



OXFORD

Contents*

- 480 pages of student text content
- 1000 pages of teaching support (teacher notes, scope and sequence, course planning advice, tests)
- NAPLAN-style tests and answers
- ‘Enriching Literature’ text guides
- Flashcard glossaries
- 30 digital Upskill modules (feat. 30 video tutorials and 30 interactive activities)
- Student book questions and answers
- 1000 autocorrecting multiple choice questions covering content from every unit in the book

COURSE PLANNER			AUSTRALIAN CURRICULUM: ENGLISH YEARS 7-10				OXFORD
Focus of thread within the sub strand			Year 7	Year 8	Year 9	Year 10	
Sub Strands	English Strand: Language						
	Language variation and change	Language variation and change – How English varies according to context and purpose including cultural and historical contexts	Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating	Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return	Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve	
	Language for interaction	Language for social interactions – How language used for different formal and informal social interactions is influenced by purpose and audience	Understand how accents, styles of speech and idioms express and create personal and social identities	Understand how conventions of speech adopted by communities influence the identities of people in those communities	Understand that roles and relationships are developed and challenged through language and interpersonal skills	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people	
		Evaluative language – How language is used to express opinions, and make evaluative judgments about people, places, things and texts	Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody	Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor	Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication	
	Text structure and organisation	Purpose, audience and structures of different types of texts – How texts serve different purposes and how the structures of types of texts vary according to the text purpose	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication	Understand that authors innovate with text structures and language for specific purposes and effects	Compare the purposes, text structures and language features of traditional and contemporary texts in different media	
		Text cohesion – How texts work as cohesive wholes through language features which link the parts of the text together, such as paragraphs, connectives, nouns and associated pronouns	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims. Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives	Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas	Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects	
		Punctuation – How punctuation works to perform different functions in a text	Understand the use of punctuation to support meaning in complex sentences with phrases and embedded clauses	Understand the use of punctuation conventions including colons, semicolons, dashes and brackets in formal and informal texts	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes	Understand conventions for citing others, and how to reference these in different ways	
	Expressing and developing ideas	Sentences and clause level grammar – What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)	Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of sentence structures and increase the density of information	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause	Explain how authors creatively use the structures of sentences and clauses for particular effects	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts	
		Word level grammar – The different classes of words used in English (nouns, verbs etc) and the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns	Understand the effect of nominalisation in the writing of informative and persuasive texts	Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text	Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction	
		Visual language – How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning	Evaluate the impact on audiences of different choices in the representation of still and moving images	
		Vocabulary – The meanings of words including everyday and specialist meanings and how words take their meanings from the context of the text	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts	Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences	
		Spelling – Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations	Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots	
	English Strand: Literature						
	Literature and context	How texts reflect the context of culture and situation in which they are created	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts	
	Responding to literature	Personal responses to the ideas, characters and viewpoints in texts – An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to students' own experiences	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text	Reflect on, extend, endorse or refute others' interpretations of and responses to literature	
		Expressing preferences and evaluating texts – Expressing a personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in text	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response Evaluate the social, moral and ethical positions represented in texts	
		Features of literary texts – The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understandings and appreciation of aesthetic qualities	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style	Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text	
	Examining literature	Language devices in literary texts including figurative language – The language devices that authors use and how these create certain meanings and effects in literary texts, especially devices in poetry	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels	Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays	Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels and plays on similar themes Analyse text structures and language features of literary texts, and make relevant comparisons with other texts	Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts	
	Creating literature	Creating literary texts – Creating students' own literary texts based on the ideas, features and structures of texts experienced	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects	Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation	Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts	
		Experimentation and adaptation – Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts	Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour	Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts	Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and comedy, pun and hyperlink	Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features and for a specific purpose and intended audience Create imaginative texts that make relevant thematic and intertextual connections with other texts	
	English Strand: Literacy						
	Texts in context	Texts and the contexts in which they are used – How texts relate to their contexts and reflect the society and culture in which they were created	Analyse and explain the effect of technological innovations on texts, particularly media texts	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices	
	Interacting with others	Listening and speaking interactions – The purposes and contexts through which students engage in listening and speaking interactions	Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition	Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives	Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways	Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage	
		Listening and speaking interactions – The skills students use when engaging in listening and speaking interactions	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects	Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences	
		Oral presentations – The formal oral presentations that students engage in including presenting recounts and information, and presenting and arguing a point of view	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements to influence a course of action	
	Interpreting, analysing, evaluating	Purpose and audience – Recognising and analysing differences between different types of texts	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text	Interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes in texts	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences	
		Reading processes – Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts including predicting, monitoring, cross-checking, self-correcting, skimming and scanning	Use prior knowledge and text processing strategies to interpret a range of types of texts	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts	
		Comprehension strategies – Strategies of constructing meaning from texts, including literal and inferential meaning	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence	
		Analysing and evaluating texts – Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers	Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences	Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener	Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts		
	Creating texts	Creating texts – Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features	Plan, draft and publish imaginative, informative and persuasive texts selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas	Create imaginative, informative and persuasive texts that raise issues, report events, and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes, and that reflect upon challenging and complex issues	
		Editing – Editing texts for meaning, structure and grammatical features	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts	Review and edit students' own and others' texts to improve clarity and control over content, organisation, paraphrasing, sentence structure, vocabulary and audio/visual features.	Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features, to achieve particular purposes and effects	
		Handwriting – Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods	This sequence ends at this year level			
		Use of software – Using a range of software applications to construct and edit print and multimodal texts	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts	Use a range of software, including word processing programs to create, edit and publish texts	Use a range of software, including word processing programs, flexibly and imaginatively to publish texts	Use a range of software, including word processing programs, confidently, flexibly and imaginatively to publish texts, considering the identified purpose and the characteristics of the user	




