

2nd Edition

**OXFORD
GRAMMAR****Evaluation Pack**

This Evaluation Pack features samples from the second edition of *Oxford Grammar*. Find out more about the new edition of our best-selling grammar series, and review sample pages from Student Book 2.

Connect and consolidate grammatical understanding

Oxford Grammar explores key grammatical concepts in line with the requirements of the Australian Curriculum: English, and helps students connect grammar features to a writing purpose.

Best-selling textbook author Andrew Woods uses appealing stimulus pages and authentic literary texts to model grammar in context at the word, sentence and text level, with related writing activities for practice. *Oxford Grammar* will provide students with the tools they need to be effective when expressing their own ideas.

Features of the new edition:

- Aligned to the latest Australian, Victorian and NSW curricula, and support for the ACARA Literacy Progressions.
- Brand new teacher books providing detailed lesson plans and teaching guidance to help deliver the program, with a front-of-class program for Foundation and lesson plans supporting the Student Books for Years 1–6.
- The student books have new full-colour designs and illustrations to help motivate and engage young learners, including friendly grammar monster characters who host each book.
- New content has been added to each student book to ensure complete curriculum coverage.
- A re-organised table of contents provides easy access to each grammar topic.
- Supplementary material on Oxford Owl provides teachers with easy access to:
 - Short videos on grammar topics to support teaching
 - Curriculum mapping
 - Suggested teaching schedule
 - Student book answers
 - Success criteria charts.



TOPIC 2: ADJECTIVES

UNIT 2.1

Some words tell us about other words

The race

Ready, set, GO!

START

FINISH

Who do you think won the race?

Some words **tell us more about** nouns.
a **big** tree, a **green** leaf, a **pretty** flower
Big, green and **pretty** tell us more about a tree, a leaf and a flower.

1 Write the car number.

a Ali has a **slow** car. _____

b Trang's car is **fast**. _____

c Em has an **old** car. _____

d Max's car is **broken**. _____

e Cara has a **sleepy** car. _____

2 Write the five words from above that **tell us more about** the cars.

3 Some words can **tell us more about** the cars in the race. Fill in the blanks with the correct colour.

a Ali has a _____ car. b Trang has a _____ car.

c Em has a _____ car. d Max has a _____ car.

e Cara has a _____ car.

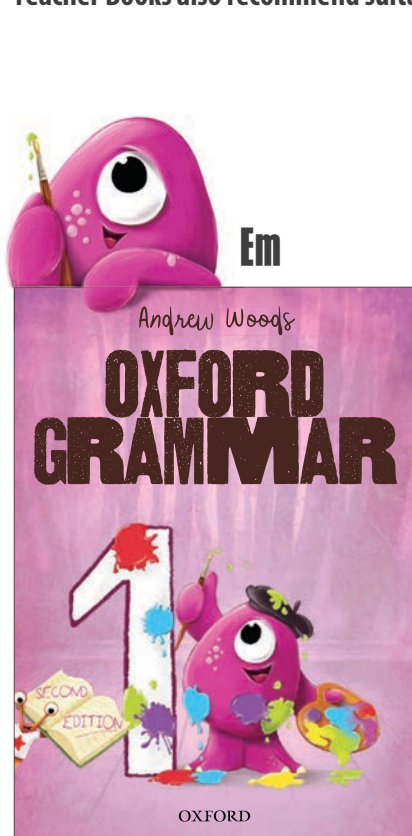
NOW TRY THIS!

On a separate piece of paper, write some words that tell us more about what these animals are like.

