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NEW SOUTH WALES

Paul Grover
Rachel Williams
Michael Horne

Years 7–10
Evaluation Pack

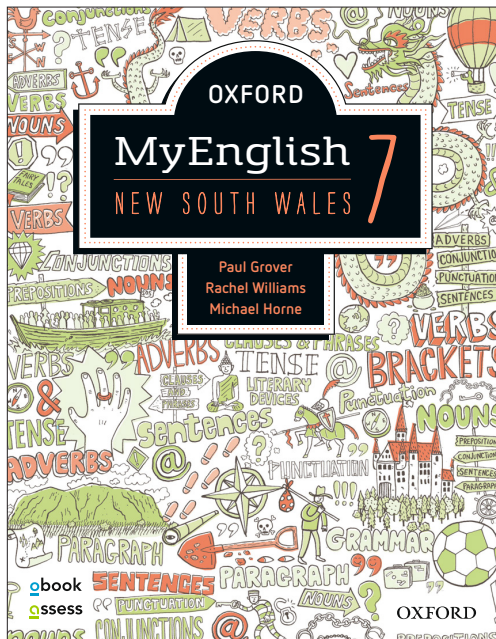
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Oxford MyEnglish New South Wales

Years 7–10 Evaluation Pack



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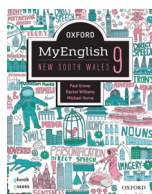
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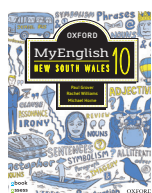
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Oxford MyEnglish New South Wales is an integrated print and digital solution for students of NSW Junior English. Developed to cater for mixed-ability classrooms, *Oxford MyEnglish* offers an engaging and accessible approach to English grammar and skills.

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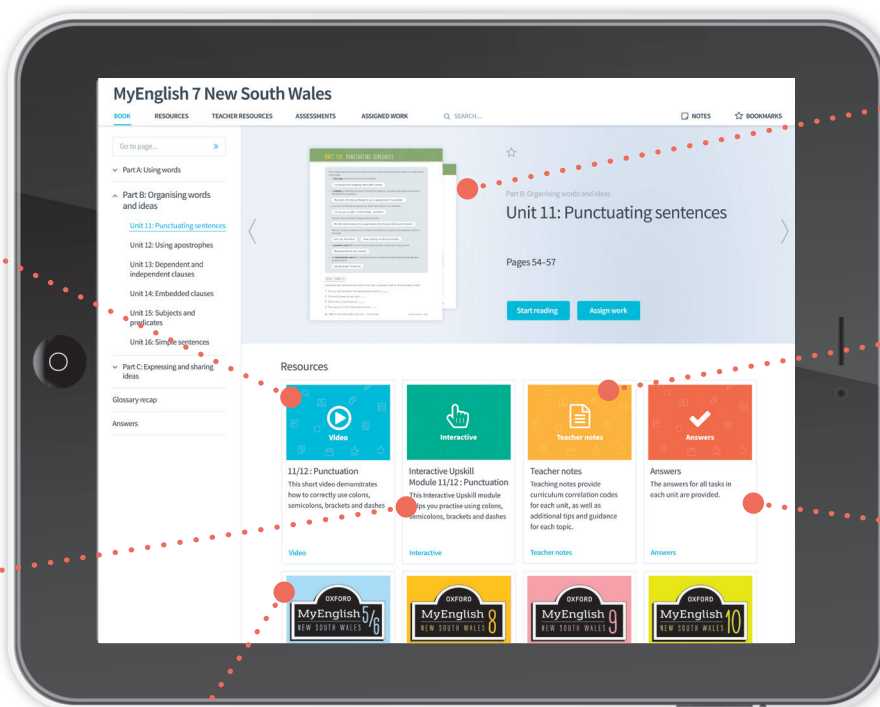
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The *Oxford MyEnglish New South Wales 7–10* evaluation pack aims to demonstrate how the *Oxford MyEnglish* content works together and allows progression up and down the year levels.

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Unit 2 Pronouns



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UNIT 1A: TYPES OF NOUNS

Nouns are words used to name things. They name places, people, feelings, ideas and other things.

- A **common noun** names ordinary things. It only has a capital letter if it starts a sentence.

bird, letterbox, bed, orange, book

- A **proper noun** names a particular thing, person or place. Proper nouns always have a capital letter.

Melbourne, Australia, Kristen, Jack, London, January, Toyota

- A **concrete noun** names a physical thing that you can see, touch, smell, hear or taste.

choir, computer, fragrance, paddock

- An **abstract noun** names a quality, feeling or idea. These are all things that you cannot see or touch.

anger, positivity, kindness, fear



YOUR TURN 1.1

- Highlight the common noun: already, short, chemical, speedily.
- Highlight the proper noun (which needs to be capitalised): interesting, reared, belgium, cake.
- Highlight the concrete noun: tissue box, absence, mystery, disappearance.
- Highlight the abstract noun: interest, grew, Bali, garden.

YOUR TURN 1.2

Decide whether each word is a common (C), proper (P), abstract (A) or concrete (CO) noun.

1	event	C/P/A/CO	6	flavour	C/P/A/CO
2	mango	C/P/A/CO	7	mailbox	C/P/A/CO
3	Christmas	C/P/A/CO	8	table	C/P/A/CO
4	attitude	C/P/A/CO	9	confusion	C/P/A/CO
5	fish	C/P/A/CO	10	whale	C/P/A/CO

YOUR TURN 1.3

Replace the word in bold with an appropriate proper noun from the list. Note that sometimes nouns combine with other types of words to create a noun group, such as 'the city' in question 2. In these cases, replace the noun group with the appropriate proper noun.

German Sydney William Toula Ed Sheeran

- 1 On Wednesday, I am going to the movies with **someone** _____.
- 2 It can be difficult to find your way around **the city** _____.
- 3 I can't believe that **she** _____ won the raffle!
- 4 Understanding **another language** _____ can be difficult at first.
- 5 She said that **he** _____ isn't her favourite singer.

YOUR TURN 1.4

For each common noun in the table, give two proper nouns that are specific examples of it. An example has been done for you.

Common noun	Proper noun 1	Proper noun 2
city	Sydney	Montreal
friend		
premier		
brand		
car		
band		

YOUR TURN 1.5

Write a short paragraph using all of the common and proper nouns in the list.

expectation fear excitement happiness Queensland Vietnam
basketball relief bananas

Ötzi the Iceman

In 1991, the preserved corpse of a man who had lived 5300 years ago was found accidentally by tourists in the Ötztal Alps in northern Italy. Ötzi the Iceman is the oldest natural mummy in Europe. At first, the people who found him did not realise the significance of their find.

