlight five sentences that could be changed to increase the modality of the text.
- 9 Rewrite the five sentences you highlighted in Question 8. Use high-modality language to make them more persuasive.

GO FURTHER

Using modality to strengthen your topic sentences

High-modality words and phrases can enhance the impact of your analytical writing, too. After all, one purpose of analytical writing is to persuade your reader that you are confident in your knowledge and analysis of the text you are writing about.

- 1 In the table on the next page, each row contains a pair of topic sentences. Label each topic sentence with H (high-modality sentence) or L (low-modality sentence).



	Topic sentence one	H or L	Topic sentence two	H or L
a	In Shakespeare's creation of the scene, he aims to show the reader Lear's mental state through the imagery of the storm.		Shakespeare's vivid imagery of a devastating storm draws the reader irresistibly into Lear's mental state.	
b	Most crucially, the poet's clear and resonant message is an urgent call to recognise and respond to social injustices.		Further, the poet invites us to consider her message and recognise certain ideas about social injustice.	
c	The film is definitely an example of Luhrmann's supremely original power to successfully adapt old stories to appeal to new audiences.		Luhrmann sets out to bring old stories to the attention of new audiences through his originality and creative efforts.	
d	The reader's appreciation of living in a safe and democratic society is significantly enhanced by reading <i>The Hunger Games</i> .		<i>The Hunger Games</i> may raise ideas in readers about the nature of society, safety and democracy.	

- 2 Highlight the high-modality words and phrases in the sentences you labelled 'H' in Question 1.
- 3 Write a strong topic sentence about a text you are studying in English. Use a variety of high-modality language, such as strong verbs, adjectives, adverbs and abstract nouns.

Writing challenge

- 1 Imagine a job that you would like to apply for. In your notebook, draft a job application letter in which you set out to persuade the hirer that you are the best person for the job.
- 2 Edit your letter to increase the level of modality, making it as persuasive as possible.

2.1

Colons and semicolons

Colons and semicolons are both punctuation marks that connect different parts of a sentence, but they have different functions.

A **colon** introduces information that explains or expands upon the words that precede it.

e.g. Bill saw many vegetables on his plate; broccoli, peas, beans and carrots.

A **semicolon** is used:

› to connect closely related main clauses

e.g. Bill realised he wasn't hungry anymore; it was probably something to do with all those vegetables.

› to separate items in a complicated list that contains the word 'and' within one or more list item.

e.g. To decorate the cake, you will need a piping bag with a variety of attachments; three quantities of icing in three colours; a large icing spatula; a steady hand and a calm mind; and patience!

Sample question

Follow the steps in the table to correct the punctuation errors in the sentence below.

Here are the instructions for activating the alarm; open the control panel, enter the four-digit code and press OFF; and check that the light has stopped flashing.

1 Read the instructions. What are you being asked to do?	▶ Identify and correct the punctuation errors.
2 Is the semicolon at the end of the first clause correct?	▶ No. The first clause introduces the further information that follows it, so it should have a colon at the end of it. Here are the instructions for activating the alarm;
3 Is the information following the first clause a complicated list with the word 'and' in at least one list item?	▶ Yes, so its elements should be separated using semicolons, not a comma and a colon.
4 This is the answer.	▶ Here are the instructions for activating the alarm; open the control panel; enter the four-digit code and press OFF; and check that the light has stopped flashing.



TRY THESE YOURSELF

- 1 Correct the punctuation errors in the sentences below. Circle each incorrect punctuation mark and write the correct punctuation mark above it.
 - a This is what I wanted to show you; my new earrings; and my bracelet.
 - b The exam period is nearly over: it's going to be such a relief to stop studying!

NOW ANSWER THESE QUESTIONS

- 1 Tick the sentences that are punctuated correctly.
 - The boy chose a puppy at the shelter; it was love at first sight.
 - Here is the reason for the delay; a train was derailed earlier.
 - I am going to France, I plan to: refine my spoken language skills and eat!
 - You need to pack the following items: a sleeping bag, clothes and toiletries.
 - Why she didn't just tell us her news in the first place: we couldn't understand.
 - There's only one way to describe the school musical this year; stupendous!
- 2 Add either a colon or a semicolon to each of the following sentences to make it correct.
 - a Give me a moment to explain I couldn't meet you because I was sick.
 - b In winter, the forest is thick with snow in spring, the leaves are gleaming jewels.
 - c Faye said, 'I have to run now I'll see you next time!'
 - d Who is going to be School Captain Assif or Kris?
- 3 Under each of the following sentences, explain what is incorrect about the punctuation.
 - a Mum asked me to buy three things at the shops; bread, milk and chocolate.



b On Mondays her mum cooked pasta: on Tuesdays they got burgers.

c Zach saw a glimmer of light under the door; he went to investigate: but he couldn't hear anything.

4 Should semicolons be used in the following sentence instead of commas? Why or why not?

Here's what will happen on the excursion: we'll examine the dunes, collect samples, test the soil and record our results.

Tip: Semicolons can be used to correct run-on sentences and comma splices, which are:

- a **run-on sentence** occurs when two independent clauses run together without proper punctuation or an appropriate conjunction
- a **comma splice** occurs when two main clauses are joined together by a comma.

✗ **The bird soared its wings were shining.** (run-on sentence)

✗ **The bird soared, its wings were shining.** (comma splice)

✓ **The bird soared; its wings were shining.**



READ AND APPLY

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

How do fish sleep?

Nearly all animals sleep. Sleep is very important for refreshing the mind and body. When people sleep we close our eyes and lie motionless for a long time we may be less aware of what is going on around us and our breathing slows. Some people are very heavy sleepers it takes a LOT to wake them! ...



But do *fish* sleep? Fish don't have eyelids they don't need them underwater because dust can't get in their eyes. But fish still sleep. Some sleep during the day and only wake up at night while others sleep at night and are awake through the day (just like you and I).

It's easy to tell when fish are sleeping they lie motionless often at the bottom or near the surface of the water. They are slow to respond to things going on around them or may not respond at all. If you watch their gills, you'll notice they're breathing very slowly. ...

Parrot fish make a mucus cocoon around themselves at night a gross sticky sleeping bag that might protect them from parasites attacking them while they sleep. ...

Edited extract from C. Brown, 'Curious Kids: How do fish sleep?', *The Conversation*,
4 November 2019

Comprehension

- 1 What benefits do animals, including people, receive from sleeping?

- 2 If you see a person sleeping, what four things are you likely to observe about that person?

- 3 Drawing on information in this passage, what is the purpose of eyelids in animals that have them?

- 4 What specific part of a fish can you look at to detect whether it is sleeping?

- 5 What special ability makes parrot fish different from many other fish species?



Apply your understanding of colons and semicolons

- 6 The text above is missing all its commas, colons and semicolons. Write the correct punctuation marks in the boxes.
- 7 a In the text below, every sentence is incorrect, either because it is a run-on sentence or because it contains a comma splice. Using a red pen, correct the punctuation by using semicolons correctly.

You may wonder whether fish dream we don't have the answer. However, there is video footage of a sleeping octopus changing colours, this suggests it may have been dreaming about fleeing from a predator or hunting its prey. These activities cause octopuses to change colour when they're awake it's one of their most interesting features.

- b Is there a better way to improve this text than adding three semicolons? Explain your answer.

GO FURTHER

Other uses for colons and semicolons

Colons and vertical lists

Colons can lead into vertical lists, which can make informative texts more precise and concise.

Example one	Example two
In today's cookery lesson, you will learn to: <ul style="list-style-type: none"> • fry eggs • poach eggs • boil eggs. 	The techniques you will learn in today's egg cookery lesson are: <ul style="list-style-type: none"> • frying • poaching • boiling.

In the examples above, notice that every item in each list follows on correctly from the sentence stem before the colon. This is called **parallelism**, and it is necessary for the list to work correctly.

Semicolons and complicated lists

As well as separating list items that contain the word 'and', semicolons can separate list items that contain commas. This can be very important for clarity, especially in informative texts.

- e.g. It was their darkest night: the explorers huddled together for warmth; the rain, which had fallen all day, was deafening on the tent canvas; there was no food.

Note that the commas around the embedded clause 'which had fallen all day' require the list items to be separated by semicolons, not commas, to avoid confusion.

- 1 Turn the text below into a vertical list introduced with a colon. Don't forget parallelism!

There are multiple uses for leftover rice. You can turn it into fried rice, or you can make rice balls like arancini. Rice pudding is another idea!

- 2 Use a red pen to replace some commas with semicolons in the sentence below.

Cryptids include Bigfoot, the hairy North American creature also called Sasquatch, the Loch Ness Monster, the most famous inhabitant of that most famous Scottish lake, Mokele-mbembe, a water-dwelling creature in the Congo River Basin, and Australia's very own Penrith Panther.

Writing challenge

Research a cryptid. In your notebook, write a 300–400-word informative text about your chosen cryptid. Include at least one of each of the following features (tick each one as you use it):

- a colon introducing a vertical list
- two main clauses separated by a semicolon to show their close connection
- a complicated list that requires semicolons to separate its items.

2.2

Punctuating speech

In texts, **quotation marks** are used to show when a character is speaking. **Dialogue tags** (also called **speech tags**) are used to show who is speaking. Read the sample sentences and the rules for punctuating speech in the table below.

Tip: You can use either single quotation marks OR double quotation marks for dialogue.



Sample sentence	Rules for punctuating speech	
Charley said, 'It's the big day and I'm nervous.'	Place a full stop inside the quotation mark if it is part of the spoken sentence.	<p>Commas separate speech from dialogue tags and descriptions.</p> <p>If there is spoken text at end of a sentence, the full stop goes inside the quotation mark.</p> <p>Speech always begins with a capital letter <i>unless</i> the speech is continuing after a dialogue tag in the middle of a sentence.</p>
Charley said, 'It's the big day and I'm nervous,' as she grabbed Jamila's hand.	Use a comma, not a full stop, at the end of the spoken text (inside the quotation mark) when the sentence continues after the speech.	
'It's the big day and I'm nervous,' said Charley.	Use a comma at the end of speech (inside the quotation mark) if the spoken text is followed by a dialogue tag.	
'It's the big day,' said Charley as she grabbed Jamila's hand, 'and I'm nervous.'	When a dialogue tag is in the middle of speech, add a comma inside the quotation mark and a second comma before the speech resumes.	
'It's the big day,' said Charley as she grabbed Jamila's hand. 'I'm nervous.'	When speech continues after a dialogue tag, but it's a new sentence, use a full stop and a capital letter.	

Sample question

Follow the steps in the table to correctly punctuate the text below, which contains spoken text.

I just want to say sobbed Nancy that I wish you hadn't done that.

- | | | |
|----------|--|--|
| 1 | Read the instructions. What are you being asked to do? | ▶ Add correct punctuation to the text to show which words are spoken. |
| 2 | Identify the words that are spoken. | ▶ I just want to say and that I wish you hadn't done that. are the spoken words, so they need to be enclosed in quotation marks. |
| 3 | Identify any dialogue tags. | ▶ sobbed Nancy is a dialogue tag. |

- 4** Where are commas needed? ▶ As the dialogue tag interrupts the speech, commas go after the word **say** (inside the quotation mark) and after the word **Nancy**.
- 5** This is the answer. ▶ **'I just want to say,' sobbed Nancy, 'that I wish you hadn't done that.'**

TRY THIS YOURSELF

- 1** Rewrite the sentence below with the correct punctuation to indicate which words are spoken. Remember: You may need to change some letters to capitals.

David gasped we did it and flopped down on the hilltop I'm exhausted

Tip: If a speech ends with a question mark or an exclamation mark, a comma or a full stop is not needed.

e.g. **'Can you help me?' asked the girl. 'Let's go!' squealed Josephine.**



NOW ANSWER THESE QUESTIONS

- 1** Tick the sentences that are punctuated correctly.
- 'Why did you stay up late?' my mum asked, 'when you've been ill.'
- 'I'll ask Dad to drive,' said Thanh, 'so we don't have to catch the bus.'
- 'Bianca.' called the girls, 'Where is Phoenix?'
- I blurted, 'I can't believe you haven't heard the news!'
- 2** Rewrite the following sentences using the correct punctuation and capital letters.
- a** Simon asked 'do you think Jack will be back soon'?

b 'I think it would be better' declared Mr Georgiou 'If we went outside'.

c 'I told you!,' shouted Marina. Her face burned, I didn't lose your phone!