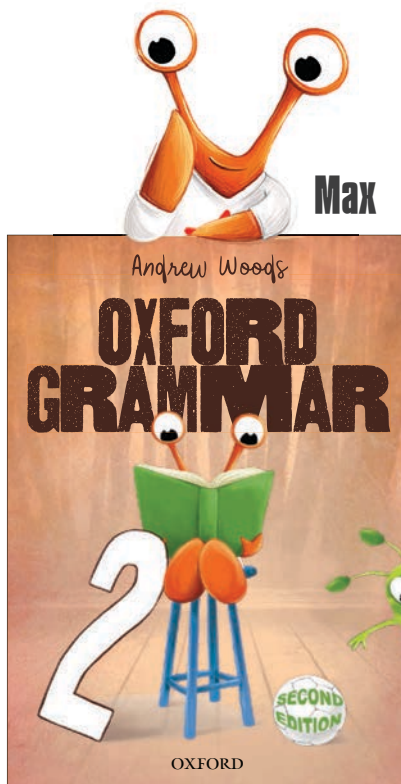
a a tiger b an elephant c a shark

Links to Literacy

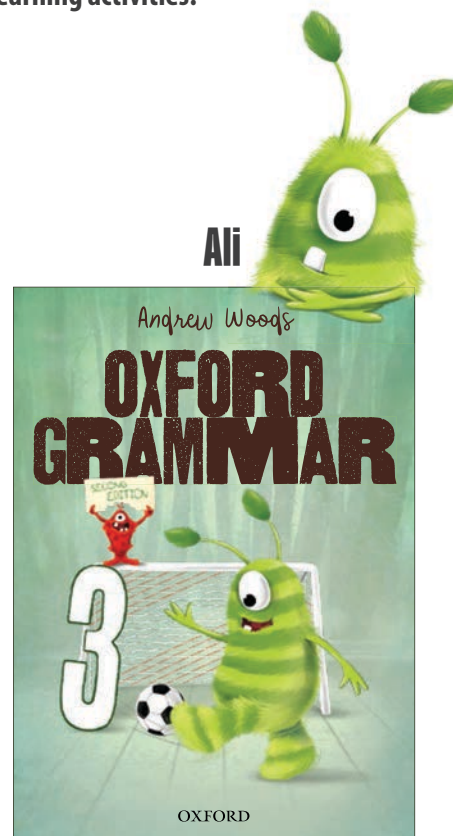
Introducing the Grammar Monsters! Inspired by the *Oxford Reading for Comprehension* book 'Monster School', the Grammar Monsters host each *Oxford Grammar* student book and offer handy tips throughout the topics. The Teacher Books also recommend suitable texts to use alongside the teaching and learning activities.



