

# WordFlyers

## Year 7 Grammar Lesson series

### No. 1

5  
ready-to-use  
lessons

This series of five lessons shows how **WordFlyers** can be incorporated into a teaching program. The lessons begin by taking students through the **components of simple, compound and complex sentences**. Later lessons demonstrate **how students can enhance their writing by expanding simple sentences**. The focus on grammar will aid students in building their understanding of sentence structure.

The content is designed for 60 minute lessons; however, it does not take rollcall or packing up into account, and teachers should adjust as necessary.

#### Included resources

- **WordFlyers** website
- Lesson 1 worksheet: Nouns and pronouns bingo
- Lesson 1 worksheet: Identify nouns and pronouns
- Lesson 2 worksheet: Sort verb types
- Lesson 3 worksheet: Compound sentences
- Lesson 4 worksheet: Dependent clause poetry
- Lesson 5 worksheet: Expanding simple sentences
- *Achieve! Interactive Instant Lessons – English, Book 2*, pp. 61, 77, 125 (ISBN: 978 1 92168 083 0)
- *Achieve! Interactive Instant Lessons – English, Book 3*, p. 77 (ISBN: 978 1 92209 022 5)

#### Year 7 WordFlyers units featuring the grammar focus

→ The units marked feature in this grammar lesson series.

#### LESSON 1

Grammar focus	<b>WordFlyers content:</b>
• Common nouns	Review Level 7 Sniffer dog school →
• Proper nouns	Review Level 7 My friend is an online troll, what do I do? →
• Pronouns	7.1.9 Hope and adventure in <i>Finding Nemo</i>
	7.1.11 Memories in a suitcase
	7.2.13 My life is NOT a Twilight movie →

#### LESSON 2

Grammar focus	<b>WordFlyers content:</b>
• Relating verbs	7.1.5 Good bugs, bad bugs →
• Action verbs	7.2.6 Not just bones at Lake Mungo →
• Modal verbs	7.2.8 What's the 'best buy'?
	7.3.1 Episode 126: Confronting the truth →
	7.3.6 Buying bike parts online

#### LESSON 3

Grammar focus	<b>WordFlyers content:</b>
• Simple sentences	Review Level 7 Sniffer dog school
• Compound sentences	7.1.1 Breaking up, for the best
	7.1.6 Training diary of an elite athlete →
	7.1.8 Alone, cold and 14 tomorrow →
	7.1.13 The ultimate chocolate cupcake →
	7.2.1 Ally's big break
	7.3.4 Who brings a bike to a ski run?

#### LESSON 4

Grammar focus	<b>WordFlyers content:</b>
• Complex sentences	7.1.2 Wind energy – what's your take? →
	7.1.9 Hope and adventure in <i>Finding Nemo</i>
	7.2.4 From lab to cone →
	7.3.1 Episode 126: confronting the truth
	7.3.8 Lunch on the run

#### LESSON 5

Review	<b>No new WordFlyers content</b>
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**Note:** This series of lessons assumes students have access to personal computers, laptops or tablets during class. In order to incorporate **WordFlyers** as a teaching tool for classes who book computer lab time, teachers may prefer to condense Lessons 1–4 into three, and then use Lesson 4 as a computer lesson to cover **WordFlyers** content.

# Year 7 Grammar Lesson series No. 1 continued

## LESSON 1

### Focus

#### Parts of speech:

- Common nouns
- Proper nouns
- Pronouns

### What will students know and be able to do?

- Define and explain the purpose of common nouns, proper nouns and pronouns.
- Identify common nouns, proper nouns and pronouns within a text.

### Main learning activities

#### Establish students' prior knowledge:

What are common nouns, proper nouns and pronouns? Provide definitions and examples. (10 mins)

#### Group activity:

Students to brainstorm in groups (assign a particular word type to each group). Come back as a class and discuss. Write on butcher's paper to attach to wall. (15 mins)

#### ICT practice and reinforcement:

Students complete Grammar 1 lessons from **WordFlyers** content Review Level 7 Sniffer dog school; Review Level 7 My friend is an online troll, what do I do?; and 7.2.13 My life is NOT a Twilight movie. (10 mins)

#### Reading (worksheet provided):

Reading activity. Highlight the common nouns, proper nouns and pronouns in a short text. Discuss as a class, including the effect of adjectives on nouns. (15 mins)

#### Class game (worksheet provided):

Nouns and pronouns bingo. Winner must correctly identify the types of words they cross off their sheet. Can be done individually or in small groups. (10 mins)

#### Homework (worksheet provided):

 Pronouns worksheet.

### Assessment and resources

#### Formative: Class discussion

- Butcher's paper
- Textas
- Access to laptops, tablets or lab computers and **WordFlyers**
- Lesson 1 worksheet: Identify nouns and pronouns
- Lesson 1 worksheet: Nouns and pronouns bingo
- Pronouns (*Achieve! Interactive Instant Lessons – English, Book 3, p.77*)

### Links

Australian Curriculum:  
ACELA1452  
ACELA1468



## Sniffer dog school

By Max Fallon

Don't believe the rumours. Sniffer dogs aren't addicted to drugs. Nor do they want to eat them. Yet dogs working for the Australian Customs and Border Protection Service can detect even the smallest traces. So, how do these talented canines sniff drugs out?

It comes down to a dog's most basic instinct – they want to play! "Dogs are social creatures and they really enjoy human attention," handler Jan Woods says. "They love to play games and they want to please."

#### Towel training

"We start off with a simple towel and turn it into a toy," Jan explains. "We call smells of illegal drugs and then we hide the towel. The dog tracks the scent but thinks it is searching for its toy."

#### Starting them young

Sniffer dogs start training when they are 15 months old. After a demanding course at the National Detector Dog Training Facility, each dog is paired with a handler and put through on-the-job training and assessment.

"I've been working with Henry for three months now," Jan says, finally putting the collar on her side. "It's important for dogs and handlers to have a close relationship, so we are able to read each other's signals."



## My life is NOT a Twilight movie

BY GINA KOEHN

"It was like a movie." You hear witnesses say that all the time on the news: a big factory explosion, a dramatic car chase, a giraffe escaped from the zoo. But really, how often is life that exciting?

Some of my friends believe every moment of every day should be thrilling. When they tell me this, I blame Hollywood for their crazy dreams. They think the best guy from *Twilight* will ask them out or they'll actually become a mega-famous singing-and-dancing student in *Glee*.

