

# Why Do We Need Word Up!?

**Word Up! Grammar** has been designed in response to an identified classroom need – the need for a differentiated student activity book series linked to the national curriculum. Each unit makes explicit links to the Australian Curriculum content descriptions, general capabilities and cross-curriculum priorities.

Grammar knowledge is best expanded when integrated with other areas of language.

**Word Up!** promotes listening, speaking, reading and writing through a diverse range of open and closed activities. The series builds on grammar skills sequentially. Each skill is introduced through varied and engaging texts that stimulate critical and imaginative thinking.

## What's in it for teachers?

**Word Up! Grammar** is a flexible and dynamic student activity series anchored by a sound learning scope and sequence. The book demonstrates how grammar features and structures work at a word, sentence and text level. Grammar is practised and assessed through multimodal, traditional and everyday text.

Each book contains 25 four-page units of work. We recommend integrating one unit per week with your current literacy program. Each unit introduces one or two grammar skills in simple language supported by examples.

## What's in it for students?

Topics are broad and level-specific. The series engages students by showing them how grammar lives and breathes in their world.

Through the series, students discover figurative speech through colourful lyric poetry, build expressive noun groups in the lost world of folktales and learn the art of persuasion through modal verbs and emotive language.

## Series overview

**Word Up!** Lower (books 1 and 2) has a special focus on visual literacy for younger learners.

**Word Up!** Middle and Upper (books 3–6) include annotated sample texts that point out the structure of each text type and, where relevant, point to other language features.

Each book also contains a scope and sequence map and a glossary.

Each **Word Up! Grammar** unit defines the skill, provides examples, models answers and paces activities. Key grammar skills are revised and built on from unit to unit. All students access learning through gradually increasing levels of difficulty. The level of support decreases as students progress through learning and practice.

Differentiated student learning is indicated by three icons:



indicates basic, closed activities, with a high level of student support



indicates moderate level of student support, with a mix of closed and open activity types



indicates student-led activities that are writing-centred and open-response.

Students can follow the **Word Up!** super spaceship through each unit. When students have completed all units, they receive a Certificate of Completion at the end of the book.



# The Dancer

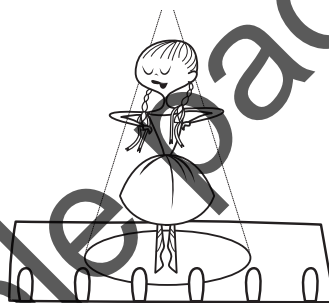
A **simple sentence** is a group of words that contains a subject and a verb. An **adverb** is a word that tells us more about a verb. An adverb tells us when, where or how a verb was done. For example, *She rises easily. She bows graciously.*



## Description – Character Description

What the character looks like, what she does and how she acts.

### The Dancer



The dancer smiles mysteriously. Her hair falls loosely in a plait. Coloured ribbons fall gently around her pale shoulders. She starts dancing slowly. She gently feels the music. She rises easily onto her toes.

The purpose of a description is to describe the features of something.

Adverbs describe the manner of the actions.

She pirouettes elegantly. She bends forward towards the floor. Her strong toes point down.

A series of features or facts.

Her eyes sparkle magnificently. Her hands express her mood beautifully. She bows graciously. The audience stands quickly to its feet. The blind girl dances with grace.



- 1 Underline five adverbs in the description. Use these words to help.

mysteriously loosely easily elegantly quickly

- 2 Draw a line to match the following adverbs with their opposite meaning (antonym).

- |           |         |
|-----------|---------|
| a loosely | slowly  |
| b gently  | tightly |
| c quickly | roughly |



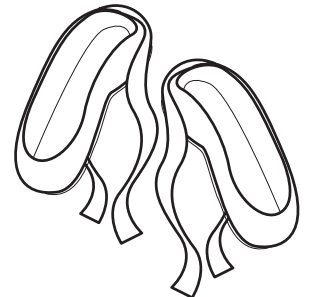
- 3 Draw a line to match the following adverbs to an adverb that has a similar meaning (synonym).

- |                |              |
|----------------|--------------|
| a mysteriously | wonderfully  |
| b easily       | secretively  |
| c beautifully  | effortlessly |



- 4 Tick the simple sentences in each pair of sentences.

- a You are late.  
You are running so late, you've missed the first bell.
- b I really like your shoes because they are so beautiful.  
I like your shoes.
- c The Wildcats defeated the Superjets.



The Wildcats narrowly beat the Superjets in the closest game of the season.



**5 Rewrite these compound sentences into two simple sentences.**

- a** The dancer spun elegantly and she bent to the floor.

