



Hunter River High School

Literacy Resource

Year 9

Name _____

Word Choice – Exercise 1: *Their, There, and They're*

Directions: Fill in the blanks with the appropriate choice—*their, there, or they're*.

1. Unable to tolerate the dust one moment longer, Elizabeth spent the afternoon cleaning the living room tables and shelves. Now _____ slippery with furniture polish, glowing in the sunlight that spills through the open window.
2. "Oh, no! _____ are lima beans on my plate!" screamed Noel before he fainted with a thud on the dining room floor.
3. Nothing makes Diane's cat Big Toe Joe happier than a laundry basket full of fresh warm towels. _____ he will sleep, purring in contentment and shedding long white hair on the clean terry cloth.
4. Mrs. O'Shea spent the day steam cleaning the living room floor. Now her children can hardly find the kitchen without _____ trail of dirty footprints leading the way.
5. Dolly hates dogs more than snakes or cockroaches. She believes that canines are loathsome creatures because _____ only goal in life is to kill her front lawn with urine.
6. Behind the sofa _____ is a collection of desiccated broccoli spears that Simon, the family cocker spaniel, carries away for Noel, who cannot stomach the vegetable.
7. The knives in Roseanne's kitchen are encrusted with bits of brownie and smears of dried mustard. _____ is no way a doctor would ever consider operating with any instrument that Roseanne had washed!
8. Bentley, our neighbor's basset hound, has toenails that are so long that _____ curled like macaroni noodles at the ends of his paws.
9. Noel carefully sliced each Brussels sprout in half, carefully scrutinizing the heart of the little cabbage. He always worries that _____ might be a worm buried in the middle.
10. Casey and Tamara had plenty of privacy for kissing because _____ were six sheets drying on the clothesline in the backyard.
11. Warren hates cleaning the bathroom because his brothers always leave globs of toothpaste in the sink, and _____ dirty underwear hangs from the doorknobs or lies in damp piles on the tile floor.
12. Raymond's parakeets love to sit on his head; _____ droppings litter his shoulders like flakes of dandruff.
13. After a few ineffective swipes across the kitchen floor, Kristy returned the mop to the closet. _____ it would remain for another six months.

14. In a frenzy of packing, the Gonzalez family even boxed their poodle, Chiquita. _____ moving into a new home tomorrow, and everything must be ready to go.
15. Willard loves going food shopping late at night. The aisles are free of people, so _____ is no one to see him sneaking grapes in the produce section or filching cookies from the bakery.
16. Russell and his friend Ted dived into _____ car and sped out of the parking lot. Dripping milkshake, Billy soon followed, shaking his fist and swearing revenge at the fleeing car.
17. Lolita heaped her brother's plate with barbecue chicken, potato salad, and baked beans. _____ was so much food that Henry needed two hands to carry the plate to the table.
18. Eboni and Andrea can spend an entire paycheck during one trip to the mall. They eat at the food court, shop for clothes and makeup, and buy popcorn and movie tickets with _____ last few dollars.
19. Maria gasped in horror when she looked at her new leather furniture. _____ were scratches and punctures all over the armrests from the sharp claws of her cat Brandy.
20. After the long walk in the August heat, Norman's two dogs collapsed on the cool tiles of the kitchen floor, tongues rolling from _____ mouths in exhausted panting.

Word Choice – Exercise 3: *Lose* and *Loose*

Directions: Fill in the blanks with the appropriate choice—*lose* or *loose*.

1. Pizza for lunch was such a treat that Clifford refused to _____ his place in the cafeteria line—even though all of his money was in the car.
2. Clarissa ducked into a doorway, for the strong wind was blowing her long, _____ hair onto her double scoops of rocky road ice cream.
3. Flying _____ in the house, Jacques visited every mirror where he chirped to the handsome green parakeet who met him on the other side of the glass.
4. Gabrielle doesn't want to _____ her locker key, so she wears it on her charm bracelet, where it jingles with a diamond-eyed poodle, a gold skate, and an emerald-studded four-leaf clover.
5. If you _____ a sock in a washing machine, Mrs. Chen, the Laundromat owner, will make a puppet with it to amuse the children who visit.
6. Everyone snickered as Bruce walked by, for _____ dog hair clung to the back of his black pants.
7. Michael purchased a two-liter bottle of soda and a one-pound bag of chocolate-covered peanuts so that he would not _____ momentum finishing his critical analysis of Melville's *Moby-Dick*.
8. A _____ board on the back staircase squeals like a dying mouse whenever someone climbs to the second floor.
9. If you have a fascination with ancient Egypt, don't take a class with Dr. McConnell, whose boring lectures make anyone quickly _____ interest.
10. Franklin fought to keep his eyes open, but the _____ structure of the plot and poor characterization of the main characters made him fall asleep in the middle of the play.
11. Peggy smelled the faint odor of last summer's barbecue as she lifted the _____ cover draping the gas grill.
12. Aida hates to _____ her place in a book, so she not only turns down the corner of a page but also adds "Start here" in pen, even to library books!
13. As Jane leaned over the potato salad, her _____ hair fell over her shoulders and dragged through the mayonnaise.
14. So that Mrs. Hoff doesn't _____ a single minute of class time, she watches the second hand sweep across the twelve, indicating the hour has started, and then launches into her lecture.

15. _____ the dogs from their leashes, Rachel watched as her whippets streaked in circles in the dog park field.
16. Pulling a cantaloupe from the bottom of the pyramidal display will cause the rest of the melons to crash to the floor, rolling _____ without organization imposed by the produce managers.
17. Because Gisela always borrows pens and then quickly _____ them, her friends no longer volunteer their extras.
18. Grandma believes that clothing color indicates a person's character. Wearing pinks, reds, or oranges—whether male or female, whether shirts, socks, or ties—indicates _____ morals in Grandma's book.
19. Jessie found enough _____ change in her book bag to buy either a root beer or a bag of chips; she contemplated the difficult decision between sweet or salty.
20. Reggie will not _____ the 100-meter race because Bianca, the girl of his dreams, is watching from the bleachers.

