

CAMBRIDGE



CONNECTING ENGLISH

A SKILLS WORKBOOK **YEAR 8**

SUE BITTNER | MEL DIXON | JANE GODDARD
STEWART MCGOWAN | BELINDA RENOUF

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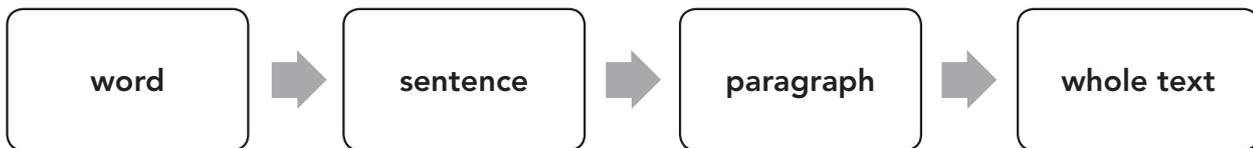
INTRODUCTION

Welcome to this second book in a series that is designed to take you from Year 7 to Year 10.

Learning any language is a difficult thing to do, but learning your first language (especially if it's English) is perhaps the most difficult task. That's because you speak, read, listen and write in it all the time, so you can clearly use it to communicate effectively. However, as you encounter more and more texts across different subject areas, and become more and more involved in different contexts, you may find that the English you use every day is not enough.

Some units in this book reinforce work from the Year 7 book, while other units introduce new ideas and will test your ability. That's because we all need repetition to reinforce ideas, and acknowledge the wide range of student backgrounds in Year 8. The book is designed to take your writing to a new level: we want you to try things out, learn new skills and have fun. You will also see as you move through this series that the books for lower year levels have a greater focus on Language, while the higher year level books concentrate more on Literacy.

Working with language and literacy means working at a few different levels. You'll see the pattern below throughout the book:



Every word in a sentence depends on the other words: each has to be seen in context. So, you may know what a noun is and what an adjective is. You may also know that a plural noun ends in '-s' and a verb form can be identified by '-ing', but individual words have to be used in a sentence in order to determine their part of speech. An 'apple' may be a noun, but when we talk of 'an apple pie', the word 'apple' becomes an adjective because it describes the pie. We call this its 'function': you need to see the word in its context to understand what part of speech it is.

Every unit is divided into *Understanding* and *Applying*. Once the rules are covered in the *Understanding* section, you can move on to *Applying*, where you will find that there are texts from many different subject areas. This is because language learning does not stop in the English classroom. It needs to be transferred to other subjects. The *Applying* section also contains *Connecting in class*, which takes you back to English and reminds you that the language and literacy skills you are learning should not be isolated activities. It is when you start to see the linguistic patterns in the texts you study that you start to really engage with language, and see how it communicates knowledge and ideas. Each unit finishes with *Just for fun*, which takes language to even more places.

Remember that language learning is the key not only to successful interaction, but to a happier life. Enjoy the lessons while you build the skills that you need to survive and thrive in the world.

ICONS USED IN THE BOOK

English		The Arts	
Mathematics		Technologies	
Science		Health and PE	
Humanities and Social Sciences			

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LANGUAGE

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VOCABULARY

15	Tone, connotations, denotations and values	60	16	Confusing words	64
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NOUN GROUPS

PARTS OF SPEECH

Understanding

Nouns do not always stand on their own:

Men Noun (N)

The man Article/determiner + N

The tall man Article + **Adjective** + N

The two tall men Article + Number (adjective) + Adjective + N

Those tall men Demonstrative **pronoun** + Adjective + N

Her tall men Possessive Pronoun + Adjective + N

Europe's tall men Possessive Noun + Adjective + N

The two tall men who came from Europe Article + Number (adjective) + Adjective + N + Relative clause

In extended **noun groups**, the noun is called the 'head'.

1. Extend these nouns into groups by adding the number of words indicated. For example, 'Dog' + two words could be 'My pet dog' or 'The big dog'.

a. Homework (+ two words).

b. House (+ three words).

c. Student (+ five words).

Articles

Articles (also called 'determiners') sometimes introduce a noun.

A/an = indefinite article – refers to something not specific.

I want **a book** to read. I want **an orange**.

The = definite article – refers to something specific.

I want **the book** on the table.

Demonstrative pronouns

Demonstrative pronouns ('this', 'these', 'that', 'those') also specify nouns.

I want **this**. ('This' refers to something previous.)

2. Place the different parts of these noun groups in the correct column.

Noun group	Demonstrative pronoun or article	Adjectives (include numbers)	Noun (head of the noun group)
Three silky cocoons			
Those cheeky kids			
A frequent occurrence			
Three wise men			

Gerunds

Gerunds are nouns that end in '-ing', describing actions.

Running makes you tired.

I like running.

Nouns as adjectives

Nouns may also function as adjectives.

book club; **science** teacher; **running** shoes

3. Which words function as nouns and which function as adjectives?

Noun group	Adjective	Noun
beach patrol		
scenic beach		
swimming pool		
horror story		
great horror		
horrifying story		
story time		
bag handle		
big bag		
bird nest		
colourful bird		
intense cycling		
train whistle		

Applying

Connecting with the curriculum



Digital technologies

Table of contents

Module 1: Computer awareness

- 1.1 Introduction
- 1.2 Digital information system
- 1.3 Computer hardware
- 1.4 Storage technology
- 1.5 Central processing unit
- 1.6 Networks
- 1.7 Data
- 1.8 Computer software
- 1.9 Information processing cycle

Module 2: Social and ethical practice in IT

- 2.1 Ethical use of computers
- 2.2 How the digital age impacts society
- 2.3 Cyber health and safety
- 2.4 Netiquette – internet etiquette
- 2.5 Cyberbullying
- 2.6 Intellectual property

...

Module 10: Algorithms and programming

- 10.1 What are algorithms?
- 10.2 Computer programming and coding
- 10.3 Introducing Scratch
- 10.4 Simple coding in Scratch

Practice IT for the Australian Curriculum Book 1: Lower Secondary, p. iii

1. In the above table of contents from a technology textbook:
 - a. Underline the noun in each item.
 - b. Beside each item, write what type of noun it is: Common, e.g. 'city' (CO) / Proper, e.g. 'Paris' (P) / Collective, e.g. 'pack' (CL) / Abstract, e.g. 'love' (A) / Gerund, e.g. 'flying' (G).
 - c. Circle all of the adjectives. Remember that nouns can act as adjectives; for example, 'computer awareness' is a noun group with 'awareness' being the noun and 'computer' being the adjective.

Connecting in class

1. Like all subjects, in English there are 'things' to be studied. Complete the following table with the correct noun to match the definition. Place the noun into a word group that you might use when analysing a text. The first one has been done for you.

Definition	NOUN	Noun group
NOVELS		
The storyline	Plot	a very simplistic plot
A person in the novel		
The place in a novel		
An idea or message in a novel		
Long novels are often divided into:		
The word for types of different novels		

2. Read the text extract below, and in your notebook create a table showing:
- each noun/noun group
 - the type of noun: Common (CO) / Proper (P) / Collective (CL) / Abstract (A) / Gerund (G)
 - whether the determiner is an Article (A) or a Demonstrative pronoun (DP).

There are many memorable grandparent characters in literature, but there are few as realistic and engaging as the loveable grandfather in *Around the Globe with Gramps*.

Gramps has invested time, energy and love into an active relationship with granddaughter Lucy. Fridays have been their special day. An ex-geography teacher, Gramps fills time with learning activities based on places around the world. Craft, research, cooking, dress-ups: this energetic grandfather is up for all of it.

Adapted from *Around the Globe with Gramps* book review, Children's Book Council of Australia

3. In creative writing, choose your nouns carefully to evoke certain feelings or attitudes. Complete this table of nouns. Place words in descending order from positive to negative.

Word	Positive noun	Moderate	Less moderate	Negative
road				
dog				
weather				

Just for fun

Find some interesting noun groups in your class text and add them to a display wall.

Understanding

Pronouns are substitutes for nouns and noun phrases, referring to something previously introduced (the referent).

Pronouns are categorised as first (I), second (you) or third (he/she/it) person, and as singular or **plural**.

1. In what 'person' (first/second/third) is each of the following **sentences** written?

Circle the correct answer.

- a. You should never go close to a snake. 1st / 2nd / 3rd
- b. In her own mind, she kept returning to the question, 'Who am I?' 1st / 2nd / 3rd
- c. Everything changes with the passage of time. 1st / 2nd / 3rd
- d. To live a life with no purpose is not to live at all. 1st / 2nd / 3rd
- e. I look up and search the skies for the kite. 1st / 2nd / 3rd

The reflexive pronoun

Reflexive means the pronoun is reflecting another pronoun or noun. The singular reflexive ends in '-self' and the plural reflexive ends in '-selves'.

Case	Singular	Plural
First person	Myself	Ourselves
Second person	Yourself	Yourselves
Third person	Himself Herself Itself	Themselves

I/we did it myself/ourselves.

You did it yourself/yourselves.

He/she/it/they did it himself/herself/itself/themselves.

John did it by himself.

It can also be used directly after the noun or pronoun to add emphasis.

I, myself, do not agree.

Reflexive pronouns can never be used as subjects without the noun. However, they can be used directly after the subject to add emphasis.

Incorrect: **Myself** believes in the law.

Correct: **I, myself**, believe in the law.

They also can't be used as objects if they don't refer to the subject.

Incorrect: **The reports** are coming to myself. (Subject is 'the reports', not 'I')

Correct: **The reports** are coming to me.

Correct: **I am** sending the reports to myself.

2. Choose the correct pronoun for each sentence.
- a. Shauna and [I / me / myself] often fight over games.
 - b. They were really glad to have an umbrella over [them / themselves].
 - c. [She / Herself] is going to be travelling with [I / me / myself].
 - d. We would love to post a copy of our program to [you / yourself].
 - e. In the event of a fire, you need to consider the impact on others, not just on [you / yourself].
 - f. [I / me / myself] will do the cleaning up [I / me / myself].
 - g. Jamila was a slow walker, so she gave [she / her / herself] plenty of time to get there.

Pronouns after prepositions

After a preposition such as 'over', 'between', 'to' or 'for', the pronoun used is the objective case (e.g. 'me', 'us', 'you', 'her', 'them', or reflexives 'myself', 'ourselves', etc.).

Between you and me, it's going to be a problem.

They divided it **between** themselves.

He searched for a gift **for** me/us/her/him/them.

She bought it **for** herself.

3. Complete these sentences with the correct pronoun of the type shown in brackets.
- a. I took the photo (first-person singular)
 - b. It was a matter of life and death for (third-person singular)
 - c. There were ten years between John and (first-person singular)
 - d. The rain poured down all over (first-person plural)
 - e. She was rushing to (third-person plural)

Applying

Connecting with the curriculum



Geography

The following is an extract from the speech delivered by 13-year-old Severn Cullis-Suzuki to the UN in 1992.

I used to go fishing in Vancouver, my home, with my Dad until, just a few years ago, we found the fish full of cancers. And now we hear of animals and plants going extinct every day, vanishing forever. In my life, I have dreamt of seeing the great herds of wild animals, jungles, and rainforests full of birds and butterflies, but now I wonder if they will even exist for my children to see.

Did you have to worry of these things when you were my age? All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions.

Severn Cullis-Suzuki, UN Conference on Environment and Development, June 1992

1. Trace the movement of pronouns in the speech by underlining the pronouns.
.....
2. In the first **paragraph** there are two uses of 'we' (first person plural). Who do these pronouns refer to?
.....
3. Who are 'they' in the first paragraph?
.....
4. The second paragraph moves from the first person of the first paragraph to a second person question. Why?
.....
5. What is the effect of moving from second person ('you') to first person plural (we)? Who is included in each of these pronouns?
.....
.....

6. How would the effect change if the last sentence was changed to second person: 'All this is happening before your eyes and yet you act as if you have all the time you want and all the solutions.'

.....

7. Speeches often use individual stories as examples that affect all of us: from the personal to the inclusive. How does the personal story of Severn connect with the bigger issues?

.....

.....

8. Why do you think there is so little third person in this passage?

.....

.....

.....

9. In your notebook, write an introduction to a speech about the importance of education, using different pronouns but following the pattern of the Cullis-Suzuki speech: anecdote in first person singular; rhetorical question in second person; statement of idea in first person plural.

Connecting in class

Knowing first, second and third person is often helpful for understanding texts and point of view.

- First person texts (using 'I' or 'me') include autobiographies, and some poems and works of fiction.
- Second person texts, which address another person directly, include letters or instructions. Novels and poems may address the reader, although this is less common.
- Most texts are written about other people, using the third person ('he', 'she', 'it', 'they').

1. In what 'person' is your class novel written?
2. If it is written in the first person, consider what effect changing it to the third person might have. Why might the author have chosen to write in first person?
3. If it is written in the third person, choose a character and rewrite a scene in the first person. Then write the scene in first person as a different character. What sort of changes do you see?

Just for fun

1. Imagine you are the pronoun *Myself*. Write a letter to an advice column, complaining about how you are often misused in sentences.
2. Now imagine you are the editor of this advice column, and have received the letter from *Myself*. How will you answer it? Write a response to the letter.

VERB GROUPS

Understanding

In Year 7, you learned that verbs are the engine of the sentence, driving sentences in different ways to show how participants do, say, relate and think. Verbs are often part of a **verb group**, which may include auxiliaries, articles and other 'helping' words.

- Complete these sentences using different forms of the verb 'to run' that appear below. Some verbs will be used more than once and may need to be split up, as indicated by the spaces in the sentences.

runs, had been running, to run with, should run, ran, could run, is running, was running, does run

- He along the track.
- He not along the track.
- He not along the track.
- He wanted someone
- He have been along the track.
- He remembered that he along the track earlier.
- He remembered that he definitely along the track.
- The track was where he
- He knew he faster along the track.
- He turned and along the track alone.

The verb 'to do'

Like 'to have' and 'to be', 'to do' is an irregular verb that is also an auxiliary.

Person	Present tense				Past tense			
	Singular		Plural		Singular		Plural	
1st	I	do	we	do	I	did	we	did
2nd	you	do	you	do	you	did	you	did
3rd	he/she/it	does	they	do	he/she/it	did	they	did

The present participle is 'doing' and the past participle is irregular: 'done'.

We use the verb 'to do':

For questions: Do you know the way to the station?

For answers: I do not know the way to the station.
I don't know the way to the station.

For **comparison** My friend likes cake and so do I.
My friend likes cake but I don't.

For emphasis He does like his new phone!

For simple negatives Do not ask me that.
Don't ask me that.

As a main verb She does the lawn-mowing.

2. Turn these sentences into negatives using 'to do'.

a. I went to the beach.

.....

b. Take the bus to school.

.....

Phrasal-prepositional verb groups

Phrasal verbs include a preposition that may alter the verb's meaning.

We broke the vase. We broke up.

Phrasal verbs are often a more casual verb form.

The plane departed late. The plane took off late.

3. Underline the phrasal verb, then write a more formal verb that could replace it:

a. She gets up at sunrise.

b. I put off my visit to the dentist.

Applying

Connecting with the curriculum



Media arts

News stories use short paragraphs. They are written with a preference for 'doing' and 'saying' verbs. They aim to be objective and not comment on the material in the report. Thoughts and feelings can be included if they are part of a quote from a key participant in the story.

Indigenous man's bones dug up during house earthworks reburied after nearly two years

The bones of an Indigenous teenage man found by workers excavating at a property on the New South Wales mid-north coast have been returned to their final resting place nearly two years since they were discovered.

The bones, which were confirmed by the NSW Office of Environment and Heritage (OEH) to be 750 years old, were discovered in October 2017 at a Nambucca Heads property purchased by Joanna and Terry Walker to spend their retirement years in.

The reinterment of the bones at a special ceremony was a long time coming for the local Gumbaynggirr people.

'It's a victory – probably one of the best victories we've had for a long time,' Aboriginal elder Trevor Bellangarry said. ...

'Indigenous man's bones dug up during house earthworks reburied after nearly two years', ABC News, 19 October 2019

1. The verbs in this passage have been underlined. Use those verbs to complete the table.

Verb type	Example
Simple past tense – find three examples	
A phrasal verb	
Includes an auxiliary form of the verb 'to be'	
An infinitive form	
Includes an auxiliary form of the verb 'to have'	

2. What single verb could you use to replace the phrasal verb?

3. Find a news article about a subject that interests you. Find the verb groups. Have they been selected to keep the article objective? Provide examples.

Connecting in class

1. Here is an extract from Alice Pung's *Growing up Asian in Australia*.

That afternoon Stacey was at work. Only Lynchy's mother was at home. Lynchy's father no longer lived there. Daryl had told me recently and I was confused and asked dumb questions. He had told me about his parents' divorce a few months ago, while we sat by the creek and gave each other horse bites, slapping each other on the leg. I didn't get it because as far as I could see, my parents had nothing in common and barely any relationship to speak of. My father just worked in the garden and told me to go and study while my mother did the housework and made my little sister and me eat all the time. My parents fought a lot too, but they seemed to have no problems staying together.

Growing Up Asian in Australia, Alice Pung (ed.), p. 97

- a. Identify the verbs in the passage: the verb groups in the first four sentences have been underlined to help you start. You may find that **adverbs** separate parts of the verb.
- b. Find examples of each of the following:
- Simple verb
 - Verb with auxiliary: 'to be', 'to have' or 'to do'
 - Verb group with adverb
 - Other multi-word verb groups
- c. In Year 7 you learned that verbs were focused on four processes: doing, saying, relating and thinking. Are there examples of all four of these processes here?
2. Now do the same thing with a passage from a text you are studying in class.

Just for fun

How long can a verb group be? Try it out in your own writing. See if you can write a verb group with more than five words that still makes sense!

