

USING WORDS—  
EXPLORING  
PARTS  
OF SPEECH



PART ONE

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USING WORDS—  
EXPLORING  
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OF SPEECH



# Unit 1 Nouns Name — Common and Proper Nouns

## ENGLISH IN FOCUS

### Exploring the *Titanic* by Robert D. Ballard

No one ever dreamed that her first voyage would also be her last. On the night of April 14, 1912, the passenger liner *RMS 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.

- 1 What was the date of the disaster? \_\_\_\_\_
- 2 Where was the *Titanic* when it hit the iceberg? \_\_\_\_\_
- 3 What appeared from the water as the ship began to sink? \_\_\_\_\_
- 4 Here is the extract with the nouns removed. Read it aloud and then answer the questions.

\_\_\_\_\_ ever dreamed that her first \_\_\_\_\_ would also be her \_\_\_\_\_. On the \_\_\_\_\_ of \_\_\_\_\_ 14, 1912, the passenger \_\_\_\_\_ RMS \_\_\_\_\_ 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 \_\_\_\_\_ 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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## 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 largest 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 as well as singular and plural 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 2).	<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 individual 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> <i>Titanic</i> , October, Google, Bunnings, Toyota, Vegemite, <i>The Lord of the Rings</i>

## 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 imperial 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.

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

COMMON NOUNS	PROPER NOUNS
ship	North Atlantic
ocean	Nissan
country	Tuesday
month	<i>Titanic</i>
city	Italy
film	Canberra
day	April
car	<i>The Lord of the Rings</i>

1.2 Decide whether each word is a common or proper noun and place a tick (✓) in the appropriate column.

	COMMON NOUN	PROPER NOUN
a	Ian Thorpe	
b	Ms Williams	
c	Apple	
d	apple	
e	St Paul's Cathedral	
f	laser printers	
g	Easter	
h	grand final	
i	Lord Mayor	
j	champions	
k	beetles	
l	The Beatles	

1.3 Circle the common nouns and underline the proper nouns in this *Titanic* extract:

No one ever dreamed that her first voyage would also be her last. On the night of April 14, 1912, the passenger liner RMS *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.

1.4 a List six proper nouns that name specific famous people (e.g. Elvis Presley).

\_\_\_\_\_

b List seven proper nouns that name specific famous places (e.g. Uluru).

\_\_\_\_\_

c List eight proper nouns that name specific famous things (e.g. Nike).

\_\_\_\_\_

## ENGLISH IN USE

### Pompeii – The buried city by Paul Grover

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.

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 2000 people who did not escape, including dogs and horses still in their stalls, was buried beneath about five metres of ash and pumice stones.

1 Make a list of all the things that people were doing before the disaster.

\_\_\_\_\_

\_\_\_\_\_

2 Now highlight all the common nouns from your answer to question 1.

3 The common nouns in this account give information about the details and the importance of the destruction of Pompeii. Look at the common nouns in the highlighted sentence in the extract. If we replace the common nouns in bold with much simpler nouns, what is the effect?

Another favourite **place** in the **place** was the **public space** where **people** fought, and **activities and events** were held.

Why are the original common nouns much better in that sentence?

\_\_\_\_\_

\_\_\_\_\_

4 Highlight all the proper nouns you can find in this account of the explosion of Mount Vesuvius.

## NOUNS IN YOUR HANDS

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

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

- voyage → voyages
- ship → ships
- ocean → oceans

2 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

3 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

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

- hero → heroes
- tomato → tomatoes
- potato → potatoes

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

- knife → knives
- thief → thieves

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

- man → men
- foot → feet
- woman → women

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

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

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.

1.6 Write the plural form of these nouns.

- a volcano \_\_\_\_\_
- b half \_\_\_\_\_
- c gas \_\_\_\_\_
- d wharf \_\_\_\_\_
- e sky \_\_\_\_\_
- f switch \_\_\_\_\_
- g wolf \_\_\_\_\_
- h scarf \_\_\_\_\_

1.7 Here are two sentences about the same event, but one is more descriptive and effective than the other.

*The woman drove her long car to the big building.*

*The billionaire drove her limousine to the mansion.*

Take the first sentence and replace the common nouns with more descriptive nouns. Think of different occupations, types of cars and locations. An example has been done for you.

a The celebrity drove her luxury sports car to the movie studio.

- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_

### WRITING: IT'S FAMOUS!

Choose a famous event in history that you know about (e.g. the death of Ned Kelly or the discovery of Tutankhamen's tomb), or a recent event that happened to you or some of your friends. Tell the story of this event for a friend who doesn't know much about it. Write about 200 to 300 words, and then review your writing to check:

- the effect of the common and proper nouns you have selected
- for correct spelling of singular and plural nouns.

Revise your account of this event to make it as accurate, effective and descriptive as you can. Now show your finished story to a partner and get their feedback.



# Unit 2 Nouns Name — Concrete and Abstract Nouns

## ENGLISH IN FOCUS

### The Big Wish by John Hepworth & Steve J Spears

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.

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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### WHAT ARE 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 backpack steak soil brain car cinema

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.