Tip: When writing dialogue involving two or more characters, start a new line each time the character who is speaking changes.



e.g.

'Where did you get your shoes?' asked Melanie.

'I bought them online,' Juno replied.

'They're great,' Melanie said enviously.

Elena peered at the shoes. 'Whereabouts online?' she asked.

3 Rewrite the following sentences with the spoken words correctly punctuated and the text correctly set out (see the tip above).

What was that noise? squeaked Chi. I don't know whispered Gerry. Kai, can you go and look said Chi in case it's a snake? Why me? whined Kai.

READ AND APPLY

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

A surprise arrival

Marilla came briskly forward as Matthew opened the door. But when her eyes fell on the odd little figure in the stiff, ugly dress, with the long braids of red hair and the eager, luminous eyes, she stopped short in amazement.

Matthew Cuthbert, who's that? she exclaimed. Where is the boy?

There wasn't any boy, said Matthew wretchedly. There was only *her*.



He nodded at the child, remembering that he had never even asked her name.

No boy! But there *must* have been a boy, insisted Marilla. We sent word to Mrs Spencer to bring a boy.

Well, she didn't. She brought *her*. I asked the stationmaster. And I had to bring her home. She couldn't be left there, no matter where the mistake had come in.

Well, this is a pretty piece of business! retorted Marilla.

Extract from *Anne of Green Gables* by Lucy Maud Montgomery (1874–1942)

Comprehension

- 1 What causes Marilla to stop 'in amazement'?

- 2 Re-read the second sentence of the passage. Explain the contrast in this description of the young girl (whose name is later revealed to be Anne). What does this suggest?

- 3 Why does the author write that Matthew replies 'wretchedly' to Marilla's question?

- 4 From where and from whom has Matthew collected Anne?

- 5 Describe Marilla's overall reaction to this situation. Use at least three adjectives in your answer.



Apply your understanding of punctuating speech

- 6 Insert quotation marks as needed in the 'A surprise arrival' text on pages 82–3. Place them carefully to make it clear whether they go before or after commas.
- 7 Who speaks the words 'Well, she didn't'?

- 8 Rewrite the following sentences (which are from the same novel) to correct the punctuation.

- a 'It was too bad there was such a mistake', said Mrs Rachel sympathetically
 Couldn't you have sent her back?

- b It's a great responsibility you've taken on yourself said that lady 'gloomily especially when you've never had any experience' with children.

- c Did 'anybody ever see such a temper!', exclaimed the horrified Mrs Rachel.

GO FURTHER

Ellipses and dashes

Once you know how to punctuate speech with commas and quotation marks, you can add other punctuation marks to provide another layer of meaning to characters' spoken words. For example, you can use punctuation to provide more information about characters' personalities, emotions and the relationships between them.

Punctuation, such as ellipses (...) and dashes (–), can also be used to make the spoken words in texts more realistic (that is, similar to the way people actually speak).

Read the dialogue below and then answer the questions that follow.

'He wasn't there.'

'What do you mean he wasn't –'

'He wasn't *there*,' Ben groaned, 'so we can't get in.'

'But ... I thought ...' Katy slumped, then sat up straight. 'Okay. How can we –'

Ben exploded. 'Let me *think!*' he roared.

- 1 What punctuation marks are used in the dialogue above that you have *not* seen in this unit so far? Circle the answer/s (look up any unfamiliar terms).

semicolons

ellipses

quotation marks

interrobangs

dashes

- 2 What *two* effects can an ellipsis create? Circle the correct answers.

hesitation, pausing to think

being cut off, interrupted

trailing off, uncertainty

- 3 What effect do the dashes in the dialogue create? Circle the correct answer.

hesitation, pausing to think

trailing off, uncertainty

being cut off, interrupted

- 4 What effect do the ellipses and dashes have on your understanding of the characters? (That is, what do they suggest about Ben's and Katy's personalities, their relationship, and their emotions during the scene?)

Writing challenge

Use the scene involving Ben and Katy as a stimulus for a piece of imaginative writing. Write your imaginative text in your notebook. Include each of the following at least once, ticking them off as you use them:

- some speech with a dialogue tag in the middle of the sentence
- a dash to indicate being cut off or interrupted by another speaker
- an ellipsis to indicate trailing off at the end of a sentence.



2.3

Punctuating quotations from other texts

When writing analytically, a common error is to make a point then join a quotation to it with a comma.

- e.g. Shakespeare compares human existence to acting, 'All the world's a stage / And all the men and women merely players'. (This is a comma splice, which is incorrect.)

One solution is to replace that comma with a colon. This works, but too many colons can make writing disjointed. It is often better to embed quotations into your sentence structure using words to explain the connection.

- e.g. Shakespeare compares human existence to acting, **using the metaphor** 'All the world's a stage / And all the men and women merely players'.

(Note: There's no comma after 'metaphor' as this is not a dialogue tag.)

You can also shorten quotations to only include the words most relevant to your point. If you do this, place quotation marks *only* around the words that are quoted from the text.

- e.g. Shakespeare compares human existence to acting, metaphorically depicting the whole world as '**a stage**' and all its inhabitants '**merely players**'.

Tip: If you omit words from quoted material, use an **ellipsis** to indicate the omission.

If you change or insert a word, put it in **square brackets**.

e.g. Today 'Australians all ... rejoice [because thankfully] we are one and free!'



Sample question

Follow the steps in the table on the next page to rewrite the sentence below with the quotation correctly embedded.

The poet creates a sense of peace 'smooth pools mirror static clouds' this evokes stillness.



- | | | |
|----------|---|--|
| 1 | Read the instructions. What are you being asked to do? | ▶ Correctly embed the quotation into the sentence. |
| 2 | Correctly join the opening clause to the quotation. | ▶ The poet creates a sense of peace <u>with the image 'smooth pools mirror static clouds' ...</u> |
| 3 | Choose words to follow the quotation that describe the effect of the quotation. | ▶ ... '<u>smooth pools mirror static clouds</u>' <u>evoking stillness.</u> |
| 4 | What punctuation is needed with the quotation? | ▶ Quotation marks only. |
| 5 | This is the answer. | ▶ The poet creates a sense of peace with the image '<u>smooth pools mirror static clouds</u>' <u>evoking stillness.</u> |

TRY THIS YOURSELF

- 1** Rewrite the sentence below with the quotation correctly embedded.

Daffodils are described using personification, 'fluttering and dancing in the breeze', they are cheerful and vibrant.

NOW ANSWER THESE QUESTIONS

- 1** Tick the sentences in which the embedded quotations are correctly punctuated.
- Shakespeare describes Romeo's outpourings of sorrow as his 'tears augmenting the fresh morning dew'.
 - Dickens' description of Miss Havisham is vivid. 'Now, waxwork and skeleton seemed to have dark eyes that moved and looked at me.'
 - Tennyson creates a sense of movement in the landscape outside through strong verbs: 'shiver', 'quiver' and 'runneth'.
 - Wordsworth's persona uses a simile to express his solitude, 'I wandered lonely as a cloud'.



- 2 Rewrite the following sentence, inserting quotation marks and a colon to correctly introduce the quotation.

The poet paints a picture of a harsh, threatening landscape trees thrash their arms.

- 3 Rewrite the following two sentences as one, inserting additional words and quotation marks to correctly introduce the quotation.

The writer's description of the snake is sinister. A hiss, a writhing coil, a cold glint of jewelled eye.

- 4 Rewrite the following sentence more concisely by using an ellipsis (...) to shorten the quotation to just the necessary words.

The author emphasises the sounds of the bushland setting when she writes that 'Joan heard the buzz and clatter of cicadas roused by the morning sun; she saw swatches of dry bark hanging off gum trees, and heard the bark shivering against trunks when the wind stirred.'

READ AND APPLY

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

The Village Blacksmith

Under a spreading chestnut tree
The village **smithy** stands;
The **smith**, a mighty man is he,
With large and **sinewy** hands,
And the muscles of his **brawny** arms
Are strong as iron bands.

His hair is crisp, and black, and long;
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn
till night,
You can hear his bellows blow;
You can hear him swing his heavy
sledge,
With measured beat and slow,
Like a **sexton** ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming **forge**,
And hear the bellows roar,
And catch the burning sparks that fly
Like **chaff** from a **threshing floor**.

Extract from 'The Village Blacksmith' by Henry Wadsworth Longfellow (1807–1882)

Comprehension

- 1 What physical features of the blacksmith are described in the poem to show that he is a 'mighty man'? Write down at least two features.

- 2 Find two quotations from the poem that demonstrate how hard the blacksmith works at his job.

- 3 The poet compares the sound of the regular beat of the blacksmith's hammer to another sound commonly heard in the village. What is that sound?

- 4 Explain why the village children stop at the blacksmith's workplace on their way home from school.

- 5 Is the portrayal of the blacksmith in this poem positive or negative? Give reasons from the text to support your answer.





- 6 The words below are from the poem. Look up the meaning of each word to make sure you completely understand the text. Write the definitions of these words below.

a smithy: _____

b smith: _____

c sinewy: _____

d brawny: _____

e sledge: _____

f sexton: _____

g forge: _____

h chaff: _____

i threshing floor: _____

Apply your understanding of punctuating quotations

- 7 Use the table below to help you write at least two sentences about the poem. Practise embedding quotations in your sentences using appropriate punctuation.

Quotation (evidence)	Name of language technique used in the quotation	Effect of language technique
'a mighty man is he'	Alliteration	The alliteration ('mighty man') draws attention to the descriptive term 'mighty', conveying the blacksmith's size and physical strength.
'the muscles of his brawny arms / Are strong as iron bands'	Simile	The simile compares and likens the blacksmith's arms to iron, implying he has superhuman strength.
'And hear the bellows roar'	Personification	The personification ('the bellows roar') evokes the excitement and drama of the blacksmith's forge.
'the burning sparks that fly / Like chaff from a threshing floor'	Simile	The simile compares and likens sparks to chaff being blown around; this sense of rapid movement of the sparks helps to create a sense of excitement.

GO FURTHER

Read the paragraph below and then answer the questions that follow.

This paragraph is about Longfellow's poem 'The Village Blacksmith'. It is correctly written and punctuated, but it contains some unnecessarily long quotations that clutter the text.

Longfellow conveys the idea that the blacksmith is a proud man doing honourable work. He writes 'He earns whate'er he can, / And looks the whole world in the face, / For he owes not any man.' The hyperbole (exaggeration) in 'And looks the whole world in the face' emphasises the blacksmith's pride that he is free of debt. Longfellow also uses a simile: 'You can hear him swing his heavy sledge, / With measured beat and slow, / Like a sexton ringing the village bell'. This compares the blacksmith to a church caretaker, suggesting the blacksmith has a high status in the community. The poet thus highlights the social value of the blacksmith's hard work.

- 1 Highlight the parts of the quotations that you think can be deleted.
- 2 Rewrite the paragraph using shorter and more effectively embedded quotations. Use punctuation carefully and insert ellipses where necessary.

Writing challenge

In your notebook, write an analytical paragraph about Longfellow's portrayal of the blacksmith in his poem 'The Village Blacksmith'. Embed quotations in your work carefully and correctly!



2.4

Apostrophes

Apostrophes (') are used for two main purposes: to show **possession** and to indicate **elision** (omission) of letters, often in **contractions** (two words joined into one).

To use an apostrophe to show **possession**, follow these rules:

- › If the word does not end in **s**, add **'s** to the end of the word.
- › If the word ends in **s**, add **'** to the end of the word.

e.g. We need to wash Dad's car tomorrow.

e.g. The elephant's enclosure was large.

To indicate **elision** in contractions, place the apostrophe in the position from where the letters have been removed.

e.g. Dad's [Dad is] going to help us.

e.g. The elephants didn't [did not] swim today.

Tip: There are a few **irregular contractions**.

e.g. **won't** (will not), **shan't** (shall not)

In irregular contractions, an apostrophe is not placed in every position where a letter is missing or has changed; instead, an apostrophe is placed between the **n** and the **t** like other similar contractions (e.g. **don't** and **can't**).

