

English Level 2

Chapter 1 — Language: interacting with others and how texts are organised

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Language choices vary: context, roles and greetings

English 2 · Chapter 1 · 1A

Owens: VC2E2LA01 (Language — Language for interacting with others) **Draws on:** VC2E2LA01.E01 · VC2E2LA01.E03 (VC2E2LA01.E02 is not here — TOC §2A)

VC2E2LA01, word for word: “*explore how interpersonal language choices vary depending on the context, including the different roles taken on in interactions*”

Picking words for people starts here and comes back in 4A (VC2E2LY01) and 4B (VC2E2LY02).

Teacher note. Read every line out loud to the children. They listen, talk, act, sort and write a little. No child needs to read this part to join in. You can do the story, the sort, the table and the game one by one, in the way you like best. The questions at the end show what to look for.

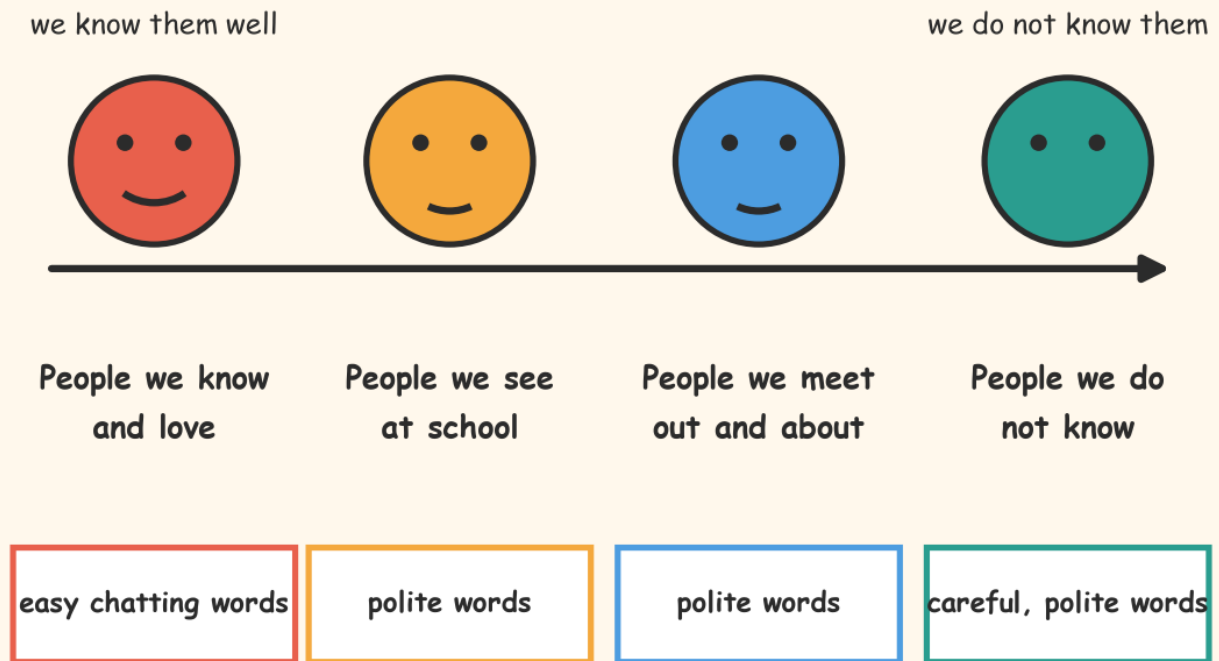
What we are learning

Our words are choices. Every day, you talk with people. You say hello. You ask for things. You say thank you. All of these words are choices — and the choices can change.

The words we pick can change with:

- **where we are** — at home, in class, at the shops;
- **who we talk to** — a friend, a teacher, a baby;
- **how well we know them** — our best friend, or someone we just met.

How well do we know them?



Our words can change as we go along the line.