Why can't life in the movies be more like a typical day? I stub toe right as Josh is walking by (chick-dick! How to lose a guy in 10 clumsy ways). In music class my

violin sounds like a rusty sawaw (tear-jerker: No strings attached). And what about all those times I'm just hanging out, doing nothing? Sitting there picking my nails or searching under the bed for the iPod. Why don't they make a movie like that? Lights, camera, dissatisfaction!

Maybe if we knew how to be properly bored and not always online or on show, we'd appreciate the simple things (Dad's favourite curly spaghetti). Then we might watch the next blockbuster not so something to imitate but as pure escapism. We might finally realise we're all directors in our very own productions. And ... cut!

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### Reading worksheet (pp.7-8)

### Class game worksheet (pp.9-14)

### Homework worksheet (p.15)

## LESSON 2

### Focus

#### Parts of speech:

- Action verbs
- Relating verbs
- Modal verbs

### What will students know and be able to do?

- Define and explain the purpose of action verbs, relating verbs and modal verbs.
- Identify action verbs, relating verbs and modal verbs within a short text.

### Main learning activities

#### Establish students' prior knowledge:

What are action verbs, relating verbs and modal verbs? Provide definitions and examples. (10 mins)

#### Group activity:

Students to brainstorm verbs in groups (assign a particular verb type to each group). Come back as a class and discuss. Write on butcher's paper to attach to wall. (15 mins)

#### Individual activity (worksheet provided):

Sorting verb types. Students sort a list of verbs into their correct category. Discuss as a class (10 mins).

#### ICT practice and reinforcement:

Students complete Grammar 1 lessons from **WordFlyers** content 7.1.5 Good bugs, bad bugs; 7.2.6 Not just bones at Lake Mungo; and 7.3.1 Episode 126: Confronting the truth. (10–15 mins)

#### Writing:

Students to write 10 sentences using a mix of verb types. Swap with other students and identify the verb types in each other's sentences. (10–15 mins)

#### Homework (worksheet provided):

Adding 's' and 'es' to verbs (verb and pronoun worksheet).

### Assessment and resources

#### Formative: Class discussion

- Butcher's paper
- Textas
- Lesson 2 worksheet: Sort verb types
- Adding 's' and 'es' to verbs (*Achieve! Interactive Instant Lessons – English, Book 2, p.61*)
- Access to laptops, tablets or lab computers and **WordFlyers**

### Links

Australian Curriculum:  
ACELA1452  
ACELA1536



**Good bugs, bad bugs**

**First chorus**  
Good microbes, bad microbes,  
Everybody knows,  
There's some inside your stomach and in between your toes.  
Good microbes, bad microbes,  
As small as they are tough,  
They live in many places, no matter how rough.  
Some are nice, they help to make our cheese.  
Some aren't so nice, like deadly disease.

**Verse 1**  
Bacteria can copy and multiply,  
Invisible to the human eye,  
They're the best decomposers in the human body.  
You can ask anybody, anybody,  
Who needs Lactobacillus acidophilus.  
To digest the food within us,  
With vegetable and plant matter you gotta break it down, you don't mess around.  
You need Escherichia Coli,  
Notorious for its infectious strain,  
E. coli,  
No less.

**Second chorus**  
Good microbes, bad microbes,  
Everybody knows,  
There's some inside your stomach and in between your toes.  
Good microbes, bad microbes,  
As small as they are tough,  
No matter how rough.

**Verse 2**  
It resides with pride in your large intestine,  
Bifidobacterium.  
An original G, an original G,  
Especially since it's on the inside synthesising the Vitamin B.  
Cookin' up the Vitamin B,  
It's a bad microbe, if you wanna know, it's Helicobacter pylori,  
Helicobacter pylori,  
It's another gory story.

**Repeat first chorus**

**Episode 126: Confronting the truth**  
17. INT. CAROLYN'S LOUNGE ROOM - DAY

**CAROLYN** (singing) I think in an epidemic like this one, when the infected stage is limited, it's best to take a step back from the game. As the bad stage subsides, Carolyn saves through the front to find Sam.

**JESSIE** (singing) Whatever you're calling for and intended,  
The game has to be won, JESSIE.

**JESSIE** (singing) Hello Carolyn,  
CAROLYN (singing) Hello Sam.

**CAROLYN** (singing) Hello Carolyn,  
CAROLYN (singing) Hello Sam.

**JESSIE** (singing) Do you have a few minutes?  
CAROLYN (singing) I'm not sure. I have to go to the kitchen, but...  
CAROLYN (singing) I'll be back in a minute.

**JESSIE** (singing) Hello Sam, Carolyn's in the kitchen.  
CAROLYN (singing) Hello Sam, Carolyn's in the kitchen.

**JESSIE** (singing) Hello Sam, Carolyn's in the kitchen.  
CAROLYN (singing) Hello Sam, Carolyn's in the kitchen.

**JESSIE** (singing) Hello Sam, Carolyn's in the kitchen.  
CAROLYN (singing) Hello Sam, Carolyn's in the kitchen.

### ICT practice and reinforcement Grammar 1 7.1.5, 7.2.6 and 7.3.1

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**Not just bones at Lake Mungo**  
Alice Munn

As humans, we tend to measure time in relation to our own life span. Something 100 years ago may feel ancient. But Greek or Roman civilisation, a little over two thousand years old, can seem impossibly distant. Imagine then the discovery of a truly ancient culture, whose story has been buried in a dry lake bed for over 40,000 years.

Lake Mungo, situated in outback New South Wales, around 700 kilometres west of Sydney, has become one of the richest, most significant archaeological sites in the world. The discovery of human remains and stone tools has provided a rare glimpse into the lives of the indigenous Australian people who inhabited the area.

Already, limited excavation of Lake Mungo's enormous sand dunes has unearthed some of the oldest human bones outside of Africa. One of the most famous is the remains of Mungo Man, found in 1948, suggest a sophisticated burial practice where the corpse was sprinkled with red ochre, which must have been transported from 200 kilometres away.

Mungo Woman, found in 1968, has become a controversial figure in her own right. Her finding indicates a cremation ceremony where the body was burnt, then broken apart, then burnt again, and finally sprinkled with the same red ochre as Mungo Man. In her book *Archaeology of the Dreamtime*, Dr. Josephine Flood argues that...

This is precisely why these fossil records have become so important to current Indigenous Australian people. Not only is it proof that they were the first to walk this great land, it also shows that many of their ancient beliefs and practices have continued down through the ages. It is also compelling evidence of the length and complexity of the Indigenous Australian story, a story that non-Indigenous people are just starting to understand.

