obook

AUSTRALIAN CURRICULUM

OXFORD ENGLISH

KNOWLEDGE AND SKILLS



PAUL GROVER



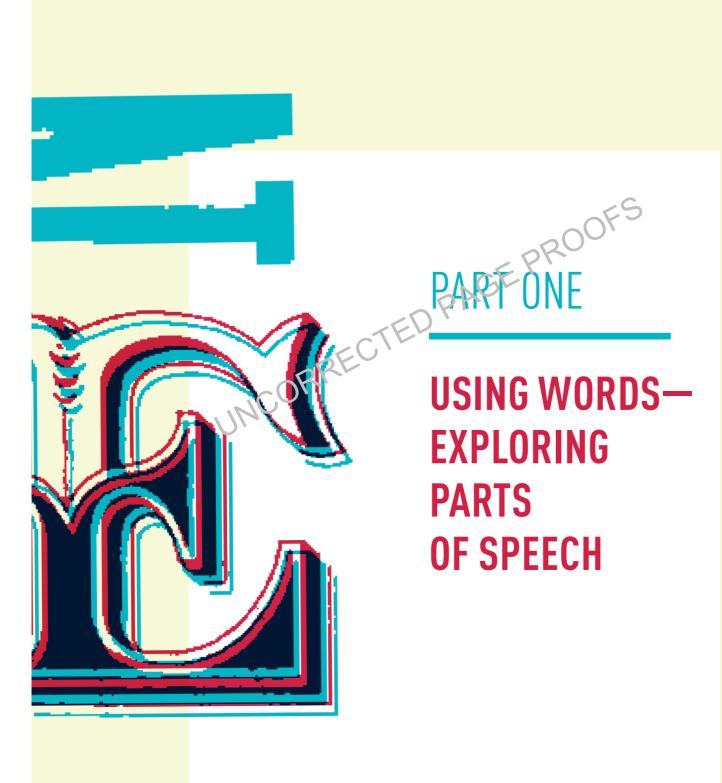
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OXFORD

USING WORDS-Exploring Parts Of Speech

UNCORF

PAGE PROOFS





ENGLISH IN FOCUS

Exploring the Titanic

No one ever dreamed that her first voyage would also be her last. On the night of April 14, 1912, the passenger liner R.M.S. *Titanic* struck an iceberg in the North Atlantic. Within minutes water began pouring into her lower decks. Less than three hours later her propellers started to rise out of the water. For the more than 1,500 people left on board there was little hope of escape. Soon the biggest ship the world had ever seen would plunge to the bottom of the ocean.

PAGEPROOFS

COMPREHENSION QUESTIONS

- 1 What was the date of the disaster?
- 2 Where was the *Titanic* when it hit the iceberg?

3 What appeared from the water as the ship began to sink?

4 Here is the extract with all the nouns removed. Read it aloud, ignoring the symbols, and then answer the questions:

No one ever dreamed that her first would also be her last. On the of 14 #### 1912, the passenger R.M.S. struck an ####in the #### ####. Within #### #### began pouring into her lower ####. Less than three #### later her #### started to rise out of the ####. For the more than 1,500 #### left on board there was little #### of #### . Soon the biggest #### the #### had ever seen would plunge to the bottom of the ####.

- **a** Which of the first three questions could you answer with the nouns missing?
- **b** What important information do the missing nouns give you about this disaster?

PART ONE: USING WORDS-EXPLORING PARTS OF SPEECH

LANGUAGE FOCUS: WHAT NOUNS DO

Nouns are very important words in sentences because they communicate valuable information to the reader or listener. Without nouns a simple sentence would be hard to understand. They are the biggest group of words in English.

Nouns name people, creatures, places, things, feelings, qualities and ideas. For example: John, giraffe, museum, shoe, hate, joy, shape

Nouns can be common or proper, singular or plural, concrete or abstract, collective or compound. This unit looks at common and proper nouns.

Type of noun	Explanation	Examples
Common	Common nouns do not take a capital first letter, unless they start a sentence. They name people, places, things and creatures—the things you can see, hear, touch, taste or smell. Common nouns can also be concrete or abstract (see Unit 7.XX).	people : passengers, footballer, student, boys, girls, customer, skateboarder, netballer places : ocean, school, garden, chop, paddock, desert, beach, mountain things : ship, sand vich, party, minutes, dim sim, computer, window creatures . zebra, cat, possum, dog, dinosaur, birds, st eep, chicken
Proper	Proper nouns always take a capital letter, whether they are at the beginning of a centence or not. Capital letters are also called upper- caseletters. Proper nouns name specific people, places or things.	 people: Cathy Freeman, Barack Obama, Father Christmas, Red Riding Hood places: North Atlantic, China, Melbourne, National Gallery, Sydney Harbour Bridge things: Titanic, October, Google, Bunnings, Toyota, Vegemite, Lord of the Rings

CHOOSING NOUNS IN YOUR WRITING

The nouns you choose will make your writing much more effective in describing people, places and events. Whether you are writing accounts of actual events, imaginative stories, advertisements or personal journals, the more descriptive and more accurate nouns you use the more impact your writing will have. Look at these examples to see the difference. Imagine this person is writing about the same event:

- The person drove the thing to the place.
- The individual drove the vehicle to the building.
- The man drove the cart to the house.
- The Roman Emperor drove the royal chariot to the palace.

The final sentence gives you the most detail and information about the person who was there, what he was doing and where he was going. This is because more descriptive and more precise nouns were chosen.

ACTIVITY 1.1

Match the following common nouns with proper nouns. An example has been done for you.

Pompeii—The buried city

It was a beautiful summer's day, 24 August AD 79. Pompeii was a wealthy Italian city, a part of the mighty Roman Empire, and merchants and traders were opening their shops for another busy day. Bread was baked, food prepared, wine bars stocked for the day. Some people visited the public baths while others, dressed in their togas and Roman jewellery, walked the cobbled streets to look in the shops—at oil lamps, tables, bronze jugs, meat and fruit, the goldsmith at work, or the fabric shop. The streets of Pompeii were lined with stones made from blocks of old lava, and had footpaths with stepping stones to cross the muddy road.

Inside the metropolis of Pompeii were enormous public baths, with hot and cold pools, and rooms for massages and exercising. Another favourite destination in the city was the public arena where gladiators fought, and games and chariot races were held. There were also amphitheatres where plays and speeches were presented, and a forum containing markets, shops, offices and temples. The volcano named Vesuvius had not exploded for about 800 years before 79 AD, with only small disturbances from escaping gas and small tremors. By 79 AD, Vesuvius had been completely silent for more than 17 years, so people were not really worried. The 10 000 Pompeians had lived all their lives beneath the volcano, and so had their parents, and their parents' parents, and it had always been quite safe.

But on this morning of August 24 the pressure of the gas inside the volcano finally built up to blow a huge rock plug out of the crater, sending millions of tonnes of lava, ash and pumice into the sky. A huge cloud of ash and pumice (small lava stones) formed over Pompeii and then gradually dropped onto the city.

Day turned into night as the great cloud of ash and pumice block d the sun. The people who got away in the first few hours either fled inland into the countryside, or tried to escape by ship. Others who stayed behind to gather belongings, to be with their families, or who were too cld to move quickly, tried to hide from the blast in their houses and cellars. They covered their faces with their cloaks, and tried to protect their children with their own bodies. The whole city of Pompeii, with about two thousand people who did not escape, including dogs and horses still in their stalls, was buried to each about five metres of ash and pumice stones.

COMPREHENSION QUESTIONS

- 1 Make a list of all the things that people are doing on the morning of the disaster.
- 2 Now highlight all the common nouns from your answer to question 1.
- **3** The common nouns in this account give information about the details and the importance of the destruction of Pompeii. Look at the common nouns in this sentence from the extract:

Another favourite **destination** in the **city** was the public **arena** where **gladiators** fought, and **games** and **chariot races** were held.

If we replace the common nouns in bold with much simpler nouns, what is the effect after you read it?

PART ONE: USING WORDS-EXPLORING PARTS OF SPEECH

LANGUAGE IN YOUR HANDS: VOCABULARY AND SPELLING

All common and proper nouns can be singular or plural. Singular nouns refer to a single thing: voyage, ship, ocean. Plural nouns refer to more than one thing: passengers, decks, kilometres.

FORMING PLURAL NOUNS

The plural form of most nouns is formed by adding –s to the singular noun. For example:

voyage \rightarrow voyages	$ship \to ships$	ocean \rightarrow oceans	
If a singular noun ends in -s, -	ss, –x, –sh or –ch, add –es t	o form the plural. For exa	imple:
witch \rightarrow witches box \rightarrow boxes	kiss \rightarrow kisses church \rightarrow churches	bus \rightarrow buses	
If a singular noun ends in -y a	nd has a consonant before	it, change the $-y$ to an $-i$	and add -es. For example:
baby \rightarrow babies	$\operatorname{army} \rightarrow \operatorname{armies}$	$fly\toflies$	
If a singular noun ends in $-o$ a	nd has a consonant before	it, add -es. For example:	
hero \rightarrow heroes	tomato \rightarrow tomatoes	potato \rightarrow potatoes	FS
If a singular noun ends in -f or	<i>-f</i> e, change to - <i>ves</i> . For e	kample:	
knife \rightarrow knives	thief \rightarrow thieves	EPR	
With some nouns, the vowel h	has to change to form the c	olural. For example:	
$man \rightarrow men$	foot \rightarrow feet	woman \rightarrow women	
Some nouns use the same spe	lling all the time, for both	singular and plural. For ex	ample:
scissors \rightarrow scissors	sheep \rightarrow sheep	police \rightarrow police	jeans \rightarrow jeans
ACTIVITY 1.5 NCO			

Underline the singular nouns and put a circle around the plural nouns in this paragraph.

The volcano named Vesuvius had not exploded for about 800 years before 79 AD, with only small disturbances from escaping gas and small tremors. By 79 AD, Vesuvius had been completely silent for more than 17 years, so people were not really worried. The 10 000 Pompeians had lived all their lives beneath the volcano, and so had their parents, and their parents' parents, and it had always been quite safe.

ACTIVITY 1.6

Write the plural form of these nouns.

а	volcano	 е	sky	
b	half	 f	switch	
C	gas	 g	wolf	
d	wharf	 h	scarf	

UNIT 1: NOUNS NAME—COMMON AND PROPER NOUNS



ENGLISH IN FOCUS

The Big Wish

Standing at the gate, C.W. felt a little sinking in his heart. Or in his stomach, at least, because that's where you tend to experience things like a sinking feeling. He really hadn't been joking about not wanting to go to a new school. But he did his best to put a brave face on it.

As he started to walk into the playground with some sort of swagger a girl riding a skateboard came zooming through the gate and skidded to a halt, pulling up just short of flattening him.

He swallowed his heart-or whatever part inside him it was that had come up into his throat-and tried nonchalance.

She was about his age. She was pretty. And he did have an advantage in that she had nearly skittled him. 'Not bad,' he said. 'When are you going for your learner's licence?'

'I'm working on it,' she said.
COMPREHENSION QUESTIONS
1 Make a list of 10 things in this extract that can be see p, heard, smelt or touched in real life. RRECTED

2 Find two words that have feelings, emotions or qualities of people in the story. This means the things you cannot see, hear, smell or touch (e.g. nonchalance, which means cool or unconcerned).

3 In your own words describe how C.W. might be feeling as he arrives for his first day at this new school. Write a sentence that includes at least three words to describe the different feelings he might have.

LANGUAGE FOCUS: CONCRETE AND ABSTRACT NOUNS

All common nouns are either concrete or abstract.

Concrete nouns name things that can be seen, heard, smelt or touched. They may be the names of people, places or objects. For example:

gate, playground, skateboard, iPhone, backpack, steak, soil, YouTube, Brisbane

Abstract nouns name feelings, emotions or other qualities that cannot be seen, heard, smelt or touched. For example:

embarrassment, nonchalance, fear, confidence, love, stupidity, boldness.

This extract from *The Big Wish* includes concrete and abstract nouns to let us know what is happening to C.W. and the people around him, and also how he feels about what is happening to him on his first day. You used concrete nouns to answer question 1, and abstract nouns to answer questions 2 and 3.

ACTIVITY 2.1

Circle all the concrete nouns in your answer to Key question 7, and underline all the abstract nouns in your answers to Key questions 2 and 3.

ACTIVITY 2.2

Separate the following common nowns into concrete or abstract nouns by placing them in the correct box:

CONCRETE NOUNS	ABSTRACT NOUN	S
sorrow	money	
pain	fun	Eiffel Tower
comedians	Hollywood	Brisbane
friendship	fright	movie
humour	hamburger	cup
computer	bicycle	scissors
food	T-shirt	loudness
pity	chocolate	sincerity
book UNCC	rain	disgust

The Big Wish

much later in the story ...

The great black stretched Rolls Royce, with solid gold number plates bearing the legend C.W., swept up to the doors of the luxury hotel. The horde of screaming teenage girls surrounded it shrieking, 'We want C.W.!' They waved **placards** bearing slogans such as: 'C.W. WE LOVE YOU', 'C.W. IS KING', 'C.W. IS THE GREATEST.'

All police leave had been cancelled to handle the great mob of frantic fans who blocked off the centre of the city. C.W. - the teenager's idol—the most sensational pop star in history. Every now and then one of the screaming girls fainted, overcome by **emotion**, and was handed back over the heads of the crowd to one or other of the waiting fleet of ambulances.

The police chief, his uniform torn and dishevelled, fought his way to the side of the big black Roller. He saluted respectfully. 'Beg pardon, sir, but even my 200 men can't get you safely through that mob. We'll have to take you up by chopper. Never seen anything like...'

His voice was drowned out in the clatter as the giant helicopter dropped down to hover over the luxury car. Wire **hawsers** were quickly lowered and the specially trained police crew quickly snapped the lines into **lugs** set in the side of the car's **framework**. At a signal from the police chief the chopper rose, with a deafening roar, and the self-contained **module** in which C.W. and Wilton were sitting was lifted up into the air.

There was a huge groan of **disappointment** from the crowd—quickly replaced by even more frantic **shrieks** and **screams** as the glass module was lifted up and up to the special landing pad of the **penthouse**.

The luxury apartment had been lavishly redecorated with C.W memorabilia. Posters, album covers, life-size blow-up photographs of him in leather and **sequins** and chairs and white **satin**...

C.W. moved to the window. 'Hey, Wilt baby,' he said, 'just check out what happens.'

The prince stifled an **impulse** to snarl, saying. 'Don't call me Wilt,' and watched resignedly as C.W. showed himself on the balcony.

There was a frightening roar and sprick from thousands of female fans. C.W. moved back inside and the shrieks stopped abruptly.

'Hear that?' he asked with an idiotic grin. 'I can turn them on and off like a tap.'

He popped back cut onto the balcony. The shrieks burst out again. Then stopped abruptly as he moved back inside, looking smug and foolishly satisfied.

'What do you reckon, Wilt baby? Cool, eh?'

Wilton wasn't too fluent with the jargon. 'Er ... oh yeah ... far out, man. Say Chris, baby, would you like to try for another wish now?'

'You're kidding,' said C.W. 'I'm the super superstar. I'm the greatest. Everyone loves me. What more have I got to wish for?'

Wilton was disconcerted. 'You don't want to get into a rut, Chris baby,' he urged. 'You don't want to stay just a pop idol super superstar for a long time, do you? I mean. You wouldn't want to stay that way all the time till sundown for instance. Booor-ring!'

C.W. looked noble. 'I can take it. Sock it to me, baby.'

Wilton began to get desperate. He winked at the door; muttered a small '*Coo*,' and cried 'Come in' to the knock that immediately followed.

The imposing figure of a headwaiter preceded half a dozen **flunkies** with trolleys bearing silver **salvers** piled high with exotic delicacies such as Russian **caviar**, French **truffles**, Patagonian lark's tongues and Greasy Joe hamburgers with the lot.

'Compliments of the manager, sir,' said the headwaiter bowing very low.

LANGUAGE IN YOUR HANDS: VOCABULARY AND SPELLING

The Big Wish is an entertaining and humorous fantasy story, with some important messages about how to get on with people. The authors, who are Australian, have used a variety of concrete and abstract nouns to tell their story. Many of these words will help build your vocabulary bank of words to use in your own writing and speaking.

ACTIVITY 2.4

Select the abstract noun that best fits to complete each sentence below.

courtesy	excitement	loudness	
disappointment	fear	sincerity	
discipline	happiness	tiredness	
a Wilton is experiencing as he watches C.W. being a famous pop star.			
b The girls outside	e the luxury hotel feel extre	me and when they see	C.W.
c The headwaiter	shows a great deal of	as he talks with CW-S	
d Outside the luxu	ry hotel the	of the screaming and snouting excites C.W.	
e The police chief	shows great	in the way he handles the crowd situation.	
ACTIVITY 2.5 Select six of the hig	$\sim 0^{12}$	and use each in a sentence.	

ACTIVITY 2.6

List two abstract nouns that have a linked idea or meaning with each of the following abstract nouns. An example has been done for you.

а	hate	\rightarrow	anger, fury	C	sorrow	\rightarrow		
b	happiness	\rightarrow		d	love	\rightarrow		
				UN	IT 2: NOUNS	NAME-	-CONCRETE AND ABSTRACT NOUNS	11



UNIT 3: ADJECTIVES ADD—HOW ADJECTIVES WORK

ENGLISH IN FOCUS



- 2 Who might be the customers for this product?
- **3** Read the top part of the advertisement aloud. If you leave out a number of words from the advertisement in the new version below, how do you think it changes the impact of the advertisement when you read it aloud?

LANGUAGE FOCUS: HOW ADJECTIVES WORK

Adjectives describe things about nouns; they add meaning to them or modify them. Adjectives help to describe:

size	<i>huge</i> hamburger	
shape	round stone	
colour	red skateboard	
number	three students	
taste	<i>sweet</i> drink	
attitude	<i>angry</i> people	
direction	<i>left</i> turn	
age	six years	
weight	<i>five</i> kilos	
sound	screeching noise	

Adjectives allow us to visualise things such as Evo gloves (from the advertisement), skateboards, drinks, clothes, cars and food much more clearly. Adjectives are generally placed before nouns, as in the examples above, but sometimes they can be separated from the noun they describe. For example,

The hamburger Sue bought from the local milk bar was huge.

In the advertisement on page XX, the adjectives bightight the Evo gear's high-tech material and superior performance. Without these adjectives, the advertisement is much less interesting and does not communicate the product's special qualities. Lookat the first few adjectives in the advertisement:

intelligent foam technology – these adjectives make the technology sound very special

Evo pad set—these adjectives tell you the product name

new approach - this adjective tells you this product hasn't been made before

tough den ands-this adjective shows the strength and durability of the product

internal revolutionary D30 technology-these adjectives show how unique and scientific the product is

These adjectives add much more to the meaning of the advertisement, and to the impact of the advertisement on a potential customer.

ACTIVITY 3.1

Choose an adjective from the first column and match it with a noun from the second column. Many different combinations are possible, so use your imagination. You can use an adjective or a noun more than once.

ADJECTIVES	NOUNS
tough	cat
new	car
tasty	bike
hot	weather
hungry	building
lazy	driver
little	customer

Killer Camera

The car-boot sale took place every Saturday on the edge of Crouch End. There was a patch of empty land there; not a car park, not a building site, just a square of rubble and dust that nobody seemed to know what to do with. And then one summer the car-boot sales had arrived like flies at a picnic and since then there'd been one every week. Not that there was anything very much to buy. Cracked glasses and hideous plates, mouldy paperback books by writers you'd never heard of, electric kettles and bits of hi-fi that looked forty years out of date. [...]

Matthew sighed. There were times when he hated living in London and this was one of them. It was only after his birthday, his fourteenth, that his parents had finally agreed to let him go out on his own. And it was only then that he realised he didn't really have anywhere to go. Crummy Crouch End with its even crummier car-boot sale. Was this any place for a smart, good-looking teenager on a summer afternoon?

He was about to leave when a car pulled in and parked in the furthest corner. At first he thought it must be a mistake. Most of the cars at the sale were old and rusty, as clapped-out as the stuff they were selling. But this was a red Volkswagen ... bright red and shiny clean. As Matthew watched, a smartly dressed man stepped out, opened the boot and stood there, looking awkward and ill-at-ease, as if he were unsure what to do next. Matthew strolled over to him.

[...]

There were clothes: a baseball jacket, several pairs of jeans, T-shirts. A peir of roller blades, a Tintin rocket, a paper lampshade. Lots of books; paperbacks and a brand-new English dictionary. About twenty CDs—mainly pop, a Sony Walkman, a guitar, a box of water-colour paints, a Cuir, board, a Game Boy ...

... and a camera.

Matthew reached out and grabbed the camera. He was already aware that a small crowd had gathered behind him and more hands were reaching past him to snatch items out of the boot. The man who had driven the car didn't move. Nor did he show any emption. He had a round face with a small moustache and he looked fed up. He didn't want to be there in Crouch End, at the car-boot sale. Everything about him said it.

[...]

Matthew turned the camera over in his hands. Unlike the jacket, it was old, probably bought second-hand, but it seemed to be in good condition. It was a Pentax—but the 'x' on the casing had worn away. That was the only sign of damage. He held it up and looked through the viewfinder. About five metres away, a woman was holding up the horrible pink cardigan he had noticed earlier. He focused and felt a certain thrill as the powerful lens seemed to carry him forward so that the cardigan now filled his vision. He could even make out the buttons—silvery white and loose ...

And it would make a perfect present. Only a few months before, his dad had been complaining about the pictures he'd just had back from their last holiday in France. Half of them had been out of focus and the rest of them had been so overexposed that they'd made the Loire Valley look about as enticing as the Gobi Desert on a bad day.

[...]

How much would it cost? The camera felt expensive. For a start it was heavy. Solid. The lens was obviously a powerful one. The camera didn't have an automatic rewind, a digital display or any of the other things that came as standard these days. But technology was cheap. Quality was expensive. And this was undoubtedly a quality camera.

'Will you take ten pounds for this?' Matthew asked ... 'It's worth a hundred at least,' he said ...

[...]

'Will you take forty pounds?' he asked the man. 'It's all I've got,' he lied.

LANGUAGE IN YOUR HANDS: VOCABULARY AND SPELLING

Some adjectives are formed by adding an ending called a *suffix* to the end of a noun.

The spotless Volkswagen sat in the yard.

Matthew was amazed at the colour*ful* clothes at the car-boot sale.

There was a horrible noise coming from behind him.

When some nouns have a suffix added, the whole word changes. For example: horror becomes horrible.

Common suffix endings used to create adjectives include:

-able comfortable

- -ful faithful
- -ible terrible
- *—ish* foolish
- -ive destructive
- -less useless

ACTIVITY 3.5

Place an adjective in each column to tell more about the noun in the first column. An example has been done for you.

NOUN	SIZE	SHAPE	COLOUR	NUMBER
camera	compact	square	red	one
hamburger		C.F		
ears		2 A C		
basketball court		- NY		
sports car	~	EP		
birthday cake	2EU			
eyes	RKL			
	\sim			

ACTIVITY 3.6 NOC

Turn these nouns into adjectives by adding a suffix, and then write a sentence that includes the new adjective. Remember you might need to change the spelling. An example has been done for you.

а	end	endless	The endless road stretched out in front of us.
b	force		
С	child		
d	friend		
е	fruit		
f	taste		

ACTIVITY 3.7

Choose an adjective to modify the abstract nouns shown in bold.

- a The stranger showed ______ kindness towards the lost tourist.
- **b** She said she had a ______ **belief** about the supernatural.

UNIT 3: ADJECTIVES ADD—HOW ADJECTIVES WORK 15



UNIT 4: ADJECTIVES ADD—TYPES OF ADJECTIVES

ENGLISH IN FOCUS

Nude School

They move often, my mum and dad, which means I move too, from school to school. I think I've seen the lot: tough inner city schools, little bush schools with all the grades in one classroom, even a do-as-you-like experimental school, which meant I did as I liked, which was draw and paint. Name it, I've done it. Something nobody would name is Nude School. That I've done too.

It happened when I went to St Godrica's, it being the one school Mum and Dad could get me into at their usual short notice. I could tell it wasn't much, because they'd brought back takeaway chicken with the school prospectus. We sat in the kitchen of our new rented house, getting grease all over the glossy white pages.

COMPREHENSION QUESTIONS

- 1 Make a list of the three types of schools described by the narrator (the person telling the story). Copy the descriptions that the narrator uses.
- 2 Circle all the adjectives in your answer to question 1.
- **3** Copy the last two-entences of this extract and then highlight all the adjectives.

4 How do these adjectives add to the picture the writer is giving us?

LANGUAGE FOCUS: FORMING ADJECTIVES

Different types of adjectives can be formed in many different ways

1 Adjectives can be formed using compound words. A compound is more than one word combined. Adjectives can be a short phrase joined by hyphens. For example:

a do-as-you-like school an up-to-date movie a come-as-you-are party

- 2 Adjectives can be two words joined by a hyphen. For example:
 - a five-star resort a **smoke-free** building a colour-blind pedestrian
- 3 Adjectives can be two separate words (two adjectives or a noun and an adjective). For example:

4 Adjectives can also be a single compound word. For example:
 my takeaway chicken
 those airborne diseases

the widespread floods

5 Proper adjectives are formed using proper nouns and usually have a capital letter. For example:

an Olympic hopeful the American dream a Queensland holiday

6 Sometimes common nouns can be used as adjectives. For example:

a tree surgeon a home run the tooth fairy

ADJECTIVES ARE USED FOR COMPARISON

Adjectives are often used to compare people or things. They can be used in three forms:

Positive: Your dog is brave. Comparative (comparing two things): Your dog is braver than my dog. Superlative (comparing three or more things): Your dog is the **bravest** of them all.

1 To form the comparative, add the suffix -r or -er, or use the word 'more':

 $large \rightarrow larger$ awesome \rightarrow more awesome

Nude School

I ate the chicken and read the prospectus, until the pages were transparent with oil. But I didn't think St Godrica's was my sort of thing at all. The next day we bought my uniform, which looked as bad on me as it had on the girl in the prospectus. The day after, I went to school, and then knew for sure St Godrica's wasn't for me.

The punishment chair did it. I had my interview with the Head, and was waiting in the hallway outside her office for my class teacher. My palms were sweaty with the fear you feel when it's a new school again, and you have to learn yet another set of rules. It didn't help that I was dressed like a nong, all pleated skirt and blouse with floppy collar, and a tie striped like the tail of a ginger cat, and to top everything a hat not even little old ladies would wear.

There was nowhere to sit, apart from a low knobbly wooden chair. I tried it, and found no matter how I twisted and turned, I couldn't get comfortable. Just when I was about to stand up, along came a teacher, and with her the kid who had modelled the uniform in the school prospectus. She smirked when she saw me.

'Miss Morgan?'

I looked around before realising the teacher was addressing me. Then I nodded, nearly dislodging the hat. 'I'm your class mistress, Mrs Pierce, and this is Miss Newstead-Ott, Class Captain.'

They were both smiling now, *not nicely*. Something was wrong, I stood up, catching my skirt on one of the hard wooden knobs of the chair. The hem ripped.

'Oh dear,' said Mrs Pierce. 'That chair isn't for sitting on, you know.'

I didn't, but nobody had told me.

'Then what is it for?'

'It's an antique — a punishment chair for bad children, specially carved to be a penance.'

That I had known, for I had experienced the chair. U ooked at Miss N-O and saw from her fat face that I had goofed, and she would tell the whole class about it.

It was a bad start, and it didn't get much better. St Godrica's really threw me out of kilter. I couldn't stand being call 'Miss' by the teachers, especially those whom we had to call 'Ms'. And the girls weren't friendly. A lot of schools I've been to, you don't get accepted until you speak the language. But the language at St Godrica's was boys. Now that's oray, but not *all* the time. It was as though having only girls around had warped their brains.

'I got closer to the fence and heard her say, "I haven't got any bathers!" And he said, "Doesn't matter!" Then she took off her dress and dived into the pool just like that, in her bra and panties. When she surfaced she was at the shallow end and she stood up. He grinned all over his face.'

'Yeah, go on, why?'

'Her undies had gone see-through in the water!'

Even Saint Godrica would have got bored with that after a while, and I was fed up in half a day! When school was out I stomped home and let myself in by the key I wore around my neck. Mum and Dad wouldn't be home for hours. I went to my room and stared at myself in the mirror, thinking that it wasn't enough having spots, and new hairs and lumps — I had to wear these dag rags as well. I took the uniform off, threw it on the floor, and put on shorts and a T-shirt. Then I felt better.

COMPREHENSION QUESTIONS

- Find three experiences that make Crys Morgan (the narrator) feel very uncomfortable about her new school.
- 18 PART ONE: USING WORDS-EXPLORING PARTS OF SPEECH

LANGUAGE IN YOUR HANDS: VOCABULARY AND SPELLING

EFFECTIVE ADJECTIVES

Adjectives are most effective if they are carefully chosen to suit their purpose. Use vivid adjectives to add detail to your writing. For example:

The girl opened her bag. The girl opened her jet-black bag.

Try and choose adjectives that appeal to the senses. For example:

dazzling green nail polish (sight) the **smooth**, **silent** swish of the cloak. (touch and sound)

Avoid over-used adjectives because they weaken the impact of your writing. For example:

the **nice** driver the **good** dog the **boring** day.

ACTIVITY 4.4

AC1	IVITY 4.4	-9	
Put	these words from th	e story into correct alphabetical order.)
а	chicken	e story into correct alphabetical order.	
b	oil	CE	
С	uniform	pAor	
d	school	-OF	
е	punishment	CTER	
f	teacher	DEU	
g	tie	Rh	
h	collar		
i	wooden		
j	chair		
k	smiling		
ι	ripped		
m	bathers		
n	grinned		
0	home		
р	shorts		

ACTIVITY 4.5

Create a paragraph to describe of Mrs Pierce, the class mistress, and Miss Newstead-Ott, the class captain, to show what they might look like in this story. Include a number of descriptive adjectives in your word picture of these two people. You could include a sketch with your description as well.



UNIT 5: PRONOUNS IN PLACE—PERSONAL AND POSSESSIVE PRONOUNS

ENGLISH IN FOCUS

Going Off

Oma. Gugs. Mimi. Freck. Pokey.

I live in a family where absolutely no one is called by their right name. No wonder we're like we are. Oma is my grandmother. Our other grandmother is called Gran, like normal people, but Oma is called Oma so we don't get confused. *As if.* I think Oma is Dutch for grandmother. We have Dutch in our family, on Mum's side.

Oma is all right. She's got lots of white hair which she fixes up in a bun behind her head and these big, fleshy arms that sort of encircle you in this vast hug. It's like being swallowed whole by warm bean bags. She's always smiling.

Gugs is me. I was christened Gregory, but my little sister couldn't say Greg when she was learning to talk, it came out Gugs and the name stuck, worse luck. Now she can talk—we spend most of our time trying to make her stop—but she still calls me Gugs. Everyone does.

My little sister is called Mimi, another nickname. Mimi is clever, cute and a pair in the bum. She has to be the centre of attention, all the time. 'Me-me'—get it? That's how she got ner nickname.

PAG

COMPREHENSION QUESTIONS

1 At the beginning of this story about his family, why do you think Gugs, or Gregory to use his real name, says 'No wonder we're like we are'?



