

SUCCESS IN YEAR EIGHT ENGLISH

**A student workbook: Updated
for the Australian Curriculum**

By

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NOUNS

 **NAPLAN FOCUS AREA**

Nouns are the building blocks of our writing. A noun is the name of a person, place or thing. The FOUR basic kinds of nouns that we use are:

- ★ Common – everyday, ordinary things or objects
- ★ Proper – names of people, places or things
- ★ Collective – groups
- ★ Abstract – things that exist but cannot be seen

Some examples of these are given in the table below:

Common	Proper	Collective	Abstract
table	Sydney	group	emotion
aeroplane	Westfield Shoppingtown	pride	fear
flower	Wednesday	gaggle	goodness
frog	Singapore	anthology	horror
granite	Madeline	band	benevolence

Activities

1. Underline the common nouns in the following sentences.
 - a) Yellow buttercups glistened in the sun.
 - b) Bitter apples bobbed silently in the old barrel.
 - c) The old dog ambled across the bitumen.
 - d) The computer hummed and the cursor jumped all over the screen.
 - e) Crying with delight, the girl opened her Christmas present.

2. The following sentences contain proper nouns but they have not been given capitals. Underline them and add the capital letters needed.
 - a) Every saturday the boys were taken to taronga zoo.
 - b) The boys, jack and grant, went to wollongong to see the movie, *kidnapped*.
 - c) “Can we climb the sydney harbour bridge for an easter treat?” asked henry hopefully. “We could take mr greaves and lucy too.”
 - d) Rows of happy australian tourists greeted their friends at brisbane airport that hot february day.

3. Circle those of the following that can be nouns. They may be any type of noun.

icicle	Virtue	coward	circus	cowardly
frozen	friendship	Parramatta	lose	expectantly
swarm	Ominous	huge	infectious	eerie
graveyard	Loose	confusion	greed	willowy
swelter	confused	speedy	flattery	Reverend Pye
fruit	test-tube	DVD	exposition	house
laconic	Frippery	fantastic	loud	confuse
Mr Yeo	Greedy	under	cowardice	infection
conclusion	Dolphin	regret	electricity	therefore
text type	Grumpy	electric	<i>Finding Nemo</i>	enthusiasm

4. The following are all nouns.

a) Classify them by type by writing them into the correct column in the table below. Some might be able to be more than one type of noun.

b) Indicate which of these nouns can also be used as verbs.

swarm	orchestra	awkwardness
New Year's Day	Dame Wasp	expletive
Christopher	handicraft	August
vitality	expectation	fleet
rope	music	bruise
echidna	clutch	longevity

Common	Proper	Collective	Abstract

5. Change the following words to nouns.

Example: *beautiful* → *beauty*

- a) Friendly _____
- b) Shocked _____
- c) Angry _____
- d) Australian _____
- e) fearful _____
- f) wishful _____
- g) obese _____
- h) sweetly _____
- i) excitedly _____
- j) Hot _____
- k) knowledgeable _____

6. Finding better nouns: Many of the nouns you use every day are quite vague so they make your writing dull. You should try to use quite precise nouns so your meaning is more specific.

Find **FOUR** more precise synonyms for the following nouns. Try and think of **TWO** you already know and then use a thesaurus to find another **TWO**!

Noun	Synonyms you already know		Synonyms from a thesaurus	
Boy				
Happiness				
Dog				
sadness				
Meat				
woman				
Road				
Hate				
chair				
fish				

COMPREHENSION



SUPER SIX STRATEGIES IN ACTION



NAPLAN FOCUS AREA

Extract from the autobiography of Alf 'Pop' Fletcher



The Flood



MAKE CONNECTIONS WHILE YOU READ

List **THREE** things you already know about floods.

•

•

•

I suppose the next big event in my life was the flood of '67 when the river spilled over the town for two days. Yass had been inundated before and was usually well prepared but this time the river came faster and stronger than ever before and the creeks that fed it overflowed too. Our small farm was next to the river and, while the house was high, we were forced to evacuate eventually.

I had spent two days sandbagging houses and helping in the town. All the elderly had been moved to the Church of England hall high up on the hill. Good thing that the founding fathers of the town had thought to put the churches on the highest point so they could be seen. Thinking about it now, the Catholics had the hill on the other side of town but they had spread into a convent and school.