**Want to know more?**  
I cited in E. Elder, 'Bare bones of history', *The Sydney Morning Herald*, 21 March 2008. <http://www.smh.com.au/australia/news/great-outdoor-bare-bones-of-history-2008/11/18/story.html>

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Sort verb types

Read the following list of verbs. Write each verb into the correct category in the table.

have + might + will + has  
wanted + climbed + can + may  
could + might + approaches + signed  
am + was + is

Action verbs	Relating verbs	Modal verbs

### Individual activity worksheet (pp.17–18)

**Adding 's' and 'es' to verbs**

This table shows how to use the verb with different pronouns. The verb 'is' is used as an example. We are using it with he, she or it.

Pronoun	Form of the verb used
I	am
you	are
we	are
they	are
he	is
she	is
it	is

Most verbs in the same way. However, if the verb ends in 's', 'sh', 'ch', 'x', 'o' or 'z', then we need to add 'es'.

For example:  
• watch: watches  
• you watch, but she watches  
• they watch, but he watches  
• we go, but she goes  
• I sit, but she sits

10. Finish these sentences with the correct form of the verb in brackets.

1. She (climb) \_\_\_\_\_ the wall to get into the company she works for.

2. He (climb) \_\_\_\_\_ the wall to get into the company she works for.

3. I (climb) \_\_\_\_\_ the wall to get into the company she works for.

4. The team (climb) \_\_\_\_\_ the wall to get into the company she works for.

5. Whenever he (climb) \_\_\_\_\_ the wall to get into the company she works for.

6. He (climb) \_\_\_\_\_ the wall to get into the company she works for.

7. In winter he (climb) \_\_\_\_\_ the wall to get into the company she works for.

8. If she (climb) \_\_\_\_\_ the wall to get into the company she works for.

9. She (climb) \_\_\_\_\_ the wall to get into the company she works for.

10. He (climb) \_\_\_\_\_ the wall to get into the company she works for.

### Homework worksheet (pp.19–20)

## LESSON 3

### Focus

**Words:** Coordinating conjunctions

**Clause types:** Independent clauses

**Sentence types:** Simple sentences, Compound sentences

### What will students know and be able to do?

- Explain what simple sentences and compound sentences are.
- Identify the required components of a simple sentence (subject, verb – independent clause) and a compound sentence (subjects, verbs, coordinating conjunction – two or more independent clauses).
- Write simple and compound sentences.

### Main learning activities

#### Teacher input:

- Define what an independent clause is.
- Explain and demonstrate the elements necessary to include in an independent clause (subject, which is often a noun or pronoun; verb).
- Explain and demonstrate subject–verb agreement. (10 mins)

#### Individual activity (worksheet provided):

Agreement worksheet. (10 mins)

#### Teacher input:

Explain compound sentences and coordinating conjunctions. (5 mins)

#### Individual activity (worksheet provided):

Coordinating conjunctions worksheet. (10 mins)

#### ICT practice and reinforcement:

Students complete Grammar 2 lessons from **WordFlayers** content 7.1.6 Training diary of an elite athlete; 7.1.8 Alone, cold and 14 tomorrow; and 7.1.13 The ultimate chocolate cupcake. (15 mins)

#### Pair game (worksheet provided):

Creating compound sentences. Provide pairs of students with a range of independent clauses and coordinating conjunctions. Students arrange clauses to create compound sentences. (To make this easier or harder, either leave the coordinating conjunctions attached to the second clause, or cut them out separately.) (10–15 mins)

#### Homework:

Students to write a paragraph on a topic of their choice, using simple and compound sentences. Hand in for feedback.

### Assessment and resources

#### Formative: Class discussion, homework task

- Agreement (*Achieve! Interactive Instant Lessons – English, Book 2, p.125*)
- Conjunctions (*Achieve! Interactive Instant Lessons – English, Book 2, p.77*)
- Lesson 3 worksheet: Compound sentences
- Access to laptops, tablets or lab computers and **WordFlayers**

### Links

**Australian Curriculum:**  
ACELA1467



**NAPLAN:** Year 7 students at the minimum standard generally identify common grammatical conventions such as ... clauses.

**Alone, cold and 14 tomorrow**

Some people spend their entire lives helping those in need. They try to never give up. So many opportunities remain unmissed. Like, how could this happen to a girl so young!

I can still see Miranda huddled in that filthy inner-city doorway. She was shivering, hungry and completely alone. I remember her emerald hair and the raindrops hanging from her long eyelashes. She wore a crimson jacket without buttons and the chilling wind went right through her tatty body.

She failed to talk and I think that's what saved her in the end. "My parents disappeared," she said. "I blame myself. Maybe I was a difficult child!"

Miranda spent her fourteenth birthday lying up at the food bin. No cake, nothing sweet, just baked beans. The older homeless people looked out for her and gave her hot drinks when they could.

### TRAINING DIARY OF AN ELITE ATHLETE

Fans and commentators often ask Max about what kind of training and preparation rugby players do. So in the lead-up to this year's Grand Final Max decided to keep a diary.

One thing that surprises people is how little actual rugby they play during the week. It's all about getting the mind and body ready for the weekend.

Day	Training / activities	Thoughts / feelings
Monday	After breakfast we ran a 5 km route through the park. I felt great. The weather was perfect for a run.	What a great start! I loved that walk. My legs felt strong. The atmosphere was just what I needed.
Tuesday	The team met with all the coaches and players. We discussed the game plan for the weekend.	There was an intense lock huddle. We were all focused on the game. I felt like I was part of something big.
Wednesday	The team did a 10 km run in the park. I felt like I was in the best of health. I was ready for the weekend.	A change-up. Before the weekend started I felt like I was a bit out of sync. But now I was ready to go!
Thursday	Another 5 km run. This time around I felt like I was in the best of health. I was ready for the weekend.	It's going to be a tough one. This is the biggest game of the year. I'm going to give it my all. I'm going to play for the 80 minutes! My legs will be ready!