- 2.1 Highlight all the concrete nouns you can find in *The Big Wish*, and then circle all the abstract nouns.
- 2.2 Separate the following common nouns into concrete or abstract nouns by placing them in the correct box:

book comedians bicycle disgust hope  
 pity pain hamburger sincerity magazine  
 food sorrow fright loudness hate  
 computer rain excitement scissors pizza  
 humour chocolate fun cup football  
 friendship T-shirt money movie shoes

CONCRETE NOUNS	ABSTRACT NOUNS

2.3 Draw a line to match the abstract nouns in column 1 with the abstract nouns that have an opposite meaning in column 2.

happiness	quietness
greed	satisfaction
success	sadness
loudness	intelligence
frustration	pain
pleasure	failure
stupidity	generosity

**The Big Wish** by John Hepworth & Steve J Spears  
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 **satin** ...

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

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.'

1 Make a list of 10 concrete nouns that clearly tell the reader C.W. is a very rich and famous pop star.

\_\_\_\_\_

2 Re-read the story and create your own list of five abstract nouns to describe the feelings, emotions and qualities C.W. is experiencing as a pop star (e.g. excitement, fame).

\_\_\_\_\_

\_\_\_\_\_

3 Use the abstract nouns you listed in question 2 to write two sentences that explain how C.W. feels as a pop star and why he feels that way.

\_\_\_\_\_

\_\_\_\_\_

**NOUNS IN YOUR HANDS**

*The Big Wish* is an entertaining and humorous fantasy story. The authors, who are Australian, have used a variety of concrete and abstract nouns.

2.4 Select the abstract noun that best fits to complete each of the sentences below.

- |            |                |            |           |
|------------|----------------|------------|-----------|
| courtesy   | disappointment | sincerity  | happiness |
| excitement | fear           | discipline | loudness  |

- 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 Outside the luxury hotel the \_\_\_\_\_ of the screaming and shouting excites C.W.
- d The police chief shows great \_\_\_\_\_ in the way he handles the crowd situation.

2.5 Select four of the highlighted nouns in the story and use all of them in one sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

- |             |             |           |       |
|-------------|-------------|-----------|-------|
| a hate      | anger, fury | d love    | _____ |
| b happiness | _____       | e success | _____ |
| c sorrow    | _____       | f fear    | _____ |

**WRITING: FAMOUS FOR A DAY**

Imagine you have become a famous person for a day. You could be a famous humanitarian, sports star, actor, rock star, TV celebrity, artist, inventor, scientist or any other famous person!

Write 200 words about this one day in your famous life for your Facebook or blog page or online journal. Describe the places you go, the things you do, the people you meet, the feelings you have and the ideas you explore.

This online record of your fame-for-a-day should include effective concrete and abstract nouns. Remember to check your spelling.



# Unit 3 Adjectives Add — How Adjectives Work

## ENGLISH IN FOCUS



1 What is this magazine advertisement promoting?  
\_\_\_\_\_

2 Who might buy this product?  
\_\_\_\_\_  
\_\_\_\_\_

3 Read the top part of the advertisement aloud. If you leave out a number of words from the advertisement in the new version below, how do you think it changes the impact of the advertisement when you read it aloud?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ADJECTIVES ADD MEANING TO NOUNS

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

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

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

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

In the advertisement on page 14, 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 advanced
- *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* inserts—these adjectives show the unique and scientific nature of the product.

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

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. Then list your favourite combinations.

ADJECTIVES	NOUNS
tough	cat
new	car
tasty	bike
hot	weather
hungry	building
lazy	driver
little	customer
proud	concert
wide	story
outstanding	ocean
tall	movie
broken	student
huge	book
stormy	road

SixSixOne has teamed up with D30, leaders in \_\_\_\_\_ technology to create the \_\_\_\_\_ set, a \_\_\_\_\_ approach to the \_\_\_\_\_ demands of the 21st century. \_\_\_\_\_ inserts are specifically \_\_\_\_\_ material with \_\_\_\_\_ molecules that flow with you as you move, but shock lock together to absorb \_\_\_\_\_ energy.

table continued

ADJECTIVES	NOUNS
easy	shirt
angry	team
patient	meal
dangerous	drink
heavy	clothes
abandoned	garden

3.2 There are two adjectives and two nouns in each of these sentences. Circle the adjectives and underline the nouns. An example has been done for you.

- a The new gloves were made of high-tech fibre.
- b This advanced material really gives me excellent protection.
- c Don't ask me to eat two apples as well as three bananas!
- d That team with customised shirts has awesome equipment.
- e We decided to go the local take-away but they only sold hot curries.
- f Make sure you watch out for hidden snakes and loose rocks.

3.3 Here is a passage that has some wrongly used adjectives in **bold**. Replace each incorrect adjective with a more effective (and correct) one. Write your replacements above the words in bold.

'I'm lost,' said the **alone** looking kid Ben hadn't noticed before.

'That's no good,' replied Ben, 'You know what's the **smartier** thing to do?'

'No, what would be **bestest** would be to see my mum,' sobbed the boy.

