

GRAMMAR RULES!

Second Edition

years
1-6



Grammar in the real world

Second
Edition

GRAMMAR RULES!

Grammar
in the real world

This award-winning series has been revised to meet the latest requirements of the Australian Curriculum: English. **Grammar RULES!** provides a context-based approach, demonstrating how grammar works at the word, sentence and text levels to communicate and make meaning. Students understand how to use grammar when constructing their own texts and responding to the texts of others – in the real world!

Grammar RULES! is a sequential, whole-school program that is systematic and fun! Each unit covers a range of informative, imaginative and persuasive texts and is based on a model text that establishes the context for the grammar focus.

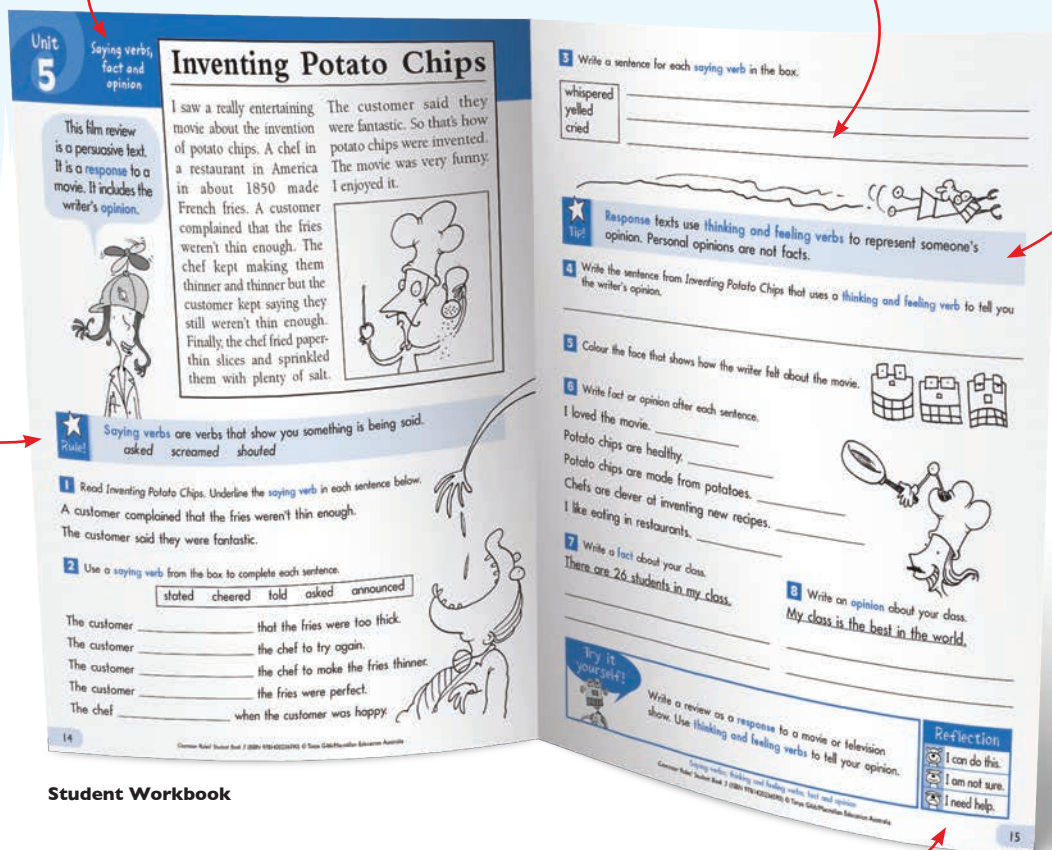
Starting with a model text, students finish the unit writing their own text, putting new grammatical knowledge into practice.