IRREGULAR WORDS

■ The words on the right do not follow a normal phonetic pattern. Can you read them correctly?
Use them as answers in the blank spaces.

- | | |
|---|--------------|
| 1. A long line of people is a | dissolve |
| 2. To make plans is to | sausage |
| 3. You can blow your nose on a | chlorine |
| 4. is a chemical used to kill germs in swimming pools. | onion |
| 5. When someone delivers a parcel you may have to sign a | scheme |
| 6. To become united with a liquid is to | anchor |
| 7. An prevents a boat from drifting in the water. | queue |
| 8. The of furniture at the store was reduced. | receipt |
| 9. For breakfast this morning I ate a and some beans. | handkerchief |
| 10. The is a member of the cat family. | buoy |
| 11. Please do not put any in the salad tonight. | suite |
| 12. The ship was moored to a in the harbour. | leopard |
| 13. The doctor had to the wound before stitching it. | plaid |
| 14. Something strange can be | blood |
| 15. Mother wore a diamond to the party. | cleanse |
| 16. The yellow part of an egg is known as the | vigour |
| 17. Oxygen is carried to the cells by in the arteries. | feud |
| 18. A bitter hatred or quarrel is also called a | weird |
| 19. Molten rock that flows from a volcano is called | mauve |
| 20. A fabric of different colours woven in a check pattern is a | lava |
| 21. A scale or standard of measure is a | brooch |
| 22. is a light pinkish-purple colour. | yolk |
| 23. Something is the only one of its kind. | gauge |
| 24. Energetic strength or force is known as | unique |

Verbs into Nouns

Verbs

Refuse, Hate, Mock, Grow, Amplify, Estimate,
accept

Nouns

Refusal, Hatred, Mockery, Growth, Amplification, Estimation,
acceptance

Look at the pairs of sentences in the exercise below and combine them by nominalising the first verb:

1. The politician **refused** the new Legislation. This raised a furore in the parliament.

The _____ of the new Legislation by the politician raised a furore in the parliament.

2. Rita **hates** men. Hence she is unmarried.

Rita's _____ has kept her unmarried.

3. Mark **mocks** at Shyanne. It is understandable because she is more intelligent than him.

Mark's _____.

4. Population **grows** fast around industrial centres. The industrial centres provide better employment opportunities.

The population _____ is due to better employment opportunities.

5. We need to **amplify** sound in large auditoriums. This **improves** audience response.

The _____ in large auditoriums _____.

6. The country's economy has gone. I **estimate** bank interest rates to drop.

My _____ is based on the slowdown of the economy.

7. The Minister has **accepted** bribes. This has shocked the nation.

The minister's _____.

8. Ray **insisted** I stay back for dinner. I reached home late.

I reached home late because of Ray's _____.

9. Meena has **improved** in Maths. Her mother is delighted.

Meena's mother is delighted at Meena's _____.

10. Rita **recognised** the thief. This led her into trouble.

Rita's _____.

Adding adjectives

Using the clues, insert the right adjective into each of the following sentences.

- (1) The writing was i..... [not capable of being read].
- (2) The disease was c..... [spreadable by contact].
- (3) The land was a..... [fit for ploughing].
- (4) The boy was given c..... [of the body] punishment.
- (5) His behaviour was d..... [to be despised].
- (6) They believed they were i..... [incapable of making a mistake].
- (7) Millions of people in the Third World are i..... [unable to read and write].
- (8) She is i..... [fond of asking questions].
- (9) Some children are q..... [inclined to quarrel].
- (10) This diamond is u..... [the only one of its kind].
- (11) The enemy forces were i..... [not able to be conquered].
- (12) He had a disease that was i..... [not able to be cured].
- (13) These plants are e..... [fit to be eaten].
- (14) After the floods, many people were h..... [without a dwelling].
- (15) Parking a car here is i..... [against the law].

Forming adjectives

Change the words in *italics* into adjectives. (E.g. an *advantage* position → *advantageous*)

- | | | |
|--------------------------------|----------------------------------|-----------------------------------|
| (1) a <i>catasrophe</i> flood | (11) a <i>hero</i> deed | (21) a <i>hypnotism</i> trance |
| (2) a <i>hysteria</i> scream | (12) a <i>labour</i> task | (22) a <i>nucleus</i> war |
| (3) <i>chaos</i> traffic | (13) a <i>space</i> room | (23) a <i>panorama</i> view |
| (4) a <i>tactics</i> advantage | (14) a <i>democracy</i> decision | (24) a <i>sarcasm</i> remark |
| (5) an <i>arrogance</i> manner | (15) a <i>treachery</i> sea | (25) a <i>microscope</i> organism |
| (6) a <i>fury</i> temper | (16) a <i>harmony</i> agreement | (26) a <i>sphere</i> container |
| (7) a <i>contempt</i> liar | (17) a <i>theory</i> problem | (27) a <i>tumult</i> reception |
| (8) a <i>favour</i> decision | (18) <i>torrent</i> rain | (28) a <i>trouble</i> illness |
| (9) a <i>fortune</i> happening | (19) a <i>farce</i> situation | (29) <i>skill</i> workmanship |
| (10) a <i>glamour</i> actress | (20) an <i>ecstasy</i> shout | (30) a <i>hazard</i> journey |

Adjectives and their opposites

Write down adjectives opposite in meaning to the adjectives in *italics*. (E.g. a *distant* relative → *close*)

