

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.

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

Series overview

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 its language features.

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

Because we're all different ...

Each **Word Up!** 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.

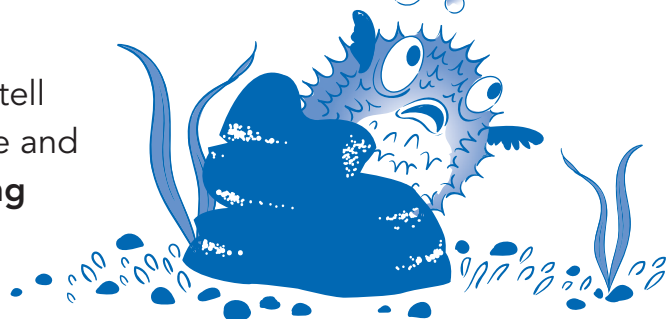
Students can follow the **Word Up!** flappy fish through each unit. When students have completed all units, they receive a Certificate of Completion at the end of the book.



In a Dark Cave

Adjectives are words that add meaning to nouns.

For example, a big dog. **Describing adjectives** can tell us more about condition or opinion, size, shape, age and colour, for example, a funny little old dog. **Classifying adjectives** tell us about the category the noun or pronoun belongs to, for example, mountain bike.



Narrative – Tale

Fish told Shark, "In that dark, gloomy cave there's a thing with long, snaky arms. It has bulging eyes and a terrifying and hungry mouth full of razor-sharp teeth. So don't you dare go in there!"

But Shark looked at frightened Fish, his eyes all aglow.

"Ah," he said, "that's just where I'll go."

So Shark swam down to the ocean's rocky floor and into the cave. There he saw a shadow with its arms reaching out. Hundreds of knife-like teeth glimmered in its ravenous mouth. It shot towards him.

With a flick of his tail and without looking back, Shark was gone.

The purpose of a narrative is to entertain or tell a story.

Writers use adjectives to make the characters more interesting.

Narratives contain a problem and a solution.



1 Circle these adjectives in the tale.

dark long bulging snaky razor-sharp

2 Underline these describing adjectives in the tale.

gloomy terrifying



3 Shade in red all the remaining adjectives in the tale.

4 Draw a line to match each describing adjective to its correct noun.

- | | |
|---------------|-------|
| a curly | chair |
| b cloudy | hair |
| c squeaky | car |
| d fast | wheel |
| e comfortable | day |

5 Draw a line to match each classifying adjective to its correct noun.

- | | |
|-----------|------------|
| a musical | bear |
| b shark | story |
| c love | teeth |
| d polar | instrument |



6 Underline the describing adjectives in these sentences.

- a The exciting ride was over too soon.
- b It was a very upsetting event.
- c The dinner party was boring.
- d She thought her drawing was excellent.

7 Write the adjectives in the correct category in the table. The first one has been done for you.

filthy huge ~~old~~ pink circular delightful

Condition	Opinion	Size	Shape	Age	Colour
				old	

8 Write your own sentences using the adjectives listed. The first one has been done for you.

a new red gigantic

The gigantic new red sheets flapped on the clothes line.

b quiet shy little

c loud large angry

d boring brown

e endless wet chilly

9 Complete each sentence with the correct classifying adjective.

ancient electric travel clothes library

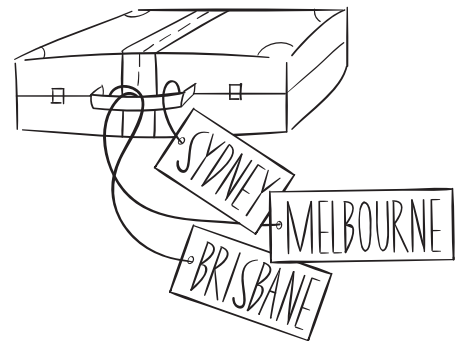
a My heavy bag was full of _____ books.

b Jenny loaded her _____ guitar onto the bus.

c My dad's underwear blew off the _____ line.

d This term we're studying _____ Greece.

e Samir packed a suitcase with _____ clothes.