A jackhammer was used to chisel the corpse out, damaging part of the body. Later, the body was treated with much more care. The mummy provided many different types of evidence that showed what life was like when Ötzi was alive.

For example, his lungs were blackened, probably from breathing in campfire smoke, and his stomach contained remnants of what he had been eating. Scientists could tell what kind of environment he had lived in from pollen found in his intestine, and they could see what sort of lifestyle he had led from his bones. He also had a tattoo. With the corpse were clothes, tools and equipment, which presented further clues to his life. Ötzi gave historians new insights into the lives of ancient Europeans.



Mark Easton and Maggy Saldais, *Oxford Big Ideas Geography/History 7*, OUP, p. 227

YOUR TURN 1.6

Comprehension

- 1 Where was Ötzi the Iceman found?

- 2 When was Ötzi the Iceman found?

- 3 Why did the people who discovered Ötzi use a jackhammer to chisel the corpse out?

- 4 What do historians think caused Ötzi's lungs to be blackened?

- 5 What allowed scientists to figure out what type of environment Ötzi lived in?

- 6 Why was Ötzi the Iceman an important discovery for historians and scientists?

Context

7 Highlight all of the proper nouns in the extract in one colour and all of the common nouns in another colour.

8 Why do you think Ötzi the Iceman was given that name? Why 'Ötzi'? Why 'the Iceman'?

9 What do you think caused the corpse to be preserved so well?

10 There are three different common nouns used in the extract to name Ötzi's body. Next to each, write what associations each of the words has. How are they different, and why might all three have been used?

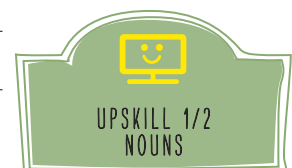
Noun 1: corpse

Noun 2: mummy

Noun 3: body

11 What types of information do you think the 'clothes, tools and equipment' found with Ötzi might give scientists and historians? What could they learn?

12 Choose and list three other common or proper nouns that the author of this extract could have used instead of 'Europeans' in the last sentence.



UNIT 2A: PRONOUNS

Pronouns can stand in the place of nouns. There are different types of pronouns: they can name people or things, show ownership or connect one part of a sentence to another.

- **Personal pronouns** refer to people, animals or things.

I, me, you, we, us, he, she, it, her, him, they, them

They knew that it was over, but didn't want to leave. I went along just for fun.

- **Possessive pronouns** are pronouns that show ownership (possession).

mine, ours, yours, his, hers, its, theirs

Sam forgot his sunscreen so he used some of mine.

Our wood heater is effective, yours is not!

- **Relative pronouns** relate one part of a sentence to another.

who, whom, whose, which, that

The person who owns these bags should collect them from customer service.

This is the house that Jack built.

YOUR TURN 2.1

Add personal and possessive pronouns to the gaps in the sentences.

- 1 _____ would hate it if _____ missed _____ school musical.
- 2 _____ gave me a blue electric guitar for _____ birthday!
- 3 When _____ jumped up over the fence, _____ caught _____ on the other side.
- 4 _____ don't want _____ to see the place in this mess.

YOUR TURN 2.2

Highlight the pronoun in each of these sentences. Then identify whether it is a personal (PL) or possessive (PE) pronoun.

- 1 She changed the car tyre on the side of the road. PL/PE
- 2 I thought Marta wasn't coming to band practice. PL/PE
- 3 Theirs was the most beautiful house on the street. PL/PE

- | | |
|---|-------|
| 4 The dog was sick, so mum took it to the vet. | PL/PE |
| 5 They should have said thank you for the gift. | PL/PE |
| 6 That piece of pavlova is mine! | PL/PE |

YOUR TURN 2.3

Choose an appropriate relative pronoun for the gap in each sentence.

- _____ was that on the phone?
- I don't know _____ thought that was a good idea.
- Charlie asked, '_____ is the red Mazda 3 out the front? You've left your lights on.'
- Things _____ go bump in the night.
- The trailer, _____ I only bought last year, is rusted already.

YOUR TURN 2.4

Correct the pronouns in bold so that the paragraph makes sense.

She stared at the scene before **hers** _____ and couldn't believe what had just happened. **You** _____ certainly wasn't what **him** _____ had expected. He had mentioned in passing that **it** _____ could sing, but not like this, not with the voice of an angel. **It** _____ had witnessed something beautiful and knew that neither of **his** _____ lives would ever be the same again.

YOUR TURN 2.5

Match the personal pronouns in the left column with their respective possessive pronouns in the right column. More than one personal pronoun will match some possessive pronouns. The first one has been done for you.

Personal pronouns	Possessive pronouns
I	its
me	theirs
you	his
we	our
us	hers
he	mine
she	yours
it	
her	
him	
they	
them	



WHO IS ANH DO?

Anh Do is an accomplished author, actor, producer and comedian. He went from being a starving refugee at the age of three, to one of our best-loved entertainers, an incredible story detailed in his multi-award-winning and enormously popular memoir, *The Happiest Refugee*.

The ups and downs, trials and tribulations, difficulties and successes of Do's life make for an inspirational tale that will grip you with emotion one minute and then have you howling with laughter the next.

Do's path to comedy began when, as he finished his business law degree, law firms began offering him 60-hours-a-week jobs. Do decided that wasn't the life for him. Following a highly successful career in comedy, television, and entertainment, recently Do has been focusing on his portrait-painting career, much to many people's surprise. He was a finalist in the Archibald Prize in 2014. Do's mother, Hien, says that she is very proud of everything her son has achieved.

YOUR TURN 2.6

Comprehension

- 1 How old was Do when he came to Australia as a refugee?

- 2 What is the name of Do's memoir?

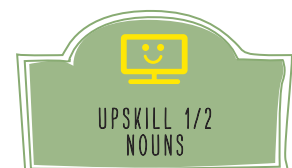
- 3 What makes Do's life story such an 'inspirational tale'?

- 4 Why did Do choose to make a career out of comedy, rather than business law?

- 5 What tells us that Do is an accomplished painter?

