

# QUEENSLAND

OXFORD



# CONTENTS



Using *Oxford MyEnglish*..... iv

Acknowledgements ..... vi

## PART A USING WORDS 1

<b>Unit 1</b>	Nouns and noun phrases.....	2	}  UPSKILL 1/2 NOUNS
<b>Unit 2</b>	Nouns and nominalisation.....	6	
<b>Unit 3</b>	Verbs and tenses.....	10	}  UPSKILL 3/4 VERBS
<b>Unit 4</b>	Active and passive voice.....	14	
<b>Unit 5</b>	Adverbs of manner.....	18	}  UPSKILL 5/6 ADVERBS
<b>Unit 6</b>	Adverbs of time and place.....	22	
<b>Unit 7</b>	How adjectives work.....	26	}  UPSKILL 7/8 ADJECTIVES
<b>Unit 8</b>	Types of adjectives.....	30	
<b>Unit 9</b>	What prepositions do.....	34	}  UPSKILL 9/10 PREPOSITIONS AND CONJUNCTIONS
<b>Unit 10</b>	How conjunctions work.....	38	
	Glossary recap.....	42	

## PART B ORGANISING WORDS AND IDEAS 43

<b>Unit 11</b>	Punctuation review.....	44	}  UPSKILL 11/12 PUNCTUATION
<b>Unit 12</b>	Quotation marks and direct speech.....	48	
<b>Unit 13</b>	Phrases and clauses.....	52	}  UPSKILL 13/14 PHRASES AND CLAUSES
<b>Unit 14</b>	Types of clauses.....	56	
<b>Unit 15</b>	Subjects, objects and predicates.....	60	}  UPSKILL 15/16 SENTENCES
<b>Unit 16</b>	Errors in sentence construction.....	64	
	Glossary recap.....	68	

## PART C EXPRESSING AND SHARING IDEAS 69

<b>Unit 17</b>	Paragraphs.....	70	}  UPSKILL 17/18 TEXT COHESION
<b>Unit 18</b>	Cohesive writing.....	74	
<b>Unit 19</b>	Symbolism and imagery.....	78	}  UPSKILL 19/20 LITERARY DEVICES
<b>Unit 20</b>	Analysing literary devices.....	82	
	Glossary recap.....	86	
	Answers.....	87	

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

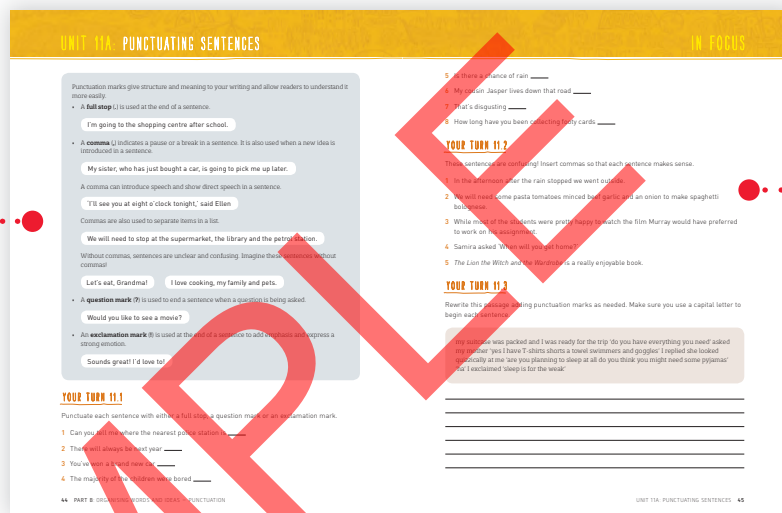
*Oxford MyEnglish Queensland* is an integrated print and digital solution for students of Australian Curriculum English. Specifically developed to cater to mixed-ability classrooms, *Oxford MyEnglish* offers an engaging and accessible approach to English grammar and skills.

