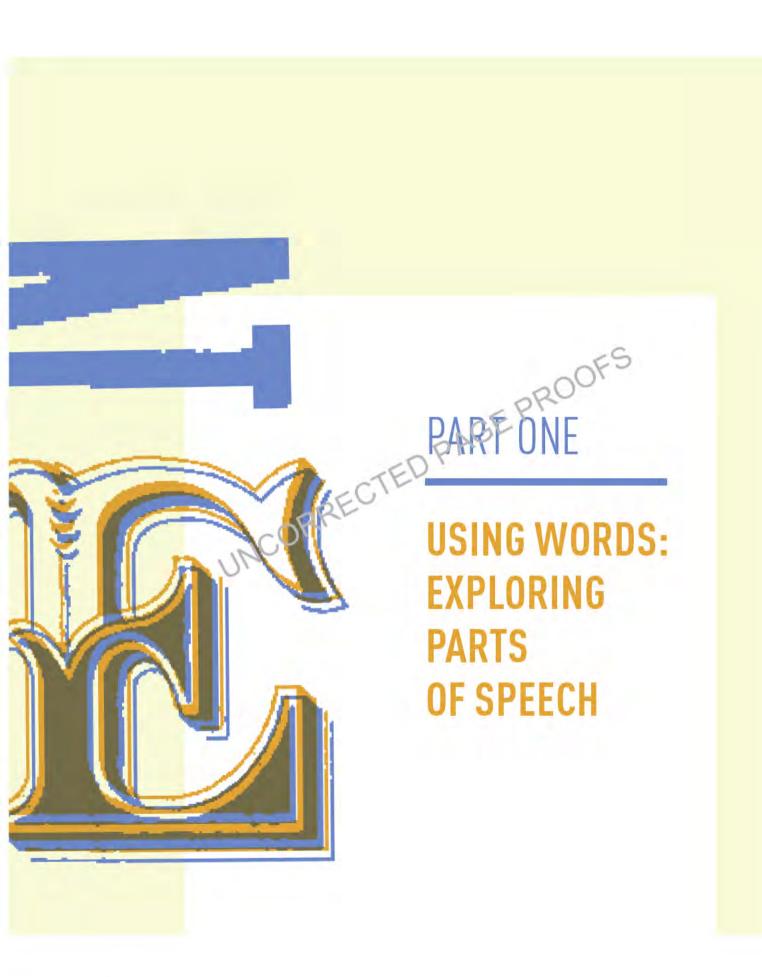
USING WORDS: EXPLORING PARTS OF SPEECH



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UNIT 1 Nouns Name — Collective and Compound Nouns

ENGLISH IN FOCUS

Collective noun poem

www.everypoet.net/poetry/blogs/oldsneekers/collective_nouns

Names for groups, collective nouns they are, In our speech their usefulness goes very far. For horses you know, the collective noun or word, This collective noun, as you know is the HERD. Groups of oxen and cattle called also a HERD, But a DROVE by some may be preferred. Here listed are a few others, my lexicon supplying, Geese standing are a GAGGLE, but are a FLOCK when flying.

Oddly enough flying geese are geese FLOCKING, But a FLOCK of sheep flying, that would be shocking. Chicks so cute and yellow, are soft to the touch, And when chirping together, are called a CLUTCH. Chicks that grow up, to be hens full grown, Become hens together, as a BROOD are known. Quail, doves and swans numbering many, May be a FLOCK but are always a BEVY. For a TROOP of monkeys, another term survives, When living together they're living in TRIBLS. Then there's the whale, that travels in a POD, Also do dolphins, but not the tuna or cod.

Fish of most kinds, would fit in your pool, Studying or at recess, they're still a SCHOOL. Though bees in a SWARM are often flying A SWARM of ants, attacking may be trying. Then there's the dog, our very best friend. In a PACK they wander, and each other do tend. But for adult dogs, a PACK, is so called, While it's a LITTER, for pups hairy or bald. Those male lions and their many brides, Not herds or flocks but boastfully PRIDES. A most unusual term, a word that cannot escape, Is the word for group or a gathering of ape. This term is the o idest you're likely to have heard, Their grouping is SHREWDNESS, that's truly the word. Though shrewd is the mind that is keen and sharp witted,

And shrewdness is the act from such a mind committed, But when these primates are grouping as a bunch of grapes,

They're not called a pod or pack but a SHREWDNESS of apes.

- 1 In the poem, the name for each group of animals is shown in CAPITAL (upper case) letters. Which two names for groups do you find the most interesting? Write them down and the group of animals they represent.
- 2 Can you think of other groups of animals, insects and birds that can be labelled by one of the following collective nouns?

COLLECTIVE NOUN	ANOTHER GROUP OF CREATURES
herd	
swarm	
flock	

- 3 Why do you think there are so many different names for groups of creatures?
- PART ONE: USING WORDS: EXPLORING PARTS OF SPEECH

COLLECTIVE AND COMPOUND NOUNS

COLLECTIVE NOUNS

A noun names people, creatures, places, things, feelings, qualities and ideas. A collective noun is the name given to a group of people, places, creatures or things.

One collective noun can apply to many groups, such as a *herd* of cattle or a *herd* of elephants. There are other collective nouns that can only be used for a certain group, for example, *jury* is always a group of people who decide a court case. Sometimes there more than one collective noun can be used for a group, such as a *bunch* of bananas or a *hand* of bananas.

Some examples of collective nouns are:

People	Creatures	Things
a team of soccer players	a parliament of owls	a pack of cards
a class of students	a mob of kangaroos	a fleet of cars
an army of soldiers	a colony of termites	a flight of stairs

COMPOUND NOUNS

Compound nouns are formed when two nouns are joined to form a new word, which is also a noun. For example:

tooth + paste = toothpaste

- sea + food = seafood
- grass + hopper = grasshopper

The nouns in a compound noun are not always jo ned words but can be separated by a hyphen or a space. This means that there can be alternate spelling choices. For example:

- car + park = car park or carpark
- post + office = post office
- court + martial = court-martial or court martial
- lieutenant + colonel = lieutenant colonel
- Refer to the poem again and complete the table by listing all the collective nouns for creatures. An example has been done for you.

COLLECTIVE NOUN	GROUPS OF CREATURES	COLLECTIVE NOUN	GROUPS OF CREATURES
herd	horses, oxen, cattle		
			4

1.2 Write the compound noun that results from the combination of two nouns. Remember that some of these words might be separated by a hyphen or a space. You might like to use a dictionary or spellchecker to check each word.

- a witch + craft = .
- b black + board =
- c air + plane =
- d key + board =
- e light + year =
- f road + runner =

- g road + map =
- h executive + chef =
- i peanut + butter =
- j red + head =
- k motor + bike =

Here's a challenge for you. Draw a line to join each group with its collective noun. An example has been done for you.

GROUP	COLLECTIVE NOUN
arrows •	cast
bananas \	army
books	team
trucks	colony
information	wealth
flowers	shoal
dancers	herd library
athletes	library
actors	fleet
dragons	quiver
dinosaurs	troupe
fish	livich
ants	light
caterpillars	bed

ENGLISH IN USE

Space demons

Space Demons by Gillian Rubenstein, Omnibus Books, Scholastic, 1998

Andrew hesitated. He could hardly bear to stop playing. At that moment Marjorie called up the stairs, 'Ben, your mother just phoned to say you're to go home now.'

'I can offer to let him play now,' Andrew thought. 'He'll have to say no.'

But Ben did not say no. He could not resist having another shot at Space Demons. Andrew got up grudgingly, and the boys changed places. Ben moved the joystick to guide the spaceman to the gun.

He got it quite quickly. He had been watching Andrew closely and memorizing the sequence of the space demons' attack. It was ordered, not random, and it was possible to predict what they were going to do. He was used to computer and video games, he had an inbuilt feel for them, and his hand-eye co-ordination was excellent. So he avoided the space demons, and destroyed them, and kept the little spaceman alive longer and longer, and the score went up and up and up: 30 000, 35 000, 39 000.

'Ben!' Marjorie called again. 'You must go!'

And Ben went. One moment he was sitting in front of the computer screen, totally absorbed in the game; the next he had vanished. Andrew jurniped to his feet with a cry of surprise. On the screen the spaceman continued to zap the space demons, twisting, turning and firing, but the their where Ben had sat was empty, and the joystick did not move.

It only lasted for a moment. The spaceman was shot from behind. The computer gave a sigh, and Ben gave a gasp. He was sitting in the chair again.

Andrew stared at him, not knowing what to say. Ben's face was white, and he was flexing his right hand as though he had been holding something in it. He turned to look at Andrew and his eyes were dark and wide and amazed.

'That was horrible,' he said. 'I felt as if I was right in the game, as if I was the spaceman, blasting the demons, and then ... then I got blasted ...' His voice trailed off. He couldn't put into words the terrifying feeling of black and instantaneous nothingness that came between being shot and finding himself in the chair again. He shivered, and then, pulling himself together, forced himself to grin at Andrew. 'Some game!' he said. 'I think I'd better go.'