Context

- 6 Highlight all of the pronouns in the article.
- 7 The article mentions that Do 'went from being a starving refugee at the age of three to one of our best-loved entertainers'.
- a Who do you think the writer means by 'our'?
- _____
- b What makes you think that?
- _____
- _____
- 8 Why do you think Do titled his memoir *The Happiest Refugee*?
- _____
- _____
- 9 Read the following sentences from the passage: 'Following a highly successful career in comedy, television and entertainment, recently Do has been focusing on his portrait-painting career, much to many people's surprise. He was a finalist in the Archibald Prize in 2014.'
- a Who does the pronoun 'He' in the last sentence refer to: Do or many people?
- _____
- b How do you know?
- _____
- _____
- 10 Write another three sentences to continue the passage, listing the things that Do's mother would be proud of. Use four pronouns.
- _____
- _____
- _____
- _____
- _____
- _____



UNITS 1/2: NOUNS AND PRONOUNS

SPELLING AND VOCABULARY: ABSTRACT NOUNS

significance evidence insights clues career
emotion comedy entertainment trials tribulations

1 Look up each word in the word list and write down its definition.

- a significance _____
- b evidence _____
- c insights _____
- d clues _____
- e career _____
- f emotion _____
- g comedy _____
- h entertainment _____
- i trials _____
- j tribulations _____

2 Which abstract nouns from the word list could be used as synonyms for these words?

- a difficulties _____
- b proof _____
- c importance _____
- d revelations _____
- e feeling _____

3 Use these pairs of abstract nouns in sentences.

- a *evidence* and *insights*

- b *comedy* and *entertainment*

- c *significance* and *career*

TEST YOURSELF: UNITS 1/2

Types of nouns

- 1 What is a common noun? _____
- 2 What is a proper noun? _____
- 3 What is a concrete noun? _____
- 4 What is an abstract noun? _____
- 5 Are these words abstract nouns (A) or concrete nouns (C)?

a	assurance	A/C
b	plant	A/C
c	care	A/C
d	anger	A/C

☐
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Pronouns

- 6 What can a pronoun replace in a sentence? _____

 - 7 What does a possessive pronoun show? _____

 - 8 What is the difference between a personal pronoun and a relative pronoun?

- Highlight the correct pronoun from each pair below.
- 9 That ball is **my** / **mine**! _____
 - 10 December is **her** / **she** favourite month. _____

☐
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Spelling and vocabulary

Select the best word from the following list to complete each sentence:

career, emotion, entertainment, evidence, significance.

- 11 Having presented the _____ to the judge, the barrister felt confident.
- 12 The _____ was first-class and everyone enjoyed themselves.
- 13 She had had a remarkable _____ and was looking forward to retirement.
- 14 Overcome with _____ he sat down to reflect.
- 15 The _____ of the day was not lost on the boy; he felt proud.

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☐
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TOTAL MARKS

/15

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UNIT 1A: CONCRETE, ABSTRACT AND COLLECTIVE NOUNS

Common nouns name ordinary things such as places, people, feelings, ideas and things. They can be further categorised as **concrete**, **abstract** or **collective**.

- A concrete noun names anything that you can physically see, hear, touch, taste or smell.
- An abstract noun names qualities, feelings or ideas. A **modal noun** is an abstract noun that expresses the possibility or probability of something occurring.

certainty, likelihood, chance, possibility, requirement

- A collective noun is a noun that names groups or collections of things.

team, class, group, gaggle (of geese), herd (of sheep)

Noun phrases

Nouns are individual words but they are often combined with other words to form **noun phrases**. A noun phrase is a noun plus a **determiner** and/or a **modifier**.

- A determiner can be an **article** (the, a, an); a personal or possessive pronoun (this, that, his, hers) or a number (ten, two, three). The determiner *determines* what the noun is.

She caught a great wave on the boogie board.

- A modifier is an adjective, adjectival phrase or prepositional phrase that gives more specific information about the noun.

some apples, dark room, difficult essay, the boy who gave me this

YOUR TURN 1.1

- 1 Choose the correct concrete or abstract noun from the list and write it into the appropriate space in this passage. Some words are used more than once.

game teams full time morning opportunities win attacks

The _____ [C/A] had been a close one, with both _____ [C/A] playing well and scoring in the first half. The Blues had played a more attacking _____ [C/A], with their centre midfield running hard all _____ [C/A]. However, the Cougars had made better use of their _____ [C/A], converting more forward _____ [C/A] into goals. Both teams had defended well all _____ [C/A], and now as _____ [C/A] approached, the players were clearly weary but all desperate for a _____ [C/A].

- 2 Now, read through your completed passage and decide whether each noun is an abstract noun (A) or a concrete noun (C).

YOUR TURN 1.2

Decide whether each noun is a concrete or abstract noun. Write each answer in the space provided, and then identify whether it is collective (C), modal (M) or neither (N).

- | | |
|---------------------------|---------------------------|
| 1 competition _____ C/M/N | 5 possibility _____ C/M/N |
| 2 probability _____ C/M/N | 6 classroom _____ C/M/N |
| 3 flock _____ C/M/N | 7 illness _____ C/M/N |
| 4 police _____ C/M/N | 8 dancer _____ C/M/N |

YOUR TURN 1.3

Choose a collective noun from the list and place it next to its appropriate noun. You may need to do some research.

congregation herd raft mob plague pod wisdom nest

- | | |
|--------------------|-----------------------|
| 1 _____ of ducks | 5 _____ of alligators |
| 2 _____ of locusts | 6 _____ of toads |
| 3 _____ of emus | 7 _____ of antelope |
| 4 _____ of whales | 8 _____ of wombats |

YOUR TURN 1.4

- 1 Add an appropriate determiner and adjective modifier to each of the nouns. An example has been done for you.

our massive ship

- | | |
|--------------------|------------------|
| a _____ distance | d _____ mountain |
| b _____ Melbourne | e _____ class |
| c _____ phone call | f _____ flight |

- 2 Highlight the modifier in each of these noun phrases.

- | | |
|--------------------------------|-----------------------------------|
| a an interesting book | d our newly refurbished fireplace |
| b two floating clouds | e the other side |
| c the ceiling that was cracked | f Henry's shed that was orange |

They Came on Viking Ships

Jackie French

Once the wound was bound and the boy had stopped snivelling, the witch accepted a horn of ale and a barley cake with cheese and looked around the hut.

A witch doesn't ask for a fee. People give what they like, but if you don't give her what she wants a storm will blow up next time your man is out fishing and the sea will have his bones. Or that was what the witch hoped you would think.

There's wasn't much to see inside the hut – just the peat fire glowing and the iron pot simmering with stew for the evening, the fish hung up from the rafters to dry, and the chief's fine hunting dog with all her little puppies crawling round her lying in the corner by the hearth.

