





AUSTRALIAN CURRICULUM

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# OXFORD ENGLISH

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KNOWLEDGE AND SKILLS

# 4

PAUL GROVER

OXFORD  
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Oxford English 4

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# PREFACE

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

## THE WORKBOOK

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

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



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

## BOOK-ONLY ENRICHING LITERATURE UNITS

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

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



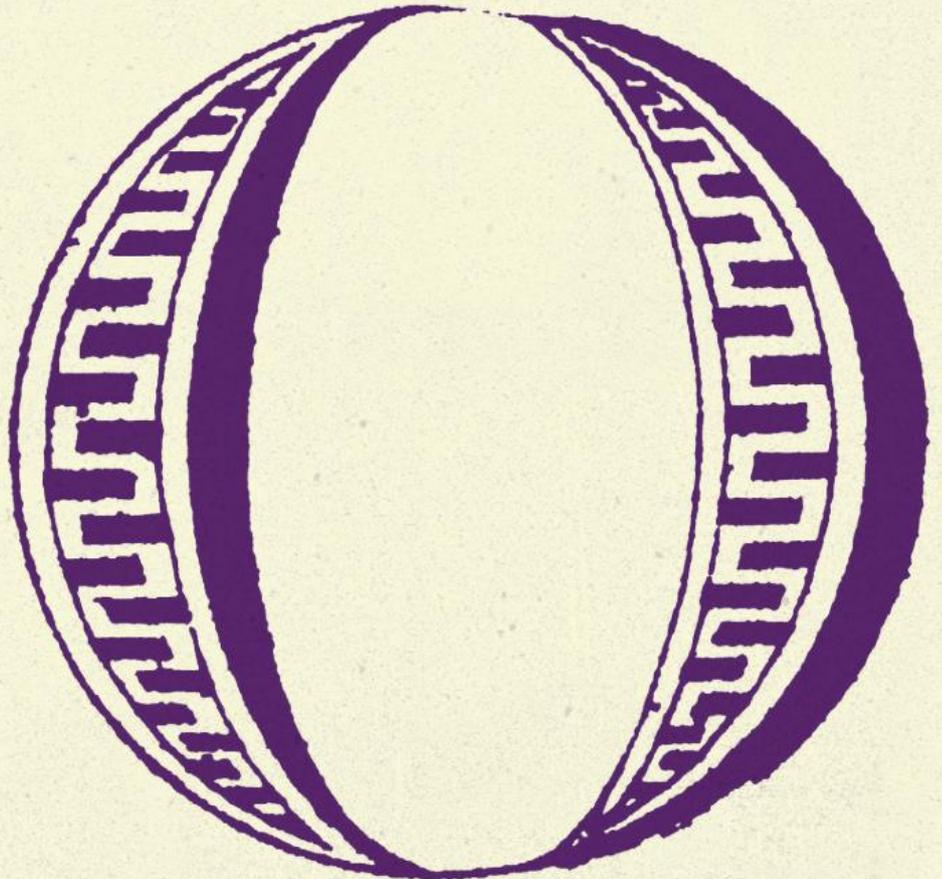
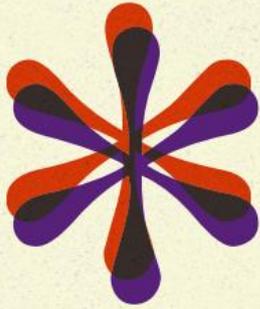
The units are written by experienced authors Jane Sherlock and Deb McPherson. Access these Enriching Literature units via the table of contents in the book.

## ABOUT THE AUTHOR

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



**USING WORDS —  
EXPLORING  
PARTS OF SPEECH  
AND SPELLING**





## PART ONE

---

# USING WORDS — EXPLORING PARTS OF SPEECH AND SPELLING



# UNIT 1 Nouns Name – Noun Types and Noun Functions

## ENGLISH IN FOCUS

### Soundtrack by Cate Kennedy

Rachel is cooking cauliflower cheese when her daughter tells her she has joined a band and they will be practising in the rumpus room starting next Saturday. Rachel leaves off stirring the white sauce and turns to look at her daughter incredulously.

Emma is slumping in the doorway wearing the look of tired defiance she wore the day she got the tattoo. Rachel burst into tears that day, not because the tattoo was bleeding or defacing or even offensive – a Celtic cross surrounding a yin-yang symbol just above her breast – but because she was transported in a moment to a day seventeen years before when she had tickled that plump, powdered body, kissed it noisily just where the yin yang now twisted.

1 Use your knowledge of nouns to make a list of the following types of nouns:

- a one collective noun \_\_\_\_\_
- b two compound nouns \_\_\_\_\_
- c two abstract nouns \_\_\_\_\_
- d three proper nouns \_\_\_\_\_
- e four concrete nouns \_\_\_\_\_

2 Rewrite the first sentence of this extract but change all the nouns to create a completely new meaning. You can use a variety of noun forms. An example has been done for you.

Sue is cooking lasagne when her sister tells her she has joined a drama club and they will be practising in the lounge room starting next Friday.

\_\_\_\_\_

\_\_\_\_\_

3 Change each of these nouns from the extract into their plural form using correct spelling.

- |                  |                 |
|------------------|-----------------|
| a cheese _____   | e tattoo _____  |
| b Saturday _____ | f cross _____   |
| c sauce _____    | g body _____    |
| d symbol _____   | h doorway _____ |

## A NEW LOOK AT NOUNS IN TEXTS AND CONTEXTS

### THE IMPORTANCE OF GRAMMAR

Understanding English grammar allows you to be more confident in writing, reading and speaking wherever you are in the future. Recognising how language works develops your ability to use different parts of speech with confidence and to avoid errors of expression. Developing grammar skills allows you to use language in a more sophisticated way and to become a more accurate and clearer communicator.

Grammar knowledge is also important as a student because you are required to analyse the ways language works in different texts in English assessments, tests and homework assignments.

### WHAT IS GRAMMAR?

Grammar is the ways words work together in sentences, and how the patterns of words are used to create meaning. Human beings grow up with grammar all around them, and we learn from others the best ways to communicate when we are young.

Young children begin speaking by using key words that carry the most meaning on their own, such as **play**, **dinner** and **home**. They soon develop the ability to create grammatically correct and more meaningful sentences, such as 'I want to play', 'Can we have dinner now?' or 'When will we go home?' Children learn new words and new ways to put them together, and refine their ability to communicate with others as they grow older.

### PARTS OF SPEECH: NOUNS

The building blocks of grammar are the different parts of speech. English is made up of different types of words, such as nouns, verbs and adjectives, which work together to communicate meaning.

Nouns are the names of people, places, animals, things, qualities or conditions. They communicate important information to the reader or listener. Nouns can be common or proper, singular or plural, concrete or abstract, collective or compound. Five main types are listed in the table below.

Type of noun	Explanation	Example
<b>Common noun</b>	Names people, places, things, creatures, feelings, emotions.	student, employee, workplace, party, computer, fear, joy, embarrassment
<b>Proper noun</b>	Names people, places and titles. Always begins with a capital letter.	Alex, Sydney, Dr Crawford, Eiffel Tower, China
<b>Concrete noun</b>	Names objects that you can see, touch, smell or hear in the physical world. Concrete nouns are a type of common noun.	beach, window, dinner, whistle, song, water
<b>Abstract noun</b>	Names qualities, emotions or conditions that cannot be seen or touched. Abstract nouns are also a type of common noun.	excitement, love, fear, hope, anticipation, beauty, pain
<b>Collective noun</b>	Names groups of people, animals or collections of objects.	team (of athletes), flock (of birds), library (of books), herd (of animals)

Nouns can be simple and consist of only one word.

sandwich experiment John happiness

Nouns can be compound and consist of more than one word.

Rip Curl Great Wall of China Parliament House lunch box

Most nouns can be singular or plural, but some proper nouns cannot be plural (such as Uluru or Port Arthur).

employee employees

movie movies

fear fears

**1.1** Highlight the nouns in the following sentences.

- a** Her dad helped her study for the next test.
- b** According to a group of travel agents, Sydney is the best city to visit in Australia.
- c** Emily ran home without stopping and madly packed her bags in excitement.
- d** In the café the menu did not mention eggs and bacon, even in the breakfast section.
- e** The advertisements in New York were huge and everywhere before my eyes.

**1.2** Referring to the types of nouns explained previously, select and write down a noun from the sentences in activity 1.1 that is:

- a** a concrete noun \_\_\_\_\_
- b** a proper noun \_\_\_\_\_
- c** an abstract noun \_\_\_\_\_
- d** a collective noun \_\_\_\_\_

**1.3** Match the collective noun with the group that it describes. An example has been done for you.

- |                 |       |           |
|-----------------|-------|-----------|
| <b>a</b> cast   | _____ | dogs      |
| <b>b</b> pod    | _____ | ants      |
| <b>c</b> deck   | _____ | actors    |
| <b>d</b> fleet  | _____ | fish      |
| <b>e</b> swarm  | _____ | bees      |
| <b>f</b> mob    | _____ | kangaroos |
| <b>g</b> murder | _____ | cards     |
| <b>h</b> pack   | _____ | ships     |
| <b>i</b> school | _____ | crows     |
| <b>j</b> colony | _____ | whales    |

**Soundtrack** by Cate Kennedy

Rachel's mouth opens and closes, as if waiting for its lines. She is losing the trick of improvisation. She grates the cheese down to a nub as Emma tells her there are only four people in the band and that they are called Melting Carpet...

Rachel's husband Jerry still sports the ponytail he wore to Sunbury '74, and he is still a sweet man who wants a Harley. When Emma's friends come over, he often tells them he once played blues harmonica with Max Merritt and the Meteors. Jerry thinks the group may have had a revival recently, like so many other bands of his era. He lets Emma's friends play his Jimi Hendrix LPs, eagerly showing them how to lower the stylus. Rachel, watching, can't believe that fate has bounced like this and they like Jimi Hendrix. She can't believe she lives in a world where her own child doesn't know how to play a record.

- 1 Highlight all the nouns that refer to people or things in the past.
- 2 What is the meaning of these nouns from the extract? Write a one-line explanation for each one.

improvisation

---

nub

---

revival

---

stylus

---

era

---

fate

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- 3 Choose a different colour and highlight all the proper nouns in the extract, and underline the abstract nouns. List them below with their classifications.

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## NOUNS IN YOUR HANDS

### USING NOUNS EFFECTIVELY

Nouns can be very descriptive. A well-chosen noun allows a reader or listener to picture a precise impression of the ideas being described.

Look at the following example and compare it with the alternatives that follow. These have been made more descriptive, concise and engaging just by changing the nouns.

The **man** drove his **car** to the **building**.

- The **celebrity** drove his **sports car** to the **studio**.
- The **thief** drove his **getaway vehicle** to the **hideout**.
- The **billionaire** drove his **limousine** to the **mansion**.
- The **worker** drove his **bomb** to the **factory**.

1.4

Replace the nouns in each of the following sentences with the more descriptive and precise nouns located in the box. You can use each noun only once.

- author
- bookshop
- excavator
- foundations
- investigators
- lyrebirds
- premier
- press conference
- sanctuary

**a** The man addressed the meeting very confidently.

---

**b** Unobtrusively, the woman sneaked into the shop.

---

**c** The birds leisurely roamed about the place.

---

**d** As they suspected, the people revealed far more.

---

**e** A machine uncovered the site.

---

1.5

Imagine you are writing a formal work report, a formal essay or a formal speech. Nominalise the following informal sentences to make them more authoritative, confident and convincing. Do this by removing unnecessary words, finding more authoritative words to use where you can, condensing some words, and changing verbs into nouns where possible. An example has been done for you.

- a It would be great if you could try out for the team on Saturday if the weather's fine.  
The team trials are being held on Saturday pending suitable weather, and your attendance is strongly recommended.
- b The supervisor is not at all happy about some of the afternoon shift guys going outside for a drink before the normal break time.

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- c The concert was amazing, with heaps of people lining up from early in the afternoon for a chance to get close to the stage and be part of the action.

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- d I'm looking forward to the chance to meet that university professor who won the Nobel prize, and hear what she thinks about some of the ideas I've heard about.

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**WRITING: IT'S MY LIFE!**

Tell the story of a time when you had to convince your family about something you wanted to do – it might have been about a new job, a new relationship, an event or holiday trip, a new belief or interest, a new career ambition or a new possession. Use the two extracts from the short story 'Soundtrack' as a model for your story. Write about 250 words, describing how you told them, how they reacted and what you did. In your writing include a variety of nouns to engage your readers.



## UNIT 2 Adjectives Add, Pronouns in Place — Types of Adjectives and Pronouns

### ENGLISH IN FOCUS

#### Money by Roman Krznaric

Every Saturday morning, for as long as I can remember, my parents have gone up the street to the local newsagent to buy a ticket for the Big One, Australia's multi-million-dollar national lottery draw. They also get themselves a few 'scratchies' – little cards which offer instant cash prizes if the silver boxes you scratch off are matching. When I lived in lottery-obsessed Spain, on almost every street corner there was a blind man or woman selling tickets, and the nation stopped on 22 December to hear the winning numbers for El Gordo, the Fat One, the biggest lottery on the planet... We have long lived in hope that the ancient goddess Fortuna will spin her Wheel of Fortune in our favour and deliver not love, friendship or job satisfaction, but something possibly more alluring: money.

- 1 Why has the writer used so many adjectives to describe this draw: 'multi-million-dollar national lottery draw'? What do these adjectives add to the description?

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- 2 List five other examples of descriptive adjectives used by the writer to describe lotteries or things related to lotteries.

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- 3 What is the difference between the adjectives 'Big' and 'biggest' as they are used in this extract?

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### ADJECTIVES AT WORK

Adjectives are words that describe nouns. They add meaning to (or modify) nouns.

red roses                      weird music                      small cars

Adjectives can be placed before or after the nouns they are describing.

I thought that actor was **amazing**.

That **amazing** actor impressed me.

Adjectives give more information about nouns and allow language users to be more precise and more descriptive in their writing and speaking.

The four main types of adjective are listed in the following table.

Type of adjective	Explanation	Examples
<b>Positive adjective</b>	The usual base form of an adjective.	kind, good, cold, evil, thoughtful
<b>Comparative adjective</b>	Used to make comparisons, it is usually formed by adding '-er' or using the word 'more'.	kinder, better, colder, more evil, more thoughtful
<b>Superlative adjective</b>	Used to show the highest degree, it is usually formed by adding '-est' or using the word 'most'.	kindest, best, coldest, most evil, most thoughtful
<b>Absolute adjective</b>	Adjectives that do not have a comparative or superlative form.	perfect, unique, square, round, empty, equal, dead, correct

Some words can play more than one role as a part of speech depending on how they are used in a sentence. For example,

Blue is my favourite colour. (noun)

I like blue clothes. (adjective)

## FORMING ADJECTIVES

Adjectives can be formed using compound words → a **not-to-be-missed** movie

Adjectives can be formed using two separate words → that **blood red** car

Adjectives can be formed using proper nouns → a **Queensland** holiday

Adjectives can be formed using common nouns → a **tree** surgeon

2.1 Complete the following table to show the different types of adjectives.

POSITIVE	COMPARATIVE	SUPERLATIVE
		fastest
		smelliest
generous		
	worse	
good		
	quieter	

2.2 Link the phrases on the left, which contain adjectives in italics, with the meanings of the adjectives on the right. An example has been done for you.

- |                               |  |
|-------------------------------|--|
| a her <i>radiant</i> smile    | implies that the ideas are undeniable, valid           |
| b a <i>preposterous</i> claim | suggests the main or most relevant                     |
| c a <i>never-ending</i> saga  | suggests beauty, happiness                             |
| d a <i>typical</i> blunder    | implies stupidity, irrelevance                         |
| e his <i>salient</i> points   | suggests that the mistake has been made before         |
| f <i>irrefutable</i> logic    | implies that the situation has been ongoing (too long) |



**Money** by Roman Krznaric

Why do we care so much about it? Clearly because it can be used to satisfy our basic needs – food, clothing, shelter – in an age when few of us are self-sufficient or live off the grid of modern society. But money is also attractive because of a unique quality: it is frozen desire. It possesses a versatile ability to transform itself into our myriad wants and cravings... Despite being universally coveted, money has often had a bad reputation. Aristotle was convinced that the pursuit of money was not a route to the good life, a point he illustrated with the fable of King Midas of Phrygia, who was granted his wish of having everything he touched turn to gold. In one version of the story he starves after trying to eat and drink. In another he touches his daughter and she turns into a statue. Greed for wealth can indeed have a deadly effect on our relationships...

These persistent doubts about money explain why we are unsurprised to read news articles about lottery winners whose lives have been wrecked by their good fortune. There are stories of marriages falling apart, vicious inheritance battles, friends suddenly having dollar signs in their eyes, drug addiction. A life of promised luxury turns out to be stressful, boring or lonely. And we admire those winners who give all their windfall away to charity or who endeavour to maintain their old habits and values, like the British woman who kept up her job selling household products door-to-door despite having become a millionaire. 'People think I'm crazy to still do my job, but the truth is I love it,' she said. 'It's all about people. Money doesn't make you happy, people do.'

- 1 Highlight nine different pronouns in the first paragraph of this extract.
- 2 Now find and highlight five different pronouns in the second paragraph of the extract.
- 3 Why are pronouns like the ones you highlighted so often used to replace nouns?

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**PRONOUNS IN YOUR HANDS**

Pronouns are words that take the place of nouns, and are often used to avoid repetition. The main types are listed in the table below.

Type of pronoun	Explanation	Examples
<b>Personal pronoun</b>	Identifies people, such as who is speaking, who is being spoken to and who is being spoken about: for example, <b>I</b> will meet <b>you</b> at the café.	I, me, you, he, she, him, her, they, them, it
<b>Possessive pronoun</b>	Expresses ownership. There are two forms of possessive pronouns: those used with another word ( <b>my</b> car) and those used on their own ( <b>mine</b> ).	my, mine, her, hers, his, their, our, its, your
<b>Interrogative pronoun</b>	Used to ask questions: for example, <b>Who</b> has a part-time job at the moment?	who, which, what, whose

Type of pronoun	Explanation	Examples
<b>Demonstrative pronoun</b>	Directs attention and expresses a contrast between things that are close and far: for example, <b>this</b> is in my hand and <b>that</b> is on the other side of the room.	this, these, that, those
<b>Emphatic pronoun</b>	Used for emphasis: for example, I caught that fish <b>myself</b> .	myself, herself, himself, itself, yourself, ourselves
<b>Reflexive pronoun</b>	The same pronoun as the emphatic pronoun, but here used to refer to the subject written about: for example, Ash mumbled to <b>himself</b> .	myself, herself, himself, itself, yourself, yourselves
<b>Relative pronoun</b>	Connects parts of sentences: for example, Rob's assignment, <b>which</b> had been left on the table, was now lying in the cupboard; Justine tried hard to help Chloe, <b>who</b> had been working all day.	who, whom, whose, which, that

## FIRST-, SECOND- AND THIRD-PERSON PRONOUNS

Personal and possessive pronouns can be further divided into types: first-person pronouns, second-person pronouns and third-person pronouns.

These types help you to identify the person speaking (first person), the person being spoken to (second person) and the person being spoken about (third person).

**I** am allowed to go to the party. (first person: I, the person who is speaking)

**You** can go to the party as well. (second person: you, the person being spoken to)

**He** was not allowed to go to the party. (third person: he, the person spoken about)

This table shows the singular and plural forms of first-, second- and third-person pronouns.

Person	Singular	Plural
First person	I, me, my	we, ours
Second person	you, yours	you, yours
Third person	he, she, his, hers, it its	their, theirs

## I OR ME?

Many students get confused about when to use the pronouns 'I' and 'me', especially if more than one person is mentioned in the same sentence.

To decide which one to use, simply ignore the other people mentioned in the sentence. You will soon realise which one sounds correct.

My sister and I went to the beach. OR My sister and me went to the beach.

(I went to the beach. ✓ Me went to the beach. ✗ The first sentence is correct.)

Gran baked a chocolate cake for Ben and me. OR Gran baked a chocolate cake for Ben and I.

(Gran baked a chocolate cake for me. ✓ Gran baked a chocolate cake for I. ✗ The first sentence is correct.)

**2.5** Highlight the pronouns in the following sentences.

- a What will we say to them?
- b His was the first car to pass over it.
- c You tell yourself too many lies.
- d Their clothes were covered in fingerprints, but they were not responsible.
- e That is the job I would like to consider for my future career path.
- f Who will tell me the answer?
- g That is not the reason I asked you to do it.
- h I can do the washing myself, thanks.
- i They chose those books first, although their choices were not made confidently.
- j While they were on the trip, they made sure their bags were always within reach.

**2.6** From the pronouns in activity 2.5, give one example of each of the following types of pronoun.

- |                 |       |                 |       |
|-----------------|-------|-----------------|-------|
| a interrogative | _____ | e demonstrative | _____ |
| b relative      | _____ | f second-person | _____ |
| c reflexive     | _____ | g personal      | _____ |
| d first-person  | _____ | h third-person  | _____ |

**2.7** Insert the correct pronoun, **I** or **me**, in these sentences.

- a When will Jon and \_\_\_\_\_ be starting our driving lessons?
- b It's easy to tell the difference when you stand Ellie next to \_\_\_\_\_.
- c The team and \_\_\_\_\_ decided to go to training early.
- d There's no way Jeff will be able to take Sue and \_\_\_\_\_ in his car tonight.
- e When you and \_\_\_\_\_ first got this job, we didn't know much about working in a shop.



### WRITING: MONEY, MONEY, MONEY

Write an account of money in your own life up to this point – from the earliest times you can remember knowing about money, to your thoughts, feelings and beliefs about money now. What does money mean to you? What does it mean to your family and friends? How has money affected your life, and their lives? What might your future be like with, and without, much money? Write about 300 words, and include a range of pronouns in your writing.



# UNIT 3 Verbs Alive, Actively Adverbs — Types of Verbs and Adverbs

## ENGLISH IN FOCUS

### A Fantastic Life by Jon Ronson

It is a Friday in December. I have now been dressed as Santa for five hours. The heating in our house is on full blast. The costume was itchy when I put it on all those hours ago. Now I feel as if I am covered in ants.

'I need to take the beard off,' I say.

'No!' yells Joel, my four-year-old son.

'I'm getting a rash,' I say.

'Please stay with me, Santa,' says Joel.

The phone rings.

'Don't get it, Santa,' says Joel.

I hear the answer-phone click on.

The original plan – which I had devised during a lull at breakfast when the conversation momentarily dried – had been to creep up behind Joel dressed as Santa. I'd say, 'Ho! Ho! Ho!' We would have a laugh about it. Then I'd take off the costume and we'd go back to normal. But it didn't work out that way. Although Joel knew it was me, he was so thrilled to have his own Santa that he didn't want it to end. Three hours ago, he whispered, 'Will you stay with me for ever, Santa?'

I replied, 'Yes, I will. For ever and ever and ever.'

1 Why doesn't Joel want his father to answer the phone?

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2 From the opening of the extract down to '...the answer-phone click on', highlight all the verbs in the story.

3 How would the meaning of the story change if you omitted all these verbs? What particular features of the story are captured by the different verbs the writer uses?

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### VERBS AT WORK

Verbs are *doing*, *being* or *having* words. They are action words, and are the most important part of a sentence because they tell us what is happening.

to swim

to be

to watch

to have

I **swam** yesterday.

I **feel** sick.

I **am having** a party on the weekend.

The three main types of verbs are explained in the following table.

Type of verb	Explanation	Examples
Simple verb	A verb that can stand alone as a single word.	eats, swims, dreams, drew
Compound (or complex) verb	A verb that is made up of two or more words.	is eating, was swimming, are dreaming, will draw
Auxiliary verb	Verbs that are added to other verbs to help form a compound verb.	am, can, could, did, do, does, has, may, might, must, should, were, will, would

## HOW TO IDENTIFY A VERB

Almost all verbs can take the ending (suffix) *-s* or *-es*.

walk → walks                      watch → watches

Almost all verbs can take the suffix *-ing*.

walk → walking                      watch → watching

The majority of verbs can take the suffix *-ed*.

walk → walked                      watch → watched

Verbs have a tense, which refers to time and tells when an action is taking place: in the past, in the present (now) or in the future.

The past tense explains what happened.

They **were entered** in the race.                      He **had forgotten** his towel.

The present tense tells what is happening now.

They **are searching** for a bargain.                      She **looks** at the book.

The future tense explains what will happen.

They **will go** to the movies.                      She **will stay** next week.

Regular verbs follow a common tense pattern (jump, jumped, will jump), but irregular verbs have different tense patterns (dig/dug, fly/flew, hit/hit).

## VERBS IN THE ACTIVE AND PASSIVE VOICE

Verbs can be used in the active or passive voice. When the subject of a sentence does the action, the verb is active.

The puppy **licked** the bowl clean.

When the subject of the sentence has the action done to it, the verb is passive. The passive voice is often used when the 'doer' of an action is unknown or unclear.

The bowl **was licked** clean.

To identify the passive voice, look for the word 'by' in the sentence. When the word 'by' is not stated, ask 'by who?' or 'by what?'

The bowl **was licked clean by the puppy**.

The active voice is the most direct form of communication and your writing will be improved by using the active voice instead of the passive voice.

## TO BE

The verb 'to be' has many different forms, but they are easy to recognise.

Person	Present	Past	Future
<b>First-person singular</b>	I am (simple) I have been (perfect) I am being (progressive)	I was (simple) I had been (perfect) I was being (progressive)	I will be (simple) I will have been (perfect)
<b>Second-person singular</b>	You are (simple) You have been (perfect) You are being (progressive)	You were (simple) You had been (perfect) You were being (progressive)	You will be (simple) You will have been (perfect)
<b>Third-person singular</b>	He/she is (simple) He/she has been (perfect) He/she is being (progressive)	He/she was (simple) He/she had been (perfect) He/she was being (progressive)	He/she will be (simple) He/she will have been (perfect)
<b>First-person plural</b>	We are (simple) We have been (perfect) We are being (progressive)	We were (simple) We had been (perfect) We were being (progressive)	We will be (simple) We will have been (perfect)
<b>Second-person plural</b>	You are (simple) You have been (perfect) You are being (progressive)	You were (simple) You had been (perfect) You were being (progressive)	You will be (simple) You will have been (perfect)
<b>Third-person plural</b>	They are (simple) They have been (perfect) They are being (progressive)	They were (simple) They had been (perfect) They were being (progressive)	They will be (simple) They will have been (perfect)

## AUXILIARY VERBS

The verbs 'to be', 'to have' and 'to do' are often used as auxiliary verbs.

They **were** deciding whether to go for pizza before the movie. (to be)

I **have** eaten too much chocolate! (to have)

I **did** recognise him at the costume party. (to do)

The verbs **to be**, **to have** and **to do** are also irregular verbs. Irregular verbs do not follow a regular tense pattern. There are many irregular verbs that you will be familiar with, including these verbs: eat, find, pay and begin.

### Look out for hidden verbs!

Verbs can sometimes be 'hidden' in contractions. Consider the following examples.

I'd like to go but I've no money and can't afford the ticket.

I would like to go but I have no money and cannot afford the ticket.

Jane's busy doing homework.

Jane is busy doing homework.

**3.1** Identify and label the tense of the verbs in these sentences as past, present or future tense.

**a** I have had a big lunch and won't be able to eat dinner tonight.

\_\_\_\_\_

**b** We were going to the movies tomorrow but have decided we will go next week instead.

\_\_\_\_\_

**c** What time was it you said we will meet Dib and Mick at the sports centre?

\_\_\_\_\_

**d** They have looked for three hours but are not having any luck.

\_\_\_\_\_

**e** No matter what I do there is no way I can be ready by three o'clock!

\_\_\_\_\_

**3.2** Here are some sentences that contain verb contractions. Rewrite each one in its complete form.

**a** When we've been to the beach we're going to see if Josh's finished work.

\_\_\_\_\_

\_\_\_\_\_

**b** I don't know exactly what time I've asked for the pizzas to arrive, but I'm sure it's about six o'clock.

\_\_\_\_\_

\_\_\_\_\_

**c** They're going to see if they've been to the party before they've driven to the shops.

\_\_\_\_\_

\_\_\_\_\_

**3.3** Use the sentences from activity 3.2 to identify any examples of the verb 'to be'. State which type of verb it uses from the table opposite.

**a** When we've been to the beach we're going to see if Josh's finished work.

\_\_\_\_\_

**b** I don't know exactly what time I've asked for the pizzas to arrive, but I'm sure it's about six o'clock.

\_\_\_\_\_

**c** They're going to see if their friends have been to the party before they've driven to the shops.

\_\_\_\_\_

**A Fantastic Life** by Jon Ronson

In my office I log on to Friends Reunited. I've been doing that a lot lately. A few weeks ago I decided to track down the boys who threw me into Roath Park Lake in Cardiff in the winter of 1983, when I was sixteen. In the middle of the night a couple of Sundays ago, I realized I was still angry about what they did. I found one of the culprits, and emailed him to inform him that I am now a successful bestselling author.

He emailed me back within a few hours. He told me that the reason they threw me in the lake back then was because I was a pain... He added that the tenor of my email has led him to believe that I haven't changed, and that throwing me in the lake again today would be an appropriate response.

I emailed him back to say I notice from his member notes that he now works in the IT department of some insurance company and that I earn more money than he does.

He has not emailed me back.

Touché!

1 What is your opinion about the response of the former student to the writer's first email?

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2 Highlight four adverbs in the extract.

3 Why do writers and speakers include different adverbs in their writing or speaking?

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**ADVERBS IN YOUR HANDS**

Adverbs are words that add meaning to verbs, adjectives or other adverbs.

She drove **quickly**. (**quickly** adds meaning to the verb *drove*.)

He ran **extremely quickly**. (**extremely** adds meaning to the adverb *quickly*.)

A **continually successful** musician, she caused a jealous reaction.

(**continually** adds meaning to the adjective *successful*.)

Adverbs have three common forms: the positive (quietly, sadly, enthusiastically), the comparative (less quietly, more sadly, more enthusiastically) and the superlative (least quietly, most sadly, most enthusiastically).

There are five main types of adverbs.

Types of adverb	Explanation	Examples
<b>Adverbs of manner</b>	Tell how or in what way something happens.	sang <b>beautifully</b> <b>very</b> active person <b>quickly</b> arrived
<b>Adverbs of place</b>	Tell where something happens.	jump <b>here</b> look <b>northwards</b> go <b>anywhere</b>
<b>Adverbs of time</b>	Tell when something happens.	arrive <b>early</b> find me <b>afterwards</b>
<b>Interrogative adverbs</b>	Turn a sentence into a question.	<b>When</b> did you arrive? <b>Where</b> will you go now? <b>How</b> did you get here?
<b>Negative adverbs</b>	Make a sentence negative.	I will <b>never</b> agree. You may <b>not</b> reply.

**3.4** Highlight the adverbs in the following sentences.

- a She sighed deeply.
- b Where are the user-friendly computers?
- c She was leaning very heavily on me.
- d Quite often she sings loudly.
- e Explain how he arrived earlier than me.
- f Terrorists were more frequently seen then.
- g When will the car get here?
- h The woman hopped down easily.
- i I can never allow him entry again.
- j Why did he run quickly from the classroom?

 **3.5** Adverbs and adjectives are often confused. Each of these sentences includes the incorrect use of an adverb or an adjective. Rewrite the sentences in your notebook, correcting the errors.

- a Ash did bad at the driving test, although he had a good car.
- b The traffic was moving slow on the bridge, so Megan took a detour.
- c Despite his efforts, the front wheel was still bent slight by the accident.
- d He did good in the driving lessons, so he expected to get his Ps.

### WRITING: BACK TO THE FUTURE

Take yourself back to the time you were very young. Think about the characters, creatures or places you really believed were true, but were actually not real. Tell the story of some of these experiences where your imagination was so rapt that you believed this place, creature or person was actually real. Make sure you include verbs and adverbs that capture your feelings and thoughts as well as what you said and did. You might speak with a family member who recalls some of your early experiences in that 'real' world of imaginary or make believe characters, people and places. Write about 300 words.



# UNIT 4 Prepositions, Conjunctions, Interjections, Articles — How They Work

## ENGLISH IN FOCUS

### Big World by Tim Winton

After five years of high school the final November arrives and leaves as suddenly as a spring storm. Exams. Graduation. Huge beach parties. Biggie and me, we're feverish with anticipation; we steel ourselves for a season of pandemonium. But after the initial celebrations, nothing really happens, not even summer itself. Week after week an endless misting drizzle wafts in from the sea. It beads in our hair and hangs from the tips of our noses while we trudge around town in the vain hope of scaring up some action. The southern sky presses down and the beaches and bays turn the colour of dirty tin. Somehow our crappy Saturday job at the meatworks becomes full-time and then Christmas comes and so do the dreaded exam results. The news is not good. A few of our classmates pack their bags for university and shoot through. Cheryl Bunton gets into Medicine. Vic Lang, the copper's kid, is dux of the school and doesn't even stay for graduation. And suddenly there we are, Biggie and me, heading to work every morning in a frigid wind in the January of our new lives, still in jeans and boots and flannel shirts, with beanies on our heads and the horizon around our ears.

- 1 How does the writer, Tim Winton, use his choice of words to show the narrator's shift from high excitement to dreary disappointment?

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- 2 Prepositions connect nouns or pronouns with other words in a sentence. Use the list of common prepositions opposite to highlight five prepositions in this extract that link nouns or pronouns.
- 3 Conjunctions connect parts of sentences with each other. Use the table of common conjunctions on page 24 to help you circle five conjunctions included in this piece of writing.

## PREPOSITIONS AND CONJUNCTIONS AT WORK

### PREPOSITIONS

Prepositions are words that link nouns or pronouns to other words.

**under** the seat      **around** the corner  
**beneath** the waves      **on** the shelf

Some common prepositions are:

across	down	over
after	for	past
against	from	since
among	in	through
around	inside	to
at	into	towards
beside	on	up
between	out	with

Prepositions can be made up of more than one word. These are called compound prepositions.

I will go **in spite of** the weather.

Some compound prepositions are **because of**, **together with**, **instead of**, **similar to**, **next to**, **along with**.

**4.1** Highlight the prepositions in the following sentences.

- a** The plane finally flew into the air and over the city.
- b** It was terrifying to see the look in her eyes as she studied him beneath the spotlight.
- c** He threatened to come back and give one to him if he did not get out of the room.
- d** According to Jeff there was a new information sheet on the board with details along the bottom.
- e** We checked for foxes in the valley before we pitched our tent near the river.
- f** Every Saturday morning I get up between six-thirty and seven for work.

## CONJUNCTIONS

Conjunctions are words that connect parts of sentences. They are used to link ideas, avoid unnecessary repetition and create variety in sentences. They can be found within a sentence or at the beginning of a sentence.

I will never forget you **because** you have been so generous.

They waited for hours, **but** the visitor never arrived.

**Since** it was a very clear day, you could see a long way.

## COORDINATING AND SUBORDINATING CONJUNCTIONS

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

We found her bag **but** then lost her keys.

There are just seven coordinating conjunctions in English and they can be easily remembered by using the mnemonic (memory aid) FANBOYS: **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o.

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

Josie left the party **before** me.

Some common subordinating conjunctions are:

after	because	or	when
although	but	since	whenever
and	even if	so	while
as	for	until	

**4.2** Turn these simple sentences into compound sentences by joining them using a conjunction. The first one provides a clue.

- a** I listened carefully to the guest speaker. She was giving me valuable information for the test.  
(Use 'because')

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- b** The tourists ensured they caught the bus. Their group was heading for the most famous castle in Europe.

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- c** The bill for our meal was excessive. We had only eaten from the entrée section.

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- d** Michael looked for the missing piece. He was angry and resentful.

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- e** Kylie tried out for the soccer team. She was lucky enough to be selected.

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**Big World** by *Tim Winton*

I can see me and Biggie out there as old codgers, anchored to the friggin' place, stuck forever. Our time at the meatworks is supposed to be temporary. We're saving for a car, the V-8 Sandman we've been promising ourselves since we were fourteen. Mag wheels, a lurid spray job like something off a Yes album and a filthy great mattress in the back. A chick magnet, that's what we want. Until now we've had a biscuit tin full of twos and fivers but now we're making real money... That afternoon we ditch the Sandman idea and buy a Kombi from a hippy on the wharf. Two hundred bucks each.

We put in the last two weeks at the meatworks and collect our pay. We fill the ancient VW with tinned food and all our camping junk and rack off without telling a soul... It's a mad feeling, sitting up so high like that with the road flashing under your feet. For a couple of hours we're laughing and pointing and shoving and farting and then we settle down a bit. We go quiet and listen to the Volkswagen's engine threshing away behind us. I can't believe we've done it. If either of us had let on to anybody these past couple of weeks we'd never have gone through with it; we'd have piked for sure...

1 Why do you think the boys go quiet after their initial excitement at finally getting away?

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2 The words 'a', 'an' and 'the' are parts of speech called articles. Highlight twelve articles in the first paragraph of this extract.

3 Interjections are typical expressions a person might use in a situation (such as Hey!, 'Awesome!' or 'As if!'). Write two interjections these two characters might typically say about the V-8 Sandman, and two interjections they might use at the start of the Kombi escape trip.

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**ARTICLES AND INTERJECTIONS IN YOUR HANDS**

**ARTICLES**

Articles are the three words **the**, **a** and **an**. There are two types of articles:

- Definite articles specify an object or person.  
**the party**      **the job**
- Indefinite articles do not specify a particular object or person.  
**a book**      **an article**

**A** and **an** have the same meaning but **an** is used before words that are usually pronounced with an initial vowel sound – a,e,i,o,u (for example, an island, an apple). Remember it is the pronunciation that is important, not the written spelling. Some exceptions are *a university* although *university* is pronounced with an initial -u vowel sound, and *an historic occasion* although -h is not a vowel sound.



4.4

List five interjections that might typically be used by each of the following people.

**a** a grandmother

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**b** a young teenage boy

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**c** an eight-year-old girl

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**d** a middle-aged man

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**e** the mother of a teenager

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**f** a high-school teacher

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**g** a shop assistant

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**h** a professional soccer player

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### WRITING: PART-TIME WORKER

Describe the work you or one of your friends does in a part-time job in a first-person story about the life of a part-time teenage employee. Include the less exciting parts of the job, as well as any funny, embarrassing, interesting or unusual experiences that have happened in the workplace. Include dialogue in your story, and use some interjections in appropriate places, as well as articles. Write about 500 words.



# UNIT 5 The Story of English — English from Other Times and Places

## ENGLISH IN FOCUS

### **An English-speaking world** by Robert McCrum, William Cran and Robert MacNeil

On 5 September 1977, the American spacecraft Voyager One blasted off on its historic mission to Jupiter and beyond. On board, the scientists, who knew that Voyager would one day spin through distant star systems, had installed a recorded greeting from the people of the planet Earth. Preceding a brief message in fifty-five different languages for the people of outer space, the gold-plated disc plays a statement, from the Secretary-General of the United Nations, an Austrian named Kurt Waldheim, speaking on behalf of 147 member states – in English.

1 Why do you think the United Nations chose English as the language for this message from planet Earth to beings in outer space?

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2 Imagine you were the person given the job of writing this historic message of greeting. What would you say? Write about 100 words.

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3 What would you draw or write on this gold-plated disc to describe our planet and its people?

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4 Search online to find an image of the gold-plated disc and video/audio of Kurt Waldheim saying the words of greeting from planet Earth:

Compare and discuss your English message and disc ideas. This disc is still travelling through outer space today, more than 35 years after its launch. Will English be heard and understood on another planet hundreds, thousands or even millions of years from now?

## THE STORY OF ENGLISH

### ENGLISH TODAY

English is a world language. More than 1.4 billion people speak or write English every day. English is more widely spoken around the world today than any language in history. More than 80% of the information stored on the world's computers is in English. English is always an official language of the Olympics, no matter which country they are held in, and English is the language of international sport, movies, technology, business and fashion.

But English is not spoken or written the same way around the world. Over time English has changed in the ways it is spoken and written – there are different spellings and meanings for the same English word in different countries and different accents pronounce the same English words in different ways. Even if you travel to parts of Britain you will find the form of English spoken may be difficult, if not impossible, for you to understand. Some people say there is not one English but many Englishes. If English is the most popular international language (called a *lingua franca*) for world communication, trade and information, it also has a rich history that has shaped the global language it is today.

## THE BEGINNING OF ENGLISH

When the Roman Emperor Julius Caesar landed in Britain nearly two thousand years ago the English language did not exist. Local tribes (the Celts, the Scots and the Cornish) had settled there centuries before, and spoke their own languages, not English. By the time of Shakespeare, nearly a thousand years later, only about seven million people in one tiny corner of the globe spoke English.

English actually began in Germany. This is explained by the movement of the German tribes across Europe into England and Scotland from the fifth century, hundreds of years after Julius Caesar arrived. English evolved from the dialects spoken by some of these Germanic tribes who invaded and settled after the Romans left Britain – including the Angles, Saxons and Jutes. You can see and hear a link between the name ‘Angles’ and the word ‘English’. There were also later invaders of Britain, the Vikings, and from the eighth century they brought the Danish language that also influenced the way English became spoken and written in Britain. All these invasions contributed to the English language – in the names of places, new words introduced and new ways to pronounce words.

The earliest English literature was drawn from these seafaring, invading and powerful people, so early English literature included epic tales, heroic stories and epic musical poems that spoke of great battles, heroic deeds and fierce loyalty.

 **5.1** Old English words can still be found in modern English. Many Anglo-Saxons who invaded Britain settled down and became farmers, so their vocabulary was full of farming words. Some typical Old English words still in use today, but sometimes with a different spelling, are *earth, dog, wood, field, work, sheep*.

Use your internet search skills to locate 10–15 more Old English words that have continued to be used with very little change in the modern English spoken and written today.

 **5.2** Conduct a Google search about the classic Old English epic tale *Beowulf*. It is the tale of a great hero, Beowulf, who defends his king against a horrible monster called Grendel. He later becomes king himself but is hunted down by a terrible dragon searching for hidden treasure. In his final tremendous battle with the dragon, Beowulf is fatally wounded and dies a hero’s death. He is buried at sea with full honours. The story of *Beowulf* was part of JRR Tolkien’s inspiration for *The Lord of the Rings*.

Search for and gather together the best film stills and written examples of this classic tale, even where the original story has been adapted to modern English or into the contemporary world – capture the dramatic language, violent descriptions, great battle scenes and heroic struggles. Look for expressive alliteration, dramatic film clips, powerful descriptions, strong visual messages and other interesting language devices about *Beowulf*.

 **5.3** With a work partner create a five minute digital presentation (using Prezi, PowerPoint or other presentation software) to share your *Beowulf* ‘treasure hoard’ with the class. Compare the ideas, messages and power of the language and the story.

## ANOTHER ENGLISH INVASION

In 1066 there was another invasion of England. This time it was the Norman French who defeated the English and changed the English language forever. For the next 300 years the king of England spoke French at court. For hundreds of years after 1066 the language of the law, science, literature, education and religion was not English, but French and Latin. The French king put his own nobles in key positions of power, and gave them land to secure control of the country – and they spoke and wrote in French. Over generations this led to a mixing of French and Old English in everyday life, and so Middle English gradually developed. Modern English is heavily influenced by these Romance languages – languages that had their beginnings in Latin – including French, Spanish and Italian.

By the fourteenth century Middle English had replaced French to become the language of the English parliament, and by the fifteenth century Middle English was the language of the court of King Henry V. Throughout this time, English borrowed heavily from other languages to create the foundations of English as we know it today.



5.4

- a** Use the link in your obook or go directly to the englishleap.com website [englishleap.com](http://englishleap.com), and look for Foreign Language words.

Scroll down to four languages that have contributed words to English – Spanish, Italian, German and Portuguese. Copy these words into your workbook or into an online document.

- b** Underline words you already knew came from another language, and highlight the words you didn't know were originally borrowed into English from these languages.

5.5

Geoffrey Chaucer is the most famous writer in Middle English. He lived from about 1345 to 1400 in England, and wrote *The Canterbury Tales*, a collection of rhyming stories about a group of English pilgrims travelling to Canterbury to visit a sacred religious site. He painted humorous pictures of the travellers in his Introduction, and then had each pilgrim tell a tale to pass the time.

Use the link in your obook or search online for *The Canterbury Tales*, Middle English and Modern English.

Here you will see how close the Middle English of the 1400s was becoming to the English we know today. If you can, find side-by-side versions of the original Middle English words of Geoffrey Chaucer's Introduction and modern English translations. Scroll down to where Geoffrey Chaucer introduces us to the **Squire**.

- a** Look at both the original Middle English about the Squire and the modern English translation next to it. Make a list of ten words you can recognise from Middle English, and ten words that are not recognisable to you as English words.

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- b** In your notebook write a 5 line description to show how this young squire looks and acts, and what sort of personality you think he might have. You might like to read more of *The Canterbury Tales* - there are many online versions in modern English.

