



E-LEARNING + WRITE-ON = SUCCESS

ENGLISH

Year 9 and 10

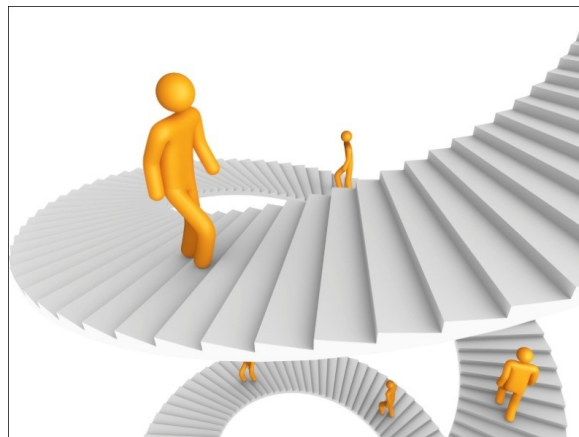
ARRANGING WORDS

punctuation, word classes, sentence structure, essays

Revision Workbook

+

Interactive Web-based Learning



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Introduction

Neil Riley has taught English for over 30 years and was Head of English at Southland Boys' High School. He is currently teaching English and French and is the general editor of Live-wire Learning.

Live-wire Learning is New Zealand's most comprehensive on-line learning resource for secondary school students providing detailed teaching material and graded questions in English from Years 7-12.

The goal of your teachers and school is that you become a self-directed life-long learner. teachers will help you with this but you have to help as well. Like any sport, computer game or cultural activity where practice makes perfect, you have to practise your English/literacy skills. This book and eLivewire is designed to help you with this.

Our aim with this first book in the series is provide hard copy notes from our site (which you can refer to in the years ahead) and some easy exercises that you can complete in class, so that then you can practice this skill on line in your own time. Once you have mastered the easier Achieved-Only versions of a module, you can then challenge yourself with the harder Merit and Excellence level questions in the normal modules.

As a students you can now

- go on line and use the eLIVEWIRE programme to practice your knowledge and understanding of this material with Achieved level questions, gain success and confidence
- get instant feedback from the hundreds of online questions + explanations to accelerate your learning
- re-sit modules to improve your score out of 10 and 'working at' level
- extend yourself
- track your record of learning and your place on the leader board (see our home page)
- refer to the relevant modules or Glossary to make notes on the Key Terms
- use the definitions modules to rehearse key terms

We hope that this resource will motivate and equip you to succeed in this subject.

For instructions to access the web site, turn to the inside back cover.

All the best for your learning/

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Capital Letters and Full Stops

A The Full Stop and Capitals in Summary

| | | |
|------------------------|--|---|
| Full stop . | 1. Indicates abbreviations and after initials. | The Rev. N. S. Brown, BA, was a well known teacher at the school. |
| | 2. Indicates the completion of a sentence. | |
| | 3. Indicates ellipsis – that words have been omitted in a quotation. | 'The Lord's my shepherd ... in green pastures.' |
| CAPITAL LETTERS | 1. Indicates the beginnings of sentences. | The boys were playing around on their bikes in Wellington. |
| | 2. Is used for all names of people, animals or places. | My friend, Peter, is a wonderful cook. |
| | 3. Is used for the days of the week and months of the year. | I was born on a Saturday in August. |
| | 4. Is used for special days and religious festivals. | New Year's Eve, Easter, Ramadan |

B The Full Stop in Detail

There are three uses for the full stop:

Use 1: The full stop indicates abbreviations and is used after initials.

Worked example: The Rev. N. S. Brown (MA, BD) was the new chaplain at the school.

A full stop appears after the abbreviation Rev. because it is short for the title Reverend but is not used with the abbreviations for the degrees Master of Arts and Bachelor of Divinity.

Note: In NZ English

- i. abbreviations end with a full stop when they are made up of the beginning letters e.g. p.m. is short for post meridian.
- ii. When they are shortened forms and are made up of the first and last letters of the word, NO full stop is needed. For example, Mr is short for mister.
- iii. Where abbreviations include two or more capital letters, leave out the full stops, e.g. PM, NZ, PhD.

Use 2: The full stop indicates the completion of a sentence that is not a question (?) or an exclamation (!).

Worked example: He took the dog for a walk.

The sentence is complete. There is a subject (He) and a verb (took) and an object (dog). The *full stop* shows the end of the statement.

Use 3: The full stop indicates ellipsis - that words have been omitted in a quotation.

Worked example: "The Lord's my shepherd ... He leads me beside green pastures."

Punctuation Exercise:

- i. The Right Honourable J D Phelps will be speaking at the meeting today
- ii. Round and round the rugged rascal ran
- iii. i live at 34 avenal st in mt maunganui

C Capital letters in Detail

There are four uses for the capital letter:

Use 1: The capital letter indicates the beginnings of sentences.

