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ADVANCED SKILLS

ENGLISH

**YEAR
3
AGES
8-9**

WRITING WORKBOOK

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Laura Anderson

Looking at recounts

A **recount** tells about something that has already happened, in the order in which the events took place.

When you write a diary entry, a letter or email about something that happened to you, or a story about someone's life, you are writing a recount.

A **recount** should have:

- * an **orientation**, or introduction, that tells your reader **who** was involved, **what** happened, and **when** and **where** it happened.
- * a **sequence of events** in the order in which they took place.
- * a **conclusion**, which can contain your **personal comment** about the events.
For example: *At five o'clock it was time to go home. I really enjoyed the party!*

- 1 Read this **recount** and then answer the questions.

- a When did the events take place?

Yesterday I went to my friend Ben's house to see his new puppy.

His puppy is really cute. We played with it for a bit and then we kicked a ball around in the backyard. We also played games

on Ben's computer. We stopped when Ben's mum called us for lunch.

After lunch we finished our computer game and then it was time for me to go home. Ben and I had a great time!

- b Where did they happen? _____
- c Who was involved? _____
- d Find in the recount the **past tense** of the following verbs and underline them:
go play kick stop call finish is have
- e Underline in the recount the writer's **personal comment** about the events.

- 2 Put a tick (✓) next to the events that have already happened.

a Tomorrow I am going to Melbourne.

b Yesterday I got a new bicycle.

c I am trying to do my homework!

d We went to the zoo last week.

e We visited Hong Kong last year.

f I will visit my friend on the weekend.

Student A: Lily's draft

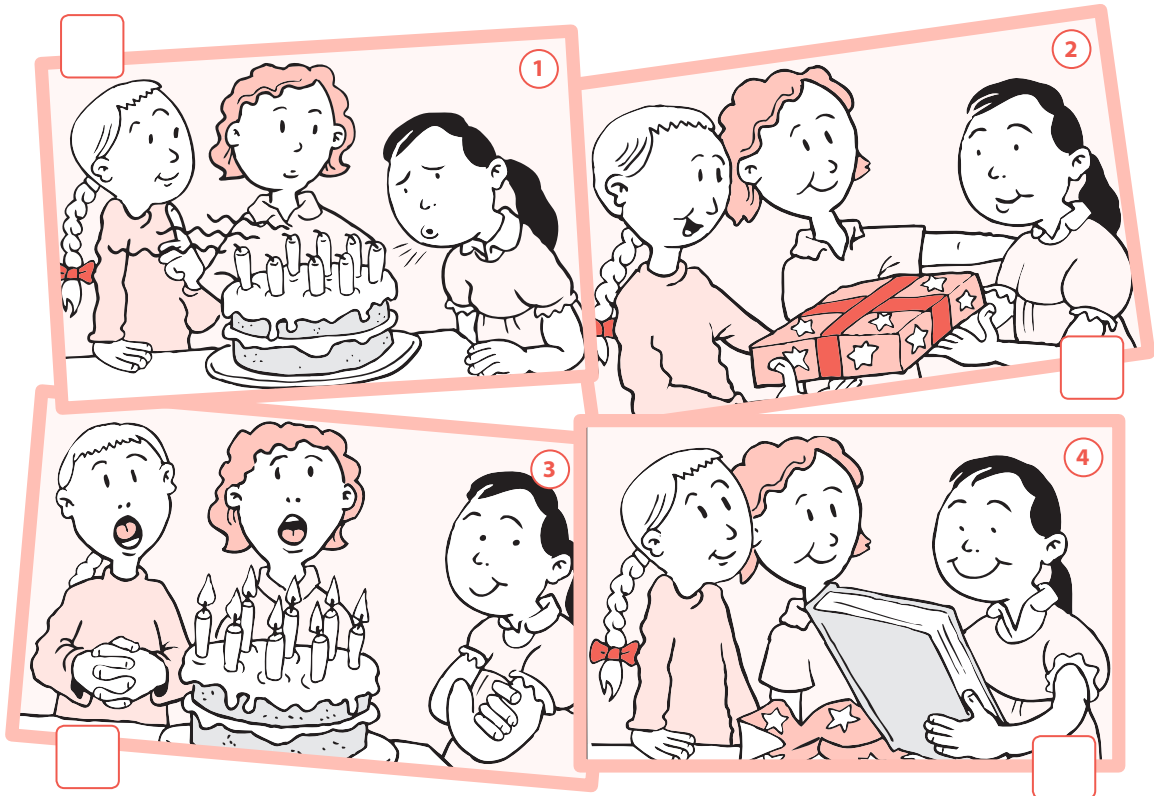


The students in Year 3 are putting together a booklet in which they each tell about a special event in their life.

Lily is going to write a **recount** about her eighth birthday party.

First she looked at some photos of her party to remind herself of the things that happened. Then she wrote a sentence for each photo.

- 1 Match the sentences with the photos by writing the correct letter in the box next to each photo.



- a Jessica and Annie brought me presents.
b I blew out the candles.
c Annie gave me a book.
d Everybody sang 'Happy Birthday' to me.
- 2 Write the sentences from question 1 in the order in which it is most likely the events happened.

Writing the first draft

This is Lily's **first draft**. Read what she wrote and then answer the questions.

My Eighth Birthday Party

I turned eight in December. I had a party at my house. My friends came to my party.

Jessica and Annie came early. They brought me presents. Annie gave me a book. Jessica gave me an art set. I got lots of other presents.

Everybody sang 'Happy Birthday' to me. I blew out the candles.

We played games.

My friends went home.

- 1 A good **recount** should have the following features. Tick (✓) the ones that Lily has used.
- a an **orientation** (first paragraph) that tells **who**, **what**, **when** and **where**
 - b **events** told in the **order** in which they happened
 - c **time connectives** to **link** the **events** (e.g. *then* or *next*)
 - d **phrases** that tell **when**, **where** and **how** things were done (e.g. *at my house*)
 - e **verbs** written in the **past tense** (e.g. *turned* or *had*)
 - f **correct spelling** and **punctuation**
 - g a **conclusion** (last paragraph) that includes the writer's own **opinion** or **thoughts** about the events in the recount

- 2 Lily has used two phrases that tell **when** and **where** in her draft.

Underline the phrase that tells:

- a when she turned eight.
- b where she had a party.

- 3 Lily has also remembered to write in the past tense.

Find the **past tense** of these verbs in the draft and underline them:

- a bring b get c sing d blow e go

- 4 Find three more **past-tense verbs** in Lily's draft and write them in the boxes.

a b c

Step-by-step improvement plan

Lily wants to make her **recount** more interesting. First she'll do these practice exercises. Can you help her complete them?

Step 1: Add detail with phrases

Phrases are groups of words. They add detail to your sentences by telling **when**, **where** and **how** things are done.

