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SKILLWORKS
SW1

AUSTRALIAN CURRICULUM EDITION

FORD // HAYWOOD

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AUSTRALIAN CURRICULUM EDITION

AMANDA FORD // ELIZABETH HAYWOOD

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ABOUT SKILLWORKS

Skillworks is a series of four homework activity books for the first four years of secondary school. It is designed to extend students' knowledge and skills in the areas of vocabulary, grammar, punctuation, spelling and comprehension consistent with Australian Curriculum guidelines.

The series highlights the vibrant multicultural society that is modern Australia and encourages awareness of the need for respect for others and of different cultural beliefs. Ethical behaviour, environmental awareness and Australia's place in the world are other important values emphasised in the series.

Units have been designed to provide students with an insight into the history, political and legal systems of Australia and activities are designed to encourage students to be critical consumers of information.

Each book is divided into units, with each unit organised around a particular theme and consisting of four worksheets. The worksheets are detachable, making them easy to take home and easy to correct in class.

The worksheets include clear explanations of particular rules followed by interesting and relevant exercises that challenge students to apply the rules. Revision exercises are included at regular intervals to improve students' retention of material.

The comprehension exercises gradually move beyond literal comprehension into the more advanced area of interpretation. Each worksheet includes an extension exercise, incorporating different modes of learning.

Answers are included in a tear-out section at the back of each book, and may be removed as required.

The themes in Book 1 deal with different aspects of life in a modern, multicultural Australia. The themes in Book 2 deal with subjects of interest to students at this year level, such as sport, pets and technology. The themes in Book 3 cover the arts and media, while Book 4 looks beyond school to the world of politics, the media and other important aspects of adult life.

The Australian Curriculum editions of *Skillworks* are accompanied by an obook for the first time. Each obook provides the complete *Skillworks* student workbook in an interactive format available anywhere, anytime, on any device. Students can fill in answers directly into the obook and use the built-in study tools. The built-in online assessment platform assess completes the obook. Each *Skillworks* unit has an accompanying test, available only through assess.

The *Skillworks* series is accompanied by a teacher obook which provides answers, tests, word lists, class and student record sheets and other useful information. The accompanying assess tool enables teachers to schedule tests, view class progress and results and create reports.

We hope that this series helps students learn the basics of English as painlessly (and thoroughly) as possible!

Amanda Ford and Elizabeth Haywood

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Amanda Ford and Elizabeth Haywood

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Name: _____

Class: _____

Date: _____

Taking stock

On 26 January 1788, Captain Arthur Phillip sailed into Sydney Cove. Soon after, more than a thousand people, many of whom were convicts, had been dumped on a lonely shore. They were without shelter, exposed to a very different kind of climate from the one they were used to, and most surprised by the alien flora and fauna that surrounded them. They were yet to learn that the indigenous Australians had adapted to life in Australia very skilfully and were expert in sheltering and feeding themselves.

As explorers opened up the country, people from the United Kingdom (Anglo-Celtic people) settled the land and began to farm, pushing the indigenous people into the less hospitable areas. For many years our economy was largely based on the production and export of wool and wheat.

Australia's population grew rapidly with the discovery of gold at Ballarat in Victoria in the 1850s. People from all over the world, including the United States and China, rushed to the goldfields to make their fortune.

The bushranger Ned Kelly is still a well-known Australian 'villain'. The saying 'as game as Ned Kelly' suggests some

admiration, too! One of the world's most famous opera singers, Dame Nellie Melba, was born here, and we have produced many important writers.

In World War I, Australia fought for the first time as a nation. At Gallipoli in Turkey and on the battlefields of France, Australian soldiers developed a reputation for bravery and humour in the face of adversity. The spirit of mateship, which some say was born then, continued during World War II.

Our population is now made up of people from all corners of the world, including Europe, South-East Asia, Africa and the Middle East. These people have enriched our way of life with their ideas, cultural practices and beliefs as well as their foods (such as souvlaki, pho, spaghetti, Peking duck and falafel).

We need to value our past, and what our heroes have taught us is important: looking after our mates, welcoming challenges, facing adversity with humour, practising personal responsibility and humility. We must also welcome our future and its challenges. Advance, Australia Fair!

1.1 Give the meanings of the following words. You might need to use a dictionary.

- a alien _____
- b flora and fauna _____
- c indigenous _____
- d economy _____
- e Anglo-Celtic _____
- f hospitable _____
- g bushranger _____
- h villain _____
- i adversity _____
- j population _____
- k souvlaki _____
- l falafel _____
- m humility _____ /13

1.2 Answer the following questions based on 'Taking stock'.

- a _____ led the First Fleet into Sydney Cove on 26 January 1788.
- b Which two products accounted for most of Australia's income in the early years?
 - i _____
 - ii _____ /2

c Which event caused Australia's population to grow rapidly? When did this occur?

/2

d Name three areas of the world from which Australia's population has come in modern times.

/3

e Give two examples of something our heroes have taught us.

i _____

ii _____

/2 /10

LOOKING DEEPER

f Why do you think the article is entitled 'Taking stock'?

/5

Australian slang

Australian 'slang' is informal language used by Australians.

Sheila means girl or woman.

1.3 Match the following Australian slang expressions with their common English meanings.

AUSSIE SLANG	COMMON ENGLISH MEANING
as game as Ned Kelly	man
Bluey	English person
gander	look
bloke	brave, daring
Pom	true, genuine
fair dinkum	someone with red hair

/6

1.4 Match the following famous Australians with their occupations.

FAMOUS AUSTRALIAN	OCCUPATION
Gurrumul Yunupingu	World War II doctor and prisoner of war who saved lives in prison camp
Don Bradman	led the team who developed artificial skin for burns victims
Dr Fiona Wood	cricketer
Sidney Nolan	racehorse
'Weary' Dunlop	Indigenous Australian musician
Black Caviar	artist

/6

TOTAL /40

EXTENSION

Imagine that you were aboard one of the First Fleet ships that sailed into Sydney Harbour on 26 January 1788. Make a list of the differences between what lay before you and what you left behind in England. Now use your notes to write a story entitled 'A strange new world'.

Name: _____

Class: _____

Date: _____

Word list

authorities	convicts	fauna	harsh	rebelled
ceremony	courage	Fleet	hostility	scurvy
colony	cruelty	flora	medicinal	severity
commemorates	discontent	garrison	poverty	transportation

2.1

Use the word list above to find the most appropriate word to fill each gap in the passage. You might need to use a dictionary.

On 26 January each year we celebrate Australia Day. This holiday _____
 the landing of the First _____ at Botany Bay on 26 January 1788.
 Some people in England at this time enjoyed great wealth and power but others experienced terrible
 _____ and hardship. This led to _____ among the poor in /2
 the overcrowded cities and an enormous increase in crime. The _____ tried
 to overcome this with _____ penalties, including death, whipping, the pillory,
 imprisonment or _____

When the American colonies _____ in 1776 and
 declared their independence, it was clear that England needed to find somewhere else to transport
 her _____. The colony of New South Wales seemed well suited to the purpose
 and so the First Fleet under Captain Arthur Phillip set sail.

Conditions were very difficult and these first settlers feared _____ from the
 Aboriginal people. Dysentery and _____ broke out and the bush was searched
 for _____ herbs. We can only imagine how surprised the settlers might have
 been by our native _____ and _____. /2

The convicts were supervised by a _____ of soldiers who were noted for
 their _____ and _____. /2

Who would have thought at that first flag-raising _____ on 26 January 1788
 that this _____ would grow to become modern-day Australia? It is a story of
 _____ that we celebrate. /20

Synonyms

Synonyms are pairs of words that have the same or similar meanings.

small means the same as **little**

2.2 Match each synonym in the word box below with a word from the list that follows.

perfume	enemy	sick	tiny	rich
meet	unwisely	clumsy	magician	hide

- a conceal _____
- b wealthy _____
- c miniature _____
- d encounter _____
- e foolishly _____
- f conjuror _____
- g unwell _____
- h scent _____
- i awkward _____
- j foe _____ /10

2.3 Locate synonyms for each of the following words in the word search below. Circle the word and then write it next to its synonym. You may work down, across or diagonally.

- a automobile _____
- b error _____
- c construct _____
- d solitary _____
- e simple _____
- f buy _____
- g tidy _____
- h level _____
- i tablet _____
- j unhappy _____

E	P	U	R	C	H	A	S	E	V	A	B
V	F	P	A	K	C	A	B	E	R	N	U
E	N	L	I	D	A	E	A	S	Y	U	I
N	E	D	A	L	R	Q	G	T	X	V	L
N	A	T	O	T	L	N	T	E	I	L	D
E	T	M	I	S	T	A	K	E	S	T	X
R	A	N	S	A	D	I	A	L	O	N	E

TOTAL /40

EXTENSION

Rhyming slang was commonly used in Australia in days gone by. 'To take a Captain Cook' meant to take a look and a 'tea leaf' meant a thief. Do some research, including interviewing some older people, to help you find five examples of rhyming slang. Test your classmates to see whether they can work out the meanings and then compile a class glossary for display.

Name: _____

Class: _____

Date: _____

Common and proper nouns

Nouns are naming words. Common nouns are the common or everyday names of things.

ship ocean women house plant

Proper nouns are the individual names given to specific things.

Melbourne Mary Yarra River

3.1 Insert appropriate examples of either common or proper nouns to complete the table. The first one has been done for you.

COMMON NOUNS	PROPER NOUNS
building	Sydney Opera House
city	
	Phar Lap
	Mount Kosciuszko
boy	
	Australia
bridge	
dog	
	Pacific
athlete	
	Mia Wasikowska

/10

Concrete and abstract nouns

Concrete nouns name something you can see, hear, smell or touch.

flowers music perfume

Abstract nouns are the names of feelings, ideas, qualities or actions.

happiness bravery friendship

3.2 Highlight the ten abstract nouns in one colour and ten concrete nouns in another.

kangaroo	friends	loyalty	pavlova	beauty
tennis	desert	cruelty	punctuality	yachts
fear	drought	courage	confusion	cricket
footballer	freedom	wool	delight	anger

/10

3.3 Complete these sentences by adding an abstract noun.

a To be brave is to show _____

b To be careful is to show _____

- c To be timid is to show _____
- d To be joyful is to show _____
- e To be sorry is to show _____
- f To be hostile is to show _____
- g To be resentful is to show _____
- h To be friendly is to show _____
- i To be humorous is to show _____
- j To be greedy is to show _____ /10

Collective nouns

Collective nouns are the names for groups of people, animals or objects.

a **flock** of sheep a **herd** of cattle

3.4 Search the word search for the correct collective noun for each of the following clues. You may work down, across or diagonally. Circle the word and then write it next to the clue.

- a a _____ of geese
- b a _____ of lions
- c a _____ of ships
- d a _____ of puppies
- e a _____ of trucks
- f a _____ of convicts
- g a _____ of cards
- h a _____ of sailors
- i an _____ of poems
- j a _____ of scones /10

C	O	N	V	O	Y	P	A	L	B	T	U	R	O
J	F	A	V	E	L	A	N	A	I	K	E	R	R
O	D	L	O	R	E	C	T	K	I	T	E	S	E
D	X	A	E	F	D	K	H	C	U	R	T	O	F
E	Y	A	L	E	T	O	O	A	R	O	V	E	U
F	W	Q	R	M	T	N	L	V	O	E	D	A	R
T	D	B	C	K	O	E	O	E	D	A	W	D	F
A	E	F	T	U	J	D	G	D	P	R	I	D	E
G	A	N	G	J	R	S	Y	I	R	U	R	E	V
E	G	U	R	S	T	A	V	G	A	G	G	L	E
B	O	B	A	T	C	H	O	G	D	A	L	L	E

TOTAL /40

EXTENSION

Research some unusual collective nouns (e.g. a murder of crows). Have a class quiz to see who can identify them.

Name:

Class:

Date:

Capital letters

Use a capital letter:

- at the start of a sentence
- at the start of a person's name
- as the first letter of a proper noun (for example: days of the week, cities)
- for the personal pronoun 'I'
- at the start of the first word in a conversation or piece of dialogue
- at the start of main words in titles and some headings.

4.1

Rewrite this passage using capital letters where necessary.

on saturday i am leaving for the northern territory and will meet scott in darwin; we're hoping to visit kakadu national park.

/10

Full stops

Full stops are used at the end of a sentence. They also indicate that a word has been shortened (abbreviated); however, some abbreviations do not use full stops – for example: BMX, DVD.

4.2

Rewrite these sentences using full stops and capital letters where necessary.

- a within a few hours of landing, phillip had decided that botany bay was unsuitable for a settlement

/5

- b the film *gallipoli* celebrates the bravery of the anzacs at a small cove on the coast of turkey

/5

Homophones

Homophones are words that sound the same but are spelt differently and have different meanings.

see and **sea** **bare** and **bear**

4.3

Highlight the correct homophone from the brackets in each of the following sentences.

- a She decided to (die/dye) her hair red.
- b What filling would you like in your bread (roll/role)?
- c The children had gone down to the (creak/creek) to catch yabbies.

- d Anouk (rode/road) well enough to win a ribbon at her pony club.
- e 'I only want a tiny (peace/piece) of Christmas cake,' said Rebecca, who hated sultanas.
- f Roshni accidentally kicked the soccer ball (threw/through) the classroom window.
- g 'We've just (past/passed) the half-way mark,' Dad said to the bored kids in the back seat of the car.
- h A (hare/hair) is bigger than a rabbit.
- i The presents are all (rapped/wrapped) and under the tree.
- j The (which/witch) stirred her simmering cauldron and cast a spell. /10

4.4

Choose the correct word from those in brackets to complete each sentence.

- a If you want to keep _____ of those puppies, you will be very busy.
(to, too, two)
- b It's _____ late to be sorry now. (to, too, two)
- c _____ coming to our place for a barbecue on Sunday. (their, they're, there)
- d The children who live over the road told me _____ dog went missing at the weekend. (their, they're, there)
- e I found the wallet over _____. (their, they're, there)
- f _____ Shima's birthday tomorrow. (its, it's)
- g The tree is shedding _____ leaves. (it's, its)
- h Never put _____ until tomorrow what you can do today. (off, of)
- i We saw some _____ the DVD before the power went out. (off, of)
- j Will you _____ your new dress to the party tomorrow night? (wear, ware) /10
- TOTAL** /40

EXTENSION

Devise a homophone spelling test using five to ten homophones that do not appear on this worksheet. Exercises 4.3 and 4.4 provide you with a model for setting it out.

Name:

Class:

Date:

The census: A snapshot of modern Australia

A census is an official count of the population. It is conducted every five years and a range of other information is collected at the same time to help the government plan for the future. The 2011 census showed that today's Australia is a vibrant multicultural society. One quarter of our population was born overseas, of which the United Kingdom was the predominant country of birth, followed by New Zealand, India, China, Ethiopia and Sri Lanka. People from these countries contribute greatly to Australia's rich cultural diversity.

Australians in the 21st century recognise we must engage with Asia culturally, economically and strategically. Our government and other organisations work hard to strengthen our ties with our Asian neighbours through trade, education and security agreements. Our early white history will forever be linked to the United Kingdom and Europe but the future lies with Asia.

The way we live is changing. The median age of our population is 37. Families are smaller with an average

of 1.9 children. Funnily enough, we have 1.7 cars per household, which means we have nearly as many cars as children. Families have also become more diverse. Almost 27 per cent of children will spend some time living in a lone parent family before they reach adulthood. Blended families have also become more common and 63 per cent of Australian households are pet owners.

The 2011 census also reveals that although flats and apartments have become more popular, 74 per cent of Australians still live in separate houses and another 10 per cent in semi-detached dwellings such as terrace houses and town houses. Blocks of lands have, however, become smaller.

Some important challenges face us as a nation over the next decade. Environmental issues such as the management of climate change and the scarcity of water will be most critical. We must also ensure that the education our schools provides is relevant to the needs of our changing world and that our economy is strong and buoyant so all Australians can prosper.

5.1

Match the terms in the left column with their definitions in the right column by placing the correct number in the middle column.

snapshot		1 occupy the attention of
vibrant		2 the middle value of a series of values arranged in order or size
immigration		3 an official count or survey of the population
multicultural		4 able to float
diversity		5 mixed
recognise		6 a photograph taken quickly without any formal arrangement of the subject
engage		7 solitary
census		8 coming to live in another country
median		9 be successful
lone		10 realise
blended		11 made up of various cultural or ethnic groups
relevant		12 made up of a variety or several different kinds
buoyant		13 the greatest part of a group of people or things
prosper		14 connected with what is being discussed or dealt with
predominant		15 bright and strong

5.2 Highlight the correct response(s) to each statement.

- a Half of Australia's population was born overseas. True/false
- b Most immigration to Australia has come from the United Kingdom. True/false
- c Government and other organisations are trying to strengthen our ties with Asia. True/false
- d The writer states that our future lies with Europe and the United Kingdom. True/false
- e Most Australians live in separate houses. True/false
- f There are now more cars per household in Australia than there are children. True/false
- g The article claims that 10 per cent of Australians live in apartments. True/false
- h Blocks of land have become larger. True/false
- i The average number of children in a family is: i 1.3 ii 1.7 iii 1.9
- j The writer says the challenges facing Australia are:
i environmental ii social iii political iv educational v economic /10

LOOKING DEEPER

- k What do you think the term 'blended family' means?

_____ /2
 - l Explain why there is a high percentage of children in lone parent families.

 - m Why do you think a nation needs to have a strong economy or income for its people to prosper?

_____ /3
 - n The article says a country's economy needs to be 'buoyant'. Why do you think the writer might have used this word here?

_____ /3
 - o List three ways in which you think classrooms have changed since your parents were at school.

_____ /3
 - p Is the title of the article well-chosen? Explain why.

_____ /3 /15
- TOTAL** /40

EXTENSION

Write a letter to the Prime Minister explaining the five most important problems facing Australia.

Name: _____

Class: _____

Date: _____

Word list

adversity	convention	democracy	habitat	phenomenon
asylum	conservationist	dilemma	humane	refugee
catastrophic	cyclone	El Niño	inundated	severity
climate	deficit	globalisation	persecution	urban

6.1

The word list contains words used when political, economic, social and environmental issues are being debated in Australia. Match each word with its appropriate definition.

- a a place of safety _____
- b the amount by which spending is greater than income _____
- c a person who has left their home to seek refuge elsewhere because of war, famine or persecution _____
- d the place where an animal or plant is found in nature _____
- e relating to a sudden great disaster _____
- f unfavourable, harmful circumstances _____
- g of a city or town _____
- h kind-hearted, merciful _____
- i an event or fact, especially one that is remarkable _____
- j a situation where someone has to choose between two possible actions, each of which will bring difficulties _____
- k where a country is governed by representatives elected by the whole population _____
- l a tropical hurricane with forceful winds _____
- m regular weather conditions of a region _____
- n an irregular warming of the surface waters of the eastern Pacific Ocean that has far reaching effects on weather _____
- o flooded _____
- p a formal assembly or conference or an accepted way of doing things _____
- q continual cruelty to someone, especially if there is disagreement with their beliefs _____
- r developed or operating worldwide _____
- s someone committed to preserving the natural environment _____
- t The _____ of cyclones is increasing. /20

Verbs and vocabulary

Many verbs are used too often and can make your writing dull. With a little thought you should be able to find alternatives that are more interesting.