The rule for starting a sentence is that the first word of the sentence must start with a capital letter.

Worked example: The boys were playing around on their bikes. My dog had seven puppies last night.

Use 2: The capital letter indicates the names of people, animals or places.

Worked example: My friend, Peter, is a wonderful cook. Many people live in Auckland. Our Alsatian dog is called Scruff.

Use 3: The capital letter indicates the days of the week and months of the year.

Worked example: The first of January fell on a Tuesday this year.

Use 4: The capital letter indicates the names of special days including religious festivals.

Worked example: Sukkot, Easter, Ramadan are major religious festivals for Jews, Christians and Moslems respectively.

Punctuation Exercise: rewrite adding capitals and full stops correctly.

i. my favourite day of the week is friday night but the best days of the year would have to be christmas day and new years' eve.

ii. thirty days hath september november. All the rest have 31 except march.

iii. cpl willie apiata was awarded the vc on 2 july 2007

Challenge Yourself – Add full stops and capital letters

1. when the value of the new zealand dollar goes up against the value of other currencies, exporters tend to experience a drop in their income if this situation persists, many are forced to relocate to a country such as china where production costs are cheaper in order to make up for their loss in income.

2. napier's largest earthquake struck at 10.47 am on the morning of february the 3rd, 1921 hawke's bay was rocked for nearly three minutes



COMPUTER WORK - Log on to Live-wire Learning and test your understanding.

| MODULE | First Attempt /10 | Working at | Second Attempt /10 | Working at |
|--|-------------------|------------|--------------------|------------|
| Capital Letters and Full Stops – Achieved Only | | | | |
| Capital Letters and Full Stops | | | | |

Commas

1 The Comma in Summary

| | | |
|----------------|---|--|
| Comma , | 1. separates the different items or activities in a list. | - Mum wants bread, butter, milk and eggs from the shop. |
| | 2. separates a name or description inside a sentence. | - Our teacher, Mrs. Jones, is going to London tomorrow. |
| | 3. shows the links between the different parts of a sentence. | - Before going to the movies with a friend, John took the dog for a walk. - If you go to the supermarket, please get some milk. |

2 The Comma in Detail

There are three main uses for the comma:

Use 1: The comma separates the different nouns in a list.

a. When you are writing a list, you must separate the different nouns in that list by a comma.

Worked example: Mum wants bread, butter, milk and eggs from the shop.

The commas make it easier for you to sort out the different parts of that list.

NB. There is no comma before an 'and' in a list in New Zealand English.

Punctuation Exercise:

- i. I always order steak chips and a coke when we go out for a meal.
- ii. Yesterday I got up went to school played soccer and then watched TV.
- iii. The dog lay down washed himself and went to sleep.

Use 2: The comma separates a name or description inside a sentence.

a. Sometimes when you are writing you will need to explain a name or add more about a person, so you enclose this explanation in commas. You do this because adding in the extra information is not essential to the meaning of the sentence.

Worked example: Our teacher, Mrs. Jones, is going to London tomorrow.

It is nice to know the teacher's name, but not essential to the meaning of the sentence.

Punctuation Exercise:

- i. My father the town doctor was often caught speeding through town.
- ii. Our new car a Honda didn't arrive until last Saturday.
- iii. Rex our Alsatian pet was far too friendly to be much of a guard dog.

Use 3. The comma shows the links between the different parts of a sentence.

a. In a longer sentence there is often more than one idea or **clause** (See modules on Sentence Structure). The comma is used to separate one part of a sentence from another. This often occurs when these words (called **subordinating conjunctions**) begin a sentence: after, although, though, since, when, before, if, while, because, despite

Worked example: Before going to the movies with a friend, John took the dog for a walk.

There are two main ideas in this sentence. The comma shows the end of the first idea before the second one is brought into the sentence.

Worked example: If you go to the supermarket, please get some milk.

The second half of the sentence - **please get some milk** - could be a sentence on its own. However, the sentence starts with a condition, i.e. **If you go...** which is dependent on the main sentence. It **MUST** show the link by using a comma.

b. While there is no comma before an 'and' in New Zealand English, **co-ordinating conjunctions** like 'but', 'or', 'nor', 'for', 'so', 'yet' have commas before them when they are used to join two sentences which can stand on their own.

Worked example: Polls are not always accurate, but political parties still like to use them.

The clause - **Polls are not always accurate** is a sentence and can stand on its own. The second half of the sentence - **political parties still like to use them** is also a sentence that can stand on its own.