For example: *I had a party **at my house**.*

- Underline the **phrases** that tell **when**, **where** or **how** in the following sentences.
 - My party was supposed to start at 2.30 pm.
 - I heard a knock at the door.
 - I opened Annie and Jessica's presents straight away.
 - We all gathered around the table to sing 'Happy Birthday'.
 - I blew out the candles with a single breath!
 - Afterwards we played games in the garden.
 - The party ended at five o'clock.
- Now write the **phrases** you underlined in numbers **1e**, **f** and **g** under the correct headings.

When	
Where	
How	

Step 2: Link events with time connectives

Time connectives are **words** and **phrases** that show the **order** in which things happened.

For example: **First** everyone sang 'Happy Birthday'. **Then** I blew out the candles.

Complete the sentences below with a **time connective** from the box. You have been given the first letter of the word or phrase to help you. Use each time connective once.

meanwhile at last finally then after that afterwards

- 1 I waited and waited for my friends to arrive. A _____ I heard a knock at the door. It was Annie and Jessica.
- 2 A _____ my other friends started to arrive. We put the presents on a table. There were so many of them!
- 3 M _____, Mum was getting everything ready in the dining room. She and Grandma had decorated the room with balloons and streamers. It looked fantastic!
- 4 We ate the delicious food that Mum had set out and t _____ it was time to bring out the birthday cake!
- 5 A _____ we played games in the garden. We had so much fun!
- 6 F _____ it was time for my friends to go home. I wouldn't have another birthday party for a whole year!

Step 3: End with a good conclusion

The **conclusion** is the last paragraph. It should tell **how** the **events** in your recount **ended**. It should also include your **opinion** or **thoughts** about the events.

- 1 Here are three **conclusions** for Lily's recount. Tick (✓) the box next to the one that tells what Lily thought about her party.

A My friends' parents came to collect them at five o'clock. I waved goodbye to them.

B My friends' parents came to collect them at five o'clock. They all thanked me for inviting them to my party and I thanked them for the lovely presents. That was definitely the best birthday party I've ever had!

C Most of my friends left at five o'clock. Jessica and Annie's parents came a bit later. We looked through my presents while we waited for them. Jessica's parents came first and Annie's parents came just after that.

- 2 Add another sentence that tells what Lily thought about her presents.

When everyone had gone, I opened my presents. _____

Writing the final draft

This is Lily's **final draft**. It is now more interesting to read, don't you agree?

Read the comments about her **recount** on the left, and do the tasks on the right.



Comments

A clear **orientation** tells the reader **who**, **what**, **when** and **where**.

Using **time connectives** links events and makes the writing flow.

Using **phrases** that tell **when**, **where** and **how** adds detail to sentences.

Adding a **personal comment** helps round off the recount.

My Birthday Party

I turned eight in December. Mum said I could have a big party at our house. She said I could invite my schoolfriends.

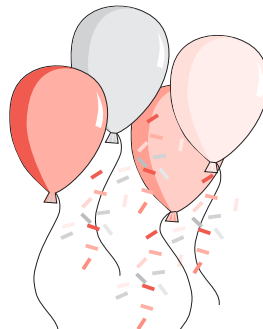
My party was supposed to start at 2.30 pm. I couldn't wait for my friends to arrive! At last I heard a knock at the door. It was Annie and Jessica. They were early, so I opened their presents straight away. Annie gave me a colourful picture book and Jessica gave me an art set.

After that my other friends started to arrive. I put their presents on the table so I could open them later. There were so many of them!

Meanwhile, Mum was getting everything ready in the dining room. She and Grandma had decorated the room with balloons and streamers. It looked fantastic! We ate the delicious food that Mum had prepared and then it was time to bring out the birthday cake. Grandma had baked it and it was beautiful. I blew out all eight candles with a single breath!

Afterwards we played our favourite games in the garden. We had so much fun!

Finally my friends' parents came to collect them. They all thanked me for inviting them to my party and I thanked them for the lovely presents. That was definitely the best birthday party I've ever had!



Tasks



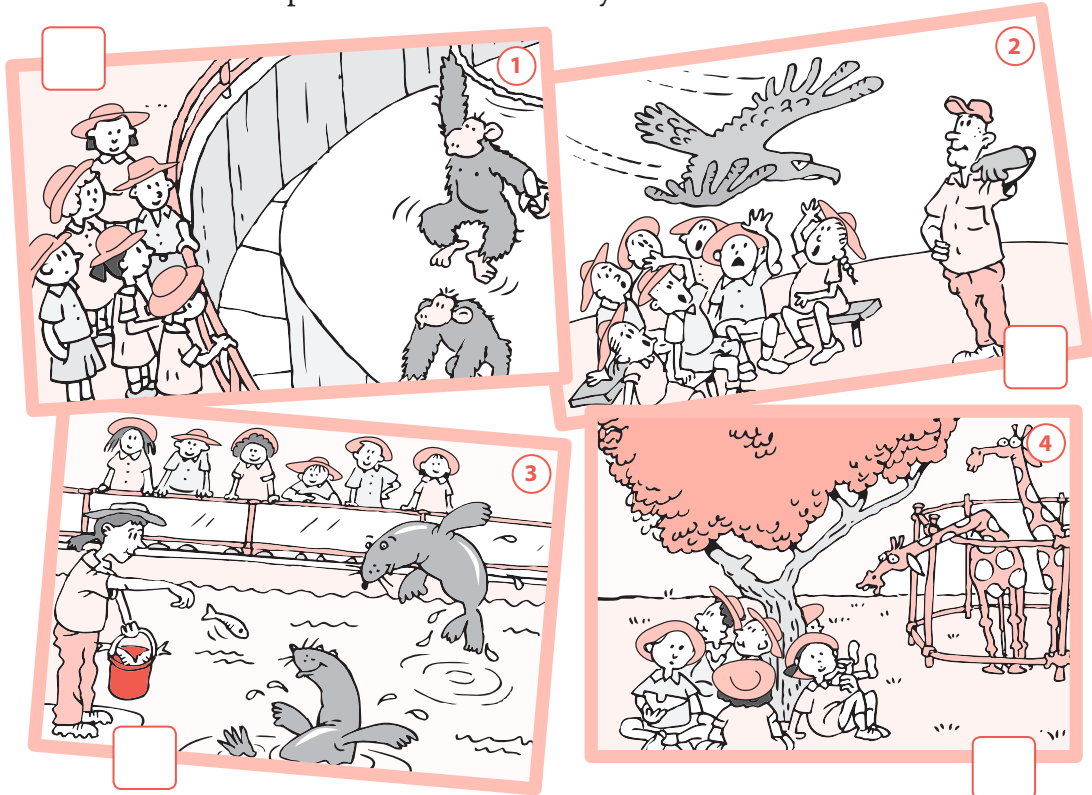
1. **Underline** the **phrase** that tells **where**.
2. **Circle** the **past tense** of *is*, *cannot* and *give*.
3. **Highlight** the **time connective**.
4. **Underline** the **phrases** that tell **how**:
 - a the room had been decorated.
 - b Lily blew out the candles.
5. **Circle** the **time connective**.
6. **Highlight** the writer's **personal opinion** about the party.

