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Cambridge Grammar and Writing Skills

Learner's Book 2

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Name

Class

Date

I can write:



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UNIT 2 Stories: dialogue in stories

UNIT 3 Personal writing: writing a recount

UNIT 4 Explanatory writing: writing an explanation

UNIT 5 Instructions: writing a simple recipe

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1

Stories: plot

In this unit we will write a story. We will look in a book to see what happens at the **beginning**, what happens in the **middle** and what happens at the **end** of a story.

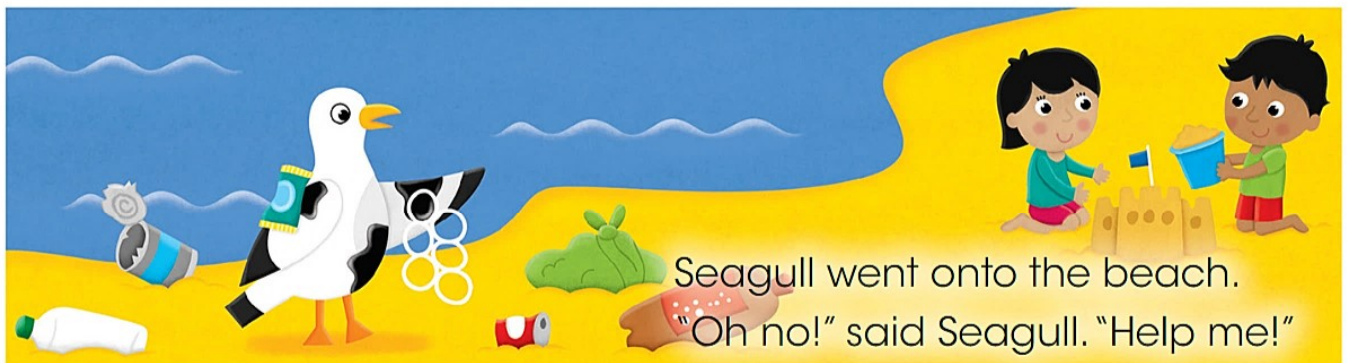
Let's read

Seagull

Seagull went into the clouds.
"Oh no!" said Seagull.
"Look at me."



Seagull went into the water.
"Oh no!" said Seagull.
"Look at me."



Seagull went onto the beach.
"Oh no!" said Seagull. "Help me!"

Pep and Lin looked at Seagull.
"Look! Is it a seagull?" said Pep.
"We can help you.
We can clean your wings."
Pep and Lin cleaned Seagull's wings.
"Thank you," said Seagull.



Pep, Lin and
Seagull helped
to clean the
beach.

Let's talk

A What happens in this story?

- 1 Where did Seagull fly first?
- 2 What happened when Seagull landed on the water?
- 3 Why did Seagull ask for help?
- 4 How did Pep and Lin help Seagull?
- 5 Why did Pep, Lin and Seagull clean the beach?



B Let's look closely at the story.

- 1 What happened at the beginning of the story?
- 2 How do you think Seagull felt?
- 3 What happened in the middle of the story?
- 4 How do you think Seagull felt?
- 5 What happened at the end of the story?
- 6 How do you think Seagull felt?



Let's learn

Exclamation marks

Sentences start with a **capital letter**.

If the sentence tells you something, it ends with a **full stop** (.).

If the sentence asks you something, it ends with a **question mark** (?).

If a sentence shows that someone is *surprised* or *angry* or *shouting*, it ends with an **exclamation mark** (!).

Look carefully at this sentence. Seagull is shouting.

"Oh nohelp me!"

A Add a full stop, question mark or exclamation mark to each of these sentences.

- 1 Seagull flew up into the clouds
- 2 Where am I
- 3 Help, I am lost
- 4 Shall I fly down to the water
- 5 Oh no, litter is stuck on my wings



B Write three sentences.

- 1 a telling sentence

- 2 a question

- 3 an exclamation

Ordering sentences

The sentences in a story need to be in order.

If the sentences are not in order the story does not make sense.

- A Write the sentences in the box in the right order.**
Match the pictures.

Seagull went onto the beach.

Seagull helped clean the beach.

Seagull went into the clouds.

Seagull needed help to clean his wings.

Seagull went into the water.



Let's practise

We can split stories into three parts: the **beginning**, the **middle** and the **end**.

Beginning – where the story is happening and who is in it.

Middle – what happens to the characters.

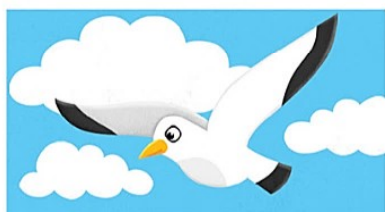
End – how everything in the story gets sorted.

Remember, if the sentences are not in order the story does not make sense!

A Write what happened to Seagull at the beginning.

B Write what happened to Seagull in the middle.

C Write what happened to Seagull at the end.



Let's write

You are going to write your own story with Seagull.

Look at these pictures.

Write what you think is happening in each picture.

Write the beginning, the middle and the end of the story.

Top Tip

Remember a sentence always begins with a capital letter, and make sure you include an exclamation mark in your story.

Seagull in a bin



[illegible]

2

Stories: dialogue in stories

In this unit, we will use **speech bubbles** to show when someone says something.

Let's read

Ben has lost his cat

Ben and Tia are friends.
They live next door to each other.
They are neighbours.

The speech bubbles in this story show us what Ben and Tia are saying.
This is a speech bubble.





Let's talk

A Talk about the comic strip story.

- 1 Who is Ben looking for?
- 2 What is the cat's name?
- 3 Where did the cat go?
- 4 Who is upset?
- 5 How is Tia a good neighbour?
- 6 Why was Ben worried?



B What do the speech bubbles tell us?

- 1 How do we know the children are talking?
- 2 How do we know which child is talking?
- 3 What is Tia saying in the first picture?
- 4 What is Ben saying in the last picture?



Let's learn

Writing sentences

All sentences begin with a **capital letter** and end with a **full stop** (.), **question mark** (?) or **exclamation mark** (!).

We need to look for Spot.

Where is he?

I really don't know!

A Tick the sentences that are written correctly.

1 we must look for Spot.

☐

2 Will you help me?

☐

3 Quick, he must be close by!

☐

4 Where shall we look

☐

B Copy these sentences.

Add the missing capital letters and punctuation.

1 shall I look in the shed

2 I will get his food

3 quick, I can see him



Speech bubbles

Remember, **speech bubbles** tell us what someone is saying.



Ben is asking *Have you seen my cat?*

Look! Every sentence that is spoken starts with a capital letter.

**A Copy what each of these children is saying.
Remember to start each sentence with a capital letter.**

1



The child is asking ...

2



The man is saying ...

3



The old lady is asking ...

4



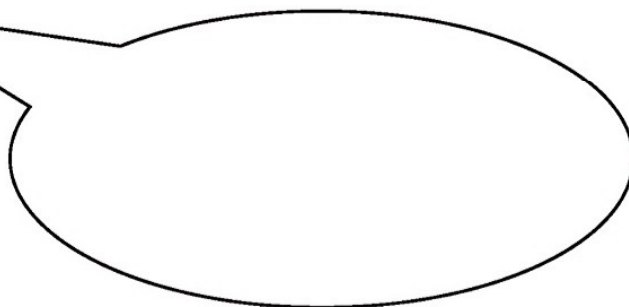
Tia is asking ...

- B** Look at the pictures.
Choose the right sentence.
Copy it into the speech bubble.

1



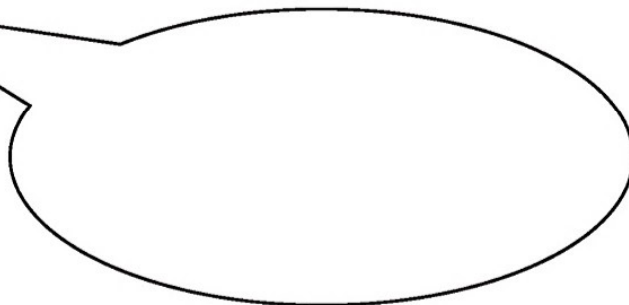
Have you seen Spot?
What time is it?



2



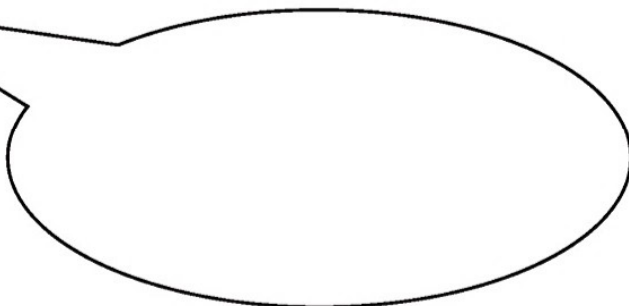
Look, is that a bird?
Look, is that Spot?



3



I missed you!
I am very cross with you!