- | | | |
|---------------------------------|--------------------------------------|--------------------------------|
| (1) a <i>prudent</i> decision | (9) a <i>complex</i> problem | (17) a <i>major</i> fault |
| (2) an <i>imaginary</i> illness | (10) a <i>divided</i> country | (18) a <i>tight</i> fit |
| (3) a <i>negative</i> attitude | (11) a <i>tough</i> steak | (19) a <i>gradual</i> decline |
| (4) a <i>reckless</i> driver | (12) a <i>theoretical</i> answer | (20) a <i>timid</i> mouse |
| (5) a <i>rare</i> coin | (13) a <i>temporary</i> dwelling | (21) a <i>strict</i> teacher |
| (6) a <i>public</i> company | (14) a <i>generous</i> bank manager | (22) a <i>sharp</i> instrument |
| (7) a <i>maximum</i> profit | (15) a <i>compulsory</i> examination | (23) an <i>elated</i> winner |
| (8) a <i>singular</i> noun | (16) a <i>false</i> address | (24) a <i>tragic</i> ending |

Forming opposites by adding prefixes

Form the opposite of each of the following by adding the prefix **in**, **un**, **im**, **dis**, **il** or **ir**.

- | | | | |
|------------------|------------------|------------------|------------------|
| (1) discreet | (8) divided | (15) expected | (22) perfect |
| (2) disciplined | (9) legitimate | (16) polite | (23) recoverable |
| (3) regular | (10) mobile | (17) acquainted | (24) moral |
| (4) surmountable | (11) reversible | (18) cautious | (25) honourable |
| (5) honest | (12) separable | (19) considerate | (26) eventful |
| (6) resistible | (13) replaceable | (20) developed | (27) conspicuous |
| (7) friendly | (14) personal | (21) competent | (28) courteous |

AGREEMENT OF SUBJECT AND VERB

Rewrite the following sentences, using the correct form of verb in each one:

1. The taller of the twins (is / are) Linda.
2. All the animals, with the exception of the vicious dog, (was / were) brought out of the pound before the fire took hold.
3. The mining company, in spite of expectations, (has / have) reported a decline in its profit.
4. He (write / writes) poetry as a hobby.
5. The jury is still locked out and (has / have) not arrived at a verdict.
6. Each of the girls (need / needs) a new dress for the party.
7. Cameron and Aaron (was / were) going ten-pin bowling.
8. Neither of my brothers (like / likes) vegetables very much.
9. Kingsley, as well as his sisters, (want / wants) to play in the school band.
10. Fortunately, there (is / are) few mistakes you need to correct.
11. There (go / goes) the racing cars around the dangerous curve.
12. The bottom of the stairs (was / were) broken away.
13. Terry's shorts (was / were) left at the gym.
14. Neither Julie nor I (are / is / am) interested in going to the party.
15. A large consignment of nectarines (was delivered / were delivered) to the fruit shop.
16. They (has delivered / have delivered) the parcels to the wrong address again.
17. The antics of the clown (amuses / amuse) the audience at the circus.
18. I think either Cindy or Robert (is / are) top of the class.
19. John often (use / uses) his brother's bat.
20. Only one of the old records (is / are) broken.
21. My sister always (answer / answers) the telephone.
22. Each of the boys (is / are) doing his best work.

23. Angela, Trent and Matthew (agree / agrees) with me.
24. Either Carolyn or Rebekah (is / are) expected to win.
25. Neither my brother nor my sisters (attend / attends) this school.
26. Neither my sisters nor my brother (attend / attends) this school.
27. The jury (was / were) unanimous in its decision.
28. The jury (was / were) of different opinions over the point being discussed.
29. There (is / are) only one piece of cake left.
30. There (are / is) several reasons for the delay.
31. A swimmer (wear / wears) earplugs while swimming to avoid getting ear infections.
32. These stories (needs / need) careful proofreading and editing.
33. The board of directors (have / has) met this month to consider its decision.
34. The class (have / has) to decide how to group themselves for their oral presentation.
35. The large consignment of goods (was / were) held by customs to be checked for contamination.

AGREEMENT OF SUBJECT AND VERB

Rewrite each of the following sentences, inserting the correct word:

1. A married couple (is / are) to be appointed to the caretaking position.
2. The couple who came to live in the vacant retirement unit (is / are) to be included in the outings arranged for residents of the village.
3. The class (is / are) sitting for the test next week.
4. The football team (work / works) well together when defending.
5. Politics (affect / affects) every citizen.
6. The audience (is / are) leaving their seats and making their way towards the exits.
7. The judging panel (is / are) taking a long time to reach its verdict.
8. The panel (is / are) divided in their opinions about the contestants.
9. The school band (are / is) meeting at the hall to practise their pieces.
10. The new disco band (is / are) very popular.

REVISING PARTS OF SPEECH

Verbs, Adjectives & Adverbs

You should know these! Here is a summary to remind you:

Verbs are action words – doing words but also having and being words
eg. run, grumble, had fallen, was working...

Adverbs are words that describe how, when or where – words that add details about the verbs
eg. sadly, here, yesterday, reluctantly...

Adjectives are describing words – words that give details about what a noun is like eg. delightful, freezing, small, disgusted...

An example:

Yesterday the energetic girl jumped happily.
adverb adjective noun verb adverb

Activities

1. Underline the verb(s) in the following sentences
 - a) Seven frogs croaked noisily in the night.
 - b) Santa Claus screamed when his loaded sleigh ran over his beard.
 - c) Smokey fires burned all night.
 - d) The friendly dog slobbers constantly.
 - e) Grant e-mailed Hanna and asked her to the movies.
2. Underline the adjectives(s) in the following sentences
 - a) The prickly bush scratched her tender arms.
 - b) Santa Claus screamed when his loaded sleigh ran over his beard.
 - c) The sun rose golden and radiant.
 - d) The friendly dog slobbers constantly.
 - e) Joyful songs rang out across the crowded hall.
 - f) Prickly, scratching thorns tore into her plump limbs as she ran from the horrid man.