'Would you name the puppies for us, Tikka?' asked the chief's wife.

Old Tikka laughed and picked up one of the puppies. It growled, and tried to lick her nose. 'I'll call this one Courage,' she said.

'That's the dog for me then,' said Bran boastfully. He was the tallest boy in the village, and the strongest, with thick brown plaits to his waist. His father had promised him the pick of the litter.

(Harper Collins, 2005, pp. 1–2)



YOUR TURN 1.5

Comprehension

- 1 What is the name of the witch?

- 2 What does she accept as payment for treating the boy's wound?

- 3 Why do people feel compelled to give things to the witch, even though she doesn't ask for them?

- 4 What does the chief's wife ask the witch to do?

- 5 Why do you think the witch names the first puppy Courage?

- 6 Why does Bran claim that Courage is the dog for him? What does this tell you about his character?

Context

- 7 Highlight all of the proper nouns in the extract in one colour and all of the common nouns in another colour.

- 8 What does the narrator mean by 'Or that was what the witch hoped you would think.'?

- 9 What does this tell you about the narrator's character?

- 10 Highlight the noun, underline the determiner and circle the modifier in each of these noun phrases from the extract.

a the peat fire

e the tallest boy in the village

b the iron pot

f thick brown plaits to his waist

c the fish hung up from the rafters

g the pick of the litter

d her little puppies

- 11 This extract is from the start of *They Came on Viking Ships*. Look at the list of nouns and noun phrases. What does the author want you to learn about the time and place where the novel is set?

witch horn of ale barley cake with cheese hut peat fire sea

- 12 List three other proper nouns that French could have used instead of Courage that would not alter the meaning of what Bran says at the end of the extract.



UNIT 2A: NOUNS AND NOMINALISATION

Nominalisation is the process of turning a verb, adjective or adverb into a noun (often an abstract noun). Nominalisation helps tighten your writing, because it condenses your language and helps you to minimise repetition or unnecessary words. This table gives you examples of how nouns are formed from verbs and adjectives.

Verb	Noun
admit	admission
apply	application
explain	explanation
discover	discovery
deny	denial

Adjective	Noun
beautiful	beauty
dangerous	danger
religious	religion
venomous	venom
wealthy	wealth



You will see that, in the examples below, the nominalised phrase is not a full **sentence**, whereas the initial phrase is.

The writer <u>attempts</u> (verb) to persuade the reader.	<i>could become</i>	The writer's <u>attempt</u> (abstract noun) to persuade the reader ...
Kai <u>confessed</u> (verb) that he hated moving from Brisbane to Melbourne.	<i>could become</i>	Kai's <u>confession</u> (abstract noun) that he hated moving from Brisbane to Melbourne ...
The problem was a <u>complex</u> (adjective) one.	<i>could become</i>	The <u>complexity</u> (abstract noun) of the problem ...
Mrs Liariakos <u>has written</u> a letter to the soccer committee <u>to explain to</u> them that the tournament next weekend <u>has been cancelled</u> .	<i>could become</i>	Mrs Liariakos's <u>letter</u> to the soccer committee <u>explains</u> the <u>cancellation</u> of next weekend's tournament.

YOUR TURN 2.1

Turn the following verbs and adjectives into abstract nouns by nominalising them. An example has been done for you.

new → newness

1 vary _____

2 active _____

3 duplicate _____

4 divide _____

5 expand _____

6 desirable _____

7 rotate _____

8 implicated _____

YOUR TURN 2.2

Nominalise the following sentences by turning the verb in bold into an abstract noun. You may need to change other words in the sentence, or the word order, to make it work grammatically. An example has been done for you.

Our research enabled us to **formulate** our project question.

Our research enabled the **formulation** of our project question.

1 Scientists **experiment** to support or disprove their hypotheses.

2 There was evidence that different members were **treated** differently.

3 We **admire** people who do something useful with their lives.

4 Generational mutation allows species to **adapt** to their environment.

They Came on Viking Ships

Jackie French

Hekja followed him. The moonlight cast shadows on the grass as Snarf began to run. Hekja tied her skirts about her waist and ran too. It was hard at first avoiding the clumps of heather. But as the moon rose higher it grew easier. If she looked at the ground, Hekja discovered, and not the moonlit sky, her eyes grew used to the dimness.

Deep into the night they ran. A lone deer saw them and ran off, with Snarf following. For a moment Hekja thought Snarf might bring it down. But the deer was too fast, and Snarf was too young, Hekja realised, to bring down a full-grown deer.

Hekja could feel hunger nibble at her tummy. And if she was hungry, what must Snarf feel like, she wondered. Then suddenly Snarf stopped, as still as the mountain crags about them. He sniffed, then crept forward, his nose to the ground.

(Harper Collins, 2005. p. 30)

YOUR TURN 2.3

Comprehension

- 1 What does Snarf chase into the night?

- 2 What do you think Snarf is?

- 3 How does Hekja make her eyes get used to the dimness?

- 4 How does the author describe how still Snarf becomes?

- 5 Why do you think Snarf has stopped?

- 6 Is it a bright or very dark night? How do you know?

Context

- 7 Highlight all of the abstract nouns in the extract in one colour and all of the concrete nouns in a different colour.
- 8 What does the noun 'shadows' tell you about the strength of the moonlight?

- 9 Nominalise the following verbs and adjectives from the extract.

easier → ease

a run

b discovered

c still

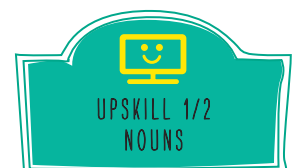
d crept

- 10 French uses both the abstract noun 'hunger' and the adjective 'hungry' to describe how Hekja is feeling. Find the two sentences in which these words are used and rewrite them, reversing the abstract noun and adjective. Use the adjective 'hungry' in the first sentence, and the abstract noun 'hunger' in the second. You will need to adjust the wording of each sentence to make sure it is grammatically correct.

- 11 The clause 'her eyes grew used to the dimness' is nominalised.

a What adjective is the un-nominalised form of dimness?

b Rewrite the sentence using the un-nominalised adjective, rather than the abstract noun 'dimness'.