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- b** The car sped away quickly as the police car tried to stop it.

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- c** The kookaburra sat on the wire and it laughed at the world.

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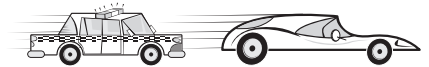
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**6 Use the following adverbs in a simple sentence.**

- a** bravely

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- b** noisily

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- c** angrily

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**7 Write an adverb to match the verb and finish the sentence.**

- a** It jumps \_\_\_\_\_

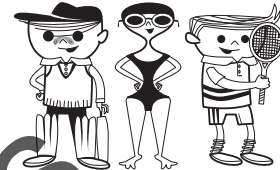
- b** They acted \_\_\_\_\_



- 8 Write two simple sentences about two teachers at your school. Include a verb and a matching adverb in each sentence.



- 9 Write a character description about your favourite sports person. Remember to include simple sentences and at least three adverbs.



Character	<hr/> <hr/>
Introduction	<hr/> <hr/> <hr/>
Series of features	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# The Magic Cape



A **complex sentence** has a main clause and at least one subordinate clause. For example, *I loved the cake (main clause) because you baked it (subordinate clause).* Complex sentences often contain joining words called subordinate conjunctions (*after, as, and*). A **noun group** is a group of words that build on a noun.

## Narrative – Legend

A legend is a type of narrative that people tell as a true story.

### The Magic Cape

There once was a glamorous young girl. She lived alone in a penthouse on a hill. She wore expensive silk clothes, but her most prized possession was a tattered old cape.

As the sun rose on the first day each year, the cape turned gold and granted one wish. It stayed this way until sunset.

A boy in a nearby village tried to convince the girl to allow him try the cape, but every year she refused.

The boy waited for the rising sun and distracted the girl with his dazzling smile. Quick as a flash, the cape was his. His wish made him rich and famous and he moved into the penthouse next door.

The magic cape became known throughout the land.

Events in the correct order, including a complication and resolution.

Orientation – who, what, where, when.

Complex sentence with a subordinate clause.



1 Underline three noun groups in the legend. The first one has been done for you.

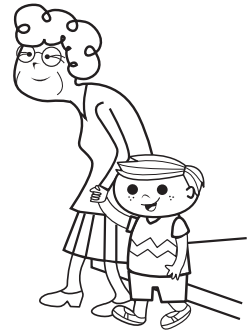
2 Complete the sentences using subordinate conjunctions to make complex sentences.

after because before

a I went to school \_\_\_\_\_ I ate breakfast.

b We visited the zoo \_\_\_\_\_ it closed.

c The old lady smiled \_\_\_\_\_ the boy helped her across the street.



3 Draw a line to match the main clause to the correct subordinate clause.

a I went to the doctor \_\_\_\_\_ since she was five years old.

b Jane has played tennis \_\_\_\_\_ before he went to bed.

c Henry brushed his teeth \_\_\_\_\_ because I was sick.



4 Complete the sentences below to make noun groups.

a The \_\_\_\_\_ castle.

b A \_\_\_\_\_ fish.

c \_\_\_\_\_ stripy scarf.

d \_\_\_\_\_ book.

e A \_\_\_\_\_ island.

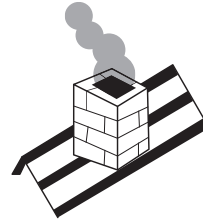
f The \_\_\_\_\_ boy.

**5 Complete these complex sentences by writing a subordinate conjunction in the spaces provided.**

**a** He was not allowed to go \_\_\_\_\_ he hadn't finished his homework.

**b** Dirty, grey smoke came out of the chimney \_\_\_\_\_ the hot fire was lit.

**c** The black dog wagged its tail \_\_\_\_\_ the little boy tickled its soft ears.



**6 Complete the noun groups by writing the words in the correct column. Use the words below help you.**

fit   growling   freezing  
athletic   furry   icy   loyal



dog	cricketer	Antarctica

**7 Write a noun group to begin the following complex sentences.**

**a** \_\_\_\_\_  
cried when she read the sad book.

**b** \_\_\_\_\_  
roared at the noisy crowd.





**8 Write your own legend. Include complex sentences and subordinate conjunctions. Here are some possible topics.**

- The haunted forest
- The golden cow
- The mysterious boat



<b>Orientation</b>	<hr/> <hr/>
<b>Events in the correct order with problem</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Resolution</b>	<hr/> <hr/> <hr/>

**9 Go online to learn about the Vietnamese legend “Moon Boy”. Discuss the story with your classmates.**

# Stage Fright!

A **statement** is a sentence that gives a fact or an opinion. A recount uses **past tense verbs** to show actions or feelings that have happened in the past. For example, *I dreamed I would win. I thought I would become famous.*



## Recount – Autobiography

Orientation  
– who, what,  
where, when.