Note: Apostrophes are not used to indicate plurals!

e.g. I have my school **reports** not I have my school report's

e.g. fresh **tomatoes** not fresh tomato's

e.g. during the **1860s** not during the 1860's

Sample question

Follow the steps in the table on the next page to correctly insert apostrophes in the sentence below.

After the childrens party, my car wouldnt start so I got Minas parents mechanics number.



- | | | |
|----------|--|---|
| 1 | Read the instructions. What are you being asked to do? | ▶ Insert apostrophes correctly in the sentence. |
| 2 | Find words that indicate possession. Place apostrophes according to whether each word ends with s. | ▶ The party belongs to the children , the parents belong to Mina , the mechanic belongs to the parents and the number belongs to the mechanic . Add apostrophes as follows: children's , Mina's , parents' , mechanic's . |
| 3 | Are there any contractions? | ▶ Yes: wouldn't needs an apostrophe as it is a contraction of would not . |
| 4 | This is the answer. | ▶ After the children's party, my car wouldn't start so I got Mina's parents' mechanic's number. |

TRY THESE YOURSELF

- 1 Correctly insert apostrophes in the sentences below.
 - a Werent your two cousins seats reserved for Fionas concert?
 - b Finn doesnt like the cockatoos loud screeches from their nest in the Watsons back yard.

NOW ANSWER THESE QUESTIONS

- 1 Circle the words in which apostrophes have been either used incorrectly or incorrectly omitted (left out). Next, write the circled words correctly on the lines.
 - a It does'nt matter if youre a bit late.

 - b Its difficult to learn how to use apostrophe's correctly!

 - c Whats the next item on this meetings agenda?

 - d Student's are not allowed in teacher's offices.

Tip: Do not add an apostrophe to a **possessive pronoun**.

e.g. **theirs, its, hers, whose**



2 Rewrite the following sentences with correctly used apostrophes.

a Its time to give the panda it's medicine.

b I'd like you to have my old bike: its your's!

c Jamal want's he's friends to come over but it's too late.

d 'Those seats are our's!' exclaimed Louies friends.

3 Draw lines to match each phrase with its explanation.

Phrase	Explanation
The duck's egg	Two or more ducks have two or more eggs.
The duck's eggs	Two or more ducks have only one egg.
The ducks' egg	One duck has two or more eggs.
The ducks' eggs	One duck has only one egg.

Tip: When adding apostrophes to show possession, carefully consider **plural possessives** especially when names are involved – and particularly if those names end in **s**!

e.g. **A house belongs to a family named Jones. They are the Joneses. So the house is the Joneses' house.**



4 Rewrite this sentence with correctly used apostrophes.

We'll stay in the Fernandezes holiday house because they're old friends' of the family.



READ AND APPLY

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

Freya's visit

Freya takes a deep breath before striding up the dark front path. It's the house that belongs to the Clarence sisters. And Maria and Liljana Clarence are in Hawaii for a week with their parents'.

The spare keys hiding place hasn't changed. Maria and Liljana, who's home she used to visit all the time, showed her the false-bottomed pot plant year's ago. The twins' friendship meant so much to her. *Before.*

Freya creeps up the stairs and into the first twins' room. It doesn't take her long to rearrange everything on the bookcase – just enough to make Maria doubt her sanity a little when she gets back. Then she moves to Liljana's room and opens her jewellery box. She can't understand why she feels so bad; there's no reason for guilt. The necklace is owned by her. Liljana Clarence stole it. She's only getting it back.

A dull thump comes from behind her. 'Whose there?' she whispers.

Comprehension

- 1 a Whose house is Freya entering at the beginning of this text?

- b Where are the occupants of the house?

- 2 Which words indicate that there has been a major change in the relationship between Freya and the two sisters?

- 3 Explain why Freya rearranges Maria's belongings on the bookcase.

- 4 What is the main reason that Freya has chosen to enter this house while its occupants are away?

- 5 Why does Freya whisper at the end of the text? What does this tell you about how she is feeling?

Apply your understanding of apostrophes

- 6 Highlight the words in the 'Freya's visit' text in which apostrophes have been either used incorrectly or incorrectly omitted (left out).
- 7 Write the highlighted words correctly in the margins of the extract.
- 8 Rewrite the following sentences from the text, using possessives to create a more concise, less cumbersome structure. Consider carefully whether apostrophes are needed and, if so, where they should be placed.
- a Its the house that belongs to the Clarence sisters.

- b The necklace was owned by her.

GO FURTHER

Using apostrophes in realistic dialogue

In formal writing, we avoid using contractions as these can make a text sound casual and conversational. However, when writing dialogue that reflects natural speech, contractions are usually needed so the speech accurately reflects how people actually talk.

- 1 Read the following script. Then rewrite the script on the lines on the next page using contractions to give the characters more realistic voices. Take care with your use of apostrophes.

MARIA: I have just been in my room and there is something weird going on.

LILJANA: What is up? I am not aware that there is anything weird.

M: You do not get it! I think someone has been in my room.

L: Do not be silly; there is no way anyone has been in there.

M: We cannot know that! And if you are so sure, check your room!

L: All right, if it will make you happy. [A pause.] Wait ...

M: Ha! Who is being silly now? What is going on?

L: You are right. Someone has been here. And they have taken stuff.

2.5

Parentheses, dashes and parenthetical commas

Using a variety of sentence structures in your writing can help keep it interesting; learning to employ a range of punctuation marks correctly can help with this.

Tip: Parentheses are also called round brackets.



Parentheses () are used to introduce extra, non-essential information. Non-essential in this context doesn't mean unimportant: it means the added material isn't essential for the sentence structure to be correct and for the sentence to make sense.

e.g. The table **(which was an antique)** was badly damaged. The repairs cost a fortune **(but were worth it)**.

Paired dashes can also be used parenthetically (that is, dashes used like brackets) and can be useful in less formal writing.

e.g. The cat ate the fish **— head, fins, tail and all —** in one big gulp!

A **single dash** can be used where you might otherwise use a colon, to provide more information.

e.g. The cat ate the fish in one big gulp **—** head, fins, tail and all!

Parenthetical commas (that is, commas used like brackets) are used in the same way as parentheses and paired dashes. They can be useful in slightly more formal writing and when you do not want to interrupt the flow of a sentence.

e.g. The local cats **, largely due to their proximity to the harbour,** are well fed.

Sample question

Follow the steps in the table to rewrite the sentence below using parenthetical commas and a dash in the correct places.

Marty who is my brother's best friend is coming to stay where will he sleep?

- | | | |
|---|--|--|
| 1 | Read the instructions. What are you being asked to do? | ▶ Add parenthetical commas and a dash to the sentence. |
| 2 | Identify an embedded clause. | ▶ The embedded clause is who is my brother's best friend . It needs to be enclosed in parenthetical commas. |

- 3** Identify a thought following on from a previous idea. ▶ **where will he sleep?** follows on from the fact of Marty's visit. It should be preceded by a dash.
- 4** This is the answer. ▶ **Marty, who is my brother's best friend, is coming to stay – where will he sleep?**

TRY THIS YOURSELF

- 1** Rewrite the sentence below using parenthetical commas and a dash in the correct places.

The old boat which had been lying on the beach for years was gone we didn't know where.

NOW ANSWER THESE QUESTIONS

- 1** Tick the sentence that is *not* punctuated correctly.
- The ocean, darkening rapidly as the waves rose higher, was threatening and we turned the boat towards shore.
- Halley's Comet, which was last seen in 1986 will next appear in 2061, and astronomers are excited already!
- A baby platypus, often called a puggle, is tiny when it hatches from the egg, and it can be three or four months before it emerges from the burrow.
- Officially opened in 1932, the Sydney Harbour Bridge, one of our most famous icons, took almost a decade to build.
- 2** Insert parentheses around the appropriate section of each sentence.
- a** Flannel flowers which are native to Australia grow in a variety of environments.
- b** The wild horses were undoubtedly beautiful although they were terrible pests and captivated the tourists.
- c** I'm applying for my first job which is a bit daunting – I'd love some advice!



- 3 Tick the sentences that are punctuated correctly. Next, use a red pen to correct the punctuation errors in the incorrect sentences.
- We went for a bushwalk, but we got lost – it was so scary!
 - 'I'll leave your bag at the office – if that's okay so you can pick it up.'
 - Humpty Dumpty (who had fallen) lay in pieces near the wall.
 - Lori chose the silver necklace, which was longer, over the gold one.
 - Students going on camp particularly the hikers, must wear suitable shoes.
- 4 Correct the following sentences by adding, moving or removing punctuation. Write the correct sentences on the lines provided.
- a Tomorrow's test (which you have known about) for a week is on fractions.

- b The opera singer's voice was so loud – not to mention – high, that it hurt our ears.

- c When the sea turtles' eggs hatch, hundreds of baby turtles their flippers flapping madly, race towards the water it's quite a sight!

READ AND APPLY

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

Torpor: A neat survival trick once thought rare in Australian animals is actually widespread

Life is hard for small animals in the wild, but they have many solutions to the challenges of their environment. One of the most fascinating of these strategies is torpor. Not to be confused with sleep or Sunday afternoon lethargy, torpor is a complex response to the costs of living.

To enter torpor, an animal decreases its metabolism (thereby reducing its energy requirements) and looks like it's sleeping.



Once thought to occur only in birds and mammals in the Northern Hemisphere, where winters are more pronounced, we now know torpor is widespread in small Australian mammals and has also been observed in many small Australian bird species.

Birds and mammals are endotherms. This means that, thanks to their high metabolic rate, they can maintain a high and constant body temperature independent of the environmental temperature. This allows them to be active across a wide range of environments.

The downside? This high metabolic rate requires a lot of food to fuel it. ...

With a lower metabolic rate, the animal's body temperature decreases – sometimes by as much as 30°C – and their food needs are therefore also reduced. ...

Torpor is an extremely effective survival strategy for small endotherms. For example, small mammals have been observed using torpor after bushfires [when food is scarce]. ...

Edited extract from C. Wacker, 'Torpor: A neat survival trick once thought rare in Australian animals is actually widespread', *The Conversation*, 30 December 2020

Comprehension

- 1 To enter torpor, animals need to decrease the speed of a particular physical process. What is this physical process?

- 2 What can endotherms do?

- 3 What is one advantage of being an endotherm?

- 4 What is one disadvantage of being an endotherm?

- 5 Explain how entering torpor can help an endotherm to survive.

Apply your understanding of parentheses, dashes and parenthetical commas

- 6 Underline the following features in the text. Label each feature using the letters in brackets.
- Use of parentheses (P)
 - Use of a pair of parenthetical commas (there are two examples of this) (PC)
 - Use of parenthetical dashes (PD)
- 7 Correct the following sentences by adding, moving or removing punctuation. Write the correct sentences on the lines provided.
- Hibernation, which is a form of torpor is more common than we thought.

- Some animals especially those in arid areas, can use torpor, for three to six hours a day.

- The antechinus (weighing only 30 grams takes refuge) and uses torpor to eat – less as it waits for food supplies to recover.

GO FURTHER

Commas and non-essential clauses

Parenthetical commas are used to separate an embedded clause if it is a **non-essential clause**.

- e.g.** Chickens, **which also make good pets,** can provide you with fresh eggs every day.

An **essential (or restrictive) clause** adds specific information that is necessary to make the point of the main clause clear.

e.g. Students **who work hard** should be rewarded.

This essential clause specifies that it is **the specific students who work hard** (and only those students) who should be rewarded.

A **non-essential (or non-restrictive) clause** adds information that may be of interest and could easily be left out without any impact on the main clause's meaning.

e.g. Students, **who work hard**, should be rewarded.

Parenthetical commas here show that this is a non-essential clause. It could be left out of the sentence, so this suggests that *all* students work hard and should *all* be rewarded.

