
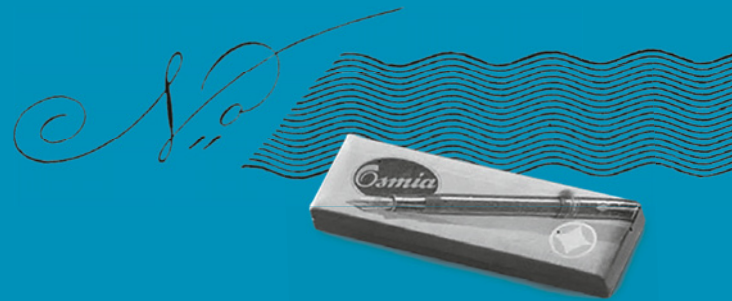


Part 1

Grammar

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. New revision units ensure students can confidently consolidate then extend their knowledge and skills. Exercises to be completed off the page are marked with the  icon.



Grammar

Unit 1

Parts of speech revision 1



This unit revises **nouns** and **pronouns**.

- **Common nouns** name people, creatures, places and things, so they are the largest group of nouns.
- **Proper nouns** name specific people, places or things and always start with a capital letter. Note, however, that seasons and compass directions are not proper nouns.
- **Collective nouns** name groups of people, animals and things.
- **Concrete nouns** name physical, observable, touchable objects, animals and people.
- **Abstract nouns** name non-physical feelings, qualities, ideas, actions and states.
- You should be aware that some nouns may also function as a **different part of speech**:

Send me a *text*. (noun)

I'll *text* you. (verb)

Mrs Maynard is on maternity *leave*. (noun)

Don't *leave* your stuff there! (verb)

- Using a **very specific noun** is always better than using adjectives, general nouns or complicated explanations:

'Harry is a pessimist' is better than 'Harry has a tendency to expect and think the worst'

- **Pronouns** replace nouns to avoid repetition.

1 Highlight the abstract nouns in this word list and underline the concrete nouns:

admiration	affection	anger	annoy	annoyance	prosecute	Cinderella
confidence	cowardly	dependence	derringer	disinterest	Frankenstein	guava
justify	landing pad	prosecutor	love	lovely	Newcastle	ocean

2 Improve these sentences by replacing the italicised words with one of these nouns:

cathedrals logbook odometer patricide penultimate

- While in Europe we saw many *beautiful, great, big, old churches*. _____
- The defendant was found guilty of *killing his father*. _____
- Susie was sorry it was the *second last* day of school holidays. _____
- Before filling his car with petrol, my father always checks the *instrument on the dashboard that indicates how many kilometres he has driven*, and records the information in a *little book for that purpose*. _____

3 Draw coloured lines matching each collective noun with the group it describes:

- | | |
|-----------------|------------|
| a A scourge of | beauties |
| b A prickle of | ducks |
| c A crash of | tigers |
| d A bevy of | hoodlums |
| e A paddling of | unicorns |
| f An ambush of | hedgehogs |
| g A gang of | mosquitoes |
| h A blessing of | rhinoceros |

4 Highlight the nouns in this word list that should begin with a capital letter:

arabic	autumn	dollar	east	grandmother	greek	hydrogen
july	mars	milky way	napoleon	sony	south australia	star wars

Grammar

Unit 2

Relative pronouns



The **relative pronouns** *who*, *whom*, *whose*, *that* and *which* are **link words**. They link nouns with further information, which is provided by **clauses**. (A clause is a group of words within a sentence.)

- **Who** and **whom** refer to people.

– *Who* is used when the noun is the *subject* of the sentence (the subject governs the verb):

The boy **who** won the race collapsed at the finish line. (*The boy* is the subject.)

– *Whom* is used when the noun is the *object* of the sentence (the object is governed by the verb):

I had a disagreement with a girl **whom** I dislike. (*I* is the subject; *the girl* is the object.)

- **Whose** is used to show ownership or possession. Do not confuse it with *who's*, which is an abbreviation of *who is*:

We donated money to the people **whose** homes were lost in the bushfires.

- **That** and **which** refer to things.

– *That* should be used when the clause helps to clearly define the noun:

The car **that** I wanted to buy had already been sold. Ella chose the shoes **that** had the highest heels.

– *Which* is used when the clause is not actually defining the noun but simply providing extra detail:

Beckham finally scored a goal, **which** relieved the team. I downloaded Photoshop, **which** was recommended.

1 Place the correct relative pronoun in the following sentences:

- It was Atish _____ irritated Mr Geisler the most.
- It was George's pathetic attitude _____ irritated me the most.
- I did not tidy my room as requested, _____ displeased my mother.
- The clothes _____ my brother bought had to be returned.
- Tanya, to _____ I gave nothing, gave me a very generous Christmas present.
- It was Meera, _____ voice was the loudest, _____ grabbed our attention.

2 Each of these sentences has words missing. They may be verbs, nouns or relative pronouns. Think of an appropriate word that fits the context:

- _____, _____ is late all the time, actually arrived early for a change!
- I lost my _____ while I was skating, _____ was a real pity as I loved it.
- The dress _____ Stefanie chose had sequins all down the back.
- The dress I _____ to the wedding was identical to the bridesmaid's, _____ was pretty embarrassing.
- The boy to _____ I lent my Geography notes quickly returned them, _____ was a relief as I needed them for my homework.

3 Only one of these sentences is grammatically correct. Tick the one you think it is:

- Dennis, whose tall and built like a tank, can be quite intimidating when he's angry.
- The thing which I like to do on the weekend most, is go mountain bike riding.
- It was ironic that Hiro, whose party it was, fell asleep early and missed all the action.

Grammar

Unit 3

Interrogative pronouns



The **interrogative pronouns** *who*, *whom*, *whose*, *which* and *what* introduce questions. (To *interrogate* means to ask questions.)

- The pronoun **who** is used to refer to the subject in a sentence:

Who is sitting in my chair?

- The pronoun **whom** refers to the object in a sentence:

Whom did you see?

- In modern, informal language, especially conversation, it is sometimes acceptable to use *who* instead of *whom*. However it is important that you know when to use *whom* correctly.

- **Whose** implies possession (do not confuse it with the contraction *who's*):

Whose keys are these?

- **Which** implies there is an obvious choice and *what* is used when there is no choice involved:

Which brand is more expensive?

What motivates you?

1 Complete the following sentences with an interrogative pronoun:

- a _____ won the raffle? f _____ are you doing?
b _____ colour are your eyes? g To _____ are you speaking?
c _____ dress do you prefer? h _____ way is it to the bank?
d _____ car is blocking our driveway? i _____ bike is this?
e _____ did you kiss? j _____ wrote this?

2 Highlight the correct word in the following sentences:

- a (Whose, Who's) responsible for collecting the money?
b It was Jade's father (who, whom) volunteered to pick us up.
c To (who, whom) shall I give the cheque?
d You must return the wallet to (who, whom) it belongs.
e (Whose, Who's) picture do you think is the best?
f (Whose, Who's) going to have pizza?
g Ernest Hemingway wrote *For (Whom, Who) the Bell Tolls* in 1940.
h (What, Which) one is yours?
i To (who/whom) shall I bequeath my house?

3 Imagine that you are a police officer and that you have been sent to investigate one of the following crimes. Pick a crime and write twenty questions to ask the witnesses. All questions must begin with an interrogative pronoun:



- the theft of a Picasso painting from a gallery
- an altercation at a garage sale, resulting in two assaults
- the kidnapping of a prize-winning poodle
- the disappearance of a resident from a nursing home

Grammar

Unit 4

Reflexive pronouns



The **reflexive pronouns** *myself, yourself, himself, herself, itself, ourselves, yourselves* and *themselves* refer back to the subject in a sentence. (Remember, the subject is the noun that governs the verb.)

I hurt myself. Please make yourselves at home. They only have themselves to blame.

Reflexive pronouns cannot be used as the actual subject in a sentence:

Incorrect: Neerja and myself attended the sale. Correct: Neerja and I attended the sale.
Incorrect: Rob fell in love with myself. Correct: Rob fell in love with me.

1 Place the correct reflexive pronoun in these sentences:

- I bought _____ a new Mac.
- Roderick has really got _____ into serious trouble.
- A chameleon can change its colour to disguise and protect _____.
- 'Boys, get _____ dinner please. I'm going out,' called Dad.
- We dressed _____ warmly to brave the cold.

2 Highlight the correct word:

- (You, Yourself) and Meg are my best friends.
- The rules do not apply to (myself, me).
- The chef bumped (his, himself) head on an open cupboard.
- The chef hurt (him, himself) while preparing desserts.
- Bella and Stella did not know what they were getting (herself, herself, themselves, them) into.

3 Complete this paragraph by inserting appropriate pronouns:

I never wake up when _____ alarm goes off. _____ set it with the best of intentions, but I can't wake _____ up enough to actually get out of bed. When _____ brother has heard _____ alarm go off twice, he comes in and pulls _____ doona off. Once my feet are on the cold wooden floor, it's easier to motivate _____ to get ready. I have a shower, brush _____ teeth, get _____ dressed and then go downstairs. I would be quite happy to make breakfast _____, but Dad likes to make a big deal of the occasion. He cooks eggs and bacon, but Mum likes to make the tea _____ because she says Dad makes rotten tea. After breakfast I pack my bag, make _____ bed and get _____ out the door before anyone asks me to help _____ little sister get ready. It's difficult enough organising _____, let alone organising someone else as well.

