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BOOK C

THE ENGLISH WORKBOOK

DEVELOPING LITERACY

Writing forms
Speaking
Grammar
Spelling
Listening
Reading
Proofreading
Vocabulary
Evaluation
Editing
Procedure
Narrative
Recount
Exposition
Report

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Prim-Ed Publishing

SAMPLE - NOT FOR SALE

Introduction

This workbook is all about procedures, recounts, expositions, narratives and reports. These are called writing formats. There are two units of work based on each format.

Completing the exercises in your workbook will help you to understand the five different formats and to learn how to plan and write them yourself.

You will be:

- discussing and working out the structure of each format
- checking that you understand the text by doing some comprehension exercises
- working to improve your vocabulary, spelling, punctuation and grammar
- practising different writing skills
- learning how to check your writing by editing and proofreading
- checking how much you have learned by doing a test at the end of each unit.

Remember: *Good writers need to think about, plan and review their writing; it doesn't just happen.*

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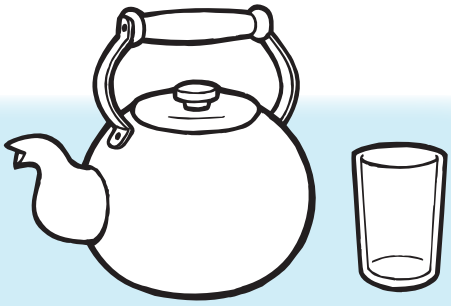
(b) What is the longest word you made? _____

(c) How many consonants are in this word? ☐



Syllables

Words are made up of syllables or parts.

Each syllable must contain a vowel sound.

Words may have one or more syllables.

Saying the word slowly and clapping each part helps to spell the word.

For example: ***cup*** (one syllable)
kettle (two syllables)

1. Find six words from the procedure that have only one syllable.

_____ _____

_____ _____

_____ _____

2. List four words that have two syllables.

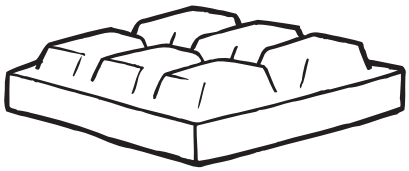
☐ ☐

☐ ☐

3. There are two words in the procedure that have more that two syllables. Write the words and how many syllables they have.

_____ ☐

_____ ☐



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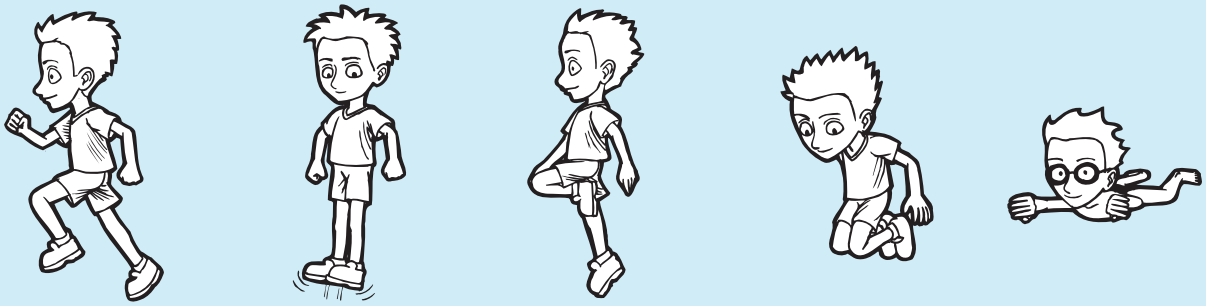
Verbs

Hot chocolate is a procedure that explains how to make a drink. The words that tell us what to do are called verbs. Verbs are doing words. They describe an action.



run **hop** **skip** **jump** **swim**

Partner activity

1. (a) Circle all the verbs (doing words) in the list of actions. The first one has been done for you.

Washing your hands	***Riding a horse***
Buttoning up a shirt or a blouse	***Swimming***
Sweeping the floor	***Eating an ice-cream***
Taking off/Putting on shoes	***Driving a car***
Watching a tennis match	***Brushing your teeth***
Making your bed	***Getting into bed***
Washing dishes/Packing a dishwasher	***Reading a book***

(b) Mime some of these actions and ask a partner to guess what you are doing.

(c) How many actions did your partner guess correctly? ☐

(d) Which action was the easiest to do? _____

2. (a) Reread the procedure *Hot chocolate*. Find seven more verbs and write them below.

