

Why Do We Need Word Up!?

Word Up! Grammar has been designed in response to an identified classroom need – the need for a differentiated student activity book series linked to the national curriculum. Each unit makes explicit links to the Australian Curriculum content descriptions, general capabilities and cross-curriculum priorities.

Grammar knowledge is best expanded when integrated with other areas of language. **Word Up!** promotes listening, speaking, reading and writing through a diverse range of open and closed activities. The series builds on grammar skills sequentially. Each skill is introduced through varied and engaging texts that stimulate critical and imaginative thinking.

What's in it for teachers?

Word Up! Grammar is a flexible and dynamic student activity series anchored by a sound learning scope and sequence. The book demonstrates how grammar features and structures work at a word, sentence and text level. Grammar is practised and assessed through multimodal, traditional and everyday text.

Each book contains 25 four-page units of work. We recommend integrating one unit per week with your current literacy program. Each unit introduces one or two grammar skills in simple language supported by examples.

What's in it for students?

Topics are broad and level-specific. The series engages students by showing them how grammar lives and breathes in their world.

Through the series, students discover figurative speech through colourful lyric poetry, build expressive noun groups in the lost world of folk tales and learn the art of persuasion through modal verbs and emotive language.

Series overview

Word Up! Lower (books 1 and 2) has a special focus on visual literacy for younger learners.

Word Up! Middle and Upper (books 3–6) includes annotated sample texts which point out the structure of each text type and, where relevant, point to its language features.

Each book also contains a scope and sequence map and a glossary.

Because we're all different

Each **Word Up!** unit defines the skill, provides examples, models answers and paces activities. Key grammar skills are revised and built on from unit to unit. All students access learning through gradually increasing levels of difficulty. The level of support decreases as students progress through learning and practice.

Differentiated student learning is indicated by three icons.



Basic, closed activities with a high level of student support



A mix of closed and open activity types, with a moderate level of student support



Student-led activities that are writing-centred and open-response

Students can follow the **Word Up!** puffing plane mascot through each unit. When students have completed all units, they receive a Certificate of Completion at the end of the book.



Finn McCool

A clause is a group of words with a verb about the same subject. A **theme** is the first part of a clause and is usually what the sentence is about. The **rheme** gives the reader more information about the theme. **Relating verbs** can link themes and rhemes. Examples of relating verbs include *am, is, are, was, were, be, being, have, has* and *had*. They show relationships.



Narrative – Legend

Finn McCool (Fionn Mac Cumhail) was a giant who lived in Ireland. He had a wife called Oona (Una).

One day, Finn heard a booming voice from across the sea in Scotland. It was another giant, called Benandonner, making fun of him. Finn picked up a pile of rocks and threw them towards Benandonner. Benandonner threw rocks back at Finn. The rocks landed in the water, and Benandonner used them to cross the sea. Clever Oona dressed Finn as a baby. When Benandonner saw him, he was terrified. "If this is Finn's baby, imagine how huge Finn must be!" he said. He rushed all the way back to Scotland.

The trail of rocks that was thrown by the giants can still be seen today, on the coast of Northern Ireland. Today it's known as the Giant's Causeway.

A legend is a narrative that people tell as a true story.

Orientation – who, what, where, when.

A problem to overcome.

Sequence of events.

Resolution to the problem.



- 1 Underline the relating verbs in the narrative. The first one has been done for you.



2 Complete the sentences using the correct relating verbs from the box.

were had have was

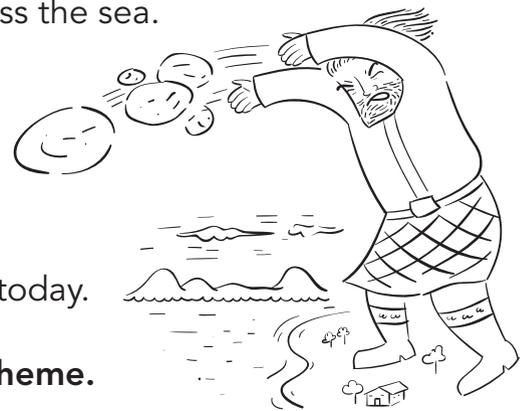
- a Oona _____ a very clever idea to scare Benandonner away.
- b Benandonner and Finn McCool _____ not the best of friends.
- c Finn McCool _____ angry at Benandonner for making fun of him.
- d The giants in the story seem to _____ very short tempers.

3 Underline the theme of each sentence. The first one has been done for you.

- a Finn McCool was a giant who lived in Ireland with his wife Oona.
- b The rocks landed in the water.
- c Finn picked up a pile of rocks and threw them at Benandonner.
- d Today the pile of rocks is known as the Giant's Causeway.

