

English Level 1

Chapter 2 — Language: sentences, words and meaning

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A simple sentence: one clause, one event or idea

Owens: VC2E1LA06 · **Draws on:** VC2E1LA06.E01, VC2E1LA06.E02

To the teacher: Read this whole part out loud with your class. The children do not need to read it on their own. Say each sentence, ask each question, and let the children answer — first with talking, then with drawing and writing.

Words to know

This book uses four new words. Words can mean different things in different places, so here is what these words mean in this book:

- A **sentence** is a group of words that tells one whole thing. *The bus stops.* is a sentence.
- A **clause** is a group of words about one event or one idea. *The bus stops.* is one clause.
- An **independent clause** is a clause that is a full sentence on its own. *The bus stops.* is an independent clause.
- A **simple sentence** is a sentence with one clause: one event or one idea.

These words come from the plan for what we learn at school.

What we will learn

VC2E1LA06 — Understand that a simple sentence consists of a single independent clause representing a single event or idea.

This part draws on **VC2E1LA06.E01** and **VC2E1LA06.E02**:

VC2E1LA06.E01 — knowing that a single event or idea can include a process, a happening or a state (verb), the participant or who or what is involved (noun group/phrase), and the surrounding circumstances (adverb group/phrase), for example ‘Teddy (the participant: who or what is involved) reads (a process, a happening or a state) the book (surrounding circumstances).’

VC2E1LA06.E02 — understanding that simple sentences answer questions such as ‘What is happening?’ and ‘Who or what is involved?’ along with details such as ‘Where?’, ‘When?’ and ‘How?’

In our words: A simple sentence is one clause. It tells about one event or one idea. It answers two big questions — *What is happening?* and *Who or what is involved?* It can also tell us *Where?*, *When?* and *How?*

One clause, one idea

the big dog	 No — what is happening?
naps in the sun	 No — who or what?
The big dog naps in the sun.	 Yes! One whole idea.

Picture of three word cards. Two cards are not full and have a red cross. One card is a full sentence and has a green tick.

Look at the cards in the picture. The teacher reads each card out loud.

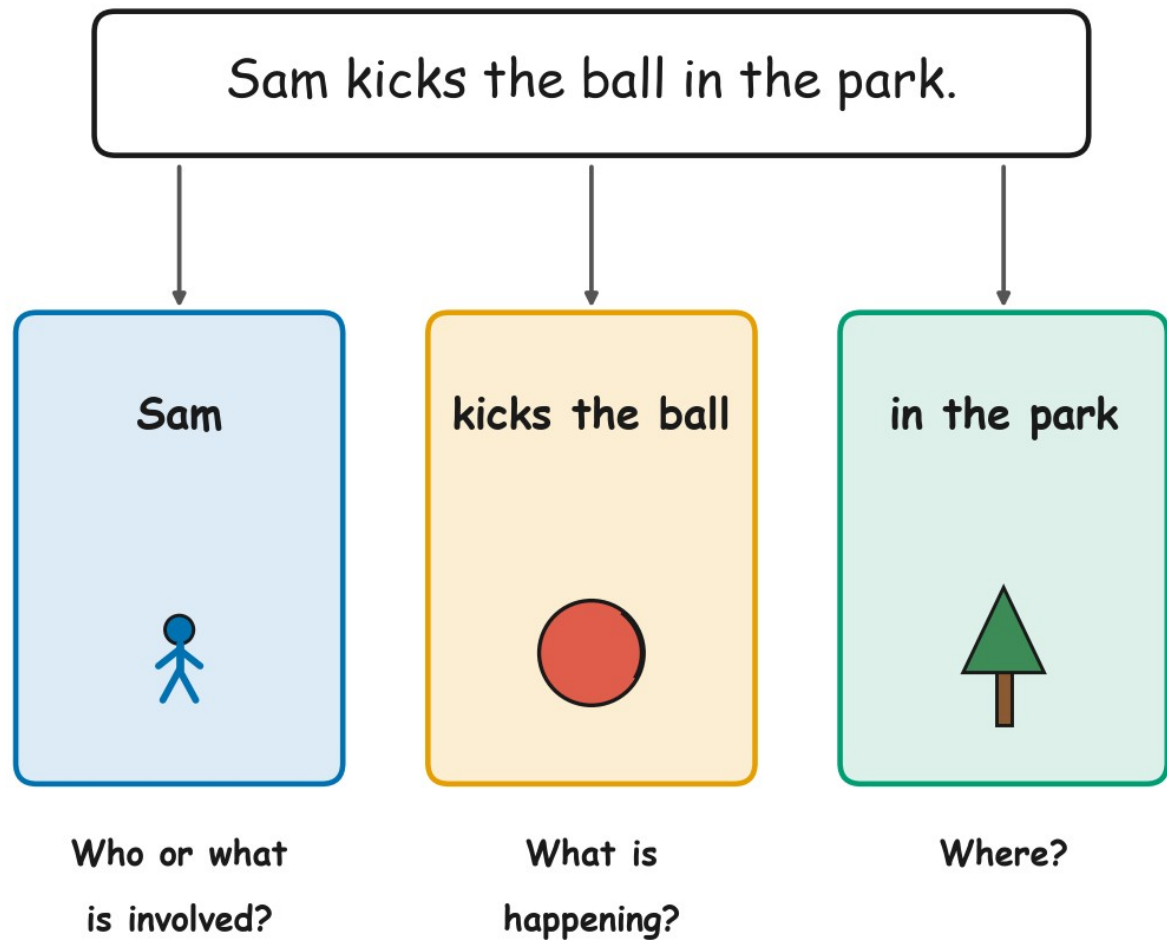
- *the big dog* — We know who or what. But what is happening? We do not know. **No sentence yet.**
- *naps in the sun* — We know what is happening. But who or what? We do not know. **No sentence yet.**
- *The big dog naps in the sun.* — We know who or what, and we know what is happening. One whole idea. **Yes! A sentence.**

Say it together: One clause, one idea!

What is in a sentence?

Every sentence in this part can answer two big questions. It can also answer small ones.

What is in a sentence?



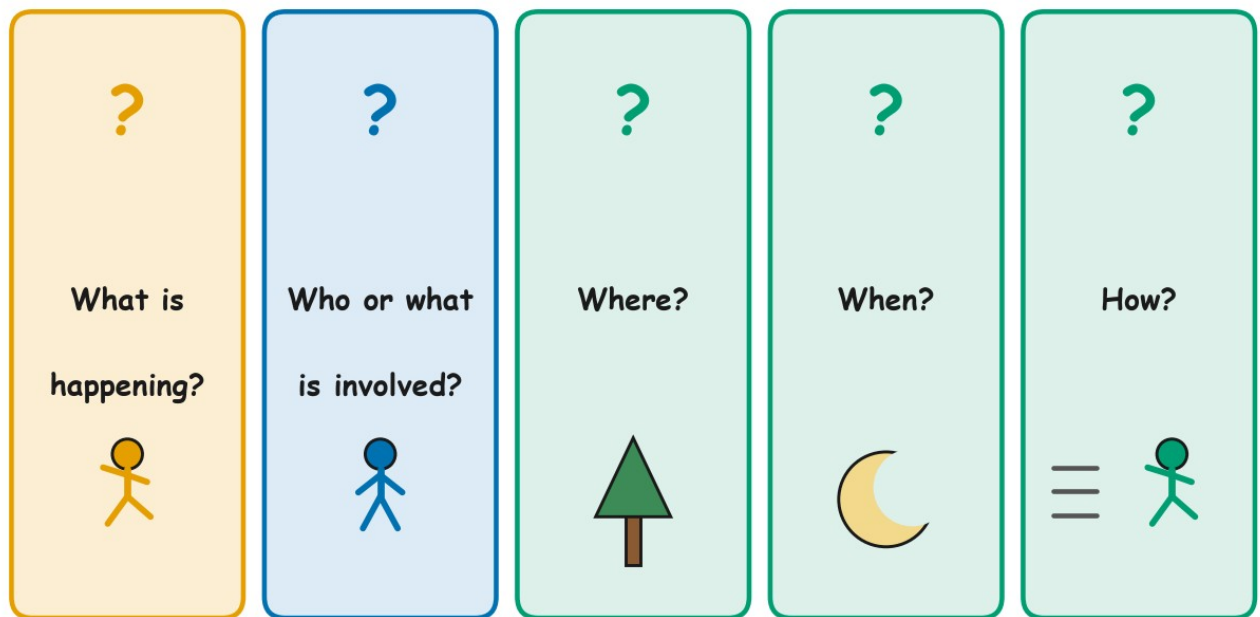
A sentence in three coloured boxes with a question under each box: who or what is involved, what is happening, and where.

The teacher reads the sentence: *Sam kicks the ball in the park.*

1. **Who or what is involved?** — Sam.
2. **What is happening?** — Sam kicks the ball.
3. **Where?** — in the park.

Where?, When? and How? are the small questions. A sentence can answer them, but it does not need to. Sam kicks the ball. is still a full sentence.

Question cards



Use these cards with any sentence.

Five question cards. They ask: what is happening, who or what is involved, where, when and how.

You can use these question cards with any sentence. The teacher holds up a card. The class answers.

We can add where, when and how

A sentence can be short: *The frog hops*. One clause. One idea. We can make it big. We add where, when or how.

We can add where, when and how



The frog hops.

Where?



The frog hops in the pond



When?



The frog hops at night



How?



The frog hops fast



A short sentence about a frog, and three ways to make it big with where, when and how.

- **Where?** The frog hops **in the pond**.
- **When?** The frog hops **at night**.
- **How?** The frog hops **fast**.

Each new sentence is still one clause. It still tells about one idea — the frog and its hopping.

At the park

1

The sun is up.



2

Mia kicks the ball.



3

Ben runs fast.



4

The dog naps under a tree.



Four sentences. Each one tells one idea.

A short text about the park with four sentences. Each sentence has a number and a small picture.

The teacher reads the text. Then the class reads it together. Count the sentences. Use your fingers. Each one tells one idea.

Let's try together

Try 1 — Find the parts

Say the sentence out loud: *Mia reads at home.* Now answer the questions together.

Question	Answer
Who or what is involved?	Mia
What is happening?	reads
Where?	at home

Now try this one: *The dog naps under a tree.*

Question	Answer
Who or what is involved?	the dog
What is happening?	naps
Where?	under a tree

Try 2 — Is it a sentence?

Ask the two big questions. If the answer is yes to both, it is a sentence.

Words	Who or what?	What is happening?	A sentence?
the red bus	yes	no	No. Add what is happening.
hops in the mud	no	yes	No. Add who or what.
We sing.	yes	yes	Yes!

Try 3 — Make it big

Start with one short sentence: *The hen pecks.* Add where, when or how.

We add	We say
where?	The hen pecks at the farm.
when?	The hen pecks in the morning.
how?	The hen pecks fast.

Your turn

The teacher reads each task. You can answer with talking, drawing or writing.

Q1. Tick or fix. Look at the picture. Tick the cards that are sentences. For the other cards, say what they need, then fix them.

Tick or fix

the red bus



We sing.



hops in the mud



The pig is in the mud.



Tick the sentences. Fix the other cards.

Four word cards to tick or fix, with a box to draw a tick or a cross.

Q2. Make a sentence. Look at the card chart. Pick one card from each box. Say your sentence out loud. Then write it.

Make a sentence

who or what?	what is happening?	where? when? how?
the cat	naps	in the sun
Mia	reads	at home
the bus	stops	here

the cat

naps

in the sun

 ▶ The cat naps in the sun. ✓

A chart with three boxes of word cards for making a sentence: who or what, what is happening, and where, when or how.

Q3. Answer the questions. Listen to the teacher. The teacher says a sentence. You answer the questions.

Sentences: *Ben kicks the ball.* · *The duck swims in the pond.* · *We sing in the morning.*

Questions: *Who or what is involved?* · *What is happening?* · *Where?* · *When?*

Q4. Make it big. Take this sentence: *The boys run.* Say three new sentences. Add where to one, when to one, and how to one.

