

OXFORD

# MyEnglish

## VICTORIAN CURRICULUM

SAMPLE  
CHAPTERS






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# MyEnglish 8

## VICTORIAN CURRICULUM

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PREPOSITIONS

# UNIT 11A: COLONS AND SEMICOLONS

A **colon** (:) is a punctuation mark that can be used to connect two parts of a sentence. Colons are always used after a clause to add a list or further information.

A colon may be used to introduce a list.

I packed my bag with everything I would need: textbooks, a notepad, a pencil case and my diary.

A colon can also be used to give additional information about the first part of a sentence.

Maria was horrified: the surprise had been ruined.

There is one food I love above all others: broccoli.

A **semicolon** (;) is a punctuation mark that separates two related clauses which are closely connected, but cannot stand alone as individual sentences. The semicolon shows that there is a clear relationship between the two ideas being expressed by the sentences. It indicates a break that is longer than a comma, but shorter than a full stop.

The queue at the organic vegetable stand was enormous; it has always been one of the most popular stalls at the market.

A semicolon can also be used to break up information in a complex list, such as a list that also contains commas.

They visited Melbourne, Victoria; Sydney, New South Wales; and Brisbane, Queensland.

## YOUR TURN 11.1

Place at least one colon or semicolon into each of the following sentences as necessary.

- 1 Listen to me carefully I will not repeat this again.
- 2 Invitations were sent to most of the group Abigail, Amit, Spencer and Minh.
- 3 We went to the food court for lunch there were a multitude of delicious possibilities.
- 4 Some of my favourite books are *Boy*, Roald Dahl *The Hobbit*, JRR Tolkien and *Charlotte's Web*, EB White.
- 5 The boat worked as well as expected it sank.

## YOUR TURN 11.2

Indicate whether or not the following sentences are using colons or semicolons correctly. If the sentence is incorrect, rewrite it in the space provided.

- 1 I opened my eyes and saw: my nemesis my mother.

---

- 2 We picked up some great ingredients; chillies; noodles; beef stock; coriander; and beans.

---

- 3 There were hundreds of people there the festival was having its most successful year; so far.

---

- 4 The best thing about Christmas lunch: the leftovers.

---

- 5 There are many public holidays throughout the year: Australia Day: Labour Day: Good Friday: and Anzac Day being just a few.

---

## YOUR TURN 11.3

Add all appropriate punctuation to this passage. Make sure you also use a capital letter at the beginning of each sentence. Cross out the punctuation marks as you use them.

.	.	.	.
?	!	,	,
,	,	;	:

we had been so excited about the trip who wouldnt want to sail to a beautiful island we were well-prepared with provisions sandwiches apples lemonade and chocolate cake unfortunately no-one had bothered to check the weather forecast it poured the weather was so miserable that we cancelled our plans on the spot we didn't even bother to get out of the car

# UNIT 11B: COLONS AND SEMICOLONS

## The Giver

Lois Lowry

Jonas smiled back at his sister. Lily's feelings were always straightforward, fairly simple, usually easy to resolve. He guessed that his own had been, too, when he was a Seven.

He listened politely, though not very attentively, while his father took his turn, describing a feeling of worry that he'd had that day at work: a concern about one of the newchildren who wasn't doing well. Jonas's father's title was Nurturer. He and the other Nurturers were responsible for all of the physical and emotional needs of every newchild during its earliest life. It was a very important job, Jonas knew, but it wasn't one that interested him very much.

'What gender is it?' Lily asked.

'Male,' Father said. 'He's a sweet little male with a lovely disposition. But he isn't growing as fast as he should, and he doesn't sleep soundly. We have him in the extra care section for supplementary nurturing, but the committee's beginning to talk about releasing him.'

'Oh, *no*,' Mother murmured sympathetically. 'I know how sad that must make you feel.'

Jonas and Lily nodded sympathetically as well. Release of newchildren was always sad, because they hadn't had a chance to enjoy life within the community yet. And they hadn't done anything wrong.

There were only two occasions of release which were not punishment. Release of the elderly, which was a time of celebration for a life well and fully lived; and release of a newchild, which always brought a sense of what-could-we-have-done. This was especially troubling for the Nurturers, like father, who felt they had failed somehow. But it happened very rarely.

(Collins, 1994, p. 7)

## YOUR TURN 11.4

### Comprehension

- 1 Is Jonas older or younger than his sister? How can you tell?

---

---

- 2 What does it mean to be a Nurturer?

---

---

3 Why is Jonas' father concerned about one of the newchildren?

---



---

4 What do you think 'release' might mean?

---



---

## Context

5 Highlight all of the punctuation marks in the extract.

6 How many apostrophes are in the extract? List each word and indicate whether the apostrophe is of contraction or possession.