Walk is an overused verb. The synonyms **stride** and **dawdle** give a more vivid picture of the way a person walks.

6.2 Find three alternatives (synonyms) for each of the following verbs. The first letter of each has been provided. You might like to use a thesaurus.

a said

r _____

c _____

m _____

b scared

f _____

t _____

a _____

c laughed

g _____

c _____

c _____

d answer

r _____

r _____

r _____

/12

Alphabetical order

Dictionaries are organised in the order of the alphabet. This means that words beginning with the letter 'a' appear first and words beginning with 'z' appear last. If we have two words that each begin with an 'a', we look at the second letter to work out which word comes first.

aardvark appears before **ant** in a dictionary

6.3 Arrange the following eight 'Australianisms' in alphabetical order. Not all of these words mean exactly what you might think.

yakka	galah	bottler	larrikin
blowies	yabbies	esky	cactus

/8

TOTAL

/40

EXTENSION

Find out what each of the 'Australianisms' in activity 6.3 means and use one as the title for a 250-word short story.

Name: _____

Class: _____

Date: _____

Verbs

A verb is the most important word in a sentence. Verbs are action words that tell us about things that happen.

I **caught** the bus this morning.

They can also express being and having.

Divendra **is** nervous. The Prime Minister **has** arrived.

Every sentence must have at least one verb. Sometimes a verb needs two or more helping words to complete its meaning.

My school **is having** a barbecue for junior secondary students.

Sometimes parts of a verb are separated.

'You **have** not **been listening** to my arguments,' said the speaker.

7.1 Highlight the verbs in the following sentences.

- a We built a bigger house last year. We are very happy with it.
- b You will learn all about algebra in maths this year. It is interesting.
- c Lucy and Anh live in an apartment in the city. They often travel to the country.
- d Do we have sport today? Yes we do.
- e Jack's mum will not be driving us to school tomorrow. She has a broken arm.

/2
/2
/2
/2
/2
/2
/10

Verb tenses

The tense of a verb can tell us when the action is happening.

I am running/I run (present tense: the action is happening now)

I was running/I ran (past tense: the action happened in the past)

I will be running/I will run (future tense: the action will happen in the future)

7.2 Label the tense (past, present, future) of each of the following verbs.

- | | | |
|---------------------|---------------------------|-----|
| a jumped _____ | f is studying _____ | /2 |
| b spoke _____ | g will be riding _____ | /2 |
| c sleep _____ | h will be competing _____ | /2 |
| d will cook _____ | i has made _____ | /2 |
| e is swimming _____ | j has completed _____ | /2 |
| | | /10 |

7.3 Change the verb in each of these sentences from the present tense to the past tense.

- a Mrs Bedohazy teaches _____ us Japanese.
- b The doorbell is _____ ringing.
- c The football team has _____ a good chance of winning the premiership.

Change the verb in each of these sentences from the past tense to the future tense.

- d Our holiday in Queensland was _____ great fun.
- e Their neighbour's house sold _____ quickly.
- f Our flight arrived _____ at 5.00 am.

Change the verb in each of these sentences from the future tense to the present tense.

- g Milos will be auditioning _____ for the school musical.
- h I will be swimming _____ in the under-14 relay team.
- i Emilia will be saving _____ hard so that she can go to China with her school.
- j Dion and Ali will not be able _____ to come to the beach with us. /10

7.4 Supply the missing noun or verb in the table. The first one has been done for you.

NOUN	VERBS (TO...)
relief	relieve
education	
harassment	
	beautify
	improve
	obey
persuasion	
creation	
collision	
	marry
	think

/10

TOTAL /40

EXTENSION

Write two short accounts about bringing home a new pet. The first one should be written in the present tense and the second in the past tense. Ask two friends to read both versions. Which one did they think was more effective and why? What did you think?

Name: _____

Class: _____

Date: _____

Question marks

Use a question mark (?) at the end of a sentence that asks a direct question.

8.1 Add a question mark or full stop at the end of each sentence.

- a Are you hungry _____
- b Do you want a sandwich _____
- c Grace's maths teacher asked her whether she understood _____
- d Do you enjoy debating _____
- e What is the difference between a crocodile and an alligator _____
- f Dan asked the politician if he believed in climate change _____
- g Will you sign our petition _____
- h I wonder if Mum will buy a new car soon _____ /8

Exclamation marks

Exclamation marks (!) appear at the end of a word, phrase or sentence to add special emphasis. They are often used to express strong feelings, and in dialogue when someone is giving an order. If they are overused they lose their effect.

Drop that gun!

8.2 Rewrite and punctuate the following sentences inserting question marks, exclamation marks and full stops as required. Some sentences will need more than one punctuation mark.

- a Are you going on the excursion to Parliament House today _____
- b I certainly hope so _____
- c Why are you so definite _____
- d I was the first person in my class to bring back my permission slip _____
- e Do you need to borrow some money _____
- f No Don't be so insulting _____
- g Sorry I didn't mean to offend you _____

h I'm sorry too i shouldn't have been so rude

i Do you want to come to my place for a swim after school

j Yes I wonder what time our excursion will get back

 /10

8.3 Punctuate the following transcript of a telephone conversation using six full stops, four question marks and two exclamation marks. Cross off each mark as you use it.

.	?	?	?	?	!	!
---	---	---	---	---	---	---	---	---	---	---	---

Julia: Hello Mrs Roberts It's Julia speaking How are you

 /3

Mrs Roberts: I'm well thanks Julia How are you

 /2

Julia: Shocking May I please speak to Georgia

 /2

Mrs Roberts: Certainly

Georgia: Hey Julia How's it going

 /2

Julia: I've got an ingrown toenail

Georgia: Gross

 /12

8.4 Punctuate this passage from Pablo's journal using capital letters and full stops where necessary.

last wednesday i started at southbridge high in english we are reading a book called *croc* its cool

 /10

TOTAL	/40
--------------	-----

EXTENSION

Write a short dialogue between a Year 7 student and his or her parents about the student's first week at school. Use six full stops, five question marks and three exclamation marks. You might want to get two friends to help you perform your dialogue for the class.

Name: _____

Class: _____

Date: _____

How the crocodile got its scales

In the Dreamtime, a tribe called the Gunivugi lived beside a beautiful, slow-flowing river. There were no dangerous animals in the river, and the Gunivugi often went swimming.

One of the tribe's most skilful hunters was a tall, handsome young man whose name was Pukawah. Few could equal Pukawah with the spear, the fishing net or the boomerang. But he was vain and foolish. And he fell in love with a married woman.

This was against the lore.

The elders of the tribe told Pukawah that he was behaving badly, but he laughed at them and went on seeing the woman.

The elders were uncertain what to do. Some of them thought that Pukawah ought to be punished. Some thought that he ought to be forgiven. They decided to ask the Great Spirit for advice.

And the Great Spirit said 'Give Pukawah one last chance. But tell him that if he doesn't mend his ways, he will be punished, and punished severely.'

The elders did as the Great Spirit suggested.

But a few days later Pukawah and the woman were seen together beside the river.

The tribe lost patience. The woman's husband and relatives and a great crowd of warriors took their spears and made their way to the river.

Pukawah saw them coming and tried to run away; but they cornered him. They flung their spears at him. Again and again and again. The spears sank deep into Pukawah's back. He gave a great cry, and toppled into the river. The water closed over his head and he disappeared.

The Gunivugi felt sure that Pukawah was dead, and that they had seen the last of him.

But they were wrong.

Some weeks later, a monstrous creature came crawling out of the river. Its back was covered with hard bony scales. These were the heads of the spears that had sunk into Pukawah's back – the shafts had rotted away in the water. The creature started to crawl towards the place where the Gunivugi were camped. But they saw it coming and drove it back into the river.

Then Pukawah – for that is who the creature was – heard the voice of the Great Spirit. 'Because you broke the lore, you are condemned to live forever in the water. And because you broke the lore, your children and the children of the Gunivugi will never have fun and play together.'

So it came about that whenever the Gunivugi went down to the river to bathe, a crocodile would rush at them and attack them. And whenever a crocodile left the river and crawled on to the land, the Gunivugi would rush at it and attack it. As it was in the Dreamtime, so it is today – and perhaps will be forever.

Stories from the Billabong

9.1 Match each of the following words with their meaning by placing the correct number in the middle column.

Dreamtime		1 totter or wobble and then fall
lore		2 a curved Aboriginal weapon for throwing
toppled		3 also known as the <i>dreaming</i> to Aboriginal people, it refers to events beyond living memory which shaped the physical, spiritual and moral world
warriors		4 people of recognised authority in an Aboriginal community
flung		5 the straight part of spears
monstrous		6 set of traditional facts or beliefs
elders		7 excessively proud, especially about yourself
shafts		8 doomed or assigned to a bad fate
condemned		9 thrown violently
vain		10 like a monster
boomerang		11 people who fight in battles

9.2 Answer the following questions based on the story 'How the crocodile got its scales'.

- a Where do the Gunivugi live? _____
- b What are Pukawah's skills?

_____ /3
- c What are his weaknesses? _____ /2
- d From whom do the elders seek advice? _____
- e What are the hard bony scales that cover the creature that crawls out of the river?

_____ /8

LOOKING DEEPER

- f Why do you think some of the tribe thought that Pukawah should not be punished even though he had against the lore?

_____ /2
- g Choose two words from the following list that you think best describe the way Pukawah reacts to the elders and explain why you chose them. **Polite, disrespectful, humorous, cheeky, arrogant.**

_____ /4
- h Who do you think the Great Spirit was? _____ /2
- i Why do you think the Great Spirit said that Pukawah could have one last chance?

_____ /2
- j Do you think there is anything unfair about this story? Give reasons to support your answer.

_____ /4
- k What do we call this type of story? _____ /2
- l The language in this story is fairly simple. Why might this be?

_____ /2 /18

9.3 Each of the following sayings comes from a different culture. Explain what each means.

- a crocodile tears _____
- b You must have crossed the river before you tell the crocodile he has bad breath.

- c In the absence of water, lizards can claim to be crocodiles.

_____ /3

TOTAL /40

EXTENSION

Many cultures have creation myths. Research one, and read and present it to the class.

Name: _____

Class: _____

Date: _____

Word list

allegory	chronicle	legend	novel	serial
anecdote	epic	myth	parable	tale
autobiography	fable	narrative	saga	yarn
biography	fairy tale			

10.1 Choose a word from the word list that matches each definition.

- a a story, which may or may not be true, handed down from the past _____
- b a long poem or story about heroic deeds or history _____
- c a short amusing or interesting story about a real person or thing _____
- d a record of events in the order of their occurrence _____
- e a story told to teach people something _____
- f a chatty tale or story _____
- g a long story about interesting events _____
- h a story about fairies and folklore, usually told to children _____
- i a spoken or written account of something; a story _____
- j a short story that teaches about behaviour, often with animals as characters _____
- k a story in which the characters and events represent or symbolise an underlying meaning _____
- l a story from ancient times about supernatural beings or alleged events _____ in _____
- m the story of a person's life written by themselves _____
- n the story of a person's life _____
- o a story that is presented in separate parts _____
- p a lengthy fiction story _____

/16

Antonyms

Words that are opposite in meaning are called antonyms.

fresh is an antonym of **stale**

Name: _____

Class: _____

Date: _____

Adjectives

Adjectives modify or give us additional information about nouns.

They describe colour, appearance or mood.

The **evil** fairy decided to cast a spell on the princess.

Adjectives can also tell us about the number of things.

The **seven** dwarves looked crossly at Snow White.

Other adjectives tell us how things are shared.

I didn't hear **much** of the story.

Finally, some adjectives tell us (demonstrate) which noun is being spoken about.

This myth is about how fire came to exist.

It's good practice to place adjectives as close as possible to the noun they modify.

11.1 Highlight the adjectives in each sentence. Some sentences have more than one.

- a The mournful cry of the banshee frightened the villagers.
- b The rainy weather meant we read our books.
- c 'There are many myths to interest you in this book', said Grandpa.
- d The legend told the story of a fierce warrior.
- e Heroes are often courageous.
- f Hanuman chased the yellow sun because he thought it was a juicy mango that he would like to eat. /2
- g Yinglong is a famous dragon in Chinese mythology. /2
- h This story is thrilling.
- i These novels are written for children. /2
- j Old myths can be bloodthirsty. /2
- k The book that I found was yellowed and dusty. /2
- l The mansion was dark and forbidding. /2 /18

Compound adjectives

Two or more words can be joined together to form a compound adjective. Sometimes the words are joined by hyphens (hyphenated) but in other cases they become one word.

noticeboard slapdash point-blank soft-hearted

11.2 Highlight the compound adjectives in each sentence.

- a The widespread fog caused the airport to close.
- b I will learn to fly in a two-seater plane.
- c Think carefully as you are about to make a far-reaching decision.
- d The famous author is an African-American.
- e The lamb was underdone.
- f We have a four-wheel drive.

/6

Comparison of adjectives

Adjectives take different forms when two or more things are being compared. These adjectives are called adjectives of degree because they show degrees of quality or amount. The positive form of an adjective means that no comparison is being made.

Comparative form

The comparative form compares *two things* and is usually formed by adding ‘-er’ to the adjective. However, if the adjective has more than two syllables the word ‘more’ is placed before the adjective.

I am **younger** than my brother. He is **more** precocious than my sister.

Superlative form

The superlative form is used when *more than two* things are compared. Either the suffix ‘-est’ is placed at the end of the word or the word ‘most’ is placed before the adjective.

I am the **youngest** in my family and I am also the **most** likeable.

11.3 Complete the following table by inserting the comparative and superlative forms of the adjective.

POSITIVE DEGREE	COMPARATIVE DEGREE	SUPERLATIVE DEGREE
pretty		
large		
sad		
quick		
greedy		
long		
bad		
good		

/16

TOTAL	/40
--------------	-----

EXTENSION

Look through different newspaper and magazine articles to find six examples each of:

- a hyphenated compound adjectives
- b compound adjectives that are one word.

Name: _____

Class: _____

Date: _____

The comma

We use a comma to make sentences clearer, to separate three or more items in a list and to separate out words or phrases that add details to a sentence.

The large, hairy, green and spotted caterpillar ate the mulberry leaves.

Auntie Mary, who had arthritis, could still play tennis.

We also use commas:

- before and after speech

‘Yes,’ she said, ‘I really liked that book.’

- when someone is being addressed.

‘Mum, the dog ate my shoe,’ she said.

12.1 Rewrite each sentence, inserting commas where necessary. If you’re not sure, read the sentences aloud and notice where you pause.

- a** Katie Nat and Bec were going to the barbecue.

- b** Katie was going to wear a tight shiny black dress.

_____ /2

- c** ‘Mum where is my dress?’

- d** Mum replied ‘I don’t know.’

- e** ‘I really need it Mum’ said Katie.

_____ /2

- f** Nat who had been listening said she had seen it in the laundry.

_____ /2

- g** The dress was found under some dirty socks jeans shirts towels and tops.

_____ /2

- h** Mum who was normally very calm became annoyed.

_____ /2

- i** ‘Katie why didn’t you tell me you planned to wear it today?’

_____ /14

12.2 Punctuate the following passage with commas as required.

We've only been away for three weeks and we've already visited Italy France England Scotland and Ireland. The Irish countryside is very pretty green and interesting. The weather even though it's spring has been quite wet and cold. Yesterday we visited the Blarney Stone. You need to be an acrobat to kiss it.

'I'm not breaking my neck to kiss that Tony' said Mum. Then it was back in the car lots more driving getting the luggage out of the boot and into bed at last!

/10

Revision: Homophones

In worksheet 4 you learnt about homophones, which are words that sound the same but have different spellings and meanings.

12.3 Choose which of the words in brackets is correct and highlight your answer.

- a The lesson of the fable is that we must learn to (kerb/curb) our tempers.
- b (Their/There/They're) was great excitement when the Chinese dragon entered the procession.
- c As I can't find anything, I'm going to tidy out my desk (drawers/draws).
- d Charlie's father (bruise/brews) his own beer.
- e I am going to (wrap/rap) my Christmas presents and put them under the tree tonight.
- f Queen Elizabeth's Diamond Jubilee commemorated her 60-year (rein/reign).
- g Do you know (weather/whether/wether) or not Hanuman is the Monkey God?
- h 'I'm afraid the world is just (to/too/two) heavy to carry on my shoulders,' said Atlas.

/8

12.4 Correct Tim's spelling test. Write the correct spelling next to each incorrectly spelt word.

- a garlick _____
- b occasionally _____
- c starwbries _____
- d cellebrate _____
- e mischeif _____
- f recieve _____
- g terified _____
- h batchelor _____

/8

TOTAL /40

EXTENSION

Design an informative and colourful advertisement to make young writers aware of how useful the comma is. Organise a display of advertisements in your classroom.

Name: _____

Class: _____

Date: _____

A world of celebrations

All cultures, nationalities and religions celebrate special holy days at different times in the year. In Australia, the Christian church celebrates the birth of Jesus and all of Australia enjoys a public holiday. Hindu communities observe Diwali, also known as the Festival of Lights; the lights symbolise the victory of good (light) over evil (darkness). For Chinese people, Chinese New Year marks the end of winter and is celebrated by family reunions, gifts and spring cleaning. Muslim communities celebrate Eid al-Fitr at the end of Ramadan (a month of fasting) and it is usual to give to charity at that time. Rosh Hashanah is the Jewish New Year where Jewish people celebrate God's creation of the world. Buddhists celebrate the festival of Vesak to acknowledge the life, enlightenment and death of Lord Buddha by attending services and wearing white.

Aboriginal and Torres Strait Islanders hold festive ceremonies for many occasions. They tell stories of

the Dreamtime, which are passed down through many generations. These stories tell of the history and culture of indigenous Australians and are an important link between family members.

Regardless of the culture, nationality or religious background of each special celebration, they all share common threads. Often they involve reuniting with family members, some of whom may live and work long distances away. Religious celebrations emphasise making peace with others and giving to charity. They seek to deal with past problems and envisage a more positive future. Deities and religious leaders are remembered and offerings are made.

The Australian community is fortunate to have such a variety of nationalities and religions. We can learn about different cultures and their customs and it shows us how similar people really are.

