

Name _____

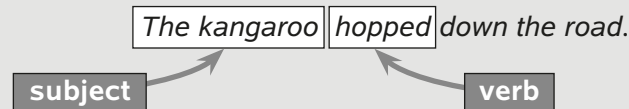
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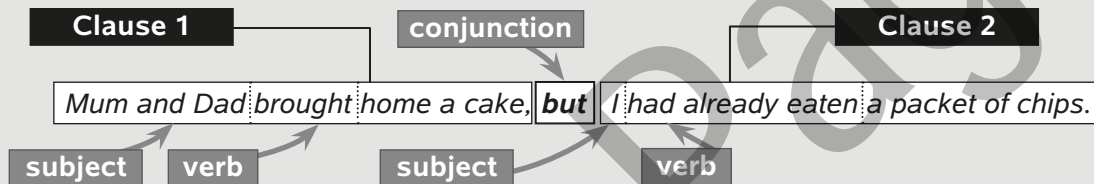
Language explained

Sentences should form a complete thought and make sense regardless of how many or how few words they contain.

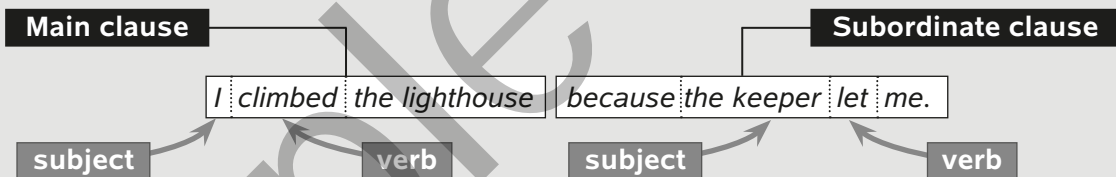
Simple sentences are made up of one clause; that is, they contain a subject (a noun or pronoun) and a verb.



Compound sentences are made up of two or more clauses and are joined together by punctuation and a conjunction. They express more than one thought or idea.



Complex sentences contain a main clause and a subordinate clause.



Note that the subordinate clause cannot stand on its own.

Language in use

- 1 For each of the following, decide whether it is a simple (S), compound (CD) or complex (CX) sentence.

- a My name is Angelo. ____
- b I was born in Footscray, Victoria. ____
- c My name is Angelo and I was born in Footscray, Victoria. ____
- d My name is Angelo; I was born in Footscray, Victoria. ____
- e The boy, whose name is Angelo, was born in Footscray, Victoria. ____
- f He kept on hitting the ball against the wall until it grew dark. ____
- g Did they buy the house, or did they decide to go on a trip? ____
- h They did not eat the lamingtons since they were allergic to coconut. ____
- i I broke the jar that contained the coffee in it. ____

simple (adj.) basic and uncomplicated
compound (adj.) made up of two or more separate parts
complex (adj.) complicated, made up of many different parts

17 Simple, compound and complex sentences

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Vocabulary builder

3 Circle the word or phrase that is nearest in meaning to the italicised word in the sentence.

a He was regarded as something of a *connoisseur* in his family.

conman expert hero an artist

b What she had to say was nothing short of *fallacious*.

hilarious clever fantastic misleading

c Heathcliff was excited when he learnt that he would be giving an *impromptu* speech.

off the cuff formal school public

d Edgar was considered to be *magnanimous* when people came to stay with him.

stingy generous rude blasé

e The general decided that it was time for his soldiers to do some *reconnaissance*.

fighting resting scouting art work

f The government quickly sent an *emissary* to the war zone.

envoy bomb a tank a high-ranking soldier

g Cathy gave a *perfunctory* greeting to the visitors.

polite dutiful rude over the top

h Isabella conducted an *exhaustive* search of her new home.

extremely thorough tiring swift indifferent

Spelling practice

4 Words that end in *-ent* have a Latin origin; those ending in *-ant* are from Latin via French. For each word listed, place an L next to it if it is from Latin or an F if it has come from Latin via French. Use your dictionary to find their meaning.

absorbent ____

immigrant ____

peasant ____

compliant ____

incident ____

permanent ____

constituent ____

lenient ____

quotient ____

descendent ____

lieutenant ____

radiant ____

efficient ____

negligent ____

serpent ____

eloquent ____

nonexistent ____

vibrant ____

hydrant ____

nutrient ____

Building on language

5 Read the extract and answer the questions that follow.

Daniel Rooke was quiet, moody, a man of few words. He had no memories other than of being an outsider.

At the dame school in Portsmouth they thought him stupid. His first day there was by coincidence his fifth birthday, the

third of March, 1767. He took his place behind the desk with his mother's breakfast oatmeal cosy in his stomach and his new jacket on, happy to be joining the world beyond his home.