Punctuation Exercise: Insert commas where appropriate.

i. If I have time tomorrow I will drop in for a coffee.

ii. I will drop in for a coffee tomorrow if I have time.

iii. Although the soldier was severely wounded in the attack he showed no signs of giving up and continued to fight until the end of the battle.

Challenge Yourself

a) The new Airbus aeroplane which recently arrived in New Zealand is the toast of Air New Zealand the new owner.

b) The fashion leather belt retailing for just \$49.99 is an essential wardrobe item.

c) On the 16th of September 2003 Shu Hi Wong the oldest woman in the Merry Heart Rest Home celebrated her 103rd birthday.

d) Te Rangi Hiroa/Peter Buck's achievements are astonishing for their diversity: pioneering and internationally renowned anthropologist the first Maori medical doctor a politician administrator soldier sportsperson and leader of the Maori people.



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| MODULE | First Attempt /10 | Working at | Second Attempt /10 | Working at |
|------------------------|-------------------|------------|--------------------|------------|
| Commas – Achieved Only | | | | |
| Commas | | | | |

Using the Apostrophe

A The Apostrophe in Summary

| | | |
|-----------------------|--|---|
| Apostrophe ' , | 1. Shows the removal of a number, a letter or letters from a word. | I'll go, she's busy. |
| | 2. Shows possession, or ownership. | - The girl's cell phone = 1 girl - The girls' cell phones = more than 1 girl - The man's cell phone - The men's cell phones = vowel change for plural - Henare and Anaru's race horse was doing very well. = joint owners - Syd's and Anna's parents came to the wedding. = individual parents - James's OR James |

B The Apostrophe in Detail

There are two totally different uses for the apostrophe:

Use 1 – Contractions - when the apostrophe replaces a missing letter.

The apostrophe is used to show the removal of a number, a letter or letters from a word, for the purpose of shortening the word for easier and/or quicker speech. The existence of that letter must still be acknowledged, so that is why the apostrophe is inserted in the place of the missing letter.

Worked examples:

I am = **I'm**
You are = **you're**
He is = **he's**
The 1990s = the **'90s**

Punctuation Exercise: Rewrite using contractions.

- i. We are going to town but I think we will get bored.
- ii. I would have done that job if you had asked me.
- iii. They will come to your party if they have been invited.

Use 2 – Possession – when the apostrophe shows possession, or ownership.

In English, unlike other languages we use apostrophes to show that someone or something owns something. We write: **the boy's shoes** instead of **the shoes of the boy**.

Worked examples:

a. **The girl's cell phone is on the dresser.**

Who owns the cell phone? The girl does. We put the apostrophe after **girl**.

b. **The girls' cell phones are on the table.**

Who owns these cell phones? The girls do. We put the apostrophe after - **girls**. Notice the difference in the position of the apostrophe between the singular - **girl's** and the plural - **girls'**.

c. **The men's cell phones.**

Who own the cell phones? **Men** do. We put the apostrophe after the owners - **men**.

Note

We form the plural of **man** NOT by adding 's' as we do with many nouns but by changing a vowel. There are a number of nouns that do this so this same rule will apply.

Worked examples

woman → women → the women's gloves

ox → oxen → the oxen's hooves

child → children → the children's shouts

d. The Bible was returned to its stand after the reading was finished.

Notice here that its is used in a possessive sense. Watch out for this irregularity as **NO** apostrophe is ever used with its to show possession.

Other words like this are: **ours, theirs, yours.**

e. Henare and Anaru's race horse was doing very well in the lead up to the Melbourne Cup.

Who owns the race horse? Henare and Anaru do. We put the apostrophe after the last noun to show that they jointly own it.

But

Syd's and Anna's parents came to the wedding.

Whose parents came to the wedding? Syd's parents came and so did Anna's, so there were four parents there altogether. We put the apostrophe after both of the nouns to show that they do not share their parents: both Syd and Anna each have their own set of parents.

f. James's folder or James' folder.

When a word ends in s, x or z, it can be hard deciding whether to add an 's' after the apostrophe. In words of one syllable, we usually add an 's'.

For example:

James's folder.

The ox's ears.

Liz's bike.

For others, like 'Jesus' or 'James', you go by the sound. If it sounds too hissy, leave the 's' out. 'Jesus' teaching' sounds better than 'Jesuss teaching'.

Rewrite these phrase using apostrophes:

a. the golf clubs of the ladies →

b. the hats of the men →

c. the children of Maree and Eru →

Challenge yourself: Insert or delete apostrophes

1. Its too soon to know whether the Prime Ministers speech has had the desired effect. Its impact ll be seen in next Fridays poll.

2. Brian and Helen Blacks, and Greg and Sarah Browns children were the only ones to turn up to the party. Our's wouldve gone but they had to go to another childs place.



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