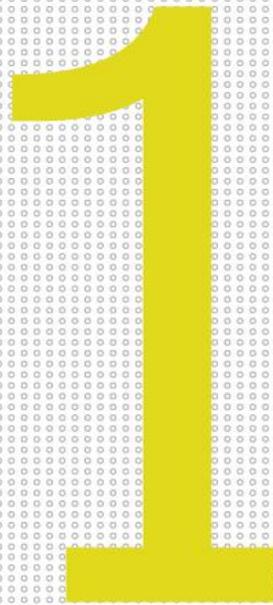


ENGLISH ESSENTIALS

WORKBOOK



REX SADLER

SANDRA SADLER

VIV WINTER

ENGLISH ESSENTIALS

WORKBOOK

1

REX SADLER

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VIV WINTER



English Essentials Workbook 1

1st edition

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PREFACE

Our primary purpose in writing this workbook is to develop essential English skills. However, we also aim to motivate students to engage with the way our language works and to build confidence in their own ability to communicate effectively.

English Essentials Workbook 1 is divided into four key sections for maximum accessibility and flexibility:

- Part 1: Language
- Part 2: Spelling and vocabulary
- Part 3: Literature
- Part 4: Writing

The **Language** section is designed to extend students' understanding and control of language. The basics of grammar and punctuation are presented in a relevant and meaningful sequence so that students gain confidence as they improve their language skills.

The **Spelling and vocabulary** section will enable students to improve their basic literacy skills. All the list words have been chosen because of their relevance to real-life experiences. Students will often encounter these words and they will need to be familiar with both their spelling and the meaning. A good number have been specially chosen to help them expand their vocabulary.

The **Literature** section aims to develop comprehension skills through a wide range of high-interest literary, personal and everyday texts. These include stories, poems, newspaper articles, information reports, film reviews, comic strips, advertisements and posters, as well as extracts from novels, autobiographies and non-fiction.

The **Writing** section has been created to enable students to become better writers. Each writing topic examines a different writing skill, genre or technique. Writing styles such as narrative, descriptive, persuasive, informative and instructive are featured. The use of writing models and photographs helps target and improve specific writing skills.

A separate **Teacher Book** provides answers to all the comprehension, language, spelling and vocabulary questions in the student workbook. It has been designed as a tool for assessing student progress.

Rex Sadler, Sandra Sadler and Viv Winter

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PART 1

LANGUAGE



Reviewing parts of speech

Eight important parts of speech

In English there are eight main parts of speech: noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection. Parts of speech explain how words work together in sentences.

PRONOUNS

Pronouns are used in place of nouns.

I me my you your
he she it they
their them

NOUNS

Nouns name people, places, things, creatures, feelings or qualities.

student giraffe Olivia
computer Africa freedom

VERBS

Verbs express all kinds of action. They are doing, being and having words.

run sing be talk
succeed fly have cry

ADJECTIVES

Adjectives describe nouns or pronouns.

green tasty
comfortable slippery
hungry strong

PARTS OF SPEECH

ADVERBS

Adverbs add extra meaning to verbs, adjectives and other adverbs.

slowly suddenly
easily often soon
early very

PREPOSITIONS

Prepositions link a noun or pronoun to another word.

above across
below beneath
during with into

CONJUNCTIONS

Conjunctions join words, phrases, clauses or sentences together.

and but although
because until however
since while

INTERJECTIONS

Interjections express an emotion or feeling.

Wow! Ah! Oops!
Alas! Hurrah!

Identifying parts of speech

What part of speech is each of the following words?

- | | | |
|-----------------|------------------|------------------|
| 1 angry _____ | 7 slowly _____ | 13 you _____ |
| 2 oranges _____ | 8 into _____ | 14 was _____ |
| 3 and _____ | 9 Hey! _____ | 15 lazy _____ |
| 4 arrive _____ | 10 their _____ | 16 because _____ |
| 5 courage _____ | 11 joyful _____ | 17 Ouch! _____ |
| 6 happily _____ | 12 against _____ | 18 terrify _____ |

Using parts of speech to complete sentences

Choose words from the list to complete the sentences.

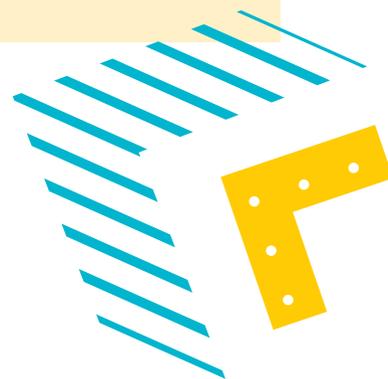
near
noisily

volcanic
they

psst
shuffled

climbers
and

- The exhausted _____ reached the mountain peak. (*noun*)
- The old man _____ along the road. (*verb*)
- The ducks flew _____ into the air. (*adverb*)
- The students need to use paper _____ pencil. (*conjunction*)
- The cottage _____ the river was flooded. (*preposition*)
- _____ ! Can you keep a secret? (*interjection*)
- _____ all enjoyed the school concert. (*pronoun*)
- The _____ eruption destroyed many homes. (*adjective*)



Identifying parts of speech in sentences

Identify the parts of speech of the words in bold.

- We** swam **across** the river. _____
- The ugly **duckling** became a **beautiful** swan. _____
- '**Help!**' yelled the injured **motorist**. _____
- The tourist **ordered** fish **and** chips. _____
- Yesterday** he travelled by car **to** the city. _____
- They** waited **patiently** for the taxi. _____
- The police **arrested** the **robber**. _____
- The hikers were entranced **by** the **idyllic** valley. _____
- The audience was **very** pleased **with** their acting. _____
- I wanted to buy a **new** coat, **but** it was too expensive. _____

Identifying nouns

Nouns are naming words. They are used to name people, places, things, creatures, feelings or qualities.

- People: friend, doctor, Amy, boy, mother
- Places: cinema, hospital, Brazil, school
- Things: rain, moon, December, soil
- Creatures: horse, eagle, spider, worm
- Feelings: anger, love, regret, joy
- Qualities: honesty, generosity, treachery

Now look at how Kenneth Grahame, in the first paragraph of *The Wind in the Willows*, has used nouns to create a vivid picture of the Mole doing his spring cleaning.

Identifying the nouns

Underline the nouns in this passage.



Spring-cleaning

The Mole had been working very hard all the morning, cleaning his little home.

First with brooms, then with dusters; then on ladders and steps and chairs, with a

brush and a pail of whitewash; till he had dust in his throat and eyes, and splashes

of whitewash all over his black fur, and an aching back and weary arms.

from *The Wind in the Willows* by Kenneth Grahame

Organising nouns into groups

Place each noun in its correct category below.

book
penguin
bravery
teacher
hawk

frog
sailor
bicycle
hospital
singer

generosity
helicopter
elephant
kindness
hotel

factory
author
freedom
ladder
university

People: _____

Creatures: _____

Places: _____

Things: _____

Qualities: _____

People and places

Choose the place that is most closely associated with each of the people given below.

laboratory
church
circus
outer space

observatory
farmland
jail
nursery

hospital
court
barracks
library

palace
casino
university
bullring

1 soldier _____

2 clown _____

3 barrister _____

4 scientist _____

5 professor _____

6 queen _____

7 gambler _____

8 nurse _____

9 librarian _____

10 matador _____

11 baby _____

12 astronomer _____

13 congregation _____

14 prisoner _____

15 grazier _____

16 astronaut _____

Identifying creatures great and small

Use the first-letter clues to identify the following creatures great and small.

1 A long-extinct reptile, the largest land animal ever known d _____

2 A small, vicious South American fish, dangerous to humans p _____

3 An animal often referred to as 'king of the jungle' l _____

4 An African wild horse that has black-and-white striped hair z _____

5 The largest sea bird, with a wingspan of three metres a _____

Types of nouns

Nouns are words used to name people, places, things, creatures, feelings or qualities. There are four different kinds of nouns.

- **Common nouns** are words to name people, places, things or creatures. They do not begin with a capital letter unless they start a sentence.

boy car mother elephant river day shirt apple

- **Proper nouns** are used to name a specific person, place, thing or creature. They always begin with a capital letter.

Andrew Egypt November Toyota Mount Everest Peppa Pig

- **Collective nouns** are used to name a collection or group of similar people, things or creatures.

gang of thieves bunch of grapes pack of cards herd of elephants

- **Abstract nouns** are used to name feelings, emotions, qualities or ideas.

beauty hope speed fear truth freedom cowardice love

Using the four kinds of nouns

Common, proper, collective and abstract nouns are arranged in columns below. Choose the appropriate noun to fill the gap in each sentence. The type of noun required is indicated in brackets.

Common

teacher
heart
shark
helmet
book
house

Proper

Harriet
Mazda
Shakespeare
Paris
Churchill
Italy

Collective

forest
range
band
team
swarm
congregation

Abstract

energy
friendship
anger
fright
freedom
heat

- 1 The _____ praised the students for their good work. (*common*)
- 2 The capital of France is _____. (*proper*)
- 3 A _____ of bees entered the hive. (*collective*)
- 4 The _____ caused the athlete to perspire. (*abstract*)
- 5 The human emotion of _____ may cause conflict. (*abstract*)
- 6 The cyclist's _____ saved her from a severe head injury. (*common*)
- 7 A terrible _____ caused his hair to stand on end. (*abstract*)
- 8 Many great plays were written by _____. (*proper*)
- 9 The visiting _____ won the football match. (*collective*)
- 10 A _____ with small print is hard to read. (*common*)
- 11 My best friend is called _____. (*proper*)

- 12 These hills were the home of a _____ of outlaws. (*collective*)
- 13 Sprinting is an activity that uses a lot of _____. (*abstract*)
- 14 The _____ pumps blood around the body. (*common*)
- 15 _____ is a popular make of car. (*proper*)
- 16 The church's _____ will now sing a hymn. (*collective*)
- 17 Many brave people have fought for their _____. (*abstract*)
- 18 One of the most feared creatures of the sea is the _____. (*common*)
- 19 During World War II, Winston _____ led the British people. (*proper*)
- 20 A _____ of trees is cut down every week to produce newspapers. (*collective*)
- 21 A good _____ can last a lifetime. (*abstract*)
- 22 Our _____ has a large veranda. (*common*)
- 23 A _____ of mountains could be seen in the distance. (*collective*)
- 24 Rome is the capital of _____. (*proper*)

Completing sentences

Choose the correct nouns from the brackets to complete each sentence.

- 1 Sometimes _____ in _____ may see a _____ swimming in the _____. (Nile, crocodile, Egypt, travellers)
- 2 In ancient _____ the _____ on _____ wore _____. (masks, actors, Greece, stage)
- 3 _____ is in the _____ of the _____. (eye, beauty, beholder)
- 4 _____ are sometimes called '_____ of the _____' because they can go for _____ without drinking _____. (water, desert, camels, weeks, ships)
- 5 _____ makes the _____ grow fonder. (heart, absence)
- 6 In the _____ of _____, there are no main _____, only _____. (Venice, city, roads, canals)



Proper and common nouns

- **Proper nouns** are the specific names we give to people, places, things and creatures. Proper nouns always start with a capital letter.

Tokyo France Sarah November Tuesday Indian Ocean

- **Common nouns** are names that belong to all objects of the same kind.

city country girl month day ocean

Matching words and meanings

Find the common and proper nouns that match the clues below.

golf	Vesuvius	prawn	Washington	Kmart
wallaby	Sherlock	pasta	Hollywood	Spain
submarine	Saturn	oboe	Colosseum	microscope
Scotland	Vienna	parmesan	gold	April
Hyundai	Amazon	sugar	Tuesday	tortoise
Michelangelo	oak	Emily	Shrek	waltz

- | | |
|-------------------------------|---|
| 1 the name of a planet _____ | 16 a type of cheese _____ |
| 2 a precious metal _____ | 17 a make of car _____ |
| 3 an animal that hops _____ | 18 a slow-moving animal _____ |
| 4 a girl's name _____ | 19 bullfights are popular here _____ |
| 5 the name of a volcano _____ | 20 a cartoon character _____ |
| 6 a famous artist _____ | 21 a type of tree _____ |
| 7 Italian food _____ | 22 a sea creature _____ |
| 8 a sweetener _____ | 23 a scientific instrument _____ |
| 9 a month of the year _____ | 24 an American president _____ |
| 10 a type of dance _____ | 25 a place of many film studios _____ |
| 11 a musical instrument _____ | 26 a fictional detective's first name _____ |
| 12 a river _____ | 27 an underwater vessel _____ |
| 13 a sport _____ | 28 a day of the week _____ |
| 14 a Roman amphitheatre _____ | 29 the capital of Austria _____ |
| 15 a department store _____ | 30 a part of the United Kingdom _____ |

Matching proper and common nouns

Next to each country in the left-hand column, write the common noun that belongs to it.

Proper nouns

- 1 Italy _____
- 2 Scotland _____
- 3 Netherlands _____
- 4 Mexico _____
- 5 Russia _____
- 6 Australia _____
- 7 Norway _____
- 8 Egypt _____
- 9 India _____
- 10 France _____
- 11 Peru _____
- 12 Japan _____

Common nouns

- llama
- pyramids
- kilt
- boomerang
- champagne
- kimono
- tulips
- caviar
- sombrero
- fiord
- curry
- pizza



Matching countries and cities

The names of countries and cities are proper nouns. Match each capital city and country.

Madrid	Beijing	Ottawa	Amsterdam
Athens	London	Stockholm	Cairo

Countries	Capital cities	Countries	Capital cities
Netherlands	_____	Egypt	_____
China	_____	Canada	_____
Sweden	_____	England	_____
Spain	_____	Greece	_____

People and countries

The name that describes the people who live in a country is also a proper noun. Next to each country, write the name for the people who live there. The first example is given to help you.

Country	People	Country	People
Australia	Australians	Japan	_____
China	_____	Spain	_____
Vietnam	_____	Switzerland	_____
Russia	_____	Mexico	_____
Korea	_____	Egypt	_____

Collective and abstract nouns

- A **collective noun** is the word used for a collection or group of similar people, places, things or creatures.

a **class** of students a **flock** of sheep a **clump** of grass

- Abstract nouns** name qualities, feelings, ideas, emotions, actions and events. They are things you cannot see or touch.

honesty friendship wisdom peace history loyalty freedom respect

Collective nouns

Completing phrases

Complete the following phrases by choosing suitable collective nouns from the list. Use each collective noun once only.

album
gang
army
herd

school
crowd
board
bunch

swarm
gaggle
mob
galaxy

library
orchestra
forest
flotilla

- | | |
|---------------------------|--------------------------|
| 1 a _____ of elephants | 9 an _____ of musicians |
| 2 an _____ of soldiers | 10 a _____ of ships |
| 3 an _____ of photographs | 11 a _____ of stars |
| 4 a _____ of bees | 12 a _____ of kangaroos |
| 5 a _____ of geese | 13 a _____ of books |
| 6 a _____ of directors | 14 a _____ of spectators |
| 7 a _____ of thieves | 15 a _____ of grapes |
| 8 a _____ of trees | 16 a _____ of fish |

Completing sentences

Choose from the collective nouns in brackets to complete the sentences.

- The president assembled a _____ of soldiers, a _____ of ships and a _____ of jets to prevent an enemy invasion. (fleet, squadron, battalion)
- A _____ of grasshoppers swarmed through the _____ of trees, where the _____ of cattle was grazing. (herd, orchard, plague)
- A _____ of actors and a _____ of singers entertained the _____ of young students. (class, choir, troupe)

- 4 He purchased a _____ of flowers, an _____ of poetry and a _____ of cards. (pack, bouquet, anthology)
- 5 The _____ of sailors watched the _____ of seagulls searching for a _____ of fish. (shoal, crew, flock)
- 6 The sheriff and his _____ of lawmen pursued the _____ of outlaws through the _____ of trees. (grove, posse, gang)

Abstract nouns

Abstract nouns in proverbs

Choose the correct abstract noun to complete each proverb below.

laughter	flattery	prevention	practice	familiarity
pride	necessity	time	tomorrow	cleanliness
1 _____	is next to godliness.			
2 _____	is another day.			
3 _____	makes perfect.			
4 _____	is better than cure.			
5 _____	is the mother of invention.			
6 _____	breeds contempt.			
7 _____	will get you nowhere.			
8 _____	is a great healer.			
9 _____	is the best medicine.			
10 _____	goes before a fall.			



Completing sentences

Use the abstract nouns in brackets to complete each sentence.

- 1 The patient experienced great _____ when the _____ subsided. (relief, pain)
- 2 The young architect gained _____ after she was praised for the _____ of her design. (brilliance, confidence)
- 3 The conservationist enjoyed the _____ of the ocean but hated the effect of _____ on the sea creatures. (pollution, beauty)
- 4 _____ is a _____ of one's country. (love, patriotism)
- 5 Many people who have _____ help those living in _____. (poverty, wealth)
- 6 _____ was seen to be done when the judge handed down his _____. (justice, sentence)

Identifying the subject

Identify the subject in each sentence and write it down.

- 1 Norwegian explorer Roald Amundsen was the first person to reach the South Pole on 14 December 1911.

Subject: _____

- 2 The Eiffel Tower in Paris was completed in 1889.

Subject: _____

- 3 Onto the stage ran the main actors.

Subject: _____

- 4 Komodo dragons and orangutans are found in Indonesia.

Subject: _____

- 5 Around the bend of the river appeared a strange canoe.

Subject: _____

- 6 The ruins of the Colosseum and the Pantheon are situated in Rome.

Subject: _____

- 7 At the edge of the forest appeared a huge bear.

Subject: _____

Completing sentences

Fill each gap with the correct famous person to complete the sentence.

Cleopatra
J.K. Rowling

Beethoven
Enid Blyton

Abraham Lincoln
Shakespeare

Elizabeth I
Walt Disney

Roald Dahl
Henry VIII

- 1 _____ wrote *The Witches*, *Matilda* and *Boy*.
- 2 _____ was a famous Egyptian queen.
- 3 _____ composed music even though his hearing was gradually deteriorating.
- 4 _____ was the most married British monarch.
- 5 _____ wrote more than 700 best-selling children's books.
- 6 _____ was the author of the world-famous *Harry Potter* novels.
- 7 _____ was queen of England during the Spanish Armada attack.
- 8 _____ wrote many of the world's greatest plays.
- 9 _____ declared the slaves to be free in the United States in 1863.
- 10 _____ created the character of Mickey Mouse.

Types of sentences

There are four types of sentences: statements, questions, exclamations and commands. All sentences start with a capital letter and end with one of three punctuation marks: a full stop, a question mark or an exclamation mark. The punctuation mark is an important way of indicating the type of sentence and its purpose.

- **Statements** are sentences that give information or express an opinion. They always end with a full stop.
The cyclone left hundreds of people homeless.
- **Questions** are sentences that ask for an answer. They always end with a question mark.
Has the airport been closed yet?
- **Exclamations** are single words, groups of words or sentences that express strong emotions. They always end with an exclamation mark.
Hurray! (expresses happiness)
What a disaster! (expresses horror)
I can't believe you escaped! (expresses surprise)
- **Commands** tell people what to do by giving a command or an order. They usually end in a full stop, but an exclamation mark may be used if the command is forcefully expressed.
Go to the evacuation centre.
Go to the evacuation centre!

Adding punctuation marks

Rewrite each sentence, adding a full stop, question mark or exclamation mark at the end.

- 1 Firefighters spent all night trying to contain the fire

- 2 That's incredible

- 3 Are you going to make a donation to the appeal

- 4 Watch out There's a snake on the path

- 5 In one town, every house was severely damaged by the cyclone

- 6 How can we stop people driving through dangerous floodwaters

- 7 It's a miracle that we survived

- 8 How common are earthquakes in Australia

Identifying the emotion

Choose the word that best describes the emotion expressed in each exclamation below.

The first letter is given to help you.

anger	excitement	disbelief	embarrassment	confusion
surprise	admiration	scorn	boredom	fear

- 1 Yay! I just won a trip to New York! e _____
- 2 That was terrifying! f _____
- 3 What a terribly dull movie that was! b _____
- 4 Oh, I didn't see you come in! s _____
- 5 How humiliating! e _____
- 6 Don't you smirk at me like that! a _____
- 7 How weird was that! c _____
- 8 Wow! What a hero! a _____
- 9 No, that can't be true! He would never lie to me! d _____
- 10 What a ridiculous thing to say! s _____

Creating questions

Rearrange the statements to create questions. The first word is given to get you started.

- 1 The Amur leopard is a critically endangered species.
Is _____
- 2 It takes a high level of skill to direct a movie.
Does _____
- 3 They have finally managed to save enough money for a trip to Europe.
Have _____
- 4 This has been the worst day in Australia's sporting history.
Has _____
- 5 Too many high-rise office towers are being approved in the city centre.
Are _____
- 6 Everyone agreed that this was the best concert they had ever seen.
Did _____
- 7 Koalas can sleep for as long 22 hours a day.
Can _____
- 8 There will be a full inquiry into the scandal.
Will _____



Paragraphs

A paragraph is a group of sentences that relates to one idea. Extended writing pieces, such as essays, stories and articles, are organised into paragraphs to help the reader follow the text. Starting a new paragraph indicates to the reader that a new idea is about to be introduced.

A paragraph consists of three different parts.

- The **topic sentence** (usually the first sentence) concisely expresses the main idea of the paragraph.
- **Supporting sentences** provide further detail by giving examples, presenting information or making points that explain the main idea.
- The **concluding sentence** pulls the paragraph together by summing up or expanding on the main idea expressed.

Here is an example.

topic sentence
(*main idea*)

My new job at the supermarket was a disaster from the start.

supporting sentences
(*three examples of what went wrong*)

My first task was to clean up a spill in Aisle 2, but I accidentally hit a customer with the mop handle.

Then I was told to stack the shelves with soft drinks, but I put them in the wrong places and had to do it all over again.

Just when I thought things couldn't get any worse, I lost control of all the shopping trolleys I collected from the car park and crashed them into a car.

concluding sentence
(*sums up or expands on the main idea*)

After a day like today, things can only get better!

Identifying the topic sentence

There are three pieces of writing on the opposite page. The topic sentence at the start of each paragraph is missing. Choose the correct topic sentence from the list and write it on the lines provided at the start of the paragraph. Remember that the topic sentence must express the main idea of the whole paragraph, not just part of it.



1 Informative writing

- a Kangaroos are large and powerful animals.
- b Although kangaroos in the wild rarely attack humans, it can be dangerous to approach them.
- c Kangaroos are known around the world as Australia's national symbol.

This is because they may become aggressive if they feel threatened, trapped or startled by the intrusion. Kangaroos are large and powerful, and their sharp claws and strong hind legs can cause terrible injuries to the face and body. Although kangaroos are peaceful animals, the safest option is to admire them from a distance.

2 Personal writing

- a My town has beautiful autumn leaves.
- b Autumn is a great time for gardening.
- c Autumn is the time of the year that most inspires me.

There is a huge festival in my town to celebrate local farm produce and the arrival of autumn. The trees are always ablaze with glorious shades of red, orange and yellow leaves. It is also time for me to prepare my garden beds and plant vegetables for winter. I always feel satisfied with life by the time this beautiful season comes to an end.

3 Descriptive writing

- a The night was bitterly cold.
- b The wind blew the snow around.
- c Rich people decided to stay at home that night.

Snow lay heavily on the ground, and a hard, thick crust had formed in doorways and on fences. The wind that howled abroad was savage. It caught the snow and scattered it into the air. Bleak, dark and cold, it was a night for the well-housed and well-fed to sit around the bright fire; and for the homeless, starving wretch to lay down in the bare streets and die.

adapted from *Oliver Twist* by Charles Dickens

Using adjectives

Adjectives are words that add meaning to nouns and pronouns. They describe people, places, things, creatures and feelings. Their main purpose is to give us a more graphic picture of nouns, as demonstrated in the following examples.

- colour: *golden sunset*
- place: *a coastal path*
- appearance: *hunched shoulders*
- taste: *a delicious breakfast*
- size: *gigantic mountains*
- number: *sixty minutes*
- shape: *hooked beak*
- emotion: *joyful singing*
- sound: *shrieking seagulls*
- direction: *a southerly gale*
- origin: *a German car*
- touch: *soft velvet*



Identifying adjectives

Identify all the adjectives in the following sentences.

- 1 It was a dark and stormy night.

- 2 The best things in life are free.

- 3 Gigantic waves were buffeting the wrecked yacht.

- 4 The mechanic had a stylish green Italian car for sale.

- 5 In the distance Lancelot could see a gloomy, forbidding castle.

- 6 A fierce fire broke out in the derelict building.

- 7 The lorikeet has a red beak and colourful plumage.

- 8 The sound of howling wolves alarmed the sleeping travellers.

Missing adjectives

Choose suitable adjectives to complete the passage opposite. Use the clues to help you.

falling
low

beautiful
thunderous

enormous
distant

green
coral

white
loud

Coral island

About a mile *d*_____ from the shore I saw the *e*_____ billows
of the ocean rolling like a *g*_____ wall and plunging with a *l*_____
*t*_____ roar upon a *l*_____ *c*_____ reef,
where they were dashed into *w*_____ foam and flung up in clouds
of spray. This spray sometimes flew exceedingly high, and, every here and there,
a *b*_____ rainbow was formed for a moment among the
*f*_____ drops.

adapted from *Coral Island* by R.M. Ballantyne

Adjective and noun match-up

Choose the most suitable adjective in the list for each noun below. Use each adjective once only.

boiled
musical
glittering
poisonous

mathematical
painful
torrential
untidy

galloping
cloudless
seedless
skilful

barking
chattering
villainous
whirring

- | | |
|----------------------|-----------------------|
| 1 _____ rain | 9 _____ horses |
| 2 _____ dogs | 10 _____ grapes |
| 3 an _____ room | 11 a _____ snake |
| 4 a _____ injury | 12 a _____ sky |
| 5 a _____ pirate | 13 a _____ instrument |
| 6 a _____ gymnast | 14 _____ diamonds |
| 7 a _____ equation | 15 _____ monkeys |
| 8 a _____ helicopter | 16 _____ eggs |

Forming adjectives from the names of countries

Change the name of the countries in brackets into adjectives. The first one is done to help you.

- | | |
|---|------------------------------|
| 1 <u>Kenyan</u> _____ flamingos (Kenya) | 6 _____ dancers (Spain) |
| 2 _____ flags (Tibet) | 7 _____ shamrocks (Ireland) |
| 3 _____ soldiers (America) | 8 _____ statues (Greece) |
| 4 _____ palm trees (Fiji) | 9 _____ sausages (Poland) |
| 5 _____ baths (Turkey) | 10 _____ bagpipes (Scotland) |

Verbs in action

Verbs express action – they are doing, being and having words. Some verbs consist of only one word, while other verbs are made up of a number of words.

The lioness leaps. The antelope had been grazing. Now it was fighting to survive.

Note that when a verb is used in its infinitive form, it is preceded by to.

to drink to leap to swim to run

Verbs not only express the action in a sentence, they also reveal the *time* of the action. A verb tells us whether the action is in the *past*, the *present* or the *future*. This aspect of a verb is called its *tense*. Notice how the verbs in the following sentences tell the time of an action.

Present tense: I run. I am running.

Future tense: I will/shall run. I will/shall be running.

Past tense: I ran. I have run. I had run. I was running.