13.1 Answer the following questions based on 'A world of celebrations'.

a List four religions practised in Australia.

b List three of the common threads running through some religious celebrations.

c What are two advantages of the variety of nationalities and religions in Australia?

d What is a deity? _____

e What is celebrated by Christians at Christmas? _____

f What does Diwali celebrate? _____

g Eid al-Fitr marks the end of the Muslim month of fasting known as _____

h What colour is traditionally worn to celebrate Buddha's life? _____

i Why is storytelling important for Aboriginal people? _____

13.2

Charles Dickens' classic story *A Christmas Carol* tells of a mean old man named Ebenezer Scrooge who comes to learn the real meaning of Christmas. When Scrooge's nephew wishes him a 'Merry Christmas', he retorts:

'Bah,' said Scrooge. 'Humbug ... every idiot who goes about with "Merry Christmas" on his lips should be boiled with his own pudding, and buried with a stake of holly through his heart. He should!'

Name: _____

Class: _____

Date: _____

Word list

Allah	goodwill	manger	mosque	synagogue
crib	Islam	Mecca	nativity	yuletide
Diwali	Koran (Qur'an)	menorah	Passover	
equinox	lunar calendar	Mohammed	rebellion	
fortune	Magi	mooncakes	Ramadan	

14.1 Fill each space in the following sentences with an appropriate word from the word list. You might need to use a dictionary.

- a** _____ is an old-fashioned name for Christmas.
- b** Another name for the Wise Men who brought presents to baby Jesus is the _____
- c** To show a friendly spirit is to show _____
- d** A food trough for animals, such as the one the baby Jesus slept in, is a _____
- A cradle in which a baby sleeps is also known as a _____ /2
- e** _____ is the important eight-day Jewish festival that celebrates the exodus of the Jewish people from slavery in Egypt around 1250 BC.
- f** The time when the sun crosses the equator making day and night equal in length is the _____
- g** _____ is also known as the Festival of Lights.
- h** A type of candlestick designed to hold seven candles, which is used in Jewish religious services, is called a _____
- i** A Jewish place of worship is called a _____
- j** The Muslim name for God is _____. The name of the Muslim religion is _____ /2
- k** The Holy Book of Islam is entitled the _____
- l** The Islamic month of fasting to commemorate the Koran being revealed to Mohammed is called _____
- m** An Islamic building for religious services is called a _____
- n** Every Muslim is supposed to make a pilgrimage to _____ at least once in their lifetime.
- o** The Muslim prophet who founded Islam is called _____

- p** A _____ is based on the phases of the moon.
- q** Another word for chance or luck is _____.
- r** These are made out of sticky rice, set in moulds and decorated with lucky animal shapes.
_____.
- s** The mid-autumn Moon Festival celebrates the Chinese people's _____
against a cruel ruler. /21

Anagrams

An anagram is formed when the letters of a word or sentence are successfully reordered to form a new word or sentence.

14.2 Form anagrams of the following words by solving the clues and shuffling the letters of each word.

Leapt becomes part of a flower → **petal**

- a** *Ropes* becomes tiny openings in the skin. _____
- b** *Aloft* becomes 'to stay up in water'. _____
- c** *Earth* becomes a major part of the body. _____
- d** *Spray* becomes 'speaks with God'. _____
- e** *Blow* becomes a kind of dish. _____
- f** *Note* becomes a quality of sound. _____
- g** *Live* becomes extremely wicked. _____
- h** *Poles* becomes the gradient of a hill. _____
- i** *Felt* becomes the opposite of right. _____ /9

Silent letters

Remember that some words have letters that are not pronounced: these are called silent letters.

14.3 Highlight the silent letter in each of the following words.

pneumonia	cupboard	thumb	debt	knight	<input type="checkbox"/> /10
knife	guilt	foreign	solemn	leopard	
TOTAL					<input type="checkbox"/> /40

EXTENSION

Make up at least five new anagrams to add to exercise 14.2. Remember to include a clue for each.

Name: _____

Class: _____

Date: _____

Adverbs

Adverbs give more information about verbs, adjectives and other adverbs and tell how, where or when something happens.

The girl laughed **loudly**.

In the above sentence, 'loudly' is the adverb. It gives more information about the verb 'laughed'.

The girl laughed **very loudly**.

In this sentence 'very' is also an adverb. It gives more information about the adverb 'loudly'.

15.1 Use adverbs from the word box below to complete the sentences that follow.

very	extremely	too	beautifully	crossly	regularly
so	softly	quickly	sometimes	everywhere	more

- a In Bali, the Hindu statues are _____ decorated on special days.
- b 'We rode our bike _____,' Mum said.
- c I was _____ full because I ate Christmas cake after the turkey.
- d Speak _____ or he'll hear you.
- e Many people _____ go away at Easter.
- f 'You'll need to be _____ careful with your maths homework,' said Mr Bonato.
'You are making too many mistakes'.
- g We go to an _____ comfortable camp site in the high country in the first-term holidays.
- h Anjali _____ walks to school even though it's a distance of two kilometres.
- i 'My legs are sore. I think we hiked _____ far today,' my little brother said.
- j The brightly coloured fish swam _____ among the coral.
- k The mother spoke _____ to the little boy because he was being naughty.
- l The teacher spoke _____ quietly we couldn't hear her. /12

15.2 Many adverbs end in '-ly'. Turn the following adjectives into adverbs by adding the suffix '-ly'. You might have to change the spelling slightly.

ADJECTIVE	ADVERB	ADJECTIVE	ADVERB
calm		coincidental	
doubtful		excessive	
clever		icy	
quick		courageous	
restless		polite	

Vibrant verbs

Sometimes writers overuse adverbs when they would be better off using a stronger or more precise verb.

‘Spoke loudly’ would be better expressed as **shouted, yelled, cried** or **bellowed**.

- 15.3** Find better, more precise verbs to replace the following verbs and adverbs. The first letter has been provided for you. The number in brackets indicates the number of letters in the word. You might like to use a dictionary or thesaurus.,

WALK SLOWLY	SPEAK FAINTLY	CRITICISE SHARPLY
a d _____ (6)	d w _____ (7)	g r _____ (6)
b a _____ (5)	e m _____ (6)	h r _____ (9)
c s _____ (6)	f m _____ (6)	i r _____ (7)

/9

Parts of speech

The phrase ‘parts of speech’ refers collectively to the words we use to describe how words work in sentences. Verbs, nouns, pronouns, adjectives, adverbs, prepositions and conjunctions are all parts of speech.

- 15.4** Complete the following table. The first row has been done for you.

NOUN	VERB	ADJECTIVE	ADVERB
success	succeed	successful	successfully
terror			
obedience			
destruction			

/9

TOTAL /40

EXTENSION

Write and illustrate an alphabet book or a frieze, if you prefer, for very young children. Each page should contain an adjective, a noun, a verb and an adverb for each different letter of the alphabet. Here’s an example for ‘A’: ‘Awkward anteaters ambled artistically’. Each page or frame should be illustrated appropriately and colourfully. You might want to work with a partner or in a small group.

Name: _____

Class: _____

Date: _____

The apostrophe

We use the apostrophe (') for contractions and to show ownership.

Contractions

An apostrophe is used in contractions to show that a word has been shortened.

He's is the contraction of **he is**.

I'll is the contraction of **I will**.

16.1 Write the correct contractions next to the following complete words.

COMPLETE WORDS	CONTRACTION	COMPLETE WORDS	CONTRACTION
we are		it is	
cannot		will not	
let us		does not	
he will		you are	
they have		do not	

/10

16.2 Write the complete words next to the following contractions.

CONTRACTION	COMPLETE WORDS	CONTRACTION	COMPLETE WORDS
we've		who's	
they're		hadn't	
there's		wouldn't	
hasn't		she's	
mightn't		could've	

/10

Possession

We also use apostrophes to show that someone owns something.

the **dog's** collar **Joe's** computer

The apostrophe is placed before the '-s' if only one person is the owner (Joe's computer). If the name ends in '-s', place the apostrophe after the '-s'.

Travis' dog

Put the apostrophe after the '-s' if more than one person is the owner.

the three **boys'** computers

For a plural noun that doesn't end in '-s', put an apostrophe before the '-s'.

the **men's** computers

The only **its** that requires an apostrophe is the contraction of **it is**.

I think **it's** going to rain this afternoon.

16.3 Highlight the word(s) in each sentence that needs an apostrophe and write the correct contraction(s) at the end of the sentence.

- a I went to Sanjeevs house for the holidays. Thats great. _____
- b Five students computers were damaged. _____
- c Kevins locker is a real mess. His teachers checking it. _____
- d Australias beaches are among the best in the world. _____
- e Ruby is going to Sydney for a weeks holiday; Im going to Fiji. _____
- f The three families homes were destroyed in the recent fires. _____
- g The dog ate the childrens Easter eggs while they were out. _____
- h The cars brake light was not working. _____
- i We sat out of the sun in the big gum trees shade. _____
- j Dont get caught in the rip when youre swimming. _____

16.4 Rewrite each sentence, adding apostrophes only where necessary.

- a Ive got a new puppy. _____
- b Its name is Bouncer. _____
- c Thats a strange name! _____
- d The mothers name was Bindy. _____
- e Its a lovely warm day today. _____
- f I think Ill give Bouncer a bath. _____

TOTAL

EXTENSION

Write a paragraph about a special day in your year. Leave out six apostrophes: three from words that require contractions and three from words that need to indicate possession. Have a classmate correct your work by highlighting the words that have missing apostrophes. Discuss the results.

Name: _____

Class: _____

Date: _____

Why does Australia celebrate the Queen's birthday?

We celebrate the Queen's birthday because the Queen of England is also the Queen of Australia.

When Australia became a federation in 1901, we established a system of government called a constitutional monarchy. A constitution is a set of laws on which government is based. The key features of our government are that we have a head of state, a parliament and a Prime Minister.

The head of state is the ruling English monarch, currently Queen Elizabeth II. Because she lives in England, she is represented in Australia by the Governor-General.

The constitution outlines the roles of the Governor-General, parliament and the Prime Minister and the relationships between them. The constitution created a parliament consisting of two houses, a lower house called the House of Representatives and an upper house called the Senate.

Our system works like this: Australian citizens elect members to parliament from candidates chosen by the political parties. The two biggest parties are the Liberal Party of Australia and the Australian Labor Party.

The party that wins a majority of seats in the House of Representatives forms a new government and the leader of that party becomes the Prime Minister. The government makes the laws and runs the day-to-day activities of Australia. Laws are first developed in the House of Representatives and then sent to the Senate for review.

When the Senate has passed the laws they are approved by the Governor-General on behalf of the Queen. If parliament cannot agree on new laws, the Governor-General can dissolve parliament and order an election to be held to form a new government to pass the laws.

17.1 Answer the following questions based on 'Why does Australia celebrate the Queen's birthday?'.

- a** Australia's system of government is called a _____
- b** List three key features of our government, as outlined in our constitution _____ /3
- c** The _____ represents the Queen in Australia.
- d** Our parliament consists of _____ houses: the _____ and the _____ /3
- e** Laws are first developed in the _____
- f** The _____ is the house of review in parliament.
- g** The _____ can dissolve parliament if new laws cannot be agreed upon.

LOOKING DEEPER

- h** Suggest two advantages of living in a democracy.
- i** _____ **ii** _____ /2
- _____
- _____
- i** Do you think Australia should celebrate the Queen's birthday with a public holiday? Give two reasons for your response.
- _____
- _____ /2 /15

17.2 Complete the following table by inserting the correct masculine or feminine version of each noun.

MASCULINE	FEMININE
prince	
sultan	
emperor	
	duchess
maharajah	
	countess
	lady
tsar	
	baroness
	queen

/10

The '-ie' rule

When you spell words with '-i' and '-e' together, '-i' comes before '-e' except after '-c'. But this is only when you hear the *ee* sound. Some exceptions are 'seize' and 'sieve'.

17.3 Highlight the correctly spelt word in each row.

a	soilder	solider	soldier
b	spaghetti	spagheti	spahgetti
c	recieve	receave	receive
d	ceiling	cieling	ceeling
e	sieve	sieve	seive
f	peculier	peculiar	peculair
g	wierd	weard	weird
h	vicious	viscious	vischious
i	busness	business	buisness
j	exagerate	exaggerate	exaggerrate
k	embarras	embarass	embarrass
l	mischievous	mischievious	mischivous
m	faverite	favourite	favrite
n	usable	usabble	useable
o	irritabel	irritable	irritable

/15

TOTAL /40

EXTENSION

Construct a table that contains as many masculine and feminine words from the animal kingdom as you can find.

Name: _____

Class: _____

Date: _____

Revision: Nouns, verbs, adjectives and adverbs

Let's look back at what we've already learnt about nouns, verbs, adjectives and adverbs.

- Nouns are naming words. Common nouns are the everyday names of things, such as 'dog', 'river' and 'car'. Proper nouns are the particular names given to things – for example, 'Labrador', 'Murray' and 'Subaru'. Abstract nouns are the names of feelings, ideas, qualities or actions. Concrete nouns are the names of things you can see, smell or touch.
- Verbs are action words such as 'ran' and 'caught' that tell us what is happening. They can also express being or having – for example, 'Luca is terrific' and 'My brother has our tickets'. Every sentence must have at least one verb.
- Adjectives are describing words. They tell us more about nouns ('the *fat* cat') or how much or how many nouns there are ('the *two* boys', 'Have you got *much* time?'). Finally, some adjectives tell us which nouns are being talked about – for example, '*That* car is the one I want'.
- Adverbs give us more information about verbs, adjectives and other adverbs. An example is 'The teacher spoke *softly*'. Here, 'softly' gives us more information about the verb 'spoke'. In the sentence 'The teacher spoke *very* softly', the adverb 'very' gives us more information about the adverb 'softly'.

19.1 List whether the words in italics are nouns, verbs, adjectives or adverbs.

- a The students *trekked* through the jungle to raise money for charity. _____
- b The going was extremely difficult because of the *thick* undergrowth. _____
- c The malarial *mosquitoes* attacked them constantly. _____
- d The weather was *very* humid. _____
- e Much of the time it rained *heavily*. _____
- f The *students* still had to keep moving. _____
- g *Many* students became very sick. _____
- h They were *often* tired _____
- i The support their friends gave them was what kept them going. _____
- j The students tackled the trek very *bravely* in spite of the conditions. _____ /10

19.2 Insert the missing noun, verb, adjective or adverb into the table. You might need to use a dictionary.

NOUN	VERB	ADJECTIVE	ADVERB
			beautifully
	disobey		
	tranquillise		
disappointment			
			persuasively
		astonishing	
danger			
			adoringly

NOUN	VERB	ADJECTIVE	ADVERB
		attentive	
care			

/10

19.3 Choose a proper noun from the word list to complete the list that follows.

Mekong	Wendy	Arab	Toyota	Eiffel
Taj Mahal	Apple	Westminster	Siamese	Ducati

- a a breed of cat _____
- b a brand of computer _____
- c a river in Asia _____
- d a girl's name _____
- e a marble mausoleum _____
- f a breed of horse _____
- g an abbey in London _____
- h a make of motorbike _____
- i a famous tower in Paris _____
- j a make of car _____

/10

Revision: Abstract and concrete nouns

Abstract nouns are the names of feelings, ideas, qualities or actions. Concrete nouns are the names of things you can see, smell or touch.

19.4 Label each of the following nouns as either abstract or concrete.

- a friendship _____
- b election _____
- c courage _____
- d justice _____
- e gifts _____
- f love _____
- g dog _____
- h tree _____
- i confusion _____
- j beauty _____

/10

TOTAL /40

EXTENSION

Write a letter to the editor of a newspaper encouraging readers to support your favourite charity. Your letter should contain at least ten nouns (two abstract), eight verbs, eight adjectives and four adverbs. Use coloured highlighters to code the various parts of speech and provide a key for the reader.

Name: _____

Class: _____

Date: _____

Quotation marks

Quotation marks can be single (‘ ’) or double (“ ”). They are used to show that someone is speaking.

‘In primary school you probably called quotation marks talking marks,’ the teacher said.

When using quotation marks to show that someone is speaking:

- Use a comma before the quotation marks at the start of the quote.
- Use a capital letter for the first word of the quote.
- Start a new line for each person’s speech. This makes it easier to read.

Remember, don’t use quotation marks if you are not quoting the exact words a person said.

Paul was talking about his headache. (no quotation marks)

Double quotation marks are used inside someone’s speech when you have already used single quotation marks.

‘I’m going to see “Pitch Perfect” tonight,’ Anita said.

Quotation marks are also used for the titles of newspaper articles, short stories and poems. They are sometimes used for the titles of films, and television and radio programs.

Did you prefer ‘Percy Jackson and the Sea of Monsters’ or ‘Percy Jackson and the Olympians: The Lightning Thief’?

They can also be used for quoting from a novel, poem, newspaper article or book. ‘Quoting’ means using words or sentences from a text to support a point you are making.

Jimmy says of his father at the start of the book, ‘He taught me the most important thing of all. He taught me to look at things so I saw them the way they should be seen’. This shows how special Jimmy believes his father to be.

20.1 Rewrite the following passage on the lines and punctuate it using:

- | | |
|----------------------------------------------|--------------------------------------------|
| a sixteen capital letters | d one set of double quotation marks |
| b five commas | e four apostrophes. |
| c five sets of single quotation marks | |

Remember that a new line is used for each person who is speaking. Cross off each mark as you use it.

CAP	,	,	,	,	,	,	,	,	,	,							
CAP	“	“	“	“	“	“	“	“	”	”							

Name: _____

Class: _____

Date: _____

Two special days

Two days that many Australians enjoy are Valentine’s Day and St Patrick’s Day. Both days are named after saints but the celebrations around them are always light-hearted fun.

Valentine’s Day

Hearts, doves, Cupids: these are symbols of Valentine’s Day which is celebrated in many countries on 14 February. This day is named for St Valentine who was an early Christian saint. Unfortunately, his origins are shrouded in the mists of time and it is unclear why, by the 15th century, his name had come to be associated with romantic love. At various times in history, young lovers would give each other intricate homemade cards, confectionary and flowers. Today this custom continues with gifts of cards (now mass produced), chocolates and red roses. The digital age has also seen a new development: the eValentine. In 2010, 15 million electronic valentines were sent in the United States.

St Patrick’s Day

St Patrick is Ireland’s special saint. His feast day is celebrated on 17 March in countries whose population has a large proportion of Irish descent. The spread of the Irish around the world was effectively caused by the Potato Famine.

Between 1845 and 1849, Ireland suffered a terrible famine that was caused by a blight on the potato crops. The Irish diet largely comprised potatoes, so when the crops were affected there was widespread starvation. Many thousands of people were forced to emigrate to start a new, and hopefully better, life in Canada, Australia and the United States.

In their new lands, the Irish always celebrated St Patrick’s Day by what they called ‘the wearing of the green’. Many cities in the United States hold parades to celebrate Irish culture. Some people drink green Guinness and sing Irish songs. A few even dress up as leprechauns (fairies who look like little old men). Leprechauns are cunning and enjoy a bit of mischief. Their trade is that of a cobbler and they’re supposed to be very rich and have crocks of buried treasure.

