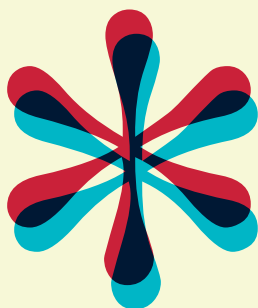
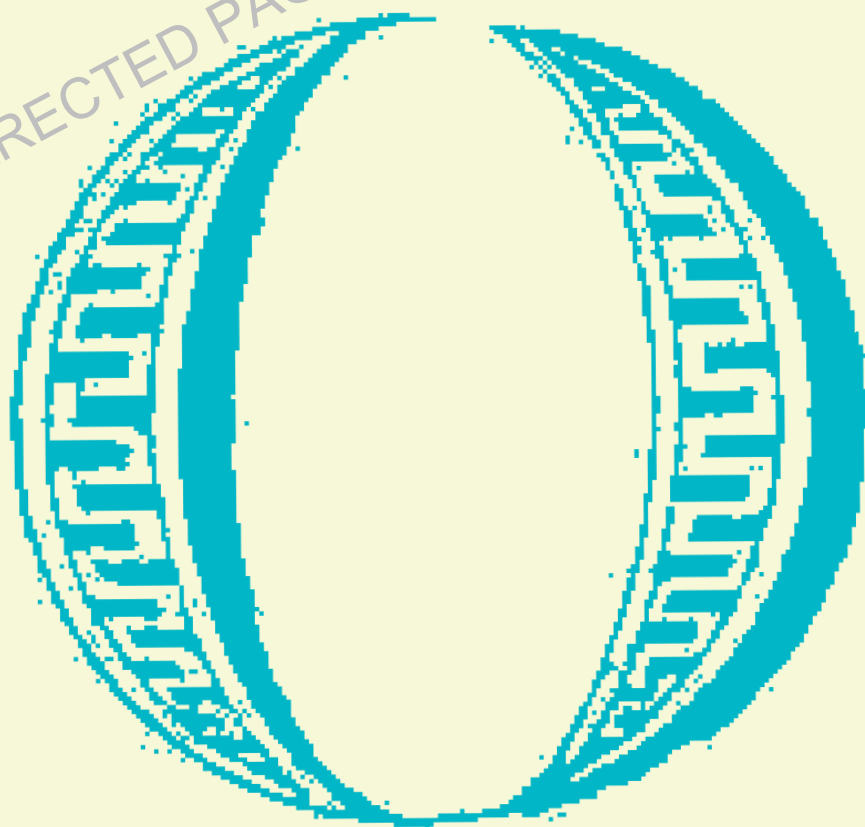


# USING WORDS— EXPLORING PARTS OF SPEECH



UNCORRECTED PAGE PROOFS





## PART ONE

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# USING WORDS— EXPLORING PARTS OF SPEECH



# UNIT 1: NOUNS NAME—COMMON AND PROPER NOUNS

## 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.

### COMPREHENSION QUESTIONS

- 1 What was the date of the disaster?

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- 2 Where was the *Titanic* when it hit the iceberg?

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

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- 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?

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- b What important information do the missing nouns give you about this disaster?

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## 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).	<b>people:</b> passengers, footballer, student, boys, girls, customer, skateboarder, netballer <b>places:</b> ocean, school, garden, shop, paddock, desert, beach, mountain <b>things:</b> ship, sandwich, party, minutes, dim sim, computer, window <b>creatures:</b> zebra, cat, possum, dog, dinosaur, birds, sheep, chicken
Proper	Proper nouns always take a capital letter, whether they are at the beginning of a sentence or not. Capital letters are also called upper-case letters. Proper nouns name specific people, places or things.	<b>people:</b> Cathy Freeman, Barack Obama, Father Christmas, Red Riding Hood <b>places:</b> North Atlantic, China, Melbourne, National Gallery, Sydney Harbour Bridge <b>things:</b> 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 blocked 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 old 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 beneath 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.

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- 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?

## 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 → voyages      ship → ships      ocean → oceans

If a singular noun ends in *-s*, *-ss*, *-x*, *-sh* or *-ch*, add *-es* to form the plural. For example:

witch → witches      kiss → kisses      bus → buses  
box → boxes      church → churches

If a singular noun ends in *-y* and has a consonant before it, change the *-y* to an *-i* and add *-es*. For example:

baby → babies      army → armies      fly → flies

If a singular noun ends in *-o* and has a consonant before it, add *-es*. For example:

hero → heroes      tomato → tomatoes      potato → potatoes

If a singular noun ends in *-f* or *-fe*, change to *-ves*. For example:

knife → knives      thief → thieves

With some nouns, the vowel has to change to form the plural. For example:

man → men      foot → feet      woman → women

Some nouns use the same spelling all the time, for both singular and plural. For example:

scissors → scissors      sheep → sheep      police → police      jeans → jeans

### ACTIVITY 1.5

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.

