

LANGUAGE



GRAMMAR, PUNCTUATION, SPELLING AND VOCABULARY

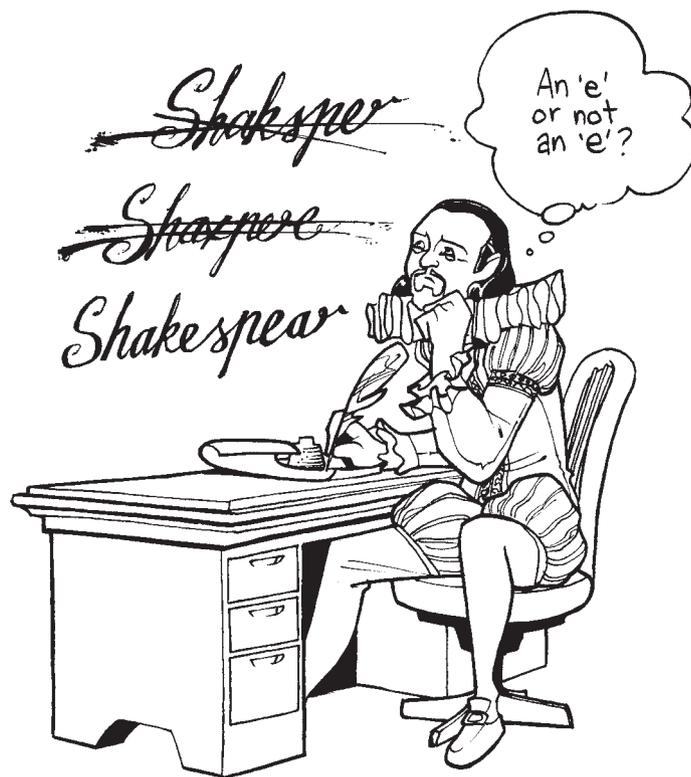
UNIT 1 SPELLING: TRICKY WORDS

It is easy to make mistakes in spelling. The rules work most of the time, but there are plenty of words that don't follow any rules in their spelling and they just have to be learnt. The English words we write today have come from many sources, evolving over the centuries, and spelling has had a hard time keeping up with the changes. In fact, there was no standard English spelling until Dr Samuel Johnson compiled the first English dictionary in the 1700s. Until then, people were free to spell things as they sounded. Even William Shakespeare seems to have spelled his own name a number of different ways.

These days you are expected to be able to spell the conventional way (note that spellings can differ from country to country, for instance, in Australia we write *realise* but in the United States they write *realize*). Here are a few ideas to help you take control of your spelling:

- **Don't be stingy with the double letters:** sometimes students are reluctant to give words all the letters they need. Words like *embarrass*, *possessed*, *assassinate*, *balloon*, *accommodation*, *aggressive*, *occurrence* and *coolly* are often written with letters missing.
- Is a **letter or syllable missing** when you write the word? Words like *basically*, *library*, *Antarctic*, *probably*, *accidentally* and *vulnerable* are often written incorrectly, that is, as they're spoken (e.g. *basicly*, *probly*).
- **Don't stick with your favourite mistakes.** Lots of students persist in misspelling words even though they know they are incorrect. Horrors such as *alot*, *buisness* and *writing* are popular misspellings (which should, of course, be *a lot*, *business* and *writing*).

On the following two pages is a list of 'A Hundred Horror Words' – the most frequently misspelled words in English. Test yourself with a friend and learn the correct spelling for any you get wrong.



HINT

It's no great secret really: reading is the single greatest way any one of us can improve our spelling and vocabulary. So, if you want to see an improvement in your ability to spell correctly, you just need to get reading!

A Hundred Horror Words

<i>Correct spelling</i>	<i>Problem part(s) of the word</i>	<i>Incorrect spelling</i>
acceptable	double c	<i>not</i> acceptable
accidentally	double c and double l and a	<i>not</i> acidently
accommodate	double c and double m	<i>not</i> acomodate
achieve	ch and ie ('ee' sound)	<i>not</i> acheve
acquire	cqu (making the sound k)	<i>not</i> akwire
amateur	a (second syllable) and eur	<i>not</i> amature
answer	silent w!	<i>not</i> anser
apparent	double p	<i>not</i> aparent
argument	drops the verb's final 'e' as a noun	<i>not</i> arguement
assignment	two s's and silent g	<i>not</i> asinement
because	au (making 'o' sound)	<i>not</i> becos
believe	ie blend (not ei or ea)	<i>not</i> beleve or beleave
business (busy)	u and i (not 'y' as in verb form)	<i>not</i> buisness
calendar	en and ar (not er)	<i>not</i> calinder
category	e and o (not a and e)	<i>not</i> catagery
caught	au ('or' sound) and silent gh	<i>not</i> cort
cemetery	three e's!	<i>not</i> cemetry or sematry
changeable	must keep the e before ending	<i>not</i> changable
column	silent final n!	<i>not</i> colum
committed	double m and double t	<i>not</i> commited
comparison	i and on	<i>not</i> comparasen
condemn	silent n ending	<i>not</i> condem or condemm
conscience (conscientious)	sc (as in science)	<i>not</i> conscience or conshunse
conscious	sc again!	<i>not</i> consious or conshus
courageous	e before ending (to keep 'soft' g)	<i>not</i> couragous
definitely	two i's , no 'a' at all!	<i>not</i> definatly
description (describe)	e (not i) and pt and ion	<i>not</i> discription
despair	e (not i) and ai (not ear)	<i>not</i> dispear
destroy	e ('i' sound)	<i>not</i> distroy
difference	two f's and ence	<i>not</i> diferance
discipline	sc and ine (not in)	<i>not</i> disiplin
embarrass	double r and double s	<i>not</i> embaras
enough	ou (sounds like 'u') and gh ending	<i>not</i> enuf
equipment	qu (k sound)	<i>not</i> ekwipment
exceed	x and c and double s	<i>not</i> ekseed or eccede
existence	ence (not ance)	<i>not</i> existance
experience	x and e (sounds like 'ear')	<i>not</i> ekspearence
foreign	ei (not ie) and silent g	<i>not</i> forien or foran
government	silent n	<i>not</i> goverment
grammar	double m and ar (not er)	<i>not</i> grammer
grateful	a (making 'ay' sound) and single l	<i>not</i> greatfull or graitfull
guarantee	silent u and two e's	<i>not</i> garantea
guess	silent u and two s's	<i>not</i> ges
height	ei (not ie) and silent gh	<i>not</i> hite or hiet or hieght
humorous	or (not our)	<i>not</i> humourous
ignorance	g and ance	<i>not</i> ignorence
immediate	two m's and ate	<i>not</i> imediat
independent	ent (not ant)	<i>not</i> independant

<i>Correct spelling</i>	<i>Problem part(s) of the word</i>	<i>Incorrect spelling</i>
intelligence	two l's and ence	<i>not</i> inteligance
jewellery	two l's and ery	<i>not</i> jewelry (only in US spelling)
knight	silent k and silent gh	<i>not</i> nite
knowledge	silent k and dge	<i>not</i> nolege
leisure	ei (not ie) and one 's' and ure	<i>not</i> lessure
library	two r's and ary ending	<i>not</i> libry
licence	two c's (in the noun form)	<i>not</i> lisense or licance
maintenance	en and ance	<i>not</i> maintanence
manoeuvr	an and oeuvre (French word)	<i>not</i> manooover or maneuver
measure	ea (not e) and ure	<i>not</i> mesure
medicine	two i's and ine	<i>not</i> medicn
medieval	ie and al	<i>not</i> medevil
miniature	two i's and ure	<i>not</i> minatour
mischievous	ch and ie and ous	<i>not</i> mischuvus
misspell	double s and double l	<i>not</i> mispel
necessary	one c and double s	<i>not</i> necessary
neighbour	ei (not ie) and silent gh	<i>not</i> niebour or naybor
noticeable	c (not s) and e before ending	<i>not</i> notisable
occasionally	double c and one s	<i>not</i> ocassionally
occurrence (occur)	double c and double r	<i>not</i> ocurence or acurance
parallel	one r and three l's	<i>not</i> parralel or paralell
pastime	one s	<i>not</i> passtime
perseverance	four e's and ance	<i>not</i> persevearence
personnel	double n and el (not al)	<i>not</i> personal
persuasion	ua (not ay)	<i>not</i> perswaysion
phenomenon	ph ('f') and enon ending	<i>not</i> fenomenum
playwright	silent w and silent gh	<i>not</i> playwright or playrite
possession	four s's and ion ending	<i>not</i> poseson
preparation	two a's (not two e's)	<i>not</i> preperation
privilege	two i's and ege ending	<i>not</i> privalage
questionnaire	double n and aire ending	<i>not</i> questionair
receive	e ('i' sound), c and ei (not ie)	<i>not</i> recieve
receipt	ei and silent p	<i>not</i> resiet
recognise	c (not k) and g	<i>not</i> reconise
recommend	one c and two m's	<i>not</i> reccomend
reference	four e's (no a's)	<i>not</i> refarence
relevant	two e's then a	<i>not</i> relavant
rhyme	silent h and y (not i)	<i>not</i> rime
rhythm	silent h and y and th	<i>not</i> rithum
schedule	sch (not sh)	<i>not</i> shedule
separate	e and two a's	<i>not</i> seperate
sergeant	er ('ar' sound) and eant	<i>not</i> sargant
successful	double c and double s but one l	<i>not</i> sucesfull
surprise	r and one p	<i>not</i> supprise
though	th and ou ('o') and silent gh	<i>not</i> tho
twelfth	silent f and th ending	<i>not</i> twelveth
villain	ai (not ia)	<i>not</i> villian
weather	ea ('e' sound) and th	<i>not</i> wether (a sheep)
whether	silent h	<i>not</i> wether (a sheep)
Wednesday	nes (not ens)	<i>not</i> Wedensday
weird	ei (not ie)	<i>not</i> wierd
writing	silent w and no e with ending	<i>not</i> riteing or writting

1

Test yourself

1 Test your performance in the following quiz. Highlight the correct spelling in each pair.

- a development developement
- b parlement parliament
- c accessable accessible
- d ecstasy ecstacy
- e millennium millenium
- f liaison liason
- g experience experiance
- h explanation explanation

2 How many words of three letters or more can you make from the following letters? Write a list. Can you find the word that uses all the letters?

R C T A A E I F B

3 Create a spelling test for your class. Choose 10 really tricky words and practise using them in sentences before you test your classmates on them.

Word	Sentence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4 Turn the following adjectives into adverbs and enter them in the space provided. The first one has been done for you.

private	separate	confidential	public	careful	continuous
_____ privately _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Wiki task
 Create your own spelling and vocabulary lists on your class wiki. Challenge yourself to learn new words each week.