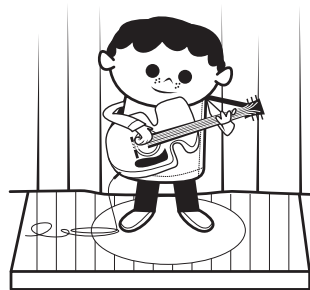
### Stage Fright!

Everybody told me I was a natural performer, so when I was ten I entered a talent show. I dreamed I would become famous.

I practised the guitar and sang. I rehearsed for weeks. When show day came, the producers took me into the studio. They showed me where to stand and told me what to do. I was very excited.

Finally, the night arrived. I confidently took my spot. I looked into the lights. I froze. Everyone stared. The judges encouraged me to keep going.

At last I took a deep breath and strummed my first chord. I have never felt so relieved.



An autobiography is a text that someone writes about themselves to tell the story of their life or a part of it.

Each statement tells the story in sequence.

A personal comment forms the conclusion.



- 1 Underline five past tense verbs in the autobiography. Use these words to help.

was dreamed rehearsed came took

- 2 Shade the following past tense verbs that end in 'ed'. Circle the past tense verbs that have a different ending.

loved swept milked snowed had

- 3 Draw a star next to the sentences that are statements.

a Nick watched the plane fly over.  
What is Nick looking at?

b Is it going to rain tomorrow?  
It rained yesterday.

c Can you please turn the light on?  
The light is already on.



- 4 Circle the correct verb to make a past tense sentence.

a The elephant's trunk sways / swayed.

b The car drives / drove too fast around the bend.

c The moon was / is full last night.

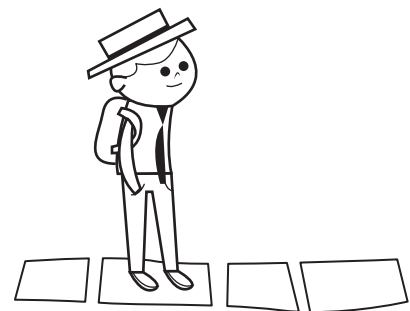


- 5 Unjumble these past tense verbs.

a lkewad \_\_\_\_\_

b desartt \_\_\_\_\_

c agminied \_\_\_\_\_



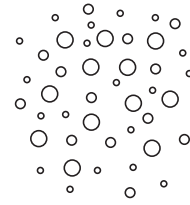


**6 Change these verbs from present tense to past tense.**

**a** dance \_\_\_\_\_

**b** snow \_\_\_\_\_

**c** think \_\_\_\_\_



**7 Write a complete statement to answer each question.**

**a** Where would you like to go for a holiday?

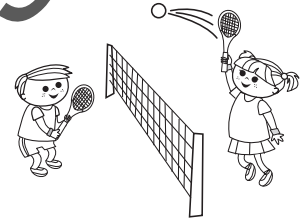
\_\_\_\_\_

**b** Did Mike play tennis with Jai or Jill?

\_\_\_\_\_

**c** How do you feel on your birthday?

\_\_\_\_\_



**8 Rewrite the present tense verbs as past tense verbs in the spaces provided.**

I [wake] \_\_\_\_\_ to the sound of a loud bang. I [look]

\_\_\_\_\_ out my window and [see] \_\_\_\_\_ a

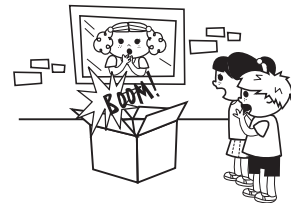
large red box on the road. It [is] \_\_\_\_\_ bigger than our car.

I [sneak] \_\_\_\_\_ downstairs and [tiptoe] \_\_\_\_\_

out the door. Our neighbours [are] \_\_\_\_\_ in the street too.

We slowly [step] \_\_\_\_\_ close to the box as it [explodes]

\_\_\_\_\_ open!

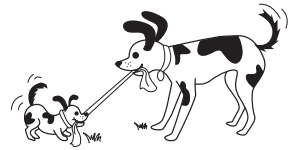


9 Write a statement to match each picture.

a

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b

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10 Write a recount about an exciting time in your life. Remember to include past tense verbs.

Orientation (who, when, where)	<hr/> <hr/>
Sequence of events	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Personal comment	<hr/> <hr/>