States the main grammar
focus for the unit

Sequenced activities
focus on a specific aspect
of grammar

Tip! Reminds or
gives a special hint

Rule! Introduces
students to a new
concept



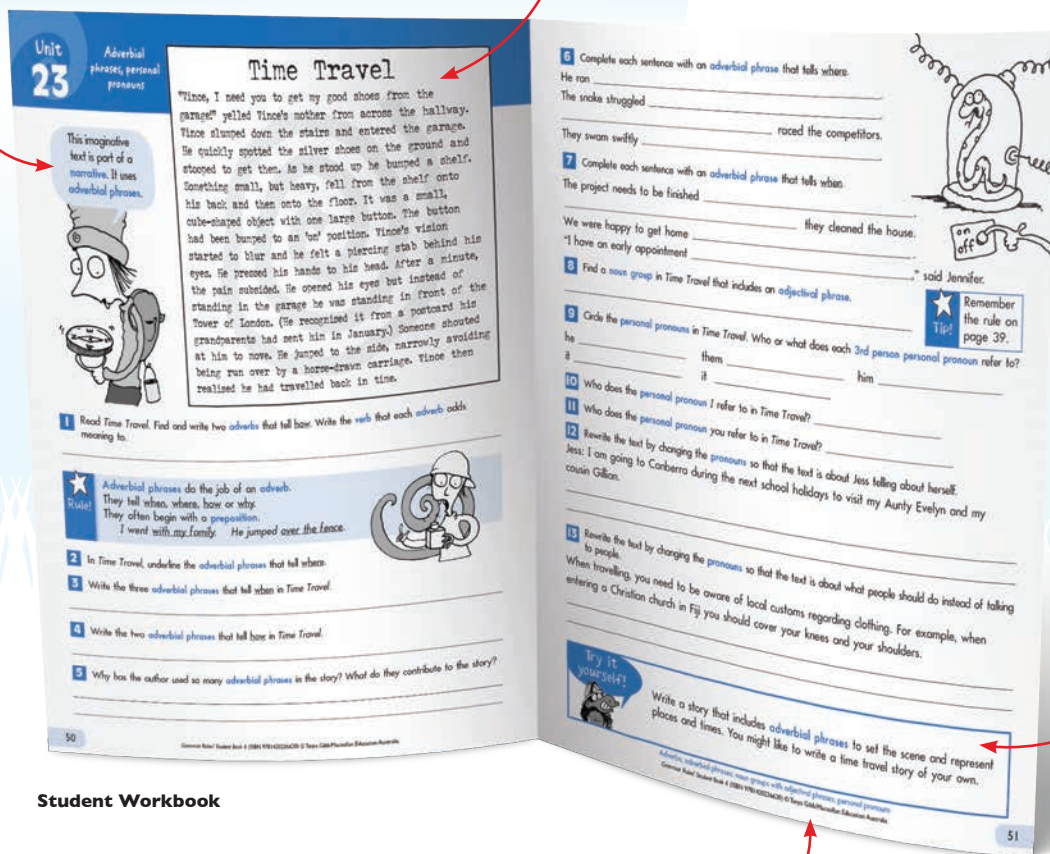
Student Workbook

Reflection box in student
books 1-4 allows students to
assess their progress



Type of text description highlights the purpose of the sample text

Text model illustrates the grammar focus in context of a specific type of text



Students put their grammatical knowledge into practice in their own writing

Student Workbook

Footer lists the grammar focus covered in the unit

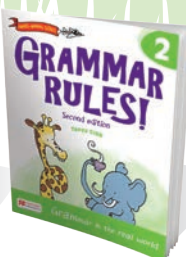


This second edition of **GRAMMAR RULES!** includes:

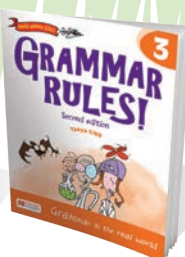
- revisions by the same well-regarded first edition authors
- all the much loved practical features including the quirky and fun illustrations
- updated weekly unit activities to meet curriculum requirements
- scope and sequence charts that reflect Australian Curriculum descriptions
- a new reflection box in student books 1–4 that allows students to assess their progress
- a disc with the Teacher Resource Book, giving access to teaching notes, rules and tips, reproducibles and bonus wall charts.



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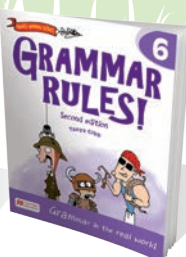
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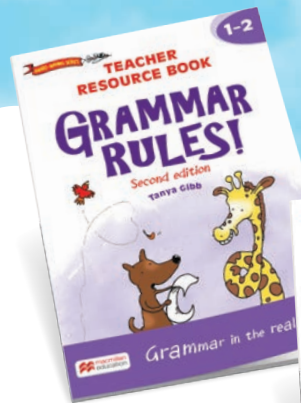
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Teacher Resource Books

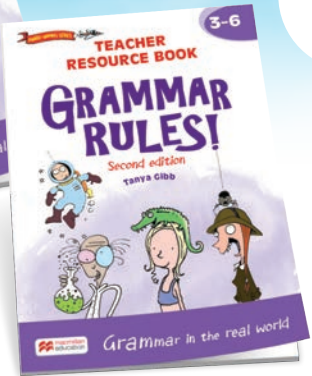
The Teacher Resource books are packed with valuable background information that explains what grammar is, provides strategies and activities for teaching grammar, assessment tools for teacher and student feedback and answers for every unit.

The Teacher Resource books now include a disc that:

- facilitates ease and convenience as teachers have digital access to teaching notes and can print reproducibles rather than photocopying
- contains teaching notes, text models, glossary and answers to activities
- contains a list of grammar rules and tips as well as bonus **Grammar RULES!** wall charts.