UNITS 1/2: NOUNS

SPELLING AND VOCABULARY: NOUNS WITH DOUBLE LETTERS

moonlight	moon	deer	tummy	dimness
fee	cheese	puppies	village	litter

1 Look up these words from the word list and write down their definitions.

- a moonlight _____
- b tummy _____
- c dimness _____
- d village _____
- e litter _____

2 Are these words abstract (A) or concrete (C) nouns?

- a moonlight A/C
- b dimness A/C
- c deer A/C
- d fee A/C
- e village A/C

3 Turn each of these singular nouns into plural.

- a moon _____
- b tummy _____
- c fee _____
- d cheese _____
- e village _____

4 Use three of the words from the word list and write a short paragraph about what someone might do on a holiday.

TEST YOURSELF: UNITS 1/2

Concrete, abstract and collective nouns

- 1 What is a concrete noun? _____ ☐
- 2 What is an abstract noun? _____ ☐
- 3 What is a modal noun? _____ ☐
- 4 What is a collective noun? _____ ☐
- 5 Are these words abstract (A) or concrete (C) nouns?

a opportunity	A/C	<input type="checkbox"/>
b dance	A/C	<input type="checkbox"/>
c concrete	A/C	<input type="checkbox"/>
d digger	A/C	<input type="checkbox"/>

Nouns and nominalisation

- 6 What is nominalisation? _____ ☐
- Nominalise each of these verbs by turning it into a noun.
- 7 believe _____ ☐
- 8 doubt _____ ☐
- 9 arrive _____ ☐
- 10 consider _____ ☐

Spelling and vocabulary

Which of the following words could be a synonym for each noun below? *dimness, fee, litter, tummy, village.*

- | | | | |
|----|----------|-------|--------------------------|
| 11 | stomach | _____ | <input type="checkbox"/> |
| 12 | charge | _____ | <input type="checkbox"/> |
| 13 | rubbish | _____ | <input type="checkbox"/> |
| 14 | darkness | _____ | <input type="checkbox"/> |
| 15 | hamlet | _____ | <input type="checkbox"/> |

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Part A Using words

Unit 1 Nouns and noun phrases

Unit 2 Nouns and nominalisation



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UNIT 1A: NOUNS AND NOUN PHRASES

Nouns are words that name things. There are **common** and **proper nouns**, and **concrete** and **abstract nouns**. When a noun is combined with other words, a **noun phrase** is formed. A noun phrase consists of a noun plus one or both of these:

- a **determiner**, which is an **article**, a personal or possessive **pronoun**, or a number that modifies the noun and gives information about ownership, number or type of noun.

an, a, the (articles)

this, that, her, their (personal/possessive pronouns)

one, two, six (numbers)

- a **modifier**, which is an **adjective**, adjectival phrase or prepositional phrase that gives more specific information about the noun.

old wardrobe, grassy pitch, easy puzzle, the girl who moved away

determiner	noun	modifier
	football	
the	football	
the	football	that I kicked

Sometimes an embedded phrase is added to a noun phrase to give extra information about the noun phrase. Such an embedded phrase is usually placed before the modifier. An embedded phrase is simply any phrase that is *embedded* in the middle of another clause or sentence.

the football that I kicked

the football, with the red stitching, that I kicked

YOUR TURN 1.1

- Identify whether each of the noun phrases (in bold) is either a noun (N), a determiner (D), a modifier (M) or an embedded phrase (E).

- | | | |
|---|--|---------|
| a | the wardrobe, which was left open, in the bedroom | N/D/M/E |
| b | a grassy pitch , even with cracks, in the middle | N/D/M/E |
| c | two easy puzzles, from the top shelf, with missing pieces | N/D/M/E |
| d | the girl, with the curly hair , who moved away | N/D/M/E |
| e | our chair, the blue one, with the torn cover | N/D/M/E |
| f | his soft drink, the red one , with fizzy bubbles | N/D/M/E |

- Write a different embedded phrase to include in each phrase from Your Turn 1.1, question 1. Remember, it must make sense!

- a the wardrobe, _____, in the bedroom

- b** a grassy pitch, _____, in the middle
- c** two easy puzzles, _____, with missing pieces
- d** the girl, _____, who moved away
- e** our chair, _____, with the torn cover
- f** his soft drink, _____, with fizzy bubbles

YOUR TURN 1.2

Highlight the noun in each of the noun phrases and decide whether it is a common noun (C) or a proper noun (P). If it is a proper noun, correct it using the appropriate punctuation.

- 1** the city that I love C/P _____
- 2** the perth that I love C/P _____
- 3** an old man C/P _____
- 4** old mr macdonald C/P _____
- 5** two small birds that flew past C/P _____
- 6** two small finches that flew past C/P _____

YOUR TURN 1.3

Highlight the determiner and underline the modifier in each of these noun phrases. An example has been done for you.

the mighty Yarra River → the mighty Yarra River

- 1** a boy with a good attitude
- 2** three things you should never do
- 3** an uncommon problem
- 4** the man with the toupee
- 5** a final chance

YOUR TURN 1.4

- 1** Insert an embedded phrase into each of the noun phrases in this paragraph.

Dancing across the floor were the partners. The first pair, _____, moved as though sailing through water. The second couple in the competition, _____, were clearly the best dancers. They moved like they were a single person. The last pair, _____, aimed to impress with originality rather than grace.

- 2** Now, highlight the three noun phrases from the paragraph, with their determiner, noun, modifier and the embedded phrase that you added.

The Happiest Refugee

Anh Do

I played basketball for a while at school. The best way to describe my teammates was by their shoes: three Reebok Pumps, four Air Jordans, and a Nike Max Lite. My shoes were called 'Kind Lion'—someone at the Chinese factory must have stuffed up the translation. My mother bought them from an Asian grocery store in Bankstown for \$15. They featured a lion running across the sides and were made of plastic and vinyl.

The vinyl didn't breathe and the shoes made my feet smell like three-day-old road kill that had been hit while eating parmesan cheese. However, I soon learned that if you played well enough, the other kids would lay off your badly named shoes, and so I decided to practise every day.

We bought a second-hand basketball ring and I bolted it onto the side of the house and shot hoops with Khoa. I'd never put so much practice into a sport, but I had a very good incentive. The school had an endorsement deal with the local sports shop: if any kid reached thirty points in a game, they won a new pair of shoes.

Throughout a whole season there might be only two or three kids who got there. At our level, the whole team together would usually reach only thirty or forty points in total. I was an A's player in the under-13s, playing with hotshots who were really good. While I was scoring the occasional basket, I was never going to get anywhere near thirty. So at the start of the under 14s I deliberately played as bad as possible, skipped training sessions, ate pizza just before games, shot poorly and played lazy in defence. Within a couple of weeks, I had successfully been promoted (at least in my mind) into the Ds.