'No, wait!' Andrew said urgently. 'What happened? What did you do? Do you think it was the score or the time?' He was immensely excited, full of questions, half-envious.

'Uh, I'll see you tomor ow,' Ben said, not looking at him, sounding too off-hand and too normal. He picked up his jacket and schoolbag from where he had left them on Andrew's bed and made rapidly for the door.

Andrew intercepted him. 'What did you do?' he repeated, more insistently this time, leaning against the door so that Ben could not reach the handle.

'Nothing,' Ben said. 'I didn't do anything! Andrew, I've got to go home, get out of the way!'

Andrew was not going to move, but at that moment his mother tried to open the door from the other side. 'Andrew!' she called. 'What are you doing in there?'

He moved away, the door opened suddenly, and she came in with a rush. 'Ben, you really must go at once,' she said. 'Your mother phoned ages ago. It's getting dark, and it's raining—she'll be worried. Do you think I should run you home?'

'No, I'll be fine, thanks, Mrs Hayford. 'Bye, see you, Andrew.'

PART ONE: USING WORDS: EXPLORING PARTS OF SPEECH

Use the Space Demons story to find 6 different compound nouns.	

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NOUNS IN YOUR HANDS

1.4 Think of as many compound nouns as you can in relation to the topic of computers. Five compounds nouns is good, 10 is very good and 15 is excellent. Here are two to start you off:

COMPUTER COMPOUND NOUNS	NOUNS JOINED TOGETHER	COMPUTER COMPOUND NOUNS	NOUNS JOINED TOGETHER
motherboard	mother + board		
earplugs	ear + plugs		
	1		

- 1.5 Compound nouns are also made by joining other parts of speech apart from nouns. For example:
 - swimming (verb) + pool (noun) = swimming pool
 - dry (adjective) + cleaning (verb) = dry cleaning

Use a dictionary to decide which two parts of speech have been joined together to form the following compound nouns. An example has been done for you.

COMPOUND WORD	PART OF SPEECH + PART OF SPEECH	COMPOUND WORD	PART OF SPEECH + PART OF SPEECH
haircut	hair (noun) + cut (verb)	feedback	
undercut	DRE	software	
train-spotting	COKI	walkover	
hold up	NO	underworld	
rainfall 💟		wallpaper	
hanger-on		mobile phone	
highlighter		laptop	

1.6 Now you can use your imagination. Create your own serious or humorous collective noun for the following groups. What do you think a group of these things should be called? The first one has been done to start you thinking.

OBJECTS/ PEOPLE	NEW COLLECTIVE NOUN	OBJECTS/ PEOPLE	NEW COLLECTIVE
computers	a crash of computers	hamburgers	
cars		school bags	
mobile phones		graffiti artists	
skateboarders		shoppers	
clowns		online gamers	
parents		rock stars	



WHO WANTS TO BE A BILLIONAIRE?

It is quite typical for new inventions to be named using compound nouns. For example, *notebook* was chosen for the new style of small computer, and *airbag* for the driver protection system. You are to create four new products according to the list below and name each of them with an original compound noun. Briefly describe each invention, and make sure your new compound noun tells everyone about your product.

- a type of computer
- a type of transport

- a type of takeaway food
- a type of sports drink

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UNIT 2 Nouns Name — Number Agreement in Sentences

ENGLISH IN FOCUS

Lockie Leonard, Human Torpedo

Lockie Leonard, Human Torpedo by Tim Winton, Puffin Books, 2003.

Mrs Leonard put the Weetbix packet in front of the boys and hoisted the baby on her hip. The baby was called Barbara, but Lockie called her Blob.

'G'day, Blob,' he muttered.

'Ock-ock-ock!'

'She wants to sit on your lap, love,' Mrs Leonard

'Here, then.' Lockie reached up and took Blob under the arms. She settled into his lap and then he went stiff all of a sudden.

'Oh, no.'

'What?' said Phillip.

'Moisture. Your trademark.'

'Eh?'

'Wet nappy, mudbrain. I must be the only person in this house who's heard of the toilet. Aarrgh! Mum, get her off!'

Phillip laughed. Lockie cooked inside.

'This is a disgusting family.'

'You're lucky you only got a disgusting one,' said Sergeant Leonard coming in, buttoning his uniform. 'We could have been putrid, vile or scrofulous. You're dead lucky, Lock. Disgusting is about the best you could have hoped for.'

'Yes, Sarge, anything you say.

- 1 Why does Lockie call his family 'disgusting'?
- 2 Why do you think Lockie says to his Dad, Yes, Sarge, anything you say'?
- 3 How does the sound of this story change if some of the nouns and verbs are changed to the following:

"The babies was called Barbara, but Lockie called her Blob.

'G'day, Blob,' he my ttered.

'Ock-ock-ock!

'She want to sits on your lap, love,' Mrs Leonard said."

NUMBER AGREEMENT IN SENTENCES

When you write sentences it is very important to make sure that the subject, which is a noun, or sometimes a pronoun, agrees in number (singular or plural) with the verb in the sentence. Nouns can be singular or plural, which determines what form the verb has to take. Singular nouns go with singular verbs; and plural nouns go with plural verbs. For example:

The cyclist rides on the track. (cyclist is the subject and is singular, which means that the singular form of the verb is used: rides)

The cyclists ride on the track. (cyclists is plural, so the plural verb form ride is used)

- 2.1 Highlight the correct form of the verb in each sentence to make the subject and the verb agree.
 - a My friend love/loves playing computer games.
 - b Many of my classmates is/are looking forward to getting a part-time job in the future.
 - Beth was/were missing her iPhone.

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е	That great new movie is/are opening at the cinema centre next week.
	ch of these sentences uses a singular verb with a singular subject. Rewrite them in their plural ms and make sure you keep the correct subject–verb agreement. An example has been done for you.
а	The bike is in the bike rack.
	The bikes are in the bike rack.
b	The match begins tomorrow.
С	Jeff's friend is going to Queensland for the holidays.
d	The house is going to be extended and renovated.
е	The shop is going to close on Sundays.
	e the two words given meach question to write sentences of your own. Make sure the subject and bagree in number. An example has been done for you.
	The baby ate her breakfast but created a terrible mess.
b	surfer waves
С	shop assistant customer
d	holiday travel
е	river canoeing
f	house ghosts

d Those clothes has been/have been lying on your bedroom floor for a week!

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UNIT 2: NOUNS NAME — NUMBER AGREEMENT IN SENTENCES

ENGLISH IN USE

Lockie Leonard, Human Torpedo

Lockie Leonard, Human Torpedo by Tim Winton, Puffin Books, 2003

'Leonard!'

Lockie looked up from hacking away at a piece of wood with a chisel. Borax, the Woodwork teacher, was coming at him. What is it with Woodwork teachers? They probably aren't good enough at Woodwork to be carpenters, and they sure aren't good enough at teaching to be proper teachers, so they just walk around boiling and screaming like granma's kettle. They carry round something foul like a straightedge, something to clock you with. There's nothing that'd cheer them up more than the sight of your knuckles hanging neatly off the end of their straightedge.

'Leonard, what is it exactly that you're doing?'

Lockie threw his arms up, swinging the chisel dangerously near Borax's long chin. 'I dunno, sir. A lap joint is it?'

'Son, you couldn't put together two hands to clap.'
Lockie looked back at his lap joint. 'Reckon yer ight, sir.'

Borax nodded. He liked to be right. 'Tell me the names of these tools.'

'Umm ... that's a marking gauge, and that's a pericil, ahh ... an oilstone ...'

'You know what they're for?

'Yeah.'

'Yes, sir.'

'Yes, sir.'

'What's wrong with you, Leonard?'

'You don't wanna know, sir.'

Borax shifted in his mouldy old dust jacket. 'That's

probably the only correct thing you'll say all day, Leonard. Do you want to be here, Leonard?'

'I have to be, sir. Like you, I imagine.'

Suddenly every head at every bench went to work, and a truly evil silence came over Woodwork Three. There was going to be thunder down-under.

'Son,' Borax growled, 'if you want to imagine, you imagine all you want.'

Borax strode back to the material rack and drew out a cube of pine as big as his own head. 'You can imagine on that. This is your material for this term and that is your tool.' He drew a half-bald hunk of sandpaper from his coat pocket and slapped in on the bench. 'For ten weeks you can imagine all you like. And in ten weeks you don't touch a real tool.' Borax ground up an acid smile. 'Alright?'

'Orright. Thanks sir'

Borax besitated. Lockie Leonard was smiling like someone in a toothpaste ad.

'What is it, Leonard? Share the joke.'

'Well, sir.'

'Tell us, Leonard.'

'When they ask me what I'm doing in Woodwork, I can tell them I do what the teacher does. I can honestly tell them I'm doin' me block.'