Anyway, once the folk were safe it became a matter of protecting people's property and here we failed, even with my house. I suppose part of it was complacency after having lived on the river for fifty years and seeing floods before. This one was different and the water never seemed to go away. It just kept swirling stronger and getting higher as the rain kept coming.

After the sandbags began to fail, people started to move furniture as well. I'll never forget Jimmy the Greek sitting on his tin roof with his stuff all around him under plastic. It all got ruined anyway but he lived off that story at the pub for years and the rain got harder and the water higher with each passing year. They even told that story at his funeral back in '87. Funnily enough, it was only at the funeral that I discovered he wasn't Greek at all. He was Italian but he had never corrected the name he'd been given when he first came to town.

For a while we sat on the hill and watched the debris come crashing down the river: things such as displaced logs, paddock refuse from upriver and the occasional cow or sheep that hadn't made it. The noise was incredible and lots of the local kids raced down to the bridge on the Hume Highway where the noise was loudest. Sergeant Collier soon hunted them home as the water began to lick at the bottom of the roadway. I suppose it was dangerous and he had better things to think about.

Eventually the water came up to the house and I moved Mum out, although she didn't want to go. I had been so busy setting up the sand bags that we hadn't moved the furniture from the house. She took what she could that was valuable and was taken up to the Country Women's Association hall in the centre of town. They kept her busy making sandwiches and tea for the men. I had work to do so I left the house and went back in to try to save the town.

At least we were successful with this and the water was held back from the bulk of the town. We worked all through the night and around three o'clock in the morning the rain began to **dissipate** into a slight drizzle, then it stopped altogether. Unfortunately the water didn't go down as quickly and we were at it for two more days as the river was still being filled from upstream. I didn't go home for three days and had little sleep.

By the time the water had gone down enough to return home, I was too tired to worry about it. I know Mum was upset by the state of the house and I must admit that it was pretty bad. It took me days to get the three inches of sediment from the rooms and that was with help. The smell wasn't good and the many drowned animals that had fled to our house for safety exacerbated it. At least we wouldn't have a rat problem for months but have you ever tried to move a stiff, waterlogged roo from the back porch?



**ASK QUESTIONS ABOUT
WHAT YOU HAVE READ**

*Is this a biased text? (ie. is this text
mainly made up of facts or opinions?)*



I shovelled sediment from every room in the house and then we hosed it out! It took days to dry but it did and we kept cleaning and washing until it became a pattern. While the house took priority, there was also work in the paddocks. Fences were down, trees knocked over and there was stock to care for. At least the sediment was good for our extensive vegetable garden, which didn't look so good after three days underwater.

RECOMMENDED WIDE READING

These books range greatly in difficulty and concepts. We have included texts that are really meant for older readers as, very often, if you are a good reader you want something to get your teeth into! Some are part of a series and others are picture books or graphic novels. See how many you can read!



TICK THEM OFF AS YOU READ!

- Adults Only*, Morris Gleitzman
- A Wrinkle in Time*, Madeline L'Engle
- Stormbreaker (Alex Rider Series)*, Anthony Horowitz
- Stormbreaker (Alex Rider Series) –Graphic novels*, Anthony Horowitz
- And the Big Men Fly*, Alan Hopgood
- Artemis Fowl*, Eoin Colfer (and the rest!)
- Artemis Fowl: The Graphic Novel*, Eoin Colfer
- Axeman*, Chris McTrusty
- Beastly*, Alex Finn
- Beauty*, Robin McKinley
- Black Ice*, Lucy Sussex
- Bridge to Terabithia*, Katherine Paterson
- Catching the Nimbin*, Jenny Wagner
- Catherine Called Birdy*, Karen Cushman
- CBD*, John Heffernan
- Charlie and the Chocolate Factory*, Roald Dahl
- Chickpea*, Marguerite Hann Syme
- Chinese Cinderella*, Adeline Mah

QUICK FIND GLOSSARY

Here is a list of 'great-to-know' English jargon. Tick off those you know and work on the rest!