3. Underline the adverb(s) in the following sentences

- a) He decided to go shopping tomorrow.
- b) Frantically he threw the crumpled paper into his bag.
- c) The boy tied his horse over there.
- d) The friendly dog slobbers constantly.
- e) Soundlessly she tiptoed past her snoring grandmother.

4. Indicate whether the word underlined is a noun, verb, adjective or adverb.

- a) Green, chomping bugs marched toward the new growth. _____
- b) Waves trickled in almost apologetically. _____
- c) He wished he knew the attractive brunette better. _____
- d) There were clunks and snorts as the disk was chewed. _____
- e) Thoughtlessly he swallowed his chewing gum. _____
- f) Yesterday Harvey broke the antique statue. _____

5. To make your writing more effective it is important to use interesting verbs. Choose a better verb from those in the box below that you could use instead of that given.

reignite	harangue	intimidate	substitute
segregate	tarnish	pirouette	annihilate
bloat	abbreviate	secrete	dawdle

- a) turn _____
- b) swell up _____
- c) bully _____
- d) start again _____
- e) shorten _____
- f) remove the gloss _____
- g) swap _____
- h) criticise _____
- i) separate _____
- j) ooze _____
- k) wipe out _____
- l) walk slowly _____

LEVELS OF LANGUAGE

In English we speak about different levels of language. It does not matter if the language is written or spoken its language level can be discussed. There are three levels of language you need to know:

Level	Explanation	Examples
Formal	<p>This is language that is correct and proper. It does not contain contractions. It does not need to have 'big' words. It is carefully composed.</p> <p>This is how we speak in formal situations when we are watching what we say. It is also the level we use in essays. It is more elevated than colloquial language.</p>	<p>The car was dilapidated and needing repair.</p> <p>Mum was very upset because she was extremely worried about us.</p> <p>"Can you not come?"</p>
Informal or Colloquial	<p>This is everyday language. It is the level of language we use with our friends and family. It may include contractions and colloquialisms (every day expressions like, <i>driving me crazy, over the moon...</i>)</p> <p>It generally sounds far more chatty than formal language.</p>	<p>The car was an old bomb.</p> <p>Mum was having a fit because she was worried sick about us.</p> <p>"Can't you come?"</p>
Slang	<p>This is language that belongs to a set group in society. It is somewhat exclusive since, if you do not belong to the group, you are unlikely to understand it. Slang tends to be words and phrases rather than complete sentences.</p> <p>Some slang is that of young people and some belongs to interest groups like surfers, skaters etc. Slang tends to date quickly. It can actually move into everyday language if it becomes widespread and stays in our vocabulary.</p>	<p>In the 1960s and 1970s there was a lot of slang that is no longer common eg <i>fuzz</i> for police, <i>bread</i> for money or <i>cat</i> for a hip young man. One word that has moved into our colloquial vocabulary is <i>cool</i>. Its use is so widespread that it is no longer exclusive.</p> <p>More recently young people have used <i>sick</i> to mean 'great' and this is a form of slang.</p>

Activities

1. Identify whether the following sentences are formal or informal.
(HINT: Try to imagine a friend comes up and says it to you. If it sounds too proper for an everyday conversation it is probably formal)

Sentence	Formal or Informal?
a) How's it going?	
b) Welcome to all our special guests.	
c) Wow, that's a huge crocodile!	
d) It was obvious the day was not going well.	
e) The car was a heap of junk!	
f) People streamed from the supermarket.	
g) Love is a powerful emotion.	
h) Another goldfish had kicked the bucket!	
i) No way, it wasn't me!	
j) Without hesitation he dived into the cold water.	

2. Rewrite the following informal sentences so they are formal.

Sentence	Rewrite
a) He was down in the dumps.	
b) Hang on, I'm nearly ready.	
c) I reckon the movie sucked.	
d) It stunk to high heaven!	
e) You'd be crazy not to buy the car.	
f) Okay now guys, we're moving on.	
g) She's ripped off my idea.	
h) You're as slow as a wet week.	
i) That room is a pig sty!	
j) I bombed out in the Science test.	

3. Write down THREE examples of slang you use and what each means.

Slang word or expression	Explanation

4. What do the following **colloquialisms** refer to? Under each one, write a sentence using it. *Remember a colloquialism is an everyday saying!*

Colloquialism	Explanation
a) to powder your nose	
b) kicked the bucket	
c) as mad as a cut snake	
d) a slap dash effort	
e) blind as a bat	

5. Complete the table for the type of language that should be used in the following situations. Explain your choice.

Situation	Language level	Explanation
A report to police of what you saw as a witness to an accident		
A conversation between you and your friends		
A speech at Presentation Night at your school		
An email to your parents while you are on an overnight excursion		
A letter of complaint to a company		
A phone message to your coach to let them know you can't make the game		

6. Why do you think groups create their own slang, especially since it tends to lock out other people from understanding their talk?

PUNCTUATION REVISION

Capitals and Commas

You have learnt in previous years when to use **capital letters** and **commas**. It is essential you never forget these basics. There is a trend to keep commas down to a minimum in written text but they cannot be forgotten altogether. Commas add to the clarity of the sentence and are invaluable to the reader.

Let's quickly revise when we use capital letters and commas:

Capital Letters

- ★ To begin a sentence
- ★ For names - people, places or things
eg. Grant, Wednesday, Richmond, Centrepont Tower

Commas

- ★ To separate items in a list
eg. The monkey, gorilla, elephant and flamingo were disgusted.
- ★ To show extra information, eg separating clauses
eg. The boy, who nobody liked, fell off the swing.
- ★ Before quotations or speech marks
eg. She said, "Don't do that again."