4 Write a paragraph about someone else's morning routine. Pick one of the following people and include at least five reflexive pronouns:

- your grandfather
- a dairy farmer
- the Queen
- an early morning DJ
- a soldier
- an adventurer climbing Mount Everest



Grammar

Unit 5

Using pronouns revision



This unit gives you an opportunity to cement your understanding of **pronouns**.

1 Change these sentences:

- a *to the third person:* I am very happy with my exam results. _____
- b *to the first person:* You kicked the door with all your might. _____
- c *to the second person:* He is a troublemaker. _____
- d *to the second person:* I should check my email every day. _____
- e *to the third person:* You look great with your hair like that. _____

2 Fill in the gaps with *me, myself or I*:

- a After dinner is finished, _____ have to pack the dishwasher.
- b My mother asked _____ to unpack the dishwasher.
- c _____ have been known to sing to _____ while washing the dishes.
- d If it's just _____ at home, _____ leave the dishes until the next day.
- e My Dad and _____ often chat about important stuff while we do the dishes.

3 Place a relative pronoun in the spaces provided:

- a I'm not going to be lenient when I find the person _____ stole my Nintendo DS.
- b We missed seeing her by five minutes, _____ was a real pity.
- c Princess Diana was a woman _____ many people admired.
- d Tim, _____ job it was to type up the letters, turned out to be a dreadful speller.
- e I soon realised the goals _____ I had set myself were unachievable.

4 Highlight the correct interrogative pronoun:

- a (Which, What) way do you think is the fastest?
- b (Whom, Who) will take responsibility for showing the new kid around?
- c (What, Which) are your intentions?
- d (Whom, Whose) jumper is this?
- e To (whom, who) are you sending those flowers?

5 Place a tick next to the grammatically correct sentence in each of these pairs:

- | | |
|--|--|
| a Miss Lee is the teacher whose most admired. <input type="checkbox"/> | Miss Lee is the teacher who's most admired. <input type="checkbox"/> |
| b Which hand-held game do you prefer? <input type="checkbox"/> | What hand-held game do you prefer? <input type="checkbox"/> |
| c Dan and I went psycho. <input type="checkbox"/> | Dan and me went psycho. <input type="checkbox"/> |
| d I will take responsibility for me. <input type="checkbox"/> | I will take responsibility for myself. <input type="checkbox"/> |
| e Please return application forms to myself. <input type="checkbox"/> | Please return application forms to me. <input type="checkbox"/> |
| f Japesh and I got caught. <input type="checkbox"/> | Japesh and me got caught. <input type="checkbox"/> |

Grammar

Unit 6



Parts of speech revision 2

This unit revises **verbs**, **adjectives** and **adverbs**.

- **Verbs** are action words and indicate the tense of a sentence.
- The person or thing that carries out the action is the *subject* (a noun), and may be singular or plural. The verb must *agree in number* with the subject.
- **Adjectives** make writing interesting by describing nouns. They provide information about qualities such as size, shape, colour, number, taste, attitude, direction, age, weight and sound.
- **Proper adjectives** need a capital letter:

Indian culture, Roman Catholic mass, Shakespearean style

- **Quantitative adjectives** indicate how much:

some people, many mistakes, all schools, little expectation, much debate

- **Comparative adjectives** compare people and things:

ugly, uglier, ugliest, refined, more refined, most refined

- **Adverbs** answer the *how*, *when* and *where* questions about verbs and are usually formed by adding 'ly' to an adjective.
- Adverbs can also provide more information about adjectives or other adverbs.

1 Rewrite these sentences in a different tense. Ensure the verb is altered correctly:

- a Their spaceship lands heavily. (*to the past*) _____
- b You were stunned. (*to the future*) _____
- c I was furious. (*to the present*) _____

2 Rewrite these sentences by changing the number of the subject. Again, ensure the verb is altered correctly:

- a My best friends are invaluable. (*to the singular*) _____
- b One man was severely injured. (*to the plural*) _____
- c I was protesting on principle. (*to the plural*) _____

3 Insert the correct form of comparative adjective:

Positive	Comparative	Superlative
	more impressive	most impressive
angry		angriest
disappointed		
	better	best
much	more	
	lonelier	

4 Change these adjectives into adverbs:

- a easy _____
- b rebellious _____
- c incessant _____
- d memorable _____
- e fishy _____
- f domestic _____

Grammar

Unit 7

Infinitives



Infinitives are the most basic form of a verb. They have no direct relationship to time, person or number. Most infinitives in English begin with the word *to*:

to see, to dance, to cry, to have, to be able, to be, to perform, to moan, to gibber, to disarm, to pout, to mollify

- You may hear people say that you should never **split an infinitive**. This means that you should not separate the word *to* from the rest of the infinitive. Today, it is acceptable to split the infinitive; however it is probably best to avoid it in formal writing:

Instead of: We wanted to quickly run. You should write: We wanted to run quickly.

- Infinitives are **non-finite verbs**, that is, they cannot stand on their own. They need an auxiliary verb to make sense:

Without an auxiliary verb: I to dance. With an auxiliary verb: I like to dance.

Without an auxiliary verb: Adib to learn the drums. With an auxiliary verb: Adib wanted to learn the drums.

1 Highlight the infinitives in these sentences:

- I wanted to do the tango, but Sophie wanted to rumba.
- Nina was nervous because she had to sing in front of a thousand people.
- Naveen had to continuously fight an irrational fear that while he was dissecting the worm it would start to wriggle.
- Quentin would have liked to attend the science fair.

2 Complete these sentences by inserting an infinitive:

- Jude had always wanted _____ to India.
- In order to get what she wanted, Kylie knew that she had _____ her mother for days on end.
- Alessandro's goal for the season was _____ 180 centimetres in the finals.
- Wilma found it virtually impossible _____ the internet.
- It is always far too easy _____ money you just don't have.

3 The following infinitives require an auxiliary verb in order to make sense:

- I _____ to do housework.
- She _____ to see for herself.
- They _____ to fly to Paris for their anniversary.
- I was _____ to miss my curfew by a long shot, so I knew Dad was _____ to clobber me when I eventually got home.

4 Rewrite these sentences to see if you can avoid committing the 'crime' of splitting the infinitive!

- The dentist hoped to painlessly remove the tooth. _____

- Wade loves to brazenly pick his nose. _____

Grammar

Unit 8

Finite and non-finite verbs



- Every sentence needs a **finite verb**, which is a verb that has a subject (a person or thing to carry out the action). A finite verb and a subject together will make sense—and indeed make a sentence—on their own:

We sing. She plays. They travel. The mouse nibbles. I am.

- A **non-finite verb** (also known as an **infinitive verb**) does not make sense when used with a subject on its own:

I to go She to swim I going He sleeping They having

- Non-finite verbs need **auxiliary verbs** to help them make sense:

- A non-finite verb plus an auxiliary is called a **verb phrase**.
- A verb phrase and a subject create a sentence.

In the examples below, the auxiliary verb is in bold and the non-finite verb is italicised:

He **wanted** *to go*. She **hates** *to swim*. They **are** *amazed*. We **will be** *compensated*.

- To test if a verb is finite, see if it can stand on its own with a subject:

He cooking. (This does not make sense, therefore the verb is non-finite, and needs an auxiliary to make sense.)
He is cooking. (This makes sense. There is a non-finite verb plus an auxiliary verb (verb phrase).)
He cooks. (This makes sense, therefore the verb is finite. This is a sentence.)

1 Highlight the finite verbs in these sentences:

- Little Tommy Tucker sings for his supper.
- Should I go to school if I still have spots from the measles?
- I simply do not understand why you insist on shouting all the time.

2 Add a suitable auxiliary verb to the non-finite verb to create a verb phrase in the following sentences:

- He _____ to buy a new suit for the formal.
- Oscar _____ hoping to learn the piano, but his parents _____ insisting on the clarinet.
- Dean _____ planning to ask Daphne to marry him.

3 Add a suitable non-finite verb to the auxiliary verb to create a verb phrase in the following sentences:

- As a keen gardener, Mortimer likes _____ his garden to the public every spring. He loves _____ the looks on people's faces when they see the tulips.
- I think he wants _____ with you!
- Basima is _____ her speech.

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

- Human hearts (is, are) shaped like a pear.
- They (exercised, exercising).
- You (makes, make) me angry.
- The Moon (spin, spins, span) round on its axis in 27.3 days—exactly the same length of time that it (take, took, takes) to (orbit, orbits, orbited) once round the Earth.
- Hemi will (decided, decide).
- I (have, has) remembered.
- Rafe has (seen, saw, sees) the light.

Grammar

Unit 9



Subject/verb agreement

A verb must agree with its subject in number, person and tense. This means that a singular subject needs a singular verb and a plural subject needs a plural verb. It also means that the person and tense must be the same for the subject and the verb:

I am furious. (<i>first person, singular, present</i>)	We are furious. (<i>first person, plural, present</i>)
You will be furious. (<i>second person, singular, future</i>)	You will be furious. (<i>second person, plural, future</i>)
She was furious. (<i>third person, singular, past</i>)	They were furious. (<i>third person, plural, past</i>)

• Even when a verb is separated from the subject to which it refers, it must still agree:

My cousins, who live overseas, are flying in for Christmas.