1 Draw lines to match each sentence with its explanation.

Sentence	Explanation
The princess who is tall works for several charities.	Only the villagers who were waving pitchforks chased the ogre. Others didn't.
The princess, who is tall, works for several charities.	The suitcases appeared on the carousel. They all happened to have bright red tags.
The suitcases, with bright red tags, appeared on the carousel.	There is more than one princess, and it's specifically the tall princess who works for several charities.
The suitcases with bright red tags appeared on the carousel.	All the villages chased the ogre. By the way, they were all waving pitchforks.
All the villagers waving pitchforks chased the ogre.	There is one princess who works for several charities. Incidentally, she is tall.
All the villagers, waving pitchforks, chased the ogre.	Only the suitcases with bright red tags appeared on the carousel.

Writing challenge

Choose a topic that you are knowledgeable about (e.g. your favourite animal, sport or performer). In your notebook, write an informative paragraph in which you practise using:

- ▶ a pair of parentheses
- ▶ a dash to introduce a further thought
- ▶ a pair of parenthetical commas
- ▶ a pair of parenthetical dashes.

3.1

Figurative language devices

A confident understanding of **figurative language devices** can enrich your writing and help you to analyse the writing of others. In this unit, we will focus on the figurative language devices explained in the table below.

Figurative language device	Definition	Example
Metaphor	A comparison of two things that describes one thing as if it <i>is</i> another thing	<ul style="list-style-type: none"> The toddler was a limpet on her hip. Reg is a gentle giant.
Extended metaphor	A metaphor that continues through sentences, paragraphs or a whole text	In Robert Frost's poem 'The Road Not Taken', a journey along a road is an extended metaphor for life's choices.
Metonym	A reference to a thing or concept using the name of something closely associated with that thing or concept	We'll see what the palace has to say ('the palace' means the monarch, the royal family and all its power and authority).
Personification	A description that gives human or living qualities to an inanimate object	<ul style="list-style-type: none"> The relentless rocks on the hillside sneered at our slow progress. The waves are snarling wolves.
Simile	A comparison of two things that uses 'like', 'as' or 'than' to make the comparison	<ul style="list-style-type: none"> The porch sagged like an old man's chin. I was as frightened as a lost puppy. It was louder than a freight train.

Sample question

Follow the steps in the table to identify which two figurative language devices are used in the sentence below.

Harry's a monster, and if he's not careful he'll find himself face-to-face with the law.

- | | | |
|----------|--|--|
| 1 | Read the instructions. What are you being asked to do? | ► Find the two figurative language devices in the sentence. |
| 2 | What is Harry compared to, and how? | ► Harry is compared to a monster . The text says he is a monster, so that is a metaphor . |
| 3 | What may happen to Harry, and how is this expressed? | ► Harry will face the law , which stands for the range of consequences he may suffer – trouble with the police, courts, a fine and maybe imprisonment – so it is a metonym . |

TRY THIS YOURSELF

- 1 Identify which figurative language devices are used in the sentence below.

The warm ocean wrapped its arms around her, and she felt as free as a dolphin.

NOW ANSWER THESE QUESTIONS

- 1 Which figurative language device is used in each of the following examples? Select an answer from the two terms below each sentence.
- a Those who live by the sword die by the sword.
 Personification Metonym
- b The hot sun was a fierce tiger clawing at her back.
 Simile Metaphor
- c Of all the items on display, this is the jewel in the crown.
 Metaphor Personification
- d The night sky was like a black sheet covering the world.
 Metonym Simile
- e The wardrobe doors stood open, beckoning to us.
 Personification Simile
- f She felt as light as dust floating through space. Gravity had no hold on her; she was free to explore new worlds.
 Metonym and extended Simile and extended metaphor
metaphor
- 2 Tick the sentences that contain metonyms.
- It's not healthy to be too fond of the bottle.
- The lamb drank from a bottle like a human baby.
- The pen is mightier than the sword.
- I picked up a pen, which was shaped like a sword.
- Sam felt as uncomfortable as a man in a suit one size too small.
- We all know it's really the suits who run the world.



- 3 Which figurative language device is used in the extract below from Shakespeare's play *As You Like It*? Circle the correct answer.

simile

personification

extended metaphor

Shakespeare's world

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts ...

Extract from *As You Like It* by William Shakespeare (1564–1616)

- 4 Write three different sentences to finish the sentence stem 'The tree branches ...' In each sentence, use a different figurative language device.

a Simile

The tree branches _____

b Metaphor

The tree branches _____

c Personification

The tree branches _____

READ AND APPLY

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

Rain in the Mountains

The valley's full of misty cloud,
Its tinted beauty drowning,
The Eucalypti roar aloud,
The mountain fronts are frowning.

The mist is hanging like a pall
From many granite ledges,
And many a little waterfall
Starts o'er the valley's edges.

The sky is of a leaden grey,
Save where the north is surly,
The driven daylight speeds away,
And night comes o'er us early.

But, love, the rain will pass full soon,
Far sooner than my sorrow,
And in a golden afternoon
The sun may set to-morrow.

'Rain in the Mountains' by Henry Lawson (1867–1922)



Comprehension

- 1 In your own words, describe both the landscape and the weather in the first three stanzas of this poem.

- 2 What type of tree is identified by name in the poem?

- 3 Night cannot literally come earlier than it should, so what does it mean when the persona says 'night comes o'er us early'?

- 4 How is the poem's persona feeling? Provide evidence from the poem to support your answer.

- 5 Which adjective in the final stanza contrasts with the descriptive language in the rest of the poem?

- 6 Complete the following sentences. You may need to look up the definitions of the words in quotation marks.

a A 'pall' is a cloth that is placed over _____

b 'Leaden' means made of _____

c 'Surly' means _____

Apply your understanding of figurative language devices

- 7 Highlight four examples of personification in 'Rain in the Mountains'.

- 8 Consider the four examples of personification you identified in Question 7. What do they have in common? Tick the correct answer.

- They all have similar vowel sounds.
- They all have negative associations.
- They are all strong visual images.
- They are all about the valley.

- 9 What is the effect of using so much personification in this poem?
(Hint: Think about the ideas that personification conveys.)

- 10 Underline one simile in the poem. What image does this simile create in the reader's mind?

- 11 Circle one metaphor in the poem. Why is this metaphor a good way to describe this aspect of the landscape? Give two reasons.



GO FURTHER

Figurative language devices in prose texts

Figurative language devices are not only used in poetry. Great prose also makes use of these tools. Read this description from F. Scott Fitzgerald's novel *The Great Gatsby*.

The Jazz Age

There was music from my neighbour's house through the summer nights. In his blue gardens men and girls came and went like moths among the whisperings and the champagne and the stars. At high tide in the afternoon, I watched his guests diving from the tower of his raft or taking the sun on the hot sand of his beach while his two motorboats slit the waters of the Sound, drawing aquaplanes over cataracts of foam. On weekends his Rolls-Royce became an omnibus,* bearing parties to and from the city between nine in the morning and long past midnight, while his station wagon scampered like a brisk yellow bug to meet all trains.

Extract from *The Great Gatsby* by F. Scott Fitzgerald (1896–1940)

*Omnibus is an old-fashioned word for bus.

- 1 Underline two similes in the extract from *The Great Gatsby*.

3.2

Sound devices

Writers use a variety of devices to indicate sound in their texts. **Sound devices** can draw attention to certain words, create a mood, speed up or slow down the pace of a piece of writing, and create a 'soundscape' for the world of the text. Some common sound devices are explained in the table below.

Sound device	Definition	Examples
Alliteration	The repetition of the same consonant sound at the beginning of words close to each other	colourful cats, tall tree, shady shelter
Assonance	The repetition of the same vowel sound within words close to each other	open ocean, amazingly brave, black sand, dark heart
Onomatopoeia	A word or phrase that imitates the sound associated with the thing it refers to	honk, gurgle, swish, splat
Sibilance	The repetition of the 's' or 'sh' sounds in words close to each other; includes any letters that create 's' or 'sh' sounds; the letters can be at the beginning, in the middle or at the end of words	the sea swelled, ships sailed vast distances

Sample question

Follow the steps in the table to identify the four sound devices used in the sentence below.

The smooth blue tree trunks stood swaying and whispering.

- 1 Read the instructions. What are you being asked to do?
 - ▶ Find the four sound devices in the sentence.
- 2 Is there alliteration?
 - ▶ Yes: the consonant sound 't' is repeated at the start of two words: **tree trunks**
- 3 Is there assonance?
 - ▶ Yes: the long 'oo' sound is repeated in **smooth blue**.
- 4 Is there sibilance?
 - ▶ Yes: there are several 's' sounds in **trunks stood swaying** and **whispering**.
- 5 Is there onomatopoeia?
 - ▶ Yes: the word **whispering** sounds like a person's whispering voice.
- 6 This is the answer.
 - ▶ The four sound devices used in the sentence are **alliteration**, **assonance**, **sibilance** and **onomatopoeia**.



TRY THIS YOURSELF

- 1 Identify the sound devices used in the sentence below.

Water welled up, reaching our knees, as swift streams gushed from the gutters.

NOW ANSWER THESE QUESTIONS

- 1 Draw lines to match each sound device with the correct example.

Sound device	Example
a Onomatopoeia	The rain poured and the storm gathered more force.
b Sibilance	Whether friends or foes, we're one family.
c Alliteration	They tramped along the path, their boots crunching on dry leaves.
d Assonance	Samuel silently circled the campsite, his sword in his hand.

- 2 Circle the letters that create alliteration in these sentences.
- a My mother thinks I should shop in better boutiques, but I prefer bargains.
- b Languid by the lake, we read and rested while the children paddled and played.
- 3 Underline three words that create assonance in each sentence.
- a The clouds blew across the smooth face of the moon.
- b The golden blossoms from the trees coated the ground.
- 4 Circle the letters that create sibilance in the following sentences.
(Remember, the letters can be at the beginning, in the middle or at the end of words, and include any letters that create 's' or 'sh' sounds.)
- a The practice sessions started last semester; singers should certainly know the songs.
- b Skin-shedding serpents hiss; their soulless eyes are stony as they strike.

5 Insert examples of onomatopoeia to complete each sentence.

- a The rock flew through the window with a _____ causing glass to _____ everywhere.
- b The beach was quiet apart from the seagulls that _____ and _____ as they fought for food.

Tip: If you are reading a poem or a poetic piece of prose, it is useful to read it aloud. This can help you to notice which sound devices have been used, and to consider the effect these have on the **tone** or **mood** of the text. 

6 Write a descriptive sentence or two in which you use alliteration, assonance, onomatopoeia and sibilance.

READ AND APPLY

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

First stanza from 'Dover Beach'

The sea is calm tonight.
 The tide is full, the moon lies fair
 Upon the straits; on the French coast the light
 Gleams and is gone; the cliffs of England stand,
 Glimmering and vast, out in the tranquil bay.
 Come to the window, sweet is the night-air!
 Only, from the long line of spray
 Where the sea meets the moon-blanch'd land,
 Listen! you hear the grating roar
 Of pebbles which the waves draw back, and fling,
 At their return, up the high strand,
 Begin, and cease, and then again begin,
 With tremulous cadence slow, and bring
 The eternal note of sadness in.

Extract from 'Dover Beach' by Matthew Arnold (1822–1888)



Comprehension

- 1 In what geographical location is the persona of this poem? How do you know? Provide as many details as you can, using evidence from the poem to support your answer. You may need to do some research.

- 2 Where does the persona see a light that appears only briefly?

- 3 What adjective is used to describe the appearance of the land at night?

- 4 Imagine you are creating a visual representation of this stanza. List every image you would need to include to thoroughly capture the stanza's visual details.

- 5 What is the dominant emotion evoked at the end of this extract?

- 6 To help you visualise the scene, find some pictures online of Dover Beach in England showing its white cliffs.

- 7 Look up the definition of each of these words from the poem. Record the definitions in the space provided.

a Straits: _____

b Tranquil: _____

c Blanched: _____

d Strand: _____

e Tremulous: _____

f Cadence: _____

Apply your understanding of sound devices

- 8 Highlight three examples of alliteration in the poem.
- 9 What sound device is used with the words 'grating roar' and 'fling'?

- 10 Underline three examples of assonance in the poem.
- 11 Which sound device do you notice throughout the last three lines of this stanza?

- 12 Choose one of the examples you looked at in Questions 8–11 above and write a few sentences explaining the effect of this sound device in the poem.