St Patrick was likely born in 385 CE. He wasn’t even Irish but was kidnapped by Irish pirates off the west coast of England and taken back to Ireland to be a slave. The most famous legend about him is that he called all the snakes in Ireland together, put them in a box and threw them into the sea. Some say the Irish Sea is so rough because the snakes are still tossing about in that box trying to get out. Funnily enough though, you won’t find any snakes in Ireland today.

21.1 Match each word from the word list with its correct meaning.

origins	shrouded	intricate	legend
custom	digital	Guinness	crock
descent	wearing of the green	blight	CE
leprechauns			

- a fairies who look like little old men _____
- b covered or concealed _____
- c a disease that withers plants _____
- d involving the use of computer technology _____
- e family origin _____
- f a traditional tale about a person or a country _____
- g a person’s ancestry _____
- h a pottery pot or jar _____
- i a sign that you are Irish _____
- j a famous Irish stout or type of beer _____
- k the abbreviation for Common Era, often used instead of AD _____
- l complicated _____
- m the usual way of behaving or doing something _____

21.2 Answer the following questions based on 'Two special days'.

- a Two symbols of Valentine's Day are _____ /2
- b Valentine's day is celebrated on _____
- c St Valentine came to be associated with romantic love in the _____
- d _____ eValentines were sent in the United States in 2010.
- e St Patrick is the patron saint of _____
- f His feast day is celebrated on _____
- g Name two countries that have people of Irish descent. _____, _____ /2
- h Give two features of leprechauns' personalities. _____, _____ /2
- i St Patrick was Irish. Is this statement true or false? _____
- j Describe the most famous legend about St Patrick. _____

_____ /3

LOOKING DEEPER

- k Why would it have been important for Irish migrants to celebrate St Patrick's Day?

_____ /3 /18

21.3 Green is a colour associated with St Patrick's Day and many Irish people. Match each of the 'green' words and expressions from the word box to an expression in the list that follows.

to have a green thumb	to give someone the green light	green-eyed monster
greenhouse effect	to be green at the gills	green belt
to be green	green room	greenie

- a to be white-faced _____
- b to be inexperienced _____
- c to be a person concerned with protecting the natural environment _____
- d to experience jealousy _____
- e to give someone permission to go ahead (informal) _____
- f a room in a theatre or studio in which performers can relax when they are not performing _____
- g to be good at gardening and growing plants _____
- h an area kept as open land around a city _____
- i heat and gases trapped in the earth's atmosphere causing climate change _____ /9

TOTAL /40

EXTENSION

Research a legend or myth from a culture with which you are familiar. Present your findings in the form of a poster, cartoon or PowerPoint presentation.

Name: _____

Class: _____

Date: _____

Word list

angelic	devotion	flirt	saint	wail
banshee	Dublin	infatuated	serenade	woo
bashful	enamoured	jig	shamrock	yearn
Blarney Stone	endearment	limerick	Shillelagh (say <i>shill-lay-lee</i>)	
bouquet	emigrate	lovelorn	smitten	
court	Emerald Isle	patron	unrequited love	

22.1 Match each of the words from the word list with its correct definition.

- a affected by a desire or fascination with _____
- b pining from love _____
- c to play at love towards someone to amuse yourself _____
- d shy and self conscious _____
- e an affectionate gesture or expression of affection _____
- f love which is not returned or reciprocated _____
- g to try to win somebody's love or support _____
- h music played for a lover _____
- i to resemble an angel in beauty or kindness _____
- j to try to win someone's love (an old-fashioned word) _____
- k a bunch of flowers _____
- l to be in love with someone _____
- m to show great love or loyalty _____
- n to long for something _____ /14

22.2 Use the word list to do this quick quiz on Ireland. You might need to use a dictionary.

- a What is the capital city of Ireland? _____
- b The national emblem of Ireland is the _____
- c A five-line nonsense verse is called a _____
- d _____ Patrick is the _____ saint of Ireland. /2
- e The potato famine in the 19th century led many Irish to _____ to new countries.
- f What is the name of a short club used as a weapon? _____
- g A lively dance is called a _____
- h In Irish mythology the _____ (supernatural spirit) is said to _____ when someone is about to die. /2

Name: _____

Class: _____

Date: _____

Collective nouns

As you will remember from worksheet 3, collective nouns are the names given to groups of people, animals or objects.

a **flock** of sheep a **murder** of crows a **pod** of whales

23.1 Choose the correct collective noun from the word list for each of these expressions.

swarm	choir	congregation	bevy	den	crew
school	class	squadron	posse	gallery	convoy

- | | | | |
|---------------------------------|------------------------------|----------------------|----------------------|
| a a _____ of paintings | g a _____ of rowers | <input type="text"/> | <input type="text"/> |
| b a _____ of students | h a _____ of deputies | <input type="text"/> | <input type="text"/> |
| c a _____ of fish | i a _____ of trucks | <input type="text"/> | <input type="text"/> |
| d a _____ of churchgoers | j a _____ of locusts | <input type="text"/> | <input type="text"/> |
| e a _____ of singers | k a _____ of planes | <input type="text"/> | <input type="text"/> |
| f a _____ of thieves | l a _____ of beauties | <input type="text"/> | <input type="text"/> |

Subject–verb agreement

A verb in a sentence must agree with its subject. If the subject (I, you, it, he, she) of a verb is singular, the verb must be singular.

Sunila **wants** to send a valentine to the boy next door.

In the above example, there is only one person (singular) and therefore the verb ('wants') is singular.

If the subject of a verb is plural (you, we, they) the verb must be plural.

Antonia and Franca **want** to send a valentine to the boy next door.

To decide whether the subject is singular or plural, ask who or what performs the action in a sentence. In the above example, there is more than one person so the verb ('want') takes the plural form. Note: a collective noun requires a singular verb.

23.2 Check the subject–verb agreement in each sentence. Highlight the correct form of the verb from the pair in brackets.

- a** One of us (is/are) right.
- b** Those boys (is/are) to blame.
- c** That block of apartments (spoil/spoils) the view of the bay.
- d** A list of jobs (are/is) posted on the sports noticeboard.
- e** Everyone (have/has) been notified of the decision.
- f** (Is/Are) either one of your friends on the team?
- g** Our class (have/has) a very good reputation with the teachers.
- h** That bouquet of flowers (has/have) a very pretty scent.
- i** The swarm of locusts (have/has) destroyed the crops.
- j** The crowd (are/is) furious over Collingwood's free kick.

Verbs: Present participles

A present participle is a verb form that always ends in ‘-ing’.

going running speaking

A participle must be used with a form of one of the helping (auxiliary) verbs ‘to be’ or ‘to have’. The present participle can be used with past, present or future verbs.

The boy **is going** to school. The boy **was going** to school. The boy **will be going** to school.

23.3 Highlight the present participles in the following sentences.

- a Mum and Dad are going out for dinner tonight.
- b My friend is swimming in the State titles.
- c We are collecting our new puppy today.
- d The teacher said Amy was working well.

/2	
/2	
/2	
/2	/8

23.4 Change the following sentences from the present to the past tense by using present participles.

- a Antonio helps his dad to build a fence.

/2

- b I go to soccer training on Tuesday nights.

/2

- c I watch too much television.

/2	/6
----	----

23.5 Change the following sentences from the past to the future tense by using present participles.

- a We ate Irish stew on St Patrick’s Day.

--

- b We gave each other a card on Valentine’s Day.

--

- c I arrived in Ireland in the first week of May.

--

- d My sister played golf at the weekend.

	/4
--	----

TOTAL	/40
--------------	-----

EXTENSION

Write a paragraph about what you did yesterday, using the past tense. Next, use present participles to write about what you will be doing tomorrow.

Name: _____

Class: _____

Date: _____

More apostrophes

As you learnt in worksheet 16, an apostrophe is used to indicate a contraction – that is, that one or more letters have been dropped from a word that is then joined to another word.

It's is the contraction of **it is**.

24.1 Rewrite each sentence with the full form of the italicised contractions. An example has been done for you.

The leprechaun *can't* find his crock of gold. → The leprechaun **cannot** find his pot of gold.

- a *He's* very upset. _____
- b *That'll* be fine. _____
- c She *couldn't* swim. _____
- d *Dad's* here. _____
- e *I'm* leaving. _____
- f *We'll* run. _____
- g *She'd* like you to come. _____
- h *You've* got it wrong. _____
- i *We're* driving. _____
- j I *don't* know. _____
- k *She's* very unhappy. _____
- l *You'll* be thrilled. _____ /12

24.2 Rewrite each sentence and contract each of the following pairs of italicised words by using an apostrophe.

- a *I will* do it. _____
- b *Where is* the car? _____
- c *You are* clever. _____
- d *We could have* won. _____
- e *You cannot* come. _____
- f *We have* lost. _____
- g *She is* riding. _____
- h *Was not* anyone home? _____
- i *She has not* read it. _____
- j *They had* arrived. _____ /10

Name: _____

Class: _____

Date: _____

Halloween facts

‘Trick or treat ...’

Do those three words get your goat? Does the very mention of October 31 launch an instant tirade against the evils of small children dressing as superheroes and begging for sugar?

Love it or hate it? The very idea of Halloween polarises Australians.

There are those brought up, like me, to believe that it’s an American import wrongly thrust upon our kids. We cry that it’s just a global marketing scam from the confectionary giants.

And then there are those, like my kids, who start getting their costumes out in September. Who make decorations daily, who hoard lollies to give out at the door, who wait in breathless anticipation and count down days on a spooky calendar ...

In Australia the celebration of Halloween is gaining momentum. Research over the last few years has shown a surprising 26 per cent of Australians planned to celebrate it. The majority of these were families of primary school children, and not surprisingly the majority planned to ‘trick or treat’ ...

‘It’s actually a lovely way to meet the neighbours’ says Sally, mum of three-year-old Ellie. ‘The kids have fun, it’s harmless, those Grinches who complain need to lighten up’ ...

For many, the sheer commercialism of Halloween and the lack of relevance to Australian culture is enough to turn them off. These same critics obviously ensure their Christmas cards never feature snow, Santa or mistletoe ...

We all know by now that Halloween isn’t in fact an American tradition at all. The fact it is a public holiday in

Ireland surprises many Australians who happily paint their faces green on St Patrick’s Day.

Halloween’s origins are, of course, Celtic. It was a traditional festival called Samhain where the ancient pagans prepared for winter. The dressing up part of it stems from cultures as far as Ireland and even Italy. And for those who think it’s commercialism gone bad well here’s an argument for you.

Halloween isn’t just Mars Bars and masks. It has history and literature links. It was even mentioned in Shakespeare’s comedy *Two Gentlemen of Verona* with a reference to ‘like a beggar at Hallowmas’.

But it seems Shakespeare was onto something and it’s this begging part of Halloween that makes many cringe.

‘It’s a horrible practice, sending little kids out begging for lollies. We have a large sign firmly planted on our front door saying ‘We do not celebrate Halloween here!’ says Carla, the mother of six-year-old Gemma.

One of Carla’s neighbours says that she thinks it’s actually dangerous. ‘Who knows what could be out there in those lollies? We’ve all heard the stories of razor blades and poisonous sweets!’

It’s enough to turn you off your Caramello Koala until a simple Google search shows the razor-blades-in-the-candy myth is just that. An urban myth.

It is, however, a massive part of the yearly earnings for confectionary manufacturers.

A look around your local supermarket will see Halloween lollies invading the shelves from early October. In America, over \$2.4 billion is spent on ‘candy’. In Australia, supermarkets report an extra 25–30 per cent increase in sales due to Halloween ...

Where do you stand on celebrating Halloween?

Shauna Anderson

25.1

Use the dictionary or the internet to help you find out the meanings of the following words and terms to complete the quiz that follows.

fathom	urban myth	cry foul	anticipation
get your goat	scam	momentum	commercialism
tirade	confectionary	Grinches	mistletoe
polarises	Celtic		

- a** The story that a friend of a friend told me about a woman being ambushed, anaesthetised and having her kidney stolen is an example of an _____.
- b** A confidence trick or a racket is a _____.
- c** _____ can mean a measure of the depth of water or to work something out.

- d** _____ are people who are inclined to be spoilsports and share a negative view of life.
- e** Too much _____ is bad for your dental health.
- f** _____ people come from Scotland, Ireland or Wales.
- g** We say that something _____ people if it divides them.
- h** Some coaches launch a _____ at their players at three-quarter time.
- i** When someone really annoys you they _____.
- j** According to superstition, it is good luck for those who are in love to exchange a kiss under this plant that is associated with Christmas. _____
- k** Someone who is always moaning about things being unfair likes to _____.
- l** Some people say that _____ has made many people lose sight of the true meaning of Christmas and Easter.
- m** _____ is the feeling of looking forward to something.
- n** The stone gathered _____ as it rolled downhill. /14

25.2 Answer the following questions based on 'Halloween facts'.

- a** What percentage of Australians plan to celebrate Halloween? _____ /2
- b** In which country is Halloween a public holiday? _____ /2
- c** What was Samhain? _____ /2
- d** In which Shakespearean play is Halloween mentioned? _____ /2
- e** By what percentage do sales of confectionary increase in Australian supermarkets because of Halloween? _____ /2
- f** Give an example of an urban myth about Halloween. _____ /2 /12

LOOKING DEEPER

- g** How do the writer's children feel about Halloween? Provide two pieces of evidence to support your answer.

_____ /4

- h** Highlight two of the words that best describe the writer's attitude to those who say Halloween is irrelevant to Australians when she says, 'These same critics obviously ensure their Christmas cards never feature snow, Santa or mistletoe'. Explain your answer.

uncritical mocking aggressive humorous sarcastic

_____ /4

- i** Should Australians celebrate Halloween?

_____ /6 /14

TOTAL /40

EXTENSION

Write a list of six guidelines for parents to ensure their primary school children's safety on Halloween night.

Name: _____

Class: _____

Date: _____

Word list

bewitch	ghoul	materialise	shriek	sprite
bloodcurdling	gloomy	moan	sinister	superstitious
eerie	haunt	mystery	skeleton	vanish
extraordinary	invisible	poltergeist	spectre	voodoo

26.1 Find another spooky word for each definition below. The first letter of each word has been provided. Then, write a sentence that uses the word correctly.

- a** strange or weird e _____
- _____
- b** to put a charm or magic spell on b _____
- _____
- c** a loud, shrill cry s _____
- _____
- d** to visit or appear repeatedly as a ghost h _____
- _____
- e** terrifying or horrible b _____
- _____
- f** to take on bodily form m _____
- _____
- g** dark or deeply shadowed g _____
- _____
- h** a long, low sound of pain m _____
- _____
- i** ghost or apparition s _____
- _____
- j** suggesting or threatening evil s _____
- _____
- k** the framework of bones of a body s _____
- _____
- l** not able to be seen i _____
- _____
- m** out of the ordinary e _____
- _____

n to disappear

v _____

o something that is unsolved

m _____

26.2 The answers to exercise 26.1 are hidden in the word search below. Find them down, across, backwards and diagonally.

A	E	C	X	S	T	H	J	V	A	N	I	S	H
K	M	X	Z	M	B	E	W	I	T	C	H	J	S
N	O	G	T	B	Y	D	A	C	V	A	J	I	L
F	O	S	I	R	G	S	U	I	U	P	N	S	K
S	V	D	N	E	A	H	T	N	M	I	F	K	E
P	B	C	V	E	Q	O	T	E	S	T	G	E	E
E	S	M	I	R	U	W	R	T	R	W	J	L	S
C	A	O	S	I	E	L	E	D	I	Y	K	E	H
T	I	A	I	E	U	R	B	N	I	V	O	T	R
R	H	N	B	G	L	O	O	M	Y	N	P	O	I
E	T	A	L	C	A	M	E	R	B	F	A	N	E
T	T	Y	E	E	W	N	M	L	O	O	T	R	K
B	L	O	O	D	C	U	R	D	L	I	N	G	Y
C	A	M	A	T	E	R	I	A	L	I	S	E	A

26.3 Complete this multiple-choice quiz by highlighting the correct response. You might need to use a dictionary.

a Which word best describes people who worry about Friday the 13th?

- i mysterious ii peculiar iii superstitious iv weird

b Which form of magic originates in the West Indies?

- i kabbalah ii shamanism iii tricks iv voodoo

c Which of these is said to make the most noise?

- i apparition ii ghost iii phantom iv poltergeist

d Which of these is a robber of human graves?

- i ghoul ii vampire iii wraith iv zombie

e Which of these is not normally associated with witchcraft?

- i sorcerer ii sprite iii wizard iv warlock

TOTAL	<input type="text" value="/40"/>
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EXTENSION

Write a spooky Halloween story using some of the vocabulary covered in this worksheet. Here are some story starters.

- a The night of 31 October started out like any other night, but that was soon to change ...
- b Each time I took a step, I was sure I could hear something behind me ...
- c All of a sudden the room became icy cold and a terrifying shriek rang out through the old home ...
- d 'Trick or treat', Cuthbert Cantilever croaked as the front door swung open ...

Name: _____

Class: _____

Date: _____

Revision: Adjectives

In worksheet 11 you learnt that adjectives are describing words that tell us more about nouns. Adjectives describe colour, mood, appearance (blue, angry, shiny); describe amounts (twenty, several); and point things out (this, that, those). It is a good practice to place adjectives as close as possible to the noun they are describing.

Comparative and superlative adjectives

In worksheet 11 you also learnt about adjectives of degree. To refresh you, remember that:

- the positive degree of an adjective means that no comparison is being made
- the comparative degree of an adjective compares two things
- the superlative degree of an adjective compares more than two things.

The following table gives you some more information about changing positive adjectives into comparative and superlative adjectives.

	IF ADJECTIVE HAS ONE SYLLABLE ...	EXAMPLE	IF ADJECTIVE HAS MORE THAN TWO SYLLABLES ...	EXAMPLE
Positive form		Huan is brave .		Huan is argumentative .
Comparative form	add '-er'	Huan is braver than William.	more, less	Huan is more argumentative than William.
Superlative form	add '-est'	Huan is the bravest of the boys.	most, least	Huan is the most argumentative of the boys.

27.1 Highlight the adjectives in the following sentences.

- Merlin is a famous wizard in the legends of King Arthur.
- The black cat hissed at anyone who came near her.
- You will discover many stories about hungry ghosts in Chinese mythology.
- I reached out to ring the ancient bell when suddenly the massive door creaked open.
- The fairy queen sat on a high throne surrounded by numerous courtiers and servants.
- The small figure disappeared into the shadowy darkness before we could reach it.
- Lizzie was surprised to hear crying the first time she walked past the locked room.
- We settled down after we had a mug of hot chocolate.

 /3

 /2

 /3

 /2

 /2

 /15

27.2 Change the following words from nouns to adjectives.

NOUN	ADJECTIVE	NOUN	ADJECTIVE
fear		terror	
magic		anxiety	
spectre		tension	
ghost		astonishment	
curiosity		chill	
dampness		mourning	
hysteria		spell	
ghoul			

/15

27.3 Complete the following table using the correct form of the comparative and superlative adjective. The first row has been done for you.