Identifying verbs

In the following passage from the novel *The Silver Sword*, the three Balicki children are fortunate to escape with their lives when the Nazi soldiers set out to destroy their home. Notice how the writer's use of verbs creates rapid action and a scene of destruction. Identify all the verbs. Write them down once you have read the passage.

The attack

They must have gone fully a hundred yards when the first explosion shook the air. A sheet of fire leapt up from their home into the frosty night sky. They fell flat in the snow and lay there. The roof shook, the whole city seemed to tremble. Another explosion. Smoke and flames poured from the windows. Sparks showered into the darkness.

from *The Silver Sword* by Ian Serraillier

Using present and past tense

Below are verbs in present and past tense. Insert the verb forms that are missing. The first example in each column is done to help you.

Present	Past	Present	Past
1 <u>He sleeps</u>	<u>He slept</u>	9 <u>She awakes</u>	<u>She awoke</u>
2 I eat	_____	10 They fly	_____
3 _____	It rang	11 _____	You saw
4 _____	She sold	12 _____	I began
5 We know	_____	13 It loves	_____
6 He goes	_____	14 They fight	_____
7 _____	I wrote	15 _____	They were
8 You stand	_____	16 He catches	_____

Using expressive verbs

Verbs can create both action and suspense at the same time.

*As the shark **knifed** through the water, the seals **clambered** onto the ice floe.*

Choose the best expressive verb for each sentence below. Use each verb once only.

purred
thundered
swarmed

shrieked
swam
croaked

howled
basked
slithered

strutted
twittered

hooted
bellowed

- 1 The bees _____ around the hive.
- 2 The snake _____ across the track.
- 3 The sparrows _____ in the branches.
- 4 The cat _____ contentedly near the fire.
- 5 The crocodile _____ on a rock in the hot sun.
- 6 The peacock with its colourful feathers _____ up and down.
- 7 The bull _____ loudly as it charged the farmer.
- 8 The mob of horses _____ down the mountain side.
- 9 In the dead of night the wolves _____ in the moonlight.
- 10 The polar bear _____ between the ice floes.
- 11 The hungry seagull _____ at the passers-by.
- 12 After the downpour, the frogs _____ happily.
- 13 Somewhere an owl _____.



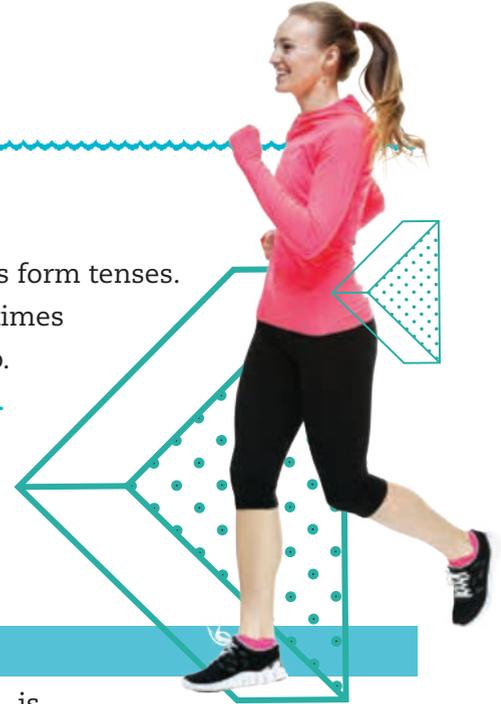
Verb forms

Auxiliary verbs

Auxiliary verbs are helping verbs. They are used to help other verbs form tenses.

An auxiliary verb usually precedes the verb it is helping. Sometimes more than one auxiliary verb may be used to form a complete verb.

I am running. *We have been running.* *You will be running.*



Here is a table of auxiliary verbs.

TABLE OF AUXILIARY VERBS		
am	are	is
do	does	did
has	have	had
be	being	been
may	might	must
was	were	
shall	should	
will	would	
can	could	

Note: Sometimes these verbs are used on their own.

Identifying auxiliary verbs

Identify the auxiliary verb or verbs in each sentence.

- 1 You should play soccer at school. _____
- 2 She will leave us soon. _____
- 3 Are you being served? _____
- 4 We must go now or we shall be late. _____
- 5 I could have danced all night. _____
- 6 Has he heard the latest news? _____
- 7 Did the plane arrive on time? _____
- 8 Despite the rain, some of the games may have been finished. _____

Using auxiliary verbs in sentences

Choose the correct auxiliary verbs from the brackets to complete each sentence.

- If I _____ enjoyed the novel, I would _____ finished it. (had, have)
- The lions _____ all asleep because the weather _____ very hot. (was, were)
- I _____ working on Saturday, but my friends _____ going to the beach. (am, are)
- She _____ not heard whether she _____ eligible for membership. (has, is)
- _____ you see that bird in the tree? It _____ have been injured. (may, can)
- We _____ so happy that you _____ come to the party. (could, were)

Forming verbs

Write the verb that is formed from each of these words. The first one is done to help you.

- | | |
|-----------------------------|---------------------|
| 1 speech <i>speak</i> _____ | 10 permission _____ |
| 2 simple _____ | 11 explosion _____ |
| 3 decision _____ | 12 false _____ |
| 4 soft _____ | 13 terror _____ |
| 5 suspension _____ | 14 tight _____ |
| 6 fertile _____ | 15 food _____ |
| 7 song _____ | 16 sharp _____ |
| 8 dark _____ | 17 proof _____ |
| 9 confusion _____ | 18 grief _____ |

Using correct verb forms

Choose the correct verb forms from the brackets to complete each sentence pair.

- a** The student _____ an email to her teacher.

b The student has _____ an email to her teacher. (wrote/written)
- a** He _____ to visit Ireland.

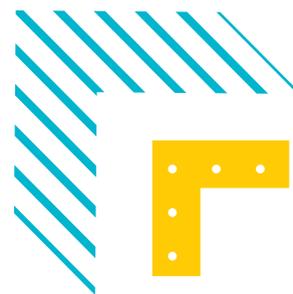
b He has _____ to visit Ireland. (chose/chosen)
- a** The church choir _____ hymns.

b The church choir had _____ hymns. (sung/sang)
- a** The storm had _____ the leaves from the tree.

b The storm _____ the leaves from the tree. (shaken/shook)
- a** The builder _____ off the ladder.

b The builder has _____ off the ladder. (fell/fallen)
- a** The apple had been _____ by the student.

b The student _____ her apple. (ate/eaten)



Adverbs

As their name suggests, adverbs add meaning to verbs. They are also used to add meaning to adjectives and other adverbs. Adverbs often end in 'ly'.

slowly bravely violently anxiously easily carefully

You can usually identify a word as an adverb by testing to see whether it answers *How?*, *When?* or *Where?* with regard to a verb, or *To what extent?* with regard to an adjective or another adverb.

Kinds of adverbs

Manner (How?): Adverbs may tell *how* an action is done. Most adverbs of manner end in 'ly'.

She walked quickly to school.

The word 'quickly' tells how she walked to school. Here are some more adverbs of manner.

loudly happily noiselessly angrily eagerly fast well

Time (When?): Adverbs may tell *when* an action takes place.

He came home early from school.

The word 'early' tells when he came home from school. Here are more adverbs of time.

yesterday previously again sometimes regularly now often

Place (Where?): Adverbs may tell *where* an action takes place.

They had been there.

Here are more adverbs of place.

outside below here near forward everywhere down far

Degree (How much?/To what extent?)

Some adverbs tell *how much* or *to what extent* an action takes place. They usually add to the meaning of adjectives and other adverbs.

The student was very quiet in class.

The word 'very' shows the extent of the student's quietness. Here are more adverbs of degree.

quite extremely nearly too completely rather almost

Forming adverbs

Complete the following sentences by forming adverbs from the words in brackets, using the endings 'ly', 'ily', 'ally' or just 'y'. Make sure you spell your adverbs correctly.

- | | |
|-------------------------------------|------------------------------------|
| 1 They fought _____ . (brave) | 8 We worked _____ . (busy) |
| 2 The student spoke _____ . (angry) | 9 He wrote _____ . (careful) |
| 3 I slept _____ . (peaceful) | 10 It ate _____ . (greedy) |
| 4 She danced _____ . (beautiful) | 11 He answered _____ . (sarcastic) |
| 5 They won _____ . (easy) | 12 We left _____ . (immediate) |
| 6 You arrived _____ . (punctual) | 13 It rained _____ . (heavy) |
| 7 We played _____ . (energetic) | 14 I waited _____ . (patient) |

Identifying adverbs

There are eleven adverbs in this advertisement. Find them and write them down.

PARADISE ISLAND

Come away to our beautiful island paradise today. Live simply and contentedly in a climate that is always summer. Eat exquisitely prepared meals, dress casually and walk lazily along the rainforest paths. Then sleep soundly as the waves lap quietly against the shore.



Choosing appropriate adverbs

Choose adverbs from the list to complete the sentences. Use each adverb once only.

radiantly
bravely
abundantly

slightly
violently
too

hurriedly
greedily
very

always
gracefully
hysterically

- 1 The child was sobbing _____ after the accident.
- 2 The sun shone _____ on the sea.
- 3 The starving woman _____ ate the bread.
- 4 The dancer waltzed _____ across the floor.
- 5 Because he was late for work, he departed _____.
- 6 She was a _____ honest policewoman.
- 7 The boat was tossed about _____ in the storm.
- 8 The vegetables grew _____ in the fertile soil.
- 9 The soldier fought _____ against the enemy troops.
- 10 He was _____ tired to continue working.
- 11 She has _____ loved studying English.
- 12 The footballer was only _____ injured.

Pronouns

A pronoun is a word used in place of a noun. If there were no pronouns, you would have to repeat the same noun over and over again.

Personal pronouns

Personal pronouns are so called because they take a different approach for the first, second and third person.

- The **first** person is the person speaking.
*I forgot to finish **my** essay.*
- The **second** person is the person spoken to.
***You** need to buy **your** lunch.*
- The **third** person is the person spoken about.
***She** lost **her** hockey stick.*

Here is a personal pronoun table that will show you at a glance how the form of pronouns changes as you use them in different ways in your writing.

PERSON	SUBJECT	OBJECT	OWNER
First person singular	I	me	my
Second person singular	you	you	your
Third person singular	he, she, it	him, her, it	his, her, its
First person plural	we	us	our
Second person plural	you	you	your
Third person plural	they	them	their

Missing personal pronouns

Complete the postcard by inserting missing pronouns from the brackets.

ON SAFARI

_____ safari guide warned _____ to stay in the vehicle at all times. (us, our) A lioness approached with _____ two cubs and proudly took _____ to the waterhole. (her, them) Then _____ all lay in the shade while _____ cleaned _____ coats. (their, she, they) _____ all thought _____ was an amazing sight. (it, we)



Identifying personal pronouns

The following description shows how important pronouns are. Read the passage and underline the personal pronouns. (Hint: there are twelve personal pronouns.)

Meeting Count Dracula

'I am Dracula. And I bid you welcome, Mr Harker, to my house. Come in; the night air is chill, and you must need to eat and rest.' As he was speaking he put the lamp on a bracket on the wall, and stepping out, took my luggage; he carried it in before I could forestall him.

from *Dracula* by Bram Stoker



Working with personal pronouns

Rewrite the sentences, changing the pronouns in italics as indicated in the brackets. The first one is done as an example.

- 1 *He* is eating *his* pizza. (change to third person plural)
They are eating their pizzas.

- 2 *They* were invited to the dance. (change to first person singular)

- 3 *You* are anxious about *your* exams. (change to first person plural)

- 4 *I* will bring *my* camera. (change to third person plural)

- 5 Are *you* going to ride *your* new bike? (change to third person singular)

- 6 *My* shoes are too small for *me*. (change to second person singular)

- 7 *You're* not concerned about *your* exam results. (change to first person singular)

Prepositions

Prepositions are best understood by looking at the meaning of the word. **Pre** is a prefix which means 'before' and **position** means 'placed'. A preposition is a word that is placed before a noun (or pronoun).

The preposition and the noun or pronoun that follows form a prepositional phrase.

under the trees on the table towards them beneath the sea

Finding the object of a preposition

The noun or pronoun that follows a preposition is usually referred to as the object of the preposition. The best way of finding the object of a preposition is to ask *Who?* or *What?* after the preposition.

near the river

Near what? River (noun) is the object of the preposition *near*.

over us

Over whom? Us (pronoun) is the object of the preposition *over*.

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

Prepositions

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

Identifying prepositions

Identify the two prepositions in each sentence.

- 1 After midnight the guard fell into a deep sleep. _____
- 2 During recess the students played beneath the trees. _____
- 3 At dawn the sun appeared through the clouds. _____
- 4 The ball rolled between the posts before the final whistle. _____
- 5 We ran over the bridge and across the open fields. _____
- 6 Along the road an old vintage car chugged towards us. _____
- 7 At dusk the bats flew among the trees. _____
- 8 The book without a cover was found inside the classroom. _____

Using prepositions in writing

Choose prepositions from the list to complete the following passage.

above through at into of of for

The bushfire

I was riding _____ my life in lofty timber, and, as I passed, I heard the crackling _____ fire coming _____ the wood. _____ the same instant, the blinding smoke burst _____ a million tongues _____ flickering flame, and I saw the fire high _____ the tree tops.

adapted from *The Recollections of Geoffrey Hamlyn* by Henry Kingsley



Identifying prepositional phrases

In each sentence, identify the phrases beginning with a preposition. The first one is done to help you.

- 1 In the middle of the night, the wolves were howling among the trees.

In the middle of the night / among the trees

- 2 I catch a bus to school in the morning and arrive before the other students.
-

- 3 At the beginning of the journey, the explorer said goodbye to his friends.
-

- 4 I am often annoyed by your behaviour in class.
-

- 5 For many years the old farmhouse stood near the wooden bridge.
-

- 6 The yacht scudded through the water to the mouth of the river.
-

- 7 Against the odds and despite many warnings, she swam across the channel.
-

- 8 By the light of the silvery moon we saw many fish leaping in the lake.
-

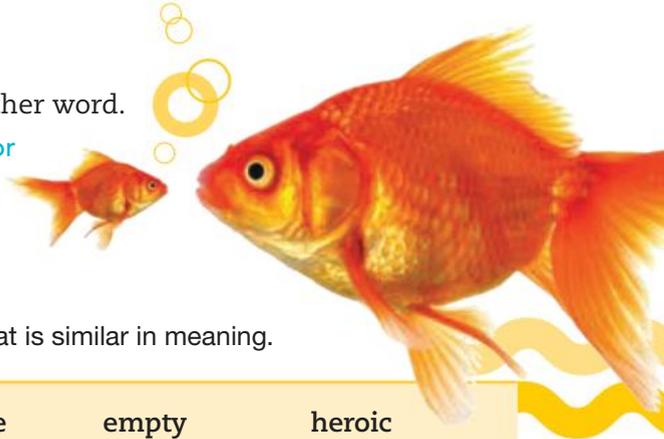
Synonyms and antonyms

- A **synonym** is a word that is *similar in meaning* to another word.

hide conceal vacant empty
surprise astonish slender slim

- An **antonym** is a word that is *opposite in meaning* to another word.

old young inferior superior
arrive depart success failure



Finding adjectives similar in meaning

Replace each adjective in *italics* with an adjective from the list that is similar in meaning.

fierce	gigantic	courteous	accurate	empty	heroic
rich	short	irate	useless	old	strange
cold	careful	weary	quick	dark	faithful
sharp	abrupt	lawful	obstinate	enormous	wide

- | | |
|------------------------------------|-----------------------------------|
| 1 a <i>polite</i> _____ child | 13 an <i>elderly</i> _____ man |
| 2 a <i>huge</i> _____ wave | 14 a <i>peculiar</i> _____ custom |
| 3 a <i>wealthy</i> _____ developer | 15 a <i>stubborn</i> _____ child |
| 4 a <i>precise</i> _____ answer | 16 a <i>legal</i> _____ right |
| 5 a <i>brief</i> _____ visit | 17 a <i>gloomy</i> _____ dungeon |
| 6 a <i>ferocious</i> _____ dog | 18 a <i>loyal</i> _____ friend |
| 7 an <i>angry</i> _____ parent | 19 a <i>tired</i> _____ traveller |
| 8 a <i>vacant</i> _____ house | 20 a <i>rapid</i> _____ descent |
| 9 a <i>frigid</i> _____ climate | 21 an <i>acute</i> _____ pain |
| 10 a <i>cautious</i> _____ driver | 22 a <i>sudden</i> _____ stop |
| 11 a <i>massive</i> _____ wave | 23 a <i>brave</i> _____ deed |
| 12 a <i>broad</i> _____ road | 24 a <i>futile</i> _____ attack |

Identifying synonyms

Choose from the synonyms in brackets to match the words in *italics*.

- The *humble* _____ peasant *implored* _____ the *brutal* _____ king for mercy. (begged, cruel, submissive)
- In *rural* _____ areas, life is *serene* _____ and people *appreciate* _____ the beauty of the landscape. (value, country, peaceful)

- 3 At the *conclusion* _____ of the film, the audience was *surprised* _____ that the hero had not managed to overcome *adversity* _____. (end, misfortune, amazed)
- 4 The *infuriated* _____ manager was able to *persuade* _____ the *indolent* _____ worker to be more *industrious* _____. (lazy, angry, hard-working, convince)
- 5 *Quick* _____ thinking saved the climbers from certain *catastrophe* _____ when the guide decided to *leave* _____ the trail. (abandon, disaster, prompt)
- 6 The climbers were *grateful* _____ that they had survived the *hazardous* _____ conditions and were *optimistic* _____ that the *gradient* _____ to the summit would not be too steep. (slope, hopeful, dangerous, thankful)
- 7 In her speech, the *eminent* _____ author *asserted* _____ that writing a novel was always *difficult* _____. (stated, hard, famous)
- 8 The *yearly* _____ concert came to a *sudden* _____ end when the *enormous* _____ marquee collapsed. (annual, colossal, abrupt)
- 9 Since the operation his *respiration* _____ is still laboured and he needs to *recuperate* _____ as *rapidly* _____ as possible. (quickly, breathing, recover)
- 10 Can you *recollect* _____ how brightly the exquisite diamond *shone* _____? (remember, gleamed)

Writing antonyms

Write the antonyms for each of these words.

- | | |
|-------------------|--------------------|
| 1 crooked _____ | 16 wild _____ |
| 2 late _____ | 17 public _____ |
| 3 stale _____ | 18 full _____ |
| 4 smooth _____ | 19 backwards _____ |
| 5 tight _____ | 20 ascent _____ |
| 6 more _____ | 21 profit _____ |
| 7 wet _____ | 22 sweet _____ |
| 8 question _____ | 23 minimum _____ |
| 9 heavy _____ | 24 first _____ |
| 10 entrance _____ | 25 inferior _____ |
| 11 summer _____ | 26 expensive _____ |
| 12 east _____ | 27 guilty _____ |
| 13 add _____ | 28 cold _____ |
| 14 black _____ | 29 borrow _____ |
| 15 barren _____ | 30 awake _____ |

Prefixes

A prefix is a word part added at the beginning of a word to alter the word's meaning or create a new word. In the following examples the prefixes are shown in italics.

absent *autopilot* *external* *intersect* *misbehave* *premature*

Some important prefixes, their meanings and some of the words derived from them are listed in the table below. Read the table and then complete the exercises that follow.

PREFIX	MEANING	WORDS BEGINNING WITH PREFIX
uni-	one	unique, unison, unify, unanimous
bi-	two	bicycle, bilingual, bisect, biped, biplane
tri-	three	triangle, triplets, trilogy, tripod
pre-	before	predict, precaution, presume, precede
sub-	under	subdivide, submarine, subsidy, subside
ex-	from/out of	excavate, export, exhale, exclaim
re-	again/back	renovate, rewrite, reiterate, reverse
auto-	self	autobiography, autograph, autocrat
post-	after	postpone, posthumous, posterity
super-	above	supervise, superimpose, superhuman

Prefixes at work

Use the prefix clues in brackets to find the words in the table that match these meanings.

- to breathe out _____ (ex-)
- a two-wheeled vehicle _____ (bi-)
- to place one thing over another _____ (super-)
- to delay/set the date back _____ (post-)
- to cut up into small lots _____ (sub-)
- being the only one of its kind _____ (uni-)
- a group of three related novels, plays, etc. _____ (tri-)
- to declare or tell in advance _____ (pre-)
- a ruler who has absolute power _____ (auto-)
- to manage and direct _____ (super-)
- to turn about _____ (re-)
- occurring or awarded after death _____ (post-)
- to make into one _____ (uni-)



- 14 to come before in time _____ (pre-)
 15 to become less intense or severe _____ (sub-)
 16 speaking two languages fluently _____ (bi-)

Forming words by adding prefixes

Read the clues and meanings, then choose a prefix to complete each unfinished word. The first one is done to help you.

dys-
post-
arch-

ultra-
circum-
hypo-

anti-
semi-
extra-

contra-
fore-
cata-

dia-
inter-
epi-

- 1 a medicine that works against a poison anti _____ dote
 2 smuggled goods _____ band
 3 relating to the region beneath the skin _____ dermic
 4 to predict the future or a future event _____ tell
 5 happening between two or more nations _____ national
 6 sail all the way around _____ navigate
 7 a chief duke _____ duke
 8 a half circle _____ circle
 9 a widespread occurrence of an infectious disease _____ demic
 10 of or from outside the Earth or its atmosphere _____ terrestrial
 11 a learning disability in reading, writing and spelling _____ lexia
 12 beyond sound; supersonic _____ sonic
 13 occurring after midday _____ meridian
 14 a moment of tragedy _____ strophe
 15 a conversation between two or more persons _____ logue

Forming opposites by adding prefixes

Write words that are opposite in meaning to the words below by adding the prefix *un-*, *in-* or *dis-*.

- | | |
|-------------------|--------------------|
| 1 appear _____ | 8 locate _____ |
| 2 accurate _____ | 9 advantage _____ |
| 3 credible _____ | 10 decisive _____ |
| 4 formal _____ | 11 obey _____ |
| 5 appoint _____ | 12 certain _____ |
| 6 belief _____ | 13 desirable _____ |
| 7 excusable _____ | 14 clean _____ |

Suffixes

A suffix is a word part added at the end of a word to change its meaning or form. Most suffixes consist of one syllable. In the following examples the suffixes are shown in italics.

servant *foolish* *smallest* *graceful* *helpless* *abundance*

Suffixes identifying people

Use the definition and given suffix to write the name for the person.

- 1 A _____ **ian** is a person skilled in magic.
- 2 A _____ **ee** is a person who flees for refuge in a foreign country.
- 3 A _____ **eur** is a person employed to drive a private car.
- 4 A _____ **ist** is a person who studies plants.
- 5 A _____ **ier** is a person who cuts glass to fit windows.
- 6 A _____ **eer** is a person who climbs mountains.
- 7 An _____ **an** is a child whose parents are dead.
- 8 An _____ **or** is a person who draws or creates pictures for books, etc.
- 9 A _____ **ess** is a female member of a royal family.
- 10 A _____ **ic** is a person who criticises.
- 11A _____ **er** is a person who takes photos.

Forming adjectives by adding suffixes

Change each word in brackets into an adjective by adding a suffix. Sometimes the spelling will have to be changed before the suffix is added.

- | | |
|-------------------------------|-------------------------------|
| 1 a _____ house (luxury) | 13 a _____ stranger (mystery) |
| 2 an _____ dog (obey) | 14 a _____ eruption (volcano) |
| 3 a _____ attempt (courage) | 15 an _____ film (enjoy) |
| 4 a _____ snake (poison) | 16 a _____ team (victory) |
| 5 a _____ chair (comfort) | 17 a _____ choice (fool) |
| 6 a _____ statement (truth) | 18 a _____ result (fortune) |
| 7 a _____ storm (destruction) | 19 a _____ answer (thought) |
| 8 a _____ report (favour) | 20 an _____ disease (infect) |
| 9 a _____ meal (taste) | 21 a _____ toothache (pain) |
| 10 a _____ recovery (miracle) | 22 an _____ result (excel) |
| 11 a _____ coin (value) | 23 a _____ musician (fame) |
| 12 a _____ sea (peace) | 24 a _____ car (rely) |

Suffixes indicating size

Some suffixes are used to show a small size.

flowerlet (little flower) **seedling** (little seed) **satchel** (small bag)

These are called diminutives. Here are others that you should be aware of.

- et coronet, casket, cygnet, baronet, locket, latchet, turret
- let bracelet, booklet, hamlet, islet, rivulet, eaglet, owlet, droplet
- ette kitchenette, briquette, rosette, statuette, wagonette
- ling duckling, nestling, gosling, weakling, yearling, hireling
- el damsel, morsel, cockerel, citadel, chapel, kernel
- icle icicle, cubicle, particle, article
- ock bullock, hillock, buttock
- kin napkin, lambkin, mannikin
- en kitten, chicken, maiden



Using suffixes for diminutives

Which diminutives from the above list match the following meanings? The suffix for each diminutive is given in brackets.

- | | |
|--------------------------------|--|
| 1 a small crown _____ (-et) | 7 a small portion of food _____ (-el) |
| 2 a coffin _____ (-et) | 8 a young cat _____ (-en) |
| 3 a young duck _____ (-ling) | 9 a rose-shaped decoration _____ (-ette) |
| 4 a small hill _____ (-ock) | 10 a small island _____ (-et) |
| 5 a small statue _____ (-ette) | 11 a very small enclosed area _____ (icle) |
| 6 a little lamb _____ (-kin) | 12 a fortress above a city _____ (-el) |

Matching meanings

Choose words from the list to match the meanings. They all end with the suffix *-ous*, meaning 'full of'.

mountainous

perilous

enormous

conspicuous

ravenous

nervous

- 1 full of danger or risk _____
- 2 clearly visible _____
- 3 easily agitated or alarmed _____
- 4 having many mountains _____
- 5 very large in size _____
- 6 extremely hungry _____

Literal and figurative language

Many words and expressions are used in two ways: literally and figuratively.

- When we use words **literally**, we use them in their strict or actual sense.
- When we use words **figuratively**, we make comparisons, transfer ideas or exaggerate.

Thus, when we say, 'The new plant is very green', we are using 'green' in its *literal* sense, to name a real colour. However, when we say, 'The new employee is a bit green', we mean 'inexperienced'; so here 'green' is used in a *figurative* way.

Idioms are everyday sayings that use figurative language.



Animal idioms and their meanings

There are many idioms that involve animals. In your own words, write the meaning of each idiom given in italics.

1 It's *raining cats and dogs*.

2 The senior partner took *the lion's share* of the profits.

3 He is *the black sheep* of the family.

4 Beware of her – she's a real *snake in the grass*.

5 The new salesperson wants to be *top dog*.

6 Life in the twenty-first century has become a *rat race*.

7 The golfer is a *one-trick pony*.

8 Don't *wolf down your food*.

9 That was a *harebrained* scheme.

10 It was a secret, but my brother *let the cat out of the bag*.

11 The police set a trap, but thieves *smelt a rat* and escaped.

12 The train was moving at a *snail's pace*.

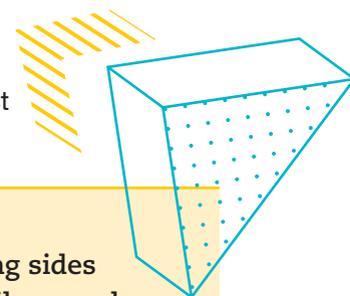
13 The teacher gave the class a test *to separate the sheep from the goats*.