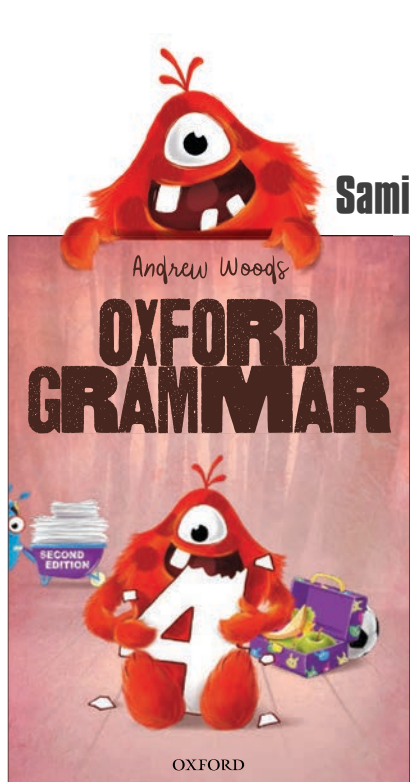
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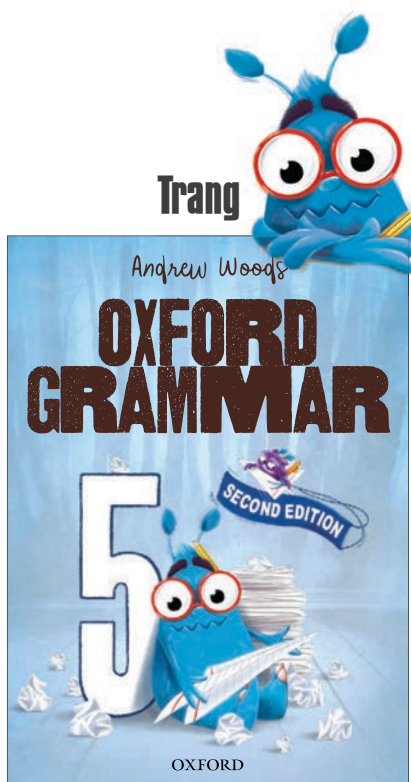
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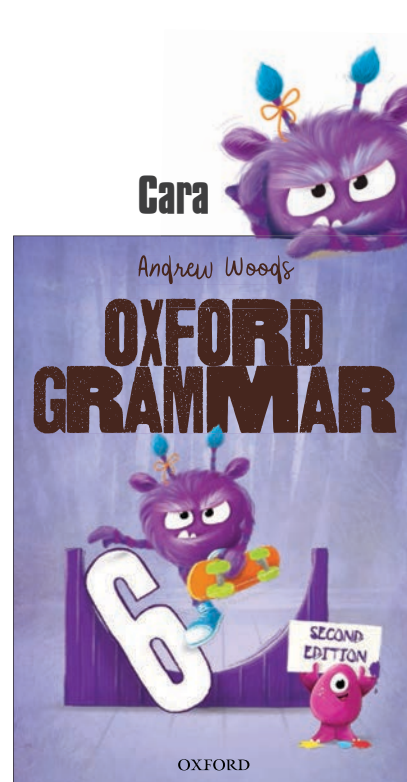
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Student Resources

The *Oxford Grammar* series of workbooks explores key grammar features aligned explicitly to the Australian Curriculum: English.

The Student Books feature:

- alignment to the requirements of the ACARA Literacy Learning Progression
- 'Test yourself' units offering cumulative revision and preparation for national testing
- 'Using grammar in texts' units to link grammar with the purpose of informative, imaginative and persuasive text types
- extension and enrichment units
- opportunities for self-reflection and progress checking
- a handy glossary of terms.

The grammatical concepts are clearly explained for every unit.

Each unit opens with a stimulus page that could be an image, a poem, a text extract, comic strip or other text type.

UNIT 1.3 Naming people, places and things

The Monsters at the beach

Naming words are used for people, places, animals and things. Naming words are called **nouns**.

Look at the picture of the Monsters at the beach.

1 Tick the **nouns** (naming words) that you can see in the picture.

a girl	b house	c crab
d baker	e sand	f horse
g hat	h jetty	i frog
j lifesaver	k island	l ship
m pirate	n cubby	o fish
p dog	q sea	r flag
s tree	t farmyard	u sun
v bat	w sky	x foot

2 Write four **nouns** (naming words) for things that you can see in the picture which are not in the list above.

NOW TRY THIS!
Which word in this list does not belong?
crab bird fish run dog frog
Can you say why it does not belong?

Activities related to the stimulus page carefully build students' understanding of the unit focus.

Each spread ends with an activity to challenge students.

Each Topic ends with a NAPLAN-style test-yourself spread.

TOPIC 1: TEST YOURSELF!

Nouns, proper nouns and pronouns

1 Shade the bubble below the **noun** (naming word).

pink ☐ boy ☐ has ☐ can't ☐

2 Shade the bubble below the **noun** (naming word) that matches this picture.

fly ☐ dive ☐ bird ☐ flap ☐

3 Shade the bubble below the **proper noun** (special name) for a person.

rose ☐ Rose ☐ rows ☐ roes ☐

4 Shade the bubble below the other word (or **pronoun**) for **Jack** that could be used to fill the gap.

Jack wanted to visit Monster Town. _____ took a map with him.