The whole workshop cracked up. Mallets hit the floor. Boys collapsed on their benches. Lockie saw the door coming at him. He realized he was airborne. It was a beautiful feeling, true torpedoism, but it didn't last long.

d write down an example of a singular subject-verb agreement, and one of a pluralerb agreement.

PART ONE: USING WORDS: EXPLORING PARTS OF SPEECH

plural or plural to singular).

ow does this change affect the way the story sounds when you read your rewritten version aloud?

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NOUNS IN YOUR HANDS

- 2.4
- a Highlight all the subjects and their verbs in the final paragraph of the Lockie Leonard, Human Torpedo extract.
- **b** Tally and record how many of these highlighted sentences have singular or plural subject-verb agreements.

PLURAL SUBJECT-VERB AGREEMENTS

- 2.5 These sentences contain singular nouns and singular verbs. Rewrite them in their plural forms.
 - a The new house has been built and the new driveway has been put in.
 - b Will the box arrive at the station before the courier van gets there?
 - c Anna's brother is coming to see her off before he goes to the party.
 - d I hope the new player remembers to bring a uniform and a bat.
 - e No book needs to be handed in until after the final test when the total mark is given back.
- 2.6 A friend of yours has a bit of trouble getting subject-verb agreement correct in her writing. She has asked you to help her with a piece of her writing. Correct all the errors in subject-verb agreement that you find.

Last holidays we went to Melbourne and while we was driving down there we was also able to watch movies and play online games in the brand new car Dad hired just for the trip. He say it's a lot better value than chugging a long way in our old petrol guzzler, and with all the latest gadgets it have installed I totally agree with him for once.

Once Dad arrive in Melbourne he drops the car off at the motel and we heads off to the shops in the city and then has lunch in a huge food court. After lunch we goes up the Eureka Tower and onto the glass viewing platform—this are truly amazing. You should has seen my little brother when the floor became see-through glass and you was suspended mega-stories up in the air over Melbourne. It were priceless!



SERIOUSLY NOT SCHOOL

Write the story of the funniest, strangest or most embarrassing thing that has ever happened to you or one of your friends at school—whether it was in secondary school, primary school or on your very first day of school. Check your writing has correct subject-verb agreements, and write about 150 words.

UNIT 2: NOUNS NAME - NUMBER AGREEMENT IN SENTENCES

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UNIT 3 Adjectives Add — Compound and Other Types of Adjectives

ENGLISH IN FOCUS

Compound adjectives (are fun)

www.jamesheywood.com/blog/2010/04/compound-adjectives

Today I came across an advertisement from a national tourism authority that is promoting the azure waters, spectacular mountains and breath taking landscapes of this attractive Balkan getaway.

Unfortunately, though I'm no purist when it coming to language, breathtaking is the most appropriate form to use here. Even breath-taking appears awkward to my eyes, since the adjective has long been in use, perhaps to the point of cliché. The merged form is instantly recognisable to any native English speaker.

Still, compound words can cause everyone to be hesitant periodically, primarily since their form can change over time.



Compound words consist of two or more words that carry a new meaning. Some combinations begin life as two separate words, separated by a spece, then move to a hyphenated form and eventually to a single word ...

Back to the *breath taking* scenery of eastern Europe. Maybe it doesn't look odd to you. The guidelines for English usage are just that. They are not rules. Using or omitting the hyphen rarely hinders comprehension. Time will sort that one out. Just as I still prefer to write *awe-inspiring* today, it's likely that within years the hyphen will disappear here too.

To avoid the whole issue, avoid breathtaking and awe-inspiring and just go visit spectacular Montenegro. But their tourism authority really ought to have employed a more thorough editor.

- 1 Write down all the words in italics in this blog, including different spellings of the same word.
- 2 Why do you think that the way a word is spelt might change over time?
- 3 What does James Heywood think about the tourism authority's decision to use the word breath taking?
- 4 What is a compound word, according to James Heywood's blog?

PART ONE: USING WORDS: EXPLORING PARTS OF SPEECH

DIFFERENT TYPES OF ADJECTIVES

Do you remember that adjectives add meaning to (or modify) nouns by describing things about a person, place, creature or thing? They can describe:

size (a big shoe) taste (a sour lemon)

shape (the round coin) attitude (those excited tourists).

colour (the blue sea)

Adjectives can be formed in the different ways described below.

COMPOUND ADJECTIVES

A compound adjective is formed when two or more words are combined to add meaning to a noun. These words are often separated by a hyphen. For example:

the five-minute meal	five-minute is an adjective that gives information about the time it takes to prepare the meal. It is formed by joining the words <i>five</i> and <i>minute</i> .
'That's an all-too-typical mistake, Ash.'	'all-too-typical is an adjective that gives more information about the type of mistake Ash is making. It is formed by joining the words all, too and typical.'

Sometimes proper nouns can be joined with a noun to form a compound adjective. Usually, there is no need for hyphens when proper nouns are joined, and they retain their capital letters. For example:

Have you bought the Billy	Here the words Billy Elliot are used as an adjective, which tells you more
Elliot tickets yet?	about the type of tickets.

COMMON AND PROPER NOUNS AS AD JECTIVES

Some nouns can act as actiencives, depending on how they are used in a sentence. They can also be called noun modifiers since they modify the meaning of the word that follows them. For example:

	-6.
mountain road	This is a great mountain bike but not a great road bike.

In this sentence the nouns mountain and road are used as adjectives, or noun modifiers, because they add to the meaning of the noun bike.

Another example is found in the noun ice. If ice is used before another noun it becomes an adjective, or noun modifier. For example:

Could you get me an ice pack for my ankle and an ice cream as well?'

Here are some other examples of the noun ice acting as an adjective:

iceblock	ice skate	ice blue
ice-breaker	ice hockey	iceberg
ice cubes	ice cream	ice cap

A proper noun can also be used as an adjective. For example:

The NewZealand tourist came into the shop.

The Kenyan tourist came into the shop.

New Zealand and Kenyan are adjectives in these sentences because they add meaning to the noun tourist. When the proper noun New Zealand and Kenyan are used as adjectives they keep their capital letters. These types of words are sometimes called proper adjectives.

UNIT 3: ADJECTIVES ADD - COMPOUND AND OTHER TYPES OF ADJECTIVES

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ADJECTIVES FORMED FROM NOUNS BY ADDING SUFFIXES

Some adjectives can be formed from proper or common nouns by the addition of a suffix. A suffix is an ending added to a word to show how that word relates to others in a sentence. For example:

Japan \rightarrow We visited a **Japanese** restaurant.

The noun Japan becomes the adjective Japanese when the suffix -ese is added to it.

peace \rightarrow That is a very **peaceful** room.

The noun **peace** becomes the adjective **peaceful** when the suffix -ful is added to it.

- Write sentences that include each of the following compound adjectives. An example has been done for you. a old-fashioned That old-fashioned movie was really very funny. **b** well-behaved c good-looking d mouth-watering
- split second NCORRECTED PAGE PROOFS
- The paper towel was on the bench. a paper apple glue d car

Write a sentence that turns each of these nouns into an adjective. An example has been done for you.

- cat f bike
- Create sentences using these proper nouns as compound adjectives. An example has been done for you.
 - **a** Sydney Harbour Bridge \rightarrow The Sydney Harbour Bridge climb is spectacular.
 - **b** Federation Square

C	Port Arthur	\rightarrow	
d	Perth Mint	\rightarrow	
е	Wet 'n' Wild	\rightarrow	
f	Old Adelaide Gaol	\rightarrow	

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ENGLISH IN USE

Blog: The cute-as-a-bug's-ear hyphen

http://blog.tomeubanks.com/2010/01/19/compound-adjectives--the-cuteasabugsear-hyphen.aspx

Okay. I know. I promised to entertain. And you're already yawning, thinking, "What's so entertaining about hyphenated compound adjectives"? Well, let me tell you. Look at a page of text and what do you notice? You notice hyphenated words. They're pretty. They are as cute as a bug's ear. Something about that little connection looks good on the page. I've always had a hankerin' for a good compound adjective, properly joined by a hyphen, describing a noun.

The thousand-pound wrecking ball slammed into my head and broke apart the wrecking ball. May I write, The thousand and pound wrecking ball ... ? I may not! So it has to be thousand-pound wrecking ball.

I bought a three-storey house. May I write I bought a three and storey house....? I may not! So it has to be three-storey house.

Walter's double glazing is peeling, so he's calling a double-glazing salesman. The first "double glazing" is merely an adjective (double) describing a noun (glazing). But in the second clause, "double glazing" becomes two adjectives describing a noun (salesman), so it has to be written double-glazing salesman. We may not write double AND glazing salesman, because it doesn't make sense.

This may not be a never-to-be-forgotten piece of writing, but I do hope it helps you sleep.