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2 Extend yourself

1 Print out this page and correct the spelling errors on the menu below:

TODAY'S SPECIALS FOR COLIN'S CAFFETERIA

Entrée: *mayonaise salad*

Vegetables: *A choice of Broccoli, Pumkin, potatoe and spinach*

Main course: *Spagetti or lasange*

Desert: *friut platter of bannanas, mandarines and pinapple*

To finish: *cheese and cofee*

2 Fill in the following letters to complete the definitions. Then use each word in a sentence below.

- | | |
|---|----------------|
| a convincing argument | p__rs__a__ion |
| b not essential | un__e__ess__ry |
| c to say sorry | ap__l__gi__ |
| d group of people working together | com__it__e__ |
| e Australian native tree | __uc__l__ptus |
| f line of people waiting | q__ue |
| g awake or aware | c__ns__i__us |
| h sense of right and wrong | c__ns__ien__e |

3 The scrambled words below are all names of countries that are difficult to spell. Unscramble the words. The first letter of each word has been capitalised to help you.

- a** paoihtE _____
- b** dnawaR _____
- c** tunVaau _____
- d** hainaLtui _____
- e** Kktaashzan _____

Writing challenge

Write a menu for your own cafe using as many tricky food words as you can.

3 Challenge yourself

1 Rearrange these muddled letters to make correctly spelled words.

psinreusao	aaslyne	equinntraa	chroirsneo
krookebeep	cleybci	bertlou	crixseee

_____	_____
_____	_____
_____	_____
_____	_____

2 Select the correct word in brackets to complete each sentence:

- a The soldiers in the Sixth _____ were sent to war. (Battallion/Battalion)
- b 'Careful, that material is _____!' (inflamable/inflammable)
- c I needed an _____ before the operation. (anaesthetic/anasthetic)
- d The file was marked _____. (miscellanious/miscellaneous)
- e You have been convicted of _____. (drunkeness/drunkenness)
- f There's no need to be so _____. (belligerant/belligerent)
- g Please fill in the _____. (questionnaire/questionaire)
- h The _____ of the drums was strong. (rhythm/rythm)
- i Your _____ is remarkable. (efficiency/efficency)

3 Choose 10 words from the list at the start of this unit and memorise how to spell them correctly. Write a sentence using each word.

Word	Sentence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Writing challenge
 Use as many of the following words as you can to create your own original paragraph of writing.

immaculate	theatrical	circumference	insistence	apparatus
longevity	derogatory	brusque	bureaucracy	benign
	bilingual	bourgeois	opaque	labyrinth

UNIT 2 SPELLING: FOREIGN WORDS

English has borrowed words from many sources. The English language is dynamic and growing all the time as new technologies and slang demand new expressions, but it is also true that history has altered the language in many important ways. Many of the crucial times in English history are reflected in changes to the language.

Conquerors and colonisers

The Norman Army invaded England in 1066 and changed the English language forever. For instance, the French-speaking conquerors imposed the names of their food on English: *Cow* (like *chicken*) used to be the name for both the animal and the dish you eat; however, after the Normans arrived, *cow* remained the name for the animal that the defeated English cared for; *beef* (from the French word for cow, *boeuf*) became the name of the food they served their French-speaking masters.

With the growth of the British Empire (the sixteenth century on), the English became conquerors and colonisers in their own right. Many words from India, Africa and South-East Asia were adopted as English speakers came in contact with foreign cultures and as slaves were brought back to England and transported across colonies.

Often they were words for the local foods, like *mango*, *satay*, *curry* and *ketchup*. *Tattoo* is a word first seen in English in Captain Cook's journal as he explored the South Seas, a new word for a new practice. Amazing new animals, unknown to the English until then, had their native names taken into the English language – words like *orangutan*, *cockatoo* and *bandicoot*. With the settlement in Australia, Indigenous words for local animals such as *kangaroo*, *kookaburra* and *koala* also became English words.



(**Kari* is the original Tamil word for the hot dish we know as *curry*.)

Trade and travel

Not all changes to English were a result of wars and invasions, of course. Many words come from long associations with European neighbours and trading partners. French and German words are used every day in English, just as many English words have been adopted by the French and German languages. Here is a list of some of the most common words taken from French.

amateur	chic	imbecile	quiche
antique	croissant	limousine	rendezvous
avalanche	cuisine	lieutenant	reservoir
ballet	espionage	moustache	restaurant
banquet	fatigue	naive	role
bizarre	garage	nuisance	subtle
boutique	gateau	petite	village
cafe	gourmet	plateau	
cousin	hotel	questionnaire	

As travel becomes more common (not to mention the globalisation of the world with the internet), we continue to adopt new words into English from other languages, and our understanding of other cultures grows. We have words for great new food ideas from almost every culture on Earth, from *couscous* and *bagel* to *baklava* and *dim sum*. It is certain that English will keep on acquiring new and unfamiliar words, so the following pages give you the opportunity to work on the spelling of foreign words.

1 Test yourself

- 1 Using the words below, fill the gaps to write your own Traveller's Diary. Use a dictionary if you need to.

kilim luau kimono aloha boomerang
billabong lei karaoke dolmades kebab

When I went to Tokyo, I wore a _____ to a _____ bar where I sang happily. In Turkey, I sat on a _____ to eat and I enjoyed the _____ and the _____. As I left Hawaii, my friends threw me a _____ and gave me a _____ and called out, '_____'. For my next holiday I'll stay in Australia, somewhere near a _____ and I'll learn to throw a _____.

- 2 Sort these Aboriginal words into three columns, under the headings: Birds, Fish and Other animals.

barramundi pademelon galah wobbygong
brolga numbat currawong bilby yabby

Birds

Fish

Other animals

- 3 Where did all these animals come from? List them under these three headings: Europe, Asia and Africa.

Doberman Rottweiler chimpanzee orangutan
dachshund zebra Shih Tzu giraffe cockatoo

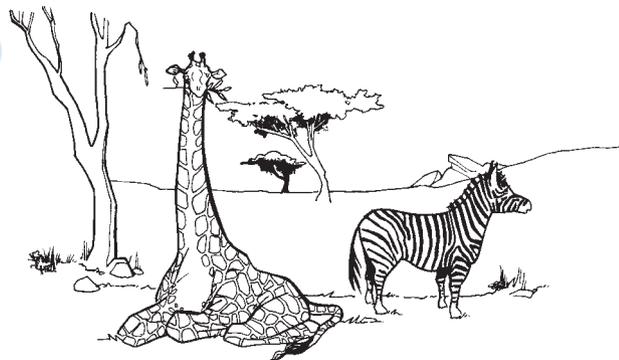
Europe

Asia

Africa

Website explorer

Search online to find a list of words adopted from Native American languages. Add these words to your class wiki.



2 Extend yourself

- 1 *Smorgasbord* is a Swedish word for a banquet with many different dishes. In your own notebook, write a menu using the following foods, explaining to the diners what is in each dish and where it originated.

goulash with paprika curry with mango sushi and miso hamburger with ketchup

- 2 Look up the origin of these words and list them in the correct boxes below.

origami bistro soy calico manga bazaar anime
wok plague sherbet cosmonaut jasmine sabotage
kaftan séance tofu intelligentsia bungalow

Japanese	
French	
Russian	
Chinese	
Persian	
Indian	

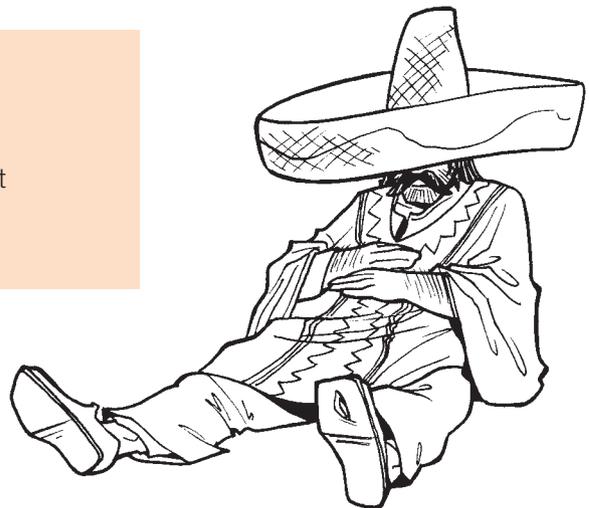
- 3 Link each of these words to the correct definition using the line/drawing tool.

- | | |
|--|--|
| <p>a amok (Malay)</p> <p>b yakka (Aboriginal)</p> <p>c doppelganger (German)</p> <p>d strudel (German)</p> <p>e kowtow (Mandarin Chinese)</p> <p>f futon (Japanese)</p> <p>g tsunami (Japanese)</p> <p>h tae kwon do (Korean)</p> <p>i gingham (Malay/Dutch)</p> <p>j siesta (Spanish)</p> | <p>ghostly double of a living person</p> <p>afternoon nap</p> <p>baked pastry with filling</p> <p>work</p> <p>frenzied way of running about</p> <p>large ocean wave</p> <p>type of mattress</p> <p>cotton fabric</p> <p>form of martial arts</p> <p>to submit by touching ground with forehead</p> |
|--|--|

Writing challenge

Write a letter home about your holiday in France, using all of the following French words.

avalanche hotel restaurant adroit
aplomb après-ski adieu



3

Challenge yourself

1 Fill in the spaces to complete these words.

- | | | |
|---|------------------------|--|
| a | p__a__a (Spanish) | market place, open square |
| b | l__er__ur__ (German) | sausage |
| c | d__i c__es__n (German) | shop selling prepared foods |
| d | f__a__ (German) | anti-aircraft fire; criticism |
| e | s__p__n__ (Italian) | high-pitched voice |
| f | m__ue (Arabic) | Muslim place of worship |
| g | p__go__ (Italian) | garden structure for climbing plants |
| h | g__s__g (Chinese) | medicinal plant |
| i | ba__o (African) | musical instrument |
| j | __om__i__ (African) | dead body revived by witchcraft; dull person |

2 We learn about a culture from the words it gives us. For example, Hebrew, the language of Judaism, gives us many words about religion, while Italian gives us dozens of words about music. Find the origin of these words (they have been clustered by country).

Words	Country of origin
a orchestra, libretto, maestro	_____
b pyjamas, verandah, shampoo	_____
c bonsai, ikebana, haiku	_____
d kosher, cherub, amen	_____
e mosquito, tobacco, aficionado	_____
f kindergarten, hamburger, wanderlust	_____

3 Use the following words to fill in the table below, entering them alongside their country of origin.

bamboo	karma	cameo	abseil	yoghurt	amigo
yoga	batik	caviar	avocado	graffiti	angst
tulip	sarong	zen	replica	cigarette	neanderthal

Turkish			
Spanish			
Indonesian			
Sanskrit			
Italian			
German			

Website explorer

It is not only words that we have adopted from other languages but also expressions, adages and clichés. Use an online dictionary or search engine to discover the origin and meaning of the following expressions:

c'est la vie gesundheit carpe diem gung ho vis á-vis per se

UNIT 3 SPELLING: LATIN AND GREEK ORIGINS

Many words we use in English today come from the ancient Greeks, whose great civilisation enormously influenced the world, and from Latin, the language of the powerful Roman Empire.