• A collective noun is singular if it refers to a whole group, but plural if it refers to individuals in a group:

Our school is very run down.

About half of the school are going to be there.

• Singular subjects joined by the conjunction *and* usually require a plural verb:

You and I are going to be good friends.

Roger and Rupert have the same rituals.

• When the subject is qualified by words such as *each, every, one, either, neither, anyone, everyone, nothing or something*, the verb is singular:

One of the apples was eaten.

• When the subject is qualified by words such as *all, some, many, more, few, most, several and both*, the verb is plural:

All of the apples were eaten.

1 Complete the information in this table:

	Person	Number	Tense
I will be relieved when it's all over.	first	singular	
It was amazing they all survived.		plural	
He and Jane dance well.			
You are my heroes!			present
A lazy flock of sheep ambled past them.	third		
About a third of the flock escaped.	third		past

2 Complete these sentences by inserting suitable verbs:

- a We _____ going to hitchhike but thought it was probably too dangerous.
- b Each of the representatives _____ to make a speech yesterday.
- c Ewan discovered all of his crayons _____ missing.
- d My hockey team _____ completing a tour of Scotland in July.

3 Change these sentences ...

- a *into the third person, plural*: I am eating my favourite meal. _____
- b *into the future tense*: We went shopping on Saturday. _____
- c *into the second person, singular*: Lara thinks she is a bad person, but she isn't. _____
- d *into the past tense*: You will be well behaved and polite. _____
- e *into the first person, plural*: I am nervous about my interview. _____

Grammar

Unit 10

Verbs and tense



You are aware of the three simple tenses: *past*, *present* and *future*. These can be further divided:

- **Perfect tenses** indicate an action is completed (or **perfect**). They are formed by using a form of *to have* plus the **past participle** of the verb:

Past perfect: I had walked. Present perfect: I have walked. Future perfect: I will have walked.

- **Continuous tenses** (also known as **progressive tenses**) indicate that an action continues. They are formed by using a form of *to be* and the **present participle** of the verb:

Past continuous: I was walking Present continuous: I am walking Future continuous: I will be walking

- It is crucial that the same tense is used throughout a piece of writing; however, within a given sentence, you may need to use different tenses:

We were sleeping when the alarm sounded.

1 Insert the correct form of the verb *to have* into these phrases to form the perfect tense:

- a *past*: I _____ danced f *future*: They _____ agitated
b *present*: We _____ seen g *present*: I _____ umpired
c *future*: You _____ gained h *future*: I _____ umpired
d *past*: She _____ laughed i *past*: We _____ crossed
e *past*: It _____ occurred j *future*: It _____ been

2 Insert the correct form of the verb *to be* into these phrases to form the continuous tense:

- a *present*: I _____ meandering f *past*: He _____ turning
b *future*: They _____ missing g *past*: She _____ regarding
c *past*: We _____ viewing h *past*: We _____ conducting
d *present*: I _____ mocking i *future*: It _____ raining
e *future*: You _____ hosting j *present*: It _____ producing

3 Identify the tense of the italicised words in these sentences:

- a To prepare for the marathon, I *am running* every morning. _____
b They *had concocted* a ridiculous story to cover up their mistake. _____
c Throughout this trial, Elisabeth *has impressed* us all. _____
d It *will be depending* on what the boss says. _____
e He *was trying* so hard not to laugh, he was going red in the face. _____
f Liz *will be acting* on your behalf. _____
g We *are hoping* to finish the project by mid-May. _____
h You *were running* from your responsibilities, Giovanni. _____
i Next month, we *will have* a party to end all parties. _____
j I think this infection *has run* its course. _____

Grammar

Unit 11



Active and passive voice

- The **active voice** is where the subject in a sentence *carries out* the action:

Blake *threw* the tennis ball. (*Blake* is the subject.)

- The **passive voice** is where the subject in a sentence *receives* the action:

The tennis ball *was thrown by* Blake. (*The tennis ball* is the subject.)

- Passive verbs are either accompanied by the word *by* or the word *by* is implied:

The scrumptious wedding cake *was quickly consumed*. (The words *by guests* are implied.)

- In general, it is more effective to use the active voice because it is more concise, easier to understand and more personal. However the passive voice is useful in report writing and formal, official texts when the writer wishes to sound objective:

Passive: The station *was spray-painted by* vandals.

Active: Vandals *spray-painted* the station.

- Often the spelling and grammar checker in a word-processor informs you that you should use the active voice. This means it recommends that you reverse the subject and object in your sentence and remove the word *by*.

1 Complete this table (the first one has been done for you as an example):

Active voice	Passive voice
Lowanna brought the salads.	The salads were brought by Lowanna.
	Three goals were scored by Amanda.
A passing car ran over his dog.	
	Lunch was carried in by a cheerful nurse.
Sonya Freedman replaces the retiring mayor.	
	Our house was rid of ants by an exterminator.

2 Are the following sentences written in the active or passive voice?

- The ferocious winds damaged many homes. _____
- Broth is spoiled by too many cooks. _____
- The media exaggerated the man's injuries. _____
- Pasteurisation was invented by Louis Pasteur. _____
- Many asthma sufferers are affected by worsening pollution. _____

3 Rewrite the following sentences, changing them from passive to active.

- 10 000 tonnes of crude oil was spilt into Bass Strait by a German tanker. _____

- An innovative and effective restructure was implemented by the new owner. _____

- Our shirts and skirts were neatly ironed by our industrious house-keeper. _____

Grammar

Unit 12

Using verbs revision



This unit covers all aspects of using **verbs**.

1 Answer these questions:

- a How must a verb agree with its subject? _____

- b What is the difference between perfect and continuous tenses? _____

- c What is a non-finite verb? _____

- d Why are auxiliary verbs sometimes called 'helping' verbs? _____

- e Most infinitives begin with which word? _____

2 Complete the following sentences by inserting one of the following verbs (one of them is used twice): *have, is, published, publishing, was, will, would.*

- a During the eighteenth century, English agriculture _____ revolutionised.
- b Next year, Hanako _____ hoping to go overseas on a student-exchange program.
- c Doctor Guy _____ be signing his recently _____ book.
- d We understand you _____ prior experience. _____ that correct?
- e Tanya _____ like to work in _____ when she finishes her degree.

3 Rewrite this text in the first person, past tense:

He creeps out of the change room, glancing around to see if anyone is looking at his swimming costume. No-one is. He scoots past the reception area and along the slippery, wet tiles towards the deepest end of the pool, where he flings himself in before someone from school spots him. He feels relief. He has made it. He slowly starts to swim. He takes long, deliberate, relaxed strokes and reaches the end in no time. He is a good swimmer and swims thirty laps easily. On the next lap, he starts to worry about facing that long journey back to the change room again.



4 Change these sentences ...

- a *to the active voice:* The hostages were held at gunpoint by the terrorists for three days. _____

- b *to the past continuous:* We rode our bikes hard and worked up a decent sweat. _____

- c *to the past perfect:* Ari was competing in the State team and doing well. _____

Grammar

Unit 13

Parts of speech revision 3



This unit revises prepositions, conjunctions, interjections and articles.

- **Prepositions** connect nouns with other words. They usually precede the noun they govern and together they form a **prepositional phrase**.
- **Conjunctions** join words, phrases, clauses and sentences.
- Some conjunctions appear in pairs:

not only/but also both/and either/or neither/nor

- Note some words may act as more than one part of speech. *Until*, for example, may be a preposition or conjunction.
- **Interjections** are informal words 'thrown' into sentences. They are often used to show emotion and sometimes sound like everyday speech:

oops, yuk, ow, ouch, wow, whew, ugh, hi, cheers, eh?, hurray, mm, sh! tut-tut, aha, alas

- **Articles** define nouns. The definite article *the* refers to a specific noun.
- The indefinite articles refer to any general noun:
 - *a* precedes consonant sounds
 - *an* precedes vowel sounds, including words beginning with a silent 'h'.

1 Create a prepositional phrase by adding either a noun or a preposition to the following:

- a towards _____ c against _____ e _____ midnight
b _____ Tuesday d _____ the gym f under _____

2 Complete these sentences by inserting an appropriate conjunction:

- a Neither snakes _____ spiders bother me.
b _____ you went into space unprotected, you would explode before you suffocated.
c _____ it's gross to visualise, it is true that a sneeze travels at 600 miles an hour.
d _____ you ask nicely, I'll lend you money, _____ don't ask me again, _____ I can't afford any more.

3 Write three sentences containing two interjections each.



4 Complete these proverbs by inserting appropriate articles:

- a _____ rolling stone gathers no moss. i _____ Englishman's house is his castle.
b At _____ great bargain, pause. j As nimble as _____ cow in _____ cage.
c As cross as _____ bear with _____ sore head. k Do not keep _____ dog and bark yourself.
d _____ devil always leaves _____ stink behind him. l _____ fool and his money are soon parted.
e _____ end justifies _____ means. m _____ more danger, _____ more honour.
f _____ ill wound is cured, not _____ ill name. n _____ old head on young shoulders.
g _____ iron hand in _____ velvet glove. o _____ bad workman quarrels with his tools.
h _____ bird in _____ hand, is worth two in _____ bush.