POSITIVE DEGREE	COMPARATIVE DEGREE	SUPERLATIVE DEGREE
happy	happier	happiest
beautiful		
proud		
powerful		
strong		
fearful		
wise		
popular		
courageous		
big		
bright		

/10

TOTAL /40

EXTENSION

Construct a table of adjectives with irregular comparative and superlative forms. Use the following layout to guide you.

POSITIVE	COMPARATIVE	SUPERLATIVE
bad	worse	worst

Name:

Class:

Date:

Revision: Capital letters and full stops

As you learnt in worksheet 4, capital letters are used:

- at the start of a sentence
- as the first letter of a person's name (**S**amantha)
- as the first letter in proper nouns (**I**reland, **M**onday, **D**ublin)
- for the personal pronoun 'I'
- at the start of the first word in a conversation or a piece of dialogue
- at the start of main words in a heading and most titles.

Full stops are used at the end of a sentence and to indicate that a word has been shortened (abbreviated).

28.1 Rewrite these sentences using capital letters and full stops where necessary.

a suleiman the magnificent conquered many lands, including algeria

/4

b in *the wizard of oz* glinda is the good witch

/6

c 'have you heard of the play *macbeth*? angus asked 'it was written by shakespeare and tells the story of the hero's meeting with three treacherous witches'

/7

d harry potter attended hogwarts school of witchcraft and wizardry

/7

e researchers in the united kingdom confirmed that a skeleton found buried under a car park was that of the infamous richard the third

/6

/30

Revision: Question marks and exclamation marks

Use a question mark at the end of a sentence that asks a direct question. The sentence after a question mark starts with a capital letter.

Exclamation marks are used for special emphasis. They are used to express strong feelings and in dialogue when someone is giving an order. Don't overuse them.

28.2 Rewrite the following sentences, inserting question marks, exclamation marks and full stops as required.

a 'Trick or treat' shouted the children

b Charlie asked his big brother whether the old house was really haunted

c Did Isabel find a witch's costume to wear tonight

d I wonder if we need to pick Sam up

e Don't be so stupid

f Are those bats

g Was that the clock striking twelve

h Dad asked me why I was shivering when the fire was so warm

i Do you like ghost stories

j I can't believe you are going

/10

TOTAL

/40

EXTENSION

We had been invited to Ben's great grandfather's castle in Scotland for Halloween. We arrived after a long journey at six o'clock in the evening. The castle had everything you imagined a castle would have: turrets, a small drawbridge, a huge, heavy oak door.

'Wow!' said Ben excitedly. 'I didn't know it would be this spooky looking.'

'Hasn't anyone in your family ever seen it before?' asked Holly.

Write the next paragraph of this story using the following punctuation: two question marks, two exclamation marks, three sets of quotation marks, four apostrophes, one colon and commas and full stops as required.

Name:

Class:

Date:

Too much sport is never enough

It is well known that Australians love their sport. Cricket, football and horse racing have been keenly followed since early colonial times. The first cricket match is recorded as being held in Sydney in 1803. The first Australian Rules football match was played in Melbourne in 1858, while the first Melbourne Cup horserace was run in 1861. Rugby has also been popular since early colonial days and soccer has been played since the 1870s. From the late 19th century until the mid-20th century, boxing troupes of professional fighters would travel Australia, following fairs and carnivals, putting up big-top tents and taking on all-comers in the ring for cash. This was known as tent boxing. Tennis, golf, basketball, hockey and volleyball are some other popular sports.

Many Australians take part in informal sports such as cycling and a lot of young people enjoy skateboarding. Fun runs and triathlons are organised in most cities, often in the name of different charities.

Martial arts is another group of sports that has increased in popularity in recent years. These sports

include judo, tae kwon do and karate. Tai Chi is based on Chinese martial arts but is a more gentle activity for all ages, combining movement, meditation and rhythmic breathing.

Australia's climate lends itself to spending time outdoors, either playing or watching sport. Every capital city has its iconic stadium. In Sydney and Melbourne we have famous cricket grounds (the SCG and the MCG respectively). Brisbane crowds gather to watch cricket at the Gabba and in Perth they go to the WACA.

Australia is probably not the best place to live if you don't like sport. Some people say there is too much coverage in the media every day and Australians are keen to gamble on the outcome of matches. Many professional athletes are paid enormous amounts of money simply to play a game they love.

It seems strange that Australia suffers from an obesity problem (with the prevalence of obesity doubling in the past 20 years) when you consider the vast array of sporting opportunities available in this country. How could this be?

29.1 In the table below, match the words and phrases with their meanings as conveyed in the article. Place the correct number in the blank column.

informal		1 following an occupation as a means of livelihood or gain
iconic		2 a regular pattern of movement
meditation		3 a company, group or band of performers such as actors or singers
colonial		4 a range or variety
keen		5 fighting sports
troupe		6 not according to prescribed or customary forms
professional		7 the result of something
all-comers		8 common or widespread
martial arts		9 the time when Australia was a colony of Great Britain
rhythmic		10 an artefact or practice strongly associated with a particular way of life
prevalent		11 everyone who turns up
outcome		12 intense feeling of interest or desire
array		13 thinking deeply

/13

29.2 Read the article 'Too much sport is never enough' and answer the following questions.

a When and where was the first recorded cricket match held in Australia?

_____ /2

b Highlight the correct answer to this statement: Tent boxing was popular:

i in the 21st century

ii in the early 19th century

iii from the late 19th century

c Name three sports that are popular in Australia.

i _____ /2

ii _____ /2

iii _____ /2

d Why do you think cricket and horseracing were among the first sports played in colonial Australia?

_____ /2

e Tent boxing was a dangerous activity for the men who took on the professionals. Why?

_____ /2

f Why might fun run be an ironic title?

_____ /2

LOOKING DEEPER

g Why do you think Australia has an obesity problem? Try to find at least three reasons.

_____ /6

f What is your favourite sport? Why do you like it? How important is it to you?

_____ /6 /27

TOTAL /40

EXTENSION

Research a famous world sporting event and design an advertising poster or brochure for it.

OR

Write a letter to the editor of a newspaper on your opinion of Australia's obesity crisis.

Name: _____

Class: _____

Date: _____

Word list

consistent	elated	peloton	pressure	time-honoured
contest	electric	photo finish	spine-tingling	triathlon
courageous	fashion	possessions	stirring	valiant
dead heat	handicap	power	tenacious	vocal

30.1 Match each word from the word list above with its correct definition. You might need to use a dictionary.

- a extremely exciting _____
- b controlling fear when facing danger _____
- c to reveal one's feelings freely in speech _____
- d a race in which two contestants hit the finish line together _____
- e in high spirits _____
- f brave _____
- g rousing, exciting _____
- h not changing, holding to a principle _____
- i thrilling, as if given an electrical charge _____
- j a race which includes running, swimming and bike riding _____
- k demands exerted on someone _____
- l a competition _____
- m current popular style or custom _____
- n a restriction or disadvantage _____
- o the main group of riders in a road bicycle race _____
- p the number of times a player has had the ball in a game _____
- q a close finish, decided by a photograph _____
- r sticking or holding on firmly and persistently _____
- s influence or authority _____
- t respected because of a long history _____

/20

30.2 Find the word stem that relates to each of the four words listed for each question. The word stem can be placed at the start of the word or at the end of the word. The first one has been done for you.

a	path	hold	sore	ball
	footpath	foothold	footsore	football
b	ache	lights	line	band

c	waste	ball	bread	case
d	bus	book	night	high
e	level	salt	melon	drinking
f	zone	out	table	night
g	bed	ball	ladies	elbow
h	day	house	candle	moon
i	truck	hell	house	bush
j	court	cubby	wife	light
k	shell	sick	breeze	side

/10

30.3 Crack the code. Work out which number represents each letter and learn an interesting fact about football. (You score a total of ten marks if all answers are correct – take off one mark for each error.)

A	B	C	D	E	F	G	H	I	J	K	L	M
1	14	2	15	3	16	4	17	5	18	6	19	7

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
20	8	21	9	22	10	23	11	24	12	25	13	26

23	17	3		1	16	19		14	22	8	12	20	19	8	12
7	3	15	1	19		4	8	3	10		23	8			
23	17	3		21	19	1	13	3	22		24	8	23	3	15
14	13		23	17	3		11	7	21	5	22	3	10		
1	10		16	1	5	22	3	10	23		1	20	12		
14	3	10	23												

/10

TOTAL /40

EXTENSION

Devise your own code or word puzzle about a famous sporting event.

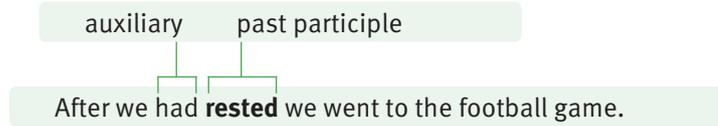
Name: _____

Class: _____

Date: _____

Verbs: Past participles

Present participles were discussed in worksheet 23. Building on from that, a past participle is a verb form that describes a completed action or past condition.



Like present participles, past participles also need to be used with a form of an auxiliary verb ('be' or 'have'). Past participles usually end in '-ed', but many past participles have irregular forms.

hide/hidden go/went find/found shear/shorn fight/fought feed/fed

31.1 Highlight the past participles in the following sentences.

- a She was delighted to hear the final siren sound.
- b Suddenly the ruckman was tackled and thrown heavily to the ground. /2
- c The favourite was knocked simultaneously by two other horses in the straight.
- d The coach looked very angry: fists clenched and the veins in his neck like stretched whipcords. /3
- e As part of their training program, the team had swum every morning. /8

Revision: Subject–verb agreement

Verbs must agree in number with their subject. If the subject is singular (only one) then the verb must also be singular. If the subject is plural (more than one) then the verb must also be plural. Collective nouns, such as 'choir', 'litter', 'herd' and 'team' are treated as singular.

To decide whether the subject is singular or plural, ask *who* or *what* performs the action in a sentence. In the case of the last example, it is the team that is highly skilled; therefore 'team', not 'players' is the subject so the sentence requires the singular verb 'is'.

31.2 Decide whether the subject in each sentence is singular or plural. Then highlight the correct verb in brackets to make sure each sentence has the correct subject–verb agreement.

- a The crowd (is/are) very vocal today.
- b This final series (have/has) been full of excitement.
- c The coaching staff (develop/develops) a range of strategies to cope with situations like this.
- d Port Adelaide (is/are) showing a level of determination that the Lions players (lacks/lack). /2
- e The cheer squads (have/has) prepared wonderful banners for this Grand Final.
- f The ladies' hats (is/are) very elegant at this year's Melbourne Cup. /7

Revision: Adverbs

Adverbs give us more information about verbs. They tell us *how* (adverbs of manner), *when* (adverbs of time) and *where* (adverbs of place).

31.3 Change the phrases in bold into adverbs.

- a Phar Lap always raced **with courage** _____
- b The midfielder passed the ball **with accuracy** _____
- c The player who had a free kick awarded against him reacted **with anger** _____
- d The Broncos **with determination** _____ tried to even the score.
- e The Lions tackled **with ferocity** _____ while winning the Grand Final.
- f The midfielders were **all over the place** _____ /6

31.4 Highlight the adverb in each of the sentences below and write it in the appropriate column.

ADVERB OF MANNER	ADVERB OF TIME	ADVERB OF PLACE

- a The result of the Grand Final was determined early in the third quarter.
- b The crowd looked towards the scoreboard.
- c We waited anxiously to see whether or not Goodes would kick the goal.
- d The fun run started late.
- e The teams ran onto the MCG accompanied by the cheers of the crowd.
- f Cadel Evans won valiantly.
- g The supporters responded angrily to the umpire's decision.
- h The popular footballer ran backwards to take the mark.
- i The players will all be sore tomorrow. /9

31.5 Replace the words in italics with adverbs. The first letter has been provided.

- a The umpire blew his whistle *without delay*. i _____ /2
- b The champion horse won *without difficulty*. e _____ /2
- c *By small degrees* Geelong started to play better. g _____ /2
- d The crowd waited *with anxiety* for the umpire to bounce the ball. a _____ /2
- e *Not long ago* Tim Cahill suffered a knee injury. r _____ /2 /10
- TOTAL** /40

EXTENSION

Write a brief report on an exciting sporting event in which you participated or which you watched. Include at least six adverbs.

Name:

Class:

Date:

Direct and indirect speech

In worksheet 20 you learnt how to use quotation marks to show that someone is speaking: this is called direct speech.

‘Hawthorn beat Geelong in the 2013 Preliminary Final,’ the commentator said.

Reporting what has been said without using the exact spoken words is called indirect speech. Quotation marks are not used.

The commentator said that Hawthorn beat Geelong in the 2013 Preliminary Final.

32.1 Change the following examples of direct speech into indirect speech.

a ‘Is the Gabba the home of the Brisbane Lions?’ asked my little brother.

/2

b ‘Black Caviar’s jockey is wearing black and salmon-pink silks,’ Dad told me.

/2

c ‘The crowd,’ the coach commented, ‘can expect a real battle today.’

/2

d The little girl asked, ‘Can I learn gymnastics?’

/2

e ‘Ladies and gentlemen! Please rise for the national anthem,’ requested the compere.

/2

/10

32.2 Change the following sentences of indirect speech into direct speech.

a Nick said that he preferred Rugby League to Australian Rules football.

/2

b My brother asked Dad if he could have a pie and a hot dog.

/2

c Dad said he couldn’t because we’d brought sandwiches from home.

/2

d Miko croaked that he had lost his voice from barracking so hard.

/2

e Mum complained that she was getting a headache.

/2

/10

Nouns: Changing singular to plural

You can change most nouns from singular to plural by adding the letter ‘-s’.

player → players oval → ovals

Singular nouns that end in ‘-s’, ‘-z’, ‘-x’, ‘-sh’ or ‘-ch’ become plural when ‘-es’ is added.

bush → bushes bench → benches

Singular nouns that end in ‘-y’ become plural by dropping the ‘-y’ and add ‘-ies’.

army → armies lady → ladies

An exception is made if a vowel comes before the ‘-y’. In this case, add ‘-s’ to form the plural.

valley → valleys donkey → donkeys

Most singular nouns that end in ‘-o’ become plural when ‘-es’ is added.

potato → potatoes

There are exceptions, however, such as *piano*, which becomes *pianos*.

To make singular nouns that end in ‘-f’ or ‘-fe’ plural, the ‘-f’ is usually changed to a ‘-v’ and we add ‘-es’.

knife → knives wife → wives

With words ending in ‘-ff’, we just add ‘-s’.

cliff → cliffs cuff → cuffs

Some words have their own rules when they become plural.

man → men child → children sheep → sheep

32.3 Change the following singular words into their correct plural forms.

a umpire _____

b woman _____

c couch _____

d half _____

e donkey _____

f valley _____

g fox _____

h match _____

i photo _____

j mouse _____

k lady _____

l boss _____

m coach _____

n hero _____

o city _____

p life _____

q wolf _____

r flag _____

s tomato _____

t jockey _____

/2

/2

/2

/2

/2

/2

/2

/2

/2

/2 /20

TOTAL /40

EXTENSION

Devise a visual method (such as a mind map) to help students learn the rules for changing singular nouns to plurals. Present it to a small group and discuss its effectiveness.

Name: _____

Class: _____

Date: _____

The world on our plate

For over 40 000 years Australia's cuisine was derived from its native foods. The Indigenous people were nomadic hunter gatherers who moved from place to place find and hunt foods such as kangaroo, witchetty grubs, warrigal greens and wattleseed. Today, many people have become interested in these foods, which are sometimes referred to as bush tucker.

The first European settlers in Australia had a limited diet. They ate meat that had often been salted or dried to preserve it because it could not be refrigerated. Many of their crops and livestock either did not survive the long journey by sea or did not suit the conditions or climate of the new land. The settlers would have eaten much better had they been aware or accepting of the foods expertly sourced by Indigenous Australians.

Since 1945 (the end of World War II), immigration to Australia has had a major impact on the diet of Australians. Coffee has now overtaken tea as the most popular beverage ordered in restaurants and cafes. Pasta dishes are now a standard weekly meal in Australian homes. Where once our diet was based strongly on its British and Irish heritage, by the end of the 20th century, Australians were regularly enjoying Italian, Greek, Chinese, Indian and Vietnamese dishes cooked in restaurants and in their homes. Later waves of immigration have brought foods and drinks from across Asia, the Middle East and Africa. We have also become more aware of cultural and religious food requirements such as halal and kosher practices.

33.1 Match each of the following words with its meaning.

beverage	cuisine	heritage	kosher	nomadic
crops	halal	hunter-gatherers	major	religious

- a meat prepared according to Muslim law _____
- b people who move from place to place looking for food or pasture for their animals _____
- c preparing food according to Jewish laws _____
- d something grown for food _____
- e a name for a culture's food _____
- f the culture that someone inherits _____
- g any kind of drink _____
- h taking part in the customs of a religion _____
- i greater or very important _____
- j people who gain their food from wild plants and animals rather than domesticated species _____

/10

33.2 Answer the following questions based on the article.

- a Provide an example of bush tucker and explain what the term means. _____ /2
- b Why did the first European settlers need to salt or dry their meat? _____ /2

c Which was the most-consumed beverage before 1945?

/2

d Which cultural and religious requirements relating to food are identified in this article?

/2

e What does halal mean? Which religion requires meat to be halal?

/2

LOOKING DEEPER

f Before 1954, the diet of Australians was the same as the English and the Irish. Why do you think this was the case?

/3

g Research and discuss why Australia's indigenous people were nomadic.

/5

h Did Greek or Sudanese immigrants arrive in Australia first?

/2 /20

33.3 Find out which country each of the following food items comes from and provide a brief description of each.

Food item	Country of origin	Description
hummus		
prosciutto		
laksa		
bok choy		
pappadum		

/10

TOTAL /40

EXTENSION

Design a restaurant menu that incorporates dishes from Australia's past and its multicultural present. Present it to the class and speak about the choices you have made.

Name: _____

Class: _____

Date: _____

The language of food

Gastronomy is the science of good eating. Just as in the world of fashion, France has had an extremely important influence on the language of food. There are many French phrases and expressions (Gallicisms) relating to food that have become part of our language.

Word list

à la carte	buffet	crockery	cutlery
flambé	gastronomy	hors d'oeuvre	mis en place
poach	sauté	smorgasbord	yum cha
spatula	vinaigrette	wok	entrée

34.1 Find five words from the word list above that are names for the following ways chefs and restaurants prepare or serve their food. Three are Gallicisms, one has been borrowed from the Swedes and one is Chinese.