Word(s) with apostrophe	Contraction (C) or possession (P)

7 Find a sentence from the passage containing a semicolon. Write out the sentence in the space provided.

---



---

8 Find a sentence from the passage containing a colon. Rewrite this as two separate sentences. You will need to alter the second sentence to ensure that it is grammatically correct.

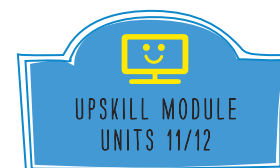
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# UNIT 12A: BRACKETS AND DASHES

**Brackets** and **dashes** are used to include additional information in a sentence.

**Round brackets** (), also called **parentheses**, are used for information that isn't as important as the rest of the sentence. If the information contained within the parentheses is removed, the sentence should still make sense without them

It was extremely cold (minus 4 degrees) so it was important to dress warmly.

**Square brackets** [] also introduce additional information, but are used to indicate that the original words of the writer or speaker have been altered by someone else.

When he returned home, she [the boy's sister] had already left for work.

**Dashes** – can also be used to add additional information to a sentence. In contrast to brackets, dashes put extra emphasis on this new information. Dashes are generally used in informal writing, particularly direct speech.

That car – the sporty one – is the same as my brother's new one.

## YOUR TURN 12.1

Read each sentence and insert parentheses where appropriate.

- 1 It was quite late after midnight so I decided to go to bed.
- 2 My father's dog a German shepherd looks fierce but is very gentle.
- 3 Julia didn't know her way around she had only been there once before and quickly got lost in the maze of streets.
- 4 I love to eat crayfish and crustaceans in general.
- 5 Several items a phone, two wallets and a calculator have gone missing in suspicious circumstances.

## YOUR TURN 12.2

Rewrite each of these sentences, adding dashes as necessary.

- 1 Hey you the girl with the red top come here!

---

- 2 There's a smell that burning smell that seems to be coming from the engine.

---

- 3 Look over there to your left for an incredible view.

---

- 4 Later on once the dishes are done we can watch a film.

---

- 5 It was so noisy there was a huge storm that I couldn't sleep.

---

### YOUR TURN 12.3

The following pairs of sentences could also be re-written as single sentences, using either dashes or parentheses. Join each pair as a single sentence, making use of the appropriate punctuation mark.

- 1 Will's sister is in the air force. She is coming home to visit the family.

---

---

- 2 There's a new development being built on the hill. The houses will all have three or four bedrooms.

---

---

- 3 My mother prefers to be called by her middle name, Theresa. Her first name is Mary.

---

---

- 4 Stephanie is bringing a guest for dinner. She has a new boyfriend.

---

---

- 5 I bought a packet of salt and vinegar chips. They are my favourite.

---

---

# UNIT 12B: BRACKETS AND DASHES

## The Giver

Lois Lowry

It had happened during the recreation period, when he had been playing with Asher. Jonas had casually picked up an apple from the basket where the snacks were kept, and had thrown it to his friend. Asher had thrown it back, and they had begun a simple game of catch.

There had been nothing special about it; it was an activity that he had performed countless times: throw, catch, throw, catch. It was effortless for Jonas, and even boring, though Asher enjoyed it, and playing catch was a required activity for Asher because it would improve his hand-eye coordination, which was not up to standards.

But suddenly Jonas had noticed, following the path of the apple through the air with his eyes, that the piece of fruit had – well, this was the part that he couldn't adequately understand – the apple had *changed*. Just for an instant. It had changed in mid-air, he remembered. Then it was in his hand, and he looked at it carefully, but it was the same apple. Unchanged. The same size and shape: a perfect sphere. The same nondescript shade, about the same shade as his own tunic.

There was absolutely nothing remarkable about that apple. He had tossed it back and forth between his hands a few times, then thrown it again to Asher. And again – in the air, for an instant only – it had changed.

(Collins, 1994, p. 24)

### YOUR TURN 12.4

#### Comprehension

- 1 What do you think is the relationship between Jonas and Asher?  

---

---
- 2 Is Jonas more or less coordinated than Asher? How do you know this?  

---

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- 3 What happens to the fruit in mid-air?  

---

---
- 4 When Jonas examines the apple, what does he notice about it?  

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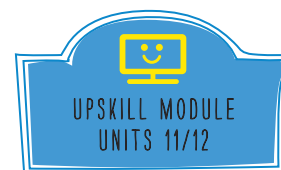
## Context

- 5 Highlight all of the punctuation marks in the extract.
- 6 Rewrite the following sentence, replacing some of the commas with parentheses and some with dashes.

It was effortless for Jonas, and even boring, though Asher enjoyed it, and playing catch was a required activity for Asher because it would improve his hand-eye coordination, which was not up to standards.

- 7 Find two sentences from the passage containing dashes, and write these sentences out in full.

- 8 Write a brief paragraph about suddenly noticing something that you hadn't seen before. Try to use at least one set of parentheses and at least two dashes in your paragraph.



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