- 10 Underline the classifying adjectives and circle the describing adjectives in the box. Write your own sentences for three of the words.

mountain bike delightful creepy snake venom messy



- 11 Use your imagination to write a description of each place. Remember to include adjectives!

A scary place

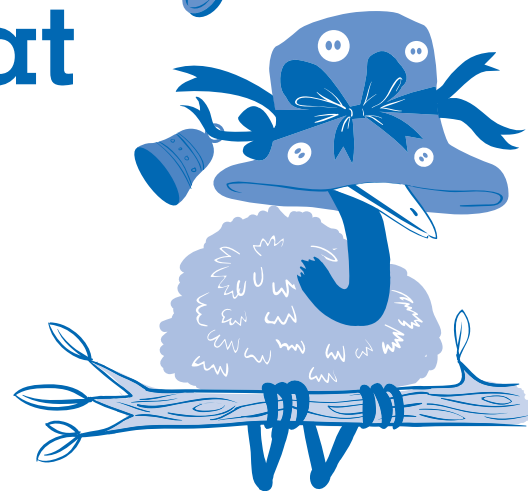
A quiet place

A dangerous place

Sample pages

The Lovely Hat

A **comma** is a mark of punctuation (,) that indicates a slight pause. Commas are used to separate items in a list. Commas can also help to show rhythm (the pattern of beats) in poetry. Poetry often uses **descriptive language**. This language tells the reader how things look, sound, taste, smell and feel.



Description – Poem

A description tells the features of something.

The Quangle Wangle's Hat

On the top of the Crumpetty Tree
The Quangle Wangle sat,
But his face you could not see,
On account of his Beaver Hat.
For his Hat was a hundred and two feet wide,
With ribbons and bibbons on every side
And bells, and buttons, and loops, and lace,
So that nobody ever could see the face
Of the Quangle Wangle Quee.

...

And besides, to the Crumpetty Tree
Came the Stork, the Duck, and the Owl;
The Snail, and the Bumble-Bee,
The Frog, and the Fimble Fowl;
(The Fimble Fowl, with a corkscrew leg;)
And all of them said, — "We humbly beg,
"We may build out homes on your lovely Hat, —
"Mr Quangle Wangle, grant us that!
"Mr Quangle Wangle Quee!"

A poem is separated into lines.

Poems are organised into groups of lines called stanzas or verses.

Commas help us to pause in the right place.



Edward Lear





- 1 Circle the commas in the poem that show words as part of a list.
- 2 Underline the commas that indicate a pause.
- 3 Shade in red three descriptive words in the poem. Use these words to help you.

crumpetty corkscrew humbly

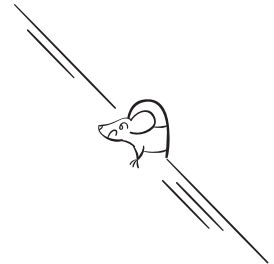
- 4 Add commas to the shopping list below.

eggs bread lollies bacon milk shampoo



- 5 Add commas where you think they should go. Write the syllables in each line.

When the night is black _____
 it matches our cat. _____
 He pricks his ears _____
 to the smell of fear. _____
 The mouse looks out _____
 a small pink snout. _____
 She steals a peep _____
 but quickly retreats _____



- 6 Complete the table using descriptive words from the list. The first line has been done for you.

~~salty~~ ~~smooth~~ ~~pink~~ ~~sniff~~ ~~softly~~ brightly furry caress
 spicy loudly dark barking sweet sweaty musty

Look	Sound	Taste	Smell	Touch
pink	softly	salty	sniff	smooth

7 Complete each sentence with the correct descriptive word.

prickly crackling winding hairy

- a The _____ dog jumped out of the rubbish bin.
- b Our journey took longer because of the _____ roads.
- c The _____ rug tickled my feet.
- d We curled up in front of a _____ fire.