- C Ben and Tia take Spot home.
What do Ben and Tia say to Ben's mum?
Remember to use a capital letter for the first word each person speaks.



Let's practise

Now you are going to write your own comic strip.

- 1 Look at the pictures.
- 2 Talk about what Ben and Tia might be saying.
- 3 Write words or notes in the boxes next to each picture.

Word box

stream water don't worry watch out fun



Look, water to play in! Shall we play in the water? We might get wet.



Let's write

A Look carefully at the comic strip on pages 24 and 25.
What are Ben and Tia saying?

Watch out, I'm wet!

1 What might Tia say in each picture?

Picture **a** _____

Picture **b** _____

Picture **c** _____

Picture **d** _____

2 What might Ben say in each picture?



B Now, neatly finish the comic strip.

Write in the speech bubbles to show what Ben and Tia say to each other.

b



c



d



3

Personal writing: writing a recount

In this unit you will write about something that has happened to you. This is called a **recount**.

Let's read

My race

This is Tuhil.

Tuhil ran in a race.

He wrote about what happened.

He wrote a recount.



One sunny afternoon our kind teacher said we were going to stop work in our hot classroom and run some races outside in the sun. We all cheered.

The teacher put us in groups of six to run in each race. I felt excited. I wanted to run really fast.

I lined up at the starting line next to Dan and Felix. I was smaller than them. I felt very nervous. I looked at the blue flag. We had to run when the flag went down.

Ready, steady, go!

I ran and ran and ran. I ran as fast as I could. My legs hurt because I was running so fast.

My three friends cheered and waved as I ran past them.

Suddenly the race had finished. I didn't win this time, but I really enjoyed it.



Let's talk

A What does Tuhil's recount tell you?

- 1 How was Tuhil's teacher kind?
- 2 What did the children do when the teacher told them they were going to run in races?
- 3 How many children ran in each race?
- 4 How did Tuhil feel before the race?
- 5 Who cheered as Tuhil ran past?
- 6 Did Tuhil win his race?



B Talk about this recount.

- 1 Has Tuhil written a story or a recount?
- 2 How are stories and recounts different?
- 3 What did Tuhil write about?
- 4 Did Tuhil write about how he felt?
Which phrases tell us how he felt?
- 5 Would the other children in the race have written the same recount?

Let's learn

Verbs

Verbs are **doing words**.

They tell us what people, animals and things can do.

Some doing words tell us what people, animals and things **did in the past**.



For most verb family names we add **ed**.

For verb family names that end in **e** we add **d**.

My three friends cheered and waved as I ran past them.

A Add **ed** or **d** to write these verbs in the past tense.

1 scratch_____

2 like_____

3 push_____

4 live_____

5 dive_____

6 scream_____

7 finish_____

8 brush_____

9 smile_____

B Write a past tense verb ending in **ed** or **d** in each of these sentences.

1 Tuhil _____ his friend in his race.

2 He _____ when his friend won his race.

3 Tuhil _____ to his friend after the race.

4 Tuhil and his friends were tired when they _____ home.

Adjectives

Adjectives are **describing words**.

They tell us more about people, places and things.
They can make your recount more interesting.

our **kind** teacher

the **blue** flag

Adjectives also describe the **difference between things**.

These are called **comparative adjectives** because they compare things.

a **small** boy

a **smaller** boy

Tuhil is **smaller** than Dan and Felix.



A Write an interesting adjective to finish each of these phrases.

1 a _____ race

2 a _____ girl

3 my _____ sister

4 the _____ cat

B Write a comparative adjective for each of these by adding **er** to the adjective in the first sentence.

1 Tuhil is small. He is _____ than his friends.

2 Felix is tall. He is _____ than Tuhil.

3 Felix is fast. He is _____ than the others.

4 Tuhil's friends were loud. They were _____ than everyone else.

Let's practise

When you write a recount you need to use the words **I** or **we**.
This shows that the things you are writing about happened to you.

Tuhil wrote: *I wanted to run really fast.*

So we know he was writing about something that happened to him.

Top Tip

When you write about things that happen to you this is called **writing in the first person**.

Have you ever run in a race?
Have you ever watched a race?



Write a recount of a race.

**A Before you write the recount, answer these questions.
They will help you remember what happened.**

1 Where was the race?

2 Who was with you?

3 How did you feel?

4 Who won?

5 What did you do after the race?

B Now write your recount.
Remember to write it in the first person,
using the words *I* and *we*.





Let's write

Ready, steady, go!

These words can make people feel excited.

Think of a time when you felt excited.

What happened?

Were you going somewhere exciting?

Were you seeing someone?

Was it your birthday?



Top Tip

Remember, when we write about something that has **already happened** we write as if it was done in the **past**.

A Write a recount of something exciting that has happened to you.

- 1 First, write a list of things that happened on the day to help remind you.



- 2 Now write your recount on a separate piece of paper.

4

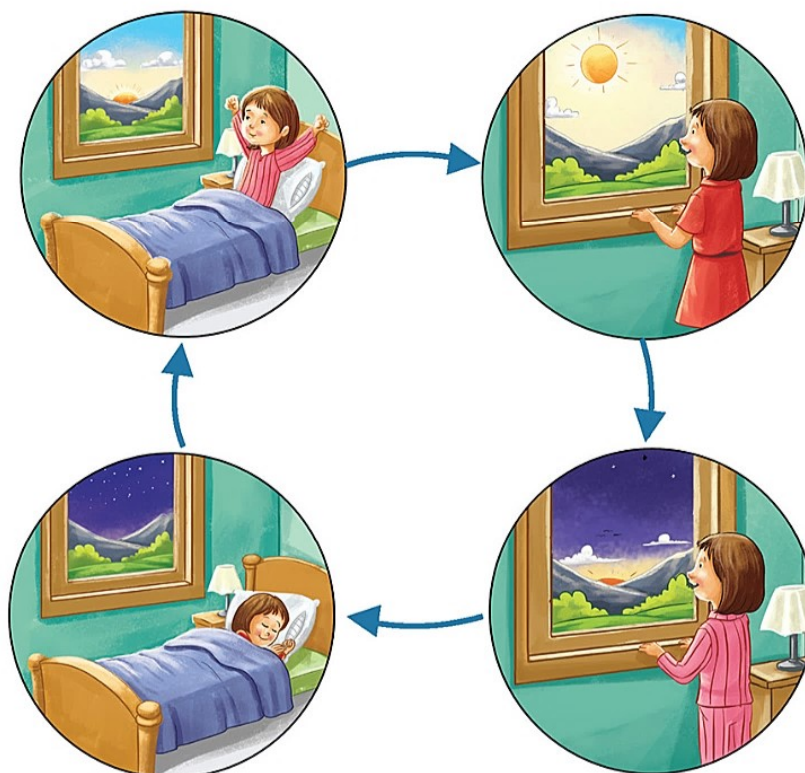
Explanatory writing: writing an explanation

In this unit we will **write to explain something**. We will **join sentences** with joining words such as *and*.

Let's read

Day and night

Sometimes we look into the sky and it is light.
Sometimes we look into the sky but it is dark.
Do you know why this happens?

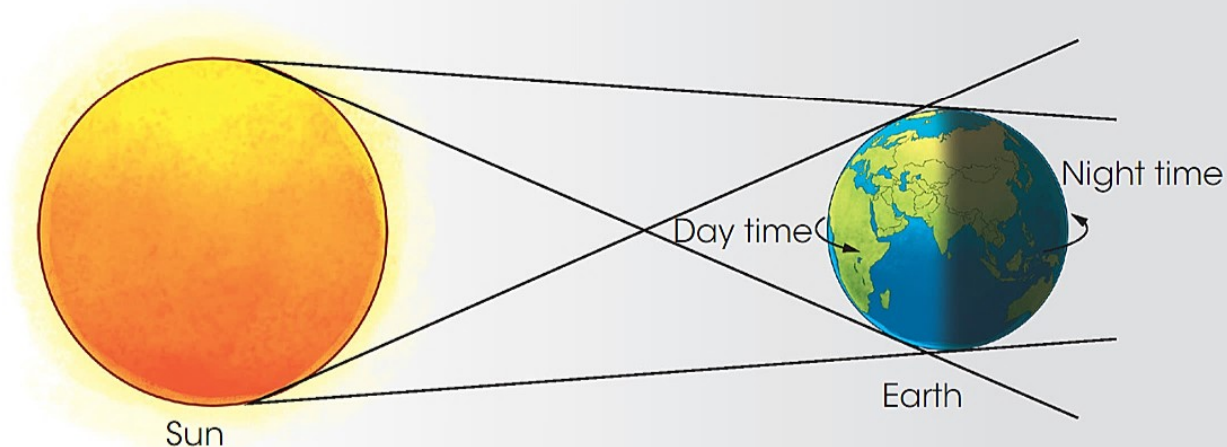


These pictures are set out in a **flow diagram**. The information they give flows from one picture to the next.