Q5. Read and count. Read the park text with your teacher. How many sentences can you find? What does each one tell?

Q6. Make your own. Draw a picture of one thing happening. Then write one sentence about it. Use the paper below to help you. Your sentence needs to tell: who or what, what is happening, and where, when or how.

My sentence

who or what?

what is happening?

where? when? how?

My sentence:

Draw your picture here

A paper to make your own sentence. It has three boxes for your ideas, a line to write your sentence, and a big space to draw.

Answers

Q1. *We sing.* and *The pig is in the mud.* are sentences: they tell who or what and what is happening. *the red bus* needs what is happening — fix it like *The red bus stops.* *hops in the mud* needs who or what — fix it like *The frog hops in the mud.*

Q2. Many answers are good. The words must go together. One answer: *The cat naps in the sun.* One more: *Mia reads at home.* One more: *The bus stops here.* If the words do not go together, pick new cards.

Q3. *Ben kicks the ball.* — Who or what: Ben. What is happening: kicks the ball. *The duck swims in the pond.* — Who or what: the duck. What is happening: swims. Where: in the pond. *We sing in the morning.* — Who or what: we. What is happening: sing. When: in the morning.

Q4. Answers will not all be the same. One answer for each: *The boys run in the park.* (where) · *The boys run today.* (when) · *The boys run fast.* (how)

Q5. Four sentences. 1. *The sun is up.* 2. *Mia kicks the ball.* 3. *Ben runs fast.* 4. *The dog naps under a tree.* Each one tells one idea.

Q6. Every answer is the child's own. Check that it has who or what and what is happening, and where, when or how too. One good answer: *Zoe hops like a frog in the pond.* The drawing matches the sentence.

In the next part, the parts of a sentence get their own names.

Naming, doing and describing: nouns, verbs, adjectives, prepositions, adverbs

What we will find out

Words all have jobs! In this bit of the book we meet the five word jobs. We say sentences out loud and find the jobs in them. Then we make our sentences better and better.

Say it with me:

The sun is hot. Mia and Sam go to the park. Mia kicks the big ball. Sam runs fast. They play all day.

New word: noun — a naming word. A noun names a person, a place or a thing. *girl, park, ball*

New word: pronoun — a word that stands in for a noun. *he, she, it, we, they*

New word: verb — a doing word. A verb tells what someone does, says, thinks or is. *run, say, think, is*

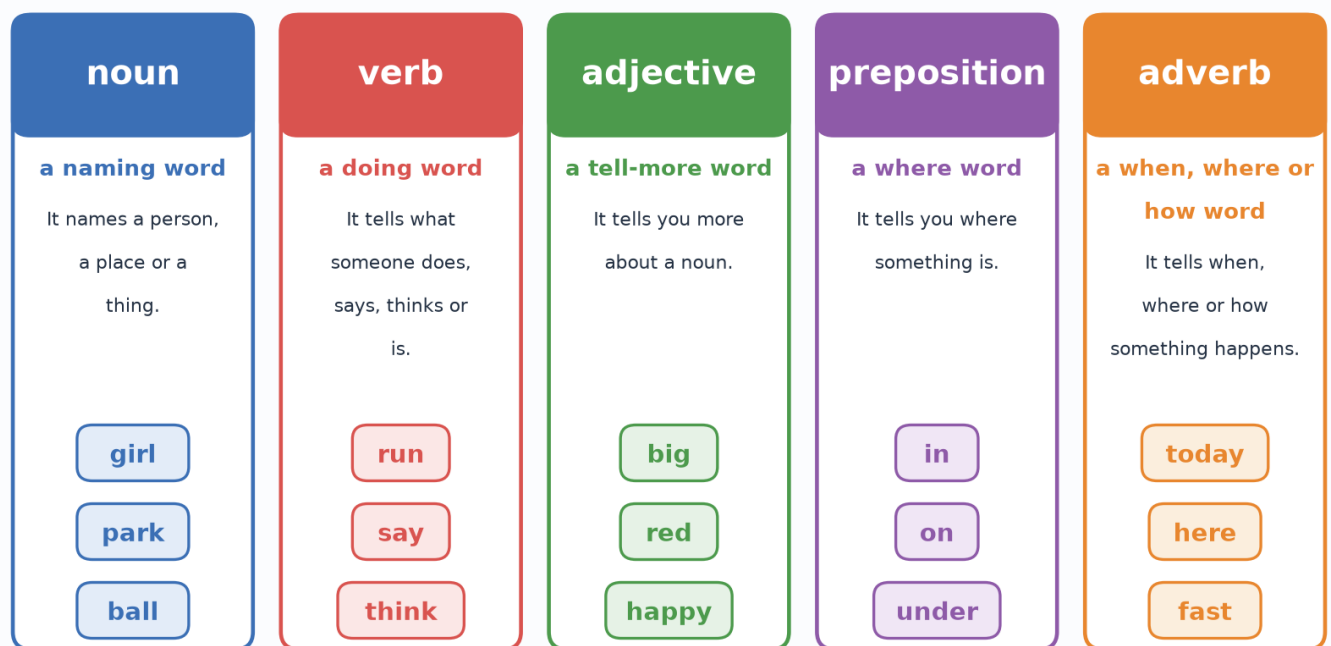
New word: adjective — a tell-more word. It tells you more about a noun. *big, red, happy*

New word: preposition — a where word. It tells you where something is. *in, on, under*. Some tell when: *after school, at night*.

New word: adverb — a when, where or how word. It tells when, where or how. *today, here, fast*

Every word has a job

English 1 · 2B



We will meet all five jobs in this bit of the book.

Five word job cards, one for each job: noun, verb, adjective, preposition and adverb. Each card has a kid line and three words in its job colour.

See how it works

Work 1 — Find the jobs

Say: *The little bird sang softly in the tree today.*

- Who or what is it about? *bird* — a naming word.
- What does the bird do? *sang* — a doing word.
- Which word tells more about the bird? *little* — a tell-more word.

- Which word tells how? *softly* — a how word.
- Which word tells where? *in* — a where word. *in the tree* tells where.
- Which word tells when? *today* — a when word.

One sentence, five jobs

English 1 · 2B



The small grey words (the) help the sentence along.

The little bird sang softly in the tree today.

One sentence with every word in its job colour and the job name above it: little is an adjective, bird and tree are nouns, sang is a verb, softly and today are adverbs, in is a preposition. A colour key sits under the sentence.

Work 2 — Grow a sentence

Start small: *The bird sang.*

- Add a tell-more word: *The little bird sang.*
- Add a how word: *The little bird sang softly.*
- Add a where word: *The little bird sang softly in the tree.*
- Add a when word: *The little bird sang softly in the tree today.*

Each new word paints a bigger picture in your head!

The bird sang.

The little bird sang.

► + little · adjective
tells more

The little bird sang softly.

► + softly · adverb
tells how

The little bird sang softly in the tree.

► + in · preposition
tells where

The little bird sang softly in the tree today.

► + today · adverb
tells when

Each new word tells us more!

A sentence growing in five steps from The bird sang to The little bird sang softly in the tree today. Each step adds one word in its job colour, and a tag card names the job of the new word.

Work 3 — Pick a better doing word

Sam went to the park. Went does not paint a picture. Try:

- *Sam ran to the park.*
- *Sam walked to the park.*
- *Sam hopped to the park.*

Say all three. Which one paints the best picture in your head? A good doing word tells just how it happens.

Pick a better doing word

English 1 · 2B

Sam ~~went~~ to the park.

went does not paint a picture.

ran

Sam ran to the park.

walked

Sam walked to the park.

hopped

Sam hopped to the park.

Say all three. Which one paints the best picture in your head?

A good doing word tells us just how it happens.

Sam went to the park with the word went crossed out, and three better doing words in cards, ran, walked and hopped, each with its new sentence.

Have a go!

With help

1. **Name mat.** Say each word. Put it where it goes: person, place or thing.

Where does each naming word go?

English 1 · 2B

a person	a place	a thing

Say each word. Put it where it goes.

girl	dad	park	school	ball
hat	dog	beach	book	sun

Three boxes with the words *person*, *place* and *thing*, and ten word cards to put in them: *girl*, *dad*, *park*, *school*, *ball*, *hat*, *dog*, *beach*, *book*, *sun*.

2. **Circle the naming words.** Circle *Mia* and *ball* in *Mia kicks the big ball*. Now say it with *she* and *it*: *She kicks it*. Circle *She* and *it*. They do a noun's job!

Circle the naming words

English 1 · 2B

1.

Mia kicks the big ball.

Mia and ball are nouns.

2.

She kicks it.

She and it do a noun's job!



he she it we they

These words are pronouns.

They stand in for nouns.

Two sentences with a circle under each naming word: *Mia kicks the big ball, and She kicks it.* A card shows the words *he, she, it, we, they*, the words that stand in for nouns.

3. **Do the word!** I say it, you do it. Doing words: *run! kick! jump! hop!* Saying words: *say! ask! tell!* Thinking words: *think! like! want!* Being words you cannot do: *is, am, are, was.* They tell what things are.

doing verbs	saying verbs	thinking verbs	being verbs
You can do them!	You say them out loud.	You think them inside.	They tell us what things are.
run	say	think	is
kick	ask	like	am
jump	tell	want	are
hop			was

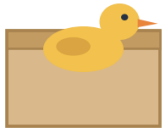
A verb tells what someone or something does, says, thinks or is.

Four cards for the four kinds of verb: doing verbs run, kick, jump, hop; saying verbs say, ask, tell; thinking verbs think, like, want; being verbs is, am, are, was.

4. **Where is the duck?** Say where the duck is in each picture. Say the whole sentence each time: in, on, under, next to.

Where is the duck?

English 1 · 2B



The duck is **in** the box.



The duck is **on** the box.



The duck is **under** the box.



The duck is **next to** the box.

in, on, under and next to are prepositions. They tell you where.

Four pictures of a duck and a box. The duck is in the box, on the box, under the box and next to the box, and each picture has its sentence with the where word in a purple chip.

5. **Grow a sentence together.** Start with *The dog ran*. Take turns. Add a tell-more word, then a how word, then a where word, then a when word.
6. **Pick a better doing word.** *Mia went to the beach*. Say it three better ways. Pick the one that paints the best picture.

You do it now

7. **Listen and draw.** I say the sentence. You draw it. *The big dog sat under the tree*.
8. **Build your own sentence.** Pick a card from each box. Say your sentence. Stick on a tell-more word if you want.

Build your own sentence

English 1 · 2B

Who or what?	Does what?	What? Where?	How? When?
Mia	kicks	the ball	fast
the dog	runs	to the park	today
we	sings	in the garden	softly

Stick a tell-more word on any naming word:

big	red	happy
-----	-----	-------

Four boxes to build a sentence from: *Who or what* (Mia, the dog, we), *Does what* (kicks, runs, sings), *What or Where* (the ball, to the park, in the garden), *How or When* (fast, today, softly). Under the boxes are tell-more words: big, red, happy.

- Pronoun swap.** Say *Mia kicks the ball*. Now say it with *she* and *it*: *She kicks it*. Say *Sam runs to the park*. Now say it with *he*: *He runs to the park*.
- The five-jobs check.** Say a sentence of your own. Ask the five questions from the picture. Can you find every job?



Which words name someone or something?	dog, park
Which word is the doing?	ran
Which word tells more about a naming word?	big
Which word tells where?	to
Which word tells when, where or how?	today

One sentence, *The big dog ran to the park today*, with a circle under each job word, and five question cards that check each job: the naming words *dog* and *park*, the doing word *ran*, the tell-more word *big*, the where word *to*, the when word *today*.

How do you know?

Say what you can do now:

- I can circle the naming words in a sentence.
- I can swap in *he, she, it, we, they*.
- I can spot doing, saying, thinking and being verbs.
- I can stick a tell-more word on a naming word.
- I can say the where, when and how words.
- I can grow a sentence, one new word at a time.

