

Name _____

Class _____

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Language explained

Even though Shakespeare said that 'a rose by any other name would smell as sweet', if we didn't have a word to describe it, there would be a lot of confusion when we tried to talk about the rose. We give names to everything to help us to explain these things to other people. **Concrete nouns** name the things we can *taste, touch, smell, hear or see*. **Abstract nouns** name the things that are *ideas, values, qualities or feelings*.

A simple way to remember the difference is this:

- Concrete nouns are *tangible*. We use our five senses to see, hear, touch, taste or smell them.
- Abstract nouns are *intangible*. They are about what we think or feel (emotionally, rather than physically).

tangible (adj.) something that can be touched
intangible (adj.) something that cannot be touched

Language in use

- 1 Circle the abstract nouns in red and the concrete nouns in blue.

anger	dirt	jealousy	knowledge	sofa
apathy	envy	joy	music	sunlight
book	freedom	jumper	odour	table
cards	honour	justice	pen	television
carpet	integrity	kindness	pity	vase

- 2 Read the passage and complete the activities on the next page. You should read the passage at least twice to make sure that you understand it completely.

(1) Megan sat on the grass above the rock face, gently stroking the dog's soft fur. (2) She gazed into the distance, seeking with her eyes the ship that she knew should be coming through the headlands. (3) The waves pushed strongly against the rocks and the wind blew directly into her face, but still she sat, waiting and hoping to see the sails. (4) Megan had sat here every day for the past three months. (5) At first her emotions had played across her face; the fear, the anxiety, the desperate yearning for her father to return home. (6) In her other hand, she held tightly the last letter her father had sent home, promising to return to her as soon as he possibly could, reassuring her he would be home for her thirteenth birthday and sending her all his love. (7) The letter was creased and blurred with tears, a much-read reminder of her father. (8) She had turned thirteen a month ago. (9) The ship had not come. (10) He had not returned. (11) But still she sat on the grass watching and waiting.

stroking (v.) softly moving your hand back and forth in a patting motion
emotion (n.) a strong feeling or mood experienced from within your body
anxiety (n.) a feeling of worry or concern
yearning (n.) a strong feeling of wanting or wishing for something
blurred (adj.) unclear, not sharply outlined

4 Concrete and abstract nouns

- a** Find the concrete and abstract nouns in each sentence and highlight them in two different colours.
- b** Write a passage in your notebook that describes Megan's father's situation at this time. Aim for your passage to be 12–15 lines long. Make sure you use lots of concrete and abstract nouns to explore where he is and what he is feeling.

HINT

Are you having trouble trying to imagine how Megan's father is feeling? Consider whether any of the following emotions might be appropriate for the passage that you will write: fear, anger, delight, enthusiasm, excitement, dread, hatred, jubilation, pride, sorrow, torment.

Vocabulary builder

- 3** Place the tiles from Box A into Box B so that you can read the hidden meaning, which begins with: 'Concrete nouns name ...'. A few tiles have already been placed as clues. You should use a pencil to complete this activity.

A

ARE	HE	TE	NAM	QU	E T	NS	EEL
CT	S.	ID	TH	HE	ALU	NS	NOU
R F	NGS	THI	CON	N F	AT	NOU	THI
EEL	E T	CA	NGS	CRE	S O	L O	TIE
WE	ALI	.	, V	ABS	ES,	ING	TRA
MEL	EAR	NAM	EAS	R H	, S		

B

CON	CRE	TE	NOU	NS	NAM	E T	
			.	ABS			NOU
NS							
						QU	ALI
TIE			EEL	ING	S.		

Spelling practice

- 4** Find the meaning of the following concrete and abstract nouns. Write out the definition in your notebook and underneath use the word in a clear sentence.

active	common	energetic	measure	position
anxious	concern	govern	money	reason
brisk	develop	history	office	school

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Language explained

A **verb** is a word that expresses an action or a state of being. Every complete sentence, even the shortest, contains a verb. Generally, we call verbs the *doing* words of the English language. They can also be:

- *having* words: I *own* the book.
- *thinking* words: I *wonder* what is in the book.
- *being* words: I know the book *exists*.
- *saying* words: I *explained* the plot of the book.