We live on Earth, which is a planet. Earth travels around a very special star. That star is called the Sun. Earth spins as it travels around the Sun.

Different parts of the Earth face the Sun as it spins. We have daylight when we are facing the Sun but as our country spins away from the light coming from the Sun, it becomes dark. We call this night-time. We have night-time because no light is reaching us from the Sun. The Sun is then shining on the other side of Earth.

When our country comes round to face the Sun again, the light shines and it becomes daytime again.



Let's talk

A What does the information tell you?

- 1 What does this information tell us about?
- 2 What do the four pictures in the flow diagram show us?
- 3 What is Earth?
- 4 What is the Sun?
- 5 Where is our country if it is light outside?
- 6 Where is our country if it is dark outside?



B How is the information written?

- 1 What does the information on pages 34 and 35 explain?
- 2 What is a flow diagram?
- 3 What information is the flow diagram showing?
- 4 Is the order the information is written in important?

Let's learn

Joining words

Sometimes we can join short sentences to make one long sentence.

A **joining word** (conjunction) is used to join the sentences.

The words **and**, **but** and **because** can be joining words.

*Sometimes we look into the sky **and** it is light.*

*Sometimes we look into the sky **but** it is dark.*



A Circle the joining word in each sentence.

- 1 Kim liked looking into the sky but sometimes it hurt his neck.
- 2 The stars were very bright because the lights were turned off.
- 3 The Sun was high in the sky and it was very hot.

B Write a long sentence using the joining word *and*.

C Write a long sentence using the joining word *but*.

D Write a long sentence using the joining word *because*.

Let's practise

A Read these sentences.

They explain what people do at night.

Watch out! The sentences aren't written in order.



I go to bed.

I brush my teeth and wash my face.

It is time to go to my bedroom.



It is time to get up and eat something.

I fall asleep because I am tired.

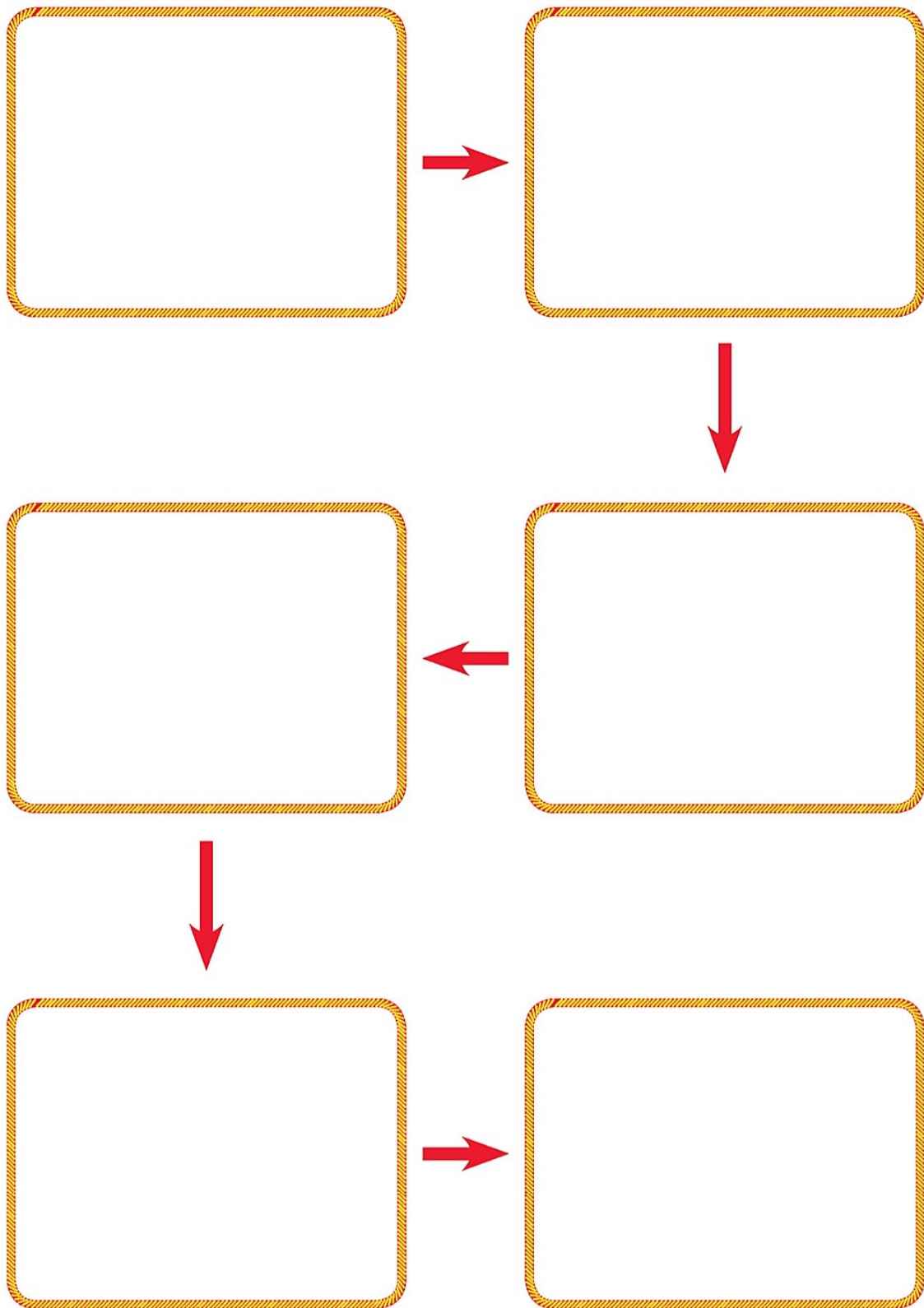
I get ready for bed.



B Write the sentences in the order you do things.

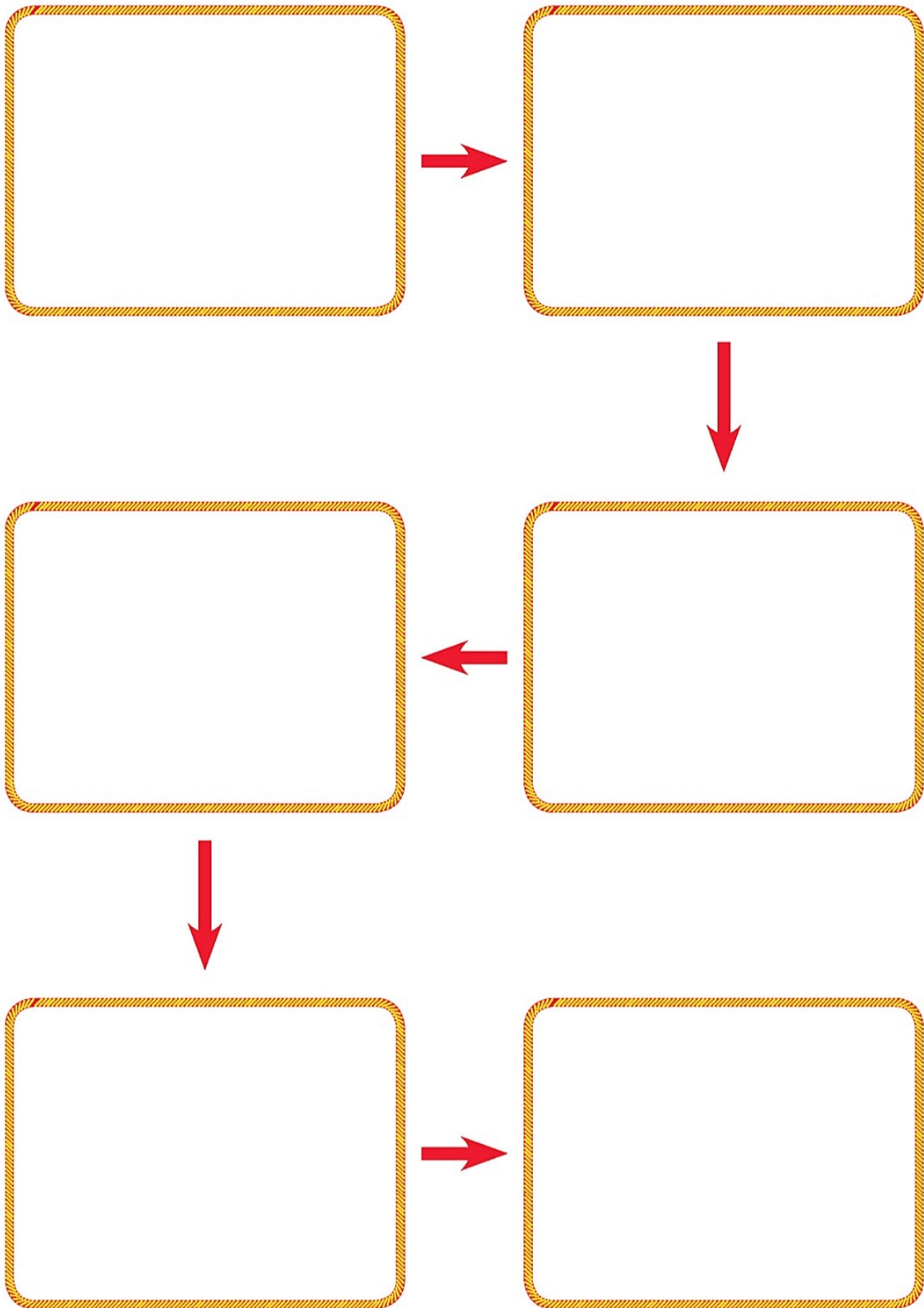
Change the sentences if you do something different.