**English in a global world** by Robert McCrum, William Cran and Robert MacNeil

Today, in this new global state, English is probably finding more variety of expression and more local colour than at any time since the Elizabethan 'golden age'. When the language was confined to English and North American shores, it became progressively schooled by generations of grammars and dictionaries. Although that tradition lives on, its influence is counterbalanced by the sheer teeming diversity of the language in the age of mass communications, from the 'Spanglish' of Miami and Los Angeles, to the 'Slanguage' of the Antipodes, even the jargon of astronauts and computer hackers... The Indianization and Africanization of English is introducing a multi-cultural dimension to the language that is without precedent in the history of any language... Spoken and written, it offers a medium of almost limitless potential and surprise...

- 1 Use an internet search engine to locate ten Indian and ten African words that have found their way into English. How many of these words did you know came from these languages?

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- 2 The writer speaks of the 'Slanguage' of the Antipodes – this means the slang language of Australian English. Form a work group and nominate ten words that would definitely qualify as typical slang words in Australian English and include their plain English meaning. Do not include offensive terms.

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- 3 Do you think people 2000 years from now will understand the English we speak and write today? Briefly explain your viewpoint.

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## THE GROWTH OF ENGLISH

The arrival of the printing press in 1450, the popularity of plays in English on stage in the 1500s and 1600s, expanding mass communication through magazines and newspapers from the 1700s, and the beginning of mass education in the 1800s led to an eventual explosion of serialised stories in popular magazines and papers, and cheap books filled with short stories, novels, poems and plays. The 1500s to the 1800s was the time of the famous English playwright William Shakespeare (c 1564–1616), English poets John Donne (1572–1631), William Blake (1757–1827) and John Keats (1795–1821), and English novelists Jane Austen (1775–1817), Emily Bronte (1818–1848) and Charles Dickens (1812–1870). The English language has produced powerful novels, poems, plays, films and online texts in many countries throughout the world from the 1700s to the present day. Today the English language continues to grow rapidly with global communication and enormous technological, scientific and medical advances.



**5.6** The computer industry is a good example of the ways new words are coined and then adopted rapidly throughout the world. Just forty years ago there were no mass computers, and no common computer language. Give yourself a time limit of two minutes and write down as many computer-related words as you can. Here are some to start you off:

Software, hacker, modem, interface...

Compare your list with a work partner – how many words do you have in common, and how many did you think of in 2 minutes?

Use the link in your obook or search online for lists of words about computers to check your answers.

**5.7** English has borrowed many thousands of words from many other languages, and this means there are many more shades of meaning (that is, small differences in meaning) in English than in other languages. This also explains why modern English has more than 600,000 words (in the *Oxford English Dictionary*), while in their national dictionaries German has only about 185,000 words and French about 100,000.

Use an online or print thesaurus to locate four other words that have a similar meaning to the following words. An example is done for you.

**a** happy: glad, joyful, thrilled, pleased

**b** stubborn: \_\_\_\_\_

**c** angry: \_\_\_\_\_

**d** lock: \_\_\_\_\_

**e** cheap: \_\_\_\_\_

**f** competent: \_\_\_\_\_

**5.8** Use your online search skills to locate five common English words that have their origins in the following languages. An example is done for you:

**a** Arabic: algebra, assassin, safari, sofa, zero

**b** Chinese: \_\_\_\_\_

- c German: \_\_\_\_\_
- d Dutch: \_\_\_\_\_
- e Portuguese: \_\_\_\_\_
- f French: \_\_\_\_\_

**5.9** Read the extract below and then answer the questions that follow.

An article about cricketer Shane Warne appeared while news of his messy divorce was in the headlines and while he was playing brilliant cricket for Australia. In the article, Andrew Stevenson wrote: ‘he may be a nong and a yobbo off the field, but Shane Warne is poetry in motion when he takes the ball in hand.’

Well, there’s a contrast for you – ‘poetry in motion’ versus ‘nong’ and ‘yobbo’. Later in the same article, Stevenson heightened the contrast when quoting poet Dorothy Porter, who said of Warne: ‘His bowling is absolutely cerebral – it’s almost as if there’s witchcraft in the ball.’

‘Nong’ and ‘yobbo’ and even ‘drongo’ are a long way from the poetic and the cerebral, and even witchcraft. Yet they are classic Australian words for a classic Australian phenomenon. Perhaps, given our convict origins, none of this is surprising. Writer Luke Slattery reminds us that this is ‘a land whose first architect, Francis Greenway, was a convicted forger; whose first poet, Michael Massey Robinson, was transported for blackmail; whose first publisher was a shoplifter; whose first citizens were human ordure, banished to the globe’s unknown underside by a people of a great culture.’...

Many of the ockerisms that were once commonly heard are today headed for the Hospice of Faded Words. They no longer fit in. They aren’t in spellchecks or online dictionaries, they aren’t part of anyone’s curriculum. They aren’t clever or smart or even cool.

- a What are ten older Australian ‘ocker’ words that have gone out of fashion in common Australian conversation? You might talk with your grandparents or parents about this question before deciding.

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- b What would you say are five new words that have recently appeared in the everyday language of teenagers in Australia?

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**WRITING: GLOBAL ENGLISH**

Write a 200 to 300 word account of a very unusual day in the life of a very ordinary pet. Your challenge is to include English words that have been borrowed from as many different languages that you can find. Keep a list of the words and their language of origin. Use your internet search skills to locate the words you want to use. Some countries and peoples that English words have been borrowed from include: Indigenous Australians, Czechoslovakia, Denmark, Finland, France, China, African countries, Germany, Hawaii, Hungary, Ireland, Japan, Korea, India, Poland, Portugal, Russia, Romania, Scotland, Spain, Sweden, Wales, Ukraine.



# UNIT 6 Spelling Success — Strategies, Rules, Resources, Syllables

## ENGLISH IN FOCUS

### Spelling jokes

School nurse: Have you ever had trouble with appendicitis?

Jess: Only when I tried to spell it.

A young man applied for a job, and was asked his full name.

"Aloysius Montmorency Geoghan," he replied.

"How do you spell that?" asked the manager.

"Er ? Sir ? Er ? Can't you just put it down without spelling it?"

How do you spell wrong?

R-o-n-g.

That's wrong.

That's what you asked for, isn't it?

How do you spell elephant?

E-l-l-e-e-f-a-n-t"

That's not how the dictionary spells it."

"You didn't ask me how the dictionary spelt it!"

- 1 Use your internet search skills to locate five good jokes about spelling that highlight differences between spelling in spoken and written English.
- 2 Why is appropriate and accepted spelling highly valued in our community?

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- 3 What is one spelling rule you know that applies to many English words?

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### SPELLING SUCCESS

An important skill for effective communication is your ability to use appropriate and accepted spelling in different situations throughout your life – in assessment activities, formal writing and the wider workplace. Spelling errors generally create a poor impression about a person's control of writing, and can prevent the reader from focusing on the quality of ideas, or even understanding them.

## HOW USEFUL ARE COMPUTER SPELLCHECKERS?

Computer spellcheckers can be useful when choosing between alternative ways to spell a word. But if you just select the first spelling option without thinking about the choices, you might not know your writing contains a spelling error.

If a word is recognised in the spellchecker's dictionary, it will always accept it, even if it is wrongly used. For example, 'I will not weight for you any longer.' All homophones allow this to happen. Homophones are words that sound alike but can have different spellings and meanings, for example, 'weight' and 'wait', 'dear' and 'deer', 'stare' and 'stair', 'know' and 'no'.

Another problem can happen when a spellchecker is set on another country's spelling conventions. Make sure that your spellchecker is set to Australian spelling.

## SPELLING STRATEGIES

Here are some valuable spelling strategies for when the correct spelling of a word might be uncertain or you don't have access to a computer spellchecker.

### WRITE THE WORD

Write the word using different spellings on scrap paper. Accurate spelling is a visual memory skill. By writing different versions you will recognise the way you have often seen the word correctly written.

### LEARN IMPORTANT WORDS

Learn the correct spelling of important words in your school and work life. A good way to learn is to look at the word, cover it, write it out and then visually check for accuracy (look-cover-write-check). Always use a good Australian dictionary and thesaurus to ensure you are learning the correct spelling.

### KEEP A PERSONAL SPELLING BANK

Keep and regularly update a personal spelling bank. Your spelling bank should include words that have irregular spelling, and any key English words that you find tricky. Use the 'look-cover-write-check' strategy, explained above, to regularly revise words in your personal spelling bank.

### RECOGNISE KEY SPELLING PATTERNS

The spelling of many English words contains regular patterns of letters. This pattern, or sequence of letters, can be predictable, even for a word not previously encountered. Some common letter patterns or sequences in English words you will recognise are *-tion*, *-ment*, *inter-*, *-ate*, *-ough*, *-cian*, *-ould*, *-ound*, *-ght*, *-ive*, *-eigh*. Some letter patterns are never found in English spelling, for example *-jbx*, *-qtv*, *-ktb*, *ukd-*, *-cfpx*. If they look strange to you that's because you never see them!

#### *Common patterns*

Being familiar with common patterns helps build your spelling confidence because you will be able to accurately predict the correct spelling of many words using the sight and sound of the spelling pattern. Here are some examples:

*-ght*: thought, brought, caught, fought, distraught, bought, fraught

*app-*: appear, appetite, appliance, apply, appal, applaud, appeal, approve

### Word families

Word families are so called because they use the same base word and have different prefixes or suffixes added to them. This assists with predicting the correct spelling of another word in the same word family. Here are some examples:

**apply:** applicable, application, applicator, applicant, applied, applying

**belief:** believable, believe, believing, believer, believably

**compete:** competition, competitive, competitor, competitively, competing

### READ WIDELY AND OFTEN

Regularly read books, newspapers, magazines and online sites. Research has shown that people who read widely are more comfortable and confident with their spelling. They see the correct spelling for many thousands of words when they read, and this visually reinforces correct spelling.

**6.1** Use an online search engine or online dictionary to find five words that use these common spelling patterns. An example has been done for you.

**a** *-tion* examination, creation, donation, function, sensation

**b** *-ment* \_\_\_\_\_

**c** *inter-* \_\_\_\_\_

**d** *-ate* \_\_\_\_\_

**e** *-ough* \_\_\_\_\_

**f** *-cian* \_\_\_\_\_

**g** *-ould* \_\_\_\_\_

**h** *-eigh* \_\_\_\_\_

**i** *-ive* \_\_\_\_\_

**6.2** Use an online or print dictionary to find five related words in the following word families. For example, add a prefix or suffix to the base word. Next, underline the common spelling pattern for each word.

**a** clear unclear, clearing, clearance, clearly, clear-sighted

**b** dead \_\_\_\_\_

**c** dress \_\_\_\_\_

**d** drive \_\_\_\_\_

**e** effect \_\_\_\_\_

**f** front \_\_\_\_\_

**g** fruit \_\_\_\_\_

**h** judge \_\_\_\_\_

**i** know \_\_\_\_\_

**j** luxury \_\_\_\_\_

**Spell-check makes unlikely writing careers possible for bad spellers** *by Sarah Schuster*

Long before I wanted to be a writer (and long before my life's plan B was making 20 men fall in love with me via reality television), I was a bad speller. I didn't realize it until fourth grade when my teacher would choose a different student's name to be the bonus question on our spelling tests.

This week, it was my name, and I was ecstatic... I finished the test with confidence and even ridiculed my neighbour after she had spelled my last name "Shuster," omitting the "C." Amateur. How elementary of her.

But the day the tests were returned, my teacher placed it on my desk facedown, shaking his head. Confused, I turned it over, my eyes immediately drawn to the red "X" at the bottom of the page. "Sarah Schuser," my careful fourth-grade handwriting read.

Schuser — I had forgotten the "T." It was then, in that moment of

humility, I had found my greatest weakness. I was bad at spelling.

Everything after that event was a whirlwind of failed spelling tests and red dotted lines. I would sit at a spelling bee before it even started and panic when I had to write on the whiteboard. It became part of my identity, an inside joke among friends... Because English is a hard language to learn, OK?

"I' after 'E,' except before 'C'" is a lie. The "R" is suddenly silent in "February." It sure doesn't help that we, as people, pronounce everything wrong. You say, "asterick," but it's spelled "asterisk." You say "hi-archy," but it's spelled "hierarchy." And why would anyone make words as similar as "pitcher" and "picture"?

These are the problems that haunted my youth. Other girls my age were worrying about boys and body issues – I was agonizing about weekly spelling tests... But it didn't stop me from writing.



When that pesky red line appears on my Microsoft Word document, I left-click. When that doesn't work, I try Google. There are so many ways to get around actually learning how to spell that I never did...

I should not be able to get away with this.

In what other profession can you be bad at the most fundamental element of your field and still get to pursue it? ...

That is why I dedicate this column to spell-check. Because of spell-check, I might have a shot at having a career.

Thanks spell-check. I definitely nede yu.

1 Name three or four professional careers that rely on a high level of accuracy in spelling.

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2 Which types of words will a computer spell-check not help you spell correctly?

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3 What are three suggestions you could offer this writer to help her improve her spelling skills for her future career?

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## SPELLING IN YOUR HANDS

### USEFUL SPELLING RULES

Here are some key spelling rules that will help you with most commonly used words. There are exceptions to all of these rules because English is a constantly evolving language, but this is a useful foundation guide.

#### **Rule 1 – i before e**

When a word has the letters *-i* and *-e* together, the *-i* comes before *-e* except after the letter *-c*. This happens when you hear an 'ee' sound as you say the word. For example, 'believe' and 'receive'. However, when you hear an 'ay' sound, as in 'neighbour', then the spelling is *-ei*. For example, 'weight', 'freight' and 'veil'.

#### **Rule 2 – adding -er, -ed and -ing**

If you add *-er*, *-ed* or *-ing* to a word that has one unit of sound (called a syllable) and the last two letters are a vowel (a, e, i, o, u) and a consonant (any letter that is not a vowel), then the consonant is doubled. For example, 'drum' becomes 'drummer', 'drummed', 'drumming'.

#### **Rule 3 – y becomes i**

If the last two letters of a word are a consonant followed by the letter *-y*, and an ending other than *-ing* is added, then the *-y* changes to an *-i*. For example, 'happy' becomes 'happiness', 'fly' becomes 'flight'.

#### **Rule 4 – forming plurals of nouns**

Many singular nouns can be changed to their plural forms by adding *-s*. For example, 'bag' becomes 'bags'.

For singular nouns ending in *-s*, *-z*, *-x*, *-sh* or *-ch*, add *-es*. For example, 'church' becomes 'churches', and 'box' becomes 'boxes'.

Singular nouns ending in a consonant plus *y* become plurals by dropping the *y* and replacing it with 'ies'. For example, 'army' becomes 'armies'. But if a vowel comes before the *y*, an *s* is added. For example, 'Saturdays'.

Singular nouns ending in a consonant plus *o* become plurals by adding *es* to the end. For example, 'potato' becomes 'potatoes'. But if a vowel comes before the *o*, an *s* is added, as in 'studios'.

#### **6.3 a** Highlight the words that are correctly spelt.

beleive	cheif	conceive	deciet	receipt	vein
chatted	getting	grabing	hotter	quiter	shipping
sitting	skiping	sliping	stoping	trapped	tripped
beautiful	grumpiest	happiest	happyer	happyness	lazier
laziest	merciful	prettiest	prettyer	tidier	tidyest

#### **b** Change these singular words into their plural forms. The first one has been done for you.

hero → heroes

place \_\_\_\_\_ brain \_\_\_\_\_

university \_\_\_\_\_ search \_\_\_\_\_

waltz \_\_\_\_\_ hoax \_\_\_\_\_

scenario \_\_\_\_\_ cargo \_\_\_\_\_

## SYLLABLES AND SPELLING

All words are created using a combination of sounds. A syllable is one or more letters that together make a single sound. Many words have only one syllable, or one sound. For example, **book, day, cry, bag, job, pen, rocks, phone, door.**

Syllables are very useful in knowing how to spell words. When a word has two or more syllables – or sounds – the word can be broken down into its parts by saying each syllable, and then it is easier to spell each syllable. For example, **in/ter/view, pro/ceed, gov/ern/ment, Sa/tur/day, driv/ing, sep/ar/ate, re/ceive, pos/sess.**

Because English has many words that have come into English from many other languages, the spelling rules of English have many exceptions. This is why English is a difficult language for people from other cultures to learn to write. Here are some exceptions to the common spelling rules presented above:

## SPELLING EXCEPTIONS

**Rule 1: i before e except after c or when sounded as an ay (as in neighbour and weight).**

Exceptions: ancient, science, species, foreign, protein, sufficient, their, height.

**Rule 2: when adding -er, -ed and -ing double the final consonant letter for single syllable words.**

Exceptions: fix/fixing, speak/speaker, box/boxing, seek/seeker

**Rule 3: y becomes i when the last two letters of a word are a consonant followed by the letter -y, if an ending other than -ing is added.**

Exceptions: shy/shyness, dry/dryness, sly/slyly

**Rule 4: plural nouns add an s or -es.**

Exceptions: mouse/mice, tooth/teeth, sheep/sheep, woman/women, species/species, man/men, series/series, child/children.

6.4

Rewrite the following words, indicating the syllables with a slash (/). Say each word aloud so you can hear, and then count, how many syllables it contains. An example has been done for you.

**a** pamphlet → pam/phlet

**b** development \_\_\_\_\_

**g** behaviour \_\_\_\_\_

**c** acceptable \_\_\_\_\_

**h** particularly \_\_\_\_\_

**d** interviewed \_\_\_\_\_

**i** criticism \_\_\_\_\_

**e** aggressive \_\_\_\_\_

**j** recognised \_\_\_\_\_

**f** occurred \_\_\_\_\_

**k** embarrassment \_\_\_\_\_



## WRITING: BREAKING THE RULES

Your writing task is to take ten of these spelling exceptions and include them all in one short piece of writing (about 100 words) – choose your own topic and then weave in these spelling exception words. You might like to write a mini-story, an online blog post, a mini-play or a poem.



# UNIT 7 Spelling Success — Spelling Slips and Tips, Prefixes, Suffixes

## ENGLISH IN FOCUS

### Bad spelling gives us the schitzels by Steve Wilkinson

*Wot gets up my knows?* It's the lack of care people take with spelling.

A few weeks ago at a beachside cafe, a sandwich board caught my eye. It read, 'Today's Special – *Schitzel* Burgers...'

It was lunchtime and I'd been weighing up whether to weigh myself down with a kilo of hot chips or opt for something lighter. After working the word 'schitzel' around my mouth – I ordered a Coke...

My next visit to a takeaway outlet provided more compelling evidence that we Australians are crap spellers.

For starters, on the menu board appeared, 'avacado' and 'ceasar' salad, the latter spelt incorrectly not once but twice. And I located the missing 'n' from 'schitzel', which was hiding in 'bananna' fritters. I explained that 'ba-nanna' is a name by which B1 and B2 may affectionately refer to their grandmother, but in other situations, the last 'n' is redundant.

Then at the counter of our local noodle bar: 'Can't find what your [sic] looking for? Ask our friendly stuffs.' I presume the writer meant 'staff'. And while I waited, I spotted yet another boo-boo: 'The 'chief' recommends...'

- 1 Make a list of the misspelt words Steve Wilkinson includes in this online newspaper article, and write the correct spelling next to each misspelt word.

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- 2 Think about signs and advertisements you have seen that used poor spelling. Make a list of two spelling slips, and then use your online search skills to locate five more common spelling errors from genuine signs and advertisements.

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- 3 Why does our society view sound spelling as a very positive skill to possess? Give two reasons to support your opinion.

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## COMMON SPELLING SLIPS

Be aware of common spelling errors that senior students often make in English – if you are aware of these common errors and avoid them, your writing will be more clear, confident and fluent. These are words commonly used in senior English writing that are regularly spelt incorrectly.

Correct spelling	Common spelling errors
a lot	one word, double 'l'
acceptable	single 'c', -ible
accommodation	single 'c' or single 'm'
across	double 'c' or single 's'
aggressive	single 'g' or 's'
argument	extra 'e' – argue)ment
assessment	single 's'
beginning	double 'g' or single 'n'
criticism	replace middle 'c' with 's'
definitely	replace second 'i' with 'a' or end with 'ley'
dependent/dependant	confused spelling due to different meanings
disappear	double 's' or single 'p'
embarrassment	single 'r' or 's'
existence	replace final 'e' with 'a'
harassment	double 'r' or single 's'
humorous	add extra 'u' – humo(u)rous
independent	replace final 'e' with 'a'
necessary	double 'c' or single 's'
occasion	single 'c' or double 's'
occurred	single 'c' or single 'r'
parallel	double 'r' or single 'l'
perseverance	omit or add 'r' – pe(r)se(r)verance replace second 'e' with 'a' or replace final 'a' with 'e'
preferred	double 'f' or single 'r'
privilege	replace second 'i' with 'e'
receive	'i' before 'e'
rhythm/rhyme	omit first 'h'
separate	replace first 'a' with 'e'
sincerely	replace 'c' with 's' or omit final 'e'
stationery/stationary	confused spelling due to different meanings
there/their/they're	confused spelling due to different meanings

7.1

Rewrite the following sentences in your notebook, correcting the spelling errors. Some of the words are listed in the table, but others are not.

a You will need alot of help to fill out this job aplication form.

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b There will be a definate change in my career idees over the next few years.

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c They could have told her about the mising P-plate.

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d Try reading the artical rite thorough without stoping.

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e I am not prejudiced; I just need to explane my veiwpoint.

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f The existance of life on other planets is not imposible.

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g I am committed to my studdies, and I'm not embarassed to admit it.

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h I know I have to make an independant desicion about my own future.

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7.2

Without looking at the table of common spelling errors, highlight the correctly spelt word from the senior English word choices below. Here is an opportunity to assess your own spelling skills. Once you have finished you should check your accuracy.

a acceptable/acceptable/acceptible

h necessary/necessary/necessery

b accommodation/acommadation/  
accomodation

i occured/ocurred/occurred

c agresive/aggressive/agresive

j perseverance/perseverence/persaverence

d beginning/begining/begginig

k preferred/preffered/prefered

e criticism/critisicm/critacism

l privelege/privelige/privilege

f definate/defanitely/definitely

m recieve/receive/recevie

g independent/independent/  
independant

n separate/seperate/separate

o sincerly/sinsere/serely/sincerely

**Bad spelling gives us the schitzels** by Steve Wilkinson

So, who's to blame for the current spelling debacle? Is it the fault of traitorous spellcheckers, a text-speak takeover, or should we be pointing the finger at teachers whose advice throughout the '90s to "spell it like you say it", although well-intentioned, was not particularly helpful.

But the responsibility for legitimising bad spelling in Australia rests firmly on the shoulders of one central coast farmer whose roadside sign in the '70s screamed out to passing motorists in huge upper-case letters: "HOSS POO – 50c A BAG".

Young and impressionable, I asked dad, "What's a hoss?" He explained it was a cross between a horse and an ass. So, before I realised I'd been duped I proceeded to tell everyone I knew, and then some, about the horse-donkey hybrid, thus making a complete ass of myself.

Needless to say if I ever track down the befuddled author of said sign who caused me such pain, I'll politely sit him on his ass – or horse – and make him ride out of town. But not before presenting him with a dictionary.

- 1 Use an online or print dictionary to find the meaning of the following words used in this opinion piece:

debacle \_\_\_\_\_

traitorous \_\_\_\_\_

legitimising \_\_\_\_\_

impressionable \_\_\_\_\_

duped \_\_\_\_\_

hybrid \_\_\_\_\_

befuddled \_\_\_\_\_

- 2 How do spelling slips usually find their way onto signs, advertisements and posters? Think of three or four reasons for spelling mistakes appearing in public places.

\_\_\_\_\_

\_\_\_\_\_

- 3 Who is responsible for poor spelling on signs, in the media and in advertising? Is it spell-checkers, text-speak spelling, the signwriters or copywriters, or even teachers? Give reasons for your viewpoint.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SPELLING IN YOUR HANDS

### SPELLING SILENT LETTERS

Spelling words that have silent letters in them can be difficult. Often you just have to memorise them. Add words that you find confusing to your personal spelling bank to help you remember them. Use the 'look-cover-write-check' method to revise them. Here are some examples of common silent-letter combinations to look out for and learn:

Words that...	Examples
Words that begin with <i>-wr</i> have a silent <i>-w</i> .	write, wry, wrong, wrist, wretch
Words that begin with <i>-kn</i> have a silent <i>-k</i> .	knot, know, knock, knee, knife
Words that begin with <i>-rh</i> have a silent <i>-h</i> .	rhyme, rhetoric, rhapsody, rhythm
Words that include <i>-ph</i> are said with an <i>-f</i> sound.	physics, hyphen, phrase, atmosphere, catastrophe
Some words spelt with <i>-gh</i> are pronounced with an <i>-f</i> sound.	enough, rough, cough, laugh, tough
In some words that are spelt with <i>-st</i> in the middle, the <i>-t</i> is silent.	listen, hasten, Christmas, fasten

### PREFIXES AND SUFFIXES

A prefix is a word or syllable placed at the beginning of a base word to change its meaning. A suffix is a word or syllable placed at the end of a base word to form a new word. For example:

appear	(base word)
dis + appear	(prefix + base word)
appear + ed	(base word + suffix)
dis + appear + ed	(prefix + base word + suffix)

### ADDING PREFIXES

To add a prefix, such as *dis-*, *un-*, *in-* and *mis-* to a base word, you do not change the spelling of the base word. For example,

in + frequent = infrequent
dis + agreement = disagreement
un + conscious = unconscious
mis + understand = misunderstand

## ADDING SUFFIXES

Depending on the suffix added, the spelling of a base word might change. When the base word ends with *e* and the suffix begins with a vowel, drop the *e*.

desire + able = desirable      increase + ing = increasing

Like many spelling rules, there are exceptions. Keep the *e* of the base word when it follows a soft *g* or *c*.

notice + able = noticeable      change + able = changeable

When the base word ends with *e* and the suffix begins with a consonant, keep the *e*.

move + ment = movement

exclusive + ly = exclusively

woe + ful = woeful

Again, there is an exception. Drop the *e* when the base word ends with two vowels and the suffix begins with a consonant.

argue + ment = argument      true + ly = truly

**7.3** Use an online or print dictionary to find five other words beginning with these silent-letter combinations.

**a** *wr-* \_\_\_\_\_

\_\_\_\_\_

**b** *kn-* \_\_\_\_\_

\_\_\_\_\_

**c** *rh-* \_\_\_\_\_

\_\_\_\_\_

**7.4 a** Almost every word in English contains at least one vowel – write out ten words from this page and highlight the vowels in each word.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**b** Which are the only three words in the English language containing one vowel and no other letter?

\_\_\_\_\_

**c** List as many words in the English language as you can that do not contain a vowel.

\_\_\_\_\_

**7.5** Add a prefix to these words to create a word with the opposite meaning.

- a** ability \_\_\_\_\_
- b** approachable \_\_\_\_\_
- c** aware \_\_\_\_\_
- d** conscious \_\_\_\_\_
- e** divided \_\_\_\_\_
- f** obey \_\_\_\_\_
- g** possess \_\_\_\_\_
- h** satisfying \_\_\_\_\_
- i** sensitive \_\_\_\_\_
- j** sufficient \_\_\_\_\_

**7.6** Add a suffix to these words to create a new word.

- a** allege \_\_\_\_\_
- b** aware \_\_\_\_\_
- c** benefit \_\_\_\_\_
- d** definite \_\_\_\_\_
- e** frequent \_\_\_\_\_
- f** harass \_\_\_\_\_
- g** possess \_\_\_\_\_
- h** sensitive \_\_\_\_\_
- i** sincere \_\_\_\_\_
- j** success \_\_\_\_\_

**7.7** Write three examples of words that use the following prefixes. An example has been done for you.

**a** *sub-* (under) submerge, submarine, subway

**b** *tri-* (three) \_\_\_\_\_

**c** *super-* (over) \_\_\_\_\_

**d** *poly-* (many) \_\_\_\_\_

**e** *mal-* (bad) \_\_\_\_\_

**f** *semi-* (half) \_\_\_\_\_

**7.8** Add two more words to the list of words that use the following suffixes.

**a** *-less* (without)

endless, \_\_\_\_\_

**b** *-ish* (having the nature of)

childish, \_\_\_\_\_

**c** *-ward* (indicating direction):

homeward, \_\_\_\_\_

**d** *-wise* (manner or way):

clockwise, \_\_\_\_\_

**e** *-ly* (having the qualities of):

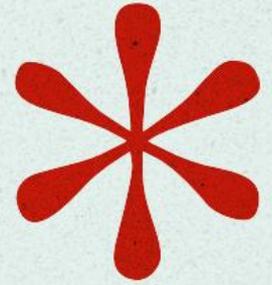
brotherly, \_\_\_\_\_

### WRITING: MI VYOUS ON SPELLING



Here is your opportunity to write your own blog opinion piece about spelling today. Use your internet research on poor spelling in signs, the media and advertising, and the views of others around you, to present your own examples of poor spelling, your own views about why this occurs, and your own opinions about what should be done in our society and our schools. Should we have spelling police? Should we penalise bad spellers? Should we change the spelling of some words? Should we change spelling rules? Write about 300–500 words. You might like to submit your blog opinion piece to an online site for publication.

**BUILDING  
SENTENCES –  
COMBINING  
WORDS AND  
CREATING  
SENTENCES**





## PART TWO

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# **BUILDING SENTENCES – COMBINING WORDS AND CREATING SENTENCES**





# UNIT 8 The Language of Senior English — A to G

## ENGLISH IN FOCUS

### CaPital LeTTers



1 Why do you think the writers of these signs decided to use capital letters on all the words?

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2 What are three or four other effective ways to emphasise words in a large advertising or promotional sign?

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3 Why is capitalising the first letter of every word not effective for a public sign?

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4 Can you identify another spelling or punctuation error in the first sign?

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## THE ENGLISH LANGUAGE IS ALWAYS CHANGING

The way English words are spelt, pronounced or used in writing and speaking changes over time. You may already have noticed this from reading older texts, such as the works of Shakespeare from the late 1500s and early 1600s, or poems in English from earlier centuries.

As society changes, new English words are introduced, like 'download' and 'blog', while other words fall out of favour, like 'widdershins' and 'forsooth'. Attitudes about what is acceptable also change – words that were once slang become part of everyday or even formal language. For example, the word 'dizzy' meant to be foolish or silly in Old English, while now it is a common medical term. Even the spelling of words can change – just a few decades ago 'gaol' was the preferred spelling in Australia, and now it is 'jail'.

Also, English is a global language with a wide range of dialects and accents in different countries, and even within English-speaking countries what is considered correct might be different in different areas. For example, in New South Wales the word 'castle' is commonly pronounced with an 'ar' sound (as in 'carstle'), while in Victoria 'castle' is usually pronounced with an 'a' sound as in 'cat'. We all know from television and film how American, British and New Zealand accents pronounce the same English words in quite different ways.

To write and speak well wherever you are, in Australia or around the world, it is important to know the current language conventions for acceptable Australian English. This ensures you will be a more confident and competent in a wide range of language situations now and in the future.

## CAPITAL LETTERS

Part of knowing how to use words appropriately is knowing when to use (and when not to use) capital letters. Capital letters are also called upper-case letters. The following information provides some of the more common uses for an initial capital letter – a capital letter at the start of a word.

### BEGINNING SENTENCES

The beginning of the first word in a sentence always takes a capital letter.

The game starts at the sound of the whistle.

Capital letters are used to begin the first word inside the quotation marks for speech.

The teacher announced, 'If you would like to go on the excursion, make sure you pick up the information sheet.'

### NAMES AND POSITIONS

Capital letters are used for the names of people or animals.

Shane Jones                  Inspector Rex   King Kong

They are also used for nicknames.

Billy the Kid                  Smiling Joe

Capital letters are used for positions or titles when they are used in front of a name.

President Obama          Principal David Skinner

They are not usually needed, however, for positions or titles that are not in front of a name.

General Williams inspected the barracks. During his tour the general admired the new recreation hall.

Capital letters are also used whenever the word 'I' is used.

I was going to go on my own but then I decided to go with friends.

## ORGANISATIONS AND NATIONALITIES

Capital letters are used for the names of organisations, nationalities, languages and companies.

Regent Cinemas	Hungry Jack's
Japanese	Beacon High School
Sydney University	Buddhists
Myer	French

Sometimes organisations, companies or bands will use an initial lower-case letter, instead of a capital letter, to capture attention or for graphic design reasons.

silverchair	k d lang
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## TITLES OF BOOKS, PLAYS AND FILMS

The titles of books, plays and films also require capital letters. Such titles are written in italics in typed text.

<i>The Lord of the Rings</i>	<i>To Kill a Mockingbird</i>
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The first word of a title always takes a capital letter and then all the words except for the articles, prepositions and conjunctions that have fewer than five letters. If you do not know what type of word it is, your dictionary will be able to tell you.

## PLACE NAMES

A capital letter is used for the words in the names of places, such as cities, suburbs, streets, rivers, mountains, countries and buildings.

New South Wales	The Great Barrier Reef
Melbourne Cricket Ground	Stonehenge
Uluru	New York

## MONTHS AND DAYS

Capital letters are used for the days of the week and months of the year. They are not needed, however, for the seasons: summer, autumn, winter and spring.

October	Wednesday
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Capital letters are also used for major events, periods in history, special events and holidays.

Second World War	Easter
Middle Ages	Academy Awards

## SALUTATIONS

A capital letter is used at the beginning of the first word in the opening and closing greetings of more formal letters.

Dear customer	Yours faithfully
To the householder	Best regards

**8.1** Rewrite these sentences, using capital letters where required.

**a** one international survey described sydney as the best tourist destination in australia.

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**b** then my boss said, 'make sure you grab that new roster for next week's shifts.'

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**c** when i think about next christmas or easter, i'd like to include some overseas travel to new zealand or thailand.

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**d** the movie saving private ryan, set in europe during the second world war, was on special at big w last week.

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**e** there is no way angela will be on time for her appointment with dr williams on friday morning.

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**f** once i started to read the novel twilight by stephenie meyer, i couldn't stop.

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**The World's Language** by Bill Bryson

More than 300 million people in the world speak English and the rest, it sometimes seems, try to...

Consider this hearty announcement in a Yugoslavian hotel: 'The flattening of underwear with pleasure is the job of the chambermaid. Turn to her straightaway.' Or this warning to motorists in Tokyo: 'When a passenger of the foot heave in sight, tootle the horn. Trumpet at him melodiously at first, but if he still obstacles your passage, then tootle him with vigor.' ...

To be fair, English is full of booby traps for the unwary foreigner. Any language where the unassuming word *fly* signifies an annoying insect, a means of travel, and a critical part of a gentleman's apparel is clearly asking to be mangled ...

It is often said that what most immediately sets English apart from other languages is the richness of its vocabulary. *Webster's Third New International Dictionary* lists 450 000 words, and the revised *Oxford English Dictionary* has 615 000, but that is only part of the total. Technical and scientific terms would add millions more. Altogether, about 200 000 English words are in common use, more than in German (184 000) and far more than in French (a mere 100 000). The richness of the English vocabulary, and the wealth of available synonyms, means that English speakers can often draw shades of distinction unavailable to non-English speakers.

- 1 The Yugoslavian and Tokyo messages both use correct English words, so why are they not acceptable English?

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- 2 Rewrite the Yugoslavian and Tokyo messages so they read in a more conventional and acceptable English.

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- 3 Why do you think an extensive and rich vocabulary is valuable for all English speakers and writers?

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## VOCABULARY IN YOUR HANDS

### USAGE GUIDE PART ONE: A TO G

The words in this Australian English usage guide are commonly confused in written or spoken responses – and in assessment work – when written accuracy, clarity and precision are important in communicating ideas and arguments. These words are common slips for students and adults, so this guide is useful for your writing and speaking now and in the future.

Many of these words are homophones – that is, words with the same sound, but a different meaning and sometimes a different spelling – which is why people often misuse them. For example, a ‘boy’ is a male child but a ‘buoy’ is a marker that floats on water.

Words that have the same spelling but different meanings, and sometimes also different pronunciations, are called homographs. An example of a homograph is ‘row’, which has three different meanings and two different pronunciations; it is pronounced to rhyme with ‘go’ in ‘a long row of bottles’ or ‘row your boat’, but it rhymes with ‘how’ when you say ‘they had a terrible row’. Another example is ‘lead’ as in ‘a lead pencil’ or ‘to lead a horse’ or ‘a power lead’.

Read this vocabulary guide and the examples provided, and then check your own vocabulary skills by completing the activities at the end.

#### ADVICE OR ADVISE

- Use **advice** for the noun.  
He gave me some advice.
- Use **advise** for the verb.  
I’ll advise her to go on the bus.

#### AFFECT OR EFFECT

- **Affect** is a verb meaning **to influence**.  
That artwork affects me in a different way.
- **Effect** is usually a noun meaning **result** or **consequence**.  
The effect of winning the lottery was amazing.
- **Effect** occasionally is used as a verb meaning **to bring about** or **to accomplish**.  
Her injuries were not enough to effect her death.

#### ALL RIGHT OR ALRIGHT

- If something is **all correct**, use **all right**.  
I got the questions all right on my test.
- Both **all right** and **alright** are used to mean **satisfactory**. **All right** used to be the only acceptable spelling, but the use of **alright** is slowly increasing. It is still, however, recommended that you avoid **alright** in formal writing.

#### ALTAR OR ALTER

- Use the noun **altar** when referring to a table used in religious services.  
The priest arranged the candles on the altar.
- If meaning **to change**, then use the verb **alter**.  
They decided to alter the look of the room.

### AURAL OR ORAL

- Both words are adjectives, but **aural** describes things to do with sound and hearing.  
The aural test was to assess my hearing.
- **Oral** describes things to do with speaking and the mouth.  
In my Japanese oral exam the supervisor said that I spoke very confidently.

### BITE OR BYTE OR BIGHT

- A **bite** is a mouthful of something, or a wound made with teeth.
- A **byte** is a unit of information stored on a computer's hard drive.
- A **bight** is a large bay, such as the Great Australian Bight. It can also be used to refer to a part or a loop of rope.

### BOUGHT OR BROUGHT

- These two very different words should not be confused. **Bought** is the past tense of the verb **to buy**.  
Joe bought a new video game at the sale.
- **Brought** is the past tense of the verb 'to bring'.  
Joe brought the video game to school.

### BRAKE OR BREAK

- A **brake** is a device used to stop a wheel or motor from turning. It can also be used as a verb.  
The mechanic repaired the car's brakes. (noun)  
When he saw the kangaroo on the road he braked suddenly. (verb)
- In most other situations, you would use the spelling **break**. The word **break** has many meanings. Some of the meanings of the verb **to break** include to damage something by dividing it into pieces, to fail to observe a rule or a law, and to surpass something. It can even refer to crashing waves.  
If I break my mother's antique vase, I will be in big trouble!  
If you break the law, you will be caught.  
After breaking the world record, he celebrated with his friends.  
The surfer watched the waves break.
- As a noun, **break** has many meanings, for example, a disruption, fracture, pause or an escape.  
Take a break between study sessions or you will become overly tired.  
The prisoners made a break for it.

### BREATHE OR BREATH

- **To breathe** is the verb meaning to draw air into and out of the lungs.  
I can breathe that fresh, clean air.
- **Breath** is the noun meaning a small puff of air.  
He took in a small breath of air.

### BY OR BYE OR BUY

- A **bye** is when a team does not have to play in one round of a competition. This spelling is also used as a contraction of the word **goodbye**, meaning farewell.
- When you exchange money for an object to make it yours, you use the verb **to buy**.
- **By** means **near** or **close to**, but it has many other meanings as well.

The book was **by** the chair.

He came **by** the main highway.

The portrait was painted **by** Picasso.

### CAN OR MAY

- **Can** and **could** are used to express ability and capability.

He **can** run faster than anyone else in school.

He **could** have beaten me, but he let me win.

- **May** and **might** are used to express the idea of having permission or being allowed; they are also used to indicate a possibility.

'Beth **may** go to the movies after she has finished her chores,' said her father.

It **might** snow tomorrow.

### CAUGHT OR COURT

- **Caught** is the past tense of the verb **to catch**.

She **caught** the ball after I threw it.

- A **court** is a level area used for some sports, such as tennis. It is also used to refer to a place of justice, such as a law court, and an open area surrounded by walls or buildings, such as a food court.

### CEREAL OR SERIAL

- **Cereal** is packaged breakfast food. The grains that are included, such as wheat, corn or oats, are also **cereals**.
- A **serial** is a story told in different episodes or parts.

### CLOTH OR CLOTHE

- **Cloth** is a material made by weaving silk, wool, cotton or another fibre.
- **To clothe** someone is to put something on them to wear.
- **Clothes** are what you dress in.

### COMPLIMENT OR COMPLEMENT

- A **compliment** is a comment expressing praise or respect.

His performance brought many **compliments** in the next day's newspaper.

- **Complimentary** tickets are free tickets given as a gift or as a sign of respect.
- **To complement** is to have something go with or match something else, or to complete a set.

That tie **complements** the shirt you are wearing.

### DAIRY OR DIARY

- A **dairy** is a place where cows are milked.
- A **diary** is a journal recording personal thoughts or daily events.

### DESERT OR DESSERT

- The noun **desert** refers to an arid expanse of land. The verb **to desert** can mean to abandon someone or something.

You shouldn't desert me now.

- The noun **dessert** is a sweet dish usually served at the end of a meal.

### DIE/DYING OR DYE/DYEING

- To **die** is to cease living. When something is **dying**, life is gradually leaving it.
- To **dye** something is to colour it with a colouring agent. The noun **dyeing** refers to the colouring process. The same spelling, **dyeing**, is used in some forms of the verb **to dye**.

If you are dyeing your hair, be careful. It might be better to let me do the dyeing for you.

### DIFFERENT FROM OR DIFFERENT TO OR DIFFERENT THAN

- The use of the preposition **from** after **different** is always acceptable.

That iPod is different from the other MP3 players.

- The use of **to** after **different** is also tolerated in British English, while **different than** is used commonly in American speech.

### ENQUIRY OR INQUIRY

- Both spellings can be used and have the same meaning for the noun **enquiry/inquiry** or the verb **to enquire/inquire**.

We have held an enquiry/inquiry into the accident.

I am here to enquire/inquire about a new driving licence.

### EXCEPT OR ACCEPT

- **Except** means **with the exclusion of** or **excluding**.

Everyone was named in the team except Ashleigh.

- **To accept** something is to take it or receive it.

I wonder if she will accept my gift?

### FLAMMABLE OR INFLAMMABLE

- Both these words mean the same thing: likely to burst into flames.
- **Inflammable** has the '*in-*' prefix that means **into**. Some people confuse this word because of the other meaning of the prefix '*in-*', which acts in the same way as '*un-*', for example, **inaccurate**. 'Flammable' is the word more commonly used and less likely to cause confusion.

### FORT OR FOUGHT

- A **fort** is a place defended by soldiers. **Fought** is used in the past tense of the verb **to fight**.

They fought a long battle before the Hobbits won.

### GAOL, JAIL OR GOAL

- **Gaol** is an old spelling for **jail**, a place where criminals are imprisoned. **Jail** is the preferred spelling.
- A **goal** is something you aim for – in sport or as an ambition.

Jules aimed for the goal with her last shot. Her goal was to be the season's top scorer.

## GENES OR JEANS

- **Genes** are the units in DNA that decide characteristics such as the colour of a person's eyes.
- **Jeans** are pants made of denim or similar hard-wearing material.

## GOT, GOT TO OR GOTTEN

- The word **got** is used in the past tense of the verb **to get**. It is also used in expressions such as **has/have got to**, which means **must** or **ought to**.

I have got a test tomorrow.

I have got to go to the shops this afternoon.

- **Gotten** is a form of the past tense of **to get**, when the verb expresses an achievement or acquisition.

They have gotten to the World Series finals in Los Angeles without a loss.

Although **gotten** is being used more frequently in spoken English in Australia, it is still not commonly seen as correct or acceptable.

**8.2** Highlight the correct spelling of the word in each of the following sentences. Be careful, in some cases both alternatives may be acceptable!

- a The supervisor will accept/except that you were sick on Thursday night.
- b The design on the dress compliments/complements the colour of the jacket.
- c The customer brought/bought back the faulty appliance.
- d The careers adviser will provide valuable advise/advice about your career options.
- e Abib decided to alter/altar the look of his room.
- f The material they have used in those car seats is highly inflammable/flammable.
- g Everyone on the night shift will accept/except the pay increase for working on the public holiday.
- h These sports shorts are different from/different to the ones I tried on before.
- i The inquiry/enquiry counter was located beside the cash registers.
- j It's so stuffy in here I can hardly breath/breathe.

**8.3** Create ten sentences of your own using a choice of different words and spellings from the vocabulary guide. Swap your sentences with a work partner and see who achieves the highest correct score.

## WRITING: RIGHT FROM WRONG!

Use a word processor to write a 200- to 300-word story on an open topic of your own choice, but including 20 of the vocabulary guide words using correct spelling. Then make a copy of this short story and change all 20 of the correct vocabulary guide words from their correct to an incorrect spelling form. Swap your new story with a work partner and see who is the quickest to highlight all 20 spelling mistakes.