2 What does the narrator Gugs actually mean when he uses the phrase 'As if'?

3 A sentence from the story has been changed. What effect does it have on the reader?

Oma's got lots of white hair which **Oma** fixes up in a bun behind **Oma's** head and these big, fleshy arms that sort of encircle you in this vast hug.

LANGUAGE FOCUS: PERSONAL AND POSSESSIVE PRONOUNS

A pronoun is a word that is used in place of a noun. Pronouns are often used to avoid repetition. For example:

Gugs was happy because Gugs had decided to change Gug's nickname to Gezza.

Do you notice how the repetition of 'Gugs' makes the sentence sound clumsy and monotonous? Using pronouns makes the writing more effective. For example:

Greg was happy because **he** had decided to change **his** nickname to Gezza.

Two types of pronouns are personal pronouns and possessive pronouns. There is an example of each one in the sentence you have just read: he is personal and his is possessive.

PERSONAL PRONOUNS

Personal pronouns replace the nouns that name people, places or things. For example, S He was very happy. It is a very large building. She will be a naughty puppy. They are all relatives. We all had nicknames.

Personal pronouns can be in the first, second or third person. Think of these pronouns as the 'voice' of the writing. The first person is the person speaking: 'I was christened Gregory'.

The second person is the person spoken to: 'When are you going to your gran's place?' The third person is the person spoken about: 'She has to be the centre of attention'.

First person pronouns	Second person pronouns	Third person pronouns
I, me (singular), we, us (plural)	you (singular), you (plural)	he, him, she, her, it (singular), they, them (plural)

POSSESSIVE PRONOUNS

Possessive pronouns are personal pronouns that show ownership or possession.

First person	Second person	Third person
my	your	his
mine (singular)	yours (singular)	her
our	your	its (singular)
ours (plural)	yours (plural)	their/theirs (plural)

I remember when we first visited **my** gran's house. (first person) You must get your bags ready for the excursion. (second person)

Going Off

When Oma rang and asked if I wanted to go to Sydney I didn't really know what to say. The little kid part of me was really excited but the older, wiser, cooler fourteen-year-old part of my brain told me to chill. What was the point in getting excited over anything?

I guess I'd grown up a lot in the last year. But then, a lot has happened to me. I've gone into Year 9, got my first zit, lost my best friend and my parents decided to split up. You know, the usual stuff.

The thing with my parents has got nothing to do with how I'm feeling right now. It's not so bad. Really. It happened to Ben, another mate of mine. His parents lived separately for a long time. He said it was like being a library book. You're either sitting around waiting for someone to pick you up or you're out on loan.

'Sydney?' I said, into the phone.

'I want to take you and Mimi and Freck over to see your cousin. We'll stay for a couple of weeks and see all the sights.'

A couple of weeks with Oma. In Sydney.

I wasn't sure how this would work out. I didn't see Oma much because she lived in the country, about three hours drive away. We went down and saw her at Christmas and Easter but when she came up to Perth she mostly stayed at Freck's house. I didn't know how it would be spending a whole two weeks with her

On the other hand, I could see Ben. Ben had moved to Sydney a year ago and Tiedn't heard from him since. It would be just hell joy to catch up again.

'Come on, Gregory, it will be fun.'

Gregory now. People only call me Gregory when they want me to do something, like tidy my room or understand why they have to get a divorce.

'l don't know.'

'Well have a think about it. Is your murn there?'

Mum was there, and Oma talked to ner and then she talked to Mimi, who naturally was all for it. So in the end I decided to go. After all, that nothing better to do in my school holidays, except maybe sit around and listen to people talking about custody.

And I had this p'an. it all had to do with Ben.

COMPREHENSION QUESTIONS

1 Why does Gugs have two different reactions when he is first asked about the trip to Sydney?

2 Why is he unsure whether he wants to stay at his Oma's house?

3 What do you think Gugs' plan might be in going to Sydney and catching up with Ben?

LANGUAGE IN YOUR HANDS: VOCABULARY AND SPELLING ACTIVITY 5.4

What does the writer mean when he puts these words into the mouth of his main character, Gugs? Look back at the passage where Gugs these words.

- a 'the older, wiser, cooler fourteen-year-old part of my brain'
- **b** 'my brain told me to chill'
- c 'I guess I'd grown up a lot in the last year.'

d	ʻIt's not so bad. Really.'						FS	
е	ʻlt would be just hell joy'		~P	AGE	PP			
	ACTIVITY 5.5 a Put these pronouns from <i>Going Off</i> into their correct alphabetical order:							
	l me my mine h	is it	you	your	we	she	her	they

b Now create a list of all the vowels and consonants in these words using the table below. Remember that vowels are the letters a, e, i, o, u. All the other letters in the alphabet are consonants.

VOWELS	CONSONANTS

ACTIVITY 5.6

Each of these sentences has two errors in the way the pronouns have been spelt or used. Rewrite them correctly:

a The cat turned it's head towards the door, then took off with their legs almost spinning on the shiny floor.

UNIT 5: PRONOUNS IN PLACE—PERSONAL AND POSSESSIVE PRONOUNS 23



UNIT 6: VERBS ALIVE—TYPES OF VERBS

ENGLISH IN FOCUS

This is a microstory, which is a story created with exactly 100 words, and was written by a Year 7 student.

Run

They are swarming at me from every direction, screaming like devils. Everywhere! I'm scared. Get me out of here! Too many of them. Throwing things at me. Escape! Where? CTED PAGE PROOFS Anywhere. Run. Hide. They're chasing me. Screaming at me. 'Help!' I yell. They're still screaming. They've got hold of me. Let go! Somebody help me, save me. Run! That's all I can do. Let me go. They're dragging me down, lower than low. I've got to be freed. Let go. I'm nearly there, in the safety of my bedroom. Luckily, my little sister's birthday party only happens once a year. Phew!!

COMPREHENSION QUESTIONS

1 From this microstory, make a list of ten action-packed verbs (the words that do the action).

2 How do these verbs help make this microstory a successful one?

- **3** Make a list of ten new action-packed verbs that could be included if this was a 200-word story. Choose verbs that would suit the story.
- 24 PART ONE: USING WORDS-EXPLORING PARTS OF SPEECH

LANGUAGE FOCUS: TYPES OF VERBS

Verbs are the most important part of a sentence because they tell us what is happening. They tell us what is being done (the action) by the main subject in the sentence. Every sentence must have a verb and a subject, unless it is a command (e.g. 'Escape' or 'Run!').

Without a verb, almost all sentences do not make sense. For example:

| hate the supermarket \rightarrow | the supermarket.

We **love** the movies \rightarrow We the movies.

John wants a real roast dinner please \rightarrow John a real roast dinner please.

Without the verbs there is no connection between the subject (I, We, John) and the rest of the sentence. Verbs fall into three main types—action verbs, linking verbs and helping verbs.

ACTION VERBS

Action verbs show us what someone or something is, was or will be doing. Most action verbs can be divided into PROC two categories:

PHYSICAL ACTIONS

James **fights** with Susie. (fights is the verb, it is the action word James is the one doing the action—fighting— DRRECTED P so James is the subject.)

I stole her seat.

I tease her all the time.

MENTAL ACTIONS

I love my sister. I remember the teasing now.

I wonder why I got into trouble.

LINKING VERBS

Linking verbs (also known as being verbs) show what someone or something is, was or will be.

She is my sister. Mum grows angry. The remote stays on the TV.

Each of the subjects in these sentences ('She', 'Mum' and 'The remote') are not doing anything because there is no action, but the verb and what comes after it tells us more about the subject.

Common linking verbs	Example		
to be (includes am, is, are, will, were)	My mother became louder.		
to look			
to seem			
to appear	That remote appears broken.		

Magic microstories

The Taste of Victory by Susie Clement

The race is about to begin. I'm ready for it! A few seconds of stillness and then I'm off. Go!!

I'm first out of the blocks and around the bend. Surging ahead of the pack, I'm in the lead. Down the back straight, alone and out in front.

Around the last bend, almost home. I'm flying! I can taste the victory!

But out of nowhere someone cuts in front. Oh no! I shouldn't have counted my chickens before they hatched. I'm almost there. It's neck and neck! I'm stretching, reaching....Yes! I got it!

The last hotdog at the school canteen!

The Monster in Front of Me by Rhiannon Konigson

The monster in front of me growled as its eyes glowed an angry green.

I could smell its foul, sour, disgusting breath as it washed over my face - moist and warm.

Gathering every ounce of courage, I yelled loudly at the hideous beast to try and show that I was tougher than it was, although I knew I was not.

But I knew I also could not think like that. I had to rise up against my fears and show it who was boss. I ran out. God, I hate detention with Mrs Williamson. It just ruins my whole day!

Disaster Zone by Adam Stewart

It looked as if a hurricane had hit the place. I had only loft the place for a couple of days. There were papers lying scattered on the ground, old children's toys, some with heads ripped off, others covered in what looked like red blood.

There were food scraps scattered averywhere, graffiti on the walls, dead and alive insects littering the room, a wall of cobwebs filled with giant spiders, smashed windows and in the middle of the room was an upturned bed. I felt a cold, hard, icy hand on my shoulder.

'Clean up this room now!' yelled mum.

COMPREHENSION QUESTIONS

1 Which one of these three microstories do you like the most? Give reasons for your choice.

2 For each microstory, write out the five most important verbs that help make the action interesting and entertaining.

LANGUAGE IN YOUR HANDS: VOCABULARY AND SPELLING ACTIVITY 6.4

Draw a line to match the auxiliary verb (first column) with an action verb (second column) to form a verb phrase you could use in a sentence. Be careful, you might need to mix and match to discover a pattern to make them all link together!

	AUXILIARY VERB	ACTION VERB		
а	is	spying		
b	could	shopping		
С	has	phone		
d	should	want		
е	would	skating		
f	were	think		
g	does	run		

ACTIVITY 6.5

Draw a line to match each verb with its correct meaning. These verbs all appear in the student microstories.

	VERB	MEANING
а	surge	cry out, shout
b	drag	break into pieces
С	growl	draw out longer
d	escape	move suddenly for wards
е	scatter	murmur angi ilv
f	smash	throw about
g	yell	flee quickly
h	scream	pull along with effort
I	stretch	get free
j	run	give a high-pitched cry

ACTIVITY 6.6

Use each of the verbs from the table in activity 6.5 in a sentence. Try and use auxiliary verbs and different forms of the verbs in the sentences you create. An example has been done for you.

a surge The crowd was surging towards the stage during the concert.

b	drag	
с	growl	
	5	
d	escape	
-	cecape	
•	scatter	
6	SCALLEI	



UNIT 7: VERBS ALIVE—USING SIMPLE TENSES

ENGLISH IN FOCUS

Black Belt

June 3

I love my sister now. I don't think I did before. I didn't know who she was, what she could do. I never really thought about her as a person. All I remember is fighting with her. It wasn't as though we hated each other or anything like that, we just used to fight. It was always my fault. I used to tease her—say when the ads were on TV, I'd get the remote control and hold it over her head so she couldn't reach it, or steal her seat the minute she was out of it. She used to go crazy, punching and screaming at me. I'd make her so mad all she could do would be to scream out 'MMMuuummm' at the top of her voice, and then I'd cop it.

COMPREHENSION QUESTIONS

1	How does the narrator (the person telling the story) annoy his sister?
	200.
	GEPT
2	How does his sister react to his teasing?
	ECTE
	CORKE
	INO
3	What genre or form of writing is this extract, and how can you tell?

4 Read the following phrases from the extract and say whether the action is taking place in the present or the past.

а	'I love my sister	,	

- b 'I don't think ... '
- c '... we just used to fight'
- d 'I used to tease her ...'
- e 'It was always my fault.'

LANGUAGE FOCUS: SIMPLE TENSES

The tense of a verb shows the time when an action or thought takes place. This may be in the past, the present or the future.

The most common tenses are the simple present, the past and the future tenses.

A verb is in the simple present tense if the action or thought happens in the present, for example:

I take the remote.

He **loves** his sister.

A verb is in the past tense if the action or thought happened in the past, for example:

I took the remote yesterday.

He loved his sister when they were young.

A verb is in the future tense if the action or thought will happen in the future . The future tense takes the auxiliary verb will). For example:

I will take the remote tomorrow.

He will love his sister in a few years from now.

Many verbs tenses follow a regular pattern. The verbs that do this are called regular verbs. For example:

love (present)

will love (future) (the auxiliary verb will is inserted into the font) PAGE

IRREGULAR VERBS

Some verbs have irregular tense patterns These are called irregular verbs. Here is the tense pattern for the verb to be:

I am teasing. (present)

He/she/it was teasing. (past)

You/we/they were teasing. (past)

I/you/she/it//ve/they will be teasing. (future)

There are many other irregular verbs that take irregular tense patterns. You will become experienced at recognising them, and will know many of them already. For example, the verb take has the following past tense pattern because there is no such word as taked:

```
take (present)
took (past)
```

will take (future)

Here are some common irregular verbs and their tense patterns that you will recognise:

Present tense	Past tense	Future tense	
begin	began	will begin	
drink	drank	will drink	
choose	chose	will choose	
eat	ate	will eat will find will grow	
find	found		
grow	grew		
рау	paid	will pay	

Black Belt

July 3

I'm sitting here writing this at the dinner table. Susie is sitting up next to me drawing a black and white blob that looks just like the thing under the couch. Sits up close to me. I don't mind but I have to be careful that she doesn't read what I'm writing. Her hair is past her shoulders now; she's tied it back with a blue ribbon. It's that gold colour that some girls have, that very bright gold that turns green in chlorine swimming pools. In hospital after the accident they shaved the left side of her head. She had a haemorrhage between her brain and skull and they had to drill a hole the size of a twenty cent piece through her skull to let the blood drain out otherwise the pressure on her brain would have killed her. Susie didn't know about that though. When she woke up from the coma her hair was gone. Now it's nearly as long as it was before the accident.

I'm worried about Susie. Quinn saw her being hassled by some girls in the playground yesterday. That would explain why she spent all last night in her room. No one picks on her when I'm around. It makes me so mad. I can't be with her every minute of the day, it's just impossible.

I feel really down today and I don't know why. There's this boy in my class, Toby. 'Garbage Guts' they call him because he'll eat anything. Well, Louisa threw her half-eaten sandwich in the bin and then told Toby he could eat it. He did. He poked around in the bin, dragged it out, squashed it together again and ate it. It was baked beans. I don't know why it upset me. I really wanted to hit him. Then I really wanted to hit her. I wanted to do something but all I could think of was to hit someone. Then we got the real's for the mid-term maths exam. I topped the class and I didn't feel anything. I don't know why not. Quinn came second and he was upset. If I could have I would have swapped with him.

Susie's just gone to bed. We had the radio on and she was singing along. Well, she can't actually sing but she mouths the word. When she was just out of hospital that was one of the first things she did. We weren't sure then whether she was brain-damaged or not and Mum was in the kitchen with the radio on and Susie started to mouth the words to the songs and tap her good foot. Mum screamed she was so happy.

I still think she's going to ge, better. I can't help myself. I just can't believe it's true. At first I found it hard to look at her. At night, when she was in bed asleep I would sit with her and image that she was normal. Well, I mean normal like she was before, my sister like she was before. It's only when she's awake that you can tell that her right side doesn't work. When she's asleep she looks just like a normal ten year old. In the morning I could imagine her jumping up, complaining about walking to school, begging Dad for a lift, fighting with me over the bathroom, refusing to eat her breakfast, taking everything for granted like we used to. She used to run everywhere. She was really fast on her feet, her blonde hair flying behind her. She could give me a whack and be out of the room before I knew what had happened. Now it's clump ... drag, clump ... drag as she pulls herself around the house, her right leg dragging behind her left. At least she's out of the wheelchair I suppose.

COMPREHENSION QUESTIONS

- 1 What is worrying James (the narrator) about Susie?
- 2 Why do you think he gets so upset at Toby and Louisa?
- 3 How do you think Susie's accident might affect James in the future?
- 30 PART ONE: USING WORDS-EXPLORING PARTS OF SPEECH

LANGUAGE IN YOUR HANDS: VOCABULARY AND SPELLING **ACTIVITY 7.4**

Check the meanings of the following words and use each in a sentence. Make sure your sentence is in the tense shown in brackets. An example has been done for you.

a chlorine (past)

The new brand of **chlorine** that Dad **put** in our swimming pool **made** my nose block up.

- **b** haemorrhage (present)
- c pressure (past)

- urel granted (pash)

ACTIVITY 7.5

Insert the appropriate auxiliary verb in the tense shown in brackets.

- a I_____ hoping she gets better. (present)
- **b** He ______ travelling to China. (future)
- _____ kill me when he finds out I ______ eating his c My father ____ chocolate. (future, present)
- d I ______ seen that TV show already. (past)
- e James and I ______ trying out for the team. (present)
- f ______ you bring me the dishes? (future)

UNIT 7: VERBS ALIVE—USING SIMPLE TENSES 31



UNIT 8: ACTIVELY ADVERBS—HOW ADVERBS WORK

ENGLISH IN FOCUS

The Other Facts of Life

Ron and Di sat at the table ignoring Ben.

It wasn't easy.

While they picked at T-bone steaks the size of doormats Ben, naked except for his loin cloth and tanning lotion, stared at them steadily from under his bald dome and slowly ate a small pile of rice from a wooden bowl.

Ron stared at the carpet, the sideboard and the ceiling.

'Ceiling's holding its colour well,' he said.

Inside Ben was holding his breath. He knew all this staring at the carpet, sideboard and ceiling was just a last desperate bid for escape before Dad broke down and sobbed about the state of the world.

Di stared at the ceiling, the sideboard and the carpet.

'So's the carpet,' she said.

- work the big difference of the big diff
- 3 Why do you think Ben's parents might be trying to ignore him?

4 How do each of the words in bold tell you more about what is happening?

- 'stared at them **steadily**'
- **'slowly** ate a small pile of rice'
- 'she asked incredulously'
- 'chew your lettuce **properly**'
- 32 PART ONE: USING WORDS-EXPLORING PARTS OF SPEECH

LANGUAGE FOCUS: HOW ADVERBS WORK

ADVERBS GIVE EXTRA INFORMATION

Adverbs are words that usually give extra information about the meaning of verbs (also called modifying the meaning of verbs). For example, we are told how Ben stared at his parents and how he ate his rice:

'Ben...<u>stared</u> at them **steadily** from under his bald dome and **slowly** <u>ate</u> a small pile of rice from a wooden bowl.'

Adverbs can also modify an adjective or another adverb. For example:

That was an **extremely** funny <u>movie</u>. (adverb modifies adjective)

Our excursion was over **too** <u>quickly</u>. (adverb modifies adverb)

ADVERBS ANSWER QUESTIONS

Adverbs always answer questions about when, where, how, how often and to what degree or extent.

Question	Description	Types of adverbs	Example		
When?	action takes placeyesterday, before afterwards, thenWhere?Tells us where an action here personalhere, there somewhere, above, below, away, forwardsHow?Tells us how things happen.happily, musically, cheerfully, hopefully, sadly, angrily, bitterly, well, badly		We start the new project tomorrow . Question: When do we start the new project? Answer: tomorrow. The adverb adds meaning to the verb 'start'.		
Where?			()uestion: Where does Beth carry her nethall		
How?			They yelled angrily . Question: How did they yell? Answer: angrily. The adverb adds meaning to the verb 'yelled'.		
How often?	Tells us the <i>number</i> or <i>timing</i> of the actions.	always, seldom, never, rarely, once, twice, occasionally, sometimes	They saw her occasionally . Question: How often did they see her? Answer: occasionally. The adverb adds meaning to the verb 'saw'.		
To what degree? To what extent?	Tells us about the <i>intensity</i> or <i>extent</i> to which things happen.	very, most, less, extremely, partly, too, so, quite, rather, almost, sure.	They were very polite to the customers. Question: To what degree or extent were they polite? Answer: very. The adverb adds meaning to the verb 'polite'.		

The Other Facts of Life

On the TV screen Hiroshima lay in ruins, the once-thriving Japanese city looking to Ben like a team of men with sledgehammers had smashed every upright object into rubble and dust and splinters and then carted away most of the debris.

And all the people.

'They do that with models,' said Jason **cheerfully**. He was sitting on Ben's bed staring at the screen in fascination and **rhythmically** transferring the contents of a box of chips into his mouth.

'I saw it on "The Making of Star Wars",' he crunched.

A sombre voice narrated over the scenes of bleak devastation.

'...within two kilometres of the nuclear blast people are vapourized **instantly**. It is beyond two kilometres that the true horror begins ...'

Jason stared at the hideously burned people with their misshapen features and huge open sores.

'That makeup's lousy,' he said. 'Indiana Jones was heaps better. Anyway I'm sick of Making Ofs. It never looks as good as the actual movie.'

He hit 'off' on the remote control and turned to where Ben was shaving his head with an electric razor. 'What's it like?' he asked.

Ben blew expertly across the rotating heads of the razor.

'It works fine. You're sure your dad won't miss it?'

'No way,' said Jason, 'he's got millions. I mean what's it like being mental?'

'I'm not,' said Ben matter of factly.

'That's one of the first signs,' said Jason **seriously** 'thicking you're not. That and people making you stay in your room.'

Ben knew it wasn't Jason's fault. He had problem parents. They didn't have a clue. Brains like woodwork teachers.

Not like Mum and Dad. They were coming along **very nicely**. Okay, they weren't saving the world but at least they were worrying about it a bit.

'We've taken him to see people, we've tried punishment, discipline ... I don't know what to do.' Ron rubbed his hand **wearily** over his face.

'I've got to get security clearance to have a shave,' he said **plaintively**.

Wal brought his cleaver smashing down through the lamb carcass, removing a leg. Fortunately from the carcass. 'I'm no psychiatrist, Ron,' said Wal. He waggled his bloody cleaver and flashed an evil grin. 'Be a bit of a worry

if I was ... but I reckon he's doing it for the attention.'

He deprived the lamb of another leg.

'It's the age,' he said. 'When I was his age I used to walk into lamp-posts, just so's people'd look at me.'

COMPREHENSION QUESTIONS

1 What excuses does Jason give for not believing that the film of the atomic bomb blowing up Hiroshima is real?

LANGUAGE IN YOUR HANDS: VOCABULARY AND SPELLING

When an adjective is turned into an adverb, the spelling of the word has to be changed. In most cases-ly is added to the positive form of the adjective. For example:

bad \rightarrow badly normal \rightarrow normally surprising \rightarrow surprisingly

SPELLING PATTERNS FOR OTHER ADVERBS

1 When the adjective ends in *-ic*, add *-ally*. For example:

scientific \rightarrow scientifically

2 When the adjective ends in *-le* and has a consonant before it, drop the final *-e* and add *-ly*. For example:

simple \rightarrow simply

3 When the adjective ends in -le and has a vowel before it add -ly. For example: PROOFS

sole \rightarrow solely

4 When the adjective ends in *-ll*, add *-y*. For example:

 $full \rightarrow fully$

5 When the adjective ends in -ue, drop the final -e and ado -ly. For example:

true \rightarrow truly

- 6 When the adjective ends in -y with a consonant before it, change the -y to -i and add -ly. For example: angry \rightarrow angrily
- 7 When the adjective ends in -y with a vowel before it, add -ly. For example: $coy \rightarrow coyly$

There are some exceptions to these spelling patterns, so if you are unsure check a dictionary.

ACTIVITY 8.4

Turn the following adjectives into adverbs using the spelling patterns above.

а	dramatic	\rightarrow	 g	shrill	\rightarrow	
b	specific	\rightarrow	 h	due	\rightarrow	
c	humble	\rightarrow	 i	busy	\rightarrow	
d	favourable	\rightarrow	 j	easy	\rightarrow	
е	agile	\rightarrow	 k	happy	\rightarrow	
f	dull	\rightarrow	 ι	large	\rightarrow	

UNIT 8: ACTIVELY ADVERBS—HOW ADVERBS WORK



ENGLISH IN FOCUS

Team Taylor-Twilight's hot new player

Shift over, Mr Pattinson, there's a new kid in town! One with a too-cute smile and *those* arms ... say hello to Taylor Lautner.

Karate kid

Before the world knew him as Jacob, Tay was a real-life karate kid. He took up martial arts at age six and by the time he was 12, he had three junior world championships under his (black) belt. But even with the martial arts world at his feet, he was ready for his next challenge. 'My karate instructor was involved in (show) business ... so whenever I would come to L.A. to train for karate, I would go out on auditions and eventually realised I liked acting more,' Taylor says.

He works hard for a livin'

Taylor's fam moved from Michigan to California so he could audition for a cung roles full-time. He scored gigs on TV shows like *Summerland* (of Jesse McCartney fame), as well as vorceover work on cartoons including *What's New Scooby-Doo*? But the coolest role was when he storred as Sharkboy in *The Adventures of Sharkboy and Lavagirl in 3-D*. Three years later came the role of a life ime. 'Before I was cast I hadn't even heard of *Twilight*,' Taylor admits. Now, he raves about it. 'Every member of my family has read the books ... my grandparents, aunts, uncles, everybody!'

COMPREHENSION QUESTIONS

- 1 Answer these questions about *Twilight*'s Taylor Lautner using information from the passage and the lead-in word given below:
 - a When did Taylor take up martial arts? at _____
 - **b** By the time he was 12 where were those world championships? under _____
 - c Where was the martial arts world for Taylor? at _____
 - d Why did he first come to L.A.? for _____
 - e Where did he get voiceover work? on _____
- 2 Now copy your answers from question 1 but change each of the lead-in words you were given to the following:
 - a before _____
 - b through _____
- 36 PART ONE: USING WORDS-EXPLORING PARTS OF SPEECH

LANGUAGE FOCUS

So far in this unit you have been working with prepositions located in phrases. You can see that these small words have a very big role in sentences.

PREPOSITIONS CONNECT

A preposition connects nouns or pronouns with other words in a sentence. It begins a phrase that adds meaning to other words in the sentence. For example:

Cats will hunt **during** the night.

The preposition **during** begins the phrase **at night**. This phrase tells *when* the cats hunt.

The phrase during the night is called a prepositional phrase.

inside/outside

up/down

Here is a li	ist of some	common	prepositio	ns.			F	5	
about down	above during	after for	along from	at in	before inside	behind into	below like	beside off	by on
opposite	outside	over	since	through	towards	under	until	up	with

Some prepositions have very clear opposites. For example:

over/under to/from

above/below

PREPOSITIONS GIVE US INFORMATION

Prepositions can tell us when something happens. For example:

We arrived at the station **at** two o'clock.

Prepositions can tell us *where* something is located. For example:

Your pen is **under** that folder.

Prepositions tell us how something happens. For example:

The family went to the resort **by** train.

FORMING PREPOSITIONS

Some prepositions are created when two prepositions are joined together. For example:

with + in \rightarrow within $up + on \rightarrow upon$ in + to \rightarrow into

Shiny & Smart



- 1 The prepositions in this advertisement give more information about the product, and the company selling it. In the top left hand corner is the Telstra slogan: 'Works better in more places'. Underline
- 2 Notice that the slogan does not simply say 'Works better'. What does the longer prepositional phrase add to Telstra's message?

3	$Find three \ more \ examples \ of \ prepositions \ and \ prepositional \ phrases \ in \ the \ body \ of \ the \ advertisement.$
	List them and explain what each one adds to the message of this mobile phone advertisement.

a _ b С

38 PART ONE: USING WORDS-EXPLORING PARTS OF SPEECH

LANGUAGE IN YOUR HANDS: VOCABULARY AND SPELLING ACTIVITY 9.4

Here is a collection of prepositions and their prepositional phrases. The person who wrote them down made some spelling mistakes. Some words are correctly spelt, but they are incorrectly used. Write the correct word in the space provided.

а	biside the empty counter
b	beneth the other bed
c	within a day's time
d	accros the open field
е	though an opening in the wall
f	untill the operator arrives
g	near that large gate
h	sinse last Wendesday
i	amung the rose bushes PAGE
j	beyond a joke
k	abov the pile of magazine
A	near that large gate sinse last Wendesday amung the rose bushes beyond a joke abov the pile of magazines FECTER TIVITY \$5

Create a short advertisement for a teenage magazine about a favourite piece of technology. Choose an iPad, mobile, laptop, iPod, game console, watch or any other favourite. Your advertisement must include at least three prepositions and prepositional phrases to describe the product's best features and how it can benefit its owner. Choose prepositional phrases that will grab your audience, and check your spelling carefully. Write about 50 words.

UNIT 9: PREPOSITION POSITION—WHAT PREPOSITIONS DO 39



UNIT 10: CONJUNCTIONS CONNECT—HOW **CONJUNCTIONS WORK**

ENGLISH IN FOCUS

Spit Disappears

It took the town a little while to realise that Spit McPhee had disappeared. By the time everybody in St Helen knew about it there were rumours that he had drowned himself **or** hidden in one of the trains going to Melbourne. He had been seen from one end of town to the other, but nobody could offer any real facts to Sergeant Collins whose duty it was to find him. The river was the logical place to look for Spit, **but** where exactly?

The first news of his absence had come from Betty Arbuckle who had waited for him at six o'clock tea time, and after questioning Ben and ringing the hospital she realised by eight o'clock, when it was fully dark, that Spit was being wicked again. But it was ten o'clock before she told her husband Frank to go down to the boiler to see if he was there.

'He won't be there, Bet,' Frank said. 'He'd know that I'd come and get him by the scruff of the neck if he was there.'

- COMPREHENSION QUESTIONS 1 What are the two rumours going around about Spit McProe's disappearance?
- RRECTER 2 If Spit had been seen from one end of town to the other', why do you think people couldn't tell the police sergean) where he might be?

3 In questions 1 and 2 there are two ideas linked together by the words **or** and **but**. Why do you think the narrator linked these groups of words together rather than writing the following sentences:

 By the time everybody in St Helen knew about it there were rumours that he had drowned himself. There were rumours he had hidden in one of the trains going to Melbourne.

40 PART ONE: USING WORDS-EXPLORING PARTS OF SPEECH

LANGUAGE FOCUS: HOW CONJUNCTIONS WORK

Conjunctions are joining words. They link together individual words or groups of words. They are used to link ideas, avoid boring repetition and create variety in sentences.

TYPES OF CONJUNCTIONS

There are conjunctions that join the same kinds of words or groups of words. The most common conjunctions that do this are:

and, but, so, for, yet, or

Conjunctions can join words that are the same part of speech.

3EPROOFS Get your bat and your helmet. (joins nouns) Is that drink for her or me? (joins pronouns) Make sure you exercise and train before Saturday! (joins verbs) The player was young **but** talented. (joins adjectives) The boat rocked steadily yet continuously. (joins adverbs)

Conjunctions can also join groups of words. For example.

The boots are in the cupboard or under your bed.

The whole team arrived by plane so they were really exhausted.

Conjunctions can also join a group of words that do not make complete sense on their own to another group that does make sense. Some conjunctions that do this are:

if, after, whenever, although, because, before, since, until, unless, whether, once, while, when, wherever You can once you have finished your homework.

We travelled all the way to the coast **before** it rained.

