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THE ENGLISH WORKBOOK

DEVELOPING LITERACY

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

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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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Consonants

Any letter of the alphabet except **a**, **e**, **i**, **o**, **u** is called a consonant.

5. (a) Use two of these consonants and a short vowel sound to make as many words as you can.

t m s n d f h b

a	e	i	o	u

(b) How many words did you make? _____

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: bread (one syllable)
tomato (three syllables)

6. Find words from the procedure with:

1 syllable	2 syllables	3 syllables	4 syllables

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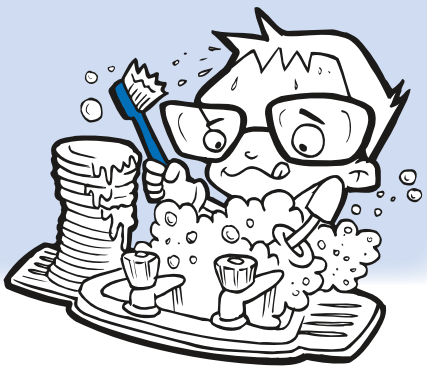
Verbs

Verbs are doing words and decide an action.

For example: sit run hop

Action verbs telling someone to do something are called **commands**.

For example: **Add** the eggs. **Write** your name.



1. Underline the command verbs.

Make a cake.	Butter the bread.
Cook a pizza.	Slice the tomatoes.
Wash the dishes.	Eat the sandwich.

2. Match each command verb to a suitable noun (naming word).

(a)	Stir	the salad.	(f)	Chop	the eggs.
(b)	Cook	the sauce.	(g)	Drain	the flour.
(c)	Turn	the dishes.	(h)	Roll	the pastry.
(d)	Toss	the cake.	(i)	Add	the carrots.
(e)	Wash	the meat.	(j)	Boil	the rice.

Writing commands using command verbs

3. Read these command verbs and choose a suitable one for each sentence. Don't forget the capital letters.

cut ***grate*** ***bake*** ***add*** ***serve*** ***dice*** ***eat***

(a) _____ the cheese.

(b) _____ the rolls in half.

(c) _____ the ham.

(d) _____ the pizza for ten minutes.

(e) _____ the pizzas while hot.

(f) _____ the diced ham.

(g) _____ the pizza.

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Verbs – tense

Verbs can change according to WHEN an action

is happening	→	I cook	→	present tense
will happen	→	I will cook	→	future tense
has already happened	→	I cooked	→	past tense

1. Read each sentence and decide if the action is happening now (present tense), will happen (future tense) or has already happened (past tense).

(a) I **will open** the oven door.

_____ tense

(b) She **made** a pizza.

_____ tense

(c) Rebecca **likes to eat** cakes.

_____ tense

(d) My mother **cooked** scones for afternoon tea.

_____ tense

(e) The children **love** cooking lessons.

_____ tense

(f) They **will visit** the bakery.

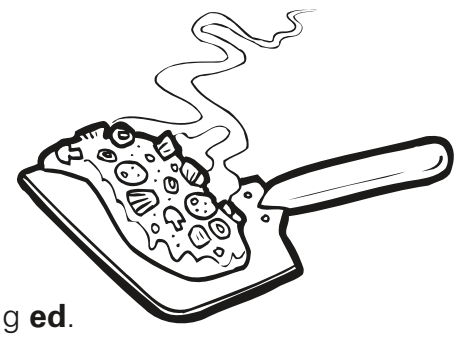
_____ tense

Changing verbs from present to past

Adding the suffix **ed** to words is the most common way of changing the tense from **present** to the **past**.

For example:

Present	Past
cook	*cooked*
bake	*baked*



2. Change these verbs from the present to the past by adding **ed**. See the spelling rule on page 7.

	Present	Past
(a)	drain	
(b)	mix	
(c)	wash	
(d)	add	
(e)	melt	
(f)	brush	

	Present	Past
(g)	grate	
(h)	halve	
(i)	combine	
(j)	serve	
(k)	bake	
(l)	taste	

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Past tense

Many verbs are changed from the **present tense** to the **past tense** by adding **ed**, but there are some verbs that look quite different.

Read these:

present tense	past tense	present tense	past tense
write, writes	*wrote*	*bring, brings*	*brought*
come, comes	*came*	*think, thinks*	*thought*
buy, buys	*bought*	*see, sees*	*saw*
take, takes	*took*	*run, runs*	*ran*

3. Circle the correct verb in each sentence.

(a) My sister took/takes me to see a film last Saturday.

(b) Juan can write/wrote an interesting story.

(c) A new girl comes/came to our school on Friday.

(d) Dad walks into the shop and bought/buys Ben an ice-cream.

(e) Yesterday James runs/ran home from school.

(f) Chloe thinks/thought she is a very fast runner.

(g) John takes/took his football and went home.

(h) I can see/saw my school from here.

