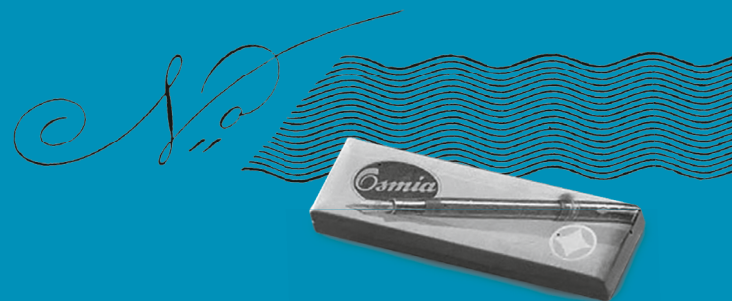


Part 1

Grammar

SAMPLE CHAPTER



This section introduces students to the essential rules of grammar, punctuation and word usage. Topics are introduced with a concise definition and clear examples, followed by a range of fun and engaging activities that allow students to consolidate their grammar skills and practise them in context. Each of the 34 grammar units is a stand-alone worksheet, so students can work through them sequentially or use them according to their needs.

Within each unit there is a range of activity types catering to a variety of learning styles. The exercises are graded within each unit and so will satisfy students of different levels. Sufficient writing space is included to ensure most activities may be completed on the page, but there are also extended writing activities to enable students to practise acquired skills in context. Exercises to be completed off the page are marked with the



icon.

Grammar

Unit 1

Parts of speech revision 1



This unit and the one that follows are designed to remind you about the nine parts of speech. Here is a brief summary to help.

- 1 **Nouns** are naming words:
 - a **Common nouns** name people, places, animals and things.
 - b **Proper nouns** name specific people, places and things.
 - c **Collective nouns** name groups.
 - d **Concrete nouns** name things we can see, hear and touch.
 - e **Abstract nouns** name feelings and qualities we cannot see, hear or touch.
- 2 **Pronouns** are used to replace nouns, often to avoid repetition.
- 3 **Verbs** are action words and indicate when the action in the sentence occurs.
- 4 **Adjectives** describe nouns; they indicate size, shape, colour, number, taste, attitude, direction, age, weight and sound.
- 5 **Adverbs** provide information about verbs.
- 6 **Prepositions** link nouns with other words.
- 7 **Conjunctions** are joining words, but may be at the beginning of a sentence.
- 8 **Interjections** can stand on their own and are often used to show emotion.
- 9 **Articles** define nouns.
 - a The **definite article** *the* refers to a specific noun.
 - b The **indefinite articles** refer to any general noun.
 - *a* precedes consonant sounds
 - *an* precedes vowel sounds, including words beginning with a silent 'h'.

1 What part of speech are the following words?

- | | |
|---------------|--------------|
| a lazy _____ | f try _____ |
| b cry _____ | g but _____ |
| c hazel _____ | h boo! _____ |
| d fury _____ | i on _____ |
| e the _____ | j it _____ |

2 Place appropriate adverbs in the spaces provided:

- a The police officer _____ called for an ambulance.
- b Alana spied a centipede _____ inching its way across the toilet floor.
- c We watched in awe as the hot-air balloon _____ came down to land.
- d Kaisha _____ posed for the photographer. She loved all the attention!

3 Highlight all the nouns in this word list:

- | | | | | | | |
|----------|-------------|---------------|----------|----------|------------|---------|
| across | annoying | arachnophobia | backpack | badly | because | burped |
| catty | celestial | convoy | dignity | dragster | dromedary | drought |
| fad | faith | falcon | flute | fossil | freebie | goggles |
| heavy | horrendous | hover | in | invade | invasion | irony |
| knave | mayonnaise | motherboard | nice | night | Petri dish | prudent |
| quit | shipwrecked | sing | sparse | status | talkative | Uluru |
| vendetta | willow | Xander | | | | |

Grammar

Unit 2



Parts of speech revision 2

1 Make the following nouns plural:

- a beach _____ e calf _____
b woman _____ f lady _____
c foot _____ g fraternity _____
d tax _____ h child _____

2 Place appropriate proper nouns in the spaces provided:

- a Our family is flying to _____ for the _____ holidays.
b _____ is the President of the United States.
c _____ is the capital of _____.

3 Highlight the correct form of the verb to complete these sentences:

- a Saltwater crocodiles (grew, grow, growing) up to 6.1 metres long.
b Bats always (turn, turned, turning) left when they leave a cave.
c Cows and horses (slept, sleeping, sleep, sleeps) standing up.
d Bulls and crocodiles (am, is, are) colour-blind.
e Most lipsticks (contain, contains, contained) fish scales.
f An ostrich's brain (are, is, will be) smaller than its eye.
g A cockroach can (lives, living, live) for several weeks with its head cut off.

4 Adjectives describe nouns, and adverbs describe verbs. Identify the italicised parts of speech in the following sentences:

- a You are *impatient*. _____ f It was a *brazen* attack. _____
b He *impatiently* waited. _____ g We felt *triumphant*. _____
c Try to be more *modest*. _____ h *Triumphantly*, I left. _____
d She *modestly* accepted. _____ i We were *hopelessly* outnumbered. _____
e It was *brazenly* attempted. _____ j He did a *hopeless* drawing. _____

5 Complete these sentences by adding appropriate prepositions:

- a 'Pips' are the little bumps _____ the surface of a table-tennis bat.
b Plants draw water from the soil _____ their roots.
c Truganini was a Tasmanian Aborigine _____ the Palawah people.
d _____ whom should I address my letter of complaint?

6 Place an indefinite article in front of the following nouns:

- a _____ hour d _____ intuition g _____ upheaval j _____ airlock
b _____ principle e _____ stink bomb h _____ hat k _____ Oscar
c _____ HDTV f _____ oxymoron i _____ HB pencil l _____ bed-wetter

Grammar

Unit 3



First, second and third person

All forms of writing can be described as being written in the **first**, **second** or **third** person. This refers to the 'voice' of a piece of writing. A person is either:

- doing the speaking (first person)
- being spoken to (second person) or
- being spoken about (third person).

1 Texts written in the **first person** use the personal pronouns *I* and *we*:

I attend Mass every Sunday. *I* go with my family and *we* always sit in the same pew.

2 Texts written in the **second person** use the personal pronoun *you*. This is both singular and plural:

You are going to regret *your* behaviour tonight. *You* have disgraced *yourselves*.

3 Texts written in the **third person** use the personal pronouns *he*, *she*, *it* and *they*:

He decided to spoil *his* family and book a holiday in Bali, where *they* could all relax.

4 It is important that there is always *agreement* between *verbs* and *pronouns*:

'I am running' *not* 'I is running' 'He dances well' *not* 'He dance well'
'If you think you're a winner, you'll win' *not* 'If you thinks you is a winner, you'll wins'

1 Rewrite the following text in the first person:

Trixie seriously regrets her decision to start ballet lessons. Her teacher is bossy, impatient and far too strict for her liking. She doesn't like the other students and feels as though she doesn't fit in. She senses they are all significantly more talented than she is and laugh behind her back. She has been attending for a month, but it's unlikely that she'll continue for much longer.



2 This letter is a dreadful mixture of the first, second and third person. Decide in which person the letter should be written and rewrite it correctly:

Dear Mrs Tabernackle,

We is writing to complain about the quality of education you are offering our son.

They carefully investigated all local primary schools and they decided The Whippersnapper School for Boys was the best option for their son Pontius. The last few months, however, have made them doubt the correctness of their choice.

Twelve times, over the past three months, Pontius have arrived home distraught and in tears because I felt my needs was not being met. On one occasion, Pontius explained, their teacher incorrectly admonished us for not sharing painting equipment. I am a bright and vivacious child who needs to be encouraged in my endeavours, but rather than enjoy my educational experience, I am constantly unhappy and frustrated.

You trust that this letter will result in an increase in Pontius' happiness. Otherwise you will have to consider withdrawing him from our institution.

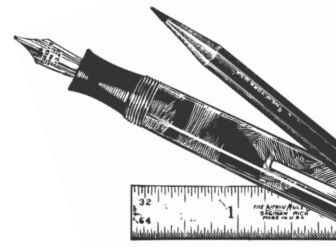
Yours sincerely,
Mr and Mrs Pimpernel



Grammar

Unit 4

Possessive pronouns



Personal pronouns replace nouns that name people, animals or things:

me, you, he, she, it, they, us etc.

Possessive pronouns are personal pronouns that indicate ownership or possession:

- First person: my, mine, our, ours
 - Second person: your, yours
 - Third person: his, her, hers, its, their, theirs
- You should *never* use an apostrophe with possessive pronouns.

1 Complete these sentences with an appropriate possessive pronoun:

- a 'That's our footy!' shouted Ben. 'That's _____!'
- b Mai lost her ruler and had to use _____.
- c Roy and Ray asked to borrow our mower while _____ was being fixed.
- d The company liquidated _____ assets.
- e Our budgie broke _____ wing when it tried to escape from _____ cage.
- f Lola bites _____ lips when _____ brother teases her in front of _____ friends.