For many centuries Greek and Latin were considered the languages of learning and culture. They were of such high prestige that when scientists or scholars wanted new words, they ‘built’ them out of Greek or Latin ‘roots’, or linguistic source elements. The term for a new word itself is **neologism** – from the Greek roots **neos** (meaning *new*) and **logos** (*word or thought*). The word **etymology** – from the Greek roots **etimon** (meaning *true sense*) and **logia** (*study*) – is the history of words and their origins.

Some Greek and Latin words remain today in their original form. We still use *video*, *audio*, *hyper*, *retro* and *pseudo* in everyday English. However, most are used as the core, or **root**, of English words. **Polis** is the Greek word for a city-state (like Athens or Sparta). We have many words built on that core, such as *police*, *policy*, *polite*, *politician* and *political*.

Latin and Greek give us a vast reservoir of words to be reworked, combined and recycled for a changing world. The Greek word **techne** meant *craft*. It was adapted into *technology*, as we needed a new word for a new idea. Knowing Greek and Roman roots can help you to spell and to work out the meaning of unfamiliar vocabulary.

Here are some of the most frequently used Greek and Latin roots.

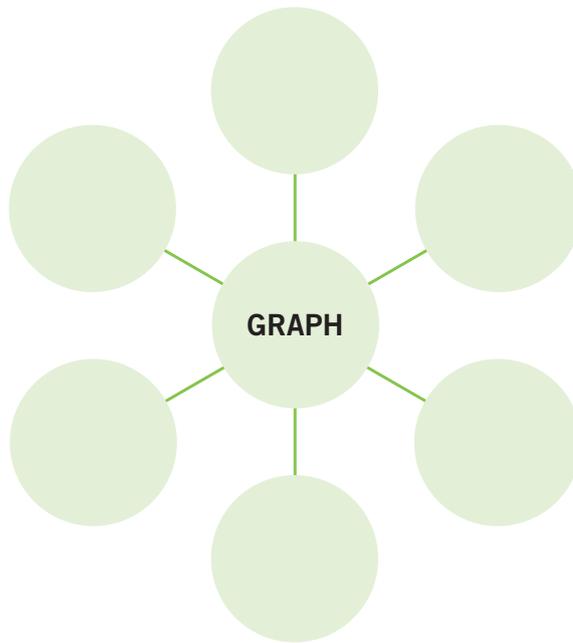


<i>aer</i>	air
<i>anthropo</i>	human
<i>auto</i>	self
<i>aqua</i>	water
<i>audio</i>	hear
<i>bene</i>	good
<i>bio</i>	life
<i>centum</i>	hundred
<i>chronos</i>	time
<i>contra</i>	against
<i>com, con</i>	with
<i>cor</i>	heart
<i>circum</i>	around
<i>demos</i>	people
<i>dict</i>	say, speak
<i>geo</i>	earth
<i>gram</i>	writing
<i>fuge</i>	run away
<i>graph</i>	writing/drawing record
<i>hydro</i>	water
<i>hyper</i>	beyond, excessively
<i>inter</i>	among
<i>liber</i>	free
<i>locus</i>	place
<i>logos</i>	word, study
<i>macro</i>	large
<i>magna</i>	large
<i>mania</i>	madness
<i>manus</i>	hand
<i>maximus</i>	greatest

<i>meter</i>	measure
<i>micros</i>	small
<i>minimus</i>	smallest
<i>mono</i>	alone
<i>morph</i>	change
<i>omni</i>	all
<i>path</i>	feeling
<i>pend</i>	hang
<i>philo</i>	love, friendship
<i>phobia</i>	acute fear
<i>phono</i>	sound
<i>poly</i>	many
<i>port</i>	carry
<i>post</i>	after
<i>pre</i>	before
<i>psyche</i>	mind
<i>re</i>	again, back
<i>scopeo</i>	look
<i>scrib, scrip</i>	write
<i>sol</i>	sun
<i>soph</i>	wisdom
<i>sub</i>	under
<i>struct</i>	build
<i>techne</i>	craft
<i>tele</i>	far off
<i>tempus</i>	time
<i>terr</i>	earth
<i>trans</i>	across
<i>tract</i>	pull, draw
<i>toxi</i>	poison

1 Test yourself

- 1 Complete the following wordweb using English words that come from the Latin root word in the centre.



- 2 In the table, identify each root word and find two more words that come from it. The first one has been done for you.

English words	Root word	More English words
predict, <u>diction</u>	dict: say or speak	contrad <u>ict</u> , ver <u>dict</u>
local, locate		
cordial, coronary		
structure, construct		
portable, porter		
monotonous, monopoly		

- 3 How many English words can you find from the Greek *tele*, meaning far off? List them below.

Writing challenge

Write a paragraph using four of the words you used to complete the table in exercise 2.

3

Challenge yourself

- 1 Complete the following table with as many words as you can.

Root word	Meaning	English words
aer	air	
bene	good, well	
liber	free	
poly	many	
tempus	time	
tract	draw, pull	

- 2 Arachnophobia is the fear of spiders. How many other phobias does your class know? Use your dictionary or search online to find the meanings of the following lesser-known phobias.

- a bibliophobia _____
- b catoptrophobia _____
- c agoraphobia _____
- d hippopotomonstrosesquippedaliophobia _____

- 3 Using your knowledge of Greek and Latin roots, explain the following.

- a Why is the death penalty called *capital* punishment?

- b What sort of an operation is *rhinoplasty*?

- c What word meaning *arrogant* comes from *super* (above) and *cilium* (eyebrow)?

- d *Hippo*, *icon* and *zoo* are ancient Greek words. What did they mean back then?

- 4 Explain the meaning of the following words and how they all have a connection to the root word path, meaning *sense* or *feeling*.

sympathy pathos pathetic pathology empathy

Writing challenge

Write a list in your notebook of as many English words as you can using the following roots. Consult a dictionary if you need to.

morph anthropo philo psyche logos chronos

UNIT 4 GRAMMAR REVISION

The building blocks of English are **words**, but they are not all alike. There are seven major categories of words, each with its own specialised function: **verbs, nouns, pronouns, adjectives, adverbs, prepositions** and **conjunctions**. Only when they are all used correctly does English make sense.

Verbs

Verbs show all actions (or states of being).

Example

Jack and Jill **ran** (verb) up the hill.

There are two distinct features of verbs:

- 1 Verbs can change **tense** (from the Latin word for *time*) because the action may be in three different 'time zones': the past (*he ran, she ran*), the present (*he runs, she runs*) or the future (*he will run, she will run*).
- 2 Verbs can also appear in the **infinitive** form (i.e. the basic form of the verb, with *to* in front of it).

Examples

to be to have to know to play
to jump to think to study



HINT

Every sentence in English needs a verb, the flexible backbone of the English sentence.

Nouns

Nouns name a person, place or thing (including ideas). A noun may be **common** (*girl, city, shop*) or **proper** (*Sarah, Perth, McDonald's*). It may also be **collective** (a *flock* of sheep, a *school* of sharks) or **abstract** (*humour, friendship, beauty*), naming a quality or state that you can't see or hold in your hands.

Pronouns

Pronouns stand in (or substitute) for nouns. This allows 'shortcuts', so that the full name doesn't have to be repeated every time.

Example

Jo gave *Nick* the book because *Nick* needed the book, and *Jo* liked *Nick* so was eager to help *Nick*.

Instead, we use pronouns and simplify the sentence to:

Example

Jo gave *Nick* the book because he needed *it* and *she* liked *him* and so was eager to help *him*.

Here they are.

Subject pronouns (the one doing the action)	Object pronouns (the one to whom the action is done)
I	me
you	you
he, she, it	him, her, it
we	us
you	you
they	them

As well as the standard pronouns (in the table on page 16) there are two specialised types:

1 Possessive pronouns (*my, your, his, her, our, their*), which mean belonging to something.

Examples

This is *my* coat.

Its claws are very sharp.

The fault is entirely *hers*.

2 Relative pronouns (*who/whom, whoever/whomever, that, whose, which*), which connect parts of a sentence.

Examples

I bought the new magazine *that* you told me about.

To *whom* should I address this?

Adjectives

Adjectives modify (tell us something about) nouns.

Examples

The *small* house is on the hill.

The *frightened* birds flew away.

Or you could even put a string of adjectives together:

Example

Three small, frightened pink pigs flew by.

Adverbs

Adverbs modify (tell us about) verbs (and sometimes adjectives), showing when, how, to what degree and how often. Adverbs often have **-ly** at the end (e.g. *sweetly, quickly*) but not always. *Now* and *sometimes* are adverbs, while *lovely* and *friendly* are adjectives.

Examples

I was *very* sick.

Suddenly and *desperately*, he began to run.

Prepositions

Prepositions show direction, position and location.

Examples

to from up down under

above between among after

Conjunctions

Conjunctions join words (Tom *and* Harry) and parts of sentences (I fell off my bike *because* I was showing off).

Examples

and but or because although

after since while though if

HINT

Subject and object pronouns must not be confused (e.g. *Me saw she* or *Them likes we*).

HINT

If you are unsure when to use *who* and when to use *whom*, you can rephrase the sentence so you choose between *he* and *him*; if you want *him*, write *whom*; if you want *he*, write *who*. For example: *who do you think did this?* (do you think *he* did this?); *whom should we ask to help us?* (should we ask *him* to help us?).



1 Test yourself

1 Find the best preposition from the box to complete these sentences. You may need to use some of them twice.

on at for to in about

- a 'Throw the ball _____ me,' called Hayley.
- b The audience threw rotten tomatoes _____ the comedian.
- c I wear a seatbelt _____ the car but not _____ the bus.
- d Sam lives _____ Main Avenue.
- e Henry lives _____ 335 Victoria Street.
- f She's thinking _____ the answer.
- g He asked _____ help.

2 Adverb or adjective? Cross out the wrong word in these sentences.

- a He plays football nearly/near as well as I do.
- b Jenny behaves more polite/politely than Sarah.
- c We heard it perfectly/perfect.
- d This sure/surely was a great day.
- e I felt bad/badly about leaving her there.
- f The truck lurched dangerous/dangerously.

3 Proper nouns start with capitals. Rewrite the nouns below that need to start with a capital letter. Then write them into sentences.

laurence	maths	macbeth	frogs	brisbane
river	thursday	computer	kfc	facebook

Writing challenge
 Write a paragraph in your notebook about a chase, using all the following prepositions.

in under between around over through past above among

2

Extend yourself

- 1 Choose the right collective noun from the box to complete these phrases.

pride gaggle parliament murder herd den library

- a _____ of geese
 b _____ of thieves
 c _____ of antelope
 d _____ of books
 e _____ of lions
 f _____ of owls
 g _____ of crows

- 2 Turn these nouns into adjectives.

- a beauty _____
 b fun _____
 c flower _____
 d hatred _____
 e Melbourne _____
 f challenge _____

- 3 Highlight the verbs in these sentences then rewrite them using past tense.

- a I am coming to the game with you.

- b It is very boring just sitting around.