'OK,' Ben said quietly, 'Let me show you the **quickly** way back to the main road.'

'Thanks,' sniffled the boy, 'You are **nicest** than I thought when I first saw you. I want **mostest** to see my mum. She said to go to the **biggerer** supermarket on the main road if I got lost. Do you know the **largerest** one?'

'Yes, sure do,' replied Ben. '**Betterer** than that, I'll take you there right now.'

## ENGLISH IN USE

### Killer Camera by Anthony Horowitz

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.

[...]

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.

[...]

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 ...

[...]

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.

The man glanced at him, then nodded. 'Yes. That'll do.'

[...]

'I just want to get rid of it,' he said. 'I want to get rid of it all.'

'Who did it belong to?'

The man shrugged. 'Students,' he said—as if the one word explained it all. Matthew waited. The crowd had separated, moving on to the other stalls, and for a moment the two of them were alone. 'I used to rent a couple of rooms,' the man explained. 'Art students. Three of them. A couple of months ago they disappeared. Just did a bunk—owing two months' rent. Bloody cheek! I've tried to find them but they haven't had the decency to call. So my wife told me to sell some of their stuff. I didn't want to. But *they're* the ones who owe *me*. It's only fair ...'

A plump woman pushed between them, snatching up a handful of the T-shirts. 'How much for these?' the sun was still shining but suddenly Matthew felt cold.

... *they disappeared* ...

Why should three art students suddenly vanish leaving all their gear, including a hundred-pound camera, behind? The landlord obviously felt guilty about selling it. Was Matthew doing the right thing, buying it? Quickly he turned around and hurried away, before either of them changed their mind.



1 From the opening paragraph, write down the descriptions of the place where the car-boot sale is located, and the types of objects usually for sale.

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2 List all the objects Matthew sees in the boot of the Volkswagen.

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3 Now circle all the adjectives you included in your answers to questions 1 and 2.

4 Find the best example of an adjective being used to describe:

- the Volkswagen \_\_\_\_\_
- the man with the car-boot stall \_\_\_\_\_
- the camera \_\_\_\_\_

5 Find five other examples of adjectives used by the writer in this story opening.

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### ADJECTIVES IN YOUR HANDS

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

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

3.4 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				

3.5 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		

3.6 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.
- c Pets often show \_\_\_\_\_ **loyalty** to their owners.
- d The audience talked about the \_\_\_\_\_ **quality** of acting in the movie.
- e He wanted to express his \_\_\_\_\_ **feelings** to his girlfriend.
- f We were worried about his \_\_\_\_\_ **behaviour** at the party.
- g It was with \_\_\_\_\_ **sadness** that we had to say goodbye after the holidays.

### WRITING: FAVOURITES AND FRIENDS

Choose a favourite character from your favourite movie. Imagine you have to describe this character to a friend who has never seen the movie. Write a descriptive paragraph about this character and what they are like for a comment on your friend's online blog site or online journal. You must use at least five adjectives in your description.



# Unit 4 Adjectives Add — Types of Adjectives

## ENGLISH IN FOCUS

### Nude School by Lucy Sussex

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.

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 Highlight 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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## FORMING ADJECTIVES

Different types of adjectives can be formed in many different ways:

1 Adjectives can be formed using compound words. A compound word is a combination of two or more words. 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 sky blue car      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

2 To form the superlative, add the suffix *-est*, or use the word 'most':

strong → strongest      danger → most dangerous

3 Some adjectives have irregular comparative and superlative forms. For example:

good → better → best      bad → worse → worst

4 Some adjectives do not have a comparative or superlative form at all, because the word stands on its own. For example:

unique      perfect      right

4.1 Give the comparative and superlative forms of these adjectives.

	POSITIVE	COMPARATIVE	SUPERLATIVE
a	tough		
b	little		
c	hungry		
d	fast		
e	hopeless		
f	lonely		
g	strange		
h	short		
i	unusual		
j	awesome		

4.2 Change the meaning of these sentences by using a positive, comparative or superlative adjective. You may need to rewrite the sentence in a different way. An example has been done for you.

- a It was a strange school. → It was the strangest school I had ever seen.
- b They gave me cold chicken. \_\_\_\_\_
- c He tried to tell a funny joke. \_\_\_\_\_
- d The budgie was quiet. \_\_\_\_\_
- e We saw many famous people. \_\_\_\_\_
- f The smell was bad. \_\_\_\_\_

4.3 Mix and match the following adjectives to make compound adjectives and complete the sentences below. Use hyphens when necessary.

well    open    three    good    face    better  
 saving    for-nothing    legged    ended    known    worn

- a That \_\_\_\_\_ animal has ripped up my shoes again.
- b If you own up straight away you won't have to do any \_\_\_\_\_ apologies.
- c There are a number of \_\_\_\_\_ stools in the hallway you can use.
- d The room was full of \_\_\_\_\_ sports stars preparing for the awards.
- e The \_\_\_\_\_ question left everyone in the audience wondering what the answer could be.
- f There were many reasons for her wearing that \_\_\_\_\_ dress again tonight.