14 Before lunch, the students *made a beeline for the door*.

15 If you want to solve the problem, you must *take the bull by the horns*.

Identifying idioms in everyday life

Choose common nouns from the list to complete the idioms below. Then select the correct meaning for each one and write it on the line next to the idiom.



Nouns

teeth	water
teacup	tooth
goose	fence
marbles	leg
salt	moon
sardines	peas

Meanings

a hopeless task	to avoid taking sides
a very rare occurrence	two very similar people
rather old	to get into trouble
crowded close together	anger over a trivial issue
no excuse at all	to go crazy
a good, honest person	by a narrow margin

1 To lose one's _____

2 _____ of the earth

3 Two _____ in a pod

4 Once in a blue _____

5 A storm in a _____

6 By the skin of my _____

7 Not a _____ to stand on

8 Long in the _____

9 Packed like _____

10 A wild _____ chase

11 To get into hot _____

12 To sit on the _____

Language revision

Working with word families

Complete the following word families by inserting the missing nouns, verbs, adjectives or adverbs. One member of each family is given.

NOUN	VERB	ADJECTIVE	ADVERB
sympathy	_____	_____	_____
_____	_____	beautiful	_____
_____	endanger	_____	_____
glory	_____	_____	_____
_____	_____	_____	strongly
_____	attract	_____	_____
destruction	_____	_____	_____
_____	excel	_____	_____

Pairing adjectives and nouns

Pair each adjective below with the most suitable noun. Use each adjective once only.

sandy
deafening
traffic
blunt

torrential
stationary
difficult
broken

blazing
crying
stormy
delicious

squawking
slippery
wounded
expensive

- | | | | |
|---------|----------|----------|-----------|
| 1 _____ | parrot | 9 _____ | explosion |
| 2 _____ | meal | 10 _____ | problem |
| 3 _____ | soldier | 11 _____ | baby |
| 4 _____ | rain | 12 _____ | jewellery |
| 5 _____ | car | 13 _____ | sea |
| 6 _____ | fire | 14 _____ | bottle |
| 7 _____ | accident | 15 _____ | ice |
| 8 _____ | shore | 16 _____ | knife |

Abstract nouns and animals

Some animals are closely associated with specific abstract nouns. Link each abstract noun to the appropriate animal below.

loyalty	pride	speed	peace	slowness
wisdom	power	cunning	timidity	evil
1 dove _____			6 lion _____	
2 owl _____			7 fox _____	
3 dog _____			8 peacock _____	
4 tortoise _____			9 mouse _____	
5 cheetah _____			10 snake _____	

Using correct verb forms

Insert the correct form of each verb in brackets.

- 1 After the yacht was _____ (blow) onto the rocks, it quickly _____ (sink).
- 2 Yesterday it _____ (begin) to snow heavily and the lake was soon _____ (freeze) over.
- 3 We had _____ (win) the grand final and our supporters _____ (sweep) us off our feet.
- 4 Before he had _____ (eat) any food, the survivor _____ (drink) a jug of water.
- 5 The sheep were _____ (feed) before they were _____ (drive) to the sale yard.
- 6 A screech of brakes was _____ (hear) before the car _____ (spin) out of control and _____ (strike) the tree.

Adding suitable adverbs

Complete each sentence by selecting the most suitable adverb from the group of three on the right.

- 1 He shouted _____. (dimly, sadly, angrily)
- 2 She waited _____. (carefully, patiently, weakly)
- 3 He fought _____. (valiantly, softly, concisely)
- 4 I yawned _____. (humbly, tiredly, cheaply)
- 5 They sang _____. (heavily, brightly, loudly)
- 6 He crept _____. (brilliantly, stealthily, broadly)
- 7 You strolled _____. (casually, gently, correctly)
- 8 They listened _____. (concisely, brutally, attentively)
- 9 We laughed _____. (furiously, strongly, happily)
- 10 He wandered _____. (humbly, aimlessly, carefully)

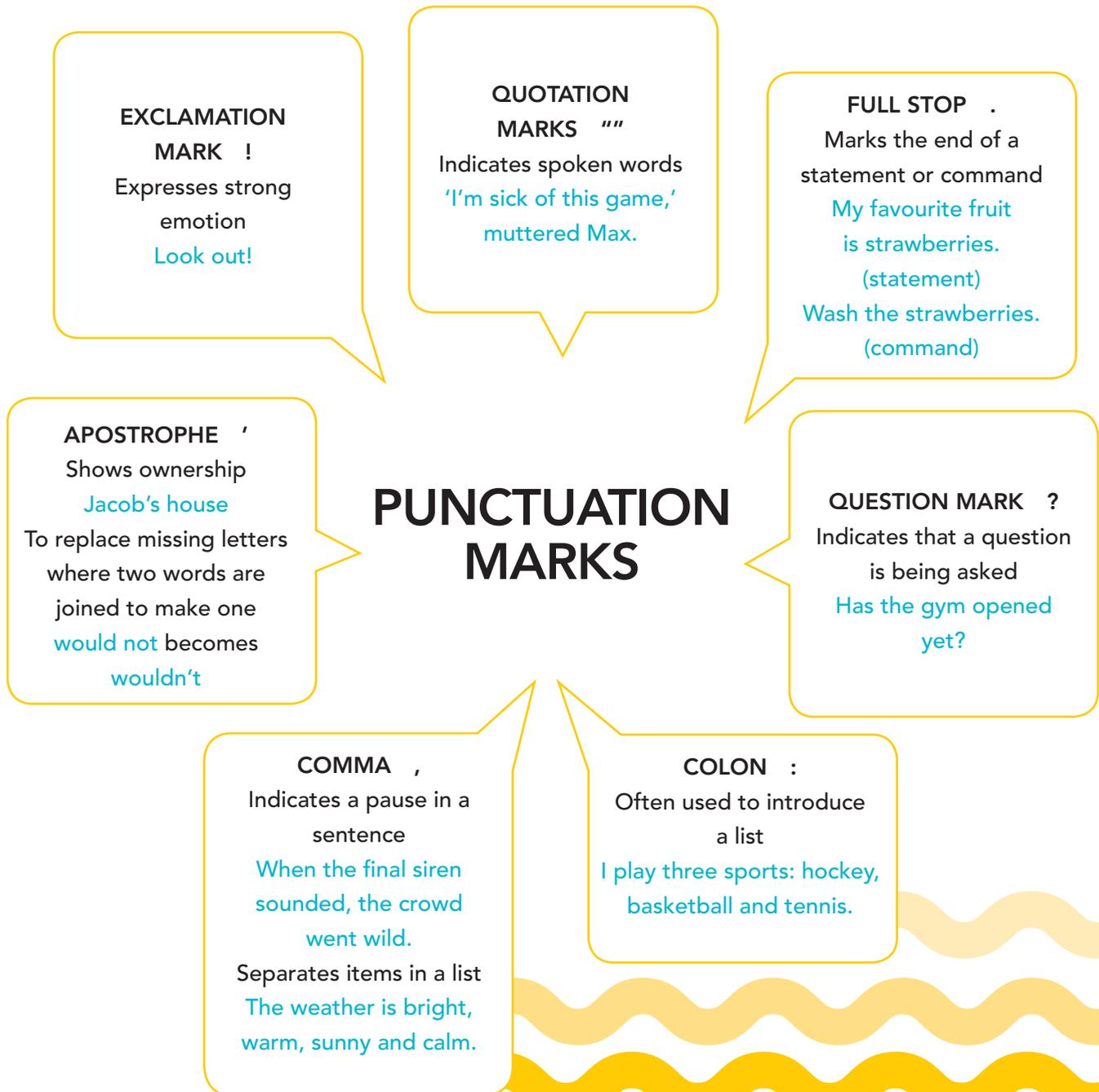


Reviewing punctuation

Without punctuation, it would be very difficult – if not impossible – to make sense of written texts. Punctuation marks are symbols that are used to guide the reader and make the meaning clear. For example, they help to indicate:

- where pauses are necessary in a sentence, and how long the pauses should be
- how a sentence should be read or spoken – as a question, an exclamation or a statement
- which part of a sentence consists of spoken words.

Here is an overview of the most commonly used punctuation marks.



Checking your punctuation skills

Rewrite each sentence, adding the punctuation marks indicated in brackets.

- 1 Ellas dog is lovable smart loyal and friendly (2 commas, 1 apostrophe, 1 full stop)

- 2 Some drivers just shouldnt be allowed on the road (1 apostrophe, 1 full stop)

- 3 Whos hiding in there Get out here now (1 exclamation mark, 1 apostrophe, 1 question mark)

- 4 The orchard contained several kinds of fruit trees apple apricot nectarine and pear (2 commas, 1 full stop, 1 colon)

- 5 Ben asked Where are you going (1 set of quotation marks, 1 comma, 1 question mark)

- 6 When you go to the market dont forget to buy some daffodils (1 comma, 1 full stop, 1 apostrophe)

- 7 All the horses manes were black (1 apostrophe, 1 full stop)

- 8 Youre going to miss the hustle and bustle of city life (1 apostrophe, 1 full stop)

- 9 Did you enjoy Alices birthday party (1 question mark, 1 apostrophe)

- 10 No Simon I dont need any help today (2 commas, 1 full stop, 1 apostrophe)



End-of-sentence punctuation

A sentence is a group of words that makes sense on its own. Sentences always start with a capital letter and end with a full stop, a question mark or an exclamation mark.

Writing sentences

Unscramble the words so that the sentences make sense. Add a capital letter and a full stop. The first word of each sentence is given to help you.

- 1 turn out bins to the it's your take rubbish

It's

- 2 fish snatched and seagulls our chips screeching the

The

- 3 lifelong millionaire was ambition to Harry's a become

Harry's

- 4 bushwalker searching days after lost rescuers three the for found

Rescuers

- 5 performance audience the delighted the magician's

The

- 6 swarmed fans of watch into the Cup to World thousands stadium the

Thousands

Using question marks and exclamation marks

Rewrite these sentences, adding a question mark or an exclamation mark where necessary.

- 1 Did you go to Bali for your holiday
-

- 2 Give me that phone
-

- 3 Ouch That hurt
-

- 4 Who invented the World Wide Web
-

- 5 Would you like to come around to my place
-

- 6 Snake Don't move
-

Capital letters for proper nouns

Capital letters are used for many different types of proper nouns, which are the names of specific people, places and things. Note that capital letters are not used for common nouns, which refer to all objects of the same kind.

We love hiking in *Cradle Mountain National Park*. (specific name of one national park)

We love hiking in the *national park* (common noun referring to national parks in general)

A capital letter is not used for small words such as *the, to, at, and, of, in* and *for* unless they are at the beginning of a specific name or title.

The table below shows examples of the most common types of proper nouns.

TYPES OF PROPER NOUNS	EXAMPLES
Names of people and animals	Uncle Simon, Ms Kelly, Sir Elton John, Simba
Names of places, such as countries, towns, streets, rivers and buildings	Brazil, Amsterdam, Woodside Avenue, Mekong River, Leaning Tower of Pisa
Days, months, holidays, festivals and special events	Saturday, October, New Year's Day, Adelaide Festival, Melbourne Cup
Companies, organisations, educational institutions, government departments	Woolworths, Royal Flying Doctor Service, Macquarie University, Department of Health
Books, films, plays, newspapers, magazines, television shows	<i>The Boy in the Striped Pyjamas</i> , <i>Romeo and Juliet</i> , <i>The Herald Sun</i> , <i>Your Garden</i> , <i>Home and Away</i>

Identifying the proper nouns

Rewrite the sentences using capital letters to show the proper nouns.

- The taj mahal is a beautiful monument in the indian town of agra.

- Tennis champions serena williams and roger federer have thrilled australian open fans for many years.

- The novel *harry potter and the philosopher's stone* was written by j.k. rowling.

- My brother joe was born on 1 april 2005, so every year his birthday falls on april fools' day.

- Popular brands of running shoes include nike, adidas, brooks and new balance.

Commas in a list or series

Commas are used in sentences to separate items in a list or to indicate a short pause between a series of actions. A comma is not used before 'and' for the last item unless the meaning is unclear.

Jake's lunchbox contained a sandwich, a tub of yoghurt, a muesli bar and an apple.
(items in a list)

I always enjoy catching up with friends, walking along the beach, reading good books and playing video games.
(a series of actions)



Adding commas to a list or a series

Rewrite the sentences, adding the missing commas.

- 1 Guava papaya jackfruit rambutan and pineapple are all tropical fruits.

- 2 The abandoned kitten looked tired lonely frightened and sick.

- 3 We went on an around-the-world trip to Bangkok Rome London New York and Los Angeles.

- 4 The waiter showed us to a table brought some water chatted about the specials and took our order.

- 5 The demonstrators marched slowly chanted slogans held up banners and brought traffic to a standstill.

- 6 We chose salami mixed olives feta cheese and chargrilled mushrooms.

- 7 Charlotte went into the shop found some great T-shirts tried them on and bought the red one.

- 8 Teams competing at the Grand Prix included Mercedes Ferrari and Red Bull.

- 9 The website sold antique watches rings earrings bracelets and necklaces.

Commas to indicate a pause

Commas are used in a sentence to guide the reader by indicating natural pauses. For example, they mark off or separate some words from the rest of the sentence and they often clarify the meaning.

- A comma marks off the introductory part of a sentence.
During the terrible cyclone, massive trees were ripped out of the ground.
Meanwhile, Sam decided that he didn't want to move to New York.
- Commas are used to separate non-essential information from the rest of the sentence.
My sister, who has a cat called Boris, always wanted to be a vet.
- Commas mark off the name of a person who is being spoken to directly.
Harry, can I have my car keys back?
Quiet please, Maddie, the film is about to start.
I found a lost kitten today, Mum.
- A comma may be needed to avoid confusion about the meaning of a sentence. For example, without a comma, the first sentence sounds as if the dog is being eaten.
After eating my dog usually likes to take a nap. (incorrect)
After eating, my dog usually likes to take a nap. (correct)

Adding commas

Using the above guidelines, rewrite each sentence, inserting the comma or commas correctly.

- 1 Jess can you give me a lift to netball practice?

- 2 The boy a keen surfer goes to the beach every day.

- 3 However the author insisted that her novel is fictional.

- 4 After the sun had set we walked back to the hotel for dinner.

- 5 I'll show you how to deep-fry Luke.

- 6 The luxury cruise ship which was built in Finland is the largest in the world.

- 7 Above all I would like to thank my family for their support.

Apostrophes – possession

Apostrophes are used with singular and plural nouns to show possession or ownership.

- When the noun that possesses or owns something is singular, add 's.
The farmer's boots (the boots of the farmer)
The boss's car (the car of the boss)
- When the noun that possesses or owns something is plural and already ends in -s, just add an apostrophe.
The twin's bedroom (the bedroom of the twins)
- When the noun that possesses or owns something is plural but does not end in -s, add 's.
The people's president (the president of the people)

Showing possession with apostrophes

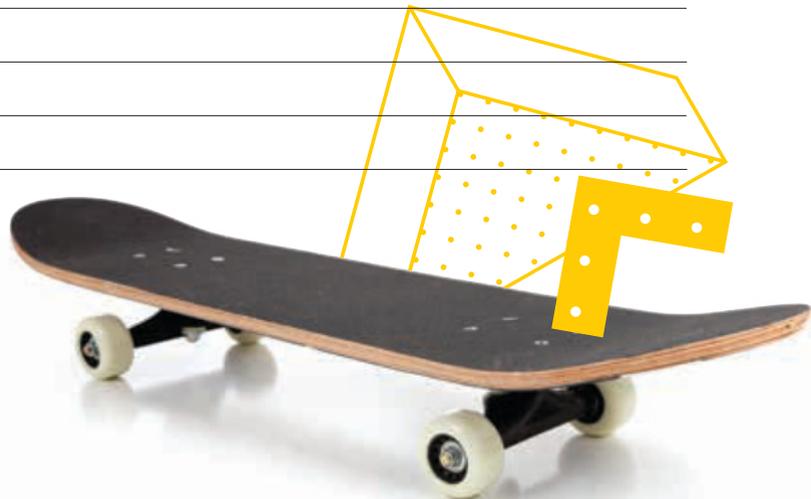
Change each phrase so that an apostrophe is used to show possession. The first one is done for you.

- 1 the strings of the guitar *the guitar's strings* _____
- 2 the getaway car of the thieves _____
- 3 the wallet of his uncle _____
- 4 the sharp beaks of the seagulls _____
- 5 the tools of the plumber _____
- 6 the network of the women _____
- 7 the screeches of the cockatoos _____
- 8 the wheels of the bus _____

Adding apostrophes

Rewrite each phrase, adding the missing apostrophe to show possession.

- 1 the babies toys _____
- 2 mens clothing _____
- 3 Jacks skateboard _____
- 4 my mums food blog _____
- 5 the childrens playground _____
- 6 todays weather _____
- 7 the boats deck _____



Apostrophes – contractions

A contraction is a type of abbreviation. Two words are joined to form one word by removing one or more letters. An apostrophe is used to indicate where the letters have been removed.

I'm going home. (I am)

He couldn't see the ball. (could not)

You're late. (You are)

She'd like a pizza. (She would)

Abbreviating words

In each sentence, identify the two words that can be turned into a contraction. Rewrite the sentence, replacing the unnecessary letters with an apostrophe.

- 1 You must not worry. _____
- 2 There is the Eiffel Tower. _____
- 3 We will be going to the festival. _____
- 4 It would have been interesting. _____
- 5 The sun was not shining. _____
- 6 They said they would wait for us. _____

Changing the contractions

Rewrite each sentence, changing the contraction to its full form.

- 1 Where's the museum? _____
- 2 Who's going to the party? _____
- 3 Don't forget your phone. _____
- 4 We're selling our car online. _____
- 5 Avocados aren't in season yet. _____
- 6 Yes, that's OK. _____

Filling the gaps

Choose the correct contractions from the brackets to complete the sentences.

- 1 I _____ see Jill this afternoon. She _____ feeling well this morning so she _____ gone home. (might've, didn't, wasn't)
- 2 If _____ going to be late home tonight, _____ need to reheat your dinner because _____ going out. (you'll, we're, you're)
- 3 I wonder _____ in that tree over there. It _____ look like a cat. Maybe _____ a possum. (it's, doesn't, what's)
- 4 _____ go roller skating today. We _____ worry too much about the cold as _____ be warm enough once we get moving. (shouldn't, let's, it'll)

Quotation marks for speech

In written text, the term 'direct speech' refers to words that are spoken. Quotation marks are used to enclose the spoken words to separate them from the surrounding text that is not spoken. Other punctuation marks are required, such as commas, full stops, question marks and exclamation marks. Capital letters are also important.

Two common patterns

Here are two common patterns for punctuating direct speech:

Pattern A

'You need to speak louder,' said the director.
 'Help me!' screamed the actor.
 'Was that loud enough?' she asked.

Pattern B

The director said, 'You need to speak louder.'
 The actor screamed, 'Help me!'
 She asked, 'Was that loud enough?'

Using quotation marks – patterns A and B

Each of these sentences uses one of the patterns shown above. Rewrite each sentence and insert the missing capital letters and punctuation marks in their correct position.

- 1 the passenger asked the bus driver how long will it take to get to Sydney

- 2 turn down that music yelled Dad

- 3 what is the best book you have ever read asked Kate

- 4 Toby heard the noise and whispered there's someone in the house

- 5 I intend to break the world record declared the swimmer

- 6 Kelly saw the danger and shouted to the pedestrian look out



Another common pattern

Writers sometimes interrupt the spoken words with information about the person who is speaking. The spoken words may form one complete sentence or two separate sentences, as shown in the examples below.

Pattern C

The spoken words form one complete sentence:

'You need to speak louder,' said the director, 'or the audience will miss the punchline.'

The spoken words form two separate sentences:

'You need to speak louder,' said the director. 'The audience will miss the punchline.'

Using quotation marks – pattern C

Rewrite each sentence and insert the missing capital letters and punctuation marks in their correct position.

Note that the spoken words may be statements, questions or exclamations.

- 1 have you seen my glasses asked Mum I can't seem to find them anywhere.

- 2 I'm heading to the beach in a minute said Tom are you ready yet

- 3 the shop is so busy said the manager that we have extended our opening hours

- 4 wow exclaimed the tourist the view from here is even better than I expected

- 5 I love going for walks around the lake said Jasmine especially on a sunny day

- 6 our debating team won the contest announced the principal congratulations to everyone involved

- 7 will you take me to a movie begged my little sister I promise I won't talk

- 8 we never wanted to go on a cruise laughed my grandfather but I'm glad we gave it a go



Direct and indirect speech

Direct speech repeats or quotes the exact words spoken by a person. The spoken words are enclosed in quotation marks.

The gardener said, 'I'll prune the large tree next week.'

Indirect speech reports what someone has said without using their exact words. Quotation marks are not necessary.

The gardener said *that* he would prune the large tree next week.

Changing the indirect speech

The following sentences are written in indirect speech. Change each sentence to direct speech, using quotation marks and any other punctuation required. You will also need to change or delete some words.

- 1 Grace said proudly that she won first prize in the competition.

- 2 The pest controller said that there were mice everywhere.

- 3 The customer insisted that she wanted a refund, not a credit note.

- 4 Kate asked me whether I saw the news last night.

- 5 The doctor explained that I had the flu and should stay in bed.

Changing the direct speech

The following sentences are written in direct speech. Change each sentence to indirect speech. Note that you will need to change or add some words.

- 1 My neighbour complained, 'Your dog barked all night.'

- 2 Olivia said, 'My favourite animals are meerkats.'

- 3 The furniture removalist declared, 'The sofa won't fit through the door.'

- 4 The taxi driver asked Tim, 'Where do you want to go?'

Colons to introduce a list

A colon is often required to introduce a list, but only when the words before the list form a complete sentence. The items in the list are then separated by commas, except for the last item where the word *and* replaces the comma.

complete sentence
colon
list
 The tourists came from five different countries : France, Germany, Spain, Greece and Italy.

Adding colons before lists

Rewrite each sentence, adding the necessary colon, commas and a full stop.

- 1 There are four major prizes to be won in the raffle a house a car an overseas trip and a home theatre system

- 2 We sold a lot of furniture online a sofa, a coffee table, a bookcase, a desk and an outdoor setting

- 3 The fun park has several popular attractions a roller coaster a ghost train a water slide and a ferris wheel

- 4 Netball requires very specific skills catching passing dodging changing direction and goal-shooting

- 5 The following authors are my favourites Jackie French Morris Gleitzman and Andy Griffiths

- 6 Moving to the country is the best thing we ever did friendlier people cleaner air a relaxing lifestyle and beautiful scenery

Language and punctuation revision

Language

Filling the gaps

For each sentence, choose the correct word or words from the brackets to fill the gap.

- 1 That jumper belongs to _____. (my, mine, me, I)
- 2 She should _____ finished her homework by now. (has, have, will have, had)
- 3 The dog barked _____ when it heard the children come home. (happy, happily, happier, happiest)
- 4 Did you see _____ new car? (their, there, they're, theirs)
- 5 The accused has _____ to his lawyer. (speak, spoke, speaks, spoken)
- 6 Tell me when _____ ready to leave. (you, your, you're, you've)
- 7 Nicholas poured _____ a cup of coffee. (his, he, himself, their)
- 8 I must send Dad a text to tell him I'm running late, _____ I know he gets worried. (but, because, yet, so)
- 9 Sarah asked if she _____ her bike to school. (could ride, can't ride, would ride, did ride)
- 10 My friends _____ dolphins, but there weren't any that day. (is hoping to see, was hoping to see, were hoping to see, are hoping to see)

Identifying parts of speech

Choose the correct part of speech from the list for each word shown in bold.

proper noun
adverb

pronoun
preposition

adjective
conjunction

verb
interjection

abstract noun
common noun

- 1 The detective **solved** the crime. _____
- 2 Monty is the most **affectionate** cat I have ever had. _____
- 3 The **dancer** was exceptionally graceful. _____
- 4 **Boo!** I scared you that time. _____
- 5 Chloe waited **patiently** for the train. _____
- 6 I can't play tonight **because** I've twisted my ankle. _____
- 7 The thief held **his** breath and waited. _____
- 8 The capital city of Sudan is **Khartoum**. _____
- 9 I looked everywhere, even **under** the bed. _____
- 10 Tim's **success** was well deserved. _____

Punctuation

Choosing the correct sentence

For each question, choose the correct sentence and write it on the line.

- 1 Which sentence uses commas correctly?
- a The customer, bought a handbag, a jacket, sneakers and a scarf.
 - b The customer bought a handbag, a jacket, sneakers and a scarf.
 - c The customer bought, a handbag, a jacket, sneakers, and a scarf.
 - d The customer bought a handbag, a jacket, sneakers, and a scarf.
-

- 2 Which of these sentences requires a question mark?
- a Someone left the light on last night
 - b Nadia wanted to know who left the light on last night
 - c Does anyone know who left the light on last night
 - d I asked Nadia if she knew who left the light on last night
-

- 3 Which of these sentences uses capital letters correctly?
- a When Nico goes to New York, he will visit Times Square and Central Park.
 - b When Nico goes to New york, he will visit Times square and Central park.
 - c When Nico goes to new york, he will visit times Square and central Park.
 - d When Nico goes to New York, he will visit times square and central park.
-

- 4 Which sentence uses quotation marks correctly?
- a 'Sammy said I'd like some ice cream.'
 - b 'I'd like some ice cream', said Sammy.
 - c Sammy said 'I'd like some ice cream'.
 - d 'I'd like some ice cream,' said Sammy.
-



5 Which sentence uses the colon correctly?

- a These are the main tasks: in my garden, weeding, watering and planting.
 - b These are the main tasks in my garden: weeding, watering and planting.
 - c These are: the main tasks, in my garden, weeding, watering and planting.
 - d These are the main tasks in my garden, weeding, watering: and planting.
-
-

6 Which sentence uses commas correctly?

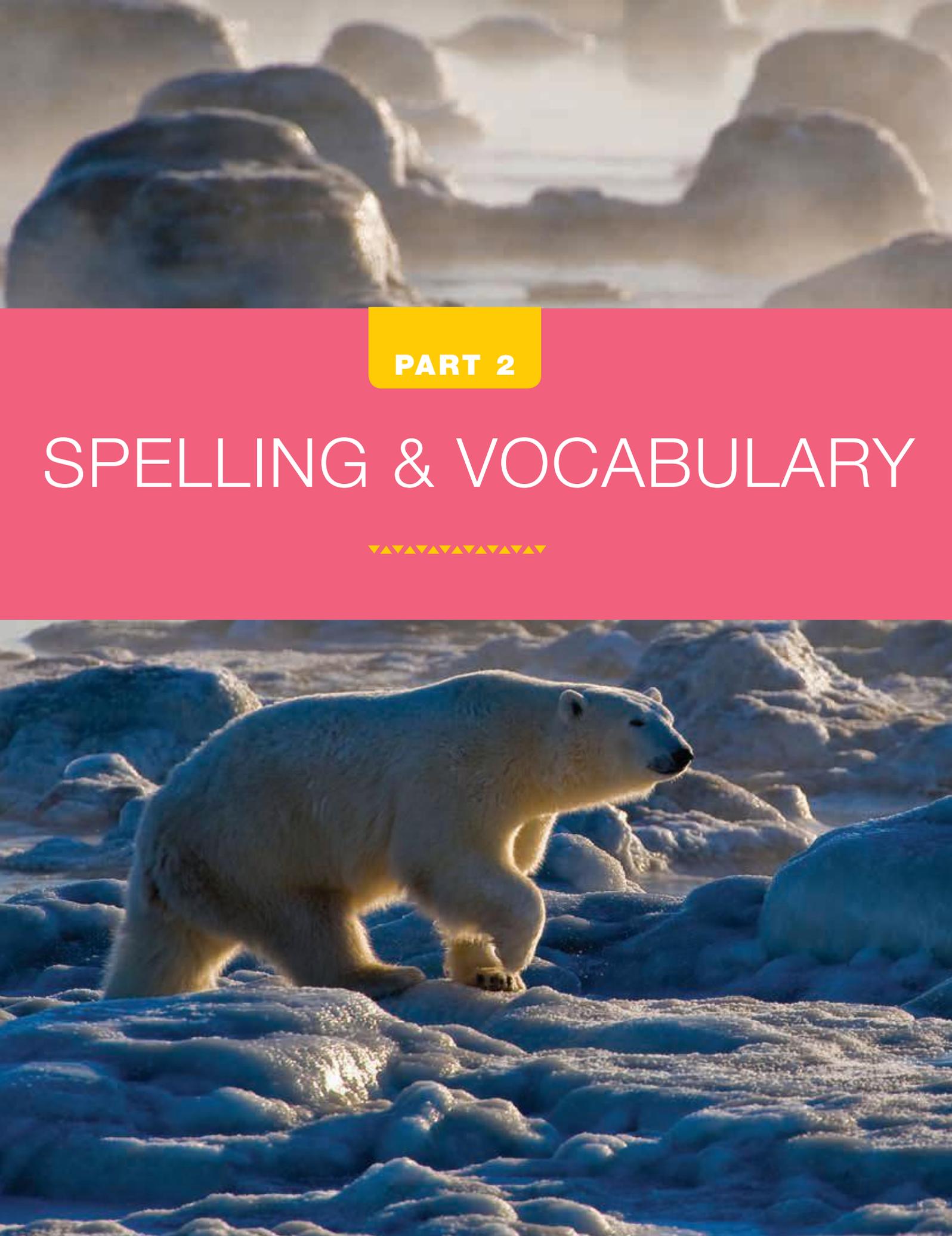
- a My aunt who, lives in Epping, joined the army when she was eighteen.
 - b My aunt who lives in Epping, joined the army, when she was eighteen.
 - c My aunt, who lives in Epping joined the army, when she was eighteen.
 - d My aunt, who lives in Epping, joined the army when she was eighteen.
-
-

7 Which sentence uses apostrophes correctly?

- a The schools' new rules mightnt be popular with student's.
 - b The school's new rules mightn't be popular with students.
 - c The schools new rules mightnt be popular with student's.
 - d The schools' new rules mightn't be popular with students'.
-
-

8 Which of these sentences requires one or more exclamation marks?

- a The missing bushwalker was found today
 - b What time did the rescuers find the missing bushwalker
 - c What a miracle He's alive
 - d The search lasted for two days
-

A polar bear is walking across a vast, flat landscape of snow and ice. The bear is in the center of the frame, moving from left to right. The ground is covered in a thick layer of snow with some ice patches. The sky is bright and clear, suggesting a sunny day. The overall scene is a natural, outdoor setting in a cold, arctic environment.

