

OXFORD

# MyEnglish

VICTORIAN CURRICULUM

SAMPLE  
CHAPTERS

OXFORD








# CONTENTS




How to use this book ..... iv

Acknowledgements ..... vi



## PART A USING WORDS 1

<b>Unit 1</b>	Types of nouns.....	2	}  UPSKILL 1/2 NOUNS
<b>Unit 2</b>	Pronouns.....	6	
<b>Unit 3</b>	Types of verbs.....	10	}  UPSKILL 3/4 VERBS
<b>Unit 4</b>	Tenses .....	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>	Adjectives and degrees of comparison.....	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>	Punctuating sentences.....	44	}  UPSKILL 11/12 PUNCTUATION
<b>Unit 12</b>	Apostrophes.....	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 and predicates .....	60	}  UPSKILL 15/16 SENTENCES
<b>Unit 16</b>	Simple sentences .....	64	
Glossary recap.....		68	

## PART C EXPRESSING AND SHARING IDEAS 69

<b>Unit 17</b>	Paragraphing .....	70	}  UPSKILL 17/18 TEXT COHESION
<b>Unit 18</b>	Ellipses and substitution.....	74	
<b>Unit 19</b>	Simile and metaphor .....	78	}  UPSKILL 19/20 LITERARY DEVICES
<b>Unit 20</b>	Analysing literary devices .....	82	
Glossary recap .....		86	
Answers.....		87	





OXFORD

# MyEnglish

VICTORIAN CURRICULUM

5/6

Rachel Williams  
Michael Horne

obook

ssess

OXFORD



# UNIT 11A: PUNCTUATION BASICS

Punctuation gives your writing structure and makes sure that the meaning of your sentence is clear.

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

This is my chair.

A **comma** (,) indicates a pause or a break in a sentence.

A good guide for knowing whether to use a comma in a sentence is to read the sentence aloud. If you need to pause to take a breath when reading, then insert a comma. You also need to insert a comma into a sentence when there is a natural pause because a new idea has been introduced. Some sentences may need more than one comma.

After we saw the film, we went to get ice-cream.

My uncle Stephen, who lived in Japan for seven years, likes to eat sushi as often as possible.

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

Would you like more rice?

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

That's delicious!

## YOUR TURN 11.1

Have the following sentences used punctuation marks correctly? If the sentence needs correcting, rewrite it in the space provided.

1 Stop? Thief. Somebody stop him?

---

2 Most of the students don't like the French lessons very much!

---

3 My cat who is seventeen years old just sleeps all day.

---

4 The local church has the most wonderful nativity display. Have you seen it.

---

5 Aunt Lisa have you heard from my mum!

---

## YOUR TURN 11.2

Correct the following sentences. Circle letters that should be capitalised and insert punctuation marks in the appropriate places.

- 1 my father who has been a policeman for fifteen years is looking forward to his long service leave
- 2 what is the fastest way to the airport
- 3 no open the window
- 4 we thought she was an expert but was she
- 5 are you there professor there's a phone call for you

## YOUR TURN 11.3

Correct the following passage by inserting punctuation and capital letters where they are needed. Use the space provided to rewrite the text with correct capitalisation and punctuation.

have you heard the story of *The boy who cried wolf* in the story a bored young shepherd boy repeatedly cries 'wolf' when guarding his sheep causing the nearby villagers to come racing to help the boy is entertained by his antics but the villagers grow more and more irritated the boy cries out yet again 'wolf wolf' he calls this time no one comes to his aid unfortunately for him this time there really is a wolf and as no-one comes to help his flock of sheep runs away the story teaches a valuable lesson what do you think it is

## UNIT 11B: PUNCTUATION BASICS

### *The Lion, the Witch and the Wardrobe*

**CS Lewis**

'But what *are* you?' said the Queen again. 'Are you a great overgrown dwarf that has cut off its beard?'

'No, your Majesty,' said Edmund, 'I never had a beard, I'm a boy.'

'A boy!' said she. 'Do you mean you are a Son of Adam?'

Edmund stood still, saying nothing. He was too confused by this time to understand what the question meant.

'I see you are an idiot, whatever else you may be,' said the Queen. 'Answer me, once and for all, or I shall lose my patience. Are you human?'

'Yes, your Majesty, said Edmund.

'And how, pray, did you come to enter my dominions?' [...]

'I – I opened a door and just found myself here, your Majesty,' said Edmund.

'Ha!' said the Queen, speaking more to herself than to him. 'A door. A door from the world of men! I have heard of such things. This may wreck all. But he is only one, and he is easily dealt with.'

As she spoke these words she rose from her seat and looked Edmund full in the face, her eyes flaming; at the same moment she raised her wand. Edmund felt sure she was going to do something dreadful but he seemed unable to move. Then, just as he gave himself up for lost, she appeared to change her mind.

'My poor child,' she said in quite a different voice, how cold you look! Come and sit with me here on the sledge and I will put my mantle around you and we will talk.'

(Puffin Books, 1971, pp. 35–6)

### YOUR TURN 11.4

#### Comprehension

1 What sort of dwarf does the Queen think Edmund is?

---

2 What does the Queen think about Edmund's intelligence?

---

3 How can we tell that the Queen is not familiar with humans?

---

4 According to Edmund, how did he come to be in the Queen's dominion?

---

5 Why is the Queen concerned that there is a door from the world of men?

---

6 Is Edmund right to be fearful of the Queen?

---

7 Why does she change her manner at the end of the passage? Do you think she is truly sympathetic towards Edmund?

---



---



---

### Context

8 Identify all the full stops, commas, exclamation marks and question marks in the extract.

9 Write out one sentence from the passage that contains a question mark, and one sentence that contains an exclamation mark.