(Allen and Unwin, 2010, p. 86)

YOUR TURN 1.5

Comprehension

1 What brand were Do's basketball shoes?

2 How much did they cost Do's mother?

3 How many players wore Air Jordans?

4 Why did Do decide to practise basketball?

5 What was the prize for any player who reached thirty points in a game?

6 Why did Do try to get demoted to the D team?

Context

7 Highlight all of the proper nouns in the extract in one colour and all of the common nouns in another colour.

8 Highlight the determiner and underline the modifier in each of these noun phrases from the extract.

- a a lion running across the sides
- b three-day-old road kill that had been hit while eating parmesan cheese
- c your badly named shoes
- d a new pair of shoes

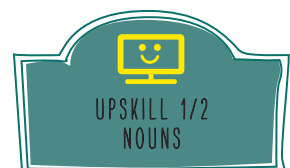
9 Why are the types of shoes worn by Do's teammates capitalised?

10 What does Do's strategy of trying to get demoted into the D team tell you about his character?

11 Choose two other nouns that could replace the nouns in these noun phrases. Try to keep the meaning of the extract the same.

- a an Asian grocery store _____
- b a very good incentive _____
- c the local sports shop _____
- d an endorsement deal _____

NOUNS



UNIT 2A: NOUNS AND NOMINALISATION

Concrete nouns name physical things that you can see, touch, smell or taste. They are quite simple to identify and use. Abstract nouns are more complex because they name qualities, feelings or ideas. Use them to discuss ideas, concepts and qualities. Some nouns can be either abstract or concrete, depending on the context.

This is the product of my work. (abstract)

Here is my work. (concrete)

In the first example, 'work' is a synonym for effort or attempt. In the second, it is a concrete thing that is the *product* of that effort.

The process of turning verbs, adjectives or **adverbs** into abstract nouns and noun phrases is called **nominalisation**. It helps to make your writing tighter and allows you to avoid using unnecessary words.

I presented my research at the conference, and everyone was pleased.

The presentation of my research at the conference pleased everyone.

In the examples, 'presented' is a verb, something the subject did. When nominalised, it becomes 'presentation'.

YOUR TURN 2.1

- 1 Highlight the concrete noun: dismay, euphoria, decision, border.
- 2 Highlight the abstract noun: dessert, capital, cleverness, jury
- 3 Is the bold word an abstract (A) or a concrete noun (C)? Highlight your answer.

- | | |
|--|-----|
| a Today I did a lot of work . | A/C |
| b 'Show me your work , please,' said Mrs Singh. | A/C |
| c The sound of laughter filled the room. | A/C |
| d He was filled with laughter . | A/C |
| e We were pleased with the result . | A/C |
| f The tower collapsed as a result . | A/C |

YOUR TURN 2.2

- 1 Decide whether each of these is a verb (V) or an adjective (A), and then change each one into an abstract noun by nominalising it.

- | | |
|----------------------|------------------------|
| a humorous V/A _____ | c believe V/A _____ |
| b distant V/A _____ | d determined V/A _____ |

- e** proud V/A _____ **g** free V/A _____
f intelligent V/A _____

2 Highlight the noun in each of the sentences and then note whether it is abstract (A) or concrete (C).

- a** Can you believe that woman's bravery? _____
b I was in awe of the devastation. _____
c The rubble was everywhere. _____
d Trapped and tied, they were deprived of liberty. _____
e Their escape was ingenious. _____
f All together there were eight builders. _____

YOUR TURN 2.3

Write two sentences containing each word in the list. Use each one once as an abstract noun and once as a concrete noun:

art heart jump

YOUR TURN 2.4

Synonyms are words that share a similar meaning. Write down two synonyms for each of these abstract nouns and then use one of your choices in a sentence.

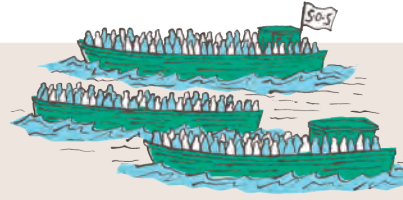
- 1** joy _____

2 severity _____

3 relief _____

The Happiest Refugee

Anh Do



All through my primary school years I had a thick Vietnamese accent: 'Fipteen minat twell equal tree'. Even though my English was getting better year by year, it was still definitely not as good as an Aussie kid's. It didn't seem to matter too much as I did well enough academically and socially, becoming a candidate for school captain at the end of Year 5.

There were four class captains in the running to become the big head honcho school captain. It was a very big deal, and the four of us were to make a speech in front of the whole school at the next assembly, to tell everyone why we were the best candidate for the job. The teacher pulled us aside and told us that it was okay to get help from our parents to write this speech, as it was such a big deal. I went home and said to Mum and Dad, 'You have to help me write a speech to become school captain'.

'Six! Anh needs your help to write his speech.'

Uncle Six had done a couple of years of school in Australia, and at the time he was the best at English in our whole household, but this didn't mean he was any good. Together we wrote my speech and on the day of the assembly I was ready to wow the school armed with a migrant's second-year English speech.

That morning I was first to speak.

'Hello School Peoples! 'I am Anh!'

I could hear a few snickers from the other classes, but I was determined to go on.

(Allen and Unwin, 2010, p. 45)

YOUR TURN 2.5

Comprehension

1 To whom does Do compare his English skills?

2 At the end of Year 5, what position does Do become a candidate for?

3 How many other students are also in the running?

4 Why does the teacher pull the candidates aside?

5 Why do Do's parents ask Uncle Six to help Do write his speech?

Context

6 Highlight all of the abstract nouns in the extract in one colour. Highlight all of the concrete nouns in a different colour.

7 What does Do mean when he writes that he had a 'thick Vietnamese accent'?

8 What does the example that Do gives of his accent actually tell us?

9 Is 'accent' an abstract noun or a concrete noun?

10 Do uses the nouns 'candidate', 'captains' and 'head honcho' in the extract. What do these suggest about his progress at primary school?

11 How does the noun 'snickers' indicate what the other students think of Do's speech?

12 What does the fact that it is only 'the other classes' that snicker tell the reader?

13 Nominalise the phrase 'I was determined to go on', turning the adjective 'determined' into an abstract noun.



UNITS 1/2: NOUNS AND NOUN PHRASES

SPELLING AND VOCABULARY: DIFFICULT NOUNS TO SPELL

incentive vinyl season endorsement grocery
translation candidate assembly captain household

1 Look up these words from the word list and write down their definitions.

- a incentive _____
- b endorsement _____
- c translation _____
- d candidate _____
- e household _____

2 Choose the noun from the word list that can also act as an adjective in each of these sentences.

- a He received an _____ payment as a sign-on bonus.
- b They specialised in the sale of _____ appliances.
- c The whole school could just fit into the _____ hall.

