

Essential English



Book 3 – Grades 7/8

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Contents

Chapter	Topic	Page
-	Chapter Outline	5
-	Introduction	6
1	Grammar Revision	7
2	Pronouns	15
3	Verbs	20
4	Subjects & Finite Verbs	29
5	Objects & Transitive Verbs	36
6	Possession & Apostrophes	43
7	Case & Person	49
8	Phrases	55
9	Clauses	60
10	Sentences & Punctuation	65
11	Voice, Mood & Parsing	74
12	Writing Practice	83
13	Conversation Topics	86
14	More Writing Practice	89
Appendix		
A	Phonics	93
B	Booklist	96
C	Dictations	98
D	Answers	102

Grammar	Comprehension	Spelling	Vocab	Conversation	Writing
Grammar Revision Page 7 Ch. 1	Advertisement: Nuclear-Powered Car	The Most Popular Names	Plurals	The Future	Advertisement: Holiday Package to the Moon
Pronouns Page 15 Ch. 2	Narrative: The Mark of the Ghost	Geographical Features & Place Names	Sounds Made by Objects	Scary Things	Narrative: The Ghost in the Cupboard
Verbs Page 20 Ch. 3	Information Report: Why English Has So Many Words	sc as s, ion Suffixes, ous & eous Suffixes	Collective Nouns	How Did the First Humans Make Language?	Language Transformation: Cave Man Story
Subjects & Finite Verbs Page 29 Ch. 4	Personal Recount: My First Parachute Jump	ous Suffixes, com & con Prefixes	Parts of the Body	Talking about Yourself	Personal Recount: The Scariest/ Funniest/ Most Embarrassing Experience of My Life
Objects & Transitive Verbs Page 36 Ch. 5	Information Report: The World's Climate	a as Short o, Diseases	Homophones	The Earth's Climatic Zones	Information Report using Graphical Information
Possession & Apostrophes Page 43 Ch. 6	Biography: My Father's Life	y as Long i, dis Prefixes	Nouns into Adjectives Easily Confused Words	Famous Lives	Biography: Marie Curie
Case & Person Page 49 Ch. 7	Persuasive Essay: Science Should Be Compulsory for the School Leaving Exams	ex Prefixes	Antonym Prefixes, Verbs into Nouns	Education at School and at Home	Persuasive Essay: How I Would Improve School Education
Phrases Page 55 Ch. 8	Discussion Essay: Shakespeare Should be Seen, Not Read	our Suffixes, Foreign Words	Verbs into Nouns, Number Prefixes	Methods for Gaining New Knowledge and Skills	Discussion Essay: Sport Should be Played, Not Watched
Clauses Page 60 Ch. 9	Procedure: How to Write a Haiku Poem	ar Suffixes, em & en Prefixes	Adults & Young, Masculine & Feminine	Instructions	Procedure: How to Write an Essay
Sentences & Punctuation Page 65 Ch. 10	Poetry Analysis: The Jabberwocky	ise Suffixes, cede, ceed & sede Suffixes	Academic Vocabulary	Literary Tricks of the Trade	Poetry Analysis: Beautiful, Blue-Black Ravens
Voice, Mood & Parsing Page 74 Ch. 11	Explanation Essay: How Does Matter Become Degenerate?	ea as Short e, Tricky Words	Ascending Order, Antonym Prefixes	Stars, Planets and Galaxies	Explanation Essay: What Happens When Galaxies Collide?
Writing Practice Pages 83 & 89 Chs. 12 & 14	Conversation Topics Page 86 Ch. 13	Phonics List Page 93 Ap. A	Booklist Page 96 Ap. B	Dictations Page 98 Ap. C	Answers Page 102 Ap. D

Introduction

This comprehensive English book provides lessons and exercises for a wide variety of students, including:

- Students between Grades 7 and 8
- Advanced ESL pupils
- Students in Grades 9 to 12 who need revision of basic skills
- Teenagers and adults interested in learning advanced grammar

Towards the back of the book, several sections are provided for special needs:

- For ESL pupils, a large choice of conversation topics is offered
- For students wanting more writing practice, extra topics are set
- For unconfident spellers, a phonics summary is provided
- For pupils keen to read more books, a booklist is included
- For parents and tutors, dictations and answers are supplied

By using this book:

- Students in Grades 7 to 8 will advance in their grammar, spelling, vocabulary and writing skills
- ESL students will improve their comprehension, vocabulary, spelling and conversation technique
- Remedial students will be able to revise their spelling, dictation, reading and comprehension
- Parents will be assured that their children are learning traditional, academic English of a high standard
- Teachers will have a useful resource book for the mixed-ability, multicultural classroom
- In the classroom, native English-speakers will have the opportunity to guide and help their ESL friends with conversation practice
- Home-schoolers and self-taught students will have a comprehensive English course for home-study.