Student B: Zac's draft



Zac, another Year 3 student, really enjoyed the class's excursion to the zoo, so he is going to write about it for the Year 3 booklet.

These were some of the photos he took that day.



- 1 Zac wrote these phrases on the backs of the photos. Match the **phrases** with the photographs by writing the correct letter in the box next to each photo.

- | | |
|--------------------------|--------------------------|
| a watching the seal show | b eating lunch |
| c at the bird show | d laughing at the chimps |

- 2 Now expand the phrases to make **sentences**.

For example: *We had a great time **watching the seal show**.*

a _____

b _____

c _____

d _____

Writing the first draft

This is Zac's **first draft**. Read it and then answer the questions.

Our Visit to the Zoo

In February our class visited the zoo.

We went on a bus. Our teachers divided us into groups. I was with Mrs Gonzalez.

Mrs Gonzalez took us to see the chimps. We laughed at them. We went to see the giraffes, the reptiles and the rainforest. It was time for lunch. We watched the bird show and listened to a talk. We watched the seal show.

We got on the bus to come back to school. I really enjoyed seeing all the animals!

1 Tick (✓) the correct answers. Which of these things has Zac remembered to include in his draft?

a an interesting **orientation** that tells **who**, **what**, **when** and **where**

b **events** in the **order** in which they happened

c **time connectives** to **link events** and make the **writing flow**

d **phrases** that tell **when**, **where** and **how** things were done

e **past-tense verbs**

f **correct punctuation** and **spelling**

g a **personal comment** in the **conclusion**

2 Like Lily, Zac has also remembered to write in the past tense.

Find the **past tense** of these verbs in the draft and underline them:

a go b is c laugh

3 Zac has remembered to include a **personal opinion** in his conclusion. Find and underline it.

Step-by-step improvement plan

Zac also wants to make his **recount** more interesting. He will start by doing some practice exercises. Help him complete them.

Step 1: Start with a good orientation

The **orientation** is the opening paragraph. It should:

- * **capture** your **reader's attention** and make him or her want to read on.
- * give a clear picture of **who** and **what** the recount is about, and **when** and **where** the events took place.

Which of these opening **paragraphs** would be a better way for Zac to start his recount?

A When we got back to school this year, Mrs Gonzalez gave us the exciting news—we were going on an excursion to the zoo to learn more about endangered animals.

B At the beginning of February Mrs Gonzalez said we were going to the zoo. She gave us a note that our parents had to sign. The note told us what to bring to the zoo.

C In February we went to the zoo. A bus took us there and brought us back to school. This is what we saw and did at the zoo.

Step 2: Add detail with phrases

Zac has written these phrases to give more information about **when**, **where** and **how** things were done.

from the shop

around the enclosure

under a shady tree

at the zoo

at feeding time

by bus

above my head

with a treat

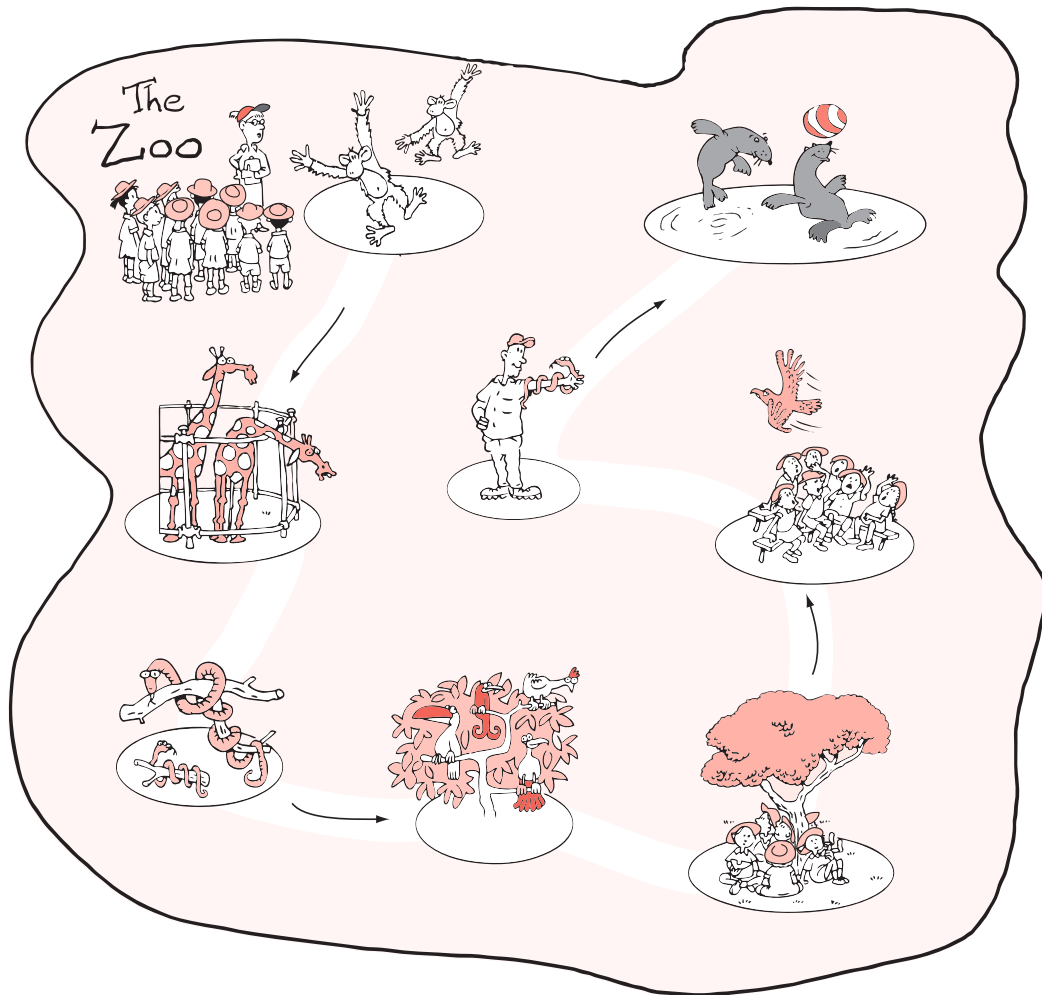
Use the **phrases** to add detail to these sentences. Use each phrase once.

For example: *We travelled to the zoo **by bus**.*

- 1** We saw lots of interesting animals _____.
- 2** Three small chimpanzees were chasing each other _____.
- 3** We got to the giraffes' enclosure _____.
- 4** One of the birds hovered _____.
- 5** I bought a souvenir _____.
- 6** We found a good spot _____ to sit and have our lunch.
- 7** The trainer rewarded the seal _____.

Step 3: Link events with time connectives

Look at the map to find the **order** in which Zac did things at the zoo.