---



---



---



---

10 Which character's dialogue has the most exclamation marks and question marks?

---

11 How does the use of exclamation marks and question marks in this passage help show that one character has a lot of power and one has very little?

---



---



---



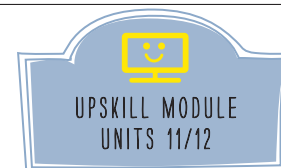
---



---



---



## UNIT 12A: POSSESSIVE APOSTROPHES

**Apostrophes** are another commonly used punctuation mark. They can be used in two ways.

Apostrophes of contraction show that some letters have been left out.

was not/wasn't

you are/you're

would have/would've

Sakura didn't enjoy going to the supermarket with her little brothers.

Possessive apostrophes are used to show if something is owned by or belongs to someone. This is shown by adding an apostrophe and an **s** after the owner. The apostrophe means 'of'.

Maddison's dress/the dress of Maddison

Oscar's birthday/the birthday of Oscar

If the person's name ends in an **s**, the apostrophe is added after the **s**, and another **s** is added.

Seamus's taekwondo class

You can also add the apostrophe after the **s**, without adding another **s**.

Lewis's pencil case/Lewis' pencil case

Both examples are considered to be correct.

If a plural noun ends in **s** (for example, girls), there is no need to add another **s**. Just add the apostrophe after the **s**.

the girls' school

the tigers' cage

the mechanics' garage

Be careful where you place an apostrophe. It can give the sentence a different meaning.

Placing the apostrophe before the **s** indicates that the poster was submitted by one student.

The teacher graded the student's poster.

Placing the apostrophe after the **s** indicates that multiple students created the poster.

The teacher graded the students' poster

Possessive apostrophes with plural nouns can be confusing. Remember, an apostrophe doesn't need to be added to every word that ends in an **s**. In plural nouns such as dogs, iPads and drinks, the **s** is just an indication that there is more than one of them. If you're unsure, ask yourself whether the sentence mentions that something belongs to that word. If not, you do not need an apostrophe.



## YOUR TURN 12.1

Fill in the missing full word or contracted form in the table below.

Full words	Contraction
	didn't
they are	
should not	
	haven't
	we're

## YOUR TURN 12.2

Circle YES or NO to indicate whether or not each of the following sentences needs a possessive apostrophe.

- The clouds brought a sudden downpour. YES / NO
- Mr Nguyens recipe was delicious. YES / NO
- Margaret loves gardening and has grown fruit, vegetables and flowers. YES / NO
- Shelley and Corrines house is the one with the yellow door. YES / NO
- We all wanted the reward, but Maliks work deserved it the most. YES / NO

Now add apostrophes where they are needed.

## YOUR TURN 12.3

Change each of the sentences below by using an apostrophe to indicate possession.

The puppies belonging to the dog → The dog's puppies.

- The present given to Andy
- The moons orbiting Mars
- The go-cart made by Geraldine
- The whiteboard used by Ms Angelis
- The carpet on the floor of the classroom

## UNIT 12B: POSSESSIVE APOSTROPHES

### *The Lion, the Witch and the Wardrobe*

**CS Lewis**

Lucy thought she had never been in a nicer place. It was a little, dry, clean cave of reddish stone with a carpet on the floor and two little chairs ('one for me and one for a friend,' said Mr Tumnus) and a table and a dresser and a mantelpiece over the fire and above that a picture of an old Faun with a grey beard. In one corner there was a door which Lucy thought must lead to Mr Tumnus's bedroom, and on one wall was a shelf full of books. Lucy looked at these while he was setting out the tea things. They had titles like *The Life and Letters of Silenus* or *Nymphs and Their Ways* or *Men, Monks and Gamekeepers: a Study in Popular Legend* or *Is Man a Myth?*

'Now, Daughter of Eve!' said the Faun.

And really it was a wonderful tea. There was a nice brown egg, lightly boiled, for each of them, and then sardines on toast, and then buttered toast, and then toast with honey, and then a sugar-topped cake. And when Lucy was tired of eating the Faun began to talk. He had wonderful tales to tell of life in the forest.

(Puffin Books, 1971, pp 19–20)

### YOUR TURN 12.4

#### Comprehension

- 1 Does Lucy like being in Mr Tumnus's house? How do you know?

---

---

---

---

- 2 What do Lucy and Mr Tumnus have for tea?

---

---

- 3 Is Mr Tumnus a good host? Why do you have this opinion?

---

---

---



## Context

- 4 Highlight all of the punctuation marks in the extract.
- 5 Write out the sentence from the passage that contains a possessive apostrophe.

---



---



---

- 6 Look at the sentence you've just written out. Explain why the apostrophe in this sentence is placed after the first 's'?

---



---



---



---

- 7 Rewrite the following inserting apostrophes to show possession.

- a Mr Tumnus cave \_\_\_\_\_
- b the floors carpet \_\_\_\_\_
- c the friends chair \_\_\_\_\_
- d the old Fauns grey beard \_\_\_\_\_
- e Lucys tea \_\_\_\_\_
- f Mr Tumnus stories \_\_\_\_\_

- 8 Write a short paragraph describing Mr Tumnus's thoughts about Lucy. Use at least three possessive apostrophes.

---



---



---



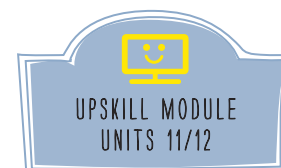
---



---



---



DRAFT