### It enables you to:

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

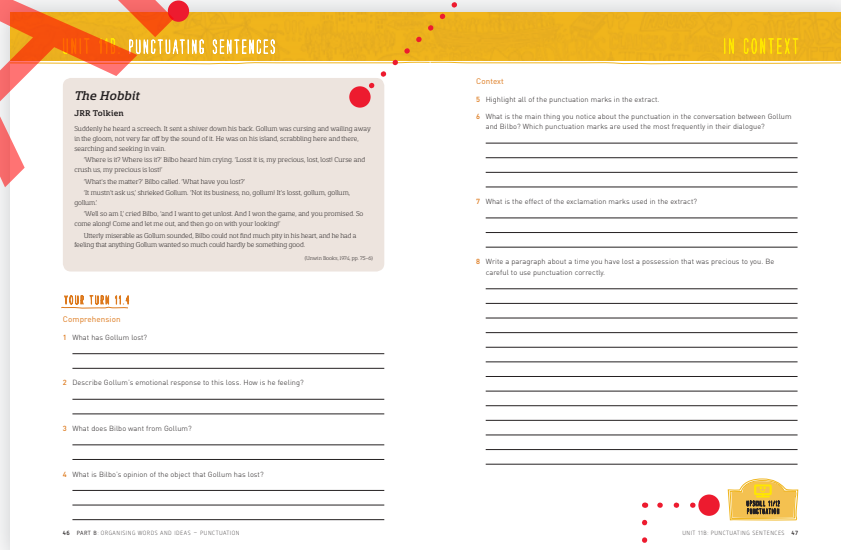
Workbook content is delivered in 20 highly structured units.

Grammar and skills are introduced with an explanation and examples of usage, then followed by a variety of student tasks.



Appropriately levelled content enables students to progress with ease.

Grammar is explored in the context of topical text extracts.



Upskill digital modules provide extra support and consolidation as necessary, including detailed video tutorials.

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

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

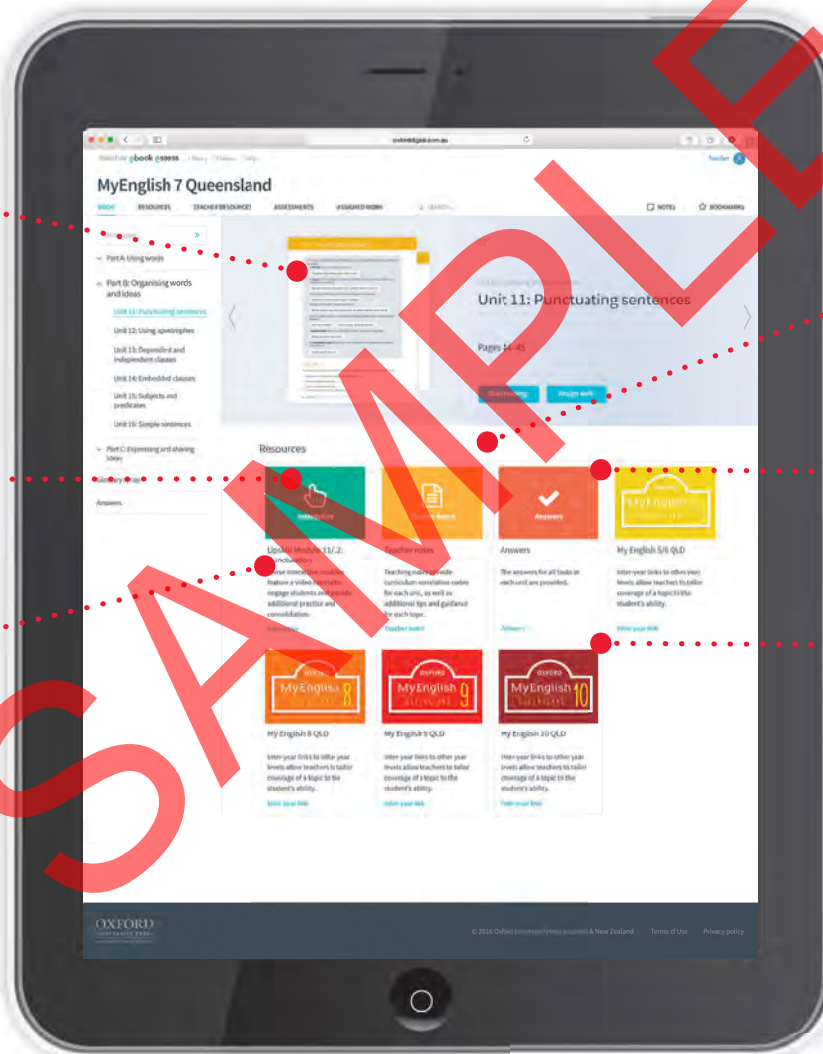
Interactive digital Upskill modules help students build confidence in understanding key skills.

