



BOOK

B

THE ENGLISH WORKBOOK

DEVELOPING LITERACY



Diane Henderson Rosemary Morris



SAMPLE - NOT FOR SALE

Introduction

This workbook will help you to understand procedures, recounts, expositions, narratives and reports, and to learn how to plan and write them yourself.

You will be:

- reading
- doing some comprehension
- doing some vocabulary, spelling, punctuation and grammar
- practising writing
- checking your writing
- doing a test.

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

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SAMPLE - NOT FOR SALE

3. Spelling maths

tricky word + **letter** = tricky word

(a) **you** + **r** = _____

(b) **the** + **y** = _____

(c) **n** + **one** = _____

(d) **d** + **one** = _____

(e) **t** + **here** = _____

(f) **t** + **his** = _____

(g) **w** + **here** = _____

(h) **m** + **any** = _____



Question words

Words that ask questions are sometimes tricky to spell.

Note: Many start with **wh**.

4. Use a **wh** word to finish the question.

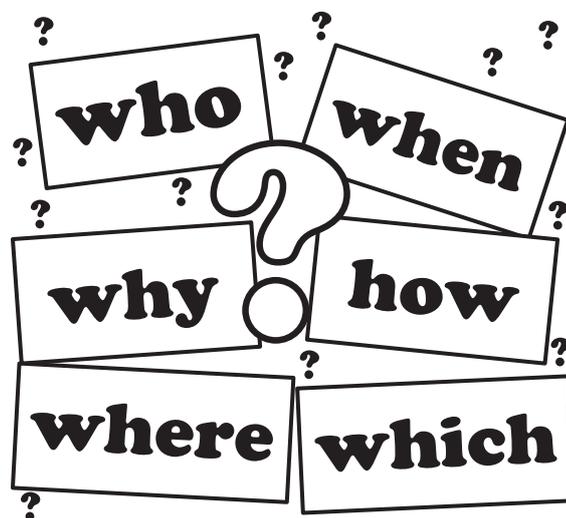
(a) _____ is away today?

(b) _____ book is yours?

(c) _____ is your name?

(d) _____ did you do that?

(e) _____ do you live?



Note: **How** also has a **w** and **h** in it.

Verbs

Verbs are doing words. They describe an action.



1. Finish the verbs from the procedure on page 1.

(a) Ta _____

(b) Th _____

(c) H _____

(d) J _____

(e) P _____

(f) M _____

Adverbs

Adverbs can add to the verb. They tell us more about the action.

Adverbs often end in **ly**.

2. Choose a good adverb from the box for each verb.

quickly

neatly

softly

down

slowly

up

(a) Walk _____

(b) Run _____

(c) Reach _____

(d) Look _____

(e) Talk _____

(f) Write _____

3. Join the opposite adverbs.

quickly •

• carelessly

heavily •

• loudly

softly •

• sadly

happily •

• lightly

carefully •

• slowly

1. Plan a procedure.

TITLE: _____

GOAL:

To learn how to skip.

NEEDS:

STEPS: Put your steps in order.

1. _____

2. _____

3. _____

4. _____

5. _____

TEST: How would you know if the procedure was right?

2. Check your work.

After you finish writing, check these things to make your work better.

Writing

Has your procedure got a name? **yes** **no**

Does it make sense?..... **yes** **no**

Did you leave out any words? **yes** **no**

Are the steps easy to understand? **yes** **no**

Are the steps in the right order? **yes** **no**

Spelling

Did you check your spelling? **yes** **no**

Words

Is there a verb in every step? **yes** **no**

Punctuation

Did you put a capital letter at the start of every sentence?..... **yes** **no**

Did you remember full stops? **yes** **no**

Going fishing

Going fishing

Dad said he would take me to the river and teach me how to fish.

He showed me how to put the bait on the hook, but the hook went into his finger.

So, I had to do it myself.

We put our lines in the water and waited.

I felt a tug on my line and I yelled to Dad.

He told me how to bring in the fish.

It was a very big one!

I put more bait on my line and put it back in the water.

I felt another tug and soon I had another fish.

We went home with ten big fish.

I caught all the fish.

I had a great day, but Dad didn't look very happy.



With your class

Talk about fishing.

- What do you need to take when you go fishing?
- Where can you go fishing?
- What do you need to do to catch a fish?
- What kinds of fish are there?
- Have you been fishing?
- Have you caught a fish?
- Why do you think Dad was unhappy?

*With a partner*

Tell your partner where you would like to go fishing and why.

Listen to your partner talk about fishing.

Draw where you would like to fish.

SAMPLE - NOT FOR SALE

Look at the recount

Use the recount on page 14 to complete the page.

1. Write the name of the recount.

2. Where did the recount happen? _____

at school at home at the river at a party in a boat

3. Who was there?

4. Write some of the things they did.

1. _____

2. _____

3. _____

4. _____

5. _____

5. Draw what happened at the end.