3 Choose the best noun from the word list to match each of these adjectives.

- a flooring _____
- b political _____
- c staple _____
- d cold _____
- e final _____

4 Use three words from the word list in a short paragraph about the election of school captains.

TEST YOURSELF: UNITS 1/2

Nouns and noun phrases

1 What is a determiner in a noun phrase? _____ ☐

2 What is a modifier in a noun phrase? _____ ☐

Highlight the modifier in each of the noun phrases below.

- 3 my favourite season ☐
- 4 the dinner I just finished ☐
- 5 the team captain ☐

Nouns and nominalisation

6 What is nominalisation? _____ ☐

Nominalise these words.

- 7 desperate _____ ☐
- 8 sure _____ ☐
- 9 confident _____ ☐
- 10 safely _____ ☐

Spelling and vocabulary

Choose from the following words to complete each of these sentences: *assembly, captain, endorsement, grocery, vinyl*.

- 11 I just love listening to music on _____ records. ☐
- 12 The mayor has my full _____. ☐
- 13 When the alarm went off we rushed to the _____ area. ☐
- 14 I'm always glad once I've done my weekly _____ shop. ☐
- 15 It didn't matter that I wasn't _____; I was thrilled to be on the team. ☐



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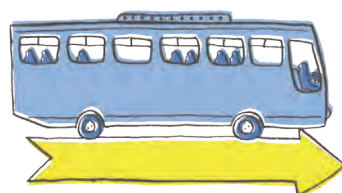
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UNIT 1A: USING NOUNS EFFECTIVELY

The words you choose in your writing and speech influence the different ways a reader or listener will understand your meaning. It is important to carefully choose the noun/s, or noun groups, you use to clearly convey your message.

I think the amount of rubbish on the ground is a problem.

I think the amount of rubbish on the ground is an absolute disgrace.

While the subject and viewpoint in these two sentences are essentially the same, the first sentence suggests that the writer is concerned about littering. In the second sentence, the noun group 'an absolute disgrace' shows that the writer is really angry about it. If the noun 'amount' were changed to 'piles', the effect would also be to show that the writer feels more strongly about the problem.

Noun choice can make your writing more specific. An **abstract noun** is a word that names an idea, feeling or quality. A **concrete noun** names something that can be perceived by the senses. Replacing an abstract noun with a concrete noun can give a sentence a different meaning.

The quality of this workmanship is high.

The quality of this table is high.

The first sentence makes a general point about workmanship being high. In the second sentence, the writer is pointing out that the quality of a particular object – a table – is high.

YOUR TURN 1.1

- 1 Is the bold noun common (C) or proper (P), and concrete (C) or abstract (A)? Highlight your answers. An example has been done for you.

We moved away from the **city**.

C/P and C/A

a Every **day** is different and new.

C/P and C/A

b The night sky glistened with **stars**.

C/P and C/A

c **Ari** felt bad about the night's developments.

C/P and C/A

d The football trip finished in **disappointment**.

C/P and C/A

e When they'd all gone **home**, we rested.

C/P and C/A

- 2 Substitute a new noun for each of the bold nouns in question 1. Choose a noun that changes the focus and meaning of the sentence substantially.

a We moved away from the _____.

b Every _____ is different and new.

- c The night sky glistened with _____.
- d _____ felt bad about the night's developments.
- e The football trip finished in _____.
- f When they'd all gone _____, we rested.

YOUR TURN 1.2

- 1 Replace the bold noun, noun group or pronoun with an appropriate proper noun – or nouns – to make each sentence more specific. An example has been done for you.

The young woman spoke well in front of the audience. Christine

- a **They** practised and practised until they executed the dance move flawlessly.

- b In any event, **he** wasn't getting any younger. _____

- c **The group of boys** flew past on their bikes, nearly knocking me over!

- d This repetition is typical of **the author's** style. _____

- e **Two small birds** sat, perfectly spaced, on the branch. _____

- 2 The bold noun is grammatically correct, but it is a poor noun choice. Write what you think is wrong with each noun, then choose a stronger, more appropriate noun that could be used instead.

- a This **foodstuff** is delicious!

- b The **conclusion** that the jury reached shocked the court.

- c Jenny's thoughts revolved around Tori's **question** of marriage.

NOUNS

UNIT 1B: USING NOUNS EFFECTIVELY

The Great Gatsby

F Scott Fitzgerald

By seven o'clock the orchestra has arrived, no thin five-piece affair, but a whole pitful of oboes and trombones and saxophones and viols and cornets and piccolos, and low and high drums. The last swimmers have come in from the beach now and are dressing upstairs; the cars from New York are parked five deep in the drive, and already the halls and salons and verandas are gaudy with primary colours, and hair bobbed in strange new ways, and shawls beyond the dreams of Castile.

The bar is in full swing, and floating rounds of cocktails permeate the garden outside, until the air is alive with chatter and laughter, and casual innuendo and introductions forgotten on the spot, and enthusiastic meetings between women who never knew each other's names.



(Penguin, 1984, p. 42)

YOUR TURN 1.3

Comprehension

1 By what time has the orchestra arrived?

2 What are the last swimmers doing now?

3 How many deep are the cars parked?

4 How is some people's hair cut?

5 What is the air alive with?

6 What are forgotten on the spot?

7 Who meets enthusiastically?

Context

- 8 Highlight all of the proper nouns in the extract in one colour, and all of the common nouns in another colour.

- 9 a What is the common concrete noun in 'By seven o'clock the orchestra has arrived'?

- b What does it show or suggest about the party that there is an orchestra playing?

- 10 a What are the concrete nouns in this part of the extract?

... already the halls and salons and verandas are gaudy with primary colours

- b What is the connotation of the adjective 'gaudy'?

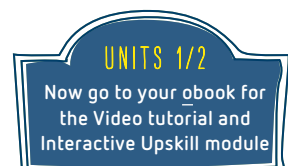
- c What does the word 'gaudy' combined with the nouns 'halls' and 'salons' suggest about the party and the house?

- 11 Underline the abstract nouns and highlight the concrete nouns in this section of the extract:

The bar is in full swing, and floating rounds of cocktails permeate the garden outside, until the air is alive with chatter and laughter ...

- a What does the narrator mean when he writes that the 'air is alive with chatter and laughter'?