USING CONJUNCTIONS

1 Conjunctions show connections between words and give information about the reason, place, time or order of events. For example:

The singer stopped **because** he felt sick. (**because** gives the reason) Pigeons flock wherever there is food. (wherever gives the place) Schools are empty when it's holiday time. (when gives the time) My baby sister is always fed **before** I am. (before gives the order)

2 Some conjunctions are used in pairs. For example:

either/or	Either you give me the book or I tell Dad what you did.
both/and	She can do both the cleaning and the sorting if she really wants to.
neither/nor	Neither my sister nor my brother will be going to the circus this weekend.
not only/but also	Not only will we see strange buildings but also strange foods!

Spit Disappears

That was the first step in the town's discovery that Spit had run away. And, as the first man to hear about it, Sergeant Collins' attitude was predictable.

'That damned little dingo,' he said. 'Why can't he stay put somewhere I don't even know where to look for him at this hour of the night, Mrs Arbuckle. But you can bet that he's safe and secure somewhere. He knows how to look after himself, so don't worry. He'll turn up all right'.

'But I have to worry, and you ought to do something.'

'Well you tell me where I can find him and I'll go and get him. Leave it until morning and I'll be after him first thing.'

'You ought to be able to do better than that,' Betty Arbuckle said angrily.

'Tomorrow morning,' Sergeant Collins told her and hung up.

'He's right,' Frank Arbuckle said, and in an unusual act of defiance took off his boots and told Betty, 'I'm going to bed.'

Betty Arbuckle, determined in her conscience to do something, walked to the front gate, looked under the house hopefully, turned her eyes to the clear sky and starlit sky above and asked the Lord Jesus to protect the wandering boy. Then she went to bed.

It was another two days before all the town because involved in Spit's disappearance, but not everybody in St Helen recognised Spit's problem. Those who were curious but not particularly concerned assumed that with his grandfather's death he would end up in an orphanage anyway, which meant Bendigo or even Melbourne itself. That should be the end of it. But there were plenty of other, who realised that Spit had disappeared because he didn't want to be taken off to an orphanage, and though his disappearance seemed like a hopeless gesture of defiance, there was plenty of sympathy and support for him. Also enough confidence in Spit's character to believe he could look after himself.

But where was he?

Sergeant Collins spent a wasted day looking into all the turns and twists of the river bank upstream and downstream, and into the two deserted houses and the old lean-to that Spit had used sometimes to store his crayfish drum in during the winter. He asked the Italians who ran the pea farm if they had seen Spit; then the Walkers, and at the other dairy farms that bordered the little river. The one person he didn't ask was Sadie Tree who was the only person in town who knew where Skip was. But when he asked the boys and girls who normally used the Point for a swimming hole if they had seen Spit (he never swam there anyway) they all told the Sergeant, 'He's over on Pental Island, somewhere on the big river.' In fact they didn't know for sure where Spit was, but they knew that the island and the big river were Spit's territory, so where else would he be?

It was something that Sergeant Collins also knew but was reluctant to accept because it meant rowing a boat across to the island and searching the strip of bush—the tall old eucalypts—that bordered the big river.

'That little wombat is so bloody determined, God knows where he is,' Sergeant Collins told his wife as he sat down to tea after his wasted day.

COMPREHENSION QUESTIONS

1 What are Sergeant Collins' views about Spit's disappearance?

42 PART ONE: USING WORDS-EXPLORING PARTS OF SPEECH

One effective way to make your writing more interesting is to vary the lengths of your sentences. If all sentences in a piece of writing are the same length, it can be very boring to read. When we speak, we use a mixture of short, medium and long sentences, and we frequently use conjunctions to link words and join ideas together.

ACTIVITY 10.4

Use a variety of conjunctions and different sentence lengths to rewrite these sentences to make this student's description much more interesting. You can move words and phrases around, and even change a few words if you need to:

I was riding my bike. I was beside the road. Cars and trucks were on the road. Ahead of me were some other bike riders. One was a kid about my age. One of the riders in his group bumped against him. His bike fell onto the road. He was still on the bike. Cars began swerving to avoid hitting him. A huge truck was heading right at him. It was going fast. He looked around. He panicked. I thought it was too late. One of the other riders grabbed him. He quickly dragged him off the road. The truck slammed into the bike. It was smashed to bits. It was a really close call. He was so lucky.

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ACTIVITY 10.5

Here are some useful conjunctions, but they are spelt incorrectly. Rewrite them accurately:

а	becorse	f		exsept	
b	allthough	g		sinse	
C	wether	h	1	onse	
d	untill	i		aftur	
е	beetwen	j		whyle	

UNIT 10: CONJUNCTIONS CONNECT—HOW CONJUNCTIONS WORK 43

BUILDING SENTENCES— COMBINING WORDS AND CREATING SENTENCES

UNCORRECTED PAGE PR

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UNIT 11: SORT SENTENCES—TYPES OF SENTENCES

ENGLISH IN FOCUS

Rubbish

'Have you remembered what night this is? he says.

'Yes, Dad,' I say.

'Have you put the bin out yet?'

'Not yet,' I say.

'Well, don't forget,' he says. 'I don't want rubbish spilling out all over the ground. It will attract rats and ... ' 'I know, Dad,' I sigh. 'If the rats come people will get sick, disease and pestilence will spread throughout the neighbourhood and everyone will die.'

'You think it's a bit of a joke, do you?' he says, leaning forward in his chair and pointing his finger at me. 'Well, we'll see how much of a joke it is when we're up to our ankles in rubbish and rats and you've got bubonic plague and you've got boils all over your body, funny-boy! And we'll all have a good laugh when bits of your lungs come flying out of your mouth and ...'

'Okay, Dad!' I say, 'I get the picture! I'm going to put the bin out, all right?'
'Now?' he says.
'In a minute,' I say. 'Right after I cut this string off my finger.'
'Don't forget,' he says.
'I won't, Dad,' I say. 'I promise.'
I swear my dad's getting crazier by the day.
I go into the kitchen, pull open the second drawer down and start rummaging for the scissors.
Mum comes into the room.
'Have you put the bin out yet?' the says.
'Not yet, Mum,' I say. 'I'm just about to.'
'Well, don't forget' she says. 'We don't want...'
'Rats,' I say.
'How did you know I was going to say that?' she says
'A lucky guess,' I say.

COMPREHENSION QUESTIONS

- 1 What is one reason people might tie string around their fingers? Write your answer in a complete sentence.
- **2** A complete sentence must include a subject, a verb and an object. Copy one complete sentence from *Rubbish*, and circle each of the vital sentence ingredients you find there.
- **3** Find an example of each of the following types of sentences in *Rubbish*. Highlight each one with a different colour highlighter.

LANGUAGE FOCUS: TYPES OF SENTENCES

WHAT IS A SENTENCE?

A sentence is a group of words that makes sense on its own. For example:

The pool is closed. When will the pool open? Open the pool at ten o'clock. This pool never opens on time!

A sentence must begin with a capital letter and end in a full stop, question mark or exclamation mark. It should include at least one verb, a subject and an object. The subject is the person or thing carrying out the action. For example:

John bought the T-shirt online. (John is the subject—John is carrying out the action, bought is the verb, the T-shirt is the object)

' ... bought the T-shirt online (the rest of the sentence is called the predicate.)

The following groups of words are not sentences. Something vital has been but out, perhaps it is the subject, the verb or the object. So the groups of words are called sentence *fragments*:

Sitting beside the pool. (Who is sitting?) Never opens on time. (What is never open on time?) When the pool opens. (What happens when the pool opens?)

TYPES OF SENTENCES

There are four types of sentences.

1 A **statement** gives a fact, belief, opinion or possibility and ends with a full stop. For example:

The pool is closed. (fact) I believe in vampires. (belief) Football is better than cricket. (opinion) It might rain today. (possibility)

2 A question asks for some information and ends with a question mark. For example:

What is the date today? How long will they be?

3 A **command** gives an order, request, advice or instruction and usually ends with a full stop. Sometimes it can end with an exclamation mark to show emotion as well. For example:

Let go of me, Rover. (order) Ask Rover to let go. (request) You should see a doctor after this. (advice) Follow the line marked in yellow. (instruction) Stand still and remain quiet! (instruction)

Rubbish

The phone rings.

I go to pick up.

'Don't touch that!' says Jen, pushing past me and beating me to the phone. 'That'll be Craig. Besides, shouldn't you be putting the bin out? It stinks—I can smell it from my room.'

'I'm surprised you can smell anything about your own stink,' I say. Jen makes a face and picks up the phone. I just keep standing there. She hates it when I listen in on her calls.

ROOFS

Jen puts her hand over the mouthpiece.

'Mum,' she says, 'Andy's listening to my call.'

'I am not!' I say. How can I be listening if you haven't even started talking?'

'You're going to listen,' she says.

'Pardon?' I say.

'I said 'you're *going* to listen," says Jen in a louder voice.

'What?' I say. 'I can't hear you. I think I've gone deaf.'

'Mum!' says Jen.

'Andy,' sighs Mum, 'you've got a job to do. Just go and do it.'

'All right,' I say, but I don't move. I just keep standing near the phone. 'Andy,' says Jen.

'Okay, okay!' I say. 'I'm going!'

'That's not what I'm talking about,' she says, holding the receiver towards me. 'It's for you.'

'For me?' I say.

'Yes,' says Jen. 'Hard to believe isn't it, but apprently someone want t talk to you.'

'Who?' I say. 'Who is it?'

'Whom shall I say is calling?' Jen says into the phone.

She smirks.

'It's Lisa Mackney,' sł e saງເວ.

'Lisa Mackney?' '.:ay. 'Are you sure?'

'Do you want me to ask her if she's sure she's Lisa Mackney?'she says.

'No!' I say, grabbing the receiver.

Lisa Mackney! Wow! She must have got my Valentine's card. I slipped it into her bag this morning. I wonder how she guessed it was from me. Maybe the perfume on the envelope gave me away. Well, it wasn't exactly perfume. I couldn't find any, so I sprayed it with the pine-scented air freshener we use in the toilet. It went all over my clothes and I stunk of it all day. I guess she must have noticed.

Jen is still standing beside the phone.

'Mum!' I say. 'Jen's listening to my call!'

'As if I'd want to listen to one of your juvenile phone calls,' she says, walking out of the room. 'I've *got* a life.' 'Hello?' I say.

'Hi, Andy—it's Lisa,' she says.

'Oh, um, er ... ' I stutter, trying to think of something clever to say. 'Hi!'

'I hope you don't mind me calling you,' she says.

Is she kidding? It's only the best thing that has ever happened in the history of the world. But I can't say this. She might think I'm making fun of her. I have to act cool.

'No,' I say.

PREFIXES

You can often form the opposite of a word by adding a *prefix* to the front of it. For example:

tangle \rightarrow untangle

Common prefixes that form opposites are un-, anti-, dis-, mis-, non-, in-, im- and il-

disappear	<i>il</i> legal	<i>im</i> pure	<i>in</i> correct
dishonest	<i>im</i> possible	<i>in</i> complete	<i>un</i> beatable

SUFFIXES

One way to become a good speller is to look for patterns in words, such as similar endings or vowel pairs. In Rubbish you can see these common patterns:

pushing beating listen**ing**

The suffix -ing is a common ending for verbs.

ACTIVITY 11.4

PROOFS Search the extract for words that have these common spelling patterns: a Find three words with an *-ing* ending.

FN

Find two words with an -ci spelling pattern b

c Find two words with an -ie spelling pattern

- **d** Find four words in the past tense with *-ed* endings.
- e Find five nouns or verbs with -er endings.

ACTIVITY 11.5

Use each of these words from Rubbish in a sentence in the form shown in brackets. An example has been done for you.



UNIT 12: SORT SENTENCES—SUBJECTS AND PREDICATES

ENGLISH IN FOCUS

Games online

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Most Visited + P Getting Sta	arted 🔯 Latest Headlines 🔹 🗌 Microsoft Outlo 🗌 Xerox700-Scanner 🗙 Login to ConnX 🔄 New Ticket 📅 FlexiPurchase.com 👫 OUP Xpress 📳 K	DDAM - Nome
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Zumbe Fibress Rush Star Wars Fighter Pods		ing online promotions & Social Media competitions <u>www.iwingconditions</u>
The Jak and Daxter Trilogy Dizzy Dancers		AdChoices (2
School Zone® workbooks, software and flashcards		
Invizimals The Lost Tribes	PC Game Releases plus Reviews	
Kalser Baas WFI Music Streamer Geronimo Stilton in the Kingdom of	School 26 Unique Game for Teen and Tween Girls Interview	The table The Arry Potter: The Quest
Fantasy Mario Hits the Dance Floor in Just	School 26 is the debut title from female-focused developer Silicon Sisters that explores empathy and social mastery	Prepare for the final battle! Warner Bros. Home Entertainment Group presents Harry Potter: The Quest with exciting
Dance 3 Karaoke Revolution Glee Volume 3	for teen and tween girls. More	online adventure allows fans to unlock exclusive never-before-seen content! More
Barble Camper & Pashionista Dolls Razor Scotter's For Christmas		THE QUEST
Take 2	····· (6.6.6) Star (20)	
EyePet Adventures Puss In Boots Video Game	Mystery Case Files: 13th Skull	Dark Parables: Curse of Briar Rose
Cars 2 Secret Spy Attack Finn McMissie	Movent Program After moving into a rundown mansion in Louisiana, Sara Lawson is struck with tragedy when her husband mysteriously	A twist on the tale of Sleeping BeautyOne thousand years ago, Sleeping Beauty was kissed htm prince. Break the curse of a
Celebrity Dress Up Games Toy Reviews & Releases	13 Skull disappears. Unravel the truth behind the legend and solve your biggest mystery yet! More	thousand years with Dark Parables: Curse of Briar Rose. More
DVD & Board Game Releases & Reviews		
PC Game Releases & Reviews School 26 Unique Game for Teen		
and Tween Girls Harry Potter: The Quest		
Mystery Case Files: 13th Skull Dark Parables: Curse of Briar	(20) COR	
Rose Princess Isabella Witch's Curse	o mine of the Princess Isabella Witch's Curse	Ancient Mysteries King Tut's To 1b
Ancient Mysteries King Tut's Tomb	The curse has placed evil in every room, and turned everyone inside the castle into mirrors! Can you defeat the evil witch in	
The Dracula Files GHOST Chronicles Phantom of the Benalissance Fair	The curse has placed evil in every room, and turned everyone inside the castle into mirrors! Can you dereat the evil witch in the spell-binding Hidden Object Adventure game? More	ANCIENT WYSTERIES Ancient Mysteries King Tut's T. n. wore
Harry Potter and the Half-Blood	Nile & Cuse	A MARTINE MAR
Prince Video Game Girl Gamers		
Where in the world is Carmen Sandlego 3		
Nancy Drew: The Phantom of Venice	and the second se	
Nancy Drew: Legend of the Crystal Skull		
Bejeweled 2, Bookworm, Peggle and Zuma	The Dracula Files	GHOST Chronicles Phantom of the Renaissance Fair
Chuzzie PC Game Zurza PC Game	Count Dracula has risen from his grave and only you can stop him! Michael and Quinn Harker grew up thinking Drac. Is was nothing more than a fairy tale! More	CHOST Can you unravel the supernatural clues and solve the cryptic puzzles to discover the ghastly truth and end the Renaissance Fair nightmare once and for all? More
Bookworm Adventures PC Game	Praceda - Honny inter one of the control of the con	Phane and a state of the s
Diner Dash Game Series Hy Horse Gang		The second se
Save the Dinos Farm Vet		
Scooby-Doo Showdown in Ghost Town		
Scooby-Doo Phantom of the Knight		Company Sector and Company
Anya		
	OD'	

COMPREHENSION ODESTIONS

- 1 Who has 'risen from the grave and only you can stop him'?
- 2 What do you 'unravel' in the Ghost Chronicles game?
- 3 What has the curse done to everyone in Princess Isabella's Witch's Curse?
- 4 Why are these sentences about these games very useful for someone looking at the games' covers?

LANGUAGE FOCUS: SUBJECTS AND PREDICATES

All sentences have a subject and a predicate. The predicate tells us more about the subject of the sentence.

SUBJECTS

The subject of a sentence is always a noun or a pronoun.	The computer crashed. (computer is a noun) It crashed. (It is a pronoun)		
The subject of a sentence may include more than one person or thing.	My brother and sister are going to the Gold Coast. (The subject consists of two nouns)		
The subject may include words that add meaning to the noun.	My expensive new watch is on the table. A useful way to find the subject is to ask 'who' or 'what?' before the verb. Question: What is on the table? (is = in: verb) Answer: my expensive new watch		
The subject does not have to come at the beginning of a sentence.	Without realising it, Sue dropped her iPod. Sue is the subject of the sentence. (Ask 'wł o dropped her iPod?')		

PREDICATES

	(Ask 'wł o o opped her iPod?')
PREDICATES)Pr.
The predicate is the part of the sontence that tells us about the subject	John bought the T-shirt online. 'bought the T-shirt online' tells us the action of John (the subject), so this is the predicate.
The most important word in the predicate is the verb because it tells us what the subject does.	The computer crashed . In this sentence the predicate is just one word, the verb crashed , and that verb tells us what the subject (the computer) did.
A predicate may contain more than one verb.	Jill sings and dances .
A predicate may contain words that tell more about the verb or give more information about the action.	Jill <i>sings</i> happily at work all day and <i>dances</i> on stage at night.

ACTIVITY 12.1

Circle any of the following lines that contain all the elements of a sentence (a subject, a verb and an object).

- **a** The game is in the computer.
- **b** Website now screen.
- c The car in the garage.

The Star Beast

Soon upon a time, and not so far ahead, there was a long streak of light down the night sky, a flicker of fire, and a terrible bang that startled all who heard it, even those who were normally inured to noise. When day came, the matter was discussed, argued, and finally dismissed. For no one could discover any cause at all for the disturbance.

Shortly afterwards, at a farm, there was heard a scrabbling at the door, and a crying. When the people went to see what was there, they found a creature, It was not easy to tell what sort of creature, but far too easy to tell that it was hurt and hungry and afraid. Only its pain and hunger had brought it to the door for help.

Being used to beasts, the farmer and his wife tended the thing. They put it in a loose box and tended it. They brought water in a big basin and it drank thirstily, but with some difficulty—for it seemed to want to lift it to its mouth instead of lapping, and the basin was too big, and it was too weak. So it lapped. The farmer dressed the great burn that seared its thigh and shoulder and arm. He was kind enough, in a rough way, but the creature moaned, and set its teeth, and muttered strange sounds, and clenched its front paws...

Those front paws ...! They were so like human hands that it was quite startling to see them. Even with their soft covering of grey fur they were slender, long-fingered, with the fine nails of a girl. And its body was like that of a boy—a half-grown lad—though it was as tall as a man. The long and slanting eyes were as yellow as topaz, and shone from inside with their own light. And the lashes were thick and silvery.

'It's a monkey of some kind,' decided the farmer.

'But so beautiful,' said his wife. 'I've never heard of a monkey like this. They're charming—pretty —amusing—all in their own way. But not beautiful, as a real person might be.'

They were concerned when the creature refused to eat. It turned away its furry face, with those wonderful eyes, the straight nose, and curving fine lips, and would not touch the best of the season's hay. It would not touch the dog biscuits or the bones. Even the boiled cod-head that was meant for the cats' supper, it refused. In the end, it settled for milk. It lapped it delicately out of the big basin, making small movements of its hands—its forepaws—as though it would have preserved some smaller utensil that it could lift to its mouth.

Word went round. People came to look at the strange and injured creature in the barn. Many people came. From the village, the town, and the city. They prodded it, and examined it, turning it this way and that. But no one could decide just what it was. A beast for sure. A monkey, most likely. Escaped from a circus or menagerie. Yet whoever had lost it made no attempt to retrieve it, made no offer of reward for its return.

Its injuries healed. The soft fur grew again over the bare grey skin. Experts from the city came and took it away for more detailed examination. The wife of the farmer was sad to see it go. She had grown quite attached to it.

'It was getting to know me,' said she. 'And it talked to me-in its fashion.'

The farmer nodded slowly and thoughtfully.

'It was odd,' he said, 'the way it would imitate what one said. You know like a parrot does. Not real talking, or course, just imitation.'

'Of course,' said his wife. 'I never thought it was real talk. I'm not so silly.'

COMPREHENSION QUESTIONS

1 Why do you think the narrator begins this story in such an unusual way?

2 Which parts of the creature make it seem like an animal, and which parts like a human?

ACTIVITY 12.4

The writer of *The Star Beast* uses a wide range of words in his sentences. Here are some words from the extract that people sometimes find confusing. Circle the correct spelling option from the selection.

- a Last week I bought/brought/bough home some fresh milk.
- **b** The car travelled to/too/two fast down the country road.
- c They were quite/quiet/quit sure that life would never be the same.
- d They took their/there/they're fishing gear on the trip.
- e The chance to win was never really their/there/they're.
- f An opportunity to go though/through/thought the sports museum was too good to miss.

ACTIVITY 12.5

This writer also uses a variety of creative words, but some can be tricky words to spell. Select ten of the words you are least confident about from the following list, and use each one in a sentence to show you understand the meaning.

argued	creature	fashion	preferred
beautiful	decide	flicker	retrieve
biscuits	delicately	imitation	slender
clenched	detailed	injured	streak
concerned	disturbance	inured	utensil



UNIT 13: FINDING PHRASES—NOUN PHRASES, ADJECTIVAL PHRASES AND ADVERBIAL PHRASES

ENGLISH IN FOCUS

Madagascar

Review by David Stratton

Now to the latest all-star-voice-talent, marketing-heavy-monster to ring (*sic*) the last buck out of even the tightest parental purse-string, *Madagascar*. Alex the Lion and Marty the Zebra are the stars of the New York Central Park Zoo.

Alex loves performing for adoring members of the public, but Marty is beginning to think that 10 years in captivity is more than enough. Like the penguins, he feels the call of the wild.

When Marty disappears one night, Alex along with Gloria the Hippo and Melman the Giraffe, follow him to Grand Central Station.

After this escapade, the animals are packed in crates and sent off on a freighter across the sea to parts unknown; they fall overboard and are washed up on the shores of Madagascar, where they encounter King Julien and his tribe of furry mammals.

The DreamWorks animated films have developed a familiar formula new, unlike the cartoons of another era, they rely very heavily on big star names to voice the characters, and inis film is well served in that department, especially by Ben Stiller's lion, Chris Rock's zebra and Sacha Baren cohen's very funny King Julien.

The animation, as usual, is quite beautiful, with much attention given to small details like the hairs in Alex's mane or the surface of the sea.

The script, by a quartet of writers including directors Tom McGrath and Eric Darnell, is pretty predictable but quite engaging, and, as with the best animated features, the parents should have almost as much fun as the kids with this.

The songs are all familiar ones, and are wittily used, which is another bonus. *Madagascar* may not be the best of the recent crop of animated features, but it's very easy to enjoy.

COMPREHENSION QUESTIONS

1 Why does Marty the penguin decide to leave the zoo?

2 How do the animals end up on the island of Madagascar?

- 3 What are two very positive comments this reviewer makes about this movie?
 - а

PART TWO: BUILDING SENTENCES—COMBINING WORDS AND CREATING SENTENCES

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LANGUAGE FOCUS: NOUN PHRASES, ADJECTIVAL PHRASES AND ADVERBIAL PHRASES

PHRASES

A phrase is a group of words that does not include a complete verb and its subject, so it cannot stand on its own as a sentence. A phrase is always part of a longer sentence, but it can occur at the beginning, in the middle or at the end of a sentence. For example:

,FS

That new student is looking a bit lost. His new car, broken down on the highway, is waiting for a tow truck. The swimmer moved like a fish.

Not one of these phrases makes sense by itself:

that new student broken down on the highway like a fish

but when each is placed inside a sentence it adds extra information to the that sentence. AGE

TYPES OF PHRASES

There are three common types of phrases: no n phrases, adjectival phrases and adverbial phrases.

NOUN PHRASES

Noun phrases are phrases that stand in the place of a noun in a sentence. For example:

That new student is looking a bit lost.

Instead of writing the student's name, John (proper noun), or the student (common noun), this noun phrase also tells you why the student might be looking a bit lost.

ADJECTIVAL PHRASES

Adjectival phrases are phrases that tell us more about a noun in a sentence. For example:

His new *car* (noun), **broken down on the highway**, is waiting for a tow truck.

This adjectival phrase tells you what has happened to the car (noun). The phrase adds meaning to the noun.

ADVERBIAL PHRASES

Adverbial phrases are phrases that tell more about a verb in a sentence. For example:

The swimmer *moved* (verb) like a fish.

This adverbial phrase tells you how the swimmer moved (verb). The phrase adds meaning to the verb.

A warm and fuzzy result



Felix Williamson has spent much of his career playing monsters of one hue or another, including bouncers and killers—even bankers and politicians. At last, however, he's made something his children can watch, a show in which the monsters are fluffy and cute.

'It's nice to be in something where I'm not shooting someone in the head,' he says.

And this time, Williamson doesn't even play one of the monsters. In Mo S My Monsters, he plays Nick, the patriarch of the Carlson family. After five years in Australia, Nick, wife tate, son Eddie and daughter Angela have moved back to England, where they're surprised to discover their new home is occupied by three colourful furballs with hygiene issues.

'It's a fast-paced, clean, accessible show,' says Heath McIvor, a puppeteer who plays the monster Fiend.

'Thirteen episodes have already screened in the UK and they've had great reviews. All the feedback has been really positive.'

An English and Australian co-production, Me & My Monsters is a comedy series with huge ambitions. It wants to be more than a kids' show, in the way the Muppets attracted audiences of all ages. To this end, it has assembled an impressive cast and teamed them with an equally impressive crew. Take director Martin Dennis, who has worked on 'Allo, 'Allo, Men Behaving Badly, Black Books and The Vicar of Dibley.

'The English have such a great history of comedy,' Williamson says. '*Blackadder, Not the Nine O'Clock News, A Bit of Fry and Laurie,* stuff that isn't like the homogenized American version of *Two and a Half Men* and *Friends.* 'And while this is a kids' show, it has that Pixar element, that double entendre, where parents should be able to watch it without nodding off.'

The show's biggest appeal, however, is its monsters, who were created by the Jim Henson Company, run by Jim Henson's five adult children.

Puppets are not all created equal and Henson puppets sit atop the pile. As seen in The Muppet Show, Labyrinth and Fraggle Rock, they're so endearing that before long audiences forget they're watching puppets.

Here, Fiend is the trio's self-appointed leader, an odd-ball with eight eyes; Haggis is the clumsy giant with flatulence issues and a fear of his own shadow; and Norman speaks with bells and whistles that only Fiend understands.

'One of the puppeteers who played Haggis, Don Austen, has been around a very long time with Henson,' McIvor says. 'He has worked on everything from Yoda in Star Wars to The Little Shop of Horrors. He's just got that Muppet standard of comedy and delivery and movement philosophy.

McIvor is a Melburnian with 12 years of puppetry under his belt, including *The Hobbit* and *The Lion, the Witch and the Wardrobe*. With his puppets and a musician named Sammy J, he is also building a successful comedy career.

ACTIVITY 13.4

Explain the meaning of the words underlined in these phrases that appeared in the *Monsters* article:

- a 'of one <u>hue</u> or another'
- **b** 'with <u>hygiene</u> issues'
- c 'with huge <u>ambitions'</u>
- d 'an impressive cast'

e 'with <u>flatulence</u> issues'
ACTIVITY 13.5
Use suitable phrases in the spaces of this unfinished story. Read your final version to check that:

- it makes sense
- you have used the phrases accurately •
- the spelling is accurate.

l remember my favourite movie outing wh	en I was a younger. It wa	as a big day because it was
my tenth birthday. I invited six friends alo	ong and I was	We all climbed
, and Mum and Dad o	Irove us	We were going to go on
our own, so they dropped us	We went	and bought
some stuff at the candy bar, then found the	right cinema for the latest	blockbuster movie. We all sat
together, and munche	ed and slurped our way	At the end
we went outside, and	l Mum and Dad were waiting	in the foyer. I wanted to go up
and hug them, but I knew it wasn't cool right th	nen. I just said thanks. We th	en got
and drove for another	r feed!	



UNIT 14: CAPTURING CLAUSES—MAIN CLAUSES AND SUBORDINATE CLAUSES

ENGLISH IN FOCUS

Sitting on the Beach

Gidday. For this you'll need a beach, which is a long sandy arrangement somewhere near the sea, and you'll need something to sit on.

First of all, you should mention to everyone that you're going to just get away from things and let the wind blow away the cobwebs. Then go and find a beach with about a million people on it ... In front of all these people, and some of them were queuing on Thursday night for this, you've got to get out of your clothes and into your beach clobber.

Wrap the towel around yourself and slowly fumble away underneath trying to remove things as they come to hand, pulling each item out from under the towel and hiding it under some previous marginally less embarrassing item. And keep an eye on those people behind in case they rush you. PROOFS

COMPREHENSION QUESTIONS

- 1 Why does the narrator exaggerate the number of people on the beach? TEOPA
- 2 What is the narrator saying is the opposite of a good time at the beach?
- 3 What could be a reason for the narrator placing each **bold** section into the middle of a sentence?
- 4 What difference would it make to the meaning of the sentence if each of the **bold** sections was removed?

LANGUAGE FOCUS: MAIN CLAUSES AND SUBORDINATE CLAUSES

A clause is a group of words that contains a subject (the person or thing that does the action) and a verb (the action word). A sentence can have more than one clause. There are two types of clauses.

MAIN CLAUSE

The main clause (sometimes called an independent clause) is a clause that can stand as a complete sentence on its own. For example:

Tarek washed the car. (Tarek is the subject, washed is the verb and the car is the object.)

The main clause contains the main message of the sentence. There can be more than one clause in a sentence, but the main clause stands on its own and carries the main message. For example:

While we were at the beach, Tarek washed the car.

There can be two or more main clauses in a sentence if they can stand on their own. For example:

Tarek washed the car and my sister cleaned her trail bike.

SUBORDINATE CLAUSE

A subordinate clause (sometimes called a dependent clause) is a clause that is not as important as the main clause in a sentence. It does contain a verb but it cannot stand on its own (subordinate means less important). It gives more information about the main clause. For example:

Tarek washed the car before we arrived.

Subordinate clauses usually begin with a conjunction, such as:

because, while, until, after, if, before, that, when, although.

Subordinate clauses can be placed at the beginning, middle or end of a sentence. For example:

Because we left the bag behind, we did not have any money for lunch. The new book, *that I thought was lost*, was found down beside the beach umbrella. That was a great surfing excursion, *although we had to rush a little*.

A sentence can include one, or two or more subordinate clauses as well as its main clause. For example:

We were lying on the sand (main clause), minding our own business, when a freak wave came rushing up the beach and crashed on top of us, soaking my towel, my clothes and, worst of all, my mobile.

For more information on using conjunctions, see Unit 7 on page XX.

ACTIVITY 14.1

Circle the two main clauses in each of these sentences. An example has been done for you.

a We often go to the beach and we like to surf.