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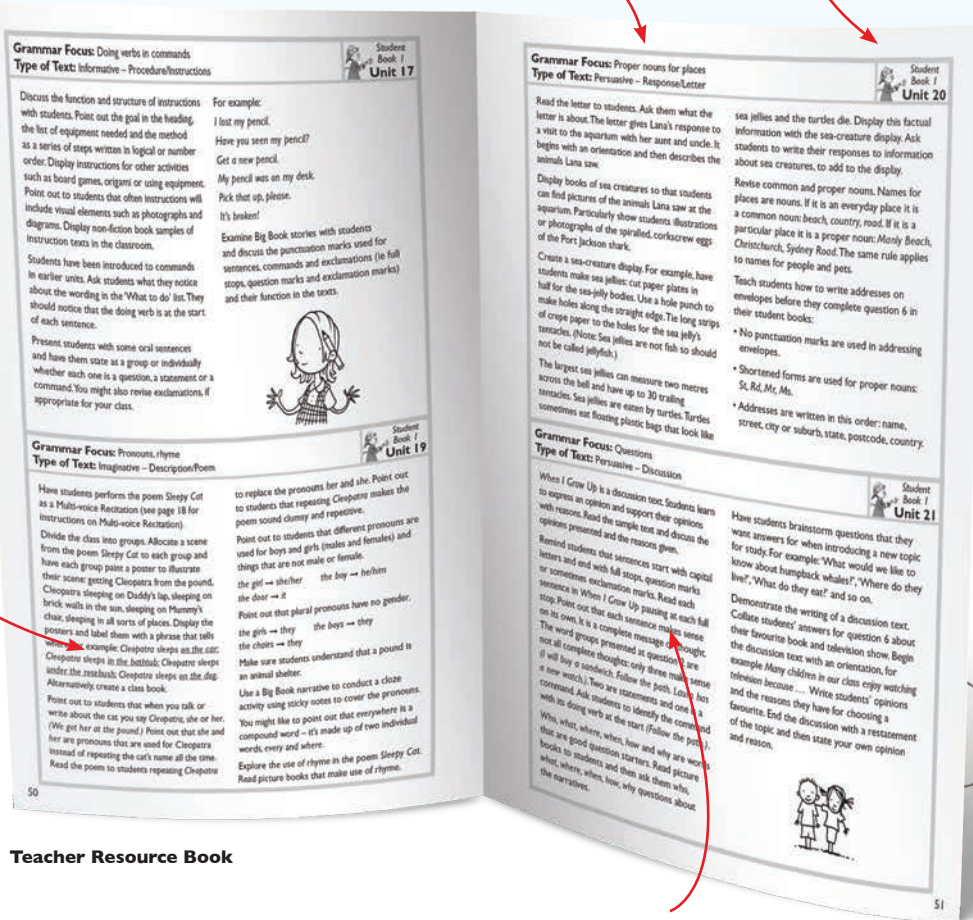
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Each unit corresponds to the student book and unit number

Each weekly unit provides a grammar focus and specific type of text

Units cover a range of informative, imaginative and persuasive texts

Each unit builds upon knowledge gained in previous units



Practical activities are suggested for each unit

Scope and Sequence charts

A scope and sequence chart is available at each year level in both the Student books and the Teacher Resource books.

- Each unit features a specific type of text
- Provides grammar focus at clause to whole text level
- Provides grammar focus at word and word group level

SCOPE AND SEQUENCE

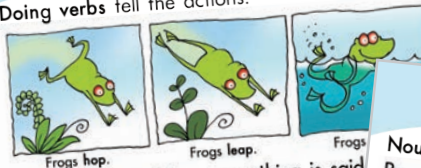
This scope and sequence chart is based on the requirements of the Australian Curriculum.

Unit	Unit name/ Type of text	Clause to whole text level		Word and word group level	
		Sentences and clauses	Coherence: theme, pronouns, lexical chains, connectives	Nouns and noun groups	Verbs and verb groups
1	Things in the Garden Information report/ Diagram			common nouns	
2	A Fish Information report/ Diagram			common nouns	
3	Shopping list Information report/ Shopping list			common nouns	
4	A Family Tree Information report/ Diagram			proper nouns	
5	Our Weather Chart Information report/ Weather chart			proper nouns; common nouns; describing adjectives	
6	REVISION				
7	Jobs on the Farm Information report/ Map			commands	nouns
8	All the Playground Recount			nouns	doing verbs
9	Class Rules Information report/ Rules			commands; endearments	doing verbs
10	The Fire Brigade Recount			nouns	adverbs and prepositions to tell when
11	Goodbye Elvis Recount			adjectives; proper nouns	saying verbs
12	REVISION				
13	A Movable Boy Pig Tree Description	sentences		commands	nouns; adjectives
14	Jokes Jokes/Questions and answers	sentences		questions	
15	Our Favourite Pets Information report/ Graph			singular and plural nouns	doing verbs
16	My Fly Description			synonyms	describing adjectives; nouns
17	Fish Tank Diagram Procedure/Instructions			commands	doing verbs
18	REVISION				

Unit	Unit name/ Type of text	Clause to whole text level		Word and word group level	
		Sentences and clauses	Coherence: theme, pronouns, lexical chains, connectives, personal pronouns	Nouns and noun groups	Verbs and verb groups
19	Sleepy Cat Description/Poem			nouns	doing verbs
20	Dear Auntie Selma and Uncle Kenzie Response/Letter			proper nouns for place names; common nouns	
21	When I Grow Up Discussion	sentences		questions; question words: who, what, where, when, how, why; opinion	
22	The Lonely Dragon Narrative		conjunctions (connectives); and, but, so, because	proper nouns	
23	How We Got Our Milk Explanation/Flow diagram	sentences		fact and opinion; rhyme	
24	REVISION				
25	Wednesday and Ruby Narrative		onomatopoeia		adverbs and prepositional phrases to tell when
26	Buy Now! Exposition/Advertisement		alliteration; onomatopoeia	adjectives; proper nouns	
27	Shells Exposition		antonyms	nouns	thinking and feeling verbs
28	Cinderella's Jobs Procedure/Instructions			commands	doing verbs
29	Magic Potion Procedure/Recipe		logical order	number adjectives	adverbs to tell how
30	REVISION				
31	Life Cycle Explanation/Cycle diagram		compound words	nouns	doing verbs
32	How to Get Home Procedure/Directions				doing verbs
33	Book Review Response/Book review	quoted speech; speech marks	conjunctions (connectives); and, but, so, because	questions; opinion	describing adjectives
34	Koolhaas Information report		cohesion: repetition; pronouns	describing adjectives; nouns	saying verbs; doing verbs
35	REVISION				

Verbs

Doing verbs tell the actions.