Activities

1. Add capital letters and commas where necessary.
 - (a) sunday once a recognised day of rest is now as hectic as the remainder of the week for many australians.
 - (b) joel sat watching waiting wondering and really afraid.
 - (c) glenda crossed the manicured tidy and pristine gardens of flanagan house.
 - (d) brenton responded "billy my brother will get you for this!"
 - (e) sally her sister brianna their cousin judith and the boy next door burst into the regent theatre each screaming "give us our money back."
 - (f) there were many expeditions including those of sturt mitchell darling and burke and wills.
 - (g) "errors which are always inevitable no matter how careful any writer is can be minimised by the employment of a careful keen and objective proof reader." replied mr franks confidently.

2. A tricky activity! Some capitals should stay, some should go and others need to be added. Commas are also not correct. Again, some should stay, some should go and others need to be added.

a)

no, matter what time of year, it was darren loved to Surf. he'd drag himself, tired and cold out of his warm bed and head for jarvis beach. there by at the latest six he'd meet up with his mates gordon and victoria and they'd hit the water. Monday morning before School was always the best time to go since there was never anyone but them there. of course they were late to school and, miss cradle, knew exactly where they had been. she'd shake her head and go through the motions asking "why are you late this morning?" Darren and gordon would look Sheepish and victoria never failed to look indignant. Now off you go. It is science so get yourselves, your bags your shocked expressions and your very, wet hair down to your room.

b)

English, is the official language of fiji and the currency is the Fijian dollar made up of one, hundred cents like the australian dollar. the two biggest industries are Agriculture and tourism. The main agricultural industry is Sugar Cane accounting for most of the export dollars that are earned by the nation. tourism is also a large industry, and the islands are dotted with resorts for Foreign Tourists. These tourists come from all over the World but many from australia a close neighbour in the south pacific region.



c)

awakened by the Dog's movement his sight, fell upon the box. now refreshed he was, intrigued and began to work the box lid with his knife. As the lock sprang open He saw the box contained three items; a leather moneybag a key and, a gold locket with an unknown seal and inscription. seth loosened the string on the moneybag and gasped as the contents tipped into his hand. five Jewels of brilliant, blue and many small, gold nuggets lay in his grasp. all this did was raise questions that could not be answered, especially now as brigid began to growl.

REVISING OUR SENTENCES

Sentences are the building blocks of our writing so it is essential your sentences are correct. Many students run their sentences together. It is important to remember that a sentence makes sense on its own. This is what people mean when they say a sentence is a "complete thought".

Remember sentences can be statements, questions or exclamations.

Examples:

SENTENCES

Statement	Question	Exclamation
Suzy sings well.	Does Suzy sing well?	Suzy sings brilliantly!
Yesterday the policeman visited the school.	Do policemen ever visit the school?	Those policemen came back!

Activities

- Decide if the following are complete sentences or not. Write either YES or NO next to each.
 - _____ The coffee was cold and tasteless
 - _____ It was another blasted mosquito
 - _____ Great shards of glass
 - _____ Replicas of all humankind's most memorable inventions
 - _____ Suitably disgusted, she left
 - _____ Spiralling down towards Earth
 - _____ His mouth gaped like an opened can
 - _____ Is she bothering you
 - _____ I'm exhausted
 - _____ Incredible ferry travellers gasped in unison as their boat rose to fly over the harbour

- The following sentences are not complete. Rewrite them so they are. Try not to rearrange them. Instead add what is needed to make them correct.

- Heaving the huge cotton sack behind him the boy.

-
- Except on Tuesdays.
-

c) With barely a flicker of interest.

d) Sorry to have to leave.

e) Agitated and darting restlessly from side to side the blood-shot eyes.

3. In the following passages the student has run sentences together. Mark the passages to show where the sentences should be.

a) The base can now be detailed since you no longer need to hold it some suggested base effects are flocking flocking is making the base look like the earth and this is great for figures that will be on plains (eg. Rohan, Gondor, elves). You do this by covering the base with glue then covering it with either bought flock or dirt and grass mix from your own garden tiny rocks can look great but need to be held on until they stick. Also, be careful they are not too big for the figure as they can look more like boulders. Dirt on its own is good as a base cover for Moria goblins or Urak-hai or orks because they live in dirty covered areas sand can also be used for figures that would be near rivers you can just paint the bases but it does not look as realistic.

b) Joseph was not a tall man yet, as he sat hunched over playing with his son's train set, he looked a giant smiling indulgently he listened intently to little Simon's insistent and dramatic recounts of the engine's escapades having had no father to call his own ever in his life, Joseph knew Simon needed this audience. His father had not even stayed around to greet his son and, on her own, Joseph's mother struggled defiantly to give him all she could Simon tooted crazily and squished the engines through the gaily painted tunnel.

COMMON ERRORS!

Loose / Lose & Choose / Chose

Many students confuse *loose* for *lose* and *choose* for *chose*. These activities are designed to remind you of the difference!

Remember:

<i>meaning...</i>	<i>as in...</i>
loose not tight	The door knob was loose
lose to misplace	He never meant to lose the door knob.
choose to select	He intended to choose the pink sash.
chose have selected	He chose the pink sash.

Activities

1. Circle the correct word.

- a) The boy's tie was too *lose* / *loose* to look right.
- b) The man allowed his children to *choose* / *chose* the theatre.
- c) Many *lose* / *loose* oranges rattled around the car boot.
- d) My horse always *chooses* / *choses* carrots for breakfast.
- e) *Any game we lose* / *loose* hits us hard.
- f) "*Choose* / *Chose* carefully," the assistant yelled, "If you *lose* / *loose* your receipt it cannot be returned."
- g) I had *choosen* / *chosen* to do the shopping but I did not *choose* / *chose* to meet Brad there.
- h) The record will be broken if she *chooses* / *choses* to lift her elbows higher so she doesn't *lose* / *loose* momentum.

2. Write either **lose** or **loose** or **choose** or **chose** in the spaces to make the following passage correct.

The car was not one I would ever _____ myself. It was a wreck. The doors and windows were all _____ and rattled constantly. I'd park it at Woollies hoping it'd be stolen or I'd somehow _____ it. I _____ to walk most places but, whilst this made me very fit, it didn't fool my friends.