- C Add pictures in the right order to this flow diagram.
Show what you do at night.



[illegible]

C Now use the explanation you have written to draw six pictures in the flow diagram. Show what you do during the day time.



5

Instructions: writing a simple recipe

In this unit we will write **instructions**.

Instructions tell us how to make something or do something.

Let's read

We count and measure when we make recipes.

Here are instructions on how to make some tasty cakes.

You could try these at home.

Mini rocky road cakes

This recipe makes ten cakes.

They take five minutes to make.

They then need to be chilled in a fridge for 20 minutes.

They are ready in 25 minutes.



What you need (ingredients):



1 mug mini marshmallows

1½ mugs chocolate

1 mug broken biscuits

1 mug sultanas

35g butter



Instructions:

- 1 Carefully put the chocolate and butter in a bowl.



- 2 Put the bowl in a microwave and heat for 35 seconds (or until the butter and chocolate are melted).

- 3 Remove from the microwave and mix well. You might need some help to do this as the mixture will be hot.



- 4 Place the sultanas, biscuits and mini marshmallows in the bowl with the melted chocolate and butter and gently mix well, so that everything is coated.

- 5 Carefully spoon the mixture onto a foil-covered baking tray.



- 6 Put the tray into the fridge for about 20 minutes (or until set).

Now you can eat the cakes!

Let's talk

A What does the recipe tell you?

- 1 What will this recipe help you make?
- 2 How many cakes does it make?
- 3 How many ingredients go in the cake?
- 4 How much butter do you need?
- 5 What does the first instruction tell you to do?
- 6 For how long does the mixture need to be in the fridge?

B How is a recipe written?

- 1 Why do we need instructions?
- 2 How many instructions are there?
- 3 Does it help to have the instructions numbered?
- 4 Is the order of the instructions important?
- 5 Read the instructions again.
What do we need to remember when we write instructions?



Let's learn

Verbs

Remember, **verbs** (doing words) tell us what things, people or animals can **do**.

Present tense verbs tell us what things, people or animals are **doing now**.

*I **stir** the mixture or I am **stirring** the mixture.*

Past tense verbs tell us what things, people or animals **did**.

*I **stirred** the mix.*

Verbs used in instructions are written in the **present tense**.

*Carefully **put** the chocolate and butter in a bowl.*



A Circle the verbs written in the present tense.

mix	poured	beat	stir	dropped	make
listened	talked	play	put	remove	heat

B Add a present tense verb to each of these instructions.

- 1 _____ to the shop.
- 2 _____ the number of sweets.
- 3 _____ how heavy the flour is.
- 4 _____ the water into the jug.

Adverbs

An **adverb** tells us more about how something is done.

We use adverbs in instructions to make them clearer.

Carefully put the chocolate and butter in a bowl.

(adverb)

(verb)

Many adverbs are made by adding **ly** to an adjective.

careful + **ly** = carefully

A Do these word sums. Write the adverbs.

1 neat + ly = _____ 2 quick + ly = _____

3 loud + ly = _____ 4 sad + ly = _____

5 slow + ly = _____ 6 careful + ly = _____

B Add one of the adverbs that you made to finish each sentence.

1 _____ mix the food together.

2 Do not talk _____.

3 _____ write your instructions.

4 _____ walk to your next lesson.



C Write an adverb in front of each of these verbs.

1 _____ run

2 _____ walk

Let's practise

Instructions tell us how to do things.
They need to be written very clearly.
We often number instructions to make them easy to follow.

After making the cakes you need to clean up!
Look carefully at these pictures.
Write instructions on how to clean up after cooking.

Top Tip

Remember to number your instructions.



Let's write

Now it is your turn.

Write some instructions for making your favourite drink.

- 1 First, in pairs, talk about what you have to do when you make your drink.
- 2 Draw a picture for each step.
- 3 Write clear instructions next to each picture.

Writer's Toolbox

Have you:

- written **clear instructions**?
- **numbered** your instructions?
- used **verbs** in the present tense?
- added **adverbs** where they are needed?

[illegible]

- 4** Give your instructions to a friend so they can make your favourite drink.

6

Writing poems: rhyming poems and list poems

In this unit we are looking at a rhyming poem and a list poem.

Rhyming poems use rhyming words at the end of some lines.

List poems are written as a list.

Let's read

Bugs, bugs, everywhere

Bugs, bugs, everywhere!
By the pond. In the air.
Now they're crawling up my
chair.

Bugs, bugs, everywhere!
Munching apples, now a pear,
Flying around with not a care.

Bugs, bugs, everywhere!
Help!
Now they're buzzing in my hair!

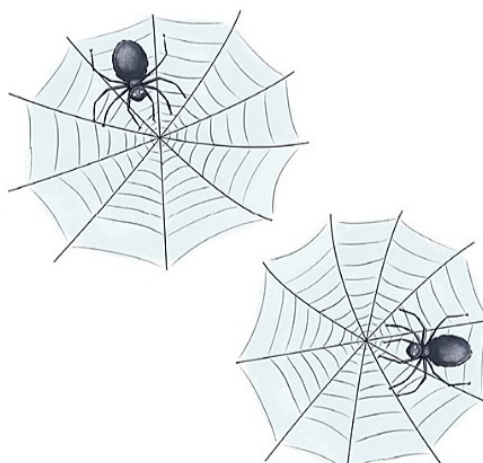
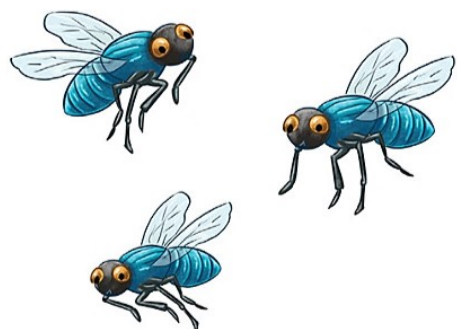
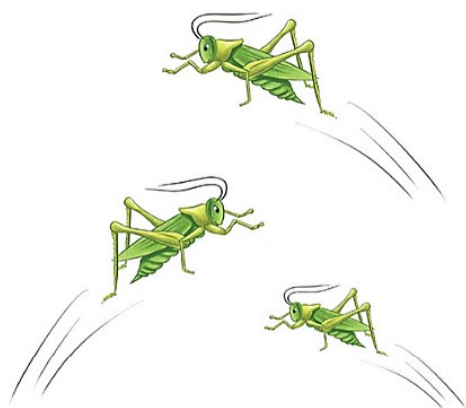
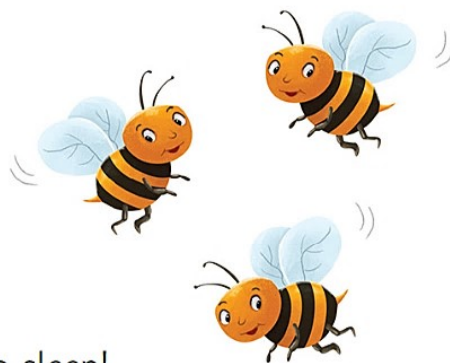


Bugs were busy!



Ants were running,
Bees were buzzing,
Butterflies were flapping,
Wasps were zooming,
Crickets were jumping,
Spiders were spinning,
Flies were flying,

Bugs were busy ... and then they went to sleep!



Let's talk

A Think about the first poem.

- 1 Where can you find bugs?
- 2 What fruit do the bugs like to eat?
- 3 In the last line, where does a bug buzz?
- 4 Which line in the poem is repeated?
- 5 List the words that rhyme with *air*.
- 6 Where is the rhyming word in each line?

B Think about the second poem.

- 1 What were the ants doing?
- 2 What were the crickets doing?
- 3 Why do you think this poem is called 'Bugs were busy'?
- 4 Why do the bugs stop being busy?
- 5 Do you think this is a rhyming poem or a list poem? Why?

C Look at both poems.

- 1 Which poem do you prefer? Why?



Rhyming words

Sometimes rhyming words end in the same letter pattern.

Now they're crawling up my ch**air**.