Use the **time connectives** in the box to link the events. Use each time connective once.

Hint! You have been given the first letter of two of the words to help you sequence the events correctly.

Before Next Last of all After lunch First Then Afterwards

- 1 F _____ we went to see the chimps.
- 2 _____ we made our way to the giraffes' enclosure.
- 3 A _____ Mrs Gonzalez took us to see the reptiles and the rainforest.
- 4 _____ the bird show started, there was just enough time to have lunch.
- 5 _____ we watched the bird show.
- 6 _____ we listened to a talk on endangered animals.
- 7 _____ we went to the seal show.

Writing the final draft

Zac has started writing the **final draft** of his **recount**. Help him complete it by filling in the missing sections and then look in the answers section to compare what you have written with what Zac wrote.

Hint! Look at the map for ideas.

Our Visit to the Zoo

Just after we got back to school this year, Mrs Gonzalez gave us the exciting news—we were going on an excursion to the zoo to learn more about endangered animals.

We travelled to the zoo by bus. When we arrived there, we were divided into groups. I was in Mrs Gonzalez's group.

First we went to see the chimps. Three small chimpanzees were chasing each other around the enclosure. They were so funny!

Afterwards we made our way to the giraffes' enclosure. **(Tell what happened at the giraffes' enclosure.)**

.....

.....

.....

Next, Mrs Gonzalez took us to see the reptiles and the rainforest. I thought that some of the reptiles looked scary, especially the enormous grey crocodile, but the rainforest was cool and relaxing and I enjoyed looking at the colourful birds.

Before the bird show started, **(Tell where you had lunch.)**

.....

.....

.....

After lunch we went to the bird show. It was brilliant! I couldn't believe how clever those birds were! One of them hovered right above my head. I thought it was going to use me as a perch! Then we listened to a talk on endangered animals. It was very interesting, and we even got to hold a couple of the rainforest animals. It was the first time I'd ever touched a snake. I thought it would feel slimy, but its skin was dry.

(Fill in a time connective.) we watched the seal show. The seals performed some amazing tricks and their trainer rewarded them with a treat. I was exhausted when we finally got onto the bus to come back to school, but I'd had a great time looking at all the animals.

Your turn

Write a **recount** of about one page on one of the following. Use your own paper for this activity.

Writing Checklist Make sure your recount includes:

- * an **orientation** that tells who, what, when and where.
- * a **series of events**, told in the order in which they happened.
- * **phrases** that tell when, where and how things were done.
- * **time connectives** to link events.
- * **past-tense verbs**.
- * a **conclusion** that contains a **personal opinion** about the events in the recount.

Tip

Use **Lily's final draft** on page 6 and **Zac's final draft** on page 11 to help you write your recount.

Go to  **WORD BANK** page 105 for useful vocabulary

- 1 Write about something you have experienced that was special in some way, such as a birthday party, a day at a fun park or a day at the beach.

To help you, look back at how Lily wrote her recount.

- 2 Write about a class excursion that you found particularly interesting or that you really enjoyed.

To help you, look at how Zac wrote his recount.

- 3 Write a recount that starts like this:

*Everything went wrong for me yesterday—from the moment I got up in the morning until the moment I went to bed at night.
It all started when I couldn't find my school shoes ...*

Continue the recount, telling about the things that went wrong for you yesterday.

- 4 Imagine you are a boy or girl in one of these photos. Write a recount based on the photo of your choice.



Looking at procedures

A **procedure** gives instructions on **how** to **make** or **do** something.

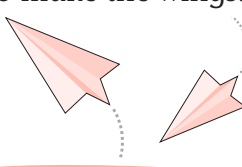
When you write out a recipe or an instruction to help someone play a game, you are writing a procedure.

A **procedure** should have:

- * an **introduction** that tells your reader what you are going to make or do.
- * a **list** of the ingredients or equipment you will need.
- * a **series of steps** or instructions, given in the correct order.

Hint! We often use photographs, drawings or diagrams to help the readers understand the instructions.

Read the following **procedure** and then answer the questions.

<p>This is how you make a paper aeroplane.</p> <p><u>What you need:</u> a sheet of A4 paper</p> <p><u>Steps:</u></p> <p>First, fold the paper in half lengthwise.</p> <p>Next, fold the top two corners into the centre.</p>	<p>Then fold in the two long edges so that they meet on the centre fold.</p> <p>After that, fold the centre line to hide all the other folds.</p> <p>Finally, fold down the two top flaps to make the wings.</p> 
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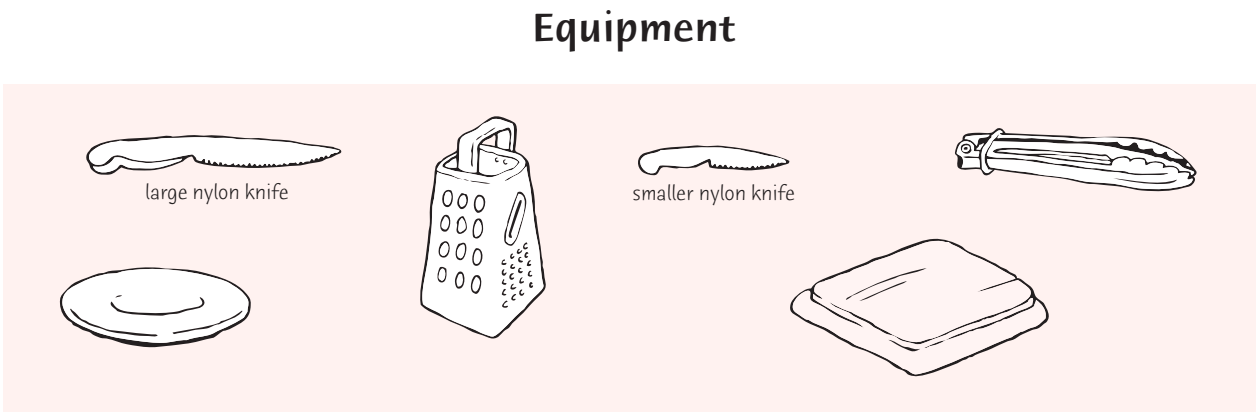
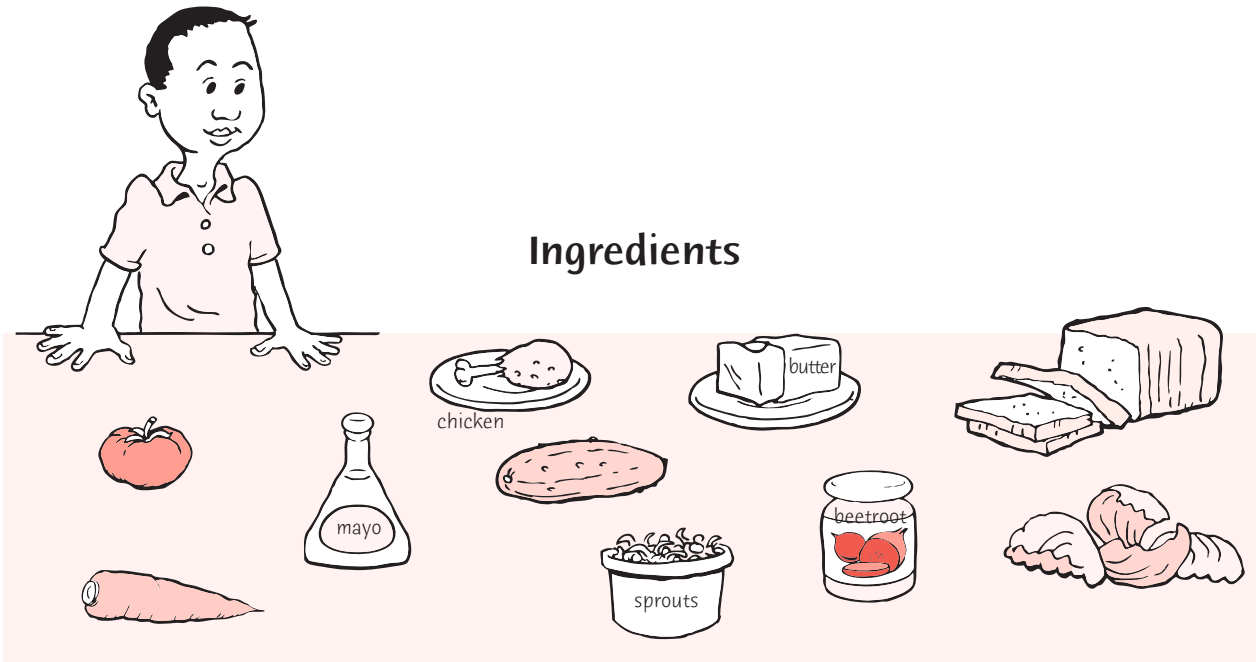
- 1 Underline the **sentence** that tells what the aim of the procedure is.
- 2 What **materials** are needed to make a paper aeroplane? _____
- 3 Circle the words that show the **order** in which the steps should be done.
- 4 Which is the **action verb** near the beginning of each sentence? _____