A **regular** verb does not change when following the rules of tenses.

An **infinitive** is the basic form of the verb with the preposition *to*. It tells of an action but not where, when or how the action took place.

WRITER'S

TOOLBOX

In the dictionary and when it is not in use in a sentence, a verb is written in its infinitive form (for example, *to be*). When it is in use, we say it is conjugated (for example, *I am, they are*)

Infinitive	Present tense	Past tense	Future tense
to play	play, plays	played	will play
to shout	shout, shouts	shouted	will shout

Language in use

- 1 Write down six verbs that describe things you have done today.

- 2 Read each sentence and decide if the verb underlined is a doing, having, thinking, being or saying verb.

- a I watched the cat pounce on the bird. _____
- b Rodney told me all about the car's engine. _____
- c A philosopher is paid to ponder the big questions of life. _____
- d He tapped on his keyboard as he wrote his essay. _____
- e The dog ran towards his owner. _____
- f It is hard to survive in the wilds of Africa. _____
- g I want to possess the autograph of every member of the Australian team. _____

5 Infinitive and regular verbs

3 The following extract has been jumbled by the printer and all the verbs have fallen out of the text. Your job is to put them back in from the box below.

backs up	clinging	crawl	pull	reach	reach	rising	shivering
staggering	stare	stop	struggling	stumble	swallowed	thickening	thrashing

Muddied and _____ against the _____ of water round my legs, I _____ the turn of the ditch. The drain is _____ to cope with the sudden burden, the water level _____ as the torrent _____. With my sodden skirt _____ to my legs I _____ up the stop-bank and _____ on towards the bay.

burden (n.) a heavy load to carry
ditch (n.) a hole that has been dug in the ground to help drain water away
downpour (n.) very heavy rain
spume (n.) the foam on the top of waves in the sea
staggering (v.) walking unsteadily
thrashing (n.) strong and violent movements
torrent (n.) a strong flow of water

When I _____ the top of the track I can only _____ and _____. Spume from the heaving sea is _____ the downpour, so that the cliffs are no more than a dim outline _____ through sheets of rain. Half the beach has already been _____ by the wild _____ of the waves.

Anna Mackenzie, *The Sea-Wreck Stranger*, Text Publishing Company, 2007

Vocabulary builder

4 Draw a line to match each infinitive verb with its meaning.

Verb	Meaning
a to babble	stroke or hit hard
b to flee	give abundantly or generously
c to articulate	provoke or try to anger by insult or mockery
d to initiate	waver
e to lavish	run away from danger or pursuers
f to hone	pronounce words distinctly
g to prise	begin or originate
h to smite	sharpen or polish
i to taunt	utter incoherent or meaningless sounds
j to vacillate	raise or force with a lever

HINT

Say each verb in the list ten times out loud. Ask your teacher or use a dictionary or the internet to learn the correct pronunciation, because some of these words are pronounced differently to how they are spelt.

abundantly (adv.) in great quantity
provoke (v.) make somebody feel a strong emotion (such as anger)
mockery (n.) the act of teasing somebody
waver (v.) tremble, flicker or hesitate
pursuer (n.) a person or animal who is chasing you
pronounce (v.) say a word out loud
utter (v.) make a sound using your voice
incoherent (adj.) unclear, not able to be understood

5 In your notebook, use each verb from activity 4 in a sentence.

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Language explained

Take a look at the use of the verbs in the following sentences.

I <i>talk</i> a lot in class.	The base form (present tense) of the verb	
I <i>am talking</i> a lot in class.	The present participle of the verb (= <i>talking</i>)	For the sentence to make sense, we need to add an extra word (<i>am</i>). This is called an <i>auxiliary verb</i> or a <i>helping verb</i> .
I <i>talked</i> a lot in the last class.	The past tense of the verb	
I <i>have talked</i> a lot in class.	The past participle of the verb (= <i>talked</i>)	For the sentence to make sense, we need to add an extra word (<i>have</i>). This is called an <i>auxiliary verb</i> or a <i>helping verb</i> .