Images and sound: how they add to meaning

2 · Language: sentences, words and meaning · 2C · Owns VC2E1LA08 · Draws on VC2E1LA08.E01, VC2E1LA08.E02, VC2E1LA08.E03

Listen and look. The teacher reads every word on these pages out loud. Children listen, look, point, say, draw and move. No child has to read anything alone. Every picture in this part was made for this book.

What we are learning

Texts are not only words! Pictures and sounds give us meaning too.

Let's learn three words:

- A **text** is anything that can tell us something. A book is a text. A song is a text. A film is a text too.
- An **image** is a picture. A drawing is an image. A photo is an image.
- A **sound** is what we hear with our ears. A song is a sound. A clap is a sound. A drum is a sound too.

The **meaning** of a text is what it tells us — and what it makes us think and feel.

Images and sounds are not just for fun. They give us meaning. They can even change the meaning! In this part, we look and we listen. We talk about what images and sounds do.

Let's look together

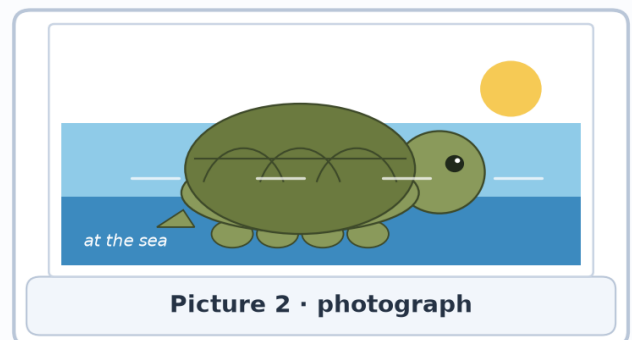
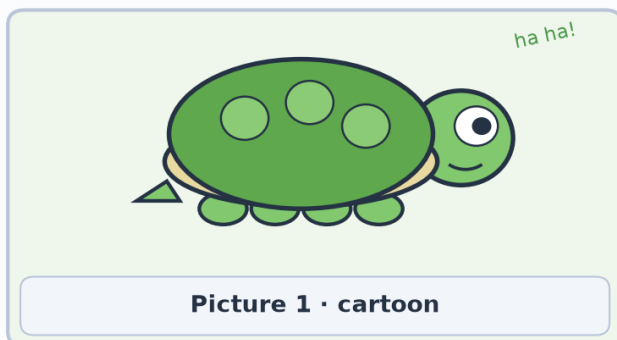
Looking 1 — One animal, four pictures

Look at Picture 1. There are four pictures. They all show the same animal. What animal is it?

One animal, four pictures

English 1 · 2C

They all show the same animal. What animal is it?



Same turtle — four different kinds of images.

Four pictures of the same animal: a cartoon turtle, a photograph of a turtle, a painting of a turtle and an advertisement with a turtle

Each picture shows the turtle in a different way. Let's learn four names for four kinds of images:

- A **cartoon** is a fun drawing. A cartoon has dark lines around it and happy colours.
- A **photograph** is a picture made with a camera. A photograph shows what things really look like.
- A **painting** is a picture made with paint and a brush.
- An **advertisement** is a text that asks people to buy something, or to come to a place.

Let's talk. The teacher reads each question. Children answer out loud.

1. Which picture is the cartoon? Point to it.
2. Which picture is the photograph? How do you know?
3. Which picture is the painting? What can you see in it?
4. Which picture is the advertisement? What does it want people to do?
5. All four pictures show the same turtle. Why do they feel different?

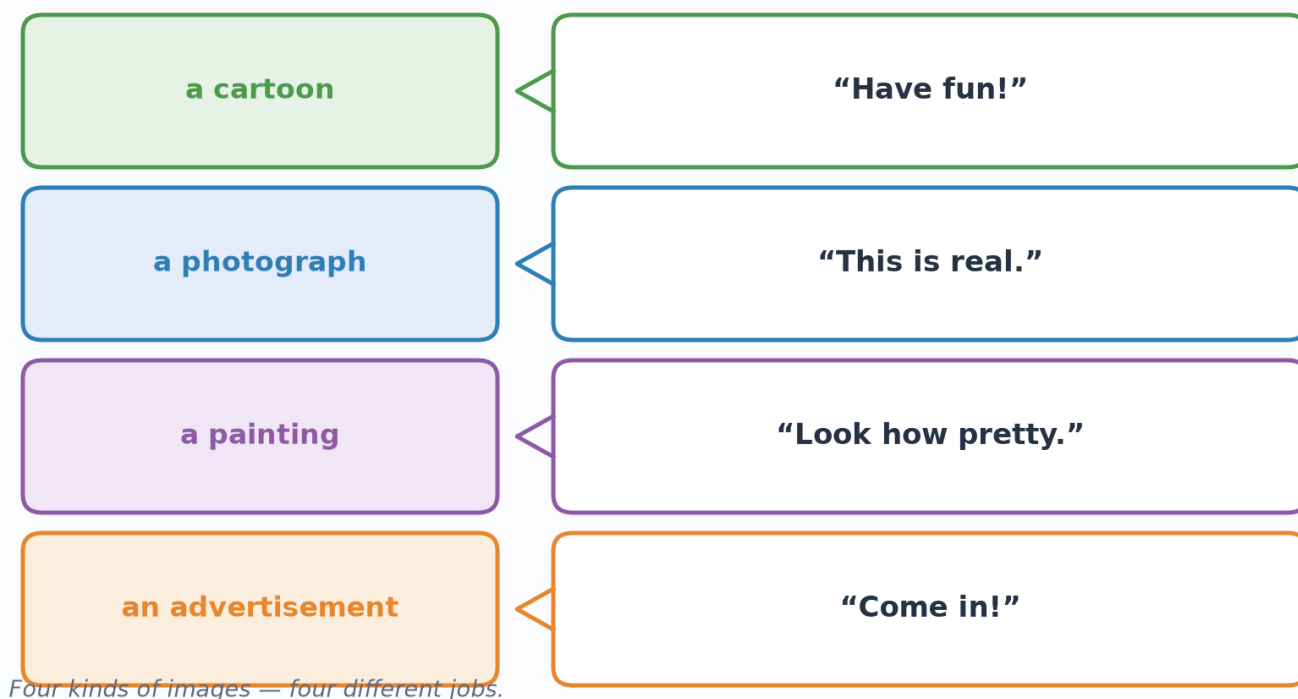
Model answers: 1 — the cartoon is the smiling one. 2 — the photograph is the one in the sea; it looks like a real turtle. 3 — the painting is the one with paint marks we can see. 4 — the advertisement is the one that says "Come in!"; it wants people to come and see the turtles. 5 — each picture is a different kind of image, and each kind does a different job.

Different kinds of images do different jobs. Picture 2 shows how.

What each picture says to us

English 1 · 2C

Different kinds of images do different jobs.



A table that matches each kind of image with what it makes us think: a cartoon says have fun, a photograph says this is real, a painting says look how pretty, an advertisement says come in

Looking 2 — Pictures in a sequence tell a story

Authors are the people who write the words in books. **Illustrators** are the people who draw the pictures in books. Some books have no words at all. Then the pictures tell the story!

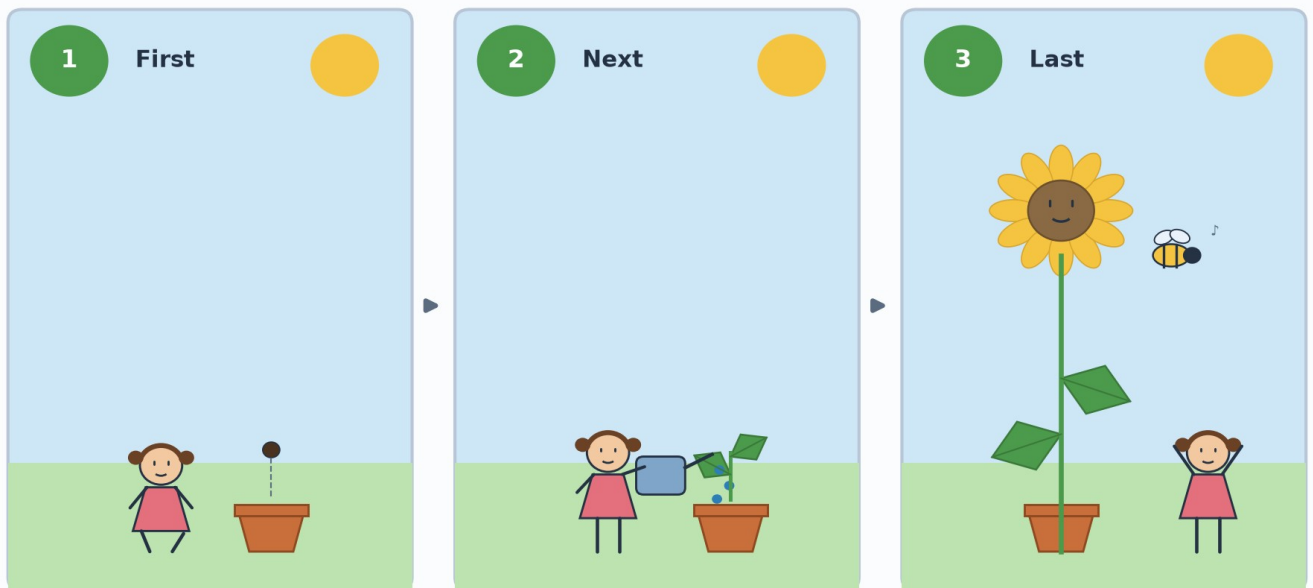
Pictures can go in a **sequence**. That means they go in order: first, next, then, last. Each new picture adds to the meaning.

Look at Picture 3. The story has three pictures. There are no words — only pictures!

A story in three pictures

English 1 · 2C

There are no words — only pictures. What happens?



Each new picture adds to the meaning.

Three pictures in a sequence that tell a story: first a girl puts a seed into a pot, next a little plant grows and the girl gives it water, last the plant is a big sunflower and a bee comes along

Let's talk.

1. What happens first?
2. What happens next?
3. What happens last?
4. How do you know the girl is happy at the end?

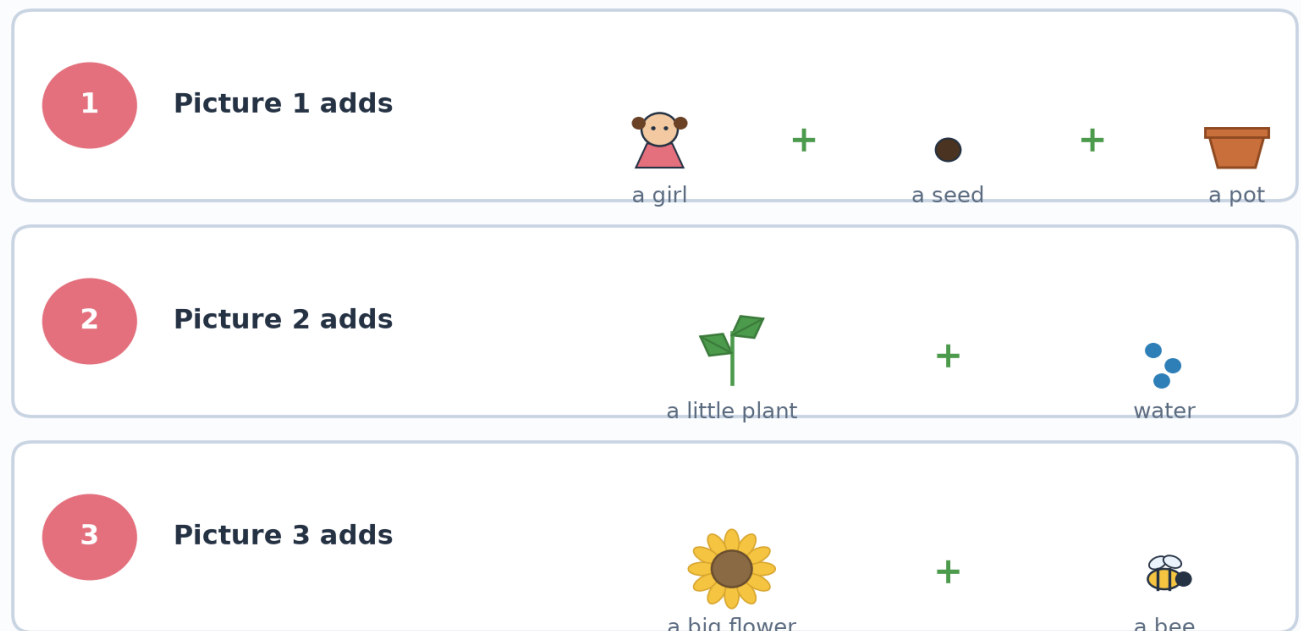
Model answers: First, Mia puts a seed into a pot. Next, a little plant grows, and Mia gives it water. Last, the plant is a big sunflower, and a bee comes to say hello. We know Mia is happy because she is smiling, and the flower is big and yellow.