Student A: Navin's draft



Navin's Year 3 class is learning about healthy and unhealthy foods. Every student has to think of some healthy ingredients to put on a sandwich. Then they each have to write a **procedure** that explains how to make the sandwich.

First, Navin thought of all the things he would need.



Write these words next to the pictures that don't have labels.

tomato carrot bread lettuce leaves cucumber
grater tongs chopping board plate

Writing the first draft

This is Navin's **first draft**. Read what he wrote and then answer the questions.

Ingredients:

wholemeal bread butter cooked chicken tomato cucumber
lettuce leaves sprouts carrot beetroot mayonnaise

Equipment:

chopping board large nylon knife small nylon knife tongs
grater small plate

Steps:

This is how to make the sandwich. Cut two slices of bread and spread some butter on them. Get shreds of chicken. Cut the tomato and cucumber into slices. Then I grated the carrot. I put the chicken, tomato, cucumber, sprouts, carrot, a slice of beetroot and some lettuce leaves on one slice of bread. I put a little bit of mayonnaise over the lettuce leaves. I covered everything with the other slice of bread. I cut the sandwich into two triangles and I served it on a plate.

- 1 A good **procedure** should contain the following features. Tick (✓) the ones that Navin has used.
 - a an **introduction** that tells what the **aim** of the procedure is
 - b a **list** of the **ingredients** or equipment that you will need
 - c a clear **series of steps**, or **instructions**, written in the **correct order**
 - d **sentences** that **start** with an **action verb** for every step of the instructions (e.g. **Cut** *two slices of bread* or **Shred** *the chicken*)
 - e **connectives** that show the **order** in which the actions are done (e.g. *first* or *after that*. (Sometimes the steps are numbered instead.)
 - f **present-tense verbs** throughout (e.g. *make* or *grate*)
 - g **correct spelling** and **punctuation**
- 2 One important thing that Navin has forgotten is to use **commas** to separate the items in his list of ingredients and equipment. Fill them in for him.
- 3 Underline the sentences that start with **action verbs**.
- 4 Write the **phrases** that tell:
 - a where to put the mayonnaise. _____
 - b how to cut the sandwich. _____

Step-by-step improvement plan

Navin is going to do some practice exercises to find ways to improve his **procedure**. Help him complete them.

Step 1: Start with a clear introduction

The **introduction** is the first sentence or two of the procedure. It should tell your reader exactly what the **aim** of your procedure is.

1 Which would be the best **title** for Navin's procedure?

How to Prepare a Healthy Snack

How to Choose Healthy Foods

How to Make a Chicken Salad Sandwich

2 Which would be the best way for Navin to **start** his procedure?

This is a healthy snack.

This is what you need to make a chicken salad sandwich.

Some snacks are unhealthy, but this one isn't.

Step 2: Start sentences with action verbs

Action verbs tell us **what** to do (e.g. *cut*, *spread* and *slice*). Starting a sentence with an action verb helps your reader focus on what he or she has to do.

Change these sentences so that they start with the **verb**. Make sure the verb is in the present tense, e.g. slice.

1 I grated the carrot. _____

2 I put the chicken on the bread. _____

3 I put mayonnaise over the lettuce leaves. _____

4 I covered it with the other slice. _____

5 I served it on a plate. _____

Step 3: Use connectives to show order

Connectives show the **order** of actions (e.g. *first*, *next* or *then*). They help us make sense of the instructions.

Connectives should come before the action verb at the beginning of the sentence. For example: **First**, cut two slices of bread.

Arrange the following sentences so that the **order** is clear. Match the letters to the steps in the boxes below.

Hint! Use Navin's draft to help you.

- a After that, slice the tomato and cucumber and grate the carrot.
- b Next, use the large knife to cut two slices of bread from a wholemeal loaf. Spread butter on each slice.
- c First, gather all your ingredients and equipment.
- d Finally, layer all the ingredients on one slice of bread.
- e Then, pull shreds off the chicken.

Step 1

Step 2

Step 3

Step 4

Step 5

Step 4: Use verbs that give precise instructions

Verbs can tell us what **action** is happening and when it happens. For example: **Slice** the bread.

Using precise verbs when giving instructions helps your reader perform the task correctly.

For example: *fry* is a more precise verb than *cook*.

Choose the more precise **verb** from the brackets to complete each sentence.

- 1 (Take, Pull) _____ shreds from the chicken.
- 2 (Squirt, Place) _____ mayonnaise on the lettuce leaves.



Writing the final draft

This is Navin's **final draft**. Read the comments about his **procedure** on the left, and do the tasks on the right.



Comments

Starting with an **introduction** lets the reader know what the aim of the procedure is.

Giving a **list of ingredients and equipment** helps the reader get organised.