Care for an Arsenic Sandwich

JOCK (above the din of talking and clinking teacups): INTERJECTOR:	Ladies and gentlemen Ladies and gentlemen (<i>People begin to settle in their chairs.</i>) Welcome to this meeting of the Concerned Citizens of Rocky Creek Group. I'd like to introduce myself My name is Jock Lomond. Good on yer, Jock! (<i>Laughter</i> !)		
JOCK:	I've been a policeman in this district for close on forty years. Right up until last year, in fact, when I retired from the post of Detective-Sergeant of the Rocky Creek Watchhouse. I've been asked by the Lord Mayor (<i>He nods in the Mayor's direction. The MAYOR politely acknowledges him</i>) to chair tonight's meeting about this here issue of concern—the proposed new shopping complex. Well, I'm the first to admit that I don't know a heck of a lot about running meetings and everything—but I'm quite happy to oblige. Mainly because I think the issue is of real concern to us here (<i>There is a murmur of agreement.</i>) and the citizenry should be consulted. (<i>There are cries of 'Hear, hear' from the back of the room.</i>) So I guess you'd call me the umpire tonight. And if there are any fights that break out amongst you lot, (<i>laughter</i>)well, I s'pose I'll referee those too (<i>Further laughter.</i>) I've had a fair bit of experience dealing with 'obstroperous' types in the force, so I think I've got an idea what to do.		
[]	pRU		
JOCK:	Now, I'm sure you don't want to sit he e all night listening to me beat my gums together, so I'll hand you on to someone who can the whole shebang underway Ladies and gentleman, I'd like to now call upon a fellow I'm sure most of you know fairly well He's been a well-known identity around these parts for close on thirty years—the man who knows all the answers The Mayor of your fair city, Councillor Barry Aldershuttle		
INTERJECTOR:	Chief dogeatcher, you mean!		
(There is a mixed concerned of jeers and applause. The jeers soon die away under the withering stare of the MAYOR. He is pompous, but Lasically cheerful and good-natured.)			
MAYOR:	Many thanks, Jock, for your graceful introduction. I knew you'd be a natural at this sort of thing I'm not the man who knows all the answers. That's why I'm turning to you, the people of our community, tonight for some guidance. I hope that by the conclusion of the meeting this evening I will be further enlightened as to yoru attitude to the proposed development.		
INTERJECTOR 1: INTERJECTOR 2	You already know that. We don't like it		
(to the first interjector):	Says who?		
INTERJECTOR 3:	What is the 'proposed development'?		
MAYOR:	Hold your horses, everybody at the moment you're all just talking through your hats (<i>He goes over and positions himself by the overhead projector and flicks on a switch.</i>) If we can just douse the lights for a moment we can see what this is all about. (<i>Someone turns the lights off and the following detailed plan is flashed up to overlay the map of the area.</i>)		
	Here we have a map of the area. In the middle, as you can see, is the Uniting Church Hall where we are presently located. Just south, as you can clearly see, is the site of the proposed development, bounded by Willy Road, Eighth Street, Bland Avenue and		

ACTIVITY 14.4

Complete each of these sentences with one subordinate clause. Check your spelling to make sure your writing is clear.

- a Cam didn't worry about the book _____
- **b** ______ we knew something was wrong.
- c Ms Tsang, _____, is a really great coach.
- d The team was stunned _____
- e Alid tried to open the door _____

ACTIVITY 14.5

From the Mayor's two speeches in *Care for an Arsenic Sandwich* there are key sentences that have anumber of clauses that contain important information. In the sentences below, identify the main clause and subordinate clauses, and explain what the underlined words mean. An example has been done for you.

a If we can just <u>douse</u> the lights for a moment we can see what this is all about.

If we can just <u>douse</u> the lights for a moment (subordinate clause)

we can see what this is all about (main clause)

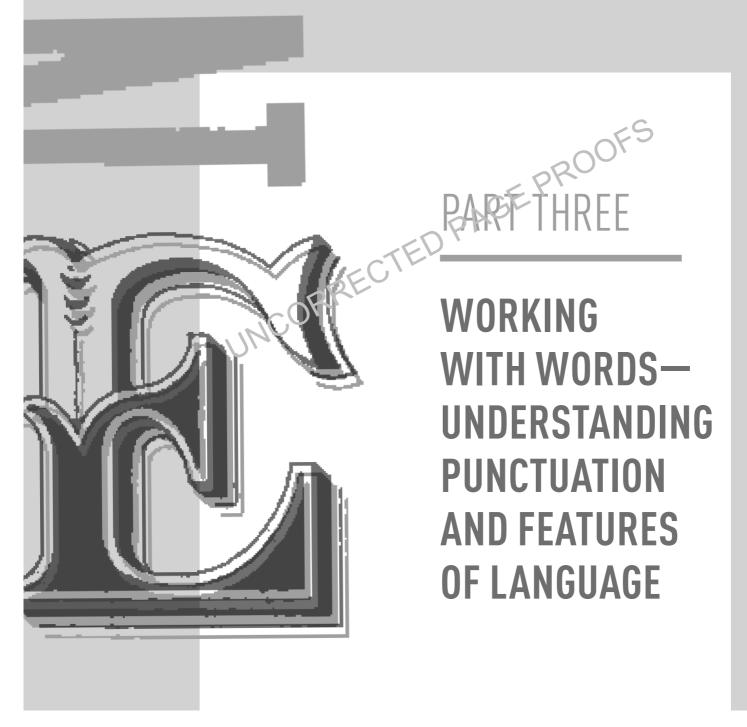
douse (means to extinguish or switch off)

- **b** Just south, as you can clearly see, is the site of the <u>proposed</u> development, bounded by Willy Road, Eighth Street, Bland Avenue and Low Street.
- c Here we have an illustration of the original <u>development</u> in this area.
- **d** As you can see, <u>residential</u> areas backed on to the chemical factory.
- e Now the Bullion Corporation have <u>tendered</u> for development of the site, proposing a multi-level shopping <u>complex</u> and parking station.

WORKING WITH WORDS— UNDERSTANDING PUNCTUATION AND FEATURES OF LANGUAGE

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15: PUNCTUATION PUNCH—USING COMMAS

ENGLISH IN FOCUS

Fat Chance

I look at her small thin face and I feel like belting it with a celery stick. Why did I ever ask Pen to be my watchdog? 'Food is very important when you're starving,' I say coldly.

We're at her house, in her kitchen, in front of her fridge. It's full of diet food ... drinks, vegies, fruits, low-fat yoghurt, low-fat cheeses, low fat, low-interest food. Her mum's always dieting, so's her two big sisters. So's her dad but it's cholesterol related. It's really painful when you have dinner there. He sits and reads all the labels and if anything has a smidgin of cholesterol in it he chucks a whopper wobbly and accuses Pen's mother of trying to poison him. Once I tried to point out that stress raises cholesterol levels, too; like being paranoid about fats in food to the extent of becoming suicidal, but that went down like a dose of Laxettes.

Pen's kitchen is super squeaky clean. Well, there's not any mucky, messy food like cream or chocolate or custard or gravy to dribble or spill, is there? They live on steamed fish or chicken and steamed vegies or salads. Their griller looks as new as the day it was bought, and so does their oven. Ours looks like the aftermath of a full-on barbaric feast, a burnt, blackened mess, with blobs of fat down the sides of the stove.

COMPREHENSION QUESTIONS

- GE 1 How do you think Lisa (the narrator) feels about being in Pen's house? How can you tell? 2RECTE!
- Find one example in which the narrator has used commas to make a list. 2
- 3 Find one example in which the narrator has used commas in spoken words.
- 4 Find one example in which the narrator has used commas to include new information in the middle of a sentence.



PART THREE: WORKING WITH WORDS-UNDERSTANDING PUNCTUATION AND FEATURES OF LANGUAGE

LANGUAGE FOCUS: USING COMMAS

The comma is the most common punctuation mark used inside a sentence. It shows a short pause and guides the reader in how to read and interpret a piece of writing. Commas are used in the following different ways.

1 Commas are used to separate three or more items in a list or a series of actions. For example:

I like apples, bananas, oranges, peaches and pineapples.

Today you promised to clean up your room, mow the lawn, wash the car and work on your history project.

You do not need a comma before the conjunction **and** because it naturally separates the last item in the list from the one that comes before it.

2 Commas are used to show a natural pause in speech or a complete change in thought. For example:

Because I was tired and sore from the long trek up the hill to her place, I decided to sit down for a while. The new school will be built on the site of the old community hospital, and a time capsule placed in the ground.

3 Commas show where extra information has been included in a sentence or after introductory or concluding words. This also avoids confusion for the reader. For example:

My oldest brother, who has just moved to Perth, has begun working for a mining company. Now tell me, before we get in the car, where are we going?

4 Commas are used to separate parts of a sentence so there is no confusion for the reader or listener. For example:

After my brother ate, his girlfriend arrived. The meaning would be confusing if the comma was left out: After my brother ate his girlfriend arrived.

The reader does not know where to pause and the meaning is not at all clear. My brother did not eat his girlfriend!

5 Commas are used with words such as **however**, **therefore**, **finally** and **nevertheless** when these words show a change of thought. For example:

I'm not going to the party, however, because I'm already going out. I'll tell you, finally, I will not give up no matter what.

6 Commas are used to show that someone is being spoken to and to show direct speech in a sentence. For example:

'Has he forgotten, Chen?' asked Sue.Without the comma the meaning changes completely:'Has he forgotten Chen?' asked Sue.'We will be there soon,' called Pira, 'so don't worry.'The commas separate the spoken words from the rest of the sentence.

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Fat Chance

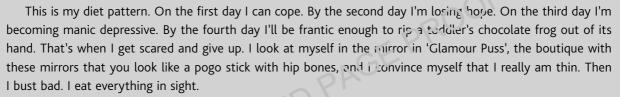
This has to be about the fifteenth diet I've been on and I'm only fourteen. So far I've tried the Grapefruit Diet where you eat grapefruit and drink grapefruit juice with everything. It's supposed to cause some chemical reaction and burn up fat. I've tried the Kelp Diet where I collected seaweed and boiled it up. Then I chewed it. It nearly made me spew. (I found out later you were supposed to eat kelp tablets, but by then the thought of anything remotely connected to seaweed had bad vibes.)

I've been on the Beansprout Diet. You have to grow sprouts from seeds in containers. I had containers everywhere and was happily eating sprouts till I found that Nick had sprayed them with fly killer as a joke. (He's got a bent sense of humour as well as being a low-life.)

I've been on the Scarsdale Diet, which was yuk, the Israeli Fighting Man's Diet (mainly goat's cheese which smelt foul, the Beverley Hills Diet, which consists mainly of pineapple and watermelon: ever tried buying those out of season? Mum made me buy them with my pocket money and they cost me an arm and a leg, so I didn't lose any weight except from my purse.

I even bought Fat Burners from the Healthy Life shop, but they didn't burn it off, they helped my stomach digest it better so that it could travel faster to my hips.

Nothing's worked.



Or I go to a big department store where the mirrors make you look like a pregnant rhinoceros and check myself out and think, 'What's the use?' I know ' can never look the way I want to and that depresses me. The only way I can cure my depression is with two eclairs, one Cherry Ripe bar, one large donut with chocolate icing and jam inside, and a regular non-diet coke.

Then I get depressed all over again because I've lost control and eaten all that fattening stuff. And what's the point of starting the disc again when I've just bombed out?

'Look,' says Pen. 'All the magazines now tell us that crash diets don't work.'

'Then why do they print the new, amazing miracle diet every couple of weeks? They're contradicting themselves.'

'They're trying to make money,' says Pen, being practical. 'They probably look at it this way. That particular diet might just work for someone and they'll get thin and stay thin. I mean, these diets must work for *some* of the population, mustn't they, or they wouldn't print them in the magazines. So now you're on a normal, sensible diet, lots of fruit and vegetables and complex carbohydrates instead of some miracle cure. The other diets were all fads. This'll work. Look at all the things that you can eat!'

COMPREHENSION QUESTIONS

1 In one sentence, using commas where necessary, make a list of the diets that Lisa (the narrator) has tried.



PART THREE: WORKING WITH WORDS—UNDERSTANDING PUNCTUATION AND FEATURES OF LANGUAGE

Some words are tricky to spell because they originate from a language other than English. This is especially true of words about food and drinks. The following list gives some popular food and drink words that have been absorbed into English from their language of origin.

buffet	miso	souvlaki
calamari	mousse	spaghetti
cappuccino	omelette	sushi
cous cous	pizza	tempura
crepe	quiche	teriyaki
dahl	risotto	vindaloo
gelato	roti	yum cha
lasagne	samosa	
latte	soufflé	

ACTIVITY 15.4

Choose the correct word from the word list above to complete each sentence.				
a You can get a great variety of toppings for				
b The is a milky, frothy and delicious type of coffee.				
c A very hot Indian curry is the curry.				
d There are many popular Japanese shops selling different styles of hand rolls.				
e is a type of Chinese meal where you can choose from many different small diskes that are displayed on heated trolleys.				
f A is a layered dish of minced meat and pasta, and it's delicious!				
g The delicious ice-cream with a special variety of flavours is called				
ACTIVITY 15.5				
Name the country that these foods originated from:				
a yum cha				
b lasagne				
c quiche				
d teriyaki				
e vindaloo				



UNIT 16: PUNCTUATION PUNCH—USING APOSTROPHES

ENGLISH IN FOCUS

Stormbreaker

Alex nodded. 'What do you think will happen?' he asked.

'What do you mean?'

'To the house. To me. To you.'

'I don't know.' She shrugged. 'I guess Ian will have made a will. He'll have left instructions.'

'Maybe we should look in his office.'

'Yes. But not today. Let's take it one step at a time.'

Ian's office was a room running the full length of the house, high up at the top. It was the only room that was always locked—Alex had only been in there three or four times, never on his own. When he was younger, he had fantasized that there might be something strange up there; a time machine or a UFC. But it was only an office with a desk, a couple of filing cabinets, shelves full of papers and books. Bank stude—that's what Ian said. Even so, Alex wanted to go up there now. Because it had never been allowed.

'The police said he wasn't wearing his seat-belt.' Alex turned to look at Jack.

She nodded. 'Yes. That's what they said.'

'Doesn't that seem strange to you? You know how careful no was. He always wore his seat-belt. He wouldn't even drive me round the corner without making me out mine on.'

Jack thought for a moment, then shrugged. 'Yean 't's strange,' she said. 'But that must have been the way it was. Why would the police have lied?'

COMPREHENSION QUESTIONS

1 Why do you think Alex asks Jack so many questions at this particular time? (Jack is a woman, even though she has the name 'Jack'.)

2 This extract uses a lot of direct speech, and reports what the characters actually say. Why do you think the writer uses shortened words like **don't**, **doesn't**, **it's** in the characters' conversation?

3 How would the story change if the characters used the full forms of these words, such as, **do not**, **does not**, **it is**?



PART THREE: WORKING WITH WORDS—UNDERSTANDING PUNCTUATION AND FEATURES OF LANGUAGE

LANGUAGE FOCUS: USING APOSTROPHES

There are two types of apostrophes: apostrophes of contraction and apostrophes of possession.

APOSTROPHES OF CONTRACTION

Apostrophes are used to show that letters have been left out of a word—apostrophes abbreviate words. For example:

didn't is the abbreviated form of did not. (the letter o is omitted)

These shortened words are called *contractions* (to contract means to shorten or make smaller). The apostrophe is placed exactly where the missing letters would normally be located.

Contractions are used when we want to write informally, or to record the language that people have spoken (this is called direct speech). If a person says the word **she's** when they are speaking, the written form must report *how* the word was spoken. Contractions are not often used in formal writing or speaking.

The following is a list of common contractions.

Common contractions			
aren't \rightarrow are not	it's \rightarrow it is or it has	we'll \rightarrow we will or we shall	
$\operatorname{can't} \rightarrow \operatorname{cannot}$	let's -> tet us	we've \rightarrow we have	
couldn't \rightarrow could not	c'clock $ ightarrow$ of the clock	who's \rightarrow who is or who has	
he's \rightarrow he is or he has	inat's \rightarrow that is	won't \rightarrow will not	
I'll \rightarrow I will or I shall	they're \rightarrow they are	would've \rightarrow would have	
I've \rightarrow I have	we'd \rightarrow we would	you're \rightarrow you are	

APOSTROPHES OF POSSESSION

Apostrophes can be used to show that something belongs to, or is owned by, someone or something. These apostrophes show *possession* and they are added to the end of a noun. For example:

Andy's bike is locked in the bike rack. (The apostrophe indicates that the bike belongs to Andy)

There are four main rules to guide you in deciding when to use possessives.

1 Add -'s to a singular word. For example:

	a dog's smile	my computer's mouse	a week's pocket money
--	---------------	---------------------	-----------------------

2 Add –'s to plural words that do not end in s. For example:

the children's books the people's votes

3 Add only an apostrophe to most plural words that end in –s or to proper nouns that already end in –s. For example:

my parents' anniversary	the students' reports
the players' gear	Athens' main roads

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Stormbreaker

'I'm afraid we haven't had a great deal of time, Mrs J,' Smithers replied. 'The challenge was to think what a fourteen-year-old might carry with him—and adapt it.' He picked the first object off the tray. A yo-yo. It was slightly larger than normal, made of black plastic. 'Let's start with this,' Smithers said.

Alex shook his head. He couldn't believe any of this. 'Don't tell me!' he exclaimed. 'It's some sort of secret weapon ... '

'Not exactly. I was told you weren't to have weapons. You're too young.'

'So it's really a hand grenade? Pull the string and run like hell?'

'Certainly not. It's a yo-yo.' Smithers pulled out the string, holding it between a podgy finger and thumb. 'However, the string *is* a special sort of nylon. Very advanced. There are thirty metres of it and it can lift weights of up to one hundred kilograms. The actual yo-yo is motorized and clips onto your belt. Very useful for climbing.'

'Amazing.' Alex was unimpressed.

'And then there's this.' Smithers produced a small tube. Alex read the side: ZIT-CLEAN, FOR HEALTHIER SKIN. 'Nothing personal,' Smithers went on apologetically, 'but we thought it was something a boy of your age might use. And it is rather remarkable.' He opened the tube and squeezed some of the cream on to his finger. 'Completely harmless when you touch it. But bring it into contact with metal and it's quite another story.' He wiped his finger, smearing the cream on to the surface of the table. For a moment no hing happened. Then a wisp of acrid smoke twisted upwards in the air, the metal sizzled and a jagged hole appeared. 'It'll do that to just about any metal,' Smithers explained. 'Very useful if you need to break through a lock.' He took out a clean handkerchief and wiped his finger clean.

'Anything else?' Mrs Jones asked.

'Oh yes, Mrs J. You could say this is our pièce de résistance.' He picked up a brightly coloured box that Alex recognized at once as a Nintendo Game Boy Color. What teenager would be complete without one of these?' he asked. 'This one comes with four games' And the beauty of it is, each game turns the computer into something quite different.'

He showed Alex the first game. 'If you insert Nemesis, the computer becomes a fax/photocopier which give you direct contact with us and vice versa.' A second game. 'Exocet turns the computer into an X-ray device. It has an audio function too. The headphones are useful for eavesdropping. It's not as powerful as I'd like, but we're working on it. Speed Wars is a bug finder. I suggest you use it the moment you're shown to your room. And finally ... Bomber Boy.'

'Do I get to play that one?' Alex asked.

'You can play all four of them. But as the name might suggest, this is actually a smoke bomb. You leave the game cartridge somewhere in a room and press START three times on the console and it will go off. Useful camouflage if you need to escape in a hurry.'

'Thank you, Smithers,' Mrs Jones said.

'My pleasure, Mrs J.' Smithers stood up, his legs straining to take the huge weight. 'I'll hope to see you again, Alex. I've never had to equip a boy before. I'm quite sure I'll be able to think up a whole host of quite delightful ideas.'

COMPREHENSION QUESTIONS

1 Why do you think this might be an important conversation for Alex?



PART THREE: WORKING WITH WORDS—UNDERSTANDING PUNCTUATION AND FEATURES OF LANGUAGE

Some words are challenging to spell because they include a letter or letters that you do not hear when you say them aloud. These are called silent letters. Centuries ago, these letters were pronounced, but over time the sound of the word has changed. In modern times, the spelling may remain the same even though the sound of the word has changed. An example of this is the word knight—in the Middle Ages this word was pronounced kanikt (all the letters were pronounced), so all the letters of the word were heard. Today, the sound of the word is nite, so you do not hear the k or gh sounds. But the spelling is unchanged. This is why it can be difficult to learn the spelling of some words, and why it's valuable to read widely so you can become familiar with different spellings.

ACTIVITY 16.4

- a Many contractions include silent letters in their spelling. Circle the silent letters in the following contractions:
 - i who's
 - ii could've
 - iii where's
 - iv should've
 - v wouldn't
- PAGE PROOFS b Now circle the silent letters in these words from the Stormbreaker extract:
 i slightly
 ii thumb

 - iii climbing
 - iv handkerchief
 - v bomb
 - vi weight
 - vii whole

ACTIVITY 16.5

The following phrases contain possessive nouns and need apostrophes to be added. Put the apostrophe in the correct position. An example is done for you.

a Alexs toys \rightarrow Alex's toys

b the bombs fuse \rightarrow

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UNIT 17: PUNCTUATION PUNCH—PUNCTUATING SPEECH

ENGLISH IN FOCUS

The Great Mouse Plot

'It stinks!' someone shouted. 'Throw it out of the window quick!'

'Hold on a tick,' I said. 'Don't throw it away.'

Thwaites hesitated. They all looked at me ...

'Why don't we,' I said, 'slip it into one of Mrs Pratchett's jars of sweets? Then when she puts her dirty hand in to grab a handful, she'll grab a stinky dead mouse instead.'

The other four stared at me in wonder. Then, as the sheer genius of the plot began to sink in, they all started grinning. They slapped me on the back. They cheered me and danced around the classroom. 'We'll do it today!' they cried. 'We'll do it on the way home! You had the idea,' they said to me, 'so you can be the one to put the mouse in the jar.'

Thwaites handed me the mouse. I put it into my trouser pocket. Then the five of us left the school, crossed the village green and headed for the sweet-shop. We were tremendously jazzed up We feet like a gang of desperados setting out to rob a train or blow up the sheriff's office.

'Make sure you put it into a jar which is used often,' somebody seid.

'I'm putting it in Gobstoppers,' I said. 'The Gobstopper jar is never behind the counter.'

1 What is the great mouse ptot:

- 2 How many different people speak during this extract from Roald Dahl's true story about his own life?

3 Here is a version of the opening lines of the extract that does not use direct speech:

Someone shouted that it stank and that I should throw it out the window quickly.

I said to hold on a tick and not to throw it away.

Thwaites hesitated. They all looked at me ...

I asked why we should not slip it into one of Mrs Pratchett's jars of sweets. Then when she put her dirty hand in to grab a handful, she would grab a stinky dead mouse instead.

Why is the direct speech in the original much more effective than this version ?

PART THREE: WORKING WITH WORDS—UNDERSTANDING PUNCTUATION AND FEATURES OF LANGUAGE

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LANGUAGE FOCUS: PUNCTUATING SPEECH

In our own writing, or in writing by other people, quotation marks are used to show when a person or character is speaking. These marks are also called inverted commas or speech marks. In grammatical terms, the record of a conversation is referred to as *direct speech*.

Either single quotation marks ('') or double quotation marks (" ") can be used to show direct speech, as long as they are used consistently. This is why both alternatives are included on a computer keyboard.'

- 1 There are four places in a sentence where words need to be shown with quotation marks:
 - when only spoken words are used. For example:
 'Are we there yet?'
 'Pick me, pick me!'
 - when unspoken words introduce the spoken words. For example:
 - Donkey asked again, 'Are we there yet?'
 - when unspoken words come after the spoken words. For example:
 'Won't you be quiet?' pleaded Shrek.
 - when the spoken words are interrupted by unspoken words. For example: 'We'll be there soon,' said Princess Fiona. 'Just be patient.'

In writing direct speech, any commus, full stops, question marks or exclamation marks that are part of the spoken words are placed inside the cootation marks.

2 Spoken words are separated from the rest of the sentence using a comma, a question mark or an exclamation mark. These punctuation marks must come within the quotation marks. For example:

'It is not far to go,' she said. 'Can I go with you?' asked Donkey. 'Just wait your turn!' shouted Shrek.

3 After any unspoken words, the spoken words continue without a capital letter unless a new sentence commences. For example:

'Oh well,' sighed Donkey, 'this will be a very long journey.' 'You can look at the view,' said Shrek. 'Later we can stop for some food.'

4 A new paragraph is started when there is a change of speaker. For example:

'Do you think anyone is writing this down?' asked Donkey.

'Why would anyone bother writing down what you say, Donkey?' said Shrek. 'I'm trying to forget the silly things you say and those crazy ideas you have as well!

'Someone might want to remember one of my very funny sayings,' Donkey replied.

OFS

The Chronicles of Narnia

'Good evening,' said Lucy. But the faun was so busy picking up its parcels that at first it did not reply. When it had finished, it made her a little bow.

'Good evening, good evening,' said the Faun. 'Excuse me—I don't want to be inquisitive—but should I be right in thinking that you are a Daughter of Eve?'

'My name's Lucy,' said she, not quite understanding him.

'But you are—forgive me—you are what they call a girl?' said the Faun.

'Of course I'm a girl,' said Lucy.

'You are in fact Human?'

'Of course I'm human,' said Lucy, still a little puzzled.

'To be sure, to be sure,' said the Faun. 'How stupid of me! But I've never seen a Son of Adam or a Daughter of Eve before. I am delighted. That is to say—'and then it stopped as if it had been going to say something it had not intended but had remembered in time. 'Delighted, delighted,' it went on. 'Allow me to introduce myself. My name is Tumnus.'

'I am very pleased to meet you, Mr Tumnus,' said Lucy.

'And may I ask O Lucy Daughter of Eve,' said Mr Tumnus, 'how you have come into Narna''

'Narnia? What's that?' said Lucy.

'This is the land of Narnia,' said the Faun, 'where we are now; all that lies between the lamp-post and the great castle of Cair Paravel on the eastern sea. And you—you have come from the Wild Woods of the West?'

'I—I got in through the wardrobe in the spare room,' said '-ucy.

'Ah!' said Mr Tumnus in a rather melancholy voice. 'if only I had worked harder at geography when I was a little Faun, I should no doubt know all about tho. e strange countries. It is too late now.'

'But they aren't countries at all,' said '.ucy Gughing. 'It's only just back there—at least—I'm not sure. It is summer there.'

'Meanwhile,' said Mr Tumnus, it is winter in Narnia, and has been for ever so long, and we shall both catch cold if we stand here talking in the snow. Daughter of Eve from the far land of Spare Oom where eternal summer reigns around the bright city of Ward Drobe, how would it be if you came and had tea with me?'

'Thank you very much, Mr Tumnus,' said Lucy. 'But I was wondering whether I ought to be getting back.'

'It's only just round the corner,' said the Faun, 'and there'll be a roaring fire—and toast—and sardines—and cake.'

'Well it's very kind of you,' said Lucy. 'But I shan't be able to stay long.'

'If you will take my arm, Daughter of Eve,' said Mr Tumnus, 'I shall be able to hold the umbrella over both of us. That's the way. Now—off we go.'

And so Lucy found herself walking through the wood arm in arm with this strange creature as if they had known one another all their lives.

They had not gone far before they came to a place where the ground became rough and there were rocks all about and little hills up and little hills down. At the bottom of one small valley Mr Tumnus turned suddenly aside as if he were going to walk straight into an unusually large rock, but at the last moment Lucy found he was leading her into the entrance of a cave. As soon as they were inside she found herself blinking in the light of a wood fire. Then Mr Tumnus stooped and took a flaming piece of wood out of the fire with a neat little pair of tongs, and lit a lamp.

'Now we shan't be long, he said, and immediately put a kettle on.

Words with the combination of letters: *-gh*, *-gth* or *-ght* can be tricky ones to spell.

- If the sound at the end of the *-ght* combination is a *-t* sound then the spelling is *-ght* (in alphabet order) as in **height**.
- If it is a *-th* sound it is *-gth* as in **length**.
- If it is an *-f* sound it is *-gh* as in **rough**.

ACTIVITY 17.4

Continue the conversation that Lucy and Mr Tumnus might have after their tea and cake. You might use some of the following ideas:

- Lucy is worried about being away from home.
- Mr Tumnus wants to find out more about humans and the human world.
- Lucy wants to know more about Narnia.

Use the correct layout for direct speech, and write about 100 to 200 words. You may like to commence your conversation with the following opening:

'Now, Lucy Daughter of Eve, tell me more about your War Drive world,' said Mr Tumnus. 'How is it different to our cold and snowy Narnia?'

ACTIVITY 17.5

Here are some words from this extract with some letters missing. Fill in the missing letters:

a deli _____ ed



UNIT 18: THE WORLD OF WORDS—WORD STEMS, PREFIXES AND SUFFIXES

ENGLISH IN FOCUS

In Her Haste

Andrew Lansdown She is going out with her mother and she is calling, ' Goodbye dad!' And she is pushing open the flywire door, always wanting to be off or anxious not to be left behind. 'Bye daddy! she bellows, bursting with importance and impatience. From my desk I call, 'See you later!', and hear, thinly from the distance of the driveway, her sweet, unsought rejoinder, 'See you later! Don't forget the toilet paper!' These impish pleasures, heightened by imperfections. I smile like an alligator.

COMPREHENSION QUESTIONS

- 1 Why does the dad 'smile like an alligator' at the end of the poem?
- 2 Why do you think the poet gave his poem the title 'In Her Haste'?
- **3** Can you recognise a word-within-a-word in these words from the poem? An example has been done for you.

PART THREE: WORKING WITH WORDS—UNDERSTANDING PUNCTUATION AND FEATURES OF LANGUAGE

LANGUAGE FOCUS: WORD STEMS, PREFIXES AND SUFFIXES

Many words are formed from a word stem (sometimes called the base word or root word) by adding one or more prefixes and/or suffixes. Recognising the parts of words, and how prefixes and suffixes work, will build your understanding of the world of words.

WORD STEMS

Many words belong to the same 'family' and share the same word stem. For example:

Word	Language of origin	Meaning	Related family words
aquarium	Latin: <i>aqua</i>	water	aquatic, aqua (colour), aquamarine, aquanaut, aquaplane, subaquatic, aquaculture
automatic	Greek: autos	same, self	autopilot, autobiography
dictionary	Latin: dictus	say, speak	dictation, predict, dicta or
millimeter	Latin: mille	thousand	millenium, millicn, millisecond
microphone	Greek: phone	sound	phonograph, telephone, homophone

Many of our English words come from ancient Latin and Greek words.

PREFIXES

A prefix is a letter or group of letters placed at the start of a word to make a different word and change its meaning. Many orefixes originate from other languages, too. For example:

meal > megameal (mega is Latin for 'great' or 'large)

Here are some common prefixes that originate from ancient Latin or Greek, and an example of each:

Prefix	Meaning	Example
ab–	away from	absent
anti–	against	antiwar
bi–	two	bicycle
circum–	around	circumnavigate
со-	together	cooperate
dis–	apart	disability
ex–	out of	exit
hemi–	half	hemisphere
micro–	small	microchip
mis-	badly	misjudge

THE NEVERENDING STORY

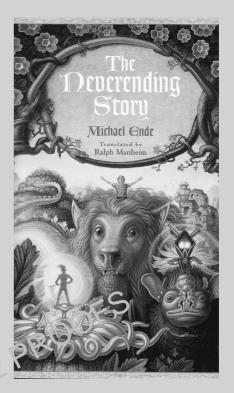
CARL CONRAD COREANDER

THIS INSCRIPTION COULD BE SEEN ON THE GLASS DOOR OF A SMALL SHOP, BUT NATURALLY THIS WAS ONLY THE WAY IT LOOKED IF YOU WERE INSIDE THE DIMLY LIT SHOP, LOOKING OUT AT THE STREET THROUGH THE PLATE-GLASS DOOR.