She ☐ They ☐ He ☐ We ☐

5 Look at the pictures then finish the sentences using words from the box.

He mine you We She

a _____ are the Monster Gang.

b This is Max. _____ likes to read.

c Here is Em. _____ has a flag. "This flag is _____," says Em.

d "I can see _____ behind the tree," said Trang.

NOW AM I DOING?
Colour the boxes if you understand.
Nouns are naming words. ☐
Proper nouns are special names. ☐
We, I, you, they, he, she, mine are pronouns (other words for people or things). ☐

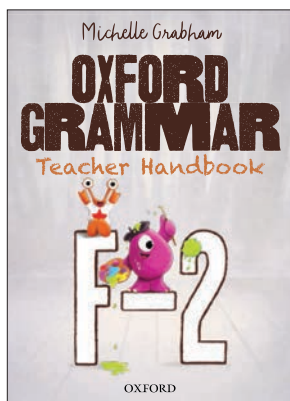
Self-reflection boxes help teachers identify where students need support.

Teacher Resources

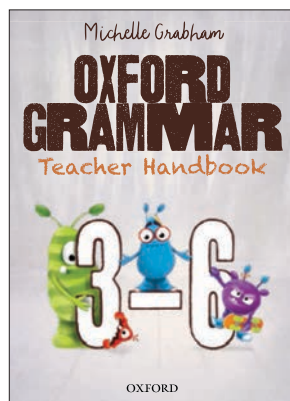
Written by experienced teacher and author, Michelle Grabham, the *Oxford Grammar* Teacher Handbooks offer lesson plans and activities to support the Student Books, including a front-of-class program for the Foundation curriculum. Offering a structured sequence through the learning material, the Teacher Handbooks provide opportunities for differentiation, reflection and the purposeful application of learning.

The teaching plans for each year level follow the same progression to help teacher structure lessons easily. They are designed to:

- help students make authentic connections and see value in the learning
- understand what students already know so that individual needs can be catered for
- establish a learning intention that is the anchor for the session and can later be reflected upon
- support and underpin the activities in the student books
- cater for students requiring additional support or challenge
- provide opportunities for reflection and application of the learning.



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Teacher Resources

The Teacher Handbooks come with access to additional resources on *Oxford Owl*, including:

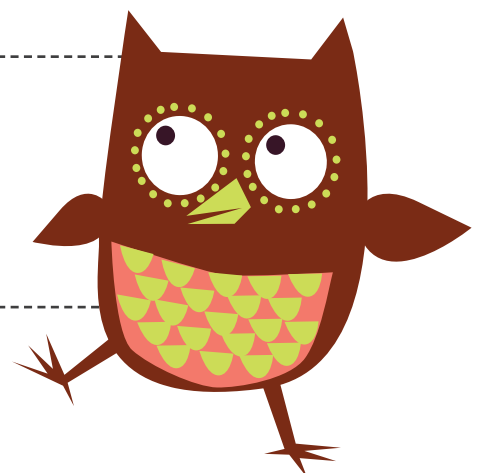
- mapping to the NSW, Victorian and Australian Curriculum: English curricula
- a series of videos for teachers, to support the teaching of grammar
- answers to the Student Book activities and 'Test yourself' sections
- Success Criteria Checklists to track student progress and identify areas of need.