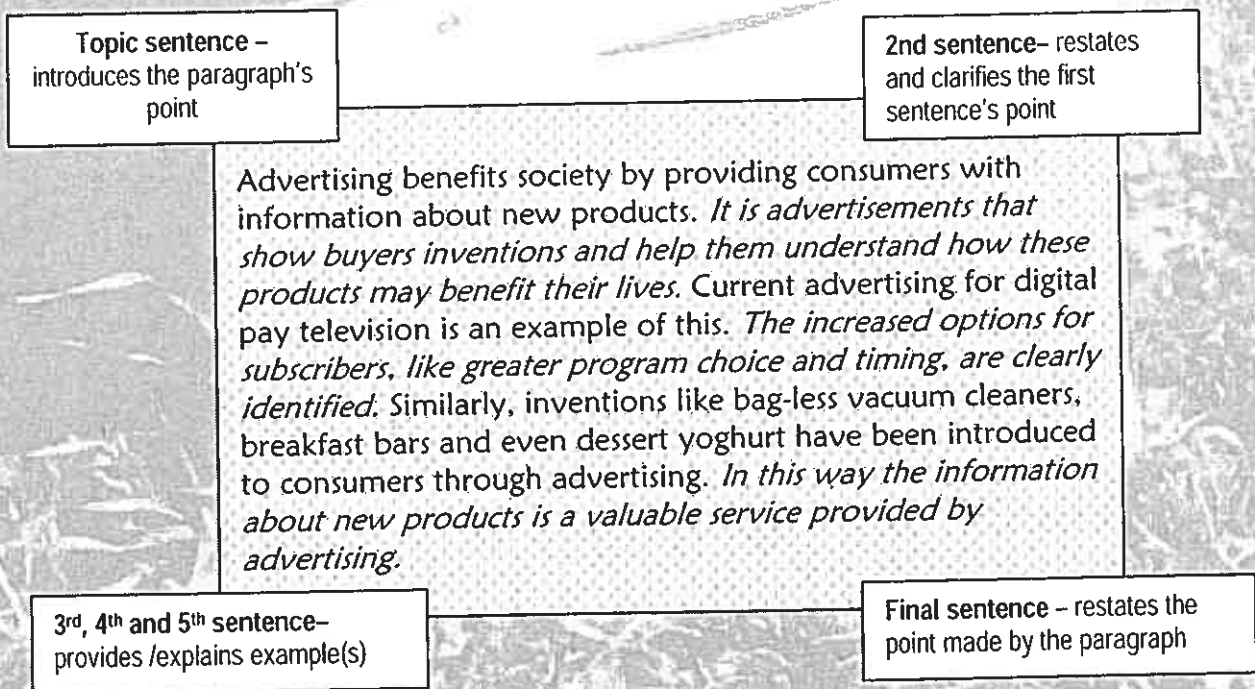
REVISING PARAGRAPHS

You should know the importance of separating sustained writing into paragraphs. A paragraph is a group of sentences that are about the same thing. In an extended piece this usually means each paragraph deals with a different aspect of the topic. In a story, each paragraph deals with a segment of the story.

Paragraphs are very important in writing as they form the structure of your text. This means they make it better organised so the ideas are clearer. Paragraphs can vary in length but five or six sentences usually works well. Paragraphs should not be only a sentence or two and they definitely should not be pages long!

Paragraphs are often broken up into the different sentences so students can understand what each is doing. See how the following example paragraph is created. Every second sentence is italicised so the sentences are clear!

This paragraph is from a student's essay that discusses the advantages and disadvantages of advertising



Important note:

This structure is a good starting point for paragraph writing but you should realise that proficient writers never follow 'rules' exactly. However, good writers will always ensure the point of any paragraph is clear and that it is supported with evidence. You will manipulate it to suit yourself!



Sentence 1: *The Topic Sentence*

Advertising benefits society by providing consumers with information about new products.

The first sentence is called the **topic sentence** because it tells us what the paragraph is about. It is usually where you will find the main idea or point of the paragraph. Ensuring you have a clear point in your topic sentence is important in an essay.

Sentence 2: *Clarifying / restating the paragraph's point*

It is advertisements that show buyers inventions and help them understand how these products may benefit their lives.

The second sentence, especially when the text is analysing, providing information and/or making an argument, clarifies the point being made. It is essential your audience understands the comment and its relevance to the overall text.

Sentence 3, 4 & 5: *Providing supporting evidence*

Current advertising for digital pay television is an example of this.

The increased options for subscribers, like greater program choice and timing, are clearly identified.

Similarly, inventions like bag-less vacuum cleaners, breakfast bars and even dessert yoghurt have been introduced to consumers through advertising.

The next few sentences should add evidence to support the point made. In this case three sentences do this. This is the detail and explanation that your reader usually likes. If you are discussing a text this is where you refer to it closely – including the techniques used.

Sentence 6: *Rounding up the paragraph*

In this way the information about new products is a valuable service provided by advertising.

The final sentence should tie up the paragraph. It can restate the point made, rounding it off. It can also come back and link the point explicitly to the question asked. This is the sentence most often forgotten.

COMPREHENSION ACTIVITY - NARRATIVE

The Window

Two men, both seriously ill, occupied the same hospital room. One man was allowed to sit up in his bed for an hour each afternoon to help drain the fluid from his lungs. His bed was next to the room's only window. The other man had to spend all his time flat on his back.

The men talked for hours on end. They spoke of their wives and families, their homes, their jobs, their involvement in the military service, where they had been on vacation. And very afternoon when the man in the bed by the window could sit up, he would pass the time by describing to his roommate all the things he could see outside the window. The man in the other bed began to live for those one-hour periods where his world would be broadened and enlivened by all the activity and colour of the outside world.