Grammar is the science of language. It involves the study of words and sentences. By knowing the rules of grammar, you will be able to speak and write with better English. If you are learning a foreign language, a detailed understanding of English grammar will help you enormously in making sense of this new language. To understand grammar, you have to think very clearly, and this is a good exercise for your brain. **Learning grammar will help you to become a better thinker.**

Before we can move on to the more advanced grammar offered in this third book of *Essential English*, you will need to be sure of your basic grammar, already covered in the first two books of this series. You should know all your parts of speech – **nouns, pronouns, articles and adjectives, verbs and adverbs, conjunctions, prepositions and interjections**. You should also know about the different types of sentences – **statements, questions, commands and exclamations**, and about the basics of punctuation – **full stops, commas, question, exclamation and quotation marks**. Let's just have a quick revision of basic grammar, so that you have the confidence to move on to more advanced concepts.

Nouns: Nouns are names. They are the names we give to people, places, objects, feelings, ideas, collections and activities. There are five types of nouns:

Common nouns can be seen and touched and give the names of ordinary people, places and objects – dog, book, girl, city, ocean, king, bird, river, country, pen, computer, egg.

Proper nouns are the names of individual or special people, places, objects and events, and are spelt with capital letters to show that they are special – Dr. Vines, September, Monty, Tuesday, King John, Perth, Pacific Ocean, Easter, River Nile, Tibet, Ellen Smith, Hornsby High School, Sydney Harbour Bridge, Great Wall of China, Nintendo.

Abstract nouns cannot be seen or touched and are names of ideas and feelings - heat, anxiety, maturity, confusion, thirst, silence, fear, snobbery, education, government, love.

Collective nouns are the names of groups of people, animals and objects. You need to learn the correct collective noun for the specific item to which it is linked – herd (cattle), flock (sheep, birds), fleet (ships), crowd (people), pride (lions), gang (thieves), pod (whales), ream (paper), pack (cards), school (fish, students), congregation (worshippers)

Gerunds are the names of activities. They always end in “ing” and are often mistaken for verbs. e.g.) My favourite pastimes are *hiking, surfing* and *reading*. (These are the names of the things I like to do).

Nouns have four genders – masculine (male), feminine (female), neuter (non-living) and dual (mix of male & female). e.g.) man, bull, Mr. Peterson (masculine); girl, cow, Mrs. Jones (feminine); pencil, rock, iPod (neuter); children, people, animals (dual).

Nouns have number – single things are singular (shoe, ball, boy); two or more things are plural (shoes, balls, boys)

Exercise 1:

Place the following nouns into their correct rows. I've done the first few for you:

Mr. Jones, group, silence, running, ink, Britain, August, beach, mob, Anna, cloud, cluster, Sydney Opera House, sewing, bread, hunger, trousers, skiing, audience, thought

Common: ink,

Proper: Mr. Jones,

Abstract: silence,

Collective: group,

Gerund: running,

Pronouns: Pronouns stand in the place of nouns. There are ten types of pronouns, which we will look at in more detail in the next chapter. For now, they include words like I, me, you, he, him, she, her, it, we, us, they and them. All of these pronouns refer to people and things. As with nouns, pronouns also have gender and number.

Look at the following sentence. The nouns are italicised:

Jack and Jill went up the *hill* to look at the *birds*.

Now look at the same sentence but with the nouns converted to pronouns. Notice that the pronouns “agree” with the nouns that they represent both in gender and number:

He and *she* went up *it* to look at *them*.

Articles: Articles are specifying words that come before nouns. There are just three of them – the, a, an. The article “a” comes before a singular noun that starts with a consonant (*a book*); the article “an” comes before a singular noun that starts with a vowel or silent “h” (*an egg, an hour*); the article “the” comes before both singular and plural nouns (*the pen, the skates*).

The Definite Article is “the”. It shows that a noun is known about, specific and particular. e.g.) Please pass me *the* apple in *the* bowl on *the* table. The apple, bowl and table are all visible to the speaker and listener, and it is obvious which apple, bowl and table are being spoken about. They are definite objects and need the definite article.

The Indefinite Articles are “a” and “an”. When used in front of a noun, they show that the noun is indefinite, unspecific, not particular and not special or known about. e.g.) I set *the* table with *a* fork and *a* plate, and then ate *an* omelette for tea. Notice that the definite article “the” has been used to describe the table, which is my table, in my own home, with which I am familiar, but the fork, plate and omelette have indefinite articles before them and are not specific ones; just ones that are unspecified out of a group of several possible forks and plates that I own, and various omelettes that I could have cooked.