See how the pictures work? Picture 4 shows it.

The meaning grows and grows

English 1 · 2C

Each new picture adds something new to the story.



Picture by picture, the story grows.

A chart that shows what each picture in the sequence adds to the story: picture one adds a girl, a seed and a pot; picture two adds a little plant and water; picture three adds a big flower and a bee

Picture 1 gives us a girl, a seed and a pot. Picture 2 adds a little plant and some water. Picture 3 adds a big flower and a bee. The meaning grows and grows. That is how authors and illustrators build up meaning across a sequence of images.

Looking 3 — When pictures say more than words

Listen to this short text. The teacher reads it. Picture 5 shows the text too.

The teacher reads it out loud.

My sunflower



— My sunflower is so big! —

— It is yellow like the sun. —

— It stands tall in the garden. —

— A little bee comes to say hello. —

— I love my sunflower. —

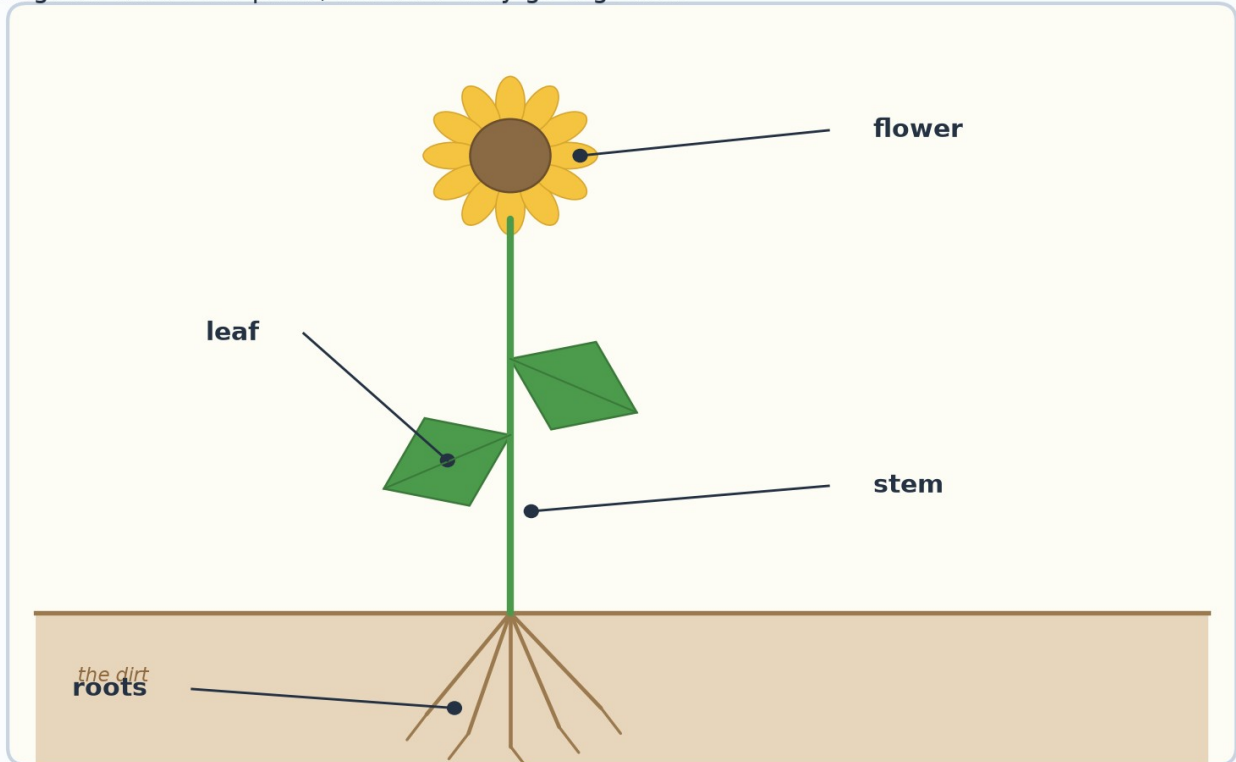


A short text about a sunflower, written on a page: My sunflower is so big. It is yellow like the sun. It stands tall in the garden. A little bee comes to say hello. I love my sunflower

Now look at Picture 6. It is a **diagram**. A diagram is a picture that shows the parts of something, and how they go together. This diagram shows the parts of a plant.

The parts of a plant

A diagram shows the parts, and how they go together.



The words do not say this — the diagram shows it.

A labelled diagram of a sunflower plant: the flower at the top, two leaves on the stem, the long stem, and the roots down in the dirt

Let's talk.

1. What do the words tell us about the sunflower?
2. What does the diagram show us?
3. Point to the stem in the diagram. What does the stem do?
4. What can you see in the diagram that the words never say?

Model answers: 1 — the words tell us the sunflower is big, yellow and tall, and that a bee comes. 2 — the diagram shows the parts of the plant: the flower, the leaves, the stem and the roots. 3 — the stem holds the flower up high. 4 — the words never say anything about the stem, the leaves or the roots. The diagram shows them. It shows how the parts of the plant are connected: the leaves grow out of the stem, and the roots go down into the dirt.

The words and the diagram do different jobs. Picture 7 shows the two jobs side by side.

Two jobs, side by side

English 1 · 2C

The words give us some meaning. The diagram gives us more.

The words say

- it is big
- it is yellow
- it is tall
- a bee comes

The diagram shows

- the flower
- the leaves
- the stem
- the roots
- where they go

The diagram shows what the words do not say!

A chart with two sides: the words tell us how the sunflower looks, and the diagram shows the parts of the plant and where they go

The words give us some meaning. The diagram gives us more meaning. The diagram shows what the words do not say. That is why texts have pictures!

Listening — Sounds give meaning too

Sounds give us meaning too! We hear sounds in films, in songs and in games.

Sounds can be **loud** or **soft**. Sounds can be **fast** or **slow**.

- Fast, loud sounds make us want to jump and dance.
- Slow, soft sounds make us feel calm and sleepy.

Look at Picture 8. Match each sound to its meaning.

Match each sound to its meaning

English 1 · 2C

Sounds

Meanings

A


a singing bird

B


a big drum

C


a storm with thunder

D


soft slow music under the moon

1

March along! Step, step, step!

2

Time for bed. Shh, shh.

3

Boom! Rain is coming. Go inside.

4

A calm morning in the garden.

Loud or soft? Fast or slow? Sounds give us meaning.

Four sound cards and four meaning cards to match: a singing bird, a big drum, a storm with thunder, and soft slow music under the moon

Let's play — same picture, new sound!

The teacher shows a picture of a bunny. Then the teacher makes sounds.

- Hum a fast, happy song. *What is the bunny doing now?* Model: The bunny is hopping and playing!
- Now hum a slow, sad song. *What is the bunny doing now?* Model: The bunny is walking home. It is tired.

Same picture, different sounds — different meaning! That is how sound adds to meaning in texts.

When we look and listen, we can ask three big questions. Picture 9 shows them.

Three big questions

English 1 · 2C

When we look and listen, we ask ...



LOOK!

What can I see?



LISTEN!

What can I hear?



THINK!

What does it make me think and feel?

Ask these three questions every time you look and listen.

A chart with three questions: Look, what can I see? Listen, what can I hear? Think, what does it make me think and feel?

Your turn

The teacher reads each task out loud. Children answer by saying, pointing, drawing or moving.

Q1. Look at the four turtle pictures in Picture 1. Point to each kind of image: the cartoon, the photograph, the painting and the advertisement.

Q2. Which turtle do you like best? Tell us why.

Q3. What does an advertisement want people to do?

Q4. Tell the seed story from Picture 3. Use the words *first*, *next* and *last*.

Q5. In the seed story, what new thing does picture 2 add? What new thing does picture 3 add?

Q6. Listen to the sunflower text again. What does the diagram show that the words do not say?

Q7. Draw your own plant. Show the flower, the leaves, the stem and the roots.

Q8. Close your eyes. The teacher makes a sound — a clap, a drum, a hum or a bell. Say what the sound makes you think of.

Q9. Think about the bunny game. What sound goes with a happy bunny? What sound goes with a sleepy bunny? Tell us why.

Q10. Make a sound with your body. Your friends say what it means. Then it is your friend's turn!

Answers

Q1. Picture 1: cartoon · Picture 2: photograph · Picture 3: painting · Picture 4: advertisement. | **Q2.** Any turtle — look for a reason: “because it is funny” or “because it looks real”. | **Q3.** An advertisement wants people to come, to buy, or to look. | **Q4.** First, Mia puts a seed into a pot. Next, a little plant grows and Mia gives it water. Last, it is a big sunflower, and a bee comes along. | **Q5.** Picture 2 adds the little plant and the water. Picture 3 adds the big flower and the bee. | **Q6.** The diagram shows the parts of the plant — the flower, the leaves, the stem and the roots — and where they go. The words do not say that. | **Q7.** Look for the four parts in the child’s drawing. | **Q8.** Open — for example, a drum can mean “March along!”, and a soft hum can mean “time to rest”. | **Q9.** For example: a fast, loud drum for the happy bunny, and a slow, soft hum for the sleepy bunny. | **Q10.** Open — any sound works when friends can say what it means.

What a good answer can say

These are model spoken answers. Share them after children have had their own say. There is no one right way to say it.

For Q2. “I like the cartoon turtle best, because it is smiling. It looks friendly and fun.”

For Q6. “The words tell me the sunflower is big and yellow. The diagram shows me the parts of the plant. It shows the stem, the leaves and the roots. The words do not say that.”

For Q9. “For the happy bunny, I pick a fast, loud drum, because drums make me want to move. For the sleepy bunny, I hum a slow, soft song.”

For the teacher

Owns: VC2E1LA08 — Language: Language for expressing and developing ideas.

VC2E1LA08 says (verbatim): “compare how images and sound in different types of texts contribute to meaning”

The three elaborations of VC2E1LA08 (verbatim, with VCAA’s own ids):

- VC2E1LA08.E01 — “comparing images from texts where images of the same subject are represented differently, for example a cartoon image of an animal, a photograph of an animal, a painting of an animal and a digital image of an animal in an advertisement” — worked on in *Looking 1* (Pictures 1–2; the advertisement picture is the digital image).
- VC2E1LA08.E02 — “understanding how authors and illustrators build up meaning across a sequence of images” — worked on in *Looking 2* (Pictures 3–4).
- VC2E1LA08.E03 — “understanding that some images convey meaning that is not included in the accompanying written text; for example, a diagram shows information about how parts of a plant are connected, which is not explained in the written text” — worked on in *Looking 3* (Pictures 5–7).

Sound: VC2E1LA08 names *images and sound*, and the Listening part works on the sound half. Not one of the three elaborations shows sound, so the sound work comes from VC2E1LA08’s own words (D8 — an elaboration is one example of the learning, not all of it).

The end-of-year step this part works on (Reading and Viewing): children look at images and listen to sounds, and say how they add to meaning in texts.

Notes:

- This part is done all with the teacher (D5): the teacher reads every text out loud, and children answer by saying, pointing, drawing and moving. No child has to read anything alone.
- Nothing is left out of this part under TOC §2A.