### ICT practice and reinforcement Grammar 1 7.1.6, 7.1.8 and 7.1.13

### THE ULTIMATE CHOCOLATE CUPCAKE

**Serves:** 50 of the world's top bakers  
**Serves how many:** A small country

**Ingredients**

- 50 grams dark chocolate
- 4 tablespoons unsalted butter, at room temperature
- 1/4 cup brown sugar
- 1/4 cup sour cream
- 1/2 cup plain flour
- 1 egg, beaten
- 1 tablespoon unsweetened cocoa powder
- 1/2 teaspoon vanilla extract
- 1/2 teaspoon baking powder
- A large pinch of salt

**Directions**

- Preheat your oven to 180 °C. Then line a large muffin pan with 5 paper cupcake liners. Chop the dark chocolate into small pieces, ensuring you don't get too many along the way.
- Prepare a saucy cup of warming water. Add the chocolate to a separate saucer that has been placed directly above the warming water. Let all the pieces be completely melted, allowing it to cool for five minutes afterwards.
- Feeling confident? Good, but that doesn't mean checking your finished page. Concentrated four-year-olds are aiming in 30 minutes.
- Now, 'count' the butter and brown sugar in a bowl. Creaming can be tricky. The butter should be soft before you start. Mix the butter and sugar together until the mixture becomes pale like, before being in the cooled chocolate.
- Now, combine the beaten egg with the vanilla extract and your cream. Add this to the chocolate cream. After this, add the flour, cocoa and baking powder. Add a large pinch of salt. Mix the bowl. Continue beating until it becomes a consistent mixture.
- Spoon the mixture into the cupcake liners. Distribute it all perfectly. Place the tray into the oven and bake for 18–20 minutes, or until the cupcakes have risen and are soft to touch. Leave to cool in a dark place.
- Consume while watching a movie, regularly printing papers to receive compliments on how amazing your baking skills are.

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See page 23

See page 25

### Agreement

It is important that nouns, verbs and other parts of speech agree in number. For example, we say "My dog barks" not "My dogs bark".

**Exercise 1**

Each has the letter for the given option.

All is well.  
However, we also say "All the students are happy". Here, the verb agrees with the plural noun (students), rather than the word "all".

You need to use common sense with agreement. Ask yourself "What is the sentence about?"

For example:

There are 30 students. It is 30 dollars.  
I have 30 dollars. It is 30 dollars.  
I have 30 dollars. It is 30 dollars.

There are some reasons that we can think about as being either one thing or a collection of individuals. For example, we usually write "The government is in trouble", but you might also hear "The governments are in trouble".

**Exercise 2**

Match these sentences by writing the correct form of the verb given in brackets. The first one has been done for you.

- My dog **bark** (bark) every day.
- The team **win** (win) the Grand Final.
- My friend **is** (be) a doctor.
- The team **play** (play) rugby every week.
- My friend **is** (be) a doctor.
- The team **play** (play) rugby every week.
- My friend **is** (be) a doctor.
- The team **play** (play) rugby every week.

### Individual activity worksheet (pp.21–22)

### Conjunctions

Conjunctions are words that join two or more independent clauses together in the same sentence. Examples of conjunctions are and, but, so, or, and, etc.

**Exercise 1**

Join the following clauses by using one of the conjunctions in the box. The first one has been done for you.

- I would like to learn to sign. I don't have time. → I would like to learn to sign, but I don't have time.
- I would like to learn to sign. I can't sign well. → I would like to learn to sign, so I can't sign well.
- I would like to learn to sign. I can't sign well. → I would like to learn to sign, and I can't sign well.

**Exercise 2**

Write the correct joining word in these sentences. There may be more than one correct answer.

- The car is out, you have to be back by ten.
- I don't like this sandwich, you can't eat it.
- Would you prefer to learn Aesop's fables?
- We could learn one colour language, or sign language at the same time!
- I'd give you my homework, my dog barked!

**Exercise 3**

Use the joining words and, but, or, and to finish the sentence below in different ways.

I will help you with your work today.

### Individual activity worksheet (pp.23–24)

### Compound sentences

1. Find a partner.  
2. Cut out the independent clauses.  
3. Work together to sort and match the clauses to create compound sentences. Make sure they make sense!

The team hit the gym at 6 am	but	Batman folds their evil plan.
The siren sounded	so	they thrive in flooded areas.
The garage was meant to open on the first Saturday of February	but	they are microscopic.
The local councilors attended the opening of the garage	and	he told her about the audition.
The garage was robust and productive	and	it set to smash box office records.
Mum told me to brighten up	and	we lifted weights.
The agency called my mum this morning	but	they are a fantastic snow experience.
Ben and his gang try to take over Gotham City	and	the mayor cut the official ribbon.
The cinema are really parked at the museum	but	she gave me a hug.
Movies can have a funny appearance	but	skating can be a very expensive pastime.
Musicals grow in humid environments	and	the plants hadn't arrived in time.
Skateboards can be dangerous	but	we had soon.
I would love to sit every day of my life	so	it was a safe place to visit in winter.
I am going to see the film during the week	and	I am going to see the film during the week.

### Pair game worksheet (pp.25–26)

## LESSON 4

### Focus

**Clause types:** Dependent clauses

**Sentence types:** Complex sentences

### What will students know and be able to do?

- Explain what a complex sentence is.
- Identify the required components of a complex sentence (independent and dependent clauses, subordinating conjunctions).
- Write complex sentences.

### Main learning activities

#### Review content:

Independent clauses. (5 mins)

#### Establish students' prior knowledge:

What is a dependent clause? Have students consider the terms 'independent' and 'dependent', and why they might be called as such. (5 mins)

#### Teacher input:

- What is a complex sentence? How do independent and dependent clauses work to create a complex sentence? What conjunctions are used to connect the clauses in complex sentences?
- Clarify and demonstrate dependent clauses. (10 mins)

#### Individual/Pair/Group activity:

Students to individually write the beginning of five complex sentences (specify clause type). Swap with a partner who completes the sentence. Team up with another pair and crosscheck sentences. (15 mins)

#### ICT practice and reinforcement:

Students complete Grammar 2 lessons from **WordFlayers** content **7.1.2 Wind energy – what's your take?** and **7.2.4 From lab to cone.** (10 mins)

#### Writing activity (worksheet provided):

Dependent clause poetry. Share as pairs or class, repeat as necessary. (15 mins)

### Assessment and resources

**Formative:** Written work, class discussion

- Access to laptops, tablets or lab computers and **WordFlayers**
- Lesson 4 worksheet: Dependent clause poetry

### Links

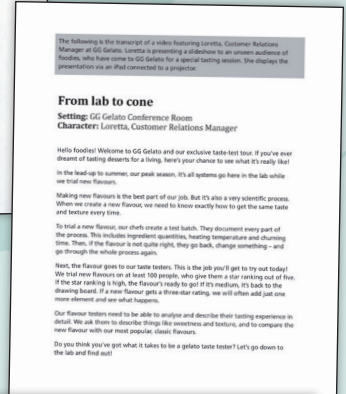
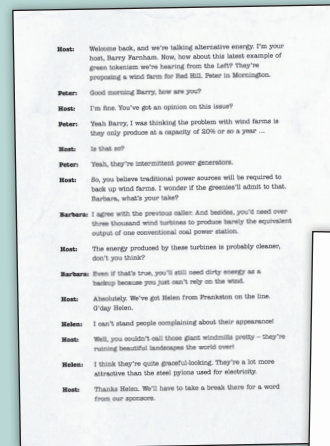
#### Australian Curriculum:

ACELA1507

ACELT1805



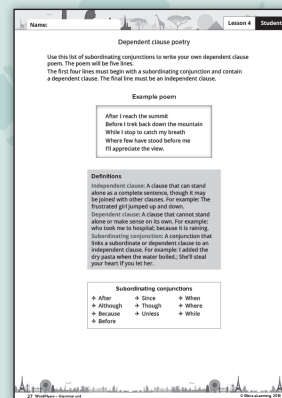
**NAPLAN:** Year 7 students at the minimum standard generally identify common grammatical conventions such as ... clauses.