8 Complete these lists and add commas.

- a emu, blackbird, _____ and _____
- b dingo, kangaroo, _____ and _____
- c barramundi, salmon, _____ and _____

9 Circle the descriptive words in this list.

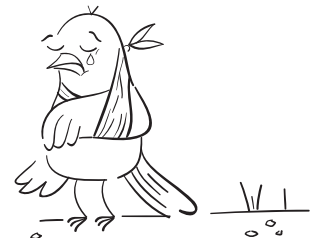
loud walking grassy website red asleep cool

10 Write three descriptive words for each illustration.

a _____



b _____



c _____





11 Write your own poem. Remember to use commas and descriptive language.

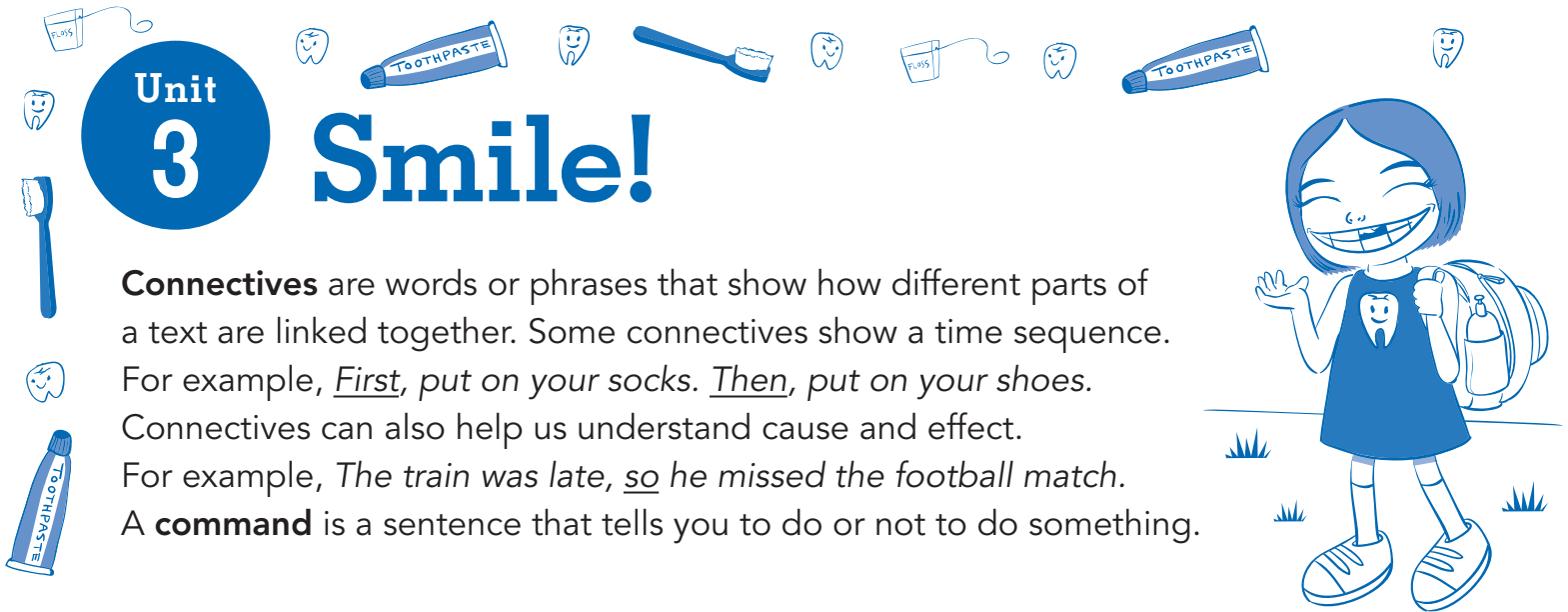
Possible topics:

- My dad's smelly socks
- A crazy, lazy day
- Running in the rain



Sample pages

12 Underline all the descriptive words you used in your poem.



Connectives are words or phrases that show how different parts of a text are linked together. Some connectives show a time sequence. For example, *First, put on your socks. Then, put on your shoes.* Connectives can also help us understand cause and effect. For example, *The train was late, so he missed the football match.* A **command** is a sentence that tells you to do or not to do something.