2 Each of these sentences contains two errors. Rewrite them correctly:

- a 'Do you think Tayla's party will be as good as our?' Liljana asked hers best friends. _____
- b Their not your slippers, Gerald. Your are in your room. _____
- c The sparrow turned it's head towards the noise, flapped it's wings and flew away. _____
- d The weary travellers were relieved to finally reach his destination and unpack our bags for the last time. _____
- e Stefanie never files or cuts her nails. She says its a waste of her precious time. She just bite them. _____

3 Highlight the possessive pronoun in each sentence, and then underline the noun to which it refers. The first has been done for you as an example:

- a Security guards frisked the passengers and inspected their bags for weapons.
- b The State Parliament will open its doors to the public once a year.
- c The tiny octopus wound its tentacles around the spiky coral.
- d Stefan was insanely jealous of Rob and Kelly's new computer; theirs was far more powerful.
- e 'Why isn't our house as nice as Fiona's?' whinged Sherika. 'Ours is a dump.'
- f The recession is getting worse. Its grip on consumer confidence is frightening.

Grammar

Unit 5

Present and past participles



The **present** and **past participles** are non-finite verbs. This means they *cannot stand alone*; they need an **auxiliary verb** to make sense. (Auxiliary means *helping*.)

- The **present participle** always ends in 'ing'. It indicates that an action is being carried out:

She is *dancing*. They are *playing*. It is *raining*.

- The **past participle** often ends in 'ed' or 'en', but can take many forms. It indicates that an action occurred in the past:

The money had *gone*. They had *known*. Have you *looked*? It was *written*.

1 Highlight the present participles and underline the auxiliary verbs in these sentences:

- They are being tortured.
- The baby is happily blowing bubbles.
- That noise is driving me mad.
- The yachts are now racing.
- It is pretty obvious they are deliberately committing a crime.

2 Highlight the past participles and underline the auxiliary verbs in these sentences:

- They were chosen at random.
- Valery knew she had drunk too much.
- I just couldn't remember where I'd hidden the key.
- We had sworn to tell the truth.
- I suspect that little experience has taught you a lesson.

3 Place an appropriate present participle in the space provided:

- Don't disturb your father. He is _____.
- I think the Canadian is _____ in lane 3.
- Leon was _____ a tantrum when I arrived.
- We are _____ about going away next weekend.
- The headmaster is _____ my mother about my recent detentions.

4 Place an appropriate past participle in the space provided:

- The water was _____ before we drank it.
- The poor man was _____ senseless.
- Our frightened dog was gently _____ by an assistant, while the vet gave him the injection.
- My twin sisters are always _____ identical presents.
- I couldn't believe the pond had _____ overnight.

5 Highlight the auxiliary verbs in Exercises 3 and 4.

Grammar

Unit 6



Types of adjectives

Adjectives *qualify* or *modify* nouns by describing things such as size, shape, colour, number, taste, attitude, direction, age, weight and sound:

The peace talks were *animated*, *prolonged* and *complicated*, but ultimately *successful*.

The *ferocious* wind blew the *tiny* boats further out into the *cruel*, *unforgiving* sea.

Note that when more than one adjective is used, a comma is used after all but the last adjective. You do not need a comma when you use the conjunction *and*:

The *small*, *quick*, *brown* fox jumped over the *dirty*, *stinking* and *broken* stile.

There are several types of adjectives:

1 **Proper adjectives** are formed from proper nouns and usually need a capital letter:

an *Irish* legend

a *Christian* belief

the *Olympic* dream

2 **Descriptive adjectives** describe the quality of something:

bitter end

outstanding results

tasty lunch

proud parents

3 **Quantitative adjectives** indicate how much:

I need *some* help.

There is *little* room.

4 **Adjectives of number** indicate the actual number of things being written about:

six books

a *hundred* bucks

a *dozen* eggs

1 Place appropriate adjectives in the spaces provided:

- a Animals can be _____ friends: they ask no questions and pass no judgments.
- b I could hardly see through the _____ and _____ light.
- c Ilario tried to block out his _____ nightmares from last night.

2 Place quantitative adjectives in the spaces provided:

- a I don't like mashed potato _____.
- b There was an _____ amount of money in the fund.
- c I think I could do with _____ respect around here.
- d I'm sorry, Mrs Martinez, but there has been _____ improvement in your son's condition. It will be a _____ while before we know _____ more.

3 Place descriptive adjectives in the spaces provided:

- a _____ moth's wings
- b the deer's _____ eyes
- c _____, _____ floods
- d my _____ ambitions
- e _____ dandruff
- f _____, _____ ears
- g our dad's _____ habits
- h a _____ and _____ letter

4 Put your understanding and appreciation of adjectives to use! Describe a meeting of two strangers on a dark night. Use adjectives to create atmosphere, tension and a really vivid picture in the reader's mind.



Grammar

Unit 7

Comparative adjectives



Adjectives are often used to compare people and things. They can be used in three forms:

- 1 **Positive:** She is *brave*.
- 2 **Comparative** (comparing two things): She is *braver* than Sophie.
- 3 **Superlative** (comparing three or more things): She is the *bravest* in the group.

To form the comparative, add the suffix 'r' or 'er', or use the word *more*:

great → greater eager → more eager

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

thin → thinnest smelly → most smelly

Some adjectives are compared irregularly:

bad → worse → worst good → better → best little → less → least many → more → most

1 Highlight the comparative adjectives in these sentences:

- | | |
|--|---|
| a That's the worst film I have ever seen. | d We found the most beautiful necklace for Olivia. |
| b Cross the river where it is widest. | e From here, the pool is further than the gym. |
| c Magpies are smaller than eagles. | f Last year's grand final was rougher but more exciting. |

2 Alter the meaning of these sentences by using a different comparative adjective. You may need to change the sentence significantly. The first has been done for you as an example:

- a** It was a boring lesson. → It was the most boring lesson we had ever had.
- b** Jake's an able musician. _____
- c** I am more cautious than my sister. _____
- d** Haakan told a funny joke. _____
- e** A rat can last longer without water than a camel. _____

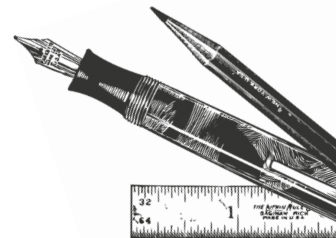
3 Fill in the spaces in this table with comparative adjectives:

Positive	Comparative	Superlative
deep		deepest
fast	faster	
	stranger	strangest
	lonelier	
pathetic	more pathetic	silliest
		most destructive
inventive		
good		best
much	more	
robust		

Grammar

Unit 8

Adverbs



Note the following about **adverbs**:

1 Adverbs provide information about verbs and make sentences more precise and interesting:

These are *organically* grown tomatoes. Terry drives *dangerously*. The bomb was detonated *remotely*.

2 Adverbs can also give more information about adjectives or other adverbs:

It was a *very* dubious decision. He runs *extremely* quickly.

3 Adverbs answer *how*, *when* and *where* questions about the action of the verb:

How: She shut the window quietly. When: Yosty replied by email immediately.

Where: Frances looked for her necklace everywhere.

4 Most adverbs are formed by adding 'ly' to the adjective:

responsible → responsibly, competent → competently, casual → casually

5 Adverbs may be **comparative**; that is, they indicate the *degree* of the action:

Positive: Our army fought bravely.

Comparative: Our army fought more bravely than the enemy.

Superlative: Of all armies, ours fought most bravely.

1 Turn the following adjectives into adverbs:

- | | |
|---------------------|--------------------|
| a cool _____ | f queasy _____ |
| b sick _____ | g happy _____ |
| c strange _____ | h remote _____ |
| d frightening _____ | i common _____ |
| e sensible _____ | j malevolent _____ |

2 Think of appropriate adverbs that could provide more information about the following verbs:

- | | |
|------------------|--------------------|
| a showered _____ | e _____ encouraged |
| b shouting _____ | f _____ nags |
| c _____ skated | g cycled _____ |
| d crying _____ | h _____ embrace |

3 Choose an adverb from this word list to fill in each space in the following text:

closely definitely happily loudly nervously noisily silently
thickly tightly

The riverbank had been quiet for weeks: no children had ridden past _____, no boats had zoomed _____ past, and no other campers had _____ arrived to set up camp. Abdi and Julie liked to go to faraway places to holiday, but now they were starting to think _____ that this was a weird place. One day they saw a grey scum floating _____ on the water. The next day a swan appeared _____. Abdi looked _____ at it and found a note tied _____ around its neck. This place was _____ weird.

Grammar

Unit 9



Adverbs and adjectives

You already know how to use adverbs and adjectives, but it is easy to confuse them, so let's recap:

- **Adjectives** describe nouns and pronouns by providing extra information about things such as colour, size, amount, taste, weight, age and direction. They usually precede a noun or follow a verb:

This is a *steep* driveway. The driveway is *steep*. I am a *fast* runner. I can run *fast*.

- **Adverbs** usually end in 'ly' and answer the when/where/how questions about verbs, adjectives and other adverbs:

They *gently* rocked. It was *really* awful. We kissed *passionately*. He will arrive *soon*. She is *quite* pretty.