PART 2

SPELLING & VOCABULARY



Tricky silent-letter words

Silent *b*

doubt
climb
plumber
numb
thumb

Silent *c*

scissors
descend
conscious
fascinate
scene

Silent *g*

sight
foreign
assignment
reign

Silent *h*

echo
orchid
choir
chaos

Silent *k*

knife
kneel
knock
knowledge

A silent letter in a word is not pronounced, like the *b* in 'lamb' or the *w* in 'write'. Hundreds of years ago, many of these letters were originally sounded out, but in our speech today the letters are silent even though they still appear in the written word.

Here are some helpful hints about some silent letters.

- The silent letter *b* at the end of a word usually follows the letter *m*.
- The silent letter *c* often follows an *s*.

Matching silent-letter words and meanings

Choose silent-letter words from the list above to match the definitions and clues below.

1 Silent *b* words

- a** ascend; go up _____
- b** unable to feel _____
- c** uncertainty _____

2 Silent *g* words

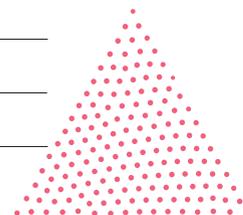
- a** from another country _____
- b** rule of a monarch _____
- c** allocated task _____

3 Silent *c* words

- a** move downwards _____
- b** fully aware _____
- c** cutting instrument _____

4 Silent *h* words

- a** plant with showy flowers _____
- b** group of singers _____
- c** disorder; confusion _____



Filling the gaps with silent-letter words

Complete the sentences by adding suitable words from the list above. Use the first-letter clues to help you.

- The *p*_____ hurt his *t*_____ when he tried to *c*_____ the wall to *k*_____ down the old water pipe.
- There was *c*_____ at the *s*_____ of the accident.
- There is no *d*_____ that books are a good source of *k*_____.
- The *s*_____ of a beautiful *o*_____ will often *f*_____ the observer.
- Both a *k*_____ and a pair of *s*_____ are cutting instruments.
- The visiting *c*_____ began to *d*_____ the town hall steps.

More silent-letter words

Silent *n*

autumn
hymn
condemn
solemn

Silent *s*

debris
aisle
viscount
isle

Silent *t*

fasten
listen
moisten
glisten

Silent *u*

guess
rogue
guidance
guard

Silent *w*

wrong
wreath
whole
wren

- The silent letter *n* often comes after an *m*.
- The silent letter *w* beginning a word is usually followed by the letter *r*.

Word skills

- 1 Write the following words in alphabetical order.

wreath guard isle autumn whole listen debris solemn

- 2 Give the plural form for the following nouns.

hymn guess guard aisle wreath isle

- 3 Write words from the list that are opposite in meaning to the following.

loosen right cheery part praise

Identifying silent-letter words

Choose silent-letter words from the list above to match the definitions and clues.

- 1 Silent *n* words

a a season _____
b to find guilty _____
c a religious song _____

- 2 Silent *s* words

a dirt or rubbish _____
b a small island _____
c a nobleman _____

- 3 Silent *t* words

a to shine _____
b to hear _____
c to wet slightly _____

- 4 Silent *u* words

a a scoundrel _____
b advice _____
c an estimate _____

Confusing pairs

miner	sole	sore	mayor	flower	stationary
minor	soul	soar	mare	flour	stationery
allowed	male	raise	cereal	piece	cue
aloud	mail	raze	serial	peace	queue

Choosing the correct word

Each of the above pairs of words are pronounced the same, but they are spelled differently and have different meanings. Using the clues, insert the pairs correctly in the spaces below.

- to lift _____
to demolish _____
- not moving _____
writing materials _____
- a female horse _____
the head of a city _____
- permitted _____
not silently _____
- eaten at breakfast _____
a story in several parts _____
- one, single _____
humans' spiritual part _____
- used in billiards _____
a line of people _____
- painful _____
to fly high _____
- a part of a whole _____
a time of no war _____
- a digger _____
lesser _____
- opposite of 'female' _____
letters, parcels _____
- powder from grain _____
a blossom _____

Completing phrases

Complete the phrases using list words. The first letters are given to help you.

- the s _____ survivor
- war and p _____
- a s _____ knee
- a p _____ of cake
- a s _____ train
- the m _____ of the city
- a tv s _____
- a bag of f _____
- a coal m _____
- a m _____ box
- no talking a _____
- a bus q _____
- a bowl of c _____
- reading a _____
- a billiard c _____
- a chestnut m _____



About people

amiable	weary	cautious	compassionate
cruel	argumentative	jealous	apologetic
deceitful	angry	afraid	irritated
nervous	clever	excited	discouraged
annoyed	agreeable	pleasant	courageous

Word forms

1 Form nouns from the following list words.

- | | |
|-------------------|---------------------|
| a irritated _____ | e excited _____ |
| b nervous _____ | f deceitful _____ |
| c jealous _____ | g discouraged _____ |
| d annoyed _____ | h cautious _____ |

2 Form verbs from the following list words.

- | | |
|--------------------|-----------------------|
| a apologetic _____ | c agreeable _____ |
| b deceitful _____ | d argumentative _____ |

Matching words and meanings

1 Use the clues to find the list words that begin with a. Use each word once only.

- a frightened _____
- b displeased or irritated _____
- c furious or irate _____
- d pleasant and good-tempered _____
- e quarrelling; unfriendly _____
- f expressing regret _____
- g willing to agree _____

2 Use the clues to find the list words that begin with c.

- Use each word once only.
- a having sympathy for someone _____
 - b wilfully causing pain or distress _____
 - c careful to avoid problems or danger _____
 - d brave; meeting danger without fear _____
 - e quick to learn and understand _____



Keeping up appearances

woollen	fashion	clothes	cotton
casually	attractive	designer	influence
beautiful	unique	diamond	expensive
umbrella	appearance	popular	handkerchief
knitted	leather	choice	modern
costume	gloves	synthetic	formal

Completing sentences

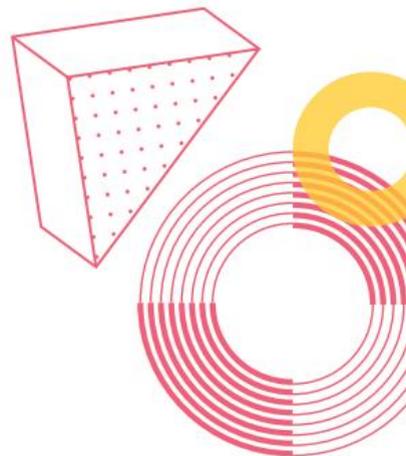
Complete the sentences by adding appropriate list words. The first letters are given to help you.

- 1 She had an *a*_____ *a*_____.
- 2 Motorbike riders wear *l*_____ *g*_____.
- 3 Most people prefer *c*_____ to *s*_____ fabrics.
- 4 A *d*_____ can have a huge *i*_____ on the latest *f*_____.
- 5 The model wore a *b*_____ *w*_____ outfit.
- 6 A *d*_____ is a *p*_____ *c*_____ for the stone in an engagement ring.
- 7 Most *m*_____ teenagers dress *c*_____ when they go out with their friends.

Matching words and meanings

Use the clues and meanings to identify the correct list words.

- 1 the opposite of 'casual' _____
- 2 begins with *d* and has 'sign' in the middle _____
- 3 protects you from the rain _____
- 4 the opposite of 'natural' _____
- 5 the only list word containing the letter *q* _____
- 6 adjective for material made from the fleece of sheep _____
- 7 the opposite of 'cheap' _____
- 8 another word for 'option' _____
- 9 begins with *c* and ends with another word for 'myself' _____
- 10 three words all containing 'the' _____
- 11 usually a small, square piece of material _____
- 12 means 'up to date' _____



Down to the sea

swimming	voyage	wharf	drowned
octopus	launch	salmon	dolphin
channel	submarine	buoy	rescue
vessel	marine	porpoise	depth
current	precaution	canoe	plunge

Completing sentences

Complete the sentences by adding the correct list words. The first letters are given to help you.

- 1 A modern *s*_____ can dive to a *d*_____ of 450 meters before the hull of the *v*_____ may be crushed by the water pressure.
- 2 *S*_____ the English *C*_____ is an exhausting feat and the distance of the swim varies depending on the strength of the *c*_____.
- 3 A number of rock fishermen have *d*_____ simply because they did not take the *p*_____ of wearing a life jacket.
- 4 An *o*_____ is a *m*_____ creature with three hearts.
- 5 A *p*_____ belongs to the same species as a *d*_____. Both can *p*_____ to great depths, but they usually stay at or near the surface.
- 6 The *l*_____ of the *Titanic* was in 1911, but it was sunk on its maiden *v*_____ when it hit an iceberg. The *Carpathia* was able to *r*_____ 705 people from the lifeboats.

Matching words and meanings

Write a word from the list for each clue below.

- 1 a type of fish that is good to eat _____
- 2 two sea creatures that are closely related _____
- 3 a float serving as a navigation marker _____
- 4 a creature with eight tentacles _____
- 5 a structure where ships can load and unload _____
- 6 a body of water moving in a definite direction _____
- 7 a light, narrow boat propelled by paddles _____
- 8 the opposite of 'height' _____
- 9 means the same as 'to save' _____
- 10 action taken in advance to prevent a possible problem _____



There's no time like the present

calendar	future	decade	anniversary
often	remember	annual	beginning
daily	permanent	always	finally
tomorrow	occasionally	century	previously
yesterday	early	memory	origin

Matching words and meanings

Choose list words that match the meanings below.

- 1 the day after today _____
- 2 one hundred years _____
- 3 the place from which anything starts _____
- 4 the time yet to come _____
- 5 a period of ten years _____
- 6 earlier in time _____
- 7 intended to last for a long time _____
- 8 occurring every day _____
- 9 the brain function that allows us to remember things _____
- 10 the day before today _____
- 11 occurring all the time _____
- 12 a yearly celebration of an event _____



Completing sentences

Complete the sentences by adding suitable list words. The first letter of each word is given to help you.

- 1 The first *d* _____ of the 20th *c* _____ saw great changes to our ancestors' way of life.
- 2 Most of the world uses the Gregorian *c* _____, which was created as *e* _____ as 1582.
- 3 Remembrance Day is an *a* _____ event marking the *a* _____ of the end of World War I. We should *a* _____ *r* _____ that our *f* _____ freedom depended on the brave actions of our men and women.
- 4 The *m* _____ of my recent holiday *o* _____ makes me happy.

People at work

apprentice	electrician	surveyor	librarian
jeweller	professor	engineer	chemist
botanist	geologist	dentist	scientist
historian	inventor	nurse	barrister
accountant	violinist	florist	builder

Who am I?

Match the people in the list with their occupation using the list above.

- I often arrange the bouquets for a wedding party. _____
- I make wedding rings. _____
- I am training to be a tradesperson. _____
- I represent clients in a court of law. _____
- I am a university academic. _____
- I perform in an orchestra. _____
- I study plants. _____
- I perform experiments in a lab. _____
- I study different types of rocks. _____
- I look after your dental health. _____
- I keep careful records of money spent by a company. _____
- I am employed to fix electrical wiring. _____
- I care for patients in hospital. _____
- I measure and record details of land areas. _____
- I study events that happened in the past. _____



Famous people

Use list words to complete these statements about famous people.

- Marie Curie was a Polish *c*_____ who discovered radium.
- Alexander Graham Bell was an *i*_____ and *e*_____ best remembered for his invention of the telephone.
- Albert Einstein was a famous *s*_____ who became a *p*_____ at a university in Prague.
- Florence Nightingale was a *n*_____ who cared for wounded soldiers during the Crimean War.

School's in

diligent	courteous	intelligent	impudent
language	literature	punctuation	legible
deliberately	principal	responsible	disobedient
friendship	junior	assembly	excursion
absence	conscientious	knowledge	opportunity
answer	study	writing	corridor

Correct word forms

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

- 1 She had _____ (answer) the question correctly.
- 2 You need to take _____ (responsible) for your actions.
- 3 He has been _____ (absence) for more than a week.
- 4 It seemed to be _____ (deliberately) vandalism.
- 5 It requires a great _____ (intelligent) to do this job.
- 6 She didn't even have the _____ (courteous) to apologise.
- 7 Are you confident that you _____ (knowledge) enough to pass the test?
- 8 We were asked to _____ (assembly) in the quad.
- 9 He was a wonderful _____ (friendship) when I was sick.
- 10 She impressed her teachers with her _____ (diligent).
- 11 The child's _____ (impudent) offended the teacher.



Completing phrases

Insert a suitable word from the list to complete each phrase. The first letter is given to help you.

- | | |
|----------------------|------------------------|
| 1 the school p_____ | 9 a w_____ task |
| 2 a long c_____ | 10 a golden o_____ |
| 3 a j_____ student | 11 the school e_____ |
| 4 part-time s_____ | 12 our close f_____ |
| 5 a p_____ mark | 13 a c_____ effort |
| 6 the d_____ dog | 14 body l_____ |
| 7 l_____ handwriting | 15 a correct a_____ |
| 8 a work of l_____ | 16 a thirst for k_____ |

Places

suburb

restaurant

factory

library

station

quay

theatre

avenue

gallery

arcade

university

cathedral

alley

hospital

pharmacy

nursery

cemetery

museum

office

dormitory

What place is this?

Write a list word for each of these definitions and clues.

- 1 a place where sick or injured people are taken care of _____
- 2 a place where people catch trains _____
- 3 plays are performed here _____
- 4 a road that usually has trees on each side _____
- 5 a shop in which medicines are prepared and sold _____
- 6 a building or room containing books, etc. for use or borrowing _____
- 7 a covered area or passage in which there are shops _____
- 8 a docking place for boats and ships _____
- 9 graves and tombs are found here _____
- 10 a very grand type of church _____
- 11 a large room with many beds _____
- 12 a place where goods are produced with machines _____
- 13 a high-level educational institution where people study for degrees _____
- 14 a residential district on the outskirts of a city _____
- 15 a narrow passageway between or behind buildings _____
- 16 a room or building for the display or sale of works of art _____
- 17 a place where babies are cared for _____



Completing phrases

Insert a suitable word from the list to complete each phrase. The first letter is given to help you.

- 1 a railway s_____
- 2 a school camp d_____
- 3 a bowling a_____
- 4 a popular shopping a_____
- 5 a shoe f_____
- 6 an art g_____
- 7 a post o_____
- 8 a tree-lined a_____
- 9 a public l_____
- 10 an expensive r_____

Speaking personally

speech	announce	language	conversation
exclaim	quarrel	approval	angrily
whisper	reply	decide	explain
proposal	interrupt	apology	declare
opinion	agreeable	interfere	discuss



Making meaning

Use the correct list words to complete the following sentences.

- _____ is a synonym of 'argument'.
- _____ is the verb of the noun 'interruption'.
- _____ is the opposite of 'shout'.
- _____ is the singular of 'replies'.
- _____ is the noun of the verb 'to speak'.
- _____ is an expression of regret.
- _____ is the adjective of 'agree'.
- _____ is the adverb of 'anger'.
- _____ is the antonym of 'disapproval'.
- _____ means 'to meddle'.

Correct word forms

For each sentence, change the list word in brackets to its correct form.

- She gave a clear _____ (explain) of the problem.
- The _____ (announce) was made at the weekly assembly.
- The owner _____ (proposal) to renovate the old house.
- I think you made the correct _____ (decide).
- The _____ (discuss) group meets each Wednesday.
- We were _____ (conversation) about the latest pop music.
- There was an _____ (exclaim) of horror at the news.
- The _____ (declare) of war was met with great sadness.
- She resented her mother's _____ (interfere).
- The _____ (opinion) member of parliament was unpopular.
- The referee had _____ (speech) harshly to the spectator.

Keeping fit

healthy	exercise	cyclist	referee	relaxation
strength	exceed	exhausted	gymnasium	commence
leisure	pleasure	fatigue	lazy	technique
strenuous	difficulty	exertion	necessary	breathing
wrestle	ability	improve	wearily	challenge



Opposites

Write the list words that are opposite in meaning to the following.

- sick _____
- finish _____
- unnecessary _____
- deteriorate _____
- weakness _____
- energetically _____
- pain _____
- work _____

Correct word forms

Write the correct form of the words in brackets to complete each sentence.

- There were many _____ (difficulty) for the group of _____ (cyclist) when they were _____ (challenge) each other to become the leader of the pack.
- It is very _____ (pleasure) to _____ (relaxation) at the beach.
- Both _____ (wrestle) were very _____ (strength).
- The _____ (gymnasium) was _____ (ability) to _____ (exertion) herself to win the competition.
- The marathon champion did not show any _____ (exhausted) or _____ (wearily) at the end of the race.
- The athlete was _____ (exercise) regularly.

Filling the gaps

Choose suitable words from the list to fill the gaps in the passage below. Use the first-letter clues to help you.

To c_____ of the race, it was n_____ for each c_____ to save their s_____. The journey across the mountain was s_____ and f_____ was a problem for all. Some riders had d_____ with b_____, while others found the steep incline a c_____. Each rider wanted to i_____ their endurance.

There's no place like home

property	purchase	auction	garage
spacious	peaceful	luxurious	kitchen
architect	neighbour	building	laundry
carpenter	entrance	renovate	balcony
gardener	maintenance	ceiling	interior

Who am I?

Choose the words from the list that answer these 'Who am I?' questions.

- I am the person who designed the house. _____
- I live near you. _____
- I made all the cupboards for the bedroom. _____
- I planted the rose garden. _____



What part of the house am I?

Choose the words from the list that describe the parts of a house.

- I am the upper surface of each room. _____
- Clothes are washed here. _____
- The front door is here. _____
- Meals are cooked here. _____
- People can enjoy sitting outside here. _____

Verbs

Write the verb form of the following list words.

- gardener _____
- entrance _____
- maintenance _____
- laundry _____
- building _____
- luxurious _____

Completing sentences

Complete the sentences using suitable list words. The first letters are given to help you.

- After they bought the house at a _____, they decided to r_____ the b_____ to bring it up to date.
- The p_____ was in a p_____ location and had a s_____ i_____.

Survivor

avalanche	altitude	purpose	collapse
climber	summit	ascent	mountain
expedition	decisive	ambition	disaster
treacherous	precipice	cavern	blizzard
glacier	freeze	struggle	slippery

Matching similar words

Write a list word that is similar in meaning to each word below.

- | | |
|-------------------|-----------------------|
| 1 journey _____ | 8 snow storm _____ |
| 2 cave _____ | 9 determined _____ |
| 3 height _____ | 10 catastrophe _____ |
| 4 desire _____ | 11 disintegrate _____ |
| 5 apex _____ | 12 wrestle _____ |
| 6 landslide _____ | 13 hazardous _____ |
| 7 cliff _____ | 14 slithery _____ |

Completing sentences

Complete the sentences by using suitable list words. The first letter of each word is given to help you.

- The *g* _____ was a mass of ice moving slowly down the *m* _____.
- The *c* _____ thought his toes would *f* _____ in the *t* _____ conditions.
- The *p* _____ of the *a* _____ was to reach the *s* _____.
- When the *b* _____ began, the climbers found refuge in a *c* _____.
- D* _____ struck when the *a* _____ roared down the mountainside.

Working with words

- Write the verb form for the following list words.

a slippery _____	c climber _____
b decisive _____	d ascent _____
- Write the adjective form for the following list words.

a struggle _____	c freeze _____
b disaster _____	d glacier _____

Food and drink

coffee

sausage

sandwich

cherry

delicious

chocolate

hungry

lettuce

peach

coconut

taste

sauce

vegetables

cheese

banana

thirsty

dessert

biscuit

fruit

spaghetti

Matching words and meanings

Write a word from the list for each of the following clues.

- 1 a long, curved fruit with a yellow skin _____
- 2 a type of pasta formed into long, thin strips _____
- 3 highly pleasant to the taste _____
- 4 a small stone fruit, usually dark red and growing in bunches _____
- 5 a thick liquid poured over food to add flavour _____
- 6 feeling the need to drink something _____
- 7 the sweet course eaten at the end of a meal _____
- 8 a leafy plant used in salads _____
- 9 a food made from milk curds _____
- 10 a large, hard nut lined inside with white flesh _____
- 11 a small, crisp, sweet piece of cooked dough _____
- 12 the sensation of flavour when we eat something _____



Completing sentences

Use list words to complete the sentences. The first letters are given to help you. Use each word once only.

- 1 The farmer grows two types of stone f_____. She has c_____ and p_____ trees.
- 2 C_____ s_____ on ice cream makes a d_____ d_____.
- 3 Some people enjoy a cup of c_____ when they are t_____.
- 4 I often have a c_____ and l_____ s_____ for lunch.
- 5 A dish of sliced b_____ and grated c_____ is served with some Indian meals.
- 6 When I am h_____, I sometimes cook a s_____ and some v_____.

Holiday

cruise	tourists	paradise	destination
journey	guide	travel	view
arrival	departure	satisfy	accommodation
holiday	scenery	comfortable	discovery
delight	beach	experience	favourite

Filling the gaps

Complete the following passage by using words from the list. The first letters are given to help you.

ON HOLIDAY

The t_____ agent recommended her f_____
 d_____ to her clients and it seemed to be the perfect place for a
 h_____. The five-star a_____ was very c_____
 and the v_____ over the b_____ was a d_____.
 On their a_____, the tourist g_____ recommended a
 c_____ around the island. The s_____ was spectacular and they
 loved the e_____. The t_____ were quite sad when it was time for
 their d_____.

Matching words and meanings

Match each meaning below with a list word starting with the letter *d*.

- 1 the result of finding something *d* _____
- 2 great enjoyment or pleasure *d* _____
- 3 the act of leaving or going away *d* _____
- 4 the place to which a person is travelling *d* _____



Reassembling list words

Rearrange the following letters to create list words.

- 1 e c u i r s _____
- 2 v a e t l r _____
- 3 s s i t a y f _____
- 4 w e i v _____
- 5 y j r u n o e _____
- 6 e u i d g _____
- 7 e h c b a _____
- 8 h g t l i d e _____
- 9 a l a v r i r _____
- 10 r a a d s p e i _____

Law and order

guilty	court	lawyer	offence	proof
verdict	assault	trial	detective	jury
confess	witness	justice	arrest	innocent
commit	robbery	false	burglar	illegal

Making meaning

Use list words to complete these sentences.

- _____ is the opposite of *guilty*.
- _____ is the noun for the verb 'to rob'.
- _____ means 'to attack'.
- _____ is the verb for the noun 'confession'.
- The _____ is the decision made by the jury.
- _____ is the noun for the verb 'to offend'.
- A _____ gives advice about the law.
- _____ is fairness in the way people are dealt with.
- _____ is the adjective from the noun 'illegality'.
- A _____ is a member of the police force.
- _____ is the opposite of 'true'.
- _____ is the opposite of 'release'.
- _____ is the evidence or argument to establish the truth.
- A _____ is someone who has seen a crime or accident take place.



Filling the gaps

Complete the passage by adding suitable list words. The first letters are given to help you.

THE TRIAL

After his *a* _____, the *b* _____ had to go to *c* _____. His *l* _____ argued that a *w* _____ had given a *f* _____ testimony and his client should be declared *i* _____. But the *j* _____ heard evidence from a *d* _____ who had *p* _____ that the man was *g* _____. It took the jury a short time to reach a *v* _____ and the *t* _____ ended with the man being declared guilty of the *o* _____.

The spy game

traitor	message	accomplice	anxious
flight	search	cautiously	surround
territory	attempt	photograph	immediately
choose	impatient	aware	sabotage
betray	tunnel	urgent	investigate

Identifying words similar in meaning

For each list word on the left, choose the word that is closest in meaning.