Munching apples, now a pear,

*Flying around with not a **care**.*

1 hair pair

2 boil _____

3 lunch _____

4 gate _____

1 date eight

2 where _____

3 bear _____

4 kite _____

5 light _____

6 your _____

1 some _____

2 late _____

Contractions

Contractions are words that are made smaller. Sometimes two words are put together to make one word.

We put an apostrophe to show where letters are missed out.

Now **they're** buzzing in my hair!

they + are = they're

The letter **a** is missing and an apostrophe (') has been put in its place.



A Draw lines to match the words with their contractions.

- | | | |
|---|-----------|---------|
| 1 | I am | don't |
| 2 | she is | they'll |
| 3 | we are | I'm |
| 4 | it is | we're |
| 5 | do not | she's |
| 6 | they will | it's |

Top Tip

Remember to put the apostrophe (') where the letter or letters are missing.

B Finish these word sums.

- | | | | |
|---|--------------------|---|--------------------|
| 1 | they + are = _____ | 2 | he + is = _____ |
| 3 | I + am = _____ | 4 | we + are = _____ |
| 5 | it + is = _____ | 6 | we + will = _____ |
| 7 | is + not = _____ | 8 | she + will = _____ |

Verbs

When we write a verb in the **past tense** it tells us what people, animals or things **did**. We usually add **d** or **ed**.

look looked

We can also write the past tense by adding the verb **to be** and **ing**.

Present tense

I look
you look
it looks
they look

Past tense

I **was** looking
you **were** looking
it **was** looking
they **were** looking

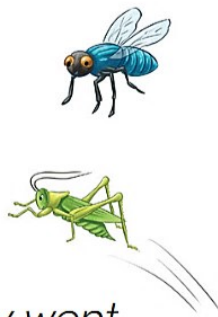
This is called the **past progressive tense**.

A Look at the poem 'Bugs were busy!'

Underline the past tense verbs in the poem.



*Ants were running,
Bees were buzzing,
Butterflies were flapping,
Wasps were zooming,
Crickets were jumping,
Spiders were spinning,
Flies were flying,*



*Bugs were busy ... and then they went
to sleep!*

Top Tip

Remember, verbs
are doing words.



B Underline the past tense verbs in each sentence.

- 1 Meena and Jared were running to the shops.
- 2 The sun was shining.
- 3 I was eating my lunch.
- 4 The sheep were bleating in the field.

Let's practise

You are now going to write your own bug list poem.

- 1 Look carefully at this picture of an imaginary bug.



- 2 Write a list of verbs you could use in a poem about this bug.

Verbs

- 3 Use some of the words you have written to finish this poem.

The sleeping bug

This bug was _____

This bug was _____

This bug was _____

This bug was _____

This bug was _____

This bug was _____

Before it went to sleep!



Let's write

You are now going to write your own bug rhyming poem.

- 1 Again, look carefully at the picture of an imaginary bug.



- 2 Write a rhyming word for each of the nouns.

eyes	_____ flies _____	head	_____
wings	_____	legs	_____
nose	_____	teeth	_____

Top Tip

Remember, adjectives are describing words.

- 3 Now write adjectives with the nouns.
These short phrases can be used in your poem.

_____ bright _____	eyes	_____	head
_____	wings	_____	legs
_____	nose	_____	teeth

- 4 Write your poem.
Use some of the words and phrases you
have written.

Writer's Toolbox

Have you:

- used **rhyming words**?
- used **adjectives**?

This bug ...

This bug has bright eyes
that dart like flies.

This bug has _____

This bug has _____

This bug has _____



7

Factual writing: writing notes and tables

In this unit we will write **notes**. These help us to remember important information.

Let's read

Trees give us many things

Trees give us **wood**. Wood is used for many things. We use it to make our **houses and furniture** and for **fuel**. Trees also give us **food**, such as **fruits** like oranges, apples, lemons and olives. We even use the **leaves** of some trees for **cooking**. Trees also give **places for animals** to **hide** and for **birds** to **make nests**. Trees even give us **chocolate**!

The cacao tree

Cacao trees grow in many hot countries, but mainly in West Africa. The seeds of a cacao tree are cocoa beans. Cocoa beans are used to make chocolate.



Where does the chocolate come from?

Small flowers grow from the trunk of the cacao tree. These flowers change into pods. The pods turn green and grow bigger and bigger. It takes six months for the pods to become large and ripe. When they are ripe, the pods are picked. Inside the pods are the white cocoa

beans. These beans are used to make cocoa mass, which is the main part of chocolate.



Notes are made from the key words and phrases in the information we read.

Look at the words in **orange**. These are the important bits of information.

Tables can also be used to help us describe things we are writing about.

Things trees give us

Trees – wood, food, shelter, places for animals

Wood – burning, building

Fruit – eat

Leaves – cook with

Animals – food and shelter

Chocolate!

Things trees give us

What we can use trees for	What we can eat from trees
wood to build	fruit (lemons)
wood to burn	seeds (cocoa seeds)
shelter	leaves to cook with

Let's talk

A What is the information about?

- 1 List the things trees can give us.
- 2 How are trees good for some animals and birds?
- 3 What does the cacao tree give us?
- 4 How long does it take a cacao tree pod to become ripe?
- 5 What colour are the cocoa beans inside the pods?
- 6 What do the beans make?

B How is the information laid out?

- 1 What do the notes tell us?
- 2 Look at the table. What can we eat from trees?
- 3 Look at the information on the cacao tree. What is the important information?
- 4 Why do you think writing notes is helpful sometimes?



Let's learn

Nouns

Remember, **nouns** are naming words. They tell us the names of people, animals, places or things.

Proper nouns are special naming words. They begin with a capital letter. They include **names of people** (Tom), **days of the week** (Wednesday), **months of the year** (July) and **names of particular places or things** (Africa).

Amil and Aarya are collecting cacao pods.



A Underline the proper nouns in these sentences.

- 1 On Wednesday Amil flew to Sri Lanka.
- 2 Aarya has her birthday in September.
- 3 The cacao tree grows in Africa.

B Write three of your own sentences. Each sentence needs a proper noun.

- 1 _____
- 2 _____
- 3 _____

Commas

We use **commas** when we write a **list** in a sentence.

We can join the last two things in the list with **and**.

Trees also give us food such as fruits like oranges, apples, lemons **and** olives.



A Circle the commas in the sentences.

- 1 In England some trees don't have leaves in November, December, January and February.
- 2 The leaves on the tree were brown, orange, red and yellow.

B Add the missing commas to these sentences.

- 1 Iraz has seen monkeys birds spiders and lizards in the trees.
- 2 Edi uses a pencil paint and a notebook to draw a picture of a tree.
- 3 Nanda cooks curry rice bread and bananas for his family.
- 4 Tai visits his aunt uncle grandma and cousins in their home.

C Write a sentence that includes a list with two commas.

Let's practise

Read the information carefully.

Use a colour to underline the important words or phrases.

From cacao pods to cocoa beans

The farmers pick the cacao pods carefully. They open the pods and scoop out the beans. The beans are then covered for a week. This is to help make their strong chocolate taste. The beans are laid out to dry in the sun, which makes them go brown and hard. The beans are now ready to go to factories to make them into the chocolate we can eat.



Remember, we make **notes** from the key words and phrases in the information we read.

When you write notes you don't have to write in sentences, just 'note' (write down) the key words or phrases.

- 1 Look carefully at the information you have underlined.
Now write your own notes using this information.

- 2 Can you write the information in the table?
The words in the box will help you.

Word box

scoop out laid out to dry open cover
bean pick pod

What do farmers do to make cocoa beans ready for the factory?

Order	Action
1	pick pod
2	
3	
4	
5	

Let's write

You are going to read the text below, then write notes about it.

At the factory

When the beans arrive at the factory they are sorted and cleaned. They are then roasted in a very hot oven, which cooks them. The beans are crushed, which helps the shells fall off. Finally, they are ground to make a thick, fatty cream called cocoa mass. The cocoa mass is squeezed very hard until all the fat comes out, leaving a dry powder called cocoa powder. This powder is used to make the chocolate we eat.



Top Tip

Have you underlined the important bits of information to help you write your notes?

Write notes on the information above.