TERM	MEANING
Adjective	Commonly called a describing word they are used to add description. They can be quite simple such as <i>big, small</i> etc.
Adverb	These mainly change or add information to a verb or verbs. Many adverbs end in 'ly' and this is sometimes a way of identifying them. You need also to be familiar with adverbial clauses and phrases.
Alliteration	Repetition of consonant sounds eg. <i>big, blue bike</i>
Anecdote	A brief story, often entertaining
Archaic expression	Language that comes from the past. It might be a word, a phrase or may be a result of the word order (syntax).
Assonance	Repetition of vowel sounds eg. <i>slow road to nowhere</i>
Audience	Who the text is meant for. For example, the audience may be pre-schoolers for a fairy-tale
Aural techniques	Language techniques that are focused on sound.
Ballad	A narrative song. These were popular before people could read stories and were often a way of recording history orally.
Capital letters	Used when beginning a sentence, for proper nouns and titles
Classical	The literature period before the Romantics. It was a time that valued order, logic and clever wit.
Commas	These are used to separate information. eg. <i>My dog, Tess, has rolled in the dam.</i>
Conjunction	A joining word that joins two simple sentences together eg. <i>but, and, yet, before, until</i>
Demand	The type of graphic where the subject looks directly at the audience.
Describe	Say what something is like. When describing you should try to use adjectives and adverbs. For more complex description you can use similes and metaphors.
Describing word	A common expression for an adjective.
Detached	Not involved, separate from what is happening, looking on
Dictionary	A text that allows you to find word meanings.
Discuss	To look at all aspects of a topic. Examine both sides of an issue
Economy of language	Saying something as concisely as possible. This means using as few words as possible to express ideas.
Editing	The process whereby a text is improved ready for publication.
Emotional	Involving feelings, revealing how the writer feels about something
Explain	To make something clear
Exposition	A point-of-view, a giving of an opinion
Extended metaphor	A metaphor that continues for more than just a line or two in a text. The composer develops it further.
Factual	Containing truths, things that can be proven
Fantasy	A genre that is very unrealistic. It often involves heroes and quests. Fairy-tales are part of the genre.
Finite verb	A verb that is used to describe the noun that is the subject of a statement.

ANSWERS

Nouns – Page 7

- Underline the common nouns in the following sentences.
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 - The boys, Jack and Grant, went to Wollongong to see the movie, Kidnapped.
 - "Can we climb the Sydney Harbour Bridge for an Easter treat?" asked Henry hopefully. "We could take Mr Greaves and Lucy too."
 - Rows of happy Australian tourists greeted their friends at Brisbane Airport that hot February day.

- Circle those of the following that are nouns. They may be any type of noun.

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swelter	confused	speedy	flattery	Reverend Pye
fruit	test-tube	DVD	exposition	house
laconic	frumpy	fantastic	loud	confuse
Mr Yeo	greedy	under	cowardice	infection
conclusion	dolphin	regret	electricity	therefore
text type	grumpy	electric	Finding Nemo	enthusiasm

- The following are all nouns.
 - Classify them by type by writing them into the correct column in the table below.

Common	Proper	Collective	Abstract
rope	New Year's Day	swarm	vitality
echidna	Christopher	clutch	expectation
orchestra	Dame Wasp	fleet	longevity
handicraft	August		awkwardness
music			expletive
bruise			

- Indicate which of these nouns can also be used as verbs: rope, bruise, swarm, clutch,

- Change the following words to nouns.
 - friendly friend or friendliness
 - shocked shock
 - angry anger
 - Australian Australia
 - fearful fear or fearfulness
 - wishful wish
 - obese obesity
 - sweetly sweetness or sweet (as in a lolly)
 - excitedly excitement
 - hot heat
 - knowledgeable knowledge

- Finding better nouns:** Many of the nouns you use every day are quite vague so they make your writing dull. You should try to use quite precise nouns so your meaning is more specific. Find **FOUR** more precise synonyms for the following nouns. Try and think of **TWO** you already know and then use a thesaurus to find another **TWO**!
These are just some suggestions!

Noun	Synonyms you already know		Synonyms from a thesaurus	
boy	lad	fellow	page	whippersnapper
happiness	delight	joy	ecstasy	contentment
dog	mutt	stray	canine	pedigree