Using **headings and paragraphs** makes the procedure easier to understand.

Using **connectives** shows the order in which the actions should be done.

How to Make a Chicken Salad Sandwich

This is what you need to make a chicken salad sandwich.

Ingredients: wholemeal bread, butter, cooked chicken, tomato, cucumber, lettuce leaves, sprouts, carrot, beetroot, mayonnaise

Utensils: large nylon knife, small nylon knife, tongs, grater, small plate

Steps:

First, cut two slices from a wholemeal loaf. Spread butter on each slice.

Next, pull shreds from the chicken and grate the carrot. Slice the tomato and cucumber.

Then place the chicken on one slice of bread. Add the tomato, cucumber, sprouts and carrot.

Use the tongs to place a slice of beetroot on the sandwich.

After that, place the lettuce leaves on the beetroot and squirt on some mayonnaise. Cover it with the other slice.

Finally, cut the sandwich into triangles and serve on a plate.



Tasks



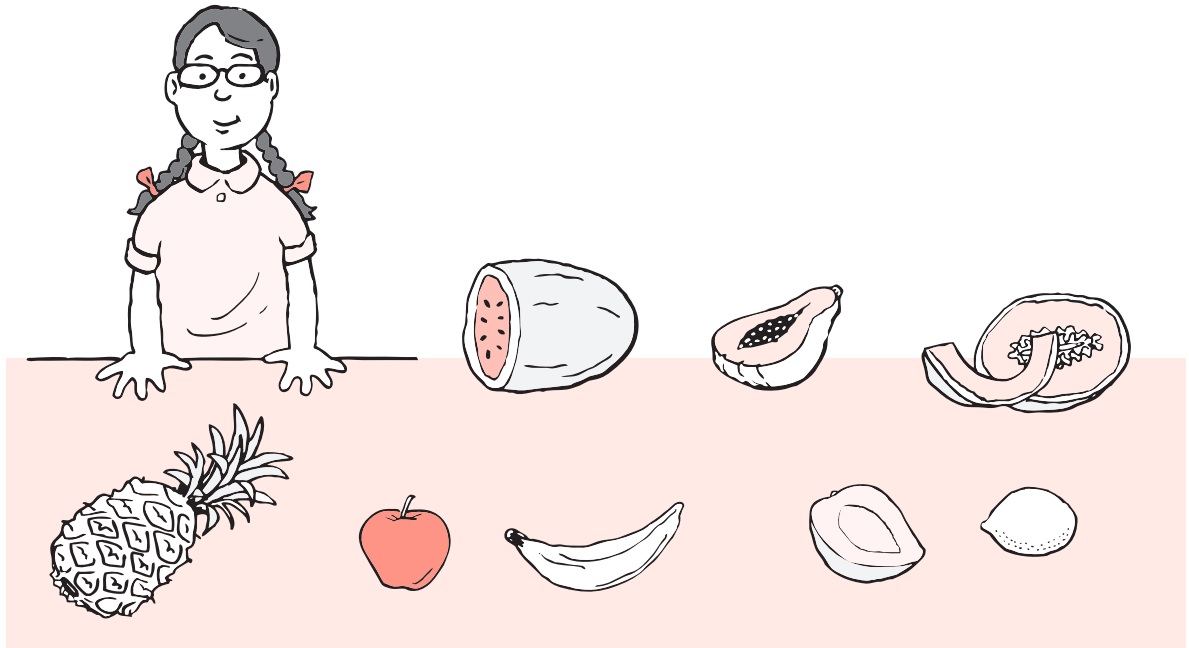
1. **Underline** the commas.
2. **Circle** the words that describe the knives.
3. **Highlight** the connective.
4. **Circle** the action verbs.
5. **Highlight** the list of salad ingredients.
6. **Underline** the verb that means the same as *put*.
7. **Circle** the connective.
8. **Highlight** the action verbs.

Student B: Lauren's draft



Lauren is in a different Year 3 class. Her class has also been learning about healthy and unhealthy foods. The students have to each write a **procedure** for making a healthy fruit salad.

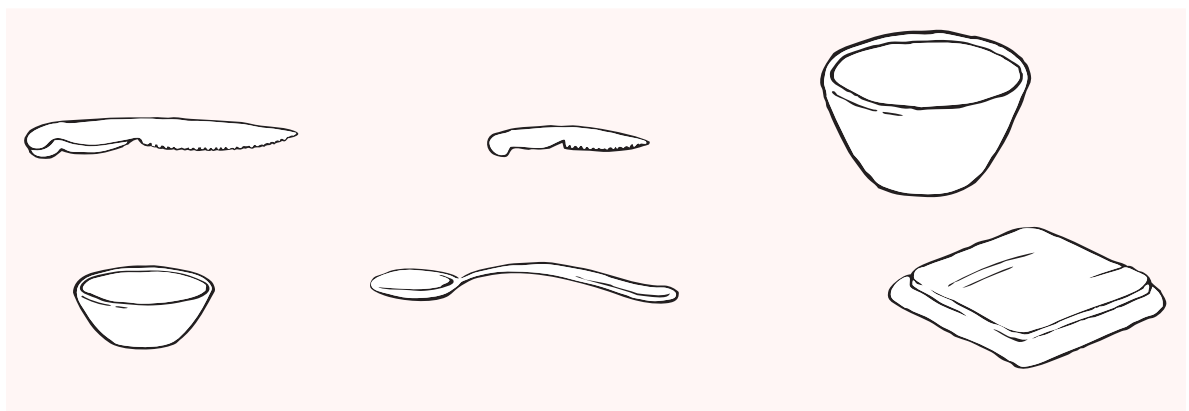
Like Navin, Lauren starts by thinking about the ingredients she will need.



1 Use the **words** from the box to label the pictures.

pineapple mango watermelon banana lemon rockmelon apple papaya

Then Lauren pictured all the utensils she would need.



2 Now use these **words** to label the pictures.

small bowl chopping board large nylon knife large spoon
small nylon knife large bowl

Writing the first draft

This is Lauren's **first draft**. Read it and then answer the questions.

Eating Healthy Foods

Ingredients:

watermelon, papaya, rockmelon, pineapple, apple, banana, mango, lemon

Utensils:

chopping board, large nylon knife, small nylon knife, large bowl, small bowl, large spoon

Steps:

Peel the banana and chop up the apple. Put them in the big bowl. I squeezed some lemon juice over them. If you don't do this, the apples and bananas will turn brown. I cut up the watermelon, rockmelon, pineapple, papaya and mango. I added it to the bowl. I mixed everything together. I dished some of my healthy fruit salad into a small bowl.