GO FURTHER**Euphony, cacophony and mood**

Euphony and cacophony are useful words to know when describing sound in a text, especially in poetry. **Euphony** refers to sounds that are pleasing to the ear, while **cacophony** is a collection of harsh, unpleasant sounds.

Examples of euphony and cacophony		
Euphony: In the stanza from 'Dover Beach' on page 112, these lines have euphony.	The sea is calm tonight. The tide is full, the moon lies fair Upon the straits ...	Here, euphony is created by long vowel sounds, assonance and a steady rhythm.
Cacophony: In Walt Whitman's poem, 'Beat! Beat! Drums!', which reflects the chaos of war, there is cacophony.	Beat! beat! drums! – blow! bugles! blow! Through the windows – through doors – burst like a ruthless force ... Then rattle quicker, heavier drums – you bugles wilder blow.	Here, cacophony is created by onomatopoeia and the disjointed rhythm, which is exaggerated by the alliteration.

In a text, sound devices often help to create the **mood**, which is the emotional effect of the text on the reader.

- 1 In the table below, complete the notes about the mood of the poem 'Dover Beach' (see page 112).

Section	Notes about mood	Examples of sound effects that help shape the mood
Lines 1-6	Soothing, pleasant, ...	Long flowing lines, long vowel sounds, soft consonants and rhythmic alliteration such as ...
Lines 7-14	Elements of the scene are described in less peaceful ways. By the last few lines, the mood has become ...	Less peaceful onomatopoeia such as ... Repetition and sibilance create a different mood ...

Writing challenge

In your notebook, use the work you have completed in this unit to write two analytical paragraphs in response to this question:

How does Matthew Arnold use sound devices to create a mood in the first stanza of 'Dover Beach'?



3.3

Rhetorical appeals

Rhetoric is the use of language to persuade; it is the art of persuasive speaking or writing. An ancient Greek philosopher, Aristotle, taught his students that in order to successfully persuade an audience you need to appeal to that audience in three different areas (called '**rhetorical appeals**'): logos, ethos and pathos. There is also a fourth type of appeal: kairos.

Rhetorical appeal	Definition	Example
Logos	The use of logic and reason to persuade an audience; the use of facts, data and reasoning to support a claim	Recent data shows that koala populations are dwindling.
Ethos	The use of the credibility, authority and trustworthiness of the speaker or writer to persuade an audience	In my PhD research in the field, I tracked koala populations for four years.
Pathos	The use of emotion (e.g. joy, fear, pity, compassion) to persuade an audience; to evoke feelings in an audience that connect to their values and beliefs to make them more receptive to a point of view	If we continue to allow these beautiful, iconic creatures to meet premature deaths, we'll lose them forever and we'll never forgive ourselves.
Kairos	The use of timeliness to persuade an audience: delivering the right message at the right time to maximise its impact and relevance to the audience; relates the content to the context	With an election looming and our Member of Parliament with us here today, I call on the government to step in and fund further research into koalas.

Sample question

Follow the steps in the table to identify which two rhetorical appeals are used in the sentences below.

The sea has absorbed 90 per cent of global heating in the last 50 years. Islander families can only weep as they see their land and homes swamped by devastating coastal flooding.

- 1 Read the instructions. What are you being asked to do?
 - Find the two rhetorical appeals in the sentences.
- 2 What kind of information is provided to the audience in the first sentence?
 - Factual information about the topic, such as **90 per cent** and **the last 50 years**. This is an appeal to **logos**.

- 3** What kind of information is in the second sentence? What response will it evoke? ▶ Information about the impact on people – enhanced by emotive language like **weep**, **swamped** and **devastating** – evokes pity or compassion in the audience. This is an appeal to **pathos**.
- 4** This is the answer. ▶ The sentences use the **logos** and **pathos** rhetorical appeals.

TRY THIS YOURSELF

- 1** Identify which rhetorical appeals are used in the sentences below.

Today is our final opportunity to choose which council programs to fund. As Conservation Society President and a Senior Lecturer in Biology, I call upon you to vote carefully.

NOW ANSWER THESE QUESTIONS

- 1** For each of the following sentences, tick which rhetorical appeal has been used. Then explain why you chose your answer.
- a** Is it true that fruit prices have risen by 10 per cent? Is it also true that many growers have experienced a drought for the last three seasons?

Logos

Kairos

- b** On this final day of Term 4, I want to take the opportunity to thank and congratulate both students and staff members for making this a great school!

Kairos

Ethos



- c When I was researching my book on the history of flight, I learned so much about the lives of early aviators and the aircraft they flew. Opening this aviation museum and speaking about those aviators today is a privilege.

Logos

Ethos

- d What can be done about the desperate plight of teenagers who are experiencing homelessness – who don't have a warm bed to go to, or the companionship of a family, or a place to prepare healthy food? It's a heartbreaking situation.

Pathos

Ethos

- 2 Draw lines to match each type of rhetorical appeal with an example of that type of appeal.

Rhetorical appeal	Example
a Logos	An academic citing the studies she has been involved in and outlining her expertise in the topic on which she is speaking
b Ethos	A charity worker relating a heartwarming anecdote about an incident that was rewarding and satisfying, and urging others to seek similar experiences
c Pathos	A trauma doctor at the annual commemoration of a tragic event making an urgent call to action to avoid future similar tragedies
d Kairos	A politician quoting statistics about the potential benefits of tax cuts to the average family in an election campaign speech

READ AND APPLY

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

Address to a local council meeting

Good evening, Members of Local Council.

Thank you for your invitation to speak. As the Year 9 member of my school's Student Representative Council and a basketball player at state level,



I have been asked to represent the views of my peers, which they have shared with me extensively.

With the third new apartment complex in our suburb having its grand opening tomorrow, your meeting tonight is a propitious time to deal with the issue of increased, fast-moving traffic near the public basketball courts in Whitefield Avenue.

Our geography class has undertaken a project to evaluate the risk to children and teenagers in the area. Based on our observations over the last three months, there has been a 30 per cent increase in traffic driving past the courts since our observations began. Furthermore, according to statistics from local police, seven drivers have been booked for speeding along Whitefield Avenue in the last six months.

Many children – ranging from little ones with their mums and dads to high school kids out and about on their own – use these courts. With no pedestrian crossing, it's only a matter of time before there's a tragedy. We are thus asking for traffic-calming devices to be installed before someone is seriously injured – or worse. Please protect vulnerable young people!

Comprehension

- 1 What two factors uniquely qualify this person to deliver this speech to the local council?

- 2 What event has led the speaker to hope this is a 'propitious' occasion on which to deal with the issue raised in this speech? (Note: 'Propitious' means favourable or likely to result in success.)

- 3 a Identify the main concern at the heart of this speech.

- b What 'tragedy' is feared if action is not taken?

- 4 What two pieces of statistical information are given during this speech?

- 5 What does the speaker hope will happen as a result of addressing the local council? Make sure your answer is specific and detailed.

Apply your understanding of rhetorical appeals

- 6 Annotate the four body paragraphs of the speech on pages 118–19 to show which of the four rhetorical appeals is the main feature of each paragraph.
- 7 In each paragraph, highlight the particular words and phrases that help to create that paragraph's rhetorical appeal.

Tip: Use a variety of **rhetorical appeals** in persuasive texts: a speech full of nothing but data may contain compelling information, but without other rhetorical appeals to persuade the audience, it may fail to achieve its purpose.



- 8 Write a short paragraph to conclude this speech. Try to use at least two types of rhetorical appeal in your paragraph, then label them.

GO FURTHER

Diction and rhetoric

Diction (or word choice) is vital in creating effective rhetorical appeals.

- 1 Sort the words in the boxes on the next page into the columns of the table according to whether they would be most helpful in appealing to logos, ethos, pathos or kairos. (Check the meanings of any unknown words in a dictionary.)

authoritative calamitous compassion credentials data
 delight demonstrated disaster distressing equipped event
 evidence experience expertise fearful findings generosity
 gratitude hurt immediate impacted knowledgeable
 observations occasion opportune protect proud proven
 qualified scientific season seize studies success
 sympathy terrifying timely today unimpeachable urgent

Logos	Ethos	Pathos	Kairos

- 2 In each sentence, insert a word from the boxes above in the space provided. The word should complement the type of rhetorical appeal in brackets.
- This is an opportune moment in our history to take _____ action. (kairos)
 - It's distressing to consider how many people will be seriously _____ if we don't act. (pathos)
 - Extensive _____ in the mining industry has given me a well-informed view on energy sources. (ethos)
 - Recent studies have _____ that these facts are true and beyond doubt. (logos)

Writing challenge

- Find a transcript of a famous speech online and read it. (If possible, listen to a recording of the speech, too.)
- In your notebook, write two paragraphs in which you evaluate the rhetorical impact of the speech. Try to identify specific examples of appeals to logos, ethos, pathos and kairos.

3.4

Rhetorical techniques

When creating a persuasive text, you can use **rhetorical techniques** to convey your points in engaging and memorable ways. Some rhetorical techniques are listed in the table below.

Rhetorical technique	Definition	Example
Anaphora	The intentional repetition of the same word or phrase at the beginning of successive clauses, sentences or points	We know of the problems, we see the shortages, we struggle to find solutions and we don't give up!
Chiasmus	A two-part sentence or phrase in which the second part is a reversal of the first part	The time has come to lead, but the leaders don't have the time.
Hyperbole	A deliberate, obvious exaggeration for humorous or persuasive effect	With the millions of hurdles we encounter, our aid work is a constant battle.
Hypophora	Asking a question then immediately answering it oneself	How can we address this? Well, first, we can raise more money.
Rhetorical question	A question asked to stimulate thought; a question to which the answer is implied but not stated; a question asked without the expectation of a reply	How are we to meet the challenges of moving to renewable energy?
Tricolon	Using three parallel words, phrases or clauses to make a point (also called the 'rule of three')	Children are thriving, families are happy, and new communities are forming.

Sample question

Follow the steps in the table to identify the two rhetorical techniques used in the sentence below.

Their homes are destroyed, their livelihoods are taken away, and their children can't access education.

- | | | |
|----------|---|---|
| 1 | Read the instructions. What are you being asked to do? | ► Find the two rhetorical techniques in the sentence. |
| 2 | What do you notice about the beginnings of the three clauses in the sentence? | ► They all begin with their . This technique is called anaphora . |
| 3 | How many clauses are there in the sentence? | ► There are three clauses, each introducing a new example. This technique is called tricolon . |



TRY THIS YOURSELF

- 1 Identify the rhetorical techniques used in the sentences below.

So what's the key to building a community? It's this: we must expect to help others, not expect others to help us.

NOW ANSWER THESE QUESTIONS

- 1 Draw lines to match each rhetorical technique with an example of that technique.

Rhetorical technique	Example
a Rhetorical question	They arrived, they colonised, they took what they wanted and they caused great injury.
b Hyperbole	There is joy to be experienced, comfort to be found, and gratitude to be expressed.
c Tricolon	I'd rather die stretching for the unreachable than safely rest on what's already been achieved.
d Anaphora	We must be watchful every single minute of the day.
e Hypophora	Can our party improve living standards for the average Australian family? Yes, we can - through our new health and childcare policies.
f Chiasmus	If we can't find the answers, where do we go from here?

- 2 Underline the words that make up rhetorical techniques in these sentences. Then identify the names of the rhetorical techniques that have been used.

- a Who will save us? We need money, we need time and we need people. Where will they come from?

- b When the going gets tough, the tough get going. And Australians in a crisis are tougher than a thousand armies.

- c Have we been disempowered over the last few months? Yes, we have – by poor leadership. It will take time to recover. But we can stand up, shout and fight for our right to be heard!

- d If we don't get serious about conservation, our precious wetlands will keep diminishing. The threat is serious, the threat is scary, the threat is tragic and the threat is infuriating – because we've protested about this a million times!

READ AND APPLY

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

Pick me!

There are many reasons you should choose me as House Leader. For one thing, I will not seek to *lead you* so much as to be *led by you*, as I listen to your good ideas and help make them a reality.

I will give everyone a chance to be heard; I will coordinate event planning effectively; I will communicate with the teachers on your behalf; and I will lead by example by participating in all House activities – even the swimming carnival!