**a** volcano \_\_\_\_\_

**e** sky \_\_\_\_\_

**b** half \_\_\_\_\_

**f** switch \_\_\_\_\_

**c** gas \_\_\_\_\_

**g** wolf \_\_\_\_\_

**d** wharf \_\_\_\_\_

**h** scarf \_\_\_\_\_



## UNIT 2: NOUNS NAME—CONCRETE AND ABSTRACT 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 seen, heard, smelt or touched in real life.

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- 2 Find two words that name 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).

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- 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.

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## 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 1, and underline all the abstract nouns in your answers to Key questions 2 and 3.

### ACTIVITY 2.2

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

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

CONCRETE NOUNS	ABSTRACT NOUNS



## 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 chains and white **satín**...

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 shriek 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 out 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 the luxury hotel feel extreme \_\_\_\_\_ and \_\_\_\_\_ when they see C.W.
- c** The headwaiter shows a great deal of \_\_\_\_\_ as he talks with C.W.
- d** Outside the luxury hotel the \_\_\_\_\_ of the screaming and shouting excites C.W.
- e** The police chief shows great \_\_\_\_\_ in the way he handles the crowd situation.

### ACTIVITY 2.5

Select six of the highlighted nouns in the story 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.

**a** hate                      →      anger, fury

**c** sorrow                      →      \_\_\_\_\_

**b** happiness                      →      \_\_\_\_\_

**d** love                      →      \_\_\_\_\_



# UNIT 3: ADJECTIVES ADD—HOW ADJECTIVES WORK

## ENGLISH IN FOCUS



### COMPREHENSION QUESTIONS

1 What is this magazine advertisement promoting?

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2 Who might be the customers for this product?

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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?

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## 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	<i>round</i> stone
colour	<i>red</i> skateboard
number	<i>three</i> students
taste	<i>sweet</i> drink
attitude	<i>angry</i> people
direction	<i>left</i> turn
age	<i>six</i> years
weight	<i>five</i> kilos
sound	<i>screeching</i> 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 highlight 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. Look at 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* demands—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 pair 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 Ouija 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 emotion. 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 *colourful* 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				
ears				
basketball court				
sports car				
birthday cake				
eyes				

### ACTIVITY 3.6

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.

a	end	endless	The endless road stretched out in front of us.
b	force		
c	child		
d	friend		
e	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 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.

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- 2 Circle all the adjectives in your answer to question 1.

- 3 Copy the last two sentences of this extract and then highlight all the adjectives.

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

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## 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:

the **little known** performer  
a **world wide** market  
my **least favourite** sister

- 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 → larger  
awesome → 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. I looked 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 called '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 okay, 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

- 1 Find three experiences that make Crys Morgan (the narrator) feel very uncomfortable about her new school.

## 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

Put these words from the story into correct alphabetical order.

a	chicken	
b	oil	
c	uniform	
d	school	
e	punishment	
f	teacher	
g	tie	
h	collar	
i	wooden	
j	chair	
k	smiling	
l	ripped	
m	bathers	
n	grinned	
o	home	
p	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.

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# 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 pain in the bum. She has to be the centre of attention, all the time. 'Me-me'—get it? That's how she got her nickname.

### 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'?

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

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- 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:

**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 I hadn'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.

'I don't know.'

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

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

And I had this plan. 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?

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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?

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## 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** 'It's not so bad. Really.'

---

- e** 'It would be just hell joy'

---

### ACTIVITY 5.5

- a** Put these pronouns from *Going Off* into their correct alphabetical order:

I    me    my    mine    his    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 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?  
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).

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

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- 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.

## 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:

I **hate** the supermarket → I the supermarket.

We **love** the movies → We the movies.

John **wants** a real roast dinner please → 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 two categories:

#### PHYSICAL ACTIONS

James **fight**s with Susie. (fight is the verb, it is the action word. James is the one doing the action—fighting—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 <b>became</b> louder.
to look	
to seem	
to appear	That remote <b>appears</b> 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 left 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 everywhere, 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.

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

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## 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
a	is	spying
b	could	shopping
c	has	phone
d	should	want
e	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
a	surge	cry out, shout
b	drag	break into pieces
c	growl	draw out longer
d	escape	move suddenly forwards
e	scatter	murmur angrily
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     \_\_\_\_\_

**c** growl     \_\_\_\_\_

**d** escape     \_\_\_\_\_

**e** scatter     \_\_\_\_\_



# 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 'MMMuummmm' 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?

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- 2 How does his sister react to his teasing?

---

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- 3 What genre or form of writing is this extract, and how can you tell?