MODALS AND MODALITY

Understanding

'Yes' or 'No' express our strong viewpoints. Sometimes, however, we need to communicate less certainty. We use modals to show that something is certain ('must'), possible ('might') or impossible ('can't'). We also use modals to show ability ('she can'), to ask permission ('may I'), or to make requests and offers ('could you', 'will you'). The concept of **modality** can be understood through verbs, adverbs, adjectives and nouns.

Modal verbs

Modal verbs include: 'can' and 'could'; 'may' and 'might'; 'shall' and 'should'; 'will' and 'would'; 'had better'; 'ought to' (never just 'ought'). In speech, the **tone** is a clear indicator of many states of modality, but when we write, we may need to add emphasis with extra words (e.g. 'definitely', 'never') that are also called modals.

- The following table lists different types of modals. Complete the table by adding one example for each type of modal.

Modals express:	Modal verbs	Sentence examples
Certainty and uncertainty	will/might	I might stay.
Determination, refusal, failure	will/would	
Future intent and prediction	be going/will	
Affirmation	can	
Negation	cannot	
Question	can/may	
Negation + question	can't	
Emphatic	can	

More verb tenses

Modals work with the verbs 'to have' and 'to be' to create verb **tenses**.

I **might** have known!

You **should** be contacting the school about your report.

Verbs are often made up of many parts that act to create an exact sense of time and action.

The puppy **may not/never** have been going back.

In this case the modal 'may' is about possibility; 'have' tells us this is a past action; 'been' tells us this has been done by the puppy; the participle 'going' suggests continuity. A negative will separate verb parts.

2. Rearrange these verbs, negatives and adverbs in the correct order.

- a. have gone not should
- b. not would appearing be
- c. have could been not imagined
- d. may arranged being be
- e. organised to have been not ought

High to low: modal adverbs, adjectives and nouns

Modals move from low modality (less certainty) to high modality (certainty) with medium modality occupying the space between.

high medium low medium high

will must might may mightn't mustn't won't

Verbs, adverbs, adjectives and even nouns can convey modality. We can modify a point of view by adding adjectives, verbs and nouns in different ways:

deeply certain; faint possibility; faintly possible

In an extended sentence, the adverb may appear in different positions, depending on what you want to emphasise.

The puppy **may often** have been reprimanded.

The puppy **may** have been reprimanded **often**.

The puppy **may** have **often** been reprimanded.

Often the puppy **may** have been reprimanded.

3. Choose three modals from the list below and construct a sentence for each.

definitely, probable, supposedly, frequent, intensely

-
-
-

Applying

Connecting with the curriculum



Physical sciences

Extract 1: Friction force

Imagine life without friction. Walking would be difficult because your shoes would have no grip on the floor.

Extract 2: Friction between surfaces

As you would have found completing the practical activity, friction depends on the surfaces that are rubbing together. Rough surfaces tend to produce more friction than smooth ones. Friction also depends on the weight of an object; think about that armchair you were trying to move earlier. If the chair is heavy there will be more friction opposing the push you are giving.

So you have seen that friction can be a very useful force but it can also have an unwanted consequence. When two surfaces rub against each other the friction can create heat. On a cold day you may have rubbed your hands together to make them warm, or you may have rubbed sticks together at high speed to start a fire. However, heat is not always welcome because it can represent wasted energy or be dangerous.

Cambridge Science for the Victorian Curriculum 7, pp. 305 & 307

1. In Extracts 1 and 2, we see the modal verb 'would' being used in different ways. Copy the part of the sentences where 'would':
 - a. is about imagining:
 - b. is about knowledge you have gained:Both are about possibility, but in the first extract you are asked to imagine a possibility, while in the second extract the author is imagining what you found out.
2. Look at the second paragraph of Extract 2. Circle the modal verbs 'can' and 'may'.
3. Complete these sentences about the passages.
 - a. In order to understand the science being taught, we are encouraged to imagine real life situations using the modals and
 - b. Facts and outcomes are presented with the modal
 - c. The outcome of your learning is shared with the modal

4. Here is the second paragraph of Extract 2 again, but with all the modals replaced by finite verbs (in bold). Explain how the meaning and the effect are changed.

So you have seen that friction **is** a very useful force but it **has** an unwanted consequence. When two surfaces rub against each other the friction **creates** heat. On a cold day you **rub** your hands together to make them warm, or you may have rubbed sticks together at high speed to start a fire. However, heat is not always welcome because it **represents** wasted energy or **is** dangerous.

.....

.....

.....

Connecting in class

1. This abridged passage is from the book *The Ghost's Child* by Sonya Hartnett.

Maddy looked up at the ugly garrison of rocks, smelt the cloyed, seaweedy air, felt the sand gravelly between her toes. Eternal peace was an awe-inspiring thing: but it was also a frightening and stultifying thing. Here on his Island of Stillness, Feather would never feel frustration, anticipation, regret or glee. He'd be immune to confusion, impatience, disappointment and surprise. He would not yell with exhilaration, he would know no fear. He would not be irate, he would never weep. He would be stone, unmalleable, living a stone's life, as bland as the Island of Stillness itself. Despite this she said, 'It's beautiful, Feather,' and it was, if it made him happy.

The Ghost's Child (abridged), Sonya Hartnett, p. 152

- a. Locate all the modal verbs and underline all the negatives.
- b. What kind of life does Maddy imagine for Feather?
- c. What do the negatives convey? What is the effect of the listing of negative statements with a final positive statement?
2. Take a character from a class text and describe that person, using the same pattern of modal sentences as the above passage.

Just for fun

Imagine being transported to another place and time. Write about what you imagine it might be like. Use the modal verbs 'might', 'would', 'can', 'ought to', 'should'.

Understanding

In Year 7 (Unit 4, *Verb and tenses*) you learned that participles are only *part* of a verb; they are not a complete (finite) verb. This is clear with the ‘-ing’ ending, but the ‘-ed’ ending can also stand alone as a complete verb:

He was jumping. (present continuous tense)

He jumped. (past simple tense)

He had jumped. (past perfect tense)

Flexible parts of speech

Participles are powerful parts of speech. They can be used in many ways, altering their function depending on where they sit in a sentence. Participles can act as:

- Part of a verb – placed after ‘to be’ or ‘to have’, they form a complete (finite) verb:

She is running the marathon.

He has regretted his decision.

- Nouns – the present participle used as a noun is called a *gerund*:

Reading was her favourite activity.

- Adjectives – both present and past participles can describe a noun:

She loved her weaving frame as much as he loved his carving knife.

The exhausted mother walked slowly towards her rented house.

- Participial phrases – a group of words starting with a participle to extend ideas in a sentence:

Having interrogated the man, she formed a negative view of him.

1. Underline the participle and then identify in brackets what part of speech it is functioning as (gerund, part of verb, adjective, participial phrase).
 - a. The car detailing was very thorough. (.....)
 - b. She was always depending on her husband. (.....)
 - c. She read the highlighted extract. (.....)
 - d. The dinner was magnificent, rivalling that of the greatest chef. (.....)
 - e. She was offered learning support. (.....)

- f. Learning that her aunt was rich, she murdered her. (... ..)
- g. Learning that her aunt was rich was the reason for her aunt's murder. (... ..)

Irregular verbs and participles

Verbs that don't follow the usual pattern are called irregular verbs.

Regular verb:

I jump; she jumps; I jumped; I have jumped; I am/was jumping

Irregular verb:

I swear; he swears; I swore; I have sworn; I am/was swearing

Some irregular verbs are different for both past tense and past participle, but some only change for the past participle.

2. Complete this table. In the final column write 'I' or 'R' to show if the verb is regular or irregular – the first one has been done for you. A sentence beginning has been given as a clue to creating the verb form.

Simple present tense	Simple past tense	Past participle	-ing participle	(I) or (R)
Today, I	Yesterday, I	I have	I am	
write	wrote	written	writing	I
indicate				
fly				
creep				
betray				
break				
question				
show				
grow				

3. Verb forms in these sentences have been underlined. Circle the simple past verbs. Not every sentence will have a simple past verb.
- a. He was tired of her advances. d. She felt defeated by the giant.
- b. He tired of her advances. e. The giant defeated her.
- c. Tired, he came home. f. She lost the fight, defeated by the giant.

Applying

Connecting with the curriculum



Health

Bullying

Bullying involves intentional and repeated behaviour by a person or a group of people against another ...

There are a number of forms of bullying:

- verbal – name calling, teasing and ridiculing
- physical – hitting, punching or damaging property
- social (covert) bullying – playing mean jokes, spreading lies and rumours
- cyberbullying – using technology to hurt someone by using photos, text messaging, sexting, social networking or chat rooms in a way that is offensive or belittling.

Harassment is the systematic and/or continued, unwanted and annoying actions of one party or a group including threats and demands. Bullying and harassment are serious issues that can have lasting effects on young people's health and wellbeing. We all need to say 'no' to bullying.

Health and Physical Education for the Australian Curriculum Years 7 & 8, pp. 96–7

As we can see, the '-ing' and '-ed' forms are used commonly. 'Bullying' in this case is a gerund (a noun form) because it refers to the act of bullying – it is a *thing* that we discuss.

1. List all the gerunds in the passage.

.....
.....

2. The '-ing' form is often called the continuous participle. Why is the continuous idea relevant to the listed activities?

.....

3. Which participles (present and past) are functioning as adjectives? In brackets, add the noun each participle describes. You'll notice that one noun has three participle adjectives and they include '-ing' and '-ed'!

.....
.....

4. Rewrite the dot points with finite verbs instead of gerunds. The first one is done for you:

- Verbal – when someone calls someone else names, or someone teases and ridicules a person
- Physical – ..
..
- Social (covert) bullying – ..
..
- Cyberbullying – ..
..

5. Is using the full finite verb as effective for dot points as using the participles?

..
..
..

Connecting in class

1. Bruce Dawe's poem 'Homecoming' (about the end of the Vietnam War) depends on the present continuous tense. Change each of the verbs to past simple tense, and then consider in what way the mood of the poem has changed.

All day, day after day, they're bringing them home,
they're picking them up, those they can find, and bringing them home,
they're bringing them in, piled on the hulls of Grants, in trucks, in convoys,
they're zipping them up in green plastic bags

2. Now look at the way J.K. Rowling uses participles in this sentence to develop character:

Hating himself, repulsed by what he was doing, Harry forced the goblet back toward Dumbledore's mouth and tipped it for Dumbledore to drink ...
Harry Potter and the Half-Blood Prince, J.K. Rowling, p. 534

The significant words that start the sentences are 'hating' and 'repulsed', revealing a lot about the character. What do we learn about Harry?

3. Find examples of participles from different texts and compare how these are used.

Just for fun

Combine '-ing' and '-ed' words to make a poem.

COMPLEX ADJECTIVES

Understanding

Adjectives are essential to building complex noun groups. They add details about the relationship between the participants in a sentence and the process described. In Year 7, you learned that adjectives can add information about the quantity, quality, size, age, shape, colour, origin or purpose of a noun. This chapter extends your knowledge, looking at some of the more complex ways that adjectives build mood and modify and describe participants or objects.

Adjectives in noun groups

Adjectives work with other words to build more effective noun groups.

1. Use the table below to revise your knowledge of adjectives and build an effective noun group of your own.

Example	Note	Student example
mice	Simple noun – identifies who or what the subject is.	cats
those mice	Includes a 'determiner' – words like 'this' and 'that'. Indicates which cat.	
those three mice	Adds a quantifying adjective. Tells us 'how many'.	
those three thin mice	Adjective adds a physical quality to tell us what they are like.	
those three thin garden mice	Adjective adds a type or classification.	
those three timid thin garden mice	Adjective adds a quality or opinion.	
those three timid thin garden mice on the bench	Adjectival phrase tells us where the subject is.	

2. Add further detail to your noun group. Include information about the age, colour, size or country of origin of the cats and end with a **prepositional phrase**.

Comparatives and superlatives

Adjectives can be used when comparing people or things, so that we can see who or what has more of a particular quality. For example, 'this is a small cat' could become 'this is a smaller cat' or even 'this is the smallest cat'.

These are called comparative and superlative adjectives.

The comparative form ending in '-er' compares two people or things.

For more than two, use the superlative form ending in '-est'.

For some adjectives (especially those of more than two syllables), you can use 'more' (comparative) and 'most' (superlative) rather than the '-er' and '-est' suffixes. For example, 'more curious' rather than 'curiouser'.

Note:

- Irregular comparative and superlative adjectives include 'good', 'better' and 'best'.
- 'Narrow' and 'quiet' are examples of two-syllable adjectives that take suffixes rather than 'more' and 'most'. 'Fun' is a one-syllable adjective that does not take a suffix.

3. Complete the table by modifying the adjectives.

Simple	Comparative	Superlative
cold		coldest
bad	worse	
	narrower	
	more useful	
popular		

4. Adjectives can be 'graded' or made stronger by adding modifying words. Complete the sentences below using the following words, in order of weakest (1) to strongest (5).

an exceptionally, a particularly, quite a, a mildly, a stunningly

1	It was beautiful day.
2	It was beautiful day.
3	It was beautiful day.
4	It was beautiful day.
5	It was beautiful day.

Applying

Connecting with the curriculum



Media arts

How tech has shaped film making: the film vs. digital debate is put to rest

The director Robert Rodriguez is famous for getting his shooting done rather quickly. He has described his process as one long day of work, beginning with shots and moving into editing all within the same day. He likes to be able to review his work as it's produced so that he knows what the final product might look like. Compare that to someone like George Lucas, who spends quite a bit of time and budget in post-production, and it's easy to see that technology has taken film in very different directions.

Technology's greatest impact is perhaps felt in new cameras that allow cinematographers to shoot in a higher definition, letting viewers take in more of the amazing work in set design. Technology also drives entire segments of film now, enabling movies that were not possible before.

'How tech has shaped film making: the film vs. digital debate is put to rest', Charles Matthau

1. This passage contains a range of complex noun phrases. In the table, identify some examples of the adjectives you have learned about.

Type of adjective	Examples
Quantity/number	
Physical qualities	
Quality or opinion	

2. Find the two examples of comparative or superlative adjectives from the passage. Write them in the table and underline the adjectives. Note whether they are comparative or superlative.

Phrase	Comparative/superlative

3. Below are three examples from the passage of adverbs creating graded adjectives. Underline the adverb(s). Note whether you think it makes the phrase weaker or stronger.
- rather quickly (.....)
 - quite a bit of time (.....)
 - very different directions (.....)
4. Here is another section from the article. Underline the adjectives.

Post production is another area where digital trumps the usage of film. Adding visual effects to film was often a precise art, where the effect had to blend seamlessly with what was being shot. This was a painstaking process that editors no longer go through. Digital effects are created and added to the shot within the same program or family of programs.

Connecting in class

1. Adjectives can build atmosphere and tension in the opening of a novel. Read the extract from the opening of Gabrielle Lord's *Conspiracy 365 – January* and, in your notebook, complete the questions below.

It was the wild billowing black cloak, streaming behind the menacing figure, that first caught my eye. I was walking home from the park when the sight of it stopped me in my tracks. Something or someone was staggering up my street.

The grim reaper?

I'd been out with Boges, kicking around a football, and was heading back home to help pack the car for what Mum was calling, 'the usual family New Year's shenanigans' up the coast at Treachery Bay.

Conspiracy 365 – January, Gabrielle Lord, p. 1

- What information do the adjectives add in the following: 'the wide, billowing, black cloak'; 'the usual family New Year's shenanigans'?
 - There are only a few more adjectives in this text. What other ones can you find?
 - Can you suggest why there might be so little description at the start this novel?
2. Find a highly descriptive passage in a class fiction or non-fiction text. Identify noun phrases, comparative and superlative adjectives and graded adjectives in the passage.

Just for fun

The New Year's Eve event in *Conspiracy 365 – January* is going to be an unpleasant one. Write two or three noun groups describing parts of an event like this.

Understanding

Punctuation symbols allow our ideas to be clearly expressed and understood, separating different parts of sentences and indicating where we pause.

Commas

Commas may be used to:

- A** separate three or more items in a list (except before the 'and' at the last item, unless it is needed to prevent confusion)
- B** mark out additional information or examples in a sentence – this can be as a comma on either side of the information or a single comma if information is added at the end of the sentence
- C** pause after or before a name in a direct address
- D** separate parts of a place or date: *June 14, 1997*
- E** separate introductory phrases: *Finally, he ... ; Despite the heat, they ...*

1. Insert commas and indicate which comma rule (A–E) is being used.
 - a. Theo was born in Athens Greece on 12 July, 1998.
 - b. When Li was in Year 6 her family relocated to Hobart Tasmania.
 - c. According to the 2016 Census nearly half of all Australians were born overseas or have at least one parent who was.
 - d. The Larrakia people the traditional owners of Darwin were the first to set up regional trade routes trading with the Tiwi Wagait and Wulna people.

Dashes

A dash is used to emphasise information that interrupts the flow of a sentence. You will commonly see them in writing online. The dash should not be overused; otherwise its impact is lost. Dashes can act as an 'aside' - thrown in – like an afterthought providing contrast or further clarification.

He'll complete the job in the morning – or so he reckons.
The secret ingredient – the one you won't think of – is coconut.

2. Try correctly placing dashes in each of the sentences below.
- By focusing on the relevant steps write a draft, submit for feedback and then complete a final copy we can finish quickly.
 - There's only one word for it sensational!
 - Tomorrow my last day of being 13 is almost here.

Brackets

Brackets are used to:

- introduce an abbreviation or explain a term
John lives in New South Wales (NSW).
- add reference details such as a page number or source
Flies are regarded as insects (see Chapter 6).
- add a quotation, example or evidence.
Juliet wants Romeo to change his name ('refuse thy name').

If the bracket ends the sentence, then the full stop, exclamation mark or question mark goes after the final bracket.

3. Insert brackets in each of the sentences below.
- It is based on four main ideas, shown in Source 9.8 see page 172.
 - Besides English, the most common languages spoken in Australia include Mandarin 2.5%, Arabic 1.4%, Cantonese 1.2%, Vietnamese 1.2% and Italian 1.2%.
 - The Census a survey of the population is conducted every five years.

