



# YOUR 7-9 ENGLISH DIFF MAKE A D

Managing mixed-ability classrooms can be challenging. You want all your students to succeed. We can help you make a difference.

Oxford MyEnglish Queensland is an integrated print and digital solution for students of English. Specifically developed to cater to mixed-ability classrooms, Oxford MyEnglish offers an engaging and accessible approach to English grammar and skills.

### It enables you to:

- access all Oxford MyEnglish content and resources across Years 7-9 in one place
- utilise the additional content, which provides support down to Year 5 and up to Year 10
- select content and resources appropriate for each student in your class
- assign work and assessment, and monitor student and class progress.

Appropriately levelled content enables students to progress with ease.

**UNIT 11A: PUNCTUATING SENTENCES** IN FOCUS

Punctuation marks give structure and meaning to your writing and allow readers to understand it. You are probably familiar with the following punctuation marks.

**A full stop (.)** is used at the end of a sentence.

I'm going to the shopping centre after school.

**A comma (,)** indicates a pause or a break in a sentence. It is also used when a new idea is introduced in a sentence.

My sister, who has just bought a car, is going to pick me up later.

A comma can introduce speech and show direct speech in a sentence.

'I'll see you at eight o'clock tonight,' said Ellen.

Commas are also used to separate items in a list.

We will need to stop at the supermarket, the library and the petrol station.

Without commas, sentences are unclear and confusing. Imagine these sentences without commas!

Let's eat, Grandma! I love cooking, my family and pets.

**A question mark (?)** is used to end a sentence when a question is being asked.

Would you like to see a movie?

**An exclamation mark (!)** is used at the end of a sentence to add emphasis and express a strong emotion.

Sounds great! I'd love to!

**YOUR TURN 11.1**

Punctuate each sentence with either a full stop, a question mark or an exclamation mark.

- 1 Can you tell me where the nearest police station is \_\_\_\_\_
- 2 There will always be next year \_\_\_\_\_
- 3 You've won a brand new car \_\_\_\_\_
- 4 The majority of the children were bored \_\_\_\_\_

44 PART B: PUNCTUATION

UNIT 11A: PUNCTUATING SENTENCES 45

**IN FOCUS**

- 1 Is there a chance of rain \_\_\_\_\_
- 2 My cousin Jasper lives down that road \_\_\_\_\_
- 3 That's disgusting \_\_\_\_\_
- 4 How long have you been collecting footy cards \_\_\_\_\_

**YOUR TURN 11.2**

These sentences are confusing! Insert commas so that each sentence makes sense.

- 1 In the afternoon after the rain stopped we went outside.
- 2 We will need some pasta tomatoes minced beef garlic and an onion to make spaghetti bolognese.
- 3 While most of the students were pretty happy to watch the film Murray would have preferred to work on his assignment.
- 4 Samira asked 'When will you get home?'
- 5 The Lion the Witch and the Wardrobe is a really enjoyable book.

**YOUR TURN 11.3**

Punctuate this passage by adding punctuation marks as needed. Make sure you use a capital letter to begin each sentence.

my suitcase was packed and I was ready for the trip 'do you have everything you need' asked my mother 'yes I have' I shorts shorts a towel swimwear and goggles 'I gazed she looked quizzically at me are you planning to sleep at all do you think you might need some pyjamas' 'that I exclaimed' sleep is for the weak!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Workbook content is delivered in 20 highly structured units.

Exploration of grammar in the context of topical text extracts.

**UNIT 11B: PUNCTUATING SENTENCES** IN CONTEXT

**The Hobbit**  
J.R.R. Tolkien

Suddenly he heard a screech. It sent a shiver down his back. Gollum was cursing and wallowing away in the gloom, not very far off by the sound of it. He was on his island, scabbling here and there, searching and waiting in vain.

'Where is it? Where is it?' Bilbo heard him crying. 'Lost it is, my precious, lost, lost! Curse and crush us, my precious is lost!'

'What's the matter?' Bilbo called. 'What have you lost?'

'It mustn't ask us,' shrieked Gollum. 'Not to business, no, gollum! It's best, gollum, gollum, gollum.'

'Well so am I,' cried Bilbo, 'and I want to get untout. And I won the game, and you promised. So come along! Come and let me out, and then go on with your looking!'

Utterly miserable as Gollum sounded, Bilbo could not find much pity in his heart, and he had a feeling that anything Gollum wanted so much could hardly be something good.

(Oxford Books, 1974, pp. 75-6)

**YOUR TURN 11.4**

**Comprehension**

- 1 What has Gollum lost? \_\_\_\_\_
- 2 Describe Gollum's emotional response to this loss. How is he feeling? \_\_\_\_\_
- 3 What does Bilbo want from Gollum? \_\_\_\_\_
- 4 What is Bilbo's opinion of the object that Gollum has lost? \_\_\_\_\_

46 PART B: PUNCTUATION

**IN CONTEXT**

**Context**

- 1 Identify all of the punctuation marks in the extract.
- 2 What is the main thing you notice about the punctuation in the conversation between Gollum and Bilbo? Which punctuation marks are used the most frequently in their dialogue? \_\_\_\_\_
- 3 What is the effect of the exclamation marks used in the extract? \_\_\_\_\_
- 4 Write a paragraph about a time you have lost a possession that was precious to you. Be careful to use punctuation correctly. \_\_\_\_\_

UNIT 11B: PUNCTUATING SENTENCES 47

**UPSKILL**  
WRITING  
WRITING  
WRITING  
WRITING

Once students have finished the workbook unit, the Upskill module provides extra support and consolidation as necessary.