Remember that conversation about changing the sport uniform that didn't get resolved last year? Well, I plan to reignite that discussion so that you can express your views – in fact, so that you can shout them from the rooftops!

I believe all students should have avenues to contribute, permission to disagree, and support in negotiating on school issues. Don't you want these things too?

Comprehension

- 1 Identify the purpose, audience and context (situation or setting) of this speech.



- 2 What does the speaker mean when they say they are willing to be 'led by' others?

- 3 The speaker implies that one school activity is not something they would normally enjoy participating in. To what activity are they referring?

- 4 What does the speaker offer to do for the other students regarding their sport uniforms?

- 5 In your own words, explain why this speaker would be a good House Leader.

Apply your understanding of rhetorical techniques

- 6 Annotate the 'Pick me!' speech on the previous page to identify where the speaker uses each of the following rhetorical techniques.

rhetorical question

hyperbole

tricolon

anaphora

hypophora

chiasmus

- 7 Expand this speech by writing some additional text to complete the following sentences. Use the rhetorical techniques indicated.

a **Rhetorical question:** What do you _____

b **Tricolon combined with anaphora:** Students need _____

c **Hypophora combined with hyperbole:** So are there any other reasons

Tip: Do not overuse **rhetorical techniques**. A speech or piece of writing full of **rhetorical questions** with no answers can be annoying. Too much **hypophora** can sound smug and arrogant ('I've got *all* the answers!'). Too much **hyperbole** can sound silly and make it hard for the audience to take you seriously!



GO FURTHER

More rhetorical techniques

Here are three more rhetorical techniques that you can use to bring interest and sophistication to your persuasive writing and speaking.

Rhetorical technique	Definition	Example
Anadiplosis	The repetition of the last word or phrase in a clause or sentence at the beginning of the next clause or sentence	'Fear leads to anger. Anger leads to hate. Hate leads to suffering.'
Aporia	An expression of real or pretended doubt or uncertainty	'To be, or not to be, that is the question'
Epistrophe	The repetition of a word or phrase at the end of successive clauses or sentences	This is a government of the people, by the people, for the people.

- 1 Identify which rhetorical technique – anadiplosis, aporia or epistrophe – is used in each of the following texts.
 - a So I'm at a loss here. I'm a bit stumped. I'm wondering what we can do to resolve the conflict within the committee. Perhaps it's time to rethink our procedures.

 - b The most important part of this process is telling the truth. Truth can set us free from the injuries of the past – and the past cannot be allowed to control us forever.

 - c The new garden will be designed by students, planted by students, maintained by students and open every lunchtime to be enjoyed by students.



- 2 Re-read the three texts in Question 1. In each text, highlight the words that create the rhetorical technique you identified.
- 3 Write one or two sentences expressing your opinion about whether chocolate should be sold in school canteens. Include at least two rhetorical techniques.

- 4 Write a few lines of a rebuttal (opposing argument) to your answer in Question 3. This time, use two different rhetorical techniques that you didn't use in Question 3.

- 5 Annotate the sentences below to label all the rhetorical techniques being used. Note that some sections of the sentences use multiple rhetorical techniques at the same time.

I can imagine a time when there is harmony, a time when we can relax, a time when peace and not conflict dominates the news cycle – the news cycle that today is dark, scary and threatening. How can we get there? I have no idea – but we can try; we should try; we must try.

Writing challenge

In your notebook, write a speech to persuade an audience of one of the following topics:

- ▶ School days should be one hour shorter.
- ▶ The minimum voting age should be lowered to 16.
- ▶ All cats should always be kept indoors to protect our wildlife.
- ▶ Gambling advertisements should be kept off our screens.

You may need to research your chosen topic first.

Use as many rhetorical techniques as you can to make your speech memorable and engaging. Also, don't forget to consider the four rhetorical appeals from Unit 3.3.

3.5

Creating and analysing tone

Tone is the attitude expressed in the text towards its subject matter, and is closely related to the mood and atmosphere – or the feeling – of the piece of writing; it is the emotion or attitude expressed in a text. The tone of a text expresses how the writer feels about their subject. A major factor in creating tone is word choice, which is also called **diction**.

- e.g. I'm **so delighted** to be asked to speak at tonight's event. **Thank you** for the **kind invitation** and I'll **do my best** to answer your questions!
(Tone: humble, grateful, appreciative)
- e.g. It's **about time** I was asked to share my **extensive expertise** with this group and **educate you properly** about the issues.
(Tone: arrogant, impatient, patronising)
- e.g. When we **think** about the **history** of this organisation, we can really see how **far** we've come since **our humble beginnings** 10 years ago.
(Tone: reflective, sincere, nostalgic)
- e.g. **Year after year** we turn up to this event, **but nothing ever changes** and I'm pretty sure **nothing ever will**.
(Tone: world-weary, frustrated, pessimistic)

Sample question

Follow the steps in the table to identify the tone of the sentences below. Choose the adjective from the boxes that best describes the tone. Highlight the words in the sentences that create the tone and explain how they create that tone.

Oh, that's just great. A huge pimple on my nose on the day of the big party.
Excellent.

exuberant

imploring

encouraging

sarcastic

aggressive

gentle

- | | | |
|----------|--|--|
| 1 | Read the instructions. What are you being asked to do? | ▶ Choose the adjective that best describes the tone of the sentences. Highlight the words that create the tone. Explain how they generate that tone. |
| 2 | Consider the situation. Is it positive or negative? | ▶ It's negative: the pimple is clearly unwelcome. So we can eliminate the adjectives that indicate a positive tone: exuberant and gentle . |

- 2 Complete each of the following sentences by inserting a word from the boxes. Make sure the word you choose is appropriate for the tone in bold.

longing shout magnificent crowded

acceptable purpose whisper attractive

- a **Confident:** The final performance is likely to be _____.
- b **Regretful:** I saw her old picture and my heart filled with _____.
- c **Approving:** This town is getting more and more _____ every day.
- d **Defiant:** You want me to stop talking? Okay: I'll _____.
- 3 a Write two sentences about a holiday that have a joyful, positive tone.

- b Highlight the diction you used to create this tone.
- 4 a Write two sentences about a holiday that have a dismissive, negative, derisive tone.

- b Highlight the diction you used to create this tone.

READ AND APPLY

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

Coketown

It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood, it was a town of unnatural red and black ... It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness. It contained several large streets all very like one another, and many small streets still more like one another, inhabited by people equally like one another, who all went in and out at the same hours,



with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and to-morrow, and every year the counterpart of the last and the next.

Extract from *Hard Times* by Charles Dickens (1812–1870)

Note: Charles Dickens wrote during the industrial revolution in England in the 19th century. During this historical period, huge progress in technology led to the invention of mechanised production in factories. It was a time of great excitement and success, as well as a time of many social challenges.

Comprehension

- 1 Why has the appearance of the red-brick buildings changed over time?

- 2 Which word in this extract is a synonym for 'never-ending'?

- 3 The waterways in the town are described as being 'black' and 'purple'. What has made them look this way?

- 4 To what is the steam-engine piston compared?

- 5 In your own words, evaluate the quality of life for the people who live in this town, giving evidence from the extract to support your answer.

Apply your understanding of tone

- 6 Consider the attitude of the author towards the industrial town he is describing in this extract. Half of the words below describe his tone. Which are they? Look up the meanings of any words you don't know. Circle your answers.

joyful upbeat gloomy critical disparaging pessimistic
 harsh optimistic admiring loving nostalgic despairing
 negative friendly warm appalled

- 7 List at least 10 words from the extract that contribute to its tone. Look up the meanings of any words you don't know.

- 8 Which sentence do you think contributes most strongly to the tone of the extract? Highlight the sentence, then explain why you chose it.

GO FURTHER

Analysing how language features create tone

Together with diction, many language features help to create tone. For example, long, complex sentences can create a sense of a drawn-out or tedious experience. In another example, a writer's use of figurative language (similes, metaphors and symbols) can strongly reflect the attitude being expressed in a text.

- 1 Reread the extract from *Hard Times*, then fill in the following table to capture how different language features work together to create the tone. Some ideas have been provided for you.

Language feature	Example from the <i>Hard Times</i> extract	Effect on the tone of the text
Simile	'the piston ... worked monotonously up and down, like the head of an elephant in a state of melancholy madness'	
Metaphor		
Personification	'if the smoke and ashes had allowed it'	



Language feature	Example from the <i>Hard Times</i> extract	Effect on the tone of the text
Vivid sensory language	'black canal,' 'river that ran purple with ill-smelling dye'	
Alliteration		The repetition of the 'm' sound draws attention to the monotonous and pathetic image of the mad elephant.
Sentence length		
Repetition	'like one another' and 'the same' repeated several times	
Negative diction	'unnatural,' 'trembling'	

Writing challenge

Two famous speeches given to the United Nations by 16-year-olds are Greta Thunberg's speech in 2019 and Malala Yousafzai's speech in 2013.

- 1 Find transcripts of these speeches online. Read them and, in your notebook, describe the tone of each speech.
- 2 Gather evidence to support your description of each speech's tone. What language choices shape the tone of each speech, including diction?
- 3 In your notebook, write a comparison of the two speeches, focusing on the tonal differences and how the tones have been achieved. Finish by stating which speech you think has a greater impact, and why.

3.6

Formal and informal language

Different texts require different levels of formality to suit their purposes, audiences and contexts. Another word for the level of formality in a text is **register**. In this unit, we will examine two registers: formal and informal.

A good way to identify whether a text has a formal or informal register is to see whether it includes particular language features. For example:

- › **contractions** (two words joined into one) → informal register

e.g. we're, there'll

- › **slang** (extremely casual language, often particular to a certain population or age group) → informal register

e.g. Dude! That's sick!

- › **colloquialisms** (casual expressions used in everyday speech) → informal register.

e.g. Hi, kids! What's news?

More information about the language features used in formal and informal texts is provided in the table below.

Texts in a formal register	Texts in an informal register
The vocabulary used is precise and sophisticated	The vocabulary choices reflect the vernacular (spoken language)
Follow grammatical rules such as sentence structure and punctuation	Some departures from rules are acceptable, such as sentence fragments or comma splices (see page 50)
Are often more objective or neutral in tone	Are often more subjective, expressing feelings

e.g. On our trip, we're gonna have to sort out a place to stay. A great place!
(Informal register)

e.g. During our travels, we will need to locate excellent accommodation.
(Formal register)

Sample question

Follow the steps in the table on the next page to identify the informal language features in the sentences below. Then rewrite the text in a formal register.

Yeah, we know the footy match'll probs be tough, but we'll be stoked to be there!
So pumped, guys!

- | | | |
|----------|--|--|
| 1 | Read the instructions. What are you being asked to do? | ▶ Find the informal language features in the sentences. Change the language from informal to formal. |
| 2 | Find the contractions. | ▶ match'll, we'll |
| 3 | Find colloquialisms. | ▶ Yeah, footy, probs, stoked |
| 4 | Are any grammatical rules broken? | ▶ Yes: So pumped, guys! is a sentence fragment. |
| 5 | This is a possible answer. | ▶ Yes, we are aware that the football match will be extremely difficult, but we will be ecstatic to be there. We are very excited about it! |

TRY THIS YOURSELF

- 1** Rewrite the sentences below in a formal register.

He's such a pain! When he grabs onto an idea, he holds onto it so tightly, it's like he'll never let it go! Then it always turns into a total bunfight.

NOW ANSWER THESE QUESTIONS

- 1** Identify the register of each of the following sentences. Label each sentence as either formal (F) or informal (I).
- a** The success of our mission depends on the dedication of the participants. _____
- b** What's the deal with the little kids getting first go with the sport equipment? _____
- c** Jennifer was gutted when she wasn't picked for the school play, but she bounced back. _____
- d** Guys, if we all put in 110% we're so gonna ace this project! _____
- e** The younger children are to be given the first opportunity to use the equipment. _____
- f** Students who are not given roles in the school play will need to exhibit resilience. _____



- 2 Choose a word from the boxes below to complete each of the following sentences. Use each word once. Make sure the words you select are appropriate for the register indicated in bold.

bigshots

dopey

celebrities

exhilarated

foolish

panic

psyched

tizz

- a **Formal register:** This is my first solo performance and I feel _____.
- b **Informal register:** The _____ cartoon cat ate too much lasagne.
- c **Formal register:** The officials will greet the _____ before they are seated.
- d **Informal register:** Don't get in a _____! Help is on the way!
- 3 Rewrite each of the following sentences in an informal register.
- a Father, I require information about what time the evening meal will occur.