1	Why does this blogger like compound adjectives?
2	Make a list of four compound adjectives he uses in his blog.
3	Now it's your turn to be creative and 'cute'! Create two original hyphenated compound adjectives that this blogger would at a love to see. Be as funny and as individual as you can. For example,

ADJECTIVES IN YOUR HANDS

-	
3.4	Turn these nouns into adjectives by adding a suffix and then write a sentence that contains this adjective
	There are many different types of suffixes you can use, such as -ise, -ese, -ful, -able, -ian, -tion, -less
	-er, -ish, -ive. Some examples are hope/hopeless case, child/childish behaviour. Remember that a
	suffix may change the spelling of the base word. An example has been done for you.

'I can't stop laughing at those funnier-than-Donkey-in-Shrek jokes you come up with!'

a	love	
	That lovable puppy was adopted by the Abid family.	

b	fight	
c	skate	
		_

PART ONE: USING WORDS: EXPLORING PARTS OF SPEECH

d fashion

	A CONTRACT		
Ė	America		
g	circle		
	urn these proper nour cample has been done	s into proper adjectives by writing a sentence that uses them corre oryou.	ctly.
a	Fiji	ightarrow My Fijian holiday is one I'll never forget.	
Ь	Sydney Opera House	÷	
C	The Wizard of Oz	\rightarrow _	
d	Murray River	→	
е	Titanic	→S	
	C. 1		
f.	lan Thorpe	- DRU	
		→	you
W		→	you
W	rite a sentence that tu	D K	you
W a b	rite a sentence that tu $ ightarrow$	D K	you
W a b	rite a sentence that tu hat $ ightarrow$ card $ ightarrow$	D K	you
W a b c d	rite a sentence that tu hat \rightarrow card \rightarrow river \rightarrow	D K	you
W a b c d e	rite a sentence that tu hat → card → river book	D K	you
W a b c d e	rite a sentence that tue hat \rightarrow card \rightarrow river \rightarrow book refrigerator \rightarrow	This hat stand is stanting to fall over.	you
W a b c d e f g	rite a sentence that tue hat \rightarrow card \rightarrow river \rightarrow book \rightarrow refrigerator \rightarrow light \rightarrow	This hat stand is stanting to fall over.	you
W a b c d e f g	rite a sentence that tu hat \rightarrow card \rightarrow river book refrigerator \rightarrow light \rightarrow photocopier \rightarrow	This hat stand is stanting to fall over.	you
W a b c d e f g	rite a sentence that tue hat \rightarrow card \rightarrow river \rightarrow book refrigerator \rightarrow light \rightarrow photocopier \rightarrow computer \rightarrow	This hat stand is stanting to fall over.	you



Imagine you have just returned from an all-expenses-paid-around-the-world holiday. You were able to choose where you wanted to go and what you wanted to see and do on this amazing holiday. Write

UNIT 3: ADJECTIVES ADD - COMPOUND AND OTHER TYPES OF ADJECTIVES

your imaginary online blog diary about the places you visited, the things you did and the sights you saw. Write about 150 words. When you finish, revise your online blog diary to make sure you include:

•	two compound adjectives three proper adjectives (proper nouns used as adjectives) four common nouns used as adjectives.
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UNIT 4 Adjectives Add — Positive, Comparative and Superlative Adjectives

ENGLISH IN FOCUS

Health Fibs You Shouldn't Believe

http://dolly.ninemsn.com.au/stylebeauty/fashionbeautynews/8198900/five-health-fibs-you-shouldnt-believe

Chocolate gives you zits ... and five other health fibs you shouldn't believe

Wednesday, January 19, 2011

We were snowed under by all the health claims out there, so we dragged out the *DOLLY* Lie Detector and put 'em to the test.

The myths to ditch today!

Don't eat after 7pm

No, no, and no. It's what you eat, not when you eat it that counts. However, you shouldn't hoover down enough food for an African national just before bed or you'll struggle sleeping.

All fats are bad

Nope! Just say buh-bye to trans fats (the bad guys that love to hang out in processed food like bickies and cakes) and hello to your new BFFs polyunsaturated and monounsaturated fatty acids. Eat nuts, avocados and oily fish and you'll be hot to trot.

Skipping meals makes you lose weight

It doesn't. If you skip a meal, your bod thinks you're starving so it slows down your metabolism. Then you'll overeat 'cos you're hungrier than Beyonce on a get-

thin-fast scam diet. Eat frequent meals and healthy snacks.

Frozen vegies aren't good for you

W.RO.N.G. In fact, fresh and frozen vegies have a similar nutritional value. Vegies lose their goodness the longer they're out of the ground, and frozen vegies are picked at the peak of their season and packed immediately.

Avoid dairy if you have a cold

Major milky myth, some people claim dairy products make them super-snotty when sick, but there's no scientific link between milk and mucus production.

Chocolate causes pimples

Leave Miss Candy Bar out of it! Overactive oil glances, genetics, dead skins cells lodged in pores, and hormonal changes are what give acne the green light. No foods have been proven to cause zits – but if your skin is struggling, load up on extra vegies, fruits and water to cleanse your body.

W	When do vegies lose their goodness?							
ac	ld meaning to	nou	estions 1 and 2 made you ns. Here are some adjecti					
	ne first two a		onger message by changi ne for you.	ng its spe	lling or by a	dding t	the words more or	most.
				ng its spe	oily	dding t	he words more or	most.
	ne first two a	re do →	ne for you.	ng its spe e f		dding t → →	he words more or	most.
Th a	ne first two a	re do →	ne for you.	e f	oily	dding t → → →	he words more or	most.

PART ONE: USING WORDS: EXPLORING PARTS OF SPEECH

i healthy ightarrow _____ j fatty ightarrow _____

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POSITIVE, COMPARATIVE AND SUPERLATIVE ADJECTIVES

Adjectives can be used in three forms: positive, comparative and superlative.

'My drink is a healthy drink.' (positive)

'Yes, maybe, but this is a healthier drink!' (comparative)

'Well, I say mine is the healthiest drink of all.' (superlative)

POSITIVE ADJECTIVES

Positive adjectives describe one person, creature, place or thing. They are used when no comparison is made. For example:

He is a strong player.

My drink is a healthy drink. (positive)

COMPARATIVE ADJECTIVES

Comparative adjectives compare two people, creatures, places or things.

'Yes, maybe, but this is a healthier drink!' (comparative)

The comparative form of most adjectives is usually formed by adding —

He is a stronger player than the other guy.

Some adjectives that are long words add the word more before the adjective.

This snake is more dangerous than a black snake.

SUPERLATIVE ADJECTIVES

· Superlative adjectives cormare three or more people, creatures, places or things.

'Well, I say mine is the healthiest drink of all.'

The superlative form of most short adjectives is usually formed by adding -est.

He is the strongest player of them all.

Some adjectives that are long words add the word most before the adjective.

That is the most dangerous snake in the world.

IRREGULAR ADJECTIVES

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There are some adjectives that take an irregular (or different) form when they are used as comparatives or superlatives.

She is a good chess player. (positive) She is a better netball player than her replacement. (comparative) She is the best card player in the whole camp. (superlative)

UNIT 4: ADJECTIVES ADD - POSITIVE, COMPARATIVE AND SUPERLATIVE ADJECTIVES

Other irregular adjectives			
Positive	Comparative	Superlative	
bad	worse	worst	
far (place and time)	further	furthest	
old (people)	elder	eldest	

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Other irregular adjectives				
Positive	Comparative	Superlative		
little	less	least		
many	more	most		

- Choose the correct form of the adjective in brackets and rewrite each sentence correctly.
 - a The chocolate cake we had at your party was the (tasty, tastier, tastiest) I have ever had.
 - **b** Pasta is much (nice, nicer, nicest) than rice, in my opinion.
 - c Out of the three brothers, John is the (tall, taller, tallest).
 - d That is a very (cold, colder, coldest) shower.

e Of the two books, I think this one is (good, better, best).

Write the comparative and Write the comparative and superlative forms of each of the positive adjectives shown in bold.

POSITIVE FORM	OOMPARATIVE FORM	SUPERLATIVE FORM
great swimmer		
happy news		
small serving		
unfortunate accident		
bad result		
tall mountain		
early start		
good food		
safe road		
delicate antique		

- Highlight the comparative and superlative adjectives in these sentences. An example has been done for you.
 - a That was the most pathetic movie I have ever seen.
 - This is the worst pizza I have ever eaten.
 - This more impressive photo of the palace should be used in the advertisement.
 - Is there a shorter path to take so we can arrive early?
 - This sports car is designed to be the most reliable model on the road.
 - Let me know when you have a better answer than that!

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4.4 Colour-code the positive, comparative and superlative adjectives used in this poem using a different coloured highlighters for each type of adjective. (Hint: some are not in italics!)

ADJECTIVES BY MARY O'NEILL

Adjectives tell you the quality of a person, place, or thing

As pretty girl, big city, fast horse, golden ring.

Some adjectives increase their strength

By going on to greater length:

As pretty when you're positive she's fair,

But prettier whenever you compare,

And see a second more exquisite face

Among the members of the human race.