# UNIT 9 The Language of Senior English — H to Z

## ENGLISH IN FOCUS

### The Mother Tongue by Bill Bryson

For better or worse, English has become the most global of languages, the lingua franca of business, science, education, politics, and pop music. For the airlines of 157 nations (out of 168 in the world), it is the agreed international language of discourse. In India, there are more than 3,000 newspapers in English. The six members of the European Free Trade Association conduct all their business in English, even though not one of them is an English-speaking country. When companies from four European countries – France, Italy, Germany and Switzerland – formed a joint truck-making venture called Iveco in 1977, they chose English as their working language because, as one of the founders wryly observed, 'It puts us all at an equal disadvantage.' ... when Volkswagen set up a factory in Shanghai it found that there were too few Germans who spoke Chinese and too few Chinese who spoke German, so now Volkswagen's German engineers and Chinese managers communicate in a language that is alien to both of them, English...

For non-English speakers everywhere, English has become the common tongue ... Indeed, such is the demand to learn the language that there are now more students of English in China than there are people in the United States.

- 1 Why do you think a French pilot in charge of an Air France 747 jet, flying over Paris and speaking with French air traffic controllers, has to communicate only using English (and the air traffic controllers have to use only English also)?

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- 2 Why would the government of China see the learning of English as an important skill for their people in today's world?

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- 3 Do you think the dominance of English in global communication might change in the future? Give reasons for your viewpoint.

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## BUILDING SENTENCES BY BUILDING USAGE KNOWLEDGE

### USAGE GUIDE PART TWO: H TO Z

#### HANGER OR HANGAR

- A **hanger** is something to hang clothes on.
- A **hangar** is a large building where aircraft are stored and repaired.

#### HERD OR HEARD

- A **herd** is a group of animals, especially cattle.
- **Heard** is the past tense of **hear**.

I heard that there was a famous star in town yesterday.

#### HOLE OR WHOLE

- A **hole** is an opening or hollow, such as in clothes or in the ground.
- **Whole** is used to describe something that is complete or entirely one.

We have the whole plan ready for the game now.

#### HOLY, HOLEY, HOLLY OR WHOLLY

- The word **holy** is used to describe something that is religious, saintly or very good.

He took holy orders to become a priest.

- **Holey** describes something that is full of holes.

Your shirt is so holey that it will fall off your back soon.

- **Holly** is a type of plant.

We decorated the house for Christmas with sprigs of holly.

- **Wholly** means entirely or completely.

We are wholly in favour of the new project.

#### IDLE OR IDOL

- A person who does nothing is described as **idle**.
- An **idol** is a statue of a god or someone who is worshipped like a god.

#### ILLUSION, ALLUSION, DELUSION

- An **illusion** is something that appears to exist but really does not.

I thought that there was water there, but it was an illusion.

- An **allusion** is an indirect reference to someone or something.

She made an allusion to the movie when she gave her speech.

- A **delusion** is a false belief about something or someone.

He was suffering from the delusion that he was famous.

### ITS OR IT'S

- **It's** is a contraction of **it is**.  
It's raining cats and dogs.
- **Its** is the possessive form of the pronoun **it** and is used to show ownership.  
The mouse climbed up the walls of **its** cage.

### KERB OR CURB

- A **kerb** is the concrete or stone edge of a road.
- **To curb** something is to control it or hold it back.  
She is learning to curb her anger.

### KNEW OR NEW

- **Knew** is the past tense of the verb **to know**, which means to be certain that something is true.  
I knew I was right to trust that sign.
- Something is **new** if it arrived recently or has just been made.  
My cousin just bought a new Toyota Prius last week.

### LAY OR LIE

- The verbs 'to lay' and 'to lie' are easily confused, especially in the past tense. **To lay** is a verb that means **to put down**.  
Please lay the flowers on the table.
- **Laid** is the past tense of **to lay**.  
She laid the flowers on the table yesterday.
- The verb **to lie** means to be in a horizontal position.  
Make sure that you lie still on the operating table.
- **Lay** is also the past tense of **to lie**.  
This morning, she lay in bed for hours reading.

### LEND OR LOAN OR LONE

- **To lend** is a verb meaning to allow someone to use something of yours.  
I'll lend you my bike for the weekend.
- **Loan** is the noun form of the verb 'to lend'.  
I will give you a loan of the bike tomorrow.
- **Lone** means on its own or solitary.  
The lone explorer crossed the desert.

### LICENCE OR LICENSE

- **Licence** is the noun.  
I have my driver's licence.
- **To license** is the verb.  
The government wants to license all gun owners in Australia.

### LOSE OR LOOSE

- The verb **to lose** means to misplace. When you **lose** something, you cannot find it.
- When something is **loose**, it is coming undone or not joined together tightly.

### MAIL OR MALE

- The noun **mail** is all items sent by post. The verb **to mail** is the act of posting these items.
- **Male** is an adjective describing people or animals of the masculine sex; as a noun it means a man or boy.

### MITE OR MIGHT

- A **mite** is a small creature, like a spider.
- **Might** is a noun meaning power or force. **Might** is also an auxiliary verb suggesting possibility.  
They might come to the party tomorrow.

### NIGHT OR NITE

- **Night** is the time after sunset and before morning. **Nite** is an informal spelling for **night** that is often used in advertising. It should be avoided in formal writing.

### OF OR OFF

- Use **of** to show direction or distance.  
We walked to the top of the hill.
- Use **of** to show content or origin.  
His suitcase of clothes was made from leather.
- Use **of** to show ownership or connection.  
She is a friend of mine.
- Use **off** to mean **away from** or **no longer present**.  
They flew off.

### PAIN OR PANE

- **Pain** is the hurt or suffering experienced when injured, unhappy or sick.
- A **pane** is a single sheet of glass, often in a window.

### PAIR OR PEAR OR PARE

- Two things that match together, like socks, are a **pair**.
- A **pear** is a type of fruit. The verb 'to **pare**' means to peel.
- You **pare** a piece of fruit when you peel the skin from it.

### PEACE OR PIECE

- **Peace** is freedom from war and fighting. It can also mean calm, as in **peace and quiet**.
- A **piece** of something is a small part such as a **piece of pie**. It can also mean an individual thing, such as a **piece of fruit**.

### PRACTISE OR PRACTICE

- **To practise** is the verb.  
You must practise your kicking much more.
- **Practice** is the noun or adjective.  
You will need more practice to pass your driving test. (noun)  
The practice pitch is at the side of the oval. (adjective)

### PRINCIPAL OR PRINCIPLE

- **Principal** is an adjective meaning important.  
The principal aim is to beat the opposition.
- **Principal** is also a noun meaning the chief officer, such as the head of a school.  
The principal gave a speech at assembly.
- A **principle** is a general truth or rule of behaviour.  
I have a principle that I should promptly return books that I borrow.

### QUIET OR QUITE

- **Quiet** means silent or peaceful.  
It was very quiet inside the library.
- **Quite** means completely or rather.  
You are quite correct.

### STATIONERY OR STATIONARY

- The spelling **stationery** refers to writing materials, such as pens and paper.  
We bought our stationery from the newsagent.
- **Stationary** means not moving.  
A car should be completely stationary at a stop sign.

### STOREY OR STORY

- A **storey** is a floor of a building.  
That skyscraper has 83 storeys.
- A **story** is a tale.

### THEIR OR THEY'RE OR THERE

- **Their** describes the things belonging to them.  
They drove their cars to the party.
- **They're** is a contraction of two words: **they are**.  
They're late for the movie.
- **There** refers to a place.  
Put the drinks over there, please.

### WEATHER OR WHETHER

- **Weather** is a noun used to refer to the climate conditions.  
We've been having very dry weather.
- **Whether** is used to introduce alternatives.  
I don't know whether to go to the game or to a friend's house.

### WHOSE OR WHO'S

- **Whose** is used to indicate possession.  
Whose sports gear is lying over there?
- **Who's** is a contraction of **who is** or **who has**.  
Who's going to the shops, and who's got the car keys?

### YOUR OR YOU'RE

- **Your** is the possessive form of **you**.  
Your meal is ready.
- **You're** is a contraction of **you are**.  
You're absolutely ready for the big night.

9.1

Rewrite each of the below sentences using the correct spelling of each tricky word.

a The driving inspector asked to see my licence/license.

---

b Would you lend/loan me your textbook for tonight, Rory?

---

c I hope its/it's not going to rain for Saturday's grand final.

---

d She laid/lie the book on the returns shelf.

---

e My little sister used to worship Justin Bieber as her music idle/idol!

---

f I never new/knew you liked the same movies I do.

---

g Some of the latest magicians are amazing in the way their allusions/illusions/delusions can trick people.

---

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h My supervisor at work warned me to kerb/curb my enthusiasm a little or I could make a mistake.

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i When we stayed in the motel there were no hangars/hangers in the cupboard.

---

j The handle on the front door is getting loose/lose.

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9.2

Many words in Australian English use a 'c' for the noun and adjective but an 's' for the verb, although this distinction is not always made in American spelling. In American spelling the word 'practice' is used for all forms of the word. Can you find two other examples using an online search?

1 \_\_\_\_\_

2 \_\_\_\_\_

**9.3** Write a sentence for each word to show you understand its meaning.

**a** practice/practise

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**b** stationary/stationery

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**c** principle/principal

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**d** they're/their

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**e** quiet/quite

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**WRITING: TRY THIS QUICK QUIZ!**

Select 15 usage guide words from this unit – and make sure you know what they mean! Using a word processor, write a sentence for each one using the word correctly in the sentence. Make a copy of these sentences, but now omit the usage guide word and put a blank line in its place. Swap your page with a work partner and see who is the quickest to fill in the 15 blank spaces correctly.



# UNIT 10 Sorting Sentences – Subject, Predicate, Agreement, Structure, Clauses, Phrases

## ENGLISH IN FOCUS

### The Jerilderie Letter *by Ned Kelly*

... I have been wronged and my mother and four or five men lagged innocent and is my brothers and sisters and my mother not to be pitied also who has no alternative only to put up with the brutal and cowardly conduct of a parcel of big ugly fat-necked wombat headed big bellied magpie legged narrow hipped splaw-footed sons of Irish Bailiffs or english landlords which is better known as Officers of Justice or Victorian police who some calls honest gentlemen but I would like to know what business an honest man would have in the Police as it is an old saying It takes a rogue to catch a rogue and a man that knows nothing about roguery would never enter the force an take an oath to arrest brother sister father or mother ...

- 1 Although Ned Kelly makes spelling and punctuation slips in his famous Jerilderie Letter, his feelings and views are still very clear. What is the main message Ned Kelly wants to communicate in this letter – a letter that was widely published after he wrote it?

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- 2 Ned Kelly did not have much school education, and this is reflected in his writing. Find three examples where Ned uses a singular verb when the correct verb choice should be plural because he is writing about a plural subject.

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- 3 This extract from Ned Kelly's Jerilderie letter is one overlong sentence. Decide where the first two sentences might end, and then re-write Ned's first two sentences using a more conventional English sentence style, and with appropriate spelling and punctuation.

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## SUBJECTS, PREDICATES AND SUBJECT-VERB AGREEMENT

### THE SUBJECT AND ITS PREDICATE

Every complete sentence or clause has a subject and a predicate. The subject is what is being written or talked about (a noun group or a pronoun), and the predicate is what is being written or said about the subject.

This car is a good second-hand vehicle.

In this example, **This car** is the subject, or topic, of the sentence (and it is a noun group). The predicate, **is a good second-hand vehicle**, tells readers about the car.

To find the subject of a sentence, ask 'who?' or 'what?' before the verb. The rest of the sentence is the predicate.

The soccer player reached the final.

The subject                      the predicate

Who reached the final?

The soccer player = the subject (a noun group)

Reached the final = the predicate

### SUBJECT-VERB AGREEMENT

To make a meaningful sentence, the subject and its verb must agree with each other.

Verbs must always agree with their subject in person and number. When the subject is singular, the verb must be singular.

He jumps the hurdles.

**He** is a singular subject and **jumps** is the singular form of the verb.

When the subject is plural, the verb must be plural.

They jump the hurdles.

**They** is a plural subject and **jump** is the plural form of the verb.

This is why it is incorrect to say or write **They jumps the hurdles** or **He jump the hurdles**. The subject and verb do not agree in number.

10.1

Identify the subject and the predicate in each of these sentences. Then show how the subject and verb agree with each other. An example has been done for you.

**a** I manage customer service in my new job.

Subject: I

Predicate: manage customer service in my new job

Subject-verb agreement: I/manage – both singular

**b** Mike and his mates were on time for the movies.

Subject: \_\_\_\_\_

Predicate: \_\_\_\_\_

Subject-verb agreement: \_\_\_\_\_

**c** The new employee found the signing-on book.

Subject: \_\_\_\_\_

Predicate: \_\_\_\_\_

Subject-verb agreement: \_\_\_\_\_

**d** The netballers are striving for their best-ever score.

Subject: \_\_\_\_\_

Predicate: \_\_\_\_\_

Subject-verb agreement: \_\_\_\_\_

**e** Shana loves her new iPhone but worries about the cost.

Subject: \_\_\_\_\_

Predicate: \_\_\_\_\_

Subject-verb agreement: \_\_\_\_\_

**10.2**

Write a sentence on each of the topics listed below. Identify and label the subject, the predicate and the subject-verb agreement.

**1** sport: \_\_\_\_\_

Subject: \_\_\_\_\_

Predicate: \_\_\_\_\_

Subject-verb agreement: \_\_\_\_\_

**2** part-time work: \_\_\_\_\_

Subject: \_\_\_\_\_

Predicate: \_\_\_\_\_

Subject-verb agreement: \_\_\_\_\_

**3** learning to drive: \_\_\_\_\_

Subject: \_\_\_\_\_

Predicate: \_\_\_\_\_

Subject-verb agreement: \_\_\_\_\_

**The Ghost of the Swagman** by Paul Keating

'Waltzing Matilda' was born in a drought era, of course, and it is not hard to imagine that this might have had some effect on the melancholy theme of the song. And there is equally no doubt that in all the varieties of hard times 'Waltzing Matilda' has galvanised the spirit of countless Australians ...

I suspect there is no-one here who has not at some time, somewhere in the world, heard or remembered the tune and felt deeply affected by it. I'm sure it has brought Australians home before they intended to, and given others the strength to stay away a bit longer. For a century it has caused Australian hearts to beat faster. I venture to say it has caused more smiles and tears, and more hairs to stand up on the backs of Australian necks, than any other thing of three minutes' duration in Australia's history.

It has long been our unofficial national song. Not our anthem – as I've said before, one can't sing too solemnly about a jumbuk. But 'Waltzing Matilda' is Australia's song, and it always will be.

- 1 This is an extract from a speech by former prime minister Paul Keating on the 100th anniversary of the first performance of 'Waltzing Matilda'. Select and highlight what you think is the most important statement about the song in this extract, and give your reason.

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- 2 Use an online or print dictionary to explain the meaning of these words:

- a melancholy \_\_\_\_\_
- b galvanised \_\_\_\_\_
- c affected \_\_\_\_\_
- d intended \_\_\_\_\_
- e venture \_\_\_\_\_
- f duration \_\_\_\_\_
- g solemnly \_\_\_\_\_

## CLAUSES, SENTENCES AND PHRASES IN YOUR HANDS

### CLAUSES

A clause is a group of words that contains a subject and a verb. There are two types of clauses.

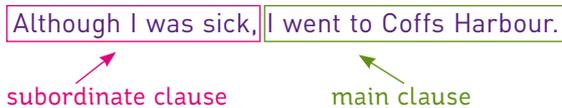
A *main clause* is a clause that makes sense by itself. It can also be called a principal or independent clause.

I went to Coffs Harbour.

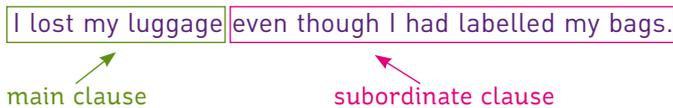
I lost my luggage.

A *subordinate clause* adds meaning to the main clause, but does not make sense by itself. It can also be called a dependent clause.

Although I was sick, I went to Coffs Harbour.



I lost my luggage even though I had labelled my bags.



A subordinate clause can be placed inside a main clause. When this happens, it is called an embedded clause.

The luggage that you thought was lost has been located in the terminal.

### SENTENCES

A sentence is a group of words that expresses an idea. Sentences are the main way we communicate in writing.

The four main types of sentences are listed in the following table.

Type of sentence	Example
Question	When is the final assessment work due?
Statement	The assessment work is due next week.
Exclamation	That's so soon! I can't believe it!
Command	Work on it tonight. Commit yourself to do your best.

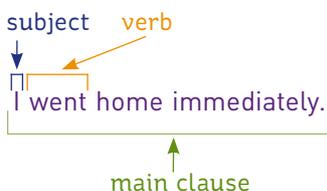
Sentences can also be categorised by the way they are constructed.

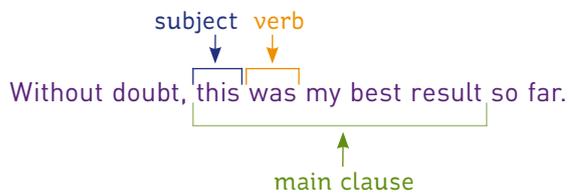
### SIMPLE SENTENCES

Simple sentences contain a main clause with a subject and a verb.

subject      verb

I went home immediately.





Simple sentences make sense on their own and contain only one verb.

### COMPOUND SENTENCES

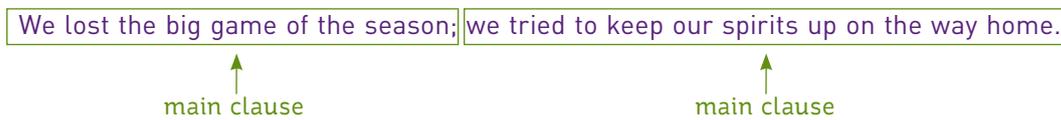
Compound sentences contain two or more main clauses. The two clauses are often linked with a comma and a conjunction. The second part of the sentence begins with the conjunction, which is a joining word such as 'so', 'but' or 'and'.

We lost the big game of the season, **but** (comma and conjunction) we tried to keep our spirits up on the way home.

Compound sentences have at least two main clauses that are of equal importance and that could be written as separate simple sentences. One clause tells more information about the other, or provides a contrast.

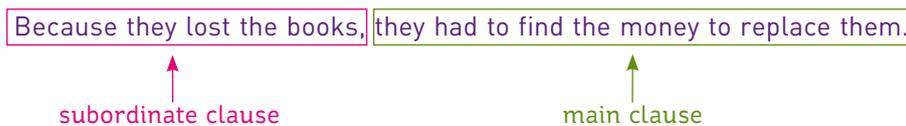
We lost the big game of the season. We tried to keep our spirits up on the way home.

A conjunction and a comma often separate one main clause from the other, but a semicolon can also be used.



### COMPLEX SENTENCES

Complex sentences contain a main clause and at least one subordinate clause.



The main clause makes sense by itself. In this example the main clause is 'they had to find the money to replace them.'

The subordinate clause is incomplete and does not make sense on its own: 'Because they lost the books'. The subordinate clause (or clauses) can be at the beginning, in the middle or at the end of a complex sentence.

### PHRASES

A phrase is any group of words that does not contain a verb.

under the car

being unhappy

my favourite local café

within a few minutes

10.3

Select any novel or short-story anthology that you have studied this year. From that book, locate examples of each of the following sentence types and write the examples in the spaces provided.

**a** one simple sentence

---

**b** one compound sentence

---

**c** another compound sentence

---

**d** one complex sentence

---

**e** another complex sentence

---

10.4

Divide each of the sentences in activity 10.3 into its component parts.

**a** simple sentence

subject:

---

verb:

---

**b** compound sentence

main clause 1:

---

main clause 2:

---

conjunction(s):

---

**c** compound sentence

main clause 1:

---

main clause 2:

---

conjunction(s):

---

**d** complex sentence

main clause:

---

subordinate clause(s):

---

**e** complex sentence

main clause:

---

subordinate clause(s):

---

**10.5**

**a** Locate and list five phrases from the sentences you have used in activities 10.3 and 10.4.

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**b** Locate and list five phrases included in any of the sentence examples written in this unit.

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### WRITING: AN AUSTRALIAN ICON

Write a short and convincing speech about what you believe to be another important Australian icon that defines our identity as Australians (apart from the song 'Waltzing Matilda'). Choose an object, event, place, person or tradition that you feel also defines the Australian character and the Australian spirit. Use Paul Keating's 'Waltzing Matilda' speech as a guide. Write about 200 words, and include a variety of sentence structures, phrases and clauses.



# UNIT 11 Sorting Sentences – Cohesive Text Devices and Well-crafted Texts

## ENGLISH IN FOCUS

### Chinese Lessons by Ivy Tseng

I always dreaded eleven o'clock on Saturday mornings.

Eleven o'clock meant the end of Video Hits.

Eleven o'clock meant the end of the Mandarin program on SBS radio.

Eleven o'clock was Mum washing the floors.

Eleven o'clock meant Chinese lessons.

At the stroke of eleven, Dad would round up my sisters and me. We'd troop half-heartedly to the cheap pine shelf in the living room that held the battered Chinese readers, with their colourful images of happy children playing games. After collecting pencils, notebooks, rubbers, each of us sat in a different room. Jona would be in the living room, Lin in the small bedroom she shared with Jona. I would be at the dining-room table, at which we only ever ate breakfast.

As we struggled with each character, sounding out slowly the pinyin next to it, prompted and corrected by Dad, we'd finally reach the bottom of a sentence. Then we would repeat the laborious experience on the next line ...

All the while, Dad would be telling us to sit up straight. I was always thinking about lunch, or what would be on TV or what library book I could be reading.

1 Why do you think the writer repeats the time on four occasions at the opening of this true story?

---

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---

2 Instead of repeating the names of different people involved in the story, the writer uses other words to refer back to the people through the story. List six of these reference words in this extract.

---

3 What do the following highlighted reference words refer to in this extract?

a their colourful images

---

b each of us

---

c the pinyin next to it

---

## COHESIVE TEXTS AT WORK

Cohesive devices are ways to use language to connect ideas within the sentences you write or speak. Cohesive devices allow the writer to 'stick' ideas together, giving connecting signals so readers or listeners can follow the ideas written about. Knowing how and when connection signals are used in writing and speech will help you write and speak cohesively, and understand the way other writers and speakers compose well-crafted texts.

## REFERENCE WORDS

There are certain words within a piece of writing that refer back to the key ideas or objects in the text. These references allow the text to connect together. For example, here is an extract from a student's review of the Triple J website, where Shana uses pronouns to link the reader back to the key noun groups in her review:

The famous logo – the red and white Triple J drum and sticks – sits at the top of the page, while beneath it a series of slides rotate across the screen. Under them are live links to songs, videos and photos, links to feature albums and music news, and of course free downloads.

Shana, reviewer of Triple J website

Shana has already mentioned the main noun groups ('the famous logo – the red and white Triple J drum and sticks' and 'a series of slides') so she uses pronouns ('it' and 'them') to refer to these noun groups afterwards. This is common in written and spoken texts.

In spoken texts there might be objects or other contexts that aren't within the spoken text but which exist outside the text. For example, here Jeff is talking to some friends:

Have you seen the way they keep trying to get through there? It's really pathetic.

The pronoun 'they' and the adverb 'there' refer to a group of people and a place we cannot identify in the spoken text. The speaker, Jeff, possibly used gestures like pointing, nodding or looking in a direction to show his listeners who and what he is referring to. Unless we are also watching this scene we are left to guess who and what are being talked about.

The following table lists a selection of words that are useful for introducing and tracking people or things in texts:

Reference words	Examples
Personal pronouns	I, me, my, mine you, your, yours he, him, his she, her, hers, it, its we, us, our, ours they, them, their, theirs
Demonstrative words	Pronouns: this, these, that, those Adverbs: here, now, there, then
Comparative words	smaller/smallest, greater/lesser, same/different, more/less, other/another
Determiner words	Definite article: the Indefinite articles: a, an Other determiner words: some, all, one, three, someone, none, everyone, any

## INTRODUCING AND TRACKING REFERENCE WORDS

Writers and speakers introduce a reference word when they do not assume people know what is being written or spoken about. A common way of introducing or presenting people and things is by using the indefinite articles **a** or **an**. For example,

An awesome place to go on weekends has just opened in the main street...

Some nouns are introduced with the definite article **the**. They are:

- a noun that is well known or unique (e.g. **the** main street, **the** Sydney Opera House, **the** Yarra River, **the** Earth)
- a general class of nouns (e.g. **the** car is taking over, **the** cinema is popular now)
- a modified noun making the identity clear (e.g. **the** many useful Apple apps available in the iTunes store)

Some writers and speakers use reference words quite often, while others use them very little. There is flexibility in the way writers and speakers can introduce people or things. When people are writing non-fiction articles, expositions or other texts, it can be very useful to use key reference words to introduce or present complex information or titles. For example, here is a student who has used a reference word to introduce information about a specific excursion for an online school newsletter:

The Tropfest Short Film Festival Exhibition at the Sydney Domain featured one of our students' award-winning films in a celebration of young adult talent and creativity.

Reference words are used to precede what is being introduced or presented, and this is often done when the information is considered important. For example, here the pronoun 'this' refers to the underlined information:

This is something we all must agree on: our planet is in crisis and we must act now.

Sometimes a tracking reference can be to a whole clause or sentence. For example,

What was he doing following his own sister like a stupid, suspicious parent? It was a question he quickly pushed away when he saw her stop and select one large book from the travel section.

**11.1** From the extract at the beginning of this unit, locate two examples of the following reference words being used by the writer:

**a** personal pronouns

---

**b** demonstrative words

---

**c** determiner words

---

**11.2** In the following passage, highlight all the tracking reference words that refer to Isaac and his sister.

Isaac followed his sister into the museum. He didn't really like doing this, but her strange behaviour the last few days was worrying him. She wasn't being her normal annoying self, and this was annoying him. He thought she must have some secret she was trying to hide, and he was going to find out.

**Chinese Lessons** by Ivy Tseng

For my Taiwanese father, these lessons probably started as soon as Jona was born. They were a way of ensuring he would still be able to connect to his past. Rather than simply being an Asian who couldn't speak English well, something of the Taiwanese country boy could remain. In the man remained the boy who didn't have any shoes till halfway through primary school, didn't have electricity till high school and had to help his parents every day, early in the morning before school and in the evening after, with their small plot of land.

Maybe these lessons were also a way to ensure that his three Australian-born and bred daughters recognised that their Chineseness was not restricted to their black hair, small round noses and consumption of rice. Theirs was a deeper, a heavier inheritance of over 4000 years of history, language and values. The best way to hang on to these things was to teach his three daughters the Mandarin language.

Unfortunately, I didn't quite grasp the significance of these lessons as a bratty kid who just wanted to muck around on weekends.

While I was supposed to be committing to memory the intricate characters and sounds for words such as 'snow' and 'blood', I'd be staring out the kitchen window, looking at the gum trees swaying around the tiled rooftops, wishing I was white or Aussie (the two were interchangeable to me) and doing Little Athletics or watching TV; anything other than Chinese lessons on a lazy Saturday morning.

- 1 The writer has used the word 'They' as a substitute for another idea in the second sentence of the extract. What is the original idea being referred to?

---



---



---

- 2 Which word has the writer intentionally omitted from the following extract because it does not need to be repeated?

---

**TEXTS IN YOUR HANDS**

**RESOURCES FOR BUILDING WELL-CRAFTED TEXTS**

People write and speak in a wide variety of situations and for a wide variety of purposes – including classroom discussions, text messaging, job interviews, prepared speeches, formal essays, social networking sites, casual conversations, speaking with customers, notes, messages and job applications. Some are very informal and some are very formal, but they all require different levels of organisation and signalling information. In longer and more formal texts the organisation needs to be clear (such as using paragraphs or headings) and the language signals for the reader also need to be clear (such as repeating key words, using linking or replacement words, including paragraph and sentence openers or topic sentences). Here are some strategies and resources for building your own well-crafted texts.

## SUBSTITUTION

Substitution can be used in speaking or writing to replace one long word or term with a much shorter one. This can make the sentence less repetitive. Notice in this sentence how a very short word (**It**) replaces the much longer noun group (**The school's fiftieth annual swimming carnival**):

The school's fiftieth annual swimming carnival was held last week. It was a huge success...

Many pronouns and determiner words can be used as replacement words for longer words or terms (for example: **this, one, it, them, these, they, all**)

## ELLIPSIS

In written or spoken texts *ellipsis* is another craft device. Ellipsis is when a word or a group of words are omitted, but the reader or listener knows what has been left out from the information already supplied in that sentence. For example:

I'm going to school now; when are you going [*to school*]?

Leaving out the phrase **to school** the second time makes the sentence less repetitive, while the meaning is still clear to the reader or listener.

## LEXICAL COHESION

Lexical cohesion is where words are organised in groups that are related to each other. For example, using synonyms (words with similar meanings) allows a writer or speaker to link ideas together without unnecessary repetition. For example, a writer could use the words desktops, PCs, workstations and Macs in a lengthy piece about computers and avoid using the word 'computers' repeatedly.

Lexical cohesion device	How does this device work?	Example
Synonyms	Using words similar in meaning allows variety in a piece of writing or a speech while still linking to the main idea or key point.	Winning – success, victory, conquest, triumph, vanquish, knockout.
Antonyms	Using words that have opposite or contrasting meanings allows the writer or speaker to place ideas beside each other and show clearly opposing ideas or contrasting relationships between ideas.	hate, abhorrence, disgust, loathing, revulsion, dislike. adoration, affection, love, devotion, passion, fondness.
Repetition	Repeating a key word or term keeps readers or listeners focused on the main idea.	'This is the place. This is the time. This is the reason we are here today.'
Class – member relationships	This is where different types of one class of items are included to maintain a focus on the topic.	In the class of fast-food: hamburgers, chicken nuggets, fish fillets, fries.
Whole – part relationships	A class of thing can be described using the different parts of the item.	In writing about movies, a writer might use words from this class of thing: actors, directors, sets, scripts, sound effects, costumes.

## TEXT CONNECTIVES

Text connectives are signal words that make the flow of ideas clear for the reader or listener. They link sections of the text together, show how an argument is developed or how ideas have built up to a conclusion. They can signal an idea that is being reinforced ('Most important of all...'), extended ('In addition...'), contrasted ('Alternatively...') or concluded ('As a result...').

Text connectives often appear near the beginning of a sentence or paragraph. Go to unit 21 and you will find a collection of text connectives very useful for essay writing. Conjunctions like 'but', 'even though', and 'meanwhile' can also act as text connectives in sentences to reinforce or contrast linked ideas.

**11.3** Use an online or print thesaurus to locate five synonyms and five antonyms for the following words:

- a fear \_\_\_\_\_  
\_\_\_\_\_
- b annoy \_\_\_\_\_  
\_\_\_\_\_
- c strong \_\_\_\_\_  
\_\_\_\_\_
- d tolerant \_\_\_\_\_  
\_\_\_\_\_
- e simple \_\_\_\_\_  
\_\_\_\_\_



**11.4** Write four sentences in your notebook that include the following text connectives:

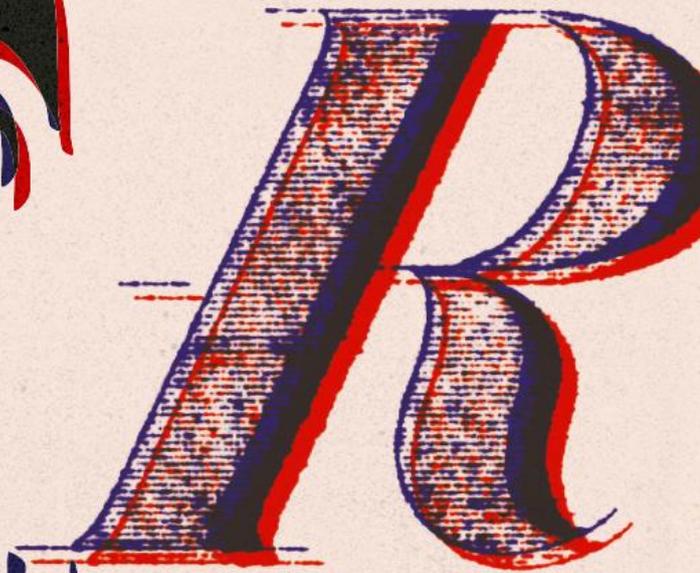
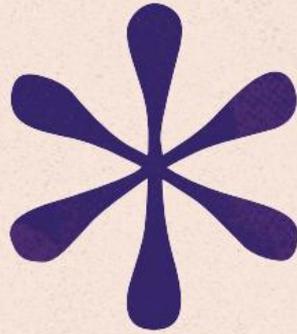
- a Most important of all...
- b In addition...
- c Alternatively...
- d As a result...

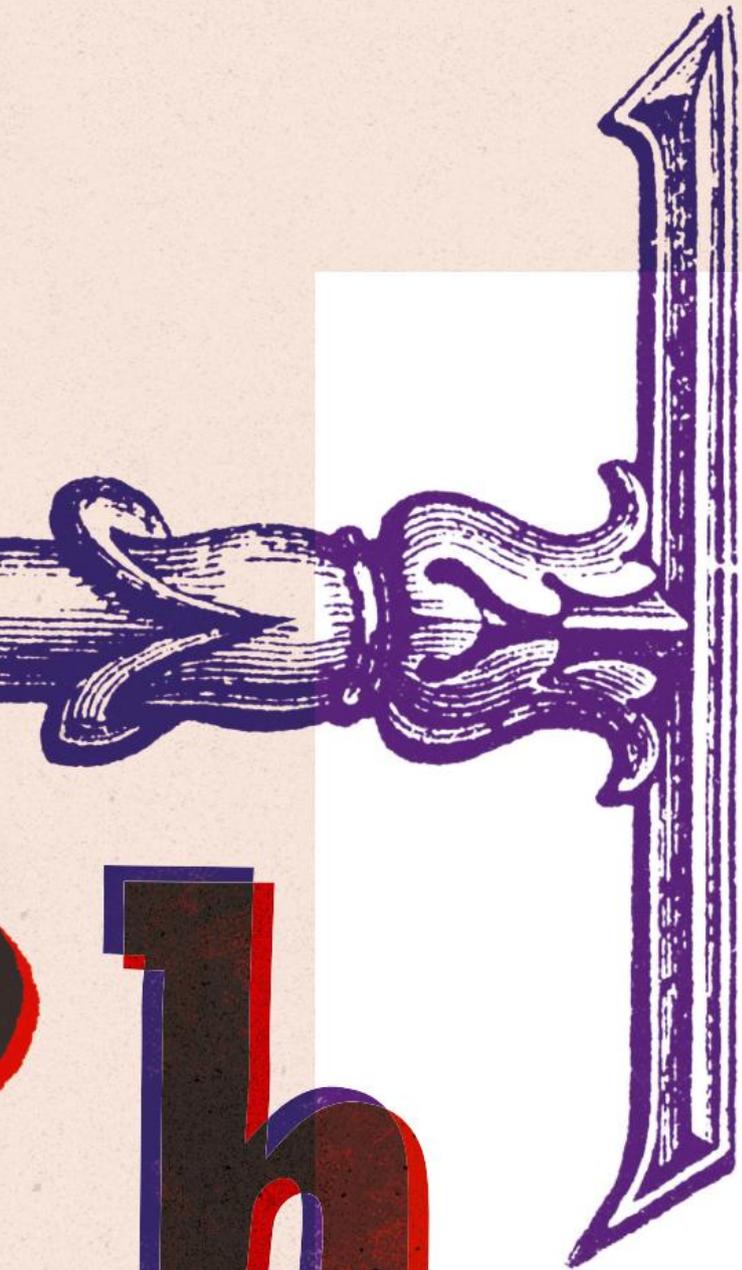


### WRITING: YOUR WORDS, THEIR WORDS

Speak with someone whose home language is not English. Ask them about the value of their home language in their own life, and the significant differences they see between their own language and the English language. Ask them also about the way they learnt English and the issues encountered along the way. Make notes of your conversation and share these with a small group in class. Then write a 300-word report on the importance of language for identity, and the issues that arise in acquiring a second language. Include key features of cohesive texts in your report writing.

**EXPLORING  
LANGUAGE IN  
USE — USING  
PUNCTUATION  
AND OTHER  
LANGUAGE  
DEVICES**

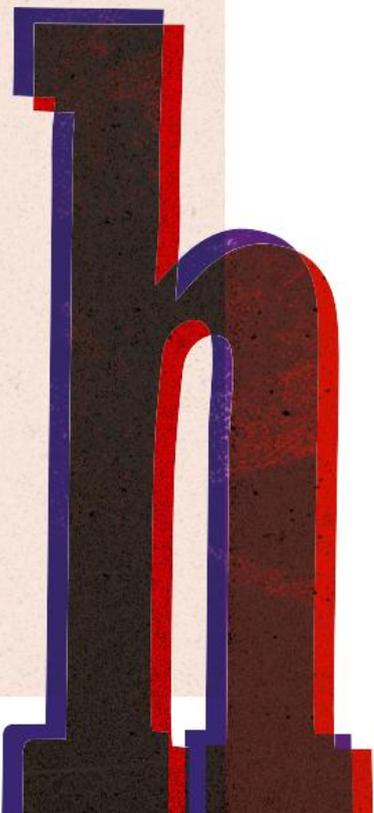




## PART THREE

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# EXPLORING LANGUAGE IN USE — USING PUNCTUATION AND OTHER LANGUAGE DEVICES





# UNIT 12 Punctuation Punch – Sentence-ending Punctuation, Commas, Colons, Semi-colons, Apostrophes

## ENGLISH IN FOCUS

**rip** by Lia Hills

She looks good for a corpse. Except she never wore green eye shadow, was never this still. Her ribcage has been cracked open – you can't see anything, it's all been cleaned up, but I can imagine them beneath her dress, the tracks of stitches that will never heal. Some doctor thrust his hand inside her chest, reached in and touched her heart. It must affect your view of love. It didn't work, of course – her heart refused to obey his hands. Bit gung ho, my dad reckoned, breaking her open when there was no longer a chance. But, it's worth it, isn't it?

Her face is the wrong colour, too pink, like she's stepped out of the bath, and the coffin's not her style. Especially the handles. She wore silver, not gold. Nobody else seems to have noticed – nobody's seeing anything; it's as if they're wading through syrup. Forgotten how to be real.

I was hanging out with my mate Seb while it was happening, all that wrestling to save a life. Four days ago, that's all it's been. We were listening to music. Radiohead... I've tried, these last few days, to imagine that I sensed something, anything, the moment she left: a stab of pain, some kind of vision. But I didn't. I felt nothing last Thursday afternoon, September 1<sup>st</sup>, at 4:27, the instant that Anna Ellis, my mother, died.

1 What do the things the narrator thinks about during his mother's funeral tell you about the sort of person he is and the effect of his mother's passing?

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2 This writer uses a range of punctuation devices that help make her writing more powerful. How does the use of punctuation add to the impact of the writing?

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3 Why do you think the writer uses dashes in the opening paragraph?

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4 Locate the two places where this writer has used a semicolon (;) and a colon (:). Why do you think the writer chose these punctuation marks for these sentences?

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## THE POWER OF PUNCTUATION

When people speak, the way they say a sentence lets listeners know what they mean (for example, asking a question, giving an order or pausing after a statement) and also how they feel (for example, angry, anxious or excited). Punctuation marks are required to help show the reader the writer's intention.

Correct punctuation improves writing by communicating a message clearly. Without correct punctuation the meaning can be ambiguous or confusing. For example:

Jeff said I am an idiot for turning down that job offer.

When punctuation is included, the meaning can change completely:

Jeff said, "I am an idiot for turning down that job offer!"

The punctuation completely changes who is being called an idiot and how he feels about what has happened! Without punctuation the reader can get completely the wrong message.

Think about what problems would ensue if you left this note for the manager at your part-time job:

Wednesday 11.00am: Message from supplier – cancel Thursday order tomorrow Shaun will deliver stock.

Your manager might think you mean: cancel the Thursday order tomorrow, and Shaun will deliver the stock on a later date. But what you really mean is: cancel Thursday's order today, and Shaun will deliver it tomorrow.

In the workplace accurate punctuation is valued, and it is important for business and customer relations.

Punctuation errors are often picked up by spelling and grammar checkers in word processing programs. But there are punctuation errors that grammar checkers do not find. For example:

I have a job at Bakers Delight but my sister works at McDonalds.

This should be:

I have a job at Bakers Delight but my sister works at McDonald's.

When people read a text with punctuation errors or omissions, they might form the impression that the writer is careless or poorly educated. People judge you by the way you write as well as by the way you speak.

## SENTENCE-ENDING PUNCTUATION

Here is a quick review of sentence-ending punctuation.

### FULL STOPS

A full stop is used to end a sentence.

We are going to the movies tomorrow.

A full stop is also used for abbreviations where a word has been shortened by omitting letters from the end of it. The full stop after an abbreviation shows that letters are missing so the meaning is clearer.

p. (page)

cont. (continued)

Contracted words, words that have been shortened by removing letters from the middle, do not need full stops.

Mr (Mister)

Rd (Road)

Some standard abbreviations, such as those for units of weight and measure, also do not need full stops.

kg (kilogram)

m (metre)

## QUESTION MARKS

A question mark is used at the end of a sentence that asks a question.

What are we having for dinner tonight?

When a sentence that ends with a question mark is read aloud, the voice naturally goes higher to indicate a question is being asked.

## EXCLAMATION MARKS

To exclaim means to speak out suddenly and loudly – such as in pain, anger or surprise. An exclamation mark is often used instead of a full stop for:

- strong emphasis

What a stupid idea! Hey, you!

- giving an order

Get over here now! Look out!

- being sarcastic or using irony.

You're as useful as sand in a desert!

That's about as funny as a bus crash!

Exclamation marks are often found in written dialogue because they show how a sentence would be spoken.

## COMMAS, COLONS AND SEMICOLONS

### COMMAS

Commas are used to signal a short pause in a sentence and help to make the meaning clear. Commas are used to separate items in a series or a list.

All the students arrived with pens, pencils, highlighters, a folder and a ruler.

Commas are also used to separate different parts of a sentence, to add extra information and to avoid confusion.

Amy Thomson, the new girl at Baker's Delight, tried to operate the till without her security code.

Before Danny started cooking, the baby began to cry.

In dialogue, commas are used to introduce the words that are spoken and to separate the speech from the speaker.

She crept over and whispered, 'It is over there.'

'I can't see,' she hissed, 'because it's too dark.'

Commas separate descriptive adjectives or adverbs.

A small, dark, creepy figure appeared from nowhere.

Carefully, patiently, the scientist added the chemical to the test tube.

They are also used to break up large numbers, but this can also be shown by using a space.

58,623 or 58 623

6,792,654 or 6 792 654

## COLONS

Colons signal that what follows expands on or explains further the first part of the sentence.

This is what happened because they had ignored the warnings: they continued to pollute the river, cut down the trees, plant the wrong crops and block the river's natural flow, and now it was time to pay the price.

Colons are used to introduce more information, such as a list or other examples.

During the holidays my friends and I saw a heap of great movies: the latest blockbuster, a great anime film, the new spy movie and that weird comedy.

Colons are also used to introduce a quotation or saying.

Albert Einstein once said: 'Imagination is more important than knowledge.'

As the old saying goes: 'Many hands make light work.'

## SEMICOLONS

A semicolon signals a pause that is longer than a comma but shorter than a full stop. Semicolons are used to separate two parts of a sentence that are linked, or balanced. The separate statements would make sense on their own but are connected because they are about the same subject.

She is our best Australian athlete in swimming; her five gold medals prove how good she is.

He borrowed my book, promising to return it the next day; however, he left it on the bus on the way home so I never got it back.

Using a semicolon emphasises the link between two parts of a sentence, even though they could have been written as separate sentences.

He complimented her on the food in a very exaggerated way; he wanted to mock her efforts.

There was no reason why he should not have been selected for the play; he was talented, entertaining and dedicated.

Semicolons are also used to separate items in a list. They are used when the items in the list already contain commas.

The winners at the awards ceremony included Wayne Bryson, the top Australian swimmer; Ashleigh Williams, the sprint champion and title holder; Matt Green, who has dominated his sport for the last ten years; and Julie Stephens, who is without a doubt the best in her field.

**12.1** Place the correct punctuation mark at the end of each of these sentences.

- a** I asked Shaun to buy me a camera and a watch while he was in Hong Kong
- b** Where should we meet after work tomorrow
- c** Look out
- d** Is there any possibility of obtaining a refund if I haven't brought the receipt
- e** Wake up to yourself now
- f** When are you going to be reasonable about this
- g** The officer claims you were disturbing the peace
- h** This planet faces a global warming crisis
- i** I asked whether the car repair would be ready by Saturday
- j** Which football coach decided to take that player off the field

**12.2** Place commas in the correct locations in these sentences.

- a** After work I picked up the dry cleaning for Mum the paper for Dad the magazine for Ashley and then my lunch from the café.
- b** 'If there is a problem' said the supervisor 'then let me know straight away.'
- c** The learner driver pulled out watchfully slowly hesitantly and nervously.
- d** After we got home but before we sat down to dinner my brother decided to walk the dog.
- e** After Mike ate his girlfriend suggested they go to the movies.