Grammar

Unit 14

Coordinating conjunctions



- **Conjunctions** join words, phrases, clauses and sentences. They are used to link ideas and create variety in sentence length.
- **Coordinating conjunctions** join units of equal status; that is, where each part of the sentence is as important as the other:

I go to the gym so that I can look like Arnold Schwarzenegger. He's rich but generous.
Would you prefer a BMX or a horse?

- Coordinating conjunctions include *and, nor, but, for, yet, or* and *so*. Note that *neither* usually accompanies *nor*, and *either* usually accompanies *or*.

1 Complete these sentences by inserting an appropriate coordinating conjunction:

- a I can't decide whether I want to live in Adelaide _____ Perth.
- b Denise _____ Hue-Lan moved over to make room for Cynthia.
- c I rang _____ you obviously weren't home.
- d She walked through the valley of death _____ she feared no evil.

2 Use a coordinating conjunction to join these sentences. You may need to alter the sentence slightly:

- a Katrina is addicted to chocolate. She is also addicted to coffee. _____

- b Fergus can run fast. I can run faster. _____

- c Apparently it's going to snow next week. I might go skiing. _____

- d How can you be so nice to others? You are so rude to me. _____

- e Do you want to stay? Perhaps you want to go. _____

3 Draw coloured lines matching a group of words from the left, a conjunction from the centre and a group of words from the right to form grammatically correct sentences:

- | | | |
|--|-----|-------------------------------|
| a It is important to prune roses | but | hear properly. |
| b After the accident he couldn't see | and | I are interested in chess. |
| c Her judgments were harsh | so | farcical scheme. |
| d Her eyes were deep blue | yet | go for a bike ride. |
| e Neither Timothy | or | you expect me to trust you. |
| f You constantly tell lies | and | I'm not sure. |
| g It's a ridiculous | or | they can quickly bloom again. |
| h We've got time to either see a movie | but | fair. |
| i I think Faruq wants to dump me | nor | seemed to look into my soul. |

Grammar

Unit 15

Subordinating conjunctions



Subordinating conjunctions introduce a subordinate clause; that is, a clause that is less important than the principal clause:

I'm happy to drive *as long as* you navigate.

Let's tidy the kitchen *before* Mum comes home.

In the above examples, the words in italics are the subordinating conjunctions and the words in bold are the principal clauses. The conjunctions introduce extra information about the principal clause.

Some subordinating conjunctions are:

after	although	as long as	as though	because	before	even
if	if only	in order that	once	rather than	since	so that
when	whenever	where	whereas	while		

1 Circle the subordinating conjunctions in these sentences, underline the principal clauses and highlight the subordinate clauses:

- a I'm quiet and shy whereas my twin brother is loud, gregarious and bossy.
- b Francis liked to write her essays quickly, rather than worry about spelling and grammar.
- c Roy has become depressed and withdrawn since his wife passed away.
- d After the storm, the SES had to clear the road of fallen trees and debris.
- e I'd go swimming if only I didn't have all this work to do.
- f Because of recent terrorist attacks, airport security has been tightened.
- g Despite all hearsay, it is not particularly dangerous to swallow chewing gum, even though it is indigestible.

2 Insert one of the following subordinate conjunctions into each of these sentences: *although, as long as, if, so that, whenever.*

- a I'll drive you to the party _____ Jakub's parents pick you up.
- b I always get flustered _____ there are boys around.
- c Reorder your paragraphs _____ the essay flows logically.
- d What would you say _____ Brydie asked you out?
- e _____ you put in more effort than last time, your grade is still too low.



3 Complete these sentences by adding an appropriate subordinate conjunction and an appropriate subordinate clause:

- a We missed the beginning of the concert _____
- b Ngai bullied everyone around _____
- c They agreed to disagree _____
- d Would you consider joining the army _____?
- e _____ I will go crazy.
- f _____ Candice was a hairdresser.

Grammar

Unit 16

Conjunctions and commas



Commas sometimes accompany **conjunctions** to make sure the meaning of the sentence is clear. When you use conjunctions, keep in mind these rules about commas:

- A comma precedes a coordinating conjunction unless the sentence is very short:

I'm going to be very late, but it just can't be helped.

- A comma is used after introductory words to ensure there is no ambiguity:

No matter how hard he punched, Jelani just couldn't knock his opponent down.

- A comma is used before conjunctions, such as *and* and *but*, when they are part of a long, complicated sentence:

Trudy and Jody decided to invite Kathy, Milly and Katy, but not Stacey, Cindy and Lindy, and definitely not Wendy or Shelly.

Do not forget that the purpose of a comma is to help make the meaning of a sentence clear, so if you feel one is necessary, then use it.

1 Make these sentences easier to understand by inserting commas.

- Taro was grounded but he wasn't angry because he knew he deserved it.
- After avoiding a tree and a telephone pole the car skidded to a violent halt.
- Since the embargo was lifted relations between the two nations have improved.
- While you sit around feeling sorry for yourself I'll see what can be done.
- If all parties agree to our conditions the contract can be signed tomorrow.
- Click on the link below to seek further information order or cancel items change your details reset your password and find our contact details.
- As long as you live in my house you and your sister will abide my rules.
- The ball was confidently kicked toward our goal but the keeper cleverly blocked it with a powerful header which is his famous and feared trademark.

2 Demonstrate your ability to identify conjunctions by highlighting all coordinating and subordinating conjunctions in the sentences in Exercise 1.

3 The following text is repetitious and long-winded. Rewrite it, inserting appropriate conjunctions and some commas to make it more readable. Some sentences may need to be altered significantly.



The following statement is the complete truth. I can't swear that I saw everything. I was slightly intoxicated. I left the restaurant. I had been celebrating my birthday. I walked along Simpson Road towards my house. I saw a black Holden ute travelling in a northerly direction. I noticed it was going very fast. I'd guess the ute was doing about 90 kilometres per hour. I'm not one hundred per cent sure. You can never really tell, can you? The ute passed me. I heard loud tooting. I heard shouting. I heard a horrendous smash. I ran over to see if I could help. The ute had hit a little red Mazda. The driver was okay. He was upset and shaking. Suddenly, two boys crawled out of the ute. They ran away. I didn't have time to grab them. One boy was tall. He was wearing a red top. The other one was skinny. He had long hair. It was dark. I couldn't see much. I can't give you more details. Sorry.

Grammar

Unit 17

Punctuation revision 1



This unit revises capital letters, full stops, exclamation marks, question marks, commas and ellipsis points.

- **Sentences** must begin with a *capital letter* and end in one of three ways:
 - with a *full stop*
 - with one *question mark* if a direct question has been asked, or
 - with one *exclamation mark* to indicate a command or strong emotion.
- Full stops are also used in *abbreviations* to show letters are missing (in this context, they are called *points*):

Sat. (Saturday)	a.m. (ante meridiem)	e.g. (exempli gratia, which is Latin for <i>for example</i>)
etc. (et cetera)	W.H.O. (World Health Organization)	

- A point is not necessary if the last letter of the abbreviation is the same as the last letter of the original word:

Mr (Mister),	St (Street),	Dr (Doctor),	Col (Colonel)
--------------	--------------	--------------	---------------

- **Commas** are used in various ways:
 - to separate items in a list
 - to separate elements of a sentence to avoid confusion
 - around words such as *therefore*, *however*, *finally* and *nevertheless* when they interrupt a complete thought
 - to mark a short, natural pause in a sentence where a reader may take a breath or pause
 - to separate the name of a person addressed, or described, from the rest of the sentence.
- Three points in a row are called **ellipsis points** and indicate whole words have been omitted:

‘Is this a dagger which I see before me ... Come, let me clutch thee.’

- Ellipsis points can also be used at the end of a sentence to leave it dramatically ‘hanging in the air’:

‘But wait! There’s more ...’ ‘I am just going outside and may be some time ...’

1 Rewrite these sentences so they are grammatically correct:

- do you know what a palindrome is.
- if you splash alcohol on a scorpion it will go mad and sting itself to death!!
- I have seen war i have seen the dead in the mud.. I have seen cities destroyed I have seen children starving I have seen the agony of mothers and wives I hate war (franklin d roosevelt)
- let’s meet Meg Jai and Danny at 6 pm?
- banning plastic bags from supermarkets would benefit marine animals such as seals whales and turtles many of whom die from ingesting plastic bags mistaken for food sources



2 Insert the necessary punctuation into these sentences:

- If you are interested in applying for this position please email a covering letter resume and three current references to our H R manager Ms Tabatha Fayne by 5pm on the 7th of Feb
- The most healthy productive soils are those that can hold water and release it to plant roots Some soils like clay are full of water but it is trapped and plants cannot draw on it In other soils such as sand the water flows quickly through it not staying long enough to be of use to plants

Grammar

Unit 18

Punctuation practice 1



This unit tests your understanding of full stops, exclamation marks, question marks and commas.