The window overlooked a park with a lovely lake, the man said. Ducks and swans played on the water while children sailed their model boats. Lovers walked arm in arm amid flowers of every colour of the rainbow. Grand old trees graced the landscape, and a fine view of the city skyline could be seen in the distance. As the man by the window described all this in exquisite detail, the man on the other side of the room would close his eyes and imagine the picturesque scene.

One warm afternoon the man by the window described a parade passing by. Although the other man couldn't hear the band, he could see it in his mind's eye as the gentleman by the window portrayed it with descriptive words. Unexpectedly, an alien thought entered his head

Why should he have all the pleasure of seeing everything while I never get to see anything ?

It didn't seem fair. As the thought **fermented** the man felt ashamed at first. But as the days passed and he missed seeing more sights, his envy eroded into resentment and soon turned him sour. He began to brood and he found himself unable to sleep. He should be by that window -- that thought now controlled his life.

Late one night as he lay staring at the ceiling, the man by the window began to cough. He was choking on the fluid in his lungs. The other man watched in the dimly lit room as the struggling man by the window groped for the button to call for help. Listening from across the room he never moved, never pushed his own button which would have brought the nurse running. In less than five minutes the coughing and choking stopped, along with the sound of breathing. Now there was only silence -- deathly silence.

The following morning the day nurse arrived to bring water for their baths. When she found the lifeless body of the man by the window, she was saddened and called the hospital attendants to take it away -- no works, no fuss. As soon as it seemed

appropriate, the other man asked if he could be moved next to the window. The nurse was happy to make the switch, and after make sure he was comfortable, she left him alone.

Slowly, painfully, he propped himself up on one elbow to take his first look. Finally, he would have the joy of seeing it all himself. He strained to slowly turn to look out the window beside the bed.

It faced a blank wall.

The man asked the nurse what could have compelled his deceased roommate who had described such wonderful things outside this window. The nurse responded that the man was blind and could not even see the wall. She said, "Perhaps he just wanted to encourage you."



author unknown

MULTIPLE CHOICE- *The Window*

1. Why are the men together in a room?
 - (A) they are both without any family
 - (B) they are injured from the war
 - (C) they are both very ill
 - (D) they are both very old
2. Which of the following shows best how much the window came to mean to the man not by it?
 - (A) The man in the other bed began to live for those one-hour periods...
 - (B) (he) ...would close his eyes and imagine the picturesque scene
 - (C) It didn't seem fair.
 - (D) Finally, he would have the joy of seeing it all himself.
3. Why didn't the man call for the nurse when the other man was choking?
 - (A) He wanted the other man to die
 - (B) He could not reach the call button
 - (C) There was no nurse on duty
 - (D) He did not like the other man
4. Which is closest to the meaning of "compelled" as used in the text?
 - (A) encouraged
 - (B) forced
 - (C) explained
 - (D) motivated

5. In the sentence, "One warm afternoon the man by the window described a parade passing by" which word is an adjective?
- (A) warm
 - (B) afternoon
 - (C) window
 - (D) described
6. The ending of this story is best described as
- (A) sarcastic
 - (B) satirical
 - (C) ironic
 - (D) farcical
7. What is the main idea of the story?
- (A) You should never try and help anyone else
 - (B) People should look after each other better
 - (C) Greed is a dangerous and pointless emotion
 - (D) Hospitals should provide better facilities

SHORT ANSWER QUESTIONS – *The Window*

1. In your own words, summarise the events of this story.

2. The ending is unexpected. What clues are given to the ending during the story?

3. The reader is not given the men's names. Why do you think this is? (think how it makes the reader feel about the situation and the ideas)

REVISION OF POETRY TERMINOLOGY

IMAGERY: Similes, Metaphors & Personification

Remember **images** are used by poets so the audience can better imagine and feel what is being conveyed. You are sure to be familiar with the common comparisons of **similes** and **metaphors**. You should also know what **personification** refers to. If you have forgotten, a summary is provided here.

Simile: A comparison between two things using the words *like*, *as* or *than*

eg. The new French teacher was like a speedy rocket.

Metaphor: A comparison where one thing is said to another thing.

eg. The new French teacher was a speedy rocket.

Personification: The giving of human qualities to non-human things. Personification adds energy and feeling.

eg. The creek giggled and sniggered at the silly children.

Activities

1. Indicate whether the following are similes OR metaphors. Write either *simile* OR *metaphor* OR *neither* in front of each.

- a) _____ Now her mind is a zoo that lands an ark of animals at will
- b) _____ I rip out a handful of flowering weeds
- c) _____ A wreath of flowers as cold as snow
- d) _____ She shook the doormat free of dogs
- e) _____ My grandmother had a bite like a sour green apple
- f) _____ The child was a cold wash of air
- g) _____ The mills are roofed with iron, have no walls
- h) _____ Like the echoes of a chamber, the evenings are silent
- i) _____ He was happier than a child at his first party
- j) _____ The rabble hissed as he entered
- k) _____ Howling defiantly the dog was a tiger ready to lunge

2. Indicate whether the following lines contain similes, metaphors or personification. There may be more than one technique in each one.

a) The houses there wear verandahs out of shyness

b) The children staggered home, drunken soldiers having been at war.

c) The can-opener bit her, gargling on her blood

d) Alone again, the tractor moaned and whimpered like a lost child.

e) Faster than a speeding bullet, Superman caught the villain.

f) Seventeen times the bell tolled, ringing their mellow sadness

3. Use the given object to create an example of the poetic technique indicated. (either a simile, metaphor or personification).

a) photo (*simile*)

b) garden hose (*metaphor*)

c) hamburger (*personification*)

d) motor bike (*simile*)

e) wound (*metaphor*)

f) pencil (*personification*)

g) hair (*personification*)

h) teeth (*simile*)

REVISION OF POETRY TERMINOLOGY

AURAL TECHNIQUES

Rhyming scheme and Onomatopoeia

Remember **aural techniques** are those that relate to how a text sounds. You should know **rhyming scheme** and **onomatopoeia** as two very important aural techniques. If you have forgotten, a summary is provided here.