**12.3** Place commas, semicolons and colons in their correct locations in these sentences.

- a** Everything I valued from my childhood was placed in that box the old photograph of my childhood pet the toy I'd had since I was little a shell I'd picked up when we were in Tasmania years ago a book I'd always loved when I was small and the second-place ribbon I'd won for swimming in Year 3.
- b** This proverb will always stay true for me 'Do not count your chickens before they have hatched.'
- c** He was never going to make it the hill was too steep and the bike was too old.
- d** She had worked hard for it the goal of Olympic selection had been realised.
- e** The musical was never going to be a commercial success she was sure of that.
- f** He is incredibly rude he has no manners at all.

**break on through** by Lia Hills

October 20<sup>th</sup>. It's fifteen days till my first exam, seven weeks since Mum died. Each date is a marker. One step closer equals one step away.

.....

Taryn

Party, Friday night, a friend's house. Wanna come?

♥ Will

.....

Sure, will I know anyone?

T ♥

.....

You know me.

.....

I have no clean jocks. My T-shirt has a hole under the arm. The jeans I am wearing could walk out the front door on their own. Nobody knows the whereabouts of my socks. Adam lends me a pair. I am wearing corporate socks to a party. The world has gone into a slow decline.

Taryn has on a backless red dress. Her hair is touching her spine. So beautiful. I open the back door for her and scramble in behind her onto the backseat.

1 What does the narrator, Will, mean when he says: 'One step closer equals one step away'?

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2 There are two apostrophes in this extract. What does each one mean?

a It's = \_\_\_\_\_

b friend's = \_\_\_\_\_

3 Which language features has the writer used to indicate a text message in the story extract?

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## PUNCTUATION AND SPELLING

### APOSTROPHES

Apostrophes are often tricky to use, but with some easy-to-follow rules you can be confident about when and where to use them, and how to spell words accurately. Apostrophes signal:

- a contraction, when one or more letters have been omitted in a word
- ownership.

### APOSTROPHES AND CONTRACTIONS

Apostrophes are used to write words that are the shortened version of two or more words. These are called contractions. Contractions are generally used in direct speech, personal letters, informal notes or writing dialogue. They are not usually used in formal writing.

do not → don't

you would → you'd

we are → we're

Jane is → Jane's

Apostrophes can be used to show words exactly as they would sound when spoken aloud.

G'day, and welcome to Australia.

Shane said, 'You goin' to the movies, or hangin' out with us?'

Some contractions, such as those listed below, can be confusing.

Problem contraction	Possible confusion
there's → there is	theirs
they're → they are	their, there
should've → should have	should of (which is always incorrect)
you're → you are	your
won't → will not	would not → wouldn't
it's → it is	its (which is the possessive, showing ownership)

### APOSTROPHES AND OWNERSHIP

Apostrophes are used to show ownership.

Sannan's books are in the box.

The tigers' cages have been unlocked.

The easiest way to check whether an apostrophe is required is to expand the phrase.

'the books of Sannan' in place of 'Sannan's books'.

'the cages of the tigers' in place of 'the tigers' cages'.

To show ownership by a single owner, write the word and then add an apostrophe and an 's'.

the cat's bowl (one cat)

the car's engine (one car)

To show ownership by more than one owner, write the plural word and then add the apostrophe.

the cats' bowls (more than one cat)

the cars' engines (more than one car)

Not all plural words end in 's'. If the plural word does not have an 's' at the end, add an apostrophe and an 's' to the word.

The men's races were due to begin. (more than one man)

The women's event winners were from Chile. (more than one woman)

Pronouns that already show ownership do not have an apostrophe. This type of pronoun, called a possessive pronoun, includes his, its, ours, hers, yours, whose, theirs.

These are his books.      Is this yours?      This is its old blanket.

People often confuse its and it's. 'Its' is always a possessive pronoun, and 'it's' either means 'it is', or (less commonly) 'it has'.

The lion licked its lips. (meaning: the lips belong to the lion)

It's a big success. (meaning: It is a big success.)

It's got to be perfect. (meaning: It has got to be perfect.)

## APOSTROPHES AND PLURALS

Where the meaning is clear, no apostrophe should be used to form a plural.

That webpage was created in the 1990s.

The old shop still sold CDs and DVDs.

A common error is trying to use apostrophes to form the plural of a word.

Apostrophes are occasionally used to show the plural, but only when it would confuse the reader if they were not there.

She always dots her i's and crosses her t's.

In the example above, the apostrophes are needed so that 'i's' is not confused with the word 'is', and 't's' does not appear to be a word 'ts'.

**12.4** Insert apostrophes in the places they should appear in this part-time work story.

I cant believe my luck! Ive just scored a job at Coles when thereve been thirty applicants for only three positions. My brother said it definitely wasnt because of my good looks or brainpower. Thats a normal comment from him. Youd think he might congratulate me just once, but thats not his style. Mum and Dad were pretty happy about it, saying they could now charge me board and theyd get me to contribute to the petrol for the car when they pick me up after night shifts. Funny what makes them happy these days! Itll be interesting to see if they really mean it! The rosters coming out Thursday online, so itll be good to plan work, sport and study so things dont get too stressful. Great to have some cash at last – unless the parents start making me pay to breathe as well!



## WRITING: TIMES ARE CHANGING

Write about a new experience you have had as a young adult in the past year or so. Imagine you are telling a good friend. It might be when you started a new job and what it was like the first few days, or when you joined a sports team and were getting to know people, or learning to drive and what it was like being behind the wheel for the first time or going for the driving test. Write about 300 words, and include a range of apostrophes, commas and other appropriate punctuation marks.



# UNIT 13 Punctuation Punch – Quotation Marks, Dashes, Hyphens, Brackets, Ellipses

## ENGLISH IN FOCUS

### Work Four Jobs – But What Career? by Diana Nguyen

I have four jobs. Three of them support the fourth: my acting career.

I used to work at Coles in Springvale and I saw all the ethnic groups come through. I saw the waves of refugees pass through my register: the Greeks and Italians with their pasta and cheeses; the Vietnamese and Cambodians with their rice and carefully selected fruit; the Afghanis and Sudanese with their new-found freedom. And they all had something in common when they came through my register. When I finished the transaction, I would turn to them and smile.

'Okay, that's \$10.45. Do you have any Fly-Buys?'

Pause.

'Huh?'

I would look them in the eyes and say very slowly, my hand imitating a Fly-Buys card, 'Fly...Buys...'

Another pause, and a lost look in their eyes.

'Ah. It's okay,' I'd say with a shrug.

Some customers devised a cunning plan to get out of this game.

'Oh, I left it at home,' they'd laugh. 'Okay, see you later!...'

One day, I was serving a customer who bought nappies. I put her transaction through and said, 'Have a nice day!'

She looked at me and said, 'Bag, bag, bag,' pointing at the nappies.

I showed her that the nappy bag had a handle, so she didn't need a bag.

'Gif me bag!' she demanded. 'You Chinese all the same.'

I felt like I'd been slapped in the face. With my best angry-on-the-inside customer-service voice I said, 'I am not Chinese, I am Vietnamese.'

She finished off with, 'You Asians are all the same.' She grabbed her nappies and went her merry way, leaving me angry and frustrated.

1 How would you feel if this experience happened to you? Do you feel the narrator reacted appropriately?

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2 Why are quotation marks necessary for writing speech?

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3 Review the extract to make a list of the words in direct speech that indicate they are spoken English and not written English.

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## QUOTATION MARKS

Quotation marks signal:

- direct speech – they frame the spoken words
- a short quotation
- the special way a word or phrase can be used.

Quotation marks are also called inverted commas. You can use single ( ' ') or double ( " ") quotation marks in writing. Whichever type you use, it is important to be consistent. Sometimes it is necessary to use double quotation marks within single quotation marks, or vice versa. The following sentence could also have been written using single quotation marks inside the double quotation marks.

Brendan exclaimed, 'I couldn't believe it when Anouk said "Get lost!" after I suggested we go to the movies together!'

## QUOTATION MARKS AND DIRECT SPEECH

Quotation marks are used when quoting direct speech – they indicate actual words a speaker is saying. They are used at the beginning and end of each person's speech.

'I am leaving tomorrow,' Will announced.

Remember to begin a new line for each new speaker. For the words between quotation marks, use the same punctuation marks that you would normally use. If the speech is a complete sentence, it should begin with a capital letter and end with a full stop, question mark or exclamation mark.

Bronwyn asked, 'When are you going to finish this assignment?'

When a speech continues for a number of paragraphs, quotation marks are put at the beginning of each paragraph, but only at the end of the last paragraph to show that the speech has finished.

'If there are any more Aussies like her, tell them to catch the first plane over. We need them. The team is getting a hammering at the moment.

'We've also had an issue with injuries and illnesses. A few of the girls sprained ankles or strained hamstrings, and a bout of food poisoning took out a few more the other day.

'Apart from those problems we've been having a great time checking out the countryside and sightseeing. The shopaholics have found lots of amazing bargains. Some credit cards are taking more of a beating than the team!'

Direct speech in scripts for films, plays, television, podcasts and radio does not need quotation marks as long as the name of the speaker is in the margin or above the speech being made.

ROMEO: But, soft! what light through yonder window breaks?

## QUOTATION MARKS AND LAYOUT OF QUOTATIONS

Short quotations are indicated using quotation marks. When including a short quotation from another person's work in your writing, put quotation marks around their words.

John Lennon once said: 'Life is what happens while you are busy making other plans.'

Longer quotations that extend for several lines are often included without quotation marks. Instead they are clearly distinguished from the rest of the text by being placed on a new line and then indenting it. When the quotation is complete, continue your writing on a separate new line.

## QUOTATION MARKS AND SPECIAL WORDS AND PHRASES

### TECHNICAL LANGUAGE, SLANG AND NICKNAMES

Quotation marks are sometimes used to signal words or phrases that are technical language, jargon, slang or nicknames.

- In tennis that stroke is called a 'smash'.
- She called him a 'loser' more than once.
- Johnny's nickname at home is 'hero'.

### TITLES

Quotation marks are used to signal the titles of short poems, songs, articles, lectures, essays and chapters in a book. They are also used for the names of episodes of television and radio programs, although the program is usually written in italics.

- The television show *Doctor Who* has a cult following. My favourite episode was 'The Fires of Pompeii' in the fourth series.
- The song 'Waltzing Matilda' is very well known in Australia.
- In the textbook we are using, the chapter on ancient Egypt is called 'Inside the Pyramids'.

### **Italics**

While some titles are indicated using quotation marks, other types of titles and names are highlighted in text by using italics. Italics are the sloping form of letters. Words that should be italicised in typed text include the names of:

- books: *The Lord of the Rings*, *The Hunger Games*
- films: *Terminator*, *Skyfall*, *Les Miserables*
- television shows: *Top Gear*, *Home and Away*, *Masterchef*
- newspapers: *The Sydney Morning Herald*, *The Australian*, *The Adelaide Advertiser*
- magazines: *Surf Monthly*, *Dolly*
- long poems: *The Canterbury Tales*
- plays, live shows or musicals: *Romeo and Juliet*, *Jersey Boys*, *Phantom of the Opera*
- albums, ballets, operas and classical music compositions: *Funhouse* by Pink
- works of art: *Sunflowers* by Vincent van Gogh
- specific ships, aircraft and vehicles: *HMAS Sydney*, *Holden SS*, *Ford XR6*, *Porsche Cabriolet*.

**13.1** Rewrite these sentences, including quotation marks where required.

**a** My favourite classic song would have to be U2's One.

---

**b** That's called a liability option in the industry jargon.

---

**c** Don't ever think you can rush somewhere driving a car, explained my brother.

---

---

**d** When you come to think of it, said my teacher, there are a number of possible responses.

---

---

**e** How could he have said Go away when all I asked for was some maths help?

---

---

**f** The poet wrote his wholly holy love to describe the way the father loves his child.

---

---

**g** The angry resident yelled, You'd better look out in the future!

---

---

**13.2** Form a small group and write two titles in italics for each of the following categories. Choose titles that are different to those listed opposite.

**a** books \_\_\_\_\_

**b** films \_\_\_\_\_

**c** television shows \_\_\_\_\_

**d** newspapers \_\_\_\_\_

**e** magazines \_\_\_\_\_

**f** long poems \_\_\_\_\_

**g** plays, live shows or musicals \_\_\_\_\_

**h** albums, ballets or operas \_\_\_\_\_

**i** works of art \_\_\_\_\_

**j** specific ships, aircraft and vehicles \_\_\_\_\_

**13.3** Write down 10 jargon words or terms typically used by an occupation or sport that you know well. An example has been done for you.

Tennis: serve, volley, smash, drive, backhand, forehand, return, half volley, lob, love.

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**Sicilian Bandits** by *Venera Armanno*

It was the beginning of the Christmas holiday season. The further they went, the more Antonio and Santino – shiny black leather shoes, baggy trousers with sharp creases, white shirts and thin black ties, double-breasted jackets despite the heat, slicked-back hair, short side-levens, scrubbed faces softened by close cutthroat razor shaving and perfumed with men's cologne – seemed to increase in stature and confidence. Emilio saw how the one was no longer a lowly kitchen-hand and the other no longer a back-room pastry chef. They were instead all male qualities mixed up into two well-dressed boys. They were arrogant, respectful, strong, sharp, violent, gracious, good-hearted if they liked you, black-spirited if they didn't, lean, hungry, hopeful and immoderately vital – but most of all they were the quintessential foreign youths, aching to find available and beautiful women in these streets somewhere, in these well-lit buildings somewhere, in these gathering places somewhere, and earn themselves the right to prove themselves young practitioners of the physical art of loving the opposite sex.

1 How does the writer reveal Antonio's and Santino's characters through the way he writes about them?

---



---

2 How do the dashes used in this extract add to the effect of the description of Antonio and Santino?

---



---

3 What is the purpose of the hyphens between words in this extract?

---



---

**OTHER FORMS OF PUNCTUATION**

**DASHES**

A dash can signal a sudden change of thought

'I don't care what you say, if you – put that pillow down!'

A dash can signal that a speaker has been interrupted.

'The team is not playing as well as last week. You have to —'

'Yeah, we know, get our act together.'

A dash can be used instead of a colon before a list.

That was his room – books, clothes, guitars, sports gear and rotting food lying all over the place.

A dash can separate extra information from the rest of a sentence in exactly the same way that brackets can be used.

Julia looked around the room at things that needed packing – clothes, electronic games, make-up, jewellery – then decided where she would begin.

Dashes should not be used too often as they can make writing harder to read.

## HYPHENS

### LINE-ENDING HYPHENS

Hyphens are sometimes used at the ends of lines of text to signal a word that is divided when the whole word will not fit. The rest of the word follows on the next line. When line-ending hyphens are used, words are broken up according to their syllables or sound ('over-come' rather than 'ov-ercome') so that the reader can follow. Words with only one syllable (such as hat and bus) are never divided.

The large dog was looking pretty vicious, so we quickly grabbed it by the collar and chained it up.

### HYPHENS AND PREFIXES

Hyphens are often used to join prefixes to words where:

- the same letter is doubled  
re-examine  
de-energise
- the meaning would be unclear or different without the hyphen  
He will re-cover the lounge.  
She will recover the stolen goods.  
Let's re-form the soccer club next week.  
Let's reform the policies about the environment.
- the prefix is followed by a capital letter, a number or date.  
anti-European  
pre-1970

Over time, common words that used to take hyphens are often accepted without hyphens, such as cooperate and coordinate (instead of co-operate and co-ordinate). Generally the trend is to omit hyphens, unless they are needed to make the meaning clear. A good dictionary can help you to decide whether to use a hyphen or not.

### HYPHENATED COMPOUND WORDS

Hyphens are often used to join two or more words together to make the meaning clear or to create a new word that has a special meaning.

up-to-date information  
vice-captain

## SLASHES

A forward slash is used to:

- show alternatives  
You can have roast lamb and/or pork with your chips and salad.  
He/she is permitted to go on the excursion.
- write web addresses  
http://oup.com.au
- replace the word 'per'  
The car was travelling at 100 km/h.

## BRACKETS

### ROUND BRACKETS

Round brackets, which are also called parentheses, are used to include extra information such as an example, explanation or an interesting related point. This extra information is not essential to the sentence.

We discovered that our pet was really unusual (although we had only had him a week) and we could not work out why he always wanted to sleep beside a tap.

In many cases you can substitute dashes or commas in the place of the round brackets.

We discovered that our pet was really unusual – although we had only had him a week – and we could not work out why he always wanted to sleep beside a tap.

### SQUARE BRACKETS

Square brackets are used mostly for corrections, insertions or translations by a later author or editor.

Julius Caesar is believed to have written, 'Veni, vidi, vici [I came, I saw, I conquered],' after defeating Pharnaces.

## ELLIPSES

An ellipsis in punctuation is a series of three full stops (...). The plural word for ellipsis is ellipses.

An ellipsis is used to show that a word or words have been left out of the middle of text that has been quoted from another source.

'The explorers then sailed for many months, across three oceans ... finally reaching their destination.'

An ellipsis is sometimes used in creative writing to show an unfinished speech or trailing off into silence at the end of a speech.

'I just cannot go on. There is no hope. Everything is lost and dark, and I am alone ...'

When an ellipsis ends a sentence, an extra full stop is not needed.

**13.4** Rewrite these sentences, inserting dashes, hyphens, slashes or round/square brackets where appropriate.

**a** You can order a coffee and or a fresh pastry.

---

**b** The prime minister stated that we should be more pro Asia and less pro Europe.

---

**c** Chris reacted to the amount in his first pay packet two hundred dollars!

---

**d** Jane promised to call me later this week Friday at the latest to confirm if we would be going to the movies on the weekend.

---

**e** Her sister in law asked to see the new baby.

---

**13.5** Write three examples of spoken language that include ellipses.

**a** \_\_\_\_\_

---

**b** \_\_\_\_\_

---

**c** \_\_\_\_\_

---



### WRITING: SILENT SPEECH

With a partner, create a conversation where each person writes an alternate line of the conversation. Make sure you include quotation marks of different types, dashes, hyphens, brackets and ellipses. Continue your conversation for about ten exchanges, so you each write ten lines of dialogue. Ask each other questions, make comments and offer opinions. Choose a topic you are both interested in (for example, a sport, hobby, past event, job, career, cars, technology, games) and then use the following opening to commence your conversation:

What makes you so interested in ...



# UNIT 14 The World of Words 1 — Active/Passive Voice to Exposition

## UNDERSTANDING LANGUAGE FEATURES AND KEY CONCEPTS OF ENGLISH

During these next four units you will refresh your knowledge and revise your skills on key language features for writing, reading, listening or viewing. The four units focus on key language and literary terms and are presented from A to Z for easy reference. You will build your expertise in using English so you can effectively and confidently read books and magazines, listen to speakers, watch films, work online and explore different types of texts during this year, and into the future.

### ACTIVE AND PASSIVE VOICE

The active voice is a clear and direct statement where the subject of the sentences performs the action in the sentence.

The teacher returned our assignments.

The active voice is used more often because:

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

By contrast, the passive voice is more indirect and detached because the subject does not perform the action of the verb but receives the action.

Our assignments were returned by the teacher.

The passive voice is commonly used in report writing, legal documents or official statements when the writer wishes to sound:

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

Always use the voice that achieves the desired effect in your writing.

### ALLITERATION

Alliteration is a technique where the writer repeats the sound of the first letter in the words that follow. Alliteration gets a listener's attention and is often used in advertising, songs and common sayings.

Making magical mattresses

Look before you leap

Poets frequently use alliteration to draw attention to certain ideas and emotions:

'... like a grasshopper—

leaping and landing spring-loaded to leap again.'

Andrew Lansdown, 'The Grasshopper Heart'

### ALLUSION

An allusion is a brief reference to an event or person from contemporary popular culture, literature, history or mythology. Writers use allusions to illustrate ideas, to broaden associations and to expand meanings in their work.

That guy has the strength of Hercules.

What a Scrooge she turned out to be!

## ANALOGY

An analogy is a comparison between two things that are alike in some ways, but different in others. Analogies are often used to illustrate a viewpoint or prove an argument. For example, you might draw an analogy between the human eye and the lens of a camera to indicate the importance of eyewitnesses at accidents. They both see certain things depending on where the eye and the lens are pointing.

## ANTONYM

An antonym is a word with an opposite meaning.

rough — smooth                      hot — cold

## ASSONANCE

Assonance is where the same vowel sound in words is repeated for effect. The echoing of the vowel sound makes the line memorable.

The elite meet and greet on the street.

## CLICHÉ

A cliché is a phrase or expression that has been used so often in the same situation that it has become stale and lost its impact. For example:

as old as the hills                      as clear as mud

Clichés are worn-out expressions so they do not give much precision or inspiration to a piece of writing. People often use them on the spur of the moment, when they have to speak without a chance to prepare fresh and inspiring ideas.

## COLLOQUIAL LANGUAGE

Colloquial language is the language used in ordinary conversation. This language is not formal or technical, and uses everyday words and expressions to create an informal tone. For example:

He shot through before paying his bill.

## CONSONANCE

Consonance is a type of rhyme that uses the repetition of consonant sounds. The consonants follow different vowel sounds. The consonance can be located at the beginning, in the middle or at the end of words.

slim, slum                      dove, prove  
rat, hit                          had, fed

## DESCRIPTIVE LANGUAGE

Descriptive language is the use of words to create vivid and effective word-pictures for a reader.

My boyfriend's car was a classic example of an ex-Car-of-the-Year: a lacework of rust popping through its sky-blue duco; bulging springs straining beneath distressed grey seat covers; and peeling vinyl bleached by an unforgiving sun.

## EMOTIVE LANGUAGE

Emotive language is designed to arouse intense emotional feelings by using specific words that draw such a response. Emotive language might appeal to a sense of guilt, shame, fear, affection, anger, jealousy or any other strongly felt emotion.

## EUPHEMISM

A euphemism is a mild or indirect way of expressing an unpleasant truth or a harsh reality. Just consider the following ways of saying: 'I need to go to the toilet.'

I'll just visit the bathroom.

I'm going to see a man about a dog.

I need to powder my nose.

Where is the smallest room in the house?

Euphemisms are used to refer to a wide range of situations, for example, 'collateral damage' (unintended victims of war), 'unplanned landing' (plane crash) and 'in the family way' (pregnant).

Euphemisms can be used to avoid offending or disturbing others, to avoid a harsh truth, or to provide some subtlety in an otherwise difficult situation; however, they can also be used inappropriately or too often, which can undermine the sincerity of the writer or speaker.

## EXPOSITION

An exposition is a detailed explanation of an event, viewpoint or any other situation. When you give a full account of a sporting victory, or explain in detail your viewpoint about a contemporary issue, you are presenting an exposition.

**14.1** Write two sentences about each of the following topics, one using the active voice and the other using the passive voice.

**a** a party \_\_\_\_\_  
\_\_\_\_\_

**b** cars \_\_\_\_\_  
\_\_\_\_\_

**c** a part-time job \_\_\_\_\_  
\_\_\_\_\_

**14.2** Compose one line of alliteration to describe each of the following sensations.

**a** the biting cold of a freezing winter's night  
\_\_\_\_\_

**b** the speed and movement of a roller-coaster ride  
\_\_\_\_\_

**c** the breathtaking view on the edge of a high mountain cliff

---

**d** a rock star performing at a concert

---

**14.3** Compose allusions that comment on the following situations.

**a** a little child playing at the edge of the Pacific Ocean

---

**b** a puppy yapping and leaping around an old, large German Shepherd

---

**c** a new learner-driver going for their first lesson

---

**d** a football coach working hard to encourage the team

---



**14.4** Create your own set of analogies for the following items. An example has been done for you.

**a** mobile phones and diaries

Mobile phones are today's diaries – they include messages, calendars, reminders and emails.

**b** the heart and a pump

**c** the brain and a computer

**d** the telephone and ancient signal fires

**e** humans and ants

**14.5** Write the antonym of each of the following words.

**a** advance \_\_\_\_\_

**f** energetic \_\_\_\_\_

**b** alive \_\_\_\_\_

**g** factual \_\_\_\_\_

**c** barren \_\_\_\_\_

**h** generous \_\_\_\_\_

**d** buy \_\_\_\_\_

**i** violent \_\_\_\_\_

**e** descend \_\_\_\_\_

**j** visible \_\_\_\_\_

**14.6** Compose a line that contains examples of assonance for each of the following. An example is done for you.

**a** ground, sounds, pounding: the eerie sounds of a pounding beneath this hollow ground

**b** blue, moon, new \_\_\_\_\_

**c** sew, bow, glowing \_\_\_\_\_

**d** seen, deep, creature \_\_\_\_\_

**14.7** Complete these clichéd sayings to show how familiar and overused they are.

**a** It's raining cats \_\_\_\_\_

**b** She is as pretty as \_\_\_\_\_

**c** You're making a mountain out of \_\_\_\_\_

**d** He's as happy as a pig \_\_\_\_\_

**e** They're about as popular as a blowfly at \_\_\_\_\_

**14.8** Highlight the colloquialisms in the following sentences.

**a** Where is the whiz who can fix this computer?

**b** I'm going to dive into that dessert very soon.

**c** There ain't no one in that there saloon, sheriff.

**d** Could someone give me a leg-up to the top of the cupboard?

**e** There's no point in being slack when you have an assignment to get done.

 **14.9** Create three of your own pairs of consonance rhymes. Then, work with a partner to write short descriptions using these words. An example has been done for you.

slim, slum: Too often a slum only creates slim children.

 **14.10** In your notebook, write a three-line descriptive account of each of the following.

**a** an old thoroughbred racehorse abandoned on a lonely farm

**b** the feelings inside a competitor before their biggest race

**c** the atmosphere of a strange and threatening place

 **14.11** Write a three-line emotive description about the following situations. Aim to create an emotional response in the reader.

**a** a wounded pet left beside the road

**b** a shop-stealer caught red-handed by her own little brother

- c a small child hesitating before a daunting theme-park ride
- d a new driver going for her first driving lesson
- e a boyfriend kissing his new girlfriend for the first time



**14.12** Write two appropriate and respectful euphemisms each for the following events or individuals.

- a a person who has died
- b a minor car accident
- c someone who is seriously ill
- d a person who is badly disfigured

**14.13** Draw lines to match the following euphemism with its more direct and harsh meaning.

Euphemism	Direct and harsh meaning
a generously proportioned	be slaughtered
b let go	fat
c be economical with the truth	sack an employee
d lively	ugly
e intellectually challenged	lie
f unusual looking	poor
g pay the ultimate sacrifice	loutish
h in reduced circumstances	mentally handicapped



**14.14** Choose *one* of the following exposition tasks to complete.

- a Write a 200-400 word exposition of an event that has recently happened to you.
- b Write a 200-400 word exposition that presents your considered opinion on a contemporary issue of importance to you.



### WRITING: OPTIONAL EXTRAS

Compose a piece of writing that includes a set of key language features from one of the options below. Your written text should be about 300 words in length, and may be in the form of a poem, a play or film extract, a short story or a descriptive piece. In your writing you must include examples of each of the language features included in the option you select.

- Option A: alliteration, allusion, analogy
- Option B: active voice, antonym, assonance
- Option C: cliché, colloquial language, consonance
- Option D: descriptive language, emotive language, euphemism



# UNIT 15 The World of Words 2 — Formal Language to Narrator

## UNDERSTANDING LANGUAGE FEATURES AND KEY CONCEPTS OF ENGLISH

### FORMAL LANGUAGE

Formal language is writing or speech that strictly follows the conventions of grammar and expression. An essay response on a novel or a play written during an exam is an example of a text that uses formal language. Formal writing usually follows a widely accepted structure. For example, a safety report about a major airline disaster would use the formal language and structure of a report.

### GENERALISATION

A generalisation is a broad statement that is usually biased or unrealistic.

The children's awful behaviour must have come from their parents and that means it's their parents' responsibility.

### HOMONYMS, HOMOPHONES AND HOMOGRAPHS

**Homonyms** are words that can have the same or different sounds and spelling as other words, but different meanings. For example, **bear** (the animal) and **bare** (naked) are different in meaning and spelling, but have the same sound when pronounced. The words **row** (a quarrel, and rhymes with 'cow' when spoken) and **row** (to row a boat, rhymes with 'sew' when spoken) have the same spelling but different meanings and different pronunciation.

The two main types of homonyms are:

- **Homophones** (homo=same, phones=sound): words with the same sound, but different meanings and spelling. For example, **right**, **write** and **rite**, or **jeans** and **genes**.
- **Homographs** (homo=same, graph=writing): words with the same spelling but different meanings, and sometimes different sounds as well. For example, **bow** (of a ship), **bow** (as in bow and arrow), **bow** (tie a bow) and **bow** (take a bow), or **fair** (as in fair weather), **fair** (as in playing fair) and **fair** (fair hair).

### HYPERBOLE

Hyperbole is the deliberate use of exaggeration to emphasise an idea or opinion.

I've told you a million times to put your clothes away.

Hyperbole is used to suggest something is more important, worse or better than it actually is. It creates dramatic effect through dramatic imagery or exaggerated ideas, but is less effective if overused.

### IDIOM

An idiom is a special way that a group of people say or write something, especially expressions that have a meaning other than their literal one.

The groom got cold feet.

She screamed blue murder.

Australian English is rich with idioms that English speakers from other countries can find strange and confusing.

He has a few kangaroos loose in the top paddock. (He is mentally deficient)

She is one sandwich short of a picnic. (She is mentally deficient)

## IMAGERY

Imagery is the mental picture that a writer creates in readers' imaginations to make their ideas more vivid. Writers create pictures using words. Imagery that appeals to the senses creates these pictures. Most poetry and many songs rely a great deal on imagery for their impact, and imagery works best if it refers to something the reader is familiar with.

## IRONY

Irony is the expression of an idea using words that have a different, or even opposite, meaning.

That family has a dollar or two. (Meaning that the family is very wealthy.)

Verbal irony is commonly used to say one thing but to mean something quite different. Irony will often use a mild form of sarcasm.

'Well done!' said about someone who badly fumbles the ball during a game is an example of verbal irony.

Dramatic irony is where the audience is made aware of the significance of words or events, but this knowledge is hidden from the characters in the play, story or film.

An ironic situation is one where something quite unexpected happens, often the opposite of normal expectations. Irony can also arouse support through its use of humour, encouraging an audience to see through a situation or viewpoint by humorously exposing it or a person to mild ridicule. Used harshly, however, it can be cruel and bitter.

## JARGON

Jargon is the language of specialists or experts in their field. Specialised activities, trades and professions need their own language to describe things in their area of expertise. For example,

cricket jargon: silly mid-on, twelfth man, padding up, googly, maiden over

computer jargon: bytes, chips, USB, Ethernet, RAM, ROM, hard drive

Jargon can also be used to confuse or impress others, or to confer authority on the speaker or writer. Jargon should be used sparingly as it can alienate people who are unfamiliar with the terms.

People such as lawyers, engineers, plumbers, builders, scientists, academics and surgeons will use technical words and phrases that make sense to them but do not make sense to people outside that field of expertise. This is a more formal type of jargon. For example, a lawyer might write:

'The litigious client foreshadowed an action pending.'

## JOURNALESE

Journalese is the style of writing and expression that is typical of newspapers and other forms of media reporting. Because they are writing to very tight deadlines, journalists will often recycle clichés and use predictable expressions.

war-torn country

horror road smash

battle with cancer

tinder-dry bushfire danger

## METAPHOR

A metaphor is a type of word picture in which you substitute the thing you are describing with another image. Metaphors compare two things by identifying one with the other.

The moon was a ghostly galleon tossed upon cloudy seas.

Alfred Noyes, 'The Highwayman'

The objects being compared in the quote above are not really alike – the comparison uses the image of a ship tossed on a rough sea to give the reader an image of a tumultuous atmosphere. When metaphors are skilfully used they make writing or speaking more vivid, concise and emphatic.

## METRE

Metre is the term used to describe the regularly repeated pattern of stresses through which the rhythm of poetry is created. Usually the metre will be created by a series of stressed and unstressed syllables. The stress is often on key words or ideas. In the following line from Shakespeare's *Romeo and Juliet*, where Romeo sneaks into her garden and sees Juliet on her balcony, stressed syllables are shown in bold.

But, **soft!** what **light** through **yonder window breaks?**  
It is the **east**, and **Juliet is the sun.**

## NARRATOR

The narrator is the person telling the story – either in speech or writing. The usual types of narrator are:

- a first-person narrator – a character who speaks as 'I' and tells the story from his or her point of view
- a third-person narrator – someone outside the story who refers to all the characters in the third person, using 'he' or 'she' or 'they', or their names.

Very rarely will a second-person narrator be used. Second-person narrators refer to the readers and characters as 'you'. This style is seldom used except in choose-your-own adventure books as it is difficult to effectively sustain in longer texts.

15.1 List five examples of types of texts that would use formal language.

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_

15.2 Create a generalisation about each of the following issues.

- a brand-name clothes and teenage fashion
- \_\_\_\_\_

**b** young drivers and road safety

---

**c** street crime and the media

---

**d** elderly people and technology

---

**15.3** Create sentences that include at least two different meanings for the following homonyms.

**a** row/row (think of boats and arguments)

---

**b** holy/holey (think of religion and worn-out clothing)

---

**c** air/heir (think of the wide outdoors and inheritances)

---



**15.4** In your notebook, compose humorous advertisements using these homophones. An example has been done for you:

**a** meet/meat: Meet the best meat at Mick's the Butchers.

**b** sight/site

**c** write/right

**d** wholly/holy

**15.5** Write three examples of hyperbole from everyday life. An example has been done for you.

**a** Will you stop talking at a million miles an hour?

**b** \_\_\_\_\_

**c** \_\_\_\_\_

**d** \_\_\_\_\_

**15.6** Explain what each of these idiomatic expressions actually means. An example has been done for you.

**a** no room to swing a cat: an extremely small or confined space

**b** to have a chip on your shoulder \_\_\_\_\_

**c** to break the ice \_\_\_\_\_

**d** to be down for the count \_\_\_\_\_

**e** to lose your marbles \_\_\_\_\_

**f** to come up for air \_\_\_\_\_

**15.7** For each of the senses, create your own example of imagery. An example has been done for you.

**a** sight

That bay looks like a Japanese gardener has carefully raked the water into patterns, and then gently placed a sailboat as a mountain peak.

**b** sound \_\_\_\_\_

\_\_\_\_\_

**c** taste \_\_\_\_\_

\_\_\_\_\_

**d** smell \_\_\_\_\_

\_\_\_\_\_

**e** touch \_\_\_\_\_

\_\_\_\_\_

 **15.8** In your notebook, describe three different ironic situations or events in about 30-50 words each. One has been provided as an example.

**IRONIC SITUATION:** A talented young man works hard and becomes a millionaire at age 19. Just one year later he discovers that the girl he truly loves only wants to be with him for his money.

**15.9** Write five jargon terms that are specifically related to each activity.

**a** computer games \_\_\_\_\_

**b** cooking \_\_\_\_\_

**c** fishing \_\_\_\_\_

**d** football \_\_\_\_\_

**e** hairdressing \_\_\_\_\_

**f** music \_\_\_\_\_

**g** sailing \_\_\_\_\_

**h** skateboarding \_\_\_\_\_

**15.10** Write two examples of journalese for each of the following situations that are often reported in the media.

**a** a celebrity at a film premiere \_\_\_\_\_

\_\_\_\_\_

- b** a sports star achieving success \_\_\_\_\_  
\_\_\_\_\_
- c** a corrupt police officer \_\_\_\_\_  
\_\_\_\_\_
- d** a student facing major exams \_\_\_\_\_  
\_\_\_\_\_

**15.11** Use each of the following in an original metaphor. An example has been done for you.

- a** moon:     The moon is a silver coin glinting beyond our grasp.
- b** mountain \_\_\_\_\_
- c** surfer \_\_\_\_\_
- d** hand \_\_\_\_\_
- e** book \_\_\_\_\_
- f** bike \_\_\_\_\_

 **15.12** Look at a copy of Shakespeare's *Romeo and Juliet*, or another of his famous plays, and find other famous lines that reveal a pattern of stressed and unstressed syllables that Shakespeare used to draw attention to his ideas through the way words are spoken. Show the stressed syllables using a highlighter.

**15.13** From the novels, films, plays, speakers or stories that you have read, listened to or viewed this year, list:

- a** two that have a first-person narrator  
\_\_\_\_\_
- b** two that have a third-person narrator  
\_\_\_\_\_

 **WRITING: FROM JARGON TO JOURNALESE**

- a** Search online or print newspapers or magazines to locate three examples of jargon and three examples of journalese used in contemporary newspaper/magazine media.
- b** Now search and record three examples of journalese from the broadcast media (for example, TV or radio news bulletins, morning talk shows or current affairs programs).



# UNIT 16 The World of Words 3 — Objective Writing to Rhetorical Questions

## UNDERSTANDING LANGUAGE FEATURES AND KEY CONCEPTS IN ENGLISH

### OBJECTIVE WRITING

Objective writing is where the writing is free from a writer's personal thoughts and feelings. Writers are concerned only with describing facts, events and ideas, without any reference to their own personal feelings or views. Scientific, legal and business writing is often very objective, as are instruction manuals and 'how to' guides. Objective writing is also often favoured in writing history and biography.

### ONOMATOPOEIA

Onomatopoeia refers to the use of words that echo the actual sound they describe.

smash bang chuckle buzzing

### OXYMORON

An oxymoron is a figure of speech that brings together two apparently contradictory words. Oxymorons are sometimes used to emphasise a point: for example, to describe an object as 'precious rubbish' draws attention to it.

### PARADOX

A paradox is a statement that appears to contradict itself but also includes an element of truth. By using paradoxes writers can draw attention in an unexpected way and add strength to their writing.

You should look backwards to move forwards.

The example suggests that learning from the past or looking back at past experiences allows you to achieve success in the future.

### PARODY

A parody is a humorous and exaggerated imitation of a text. When a writer uses parody, they imitate the style of an original work's language, ideas, structure or style. The main purpose is usually to mock or satirise the original. Many comedy programs use parody to mock other institutions or individuals.

### PERSONIFICATION

Personification is a writing device where objects are written or talked about as if they were a person.

The moon smiled at me

Personification is also used to attribute the qualities of a person to abstract or non-living things.

the cold hand of death

the gentle words of flattery

the wind screamed through the valley

## PERSUASIVE LANGUAGE

Persuasive language is when a writer or speaker uses techniques such as rhetorical questions, emphasis or irony to convince an audience. You will hear persuasive language when a politician is trying to convince an audience about their policies, when a sports coach is talking to their team before a match, or when a salesperson is trying to convince a potential customer.

## PROVERB

A proverb is a short saying that usually contains a useful or well-known belief or truth.

Many hands make light work.

Too many cooks spoil the broth.

## PUN

A pun is a play on words that usually has a humorous effect. Puns use words with more than one meaning, or words that sound like other words, to make a statement or a humorous comment. Puns can be used to engage an audience through humour, and can also help to create a sense of irony about a situation or viewpoint.

The undertaker was in a grave mood.

The doctor lost her patience during the day.

Newspaper headlines will often use puns to draw attention to their stories.

Tennis star gets a serve from the crowd

Water chief damned by local critics

Advertising puns often use homophones to create their effect by drawing attention to alternative humorous ideas.

Sail of the century at Bill's Boatshed

## PURPOSE

A writer's or speaker's purpose is their primary intention: the main message that they wish the reader or listener to understand. For example, a war poet's purpose might be to draw attention to the loss and pointlessness of war.

## REPETITION

Repetition is the repeating of words, phrases or sounds. A writer or speaker will often consciously use repetition to add emphasis or to give an effect. The use of repetition can make language memorable and highlight the main points being communicated. It can be used to evoke an emotional response, or to imply that the points being made are obvious.

'Help! Help! Help!' screamed the victim.

'We will never leave, we will never give up, we will never surrender.'

In addition to the repetition of words, the writer or speaker might use other types of letter or sound repetition such as alliteration, assonance, consonance, rhyme and stress.

## RHETORICAL QUESTIONS

A rhetorical question is a question asked for effect or to make a statement. It is not a question that is meant to be answered.

Parent to child: 'Do you think I was born yesterday?'

**16.1** List four examples of objective writing that exist in your home. An example has done for you.

**a** DVD player user's guide

**b** \_\_\_\_\_

**c** \_\_\_\_\_

**d** \_\_\_\_\_

**e** \_\_\_\_\_

**16.2** List five onomatopoeic words associated with each of these areas.

**a** movement \_\_\_\_\_

**b** sound \_\_\_\_\_

**c** touch \_\_\_\_\_

**16.3** Circle the oxymorons in the following sentences, then explain the idea being emphasised.

**a** You should hasten slowly when solving this puzzle.

\_\_\_\_\_

**b** There was an eloquent silence in the room.

\_\_\_\_\_

**c** Her silent scream filled the room.

\_\_\_\_\_

**d** He was always a successful failure in business.

\_\_\_\_\_

**16.4** Explain a hidden meaning or deeper truth within each of these paradoxical statements.

**a** Nothing is so strange as the ordinary.

\_\_\_\_\_

\_\_\_\_\_

**b** When we win, we often also lose.

---

---

**c** The dead will speak to us, if we only listen.

---

---

**d** No victory is so great as defeat.

---

---

 **16.5** **a** Look through a weekly television guide and make a list in your notebook of programs that use parody as part of their entertainment style.

**b** Which are the topics or issues these programs typically parody?

 **16.6** Create a one-minute written parody sketch about one of the following.

**a** a typical school classroom

**b** a son or daughter talking with their parents.

**16.7** Create two examples of expressions using personification for each of the following.

**a** television \_\_\_\_\_  
\_\_\_\_\_

**b** house \_\_\_\_\_  
\_\_\_\_\_

**c** schoolbag \_\_\_\_\_  
\_\_\_\_\_

**d** pain \_\_\_\_\_  
\_\_\_\_\_

**e** fear \_\_\_\_\_  
\_\_\_\_\_

**f** ambition \_\_\_\_\_  
\_\_\_\_\_



16.8

In your notebook, write a 50- to 100-word piece of persuasive writing about each of the following situations.

- a a salesperson trying to convince a customer to buy a new brand of television
- b a sports coach speaking to the team at half time in a vital match
- c a teenager trying to convince her parents to let her stay out later than usual
- d a school student trying to persuade his teacher to give him an extension on an assignment

16.9

Explain the message of each of these proverbs.

- a Don't count your chickens before they've hatched. \_\_\_\_\_  
\_\_\_\_\_
- b Pride comes before a fall. \_\_\_\_\_  
\_\_\_\_\_
- c A stitch in time saves nine. \_\_\_\_\_  
\_\_\_\_\_
- d Look before you leap. \_\_\_\_\_  
\_\_\_\_\_



16.10

Look at some daily online or print newspapers. Find three examples of puns that have been used in story headlines or advertisements.

16.11

What might be the author's purpose in the following texts?

- a a minister's or priest's talk at a funeral  
\_\_\_\_\_  
\_\_\_\_\_
- b a letter to an editor in a daily newspaper  
\_\_\_\_\_  
\_\_\_\_\_
- c a talkback host on commercial radio speaking with a caller  
\_\_\_\_\_  
\_\_\_\_\_
- d the homepage of a well-known band  
\_\_\_\_\_  
\_\_\_\_\_

**16.12** Write five examples of word repetition where the repeated words add force to the message being communicated. An example has been done for you.

**a** You can't do that. You just can't do that!

**b** \_\_\_\_\_

**c** \_\_\_\_\_

**d** \_\_\_\_\_

**e** \_\_\_\_\_

**f** \_\_\_\_\_

**16.13** Write an example of a rhetorical question that might be used in each of the following situations.

**a** a prospective politician speaking to a crowd of voters

\_\_\_\_\_  
\_\_\_\_\_

**b** a sports coach speaking to the team before a big game

\_\_\_\_\_  
\_\_\_\_\_

**c** a teacher speaking to a classroom of students about their homework

\_\_\_\_\_  
\_\_\_\_\_

**d** a parent speaking to a teenager about her messy room

\_\_\_\_\_  
\_\_\_\_\_



### WRITING: A JOB WELL DONE

Imagine you have been given the job of welcoming new part-time employees in your place of work. You have been asked to emphasise the importance of being safe in the workplace, putting the customer first and being punctual to your shift. You decide to write a short speech that will be memorable and effective.

Write a short welcome speech of about 200 words, including the following language features: a rhetorical question, a proverb, a pun and repetition.



# UNIT 17 The World of Words 4 — Rhyme to Understatement

## UNDERSTANDING LANGUAGE FEATURES AND KEY CONCEPTS OF ENGLISH

### RHYME

Rhyme is the repetition of identical sounds, for example, 'blast', 'fast' and 'cast'. These are examples of full rhyme. It is most commonly used in writing poetry and song lyrics. Half-rhyme is where two words are used which have a similar but not identical rhyming sound, such as 'word' and 'world', 'frowned' and 'friend', 'read' and 'made'. Half-rhyme (sometimes called close rhyme) is used to give more variety of word choice to a poet or songwriter, and wider possibilities for experimentation and surprise.

### RHYTHM

Rhythm is the pattern of beats or musical flow of language that is produced by the pauses and stresses of words, punctuation and the way sentences are structured. Rhythm is used in music, speech and poetry, and sometimes in prose.

The moving, flowing, sliding sounds ...