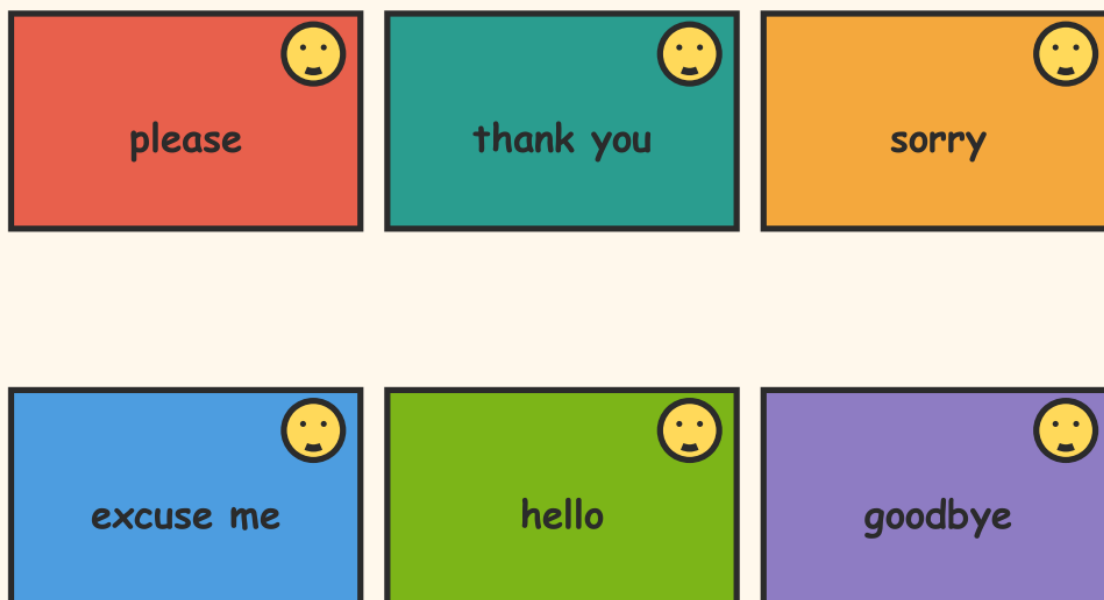
A line with four stops. It goes from people we know and love, to people we meet, to people we do not know.

This line shows how well we know people. Our words often change as we go along the line. With people we know and love, we use easy chatting words. With people we do not know, we use careful, polite words.

Greetings. A **greeting** is a word or an action we use when we meet someone. “Hello!” is a greeting. “Hi!” is a greeting. A wave is a greeting too. Different families and different places have different greetings. All of them are good.

Polite words. **Polite** words show that we care about other people. “Please”, “thank you”, “sorry” and “excuse me” are polite words. Polite words help people feel good.

Our polite word kit



Polite words show that we care.