Exercise 2:

Underline the nouns, *highlight* the pronouns and (circle) the articles in the sentences below:

- 1) I won a bronze medal, Hannah won silver, and Charlie won the best prize of them all – an amazing, golden trophy.
- 2) That man’s a hermit who lives in a cave by the side of the hill. Nobody knows his name.
- 3) Ali and Daniel gave their parents a phone call when they arrived in Hobart, so they would know that the boys had arrived safely.

Adjectives: Adjectives describe nouns. They tell what a noun is like. There are two main types of adjectives:

Descriptive adjectives describe nouns and can tell about their colour, size and other qualities. e.g.) The *ugly* witch had a *long, pointed* nose with a *big, green, hairy* wart growing on the tip of it!

Wow! These descriptive adjectives have described a truly horrible witch!

Limiting (or quantitative) adjectives give a description of quantity or time, and set a limit on the noun. e.g.) *Five* boys caught the *early* train to school. The train had only *four* carriages. There were not *enough* seats in the *first* or *second* carriages, so the boys walked through to the *third* one, and there were just *enough* seats for them all to sit down.

From these sentences you don’t know anything about what the train looks like, what the boys are like, or what the carriages or seats are like. All you know is that there were *five* boys, the train was *early*, it had *four* carriages, the *first* and *second* carriages were full and the third had *enough* seats. You just know about time and quantity. These are limiting adjectives.

Other types of adjectives include pronouns that come before a noun and describe it in some way. See the next chapter on pronouns for more detail about these types of

adjectives. They include *possessive, distributive, demonstrative and interrogative adjectives*. e.g.) *our* son (possessive), *every* child (distributive), *that* way (demonstrative), *which* book? (interrogative). One further adjective to be aware of is the *proper adjective*. It is similar to a proper noun in that it starts with a capital letter. Proper adjectives refer to nationality and brand names. e.g.) the *German* girl, *Chinese* cooking, *Russian* society, a *Hoover* washing machine, a *Rolls Royce* engine

Exercise 3:

Add a suitable article in each blank space and underline all the adjectives in the paragraph below:

Ned Kelly was ___ bad man who committed cold-blooded murder, robbed several banks and caused continuous trouble and strife to ___ society in which he lived. Nowadays, some people think he was just misunderstood and victimised by ___ police, but if you'd been one of his innocent victims, you wouldn't have agreed with ___ naïve view such as this. When Kelly was sent to ___ gallows, most people breathed ___ huge sigh of relief and thought that ___ evil Kelly had got ___ capital punishment he so rightly deserved.

Verbs: Verbs are doing, being and having words. They usually tell about the action in a sentence. We will look at them in more detail in Chapter 3, but for now, just remember that they come in three tenses – the present (happening now), the past (already happened) and the future (hasn't happened yet). Words such as run, jump, sleep, eat, play, write, be and have are verbs. e.g.) Adam kicked the ball into the goal and everyone cheered.

Adverbs: Adverbs modify, or describe, verbs, adjectives and other adverbs. They can tell about time (when), manner (how), place (where) and quantity (how much). e.g.) Tomorrow, Benn will come here and we will play happily and have really good fun.

Adverb
of Time

Adverb
of Place

Adverb
of Manner

Adverb
of Quantity

Conjunctions: Conjunctions are joining words. They join two or more sentences into a longer one, and can be found in the middle or at the beginning of a sentence. Words like and, but, because, until, if, although and unless are conjunctions.

e.g.) I'll go. You come too. → I'll go if you come too.

e.g.) She started late. She still finished. → Although she started late, she still finished.

Prepositions: Prepositions are relating words. They come before nouns (and pronouns) and link them to the rest of the sentence. They usually tell about position and include words such as in, up, on, to, at, for, by, with, outside, over, between, among, under, above. e.g.) The cow jumped over the moon. We hid under the bed. Joe fell into the mud.

Interjections: Interjections show strong feelings, such as surprise, fear, joy or worry. They are followed by an exclamation mark.
e.g.) “Doh!” said Homer Simpson when he slipped on the banana skin.
e.g.) “Crikey!” exclaimed the Crocodile Man. “He’s just about to do his death-roll.”

Exercise 4:

Underline all the verbs, (circle) the adverbs and *highlight* the conjunctions in the sentences below. If you spot an interjection, punctuate it correctly:

- 1) Sebastian speaks three languages fluently – English, German and Russian.
- 2) Ellen is learning the double bass; it’s twice her size but she plays it really well.
- 3) “I did a bungee jump from an incredibly high bridge,” Rachel stated proudly.
- 4) “Wow. Weren’t you terrified?” asked her friend, as she tried to imagine the scene.

Exercise 5:

Underline the prepositions in the following sentences, *highlight* the verbs and state their tense:

- 1) I flew in a plane to Antarctica and saw all the beautiful icebergs and glaciers.
- 2) When we were above the South Magnetic Pole, my compass went crazy!
- 3) Will you come with me, if I go to Antarctica again?
- 4) I want to see the tall, pointy Transantarctic Mountains on my next trip.