# DIFFERENTIATION SOLUTION

# REFERENCE

**Oxford MyEnglish gives teachers and students access to an unprecedented amount of digital content, all in one place.**

Interactive digital Upskill modules help students build confidence in understanding key skills.

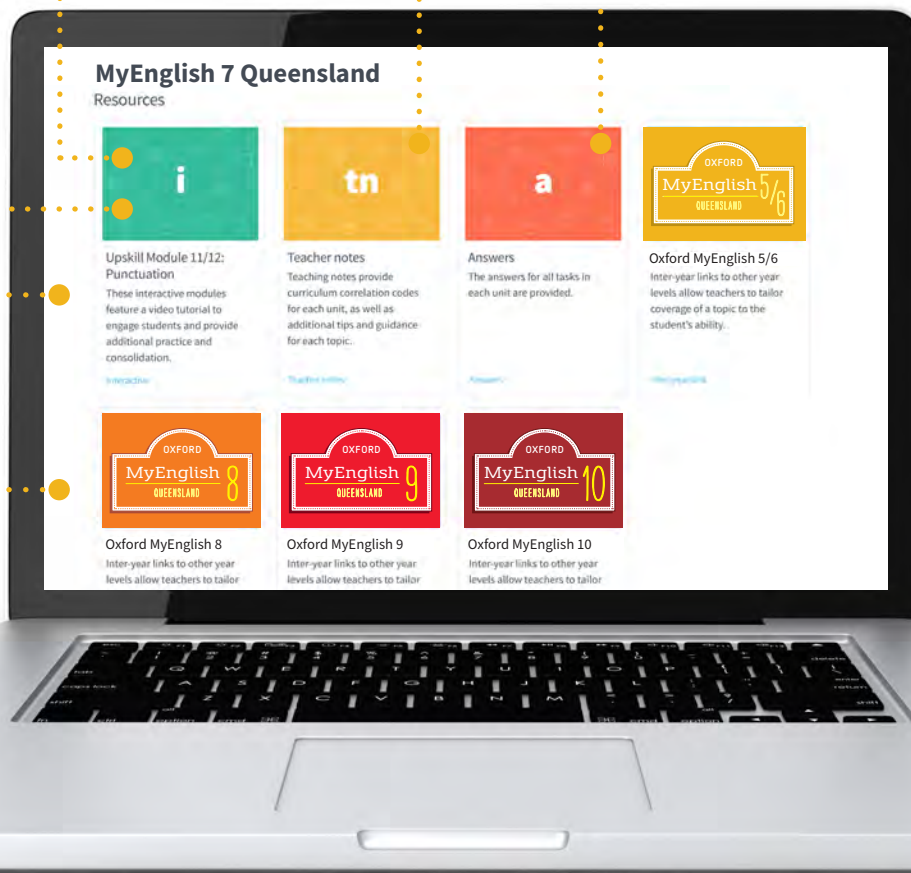
Australian Curriculum codes, teaching notes and tips are provided for each unit.

Answers are provided for each unit.

Upskill modules include video tutorials to engage students.

Comprehensive grammar and skills coverage in an accessible workbook format, as well as in a digital obook.

Access all material for Years 5–10 in the same place, with ease.



# YOUR 7-9 ENGLISH DIFF MAKE A D

## STUDENT BOOK

- Comprehensive grammar and skills coverage in an accessible workbook format
- Exploration of grammar in the context of topical text extracts
- Differentiated student support linked to every unit
- Simple, accessible and easy to navigate
- Interactive digital Upskill modules accompany the units and include video tutorials to engage students



## TEACHER

- Select content and resources appropriate for individual student needs
- Create individual learning plans
- Assign work
- Track progress
- Assess and report against the Curriculum
- Any device, anytime, anywhere



## MyEnglish 7 Queensland

BOOK

RESOURCES

TEACHER RESOURCES

**ASSESSMENTS**

ASSIGNED WORK

SEARCH...

NOTES

BOOKMARKS

### Assessments

Part B: Organising words and ideas

Unit 11: Punctuating sentences

Support [View assessment](#)

Completed by 15 students • Avg score: 80% • [Student results](#)

ASSIGN

Name	Group	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Attempts	Latest score
Noah Beeson	n/a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	1	100%
Rachel Clark	n/a	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	1	90%
Anthony Donaldson	n/a	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓	1	80%
Katie Eagan	n/a	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	1	80%
Eleanor Gault	n/a	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	1	80%
Javier Herrera	n/a	✓	✗	✓	✓	✓	✓	✓	✓	✗	✓	1	80%
Gemma Ingham	n/a	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	1	80%
Yue Jun	n/a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	1	100%

CLASS

7A

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Part B: Organising words ...






Track student progress using [\\_assess](#)

# DIFFERENTIATION SOLUTION

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