- c Katherine likes Dave but he just likes football.

- d I never watch television unless I'm eating popcorn.

- 4 Find all the related words and complete the table.

Noun	Adjective	Adverb	Verb
beauty			
			to defer
		sweetly	
	sick		
continuation			
		blindly	
	sympathetic		

Wiki task

Insert the table into your class wiki and then add another 20 words to it.

3 Challenge yourself

- 1 Complete this sentence in different ways, using the tense suggested.
- a Terry keeps telling me (past simple) _____.
- b Terry keeps telling me (present simple) _____.
- c Terry keeps telling me (future simple) _____.
- 2 Use pronouns clearly. Remember that the pronouns *anybody*, *everybody*, *each*, *neither*, *anyone* and *everyone* are singular and need singular verb forms. Fix the pronoun errors in these sentences. The first one has been done for you.
- a If a student joins the netball team, they have to turn up to training.
If a student joins the netball team, she has to turn up to training.

- b Everyone should remember their footy gear tomorrow.

- c Although Danny was fighting with Dario, he wasn't hurt.

- d Anyone can make a mistake in his or her work.

- 3 Highlight the correct form of the verb to finish these sentences.
- a The boy, with both his sisters, are/is waiting for you.
- b The family collect/collects model cars.
- c Where is/are my trousers?
- d The scissors are/is on the table.
- e Each one of you are/is to blame.
- 4 Select conjunctions from the box to join these pairs of sentences.
- | | | | | |
|-------|----|---------|----------|--------|
| while | if | because | although | unless |
|-------|----|---------|----------|--------|
- a We're happy. It's raining.

- b I won some money. I bought a lottery ticket.

- c You will do better. You listen to your sister's advice.

- d I can't vacuum under the chair. You lift your feet.

- e I can't vacuum under the chair. You're still sitting in it.

Technology challenge

Use a Flip Video camera, mobile phone or other recording device to create an instructional video on how to use correct English grammar. You can choose one or more of the rules from this unit to create your video. Make your video more entertaining by using funny examples of incorrect grammar.

UNIT 5 FIXING SYNTAX PROBLEMS

Syntax means **sentence structure**. In English we make meaning through the **order of the words** in a sentence.

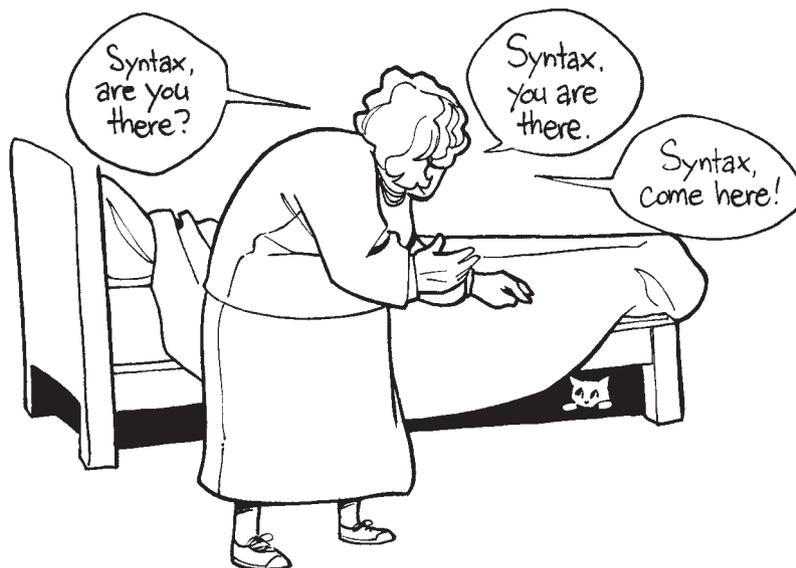
He is here is a typical statement order. However, the same words, in a different order, mean something different: *Is he here?* is a typical question order, since putting the **verb** before the **noun** turns it into a question.

Come here! is a command, where the **subject** has been removed and only the **verb** is left.

Before I this had never you met is a collection of English words, but they make no sense until they're properly ordered.

Before this I had never met you makes much more sense.

The formal rules of English syntax are very complex and technical. Here are a few of the common errors of syntax.



Complete sentences

It is important to write in whole sentences, not sentence fragments. Phrases and clauses can be used in sentences, but they're not sentences on their own.

Examples of phrases

in the park

after lunch

with a smile

A clause is a group of words with a verb, but it doesn't make sense on its own.

Examples of clauses

when I fixed my bike

because we had to go home

if I give you a hand

Remember: A sentence must make complete sense on its own, whether it is simple, compound or complex.

Examples of sentences

I fixed my bike.

I fixed my bike after lunch and Matt gave me a hand.

When I fixed my bike I had to go home for lunch and luckily Mum had kept some roast lamb, my all-time favourite, for me.

HINT

A phrase is a group of words with no verb. A clause is a group of words with a verb, but that does not make a complete sentence.

No run-on sentences

Don't use commas to join two or more sentences together. *Connie was sick, she ate too much chocolate* is a false or run-on sentence. You should make it into two sentences, use a conjunction or use a semi-colon if there is a direct relationship between the two parts (think of semi-colons as showing a cause and effect relationship but in reverse, i.e. effect; cause).

Examples

Connie was sick. She ate too much chocolate.

Connie was sick because she ate too much chocolate.

Connie was sick; she had eaten too much chocolate.

No changes of tense

Verb tenses should generally not be changed mid-sentence.

Example

The waves crashed, the wind roared and the thunder rolls.

The first two verbs are in the past tense, but the final one is in the present. They should all agree – all past or all present. This is a really common problem for students and is one that you must pay attention to.

Make nouns and verbs agree

The nouns and verbs in a sentence should always be in agreement.

Examples

The man with all the children *are* walking down the street.

(The sentence has a singular subject – the man – so there should be a singular verb.)

Corrected: The man with all the children *is* walking down the street.

Julie and her mother *likes* shopping.

(The subject is clearly plural – Julie and her mother – so the verb must be plural.)

Corrected: Julie and her mother *like* shopping.

Put together a list of what you want and I'll take *them* with me.

(There might be many items on the list but the list itself is singular.)

Corrected: Put together a list of what you want and I'll take *it* with me.

No dangling modifiers

A dangling modifier is where a phrase or clause (the modifier) in a sentence is associated with a word other than the one intended, thereby incorrectly modifying the meaning of the sentence.

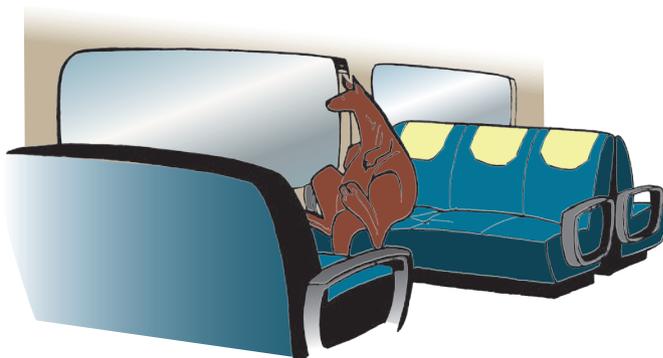
Example

Looking out of the train window there was a kangaroo.

This sentence suggests that the kangaroo is doing the looking. It should read: *Looking out of the train window I saw a kangaroo.*

A **modifier** is a word or phrase that describes or gives extra information in a sentence.

Examples of modifiers are: *Sitting on the bus, having finished breakfast, after completing the housework.* Make sure it is clear who is doing these actions in your sentences.



1

Test yourself

1 Sort the following words into sentences.

a Terry am because I here me help needs to.

b You can I Molly go after and school together home?

c Southfield pretty movie new is action at the good.

d But comes a once winter year.

2 Turn these run-on sentences into correct English.

a I loved the match, we were brilliant and won by six goals.

b Tess never plays sport, she'd rather read a book.

c They were not firemen, they were just helping out.

d We've run out of copy paper, you'll have to buy some.

3 Highlight the right verb to complete each sentence.

a The boy or his brother was/were on the train.

b The boy and his brother was/were on the train.

c The principal, as well as the other teachers, was/were at the concert.

d Each of these girls is/are in the team.

e That \$10 is/are mine.

f Kevin and I is/are going to be late.

g Amy is/are going to the concert, as well as her parents.

4 Compose some funny sentences with dangling modifiers.

Website explorer

There are many grammar guides online but some are better than others. See what you can find and add a list of recommended guides to your class wiki.

2 Extend yourself

- 1 Make these simple sentences more complex by adding one or more phrase/s or clause/s to them. You may use some of them more than once.

under the house during the morning with a lot of help
wearing a yellow jumper in silence

- a I went to class _____.
b Barney hid _____.
c Tess finished the project _____.

when they saw the boys but they made a lot of noise as Karen said
if we pass the fitness test since you arrived late
unless it rains whether he comes or not

- d The coach expects us to win _____.
e I'm leaving now _____.
f Ted and Cass were very pleased _____.

- 2 Turn these run-ons into correct sentences.

- a Marija came home really late, she is in trouble with Mum.

- b The children were so excited, they loved their presents.

- c I didn't know which one to choose, they both looked fine.

- d I'm happy here, my friends are here too.

- 3 Turn the sentence fragments into correct sentences.

- a I'm going to get a hamburger. Just because I feel like one.

- b Sandro is a good student. With top marks in all subjects.

- c It must be great to be so talented. Especially when you get applauded.

- d *X-Men*, my favourite movie. It's on TV tonight.

Writing challenge

Take one of the sentences in exercise 3 above and develop it into a paragraph, making sure not to use sentence fragments or run-on sentences. Concentrate on using consistent tense and on subject-verb agreement. When you have finished, make sure you proofread your work.

3

Challenge yourself

1 Rearrange the word order to make sentences.

a there to really can pleasant daydreams be when nothing is do

b the in those bush annoys bugs all camping with me

c Dad saw car sitting waiting the the were when for we we in dog

d world with day love one see to the travel would and you I

2 Rewrite these sentences so that there are no dangling modifiers.

a Hurrying home in the dark, there was a pothole in the footpath.

b Having read the article twice, it still made no sense.

c Without knowing the facts, it was hard to judge.

d Running to catch the bus, Johan's schoolbag fell into the mud.

3 Unnecessary tense changes are confusing, but sometimes a tense shift is needed.

Examples

The girls *will eat* the cakes they *are baking*. I *am bringing* my coat because I *will need* it later.

Change tenses in these sentences as required.

a Daria loves fruit, which she eats since she was a baby.

b The computer crashed, which is caused by a power surge.

c We are putting in new tiles because the bathroom has been renovated.

d The shop sent me movie tickets because I was such a good customer.

e I will find the treasure that will be there for centuries.

Writing challenge

Write a paragraph about a time when you couldn't do your homework. Write it using present tense. When you have finished, make sure you proofread your work, concentrating on tense consistency. Now rewrite your paragraph changing it to past tense. Once again, make sure you proofread for tense consistency.