### SARCASM

Sarcasm is a form of irony that is intended to belittle someone. Sarcastic remarks express mockery, ridicule, disapproval or even contempt. Sarcasm is personal and it is designed to hurt, mock or belittle someone. As sarcasm is a cruel form of irony, what is said is the opposite of the intended meaning, so sharp criticism or mockery can be hidden under ironic words of praise.

'What a great goal!' (when someone misses a shot)

'Good one!' (when someone makes a mistake)

Quite often in speech it is the tone of voice that gives away the fact that someone is giving the opposite of a compliment when they use a sarcastic expression.

### SATIRE

Satire is the use of humour, irony, exaggeration or ridicule to expose, mock and criticise the foolishness or weaknesses of a subject. Comedians often use satire to make fun of celebrities and current events.

### SIMILE

A simile is a language device where one thing is compared to another. A simile uses the words 'like' or 'as' to make the comparison.

Similes are used to make an idea clearer or to add force to what is being said, and are usually a comparison between things that are different, not things that are the same.

The little girl looked like a lost puppy.

That sports shirt is as black as the ace of spades.

## SLANG

Slang is informal language that is used by a specific group or in a specific context. It is more commonly used in speech than in writing. For example, a teenager who uses expressions like 'awesome', 'cool', 'whatever' or 'as if' is using slang. A phrase such as 'pushing up daisies' (to refer to someone who has died) is an example of both idiom and slang, and is also a euphemism.

## STYLE

Style is the manner or way in which a person uses language. An author's style may be formal or informal, clear or unclear, simple or complex, sharp or dull, depending on the words chosen and the way in which the words and sentences are put together. A writer might use a humorous style of writing, or a speaker a sentimental style of speech.

Words commonly used to describe style:

biased	elegant	illogical	ornate	sentimental
colloquial	emotive	impartial	passionate	succinct
convoluted	formal	informal	realistic	technical
descriptive	formulaic	melodramatic	reasonable	unique
dull	fresh	morbid	repetitive	whimsical

## SUBJECTIVE WRITING

Subjective writing or speech includes the influence of the author's own thoughts and emotions. Poetry is an example of subjective writing, where the poet's own ideas and feelings shape the thoughts expressed and the words used. The writer or speaker is personally involved in the subject, and wishes their own views and responses to be communicated through their work.

## SUBTEXT

The subtext is the underlying and unstated theme or message in a text. For example, a news report on young drivers and accidents might imply, but not state directly, that parents who teach their children to drive are to blame because they are not trained to be driving instructors. The subtext here is that the parents are at fault.

## SYMBOL

A symbol is a device a writer or speaker uses to represent or suggest something else to their audience. A simple object can be used as a symbol to represent a bigger idea or general truth. For example:

a heart: represents love, devotion or desire.

Symbolism is often used in poetry, fiction, film, plays, song lyrics and speeches to allow the audience to visualise a message or meaning. It is also commonly used in advertising and other areas of the media.

## TAUTOLOGY

Tautology is unnecessary repetition, such as using two words or phrases that have the same meaning.

The two twins sat in the room.

We returned back to the starting point.

They jumped and leapt into the air.

You will often hear tautology used by people giving on-the-spot interviews as they try to think of what to say next.

## TONE

The tone of a piece of writing or speech refers to the attitude the composer has towards the subject they are writing or speaking about, or the audience they are communicating with. Their tone will express their feeling or mood. For example, a letter written to a close friend might have a warm and friendly tone, while a formal speech might have a serious and thoughtful tone.

Words commonly used to describe tone:

aggressive	condescending	forthright	pedantic
animated	confrontational	gentle	pessimistic
anxious	conservative	hostile	sarcastic
apologetic	convincing	humble	satirical
appalled	cynical	humorous	scathing
appreciative	defensive	indifferent	self-important
arrogant	despondent	insipid	self-righteous
authoritative	detached	ironic	sentimental
banal	diplomatic	jingoistic	shocked
bewildered	disappointed	measured	supportive
blunt	earnest	moderate	sympathetic
calm	emotional	modest	understanding
cautious	facetious	moralising	unsympathetic
clichéd	fervent	outraged	vindictive
comic	flattering	patriotic	
conciliatory	formal	patronising	

## UNDERSTATEMENT

When using understatement, writers or speakers are doing the opposite of exaggerating; instead, they are consciously downplaying an idea or event to draw attention to their own opinion. Understatement is the opposite of exaggeration and the effect is usually ironic.

I was bleeding profusely. I had deep gashes in my chest. I couldn't breathe. I was losing consciousness. You could say I wasn't well.

The final sentence is the understatement.

**17.1** Think of two other words that are full rhyme and two that are half-rhyme for each of the following words:

**a** hate \_\_\_\_\_

**b** swim \_\_\_\_\_

**c** new \_\_\_\_\_

**d** crowd \_\_\_\_\_

 **17.2** Use an online search of poems, speeches and song lyrics to locate an example of rhythm being used to create a pattern of sound in a poem, a speech and a song. You might look for an actual online speech, a podcast of a poem being read aloud and a song clip online.

**17.3** List five examples of sarcastic comments you have heard or read in different places – at home, at sport, in the workplace or at school.

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 **17.4** Look through an online weekly television guide and list five programs that employ satire as one of their weapons to create comic humour and comment. For each program make a list of the topics or issues they often satirise.

**17.5** Create four similes that make an idea clearer or add force to what is being said. An example has been done for you.

**a** as boring as a wet weekend

**b** \_\_\_\_\_

**c** \_\_\_\_\_

**d** \_\_\_\_\_

**e** \_\_\_\_\_

**17.6** With a partner make a list of twenty common teenage slang words or expressions and their plain English meanings (do not include offensive terms).

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17.7 Explain the meaning of these older Australian slang words:

- a bludger \_\_\_\_\_
- b yobbo \_\_\_\_\_
- c derro \_\_\_\_\_
- d piker \_\_\_\_\_

17.8 List five other slang words or expressions you have heard your parents, uncles, aunts or grandparents use in everyday speech. Say what each one means in plain English.

17.9 Work with a partner to explain the meanings of ten of the style words (use a dictionary if necessary). Redraw the table below in your notebook and classify each word as having either a positive or negative connotation. In the last column write a simple definition, or a synonym, in your own words.

Word	Implied meaning: Positive or negative connotation	Definition/synonym

17.10 Choose two of the language styles from the boxed text above and, for each, write a short (50-word) piece using that style. Select a topic and an audience that would suit each style of language.

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17.11 List five examples of very subjective writing or speech. An example is done for you.

- a a personal letter from a boyfriend to a girlfriend
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_
- f \_\_\_\_\_

 **17.12** View a current affairs program on commercial television. Look for and list the subtexts you find in the stories presented during the program.

**17.13** List two symbolic associations represented by each of the following.

**a** fireworks \_\_\_\_\_

**b** a bridge \_\_\_\_\_

**c** a mirror \_\_\_\_\_

**d** a candle \_\_\_\_\_

**e** a clock ticking \_\_\_\_\_

**f** the colour green \_\_\_\_\_

**g** an egg \_\_\_\_\_

**h** a snake \_\_\_\_\_

**17.14** Use the following words to create an example of tautology. An example has been done for you. (Hint: use an online thesaurus to locate synonyms.)

**a** quick: Fast and quick was the motto for the day.

**b** alone \_\_\_\_\_

**c** angry \_\_\_\_\_

**d** clumsy \_\_\_\_\_

**e** strong \_\_\_\_\_

**f** begin \_\_\_\_\_



17.16

Match the tone words below with the appropriate definitions.

appalled  
conservative  
despondent  
detached

earnest  
facetious  
fervent  
jingoistic

moderate  
pessimistic  
scathing  
unsympathetic

- a cautious; staying with the status quo \_\_\_\_\_
- b insensitive; tactless; lacking compassion \_\_\_\_\_
- c stressing the negative or unfavourable view; thinking the worst \_\_\_\_\_
- d avoiding extremes of emotion; controlled; restrained \_\_\_\_\_
- e sincere; genuine \_\_\_\_\_
- f showing great intensity of feeling; passionate \_\_\_\_\_
- g extremely shocked; angry and dismayed \_\_\_\_\_
- h joking or jesting; tongue in cheek \_\_\_\_\_
- i separated from the audience or issue; disconnected \_\_\_\_\_
- j harsh; critical; attacking \_\_\_\_\_
- k forlorn; unhappy; discouraged \_\_\_\_\_
- l showing excessive patriotism \_\_\_\_\_



17.17

In your notebook, write three 50-word texts that clearly show understatement. An example is done for you.

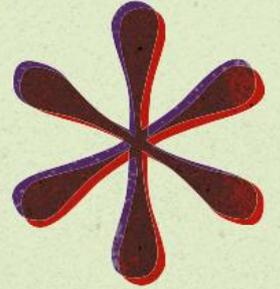
They fought long and hard. Their enemies were all around. Never had soldiers shown such courage and determination. Then their mum called them in for dinner.



### WRITING: SATIRE, SLANG, STYLE, SYMBOLS AND TONE

You have been exploring a wide range of writing and speaking features in this unit. Now you can take a close look at other people's writing and speaking. Select three of the following key language features: satire, slang, style, symbols or tone. For each one, locate a written, spoken, visual or online text that clearly shows that language feature at work. Highlight examples of the language features in the texts and include notes or annotations to show how the language feature is being used by the author.

**CREATING  
TEXTS —  
COMPOSING  
TEXTS AND USING  
TEXT FEATURES**





## PART FOUR

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# CREATING TEXTS — COMPOSING TEXTS AND USING TEXT FEATURES



# UNIT 18 Text Tips — Narratives, Responses and Expositions

## ENGLISH IN FOCUS

### The Upside-Down Year by Francis Lee

1961: The radios in Hong Kong named it the Upside-Down Year, in reference to the peculiar shape of the numerals, which could be turned on their heads and still read the same. The previous Upside-Down Year had been 1881, a mere eighty years ago, but the next Upside-Down Year would not be until 6009 – a very long time to wait.

To me, a sixteen-year-old Hong Kong schoolboy, the Upside-Down Year seemed nothing out of the ordinary. The second semester had begun after the Chinese New Year holidays and all appeared normal. The boys' school I attended belonged to the Italian Salesian order of the Catholic Church. We had an earthen soccer field and soccer became our primary love affair. In the mornings, we would throw down our bags and dash over to join one of the many games that were already in progress ... During recess, after lunch and in any few minutes we could spare, we would play soccer. The field was packed with players and balls flew everywhere. We pushed and ducked and yelled and tunnelled our way through, enjoying every moment.

- 1 This story is about the author's experience of moving to Australia. Why does he open his story with a paragraph about the Upside-Down Year?

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- 2 Which five key pieces of background information about the narrator, and the setting, are provided in this story opening?

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- 3 How do you think some of these background facts might become important as the story unfolds?

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## DIFFERENT STYLES, DIFFERENT STRUCTURES

### THE NARRATIVE FRAMEWORK

A narrative is a fiction or non-fiction story style or text type, which we use whenever we tell or hear stories about our own or others' experiences, write or read about our own or others' life events, or watch films of people's lives and experiences. Narratives entertain, instruct or promote a response in viewers, listeners or readers. They can explore timeless truths, ordinary events or powerful emotions, and they can create imagined worlds in the past, present or future or be firmly grounded in the real world.

### WESTERN NARRATIVE TRADITION

In the western narrative tradition, there is a common framework for creating narratives that you often find in films, stories, plays and novels.

orientation	an introduction or opening that provides the background to the plot, characters and setting
rising action	where complications occur, problems are encountered, conflicts between characters happen or challenges are faced
climax	this may be a dramatic event or events, an important finding or key encounters between characters
resolution	sometimes called a ' <i>denouement</i> ' (French for 'unknotting') where problems are resolved, conflicts finally overcome or complications explained as the narrative concludes

This framework does not always happen in this order. Creative storytellers may choose to hide the setting or key characters at the beginning of their story, include a climax or complication at the beginning of the story and then tell what led up to it, or conclude a story with the climax and omit any resolution for the reader, listener or viewer. In longer narratives, like novels or epic films, a number of these framework devices can be repeated. Multiple complications and resolutions or a series of climaxes throughout the story. Stories written or spoken in different times can have fixed or highly varied narrative frameworks – ancient myths and legends were often fixed in their pattern, while other story forms have adapted to suit changing times and cultures.

Narratives include many types of writing, such as biographies, autobiographies and recounts, and can be presented in novels, poems, plays, films and short stories.

**18.1** Here is a microstory written by a secondary school student using exactly 100 words to tell the story.

#### ***Heartbreak and Separation* by Hilary Green**

I could not believe it. I didn't think he'd do it. Here I was bawling my heart out over the kitchen bench. As he walked into the room, there was an awkward silence. He brushed past me. I'm going to miss his scent. I shouldn't have done it. Why is he leaving? What happened to us? Is this the end?

I sank my head in my hands, wiping the tears, and watched him pack.

He looked up. Our eyes met. He hurried past.

"Don't go!" I sobbed, grabbing his arm.

"I have to, mum! It's my first day at kindergarten!"

Use different coloured highlighters to identify the four elements of the narrative framework in this story: orientation, rising action, climax and resolution.

## THE RESPONSE FRAMEWORK

This style or text type is where a writer responds to a text or an issue and includes these key features:

- a description
- an analysis
- an evaluation

The text response might be to a literary text such as a film, novel, play or poem, or a performance or visual text. Issues can include contemporary issues in the media (for example, drugs in sport, or the impact of social media), social issues (for example, sustainability, or gender roles), or other ethical issues (for example, capital punishment, or euthanasia).

Different types of responses can be created and presented in a spoken, written or digital form, including:

- personal viewpoints
- critical interpretations
- reviews
- opinion pieces
- debates
- discussions
- expositions
- persuasive essays.

For example, in a film review, it is important to do the following:

- provide a context – the reader needs to know the main stars and characters, and other background information
- interpret the film – analyse the main features, including storyline, characters, special effects and other film features
- deliver an opinion or judgement.

18.2

Following is a short movie review of the Will Smith film *I, Robot*. Reviews are designed to describe the main storyline, give an interpretation of the film, and evaluate the film's achievements.

Use three different colour highlighters to mark up this review showing these three key film review features.

### ***I, Robot***

Suggested by Isaac Asimov's, classic sci-fi collection. It's Chicago in 2035, and Will Smith is a detective who's not fond of the ever-growing population of robots who – to his mind – are taking over the world. Of course, everyone else thinks he's nuts, even when the premier robotics scientist dies under mysterious circumstances.

Strip away the effects created by the dozen or so special effects houses (I lost count), and you have a pretty basic plot: rugged individualist suspects conspiracy even though everyone doubts him, and enlists the aid of an attractive sidekick (Bridget Moynahan) to fight evil. Even Smith's boss is a sceptical-but-sympathetic beefy black guy. But enjoyment is in the selling, and Will can sell. The reveal of how Smith came to his beliefs is nicely paced and the "am I machine or being" thread is reasonably portrayed. Mix in some inventive action scenes, and you have a crowd-pleasing popcorn movie with intellectual aspirations.

The student who wrote the following text for an online journal was asked to write his response to the issues of greenhouse gases and global warming, and to present his opinions about what should be done in Australia and the world. Annotate this article by showing two examples of each of the following response text features:

- personal viewpoint
- critical interpretation
- reviews of others opinions
- debate
- discussion

## We're in hot water

Droughts, water restrictions, bushfires – these are the features of the enhanced greenhouse effect and global warming.

Current estimates foresee a global rise in temperature of between 1.4 and 5.8 degrees over the next hundred years. The reality here in Australia is this: we live on the driest continent in the world, therefore any further increase in global temperatures will threaten the viability of some Australian capitals, as well as countless regional centres. We are also running short of water, and the Victorian state government has announced the construction of super pipes to transport water between regional centres. The state opposition says that this will just spread our water further, which does not solve our problems long term.

It is this 'long term' that sparks such heated debate among politicians and interest groups worldwide. It is because of this 'long term' unknown that we are beginning to learn more and more about the problems associated with the emission of greenhouse gases. It was for this reason that the Kyoto Protocol was negotiated in 1997. Since then it has been ratified by a group of countries that make up 55% of global greenhouse gas emitters, over 55 states worldwide.

The protocol itself aims to stabilise concentrations of greenhouse gases such as carbon dioxide and methane by various processes that deal mainly with the developed world. This idea is based on the fact that most emissions are coming from developed countries, and therefore this is a problem that depends on such rich countries' actions.

At this stage, the Kyoto Protocol stands alone in the international debate regarding climate change in that it is the only agreement that sets out targets for its members that are enforced. The international climate agreement that Australia is part of was established in Sydney: the Asia Pacific Partnership on Climate Change, dubbed the 'AP-6' as it has just 6 members (Australia, USA, China, India, South Korea, and Japan). However the major source of criticism regarding the AP-6 is that it fails to set targets for the reduction of emissions, and any targets that are set up are not enforced. This has attracted much criticism worldwide; the World Wildlife Fund claims that 'a climate deal without targets and enforcement is like a peace deal with guns.'

The harsh future reality for Australia is fast approaching. We can see it in one of the earliest bushfire seasons in history, we can see it in the shortages of water and we can see it in our hot and dry temperatures. Some ask if it is really our fault, and then they look at the figures. Australia is now the biggest producer of greenhouse gas per capita, and although we are told by the Rudd Government that we are on track to meet our Kyoto emissions levels, this is a hollow fact; we were granted an increase of 10%, a level unparalleled by other industrialised nations in the agreement. How can our government blame El Niño when their policies are fuelling it?

For all of the criticism hurled at Kyoto regarding its potentially negative impact on our economy, governments still need to act now to ensure that we have an economy in the years to come. Without Kyoto we foresee a sunburnt country, a land of dry, sweeping plains. The parallels are there, the scientific evidence is there. The Kyoto Protocol, Australia, should be there.

## The Argument for Uniforms

Here is a speech written by a student who aimed to persuasively argue that school uniforms are important and should be respected. Read this exposition speech and then answer the three questions that follow in your notebook.

Good morning principal, staff and fellow students,

I would like you all to cast your mind back six months to when we were first informed of a potential state government mandate on standardised uniforms in New South Wales government schools. I want you to remember how you felt when you were told we might have to wear the same bland, grey prison garb day in, day out. I want you to remember how outraged you were at the thought of having to hang up your comparatively dashing blue and gold ensemble in mothballs for good. And now I want you to remember the relief you felt when this ridiculous move was quashed by public opinion and lobbying, some from your very own student council.

We had a win, ladies and gentlemen, and I seem to remember everyone being happy about that. However, it now seems a new sentiment is sweeping the school grounds, and a far less admirable one. I am talking about the latest tendency for so many of us to wear our uniform as shabbily as possible, as though indifference were our new badge of honour. It is a tendency that has become rife in recent weeks, and there are two main reasons why I believe we have to stamp it out.

First, it is an insult to the people who bought the clothes in the first place. You might think it's cool to rip your shirt sleeve off or fill your friend's blazer pocket with Whiteout, but really it's just spoilt, juvenile behaviour that would make any mother or father feel angry and let down. How many of you can claim to have purchased your school uniform with your own hard-earned dollars? I am asking all of you, the next time you see fit to trash what is not yours, to reconsider. Maybe we should remind ourselves of how lucky we are to have a uniform in the first place.

My second argument applies in any context: if you are going to do something, do it honestly and because you mean it. Isn't it hypocritical of us to be crying blue murder over the potential loss of our uniform one week and then defacing it the next? Our school motto reads 'Respect, pride, success'. I don't think any of you would disagree when I say that trashing uniforms aligns itself with none of those values. On my train ride home yesterday, I counted no fewer than nine uniforms that were defaced in one way or another. I also counted a number of disappointed glances from other travellers. I felt angry that this 'cool' new trend was making our previous very public pride for this uniform seem like a falsehood.

As school captain I have a responsibility to uphold our values, and I do this out of pride, not because I have to. I am asking all of you to join with me in projecting an honest image of pride to the public that shows respect for our school's identity and the people who help to shape it. I am asking you to wear your uniform well because you want to, because you have pride, because you help to shape that identity, too.

← attention-grabbing opening

← effective repetition invites students to actively engage by remembering a past event

← identifies the issue and attacks the targeted behaviour; the speaker's position is clear

← helpful signposting of main arguments

← rhetorical question

← clearly structured body; strong arguments are supported appropriately

← argues through logic; good structure ties back to opening

← rhetorical question

← clever persuasion; implies that anyone who disagrees is unwise and points at a double standard; advances the speaker's point of view

← effective anecdote

← justifies position as authority figure (school captain)

← more repetition reinforces the speaker's expectations

1 What are the student's main arguments in support of school uniforms?

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2 Which language techniques has this school captain used to persuasively reinforce their arguments? Provide an example of each one.

3 What could be two main arguments against school uniforms?

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## EXPOSITION SPEECH FRAMEWORK

### A WORLD OF SPEAKING

Speeches are a very popular and important way people use to convince others of their ideas. They are a form of exposition, where arguments are given in support of a single viewpoint. Speeches can be formal or informal, and they can take many forms:

- PowerPoint presentations
- prepared speeches
- role-playing exercises
- podcasts
- seminar or panel discussions
- face-to-face or online forums
- interviews or debates
- live guest speakers.

### PLANNING YOUR SPEECH

Make sure that you know exactly what the topic is, its purpose and the exact amount of time that you have to deliver it. Think about what you will say and then research your topic by reading widely and collecting useful information from all available sources. Plan how you will begin, how you will organise the main body of the presentation, what the main points will be, and how you will finish.

There are three parts to a spoken presentation: the opening, the body and the conclusion.

#### THE OPENING OF A SPOKEN PRESENTATION

The opening should engage the audience's attention and let them know the scope of your topic. Some ways to do this are to:

- tell a short anecdote or use a quotation to illustrate your topic
- ask a challenging rhetorical question to engage the audience's interest
- give some interesting information to gain the audience's attention
- state the topic clearly
- briefly outline the main points or sections of your presentation.

#### THE BODY OF A SPOKEN PRESENTATION

The body of your presentation will vary depending on the type of spoken presentation, whether you are using slides, and whether you are working with others or on your own. Following are some ideas to help you organise the body of your presentation:

- Bring the topic to life by including some real-life examples: they can be your own or the audience's.
- If there is a series of stages or steps to describe, explain them one at a time and order them so that the audience can follow the process.

- Use a for-and-against format if you need to show the audience two sides of an issue.
- Use linking words such as 'as well', 'another key idea', 'however', 'the next stage' and 'a different view' to ensure that the ideas in the body of your presentation flow well.
- Let the audience know the sequence of your presentation. Use phrases such as 'the second main change was ...', 'first ...', 'another key point is ...', and 'the three ways to do this are ...'
- Use repetition, or restate key ideas, to reinforce what you are saying and to help the audience follow your arguments.
- Use humour where appropriate to entertain and engage the audience.
- Use key facts and opinions from authorities to persuade the audience.
- Use language devices like rhetorical questions to encourage the audience to think and respond.

### THE CONCLUSION OF A SPOKEN PRESENTATION

The conclusion is the last thing the audience will remember, so you need to plan carefully. Here are some ideas to ensure that your conclusion is effective:

- Sum up your main points and leave the audience with a thought-provoking question or a challenging idea.
- Write a memorable sentence to deliver at the very end.
- Use helpful phrases to indicate to the audience that the final ideas are being presented: for example, 'This is the main point to remember ...', 'From all this we can see ...', 'One final message that we should always be aware of ...', and 'So we must never forget ...'
- Do not finish by thanking your audience. They will be thanking you with their applause!

### REHEARSING FOR SPOKEN PRESENTATIONS

Your rehearsal is your opportunity to prepare the physical presentation once the content has been researched and written. Here are some suggestions for rehearsing the delivery of a spoken presentation:

- Vary the **pitch** of your voice – how high or low are you speaking? A monotone voice is boring to listen to and will lose the audience's interest.
- Vary the **pace** of your voice. Varying the speed of delivery at key points gives variety, which helps to maintain the audience's attention and allows you to emphasise points. Use strategic pauses to give the audience time to absorb the major points.
- Vary the **tone** of your voice. Your voice should have 'colour' and show different emotions as you speak. An amusing anecdote should be told in a cheerful voice, but serious facts about tragic events should be expressed using a solemn voice.
- Remember **clarity** and **pronunciation**. Speak clearly and pronounce words accurately. Avoid 'umm' and 'er', and be careful not to drop word endings (such as *-ing*, *-ed*, *-t*).
- Use **plain English**. Avoid using clichés, such as 'on the other hand' and 'in conclusion'. Also try to avoid jargon and overly formal language, such as 'hereunto', 'with regards to the matter', 'thereby' and 'whilst'. You will not impress with unnecessarily long or complex words and phrases. Plain English spoken in a clear and formal style will always communicate more effectively.
- Maintain **eye contact** with the audience as it is important for communication.
- Use **palm cards**. Palm cards should be small and unobtrusive. They should only contain key words, headings or ideas to prompt you as you speak. Do not read them out as your speaking voice then becomes a reading voice and loses its liveliness. You will also lose eye contact.
- Use **humour** if appropriate, but always carefully plan what you will say and test its effectiveness in rehearsal.

- Use **positive non-verbal language**. Stand up straight, point to any slide objects or key words on a screen, and use your hands to show size or shape or location.
- Avoid **distracting non-verbal actions**. Try to avoid touching your hair, swaying or rocking, moving your hands too often, adjusting your clothes, leaning on one foot or on furniture, and jiggling pens or other objects.

**18.4** Look at the speech on school uniforms on page 132. Locate the following key spoken presentation features in the way the arguments have been constructed and presented:

- a** Three features in the opening where the student has used key opening strategies.

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- b** Four effective features of spoken presentations in the body of the speech.

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- c** Three features of effective conclusions in the closing section of the speech.

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 **18.5** Use the speaking guides in this unit to plan, prepare, rehearse and present a speech on a key issue in our world today. Some speech topic ideas are:

- a** Learner-drivers are too restricted.
- b** Young part-time workers are exploited.
- c** The online world is changing human life.
- d** Global warning is a local problem.
- e** The adult world ignores the young, the old and the disabled.

 **WRITING: A VIEW ON A VIEW**

View a documentary about an interesting and thought-provoking social or ethical issue. Some examples include *Bowling for Columbine*, *Super Size Me*, *An Inconvenient Truth*, *Spellbound*, *When We Were Kings* or *Hoop Dreams*.

- a** View the documentary and note down key examples of the following response features:

- personal viewpoint
- critical interpretation
- reviews of others opinions
- debate
- discussion

- b** Write a 300–400 word personal response to this documentary, presenting your own viewpoint and evaluation of the messages and ideas shown. Use examples of response features in your personal response, and evaluate the effectiveness of the documentary in presenting the filmmaker’s viewpoints and opinions.



# UNIT 19 Text Tips — Persuasive and Evaluative Writing

## ENGLISH IN FOCUS

### John F. Kennedy: Inaugural Presidential Address, 1961

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course – both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew – remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms – and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah – to “undo the heavy burdens ... and to let the oppressed go free.”

- 1 Why do you think John F. Kennedy used the words ‘Let both sides...’ four times in this extract from his 1961 inauguration speech?

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- 2 In the opening paragraph of the extract, Kennedy uses the phrase ‘the dark powers of destruction’. Why is this phrase more memorable than saying, for example, ‘the dangers of nuclear energy’?

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- 3 Find one other example in this speech extract where you can see Kennedy has used words creatively to add power to his speech and to win over his audience. Explain your choice.

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## PERSUASION AND EVALUATION – A METALANGUAGE PART I

Whenever we talk with other people we use a certain tone of voice, we select particular words and we use a specific emphasis to communicate what we think and feel. We might want to convince others to agree with our views, or clearly show what we think of something or someone. For example, the following ways of describing exactly the same situation communicate very different thoughts and feelings:

I am a little concerned at the way she happens to avoid me.

I quite dislike the way she chooses to ignore me.

I absolutely detest how she deliberately turns her back on me.

When you are exposed to persuasive or evaluative texts in films, books, magazines, speeches or online, you must be able to read beyond the words being written or spoken, and understand how the choice of words and punctuation and the forms of emphasis are used to create the meaning intended. This is the skill of knowing and using *metalinguage*, which is a term for the language devices that describe the way language is used.

Here are some commonly used metalanguage devices in persuasive and evaluative texts:

- repetition
- alliteration
- euphemism
- connotation
- exaggeration and hyperbole
- inclusive words
- figurative language

### REPETITION

In Martin Luther King Junior's famous 'I have a dream...' speech he said:

Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to open the doors of opportunity to all of God's children. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood.

The repetition of the phrase 'Now is the time ...' emphasises the action King is calling for. He also repeats a language pattern in each sentence, saying people should go from one thing to another, for example, 'to rise from the dark ... to the sunlit path ...' The similar length of all three sentences is another repetition device. These different types of repetition reinforce the persuasive power of Martin Luther King Junior's statement.

### ALLITERATION

Alliteration is a persuasive language when the writer or speaker repeats the sound of the first letter in the words that follow to get a reader or listener's attention. This technique emphasises the ideas or images being presented, and also makes them memorable.

In this extract from President John F. Kennedy's inaugural address to the American nation, the words in bold show us that he consciously and constantly uses alliteration to reinforce his message:

Let every **nation know**, whether it wishes us well or ill, that we shall **pay any price**, **bear any burden**, meet any hardship, support **any friend**, oppose **any foe** to assure **the survival and the success** of liberty.

In the whole of his short inauguration address he uses alliteration more than 25 times. President Kennedy knew the persuasive power of alliteration.

## EUPHEMISM

A euphemism is a mild or indirect way of expressing an unpleasant truth or a harsh reality. See pg 102 for more detail about euphemisms.

Army generals and wartime leaders have often used euphemisms in reporting warzone events to the public. Each euphemism is a softer and less precise replacement for a more harsh and blunt word or phrase. The following table translates some military euphemisms.

Euphemism	Harsh or truthful meaning
friendly fire	accidental death of soldiers caused by their own troops
collateral damage	death of innocent civilians
air campaign	aerial bombing of key targets
extreme prejudice	to kill without mercy
protective custody	imprisoned without charge or trial
regime change	complete overthrow of the government

## CONNOTATION

A connotation (pronounced *kon-o-tay-shun*) is an idea or a meaning suggested by another word. There can be negative or positive connotations. For example, a person who likes to chat could be called talkative, conversational, chatty or a gossip. Some of these words have positive connotations (conversational, chatty) but others have negative connotations (talkative, a gossip). A persuasive writer or speaker will select words that have the desired level of positive or negative connotation to persuade the audience towards their own point of view. Sometimes the adjectives or verbs used will also indicate the positive or negative connotations. For example, 'interesting news' is very different from 'shocking news' and 'nudging a player' is very different from 'barging a player'. When we make excuses we often use the most positive connotations in our language. For example, 'He says I thumped him but I barely touched him!' Once again, the writer or speaker is also giving their own evaluation of the situation through the words they choose.

 **19.1** Search online to find a video of John F. Kennedy's inauguration speech.

Make a list of five new examples of Kennedy's use of the persuasive language devices of repetition and alliteration.

 **19.2** Write two euphemisms for each of the following in your notebook:

**a** a vicious dog                      **b** terrible exam results                      **c** an awful tasting drink

**19.3** Use two coloured highlighters to show which of these words have a positive connotation, and which have a negative connotation:

- a** economical, miserly, frugal, stingy, thrifty, tight
- b** young, immature, juvenile, youthful, childish
- c** slim, skinny, slender, scrawny, thin, trim, slight, lean
- d** inquisitive, curious, snooping, prying, officious, interested, meddling
- e** relaxed, lackadaisical, lax, tranquil, apathetic, lethargic, unperturbed

**Monty Python's 'Four Yorkshiremen'** *comedy sketch 1974*

*Michael Palin:* You were lucky. We lived for three months in a brown paper bag in a septic tank. We used to have to get up at six o'clock in the morning, clean the bag, eat a crust of stale bread, go to work down mill for 14 hours a day week in, week out. When we got home, our Dad would thrash us to sleep with his belt!

*Graham Chapman:* Luxury. We used to have to get out of the lake at three o'clock in the morning, clean the lake, eat a handful of hot gravel, go to work at the mill every day for tuppence a month, come home, and Dad would beat us around the head and neck with a broken bottle, if we were *lucky!*

*Terry Gilliam:* Well we had it tough. We used to have to get up out of the shoebox at twelve o'clock at night, and *lick* the road clean with our tongues. We had half a handful of freezing cold gravel, worked 24 hours a day at the mill for four pence every six years, and when we got home, our Dad would slice us in two with a bread knife.

*Eric Idle:* I had to get up in the morning at 10 o'clock at night, half an hour before I went to bed, eat a lump of cold poison, work 29 hours a day down mill, and pay mill owner for permission to come to work, and when we got home, our Dad would kill us, and dance about on our graves singing "Hallelujah."

*Michael Palin:* But you try and tell the young people today that, and they won't believe ya'.

*All:* Nope, nope.

- 1 Search online to find a video of Monty Python's 'Four Yorkshiremen' sketch.
- 2 Why do you think these comedians decided to use such extreme exaggeration in this comedy sketch?

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- 3 When might extreme exaggeration, called hyperbole, be useful and effective for persuasive writing or speaking?

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- 4 When might hyperbole be less useful for effective communication?

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## PERSUASION AND EVALUATION – A METALANGUAGE: PART II

### EXAGGERATION AND HYPERBOLE

Hyperbole is the deliberate use of exaggeration to strongly emphasise an idea or opinion, usually for a dramatic and persuasive effect. If a friend says they would 'kill for a hamburger' or they have 'a million things to do before lunch' their exaggeration has turned into hyperbole because neither comment is actually true. Hyperbole is used to sensationalise something, to suggest it is far more important, or far worse, or far better than it actually is. Hyperbole also indicates the extent to which someone holds their feelings or views.

### INCLUSIVE WORDS

In persuasive language, inclusive words are used to persuade the audience to feel they are included and involved in the message of the writer or speaker, and that they all share the same viewpoint. They also indicate the feelings or judgments the writer or speaker has about these views. Inclusive pronouns such as 'our', 'us' and 'we' persuade an audience that they share the same beliefs, ideas and feelings as the writer or speaker.

### FIGURATIVE LANGUAGE

Figurative language creates powerful imagery using striking comparisons. These comparisons grab attention, illustrate creative ideas and persuade an audience to agree with the writer or speaker. Here are some key figurative-language techniques used in persuasive writing and speaking:

#### SIMILE

A simile is a language device where one thing is compared to another. A simile uses the words 'like' or 'as' to make the comparison, which can be used to persuasively add force to what is being said. A simile is usually a comparison between things that are different, not between things that are the same.

The man drove slowly like a snail.

Her dress is as sparkly as the stars.

#### METAPHOR

A metaphor is a comparison tool that suggests that one thing *is* another thing – we regard this as a direct comparison. When metaphors are skilfully used they make writing or speaking more vivid, concise and emphatic. In persuasive writing or speaking the best metaphors capture the imagination, and the audience's attention.

Her home was a prison, her husband a jailer and the children her prison guards.

The teacher landed on the exams, sank his talons into their pages, ripped the answers to shreds, and then, perching on his chair, began to eat them alive.

#### ANALOGY

An analogy is a comparison between two things. Often the first thing is not familiar or well known, so the comparison is made to something familiar to help explain it. For example, saying to a small child that the human heart is like a water pump is using an analogy to help explain how the heart works. Analogies can be used persuasively to support a viewpoint or prove an argument.

**19.4** Write down five examples of hyperbole you typically hear in your home, school or work life. Share these examples with your class and discuss why hyperbole is used in everyday life.

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 **19.5** Search online to find a video of former prime minister Kevin Rudd's 2008 apology to the Stolen Generations. In your notebook, make a note of five examples of inclusive language he uses to involve the audience and persuade them of common beliefs and feelings, and his own feelings and views.

**19.6** There are many other persuasive language techniques that use figurative or evaluative language to create their powers of persuasion. Use your internet search skills to investigate the following figurative language techniques. Provide an explanation of each language technique and useful persuasive or evaluative language examples to the class:

**a** personification

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**b** idiom

---

**c** allusion

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**d** metonymy

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**e** irony

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 **WRITING: WE ARE LISTENING!**

Choose one issue that you feel very strongly about. This issue might be related to sport, a recent media event, a social or community concern or a personal belief or value. Use a variety of persuasive and evaluative language techniques to plan, draft, polish and create a memorable, persuasive and powerful piece of writing. Write about 500 words.



## UNIT 20 Text Tips — Rhetorical Language and Appropriations

### ENGLISH IN FOCUS

#### Romeo in love

Romeo has fallen in love, but this scene at the beginning of *Romeo and Juliet* takes place long before he sees Juliet. It is another girl he is thinking of here, but she doesn't love him. Suddenly, as he talks with his best friend Benvolio, he realises there has been a brawl in the street:

BENVOLIO Good-morrow, cousin.

ROMEO Is the day so young?

BENVOLIO But new struck nine.

ROMEO Ay me! sad hours seem long. Was that my father that went hence so fast?

BENVOLIO It was. What sadness lengthens Romeo's hours?

ROMEO Not having that, which having, makes them short.

BENVOLIO In love?

ROMEO Out--

BENVOLIO Of love?

ROMEO Out of her favour, where I am in love.

BENVOLIO Alas, that love, so gentle in his view, Should be so tyrannous and rough in proof!

ROMEO Alas, that love, whose view is muffled still, Should, without eyes, see pathways to his will! Where shall we dine? O me! What fray was here? Yet tell me not, for I have heard it all. Here's much to do with hate, but more with love. Why, then, O brawling love! O loving hate! O any thing, of nothing first create! O heavy lightness! serious vanity! Mis-shapen chaos of well-seeming forms! Feather of lead, bright smoke, cold fire, sick health! Still-waking sleep, that is not what it is! This love feel I, that feel no love in this. Dost thou not laugh?

BENVOLIO No, coz, I rather weep.

William Shakespeare, *Romeo and Juliet*, Act 1, Scene 1

1 Benvolio and Romeo are very good friends. How would you describe the type of jokey conversation they have at the start?

---

2 When Romeo gives his long speech and says what he really thinks, how does his choice of words draw attention to the fact that he doesn't agree with what's been happening?

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3 Why do you think Romeo uses such strange phrases as 'bright smoke', 'cold fire', 'sick health' and 'still-waking sleep' at this moment?

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## RHETORICAL LANGUAGE: A METALANGUAGE

### BOOSTING THE POWER OF YOUR WRITING AND SPEAKING

Speakers, as well as writers of plays, poems, novels, stories and feature articles, use a range of rhetorical language devices to capture and convince their audiences. Rhetorical devices are language techniques designed to persuade the audience, commonly used in writing and speaking, but especially in public speaking and drama. In Unit 19 you explored a variety of language devices and how they create persuasive and evaluative texts.

In this unit you will explore and use the following specific rhetorical devices to boost the power of your own writing and speaking.

#### ANTITHESIS

This rhetorical device is used when a writer or speaker addresses another person, place, idea or thing as if they are present. A good example comes from Shakespeare's *Julius Caesar*, where Brutus, the man who murdered the Roman Emperor Julius Caesar, declares:

Brutus: Not that I loved Caesar less, but that I loved Rome more.

Brutus emphasises his even greater love for Rome by contrasting it with his great love for Caesar. Some key words that can be used to clearly show antithesis or contrast are:

but, yet, although, even though, despite, instead of, in spite of, nevertheless, however

#### APOSTROPHE

This rhetorical device is used when a writer or speaker addresses another person, place, idea or thing as if they are present, and often requests their support or agreement with what is said or written. A good example again comes from *Julius Caesar*, when Antony, speaking out against Brutus' brutal murder of Julius Caesar, cries out:

Antony: 'For Brutus, as you know, was Caesar's angel. Judge, O you gods, how dearly Caesar loved him.'

#### ASSONANCE

This rhetorical device is the repetition of the same or similar vowel sounds in words positioned close to each other in a line or sentence, in order to create a repeated sound pattern – this repetition emphasises the words spoken or written. An example is from the traditional 'Lord's Prayer':

'Thy kingdom come, thy will be done'

#### CACOPHONY

Cacophony achieves the opposite effect to assonance, grabbing attention by deliberately using conflicting or rough sounding words. Winston Churchill, the powerful orator and famous wartime British prime minister, used cacophony when he railed against the Nazi bombing raids on England:

'We will have no truce or parley with you, or the grisly gang who work your wicked will. You do your worst – and we will do our best.'

## ONOMATOPOEIA

This is the use of words to imitate natural sounds, capturing the audience's attention immediately.

'The *screech* of the tyres, the *crunch* of the bonnet and the *scream* of the victim echoed down our street.'

Whenever you hear or see words like *hiss*, *murmur*, *ring*, *splash*, *squeak*, *roar* or *sniff*, onomatopoeia is being used.

## OXYMORON

This is an apparent paradox (two things that cannot both be true) – and because the two opposites are placed beside each other, they draw the reader or listener's attention immediately. A good example is in Shakespeare's *Hamlet* when Hamlet kills an innocent man and says:

'I must be cruel only to be kind.'

Some other examples are:

deafening silence, the living dead, disgustingly delicious, to hasten slowly, a painful pleasure.

20.1

Match these rhetorical language devices with the quotations that follow:

antithesis	apostrophe
assonance	cacophony
onomatopoeia	oxymoron

- a** 'Everybody doesn't like something, but nobody doesn't like Sara Lee.' (advertising slogan)
- 
- b** A toad the power mower caught/  
Chewed and clipped of a leg/  
with a hobbling hop has got.  
(*'The Death of a Toad'* by Richard Wilbur)
- 
- c** 'O brawling love! O loving hate!... O heavy lightness! serious vanity!... Feather of lead, bright smoke, cold fire, sick health!... This love feel I, that feel no love in this.' (William Shakespeare's *Romeo and Juliet*)
- 
- d** 'It went *zip* when it moved and *bop* when it stopped, And *whirr* when it stood still. I never knew just what it was and I guess I never will. (*'The Marvelous Toy'* by Tom Paxton)
- 
- e** 'If I bleat when I speak it's because I just got . . . fleeced.' (Al Swearingen in *Deadwood*, 2004)
- 
- f** 'Then come, sweet death, and rid me of this grief.' (*Edward II* by Christopher Marlowe)
-

**‘The most hunted person of the modern age.’**

*A speech at the funeral of Diana, Princess of Wales, by her brother, Earl Spencer*

I stand before you today, the representative of a family in grief, in a country in mourning, before a world in shock.

We are all united, not only in our desire to pay our respects to Diana, but rather in our need to do so.

For such was her extraordinary appeal that the tens of millions of people taking part in this service all over the world, via television and radio, who never actually met her, feel that they, too, lost someone close to them in the early hours of Sunday morning. It is a more remarkable tribute to Diana than I can ever hope to offer her today.

Diana was the very essence of compassion, of duty, of style, of beauty. All over the world she was a symbol of selfless humanity, a standard-bearer for the rights of the truly downtrodden, a very British girl who transcended nationality. Someone with a natural nobility who was classless and who proved in the last year that she needed no royal title to continue to generate her particular brand of magic.

Today is our chance to say thank you for the way you brightened our lives, even though God granted you but half a life. We will all feel cheated always that you were taken from us so young, and yet we must learn to be grateful that you came along at all. Only now you are gone do we truly appreciate what we are now without, and we want you to know that life without you is very, very difficult.

We have all despaired at our loss over the past week, and only the strength of the message you gave us through your years of giving has afforded us the strength to move forward.

- 1 Highlight the words from this speech, spoken at Princess Diana’s funeral by her brother, that most strongly convey to you the sense of grief and loss.
  - 2 Select and list five words or phrases that communicate to you the personality of Diana as expressed by her brother in this funeral speech.
- 
- 3 Locate one example of two of the following rhetorical devices in this powerful and moving speech:

antithesis	apostrophe	assonance	cacophony	onomatopoeia
oxymoron	repetition	alliteration	euphemism	metaphor

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**CONNOTATIONS IN YOUR HANDS**

It is interesting to note that words do not have one simple meaning for all people. For example, a person with an intense fear of mice will have a very different reaction to the word ‘mouse’ compared with a laboratory scientist who regularly works with mice in medical experiments. The association the word creates in one person’s mind can be a very different association to that created in another person.

As we saw in Unit 19, this association of a word with a particular meaning is called a **connotation**. The literal or dictionary meaning of a word is called a **denotation**.

Writers and speakers will often choose words to evoke selected associations in the minds of their readers and listeners. For example, think about the differences between these three sentences, all of which are about the same people in the same place:

There is a growing number of *people without homes* living on the street.

There is a growing number of *desperately needy people* living on the street.

There is a growing number of *vagrants* living on the street.

Different associations are created in people's minds by using various words to describe these homeless people. The words used create a different meaning for the people reading or hearing them. If these sentences were used in a television news report, the word 'vagrants' would evoke a meaning suggesting the homeless people are a problem and a nuisance, 'desperately needy people' would suggest the public should have sympathy for them and offer support, while 'people without homes' is a neutral phrase that does not seek to evoke any particular emotional association.