Mrs Bartholomew showed him a badly executed engraving with the word 'cat' underneath. His mother had taught him his letters and he had been reading for a year. He could not work out what Mrs Bartholomew wanted. He sat at his desk, mouth open.

That was the first time he was paddled with Mrs Bartholomew's old hairbrush for failing to respond to a question so simple he had not thought to answer it.

He could not become interested in the multiplication tables. While the others chanted through them, impatient for the morning break, he was looking under the desk at the notebook in which he was collecting his special numbers, the ones that could not be divided by any number but themselves and one. Like him, they were solitaires.

When Mrs Bartholomew pounced on him one day and seized the notebook, he was afraid she would throw it in the fire and smack him with the hairbrush again. She looked at it for a long time and put it away in her pinny pocket.

He wanted to ask for it back.

Kate Grenville, *The Lieutenant*, The Text Publishing Company, Melbourne, 2008.

coincidence (n.) an event that happens by accident or chance
executed (adj.) completed
solitary (adj.) alone, by itself
seized (v.) grabbed with force
pinny (n.) an apron, pinafore

a You will need three different coloured pens or highlighters for this activity.

- Underline or highlight all of the simple sentences in the text using one colour.
- Underline or highlight all of the compound sentences in the text using the second colour.
- Underline or highlight all of the complex sentences in the text using the third colour.

b How do we know that Mrs Bartholomew has misjudged Daniel?

c What particular words does the author use in this passage to emphasise to us that Daniel is a loner?

misjudged (v.) formed an incorrect opinion
emphasise (v.) highlight, draw attention to
loner (n.) a person who likes to be alone
isolation (n.) lack of contact with others
persisted (v.) continued, carried on

d What line tells us that Daniel's isolation has persisted for his whole life?

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Language explained

It can be helpful to shorten some often-used words and phrases to avoid having to rewrite them over and over again. This can also help you save space; for instance, when you need to work in columns. These shortened forms are called abbreviations, contractions, acronyms and initialisms.

- An **abbreviation** is a shorter version of a word or words.

Dec. for December

Abbreviations often reflect the Latin derivation of words rather than the English translation.

etc. derives from the Latin *et cetera*, meaning 'and so on'

- A **contraction** is when we shorten a word by taking out letters from the middle of the word.

dept for department

Qld for Queensland

- An **acronym** consists of the first letters of the name of a group or organisation or commonly repeated phrase, and these letters can be pronounced as a word.

WHO for World Health Organization

Anzac for a soldier from the 'Australian and New Zealand Army Corps'

scuba for 'self-contained underwater breathing apparatus'

Some of these acronyms are no longer all capitals because they have become familiar terms in English.

- An **initialism** also consists of the first letters of the name of an organisation or commonly repeated phrase, and is always spelled with full capitals.

FBI for Federal Bureau of Investigation

GFC for 'global financial crisis'

IQ for 'intelligence quotient'

WRITER'S

TOOLBOX

An abbreviation always takes a full stop, whereas a contraction does not, because its final letter is the same as the final letter of the full word it represents.

DID YOU KNOW...

LOL and *OMG* are now two of the most often used shortened forms in the world. They appeared with the use of mobile phones and personal messaging.

WRITER'S

TOOLBOX

In formal writing you cannot use abbreviations—you must always write a word out in full.

Language in use

- 1 Write three examples for each shortened form listed below and on page 52.

a abbreviation

b contraction

18 Shortened forms

c acronym

d initialism

2 Read the extract and answer the questions that follow.

Holly rolled off her futon and stumbled into the shower. That was one advantage of living near the earth's core—the water was always hot. No natural light, of course, but that was a small price to pay for privacy. Underground. The last human-free zone. There was nothing like coming home after a long day on the job, switching off your shield and sinking into a bubbling slime pool. Bliss.

The fairy suited up, zipping the dull-green jumpsuit up to her chin and strapping on her helmet. LEPrecon uniforms were smart these days. Not like that top-o'-the-morning costume the force had had to wear back in the old days. Buckled shoes and knickerbockers! Honestly. No wonder leprechauns were such ridiculous figures in human folklore. Still, probably better that way. If the Mud People knew that the word 'leprechaun' actually originated from LEPrecon, an elite branch of the Lower Elements Police, they'd probably take steps to stamp them out. Better to stay inconspicuous and let the humans have their stereotypes.