### ICT practice and reinforcement Grammar 1 7.1.2 and 7.2.4



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### Writing activity worksheet (p.27)

## LESSON 5

### Focus

#### Review:

- Coordinating conjunctions, subordinating conjunctions
- Simple sentences
- Compound sentences

### What will students know and be able to do?

Expand simple sentences into complex and compound sentences, to enhance their writing.

### Main learning activities

#### Review content:

Requirements of simple sentences (subject and verb), compound sentences (two or more simple sentences, coordinating conjunctions), and complex sentences (independent and dependent clauses, subordinating conjunctions). Discuss the use of compound and complex sentences in enhancing written work. (20 mins)

#### Writing activity (worksheet provided):

Students are to rewrite a text, turning the simple sentences into complex or compound sentences. They may join existing sentences, or add new clauses of their own. For example: *It was a rainy day. Mathanki stayed at home. She had some hot chocolate. She was cold. It was very sweet.* Could become: *It was a rainy day so Mathanki stayed at home. She had some hot chocolate because she was cold. It was very sweet ...* (20 mins)

#### Pair work:

Students to review each other's writing, identifying sentence types. Focus on discussing the effect of expanding sentences and how this makes writing more interesting/vivid. (20 mins)

### Assessment and resources

#### Formative: Class discussion

- Lesson 5 worksheet: Expanding simple sentences

#### Summative: Individual writing

### Links

#### Australian Curriculum:

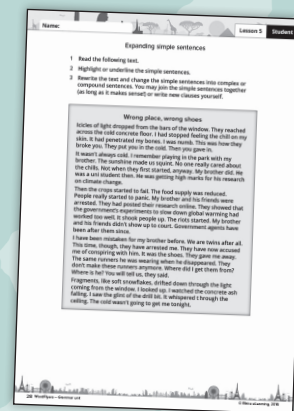
ACELA1467

ACEL1805



**NAPLAN:** Year 7 students at the minimum standard generally identify common grammatical conventions such as ... clauses.

See page 28



Writing activity worksheet (pp.28–29)



## Identify nouns and pronouns

Read through the following story. Underline the common nouns, highlight the proper nouns and circle the pronouns as you read them.

### Hope and adventure in *Finding Nemo*

This dazzling, delightful adventure is so much more than a simple 'kid's movie'. In fact, you could say *Finding Nemo* has all the qualities of a classic Shakespearean drama – only the stage is an animated sea world where fish do all the talking and the villains are a menacing barracuda and a small schoolgirl.

When Nemo, an overcurious, weak-finned clownfish, strays too far from home during a 'school' field trip, his father, Marlin, must go on a desperate search to find his son. Along the way, Marlin is aided by Dory, a fearless blue tang with a hilarious case of short-term memory loss. As they swim to Sydney to free Nemo from a dentist's fishbowl, the courageous duo confronts danger at every twist and turn.

*Finding Nemo* is a sparkling, uplifting aquatic fable with universal appeal. It speaks to the heart of our own journey through life: loss and sadness can be overcome with fresh hope and adventure. Watching this movie, you may end up finding a part of yourself you never knew was missing.

## Answers

**Hope and adventure in *Finding Nemo***

This dazzling, delightful adventure is so much more than a simple 'kid's movie'. In fact, you could say *Finding Nemo* has all the qualities of a classic Shakespearean drama - only the stage is an animated sea world where fish do all the talking and the villains are a menacing barracuda and a small schoolgirl.

When *Nemo*, an overcurious, weak-finned clownfish, strays too far from home during a 'school' field trip, his father, *Marlin*, must go on a desperate search to find his son. Along the way, *Marlin* is aided by *Dory*, a fearless blue tang with a hilarious case of short-term memory loss. As they swim to *Sydney* to free *Nemo* from a dentist's fishbowl, the courageous duo confronts danger at every twist and turn.

*Finding Nemo* is a sparkling, uplifting aquatic fable with universal appeal. It speaks to the heart of our own journey through life: loss and sadness can be overcome with fresh hope and adventure. Watching this movie, you may end up finding a part of yourself you never knew was missing.

**Definitions**

**Proper noun:** A noun used to name a particular person, place or the title of something. For example: **George, Newcastle, Australia Day.**

**Common noun:** A noun used to name any one of a class of things. For example: **woman, kitchen, tomatoes.**

**Pronoun:** A word used in place of a noun or noun group. For example: **I, we, you, this, that, myself, anybody, each, one another, who, which, both.**

**Frequently Asked Question**

*Shakespearean* is an adjective, not a proper noun. So why does it start with a capital letter?

Adjectives formed from proper nouns keep the capital letter. Sometimes these adjectives are called **proper adjectives**. For example:

- **Shakespeare** (proper noun)  
**Shakespearean** (adjective)
- **Darwin** (proper noun), **Darwinian** (adjective)
- **Australia** (proper noun), **Australian** (adjective)
- **Canada** (proper noun), **Canadian** (adjective)



## Instructions

- 1 Cut up the bingo cards.
- 2 Sort students into groups of two or three and give each group one bingo card.
- 3 Read out the nouns in the word list in random order. After you read out each noun, allow time for the groups to find the word on their card and write down whether the word is a proper noun, common noun or pronoun. Students write their answers in the space provided next to the word.
- 4 When a group has found all of the words listed on their card, they call out BINGO!
- 5 Go through each word you called out and ask the group which type of nouns they have written down as their answers. If they get them all correct, they are the bingo winners. If they get them incorrect, the game continues until the next group calls out BINGO! and correctly names each noun.

