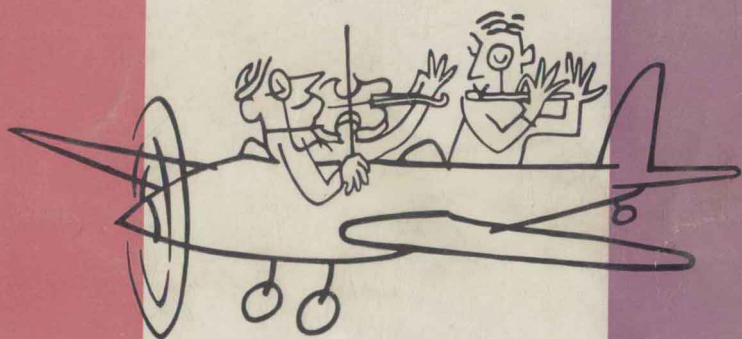


EXPRESS YOURSELF

BOOK ONE



AUSTRALIAN EDITION

A. E. SMITH and H. G. FOWLER

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AUSTRALIAN EDITION



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EXPRESS YOURSELF—BOOK ONE

also available

Express Yourself Book 2 (*Australian Edition*)

Express Yourself Book 3

Express Yourself Book 4



NOTE TO THE TEACHER

THIS book and its companion volumes offer a selection of exercises in the use of the English language, designed for pupils in the first two or three years of the Secondary course. Although it is hoped that both teachers and pupils will find in these pages much that is unfamiliar and rewarding, *Express Yourself* makes no attempt to "sugar the pill". It is written in the belief that correct English usage is the outcome of disciplined effort. The method throughout has been to demand the taking of thought as the essential preliminary to clear and accurate expression.

Nor are these books intended to absolve the teacher from teaching. It is for the teacher to choose the exercises which seem best to meet the needs of his class. Some of the exercises will need preliminary oral preparation. Some may be worked orally or in writing at the teacher's discretion. It will be one of the functions of the book to reveal any particular individual or general weaknesses for which further remedial work may be required. The resourceful teacher, by retaining the form and changing the content of an exercise, will not find it difficult to provide any additional practice that may be necessary.

It is assumed that the teacher and his pupils will have access to a good etymological dictionary, and to both School and Public Libraries.

A.E.S.

NOTE ON THE AUSTRALIAN EDITION

When I was given the chance to help in producing an Australian edition of *Express Yourself*, I was very glad to accept it.

The stimulating variety of the exercises contained in the book, based on the very sound general principles stated above by its original author, seemed to guarantee its success in any junior secondary school climate. My only contribution was to provide enough local Australian colour, mainly in the examples and occasionally in the choice of language, to allow Australian children to use the book without any sense of strangeness.

H.G.F.

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Illustrated by Geoffrey Salter



SECTION A

THE RIGHT WORD



THE RIGHT WORD

A1 Here is a picture of the seaside in summer.

Rewrite it, changing the words in italics so that it becomes a description of the beach in winter.

On a *fine hot* day in *February* the sea front is *crowded*. The sky is *clear*, and a *gentle breeze* is *ruffling* the *blue* surface of the sea. *Little* waves *lap* quietly on to the beach. Everyone seems to be *outdoors* enjoying the warmth of the *sunshine*. *Many people* are bathing. The ice-cream stalls and Luna Park are *open*, and the turnstiles at the entrance to the pool are *clicking merrily*. The car park is *full*, and every seat on the Esplanade is *occupied*.

A2 Here is a short description of High Street on a Sunday. Rewrite it, changing the words in italics so that it becomes a description of High Street on a Saturday.

High Street on a *Sunday* morning is very *quiet*. All the shops are *shut*. *A few* people are making their way from *home* to *church*, and some of them are carrying *Prayer Books*. The policeman on duty has *very little* to do for there are *few* cars passing through. It is difficult to believe that this is the same street as the one which *was* so *crowded* and *noisy* on *Saturday*.

A3 Think of the busiest street you know and write a description of it that would interest a boy or girl in a village in Africa.

A4 Write a paragraph which begins, "I love looking in shop-windows".

A5 Rewrite, substituting *one word* for each of the phrases in italics:

Tom and I had *arranged with one another* to meet at the *place where four roads meet*. I was *on the spot* first, and waited *fearing something had happened to him*, for he had always been *on time* before, and already he was ten minutes *behind time*. Just as I had *made up my mind* that he was not coming, I saw Tom running *at a great pace* along the road. I went to meet him, but he was so *completely out of breath* that he could scarcely *say anything at all*.