_____ _____ _____

_____ _____ _____

_____

(b) Which two verbs have been used more than once?

_____ and _____.

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3. Write two verbs that tell what you could do with these things.

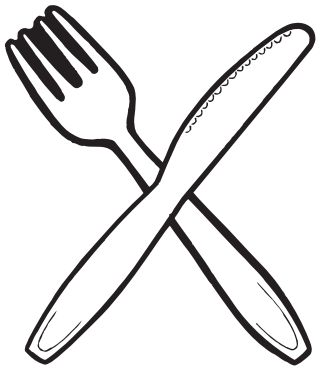
(a) knife _____ _____

(b) spoon _____ _____

(c) kettle _____ _____

(d) frying pan _____ _____

(e) oven _____ _____



4. Add action verbs to complete this story about Emma's cooking.

Emma likes to _____ chocolate. Sometimes she will _____ a chocolate cake for her family. She _____ it in a large bowl and _____ it in the oven. When it is cool, Emma _____ icing on the top. The family _____ eating the cake.

Command verbs

Statements that start with an action verb and tell someone to do something are called commands.

For example: *Stir the pot.* *Fold the paper.*
Pour the tea. *Write your name.*

Commands begin with a capital letter and end with a full stop.

1. Write a command for each action verb. Check your punctuation.

(a) Take _____

(b) Run _____

(c) Look _____

(d) Find _____

(e) Turn _____

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2. (a) Underline the command verbs in this procedure.

   (b) Follow the instructions to draw a crazy creature.

1. Draw a large circle.
2. Make a small circle in the middle of the large circle for its eye.
3. Add a crooked mouth.
4. Put three legs at the bottom of the large circle.
5. Place an antenna on the top.
6. Give your creature a name.

Adverbs

An adverb is a word that can tell you about a verb (doing word). Adverbs tell how, when or where things are done. A lot of adverbs end in **ly**.

Read these sentences. The adverbs are in bold type.

Adverbs of manner (how)

It was raining **heavily**.
Grandfather walked **slowly**.
Look **closely** at the teacher.

Adverbs of time (when)

It is my birthday **tomorrow**.
Last night I watched television.
I got up **early**.

Adverbs of place (where)

They were playing **outside**.
Please sit down **there**.
Put that book **away**.

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1. Underline the adverbs in these sentences.

(a) I have looked everywhere.

(b) She was snoring loudly.

(c) Please do it now.

(d) The dog was locked outside.

(e) I have finished already.

(f) He spoke quietly.

2. Change the word in brackets into an adverb to complete each sentence. Don't forget the full stops.

(a) Wash your hands _____ (careful)

(b) She packed her bag _____ (neat)

(c) Dad drove _____ (safe)

(d) The baby cried _____ (loud)

(e) They ate lunch _____ (quick)

3. Write sentences using these words as **adverbs of time** so that they can tell **when** something happens. Start each sentence with a capital letter and finish with a full stop.

(a) soon _____

_____

(b) often _____

_____

(c) always _____

_____

(d) never _____

_____

(e) today _____

_____

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Short, clear statements

1. Change these sentences into very short, clear sentences.

   (a) I would like you to go and find a pair of socks and shoes and put them on your feet.

   Put

   (b) When you have finished beating the cake mixture and have put it in a tin, you need to place it in the oven so that it will cook.

   Cook

   (c) I want you to watch me very carefully while I do this so that you will know what to do.

   Watch

   (d) The dog is very hungry because you forgot to feed him this morning, so you must give him something to eat now.

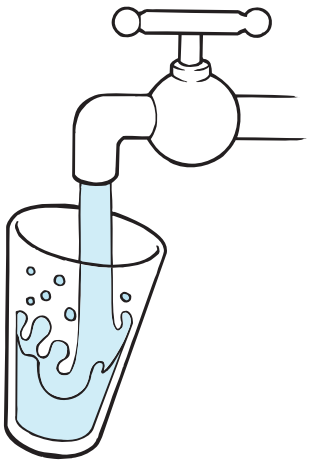
   Feed

   (e) I would like you to go out into the garden and tell your sister that she must come into the house now.

   Get

2. (a) Using short, clear statements, give instructions for filling a glass of water from the tap.