The screenshot shows the 'Oxford Grammar' section of the Oxford Owl website. At the top, there's a navigation bar with 'OxfordOWL', a user greeting 'Hello Chloe', and a 'Log Out' button. The main header features the 'OG' logo and the title 'Oxford Grammar'. A 'Hide info' link is visible. Below the header, a paragraph describes the series: 'Oxford Grammar explores grammar features at the word, sentence and text level, using stimulus pages and authentic literary texts to engage students and provide context. Written by best-selling workbook author Andrew Woods, the series focuses on developing an understanding of the purpose of grammar concepts and helps students be more effective writers.' To the right of this text is an illustration of five colorful, cartoonish monsters. Below the text, a paragraph states: 'Educators are supported by two Teacher Handbooks (F-2 and 3-6). The F-2 Handbook includes a teaching program to deliver the requirements of the Foundation curriculum in an active, front-of-class way. Student Book answers and supporting resources for curriculum mapping, lesson planning and success criteria can be found below, along with a series of videos aimed at supporting teachers with grammar concepts.' The page features a grid of resource cards: 'Curriculum Charts' (with a checklist icon), 'Success criteria checklist' (with a star icon), 'Grammar guides for teachers' (with a video icon), and 'Student book answers' (with a book icon). At the bottom, there are two more cards: 'Oxford Wordlist' and 'Lesson planning'. On the right side of the page, there is a vertical sidebar with five icons representing different resource categories.

Oxford Owl is the home for Oxford Primary professional resources and is free for teachers.

Visit www.oxfordowl.com.au/welcome to sign up today!



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TOPIC 1: NOUNS

UNIT 1.1

Nouns

The Gobbles



Tick likes toys.



Tock likes sport.



Tim likes music.



Tam likes pets.

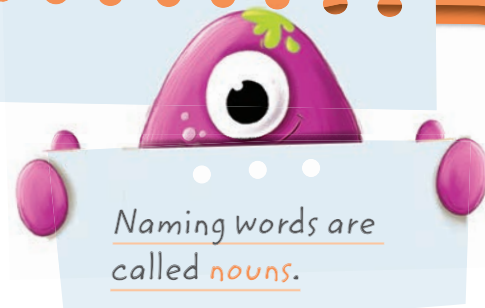


Bip likes food.



Bop likes Bip.

Toys, sport, music, pets and food are **names** of things.



Look at the pictures and write:

1 three **nouns** that are toys that Tick likes.

2 three **nouns** that are sports that Tock likes.

3 three **nouns** that are musical instruments that Tim likes.

4 three **nouns** that are pets that Tam likes.

5 three **nouns** that are foods that Bip likes.

6 Who does Bop like?

NOW TRY THIS!

Write the **names** of three foods that you like to eat.



The Gobbles go bush

The Gobbles are on a camping trip in the bush.



Nouns that name people, animals and things are called **common nouns**.
Woman, beach, fish and axe are all common nouns.



Remember: **Nouns** are
naming words.

- 1 Find the 11 Gobbles in the picture. Use **common nouns** to complete these sentences about the Gobbles.

- a I am being chased by a _____.
- b I'm crawling into a _____.
- c I'm in a _____ on the _____.
- d I'm inside the _____ reading a _____.
- e Can you see me behind the _____?

- 2 Use words from the box to complete the sentences below.

plants places animals things

- a **Tent, lamp, pot** and **fire** name _____.
- b **Wombat, bird, snake** and **emu** name _____.
- c **Tree, flower, fern** and **bush** name _____.
- d **Home, school, town** and **forest** name _____.

NOW TRY THIS!

Find five **common nouns** in the picture that haven't already been named.



The Gobbles' goblets

Here are the Gobbles' goblets. The goblets contain magic potions.



Some **nouns** name people, places, animals and things that we can see and touch.

Some **nouns** name **ideas** or **feelings**. We cannot see or touch these things.



Abstract nouns are
names for ideas or
feelings.

Can you say which goblet each of these Gobbles drank a magic potion from?



1 Tim likes to tell jokes. _____



2 Bip always tells the truth. _____



3 Tick can lift a heavy weight. _____



4 Tam wants to fight dragons. _____



5 Tock is rich beyond belief. _____



6 Bop is afraid of the dark. _____

NOW TRY THIS!

These goblets contain GOOD potions and BAD potions.