1 Place a punctuation mark at the end of each of these sentences:

- a I wonder what Indah will say when I ask her to marry me, pondered Luke _____
- b 'C'mon!' Henry shouted _____
- c In which stadium are the gymnastic events being held _____
- d I asked Julia to buy me cheap CDs, perfume and a watch while she was in Bangkok _____
- e The football coach demanded a significant pay rise, but the club committee thought that was pretty rich considering his team had not won a game in over five years _____
- f Should the legal drinking age be lowered to sixteen _____
- g 'Scram _____'
- h I think I'll ask Mr Gill if I can have an extension on the History assignment _____

2 Place commas in their correct places in the following sentences:

- a The city lies quiet in a hot dusty brown twilight which smells of petrol frangipani and fear.
- b Dwarf planet Pluto has one large moon Charon and two small ones which are called Nix and Hydra.
- c I was struck by William's declaration. Like everything he said it was exaggerated but not blatantly false. He was boorish arrogant and dull but he wasn't a liar.
- d After the fireworks there were mounds of cardboard streamers burnt-out rockets used fuses and little red white and blue bits of paper lying all over the banks of the now quiet deserted river.
- e Moose the largest living deer live in the temperate forests of North America trampling the winter snow to find food.
- f Spacious and stylish this freestanding architect-designed four-bedroom three-bathroom residence boasts ocean views a three-car lock-up garage an outdoor spa and lap pool surrounded by manicured gardens and three enormous living areas.

3 Punctuate this text using full stops, commas and capital letters:

simon walked slowly along the footpath looking into all the shop windows he wasn't sure what he was going to buy but he knew it was going to knock the socks off gabbie she always bought him really cool presents that made him feel pretty pathetic disorganised and thoughtless this time he vowed would be different it was her birthday next week and he was determined to impress her he had been saving for weeks doing jobs for his parents around the house and nagging uncle pete for money instead of the usual extravagant chocolate bars he had mowed the lawn cleared the gutters taken out the rubbish without being asked polished the silver washed both cars and even made dinner once simon would never admit it to anyone but he had actually enjoyed doing things around the house it was better than being bored anyway.

Grammar

Unit 19

Punctuation revision 2



This unit revises quotation marks, direct speech and paragraphs.

- **Quotation marks** are used to show someone is actually speaking (*direct speech*).
- All punctuation marks must be *within* the quotation marks:

‘Out, damned spot!’

- Use **commas** to separate spoken words from unspoken words:

Hamlet declared, ‘Frailty thy name is woman!’

- Start new sentences with a **capital letter**; but if a sentence is interrupted, use commas and no capital letter when the sentence resumes:

‘But I will wear my heart upon my sleeve,’ bemoaned Othello, ‘for daws to peck at.’

- Always start on a **new line** when a new person starts to speak. This creates a new paragraph.
- **Indirect speech** does not require quotation marks because it is only a *report* of what someone said or thought.
- A **paragraph** is a group of sentences on the same topic, idea or point. Start a new paragraph by indenting slightly from the left-hand side of the page, or, if typing, by leaving an empty line.

1 Place a tick beside the grammatically correct sentence in the following pairs:

- a** The Minister for the Environment announced that, ‘the desalination plant would go ahead despite protests.’
The Minister for the Environment announced that the desalination plant would go ahead despite protests.
- b** ‘Truancy is a major problem,’ said the Principal, ‘But we plan to eradicate that within three years.’
‘Truancy is a major problem,’ said the Principal, ‘but we plan to eradicate that within three years.’
- c** ‘Why should a public building be sold for private profit?’ asked a concerned resident.
‘Why should a public building be sold for private profit?’ asked a concerned resident.

2 Insert quotation marks into these sentences:

- a** Get up, stand up, sang Bob Marley. Stand up for your rights ... don’t give up the fight.
- b** Nichol agrees that keeping dogs inside has its pros and cons. Houses protect dogs from the elements, disease and potential fights, she said, but it also means dogs do not get sufficient exercise.
- c** We need to accept that a pandemic in this country is a real possibility, read the Health Minister. However, there is no need for panic.

3 This text contains no paragraphs. Place an asterisk where you think new paragraphs should begin:

‘Thank you for attending this interview at short notice,’ the manager started. ‘You’re welcome,’ I said. ‘I was very pleased to hear from you so quickly.’ ‘Could you tell us a bit about yourself?’ she asked. ‘Well, I have experience working in a busy office, because my Dad owns a small business, and he often lets me help out.’ ‘What’s your Dad’s name?’ asked the assistant manager. ‘Roger Doore,’ I replied. ‘Oh! I know your Dad well; he’s one of our suppliers.’ ‘Yes, I know,’ I said. ‘That’s how I know about this company and why I’d like to work here.’ The manager glanced at her colleague, then smiled at me. ‘That’s nice to hear,’ she said. ‘When could you begin work?’ asked the assistant. I tried to hide my excitement. ‘School finishes in three weeks,’ I said quickly, ‘but I could work on the weekends if you need help earlier.’ ‘Excellent!’ the manager quickly replied. ‘That would be terrific,’ the assistant joined in.

Grammar

Unit 20

Quotation marks



As well as indicating direct speech, **quotation marks** (which are sometimes called **inverted commas**) are used:

- to show someone or something is *being quoted*:

The Director of Public Prosecutions admitted the outcome was ‘a travesty of justice’.

- to indicate the *names* of articles, chapters, poems, television and radio programs, songs, newspapers and magazines (just to confuse everyone, however, the names of major works—such as books, plays, operas, works of art and films—are in italics, not quotation marks; in handwriting, the italics are replaced by underlines):

My favourite poem would have to be ‘The Road Not Taken’.

- with *foreign expressions, colloquialisms, made-up, special or unusual words*:

It seemed a ‘fait accompli’. He’s ‘done a runner’. Do you know what ‘hypnopaedia’ is? That’s so ‘povo’.

- to indicate a word, or its use, is *not the writer’s own*:

Several ‘experts’ were called in. Yeah right ...

These are formally referred to as **scare quotes** because they warn the reader that, in the opinion of the writer, there is something unusual, questionable or dubious about the quoted phrase. (Have you seen people in conversation raise their hands and twitch two curled fingers? That’s a scare quote.)

1 Place quotation marks or underlining in their correct places in the following sentences:

- The ambulance man said I was lucky to be alive.
- Where would you find the statement An eye for an eye, and a tooth for a tooth?
- We all started crying when they played Amazing Grace.
- Who said, I bear a charmed life?
- The manager said he would consider our application.
- Your amazing idea, as you call it, has cost this company dearly.
- Is it Reebok or Nike that uses the slogan Just Do It?
- For homework, Leonie had to read I Love a Sunburnt Country.
- Have you read Grisham’s new book, The Law?

2 Place a tick in the box if you think the quotation marks in these sentences have been employed accurately:

- I was so embarrassed when the DJ started playing ‘Sweet Sixteen’.
- Do you know the proverb ‘A lie begets a lie?’
- Eliot wanted to finish ‘The Lord of the Rings’ before he saw the film.
- I usually find the articles in ‘The Australian’ quite interesting.
- Benjamin Franklin stated, ‘There was never a good war or a bad peace’.
- The Minister for Foreign Affairs announced his visit to China was ‘a success’.
- The highlight of our trip to Italy was seeing Michelangelo’s ‘David’.
- Dayaram was not happy about being dragged off to see ‘The Pirates of Penzance’.
- We listen to ‘The Bill and Ben Breakfast Show’ every morning.



Grammar

Unit 21

More about quotation marks



- The exact words of someone else, including relevant punctuation, are placed *inside* quotation marks.
- When quoting one line or less of text, the quote should simply be enclosed by quotation marks:

The poem 'Mental Cases' begins with the intriguing question 'Who are these? Why sit they here in twilight?' This first line immediately grabs the reader's attention.

- When quoting more than one line of text, however, the quote should be separated by starting a new line and indenting both sides of the page. Quotation marks are not used:

The poem continues to pose questions that become increasingly distressing. We begin to wonder who on earth these desperately unhappy and tortured souls are:

Wherefore rock they, purgatorial shadows,
Drooping tongues from jaws that slob their relish,
Baring teeth that leer like skulls' teeth wicked?
Stroke on stroke of pain,—but what slow panic,
Gouged these chasms round their fretted sockets?

We soon discover the answers to these questions. These 'Mental Cases' are 'men whose minds the dead have ravished'.

- Three full stops are used to show words have been omitted from a quote. They are called *ellipsis points*:

The train continues on its journey 'towards the coppice where the withered oak leaves dropped noiselessly ...'

1 Place quotation marks in their correct places in the following sentences:

- a The poem Morning Song opens with the happy statement Love set you going like a fat gold watch.
- b The Prime Minister revealed that he had no knowledge of that information ...
- c The poet chooses to use unusual adjectives like clanks, thumped and chugs.
- d We are left with a powerful final statement: Rage, rage against the dying of the light.
- e The first line, Your nurse could only speak Italian, explains why words like Risorgimento and Dolce vita appear in this poem.
- f In Dawe's poem Homecoming, there is constant use of the word *they're*:

they're zipping them up in green plastic bags,
they're tagging them now in Saigon, in the mortuary coolness
they're giving them names, they're rolling them out of
the deep-freeze lockers ...

Perhaps the speaker needs someone to blame for the sorrowful ... mash.

- g Mrs Lawes, the NSW Police Commissioner, announced a crackdown on what she called an unacceptable and disturbing increase in drug trafficking.
- h In a letter to his friend, Abraham Lincoln wrote: I claim not to have controlled events, but confess plainly that events have controlled me ...
- i I wonder how many people would agree that genius is one per cent inspiration and ninety-nine per cent perspiration?

Grammar

Unit 22

Punctuation practice 2



This unit covers general punctuation but focuses on punctuating direct and indirect speech.