Saying verbs tell how something is said.



Thinking and feeling verbs show me



Posters

Nouns

Nouns name people, places, animals and things. Proper nouns start with a capital letter.





Unit 8

Grammar focus: Doing verbs

Type of text: Informative – Recount

- Teaching notes elaborate on words that represent an action.
- Activities focus on exploration of doing verbs and integrates a unit of work on the senses.

Try a
unit of work
in your
classroom!

Grammar Focus: Doing verbs
Type of Text: Informative – Recount

Student
Book 1
Unit 8

Tell students words that represent an action are called doing verbs or action verbs. Brainstorm a class list of doing verbs for actions in the school. Give the list a title such as *What we do at school*, and list things like *read, draw, play, listen, run, pretend, act, count, sing* and so on. (It does not matter, at this stage, if students list saying verbs or thinking and feeling verbs with the doing verbs. They will learn the distinctions as they progress through the units.)

Question 5 asks students to write the doing verbs a hand can do. Have students trace around their hands or provide them with photocopied hand outlines. Tell them to decorate their paper with drawings and to write on the hand all the things their hands can do using doing verbs. Display their hands.

Integrate this unit with a unit of work on the senses. Use noun and verb labels: eyes can see; ears can hear; tongues can taste; brains can think; noses can smell; skin can touch.

Create a touchy-feely bag with items inside students need to feel and give noun labels (sandpaper, modelling clay, cotton wool, comb, plastic dinosaur, teaspoon, laundry peg, bulldog clip ...).

Blindfold students in turns and have them touch textured objects like cold cooked soggy spaghetti, kiwi fruit, rambutan, coconut shell. Have students use describing words (adjectives) to describe the way things feel: smooth, spiky, prickly, slimy, soggy, cold. Create a list of words that describe. (Be aware of any allergies students have, and make sure they don't taste any of the food items.)



Extract from Teacher Resource Book 1–2, p46

Unit 8 Doing verbs

This **recount** is informative. It tells about a trip to the playground.



At the Playground

Yesterday Mira took me to the playground. Mira is my neighbour.

First we played on the seesaw. Then Mira watched me on the slippery dip.

After that she pushed me on the swing. She pushed me really high.

We threw the ball to Mira's dog for a while before we went home.

I had great fun at the playground.



1 Read *At the Playground*. Underline the **nouns** for things in the playground.

Rule! **Doing verbs** tell the actions.
eat push play jump

2 Choose the correct **doing verb** from the box. Write it on the line.

chased threw pushed climbed went

Mira _____ the ball.

The dog _____ the ball.

I _____ the slippery dip ladder.

Mira _____ the swing.

We _____ to the playground.



3 Circle the **doing verbs** a dog can do.

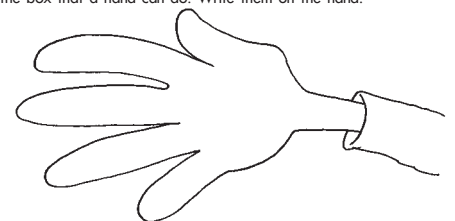
eat write
fly chase
run read
swim sleep
scratch beg

4 Circle the **doing verbs** for cooking.

fry swim chop
grill mix sleep
bake
scratch sneeze

5 Choose **doing verbs** from the box that a hand can do. Write them on the hand.

draw paint
read write
scratch see
sit fly chop
sneeze



6 Write a sentence to tell what each animal is doing.



Try it yourself!
Write a **recount** about something you have done. Use **doing verbs**.

Reflection

- I can do this.
- I am not sure.
- I need help.

Year 2



Unit 20

Grammar focus: Questions and statements

Type of text: Informative – Interview/Questions and answers

- Teaching notes elaborate on questions, statements, facts and opinions.
- Activities focus on question starter words and interview questions, and explore fact and opinion statements.

Grammar Focus: Questions and statements

Type of Text: Informative – Interview/Questions and answers

Student
Book 2
Unit 20

Wildlife Carer is an interview. It begins with an orientation and then includes questions and answers.

Remind students that sentences start with capital letters.

Tell students that questions are sentences that ask something. Questions end with question marks rather than full stops.

Answers are usually statements. They are sentences that give information and/or opinions. Answers end in full stops.

Write the words *who, what, where, when, how, why* on a chart for student reference. Tell students that these are useful question starter words. Play Hot Seat and have students be interviewed by other class members (see page 17 for instructions on Hot Seat). Students can pretend to be story characters, someone they know, a television character or someone working in a particular occupation.

Have students use the question starter words to ask questions of the person in the Hot Seat.

If appropriate, investigate the work of organisations in your area that assist sick or orphaned native animals. It might be possible for a volunteer to visit your school and talk about the work of the organisation. Prepare interview questions with the class prior to any visit by a guest speaker.

Talk to students about the difference between facts and opinions. Create a chart that has two columns labelled *Fact* and *Opinion*. Have students write a fact and an opinion onto strips of paper and attach the paper to the chart columns. Allow them to use the factual books on display in the classroom to find facts.



