

OXFORD

MyEnglish 8

QUEENSLAND

Rachel Williams
Michael Horne

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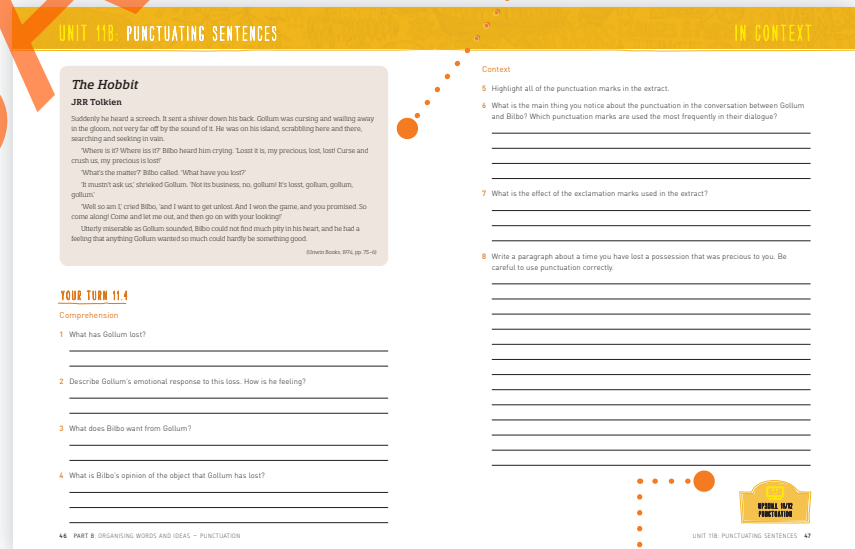
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PART A

USING WORDS

- Nouns
- Verbs
- Adverbs
- Adjectives
- Prepositions and conjunctions



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 your 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 put a box around 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 | _____ | 5 expand | _____ |
| 2 active | _____ | 6 desirable | _____ |
| 3 duplicate | _____ | 7 rotate | _____ |
| 4 divide | _____ | 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.

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'.



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?