8

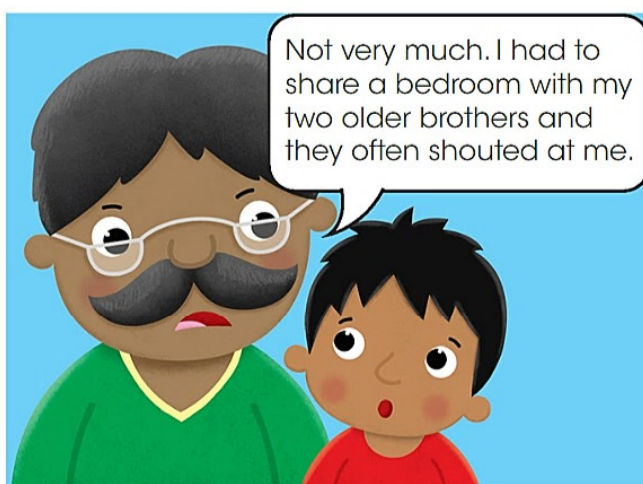
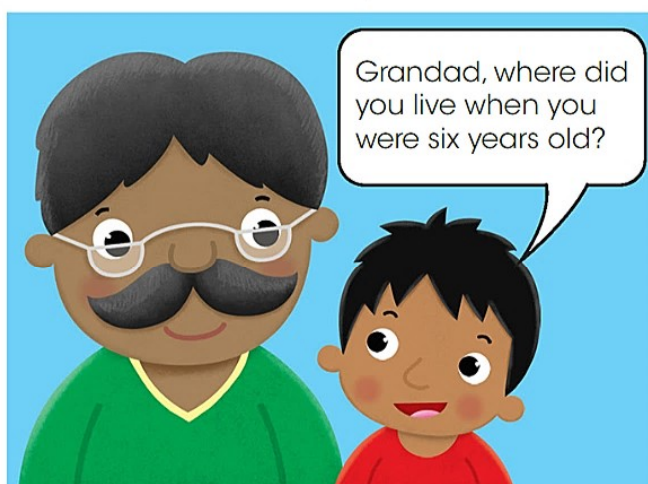
Writing to communicate: interviews

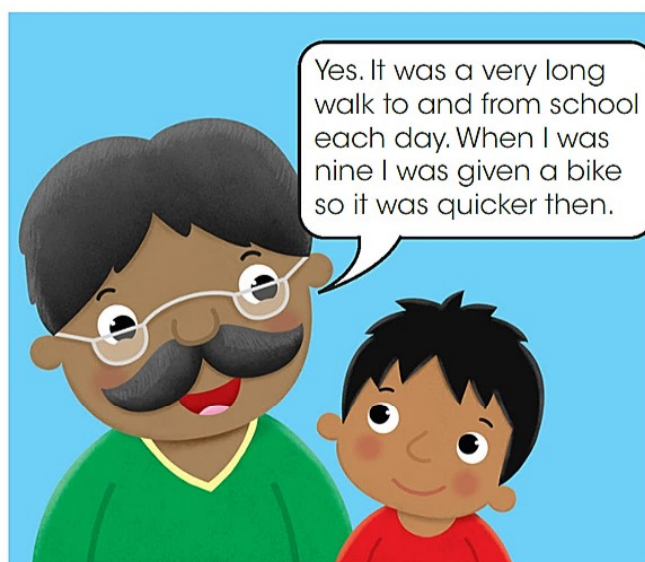
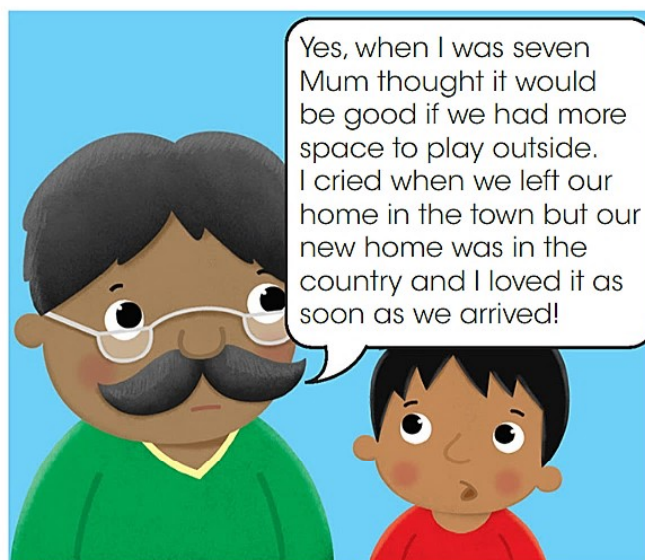
In this unit we are going to write **interview questions and their answers**.

Let's read

Grandad, where did you live?

Latif interviews his grandfather for a school project about the homes people used to live in. Latif's grandfather doesn't normally talk about when he was a boy.





Let's talk

A What does the conversation between Latif and his grandfather tell us?

- 1 In what year was Latif's grandfather six years old?
- 2 Why didn't Grandad like his home in the town?
- 3 Why did Grandad's mum want to move from the town?
- 4 What three things did Grandad like about living in the house in the country?
- 5 What didn't Grandad like about living in the country?
- 6 How old was Grandad when he got a bike and why was he pleased with it?



B Look carefully at Latif's questions.

- 1 How many questions did Latif ask Grandad?
- 2 Did the questions Latif asked help him get to know Grandad more? How?
- 3 Were the answers Grandad gave Latif helpful? Why?
- 4 What other questions could Latif have asked Grandad?

Let's learn

Present and past verbs

When something is happening **now**, we use the **present tense**.

*Latif **is asking** his grandfather questions.*

When something has happened in the **past**, we use the **past tense**.

The simple past tense = **verb family name + ed**.

*I **collected** the eggs each day.* collect + ed = collected

If the *verb family name* ends in **e**, just add **d**. love**e** + d = loved

If the *verb family name* ends in **consonant + y**,
change the **y** to an **i** and add **ed**. cry cri + ed = cried

A Write these verbs into the table.

is walking

enjoyed

asks

cried

smiled

are chatting

tastes

helped

Present tense verbs	Past tense verbs

B Write each of these verb family names in the simple past tense.

1 like liked

2 wave

3 try

4 hurry

Questions

Remember, **asking sentences** end with a **question mark**.

When you interview someone, you ask them questions about themselves or something they know about.

Did you like living in that house?



A Write a question using these words.

- 1 time friends cricket

- 2 classroom pen blue

B Write a question to go with each of these answers.

- 1 The cat escaped before I had breakfast.

- 2 I lived in a small house close to the park.

Let's practise

Imagine you are going to interview a friend.

Ask them what they think about school.

Try to find out as much as you can.

A Write six questions.

Writer's Toolbox

When you write your questions you need to remember to:

- write interesting questions
- write questions that make people want to tell you about themselves.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



B Now, write answers to your questions yourself!
This will help you to see if the questions were good questions to ask.

Top Tip

Remember to make your answers detailed to make them more interesting.

Question 1 answer: _____

Question 2 answer: _____

Question 3 answer: _____

Question 4 answer: _____

Question 5 answer: _____

Question 6 answer: _____

Writer's Toolbox

Read your questions and answers carefully.

- Do all your questions start with a **capital letter** and end with a question mark?
- Have you put **detail** into your answers?
- Do your answers make **sense**?

Make changes to your questions and answers to make them better.

Let's write

Now you are going to write six questions for a real interview.

Interview your Mum, Dad or a family friend.

Ask them about life when they were your age.

Ask them about:

- | | |
|-------------------------------------|---------------------------|
| • where they lived | • who lived with them |
| • what they did in their spare time | • what they ate |
| • whether they lived near school | • what clothes they wore. |

Try to find out as much as you can about them.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

9

Stories: setting and characters

In this unit we are going to write a **story**.

You will look at where the story is **set** and who the **characters** are in the story.

Let's read

Sang Kancil and Crocodile

There was once a clever mouse deer named Sang Kancil, who lived deep in the jungle.

One day, Sang Kancil was walking near the river. He spotted a tree on the far bank, full of ripe water apples.

"Mmmm, yummy water apples," Sang Kancil said to himself.

But the river was full of hungry crocodiles and Sang Kancil knew it was impossible to cross without being eaten.

Sang Kancil thought for a while. Then he had an idea. A sly smile appeared on his face. He hurried back down to the water's edge.

One of the crocodiles swam over to speak to him.

"Hello, Crocodile," said Sang Kancil. "I've got good news."

"What's the news?" asked Crocodile. "Are you going to be my lunch?"

Sang Kancil shook his head.

"No. It's even better than that. The king's having a feast for all the animals in the jungle. He'd like to invite the crocodiles."

"A feast?"

"Yes. He'll be serving the finest food in the jungle."

"Excellent," said Crocodile, licking his lips.

"The king has asked me to count all the crocodiles in the river so he knows how many are coming," said Sang Kancil. "Can you help me?"

"Of course," said Crocodile. "I will gather all the crocodiles and line them up for you."

Sang Kancil grinned. "Thank you, Crocodile," he said.

Crocodile got busy. He gathered all the other crocodiles and lined them up side by side. There were so many of them that they stretched from one side of the river to the other in three rows.

"My," said Sang Kancil. "What a lot of hungry crocodiles!"

"Hurry up," said Crocodile. "We are getting very hungry. We want to go to the feast."

"OK then," said Sang Kancil. "I need you all to lie straight and still so I can count you."

He jumped onto the back of the first crocodile and started to count.

"ONE ... TWO ... THREE ... FOUR ..."

By the time Sang Kancil had counted 22 crocodiles, he had reached the other side of the river. He jumped onto the bank ...

Let's talk

A What happens in the story?