- b The results of your artistic endeavours are impressive.

- c May I graciously invite you to enter? It is a delight to welcome you to my abode.

- d I anticipate the celebrations of your birthday and foresee immense enjoyment when we gather at your home this Saturday.

Tip: Overly formal language can be used for humorous effect. (Imagine yourself saying any of the examples in Question 3!) However, always consider whether humour is appropriate for a context.





READ AND APPLY

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

School assembly announcement

My dear fellow students,

I embrace with considerable pleasure the opportunity to address you at this assemblage. It is my privilege to inform you today of the impending fundraising enterprise. Please attend school in possession of supplementary financial resources on Friday to purchase delectable comestibles from the cake stall. It is tremendous to note that all proceeds from this endeavour will be contributed to this year's recipient of our school's philanthropic activities: the Australian Red Cross. Allow me to express my gratitude in anticipation of your assistance in this matter.

Comprehension

- 1 How does the speaker of this text feel about making the announcement?

- 2 a What is the 'impending' event that is the subject of the announcement?

- b What are students asked to do regarding this event?

- 3 Using the context of this speech (and without looking it up), explain the meaning of the word 'philanthropic'.

- 4 Why is the Australian Red Cross mentioned in the speech?

- 5 The speaker gives two reasons why the upcoming event should appeal to students and gain their support. Identify these two reasons.



Apply your understanding of formal and informal language

While the content of this school assembly announcement achieves its purpose of conveying information about the cake stall, it clearly hasn't been written with its audience (high school students) or context (an assembly) in mind!

- 6 Highlight 10 examples of inappropriately formal vocabulary choices in the school assembly announcement.
- 7 What are the likely effects of this announcement on its audience? Identify at least three possible effects.

- 8 Rewrite the announcement so that it is suitable for its purpose, audience and context. Use an informal register that is suitable for persuading an audience of high school students to support this event. (The announcement should be more succinct, too.)

GO FURTHER

Idioms and clichés

Text written in an informal register often contains idioms and clichés.

An **idiom** is a commonly used expression that has a meaning beyond its literal one. Idioms are often colourful or humorous. Common idioms include 'to bite off more than you can chew' (meaning to take on something that is too big or difficult) and 'break a leg' (meaning good luck for an upcoming performance).

A **cliché** is an expression, concept or comparison that is well-worn and overused. Common clichés include saying something is ‘faster than the speed of light’ or ‘fresh as a daisy’ or ‘pretty as a picture’. Clichés often reflect stereotypes (standardised ideas or concepts); for example, describing a romantic hero in a text as ‘tall, dark and handsome’.

Tip: Idioms and clichés can be useful, but they are best avoided if you are trying to compose original, descriptive writing. Consider these examples: **Its green eyes shone in the lamplight like emeralds** OR **Its green eyes reflected the lamplight like discs of polished jade**. Which is more original?



When coming up with a comparison in imaginative writing, challenge yourself to resist the first idea that comes to you if it's a cliché or an idiom! Look for a more interesting way to describe your characters and settings!

- 1 Rewrite these sentences, replacing the idioms and clichés with original language.
 - a I didn't put my best foot forward last night – I've been too snowed under to practise!

 - b His brothers clearly rubbed each other up the wrong way and were always at loggerheads.

 - c Don't listen to the grapevine: get your information straight from the horse's mouth!

Writing challenge

Imagine your school is choosing a new charity to support with its fundraising initiatives. Students have been invited to suggest which charity should be selected, and you are submitting a proposal. There are two people/groups you need to persuade: the School Principal (via a **formal written proposal**) and the student body (via a **speech to your peers at a school assembly**).

- 1 Select a charity that you are passionate about supporting.
- 2 a In your notebook, compose your formal written proposal directed to the School Principal (approximately 300–400 words).
b Write your speech for assembly (approximately three minutes long) in your notebook.
- 3 Read your work to ensure that the level of formality in each document is appropriate to the purpose and audience of each piece of writing.



3.7

Sensory language

Sensory language relates to the five senses. Using sensory language is crucial to writing engaging and interesting descriptions. It is also important to be able to identify and analyse the effect of sensory language in other people's writing.

Type of sensory language	Language relating to ...	Example
Visual	things we see and how they appear to us	My brother's sleek new sports car seemed to glow like a live coal.
Auditory	sounds and how we hear them (e.g. volume)	Birds shrieked and whooped as the wind rustled in the branches.
Tactile	how we experience things through touch (e.g. texture, temperature)	She leaned against the drystone wall and ran her fingers across the warm, rough stones.
Olfactory	smells and how we experience them	He breathed the air of the café – fresh bread, coffee, a hint of deep-fried fish – and was home.
Gustatory	food and the experience of eating (e.g. taste, texture)	The frozen yoghurt was smooth and cool on her tongue, the flavour sweet and sharp.

Sample question

Follow the steps in the table to identify the types of sensory language used in the sentences below.

The long grass was cool and damp under her bare feet. She gulped her coffee, half choking on the bitterness, and started to run as the rumble of the bus engine came closer.

- 1 Read the instructions. What are you being asked to do? ▶ Identify the types of sensory language used in the sentences.
- 2 Is there visual language? ▶ Yes: **long grass, bare feet, gulped, half choking, run**
- 3 Is there auditory language? ▶ Yes: **rumble of the bus engine**
- 4 Is there tactile language? ▶ Yes: **cool and damp under her bare feet**
- 5 Is there olfactory language? ▶ No
- 6 Is there gustatory language? ▶ Yes: **bitterness**
- 7 This is the answer. ▶ These sentences use **visual, auditory, tactile** and **gustatory language**.



TRY THIS YOURSELF

- 1 Identify the types of sensory language used in the sentence below.

The creek burred through the glossy, fragrant plants, its icy water splashing on our feet.

NOW ANSWER THESE QUESTIONS

- 1 Which sense does each word relate to? Draw lines to match each word with one sense.

Word	Sense
a muttering	visual
b glisten	auditory
c rancid	tactile
d malodorous	olfactory
e abrasive	gustatory

- 2 Choose a word from the boxes below to complete each sentence. Then indicate which sense each sentence relates to.

acid blared gritty murky sharpness

swayed thundered woolly pungent tangy

- a The taxi horns _____ in the New York streets.
Sense: _____
- b The sand in my shoes is _____ between my toes.
Sense: _____
- c We gasped as the _____ fumes rose from the floor.
Sense: _____
- d Palm trees _____ violently in the wind outside our cabin.
Sense: _____

- e The lime juice in this recipe provides a refreshing _____.
Sense: _____
- f The stagnant water was too _____ to reflect our faces.
Sense: _____
- g She wrapped herself in a _____ rug.
Sense: _____
- h The students' feet _____ along the wooden corridors.
Sense: _____
- i The _____ steam rose from the bowl of onion soup.
Sense: _____
- j He mopped up the _____ sauce with his bread.
Sense: _____
- 3 Complete these sentences with your own words to evoke the senses in bold. (Hint: You can use figurative language like similes and metaphors to make your writing more vivid.)
- a **Visual:** The city streets were _____.
- b **Auditory:** The cat _____.
- c **Tactile:** The snake's skin was _____.
- d **Olfactory:** We lit the campfire, and _____.
- e **Gustatory:** I bit into the cupcake, _____.

Tip: Don't overuse sensory language. It's not necessary to squeeze all five senses into every descriptive paragraph you write; in fact, doing so could lead to excessively ornate or flowery writing that detracts from the flow and clarity of a text, or what is called **purple prose**.



READ AND APPLY

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

Laurie

I was set down from the carrier's cart at the age of three ... The June grass, amongst which I stood, was taller than I was, and I wept. I had never been so close to grass before. It towered above me and all around me, each blade tattooed with tiger-skins of sunlight. It was knife-edged, dark, and a wicked green, thick as a forest and alive with grasshoppers that chirped and chattered and leapt through the air like monkeys.

I was lost and didn't know where to move. A tropic heat oozed up from the ground, rank with sharp odours of roots and nettles. Snow-clouds of elder-blossom banked in the sky, showering upon me the fumes and flakes of their sweet and giddy suffocation. High overhead ran frenzied larks, screaming, as though the sky were tearing apart.

... For the first time in my life I was alone in ... a world of birds that squealed, of plants that stank, of insects that sprang about without warning. I was lost and I did not expect to be found again. I put back my head and howled, and the sun hit me smartly on the face, like a bully.

From this daylight nightmare I was awakened, as from many another, by the appearance of my sisters. ... They leaned over me – one, two, three – their mouths smeared with red currants and their hands dripping with juice.

'There, there, it's all right, don't you wail any more. Come down 'ome and we'll stuff you with currants.'

Extract from *Cider with Rosie* by Laurie Lee (1914–1997)

Comprehension

- 1 Identify two features of the landscape in the first paragraph of the extract that contribute to three-year-old Laurie Lee's sense of being overwhelmed.

- 2 Describe the weather conditions in the time and place that Laurie Lee is remembering in this extract. (Note that it takes place in the Northern Hemisphere.) Give quotations from the text to support your answer.

- 3 To which one of the five senses do the following words from the extract relate: 'rank', 'sharp odours', 'sweet and giddy suffocation' and 'stank'?

- 4 Why does Laurie Lee put back his head and howl?



- 5 Who and what makes Laurie Lee feel better at the end of the extract?

Apply your understanding of sensory language

- 6 Using five colours, highlight the appeals to the five senses in the text and label them.
- 7 Underline three examples of sensory language in the text that you find especially effective.
- 8 Choose one of your answers from Question 7 and analyse the effect of the sensory language (that is, what sense does it relate to, how does it make the reader feel, what does it make the reader think?).

GO FURTHER

Creating a sense of place using specificity

Choosing sensory language that is specific – that exactly describes a sight, sound, smell, taste or touch – rather than general plays an important role in creating authentic, fully formed settings in fiction. Consider the annotated descriptions of a rose garden in the table below.

Description	Notes
We found a beautiful rose garden.	Not specific: beautiful is too general
We found a garden full of roses in full bloom .	Better: some visual detail is given
We found a garden full of pink and yellow roses in full bloom .	Now there is enough visual detail to picture the scene more clearly.
We found a garden full of pink and yellow roses in full bloom and the air was thick with their heavy, sweet scent .	Now the writing appeals to two different senses and includes specific descriptions to help the reader imagine aspects of the scene.



- 1 Write a few sentences describing each of the following settings in vivid detail. Appeal to at least two senses in each description and be as specific as you can. Avoid introducing plot or characters; focus on creating a sense of place.

a A messy teenager's bedroom

b An exposed rural landscape where a violent storm is beginning

c An upmarket restaurant full of wealthy customers

d An imagined fantasy world (or planet) setting of your choice

Writing challenge

- 1 Take one of your setting descriptions from Question 1 of the 'Go further' section and develop it into a short story. Write this story in your notebook. While you will now be adding plot and characters, try to maintain a sense of place through continued use of sensory language.
- 2 Show your work to a classmate and ask them to place a tick beside the sensory language that evokes a sense of place. Ask them to double tick the best three examples of sensory language.

3.8

Spelling and word families

One strategy that can help you to spell words correctly is to connect them with other similar words, especially those they are related to – that is, other words in their word families.

A **word family** is a group of words that share a common root word (a common base or pattern of letters that make up the fundamental unit of a word). For example:

Root word	Meaning of root word	Words in word family			
cycl	A circle or wheel	cyclone	tricycle	cyclical	recycle
port	To carry	import	export	portable	support
graph	To draw or write	graphic	graphite	autograph	biography

Reading words aloud can help you identify similar, related words.

Consider the word **definitely**, which is commonly misspelled 'definitely'. Why is 'definitely' incorrect? Look at these other members of the word family: **finite, infinite, define, infinity, indefinite**. All these words are derived from the Latin root word **fin**, which relates to accurate limits or boundaries, and there is not a single 'a' to be seen in any of them!