- **New words in this part:** text, image, sound, meaning, cartoon, photograph, painting, advertisement, authors, illustrators, sequence, diagram, loud, soft, fast, slow — each one got its meaning at first use.
- **What comes next (Level 2):** VC2E2LA08 lifts this learning — at Level 2, images and sound add to and grow meaning even more. That is Level 2 work; we do not do it here.
- Every text, picture and sound in this part was made just for this book (SOURCE_USE.md Rule 3). No words, pictures or sounds from any other book are copied or used here.

Words across the curriculum

Part 2 — sentences, words and meaning · 2D · English 1

Owens: VC2E1LA09 (Language — Language for expressing and developing ideas) **Draws on:** VC2E1LA09.E01 · VC2E1LA09.E03 (VC2E1LA09.E02 is not in this book — TOC §2A)

What the curriculum says: “*recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas*”

We build on VC2EFLA07–VC2EFLA09. The topic words from this part come back in 6B (short talks, VC2E1LY02) and 6C (writing, VC2E1LY13), and next school year you pick topic words on your own (VC2E2LA09).

Teacher note. This part is for listening and talking. You read every line to the children. They listen, talk, point and look. The weather work lands best on a day you can look at the sky together. No child needs to read the words on this page — you read, they talk.

What we are learning

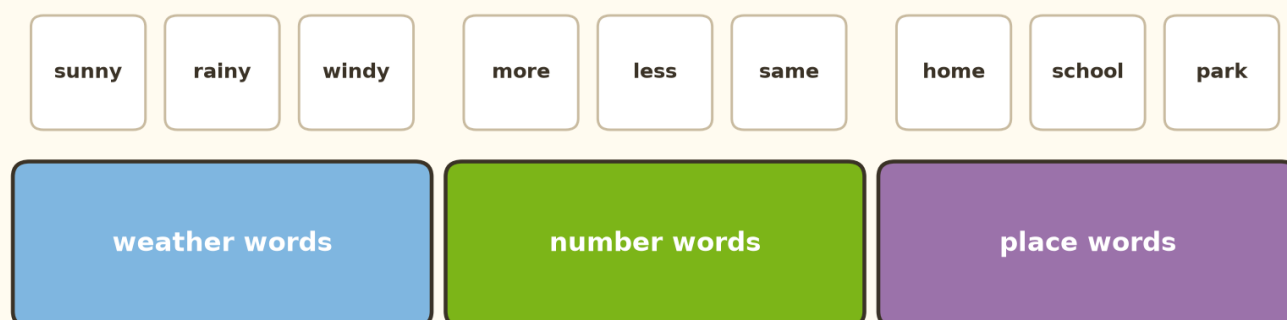
At school we learn about many things. We learn about the weather. We learn about numbers. We learn about places. We learn about lots more too. And each thing we learn about has its own words.

Vocabulary. All the words you know and use are your **vocabulary** (say it: VO-kab-yu-lar-ee). Your vocabulary grows every day. Every new word you hear and say and see goes into it.

Topic words. A **topic** (say it: TOP-ik) is what we are learning about or talking about. The weather is a topic. Numbers are a topic too. The words that belong to one topic are its **topic words**. Grown-ups have a long name for them: *topic-specific vocabulary*. We will call them topic words.

Topic words live in boxes

English 1 · 2D



Each thing we learn about has its own words.

Three boxes of topic words: the weather words box holds the cards sunny, rainy and windy, the number words box holds more, less and same, and the place words box holds home, school and park

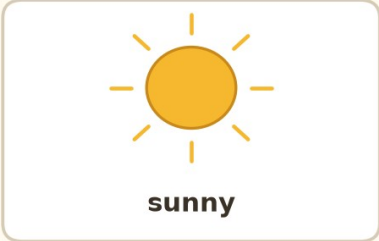
Box	What it holds	Some words in it
weather words	words about the sky and the air	sunny · rainy · windy
number words	words for counting and looking at groups	more · less · same
place words	words about where things are	home · school · park

Why do topic words matter? A topic word says a lot in one small word. It helps you say just what you mean. And when your teacher reads a book about the weather, you will know the words you hear.

Weather words. Weather words tell us what the sky is doing. They tell us how the air feels too: hot, warm, cool, cold.

Weather words

English 1 · 2D



sunny



cloudy



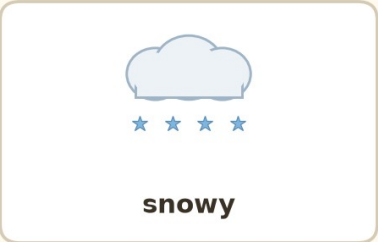
rainy



windy



stormy

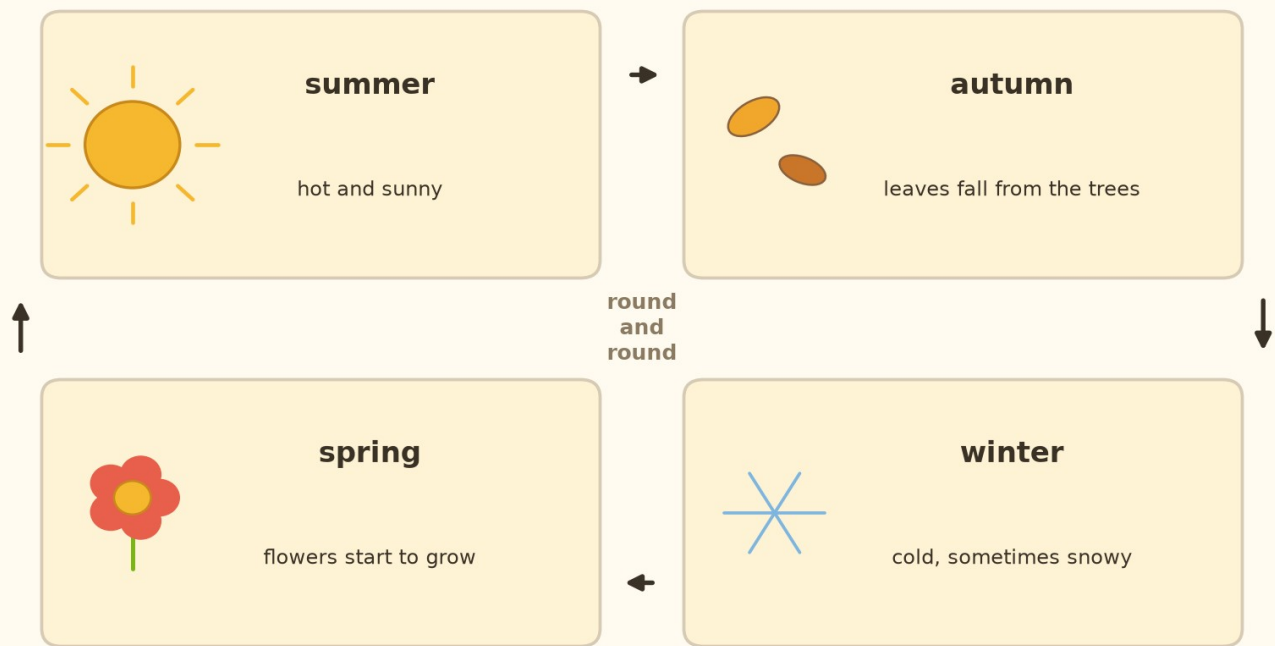


snowy

Weather words tell us what the sky is doing.

Six weather cards with a picture and a word each: sunny, cloudy, rainy, windy, stormy and snowy

Season words. The year turns through four seasons: summer, autumn, winter, spring. Each season has words that belong to it.



The four seasons in a turning wheel: summer is hot and sunny, autumn has leaves falling from the trees, winter is cold and sometimes snowy, and spring has flowers starting to grow

- **Summer** words: hot and sunny.
- **Autumn** words: leaves fall from the trees.
- **Winter** words: cold, sometimes snowy.
- **Spring** words: flowers start to grow.

Number words. Numbers have words too. Counting words: one, two, three. Looking-at-groups words: more, less, same.

more and less



2 5

less more

5 is more.
2 is less.

same



3 3

same

3 and 3
are the same.

counting



1 2 3

one, two, three ...

We count with
number words too.

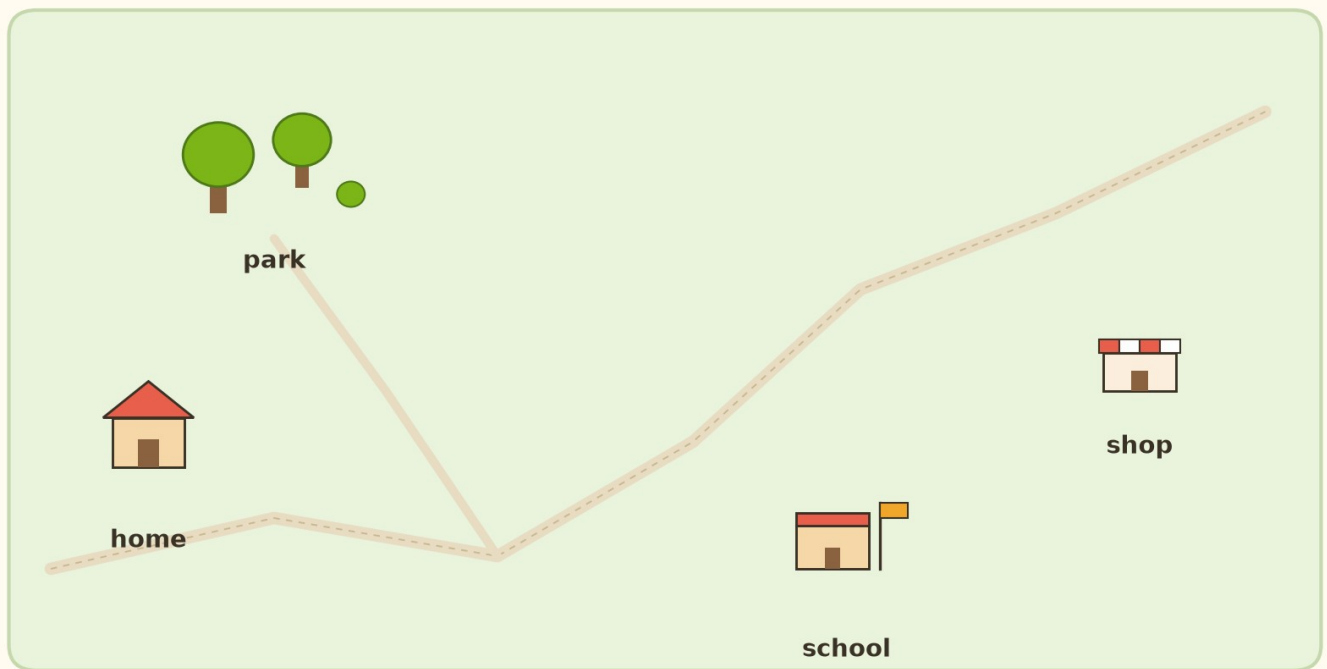
Number words help us say how many.

Three cards of number words: two apples is less and five apples is more, three and three are the same, and counting apples one, two, three

Place words. Places have words too. Home, school, park, shop. Maps use place words to show where things are.