- 1 Who is Sang Kancil?
- 2 What did Sang Kancil want?
- 3 Why was Sang Kancil worried about crossing the river?
- 4 Why did all the crocodiles line up for Sang Kancil?
- 5 How did the crocodiles help Sang Kancil? Did they mean to?
- 6 Do you think Sang Kancil's idea was clever? Why?



B How is the story written?

- 1 Where is this story set?
- 2 Describe the setting.
- 3 Who are the two main characters?
- 4 Describe Sang Kancil.
- 5 Describe Crocodile.
- 6 This is the beginning and middle of this story. What do you think happens at the end of the story?

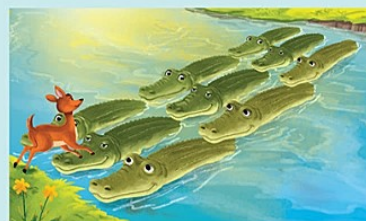


Let's learn

Writing sentences

All sentences begin with a **capital letter** and end with a **full stop** (.), **question mark** (?) or **exclamation mark** (!).

A sentence needs to make sense.



jumped onto the back

does not make sense

*Sang Kancil jumped onto the back of the first crocodile
and started to count.*

makes sense

A Add the missing punctuation mark to each of these sentences.

- 1 Watch out for the crocodiles
- 2 The crocodiles lined up in the river
- 3 Do you think Sang Kancil is brave

B Write three of your own sentences using these words. Remember, they must make sense.

- 1 kite flew high

- 2 forgot to wait after

- 3 ran as fast

Adjectives

Remember, **adjectives** tell us more about people, places and things.

They can make stories more interesting.

They can describe story settings and characters more clearly.

a **clever** mouse deer



A Add an interesting adjective to each of these nouns.

1 _____ jungle

2 _____ crocodile

3 _____ apple tree

4 _____ river

B Look carefully at the opening of the story *Sang Kancil and Crocodile*. Underline all the adjectives.

Top Tip

Look for all the nouns and see if each one has an adjective describing it.

There was once a clever mouse deer named Sang Kancil, who lived deep in the jungle.

One day, Sang Kancil was walking near the river. He spotted a tree on the far bank, full of ripe water apples.

"Mmmm, yummy water apples," Sang Kancil said to himself.

But the river was full of hungry crocodiles and Sang Kancil knew it was impossible to cross without being eaten.

Sang Kancil thought for a while. Then he had an idea. A sly smile appeared on his face. He hurried back down to the water's edge.

Joining words

Remember, sometimes we can join short sentences to make one long sentence.

A **joining word** (conjunction) is used to join the sentences.

The words **and**, **but**, **because** and **so** can be joining words.

*But the river was full of hungry crocodiles
and Sang Kancil knew it was impossible
to cross without being eaten.*



A Circle the joining word in each sentence from *Sang Kancil and Crocodile*.

- 1 The king has asked me to count all the crocodiles in the river so he knows how many are coming.
- 2 I will gather all the crocodiles and line them up for you.

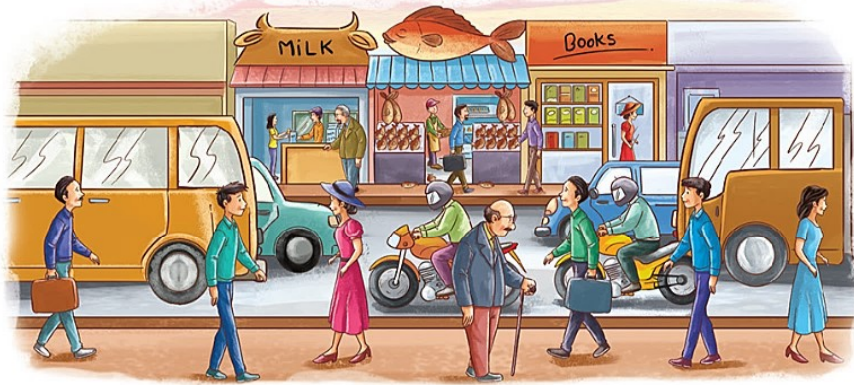
B Join these sentences together. You may need to change some words so the long sentence makes sense.

- 1 Sang Kancil had a good idea. Sang Kancil spoke to Crocodile.

- 2 San Kancil's idea to trick the crocodiles was a great one. The crocodiles wanted to go to a feast with the king.

Let's practise

It is time to write a story, but first there are some important things you need to think about.



A Setting

You are going to write some sentences to describe this setting.

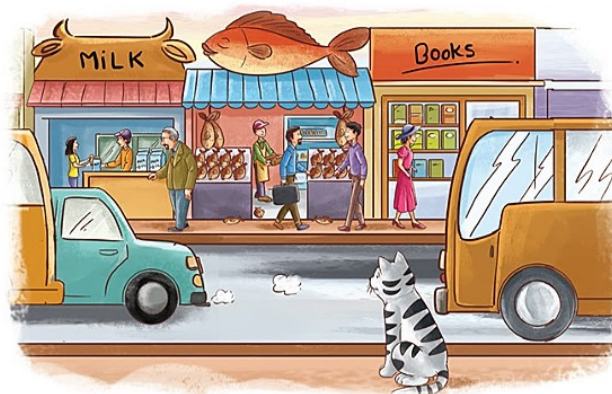
- 1 First look carefully at the picture. Write in the box a list of adjectives that you could use to describe it.

Adjectives

- 2 Now write a few sentences that describe this setting. Imagine the readers can't see this picture and you need to describe it to them.

B Characters

You are going to write some sentences to describe this character.



- 1 First look carefully at the picture. The cat will be the main character of your story. Write his or her name. _____
- 2 In the box write a list of adjectives that you could use to describe this character.

Adjectives

- 3 Now write a few sentences that describe this character. You need to let the reader know what your cat is like and what he is feeling.

C Planning your story

Your cat wants to make it across the busy road to the fishmonger's.

He wants some fish to eat!

Plan a story about the cat's adventure.



Remember, a story is split into the **beginning**, the **middle** and the **end**.

Beginning – where the story is happening and who is in it.

Middle – what happens to the characters.

End – how everything in the story gets sorted.

- 1 Write what is going to happen at the beginning of your story.

- 2 Write what is going to happen in the middle of your story.

- 3 Write what is going to happen at the end of your story.

Let's write

Now use the information you wrote about the setting, characters and plan to write your story.

Writer's Toolbox

Have you:

- given your story a **title**?
- described the **setting**?
- described the **characters**?
- written a **beginning, middle** and **end** to your story?
- used **adjectives** to make your story interesting?
- written your **sentences** correctly?
- written some sentences using **joining words**?

[illegible]

Stage 2 Unit 1 assessment sheet

Stories: plot

Look at the pictures. Write a story.

The beginning of the story



The middle of the story



The end of the story



Colour the face if you have written a beginning, a middle and an end to your story.