Extract from Teacher Resource Book 1–2, p68

Unit 20

Questions
and
statements

WILDLIFE CARER

A wildlife carer visited our school. These are some questions we asked, and her answers.

What kinds of animals do you look after?

I look after any sick, injured or orphaned native animals. I often care for native birds and possums.

How do you know what to do for the animals?

I had training. Plus there is a buddy system. When you first become an animal carer you are matched to someone with more experience than you. My buddy helped me a lot.

This interview is informative. It includes questions and answers.



Rule! A **question** asks for information or an opinion. It ends in a question mark.

What is the time? Have you fed the cat?

1 Read *Wildlife Carer*. Underline the two **questions**.

2 Write three **questions** you would ask a wildlife carer.



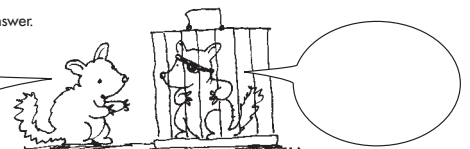
Rule! A **statement** can be a **fact**. *Polar bears live at the North Pole.*
A **statement** can give an **opinion**. *Polar bear cubs are cute.*
Statements end in a full stop.

3 Answer the **question** with a **statement** that gives your **opinion**.
Would you like to be a wildlife carer? Why or why not?



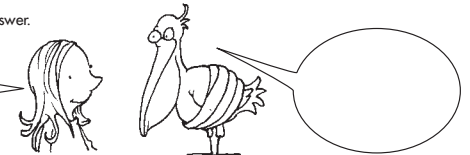
4 Write the possum's answer.

What happened to you?



5 Write the pelican's answer.

What happened to you?



6 Tick a column to show whether each **statement** gives a **fact** or an **opinion**.

Fact

Opinion

Dogs have four legs.

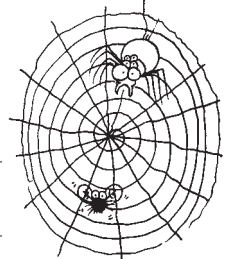
Lucy is scared of dogs.

Wombats are mammals.

I love wombats.

7 Write a **fact** about the spider picture.

Write an **opinion** about the spider picture.



Try it yourself!



Work with a partner. **Interview** a student or teacher at your school. Ask them three **questions** about their favourite animal. Write the **questions** and their answers.

Reflection

- I can do this.
- I am not sure.
- I need help.



Unit 13

Grammar focus: Evaluative words, quoted speech
Type of text: Persuasive – Discussion/Conversation

- Teaching notes elaborate on quoted speech, speech marks, evaluative words and apostrophes for contractions.
- Activities focus on a readers' theatre presentation of the model text and the function of speech marks, and explores persuasive discussions.

Grammar Focus: Evaluative words, quoted speech
Type of Text: Persuasive – Discussion/Conversation

Student
Book 3
Unit 13

Organise a Readers' Theatre presentation of *Trampolines* (see page 18 for instructions). Allocate one student to say Henry's lines and another student to say Dad's lines. Have another student or the rest of the class read the narrator's lines. These will be all the text that is not actually spoken by the two characters. Talk to students about the speech marks and the way they function to mark what characters are actually saying.

Point out the quoted speech in Big Books available in your school. Point out the saying verbs that tell how each character is saying their speech. Brainstorm a word bank of saying verbs to display in your classroom. Students can refer to this list when they are writing their own texts.

Tell students that in discussions people present their opinion or points of view. Ask students to compare Henry's opinion about trampolines with Dad's opinion. Ask for volunteers to continue the discussion between Henry and Dad.

Suggest that Henry and Dad discuss other inventions about which they might have different opinions such as televisions, hand-held electronic games, war toys, skateboards and so on. Make sure that students recognise that opinions include evaluative words. Evaluative words give a valuation or judgement about something.

Point out that people are entitled to evaluate things differently and have different opinions and that it is important to listen politely to the opinions of others and then make up your own mind. Give examples that are relevant to your students. Tell students that it is also OK to change your own opinion after listening to the opinions of others.



Extract from Teacher Resource Book 3–6, p48

Unit 13

Evaluative
words, quoted
speech

This text is a **discussion**. Each person makes persuasive statements that tell their point of view.



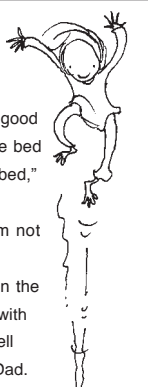
Trampolines

"Dad," asked Henry, "Do you think the trampoline was a good invention?"

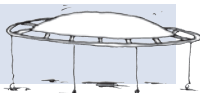
"I'd say that jumping on a trampoline is good exercise, as much fun as jumping on the bed, but probably safer than jumping on the bed," Dad suggested. "What do you think?"

"I really like jumping on the bed but I'm not allowed," reminded Henry.

"You certainly are not allowed to jump on the bed. Jumping on the bed is dangerous with all the furniture nearby, so it's just as well the trampoline was invented," lectured Dad.



Quoted speech is the actual speech someone says. It is written inside **speech marks**.
"What do you think?" asked Dad.



- Read *Trampolines*. Highlight the words that Dad says. Use a different colour to highlight the words that Henry says.
- Work with a partner. One of you say Dad's speech. One of you say Henry's speech. Then add some extra **questions** and **statements** to their **discussion**.
- Write what Henry would say next as **quoted speech**.
- Write what Dad would say next as **quoted speech**.