1 Which of these features has Lauren remembered to include in her draft? Tick (✓) the correct answers.

a a clear **introduction** that tells the reader what the **aim** of the procedure is

b a **list** of the **ingredients** and **utensils** needed

c the **steps** or instructions for the procedure in the **correct order**

d **sentences** that **start** with **action verbs**

e **connectives** or numbers to show the **order** in which the **actions** should be done

f **present-tense verbs** throughout

g **correct spelling** and **punctuation**

2 Lauren has written some of her sentences in the past tense.

Change these verbs from her procedure to the **present tense**.

a squeezed _____ b asked _____

c cut _____ d added _____

e mixed _____ f dished _____

3 Write the **adjectives** that Lauren has used to describe:

a the bowls. _____

b the fruit salad. _____

Step-by-step improvement plan

Lauren is also going to do some practice exercises to find ways to improve her **procedure**. Help her complete them.

Step 1: Start with a clear introduction

- 1 Lauren has called her procedure *Eating Healthy Foods*.

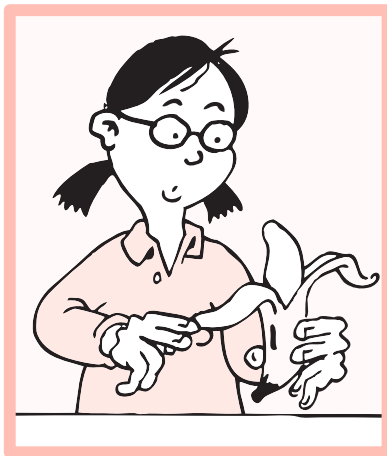
What would be a better **title**?

- 2 Complete this sentence to show what the **aim** of Lauren's procedure is.

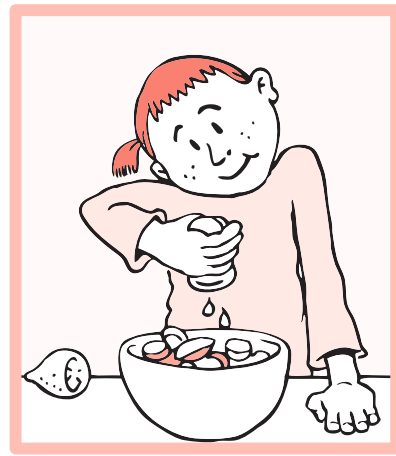
This is how _____

Step 2: Start sentences with action verbs

Write the **instruction** that should go with each of the following pictures. Remember to start each sentence with an **action verb**. The first one has been done for you.



Peel the banana.



Step 3: Use connectives to show order

Start each of these sentences with a **connective** to show that the actions are done one after the other. Find the connectives in the box.

Hint! Start with *First*.

after that

finally

first

then

next

- 1 _____, peel and slice the banana and put it in the large bowl. Use the small knife to do this.
- 2 _____, wash and chop the apple and add it to the banana.
- 3 _____, squeeze the lemon juice over the apple and banana to stop them turning brown.
- 4 _____, cut the rest of the fruit into chunks and add them to the bowl.
- 5 _____, mix the fruit together with a large spoon.

Step 4: Add interest and information with adjectives

Adjectives give information about nouns and pronouns.

For example: a **firm** mango.

Using adjectives to describe food can make it sound more appealing. Adjectives can also give more precise information about the food.

Complete the phrases below with adjectives from the box. Use each adjective once.

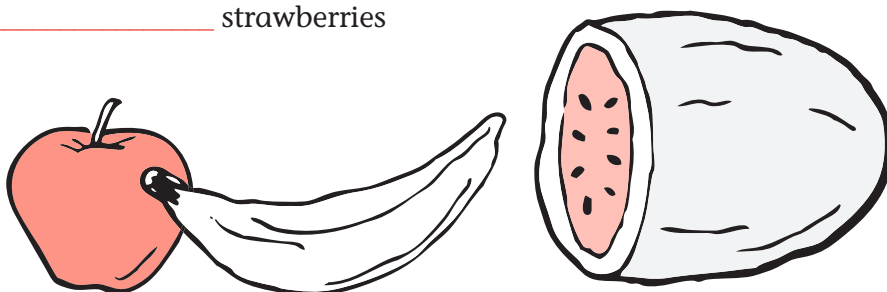
seedless

juicy

ripe

crunchy

- 1 a _____ banana
- 2 a _____ apple
- 3 a _____ watermelon
- 4 _____ strawberries



.....

.....

.....

.....

.....

.....

.....

.....

.....

Your turn

Write a **procedure** of about one page on one of the following. Use your own paper for this activity.

Writing Checklist Make sure your procedure includes:

- * an **opening statement** that tells what the **aim** or **purpose** of the procedure is.
- * a **list** of the **ingredients** or **materials** that will be needed.
- * a clear **set of steps**, or instructions, given in the **correct order**.
- * **sentences** that **start** with **action verbs**.
- * **connectives** or numbers to show the **order** in which the **actions** should be done.
- * **present-tense verbs**.
- * **correct spelling** and **punctuation**.

Tip

Use **Navin's final draft** on page 18 and **Lauren's final draft** on page 23 to help you write your procedure.

Go to  **WORD BANK** page 105 for useful vocabulary

- 1 Write a procedure that tells how to make a healthy tuna, cheese or egg sandwich. Use Navin's procedure as a model.
- 2 Write a procedure that tells how to make a healthy salad that includes at least five vegetables. Use Lauren's procedure as a model.
- 3 Write the procedure that students at your school have to follow from the time they arrive at school until the start of the first lesson. You could start like this:
First, go straight to your classroom and hang your bag on your hook.
Make your procedure into a poster.

Answers

Unit 1 Writing a recount

Page 1

- a** Yesterday **b** at Ben's house
c The writer, Ben, Ben's mum and Ben's puppy
d went, played, kicked, stopped, called, finished, was, had
e Ben and I had a great time!
- b, d** and **e**

Page 2

- 1 **b** 2 **a** 3 **d** 4 **c**
- Jessica and Annie brought me presents. Annie gave me a book. Everybody sang 'Happy birthday' to me. I blew out the candles.

Page 3

- a, b, d, e, f**
- a** in December **b** at my house
- a** brought **b** got **c** sang
d blew **e** went
- Choose three of these: turned, had, came, gave, played

Pages 4–5

Step 1

- a** at 2.30 pm **b** at the door
c straight away **d** around the table
e with a single breath **f** in the garden
g at five o'clock
- WHEN: at five o'clock
WHERE: in the garden
HOW: with a single breath

Step 2

- 1 At last 2 After that/Afterwards
3 Meanwhile 4 then
5 Afterwards/After that 6 Finally

Step 3

- B**
- Suggested answer: My friends gave me exactly what I wanted!

Page 6

- 1 at our house 2 was, couldn't, gave
3 After that

- a** with balloons and streamers
b with a single breath
- Afterwards
- That was definitely the best birthday party I've ever had!

Page 7

- 1 **d** 2 **c** 3 **a** 4 **b**
- Suggested answers:
a We had a great time watching the seal show.
b We discussed what we had seen while eating lunch.
c We saw some wonderful sights at the bird show.
d Everyone was laughing at the chimps.