- Make sure you do not accidentally use an adjective instead of an adverb:

Incorrect: 'Debbie was real shocked.' (*Real* is an adjective. Adjectives do not describe verbs.)
Correct: 'Debbie was really shocked.' (*Really* is an adverb. Adverbs do describe verbs.)

1 Identify the part of speech of each word in the following sentences:

- a We () drank () quickly ().
- b You () are () the () tallest ().
- c The () shops () are () busier () on () Saturday ().
- d The () submarine () slowly () submerged ().
- e They () are () easily () mistaken ().

2 Provide more information about the following verbs by supplying an adverb:

- a I was _____ teased. d It was _____ displayed on the mantelpiece.
- b Please write more _____.
- e The children play _____.
- c Don't scream so _____.
- f Tracy _____ sobbed.

3 Write complete sentences using these adjectives. Try to add your own adjectives to make your sentences more interesting:

- a broad _____
- b scruffy _____
- c disorganised _____
- d clandestine _____

4 Highlight the correct word in the following sentences:

- a She plays the violin (well, good). f He's a (well, good) sport.
- b Why do you eat so (slow, slowly)? g The truck (slow, slowly) passed.
- c I'm (real, really) tired. h It was a (beautifully, beautiful) wrapped present
- d Please close the door (quietly, quiet). i Thank your grandmother (nicely, nice).
- e Run to the shops (quick, quickly). j Lachlan laughed (loud, loudly).

Grammar

Unit 11

Colons



A **colon** is a punctuation mark used to join two parts of a sentence.

- The colon indicates that the information that follows is an *explanation* or *elaboration* of what precedes it:

The situation is clear: if you fail to study sufficiently, you will not pass the final examination.

In the above example, the colon is used to explain *why* the situation is clear. See how the information that follows the colon *explains* the statement that precedes the colon.

- The words that follow a colon may or may not form a complete sentence. In some cases, it may be only one word that follows the colon.
- Colons can be used to introduce lists:

Items stolen from my purse included: two credit cards, a driver's licence, a library card, a USB stick and cash.

- Colons are also used to introduce a quotation or definition:

My favourite line from *Romeo and Juliet* is: 'they have made worms' meat of me'.

- Grammatically speaking, a colon is not as strong as a full stop. It creates a pause shorter than a full stop but longer than a comma.

1 Insert colons into the following sentences to make them grammatically correct.

- It's not safe out there three murderers, four terrorists and a score of petty criminals are on the loose.
- The doctor had no choice the leg had to come off.
- It's simple you stay or you go.
- Who said 'Out damned spot! Out, I say'?
- Harry was pleased with his purchases new trainers, jeans, a T-shirt and a cap.
- By Friday, Ross was thrilled with his efforts he'd arrived early to work every day.
- Halitosis the proper word for bad breath.
- Please don't add nuts to the salad I'm allergic to them.
- Vadim was vexed was the word 'vacuum' a verb or a noun?
- Dian lived by only one proverb he that burns most shines most.



2 Complete these sentences. Remember that the information that follows a colon is a list, definition, quotation or an explanation of the first part of the sentence:

- These are the foods I hate: _____
- David is obsessed with a number of things: _____
- There are lots of reasons why I said no: _____
- She swung around and looked at me in horror: _____

3 See if you can write four sentences containing a colon.

4 Imagine that you come home from school one day and your dad wants to know what you have learnt. You tell him that you learnt all about colons. He is amazed. He wants it all explained. Write your explanation of what a colon is and when it is used, and provide your dad with some examples.



Grammar

Unit 12

Semi-colons



Despite its name, the **semi-colon** is not simply half a colon; it has jobs of its own:

- A semi-colon is used to link *two complete sentences that are closely related*. This allows for the joining of ideas on the same subject:

It was a long, exhausting game; all players performed their best.

- Semi-colons are also used to *separate long, complicated lists*. This allows for a slightly longer pause than that provided by a comma. Note that a semi-colon *is* placed before the last *and*:

There were a dreadful number of injuries by half-time: Lucas pulled a hamstring; Marco's nose was broken; Mohammad twisted his ankle; Tony hurt his back; and three players came down with heat-stroke.

1 Insert semi-colons into the following sentences to make them grammatically correct:

- a** I really had forgotten how awful the house was: water dripped through mouldy ceilings floorboards creaked and squeaked ominously no door shut properly there were windows missing and the whole place stank of mice.
- b** The team leader was adamant about what was necessary to win: ferocious speed tireless strength well-timed coordination gutsy determination a fierce commitment to domination and a touch of foul play.
- c** Of course Robert could guess what would happen next he knew his girlfriend all too well.
- d** It was the best of times it was the worst of times.
- e** Hamlet had difficulty understanding Horatio's words how could his dear, dead father have been seen again?
- f** My best friend had thought of everything: wooden stakes hammer nails a bag of dry but stinking hay her mother's summer hat from last season, which she knew wouldn't be missed a flour bag old sneakers with huge holes in them and she'd even remembered to bring that dusty, dirty old jumper of her brother's. He didn't need to know it was going on a scarecrow.
- g** Cohen felt frustrated by mystery novels he could never guess the endings. He preferred fantasy novels that actually let you choose what happened next recently published science fiction (not that old stuff) skimming through the Guinness Book of Records books about cricket and those American stories that are a bit like Harry Potter.
- h** 'Street smart' people have a different type of intelligence to 'book smart' people they cope well in challenging situations and are good at adapting to changing environments.

2 Place eight semi-colons into the following text. Cross off the semi-colons as you place them.

;
;
;
;
;
;
;
;

We had a brilliant holiday: it was hot it never rained the mosquitoes stayed away the campsite was excellent and we had plenty to do. Everyone was pleased with the two weeks away. Nicholas made new friends Jemima acquired a suntan Vedran learnt to surf and I enjoyed just chilling out. We'll definitely go away together again I've already booked the campsite for next Easter!

Grammar

Unit 13

Brackets



Brackets are used to show *extra information, explanations or afterthoughts*.

- They can be used at the end of a sentence, or within the sentence itself. No punctuation mark is necessary unless the information inside the brackets is an entire sentence:

Not all carnivores (meat-eaters) are predators. (Vultures and hyenas, for example, are scavengers.)

- Note that if the bracketed information is removed, the sentence should still make sense in its own right. If it doesn't, then the brackets are probably in the wrong place:

Correct: Most magnets are made of an alloy (a mixture of metals) containing iron, nickel and steel.

Incorrect: Most magnets are made of an alloy (a mixture of metals containing iron, nickel and steel.)

- Brackets are also known as **parentheses**.

1 Place brackets in the correct places in the following sentences:

- We think well, I think, and your father agrees that you should be home by eleven.
- I've just crashed my car! Actually it's my father's car!
- A mistake was made only a tiny one and I was blamed.
- The quarrel between my aunts started fifteen years ago is destroying our family.
- Simone, Seth, Sammy and Steven but not Sigourney stayed until closing time.
- The man in the blue Fiat the one I believe is responsible for this accident refused to give his name and address.
- Place the thick wire blue on top of the thin wire green then twist the long wire brown onto the small ring labelled ring 1. Do not, under any circumstances, place the short wire purple into the largest ring labelled ring 3 as this will cause the primary piston silver to malfunction. The remaining wires yellow, black and white should be fitted to the remaining ring labelled ring 2.

2 The writers of these notes did not know how to use brackets. Rewrite them, using brackets accurately:

Mum and (Dad, if you're home),

I am sorry about the mess in the living room. Or should I call it (the disaster area?) Paul and I had a few people well, (maybe more than just a few over last night) and we haven't had a chance to clean. Paul did try but not very hard (to get rid of some of the rubbish), but then he had to go to work. Mr Patel rang (late last night and asked him to do an extra shift).

Hope you enjoyed your weekend away. (How are Harvey and Nancye)?

Love Em xxx

Dear Amy,

Your mum I assume it was your mum rang the school and asked for work to be sent home. There is no homework (for Geography) miracle of miracles, but Mr Fischer set stacks of questions how unusual to be done by Friday for History. Old Doddy sorry, (Mr Dodds) wants the maths done by Monday. (Personally, I wouldn't stress about it;) he'll forget he even set it.

Sorry you are still sick. Everyone (except Ryan,) who's an idiot says hello.

Charlotte x



Grammar

Unit 14

Dashes



- A **dash** is used to *emphasise additional information* within a sentence:

He is a carpenter—a very successful and wealthy carpenter.

- Dashes are often used *in pairs*; this provides greater emphasis than brackets or commas:

The advantages of selling—getting rid of surplus stock and making a huge profit—far outweigh the disadvantages.

(In the above example, notice how the sentence still makes sense if you take out the information inside the dashes.)

- Dashes can also be used to *highlight* a word or phrase at the end of a sentence; this indicates a pause and creates a special effect:

I'd be happy to be stuck on a desert island with anyone in the world—except you!

No piece of paper can be folded in half more than seven times. Go ahead—try it.

- Dashes may be used non-punctuationally to *replace missing letters or a whole word*. (This is useful if you need to use a swear word but are not allowed!)