Inserting additional information

Commas, dashes and brackets all insert additional information but suggest a different tone and a pause. The dash 'separates' details more than a comma or brackets.

4. Place commas, dashes or brackets in the following sentences. Read them aloud to hear the difference in tone.
- The teacher looked through her bag a torn canvas tote but couldn't see the book.
 - Jasmine revised every day and most nights in preparation for the exam.
 - The map pages 34–35 is very easy to follow.
 - Perth outgrew Sydney to be Australia's second biggest growth centre its population swelling by 65 434 or 3.6% more than twice the national growth rate.

Applying

Connecting with the curriculum



Geography

The following extract explores some of the environmental issues cities need to address in order to ensure the protection of wildlife and ecosystems. Texts such as this need to use a wide range of punctuation to convey their message, to add references and indicate the detail needed.

Environmentally friendly cities

A way of making cities more environmentally friendly is seen in the Green Roofs Project in Toronto, (1) Canada. A study, (2) undertaken by Ryerson University, (3) praised green roofs as a positive strategy to address issues in urban areas, (4) including management of stormwater run-off and pollution. Precipitation is stored in plants on roofs, (5) reducing the water flow to the hard surfaces below, (6) like concrete – which does not absorb water. The study estimated that the installation of approximately 5000 hectares (on roofs larger than 350 square metres) could save the city an estimated C\$39 million in pollutant and erosion control, (7) and an additional C\$46 million from reduced water-storage costs.

Biodiversity

The negative impact on biodiversity is one of the most important arguments against an uneven distribution of the population. Land clearing for new housing estates, (8) highways and other urban facilities has destroyed many valuable habitats and sometimes entire ecosystems.

Humanities and Social Sciences for the Australian Curriculum 8, pp. 183 & 188

1. Using the numbers in the above extract, decide which use of the comma is happening in each instance. All uses may not be present.

Type of comma	Example (1–5)
Separate three or more items in a list	
Mark out additional information (if two commas are used together indicate these as hyphenated)	
Pause after or before a name in a direct address	
Separate parts of a place or date	
Separate introductory phrases	

2. Why has the writer used a dash instead of a comma in this extract?

.....
.....

3. What is the purpose of the information in brackets?

.....

4. Find the phrase that states information about:

the impact of precipitation storage	
the source of information	
details of space	

5. How would removing the underlined information affect the text?

.....
.....

Connecting in class

1. Select two pages: one from a non-fiction text and one from a fiction text. Look at the range of dashes, commas and brackets. Can you draw conclusions about the difference in the way fiction and non-fiction writers use punctuation?
2. Using the questions for the extract 'Environmentally friendly cities' as a guide, select an extended paragraph of a text you are studying and write a series of questions that focus on the writer's use of commas, brackets and dashes.
3. Write sentences about a text you are studying, using the different types of commas:
 - a. separate items in a list with last item after 'and'
 - b. mark out additional information in a sentence
 - c. separate parts of a place or date
 - d. separate introductory clauses or phrases in a **complex sentence**.

Just for fun

Using a textbook, newspaper, magazine or website, find an example of commas, brackets and dashes in use. Is there a difference in punctuation use across the different text types?

DIRECT AND INDIRECT SPEECH

PUNCTUATION

Understanding

Direct speech

In **direct speech**, the words spoken sit in speech marks (*inverted commas* or *quotation marks*) to indicate when somebody starts and stops speaking. You can use either single (') or double (") quotation marks, as long as you are consistent.

- Words that are actually spoken should be inside speech marks.
- The first word of the direct speech begins with a capital letter.
- The speech is separated from the speaker by a comma.
- The speech marks always come *after* the punctuation at the end of the conversation.
- Every time a new speaker says something, start a new paragraph.

Claire asked, 'Where are you going on the weekend?'

Often, speech is divided by a dialogue tag, to show who is speaking. This can affect the punctuation of the sentence and the capitalisation of the speech.

- 'Well,' protested Poppy, 'it was on the shelf. I don't know where it is now.'
- 'Well, it was on the shelf,' protested Poppy. 'I don't know where it is now.'
- 'Well, it was on the shelf. I don't know where it is now,' protested Poppy.
- Poppy protested, 'Well, it was on the shelf. I don't know where it is now.'

a: 'it' is lower case because the tag is in the middle of a spoken sentence.

b and **c:** the tag comes after a complete sentence so a full stop follows.

d: the tag precedes the speech, so sentence punctuation follows.

1. Below is an extract from the short story *The Signalman*. Punctuate the direct speech correctly.

You look at me I said, forcing a smile as if you had a dread of me

I was doubtful he replied whether I had seen you before

Where? He pointed to the red light he had looked at.

There? I said.

Intently watchful of me, he replied (but without sound) Yes

The Signalman, Charles Dickens

Indirect speech

For **indirect speech** we change the tense because we are discussing a past speaking event, and may use 'that' to introduce the dialogue; however, 'that' can be implied.

'I will enter the competition,' **announced** James.

becomes

James **announced that** he would enter the competition.

James **announced** he would enter the competition.

2. Rewrite the direct speech as indirect speech.

a. 'This assignment is easy!' exclaimed Indi.

.....

b. 'I know the answer,' Mohammed whispered to Justin.

.....

c. 'I hope the students give their best effort,' said the English teacher.

.....

3. Rewrite the sentences from question 3, moving dialogue tags to the middle or the beginning of the dialogue.

.....

.....

.....

Dialogue tags usually use the word 'said', but sometimes there are more exact words you can use that might refer to different ways we answer.

'The sun is always so hot,' said Bella.

'But not in the northern hemisphere,' Giuseppe corrected.

4. List three words to replace 'said' that refer to volume (e.g. 'shouted').

.....

5. List five words to replace 'said' that aren't about volume.

.....

.....

Applying

Connecting with the curriculum



Geography

News reports often include direct and indirect speech. Pithy direct quotes change the pace of a story, illustrate facts, inject emotion and offer personal experience. Journalists only ever use the word 'said' to attribute a quote.

'Fighting for our futures': student striker appealing for more action on climate change

When he gets home from school on Wednesdays, Ambrose Hayes will do an hour of homework, get on a conference call to help organise a national movement of student strikes, and then go back to studying for a few more hours.

The 14-year-old from St Mary's Cathedral College in Sydney was one of the student leaders of the school climate strikes in March that were attended by 150 000 pupils around Australia and 30 000 in Sydney, on the same day that more than a million students walked out of classrooms globally.

The next round of strikes on September 20 is expected to attract 300 000 strikers nationally, and 60 000 in Sydney.

For the organisers, who are at different schools in different cities, this means weekly calls, group chats and coordinating local action that fits into the wider movement.

'The strike in March was probably the most amazing day of my life, knowing you're involved in organising 1.6 million people around the world to go on strike,' said Ambrose, who is in Year 9.

The teenager has also been invited to speak at the Sydney Science Festival on Friday about the urgency of addressing climate change for his generation.

'Students are fighting for our own futures, we're not doing it for profit, we know that if we don't do anything now it'll be too late,' Ambrose said.

'It can be scary. I know lots of people who don't really want to think about the future because they know it could possibly not be a great one if we don't act.'

'We need to show people there's a problem, that's why we're going on strike. Personally I'm hopeful, this is why I'm still fighting for it.'

"'Fighting for our futures': student striker appealing for more action on climate change",
Sydney Morning Herald, 4 August 2019

1. Highlight the examples of direct speech.
2. Why has the journalist chosen to include only direct speech from Ambrose Hayes in the text?

.. .. .

3. What is the effect on the reader of including direct speech in the report?

.. .. .

4. Select one of the highlighted examples of direct speech and rewrite it as indirect speech.

.. .. .

5. The journalist has also chosen to use direct speech in the article's headline. What is the effect of this?

.. .. .

6. What questions might the interviewer have asked Ambrose and the organisers? With a partner, role play the interview that led to this article.

Connecting in class

1. Write a conversation between two characters in a novel you are reading.
2. Part of any author's style can be the way speech punctuation is used, as many authors choose to break rules or play around with them. Take a page of text in your class novel and look at the way speech is written. Has the author followed the rules? Does the author always use dialogue tags? Does the author use 'said' or does s/he use synonyms for said? Find examples of dialogue tags before, in the middle of, and after the speech. Rewrite any direct speech as indirect speech and any indirect speech as direct speech.
3. Analyse a news report. Examine how the writer uses direct and indirect speech in the report.

Just for fun

Write as many words to replace 'said' as possible (e.g. 'shouted', 'uttered', etc.). A prize can be given to the person with the most 'said' replacement words.

PREPOSITIONAL PHRASES

SENTENCE CONSTRUCTION

Understanding

In the upper reaches of the Royal River, far from human habitation, and even out of satellite range, in an ancient time, a primitive creature emerged with great difficulty from the sludge, as the first living form. This was because the climate had changed with global warming.

Looking at the paragraph above, you may think the first sentence is complex and the second is simple, but you would be wrong. That's because whether a sentence is simple or complex isn't about length or difficulty, but about the number of clauses, a group of words which includes a finite verb.

- A **simple sentence** has one principal clause (one finite verb).
- Complex and **compound sentences** have at least two clauses

The first of the two sentences above has only one finite (complete) verb – 'emerged' – but the second sentence has two finite verbs – 'was' and 'had changed'.

In this unit you will look at how to build up sentences and create more sophisticated sentences using prepositional phrases. But first, let's check your knowledge.

- Underline the finite verbs and write at the end whether the sentence is Simple (S) or Compound/Complex (C).
 - He arrived by bus, sweating from the heat but just in time!
 - He went because he wanted to.
 - As representatives of our school, we need to take great care at competitive swimming carnivals at all levels.

Prepositional phrases

Prepositional phrases add information and precision about:

Role (who): **As** a teacher

Means or manner (how): **With** our eyes / **Through** our efforts

Matter (what): **About** love / **On** wild animals

Place (where): **In** the schoolyard / **At** the office

Time (when): **For** the first time / **In** a year

Cause (why): **From** eating too much / **Due** to rain

2. Categorise the prepositional phrases using the list from the 'Prepositional phrases' box on the previous page.
 - a. in an ancient time
 - b. with great difficulty
 - c. from the sludge
 - d. as the first living form
 - e. with global warming

Who, what, where, when, why, how

Prepositional phrases add information to a sentence. They are one way to understand *who*, *what*, *where*, *when*, *why* and *how*. (Five Ws and How)

The school **rejected** a proposal for a new school uniform. ← **what**

At the parents' meeting, ← **when** the school **rejected** a proposal

for a new school uniform for the students of the school due to the expense.

↑ **what**
↑ **who**
↑ **where**
↑ **why**

3. Underline the simple sentence, circle the prepositions and add which of the five Ws is being used.
 - a. Elephants struggle to survive in the wild against poachers in search of ivory.

 - b. After so many months in the desert, the camel trader finally found his way to his home.

4. Complete the prepositional phrases, applying the 'W' (or 'how') indicated in brackets.
 - a. Rain fell on (where) over (when)
 - b. (when) All through the farmer drank the water with (how)
5. Extend these simple sentences by adding phrases using at least three different Ws. Keep each as a simple sentence.
 - a. Jane liked the grammar lessons.

 - b. The boat sailed on.

Applying

Connecting with the curriculum



Number and algebra

Swimming records and decimal places

Swimming times are electronically measured and recorded Accuracy is very important so that the right decision is made Sometimes winners are separated Ian Thorpe, who set 14 world records, had his 40 m freestyle record (3:40.06) broken by German swimmer Paul Biederman, who swam only 0.01 of a second faster than Thorpe. The decimal system allows us to express quantities with great accuracy. There are many instances in which accuracy of measurement is highly important. For example, bicycle, car and aeroplane parts must be manufactured ; medicine production requires measurement of chemicals ; and investment rates, stock market prices and values are measured (8% per year equals 0.153846% per week).

Essential Mathematics for the Australian Curriculum Year 7 (2nd Edition), p. 296

1. Complete the extract above by inserting the phrases below into the right places.

in 2009; to precise measurements; with the seconds given to 2 decimal places; to many decimal places; in our everyday lives; in precise quantities; for placegetters and records; by as little as one hundredth of a second

2. The text makes sense without the prepositional phrases, so why is it important to include them?

.....
.....

3. Complete this passage with evidence from the extract.

The preposition 'in' is used three times in this extract, each time revealing a different function. You would expect 'in' to be about place but it is not so simple. 'In' can be about time, as in the phrase '.....', but it can also be about who: '.....'. However, surprisingly, it is also a reference to measurement and amount in the phrase '.....'. What we perceive is that prepositions have a lot more complexity than we would think.

Connecting in class

1. The blurb for the book *Purple Threads* by Jeanine Leane states:

Growing up in the shifting landscape of Gundagai with her Nan and aunts, Sunny spent her days playing on the hills near their farmhouse and her nights dozing by the fire listening to the big women yarn about life over endless cups of tea.

Purple Threads, Jeanine Leane

Highlight in different colours all of the prepositional phrases and explain what kinds they are.

2. In your notebook, write a blurb of three to five sentences for a book you are reading, making sure to include five prepositional phrases.
3. Photocopy a paragraph from your class novel. Trace how many prepositional phrases are on the page. Remove these and hand the passage to a friend to see what they will put in place of them. Does it make sense without the prepositional phrases?
4. Look at some work you have written (an essay, paragraphs, creative writing). Have you used prepositional phrases? How might you extend your sentences with prepositional phrases?
5. When a verb ends with a preposition, we call it a phrasal verb; for example, 'ask around', 'blow up'. Some verbs take different prepositions, which will change their meaning; for example, 'back up', 'back into'. Compile lists of phrasal verbs. Include these verbs: 'break', 'turn', 'work', 'call', 'calm', 'come', 'cross', 'cut', 'find', 'get', 'take', 'sum', 'give', 'hold', 'look', 'put'. Where the phrasal verb can take more than one preposition, explain the differences in meaning. Which preposition seems to be the most commonly used in phrasal verbs?

Just for fun

1. English has many idiomatic expressions that start with prepositions. See if you know what these mean, and use them in a sentence. Write a paragraph on your feelings about homework using as many of these expressions as you can:

In the fullness of time; By hook or by crook; Over and above the call of duty;
In other words; After the fact; At length; In due course; At this moment in time; In all seriousness; Out of the woods; To the ends of the earth; From here to eternity.

2. Work in pairs, and in ten minutes write a list of as many idioms as you can think of that are prepositional phrases. Share with the class and decide on the winner! Will winning be for the most unusual phrase or the most phrases?

Understanding

- In a compound sentence we have at least two principal clauses joined by a coordinating **conjunction**.
- In a complex sentence, one clause becomes dependent on the other. This means it can't exist on its own but needs an extra clause for meaning, so we have a principal and a dependent (or subordinate) clause, joined by a subordinating conjunction.

Main = principal = independent

Subordinate = dependent

Subordinating and coordinating conjunctions

The list below shows some of the words we use to combine sentences.

Compound sentences		Complex sentences				
Coordinating conjunctions and their function		Subordinating conjunctions and their function				
		Condition	Relative pronouns	Time	Reason	Concession
For	(reason)	if only	that	when	since	although
And	(addition)	if	wherever	until	because	even though
Nor	(negation)		where	while	in order that	
But	(contrast)		whereas	before		
Or	(alternative)		which	after		
Yet	(contrast)		while	now		
So	(outcome)		who	once		
			whether			

- For each of the following sentences, write at the end whether the sentence is Simple (S), Compound (CO) or Complex (CX), and underline the subordinate clauses.
 - Mum loved Josie best, but Josie had no idea.
 - When someone said something he didn't understand, he looked to his mother for help to work out the meaning.
 - The animals are released in to the wild, where they join the other kangaroos, wallabies and koalas.
 - She should not have spoken to her teacher in that way.

2. In the following sentences: underline the main clauses, place square brackets around the subordinating conjunctions, and circle the verbs.
- a. A light comes on in one of the windows and I see the room.
 - b. I drag myself towards school, forcing my legs to move although I love learning.
 - c. I hurry, panting, through the dense forest: the tall pines; the undergrowth; the knotted vines – until I reach the clearing.

3. Join the following sentences into one complex sentence using a subordinating conjunction.
- a. Grass fires are fast moving. They have medium to low intensity. They can damage crops and livestock.

.. .. .

- b. Dry seasons are becoming longer. This means there is less time for fuel reduction.

.. .. .

- c. There are many historical records about fires. These records show that fires are increasing in intensity and number.

.. .. .

4. Create **complex** sentences, adding a subordinate clause before or after the given sentence according to the function in brackets.

- a. He wanted to be the boss. (Conditional)

.. .. .

- b. Every Saturday we travelled for hours to get to the football match. (Reason)

.. .. .

- c. Compound sentences have to have a coordinating conjunction. (Reason)

.. .. .

Applying

Connecting with the curriculum



Chemical sciences

Liquids

Since liquids are held together by attractions, but the attraction is not as strong as in solids, the particles can move more freely and flow (be poured), and therefore take on the shape of the container they are put in. Due to gravity, though, the shape it takes on will always be at the bottom of the container into which it is placed. Although their shape can change, liquids have a fixed volume and mass. Like solids, they cannot be compressed into 'much' smaller spaces. The particles can actually be pushed a tiny bit closer together but it takes a massive effort and so we generally say that the particles in a liquid are so closely packed that they cannot be compressed.

Remember, you learned about the idea of density being a physical property of solids earlier in this section. Density is also a physical property of liquids (and gases)! What is interesting to note is that the density of a liquid is affected by temperature – the hotter a liquid is, the less dense it will be. Think about what you know about the particle model; how could you explain this?

Cambridge Science for the Victorian Curriculum 7, p. 143

1. Look at the first sentence in the extract. In this complex/compound sentence there are two main clauses with the same subject.

a. Circle the verbs. What is the subject for each verb?

.. .. .

b. Which clause explains *why*?

.. .. .

c. Which clause explains *what*?

.. .. .