Eoin Colfer, *Artemis Fowl*, Puffin Books, 2002

futon (n.) traditional Japanese bedding which can be easily rolled up
top-o'-the-morning (adj.) Irish slang for saying 'good morning'
knickerbockers (n.) loose trousers that are gathered at the knees
leprechaun (n.) an elf or fairy in Irish folklore



folklore (n.) the traditions, beliefs and customs of a community
elite (adj.) superior, highest quality
inconspicuous (adj.) hidden, not noticeable
stereotype (n.) an idea held by a lot of people about a person or thing

a Where does Holly live? _____

b What is the main advantage of living there? _____

c What kind of creature is Holly? _____

d Who are the Mud People? _____

e Can you find the acronym in the extract? What is it?

f Write three things you know about leprechauns.

18 Shortened forms

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Vocabulary builder

3 In your notebook, create phrases or organisational names from these commonly used words disguised as acronyms. Remember they have to be suitable to be read out in class. For example: *FORM = Federal Organisation of Revolutionary Motoring.*

- | | |
|------------------|-------------------|
| a EASTER | d PERSONAL |
| b UNIT | e PLUG |
| c BOOTLEG | f DAWN |

4 Find out what the following shortened forms stand for and, if possible, their Latin origins. The first one has been done for you.

		English meaning	Latin origin
a	a.m.	before noon	ante meridiem
b	e.g.		
c	BA		
d	AD		
e	i.e.		
f	Fe		
g	et al.		
h	etc.		
i	RIP		

5 Decide if the following are acronyms or initialisms. Then find out their meaning.

		Acronym or initialism?	Full meaning
a	NATO		
b	ACTU		
c	ANZAC		
d	GPS		
e	SMS		

HINT

For each line in activity 5, try to say the word out loud. If it is difficult to pronounce because there are not enough vowels, then it is likely to be an initialism. If you can say it like a normal word, it is likely to be an acronym.

Building on language

The growth in information technology over the last twenty years has spawned its own language: a combination of traditional abbreviations and a shorthand developed to use a keyboard quickly. It is commonly used in text or instant messaging, on websites, in games, in newsgroup postings, in chat rooms and on blogs.

6 The following is an exchange of text messages between two friends. See if you can decode what they are saying to each other by translating the messages.

Sarah: LTNS _____

HF. GTSY _____ Alex

Sarah: WAYD? _____

NMHJC. At home with parents. Y? _____ Alex

Sarah: YKNW? Let's go out. M4C? _____

GR8. Where? _____ Alex

Sarah: YGLT _____

TMN _____ Alex

Sarah: Altona Coffee House? _____

ITA _____ Alex

Sarah: OAUS seen Jane? _____

ONNTA _____ Alex

Sarah: TILII _____

RUNTS? _____ Alex

Sarah: IMHO U should ask her out. _____

LTM _____ Alex

Sarah: This is TBC _____

HINT

In text talk, some single letters replace whole words when they are pronounced the same way. This saves space and time for the person typing the message. For example:

y = why	c = see	b = be
r = are	u = you	t = tea

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P

Language explained

One of the great challenges in writing is to make it interesting for your readers. Description can achieve this. It brings your writing to life and helps readers imagine clear pictures. It allows you to move from telling your readers what has happened to showing them.

Imagine that your class went on a school excursion to the zoo and you couldn't go because you were sick. You ask your friends about it and they say, 'Oh, it was good.' That's not very helpful, is it? You want to know all about what they saw, what they ate, what they enjoyed and so on. What you want, in fact, is a description that shows you rather than tells you about the day.

One way of doing this is through **similes**. As the name suggests, these figures of speech show how one thing is similar to another thing. Similes are useful comparisons because they help the reader to imagine what it is that you are describing. You can determine whether a sentence contains a simile by the presence of the word *like* or the words *as ... as*.

*She devoured her food **like** a boa constrictor.*

*He sat at the table **as** regally **as** a king.*

Language in use

1 Underline the simile in each sentence.

- a Louise stood sternly at the front of the classroom, her arms rigid by her side like a soldier's and glared at the noisy children.
- b The little ship heaved from side to side among the waves like a cork on the ocean.
- c From the hot air balloon, Pankash could see the school children teeming from the building like ants from their nest.
- d The snake slowly uncoiled and rose to its full height. It swayed from side to side like a belly dancer, never once taking its piercing dark eyes off Benjamin.
- e Panic descends on the frightened crowd as the storm crashes overhead. The wind howls as loud as wolves and the rain smashes into the ground. Sarah watches helplessly as the lightning illuminates the night sky like a Christmas tree.

sternly (adv.) harshly, strictly
rigid (adj.) hard, not flexible
teeming (v.) full, overflowing
illuminate (v.) light up or make brighter

2 Develop similes for the following. Remember that they must make a comparison and contain the words *like* or *as ... as*.