'D— you all!'

1 Put asterisks where you could place a dash—or dashes—in the following sentences:

- She wore a completely outrageous dress outrageous in the extreme.
- Displaying the flag something that New Yorkers tend to do less than other Americans has become an important sign of defiance.
- After we dragged ourselves over the steep rise, we saw something that made us despair another mountain.
- Greg had everything in his life that he could ever want except hair.
- After marking most of the essays 175 out of a total of 203 Mrs Di Marco realised that none of her students understood anything about the Russian Revolution.
- It is easy to distinguish centipedes from millipedes centipedes have four legs per body section; millipedes have only two.
- The city's leaders and its huge tourist industry must hope that this disaster does not keep tourists away forever.
- When a British schoolboy picked up a soccer ball and ran with it in 1823, it led to the start of a new sport rugby.
- Everything they needed balls, bats, stumps and pads was locked up in the equipment cupboard, but the coach had lost the keys.

2 Place a tick against the sentences that are grammatically correct:

- Rupert enjoyed everything his wife cooked—except the curried kangaroo.
- Liquid paper is very—useful.
- I have only one person to blame—myself.
- Gregory Deck a vicar—objected to the proposal—on moral grounds.
- Keith Wong—a solicitor—objected to the proposal on legal grounds.

3 Now you can start to use dashes in your own writing. Write a tiny story about a tiny man and see if you can use at least ten dashes. (Don't make the dashes too tiny!)



Grammar

Unit 15

Hyphens



A **hyphen** may look like a dash but beware: it is quite different! A hyphen is shorter than a dash—about half the length—and is used in a completely different way.

- A **link hyphen** is used to join whole words or elements of words, into longer words, These longer words are called *compounds*:

Anglo-Saxon, ninety-nine, runner-up, open-air restaurant, happy-go-lucky

A link hyphen is also used to join some prefixes and suffixes with a stem word to form a compound:

ex-President, non-stick, pre-empt, Pre-Raphaelite, cabbage-like

- A *break hyphen* is used to indicate the division of a word at the end of a line, especially in newspapers, magazines and novels.

The famous Australian spread, Vegemite, was invented by a Melbourne man in 1923.

In handwritten and typed texts, it is normal to *avoid* breaking words in this way.

1 Here is a jumble of prefixes, suffixes and stem words. Use hyphens to match them up and form compounds. (You should be able to come up with at least ten compounds.)

double event ex fifty five flight giddy in infra jointed
mother non pack pre president red step student up vice

2 Look at this text carefully and highlight all the hyphens:

Most people consider the Brooke-Taylor expedition a success. Tom Brooke—a very ill man—and his long-standing friend, Bill Taylor, spent sixty-six days crossing the Musorian Plains—on foot. Many people before them—including the Flynn twins—had crossed the treacherous Plains before, but not without some form of high-tech transport. Apparently, the two men had always wanted to walk across the ice-bound plains in south-east Inzerbaijan but high-ranking officials in the Inzerbaijani government had criticised the high-risk expedition and refused to lend their co-operation to what they labelled ‘a ridiculous, half-baked idea’. It is reported that Brooke—encouraged by his wife—had a heart-to-heart with his doctor about the risks involved, re-routed the planned walk and wrote his will. The two friends stepped off an ice-breaker in early May and arrived at the far-western corner of the Musorian Plains sixty-six days later. Brooke and Taylor admitted the trek had been difficult—Brooke developed pneumonia and Taylor discovered he was flat-footed—but believed their deep-seated faith in their abilities had got them through.

3 What do you think it means when someone says they are:

a desk-bound? _____

b ill-starred? _____

Grammar

Unit 16

Link hyphens



Unfortunately, the use of the **link hyphen** has always been unpredictable and it is often difficult to work out whether or not it should be used. The best thing to do is simply to try and learn the most common compounds. If you are ever in doubt, consult a dictionary.

The following is a very limited list of common compounds:

anti-aircraft	anti-nuclear	anti-inflammatory	clear-cut	ex-directory	ex-libris	ex-serviceman
infra-red	mother-in-law	non-alcoholic	non-compliance	non-essential	non-fattening	home-brew
low-grade	self-control	non-fiction	non-smoker	post-date	post-haste	post-mortem
post-natal	post-war	pre-arrange	pre-Christian	pre-cook	pre-cut	re-elect
re-enter	re-evaluate	ready-made	red-hot	self-abuse	self-addressed	self-adhesive
pre-empt	self-centred	self-confidence	self-defence	self-help	straight-laced	two-faced
two-thirds	vice-president	well-known	two-handed	non-profit-making		

1 Choose ten of the compounds from the word list above. Use each compound in a sentence, demonstrating that you understand what that compound means.

- a _____
- b _____
- c _____
- d _____
- e _____
- f _____
- g _____
- h _____
- i _____
- j _____

2 The word list gives you some idea of how many compounds there are. How many more can you think of? Write a list of as many as you can. (Make sure each compound contains a link hyphen.)



3 Form compounds by adding a hyphen and a prefix, suffix or another word to the following. (Some of these are very tricky; you may need a dictionary.)

- | | |
|--------------------|-------------------|
| a father _____ | h ring _____ |
| b war _____ | i red _____ |
| c confident _____ | j kart _____ |
| d government _____ | k Band _____ |
| e retired _____ | l fortune _____ |
| f iron _____ | m indulgent _____ |
| g swimmer _____ | n saddle _____ |

Grammar

Unit 17

Apostrophes revision



Hopefully you will remember that **apostrophes** have two functions:

1 They show *possession* or *ownership*:

Jo's plan, the girls' netball team, Isaac's Porsche, four weeks' training, our children's attitude

2 They also form *contractions* by *shortening words*; that is, they show where letters are missing:

I can't go, you shouldn't, it's a problem, who's coming?, when's dinner?, you've passed, I'll leave

1 Rewrite the italicised words with apostrophes in the appropriate places:

- | | |
|-------------------------------------|-------------------------------------|
| a <i>whove</i> _____ | j <i>hell</i> _____ |
| b <i>lm</i> _____ | k <i>hells</i> an evil place _____ |
| c <i>whos</i> coming? _____ | l <i>a childs</i> mind _____ |
| d <i>whats</i> down the well? _____ | m <i>lll</i> _____ |
| e <i>well</i> _____ | n <i>dont</i> _____ |
| f <i>hadnt</i> _____ | o <i>some mens</i> clubs _____ |
| g <i>Peters</i> nose _____ | p <i>the Stevens</i> house _____ |
| h <i>youll</i> be sorry _____ | q <i>the enquirys</i> success _____ |
| i <i>theyd</i> better hurry _____ | r <i>Decembers</i> election _____ |

2 Sometimes even teachers get things wrong! Rewrite these reports ensuring you correct all the mistakes made with apostrophes:



Omars exam result's were impressive this term. Its clear hes been working hard. Omars' grasp of calculus has improved and his newfound understanding of differential equation's will assist him considerably in the final exams. Im very happy with Omars contribution's in class and his homework is always of a high standard. Its a pleasure to have him in my class!

Im afraid Adolf has not had a good year at Winston Boys. Hes determined to make life as difficult as possible for all those around him. Ive spoken to him on several occasion's about his attitude and behaviour but hes apparently unconcerned about the consequences of his action's. Hes failed all subjects this year and been suspended three times. If Adolfs performance does not improve next term, Il' have no choice but to recommend his expulsion.

Once again, its a joy for me to write Sarah's report. Shes such a lovely girl and lm so pleased shes achieved so much this term. All of Sarahs teacher's are delighted with her academic results' and as her form teacher lm particularly happy with her contribution's to school life. Sarahs' performance in the school play was admirable and wer'e very lucky to have her on the cricket team. Well done Sarah!

Mrs Rodger's and I are quite pleased with Georginas progress so far. Shes settled into kinder quickly and seem's to be enjoying herself. Georginas verbal skills are excellent although weve noticed that shes reluctant to assert herself. Were also slightly concerned that shes failed to master the alphabet, however theres still plenty of time before well consider it a problem. Perhap's some practice at home wouldnt go astray. Overall, wed say Georginas coping well with kindergarten.

Grammar

Unit 18



Commas, colons and semi-colons revision

- **Commas** mark a pause in a sentence. They separate similar parts of speech and items in a list. They also mark phrases and clauses. Commas separate direct speech from the rest of a sentence and can act like a pair of brackets.
- **Colons** introduce lists, quotations and definitions. They also join two parts of a sentence, where the second part explains or elaborates on the first.
- **Semi-colons** are used to join two complete sentences that are closely related. They can also be used to break up long, complicated lists.

1 Place commas in the appropriate places in these sentences:

- After we left Croatia we travelled through Slovenia Italy Switzerland and France.
- 'Oh sorry' said Ethan 'I didn't realise anyone was in here.'
- Place the flour milk eggs and half the sugar into a small mixing bowl.
- Before deciding what to do we had to agree on where we were going.