Place words on a map

English 1 · 2D



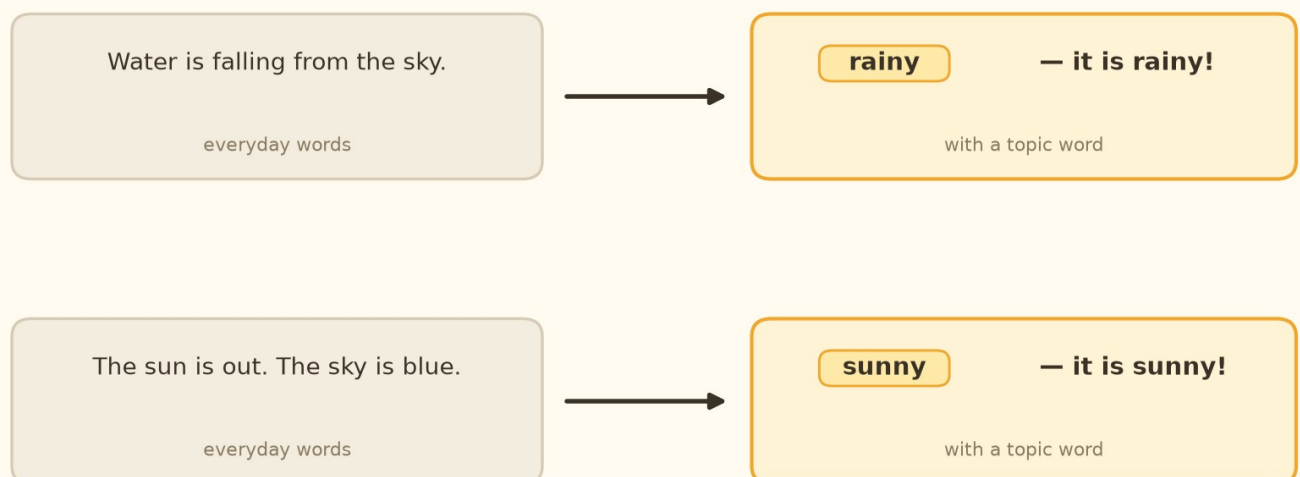
Maps use place words.

A map with four places and their words, home, school, park and shop, with a path to each place

Use your **topic words**. When you talk about a topic, use its words! One topic word can say a whole lot.

Say it with a topic word

English 1 · 2D



Topic words say a lot in one small word.

Two ways to say the same thing: with lots of words first, then with one topic word, rainy and sunny

- “Water is falling from the sky.” — or one topic word: “It is **rainy**!”
- “The sun is out. The sky is blue.” — or one topic word: “It is **sunny**!”

A **model weather talk**. Mia did a weather talk for her class. Listen!

Mia's weather talk

English 1 · 2D

— Good morning, class! —

— Today is **sunny** and **warm** —

— Look at the big blue sky. —

— This afternoon, **clouds** will come. —

— It may be **rainy**. Take your hat! —

— Can you hear the topic words? —



now



later

= topic word

A model weather talk on a page with the topic words sunny, warm, clouds and rainy picked out in boxes: now the sun, later rain

Good morning, class! Today is **sunny** and **warm**. Look at the big blue sky. This afternoon, **clouds** will come. It may be **rainy**. Take your hat!

Can you hear the topic words? Sunny. Warm. Clouds. Rainy.

Our class word box. Every new topic word we find can go into our class word box: the word, what it means, and a sentence to say it in. New topic words come all year!

new word	what it means	say it
stormy	rain, wind and thunder all together	"It is stormy. I hear thunder!"
foggy	clouds sit close to the ground	"It is foggy. I can't see far."
more	a bigger number	"I have more apples."

We add new topic words all year.

Our class word box: a chart with new word, what it means, and say it, holding the words stormy, foggy and more

Let's try together

Example 1 — we do it together

The teacher reads the word: "snowy". Which box does it go in?

What we do	Why
Think: what is "snowy" about?	It is about snow — that is weather.
Look at the three boxes.	Weather words. Number words. Place words.
Snowy is a weather word.	It goes in the weather words box. ✓

Example 2 — we do it together

The teacher says: "Leaves are falling from the trees." Which season is it?

What we do	Why
Think: when do leaves fall?	Not in summer. Not in winter.
Look at the seasons wheel.	Leaves falling is an autumn thing.
The season is autumn .	✓

Example 3 — we do it together

Look at the number words picture. One group has 2 apples. One group has 5 apples. Look at the two groups. Which group is more? Which is less?

What we do	Why
Count each group.	2 and 5.

What we do

Why

5 is the bigger number.

So 5 is **more**.

2 is the smaller number.

So 2 is **less**.

Example 4 — you have a go

Say it with a topic word. The teacher says: “*The sun is out. The sky is blue.*” You say it with a weather word: “**It is sunny!**”

Now you: the teacher says “*Snow is falling from the sky!*” You say it with a weather word: “**It is snowy!**” One topic word says a lot.

Have a go

Teacher note. Read each question out. Children answer by talking, pointing or acting. Answers are under the questions.

With help

Q1. The teacher reads each word. Say which box it goes in: weather words, number words or place words.

- (a) cloudy
- (b) same
- (c) shop
- (d) windy
- (e) less
- (f) park

Q2. Look at the six weather cards. Point to each card and say its word. Which card is the sky like today?

Q3. The teacher reads each line. Say the season.

- (a) It is hot and sunny.
- (b) Leaves fall from the trees.
- (c) Flowers start to grow.
- (d) It is cold, and sometimes snowy.

Q4. The teacher shows two groups of pencils. Say **more**, **less** or **same** about each group.

Q5. Find the topic word. The teacher reads each sentence. Say its topic word and its box.

- (a) “It is windy today.”
- (b) “I have more pencils.”
- (c) “We walk to the park.”

Q6. Say it with a topic word.

- (a) “Water is falling from the sky!” → ?
- (b) “Snow is falling from the sky!” → ?

On your own

Q7. Do a weather talk about today, like Mia. Use two weather words. Start with: “Good morning, class!”

Q8. Look at your two hands. Use a number word to say how they match.

Q9. Which season do you love? Say its name and one word that belongs to it.

Q10. Look at the map. Name the four places. Then say one place you go after school, and name it with its place word.

Q11. A new word for the word box: **foggy**. Say which box it goes in, what you think it means, and a sentence with it in.

Q12. Talk with a partner. Ask: “What is the weather like today?” Answer with a weather word. Then swap.

Answers

Q1. (a) weather words; (b) number words; (c) place words; (d) weather words; (e) number words; (f) place words. **Q2.** Answers point to the six cards and name the card that matches the sky today. Any matching card is right. **Q3.** (a) summer; (b) autumn; (c) spring; (d) winter. **Q4.** One answer: the group with more pencils is *more*, the group with not as many is *less*, and if the groups match they are the *same*. **Q5.** (a) windy — weather words; (b) more — number words; (c) park — place words. **Q6.** (a) “It is rainy!”; (b) “It is snowy!” **Q7.** One answer: “Good morning, class! Today is cloudy and cool. Take your coat!” Any two weather words used well are right. **Q8.** same — five and five are the same. **Q9.** One answer: “I love winter. It is snowy!” Answers will be different. **Q10.** Home, school, park, shop. One answer: “After school I go home.” **Q11.** Foggy goes in the weather words box. It means clouds sit close to the ground, so we cannot see far. One way to say it: “It is foggy. I can’t see far!” **Q12.** Answers will be different. Look for a weather word in the answer: sunny, cloudy, rainy, windy, stormy, snowy, hot, warm, cool or cold.

How we worked it out

Q1. We asked: what is the word about? Cloudy and windy are about the sky — weather words. Same and less are about groups — number words. Shop and park are places — place words.

Q2. We read each card: sun for sunny, cloud for cloudy, rain for rainy, wind lines for windy, a dark cloud for stormy, snow for snowy. Then we looked at the real sky and picked the card that matches.

Q3. We matched each line to the seasons wheel: hot and sunny is summer; leaves falling is autumn; flowers growing is spring; cold and snowy is winter.

Q4. We looked at the two groups and counted. The bigger number is more, the smaller number is less, and matching numbers are the same.

Q5. We found the one word that holds the topic: windy (weather), more (numbers), park (places). The other words do small jobs. The topic word does the big job.

Q6. Water falling from the sky is rain — one word says it: rainy. Snow falling is snowy. The topic word says a lot in one small word.

Q7. A weather talk uses weather words. We picked two (like cloudy and cool) and said them in a little talk, the way Mia did.

Q8. One hand has five and the other hand has five. Five and five match, so the number word is *same*.

Q9. We said a season name and one word from its part of the wheel — like winter and snowy, or spring and flowers.

Q10. The map shows four places: home, school, park, shop. After school, most of us go home — and “home” is a place word.

Q11. Foggy is about the sky and the air, so it is a weather word. We said what it means in our own words, and we said it in a sentence. That is how a new word goes into the word box.

Q12. The question asks about the weather, so the answer needs a weather word. Any weather word that matches today is right.

2D gives VC2E1LA09 in full. The topic word boxes, the weather-and-seasons work (the named example of E03) and the number and place words help children find topic words; the weather talk, the “say it with a topic word” work and the word box have them using topic-specific vocabulary when they talk about topics (E01). VC2E1LA09 . E02 is not in this book per TOC §2A, and we do not do it here.

Full stops, question marks, exclamation marks; capital letters for proper nouns

English 1 · Part 2 · 2E

Owens: VC2E1LA10 (Language) **Draws on:** VC2E1LA10.E01 · VC2E1LA10.E02 · VC2E1LA10.E03 · VC2E1LA10.E04

VC2E1LA10, word for word: “understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for proper nouns”

End marks and name capitals start here and come back in Year 2 (VC2E2LA10), with more marks for lists and titles. The marks are not new: in the year before Year 1, punctuation is a part of texts we look at (VC2EFLA07–VC2EFLA09). Here the marks get names, jobs and voices.

Teacher note. Read every line out loud to the children. They listen, say, act, point, circle and write with you. No child needs to read the words here. Start with the voice and body games, so the children hear the marks first and write them later. The questions at the end show what to look for.

What we are learning

Written words come with marks. When we write, we put words on the page. We put marks on the page too. The marks help your voice read the words the right way. All the marks together have one big name: **punctuation**.

Three marks sit at the end of a sentence. We call them **end marks**.

Our three end marks

They sit at the end of a sentence. Each one helps your voice.

full stop
The sentence is done.
Voice: stop and take a breath.
The sun is hot.

question mark
The sentence asks.
Voice: often goes up at the end.
Can you swim?

exclamation mark
Big feeling!
Voice: goes big!
Wow! What a big cake!

The three end marks and their jobs: a full stop is a dot and means stop and take a breath; a question mark is a hook with a dot and means your voice goes up; an exclamation mark is a tall line with a dot and means a big voice

- A **full stop** is a little dot. It says: *the sentence is done*. Your voice stops, and you take a breath.
- A **question mark** is a hook with a dot under it. It says: *the sentence asks*. Your voice goes up at the end.
- An **exclamation mark** is a tall line with a dot under it. It says: *big feeling!* Your voice goes big.

Three types of sentences. Sentences do three big jobs. A sentence that tells us something is a **statement**. A sentence that asks something is a **question**. A sentence that shows a big feeling is an **exclamation**. Each type has its own end mark.

Three types of sentences

What we call it

What it does

Its end mark

Look

statement

tells us something

.

The cat sits in the sun.

question

asks something

?

Can you see the moon?

exclamation

shows a big feeling

!

Wow! What a big cake!

A statement ends with a full stop. A question ends with a question mark. An exclamation ends with an exclamation mark.

A picture of three types of sentences: a statement tells us something and ends with a full stop, a question asks something and ends with a question mark, and an exclamation shows a big feeling and ends with an exclamation mark

Hear the punctuation. End marks are not only for your eyes. They are for your ears! When someone reads, the marks tell the voice what to do. The up-and-down of your voice has a big name: **intonation**. The little stops where you take a breath are **pauses**. Intonation and pauses are how we hear punctuation.

Hear the marks when you read

Mia and Sam go to the park

.

stop and take a breath

Can you see the big kite

?



voice goes up

Wow

!



big voice

The kite is so high

!



big voice

The marks tell your voice what to do.

Four lines to read with your voice: a full stop means stop and take a breath, a question mark means your voice goes up, and an exclamation mark means a big voice

Our story: The Big Kite. Here is our model story. Every sentence tells one thing — just like the sentences in 2A. Read it once with a flat voice and no stops. Then read it the way the marks say. Which one do your ears like? The marks make the story come alive!

Our story: The Big Kite

Mia and Sam go to the park

.

Can you see the big kite

?

Wow

!

The kite is so high

!

The wind is strong today

.

Up and up it goes

!

What a fun day

!

The end marks are in colour.