- a a term that refers to a cook's having their equipment and ingredients in place ready to use _____ /2
- b an informal meal at which guests serve themselves _____ /2
- c a meal in which diners choose from a wide range of dishes served from a trolley _____ /2
- d a meal ordered course by course according to the wishes of the diners _____ /2
- e a meal with many different dishes, usually cold meats, pickled fish and salads, to which diners help themselves _____ /2 /10

34.2 Find four words from the word list that relate to the ways food is prepared or served.

- a to fry quickly in a small amount of fat _____
- b dressed or served in flaming spirits _____
- c a salad dressing flavoured with vinegar, oil, herbs and seasonings _____
- d to cook food by simmering it in a small amount of liquid _____ /4

34.3 Find four words from the word list that are names for items we cook with or eat on.

- a a tool like a knife with a broad blunt flexible blade, used for spreading things _____
- b knives, forks and spoons _____
- c china cups, saucers, dishes, plates _____
- d a bowl-shaped cooking pan used in Asian cookery _____ /4

34.4 Find Gallicisms from the word list that refer to the following meal courses.

- a dish served before the main course _____
- b a variety of appetisers served before the main meal _____ /2

34.5

- a Match each dish with its country of origin.

paella	falafel	samosa	pho	couscous
gnocchi	strudel	bouillabaisse	borsch	baklava

India		Russia	
Vietnam		Spain	
France		Tunisia/Morocco	
Egypt		Greece	
Germany		Italy	<input type="text"/> /10

- b Which three dishes listed are soups? _____ /6

- c Which two dishes listed are desserts? _____ /4 /20

TOTAL /40

EXTENSION

Find as many food words as possible that come from different languages. They may be the names of ingredients, dishes, cooking implements, the people who make the food or the speciality shops that sell it. Explain what each word means and give its country of origin.

- h** Neesha heard a scratching noise. She felt frightened. She knew she had to do something.
-
- i** She needed to investigate. Her lively imagination would take over.
-
- j** She crept toward the cupboard. There was a torch there.
-
- k** Next she made her way to the door. She gently opened it. There stood a huge black dog.
-
- l** He looked fierce. He was very gentle.
-
- m** Neesha patted him. The power came back on. Everything was back to normal.
-
- n** The dog slept on the mat. She cooked. She felt very pleased with herself.
-
- o** Her family would get a big surprise. They came home.
-
- p** They got chicken curry. They got an affectionate black dog.
-

35.3 Sometimes sentences begin with conjunctions. In the sentences that follow, the conjunctions are in italics. Rewrite the sentences so that the conjunctions come first.

- a** Bella and I did not want to eat the crocodile burgers *unless* we had to.
-
- b** I cut my finger *when* I was chopping onions.
-
- c** Yassu drank coffee and ate baklava *while* he waited for Yaya to do her shopping.
-
- d** Australians drank more tea than coffee *until* the arrival of immigrants from Europe.
-
- e** The dish is quite simple to prepare *although* it looks complicated.
-
- f** ‘I am going to the market *whether* or not you come with me’, Mum said angrily.
-
- g** You will improve your diet *if* you eat two serves of fruit and five serves of vegetables a day.
-

TOTAL	<input type="text" value="/40"/>
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EXTENSION

Your advertising agency has been approached to design an advertisement for the conjunction. What are its advantages and benefits? Design an advertisement and present it to your new clients (the rest of the class).

Name: _____

Class: _____

Date: _____

The colon

The colon has many uses. It can be used to introduce a list.

To make hummus you will need: chickpeas, garlic, olive oil, tahini paste and lemon juice.

Colons are also used to introduce quotations.

The actor threw open his arms saying: ‘If music be the food of love, play on’.

Colons can be used to introduce more information about what precedes it.

There was nothing wrong with the recipe: just a careless cook.

36.1 Place a colon where required in each of these sentences.

- a In order to go on the excursion to Chinatown you will need the following a small day pack, a bottle of water, a notebook, a camera and your parents’ permission.
- b ‘Would the following students report to the canteen at recess Charlie Parker, Lucia Fields and Shafica Anwar’, said the voice over the PA.
- c Tourists to Australia come from many different countries India, China, Japan, Germany and the United States.
- d We saw many different dogs at the show golden retrievers, Airedale terriers, cocker spaniels and schnauzers.
- e Joe will be cooking dinner tonight fried rice with chicken, prawns and lots of vegetables.
- f My nanna is fond of saying ‘Your eyes are bigger than your stomach’.
- g Hermione was horrified by the dish of chicken feet in front of her too horrified to pick up her cutlery and begin eating.
- h The actors playing witches stirred the cauldron, muttering ‘Double, double, toil and trouble, fire burn and cauldron bubble’.
- i It was a traditional English Christmas dinner a meal comprised of roast turkey and plum pudding with brandy butter sauce.
- j Eventually the truth was revealed Ned’s sister had made the cake he brought with him. /10

The semicolon

The semicolon is used in a sentence to separate ideas that are different but connected and equally important.

Miss Arena is ill this evening; the part of Mary Poppins will be played by Lisa Davenport.

The pause required by a semicolon is weaker than a full stop and stronger than a comma.

36.2 Place a semicolon where required in each of the following sentences.

- a The kitchen door flew open the chef stormed out.
- b Jim thought he would fail his food technology test he had not studied at all.

- c The meal is ready we must go to the table.
- d From outside, the restaurant was dull and gloomy the inside was not much better.
- e Most people like dessert we seem to enjoy sweet things.

	/5

36.3 Punctuate the following passage by inserting six full stops, one question mark, one exclamation mark, one colon, three commas, three sets of quotation marks and five apostrophes. Cross off each mark as you use it.

.	?	!	:	,
“	“	“	,	,	,	,	,	,	,

The cooking school cooking competition was called My dessert rules and Will, Ben and I planned to make a pavlova a famous Australian dessert that the Kiwis reckon they invented. We were going to use Bens grandma’s recipe. Vicharinya and Tam were competing against us and they were going to make Thai mango and sticky rice

We’re pretty confident, Tam told us

The bell rang and we swung into action

No I’ve left the sesame seeds behind groaned Vicharinya and you could’ve cut the air with a knife Which team would manage to get its act together and prepare the winning dessert

/20

Word endings

If we add the suffixes ‘-er’, ‘-ed’ or ‘-ing’ to a word with one syllable word that ends with a vowel and then a consonant, we must double the consonant.

scan → scanner hop → hopped sit → sitting

The only exception to this rule are words that end in ‘-w’, ‘-x’ or ‘-y’.

saw → sawing play → playing fax → faxing

If we add the suffix ‘-ing’ to a one-syllabled word that ends in ‘-e’, in most cases we drop the ‘-e’.

like → liking

36.4 Highlight the words in the box that have been spelt incorrectly.

hating	hideing	whiped	hoping	looking	leading
changeing	babysiter	wrapped	knitted	flipers	mating

/5

TOTAL	/40
--------------	-----

EXTENSION

Write the next paragraph in your account of ‘My dessert rules’ in exercise 36.3. Again include six full stops, one question mark, one exclamation mark, one colon, three commas, three sets of quotation marks and five apostrophes. Cross off each mark as you use it.

Name: _____

Class: _____

Date: _____

When it comes to sport, kids think they can dance

Traditional sports, such as cricket and tennis, are losing popularity among Australian children, but dancing has found its groove.

Boys have caught the dancing bug, with 50 700 participating this year, up from 22 200 in 2003. Its popularity has it at No. 10 for boys sports based on percentage, according to the Australian Bureau of Statistics.

Dancing is the most popular sport for girls, with 367 400 taking dancing lessons, up from 307 100 in 2003.

Jacqui Tsamoudakis, of Jacqui T's School of Dance, said television shows such as *Glee* and *So You Think You Can Dance* had pushed dancing into the limelight.

Ms Tsamoudakis said there had been a rapid increase in demand for dancing classes, especially from boys up to 10 years old and teenage girls.

She said the television shows had made dancing a more acceptable choice for boys, who mostly favour hip hop and funk dance while girls choose contemporary and more recent styles over classical ballet.

"It doesn't surprise me, but it's unfortunate," she said of the slowing interest in ballet.

She said the children who watch *Glee* want to experience drama, jazz and funk while those who like *So You Think You Can Dance* were more into contemporary and hip hop styles.

The popularity of dancing has also led to many more dancing schools opening, she said.

After dancing, the most popular sports among girls aged five to 14 were swimming, netball and gymnastics. Soccer was the most popular activity for boys, followed by swimming, Australian Rules football and basketball.

Lara O'Toole and Craig Butt, *The Age*

BOYS (2003 ranking in brackets)				
	2003	2012		% CHANGE
Soccer (1)	301 000	309 700	↑	2.9
Swimming/ Diving (2)	213 600	235 200	↑	10.1
Australian Rules (3)	184 200	212 700	↑	15.5
Basketball (6)	116 100	131 300	↑	13.1
Cricket (5)	124 200	123 100	↓	0.9
Tennis (4)	128 300	119 600	↓	6.8
Martial arts	83 900	111 200	↑	32.5
Rugby league	79 200	107 400	↑	40.9
Rugby union	32 500	57 900	↑	78.2
Dancing	22 200	50 700	↑	128.4

GIRLS (2003 ranking in brackets)				
	2003	2012		% CHANGE
Dancing (1)	307 100	367 400	↑	19.6
Swimming/ Diving (3)	225 500	256 900	↑	13.9
Netball (2)	233 000	220 400	↓	5.4
Gymnastics	n/a	109 800	↑	n/a
Basketball (5)	88 900	88 900		0
Soccer	54 800	87 800	↑	60.2
Tennis (4)	100 100	85 600	↓	14.5
Martial arts	45 800	49 800	↑	8.7
Athletics/ track and field	48 600	42 700	↓	12.1
Hockey	33 000	26 600	↑	19.4

Source: Australian Bureau of Statistics

37.1 Answer the following questions based on the article.

a Who is Jacqui Tsamoudakis? Why do you think she is interested in the increase in numbers at dance classes?

_____ /3

b Why does she think there has been such an increase in the number of boys taking dancing classes?

_____ /3

c Which two types of dancing are more popular among boys?

_____ /2

LOOKING DEEPER

- d The title of the article plays on the name of a television show for its effect. Which show is referenced? What point does the headline make?

/4 /12

37.2 Answer the following questions using the tables on page 73.

- a When the results of boys and girls are combined, what is the most popular sport?

- b How many more girls took up dancing from 2003 to 2012? _____

- c What was the percentage change for girls taking up dancing from 2003 to 2012?

- d How many more boys took up dancing from 2003 to 2012? _____

- e What was the percentage change for boys taking up dancing? _____

- f What could be the reason for the increased interest in dancing? _____

 /2

- g Which sport showed the biggest decline for both boys and girls? _____

- h Which four sports showed the biggest percentage increase for boys? _____

 /3

- i Which three sports showed the biggest percentage loss for girls? _____

 /3

- j The source for these statistics is the Australian Bureau of Statistics. Do you think this would be a reliable source? Give reasons for your answer.

 /4

- k Using the tables, suggest reasons for the change in popularity of five of the sports listed.

/10 /28

TOTAL /40

EXTENSION

Present a report on one style of dancing (e.g. waltz, tango, hip hop or one of your favourites). Include pictures and music. You could even demonstrate the dance yourself!

Name: _____

Class: _____

Date: _____

Word list

breakdance	flamenco	macarena	salsa	waltz
charleston	hula	moonwalk	samba	zydeco
choreographer	improvisation	odori	tap dancers	
disco	limbo	polka	tempo	
fandango	line dance	prima ballerina	tarantella	

38.1 Complete each of the following sentences with an appropriate word from the word list. You might need to use a dictionary.

- a The _____ was made famous by Michael Jackson.
- b The speed or rhythm of a piece of music is known as the _____.
- c 'The Blue Danube' is a famous _____ by Strauss.
- d In the _____ dance the dancer bends back to pass under a low bar.
- e Hawaii is the birthplace of the _____, which is often danced in grass skirts.
- f An _____ is a dance performed with little or no preparation.
- g The _____ arranges the series of steps and movements in a dance.
- h The _____ is the star soloist in a ballet company.
- i The _____ is a lively American dance of the 1920s.
- j _____ wear metal plates on the soles of their shoes. /10

38.2 Match the dance with its country or area of origin.

- a flamenco _____
- b hula _____
- c tarantella _____
- d waltz _____
- e charleston _____
- f salsa _____
- g zydeco _____
- h macarena _____
- i odori _____
- j samba _____ /10

38.3 Match the musical instrument with its country of origin.

- | | | |
|---|-------------|---------------|
| a | sitar | Trinidad |
| b | ukulele | Scotland |
| c | taiko drums | South America |
| d | bagpipes | India |
| e | didgeridoo | Hawaii |
| f | maracas | Japan |
| g | steel drum | Australia |

/7

38.4 An anagram is a word or phrase made by rearranging the letters of another. For example, 'heart' is an anagram of 'earth'. Follow the clues to find an anagram for each of the words in *italics*

- a *Christmas* does this to your bank balance. (two words) _____
- b *A funeral* is not usually like this. (two words) _____
- c *Astronomers* would be unhappy if there were _____. (three words)
- d *The eyes* do this. _____ (two words)
- e *Christine* becomes a pleasing piece of clothing. _____ (two words)
- f The *tango* becomes an island in the Pacific. _____
- g *Limbo* is an international oil company. _____

/7

38.5 Fill each gap with an appropriate word from the word list.

set choreographer conductor stage manager costume

It takes many people to bring a dance production to the stage. The _____ creates the routine for the dancers, while the _____ designer makes sure the setting on the stage provides a fitting background. The _____ designer designs and sources the outfits and the _____ is responsible for the musicians and their music. The _____ is responsible for the smooth working of the show on the night.

/2
/6

TOTAL /40

EXTENSION

Make a list of some humorous anagrams. You could use the Internet to help you.

Name:

Class:

Date:

Subject and predicate

A sentence is a statement or a group of words that makes complete sense by itself. All sentences have a subject and a predicate. The subject tells us which person, thing or idea is being spoken about. The predicate tells us what the subject is or does.

The subject

To identify the subject of a sentence, ask 'who' or 'what' about the verb.

Marion loves presents.

In the above example, if we ask '*who* loves presents' The answer is *Marion*. *Marion* is the subject of the sentence.

The subject can consist of one or two words or it can consist of a number of words.

All the children, including the smallest ones, took part in the play.

The predicate

The predicate tells us what the subject is or does.

The teacher **gave the children roles to play**.

The predicate must contain a verb. The verb in the above example is *gave*. The predicate can consist of the verb alone or it can contain additional information.

The object

Verbs have subjects and they can also have objects. The predicate often contains the object of the verb as well as the verb. The object is the person or thing that has the action done to it.

The children performed **the play**.

In this sentence, the object of the verb *performed* is *the play*. The object is always at least one noun or pronoun and can be accompanied by one or more adjectives.

The children performed **the short but entertaining play**.

The predicate can contain two objects.

Mr Ogden **teaches music and physical education**.

39.1

Use different coloured highlighters to code the following sentences into subject and predicate.

Our new car (subject) is silver. (predicate)

- a I love ballet concerts.
- b Puppies are cute.
- c Line dancing is popular in America.
- d Her little sister loves to sing and dance.
- e My father sings some old songs.

/2

/2

/2

/2

/2

Name: _____

Class: _____

Date: _____

Abbreviations

When you shorten or abbreviate a word, a full stop is placed after the abbreviation *unless* the abbreviation ends in the same letter as the full word. Acronyms and abbreviations made up of the first letters of each word do not need full stops.

telephone → tel. Friday → Fri. October → Oct.

If the abbreviation ends with the same letter as the full word no full stop is required.

Avenue → ave Dr → doctor

Units of measurement do not require full stops.

centimetre → cm kilogram → kg

40.1 Abbreviate each of the following words, using full stops if they are required.

- | | | |
|-------------------------------------|-------------------------------------|------------------------------------------------------------------|
| a Limited _____ | k company _____ | <input type="text" value="/2"/> |
| b Highway _____ | l Justice of the Peace _____ | <input type="text" value="/2"/> |
| c Crescent _____ | m et cetera _____ | <input type="text" value="/2"/> |
| d Proprietary _____ | n Doctor of Philosophy _____ | <input type="text" value="/2"/> |
| e Street _____ | o millimetre _____ | <input type="text" value="/2"/> |
| f Road _____ | p cash on delivery _____ | <input type="text" value="/2"/> |
| g Secretary _____ | q centimetre _____ | <input type="text" value="/2"/> |
| h volume _____ | r Doctor _____ | <input type="text" value="/2"/> |
| i Member of Parliament _____ | s Avenue _____ | <input type="text" value="/2"/> |
| j Bachelor of Arts _____ | t Court _____ | <input type="text" value="/2"/> <input type="text" value="/20"/> |

Capital letters

We first looked at capital letters in worksheet 4. Capital letters are used at the start of the names of people, places, commercial products, films, books and television shows. Words such as ‘and’, ‘in’ and ‘the’ do not need to be capitalised when they are part of a title. These words are normally only given capital letters when they begin the title.

Gone With the Wind The Cat in the Hat

40.2 Rewrite the following sentences and include capital letters as required. One mark will be awarded if the entire sentence is correct.

- a** grandma loves to dance the waltz.
- _____

- b** shafica was born in lebanon.
- _____

- c which television program do you prefer – *modern family* or *australian idol*?
-
- d i enjoyed reading *harry potter and the philosopher's stone*.
-
- e i prefer holdens to fords.
-
- f did you enjoy *the hobbit*?
-
- g lleyton hewitt, who is originally from south australia, won wimbledon in 2002.
-
- h are you going to see *les miserables* on friday?
-
- i *the lord of the rings* is a very popular book.
-
- j the sydney swans won the afl premiership in 2012.
-
- k we were advised to stay away from crowds in jakarta.
-
- l *the simpsons* is the most popular television show on earth. /12

Confusing homophones

Your computer spell check will not correct your wrong choice of word. It will approve the word if it is spelt correctly, so you must know which word you want to use.

40.3 Highlight the correct word out of the pair in brackets.

- a You must be (quite/quiet). You are making (too/to) much noise. /2
- b The (principle/principal) was a woman with high (principles/principals). /2
- c (Rise/Raise) your right hand and repeat after me ...
- d Pull your top down. No one wants to see your (naval/navel).
- e Apply the hand (brake/break) so the car doesn't roll down the hill.
- f I think we will have chilli (muscles/mussels) for dinner tonight. /8

TOTAL /40

EXTENSION

Write a paragraph about your favourite singer (or group), leaving out capital letters and punctuation. Ask another student to rewrite it correctly. This could be done on a computer.