But *prettiest* is where you reachthe top —

UNCORRECTED PAGE PROOFS Superlative — and there you have to stop.

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ENGLISH IN USE

Cow in orbit!

Swinging on the Clothesline by Andrew Griffiths, Longman Cheshire, 1994.

A Jersey cow is still in orbit after becoming the first cow in the history of the world to jump over the moon last night.

Miss Daisy is believed to be orbiting the Earth at 300 kilometres per hour. Authorities are currently looking at ways to pull her back to the ground.

It is rumoured that the world lasso champion, Wild Bill Burley, has been called in to help.

Miss Daisy jumped from the top of a barn in a paddock south-east of Leongatha, a small farming community in Victoria.

An eye-witness said her jump was accompanied by a cat who played the theme from *Rocky* on a fiddle.

Miss Daisy is a founding member of the daredevil group the Jumping Cows.

A spokesperson for the society, Mr Bull, was himself over the moon about the jump.

'It is a big leap for a cow, an even bigger leap for cow-kind,' he said.

'We are all very proud of Miss Daisy. It was a fine effort, especially when you consider that she weighs over 500 kilos and had a full udder.

'No cow has ever jumped this high before. The previous record was as high as the Leongatha church steeple. Nobody expected Miss Daisy to get anywhere near the moon!

'We just hope that she will be able to get back down safely.'

Authorities have condemned the jump as dangerous and irresponsible.

'It was a totally unnecessary and completely irresponsible a confidence, said Mrs Goodone, the government spokesperson for air traffic.

'Why don't these stupid cows look before they leap?

'If you're going to pull this sort of stunt it's just common sense to attach a safety line so that you can be pulled back into the Earth's atmosphere

Aside from the high jump, other activities of the society include cow parachuting, bull bungee-jumping and heifer hang-gliding.

The activities of the Jumping Cows have been strongly opposed by Farmers Against Farm Animals Doing Stupid Things.

The president of the society, Mr Bob Fraser, warned that stronger measures would be taken to keep cows in their paddocks where they belong.

'This jumping nonsense has got out of hand. Cows have to realise that they are not birds,' said Mr Fraser.

'They are ground-dwelling mammals and their job is to stand in a paddock, chew grass and make milk.'

- 1 'One small step for man, one giant leap for mankind'. This statement was said by the first person to land on the moon just before he stepped onto the lunar surface. How is the humorous idea in this article linked with these words?
- 2 Highlight the positive and comparative adjectives in the humorous reference to the first moon landing.
- 3 Make a list of four other positive or comparative adjectives you can find in this article.

PART ONE: USING WORDS: EXPLORING PARTS OF SPEECH

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ADJECTIVES IN YOUR HANDS

4.5	Change each of these adjectival phrases from the	ie <i>Cow in Orbit</i> story to turn them into the adjectiva
	form shown in brackets. An example has been dor	ne for you.
	a small farming community (superlative)	→ smallest farming community

d	Small farming community (supertative)	\rightarrow	Smallest farming community
b	bigger leap (superlative)	\rightarrow	
С	fine effort (comparative)	\rightarrow	
d	full udder (superlative)	\rightarrow	
	jump as dangerous and irresponsible (superlative)	,	
		\rightarrow	
f	stronger measures (positive)	\rightarrow	

4.6 Fill the spaces in this table with the correct forms of the adjective.

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
kind		19
	more evil	20Y3
thoughtful		20
	SEY	smelliest
	quieter	
generous	-OPI	
	faster	
	SEO,	most amazing
lonely		
. NCO.	stranger	
many		
	less <mark>(amount)</mark>	

4.7 Change the meaning of each sentence by using a different form of the adjective (comparative or superlative). You might also need to add or change some other words in the sentence to make sure it is gramatically correct. An example has been done for you. Check your spelling carefully as you write.

a	It was an exciting experiment.	\rightarrow	It was the most exciting experiment we had ever done.
b	Harry is a talented tennis player.	\rightarrow	
С	That definitely is a sick joke.	\rightarrow	
d	My mobile has good apps.	\rightarrow	
e	She had a funny idea for the decorate	tions.	\rightarrow
	I feel weak when you ask me to abse		

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UNIT 4: ADJECTIVES ADD — POSITIVE, COMPARATIVE AND SUPERLATIVE ADJECTIVES



WRITING

AMAZING! MORE AMAZING! MOST AMAZING!

Take an old fable, nursery rhyme or fairy story and rewrite it as a really big news event that is covered in every news report. Exaggerate and expand story as much as you want, just like Andy Griffiths has done in the 'Cow in orbit!' story. Make it a funny, crazy and totally unbelievable story!

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UNIT 5 Pronouns in Place — Different Types of Pronouns

ENGLISH IN FOCUS

Story Wizards - Interview with Jacqueline Kent

Story Wizards edited by Sandra Bernhardt, Macmillan, 2005.

What does Jacqueline think about writing?

I started being a writer very early. When I was little, before I could write properly, I used to tell myself stories and draw them on bits of scrap paper. I was never good at drawing then, and I don't think I've improved! I've done many different kinds of writing, though: radio and TV scripts, stories, novels, biography (and notes for these stories of course). I've also done a great deal of editing: working on books written by other people.

Writing can be difficult, I think. That's because so often you have an idea what you want to say—and the best words just won't come. You have to keep going over and over, and each time, with any luck, you get closer to what you mean to say. Working as an editor teaches you that things can always be written better. I wish working as an editor automatically made you a better writer, but helping to improve other people's work does sometimes help you understand your own weaknesses. When you see why something doesn't work, you can sometimes see how it will.

What does Jacqueline say about her stories?

I hope you like these stories of mine. In 'Good time, grea: taste' I wanted to tell a story with a very big time span. But I thought it needed to have something binding it together besides a character. I came up with McDonald's because it's something everybody knows and I once overheard a little boy say earnestly: 'I could spend my whole life in McDonald's!' which seemed too good an idea not to use.

1 What word do the two headings in this extract, and also this question, begin with?
2 Why do you think Jacqueine Kent decides to say 'I used to tell myself stories ...' instead of 'I used to tell stories ...' when each version of the sentence is about the same idea?
3 What is one big difference between the meaning of each sentence in question 2?
4 The writer said: 'Writing can be difficult, I think. That's because so often you have an idea what you want to say—and the best words just won't come.' Why do you think she wrote 'That's', and not 'It's difficult' in the second sentence?

DEMONSTRATIVE, EMPHATIC AND INTERROGATIVE PRONOUNS

Pronouns stand in the place of nouns. There are different types of pronouns that do different tasks: they can emphasise, ask or point to something.

Purpose of pronoun		Example	Explanation and additional information
Demonstrative pronouns point to something or someone.		This is my shoe.	The pronoun this points to the particular shoe being talked about.
	this (singular)	This is my new iPad.	This refers to things that are close.
	that (singular)	That was a bad game of netball.	That refers to things that are further away in space or time.
	these (plural)	These drinks are not ours.	These refers to things that are close
	those (plural)	Those drinks are ours.	Those refers to things that are further away in space or time
Emphatic pronouns are used for emphasis.	myself yourself himself herself itself (singular) ourselves yourselves themselves (plural)	I fixed the remote myself. I fixed the remote.	The pronoun myself emphasises the fact that the person speaking was also the one who fixed the remote. If the emphatic pronoun is removed, the meaning of the sentence is unchanged. However, what has changed is the emphasis on who fixed the remote.
Reflexive pronouns are the same as emphatic pronouns but they are used differently. They refer back to the subject.	RRE	I hurt myself at the skate bowl. Congratulate yourselves on a terrific effort.	The meaning of the sentence is altered if these pronouns are removed. If you read these sentences aloud without the reflexive pronouns they do not make sense.
Interrogative pronouns are the pronouns that are used to ask questions. The word interrogate means to ask questions.	who whose which what whom	Who is doing the dishes tonight?	Today, the pronoun whom is not commonly used in informal or everyday language. You might occasionally hear someone say, 'Whom shall I say is calling?'. This is a very formal way of asking, 'Who shall I say is calling?'

	hoose the most appr or you.	opriate demonstrative pronouns for these	e sentences. An example has been done
a	is my n	ext-door neighbour sitting here, but	is my cousin standing over there.
	This is my next-do	or neighbour sitting here, but that is my c	ousin standing over there.
b	It's right here,	is the first place I looked.	
c	Can I look at	shoes first, and then look at	over there.
d	is a goo	od game right here, but is a bar	d one over there

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UNIT 5: PRONOUNS IN PLACE - DIFFERENT TYPES OF PRONOUNS

2	Ch	oose the correct emphatic or reflexive pronoun from the brackets to complete these sentences.					
	a	Finally, we solved the mystery (themselves/ourselves).					
	b	I don't think he saw what happened (himself/itself).					
	С	You must look at the new recipe (yourself/herself).					
	d	He (himself/myself) told us the right answer before we knew it.					
	е	Jenny and Zac will organise the travel plans (themselves/yourselves).					
	f	We helped (ourselves/yourselves) to the dessert.					
	g	There is no way they will know the way by (themselves/ourselves).					
3	Ch	oose the best interrogative pronoun to 111 the gap in each sentence.					
	а	way is the best direction to go?					
	b	do you think will know the answer this time?					
	С	is the price of that go-cart, please?					
	d	empty schoolbag could this be?					
	е	is the best way to start this sentence?					