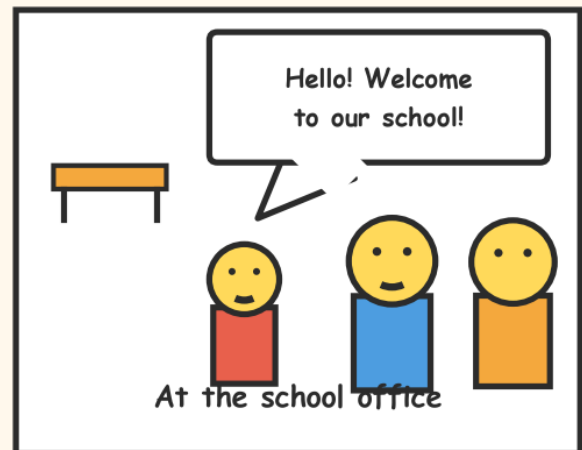
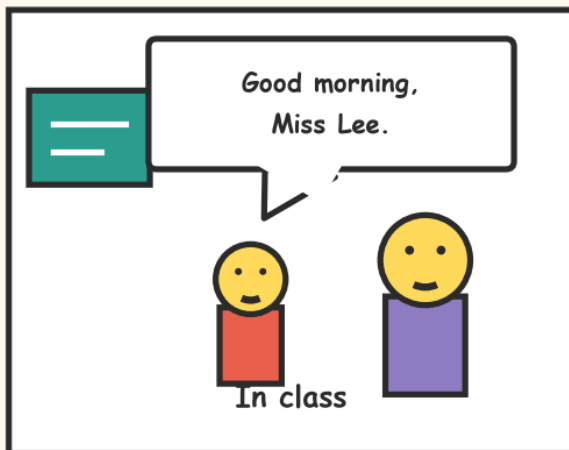
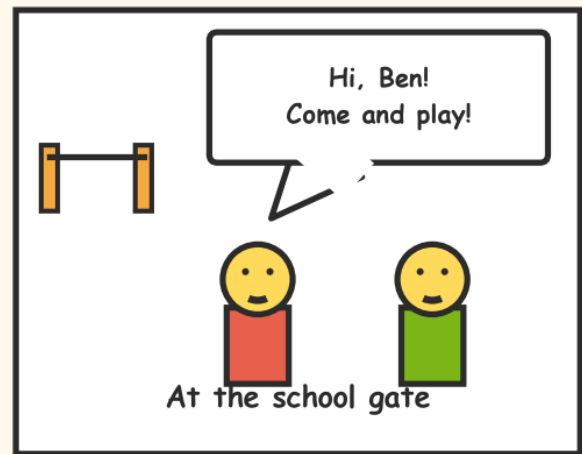
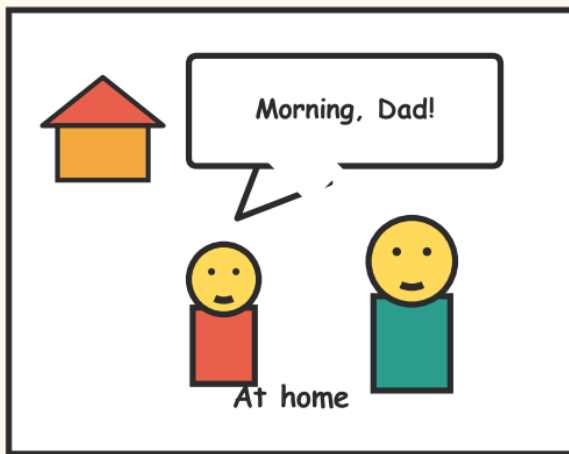
A kit of polite words: please, thank you, sorry, excuse me, hello and goodbye.

Our story: Mai and the Big Hello Day. Now we will read a story. It is about Mai and her busy day of hellos. Listen to the words Mai uses. Watch for how her words change.

Teacher note. Read the story out loud. The children listen, look at the pictures, and can say the greetings with you.

1. At home, Mai sees Dad. “Morning, Dad!” says Mai. “Morning, Mai! Have a good day!” says Dad.
2. At the school gate, Mai sees her friend Ben. “Hi, Ben! Come and play!” says Mai. “Hey, Mai! Yes!” says Ben.
3. In class, Mai sees Miss Lee. “Good morning, Miss Lee,” says Mai. “Good morning, Mai. Come in, please,” says Miss Lee.
4. At the school office, Mai sees Mrs Chen. “Hello, Mrs Chen. Here is my note,” says Mai. “Thank you, Mai,” says Mrs Chen.
5. A visitor comes to the school. “Hello! Welcome to our school!” says Mai.

Mai and the Big Hello Day



Four pictures of Mai saying hello to Dad, Ben, Miss Lee and Mrs Chen, and to a visitor at school.

We talk about the story.

- Mai talks to lots of people. Does she use the same words every time? (No!)
- What does Mai say to Dad? What does she say to Miss Lee?
- Why do her words change? Listen for: Dad is family, and Mai knows him well. Miss Lee is the teacher, and the place is class. The words go with the person and the place.