## Word list and answers

**Proper nouns**

- Africa
- Australia
- Canada
- Duckworth's
- Hollywood
- Perth
- Twilight Saga
- Victoria
- Zac

**Common nouns**

- blockbuster
- desk
- dinner
- directors
- dollar
- flowers
- giraffe
- laptop
- life
- movie
- onion
- pasta
- popcorn
- sauce
- seafood
- shops
- supermarket
- ticket
- tomatoes
- window

**Pronouns**

- everybody
- he
- I
- it
- me
- she
- someone
- they
- we
- you

**Definitions**

**Proper noun:** A noun used to name a particular person, place or the title of something. For example: **George, Newcastle, Australia Day.**

**Common noun:** A noun used to name any one of a class of things. For example: **woman, kitchen, tomatoes.**

**Pronoun:** A word used in place of a noun or noun group. For example: **I, we, you, this, that, myself, anybody, each, one another, who, which, both.**

## Bingo Card 1

popcorn	shops	she	desk
pasta	flowers	Victoria	Hollywood
Zac	Twilight Saga	me	laptop
you	I	dollar	tomatoes

## Bingo Card 2

he	I	movie	me
window	she	Duckworth's	everybody
Africa	giraffe	supermarket	you
pasta	Victoria	everybody	Zac

## Bingo Card 3

we	window	me	it
Zac	Hollywood	dollar	I
Twilight Saga	shops	Australia	Africa
movie	pasta	they	Duckworth's

## Bingo Card 4

dinner	he	someone	ticket
life	dollar	seafood	she
Canada	desk	window	everybody
me	I	flowers	tomatoes

## Bingo Card 5

popcorn	onion	me	it
pasta	she	dollar	flowers
Zac	sauce	Australia	me
you	Victoria	they	Duckworth's

## Bingo Card 6

Twilight Saga	I	Hollywood	shops
dinner	Africa	she	supermarket
someone	flowers	window	it
sauce	tomatoes	you	they

## Bingo Card 7

desk	ticket	I	pasta
sauce	Duckworth's	Victoria	Zac
me	dollar	you	desk
Perth	dinner	supermarket	someone

## Bingo Card 8

window	I	Twilight Saga	seafood
ticket	Africa	laptop	Hollywood
shops	flowers	movie	sauce
pasta	tomatoes	desk	Duckworth's

## Bingo Card 9

onion	giraffe	Africa	you
ticket	I	tomatoes	life
sauce	flowers	they	window
Twilight Saga	dinner	dollar	it

## Bingo Card 10

seafood	Hollywood	onion	he
desk	Duckworth's	window	sauce
dinner	it	Canada	me
I	flowers	she	pasta

## Bingo Card 11

onion	window	giraffe	he
she	ticket	Zac	popcorn
sauce	shops	I	seafood
Victoria	pasta	flowers	someone

## Bingo Card 12

blockbuster	Zac	she	giraffe
Australia	Twilight Saga	seafood	laptop
they	desk	ticket	I
we	it	popcorn	tomatoes

## Bingo Card 13

directors	desk	Hollywood	onion
ticket	sauce	Duckworth's	laptop
I	me	it	Zac
dollar	Perth	flowers	shops

## Bingo Card 14

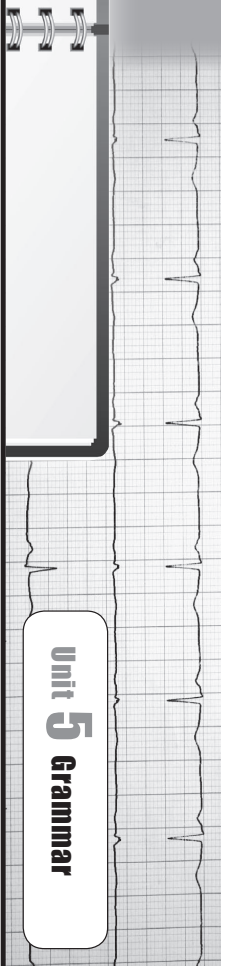
Africa	onion	directors	they
Twilight Saga	ticket	he	flowers
I	desk	sauce	Perth
pasta	dinner	window	seafood

## Bingo Card 15

Zac	onion	giraffe	pasta
Twilight Saga	she	popcorn	I
desk	sauce	Perth	life
it	Victoria	you	ticket

Name: \_\_\_\_\_

# Pronouns



## Unit 5 Grammar

Subject pronouns refer to the person doing the action of the main verb in a sentence. For example, *he* is the subject pronoun in *He swims every day*.

Object pronouns refer to the person receiving the action of the main verb in a sentence. For example, *her* is the object pronoun in *He talks to her*.

Possessive pronouns show ownership. For example, *his* is the possessive pronoun in *The bag is his*.

**1** Look at the pronouns in the box. Write each of them into the correct categories below.  
 Note: Both *you* and *it* fit into two categories.

- |                                 |                               |
|---------------------------------|-------------------------------|
| <input type="checkbox"/> he     | <input type="checkbox"/> us   |
| <input type="checkbox"/> her    | <input type="checkbox"/> me   |
| <input type="checkbox"/> his    | <input type="checkbox"/> mine |
| <input type="checkbox"/> ours   | <input type="checkbox"/> hers |
| <input type="checkbox"/> theirs | <input type="checkbox"/> I    |
| <input type="checkbox"/> you    | <input type="checkbox"/> him  |
| <input type="checkbox"/> yours  | <input type="checkbox"/> them |
| <input type="checkbox"/> we     | <input type="checkbox"/> they |
| <input type="checkbox"/> it     | <input type="checkbox"/> you  |
| <input type="checkbox"/> its    | <input type="checkbox"/> it   |
| <input type="checkbox"/> she    |                               |

Subject pronouns	Object pronouns	Possessive pronouns

**2** Finish these sentences using the correct pronoun from Question 1.

- a** Your doctor rang me. She told me you haven't seen  yet.
- b** Give it to me. That medicine isn't  : it's mine. Yours is in that bag.
- c** They want to be sure what's  and what's ours before we leave to go to the hospital.
- d** My friend's family is sad. The doctor gave  some bad news.
- e** Have you looked at  yet? Your X-ray, I mean.

## Answers

1

Subject pronouns	Object pronouns	Possessive pronouns
he	her	his
you	us	ours
we	me	theirs
it	him	yours
she	them	its
I		mine
they		hers
you		

- 2 a her  
b yours  
c theirs  
d them  
e yours

## Definitions

**Subject pronouns** refer to the person doing the action of the main verb in a sentence. For example, **he** is the subject pronoun in **He swims every day.**

**Object pronouns** refer to the person receiving the action of the main verb in a sentence. For example, **her** is the object pronoun in **He talks to her.**

**Possessive pronouns** show ownership. For example, **his** is the possessive pronoun in **The bag is his.**



### Sort verb types

Read the following list of verbs. Write each verb into the correct category in the table.