- b What do the nouns 'chatter' and 'laughter' suggest or imply about 'the air'? Is this possible in reality?



UNIT 2A: ABSTRACTION AND NOMINALISATION

Abstraction involves creating texts that deal with complex concepts and ideas. Abstract nouns are useful for discussing ideas and concepts. An abstract noun is a word that names an idea, feeling or quality. These abstract nouns are common to some of the subjects you might study at school.

hypothesis, contention, argument, characterisation, historiography, theology, principle, calculation

You can use abstract nouns to formalise your writing and make it more academic. The process of turning a verb, adverb or adjective into an abstract noun is called **nominalisation**. Instead of using the verb 'hypothesise', you could use the noun 'hypothesis'. Instead of using the adjective 'contentious', you could use the noun 'contention'.

YOUR TURN 2.1

1 Are these abstract nouns? Highlight the correct answer.

- | | |
|--------------|--------|
| a energetic | Yes/No |
| b enthusiasm | Yes/No |
| c distant | Yes/No |
| d uncertain | Yes/No |
| e endeavour | Yes/No |
| f fragrant | Yes/No |
| g antipathy | Yes/No |

2 Write the nominalised form of each word. An example has been done for you.

disagree → disagreement

- | | |
|---------------|-------|
| a lovely | _____ |
| b astute | _____ |
| c audacious | _____ |
| d constitutes | _____ |
| e appears | _____ |
| f begins | _____ |



YOUR TURN 2.2

These sentences are taken from an analysis of a novel. Change the bold word to a noun, rewriting the sentence as required. Your answer might not be a full sentence. An example has been done for you.

The main character then **begins** his journey to the distant mountains. → The beginning of the main character's journey to the distant mountains ...

- 1 The text's author **uses** a variety of symbols.

- 2 Heathcliff and Nelly **disagree** about many things involving Catherine.

- 3 The story **resolves** satisfactorily for the reader.

YOUR TURN 2.3

- 1 Use each of these abstract nouns in a sentence about something you do at school.

rebuttal justification debate experiment

a

b

c

d

- 2 Rewrite any of your sentences in question 1 so that the abstract noun is used in its verb form. For example, instead of the noun 'rebuttal', use the verb 'rebut'.

UNIT 2B: ABSTRACTION AND NOMINALISATION

The Great Gatsby

F Scott Fitzgerald

As I went over to say good-bye I saw that the expression of bewilderment had come back into Gatsby's face, as though a faint doubt had occurred to him as to the quality of his present happiness. Almost five years! There must have been moments even that afternoon when Daisy tumbled short of his dreams – not through her own fault, but because of the colossal vitality of his illusion. It had gone beyond her, beyond everything. He had thrown himself into it with a creative passion, adding to it all the time, decking it out with every bright feather that drifted his way. No amount of fire or freshness can challenge what a man can store up in his ghostly heart.

(Penguin, 1984, pp. 92–3)

YOUR TURN 2.4

Comprehension

1 What had come back into Gatsby's face?

2 Who tumbled short of Gatsby's dreams that afternoon?

3 What had Gatsby thrown himself into?

4 With what does Gatsby deck out his dream?

5 What cannot challenge what 'a man can store up in his ghostly heart'?

Context

- 6 Highlight all of the abstract nouns in the extract in one colour. Highlight all of the concrete nouns in a different colour.
- 7 What does the narrator mean when he says that it was 'as though a faint doubt had occurred to him as to the quality of his present happiness'?

- 8 The narrator says that Daisy tumbled short of Gatsby's dreams 'not through her own fault, but because of the colossal vitality of his illusion'.

a What are the three abstract nouns in this sentence?

b What does the narrator mean by 'the colossal vitality of his illusion'?

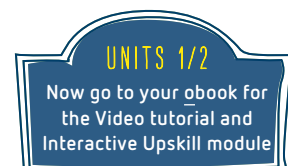
- 9 The narrator claims that Gatsby decked out his illusion 'with every bright feather that drifted his way'.

a What do you think the metaphor 'every bright feather' means?

b What does this metaphor suggest about Gatsby?

- 10 a What is the overall impression the narrator gives of Gatsby?

b What are the abstract nouns that help to build this impression?



UNITS 1/2: NOUNS

SPELLING AND VOCABULARY: ABSTRACT NOUNS

conversation desire morning dinnertime vacation
conference subjects deal afternoon disbelief

1 Look up these words from the word list and write down their definitions.

- a conversation _____
b vacation _____
c conference _____
d deal _____
e disbelief _____

2 Which four words from the word list can also be used as verbs?

- a _____
b _____
c _____
d _____

3 Choose one of these words and use it in two sentences, once as a noun and once as a verb.

- a noun _____

b verb _____

4 Give the adjectival form of each of the list words below.

- a desire _____
b subjects _____
c disbelief _____
d conversation _____
e vacation _____



TEST YOURSELF: UNITS 1/2

Using nouns effectively

Are the nouns below common or proper, concrete or abstract? Write C or P on the first line and C or A on the second line.

- | | | | | |
|---|-------------|-------|-------|--------------------------|
| 1 | belief | _____ | _____ | <input type="checkbox"/> |
| 2 | tomato | _____ | _____ | <input type="checkbox"/> |
| 3 | Darwin | _____ | _____ | <input type="checkbox"/> |
| 4 | uncertainty | _____ | _____ | <input type="checkbox"/> |
| 5 | accountant | _____ | _____ | <input type="checkbox"/> |

Nominalisation and abstraction

Change the following adjectives into abstract nouns.

- | | | | |
|----|--------------|-------|--------------------------|
| 6 | difficult | _____ | <input type="checkbox"/> |
| 7 | ideal | _____ | <input type="checkbox"/> |
| 8 | notional | _____ | <input type="checkbox"/> |
| 9 | creative | _____ | <input type="checkbox"/> |
| 10 | disenchanted | _____ | <input type="checkbox"/> |

Spelling and vocabulary

Select the best word from the following list to complete the sentences below: conference, conversation, dinnertime, disbelief, morning

- | | | |
|----|---|--------------------------|
| 11 | Our presentation at the _____ went really well. | <input type="checkbox"/> |
| 12 | We had a good _____ about politics. | <input type="checkbox"/> |
| 13 | This _____ we were late because we got a flat tyre. | <input type="checkbox"/> |
| 14 | Ok, but be home by _____. | <input type="checkbox"/> |
| 15 | We couldn't hide our _____ at who won the election. | <input type="checkbox"/> |

TOTAL MARKS /15

It all

starts

here

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