- a The ways in which the trees stand in the forest

- b The way he searches for a car park

19 Similes

c The noise from a rock concert

d The taste of a new chocolate bar

e The colour of her new sports car

HINT

To create your own basic simile:
1 Choose a subject.
2 Place the verb *to be* (*am, are, is*) after the subject.
3 Choose either the word *like* or the words *as ... as*.
4 Choose an object.
Example: (1) *My sister's hair* (2) *is* (3) *as gold as* (4) *the sun*.

3 Turn these boring clichés into your own enticing and original similes.

a Janie was as fast as a leopard.

b Giovanni was as cool as a cucumber.

c Claire was as tough as nails.

d Jonathan ran like the wind.

e David was as good as gold.

WRITER'S

TOOLBOX

Avoid clichés. A **cliché** is any expression that has been used so many times that it has lost its freshness and meaning. For instance, 'he was as strong as an ox' or 'she was as cold as ice' may be similes but they are clichéd.

Building on language

Here are some other words and phrases that are often used to introduce a simile:

as if

as though

much the same as

seemed

similar to

-like (as in cat-like)

resembling

in a manner of speaking

19 Similes

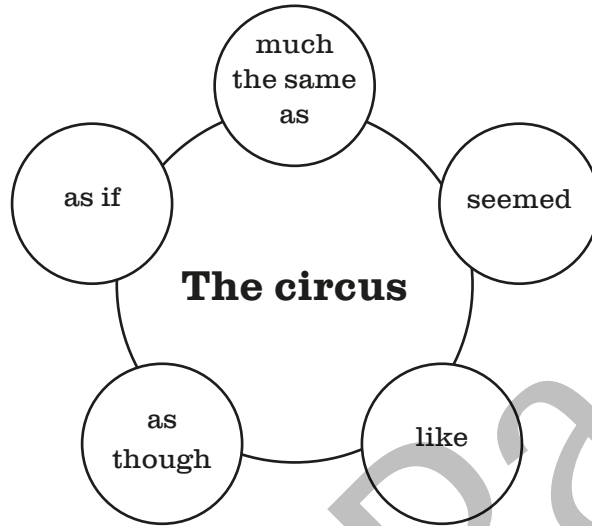
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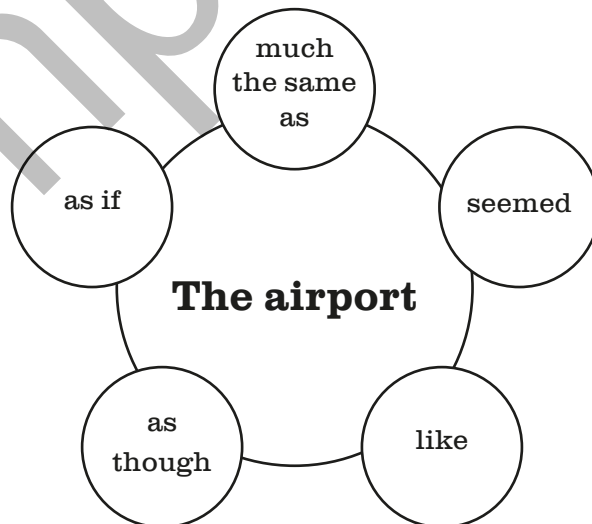
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4 Write interesting similes on each of the following topics, using the prompts as listed.

a



b



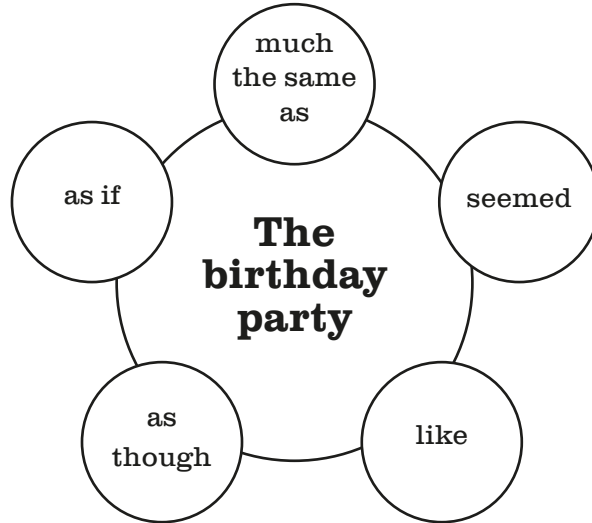
HINT

When writing your own similes, ask yourself the following questions to fire up your imagination.

- 1 What does the object look, feel, smell or taste like?
- 2 What does the object remind me of?
- 3 What does the object make me think of?

19 Similes

c



5 Now write a paragraph on one of the activity 4 topics using the similes you listed.

HINT

Make sure your sentences flow clearly in your paragraph by choosing from the following connectives to join the sentences: *additionally, meanwhile, afterwards, firstly, secondly, finally, furthermore, in addition, in fact, however.*