2 Rewrite these sentences and make them grammatically correct by removing some punctuation marks and inserting colons:

- Silence that dreadful bell, it frightens the animals. _____

- I think it was Yves Saint Laurent who declared; 'I don't really like knees.' _____

- It was quite obvious what Manik thought, about lending me the money; no way! _____

3 Two of these sentences contain correctly placed semi-colons. Place a tick beside the correct sentences:

- Duncan dashed off to return library books; while I sat in the car and waited.
- Soren failed his end of year maths exam; his parents were pretty disappointed.
- All the bugs; lizards; rodents; snakes and tiny mammals died of the same disease.
- Lucy was embarrassed about the bandages; they looked pretty silly.

4 Insert commas, colons and/or semi-colons into these sentences:

- Wiping the grimy sweat from his brow Terry continued to dig deeper and deeper.
- Dad wanted us to do several jobs while we were on holidays clean the pool finish making the dog's kennel chop firewood and put up the Christmas lights.
- Before departing this morning you will each receive the following a back-pack a map covering the entire search area two full water bottles which may be re-filled at any time food for the day a whistle and most importantly a first aid kit.
- I want one of these cars an XJ8 Jaguar in a British racing green a red or black Porsche Boxster with black leather trim a fire-engine red 1969 Cadillac with clean white leather upholstery or one of those sleek sexy new Lamborghinis in a bright metallic blue.

Grammar

Unit 19

Punctuation revision



This unit gives you an opportunity to practise your recently acquired punctuation skills as well as the basic skills you have learnt in the past.

First, here are some reminders:

- All sentences must begin with a capital letter.
- Proper nouns require a capital letter.
- A question mark is used to show that a question requiring an answer has been asked.
- An exclamation mark is used to indicate strong emotions such as surprise, happiness or anger, or to show a speaker is whispering or shouting.
- Commas:
 - separate items in a list
 - separate elements of a sentence
 - mark natural pauses
 - separate two complete thoughts joined by conjunctions
 - separate names of people
 - are used around interrupting words such as *therefore* and *however*

1 Punctuate these sentences correctly and circle letters that should be capitals:

- a** curses like chickens come home to roost
- b** the dog jumped into the filthy polluted pond and then shook its wet slimy stinking coat all over us
- c** polonius most useful piece of advice 'This above all to thine own self be true'
- d** gladys green president of the flashy meadows tennis club was proud of the clubs hundred year history its new clubhouse the immaculately maintained courts with their state of the art scoreboards and despite the recent controversy the clubs membership policy.

2 Place a tick beside the grammatically correct sentences:

- a** When a female spider dies, she is eaten by her babies!!
- When a female spider dies, she is eaten by her babies.
- b** Most of our energy comes from fossil fuel's—coal, oil and gas.
- Most of our energy comes from fossil fuels—coal, oil and gas.
- Most of our energy comes from fossil fuels—coal oil and gas.
- c** Stephanie asked me if I wanted to play tennis.
- Stephanie asked me if I wanted to play tennis?
- d** It was Queen Victoria who said: 'We are not amused.'
- It was Queen Victoria who said; 'We are not amused.'
- e** What goes around, comes around.
- What goes around comes around.
- f** Dad ordered pre-cut timber.
- Dad ordered pre—cut timber.
- g** Furthermore, another rule was broken.
- Furthermore another rule was broken.
- h** New York, my favourite city is beautiful in autumn.
- New York, my favourite city, is beautiful in autumn.

3 Insert apostrophes, commas and full stops into this text to make it grammatically correct:

Ned Kellys father Red was an Irish ex-convict When he died Ned had to look after his seven siblings even though he was only twelve He often stole horses and cattle so the family wouldnt starve In 1878 he became an outlaw with his brother Dan and two mates They became known as the Kelly gang and spent several months robbing banks taking hostages stealing from rich people and running from the police He killed three police officers which is why he was hanged for murder at age twenty-five

Grammar

Unit 20



Punctuating direct speech revision

This unit provides a reminder about how to use quotation marks and how to punctuate direct speech.

- Remember:
 - Direct speech is the *actual words* spoken by someone
 - Indirect speech is what someone is *reported* to have said or thought:

Direct speech: 'Do you think they liked my presentation?' asked Ursula.

Indirect speech: Ursula wondered whether they liked her presentation.

- Quotation marks go before and after the actual words spoken. Full stops, exclamation marks and question marks must go *inside* the quotation marks:

'You're cheating!' shouted Indiana. 'Is it my turn yet?' I asked.

- A comma is used to introduce the direct speech:

Dani whispered, 'I'm watching you.' 'I'm feeling overwhelmed,' said Brodie.

- Commas are also used when the speech is interrupted:

'Let's finish up early,' said Mrs Belcher, 'because we've been so productive.'

- Use a capital letter at the beginning of new sentences, but not if a spoken sentence is interrupted by unspoken words.

'Papua New Guineans used to preserve bodies,' explained Mr Vesuvio, 'by smoking them like eels and coating them in clay.'

1 Place quotation marks around the direct speech in these sentences:

- The pub, Dietmar growled, is the last place you should be right now.
- Look! wept Maria bitterly. Look at what they've done to my garden.
- We'll ring the police, declared Andy, and let them sort it out.
- Disapproval froze Jade's face like a block. I can't believe, she said coldly, you would do something like that.

2 Punctuate these sentences correctly:

- You snarled Latka are a dirty slimy little rodent
- I think it's a bit pricey Mia said to Tomasz What do you think
- I'm petrified of failing confided Lucy to Brett Aren't you worried about it at all
- You can go in now Miss Petrasevic called the receptionist He's ready to see you
- This thought Tariq is going to push her over the edge
- Have you got a hankie asked Ruth's mother You always forget your hankie



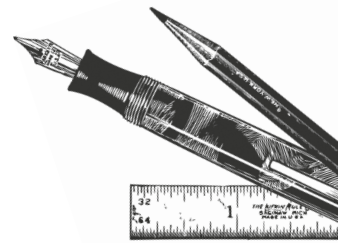
3 Rewrite these sentences correctly:

- 'Did you know that Malti-Poo is a breed of dog'? Asked Kevin _____
- Listless said Lietta is another word for languid, limp or lethargic _____
- mice are Pregnant for around twenty days explained, Mr Woo. _____

Grammar

Unit 21

Paragraphs revision



Paragraphs help to organise writing and make it easy to read by dividing it into distinct sections.

The main way to start a paragraph is by *indenting*; that is, to leave a small space before commencing writing. This is common when handwriting. Alternatively, an entire line may be left blank; this is more common when typing. (Sometimes, a writer uses both methods at the same time.) You should check with your teacher which style to adopt.

- Start a new paragraph every time you begin writing on a new topic, idea, point or issue.
- Always start a new paragraph when there is a change of speaker.
- Remember, it is acceptable to have a paragraph that consists of only one sentence.

Set out below are two examples of how to use paragraphs:

This essay outlines how to create some very simple web pages.

The first thing to understand about web pages is that there are two different ways of viewing them.

First, there is the way visitors see them as they are browsing—as page layouts with images and text.

Secondly, there is the way they appear when you create them, with special codes that are enclosed within chevrons. (Chevrons are part of a language called HTML.)

The widow of famous artist, Leo Wilson, has put their Sydney mansion on the market for a jaw-dropping \$16 million.

That makes it the most expensive home for sale in the country.

The Italianate villa has more than 100 rooms and is surrounded by ten hectares of immaculately landscaped gardens.

Mrs Wilson says she is selling because she wishes to separate herself from her old, unhappy life.

1 Rewrite this text, creating paragraphs and punctuating correctly:



Okay folks listen in please My name is Derek and I'm taking your class photo this year so I'm going to need lots of cooperation and lots of smiles What a dork whispered Arinta Yeh whispered back Rosa Derek the dork No talking up the back thanks girls called dorky Derek Sorry Derek Arinta called back We were just thinking about what would make us smile Well said Derek You could think about making your parents happy with a nice class photo for Christmas Oh man sighed Arinta this dude's a double dork

2 Imagine that your younger brother or sister has asked you to check some homework. You feel generous and offer to help rewrite it. (Hint: use paragraphs, capital letters, commas, colons, hyphens, question marks, exclamation marks, quotation marks and full stops.)



godfrey was a grumpy old goat he was grumpy morning noon and night godfrey would lie under the shade of a big tree munch on dandelions and think of what he could grump about happy young goats would trot up to him and ask him to play go away! he'd growl I'm grumpy other old goats would often amble up and ask him to accompany them on their walks no, he'd grumble I'm too grumpy one day as he lay in the shade chewing on dandelions Godfrey felt lonely and looked around him beyond the shade of the tree he saw happy little goats frolicking in the long grass along the well worn dirt tracks he saw groups of contented old goats strolling and chattering I've had enough of being grumpy he thought it's left me lonely and bitter i'm going to stop being grumpy from now on he got up wandered tentatively out of the shade and approached the frolicking young kids may I join you he asked no they shouted back you're too grumpy to play godfrey then stopped a group of chattering goats may I walk with you he asked politely no they quickly answered you're too grumpy to walk with us godfrey was crestfallen he was so disappointed and sad he wandered back to his dandelions under the tree lay down and felt sorry for himself i've been too grumpy for too long he realised everyone's given up on me the moral of this story if you're an old goat don't be grumpy

Grammar

Unit 22

Phrases



A **phrase** is a group of words that does not contain a **finite verb** (a verb that indicates tense) and cannot, therefore, stand alone.