Upskill modules include video tutorials to engage students.

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

Answers are provided for each unit.

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





- Nouns
- Verbs
- Adverbs
- Adjectives
- Prepositions and conjunctions

- Nouns
- Verbs
- Adverbs
- Adjectives
- Prepositions and conjunctions



# UNIT 1A: NOUNS AND NOUN PHRASES

Nouns are words that name things. There are **common** and **proper nouns**, and **concrete** and **abstract nouns**. When a noun is combined with other words, a **noun phrase** is formed. A noun phrase consists of a noun plus one or both of these:

- a **determiner**, which is an **article**, a personal or possessive **pronoun**, or a number that modifies the noun and gives information about ownership, number or type of noun.

an, a, the (articles)

this, that, her, their (personal/possessive pronouns)

one, two, six (numbers)

- a **modifier**, which is an **adjective**, adjectival phrase or prepositional phrase that gives more specific information about the noun.

old wardrobe, grassy pitch, easy puzzle, the girl who moved away

determiner	noun	modifier
	football	
the	football	
the	football	that I kicked

Sometimes an embedded phrase is added to a noun phrase to give extra information about the noun phrase. Such an embedded phrase is usually placed before the modifier. An embedded phrase is simply any phrase that is *embedded* in the middle of another clause or sentence.

the football that I kicked

the football, with the red stitching, that I kicked

## YOUR TURN 1.1

- Identify whether each of the noun phrases (in bold) is either a noun (N), a determiner (D), a modifier (M) or an embedded phrase (E).

- |   |  |         |
|---|--|---------|
| a | the wardrobe, which was left open, <b>in the bedroom</b>         | N/D/M/E |
| b | a grassy <b>pitch</b> , even with cracks, in the middle          | N/D/M/E |
| c | <b>two</b> easy puzzles, from the top shelf, with missing pieces | N/D/M/E |
| d | the girl, <b>with the curly hair</b> , who moved away            | N/D/M/E |
| e | our chair, the blue one, <b>with the torn cover</b>              | N/D/M/E |
| f | his soft drink, <b>the red one</b> , with fizzy bubbles          | N/D/M/E |

- Write a different embedded phrase to include in each phrase from Your Turn 1.1, question 1. Remember, it must make sense!

- a the wardrobe, \_\_\_\_\_, in the bedroom

- b** a grassy pitch, \_\_\_\_\_, in the middle
- c** two easy puzzles, \_\_\_\_\_, with missing pieces
- d** the girl, \_\_\_\_\_, who moved away
- e** our chair, \_\_\_\_\_, with the torn cover
- f** his soft drink, \_\_\_\_\_, with fizzy bubbles

### YOUR TURN 1.2

Highlight the noun in each of the noun phrases and decide whether it is a common noun (C) or a proper noun (P). If it is a proper noun, correct it using the appropriate punctuation.

- |   |           |
|---|-----------|
| <b>1</b> the city that I love             | C/P _____ |
| <b>2</b> the perth that I love            | C/P _____ |
| <b>3</b> an old man                       | C/P _____ |
| <b>4</b> old mr macdonald                 | C/P _____ |
| <b>5</b> two small birds that flew past   | C/P _____ |
| <b>6</b> two small finches that flew past | C/P _____ |

### YOUR TURN 1.3

Highlight the determiner and underline the modifier in each of these noun phrases. An example has been done for you.

the mighty Yarra River → the mighty Yarra River

- |   |                                  |
|---|----------------------------------|
| <b>1</b> a boy with a good attitude       | <b>4</b> the man with the toupee |
| <b>2</b> three things you should never do | <b>5</b> a final chance          |
| <b>3</b> an uncommon problem              |                                  |

### YOUR TURN 1.4

- 1** Insert an embedded phrase into each of the noun phrases in this paragraph.

Dancing across the floor were the partners. The first pair, \_\_\_\_\_, moved as though sailing through water. The second couple in the competition, \_\_\_\_\_, were clearly the best dancers. They moved like they were a single person. The last pair, \_\_\_\_\_, aimed to impress with originality rather than grace.