2. In the first paragraph locate the independent (main) clauses and underline them.

3. Who is the audience? Who is being addressed? How do you know this?

.. .. .

.. .. .

4. Locate the 'conversational' phrases. Why would there be conversational phrases in such an informative passage?

.. .. .
.. .. .

5. How does the question at the end of the extract relate to the rest of the passage?

.. .. .
.. .. .

6. On what previous learning is this passage building?

.. .. .

7. Is the passage easy to read? Explain.

.. .. .
.. .. .
.. .. .
.. .. .

Connecting in class

1. Use the list of subordinating conjunctions in the Understanding section to construct five complex sentences about a book you have been reading. Each sentence should focus on a different part of the book, including initial reaction, plot, characters, setting and, finally, what you liked or didn't like about the book.

2. Are novels usually written in complex, compound or simple sentences? Think about your answer to this question, and then open your class novel at a random page to test your hypothesis. Every member of the class can open at a different page. Use the first ten lines only. Analyse the sentences and deliver your answer to the class.

Just for fun

Think of a scene (for example, a beach, or a park, or a room) and write four descriptions of it:

- one using five simple sentences
- one using five complex sentences
- one using five compound sentences
- one using a mix of different types of sentences.

Which works best?

SENTENCE ANOMALIES

SENTENCE CONSTRUCTION

Understanding

Sentence fragments

They would speak to him about it. When he arrived. If he arrived.

What is wrong with these sentences? Except for the first sentence, they are fragments.

Sentence fragments occur when:

- there is no finite verb (not just a participle)

Jumping at the chance to go!

- there is a subordinate clause with no independent (main) clause.

When he arrived.

Avoid using these in essays, or even creative writing if it's for assessment.

1. Next to the following, write whether each is a fragment (F) or a sentence (S).

- Because he was so smart!
- Laughing, joking, tricking were things she loved to do.
- Laughing, tricking, joking, all the way to the zoo, any day, every day, whatever the weather!
- In the centre of things.
- Laugh!

Truncated sentences

Truncated sentences are sentences reduced to their trunk – the most simple complete sentences. They are not incorrect, but may be dull if overused.

Stop! *He loved magic.*

2. Remove all information to reduce the following to truncated sentences.

- Every time I see her, whatever the weather, she is wearing a jumper.
.....
- I want to rip his horrible books to shreds.
.....

Ambiguous sentences

Something is ambiguous when it isn't clear what it means because:

- A** a phrase or word is placed next to the incorrect referent
The man saw sheep looking through his binoculars.
Were the sheep using the binoculars?
- B** a word or phrase may have more than one meaning
Mother of six makes a hole in one.
Did she make a hole in her child or is she playing golf?
- C** something is shortened so much that we lose the connections.
Miners refuse to work after death.
They would have trouble working after their own death.

3. Explain the ambiguity in the following sentences.

a. I saw her duck on the bridge.

..

.....

b. Kids make delicious snacks.

..

.....

Sentence run-ons

Sentence run-ons occur when commas are used between two independent (complete) sentences instead of using a full stop or semi-colon:

He was very thorough, he had it all under control.

4. Are these sentence run-ons (R), or 'correct' sentences (S)? Correct the run-ons.

a. In the scheme of things, considering all that had happened, weighing it all up, she was comfortable with her life.

b. The interrogation room was harshly lit, he felt uncomfortable.

c. She had wished that her daughter would be found, by the end of the year she had to admit that it would never happen.

Sentences starting with conjunctions

Don't start sentences with 'and' or 'but'. But it's so effective. And everyone does it. Breaking rules adds rhythm and impact. But don't do it in an exam!

Applying

Connecting with the curriculum



Literature

Good writers love sentence fragments, they adore sentence run-ons, they play with truncated sentences, start with conjunctions and use ambiguity because they want to create an effect. The following writers have all broken the rules. After each extract, you will see corrected sentences, followed by analysis. Less support will be offered as you go on, so you will do the last one on your own.

Extract 1

It is too, too terrible. The pencils. All of them. 479-TANGERINE ORANGE and 935-HELIOTROPE PURPLE and 781-SEA TURQUOISE. Broken. Shattered. They've been stomped on and splintered and stamped out.

The Secret Horses of Briar Hill, Megan Shepherd, p. 158

This extract is composed of sentence fragments and unusual capitalisation. If we rewrote it 'corrected', it might sound like this:

It is too, too terrible. All of the pencils including tangerine orange (number 479) and heliotrope purple (number 935) and sea turquoise (number 781) have been broken and shattered. They've been stomped on and splintered and stamped out.

It still sounds good but the first version with fragments has more emotion and conveys the distress in the girl's mind as she looks at the damage. Something has been lost when we correct the grammar.

Extract 2

Calm. She feels calm. She has a sense of having been soothed, having been released from tension, from confusion, from pain; from the strange agony of having to consciously form words, take breaths, make movements.

As Stars Fall, Christie Nieman, p. 228

'Corrected' version:

She feels calm and has a sense of having been soothed. She has been released from tension, from confusion and from pain; she has been removed from the strange agony of having to consciously form words, take breaths or make movements.

1. Complete this discussion with appropriate words.

Removing the first word '.....' changes the emphasis as the whole paragraph builds on this word. Making a sentence using '.....' sounds more ordinary. The level is not as strong when you add 'and' between 'from' and 'from'. The repeated '.....' is also too and down the rhythm.

Extract 3

Then the cloud passed, and the moon shone again.
 On the yew tree.
 Which now stood firmly in the middle of his back garden.
 And here was the monster.

A Monster Calls, Patrick Ness, p. 18

2. Rewrite the above extract 'correctly'.

.....

3. Explain the impact on rhythm and emotion of the change.

.....

Connecting in class

1. Change a paragraph of text in your class novel into truncated sentences and then write about how this alters the effect.
2. Working in pairs, each take a different page of your class novel. Locate any fragmented sentences, truncated sentences, ambiguity, sentences starting with conjunctions and sentence run-ons. Share your observations with the class.
3. Look at a page of your class novel and find the longest sentence and the shortest sentence on the page. Are they grammatically 'correct' sentences?

Just for fun

1. Do an internet search to find examples of ambiguous sentences.
2. Design a comedy sketch based on ambiguous language and perform this in front of the class.

Understanding

English, like many other languages, has letters that are included in words, but are not pronounced – that is, they are regarded as *silent*. Some of these **silent letters** perform a function, changing the way the word sounds, while others are remnants from the past or from another language and are now silent.

In this unit, we will not look at letters that join to form a sound: for example, in the word ‘ray’ the sound comes from the combination of ‘ay’. The same occurs with combinations such as ‘ou’, ‘ow’, ‘ie’, ‘th’ and others.

Silent -e

The silent letter ‘e’ at the end of a word normally influences pronunciation by creating a long vowel sound in the vowel before it.

brave; spoke; retaliate

There are exceptions to this:

give; pause; handle

Where the silent ‘e’ makes a long vowel sound, there may be another word without the ‘e’ with a short vowel sound.

strip → stripe

This may provide clues to or change the part of speech, such as from noun to verb.

hat (noun) → hate (verb)

moos (verb) → moose (noun)

Sometimes the final ‘e’ is not silent, but is pronounced ‘ay’. This sound usually appears at the end of words that have come from other languages such as French.

café; fiancé; puree; anime

This shows us that letters can provide clues to word derivation.

1. Read the passage below and circle the twelve words that have a silent final ‘-e’.

Grace wanted to live in a house at Palm Cove, maybe near the beach. She lived above a shop that sold lace and stayed open late. Every time she visited her parents, she baked apple cake in her mother’s oven and tried to please her father by weeding his rose garden.

2. In which of these words does the final -e change a preceding vowel into a longer sound?

3. Read the following sentences and circle the correct word.

- a. Of the two, Tris is the taller twine/twin.
- b. Robin Hood and his merry band hid in the forest glad/glade.
- c. The group was asked to singe/sing at assembly.
- d. Jess shared the kitten video because it was so cute/cut.
- e. Number one is a prim/prime number.

Other silent letters

Because words from many other languages have been brought into English, and therefore affect pronunciation, we have been left with many 'dead', or silent, letters in words. A word like 'knight' used to be pronounced 'k-n-i-h-t' but now the 'k' is silent.

4. Add your own examples to the table below.

Silent letter	Examples	Your examples
b	comb, debt	
g	straight, bright	
k	know, knight	
l	talk, half	
p	receipt, pneumonia	
n	autumn, column	
t	castle, listen	
w	answer, write	

5. Insert the correct word from the box into the space given in the sentences.

comb, write, foreign, depot, honestly

- a. If you want to look neat, you need to your hair.
- b. It's useful to speak a language when travelling.
- c. The bus arrived late back at the
- d. you make me so angry sometimes!

Applying

Connecting with the curriculum



Statistics and probability

Introduction to chance

The American scientist and statesman, Benjamin Franklin, once said: ‘The only things certain in life are death and taxes.’ He may have exaggerated, but most aspects of life are not certain. They lie somewhere between impossible and certain, and we can measure how likely they are to happen using the idea of probability. Some areas of life are built around probability. One of these is gambling games. In any gambling game, the outcome is uncertain and you can only determine your chances of winning using probability. It is often said that if you gamble you are most likely to lose, and the more often you gamble the closer you get to losing certainly! Many gambling games can be broken down into situations where there are a number of equally likely outcomes. A roulette wheel has 37 equally likely slots, numbered from 0 to 36. The chance that a particular number comes up is only 1 in 37. If you buy tickets in a lottery, the winning number is randomly selected from perhaps 100 000 equally likely numbers, giving each ticket a 1 in 100 000 chance of being the winner. The equally likely aspect of such games allows us to investigate them mathematically.

Statistics & Probability for the Australian Curriculum: Mathematics Years 7 & 8, p. 58

1. Highlight words where the silent ‘-e’ creates a long sound in the preceding vowel.
2. Read the extract below and highlight the words that have silent letters.

I used to find Maths a struggle, but I’ve realised that it’s a vicious circle. If you have problems, you worry, you do fewer problems so you don’t improve. To be better in Maths, you have to do what you do in sport – you have to practise. We started geometry yesterday and all those rectangles, triangles and squares had me in knots. So I asked my teacher for help. I did the easy sums correctly but when I reached a difficult one, she said she was sure I’d figure it out.

3. In the following poem about silent letters, the poet has included some mistakes in spelling, grammar and punctuation. Circle all the errors you can find.

Silent Letters

Who's idea was it, to put the silent letters in words? It makes no sense, to me. When the word is said, you hear it, phonetically. Why do we need the k in knee? If you leave the k out, doesn't it still sound, like it's supposed to be? How about the word 'plumber'? What is the b, supposed to be there for? As far as I'm concerned, the b shouldn't be in there anymore. Putting all these extra letters in words, is utterly confusing. For those trying to learn the english language, it's anything, but amuzing. Everything should be kept simple, so it's easier to pronounce and easy to spell. If they would have left it alone, without using those extra letters, we all would have done, very well!

'Silent Letters', Audrey Heller

Connecting in class

1. Build your vocabulary by learning to spell these words with silent letters:

restaurant	changeable	physically	knowledge
pleasant	plumber	phone	relation
eagle	ricochet	easily	aisle
guarantee	debris	struggle	column
wrong	honorary	tomb	emphasis

2. Find a few words in your class text that end in silent letters.

Just for fun

Compile a list of silent letter words and use them to compose a series of tongue twisters. The challenge is to repeat them as close together as quickly as possible without making any mistakes. For example: Where's the purple turtle's girdle? Twins with twine and bubbles are double trouble. Who would receive a stove in a cave? Or a comb in a tomb?

Understanding

There are rules for different word endings, but remember that there are always exceptions to rules.

Words ending in -ant, -ance and -ancy

The suffix '-ant' can create an adjective or a noun, while '-ance' and '-ancy' endings are only nouns.

significant (adjective)

significance (noun)

applicant (noun)

occupancy (noun)

Here are some helpful rules for knowing when to use the suffix '-ant'.

A If the suffix follows a hard 'c' or 'g'

elegant significant

B Words derived from verbs ending in 'y'

defy → defiant

C Words related to nouns ending in '-ation'

observation → observant

Exceptions include: ignorant, vacancy

- Next to each word ending with '-ant' put the letter A, B or C to show which rule it corresponds to.

a. arrogant	c. hesitant	e. reliant	g. dominant
b. vacant	d. expectant	f. tolerant	h. defiant
- Adjectives with '-ant' endings become nouns by changing the ending to '-ance' or '-ancy'. Write the '-ance' or '-ancy' versions of each of these '-ant' words.

-ant (adjective)	-ance (noun)	-ancy (noun)
significant	significance	
buoyant		buoyancy
brilliant	brilliance	
abundant	abundance	
dormant		dormancy

Words ending in -ent, -ence and -ency

Here are some helpful rules for knowing when to use the suffix '-ent' instead of '-ant'.

Use '-ent':

A If the suffix follows a soft 'c', 'g' or 'qu': **urgent**

B If the suffix follows the syllable 'id': **accident**

Also, '-ent' endings can change to '-ence' or '-ency' depending on the word.

3. Next to each word ending with '-ent', put the letter A or B to show which rule it corresponds to.

- | | | | |
|---------------------|-------------------|------------------|------------------|
| a. incident..... | c. decent..... | e. eloquent..... | g. frequent..... |
| b. intelligent..... | d. confident..... | f. recent..... | h. evident..... |

Words ending in -ian and -ion

'-ian' is often used:

- for adjectives and nationalities (avian, amphibian, Italian, Serbian)
- when the word refers to a person, often a profession (frequently uses '-ician')
- if the word ends with '-c' (when spoken, the hard 'c' sound becomes soft).

Add '-ion':

- at the end of a word ending in '-t'
- if the verb ends with a silent '-e' (remove the final '-e' or after a long vowel)
- after verbs with the ending '-nd' (remove the final '-d' and replace with '-tion' or '-sion')
- after verbs with the ending '-ge', '-vert', '-pel'
- when the base word ends in '-ss'
- when the verb ends with '-mit', '-cede' or '-ceed', use '-ssion'.

Verbs with a '-ve' ending lose the '-ve' and take '-ution':

absolve → **absolution**

Some words ignore the rules.

4. Add the correct ending: '-ian' or '-ion'

- | | | | |
|-----------------|-----------------|------------------|-------------------|
| a. music..... | g. profess..... | m. delegat..... | s. contribut..... |
| b. posit..... | h. possess..... | n. emot..... | t. distribut..... |
| c. magic..... | i. extens..... | o. complet..... | u. As..... |
| d. confus..... | j. attent..... | p. electric..... | v. exclus..... |
| e. politic..... | k. direct..... | q. promot..... | w. optic..... |
| f. discuss..... | l. educat..... | r. pollut..... | x. percuss..... |

Applying

Connecting with the curriculum



Geography

1. The following words and definitions come from a Geography textbook, but they have been muddled up. Match each word to the correct definition.

Word	Definition
urbanisation	trees, shrubs and other plants
abrasion	the carrying of sediment from one place to another
air pollution	absorbing and making alike; the process of cultural absorption
assimilation	substances in the air that affect the health of humans and the environment
chain migration	collection or production of food for oneself and one's family, but not for sale
evaporation	the process by which more and more people are coming to live in towns and cities
vegetation	a series of migrations within a family or a distinct group of people
subsistence	rocks or sediment moving against each other, usually when being transported by water, wind, ice or ocean waves
transportation	the part of the water cycle where water changes from liquid into a gas and escapes into the atmosphere

2. Find words that relate to a subject of your choice and have the following endings.
My subject choice is (Possibilities include Mathematics, Science, Art, Geography)

- a. -ant ..
- b. -ance ..
- c. -ent ..
- d. -ence ..
- e. -cian ..
- f. -tion ..

Connecting in class

The '-ance' and '-ence' suffixes are not only used for '-ant' and '-ent' words. Here is a list of words to practise spelling.

appearance	disturbance	vengeance	interference
annoyance	endurance	audience	persistence
ambulance	entrance	circumference	reference
alliance	grievance	conference	residence
appliance	guidance	conscience	science
avoidance	maintenance	essence	sentence
balance	nuisance	experience	sequence
circumstance	performance	innocence	silence
clearance	substance	intelligence	turbulence

Just for fun

Our Strange Lingo

When the English tongue we speak.
Why is break not rhymed with freak?
Will you tell me why it's true
We say sew but likewise few?
And the maker of the verse,
Cannot rhyme his horse with worse?
Beard is not the same as heard
Cord is different from word.
Cow is cow but low is low.
Shoe is never rhymed with foe.
Think of hose, dose, and lose.
And think of goose and yet with choose.
Think of comb, tomb and bomb,
Doll and roll or home and some.
Since pay is rhymed with say
Why not paid with said, I pray?
...
Is there any reason known?
To sum up all, it seems to me
Sound and letters don't agree.

'Our Strange Lingo' (abridged), Lord Cromer

Try composing your own poem about the seeming absurdities that exist in the English language, especially with spelling.

WORDS ENDING IN -OR, -ER, -AR, -OUS AND -IOUS

SPELLING

Understanding

-er, -or and -ar

The most common way of showing an occupation or function is by adding a suffix to the stem of the word that shows the field or function.