We try together

Example 1 — we do it together

The class sorts one greeting card. The card says: “*Good afternoon, Miss Lee.*” Which box does it go in — people we know and love, or people we meet at school and out and about?

What we do

Who is it for?

Do we live with Miss Lee? Are we family?

We meet Miss Lee at school.

Why

Miss Lee — the teacher at our school.

No. So it is not the home box.

The card goes in the school box. ✓

Example 2 — we do it together

Mai wants to play. She asks in two ways. Look at the picture.

The same ask, two ways

with a friend

Ben!
Come and play!



with a teacher

Excuse me, Miss Lee.
Can I play, please?



Mai wants to play. The ask is the same — the words change.

Two speech bubbles. With Ben, Mai says “Ben! Come and play!”. With Miss Lee, Mai says “Excuse me, Miss Lee. Can I play, please?”.

What we do

Look at the words with Ben.

Look at the words with Miss Lee.

The ask is the same. The words are not.

Why

“Ben! Come and play!” — short, fun, chatting words for a friend.

“Excuse me” and “please” — polite words for a teacher.

Mai picks words to go with the person. ✓

Example 3 — we do it together

Sam wants the swing. He says, “*Move! I want the swing!*” His face is cross. How do those words land with his friend? Not so good. Can we fix them?

What we do	Why
What does Sam want?	A turn on the swing.
Are the words polite?	No. No “please”. A cross voice.
Fix the words.	“Can I have a turn, please?”
The ask is the same. The words are kind now.	Polite words help our friends feel good. ✓

Example 4 — you have a go

A new child comes to your class. You want to be friendly.

1. What do you say to the new child?
2. Why did you pick those words?

Have a go

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

With help

Q1. Sort the greetings. Draw a line from each card to the right box. Then say each greeting out loud.

Sort the greetings

Hey, Dad!	Good morning, Miss Lee.	Morning, Grandma!	Hello, Mrs Chen.
Hi, Ben! Play with me!	Good afternoon, Mr Wu.	Hello. My name is Mai.	Yo! Come here!

People we know
and love

People we meet at school
and out and about

Draw a line from each card to its box. Say each greeting out loud.

Eight greeting cards to sort into two boxes: people we know and love, and people we meet at school and out and about.

Q2. Words for places. Some words are in the table. Fill in the blanks. Say each one out loud, then write it.

Words for places

	at home	at school	at the shops
Say hello		Good morning, Miss Lee.	Hello!
Ask for a thing	Can I have some water, please?		Can I have an apple, please?
Say thanks	Thanks, Dad!	Thank you, Miss Lee.	
Say sorry	Sorry, Mum.		Sorry, excuse me.