- Add **speech marks** to show which words are being said. The **speech marks** go outside the punctuation.

I want a turn! shouted Billy. That's so funny, giggled Marie.
Dad whispered, Santa Claus might bring a trampoline.
Can I have a turn? begged Susan.



- Write the **saying verbs** used in *Trampolines* for

how Dad speaks _____

how Henry speaks _____



- Circle the **saying verbs** in the box.

whispered yelled swam whined laughed asked peeped



Evaluative words tell us people's opinions and judgements about something.
delicious food brave explorer

- Write down some **evaluative words** in *Trampolines* that tell you Dad's opinion about trampolines _____
about jumping on the bed _____



Apostrophes can be used in shortened forms of words. They show that a letter or letters have been left out. The shortened forms are called **contractions**.
she is → she's I have → I've



- Find three **contractions** in *Trampolines*.

- Write **contractions** for the words.

is not _____ can not _____

would have _____ should have _____

I will _____ you will _____



Try it yourself! Discuss your favourite game or sport with a partner. Record part of the **discussion**. Use **speech marks** to show what was said. Use **saying verbs** to tell how each person spoke.

Reflection

- I can do this.
- I am not sure.
- I need help.

Quoted speech; speech marks; saying verbs; evaluative words; apostrophes for contractions
Grammar Rules! Student Book 3 (ISBN 9781420236590) © Tanya Gibb/Macmillan Education Australia



Unit 15

Grammar focus: Commands, adverbs

Type of text: Informative – Procedure/Instructions

- Teaching notes elaborate on commands, verbs and adverbs.
- Activities focus on constructing a set of instructions with a goal.

Grammar Focus: Commands, adverbs

Type of Text: Informative – Procedure/Instructions

Student
Book 4
Unit 15

Point out to students that *How to Catch a Fish* is a different type of procedure text from the recipe in Unit 14. This text is a set of instructions. Instructions tell how to do something. Instructions begin with a goal or statement of aim, the same as a recipe. Then the steps to achieve the goal are listed in logical order.

Make sure students notice the doing verbs at the beginning of each line. The doing verbs make each line a command. Commands tell you what to do.

Tell students that sometimes commands end in an exclamation mark. Exclamation marks are used when something is said loudly or in anger or surprise. Commands as exclamations can be found on signs and notices as well as in narratives.

Instructions do not usually have exclamation marks unless it is for a command such as 'Beware!'

Explain to students that some kinds of adverbs add meaning to verbs. Present them with a mnemonic to help them remember the term *adverb*. An adverb can *add* meaning to a *verb*.

Adverbs that tell *how* end in *-ly*. Examples of adverbs that tell *how* include *swiftly*, *slowly*, *loudly*. Instructions sometimes make use of adverbs that tell *how* to ensure people follow instructions carefully.

Jointly construct a class set of instructions for using a piece of classroom equipment such as a pair of scissors, a computer or a chair.



Extract from Teacher Resource Book 3–6, p66

Unit
15

Commands,
adverbs

How to Catch a Fish

- Get some plastic lures to use for bait.
- Attach a lure to the hook on your fishing line.
- Dangle the baited hook in the water.
- Sit quietly and patiently.
- Pull swiftly on the line when you feel a fish take the hook.
- Bring in the fish, keeping tension on the line.
- Keep the fish for dinner, if it is of legal size.
- Release the fish if you do not intend to eat it.

This informative text is a **procedure** that gives instructions. Each step is a **command**. **Adverbs** tell how to do things.



- 1 Read *How to Catch a Fish*. Write the **doing verb** that begins each command.

- 2 Write a **command** that the fish could give to the person who has caught it.

Rule! Some **adverbs** add meaning to verbs by telling **how**.
slowly suddenly angrily busily carefully

- 3 Find three **adverbs** in *How to Catch a Fish* that tell **how**.



- 4 Choose an **adverb** from the box to complete each **command**.

quickly bravely sweetly slowly carefully

Walk _____ because we are running late.
Tread _____ on the slippery rocks.
Eat _____ or you'll get indigestion.
Sing _____ so you'll be picked for the concert.
Smile _____ for the photo.

- 5 Add an **adverb** to each instruction.

_____ attach the bait to a hook on your line.
_____ dangle the baited hook in the water.
Release the fish _____ if you do not intend to eat it.

- 6 Replace the underlined words with an **adverb** that tells how. Rewrite the sentences.

Eat in a slow way = Eat **slowly**.
Cross at a brisk pace = _____
The children played in a happy manner = _____
The dolphin jumped with ease over the boat = _____



Try it yourself!



Write a set of instructions for catching something: a cold, a snake, an egg, a possum, or anything else you can think of. Start each step with a **doing verb**. Use **adverbs** to add meaning to the verbs.

Reflection

- ☐ I can do this.
☐ I am not sure.
☐ I need help.

Commands; doing verbs; adverbs to tell how

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Year 5



Unit 4

Grammar focus: Adjectives, adverbs, relative pronouns

Type of text: Imaginative – Narrative

- Teaching notes elaborate on relative pronouns, noun groups, descriptive and classifying adjectives, and adverbs.
- Activities focus on the function of adjectives, adverbs and relative pronouns as well as narrative writing.