4 Draw a slash (/) between the theme and the rheme of these sentences. The first one has been done for you.

- a Finn McCool / heard a booming voice from across the sea.
- b Benandonner made fun of Finn.
- c The Scottish giant threw a pile of rocks at Finn.
- d The rocks thrown by the giants can still be seen today.

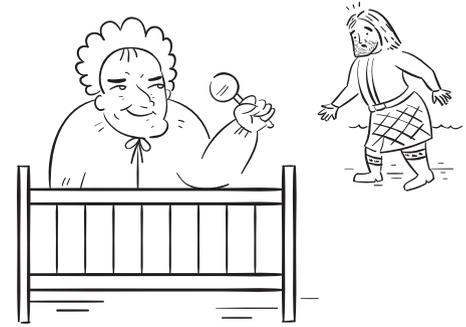


5 Draw a line to match each theme to the correct rheme.

- | | |
|----------------------------------|--|
| a Benandonner | can still be seen today. |
| b Clever Oona | threw a pile of rocks towards Benandonner. |
| c Finn | dressed Finn as a baby. |
| d The rocks thrown by the giants | used the rocks to cross the sea. |



6 Rewrite each of the following sentences using the correct relating verb.



a Finn McCool have / has / were / was dressed as a baby when Benandonner crossed the sea.

b Oona have / is / were / had a clever idea to frighten Benandonner.

c Benandonner is / have / was / had terrified when he saw Finn dressed as a baby.

d The rocks thrown by the giants are / has / were / is still visible today.

Sample pages

7 Write your own rhyme for each of these themes, using a relating verb.

a Jenny's fish and chip shop _____

b The new prime minister _____

c The people of Australia _____

d In the 20th century, _____

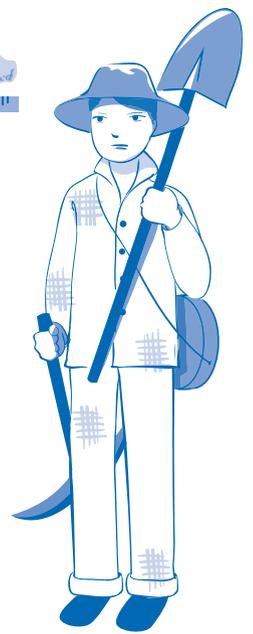
e At school, _____



Unit 2

Eureka Rebellion

Certain clauses can exist by themselves (**main clauses**) while others need some help (**subordinate clauses**). **Semicolons** can be used to link two main clauses. For example, *Ruth thought that maths was hard; Max argued that science was harder.* Semicolons can be used with linking words to join two clauses. For example, *Sunita is Indian; however, she lives in Australia.*



Recount – Historical Recount

A historical recount retells events from the past, showing their time and place in history.

In 1854, miners on the goldfields of Victoria had become angry about the large fees they were required to pay for their licences to dig for gold. Many miners could not afford the fees, especially those who did not find gold.

The fee was reduced in 1853, but it was increased again in 1854. Miners in Bendigo, Ballarat and Castlemaine had had enough; they were ready to fight for an end to mining licences.

In December 1854, miners on the Eureka goldfield near Ballarat burned their mining licences. About 500 of them took up arms inside a barricade that became known as the Eureka Stockade. Government troopers attacked the miners; in the battle, 22 miners and 5 troopers were killed.

The conflict had some positive outcomes; it forced the government to do away with mining licences and grant miners the right to vote.

Introduction.

Sequence of events in order of when they happened.

Summary or evaluative comment at the end.



- 1 Underline the main clause of each sentence in the recount of the Eureka Rebellion. The first one has been done for you.

2 Circle the main clause in each sentence below, and underline the subordinate clause.

- a The miners in Victoria were being charged too much for their licences so they rebelled against the government.
- b The Eureka Rebellion was an important event because it gave more rights to miners.
- c Twenty-two miners were killed in the rebellion, but their sacrifice was not in vain.

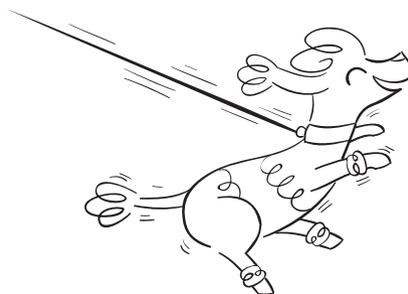
3 Draw a line to match each main clause (left) to the correct subordinate clause (right).

- a I like dogs
 - b Elly works as a chef
 - c Jack bought new football boots
 - d Ethan wants to go to China
- but she also writes for a newspaper.
 - to see the Great Wall.
 - because they are loyal and friendly.
 - so he wouldn't slip over in the mud.

4 Add a semicolon and a linking word or words from the box to link the main clauses in each sentence below. The first one has been done for you.

in addition therefore otherwise

- a You should get your brakes fixed; otherwise you might have an accident.
- b She studies all day at school _____ she babysits at night.
- c That dog has so much energy _____ we should walk him often.