The most common ending is '-er': **teacher**, **lawnmower**

For words ending in '-ct', '-it', '-pt', '-ate' or '-ess', the '-or' suffix is used: **actor**, **escalator**

Occasionally the '-ar' suffix is used, more often for descriptions than occupations and functions: **burglar**, **spectacular**

If the verb ends in a silent '-e', the '-e' is dropped: **calculate** → **calculator**

After a short vowel, the consonant is doubled: **set** → **setter**

Characteristic

We also have a way for describing what people are like – for example, their personal characteristics – and to describe actions, events, objects and feelings using the suffixes '-ous' and '-ious'.

dangerous **famous** **serious** **curious**

1. Write the word for each of the following occupations. One who:

- | | |
|-------------------------------|------------------------------|
| a. narrates a story | f. acts |
| b. trains | g. begs |
| c. decorates | h. drives |
| d. instructs | i. waits on tables |
| e. composes | j. sings |

2. Write the word that identifies or describes objects that:

- | | |
|---------------------------------------|---------------------------------|
| a. scrape the sky | d. make calculations |
| b. are shaped like a circle | e. wash dishes |
| c. reflect light | f. are strange or odd |

3. Choose either 'ous' or 'ious' to turn the following words into adjectives.

- a. hilarity c. monster e. disaster
 b. lustre d. curiosity f. nutrition

4. Indicate who you would look for to solve the following problems.

- a. leaky tap d. dirty house
 b. clothing alteration e. insurance claim
 c. broken watch f. fever

5. Supply an appropriate word in each of the following examples.

- a. a accident d. a physique
 b. a disease e. a stranger
 c. a cricket

6. Supply the missing words or definitions for the terms below using the endings studied on the previous page.

Word	Definition	Word	Definition
	flies a plane	creditor	
exhibitor			steals from banks
	processes materials or documents		small child
depositor			buys goods

7. Complete this table showing the different parts of speech for these words (use the infinitive form for the verb). The first has been done for you. Note that some words will not carry across all parts of speech.

Word [A]	Noun	Adjective	Verb [To]	Adverb
filter	filtration	filtered	filter	–
impersonator				
calculator				
grievous				
famous				
furious				

8. Add the correct ending for these occupations.

- | | |
|-------------------|-------------------|
| a. sculpt..... | h. translat..... |
| b. advis..... | i. ambassad..... |
| c. philosoph..... | j. janit..... |
| d. survey..... | k. vend..... |
| e. weld..... | l. prospect..... |
| f. astronom..... | m. interpret..... |
| g. senat..... | n. messeng..... |

9. Complete the word (ending in '-ous' or '-ious') in each sentence.

- In a co..... display, the dog saved the child from drowning.
- They undertook an ad..... journey up the mountain.
- The carn..... animals ate only meat.
- It was a po..... mixture that made them ill.
- She wore a gl..... dress to the function.
- The snake had a v..... bite.
- She wrote out a list of the various mis..... items to be sold.
- A frog is an example of an am..... creature.
- His coat pocket could hold many items as it was so ca.....
- It was an expensive and lu..... new car.
- My g..... aunt paid for everyone's meal at the restaurant.
- The characters were a farm boy and a my..... stranger.

10. Match the word with its definition.

fallacious	boring
meritorious	award-winning
fabulous	delicious
tedious	wrong
scrumptious	silly
ridiculous	fantastic

Applying

Connecting with the curriculum



Civics and citizenship

Careers day

Juan's class visited the Career Centre. None of them was sure what they wanted to do after they left school, so they spent the morning walking among the booths run by different organisations and small businesses.

Xian talked to an who showed her cartoon drawings while Angelo and Erik learned from a how to make doughnuts. Gabrielle and Lucas studied the latest share market trends with a and Mayank and Olga looked through a telescope brought by an

Sofia, Valentino and Hanh learned the names of several Australian plants used by a while a gave Yvette an enrolment form for a ballet school. Misha and Ahmed admired the woodwork done by a but Eli and Gina preferred to talk to a about light settings in photos.

Afterwards, Chris said, 'I never want to be an, discovering new places – all those mosquitoes and getting lost all the time!'

Yumi shuddered and added, 'I could never be a! Imagine having to clean out all those lion enclosures every day.'

1. Read the passage above and fill in the correct occupation in each blank space.
2. In your notebook, write a personal reference for yourself explaining to a prospective employer why you would make an ideal employee. Use '-ous' and '-ious' words to convince them of your suitability. Feel free to invent the job for which you are applying, e.g. ice-cream taster.

Connecting in class

Select a text you know well that describes a workplace and rewrite a paragraph using as many '-or', '-er' and '-ar' words as possible.

Just for fun

Invent a list of job titles for fictitious occupations ending in '-or', '-er' and '-ar' with their definitions, e.g. guinea pig counsellor, licorice strand sorter, ping pong ball weigher, video game scholar, mobile phone assessor.

TONE, CONNOTATIONS, DENOTATIONS AND VALUES

VOCABULARY

Understanding

Tone

Tone is more than the way we use our voice; in texts it refers to the way a word is supposed to make us feel and shows what we value.

Which of the following has the harshest tone? Discuss in pairs why this might be.

Jamil mentioned her behaviour to Maeve.

Jamil told Maeve about her behaviour.

Maeve was told over and over and over again about her atrocious behaviour.

The tone changes because of the following:

- Who appears first: when Maeve appears first it emphasises the victim position, but when Jamil appears first it describes what he is doing.
- Verb choice: 'told about' is harsher than 'mentioned'.
- Adverb and repetition: the addition of 'over and over and over' suggests a lengthy and tiring exchange.
- Adjective: the added word 'atrocious' is very negative.

1. Which word in each pair below creates more emotion? What emotion is conveyed?

a. suggested, demanded

b. laughed, jeered

c. reserved, unfriendly

2. Rewrite these neutral sentences, adding words that convey more emotion.

a. It was raining so we stayed home.

.....

b. The garden contained a range of spring flowers.

.....

3. Add three different adjectives to each of the following nouns to convey the feeling that is indicated.

Three adjectives	Noun	Feeling conveyed
	house	loneliness
	house	protection
	sea	wonder

Tonal scale

We're all used to opposites, but most words have synonyms that suggest degrees of tone:

positive – neutral – bad hot – tepid – cold

The words above are clearly different, but synonyms also convey degrees of tone. Let's look at synonyms for 'happiness':

contentment – gladness – enjoyment – happiness – delight – joy – jubilation

We call these lists *word clines*.

4. Place these words from least to most emotion:

a. disagreeing, defiant, argumentative, obstinate

.....

b. depressing, demoralising, discouraging, disheartening

.....

c. nosy, inquisitive, questioning, curious

.....

Denotation and connotation

Denotation and connotation offer explanations for the variation in word impact.

Denotation is the dictionary (or literal) meaning – a generally accepted everyday meaning. For example, a snake is a legless reptile.

Connotation refers to cultural and personal associations and values conveyed by a word. The word 'snake' can imply divinity in Hindu culture, fascination for a herpetologist, fear for a child and danger for a hiker.

5. Write the denotation and two different connotations for 'sport'.

.....

.....

Applying

Connecting with the curriculum



Civics and citizenship

The concept of 'values' is very important for any country, organisation or group of people. Values are the beliefs and morals that members of a community think are worthwhile and important. It is through shared values that a community is formed. Your school may have its own values that identify what your school community acknowledges as important. Australians are well known for valuing giving everybody 'a fair go'. This slang saying has roots in several different values: equality, compassion, respect and inclusion. As of 2007, new citizens and new residents to Australia have to sign a 'Values Statement' which outlines the ideals that the Australian community upholds. Applicants are asked to read the Life in Australia booklet, which outlines Australian history, cultural practices and social values.

Humanities and Social Sciences for the Australian Curriculum 7, p. 418

1. Look up the definition of 'community' in a dictionary and compare the definition to the above view.

.....
.....
.....

2. When might community have a negative connotation?

.....
.....

3. Which of the following statements do you think the above extract is trying to convey?

- A. Community is not important.
- B. People will be happiest if they agree with others.
- C. Social problems related to equality are not common in Australia due to our open-mindedness.
- D. Social problems generally are not common in Australia due to the fair-mindedness of all Australians.

4. How is nationalism used to support the message of the text?

.. .. .
.. .. .

5. Insert an answer for **b.** below: The sentence 'Your school may have its own values that identify what your school community acknowledges as important' invites you, the school-age reader, to:

a. reflect upon the importance of complying with school rules.

b.

6. The values proposed in the extract on the previous page may be the subject of discussion or even disagreement when they are applied to individuals who do not share them. Consider the answers you selected for each question above. Write down some reasons why a person may disagree with those values and why they might do so.

.. .. .
.. .. .
.. .. .

Connecting in class

1. Look closely at your class texts and decide what tone is being conveyed. Explain what language features add to the tone.
2. Find a passage in the text and rewrite it to move from positive to negative or negative to positive.

Just for fun

One of the main avenues for the use of connotation is in advertising.

Select a product (e.g. a used car) and compose an advertisement that would convince a prospective buyer to purchase it.

Then write another version for your boss, who has asked for a no-nonsense report on the same car because it will be submitted for a roadworthy certificate prior to sale.

After you wrote and published the sale advertisement, you decided you would like to buy the car yourself, so you want as many repairs done as possible without causing your boss to decide it's too expensive to fix.

Select/omit information so that you achieve your aim in each case.

Understanding

Have you ever found yourself confusing the desert with your dessert? Or mixing up there, their and they're? English is not always straightforward. Words can be spelled or sound the same, but have different meanings. Many words are therefore often confused by users.

1. Complete the following sentences by selecting the correct word from the brackets. Remember: if in doubt, get the dictionary out.
 - a. We didn't want our team to the game. (loose/lose)
 - b. Her jeans were too (loose/lose)
 - c. My friend loves giving everyone (advice/advise)
 - d. I wouldn't swimming in the river. (advice/advise)
 - e. Please my apologies for being late. (except/accept)
 - f. You can use all of the pens the red one. (except/accept)

'Affect' and 'effect'

'Affect' is *usually* used as a verb that means to influence something.

Procrastinating will **affect** your studies.

'Effect' is *usually* used as a noun and means a result or consequence of certain actions.

Eating healthy food will have a positive **effect** on your body.

Confusingly, in some contexts 'affect' is a noun (meaning feelings, emotions or emotional response). 'Effect' can also be a verb (meaning 'to bring about'). However, in most everyday contexts, 'affect' is a verb and 'effect' is a noun.

2. Fill in the blank spaces in these sentences with either 'affect' as a verb or 'effect' as a noun.
 - a. The coach's talk had a good on the team.
 - b. The rain can some people's moods.
 - c. How does the pollution the marine life?

'Their', 'There' and 'They're'

'Their' is a pronoun – the possessive form of 'they'.

Their car is blue.

'There' is an adverb. The opposite of 'here' – a place, or often used with the verb 'to be'.

The park is over **there**.

There are twenty students in the class.

'They're' is a contraction of 'they are'.

They're going to Sydney.

3. Choose the correct word ('their/there/they're') and fill in the blanks for each sentence below.
- a. going to cousin's house tomorrow.
 - b. isn't any room left in the suitcase.
 - c. searching for lost pet.
4. Fill in the blanks in the sentences using the following words.

licence license principle principal stationery stationary

- a. Mrs Clarke is our school
 - b. I left my driver's in the car.
 - c. The train was at the platform.
 - d. Returning the form is a matter of
 - e. I was given to attend the party.
 - f. There are pens in the cupboard.
5. Write original sentences for the following words to show you understand the differences.
- a. imply:
 - infer:
 - averse:
 - b. than:
 - then:

Applying

Connecting with the curriculum



Civics and citizenship

The following post is from the owner of the Blue Sea Café, but a number of homophones and homonyms have been inserted into it, as well as some errors.

Small changes with big impacts!

We want hour/our wonderful customers to know/no that we are now officially plastic straw free at the Blue Sea Café. We also want the community to get on bored/board with us to stamp out single use straws. Even though plastic straws are convenient, there also totally unnecessary and we want to say buy/bye/by to making more waste/waist.

Single use plastic straws effect the environment negatively in a number of ways. They can't be recycled and are not/knot biodegradable. They often end up in landfill and can have a devastating effect on marine life and ocean ecosystems if they make it out to sea/see.

Recently their has been more awareness razed/raised around reducing our waste and protecting our planet four/for future generations. We hear/here at the Blue Sea Café want to be part of the solution, not contributing to the problem. So we have partnered up with the Aussie campaign group, 'The Last Straw'. They're movement seeks to help businesses like ours to move away from pesky plastics toward some great/grate eco-friendly alternatives.

From now on when you come in too/two/to sip on one of our super delicious breakfast smoothies or freshly squeezed juices, it will be through/threw a biodegradable paper straw, because even small changes can make a real/reel difference.

#zerowaste #plasticfree #saynotostraws

1. Underline the correct word from each pair or triplet.
2. In the second paragraph, the word 'effect' has been used once correctly and once incorrectly. Highlight the incorrect sentence and explain what word needs to be used instead and why.

.....
.....

3. The words 'there/their/they're' have also been used incorrectly. Circle the examples in the post on the previous page and explain below which word should be used and why.

.. .. .

.. .. .

.. .. .

.. .. .

Connecting in class

1. Using memory aids and techniques such as mnemonics (a short phrase or image) and acronyms can help when you are trying to remember or correctly use confusing words.

- For example, the word 'RAVEN', when used as an acronym, can stand for:
Remember Affect Verb Effect Noun

(Although there are certain situations that break the general rule for these words.)

- A similar trick can be applied to the words 'accept' and 'except'. Accept means to receive, whereas except means to exclude. So, remember the 'ex-' in 'except' goes with the 'ex-' in 'exclude'.

Do you know any other memory aids for confusing words? Conduct some research or have a go at making up your own and write them in your journal. Remember, visual imagery helps us to remember more effectively.

2. Create your own personal list of words that you find confusing or difficult to use correctly. These might be homophones, words with tricky spelling or words with similar but slightly different meanings. You may want to create a graphic organiser that helps you to categorise these words and have them visually displayed for quick reference.

3. Proofread a piece of written work you have done recently, and try the following activities to make sure you are using confusing words correctly:

- Read your work out loud to see if it makes sense to you.
- Check your work even after using spell check, as many confusing words such as homophones and homonyms can slip past this function.
- Say any words or sentences you are unsure of in your head before you write them down. This gives you a chance to listen to them in context as well as by themselves.

Just for fun

Create a meme to help explain the difference between two confusing words. Find a suitable picture, and then overlay text that either explains the difference or is a sentence (or pair of sentences) that demonstrates it.

LITERACY

TEXT CONSTRUCTION

17	Subject–verb agreement	70	18	Letters and emails	74
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LITERARY DEVICES

19	Sound imagery	78	20	Symbolism	82
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GENRE

21	Persuasion	86	24	Non-fiction	98
22	Poetry	90	25	Picture books	102
23	Drama	94			

LITERARY ANALYSIS

26	Language of comparison	106
----	------------------------	-----

Understanding

One of the most important rules for sentences is the convention of **subject–verb agreement**, where the subject and the verb ‘agree’.

1. Highlight the subject in these sentences. (We ask ‘who’ or ‘what’ before the verb.) It can be a noun group.
 - a. Subjects can be nouns or pronouns.
 - b. It seems like a simple rule.
 - c. One of the most important rules for sentences is the convention of subject and verb agreement.
 - d. Occasionally at night-time I like to sing.

Rule 1: Singular subject, singular verb; plural subject, plural verb

Subjects can be nouns or pronouns, singular or plural, single words or word groups. The first rule is that a verb agrees with its subject in number. So, for pronouns, we say:

I **am** (singular), but we **are** (plural).

He **has** enough money, but they **have** enough money.

Similarly, with nouns, we say:

The apple **is** red, but the apples **are** red.

The ship **has** left port, but the ships **have** left port.

Rule 2: Subjects joined by ‘and’ require a plural verb

Two nouns (in subject position) joined by ‘and’ create a plural, so the verb must be plural.

A red rose **and** a white carnation **were** in a vase on the table.

Sam **and** I **were going** to volleyball practice on Mondays last year.

Three classes **and** two teachers **are booked** to go on the excursion.

He **and** his daughter **were flying** to Paris yesterday for Christmas.

2. Underline the subject in each sentence, and write in the correct verb.
 - a. Sunsets in Indiaspectacular in winter. [is/are]

- b. The Prime Minister and Parliament always the proposed legislation for several days before voting. [discusses/discuss]
- c. Birds and trees nature, which we [comprises/comprise] [loves/love]
- d. It increasingly difficult to control spending. [is/are]
- e. Despite her anxiety and fear, she achieving her goal. [was/were]

Rule 3: Either, or; neither, nor; as well as, none

All these expressions take a singular verb. 'As well as' is usually separated by commas, showing it is additional information not included in the subject.

Either the river or its tributary **is** flooded.

Neither Andrew nor Thomas **has** forgotten how much he enjoyed the game.

Vanilla, as well as cinnamon, **has** to go into the recipe.

When we have mixed genders, we use 'they' for a singular verb to be gender neutral.

Neither Andrew nor Mary **has** forgotten how much **they** enjoyed the game.

Rule 4: None, group or collective nouns

None means 'not one', which is singular; when it is at the head of a noun group, 'none' requires a singular verb. The same applies to 'group' or collective noun words, which act as singular. This rule is frequently broken.

None of the girls **is** coming. None of the cake **was** eaten.

A group of girls **was** coming. The audience **was** happy.

Rule 5: Some

'Some' is an adjective, so whether a singular or plural verb is used with 'some' depends on the noun that follows it.

Some of the water **has** leaked out of the tin.

Some of the pieces **are** missing from the puzzle.