1 Rewrite the following text, inserting paragraphs and quotation marks where necessary:



I made a complete fool of myself last night. I tried to get into an R-rated film. I was so desperate to see Return of the Blood Sucking Bees that I threw all caution to the wind and went to the cinema armed with fake ID. May I have one ticket to Return of the Blood Sucking Bees please? I asked politely. Not on your life, buddy, came the quick-fire response. Pardon? I said. Not on your life, little man. Not unless you've got identification to say you're over eighteen. But I'm nineteen! I squeaked. Yeh, right sunshine. Where's the proof? I got out my recently acquired driver's licence with the cleverly altered birth date, and slid it under the thick glass. I was only shaking a tiny, weenie bit. The man didn't even try to cover his laughter. What happened to your sideburns? he guffawed. Sideburns? What sideburns? I thought desperately. Sideburns? Sideburns? Ah, those sideburns! The ones in the photograph I forgot to change. Oh, I don't believe it, I thought. How embarrassing. The man slid my plastic card back and said, Listen, mate, nice try. But you have to hop it, or buy a ticket to Bambi. Now what's it going to be? I turned and started walking away. Maybe I don't look much like my Dad after all.

2 Each of the following sentences contains one grammatical error. Explain what is wrong with each one. The first one has been done for you as an example:

- a I asked my mum if she could pick me up early? → This sentence is a statement of fact, not a question that requires an answer. Therefore it should end in a full stop, not a question mark.
- b Last night, I finally finished reading 'War and Peace'. _____

- c Francis said 'I'll love you forever, Frank!' _____

- d 'Help me!' cried the desperate man. 'I can't swim!!' _____

- e Don't forget to buy ham mustard and lettuce for my sandwiches. _____

- f 'Its amazing to see you again after such a long time!' exclaimed Winona. _____

- g 'I'm never going to clock this one,' thought Pramana. _____

- h We borrowed our friends caravan for the Christmas holidays. _____

- i In Act 5, Macbeth says, 'Life's but a walking shadow ... signifying nothing'. _____

Grammar

Unit 23

Punctuation revision 3



This unit revises colons, semi-colons, brackets, dashes and hyphens.

- **Colons** introduce lists, quotations and definitions.
- Colons also join parts of a sentence. The information that follows a colon is usually an explanation, or elaboration of what precedes it.
- **Semi-colons** link statements that are closely associated or that complement or parallel each other in some way:

I will set up the Bunsen burner; you get the test tubes.

- Semi-colons can also separate long, complicated lists, which may already contain commas—the semi-colons mark a stronger division than that provided by commas, and avoid confusion. Note that a semi-colon is placed before the last *and*.

I feel pretty prepared for my exams: I have re-read my Geography, History and PE notes; I finished reading that ridiculous book for English, even though I hated it; I have asked Dad to help me with the Maths stuff I missed when we were on holidays; and I have borrowed Zac's Art History assignment, because he got an A, and I failed mine.

- **Brackets**, or **parentheses**, show that extra information or an afterthought has been added to a sentence; however the sentence is grammatically correct without it. No punctuation is necessary unless the brackets contain an entire sentence.
- **Dashes** emphasise additional information. They are often used in pairs like brackets. They can highlight a word or phrase at the end of a sentence by inserting a pause and creating a special effect.

I am so happy—not!

- **Hyphens** are smaller than a dash and join words, or parts of words, into compounds.

1 Label each of these statements *true* or *false*:

- a You should always ensure punctuation marks are inside brackets. _____
- b Using a dash at the end of a sentence is an effective way of creating a pause and highlighting information. _____
- c A semi-colon can create a stronger pause than a comma. _____
- d A semi-colon is half a colon. _____
- e A semi-colon can link two, closely associated statements. _____
- f Colons can be useful for introducing long lists. _____
- g If you place a dash between two words, you create a compound. _____
- h Brackets and a pair of dashes operate in a similar way by inserting additional information into a sentence. _____
- i Semi-colons introduce quotations. _____

2 Insert appropriate punctuation into these sentences:

- a A typical soil profile has a layer of humus decaying plant material at the top
- b We specialise in laser tattoo removal all colours anti wrinkle injections and non surgical facelifts
- c An interesting but useless fact it is impossible to lick your own elbow
- d My favourite foods are hamburgers from a fish and chip shop Tim Tams but not the dark chocolate ones my Grandma's butterfly cup cakes apple pie lamingtons and vanilla slice croissants from the French patisserie around the corner from my house sausages in white bread and pavlova but not when it's got banana on the top

Grammar

Unit 24



Punctuation practice 3

This unit focuses on commas, semi-colons, colons, hyphens, brackets and dashes.

1 Make these sentences grammatically correct by inserting commas, semi-colons and colons in the appropriate places:

- a Only I know that my secret box contains the following an old two-dollar note some gold earrings I stole from my sister a photo of my dog Rex when he was just a puppy the ribbon I won for coming third in the school swimming sports in Grade 4 a snippet of my baby hair when it was first cut a *Mr Men* book I can't bear to throw out and a diary.
- b This is probably one of the most annoying proverbs I know 'Do as I say not as I do'.
- c Oliver must stay here you may go.
- d We had a dreadful trip down to the beach Dad played his old Buddy Holly tapes the whole way.
- e Elroy was pleased with himself he'd only received three detentions this week.

2 Rewrite the sentences in the left-hand column, inserting the appropriate phrase in brackets from the right-hand column:

- | | |
|--|---|
| a Amira's grandmother was an amazing woman. | she's my best friend |
| b Please hand in your rough drafts to me by Friday. | who passed away in 1996 |
| c Before starting to cook, make sure the eggs are at room temperature. | finished or unfinished |
| d Andrea rings me every night and we chat until Mum shouts at me to get off the phone. | Eggs will not whip up properly when cold. |

a _____

b _____

c _____

d _____

3 Insert hyphens and dashes into these sentences to make them grammatically correct:

- a Richard couldn't believe the figures written on the cheque ten million dollars!
- b Justin lacked self confidence.
- c Krishnan was always happy to help out the Star Foundation a non profit making organisation.
- d My mother in law a seasoned bargain hunter always spots the red hot specials.
- e The vice president of the footy club a non smoker was the one who suggested we ban smoking in the clubrooms.

Grammar

Unit 25

Using apostrophes revision



1 **Apostrophes** are used to indicate ownership (the *possessive case*):

Dion's nightmares, the week's end, some chefs' recipes, sheep's pen, the eggs' rotten odour

• Remember to:

- add 's to singular words (an hour's time)
 - add 's to plural words that do not end in 's' (men's business) and
 - add an apostrophe when a plural word ends in 's' (ladies' night).
- If a singular word ends in 's', and adding another one would sound clumsy, then you may leave off the extra 's' (Jesus' feet).

2 Apostrophes are also used in abbreviated words to show that letters have been omitted (called **contractions**):

6 o'clock, haven't, isn't, she's, we've, the door's busted, the kid's gone crazy

Remember:

- Do not confuse the personal pronoun *its* with the contraction *it's*.
- It is best to avoid contractions in formal writing.
- Apostrophes are not used with numbers and dates (1980s, under 10s and 12s) unless it needs to be shown that numbers have been omitted (everyone loves '80s music).

1 Place apostrophes in their correct place in the following phrases. (Be careful! Not all of them need an apostrophe.)

- | | | |
|-----------------------------|--------------------------------|--------------------------------------|
| a the priests hassock | h mens hairstylist | o a houses heating |
| b a correspondents reports | i Bob Jones truck | p many houses floors |
| c a countrys rights | j the letters publication | q the robot lifted its leg |
| d some countries rights | k the accommodations appalling | r a soldiers story |
| e vultures meal | l the antidotes strength | s our Headmistress speech |
| f ladies purses | m the antidotes not working! | t Shakespeares sonnets |
| g a fellows got to be happy | n all antidotes were tested | u its a pity Jills parents cant stay |

2 Place apostrophes in their correct places in the following sentences:

- 'The photocopiers broken again!' shouted Danijas secretary.
- The womans details were released by police today.
- The gamekeepers areas of responsibility include Lord Farquhars fields, ponds and woods.
- Dianas chihuahuas rheumatism became worse in the winter.
- 'You cant tell me shes innocent!' barked Bradleys Dad. 'Shes got 'guilty' written all over her face!'
- 'Theyre in the bottom drawer of Peters wardrobe,' said Mrs Orlowski, 'where theyre supposed to be.'
- Violets violets were violently violated.
- 'A blokes entitled to a moments peace isnt he?' demanded Bruce.
- The cooks efforts werent appreciated by the unruly mob of diners.
- Sauls swearing and sense of humour clashed with his girlfriends parents sense of decorum.

Grammar

Unit 26



Writing sentences 1

- A sentence must:
 - begin with a capital letter
 - end in a full stop, question mark or exclamation mark
 - contain at least one finite verb and a subject
 - consist of one main idea and
 - make sense in its own right.
- Sentences may be:
 - **simple** (consist of one main clause) or
 - **complex** (contain a main clause plus one or more subordinate clauses).
- **Conjunctions** are often used to link one clause to another.
- **Phrases** are used to add information and variety to a sentence. Unlike clauses, they do not contain a finite verb.

1 Name these groups of words. Are they simple sentences, complex sentences or phrases? Also, highlight all the conjunctions.