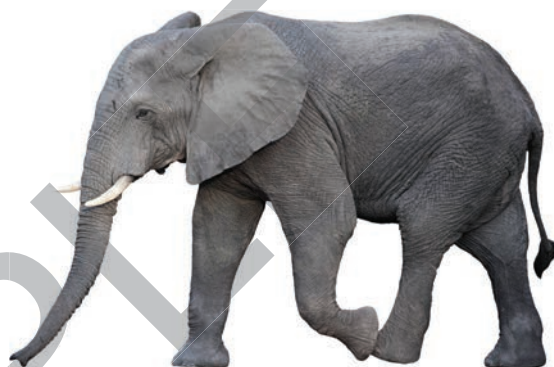
Tick the goblets with GOOD potions. Cross out the goblets with BAD potions.



Masked rhymes

Read these rhymes with your teacher.
(They may seem strange to read until you finish the activities on page 17.)

An elephant living in Kent
Had a nose that was terribly bent.
The elephant followed his nose
One day I suppose
And no one knows which way the elephant went.



The grand old Duke of York,
The grand old Duke of York had ten thousand men;
The grand old Duke of York marched
the ten thousand men up to the top of the hill,
And the grand old Duke of York marched
the ten thousand men down again!
And when the ten thousand men were up
the ten thousand men were up,
And when the ten thousand men were down
the ten thousand men were down;
And when the ten thousand men were only
halfway up,
The ten thousand men were neither up nor down.

Sometimes it is better to use a **pronoun** than to repeat a name (**noun**).

- 1 Read the rhymes on page 16. Use different colours to colour the words that name people, places, animals and things.
- 2 Use **pronouns** from the boxes to make the rhymes easier to read.

He he

a An elephant living in Kent

Had a nose that was terribly bent,

_____ followed his nose

One day I suppose

And no one knows which way _____ went.

they He they They them they
He they them they he

b The grand old Duke of York,

_____ had ten thousand men;

_____ marched _____ up to the top of the hill,

And _____ marched _____ down again!

And when _____ were up _____ were up,

And when _____ were down _____ were down;

And when _____ were only halfway up,

_____ were neither up nor down.



TOPIC 1: TEST YOURSELF!

Nouns and pronouns

- 1 Shade the bubble next to the **common noun**.

☐ running ☐ Victoria ☐ bird ☐ yellow

- 2 Shade the bubble below the **common noun** in this sentence.

Nick kicked the football.

☐ ☐ ☐ ☐

- 3 Shade the bubble next to the **proper noun**.

☐ April ☐ may ☐ catch ☐ book

- 4 Shade the bubble below the **proper noun** in this sentence.

We went for a drive on Sunday.

☐ ☐ ☐ ☐

- 5 Shade the bubble next to the **pronoun** that completes this sentence.

Mum said I couldn't go out to play until _____ cleaned my room.

☐ it ☐ her ☐ me ☐ I

- 6 Shade the bubble next to the **pronoun** that completes this sentence.

Evie and I were hot so _____ went for a swim in the river.

☐ it ☐ us ☐ we ☐ me

- 7 On a piece of paper, write the **proper nouns** for the days of the week.
- 8 Here are some characters from a story. Make up **proper nouns** for each character. Write their names under their pictures.











- 9 Shade the bubble next to the **plural noun**.

☐ flower

☐ flowers

☐ flour

☐ flow

HOW AM I DOING?

Colour the boxes if you understand.

Common nouns name ordinary things. ☐

The names of people and places are called proper nouns. ☐

Pronouns can take the place of common or proper nouns. ☐

Plural nouns show more than one. ☐



TIME TO REFLECT

Tick each box when you can do the things listed.