3. Underline the subject in each sentence, and write in the correct verb.

- a. None of us interested in what you do. [is/are]
- b. Either pasta or salad offered with the chicken. [was/were]

Connecting with language

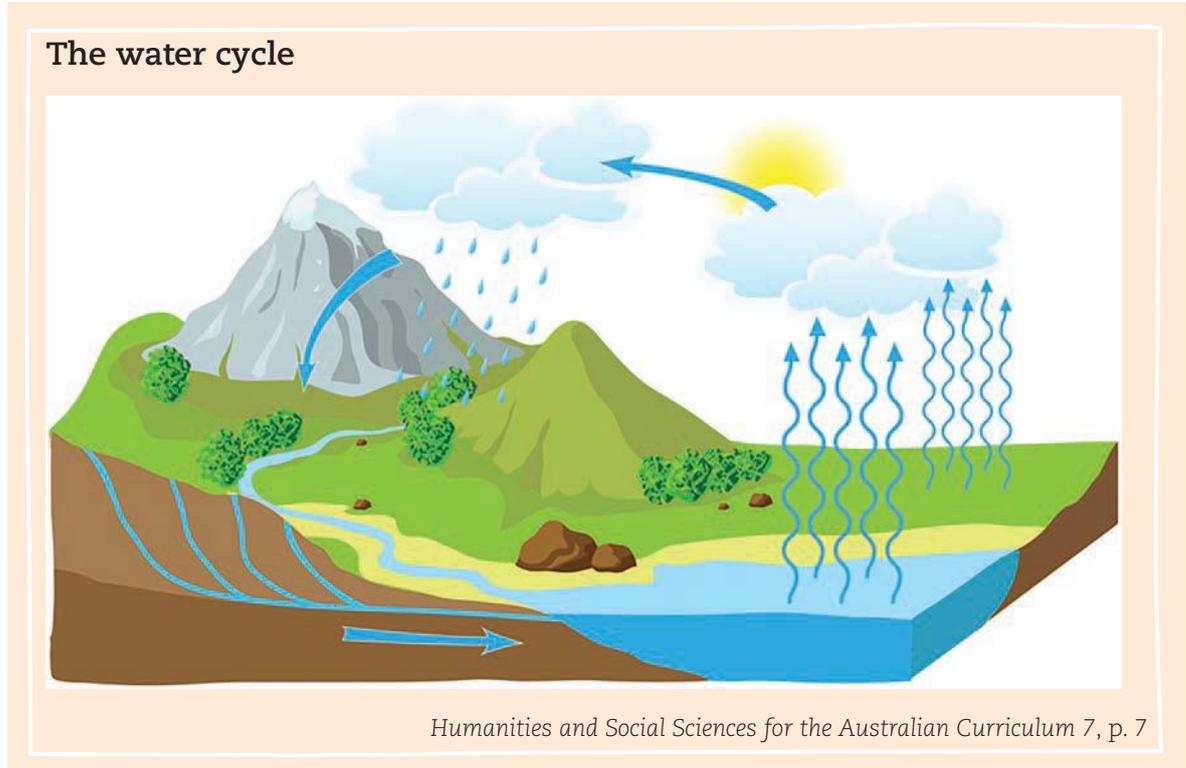
Revise the units on nouns (Unit 1), pronouns (Unit 2) and verbs (Unit 3).

Applying

Connecting with the curriculum



Geography



The diagram above shows the progress of the water cycle.

1. Make a list of the singular nouns that could be used to label parts of the diagram.
.. .. .
2. Make a list of the plural nouns that could be used to label parts of the diagram.
.. .. .
3. Write a sentence about the diagram with a single subject and a singular verb. Underline the verb and draw an arrow from it to the subject.
.. .. .
4. Write a sentence about the diagram with a plural verb. Underline the verb and draw an arrow from it to the subject.
.. .. .

5. Write a sentence using 'Evaporation and condensation' as a subject. Then, in a second sentence, use the same subject joined by 'as well as'. Underline the verb and draw an arrow from it to the subject.

.. ..
.. ..

6. Write a sentence using two verbs, commenting on the relative sizes of landforms in the diagram. Underline the verbs you use and state whether they are singular or plural.

.. ..
.. ..

7. Comment on the colours that are used in the diagram in three or four sentences, using singular and plural verbs. Underline the verbs you have used.

.. ..
.. ..
.. ..

8. Underline the correct forms of the verbs in each of the following.

- a. The moisture in clouds condense/condenses when it rise/rises.
- b. The water cycle enable/enables the renewal of the Earth's ground, surface and stored water sources, which is/are important as they are/is essential to our survival.

Connecting in class

- 1. In a class text, find a reference to landscape and comment on its effect on the plot and/or characters. Locate at least three sentences with plural nouns and verbs to describe it.
- 2. Now find a similar landscape reference that uses singular nouns and verbs. How is this description different from the first in its effect on plot and/or character?

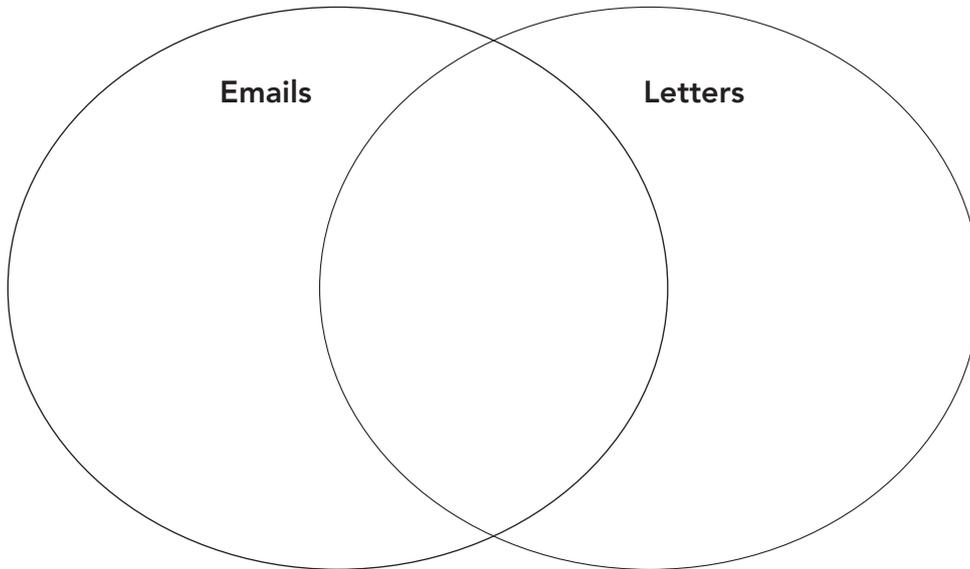
Just for fun

You are the station master at Agreement Station. Lots of sentences catch their trains from there. Trains with only plural subjects catch the red train, those with only singular subjects catch the yellow train, and sentences that have singular and plural subjects catch the blue train. Divide into two teams or pairs. Find a text that has those sentence types and write out ten examples of these mixed groups; or you can write them yourself, but make sure the verbs are correct! As Station Master you must read the sentence out and the other team has to tell you which train the sentence should be catching. If they give the correct answer, they score a point. If not, they lose a point. If you classify the sentence wrongly, the other team scores a point.

Understanding

Letters and emails are an important form of communication with others. Letters are mostly used in formal professional or business contexts. Emails ('electronic mail') are flexible, fast and convenient, and can be used for different contexts. An email can range from a letter to a phrase, emoticon or emoji. Messaging is a shorter digital form commonly used in personal contexts.

1. In pairs, using this diagram, brainstorm the similarities and differences between emails and letters. Discuss time, purpose, audience and language.



Structure

Letters usually contain the following elements:

- Header: sender's address
- Greeting/Salutation: for example, 'Dear ...,' (formal) or 'Hi,' (informal)
- Body: the message or content
- Closing/Sign-off: usually a phrase such as 'From' or 'Sincerely' followed by a comma
- Signature: signed name of sender – letter: handwritten; email: digital or typed

2. Write three examples of formal salutations suitable for a business letter.

3. Write F (formal) or I (informal) after each of the below sign-offs.
- a. Hugs c. Take care e. Sincerely
- b. Regards d. Cheers f. xoxo
4. Language on the internet is full of abbreviations and acronyms. Translate the following examples and then add one of your own with its translation.
- a. LOL c. Sus
- b. TTYL d.

Emails connect to friends, family, work colleagues and people at school. Some examples of purpose are to invite, complain, request action, apologise, clarify or show gratitude.

5. Write the purpose of each of the following sentences.
- a. We were really disappointed with the lack of care.
- b. I am sorry to inform you that your application has not been successful.
- c. Just a quick note to ask you to send your address again.
- d. The party starts at 8 p.m., friends and family are all welcome!

Formal letters commonly use a block format. This is when all the text lines up on the left-hand side. Other possible layouts include modified block and indented formats.

6. Label this email to show: header, greeting/salutation, sign-off, signature, body. Then, on a separate piece of paper, rewrite the email as a formal letter from the coach to the student.

From: annab@quickmail.com.au
 To: kshaw@quickmail.com.au
 Sent: Thursday, 5 October 2019 at 4.30 p.m.
 Subject: New game time for soccer

How r you? Missed you at soccer training on Monday. Hope you're feeling better! Just letting you know the game time has changed to 9.30am this Sat at Stone's Reserve. G2G, work this afternoon.

A x

Connecting with language

Proofreading your letters and emails is very important. You can revise Units 7 and 8 to assist.

Applying

Connecting with the curriculum



Digital technologies

Netiquette – internet etiquette

Netiquette is a new-age term for etiquette on the internet. Netiquette focuses on how people should behave when using the various services on the internet. For example, YOU SHOULD AVOID USING UPPER CASE WHEN TYPING MESSAGES. This is known as shouting. Remember to treat people as you yourself would like to be treated. Only send the types of messages you would like to receive. Don't write things you would not like other people to write about you.

When using social media or a chat room, you could be talking to anyone in any country. It is inevitable at some stage that you will not agree with some of the ideas or statements presented. There are many excellent sites that provide detailed guidelines on how to behave when communicating with others on the internet:

1. Type in the address for Google
2. Type 'netiquette' in the search box and press <enter>. You should get a decent list of pages.

Practice IT for the Australian Curriculum Book 1: Lower Secondary, p. 47

FACT BYTE

Be sure to forward personal communications from friends such as emails or texts only with their permission.

FACT BYTE

When emailing, use the CC field to indirectly include someone in your email communication. Take care when using the BCC field – this remains secret to the person you are directly emailing, and could lead to trouble.

Practice IT for the Australian Curriculum Book 1: Lower Secondary, p. 46

1. Give a brief outline of 'netiquette' and explain why it is important.

.....
.....

2. Why should we avoid using upper case in emails?

.....

The 'nana rule'

Online actions have real consequences. If you wouldn't do it in real life, don't do it online. Use the 'nana rule' – if you wouldn't want your nana to know about it, don't put it on the web!

Your future employers, friends and partners can and probably will trace your cyber-trail.

Students helping students

Adults will never know enough to completely protect young people when they are online. For this reason, some schools are setting up groups of students to mentor and assist younger students managing the online world. These students develop the netiquette code or 'Acceptable Use Agreement' for the school and gain input from other students.

'Netiquette', Department of Education and Training, Victorian State Government

3. What is the 'nana rule'? How can it help to regulate behaviour on the internet?

.. .. .

.. .. .

.. .. .

.. .. .

Connecting in class

1. Imagine you are part of a group of students setting up your own Acceptable Use Agreement (AUA) for your school.
 - a. Compose an email with a brief survey of students to ask what they think is important to include in an AUA.
 - b. Write a formal letter to your principal asking for approval to set up an AUA at your school. Use the formal format from page 74 and remember to include information that outlines the importance of having guidelines and standards of behaviour for school members.

Just for fun

Working in groups of two to three students, choose a well-known rhyme or fairy tale, such as 'The three little pigs'. Write it up as a story through an email exchange. Give each member of the group a character to write as and print out the final result to share with the class.

Understanding

Figurative language refers to visual and aural imagery in texts: whatever the form (including narrative, poetry, non-fiction, drama, film or speeches), imagery creates a powerful effect on us as it connects our reading and viewing experiences to our senses. In this unit, we will focus on aural (sound) imagery.

Alliteration

Alliteration creates an effect through the repetition of the initial consonant of a word to emphasise an idea or an action, or to add rhythm.

Round and round the rugged rock the ragged rascal ran.

This uses the repetition of the letter 'r' to suggest the repeated circular path of the scruffy ('ragged') person who is up to no good since he is a 'rascal'.

1. Write examples of alliteration using at least six words for each of the suggested letters.

- a. T
- b. F
- c. V

Onomatopoeia

Onomatopoeia replicates the actual sound itself to create atmosphere in a word, a phrase, a sentence or even a line or lines of poetry or song lyrics.

the **whirr** of an engine, the **clatter** of horses' hooves, the **whistle** of the wind, the **rumble** of thunder

2. Write down three examples of onomatopoeia describing everyday events and actions.

- ..
- ..
- ..

Assonance

Assonance repeats the vowel sound in a word, phrase or sentence.

It beats ... as it sweeps ... as it cleans

This example from an advertisement repeats the 'ee' sound in 'beats', 'sweeps' and 'cleans'.

On my way to make a plate of cakes today.

The long 'a' sound in 'way', 'make', 'plate', 'cakes' and 'today' adds musical rhythm and movement.

Dissonance

Dissonance involves the use of unusual, harsh, critical or hostile words or word combinations to create discomfort, tension or alarm.

Laughing at withered old men flung hard to the road like autumn leaves.

3. Create an example of each of the following using the stated topic.

a. Alliteration about homework

.....

b. Onomatopoeia about Friday afternoon

.....

c. Assonance about exams

.....

d. Dissonance about class behaviour

.....

Connecting with language

Alliteration, onomatopoeia, assonance and dissonance have their place in creating basic rhyme and rhythm in poetry, and even modern music, as well as in everyday written and spoken texts. These aural features can be found across a range of genres, not just poetic and creative language.

Applying

Connecting with the curriculum



Music

The following is a text about the iconic band Nirvana.

Nirvana was one of the grunge super-bands of the 90s. Lead singer Kurt Cobain died by suicide on 5 April 1994, leaving behind a legion of devastated fans. However, Nirvana's popularity continued to soar after the death of their frontman. Their top five songs are fairly self-evident; sorting them into any sort of order is a bit more difficult. But working out a top ten of Nirvana's catalogue is virtually impossible.

While some of their songs are structurally simple, the genius of the band was its ability to cross boundaries and combine genres in creating music that appealed to a wide range of listeners. The sometimes skewed songs were heavy with often contradictory elements of melody, dissonance, empathy, and angst. Nirvana was delivering instantly infectious gems like 'Come As You Are', 'About a Girl', and 'Smells Like Teen Spirit' at the same time as deeper and more niche songs like 'Scentless Apprentice', 'Milk It', and 'Curmudgeon'.

Nirvana's noisier songs are not necessarily their most popular – the tracks that have lasted the distance are those that appealed to the collective unconscious of countless listeners. Even at their catchiest, Nirvana didn't shy away from confrontation.

With so much brilliant material recorded in such a short period of time, it's such a shame that there wasn't another 20 years of material.

1. Highlight three examples of alliteration in the passage above and write down what sounds they use.

.. .. .

.. .. .

.. .. .

2. Highlight three examples of assonance in the article above and write down what sounds they use.

.. .. .

.. .. .

3. In the second paragraph, reference is made to *dissonance*. While this could refer to musical dissonance, research the lyrics of the song 'Curmudgeon'. Write down an example of the poetry-related dissonance in the song. (You may find that it is combined with assonance.)

.. .. .
.. .. .
.. .. .

4. The article is not poetry, but it uses sound images frequently. Why are they so suitable for this text?

.. .. .
.. .. .

Connecting in class

1. Some of the most famous quotations in the English language make use of alliteration, onomatopoeia, assonance and dissonance. Locate the sources of the following examples of sound devices and name which of the four types each uses.
 - a. 'I am the very model of a modern major general.'
 - b. 'The greatest meat on earth is beef that's from Australia.'
 - c. 'The nastiness of the criminal's reply made wreckage of their good intentions and the scene dissolved into cruelty and violence.'
 - d. 'The crumbling thunder of seas'
 - e. 'I must confess that in my quest I felt depressed and restless,'
 - f. 'Louder, louder than a lion 'Cause I am a champion and you're gonna hear me roar.'

Just for fun

Write and illustrate a one- or two-stanza poem using each of the examples of sound-related figurative language you have studied in this unit; for dissonance:

Veg

Stinky, mouldy, throat-choking
Gluggy, embarrassing, sickly
Broccoli.

Understanding

A symbol stands for or represents another thing. A symbol can be a word, a phrase, an object, a colour, an image or a gesture.

- A dove with an olive branch is a symbol of peace.
- A flag is a symbol of a nation or country.
- A tree can symbolise growth and renewal.
- The colour red can represent passion or anger.
- Giving someone the 'thumbs up' gesture can show approval.

Symbolism is the use of symbols to convey a deeper meaning than what is observed in a literal sense. Literary devices, such as similes and metaphors, are often used in conjunction with symbols to communicate important perspectives.

The meanings of symbols can be interpreted in different ways depending on the context they are used in or even depending on differing cultures or belief systems.

1. The following emblems or logos are for well-known organisations. Choose one and explain how the image relates to the ideals, purposes or activities of the organisation.

a. The United Nations



b. Amnesty International



.....
.....

2. Colours are often used symbolically. For each colour listed below, give at least two ideas for what it can represent.

a. white ..

.....

b. red ..

.....

c. green ..

.....

d. blue ..

.....

In literature, symbolism allows writers and authors to add different levels of meaning. On the surface, there is a literal meaning, but audiences can delve deeper. If an image or symbol reoccurs, it can be referred to as a motif.

3. These stanzas from 'Caged Bird' are about civil rights in the US.

Caged Bird

A free bird leaps
on the back of the wind
and floats downstream
till the current ends
and dips his wing
in the orange sun rays
and dares to claim the sky.

But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

'Caged Bird', Maya Angelou

a. What does the image of a bird symbolise and how is it used in this poem?

.....
.....
.....

b. Can you think of any common similes (comparisons using 'like' or 'as') linking birds and the idea of freedom?

.....

c. Explain what the cage symbolises in the poem.

.....
.....

d. Briefly explain how the symbolism and metaphors used in this poem could also refer to the deeper issues of racism and discrimination.

.....
.....
.....

Connecting with language

One important element of symbolism is tone, which is covered in Unit 15.

Applying

Connecting with the curriculum



Civics and citizenship

A symbolic action is an action that, taken by itself, may not seem to have much practical effect. However, when understood to be a representation of ideas and values, it can signify a much deeper and profound meaning.

Peter Norman statue to be erected in Melbourne

The late Australian sprinter and human rights advocate Peter Norman will be honoured with a statue in Melbourne.