Sample question

Follow the steps in the table to work out how to correct the misspelled word in bold in the sentence below by using your knowledge of word families.

The trees were **illuminated** by hundreds of twinkling fairy lights.

- | | | |
|----------|---|--|
| 1 | Read the instructions. What are you being asked to do? | ▶ Work out how to fix the misspelled word in the sentence. |
| 2 | Think about the word. What does it mean? | ▶ It is referring to light. |
| 3 | What other similar words have you heard of that refer to light? | ▶ luminous (giving off light), luminaries (things that shine brightly) and bioluminescence (the emission of light by a living organism) |

- 4** Identify the root of this word family.
- ▶ The root of these words is the Latin word **lumen**, meaning light. Notice that they all contain the letters **lum**.
- 5** Where is the problem? How is it fixed?
- ▶ While it sounds correct, the **oo** in **illoomiated** is the problem. It suggests a different root word (**loom**, which is a machine used to weave thread into cloth), which has nothing to do with light. Words relating to light have **u** not **oo**, so the correct spelling is **illuminated**.

TRY THESE YOURSELF

- 1** In the sentences below, the misspelled words are in bold. Correct the misspelled words. Explain how you used your knowledge of word families.

a The geographers graphed the **climactic** variations.

b The **specktators** cheered loudly.

NOW ANSWER THESE QUESTIONS

- 1** In the table below, the words in each row belong to the same word family. Add two words to each row to expand each word family. You can use online research to help you find related words.

Words in word family			
a	spectacle	perspective	
b	predict	diction	
c	form	inform	
d	script	manuscript	
e	benefit	benevolence	
f	structure	instruct	





2 Circle the correctly spelled word in each pair. Then explain how you worked out which word was correct.

a transformation, transfamation

b automatic, autamatic

c audable, audible

3 Which of the following sentences has a spelling error in it? Circle the misspelled word.

a Some invaluable mammalian species are perilously close to extincsiion.

b Conservationists are endeavouring to restore many essential habitats.

c We all have the responsibility to participate in these regenerative programs.

4 Highlight the 14 misspelled words in the following paragraph. Then write the correct spellings on the lines underneath. To help you spell the words correctly, say them aloud or think about similar words you know how to spell.

Speling errors are frustrating, but you can defiantly improve your wrihting if you take the initative, revize your spelling rules and notise the concessions between words. In particluar, you can read as much as possable to expand your vocabalury and genel knoledge about language and expretion. I wish you every suces!

Tip: Take care when using automated spellcheckers: they are not always correct. They sometimes offer American spellings, and sometimes they suggest the wrong word.





READ AND APPLY

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

Words are packets of meaning

English is a morpho-phonemic language. This means words are spelled according to their meaning parts (morphemes) as well as their sounds (phonemes). Morphemes are base words, prefixes and suffixes. ...

For example, the word *magician* is not spelled *majishun*, even though it sounds like it should be. So before asking ‘what sounds can I hear?’ when we spell a word, we need to ask ‘what does this word mean?’

A magician is a person who does magic – and all of that meaning can be found within the spelling of the word. *Magic* is the base word, and ‘ian’ is the suffix that means ‘the person who does’.

We see this suffix at work with lots of base words that end in ‘ic’, such as musician, politician, clinician, physician, electrician and technician. ...

Edited extract from M. Adoniou, ‘Does your child struggle with spelling? This might help’,
The Conversation, 16 October 2018

Comprehension

1 Research these three terms to make sure you understand them. Record the definition of each term.

a base word _____

b prefix _____

c suffix _____

2 What two important words have been combined to form the adjective ‘morpho-phonemic’?

3 Using the information in the first paragraph of this extract, explain the difference between morphemes and phonemes.

4 According to this article, what is the first question you should ask when trying to spell a word?

- 5 a Which letters in the word 'politician' form its suffix?

- b What does this suffix mean?

Apply your understanding of spelling and word families

- 6 Think about how the different morphemes in the word 'magician' work together to create meaning. Add different prefixes and/or suffixes to the following words to change their meaning. Write at least two new words for each one.

a enjoy _____

b person _____

c attract _____

GO FURTHER

Examining root words, prefixes and suffixes to decipher meaning

The informative text 'Words are packets of meaning' is from an article that explains how the meanings and spellings of words can be understood by breaking words into parts.

Consider the word **regeneration**. It is formed around the root word **gen**, which means 'to bring forth' or 'to give life to' (e.g. the **genesis** of something means its beginning).

The prefix **re-** means 'to do again'. The suffix **-erate** (as in **generate**) means 'to make something' or 'to cause something to happen'. When this is turned into the suffix **-eration**, it means 'the *act or process* of making or doing'.

Therefore, the word **regeneration** refers to the process of something being given life again (e.g. the **regeneration** of wild habitats is important for our native animals).

- 1 Annotate the word below to show how its parts fit together to make meaning. Label the root word, the prefix and the suffixes. Explain how each element of the word contributes to its meaning. (You can do some online research to help you.)

unhelpfulness

- 2 Each of the following sentences contains a correct spelling and a misspelling or word substitution. Circle the correct word in each bolded pair. In some cases, it may be helpful to consider word families and/or the roles of prefixes and suffixes.
- a It is a great honour to **except / accept** this award.
 - b We need to book our **accommodation / accomodation** soon!
 - c Beat the eggs **thoroughly / throughly** before adding to the mixture.
 - d Mark this important date in your **calender / calendar**.
 - e The captain **led / lead** her team to victory three years in a row.
 - f Tyson said that extra training would be **unnecessary / unecessary**.
 - g Danil wanted everyone to help celebrate the special **occassion / occasion**.
 - h Karly said the charity was eager to **receive / recieve** even small donations.
 - i We should pack the wet clothes in a **seperate / separate** bag.
 - j Taylor was **originly / originally** working in the country music industry.
 - k Do you need any more **infommation / information**?
 - l That story is full of **contradictions / contradicions**!
 - m When **your / you're** ready I'll drive you to the bus stop.
 - n If I **loose / lose** my phone again, Mum won't buy me another one!
- 3 It is especially important to learn how to spell terms belonging to the metalanguage of English (the language we use to talk about language!). Circle the correct spelling of each of the following metalanguage terms.
- | | |
|-------------------------------------|-----------------------------|
| a allusion / illusion | i protagonist / protaganist |
| b onomatopoeia / onomatopoeia | j dialouge / dialogue |
| c metaphor / metaphore | k hyperbole / hyperboley |
| d similie / simile | l elipsis / ellipsis |
| e mentonym / metonym | m imagery / imaggery |
| f alitteration / alliteration | n rhetorical / retorical |
| g assonance / assonence | o ajective / adjective |
| h personafication / personification | p modalty / modality |

Writing challenge

- 1 Put each of the words in Question 3 above in a sentence to demonstrate its correct spelling and meaning. Write these sentences in your notebook.



3.9

Making effective vocabulary choices

Whether you are writing fiction, an informative text or a persuasive piece, making **strong vocabulary choices** is crucial to making your writing vivid and evocative and to communicating your ideas with precision and sophistication. See the table below for some examples of the difference strong vocabulary choices can make.

Weaker vocabulary choices	Stronger vocabulary choices
The big, furry wolf walked closer to the thin tent, smelling the air.	The enormous, shaggy wolf crept closer to the flimsy tent, sniffing the air.
Wolves sometimes go out at night but mostly they hunt at sunrise and sunset.	Wolves are sometimes nocturnal but are more commonly crepuscular (twilight) predators.
We would love you to help by giving us money for our work saving the wolves.	Your contributions to assist vital wolf conservation will be gratefully received.

Tip: A **synonym** is a word with the same or very similar meaning as another word.

e.g. **optimistic** is a **synonym** for **hopeful**

e.g. **compliant** is a **synonym** for **cooperative**



Sample question

Follow the steps in the table to replace the weak vocabulary choices in the sentence below with more sophisticated and precise synonyms.

It will be a good thing for the people in the area when the bad storm finally ends.

- | | |
|--|---|
| 1 Read the instructions. What are you being asked to do? | ► Determine which words are weak and replace these with stronger alternatives. |
| 2 Are there overly simplistic and imprecise words? | ► Yes: a good thing, the people in the area, the bad storm and finally ends . |
| 3 How can a good thing be improved? | ► Replace with an immense relief or extremely favourable . |
| 4 What is a more sophisticated way to say the people in the area ? | ► Replace with the local population or the town's inhabitants . |
| 5 How could the bad storm be expressed more precisely? | ► You could establish what kind of storm it is and use the appropriate term; e.g. tropical cyclone . |

- 6** What is a better way to say **finally ends**? ▶ Replace with more sophisticated synonyms like **eventually ceases**.
- 7** This is a possible answer. ▶ **It will be an immense relief for the local population when the tropical cyclone eventually ceases.**

TRY THESE YOURSELF

- 1** Replace the weak vocabulary choices in the sentence below with more sophisticated and precise synonyms.

Her place is big and posh, but she isn't stuck up about it; in fact, she's pretty nice.

NOW ANSWER THESE QUESTIONS

- 1** Draw lines in the table to match each bold word in the sentences on the left with a stronger choice from the right column.

Sentence	Synonym
a 'Shh! It's <i>my</i> moment to shine!' she said, proudly .	affectionate
b Rennie's feeling down about his exam results.	assiduously
c The response to the fundraising appeal was lukewarm .	beneficial
d 'I didn't mean to break it,' said Nerida in a shaking voice.	conceitedly
e He's been pursuing this goal keenly for two years.	despondent
f Jayant's dog is missing and he's very upset .	exasperated
g Our new cat has a very loving personality.	disillusioned
h 'Stop interrupting! I'm getting annoyed !'	disconsolate
i We can feel let down when our sporting heroes behave badly.	tepid
j Vegetables are good for your health and wellbeing.	tremulous





2 Write a synonym beside each of the following words. Choose words that are equally sophisticated.

- a comprehend _____
- b cautious _____
- c dubious _____
- d authentic _____
- e deception _____
- f divulge _____

3 Circle the strongest word choice in each bolded pair.

- a Amira's performance in her music examination was **great / exceptional**.
- b Messy setting out in Maths can lead to **imprecise / wrong** calculations.
- c Anish's attitude to the game was **poor / apathetic**.
- d The terrain we walked through was **rough / treacherous**.
- e Our whole experience on that holiday was **bad / disastrous**.

4 Use each of the words you circled in Question 3 in a different sentence of your own.

- a _____
- b _____
- c _____
- d _____
- e _____

READ AND APPLY

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

Victor Frankenstein

It was on a dreary night of November that I beheld the accomplishment of my toils. With an anxiety that almost amounted to agony, I collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs.

How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form? His limbs were in proportion, and I had selected his features as beautiful. Beautiful! Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun-white sockets in which they were set, his shrivelled complexion and straight black lips.

Extract from *Frankenstein* by Mary Shelley (1797–1851)

In this extract, Victor Frankenstein – a scientist who has been working on creating a living creature from ‘recycled’ body parts – witnesses his creature coming to life. He’s not happy! Many people regard *Frankenstein* as the first science fiction novel ever written.

Comprehension

- 1 What is meant by ‘I beheld the accomplishment of my toils’?

- 2 What do you think might be making Victor Frankenstein anxious as he collects ‘the instruments of life’ around him? Provide at least two possible reasons for his agitation.

- 3 What is the first sign that the creature is coming to life?

- 4 How does Victor Frankenstein feel about what he has achieved? Give evidence from the text to support your answer.



- 5 If you were to make an artwork illustrating the being that Frankenstein has created, what features would you include? List the creature's physical features as described in the extract.

Apply your understanding of making effective vocabulary choices

- 6 Look up the meanings of any unfamiliar words and annotate the passage with their definitions.
- 7 Choose the *five best* vocabulary choices from the extract and write them in the table below. Then evaluate what makes each word effective.

Word choice	What makes it effective?

GO FURTHER

Reading classic literature can help you to expand your vocabulary and build your confidence to compose sophisticated imaginative texts.

- 1 Find a work of classic literature. You can ask your teacher or librarian for suggestions or do some research online to help make your choice.

Title and author of selected text: _____