- | | | | | |
|----------------------|-----------------------|---------------------|-----------------------|-------|
| 1 traitor | a accomplice | b betrayer | c patriot | _____ |
| 2 cautiously | a carefully | b recklessly | c slowly | _____ |
| 3 attempt | a attain | b endeavour | c convince | _____ |
| 4 urgent | a casual | b gentle | c compelling | _____ |
| 5 investigate | a indicate | b strip | c explore | _____ |
| 6 immediately | a reflectively | b instantly | c purposefully | _____ |
| 7 choose | a select | b reject | c close | _____ |
| 8 impatient | a pleased | b anxious | c indifferent | _____ |

Matching words and meanings

- Match the meanings with list words beginning with the letter *s*.
 - to seek; look for _____
 - to deliberately wreck or damage _____
 - to encircle _____
- Match the meanings with list words beginning with the letter *t*.
 - an underground passage _____
 - a betrayer; double-crosser _____
 - a region; area of land _____
- Match the meanings with list words beginning with the letter *a*.
 - to try; make an effort _____
 - a partner in crime _____
 - worried; nervous _____
 - conscious of; familiar with _____



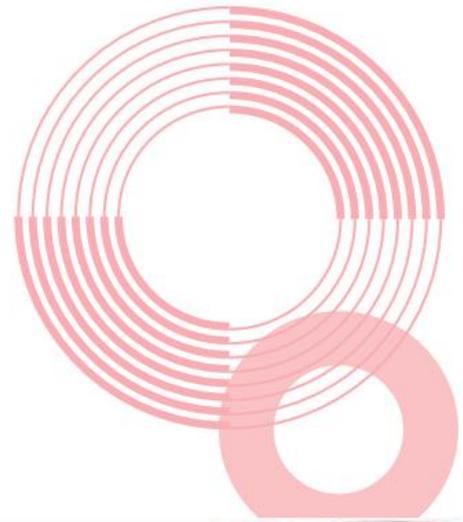
Drive

safety	pedestrian	vehicle	exceed
injury	anxiety	accelerate	tyre
traffic	responsible	passenger	visible
collision	serious	manual	engine
severe	insurance	stationary	mechanic

Matching words and meanings

Choose words from the list to match the clues and meanings below.

- 1 a skilled worker who repairs motor vehicles _____
- 2 the feeling of concern or worry _____
- 3 to increase in speed _____
- 4 someone who travels in a vehicle _____
- 5 able to be seen _____
- 6 the act of coming into violent contact _____
- 7 vehicles moving on a public highway _____
- 8 the rubber fitted around the rim of a wheel _____
- 9 reliable or capable _____
- 10 money paid to guard against loss or damage _____
- 11 a book that gives instructions or information _____
- 12 a form of transport _____
- 13 harsh or extreme _____
- 14 go beyond _____
- 15 not moving _____
- 16 someone who walks _____



Completing phrases

Complete the phrases with suitable list words. The first letters are given to help you.

- 1 a safe p_____ crossing
- 2 to make an i_____ claim
- 3 to do a vehicle s_____ check
- 4 a car's m_____ gears
- 5 to obey the t_____ lights
- 6 to fix a flat t_____
- 7 do not e_____ the speed limit
- 8 a life-threatening i_____
- 9 the s_____ train
- 10 a diesel e_____

Pirates ahoy!

treasure	captain	harbour	mutiny
wreckage	navigate	cannon	captive
buried	command	compass	punish
valuable	threaten	mystery	cruelty
dangerous	treachery	pursue	revenge

Matching words and meanings

Find the list word that matches each meaning.

- 1 the act of retaliating for wrongs or injury inflicted by another _____
- 2 able or likely to cause harm or injury _____
- 3 to order or have control over _____
- 4 a large gun on wheels _____
- 5 a person who has been taken as prisoner _____
- 6 to state an intention to hurt or punish _____
- 7 something that is puzzling or unexplained _____
- 8 a betrayal of trust or faith _____
- 9 a sheltered, deep-water area for ships _____
- 10 behaviour that deliberately causes pain or harm to people or animals _____
- 11 the remains of something that has been badly damaged _____
- 12 worth a lot of money; of great importance _____
- 13 to follow or chase someone or something _____
- 14 to plan and direct the course of a ship, aircraft or other transport _____



Filling the gaps

Complete the passage by adding suitable list words. The first letters are given to help you.

MUTINY

The c_____ of the pirate ship decided to p_____ the sailors who took part in the m_____. His r_____ was swift when he forced them onto a small boat and ordered them to n_____ their way to the island to their north without the use of a c_____. The remaining pirates then returned to a secret h_____ where they b_____ their t_____. Then they continued to p_____ merchant ships which they knew were transporting v_____ gold and jewels to Spain.

Weather words

temperature	cyclone	deluge	flooding
atmosphere	forecast	damage	tropical
horizon	lightning	recede	pressure
breeze	gauge	extreme	arctic
climate	changeable	region	humidity

A word for a phrase

Use the first-letter clues to write list words for the following phrases.

- 1 a gentle wind *b*_____
- 2 relating to the regions around the North Pole *a*_____
- 3 a large amount of rain that suddenly falls in an area *d*_____
- 4 to move back and become more distant *r*_____
- 5 a violent tropical storm *c*_____
- 6 injury or loss *d*_____
- 7 to predict or estimate a future event *f*_____
- 8 very great; of the highest degree *e*_____
- 9 the amount of water vapour in the air *h*_____
- 10 the usual weather of a particular place *c*_____
- 11 of, occurring in, or characteristic of the tropics *t*_____
- 12 the envelope of gases surrounding Earth *a*_____
- 13 a great overflowing of water *f*_____
- 14 the line where the land or sea appears to meet the sky *h*_____



Completing phrases

Complete the phrases by adding suitable list words. The first letters are given to help you.

- | | |
|----------------------------------|-----------------------------|
| 1 a light <i>b</i> _____ | 6 a cold <i>c</i> _____ |
| 2 the distant <i>h</i> _____ | 7 <i>t</i> _____ rain |
| 3 today's weather <i>f</i> _____ | 8 a l_____ bolt |
| 4 a desert <i>r</i> _____ | 9 the <i>a</i> _____ circle |
| 5 the upper <i>a</i> _____ | 10 my body <i>t</i> _____ |

Fantasy

weird	mysterious	disappear	incredible
ogre	menacing	magnificent	supernatural
giant	magician	knight	gnome
wizard	monster	phantom	ghost
sorcery	superstitious	poisonous	mischievous

Completing sentences

Complete each sentence by inserting suitable words from the list. The first letters are given to help you.

- 1 Tales of the *s*_____ usually include a *g*_____.
- 2 A *g*_____ is a huge creature, whereas a *g*_____ is tiny.
- 3 The dark castle had a *m*_____ and *m*_____ air.
- 4 Unless you are *s*_____, you will not believe in a *p*_____.
- 5 The *w*_____ *w*_____ had great magical powers.
- 6 The armour of a *k*_____ had *i*_____ weight.
- 7 The *m*_____ seemed to make the rabbit *d*_____.
- 8 The *m*_____ was making *w*_____ grunting sounds.

Matching words and meanings

- 1 Match the meanings with list words beginning with the letter *m*.
 - a a person that performs seemingly impossible tricks _____
 - tending to cause trouble by teasing in a playful way _____
 - a large, frightening creature _____
 - very grand in appearance _____
 - difficult to understand or explain _____
 - threatening to harm _____
- 2 Match the meanings with list words beginning with either *s*, *p* or *o*.
 - believing in something that cannot be explained by reason _____
 - beyond what is scientifically possible _____
 - causing death or illness if taken into the body _____
 - witchcraft or magic _____
 - a ghost _____
 - in fairy stories, a frightening giant who eats people _____



Medical matters

disease	contagious	bruise	relief
knuckle	painful	medicine	cough
operation	ache	diagnosis	specialist
emergency	ambulance	stomach	health
surgeon	swollen	illness	fractured

Matching words and meanings

Write a word from the list for each of the following clues.

- 1 broken or cracked _____
- 2 a dull, continuous pain _____
- 3 a feeling of relaxation after the removal of pain or anxiety _____
- 4 a doctor who performs operations _____
- 5 a finger joint _____
- 6 a vehicle equipped to carry sick or injured people _____
- 7 having become larger than usual _____
- 8 a person who is skilled in one particular area _____
- 9 the identification of the cause of an illness _____
- 10 freedom from disease or sickness _____
- 11 physically sore or tender _____
- 12 a sudden, serious event demanding immediate action _____
- 13 a discoloured area of skin caused by an injury _____
- 14 surgery performed on a patient _____



Completing sentences

Complete the sentences by adding suitable list words. The first letters are given to help you. Use each word once only.

- 1 The patient needed an *e*_____ *o*_____.
- 2 The operation was performed by a *s*_____.
- 3 A mixture of honey and lemon juice is often suggested for the *r*_____ of a cold.
- 4 The patient was brought to the *h*_____ centre in an *a*_____.
- 5 People should stay at home when they have a *c*_____ disease.
- 6 A *f*_____ arm can be very *p*_____.

On the ocean waves

hurricane	shore	island	marooned
anchor	reef	turtle	coast
aboard	yacht	beauty	adventure
cautious	survival	sailor	village
submerged	signal	struggle	ocean

Matching words and meanings

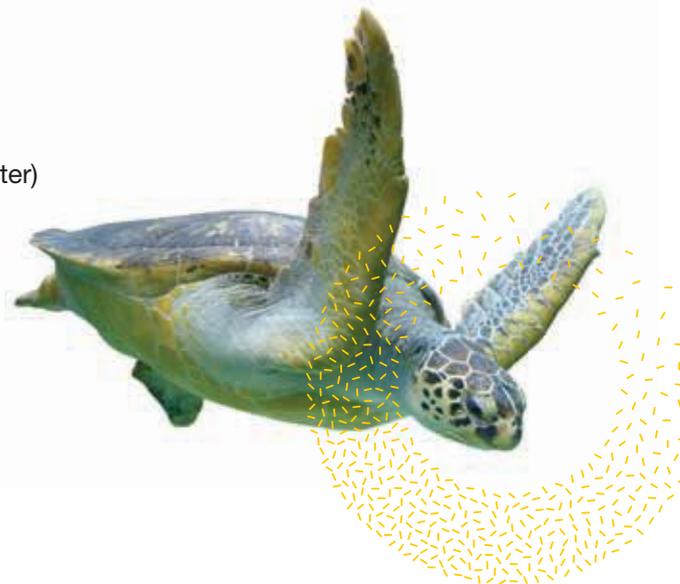
Write a word from the list above for each of the following meanings and clues.

- A list word beginning with s and meaning:
 - a member of the crew of a ship _____
 - being under water _____
 - to have difficulty _____
 - the area along the edge of a sea, lake or river _____
 - the continuation of life or existence, often despite injury or danger _____
 - an action or object used to convey information _____
- A list word beginning with a and meaning:
 - on a ship or aircraft _____
 - an exciting experience _____
 - a heavy object attached to a chain, used to moor a ship _____

Word jumble

Unscramble the following letters to find a list word. The meaning of the word is in brackets.

- o r s e h _____ (seaside)
- t a c h y _____ (sailing vessel)
- g a l l i v e _____ (small town)
- s n a i l d _____ (land surrounded by water)
- s t a c o _____ (land adjoining the sea)
- t u b e y a _____ (attractiveness)
- c a n o e _____ (large expanse of sea)
- l u t t e r _____ (a marine reptile)
- t a c o s u u i _____ (careful)
- r o a d m e n o _____ (stranded)
- e f e r _____ (a rocky ridge beneath the sea)
- r u a e r h i c n _____ (a violent storm)



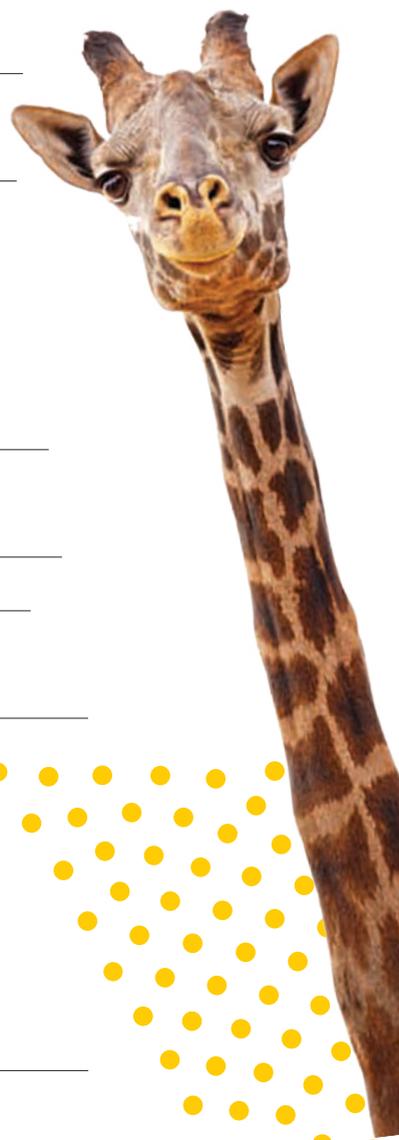
Creatures great and small

eagle	giraffe	platypus	mouse	crocodile
donkey	vulture	whale	scorpion	ostrich
centipede	turkey	leopard	elephant	koala
pelican	tortoise	monkey	wolf	camel
parrot	buffalo	goose	python	rhinoceros

What creature am I?

Match the following clues with a creature from the list.

- 1 I am the world's tallest mammal and have a very long neck. _____
- 2 I am a graceful 'big cat' with a spotted coat. _____
- 3 I am a land-dwelling reptile with a hard shell for protection. _____
- 4 I am a large, dangerous reptile with a streamlined body. _____
- 5 I am the largest animal living on land. _____
- 6 I am the largest animal living in the sea. _____
- 7 I have a 'duck bill' and thick, waterproof fur. _____
- 8 I am an invertebrate and my name means 'one hundred legs'. _____
- 9 I am the smallest member of the horse family. _____
- 10 I am a non-venomous snake that kills prey by squeezing them. _____
- 11 I am the largest member of the dog family and live in packs. _____
- 12 I am a desert animal with one or two humps. _____
- 13 I am a tree-dwelling marsupial and love to eat eucalyptus leaves. _____
- 14 I am a primate with a tail that can grasp things. _____
- 15 I have a segmented tail and can inflict a painful sting. _____
- 16 I am a large creature also known as a bison. _____



What bird am I?

Match the following clues with a bird from the list.

- 1 I am a water bird with a large throat pouch to help me catch fish. _____
- 2 I am colourful and can imitate human speech. _____
- 3 I am the world's largest bird, but I cannot fly. _____
- 4 I feast on dead animals. _____
- 5 I am a large, powerful bird of prey. _____

Getting down to business

extravagant	millionaire	necessity	business
bargain	successful	effort	manage
growth	dollar	account	benefit
scheme	ambitious	profitable	opportunity
essential	debt	discount	prosperous

Correct word forms

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

- 1 Do you have the _____ (necessity) skills for the job?
- 2 To have _____ (successful), you need to persevere.
- 3 His _____ (ambitious) was always to be a nurse.
- 4 Because of her _____ (extravagant), she found herself in debt.
- 5 The school made a pleasing _____ (profitable) from the fundraiser.
- 6 The _____ (manage) of a large company is a difficult task.
- 7 We must always be _____ (account) for our behaviour.
- 8 The tree had to be lopped because it _____ (growth) dangerously high.
- 9 Yesterday I _____ (bargain) with the stallholder and saved five dollars.
- 10 Healthy food is _____ (benefit) to your health.

Using fewer words

Replace the words in italics with a single word from the list.

- 1 It was *absolutely necessary* _____ to hire good staff.
- 2 The *amount owed* _____ was to be repaid in a month.
- 3 The builder put together a *plan of action* _____ to present to the company.
- 4 The value of the Australian *unit of money* _____ depends on international money markets.
- 5 They never seem to have the *suitable time* _____ to travel to Europe.
- 6 The family's *commercial activity* _____ is making a profit at last.
- 7 The *well-to-do* _____ landowner built an expensive house.
- 8 The *increase in size* _____ of the company was due to the new manager.
- 9 She made an *earnest attempt* _____ to improve her marks.
- 10 They were given a *reduction in the cost* _____ for paying cash.

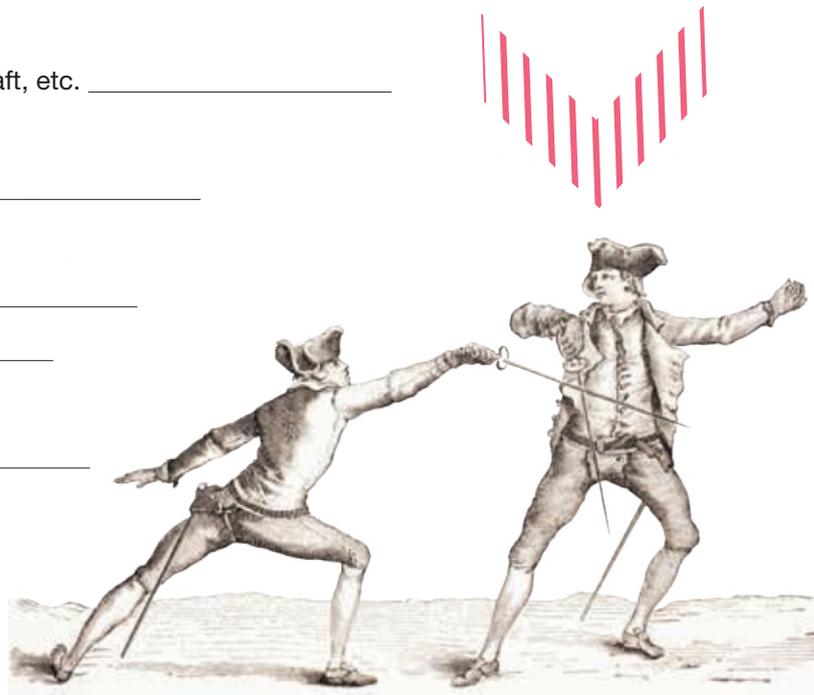
Puzzling pairs

scent	loan	dual	recent	lose	course
cent	lone	duel	resent	loose	coarse
throne	lesson	tale	choral	rode	descent
thrown	lessen	tail	coral	road	decent

Finding the correct word

Write the correct word for each of the following meanings and clues.

- A list word beginning with *d* and meaning:
 - respectable or proper _____
 - a downward slope _____
 - an arranged fight between two people _____
 - having two parts _____
- A list word beginning with *r* and meaning:
 - travelled in a vehicle, on a horse, etc. _____
 - a prepared surface for vehicles to travel along _____
 - happening not long ago _____
 - to feel angry or hurt about something _____
- A list word beginning with *c* and meaning:
 - sung by a choir _____
 - colourful marine invertebrate _____
 - thick or rough _____
 - the route or direction followed by a ship, aircraft, etc. _____
- A list word beginning with *l* and meaning:
 - something given that must be repaid _____
 - solitary; by oneself _____
 - a period of learning or teaching _____
 - to diminish or make less _____
 - not tight _____
 - to misplace; be deprived of _____



Around the world

Australia	India	Italy	Germany	Japan
kangaroo	yoga	studio	waltz	judo
kookaburra	shampoo	opera	kindergarten	tycoon
wombat	pyjamas	pizza	aspirin	tsunami
wallaby	khaki	carnival	abseil	origami

Identifying borrowed words

Choose the word from the list that matches each definition. The country of origin is given in brackets.

- 1 a thin dough base covered with tomato sauce, etc. and baked _____ (Italy)
- 2 loose trousers and top worn in bed _____ (India)
- 3 a short-legged marsupial that digs burrows holes _____ (Australia)
- 4 a type of dance _____ (Germany)
- 5 a liquid soap for washing hair _____ (India)
- 6 a giant wave _____ (Japan)
- 7 a musical drama _____ (Italy)
- 8 a type of martial art; self-defence _____ (Japan)
- 9 to lower yourself down a cliff using ropes _____ (Germany)
- 10 a dull, greenish-brown colour _____ (India)
- 11 a medicine used to relieve pain _____ (Germany)
- 12 a festive procession; public merrymaking _____ (Italy)



Around the world quiz

Write list words to complete the quiz.

- 1 List four Australian marsupials.

- 2 What are two damaging events often occurring in Japan?

- 3 Name a type of exercise from India and Japan.

- 4 Name an item of clothing.

Working with numbers

thousand	average	negative	multiply	million
fourth	estimate	straight	addition	rectangle
forty	divide	triangle	infinity	percentage
nineteen	twelve	parallel	fraction	column
ninth	twelfth	centimetre	value	angle

Completing sentences

Use words from the list to complete the sentences. The first letter of each word is given to help you.

- The *a*_____ mark in the test was *f*_____ out of fifty.
- P*_____ is a way of expressing an amount out of one hundred.
- 'One dozen' is another way of saying *t*_____.
- I*_____ means endlessness or having no limits.
- The *a*_____ sum of every *t*_____ is 180 degrees.
- A *r*_____ has two pairs of *p*_____ sides.
- One *m*_____ is one *t*_____ thousands.
- The *t*_____ letter of the alphabet is *l* and the *n*_____ letter is *i*.
- Information can often be clearly displayed using a *c*_____ graph.
- One *f*_____ is another way of expressing the *f*_____ one quarter.



Unscrambling formulas

Use the word formulas below to help you identify list words. You will need to rearrange the letters.

For example: lion + lime - e = million

- star + light - l = _____
- thin + n = _____
- dad + ton + 2i = _____
- gate + vine = _____
- tin + 3e + 2n = _____
- did + vie = _____
- mat + sit + 2e = _____
- my + lip + lut = _____
- leave - e + u = _____
- mice + rent + e + t = _____

Enrich your word power

conspicuous
dilapidated
luminous
ominous
momentum

haggard
lavish
novice
vigilant
pallid

monotonous
domineering
impending
scarcity
stamina

generous
recuperate
repugnant
commotion
verbose

Matching words and meanings

Below each sentence are three options. Choose the word that matches the meaning of the list word in italics.

- 1 The Olympic athlete showed great *stamina*.
 a speed b endurance c strength _____
- 2 There was a *scarcity* of food in the refugee camp.
 a abundance b limit c shortage _____
- 3 The old house was *dilapidated*.
 a disappointing b in disrepair c worthless _____
- 4 The *novice* skier was involved in an accident.
 a experienced b honest c inexperienced _____
- 5 The *domineering* coach frightened the players.
 a overbearing b main c energetic _____
- 6 He was *conspicuous* in his orange jacket
 a noticeable b handsome c concealed _____
- 7 The dark storm clouds were *ominous*.
 a obvious b grey c threatening _____
- 8 The patient began to *recuperate* after the operation.
 a deteriorate b recover c return _____
- 9 They thought the lesson was *monotonous*.
 a interesting b difficult c dull _____
- 10 She found the idea quite *repugnant*.
 a contradictory b distasteful c exciting _____



Fun with words

What 'age' am I?

The answers to the clues below all end with 'age'. Note the example.

- 1 I am a round, green vegetable: c _ _ _ age
- 2 I am a long journey: v _ _ _ age
- 3 I am a fierce and violent person: s _ _ _ age
- 4 I am carried around by travellers: l _ _ _ _ age
- 5 I am the place where a car is kept: g _ _ _ age
- 6 I am an electrical force: v _ _ _ _ age
- 7 I am a dressing for a wound: b _ _ _ _ age
- 8 I am something a train traveller uses: c _ _ _ _ _ age
- 9 I am minced meat stuffed in a skin: s _ _ _ _ age
- 10 I am the result of a crash: w _ _ _ _ _ age



Unscrambling word parts

Unscramble the following word parts to make words that match the definitions.

- | | |
|--------------------------|---|
| 1 ss de ert
_____ | a sweet course at the end of a meal |
| 2 ion os er
_____ | the gradual destruction of soil, etc. |
| 3 el ll ra pa
_____ | having equal distance between lines, etc. |
| 4 per ex ent im
_____ | a scientific test |
| 5 ul ab ary voc
_____ | the body of words used in a particular language |
| 6 ate lic dup
_____ | an exact copy |
| 7 hend pre com
_____ | to understand |
| 8 it fin de ion
_____ | a statement of the exact meaning of a word |
| 9 am ic dr at
_____ | intending to make an effect; theatrical |



PART 3

LITERATURE



Fables

A fable is a short story that is usually about animals and is intended to teach a moral lesson. Many well-known fables are attributed to Aesop, who lived in Greece in 600 BCE.

The ant and the grasshopper

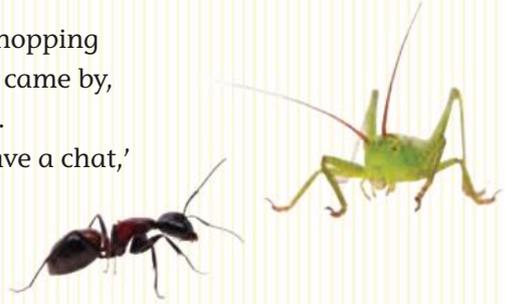
In a field, one fine summer's day, a grasshopper was hopping about happily chirping and singing. Presently an ant came by, hauling along an ear of corn it was taking to the nest.

'Why don't you sit down over here with me and have a chat,' said the grasshopper, 'instead of working yourself so hard?'

'I'm helping to store up food for the winter,' said the ant, 'and I'd advise you to do the same.'

'Why bother about winter?' said the grasshopper. 'There's plenty of food around at the moment.' But the ant went on its way and continued its laborious task. When the winter came, the grasshopper had no food and found itself dying of hunger, while watching the ants every day distributing corn and grain from the stores they had collected in the summer.

Then the grasshopper understood: *It's best to work today and reap the benefits tomorrow.*



Responding to the text

1 What is the setting for this fable?

2 What human qualities does the grasshopper have?

3 What human qualities do the ants have?

4 What was the grasshopper's response to the ant's advice?

5 What happened to the grasshopper when the winter came?

6 What is the lesson of this story?

The boy who cried wolf

A shepherd boy was looking after a flock of sheep for the people of his village. The pasture was at the foot of a dark mountain where wolves lived. It was lonely for him all day with only the sheep to talk to, so he thought of a plan by which he could get some company and create some excitement at the same time.

Having been instructed by the mayor of the village to call for help if a wolf were to attack the flock, the boy rushed down towards the village, shouting at the top of his voice, 'Wolf! Wolf!' The villagers immediately stopped their work and came running out to help him drive the wolf away.

This pleased the boy so much that a few days later he tried the same trick and again the villagers came to his aid. They found the boy doubled up with laughter at the trick he had played upon them.

Shortly after this, a wolf did come from the forest and began to harass the sheep. The boy cried out 'Wolf! Wolf!' still louder than before. But this time the villagers, who had been fooled twice before, thought the boy was tricking them again and nobody came to his aid. 'He cannot fool us again,' they said.

So the wolf had it all his way and killed sheep after sheep, at his leisure.

Moral: ***You cannot believe a liar even when he tells the truth.***



Responding to the text

1 What is the setting for this fable?

2 Why did the shepherd boy decide to cry 'Wolf'?

3 How did the villagers react to the boy's first and second cries for help?

4 How did the boy respond after he had tricked the villagers the second time?

5 Why didn't the villagers come to the boy's aid the third time?

6 What did this incident show about the boy's character?



Legends

Legends are stories from long ago and are often about a notable person and their heroic deeds.

King Midas and the golden touch

Over two thousand years ago there lived in Greece one of the richest men on earth – a king whose name was Midas. Except for his young blue-eyed, golden-haired daughter, Midas loved gold more than anything in the world. When the king walked among the rose trees in his garden, he wished he could turn all the roses into gold.

Early one morning, a god named Bacchus came to visit the palace. He came to reward King Midas for a favour Midas had done for him and offered to grant the king whatever he wanted on earth. King Midas asked that everything he touched be turned into gold. Bacchus rather unwillingly granted his wish and vanished.

Midas walked around the palace grounds very happily and lost no time in trying out his new powers. He touched the smallest branch on his rose tree. Immediately the branch turned into pure gold. He picked a rose and the rose also turned into gold. When he surveyed his golden rose garden, he was filled with joy.