OUTSIDE, IT WAS A GRAY, COLD, RAINY NOVEMBER MORNING. THE RAIN RAN DOWN THE GLASS AND OVER THE ORNATE LETTERS. THROUGH THE GLASS THERE WAS NOTHING TO BE SEEN BUT THE RAIN-SPLOTCHED WALL ACROSS THE STREET.

SUDDENLY THE DOOR WAS OPENED SO VIOLENTLY THAT A LITTLE CLUSTER OF BRASS BELLS TINKLED WILDLY, TAKING QUITE SOME TIME TO CALM DOWN. THE CAUSE OF THE HUBBUB WAS A FAT LITTLE BOY OF TEN OR TWELVE. HIS WET, DARK-BROWN HAIR HUNG DOWN OVER HIS FACE, HIS COAT WAS SOAKED AND DRIPPING, AND HE WAS CARRYING A SCHOOL SATCHEL SLUNG OVER HIS SHOULDER. HE WAS RATHER PALE AND OUT OF BREATH, BUT, DESPITE THE HURRY HE HAD BEEN IN A MOMENT BEFORE, HE WAS STANDING IN THE OPEN DOORWAY AS THOUGH ROOTED TO THE SPOT.

Before him lay a long, narrow room, the back of which was lost in the half-light. The walls were lined with shelves fill() with



BOOKS OF ALL SHAPES AND SIZES. LARGE FOLIOS WERE PILED H.C.H ON THE FLOOR, AND ON SEVERAL TABLES LAY HEAPS OF SMALLER, LEATHER-BOUND BOOKS, WHOSE SPINES GLITTERED WITH GOLD. THE FAR END OF THE ROOM WAS BLOCKED OFF BY A SHOULDER-HIGH WALL OF BOOKS, BEHIND WHICH THE LIGHT OF A LAMP COULD BE SEEN. FROM TIME TO TIME A RING OF SMOKE ROSE UP IN THE LAMPLIGHT, EXTANCED, AND VANISHED IN DARKNESS. ONE WAS REMINDED OF THE SMOKE SIGNALS THAT INDIANS USED FOR SENDING ITERES FROM HILLTOP TO HILLTOP. APPARENTLY SOMEONE WAS SITTING THERE, AND, SURE ENOUGH, THE LITTLE BOY HEARD A CROSS VOICE FROM BEHIND THE WALL OF BOOKS: 'DO YOUR WONDERING INSIDE OR OUTSIDE, BUT SHUT THE DOR. THERE IS A DRAFT.'

The boy obeyed and quietly shut the door. There he approached the wall of books and looked cautiously around the corner. There, in a high worn leather wind chair sat a short, stout, man in a rumpled black suit that looked frayed and somehow dusty. His paunch was held in by a vest with a flower design. He was bald except for outcroppings of white hair over his ears. His red face suggested a vicious bulldog. A gold-rimmed pince-nez was perched on his bulbous nose. He was smoking a curved pipe, which dangled from one corner of his mouth and pulled his whole cheek out of shape. On his lap he held a book, which he had evidently been reading, for inclosing it he had left the thick forefinger of this left hand between the leaves as a kid of bookmark.

WITH HIS RIGHT HAND HE NOW REMOVED HIS SPECTACLES AND EXAMINED THE FAT LITTLE BOY, WHO STOOD THERE DRIPPING. AFTER A WHILE, THE MAN NARROWED HIS EYES, WHICH MADE HIM LOOK MORE VICIOUS THAN EVER, AND MUTTERED: 'GOODNESS GRACIOUS.' THEN HE OPENED HIS BOOK AND WENT ON READING.

The little boy didn't know quite what to do, so he just stood there, gaping. Finally the man closed hi book—as before, with his finger between the pages—and growled: 'Listen, my boy, I can't abide children. I know it's the style nowadays to make a terrible fuss over you—but I don't' go for it. I simply have no use for children. As far as I'm concerned, they're no good for anything but screaming, torturing people, breaking things, smearing books with jam and tearing the pages. It never dawns on them that grownups also have their troubles and cares. I'm only telling you this so you'll know where you're at. Anyway, I have no children's books and I wouldn't sell you the other kind. So now we understand each other, I hope!'

PART THREE: WORKING WITH WORDS—UNDERSTANDING PUNCTUATION AND FEATURES OF LANGUAGE

ACTIVITY 18.4

The following sentences have been adapted from The Neverending Story extract. Choose one of the suffixes -ly, -ness, -able, -ful, -ish, -less or -like to change the word in **bold** to the part of speech shown in brackets. Check your spelling carefully. An example is done for you.

a Outside it was cold. (adjective)

He stood there **coldly**. (adverb)

b He was rather **pale**. (adjective)

______ worried me. (noun) His ____

c It was a **violent** noise. (adjective)

He closed the door _____. (adverb)

d His hair was wet. (adjective)

The ______ of his hair was easy to see. mum The darkness worried me. (noun) It was a ______

e The darkness worried me. (noun)

- f The man spoke viciously Plyerb
 - His _ scared the little boy. (noun)
- g Careless behaviour is not allowed here. (adjective)

It is important not to do things ______. (adverb)

ACTIVITY 18.5

Here are some words taken from The Neverending Story extract. Add or replace a prefix or suffix to create your own sentence. An example is done for you.

a ornate The **ornately** designed window was truly amazing.

b	wildly	
	,	
С	inside	
-		
d	quiet	
	quiet	
P	oheved	
0	obcycu	



UNIT 19: WORLD OF WORDS—WORD ORIGINS AND MEANINGS

ENGLISH IN FOCUS

Hatchet

He was flying but did not know where, had no idea where he was going. He looked at the dashboard of the plane, studied the dials and hoped to get some help, hoped to find a compass, but it was all so confusing, a jumble of numbers and lights. One lighted display in the top centre of the dashboard said the number 342, another next to it said 22. Down beneath that were dials with lines that seemed to indicate what the wings were doing, tipping or moving, and one dial with a needle pointing to the number 70, which he thought— only thought— might be the altimeter. The device that told him his height above the ground. Or above sea level. Somewhere he had read something about altimeters but he couldn't remember what, or where, or anything about them.

Slightly to the left and below the altimeter he saw a small rectangular panel with a lighted dial and two knobs. His eyes had passed over it two or three times before he saw what was written in tiny letters on top of the panel. TRANSMITTER 221 was stamped in the metal and it hit him, finally, that this was the radio.

The radio. Of course. He had to use the radio. When the pilot had—had been hit that way (he couldn't bring himself to say the pilot was dead, couldn't think it), he had been trying to use the radio.

Brian looked at the pilot. The headset was still on his head, turned sideways a bit from his jamming back into the seat, and the microphone switch was clipped into his helt

Brian had to get the headset from the pilot.

COMPREHENSION QUESTION

1 What do you think has har pened to the pilot, and why might Brian (the young teenager who is telling the story) be at the controls on his own?

2 Make a list of all the equipment on the plane that Brian mentions.

3 From your list in question 2, circle all the words that are made by joining two separate words, such as the word **airplane** is made by joining **air+plane**, and then write them down.

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PART THREE: WORKING WITH WORDS—UNDERSTANDING PUNCTUATION AND FEATURES OF LANGUAGE

LANGUAGE FOCUS: WORD ORIGINS AND MEANINGS

Understanding the origins of many of our words helps us understand unfamiliar words, and to spell difficult ones, too. This is because we are able to recognise familiar patterns in the spelling of words and the ways in which they are formed.

ENGLISH LANGUAGE IS A MIXED COLLECTION

Many languages have contributed to the English language. As an example, just think of how many different sorts of food are called by names from another language: *pizza* (Italian), *quiche* (French) and *sushi* (Japanese). The following table gives some other commonly used English words and the language from which they originate. You may be surprised by some of these.

English word	The language this word came from
athlete	Greek Wolof (a West African language) Arawak (a South American people) Dharuk (an Aboriginal language)
banana	Wolof (a West African language)
barbecue	Arawak (a South American people)
boomerang	Dharuk (an Aboriginal laאַנאָקעם)
boss	Dutch
chocolate	Nahuaii (an Aztec language)
coffee	Turkish and Arabic
curry	Tamil
guitar	Spanish
kidnap	Danish
muffin	German
paper	Egyptian
potato	Dutch
pyjamas	Hindi
shampoo	Hindi
tea	Chinese
umbrella	Italian
zero	Arabic

BUILDING WORDS

Many words in English build on words from other languages. Quite often, a word stem has been taken from another language and used to create many new words.

Hatchet

Mistakes.

Small mistakes could turn into disasters, funny little mistakes could snowball so that while you were still smiling at the humour you could find yourself looking at death. In the city if he made a mistake usually there was a way to rectify it, make it all right. If he fell on his bike and sprained a leg he could wait for it to heal; if he forgot something at the shop he could find other food in the refrigerator.

Now it was different, and all so quick, all so incredibly quick. If he sprained a leg here he might starve before he could around again; if he missed while he was hunting or if the fish moved away he might starve. If he got sick, really sick so he couldn't move, he might starve.

Mistakes.

Early in the new time he had learned the most important thing, the truly vital knowledge the drives all creatures in the forest—food is all. Food was simply everything. All things in the woods, from insects to fish to bears, were always, always looking for food—it was the great, single driving influence in nature. To eat. All must eat.

But the way he learned it almost killed him. His second new night, stomach full of fish and the fire smouldering in the shelter, he had been sound asleep when something—he thought later it might be sme!!—had woken him.

Near the fire, completely unafraid of the smoking logs, completely unafraid of Brian. a synch was digging where he had buried the eggs. There was some sliver of a moon and in the faint-pearl light percould see the bushy tail, the white stripes down the back, and he had nearly smiled. He did not know how the skunk had found the eggs, some smell, perhaps some tiny fragment of shell had left a small, but it looked almost cute, its little head down and its little tail up as it dug and dug, kicking the sand back.

But those were his eggs, not the skunk's, and the half strate had been quickly replaced with fear that he would lose his food and he had grabbed a handful of sand and thrown it at the skunk.

'Get out of here ... '

He was going to say more, some sill y human words, but in less than half a second the skunk had snapped its rear end up, curve the tail over, and sprayed Brian with a direct shot aimed at his head from less than four feet away.

In the tiny confines of the shelter the effect was devastating. The thick sulphurous rotten odour filled the small room, heavy, ugly and sunking. The corrosive spray that hit his face seared into his lungs and eyes, blinding him.

He screamed and threw himself sideways, taking the entire wall off the shelter; screamed and clawed out of the shelter and fell-ran to the shore of the lake. Stumbling and tripping, he scrambled into the water and slammed his head back and forth trying to wash his eyes, slashing at the water to clear his eyes.

A hundred funny cartoons he had seen about skunks. Cute cartoons about the smell of skunks, cartoons to laugh at and joke about, but when the spray hit there was nothing funny about it—he was completely blind for almost two hours. A lifetime. He thought that he might be permanently blind, or at least impaired—and that would have been the end. As it was the pain in his eyes lasted for days, bothered him after that for two weeks. The smell in the shelter, in his clothes, and in his hair was still there now, almost a month and a half later. And he had nearly smiled.

Mistakes.

COMPREHENSION QUESTIONS

1 How could one small mistake become such a disaster for someone?



PART THREE: WORKING WITH WORDS—UNDERSTANDING PUNCTUATION AND FEATURES OF LANGUAGE

ACTIVITY 19.4

Use each word in the first column as the basis for the creation of two new words. You can either add prefixes and suffixes or add a whole word to create a compound word.

Use each word taken from the Hatchet extract in the first column to create two new words of your own. You can either add a prefix or a suffix to create a new word, or add a whole word to create a compound word. Check the spelling carefully because adding suffixes can change the spelling of the word. An example is done for you.

	WORD	TWO NEW WORDS
а	humour	humorous, humorously
b	fridge	
С	quick	
d	hunt	
е	fish	
f	sick	
g	fear	C
h	hand	ES.
i	head	$\sim 0^{\circ}$
j	face	PRO
ACT	IVITY 19.5	TED PAGE PIT

ACTIVITY 19.5

Here are some words from *Hatchet* that are useful for your own vocabulary. All have been formed using a stem word, and adding letter so toming words together. Write the meaning of each word in this story, and then write a sentence of your own using this word. An example is done for you.

	WORD	MEANING IN HATCHET	NEW SENTENCE
а	vital V	essential, most important	Exercise is vital for good health.
b	incredibly		
С	smouldering		
d	sliver		
е	fragment		
f	devastating		
g	corrosive		
h	slashing		
i	permanently		
j	impaired		
k	handful		



UNIT 20: SYNONYM AND ANTONYM BIN—HOW SYNONYMS AND ANTONYMS WORK

ENGLISH IN FOCUS

The getting of wisdom

Stephanie Gilmore

The world champion surfer, 22, tells what she knows about ...

Waves Waves are fascinating, the way they're created by wind far out at sea and groomed by different winds as they come closer to shore. We surfers ride the very last part of the wave's life before it crashes and disappears, never to be seen again.

Winning It's euphoric, but it lasts a short time. You've got to lap it up, then move on to the next thing. I think I've kept winning because I haven't attached myself to past successes. **Getting out there** Life's too short to sit around and wait. [...]



Guitar I have a little electric guitar and amplifier that I bust out in airports. I plug in and play old bluesy stuff and give the airport some character.

Idols I looked up to surfers like Lisa Anderson and Lay, ne Beachley and I still get nervous if I hang around with them. I still feel like that grommet. When uttle kids are stoked to meet me, I understand it from both sides. I know how to react: just be myself and be down to earth.

The ocean It humbles you. You can go and win a world title, but you're never going to beat the ocean. [...]

Getting dumped Use go with the flow, hold your breath, pretend you're in a washing machine and hope you pop up.

Clothes I love the red-carpet moments, though they're few and far between for surfers. We've got an awards night coming up and all the girls have been shopping in Hawaii for cute dresses and high heels. I love being a girl. **Ambition** I always wanted to win everything, even playing cards with my sisters.

COMPREHENSION QUESTIONS

1 List four things that Stephanie is positive about—choose a word from the extract to show how much she enjoys each one. For example: winning \rightarrow euphoric.

2 List two things that Stephanie has learnt from experience—choose a word from the extract to describe how she feels about what she has learnt.



PART THREE: WORKING WITH WORDS—UNDERSTANDING PUNCTUATION AND FEATURES OF LANGUAGE

LANGUAGE FOCUS: HOW SYNONYMS AND ANTONYMS WORK

SYNONYMS ARE 'SAME'

A synonym is a word that has the same, or nearly the same, meaning as another word. For example:

grab is a synonym for seize

However, a word may also be similar in meaning but not be a true synonym. This is because there are so many words that can *also* describe a particular context or different shade of meaning. So, other words similar in meaning to grab are:

catch	clench	grasp	hold
clamp	clutch	grip	immobilise

ANTONYMS ARE 'ANTI'

An antonym is a word that has the opposite meaning of another word. For example:

FCTE

hot is an antonym for cold

Many antonyms are formed by adding prefixes such as dis-, in-, im-, mis- and un-. For example:

honest \rightarrow **dis**honest direct \rightarrow **in**direct possible \rightarrow **im**possible understand \rightarrow **mis**understand well \rightarrow **un**well

USING SYNONYMS AND ANTONYMS

When you use synonyms or antonyms in sentences, they must replace the same part of speech as the original word. Synonyms and antonyms can be nouns, verbs, adjectives or adverbs. The following table gives some examples.

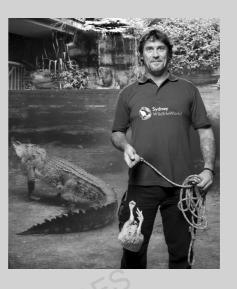
Part of speech	Example	Synonym	Antonym
Noun	Their power is in the teamwork.	Their strength is in the teamwork.	Their weakness is in the teamwork.
Verb	She can begin the game.	She can commence the game.	She can finish the game.
Adjective	The old man sat in the park.	The elderly man sat in the park.	The young man sat in the park.
Adverb	The surfers left the harbour quickly .	The surfers left the harbour speedily .	The surfers left the harbour slowly .

You do what?

John Mostyn, 47 Crocodile Keeper Danger factor: High

When I tell people what I do for a living, some run a mile, others just don't believe me. But I've always been comfortable with reptiles. In fact, as a kid, I used to keep them as pets. I grew up in the country, where the only thing to do was chase bearded dragons and bluebellied black snakes.

I worked in construction for years, then became a member of Sydney Wildlife Rescue. The animals were nursed back to health and re-released; there were a lot that didn't make it but there were a lot that did, and that gave me so much satisfaction. I applied for a job at Sydney Wildlife World, and went straight into the reptile department in 2006.



I'd never worked with a monster croc before. The largest I'd worked with was three metres, and Rex, the croc I look after, was up at the five-metre mark. But when we went to Darwin to oick bin up, the guys there taught me how to work with the big fellas: how to handle them, feed, catch and restrain them. Moving Rex to Sydney was the only catch and restrain we've done so far and, touch, wood, we won't have to do it again.

Rex's exhibit has security fences, so we can clean the enclosure and feed him without fear of being taken. But there have been times when I've almost fallen over in there and thought 'If I'd tripped over that fence, it could have been all over', because Rex can move quicker than the eye can blink. But we have a rule: there's always at least two people signed off on large croccule handling, and we always go in prepared with fend poles (thick wooden poles) that we can use to distract him if anyone does fall over.

We have a healthy respect for what Rex is capable of doing. We know he can lunge up to 1½ metres, so there are parts of his body we watch the whole time. If he's on land you watch his back feet; as soon as those toenails dig into the ground, you know he's going to lunge. When he's in the water, you keep your eye on his tail, because it's going to flick to propel him out of the water.

Crocs are the only reptile to have a cerebral cortex, which is like advanced learning, so they remember routines very well. We use that to our advantage, to train Rex where to sit at feeding times, but it's also why he's so dangerous.

On occasions he'll stalk us. When we come in of a morning, he might be at the bottom of the pond, then after we feed the fish or clean the windows, we'll turn around and he's right on the other side of the gate, just looking at us. You can see what's going through his mind: 'If that gate wasn't there, you'd be my dinner.' He's watching and learning, waiting for a hole that can be used to his advantage. So we've always got to be on our toes.

COMPREHENSION QUESTIONS

1 What are two common reactions that people have when John Mostyn tells them about his job?



PART THREE: WORKING WITH WORDS—UNDERSTANDING PUNCTUATION AND FEATURES OF LANGUAGE

The spelling of the words in the table below seems to confuse a lot of people. The table shows which words are always spelt as one word, and which are always spelt as two separate words. The third column shows that the spelling *can* change, depending on the context.

Always two words	One or two words, depending on context
in fact	no body (no body in the grave)
a lot	nobody (nobody at home)
in front	may be (we may be on time)
	maybe (maybe this time or next)
	in to (in to see the movie)
	into (into the surf now)
	all right (answers are all right)
	alright [*] (he feels alright now)
	all ready (we are all ready to go)
	already* (already we are late)
in 'alright' and 'already'	PAGEPRO
	in fact a lot in front

ACTIVITY 20.4

To show that you can use the words in the table accurately, choose 10 of them and use each in a sentence about the job of a crocodile keeper. Your sentences must be synonymous with the ideas in the interview, which means they must say a similar thing to the interview. You can use these words anywhere in the septence. An example has been done for you.



c in front d together \rightarrow е tomorrow \rightarrow f someone \rightarrow no body g h nobodv i. may be j maybe

UNIT 20: SYNONYM AND ANTONYM BIN—HOW SYNONYMS AND ANTONYMS WORK

CREATING TEXTS— CRAFTING TEXTS AND USING TEXT FEATURES

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UNIT 21: PARAGRAPH POINTS—HOW TOPIC SENTENCES AND PARAGRAPHS WORK

ENGLISH IN FOCUS

The Australian Institute of Sport

The race for excellence has no finish line. In Australia, the race starts at the Australian Institute of Sport (AIS). [...]

The Institute was initially based in Canberra with eight sports: basketball, gymnastics, netball, soccer, swimming, tennis, track and field and weightlifting. While some of the original sports, for example basketball and netball, have remained in Canberra others, such as tennis, have relocated to Melbourne, or in the case of weightlifting have ceased to be an Institute program.

These days the AIS offers assistance to athletes through a network of coaches on campuses in Brisbane, the Gold Coast, Sydney, Melbourne, Adelaide and Perth and through a number of regional centres. Scholarships are offered to elite athletes in 35 disciplines with rugby league, triathlon and Winter sports for athletes with a disability among the recent inclusions.

Approximately 700 athletes now receive scholarships from the Institute each real. These athletes receive top level coaching; access to equipment, sport science and medicine facilities; accommodation, meals and travel; and assistance with education and career planning. Of the 800 athletes who applied for a place in the Institute's first year of operation, 152 were successful. TED

COMPREHENSION QUESTIONS

1 How many paragraphs are 11 mis piece of writing?

- 2 How many paragraphs have one sentence, and how many have two or more sentences?
- 3 Look just at the final paragraph. How does the second sentence expand or unpack the message of the first sentence?
- 4 In just a few words for each paragraph, say what each paragraph is telling the reader about the Australian Institute of Sport. Use this table for your notes:

90 PART FOUR: CREATING TEXTS—CRAFTING TEXTS AND USING TEXT FEATURES

LANGUAGE FOCUS: HOW PARAGRAPHS AND TOPIC SENTENCES WORK

PARAGRAPHS

A paragraph is a group of sentences about an idea or topic. Paragraphs are the building blocks of writing. They can be very short or very long; it depends on the writing and the audience.

In non-fiction writing such as projects, research articles, opinion pieces and essays, a new paragraph signals a new point about the topic. Paragraphs in non-fiction writing usually contain more than one sentence, but in short pieces and in magazines, newspapers and websites there can also be single-sentence paragraphs.

In creative writing such as stories, creative descriptions, plays, film scripts and novels, a new paragraph might signal a change in the place or the time in the story or description, or that a new character is speaking. Paragraphs in creative writing may contain one sentence or many sentences, depending on the ideas and the style of writing. In creative writing, a paragraph might be one word of dialogue (direct speech), such as 'Jump!', or several sentences ROOFS of description or action.

TOPIC SENTENCES

A topic sentence is often the first sentence in a paragraph. This sentence contains the main point of the paragraph, and the sentences that following the topic sentence support in with details, information, explanations, descriptions and examples. For example, this paragraph begin, with a topic sentence:

That day at the Easter show was speciacular and memorable. We went on an amazing variety of fantastic funfilled rides, and then ate some great food and played some amazing games at the many different shops along the laneways. The size of some of the exhibits in the hall was very impressive, and left you awe-struck as you marvelled at the skill and creativity of those exhibition builders and designers. We found the whole experience always brings back special memories.

Here is a paragraph where the topic sentence has been held back to the end of the paragraph, in order to create a special effect:

We crept silently out of that dark and dreary room, into a long and lonely hallway. Slowly, cautiously and very nervously we inched towards the door from where we heard that deathly shriek. We stood before the huge oak door, and waited. There was no sound, no light and we thought there was no hope. I carefully reached towards the large brass handle. I touched it. It was chillingly cold. This was one holiday I would never forget, and hoped I would never have one like it again.

ACTIVITY 21.1

- a Is the piece of writing about the Australian Institute of Sport non-fiction or creative writing? How can you tell?
- **b** Why is the first sentence of the final paragraph in the Australian Institute of Sport article a topic sentence?

UNIT 21: PARAGRAPH POINTS—HOW TOPIC SENTENCES AND PARAGRAPHS WORK 91

The Australian Institute of Sport

Visitors to the AIS campus can now get an insight into 'a day in the life of an elite athlete' thanks to the athleteguided tours and the interactive exhibition Sportex. Within minutes one can be hearing firsthand about life as an AIS athlete or soaking up the atmosphere of the AIS Arena.

One of the most commonly-asked questions on these tours is, 'Do you have time to do anything else other than train?' Any successful athlete will tell you that balance in one's life is a key ingredient to performing in competition. AIS athletes are expected to pursue a course of study and/or work, perhaps in one of the Commission's programs or in the outside workforce, at the same time as they maintain their rigorous training schedule. Some are employed with Australia's leading companies through the Olympic Job Opportunities Program where the company benefits through its association with the athlete who in turn, acquires career skills and receives an income while being allowed time off to train and compete.

Another commonly-asked question refers to preparation: 'How much training do you have to do?' Athletes don't have a heavy training schedule every week. There are recovery periods where the intensity may be reduced, and tapering or winding down towards a forthcoming event such as an Olympic Games or a world championships. For elite athletes, training intensity is designed around major events; it is imperative that they arrive for competition feeling fresh and not having overtrained.

For youngsters eager to pursue their sporting dreams a burning question is, 'nov are athletes selected for the AIS?' There are several routes into the AIS. Scholarships are advertised each july in the national press and individuals can apply. More usually though, talented athletes are identified by national sporting organisations, or spotted by AIS coaches at national championships, or have complete o AIS Intensive Training Centre programs.

For young Australians who show potential to go to the top of their sport, the AIS experience is a truly unique one. More than just a sport environment, the AIS—with its spirit and support network - is a family; Where else, for example, would you find elite netball and soccer players interacting with and supporting elite boxers and gymnasts— and all in an arena where spitcialist advice on any number of subjects is no more than a home straight away. At the welcome home for the AIS Atlanta Olympians, athletes could not have been more generous in their appreciation of the AIS coaches and training squads, the house parents, their own parents, the massage therapists, the sport psychologists, the sport scientists, the administrative staff, the chefs and even those athletes who had preceded them at the Institute, for their inspiration and direction. So many to thank, for the AIS family is a large one.

COMPREHENSION QUESTIONS

- 1 How many paragraphs have been used to compose this piece of writing about the Australian Institute of Sport?
- 2 How many paragraphs have a topic sentence?
- 3 After reading each topic sentence, state what topic the paragraph will be about. Use the table below:

PARAGRAPH	TOPIC PARAGRAPH
1	
2	
3	
4	
5	

PART FOUR: CREATING TEXTS—CRAFTING TEXTS AND USING TEXT FEATURES

ACTIVITY 21.4

This extract describes tours of the Australian Institute of Sport and the questions people often ask. It also informs young people about ways to get into the AIS.

Write one paragraph for your school newsletter or website telling other students about what young people have to do to get a scholarship to the AIS and what they will do while they train there. Your paragraph must have a topic sentence and at least three more sentences.

ACTIVITY 21.5

Plan a short article for new Year 7s on the things they need to be aware of when they start high school. Write three or four points that could go in each paragraph to expand on the topic sentence. Use the pro forma below to help plan your article.

PARAGRAPH 1	
Topic sentence:	
·	
PAGE	
Topic sentence: • • • • • • • • • • • • •	
ORRE	
PARAGRAPH 2 C	
Topic sentence:	
•	
•	
•	
•	



UNIT 22: PARAGRAPH POINTS—LINKING SENTENCES AND PARAGRAPHS

ENGLISH IN FOCUS

The Adventure of the Speckled Band

Suddenly there was the momentary gleam of a light up in the direction of the ventilator, which vanished immediately, but was succeeded by a strong smell of burning oil and heated metal. Someone in the next room had lit a dark-lantern. I heard the gentle sound of movement, and then all was silent once more, though the smell grew stronger. For half an hour I sat with straining ears. Then suddenly another sound became audible—a very gentle, soothing sound, like that of a small jet of steam escaping continually from a kettle. The instant that we heard it, Holmes sprang from the bed, struck a match, and lashed furiously with his cane at the bell-pull.

'You see it, Watson?' he yelled. 'You see it?'

But I saw nothing. At the moment when Holmes struck the light I heard a low, clear whistle, but the sudden glare flashing into my weary eyes made it impossible for me to tell what it was at which my friend lashed so savagely. I could, however, see that his face was deadly pale and filled with horror and to athing.

He had ceased to strike and was gazing up at the ventilator when suddenly here broke from the silence of the night the most horrible cry to which I have ever listened. It swelled up louder and louder, a hoarse yell of pain and fear and anger all mingled in the one dreadful shriek.

COMPREHENSION QUESTIONS

- 1 After carefully reading the clues in this extract, who or what do you think could have made the sound that caused Sherlo K Holmes to leap up and lash out at the bell-pull cord? Make two or three guesses.
- 2 The stories about the detective Sherlock Holmes have become world famous. Conan Doyle was a skilled writer. The following sentence from the extract is a long, linked sentence where three smaller sentences have been joined together. Write out the three individual sentences that Conan Doyle joins together to form one sentence:

Suddenly there was the momentary gleam of a light up in the direction of the ventilator, which vanished immediately, but was succeeded by a strong smell of burning oil and heated metal.



LANGUAGE FOCUS: LINKING SENTENCES AND PARAGRAPHS

There are many ways to link sentences and paragraphs, and when you know them you can create more interesting sentences and write more effective stories, film scripts, plays, reports or articles.

LINKING SENTENCES WITH CONJUNCTIONS

A useful way to link sentences is to use conjunctions. A conjunction is a word that connects, or links, individual words or groups of words. Look at the following example:

I will be late for team practice. The bus has not arrived yet.

I will be late for team practice because the bus has not arrived yet. (because is a conjunction)

The first two simple sentences have been improved by the addition of a conjunction. The conjunction **because** allows the second part of the sentence to explain the first part, so the writing makes more sense now.

Commonly used conjunctions are:

		$\partial \mathbf{U}$
after	if 🖉 🖓 🖓	when
although	since	whenever
because	unless	whether
before	until	while
	EV _	

For more information on conjunctions and now to use them, see Unit 7.

USING CLAUSES

Another useful way to link sentences is to move some of the words around to improve the flow of writing and remove repetitious words. For example:

My little sister is going to her first party. My little sister is excited and nervous.

My little sister, who is excited and nervous, is going to her first party.

This more effective sentence is formed by turning the second sentence into a clause and placing it within the first sentence. This joins the two ideas and removes the clumsy repetition. For more information on clauses and how to form them, see Unit 7.

LINKING PARAGRAPHS

You can also improve your paragraph writing by using linking words. Linking words allow you to lead the reader from one paragraph to the next, and improve the flow of your writing. They also make it easier for the reader to understand your ideas and information. Some useful linking words and phrases are:

actually	earlier	now
alternatively	in fact	on the other hand
as a result	in contrast	unfortunately
consequently	later on	

Z for Zachariah

May 22nd

The smoke came again this afternoon, still in the same place as yesterday. I know what he (*she? they?*) is doing. He came down from the north. Now he is camping in that spot, at the crossroads, and exploring east and west on number 9, the Dean Town road. That worries me. If he explores east and west hi is sure to explore south, too.