Being aware of the connotations of words and the effects these associations might have on your audience is important in your own writing, and in understanding the meanings others seek to create in readers' or listeners' minds. For example, one politician aiming to win support for a program to build more housing for homeless people might choose the words 'desperately needy people', while an opposing politician who wants tougher action to remove homeless people from the streets might choose the word 'vagrants'. On the other hand, a university report on the situation might choose neutral words like 'people without homes' as the report writers are trying to write objectively and present the facts without emotional meanings attached.



20.2

In your notebook, explain the different connotations presented in italics in the following quotations.

**a** Lisa: A rose by any other name smells as sweet.

Bart: Not if you call them '*stench blossoms*'.

(*The Simpsons*)

**b** 'But experts are seeing some people abuse a healthy lifestyle – and for one Los Angeles woman, the *addiction* lasted nearly 20 years.' (Jessica Ryen Doyle, 'Woman Battles *Exercise Addiction* for Nearly 20 Years.' *Fox News.com*, October 17, 2012)



20.3

Here are some sentences that are fairly neutral in their connotations. Your task is to rewrite them in your notebook according to the instructions below.

Ash cooked a meal for his girlfriend. He made some mini pizzas and a dessert.

**a** Rewrite these sentences to make the meal very interesting and the whole experience very enjoyable.

**b** Now rewrite the sentences to make the experience very unattractive and unappealing, and the meal a real failure.

Jess liked to drive her new car. She drove her car on the freeway. She liked driving without other traffic to hold her up, and she also liked to overtake trucks, caravans and other slower vehicles.

**c** Rewrite these sentences to make the driving and freeway experience very enjoyable.

**d** Now rewrite the sentences to make the driving and freeway experience dangerous, unappealing, and very negative.

## 20.4

Read the following humorous suggestion for a new preamble to the Australian Constitution.

We, the people of Australia, being of indeterminate origin and inclination... not knowing who we are or what we believe in... and not much caring... yet squabbling and squabbling and squabbling – always bloody squabbling... hurried off our feet, cranky as hell, sick with worry, scared to death, up to our ears in debt... and being fairly illiterate... misled, caged, cooped, processed, drugged, dispirited, feckless, confused, hypnotised, conforming, crass and pretending that we're not any of these things... do hereby declare that it's just one big stuff-up, they're all corrupt, what will be will be, and you're a long time dead. NO WORRIES MATE.

Michael Leunig, 'One of the Preambles'

- a** Select two examples of connotations from this humorous piece of writing, and briefly explain the connotations – negative, positive or neutral.

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- b** Highlight an example of two of the following rhetorical language devices used in this piece of writing, and explain how each one is effectively used.

antithesis	apostrophe	assonance	cacophony	onomatopoeia
oxymoron	repetition	alliteration	euphemism	metaphor

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### WRITING: GREAT SPEECHES, GREAT RHETORIC

Use the link in your **obook** or go directly to *The Guardian* website and search for Great Speeches.

<http://www.guardian.co.uk/theguardian/series/greatspeeches>

Select two speeches from these fourteen great speeches to listen to and/or read closely.

- Look for examples of two of the following rhetorical language devices in each of your selected speeches. Record your examples for sharing with others:
 

<b>a</b> antithesis	<b>d</b> cacophony	<b>g</b> repetition	<b>j</b> metaphor
<b>b</b> apostrophe	<b>e</b> onomatopoeia	<b>h</b> alliteration	
<b>c</b> assonance	<b>f</b> oxymoron	<b>i</b> euphemism	
- Locate and record at least two examples from each speech of words that have specific emotive connotations – briefly describe these emotive connotations and their associated messages.
- From any of the fourteen great speeches on the website, select two examples that you feel demonstrate powerful speaking skills. Briefly explain why.



# UNIT 21 Text Tips — The Language of Ideas and Arguments

## ENGLISH IN FOCUS

### Essays



1 What is the joke behind this cartoon about writing essays?

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2 What do you find most challenging about writing an essay?

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3 In just two lines, what would you say are two main purposes for writing essays?

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## WRITING ESSAYS – USING LANGUAGE FOR IDEAS AND ARGUMENTS

### WHAT IS AN ESSAY?

Essays allow you to confidently express your ideas and insights in a structured and persuasive language style. Essays are an important part of your life as an English student, especially as you progress through senior school. In English essays you use effective language to convince your audience, and you include information and evidence to support your viewpoint. There is a variety of types of writing that comes under the umbrella of 'essays'.

### APPROACHING ESSAY WRITING

Depending on their purpose, essays can present an argument, persuade readers about viewpoints and opinions, evaluate facts and explanations, or analyse issues or ideas. English essays can focus on different text types (for example, novels, films, plays, poems, feature articles, websites), contemporary issues, personal perspectives, thematic ideas or media topics. Most English essays require you to present a point of view and then argue in favour of that point of view using evidence and examples from a variety of sources.

The main features of an effective essay are:

- a thoughtful focus on the topic or question
- a clear structure that includes an introduction, a body and a conclusion
- language that is formal, sophisticated, persuasive and authoritative
- a tone that is reasoned, balanced, serious and confident
- a series of main arguments clearly focusing on a central thesis or idea
- a clear purpose and an awareness of the essay's readers
- relevant information and strongly supporting evidence
- well-selected ideas, opinions and examples that support the arguments
- well-organised ideas to help readers make sense of the arguments.

### PLANNING AN ENGLISH ESSAY

Following the steps outlined below will help you to plan a successful essay.

#### • Step 1 – Brainstorm

Brainstorm the topic or the question you have been given.

- Circle or underline key words in the topic or question.
- Write down everything that you can think of about your topic or question in just five minutes.
- Use arrows to connect your ideas, write notes or questions to yourself, look for areas that you need to research, and highlight key points using a highlighter, circles or asterisks.

#### • Step 2 – Research

Research the topic or question. Good research is crucial, as it allows you to locate facts, evidence and ideas to develop and support your own points.

Use the main points of your argument or point of view as section headings, and use these section headings to file your research notes and organise your ideas.

### • Step 3 – Plan

Create an essay plan. Here you unpack the question and summarise your key ideas and evidence from research under headings that will become each of your paragraphs. Compose a one-sentence summary of your response to the topic or question. This sentence will form the basis of your introductory paragraph. Then create a series of dot points under your main section headings, as these will form your body paragraphs.

## INSIDE AN ESSAY

An essay is a series of connected paragraphs. Each paragraph adds to the ideas of the one before to develop an argument or series of ideas that aim to convince the reader. In essays there are three main types of paragraphs – the introductory paragraph, the body paragraphs and the concluding paragraph.

### THE INTRODUCTORY PARAGRAPH

The introductory paragraph of an essay introduces the question or topic to the audience with an engaging statement or viewpoint.

In your introductory paragraph you should aim to:

- explain the meaning of the question in your own words
- define the question's key words (you might find it helpful to use a dictionary)
- outline your main thesis or viewpoint using key words from the question
- outline the main arguments or ideas in the order you will present them.

In the introductory paragraph you avoid any detailed explanation or examples: these come later. It is important to keep the language clear, confident and focused on the question and to use a formal tone, structure and style of language.

### THE BODY PARAGRAPHS

The body paragraphs are where you explain the ideas behind your point of view, giving explanations, examples and evidence.

Each body paragraph:

- begins with one topic sentence that sums up the main point of the paragraph
- focuses on one of the main arguments or ideas outlined in the introductory paragraph
- explains the topic sentence and how the topic sentence is connected to the essay's topic or question
- develops the point made in the topic sentence, using supporting evidence, examples, reasons, causes and effects, comparisons and contrasts, and viewpoints
- finishes with a concluding sentence that sums up the arguments or ideas in the paragraph and links with the next body paragraph.

Each body paragraph is like a mini-essay, with an introduction (a topic sentence) arguments and explanations, and then a conclusion. Use the TEE structure – Topic sentence, Explanation, Evidence – to help you construct a successful body paragraph. To ensure that your body paragraphs flow smoothly, use linking phrases to connect one idea and paragraph to the next. Examples of linking phrases are: 'A further aspect is ...', 'In addition ...', 'A second reason is ...', 'From another perspective ...' and 'Following on from this ...'.

## THE CONCLUDING PARAGRAPH

Your concluding paragraph should finish your essay with a strong statement, linking the ideas and arguments of the essay to the topic or question. Your conclusion should show how the essay's arguments and ideas have addressed the original topic or question.

Remember that the concluding paragraph:

- sums up the argument and ideas from each of the body paragraphs
- should not be longer than any of the body paragraphs or the introduction
- does not introduce any new information or arguments.

## AN ESSAY TEMPLATE

Use this template to assist you when planning your next essay:

Introduction	Body paragraphs	Conclusion
<ul style="list-style-type: none"><li>• Address the question clearly and concisely.</li><li>• Explain the key terms and relate them to your main arguments.</li><li>• Outline your main arguments but do not present evidence.</li><li>• State your contention clearly, outlining the key topics for each paragraph.</li></ul>	<ul style="list-style-type: none"><li>• Start with a topic sentence and use linking words to previous paragraphs.</li><li>• Present your key points and provide supporting explanations and evidence.</li><li>• Provide concluding/linking sentences.</li></ul>	<ul style="list-style-type: none"><li>• Return to the essay question and show how you have answered it.</li><li>• Sum up your main arguments: link to the contention and key arguments in the introduction.</li><li>• Avoid unnecessary repetition in restating your argument or contention.</li><li>• Do not introduce any new information at this stage.</li><li>• Present a strong, clear and confident finish.</li></ul>

 **21.1** In a small group, use the guide above to conduct an essay brainstorm session on one of the following essay topics about sport. Set yourselves a ten-minute time limit and then compare your essay brainstorm ideas with another group, and then with the class.

- a Australians waste too much money on sport at the expense of more important issues. Discuss.
- b Evaluate the belief that sport teaches children about teamwork, dedication and sacrifice.
- c Analyse the opinion that sport is really Australia's 'religion', complete with symbols, rituals, gods and disciples.
- d Discuss whether bad role models in sport serve a useful purpose – to show children how not to behave.
- e 'Sport is nothing more than entertainment, which makes athletes nothing more than entertainers.' Critically assess this statement.

 **21.2** You have been asked to contribute to the new website – '10 Point Power' – where students locate key study topics summarised in ten key points. Your task is to create a '10 Point Power' summary about writing essays. In a small group you must create ten key points about planning and writing essays. Each key point can be up to two typed lines. Compare your ten point summary with other groups and compare your ideas. You can include headings and subheadings (they do not count towards your ten key points).

## USEFUL WORDS FOR ESSAY WRITING

The language you use in writing essays contributes to their success. You boost the impact of your essay by using words that improve the structure and fluency of your writing, and communicate your ideas and arguments more convincingly. Here is a table showing key essay writing words for different key purposes:

Type of word	Purpose	Example
Emphasis words	To draw attention to a particular idea or detail that is especially important	<ul style="list-style-type: none"><li>• A key feature ...</li><li>• Important to note ...</li><li>• Especially when ...</li><li>• Essentially ...</li><li>• A significant factor ...</li><li>• Most of all ...</li></ul>
Continuing and connective words	To show that your thoughts are moving on in the same direction or sequence	<ul style="list-style-type: none"><li>• In addition ...</li><li>• Furthermore ...</li><li>• Secondly ...</li><li>• As well as ...</li><li>• Another point is ...</li></ul>
Change-of-direction words	To prepare the reader for a change of direction in your argument or ideas	<ul style="list-style-type: none"><li>• Alternatively ...</li><li>• Although ...</li><li>• However ...</li><li>• In contrast ...</li><li>• Despite ...</li><li>• Yet ...</li><li>• Nevertheless ...</li><li>• Instead ...</li><li>• Even so ...</li><li>• Another perspective is ...</li></ul>
Illustrative words	To introduce an example or further evidence to describe or clarify a situation	<ul style="list-style-type: none"><li>• An example is ...</li><li>• For instance ...</li><li>• These include ...</li><li>• Such as ...</li><li>• This illustrates ...</li></ul>
Conclusion words	To alert the reader to your final words and your concluding statements	<ul style="list-style-type: none"><li>• Therefore ...</li><li>• Consequently ...</li><li>• As a result ...</li><li>• Finally ...</li></ul>

## THE LANGUAGE OF ARGUMENT

Here are some important language features to be aware of when you are writing, reading or listening to essays, speeches or debates that are aiming to convince you to agree with their arguments:

### GENERALISATIONS

Generalisations are statements or opinions that are only partly true, usually because they are based on incomplete knowledge or just a few examples. You should be careful not to use, or blindly accept, a generalisation as truth or fact. For example, statements such as 'rich people have the best life', 'people who always talk don't have anything important to say' and 'city people are more cultured than country people' are all generalisations.

## CIRCUMLOCUTION

Circumlocution (pronounced: *sir-kum-low-kyu-shun*) is the use of very wordy or very indirect language to avoid getting to the point of what you want to say or write. This is to be avoided in clear and concise writing or speaking. Charles Dickens mocked this type of language in his novel *Little Dorrit*, in the form of the 'Circumlocution Office':

'No public business of any kind could possibly be done at any time without the acquiescence of the **Circumlocution Office** ... Whatever was required to be done, the Circumlocution Office was beforehand with all the public departments in the art of perceiving – HOW NOT TO DO IT.'  
Charles Dickens, *Little Dorrit*

## REFUTATION

This is where a writer or speaker presents an opposing point of view. In an essay, debate or speech you might present a point of view, and then refute it with evidence and examples to show the error of that point of view.

## IRRELEVANCE

An irrelevance in an essay or speech is a statement that has little or no relationship with the topic being discussed. Irrelevancies are to be avoided in clear and precise communication. When someone says a person 'misses the mark' or is 'off the topic' they are indicating an irrelevance. If you started to talk about how you felt today when someone asked you about the weather, you could be accused of irrelevance. The opposite of irrelevance is when a writer or speaker focuses precisely on the topic, and presents evidence based on authorities in the field to support their specific arguments. A logical and rational argument will avoid irrelevancies.

 **21.3** Choose one of your favourite topics – it might be about sport, fashion, cars, careers, films, music, gaming, blogging, a hobby, a book, a series or another passion of yours.

Write one paragraph about your chosen topic (200-300 words), but within your paragraph you must include one example of each type of key essay writing words from the table above. A tip is to first write your paragraph in draft form, and then polish it by incorporating key words at points where they add to the impact and fluency of your writing. Share your paragraph with other people in your class.

**21.4** Explain why each of these generalisations is not always true.

**a** Old people never have any fun.

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**b** Young drivers are dangerous drivers.

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**c** People who like dance, drama or art are different from other people.

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# UNIT 22 Text Tips — Creative and Comedic Writing

## ENGLISH IN FOCUS

### Opening lines

1. It was a bright cold day in April, and the clocks were striking thirteen. (George Orwell, *1984*)
2. If you really want to hear about it, the first thing you'll probably want to know is where I was born, and what my lousy childhood was like, and how my parents were occupied and all before they had me, and all that David Copperfield kind of crap, but I don't feel like going into it, if you want to know the truth. (J. D. Salinger, *The Catcher in the Rye*)
3. I had the story, bit by bit, from various people, and, as generally happens in such cases, each time it was a different story. (Edith Wharton, *Ethan Frome*)
4. I was born twice: first, as a baby girl, on a remarkably smogless Detroit day in January of 1960; and then again, as a teenage boy, in an emergency room near Petoskey, Michigan, in August of 1974. (Jeffrey Eugenides, *Middlesex*)
5. Most really pretty girls have pretty ugly feet, and so does Mindy Metalman, Lenore notices, all of a sudden. (David Foster Wallace, *The Broom of the System*)
6. He was an inch, perhaps two, under six feet, powerfully built, and he advanced straight at you with a slight stoop of the shoulders, head forward, and a fixed from-under stare which made you think of a charging bull. (Joseph Conrad, *Lord Jim*)
7. I write this sitting in the kitchen sink. (Dodie Smith, *I Capture the Castle*)

1 What makes each of these story openings memorable?

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2 Select two of these story openings, and change one or more words in order to reduce or eliminate the impact. What differences do you note after making these changes?

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3 Use one of these story openings as a model to create your own memorable short story opening. Share your own 'classic' opening with other class members.

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## WRITE ADVICE

### HOW TO WRITE CREATIVELY

There are no quick and easy answers to the big question: How can I write creatively? Here are some statements you should handle with care:

**1 Write about the things you know best.**

This can be useful advice if you have had experiences or knowledge that other people find interesting. But it can be hard to know what your audience will find interesting, and whether your experiences are worth writing about. It can be worth exploring your own life experiences a little more deeply before you seize on this advice.

**2 Just write a beginning, and then ideas will start to flow.**

The opening to a story, play, novel or movie needs to grab an audience's attention, so the beginning is often something that needs reworking and rethinking – it doesn't just flow onto the page or screen right at the start. Until you have written enough to know your characters, your setting and your storyline, a good beginning can be difficult to create.

**3 Before you write, work out what you want to write about.**

This sounds like good advice, and some writers do spend a good amount of time making plans, drafting ideas, and researching characters, settings and events. But there are other writers who find the best way to find ideas is to write and then ideas begin to reveal themselves along the way.

**4 Good writing needs to be well-organised, have correct spelling, grammar and punctuation, and an interesting style.**

This advice is given at the wrong end of the writing process: it is after you have the story, play or movie script drafted that you can start to polish away slips and flaws in style or grammar. Your first focus should be on ideas, characters, events and settings, and sometimes just on one of these at a time. It's better to have piles of ideas, images, characters and emotions to work with and select from, rather than a set of well-organised but uninspiring notes.



22.1

Choose one or more of the 'writing sparks' below to get you thinking about what you know, what you think and how you feel. Write about 150 words for each in your notebook. Then share your writing with a partner and compare your writing pieces. This writing can be polished and published in a blog or on a group writing site.

- a Describe how you would change your school to make it a better place to be in on a school day.
- b Briefly explain five things you like and dislike about living where you do.
- c Tell the story of a time when you were young and you were really scared or hurt.
- d Imagine your house was burning down, and you could only rescue five things. What would you save, and why?
- e Choose another person who you know really well. Describe the ways in which you are both quite similar, and the ways in which you are very different people.
- f Think back to when you were very young. What did you enjoy playing the most, how was your way of playing different to the way adults play, and what things interested and puzzled you the most in the world around you?
- g Tell the story of a favourite place you will always remember visiting, and explain what you remember most about this place.



**The Life Cycle of the Supermarket Trolley** by Michael Leunig

Supermarket trolleys come ashore under the full moon to lay their eggs in the sand. When the eggs hatch, the young trolleys make their way to the supermarket, where they assemble in the carpark. Now they begin their strange life engulfing and disgorging vast quantities of consumer items.

After several years, when they have reached maturity, the trolleys escape individually into the surrounding streets, and by various routes, drains, canals, rivers, they make their way back to the sea, where they mate in deep water and wait for the full moon to begin the cycle all over again. Etc.

1 What makes this short story quite funny?

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2 What sort of humour would you say this story is using?

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3 What unexpected association does the writer use to create the humour?

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4 Think of another object you could swap for the supermarket trolleys that would also create a humorous life-cycle story. Tell the story with your new object replacing the supermarket trolleys. You may need to add or change some other words in the story as well. Discuss how well the humour of this new story works compared with Michael Leunig's original story.

**COMEDY IN YOUR HANDS**

Humour is valuable in story writing, movie making and play writing. It does a number of things – it allows a break from the tension in a story, so the tension can then build up again (think of the rude jokes spoken by the Porter in Shakespeare's *Macbeth*, inserted between the time of the brutal murder of the king and the horrible discovery of his bloody body the next morning). The audience would not be able to maintain or keep adding to that level of intensity if the tension was not broken.

Humour can also add to a character's personality in a story – making the reader like them more, and enjoy the way they look at the world around them. It can provide a sense of distance from the events for the characters involved, or for the narrator – by not taking everything too seriously, and giving a sense of light relief. But too much humour can be repetitive and detract from the storyline, so it is often just one small joke or a single amusing incident that creates the comedy in a story.

There are many different types of humour that can be used to create comic moments or light relief in a story, which include:

- satirical
- self-deprecating
- dark
- mordant
- ironic
- screwball
- hyperbolic
- situational
- parody
- farcical.

22.3

Use an online or print dictionary or comedy writing website to give a brief explanation for each of these types of humour. Then decide which types of humour you enjoy the most, and why.

a satirical humour

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b self-deprecating humour

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c dark humour

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d mordant humour

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e ironic humour

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f screwball humour

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g hyperbolic humour

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h situational humour

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i parody

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j farcical humour

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22.4

Select two types of humour you enjoy the most from activity 22.3, and use your internet search skills to locate an example of this type of humour at work in a movie, a short story, a play or a novel. Make notes below and, share your discoveries with the class. Decide on the most effective examples of humour.

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**22.5** Here are some quick-fire ways to develop humorous names, funny situations or an amusing moment for your story writing. Record your answers in your notebook.

- a Write ten unexpected names for a bad guy in a story.
- b Use an online or print dictionary, and grab one weird or funny word for each letter of the alphabet. Swap with a partner so you can both choose the funniest 26 words. Now select ten and create a funny or highly unexpected situation (for example, 'Instructions for keeping a pet *hyena*').
- c Use your online or print dictionary to select a funny and unexpected name for a new brand of soft drink, a new type of hamburger and a new brand of runners. Share your humorous names with the class and vote on them.
- d Combine two situations that don't normally go together. Think of ten strange or unexpected examples such as an old guy on a pogo stick in the lift of a skyscraper. Then select two of these and write a funny situation that caused this to happen. Share your ideas with others.
- e Use your internet search skills to collect ten very funny jokes or situations – they might be one-liners, funny incidents or humorous signs. Pool your research with others and see which are common choices. Which humour works with most people? Which ones would fit in a story, a movie or a play to create a humorous situation within the storyline?



## WRITING: WRITE TO ENTERTAIN, INFORM AND EXPLORE

Choose one or more of these writing topics and brainstorm, plan, draft, polish and publish your writing pieces for an online audience of readers. Write about 250 to 300 words.

- 1 Describe the main differences between children and adults – consider physical and social aspects, hobbies and interests, outlooks on life, beliefs and hopes. What are the best and worst things about growing up?
- 2 'In this age of ugly events, the best protest is beauty.' What would you say have been the best protests during your lifetime? Discuss how effective they have been, and what you see of beauty's future.
- 3 Write your thoughts, feelings and beliefs about a controversial issue that is often in the news and often discussed. Write for about ten minutes. Then write for five minutes in support of a position that is the direct opposite of your own.
- 4 Tell one of your family's stories that everyone in the family knows and which always makes people laugh, cry or stay silent. This story could be about a very memorable occasion or incident (funny, sad, life-changing) when members of your family were involved and were affected. Only one or two words have to be mentioned but everyone remembers instantly.
- 5 Tell the story of an accident you had, an emergency you experienced or a dramatic event you witnessed. Recreate the atmosphere, the emotions and the experience of being there and going through that event so your reader also experiences the event through your eyes, your actions and your emotions.



# UNIT 23 Text Tips — Fiction and Poetry Writing

## ENGLISH IN FOCUS

### The Drover's Wife by Henry Lawson

The two-roomed house is built of round timber, slabs, and stringy bark, and floored with split slabs. A big bark kitchen standing at one end is larger than the house itself, verandah included.

Bush all round – bush with no horizon, for the country is flat. No ranges in the distance. The bush consists of stunted, rotten native apple trees. No undergrowth. Nothing to relieve the eye save the darker green of a few she-oaks which are sighing above the narrow, almost waterless creek. Nineteen miles to the nearest sign of civilisation – a shanty on the main road.

The drover, an ex-squatter, is away with sheep. His wife and children are left here alone.

Four ragged, dried-up-looking children are playing about the house. Suddenly one of them yells: 'Snake! Mother, here's a snake!'

The gaunt, sun-browned bushwoman dashes from the kitchen, snatches her baby from the ground, holds it on her left hip, and reaches for a stick.

'Where is it?'

'Here! Gone into the wood-heap!' yells the eldest boy – a sharp-faced, excited urchin of eleven. 'Stop there, mother! I'll have him. Stand back! I'll have the beggar!'

'Tommy, come here, or you'll be bit. Come here at once when I tell you, you little wretch!'

The youngster comes reluctantly, carrying a stick bigger than himself. Then he yells, triumphantly:

'There it goes – under the house!' and darts away with club uplifted.

**1** This classic Australian short story, written in 1892, opens with a description of the setting where this family lives. Highlight ten descriptive words or phrases that reflect the isolated, bleak and poor world this family lives in.

**2** What can you tell about the characters from Lawson's story opening?

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**3** Why does Lawson focus on the house and bush setting first, before he introduces any of the characters in his story?

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## INSIDE FICTION

### WHAT IS FICTION?

Written fiction includes traditional stories such as fables, myths and legends, as well as short stories, novels and scripts for film, radio, television or stage. All of these types of fiction share a common feature: their narrative form tells a story, whether to entertain us, to make us think about issues or ideas, or to explore life experiences.

Whether you are writing a fictional story or responding to a story written by someone else, fiction has some important main features. They are interconnected and each needs to be considered alongside the others.

### PLOT

A story's plot is its main storyline, and includes the key events. For example, if you tell a friend the storyline of a movie you have seen, you are actually summarising the plot for them.

### STRUCTURE OF FICTION

Fiction narratives conventionally follow a pattern, or structure, where the sequence of events can be broken down into three main parts: a beginning (the orientation), a middle (the complication) and an end (the resolution).

Many narrative texts are written using variations on this linear structure. Often narratives include flashbacks to past events, characters or settings. A retrospective structure might begin with the most recent event and go backwards in time.

#### **Orientation**

Authors usually use the early part of the story to introduce the characters, the setting and events to readers. This is called the orientation.

#### **Complication**

In the middle of a fictional narrative, readers are introduced to the conflicts, interactions and events that lead up to the climax. This is called the complication.

The conflict can be obvious, such as personal conflicts and arguments between people and societies, or subtle, such as inner conflicts within characters or conflicts between nature and humanity.

The climax is where the conflicts and events build up, step-by-step, to a point of suspense or importance. At this point a key event takes place that releases the tension, focuses the action or explains everything that has gone on before.

#### **Resolution**

A fictional narrative's resolution deals with the consequences, for the characters and events, that follow the climax.

### THEME

The theme is the main issue, idea or focus of the narrative. It is the principal message the author wants to communicate to the reader or viewer. For example, Shakespeare's play *Macbeth* focuses on themes of loyalty, betrayal, revenge and ambition.

## CHARACTERS

A fictional narrative's characters can be humans, animals or imaginary creatures, depending on the plot and setting. Major characters are central to the action, and minor characters support the plot and setting but have little role in the main events.

The personality traits of characters are important in a narrative.

Multi-dimensional characters reflect the complex nature and personalities of real life. Some characters will change during the narrative, exhibiting a complex mix of personality traits as they experience events during the plot. A well-rounded character will be believable and well developed, but a one-dimensional character will be less believable.

Writers use a range of techniques to describe characters, including descriptions of physical appearance, speech characteristics and word choice; descriptions of how they act and the way they treat other people; and dialogue to show what other characters say about them.

## SETTING

The setting of a narrative is where and when events take place. The type of setting influences readers' perceptions and expectations of events. For example, a dark, cold beach in the middle of a winter's night is a setting that is likely to suggest that something unpleasant is about to happen.

## LANGUAGE AND STYLE IN FICTION

Whether you are writing fiction or responding to a fictional text, you will need to consider the following questions about aspects of language and style:

- How are descriptive language and other stylistic devices used to create pictures (of a setting, a character or an event) in a reader's imagination?
- How is dialogue used, and for what purpose?
- Is imaginative or figurative language used, and for what effects?
- How is the story narrated? Is it told by a first-person narrator or a third-person narrator?
- What types of sentence construction are used and what effect do they have? For example, is it written using simple or complex sentences, or a combination?
- How are punctuation, grammar and word choice used to create the narrative?

23.1

Read the two fiction short story openings below, and then for both, write a 200-word analysis in your notebook to explain:

- the language and style of the writing
- the structure and form of the writing
- the effectiveness of the writing.

**A** This was unusual. The front door key seemed to turn more easily than she remembered. Her brother's house was strangely dark and quiet as she opened the door and peered inside. She opened the living room door and quickly switched on the light. Her first thought was how annoyed her brother would be to see this mess, but then she froze, her hands grabbing at the door as she saw his body lying on the soft, white carpet in a widening pool of blood.

**B** Joshua pressed the simulator icon on the screen for the second time. He needed to escape. The soothing smell of fresh gum leaves and the inviting sound of native birds drifted around him, while the screen soothed his eyes with images of rivers, trees and mountain tracks. He turned quietly to his supervisor. 'It's time for our next experiment. Who are we targeting this time?'

His supervisor glanced up, and gently smiled.

## WRITING FICTION

It does not matter which form of fiction you are writing; whether it is a diary entry, a short story, a blog entry, a memoir or a television script, the following useful tips will help you to compose an effective narrative.

### 1 Think about the topic

- Who is my audience?
- What form will I write in?
- What is the message I want to communicate to my reader?

### 2 Plan your writing

- Are there events or people from my own experiences that I can use to build my narrative?
- What are the main features of the setting that will help my narrative interest the reader?
- What will be the main events in the narrative that lead up to the climax and the resolution?

### 3 Write your story

- Is there a word limit?
- Is there a time limit for writing?
- Is there an opportunity for a draft version and a rewrite?
- How will each of my main characters look, act and speak?
- Use language that suits your audience, your characters and your format.
- Experiment with your ideas by trying different forms of personal narrative.
- Focus on one theme or message in your writing.
- Use descriptive details to develop the reader's interest in the setting and characters.
- Write from what you know, but use your imagination to develop your story further.
- Use the active voice to sustain interest and energy.
- Use the 'show, not tell' technique. Describe the events, experiences and emotions instead of just stating them straight out. For example, 'His feet froze and a sudden chill ran down his spine' is more effective than 'He was scared'.

### 4 Review and edit your writing

- Have I checked the conventions and structure of the form I am writing?
- Have I reread the writing to check punctuation, spelling and expression?
- Do I need to review word choices or descriptions for effectiveness?
- Have I checked layout, font size and format requirements?

 **23.2** You can find inspiration for writing fiction from the unique world of your own life experiences. Your strongest memories can communicate very powerful stories and deep insights. Choose one of the following past experiences in your life:

- memorable accidents and visits to the doctor, dentist or hospital
- your first driving lessons and driving tests
- your first experiences of part-time work
- memorable events at a birthday, a party or a Christmas celebration
- visits to relatives that are very memorable or dramatic
- special holiday experiences when you were young
- the experience of being lost or alone, or very afraid
- embarrassing experiences at sport, school, home, downtown or among friends.

Write your own 500-word account of this experience in the form of a short story.

**Not in the Mood** by Nathan Hobby

The end comes as any other  
Moment – the minute hand

moves to twelve thirty, lingers  
long enough for it to  
register – and moves on.

The supervisor says pens  
down, and you write your last full  
stop in twelve years of school at  
the end of an uninspiring conclusion  
to an essay about floating exchange  
rates then sit quietly waiting for your  
paper to be collected not even bursting  
inside like you know you should be.

Outside the exam room, the sky  
is still overcast. It is neither  
a thunderstorm nor a gloriously  
sunny day. Your girlfriend comes  
out behind you, not leaping

into your embrace like you imagined,  
but asking which essays  
you did and you don't really care  
and you reach for her hand and  
move to kiss her but she says

not in the mood. She has to go;  
she has another exam and you  
watch her walk away and  
you look around – but there is  
no-one to share this  
triumph, no-one to  
care that twelve years  
just ended there in that

exam room. You go home with  
your mum and eat a salad sandwich  
because there is no ham and  
later on you'll watch Oprah Winfrey  
just for the hell of it –

just because you finally can.

1 This poem was written by a Year 12 student after his final exam in high school. What do you think he means by the last line of the poem?

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2 Why has the poet decided to break up five words in the poem so they spread over two lines? Look at the words and consider the new meaning that is given by breaking them up.

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3 The poet shows that finishing this final exam is actually a big let down. What are four images he includes that reflect this feeling? Briefly explain each one.

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## POETRY IN YOUR HANDS

### WHAT IS POETRY?

Poetry is special in that it explores and expresses feelings and ideas through an imaginative use of language. Good poems are powerful because they capture intense experiences, imagination, emotions and knowledge, and richly expand our understanding of life.

Writers of poetry closely focus on the power of words. They use a wide variety of language techniques because they are creating a tightly compressed form of writing. Much is said in just a little space. Poetry is like looking at an object using an extreme close-up camera shot – every detail matters and every word is significant.

Poems usually focus on a theme or idea. The theme or idea may relate to social issues, the ironies of life, love, death, joy, peace, current issues, insights from the natural world, crime and punishment, or loss and pain. It is the imaginative way the poet explores the theme or idea that makes the writing a poem.

Reading poetry is an experience that allows you to enrich your understanding of life. Good poems are carefully crafted and thoughtfully expressed, and to truly explore a poem's insights and appreciate its craftsmanship will take time and effort.

### HOW POETRY WORKS

#### WORDS

A poet uses a range of language devices to create a poem. Where a prose writer might use literal language to communicate an exact meaning, a poet often uses figurative language to create an effect in a poem.

The types of figurative language techniques employed by poets include:

- metaphors and similes
- personification
- imagery
- exaggeration of ideas (hyperbole)
- irony
- symbols.

You can find explanations and examples of these techniques in Units 14 to 17.

A poet also uses varieties of punctuation, spelling and even font size and shape to communicate ideas and atmosphere through the way words are arranged on the page or screen.

#### SOUNDS

Most poems are written to be read aloud, so the sound of the words and the sound patterns created by the poet are important. A poet will be thinking about the way the poem sounds when read aloud and how the sound contributes to the poem's messages and effectiveness. You need to be aware of the main techniques a poet can use to create sound effects in poems and the effects these have on the reader, such as:

- alliteration
- assonance
- onomatopoeia
- rhyme
- consonance
- repetition.
- rhythm
- metre

You can find explanations and examples of these techniques in Units 14 to 17.

## TYPES OF POEMS

There are many different kinds of poems. A selection is discussed below.

### LYRICAL POEMS

Lyrical poems are short poems that often focus on personal feelings and thoughts. They include the ideas, imagination, experiences and observations of the poet and the insights, reflections, sensations and desires the poet explores. Lyrical poems often focus on love and loss.

The term 'lyrical' comes from a Greek word meaning 'meant to be sung', and so lyrical poems are often song-like with a particular rhythm and rhyme.

Sonnets, which have a strict form of 14 lines and a set rhythm and rhyme pattern, are one type of lyrical poem.

### NARRATIVE POEMS

This category includes a wide range of poems that share one common feature: they tell a story. The stories can be serious or humorous. Narrative poems often tell dramatic stories of loss, discovery, love, defeat or adventure. Ballads are one form of narrative poetry. Epic poems, another type of narrative poetry, are long poems about great deeds or adventures.

### HAIKU

A haiku is a type of Japanese poem that traditionally has nature or the natural world as its subject. A haiku has a strict seventeen-syllable structure – the first line has five syllables; the second line, seven syllables; the third line, five syllables.

### FREE VERSE

Free verse is poetry that does not follow strict patterns in rhythm or rhyme. Writers of free verse still, however, use a wide variety of figurative language techniques to communicate their ideas and feelings. Much contemporary poetry is written in free verse.

### DRAMATIC POETRY

Poetry can be written in the form of a play. Many of Shakespeare's plays are written in a poetic form to powerfully communicate his ideas using the sounds of the words and the figurative language of the speeches.

23.3

Read the following poem aloud and then answer the questions that follow.

That man with the cowboy hat and tan and tattoos  
is holding his little white-skinned daughter  
very gently in the shallow water. Now he is  
zooming her along, but not too quickly  
for fear of her fear. He tosses her up,  
catches and hugs her, holds in check  
the fierce tenderness that craves to crush her.  
Her father. His wholly holy love. He is smiling  
and I know his heart is like a grasshopper –  
leaping and landing spring-loaded to leap again.

Andrew Lansdown, 'The Grasshopper Heart'

**a** The description of the man is created in just three short images in the first line. What is the poet saying about this man in these images?

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**b** How does the repetition in 'for fear of her fear' add to the emotion of the scene?

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**c** Explain how the oxymoron 'fierce tenderness' explores the feelings of the father.

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**d** How does the alliteration in the father's feelings that 'crave to crush her' give an insight into his inner emotions?

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**e** How does the repetition of sound in 'wholly holy love' explain the father's true feelings?

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**f** The simile 'his heart is like a grasshopper' is the poet's imaginative way of explaining what he sees and understands. What is the poet saying about the father by using this simile here and in the title 'The Grasshopper Heart'?

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**g** What is the main theme or idea in this poem? Explain.

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**h** Do you think that the poet has expressed the theme effectively? Give reasons for your answer.

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### **WRITING: A POEM FOR PEOPLE, A SONG FOR SOCIETY**

Choose an experience, a feeling, an event or an idea that is important to you. Use some of the figurative language techniques described in this unit to craft your own poem. Begin by jotting down images, ideas, observations, experiences and insights.

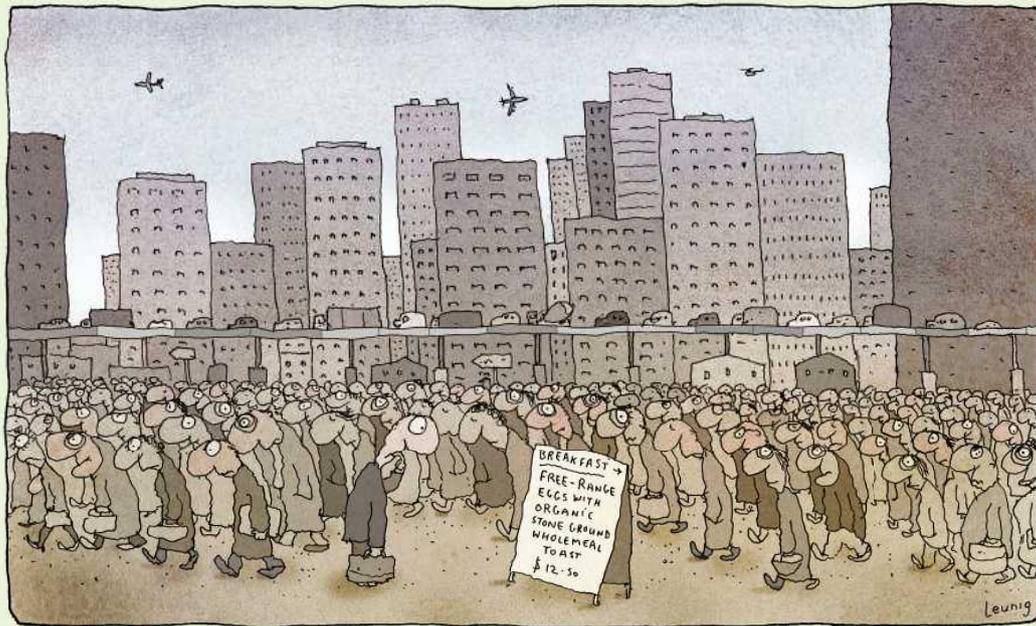
Then experiment with sounds, word patterns and poetic forms to communicate your ideas. As you begin to shape your poem, give yourself time to reflect on them. Also consider shaping your poem into a song lyric if you would like to.



# UNIT 24 Text Tips — Visual Texts

## ENGLISH IN FOCUS

**Breakfast** by Michael Leunig



*The Saturday Age 23 February 2013*

- 1 What do you think the man staring at the sign has realised? Briefly explain the way the sign is a comment on the people and the city as they are shown in Michael Leunig's cartoon.

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- 2 List five ingredients the cartoonist has included to visually communicate and reinforce his message. Briefly explain how each one communicates and supports the main message of the cartoon.

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## FEATURES OF VISUAL TEXTS

### VERBAL LANGUAGE

Visual texts communicate with an audience mainly through the sense of sight. Visual texts use visual language techniques to appeal to and persuade an audience but they may also include some words and sounds.

The words in visual texts are usually short captions, such as a heading or a title, a brief explanation on an illustration, a voice bubble in a cartoon or a scene title in a film. For example, a printed advertisement might have a large image and the product name in small print at the bottom of the page. The image catches the eye and represents the product by association; the product name reinforces the association.

### VISUAL LANGUAGE

#### COLOURS

The colours used in a visual text can communicate a mood or idea. Colours can be symbolic, such as yellow being used to represent the sun and happy times, or they can be used to create moods, such as blues and greys being used to show isolation and feelings of loneliness. Bright colours would effectively advertise children's toys, but dark colours would be suitable in a horror film.

#### HOTSPOT

The hotspot or focal point is the place in a visual text that the audience will look at first: the place where their eyes are drawn.

The hotspot might be determined by the size, colour or shape of an image or word, or by the use of colour, white space, lighting and sight lines in the composition.

#### ICONS AND SYMBOLS

Icons and symbols are used in visual texts to represent ideas or information. For example, computers use icons in their menus to represent the printing, spell-check, and cut-and-paste functions.

Symbols, such as a heart shape to represent love, take the reader beyond the literal meaning represented – the object itself – and communicate a wider meaning or idea.

#### COMPOSITION

A visual text's composition, or layout, is how all of the elements of the image are arranged on the page, sign or screen, including the use of:

- colour and shading, including the use of white (empty) space
- graphics, including size and placement
- text, including placement, font size, font style, highlighting (colour, underline, bold, etc.), headings, use of capitals and word choice
- camera angles.

#### SUBJECTS

The subjects of a visual text are the people, animals or objects that are featured.

The choice of subject in a visual text will communicate to the viewer: for example, a stereotypical image of a tall, blond and tanned lifesaver might be used to represent a typical Australian.

The way that a subject is represented is also significant. For example, the facial expressions and body language of people and animals are used to communicate feelings, such as the sad face of a little puppy looking directly at the viewer in a dog pound's 'lost and found' advertisement.

## ANALYSING VISUAL TEXTS

This cartoon by Matt Golding appeared in *The Age*. Look at it and consider the verbal and visual components of the cartoon explained below and on the next page.

### VERBAL LANGUAGE

- The voice bubble in the cartoon makes the issue clear: climate change, specifically the need for carbon emission targets.
- The sentence points out the artist's ironic message through a striking comparison.

### VISUAL LANGUAGE



*The Age* 10 June 2007

### **Hotspot**

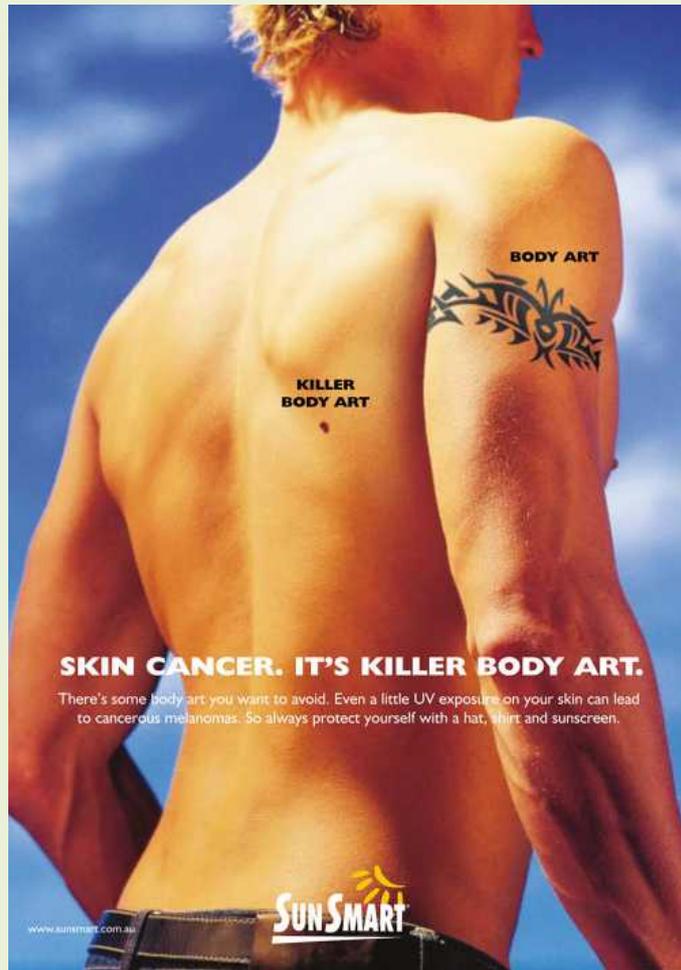
- The moon looms large in the image and the audience's attention is drawn to it, suggesting power and significance.

### **Composition and layout**

- The moon assumes priority by being positioned at the top right of the image and by dominating the frame.
- In contrast with the moon, the human characters are tiny (insignificant) and awestruck.
- The way that humans are portrayed as looking up at the moon reinforces the moon's power and importance.
- The majority of the frame is taken up by the moon and stars, which implies nature's significance; the relative size of the people in relation to the moon and stars implies that the natural world assumes priority over humanity.



## Killer Body Art



1 Which are the hotspots in this advertisement? What is their purpose?

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2 How are icons and symbols used to communicate the advertisement's message?

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3 How are lighting, colour and shading used to direct the eyes of the viewer?

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4 How does the language used work to reinforce the message of the advertisement?

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5 Who do you think is the target audience for this advertisement? Give reasons for your answer.