Page 8

- b, d, e, f, g**
- a** went **b** was **c** laughed
- I really enjoyed seeing all the animals!

Pages 9–10

Step 1

A

Step 2

- 1 at the zoo 2 around the enclosure
3 at feeding time 4 above my head
5 from the shop 6 under a shady tree
7 with a treat

Step 3

- 1 First 2 Then/Next 3 Afterwards
4 Before 5 After lunch 6 Then/Next
7 Last of all

Page 11

Our Visit to the Zoo

Just after we got back to school this year, Mrs Gonzalez gave us the exciting news—we were going on an excursion to the zoo to learn more about endangered animals.

We travelled to the zoo by bus. When we arrived there, we were divided into groups. I was in Mrs Gonzalez's group.

First we went to see the chimps. Three small chimpanzees were chasing each other around the enclosure. They were so funny!

Afterwards we made our way to the giraffes' enclosure. **We were lucky to get there at feeding time. One of the giraffes wouldn't come out of the**

shelter. We could just see its head looking out above the wooden gate.

Next, Mrs Gonzalez took us to see the reptiles and the rainforest. I thought that some of the reptiles looked scary, especially the enormous grey crocodile, but the rainforest was cool and relaxing and I enjoyed looking at the colourful birds.

Before the bird show started, there was just enough time to have something to eat. We found a good spot under a shady tree to sit and have our lunch.

After lunch we went to the bird show. It was brilliant! I couldn't believe how clever those birds were! One of them hovered right above my head. I thought it was going to use me as a perch!

Then we listened to a talk on endangered animals. It was very interesting, and we even got to hold a couple of the rainforest animals. It was the first time I'd ever touched a snake. I thought it would feel slimy, but its skin was dry.

Last of all we watched the seal show. The seals performed some amazing tricks and their trainer rewarded them with a treat.

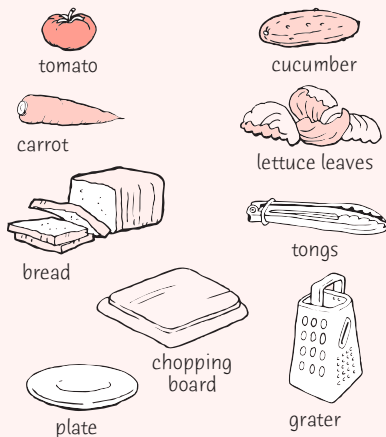
I was exhausted when we finally got onto the bus to come back to school, but I'd had a great time looking at all the animals.

Unit 2 Writing a procedure

Page 13

- 1 This is how you make a paper aeroplane.
- 2 a sheet of A4 paper
- 3 First, Next, Then, After that, Finally
- 4 fold

Page 14



Page 15

- 1 b, g
- 2 wholemeal bread, butter, cooked chicken, tomato, cucumber, lettuce leaves, sprouts, carrot, beetroot, mayonnaise

chopping board, large nylon knife, small nylon knife, tongs, grater, small plate

- 3 Cut two slices of bread and spread some butter on them. Cut the chicken into shreds. Cut the tomato and cucumber into slices.
- 4 a over the lettuce leaves
b into two triangles

Pages 16–17

Step 1

- 1 How to Make a Chicken Salad Sandwich
- 2 This is what you need to make a chicken salad sandwich.

Step 2

Suggested answers:

- 1 Grate the carrot.
- 2 Put the chicken on the bread.
- 3 Put mayonnaise over the lettuce leaves.
- 4 Cover it with the other slice.
- 5 Serve it on a plate.

Step 3

Step 1 c Step 2 b Step 3 e Step 4 a Step 5 d

Step 4

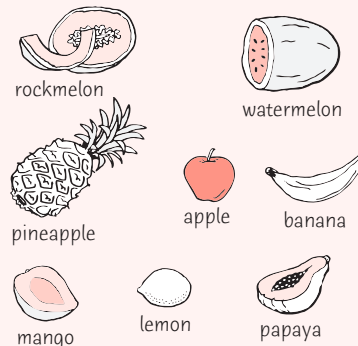
- 1 Pull
- 2 Squirt

Page 18

- 1 wholemeal bread, butter, cooked chicken, tomato, cucumber, lettuce leaves, sprouts, carrot, beetroot, mayonnaise
- 2 large, nylon, small
- 3 First
- 4 pull, grate, Slice
- 5 tomato, cucumber, sprouts and carrot
- 6 place
- 7 After that
- 8 cut, serve

Page 19

1



2



large nylon knife



small nylon knife



small bowl



large spoon



large bowl



chopping board

Page 20

1 b, c, g

2 a squeeze b ask c cut

d add e mix f dish

3 a large, small, big b healthy

Pages 21–22

Step 1

- 1 How to Make a Fruit Salad
- 2 This is how you make a fruit salad.

Step 2

Suggested answers:

- 1 Peel the banana.
- 2 Squeeze lemon over the fruit.
- 3 Chop the pineapple.
- 4 Mix the fruit together.

Step 3

- 1 First 2 Then/Next/After that
- 3 Then/Next/After that 4 Then/Next/After that
- 5 Finally

Step 4

- 1 ripe 2 crunchy
- 3 seedless 4 juicy

Page 23

How to Make a Fruit Salad

This is how you make a fruit salad.

Ingredients: watermelon, papaya, rockmelon, pineapple, apple, banana, mango, lemon

Utensils: chopping board, large nylon knife, small nylon knife, large bowl, small bowl, large spoon

Steps:

First, peel the banana and chop the apple.

Then, put the fruit in the big bowl and squeeze lemon juice over it. This stops it from turning brown.

Cut the rest of the fruit into chunks and add it to the bowl.

Finally, mix the fruit together with a large spoon.

Serve in a small bowl.

Word bank

Unit 1 Writing a recount

Time connectives to link ideas:

after that afterwards before first
first of all finally last of all lastly
next then

Phrases that tell how, where and when:

How: These phrases mainly start with words like *with, in* and *by*.

They handled it **with great care**.

He did it **in a hurry**.

They sat **in silence**.

We travelled **by bus**.

Where: These phrases mainly start with words like *across, around, at, beside, by, in, on, over, through* and *under*.

We drove **across the bridge**.

He ran **around the track**.

I will see you **at school**.

She sat **beside her friend**.

He is standing **by the lake**.

Put your socks **in the drawer**.

Your keys are **on the table**.

He kicked the ball **over the fence**.

He looked **through the window**.

His bag is **under the table**.

When: These phrases mainly start with words like *after, at, before, during, in* and *on*.

I met him **after lunch**.

They arrived **at six o'clock**.

Finish it **before next week**.

I coughed a lot **during the night**.

I will be there **in an hour**.

We got there **on time**.

Unit 2 Writing a procedure

Action verbs that might be useful in procedures:

add chop close colour cut
decorate fold glue measure mix
open place press put serve
slice stir tape trim wash