1.1

- a strange, unfamiliar
- b plants and animals
- c originating in a particular country
- d a country's or household's income and the way it is spent
- e a person whose ancestors came from England, Ireland, Wales or Scotland
- f welcoming
- g a person who committed armed robbery, and escaped into the bush
- h a wicked person, a criminal
- i hardship, misfortune
- j the number of inhabitants of a particular town or country
- k a Greek dish of barbecued lamb, dressing and salad in pita bread
- l spicy, deep-fried chickpea balls
- m modesty, being aware of our faults

1.2

- a Captain Arthur Phillip
- b i wool ii wheat
- c The discovery of gold at Ballarat in the 1850s caused Australia to grow rapidly.
- d Any three of: Middle East, Africa, Europe or South-East Asia
- e Answers will vary. E.g. welcoming challenges, looking after our mates, facing adversity with humour, personal responsibility, humility

LOOKING DEEPER

- f Stocktaking means looking at strengths, weaknesses and assets. Businesses usually carry out a stocktake once a year. The title of the article tells us that it is worthwhile to think about our past, what we have achieved and where we are going.

1.3

AUSSIE SLANG	COMMON ENGLISH MEANING
bloke	man
Pom	English person
gander	look
as game as Ned Kelly	brave, daring
fair dinkum	true, genuine
Bluey	someone with red hair

1.4

FAMOUS AUSTRALIAN	OCCUPATION
Gurrumul Yunupingu	Indigenous Australian musician
Don Bradman	cricketer
Dr Fiona Wood	led the team who developed artificial skin for burns victims
Sidney Nolan	artist
'Weary' Dunlop	World War II doctor and prisoner of war who saved lives in prison camp
Black Caviar	racehorse

2.1

commemorates, Fleet, poverty, discontent, authorities, harsh, transportation, rebelled, convicts, hostility, scurvy, medicinal, flora, fauna, garrison, severity, cruelty, ceremony, colony, courage.

2.2

- a hide
- b rich
- c tiny
- d meet
- e unwisely
- f magician
- g sick
- h perfume
- i clumsy
- j enemy

2.3

- a car
- b mistake
- c build
- d alone
- e easy
- f purchase
- g neat
- h even
- i pill
- j sad

E	P	U	R	C	H	A	S	E	V	A	B
V	F	P	A	K	C	A	B	E	R	N	U
E	N	L	I	D	A	E	A	S	Y	U	I
N	E	D	A	L	R	Q	G	T	X	V	L
N	A	T	O	T	L	N	T	E	I	L	D
E	T	M	I	S	T	A	K	E	S	T	X
R	A	N	S	A	D	I	A	L	O	N	E

3.1

Answers will vary. Examples include:

COMMON NOUNS	PROPER NOUNS
city	Melbourne
horse	Phar Lap
mountain	Mount Kosciuszko
boy	Danny
country	Australia
bridge	Sydney Harbour
dog	Rover
ocean	Pacific
athlete	Sally Pearson
actor	Mia Wasikowska

3.2

Abstract: confusion, cruelty, loyalty, punctuality, freedom, beauty, fear, delight, courage, anger.

Concrete: kangaroo, desert, friends, cricket, footballer, pavlova, yachts, wool, tennis, drought.

3.3

- a bravery e sorrow i humour
- b care f hostility j greed
- c timidity g resentment
- d joy h friendship

3.4

- a gaggle e convoy i anthology
- b pride f gang j batch
- c fleet g pack
- d litter h crew

C	O	N	V	O	Y	P	A	L	B	T	U	R	O
J	F	A	V	E	L	A	N	A	I	K	E	R	R
O	D	L	O	R	E	C	T	K	I	T	E	S	E
D	X	A	E	F	D	K	H	C	U	R	T	O	F
E	Y	A	L	E	T	O	O	A	R	O	V	E	U
F	W	Q	R	M	T	N	L	V	O	E	D	A	R
T	D	B	C	K	O	E	O	E	D	A	W	D	F
A	E	F	T	U	J	D	G	D	P	R	I	D	E
G	A	N	G	J	R	S	Y	I	R	U	R	E	V
E	G	U	R	S	T	A	V	G	A	G	G	L	E
B	O	B	A	T	C	H	O	G	D	A	L	L	E

4.1

On Saturday I am leaving for the Northern Territory and will meet Scott in Darwin; we're hoping to visit Kakadu National Park.

4.2

- a Within a few hours of landing, Phillip had decided that Botany Bay was unsuitable for a settlement.
- b The film 'Gallipoli' celebrates the bravery of the Anzacs at a small cove on the coast of Turkey.

4.3

- a dye e piece i wrapped
- b roll f through j witch
- c creek g passed
- d rode h hare

4.4

- a two e there i of
- b too f It's j wear
- c They're g its
- d their h off

5.1

snapshot	6	a photograph taken quickly without any formal arrangement of the subject
vibrant	15	bright and strong
immigration	8	coming to live in another country
multicultural	11	made up of various cultural or ethnic groups
diversity	12	made up of a variety or several different kinds
recognise	10	realise
engage	1	occupy the attention of
census	3	an official count or survey of the population
median	2	the middle value of a series of values arranged in order or size
lone	7	solitary
blended	5	mixed
relevant	14	connected with what is being discussed or dealt with
buoyant	4	able to float
prosper	9	be successful
predominant	13	the greatest part of a group of people or things

5.2

- a** false **d** false **g** false
b true **e** true **h** false
c true **f** false **i** 1.9
j environmental, educational, economic
k 'Blended' refers to a family where one parent has children that are not related to the other parent.
l divorce, family breakdown (or similar)
m Businesses are said to be 'confident' when they successfully produce and sell their goods and services. This allows them to employ people and create jobs, which benefits the economy in the form of payment of taxes and wages. The government also needs to have enough money to fund areas such as health, education and infrastructure.
n The word 'buoyant' suggests that an economy needs to be able to continue to rise and never sink. (or similar)
o Answers will vary.
p The article provides a very brief insight into life in Australia today and doesn't provide detail in relation to the areas mentioned.

6.1

- a** asylum **h** humane **o** inundated
b deficit **i** phenomenon **p** convention
c refugee **j** dilemma **q** persecution
d habitat **k** democracy **r** globalisation
e catastrophic **l** cyclone **s** conservationist
f adversity **m** climate **t** severity
g urban **n** El Niño

6.2

- a** **said** remarked commented mentioned
b **scared** frightened terrified alarmed
c **laughed** giggled chuckled cackled
d **answer** reply respond retort

6.3

blowies, bottler, cactus, esky, galah, larrikin, yabbies, yakka

7.1

- a** built/are **c** live/travel **e** will, be
b will learn/is **d** Do, have/do driving, has

7.2

- a** past tense **e** present tense **i** past tense
b past tense **f** present tense **j** past tense
c present tense **g** future tense
d future tense **h** future tense

7.3

- a** taught **e** will sell **i** is saving
b was **f** will arrive **j** are not able
c had **g** is auditioning
d will be **h** am swimming

7.4

NOUN	VERBS (TO ...)
education	educate
harassment	harass
beauty	beautify
improvement	improve
obedience	obey
persuasion	persuade
creation	create
collision	collide
marriage	marry
thought	think

8.1

- a** ? **d** ? **g** ?
b ? **e** ? **h** .
c . **f** .

8.2

- a** Are you going on the excursion to Parliament House today?
b I certainly hope so!
c Why are you so definite?
d I was the first person in class to bring back my permission slip.
e Do you need to borrow some money?
f No! Don't be so insulting!
g Sorry! I didn't mean to offend you.
h I'm sorry too. I shouldn't have been so rude.
i Do you want to come to my place for a swim after school?
j Yes. I wonder what time our excursion will get back.

8.3

Hello Mrs Roberts. It's Julia speaking. How are you?
 I'm well thanks Julia. How are you?
 Shocking! May I please speak to Georgia?
 Certainly.
 Hey Julia. How's it going?
 I've got an ingrown toenail.
 Gross!

8.4

Last Wednesday I started at Southbridge High. In English we are reading a book called 'Croc'. It's cool.

12.1

- a** Katie, Nat and Bec were going to the barbecue.
b Katie was going to wear a tight, shiny, black dress.
c ‘Mum, where is my dress?’
d Mum replied, ‘I don’t know.’
e ‘I really need it, Mum,’ Katie said.
f Nat, who had been listening, said she had seen it in the laundry.
g The dress was found under some dirty socks, jeans, towels and tops.
h Mum, who was normally very calm, became annoyed.
i ‘Katie, why didn’t you tell me you planned to wear it today?’

12.2

We’ve only been away for three weeks and we’ve already visited Italy, France, England, Scotland and Ireland. The Irish countryside is very pretty, green and interesting. The weather, even though it’s spring, has been quite wet and cold. Yesterday we visited the Blarney Stone. You need to be an acrobat to kiss it.

‘I’m not breaking my neck to kiss that, Tony,’ said Mum. Then it was back in the car, lots more driving, getting the luggage out of the boot and into bed at last!

12.3

- a** curb **d** brews **g** whether
b There **e** wrap **h** too
c drawers **f** reign

12.4

- a** garlic **d** celebrate **g** terrified
b occasionally **e** mischief **h** bachelor
c strawberries **f** receive

13.1

- a** Christian, Buddhist, Muslim, Jewish
b family reunion, making peace, giving to charity, making offerings to deities
c We can learn about different customs and the similarities that people share.
d a god or goddess
e the birth of Jesus
f the triumph of good over evil
g Ramadan
h White
i It provides a link between generations and keeps the culture alive.

13.2

- a** Christmas pudding or plum pudding
b Scrooge suggests it be used as a murder weapon for people who say ‘Merry Christmas’.

LOOKING DEEPER

- c** Answers will vary. For example, Scrooge obviously lacks Christmas spirit. He doesn’t feel charitable.

- d** Answers will vary. For example, people like to be kind and show they have true devotion to their religion.

13.3

- a** giving money or assistance to the needy
b the original inhabitants of a place or country
c belonging or devoted to god
d holy
e doing something special or enjoyable to mark a special day or event

13.4

not heavy, low weight; cheerful; needing little effort; small in amount; low in calories, fat, sugar; trivial. (Other answers possible.)

13.5

- a** mosque Islam
b church Christianity
c synagogue Judaism
d temple Buddhism

14.1

- a** Yuletide **k** Koran (Qur’an)
b Magi **l** Ramadan
c goodwill **m** mosque
d manger, crib **n** Mecca
e Passover **o** Mohammed
f equinox **p** lunar calendar
g Diwali **q** fortune
h menorah **r** mooncakes
i synagogue **s** rebellion
j Allah, Islam

14.2

- a** pores **d** prays **g** evil
b float **e** bowl **h** slope
c heart **f** tone **i** left

14.3

- p**neumonia **c**upboard **t**humb **d**ebt **k**night
knife **g**uilt **f**oreign **s**olemn **l**eopard

15.1

- a** beautifully **e** regularly **i** too
b everywhere **f** more **j** quickly
c too **g** extremely **k** crossly
d softly **h** sometimes **l** so

15.2

ADJECTIVE	ADVERB
calm	calmly
doubtful	doubtfully
clever	cleverly
quick	quickly
restless	restlessly
coincidental	coincidentally
excessive	excessively

ADJECTIVE	ADVERB
icy	icily
courageous	courageously
polite	politely

15.3

WALK SLOWLY	SPEAK FAINTLY	CRITICISE SHARPLY
a dawdle	d whisper	g rebuke
b amble	e murmur	h reprimand
c stroll	f mutter	i reprove

15.4

NOUN	VERB	ADJECTIVE	ADVERB
terror	terrify	terrifying	terrifyingly
obedience	obey	obedient	obediently
destruction	destroy	destructive	destructively

16.1

COMPLETE WORDS	CONTRACTION
we are	we're
cannot	can't
let us	let's
he will	he'll
they have	they've
it is	it's
will not	won't
does not	doesn't
you are	you're
do not	don't

16.2

CONTRACTION	COMPLETE WORDS
we've	we have
they're	they are
there's	there is
hasn't	has not
mightn't	might not
who's	who is/who has
hadn't	had not
wouldn't	would not
she's	she is/has
could've	could have

16.3

- | | |
|----------------------|-----------------|
| a Sanjeev's, that's | f families' |
| b students' | g children's |
| c Kevin's, teacher's | h car's |
| d Australia's | i tree's |
| e week's, I'm | j don't, you're |

16.4

- a I've got a new puppy.
 b Its name is Bouncer.
 c That's a strange name!
 d The mother's name was Bindy.
 e It's a lovely warm day today.
 f I think I'll give Bouncer a bath.

17.1

- a constitutional monarchy
 b A head of state, a parliament and a Prime Minister.
 c Governor-General
 d two, House of Representatives, Senate
 e House of Representatives.
 f Senate
 g Governor-General

LOOKING DEEPER

- h i We (the people) have a say about who rules the country.
 ii We can vote out representatives we no longer want.
 i Answers will vary.

17.2

MASCULINE	FEMININE
prince	princess
sultan	sultana
emperor	empress
duke	duchess
maharajah	maharani
count	countess
lord	lady
tsar	tsarina
baron	baroness
king	queen

17.4

a	soldier
b	spaghetti
c	receive
d	ceiling
e	sieve
f	peculiar
g	weird
h	vicious
i	business
j	exaggerate
k	embarrass
l	mischievous
m	favourite
n	usable
o	irritable

18.1

- | | |
|--------------------|-----------------------|
| a abdicate | f despot |
| b caliphs | g constitution |
| c dictator | h emperor |
| d democracy | i guillotine |
| e deposed | j hereditary |

D	I	C	T	A	T	O	R	A	V	C	C	G	I	H
T	R	W	X	L	B	D	A	N	J	B	D	C	W	E
N	A	P	U	B	K	Z	Q	D	E	S	P	O	T	R
W	H	X	T	N	O	M	E	M	A	U	Q	N	R	E
D	A	L	C	L	S	P	P	D	F	L	U	S	A	D
P	R	X	R	I	O	E	Z	G	L	T	R	T	K	I
S	A	A	L	S	R	T	I	N	S	A	O	I	S	T
E	J	S	E	O	H	H	E	P	N	N	S	T	G	A
K	A	D	R	E	M	E	Q	Y	T	G	C	U	E	R
Z	F	A	R	A	O	I	K	F	G	O	A	T	P	Y
O	Z	T	E	S	E	N	I	T	O	L	L	I	U	G
Y	C	A	R	C	O	M	E	D	N	M	I	O	B	L
N	A	Y	J	L	V	O	R	E	S	V	P	N	A	W
N	J	U	T	E	B	U	X	R	H	I	H	R	Q	O
A	B	D	I	C	A	T	E	M	D	G	S	P	C	B

18.2

A	B	C	D	E	F
25	23	21	19	17	15
G	H	I	J	K	L
13	11	9	7	5	3
M	N	O	P	Q	R
1	2	4	6	8	10
S	T	U	V	W	X
12	14	16	18	20	22
Y	Z				
24	26				

After Queen Elizabeth, the next head of state will be King Charles the third. We will then have the king's Birthday holiday!

18.3

- | | |
|------------------|--------------------|
| a salmon | i wreck |
| b almond | j pneumonia |
| c subtle | k psalm |
| d receipt | l gauge |
| e reign | m surgeon |
| f dumb | n know |
| g knife | o tomb |
| h chaos | |

19.1

- | | |
|--------------------|--------------------|
| a verb | f noun |
| b adjective | g adjective |
| c noun | h adverb |
| d adverb | i verb |
| e adverb | j adverb |

19.2

NOUN	VERB	ADJECTIVE	ADVERB
beauty	beautify	beautiful	beautifully
disobedience	disobey	disobedient	disobediently
tranquillity	tranquillise	tranquil	tranquilly
disappointment	disappoint	disappointing	disappointingly
persuasion	persuade	persuasive	persuasively
astonishment	astonish	astonishing	astonishingly
danger	endanger	dangerous	dangerously
adoration	adore	adoring	adoringly
attention	attend	attentive	attentively
care	care	careful/caring	carefully

19.3

- a** Siamese **f** Arab
b Apple **g** Westminster
c Mekong **h** Ducati
d Wendy **i** Eiffel
e Taj Mahal **j** Toyota

19.4

- a** abstract **f** abstract
b concrete **g** concrete
c abstract **h** concrete
d abstract **i** abstract
e concrete **j** abstract

20.1

'We had an Anzac Day ceremony at school today,' said Holly.

Dad replied, 'That's interesting.'

'The principal told us we should remember the sacrifices our soldiers made for us; then we had a minute's silence,' Holly continued.

'A boy from the school band played something on the trumpet at the end,' added Holly's younger brother Ben.

'That's called "The Last Post",' said Dad.

20.2

- a** allowed **e** accept
b advice **f** assent
c council **g** quiet
d stationery **h** pier

21.1

- a** leprechauns **h** crock
b shrouded **i** the wearing of the green
c blight **j** Guinness
d digital **k** CE
e descent **l** intricately
f legend **m** custom
g origins

21.2

- a** hearts, doves or Cupids **h** they are cunning and mischievous
b 14 February
c 15th century **i** false
d Fifteen million **j** He called all the snakes of Ireland together, put them into a box and threw them into the sea.
e Ireland
f 17 March
g Australia, United States, Canada

LOOKING DEEPER

- k** Celebrating St Patrick's Day was a way for Irish people to maintain a connection with their homeland and a way of keeping their culture alive.

21.3

- a** to be green at the gills **f** green room
b to be green **g** to have a green thumb
c greenie **h** green belt
d green-eyed monster **i** greenhouse effect
e to give someone the green light

22.1

- a** infatuated **f** unrequited love **j** woo
b lovelorn **k** bouquet
c flirt **g** court **l** enamoured
d bashful **h** serenade **m** devotion
e endearment **i** angelic **n** yearn

22.2

- a** Dublin **e** emigrate **i** Blarney Stone
b shamrock **f** Shillelagh **j** Emerald Isle
c limerick **g** jig
d Saint, patron **h** banshee, wail

22.3

- a** extrovert **f** sharp **k** despair
b modern **g** timid **l** sweet
c accept **h** freedom **m** solid
d abundant **i** cellar **n** question
e advance **j** safety

23.1

- | | | |
|-----------------------|----------------|-------------------|
| a gallery | e choir | i convoy |
| b class | f den | j swarm |
| c school | g crew | k squadron |
| d congregation | h posse | l bevy |

23.2

- | | | | |
|-----------------|--------------|--------------|-------------|
| a is | d is | g has | j is |
| b are | e has | h has | |
| c spoils | f ls | i has | |

23.3

- | | |
|-------------------|---------------------|
| a going | c collecting |
| b swimming | d working |

23.4

- a** Antonio was helping his dad to build a fence.
b I was going to soccer training on Tuesday nights.
c I was watching too much television.

23.5

- a** We will be eating Irish stew on St Patrick's Day.
b We will be giving each other a card on Valentine's Day.
c I will be arriving in Ireland in the first week of May.
d My sister will be playing golf at the weekend.

24.1

- a** He is very upset.
b That will be fine.
c She could not swim.
d Dad is here.
e I am leaving.
f We will run.
g She would like you to come.
h You have got it wrong.
i We are driving.
j I do not know.
k She is very unhappy.
l You will be thrilled.