ENGLISH IN USE

Nude School by Lucy Sussex

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 knobby **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.

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

\_\_\_\_\_

2 Which of these experiences do you think would be the worst? Give two reasons for your point of view.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3 This writer uses adjectives to give a detailed picture of this new school. Find four examples where adjectives are included to describe:

- the uniform \_\_\_\_\_
- the chair \_\_\_\_\_

### ADJECTIVES IN YOUR HANDS

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

4.4 Put these words from the story into correct alphabetical order. Write Yes or No next to each word to show whether it is used as an adjective in the story. The words are shown in bold in the extract.

WORD	ALPHABETICAL ORDER	USED AS ADJECTIVE? (YES/NO)
a	chicken	
b	oil	
c	uniform	
d	school	
e	punishment	
f	class	
g	ginger	
h	old	
i	wooden	
j	chair	
k	smiling	
l	ripped	
m	shallow	
n	grinned	
o	home	
p	shorts	

4.5 Create a paragraph to describe 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.

Mrs Pierce:

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Miss Newstead-Ott:

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4.6 Decide how you would replace these over-used adjectives with more interesting choices. Rewrite each sentence with your replacement adjectives.

- a Crys thought it was a **bad** school. \_\_\_\_\_
- b It was a **nice** town but it was a **boring** school. \_\_\_\_\_
- c That **bad** experience made him decide it was time to find a **good** job. \_\_\_\_\_
- d My **good** marks inspired me to continue to make a **good** effort. \_\_\_\_\_



### WRITING: WHO AM I?

Write a word portrait of yourself for someone who does not know you. Include vivid adjectives that give details about your looks (hair, eyes, face, body), your clothes (colours, styles, favourites), your room (objects, colours) and your interests (hobbies, sports, favourite activities). Write about 200 words.

Compare your portrait with some of your classmates' portraits. You might hold an anonymous guessing or drawing competition using these word portraits.



# Unit 5 Pronouns in Place — Personal and Possessive Pronouns

## ENGLISH IN FOCUS

### Going Off by Colin Bowles

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 alright. 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.

1 At the beginning of this story about his family, why do you think Gugs, or Gregory, 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 This 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.

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## WHAT ARE 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 Gugs' 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, hers (singular)
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)

They forgot to pack their cameras and she also forgot hers. (third person)

Note that you never need to use an apostrophe with possessive pronouns.

5.1 Highlight all the pronouns in this paragraph from *Going Off*:

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.

5.2 Here are sentences that include personal pronouns. Change the personal pronouns in each sentence into the first, second or third person shown in brackets. An example has been done for you.

- a We are going to **my** gran's place tomorrow. (change to second person) →  
You are going to **your** gran's place tomorrow.
- b I will be looking forward to **my** new school. (change to third person)  
\_\_\_\_\_
- c She couldn't believe **her** luck when the raffle ticket was drawn. (change to first person)  
\_\_\_\_\_
- d You must remember to buy **your** brother a birthday present today. (change to first person)  
\_\_\_\_\_
- e They are going to the movies with **their** family on the weekend. (change to second person)  
\_\_\_\_\_
- f My local shopping centre was deserted when I went to buy **my** new clothes. (change to third person)  
\_\_\_\_\_

5.3 Replace each of the nouns in bold with a suitable personal pronoun to make this paragraph more interesting, and less clumsy and monotonous.

Ms Williams loves shoes. **Ms Williams** loves buying shoes and **Ms Williams** loves wearing shoes. Ms Williams wonders why everyone else doesn't like shoes as much as **Ms Williams** does. **Ms Williams** has a huge variety of shoes stacked inside cupboards in her apartment. But those stacks of shoes inside **cupboards** have begun to overflow and now shoes take up all the space under **Ms Williams'** bed and inside **Ms Williams'** laundry. **Ms Williams** even carries shoes in **Ms Williams'** car. And you guessed it! Ms Williams' numberplate is 'Shooze'.

ENGLISH IN USE

Going Off by Colin Bowles

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.

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4 To show how skilfully the writer Colin Bowles uses pronouns in his writing, rewrite this paragraph and replace all the pronouns in bold with the person, place or thing they refer to. Then read aloud the original paragraph and your new paragraph to hear the difference.

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**.

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### PRONOUNS IN YOUR HANDS

- 5.4 What does the writer mean when he puts the following words into the mouth of his main character Gregory? Look back at the passage where Gregory uses these words.

a 'the older, wiser, cooler fourteen-year-old part of my brain'

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b 'my brain told me to chill'

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c 'I guess I'd grown up a lot in the last year.'

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d 'It's not so bad. Really.'

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e 'It would be just hell joy'

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

a I me my mine his it you your we she her they

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- 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

- 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.

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b 'Are **we** going to his house or is he coming to our?' asked Jess. 'We have to plan for food, and he needs to **tell** ours.'

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c The tired tourists were grateful to reach **her** accommodation and unpack **our** bags at last.

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d 'You caps are on the bench, so don't forget where they are,' called Dad.

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e **Them** books are lying on **yous** table when you want them.