   1. _____
   2. _____
   3. _____
   4. _____



   (b) Ask a partner:

   (i) Are these statements short and clear? ◯ **yes** ◯ **no**

   (ii) Are these steps easy to follow? ◯ **yes** ◯ **no**

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Text organisation

A procedure has: *A goal*
A list of requirements
Steps to follow
Test to measure success

Language features

A procedure uses: *Short and clear statements*
Command verbs

Study the text organisation and language features of *Hot chocolate*.

Text organisation

Goal

Materials or equipment

Steps

Test

Hot chocolate

You will need:

- a cup or mug
- teaspoon
- kettle
- water
- drinking chocolate
- milk
- sugar

Method

1. Fill the kettle with water.
2. Place the kettle plug into the power socket and switch on.
3. Measure one teaspoon of drinking chocolate and place in cup.
4. Carefully pour boiling water into cup and stir.
5. Add milk and sugar.
6. Stir the drink.

ENJOY!

Language features

Command verbs (Fill, Place etc.)

Adverbs

Short and clear statements

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Writing a procedure

Use the plan below to write a procedure to tell how to make toast.

TITLE:

GOAL: (What you need to do)

REQUIREMENTS: (Things you'll need)

STEPS: (What you need to do)

1.

2.

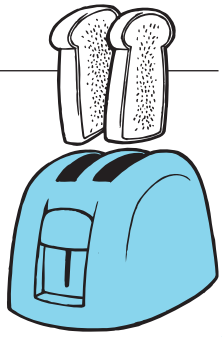
3.

4.

5.

6.

TEST: (How you'll know if your procedure is successful)



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Editing and proofreading are very important parts of writing. Use the checklist below to edit and proofread your procedure.

You will be self-editing for:

Spelling *Punctuation*

Grammar *Sentence structure*

You will be using a peer (partner) editor for:

Clear instructions

Sense

Checklist

Title of the procedure: _____

1. Does your procedure make sense to you? ..... ◯ **yes** ◯ **no**
2. Did you include a goal? ..... ◯ **yes** ◯ **no**
3. Did you list the things you needed? ..... ◯ **yes** ◯ **no**
4. Have you included all the steps in the correct order? ..... ◯ **yes** ◯ **no**
5. Did you add a test to check that your procedure works? ..... ◯ **yes** ◯ **no**
6. Spelling:
   (a) Have you corrected any spelling errors? ..... ◯ **yes** ◯ **no**
   (b) Did you check that your words looked right? ..... ◯ **yes** ◯ **no**
   (c) Did you use a dictionary? ..... ◯ **yes** ◯ **no**
   (d) Did you ask someone to help you with spelling? ..... ◯ **yes** ◯ **no**
7. Did you use command verbs? ..... ◯ **yes** ◯ **no**
8. Are your statements short and clear? ..... ◯ **yes** ◯ **no**
9. Did each sentence make sense when you read it on its own? ..... ◯ **yes** ◯ **no**
10. Do your statements all start with a capital letter and end with a full stop? ..... ◯ **yes** ◯ **no**
11. Ask a partner to read your procedure.
    (a) Did he or she find it easy to understand? ..... ◯ **yes** ◯ **no**

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1. Choose a topic from the box and write a procedure on a separate sheet of paper.

Catching a bus or train	***Planting a seed***	***Making jelly***
Putting on socks and shoes	***Setting the table***	***Feeding a pet***
Going for a swim	***Sweeping the floor***	***Making a cake***

2. Complete the following statements.

Text:
A procedure has a goal, a list of _____, steps or instructions to follow and a _____.

Language:
A procedure uses short, _____ statements.

3. Answer the questions.

(a) Do procedures usually have a list of what is needed? ◯ **yes** ◯ **no**

Why? _____

_____

(b) When following the steps in the procedure, is order important? ◯ **yes** ◯ **no**

Why? _____

_____

(c) Why do statements in a procedure need to be short?

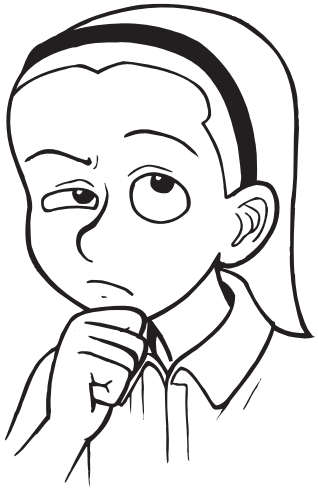
_____

_____

(d) Why do they need to be clear?

_____

_____



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