5 Write a subordinate clause to complete each sentence.

- a I really like playing cricket, _____
- b We went to the movies, _____
- c I was tired on Monday, _____
- d _____ I don't mind vegetables.

6 Write a main clause that would make sense with each of these subordinate clauses.

- a _____ but I prefer milkshakes.
- b _____ unless someone ate it.
- c _____ because they are expensive.
- d If you come with me, _____

7 Rewrite each pair of sentences using linking words. The first one has been done for you.

- a I really love donuts. I keep a good supply in the pantry.
I really love donuts, therefore, I keep a good supply in the pantry. _____
- b Alicia already has enough money to buy an mp3 player. She keeps on saving.

- c Jack leaves the house as it starts to rain. He continues out the door.



8 Complete the table below by writing each clause in the correct category.

- we played volleyball
- I was feeding my goldfish
- when the cat tried to leap into the tank
- at the beach all afternoon

Main clause	Subordinate clause



9 Write about a historical event that interests you. Remember to include main and subordinate clauses and use semicolons to link some of your main clauses.

Title	<hr/>
Introduction	<hr/> <hr/> <hr/>
Events in order of when they happened	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Summary or closing comment	<hr/> <hr/> <hr/>

10 Find the mining towns of Bendigo, Ballarat and Castlemaine on an online map.



A Cool Afternoon



Objective language is factual language that does not include personal opinion. For example, *I am late for footy*. **Subjective language** uses words that reflect personal opinion and judgement. For example, *Footy is the best sport in the world!* **Commas** are used in both types of language to separate clauses in sentences. A **clause** is a group of related words with containing a subject and a verb.

Information – Scientific Report

A Cool Afternoon

Yesterday, our class carried out an experiment in the playground to see if the colour of a piece of paper had an effect on how quickly it heated up in sunlight. It was fun!

We did this by placing identical ice blocks on six differently coloured pieces of paper: blue, green, yellow, red, white and black. We placed each piece of paper and ice block in direct sunlight and timed how long it took for each ice block to melt.

We saw that the ice block on the black paper melted first, followed by the ice blocks on the blue, green, red, yellow and white pieces of paper.

This result suggests that darker colours, especially black, become warmer in sunlight more quickly than lighter colours.

An information report describes or classifies a topic.

Title.

The introduction describes the topic.

Series of descriptions about what was done.

The result.

The conclusion or summary.



- 1 Underline three objective sentences in the report. The first one has been done for you.

2 Tick the subjective sentences below.

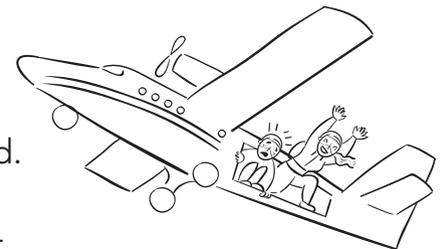
- a This experiment was a pointless waste of time.
- b We placed each piece of paper and ice block in direct sunlight and timed how long it took for each ice block to melt.
- c It was fun!

3 Circle O or S to show whether each sentence is objective or subjective.

- a The players on your team are a bunch of shameless cheats. O / S
- b The prime minister's speech was well received by the members of the press gallery. O / S
- c That was the worst hamburger I have ever had. O / S
- d My assessment of the situation is that we need to plan carefully and proceed cautiously. O / S

4 Insert a comma to separate the clauses in each of these subjective sentences.

- a None of my friends liked that movie but I thought it was amazing.
- b My classmates will get all the answers wrong unless I give them a hint.
- c I really want to go skydiving with you but I am too scared.
- d I know you really want me to come so I will do my best.



5 Insert commas correctly to separate the clauses in the sentences below.

- a Mai ate lasagne with caesar salad then ordered a serve of chunky chips.
- b Kim went to the milk bar bought two litres of milk and walked home.
- c I love the city at Christmas time because everywhere you look there are Christmas trees decorated with tinsel and lights.

6 For each of the objective sentences below, write a subjective sentence that uses the same topic. The first one has been done for you.

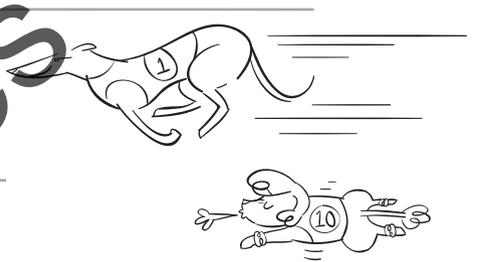
a A lunar eclipse occurs when the Moon passes behind the Earth.