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### WRITING: FOOD AND FUN

Write a paragraph for an online blog about one of the following topics:

- your favourite food
- your favourite hobby
- your favourite holiday place.

Use a variety of personal and possessive pronouns in your writing.



# Unit 6 Verbs Alive — Types of Verbs

## ENGLISH IN FOCUS

A microstory is a story created with exactly 100 words. This one was written by a Year 7 student.

### Run by Sally Cornish

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!!

- From this microstory, make a list of 10 action-packed verbs (the words that do the action).  
 \_\_\_\_\_  
 \_\_\_\_\_
- How do these verbs help make this microstory a successful one?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Make a list of 10 new action-packed verbs that could be included if this was a 200-word story. Choose verbs that would suit the story.  
 \_\_\_\_\_  
 \_\_\_\_\_

## WHAT ARE 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 **fights** with Susie. (Fights 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.

Here are some examples of common linking verbs.

Common linking verbs	Example
to be (includes am, is, are, will, were)	We <b>will</b> sit here.
to look	His puppy <b>looks</b> sick.
to seem	This little girl <b>seems</b> lost.
to appear	That remote <b>appears</b> broken.
to remain	I will <b>remain</b> at home.
to become	My brother <b>became</b> louder.
to grow	That music is <b>growing</b> louder.
to feel	My sister <b>felt</b> annoyed.
to taste	This <b>tastes</b> awful.
to smell	Your lasagne <b>smells</b> great.
to sound	My brother <b>sounded</b> crazy.



## AUXILIARY VERBS

An auxiliary verb, also known as a helping verb, joins with the main verb to create a sentence. When an auxiliary verb joins the main verb it is called a verb phrase. For example:

James **is teasing** his sister.

We **were playing** a game with the remote.

My mum **had decided** to act.

The remote **will stay** on the table.

The table below lists the most common auxiliary verbs.

Common auxiliary verbs		
am	are	is
do	does	did
can	could	
have	has	had
may	might	must
shall	should	
will	would	
was	were	

Auxiliary verbs are often used when you form a question. However, the auxiliary verb is separated from the rest of the verb phrase (the main verb). For example:

**Are you teasing** your sister again?

**Did you scream** at your brother?

**Would someone help** me with the dinner please?

**Have they emptied** the rubbish bins yet?

6.1 Circle the verbs or verb phrases in these sentences.

a I love my sister now.

c It was always my fault.

b All I remember is fighting with her.

d I never really thought about her as a person.

6.2 Create five sentences that each contains two verbs from the list below. You can use the verbs in any tense form you wish. When you have finished, highlight the subject of each sentence and circle the two verbs. An example has been done for you.

hate	have	jump
climb	sit	complain
dance	swim	bark
describe	play	read
buy	drink	drive
search	write	cry

a I'm dancing with my sister but I hate it.

- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_

6.3 Write about an accident in three or four sentences. Think about which action, linking and auxiliary verbs you will use. Choose one of the following sentences to open your writing:

- It was an accident!
- Don't blame me.
- I was in the car.
- I didn't know it would happen.

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**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! 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.

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

---



---

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

---

3 Find and list 10 auxiliary verbs from these three microstories.

---



---

4 Find at least five linking verbs in these three microstories and write them out.

---

**VERBS IN YOUR HANDS**

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
is	spying
could	shopping
has	phone
should	want
would	skating
were	think
does	run

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

VERB	MEANING
surge	cry out, shout
drag	break into pieces
growl	draw out longer
escape	move suddenly forwards
scatter	murmur angrily
smash	throw about
yell	flee quickly
scream	pull along with effort
stretch	get free
run	give a high-pitched cry

6.6 In your workbook, use each of the verbs from the table in activity 6.5 in a sentence. Try to use auxiliary verbs and different forms of the verbs in the sentences you create. An example has been done for you.

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

**WRITING: MAGNIFICENT MICROSTORIES**

Now write a microstory yourself! You must write 100 words: not one word more or one word less. You can write about any subject you wish, but of course it has to be action-packed and include a twist at the end! As you plan, draft and polish your microstory, try to use the best selection of verbs to make your story interesting. You could have a class microstory contest, too!



# Unit 7 Verbs Alive — Using Simple Tenses

## ENGLISH IN FOCUS

### Black Belt by Nicole Pluss

#### 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 'MMMuuuummm' at the top of her voice, and then I'd cop it.

1 How does the narrator (the person telling the story) annoy his sister?

---

---

---

2 How does his sister react to his teasing?

---

---

---

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

---

---

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

- 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.' \_\_\_\_\_

## TYPES OF TENSES

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

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

I take the remote. He loves his sister.

A verb is in the past tense if the action or thought happened in the past. For example:

I took the remote yesterday. He loved his sister when they were young.

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

I will take the remote tomorrow. He will love his sister in a few years from now.