Verbs have four basic principal forms: the base form, the present participle, the past and the past participle.

Whenever you wish to tell your reader about *when* an action is taking place you will adjust the tense that you are using.

Regular verbs

When we change tenses, many verbs follow the same pattern. These verbs are called **regular verbs**.

- To form the present participle, you need to add *-ing* to the base form of the verb.
- To form the past or past participle of a regular verb, add *-d* or *-ed* to the base form of the verb.

Note:

- Some regular verbs double the final consonant before adding *-ing*, *-d* or *-ed* (see *scan* and *travel*).
- Some regular verbs drop the *-e* before adding *-ing* (see *cuddle* and *smile*).

Base form	Present participle	Past	Past participle
avoid	[am] avoiding	avoided	[have] avoided
scan	[am] scanning	scanned	[have] scanned
travel	[am] travelling	travelled	[have] travelled
cuddle	[am] cuddling	cuddled	[have] cuddled
smile	[am] smiling	smiled	[have] smiled

In this table, verbs are conjugated for the first person singular, *I*. What would it look like for *he* or *she*?

WRITER'S TOOLBOX

A helping or auxiliary verb helps the main verb to express meaning and usually changes the time or tense of the action. The main auxiliary verbs are *to be*, *to have* and *to do*.

HINT

Understanding the different parts of a verb can be confusing. Work with a partner and see if you can explain the principles on this page to them out loud, in your own words. Try to use your own examples instead of the ones provided on the page.

6 Regular and irregular verbs

Irregular verbs

As the name suggests, **irregular verbs** do not follow the standard rules for making their past and past participle forms. Instead, these verbs form their past and past participle in some other ways:

- by changing vowels

Base form	Past	Past participle
fall	fell	[have] fallen
ring	rang	[have] rung

- by changing both vowels and consonants

Base form	Past	Past participle
go	went	[have] gone
teach	taught	[have] taught

- by changing consonants

Base form	Past	Past participle
bend	bent	[have] bent
leave	left	[have] left

- by making no changes.

Base form	Past	Past participle
cast	cast	[have] cast
upset	upset	[have] upset

Language in use

1 Complete the table and decide whether the verbs are regular or irregular.

Base form	Present participle	Past	Past participle	Regular/irregular
add	[am] adding		[have] added	
blow	[am] blowing	blew	[have]	
confess	[am] confessing	confessed	[have] confessed	
	[am] delivering	delivered	[have] delivered	
	[am] eating	ate	[have]	
flatter	[am]	flattered	[have] flattered	
	[am] growling	growled	[have] growled	
hog	[am] hogging		[have] hogged	
insult	[am] insulting	insulted	[have]	
join	[am]	joined	[have] joined	
	[am] keeping		[have] kept	
lend	[am] lending		[have] lent	
mimic	[am]	mimicked	[have] mimicked	
nominate	[am] nominating	nominated	[have]	
	[am] overtaking		[have] overtaken	

confess (v) to tell the truth and admit wrong
flatter (v) to say nice things about someone
hog (v) to take over something in an unfair way
mimic (v) to copy someone's actions or words

6 Regular and irregular verbs

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Base form	Present participle	Past	Past participle	Regular/irregular
produce	[am] producing	produced	[have]	
quit	[am]		[have]	
	[am] relaxing	relaxed	[have] relaxed	
shake	[am] shaking	shook	[have] shaken	
tease	[am]	teased	[have]	
	[am]	upset	[have] upset	
vomit	[am] vomiting	vomited	[have]	
wake	[am] waking		[have]	
X-ray	[am] X-raying	X-rayed	[have] X-rayed	
	[am] yearning	yearned	[have]	
zip	[am]		[have] zipped	