Procedure – Instruction

Instructions tell how to make or do something.

What to do if you break a tooth

You need to take immediate action if you damage your tooth so that you have the best chance of saving it.

- 1 First, check you have no other injuries.
- 2 Then, check if your gums are bleeding. If they are, apply gentle pressure to the gum surrounding the damaged tooth until the bleeding stops.
- 3 Next, find the broken piece of tooth so that it can be reattached.
- 4 Finally, see your dentist as soon as you can.

Instructions often begin with commands

A series of steps needs to be completed to reach the goal.



- 1 Underline the connectives that show sequence in the instruction. Use these words to help you.

next finally then first



- 2 Circle the connectives that show cause and effect in the instruction.**
Use these words to help you.

so because

- 3 Write the best connective to complete each sentence.**

finally first after next



- a _____, melt the butter in the pan.
- b _____, pour the pancake mixture into the pan.
- c Flip the pancake carefully _____ the bottom turns golden brown.
- d _____, cook the pancake on the other side and enjoy!
- 4 Tick the sentences that are commands. Remember, commands tell you to do or not to do something.**

- a Pour the milk into a large bowl.
- b Meet me on High Street at exactly 9 am on Saturday.
- c Let's go to the pizza parlour for dinner.

- 5 Circle the connectives that show cause and effect.**

- a She practised karate every night so she could earn her black belt.
- b The vet recommended eye drops, since the dog had a sore eye.
- c We got cold when it started snowing.

- 6 Use sequencing connectives to complete the instructions.**

- a _____, place an egg in a saucepan of cold water.
- b _____, put the saucepan on the stove and wait for it to boil.

c _____, reduce the heat and simmer for 2 to 3 minutes.

d _____, remove the saucepan from the stove and let the egg cool.

7 Use these cause-and-effect connectives to write new sentences. The first one has been done for you.

so because as since

a The soup was cold. She was furious!

She was furious because the soup was cold!

b I can't fly my kite. I need to finish my homework.

c Tomorrow, the weather will be hot. I will take my hat.

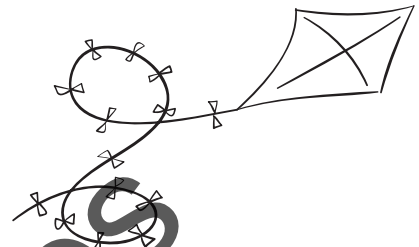
d I can't play hockey. I play basketball.

8 Write your own sentences using these sequencing connectives.

a since

b when

c before

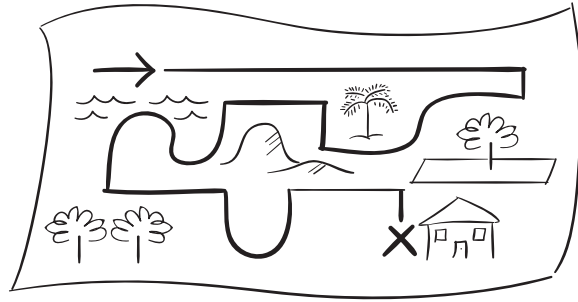




9 Write an instruction using sequencing and cause-and-effect connectives. Remember, instructions use commands to tell you what to do.

Possible topics:

- My favourite recipe
- Directions to my house
- How to make a kite



Topic	
Goal	
Series of steps in the correct order	

Sample pages

10 Underline the connectives in your instruction.

Dozing Dolphins



Complex sentences contain a main clause and one or more subordinate clauses. Subordinate clauses are often separated from the main clause by a **comma**. For example, After the storm (subordinate clause), the sun came out (main clause). **Subordinating conjunctions** introduce subordinate clauses and show how they relate to the main clause. For example, *I could not go until my mother came home.*

Explanation – Account

Explanations give information about how or why something happens.