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

- love (present)
- loved (past) (add -ed)
- will love (future) (the auxiliary verb **will** is inserted before the verb **love**)

## IRREGULAR VERBS

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

- You/we/they were teasing. (past)
- He/she/it was teasing. (past)
- I am teasing. (present)
- 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 be familiar with:

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

7.1 Rewrite this paragraph in the past tense.

I look at the damage. My trail bike is down a ravine, and I can see wheels and bits of engine scattered on the rocks. There is not much I can do. That bike is not going anywhere, and neither am I. There is only one thing to do. I get up, brush myself down and take off for the main road.

---

---

---

---

7.2 Use the verb in brackets to complete each sentence with a suitable verb tense.

- a On my birthday last week I (open) \_\_\_\_\_ my presents before breakfast.
- b When the movie finishes, I (phone) \_\_\_\_\_ you to pick me up.
- c This heavy box is the last one I (pack) \_\_\_\_\_ for tomorrow.
- d We made sure we (take) \_\_\_\_\_ the cooking gear you left on the bench.
- e There is no way I (go) \_\_\_\_\_ to the pool in this weather.
- f This plan (to be) \_\_\_\_\_ working just as we predicted.

7.3 Each of these sentences has an irregular verb in it. Write the past tense of the verb in the space provided. An example has been done for you.

- a We **blow** the dust off the old machine. → blew
- b I **break** the seal on the ancient tomb. \_\_\_\_\_
- c The back-up team **bring** the camping gear for the overnight trip. \_\_\_\_\_
- d The girls **creep** through the house as silently as possible. \_\_\_\_\_
- e We **drink** the water straight out of the mountain stream. \_\_\_\_\_
- f The campers **slide** down the side of an enormous sandhill. \_\_\_\_\_
- g Some birds **fly** thousands of kilometres north for the winter. \_\_\_\_\_
- h I **strike** the match to light the barbecue. \_\_\_\_\_
- i The little boys **swing** on the rope in the children's playground. \_\_\_\_\_

## ENGLISH IN USE

### Black Belt by Nicole Pluss

#### 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.

1 What is worrying James (the narrator) about his sister 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?

---

---

4 From the extract, complete the following table and find the number of items indicated in brackets. Hint: some verbs can be part of a contraction (a contraction is a shortened way of writing e.g. she's → she is).

PRESENT TENSE VERBS (× 10)	PAST TENSE VERBS (× 10)	FUTURE TENSE VERBS (× 1)	EXAMPLES OF THE VERB <i>TO BE</i> (× 2)	AUXILIARY VERBS (× 5)

5 Why do you think the author uses past, present and future tenses all in the one piece of writing?

\_\_\_\_\_

\_\_\_\_\_

### SIMPLE TENSES IN YOUR HANDS

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 Dad put in our pool made my nose block up.
- b haemorrhage (present) \_\_\_\_\_
- c pressure (past) \_\_\_\_\_
- d coma (future) \_\_\_\_\_
- e actually (present) \_\_\_\_\_
- f imagine (future) \_\_\_\_\_
- g granted (past) \_\_\_\_\_

7.5 Insert an appropriate auxiliary verb using 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)

7.6 Use your workbook to create one sentence in the past tense and one in the future tense for each of the irregular present-tense verbs below. Check your spelling carefully. An example has been done for you.

- a think → I thought it was Tuesday yesterday. → I will think about the idea of a camping trip.
- b tread
- c wake
- d throw
- e win
- f write
- g spin
- h stand
- i spend
- j speak

### WRITING: UNUSUAL PETS

Imagine you have a rare and unusual pet. A TV current affairs show wants you to tell people all about it in a one-minute live segment. Write about your unusual pet using all three tenses. You might like to search the internet for rare creatures and their habits. Describe how you got your pet (past tense); what it is like now (present tense); and what you will do with it in the future (future tense). Write about 200 words to fit the time limit. This means you need about 60 words per tense.

Compare your rare pet story with others in your class. You might have a contest to see who can first pick when the tense changes as your rare pet stories are read aloud.



# Unit 8 Actively Adverbs — How Adverbs Work

## ENGLISH IN FOCUS

### The Other Facts of Life by Morris Gleitzman

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.'

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

\_\_\_\_\_

\_\_\_\_\_

2 What is the 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 following 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**' \_\_\_\_\_

## WHAT ARE ADVERBS?

### ADVERBS GIVE EXTRA INFORMATION

Adverbs are words that usually give extra information about the meaning of verbs (they modify 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'.

## ADD *-LY* TO FORM AN ADVERB

Many adverbs are formed by adding *-ly* to an adjective. The following table shows you how this is done.

Adjective	Adverb	Adjective	Adverb
sad	sadly	eager	eagerly
cheerful	cheerfully	brave	bravely
cold	coldly	wild	wildly
clear	clearly	quick	quickly

## POSITIVE, COMPARATIVE AND SUPERLATIVE ADVERBS

Adverbs have three common forms: the positive, the comparative and the superlative.

1 The positive form of an adverb is used to describe an action. For example:

My sister plays **well**.

Our car runs **badly**.

2 The comparative form of an adverb is used when two people or things are being compared. For example:

Jeff practised **less seriously** than Nick.

She sings **more beautifully** than I do.