I love the colour of the Moon at a lunar eclipse. _____

b The five boys walked to the movies instead of taking the tram.

c Gravity stops people from floating into space.

d Greyhounds can run faster than poodles.



7 Write an objective sentence about the topics below.

a My home town _____

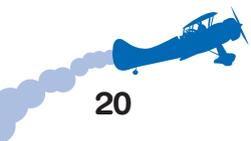
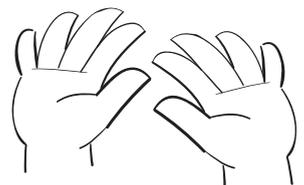
b The Great Barrier Reef _____

c The Tasmanian devil _____

d Golf _____

8 Write a subjective sentence about each picture.

a _____



Unit 4

Chocolate



Abstract nouns refer to an idea (*friendship*), an emotion (*love*) or a quality (*bravery*). **Proper nouns** are the names of particular people, places or things. **Technical nouns** are special to a particular profession (*astronaut, shuttle*). A **definite article** (*the*) refers to a particular noun (*the man*). An **indefinite article** (*a* or *an*) refers to a noun that is not particular (*a man*).

Explanation – Account

How Chocolate Is Made

Most people love chocolate, but how many of us know how our favourite chocolate bars came to be?

The process begins with the harvesting of cacao beans. The world's largest producer of cacao is the Ivory Coast, in West Africa. The beans are taken to a chocolate factory, where they are roasted and their outer shells are removed. The beans are then crushed to form a chocolate paste. Sugar, milk and other ingredients are added to the paste to sweeten it. The paste is then put through steel rollers and another machine to make it smooth. After that, more ingredients such as cocoa butter are added. The chocolate is heated, stirred and left to cool several times. Finally, the chocolate is poured into in a mould and left to harden.

At long last, the chocolate bar is ready to eat!

An explanation explains how something works or is made.

The introduction identifies the topic – what is being explained.

Explanation sequence.

Concluding statement.

-  1 Circle all the definite articles (*the*) in the explanation above. Underline all the indefinite articles (*a, an*).



2 Insert the definite or indefinite articles that are missing from the following sentences.

- a _____ beans are taken to _____ chocolate factory.
- b _____ chocolate is given its smooth texture by _____ mixing machine.
- c Last of all, _____ chocolate is poured into _____ mould and left to harden.
- d Chocolate is _____ very tasty treat – _____ tastiest treat of all!

3 Categorise the nouns below by writing the correct letter in the space provided: proper noun (P), abstract noun (A) or technical noun (T). The first one has been done for you.

keyboard T

Mr Bunning _____

Prime Minister Smith _____

steel rollers _____

friendship _____

Andrew _____

terror _____

delight _____

Silvia _____

Main Street _____



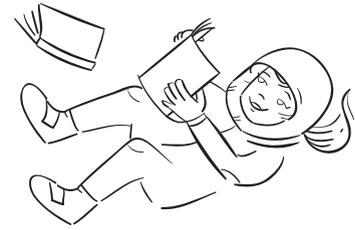
4 Shade the proper nouns in the explanation.

5 Circle the technical nouns and underline the proper nouns in the following sentences.

- a Mitch is interested in space travel; he watches every shuttle launch on TV.
- b Dad is useless on the computer; he can't even use the mouse.
- c Last week Ms Bunning warned us about the dangers of radiation.
- d I took my car to Mahmoud's Mechanics because my fan belt was damaged.
- e Mum took me to Dr Kasal for my vaccination.



6 Imagine you can choose only six items from your home to take with you into space. Make a list of the items below, using definite and indefinite articles.



7 Write D beside the items in your list with a definite article, and I beside the items with an indefinite article.

8 Complete the following sentences using a definite or an indefinite article.

a I'm so hungry I need _____.

b Canberra is _____.

c Wow! Look, it's _____.

d The Adelaide Crows are _____.

9 Complete each sentence with a technical noun. Use the list to help you.

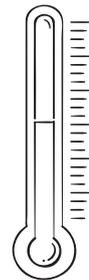
thermometer astronaut search engine telescope

a An _____ is a person who flies a spacecraft.

b A _____ is a program that searches for web pages on the internet.

c A _____ is an instrument used to look at objects in the sky.

d A _____ is a device that measures temperature.



10 Write a sentence using each of these abstract nouns: happiness, anger, friendship, emotion.

a _____



b _____

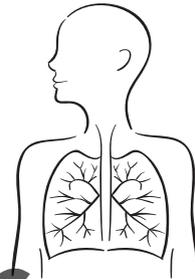
c _____

d _____



11 Write your own explanation. Remember to use the different types of nouns you have learned about. Here are some possible topics.

- What happens when I breathe?
- How do fish breathe under water?
- Where does rain come from?



Identifying statement	_____ _____
Explanation sequence	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Concluding statement	_____ _____

Sample pages