Our story The Big Kite: seven sentences, each with its end mark in colour — full stops, question marks and exclamation marks

- Mia and Sam go to the park. — a statement; the voice stops, and we take a breath
- Can you see the big kite? — a question; the voice goes up
- Wow! — an exclamation; a big voice
- The kite is so high! — an exclamation; a big voice
- The wind is strong today. — a statement; the voice stops, and we take a breath
- Up and up it goes! — an exclamation; a big voice
- What a fun day! — an exclamation; a big voice

Capital letters for names. Letters come in two shapes: a tall shape and a small shape. The tall shape is a **capital letter**. The small shapes are the letters we write most of the time. Names get capital letters. A word that names one person, one place, one day, one month, one festival or one holiday is a **proper noun**. In this book, that is our meaning for proper noun. Other books may use the word in a different way. Every proper noun starts with a capital letter, at the start of a sentence and in the middle of a sentence.

Proper nouns are names

Every proper noun gets a capital letter.

Names of people

Mia

Sam

Nan

Pop

Names of places

Sunnyhill

Bell Street

Hilltop School

Names of days and months

Monday

Friday

January

June

Names of festivals and holidays

Christmas

Easter

Eid

Diwali

Lunar New Year

Four groups of proper nouns: names of people, names of places, names of days and months, and names of festivals and holidays — every name starts with a capital letter

Two capital jobs. (1) The first word of every sentence starts with a capital letter — you know that one from the year before Year 1. (2) Every proper noun starts with a capital letter — that is the new job in this part.

Let's try together

Example 1 — we do it together

The teacher reads: “*The dog runs.*” Which end mark does it need?

What we do

Why

Does it tell, ask, or show a big feeling?

It tells us something.

So it is a statement.

Statements end with a full stop.

“The dog runs.”

A full stop. ✓

Example 2 — we do it together

The teacher reads “*Can you see the moon?*” with a voice that goes up at the end. Which end mark do you hear?

What we do

Why

Listen to the voice.

It goes up at the end.

Does it tell, ask, or show a big feeling?

It asks something. It is a question.

A question ends with a **question mark**.

✓

Example 3 — we do it together

The teacher reads: “*Nan and Pop go to Sunnyhill on Monday.*” Which words are proper nouns?

Word	What does it name?	Proper noun?
Nan	one person	yes — capital N
and	not a name	no
Pop	one person	yes — capital P
Sunnyhill	one place	yes — capital S
Monday	one day	yes — capital M

Example 4 — you have a go

Look at the four lines with no capitals and no end marks. For each line: say the capital letters it needs, and say the end mark that goes in the box.

What is missing?

No end marks. No capital letters. Can you fix it?

mia and sam go to the park

can you see the big kite

wow

the kite is so high

Say the missing marks: full stop · question mark · exclamation mark

Say the missing capitals too: names, and the first word of each sentence.

Four sentences with no capital letters and no end marks, each with a box for the missing mark: mia and sam go to the park, can you see the big kite, wow, the kite is so high

Then check together:

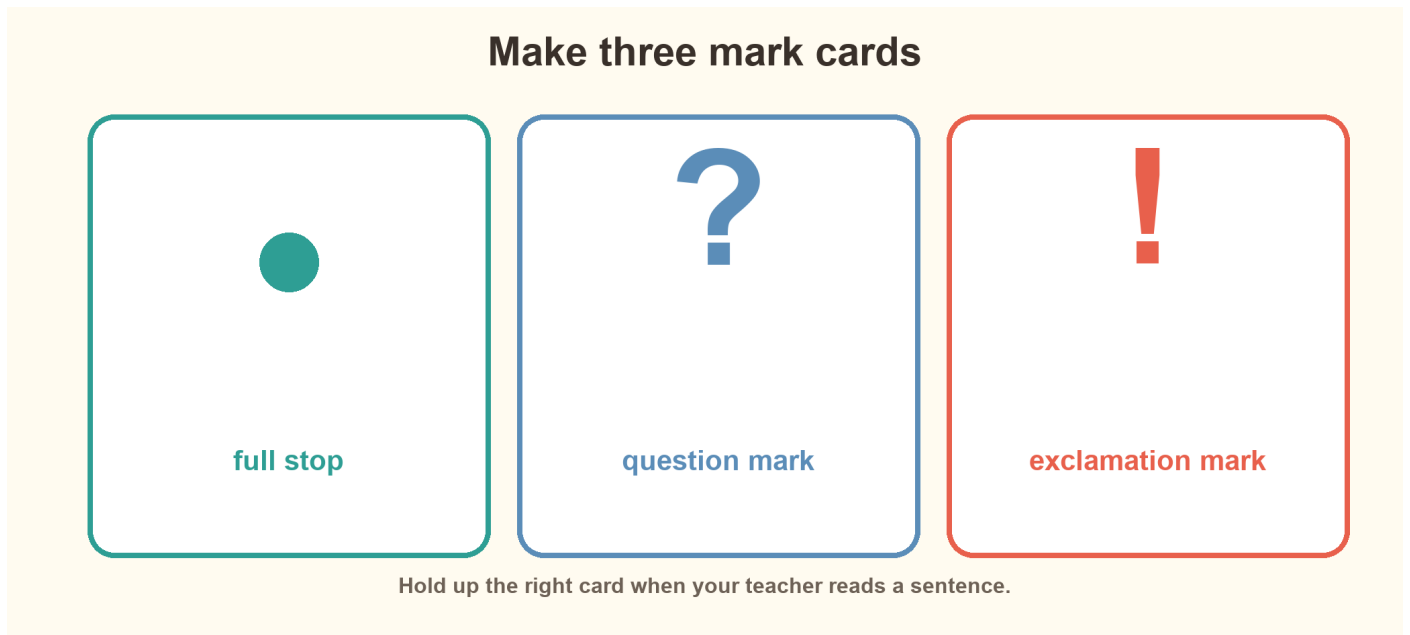
- **Mia** and **Sam** go to the park. — a statement
- **Can** you see the big kite? — a question
- **Wow!** — an exclamation
- **The** kite is so high! — an exclamation

Have a go

Teacher note. Read each question out loud. Children answer by talking, pointing, acting or writing. Answers are at the end of this part.

With help

Q1. The mark-card game. Make three cards like the ones in the picture. Your teacher reads each sentence. Hold up the card for each end mark you hear.



Three mark cards to make and hold up: a full stop card, a question mark card and an exclamation mark card

- (a) “The cat sits in the sun.”
- (b) “Can you swim?”
- (c) “Wow! What a big cake!”
- (d) “I love the zoo.”
- (e) “Where is my hat?”
- (f) “Hooray! What a fun party!”

Q2. The voice-and-body game. Your teacher reads each sentence. Read it back with the right voice AND the right body, like in the picture.

Read it with your voice and your body

	full stop	voice: stop	body: tap the table and take a breath	
	question mark	voice: goes up	body: hands up	
	exclamation mark	voice: goes big	body: a big jump	

What your voice and body do for each end mark: a full stop means stop, tap and take a breath; a question mark means your voice goes up and hands up; an exclamation mark means a big voice and a big jump

- (a) “The wind is strong today.”
- (b) “Can you see the big kite?”
- (c) “The kite is so high!”

Q3. Which mark fits? Your teacher reads each sentence. Say the end mark it needs, and say why.

- (a) “The bus is red.”
- (b) “Do you like frogs?”
- (c) “Oh no! My cup drops!”
- (d) “Nan makes the best cake.”
- (e) “Can Pop hop?”
- (f) “Yay! We win!”

Q4. Fix the story. Look again at the four lines with no capitals and no end marks (Example 4). Say all the missing capitals and marks. Then write line 1 the right way.

On your own

Q5. Word-card sorting. Look at the twelve word cards. Put them into two groups: names (proper nouns) and not-names. Then put the names into the four name groups from our proper noun picture.

Word cards for sorting

Names (proper nouns) — or not names?

Mia	dog	Monday	park
Sunnyhill	cat	June	Christmas
cup	Nan	beach	Easter

Sort them into two groups. Then put the names into the four name groups.

Twelve word cards for sorting: Mia, dog, Monday, park, Sunnyhill, cat, June, Christmas, cup, Nan, beach, Easter — some are names and some are not

Q6. Capital hunt. Your teacher reads this with no capital letters. Every time you hear a word that needs a capital letter, put up your hand and say the word.

“rex the dog runs to the beach on sunday. can rex swim? hooray! rex loves the sea.”

Q7. Write a statement and a question about the park. Put the right end mark on each one. If writing is hard today, say them out loud and your teacher writes them.

Q8. Write an exclamation for each one — with a big feeling and a matching face!

- (a) You see a huge dinosaur in the playground.
- (b) Your new bike is red and shiny.
- (c) Nan makes the best cake of all.

Q9. Capital fix. These names lost their capital letters. Write each name again with its capital letter.

These names lost their capital letters!

Write each name again with its capital letter.

mia	→	Mia
sunnyhill	→	Sunnyhill
monday	→	Monday
christmas	→	Christmas
easter	→	Easter

Five names written with small letters, and each name written again with its capital letter: Mia, Sunnyhill, Monday, Christmas, Easter

Q10. My name book. Make a little book with four pages: my name, my street or town, my birthday month, and a festival I love. Write each one with a capital letter, and draw a picture for each page.

Answers

Q1. (a) full stop; (b) question mark; (c) exclamation mark, exclamation mark; (d) full stop; (e) question mark; (f) exclamation mark, exclamation mark. **Q2.** (a) full stop — voice stops, tap the table, take a breath; (b) question mark — voice goes up, hands up; (c) exclamation mark — big voice, a big jump. **Q3.** (a) full stop — it tells us something; (b) question mark — it asks; (c) exclamation mark — “Oh no!” is a big feeling; (d) full stop — it tells us something; (e) question mark — it asks; (f) exclamation mark — “Yay!” is a big feeling. **Q4.** Capitals: Mia, Sam, Can, Wow, The. Marks: full stop, question mark, exclamation mark, exclamation mark. Line 1 written the right way: “Mia and Sam go to the park.” **Q5.** Names: Mia, Monday, Sunnyhill, June, Christmas, Nan, Easter. Not-names: dog, park, cat, cup, beach. Name groups — people: Mia, Nan; places: Sunnyhill; days and months: Monday, June; festivals and holidays: Christmas, Easter. **Q6.** **Rex** (every time — it is a name), **Sunday**, and the first word of each sentence: **Can**, **Hooray**. “Rex” is a name AND the start of a sentence — one capital does both jobs. **Q7.** One good answer: statement — “The park is fun.” question — “Can we play?” Answers will be different. Look for a full stop on the statement and a question mark on the question. **Q8.** One good answer: (a) “Wow! A huge dinosaur!” (b) “Hooray! I love it!” (c) “Yay! The best cake!” Answers will be different — and that is great. **Q9.** Mia, Sunnyhill, Monday, Christmas, Easter. **Q10.** Answers will be different. Look for a capital letter at the start of every name: the child’s own name, a street or town, a month, and a festival.

How we worked it out

Q1. We listened for the job of each sentence. Tells something — full stop. Asks — question mark. Big feeling — exclamation mark. Two-card answers mean two sentences, so two end marks to hear.

Q2. Each mark has a voice and a body. A full stop stops the voice, so we tap and take a breath. A question mark lifts the voice, so our hands go up. An exclamation mark makes the voice big, so we jump.

Q3. We asked: does it tell, ask, or show a big feeling? Tell → statement → full stop. Ask → question → question mark. Big feeling → exclamation → exclamation mark.

Q4. Names always start with a capital letter: Mia, Sam, and names like Rex too. The first word of every sentence starts with a capital letter as well. Then the voice picks the end mark: done → full stop; asks → question mark; big feeling → exclamation mark.

Q5. A proper noun names one person, one place, one day, one month, one festival or one holiday. “dog”, “park”, “cat”, “cup” and “beach” name a kind of thing, not one name — so no capital. The names then fit the four name groups.

Q6. “rex” names one dog, so it is a proper noun and gets a capital every time. “sunday” names one day — capital. And the first word of each sentence gets a capital: “can” → “Can”, “hooray” → “Hooray”.

Q7. A statement tells, so it takes a full stop. A question asks, so it takes a question mark. The end mark must match the job.