UNIT 6 FORMAL AND INFORMAL LANGUAGE STYLE

We write so that we can communicate with other people. Whether it's creative writing or project work for school, it is always best to write clearly and simply.

Some general guidelines for good writing are:

- Try to be as **concrete** (specific) as possible. For example, a sentence like, *A lot of people are unhappy about conditions in the school* is fine as an opening remark, but on its own it is fairly vague. You need to clarify the statement: *A lot of people are unhappy about conditions in the school because the canteen food is terrible and the grounds are too small*. Never stop at general statements. Always give examples and 'pin down' ideas by using specifics.
- Don't use **lots of words** (e.g. *at this point in time*) when one word (*now*) will do.
- Likewise, avoid using big words just to impress. For example, *Your lack of punctuality is becoming entrenched* really just means, *You're late again*. Of course, there are times when you will want to use an impressive vocabulary, just make sure that you only use words you completely understand.
- Don't use **clichés**. They're tired phrases that have been used so often that they are dull, like *time and time again*, *throwing the baby out with the bathwater* and *plenty more fish in the sea*. Think of original ways to express yourself.
- Don't **invent** words, or guess. If you're not sure, check with a dictionary before using a word. Don't be like the football player who claimed he had *risk-taked* during the game, or the coach who wanted to *architect* a new team.
- Vary your **sentence length**. Don't make all your sentences short or your writing will sound like rapid-fire shooting. Don't make them all long, either, or your reader will lose interest.
- **Match the style to the subject** of the writing. A light-hearted piece can afford to use language creatively, even dropping in odd slang words for flavour. However, a serious piece should use a serious tone. Don't mix the styles without good reason.
- Consider this advice from Gary Provost:

This sentence has five words. Here are five more words. Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It's like a stuck record. The ear demands some variety. Now listen. I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length. And sometimes, when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals – sounds that say listen to this, it is important.

Gary Provost, *100 Ways to Improve Your Writing*, 1985

Some additional, technical style-related issues include the following.

Paragraphs

Paragraphs are used to break up writing into manageable chunks on the page and to show a new event or a change in time or setting. You also need to start a new paragraph (not just a new line) every time there is a new speaker in dialogue.

To start a new paragraph you have two choices: leave a line or indent. Whichever one you choose is fine but be consistent – don't use both methods in one piece of writing.

Ambiguous pronouns

Pronouns, when badly used, can cause massive confusion, as seen in the example below. This can sometimes lead to painful outcomes!

Example

You take the sledgehammer and I'll hold the stake. When I nod my head, you hit it.

The stake or the head? Here is a more commonplace example.

Example

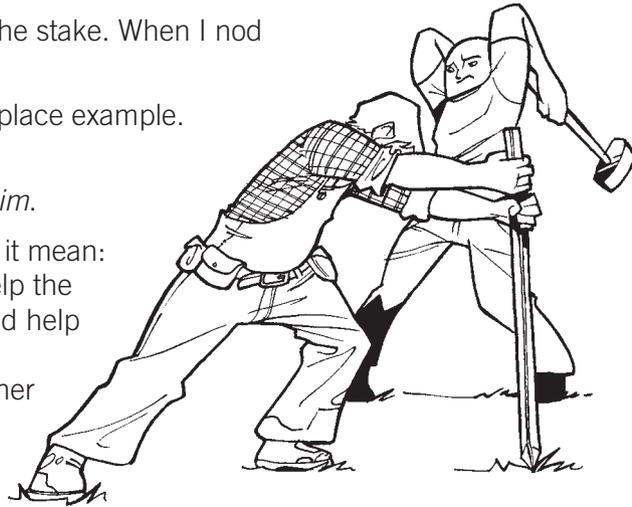
John told Ron's son that *he* should help *him*.

This sentence has five possible meanings! Does it mean: Ron's son should help John, that Ron should help the son, that Ron should help John, that John should help Ron, or that John should help the son?!

This problem is easily fixed by adding in another noun to clear up the confusion:

Example

John told Ron's son that he must help his *father*.



Know your transitive and intransitive verbs

TRANSITIVE

A transitive verb is an action verb and it has a direct object, which receives the action.

Example

The dentist *extracted* my tooth.

Here, the verb *extracted* has the direct object *my tooth*. You can test whether a verb is transitive or not by asking who or what directly follows the verb.

Examples

Mum *carried* the shopping home.

Darcy *read* the newspaper in class.

Lara *screamed* a warning just in time.

INTRANSITIVE

An intransitive verb has no direct object.

Example

Jake *complained* about the poor service in the restaurant.

The verb is *complained* but it has no direct object. No person or thing receives the action.

Examples

Cass *was listening* to music on her iPod.

Kayani *fell* over in the sprint.

I *studied* hard all night.

It is useful to know transitive and intransitive verbs because they help you distinguish between active and passive voice when you are writing.

Active and passive voice

Active voice is the straightforward use of language where the subject of the sentence does the action described by the verb to the object of the action, as in *Laura eats sushi*. We could describe this technically as follows:

subject	+	verb	+	object
Laura		eats		sushi

In passive voice, the relationship between subject and object is reversed. The object comes first and the subject comes last.

object	+	verb	+	subject
Sushi		is eaten		by Laura

Try to avoid the passive voice. It is unnecessarily complex and, while technically correct, is harder to follow. Active voice is generally more lively and clear.

Who and which

Remember that in English, the pronoun *who* refers to **people** but the pronoun *which* never refers to people, only to **animals and things**.

Examples

He is the man who saved my life.

There is the dog which bit me last week.

Not

He is the man which saved my life.

There is the dog who bit me last week.

Online and offline language

Easy access to the internet, our use of personal computers and the use of mobile devices has forever changed the way we communicate.

In the workplace, with our friends and family, and at school our main forms of communication are email, text messaging and social networking sites such as Facebook and Twitter. What we need to remember is that informal language, both online and offline, is not always appropriate.

It's important to understand when and where formal language is required. In a text message or if you were chatting with someone online you might close your message with *spk l8r*. However, if you were emailing your teacher with an assignment or a question then this kind of text talk wouldn't be appropriate and you would use something like: *Best regards* or *Thank you*.

This is especially important when you start to apply for jobs. There are many anecdotes online about people submitting cover letters for jobs in text talk, without proper formatting and using slang. Needless to say, those who do this don't end up getting an interview.

Some of the common errors that occur when students are unable to successfully shift from informal language to formal language are these:

- lowercase *i* – **never** forget that *I* is **always** capitalised
- use of acronyms – acronyms such as *LOL* are not suitable replacements for words in formal writing
- lack of apostrophes – don't get used to not using apostrophes while texting and then forget the rules for using them in formal writing
- shortened words – don't get used to creating and using abbreviations such as *txt* and become lazy in your writing
- use of emoticons 😊 – emoticons are **never** okay in formal situations
- using caps lock – if you want to emphasise a point in formal writing you can use exclamation marks (sparingly) or italicise the stressed words.

2 Extend yourself

1 Change the following passive writing to active.

a The vase was broken when the boys crashed into the table.

b My family will always be loved by me.

c A policy of 'user pays' has been adopted by the government.

d Many errors were made in your homework.

2 Complete these sentences, making sure you don't confuse these similar sounding words.

a I listen to my _____ (conscience/conscious) and try to do the right thing.

b Somebody has been _____ (flinching/filching) my money.

c The cheering _____ (spurned/spurred) him on to greater effort.

d The _____ (current/currant) was so strong we were swept downstream.

e Thanks for coming. Your _____ (presence/presents) means a lot to me.

3 Select the most appropriate word for *small* from the following thesaurus list to complete the sentences below:

petite tiny miniature insignificant puny undersized little

a The _____ baby slept peacefully.

b The children loved riding on the _____ railway.

c His muscles were quite _____.

d Due to malnutrition, the population was _____.

e The ballerina was very _____.

f You should have seen how _____ our new kitten was.

g The problem was _____.

Writing challenge

Write sentences using all of these thesaurus suggestions for *bad* to show you understand the different nuances of meaning.

evil rotten immoral painful worthless unpleasant counterfeit

Technology challenge

Practise using the thesaurus function on Microsoft Word. There is a built-in thesaurus you can use while typing or you can right click on a word to see a list of synonyms.

3 Challenge yourself

- 1 You need to use an appropriate tone or register in your writing. For example, it is fine to be informal in an email to a friend but you need to write more formally in an essay for school or even in an email to your teacher.

Rewrite these sentences so that they are more formally expressed.

- a Romeo is a bit of an idiot when he gets into a fight with Tybalt.

- b Global warming is really full-on.

- c Censorship, yeah, right. I don't think so.

- d The play was fantastic and all the actors rocked.

- 2 Rewrite the following so that they are clearly and simply expressed.

- a Over the upcoming 12-month period...

- b Our advertising delivery strategy targets higher end market customers.

- c We need to take actions to prioritise our goals.

- d The establishment of a feedback process should enhance our customers' perception of satisfaction with the company.

- e Participation by students in the operational and policy processes of this educational establishment is minimal.

- 3 Complete these sentences, choosing the most appropriate word for *good* from the thesaurus.

satisfactory honest well-behaved kind admirable efficient

- a He is a very _____ little boy.

- b You are always so _____ to me.

- c Your work is quite _____.

- d She's a very _____ teacher.

- e Jo is very _____ in her dealings.

- f You have an _____ ear for music.

Writing challenge

Write a paragraph about a performance you have seen recently (film, television, concert or play) using a formal register. Then rewrite it using informal language.

Website explorer

Search online for two examples of informal language and two of formal language. Note what sort of websites you find informal/formal language on.

UNIT 7 PUNCTUATION REVISION

Punctuation, like spelling, is there to make writing easier to follow. Look closely at the two cartoons to see how a simple comma changes the meaning completely.

Punctuation is a set of conventional symbols used in writing. The symbols have only one purpose: to break up the words in order to make the meaning clear. In live speech, people use pauses to show how words cluster or break to give meaning.

In writing, these pauses have to be shown symbolically. That's what punctuation marks such as full stops and commas are – symbols that represent pauses. The good news is, unlike spelling, there are no tricks or exceptions. It's simply a matter of following the rules.



Panda: Eats, shoots and leaves.



Panda: Eats shoots and leaves.