3 The superlative form of an adverb is used when more than two people or things are compared. For example:

She was the **best** of all the players.

Their team trained the **most enthusiastically** of all.

4 Comparative and superlative adverbs are often formed by adding *more/most* or *less/least* before the positive adverb. For example:

**loudly/more loudly/most loudly**

**gently/less gently/least gently**

5 Some adverbs have irregular comparative and superlative forms. These words cannot take *more/most* or *less/least*, but require an irregular form of the adverb. For example:

Positive	Comparative	Superlative
well	better	best
badly	worse	worst
fast	faster	fastest
soon	sooner	soonest
large	larger	largest

8.1 Highlight the adverbs in each of the following sentences.

- a Ben carefully shaved his head with an electric razor.
- b We sat outside where the air was cooler.
- c The team trained vigorously for the grand final.

d Ash felt quite sick after the plane trip.

e I've been to Movie World twice in my life so far.

8.2 Think of two adverbs to answer each question about the driver smiling:

The driver smiled.

- a How did the driver smile? \_\_\_\_\_
- b When did the driver smile? \_\_\_\_\_
- c How often did the driver smile? \_\_\_\_\_
- d To what degree did the driver smile? \_\_\_\_\_

8.3 Write one sentence that contains the comparative form of the adverb and another one that contains the superlative. An example has been done for you.

- a Ben answered **enthusiastically**. → His dad answered **more** enthusiastically.  
His sister answered **most** enthusiastically.
- b The mountains are **near**. \_\_\_\_\_
- c It rained **heavily** yesterday. \_\_\_\_\_
- d Claire speaks **softly**. \_\_\_\_\_
- e Off-road bikes are **fast**. \_\_\_\_\_
- f James ate **slowly**. \_\_\_\_\_
- g The bushwalkers ate **quickly**. \_\_\_\_\_

**The Other Facts of Life** by Morris Gleitzman

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 vapourised **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.'

1 What excuses does Jason give for not believing that the film about the atomic bomb blowing up Hiroshima is a documentary?

\_\_\_\_\_

2 Why do you think Ben (who is 12 years old) might have decided to shave his own head?

\_\_\_\_\_

3 Briefly explain how each of the following words in **bold** adds to the meaning of what is happening.

a 'They do that with models,' said Jason **cheerfully**.

\_\_\_\_\_

b '... within two kilometres of the nuclear blast people are vapourised **instantly**.'

\_\_\_\_\_

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

\_\_\_\_\_

d Ben blew **expertly** across the rotating heads of the razor.

\_\_\_\_\_

**ADVERBS IN YOUR HANDS**

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** → **coily**

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

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

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

8.5 Choose the correct adverb from each pair in the brackets.

- a My sister did really (good/well) \_\_\_\_\_ in her driving test.
- b You cleaned your room very (bad/badly) \_\_\_\_\_ so do it again.
- c Sally ate her food too (quick/quickly) \_\_\_\_\_.
- d Tran was (real/really) \_\_\_\_\_ pleased with his performance.

**WRITING: SCENE OF THE CRIME**

Imagine you have witnessed a serious crime taking place in a main street. A police officer is going to interview you at the scene of the crime. There is broken glass, a knife, a bag and a dead body. Use the following adverbs, and any others you decide are appropriate, to answer the police officer's questions.

violently    suddenly    quickly    very    urgently    loudly    extremely    here    everywhere

What did you see? Did you hear anything? What happened afterwards?





# Unit 9 Preposition Position — What Prepositions Do

## ENGLISH IN FOCUS

### Team Taylor – *Twilight's* hot new player from *Dolly Magazine*

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!'

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 words:

- a before \_\_\_\_\_
- b through \_\_\_\_\_
- c above \_\_\_\_\_
- d with \_\_\_\_\_
- e near \_\_\_\_\_

3 Which of the small changes you made in question 2 also changed the meaning of your answer completely? Place a tick (✓) in the appropriate box.

	CHANGE TO MEANING	NO CHANGE TO MEANING
a		
b		
c		
d		
e		

### PREPOSITIONS CONNECT

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. 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 along behind beside during in like opposite since towards up  
 above at below by for inside off outside through under with  
 after before beneath down from into on over to until without

Some prepositions have very clear opposites. For example:

- over/under inside/outside above/below to/from up/down before/after

### 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

When you change a preposition, the whole meaning of a sentence can change. For example:

- The puppy is **inside** the car.      The puppy is **behind** the car.  
 The puppy is **beside** the car.      The puppy is **under** the car.

The noun or pronoun that follows the preposition is called its object. For example:

The baby's rubber ducky was left **in the bath**. (the bath is the object of the preposition in).

The supporting band members arrived **before them**. (them is the object of the preposition before).

9.1 Look at the passage on *Twilight*, and find three more prepositions and their phrases. Put a circle around the preposition and underline the rest of the prepositional phrase. An example is done for you.