He picked up a stone on the ground and it shone with a golden glow. When he washed his hands, the running water turned into liquid gold. At the thought of turning everything into gold, Midas became happier and happier.

When it was time for Midas's breakfast, his servants set out a table covered with bread, meat, wine and all kinds of fruit. But when Midas touched a piece of bread it changed into a large nugget of gold. Frantically, he picked up a bunch of grapes. Cold, hard and golden, the grapes fell with a clatter from his hands onto the table. When he put meat into his mouth and started to eat, he found he was chewing on hard metal. Midas started to feel fear at the thought that he might starve to death.

The sound of a child weeping interrupted his gloomy thoughts. As he looked up, his little daughter came running into the room with a bunch of golden roses in her hand. 'Father!' she cried, 'someone has killed our beautiful roses. They are now horrible gold ones.' Weeping, she flung herself into her father's arms. Midas bent down to kiss her but found that he was holding a golden statue.

Midas wept aloud with despair and grief. Now he longed to escape from his world of gold. Wringing his hands and weeping, he called out to Bacchus in the heavens, 'Bacchus, have mercy on me! Forgive me my stupidity. Take away this accursed golden touch. I never want to touch gold again!'

Bacchus heard Midas's cries and, being a kind god, he promised to take away his golden touch. He told Midas to go to the magic river Pactolus and bathe in its waters. Midas obeyed immediately and his golden touch disappeared. He sprinkled his daughter and all his golden objects with water from the magic river and everything returned to normal.

From that day on, Midas hated gold.



Responding to the text

1 What is the setting for this story?

2 Why did Bacchus visit Midas's palace?

3 What did Midas request?

4 Why do you think Bacchus 'rather unwillingly' granted Midas his wish?

5 Initially, how did Midas feel about his golden touch?

6 What happened to the water when Midas washed his hands in it?

7 Why did Midas become afraid at the breakfast table?

8 Why was Midas's daughter weeping?

9 What happened when she flung herself into her father's arms?

10 In his grief and despair, what does Midas do?

11 How did Midas remove his golden touch?

12 This story has a moral (a lesson). What important lessons do we learn from the story?



A mysterious place

During World War II, Gretel and Bruno and their parents had to leave their luxurious house in Berlin to live in a mysterious place in Poland. They were unaware that it would be next to a concentration camp.

First impressions

'Who are all those people?' she asked in a quiet voice, almost as if she wasn't asking Bruno but looking for an answer from someone else. 'And what are they all doing there?'

Bruno stood up, and for the first time they stood there together, shoulder to shoulder, and stared at what was happening not fifty feet away from their new home.

Everywhere they looked they could see people, tall, short, old, young, all moving around. Some stood perfectly still in groups, their hands by their sides, trying to keep their heads up, as a soldier marched in front of them, his mouth opening and closing quickly as if he were shouting something at them. Some were formed into a sort of chain gang and pushing wheelbarrows from one side of the camp to the other, appearing from a place out of sight and taking their wheelbarrows further along behind a hut, where they disappeared again. A few stood near the huts in quiet groups, staring at the ground as if it was the sort of game where they didn't want to be spotted. Others were on crutches and many had bandages around their heads. Some carried spades and were being led by groups of soldiers to a place where they could no longer be seen.

Bruno and Gretel could see hundreds of people, but there were so many huts before them, and the camp spread out so much further than they could possibly see, that it looked as though there must be thousands out there.

'And all living so close to us,' said Gretel, frowning. 'In Berlin, on our nice quiet street, we only had six houses. And now there are so many.



Why would Father take a new job here in such a nasty place and with so many neighbours? It doesn't make any sense.'

'Look over there,' said Bruno, and Gretel followed the direction of the finger he was pointing and saw, emerging from a hut in the distance, a group of children huddled together and being shouted at by a group of soldiers. The more they were shouted at, the closer they huddled together, but then one of the soldiers lunged towards them and they separated and seemed to do what he had wanted them to do all along, which was to stand in a single line. When they did, the soldiers all started to laugh and applaud them.

'It must be some sort of rehearsal,' suggested Gretel, ignoring the fact that some of the children, even some of the older ones, even the ones as grown up as her, looked as if they were crying.

'I told you there were children here,' said Bruno.

'Not the type of children I want to play with,' said Gretel in a determined voice. 'They look filthy. Hilda and Isobel and Louise have a bath every morning and so do I. Those children look like they've never had a bath in their lives.'

'It does look very dirty over there,' said Bruno. 'But maybe they don't have any baths?'

'Don't be stupid,' said Gretel, despite the fact that she had been told time and time again that she was not to call her brother stupid. 'What kind of people don't have baths?'

'I don't know,' said Bruno. 'People who don't have any hot water?'

Gretel watched for another few moments before shivering and turning away. 'I'm going back to my room to arrange my dolls,' she said.

'The view is decidedly nicer from there.'

With that remark she walked away, returning across the hallway to her bedroom and closing the door behind her. But she didn't go back to arranging her dolls quite yet. Instead she sat down on the bed and a lot of things went through her head.

And one final thought came into her brother's head as he watched the hundreds of people in the distance going about their business, and that was the fact that all of them – the small boys, the big boys, the fathers, the grandfathers, the uncles, the people who lived on their own on everybody's road but didn't seem to have any relatives at all – were wearing the same clothes as each other: a pair of grey striped pyjamas with a grey striped cap on their heads.

'How extraordinary,' he muttered, before turning away.

from *The Boy in the Striped Pyjamas* by John Boyne

Responding to the text

1 In the first paragraph, what two things didn't Gretel understand?

2 How did the soldier behave towards the people who 'stood perfectly still in groups'?

3 Why did Bruno and Gretel think that there must be thousands of people in the camp?

4 Underline the phrase that best describes the way the soldiers treated the group of children.
with humour and praise with cruelty and mockery with compassion

5 How did Gretel react to the fact that the children were filthy?

6 What was different about Bruno's attitude towards the children?

7 What final realisation did Bruno have as he watched the people in the distance?

8 Which words tell us that Bruno still didn't realise he was looking at a concentration camp?



Meeting interesting characters

In the world of novels, we meet all kinds of interesting people from all kinds of imaginary places. The writers of novels use many different techniques that help us see these characters clearly and vividly. Read the descriptions that follow of Dougy and his sister Gracey, of Shaz Christie and of Joss.

Dougy and Gracey

Me, I stay here in town. Even though I just turned thirteen, I'm still in Grade Six, still Primary school. I'm the tallest kid in the whole school but I don't like that much. I've always been skinny, specially my arms and legs. A teacher once called me a bag of bones when he was mad at me. Then the kids began to call me that for a bit. Now if I don't say much they don't notice me. I'm not real good at reading and writing, eh! Not much good at anything.

But my sister Gracey is good at lots of things. Most of all she's good at running. She's only fourteen but she can beat every kid at her high school, even the boys. She can thrash Raymond too.

Just looking at her, you can tell she's fast. Already she's taller than Mum, with long legs and arms. Some girls you see like that flap their arms and legs around like they don't know how to use them. But not Gracey. When she runs, she ties her long black hair in a pony tail that streams out behind her and bobs up and down with each step. Like a pony; that's it. She's like a beautiful young horse, a black horse, trotting and galloping, enjoying how fast she can go.

from *Dougy* by James Moloney

Responding to the text

1 What does Dougy, the narrator, reveal about his physical appearance?

2 What is Dougy's opinion of himself?

3 How is Gracey different from Dougy?

4 What evidence does Dougy use to prove that Gracey is very fast for her age?

5 What does Dougy compare Gracey to?

6 How does Dougy feel about having a sister like Gracey?

Shaz Christie

Shaz Christie herself was taking the dance class. She was so thin she looked two-dimensional, and so flexible she seemed liquid rather than solid, except that there was a taut, whippy strength about her. She looked like someone from the future, Elaine thought, with her thick black hair that stood straight up from her huge bony forehead and was streaked with glittering silver over each ear. The silver was echoed by a glittering stud in her nose. She was quite tall, as tall as some of the men in the class, and she radiated a kind of ferocious energy that Elaine found both attractive and alarming.

Elaine knew, from talking to her on the phone, that her voice was energetic too, and abrupt, as though she had no time to waste. Everything she did was quick and sudden.

from *Skymaze* by Gillian Rubinstein

Responding to the text

- 1 What was unusual about the colour of Shaz's hair?

- 2 How do you know that Shaz is 'quite tall'?

- 3 What did Elaine notice about Shaz's voice?

Joss

He was a great husk of a man, nearly seven feet high, with a creased black brow and skin the colour of a gypsy. His thick dark hair fell over his eyes in a fringe and hung about his ears. He looked as if he had the strength of a horse, with immense powerful shoulders, long arms that reached almost to his knees, and large fists like hams. His frame was so big that in a sense his head was dwarfed, and sunk between the shoulders, giving that half-stooping impression of a giant gorilla, with his black eyebrows and his mat of hair. His nose was hooked, curving to a mouth that might have been perfect once but was now sunken and fallen.



from *Jamaica Inn* by Daphne du Maurier

Responding to the text

- 1 What was unusual about Joss's height?

- 2 What was unusual about his arms?

Persuasive advertisements

Advertisements aim to persuade the audience to take some form of action, such as buying a product or donating to a cause. When analysing the effectiveness of an advertisement, consider the language and visual choices that have been made.

The SunSmart advertisement on the next page opposite is part of a campaign created by Cancer Council Australia. Look at it carefully then answer these questions.

Responding to the text

1 What is the purpose of the advertisement?

2 Who is the main target audience for this advertisement?

3 Why do you think a beach setting has been chosen?

4 What message is conveyed to the audience by the smiling faces of the three people?

5 What single colour dominates the advertisement? What does this colour represent?

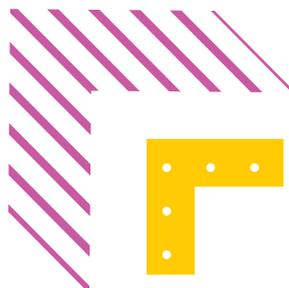
6 Make a list of all the sun protection items you can see in the advertisement.

7 Advertisements often appeal to the emotions of the audience to persuade them to change their way of thinking or to take some form of action. Write down the sentence that best describes the emotion this advertisement aims to arouse in you.

a It makes me feel that I don't have to worry yet because I'm still young.

b It makes me feel inspired to take action now to be healthy and safe.

c It makes me feel so frightened that I'll never go in the sun again.





SUNSMART GOTCHA COVERED

MAXIMUM SUN PROTECTION MADE
FOR THE AUSTRALIAN WAY OF LIFE
CANCERCOUNCILSHOP.ORG.AU



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LITERATURE



A dangerous playground

Nine-year-old Bibi and her older brother Jamal live in Afghanistan. Jamal recounts an event when Bibi had persuaded him and his friends to let her join them for a game of soccer. When she kicked the ball too far and chased after it, the situation quickly got out of hand.

Landmines

'Bibi,' I yell as I scramble up the side of the rocket crater. 'Watch out for landmines.'

I can't see her. She must be in the next gully.

'Stay still,' I yell. 'Don't move.'

Please, I beg the landmines silently. Don't let her tread on you. She's only nine. This is her first time out here. Be kind.

I slither into the gully. Bibi isn't there. Neither is the ball. They can't be blown up or I'd have heard the bang.

Incredible. Her shot must have gone even further than I thought. I bet even David Beckham couldn't boot a ball that far, not over a rocket crater and a gully. Not unless it was in a cup final.

I climb out of the gully and up onto a sand dune, peering into the wind. And see Bibi. She's down on the flat desert, running towards the ball.

'Bibi,' I scream. 'Watch where you're putting your feet.'

The flat desert goes all the way to the horizon. Luckily the ball hasn't rolled that far. Luckily it's been stopped by a tank.

Dad's always saying the desert's been ruined by all the abandoned tanks and crashed planes and exploded troop carriers lying around, but sometimes war debris has its uses.

'Thank you,' I mutter to this rusting hulk as I totter down towards Bibi. I'm shaky with relief but I still manage to put my feet exactly in her footprints. If we both do the same on the way back, I'll be able to get her home safely.

As I get close to her I hear a creak. I look up and see something unexpected.

The gun barrel of the tank is moving.



Just a fraction.

Towards Bibi.

She stops running. My heart is a missile attack. Then I grin as I realise what's going on.

'It's OK,' I pant as I catch up to Bibi. 'When the tank was abandoned, they mustn't have bothered to put on the hand-brake or whatever it is that stops the tank barrels moving in the wind.'

Bibi glares at me. 'What are you doing here?' she says. 'Don't you think I'm grown up enough to get a ball on my own?'

I sigh inside. When Bibi's feelings are hurt, she usually gets violent.

'It's not that,' I say, thinking fast. 'I'm just worried about the time. If you're not back home when Mum wakes up from her nap and Dad gets back, they won't know where you are. They'll panic.'

'No, they won't,' says Bibi. 'I left a note.'

'A note?' I say weakly.

'Telling them I've gone to play soccer.'

My throat is suddenly dryer than the rusting hulk's fuel tank.

'Bibi,' I croak. 'It's really important we go home now and tear up that note.'

'Why?' says Bibi defiantly.

'Girls playing soccer is a big crime,' I say.

'Almost as big as Mum and Dad running an

illegal school at home. If the government finds that note, Mum and Dad are in serious trouble.'

Bibi's face falls. 'I didn't think of that,' she says. She turns and starts to go back.

'Make sure you tread in your own footprints,' I tell her. 'I'll grab the ball and be right behind you.'

I hurry towards my ball, which is lying against one of the tank's huge caterpillar tracks.

As I get closer I see the tank isn't rusty after all. It's covered in camouflage paint. I realise something else. That throbbing noise. The one that sounds like the wind vibrating the armour plating. It's not wind, it's the throbbing of the tank's engine.

I freeze.

My brain shrivels with fear.

This tank isn't abandoned, it's parked.

I stare up at it, desperately trying to work out if the markings are American or Russian or British or Iranian. Not that it makes much difference. I can't remember who's on our side this year anyway.

When I was little and used to play tanks with empty hand grenade cases, I'd always paint the good tanks white and the bad tanks black. Why can't armies do that?

The tank gives a clanking lurch and a loud snort. With a horrible screech of metal, the huge gun barrel swings slowly round till it's pointing straight at me.

My insides turn to yoghurt. I want to dig a hole and hide but I know the tanks have got infra-red heat-seeking devices for tracking fugitives and right now my armpits are like ovens.

'Run,' I scream over my shoulder at Bibi.

Perhaps the tank won't shoot us. Perhaps the soldiers inside are just irritable because it's really cramped and stuffy in there and one of them's got a bit of tummy wind.

It's possible, but my legs don't think so. They're wobbling so much I can't even run.

Clang.

What was that?

Clang.

A rock bounces off the tank.

I spin round. Bibi, eyes big with fury, is hurling another one.

'You squishy lumps of camel snot,' she yells at the tank. 'Give us our ball back.'

from *Boy Overboard* by Morris Gleitzman

Responding to the text

- 1 What is the immediate danger for Bibi?

- 2 Why does Jamal feel lucky?

- 3 What is the first sign that the tank may not be abandoned?

- 4 Why could Bibi's note to her parents get them into serious trouble with the government?

- 5 'My insides turn to yoghurt.' What do these words tell you about Jamal's feelings?

- 6 In the last 10 lines of the extract, what do Bibi's actions reveal about her character?



Cartoons

Cartoons are not only entertaining, they also give us an insight into people's attitudes and behaviour. Look closely at the cartoons that follow before answering the questions. The first one is by Australian cartoonist Mark Knight.



Responding to the cartoon

1 What is the setting of this cartoon?

2 What is the problem for the drivers of the ordinary cars?

3 What do the facial expressions of the drivers show about their emotions?

4 Underline the correct full name for the abbreviation SUV:

Secure Undercover Van Sport Utility Vehicle

5 From the words on the SUV's exterior, what kind of travel is it designed to handle?

6 How has the driver of the SUV decided to escape the traffic jam?

7 What does the SUV passenger think of people who questioned whether they needed an SUV in the city?

The following cartoons are by Australian cartoonist Mark Lynch. Cartoon A looks at the generation gap and Cartoon B involves a play on words.

Cartoon A



Cartoon B



Responding to Cartoon A

1 Describe the appearance of the male figure on the train.

2 Describe the appearance of the female passenger.

3 What has annoyed the man?

4 What different attitudes are revealed about 'good manners'?

a The older female passenger expects _____

b The younger male passenger expects _____

Responding to Cartoon B

1 What is the setting of this cartoon?

2 What is unusual about the actions of the male diner?

3 The humour of the cartoon involves a play on words. That is, the word 'scene' has two meanings: a *landscape* and a *display of anger*. Write the correct meanings in each space below.

a A 'scene' about the bill means _____

b A 'scene' in the painting means _____



An emotional journey

In the novel *Onion Tears*, Nam-Huong is a young Vietnamese girl who lives in Australia. She struggles to come to terms with her memories of the war in Vietnam and the loss of her family. Her feelings about the boat journey to Australia are revealed in this extract.

Journey in a little boat

It was just a little boat with hundreds of people in it with scared eyes, and sad eyes and eyes drowned in tears – and Grandpa and me. Grandpa was squashed up close to me and he held my hand and put his arm around me when the waves leapt at us across the deck like snarling tigers.

Sometimes, when we were too wet and cold to sleep, Grandpa told me stories for hours and hours until his voice got lost in the wind and the waves.

Every day there was less and less rice for us to eat. But Grandpa always said he wasn't hungry and he made me eat his share of rice – his little handful.

And when there was no rice or water left, Grandpa and I clung tightly to each other – and we drifted and dreamed through suns as orange as saffron and nights that wrapped around us like black monsters.

Our little boat floated for days and weeks like a leaf on the edge of the world and I dreamed of a wave as high as a mountain.

Grandpa and I were standing together on top of it and we waved to all the world as it carried us to the shores of a beautiful land.

But when, one day, I opened my eyes, there was only the sea screaming around us.

And Grandpa's hand was limp in mine.



I wandered in and out of dreams until one night we reached an island.

Nobody cheered or shouted. Nobody sang. We followed each other, silently, like shadows, and dragged ourselves to the shore. The beach was flooded with wailing and tears then. But not mine. My eyes were dry like a desert.

I fell on the beach and thumped my hands angrily on the hard sand and somewhere deep inside me I screamed, 'Grandpa! Grandpa! Mum ... Dad ... Grandpa!' And all my tears were locked away inside me – locked away in a secret place.

from *Onion Tears* by Diana Kidd

Responding to the text

- 1 What does Nam-Huong remember about the eyes of the people on the boat?

- 2 How did Grandpa help make Nam-Huong feel safe on the crowded boat?

- 3 What did Grandpa do when it was too wet and cold to sleep?

- 4 What reason did Grandpa give for making Nam-Huong eat his share of the rice?

- 5 What did Grandpa and Nam-Huong do when there was no longer any rice or water?

- 6 Nam-Huong dreamed of 'a wave as high as a mountain'. What happened in this dream?

- 7 When she finally awoke from the dream, what was happening?

- 8 'Nobody cheered or shouted. Nobody sang.' What did people do when they finally reached an island?

- 9 What happened to Nam-Huong's tears?

- 10 In this extract, the writer uses many similes – comparisons beginning with 'like' or 'as'. These similes help reveal the emotions Nam-Huong experienced during the journey. Complete each of the following sentences by finding the simile that belongs with it.
 - a The waves leapt at us across the deck _____
 - b We drifted and dreamed through suns _____
 - c Nights that wrapped around us _____
 - d Our little boat floated for days and weeks _____
 - e I dreamed of a wave _____
 - f We followed each other, silently, _____
 - g My eyes were dry _____



The witches

In the extract that follows, the young narrator in Roald Dahl's *The Witches* has been changed into a mouse by a group of witches who are staying at the same hotel. As this scene begins, he is in the hotel's kitchen, desperately trying to escape from the cooks, who are trying to catch him.

Changed into a mouse

'A mouse!' they were shouting. 'A mouse! A mouse! Catch it quick!' I hit the floor and jumped up and ran for my life. All around me there were big black boots going *stamp stamp stamp* and I dodged around them and ran and ran and ran, twisting and turning, and dodging and swerving across the kitchen floor. 'Get it!' they were shouting. 'Kill it! Stamp on it!'

The whole floor seemed to be full of black boots stamping away at me and I dodged and swerved and twisted and turned and then in sheer desperation, hardly knowing what I was doing, wanting only a place to hide, I ran up the trouser-leg of one of the cooks and clung to his sock!

'Hey!' the cook shouted. 'Jeepers creepers! He's gone up my trouser! Hold on, boys! I'll get him this time!'

The man's hands began slap-slapping at the trouser-leg and now I really was going to get smashed if I didn't move quickly. There was only one way to go and that was up. I dug my little claws into the hairy skin of the man's leg and scuttled upwards, higher and higher, past the calf and past the knee and on to the thigh.

'Holy smoke!' the man was yelling. 'It's going all the way up! It's going right up my leg!' I heard the shrieks of laughter coming from the other cooks but I can promise you I wasn't laughing myself. I was running for my life. The man's hands were slap-slap-slapping all around me and he was jumping up and down as though he was standing on hot bricks, and I kept climbing and I kept

dodging and very soon I reached the top of the trouser-leg and there was nowhere else to go.

'Help! Help! Help!' the man was screaming. 'It's in my knickers! It's running around in my flaming knickers! Get it out! Someone help me to get it out!'

'Take off your trousers, you silly slob!' someone else shouted. 'Pull down your pants and we'll soon catch him!'

I was in the middle of the man's trousers now, in the place where the two trouser-legs meet and the zip begins. It was dark and awfully hot in there. I knew I had to keep going. I dashed onward and found the top of the other trouser-leg. I went down it like greased lightning and came out at the bottom of it and once again I was on the floor. I heard the stupid cook still shouting, 'It's in my trousers! Get it out! Will somebody *please* help me to get it out before it bites me!' I caught a flashing glimpse of the entire kitchen staff crowding around and laughing their heads off and nobody saw the little brown mouse as it flew across the floor and dived into a sack of potatoes.

I burrowed down in among the dirty potatoes and held my breath.

The cook must have started taking his trousers right off because they were shouting, 'It's not in there! There's no mice in there, you silly twerp!'

'There was! I swear there was!' the man was shouting back. 'You've never *had* a mouse in your trousers! You don't know what it feels like!'

from *The Witches* by Roald Dahl

Responding to the text

- 1 'A mouse! A mouse! Catch it quick!' How did the narrator, who had been turned into a mouse, react?

- 2 Where was the action taking place?

- 3 Which words suggest that the boots posed a danger to the mouse?

- 4 Why did the mouse run up inside the trouser-leg of the cook's pants?

- 5 How did the cook at first react to the mouse being up his trouser-leg?

- 6 How did his attitude change as the mouse ran higher up his leg?

- 7 'It's going right up my leg!' How did the other cooks react to this?

- 8 Identify the simile that shows how fast the mouse left the man's trousers.

- 9 Why didn't the cooks see the mouse diving into a sack of potatoes?

- 10 'There's no mice in there, you silly twerp!' How does the man react to this statement?

- 11 Identify three sound words used by the writer to show the cooks' actions. (Clue: they all start with the letter s.)



Koalas in crisis

The World Wide Fund for Nature, or WWF, is a conservation organisation that aims to protect our wildlife and natural environment. This extract from WWF-Australia's website aims to increase awareness about a threat to the koala, one of Australia's most-loved native animals.

KOALA CRISIS APPEAL

Join the fight to protect NSW koalas from excessive tree-clearing

Koalas are in crisis in New South Wales, where the government has further weakened tree-clearing laws, greenlighting the destruction of koala habitat across the state.

Excessive tree-clearing is ramping up and your support is urgently needed to stop koalas from becoming the next casualty in Australia's extinction crisis.

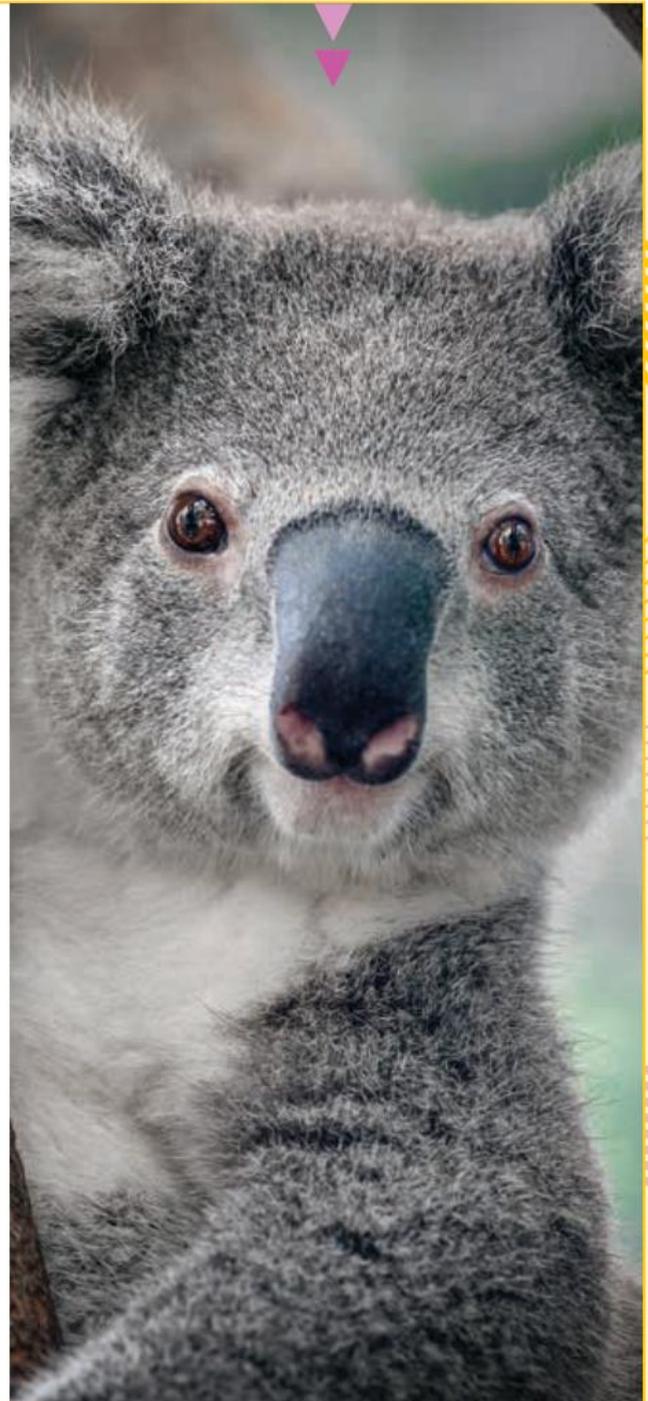
Please help us stop this tragedy by making your urgent, tax-deductible gift today.

Without a safe home, koalas don't have a future

Eastern Australia has one of the highest rates of tree-clearing in the world. That's despite the fact that it's degrading our soil, air, waterways and wiping out the vegetation that koalas and other unique native species need to survive.

When an area of bushland is cleared, many koalas die straight away from injury or trauma. Others are killed in road accidents, or by dogs, or they drown in swimming pools as they move across the ground and through people's properties to find food and shelter. The stress and trauma of losing their homes [make] koalas more likely to develop chlamydia, which causes blindness and infertility. The disease is often the final blow for struggling koala populations, leading to local extinctions.