<i>Punctuation mark</i>	<i>Name</i>	<i>Use</i>	<i>Example</i>
'	Apostrophe	1 To show possession. 2 To show that letters have been omitted.	1 Jenny's work; the dogs' kennels. 2 I'm sorry but you're wrong; the '60s were really groovy.
A, B, C (etc.)	Capitals	1 For proper nouns and adjectives and for text titles. 2 To begin sentences.	1 Mary, the Armenian girl, loves <i>Beauty and the Beast</i> . 2 Let's go to town.
:	Colon	1 To introduce a list. 2 To introduce a word or words that explain.	1 Get out the ingredients: jam, ice and honey. 2 I'm so annoyed: he's taken my shoes again.
,	Comma	1 To divide phrases and listed words. 2 To mark off direct speech.	1 We ran up the street, over the lane and into the park. We saw grass, trees and flowers. 2 Joe said, 'Di, are you here?'
!	Exclamation mark	To end a strong command or an exclamation.	Get out of here! Well, I never!
.	Full stop	To end a sentence.	The pictures are on the wall.
-	Hyphen	Used to divide complex and some compound words.	Anti-clockwise; a two-thirds majority.
'/'	Inverted commas	Used in direct speech to show the spoken words.	'Ruby,' said Mum, 'never eats her vegetables'.
(/) [/] - / - , / ,	Parentheses: brackets, dashes to pairs of commas	To enclose words that are not essential to the meaning but that add to or clarify the sentence.	Davo (Kelly's mate) came down by train. We love watching sport – any game will do – on the weekend. Mrs Holmes, Laura's mum, went to see the principal.
...	Points of ellipsis (Note: three dots exactly, never more!)	1 To show that some words are omitted, usually when quoting. 2 To show uncertainty and speech trailing off.	1 Macbeth says, 'Tomorrow ... day to day.' 2 But ... but ... I'm sure I handed it in.
?	Question mark	To end a question.	'Where do you think you're going?'
;	Semi-colon	To separate parts of sentences that are closely related and that need more than a comma.	To sit and dream is easy; to sit and study is not.

1 Test yourself

1 Use capitals where needed to fill in your own answers to these questions.

- a My favourite band _____.
- b My favourite sport _____.
- c My favourite book _____.
- d My favourite subject _____.
- e My hero _____.

2 Rewrite these sentences using commas to make the meaning clearer.

- a Peter who had thought about it for weeks finally asked Fatima out to dinner.

- b Brothers even younger brothers can be useful sometimes.

- c I forced myself though fed up hungry and tired to say nothing.

- d Mrs Cook my teacher says she's going to Bali over the holidays.

3 Print out this page and punctuate these lists.

- a I study maths Italian geography and science.
- b I've invited Sally Eric Jane and Ahmed to the party.
- c When you go to the shop, please get milk bread juice and the newspaper.

4 Rewrite this passage, adding the punctuation.

i had a meeting with the principal it was ok i said what i thought he said what he thought and then we both looked at each other he said i need to think about what my goals are i told him i know what my goals are at least five next week against the bulldozers and well be on top of the ladder

Writing challenge

Write a description (approximately 300 words) of your ideal day, making sure that the punctuation is accurate.

Website explorer

What is the Oxford comma? Use the internet to find out what it is and how to use it.

2

Extend yourself

- 1 Fix up the use of capitals in these sentences and write the changes below.

We flew to Bali first where the balinese people were so friendly and then on to bangkok. I really liked the Airport. The shops were great. I bought some Chocolates for mum and some white linen perfume for myself. It was a long flight and I had to finish my book for english, *macbeth*. Dad's friend met us at the airport. He's a judge at the high court in delhi.

a _____	b _____	c _____
d _____	e _____	f _____
g _____	h _____	i _____
j _____	k _____	l _____

- 2 Rewrite the following sentences, making up some additional information to be used as a parenthesis. The first one has been done for you.

a Mrs Hill has finally retired.

Mrs Hill, who worked at the town hall, has finally retired.

b During the afternoon there was a thunderstorm.

c When you finish your punctuation we'll go to McDonald's.

d I never buy food from the market.

e Cassie went to work.

f Earth tremors always make me nervous.

- 3 Punctuate this passage using inverted commas where needed.

two men walked down the silent street their footsteps echoing in the cold air not much further now murmured the older man okay replied the man carrying the sportsbag its just around the corner if I remember right continued the old man and then they turned the corner and were facing the dark house it brings back old times he said manys the time Ive been well rewarded here just nip around the back and see if the laundry windows still unlocked ok said the younger man and he padded silently across the dark lawn.

Writing challenge

Write a conversation (about 300 words) between two people who have just met, using inverted commas for their direct speech.

Wiki task

There are lots of guides to writing dialogue available online. Compile a list of the best ones and add it to your wiki.

3 Challenge yourself

1 Rewrite the following sentences adding apostrophes where necessary.

a The boys playing well with his friends.

b The girls dresses are dirty from all their time in the playground.

c Why is it that the dogs bark is always loudest just when I want to sleep?

d Jims mums cooking is always tasty but I prefer his dads barbeques.

2 Punctuate the following sentences in different ways in order to give them different meanings.

a Josie said Kate where can I buy that outfit?

i _____

ii _____

b Truck drivers who don't slow down in town cause accidents.

i _____

ii _____

c The girls books were strewn around the room.

i _____

ii _____

3 Print out this page and punctuate this passage using each of the punctuation marks in the box at least once.

comma	semicolon	colon	question mark	exclamation mark
capital letter	parentheses	inverted commas	full stop	apostrophe

Lou sat in the cinema eating popcorn the movie had everything she liked a car chase some aliens and a bit of a love story can I sit here asked a friendly voice and she looked up to see Darrens brother the one with the motorbike smiling at her this is too much she thought I have to sit next to Darren all day at school now im next to his boring brother at the movies im out of here

4 Print out this page and use the various punctuation marks you've covered in this unit to correct the following.

a shakespeare's romeo and juliet is a classic love story

b Call me tomorrow I will tell you then

c catalogue the books according to topic science literature history philosophy

d both of the sisters monique and abra were invited to the party

Technology challenge

Create your own visual guide to using punctuation. Use presentation software such as Publisher, PowerPoint or Photoshop to create an image showing the importance of correct punctuation. You can make your image quite comical. For example, 'Let's eat, Grandpa!' or 'Let's eat Grandpa!'

UNIT 8 VOCABULARY: CULTURAL LITERACY

Do you know what your **Achilles' heel** is? Can you think of somebody who is a **Scrooge**? Where does the expression **'there's no place like home'** come from?*



These are all literary **allusions**. They are terms or expressions that point to characters and events from literature, the Bible, history, music, mythology and sometimes even advertising. Authors expect their readers to be familiar with the allusions they employ. They use them to help illuminate, dramatise or enrich the concepts they are presenting.

Cultural literacy refers to being familiar with and having the ability to understand allusions to literature, art, history, religion and general culture. If you are culturally literate you have a solid base of general knowledge.

Cultural literacy is important in many ways: we need to be familiar with everything from street signs to historical references; we need to recognise how characters and expressions from novels and poems have made their way into everyday communications; and we need to spot famous lines and phrases from popular songs and movies. Only when we are literate can we truly engage with our culture.

Think of a trivia competition. The person who wins will be the person with the best base of knowledge across a range of disciplines and studies.

Becoming culturally literate is not as hard as you might think. You need to read widely, across a range of styles, periods and subjects, and you need to watch and view widely as well, as a lot of cultural references today come from films.

On the following pages we will focus on allusions to literature and on common expressions, proverbs and references from history, including famous quotes. It is worth noting that there are many cultures in the world with multiple stories and histories. This unit focuses on a small section of what is an endless field of cultural references.

You might want to complete this unit with a computer handy so that you can look up references you are unfamiliar with.

*An **Achilles' heel** is a vulnerability or weakness. The expression comes from the ancient Greek legend of Achilles, who was dipped into the river Styx by his mother Thetis in order to make him invulnerable. His ankles weren't dipped in the water and he was later killed by an arrow wound to his heel. You can read some of the legend of Achilles in *The Iliad* by Homer.

If someone is a **Scrooge** then they are a miserly person, meaning they are ungenerous with their money and generally mean. Ebenezer Scrooge is the central character in Charles Dickens' novel *A Christmas Carol*.

The expression **'there's no place like home'** was made popular by the film version of *The Wizard of Oz* in 1939, however, the expression can be traced back to the refrain in a nineteenth-century song, 'Home Sweet Home', which was played in the background to the film when Dorothy says these famous lines.

1

Test yourself

1 Write out definitions for these words. Only use a dictionary if you need to.

- a idiom _____
- b adage _____
- c allusion _____
- d context _____
- e proverb _____
- f cliché _____

2 Here are some well-known proverbs with words missing. Fill in the gaps using the words below.

beauty	catches	choosers	never	good	next
	war	wait	storm	due	

- a Any port in a _____.
- b _____ is in the eye of the beholder.
- c Cleanliness is _____ to godliness.
- d Give credit where credit is _____.
- e All's fair in _____ and _____.
- f Better late than _____.
- g Beggars can't be _____.
- h _____ things come to those who _____.
- i The early bird _____ the worm.

3 Here are some famous quotes from English literature and history. Match the quote to the source.

- | | |
|---|-------------------------------------|
| a 'I have a dream ...' | Sophocles |
| b 'To be, or not to be ...' | Frederick Nietzsche |
| c 'An eye for an eye makes the whole world blind.' | Albert Einstein |
| d 'Old age and the passage of time teach all things.' | Martin Luther King Jr |
| e 'A fool thinks himself to be wise,
but a wise man knows himself to be a fool.' | Shakespeare's <i>Hamlet</i> |
| f 'There are no facts, only interpretations.' | Simone de Beauvoir |
| g 'I can't believe that God plays dice with the universe.' | Mahatma Gandhi |
| h 'Change your life today. Don't gamble on the future,
act now, without delay.' | Shakespeare's <i>As You Like It</i> |

Wiki task

Create a quotes page on your class wiki. Add quotes that you like and information about the people who have said them.

2

Extend yourself

1 Cultural literacy test: Complete as many answers as you can without assistance. When you have finished, you can look up any answers you weren't able to complete.

- a Who is the Grim Reaper? _____
- b What does it mean to play the 'devil's advocate'? _____
- c What does *carpe diem* mean? _____
- d What does 'the straw that broke the camel's back' mean?

- e Who was Winston Churchill? _____
- f Who said, 'A rose by any other name would smell as sweet'? _____
- g Where does the concept of 'turning the other cheek' come from?

- h Where does the concept of 'the rainbow serpent' come from?

- i Was William Wordsworth a playwright, an actor, a poet or a politician? _____
- j Which Australian prime minister has a swimming pool named after him? Why is this ironic? _____
- k What does it mean if you have the 'Midas touch'? _____
- l What is a non sequitur? _____

2 Find out where these literary allusions came from. Who were these characters?

- a Superman's **nemesis** is Lex Luther.

- b In telling her sister what she thought, Anne opened up a real **Pandora's Box**.

- c He has such a **Peter Pan** complex! He refuses to grow up!

- d That basketball player is an absolute **Goliath**!

- e The **prodigal son** has returned at last.

Interacting challenge

Have a conversation as a class about cultural references you think everyone should know. Try to justify your opinions with proper and full explanations.

UNIT 9 VOCABULARY: HOMOPHONES, SYNONYMS AND ANTONYMS

Are you *cheerful*, *happy*, *gleeful* and *glad*? Maybe you're feeling *gloomy*, *miserable*, *downcast* and *blue*? Do you *stumble*, *saunter*, *bounce* or *mince* around the classroom?

Writing well involves using language creatively. That means enlarging your vocabulary (word knowledge). Using dull and common words all the time is like eating porridge for breakfast, lunch and dinner: it's boring! To write well involves constantly topping up your vocabulary and becoming acquainted with more of the thousands of words in the English language.