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ENGLISH IN USE

Raw

Raw by Scott Monk, Random House, 2005.

Busted, Brett panicked.

He snatched the loot from the cash register as the darkness of the bottle shop exploded with the red and blue lights of a police car wailing down the street. He stuffed anything he could — coins, notes, smokes — into his pockets then groped blindly behind him. Smash! Half the shelf's stock shattered onto the floor! He swore. All that alcohol gone to waste! If he hadn't tripped the alarm, he might have scored some big bucks for all that. Forget it. He grabbed three bottles then ran to the back door. Locked! He shook it madly but it wouldn't move. The siren grew louder and louder as he picked at the door with fumbling fingers then triumphantly yanked it open with an angry boom. He'd lost one bottle in the attempt but he'd got what he came for.

Brett jumped off the landing into the laneway. He ran east thinking it was safe. Wrong! The pigs!

The patrol car skidded into the dark laneway, wild and mean. Its headlights snared Brett and he dropped the last two bottles to leap for the fence. With a grunt he pulled himself up and over as the police braked underneath him. Voices started shouting but Brett was gone. He darted down a garden path, a dog yapping at his heels. A house light blinked on but it was too late. Up and over another fence and he was free.

Or so he thought.

The cops pounced. The driver gunned the car from an adjoining street and crashed over a corner to hunt the sixteen-year-old down. Tyres squealed as Brett and

the pigs both raced along the road. A second later, the teenager's lead came to an end. The car attacked, swinging left to cut him off. Too predictable. Brett leapt onto the bonnet and landed on the other side. Screaming, the cop driving it hit the horn as Brett sprinted away to the safety of a nearby park.

The patrol car sped along the empty street, the park's trees barring it from chasing Brett further. Its radio was loud and scrambled like the thoughts running through his head. Was that — ? Yes! Another siren screamed from the south. If the cops weren't mad before, boy, were they now.

He bolted through the playground and past the swings, looking for a way out. On his left was a shop wall. On the right the coss. No good. He charged forward to jump another fence instead.

The drop war too deep. His ankle gave way and he tumbled to uneven ground. He knew he was in trouble the second he hit. He tried to stand but screamed in pain. His bones felt like they'd been ripped from their skin. Nursing his leg, he knew it was useless. There was no way he'd escape now.

Car doors slammed shut and cops rushed from everywhere. They caught him with their torches hiding behind a shed. He made one last hobble for safety but the pigs grabbed him and threw him hard against a wall.

'Don't move!' they shouted, jabbing their guns forward, 'or you're dead!'

1	Make a list of six crimes Brett has committed during this police chase.
2	Count the number of times the writer has used the personal pronoun 'he' or 'him' in place of Brett's name.
3	What might be the writer's reason for using personal pronouns so often in this extract?
4	Highlight three sentences from the story where this writer has used emphatic or demonstrative pronouns.

PART ONE: USING WORDS: EXPLORING PARTS OF SPEECH

PRONOUNS IN YOUR HANDS

5.4		ghlight the correct pronoun in each of the following sentences, and state whether it is demonstrative, nphatic or interrogative. An example has been done for you.
	а	(Who's/Whose) car are we going in to drive to the shop?
		(Who's/Whose) car are we going in to drive to the shop?
		Interrogative
	b	(That/This) place over here is the right place to wait.
	С	He will look at the frozen laptop (himselfs/himself).
	d	If they can't fix the bike (themselfs/themselves) then they'll have to go to the experts.
	е	(Which/What) of these suits do you think I should wear to the formal?
	f	She helped (herselves /herself) to the sweets without asking.
5.5		rite a sentence and include either the emphatic or reflexive form of the pronoun. State which type of conoun you are using. An example has been done for you.
	а	itself
		The dog itself led the lost bushwalkers to the rescue squad.
		Emphatic
	b	yourselves
	С	itself The dog itself led the lost bushwalkers to the rescue squad. Emphatic yourselves himself ourselves
	d	ourselves JNC
	е	myself
	f	herself
5.6		se the following demonstrative pronouns in a single sentence. Each sentence must be quite different n example has been done for you.
	а	this, that
		This is a good result, but I'm afraid that result is not so good.
	b	this, these
	С	that, those

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UNIT 5: PRONOUNS IN PLACE — DIFFERENT TYPES OF PRONOUNS

- d these, those
- e that, these



WRITING

I WILL ASK THE QUESTIONS!

Imagine you are a senior investigating police officer, and you have been sent to interrogate a suspect and interview two witnesses about a serious crime. Select a crime from the list below, then choose your suspect and two witnesses.

Prepare nine questions, which must include three demonstrative, three emphatic and three interrogative pronouns, to ask the suspect and the witnesses. You can ask each person three questions.

CRIME LIST

- pushbikes are vandalised while locked up outside a bowling alloy
 a car is stolen from outside a local pizza store
 a mobile and iPod are pinched from
- a mobile and iPod are pinched from inside a cinema
- UNCORRECTED a valuable painting is stolen from an art gallery

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UNIT 6 Verbs Alive — Subject and Verb Must Agree

ENGLISH IN FOCUS

Black Snake

Black Snake, Carole Wilkinson, Black Dog Books, 2005.

Early days

Ned Kelly was born in 1854 in the bush not far north of Melbourne. His father was called Red because of his red hair. He was a freed Irish convict, who had served his seven-year sentence in the penal colony of Van Diemen's Land (present day Tasmania) for stealing two pigs. Ned's mother, Ellen, was also Irish. Her large family, the Quinns, had emigrated to Australia when she was just nine years old.

The Kellys were poor people, but Red made a little money in the goldfields and was able to buy 41 acres of land near the small town of Beveridge. The family grew, and for a while it looked like the Kellys were on their way to being successful farmers. This period of good fortune didn't last long. Ned's father had no experience as a farmer. The conditions in Victoria, from drought to flood, were unfamiliar to even experienced farmers. The road to Sydney skirted around the town, instead of going through it and bringing more business. The Kelly land lost value. Before Ned's third birthday, his father got into debt and had to sell most of the land for half its original price. Things didn't improve.

	Ned's mother Ellen a freed convict? Give one reason for your answer.		
Giv	re three reasons why the Kelly family finds life on the land so hard.		
What is wrong with these versions of the original sentences from the extract?			
a	Ned Kelly were born in 1854		
b	Ned's mother, Ellen, were also Irish.		
C	Her large family, the Quinns, had emigrated to Australia when she were just nine years old		
d	The Kellys was poor people		

PART ONE: USING WORDS: EXPLORING PARTS OF SPEECH

SUBJECT AND VERB MUST AGREE

A verb and its subject must agree in number. That means, if the subject is a singular noun or pronoun then the verb must be singular, and if the subject is plural the verb must be plural. For example:

Ned Kelly was born in 1854.

(singular subject) (singular verb)

They were poor farmers.

(plural subject) (plural verb)

Subjects joined by and are usually plural. For example:

Ned and his mother were very poor.

plural subjects plural verb

When the different parts of the subject form a single object or unit, then they take a singular verb. For example:

Fruit salad and ice cream is a special treat in our family.

singular subject singular verb

A collective noun takes a singular verb when it refers to a group of people or things. For example:

The learn is going for its best season.

singular subject singular verb

However, when a collective noun refers to all the individual members, it takes a plural verb. For example:

The team are being issued with their new equipment and sponsors' shirts.

subject verb

The plural verb is used because all team members have been given their individual equipment and shirt.

A verb that is separated from its subject must still agree with it in singular or plural form. For example:

The conditions in Victoria were severe.

(plural subject) (plural verb)

The phrase in Victoria does not affect the plural agreement between the subject and the verb A verb is usually placed after its subject. For example:

Ned Kelly was a bushranger.

Whenever the order has to be reversed, you need to make sure the subject and verb still agree. For example, when a sentence is turned into a question we do not change the agreement:

Was Ned Kelly a bushranger?