- a Joey felt proud. _____
- b Joey felt proud because he'd scored the winning goal. _____
- c They played Scrabble all night. _____
- d Playing Scrabble all night. _____
- e Even though he felt tired, Santo took the dog for a walk. _____

2 Choose one of the following phrases to add to the sentences below: *by the lake, you bought last week, the new PE teacher, like a mad thing, reaching for the remote control.*

- a _____, Yusef knocked over his hot chocolate.
- b Miss Prince, _____, seems very strict.
- c Will pedalled, _____, and launched his bike up and over the steep jump.
- d That new lipstick _____ really suits you.
- e The triathlon will start _____.

3 Rewrite these simple sentences to make complex ones by adding a subordinate clause, either at the beginning or end:

- a Rollerblading can be fun. d I still love him.
- b Plants need sunshine. e Georgia went for a quick run.
- c Venice is a magnificent city. f We were late.



4 Turn the following groups of words into proper sentences by adding either a punctuation mark or a single word:

- a Why didn't you tell me this before _____ d _____ ate the meal silently.
- b Quentin _____ a truck driver. e The Queen _____.
- c Dharma gave it her best shot _____ it wasn't good enough.

Grammar

Unit 27

Writing sentences 2



Sentences should only contain *one main idea*. Be aware, however, of having too many short sentences together, or writing a long, complicated, confusing sentence that would be better split into two or three separate sentences. Varying sentence length can help create atmosphere and make an impact on the reader.

To improve the overall quality of your sentences, review them carefully:

- Remove unnecessary words and avoid boring repetition.
- Check that your sentences ‘sound right’. Sometimes altering the order of words can make a sentence more clear and effective.
- Remember that you can vary your sentence beginnings—you can start a sentence with an adjective, adverb, noun, participle, verb, phrase or clause.

1 These small paragraphs contain sentences that are either too long or too short. Rewrite them.



- a** The bell for the second round went. The kid came at me fast. He hit me hard in the chest. It was not hard enough to knock me down. I saw a straight left coming from a mile off. I flicked my head slightly. It missed by a fraction. The crowd roared.
- b** Every item of clothing you ever wanted to buy, but couldn't afford, is in the town of Milan, but be warned, you need to carry out some heavy-duty legwork before you are able to buy confidently, as there are more rip-off merchants willing to help you part with your money, than you could possibly imagine, in this classy, but cut-throat city.
- c** Miranda and I caught the 9.45 train into the city, got off at Flinders Street, had a minor altercation with a rude ticket inspector, missed two trams but finally got the number 12 up to Princes Street where we met Joseph, Miranda's brother and Georgio, Joseph's friend, who took us to that groovy café in the Palladium Arcade, where someone saw Bono Vox, last time he was in Melbourne.

2 Rewrite these sentences, making them sound more interesting by altering their structure:

- a** Evan was excited when he handed over his gift. _____

- b** We will miss the bus if we don't hurry. _____

- c** Aliyah turned over her final card and smiled sweetly. _____

- d** The soul of wit is brevity. _____

3 This text needs to be edited and made more effective. Rewrite it, making any changes you think necessary.



I always look forward to the school holidays. School holidays are much more fun than being at school. Usually on the school holidays my mum usually organises to do fun stuff. My mum takes us to the pool. She takes us to the movies. She takes us on bike rides. Sometimes my mum even takes us camping. These school holidays were not as good. My mum had to work. These school holidays we stayed at home and watched TV and stuff. It was okay though, just different. I liked being able to see as many DVDs as I liked.

Grammar

Unit 28



Double negatives

For those of you who are good at Maths, you will know that two negatives make a positive. This rule is also applicable to writing. Using the word *not* twice in one sentence produces a positive outcome and means you should not have used the word *not* in the first place:

I have finished my homework. (*positive statement*) I have not finished my homework. (*negative statement*)
I haven't not finished my homework. (*two negative words equal a positive statement*)

Avoid **double negatives** and try to make positive statements rather than negative ones:

I am not unambitious. ✗ I am ambitious. ✓
It will not rain today. ✗ Today will be fine. ✓

1 Are these statements positive or negative?

- a Unfortunately, the shop was not open. _____ d I was certain. _____
b Unfortunately, the shop was shut. _____ e I was not uncertain. _____
c I was uncertain. _____

2 Rewrite the following sentences, eliminating double negatives:

- a It's not that Liu is not trying hard enough. _____
b If you weren't so aggressive, you wouldn't get in so much trouble. _____
c The report didn't claim the politician wasn't corrupt. _____
d Madeleine is not an unattractive girl. _____

3 Change these sentences so that they are written positively:

- a My dog is not as poorly behaved as yours. _____
b Deepak's school didn't lack impressive sports facilities. _____
c This novel has no real structure and no believable characters. _____

4 Improve these sentences by altering or replacing some of the words:

- a Your efforts this term have not been of a high standard, Finn. _____
b 'Not talking to me is not going to help solve our problem, Hasan.' _____
c I didn't see nobody. _____
d I didn't steal nothing. _____
e I do not want to accept your offer. _____
f It's not that I am untidy. _____

Grammar

Unit 29

More prefixes



Prefix	Meaning	Examples	Prefix	Meaning	Examples
'hyper'	over, above, more	hypertension, hyperinflation	'semi'	half	semicircle, semicolon
'in', 'im', 'il', 'ig', 'ir'	not	incorrect, impossible, illegal, ignoble, irrational	'sub'	under	submarine, subway
'mal'	ill, bad	malignant, malefactor	'super'	over	superhuman
'mis'	wrong	mislead, misspell	'tele'	far	telegram, telescope
'ob', 'op', 'o'	against	object, oppose	'trans'	across	transatlantic
'peri'	around	periscope, perimeter	'un'	not	unconscionable
'post'	after	postwar, postcode	'uni'	one	unicorn, unisex
're'	back, again	recycle, return			

1 Add one of the above prefixes to the following stems and then use the new word in a short sentence:

- a _____ apprehension _____
- b _____ ventilate _____
- c _____ believable _____
- d _____ power _____

2 Give three examples of words that use the following prefixes:

- a 'poly' (many) _____
- b 'syn', 'sym' (with) _____
- c 'tri' (three) _____
- d 'ultra' (beyond) _____

3 Add prefixes to two of the words in each of the following sentences to completely change their meaning:

- a The principal was convinced by the students that the proposal was sound. _____

- b Unwar understood it was legal to use steroids six months before the national championships. _____

- c Dr Manning is a very sensitive and patient physician. _____

4 Turn these words into their antonym by adding a prefix:

- a caring _____
- b movable _____
- c lovable _____
- d soluble _____
- e resistible _____
- f shockable _____
- g material _____
- h legitimate _____
- i noble _____

Grammar

Unit 30

More suffixes



Prefix	Meaning	Examples	Prefix	Meaning	Examples
'fy'	to make	beautify, simplify	'ling'	little, or belonging to	duckling, earthling
'ic'	belonging or relating to	Icelandic, fantastic	'ly'	having the qualities of	cleverly, sisterly, studiously
'icle'	little	particle, icicle	'ous'	full of	copious, dangerous
'ion'	indicating action or condition	addition, temptation, radiation	'teen'	with the addition of ten	fifteen, thirteen
'ish'	having the nature of	outlandish, fiendish, childish, apish	'tude'	a condition of	attitude, aptitude
'ist'	one who	chemist, dentist	'ward'	indicating direction	homeward, westward
'less'	without	motherless, endless	'wise'	manner or way	clockwise, otherwise

1 Give examples of words that use the following suffixes:

- a 'less' _____ c 'ist' _____
 b 'ish' _____ d 'fy' _____

2 What suffixes can be added to these stem words? The first one has been done for you as an example.

- a beauty → beautiful, beautician, beautify, beautifully, beautification, beautifier
 b sad _____
 c inform _____
 d trim _____
 e act _____

3 State to which part of speech the following words belong. Then change each word's function by adding or removing a suffix and state the new word's part of speech. The first one has been done for you as an example:

- a mournfully → (adverb) → mourn → (verb)
 b immerse _____
 c oceanic _____
 d heavy _____
 e persecution _____
 f craftiest _____
 g volcano _____
 h harshly _____
 i sudden _____
 j demonic _____

Grammar

Unit 31



Using a dictionary revision

A **dictionary** is an essential tool for any writer. Whether you are doing homework, writing to Grandma, filling in a job application or just interested in what a word means, you need a good dictionary on your bookshelf.

How good are you at using a dictionary? Complete the following exercises to find out.

1 Number these words in the order you would find them in a dictionary:

- | | | |
|-------------------------|-------------------------|------------------------------|
| a babe _____ | f abhor _____ | k baba _____ |
| b babel _____ | g bachelor _____ | l baccalaureate _____ |
| c abbot _____ | h babble _____ | m abdomen _____ |
| d backchat _____ | i abduct _____ | n abacus _____ |
| e abbess _____ | j Bacchus _____ | |

2 How long does it take you to find a word in the dictionary? Time yourself! Find the meanings of these words and record how long it took in the table:

Word	Meaning	Time
prose		
vermiform		
chapati		
tussock		
adroit		
omnipotent		
sprite		
hew		
dank		
vintner		

3 Answer the following questions:

- Where do the *Yuwaalaraay* people come from? _____
- Is the word *fugue* a musical or military term? _____
- Is the word *comprehensible* an adverb or adjective? _____
- What is the correct spelling of the word *caricature*? _____
- Is a *humerus* a fungus or a bone? _____
- Was a *stegosaurus* a carnivore or a herbivore? _____
- Is a *hologram* three- or four-dimensional? _____
- Who uses a *pharos*? _____
- If somebody is *volatile*, are they likely to break out into laughter or violence? _____
- How many countries surround the *Black Sea*? _____
- If a missile is described as being *intercontinental*, how far can it travel? _____

Grammar

Unit 32



Using a thesaurus revision

A **thesaurus** is an invaluable tool for finding synonyms to replace overused or humdrum words.