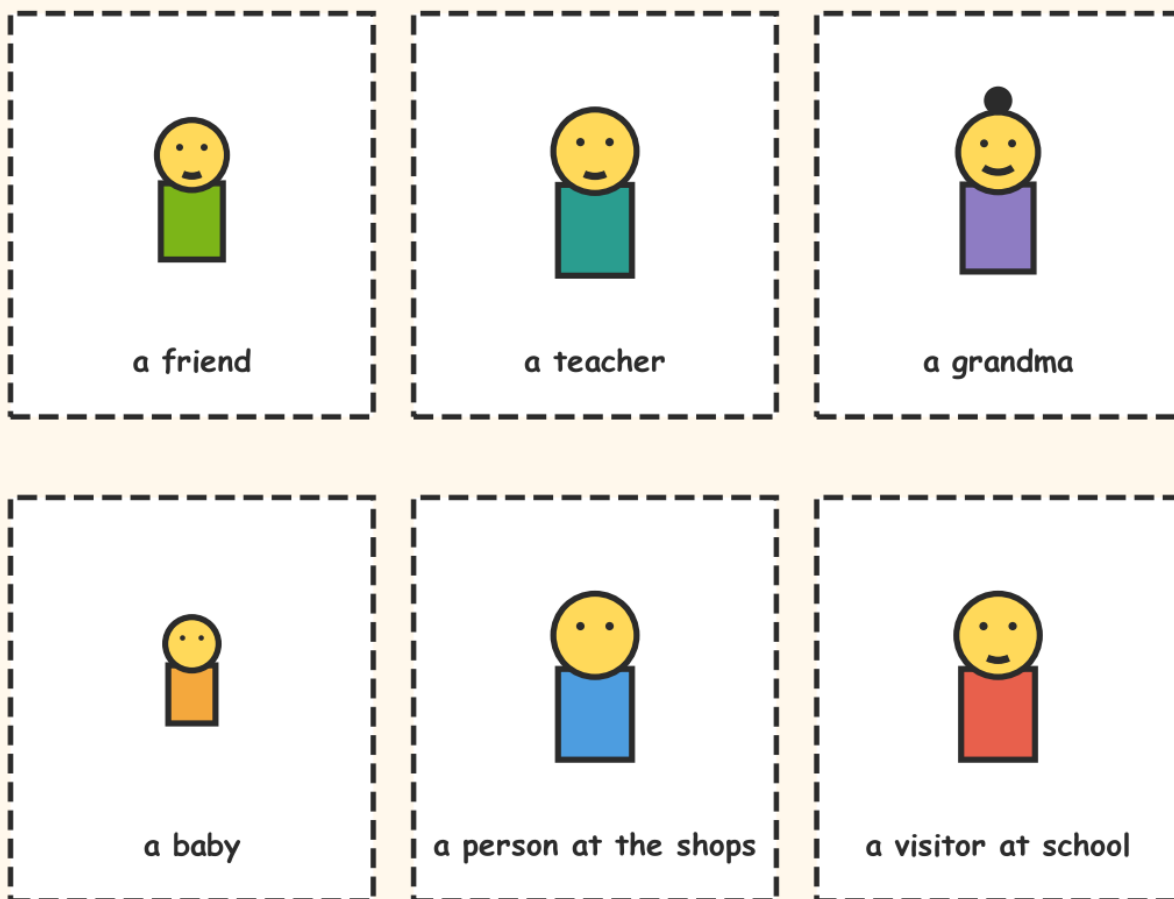
Say each one out loud. Then fill in the blanks.

A table of words for saying hello, asking for a thing, saying thanks and saying sorry — at home, at school and at the shops.

Q3. The people game. Play with a friend.

The people game

Cut out the cards. Do not show your card.