Teacher notes

Part A: Using words

Pages 142

Unit 1: Types of nouns & Unit 2: Pronouns

Unit focus	Nouns, with a particular focus on the different types of nouns and pronouns.
Unit objective	The aim of these units is to consolidate student knowledge of the differences between the major types of noun. The units are designed to highlight that nouns can be more than one of common, concrete and abstract. Unit 2 is designed to help students understand the process and use of nominalisation.
Text extract included	‘Otzi the iceman’, from <i>Oxford big ideas geography/history 7</i> , by Maggy Saldais. (Non-fiction) ‘Who is Ahn Do?’ (Non-fiction)
Relevant Australian Curriculum English details	
Strand	Language
Sub-strand	Text structure and organization
Content description	<ul style="list-style-type: none"> Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors
AC code	(ACELA1531) 
Achievement Standard Year 7	
Productive modes (speaking, writing and creating)	<ul style="list-style-type: none"> Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.



Interactive Upskill Module

The Upskill 1/2 Nouns module is recommended for all students. In the opening video tutorial, our author works through each unit, explaining and annotating key concepts and examples. Students watch and revise at their own pace. The video may be used as preparation for classwork, or alternatively as homework following the school-based lesson. The remainder of the Upskill module revises content and consolidates learning from the units. Each interactive includes a variety of activities, including visual tasks, proofreading and editing exercises, and concluding with three extension activities that students complete outside of the interactive module if they wish.

Support/Extend

You may utilise the inter-year links for students who may be struggling or those who would benefit from extending their knowledge and understanding of nouns. Access the inter-year links via the tiles on your dashboard, and then assign the work to the relevant student. Your options are:

Oxford MyEnglish 5/6

- Unit 1: Noun basics
- Unit 2: Pronouns

Oxford MyEnglish 8

- Unit 1: Concrete, abstract and collective nouns
- Unit 2: Nouns and nominalisation

Oxford MyEnglish 9


- Unit 1: Nouns and noun phrases
- Unit 2: Nouns and nominalisation

Oxford MyEnglish 10

- Unit 1: Using nouns effectively
- Unit 2: Abstraction and nominalisation



Unit 3: Types of verbs & Unit 4: Tenses

Unit focus	Verbs, with a particular focus on the different types of action that can be described by verbs, simple tenses and an introduction to the idea of regular and irregular verbs.
Unit objective	The aim of these units is to help students understand that verbs describe different types of actions, that they show action in time, and that they change differently when moving from present to past tense. By the end of the units, students will also have a stronger understanding of how choosing an appropriate verb can improve their writing.
Text extract included	<i>Holes</i> , by Louis Sachar. (Fiction)
Relevant Australian Curriculum English details	
Strand	Literacy
Sub-strand	Creating Texts
Content description	<ul style="list-style-type: none"> Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact
AC code	(ACELY1726) 
Achievement Standard Year 7	
Productive modes (speaking, writing and creating)	<ul style="list-style-type: none"> Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

Interactive Upskill Module

The Upskill 3/4 Verbs module is recommended for all students. In the opening video tutorial, our author works through each unit, explaining and annotating key concepts and examples. Students watch and revise at their own pace. The video may be used as preparation for classwork, or alternatively as homework following the school-based lesson. The remainder of the Upskill module revises content and consolidates learning from the units. Each interactive includes a variety of activities, including visual tasks, proofreading and editing exercises, and concluding with three extension activities that students complete outside of the interactive module if they wish.



Support/Extend

You may utilise the inter-year links for students who may be struggling or those who would benefit from extending their knowledge and understanding of verbs and tenses. Access the inter-year links via the tiles on your dashboard, and then assign the work to the relevant student. Your options are:

Oxford MyEnglish 5/6

- Unit 3: Types of verbs
- Unit 4: Tenses

Oxford MyEnglish 9

- Unit 3: Verbs and tenses
- Unit 4: Active and passive voice

Oxford MyEnglish 8

- Unit 3: Types of verbs
- Unit 4: Tenses

Oxford MyEnglish 10

- Unit 3: Modal verbs
- Unit 4: Tenses



Unit 5: Adverbs of manner & Unit 6: Adverbs of time and place

Unit focus	Adverbs, with a particular focus on adverbs of manner, and adverbs of time and place.
Unit objective	The aim of these units is to reinforce students' understandings of how adverbs can colour and improve their description. By the end of the units students should be able to: identify the difference between adverbs of manner, and adverbs of time and place; correctly place an adverb in a sentence; and understand the difference between an adverb of place and a preposition.
Text extract included	<i>Boy Overboard</i> , by Morris Gleitzman. (Fiction)
Relevant Australian Curriculum English details	
Strand	Language
Sub-strand	Expressing and developing ideas
Content description	<ul style="list-style-type: none"> Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness
AC code	(ACELA1561)
Achievement Standard Year 7	
Productive modes (speaking, writing and creating)	<ul style="list-style-type: none"> Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

Interactive Upskill Module

The Upskill 5/6 Adverbs module is recommended for all students. In the opening video tutorial, our author works through each unit, explaining and annotating key concepts and examples. Students watch and revise at their own pace. The video may be used as preparation for classwork, or alternatively as homework following the school-based lesson. The remainder of the Upskill module revises content and consolidates learning from the units. Each interactive includes a variety of activities, including visual tasks, proofreading and editing exercises, and concluding with three extension activities that students complete outside of the interactive module if they wish.



Support/Extend

You may utilise the inter-year links for students who may be struggling or those who would benefit from extending their knowledge and understanding of nouns. Access the inter-year links via the tiles on your dashboard, and then assign the work to the relevant student. Your options are:

Oxford MyEnglish 5/6

- Unit 5: Adverbs
- Unit 6: Adverbs of manner

Oxford MyEnglish 9

- Unit 5: Adverbs of manner
- Unit 6: Adverbs of time and place

Oxford MyEnglish 8

- Unit 5: Adverbs and degrees of comparison
- Unit 6: Adverbs of time and place

Oxford MyEnglish 10

- Unit 5: Adverbs of time, place and manner
- Unit 6: Modal adverbs



Unit 7: How adjectives work & Unit 8: Adjectives and degrees of comparison

Unit focus	Adjectives, with particular focus on the basics of adjectives and how they are created using suffixes as well as the different forms of adjectives.
Unit objective	The aim of these units is to help students understand how adjectives can be used to describe nouns, and how they can be used to compare two or more things. By the end of the unit students will have reinforced their understanding of how adjectives can be used, and how comparative and superlative adjectives are created by adding different suffixes.
Text extract included	'Jacqueline Freney sets sights on Rio gold'. (Newspaper article)
Relevant Australian Curriculum English details	
Strand	Literacy
Sub-strand	Creating texts
Content description	<ul style="list-style-type: none"> Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas.
AC code	(ACELY1725)
Achievement Standard Year 7	
Productive modes (speaking, writing and creating)	<ul style="list-style-type: none"> Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

Interactive Upskill Module

The Upskill 7/8 Adjectives module is recommended for all students. In the opening video tutorial, our author works through each unit, explaining and annotating key concepts and examples. Students watch and revise at their own pace. The video may be used as preparation for classwork, or alternatively as homework following the school-based lesson. The remainder of the Upskill module revises content and consolidates learning from the units. Each interactive includes a variety of activities, including visual tasks, proofreading and editing exercises, and concluding with three extension activities that students complete outside of the interactive module if they wish.



Support/Extend

You may utilise the inter-year links for students who may be struggling or those who would benefit from extending their knowledge and understanding of adjectives. Access the inter-year links via the tiles on your dashboard, and then assign the work to the relevant student. Your options are:

Oxford MyEnglish 5/6

- Unit 7: How adjectives work
- Unit 8: Using adjectives to describe

Oxford MyEnglish 9

- Unit 7: How adjectives work
- Unit 8: Types of adjectives

Oxford MyEnglish 8

- Unit 7: How adjectives work
- Unit 8: Adjectives and degrees of comparison

Oxford MyEnglish 10

- Unit 7: How adjectives work
- Unit 8: Modal adjectives



Unit 9: What prepositions do & Unit 10: How conjunctions work

Unit focus	Prepositions and conjunctions, with a particular focus on the different ways they can be used in a sentence.
Unit objective	The aim of these units is to strengthen students' understanding of basic prepositions and conjunctions. By the end of the units, students should be able to identify and use prepositions of time and space, and will understand that conjunctions can join words and phrases, and also give information about events.
Text extract included	<i>Chinese Cinderella</i> , by Adeline Yen Mah. (Fiction)
Relevant Australian Curriculum English details	
Strand	Language
Sub-strand	Expressing and developing ideas
Content description	<ul style="list-style-type: none"> Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information
AC code	(ACELA1534)
Achievement Standard Year 7	
Productive modes (speaking, writing and creating)	<ul style="list-style-type: none"> Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

Interactive Upskill Module

The Upskill 9/10 Prepositions and Conjunctions module is recommended for all students. In the opening video tutorial, our author works through each unit, explaining and annotating key concepts and examples. Students watch and revise at their own pace. The video may be used as preparation for classwork, or alternatively as homework following the school-based lesson. The remainder of the Upskill module revises content and consolidates learning from the units. Each interactive includes a variety of activities, including visual tasks, proofreading and editing exercises, and concluding with three extension activities that students complete outside of the interactive module if they wish.



Support/Extend

You may utilise the inter-year links for students who may be struggling or those who would benefit from extending their knowledge and understanding of prepositions and conjunctions. Access the inter-year links via the tiles on your dashboard, and then assign the work to the relevant student. Your options are:

Oxford MyEnglish 5/6

- Unit 9: What prepositions do
- Unit 10: How conjunctions work

Oxford MyEnglish 9

- Unit 9: What prepositions do
- Unit 10: How conjunctions work

Oxford MyEnglish 8

- Unit 9: What prepositions do
- Unit 10: How conjunctions work

Oxford MyEnglish 10

- Unit 9: What prepositions do
- Unit 10: How conjunctions work



Teacher notes

Part A: Using words

Pages 1–42

Unit 1: Concrete, abstract and collective nouns & Unit 2: Nouns and nominalisation

Unit focus	Nouns, with a particular focus on collective nouns, modal nouns, and noun groups, as well as abstract nouns and the process of nominalisation.
Unit objective	The aim of these units is to introduce more complex ideas about nouns, including how they can signify modality, and how they are often used in groups. The second unit aims to strengthen students' knowledge of abstract nouns and the process of turning other words into abstract nouns, including how abstract nouns can be used to convey complex ideas.
Text extract included	<i>They Came on Viking Ships</i> , by Jackie French. (Fiction)
Relevant Australian Curriculum English details	
Strand	Language
Sub-strand	Expressing and developing ideas
Content description	<ul style="list-style-type: none"> Understand the effect of nominalisation in the writing of informative and persuasive texts
AC code	(ACELA1546)
Achievement Standard Year 7	
Productive modes (speaking, writing and creating)	<ul style="list-style-type: none"> Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.



Interactive Upskill Module

The Upskill 1/2 Nouns module is recommended for all students. In the opening video tutorial, our author works through each unit, explaining and annotating key concepts and examples. Students watch and revise at their own pace. The video may be used as preparation for classwork, or alternatively as homework following the school-based lesson. The remainder of the Upskill module revises content and consolidates learning from the units. Each interactive includes a variety of activities, including visual tasks, proofreading and editing exercises, and concluding with three extension activities that students complete outside of the interactive module if they wish.

Support/Extend

You may utilise the inter-year links for students who may be struggling or those who would benefit from extending their knowledge and understanding of nouns. Access the inter-year links via the tiles on your dashboard, and then assign the work to the relevant student. Your options are:

Oxford MyEnglish 5/6

- Unit 1: Noun basics
- Unit 2: Pronouns

Oxford MyEnglish 7

- Unit 1: Types of nouns
- Unit 2: Pronouns

Oxford MyEnglish 9

- Unit 1: Nouns and noun phrases
- Unit 2: Nouns and nominalisation

Oxford MyEnglish 10

- Unit 1: Using nouns effectively
- Unit 2: Abstraction and nominalisation



Unit 3: Types of verbs & Unit 4: Tense

Unit focus	Verbs, with a particular focus on action, helping and linking verbs, and the difference between regular and irregular verbs
Unit objective	The aim of these units is to deepen students' understanding of how verbs work and how they change in tense. By the end of the unit, students should be able to identify and use helping, or auxiliary, verbs and to change both regular and irregular verbs into past tense in their simple form.
Text extract included	<i>Deadly Unna?</i> , by Phillip Gwynne. (Fiction)
Relevant Australian Curriculum English details	
Strand	Literacy
Sub-strand	Creating texts
Content description	<ul style="list-style-type: none"> Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts
AC code	(ACELA1546)
Achievement Standard Year 7	
Productive modes (speaking, writing and creating)	<ul style="list-style-type: none"> Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Interactive Upskill Module

The Upskill 3/4 Verbs module is recommended for all students. In the opening video tutorial, our author works through each unit, explaining and annotating key concepts and examples. Students watch and revise at their own pace. The video may be used as preparation for classwork, or alternatively as homework following the school-based lesson. The remainder of the Upskill module revises content and consolidates learning from the units. Each interactive includes a variety of activities, including visual tasks, proofreading and editing exercises, and concluding with three extension activities that students complete outside of the interactive module if they wish.



You may utilise the inter-year links for students who may be struggling or those who would benefit from extending their knowledge and understanding of verbs and tenses. Access the inter-year links via the tiles on your dashboard, and then assign the work to the relevant student. Your options are:

- Unit 3: Types of verbs
- Unit 4: Tenses

- Unit 3: Types of verbs
- Unit 4: Tenses

- Unit 3: Verbs and tenses
- Unit 4: Active and passive voice

- Unit 3: Modal verbs
- Unit 4: Tenses



Unit 5: Adverbs and degrees of comparison & Unit 6: Adverbs of time and place

Unit focus	Adverbs, with a particular focus on positive, comparative and superlative forms of adverbs of manner, and the placement of adverbs of time and place.
Unit objective	The aim of these units is to introduce some more complex ways in which adverbs of manner, and adverbs of time and place can work. The units aim to consolidate students' understanding of how adverbs can be used to compare one or more things in their comparative and superlative forms, and the placement of adverbs within a sentence.
Text extract included	'Dutch woman survives five days in Victorian bush' and 'Dutch woman's survival skills admirable'. (Newspaper articles)
Relevant Australian Curriculum English details	
Strand	Literacy
Sub-strand	Creating texts
Content description	<ul style="list-style-type: none"> Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts
AC code	(ACELY1810)
Achievement Standard Year 7	
Productive modes (speaking, writing and creating)	<ul style="list-style-type: none"> Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Interactive Upskill Module

The Upskill 5/6 Adverbs module is recommended for all students. In the opening video tutorial, our author works through each unit, explaining and annotating key concepts and examples. Students watch and revise at their own pace. The video may be used as preparation for classwork, or alternatively as homework following the school-based lesson. The remainder of the Upskill module revises content and consolidates learning from the units. Each interactive includes a variety of activities, including visual tasks, proofreading and editing exercises, and concluding with three extension activities that students complete outside of the interactive module if they wish.



Unit 7: How adjectives work & Unit 8: Adjectives and degrees of comparison

Unit focus	Adjectives, with a particular focus on what adjectives do, how they can be modified and the different forms.
Unit objective	The aim of these units is to further students' understanding of how adjectives work in a sentence; how they can be used to compare two or more things; and how they can be added to by other adjectives, or modified by adverbs. On completion of the units, students should be further able to use adjectives in a variety of ways to increase the specificity and interest of their writing. They will be able to consider how adjectives are used to convey particular meanings in other texts.
Text extract included	<i>The Boy in the Striped Pyjamas</i> , by John Boyne. (Fiction)
Relevant Australian Curriculum English details	
Strand	Language
Sub-strand	Expressing and developing ideas
Content description	<ul style="list-style-type: none"> Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts
AC code	(ACELA1547)
Achievement Standard Year 7	
Productive modes (speaking, writing and creating)	<ul style="list-style-type: none"> By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.

Interactive Upskill Module

The Upskill 7/8 Adjectives module is recommended for all students. In the opening video tutorial, our author works through each unit, explaining and annotating key concepts and examples. Students watch and revise at their own pace. The video may be used as preparation for classwork, or alternatively as homework following the school-based lesson. The remainder of the Upskill module revises content and consolidates learning from the units. Each interactive includes a variety of activities, including visual tasks, proofreading and editing exercises, and concluding with three extension activities that students complete outside of the interactive module if they wish.



Unit 9: What prepositions do & Unit 10: How conjunctions work

Unit focus	Prepositions and conjunctions, with a particular focus on prepositions in space and time, and coordinating, subordinating, and correlative conjunctions.
Unit objective	The aim of these units is to strengthen students' understanding of the ways in which prepositions of space and time are used in sentences, and how certain prepositions are preceded by particular verbs, nouns and adjectives. Students will also consolidate their understanding of the difference between coordinating, subordinating, and correlative conjunctions by the end of the units.
Text extract included	<i>One true thing</i> , by Nicole Hayes (Fiction)
Relevant Australian Curriculum English details	
Strand	Language
Sub-strand	Text structure and organisation
Content description	<ul style="list-style-type: none"> Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims
AC code	(ACELA1766)
Achievement Standard Year 7	
Productive modes (speaking, writing and creating)	<ul style="list-style-type: none"> Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Interactive Upskill Module

The Upskill 9/10 Prepositions and Conjunctions module is recommended for all students. In the opening video tutorial, our author works through each unit, explaining and annotating key concepts and examples. Students watch and revise at their own pace. The video may be used as preparation for classwork, or alternatively as homework following the school-based lesson. The remainder of the Upskill module revises content and consolidates learning from the units. Each interactive includes a variety of activities, including visual tasks, proofreading and editing exercises, and concluding with three extension activities that students complete outside of the interactive module if they wish.



You may utilise the inter-year links for students who may be struggling or those who would benefit from extending their knowledge and understanding of prepositions and conjunctions. Access the inter-year links via the tiles on your dashboard, and then assign the work to the relevant student. Your options are:

- Unit 9: What prepositions do
- Unit 10: How conjunctions work

- Unit 9: What prepositions do
- Unit 10: How conjunctions work

- Unit 9: What prepositions do
- Unit 10: How conjunctions work

- Unit 9: What prepositions do
- Unit 10: How conjunctions work




Teacher notes

Part A: Using words

Pages 1–42

Unit 1: Nouns and noun phrases & Unit 2: Nouns and nominalisation

Unit focus	Nouns with a particular focus on the components of a noun phrase, abstract nouns and the process of nominalisation.
Unit objective	The aim of these units is to introduce more complex ideas about nouns, including the constituent parts of a noun phrase: determiners, modifiers and nouns. The second unit aims to strengthen students' knowledge of abstract nouns and the process of turning other words into abstract nouns, including how abstract nouns can be used to convey complex ideas.
Text extract included	<i>The happiest refugee</i> , by Anh Do. (Non-fiction)
Relevant Australian Curriculum English details	
Strand	Language
Sub-strand	Expressing and developing ideas
Content description	<ul style="list-style-type: none"> Understand the effect of nominalisation in the writing of informative and persuasive texts
AC code	(ACELA1546) 
Achievement Standard Year 7	
Productive modes (speaking, writing and creating)	<ul style="list-style-type: none"> Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.



Interactive Upskill Module

The Upskill 1/2 Nouns module is recommended for all students. In the opening video tutorial, our author works through each unit, explaining and annotating key concepts and examples. Students watch and revise at their own pace. The video may be used as preparation for classwork, or alternatively as homework following the school-based lesson. The remainder of the Upskill module revises content and consolidates learning from the units. Each interactive includes a variety of activities, including visual tasks, proofreading and editing exercises, and concluding with three extension activities that students complete outside of the interactive module if they wish.

Support/Extend

You may utilise the inter-year links for students who may be struggling or those who would benefit from extending their knowledge and understanding of nouns. Access the inter-year links via the tiles on your dashboard, and then assign the work to the relevant student. Your options are:

Oxford MyEnglish 5/6

- Unit 1: Noun basics
- Unit 2: Pronouns

Oxford MyEnglish 7

- Unit 1: Types of nouns
- Unit 2: Pronouns

Oxford MyEnglish 8


- Unit 1: Concrete, abstract and collective nouns
- Unit 2: Nouns and nominalisation

Oxford MyEnglish 10

- Unit 1: Using nouns effectively
- Unit 2: Abstraction and nominalisation



Unit 3: Verbs and tenses & Unit 4: Active and passive voice

Unit focus	Verbs, with a particular focus on helping, or auxiliary, verbs and participles, as well as active and passive voice.
Unit objective	The aim of these units is extend students' understanding of the ways in which helping verbs combine with participles to form the perfect and continuous tenses. They will consolidate their knowledge of regular and irregular verbs. The second unit aims to introduce active and passive voice, and to develop the understanding that each of these voices has a different function and effect.
Text extract included	<i>Animal Farm</i> , by George Orwell. (Fiction)
Relevant Australian Curriculum English details	
Strand	Language
Sub-strand	Expressing and developing ideas
Content description	<ul style="list-style-type: none"> Explain how authors creatively use the structures of sentences and clauses for particular effects
AC code	(ACELA1546) 
Achievement Standard Year 7	
Productive modes (speaking, writing and creating)	<ul style="list-style-type: none"> By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

Interactive Upskill Module

The Upskill 3/4 Verbs module is recommended for all students. In the opening video tutorial, our author works through each unit, explaining and annotating key concepts and examples. Students watch and revise at their own pace. The video may be used as preparation for classwork, or alternatively as homework following the school-based lesson. The remainder of the Upskill module revises content and consolidates learning from the units. Each interactive includes a variety of activities, including visual tasks, proofreading and editing exercises, and concluding with three extension activities that students complete outside of the interactive module if they wish.



Support/Extend

You may utilise the inter-year links for students who may be struggling or those who would benefit from extending their knowledge and understanding of verbs and voice. Access the inter-year links via the tiles on your dashboard, and then assign the work to the relevant student. Your options are:

Oxford MyEnglish 5/6

- Unit 3: Types of verbs
- Unit 4: Tenses

Oxford MyEnglish 8

- Unit 3: Types of verbs
- Unit 4: Tenses

Oxford MyEnglish 7

- Unit 3: Types of verbs
- Unit 4: Tenses

Oxford MyEnglish 10

- Unit 3: Modal verbs
- Unit 4: Tenses



Unit 5: Adverbs of manner & Unit 6: Adverbs of time and place

Unit focus	Adverbs, with a particular focus on adverbs of manner, and adverbs of time and place.
Unit objective	The aim of these units is to consolidate students' understandings of adverbs of manner and adverbs of time and place. By the end of the unit students will have a thorough understanding of how these adverbs can be used. The units also aim to have students think about where adverbs of manner and adverbs of time and place should be situated in a sentence.
Text extract included	<i>The fault in our stars</i> , by John Green. (Fiction)
Relevant Australian Curriculum English details	
Strand	Language
Sub-strand	Expressing and developing ideas
Content description	<ul style="list-style-type: none"> Explain how authors creatively use the structures of sentences and clauses for particular effects
AC code	(ACELA1557)
Achievement Standard Year 7	
Productive modes (speaking, writing and creating)	<ul style="list-style-type: none"> By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

Interactive Upskill Module

The Upskill 5/6 Adverbs module is recommended for all students. In the opening video tutorial, our author works through each unit, explaining and annotating key concepts and examples. Students watch and revise at their own pace. The video may be used as preparation for classwork, or alternatively as homework following the school-based lesson. The remainder of the Upskill module revises content and consolidates learning from the units. Each interactive includes a variety of activities, including visual tasks, proofreading and editing exercises, and concluding with three extension activities that students complete outside of the interactive module if they wish.



Support/Extend

You may utilise the inter-year links for students who may be struggling or those who would benefit from extending their knowledge and understanding of adverbs. Access the inter-year links via the tiles on your dashboard, and then assign the work to the relevant student. Your options are:

Oxford MyEnglish 5/6

- Unit 5: Adverbs
- Unit 6: Adverbs of manner

Oxford MyEnglish 7

- Unit 5: Adverbs of manner
- Unit 6: Adverbs of time and place

Oxford MyEnglish 8

- Unit 5: Adverbs and degrees of comparison
- Unit 6: Adverbs of time and place

Oxford MyEnglish 10

- Unit 5: Adverbs of time, place and manner
- Unit 6: Modal adverb



Unit 7: How adjectives work & Unit 8: Types of adjectives

Unit focus	Adjectives, with a particular focus on adjectives, adjectival phrases and the different types of adjectives.
Unit objective	The aim of these units is to extend students' knowledge of how adjectives are formed and used, and how they can be added to create more complex descriptions. By the end of the units students should be able to create and recognise adjectival phrases, and identify different types of adjectives, including descriptive, possessive, demonstrative, numerical, and interrogative adjectives.
Text extract included	'Review: <i>The Hunger Games</i> series' and 'Fan review of <i>The Hunger Games</i> '. (Reviews/Opinion pieces)
Relevant Australian Curriculum English details	
Strand	Literacy
Sub-strand	Creating texts
Content description	<ul style="list-style-type: none"> Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features
AC code	(ACELY1746)
Achievement Standard Year 7	
Productive modes (speaking, writing and creating)	<ul style="list-style-type: none"> Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Interactive Upskill Module

The Upskill 7/8 Adjectives module is recommended for all students. In the opening video tutorial, our author works through each unit, explaining and annotating key concepts and examples. Students watch and revise at their own pace. The video may be used as preparation for classwork, or alternatively as homework following the school-based lesson. The remainder of the Upskill module revises content and consolidates learning from the units. Each interactive includes a variety of activities, including visual tasks, proofreading and editing exercises, and concluding with three extension activities that students complete outside of the interactive module if they wish.



Support/Extend

You may utilise the inter-year links for students who may be struggling or those who would benefit from extending their knowledge and understanding of adjectives. Access the inter-year links via the tiles on your dashboard, and then assign the work to the relevant student. Your options are:

Oxford MyEnglish 5/6

- Unit 7: How adjectives work
- Unit 8: Using adjectives to describe

Oxford MyEnglish 7

- Unit 7: How adjectives work
- Unit 8: Adjectives and degrees of comparison

Oxford MyEnglish 8

- Unit 7: How adjectives work
- Unit 8: Adjectives and degrees of comparison

Oxford MyEnglish 10

- Unit 7: How adjectives work
- Unit 8: Modal adjectives



Unit 9: What prepositions do & Unit 10: How conjunctions work

Unit focus	Prepositions and conjunctions, with a particular focus on simple and complex prepositions, and coordinating and subordinating conjunctions.
Unit objective	The aim of these units is to extend students' understanding of the types of preposition they can use, and to hone their use of coordinating and subordinating conjunctions. By the end of the unit students will be able to identify and use complex prepositions in addition to simple prepositions. They will also be able to make choices about whether to use a comma before a coordinating conjunction ending a list. They will have increased their knowledge of where to place a subordinating conjunction within a list.
Text extract included	<i>The Book Thief</i> , by Markus Zusak. (Fiction)
Relevant Australian Curriculum English details	
Strand	Language
Sub-strand	Text structure and organisation
Content description	<ul style="list-style-type: none"> Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas
AC code	(ACELA1770)
Achievement Standard Year 7	
Productive modes (speaking, writing and creating)	<ul style="list-style-type: none"> By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

Interactive Upskill Module

The Upskill 9/10 Prepositions and Conjunctions module is recommended for all students. In the opening video tutorial, our author works through each unit, explaining and annotating key concepts and examples. Students watch and revise at their own pace. The video may be used as preparation for classwork, or alternatively as homework following the school-based lesson. The remainder of the Upskill module revises content and consolidates learning from the units. Each interactive includes a variety of activities, including visual tasks, proofreading and editing exercises, and concluding with three extension activities that students complete outside of the interactive module if they wish.



Support/Extend

You may utilise the inter-year links for students who may be struggling or those who would benefit from extending their knowledge and understanding of prepositions and conjunctions. Access the inter-year links via the tiles on your dashboard, and then assign the work to the relevant student. Your options are:

Oxford MyEnglish 5/6

- Unit 9: What prepositions do
- Unit 10: How conjunctions work

Oxford MyEnglish 7

- Unit 9: What prepositions do
- Unit 10: How conjunctions work

Oxford MyEnglish 8

- Unit 9: What prepositions do
- Unit 10: How conjunctions work

Oxford MyEnglish 10

- Unit 9: What prepositions do
- Unit 10: How conjunctions work

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