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## VISUAL TEXTS IN YOUR HANDS

### TYPES OF VISUAL TEXTS

Visual texts include:

- single-frame texts, such as photographs, artworks, illustrations, graphs and diagrams
- multi-framed texts, such as films, animations, television programs and video clips.

Some of the types you will encounter are explained below.

### ADVERTISEMENTS

Advertisements are everywhere: on television, in the print media, on the internet, on billboards and on posters. The visual language and verbal language features of advertisements often include:

- language that will appeal to a particular target audience
- appeals to particular senses or emotions, which encourage a 'must-have' mentality
- bias or subjectivity that is designed to portray the products in a flattering light
- celebrity endorsements or other associations that link the product with a desirable ideal.

Questions about advertisements will often ask how the advertisement has been designed to appeal to a particular audience, and how the verbal language and visual language features work together in the advertisement.

### CARTOONS

The purpose of a cartoon is to offer a comment or viewpoint on a current issue. Cartoons:

- aim to make a persuasive point using forms of humour such as satire and sarcasm
- are often designed to be mocking, subversive, critical or even scathing in their viewpoint
- are often directed at government leaders, business practices and community issues
- may or may not include a written caption that supports the image
- often employ caricature, which is the exaggeration of a person's features or mannerisms for humorous effect; the exaggeration might be of a physical feature (such as a bald head or big nose) or of a personality trait (such as stupidity or greed).



- How have symbols or icons been used in this cartoon?
- Explain how the composition of the cartoon influences the way it is read by the viewer.
- How do the captions work with the images to communicate the cartoon's message?
- What is the main message of this cartoon?
- How is white space used to improve the cartoon's effectiveness?
- Comment on two other significant features of this cartoon.

## FILMS

Films are visual texts that, because of their ability to combine many language modes, are very powerful communication tools. When you write about a film you need to discuss more than just the literary features, such as the film's characters, themes, plot and setting.

Film directors use a variety of techniques to create images and effects on the screen. Directors communicate using cinematic techniques such as camera angles, camera shots, focus, lighting, computer animation, editing and special effects. The cinematic techniques work together with the characters, the themes, the plot and the setting to convey a message to the audience.

Focusing on key scenes will help you to analyse the features of a film. Key scenes include:

- the opening sequence, because it establishes the setting, characters and plot
- the scenes that contain major turning points in the story or where major conflicts occur
- the closing sequence that resolves the plot and concludes the film's story.

## FILM-MAKING TERMS

Camera shots and angles	
Term	Explanation
Blurred focus	A blurred focus can be used to suggest confusion, panic or rapid movement.
Close-up (CU)	In a close-up the full frame of the camera focuses on a subject's face or an object. This shows the subject's emotions or draws attention to the object and its significance.
Dissolve	A dissolve is a slow blurring of the image from one shot to the next, suggesting a link between the two shots or the passing of time.
Extreme close-up (XCU)	Having the camera focus on a small part of the subject draws attention to detail and can make a small object appear large and significant.
Extreme long shot (XLS)	In an extreme long shot, the camera shows the broad landscape with the subject in the distance.
Eye-level angle shot (ELA)	Having the camera at the same level as the subject includes the viewer in the action, creating a real-life effect.
Fade or wipe	In a fade the focus slowly fades to another shot; in a wipe the focus quickly switches to a new shot using a screen across the camera lens. Both techniques are used to suggest the passing of time or a change of location.
High-angle shot (HA)	When the camera is high above the subject it can make the subject appear insignificant, overpowered or shy.
Long shot (LS)	In a long shot of a person, the camera shows the whole person with enough background to show his or her location.
Low-angle shot (LA)	Positioning the camera below the subject makes the subject look powerful, superior or important.
Medium shot (MU)	In a medium shot of a person, the frame contains about one-third of the body, showing body language and position.
Panning	Panning is when the camera stays in one place but the lens is moved horizontally to follow the action.
Sharp focus	Using a sharp focus draws the viewer to a specific detail or object.
Soft focus	A soft focus suggests gentle feelings or warm emotions towards the subject.
Tilting	Tilting is when the camera stays in one place but the lens is moved vertically up or down.
Tracking	The camera moves on a dolly track (or sometimes a crane) to stay close to the action.
Lighting	
Term	Explanation
Backlight	A backlight is a hard light that lights the subject from behind.
Fill light	A fill light is a soft floodlight that reduces the harsh contrasts to create natural images.
Key light	A key light is a sharp and bright light that highlights all the objects and the shadows.
Reflector	The silver surface of a reflector is used to catch and reflect light onto a subject in front of the camera. Using a reflector softens shadows and focuses on the features of the subject.



24.3

Watch the opening 10 minutes of a recent movie, and use the questions below to focus on the different film techniques the director has used to create the visual messages in these scenes.

**a Camera angles and shots**

What types of camera angles are used?

What types of camera shots are used?

How do the camera angles and shots relate to the messages being communicated?

**b Camera movement and focus**

How does the camera move?

What focus techniques are used?

Explain the reasons for these movements and focus features in these scenes.

**c Lighting and colour**

What lighting techniques are used?

Which colours are used in the scenery, costumes and settings?

Explain the significance of the lighting and colours in the film's opening.

## THE WORLD OF THE WEB

The internet – through many types of websites, blogs and zines (online magazines) – is redefining the ways that texts are accessed and used by people. It opens doors to new ways of looking at the world and is constantly changing according to new technology.

Websites are multimodal texts: they use language modes such as reading, viewing, listening and responding to create interest by offering diverse, attractive and interactive features. Multimodal texts are texts that combine a range of language modes such as reading, writing, speaking, listening, viewing and representing. Examples of multimodal texts include films, websites, online magazines, computer presentations (such as PowerPoint) and television programs. Interactive multimodal texts are becoming increasingly common in everyday life.

Websites are often created to persuade or inform. Good websites are designed to be easy to use: the text is presented in manageable chunks, and navigation menus and hyperlinks help users find the information they seek or other sites that might interest them.

When creating material for the internet, or when responding to the internet, consider the following:

- Webpages need to load quickly. Including photographs, sounds, icons and short video clips can make a page more interesting, but avoid large files that take a long time to download.
- Any moving images and dynamic icons need to be colourful and attractive for the target audience.
- Menus need to be prominent and easy to navigate. Menu bars can include hyperlink buttons to access further information. All menus and buttons should have clear, short titles to aid navigation. The colour and shape of menus should divide the webpage into frames and not overcrowd the page.
- Banner graphics and/or logos can be used to link pages and provide a consistent style or look throughout a website.
- Headlines and titles need to be in a large and clear font so they immediately guide visitors. The wording of headings and titles should be clear and succinct.
- Each page of a well-designed website should fit on a normal computer screen.
- Short sentences are essential in the body text, using a clear and easy-to-read font.





## UNIT 25 Text Tips — Media, Multimedia and Digital Texts

### ENGLISH IN FOCUS

**BIG SALE!**  
up to **50%** OFF!

- 1 What are three visual strategies this advertiser has used to promote the message in this sign? Briefly explain how each one works.

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- 2 Explain why some people might argue that this is a form of misleading advertising.

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## EXPLORING MEDIA AND MULTIMEDIA TEXTS

### WHAT ARE MEDIA AND MULTIMEDIA TEXTS?

The term 'media' is used to refer to the mass media: the methods of communication that reach large audiences in the formats of magazines, newspapers, radio, television and the internet.

Media texts give us important information about the world. They can be:

- print texts, which are texts that are printed on paper, such as newspapers and magazines
- non-print texts, which are texts that do not have a printed form, such as radio broadcasts, websites, podcasts and speeches.

The adjective 'multimedia' is used to describe something that combines several methods of communication: for example, a multimedia advertising campaign might include advertisements in the newspapers, on television and on the internet.

**25.1** Identify the following media text examples as print, non-print or multimedia texts.

**a** a letter to the editor about the latest shark attack in Queensland

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**b** a television advertisement for a new fat-free confectionery product

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**c** a radio segment on obnoxious parents at children's sport

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**d** a television news report on current bushfire threats

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**e** an editorial in *The Australian* about interest rates

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**f** an online film preview for the latest blockbuster

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**g** a political cartoon in a local newspaper about the local council

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**h** a government TV, radio and newspaper campaign to reduce road deaths

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**i** a newspaper article reporting about the election campaign

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## THE POWER OF MEDIA TEXTS

Journalists, politicians, advertisers, entertainers, sports commentators and business people use the media to communicate information (such as facts and opinions) and to sell products or messages to a target audience. When we view, read or listen to media texts we are being 'sold' something: a service, an opinion, a product or specific information.

It is important to remember that media texts reflect the values of the culture in which they are created. Issues of bias, stereotypes, cultural perspectives and social values will be incorporated in media texts and in any discussion about them. For example, popular magazines reflect community views that value the discussion of celebrities, body image and relationships. They feature celebrities and their lifestyles, health and fitness topics and human-interest stories.

### BIAS

Media texts, especially journalism, often contain both facts and opinions about an issue or event; however, if a text appears to be favouring one opinion over others, or presenting facts in a selective way to promote one viewpoint, then that text is biased.

Bias is not always bad: for example, many film and book reviewers will be encouraged to use their own preferences and tastes in reviewing films. It is, however, important to be able to recognise when bias is being shown. To recognise bias, you need to be able to distinguish facts from opinions, and to separate a factual and objective text from a heavily opinionated text.

**25.2** Decide whether each of the following statements is an opinion (O) or a fact (F). Highlight your choice.

- |  |   |   |
|--|---|---|
| <b>a</b> The Holden SS V8 is a turbo-charged vehicle.                    | O | F |
| <b>b</b> The new Holden SS V8 is a streamlined and attractive car.       | O | F |
| <b>c</b> Computers are used extensively in many Australian high schools. | O | F |
| <b>d</b> Computers are a distraction, not a learning tool.               | O | F |
| <b>e</b> An iPad and iPod are must-have accessories.                     | O | F |
| <b>f</b> Drinking strong coffee in the evening is unwise.                | O | F |

**25.3** Look at the following media text scenarios and issues. Highlight Y if you think bias would be likely or N if you think bias would be unlikely. Be prepared to give your reasons for your choices.

- |   |   |   |
|---|---|---|
| <b>a</b> A letter to the editor in <i>The Australian</i> aiming to persuade readers that mandatory detention is inhumane and a poor reflection on Australian culture.       | Y | N |
| <b>b</b> An independently funded report for the government on the issue of police corruption.   | Y | N |
| <b>c</b> An ABC radio news bulletin reporting the results of a state election.  | Y | N |
| <b>d</b> An opinion piece written for 'Preview' in <i>The Telegraph</i> by Richard Kingsmill, head programmer at Triple J, on the current state of live music in Australia. | Y | N |
| <b>e</b> A Year 10 student's English essay, which argues for the abolition of marine parks on grounds of animal cruelty.  | Y | N |

## POSITIONING THE AUDIENCE IN MEDIA TEXTS

Authors of media texts make careful choices about language and persuasive techniques to encourage their target audience to adopt a certain viewpoint.

A journalist who identifies the ethnic background of a group of youths in a newspaper story on teenage graffiti encourages the reader to link the issue with the teenagers' cultural origins.

An advertiser can give a more flattering description of a product through the use of catchy slogans and descriptive language.

**25.4** Read the following advertising slogans and news extracts. Is any important information being deliberately omitted? What is being given a positive spin (that is, being given a more flattering description, with less-appealing aspects left out)?

**a** 99% fat-free

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**b** farm-fresh eggs

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**c** 12 months interest-free

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**d** 'This cosy property is a renovator's dream.'

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**e** 'I was not told directly of any potentially illegal conduct by the company.'

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## Parents blamed for fat kids by Michelle Wiese Bockmann

PARENTS packing the school lunch box – not fast-food outlets or tuckshops – are most to blame for allowing their children to get fat. Peter Clifton, who co-wrote the worldwide best-selling *CSIRO Total Wellbeing Diet*, laid responsibility yesterday for the nation's childhood obesity epidemic on parents and what they fed their kids.

He singled out the school lunch box and the sugar-laden drinks and high-fat snacks that children were eating at home. Dr Clifton highlighted studies in Australia and overseas that indicated consumption of these products at home and school was more likely to contribute to childhood obesity than eating at restaurants, tuckshops and fast-food outlets such as McDonald's.

Higher calorie intake rather than lower physical activity was also a "main determination of weight gain in children," he told a parliamentary inquiry in South Australia. "The problem is greater than just fast foods and restaurants," he said. "I suspect if we close down fast-food outlets and restaurants it won't make much difference, as there are plenty of high-energy, high-fat sources of food at the supermarket."

Dr Clifton is an internationally recognised scientist with the CSIRO. Last year, along with Manny Noakes, he developed and published the controversial but best-selling book of low-fat, high-protein recipes said to achieve weight loss. He gave evidence yesterday to South Australia's social development committee, which is investigating the link between fast foods and obesity. Dr Clifton cited an Australian study that showed children ate 37 per cent of their daily energy intake at



school, but only 14 per cent was lunch bought at the school tuckshop. Bread was the highest energy source, contributing 20 per cent of intake, followed by biscuits at 13 per cent, then fruit, muesli and fruit bars, and packaged snack foods such as chips. He said schools should be a focus for combating childhood obesity but strategies were needed to tackle the lunch box, not just the canteen. Efforts to improve tuckshop food choices would have only a "minor impact" on what children ate.

Dr Clifton urged manufacturers to develop low-fat versions of the sugar-laden soft drinks, muesli and fruit bars and other snack foods such as chips that children ate. "There's a need for low-calorie versions of snacks to become trendy like Coke Zero," Dr Clifton said. He said the technology existed for manufacturers to cut the amount of fat in chips by 50 per cent. But he predicted the problem of childhood obesity would take decades to solve.

*The Australian* 1 August 2006

1 Who do you think this newspaper article is likely to offend or alienate? Be specific and give your reasons.

2 What would you say is the author's point of view in this article? How can you tell?

3 Who would you say this article is appealing to? Why would it appeal to this audience?

## MEDIA IN YOUR HANDS

### THE WORLD OF NEWSPAPERS AND MAGAZINES

#### NEWSPAPERS

Newspapers come in two main types: broadsheets and tabloids.

- **Broadsheet newspapers** include *The Sydney Morning Herald* (NSW weekends), *The Age* (Victoria weekends), *The Adelaide Daily Advertiser* (SA), *The Courier Mail* (Queensland), *The West Australian* (WA) and *The Australian* (national). Broadsheets got their name as they were often larger in size than other newspapers. The main identifying features of broadsheet newspapers is that they contain comprehensive reports on social, political and economic issues. The language of broadsheet journalism is usually more formal and the target audience is seen as better educated and more discerning.
- **Tabloid newspapers** generally have a more populist and sensationalist approach to the stories they publish, and journalists use eye-catching headlines and dramatic human-interest stories to reach their target audience. Tabloid newspapers often feature stories about celebrities and sporting heroes, controversial social issues (such as party drugs, road rage or street violence) and major world events. Tabloids often use emotive language to encourage an emotional response from the audience. However, now that some former broadsheets are being published in tabloid format there is some crossover occurring.

Newspapers are now available as online multimodal texts. Online newspapers use a variety of multimodal features – video clips, podcast interviews, print items and hyperlinks to other material – to reach their audience. Their target audience can also provide feedback through online blogs and even add their own news items in an increasingly interactive online environment.

#### MAGAZINES

There are many, many different types of magazines because each magazine is targeted towards a specific audience, such as teenage girls, or people who like certain sports, or car enthusiasts, or skaters, or mountain bike riders, or fashion enthusiasts.

A magazine's target audience will influence the design, the content and even the type of language used in the magazine. The advertising, photographs, feature articles and news stories will also be chosen to appeal to the interests of the magazine's readership.

#### HEADLINES AND SUB-HEADINGS

Headlines and sub-headings are the first feature that a reader will see in newspapers and magazines. Headlines and sub-headings generally give a brief introduction to the content of the article and are designed to grab the reader's attention. They provide an overview of the main idea in a story, but they can be misleading for the following reasons:

- Sub-editors, who create the headlines, can alter or misinterpret the main focus or idea of the article through their choice of words. They might use sensationalism to create an eye-catching or attention-grabbing headline, and so alter the main focus of the article, for example, 'Terror Stalks Shopping Centre' and 'Panic over Fuel Price'. They often use exaggeration or distort the facts to catch attention.
- Headlines commonly use puns, allusions, alliteration, and short and colloquial words to attract the reader's attention, but these can detract from the content of the article, for example, 'Blitz on Backyard Burglars' and 'Jobs Axed in Timber Industry'.



25.5

Study the following headlines and sub-headings, and answer the following questions in your notebook.

**BRIDE AND PREJUDICE: Nic and Keith pooh-pooh paparazzi**

**DANCING WITH GRANDPAS: TV losing youth audience**

**NOT IN MY BACKYARD: ‘Grow your own’ losing fans**

- a Which techniques are employed (puns, alliteration, allusions, sensationalism, etc.)?
- b Which individual words are most important?
- c What is the main idea being communicated?
- d Does each headline and sub-heading indicate the author’s point of view? In other words, is each example neutral or does it seem to ‘take a side’?

25.6

Write two separate opinionated headlines (one positive, one negative) for each of the news stories below. Experiment with the following techniques that are typical of newspaper headlines:

- sensationalism
- figurative language (allusions, metaphors, similes, etc.)
- alliteration and assonance (the repetition of vowel sounds, such as ‘smooth move’)
- humour (puns, sarcasm, satire, wit, etc.).

a News story: the increasing popularity of soccer in Australia

Positive headline: \_\_\_\_\_

Negative headline: \_\_\_\_\_

b News story: a state government’s proposal to convert undeveloped state bushland into land for public housing

Positive headline: \_\_\_\_\_

Negative headline: \_\_\_\_\_

c News story: a survey reveals that Australians have the highest rates of mobile phone use in the developed world

Positive headline: \_\_\_\_\_

Negative headline: \_\_\_\_\_

d News story: the President of the United States announces his forthcoming visit to Australia

Positive headline: \_\_\_\_\_

Negative headline: \_\_\_\_\_

## NEWSPAPER AND MAGAZINE TEXT TYPES

Each type of text in newspapers and magazines has its own specific language features and purpose.

### NEWS REPORTS

News reports are created by journalists to report the facts and details of important political, social or economic events. While the news report will be presented as objective, it often will also indicate a viewpoint or support an opinion about the events. When reporting the news, broadsheet newspapers will use more formal and sophisticated language than tabloids, and magazines will use a language style that suits their target audience.

News reports can be identified by the following features:

- They usually have a 'top-down' structure: the most important and interesting information will be at the very beginning of the article and minor details at the end. Once the headline has attracted a reader, they need to be drawn into the story at the beginning. Readers get all the major information in the first few paragraphs, but can read on for more detail.
- Paragraphs are short and the 'one sentence, one idea' paragraph is common, making the text easy to follow.
- Many news reports include quotations from witnesses, experts, victims and prominent individuals. Using quotations reinforces the impression that the story is fresh, based on fact and comes directly from the people actually involved. However, quotations can be edited, taken out of context or misquoted, either accidentally or deliberately.
- Statistics are often used in media texts to indicate a factual and objective perspective. When evaluating statistics you need to consider why they are included, whether they are reliable and relevant, and what viewpoints they support.

### EDITORIALS

Newspaper and magazine editorials usually share some or all of the following features. They:

- contribute to the debate on current issues by presenting arguments and opinions
- give background explanations, perspectives and arguments that reflect the newspaper's or magazine's editorial position
- often adopt a measured and authoritative tone in broadsheet newspapers, and a decisive and opinionated tone in tabloid newspapers; in magazines, the target audience will determine the tone that is adopted by the editorial writers
- often make firm recommendations and present clear advice to politicians, businesses, community groups and public figures
- are usually written by staff journalists, not freelance writers.



### WRITING: THE RIGHT TO WRITE

Choose a current issue in the news – it might be an issue from the world of sport, politics, national or international events, or community life. Look at the different online newspaper sites available to see how they have covered this current news issue. Use your research to collect opinions, quotations from key participants, examples of bias, letters to the editor and editorial viewpoints about this current news issue.

Write your own letter to the editor about this issue. Include your views and opinions about the issue itself and the comments of those involved, and your viewpoint about the way it has been reported. Write 200–300 words.



# ANSWERS

## UNIT 1

### COMPREHENSION QUESTIONS

- 1 Answers will vary. Examples include:
- a band
  - b doorway, rumpus room
  - c symbol, defiance
  - d Rachel, Saturday, Emma
  - e daughter, body, tattoo, tears
- 2 Sue is cooking lasagna when her sister tells her she has joined a drama club and they will be practising in the lounge room starting next Friday.
- 3
- |             |            |
|-------------|------------|
| a cheeses   | e tattoos  |
| b Saturdays | f crosses  |
| c sauces    | g bodies   |
| d symbols   | h doorways |

1.1

- a dad, test
- b group, travel agents, Sydney, city, Australia
- c Emily, home, bags, excitement
- d cafe, menu, eggs, bacon, breakfast section
- e advertisements, New York, eyes

1.2

Answers will vary. Examples include:

- |         |              |
|---------|--------------|
| a café  | c excitement |
| b Emily | d group      |

1.3

- |          |             |
|----------|-------------|
| a actors | f kangaroos |
| b whales | g crows     |
| c cards  | h dogs      |
| d ships  | i fish      |
| e bees   | j ants      |

### COMPREHENSION QUESTIONS

- 1 ponytail, Sunbury '74, blues harmonica, Max Merritt and the Meteors, Jimi Hendrix

- 2 Answers will vary. Examples include:
- improvisation – a performance done on the spur of the moment
  - nub – a small lump often at the very end
  - revival – a new production or performance of an old show or event
  - stylus – a sharp needle that fits in a record's grooves to transmit the sound of the recording
  - era – a certain period of time in history
  - fate – the destiny, future or fortune of a person or thing
- 3 Proper nouns: Rachel, Emma, Melting Carpet, Jerry, Sunbury '74, Harley, Max Merritt and the Meteors, Jimi Hendrix.  
Abstract nouns: trick, improvisation, fate

1.4

Answers will vary. Examples include:

- a The **premier** addressed the **press conference** very confidently.
- b Unobtrusively, the **author** sneaked into the **bookshop**.
- c The **lyrebirds** leisurely roamed about the **sanctuary**.
- d As they suspected, the **investigators** revealed far more.
- e An **excavator** uncovered the **foundations**.

1.5

Answers will vary. Examples include:

- b Serious concern has been expressed by the supervisor at the tendency for employees to consume beverages outside set recreational hours.
- c The concert received impressive crowd responses, with patrons queuing in advance for an opportunity to be in close proximity to the stage.
- d To meet the Nobel-prize-winning university professor is greatly anticipated, with the aim of obtaining her feedback on ideas I have received.

## UNIT 2

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The additional adjectives show how enormously rich the lottery is, and that it is held across the whole nation.
- 2 *Big One, instant cash prizes, silver boxes, lottery-obsessed Spain, winning numbers, Fat One, biggest lottery*
- 3 'Big' is a positive adjective, and indicates the name given to the lottery, while 'biggest' means there is nothing bigger; it is a superlative adjective.

2.1

POSITIVE	COMPARATIVE	SUPERLATIVE
fast	faster	fastest
smelly	smellier	smelliest
generous	more generous	most generous
bad	worse	worst
good	better	best
quiet	quieter	quietest

2.2

- a her *radiant* smile → suggests beauty, happiness
- b a *preposterous* claim → implies stupidity, irrelevance
- c a *never-ending* saga → implies that the situation has been ongoing (too long)
- d a *typical* blunder → suggests that the mistake has been made before
- e his *salient* points → suggests the main or most relevant
- f *irrefutable* logic → implies that the ideas are undeniable, valid

2.3

acclaimed, powerful, long-planned, Gripping, impressive, true-to-life, everyday

2.4

Answers will vary. Examples include:

pathetic, pointless, boring, Confusing, unimportant, sad, few

### COMPREHENSION QUESTIONS

- 1 we, it, our, us, itself, he, who, his, she
- 2 whose, their, her, I, my, you
- 3 They avoid the unnecessary repetition of different nouns, such as names of people, places or things, which would make sentences clumsy and monotonous.

2.5

- a what, we, them
- b his, it
- c you, yourself
- d their, they
- e that, I, my
- f who, me
- g that, I, you, it
- h I, myself
- i they, those, their
- j they, they, their

2.6

Answers will vary. Any one of the following:

- a what, who
- b that
- c yourself, myself
- d we, I, my, me
- e that, those
- f you
- g we, I, me, you, them, it, they
- h them, his, it, they, their

2.7

- a I
- b me
- c I
- d me
- e I

## UNIT 3

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Joel doesn't want his father to answer the phone because he will speak on the phone as his father and not Santa, which will break the magic feeling of having Santa in the house.
- 2 is, have (now) been dressed, is, was, put (it) on, feel, am covered, need to take (the beard) off, say, yells, (I'm) getting, say, stay, says, rings, Do(n't) get, says, hear, click on.
- 3 The verbs communicate the action of the story as well as the feelings of the people involved, and are the most important part of the sentence. Verbs like 'yells', 'whispered', 'thrilled' and 'covered' show the mood and actions of the characters. Without the verbs the reader would have far less information about what is happening, or what people are thinking and feeling.

3.1

- a have had – past; won't be able to eat – future
- b were going – past; have decided – past; will go – future
- c was it – past; said – past; will meet – future
- d have looked – past; are not having – present
- e do – present; is – present; can be – future

3.2

- a When we have been to the beach we are going to see if Josh has finished work.
- b I do not know exactly what time I have asked for the pizzas to arrive, but I am sure it is about six o'clock.
- c They are going to see if they have been to the party before they have driven to the shops.

## 3.3

- a we've been – first-person plural perfect; we're – first-person plural simple
- b I'm – first-person singular simple
- c They're – third-person plural simple; they've been – third-person plural perfect

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The former student might have a point in saying the writer is a pain – by the writer showing off about being a successful author as if that proves he is better than someone else.
- 2 lately, still, now, back then, back
- 3 Adverbs add meaning to verbs, giving more information about what is happening or how people feel or think.

## 3.4

- a deeply
- b where
- c very heavily
- d quite often, loudly
- e how, earlier
- f more frequently, then
- g when, here
- h easily
- i never, again
- j why, quickly

## 3.5

- a badly (not 'bad')
- b slowly (not 'slow')
- c slightly (not 'slight')
- d well (not 'good')

## UNIT 4

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Tim Winton has selected words that communicate the feelings of the narrator – the high excitement is communicated through words such as 'feverish', 'anticipation', 'pandemonium' and 'celebrations'. The later disappointment is shown through words like 'endless misting drizzle', 'trudge', 'presses down', 'the colour of dirty tin', 'dreaded', frigid wind'.
- 2 **from** the sea, **in** our hair, **from** the tips of our noses, **at** the meatworks, **into** Medicine, **in** a frigid wind, **in** jeans and boots, **on** our heads, **around** our ears.
- 3 After five years; But after the initial celebrations; while we trudge; and the beaches; and then Christmas comes; and shoot through; and doesn't even stay.

## 4.1

- a into, over
- b in, beneath
- c to, out of
- d on, with, along
- e for, in, before, near
- f between, for

## 4.2

Answers will vary. Examples include:

- a I listened carefully to the guest speaker **because** she was giving me valuable information for the test.
- b The tourists made sure that they caught the bus **as** their tour group was heading for the most famous castle in Europe.
- c The bill for our meal was excessive **even though** we had only eaten from the entrée section.
- d Michael looked for the missing piece **until** he was angry and resentful.
- e Kylie tried out for the soccer team **and** she was lucky enough to be selected.

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The boys might begin to realise that this is a big decision and it will be hard to turn back, and that not telling anyone in their families could leave some hurt feelings, or worse.
- 2 **the** friggin' place, **the** meatworks, **a** car, **the** V-8 Sandman, **a** lurid spray job, **a** Yes album, **a** filthy great mattress, **the** back, **A** chick magnet, **a** biscuit tin, **the** Sandman idea, **a** Kombi, **a** hippy, **the** wharf.
- 3 Cool!, Magic!/Whooah!, Yippee!

## 4.3

Answers will vary.

## 4.4

Answers will vary. Examples include:

- a Dearie me!, Oopsy daisy! Gee willickers! Tsk tsk! Yikes!
- b Whatever! Cool! No way! Awesome! D'oh! As if!
- c Yuk! Huh? Ick! Oh-oh! Oops!
- d Oy! Okey-dokey! Hey! What the! Wow!
- e Oh! Mmmm! Hmph! Ahem! Hey!
- f Excuse me! Pardon? Come here! Excellent! Terrible!
- g Pardon? Over there! Drat! Lovely! Hmmm...
- h Yes! Through! Pass! Nooo! What the!

# UNIT 5

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 There was a need to find a language that reflected the most common language known throughout the world – and this is English. English is also the language of international diplomacy and politics. The United Nations headquarters is in New York in the USA, an English speaking country.
- 2 Answers will vary.
- 3 Answers will vary.
- 4 Answers will vary. An example includes: English may well be replaced by another universal language in the long-distant future. Future generations might create an easy-to-learn language for international communication, or technology might allow people to implant a chip inside them that allows them to speak and understand a common language.

**5.1** Answers will vary. Examples include:

plough, shepherd, glee, man, you, path, angel, baker, beam, bed, begin, come, craft

**5.2** Answers will vary.

**5.3** Answers will vary.

**5.4** Answers will vary.

**5.5** Answers will vary.

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Indian: bandanna, bangle, bungalow, cot, dungaree, juggernaut, jungle, loot, maharaja, nabob, pyjamas, punch (the drink), shampoo, thug, yoga, avatar, swastika.  
African: banjo, boogie-woogie, gorilla, gumbo, jazz, jitterbug, jitters, juke(box), voodoo, yam, zebra, zombie.
- 2 arvo = afternoon; battler = a person working hard but only just making a living; blue = a fight; cactus = dead; cobber = friend; cozzie = swimming costume; fair dinkum = true or genuine; galah = foolish or silly person; knocker = someone who criticises; ripper = great or fantastic

- 3 *Dominate*: global communication requires a single language understood by all; English is already extensively used and taught in many areas of international communication - travel, politics, business, and there is no reason to change.  
*Not dominate*: The rise of China as a world economic power, with her huge population, may make Mandarin grow in international business and communication; there are many other world events that could change the status of English – America declines as a world power along with other major English speaking nations, if another world power takes over and their language spreads in influence they would expect their language to be included in global communication.
- 4 If you look at 2000 years ago English was not a language at all, so it is very hard to say whether it will even exist as a language – Latin was spoken then, and it is no longer spoken and rarely written. Also, the English of 1000 years ago can hardly be understood by people today, so in 2000 years English spelling and pronunciation will probably change enormously, and the people living then will have to translate our English into their version – if English exists as a living language at all.

**5.6** Answers will vary.

**5.7** Answers will vary. Examples include:

- b stubborn: adamant, dogged, inflexible, obstinate, intractable
- c angry: mad, furious, cross, irritated, irate
- d lock: seal, latch, bolt, deadlock, bar
- e cheap: affordable, economic, inexpensive, low-priced, no-frills
- f competent: capable, accomplished, proficient, skilful, adept

**5.8** Answers will vary. Examples include:

- b Chinese: silk, tea, feng shui, tofu, kung fu
- c German: hamburger, kindergarten, kaput, blitz, kitsch
- d Dutch: smuggler, decoy, cruise, booze, measles, iceberg
- e Portuguese: mosquito, potato, tank, cashew, breeze, coconut, commando
- f French: garage, machine, café, glacier, camouflage, reconnaissance, morale

**5.9** Answers will vary. Examples include:

- a** bonzer = great, terrific; bottler = something excellent; Buckley's = no chance of success; cobbler = friend; corker = something excellent; dero = tramp, homeless person (from derelict); furphy = false story; galah = silly person, fool; larrikin = prankster; moolah = money; make a quid = earn a living; stonkered = beaten, defeated; tee-up = set up, organise; whacker = idiot; wobbly = angry, upset; zac = 6 pence (5 cents).
- b** OMG = Oh my God; tight = in a close relationship; sick = awesome; hardcore = intense; chillin' = relaxing.

## UNIT 6

### COMPREHENSION QUESTIONS

- 1** Answers will vary.
- 2** Answers will vary. An example is:  
Appropriate spelling is valued because it creates a positive impression of a person's literacy skills in the workplace and in everyday life, and because poor spelling can distract readers from the ideas in a piece of writing. It can also reflect badly on a company or a business if they do not use accurate spelling.
- 3** Answers will vary. Examples include:  
Rule 1: *-i* before *-e* except after *c* or when sounded as an 'ay' (as in neighbour and weight).  
Rule 2: when adding *-er*, *-ed* and *-ing* double the final consonant letter for single syllable words.  
Rule 3: *y* becomes *i* when the last two letters of a word are a consonant followed by the letter *-y*, if an ending other than *-ing* is added.  
Rule 4: plural nouns add an *-s* or *-es*.

**6.1** Answers will vary. Examples include:

- b** excitement, commencement, ailment, document, advertisement
- c** international, interceding, interact, interfering, intermediate
- d** alienate, accommodate, incorporate, affectionate, aggravate
- e** enough, through, plough, thorough, tough, although
- f** politician, dietician, physician, statistician, beautician
- g** would, should, could, mould, remould
- h** weigh, neigh, inveigh, sleigh, outweigh
- i** active, addictive, captive, cohesive, positive

**6.2** Answers will vary. Examples include:

- b** deadly, undead, deadlock, deaden, deadbeat
- c** dressmaker, undressed, dresser, dressy, dressing
- d** driving, driven, drive-in, overdrive, driver
- e** effective, effectual, effectually, effectiveness, ineffectual
- f** frontage, frontal, frontbench, frontier, frontispiece
- g** fruitful, fruity, fruition, fruitless, fruiterer
- h** judgmental, judgment, judging, prejudge, misjudge
- i** knowledge, knowing, knowledgeable, know-all, unknowingly
- j** luxurious, luxuriate, luxuriously, luxuriant, luxuriance

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1** Journalist, solicitor, teacher, historian, publisher, writer, politician, speechwriter, university educator.
- 2** Homophones are words that have the same sound but are spelt differently, and have a different meaning. These are words a spell-check will not pick up. For example, 'right' and 'write', 'sale' and 'sail', and 'meet' and 'meat'.
- 3** Write out key words, develop a personal spelling list and revise it with the look-cover-write-check strategy, learn key spelling patterns.

**6.3**

- a** conceive, receipt and vein.  
chatted, getting, hotter, shipping, sitting, trapped, tripped.  
beautiful, grumpiest, happiest, lazier, merciful, prettiest, tidier.
- b** places, brains, universities, searches, waltzes, hoaxes, scenarios, cargoes

**6.4**

- b** de/vel/op/ment
- c** ac/cept/able
- d** in/ter/viewed
- e** ag/gres/sive
- f** oc/curred
- g** be/hav/iour
- h** par/tic/u/lar/ly
- i** crit/i/cism
- j** re/cog/nised
- k** em/bar/rass/ment

# UNIT 7

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 wot – what, knows – nose, Schitzel – Schnitzel, avacado – avocado, ceasar – caesar, bananna – banana, your – you're, stuffs – staff, chief – chef.
- 2 accomodation – accommodation, desert – dessert, complementary – complimentary, specal – special, clerance – clearance, shcool – school, repiar – repair
- 3 There is a strong expectation that people will communicate clearly, and that accepted spelling conventions will be used, especially in public places.

7.1

- a You will need **a lot** of help to fill out this job **application** form.
- b There will be a **definite** change in my career **ideas** over the next few years.
- c They could have told her about the **missing** P-plate.
- d Try reading the **article right through** without **stopping**.
- e I am not **prejudiced**; I just need to **explain** my **viewpoint**.
- f The **existence** of life on other planets is not **impossible**.
- g I am **committed** to my **studies**, and I'm not **embarrassed** to admit it.
- h I know I have to make an **independent decision** about my own future.

7.2

- |                 |                |
|-----------------|----------------|
| a acceptable    | i occurred     |
| b accommodation | j perseverance |
| c aggressive    | k preferred    |
| d beginning     | l privilege    |
| e criticism     | m receive      |
| f definitely    | n separate     |
| g independent   | o sincerely    |
| h necessary     |                |

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 debacle – disaster, catastrophe; traitorous – disloyal, false; legitimising – making lawful; impressionable – vulnerable; duped – fooled, tricked; hybrid – a cross or mixture; befuddled – confused, puzzled

- 2 A signwriter might be rushing to complete a job; a copywriter thinks the approximate spelling looks correct; a customer has written a draft using incorrect spelling; or a signwriter might be guessing from memory.
- 3 Answers will vary. An example is: There is no individual or particular group responsible for poor spelling. There can be a variety of reasons for poor spelling, including poor modelling or interest in the home, a disrupted education due to illness or family issues, or an intellectual disability.

7.3

Answers will vary. Examples include:

- a wrap, wreckage, wring, wrestle, wristwatch
- b knowledge, knitting, knuckle, kneecap, kneel
- c rhinestone, rhubarb, rhombus, rheumatism, rhinoceros

7.4

Answers will vary. Examples include:

- a has, five, vowels, that, are, called, vowels, pronounced, letters, alphabet
- b a, l, o
- c shy, try, sky

7.5

- |                           |                |
|---------------------------|----------------|
| a inability or disability | f disobey      |
| b unapproachable          | g dispossess   |
| c unaware                 | h unsatisfying |
| d unconscious             | i insensitive  |
| e undivided               | j insufficient |

7.6

Answers will vary. Examples include:

- |              |               |
|--------------|---------------|
| a allegedly  | f harassment  |
| b awareness  | g possession  |
| c benefiting | h sensitivity |
| d definitely | i sincerely   |
| e frequently | j successful  |

7.7

Answers will vary. Examples include:

- a trimester, triangle, triad
- b superior, supertanker, supervisor
- c polyunsaturated, polyester, polygon
- d maladjusted, malady, malicious
- e semicolon, semiquaver, semifinal

**7.8** Answers will vary. Examples include:

- a endless, spotless, seamless
- b childish, babyish, yellowish
- c homeward, westward, forward
- d clockwise, workwise, moneywise
- e brotherly, friendly, cruelly

## UNIT 8

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The writers possibly thought the capital letters would emphasise the words, as they are key words in the messages of the signs.
- 2 Use bold letters, underline key words, use italics, use a different colour or font, use a larger size.
- 3 It reduces the visual impact of words that require a capital letter and it makes the sign more difficult to read.
- 4 It's (its)

**8.1**

- a One international survey described Sydney as the best tourist destination in Australia.
- b Then my boss said, 'Make sure you grab that new roster for next week's shifts.'
- c When I think about next Christmas or Easter, I'd like to include some overseas travel to New Zealand or Thailand.
- d The movie *Saving Private Ryan*, set in Europe during the Second World War, was on special at Big W last week.
- e There is no way Angela will be on time for her appointment with Dr Williams on Friday morning.
- f Once I started to read the novel *Twilight* by Stephenie Meyer, I couldn't stop.

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The words are not being used in an accepted convention for sentence structure or word choice, so although the individual words are English words, the way they have been put together and the choice of vocabulary does not communicate well in conventional English.
- 2 The chambermaid is happy to iron underwear for you at any time.  
If a pedestrian moves in front of your vehicle, sound the horn lightly, but if they do not heed the warning, sound the horn loudly.

- 3 A wide vocabulary allows a speaker or writer to be more precise, to include a variety of shades of meaning, to understand a wider variety of meanings and to express themselves more confidently and effectively.

**8.2**

- a accept
- b complements
- c brought
- d advice
- e alter
- f inflammable or flammable
- g accept
- h different from or different to
- i inquiry or enquiry
- j breathe

**8.3**

Answers will vary.

## UNIT 9

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 English is spoken in international plane travel so all pilots can communicate effectively and information can be communicated quickly, safely and accurately. If different languages were spoken pilots would not understand each other or ground control instructions, there would be confusion and air accidents could occur.
- 2 For international trade, diplomacy and global business, English is the dominant language of communication. China wants to grow her economy into the future.
- 3 It is possible that as China's importance in the world increases, and America's influence declines, the importance of English might also decline. Mandarin is spoken by more than a billion people worldwide, and English by only 300 million. However, the global dominance of English means it may remain the language of global communication due to convenience and acceptance, even though fewer people speak it as their native language.

**9.1**

- a licence
- b lend
- c it's
- d laid
- e idol
- f knew
- g illusions
- h curb
- i hangers
- j loose

## 9.2

- 1 Australian: licence (noun, adjective) and to license (verb) = American: license (for all)
- 2 Australian: prophecy (noun, adjective) and to prophesy (verb) = American: prophesy (for all)

## 9.3

Answer will vary. Examples include:

- a The class will need to practise their essay writing skills before the exam.  
The doctor's practice is located in Collins St.
- b The traffic was stationary in peak hour.  
I need new stationery before I go back to school after the holidays.
- c I agree with the principle of giving children pocket money in return for completing chores.  
The principal said we could have the day off school.
- d They're going to the football match.  
They will be wearing their team's colours to support them in the finals.
- e The tour group was quiet as they listened to the guide.  
It is quite cold today, but it will be colder tomorrow.

# UNIT 10

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Ned is saying the police have wrongly treated him and his family, and that the police are corrupt.
- 2 'and **is** my brothers and sisters and my mother' – should be '**are**'; 'who **has** no alternative' – should be '**have**'; 'english landlords which **is** better known' – should be '**are**'.
- 3 I have been wronged, and my mother, and four or five men lagged innocent. And are my brothers and sisters, and my mother, not to be pitied also?

## 10.1

- b Subject: Mike and his mates  
Predicate: were on time for the movies  
Subject-verb agreement: Mike and his mates were – both plural
- c Subject: The new employee  
Predicate: found the signing-on book  
Subject-verb agreement: The new employee found – both singular
- d Subject: The netballers  
Predicate: are striving for their best-ever score  
Subject-verb agreement: The netballers are striving – both plural

- e Subject: Shana  
Predicate: loves her new iPhone but worries about the cost  
Subject-verb agreement: Shana loves, Shana worries – all singular

## 10.2

Answers will vary.

## COMPREHENSION QUESTIONS

- 1 Answers will vary. An example is:  
'But 'Waltzing Matilda' is Australia's song, and it always will be.' This sentence sums up the argument Paul Keating is putting forward, and showing how important this song is for all Australians.
- 2
  - a melancholy – sad, depressed
  - b galvanised – stimulated, spurred, roused
  - c affected – touched, moved
  - d intended – planned, proposed
  - e venture – presume, dare
  - f duration – length, extent
  - g solemnly – gravely, seriously, sombrely

## 10.3

Answers will vary.

## 10.4

Answers will vary.

## 10.5

Answers will vary.

# UNIT 11

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 By repeating the time she emphasises the inevitable event that was to come, building up the tension about facing something she did not enjoy at all.
- 2 At the stroke of eleven, Dad would round up my sisters and **me**. **We**'d troop half-heartedly to the cheap pine shelf in the living room that held the battered Chinese readers, with their colourful images of happy children playing games. After collecting pencils, notebooks, rubbers, each of **us** sat in a different room. Jona would be in the living room, Lin in the small bedroom **she** shared with Jona. I would be at the dining-room table, at which **we** only ever ate breakfast.  
As **we** struggled with each character, sounding out slowly the pinyin next to it, prompted and corrected by Dad, **we**'d finally reach the bottom of a sentence. Then **we** would repeat the laborious experience on the next line...

All the while, Dad would be telling **us** to sit up straight. I was always thinking about lunch, or what would be on TV or what library book I could be reading.

- 3 a **their** colourful images = the battered Chinese readers  
 b each of **us** = each of my sisters and I  
 c the pinyin next to **it** = each character

11.1 Answers will vary. Examples include:

- a Personal pronouns – I, we, us, she, their, me  
 b Demonstrative words – that, then  
 c Determiner words – the, a

11.2

**Isaac** followed his **sister** into the museum. **He** didn't really like doing this, but **her** strange behaviour the last few days was worrying **him**. **She** wasn't being **her** normal annoying self, and this was annoying **him**. **He** thought **she** must have some secret **she** was trying to hide, and **he** was going to find out.'

### COMPREHENSION QUESTIONS

- 1 They = the lessons  
 2 school

11.3 Answers will vary. Examples include:

- a fear – synonyms: terror, dread, concern, anxiety, worry  
 antonyms: craving, desire, comfort, adoration, enjoyment  
 b annoy – synonyms: infuriate, irritate, trouble, aggravate, peeve  
 antonyms: delight, entertain, gratify, please, satisfy  
 c strong – synonyms: forceful, powerful, mighty, potent, muscular  
 antonyms: feeble, weak, helpless, powerless, frail  
 d tolerant – synonyms: generous, receptive, unbiased, unprejudiced, open-minded  
 antonyms: bigoted, close-minded, prejudiced, chauvinistic, biased  
 e simple – synonyms: everyday, plain, unadorned, elementary, prosaic  
 antonyms: elaborate, complex, convoluted, complicated, labyrinthine

11.4 Answers will vary. Examples include:

- a Most important of all is the news that we have at last won the seat that will give us the election victory!  
 b In addition, I should mention that this new tablet should do well in the Asian market.

- c Alternatively Ash can approach the new owners and request a review of the current lease.  
 d As a result, their aim for the coming year is to get off the bottom of the ladder and avoid the wooden spoon!