Your support today will help to nurse injured koalas back to health, replant eucalyptus trees so they have safe homes to return to, and will help us rally the NSW government to stop excessive tree-clearing to protect Australian wildlife for the long-term.



Responding to the text

1 What positive qualities does the photo convey about koalas?

2 What two pieces of information about koalas are given in the headline 'Koala crisis appeal'?

3 According to the first subheading, why are koalas in need of protection in NSW?

4 What is persuasive to readers about the words 'your support is urgently needed'?

5 What tragedy is WWF-Australia trying to stop?

6 What is the message contained in the second subheading?

7 What impact does tree-clearing have on the landscape?

8 What are the dangers koalas face when their habitat is destroyed?

9 What emotions might readers experience after looking at this web page?

10 How does WWF-Australia intend to use donations from the public?



Techniques of the poet

Poets paint word pictures of the world they see around them. Figures of speech are the tools used by poets to create images and sensory experiences that enable readers to see things in new ways. Figures of speech include:

simile metaphor personification onomatopoeia
alliteration assonance symbolism rhyme

As you read through the poem 'The diver' and answer the questions that follow, you will see how the poet has effectively used some of the above figures of speech.



The diver

I put on my aqua-lung and plunge,
Exploring, like a ship with a glass keel,
The secrets of the deep. Along my lazy road
On and on I steal –

Over waving bushes which at a touch explode
Into shrimps, then closing, rock to the tune of the tide;
Over crabs that vanish in puffs of sand.
Look, a string of pearls bubbling at my side
Breaks in my hand –

Those pearls were my breath! ... Does that hollow hide
Some old Armada wreck in seaweed furled,
Crusted with barnacles, her cannon rusted,
The great *San Philip*? What bullion in her hold?
Pieces of eight, silver crowns, and bars of solid gold?

I shall never know. Too soon the clasping cold
Fastens on flesh and limb
And pulls me to the surface. Shivering, back I swim
To the beach, the noisy crowds, the ordinary world.

Ian Serraillier

Responding to the poem

Choose the correct answer for each question.

- 1 What is the poet's purpose in the poem?
- a to find sunken treasure
 - b to describe the joy and wonder of swimming beneath the sea
 - c to discover a new species of fish
 - d to warn of the dangers that lie beneath the sea
-
- 2 The phrase 'puffs of sand' is an example of:
- a alliteration
 - b simile
 - c metaphor
 - d onomatopoeia
-
- 3 The phrase 'those pearls were my breath' is an example of:
- a metaphor
 - b simile
 - c assonance
 - d personification
-
- 4 The phrase 'the clasping cold' is an example of:
- a onomatopoeia
 - b assonance
 - c personification and alliteration
 - d rhyme
-
- 5 What compels the diver to return to the surface?
- a The diver's aqua-lung is running out of air.
 - b The diver has become exhausted.
 - c The diver has become very cold.
 - d The diver wants to return to the ordinary world.
-
- 6 What does the beach at the end of the poem represent for the diver?
- a loneliness
 - b everyday life
 - c boredom
 - d happiness
-



A glimpse into the past

Jackie French's historical novel *Nanberry: Black Brother White* is based on true events and real characters. The following extract, which opens the book, is written from the perspective of Nanberry, a young Aboriginal boy who witnesses the arrival of the First Fleet at Sydney Cove in 1788.

The white ghosts

WARRANE (SYDNEY COVE), THE TIME OF MANY FISH AND FEASTS (26 JANUARY 1788)

The harbour was emu-berry blue, the ripples playing with the sun. The breeze smelt of smoke and cooking fish. Nanberry waded in till the water tickled his waist, felt the sandy mud between his toes, then took a deep breath and dived down.

It was a new world. Light drifted in gold shivers from above. Nanberry wriggled like a fish, turning so he could see the surface of the water. He loved this most of all: how in one instant you could change from air to sea.

At last his lungs began to ache. He pushed himself into the daylight in one strong sweep.

One of the girls yelled at him from the shore – his sister, Yagali, catching a ball of twisted twigs and feathers as one of the others threw it to her. 'Hey, you with empty hands! Where are the dainya?' The other girls laughed. Behind them the stream trickled between the trees and mud flats to join the waves.

Nanberry grinned. Who needed dainya, the mud oysters? The women had been out in their low-slung canoes, hauling in fish with nets and lines. Colbee had speared a giant warragul, a mackerel, too.

The girls went back to their game. Nanberry began to wade to shore.

'Maigul!' Stranger!

Nanberry turned to see where Yagali pointed. For a second he thought he dreamt. His eight

years

had been full of familiar things.

The warriors and old women knew all that was important in the world. But no one had ever spoken of anything like this!

Massive canoes surged across the water. They looked like whales that had learnt how to swim on top of the sea. Giant skins flapped on tall spears jutting from their middles.

How did canoes move with no paddles? Had the spirit ancestors made them?

The girls ran for the trees. Their ball lay abandoned in the sand. But Nanberry stayed, his toes in the mud and sea, his eyes straining to capture every detail of the big canoes.

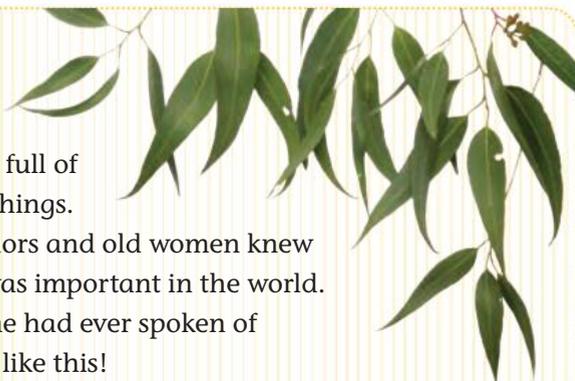
'Nanberry! Guwi!' Nanberry, come here!

Colbee strode towards him. Colbee was his mother's brother, a warrior. You obeyed when a warrior called you, especially if he was your mother's brother. Nanberry splashed back to the shore, then turned once more to stare at the strange canoes.

'Into the trees,' yelled Colbee. He pointed to the women and children standing still and almost invisible next to the tree trunks.

This time Nanberry didn't move. 'What are they? Are they ghost canoes?'

'I don't know. But others have seen things like them before.'



'Who?'

'It is no business for small boys.'

Nanberry still didn't move.

'Go!' ordered Colbee.

This time Nanberry went.

The warriors strode down to the water, waving their fishing spears, the jagged shell points gleaming in the sun. 'Jiriya! Wari! Wari!' Get away from here!

The big canoes floated straight towards them, as though the warriors were buzzing bees who had no sting. And then the canoes stopped, even though they were still far from the beach. Nanberry stared out between the trees.

He could see people! Men with white faces, their bodies covered in the skins of strange animals, blue and red and brownish grey. Their

voices sounded like human voices, not the wind-whispering of ghosts.

Some of the white ghosts glanced over at the warriors. None bothered to answer the challenge, or even call a greeting. It is as though we are the ghosts, thought Nanberry. As though they expect us to fade away.

The giant canoes glided on. The warriors yelled a challenge again. The white ghosts laughed, then looked away. Colbee muttered something to the other warriors. They melted back into the trees, urging the women and children to follow. Whatever the white ghosts were going to do next, it was best to stay away.

Life would go on, in the proper seasons, as it always had before. The ghosts would float away.

from *Nanberry: Black Brother White* by Jackie French

Responding to the text

- 1 What is described in the first two paragraphs?

- 2 How did Nanberry react when he turned to see where Yagali pointed?

- 3 The ships looked like 'massive canoes'. What did the sails and masts look like to Nanberry?

- 4 'Into the trees.' Why do you think the warrior Colbee yelled these words to Nanberry?

- 5 When the warriors challenged the big canoes to 'get away from here', what happened?

- 6 'It is as though we are the ghosts.' What actions of the white ghosts caused Nanberry to think this?

- 7 Why did the Aboriginal people believe that the ghosts would float away again one day?



Should smartphones be banned in schools?

Newspaper reports focus on the facts surrounding an incident or event. Often these facts relate to a current issue that is being discussed in society, and people will have different opinions about it. In this article, the issue is whether smartphones should be banned in schools.

School's total phone ban gets kids talking

BY HENRIETTA COOK

McKinnon Secondary College's decision to ban mobile phones had an unexpected side effect. The schoolyard became much louder during recess and lunch.

'I hadn't anticipated the level of noise,' principal Pitsa Binnion said. 'There was laughter, people were actually interacting and socialising.'

While many schools have banned mobile phones during class time, the high-performing state school in Melbourne's south-east decided to go one step further.

From the start of term 1, McKinnon students have had to store phones in their lockers and are not allowed to touch them until they leave school, even during breaks.

'It had really impacted on the learning opportunities for children,' Ms Binnion said. 'I don't think they were making use of every lesson as effectively because they were constantly distracted.'

Mobile phones may have been around for years, but educators and policymakers are still tackling their use in schools.

Federal Education Minister Simon Birmingham recently said smartphones should be



McKinnon students have to lock their phones away in their lockers.

locked away during school hours because they were a distraction and platform for cyber bullying.

McKinnon Secondary College's push to ban phones came from an unlikely source – students. In forums held in August, children from the most tech-savvy generation raised concerns about the devices distracting them in class.

Ms Binnion got a taste of these distractions when she began confiscating phones from students who had flouted the new rules.

'I couldn't believe how many notifications are coming through, constantly, and messages from mum and dad,' she said.

On a few occasions, Year 11 student Xavier Verdnik felt himself reaching for an imaginary phone in his pocket. But he said he quickly adjusted to the changes. ...

Victorian Association of State Secondary Principals president Sue Bell said the horse had bolted when it came to smartphones. 'They have been around for the majority of these kids' lives, their parents use them continuously and the workforce they are going into will expect them to have high levels of skill with them,' she said.

She said schools should be teaching students how to use the devices correctly.

from *The Age*

Responding to the text

1 What was the 'unexpected side effect' when the McKinnon Secondary College decided to ban mobile phones?

2 According to the school's principal, why did the level of noise increase?

3 What is the 'one step further' that makes McKinnon's ban different from bans at many other schools?

4 According to the principal, why weren't students making effective use of lesson time?

5 Why does Simon Birmingham think mobile phones should be locked away during school hours?

6 What 'unlikely source' pushed for the ban at McKinnon Secondary College? What was their reason?

7 What did the principal discover when she confiscated phones from students who flouted the rules?

8 Why does the president of the principals' association think that schools should be teaching students how to use the devices correctly?

9 Do you think mobile phones should be banned in schools? Why or why not?



The amazing world of Lego

The following passage offers some insight into the history behind the popular Lego construction toys.

The best-ever toy company

Ole Kirk Christiansen was a Danish joiner and carpenter who made such things as stepladders and ironing boards. When his carpentry business failed, he used his leftover wood to make wooden toys. Because his own children loved the wooden ducks that Ole Kirk made, he decided to produce and sell them. In 1932, he named his company LEGO – a contraction of the Danish words *leg godt*, meaning ‘play well’.

Ole Kirk and his son Godtfred noticed a British invention of interlocking building bricks called Kiddicraft. In 1949, they began to manufacture their own style of interlocking plastic blocks and named them Automatic Binding Bricks. However, parents preferred wooden or metal toys and the plastic blocks were not well received at first.

Children did not show much interest in the Lego bricks in the 1950s, but after his father’s death in 1958, Godtfred patented the Lego bricks we know today and added roof bricks to the collection. Because the bricks locked together, far more stable structures could be made than those with wooden blocks. Due to this versatility, Lego suddenly became popular. The dimensions of the bricks are strictly controlled and those original bricks from 1958 still interlock with the bricks of today. The manufacture of Lego pieces is very efficient and only 18 out of every one million pieces fail to meet the company standard.

In 1960, a warehouse fire destroyed most of the wooden toys still manufactured by Godtfred, so he decided to concentrate only on the plastic Lego bricks.

The invention of Lego’s wheel in 1961 meant that vehicles could now be added to the sets, and



today 300 million Lego wheels are manufactured every year.

In 2003, Lego had gone out of fashion, sales were down 30 per cent and the company was \$800 million in debt. Lego survived under new management and from 2008 to 2010 its profits were greater than Apple’s, hence the nickname ‘the Apple of toys’.

Some Lego sets are based on popular movies such as *Star Wars* and *Harry Potter* and there are even programmable Lego robots. Lego House opened in Denmark in 2017, and is built to resemble 21 giant Lego bricks. Inside, there are restaurants, life-size Lego sculptures, play areas and construction workers making new models.

While other toys have become unfashionable, Lego has survived for almost 70 years because of the company’s ability to identify market trends, and then have children and adults test them and make comments before the final sets are completed. Today, Lego is the biggest toy company in the world.

A memory of childhood

Chinese Cinderella by Adeline Yen Mah is an autobiography about the hardships the author experienced when she was growing up in China in the 1940s. This extract recalls the displeasure of her siblings about the special treatment their stepmother, Niang, gave to her own two children.

Chinese New Year

We had been looking forward to Chinese New Year for weeks. Not only was it a holiday for all the school children in China, but for all the grown-ups as well. Even Father was taking off three whole days from work to celebrate. For the first time since our departure from Tianjin, a tailor had come to our house to measure everyone for new outfits. In China, new clothes were worn on New Year's Day to signal a new beginning.

On New Year's Eve, Father and Niang summoned us down to the Holy of Holies and gave us our new clothes. My three brothers were terribly disappointed to find three identical, loose-fitting Chinese long gowns made of dark-blue wool, with traditional mandarin collars and cloth buttons. Big Sister was handed a padded silk Chinese qipao. I got a basic brown smock made of material left over from one of Big Sister's garments. Fourth Brother, however, received a stylish Western outfit with a Peter Pan collar and matching tie and belt, while Little Sister acquired a fashionable pink knitted dress bedecked with ribbons and bows.

We five stepchildren trooped back upstairs in disgust. My brothers threw their robes on their beds contemptuously. They had been looking forward to Western-style suits, shirts and ties. Nowadays, this was what their trend-setting schoolmates were wearing at St John's.

'Trash!' Big Brother declared, tossing his new garment in the air and kicking it. 'Who wants junk like this? You'd think we're still living in the Qing dynasty! As if it's not bad enough to be called the "three Buddhist monks"! If they see us dressed

in these outdated antique clothes, we might as well forget about going to school altogether!'

'The other day,' Third Brother complained bitterly, 'my desk partner asked me when I was going to start growing a pigtail and shaving my brow. "Maybe you're planning to be the new Emperor Pu Yi and live in the Forbidden Palace!" he told me.'

'What gets me,' Big Sister said, 'is the blatant inequality between her children and us. I wouldn't mind if all seven of us were treated the same way. If they really believed in traditional clothes, then all seven children should be wearing them, not just the five of us.'

'Aside from the clothes,' Second Brother interrupted, 'what about our shaven heads? I don't see Fourth Brother sporting a Buddhist Monk Special! Why, the little princeling has his hair cut at the most fashionable children's hairstylist on Nanjing Lu. When he stands next to us, it's like we've stepped out of two different centuries!'

'Here Father wants to teach us the value of money,' Big Brother added, 'yet *her* children can order whatever they desire from the kitchen at any hour of the day or night. We're supposed to eat only three meals a day with congee and preserved vegetables for breakfast every morning,



but I see Cook preparing bacon, eggs and toast, fresh berries and melon for *their* breakfast. Last Sunday, I went into the kitchen and told Cook I wanted a slice of bacon. The idiot won't even give me a straight answer. 'I have my orders,' he told me. 'Bacon is reserved for the first floor.' One day, I'm going to sock him in the mouth!

'It's really getting intolerable!' Big Sister complained, lowering her voice and motioning me to close the door. I obeyed with alacrity, happy to be included. 'We should be careful, though. Niang has her spies. That new tutor/nanny she's employed

for her two children, that Miss Chien, she gives me the creeps. She is so slimy and obsequious, smiling and bowing all the time. Yesterday, she cornered me and invited me to have afternoon tea with Fourth Brother and Little Sister in their nursery. I never saw such a spread – finger sandwiches, toasted buns, chestnut cream cake, sausage rolls. Here we are restricted to breakfast, lunch and dinner and starving between meals, while our half-siblings are throwing their leftovers from their balcony to Jackie in the garden. It's so unfair!

from *Chinese Cinderella* by Adeline Yen Mah

Responding to the text

- 1 Why were new clothes always worn in China on New Year's Day?

- 2 How was the narrator's new outfit different from the one Little Sister received?

- 3 'We might as well forget about going to school altogether.' Why does Big Brother think this?

- 4 What does Big Sister think their father and stepmother should have done to avoid such 'blatant inequality'?

- 5 What is unfair about how often Father's children are permitted to eat?

- 6 Why did Big Brother become angry when he asked Cook for a slice of bacon?

- 7 What made Big Sister angry at the afternoon tea? (Note: Jackie is the family dog.)

- 8 What does the extract reveal about character of Niang?



Piranhas

Read this information report about piranhas before answering the questions that follow.

Facts and myths

'Piranha' means 'toothfish' and the reason is obvious. The teeth of the meat-eating piranhas differ from those of the vegetarian species. The meat eaters have a single row of triangular and interlocking teeth, each one serrated like a steak knife, and they are razor sharp. The teeth of the vegetarian species have evolved to crush nuts and seeds and so they are squarer and straight, much like human teeth. All piranhas have very strong jaws and so can bite with great force.

Most piranhas are omnivorous (eating both meat and plants) and eat things like snails, other fish, insects, plants, seeds, fruit and small birds that have fallen out of their nests above the water. They may also eat small mammals that have fallen into the water, but they will not eat rotting flesh. Piranhas are prey to larger fish and if the river runs dry, they become prey to birds and caiman (a small kind of alligator).

If food is scarce, the piranha is cannibalistic and will eat other piranhas. When they attack a fish, they will strike at the eyes and the tail. This will immobilise the creature, which is then easily killed and eaten.

Piranhas usually live in rapidly moving water, but they prefer slower water when they mate. The female lays thousands of eggs in the sand or in a nest dug by her mate. Both the female and the male care for the young, which ensures that about 90 per cent of the eggs survive.

It is thought that there are 20 to 30 different species of piranha with various colour markings. Many have red patches on their backs to provide camouflage from above. The most aggressive species is the red-bellied piranha. Its name tells us that it has a distinctive red colour on its underside.



The male can be identified because it has a much deeper colouring than the female. The young do not have much colouring, but the colour deepens with age. The red-bellied piranha spends most of its time looking for food and travelling in groups, called shoals. They rely on speed and suddenness of attack and are effective killers.

The myth of frenzied man-eating piranhas gained momentum from the movies. Some films such as *Piranha* have shown them hunting humans. This is not the case and if humans leave them alone, they will not be attacked. The only time they may attack humans is when food is scarce or when their eggs are disturbed. Piranhas can tell when fruit falls into the water and they do react to splashing or any sign of blood. They are capable of detecting just one drop of blood in 200 litres of water.

Piranhas are sometimes kept as aquarium fish. Often the young will bite each other, usually on the fins, but these grow back very rapidly.

Some South American tribes will not eat piranhas, whereas others enjoy them grilled or in a soup. Their teeth have also been used to make tools and weapons.

Reading for understanding

Choose the correct answer.

1 The word 'piranha' means:

- a ferocious
 - b red-bellied
 - c toothfish
 - d triangular
-

2 The teeth of the piranha are:

- a different for different species
 - b in double rows
 - c all serrated like steak knives
 - d in a weak jaw
-

3 Piranhas:

- a are all omnivorous
 - b sometimes are vegetarian
 - c eat rotting flesh
 - d do not have any natural enemies
-

4 When piranhas attack a fish, they first attack its:

- a belly
 - b eyes and tail
 - c fins
 - d mouth
-

5 After the female has laid her eggs:

- a very few survive
 - b many are eaten by predators
 - c they are abandoned
 - d both the male and female look after them
-

6 The red-bellied piranhas:

- a are effective killers
 - b have identical red bellies
 - c are solitary animals
 - d are found only in fast-flowing water
-

7 Humans are likely to be vulnerable to piranha attacks:

- a always
 - b even though food is plentiful
 - c if they disturb their eggs
 - d if they are on the riverbank
-

8 In South America:

- a it is illegal to catch piranhas
 - b piranhas are sometimes eaten
 - c piranhas live in salt water
 - d piranhas are facing extinction
-



Fantasy

When Edmund steps through a wardrobe into the magic kingdom of Narnia, he is confronted by its queen, the evil White Witch herself.

The magic potion

'BUT what are you?' said the Queen again. 'Are you a great overgrown dwarf that has cut off its beard?'

'No, your Majesty,' said Edmund, 'I never had a beard, I'm a boy.'

'A boy!' said she. 'Do you mean you are a Son of Adam?'

Edmund stood still, saying nothing. He was too confused by this time to understand what the question meant.

'I see, you are an idiot, whatever else you may be,' said the Queen. 'Answer me, once and for all, or I shall lose my patience. Are you human?'

'Yes, your Majesty,' said Edmund.

'And how, pray, did you come to enter my dominions?'

'Please, your Majesty, I came in through a wardrobe.'

'A wardrobe? What do you mean?'

'I - I opened a door and just found myself here, your Majesty,' said Edmund.

'Ha!' said the Queen, speaking more to herself than to him. 'A door. A door from the world of men! I have heard of such things. This may wreck all. But he is only one, and he is easily dealt with.'

As she spoke these words she rose from her seat and looked Edmund full in the face, her eyes flaming; at the same moment she raised her wand. Edmund felt sure that she was going to do something dreadful, but he seemed unable to move. Then, just as he gave himself up for lost, she appeared to change her mind. 'My poor child, she said in quite a different voice, 'how cold you look! Come and sit with me here on the sledge and I will put my mantle round you and we will talk.'



Edmund did not like this arrangement at all, but he dared not disobey; he stepped on to the sledge and sat at her feet, and she put a fold of her fur mantle round him and tucked it well in.

'Perhaps something hot to drink?' said the Queen. 'Should you like that?'

'Yes please, your Majesty,' said Edmund, whose teeth were chattering.

The Queen took from somewhere among her wrappings a very small bottle which looked as if it were made of copper. Then, holding out her arm, she let one drop fall from it on the snow beside the sledge. Edmund saw the drop for a second in mid-air, shining like a diamond. But the moment it touched the snow there was a hissing sound and there stood a jewelled cup full of something that steamed.

The dwarf immediately took this and handed it to Edmund with a bow and a smile; not a very nice smile. Edmund felt much better as he began to sip the hot drink. It was something he had never tasted before, very sweet and foamy and creamy, and it warmed him right down to his toes.

'It is dull, Son of Adam, to drink without eating,' said the Queen presently. 'What would you like best to eat?'

'Turkish Delight, please, your Majesty,' said Edmund.

The Queen let another drop fall from her bottle onto the snow, and instantly there appeared a

round box, tied with green silk ribbon, which, when opened, turned out to contain several pounds of the best Turkish Delight. Each piece was sweet and light to the very centre and Edmund had never tasted anything more delicious. He was quite warm now, and very comfortable.

from *The Lion, the Witch and the Wardrobe* by C.S. Lewis

Responding to the text

1 What was the Queen's first reaction to Edmund when she met him?

2 How was Edmund able to enter the Queen's kingdom?

3 Why did Edmund feel sure the Queen was going to do something dreadful?

4 What did the Queen do next to treat Edmund more kindly?

5 What evidence was there to show that Edmund was very cold?

6 Identify the simile that suggests the drop from the Queen's bottle was magical.

7 What happened to the drop when it hit the ground?

8 Which words show that the dwarf could be unpleasant?

9 Identify the four adjectives that describe the drink.

10 'What would you like best to eat?' What did Edmund choose?

11 How does the final paragraph emphasise that this is a fantasy story?

12 What does this incident reveal about the character of the Queen?



Autobiography

Boy is a humorous biographical story by Roald Dahl about his years growing up in England in the 1920s and 1930s. This extract recalls an event at St Peter's, the public school he attended.

Little Ellis and the boil

During my third term at St Peter's, I got flu and was put to bed in the Sick Room, where the dreaded Matron reigned supreme. In the next bed to mine was a seven-year-old boy called Ellis, whom I liked a lot. Ellis was there because he had an immense and angry-looking boil on the inside of his thigh. I saw it. It was as big as a plum and about the same colour.

One morning, in came the doctor to examine us, and sailing along beside him was the Matron. Her mountainous bosom was enclosed in a starched white envelope, and because of this she somehow reminded me of a painting I had once seen of a four-masted schooner in full canvas running before the wind.

'What's his temperature today?' the doctor asked, pointing at me.

'Just over a hundred, doctor,' the Matron told him.

'He's been up here long enough,' the doctor said. 'Send him back to school tomorrow.' Then he turned to Ellis.

'Take off your pyjama trousers,' he said. He was a very small doctor, with steel-rimmed spectacles and a bald head. He frightened the life out of me.

Ellis removed his pyjama trousers. The doctor bent forward and looked at the boil. 'Hmmm,' he said. 'That's a nasty one, isn't it? We're going to have to do something about that, aren't we, Ellis?'

'What are you going to do?' Ellis asked, trembling.

'Nothing for you to worry about,' the doctor said. 'Just lie back and take no notice of me.'

Little Ellis lay back with his head on the pillow. The doctor had put his bag on the floor at the end of Ellis's bed, and now he knelt down on the floor



and opened the bag. Ellis, even when he lifted his head from the pillow, couldn't see what the doctor was doing there. He was hidden by the end of the bed. But I saw everything. I saw him take out a sort of scalpel which had a long steel handle and a small pointed blade. He crouched below the end of Ellis's bed, holding the scalpel in his right hand.

'Give me a large towel, Matron,' he said.

The matron handed him a towel.

Still crouching low and hidden from little Ellis's view by the end of the bed, the doctor unfolded the towel and spread it over the palm of his left hand. In his right hand he held the scalpel.

Ellis was frightened and suspicious. He started raising himself up on his elbows to get a better look. 'Lie down, Ellis,' the doctor said, and even as he spoke, he bounced up from the end of the bed like a jack-in-the-box and flung the outspread towel straight into Ellis's face. Almost in the same second, he thrust his right arm forward and plunged the point of the scalpel deep into the

centre of the enormous boil. He gave the blade a quick twist and then withdrew it again before the wretched boy had time to disentangle his head from the towel.

Ellis screamed. He never saw the scalpel going in and he never saw it coming out, but he felt it all right and he screamed like a stuck pig. I can see him now struggling to get the towel off his head, and when he emerged the tears were streaming

down his cheeks and his huge brown eyes were staring at the doctor with a look of utter and total outrage.

'Don't make such a fuss about nothing,' the Matron said.

'Put a dressing on it, Matron,' the doctor said, 'with plenty of mag sulph paste.' And he marched out of the room.

from *Boy* by Roald Dahl

Responding to the text

1 What is the setting for the incident involving Ellis?

2 In what way was Ellis's boil similar to a plum?

3 '... the dreaded Matron reigned supreme.' What do these words reveal about the matron?

4 What were the narrator's feelings towards the doctor?

5 'Give me a large towel, Matron.' Why did the doctor need a large towel?

6 Identify the simile that emphasises how fast the doctor moved as he jumped up from the bottom of the bed.

7 How did Ellis react as the boil was being lanced?

8 'Don't make a fuss about nothing.' What do these words reveal about the matron?

9 After the boil had been lanced, what was Ellis's attitude to the doctor's actions?

10 What does this incident reveal about the character of the doctor?



The graphic novel

A graphic novel is a combination of a comic and a novel. The illustrations and text work together to tell a story and bring it to life. Many popular novels have been adapted into graphic novels. Below is one instance, from the graphic novel created from Daniel Defoe's famous story *Robinson Crusoe*. An extract from the original novel follows.