Rhyming Scheme: The pattern that describes which line endings rhyme with each other in a poem with rhyme. It is used to help decide if the poem has a regular rhyming scheme. The important question is how the rhyming scheme contributes to the effect of the poem!

Onomatopoeia: When a word's actual sound is like that it refers to
eg. Bang, swish, shudder, whoop, whisper...

Activities

1. Write a sentence using onomatopoeia that helps create the sound of the following. Try to avoid common onomatopoeic words and be creative!

a) an opening door on a rusty hinge

b) opening a packet of potato chips

c) running water over pebbles

d) a moving train

e) frogs at night

f) children's laughter

g) an alarm

h) a winter's day

TYPES OF SENTENCES

When we discuss sentences it is handy to think of the purpose they are serving. You know sentences can be statements, questions and exclamations but the following descriptions can help you discuss them more effectively.

There are four main types of sentences:

Statements	→	Declarative sentences (they state something) <i>eg. I am happy to be here.</i>
Questions	→	Interrogative sentences (they ask a question) <i>eg. Am I welcome here?</i>
Exclamations	→	Exclamatory sentences (they exclaim) <i>eg. I am thrilled to be here!</i>
Commands	→	Imperative sentences (they give an order) <i>eg. Go home immediately!</i>

Activities

1. Indicate what type of sentence the following are. Write either **DECLARATIVE**, **INTERROGATIVE**, **EXCLAMATORY** or **IMPERATIVE**
 - a) _____ You must not miss out on this opportunity.
 - b) _____ It has been a wonderful day.
 - c) _____ It is important to use deodorant daily.
 - d) _____ What is the purpose of sport?
 - e) _____ The facilities for youth are limited.
 - f) _____ Go to the office now.
 - g) _____ It is essential we go!
 - h) _____ Where did the boys go?
 - i) _____ School formals are not events of the past.

2. Match up each type of sentence with its possible effects:

imperative sentences

declarative sentences

interrogative sentences

exclamatory sentences

- | |
|---|
| <ul style="list-style-type: none"> - can create a sense of uncertainty - can be used to intimidate - can be used to involve the responder by encouraging them to think |
| <ul style="list-style-type: none"> - can add high emotion to a text - can reflect the high feeling of the composer/speaker - can add energy to a text |
| <ul style="list-style-type: none"> - can make an argument sound strong and certain - can be persuasive as they are not uncertain but definite |
| <ul style="list-style-type: none"> - can persuade the responder to carry our commands - can sound strong and firm - can be resented for sounding like bullying |

IMPROVING OUR WRITING

Using Better Conjunctions

Remember, a **conjunction** is a joining word. It joins two ideas or groups of ideas together.

For example: Gavin sings sweetly *and* plays the guitar.

There are many different conjunctions you can use. *and*, *but* and *because* are probably the most common. These are not very sophisticated and there are plenty of better conjunctions to choose from. Look at the box below!

after	when	as	where	since	so	wherever	unless
yet	although	until	or	though	whilst	despite	therefore

Activities

1. Join the following sentences using one of the better conjunctions provided above. You need to write the new sentence on the lines provided.

a) The children were initially happy to wear second hand costumes. They then did not want to wear the second hand costumes. They had seen the new costumes of the class next door.

b) The meatball stew sat untouched on the bench. The stew was hot, delicious and nutritious.

c) The grasshopper chomped merrily on the new tips of the roses. Nobody was around to stop it.

d) It was a scorching day. Harvey sat in a long, woollen coat. He sweated painfully. He was too embarrassed. His t-shirt underneath was ragged.

2. Have a go at using the conjunctions above to join some of the sentences in the following. *You may change the order and the way the sentences are written as long as you keep the meaning the same. Do NOT make one long sentence but use the better conjunctions to reduce the number of sentences. Your aim is to make the text sound more effective.*

a) Max, the huge Labrador pup, spied the plate of sausages. He knew he was not allowed to take food. He wanted the tasty treats. Saliva ran like rivers down his jaw. It made pools on the concrete under him.

b) The hot air balloon was meant to be calm. It was not. The basket bumped and groaned in the angry wind. The people tried to smile. They fought the urge to vomit.

c) Men trudged aimlessly along the trench. They ignored the shots around them. They ignored the men whose faces were quietly desperate. The sun shone brightly. It seemed to laugh at their sadness. It reminded them of their lives before this hell. They knew they had to go on.

3. Create a sentence where you use the word indicated as a conjunction. Try and make your sentence interesting!

a) unless

b) although

c) until

d) yet

e) therefore

f) despite

g) whilst

h) nevertheless

i) though

REVISION OF POETRY TERMINOLOGY

AURAL TECHNIQUES: Alliteration and Assonance

Remember **aural techniques** are those used by poets to appeal to our sense of sound. You are sure to be familiar with **alliteration** and **assonance**. These both refer to repeated sounds.

Alliteration: The repetition of consonant sounds.

eg. The long lank weeks lingered. (l)

Assonance: The repetition of vowel sounds.

eg. Sit and sing betwixt the leaves. (i)

Activities

1. Identify whether the following are examples of ALLITERATION, ASSONANCE or NEITHER

- a) _____ tall towers the horizon trapped
- b) _____ Bent double, like old beggars under sacks
- c) _____ I rip out a handful of flowering weeds
- d) _____ I had to lug gutted pigs
- e) _____ dim dazzling blades advancing
- f) _____ justice was served cold
- g) _____ rooms of memories were merged
- h) _____ lies were denied

2. Using the word given, create an example of alliteration.

- a) cucumber _____
- b) water _____
- c) fear _____

3. Using the word given, create an example of assonance.

- a) waves _____
- b) sight _____

4. Compose a line that combines BOTH alliteration and assonance.