- 2** Now, highlight the three noun phrases from the paragraph, with their determiner, noun, modifier and the embedded phrase that you added.



## The Happiest Refugee

Anh Do

I played basketball for a while at school. The best way to describe my teammates was by their shoes: three Reebok Pumps, four Air Jordans, and a Nike Max Lite. My shoes were called 'Kind Lion'—someone at the Chinese factory must have stuffed up the translation. My mother bought them from an Asian grocery store in Bankstown for \$15. They featured a lion running across the sides and were made of plastic and vinyl.

The vinyl didn't breathe and the shoes made my feet smell like three-day-old road kill that had been hit while eating parmesan cheese. However, I soon learned that if you played well enough, the other kids would lay off your badly named shoes, and so I decided to practise every day.

We bought a second-hand basketball ring and I bolted it onto the side of the house and shot hoops with Khoa. I'd never put so much practice into a sport, but I had a very good incentive. The school had an endorsement deal with the local sports shop: if any kid reached thirty points in a game, they won a new pair of shoes.

Throughout a whole season there might be only two or three kids who got there. At our level, the whole team together would usually reach only thirty or forty points in total. I was an A's player in the under-13s, playing with hotshots who were really good. While I was scoring the occasional basket, I was never going to get anywhere near thirty. So at the start of the under 14s I deliberately played as bad as possible, skipped training sessions, ate pizza just before games, shot poorly and played lazy in defence. Within a couple of weeks, I had successfully been promoted (at least in my mind) into the Ds.

(Allen and Unwin, 2010, p. 86)

### YOUR TURN 1.5

#### Comprehension

- 1 What brand were Do's basketball shoes?  
\_\_\_\_\_
- 2 How much did they cost Do's mother?  
\_\_\_\_\_
- 3 How many players wore Air Jordans?  
\_\_\_\_\_
- 4 Why did Do decide to practise basketball?  
\_\_\_\_\_  
\_\_\_\_\_



5 What was the prize for any player who reached thirty points in a game?

6 Why did Do try to get demoted to the D team?

### Context

7 Highlight all of the proper nouns in the extract in one colour and all of the common nouns in another colour.

8 Highlight the determiner and underline the modifier in each of these noun phrases from the extract.

a a lion running across the sides

b three-day-old road kill that had been hit while eating parmesan cheese

c your badly named shoes

d a new pair of shoes

9 Why are the types of shoes worn by Do's teammates capitalised?

10 What does Do's strategy of trying to get demoted into the D team tell you about his character?

11 Choose two other nouns that could replace the nouns in these noun phrases. Try to keep the meaning of the extract the same.

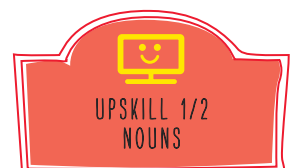
a an Asian grocery store

b a very good incentive

c the local sports shop

d an endorsement deal

# NOUNS



# UNIT 2A: NOUNS AND NOMINALISATION

Concrete nouns name physical things that you can see, touch, smell or taste. They are quite simple to identify and use. Abstract nouns are more complex because they name qualities, feelings or ideas. Use them to discuss ideas, concepts and qualities. Some nouns can be either abstract or concrete, depending on the context.

This is the product of my work. (abstract)

Here is my work. (concrete)

In the first example, 'work' is a synonym for effort or attempt. In the second, it is a concrete thing that is the *product* of that effort.

The process of turning verbs, adjectives or **adverbs** into abstract nouns and noun phrases is called **nominalisation**. It helps to make your writing tighter and allows you to avoid using unnecessary words.

I presented my research at the conference, and everyone was pleased.

The presentation of my research at the conference pleased everyone.

In the examples, 'presented' is a verb, something the subject did. When nominalised, it becomes 'presentation'.

## YOUR TURN 2.1

- 1 Highlight the concrete noun: dismay, euphoria, decision, border.
- 2 Highlight the abstract noun: dessert, capital, cleverness, jury
- 3 Is the bold word an abstract (A) or a concrete noun (C)? Highlight your answer.