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

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

**love** (present)

**loved** (past) (add -ed)

**will love** (future) (the auxiliary verb **will** is inserted into the front)

## 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/we/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
find	found	will find
grow	grew	will grow
pay	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 results 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 get 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 imagine 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?

## 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)

---

- d** coma (future)

---

- e** actually (present)

---

- f** imagine (future)

---

- g** granted (past)

---

### 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)

- c** My father \_\_\_\_\_ kill me when he finds out I \_\_\_\_\_ eating his 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 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.

Claire looked at them both as if they were stark raving mad.

'Have you two been hitting the bottle?' she asked incredulously.

'Be quiet,' said Di, 'and chew your lettuce properly.'

#### COMPREHENSION QUESTIONS

1 Where do you think this scene is taking place? How can you tell?

---

2 What is the big difference between the meals the family members are eating?

---

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**' \_\_\_\_\_

## 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...stared at them **steadily** from under his bald dome and **slowly** ate 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 movie. (adverb modifies adjective)

Our excursion was over **too** quickly. (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?	Tells us <i>when</i> an action takes place	soon, tomorrow, yesterday, before, afterwards, then	We start the new project <b>tomorrow</b> . Question: When do we start the new project? Answer: tomorrow. The adverb adds meaning to the verb 'start'.
Where?	Tells us <i>where</i> an action happens.	here, there somewhere, above, below, away, forwards	Beth carries her netball <b>everywhere</b> . Question: Where does Beth carry her netball? Answer: everywhere. The adverb adds meaning to the verb 'carries'.
How?	Tells us <i>how</i> things happen.	happily, musically, cheerfully, hopefully, sadly, angrily, bitterly, well, badly	They yelled <b>angrily</b> . 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 <b>occasionally</b> . 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 <b>very</b> 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** 'thinking 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?

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## 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 → badly  
normal → normally  
surprising → surprisingly

### SPELLING PATTERNS FOR OTHER ADVERBS

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

scientific → scientifically

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

simple → simply

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

sole → solely

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

full → fully

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

true → truly

- 6 When the adjective ends in *-y* with a consonant before it, change the *-y* to *-i* and add *-ly*. For example:

angry → angrily

- 7 When the adjective ends in *-y* with a vowel before it, add *-ly*. For example:

coy → 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.

- |                             |                         |
|-----------------------------|-------------------------|
| <b>a</b> dramatic → _____   | <b>g</b> shrill → _____ |
| <b>b</b> specific → _____   | <b>h</b> due → _____    |
| <b>c</b> humble → _____     | <b>i</b> busy → _____   |
| <b>d</b> favourable → _____ | <b>j</b> easy → _____   |
| <b>e</b> agile → _____      | <b>k</b> happy → _____  |
| <b>f</b> dull → _____       | <b>l</b> large → _____  |



## UNIT 9: PREPOSITION POSITION—WHAT PREPOSITIONS DO

### 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 acting roles full-time. He scored gigs on TV shows like *Summerland* (of Jesse McCartney fame), as well as voiceover work on cartoons including *What's New Scooby-Doo?* But the coolest role was when he starred as Sharkboy in *The Adventures of Sharkboy and Lavagirl in 3-D*. Three years later came the role of a lifetime. '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 \_\_\_\_\_

## 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.

Here is a list of some common prepositions.

about	above	after	along	at	before	behind	below	beside	by
down	during	for	from	in	inside	into	like	off	on
opposite	outside	over	since	through	towards	under	until	up	with

Some prepositions have very clear opposites. For example:

over/under

inside/outside

above/below

to/from

up/down

## 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 → within**

**up + on → upon**

**in + to → into**

## PART ONE: USING WORDS—EXPLORING PARTS OF SPEECH



- 
- 
- 

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_

## 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.

- a beside the empty counter \_\_\_\_\_
- b beneth the other bed \_\_\_\_\_
- c within a day's time \_\_\_\_\_
- d accros the open field \_\_\_\_\_
- e 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 \_\_\_\_\_
- j beyond a joke \_\_\_\_\_
- k abov the pile of magazines \_\_\_\_\_

### ACTIVITY 9.5

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.

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# 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 McPhee's disappearance?

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- 2 If Spit had been seen 'from one end of town to the other', why do you think people couldn't tell the police sergeant where he might be?

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- 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:

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- 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.

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## 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.

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 became 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 others 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?

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## LANGUAGE IN YOUR HANDS: VOCABULARY AND SPELLING

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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### ACTIVITY 10.5

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

- |                          |                       |
|--------------------------|-----------------------|
| <b>a</b> becorse _____   | <b>f</b> exsept _____ |
| <b>b</b> allthough _____ | <b>g</b> sinse _____  |
| <b>c</b> wether _____    | <b>h</b> onse _____   |
| <b>d</b> untill _____    | <b>i</b> aftur _____  |
| <b>e</b> beetwen _____   | <b>j</b> whyle _____  |