The first thing to do is to look up the word you wish to replace and carefully examine all the alternatives. When selecting a synonym, it is imperative that:

- you actually know what it means
- it is appropriate for the context (because some synonyms sound fabulous but may not be suitable for your particular sentence) and
- it is from the same part of speech as your original word (you cannot, for example, replace an adjective with an adverb).

1 Find a synonym for each of these words:

- | | | | | | |
|---|-------------|-------|---|-----------|-------|
| a | folly | _____ | d | bewitch | _____ |
| b | overwrought | _____ | e | ostracise | _____ |
| c | youthful | _____ | f | scourge | _____ |

2 Replace the italicised words in the exercises below with the appropriate synonym from this list: *abhor, animosity, counterfeit, forged, hefty, infuriated, portent, reasonable.*

- a Experts declared the painting was a *copy*. _____
- b I *hate* maggots. _____
- c Henrik's *massive* muscles came in handy. _____
- d It's a *sound* and interesting idea. _____
- e Christy *faked* her Dad's signature. _____
- f War is often the result of *hatred*. _____
- g Gerald's insults left Monica *indignant*. _____
- h Hilda felt the arrival of the raven was an *omen*. _____

3 Rewrite this advertisement, making it more effective by using a thesaurus to replace the italicised words with better, more interesting ones (but keep in mind the purpose of an advertisement):



We have one *nice* three-bedroom unit left for sale at The Lakes at Heathville. This unit is contained within a *safe, secretive* enclave of thirty-six brand-new villas and would suit an *old couple*. At only \$999,000, you, like others, will be *pleased* with the quality and *cheapness* of this villa. 'Noview' is a *well-designed, good-looking* villa with a *big* open-plan living area leading out to a *tiny* rear courtyard. All bedrooms are of a *reasonable* size and the main has an ensuite. *Nice* fixtures and fittings have been used throughout, the colour scheme is *nice* and you'll be *amazed* with the *nice* lawn and garden. Other features include a *tucked-away* laundry, separate toilet and *ginormous* garage.

If you are looking for a quiet, *boring* lifestyle, surrounded by *other oldies*, then 'Noview' villa is for you. Call The No Imagination Real Estate Agency NOW on 1300 999 875 for a *pressure-free* inspection. Don't *hang around thinking about it though*; this is a *good* opportunity you shouldn't miss.

Grammar

Unit 33

Final revision 1



Imagine that you are completing work experience with a city sign writer. One of your tasks is to vet the signs before they are painted. You quickly realise how important your job is! Rewrite the following signs.

Its time for a bright change: free environmental-friendly light-bulbs (subject to availability.)

20% of childrens shoes
25% of selected mens' wear
30% of all homeware's

Have you returned your tray!

NO UNDER-18s ALOUD

*Fifi's flower's
Beautiful cut flower's at reasonable price's.
Delivered to your loved ones door.*

The consumption of alcohol are not permitted on these premise

SOPHOCLES SOCK SHOP

Mr. Money Make a appointment with myself for financial advise.

Relive the 60's, retro dance night Feb 17th at the palais theatre.

DANGER!! ENTER AT YOU'RE OWN RISK!!

BRISBANE BAPTIST LADIES COLLAGE

*TOMATOS AND POTATOS FOR SAIL.
\$10 A BOX OR \$17 FOR TWO BOXS*

major mitchell memorial 500 metres

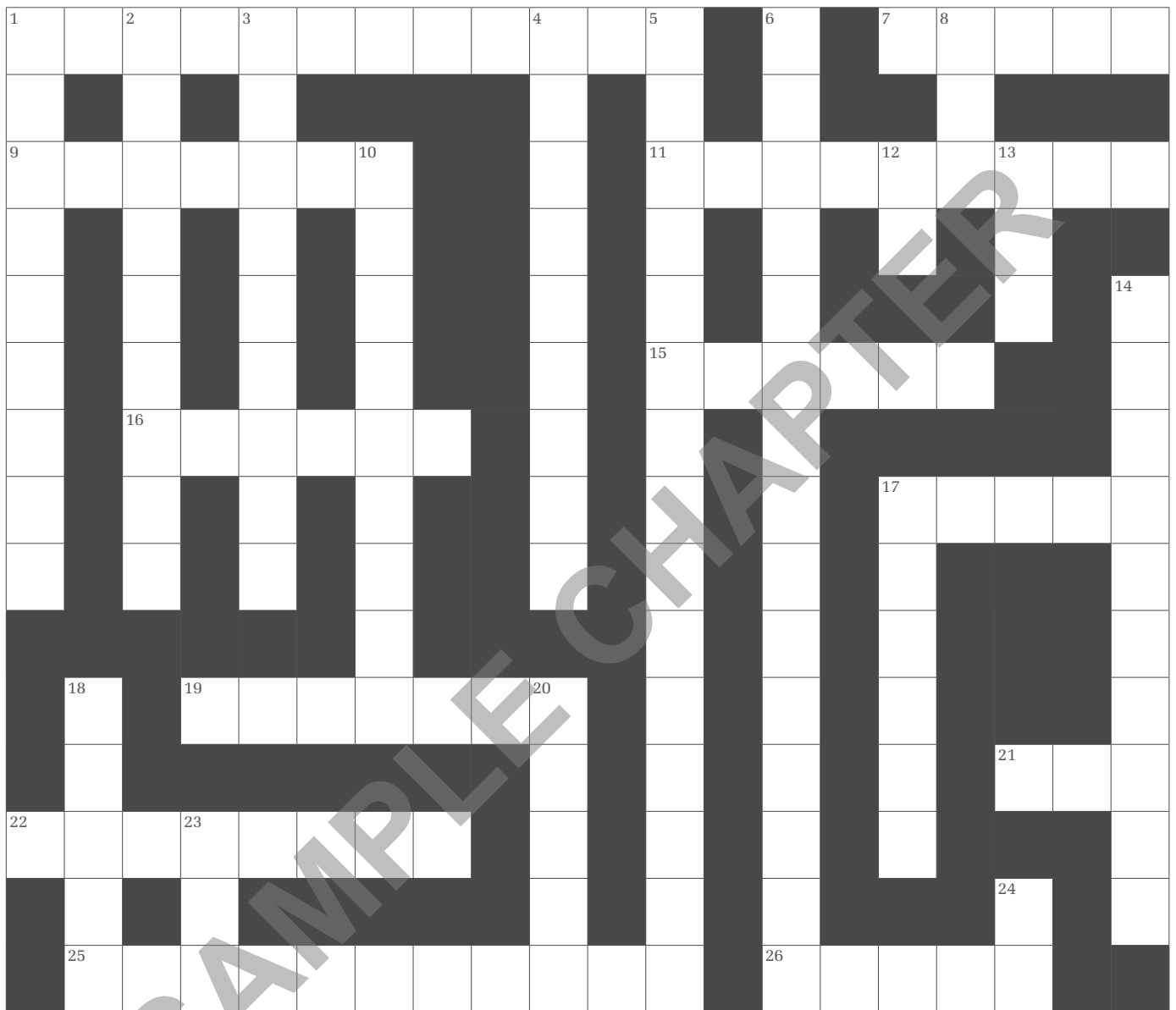
Should you of replaced youre old tyres?
Drop into Teds Tyres for an free safety check.

YOU TO CAN TAKE PHOTO'S LIKE THESE! COMPLETE
ONE OFF OUR SHORT COURSE AND IN THREE WEEKS,
YOU'LL BE TAKING SHOTS LIKE A PRO!!!

Grammar

Unit 34

Final revision 2



Across

- 1 Adjectival form of *catastrophe*
- 7 Punctuation mark used to introduce long lists
- 9 Synonym of *acomplise*
- 11 Synonym of *profitable*
- 15 The largest group of nouns
- 16 Past tense of *rain*
- 17 Antonym of *sharp*
- 19 Part of speech that modifies verbs
- 21 Article with three letters
- 22 Words that have more than one meaning
- 25 Another name for *brackets*
- 26 Third person singular of the verb *to know* in the present tense

Down

- 1 Synonym of *lunacy*
- 2 Dictionary of *synonyms*
- 3 First person singular of the verb *to satisfy* in the past tense
- 4 Adverbial form of *hurry*
- 5 Words that name groups of people, animals and things
- 6 Punctuation mark at the end of exclamatory sentences
- 8 Antonym of *in*
- 10 Pronouns that refer back to the subject
- 12 The article that precedes words beginning with a vowel
- 13 Third person possessive pronoun
- 14 Homophone of *stationary*
- 17 The correct spelling of the verb *bemews*
- 18 Singular form of the noun *sloops*
- 20 Plural form of *sift*
- 23 First person plural possessive pronoun
- 24 Third person singular of the verb *to be* in the present tense