- Phrases can do the job of nouns, adjectives or adverbs.
- Phrases are added to sentences to provide interest and extra information.
- Phrases can be at the beginning, in the middle or at the end of sentences.
- Phrases can be *noun* phrases, *adjectival* phrases or *adverbial* phrases:

Noun phrase: *The old man next door* is very lonely.

Adjectival phrase: I think Sean Connery, *that handsome Scottish actor*, was the best James Bond.

Adverbial phrase: The speeding car plunged *over the cliff*.

1 Are these groups of words sentences or phrases?

- | | |
|--|---|
| a She walked up the street. _____ | f What's for dinner? _____ |
| b Up the street. _____ | g In the bath. _____ |
| c My beautiful sister. _____ | h The pianist was excellent. _____ |
| d My beautiful sister turned six last week. _____ | i Covered in snow. _____ |
| e It is nine o'clock. _____ | j The bees hummed. _____ |

2 Highlight the phrases in these sentences:

- a** Annabelle, Birgitte and Lara, my best friends from high school, will be my bridesmaids.
- b** Nadish was approached by an odd-looking man in a dirty brown trench coat.
- c** Hui parked the wheelbarrow under the house.
- d** Wikipedia, a free encyclopedia, can be extremely useful.
- e** I love eating chocolate in the bath.
- f** Palaeontologists have recently affirmed an asteroid wiped out dinosaurs over sixty-five million years ago.
- g** Yulara is an isolated town in the Northern Territory of Australia, with approximately 3000 inhabitants.
- h** The lamington cake is believed to have been named after Charles Cochrane-Baillie, 2nd Baron Lamington, the Governor of Queensland at the time of its invention.
- i** It is possible to turn a sphere inside out without tears or creases.

3 Are these groups of words noun, adjectival or adverbial phrases?

- | | |
|--|---|
| a a beautiful woman _____ | g covered in bright yellow flowers _____ |
| b wearing a purple scarf _____ | h a mutant mouse _____ |
| c behind the shelter sheds _____ | i for him _____ |
| d into the ocean _____ | j under a smooth grey stone _____ |
| e the world's greatest liar _____ | k empty and dilapidated _____ |
| f after the party _____ | l that saucy minx _____ |

Grammar

Unit 23

Clauses



A **clause** is a group of words containing a **subject** (the person or thing that does the action) and a *finite verb* (a verb that indicates tense). It is usually part of a larger sentence.

- A **main clause** (or principal clause) can stand alone and will make sense in its own right. It contains the most important information in the sentence:

Marek tidied his bedroom because his father paid him pocket money on a Saturday.

- A **subordinate clause** cannot stand alone. It will not make sense by itself and needs to be joined to the main clause.
 - A subordinate clause is usually joined by conjunctions, such as *because, before, until, when, while, if* and *after*.
 - A subordinate clause gives more information about the main clause:

main clause

The rowers were thrilled

subordinate clause

Because her mother cried out,

subordinate clause

when their boat crossed the finishing line.

main clause

Rachel thought there must be an intruder in the house.

1 Highlight the main clause in each of the following sentences:

- When Minette opened the fridge she felt dismayed by the lack of inviting options.
- After surviving that first brutal rejection, Suresh felt he could cope with anything.
- Larry was fuming because his well-intentioned plan had failed.
- While Jake distracted the sales assistant, Jo slipped the perfume into her handbag.
- If you invite Theresa to your party, I'm not going to come.

2 Highlight the subordinate clause or clauses in each of the following sentences. (There may be more than one.)

- Fran pushed open the door with her foot because her arms were full of groceries.
- Although rent was cheap, it was a mistake to move to the city during the Great Depression because it wasn't possible to grow vegetables any more.
- Hiroko enjoys fantasy novels as they provide relief from the boring reality of everyday life.
- J. Edgar Hoover, Director of the FBI, died in 1972.
- Even though he refused to do any preparation, David still managed to pass his learner's permit test.

3 Complete each sentence with a subordinate clause:

- Troy didn't think anyone would notice his departure _____
- _____ she threw her school bag on the floor.
- During summer, _____ the trees all died.
- _____ Liam ran out into the rain.
- Mr Talevski, _____, is an inspiration to us all.
- _____ they missed the train.
- The audience was stunned _____
- _____, we can't be friends.

Grammar

Unit 24

Synonyms



A **synonym** is a word with almost the same meaning as another word:

bad → inferior, poor, rotten, vile, wicked

- When you replace a word with a synonym, make sure the synonym is the *same part of speech* as the word it is replacing, for example, if you wish to replace an adjective with a synonym, ensure the new word is also an adjective.
- Synonyms can be used to make writing more interesting, or to make the meaning of a sentence clearer and more precise:

After heavy rain, the dry bed of Lake Eyre becomes a *big* body of water.

After heavy rain, the dry bed of Lake Eyre becomes a *great/vast/enormous/immense/extensive* body of water.

1 Draw coloured lines to match each of these adjectives with the appropriate synonym:

- | | |
|-------------|-------------|
| a unlucky | unwell |
| b noisy | unfortunate |
| c sick | excellent |
| d busy | loud |
| e terrific | hectic |
| f dirty | autocratic |
| g despotic | audacious |
| h unsightly | powerless |
| i bold | indecent |
| j helpless | repulsive |



2 Rewrite the following sentences, replacing the italicised words with a more interesting synonym:

- a He knew from the *start* that he wouldn't *like* the film. _____

- b A prize was *given* to Dr Quinn for his *careful* and *helpful* medical research. _____

- c In order for this *plan* to be a success, we must be *alert*. _____

- d The *big, angry* bandicoot *growled* at the *scared* echidna. _____

- e Advertisements on television are often *boring* and *annoying*. _____

- f We can expect *heavy* rain, *heavy* winds and *heavy* damage when the twister hits. _____

- g My *good* friend Eugene is a *good* saxophonist. _____

Grammar

Unit 25

Antonyms



An **antonym** is a word with an opposite meaning to a given word:

Cold is the antonym of *hot*. *Distress* is the antonym of *relief*.

• Sometimes, adding a prefix or suffix to the original word forms the antonym:

plug/unplug, adequate/inadequate, agree/disagree, harm/harmless

• Antonyms are, however, often completely different from the other word:

always/never, heavy/light, strong/weak, wrong/right, mouldy/fresh,
cherish/neglect, dull/vivid, grand/insignificant, eminent/ordinary, negative/affirmative

• The word *antonym* is derived from the prefix 'anti', which means *against*.

1 Draw coloured lines to match each of these words with its antonym:

- | | | |
|---|------------|----------|
| a | robust | reward |
| b | punish | generous |
| c | mean | twisted |
| d | full | flimsy |
| e | straight | empty |
| f | passive | defeat |
| g | victory | barren |
| h | timid | preserve |
| i | fruitful | active |
| j | annihilate | fearless |



2 Think of an antonym for each of these words:

- | | | | | | | | | |
|---|---------|-------|---|---------|-------|---|--------|-------|
| a | old | _____ | d | late | _____ | g | sell | _____ |
| b | maximum | _____ | e | absence | _____ | h | forget | _____ |
| c | coarse | _____ | f | arrival | _____ | i | mourn | _____ |

3 Suggest an antonym for the italicised words in the following sentences:

- a The difference in the bill was obvious when they started to *save* water. _____
- b After the *short* operation Sue's leg was *better*. _____
- c The councillors were *satisfied* with the architect's ideas for the *new* courthouse. _____
- d Joachim was *elated* with the results of his *final* engineering exams. _____

4 Add a prefix or suffix to the following words to form an antonym:

- | | | | | | |
|---|-------------|-------|---|-----------|-------|
| a | responsible | _____ | f | advantage | _____ |
| b | sense | _____ | g | cloudy | _____ |
| c | construct | _____ | h | relent | _____ |
| d | permanent | _____ | i | fiction | _____ |
| e | spoken | _____ | j | continue | _____ |

Grammar

Unit 26

Homonyms



A **homonym** is a word that is spelt the same as another, but is actually a completely different word with a different meaning:

bill: bird's beak/statement of charges fair: just/fête/blond
 bank: side of a river/place where money is kept

If you need to use a homonym, ensure its meaning is clear: you must avoid ambiguity.

1 Give a definition of the homonyms italicised in these sentences:

- a My mother's greatest fear is that I'll grow up wanting to *box*. _____
- b Hakan *rows* on Saturdays and studies on Sundays. _____
- c We had to *till* the soil before we could plant the seeds. _____
- d Patricia's nagging and whinging was hard to *bear*. _____
- e My expectations and your performance are *poles* apart. _____

2 Now write your own sentences containing the homonyms in Exercise 1, but this time using their other meanings:

- a _____
- b _____
- c _____
- d _____
- e _____

3 Highlight all of the homonyms in the following sentences:

- a Every Sunday night Grandpa cuts his toenails and files the corn on his foot.
- b The entrée was a lovely soup of chicken and pulses.
- c Luka's favourite chill-out music was R & B and soul.
- d The union bargained for fair and reasonable contracts and a general pay rise.
- e Our trip to the beach was a failure as the waves were not big enough to surf.