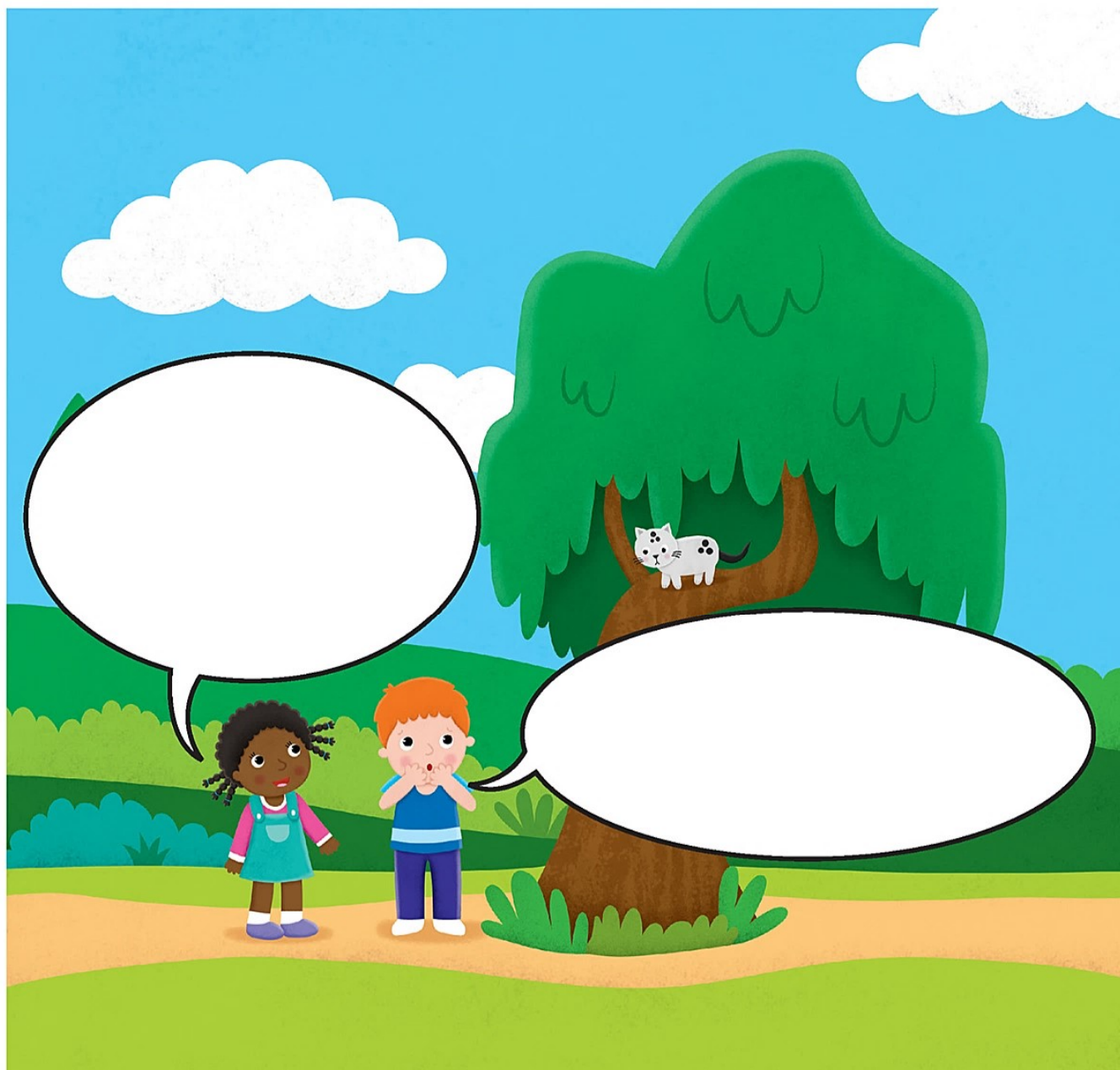


Stage 2 Unit 2 assessment sheet

Stories: dialogue in stories

Look at this picture.

What are they saying? Fill in the speech bubbles.



Colour the face if you have filled in the speech bubbles to show what is being said.



Stage 2 Unit 3 assessment sheet

Personal writing: writing a recount

What did you do yesterday?

Write a recount.

Remember:

- Write your recount using **I** and **we**.
- Use **past tense verbs**.
- Add **adjectives** to make your writing interesting.

Colour the face if your recount includes:

- I or we
- past tense verbs
- adjectives.

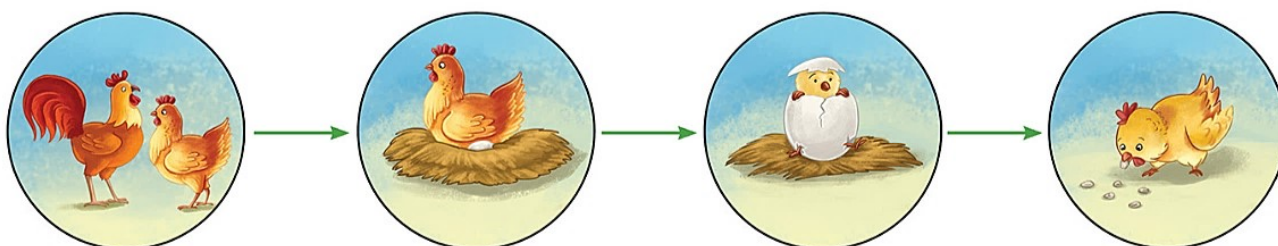


Stage 2 Unit 4 assessment sheet

Explanatory writing: writing an explanation

Look carefully at this flow diagram.

The life cycle of a chicken



Write an explanation, explaining what is happening in the flow diagram.

Top Tip

Start your explanation with a mummy chicken and a daddy chicken meeting.

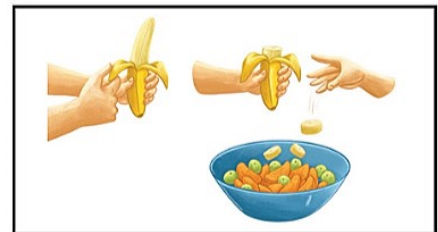
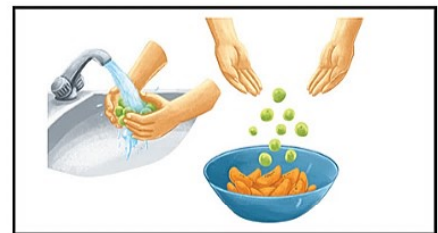
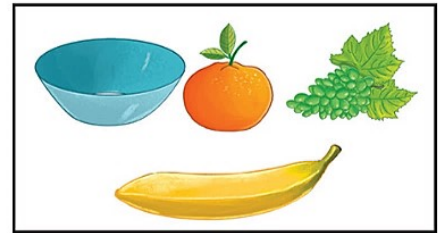
Colour the face if you have explained what the flow diagram shows and included a joining word.



Stage 2 Unit 5 assessment sheet

Instructions: writing a simple recipe

These pictures show you how to make a bowl of fruit.
Write instructions for each picture.



Colour the face if you have numbered your instructions
and written them clearly.



Stage 2 Unit 6 assessment sheet

Writing poems: rhyming poems and list poems

Do you remember the list poem about bugs?

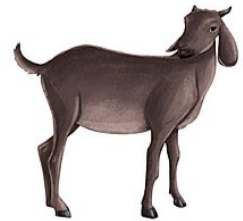
Write your own list poem about animals.

Animals were busy!

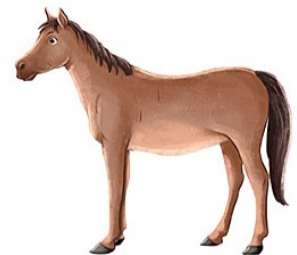
Elephants were drinking,



_____ were _____,

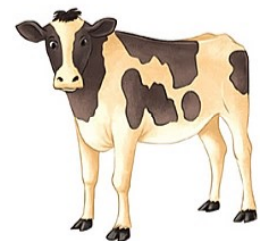


_____ were _____,



_____ were _____,

_____ were _____,



_____ were _____,

_____ were _____,



Animals were busy ... and then they went to sleep!

Colour the face if you have written a list poem.



Stage 2 Unit 7 assessment sheet

Factual writing: writing notes and tables

Read the information and write some notes on it.

Remember, **notes** are made from the key words and phrases in the information we read.

When you write notes you don't have to write in sentences, just 'note' (write down) the key words or phrases.

Making chocolate

Milk chocolate is made from mixing the cocoa mass with milk and sugar. The mixture is stirred until it becomes smooth and shiny. It is then poured into moulds, where it is left to cool and harden. The chocolate is then ready to eat. When dark chocolate is made, no milk is added.



Colour the face if you have written notes on the important information.



Stage 2 Unit 8 assessment sheet

Writing to communicate: interviews

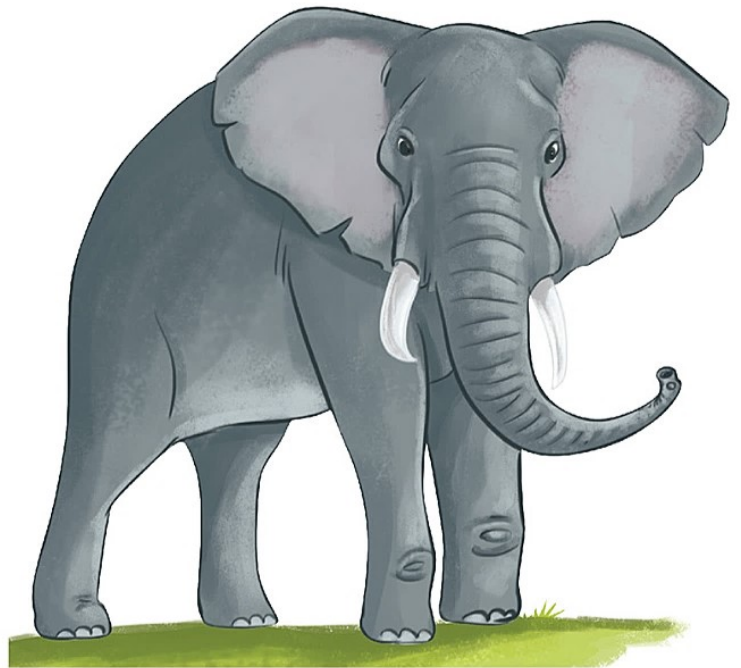
What questions would you ask an elephant expert in an interview?

Find out as much as you can about elephants.

Write six questions you would ask.

Remember:

- Read your questions carefully.
- Check all your questions start with a capital letter and end with a question mark.



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Colour the face if you have written six questions that would help you find out about elephants.



Stage 2 Unit 9 assessment sheet

Stories: setting and characters

Look carefully at this picture.

Write a few lines about the setting.

Write a few lines about the character.



The setting:

The character:

Colour the face if you have written about a setting and character.



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