Grammar Focus: Adjectives, adverbs, relative pronouns
Type of Text: Imaginative – Narrative

Student
Book 5
Unit 4

Make sure students understand that adjectives function to add meaning to a noun or pronoun. Ensure that students recognise the different functions of adjectives. Descriptive adjectives describe the noun. (*The girl was tall. The tall girl*) Descriptive adjectives are sometimes called describers. The word *very* can be used in front of a descriptive adjective. (*The boy was very tall. The very tall boy*)

Classifying adjectives function to classify or categorise the noun, rather than describe its qualities (*oak tree*). It is not possible to use the word *very* in front of a classifying adjective. (You can't say a *very oak tree*. You can say a *very old oak tree*, as *old* is a descriptive adjective.) Some words can function as either a noun or a classifying adjective. *I love tennis*. (noun) *I saw the tennis match*. (classifying adjective)

Adverbs tell *how*, *when* and *where*. They function to add meaning to verbs, adjectives and other adverbs.

Adverb adding *how* meaning to an adjective: *very tall*

Adverb adding *when* meaning to an adverb: *before now*

Adverb adding *where* meaning to a verb: *come here*

Relative pronouns *who* (and *whom*), *whose*, *which* and *that* are used at the start of clauses to relate the clause to another clause. Like personal pronouns, relative pronouns refer to nouns already mentioned in a text.

The rocket went into space. The rocket was a Saturn V. The rocket / that went into space / was a Saturn V. (that refers to the rocket)

Who and *whom* relate to people. *That* relates to people and things. *Which* relates to things. *Whose* shows possession.

Have students work in groups of three to write a resolution for the narrative *Glittery Moon*. Provide time for groups to share their work with the rest of the class.

Extract from Teacher Resource Book 3–6, p78

Unit 4

Adjectives,
adverbs, relative
pronouns

Glittery Moon

Once upon a time, on a moon far, far away, there lived a gentle, quiet man whose job it was to sprinkle glitter all over the moon every day so that it glimmered and sparkled. One day, something terrible happened. The entire supply of glitter ran out! The moon man was devastated. He didn't know what to do. He was frightened. He had never travelled beyond his home on the moon and was worried about the weird and mystical things that could await him out in space, but what else could he do? He had to replenish his glitter supplies or forever sentence the moon to dullness. He decided to take his spacecraft on its first ever journey and go and find glitter for his moon.

This imaginative text is the orientation for a narrative. It contains noun groups with descriptive and classifying adjectives to introduce the main character.



Rule!

Descriptive adjectives are words that describe a noun.

gentle quiet round pretty

Classifying adjectives classify, or tell the group that a noun belongs to.

washing machine glitter supplies wedding cake

To test if an adjective is a **classifying adjective**, try to add the word *very* in front of it. It won't make sense. a *very space station*

1 Read *Glittery Moon*. Underline all the **descriptive adjectives**.

2 Write a **descriptive adjective** and a **classifying adjective** for each noun.

Descriptive adjective	Classifying adjective	Noun
exciting	space	journey
		station
		supplies
		home



Rule!

Adverbs add meaning to a verb, adjective or another adverb.

They can tell *how*: slowly

They can tell *when*: tomorrow

They can tell *where*: here

An **adverb group** is a group of words that does the job of an adverb. He walked *back and forth*.

3 Use an **adverb** or **adverb group** from the box to complete each sentence. The **adverb** or **adverb group** will tell *when*.

last night tomorrow soon later before

I will walk to the shop _____.

_____ we went to the movies.

We will go fishing _____.

_____ we go to bed, we can watch television for half an hour.

I'll finish reading my book _____.

4 Complete each sentence with an **adverb** ending in *-ly* that tells *how*.

I walked _____.

I ran _____.

You need to work _____.

Dad sang _____.

My sister ate _____.

5 Complete each sentence with an **adverb** that tells *where*.

here there above below inside

The key is on the shelf _____.

Look _____ the window.

I ran _____.

Tracey is _____.

I saw the bird _____.



Rule!

Relative pronouns introduce relative clauses. They relate to people, places, animals or things already mentioned in a text. *who whose which that*

Use **relative pronouns** to make your writing flow more easily and sound less repetitive.

The man built a house. The house is on a moon. → The house that the man built is on a moon.

6 Rewrite each pair of sentences as a single sentence. Use a **relative pronoun**.

The man was supposed to sprinkle glitter on the moon. He was on holiday.

Here is the blueberry pie. The restaurant is famous for its blueberry pie.

The koala had a sore toe. It climbed to the top of the tree.

The man came to dinner. The man was Dad's friend from work.

Try it yourself!

Write a **narrative** using **adverbs** and **adverb groups** to tell *when*, *where* and *how* the actions take place. Use **relative pronouns** to help the flow of your **narrative**.

Noun group; descriptive and classifying adjectives; adverbs and adverb groups; relative pronouns: *who, whose, which, that*

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Year 6



Unit 10

Grammar focus: Reported (indirect) speech, emotive language

Type of text: Informative – Information report/Newspaper article

- Teaching notes elaborate on reported (indirect) speech, synonyms, subjective and objective language, emotive language and sensationalism.
- Activities focus on newspaper articles and examine sensational and emotive language.