Increasing your vocabulary has many benefits. You will become more confident and articulate in expressing your ideas. Your writing and spelling will show improvement. You will also find it easier to understand what you are reading.

The most effective way to become more loquacious (good with words) is to read widely. It's also important to speak well in order to use the words that you are learning. If you can go in to a job interview with a broad vocabulary and with confidence in the way that you speak, you are far more likely to succeed than someone who repeats a few phrases over and over.



Here are some more hints for developing your 'word power':

- **Look up new words.** If you are faced with an unfamiliar word, don't despair. Guess at its meaning from the context. Look it up. Then – and this is important – use it in conversation.
- **Keep a list.** Keep your own 'word power' list of new words and meanings.
- **Decode.** Try to decode new words by analysing them. Does a word have Greek or Latin origins (Unit 3)? Does it have a prefix or suffix that acts as a clue? Take a word like *mistrustful*. It is about *trust*. The prefix *mis-* means *not*. The suffix *-ful* means *full of*. Hence, *mistrustful* means *lacking in trust*.
- **Do word games.** Words are nothing to be afraid of. You can play with them. Do crosswords and wordfinds. Play Scrabble, Boggle and Words with Friends (if you have a smartphone). Write **acrostics**, **anagrams** and **palindromes** (these are explained further along in this unit, on page 43). All of these games offer good ways to sharpen your word skills and expand your vocabulary.

In this unit, you will work on **homonyms**, **homophones**, **synonyms** and **antonyms** and some creative language exercises.

Homonyms

Homonyms are words that have **identical forms** but different meanings.

Examples

bank: a place for money, the side of a river, to turn in flight, to count on

bear: a carnivorous animal, to carry

can: a vessel, to be able to

tear: a liquid from the eye, to rip

Homophones

Homophones are words that **sound the same** but have different meanings.

Examples

by/bye/buy

council/counsel

idol/idle

There are quite a few homonyms – mostly simple words. There are thousands of homophones. Some of them are listed below.

Synonyms

Synonyms are words that have similar or identical meaning.

Examples

huge/enormous

spooky/eerie

Antonyms

Antonyms are words that have opposite meanings.

Examples

good/evil

praising/criticising

Here are some easy homophones to start with.

aid	aide
aural	oral
air	heir
aloud	allowed
altar	alter
bald	bawled
band	banned
bean	been
board	bored

brake	break
cited	sighted
hoarse	horse
leased	least
manner	manor
mourning	morning
muscle	mussel
plane	plain
presence	presents

Here are some harder homophones, including many that cause problems in writing. See how many of these words you know and look the others up in your dictionary:

affect	effect	incite	insight
adolescence	adolescents	innocence	innocents
ascent	assent	lessen	lesson
border	boarder	martial	marshal
canvas	canvass	passed	past
chaste	chased	peddle	pedal
complement	compliment	principle	principal
complacent	complaisant	reign	rain
discrete	discreet	stationery	stationary
discussed	disgust	storey	story
elicit	illicit	weather	whether
filter	philtre	which	witch
guessed	guest	who's	whose
humerus	humorous	your	you're

An acrostic

An acrostic is writing in which the initial letter of each line forms a new word.

Example

Sarah won't say
The name of the boy she likes.
All she'll say is,
'Never you mind.'

If you read only the first letter from each line, you'll see who Sarah likes.

Anagrams

Anagrams are the rearranged letters of a word.

Example

William Shakespeare *can become* I am a weakish speller
George Bush *can become* He bugs Gore
Halloween *can become* O! A new hell
Slot machines *can become* Cash lost in 'em

Palindromes

Palindromes read the same backwards and forwards.

Examples

Anna
madam I'm Adam
racecar
Do geese see God

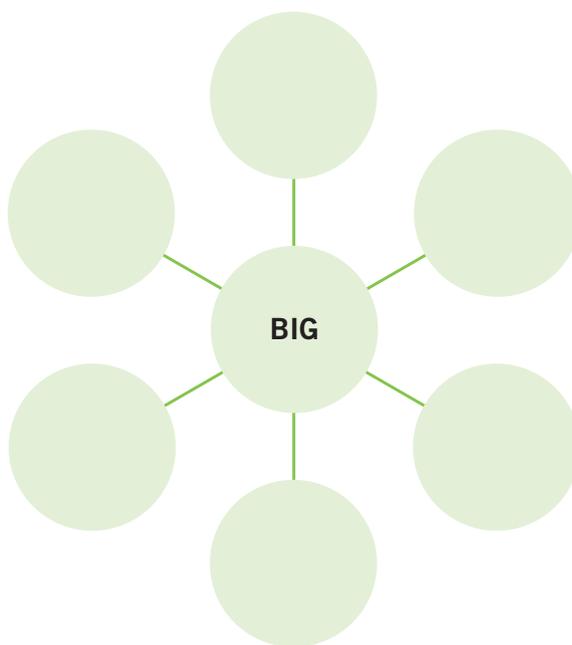
1 Test yourself

1 Match up each of these words with its synonym from the box.

precious miserable sultry outback carnivore demon

- a sad _____
- b meat-eater _____
- c humid _____
- d devil _____
- e costly _____

2 Complete this wordweb by finding an antonym for *Big* in each of the spaces.



3 Choose and highlight the correct homophone to complete these sentences.

- a Kai is the (air/heir) to the throne.
- b I'm running out of (patients/patience) with you.
- c Josh lives on the Queensland (border/boarder).
- d We (disgust/discussed) what we should do.
- e Teri (sited/sighted) a ship on the horizon.
- f I've (bean/been) a wild rover for many a year.

Writing challenge

One of the most common homophone mistakes is between the use of *affect* and *effect*. The easiest way to remember which is which is to think that *affect* is a verb (*a* for action word) and *effect* is a noun. Write three sentences using *affect* and three sentences using *effect*.

2

Extend yourself

- 1 Using your dictionary, find a synonym for the word given to fill the gap in each of these sentences.
 - a We were _____ (terrified) to see the lion coming closer.
 - b My _____ (family) will be coming for the party.
 - c Darren _____ (ran) for the train.
 - d The _____ (weather) in this valley is temperate.
 - e Get your tennis _____ (gear) ready.
 - f I really appreciate your _____ (help).
 - g _____ (Teenagers) usually like contemporary music.

- 2 In these sentences the wrong homophone has been used. Highlight the incorrect word and write the correct word in the space provided.
 - a I was rapt in a blanket. _____
 - b Your innocents was proved in court. _____
 - c Tom and Tina went for a dip in the serf. _____
 - d Are you aloud to come with me? _____
 - e I'm peddling as fast as I can. _____
 - f Of coarse I have read the book. _____
 - g It's gorilla warfare out there. _____

- 3 Find one or more antonyms for each of these words.
 - a angelic _____
 - b misfortune _____
 - c adventurous _____
 - d civilised _____
 - e truth _____
 - f empty _____
 - g hunger _____



Gorilla warfare.

Interacting challenge

Working in pairs, compile a list of as many homophones as you can.

3 Challenge yourself

1 Read the sentences below and highlight the word that has the closest meaning to the underlined word.

- a Kath often speaks in class. (whispers/calls/talks)
- b Daniel is following his brother's example. (pursuing/stalking/shadowing/copying)
- c You sold me some bad apples! (counterfeit/misbehaving/rotten)
- d I'm an employee at the supermarket. (slave/staff/worker)

2 Write a sentence for each of these homophones listed in pairs.

a stare/stair

b hoard/horde

c current/currant

d chilli/chilly

e past/passed

f marshal/martial

3 Find antonyms for the following words.

- | | |
|--------------------|-------------------------|
| a villain _____ | b simple _____ |
| c failure _____ | d straightforward _____ |
| e clumsy _____ | f please _____ |
| g compliment _____ | h effortless _____ |

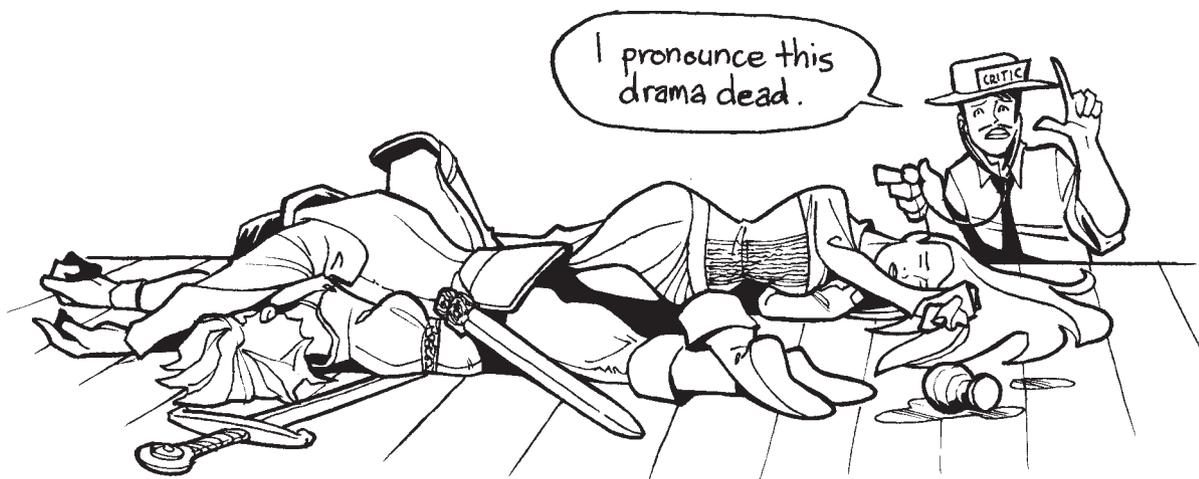
Interacting challenge

Hold a class quiz to see who can come up with the most synonyms and antonyms when under pressure. Your teacher will give you a word and you will have 30 seconds to say as many synonyms and/or antonyms as possible. The winner of each round goes through to the finals. You can use this as a game in your form assembly or home group.

UNIT 10 VOCABULARY: LITERARY AND MEDICAL WORDS

We use words from medicine and literature every day. We say that someone's behaviour is *dramatic* (or *melodramatic*) and we talk about *diagnosing* a problem. Both are highly influential aspects of our culture and skilled speakers and writers use the vocabulary from these fields to enrich their language.

The exercises in this unit will help you to increase your knowledge of words in the fields of literature and medicine and to use them accurately. Look at the list below and see how many you already know. Use your dictionary to learn the meanings of the others.