Q8. An exclamation shows a big feeling, so it takes an exclamation mark — and a big voice and a matching face.

Q9. Every proper noun starts with a capital letter: a person (Mia), a place (Sunnyhill), a day (Monday), and festivals (Christmas, Easter).

Q10. All four things in the name book are proper nouns — one person (you!), one place, one month, one festival — so all four start with a capital letter.

Everything in VC2E1LA10 is in this part. The children hear the punctuation — the intonation and the pauses — when sentences are read (.E01); they spot the three end marks when reading (.E02); they write statements and questions with the right end mark, and exclamations for big feelings (.E03); and they use capital letters for proper nouns — names of people, places, days, months, festivals and holidays (.E04). Every model sentence tells one thing, as in 2A. The marks that go between things in a list, and capitals in titles, are Year 2 work (VC2E2LA10) and are not in this part.

English Level 1 — Chapter 2 check (C2)

Chapter check C2 · Chapter 2 — Language: sentences, words and meaning (sections 2A–2E) · 15 marks

English Level 1 (Year 1) · Victorian Curriculum 2.0

Chapter coverage: Chapter 2 — the simple sentence (one clause, one event or idea); naming, doing and describing words; how images and sound add to meaning; words across the curriculum; boundary punctuation and capital letters for names.

Content descriptions assessed:

- VC2E1LA06 — understand that a simple sentence consists of a single independent clause representing a single event or idea (section 2A)
- VC2E1LA07 — understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives), relationships in time and space (prepositions) and details such as when, where and how (adverbs) (section 2B)
- VC2E1LA08 — compare how images and sound in different types of texts contribute to meaning (section 2C)
- VC2E1LA09 — recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas (section 2D)
- VC2E1LA10 — understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for proper nouns (section 2E)

Marks and structure: 15 marks over 14 items — **Sitting 1:** items 1–8 (8 marks) · **Sitting 2:** items 9–14 (7 marks).

Timing: untimed. No time pressure at all. Guidance: about 8–10 minutes per sitting, once the teacher has read the stems aloud (about 1 minute per mark).

Permitted materials: none needed. At Level 1 the aids are the teacher’s voice and the pictures. Answers are given on screen.

This is a school-designed check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 1 achievement standard, not against a mark on this check.

Conditions

- The teacher reads every stem aloud. Every item also works as a listening item: the child listens, then answers on screen. Reading is not what is being checked, and the teacher will not help with answers.
- No student sits for more than 15 minutes at once. This check is given in **two sittings** (sitting 1, then sitting 2 on another day).
- There is no time limit within a sitting.

Words you need (read these with the children before starting):

- **sentence** — a sentence tells one whole thing, like *The dog runs fast.*
- **noun** — a naming word for a person, place or thing, like *teacher, school, hat*
- **verb** — a doing word, like *run, sing, jump*
- **adjective** — a describing word that tells about a noun, like *big, red, happy*
- **capital letter** — the big letter, like **N** in *Nina*
- **full stop** (.) — the mark at the end of a telling sentence
- **question mark** (?) — the mark at the end of a question
- **exclamation mark** (!) — the mark that shows a big feeling

Sitting 1 — items 1–8 (8 marks)

Item 1 — Make a sentence. Put the words in the right order. [1 mark]

The teacher reads the four words aloud. Put them in the right order to make one sentence.

Words: **fast** · **dog** · **The** · **runs**

The sentence: _____ .

Item 2 — Make a sentence. Put the words in the right order. [1 mark]

The teacher reads the four words aloud. Put them in the right order to make one sentence.

Words: **sing** · **and** · **We** · **clap**

The sentence: _____ .

Item 3 — Make a sentence. Put the words in the right order. [1 mark]

The teacher reads the five words aloud. Put them in the right order to make one sentence.

Words: **hat** · **Nina** · **red** · **a** · **has**

The sentence: _____ .

Item 4 — Which one is a complete sentence? [1 mark]

The teacher reads each one aloud.

A. The big red bus.

B. The bus stops at the gate.

C. Under the tree.

Item 5 — Which one is a complete sentence? [1 mark]

The teacher reads each one aloud.

A. Runs to the park.

B. Tom runs to the park.

C. The little dog.

Item 6 — Mark the naming words. [1 mark]

A **noun** is a naming word for a person, place or thing.

Mark all the nouns in this sentence: *The teacher has a book.*

Item 7 — Mark the doing word. [1 mark]

A **verb** is a doing word.

Mark the verb in this sentence: *The children sing a song.*

Item 8 — Mark the describing word. [1 mark]

An **adjective** is a describing word. It tells about a noun.

Mark the adjective in this sentence: *We see a big kite.*

Sitting 2 — items 9–14 (7 marks)

Item 9 — Match the caption to the picture. [1 mark]

The teacher reads each caption aloud. Match the caption to its picture. 1 mark if both matches are correct.

Caption	Picture
1. “We plant seeds in the garden.”	A. [Picture: a cat sleeping on a mat]
2. “The rain comes down on the roof.”	B. [Picture: children putting seeds into the soil in a garden] C. [Picture: rain falling on a roof]

Item 10 — The picture shows more than the words. [1 mark]

The teacher reads the text aloud.

The text says: *This is a bean seed.*

Under the text there are three pictures:

- Picture 1: [a labelled drawing showing the parts inside the seed — the seed coat and the baby plant inside]
- Picture 2: [a pot of beans on a stove]
- Picture 3: [beans on a shop shelf]

Put the picture that shows something the words do **not** say on the text.

Item 11 — Match the topic word to its picture. [2 marks]

The teacher reads each word aloud. Match the word to its picture. One mark for each correct match, up to 2 marks.

Word	Picture
1. sunny	A. [Picture: five apples in a row]
2. winter	B. [Picture: a big yellow sun in the sky]
3. five	C. [Picture: a child in a coat on a cold, rainy day]

Item 12 — Choose the right end mark. [1 mark]

The teacher reads the sentence aloud.

Choose the mark that goes at the end of this sentence: *Where is the cat ____*

- A. full stop (.)
- B. question mark (?)
- C. exclamation mark (!)

Item 13 — Type the name the right way. [1 mark]

The teacher reads the sentence aloud: “nina went to the park.”

The first word is a name. Type the name the right way. Use a capital letter.

_____ went to the park.

Item 14 — Type the end mark. [1 mark]

The teacher reads the sentence aloud.

Type the mark that goes at the end of this sentence: *Watch out ____*

End of Chapter 2 check (C2). The solutions and marking key start on the next page.

English Level 1 — Chapter 2 check (C2) — Solutions and marking key

Teacher copy · 15 marks · Keep this block with the check. The check is auto-marked on screen; this key is for the teacher's record and for paper administration.

Content descriptions assessed: VC2E1LA06 (2A), VC2E1LA07 (2B), VC2E1LA08 (2C), VC2E1LA09 (2D), VC2E1LA10 (2E) — Chapter 2.

This is the marking key for a school-designed check. It is not a VCAA instrument.

How to administer. Give the check in two sittings (items 1–8, then items 9–14 on another day). Read every stem and every word list aloud at a normal pace; repeat any item once if a child asks. The child answers on screen. No time limit. Picture support appears with every picture-based item.

Marking key

Item	Family (H5P)	CD	Answer	Mark
1	F3 Drag Text	VC2E1LA06	The dog runs fast.	1
2	F3 Drag Text	VC2E1LA06	We clap and sing. ("and" joins two words, not two clauses)	1
3	F3 Drag Text	VC2E1LA06	Nina has a red hat.	1
4	F1 Multiple Choice	VC2E1LA06	B. The bus stops at the gate. — one clause, one event; A and C are fragments (no doing word with a who-or-what).	1
5	F1 Multiple Choice	VC2E1LA06	B. Tom runs to the park. — one clause, one event; A has no who-or-what, C has no doing word.	1
6	F4 Mark the Words	VC2E1LA07	Mark teacher and book (both nouns; nothing else).	1
7	F4 Mark the Words	VC2E1LA07	Mark sing (the verb; nothing else).	1
8	F4 Mark the Words	VC2E1LA07	Mark big (the adjective; nothing else).	1
9	F5 Matching	VC2E1LA08	1→B (children planting seeds in the garden) · 2→C (rain falling on a roof). Picture A is not used. 1 mark if both matches are correct.	1
10	F8 Drag and Drop	VC2E1LA08	Drag Picture 1 — the labelled	1

Item	Family (H5P)	CD	Answer	Mark
			drawing of the parts inside the seed. The words only say <i>This is a bean seed</i> ; the diagram shows the seed coat and the baby plant inside, which the words do not say.	
11	F5 Matching	VC2E1LA09	1 sunny→B (big yellow sun) · 2 winter→C (child in a coat on a cold, rainy day) · 3 five→A (five apples in a row). 1 mark per correct match, maximum 2 marks (the item carries all three topic areas named by the row — weather, seasons, counting; the row is weighted at 2 marks).	2
12	F1 Multiple Choice	VC2E1LA10	B. question mark (?) — <i>Where is the cat?</i> is a question.	1
13	F2 Fill in the Blanks	VC2E1LA10	Nina (accepted: “Nina” with the capital N only — the capital is the point of the item)	1
14	F2 Fill in the Blanks	VC2E1LA10	! (accepted: “!” only)	1
			Total	15

CD marks on this check: VC2E1LA06 5 · VC2E1LA07 3 · VC2E1LA08 2 · VC2E1LA09 2 · VC2E1LA10 3 — as scheduled in TOC §7.3 (15 marks).

Exemplar and model answers — construction items (P2)

Items 1–3 (drag-text, sentence order). The model answers are the three simple sentences above. Each is a single independent clause — one event, with a who-or-what (*the dog*; *we*; *Nina*) and a happening (*runs*; *clap and sing*; *has*), exactly the shape taught in section 2A. Model reading for teachers: stress that the capital letter starts the sentence and the full stop ends it; the full stop is given in the item frame so the child is ordering words only. Varied contexts: an outdoor play event, a class music action, and a belonging description.

Item 13 (cloze, capital letter). Model sentence: *Nina went to the park*. Names take a capital letter (VC2E1LA10.E03–.E04). The platform key is case-sensitive by design: lower-case *nina* is recorded as not yet correct, because the item is checking the capital.

Item 14 (cloze, boundary mark). Model sentence: *Watch out!* An exclamation mark shows a big feeling or a strong call (VC2E1LA10.E03). The accepted answer list is fixed at ! only — a full stop would change the meaning to a calm telling.

Per-item content-description mapping

Item	CD	Elaborations drawn on
1–3	VC2E1LA06	.E01 (participant + process in a single clause), .E02 (answers “What is happening?” and “Who or what is involved?”)
4–5	VC2E1LA06	.E01 (a simple sentence represents a single event or idea; fragments do not)
6–8	VC2E1LA07	.E01 (nouns, verbs and adjectives in a context sentence)
9	VC2E1LA08	.E01 (an image matched to its subject in the words)
10	VC2E1LA08	.E03 (an image conveys meaning not included in the written text — a labelled diagram of a seed’s parts)
11	VC2E1LA09	.E01, .E03 (topic vocabulary: weather and seasons words, counting words)
12	VC2E1LA10	.E02, .E03 (identifying boundary punctuation; matching the mark to the sentence)
13	VC2E1LA10	.E03, .E04 (capital letters for names)
14	VC2E1LA10	.E02, .E03 (writing the right boundary mark)

Exclusions honoured: VC2E1LA09.E02 is excluded per TOC §2A (no Aboriginal and Torres Strait Islander content) and is not drawn on; audits report it ACCEPTED. The item draws the retained weather-and-seasons elaboration (.E03) instead.

Level discipline check (TOC §6): every sentence on this check is a simple sentence; *and* joins words only (item 2); no commas in lists; no noun groups or verb-group metalanguage; boundary punctuation only. Compound sentences remain a Level 2 outcome (VC2E2LA06).

Sourcing: all sentences, captions and picture descriptions are original compositions written for this book (TOC D7, §6; P5). No published text is reproduced.

End of C2 solutions. This block is removable as a whole page unit (L1).