2 Complete each sentence with the past or past participle form of the verb in brackets.

- a Nico _____ silently along the precipice, ready to break into the house. (*creep*)
- b Samara was surprised that she had _____ the largest fish from the jetty. (*catch*)
- c As the storm broke, the people _____ from the beach. (*flee*)
- d The next morning, the sun _____ brightly across the resort. (*shine*)
- e In the afternoon, Omar _____ for nearly three kilometres. (*swim*)
- f Three kilometres was the furthest Omar had _____ in years. (*swim*)
- g He could have _____ that it felt like ten kilometres. (*swear*)
- h Pip hadn't _____ to her coach in years. (*speak*)
- i Casey _____ a reason for the sudden change in policy. (*seek*)
- j Tuan _____ that it was the best dinner that he had cooked in years. (*think*)
- k Simone _____ along the freeway, knowing that she was very late for work. (*speed*)

HINT

If you are learning some of these irregular verbs for the first time, try the following strategy to help you remember them.

- Make a list of irregular verbs at the back of your book.
- Each day, try to use at least one of these verbs and its different forms. You could use them when talking with friends, when writing in a diary or when telling your parents about your day.

6 Regular and irregular verbs

Spelling practice

- 3 Learn these irregular verbs and then write a short paragraph in which you use as many as you can. Choose one form of the verbs (base, past or past participle) and see if you can write your paragraph using only that form.

	Base form	Past	Past participle
a	bring	brought	brought
b	choose	chose	chosen
c	dive	dived	dived
d	forego	forewent	foregone
e	grow	grew	grown
f	leap	leaped/leapt	leaped/leapt
g	mow	mowed	mowed/mown
h	spring	sprang	sprung

Building on language



- 4 Look carefully at the photograph. In your notebook, write the letters of the alphabet down one side of a page. Then find one verb for every letter of the alphabet to describe what people might be doing in the photograph. Be prepared to justify your choices. Make sure that all verbs are in the same form. For example, if one verb is *cheering*, then the rest of your verbs should be in the present participle, too.

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Language explained

Perhaps the most confusing of all the verbs used in English is the verb **to be**. It changes its form more often than any other verb. You might even say that it is the most irregular of all the irregular verbs!

A verb changes according to its tense and whether we are talking about *one* person or thing (the *singular* form) or *more than one* person or thing (the *plural* form).

Look at how the verb *to be* changes in the table. Listing a verb like this is called *conjugating* the verb.

Tense	Singular	Plural
Present	I am	we are
	you are	you are
	he/she/it is	they are
Past (imperfect)	I was	we were
	you were	you were
	he/she/it was	they were
Future	I will be	we will be
	you will be	you will be
	he/she/it will be	they will be
Present perfect	I have been	we have been
	you have been	you have been
	he/she/it has been	they have been
Past perfect	I had been	we had been
	you had been	you had been
	he/she/it had been	they had been
Future perfect	I will have been	we will have been
	you will have been	you will have been
	he/she/it will have been	they will have been

WRITER'S

TOOLBOX

Tenses add the concept of time to verbs. They tell us *when* the action happens.

HINT

To use the correct verb tense in the third person singular (he/she/it) or plural (they), remember the following rules for verbs in the present tense:

- Singular form = base form of the verb + -s (he *jumps*, it *runs*, etc.)
- Plural form = base form of the verb without -s (they *jump*, etc.)

7 The verb 'to be'

Verbs in English have six main tenses.

Past perfect: had existed or happened before a specific time in the past	Past: existed or happened in the past	Present perfect: has existed or happened sometime before now; may be continuing	Present: is existing or happening now	Future perfect: will have existed or happened before a specific time in the future	Future: will exist or happen in the future
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Language in use

1 Circle the best form of *to be* to use in each sentence, and write down what tense it is in and if it is in the singular or plural; for example, *plural past*.

- a Public transport *is/are* provided by ferries, buses, trains and trams.

- b Carol and Michael were not very happy with the airline. They *had been/will have been* waiting there for several hours, before they boarded the plane. _____
- c First they had drought, then the locusts came and finally the flooding waters arrived. Indeed, it *was/will be* one of their hardest seasons ever on the farm. _____
- d The principal smiled at her and said, 'We are very sorry to see you leave. You *have been/will have been* one of the best students we have ever had.'