- |         |              |            |          |
|---------|--------------|------------|----------|
| ✈ have  | ✈ might      | ✈ will     | ✈ has    |
| ✈ waved | ✈ checked    | ✈ can      | ✈ may    |
| ✈ could | ✈ must       | ✈ climbing | ✈ signed |
| ✈ wrote | ✈ approaches | ✈ were     |          |
| ✈ am    | ✈ was        | ✈ is       |          |

Action verbs	Relating verbs	Modal verbs

## Answers

Action verbs	Relating verbs	Modal verbs
approaches	am	can
checked	is	could
climbing	has	may
signed	have	might
waved	was	must
wrote	were	will

## Definitions

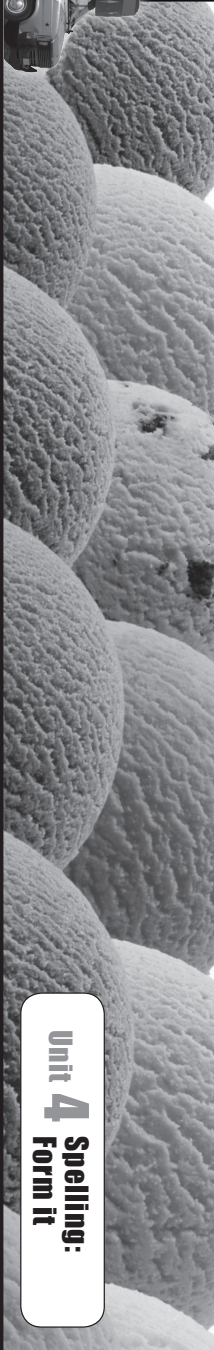
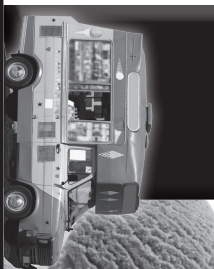
**Action verb:** A verb that indicates an observable action or happening. For example: The animals **are fed** every day.; The birds **fought** over the last crumbs.

**Relating verb:** A verb that links two pieces of information together. For example: I **am** happy.; The ocean **is** rough today.; The government **has** no right to interfere in this matter.; The girls **became** good friends.

**Modal verb:** An auxiliary verb that expresses a degree of probability, obligation or certainty attached by a speaker or writer to a statement. For example: She **might** not like mushrooms.; He **should** go with us.; You **must** leave me alone.

Name: \_\_\_\_\_

## Adding 's' and 'es' to verbs



Unit 4 Spelling:  
Form it

This table shows how we use the verb **eat** with different pronouns. We just add an 's' if we are using it with *he, she* or *it*.

Pronoun	Form of the verb eat
I	eat
you	
we	
they	eats
he	
she	
it	

Most verbs act the same as **eat**. However, if the verb ends in 'ch', 'sh', 'ss', 'o' or 'x', then we need to add 'es'.

For example:

- ▣ *I catch, but he catches*
- ▣ *you wish, but she wishes*
- ▣ *they kiss, but he kisses*
- ▣ *we go, but the dog goes*
- ▣ *I mix, but the machine mixes*

1 Finish these sentences with the correct form of the verb in brackets.

- a** She  (wish) she were the boss of the company she  (work) for.
- b** My dad always  (catch) fish when he  (go) to work on the boat.
- c** I just  (relax) when I'm on a boat, but a pirate never  (relax) on the sea.
- d** The ice-cream van operator  (mix) ingredients all day.
- e** Wherever his ice-cream van  (go), we  (go).
- f** He  (do) lots of work. We  (watch) with interest.
- g** In winter he  (go) somewhere else. We  (miss) him.
- h** If Mark  (pass) the entrance exam, he'll probably get the job.
- i** She really  (do) hope she  (get) an interview this time.
- j** His dad really  (push) him into high-paying jobs.

## Answers

- 1 a wishes, works
- b catches, goes
- c relax, relaxes
- d mixes
- e goes, go
- f does, watch
- g goes, miss
- h passes
- i does, gets
- j pushes



Name: \_\_\_\_\_

## Agreement



### Unit 9 Grammar

It is important that nouns, verbs and other parts of speech agree (or match). For example, we say 'My five pets all have their own personalities', not 'My five pets all has their own personalities'. Have agrees with the plural *five pets*.

Sometimes agreement can be tricky. After words such as *everyone*, *each*, *all* and *somebody*, we normally use the singular verb form. For example, we say:

Everyone *is* happy.

Each *has* his or her own opinion.

All *is* well.

However, we also say 'All the students *are* happy'. Here, the verb agrees with the plural noun (*students*), rather than the word *all*.

You need to use common sense with agreement. Ask yourself 'What is the sentence about?'

For example:

There *are* 90 students.

It *is* 90 dollars.

*are* agrees with  
90 students

*It* refers to the thing being  
sold, and *is* agrees with *it*.

There are some nouns that we can think about as being either one thing or a collection of individuals. For example, we usually write 'The government *is* in trouble', but you might also hear 'The government *are* in trouble'.

**1** Finish these sentences by writing the correct form of the verb given in brackets. The first one has been done for you.

- a** Illegal pets  (to be) worth lots of money.
- b** Everyone  (to have) rights.
- c**  (to be) everyone okay back there?
- d** The people  (to have) spoken.
- e** Each student in that group  (to have) an unusual pet.
- f** Every government  (to have) scandals.
- g** There  (to be) one pet in each of the rooms.
- h** It  (to be) 5 metres long.
- i** There  (to be) 12 people here today.

## Answers

- 1 a are
- b has
- c is
- d have
- e has
- f has
- g is
- h is
- i are



Name: \_\_\_\_\_

# Conjunctions



Unit 5 Grammar

Conjunctions are joining words that help us join clauses together in the same sentence. Examples of conjunctions are *and*, *but*, *so* and *or*.

1 Join the following clauses so they make sense. The first one has been done for you.

- a I would like to learn to sign and maybe learn French instead.
- b I would like to learn to sign but I don't have time.
- c I would like to learn to sign so sign well.
- d I would like to learn to sign or I can talk with more people.

2 Write the correct joining word in these sentences. There may be more than one correct answer.

- a You can go out,  you have to be back by ten!
- b I don't like this sandwich,  you can have it.
- c Would you prefer to learn Auslan  French?
- d We could learn one spoken language  one sign language at the same time!
- e I'd give you my homework,  my dog buried it.

