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BOOK

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# THE ENGLISH WORKBOOK

## DEVELOPING LITERACY

Writing forms
Speaking
Grammar
Spelling
Listening
Reading
Proofreading
Vocabulary
Evaluation
Editing

Procedure
Narrative
Report
Exposition
Recount

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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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Suffixes are groups of letters attached to the end of a word.

For example: **er** **est** **ing** **ed** **ful** **ly** **ern**

There are many rules for adding a suffix, but usually it is just added to the word. (**Rule 1**)

For example: talk**er** great**est** walk**ing** jump**ed** wonder**ful**
like**ly** north**ern**

Study these rules for adding suffixes.

**Rule 2:**

When adding a suffix beginning with a vowel to a word ending with a silent **e**, drop the **e**.

For example: grate grater
halve halving

The rhyme '**e** goes away when **ing** comes to stay' is often used to remember part of this rule.

**Rule 3:**

The one-one-one rule

When adding the suffixes **er**, **ed**, **est**, **ing** and **y** to words of **one** syllable, with **one** short vowel, followed by **one** consonant, that consonant is doubled.

For example: shop shopping
swim swimmer
flop floppy

| | | |
|---|---|---|
| shop<br>swim<br>flop | have | **one** syllable<br>**one** short vowel<br>**one** final consonant |

3. Use the rule indicated to add the suffixes in brackets to these words.

(a) Rule 1:

(i) melt (ing) _____

(ii) quick (ly) _____

(iii) delight (ful) _____

(iv) south (ern) _____

(b) Rule 2:

(i) manage (ing) _____

(ii) mince (ing) _____

(iii) believe (ing) _____

(iv) announce (ing) _____

(c) Rule 3:

(i) chop (er) _____

(ii) shut (ing) _____

(iii) flip (ed) _____

(iv) fun (y) _____

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4. Apply the rules to add suffixes to these words.

| | | |
|---|---|---|
| (a) flavour (ing) (ed) | | |
| (b) inhale (er) (ing) | | |
| (c) prepare (ing) (ed) | | |
| (d) care (ful) (less) | | |
| (e) entertain (ment) (er) | | |
| (f) slap (ing) (ed) | | |
| (g) wonder (ful) (ment) | | |
| (h) bright (er) (est) | | |
| (i) drum (ing) (er) | | |
| (j) pig (y) (let) | | |

5. Circle the correct spelling in each sentence.

(a) The girl playing centre kept (droping, dropping) the ball.

(b) Sarah was standing (faceing, facing) the class.

(c) Mum (scrubed, scrubbed) his football shorts trying to get them clean.

(d) They were (saveing, saving) money for a trip to Austria.

(e) Dad had to drive carefully because the road was very (slipery, slippery).

(f) Our doctor is a very (caring, careing) man.

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## Verbs

Verbs are the most important words in sentences, in fact a sentence must have at least one verb to be a sentence.

There are many different types of verbs including:

**Doing verbs**

Some verbs describe an action and are called doing or action verbs.

For example: He **cut** the buns in halves.

She **cooked** the burgers.

**Being verbs**

Some verbs describe a state or condition and are called being verbs.

For example: The hamburgers **are** delicious.

The cook **is** busy.

**Having verbs**

Some verbs describe ownership and are called having verbs.

For example: The cook **has** a sharp knife.

The hamburgers **have** sauce in them.

**Doing verbs**

Because procedures tell you how to make or do something, most of the verbs used are **doing verbs**. In procedures most of the doing or action verbs used to tell someone to do something are called **command verbs**.

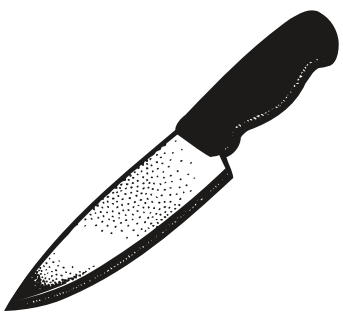
Command verbs are usually written at the beginning of sentences.

For example: **Close** the door.

1. (a) Find and underline these command verbs in the procedure on page 1.

mix make

(b) List five more command verbs from the procedure.



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2. Write sentences starting with these command verbs.

(a) Stir

(b) Cook

(c) Wash

(d) Boil

(e) Eat

**Being verbs**

The verb **to be** changes and has different forms depending on **who** or **when**.

Read these:

| I am | I was | I will be |
|---|---|---|
| he is | he was | he will be |
| we are | we were | we will be |
| you are | you were | you will be |
| they are | they were | they will be |
| present tense is happening now | past tense has already happened | future tense will happen later |

3. Use a correct form of the verb **to be** to complete each sentence.

(a) Today I _____ making my lunch. (present tense)

(b) We _____ busy cooking yesterday. (past tense)

(c) They _____ still my favourite cakes. (present tense)

(d) I can see that you _____ a very good cook. (future tense)

(e) These hamburgers _____ delicious. (present tense)

(f) Tomorrow we _____ in the kitchen. (future tense)

(g) She _____ the best cook in this family. (past tense)

(h) We _____ washing up after dinner. (future tense)

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**Having verbs**

The verb **to have** changes and has different forms depending on **who** or **when**.