4. Write sentences using these **past tense verbs**.

fell ***slept*** ***were*** ***threw*** ***swam***

(a) _____

_____

(b) _____

_____

(c) _____

_____

(d) _____

_____

(e) _____

_____

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Text organisation

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

Language features

A procedure uses:
- *Short clear statements*
- *Command verbs*
- *Present tense*

Text organisation

Title summarises the goal

Equipment and requirements

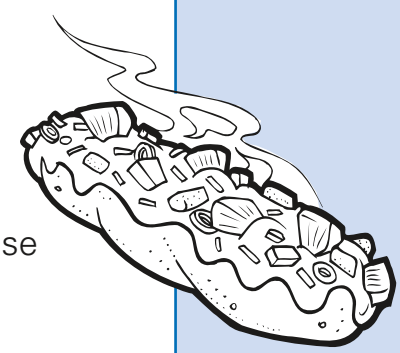
Steps

Test

Mini pizza

Ingredients:

6 long bread rolls
250 g melted butter
1 teaspoon dried oregano
1 cup tomato purée
1 tablespoon tomato paste
pinch sugar
pinch dried basil
500 g grated mozzarella cheese
2 peppers, diced
250 g ham, diced
1 x 225 g can pineapple, drained



Method

1. Preheat oven to 200 °C.
2. Cut rolls in halves lengthways and brush both sides with melted butter.
3. Combine tomato puree, paste, herbs and sugar and spread on rolls.
4. Add grated cheese, diced peppers, ham and pineapple on top.
5. Bake for 12 minutes or until brown.
6. Serve hot.

Taste and enjoy!

Language features

Command verbs often begin each sentence.

Short, clear statements

Use of present tense

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Writing statements

Procedural text depends on short and clear statements.

For example:

Remove the milk from the refrigerator and pour enough to fill one cup and then add it to the mixture.

should read –

Add one cup of milk.

1. Change these sentences into short, clear, concise statements. Record the number of words used.

(a) Before you start to cook, you will need to turn on the oven by setting the dial to 180 °C.

(_____ words)

(b) Place the bread rolls on a breadboard and cut along their length with a sharp knife.

(_____ words)

(c) In a medium-sized mixing bowl place eggs, half a cup of milk and one cup of sugar and then stir.

(_____ words)

(d) Mix the self-raising flour and the plain flour together in a large mixing bowl before adding the dried oregano, basil, mint and rosemary.

(_____ words)

(e) When all ingredients are mixed together so that there are no air bubbles, place the mixture in a large baking pan.

(_____ words)

(f) The cake will be ready to eat after it has been in a hot oven set at a temperature of 180 °C and cooked for forty-five minutes.

(_____ words)

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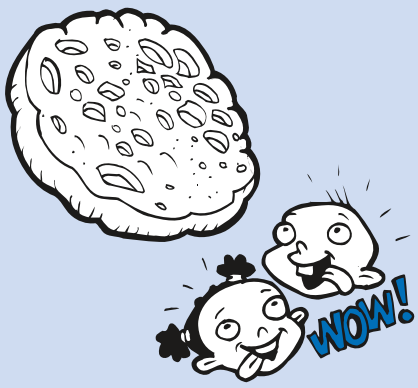
The children in Class 1 have bought the ingredients to make crumpets. Unfortunately their teacher has lost the notes explaining the steps. Read the ingredients and help the class by writing in order the method you think they would need to follow to successfully make crumpets.

CRUMPETS

Ingredients

1 cup self-raising flour
½ teaspoon bicarbonate of soda
2 tablespoons sugar
1 egg
½ cup milk
60 g butter



Method:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Test:

How will you know if your steps are correct?

_____

_____

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Writing a procedure

Use the plan below to write a procedure of a recipe of your choice. It is important not to copy from a cookery book. Write something from memory or make it up.

TITLE:

GOAL: (What you need to do)

REQUIREMENTS: (Things you'll need)

STEPS: (What you need to do)

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*
Capitalisation *Verb tense*

Your partner will edit for:

Clear instructions
Correct order
Making 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. Have you corrected any spelling errors?
   (a) Did you check that your words look right? ..... ◯ **yes** ◯ **no**
   (b) Did you use a dictionary? ..... ◯ **yes** ◯ **no**
   (c) Did you ask someone? ..... ◯ **yes** ◯ **no**
7. Have you used command verbs? ..... ◯ **yes** ◯ **no**
8. Are your verbs in the present tense? ..... ◯ **yes** ◯ **no**
9. Are your statements short and clear? ..... ◯ **yes** ◯ **no**
10. Does each sentence make sense when you read it on its own? ..... ◯ **yes** ◯ **no**
11. Do your statements all start with a capital letter and end with a full stop? ..... ◯ **yes** ◯ **no**
12. Ask a partner to read your procedure.
    (a) Did he or she find it easy to understand? ..... ◯ **yes** ◯ **no**
    (b) Did your partner find any errors? ..... ◯ **yes** ◯ **no**

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Test your knowledge

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

Making a sandwich	***Cooking pasta***	***Making nachos***
Grooming a pet	***Cooking rice***	***Baking a potato***
Washing your hair	***Playing a game; e.g. hopscotch, snakes and ladders***	

2. Complete the following statements.

Text:

A procedure has a goal, a list of

_____, steps and a

_____ at the end.

Language:

A procedure uses clear

_____

statements.

3. Answer these questions.

(a) Why do procedures usually have a list of requirements at the beginning?

_____

_____

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

Why? _____

_____

_____

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

_____

_____

(d) Why do statements need to be clear?

_____

_____

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