24.2

- | | |
|---------------------------|------------------------------|
| a I'll do it. | f We've lost. |
| b Where's the car? | g She's riding. |
| c You're clever. | h Wasn't anyone home? |
| d We could've won. | i She hasn't read it. |
| e You can't come. | j They'd arrived. |

24.3

- | | | |
|------------------|------------------|------------------|
| a reign | g herd | m heard |
| b rein | h peace | n to |
| c coarse | i course | o allowed |
| d piece | j weather | p too |
| e accept | k sow | q sew |
| f whether | l except | r aloud |

25.1

- | | |
|------------------------|------------------------|
| a urban myth | h tirade |
| b scam | i get your goat |
| c fathom | j mistletoe |
| d Grinches | k to cry foul |
| e confectionary | l commercialism |
| f Celtic | m anticipation |
| g polarises | n momentum |

25.2

- a** 26 per cent
b It is a public holiday in Ireland.
c It was a traditional festival where ancient pagans prepared for winter.
d *Two Gentlemen of Verona*
e They increase in sales between 25 and 30 per cent.
f One urban myth about Halloween is that lollies have been poisoned or contain razor blades.

LOOKING DEEPER

- g** Answers will vary. They love it. Evidence will vary but possibilities are: they start getting their costumes out in September; they make decorations every day; they hoard lollies to give out at the door; they count down the days to Halloween on a spooky calendar.
h mocking, sarcastic
i Answers will vary but suggestions are: For: it encourages interaction with your neighbours; it's fun. Against: it encourages obesity; it's an American import and irrelevant to Australian culture; it's just commercialism; it's dangerous; it requires children to beg

26.1

- | | | |
|------------------------|----------------------|------------------------|
| a eerie | f materialise | k skeleton |
| b bewitch | g gloomy | l invisible |
| c shriek | h moan | m extraordinary |
| d haunt | i spectre | n vanish |
| e bloodcurdling | j sinister | o mystery |

26.2

A	E	C	X	S	T	H	J	V	A	N	I	S	H
K	M	X	Z	M	B	E	W	I	T	C	H	J	S
N	O	G	T	B	Y	D	A	C	V	A	J	I	L
F	O	S	I	R	G	S	U	I	U	P	N	S	K
S	V	D	N	E	A	H	T	N	M	I	F	K	E
P	B	C	V	E	Q	O	T	E	S	T	G	E	E
E	S	M	I	R	U	W	R	T	R	W	J	L	S
C	A	O	S	I	E	L	E	D	I	Y	K	E	H
T	I	A	I	E	U	R	B	N	I	V	O	T	R
R	H	N	B	G	L	O	O	M	Y	N	P	O	I
E	T	A	L	C	A	M	E	R	B	F	A	N	E
T	T	Y	E	E	W	N	M	L	O	O	T	R	K
B	L	O	O	D	C	U	R	D	L	I	N	G	Y
C	A	M	A	T	E	R	I	A	L	I	S	E	A

26.3

- a iii superstitious d i ghoul
b iv voodoo e ii sprite
c iv poltergeist

27.1

- a famous e fairy, high, numerous
b black f small, shadowy
c many, hungry, Chinese g first, locked
d ancient, massive h hot

27.2

NOUN	ADJECTIVE
fear	fearful
magic	magical
spectre	spectral
ghost	ghostly
curiosity	curious
dampness	damp
hysteria	hysterical
ghoul	ghoulish
terror	terrified
anxiety	anxious
tension	tense
astonishment	astonished
chill	chilly
mourning	mournful
spell	spellbound

27.3

POSITIVE DEGREE	COMPARATIVE DEGREE	SUPERLATIVE DEGREE
beautiful	more beautiful	most beautiful
proud	prouder	proudest
powerful	more powerful	most powerful
strong	stronger	strongest
fearful	less fearful	least fearful
wise	wiser	wisest
popular	more popular	most popular
courageous	more courageous	most courageous
big	bigger	biggest
bright	brighter	brightest

28.1

- a Suleiman the Magnificent conquered many lands, including Algeria.
b In 'The Wizard of Oz' Glinda is the good witch.
c 'Have you heard of the play "Macbeth"?' Angus asked. 'It was written by Shakespeare and tells the story of the hero's meeting with three treacherous witches.'

- d Harry Potter attended Hogwarts School of Witchcraft and Wizardry.
e Researchers in the United Kingdom confirmed that a skeleton found buried under a car park was that of the infamous Richard the Third.

28.2

- a 'Trick or treat!' shouted the children.
b Charlie asked his big brother whether the old house was really haunted.
c Did Isabel find a witch's costume to wear tonight?
d I wonder if we need to pick Sam up.
e Don't be so stupid!
f Are those bats?
g Was that the clock striking twelve?
h Dad asked me why I was shivering when the fire was so warm.
i Do you like ghost stories?
j I can't believe you are going!

29.1

informal	7	not according to prescribed or customary forms
iconic	10	an artefact or practice strongly associated with a particular way of life
meditation	13	thinking deeply
colonial	9	the time when Australia was a colony of Great Britain
keen	12	intense feeling of interest or desire
troupe	1	a company, group or band of performers such as actors or singers
professional	3	following an occupation as a means of livelihood or gain
all-comers	11	everyone who turned up
martial arts	5	fighting sports
rhythmic	2	a regular pattern of movement
prevalent	8	common or widespread
outcome	6	the result of something
array	4	a range or variety

29.2

- a The first recorded match was in Sydney in 1803.
b iii from the late 19th century
c Answers will vary.
d Australian was a colony of Britain where these sports were very popular.
e The local men often had no boxing training and could be badly injured.
f A fun run is not always enjoyable.

LOOKING DEEPER

g Answers will vary. Some suggested reasons are: our lifestyles have become very sedentary; kids don't walk to school; too much time in front of screens; parents might be time-poor and buy takeaway/junk food for dinner instead of shopping for ingredients and preparing meals; people may not have the knowledge and skill to prepare healthy meals for themselves; people don't exercise enough.

h Answers will vary.

30.1

- | | | |
|-------------------------|---------------------|------------------------|
| a spine-tingling | h consistent | o peloton |
| b courageous | i electric | p possessions |
| c vocal | j triathlon | q photo finish |
| d dead heat | k pressure | r tenacious |
| e elated | l contest | s power |
| f valiant | m fashion | t time-honoured |
| g stirring | n handicap | |

30.2

b	headache	headlights	headline	headband
c	wastebasket	basketball	breadbasket	basketcase
d	schoolbus	schoolbook	schoolnight	highschool
e	waterlevel	saltwater	watermelon	drinkingwater
f	timezone	time out	timetable	nighttime
g	bedroom	ballroom	ladies room	elbow room
h	daylight	housetlight	candlelight	moonlight
i	firetruck	hellfire	housefire	bushfire
j	courthouse	cubbyhouse	housewife	lighthouse
k	seashell	seasick	seabreeze	seaside

30.3

The AFL Brownlow medal goes to the player voted by the umpires as fairest and best.

31.1

- | | |
|--------------------------|--------------------------------------|
| a delighted | d looked, clenched, stretched |
| b tackled, thrown | e swum |
| c knocked | |

31.2

- | | | |
|--------------|-------------------|---------------|
| a is | c develops | e have |
| b has | d is, lack | f are |

31.3

- | | | |
|-----------------------|-----------------------|----------------------|
| a courageously | c angrily | e ferociously |
| b accurately | d determinedly | f everywhere |

31.4

ADVERB OF MANNER	ADVERB OF TIME	ADVERB OF PLACE
anxiously	early	towards
valiantly	late	onto
angrily	tomorrow	backwards

31.5

- | | |
|----------------------|--------------------|
| a immediately | d anxiously |
| b easily | e recently |
| c gradually | |

32.1

- a** My little brother asked whether the Gabba was the home of the Brisbane Lions.
- b** Dad told me that Black Caviar's jockey was wearing black and salmon-pink silks.
- c** The coach commented that the crowd could expect a real battle today.
- d** The little girl asked whether she could learn gymnastics.
- e** The compere asked the audience to rise for the national anthem.

32.2

- a** 'I prefer Rugby League to Australian Rules football,' said Nick.

- b** 'Dad, can I have a pie and a hot dog?' my brother asked.
- c** 'No, you can't,' said Dad. 'We've brought sandwiches from home.'
- d** 'I've lost my voice from barracking so hard,' croaked Miko.
- e** 'I'm getting a headache,' complained Mum.

32.3

- | | | |
|------------------|------------------|-------------------|
| a umpires | h matches | o cities |
| b women | i photos | p lives |
| c couches | j mice | q wolves |
| d halves | k ladies | r flags |
| e donkeys | l bosses | s tomatoes |
| f valleys | m coaches | t jockeys |
| g foxes | n heroes | |

33.1

- | | | |
|------------------|--------------------|---------------------------|
| a halal | e cuisine | i major |
| b nomadic | f heritage | j hunter-gatherers |
| c kosher | g beverage | |
| d crops | h religious | |

33.2

- a Examples of bush tucker include: wattlesseed, warrigal greens, kangaroo, witchetty grubs, quandong, macadamia nuts. Bush tucker is the term used to describe Indigenous food.
- b They salted or dried their meat to preserve it because they did not have refrigeration.
- c Tea was the most popular beverage.
- d halal, kosher
- e Islam requires meat to be halal, which means the animal has to be slaughtered in a prescribed way.

LOOKING DEEPER

- f Australia still had not experienced mass immigration from other countries.
- g Answers will vary.
- h Greek

33.3

FOOD ITEM	COUNTRY OF ORIGIN	DESCRIPTION
hummus	Turkey	hummus is a dip made from chickpeas, ground sesame seeds (tahini), lemon juice and garlic
prosciutto	Italy	a dry-cured ham
laksa	Malaysia	a spicy soup dish with meat, tofu, seafood, fine rice noodles
bok choy	China	a crisp, green leafy vegetable
pappadum	India	a thin, crisp wafer bread made from spiced chickpea, potato or rice flour

34.1

- a mis en place c yum cha e smorgasbord
b buffet d à la carte

34.2

- a sauté c vinaigrette
b flambé d poach

34.3

- a spatula c crockery
b cutlery d wok

34.4

- a entrée b hors d'oeuvre

34.5

a

India	samosa
Vietnam	pho
France	bouillabaisse
Egypt	falafel
Germany	strudel

Russia	borsch
Spain	paella
Tunisia/Morocco	couscous
Greece	baklava
Italy	gnocchi

- b borsch, bouillabaisse, pho
c strudel, baklava

35.1

- a before c if e until
b while d or

35.2

- a Neesha's family had gone to see a film and she was home alone.
- b She decided to cook a chicken curry for dinner because (since, as) it was her family's favourite.
- c Neesha prepared all the ingredients before she began to cook.
- d She was feeling confident that her meal would be a great success since (because, as) she had cooked so carefully.
- e Neesha shivered with fear when she heard a huge clap of thunder.
- f The power flickered then (before) it went out and it was dark.
- g She was still shivering although the house was warm.
- h Neesha felt frightened when she heard a scratching noise but she knew she had to do something.
- i She needed to investigate or her lively imagination would take over.
- j She crept towards the cupboard where there was a torch (or because there was a torch).
- k Next she made her way to the door and gently opened it and there stood a huge black dog.
- l He looked fierce but he was very gentle.
- m Neesha patted him until the power came back on and everything was back to normal.
- n The dog slept on the mat while she cooked and felt very pleased with herself.
- o Her family would get a big surprise when they came home.
- p They got chicken curry and an affectionate black dog.

35.3

- a Unless we had to, Bella and I did not want to eat the crocodile burgers.
- b When I was chopping onions, I cut my finger.
- c While he waited for Yaya to do her shopping, Yassu ate baklava and drank coffee.
- d Until the arrival of immigrants from Europe, Australians drank more tea than coffee.
- e Although it looks complicated, the dish is actually quite simple to prepare.
- f 'Whether or not you come with me, I am going to the market', Mum said angrily.

- g** If you eat two serves of fruit and five serves of vegetables a day, you will improve your diet.

36.1

- a** In order to go on the excursion to Chinatown you will need the following: a small day pack, a bottle of water, a notebook, a camera and your parents' permission.
- b** 'Would the following students report to the canteen at recess: Charlie Parker, Lucia Fields and Shafica Anwar', said the voice over the PA.
- c** Tourists to Australia come from many different countries: India, China, Japan, Germany and the United States.
- d** We saw many different dogs at the show: golden retrievers, Airedale terriers, cocker spaniels and schnauzers.
- e** Joe will be cooking dinner tonight: fried rice with chicken, prawns and lots of vegetables.
- f** My nanna is fond of saying: 'Your eyes are bigger than your stomach'.
- g** Hermione was horrified by the dish of chicken feet in front of her: too horrified to pick up her cutlery and begin eating.
- h** The actors playing witches stirred the cauldron, muttering: 'Double, double, toil and trouble, fire burn and cauldron bubble'.
- i** It was a traditional English Christmas dinner: a meal comprised of roast turkey and plum pudding with brandy butter sauce.
- j** Eventually the truth was revealed: Ned's sister had made the cake he brought with him.

36.2

- a** The kitchen door flew open; the chef stormed out.
- b** Jim thought he would fail his food technology test; he had not studied at all.
- c** The meal is ready; we must go to the table.
- d** From outside, the restaurant was dull and gloomy; the inside was not much better.
- e** Most people like dessert; we seem to enjoy sweet things.

36.3

The cooking school cooking competition was called 'My dessert rules' and Will, Ben and I planned to make a pavlova: a famous Australian dessert that the Kiwis reckon they invented. We were going to use Ben's grandma's recipe. Vicharina and Tam were competing against us and they were going to make Thai mango and sticky rice.

'We're pretty confident,' Tam told us.

The bell rang and we swung into action.

'No! I've left the sesame seeds behind,' groaned Vicharina and you could've cut the air with a knife. Which team would manage to get its act together and prepare the winning dessert?

36.4

hideing whiped changeing
babysiter flippers

37.1

- a** Jacqui Tsamoudakis is the head of Jacqui T's School of Dance. An increased interest in dance means potentially more clients at her dance school.
- b** She thinks that television shows such as *Glee* and *So You Think You Can Dance* have made dancing a more acceptable choice for boys.
- c** hip hop and funk dance

LOOKING DEEPER

- d** Answers will vary. The headline references the show *So You Think You Can Dance*. The article makes the point that dance has increased in popularity over the last few years and is now the most popular sport for girls. (or similar response)

37.2

- | | | |
|------------------------------|-----------------|-----------------|
| a swimming/
diving | b 60 300 | d 28 500 |
| | c 19.6% | e 128.4% |
- f** Answers may vary but could include the popularity of TV shows such as 'So You Think You Can Dance', 'The X Factor', 'Dancing with the Stars' etc.
- g** tennis
- h** dancing, rugby union, rugby league, martial arts
- i** tennis, athletics, netball
- j** Answers will vary. The ABS is a government organisation with no commercial interest in the outcome and present unbiased statistics.
- k** Answers will vary.

38.1

- | | |
|-------------------|--------------------------|
| a moonwalk | f improvisation |
| b tempo | g choreographer |
| c waltz | h prima ballerina |
| d limbo | i Charleston |
| e hula | j tap dancers |

38.2

- | | | |
|----------------------|-------------------------|-----------------|
| a Spain | e US | i Japan |
| b Hawaii (US) | f Latin America | j Brazil |
| c Italy | g Louisiana (US) | |
| d Austria | h Spain | |

38.3

- | | |
|----------------------|---------------|
| a sitar | India |
| b ukulele | Hawaii |
| c taiko drums | Japan |
| d bagpipes | Scotland |
| e didgeridoo | Australia |
| f maracas | South America |
| g steel drum | Trinidad |

38.4

- | | | |
|------------------------|---------------------|----------------|
| a trims cash | d they see | g Mobil |
| b real fun | e nice shirt | |
| c no more stars | f Tonga | |

38.5

It takes many people to bring a dance production to the stage. The **choreographer** creates the routine for the dancers, while the **set** designer makes sure the

setting on the stage provides a fitting background. The **costume** designer designs and sources the outfits and the **conductor** is responsible for the musicians and their music. The **stage manager** is responsible for the smooth working of the show on the night.

39.1

subject = black text

predicate = green text

- a I love ballet concerts.
- b Puppies are cute.
- c Line dancing is popular in America.
- d Her little sister loves to sing and dance.
- e My father sings some old songs.
- f The dance competition lasted for eight days.
- g Many children believe in the tooth fairy.
- h Dad played the piano at the school concert.
- i Music is very important to many people.
- j The crowd held candles at the carols.

39.2

- | | |
|----------------------------------|-------------------------|
| a My family | f The stage decorations |
| b Carols by Candlelight | g The dancers |
| c The church bells | h Crowds of people |
| d Dogs | i Broadway |
| e The Chinese and the Vietnamese | j I |

39.3

- | | |
|--------------------------------|------------------|
| a the school's piano | f a few flathead |
| b the computers | g folk dancing |
| c the set of <i>The Hobbit</i> | h our new gym |
| d an elaborate dish | i ice-cream |
| e my dancing shoes | j Perth |

40.1

- | | | | |
|---------|--------|--------|-------|
| a Ltd | f Rd | k co. | p COD |
| b Hwy | g Sec. | l JP | q cm |
| c Cres. | h vol. | m etc. | r Dr |
| d Pty | i MP | n PhD | s Ave |
| e St | j BA | o mm | t Ct |

40.2

- a Grandma loves to dance the waltz.
- b Shafica was born in Lebanon.
- c Which television program do you prefer: *Modern Family* or *Australian Idol*?
- d I enjoyed reading *Harry Potter and the Philosopher's Stone*.
- e I prefer Holdens to Fords.
- f Did you enjoy *The Hobbit*?
- g Lleyton Hewitt, who is originally from South Australia, won Wimbledon in 2002.
- h Are you going to see *Les Miserables* on Friday?
- i *The Lord of the Rings* is a very popular book.
- j The Sydney Swans won the AFL premiership in 2012.
- k We were advised to stay away from the crowds in Jakarta.
- l *The Simpsons* is the most popular television show on Earth.

40.3

- a quiet; too
- b principal; principles
- c Raise
- d navel
- e brake
- f mussels

SKILLWORKS 1

Skillworks: Australian Curriculum edition is a complete weekly homework program. Each week, students complete a thematically based, double-sided worksheet, and build their knowledge and skills in comprehension, grammar, punctuation, spelling and vocabulary. Each worksheet contains a clear explanation of a particular rule, a text extract or a word list supported by engaging and relevant exercises.

Highlights of this Australian Curriculum edition include:

- Updated content and themes related to the Australian Curriculum
- obook: cloud-based web-book available anywhere, anytime, on any device, which combines a digital version of the text with study tools
- assess: built-in online assessment program available via the obook
- Answers provided in a tear-out section at the back of each book and via the obook

The student book is accompanied by a teacher obook that provides answers, tests, word lists, class and student record sheets and other useful information. The accompanying assess tool enables teachers to schedule tests, view class progress and results and create reports.

Skillworks is a four book series for Years 7–10.