4 There are thirteen homonyms hidden in this word search. The names can be found in any direction— forwards, backwards, up, down or diagonally. You may use letters more than once. Try to find all thirteen and list them alongside.

K	I	N	D	Z	D	E	A	R
R	O	W	M	E	O	E	P	E
A	S	Q	S	X	V	G	R	D
B	A	T	L	A	S	R	E	R
X	F	R	W	C	C	A	S	O
U	E	I	I	T	K	V	S	O
I	M	P	L	E	M	E	N	T

Grammar

Unit 27

Prefixes



A **prefix** is a word element placed at the front of a word (the **stem** or **root**) to form a completely new word:

discolour: 'dis' is the prefix, *colour* is the stem or root

- Prefixes alter the meaning of the stem word. In the above example, the prefix 'dis' negates the stem word *colour*. So *discolour* means 'to ruin or destroy a colour'.
- Prefixes are usually derived from Latin or Greek and have a meaning of their own, for example, 'pre' means *before* in Latin.

Here are some common prefixes:

Prefix	Meaning	Examples
'a'	on, out, up	aboard, ashore
'ad'	to, towards	adhere, adhesive
'ante'	before	antecedent, antechamber
'anti'	against	antiseptic, antibiotic, antidote
'bi'	two, twice	bicycle, bisect, bilingual
'co', 'com', 'con'	together, with	cooperate, combine, connect
'contra'	against	contradict, contrast, contrary
'de'	down, from, away	descend, depart, decrease
'ex'	former	ex-captain, ex-student
'extra'	beyond	extraordinary, extravagant
'fore'	before, in front of	forefront, foremost, foresee
'hemi'	half	hemisphere, hemicycle

1 Circle the prefix in each of the following words:

- a untidy c misled e disobey g superego i semi-colon k expel
 b inaccurate d impolite f unnecessary h aloft j homophone l demitasse

2 Give examples of words that use the following prefixes:

- a 'arch' (*chief*) _____ e 'hypo' (*under*) _____
 b 'bene' (*well*) _____ f 'inter' (*between*) _____
 c 'cata' (*down*) _____ g 'non' (*not*) _____
 d 'circum' (*around*) _____ h 'para' (*beside*) _____

3 Add a prefix to the following stem words. Then write the meaning of the new word.

- a _____ arm _____
 b _____ terrestrial _____
 c _____ centenary _____
 d _____ natal _____
 e _____ pilot _____
 f _____ clockwise _____

Grammar

Unit 28

Suffixes



Suffixes are exactly the same as prefixes, except they are placed at the end of stem words.

The addition of a suffix often means the stem word must be altered slightly:

pretty → prettily sedate → sedative metal → metallic farce → farcical

Here are some common suffixes:

Suffix	Meaning	Examples
'able', 'ible'	capable of being	delectable, sensible
'an', 'ean', 'ian'	belonging to, relating to	Christian, Jacobean, Italian
'ance', 'ence'	state of	endurance, dependence
'ant', 'ent'	one who	informant, assistant, student
'ary'	place where a thing is kept	mortuary, library, granary
'ative'	tending to	talkative
'craft'	skill	handicraft, witchcraft
'dom'	state, rank or domain	kingdom, freedom
'eer', 'er', 'ier', 'or'	person engaged in a trade or profession	engineer, teacher, courier, doctor
'en', 'et', 'ette'	little	maiden, minuet, cigarette
'en'	made of	golden, woollen
'ess'	female	goddess, temptress
'fold'	multiplied by	threefold
'ful'	full of	beautiful, pitiful

1 Circle the suffix in each of the following words:

- | | | | | |
|--------------------|---------------------|--------------------|---------------------|--------------------|
| a stupidly | e lengthwise | i eastward | m criticism | q builder |
| b avoidable | f certainty | j certainly | n critical | r bushcraft |
| c buses | g twofold | k driver | o powerful | s artist |
| d coldest | h African | l friendly | p sisterhood | t hopeless |

2 Add a suffix to each stem to form a new word:

- | | | |
|-----------------------|------------------------|------------------------|
| a new _____ | d seam _____ | g wood _____ |
| b joy _____ | e infirm _____ | h inquire _____ |
| c attend _____ | f sustain _____ | i off _____ |

3 Provide examples of words that use the following suffixes:

- | | | |
|------------------------|----------------------|-----------------------|
| a 'craft' _____ | c 'ly' _____ | e 'teen' _____ |
| b 'ative' _____ | d 'ist' _____ | f 'ful' _____ |

4 Identify the stem for each of these words:

- | | | |
|-----------------------------|--------------------------|--------------------------|
| a businesslike _____ | d negation _____ | g registrar _____ |
| b confirmed _____ | e financial _____ | h rover _____ |
| c emancipation _____ | f postage _____ | i oceanic _____ |

Grammar

Unit 29

Using a dictionary



A **dictionary** is amazingly useful. It provides you with an enormous range of information so you can:

- find out how to spell words by looking up the first few letters alphabetically
- discover the meaning of words
- check to which part of speech a word belongs
- determine how to pronounce a word
- check how to employ a word accurately.

With some dictionaries you can also learn other information, such as the origin of a word and its history.

Use your dictionary to help you complete the following activities.

1 What are these words and how do you spell them?

- a** corn _____ pia **d** sag _____ i _____ **g** kad _____
b smor _____ bord **e** aa _____ **h** anon _____ o _____
c pneu _____ a **f** feather _____ t **i** om _____ an

2 What part of speech is each of the following words?

- a** regurgitate _____ **f** foreshadow _____
b exposition _____ **g** plagiarise _____
c comestible _____ **h** nepotism _____
d mealy _____ **i** thwack _____
e talon _____ **j** infatuated _____

3 What is ...

- a** trumpery? _____ **d** a prodigy? _____
b a wobbegong? _____ **e** an aardvark? _____
c a coup? _____ **f** a kiss-off? _____

4 Use a dictionary to answer the following questions.

- a** What does a *theodolite* measure? _____
b Is *Mata Hari* a woman or a man? _____
c What is *Qantas* the abbreviation of? _____
d Where would you find a *kibbutz*? _____
e Is *zymase* an enzyme or a thick-walled spore? _____
f Where would you come from if you spoke *Esperanto*? _____
g Where would you find *greenbacks*? _____
h What does *sang-froid* mean in English? _____
i Is the *Transvaal* in South Africa or Europe? _____
j The samba is a Portuguese dance of African origin. True or false? _____
k Is vitellin usually poisonous to humans? _____

Grammar

Unit 30

Using a thesaurus



A **thesaurus** is a book that lists words in *groups of synonyms*. It helps writers to find alternatives to overused or uninteresting words.

To use a thesaurus:

- look up the word you wish to replace (a thesaurus will either list words in alphabetical order or have an index of words)
- look carefully at all the synonyms provided
- think about the context in which the word will be used and make sure that you understand what the synonym means before you use it
- make sure that your new word belongs to the same part of speech as the old one (you cannot replace a noun with an adjective, for example).

If you looked up *powerful* in a thesaurus, you would probably find synonyms such as:

mighty, potent, strapping, strong, sturdy, vigorous, authoritative, commanding, dominant, influential

You can see that although these are all synonyms, they do not all mean exactly the same thing. Therefore you would have to choose one that is perfect for your particular sentence.

Use your thesaurus to help you complete the following activities.

1 Find synonyms for each of these words:

- a hunk _____ d bleach _____
b charter _____ e nag _____
c tolerant _____ f romantic _____

2 Replace each of the italicised words with a more interesting synonym:

- a It was a long, *boring* night. _____
b Dad cooked us a *nice* meal. _____
c Unfortunately we had to *stop* our lessons. _____
d Libby wore the most sensational *red* lipstick. _____
e Do you *understand* the enormity of the situation? _____
f That was a *nasty* stunt to pull. _____
g I've had such a *bad* day! _____

3 Draw coloured lines to match the words on the left with their synonym:

- | | |
|-------------|-----------|
| a peevish | armistice |
| b hot | pseudo |
| c truce | congenial |
| d blithe | cheerful |
| e agreeable | querulous |
| f phoney | sultry |

4 Write a short imaginative piece of writing about one of the following, using a thesaurus to improve the quality of your writing:

- The adventures of an amorous aardvark
- The disappointments of a depressed dingo



Grammar

Unit 31

Common mistakes — have/of



Have is a verb, which is an action word. It is part of the infinitive *to have*:

Present tense: I have, you have, he has, she has, it has, they have, we have

Past tense: I had, you had, he had, she had, it had, they had, we had

Of is a preposition. It links nouns or pronouns with other parts of speech:

A bag of rice Six of those, please Of course you can!