Grammar Focus: Reported (indirect) speech, emotive language
Type of Text: Informative – Information report/Newspaper article

Student
Book 6
Unit 10

Newspaper articles use sensational language, and emotive words and phrases to capture and hold readers' attention. Newspaper articles are sometimes presented as recounts with events described in time order. This newspaper article, *Sydney Shows Off*, is an information report. It presents information about the event. The information is not written in chronological order. It is written in 'newsworthy' order. Have examples of newspaper articles available for students to read to determine how the events are written – as information report or as recount. Examine, also, the way people are quoted in newspaper articles. Sometimes people are quoted in direct speech using speech marks. Sometimes there are quotes presented as reported or indirect speech.

Divide students into groups and ask each group to role-play a scene where a newspaper reporter is interviewing people about New Year's Eve. The people interviewed could be any person who

has something to say about New Year's Eve. Have students decide on their roles in the scene and rehearse and then perform for the rest of the class.

After the performances, have students work in the same groups to write newspaper articles based on their role-plays. They should use sensational and emotive language to present the information. Tell them to use quoted and reported speech to record what the interviewees said. Make sure students write a sensational headline. They can provide an illustration to show what sort of photos would accompany their articles. Tell each group to add a caption to their photo.

Provide time for students to present their newspaper articles to the rest of the class. Discuss their efforts.



Extract from Teacher Resource Book 3–6, p98

Unit 10

Reported
(indirect) speech,
emotive language

Daily News, 1 January

SYDNEY SHOWS OFF

This informative text is a newspaper article. It includes reported (indirect speech) and emotive language.



Hundreds of thousands of people celebrated the new year from vantage points all along the foreshores of Sydney Harbour last night as fireworks lit the Sydney Harbour Bridge and the Opera House to spectacular effect. Thousands of people started waiting in prime locations such as Balmain, Kirribilli and Mrs Macquarie's Chair as early as lunchtime yesterday. According to Balmain resident Ravi Barba, the only way to get a good view is to get into position by midday, take all your food and drink supplies for the 13 hours, and stay put. Earlier yesterday organisers

had been concerned about the weather. Strong winds had been predicted but they subsided and allowed the fireworks to proceed. Police said they were kept busy dealing with incidents involving alcohol. However, event organisers said that they were extremely pleased with the evening's celebrations and that the few isolated incidents attended to by police did not impact on the success of the event.



Rule! Reported or indirect speech is speech that is not quoted directly. It does not need speech marks.

- 1 Read *Sydney Shows Off*. Underline three examples of reported speech. Whose speech is reported?

1. _____ 2. _____ 3. _____

- 2 Rewrite the quoted speech as reported speech.

"I love the New Year's Eve fireworks on Sydney Harbour," said Ravi.

"Other cities have fabulous celebrations too," stated Penny.

Gopal said, "I love the river of fire in Brisbane."

"Melbourne has fireworks coming from the top of city buildings," bragged Louie.

Kala offered, "My favourite New Year's Eve is watching the sun set on Cable Beach in Western Australia."



Tip! Emotive language is language that appeals to the emotions.

News items sometimes use emotive language to sensationalise the writing and create interest.
New Year's Eve a Blast Road Toll Carnage State's Hospitals are Sick

- 3 *Sydney Shows Off* is a positive headline. Write two alternative headlines for the article that exaggerate the negative police reports. Use emotive language.



Rule! Synonyms are words that are similar in meaning.
lean → skinny → thin → slender → lanky → slim



- 4 Write equally sensational synonyms for these words from the article.

spectacular _____ prime _____ success _____

- 5 Rewrite each newspaper headline to suit the lead paragraph. Use less emotive language.

SCHOOL TEACHES VANDALISM _____

Eucalypt Valley Public School has announced a new course aimed at teaching students to respect public and private property.

ELDERLY UNDER SIEGE _____

Elderly residents at Pacific Resort for Seniors have been confined to their residences this week due to Council's decision to undertake renovations on their driveways and landscaping.

- 6 Write a sensational lead paragraph to suit each headline.

SCHOOL TEACHES VANDALISM

ELDERLY UNDER SIEGE



Try it yourself!

Write an information report in the form of a newspaper article about an event at your school or in your local community. Use emotive language and reported speech. Include a sensational headline to capture readers' attention.

Reported (indirect) speech; synonyms; emotive language; sensationalism
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Grammar in the real world

About the author

Tanya Gibb (MEd, Grad Dip Ed Exp Arts, Grad Dip Ed Literacy, Grad Dip Ed EC) has many years experience as a primary classroom teacher and as Senior Education Officer NSW Board of Studies. She now writes full time and has more than 45 published educational titles.



Note from the author

"This is the second edition of our award-winning series, **GRAMMAR RULES!** – revised to bring the grammar terminology into line with the Australian Curriculum: English.

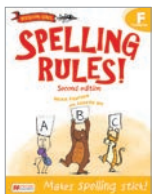
The series is a valuable asset for any primary classroom. It has a well-conceived and conceptually sound scope and sequence so that, when implemented across the whole school, there won't be any gaps in students' learning.

Use the series as a basis of a whole-school English Program, Year 1 to Year 6. It includes a wide range of types of texts for varied purposes and audiences. Grammar learning takes place in the context of real texts. Suggested extension activities support students' development in reading, viewing, writing, creating, listening, and speaking."

Tanya Gibb

Essential Complementary Resources

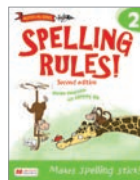
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