- 6.1 For each sentence, write the form of the verb that agrees with its subject. An example has been done for you.
 - a Ned Kelly ______ born into a poor family. (was/were)

 Ned Kelly was born into a poor family.
 - b While Ned is still a baby, his father ______ very tough conditions on the land. (experience/experiences)

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	C	rogether my rather and mother the narsh conditions on the farm. (fight/fights)
	d	The main road the town and that means less money. (pass/passes)
	е	Land its value when people don't want to buy it. (lose/loses)
	f	Being a freed convict not a source of pride in the early settlement. (was/were)
6.2		ewrite the sentences using the new subject given in brackets. Make sure that the verb agrees with the bject. An example has been done for you.
	a	The boy learns to ride horses on the farm.
		The boys learn to ride horses on the farm.
	b	Ned and his mother were at the farm yesterday. (Only Ned)
	С	These convicts have been freed. (This convict)
	d	The farm does not make a living for the Kellys. (The farms)
	е	Ned's father tries hard to make the farm successful (Many families)
	f	Many young children don't know how tough it can be for parents. (This young child)
		21CO,

- 6.3 Highlight the correct form of the verb in these sentences:
 - a This (is/are) not large enough to fit in the box.
 - **b** Do we (has/have) to do all the exercise drills today?
 - c The new coaches (prefers/prefer) to see us changed and ready by 4.30 pm.
 - **d** They (frightens/frighten) me when they talk about our environmental future.
 - e There's nothing worse than someone who (changes/change) their mind every few minutes.

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ENGLISH IN USE

Black Snake

Black Snake, Carole Wilkinson, Black Dog Books, 2005.

Thoughtful Thieves

The gang had a reputation as callous murderers because of the events at Stringybark Creek. Ned wanted to change the public's opinion of them. They had already tried to show that although they were outlaws they were no threat to ordinary people. They had paid for food they demanded from stores and hotels. In one case, when they didn't have money, they went back weeks later to pay for it. They needed money badly, but Ned was determined they wouldn't be like other bushrangers, bailing up people on the road and demanding their money. They would only steal from the banks. And the Kelly Gang bank robberies would be like no others.

A Cunning Plan

Ned decided to "stick up" the National Bank of Australia in the town of Euroa. He'd given the matter a lot of thought. The bank was on the edge of the town, away from the main street. And a few kilometres away there was a property called Faithfull's Creek, which he could use as headquarters. Rich squatters who lived in the city owned it. This suited his needs perfectly.

Best Dressed Businengers

The first thing they did was hold up the homestead at Faithfull's Creek the day before they intended to rob the bank. They rounded up the farm workers and locked them in a storehouse. The people working on the farm assumed the Kelly Gang had come to rob them, but they hadn't. They planned to launch the robbery from there.

James Gloster, a travelling salesman, arrived soon after the gang. He was a regular visitor to the area selling clothing and household goods from the back of his wagon. The gang locked him in the storeroom with the other men while they sorted through his wares looking for new clothing. It seemed as if Gloster had unwittingly stumbled into the middle of a bank robbery. But it was no accident. It was prearranged. Gloster was a friend of the Kellys. Each gang member selected an outfit from among the hawker's stock - everything fitted perfectly. Ned didn't want his gang looking like a bunch of ruffians. Ned selected brown tweed trousers and vest, a blue coat and a felt hat. He completed his outfit with a pink tie. Dan chose an outfit similar to his brother's. The other two preferred suits - Joe's light grey, Steve's dark grey. They all put white handkerchiefs in their jacket pockets and splashed on some cologne. Then they were ready — the best dressed bushrangers ever seen.

A Stick-up

It was some time after 4 p.m. when the gang rode sedately into the deserted town. The bank was closed. Ned knocked on the door asking to see the bank manager. When the bank teller refused to let him enter, Ned pushed his way in. Steve was close behind him. They both drew revolvers and Ned asked the manager to hand over the money. Meanwhile Dan had gone round the back in case anyone tried to get away. They collected over £2000 worth of coins, banknotes and gold. They were disappointed. They had hoped there would be much more than that.

PART ONE: USING WORDS: EXPLORING PARTS OF SPEECH

3 In what ways was the Kelly Gang bank robbery different from others?

26

4	
	Find five examples from the extract where the writer, Carole Wilkinson, has made sure the subject and verbs in her sentences agree. Write out each sentence, and highlight the subject and verb the agree in number:
	a
	b
	c
	d
	e e

UNCORRECTED PAGE PROOFS

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VERBS IN YOUR HANDS

6.4 A syllable is a unit of pronunciation that shows us how to pronounce a word or part of a word. Every word contains one or more syllables. For example:

ONE SYLLABLE	TW0 SYLLABLES	THREE SYLLABLES	FOUR SYLLABLES	FIVE SYLLABLES
hole, they, let, woke, the, hair, back, she	writing, coffee, twenty, coma finger	computer, telephone, spaghetti, banana	misunderstand, transportation, independence, mysterious	extraordinary, communication, multiplication, administrator, university

You can show how many syllables there are in a word by using a forward slash /. The slash is placed to show where there is a break in the sound. For example:

writ/ing, coff/ee, twen/ty, co/ma, com/pu/ter, tel/e/phone

а	Use a dictionary to write the meanings of these words and then show how many syllables each word
	contains. An example has been done for you.

i –	penalties punishments for breaking laws or rules (pen/alt/ies = 3 syllables)
ii	reputation
iii	determined
iv	response
v	penalties punishments for breaking laws or rules (pen/alt/ies = 3 syllables) reputation determined response assumed
vi	ruffians
vii	preferred
viii	cologne
ix	telegraph
x	unhappiness
хi	responsibility

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Complete this cloze passage by filling the gaps with verbs that agree with their subjects, using correct spelling.

Here we are, watching the Ned Kelly show at Glenrowan. The interactive display moving figures and lots of sound effects. You through the buildings and the story before your eyes. The exhibition with Ned's early years, but quickly to the famous Kelly Gangera. We if we can sound and light show, and then the souvenir shop. Inside we toys and models. Some of us things for friends and family. Next we over to the Kelly Café burgers and drinks with names that where they you of the Kelly Gang. At Glenrowan the truth about the way Ned Kelly and the gang members , but this story Vou it is part of Australia's history.

- These sentences contain singular nouns and verbs. Rewrite them in their plural forms and check your spelling carefully. An example has been done for you.
 - a Ned's horse is in the paddock. → Ned's horses are in the paddocks.
 - PAGEPROOFS In the town there is a large interactive display of the bank robbery.
 - c The bank was robbed and a customer was held prisoner.
 - She thinks he was a dangerous outlaw.
 - Dangerous bushranger or Aussie hero, he has to decide what he believes.
 - The bank was preserved and the hotel was restored as well.



WRITING

BE A FRIENDLY GANG MEMBER!

A friend of yours finds subject-verb agreement confusing. Help them by rewriting their homework assignment correctly:

One day I decides to do a Google search on the life and times of Ned Kelly. What I finds is amazing, because there is huge disagreements about whether Ned Kelly were a hero or a villain.

Some people believes Ned were fighting for justice for poor people like himself, and that he weren't just trying to steal from anyone to make himself and his gang rich and powerful. They also argues that he were pushed by being unfairly punished when he were young, and with his family being persecuted by the police.

Others has argued that Ned Kelly were a convicted criminal, and that he knew he were breaking the law, including killing police officers and imprisoning innocent people. They say he were a thief and a murderer, and deserved to face justice. They says the fact that he were poor does not excuses the harm he did to others and the criminal acts he committed.

This disagreement really make me thinks about Ned Kelly. You often hears the legend, but now you has to decides the truth!

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UNIT 7 Verbs Alive — The Verb 'to be', Continuous and Perfect Tenses

ENGLISH IN FOCUS

Tomorrow, When the War Began

Tomorrow, When the War Began by John Marsden, PanMacmillan, 1993.

In the morning, at breakfast, Robyn said, 'Did you anyone else hear those planes last night?'

'Yes,' I said. 'I was up. I'd been to the toilet.'

'They just never stopped,' Robyn said. 'Close together and really low. But I thought you slept through it. Fi was the only one who said anything.'

[...]

'It's probably the start of World War Three,' said Lee. 'We've probably been invaded and don't even know.'

'Yes,' said Corrie from her sleeping bag. 'We're so cut off here. Anything could happen in the outside world and we'd never hear about it.'

'That's good I reckon,' said Kevin.

'Imagine if we came out in a few days and there'd been a nuclear war and there was nothing left and we were the only survivors,' Corrie said. 'Chuckus a muesli bar someone, will you please.'

'Apple, strawberry, apricot?' Kevin asked.

'Apple.'

'If there'd been a nuclear war we wouldn't survive,'
Fi said. 'That fallout'd be dropping softly on us now.
Like the gentle rain from Heaven above. We wouldn't
even know about it.'

'Did you do that book last year in English?' Kevin asked. 'X or something?'

'Z? Z for Zachariah?'

'Yeah, that one That was good I reckon. Only decent book we've ever done.'

'Seriously,' said Robyn, 'what do you think those planes were doing?'

'Coming back from Commem Day,' Fi said, as she had during the night. 'You know how they have all those flypasts and displays and stuff.'

1	Why are Robyn, Kevin, Lee, Corrie and the others not really worried about the planes flying overhead the previous right?
2	Focus on the action or being words (the verbs) in this extract. Make a list of five verbs John Marsden has used that are made up of a combination of words such as 'I'd been', 'must have been', 'must have heard'. Remember to include any verbs that have been used in a contraction, such as 'we'd' or 'they've'.
3	Now find five verbs where the writer has used one of these words as part of the verbs were and are (remember they can be used in a contraction, such as 'you're' or 'they're').