- ☐ **common nouns** I can use common nouns when I write sentences.
- ☐ **proper nouns** When I write the proper nouns for people, places and things, I write them beginning with a capital letter.
- ☐ **pronouns** I understand that words such as *I, he, she, we* and *they* can take the place of nouns.
- ☐ **adjectives** I can use describing words when I write sentences.
- ☐ **articles** I understand that *a, an* and *the* are often used in front of common nouns.
- ☐ **noun groups** I know that articles and adjectives can be used with nouns to make noun groups.
- ☐ **verbs and verb groups** My sentences always contain a word or words telling what is being done or what is happening.
- ☐ **when, where and how words (adverbs and phrases)** I can use *when, where* and *how* words to add details to my sentences.
- ☐ **antonyms** I can write opposites.
- ☐ **synonyms** I can write words that mean the same or nearly the same.
- ☐ **rhyming words** I can identify and use some rhyming words in my writing.
- ☐ **sentences** I can write simple sentences and longer sentences.
- ☐ **joining words (conjunctions)** I can use *and, but, so* and *or* to join two main ideas to make a longer sentence.
- ☐ **capital letters and full stops** I use a capital letter to begin a sentence and a full stop (.) to end a sentence.
- ☐ **question marks** I use a question mark (?) at the end of a question.
- ☐ **exclamation marks** I use an exclamation mark (!) to show that someone is using a raised voice.
- ☐ **commas** I use commas to separate items in a list.



GLOSSARY

adjective	A word that describes or tells us more about other words. <i>funny, messy, blue, one, round, big</i>
adverb	A word that tells when, where or how. <i>yesterday (when), here (where), quickly (how)</i>
antonym	An opposite. <i>full/empty, sitting/standing, front/back</i>
apostrophe of contraction	A mark similar to a comma that shows that a word has been shortened and has one or more letters missing. <i>can't, isn't, we'll, I'm, shouldn't</i>
article	The words <i>the, a</i> and <i>an</i> .
capital letter	An upper-case letter. <i>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</i>
comma	A punctuation mark (,) that shows a short break or pause in a sentence, separate words in a list or separate parts of a sentence.
conjunction	Also called a joining word. A conjunction is used to join other words or parts of a sentence.
exclamation	A sentence that expresses a raised voice or strong feeling. <i>Look out! Don't look yet!</i>
exclamation mark	The mark (!) that shows where an exclamation ends.
full stop	The mark (.) that shows us where a statement ends. <i>Last week Tick wrote to Tock.</i>
noun	A word that names people, places, animals, things or ideas. Nouns can be: abstract nouns (things that cannot be seen or touched): <i>happiness, idea</i> common nouns (names of ordinary things): <i>hat, toys, pet, mouse, clock, bird</i> proper nouns (special names): <i>Zoe, Jack, Monday, January, Easter, Australia</i> technical nouns (sometimes called scientific nouns): <i>oxygen</i>

noun group	A group of words, often including an article, an adjective and a noun, built around a main noun. <i>the big, black car</i>
phrase	A group of words that tells us how, when or where. <i>in the car, after lunch, with a spoon, under the bridge</i>
preposition	A word that usually begins a phrase. <i>on, in, over, under, before, after, between</i>
pronoun	A word that can take the place of a noun to represent a person, place or thing. <i>he, she, I, it, they, we, us, me, them, mine</i>
question	A sentence that asks something. <i>Is Tock hiding under the bed?</i>
sentence	A group of words, containing at least one verb, that makes sense. A simple sentence has one main idea and one verb or verb group: <i>The birds were sitting on the fence.</i> A compound sentence uses <i>and, but, or, so</i> to join two main ideas. A compound sentence has two verbs or verb groups. <i>Some birds were sitting on the fence and a cat was lurking below.</i>
statement	A sentence that states facts or gives opinions. <i>The horse ran around the paddock.</i> <i>I like ice cream.</i>
synonym	A word that means the same or nearly the same as another word. <i>shouts/yells, thin/skinny</i>
verb	A word that tells us what is happening or what is being done in a sentence. Verbs can be: doing verbs: <i>throw, sit</i> relating verbs: <i>am, is, are, was, were, has, have, had</i> saying verbs: <i>said, whispered</i> thinking and feeling verbs: <i>know, like</i>

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