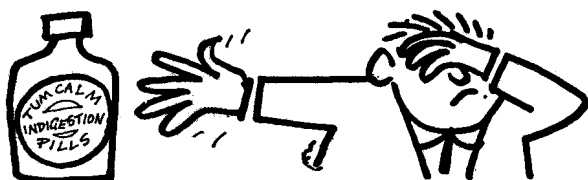
A6 Rewrite the following, using *one word* in place of each of the phrases in italics:

Years ago the *journey by sea* across the Atlantic in small sailing ships took *three or more* weeks. Even rich *people making the journey* had to live in small, dark *rooms in the ships*. The *men who worked the ships* were even worse off. To-day, *ships built to carry people* take less than five days to cover the same distance in comfort. Those who can *find the money* for the fare may cross from England to America in a few hours in *machines that fly*. They may eat their *first meal of the day* in London, and their dinner in New York. Men can now travel over long distances at speeds which *grow greater and greater* every year.

A7 Complete the following:

When mother is preparing vegetables for cooking she scrapes or the potatoes, she the runner beans, and she the green peas. She the carrots, and the mint. When making pies or jams, she and the apples, the plums, the red and black currants, and the strawberries.

A8 Describe how you would prepare breakfast,
(a) in mother's kitchen (b) on a camp fire.



- A9** Draw up a Menu Card for a day's meals,
 (a) at home during a school term
 (b) at a seaside hotel during a holiday.

A10 Suppose the manager of your school lunch service has asked if you have any suggestions to make about school lunches. Write a letter to him or her that you think might be helpful.

A11 Men and women may *run fast* for quite different reasons.

- (a) What do we call *a man who runs fast*,
 (i) to win a race
 (ii) to win a 100 yards race
 (iii) to catch another man
 (iv) to avoid being captured by others
 (v) because he is afraid
 (vi) to catch an animal?
- (b) What words are needed to complete the following?
 (i) To pursue is to run
 (ii) To encounter is to run
 (iii) To depreciate is to run
 (iv) To escape is to run
 (v) To spill is to run
- (c) Say as clearly as you can what is meant by:
 (i) the run of a play
 (ii) a run at cricket
 (iii) a chicken run
 (iv) running a business
 (v) a run of defeats
 (vi) being on the run
 (vii) a run on a bank
 (viii) to be run down
 (ix) to run contraband
 (x) to run riot.

A12 Remember that *there* is always concerned with *place* or *position*.

e.g. *The books were there, lying on the table.*

Remember that *their* is concerned with things *belonging* to people, animals, and so on.

e.g. *Their books were lying on the table.*

Here we have both in one sentence:

Their books were there, lying on the table.

You will see that *their* is always connected with a noun:

their books their hats their school their tails

You will see that *there* is connected with a verb:

lying there standing there put there went there

Use *there* and *their* correctly in the following sentences:

..... stood the policeman.

He made the boys empty pockets.

..... faces showed surprise.

They did not know he had been in the orchard.

They began to take out apples.

"Put them down on the ground," he said.

He said he would tell fathers if they went again.

They gave him word not to take any more apples.

A13 Too often too many people use the word *nice* because they are too lazy to think clearly and find the right word which really describes what they have in mind.

People talk of having *nice* clothes, of going to a *nice* party, and of seeing a *nice* garden.

What words would you use instead of *nice* in talking or writing about:

(a) a nice book

(b) a nice teacher

(c) a nice room

(d) a nice meal

(e) a nice surprise

(f) a nice day in the country

(g) a nice bowl of roses

(h) a nice friend

(i) a nice dog

(j) a nice present?

A14 Write a letter to your teacher about one of the following:

- (a) the pleasantest surprise you have ever had
- (b) the most amusing book you have read
- (c) the most attractive room you have seen.

A15 Lazy talkers and writers often use the word *got* far too often. They do not trouble to think of the better, more correct word they should be using.

Rewrite the following, replacing the words in *italics* by a more suitable, more accurate word in each case:

I *got to* the place about three o'clock, and *got to* work quickly. I had *got* a basketful of fine blackberries when I saw that the rain-clouds had *got* thicker, so I *got on* my cycle to ride back. Before I *got* home, however, the rain fell in torrents, and I *got* wet through. Mother was afraid that I had *got* a cold. She *got* me a hot drink, and said I *had got to* change my wet clothes.

A16 People often use one of a number of expressions containing the word *hand* (or *hands*).

Thus, if something was not sent by post, we say it was *delivered by hand*. If we want to say, "Don't touch!" we can say, "*Hands off!*" If we undertake to do a piece of work, we *set our hands to it*. We talk about *waiting on someone hand and foot* if we mean attending to his every need and whim.

What expressions containing the word *hand* (or *hands*) mean:



- (a) to be close or near by
- (b) not made by a machine
- (c) to live on chance, not thinking of the next day
- (d) fighting at close quarters
- (e) to win easily, without effort
- (f) to be on very close and intimate terms with someone

- (g) to help someone
- (h) to keep oneself in practice
- (i) to find time passing slowly and tediously
- (j) to obtain the mastery?

A17 Rewrite the following, replacing the words in *italics* by suitable verbs:

When the escape was discovered, the prison flag was *run up*, and a party of warders set out to *run after* the prisoners who had *run away*. The escaping men *ran across* an unattended car and decided to *run away with* it. Shortly after they *ran into* another car, and were promptly *run in* by the local constable.