It also lets me know some things. He is sure to be carrying some fairly heave supplies and equipment. He leaves those at the crossroads while he makes side trips, so he can go faster. It also means he probably hasn't seen anyone else along the way, wherever he came from, or he wouldn't leave his stuff. Or else he has somebody with him. Of course he could be just resting. He might have a car, but I doubt that. My father said that cars would stay radioactive for a long time—because they're made of heavy metal, I suppose. My father knew quite a lot about things like that. He wasn't a scientist, but he read all the scientific articles in the newspapers and magazines. I suppose that's why he got so worried after the war ended when all the telephones went off.

The day after they took the trip to Ogdentown they went again. This time they went with two cars, our truck and Mr Klein's, the man who owned the store. They thought that was better, in case one broke down; Mr Klein and his wife went, too, and finally Mother decided to go. I think she was more afraid of being separated from my father; she was more worried than ever after she heard what happened in Ogdentown. Joseph was to stay at home with me.

This time they were going south, first through the gap to where the Arnish lived to see how they had come through the bombing. (Not that they had been bombed—the nearest bombs had been a long way off; Father thought a hundred miles or more; we could hardly hear the runnble, thought we felt the earth shake.) The Amish farms were just south of our valley. They were friends of ours and especially of Mr Klein's, being the main customers at his store. Since they had no cars but only norses and wagons they did not often drive all the way to Ogdentown.

Then, after they saw the Amish there were going to circle west and join the highway to Dean Town, passing through Baylor on the way. Dear fown is a real city—twenty thousand people, much bigger than Ogdentown. It was to Dean Town I was supposed to go to the Teacher's College. I am hoping to be an English teacher.

They started out early in the morning, Mr Klein leading the way in his panel truck. My father put his hand on my head when they left, the way he used to when I was six years old. David said nothing. They had been gone about an hour when I discovered that Joseph was nowhere to be found, and I figured out where he was: hidden in the back of Mr Klein's truck. I should have thought of that. We were both afraid of being left behind, but my father said we should stay, to look after the animals and to be here in case somebody came, or in case they got the telephones going again and ours should ring. Well, it never rang, and nobody came.

My family never came back, and neither did Mr and Mrs Klein. I know now there weren't any Amish, nor anybody in Dean Town. They were all dead too.

Since then I have climbed the hills on all sides of this valley, and when I got to the top I have climbed a tree. When I look beyond I see that all the trees are dead, and there is never a sign of anything moving. I don't go out there.

COMPREHENSION QUESTIONS

- 1 After reading Ann Burden's diary entry, what do you think might have happened?
- 2 Find five examples in which the writer has used conjunctions, phrases, or rearranged sentences to join them together. List your five choices below.

PART FOUR: CREATING TEXTS—CRAFTING TEXTS AND USING TEXT FEATURES

ACTIVITY 22.4

Here is a list of commonly used conjunctions that can be used to link sentences:

after	but	50	when
although	if	then	whether
and	or	unless	while
as	since	until	yet
before			

- a Use one of te conjunctions in the list above to link together the following sentences. You may also need to use commas for pauses. (See Unit XX on page XX for information on using commas in sentences.)
 - i The stranger entered the valley. He looked around. He headed towards the house.
 - ii It was strangely quiet. Ann could not hear any birds. She decided to search the valley.
 - iii A box lay in the corner. It looked very ordinary from the outside. Inside the box was a strange looking book.
 - iv The science experiment failed. Green smoke billowed into the air. It stung her eyes.
 - v This new weapon will change the world. Some people think it brings peace. Others believe it ECTED brings more chance of war.

ACTIVITY 22.5

How many words can you create using the letters in the word 'scientifically'? Each letter in this word may only be used once. Ten new words is okay, 25 is very good, more than 40 is excellent!

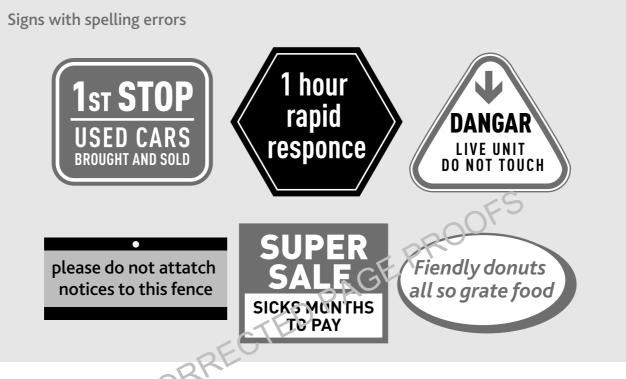
ACTIVITY 22.6

Combine these sentences into one longer sentence. Turn one sentence into a clause and fit it within the other sentence using commas and conjunctions where needed. An example has been done for you.



UNIT 23: SPELLING SUCCESS—PROOFREADING FOR SPELLING

ENGLISH IN FOCUS



COMPREHENSION QUESTIONS

1 Make a list of the spelling errors on these signs and write your corrections. Use the table below for your answers.

SIGN ERROR	CORRECT SPELLING

- 2 Write the text for five advertising or shop signs, but make sure each one has a serious spelling mistake. Then show the sign with the correct spelling.
- 98 PART FOUR: CREATING TEXTS—CRAFTING TEXTS AND USING TEXT FEATURES

LANGUAGE FOCUS: PROOFREADING FOR SPELLING

Many people notice when a shop sign, a printed advertisement or a business website has a very obvious spelling mistake. It is seen as embarrassing and not good for business.

If you are a good reader then you will become a better writer and speller. Becoming a good speller will help make you a better writer and a better reader. Accurate spelling is essential for clear communication, no matter what your age.

SPELLCHECKERS ARE NOT ALWAYS RIGHT

Computer spellcheckers are useful, but they do not correct every error you make. They cannot detect when a correctly spelt word is used in an incorrect context. For example, a spellchecker on a computer will not recognise the following types of errors.

Incorrect use	Correct use	Reason
The serial is on the breakfast table.	The cereal is on the breakfast table.	The spellchecker recognises serial but its incorrect use is undetected by the spellchecker.
Let's go though that gate.	Let's go through that gate.	The spellchecker recognises though as a word, but it's not the required word.
Can I have a peace of cake please?	Can I have a piec of cake please?	The spellchecker accepts the word peace, but it's not the correct word for this sentence.

The same will happen with form and from, where and were, to and too, and many more words such as these.

TOOLS FOR SPELLCHECKING

You will find yourself in many situations, such as during a test, at work or when you travel, when you will not be able to use a computer's spellchecker. Just as a good sportsperson knows their equipment and how to use it properly, a good student knows how to use the tools for proofreading their work. Proofreading is the ability to detect and correct mistakes in spelling and punctuation in your own or someone else's writing. In order to proofread for spelling corrections there are three valuable strategies you can use.

USE YOUR VISUAL MEMORY

The first way to build your spelling skills is to use your visual memory. It is easy to recognise a correctly spelt word when you have seen it correctly written a number of times. This is why people who read regularly are often good at spelling, too. Reading good books, magazines and websites improves your spelling skills. You can use and improve your visual memory by using the following tips:

- If you are unsure whether you've spelt a word correctly, write down two or three ways that it might be spelt. When you recognise the correct spelling, you are using your visual memory.
- Use the look-cover- write-check method for any words that often trick you. Look at the spelling; cover the word and write it yourself, and finally check your spelling for accuracy. Once again your spelling skills are being improved by your visual memory.

C.

The Lord of the Rings

'Do you think he can see us?' said Sam.

'I don't know,' said Frodo quietly, 'but I think not. It is hard even for friendly eyes to see these elven-cloaks: I cannot see you in the shadow even at a few paces. And I've heard that he doesn't like Sun or Moon.'

'Then why is he coming down just here?' asked Sam.

'Quietly, Sam!' said Frodo. 'He can smell us, perhaps. And he can hear as keen as Elves, I believe. I think he has heard something now: our voices probably. We did a lot of shouting way back there; and we were talking far too loudly until a minute ago.'

'Well, I'm sick of him,' said Sam. 'He's coming once too often for me, and I'm going to have a word with him, if I can. I don't suppose we could give him the slip now anyway.' Drawing his grey hood well over his face, Sam crept stealthily towards the cliff.

'Careful!' whispered Frodo coming behind. 'Don't alarm him! He's much more dangerous than he looks.'...

They could hear him snuffling, and now and again there was a harsh hiss of breath that sounded like a curse. He lifted his head, and they thought they heard him spit. Then he moved again. Now they could hear his voice creaking and whistling.

'Acg, sss! Cautious, my precious! More haste less speed. We musstn't rissk our neck imusst we, precious? No precious—*gollum*!' He lifted his head again, blinked at the moon, and quickly shut his eyes. We hate it,' he hissed. 'Nassty, nassty shivery light it is—sss—it spies on us, precious—it hurts our eyes

He was getting lower now and the hisses became sharper and clearer. 'Where iss it, where iss it: my Precious, my Precious? It's ours, it is, and we wants it. The thieves, the thieves, the filthy little thieves. Where are they with my Precious? Curse them! We hates them.'

'It doesn't sound as if he knew we were here does it?' whispered Sam. 'And what's his Precious? Does he mean the——'

'Hsh!' breathed Frodo. 'He's getting near now, near enough to hear a whisper.' Indeed Gollum had suddenly paused again, and his large head on its scrawny neck was lolling from side to side as if he was listening. His pale eyes were half unlidded.

COMPREHENSION QUESTIONS

- 1 Why do you think the writer J. R. R. Tolkien purposely included spelling errors in this extract from *The Lord of the Rings*?
- 2 Use this table to make a list of all the words purposely misspelt, and then write the correct spelling.

MISSPELT WORD IN THE LORD OF THE RINGS	CORRECT SPELLING

ACTIVITY 23.4

A student misspelt the following words when she was writing about the *The Lord of the Rings* extract. Write the correct spelling of the word for each one.





UNIT 23: SPELLING SUCCESS—PROOFREADING FOR SPELLING [101]



UNIT 24: SPELLING SUCCESS—USING SPELLING RULES

ENGLISH IN FOCUS

A politician with bad spelling

He is the minister responsible for ensuring our children have good standards of literacy.

But as far as his own spelling is concerned, it seems Jim Knight is firmly at the bottom of the class.

The Cambridge-educated MP's blog on his website, which he uses to communicate with his Dorset South constituents, is littered with basic errors.

In an entry from November, about planning consent for a road in Weymouth, the Schools Minister spelled 'received' as 'received' and 'archaeological' as 'archeaological'.

In another, he spells 'maintenance' as 'maintainence' and in a third writes 'pernsioners' instead of 'pensioners'. Other slips include 'reccess' for 'recess' and 'foce' for 'force'.

Mr Knight, 43, appears to have particular trouble spelling both 'receiving' and 'achieving'

Other errors include 'convicned' for 'convinced', 'curently' for 'currently' and 'similiar' 'or 'similar'.

Mr Knight was privately educated at Eltham College in South-East London, going on to study geography, social and political sciences at Fitzwilliam College, Cambridge.

Before entering Parliament, he ran a publishing firm for ten years. 'When I was at school the teachers told me to always check my work,' Mr Knight said. 'While my spelling is generally pretty good, I need to focus more on checking.'

His role at the department for Children, Schools and Families entails 'raising school standards, including public examinations and national tests'. The errors on the blog had been corrected yesterday.

Littered with mistakes: Extracts from Knight's blog

Tory education spektorian Rob Wilson said: 'He will be disappointed with his efforts in class but I'm sure he'll make every effort to improve now teacher has noticed he's falling behind.'

The gaffes recall the most famous blunder of former U.S. vice-president Dan Quayle. Visiting an elementary school in New Jersey in 1992, he corrected a pupil's spelling of 'potato' by adding an extra 'e'.

Mr Knight is not the only education minister to have been caught out. A predecessor in his role, Stephen Byers, when asked to multiply eight by seven in a radio interview, replied '54' instead of '56'.

COMPREHENSION QUESTIONS

- 1 Why do you think a politician might think it is not good to have poor spelling on his blog?
- 2 Make a list of five spelling errors that this article describes.
- **3** The article reveals that Mr Knight does not seem to know the spelling rule about *i* before *e* except after *c*. If he did know this rule, how should he spell the following words, to which this rule applies?

102 PART FOUR: CREATING TEXTS—CRAFTING TEXTS AND USING TEXT FEATURES

LANGUAGE FOCUS: USING SPELLING RULES

We have already discussed how the English language is a melting pot of words from many different languages (see Unit 19). There is no one set of rules for spelling English words because many have come into English from other countries or cultures .

English is also a language spoken by billions of people around the world, so new words and new ways to spell them are being created all the time. However, there are a few useful rules for spelling some English words. Although there are some words that are exceptions to these rules, they will still help you to recognise correct spelling and become a better speller.

RULE 1: -*i* BEFORE -*e* AND -*ei*

If a word has the letters -i and -e together, the -i comes before the -e except after the letter -c. This happens when you hear an ee sound when the word is pronounced. For example: believe and receive.

However, when you hear an ay sound, as in **neighbour**, then the spelling is -ci. Fo example: weight and veil.

RULE 2: ADDING -er, -ed AND -ina

GF If you add -er, -ed or -ing to a word that consists of one unit of sound (called a syllable) and the last two letters are a vowel and a consonant, then the consorant must be doubled. For example:

```
strum \rightarrow strummer/strummed/strumming
drum \rightarrow drummer/drummec/drumming
hop \rightarrow hopper, hopped, hopping
```

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 -ingis added, then the -y changes to an -i. For example:

happy \rightarrow happiness puppy \rightarrow puppies mystery \rightarrow mysterious

RULE 4: FORMING PLURALS

Most singular nouns can be changed into plurals by adding -s. For example: bag \square bags.

However singular nouns that end in -x, -sh or -ch, have -es added. For example:

```
church \rightarrow churches
box \rightarrow boxes
```

Singular nouns that end in -y become plurals by dropping the -y and replacing it with -ies. For example:

army \rightarrow armies body \rightarrow bodies

Dracula

Jonathon Harker's Diary

I heard a heavy step behind the great door. I looked through a chink and saw a light coming towards me. There was the sound of rattling chains. I heard the clanking of huge bolts being drawn back.

A tall old man stood there. He was clean-shaven except for a long white moustache. He was dressed in black from head to foot and held an old silver lamp. This lamp sent long shadows over the door. The old man spoke very good English but his voice sounded rather odd.

'Welcome to my house. Enter of your own free will.'

As soon as I went through the doorway, he rushed forward. He grabbed my hand. The power of his grip made me gasp with pain. His hand felt as cold as ice. It was more like the hand of a dead man that a living man.

'Count Dracula?'I asked.

He bowed. 'Yes. I am Dracula,' he replied'. 'You are welcome to my house, Mr Harker. Come in. The night air is cold, and you need to eat and rest.'

He picked up my bags and led me to a room. It was well lt. A table was laid for supper and some logs burned brightly in the fire. The he showed me my bedroom. I had a wash and went down for supper. 'Please sit down and eat, 'he said. 'I have already eaten and I do not drink.'

I handed him a letter from Mr Hawkins, the head of my firm. The Count read the letter. I told him all that had happened on the journey. As I talked, I looked at him more closely. He was an odd man. His face was strong and his eyebrows were very bushy. Under his white moustache, his mouth was cruel. His teeth were very pointed and stuck out over his red lips. His ears were white and pointed at the top. His skin was very, very pale. It was almost bloodless. His hands were thick and powerful his noils were long and cut to sharp points. And there were hairs growing from the middle of his palms!

The Count leaned over to talk to me. i shivered. His breath was so bad I wanted to be sick all over the carpet. He noticed my shiver. He leaned bec! with a strange smile. For a while we were both silent. Then, I heard the wolves again. They were in the valuey below.

The Count's eyes lit up and he said, 'Listen to them. They are the children of the night. What music they make.' Then he got up and said, 'But you must be tired. Your bedroom is all ready. You may sleep as long as you wish. I will be away until tomorrow afternoon. Sleep well and have pleasant dreams!'

I went to my bedroom and sat down. For some reason or other I am terribly afraid. May God protect me!

COMPREHENSION QUESTIONS

 From this extract, make a list of the words or phrases the narrator uses to describe Count Dracula's appearance.

WORDS AND PHRASES THAT DESCRIBE COUNT DRACULA

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PART FOUR: CREATING TEXTS—CRAFTING TEXTS AND USING TEXT FEATURES

ACTIVITY 24.4

Here are some words that appear in this extract from Dracula that have been turned into plurals. Circle the correctly spelt word.

- a moustachs/moustaches/moustachers
- **b** noises/noises/noisies
- c journeyies/journies/journeys
- **d** vallies/valleys/valleyes
- e shivers/shiveres/shiverys

ACTIVITY 24.5

According to the information in Rule 3 above, which of these words has the correct spelling? Circle the words with the correct spelling.

PAGE Protect tidyest scaryer angryest lazier prettiest happyness grumpiest happier happyest

ACTIVITY 24.6

Complete these sentences using the correct spelling of the word in brackets. An example has been done for you.

than the one I had yesterday. That drink is the ____ a (hot) This drink is _l've ever had.

This drink is **hotter** than the one I had yesterday. That drink is the **hottest** I've ever had.

- **b** (sit) I will be ______ here for a long time.
- c (slip) I feel I am ______ on these rocks, and I have already ______ over once.
- d (grab) Have you ______ the bikes yet, and will you be ____ _____ some food as well?
- e (quit) Even though my older sister ______ her old job, she will get a new one quickly because she is not a _

WRITING: AT HOME WITH DRACULA

Imagine you are a guest in Count Dracula's castle and Count Dracula has just taken you on a personally guided tour. You have never seen anything like it! Write a letter to a friend describing the castle and what it was like being shown around by Count Dracula. Carefully check your spelling—you don't want to upset the Count by including a spelling error! Write about 300 words



UNIT 25: TEXT TIPS—WRITING INTRODUCTIONS AND CONCLUSIONS

ENGLISH IN FOCUS

Examples of introductions and conclusions

Introductions

1 from *Stormbreaker* by Anthony Horowitz:

When the doorbell rings at three in the morning, it's never good news.

2 from Black Snake – The Daring of Ned Kelly by Carole Wilkinson:

Ned Kelly was a horse and cattle thief, a bank robber and a murderer. He was in trouble with the law from the age of 12. He spent three years in jail before he turned 20. By his own admission, he stole hundreds of horses and cattle. He robbed two banks. He killed three men.

3 from The Lord of the Rings by J. R. R. Tolkien:

When Mr Bilbo Baggins of Bag End announced that he would shortly be celebrating his eleventy-first birthday with a party of special magnificence, there was much talk and excitement in Hobbiton.

Conclusions

4 from *Exploring the Titanic* by Robert D. Bailard:

The *Titanic* is truly gone for good. For that I'm sad, but content. The bottom of the ocean is a peaceful place. In future, when I think of the *Titanic* i will see her bow sitting upright on the bottom, finally at rest.

5 from *Going* Off by Colin Bowles:

I've got a girlfriend now, lives two streets away. Her name's Tanya. I haven't seen Pauline since the funeral but we write now and then. I'll always be grateful to her for being a friend when I needed one. For being there. For getting me away. Stopping me going off.

6 from Black Snake – The Daring of Ned Kelly by Carole Wilkinson:

Historians still sift through the evidence and debate the unanswered questions. Did Ned shoot Fitzpatrick? What were his plans at Glenrowan? Was he a bad man or a saint? People will go on talking about Ned Kelly for a long time to come.

COMPREHENSION QUESTIONS

- 1 In examples 1 and 3, what has the writer included in these openings to grab the reader's interest straight away?
- 106 PART FOUR: CREATING TEXTS—CRAFTING TEXTS AND USING TEXT FEATURES

LANGUAGE FOCUS: WRITING INTRODUCTIONS AND CONCLUSIONS

RRF

INTRODUCTIONS

An introduction has a very important role as the opening paragraph of a piece of writing: it must be written in such a way that the reader is interested right from the start, and *wants* to read more. Every short story, research assignment, report, essay or any other form of writing needs to begin with an interesting and informative introduction.

There are many effective ways to begin a piece of writing. At the beginning of this unit there are three examples of introductory paragraphs all written by successful writers. They capture the reader's interest in three different ways:

- In example 1, from the novel *Stormbreaker*, the reader wants to know what has happened, and is prepared for a dramatic story. The mystery and action of the story begin immediately.
- In example 2, from the non-fiction book *Black Snake*, the reader is grabbed by a chort paragraph of interesting facts about Ned Kelly. This makes the reader want to know more and to ask questions about why Ned Kelly did these things and who he really was.
- In example 3, from the novel *The Lord of the Rings*, the narrator excites our curiosity by mentioning an eleventy-first birthday, and there is humour in so many names beginning with the letter *B*. Words such as *special magnificence* and *excitement* get the reader interested in the events, in who this strange person is, and in where the birthday is to take place

CONCLUSIONS

A conclusion is the last place in a piece of writing where a writer can leave a strong and lasting impression on their reader. There are many ways to finish a piece of writing: some writers use surprise endings; or create links back to the start of a story; or reflect on the events of the story and look to the future. They can also use unusual layout, dramatic new ideas or creative punctuation to leave a strong impression on the reader.

The three successful writers, whose conclusions are shown above, show three different ways to end a piece of writing. Each one is effective because it concludes the story or account, and leaves the reader feeling satisfied and impressed.

- In example 4, from the non-fiction book *Exploring the Titanic*, the writer conveys a final sense of respect for the famous ship where so many people died. He also shows a sense of personal satisfaction in discovering the wreck, and experiences powerful memories whenever he thinks of the *Titanic*. The repeated use of the personal pronoun / reinforces this message. (The introduction to this book is the first extract in Unit 1.)
- In example 5, from the novel *Going Off*, the narrator talks about the things that he will always remember; the repeated use of the personal pronoun *I* emphasises these personal thoughts. By mentioning Oma's funeral, the narrator links back to the opening of the book where he talks about his grandmother very affectionately. The narrator sums up past events and points to the future as well. (You can read the opening to this book in Unit 5.)

The Golden Touch–A myth from ancient Greece

Introduction

There was once a king called Midas who loved gold more than anything in the world. Each day, he spent hour after hour in his treasure house, running his hands through his sacks of gold coins, admiring his golden jars and statues, and holding up his golden jewellery to the light to watch it gleam and shine. Midas thought that the precious metal was a more delightful colour that the emerald green of the grass or the sapphire blue of the sea. He thought it was far more beautiful than the gold of waving fields of wheat, the gold of this wife's hair—even the gold of sunshine.

Conclusion

Desperately trying not to touch anything else, Midas hurried to Dionysus and begged him to undo his magic. 'Go and wash in the River Pactolus,' the god instructed him. As soon as the kind had done so, he was hugely relieved to find that his golden touch was gone. All the things Midas had turned into gold were back to normal—including his beautiful little daughter. After that, if the kind had had his way, he would never have looked at another nugget of gold as long as he lived. But the god Dionysus turned the sandy bed of the River Pactolus gold for ever more, so that every time Midas walked along its banks, he would remember his greedy mistake.

The Fisherman and the Bottle-A tale from The Arabian Nights

Introduction

The fisherman was having a very bad day. The first tine he had cast his nets to the Arabian Sea, all he had pulled out was an old boot. The second time, all he had pulled out was a broken pot full of mud. The third time he had cast his nets, and all he had pulled in was an old copper bottle. But there was something about the bottle that stopped the fisherman from hurling it back into the deeps. Perhaps it was the way the stopper glinted in the light. Or maybe it was the strange wax seal around the neck, highly decorated with strange markings. It might have even been the fact that the fisherman could have sworn he heard a faint noise coming from inside. In any case, something made the fisherman plunge his hand in to his pocket for his penknife, slash the wax seal around the neck, and draw out the heavy stopper.

Conclusion

Suddenly the genie's massive face began to melt, his arms and legs began to blur, his huge body began to shimmer in the air. His features became formless and shifting like a great cloud of mist. Then the cloud narrowed into a spiral of smoke that funnelled round and down and round and down ... and right into the neck of the bottle. As the very last wisp disappeared inside, the fisherman grabbed the heavy stopper and rammed it into the neck of the bottle as hard as he could.

'I shall never cast another net as long as I live,' gasped the sweating fisherman and he hurled the bottle as far as he could into the ocean.

So if you're ever at the beach and see a copper bottle bobbing about in the water or washed up on the shore, be very careful before you open it, won't you ...

LANGUAGE IN YOUR HANDS: VOCABULARY AND SPELLING ACTIVITY 25.4

The conclusion to the famous story of Ali Baba and the Forty Thieves is shown below.

Ali Baba was so grateful that he gave Maryam her freedom at once. She married his son and became a proper member of the family. With the forty thieves out of the way, Ali Baba was the only person in the world who knew the whereabouts of the bandits treasure cave and the magic words, 'open sesame'. He and his family shared a lot of the riches among the poor, as Allah in heaven wants us all to do. But there was more than enough left over for Ali Baba and his family to live in happiness and wealth for the rest of their lives.

Using only this conclusion, and your general knowledge of children's fairytales, write an opening or introduction to this story that would grab a young reader's interest and make them want to read the whole story. Write about 100 words. Remember, your audience are little children, so your word choices must suit those readers.

ACTIVITY 25.5

Do you know the story about Little Red Riding Hood, who visits her grandmother but instead meets a wolf who tries to trick her and then eat her? Here is the opening, or introduction, to this story.

There was once a little girl who lived in the middle of a deep dark forest with her mother and father, who was a woodcutter. The little girl always wore a red cloak with a varm hood and so she was called Little Red Riding Hood.

Your task is to write the conclusion in about 50 words. Sum up the message of the story and the events that happened to Little Red Riding Pool. Remember, your readers are little children, so you will need to use words that they unders and.

WRITING: A TWIS (IN THE TALE

Now you have the chance to add a surprising touch to a traditional children's tale. Choose three of the following modified story titles; each title indicates that there is a twist to the conventional story. Write a humorous and modern 100-word introduction for a young adult and adult audience that incorporates the twist. You might like to use the internet or the library to refresh your memory about the original story.

- a Little Rough Red Riding Hood—she is a real little hood!
- **b** Rapunzel Retangled—this girl always gets everything (as well as her hair) in a hopeless mess!
- c The Three Nasty Pigs—they really are pigs, because they tease and torture poor innocent Mr Wolfie!
- d Bad Jack and the Beanstalk—that delinquent Jack makes life tough for a shy and gentle giant!
- e Greedy Goldilocks and the Three Nice Cuddly Bears—this Goldy is no good-goody, she's a thief and a vandal!
- f The Popular Pied Piper of Hamlin—this good guy helps kids escape from nagging parents, chores and homework, so they can have more freedom (time with computers, phones, movies and games, of course)!

UNCORRECTED PAGE PROOFS

ACKNOWLEDGEMENTS

To come

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ANSWERS ANSWERS ANSWERS

UNIT1

COMPREHENSION QUESTIONS

- 1 14 April 1912
- 2 in the North Atlantic
- 3 the propellers started to rise out of the water
 - a None of the questions could be answered fully.
 - RECTED b names of places, events, objects, months, the people involved

ACTIVITY 1.1

ship	Titunic
ocean	North Atlantic
country V	America
month	April
city	Canberra
film	Lord of the Rings
day	Tuesday
car	Nissan

ACTIVITY 1.2

- a proper noun
- proper noun b
- proper noun С
- d common noun
- e proper noun
- common noun
- g proper noun
- common noun h
- proper noun
- common noun

- common noun
- proper noun

ACTIVITY 1.3

COMMON	PROPER
one	April
voyage	R.M.S. Titanic
last	North Atlantic
night	
liner	
iceberg	
minutes	
water	
decks	
hours	
propellers	C
water	0F3

ACTIVITY 1.4

Answers will vary. Examples are:

- a People Johnny Depp, Winston Churchill, Adolf Hitler, Ian Thorpe, Don Bradman, Elvis Presley
 - Places: Melbourne, Eiffel Tower, Sydney Opera House, The White House, Big Ben, Taj Mahal, Uluru
- Things: Adidas, McDonald's, Woolworths, Bunnings, Dunlop, Speedo, Hungry Jack's, Nike

COMPREHENSION QUESTIONS

- 1 On the day of the disaster merchants and traders were opening shops, people were baking bread, preparing food, stocking wine bars, visiting public baths, walking in the street and shopping.
- 2 morning, disaster, merchants, traders, shops, people, bread, food, wine bars, public baths, street, shopping
- 3 The original sentence gives more detail about what was happening, a more vivid description of the people and places
- 4 August, Pompeii, Italian, Roman Empire, Roman, Pompeii, Pompeii, Vesuvius, Vesuvius, Pompeians, August, Pompeii, Pompeii

ACTIVITY 1.5

Singular nouns: volcano, Vesuvius, gas, Vesuvius, volcano. Plural nouns: years, disturbances, tremors, years, people, Pompeians, lives, parents, parents

ACTIVITY 1.6

- a volcanoes
- **b** halves
- c gases
- d wharves
- e skies
- f witches
- g wolves
- h scarves

ACTIVITY 1.7

Answers will vary. Examples are:

- a The businessman drove his luxury car to the company headquarters.
- **b** The politician drove his government car to Parliament House.
- **c** The police officer drove his highway patrol vehicle to the police station.

UNIT 2

COMPREHENSION QUESTIONS

- 1 Answers will vary. Examples are: gate, heart, stomach, school, face, playground, girl, skateboard, zooming, skidded, swallowed, throat, licence.
- 2 nonchalance, pretty, feeling
- 3 Answers will vary.

ACTIVITY 2.1

Concrete nouns: gate, heart, stomach, school, playground, swanger, girl, skateboard, throat, licence. Abstract nouns: Answers will vary. Examples are: nonchalance, pretty, feeling

ACTIVITY 2.2

Concrete nouns: book, food, computer, comedians, rain, chocolate, T-shirt, bicycle, hamburger, Hollywood, money, scissors, cup, movie, Brisbane, Eiffel Tower. Abstract nouns: pity, humour, friendship, pain, sorrow, fright, fun, disgust, sincerity, loudness.

ACTIVITY 2.3

happiness	sadness
greed	generosity
success	failure
loudness	quietness
frustration	satisfaction
pleasure	pain
stupidity	intelligence

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- 1 Rolls Royce, gold number plates, luxury hotel, king, fans, idol, pop star, luxury car, crowd, penthouse, delicacies
- 2 pride, fun, thrill, excitement, fame
- 3 Answers will vary.

ACTIVITY 2.4

- a disappointment
- **b** excitement, happiness
- c courtesy
- d loudness
- e discipline

ACTIVITY 2.5

Answers will vary.

ACTIVITY 2.6

Answers will vary. Example are

- a hate \rightarrow angle innous
- **b** happiness \rightarrow delight, pleasure
- c surrev \rightarrow unhappiness, sadness
- \bigcirc tove \rightarrow adoration, passion
 - e success \rightarrow achievement, triumph

f fear \rightarrow scare, alarm

UNIT 3

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- 1 This advertisement is promoting bike shorts, elbow pads, knee pads and bike gloves.
- 2 This advertisement might appeal to young bike-riding enthusiasts or professional bike riders.
- 3 Without these words the writing is less dramatic, less descriptive and less exciting.