Literary words

Words from drama	act, comedy, denouement, dialogue, dramatic, festival, melodrama, performance, scene, tragedy, tragic
Words from poetry	alliteration, epic, imagery, lyrics, metaphor, onomatopoeia, personify, poetic licence, rhyme, rhythm, saga, simile, stanza
People in literature	antagonist, anti-hero, caricature, character, hero, protagonist, villain
Forms of writing	acrostic, anagram, anecdote, article, biography, diary, drama, fable, graphic novel, jingle, journal, limerick, novel, novella, palindrome, parody, poetry, pun, romance, satire, skit, slogan
Features of writing	ambiguity, cliché, euphemism, genre, idiom, irony, mood, oxymoron, paradox, parody, plot, sarcasm, satire, theme, tone, tragic flaw

Medical words

Medical misfortunes	allergy, bruise, chronic, contagion, disease, disorder, epidemic, fracture, illness, infection, inflammation, morbidity, mortality, nausea, pain threshold, symptom, syndrome, trigger
Treatments	amputation, anaesthetic, analgesic, antiseptic, convalescence, diagnosis, hospitalisation, immunisation, immunotherapy, intensive care, medication, operation, pathology, prescription, prosthesis, quarantine, suture, therapy, vaccine
Medical people	cardiologist, dermatologist, dietician, general practitioner, naturopath, -ologist, paramedic, physician, specialist, surgeon, therapist

1

Test yourself

- 1 Choose the literary character that fits best into each of these sentences.

hero caricature villain protagonist anti-hero antagonist character

- a The _____ came racing in to save her from the wolves.
 b It's all about Lizzie. She's the _____ of the story.
 c What a _____! He's a really evil character.
 d It's not a very life-like picture of her. It's really just a _____.
 e Deckard is the main character but he's an _____, not someone you can admire.
 f An actor must get into _____ before performing.
 g Scar is the _____ in *The Lion King*.

- 2 Choose a word from the box to complete the definitions below.

paramedic fracture cardiologist onomatopoeia lyrics biography

- a _____ refers to words that sound like their meaning.
 b A doctor who treats heart attack patients is called a _____.
 c When you break a bone it is called a _____.
 d An ambulance driver is also known as a _____.
 e The words of a song are called the _____.
 f A book about someone's life is called a _____.

- 3 Write an example for each of the following literary terms. The first one has been done for you as an example.

- a alliteration The baby boy bounced on his mother's bruised knees.
 b imagery _____
 c onomatopoeia _____
 d simile _____
 e metaphor _____
 f personification _____
 g analogy _____

Writing challenge

Write a paragraph about a novel you have read in the last year, using six of the words from the literary words list on the previous page.

Wiki task

Find an example online for three of the forms of writing listed in the table on page 47. Copy and paste these examples into your class wiki for your classmates to share. Note the features of each form of writing.

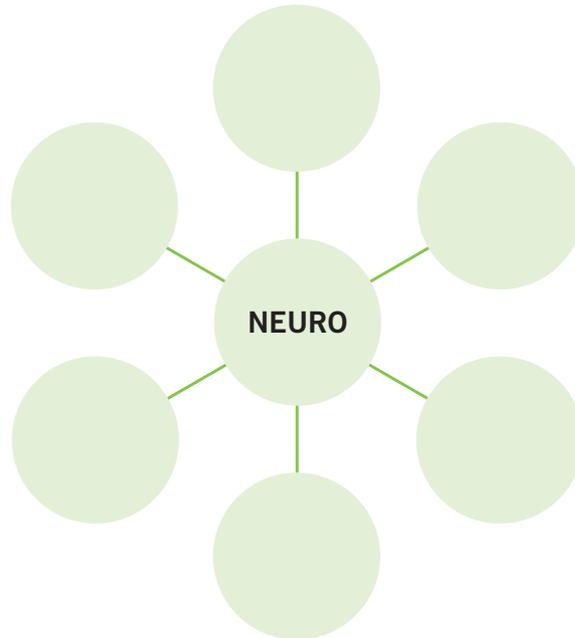
2

Extend yourself

- 1 Practise spelling the following medical words then test yourself with a partner. Then hold a classroom spelling bee using the words.

anaesthetic	contagious	pathology	therapy
analgesic	chronic	physician	vaccine
allergic	dietitian/dietician	prosthesis	
bruise	disease	surgeon	

- 2 *Neuro* is the Greek root word for *nerve*. Complete the wordweb by writing six words from *neuro* and their meanings in the spaces provided. Only use a dictionary if you get stuck.



- 3 Select words from the box to fill in the gaps in the sentences.

symptoms euphemism alliteration diagnosis convalescing genre

- a The doctor's _____ was pretty optimistic.
 b Tania's _____ were a sniffle and a cough.
 c 'Beautiful, big bouquet' is an example of _____.
 d *Blood Terror* is a great movie of the horror _____.
 e I'm much better, thanks. I'm _____ now.
 f To call a shovel a tilling implement is to use a _____.
- 4 Fit the medic to the job.
- a A doctor who treats mental illnesses is a _____.
 b A doctor who treats skin diseases is a _____.
 c A doctor who treats a range of different illnesses is a _____.
 d A doctor who performs operations is a _____.

Website explorer

See if you can find a list of common Latin and Greek roots used in medical terminology.

3 Challenge yourself

1 Find three medical words that come from each of these word bases.

a -therap-

b -ologist

c -itis

d -ectomy

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2 Find as many words as you can from the Greek core word *phys*.

3 Fit the right word from the box into each sentence below.

ambiguous analgesic convalescence pain threshold palindrome theme

- a** The song's meaning was _____. You could interpret it in different ways.
- b** It's a very serious book on the _____ of war.
- c** Tess spent her _____ on the couch.
- d** This medicine is _____ so you'll feel better soon.
- e** Don't hurt me! My _____ is very low.
- f** 'Madam, I'm Adam' is a famous old _____.

4 Use your dictionary to find the meaning of these pairs of similar words. Then write sentences to show the meaning of each word.

a morbidity/mortality

b psychologist/psychiatrist

c symptom/syndrome

d simile/metaphor

e infection/contagion

Interacting challenge

Pronouncing medical words correctly can be difficult. Find out how to pronounce the following words and practise with a partner. Can you locate any other medical words that are tricky to pronounce?

anaesthetist ophthalmology gastroenterology cerebral hemophilia

UNIT 11 VOCABULARY: LEGAL AND POLITICAL WORDS

You don't need to be a law student or a member of parliament to use legal and political words. A *lame duck* politician might lose his seat in parliament next time around, but the expression also means anyone who lacks power and influence. There is *red tape*, or time-wasting procedures, in many offices around the country.

In this unit you will examine words that are used every day when we talk about law and politics in Australia.

Like school debates, law and politics are built on the right to argue, to present your case and to try to persuade others to adopt your opinion. In court the *defendant*, or accused person, is tried by a *judge* or *magistrate* who listens to both the *defence* and the *prosecution*. In the *Houses of Parliament* there is an *Opposition* as well as a *Government*. It's very rare that they agree and decide on a *bipartisan* decision that both *parties* are happy with.

In pairs, discuss the following words to see how many you know. Use your dictionary to find the meanings of the words you are unfamiliar with.



Legal and political words

Political people	back-bencher, candidate, conservative, dark horse, left-winger, lobby group, minister, pacifist, radical, reactionary, right-winger, shadow cabinet, silent majority, speaker, swinging voter
Political places	House, polling booth, press gallery, Senate
Elections	campaign, cliff-hanger, electorate, incumbent, landslide, narrow margin, referendum, swing
Political processes	checks and balances, mandate, opposition, separation of powers
Party politics	bipartisan, caucus, grass roots, ideology, media release, platform, privatisation, welfare state
Legal people	barrister, coroner, defendant, judge (Your Honour), judiciary, jury, magistrate, solicitor, witness
Legal processes	(before the trial) arrest, bail, litigation, mediation, negotiation, remand, summons; (in court) adjourn, the bench, civil, criminal, cross-examine, defend, dock, evidence, oath, perjury, precedent, prosecute, testimony, verdict; (after the trial) acquit, acquitted, convict, custody, damages, fine, guilty, innocent, sentence

1 Test yourself

- 1 Highlight the correct word to complete these sentences.
 - a All the adults in the (electorate/platform) voted in the election.
 - b Because it was a (civil/criminal) case, nobody went to prison.
 - c After she was arrested, she was taken into (custody/remand).
 - d Ted is a journalist who works in the (polling booth/press gallery).
 - e Harry was accused of (committing/convicting) a crime.

- 2 Choose the correct spelling of these political words to complete the sentences.
 - a Mr Grimes was elected to _____. (Parlament/Parliament)
 - b My _____ will win! (candidate/candadate)
 - c The _____ went on for weeks. (campaign/campain)
 - d Frank's _____ is very left-wing. (ideology/idealogy)
 - e Smithtown is in a marginal _____. (electerate/electorate)

- 3 Use the following words in sentences. Use your dictionary to look them up if you need to.
 - a conservative

 - b incumbent

 - c jury

 - d perjury

 - e negotiation

 - f opposition

 - g reactionary

Wiki task

Build on the list provided by adding more legal and political words to your class wiki. List examples for each word you add. You can also write a list of TV shows/films where legal or political jargon is used.

2

Extend yourself

- 1 Choose the correct words from the box to complete the sentences below.

swinging voter defendant adjourned bipartisan dark horse

- a We had never heard of the woman who won the election. She was a real _____.
- b It was a _____ decision when the Government and the Opposition voted to make education free.
- c Katie votes for a different party each time. She is a _____.
- d He was charged with crimes and went before the court as a _____.
- e The trial was _____ for a month to give the lawyers time to prepare a case.

- 2 Use the following words in a short speech by a political candidate on the issue of climate change.

mandate policy legislation senate liberal grassroots

- 3 Complete the following sentences using the correct form of the word.

- a The politician was accused of using _____ language. (parliament/parliamentary/unparliamentary)
- b The member of parliament lives in her _____. (election/electoral/electorate)
- c The _____ was delivered at the end of the trial. (judge/judicial/judgement/jurisdiction)
- d They followed correct police _____. (process/procedure/proceedings)
- e The candidate won by thousands of votes. It was a _____. (narrow margin/cliffhanger/landslide/swing)
- f Tom was represented in court by a _____. (barrister/solicitor)

Writing challenge

In your own notebook, write a paragraph about the *swinging voter* who couldn't decide who to vote for at the *election*. Use four words or phrases from the legal and political word list at the start of this unit on page 51.

3 Challenge yourself

1 Choose the correct words from the box to complete these sentences.

perjure Senator incumbent coroner remand

- a To tell a lie under oath in court is to _____ yourself.
- b The murderer was not given bail; he was put on _____ until his trial.
- c When you are elected to the upper house of the Australian Parliament, you are called _____.
- d The sitting member is also known as the _____.
- e The _____ decides whether someone should be charged over a fatal accident.

2 Test your knowledge.

- a Name four people you would find in a courtroom.
_____, _____, _____ and _____.
- b Whose job is it to keep order in the House of Representatives?

- c What is a mandate?

- d What is a very close election called?

- e What do a judge and a magistrate have in common?

- f What happens during an adjournment?

3 Fill in the following parts of speech in the grid.

Noun	Verb	Adjective
	to judge	
politics/politician		
		electoral
	to testify	
		economic
defence/defendant		

Technology challenge

Create a pitch or platform for a new political policy using PowerPoint, Keynote or Prezzi.