A18 Take the *takes* out of the following paragraph, rewriting it and substituting other words or phrases for those in *italics*:

People say I *take after* my Uncle John, and I am ready to *take them at their word*. He is a jolly man and most boys *take to* him as soon as they meet him. He is always ready to *take part* in any games. Even when my father *takes him off*, Uncle *takes it all in good part*. No matter what *takes place*, he is always in a good humour. When he *takes a job in hand* you know it will be well done. He would soon *take me to task* if he saw that I did not mean to *take it out of myself* when I had been given some work to do.

A19 The meaning of a word often depends upon other words with which we use it. In the paragraph below the word *living* has seven different meanings.

Rewrite the paragraph, substituting other words for *living*, without changing the meaning.

These words may help you:

existing feeding sleeping animated surviving
leading dwelling enjoying burning residing

The rescuers found the castaways *living* in a cave. They had been *living* a hard life, and were now almost like *living* skeletons, for

they had been *living* on wild berries for months. They were indeed, lucky to be still *living* after *living* on a starvation diet for so long, under a sun so hot it made every stone like a *living* coal.

A20 Because people *look at things* in different ways, we have different words to describe *how they look*—words like:

**stare glance peep gaze squint peer goggle
survey glare glower**

Complete this little story by using the correct words in the right places:

As the elephant lumbered down the village street, young Tom Brown stood and open-mouthed. Short sighted old Mr. Totters through his spectacles, but Miss Speedy merely at the creature and hurried on her way. Mrs. Nervy opened her front door an inch and through the crack. The cross-eyed grocer's boy stood in the doorway of the shop and at this unusual visitor. Little Willie Small clutched his mother's hand and , half in terror, half in amazement. On the elephant's back sat the mahout unconcernedly around him. P.C. Plump stood, legs apart and hands behind back, and calmly the scene, waiting for the elephant to exceed the 30 m.p.h. speed limit.

A21 Look carefully at these two pairs of sentences. Do you see what has been done in each case?

People who are *happy* with what they have are
contented with their lot.

People who are *unhappy* with what they have are
discontented with their lot.

To give soldiers weapons is to ***arm*** them.

To take away their weapons from soldiers is to
disarm them.

Now write the corresponding second versions of each of the following sentences, changing the words or phrases in *italics*:

(a) People will always *trust* someone whom they know to be
honest.

- (b) People of *the same* opinions soon agree with one another.
- (c) To *go on board* a ship is to *embark*.
- (d) *Polite* boys and girls are *courteous* to older people.
- (e) *Law-abiding* citizens behave in an *orderly* way.
- (f) When we think that something is *good*, we *approve* of it.
- (g) To put things *in order* is to *arrange* them.
- (h) When road surfaces are *kept in repair* we travel on them in *comfort*.
- (i) To be *loyal* to one's friends is to act *honourably*.
- (j) The T.V. programme was so *popular* that it was decided to *continue* the series.

A22 Twelve words or phrases are unnecessary in the following extract from a story. They are unnecessary because they merely repeat what has already been said. They add nothing to the meaning.

e.g.: *down* is unnecessary because *reduce* means *to bring down*.

Rewrite the extract omitting the unnecessary words or phrases.

The detective had now reduced the number of suspects down to three. He found it uncommonly strange that the pair of twins who were the original source of the trouble should not have re-appeared on the scene. With their joint co-operation he believed he might settle up the case. They could give him some important essential facts about their past history which still remained a mystery to him. How had they come into possession of that peculiar freak, the Curious Cucumber? The final completion of his enquiries depended on his making contact with those elusive twins.

A23 Write an original story in which the twins, the detective, and the Curious Cucumber appear.

A24 A *monosyllable* is a word of *one* syllable.

A *bicycle* has *two* wheels.

If we make a *duplicate* of something we have *two* copies.

A *triangle* has *three* sides.

A *quadrilateral* is a *four*-sided geometrical figure.

Write similar sentences about

- (a) a monoplane a monocle a monologue a monotone
- (b) a biscuit a biped bigamy binoculars
- (c) a duologue a duet a duel
- (d) the French tricolour a musical trio triplets a tripod
- (e) a quadrangle quadruplets a quadrant quadrupeds



A25 Make sure you know the meanings of the prefixes in the words that follow, and then write sentences similar to those in Ex. A24 about:

a pentagon	the Pentateuch	a sexagenarian
an octave	an octopus	a nonagenarian
a decade	a decimal fraction	

A26 It is not always necessary to use long words, or to use many adjectives or adverbs, to write clearly and well.

This is how John Bunyan, in *The Pilgrim's Progress*, described what was happening:

I saw in my dream that the man began to run. Now, he had not run far from his own door, when his wife and children, perceiving it, began to cry after him to return; but the man put his fingers in his ears, and ran on, crying, Life! life! eternal life! So he looked not behind him, but fled towards the middle of the plain.

Try your hand at writing, as far as possible in monosyllables (as Bunyan did), a fable, an anecdote, or a short description of a scene or incident. (Find the right words, and you will need no adjectives or adverbs.)