3 Use the joining words *and*, *but*, *so* and *or* to finish the sentence below in different ways.

I will help you with your work today

## Answers

- 1 a I would like to learn to sign or maybe learn French instead.  
b I would like to learn to sign but I don't have time.  
c I would like to learn to sign and sign well.  
d I would like to learn to sign so I can talk with more people.
- 2 a but  
b so  
c or  
d and  
e but
- 3 Answers will vary.

**Definition**

**Conjunctions** are joining words that help us join clauses together in the same sentence. Examples of conjunctions are **and**, **but**, **so** and **or**.





## Compound sentences

- 1 Find a partner.
- 2 Cut out the independent clauses.
- 3 Work together to sort and match the clauses to create compound sentences.  
Make sure they make sense!

1 The team hit the gym at 6 am	but	Batman foils their evil plan.
2 The siren sounded	so	they thrive in flooded areas.
3 The garden was meant to open on the first Saturday of February	but	they are microscopic.
4 The local councillors attended the opening of the garden	and	he told her about the audition.
5 The garden was vibrant and productive	and	it is set to smash box office records.
6 Mum told me to brighten up	and	we lifted weights.
7 The agent called my mum this morning	but	they are a fantastic snow experience.
8 Bane and his gang try to take over Gotham City	and	the mayor cut the official ribbon.
9 The film is showing in cinemas this week	and	she gave me a hug.
10 The cinemas are really packed at the weekends	but	skiing can be a very expensive pastime.
11 Moulds can have a furry appearance	but	the plants hadn't arrived in time.
12 Moulds grow in humid environments	and	we had won!
13 Ski-bikes can be dangerous	but	it was a cold place to visit in winter.
14 I would love to ski every day of my life	so	I am going to see the film during the week.

## Answers

**Note:** These are not the only possible answers.  
Students may come up with different combinations.

- 1 The team hit the gym at 6 am and we lifted weights.
- 2 The siren sounded and we had won!
- 3 The garden was meant to open on the first Saturday of February but the plants hadn't arrived in time.
- 4 The local councillors attended the opening of the garden and the mayor cut the official ribbon.
- 5 The garden was vibrant and productive but it was a cold place to visit in winter.
- 6 Mum told me to brighten up and she gave me a hug.
- 7 The agent called my mum this morning and he told her about the audition.
- 8 Bane and his gang try to take over Gotham City but Batman foils their evil plan.
- 9 The film is showing in cinemas this week and it is set to smash box office records.
- 10 The cinemas are really packed at the weekends so I am going to see the film during the week.
- 11 Moulds can have a furry appearance but they are microscopic.
- 12 Moulds grow in humid environments so they thrive in flooded areas.
- 13 Ski-bikes can be dangerous but they are a fantastic snow experience.
- 14 I would love to ski every day of my life but skiing can be a very expensive pastime.

## Dependent clause poetry

Use this list of subordinating conjunctions to write your own dependent clause poem. The poem will be five lines.

The first four lines must begin with a subordinating conjunction and contain a dependent clause. The final line must be an independent clause.

### Example poem

After I reach the summit  
Before I trek back down the mountain  
While I stop to catch my breath  
Where few have stood before me  
I'll appreciate the view.

### Definitions

**Independent clause:** A clause that can stand alone as a complete sentence, though it may be joined with other clauses. For example: The frustrated girl jumped up and down.

**Dependent clause:** A clause that cannot stand alone or make sense on its own. For example: who took me to hospital; because it is raining.

**Subordinating conjunction:** A conjunction that links a subordinate or dependent clause to an independent clause. For example: I added the dry pasta **when** the water boiled.; She'll steal your heart **if** you let her.

### Subordinating conjunctions

- |            |          |         |
|------------|----------|---------|
| → After    | → Since  | → When  |
| → Although | → Though | → Where |
| → Because  | → Unless | → While |
| → Before   |          |         |

## Expanding simple sentences

- 1 Read the following text.
- 2 Highlight or underline the simple sentences.
- 3 Rewrite the text and change the simple sentences into complex or compound sentences. You may join the simple sentences together (as long as it makes sense!) or write new clauses yourself.

### Wrong place, wrong shoes

Icicles of light dropped from the bars of the window. They reached across the cold concrete floor. I had stopped feeling the chill on my skin. It had penetrated my bones. I was numb. This was how they broke you. They put you in the cold. Then you gave in.

It wasn't always cold. I remember playing in the park with my brother. The sunshine made us squint. No one really cared about the chills. Not when they first started, anyway. My brother did. He was a uni student then. He was getting high marks for his research on climate change.

Then the crops started to fail. The food supply was reduced. People really started to panic. My brother and his friends were arrested. They had posted their research online. They showed that the government's experiments to slow down global warming had worked too well. It shook people up. The riots started. My brother and his friends didn't show up to court. Government agents have been after them ever since.

I have been mistaken for my brother before. We are twins after all. This time, though, they have arrested me. They have now accused me of conspiring with him. It was the shoes. They gave me away. The same runners he was wearing when he disappeared. They don't make these runners anymore. Where did I get them from? Where is he? You will tell us, they said.

Fragments, like soft snowflakes, drifted down through the light coming from the window. I looked up. I watched the concrete ash falling. I saw the glint of the drill bit. It whispered through the ceiling. The cold wasn't going to get me tonight.

## Example answer

**Note:** As this is a creative exercise, students' answers will vary.

**Wrong place, wrong shoes**

Icicles of light dropped from the bars of the window and reached across the cold concrete floor. I had stopped feeling the chill on my skin. It had penetrated my bones, making me numb. This was how they broke you: they put you in the cold until you gave in.

It wasn't always cold because I can remember playing in the park with my brother when the sunshine made us squint. No one really cared about the chills when they first started, except for my brother. Back then he was a uni student, getting high marks for his research on climate change.

It was only when the crops started to fail and the food supply was reduced that people really started to panic. My brother and his friends were arrested after they had posted their research online, showing that the government's experiments to slow down global warming had worked too well. It shook people up and then the riots started. My brother and his friends didn't show up to court and government agents have been after them since.

I have been mistaken for my brother before, which isn't surprising considering we are twins. This time, though, they have arrested me and now they have accused me of conspiring with him. It was the shoes that gave me away, because they were the same runners he was wearing when he disappeared. They don't make these runners anymore. Where did I get them from? Where is he? You will tell us, they said.

Fragments, like soft snowflakes, drifted down through the light coming from the window. I looked up and watched the concrete ash falling. I saw the glint of the drill bit as it whispered through the ceiling. The cold wasn't going to get me tonight.