ACTIVITY 3.1

Answers will vary. Examples are:

ADJECTIVES	NOUNS
tough	bike
new	building
tasty	meal
hot	weather
hungry	customer
lazy	driver

ADJECTIVES	NOUNS
little	drink
proud	team
wide	road
outstanding	movie
tall	student
broken	bike
huge	garden
stormy	weather
easy	book
angry	customer
patient	driver
dangerous	road
heavy	cat

ACTIVITY 3.2

	ADJECTIVES	NOUNS
А	new, high-tech	gloves, fibre
В	advanced, excellent	material, protection
С	two, three	apples, bananas
D	customised, awesome	shirts, equipment
Е	local, hot	take-away, curries
F	hidden, loose	snakes, rocks
ACTIVITY 3.3		
alone \rightarrow lonely		
smartier \rightarrow smarter		
bestest \rightarrow best		

ACTIVITY 3.3

alone \rightarrow lonely smartier \rightarrow smarter $\texttt{bestest} \ \rightarrow \ \texttt{best}$ quickly \rightarrow quick nicest \rightarrow nicer moster \rightarrow most biggerer \rightarrow bigger largerest \rightarrow largest Betterer \rightarrow Better

COMPREHENSION QUESTIONS

- 1 Answers will vary. Example are: a patch of empty land, a square of rubble and dust
- 2 cracked glasses, hideous plates, mouldy paperback books, electric kettles, bits of hi-fi
- 3 empty, cracked, hideous, mouldy, paperback, electric
- 4 Volkswagen—bright, shiny; man with Volkswagen smartly dressed; the camera—quality
- 5 car-boot, fiftieth, old, knitted, smart, good-looking, red, bad, perfect

ACTIVITY 3.5

Answers will vary. Examples are:

NOUN	SIZE	SHAPE	COLOUR	NUMBER
camera	compact	square	red	one
hamburger	huge	round	brown	one
ears	protruding	pointed	red	two
basketball court	professional	rectangle	blue	one
sports car	compact	bubble	black	one
birthday cake	enormous	square	pink	one
eyes	large	round	hazel	two

ACTIVITY 3.6

Answers will vary. Examples are:

- a end \rightarrow endless The endless road stretched out in front of us.
- **b** force \rightarrow forceful The forceful blow sent me collapsing to the ground.
- c child \rightarrow childlike her childlike voice made me think she was much younger.
- **d** friend \rightarrow friendly Their friendly manner made ma think they believed me.
- e Pruit \rightarrow fruitful The trip to the markets brought fruitful results for the family.
- taste \rightarrow tasty Those tasty hamburgers were eaten very quickly.

ACTIVITY 3.7

Answers will vary. Examples are:

- a enormous
- b strong
- great С
- d high
- e sincere weird
- **q** extreme

UNIT4

COMPREHENSION QUESTIONS

- 1 Answers will vary. Examples are: tough inner city schools, little bush schools, do-as-you-like experimental school
- 2 tough, inner city, little, bush, do-as-you-like, experimental
- 3 takeaway, school, new, rented, glossy white



4 The adjectives make the picture more vivid and descriptive, and they help the reader picture the image in more detail.

ACTIVITY 4.1

	POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
А	tough	tougher	toughest
В	little	littler	littlest
С	hungry	hungrier	hungriest
D	fast	faster	fastest
Е	hopeless	more hopeless	most hopeless
F	lonely	lonelier	loneliest
G	strange	stranger	strangest
Н	short	shorter	shortest
I	unusual	more unusual	most unusual
J	awesome	more awesome	most awesome

ACTIVITY 4.2

Answers will vary. Examples are:

- a It was a strange school. \rightarrow It was the strangest school I had ever seen.
- b They gave me cold chicken. \rightarrow They gave me chicken that was colder than yours.
- c He tried to tell a funny joke. → He tried to ell a funnier joke than mine.
- d The budgie was quiet. → The budgie was quietest when its cage was covered.
- e We saw many famous people. → We saw the most famous tennic star in the world.
- f The smell was bad. → The smell was the worst I had ever experienced.

ACTIVITY 4.3

Answers will vary. Examples are:

- a good-for-nothing
- **b** face-saving
- c three-legged
- d well-known
- e open-ended
- f well-worn

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

1 Experiences that make Crys Morgan feel very uncomfortable are the way the uniform looks on her, the punishment chair, the way the people did not smile nicely, being called 'Miss', unfriendly girls and the girls always talking about boys.

- 2 The worst experience, in my view, would be the unfriendly girls because they do not make you feel welcome and accepted and they make you feel nervous and an outsider.
- a uniform: pleated skirt and blouse, floppy collar
 b chair: low knobbly wooden chair, hard wooden knobs, punishment chair

ACTIVITY 4.4

bathers chair chicken collar grinned home oil punishment ripped school shorts smiling teacher tie uniform

ACTIVITY 4.5

Answers will vary.

ACTIVITY 4.6

Answers will vary. Examples are:

- a Crys thought it was a **detestable** school.
- **b** This was a **welcoming** town but it was a **dreary** school.
- c That **horrific** experience made him decide it was time to find a **pleasant** job.
- d My very positive marks inspired me to make a determined effort.

UNIT 5

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- 1 He thinks it might explain their unique way of living as a family.
- 2 He means they wouldn't get confused even if their two grandmothers were called by the same name.
- 3 The story becomes more repetitive and sounds less fluent and clear.

ACTIVITY 5.1

live in a family where absolutely no one is called by their right name. No wonder we're like we are. Oma is my grandmother. Our other grandmother is called Gran, like normal people, but Oma is called Oma so we don't get confused. As if. I think Oma is Dutch for grandmother.
We have Dutch in our family, on Mum's side.

ACTIVITY 5.2

- a You, your
- **b** We or They
- c I, my
- d I, my
- e You, your
- f Our, we or they, our or their

ACTIVITY 5.3

Ms Williams loves shoes. **She** loves buying shoes and **she** loves wearing **them**. Ms Williams wonders why everyone else doesn't like **them** as much as **she** does. **She** has a huge variety of shoes stacked inside cupboards in her apartment. But those stacks of shoes inside **them** have begun to overflow and now **they** take up all the space under **ner** bed and inside **her** laundry. **She** even curries **them** in **her** car. And you guesself it! Ms Williams' numberplate is Shooze'.

COMPREHENSION QUESTIONS

- 1 Answers will vary. Examples are: He was excited about the idea of a holiday, but he also felt he had to act cool and unconcerned.
- 2 Answers will vary. Examples are: He is uncertain what it will be like staying with her for two weeks, and not just for a short visit.
- 3 Answers will vary. Examples are: Greg thinks he can catch up with an old friend and renew their friendship, and they could do some fun things together.
- 4 Some answers will vary. Examples are: Greg wasn't sure how this would work out. Greg didn't see Oma much because Oma lived in the country, about three hours drive away. Greg and his family went down and saw Oma at Christmas and Easter but when Oma came up to Perth Oma mostly stayed at Freck's house. Greg didn't know how the experience would be spending a whole two weeks with Oma.

ACTIVITY 5.4

Answers will vary. Examples are:

- a The more mature and less childish, more detached and unemotional part of Greg's brain
- **b** Greg's brain told him to not get excited.
- c Greg feels he has changed quite a lot over the past twelve months because of all the things he has experienced.
- d Greg is trying to convince us that the major dramas of his parents' splitting up have not really affected him.
- e This means it would be terrific fun and a wonderful experience.

ACTIVITY 5.5

a her, his, l, it, me, mine, my, she, they, we, you, your

VOWELS	CONSONANTS
e, i, l, i, e, i, e, e, e, e, o,	h, r, h, s, t, m, m, n, m, y,
u, o, u	s, h, t, h, y, w, y, y, r

ACTIVITY 5.6

- a The cat turned its nead towards the door, then took off with it. Legs almost spinning on the shiny floor.
- b Are we going to his house or is he coming to ours?' asked Jess. 'We have to plan for food, and he needs to tell us.'
- c The tired tourists were grateful to reach their accommodation and unpack their bags at last.
- d 'Your caps are on the bench, so don't forget where they are,' called Dad.
- e Those books are lying on your table when you want them.

UNIT 6

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- 1 swarming, screaming, scared, run, hide, throwing, chasing, yell, help, dragging
- 2 These words show the terror and fear in the writer's mind. This makes the microstory appear to be real when it is not really serious, and we are tricked as a reader at the end of the story.
- 3 scratching, scrambling, terrified, fleeing, smashing, panic, pelting, fearing, tearing, grabbing

ACTIVITY 6.1

- a I love my sister now.
- **b** All I remember is fighting with her.



- c It was always my fault.
- d I never really thought about her as a person.

ACTIVITY 6.2

Answers will vary. Examples are:

- a I hate dancing with my sister but I never complain.
- **b** We search the shelves and buy classic games.
- c The girls (swam) in the river and then (sat) under the trees.
- d Dadjumped in the car and drove all the way home to the coast.
- e I have searched for the iPod but I can't find it anywhere.

ACTIVITY 6.3

Answers will vary

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- 1 Answers will vary.
- 2 Taste of Victory: surging, flying, taste, stretching, reaching; The Monster in Front of Me: growled, glowed, yelled, hate, ruins; Disaster Zone: hit, scattered, ripped, covered, littering
- is, am, can, should, have, could, was, had, were
 (some are used multiple times and can be counted more than once)
- 4 Taste of Victory: is, am; The Monster in Front of Me: knew, show, rise; Disaster Zone: looked, felt, were, was

ACTIVITY 6.4

Answers will vary. Examples include:

AUXILIARY VERB	ACTION VERB
is	spying
could	phone
has	run
should	think
would	want
were	shopping
does	skating

ACTIVITY 6.5

VERB	MEANING
surge	move suddenly forwards
drag	pull along with effort
growl	murmur angrily

VERB	MEANING
escape	get free
scatter	throw about
smash	break into pieces
yell	cry out, shout
scream	give a high-pitched cry
stretch	draw out longer
run	flee quickly

ACTIVITY 6.6

Answers will vary. Examples include:

- a surge The crowd was surging towards the stage during the concert.
- **b** drag We had to drag the dolphin's body from the raging surf.
- c growl The lion was growling menacingly as I moved closer.
- d escape We will escape this prison before dawn tomorrow morning.
- e scatter The young kins were scattering stones along the bike path
- f smash The rioters were smashing shop windows down the street.
- yell I began yelling for help when I reached the centre of the shopping mall.
- h scream They were screaming their support for their favourite team.
- i stretch Al was stretching the material over the frame as tightly as he could.
- j run The sprinters were running as fast as they could in the finals.

UNIT 7

COMPREHENSION QUESTIONS

Answers will vary. Examples are:

- 1 This person annoyed his sister by getting the remote control and holding it out of reach, stealing her seat when she left the room and teasing her.
- 2 His sister reacted by going crazy, punching him and screaming at him, and then yelling for her mother.
- 3 A diary or journal or blog—the use of the date, the personal voice, describing their own experiences in an informal way using everyday words.
- 4 a a present
 - **b** present
 - c past
 - d past
 - e past



ACTIVITY 7.1

I looked at the damage. My trail bike was down a ravine, and I could see wheels and bits of engine scattered on the rocks. There was not much I could do. That bike was not going anywhere, and neither was I. There was only one thing to do. I got up, brushed myself down and took off for the main road.

ACTIVITY 7.2

Answers will vary. Examples include:

- a had opened
- **b** will phone
- c will pack
- d left
- e am going
- was f

ACTIVITY 7.3

- a broke
- **b** brought
- c crept
- d drank
- e slid
- f flew
- g struck
- h swung

DRRECTED COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 She is being picked on by other girls and this is making her unhappy.
- 2 He is disgusted at the way Toby eats food out of the bin after Louisa told him to, and he's angry at the way Louisa treats Toby.
- **3** He could become very protective of her, and very defensive when she is teased.
- 4 Present-tense verbs: sitting, writing, drawing, sits, is, am worried, picks, makes, feel, think, awake, looks, jumping, complaining, walking, fighting, refusing, knowing, pulls; past-tense verbs: shaved, woke up, threw, poked, squashed, was, wanted, got, topped, came, swapped, gone, was singing, did, started, screamed; future-tense verbs: will never get better; examples of the verb to be: is, was; auxiliary verbs: I'm sitting = I am sitting, didn't know = did not know, would have swapped, was singing, weren't sure = were not sure

5 He wants to show how much his sister's past illness is affecting him now, and how much he is thinking about his sister's future as well. They are all linked together in what is happening to her and to him in the present.

ACTIVITY 7.4

Answers will vary. Examples include:

- a haemorrhage (present) \rightarrow That brain haemorrhage is affecting this patient's ability to walk
- **b** pressure (past) \rightarrow There was a lot of pressure on the team to perform well in the grand final.
- **c** coma (future) \rightarrow I will be very concerned if she falls into a coma ever again.
- **d** actually (present) \rightarrow The boys are actually training very hard for their big match.
- imagine (future) \rightarrow We will imagine a world е without war, but it will be just our imagination.
- f granted (past) \rightarrow The officer granted the tourist a visa even though she didn have her passport.
- ACTIVITY 7.5- PR
- a am
- b witbe
- will, am
- have or had
- are ρ
- Will

ACTIVITY 7.6

Answers will vary. Examples include:

- tread I will tread on every second step. I trod in а the mud yesterday.
- **b** wake I woke up very late. I will wake as early as I can.
- c throw Susie threw the chips into the bin. They will throw a party next week.
- d win The team won the championship. They will win a trophy and prizemoney for coming first.
- e write I wrote a letter to my penfriend last week. I will write to you when we arrive in Vietnam.
- f spin They spun the wheel and my number was the one the arrow pointed to. You will spin that container three times before the mixture will be ready.
- **g** stand She stood in front of the politician and told him what she thought. We will stand in the rain until the doors open.



- **h** spend I spent my last twenty dollars at the movies. The family will spend Christmas with relatives in Perth.
- speak My grandmother spoke of her adventures in India. Mum said she will speak with the coach about the trip to New Zealand.
- give They gave me a present before I left the school. When will you give me one of those discount tickets for the movies?

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The scene is taking place in a family home at the dining room table. You can tell this by the mention of the dining table, the other furniture in the room, and the casual conversation between the people that suggests they are related.
- 2 Ben is eating rice, Claire is eating lettuce, and the parents are eating huge T-bone steaks.
- 3 They might be trying to ignore him because he is dressed in just a loin cloth, has tanning lotion on, is just eating rice for dinner and has a shaved head.
- 4 The first two words show that Ben is confident and determined, the third one shows Claire's amazement and the last one emphasises the mother's attempt to control the situation. NCOF

ACTIVITY 8.1

- a carefully
- **b** outside
- c vigorously
- d quite
- e twice

ACTIVITY 8.2

Answers will vary. Examples include:

- a happily, excitedly
- b yesterday, today
- c daily, regularly
- enthusiastically, reluctantly

ACTIVITY 8.3

- a nearer, nearest
- **b** more heavily, most heavily
- c more softly, most softly

- d faster, fastest
- e more slowly, most slowly
- more quickly, most quickly f

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 He has seen how moviemakers create miniature models of real-life scenes, and how makeup is used for actors, so he thinks this film is make believe.
- 2 It is his protest at the way people are wrecking the environment.
- 3 a Jason is quite contented with his explanation for the terrible scene on the TV.
 - **b** The event occurred with no delay at all, and no chance for them to escape.
 - c The people were burned in horrible and terrible ways.
 - d Ben had done this many times before and knew how to operate the razor.

ACTIVITY 8.4

- a dramatic → dramatically
- **b** specific \rightarrow specifically
- **humble** \rightarrow humbly
- **d** favourable \rightarrow favourably
- е agile \rightarrow agilely
- dull \rightarrow dully f
- $shrill \rightarrow shrilly$ q
- h due \rightarrow duly
- busy \rightarrow busily
- easy \rightarrow easily
- **k** happy \rightarrow happily
- large \rightarrow largely L

ACTIVITY 8.5

Answers will vary. Examples include:

- a quickly
- **b** enthusiastically
- c nervously
- d easily

ACTIVITY 8.6

- a well
- **b** badly
- c quickly
- d really

COMPREHENSION QUESTIONS

- 1 a at age six
 - **b** under his (black) belt
 - c at his feet
 - d for karate
 - e on cartoons
- 2 a before age six
 - b through his (black) belt
 - c above his feet
 - d with karate
 - e near cartoons
- 3 a change
 - **b** change
 - c change
 - d no change
 - e change

ACTIVITY 9.1

Answers will vary. Examples include:

- a on auditions
- b to LA
- c in [show] business

ACTIVITY 9.2

UNCORRECTE Answers will vary. Examples include:

- a to
- **b** during
- c on
- d through
- e with
- f for
- g without

ACTIVITY 9.3

- a The vampire craze has been popular for a number of years.
- b In a fast-flowing river you might have to swim across the current.
- c Above the roar of the crowd I could hear the beat of the drum.
- d Under new learner-driver rules you have to wait a number of months before you can do the driving test.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 in more places
- 2 The message now emphasises the wide range of Telstra's mobile network.

- 3 a without the stress—emphasises how easy this product is to use
 - **b** on the go-emphasises how quick and easy this new phone package really is
 - c with Whereis Maps—the app is mentioned to show how useful it is

ACTIVITY 9.4

- a beside
- **b** beneath
- c (no errors)
- d across, field
- e through
- f until, arrives
- (no errors) q
- h since, Wednesday
- among i.
- (no errors)
- above k

Answers will vary. ROOFS ACTIVITI 9.6

Answers will vary. Examples include:

- below \rightarrow beneath
- inside \rightarrow within h
- c near \rightarrow beside
- d towards \rightarrow near
- above \rightarrow beyond

ACTIVITY 9.7

- over \rightarrow under а
- **b** inside \rightarrow outside
- **c** near \rightarrow far
- d below \rightarrow above
- e towards \rightarrow away, from

UNIT 10

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The two rumours are that he has drowned or he has hidden in a train going to Melbourne.
- 2 Spit had been seen at different times in the past but not recently.
- 3 Because when the two ideas are linked together it creates a more fluent sentence. It also avoids unnecessary repetition.



ACTIVITY 10.1

Answers will vary. Examples include:

- a and
- b or
- c but
- d because
- e When
- f Although
- g Until
- **ACTIVITY 10.2**
- a green, yellow \rightarrow adjectives
- **b** sausages, chops \rightarrow nouns
- **c** dark, welcoming \rightarrow adjectives
- **d** slowly, majestically \rightarrow adverbs
- **e** me, you \rightarrow pronouns
- f cold, sunny \rightarrow adjectives

ACTIVITY 10.3

- a They were running quickly when a truck suddenly appeared.
- **b** We will reach the summit although the weather is getting worse.
- c There will be plenty to eat unless we don't ration our food carefully.
- d The musical will be a success because we have practised regularly.
- e We ordered some takeaway but it vas never delivered.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- Sergeant Collins thinks it's a nuisance that Spit has disappeared but that he will be safe because Spit knows how to look after himself.
- 2 Some people thought Spit would end up in an orphanage because his grandfather had died and that would settle the matter, but others thought he was trying to avoid being placed in an orphanage so had run off and hidden. They also thought Spit could look after himself quite well.
- 3 Places: river bank, two deserted houses, the old lean-to where Spit stored his crayfish drum. People: the Italians who ran the pea farm, the Walkers, the boys and girls who swam at the swimming hole
- 4 a but, because
 - **b** and, but

ACTIVITY 10.4

Answers will vary. Examples include:

'I was riding my bike while beside the road. Cars and trucks were on the road, although ahead of me were some other bike riders. One was a kid about my age. When one of the riders in his group bumped against him his bike fell onto the road. He was still on the bike as cars began swerving to avoid hitting him. A huge truck was heading right at him and it was going fast. He looked around, and then panicked. I thought it was too late, but one of the other riders grabbed him and quickly dragged him off the road. The truck slammed into the bike and it was smashed to bits. It was a really close call yet he was so lucky.'

ROOFS

ACTIVITY 10.5

although

a because

b

- c whether
- d until
- between
- except
- g since h once
- i after

while

ACTIVITY 10.6

- a whether
- b or
- c but
- d where

COMPREHENSION QUESTIONS

- 1 Answers will vary. Examples include: People might tie string around their fingers to remember an important thing to do.
- 2 Mum comes into the room—a subject, a verb and an object.
- 3 'Have you put the bin out yet?' (question); 'Don't forget' (command); 'I get the picture!' (exclamation)

ACTIVITY 11.1

Answers will vary. Examples include:

- a 'If the rats come people will get sick, disease and pestilence will spread throughout the neighbourhood and everyone will die.'; I swear my dad's getting crazier by the day.
- **b** 'Have you remembered what night this is?'; 'How did you know I was going to say that?'
- c 'Well, don't forget,'; 'Don't forget,'
- d Well, we'll see how much of a joke it is when we're up to our ankles in rubbish and rats and you've got bubonic plague and you've got boils all over your body, funny-boy!; 'Okay, Dad!'

ACTIVITY 11.2

wwny don't I care?
b The rubbish has not been put out REFECTE
c We are leaving now!
d Heat up this

- e Will you put the jacket back?
- f Lift these heavy bins.
- g This is making me feel sick.
- h Will you hold the door open please?
- i Tonight is garbage night.

ACTIVITY 11.3

Answers will vary.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 He says he cannot be listening when she hasn't started talking, and Andy pretends to be deaf.
- 2 He is excited and nervous. He is excited that she has phoned him but nervous about whether she likes him as much as he likes her.
- 3 He wants to impress her with his strength and fitness, and also with his jokes.
- 4 Statements: I have to act cool; Jen is still standing by the phone.

Questions: Hello?; Are you sure? Commands: Just go and do it.; Don't touch that! Exclamations: I am not!; Jen's listening to my call!

- 5 a They do not have the complete-sentence components of a subject, a verb and an object.
 - **b** This gives a real-life sound to the conversation, and also gives drama to the events, showing how the characters feel and think.

ACTIVITY 11.4

Answers will vary. Examples include:

- a anything, talking, putting
- **b** receiver, weights
- c believe, girlfriend
- d started, slipped, guessed, sprayed
- e receiver, wonder, air freshener, clever, loser

ACTIVITY 11.5

Answers will vary. Examples include:

- a This telephone mouthpiece is proken.
- When will you hand over the telephone receiver? h
- Give me the envelope. С
- d You are so juvenile!
- She had a nervous stutter.
- Why do I always fall in love with beautiful girls?
- h Dishonesty is not a good policy.
- Okay everyone, you must take a breather now.
- These are the 500 kilo weights.

ACTIVITY 11.6

- a uncool
- unfunny h
- dishonesty
- d unpicks
- unclever
- disbelieve
- unsure C
- h unloved
- misbehave insecure

UNIT 12

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Dracula
- 2 supernatural clues
- 3 Everyone inside the castle has been turned into mirrors.



4 They give players an idea about the story within the game and the role of the player.

ACTIVITY 12.1

Only sentences with a subject, a verb and an object are shown.

- a The game is in the computer.
- **b** I will visit you tomorrow.
- c They are travelling by train.
- d Catch it if you can.

ACTIVITY 12.2

- a We play tennis almost every week.
- **b** The shop was crowded and noisy.
- c My aunt and uncle are coming for the holidays.
- **d** More than anyone, I wanted to see the new movie.
- e Unfortunately the new computer did not connect to the internet.
- f Someone has taken my pen again and not asked.
- g Everyone in the team gave their best effort.
- h You should look before you leap.
- i My brother's nicknames are Tezza and Tez.
- j With a huge rush, the water burst through the sandbags.

ACTIVITY 12.3

Answers will vary. Examples include:

	SUBJECT	PREDICATE
а	Count Dracula	has risen from his grave and only you can stop him!
b	The curse	has placed evil in every room, and turned everyone inside the castle into mirrors!
С	Michael and Quinn Harker	grew up thinking Dracula was nothing more than a fairy tale!
d	Can you	unravel the supernatural clues and solve the cryptic puzzle to discover the ghastly truth and explain the Renaissance Fair nightmare once and for all?

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 This change of a typical opening grabs the reader's attention straight away, and leads the reader to expect this story will have unusual or unexpected characters and events.
- 2 animal: moaning sounds, has teeth, laps like an animal; human: paws look like human hands, body like a boy, man-shaped head.
- 3 a creature from another planet—it is 'alien' compared to all creatures on this planet.

4 Answers will vary.

5

	SENTENCE FRAGMENT	POSSIBLE REASONS
а	Those front paws!	shows the amazement of the people, a sudden shock
b	A beast for sure.	captures the idea that people are guessing and unsure
С	But not beautiful, as a real person might be.	the narrator is trying to search for the right way to describe this creature, this shows hesitation.
d	A monkey, most likely.	shows the people making stabs in the dark about what it is by comparing it with what they do know.
е	Escaped from a circus or menagerie.	this list of sentence fragments makes clear here is lots of confusion and many wild guesses

a brought

ACTIVITY 12

too c quite

- d their
- e there
- f through

ACTIVITY 12.5

Answers will vary.

UNIT 13

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Marty is sick of living in captivity and wants to escape back to the wild.
- 2 The animals are packed in crates and loaded on a freighter, but they fall overboard and get washed up on the coast of Madagascar.
- 3 a beautiful animation; b the songs are wittily used
- 4 The script is a pretty predictable one.
- 5 a You wouldn't know where they go after they escape from the zoo.
 - **b** You wouldn't know when events occur, or how they are linked together.
 - **c** You wouldn't know where they landed.

ACTIVITY 13.1

	PHRASE	SENTENCE
а	\checkmark	
b	\checkmark	
С		✓
d	✓	
е	✓	
f		✓
g	✓	
h	√	
i	✓	
j		✓

ACTIVITY 13.2

Answers will vary. Examples include:

- a adverbial phrase: The boat was left behind the shed.
- **b** adverbial phrase: We packed before we left.
- c adjectival phrase: The crate, covered in a blue cloth, is waiting for the ship.
- d adverbial phrase: He fell into the pool.
- e adjectival phrase: Those cars, some without break lights, have been stopped by the police.
- f noun phrase: A rogue avatar is stalking the land.
- g adjectival phrase: The little boy, abandoned and lonely, sat beside the river.
- h adjectival phrase: The burglar, listening carefully, moved towards the window.
- i adverbial phrase: The clock chimed at noon.
- j adjectival phrase: The driver, having survived the accident, clambered back onto the road.

ACTIVITY 13.3

Answers will vary. Examples could include:

'like the penguins', of the sea', 'in that department', 'of furry animals', 'of another era'

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Previously, Felix Williamson has played very different roles, which include being a bouncer, killer, banker or politician.
- 2 Fiend is a leader with eight eyes; Haggis is clumsy and has flatulence issues as well as a fear of his own shadow; and Norman speaks with bells and whistles.
- 3 The characters are beautifully made like the handcrafted luxury cars, and there is a high standard of

workmanship on set as well from The Jim Henson Puppet Company.

- 4 a in the head—adjectival phrase
 - **b** in the UK— adverbial phrase
 - c An English and Australian co-production adjectival phrase
 - d of all ages—adjectival phrase
 - e atop the pile—adverbial phrase

ACTIVITY 13.4

Answers will vary. Examples include:

- a shade of colour
- **b** cleanliness
- c strong desire to succeed
- d very admired, greatly respected
- e excess wind or gas in the stomach or intestines

ACTIVITY 13.5

Answers will vary. Examples include:

I remember my favourite move outing when I was younger. It was a big day because it was my tenth birthese. Invited six friends along and I was really excited. We all climbed into the car, and Mum and Dad drove us to the cinema centre. We were going to go on our own, so they dropped us outside the entrance. We went into the cinema and bought some stuff at the candy bar, then found the right cinema for the latest blockbuster movie. We all sat together in the front row, and munched and slurped our way through the food. At the end we went outside so we could talk, and Mum and Dad were waiting in the foyer. I wanted to go up and hug them, but I knew it wasn't cool right then. I just said thanks. We then got into the car and drove off to McDonald's for another feed!

ACTIVITY 13.6

- a alot
- b loan
- c It's
- d choose
- e quite f off
- g Accept
- h diary
- i there
- i here

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The writer does this to show how unpleasant and annoying it is to go to the beach.
- 2 the problems and embarrassments of changing on the beach.
- 3 This creates humour and tells the reader more about the writer's views and feelings about going to the beach—he makes it sound like a set of instructions, and he exaggerates the problem of changing on the beach.
- 4 There would be less humour, and the writer's own views about not liking the beach and feeling it is unpleasant for him would not be so clear to the reader.

ACTIVITY 14.1

- a We often go to the beach and we like to surf.
- b Next time I will ask directions so I don't get lost in Brisbane.
- c Tomorrow morning, please take the dry cleaning to the shop and buy the milk and papers for the weekend.
- **d** We left the ground before it began to rain.
- e We must hurry home very soon or we'll all n iss dinner.
- f This movie is supposed to be popular, but I found it really slow and boring.

ACTIVITY 14.2

- a (cannot tell you the answer) if you will not listen.
- b The team was excited when they were announced the champions.
- c Even though it was late, David decided to phone anyway.
- d (asked the way to the supermarket) because
- e Although the door was locked, he did manage to find a way inside

ACTIVITY 14.3

Answers will vary. Examples include:

Main clauses are highlighted; subordinate clauses are underlined.

Wrap the towel around yourself and slowly

fumble away underneat trying to remove things as they come to hand, pulling each item out from under the towel and hiding it under some previous marginally less embarrassing item.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- He thinks this issue is a real concern and wants to make sure everyone is consulted, so he has agreed to chair the meeting to make sure it goes smoothly.
- 2 He is the sort of person who wants to hear community opinion, but he also wants to inform them of the proposal in a thorough way—he has information ready and the details in his head. He is self-important but a pleasant person, as indicated in the stage notes.
- 3 Local houses will have to be demolished to make way for the new shopping development.
- 4 a Now, Consider you don't want to sit here all night tistening to me beat my gums together, ...
- Til hand you on to someone who can get the

whole shebang underway

ACTIVITY 14.4

Answers will vary. Examples include:

- a Cam didn't worry about the book as long as could read it to the end.
- **b** Although the weather looked fine now, we knew something was wrong.
- **c** Ms Tsang, the local supermarket manager, is a really great coach.
- **d** The team was stunned by the strength of the opposition.
- e Alid tried to open the door even though she was loaded up with groceries.

ACTIVITY 14.5

	MAIN CLAUSE	SUBORDINATE CLAUSE	DEFINITION
b	Just south is the site of the <u>proposed</u> development (main clause)	bounded by Willy Road, Eighth Street, Bland Avenue and Low Street. as you can clearly see,	<i>proposed</i> to put forward, offer or suggest

ANSWERS

	MAIN CLAUSE	SUBORDINATE CLAUSE	DEFINITION	ACTIVITY 14.6
С	Here we have an illustration	of the original <u>development</u> in this area.	<i>development</i> a building project	Answers will vary. Examples include: a When you are in trouble, or need a he urgently, you know who your true frie
d	residential areas backed on to the chemical factory. (main clause)	As you can see,	<i>residential</i> an area where people live or reside	 b Before you watch TV, or play on the c sure the recycling bin is put out. c Although I was younger than the other had never worked part-time before, I get the part-time job. d If we take better care of the environment of the environ
e	Now the Bullion Corporation have <u>tendered</u> for development of the site,	proposing a multi-level shopping <u>complex</u> and parking station	tendered made an offer to provide a service complex a group of buildings or spaces	 a If we take better care of the environm together as a planet, the world might better place. e After I leave school, but before I go to I want to travel overseas.
f	Now Bullion Development is quite prepared to make a generous <u>settlement</u> with the owners of these dwellings	as <u>compensation</u> for the <u>inconvenience</u> of moving house, as I understand it,	settlement agreement compensation an amount to make up or compensate for the loss	PAGEPROOFS
	awettings	UNCOF	RECTE	D PAGE PROOFS

ACTIVITY 14.6

- a When you are in trouble, or need a helping hand urgently, you know who your true friends are.
- **b** Before you watch TV, or play on the computer, make sure the recycling bin is put out.
- c Although I was younger than the other people, and had never worked part-time before, I managed to get the part-time job.
- d If we take better care of the environment, and work together as a planet, the world might become a better place.
- e After I leave school, but before I go to university, I want to travel overseas.



COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- Lisa feels like it is a very different world to the one she knows, and quite strange and uncomfortable. You can tell by the way she describes Pen's kitchen as a contrast to her own, and the food as completely the opposite to what she eats.
- 2 Ours looks like the aftermath of a full-on barbaric feast, a burnt, blackened mess, with blobs of fat down the sides of the stove.
- 3 'Food is very important when you're starving,' I say coldly.
- 4 Once I tried to point out that stress raises cholesterol levels, too; like being paranoid about fats in food to the extent of becoming suicidal, but that went down like a dose of Laxettes.
- 5 Their griller looks as new as the day it was bought, and so does their oven.

ACTIVITY 15.1

- a Paul's brother, the one with the new car, will be arriving on Saturday.
- b The puppy was whimpering and moping arour i the house all day long yesterday, until my sister an ived home and started playing with her again.
- c The other day I bought a new rod, a new reel, a fishing knife and a fishing licence as well.
- d Make sure you aron't lete, said Mum, because we're leaving after runch.
- e There is no way we can reach the river from here, however I know a slightly longer way over there.

ACTIVITY 15.2

Answers will vary. Examples include:

- a Three of my favourite hobbies or sports are netball, hockey, bike riding and football.
- **b** Six things I really don't like to eat include broccoli, olives, anchovies, coconut, brussel sprouts and tripe.
- c Five things that I would bring to a party are chips, lollies, drinks, presents and movies.
- d Four bad habits I was taught to avoid are talking with my mouth full, picking my nose, interrupting people talking, leaving my clothes on the floor, not saying please or thank you and forgetting people's names.

ACTIVITY 15.3

- a A young dog, if you take good care of it, will become a very loyal friend.
- **b** The customer, rather annoyed at the way he was being treated, asked to see the manager.
- The movie I just saw, which was advertised as the blockbuster of the year, was not really that good.
- **d** Next holidays, if I'm lucky, we're going to central Australia.
- e This is the last time, I promise you, I will ever go to that takeaway place.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- Lisa has tried the Grapefruit Diet, the Kelp Diet, the Beansprout Diet, the Scarsdale Diet, the Israeli Fighting Man's Diet and the Beverly Hills Diet.
- 2 On the first day Lisa copes with the diet, on the second day she loses hope, on the third day she becomes manic depressive, on the fourth day she's frantic enough to rip a chocolate frog out of a toddler's hand and that s when she gets scared and gives up.
- 3 Pen says that crash diets do not work, and magazines are just trying to make money, but Lisa sees new ones in magazines as evidence that they must work for people.
- 4 Six food you should avoid are fatty meat, chocolate bars, greasy hamburgers, fried chips, carbonated drinks and lollies. Six foods you should eat regularly are fruit, vegetables, pasta, lean meat, fish and healthy juice drinks.

ACTIVITY 15.4

Answers will vary. Examples include:

- a pizza
- **b** cappuccino
- c vindaloo
- d sushi
- e yum cha
- f lasagne
- g gelato

ACTIVITY 15.5

- a China
- b Italy
- c France
- d Japan
- e India
- f Greece

- g France
- h North Africa
- i. Japan
- j Italy

ACTIVITY 15.6

- a Words associated with foods from France include omelette, quiche, buffet, soufflé, crepe and mousse.
- **b** Words associated with foods from India include dahl, roti, samosa and vindaloo.
- c Words associated with foods from Japan include sushi, teriyaki, miso and tempura.

UNIT 16

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Alex may be worried about what will happen to him and his house because something terrible has just happened to his family.
- 2 This is actually the way that people speak these words, so they are spelt this way in direct speech.
- UNCORRECTED 3 It would make the speakers sound false and not normal.
- 4 a he will
 - **b** let us
 - c does not
 - d that is
 - e was not
 - f would not

ACTIVITY 16.1

ABBREVIATED FORM	FULL WORD FORM
l'm	l am
should've	should have
who's	who is
can't	can not
l've	l have
where's	where is
you've	you have
he's	he is

ACTIVITY 16.2

- a Mum's, shouldn't, he's
- **b** Who's, Let's, it'll
- c that's, she's
- You're, there's, they'll, you're d
- е You'd, they'll, we're



ACTIVITY 16.3

Answers will vary. Examples include:

3

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- These secret objects might just be what he needs to complete his mission and even save his life.
- 2 The Nintendo is the most creative because the one obiect becomes four secret weapons to use in emergercies.

APOSTROPHES OF POSSESSION
none

ACTIVITY 16.4

- a i could've
 - ii where's
 - iii should've
 - iv wouldn't
- b i slightly
 - ii thumb
 - iii climbing
 - iv handkerchief
 - v bomb
 - vi weight
 - vii whole

ACTIVITY 16.5

- a the bomb's fuse
- **b** one boy's backpack
- c three boys' backpacks
- **d** the spies' tools
- e the spy's adventures
- f the children's bikes
- g all students' uniforms
- h Bess' coat
- i the people's choice
- j Adelaide Girls' College

ACTIVITY 16.6

Answers will vary. Examples include:

- a We'd better get to the station before the train gets there.
- **b** This wasn't the best idea ever!
- c When they're gone there will be a huge mess to clean up.
- d You can't fix it without the right tools.
- e When she's turned fourteen she can go on her own.
- f There is a chance it's going to rain.
- g He's got no money for the fare.
- **h** When they've reached the top of the hill they view will be fantastic.
- i There is no way you'll be going to the swimming carnival with that cold.
- j Whenever it's rained I have got soaked because I did not take an umbrella.

UNIT 17 UNCOR

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The great mouse plot is to find a way to put a dead mouse into Mrs Pratchett's jars of sweets.
- 2 Five people speak: the narrator and the four other boys.
- 3 The direct speech makes the scene come alive and gives the event a sense of the action that is occurring in the present.

ACTIVITY 17.1

'And one Bootlace please,' I heard Thwaites saying. When I turned round, I saw Mrs Pratchett holding out the Bootlace in her filthy fingers.

'I don't want all the lot of you troopin' in 'ere if only one of you is buyin,' she screamed at us. 'Now beat it! Go on, get out!' As soon as we were outside, we broke into a run. 'Did you do it?' they shouted at me.

'Of course I did!' I said.

'Well done, you!' they cried. 'What a super show!'

I felt like a hero. I was a hero. It was marvellous to be so popular.

ACTIVITY 17.2

'Okay,' said Shrek, 'we have to get moving before the sun goes down.'

'But I'm hungry,' said Donkey. 'Remember, a hungry Donkey is a grumpy Donkey.'

'Stop complaining!' Shrek said angrily. 'You ate all my lunch as well as your own. So what's your problem? And you've got two more legs than me so you have it eacy.

'Very funny, Shrek,' said Donkey. 'The reason I need four leas is to carry my bigger brain, of course.'

ACTIVITY 17.3

Answers will vary.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- Important information revealed includes the fact that Lucy discovers she is in another dimension, the Faun has never seen humans before and that the Faun does not know much about Lucy's world.
- 2 He keeps asking questions about Lucy and where she comes from.
- 3 'Of course I'm a girl'
- 4 This conversation using spoken words (direct speech) is more interesting to read because it makes the story sound more realistic, and the reader actually feels present while the conversation is taking place.

ACTIVITY 17.4

Answers will vary.

ACTIVITY 17.5

- a delighted
- **b** daughter
- c laughing
- d rough

- e straight
- f light

ACTIVITY 17.6

- a weight
- b brought
- c delight
- d width
- e sought
- f through
- g tough
- h bought

UNIT 18

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The dad smiles like an alligator because he is delighted at her sense of humour and the rhyming joke she makes, and he is enjoying his daughter's mischievous little joke. An interesting additional association is that the next word after *later* is usually *alligator*.
- 2 His daughter was in a hurry to leave and she also thought of her little joke quickly as an instant reply to his goodbye message. Her rushed little joke leaves a lasting impression on the dad.
- 3 a join
 - **b** perfect or imp
- 4 a impatience-the opposite of patience
 - b unsought—the opposite of sought
 - c impish—like an imp or in the style of an imp
 - **d** imperfections—the opposite of perfections
- 5 The poet added some letters before or after the main word each time.

ACTIVITY 18.1

Answers will vary. Examples include:

LATIN WORD FAMILY	MEANING	EXAMPLES
equus	horse	equine, equestrian, equerry
mare	sea	marine, maritime, mariner
luna	moon	lunatic, lunar, lunacy
GREEK WORD FAMILY	MEANING	EXAMPLES
areo	air	aeronautical, aerodynamics, aerospace

GREEK WORD FAMILY	MEANING	EXAMPLES
geo	earth	geography, geometry, geology
biblio	book	bibliography, bible, bibliophile

ACTIVITY 18.2

- a do \rightarrow undo
- **b** made \rightarrow unmade
- c colour \rightarrow discolour
- d fortune \rightarrow misfortune
- $\textbf{e} \quad \text{agree} \quad \rightarrow \quad \text{disagree}$
- f obey ightarrow disobey
- g credit \rightarrow discredit
- h proper \rightarrow improper
- i appear ightarrow disappear
- $\texttt{j} \quad \texttt{approve} \ \rightarrow \ \texttt{disapprove}$
- k polite \rightarrow impolite
- $\texttt{l} \quad \texttt{likely} \ \rightarrow \ \texttt{unlikely}$
- m fit \rightarrow unfit
- **n** harmed \rightarrow unbarmed'

ACTIVITY 18.3

Answers will vary. Examples include:

	WORD	PREFIX	SUFFIX
а	like	dislike	likely
b	predict	unpredictable	predictable
С	act	react	action
d	success	unsuccessful	successful
е	comfort	discomfort	comfortable
f	agree	disagree	agreement
g	place	displace	placement
h	pay	prepay	payable
i	health	unhealthy	healthiness
j	force	reinforce	forceful

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 He was trying to escape some people chasing him.
- 2 The sight of rows and rows of amazing books, and the strange old man sitting and reading a book.
- 3 The bookshop man was very rude and insulting towards the little boy, and he sees children as just a nuisance. He says they do not care about other people, and they just want to damage the things around them.



BASE WORD	WORD IN THE NEVERENDING STORY	PREFIXES/ SUFFIXES ADDED FOR NEW WORDS
script	inscription	describe, prescription, description
thing	nothing	nothingness, something
natural	naturally	naturalisation, unnatural
dim	dimly	dimmest, dimming
violent	violently	nonviolent, antiviolence
wild	wildly	wildness, wildest
quiet	quietly	quietness, disquiet
side	outside	inside, sideways
dark	darkness	darkest, darkly
cautious	cautiously	cautionary, incautious

ACTIVITY 18.4

- a paleness
- **b** violently
- c wetness
- d dark
- e viciousness
- f carelessly

ACTIVITY 18.5

Answers will vary. Examples in cude:

- a The wildness of the weather frightened him. The glittering lights dazzled the dancers.
- b They quietly sneaked into the empty house. The mountain was thickly covered with fresh snow.
- c Fresh fruit and vegetables have a great deal of goodness inside them.
- d There was a leathery smell in the workshop.
- e The crossing was clearly marked for pedestrians.
- f Make sure you never disobey your squadron leader during training.
- **g** I am hopeful that my results will open doors in the future.

UNIT 19

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

1 The pilot might have suffered a stroke or a heart attack and fallen unconscious, and Brian is on a small plane sitting in the co-pilot's seat alone.

- 2 dashboard, dials, lighted display, needle, knobs, panel, altimeter, radio, headset, microphone switch
- 3 dashboard, altimeter, headset, microphone
- 4 somewhere, something, anything, himself, sideways

ACTIVITY 19.1

Answers will very.

ACTIVITY 19.2

Answers will vary. Examples include:

	,		
	LATIN STEM WORD	MEANING	ENGLISH EXAMPLES
а	insula	island	insulation, insular
b	magnus	big	magnificent, magnification
С	ignis	fire	ignition, ignite
d	annus	year	annual, annuity
е	genus	birth, hff <i>s</i> pring	genes, genetic
	GREEK STEM WOLD	MEANING	ENGLISH EXAMPLES
f	micro	small	microphone, microscope
g	phone	sound	microphone, telephone
h	photo	light	photography, telephoto
i	mono	single, one	monotone, monorail
j	tele	far away	telephoto, telephone
k	phobia	fear	arachnophobia, claustrophobia

ACTIVITY 19.3

Answers will vary. Examples include:

	BASE WORD	COMPOUND WORDS
а	man	manpower, mankind, manhandle
b	fire	firepower, firefly, firewall
С	home	homemaker, homeboy, homesick
d	rain	rainbow, raindrop, rainforest
е	play	playground, playback, playwright
f	night	nightgown, nightclub, nightfall
g	ear	earbash, earrings, eardrum
h	door	doorbell, doormat, doorway

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 A small mistake can lead a person to make even larger mistakes without realising it.
- 2 Brian could be getting weaker and sicker, and so he does not notice the little things that could help him, or be careful with other little things that he should try and avoid, such as the skunk.
- 3 All living creatures need food and will do almost anything to get it.
- 4 Brian did not properly hide the eggs he had found. The skunk smelt them and wanted to eat them. Because Brian underestimated the skunk, he suffered enormous pain and suffering when it sprayed his eyes.

COMPOUND WORDS	WORDS WITH PREFIXES	WORDS WITH SUFFIXES
snowball	incredibly	completely
yourself	always	bushy
something	almost	nearly
everything	unafraid	snapped
handful	replaced	blinding
sideways	refrigerator	slashing
lifetime		refrigerator
		incredibly
		replaced

ACTIVITY 19.4

Answers will vary. Examples include:

	WORD	FWO NEW WORDS
а	humour	humorous, humorously
b	fridge	refrigeration, refrigerator
С	quick	quickness, quickest
d	hunt	hunter, hunting
е	fish	fishy, fishbone
f	sick	sickness, sickening
g	fear	fearless, fearful
h	hand	handshake, handbrake
i	head	headline, heading
j	face	facial, facecloth

ACTIVITY 19.5

Answers will vary. Examples include:

	WORD	MEANING IN HATCHET	NEW SENTENCE
а	vital	,	Exercise is vital for good health.

	WORD	MEANING IN HATCHET	NEW SENTENCE
b	incredibly	cannot be believed	That athlete is incredibly quick.
С	smouldering	burn slowly with no flame	The log was smouldering all night.
d	sliver	a long thin piece	That sliver of glass cut my hand.
e	fragment	a small piece	A mosaic contains many fragments.
f	devastating	overwhelming	The fierce storm was devastating.
g	corrosive	damage by wearing away	That acid is very corrosive.
h	slashing	hitting fiercely and quickly	He was slashing through the jungle.
i	permanently	lasting for ever	She was permanently injured.
j	impaired	oanaged or weakened	The accident impaired the diver.

ACTIVITY 19.6

	FOOD OR DRINK NAME	DESCRIPTION	COUNTRY OF ORIGIN
а	paella	dish of rice, saffron, chicken or seafood	Spain
b	latte	coffee made with espresso and steamed milk	Italy
С	omelette	eggs whipped together and cooked in a pan with fillings added then folded	France
d	pasta	spaghetti noodles made from flour and eggs	Italy
е	miso	paste made from fermented soya beans, barley or rice	Japan
f	chow mein	fried noodles with shredded meat or prawns or other ingredients	China
g	vindaloo	highly spiced hot curry made with meat, fish or poultry	India
h	COUSCOUS	spicy dish of semolina with meat or fruit added	North Africa

<mark>132</mark> ANSW

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 waves—fascinating; riding the last part of a wave euphoric; electric guitar and blues music—give airports character; dresses and high heels—cute, love being a girl
- **2** getting dumped—go with the flow, hope; get nervous around famous surfers—feel like a grommet
- 3 fascinating—amazing; euphoric \rightarrow ecstatic; character \rightarrow atmosphere; cute \rightarrow attractive
- 4 fascinating—repelling; euphoric \rightarrow depressed; character \rightarrow bland; cute \rightarrow unattractive

ACTIVITY 20.1

Answers will vary. Examples include:

- a the very first part of the wave
- **b** lasts a long time
- c the previous thing
- d life's too long
- e I misunderstand it

ACTIVITY 20.2

NCORRECTED Answers will vary. Examples include:

- a made
- **b** travel
- c vanishes
- d visible
- e small
- f go
- g successful
- h perform
- understand i.
- imagine
- k female

ACTIVITY 20.3

WORD	SYNONYMS
stop	prevent, block
stay	remain, dwell
fall	descend, drop
jump	leap, bound
unhappy	downhearted, cheerless
happy	beaming, carefree

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

1 Some people want to get away from him as fast as they can, while others do not believe him at all.

- 2 He became a member of Wildlife Rescue and he enjoyed the satisfaction of restoring animals to health and releasing them back into the wild.
- 3 As soon as the toenails on a croc's back feet dig into the ground you know it is about to lunge. When the croc is in the water, you check whether the tail is about to flick to propel it out of the water.
- 4 The crocodile is always watching and waiting for an opportunity to attack the human keepers.
- 5 Answers will vary.
- 6

	WORD IN INTERVIEW	ANTONYM
а	a lot	a few
b	run	walk
С	kid	adult
d	restrain	free
е	always	rarely
f	dangerous	tame

ACTIVITY 20.4

Answers will vary.

ACTIVITY 20.

	WORD	ANTONYM
a	confortable	uncomfortable
b	believe	disbelieve
С	healthy	unhealthy
d	satisfaction	dissatisfaction
е	handle	mishandle
f	taught	untaught
g	prepared	unprepared
h	respect	disrespect
i	use	misuse
j	advantage	disadvantage

ACTIVITY 20.6

Answers will vary. Examples include:

	WORD	SYNONYM	ANTONYM
а	patient		impatient
b	direct	straight	
С	wealthy	rich	
d	clean		dirty
е	love		hate
f	weak		strong
g	obey	follow	
h	foolish	silly	
i	false		true
j	scowl		beam
k	worthless	useless	

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 four
- 2 One paragraph has one sentence, three paragraphs have two sentences.
- 3 The second sentence explains what the scholarship benefits are for the athletes that receive one.
- 4

PARAGRAPH	NOTES ON THE PARAGRAPH
1	The Institute of Sport is always focusing on excellence.
2	There are eight sports based in Canberra, while others have moved or been dropped from the program.
3	There are AIS centres around Australia and scholarships offered. There are winter and disability sports offered as well.
4	There are 700 scholarship holders and they receive many benefits, but only a small number win a scholarship each year.

ACTIVITY 21.1

Answers will vary. Examples include:

- a The writing is non-fiction because i includes facts, evidence and examples from the Institute's program.
- **b** The sentence introduces the scholarship topic and the rest of the paragraph explains its benefits and how many athletes win scholarships.
- c The writer opens with a dramatic one paragraph sentence. Then other paragraphs have topic sentences that are expanded with additional information and examples. This provides interesting detail and variety in the writing.

ACTIVITY 21.2

Answers will vary. Examples include:

- a It is a topic sentence because it contains the key points about the holiday in two key words that are explained in detail later in the paragraph.
- b The reader is left in suspense about why these people were there, what was happening and how they handled it all. The mystery and interest is built up, and the final sentence explains why the rest of the paragraph was so negative, and it is also a little humorous. The reader does not expect this to be description about a holiday.

ACTIVITY 21.3

Answers will vary.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 Five paragraphs
- 2 Five paragraphs
- 3 Para 1

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	PARAGRAPH	TOPIC SENTENCE	TOPIC PARAGRAPH
	1	Visitors to the AIS campus can now get an insight into 'a day in the life of an elite athlete' thanks to the athlete-guided tours and the interactive exhibition Sportex.	Visiting the AIS and what you see, hear and experience.
F	2 AGE P	One of the most commonly- asked questions on these tours is, 'Do you have time to do anything else other than train?'	What the athletes' daily program is like, and what activities they do apart from training in their sport.
	3	Another commonly- asked question refers to preparation: 'How much training do you have to do?'	What the training program is like, and how it is organized for different athletes.
	4	For youngsters eager to pursue their sporting dreams a burning question is, 'How are athletes selected for the AIS?'	What are the different pathways to get into the AIS.
	5	For young Australians who show potential to go to the top of their sport, the AIS experience is a truly unique one.	What are the special experiences the AIS athletes have during their time with the Institute.



ACTIVITY 21.4

Answers will vary.

ACTIVITY 21.5 Answers will vary.

ACTIVITY 21.6

Answers will vary.

UNIT 22

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 It could have been a bat, snake or an alien creature.
- 2 'Suddenly there was the momentary gleam of a light up in the direction of the ventilator. The light vanished immediately. The light was succeeded by a strong smell of burning oil and heated metal.'
- 3 In the original, the story keeps flowing and the events are linked together. The language is also less repetitive.
- 4 The longer linked sentence because it does not repeat words too often, and the fluency and pace are suited to the story.

ACTIVITY 22.1

Answers will vary. Examples include:

- The reason was it wasn't my favourite stroke but
 I knew there would be further heats and more
 chances to show my strengths
- **b** I felt confident and relaxed, and waited in line for my heat.
- c I knew most of them, although there were a few new faces because this was a new school year.

ACTIVITY 22.2

Answers will vary. Examples include:

PARAGRAPH	PARAGRAPH LINK	REPLACEMENT LINK WORD/ PHRASE
2	In contrast to most other days	In fact
3	Unfortunately	Actually
4	Now	In fact

ACTIVITY 22.3

Answers will vary. Examples include:

- a The pool was closed due to thunderstorms before the sun came out and it opened in the afternoon.
- **b** Zoey slipped on the loose dirt when she rode her bike up the bush track.
- c We will go to the zoo tomorrow although I am not sure what time it opens.
- **d** You can go to Lee's house for the afternoon until I come to pick you up at five o'clock.
- e The shakes are best at the candy bar if I ask for extra ice-cream.

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 There may have been an invasion, or a dictator may have taken over, or a nuclear bomb may have exploded, or a deadly disease has spread, or a civil war broken out, or she is hiding from others for some reason.
- 2 a Now he is camping in that spot, at the crossroads, and exploring east and west on number 9, the Dean Town road.
 - b He teaves those while he makes side trips, so he can go faster.
 - It also means he probably hasn't seen anyone else along the way, wherever he came from, or he wouldn't leave his stuff.
 - d He might have a car, but I doubt that.
 - e We were both afraid of being left behind, but my father said we should stay, to look after the animals and to be here in case somebody came, or in case they got the telephones going again and ours should ring.

PARAGRAPH	OPENING SENTENCE AND LINK WORDS	EXPLANATION— HOW DO THE LINK WORDS WORK?
2	It also lets me know some things.	Answers may vary.
4	This time they were going south	Answers may vary.
5	Then, after they saw	Answers may vary.
8	Since then I have climbed the hills	Answers may vary.

ACTIVITY 22.4

Answers will vary. Examples include:

- a The stranger entered the valley and looked around as he headed towards the house.
- **b** It was strangely quiet, and Ann could not hear any birds, so she decided to search the valley.
- c A box lay in the corner and it looked very ordinary from the outside, although inside the box was a strange looking book.
- d The science experiment failed, and green smoke billowed into the air until it stung her eyes.
- e This new weapon will change the world, but some people think it brings peace while others believe it brings more chance of war.

ACTIVITY 22.5

Answers will vary. Examples include:

if, it, call, tie, scientific, yes, fine, late, in, net, ten, sent, is, tin, sin, fill, fall, filly, till, nil, tic, fin, nets, cite, cat, fines, tins, falls, fillies, fins, cats, tics, ties, final, finals, lie, lent, lift, fit, fine, lies, cats, lifts, ties, fins, calls

ACTIVITY 22.6

Answers will vary. Examples include:

- a The team, which is united and focused, is training for the grand final.
- b There are many unusual and exorc plants, including some with anazing colours and designs, to be found in a rainforest.
- c Out of the harbour, filled with excited tourists, sailed the cruise ship.
- **d** This train, which is very unreliable, is late so I will also be late for the job interview.

UNIT 23

COMPREHENSION QUESTIONS

1 1st stop used cars brought and sold bought Dangar live Unit do not touch Danger 1 hour rapid response response please do not attatch notices to this fence attach sale sicks months same as cash six fiendly donuts all so grate food also state motol motel

- 2 Answers will vary.
- 3 The errors make people think that the businesses cannot be well managed if their signs and advertising show that they cannot spell properly. Customers are not confident of a business' ability to provide an accurate service or product when they cannot spell accurately. If follows that they may not care about the customer if they do not care about their spelling accuracy.

ACTIVITY 23.1

- a It is hard to know whether my skateboard needs new wheels.
- **b** You must go through that gate to get to the ride.
- c Ben just ate that doughnut whole.
- **d** When we visited my grandfather he used to say I was a 'sight for sore eyes'.
- e There are just too many people waiting in the queue.
- f Those shoes are too big for you and you could lose them in the sand.
- g May I have a piece of that pevlova?

ACTIVITY 22.2

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Answers will vary. Examples include:
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- a travel \rightarrow traveller, travelling
- **b** swim \rightarrow swimmer, swimmers
- c spot \rightarrow spotting, spotters
- **d** manage \rightarrow managing, management
- **e** sense \rightarrow sensible, sensitive

ACTIVITY 23.3

- a volcano
- **b** friend
- c emperor
- d burglar
- e always
- f minute

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

1 Tolkien includes spelling errors purposely to show how Gollum actually sounds when he speaks.



2

MISSPELT WORD IN THE LORD OF THE RINGS	CORRECT SPELLING
musstn't	mustn't
rissk	risk
musst	must
nassty	nasty
iss	is

3 Answers will vary.

ACTIVITY 23.4

- a friendly
- **b** heard
- c believe
- d probably
- e loudly
- f suppose
- g stealthily
- h dangerous
- i creaking
- j whistling
- k clearer
- l thieves
- m suddenly
- **n** listening

ACTIVITY 23.5

RECTED Answers will vary. Examples include:

- a easy \rightarrow easier easiest
- **b** develop \rightarrow development, developing
- c complete \rightarrow completion, completed
- d occupy \rightarrow occupied, occupation
- **e** disappear \rightarrow disappearance, disappearing

ACTIVITY 23.6

- a beautiful
- **b** quiet
- c awful
- d ankle
- e beginning
- f warrior
- g across

UNIT 24

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 The public might think he or she is not well educated and not well qualified to make important decisions about the country and its people.
- 2 a maintainence instead of maintenance
 - **b** pernsioners instead of pensioners
 - c foce for force
 - d convicned for convinced
 - e acheiving for achieving
- 3 a receive
 - **b** believe
 - c achieve
 - d deceive
 - e receipt
 - f pier
 - g easier

ACTIVITY 24.1 ROOFS

- b clief fierce
- hygiene, grieve
 - d ceiling, preconceived

ACTIVITY 24.2

	WORD	ADD - <i>ER</i>	ADD - <i>ING</i>
b	hum	hummer	humming
С	spot	spotter	spotting
d	swim	swimmer	swimming
е	hit	hitter	hitting
f	hop	hopper	hopping
g	clap	clapper	clapping
h	stop	stopper	stopping

ACTIVITY 24.3

- a party \rightarrow parties
- **b** library \rightarrow libraries
- c sky \rightarrow skies
- d army \rightarrow armies
- e axe \rightarrow axes
- f cherry \rightarrow cherries
- g lady \rightarrow ladies
- **h** mosquito \rightarrow mosquitos
- i proof \rightarrow proofs
- j watch \rightarrow watches
- k Tuesday \rightarrow Tuesdays

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 tall old man, clean-shaven, long white moustache, dressed in black from head to foot, strong face, bushy eyebrows, cruel mouth, very pointed teeth, red lips, white ears pointed at the top, very pale skin, hands thick and powerful, nails long and cut to sharp points, hairs growing from the middle of his palms, very bad breath
- 2 fearful, nervous, hesitant, edgy, terrified
- 3 I would think of an excuse to leave straight away. I would look for ways to barricade the door at night and check there are no other entrances into the room. I would locate a weapon to try and protect myself. I would explore the castle to find ways of escape.

ACTIVITY 24.4

- a moustaches
- b noises
- **c** journeys
- d valleys
- e shivers

ACTIVITY 24.5

lazier prettiest tidier grumpiest happier

ACTIVITY 24.6

- a I will be sitting here for a long time.
- **b** I feel I am slipping on these rocks, and I have already slipped over once.
- c Have you grabbet the bikes yet, and will you be grabbing some food as well?
- **d** Even though my older sister is quitting her old job, she will get a new one quickly because she is not a quitter.

UNIT 25

COMPREHENSION QUESTIONS

Answers will vary. Examples include:

- 1 There is a rather unusual event that makes you want to know what it is all about.
- 2 This shows how many crimes Ned Kelly committed, and the fact that he was mixed up in many different sorts of criminal activity during his life. This makes you interested in finding out about his bushranging career and what made him such a famous outlaw.

- 3 Although the *Titanic* has sunk and gone forever, there is a respectful peacefulness about her resting place at the bottom of the Atlantic, and how this wreck is a memorial to those who died in the disaster.
- 4 This makes the sentences stand out, and the reader thinks about the deeper meaning of each one individually.
- 5 To show that the mystery of Ned Kelly is not over yet, and we have yet to discover the complete truth about this famous man.

ACTIVITY 25.1

Answers will vary.

ACTIVITY 25.2

Answers will vary.

ACTIVITY 25.3

Answers will vary.

COMPREHENSION QUESTIONS

Answers will vary Examples include:

- 1 The virite: emphasises Midas' love of gold by describing the way the king touches and looks at it frequently and with great longing.
- The king follows the god's instructions to break the spell, and he was never even tempted by the fact that the riverbed nearby was turned to gold.
- 3 The king is forced to remember his greed and his mistake. This message and the warning is always around him.
- 4 There were features about the old copper bottle that captured the fisherman's attention and made him curious—and this makes the reader curious too.
- 5 The fisherman casts his nets three times, there are three things he notices about the bottle, and he does three things to open the bottle. This repeated pattern gets the reader's attention because a pattern is noticed and remembered. A pattern is designed to get your attention.
- 6 There is a warning to be careful about finding strange objects and a warning about the way you handle them—you might not expect what happens, and you might not be happy with the consequences. Not all discoveries have positive results, and you should learn from your mistakes.
- 7 The direct speech shows the determination of the fisherman, and how seriously the experience has affected him.



ACTIVITY 25.4

Answers will vary. An example is:

Little Red Riding Hood always remembered what happened, and how she had been tricked by the Big Bad Wolf. Little Red Riding Hood never again ventured into the forest alone or talked with strangers along the way. She was sad her grandmother was gone, but she promised her from now on she would always be an obedient and careful little girl.

ACTIVITY 25.5

Answers will vary.

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