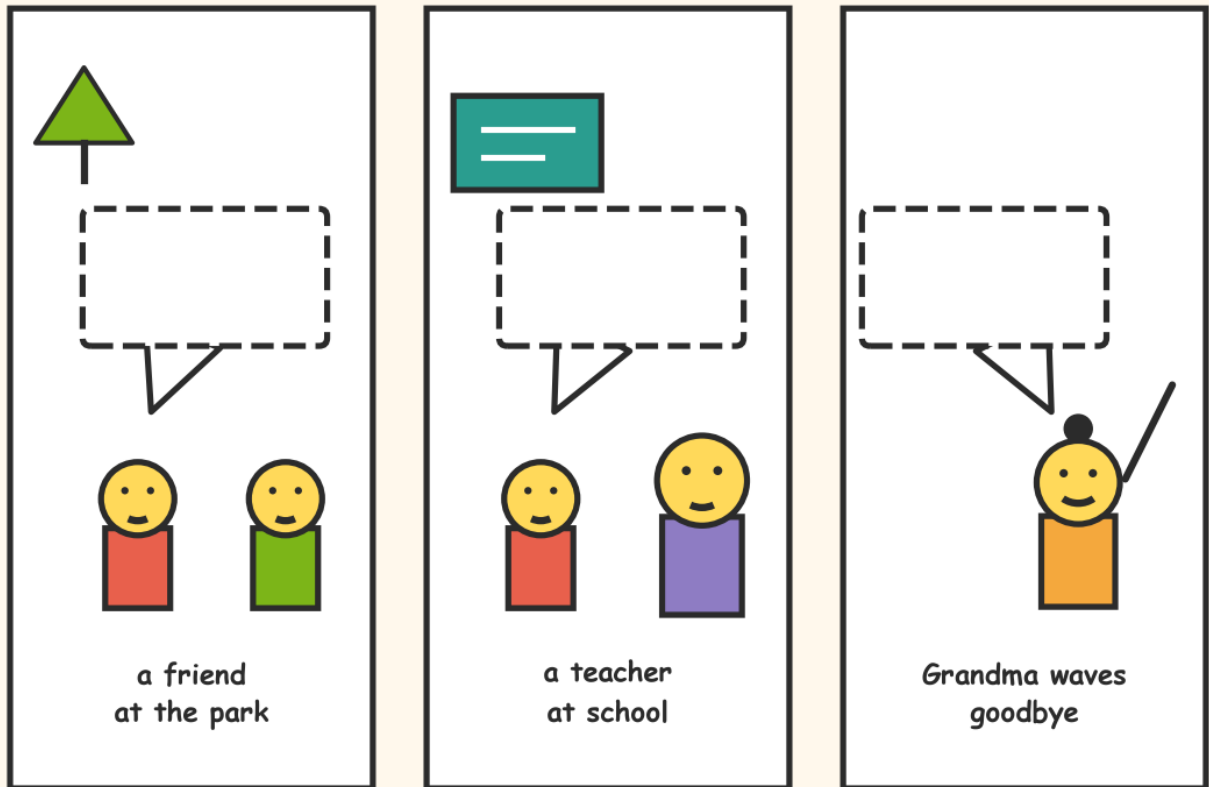
Six people cards for the greeting game: a friend, a teacher, a grandma, a baby, a person at the shops and a visitor at school.

- Cut out the six cards.
- Pick a card. Do not show it to your friend.
- Say hello to your friend as that person. Use the words you would say to that person.
- Your friend guesses who it is. Then swap and go again.

On your own

Q4. Finish the speech bubbles. Write the words in each bubble.

Finish the speech bubbles



Three pictures with empty speech bubbles to fill in: a friend at the park, a teacher at school, and Grandma waving goodbye.

- (a) You see your friend at the park. What do you say?
- (b) You need help at school. What do you say to your teacher?
- (c) It is time to go home. Grandma waves goodbye. What do you say to Grandma?

Q5. Pick the polite words. Look at the polite word kit in this part. Circle the polite words:

please · grab · thank you · hey you · sorry · push in

Now use one polite word to finish this: You bump into a friend. You say, “_____”.

Q6. Fix it up, and say why. Ben wants to play on the slide. He says to his friend, “Move! I want to play!”

- (a) How does his friend feel?
- (b) What could Ben say? Write better words for Ben.
- (c) Why are polite words better? Tell a friend.

Answers

Q1. People we know and love: “Hey, Dad!” · “Morning, Grandma!” · “Hi, Ben! Play with me!”. People we meet at school and out and about: “Good morning, Miss Lee.” · “Hello, Mrs Chen.” · “Good afternoon, Mr Wu.” · “Hello. My name is Mai.”. “Yo! Come here!” is a chatting greeting — it fits people we know and love. Some greetings can fit both boxes; listen for a reason.

Q2. Say hello: at home “Morning, Dad!” · at school “Good morning, Miss Lee.” · at the shops “Hello!”. Ask for a thing: at home “Can I have some water, please?” · at school “Can I have a pen, please?” · at the shops “Can I have an apple, please?”. Say thanks: at home “Thanks, Dad!” · at school “Thank you, Miss Lee.” · at the shops “Thank you!”. Say sorry: at home “Sorry, Mum.” · at school “Sorry, Miss Lee.” · at the shops “Sorry, excuse me.”.

Q3. Any greeting that goes with the person on the card. For the baby: sounds and a wave are fine. For the visitor: “Hello! Welcome to our school!”. For the person at the shops: “Hello. Can you help me, please?”.