Exercise 6:

Look at each word in the following sentences and then state its part of speech. I’ll do the first one for you:

This winter has been very cold, but I have loved it.
Adj Noun Verb Verb Adv Adj Conj Pron Verb Verb Pron

- 1) All animals are far more intelligent than we imagine.
- 2) We should always treat animals with kindness and respect.
- 3) What an empty world it would be without the beauty of animals.
- 4) The bond of love between a human and his pet is very beautiful.
- 5) Caring for a pet can teach children to be kind and considerate.

Comprehension:

Advertisement:

Be a Part of the Future Today!

**Come and Test Drive the TurboLexus – the
World’s First Nuclear-Powered Car**



Can you imagine all this:

- No more need for fill-ups at the petrol pump!
 - No greenhouse gas emissions!
- Recyclable fuel cell that lasts the life of the car!
 - Spectacular design – impress your friends!
- Top speed 450 km/hr with Robot Master Driver!
 - A bargain at \$230,000, all taxes paid!

**Give in to Your Instincts -
You’ve Worked Hard for It!**

- 1) What is the name of the car?
- 2) Does the car run on petrol?
- 3) Describe the car's appearance in two or three sentences.
- 4) What energy source does the car use?
- 5) What are the main advantages of this car?
- 6) How can you tell that this advertisement comes from the future?
- 7) Explain some of the techniques used to attract buyers.
- 8) Would you like to own a car like this? Why or why not?
- 9) Do you think this advertisement is persuasive? Why or why not?

Spelling:

Do you know how to spell the most popular boys' and girls' Christian (given) names?

Here is a list of the top twenty names in each category – make sure you know how to spell them all:

Boys' Names: Jack, Thomas, Oliver, Joshua, Harry, Charlie, Daniel, William, James, Alfie, Samuel, George, Joseph, Benjamin, Ethan, Lewis, Jake, Dylan, Jacob, Luke

Girls' Names: Grace, Ruby, Olivia, Emily, Jessica, Sophie, Chloe, Lily, Ella, Amelia, Lucy, Charlotte, Ellie, Mia, Evie, Hannah, Megan, Katie, Isabella, Millie

Can you spell the thirty most common surnames (family names)? Make sure you know how to spell all these:

Surnames: Smith, Jones, Williams, Taylor, Brown, Davies, Evans, Wilson, Thomas, Johnson, Roberts, Robinson, Thompson, Wright, Walker, White, Edwards, Hughes, Green, Hall, Lewis, Harris, Clarke, Jackson, Wood, Turner, Martin, Cooper, Hill, Ward

Vocab:

Basic:

Write the plurals of these singular nouns:

leaf, goose, mother-in-law, teaspoonful, deer, wharf, moose, journey, sheep, woman

Advanced:

Write the plurals of these singular nouns:

crisis, appendix, phenomenon, vertex, oasis, alga, nucleus, bacterium, hippopotamus

Conversation:

The Future

Ask a parent, friend, older sibling or tutor to talk with you about the following questions, so that you can practise your conversation technique. Speak in good, clear

sentences, use your best grammar and don't mumble! If you are studying alone, and don't have a partner to talk with, just write your answers down in your exercise book, using your best English. Think about the future:

- 1) Do you think the world will change much in the next ten years?
- 2) What differences do you think there will be?
- 3) What do you think the world will be like in fifty years?
- 4) Do you think things will be better or worse than now? Why?
- 5) Imagine the world five hundred years from now. Do you think there will be flying cars or people with robotic body parts?
- 6) Do you think people will be able to live longer in the future?
- 7) How old would you like to live to, if you had a choice? Why?
- 8) Do you think humans will evolve or do you think we will stay the same as we are now?
- 9) If we do evolve, what feature do you think needs to be improved in humans to make them into better people?
- 10) Do you think people will be living on Mars, or on one of the satellites of Jupiter or Saturn, sometime in the future? Why or why not?
- 11) If you could make three improvements to the world in the future, what three changes would you like to make and why?

Writing:

Imagine that you live in the future, when ordinary people can take holidays on the Moon. Design an advertisement to advertise a lunar holiday package, including details about:

- the rocket flight
- accommodation on the Moon
- lunar sight-seeing tours
- cost
- contact details

Remember to make your advertisement attractive and persuasive, and include a picture or photo to attract people's attention.

Dictation:

The dictations in this book are linked to the *basic* spelling lists provided in each chapter. They will give extra practice to students who feel unconfident with spelling. Ask a parent, tutor or older sibling to read out Dictation #1 for you, so that you can practise your spelling and punctuation. Check your work carefully before marking it. Write out any spelling mistakes correctly several times, so that you learn not to make the same errors again. You will find the Dictations towards the back of the book.