Shipwrecked – the graphic novel



Shipwrecked – the novel

The wave carried me a vast way towards the shore and having spent itself, went back, and left me upon the land, half dead with the water I took in.

I got up upon my feet, and endeavoured to make on towards the land as fast as I could, before another wave should return and take me up again. But the sea came after me as high as a great hill and as furious as an enemy. The wave that came upon me buried me at once twenty or thirty feet deep in its own body, and I could feel myself carried with a mighty force and swiftness

towards the shore, but I held my breath and assisted myself to swim forward with all my might. I was ready to burst with holding my breath. But I recovered a little before the return of the waves, and seeing I should be covered again with water, I resolved to hold fast by a piece of rock. The next wave, though it went over me, yet did not so swallow me up as to carry me away, and as I was now landed, and safe on shore, I began to thank God my life was saved.

abridged from *Robinson Crusoe* by Daniel Defoe

Responding to the texts

1 What is the situation that is depicted in both texts?

2 In the first panel of the graphic novel, why does Crusoe want 'to get further on shore'?

3 How does the artist of the graphic novel show Crusoe's actual thoughts?

4 In panels 2 and 3, what is the artist trying to show?

5 Why has the artist used yellow caption boxes in each of the panels?

6 In both texts, which two similes show the height and fury of the sea?

a

b

7 What are Crusoe's feelings in the final panel?

8 What advantages does the graphic novel have here for the reader?



Growing up poor

The following extract is from the opening chapter of *Runner* by Robert Newton. The novel is set in the Melbourne suburb of Richmond in 1919, an era when poverty and the cold took their toll and dangerous gangsters ruled the streets. Charlie Feehan is the main character and narrator.

To be poor was to be cold

Warmth.

That was what the poor craved most in the winter months, but without money we seldom found it. In the slums of Richmond, it was dampness was the enemy. It moved into houses, rose up in the walls, black and wet, like a cancer.

Some families with sick children had little choice but to take to their own houses, stripping bits of wood from the floor inside, just for a few minutes of flame each night. By the end of the winter, there'd be nothing left to walk on at all.

To be poor was to be cold. The two were the same. But me, I refused to let it take me.

So one day I plotted a course – a simple rectangle of main streets it was, covering only a few miles in distance.

And that very night, when I felt the cold dull ache in my bones, I headed out into the dark damp streets of Richmond, and ... I ran.

I ran one lap ... then two ... then three.

I ran until there was nothing left, then fell, smiling, in a crumpled heap at the corner of our street. For a long time I sat there, watching as each steaming breath disappeared into the cold night air. If anyone had seen me they would surely have thought me mad.

'Charlie Feehan's the name,' I would have said. 'I may be poor, but I sure as 'ell ain't cold.'

After that first night, I took to the streets like a drunk takes to the bottle.

I swallowed them up.

I drank in every step until the few short miles I'd plotted no longer satisfied my ferocious



appetite. I needed more and my legs delivered. One night, without warning, they took me off course and carried me far afield. They hurled me down seedy back lanes, over bridges and into the lights of the city itself.

I was unstoppable.

Whooping and hollering, I dodged drunks and played with cars. I jumped over puddles and raced alongside grinding trams.

For hours I ran – ran until my body burned and the shirt on my back was wet.

And then somehow, after all the twists and turns, my legs found their way back to Cubitt Street and slowed to a walk. Shuffling towards home, away from the magic of the city and its spells, a horrible burning pain moved into my feet as my father's boots tore the skin from my toes.

Left, right, left, right, left, right.

He had given me the boots as I sat for the last time on his bed and listened to the wheeze and crackle in his chest. After all those years, that was all he had to give.

Over the following months, those shoddy boots tasted the dirt and grime of many streets. True, it was the warmth I sought each night I headed

out. It was the prickle of skin and the sweat on my brow. But soon there was something more. The sleazy streets seduced me, and like a moth to the flame, I gladly surrendered.

At school I quickly grew bored with my books. I abandoned my seat at the front and joined the daydreamers down the back. I dreamt of Bourke Street with its flashing theatre signs, 'Bijou' and

'Gaiety', and the sly grog joints and brothels of Little Lonsdale. I had no interest in mathematics or comprehension any more. Nothing stirred in my head when Mrs Nagle gave us a verse from the School Reader. The street was my classroom now and I was a student eager to learn.

from *Runner* by Robert Newton

Responding to the text

1 Why was dampness the enemy in the slums of Richmond?

2 What did some families with sick children have to do to stay warm?

3 What did Charlie decide to do to defeat the cold?

4 How would he have answered people who thought he was mad?

5 'I needed more and my legs delivered.' Where did Charlie's legs take him?

6 'I was unstoppable.' What did Charlie do once he reached the city?

7 What brought Charlie back to reality as he shuffled home?

8 How did Charlie feel about school and learning at end of the extract?



Fierce creatures

The saltwater crocodile is the world's biggest reptile and is greatly feared because of its immense strength and speed. The cassowary is a fierce, flightless bird and is the third-largest bird in the world.

The crocodile

There are two species of crocodile – the freshwater crocodile and the saltwater crocodile. The freshwater species are small and shy and are declining in numbers because they often eat poisonous cane toads. On the other hand, the saltwater crocodile is by far the most dangerous animal in Australia. Because they are cold-blooded, they need to live in the warmer northern areas. They are huge, aggressive reptiles that can grow up to six metres in length and weigh up to one tonne.

Saltwater crocodiles are well adapted for effective hunting. They lie completely motionless under the water and can hold their breath for up to an hour by drastically reducing their heart rate. Transparent eyelids allow the creature to see underwater. When prey is spotted, the back feet propel the crocodile forwards and its very strong tail allows it to lunge forwards with lightning speed. Its jaw is 50 times more powerful than a human's and is filled with around 64 to 68 teeth. When a tooth is lost, it is quickly replaced. The crocodile's bite pressure is the greatest of any living animal.

Crocodiles are also dangerous for humans and kill an average of two people a year. They may not be seen at the water's edge but can lunge at



great speed. The most dangerous times of the day for crocodiles to attack are night-time, dawn and dusk, especially during the wet season.

September to April is the breeding time when the female will aggressively defend her nest. She lays between 40 and 60 eggs and carefully watches over her babies for some months. Interestingly, the sex of the babies depends on the temperature. If it is below 30°C the babies will be females; above 32°C they will all be males. Only about 1 per cent of the hatchlings will survive to maturity because the small creatures provide food for turtles and goannas.

Responding to the text

1 Why are freshwater crocodiles declining in numbers?

2 Why are saltwater crocodiles able to see under water?

3 Why do only about 1 per cent of hatchlings survive to maturity?

The cassowary

In the *Guinness Book of Records* the cassowary has been named as the most dangerous bird in the world. The flightless cassowary usually lives in tropical rainforests.

The cassowary is the third largest bird in the world after the ostrich and the emu. All three of these birds are flightless because they do not have a chest bone capable of supporting the muscles necessary for flight.

The cassowary is indigenous to Papua New Guinea and Northern Australia. Its name comes from two Papuan words – *kasu*, meaning horned, and *weri*, meaning head or ‘casque’. The casque is the helmet-like structure on the cassowary’s head. The bird lowers its head and displays the casque before it attacks. Attacking cassowaries charge and kick and sometimes jump on top of their victim. Therefore, a person should not lie down if attacked by a cassowary.

Contrary to some beliefs, cassowaries do not make unprovoked attacks. By far the greatest number of attacks has occurred in areas where humans feed them. When they are denied the food they were expecting, they



may run aggressively at people causing serious injuries.

Other attacks occur when a cassowary is protecting itself or its chicks. Its natural enemies are crocodiles, pythons, wild pigs and dingoes. Because the dingo is its enemy, the cassowary hates dogs and will attack them without provocation.

Since cassowaries cannot fly away from danger they have developed other methods of protection. The casque on its head is thick and prevents skull injuries. But its main weapon is the 12-centimetre dagger-like claw on its foot, which is strong enough to kill a dog. No human deaths have been recorded since 1926.

Responding to the text

Choose the correct answers.

1 The cassowary:

- a is the world’s largest bird
- b attacks only when provoked
- c is found throughout the world

2 The casque:

- a protects the head from injury
- b is a dagger-like claw
- c can cause lacerations to humans

3 A cassowary’s main weapon is:

- a its casque
- b its claw
- c its ability to fly

A humorous story

A humorous situation can sometimes occur because of an unfortunate event. This is what happens in the story *The Paw Thing* by Paul Jennings.

Major Mac's cat

You wouldn't read about it.

Major Mac's take-away chicken joint had a cat that couldn't catch mice. She ran after them. She jumped at them. She tried her best but the poor old thing just couldn't catch a mouse. Not one.

The cat's name was Singenpoo.

'It's the worst mouser in the whole world,' said Mac. 'I don't know why I keep it.' From the way he spoke it sounded as if Mac didn't like the cat at all. I felt sorry for her but I didn't say anything because it was my first day working at Major Mac's. After-school jobs were hard to find and I didn't want to get the sack.

I had never heard of a cat called Singenpoo before. I found out later how she got her name. It seems that Mac once had this tiny transistor radio. A real small one. It was about half the size of a matchbox. One day Mac changed the station after he had been cutting up fish. The cat noticed that the radio had a fishy smell and she started licking it. Before Mac could blink the cat had swallowed the whole thing.

At first Mac was mad at the cat. He shook her this way and that trying to get her to cough up the radio but nothing happened. It wouldn't come out. Then he heard something strange. Music. Music was coming out of the cat's mouth. Mac grinned. He made the cat sit on the chair with her mouth open so that he could listen to the radio. Every day after that the poor old cat had to sit next to Mac with her mouth open. Mac would listen to the footy on Saturdays. In the mornings he listened to the news at



seven o'clock. On Sundays the cat was tuned in to the top forty.

Everyone thought it was really funny. Except the cat. She had to follow Mac around everywhere with her mouth open so that he could have music wherever he went.

Then one day the music stopped.

'Drat,' said Mac, giving the cat a shake. 'The battery's dead.' At that very moment he heard a faint singing noise coming from outside. He dropped the poor cat on the floor and went out the door. The music was coming from the cat's sand tray. There, in the kitty litter, was a little bit of square cat poo. The radio was in the cat poo. The cat poo was singing a song called 'Please Release Me, Let Me Go'.

Mac was cross. He picked up the singing poo and flushed it down the toilet.

And that's how the cat came to be called Singenpoo.

from *The Paw Thing* by Paul Jennings

Responding to the text

1 What is the setting for the action of the story?

2 How did Singenpoo react to mice?

3 What did you learn about the narrator's background from the story.

4 How big was the tiny transistor radio?

5 What caused the cat to swallow the transistor radio?

6 How did Mac react?

7 'Then he heard something strange.' What was happening?

8 How did Mac respond to the new situation?

9 'Everyone thought it was funny.' Why didn't the cat think the same?

10 'The battery's dead.' Where was the music now coming from?

11 'Mac was cross.' What was his next response?

12 Which humorous features do you think are important in making the story funny?



Novel to film

The novel *Bridge to Terabithia* by Katherine Paterson explores the special friendship between the characters Jess and Leslie, who both feel like outsiders. This extract describes the beginning of their friendship and the creation of a magical imaginary world they call Terabithia.

Finding Terabithia

Jess and Leslie turned and ran up over the empty field behind the old Perkins place and down to the dry creek bed that separated farmland from the woods. There was an old crab apple tree there, just at the bank of the creek bed, from which someone long forgotten had hung a rope.

They took turns swinging across the gully on the rope. It was a glorious autumn day, and if you looked up as you swung, it gave you the feeling of floating. Jess leaned back and drank in the rich, clear colour of the sky. He was drifting, drifting like a fat, white, lazy cloud back and forth across the blue.

‘Do you know what we need?’ Leslie called to him. Intoxicated as he was with the heavens, he couldn’t imagine needing anything on earth.

‘We need a place,’ she said, ‘just for us. It would be so secret that we would never tell anyone in the whole world about it.’ Jess came

swinging back and dragged his feet to a stop. She lowered her voice almost to a whisper. ‘It might be a whole secret country,’ she continued, ‘and you and I would be the rulers of it.’

Her words stirred inside of him. He’d like to be a ruler of something. Even something that wasn’t real. ‘OK,’ he said. ‘Where could we have it?’

‘Over there in the woods where nobody would come and mess it up.’

There were parts of the woods that Jess did not like. Dark places where it was almost like being underwater, but he didn’t say so.

‘I know’ – she was getting excited – ‘it could be a magic country like Narnia, and the only way you can get in is by swinging across on this enchanted rope.’ Her eyes were bright. She grabbed the rope. ‘Come on,’ she said. ‘Let’s find a place to build our castle stronghold.’

from *Bridge to Terabithia* by Katherine Paterson

Responding to the text

1 As he swung on the rope, what feeling did Jess have when he looked up at the sky?

2 ‘Do you know what we need?’ What did Leslie think she and Jess needed?

3 What appealed to Jess about being one of the rulers of a secret country?

4 Jess and Leslie both faced difficulties in real life. Why do you think they created a secret magical place?

When a novel is transformed into a film, the filmmakers have to interpret the written words of the novel to create the visual world of the film. This still from the film *Bridge to Terabithia* (2007) captures the first sentence of the extract.



Responding to the text

- 1 Referring to the start of the extract, what is happening in this still from the film?

- 2 What setting is shown in the background?

- 3 What emotions do you think Jess and Leslie are feeling?

- 4 What does this film still tell you about their relationship?

- 5 Read the first sentence of the extract again. See if you can identify some features shown in the film still that are not mentioned or described in the sentence.



Other lands

Deng Thiak Adut was born in South Sudan into a farming family. At the age of six, his childhood was taken away when he was forced to leave his home to be trained to fight for the Sudan People's Liberation Army. In this extract he recalls his early childhood memories.

The clash of eagles

My first memories are of the creatures that came to the Nile to hunt or drink. I especially loved the large Nile eagles, which would soar high over the river, as though they were the fingers of a dancing man, before carving through the air, smashing into the water and emerging with a catfish struggling between the sharp points of their claws.

To be able to simply reach into the brown of the water and bring out food like that was powerful magic as far as I was concerned. I knew men like my father could pull food from the river too, but for them it seemed like toil. It was no more effort for the Nile eagle to fish than it was for the sun to plod across the sky each day.

One of my first fully formed memories was of a clash between two Nile eagles. One had pinched a fat, glistening fish from the river, and the other had attempted to steal his friend's quarry. Their claws locked mid-air and they spiralled down, as though both suddenly wingless.

The eagles landed heavily in front of Ayuen Kon, one of my mothers, who was sitting with me near the river. I felt the hurt in the animals' bodies when I heard their landing. Even as an infant, I understood that animals that live in the sky did not need to have heavy bones or tough skin.

My mother approached the eagles, which were chirping mournfully and quietly. Their claws were still locked, and the eagles no longer had the strength to extricate themselves from the combative embrace. Ayuen spoke to the large birds softly and I was stunned to find that the

eagles allowed her to pull their claws apart. Eagles are not like dogs, and usually do not listen to what humans have to say.

When free from each other, the animals walked around slowly, but could not fly.

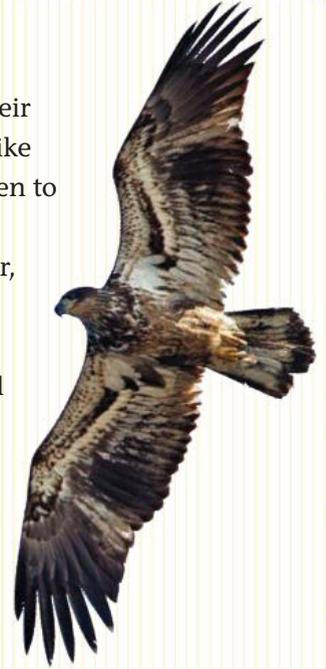
'Fly! Fly!' I said in hushed tones.

My longing for the birds to be in the sky again was perhaps my first desire. I had needs before, but remember no earlier desires.

My mother disappeared towards our hut, returning with a gourd of water. She poured some drops into each animal's beak. That seemed to calm them. They were still for some minutes, until one bird postured, spread its wings, let out a cry and took to the sky. Its friend watched for a moment, and then followed up and away. After a few wheeling moments above the river, both eagles disappeared from view.

I watched the spot where I'd last seen the birds and I wondered how I would feel if I suddenly found myself stuck up in the sky. I stared at the sky for some time afterwards, long past the length of my mother's patience. I stared and stared and thought about flying.

from *Songs of a War Boy* by Deng Thiak Adut



Responding to the text

1 To what does the narrator compare the eagles soaring over the river?

2 Why was there conflict between the two Nile eagles?

3 Why did they crash to the earth?

4 Where did the eagles land?

5 How did the eagles behave immediately after their fall?

6 'The eagles no longer had the strength to extricate themselves.' Explain.

7 How did the narrator's mother solve the problem?

8 'I was stunned.' What did the narrator find unusual about the eagles' behaviour?

9 What did the eagles do when they were first freed?

10 What did the narrator's mother do to enable the eagles to fly again.

11 What was the narrator's attitude and feelings towards the eagles?



Animal poems

Poets often choose an animal as the subject of their poems. The following poem about the platypus was written by Banjo Paterson.

Old Man Platypus

Far from the trouble and toil of town,
Where the reed beds sweep and shiver,
Look at a fragment of velvet brown –
Old Man Platypus drifting down,
Drifting along the river.

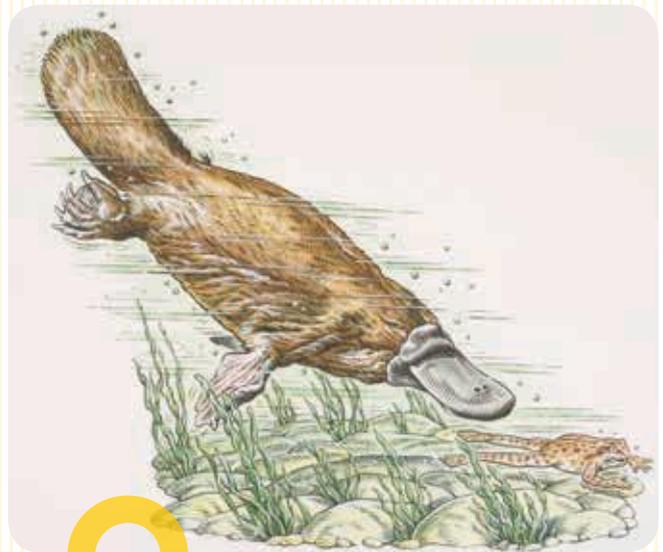
And he plays and dives in the river bends
In a style that is most elusive;
With few relations and fewer friends,
For Old Man Platypus descends
From a family most exclusive.

He shares his burrow beneath the bank
With his wife and his son and daughter
At the roots of the reeds and the grasses rank;
And the bubbles show where our hero sank
To its entrance under water.

Safe in their burrow below the falls
They live in a world of wonder,
Where no one visits and no one calls,
They sleep like little brown billiard balls
With their beaks tucked neatly under.

And he talks in a deep unfriendly growl
As he goes on his journey lonely;
For he's no relation to fish nor fowl,
Nor to bird nor beast, nor to horned owl;
In fact, he's the one and only!

Banjo Paterson



Responding to the text

- 1 How does the title of the poem suggest that the platypus is human?

- 2 At the beginning of the poem, what is the first indication of the platypus's presence?

- 3 In the second stanza, how does the platypus pass much of his time?

- 4 Which words in the second stanza reveal that the platypus lacks company?

- 5 Where does the platypus live?

- 6 Who lives with him?

- 7 What shows the underwater journey of the platypus to his burrow entrance?

- 8 Why was the platypus and his family safe?

- 9 Identify the simile describing the unusual posture of the platypus family asleep.

- 10 In the final stanza, what human qualities does the platypus have?

- 11 Why is the platypus unique?

- 12 Why do you think conservationists are so anxious to preserve the platypus?



A look at locks

The report below provides interesting information about the history of the door lock. Read the text then answer the questions.

Lock all your doors!

People have always treasured their valuable belongings and want to keep them safe and secure, so some sort of lock needed to be invented.

The oldest preserved door locks are more than 4000 years old and were made by the Ancient Egyptians. These locks were wooden bolts and were opened by cumbersome wooden keys.

In the centuries that followed, houses, barns, storerooms and other valuable properties were generally secured from the inside with a bar of wood across the door. The problem was that then it could not be opened from the outside.

Locks remained relatively unchanged until they began to be made from various metals. However, only the rich could afford these handmade pieces and they were easily picked by most burglars. In 1784, Joseph Bramah, a cabinet maker, designed what he believed to be a burglar-proof lock. He put a message in his shop window, which read:

The artist who can make an instrument that will pick or open this lock, shall receive 200 guineas the moment it is produced. Applications in writing only.



The prize went unclaimed for 67 years, until a locksmith finally managed to unpick the lock after working on it for a month.

In the 19th century, with the development of new metallurgy, better tools and technology, famous locksmiths such as Chubb, Barron and Yale Sr were able to design almost foolproof locks. Like the Bramah lock, the Chubb, Barron and Yale locks are also still produced today.

In the 21st century, the quest for the ultra-secure locking device goes on. Today many of our locks have become electronic and keyless. The time has come when doors will open with the sound of your voice, a picture of your face or the touch of your finger.

Responding to the text

1 Who invented the first door locks?

2 What problems were associated with the first metallic locks?

3 Why was Joseph Bramah's lock amazing?



PART 4

WRITING



Creating an advertisement

Decide on a real or imagined product that you think suits this image. You might choose running shoes, sportswear, bottled water, or something entirely different.

Think of an attention-grabbing headline that connects with the image, then write a few lines of persuasive body copy to advertise the product. If you like, you can add a graphic showing a close-up of your product and perhaps a company logo. If possible, use your computer to create a professional-looking text.



In the news

Choose one of the following headlines and write your own informative news report about an incident that matches the headline. Make sure you cover the five Ws: who, what, when, where and why. Include quotes from bystanders, experts or anyone who can contribute extra detail. Remember that the paragraphs of a news report usually contain only one or two sentences. Finally, find a photo to support your article and write a caption to go with it.

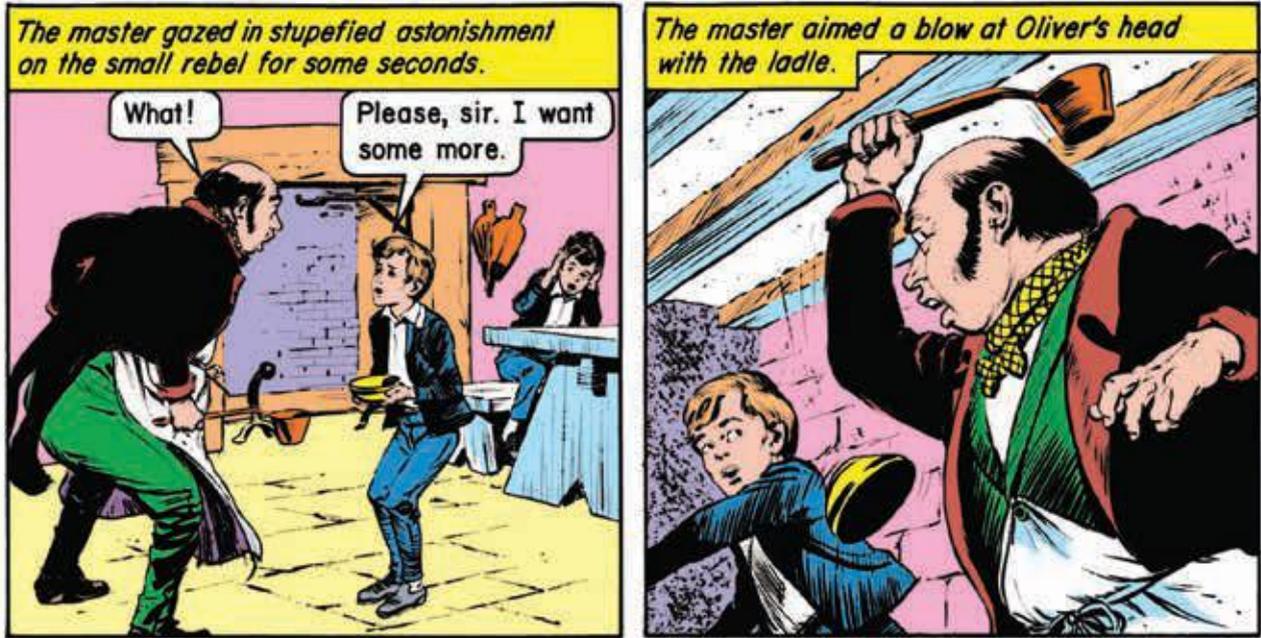


Creating a graphic novel

Here are two panels from the graphic novel *Oliver Twist*. Observe closely how the combination of words and images brings the story to life.

Now try your hand at transforming an incident or scene from a novel you have been reading. Four panels are provided for you to use.

6



Show, don't tell!

'Show, don't tell!' is a technique used by writers to involve us in the actions, thoughts and emotions of characters, rather than simply relating the facts. Writer James Scott Bell summed it up well when he said, 'Showing is essentially about making scenes vivid.' In the following description, the writer F. Scott Fitzgerald *shows* that a party is magical rather than simply *telling* the reader that it is.

The party

There was music from my neighbour's house through the summer nights. In his blue gardens men and girls came and went like moths among the whisperings and the champagne and the stars. The air was alive with chatter and laughter. The lights grew brighter as the earth lurched away from the sun.

adapted from *The Great Gatsby* by F. Scott Fitzgerald



Consider this example of a 'tell' sentence:

Maria was annoyed about her failure in maths.

Here is one student's response to the task of creating 'show' sentences based on the 'tell' sentence:

Maria picked up her maths textbook and flung it out the window, narrowly missing Jamie's head. Seconds later she seized her ipad and schoolbag and fled from the classroom, ignoring her dumbfounded teacher.

Choose two of the following 'tell' sentences. Then write two or more 'show' sentences that bring each 'tell' sentence to life.

- It was a mischievous dog.
- It was a lovely spring day.
- The teacher was angry.
- He was extremely happy.
- I was really excited and nervous.
- It was a dark and stormy night.

A conversation

Two terriers, Molly and Max, are on their way to the Pampered Pooch Festival where their owner has entered them in a costume competition. They are dressed as pirates and could well win a handsome prize. However, there is an incident on the way to the festival. Where are they? What happens? And do they make it to the competition in time?

Write the conversation between Molly and Max. Use the sentence starters below or choose your own beginning.



Molly: Hey, Max, I'm sure we'll win the costume competition in these smart pirate outfits.

Max: Molly, look over there. Something is going on. Oh no!

Molly: _____

Max: _____

Creating a persuasive web page

Choose an endangered or threatened creature that you are interested in. Here are a few examples, but there are many others: Hawksbill turtle, orangutan, black rhino, giant panda, eastern quoll, Gouldian finch, Asian elephant and Amur leopard. A good starting point for your research is the World Wildlife Fund for Nature (WWF) website at www.wwf.org.au/what-we-do/species.

Select what you think is the most important information for your creature, such as:

- the number still found in the wild
- what makes them special
- why they are in danger
- what must be done to prevent their extinction.

Then create a persuasive web page in the box below. Include a main heading, your written information and a photo.