PART ONE: USING WORDS: EXPLORING PARTS OF SPEECH

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VERBS AND TENSES

Tense describes time. When we speak or write, a verb changes tense according to whether it needs to be in the past, present or future and whether it is used in the singular (one person or thing) or plural form (more than one person or thing).

There are three main types of tenses: simple, perfect and continuous, and each of these has present, past and future forms. The perfect and continuous tenses use auxiliary verbs.

AUXILIARY VERBS: BE AND HAVE

Do you remember that auxiliary verbs are helping verbs? The perfect and continuous verb tenses are formed with the auxiliary verbs *have*, *has* or *had*, or a form of the verb *be* plus either a present or a past participle.

The verb be is one of the most frequently used verbs in the English language. It also has more forms than any other verb, as shown in the following table.

Tense	Singular	Plural
Present simple	I am you are he/she/it is	we are you are they are
Past simple	I was you were he/she/it was	we were youwere they were
Future simple	I will be you will be he/she/it will be	we will be you will be they will be
Present perfect	I have been you have been re,she/it has been	we have been you have been they have been
Past perfect	i had been you had been he/she/it had been	we had been you had been they had been
Future perfect	I will have been you will have been he/she/it will have been	we will have been you will have been they will have been
Present participle Past participle	being been	

PRESENT AND PAST PARTICIPLES

Verbs normally have two participles: the past and the present. You can usually recognise present and past participles by their -ing and -ed endings, respectively. For example:

the present participle of the verb jump is *jumping* (the action is going on) the past participle of the verb jump is *jumped* (the action is in the past)

Some past participles have irregular forms, such as -en and -n, or change their spelling. For example:

We have hidden. (hide becomes hidden) They have torn. (tear becomes torn)

Some participles even keep their basic form, for example:

I have run. (run remains run)

UNIT 7: VERBS ALIVE — THE VERB 'TO BE', CONTINUOUS AND PERFECT TENSES

Present and past participles are verb forms that cannot be used by themselves. They need auxiliary verbs to show the action in the present or the past. Present and past participles combine with the auxiliary verbs be or have to make new verb forms that show an action in the present or the past. For example:

I am jumping.
I have jumped.

PERFECT TENSE: AUXILIARY PLUS PAST PARTICIPLE

The perfect tense is used to show that an action is, was or will be completed (or perfected) before another time or action. It is formed with a form of the auxiliary verb *have* plus the past participle of the verb. For example:

Robyn has packed for the camping trip. (present perfect)
Robyn had packed for the camping trip. (past perfect)
Robyn will have packed for the camping trip (future perfect)

CONTINUOUS TENSE: AUXILIARY PLUS PRESENT PARTICIPLE

The continuous tense is used to show that the action of the verb is, was or will be continuing. The continuous tense is formed with the auxiliary be and the present participle of the verb. For example:

Ben is packing for the camping trip (present continuous)
Ben was packing for the camping trip. (past continuous)
Ben will be packing for the camping trip. (future perfect)

Perfect tense	Continuous tense		
They <mark>had given</mark> money to the Red Shield Appeal.	They are giving money to the Red Shield Appeal.		
Bahrath <mark>nad hated</mark> assembly.	Bahrath was hating assembly.		
They had driven to the milkbar.	We were driving to the footy club		

- 7.1 Highlight the correct form of these perfect tense verbs inside the brackets. You will need to read the whole sentence before you choose.
 - a When I had finally packed my gear in the car, I (have finished/ had finished) getting ready for the camp.
 - b My sister (will have given/have given) her opinion about my new shoes before she has seen them on me.
 - Ben will realise he (has forgotten/have forgotten) his wallet when he puts on his jacket and checks his pockets.
 - d We cannot really know if we (have walked/has walked) 10 kilometres unless we have a map.
 - e When I hand in my English assignment tomorrow, I (had completed/ will have completed) the final piece of work for the year.
- 7.2 Fill the gap with a suitable form of the verb *be* to complete the sentence. An example has been done for you.

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- a I hope I a good team member through the tough season ahead.I hope I will be a good team member through the tough season ahead.
- **b** I am sorry you have to leave. You one of the best employees we have had.
- c By the time you finish Year 12, you at school for about 12 years.
- **d** What is the time we arriving at the surprise party?
- e You should know that we waiting for you since ten o'clock!
- 7.3 Complete each sentence by using a verb in the present continuous tense. An example has been done for you.
 - a I a really awesome scary movie.I am watching a really awesome scary movie.
 - **b** You should the best time at this theme park.
 - **c** That door handle so you should get it fixed pretty soon.
 - **d** You shouldn't worry that I whenever you use that furmy voice.
 - e That boy his dog in the park every afternoon.
 - f The postal delivery every afternoon in the Christmas holidays.
- 7.4 Use highlighters to colour code the verbs used in the *Tomorrow, When the War Began* extract that match each of the following:
 - three examples of a form of the verb be
- three examples of the continuous tense
- three examples of the perfect tense

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ENGLISH IN USE

Tomorrow, When the War Began

Tomorrow, When the War Began by John Marsden, PanMacmillan, 1993.

The dogs were dead. That was my first thought. They didn't jump around. They didn't jump around and bark when we drove in, or moan with joy when I ran over to them, like they always had done. They lay beside their little galvanized iron humpies, flies all over them, oblivious to the last warmth of the sun. their eyes were red and desperate and their snouts were covered with dried froth. I was used to them stretching their chains to their limits—they did that in their manic dancing whenever they saw me coming—but now their chains were stretched and still and there was blood around their necks where their collars had held. Of the five dogs, four were young. They shared a water bucket but somehow they had knocked it over and it lay on its side, dry and empty. I checked them quickly, in horror, one by one: all dead.

In the house nothing was wrong, and that was what was wrong. There was no sign of life at all. Everything was neat and tidy. At that time of day there should have been food spread out on the kitchen table, there should have been dishes in the sink, the TV should have been chattering in the background. But all was silent. Corrie opened the door behind me and came in quietly. 'Jesus, what's happened,' she said, not as a question. The tone of her voice terrified me even more. I just stood there.

'What's wrong with the dogs?' she asked.

'They're all dead except Millie, and she's nearly dead.'

I was looking around for a note, a note to me but there was nothing.

'Let's ring someone,' she said. 'Let's ring my parents.'

'No. Ring Homer's parents, they're nearest. They'll know.'

She picked up the phone and handed it to me. I turned it to 'Talk' and started pressing numbers, then realised that I'd heard no dial tone. I held it closer to my ear. There was nothing. I felt a new kind of fear now; a kind of fear I hadn't even known about before.

ROOFS

'There's nothing,' I said to Corrie.

- 1 Highlight the verbs in this extract where the writer, John Marsden, has used a form of the verb be.
- 2 Circle any verbs used in the perfect tense.
- 3 Underline the verbs where the writer has used continuous tense.
- 4 Why do you think John Marsden wants to use different verb forms in this extract?

VERBS IN YOUR HANDS

- 7.5 Rewrite these sentences, correcting the error in the perfect tense.
 - a By my next birthday I will had lived at the same house for exactly 10 years.
 - b Osman realises he have walked to and from the shops and his house three times that day.
 - c You has forgotten your shoes again.
 - d Soula have finished the book you lent her.
 - e I will had stayed at your holiday home many times.

30 PART ONE: USING WORDS: EXPLORING PARTS OF SPEECH

	eate your own sentence using the form of the verb <i>be</i> indicated. Use the table on <mark>page XX</mark> to guide J. An example has been done for you.
a	Past perfect plural
	We had been going to the movies almost every week.
b	Past singular
С	Present plural
d	Future perfect singular
е	Future plural
f	Present perfect plural Past continuous
	ORRECTE
g	Past continuous
	Future continuous
Re	write this online blog paragraph to help the writer use the correct forms of the continuous tense. Last holidays we went to Tasmania and travelled around. We are arriving during the peak holiday
	season, but it was still a great time to be in Tassie. In the future I was thinking of all the good times we had over there. First we went to Port Arthur and was seeing all the remains of the convict past The ghost tour was amazing, and at times scary, even though I knew it were pretending. Next we
	toured around the island and was marvelling at the spectacular scenery—mountains, lakes and rainforests. I was remembering this trip for many years to come.

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UNIT 7: VERBS ALIVE — THE VERB 'TO BE', CONTINUOUS AND PERFECT TENSES

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Imagine you come home one afternoon and discover your house is open and empty. There is no-one there, and no pets in the place either. Strangely, nothing has been disturbed, and nothing has been taken. Write your account beginning at the point where you arrive home. Tell the story to show your reader what you see, what you do, where you go, how you feel and what you think might have happened. Use a variety of continuous and perfect tenses, and forms of the verb be. Write about 200 words.

remeet tenses, and forms of the verb be. Write at

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