- e By the time I finish Year 12, I *will have been/am* at school for three-quarters of my life! _____

2 Read the extract and answer the questions that follow.

- Two years ago, when I turned seven, Mother stopped braiding my hair. She told me I was old enough to do it myself. But I couldn't get it right. My thick, long hair tangled. It was difficult to divide into three equal parts as my arms grew tired from reaching back. I begged Mother to braid it for me, but she refused, so I wore loose and floppy braids for weeks. Then I came up with the idea of practising on Father. His straight hair was much shorter than mine, too short for braids. But I could put ponytails in the front, where it was longest, and practise fastening bands. I worried about hurting him by pulling too hard, but he never complained and always sat still.

braiding (v) dividing hair into three strands and twisting them together



fastening (v) securing something so it doesn't fall off

7 The verb 'to be'

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Though I had mastered ponytails last year, Father still let me practise on him in the evenings when he was home for dinner.

Through the open windows, the warm breeze carried in the voice of a neighbour as she rehearsed a new revolutionary song.

Dear Chairman Mao,

Great leader of our country. The sun in our heart,

You are more dear than our mother and fa-a-a-ther

Fa-a-a-ther

Fa-a-a-ther ...

She couldn't reach the high note on 'father' so she kept trying, 'fa-a-a-ther ... fa-a-a-ther,' like a broken record. How could anyone be more dear than my father? Would Chairman Mao let me put ponytails on him? I started to giggle when I pictured ponytails wrapped with red and yellow elastic bands standing on Chairman Mao's square head.

I secured the first band over Father's slippery hair. Would my singing neighbour feel as happy as I was when she could finally reach the high note? I wished she would get there soon—or sing a different song.

Ying Chang Compestine, *Revolution is Not a Dinner Party*, Penguin Australia, 2008

HINT

Before you read the extract, first *skim* through it quickly with your eyes to find out the main ideas it contains. Then, once you have read it, in order to answer the questions, *scan* the extract to look for the specific answer to each question.

a Describe the relationship between the father and the daughter.

b How old is the narrator?

c Why does the father let his daughter continue to practise on him, even after she has mastered the skill?

d What season does the story take place in? What line in the text tells us this information?

e 'You are more dear than our mother and father'. Why might the narrator find this line disturbing?

7 The verb 'to be'

f What tense is the passage being told in? List the words that demonstrate this.

Vocabulary builder

3 Each of these famous quotes is missing a form of the verb *to be*. Choose the correct form, including the subject pronoun (*I, we, you ...*), from the box to complete the quote.

I have been	they were	we are	you were
we have been	I am	we are	you were
we are	I am	we are	

a 'Live as if _____ to die tomorrow. Learn as if _____ to live forever.' (*Mohandas Gandhi*)

b 'At home _____ a nice guy but I don't want the world to know.' (*Muhammad Ali*)

c '_____ in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—and I will be heard.' (*William Lloyd Garrison*)

d 'All _____ saying is give peace a chance.' (*John Lennon*)

e '_____ through some terrible things in my life, some of which actually happened.' (*Mark Twain*)

f 'If _____ to go forward, we must go back and rediscover those precious days.' (*Martin Luther King Jr*)

g 'Our deeds follow us, and what _____ makes us what _____.' (*John Dykes*)

h 'Before God _____ all equally wise—and equally foolish.' (*Albert Einstein*)

i 'Some have been thought brave because _____ afraid to run away.' (*Thomas Fuller*)

earnest (adj.) serious-minded
equivocate (v.) use unclear language on purpose to mislead others
retreat (v.) draw back from a situation, such as a battle
precious (adj.) something of great value
deed (n.) action

Building on language

4 Use your understanding of tenses to write one of the following pieces.

- a A personal narrative that explains what you plan to do when you finish school.
- b A diary entry reflecting on an event in your life that has had an impact on how you view the world.
- c A live action blog report of a sporting event. Your blog has one hundred thousand followers, so make it interesting!