How do dolphins sleep?

Research has shown that only half of a dolphin's brain sleeps at one time.

Opening statement introduces the topic.

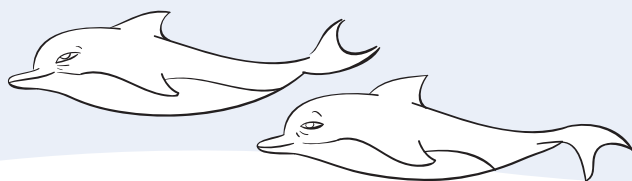
Like humans, dolphins sleep for about eight hours a day. Unlike humans, if dolphins fell asleep completely, they would forget to breathe!

A number of points about the topic.

Because they are half awake, dolphins can continue to do things that are important for their survival. They can come to the surface to breathe. They can swim slowly next to each other. They can remain aware of predators.

Another way of putting it is that dolphins can rest half their brain while the other half remains awake.

Concluding statement.





1 Circle the commas in the explanation.

2 Underline the subordinating conjunctions in this list.

after since unless going dolphin as sleep

3 Underline the main clauses in the explanation. Remember, a main clause is the part of the sentence that makes sense by itself.



4 Draw a line to show which clauses go together to complete the sentence.

a I'll buy Cam a birthday present because we went for a long walk.

b The dog is tired so we can be pen pals.

c I'll write to you because he invited me to his party.

5 Use the subordinating conjunctions in the box to finish these sentences.

after although ~~because~~ since

a He went to bed because he was very tired.

b The possum climbed the tree, _____ that was where he slept.

c Koalas only eat gum leaves, _____ they are not very nourishing.

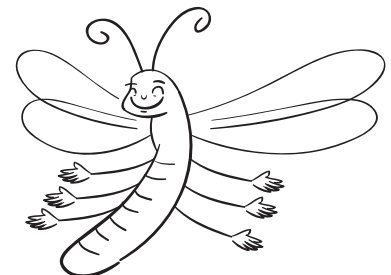
d You can help me bake cupcakes _____ you wash your hands.

6 Underline the main clause and shade the subordinate clause in each of these sentences. The first one has been done for you.

a Most insects don't sleep, although many go into a sleep-like state called torpor.

b Insects remain quite still when in a state of torpor.

c Insects can wake up quickly if danger is near.



7 Add commas to these complex sentences. Remember, commas are often used to separate main and subordinate clauses.

- a In warmer weather echidnas sleep during the heat of the day.
- b To stay warm while they sleep many birds look for sheltered places to roost.
- c When they sleep many birds tuck their heads under their wings.
- d Snakes seek out cracks in the rocks when they want to sleep.

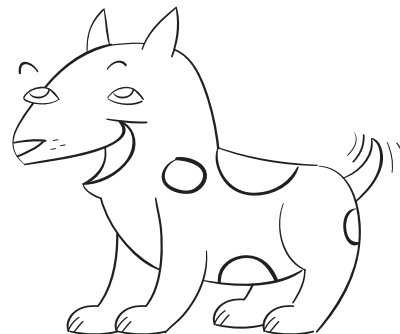
8 Write four complex sentences about animals you know. The first one has been done for you.

- a Cows can walk up stairs, but are unable to walk back down.
- b _____
- c _____
- d _____

 **9 Write an explanation of your own. Remember to use complex sentences, subordinate conjunctions and commas. Use the internet to help you.**

Possible topics:

- Why do dogs wag their tails?
- How do cats clean their fur?
- How do bears hibernate?



Title	_____
Opening statement	_____ _____ _____
Explanation	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Summary	_____ _____

10 Use the internet to find out what dolphins eat.