- |  |     |
|--|-----|
| a Today I did a lot of <b>work</b> .                   | A/C |
| b 'Show me your <b>work</b> , please,' said Mrs Singh. | A/C |
| c The sound of <b>laughter</b> filled the room.        | A/C |
| d He was filled with <b>laughter</b> .                 | A/C |
| e We were pleased with the <b>result</b> .             | A/C |
| f The tower collapsed as a <b>result</b> .             | A/C |

## YOUR TURN 2.2

- 1 Decide whether each of these is a verb (V) or an adjective (A), and then change each one into an abstract noun by nominalising it.

- |                |       |                  |       |
|----------------|-------|------------------|-------|
| a humorous V/A | _____ | c believe V/A    | _____ |
| b distant V/A  | _____ | d determined V/A | _____ |

- e proud V/A \_\_\_\_\_ g free V/A \_\_\_\_\_  
 f intelligent V/A \_\_\_\_\_

2 Highlight the noun in each of the sentences and then note whether it is abstract (A) or concrete (C).

- a Can you believe that woman's bravery? \_\_\_\_\_  
 b I was in awe of the devastation. \_\_\_\_\_  
 c The rubble was everywhere. \_\_\_\_\_  
 d Trapped and tied, they were deprived of liberty. \_\_\_\_\_  
 e Their escape was ingenious. \_\_\_\_\_  
 f All together there were eight builders. \_\_\_\_\_

### YOUR TURN 2.3

Write two sentences containing each word in the list. Use each one once as an abstract noun and once as a concrete noun:

art heart jump

---

---

---

---

---

---

---

---

### YOUR TURN 2.4

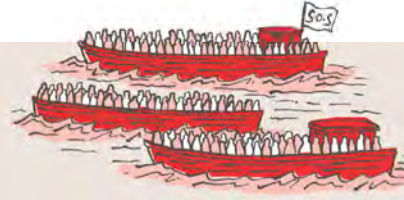
Synonyms are words that share a similar meaning. Write down two synonyms for each of these abstract nouns and then use one of your choices in a sentence.

- 1 joy \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 2 severity \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 3 relief \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## The Happiest Refugee

Anh Do



All through my primary school years I had a thick Vietnamese accent: 'Fipteen minat twell equal tree'. Even though my English was getting better year by year, it was still definitely not as good as an Aussie kid's. It didn't seem to matter too much as I did well enough academically and socially, becoming a candidate for school captain at the end of Year 5.

There were four class captains in the running to become the big head honcho school captain. It was a very big deal, and the four of us were to make a speech in front of the whole school at the next assembly, to tell everyone why we were the best candidate for the job. The teacher pulled us aside and told us that it was okay to get help from our parents to write this speech, as it was such a big deal. I went home and said to Mum and Dad, 'You have to help me write a speech to become school captain'.

'Six! Anh needs your help to write his speech.'

Uncle Six had done a couple of years of school in Australia, and at the time he was the best at English in our whole household, but this didn't mean he was any good. Together we wrote my speech and on the day of the assembly I was ready to wow the school armed with a migrant's second-year English speech.

That morning I was first to speak.

'Hello School Peoples.' 'I am Anh.'

I could hear a few snickers from the other classes, but I was determined to go on.

(Allen and Unwin, 2010, p. 45)

### YOUR TURN 2.5

#### Comprehension

1 To whom does Do compare his English skills?

---

2 At the end of Year 5, what position does Do become a candidate for?

---

3 How many other students are also in the running?

---

4 Why does the teacher pull the candidates aside?

---

- 5 Why do Do's parents ask Uncle Six to help Do write his speech?

---

---

### Context

- 6 Highlight all of the abstract nouns in the extract in one colour. Highlight all of the concrete nouns in a different colour.

- 7 What does Do mean when he writes that he had a 'thick Vietnamese accent'?

---

---

- 8 What does the example that Do gives of his accent actually tell us?

---

---

- 9 Is 'accent' an abstract noun or a concrete noun?

---

---

- 10 Do uses the nouns 'candidate', 'captains' and 'head honcho' in the extract. What do these suggest about his progress at primary school?

---

---

- 11 How does the noun 'snickers' indicate what the other students think of Do's speech?

---

---

- 12 What does the fact that it is only 'the other classes' that snicker tell the reader?

---

---

- 13 Nominalise the phrase 'I was determined to go on', turning the adjective 'determined' into an abstract noun.

---