After finishing second in the 200m at the 1968 Mexico City Olympics, Norman stood in solidarity on the dais with American sprinters Tommie Smith and John Carlos, who bowed their heads and raised black-gloved fists to raise awareness of racial inequality.

Norman wore an Olympic Project for Human Rights pin on his tracksuit after telling gold medallist Smith and third placegetter Carlos he supported their stance.

Smith and Carlos were sent home from Mexico in disgrace by the US Olympic Committee, while Norman also suffered a backlash for his role in the Black Power salute.

Athletics Australia counterpart Mark Arbib said the recognition for Norman, who was posthumously awarded the Order of Merit by the Australian Olympic Committee earlier this year, was long overdue.

'Peter Norman statue to be erected in Melbourne', SBS News, 9 October 2018

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1. What action did Tommie Smith and John Carlos take while standing on the podium? What was the symbolic meaning of this gesture?

..
..

.....
.....

2. What did Peter Norman wear on his tracksuit, and what did it symbolise?

.....
.....

3. There are many symbols associated with sport, but perhaps the most famous is the Olympic Games symbol. When the Olympic Committee was created in 1894, Pierre de Coubertin proposed a symbolic set of five rings made up of the six colours (blue, yellow, black, green and red on a white background), which combined create the colours of the flags of the world. Despite modern interpretations, he did not say these rings represented the continents. Use your knowledge of symbolism to answer the following.

a. What are the colours and shapes of a flag of a country you know, and what do they represent?

.....
.....

b. Another sport symbol is the laurel wreath. Explain its significance in sport.

.....
.....

c. What does the Olympic torch represent?

.....
.....

Connecting in class

1. Choose an important symbol in your current class text and write a paragraph summarising how the author links the symbol to the characters and key themes in the novel.
2. Select a key scene or extract from your class text and analyse how effectively literary devices, such as metaphors, similes and symbols, are used to evoke or convey particular emotions or ideas about the characters.
3. Design a book cover for a novel you have studied in class with symbols that capture the meaning of the text.

Just for fun

Create and design your own personal logo. You can choose an animal, an object or a set of images that best represent you and your ideas about the world around you. You can include meaningful colours and symbols, and give a brief description of why and how these elements symbolise who you are.

GENRE

Understanding

The purpose of persuasion is to convince or influence someone to think that a particular opinion or assertion is correct. There is a wide variety of persuasive text types that you may encounter in the media, at school or in your local community. They can be written, verbal or visual. Some examples are:

- | | | |
|------------------------|----------------------------------|-------------|
| Newspaper editorials | Letters to the editor | Advertising |
| Discussions or debates | Speeches | Protests |
| Propaganda | Blogs expressing a point of view | |

1. Research and define how the key vocabulary words below relate to a persuasive context.

- a. Issue:
- b. Contention:
- c. Bias:
- d. Rebuttal:

2. Persuasive techniques are strategies that are used to position, influence and persuade audiences to adopt a particular point of view. Draw a line to connect the persuasive technique to the correct definition.

emotive language	use of words such as 'we' and 'our' to include the reader in the same group as the writer
rhetorical question	strong words used to evoke a response by playing on readers'/viewers' feelings
inclusive language	posing a question with an answer that is assumed or implied and usually aligned with the writer's opinion

3. Read the following sentences and identify which persuasive technique is being used.

- a. The tiny native marsupials were defenceless against the vicious feral cat.
.....
- b. Are we really willing to put up with an overcrowded, slow and inefficient public transport system?

c. We are a community that rallies to support each other when times are tough.

.....

4. Define these techniques, which can be persuasive.

a. Sarcasm

.. .. .

b. Anecdote

.. .. .

c. Evidence

.. .. .

d. Exaggeration

.. .. .

Persuasive appeals

Persuasive appeals strengthen an argument by linking the issue more closely to the experiences and values of the intended audience. They can be linked to reason or rational thinking, emotions and the credibility or trustworthiness of one’s character. Some common examples are: appeals to family values, to a sense of justice, to common sense, to environmental responsibility, to fear and insecurity or to nationalism.

5. Indicate which of the following appeals to reason (R) and which appeals to emotion (E).

a. Smoking leads to poor health and lung disease.

b. Smoking is a dirty habit that isolates you from others.

6. Write an appeal to environmental responsibility to convince someone to stop using single-use plastic straws.

.. .. .

.. .. .

Connecting with language

When writing persuasive texts, be aware of the power of modals (Unit 4). Some examples of how they can be used in a persuasive context are:

Advice: ‘should’ – Supermarkets *should* ban the use of plastic bags.

Obligation: ‘must’ – We *must* look after the environment for future generations.

Possibility: ‘might’ – Renewable energy sources *might* be the best way to reduce emissions.

Applying

Connecting with the curriculum



Biological sciences

Land clearing for palm oil

Rainforests are one of the most important ecosystems. They are also biodiversity 'hot spots' with more than 50% of the world's species living there. Unfortunately, humans are cutting down vast areas of rainforest every day. These rainforests contain some of the world's last remaining pygmy elephants, Sumatran tigers, rhinoceroses and orangutans. The main threat to these species and the rainforests is palm oil farming. Palm oil is used by many companies because it is cheap and so the global need for palm oil is growing rapidly.

As the demand for palm oil increases, more and more areas of rainforest are being cut down to make way for palm oil farms. This means less and less room for already endangered species such as the orangutans, elephants and tigers. Not only are these animals forced out of their homes but if they wander onto the farms they are treated like pests and killed.



Cambridge Science for the Victorian Curriculum 7, pp. 116–19

1. Briefly explain why using palm oil is an issue.

.....

.....

.....

2. Underline at least four phrases that appeal to a sense of urgency and concern about the impact of palm oil farming on endangered species.

3. What statistics and facts does the writer use, and what is the impact of this on the reader?

.. .. .
.. .. .

4. Why is the problem of palm oil only mentioned at the end of the first paragraph?

.. .. .
.. .. .
.. .. .

5. How are pictures used in this persuasive text?

.. .. .
.. .. .

Connecting in class

1. Find the comment/opinion section of a newspaper. Locate an example of the following: an editorial, an opinion piece, a letter to the editor and a cartoon. If you are using a hard copy newspaper, cut your samples out and paste them into your workbook. If you are looking at newspapers online, cut and paste a sample of the articles into a new document with a label for each of them and a brief explanation of their differences.

2. Newspapers will print letters to the editor on important current issues. The following is advice from *The Guardian* online publication: 'Keep it short, don't wander from the point, get your facts straight and try to make us laugh (or cry), Yours faithfully, the letters editor.' Practise being concise and write a brief letter of 50–100 words on a topic or issue you are concerned about.

Just for fun

Divide the class in half and draw up a noughts and crosses grid on the board. In each square write a persuasive device. One half of the class becomes the noughts team and the other half becomes the crosses. Teams take it in turns to choose a square and give an explanation of how the device can be used to persuade. If they are correct, they can put a nought or a cross over that square, the aim being to get three squares correctly identified in a row.

Rhetorical question	Emotive language	Appeal to common sense
Statistics	Rebuttal	Tone
Anecdote	Bias	Contention

Understanding

Poetry allows us to play with words, often using vivid imagery to convey ideas. Compressed language heightens meaning and connects to us by engaging the senses (sight, sound, smell, taste, touch). Poems range from narrative poetry to simple, profound statements in forms such as haiku or cinquain. Features of poetry include metaphors, similes and personification. In this unit, we will focus on types of poems.

Poetry or prose?

Poetry looks different from prose. Poetry has short lines – often sentence fragments – divided into stanzas. Each stanza builds up images that create feelings, with the main idea often being revealed at the end. However, not all poetry and prose follow the expected patterns and rules.

1. Identify at the end of each example whether it is poetry or prose.
 - a. Mining is one of Australia’s most important industries.
 - b. An opal-hearted country,
a wilful, lavish land.

Cinquain

A cinquain poem consists of five lines with specific syllable counts. It can be about any topic, and does not have to rhyme. Below are two examples.

Brownies
divine, dessert
baking, waiting, eating
so nice, all gone in one
sitting
heaven

Listen ...
With faint dry sound,
Like steps of passing ghosts,
The leaves, frost-crisp’d, break
from the trees
And fall.

2. Write a cinquain using the guidelines given.

One-word title (2 syllables)	
Two adjectives to describe title (4 syllables)	
Three words to describe actions (6 syllables)	
Feelings about your subject (8 syllables)	
A synonym or description for the title (another noun) (2 syllables)	

Haiku

Haiku – an ancient form of Japanese poetry – captures an image or a moment, often about nature, with words related to the senses. Haikus don't have to rhyme, and traditionally they have three lines using a set structure of 17 syllables:

- first line – five syllables
- second line – seven syllables
- third line – five syllables

They can include a twist or contrast between two ideas.

An old silent pond ... A frog jumps into the pond, splash! Silence again.	With a twitching nose A dog reads a telegram On a wet tree trunk.	First autumn morning the mirror I stare into shows my father's face.
---	---	--

3. Take turns to read the above haikus aloud to a partner. Insert slashes to indicate the syllables. Draw the scene that you see in each poem.

4. Write two haikus of your own, each one using a different sense as a stimulus. Choose from: I see, I hear, I smell, I taste, I feel.

a. ..

.....

.....

.....

b. ..

.....

.....

.....

Connecting with language

Poetry can help to bring the world alive through words. Adjectives (Unit 6) are a powerful tool in achieving this.

Applying

Connecting with the curriculum



Health

Slam poetry is a style of poetry that is performed in front of audiences at events called 'slams'. These poems can be about any subject but often involve topics that the poet is passionate about. Anyone is allowed to compete and there is a variety of topics, styles and messages.

Twelve-year-old Solli Raphael won the 2017 Australian Poetry Slam. One of the poems he wrote and performed was 'Australian Air', about the environment, social equality and animal protection.

Australian Air

Air

it's the invisible goodness, that links our brain
with full gain,
so we can think without strain, and without it, we would probably
go insane.

And it goes through our blood veins,
And acts like a water main,
The more wet we get, the more our plants grow,
The more our cells grow,
The more we grow,
In wealth and health.

And although our lives are stressful and pressurised with anxiety and control,
and you're still working on relaxing your soul, while running around the
magnetic pole, looking for your self control, and although it's taking its toll,
We still breathe

We breathe in, we breathe out

... So don't sit around waiting for your life to caper, instead – grab your pens
and your paper – your voices and your eyes, so we can reach for the sky, and
look down on the world
and tell them why,
we need to make a change

to our lives.

'Australian Air' (abridged) from *Limelight*, Solli Raphael
(you can listen to this poem at <https://cambridge.edu.au/redirect/8988>).

1. What is the overall message of the poem?

.. ..
.. ..

2. How does the layout of the poem reinforce Raphael's key message?

.. ..
.. ..

3. Highlight at least three examples of rhyming words in the poem.

4. How does Raphael use rhythm through punctuation to evoke a sense of stress and busyness?

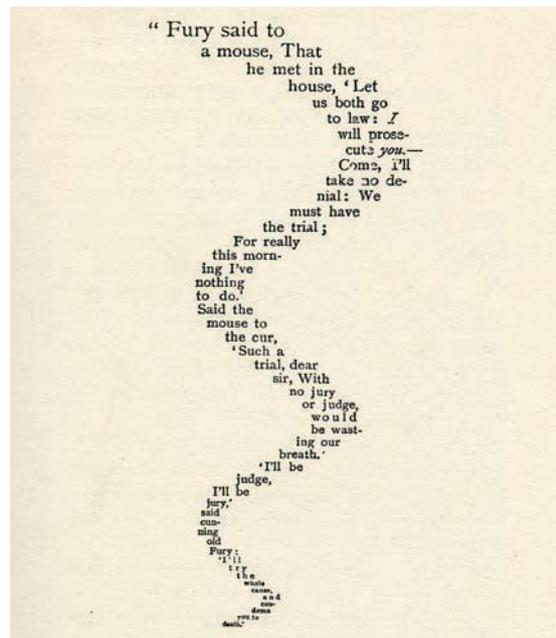
.. ..
.. ..

Connecting in class

- 1. Hold your own poetry slam competition. Choose topics that you feel passionate about, or that have touched you or inspired you. Topics can range from the environment or equal rights to a family member, your pet or favourite sport.
- 2. Choose a character from your current novel study and write a cinquain poem about them.

Just for fun

Spacing and layout are important in any poetry, but shape is particularly important in 'shape' poems. A famous example is 'The Mouse's Tale' in *Alice's Adventures in Wonderland*, in which Alice looks at the tail of the mouse while he is telling his story. In this case, the words fill the shape, but they can also be written around an outline. In your notebook, create your own shape poem on a topic of your choice.



GENRE

Understanding

Reading drama scripts is a special skill. They are not written for readers, but for actors, directors and other practitioners. They require us to read differently, imagining the action on stage. Understanding the features of a playscript will help you read one.

Setting – playscripts usually include a physical description of the stage, which helps designers create a set. Some scripts, such as Shakespeare’s plays, don’t include a detailed setting, allowing designers to develop highly original productions.

1. Here is the opening of a contemporary short play, set in the near future in a flooded coastal city. What kind of story would you expect from this setting?

A room on the top floor of an old school in Broadmeadow, early evening. There are various pieces of broken furniture, an upturned bookcase, some books strewn around the room, a rickety table, some chairs.

.....

.....

Stage directions are only visible to actors or readers of the play. *Characters* can be understood from what they wear and say, and where they stand onstage. Characters follow a *character arc*, where they change over the course of the play.

2. What do we learn about the characters from these stage directions?

SAM enters, carrying a paddle. Worn clothes, an old hat – much like an old swaggie. He props the paddle in a corner, takes out a tin of food and a plate and sets them on an old table. There is a sound of footsteps, hurrying. CHRIS enters, running from something, carrying an old chisel like a weapon. CHRIS looks around, sees no one in the room, CHRIS slumps down against the wall.

.....

.....

.....

Dialogue has to include all kinds of information that a novel might tell us. An old device was to use a narrator – this device is not common now.

Tension refers to the problem or dilemma in a play that drives the action.

3. What do we learn about the story and the characters from this dialogue and the stage directions? Is there a sense of tension? Explain.

SAM: Where'd you find that?
CHRIS leaps up, grabs the chisel.
 SAM: You been in one of the old woodwork rooms downstairs? Surprised there's any of them left. Most of 'em went years ago.
 CHRIS: Stay back!
SAM hasn't moved
 CHRIS: Are you a Trader?

.....

4. How has this script been laid out? Where are the capitals, margins and italics? Why do you think it is set out like this?

.....

5. In your notebook, rewrite the beginning of the play as a narrator.
 6. Complete the table below, adding possible characters, settings or events.

Settings	Characters	Events
	Bea, an older prisoner who has learned to survive on her wits Mary, a sixteen-year-old convict girl who has just arrived from England	

Connecting with language

Revisit Unit 9 (*Prepositional phrases*) to see how sentences can be long without being complex.

Applying

Connecting with the curriculum



Drama

Lachlan Philpott's Australian play *Bustown* is written in an unconventional style. Here is an excerpt from the opening description of the play's setting:

[on an endless flat plain is bustown, a circle of buses, some rusted cars and a truck, a faded ice cream van, bus and car parts, tyres and things fallen off or out of moving vehicles. stuffed bears, ponies and flies everywhere. partially hidden under a faded circus tent in the middle of it all is greengarden where insects frolic and pigeonmelons flourish.]

[stand on a doubledeckerbus and you can see the surrounding plain, empty except for a gash that was once the highway and now a crumbling scar. above, punkbirds circle in the sky, shrieking before they come back to their post on the doubledeckerbus.]

[folk in bustown are filthy victims of the sun. all skin red and cracked, plastic things like corollas's rhinestone glass melted to them by the heat ...]

Bustown, Lachlan Philpott

1. What is unconventional about this description?

.....

.....

.....

2. What do you think 'punkbirds', the 'greengarden' and 'pigeonmelons' are?

.....

.....

3. Why do you think Lachlan Philpott has chosen to write this description like this?

.....

.....

The dialogue in *Bustown* is also unusual. In the following extract, the boys pretend to drive.

[axel and torana are at the lookout, staring towards the distant highway. They are pretending to drive as they eat pigeonmelon]

torana pull over.

[they stop driving.]

[they eat more melon.]

torana it be today?

axel dunno, may be.

torana what you think he be wearing?

axel wearing? why that matter? ya think of it too much.

torana no. he come this way and he know which key and he let us on bus.
think he give tickets for ride or we swap things for ride?

Bustown, Lachlan Philpott

4. What is unusual about the names of the boys? How does this connect to the title, *Bustown*?

.. .. .
.. .. .

5. The boys are 'at the lookout' for a character named 'driver'. Who do you think he might be?

.. .. .
.. .. .

6. Which character is the more powerful? How can you tell?

.. .. .
.. .. .

Connecting in class

1. Look at the opening of a play you are studying in class.
 - a. Where and when is this play set? How realistic is this set?
 - b. How is the script laid out? Is it conventional or non-conventional?
 - c. Is the action of the play chronological? Is it in 'real time' or is it episodic?
 - d. What issues or problems are established at the start of the play?

Just for fun

Actors often use improvisation to build scenes for a play. Try this out: Imagine Axel, who has lived all of his life in a broken-down wreck of a car, has arrived at your house. Have a conversation with him, explaining the things around your house.

Understanding

Non-fiction

Non-fiction includes writing and material that is informative and based on real events and facts. It differs from fiction, which refers to imaginary stories, events and people. Some examples of non-fiction text types include: informative texts, newspaper articles, magazines, reviews, advertisements, diaries, letters, textbooks and recipes. Literary non-fiction – interesting pieces of writing about real events and people – can be enjoyable and exciting at the same time as being informative. This can be seen in examples such as biographies, autobiographies, feature articles and travel writing.

- Sort the following phrases into the correct column in the table below.