- a (for) a livin'
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_

9.2 Choose a preposition from the list on page 51 to complete these sentences:

- a I love to go \_\_\_\_\_ the movies with my friends.
- b There were lightning strikes \_\_\_\_\_ the storm.
- c The book you're looking for is \_\_\_\_\_ the shelf.
- d I can see my favourite car \_\_\_\_\_ the window of the car dealership.
- e At the formal dinner we sat \_\_\_\_\_ the official guests.
- f I can't wait \_\_\_\_\_ the holidays to get here.
- g 'I can't go \_\_\_\_\_ my only water bottle,' called Jack.

9.3 Highlight the prepositional phrases in each sentence.

- a The vampire craze has been popular for a number of years.
- b In a fast-flowing river you might have to swim across the current.
- c Above the roar of the crowd I could hear the beat of the drum.
- d Under new learner-driver rules you have to wait a number of months before you can do the driving test.

ENGLISH IN USE

Shiny & Smart

1 The prepositions in this advertisement give more information about the product, and the company selling it. In the top left-hand corner is the Telstra slogan: 'Works better in more places'. Underline the prepositional phrase and circle the preposition in this slogan.

2 Notice that the slogan does not simply say 'Works better'. What does the longer prepositional phrase add to Telstra's message?

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

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

## PREPOSITIONS IN YOUR HANDS

9.4 Here is a collection of prepositions and their prepositional phrases. The person who wrote them down made spelling mistakes in some of these phrases. Write the correct spelling in the space provided for those words that are incorrectly spelt. Be warned, some have no mistakes!

- a beside the empty counter \_\_\_\_\_
- b beneath the other bed \_\_\_\_\_
- c within a day's time \_\_\_\_\_
- d accros the open feild \_\_\_\_\_
- 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 \_\_\_\_\_

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 item. 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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9.6 A synonym is a word that means the same (or nearly the same) as another word. For example, **contest** is a synonym for **competition**. Think of a synonym for each of the following prepositions:

- a below \_\_\_\_\_
- b inside \_\_\_\_\_
- c near \_\_\_\_\_
- d towards \_\_\_\_\_
- e above \_\_\_\_\_

9.7 An antonym is a word that means the opposite of another word. For example, **hot** is the antonym for **cold**. Think of an antonym for each of the following prepositions:

- a over \_\_\_\_\_
- b inside \_\_\_\_\_
- c near \_\_\_\_\_
- d below \_\_\_\_\_
- e towards \_\_\_\_\_

### WRITING: WHAT HAPPENED?

Use at least five of the prepositions below to write a two-paragraph story (about 200 words) that begins and ends with the following sentences:

“They told Alex it was a haunted house ... Alex decided never to tell anyone. Ever.”

- |         |            |         |
|---------|------------|---------|
| through | within     | against |
|         | underneath | during  |
| above   | near       | past    |
|         | towards    | until   |



# Unit 10 Conjunctions Connect — How Conjunctions Work

## ENGLISH IN FOCUS

### Spit Disappears by James Aldridge

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.'

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:

- 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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- He had been seen from one end of town to the other. Nobody could offer any real facts to Sergeant Collins whose duty it was to find him.

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## WHAT ARE CONJUNCTIONS?

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	where

You can **once** you have finished your homework.

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

Jump **unless** you think the gap is too wide.

## 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!

3 Conjunctions can be placed at the start of a sentence and still join both parts of the sentence. For example:

**Because** you are late for the interview, you will have to wait in the foyer.

4 Conjunctions can join shorter sentences to make longer ones. For example:

The boy saw the plane. He went outside. The plane swooped low over his house.

The boy saw the plane **so** he went outside **while** the plane swooped low over his house.

10.1 Use a conjunction to complete each of these sentences.

- a Sally was excited \_\_\_\_\_ exhausted.
- b Do you want to go to a game \_\_\_\_\_ go to a movie?
- c I thought he was well \_\_\_\_\_ now he looks sick.
- d I will go \_\_\_\_\_ you want me to go.
- e \_\_\_\_\_ you are ready we can make the trip together.
- f \_\_\_\_\_ it is early we can still get a paper from the local shop.
- g No matter what Chris said we cannot arrive \_\_\_\_\_ the rest of the boys do.

10.2 Underline the words that are joined by the conjunctions shown in **bold**, and then name what part of speech they are. An example has been done for you.

- a Kate likes green **and** yellow outfits for the team. (green and yellow are adjectives.)
- b You have the choice of sausages **or** chops for dinner tonight. \_\_\_\_\_
- c The room was dark **yet** welcoming. \_\_\_\_\_
- d The castle appeared slowly **and** majestically. \_\_\_\_\_
- e This one has got to be for me **or** you! \_\_\_\_\_
- f The weather was cold **but** sunny. \_\_\_\_\_

10.3 Complete each sentence by adding suitable words after the conjunction.

- a They were running quickly when \_\_\_\_\_
- b We will reach the summit although \_\_\_\_\_
- c There will be plenty to eat unless \_\_\_\_\_
- d The musical will be a success because \_\_\_\_\_
- e We ordered some takeaway but \_\_\_\_\_

## ENGLISH IN USE

### Spit Disappears by James Aldridge

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 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 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.

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

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2 Give two reasons why some people were not too worried when they heard Spit had disappeared.

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