Read these:

| I have | I had | I will have |
|---|---|---|
| he has | he had | he will have |
| we have | we had | we will have |
| you have | you had | you will have |
| they have | they had | they will have |
| present tense is happening now | past tense has already happened | future tense will happen later |

4. Use a correct form of the verb **to have** to complete each sentence.

(a) Bill is staying at home because he _____ a cold. (present tense)

(b) I _____ to cook dinner tonight. (future tense)

(c) On my way home I stopped and _____ a drink. (past tense)

(d) They _____ fish for dinner tomorrow. (future tense)

(e) Our old house _____ an electric oven. (past tense)

(f) We _____ coffee before dinner. (future tense)

**Verb tense**

Tense tells when something **is happening**, **has happened** or **will happen**.

We change the **tense** by changing the verb.

For example:

| | |
|---|---|
| I **cook** the dinner | present tense |
| I **cooked** the dinner | past tense |

The verb **cook** was changed from the present to the past tense by adding the suffix **ed**.

Adding the suffix **ed** is not the only way to change the tense of a verb, as you have seen with the verbs **to be** and **to have**, but it is the most common way.

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5. Add the suffix **ed** to the words.

(a) turn _____ (b) watch _____

(c) cook _____ (d) add _____

(e) fill _____ (f) need _____

6. Write a sentence using each of the **ed** words you wrote in Question 5 above.

(a) _____

_____

(b) _____

_____

(c) _____

_____

(d) _____

_____

(e) _____

_____

(f) _____

_____

(g) Are all your sentences in the past tense? _____

7. Rewrite these sentences in the past tense by changing the verbs.

(a) I **watch** television during the holidays.

(b) My father **enjoys** fishing when he **is** on holidays.

(c) They often **tell** us about travelling to Australia.

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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**

**Language features**

# Hamburger

*Goal*

## Ingredients:

*A list of requirements*

- 10 hamburger buns
- 500 g minced beef
- 1 egg
- 1 carrot (grated)
- 1 large potato (grated)
- 1 cup breadcrumbs
- 2 tablespoons tomato sauce
- 2 tablespoons soy sauce
- Salad (tomatoes, shredded lettuce, beetroot, cucumber)
- Extra tomato sauce

## Method

*Command verbs*

*Short, clear statements*

*Steps to follow*

*Use of present tense*

1. Mix all ingredients in a bowl.
2. Make 10 balls of equal size.
3. Flatten balls to make burgers.
4. Cook burgers in a greased pan for about 5 minutes, then turn and cook for 4-5 minutes on medium heat.
5. Allow burgers to drain on absorbent paper.
6. Cut buns in half.
7. Add burgers, salad and tomato sauce.

*Test*

Enjoy!

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Write a procedure explaining how you would make a cup of tea or coffee. Use the plan below.

GOAL: _____

REQUIREMENTS:

STEPS: _____

_____

_____

_____

_____

_____

_____

_____

TEST (How would you know if you had been successful?):

_____

_____

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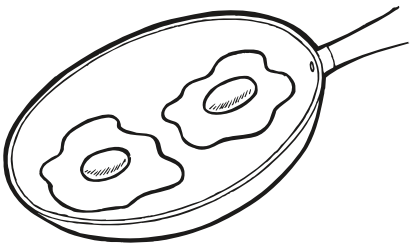
Choose one topic from the box. Use the framework to plan your procedure. You may refer to a recipe book; however, you may not copy directly.

How to make:

- a toasted ham and cheese sandwich
- a fruit salad
- your favourite breakfast
- eggs – the way you like them most



TITLE: _____

GOAL: _____

STEPS: _____

EVALUATION (How do you know if you have been successful?):

_____

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After you have written the procedure, use the checklist below to edit and proofread your work.

You will self-edit for:

*Spelling* *Punctuation*

*Grammar* *Sentence structure*

You will use a peer editor to check for:

*Clear instructions and 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 the procedure works? ..... ○ **yes** ○ **no**
6. Have you corrected any spelling errors?
   (a) Did you check that your words look right? ..... ○ **yes** ○ **no**
   (c) Did you use a dictionary? ..... ○ **yes** ○ **no**
   (d) Did you ask someone? ..... ○ **yes** ○ **no**
7. Have you used command verbs? ..... ○ **yes** ○ **no**
8. Are your statements short and clear? ..... ○ **yes** ○ **no**
9. Does 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.
    Did he/she find it easy to understand? ..... ○ **yes** ○ **no**

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