Real events and facts. Imagination. To interest, inform or teach. Table of contents. Index and glossary. Chapters, prologue, epilogue. To entertain or offer a lesson or comment about life. Setting, character, non-human characters. Includes headings and sub-headings. Picture books use images. Labels, charts, headings, photos, illustrations, sub-headings.

	Non-fiction	Fiction
Focus		
Structure		
Elements		
Purpose		

2. Read the following excerpts about Australian rules football and complete the questions below.

Did you know?

Australian rules football has been played in Australia since 1858, when the first club (Melbourne Football Club) was formed. During WWI the league continued, but payments to both players and staff were cut down (players received \$3 per game) and the finals were moved to Princes Park as the Melbourne Cricket Ground was being used by defence forces.

The Things That Make Us: Life, Loss and Football

I read fiction, because I want to escape. And I read history, because I'm interested in the world and how we got to where we are. But I've never been a reader of athletes' biographies.

Maddie's illness, her struggle, her loss, changed everything, including my attitude towards penning my own story ... My beautiful sister leaves a powerful legacy, and I hope this book plays its part in that.

I hope the book resonates with football fans ... I chose the title because it made it easy to explore things we can all relate to, no matter what path our lives have taken. Stop and think for a minute, and we can all locate the things that have made us who we are.

The Things That Make Us: Life, Loss and Football, Nick Riewoldt

- a. Which example is from a textbook and which is from a biography? Explain how you can tell the difference.

..

- b. How and why does the author of the second sample, Nick Riewoldt, use a more personal perspective to connect with readers?

..

Connecting with language

You may have noticed that the second extract contains several long sentences, broken up with punctuation. Unit 7, *Commas, dashes and brackets*, looks at using different types of punctuation to separate parts of sentences and indicate where to pause.

Applying

Connecting with the curriculum



History

The following non-fiction extract is about a woman named Nancy Wake. Although she was born in New Zealand, she grew up in Australia and lived and worked in both England and France. During the Second World War she became a spy and resistance fighter, showing incredible bravery and saving many lives.

Nancy Wake: Spy

Once there was a girl who became a secret agent.

When she was just sixteen years old, she travelled by herself from Australia to England and convinced a newspaper to hire her. When the Second World War broke out, she joined the French Resistance (the *Maquis*) in their fight against the Nazis.

After escaping to England, Nancy parachuted back into France so she could help train and organize resistance fighters and rescue British pilots who had been shot down over France. She got them fake identity papers and then ferried them across the mountains to Spain, so they could get back to Britain safely.

She outwitted the German secret police (the *Gestapo*) at every turn and was soon top of their Most Wanted list. They nicknamed her *The White Mouse*, because she seemed impossible to catch!

Nancy was also a great soldier. She was a great shot and never lost her nerve. When her unit suffered a surprise attack by the Germans, she took command of a section whose leader had been killed and, with exceptional coolness, organised a retreat with no further losses.

When the war ended and France was finally liberated, Nancy was awarded the George Medal by the British. The French gave her three Croix de Guerre medals and the Medaille de la Resistance. They later made her a Knight of the Legion of Honour – their highest award. The Americans awarded her the Medal of Freedom.

Good Night Stories for Rebel Girls: 100 Tales of Extraordinary Women,
Elena Favilli and Francesca Cavallo, p. 152

1. What features of the opening make it sound like a narrative? Why would it have been written this way?

.. .. .

.. .. .

.. .. .

2. How does the language change in the next paragraph and imply that this is factual and not a story, as initially suggested?

.. .. .
.. .. .
.. .. .

3. Look at the opening of every paragraph – they are mostly about actions. What are the actions and why would this be the focus?

.. .. .
.. .. .
.. .. .

4. This extract is from a book called *Good Night Stories for Rebel Girls: 100 Tales of Extraordinary Women*. Who is the audience? What is the purpose?

.. .. .
.. .. .

Connecting in class

1. Fiction often looks to non-fiction for plots and inspiration. Use the non-fiction account of Nancy Wake and write a fictional account of one episode that can be inspired by, but does not copy, Nancy's life. It could be a diary entry like the one below.

I am only sixteen but I am utterly bored. All the women around me are sewing socks for the men abroad and worrying about how they are fed and all the men are away in search of glory. Last week even Joe the pig-man went off to war. He was only fifteen and lied to the authorities – his parents were that proud of him but I just get to knit socks.

2. When you finish, write an explanation of the ways you transformed the non-fiction to fiction.

Just for fun

Non-fiction vs Fiction Scavenger Hunt. This scavenger hunt can be conducted in your school library, or online by taking screen shots as evidence.

Working in teams of three or four, and using a digital camera (or a phone or tablet), you will be given a topic, such as surfing, animals or travel. You must find three different non-fiction works and three different fiction works on that topic. You have 20 minutes to complete your task and be back to present your evidence.

Understanding

Purpose and audience

In 2007 the NSW Premier’s Literary Award for Multicultural Literature went to a wordless picture book, *The Arrival* by Shaun Tan – an acknowledgement of the importance of the visual for all ages. In a picture book, visual and verbal elements usually support each other to convey a message, though we also see picture books with no words.

1. Decide which age group you think the following purposes target.
 - a. Complete the table, ticking the appropriate columns for before school (B); early primary (EP); primary school (P); high school (H); and adult (A).

Purpose	B	EP	P	H	A
Social awareness: share acceptable behaviour					
Connection: connect people, e.g. family and child					
Didactic: teach or advise through a story					
Cautionary: teach that actions have consequences					
Linguistic: teach correct language and vocabulary					

- b. Share your ideas with a peer and defend your view using examples.

Structure

Like narratives, picture books follow different structures (chronological, circular), but because they develop student memory and language learning, they also have additional structures:

- cumulative (chain tale) that builds up through repeated phrases, e.g. *Who Sank the Boat?*
- decreasing stories and/or increasing stories, such as *The Little Red Hen*
- multiple voices or story within story; *The Day the Crayons Quit* is an example of this.

2. Why might flashback, parallel stories and non-linear order be more suitable for older children?

.. .. .
.. .. .
.. .. .

Anthropomorphism for children and adults

Anthropomorphism is where we give animals human characteristics, and even have them live like humans. Anthropomorphism is even used for adult texts such as *Animal Farm*.

3. A recent picture book by Shaun Tan directed at adults is *Cicada*, which uses anthropomorphism in the context of the workplace. In the extract below, why is Tan using sentence fragments and note-like text? What does this convey? What do you predict will happen?

Cicada work in tall building. / Data entry clerk. Seventeen year. / No sick day.
No mistake. / Tok Tok Tok! / Human never finish work. / Cicada always stay late.
Finish work.

Cicada, Shaun Tan

.. .. .
.. .. .
.. .. .

4. What pictures might you add with each of these sentences? What colours would you use? What font size?

.. .. .
.. .. .
.. .. .
.. .. .

Connecting with language

As you saw from the *Cicada* example above, some picture books work creatively with sentence structure. You could revise the units on sentence construction (Units 9, 10 and 11) when thinking about picture books.

Applying

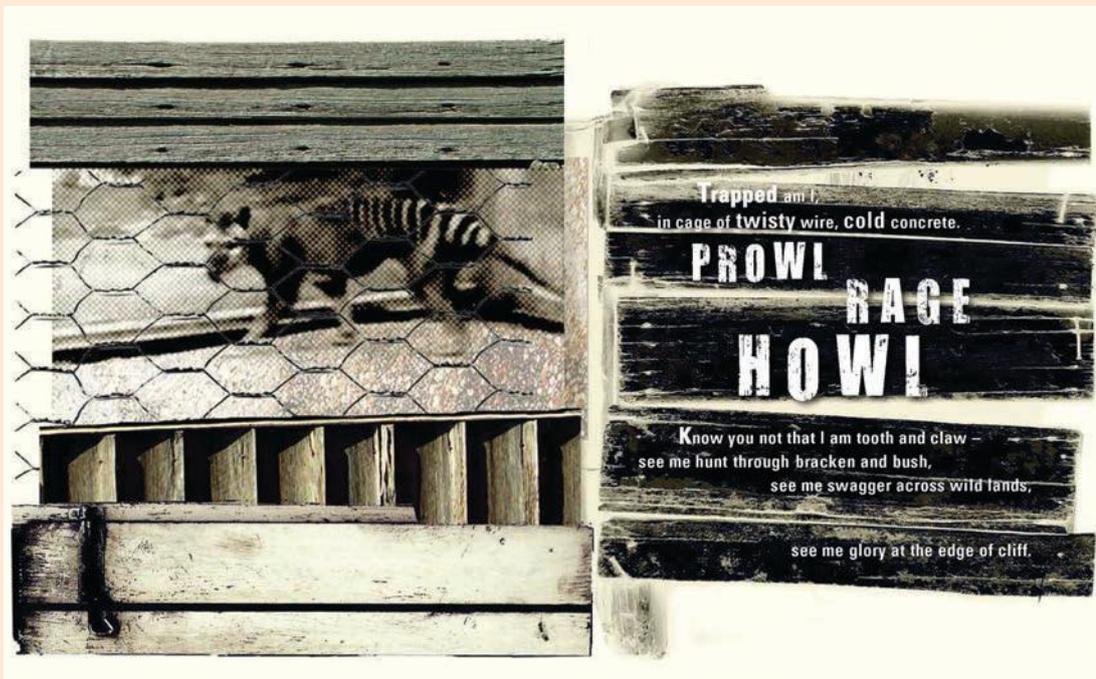
Connecting with the curriculum



Biological sciences

In *The Dream of the Thylacine*, Margaret Wild and Ron Brooks imagine what thoughts might have been in the last thylacine's mind on his capture. They remind us that this animal had as much right to live as humans.

The Dream of the Thylacine



The Dream of the Thylacine, Margaret Wild and Ron Brooks

1. These images by Ron Brooks use many different styles of art and types of visual images. List the visual features you see here.

.....

.....

2. The text starts with the word 'trapped' and uses old fashioned inverted (back to front) sentence structure ('Trapped am I'). Why?

.....

3. Which words are emphasised? How and why?

..
..

4. Contrast is a feature of this written text. Explain the verbal contrast.

..
..
..

5. Study the image below and explain the visual contrast with the image on the previous page.



..
..

6. Who do you think the audience is and what is the purpose of this text? What clues led you to this decision about audience and purpose?

..
..

Connecting in class

1. There are many picture books that are wordless. Take one and write the text to accompany the pictures (you can use Shaun Tan’s *The Arrival* or Aaron Becker’s *A Stone for Sascha*). To what extent have images controlled the story?
2. Take a short story or a chapter of your class text and consider how it might be rewritten as a picture book. You can use collage to create your own picture book.

Just for fun

Collect copies of picture book pages from ten different picture books and give them to someone else in the class to organise into a new story.

Understanding

Comparison is about measuring one thing against another, looking for both similarities and differences. The word 'contrast' refers to a specific way of comparing, focusing more on difference where ideas may be compared feature by feature. Comparison and contrast take place at different levels: words/sentences/paragraphs.

Comparing words in a sentence

Use comparative adjectives, conjunctions and **antonyms**:

Comparative adjective: The elephant is **bigger** than a rhinoceros.

Comparative conjunction: The blue-ringed octopus is **lovely** but **deadly**.

Antonyms: **Happy** Mary looked at **sad** Jack and wondered how it would work.

1. Complete the following sentences with an appropriate comparative word.
 - a. Their assignments are always than ours.
 - b. How much the cheesecake sets if you use gelatine in the recipe!
 - c. Travelling by train is than flying.

Comparing ideas in a sentence

Ideas can also be compared using conjunctions (e.g. 'but', 'or') or subordinating conjunctions.

He wasn't sure where he was going **or** what he wanted to do there.

She was patient **while** he was the most impatient person ever!

To join two sentences, you usually separate two clauses with a comma. If you have the same subject in each comparative clause, you use a pronoun (such as 'it', 'he', 'she' or 'they') in the second clause.

Even though trees are important for our environment, *they* keep getting cut down.

Despite all her attempts, she was unable to see the way forward.

She was unable to see the way forward, **despite** all her attempts.

Using 'however'

When 'however' joins two sentences, it should appear after a semi-colon with a comma following. In a simple sentence with a comparison to the sentence before, it should appear a few words in, with commas on either side. Technically, it should not start a sentence.

Correct usage:

I wanted to be a doctor; however, I couldn't stand blood.

I wanted to be a doctor. I couldn't, however, stand blood.

2. Rewrite the following as comparisons, using the word in brackets.

a. A waterfall flows faster than a river. A waterfall is not as dangerous as a flood. (while)

.....

b. Black is harder to see than white at night. Black looks better for an evening dress than white. (however)

.....

.....

Comparing ideas between sentences or paragraphs

Use adverbs, prepositional phrases or punctuation to compare ideas between sentences or paragraphs.

The novel is well written. **Similarly**, the poetry is of a high standard.

The novel is well written. **In contrast**, the poetry is far from inspiring.

Comparative words:

like, unlike, similar to, different from, the same as, as well as, conversely, also, whereas, even though, besides, nevertheless, on the one hand ... on the other hand

3. Add an appropriate word that shows similarity or difference in each sentence below.

a. The Porsche is very expensive; the Mercedes Benz is extremely costly.

b. The pool is full after the recent rain; the birdbath is still empty.

c. They did not feel well; they completed their assignments on time.

d. the last teacher, this one expects us to line up at the door.

e. chocolate tastes delicious, it melts too easily if held too long in your hand.

f. there will be no homework, but, on the other hand, we will have to study for the exam.

Connecting with language

You can review Unit 10, *Compound and complex sentences*.

Applying

Connecting with the curriculum



Biological sciences

Ecosystems

Describing ecosystems

When scientists discuss ecosystems, they are referring to all the living (biotic) and non-living (abiotic) features within an area and how they interact. The environment of an ecosystem includes the abiotic conditions that affect an organism in its habitat.

Table 3.1 Some examples of biotic and abiotic features of ecosystems

Biotic	Abiotic
Animals	Water
Trees	Rocks
Fungi	Weather
Food	Temperature
Diseases	Light

Levels in an ecosystem

When scientists discuss an ecosystem, they can also describe the biotic (living) organisation from large to small: community, population and individual.

Table 3.2 The levels of organisation in an ecosystem

Level of organisation	Description
Community	A group of different organisms that live in the same area.
Population	A group of the same species of an organism living in the same area. Their total number is called their abundance.
Individual	One living organism.

Cambridge Science for the Victorian Curriculum 7, pp. 83 & 85

1. Fill in the missing words in the following passage using words from the list below.

community, population, abundance, biotic, abiotic, ecosystem, habitat, environment

The term refers to both the living and non-living characteristics of a place. An organism and its together constitute the

Different terms are used to describe collections of natural features. While a group of organisms living in the same area is called a, a group of the same species in the same area is called a and its total number is referred to as an

2. Use the list of comparison and contrast words in the Understanding section and the information in Table 3.1 to explain the similarities and differences among the biotic features in three sentences.

.....
.....
.....
.....

Connecting in class

1. Referring to a text you know well, construct a table that compares and contrasts the characters in terms of their behaviour, appearance and appeal.
2. Choose two significantly different points of view on an issue you feel strongly about and write a paragraph from each one.
3. Your class has won a prize for the best cooperative effort in some aspect of school life. You have the option of either a day off or a trip to a theme park. Present a case for the one you see as more enjoyable, using comparison and contrast.
4. Review two books you have read this term to contrast which one you learned the most from.

Just for fun

Fortunately ..., Unfortunately ...

This is a game where players use contrast to turn the tables on their opponents. Start with a simple happy event or description, e.g. 'I went to a concert where, fortunately, I had a great view of the stage.' The next player then continues the story but begins with the words, 'But unfortunately ...', detailing how the great seats and view became a disaster. The next player then says, 'Fortunately ...', and continues the tale. Anyone who cannot add the next part is out. Last player standing wins.

GLOSSARY

This glossary contains foundational words from the textbook. An extended glossary is available for download from Cambridge GO.

adjective a word that describes, identifies, qualifies or quantifies a noun or a pronoun*

adverb a word that provides more information about a verb, an adjective, another adverb or a clause

antonym a word opposite in meaning to another*

alliteration a recurrence of the same consonant sounds at the beginning of words in close succession*

assonance recurrence of a vowel sound in words or a phrase or sentence

comma a punctuation symbol used to separate different parts of a sentence or items in a list, and indicates where to pause

comparison the measurement of one thing against another, looking for both similarities and differences

complex sentence a sentence with one or more subordinate clauses*

compound sentence a sentence with two or more main clauses of equal status, usually marked by a coordinating conjunction*

conjunction a word that links ideas or elements in a sentence

connotation cultural and personal associations and values conveyed by a word

denotation the dictionary (or literal) meaning of a word

direct speech where a person's words are reported exactly, and placed between speech marks

dissonance the use of unusual, harsh, critical or hostile sounds, words or word combinations to create discomfort, tension or alarm

indirect speech where a person's words are conveyed without speech marks, often preceded with the word 'that'

modality an area of meaning having to do with possibility, probability, obligation and permission*

* from ACARA definition

noun group a noun as a major element, alone or accompanied by one or more modifiers*

onomatopoeia where a word, a phrase or a sentence replicates the actual sound of something

paragraph a block of text, organising sentences and ideas into smaller parts that are easier to read and process

plural a word expressing the concept of 'more than one'

prepositional phrase a preposition followed by a noun group/phrase*

pronoun a word that takes a place of a noun*

sentence a block of words, including a finite verb and ending with a full stop, question mark or exclamation mark

sentence fragment incomplete sentences that are missing a finite verb or a main clause

silent letter a letter that is in the written form of a word but is not pronounced in the spoken form*

simple sentence a sentence consisting of a single clause and a single verb

subject-verb agreement where the verb correctly has the same singular or plural form as the subject

symbolism the use of objects to convey a deeper meaning than what is observed in a literal sense

tense identification of the time period a verb is referring to – including past, present or future

tone the feelings conveyed by a word

verb group a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers*