



OXFORD

MyEnglish

VICTORIAN CURRICULUM

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Helping you implement
your product

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

LEVEL BAND DESCRIPTION	LEVEL 7			LEVEL 8			LEVEL 9			LEVEL 10		
	In Levels 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Literary texts that support and extend students in Levels 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.											
LANGUAGE	READING & VIEWING	WRITING	SPEAKING & LISTENING	READING & VIEWING	WRITING	SPEAKING & LISTENING	READING & VIEWING	WRITING	SPEAKING & LISTENING	READING & VIEWING	WRITING	SPEAKING & LISTENING
	Text structure and organisation Purpose, audience and structure of different types of texts <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 (VCCLA369) Expressing and developing ideas Visual language <ul style="list-style-type: none">Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance (VCCLA370) Vocabulary <ul style="list-style-type: none">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 (VCCLA371) Language for interaction Evaluative language <ul style="list-style-type: none">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 (VCCLA368)	Text structure and organisation Text cohesion <ul style="list-style-type: none">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 (VCCLA380) Punctuation <ul style="list-style-type: none">Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (VCCLA381) Expressing and developing ideas Sentence and clause level grammar <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 (VCCLA382) Word level grammar <ul style="list-style-type: none">Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (VCCLA383) Phonics and word knowledge Spelling <ul style="list-style-type: none">Understand how to use spelling rules and word origins to learn new words and how to spell them (VCCLA384)	Language variation and change Language variation and change <ul style="list-style-type: none">Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (VCCLA391) Language for interaction Language for social interactions <ul style="list-style-type: none">Understand how accents, styles of speech and idioms express and create personal and social identities (VCCLA392)	Text structure and organisation Purpose, audience and structure of different types of texts <ul style="list-style-type: none">Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (VCCLA398) Text cohesion <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 (VCCLA399) Expressing and developing ideas Sentence and clause level grammar <ul style="list-style-type: none">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 (VCCLA400) Vocabulary <ul style="list-style-type: none">Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (VCCLA401) Visual language <ul style="list-style-type: none">Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (VCCLA402) Language for interaction Evaluative language <ul style="list-style-type: none">Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (VCCLA397)	Text structure and organisation Text cohesion <ul style="list-style-type: none">Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (VCCLA414) Punctuation <ul style="list-style-type: none">Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (VCCLA415) Expressing and developing ideas Word level grammar <ul style="list-style-type: none">Understand the effect of nominalisation in the writing of informative and persuasive texts (VCCLA416) Phonics and word knowledge Spelling <ul style="list-style-type: none">Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (VCCLA417)	Language variation and change Language variation and change <ul style="list-style-type: none">Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (VCCLA423) Language for interaction Language for social interactions <ul style="list-style-type: none">Understand how conventions of speech adopted by communities influence the identities of people in those communities (VCCLA424)	Text structure and organisation Purpose, audience and structure of different types of texts <ul style="list-style-type: none">Understand that authors innovate with text structures and language for specific purposes and effects (VCCLA429) Text cohesion <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 (VCCLA430) Expressing and developing ideas Word level grammar <ul style="list-style-type: none">Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (VCCLA446)	Text structure and organisation Punctuation <ul style="list-style-type: none">Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (VCCLA445) Expressing and developing ideas Word level grammar <ul style="list-style-type: none">Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (VCCLA446)	Language variation and change Language variation and change <ul style="list-style-type: none">Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (VCCLA452) Language for interaction Language for social interactions <ul style="list-style-type: none">Understand that roles and relationships are developed and challenged through language and interpersonal skills (VCCLA453)	Text structure and organisation Purpose, audience and structure of different types of texts <ul style="list-style-type: none">Compare the purposes, text structures and language features of traditional and contemporary texts in different media (VCCLA458) Language for interaction Evaluative language <ul style="list-style-type: none">Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (VCCLA457) Expressing and developing ideas Visual language <ul style="list-style-type: none">Evaluate the impact on audiences of different choices in the representation of still and moving images (VCCLA459)	Text structure and organisation Text cohesion <ul style="list-style-type: none">Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (VCCLA470) Punctuation <ul style="list-style-type: none">Understand conventions for citing others, and how to reference these in different ways (VCCLA471) Expressing and developing ideas Sentence and clause level grammar <ul style="list-style-type: none">Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (VCCLA472) Word level grammar <ul style="list-style-type: none">Analyse how higher order concepts are developed in complex texts through language features including nominalization, clause combinations, technicality and abstraction (VCCLA473) Vocabulary <ul style="list-style-type: none">Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (VCCLA474) Phonics and word knowledge Spelling <ul style="list-style-type: none">Understand how to use knowledge of the spelling system to spell unusual and technical words accurately (VCCLA475)	Language variation and change Language variation and change <ul style="list-style-type: none">Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (VCCLA482) Language for interaction Language for social interactions <ul style="list-style-type: none">Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (VCCLA483)
LITERATURE	Examining literature Features of literary texts <ul style="list-style-type: none">Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (VCCLT374) Language devices in literary texts <ul style="list-style-type: none">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 (VCCLT375) Responding to literature Expressing preferences and evaluating texts <ul style="list-style-type: none">Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (VCCLT372) Expressing preferences and evaluating texts <ul style="list-style-type: none">Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage (VCCLT373)	Creating literature Experimentation and adaptation <ul style="list-style-type: none">Experiment with text structures and language features and their effects in creating literary texts (VCCLT385) Creating literary texts <ul style="list-style-type: none">Create literary texts that adapt stylistic features encountered in other texts (VCCLT386)	Literature and context Literature and context <ul style="list-style-type: none">Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (VCCLT393) Responding to literature Personal responses to the ideas, characters and viewpoints in texts <ul style="list-style-type: none">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 (VCCLT394)	Literature and context Literature and context <ul style="list-style-type: none">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 (VCCLT403) Literature and context <ul style="list-style-type: none">Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (VCCLT404) Responding to literature Expressing preferences and evaluating texts <ul style="list-style-type: none">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 (VCCLT405) Expressing preferences and evaluating texts <ul style="list-style-type: none">Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (VCCLT406) Examining literature Features of literary texts <ul style="list-style-type: none">Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (VCCLT407) Language devices in literary texts <ul style="list-style-type: none">Identify and evaluate devices that create tone in literary texts, including humour, wordplay, innuendo and parody (VCCLT408) Language devices in literary texts <ul style="list-style-type: none">Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCCLT409)	Creating literature Experimentation and adaptation <ul style="list-style-type: none">Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (VCCLT418) Creating literary texts <ul style="list-style-type: none">Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (VCCLT419)	Responding to literature Personal responses to the ideas, characters and viewpoints in literary texts <ul style="list-style-type: none">Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (VCCLT425)	Literature and context Literature and context <ul style="list-style-type: none">Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (VCCLT435) Responding to literature Personal responses to the ideas, characters and viewpoints in texts <ul style="list-style-type: none">Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (VCCLT436) Expressing preferences and evaluating texts <ul style="list-style-type: none">Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (VCCLT437) Examining literature Features of literary texts <ul style="list-style-type: none">Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (VCCLT438) Language devices in literary texts <ul style="list-style-type: none">Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (VCCLT439) Language devices in literary texts <ul style="list-style-type: none">Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCCLT440)	Creating literature Experimentation and adaptation <ul style="list-style-type: none">Experiment with the ways that language features, image and sound can be adapted in literary texts (VCCLT447) Creating literary texts <ul style="list-style-type: none">Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation (VCCLT448)	Responding to literature Expressing preferences and evaluating texts <ul style="list-style-type: none">Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (VCCLA454)	Literature and context Literature and context <ul style="list-style-type: none">Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (VCCLT460) Responding to literature Expressing preferences and evaluating texts <ul style="list-style-type: none">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 (VCCLT461) Expressing preferences and evaluating texts <ul style="list-style-type: none">Evaluate the social, moral and ethical positions represented in texts (VCCLT462) Examining literature Features of literary texts <ul style="list-style-type: none">Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (VCCLT463) Language devices in literary texts <ul style="list-style-type: none">Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (VCCLT464) Language devices in literary texts <ul style="list-style-type: none">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 (VCCLT465)	Creating literature Creating literary texts <ul style="list-style-type: none">Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (VCCLT476) Experimentation and adaptation <ul style="list-style-type: none">Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (VCCLT477) Experimentation and adaptation <ul style="list-style-type: none">Create imaginative texts that make relevant thematic and intertextual connections with other texts (VCCLT478)	Responding to literature Personal responses to the ideas, characters and viewpoints in texts <ul style="list-style-type: none">Reflect on, extend, endorse or refute others' interpretations of and responses to literature (VCCLT484)
	LITERACY	Texts in context Texts and the contexts in which they are used <ul style="list-style-type: none">Analyse and explain the effect of technological innovations on texts, particularly media texts (VCCLY376) Interpreting, analysing, evaluating Reading processes <ul style="list-style-type: none">Use prior knowledge and text processing strategies to interpret a range of types of texts (VCCLY377) Comprehension strategies <ul style="list-style-type: none">Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (VCCLY378) Analysing and evaluating <ul style="list-style-type: none">Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (VCCLY379)	Creating texts Creating texts <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 to a specific audience (VCCLY387) Editing <ul style="list-style-type: none">Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (VCCLT388) Handwriting <ul style="list-style-type: none">Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (VCCLT389) Use of software <ul style="list-style-type: none">Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts (VCCLT390)	Interacting with others Listening and speaking interactions <ul style="list-style-type: none">Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information (VCCLY395) Oral presentations <ul style="list-style-type: none">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, using body language, voice qualities and other elements to add interest and meaning (VCCLY396)	Texts in context Texts and the contexts in which they are used <ul style="list-style-type: none">Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (VCCLY410) Interpreting, analysing, evaluating Reading processes <ul style="list-style-type: none">Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (VCCLY411) Comprehension strategies <ul style="list-style-type: none">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 (VCCLY412) Analysing and evaluating <ul style="list-style-type: none">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 (VCCLY413)	Creating texts Creating texts <ul style="list-style-type: none">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 (VCCLY420) Editing <ul style="list-style-type: none">Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of own texts (VCCLY421) Use of software <ul style="list-style-type: none">Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (VCCLY422)	Interacting with others Listening and speaking interactions <ul style="list-style-type: none">Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives (VCCLY426) Oral presentations <ul style="list-style-type: none">Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects (VCCLY427)	Texts in context Texts in context <ul style="list-style-type: none">Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (VCCLY441) Interpreting, analysing, evaluating Analysing and evaluating <ul style="list-style-type: none">Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts (VCCLY442) Comprehension strategies <ul style="list-style-type: none">Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (VCCLY443) Reading processes <ul style="list-style-type: none">Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (VCCLY444)	Creating texts Creating texts <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 (VCCLY449) Editing <ul style="list-style-type: none">Review and edit students' own and others' texts to improve clarity and control over content, organisation, paraphrasing, sentence structure, vocabulary and audio/visual features (VCCLY450) Use of software <ul style="list-style-type: none">Publishing texts using a range of software, including word processing programs, flexibly and imaginatively (VCCLY451)	Interacting with others Listening and speaking interactions <ul style="list-style-type: none">Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways, and consider the interaction skills used to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace (VCCLY455) Oral presentations <ul style="list-style-type: none">Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (VCCLY456)	Texts in context Texts and the contexts in which they are used <ul style="list-style-type: none">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 (VCCLY466) Interpreting, analysing, evaluating Analysing and evaluating <ul style="list-style-type: none">Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (VCCLY467) Reading processes <ul style="list-style-type: none">Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (VCCLY468) Comprehension strategies <ul style="list-style-type: none">Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (VCCLY469)	Creating texts Creating texts <ul style="list-style-type: none">Review, edit and refine own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (VCCLY480) Use of software <ul style="list-style-type: none">Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (VCCLY481)
ACHIEVEMENT STANDARD		Reading and Viewing By the end of Level 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.	Writing 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, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.	Speaking and Listening Students listen for and explain different perspectives in texts. They 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, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.	Reading and Viewing By the end of Level 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. They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. They 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.	Writing 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, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.	Speaking and Listening Students listen for and explain different perspectives in texts. They understand how the selection of a variety of language features can influence an audience. They explain how 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 the text to analyse and explain how language choices and conventions are used to influence an audience.	Reading and Viewing By the end of Level 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 the text to analyse and explain how language choices and conventions are used to influence an audience.	Writing 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. They create texts that respond to issues interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.	Speaking and Listening Students listen for ways texts position an audience. They 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. They create texts that respond to issues, interpreting and integrating ideas from texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.	Reading and Viewing By the end of Level 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.	Writing Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.



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 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 categorised by more than one of common, concrete and abstract. Unit 2 is designed to help students understand the process and the 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 Victorian Curriculum English details from VCAA	
Mode	Writing
Strand	Language
Sub-strand	Text structure and organization
Content description	No specific level 7 content descriptor
VC code	N/A
Achievement Standard Year 7	
Writing	<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, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, 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 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 Victorian Curriculum English details from VCAA	
Mode	Writing
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
VC code	(VCELY388)
Achievement Standard Year 7	
Writing	<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, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, 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.



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' understanding of how adverbs can colour and improve a 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 Victorian Curriculum English details from VCAA	
Mode	Writing
Strand	Language
Sub-strand	Expressing and developing ideas
Content description	<ul style="list-style-type: none"> Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns
VC code	(VCELA383)
Achievement Standard Year 7	
Writing	<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, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, 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.



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 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 units, 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 Victorian Curriculum English details from VCAA	
Mode	Writing
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 to a specific audience
VC code	(VCELY387)
Achievement Standard Year 7	
Writing	<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, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use 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.

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 9

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

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

Oxford MyEnglish 10

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

- 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 Victorian Curriculum English details from VCAA	
Mode	Writing
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
VC code	(VCELA382)
Achievement Standard Year 7	
Writing	<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, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, 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.



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 Victorian Curriculum English details from VCAA	
Mode	Writing
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
VC code	(VCELA416)
Achievement Standard Year 8	
Writing	<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 use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. When creating and editing texts for 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 Victorian Curriculum English details from VCAA	
Mode	Writing
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 own texts
VC code	(VCELY421)
Achievement Standard Year 8	
Writing	<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 use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. When creating and editing texts for 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.



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 7

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

Oxford MyEnglish 9

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

Oxford MyEnglish 10

- 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 Victorian Curriculum English details from VCAA	
Mode	Writing
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 own texts
VC code	(VCELY421)
Achievement Standard Year 8	
Writing	<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, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, 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.



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 9

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

Oxford MyEnglish 7

- Unit 5: Adverbs of manner
- 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 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 Victorian Curriculum English details from VCAA	
Mode	Reading and Viewing
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
VC code	(VCELA401)
Achievement Standard Year 8	
Reading and viewing	<ul style="list-style-type: none"> By the end of Level 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. They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. They 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.

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 7

- 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 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 Victorian Curriculum English details from VCAA	
Mode	Writing
Strand	Language
Sub-strand	Text structure and organisation
Content description	<ul style="list-style-type: none"> Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives
VC code	(VCELA414)
Achievement Standard Year 8	
Writing	<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 use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. When creating and editing texts for 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.



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 9

- 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 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 Victorian Curriculum English details from VCAA	
Mode	Writing
Strand	Language
Sub-strand	Expressing and developing ideas
Content description	<ul style="list-style-type: none"> Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text
VC code	(VCELA446)
Achievement Standard Year 7	
Writing	<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. They create texts that respond to issues interpreting and integrating ideas from other texts. 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 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 Victorian Curriculum English details from VCAA	
Mode	Reading and Viewing
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
VC code	(VCELA433)
Achievement Standard Year 9	
Writing	<ul style="list-style-type: none"> By the end of Level 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 the text to analyse and explain how language choices and conventions are used to influence 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 Victorian Curriculum English details from VCAA	
Mode	Reading and Viewing
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
VC code	(VCELA433)
Achievement Standard Year 9	
Writing	<ul style="list-style-type: none"> By the end of Level 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 the text to analyse and explain how language choices and conventions are used to influence 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 8

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

Oxford MyEnglish 7

- Unit 5: Adverbs of manner
- 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: 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 Victorian Curriculum English details from VCAA	
Mode	Writing
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
VC code	(VCELY449)
Achievement Standard Year 9	
Writing	<ul style="list-style-type: none"> By the end of Level 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 the text to analyse and explain how language choices and conventions are used to influence an audience.

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 Victorian Curriculum English details from VCAA	
Mode	Reading and Viewing
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
VC code	(VCELA430)
Achievement Standard Year 9	
Writing	<ul style="list-style-type: none"> By the end of Level 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 the text to analyse and explain how language choices and conventions are used to influence 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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