## UNIT 12

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The narrator is struggling to come to terms with what has happened, and he feels deeply that he had no premonition at the precise time his mother died. He also feels strongly that the way things look is not normal, that things are not the way they should be, that only he can see what's wrong. He is a thoughtful person who is hurting deeply as he experiences this terrible loss.  
 2 The punctuation marks break up ideas, isolate each one, and allow them to strike home to the reader. There is a sense in which the narrator is speaking directly to us through the use of short sentences, interrupted thoughts and connected ideas – all shown by a variety of punctuation marks (commas, dashes, question marks, full stops, semicolons and colons).  
 3 The dashes link the details following to what has just been written, and they indicate a direct link in ideas so the reader will clearly see the connection.  
 4 Paragraph two semicolon: the semicolon links the feeling that people are not really noticing anything to the image of them wading through syrup, reflecting how they appear to him, totally disconnected and unfeeling. The semicolon provides a balance to the idea of people not noticing by continuing with the linked image of people wading through syrup.  
 Paragraph three colon: here the colon introduces a short list of what he expected to feel or see at the moment his mother died. The colon directly links these ideas to what he has just thought, expands on his thoughts and explains them further.

12.1

- |     |     |
|-----|-----|
| a . | f ? |
| b ? | g . |
| c ! | h . |
| d ? | i . |
| e ! | j ? |

12.2

- a After work I picked up the dry cleaning for Mum, the paper for Dad, the magazine for Ashley and then my own lunch from the café.

- b 'If there is a problem,' said the supervisor, 'then let me know straight away.'
- c The learner driver pulled out watchfully, slowly, hesitantly and nervously.
- d After we got home, but before we sat down to dinner, my brother decided to exercise the dog.
- e After Mike ate, his girlfriend suggested they go to the movies.

### 12.3

- a Everything I valued from my childhood was placed in that box: the old photograph of my childhood pet, the toy I'd had since I was little, a shell I'd picked up when we were in Tasmania years ago, a book I'd always loved when I was small and the second-place ribbon I'd won for swimming in Year 3.
- b This proverb will always stay true for me: 'Do not count your chickens before they have hatched.'
- c He was never going to make it; the hill was too steep and the bike was too old.
- d She had worked hard for it; the goal of Olympic selection had been realised.
- e The musical was never going to be a commercial success; she was sure of that.
- f He is incredibly rude; he has no manners at all.

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 This may mean that as he gets closer to exams it also means he is further away from the awful time when his mum died. It indicates time is steadily passing by, and he is losing touch with the last time he saw and knew his mother.
- 2 a It's = It is, a contraction  
b friend's = ownership, the house of a friend
- 3 Lines inserted between senders, a different font to separate the text from the story, love hearts to show inserted images, text-message-style shortened English sentences, and invented spelling.

### 12.4

I **can't** believe my luck! I've just scored a job at Coles when **there've** been thirty applicants for only three positions. My brother said it definitely **wasn't** because of my good looks or brainpower. **That's** a normal comment from him. **You'd** think he might congratulate me just once, but **that's** not his style. Mum and Dad were pretty happy about it, saying they could now charge me board and **they'd** get me to contribute to the petrol for the car when they drive me after night shifts. Funny what makes them happy

these days! **It'll** be interesting to see if they really mean it! The **roster's** coming out Thursday online, so **it'll** be good to plan work, sport and study so things **don't** get too stressful. Great to have some cash at last – unless the parents start making me pay to breathe as well!

## UNIT 13

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 I would feel like she did, angry and frustrated. She did act appropriately, but I might also report the incident to the supervisor.
- 2 Quotation marks are necessary to indicate direct speech is being spoken, and to indicate the different speakers.
- 3 Okay, Huh, Ah, Oh, Gif

### 13.1

- a My favourite classic song would have to be U2's 'One'.
- b That's called a 'liability option' in the industry jargon.
- c 'Don't ever think you can rush somewhere driving a car,' explained my brother.
- d 'When you come to think of it,' said my teacher, 'there are a number of possible responses.'
- e How could he have said 'Get lost' when all I asked for was some maths help?
- f The poet wrote 'his wholly holy love' to describe the way the father loved his child.
- g The angry resident yelled, 'You'd better look out in the future!'

### 13.2

Answers will vary.

### 13.3

Answers will vary.

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The writer describes the way they dress, the way they look, the way they act and the way they feel to present a particular image of their personality.
- 2 The dashes indicate a lengthy list of examples of the ways the two young men prepare themselves for their night out on the town, and also give an additional piece of information about their ambitions for this night of youthful adventure.
- 3 The hyphenated words indicate different compound words: 'double-breasted', 'side-levers', 'kitchen-hand', 'back-room', 'well-dressed', 'good-hearted', 'black-spirited', 'well-lit' – and these compound words form part of the description of the world the boys live in.

13.4

- a You can order a coffee and/or a fresh pastry.
- b The prime minister stated that we should be more pro-Asia and less pro-Europe.
- c Chris reacted to the amount in his first pay packet – two hundred dollars!
- d Jane promised to call me later this week (Friday at the latest) to confirm if we would be going to the movies on the weekend.
- e Her sister-in-law asked to see the new baby.

13.5

Answers will vary. Examples include:

- a 'And then I saw ... now what was it?'
- b 'And when you get home ... you're not listening to me again!'
- c 'There were three ... no, four of them.'

## UNIT 14

14.1

Answers will vary. Examples include:

- a The party is on Friday night.  
On Friday night the party is being held.
- b Those cars raced at the Bathurst 1000.  
At the Bathurst 1000 those cars raced.
- c A part-time job can help with finances.  
Finances can be helped with a part-time job.

14.2

Answers will vary. Examples include:

- a A frozen feeling and a cold that kills.
- b A ripping, wrenching, rushing roller-coaster ride.
- c Breathtaking beauty, and beyond, the broad sweeping bush.
- d Her passion and power pulsated on stage.

14.3

Answers will vary. Examples include:

- a She is a tiny Tom Thumb bobbing beside a sea of giants.
- b He is Shrek's Donkey jumping excitedly around the Dragon.
- c Here is our Dorothy petrified before the mighty Wizard of Oz.
- d This is a Churchill, inspiring people to great things.

14.4

Answers will vary. Examples include:

- b The heart is like a pump – pushing blood through the body, keeping the human's machine running smoothly, and quietly allowing the whole system to operate.

- c The brain is a computer with a massive memory, amazing circuits and an unimaginable number of downloads and uploads.
- d The phone rings and it's like an ancient signal fire's flame – attention grabbing, commanding you to act and communicating its message.
- e People scurry through the day as ants do from their nests – weaving in and out of crowds, trains, offices and shops, hurrying past others with barely time to talk, and always with things to do.

14.5

Answers will vary. Examples include:

- a retreat
- b dead
- c lush
- d sell
- e ascend
- f lethargic
- g fantastic
- h miserly
- i peaceful
- j invisible

14.6

Answers will vary. Examples include:

- b a moon is born a gentle blue over a new horizon
- c she will sew an antique bow into the dress for the glowing bride
- d deep beneath the dark waves we have seen the creature sleep

14.7

Some variations possible. Examples include:

- a It's raining cats **and dogs**.
- b She is as pretty as **a picture**.
- c You're making a mountain out of **a molehill**.
- d He's as happy as a pig **in mud**.
- e They're about as popular as a blowfly at **a butcher's picnic**.

14.8

- a whiz
- b dive into
- c ain't no one
- d a leg-up
- e being slack

14.9

Answers will vary. Examples include:

- first, last: This warning is the first, and also the last.
- stroke, luck: That goal was really just a stroke of luck.
- home, time: Home is a place where time matters most.

14.10

Answers will vary. An example includes:

- c A forbidding empty space opens before me, unknown and uninviting. The silence roars in my ears as I strain for sounds and slowly, very slowly, step forward.

**14.11** Answers will vary. An example includes:

- a The small, round bundle beside the gravel road moved very slightly. I bent down, saw a tiny nose sticking out from blood-matted fur, touched the creature and sensed shivers running through its body, and felt an agony of guilt over what I'd done.

**14.12** Answers will vary. Examples include:

- a the deceased, the departed
- b a scratch, a bingle
- c battling illness, in a critical condition
- d significantly changed, physically altered

**14.13**

- a generously proportioned → fat
- b let go → sack an employee
- c be economical with the truth → lie
- d lively → loutish
- e intellectually challenged → mentally handicapped
- f unusual looking → ugly
- g pay the ultimate sacrifice → be slaughtered
- h in reduced circumstances → poor

**14.14** Answers will vary.

## UNIT 15

**15.1** Answers will vary. Examples include:

government report, legal document, rental contract, insurance policy, medical report, tax report, police report, warranty document, an oath sworn before a judge, a psychologist's report

**15.2** Answers will vary. Examples include:

- a Every teenager wants to keep up with the latest fashions of their peers by wearing the latest brand-name clothes.
- b Young drivers are too inexperienced and cause road accidents.
- c The media always love a street crime story because it sells more papers.
- d Elderly people aren't interested in technology, and they won't learn how to use it.

**15.3** Answers will vary. Examples include:

- a I **rowed** the boat across the lake while having a **row** with my sister.
- b Only my brother would think it appropriate to wear his **holey** jumper to church for **holy** communion.
- c The **air** I breathe is the same as that breathed by the **heir** to the throne.

**15.4** Answers will vary. Examples include:

- b The best site for your sight – see for yourself at Specsight.
- c Write the right way right now – use Writeway pens.
- d The wholly holy season is here – and we have a wholly new sale on now!

**15.5** Answers will vary. Examples include:

- b I'd fly to the moon and back to buy that dress.
- c My brother is going to die when I catch him this time.
- d Never in a million years could you play as well as she does.

**15.6** Answers will vary. Examples include:

- b to be easily angered (usually due to feeling resentful)
- c to overcome initial shyness, embarrassment or awkwardness
- d to have lost a struggle (like a boxer knocked out in the ring)
- e to go insane
- f to have a rest (in between spells of intense hard work)

**15.7** Answers will vary. Examples include:

- b The World War Two Spitfire flew low overhead, its engine roaring and the crowd wildly cheering as it thundered down the main street, and then gently curved up into a bright, clear sky.
- c Sweet, sugary, billowing fairyfloss with its crunching pink cushion of intense strawberry flavours.
- d An acrid, throat-choking stench fills my nose and wafts around the room, its foul stink sickening my stomach.
- e The ancient papery skin is soft, with smooth wrinkled ridges, and her silk-soft cardigan is a sea of wispy grey threads tickling my nose. I gently embrace my grandmother for the very last time.

**15.8** Answers will vary.

**15.9** Answers will vary. Examples include:

computer games: blue tracking, console wars, frag, turtling, spike  
music: notation, intervals, signatures, scales, stave  
sailing: aft, daggerboard, gennaker, halyard, reef

**15.10** Answers will vary. Examples include:

- a a star-studded occasion/ the stars stepped out tonight on this red carpet occasion
- b heroic victory against all odds/ winner takes all
- c crooked cop caught out/ he was hit with the full force of the law
- d facing her biggest test/ tackling the test of the future

**15.11** Answers will vary. Examples include:

- b This mountain is a fearsome enemy.
- c That surfer is a lonely hunter waiting to capture a wave.
- d Her hand was a web of fingers drawing everything into its grasp.
- e This book is my personal conversation with another person's mind.
- f My bike is a speeding bullet whipping through the streets.

**15.12** Answers will vary.

**15.13** Answers will vary.

## UNIT 16

**16.1** Answers will vary. Examples include:

- b mobile phone guidebook
- c house insurance agreement
- d operating instructions for kitchen appliances
- e travel guidebook

**16.2** Answers will vary. Examples include:

- a stagger, shuffle, hop, dash, flap
- b honk, boom, screech, meow, squawk
- c tap, flick, thump, smack, slap

**16.3** Answers will vary. Examples include:

- a You should **hasten slowly** when solving this puzzle. Do not rush into any decision or action because you need to take time to think carefully before proceeding.
- b There was an **eloquent silence** in the room. The room was silent, but the silence said something about the atmosphere (such as tense, hopeful, etc.).
- c Her **silent scream** filled the room. You could sense her panic even if you could not hear it.
- d He was a **successful failure** in business. He was often making bad business decisions.

**16.4** Answers will vary. Examples include:

- a Very often it is the ordinary, everyday things that are the most remarkable and unexpected.
- b We can sometimes let winning go to our heads, and ignore the feelings of others we care about, or stop thinking about more important issues in life.
- c If we take the time to listen to the advice of those who have lived before us – through their writings, their speeches and their experiences of life – then we might gain from their wisdom and perhaps not repeat their mistakes.
- d From a loss you can gain a great deal, such as learning how to accept defeat, how to handle disappointment and how to avoid making the same mistakes again.

**16.5** Answers will vary.

**16.6** Answers will vary.

**16.7** Answers will vary. Examples include:

- a Our television chattered away in the corner./ Our TV sat silent, staring.
- b The lonely, sad looking house./ The house looked over the city centre.
- c The overweight, bulging schoolbag./ This sad, skinny schoolbag.
- d Pain grabbed at his chest./ The pain spoke of past excesses, past wrongs.
- e Fear stalked the streets, and hid in laneways./ The fear grew stronger.
- f Ambition snatched away any chance of a happy life./ Ambition whispered in her ear.

**16.8** Answers will vary

**16.9** Answers will vary. Examples include:

- a** Do not presume that everything will work out the way you plan.
- b** A person who thinks too highly of themselves is certainly going to face a comedown soon.
- c** Fixing something early saves a lot of trouble later on.
- d** Plan ahead carefully before you start something new.

**16.10** Answers will vary.

**16.11** Answers will vary. Examples include:

- a** to express sympathy with the bereaved family and friends, and to acknowledge the significance of the deceased person's life
- b** to express a point of view or present a persuasive argument about a current issue or event
- c** to discuss current affairs or opinions and to entertain
- d** to provide information about the band members and their music, and to give fans an opportunity to be more closely involved with the band and its events

**16.12** Answers will vary. Examples include:

- b** Don't you dare touch that! Don't you dare!
- c** No, no, no, not that! No!
- d** Open it very, very carefully.
- e** Quick! Quick! Go now!
- f** There's just a small chance we might make it. Just a small chance.

**16.13** Answers will vary. Examples include:

- a** Do you want better pay, better roads and better schools?
- b** What are you going to do when you get out there?
- c** Does anyone think this homework isn't important?
- d** Do you think I'm going to put up with this mess?

## UNIT 17

**17.1** Answers will vary. Examples include:

- a** late, bait/light, height
- b** hymn, grim/swam, lamb
- c** blue, do/know, now
- d** loud, bowed/crowed, crawled

**17.2** Answers will vary.

**17.3** Answers will vary. Examples include:

Thanks, Captain Obvious!  
You're a genius – not!  
Great to see you're only an hour late today!  
Thanks for not noticing my new hairstyle.  
When were you born ... yesterday?

**17.4** Answers will vary.

**17.5** Answers will vary. Examples include:

- b** The class was as loud as a flock of screeching parrots.
- c** The black sports car raced past like a bullet.
- d** The batteries were flatter than a pancake.
- e** His handwriting looked like a drunken spider had walked in ink across the page.

**17.6** Answers will vary. Examples include:

busted, flamed, gangsta-style, sick, gross, awesome, cool

**17.7**

- a** a person who lives off the efforts of others
- b** a hooligan
- c** a vagrant, often dependent on alcohol
- d** a person who gives up easily or lets others down

**17.8** Answers will vary.

**17.9** Answers will vary. Examples include:

biased: negative, prejudiced  
colloquial: positive, informal  
convoluted: negative, overly complex  
descriptive: positive, evocative  
dull: negative, boring  
elegant: positive, stylish  
emotive: positive, arousing feeling  
formal: positive, correct or proper  
formulaic: negative, unoriginal  
fresh: positive, new

**17.10** Answers will vary.

**17.11** Answers will vary. Examples include:

- b** notes about your own views on an issue
- c** a personal conversation with a friend
- d** a song lyric
- e** describing what you thought of a movie
- f** a description of a holiday you've been on

**17.12** Answers will vary.

**17.13** Answers will vary. Examples include:

- a** fireworks: celebration, a big occasion
- b** a bridge: crossing a gap, joining two ideas
- c** a mirror: honesty, the self
- d** a candle: birthdays, celebration, faith
- e** a clock ticking: impending danger, tension
- f** the colour green: happiness, freshness, new life
- g** an egg: new life, birth, preciousness
- h** a snake: danger, dishonesty, fear

**17.14** Answers will vary. Examples include:

- b** alone: Isolated and alone he stood in the empty stadium.
- c** angry: This supervisor is angry and furious.
- d** clumsy: The new employee was clumsy and blundering.
- e** strong: Our new storm shelter was tough and strong.
- f** begin: You must begin and commence.

**17.15** Answers will vary.

**17.16**

- |                        |                     |
|------------------------|---------------------|
| <b>a</b> conservative  | <b>g</b> appalled   |
| <b>b</b> unsympathetic | <b>h</b> facetious  |
| <b>c</b> pessimistic   | <b>i</b> detached   |
| <b>d</b> moderate      | <b>j</b> scathing   |
| <b>e</b> earnest       | <b>k</b> despondent |
| <b>f</b> fervent       | <b>l</b> jingoistic |

**17.17** Answers will vary.

## UNIT 18

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1** This might be the year that he moves to Australia – and sees this as a place that is Upside Down, being in the southern hemisphere.
- 2** The setting is Hong Kong, the year is 1961 and the narrator is sixteen years old, he loves soccer, and he goes to a Catholic boys school.
- 3** Soccer might give him a way into the life and culture of Australia – and open the way to acceptance and belonging; the contrast between going to a boys school and a mixed school in Australia could lead to new challenges and experiences for this teenager; the contrasts between the culture of Hong Kong and Australia could be balanced against the similarities of a Catholic boys school in both countries and the love of soccer.

**18.1** Answers will vary. Examples include:

Heartbreak and Separation by Hilary Green

- Orientation
- Rising action
- Climax
- Resolution

I could not believe it. I didn't think he'd do it. Here I was bawling my heart out over the kitchen bench. As he walked into the room, there was an awkward silence. He brushed past me. I'm going to miss his scent. I shouldn't have done it. Why is he leaving? What happened to us? Is this the end?

I sank my head in my hands, wiping the tears, and watched him pack.

He looked up. Our eyes met. He hurried past.

"Don't go!" I sobbed, grabbing his arm.

"I have to, mum! It's my first day at kindergarten!"

**18.2** Answers will vary. Examples include:

- Provide a context
- Give an interpretation
- Deliver an opinion

I, Robot

Suggested by Isaac Asimov's, classic sci-fi collection. It's Chicago in 2035, and Will Smith is a detective who's not fond of the ever-growing population of robots who – to his mind

– are taking over the world. Of course, everyone else thinks he's nuts, even when the premier robotics scientist dies under mysterious circumstances.

Strip away the effects created by the dozen or so special effects houses (I lost count), and you have a pretty basic plot: rugged individualist suspects conspiracy even though everyone doubts him, and enlists the aid of an attractive sidekick (Bridget Moynahan) to fight evil. Even Smith's boss is a sceptical-but-sympathetic beefy black guy. But enjoyment is in the selling, and Will can sell. The reveal of how Smith came to his beliefs is nicely paced and the 'am I machine or being' thread is reasonably portrayed. Mix in some inventive action scenes, and you have a crowd-pleasing popcorn movie with intellectual aspirations.

**18.3** Answers will vary. Examples include:

*personal viewpoint:* The Kyoto Protocol, Australia, should be there.

*critical interpretation:* The harsh future reality for Australia is fast approaching. We can see it in one of the earliest bushfire seasons in history, we can see it in the shortages of water and we can see it in our hot and dry temperatures.

*reviews of others' opinions:* The state opposition says that this will just spread our water further, which does not solve our problems long term. It is this 'long term' that sparks such heated debate among politicians and interest groups worldwide. It is because of this 'long term' unknown that we are beginning to learn more and more about the problems associated with the emission of greenhouse gases. It was for this reason that the Kyoto Protocol was negotiated in 1997.

*debate:* We are also running short of water, and the Victorian state government has announced the construction of super pipes to transport water between regional centres. The state opposition says that this will just spread our water further, which does not solve our problems long term.

*discussion:* It was for this reason that the Kyoto Protocol was negotiated in 1997. Since then it has been ratified by a group of countries that make up 55% of global greenhouse gas emitters, over 55 states worldwide. The protocol itself aims to stabilise concentrations of greenhouse gases such as carbon dioxide and methane by various processes that deal mainly with the developed world. This idea is based on the fact that most emissions are coming from developed countries, and therefore this is a problem that depends on such rich countries' actions.

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Other people purchased the uniforms and so students do not have the right to destroy them. Students need to be consistent and not have double standards about wearing uniforms.
- 2 Rhetorical question: 'Isn't it hypocritical of us to be crying blue murder over the potential loss of our uniform one week and then defacing it the next?' Effective anecdote: 'On my train ride home yesterday, I counted no fewer than nine uniforms that were defaced in one way or another. I also counted a number of disappointed glances from other travellers.'
- 3 They do not allow people to express their individuality, and they can place unfair cost burdens on families who cannot afford expensive school uniforms.

**18.4** Answers will vary. Examples include:

- a The speaker uses a short anecdote about recent events to capture audience attention and support. There is also interesting information about the way the school supported their school uniform. The topic is clearly focused on school uniforms by the use of the anecdote and background information.
- b The speaker uses real-life examples about the uniform being ignored or abused to illustrate their points. Sequencing words are used to help the flow of the speech: 'First...', 'My second argument...'. There are linking words included: 'However', 'also'. There are rhetorical questions included to encourage listener responses.
- c The speaker concludes with a challenging idea about wearing the school uniform with pride. The final sentence is memorable as it uses repetition of 'because' three times to reinforce the concluding ideas. The speaker makes a personal appeal ('I am asking you...') to gain their support for his ideas.

**18.5** Answers will vary.

## UNIT 19

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 This use of repetition reinforces his ideas and his desire for both sides to come together – it keeps drawing attention to his main point.

- 2 This use of alliteration, repeating the *d* sound, makes the phrase more memorable and has more impact on listeners. The repeated *d* sounds emphasise the words being spoken.
- 3 Kennedy uses the personal pronoun *us* a number of times – emphasising the sense of common purpose, common identity and common goals among all nations.

19.1 Answers will vary.

19.2 Answers will vary. Examples include:

- a a lively animal, an excitable pet
- b a little below expectation, a surprise result
- c an interesting flavour, a very new experience

19.3 Answers will vary. Examples include:

- a economical (positive), miserly (negative), frugal (P), stingy (N), thrifty (P), tight (N)
- b young (P), immature (N), juvenile (N), youthful (P), childish (N)
- c slim (P), skinny (N), slender (P), scrawny (N), thin (P), trim (P), slight (P), lean (P)
- d inquisitive (P), curious (P), snooping (N), prying (N), officious (N), interested (P), meddling (N)
- e relaxed (P), lackadaisical (N), lax (N), tranquil (P), apathetic (N), lethargic (N), unperturbed (P)

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 2 Extreme exaggeration heightens the ridiculous nature of the boasting and their attempts to outdo each other, and this adds to the humour.
- 3 When you wish to draw attention to the failures or foolishness of others' views or actions, when you want to show strong contrasts between two sides of an argument, when you want to paint opposing arguments as extreme and unacceptable.
- 4 Hyperbole is ineffectual when it becomes a set of unbelievable examples that carry no weight in argument because of their extreme nature; when hyperbole is over-used in argument and therefore becomes less effective; when it is just a form of one-upmanship over other people or their ideas; and when it is so extreme it becomes comic.

19.4 Answers will vary.

19.5 Answers will vary. Examples include:

'our national history', 'we apologise', 'these our fellow Australians', 'we say sorry', 'we the parliament of Australia', 'our great continent'.

19.6 Answers will vary. Examples include:

- a **Personification** is where objects are referred to as if they were a person.  
The thick fog wrapped me in its cold embrace.  
Personification is also used when the qualities of a person are given to a non-living thing or abstract idea.  
a furious storm  
the unforgiving desert  
generous praise
- b **Idiom** is the particular way a group of people say or write something, especially an expression that has a meaning other than its literal meaning.  
That's a steal!  
I'm all ears.  
Australian idioms are often colourful expressions that people from other cultures can find difficult to understand.  
Fair shake of the sauce bottle!  
She is one sandwich short of a picnic.
- c **Allusion** is used when a person refers to another event, person, past event or cultural experience. Allusions illustrate ideas by broadening associations and meanings for the reader or listener.  
She has the strength of Superman.  
He is a real Romeo with the girls.
- d **Metonymy** is a figure of speech where the name of a quality or a thing, or an associated word or phrase, is substituted for the thing itself in referring to it (such as saying 'Washington' to mean 'The American Government'.) Other examples are 'suits' meaning business people, and 'golden arches' meaning McDonald's restaurants.
- e **Irony** is when an idea is expressed using words that have a different, or even opposite, meaning.  
That's not bad! (Meaning something is actually very good.)  
Verbal irony is commonly used to say one thing when meaning something quite different, or even sometimes the opposite. Irony will often use a mild form of sarcasm. Saying 'Well done!' to someone who badly fumbles the ball during a game is an example of verbal irony, as is saying 'They've got a dollar or two' to describe a very wealthy family.

# UNIT 20

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 They are playing with words, and emphasising the opposite of what is usually expected. Especially playing with the opposite meanings of the words and ideas.
- 2 Romeo uses a long list of opposites (oxymorons), for example: 'brawling love', 'loving hate' to show how much the fight should not be happening now, and is all wrong.
- 3 This draws attention to the contradiction he can see is everywhere around him at the moment – they should be talking about 'love', 'health', 'brightness' and wonderful things, but instead everything around him is full of 'lead', 'heavy', 'sick' and 'hate'. The contrast between the positive words and negative words is very stark and strong to the listener, and reflects Romeo's feelings at this time.

20.1

- |              |                |
|--------------|----------------|
| a antithesis | d onomatopoeia |
| b cacophony  | e assonance    |
| c oxymoron   | f apostrophe   |

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 'I stand before you today, the representative of a family in grief, in a country in mourning, before a world in shock' ... 'For such was her extraordinary appeal that the tens of millions of people taking part in this service all over the world, via television and radio, who never actually met her, feel that they, too, lost someone close to them in the early hours of Sunday morning. It is a more remarkable tribute to Diana than I can ever hope to offer her today.'
- 2 'essence of compassion, of duty, of style, of beauty', 'symbol of selfless humanity', 'standard-bearer for the rights of the truly downtrodden', 'with a natural nobility', 'who was classless'.
- 3 Answers will vary. Examples include:  
alliteration: 'symbol of selfless humanity'  
repetition: 'essence of compassion, of duty, of style, of beauty'

20.2

Answers will vary. Examples include:

- a '*stench blossoms*' gives an opposite message – that if a rose is given an unpleasant name it would not appeal to people at all, no matter what smell it might have.

- b Calling a commitment to a healthy lifestyle an 'addiction' makes it sound like it is something quite unhealthy and negative.

20.3

Answers will vary. Examples include:

- a Ash carefully prepared a chef-style feast for a very special girl. He carefully prepared a hand-made range of delicious petite Italian-style specialities and a uniquely delicious dessert to finish off this special evening.
- b Ash just dug out an old frozen mini-pizza tray from the freezer for tonight's target. He chucked it in the microwave and grabbed a bland, gluggy instant-dessert pack for afters.
- c Jess revelled in driving her wonderful new automobile. She thoroughly enjoyed the liberation of the open freeway. She liked very much to drive her car without the petty distractions or pointless delays, and she experienced the pleasure of trouble-free motoring as she smoothly travelled, easily overtaking long trucks, caravans and other heavy vehicles that would otherwise have impeded her easy progress.
- d Jess put up with having to fight on the road driving her old bomb car. She reluctantly faced the ordeal of the freeway, and forced herself to put up with the pressure of overtaking trucks, caravans and other heavy vehicles as they dominated the freeway and made driving especially hazardous for her.

20.4

Answers will vary. Examples include:

- a connotations: **Australian people**: 'hurried off our feet', 'cranky as hell', 'up to our ears in debt' – these are negative connotations, as they suggest Australians are not the easy-going and happy-go-lucky people as stereotyped images suggest. '**it's just one big stuff-up**', 'they're all corrupt' – these are also negative connotations, suggesting politicians are corrupt, and the history of Australia is a history of failures and betrayals.
- b *Antithesis*: 'No worries, mate' – this is a complete contrast to the ideas that preceded this sentence, which have been negative and critical, but this dismisses them all, and is suggesting that Australians don't really care about the wrongs that have been committed in the past, and generally ignore the wrongs of the present as well. *Repetition*: 'yet squabbling and squabbling and squabbling' – this emphasises the view that Australia's history is full of arguments, battles and conflicts, and there is little unity and sense of mateship among the people, in spite of stereotyped images.

# UNIT 21

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The teacher is saying the student chose the first topic in the dictionary as a quick and easy essay topic to choose, but the student falsely claims to have a real interest in aardvarks.
- 2 Answers will vary.
- 3 Answers will vary.

**21.1** Answers will vary.

**21.2** Answers will vary. An example includes:

- 1 Brainstorm the topic – quick points with arrows, highlights and notes
- 2 Explore brainstorm ideas using arrows, highlighters and notes for connections/further research, questions to follow up, your ideas/arguments
- 3 Research the topic using the brainstorm notes – create headings, sections and organise your notes, evidence and arguments
- 4 Create section headings during the research to organise ideas – expand these with references, your own ideas (use different colour)
- 5 Create an essay plan 1 – unpack the question's key terms and the meaning of the question and summarise response to essay in one sentence
- 6 Create an essay plan 2 – summarise key ideas from the research under main section headings using a series of dot points
- 7 Plan introductory paragraph using essay plan 1 – explain key terms, outline key arguments (each paragraph) and your answer in brief
- 8 Draft body paragraphs using section headings from essay plan 2 – include topic sentence, evidence, arguments and concluding sentence
- 9 Draft concluding paragraph – sum up arguments from body paragraphs, sum up final answer to question or topic, strong finish
- 10 Review draft, write essay including referencing requirements, proofread for expression, spelling, punctuation – final edit check for layout and presentation, then submit

**21.3** Answers will vary. An example is:

### WRITING

Writing is an important way to explore your own identity. A **key feature** of writing about your own ideas is that it makes you think more carefully about what you believe and feel about important issues. **In addition**, the act of writing allows you to focus and reflect on the topic you are exploring. **Another point is** that as you write, new ideas will flow from earlier ideas. **Consequently**, you learn more about what you think by writing your thinking down. **Another perspective is** that writing allows the mind more time to reflect and make connections, as you can only write as fast as your hand can write or type. **This illustrates** the importance of giving time and space to writing, whether in an online blog, journal or diary. **Therefore**, writing really does enrich your life, as you learn more about what you think, what you know, what you believe, and most interesting of all, who you are.

**21.4** Answers will vary. Examples include:

- a There are many old people who actively enjoy sport, hobbies, fine food, travel and healthy relationships.
- b There are unsafe young drivers, but they are a minority, and the vast majority of young drivers follow road rules and allow people to safely use the roads. The statistics do not support this generalisation.
- c There is a wide diversity of people who follow these pursuits, and they are very different to each other, and have much in common with everyone else as well – so there is no one stereotype of people who enjoy the arts. It is like saying there is only one type of person who enjoys music, or who likes food.

**21.5** Answers will vary. An example includes:

- d Travelling to work offers the opportunity for a choice of the freeway or the circuitous back route favoured by the local bus company. This does afford a more leisurely journey, but may result in being impeded by a slow-moving bus. The alternative route via the freeway may be more efficient, but its major drawback is the haste with which many drivers are driving in order to get to work on time.

**21.6** Answers will vary. An example is:

- a** Cats should be locked in at night so they do not hunt native birds or animals, and do not create noisy fights over territory in the neighbourhood, which often result in injuries that require veterinary attention. REFUTATION Cats should be allowed to wander at night. They are night animals, so it is natural for them to want to be outside at night, and depriving them of their natural instinct is a form of cruelty. Other birds and animals are safely asleep and rarely in danger.

## UNIT 22

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1** 1 – clocks striking thirteen; 2 – rejecting the typical story opening right at the start; 3 – there is no easy story to tell because everyone has different versions; 4 – being born twice grabs your attention; 5 – the idea of pretty girls having ugly feet is an interesting idea; 6 – the image of such a powerful person charging at you makes someone wonder who and why; 7 – the strange image of someone writing in the kitchen sink grabs your attention
- 2** 1 – ‘It was bright cold day in April, and the clocks were striking ten’: this is typical and so there is really nothing to grab your attention – in fact, it is so ordinary you wonder why the author bothers mentioning it at all.  
2 – ‘I write this sitting at a desk’: the opening becomes pedestrian, ordinary and not at all interesting to the reader.
- 3** Answers will vary.

**22.1** Answers will vary.

**22.2** Answers will vary. An example is:

- c** ‘Well, what do you think?’  
‘What do you mean, what do I think?’  
‘Is it any good?’  
‘Good for what?’  
‘Come on, you know what I mean.’  
‘Yeah, yeah, I reckon I do. Good for making money.’  
‘Get out of it! You know that’s not it! I didn’t do it for money – no way!’  
‘Yeah? But it will make money, won’t it ... big time!’

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1** Giving supermarket trolleys their own life cycle (making them anthropomorphic) is very humorous, as if they have a separate life and breed in the natural environment. This comparison with the life cycle of turtles is quite funny.
- 2** This story uses parody to create humour.
- 3** The unexpected association is between abandoned supermarket trolleys and the breeding habits of turtles in the wild.
- 4** Mobile phones talk to each other throughout the night when their owners are asleep. They swap stories about their owners, they share tales of their adventures, and they arrange to secretly meet – using their owners. Then, when the moment comes, they really connect ... they don’t stop talking, because that is what they live for, that is how they survive. And that is why some people end up with enormous bills. Their mobile has found their one true love at last.

**22.3** Answers will vary. Examples include:

- a** satirical humour: mocking humour  
**b** self-deprecating humour: humour in which you laugh at yourself  
**c** dark humour: humour relying on unpleasant or negative experiences  
**d** mordant humour: humour that is harsh or caustic  
**e** ironic humour: humour that is incongruous, tongue-in-cheek or contradictory  
**f** screwball humour: eccentric or wacky humour  
**g** hyperbolic humour: highly exaggerated and extreme humour  
**h** situational humour: humour based on the situation people or animals are placed in  
**i** parody: an imitation or caricature of the original to create humour  
**j** farcical humour: humour of the absurd or ridiculous, the nonsensical and silly

**22.4** Answers will vary.

**22.5** Answers will vary.

# UNIT 23

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 bush with no horizon, the country is flat, no ranges, stunted, rotten apple trees, nothing to relieve the eye, almost waterless creek, nineteen miles to the nearest sign of civilization, ragged, dried-up-looking children, gaunt.
- 2 The mother is overworked (gaunt) and feeling the strain of this lonely life, the children are a bit wild, difficult to control, and are not well fed or dressed due to poverty.
- 3 The simple house and remote bush setting establish the location for the story, explaining the family's isolation and poverty. It is like a long-distance camera zoom lens where the writer begins telling the story from a distance to show the location and the conditions and then gradually zooms in to focus on the individuals and what happens to them in this place.

23.1

Answers will vary. An analysis of the second passage (b) would mention the following:

### The language and style of the writing

- The personal tone gives a sense of confiding in the audience.
- Rhetorical questions heighten the sense of uncertainty and nervousness.
- Listing the girl's features intensifies the emotions of the narrator about the object of his desire.
- Repetition draws attention to the narrator's determination and decision.
- Contractions create a conversational tone.
- 'Always' and 'never' are extreme words that draw attention to the narrator's feelings of despair and hopelessness.

### The form of the writing

- The form is an anecdote, recount or memoir, written as a narrative.

### The effectiveness of the writing

- The style, tone, word choice and sentence structure combine to create an effective narrative about the experience of making the first move in a new relationship.  
The passage communicates the uncertainty of the narrator and the self-doubt and hesitancy he feels.

23.2 Answers will vary.

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 During his final year he has had to study hard and be disciplined, and could not just sit and watch TV whenever he wanted. Now he doesn't have that exam pressure any more, and so even though he doesn't really want to watch Oprah Winfrey he will anyway, because at last he is free to do so.
- 2 'ling/ers - this lengthens the sound of the word, and reflects the time sitting in the exam room just waiting for the clock to reach the finishing time; 'burs/ting' - this word break reflects the feeling of holding back and then shouting out, the feeling that should be there at the end of the exams, 'burs' builds up the intensity and 'ting' is the excited release sound; 'im/agined' - this lengthens the word so it reflects the feeling of a thought held for a long time, a wish that was hoped for for a long time; 'sand/wich' - it makes the sandwich sound unexciting, just in parts and almost not desirable when the word is broken and the sounds separated; 'Win/frey' - by breaking her name up it stops a sense of a big name, a famous person to get excited about.
- 3 'not even burs/ting inside like you know you should be' - he anticipated he would be excited at the end of the final exam, but the feeling is not there, instead it is a kind of numb feeling.  
'The sky is still overcast' - the weather reflects his feelings, grey and unexciting.  
'not in the mood' - this is a let-down for him, she won't encourage any excitement in him or celebration of the end of the exams, and she pushes away any feelings of excitement or joy between them.  
'No-one to share ... no-one to care' - repeating the word 'no-one' reinforces the empty feeling that this is a big moment in his life with twelve years of school just finishing.  
'because there is no ham' - the feeling is that there is not even a special sandwich to celebrate, he is making do with what's there, another let down like the end of the exam.

23.3 Answers will vary. Examples include:

- a The man does not look like a conventional father; he appears large, strong and intimidating.
- b The repetition shows his sensitivity, his care and his intense love for his daughter, not wanting to make her fearful or risk their enjoyable play together.

- c The oxymoron 'fierce tenderness' shows that he loves her deeply, powerfully and intensely, but this is counterbalanced with his gentleness in the way he plays with her.
- d We see the depth and intensity of his love for his daughter – he loves her so deeply that he feels he could hug her so closely and powerfully that he could hurt her.
- e His love is complete, all-encompassing, unbroken, sacred.
- f The poet is saying that the powerful love of a father is a feeling that can fly up within his heart at any time, unexpectedly, in the way that a grasshopper suddenly leaps.
- g The main theme is the intense love of a father for his child, and the contrast between the outward appearance of a father and his love for a person so small and vulnerable.
- h Answers will vary.

## UNIT 24

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The man has realised that the natural, wholesome and free world described and advertised in the breakfast menu is a complete contrast to the crowded, noisy, polluted, unhappy world he is actually living in. It is a bitter, cruel and ironic joke that the breakfast is wholesome and natural while the people who eat it are trapped in this depressing place, living unhealthy lives.
- 2
  - a The city is shown as crowded which reinforces the message of the cartoon, with browns and greys as colours for the people, the buildings and even the ground, which are unappealing and dreary looking, reflecting the feelings of the masses of people in this crowded, unhappy place.
  - b All the people look similar, look unhappy, are not talking to each other and are all going the same way which reflects their lack of freedom and their depressing lives.
  - c The buildings are tall, look the same, and even the sky is not free as it has planes and helicopters flying around. This reflects the theme of depression and overcrowding in modern urban life in contrast to the free and natural world reflected in the breakfast menu.
  - d The man looking at the sign is in contrast to the crowd because he faces the opposite way so we notice him. The finger on his mouth shows he is thinking about the message behind the sign and its true significance.

- e Our attention is drawn to the sign because it is white and in the centre of the cartoon.

**24.1** Answers will vary.

### COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The two main hotspots draw attention to the contrast between 'desirable' body art, and undesirable and dangerous marks on the body caused by skin cancer.
- 2 The 'attractive' tattoo, in contrast to the small mole, draws attention to the issue of the advertisement. The surfer model is shirtless, reinforcing a lack of protection.
- 3 The strong light on the subject's back imitates sunlight and draws attention to the model's back and right arm.
- 4 The captions, next to each mark and across the subject's back in white, reinforce the link between skin cancer and the undesirable mark on the body. The details in the smaller font provide explanations and advice on how to avoid skin cancer.
- 5 The target audience is clearly young people because it features tattoos for body decoration and uses a young, athletic, fit and outdoor/sports oriented model.

**24.2** Answers will vary. Examples include:

- a The iconic features of a service station – the sign, the pump, the store – very quickly give the context.
- b The sign, set apart and using large capital letters, is the most prominent feature and is where attention is drawn. The figures in the car are also looking at the sign, which also draws our attention to the message on it.
- c The captions – 'The high price of oil' and the text on the sign listing the number of Iraqis and Americans killed – work with the images of a suburban service station to create a connection between the price of the fuel used by the average family and the cost in human lives.
- d The main message is that providing Western families with cheap fuel comes with an enormous cost in the form of loss of human life.
- e Leaving space in the cartoon and isolating the main elements – the sign, the petrol pump, the caption – draws greater attention to each.
- f Answers will vary.

**24.3** Answers will vary.

# UNIT 25

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Very large font for discount figure, bright red colour used to attract attention, use of exclamation mark to emphasise message.
- 2 The words 'up to' mean there may only be a small percentage discount, for example just 1%, and this still allows the advertisement to be truthful. Also, the discount of up to 50% does not say what it is discounting – the original wholesale price, an inflated high-profit price or any other made-up price. This means the discount may be an illusion.

25.1

- |                      |                      |
|----------------------|----------------------|
| a print or non-print | f non-print          |
| b non-print          | g print              |
| c non-print          | h multimedia         |
| d non-print          | i print or non-print |
| e print              |                      |

25.2

- |     |     |
|-----|-----|
| a F | d O |
| b O | e O |
| c F | f O |

25.3

- |     |     |
|-----|-----|
| a Y | d Y |
| b N | e Y |
| c N |     |

25.4

Answers will vary. Examples include:

- a The desirability of low-fat products is emphasised; other undesirable ingredients are not indicated; no information on nutritional value is mentioned.
- b It suggests that the eggs have come directly from a farm, but does not mention any processing or other factory-style production techniques, the conditions for chickens or how the eggs are treated.
- c It fails to mention the repayment requirements, any penalties for late payments and whether a deposit is required.
- d 'Cosy' and 'renovator's dream' are words used to avoid describing the house as cramped or small, and as rundown or in need of repair.

- e This statement avoids revealing what the person may have learned indirectly, such as through third parties or observation.

## COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The article may offend some parents who believe that they are providing healthy food to their children and that their children's weight is not their fault. It may offend some food manufacturers, especially those who make lunch-box snacks.
- 2 The opening sentence gives the author's viewpoint in a clear statement: parents are most to blame for allowing their children to get fat.
- 3 The article is appealing to parents because they should be concerned about their children's health. It is also directed at people such as tuckshop supervisors and manufacturers of food products for children.

25.5

Answers will vary. Examples include:

### BRIDE AND PREJUDICE

- a The headline is an allusion to a famous novel by Jane Austen, *Pride and Prejudice*, which is about young couples and marriage, and to the recent film based on Austen's story, *Bride and Prejudice*. Colloquial language is used in the term 'pooh-pooh', and alliteration is used in the repetition of the 'p' sound.
- b bride, Nic, Keith, pooh-pooh, paparazzi
- c Celebrities Nicole Kidman and Keith Urban have ignored and avoided the press during their marriage preparations.
- d The author is favouring the stars here, providing a headline and sub-heading reporting the actions of the two stars and their viewpoints, but not the views of the paparazzi. Also using the word 'paparazzi' to describe other journalists has negative connotations.

### DANCING WITH GRANDPAS

- a This is a play on words (a pun) on the popular *Dancing with the Stars* TV show.
- b The most important words are 'Grandpas' and 'TV losing youth'.
- c The main message is that television is losing its popularity among young people and the residual audience is now the elderly.

- d** There is a neutral point of view communicated here – the author is reporting the reality that television is becoming more exclusively the home of old people’s entertainment, and that youth do not find it attractive enough to watch. The author is not indicating whether this is a positive or a negative outcome, just that it is a changing demographic among television audiences.

#### NOT IN MY BACKYARD

- a** The use of a cliché (‘Not in my backyard’) that commonly refers to people not wanting something in their own street or locality. ‘Grow your own’ is another cliché referring to people growing their own vegetables and fruit at home.
- b** The most important words are ‘Backyard’, ‘Grow your own’, ‘losing’
- c** The main idea is that the popularity among home owners of growing their own produce is declining.
- d** The message that growing your own produce is ‘losing fans’ is a slightly negative stance as the headline suggests there is an unfounded rejection of the ‘grow your own’ movement among people – the ‘not in my backyard’ cliché has connotations suggesting it is an unreasonable and prejudiced position to take.

**25.6** Answers will vary. Examples include:

- a** Soccer Stars in Australia/ Soccer Starving Footy Codes
- b** Government Leads With New Housing Plan/ Greedy Government Bulldozes Bush
- c** Aussies On The Move/ Aussies World Champion Gossips
- d** US President Calls Australia Home/ US President Butts In



# NOTES



KNOWLEDGE  
SKILLS  
TEXTS  
GRAMMAR  
PUNCTUATION  
COMPREHENSION  
READING  
WRITING  
SPELLING  
VOCABULARY



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