- *Of* should never be used instead of *have* in constructions, such as: 'You should not have'; however there is often confusion about this because in casual, rapid speech, the two words can sound similar.
 - Some people make the error of writing things such as 'she could of if she tried'. This is incorrect and does not make sense.
 - Another common mistake is to think that contractions such as *should've* and *would've* stand for *should of* and *would of*. They do not: they are abbreviations of *should have* and *would have*.
- You should also be aware that contractions such as *should've* and *would've* are only used in speech, not formal writing. When writing, you should use the words in full.

1 What do the following contractions mean?

- a could've _____ d what've _____
- b should've _____ e how've _____
- c might've _____ f had've _____

2 Have or of? Fill in the gap in each of the following sentences with the correct word:

- a 'You should _____ seen the fish that got away, Mum!' shouted little Abdu.
- b 'May I have another one _____ your lovely biscuits?' asked Maeve.
- c Two _____ the escaped prisoners were recaptured by police last night.
- d I could _____ hit that woman.
- e I would not _____ picked you as a gambling man.

3 Complete each of these sentences by inserting one word: *has, had, have, of* or a contraction ending in 've':

- a 'I _____ been a professional jockey, if I wasn't so tall,' declared Tim.
- b '_____ you done to my hair?' shrieked the distraught woman.
- c 'How _____ you coped since you lost the butler?' Jenny asked Diedre.
- d _____ all the people one could meet in Outer Mongolia, we ran into the bloke from next door!
- e Our local councillors _____ given up trying to remove graffiti.
- f 'I reckon Stevie _____ nicked your bike,' whispered Mario.
- g 'We will _____ a party to end all parties!' declared Mr Griswold.
- h Harry should _____ allowed more time to get there.
- i I guess I could _____ tried harder.
- j We _____ sold the gold before prices slumped. We _____ made a fortune.

Grammar

Unit 32



Common mistakes—me, myself and I

Me, myself and **I** are first person pronouns that refer to the speaker of the sentence. To ensure you use the correct pronoun, you need to consider what job the pronoun is performing within the sentence.

- **I** is used when the pronoun is the *subject* in the sentence (the subject usually precedes and governs the verb):

I fought with my brother. She thinks I am a dumb cluck. It was a surprise that I had not been invited.

- **Me** is used when the pronoun is the *object* in the sentence (the object is usually a noun and is affected, or governed, by the verb):

The complaint was received by me. Could you give me another chance? Mandy pushed in front of me.

- **Myself** is a reflexive pronoun. It is the object in a sentence and refers back to the subject:

I cut myself. I regret my behaviour and am quite ashamed of myself. I am training myself to wake earlier.

- **Myself** is also used after prepositions:

I poured the water over myself. I slipped the rope under myself. I dripped the ice-cream all over myself.

- These rules apply even when there is more than one subject or object:

The President and I are in agreement. The shadow fell across Jenny and me. I bought drinks for Vladimir and myself.

- Notice how the pronoun referring to the person speaking is always placed last.

1 Fill in the gaps with *me, myself* or *I*. (Remember to first work out which is the subject and which is the object.)

- a The teacher was pleased that _____ had finished my work so quickly, so _____ was allowed out early.
- b _____ banged on the door and asked them to help _____ because _____ had burnt _____.
- c Since cutting _____ on broken glass, _____ always wear thongs at the beach.
- d Please don't look at _____ like that; _____ feel intimidated.
- e '_____ would rather do it _____, thank you.'
- f Jane and _____ were good friends before she stole my boyfriend.
- g Uncle Bob gave Faro and _____ a very stern lecture when he found us.
- h Dad and _____ love fishing, although he is always luckier than _____.
- i _____ blame _____.
- j The letter was addressed to my sister and _____.
- k My sister and _____ opened the letter together.

2 Rewrite the following passage, changing each italicised pronoun to the appropriate first person pronoun:

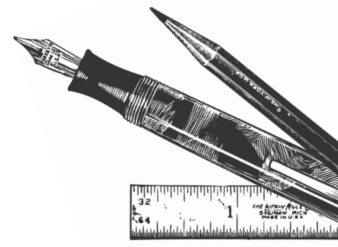
After the operation *she* expected to be able to see perfectly but it took longer than *she* expected. *She* had to train *herself* to remember where everything was in the kitchen so that *she* could make *herself* breakfast. In the bathroom everything had to be exactly right so *she* could brush *her* teeth and wash *herself*. In the shower, *she* put the shampoo on the floor and the conditioner on the shelf, but every few days *she* had to remind *herself* which was which. It came as a surprise to *her*, how much the restricted vision affected *her*.



Grammar

Unit 33

Common mistakes — it's and its



If you can master the **it's/its** issue, then you will be the champion of the world!

- **It's** is short for *it is*. It is called a *contraction*, because it is the abbreviated version of *it is*:

It's a nice day. It's raining. It's a disaster. It's such a shame. Don't you think it's unfair?

- **Its** is a *possessive pronoun* like *my, your, his, her* and *their*. It shows ownership or possession:

The dog wagged its tail. The lion protected its cub.
The box fell on its side. The company released its results.

If you are ever in doubt as to which to use, then carry out a little test: can you substitute the words *it is*? If using *it is* makes sense, then you should write *it's*. Look at these examples:

It's a very cloudy day. (It is a very cloudy day.)

This makes sense, therefore *it's* is correct.

The rose was at its best. (The rose was at it is best.)

This does not make sense, therefore *its* should be used.

1 Highlight the correct word in these sentences:

- Pass me the remote control. (Its, It's) on the bench.
- When operating a chainsaw (its, it's) imperative to wear safety equipment.
- I find (its, it's) comforting to know that a goldfish has a memory span of three seconds, otherwise I would feel guilty about my pet spending (its, it's) whole life endlessly circling the same branch of fake seaweed.
- (It's, Its) much easier to juggle than you think.
- Can we get rid of this old table? (Its, It's) painted the most awful brown.
- A rabbit twitches (its, it's) nose constantly because it depends on (its, it's) sense of smell to warn of danger.
- The cat battered open the door of (its, it's) cage and ran for (its, it's) life.
- (It's, its) pointless to hope that (it's, its) over.
- Jamaica is a Caribbean country. (Its, It's) a member of the Commonwealth. Kingston is (its, it's) capital.
- I can't think of (its, it's) title. (Its, It's) on the tip of my tongue, but (its, it's) eluding me.

2 This text contains twelve incorrectly used *it's* and *its*. Rewrite it correctly.

To operate the remote-controlled car, turn the main switch to 'on'. Its located on the underside of the vehicle. Its important to regularly check this switch as it's easy to leave on and waste the batteries. Its also important to remove the antenna from the vehicle while not in operation as its quite fragile and easily damaged. It's storage container is located on the left side of the carry case. To recharge batteries, place the vehicle on its right side, remove the battery hatch (its located near the left rear wheel) and plug the recharging cord into the receiver. Its imperative that the batteries are not charged until its obvious they are completely dead. This vehicle is designed for heavy use. Its also designed for rough and uneven terrain, but its not suitable in water. We know you will have fun with your car: experts have designed it's features, so its easy to guarantee your satisfaction!



Grammar

Unit 34

Some confusing words



There are many words in the English language that cause confusion. Here are some of them:

Word	Part of speech	Meaning	Synonyms	Example
accept	verb	consent to receive	take, receive	We accept your invitation.
except	preposition	not including, other than	apart from, excluding	Everyone danced except Kylie.
affect	verb	act on, move (feelings)	alter, change, influence	The accident will affect us all.
effect	noun	the result of an action	consequence, outcome, result	The lights created a pretty effect.
effect	verb	bring about or accomplish	achieve, cause, produce	We'll need to effect big changes.
bought	verb	past tense of <i>to buy</i>	purchased, paid for	I bought it in Myer.
brought	verb	past tense of <i>to bring</i>	carried, provided, gave	He brought great joy to others.
chose	verb	past tense of <i>to choose</i>	picked, wanted, preferred, wished	We chose our subjects last month.
choose	verb	decide, select, take	pick, want, prefer, wish	I choose not to smoke.

1 Highlight the correct word to complete these sentences. (Be careful!)

- Make sure you (choose, chose) your colours carefully.
- You should not underestimate the (affect, effect) this is going to have on the staff.
- I will (accept, except) your offer of help only if I can return the favour.
- Last year I (choose, chose) to stay home on New Year's Eve.
- Some movies can (affect, effect) children's behaviour.
- (Accept, Except) for Portia, we all received pay rises.
- He (bought, brought) the new model Nokia at a greatly reduced price, then (brought, bought) it to school to show off.

2 Fill in the gaps with one of the 'confusing words' from the table above. Words may be used more than once:

- It's lucky that I _____ my umbrella along: it's pouring!
- I knew Savita would not _____ my apology.
- The long-term _____ s of drug abuse are well documented.
- The _____ this may have on our children is just too difficult to predict.
- If I have a choice, then I _____ you!
- I had a choice and I _____ you!
- Brittany forgot her decision would _____ everyone.

3 Using a dictionary, create another table to show the difference between these pairs of confusing words:

- | | | | |
|---------------------|------------|----------------------------|-------------|
| dependant/dependent | of/off | weather/whether | hung/hanged |
| allowed/aloud | fewer/less | uninterested/disinterested | |