Q4. (a) “Hi! Come and play!” or “Hey! Race you to the slide!”. (b) “Excuse me. Can you help me, please?”. (c) “Goodbye, Grandma! Thank you for today.” or “Bye, Grandma! I love you.”.

Q5. Polite words: please, thank you, sorry. You could say: “Sorry!” or “Excuse me!”.

Q6. (a) His friend can feel sad or cross. (b) “Can I have a turn, please?” or “Can we take turns?”. (c) Polite words are better because they are kind. They help our friends feel good, and they help us get what we need without a fight.

Example 4. One way: “Hello, my name is Sam. Do you want to play with me?” — because the new child does not know anyone yet. Kind words help them feel good.

How we worked it out

Q1. We asked: who is the greeting for? If it is for family or friends — people we know and love — it goes in the home box. If it is for someone we meet at school or out and about, like a teacher or a visitor, it goes in the other box. “Miss”, “Mrs” and “Mr” are words we use for people we meet, not for family.

Q2. We picked words to go with the place and the person. At home we use easy chatting words. At school and at the shops we add polite words like “please” and “thank you”. The job is the same — hello, ask, thanks, sorry — but the words change with the place.

Q3. We thought about the person on the card. A grandma gets a warm “Hello, Grandma!”. A visitor gets “Hello! Welcome to our school!”. A friend gets a fun “Hey! Come and play!”. The greeting goes with the person.

Q4. We asked: who am I talking to, and where am I? A friend at the park gets chatting words. A teacher gets polite words like “excuse me” and “please”. Grandma at goodbye time gets a warm “Goodbye!” and a “thank you”.

Q5. Polite words show we care: please, thank you, sorry, excuse me. “Grab”, “hey you” and “push in” do not show care, so they are not polite. When we bump into someone, “Sorry!” or “Excuse me!” shows we care.

Q6. Cross words feel bad to hear. We changed the job to a polite ask: we added “Can I” and “please”. The ask is the same — the way we say it is kind now. Polite words are better because they keep our friends feeling good.

Example 4. A new child does not know anyone. A kind hello with your name tells them who you are. An ask to play tells them they can join in. Kind words at the start help the new child feel good in our class.

Everything in VC2E2LA01 is in this part. Greetings and politeness expressions are here (VC2E2LA01.E01), and how knowing someone well changes the words we pick is here (VC2E2LA01.E03) — at home and at school, with people we know and people we do not know. VC2E2LA01.E02 is not here. TOC §2A says why.

The language of appreciation: liking a text and saying why

Teacher, please read this page out loud. Every task here can be done by talking, drawing, or writing with help. No child has to read this page on their own. The two texts on this page — the story *The Little Boat* and the poem *Rain* — are original; they were made for this book, and they are the texts the tasks talk about.

Sequence for the teacher: 1 · read *What we are learning* · 2 · teach *The big idea*, Parts 1 to 4 · 3 · read *The Little Boat* and *Rain* out loud and show the cards · 4 · work through *We do it together* · 5 · send the children to *Now you try* · Q12 is the one response question for this section.

What we are learning

Code	VC2E2LA02 — Language
We learn to	explore how language can be used for appreciating texts and providing reasons for preferences
Draws on	VC2E2LA02 .E01 exploring how language is used to appreciate texts using more precise vocabulary, for example ‘I liked how the author described the setting because ...’ VC2E2LA02 .E02 exploring verbs used to express degree of preference, for example ‘liked’, ‘preferred’ and ‘enjoyed’
From last year	we said what we liked and did not like, and we said why with <i>because</i> (VC2E1LA02)
Later in this book	we share what we like about stories in 3B, and we write to say what we think in 5D
On to next year	we say why we like stories and link them to what happens to us (VC2E3LE02)

Last year we used *because* to say why we like a thing. This year we use it with **texts** — stories, poems, songs and books we read, listen to, or look at together.

The big idea

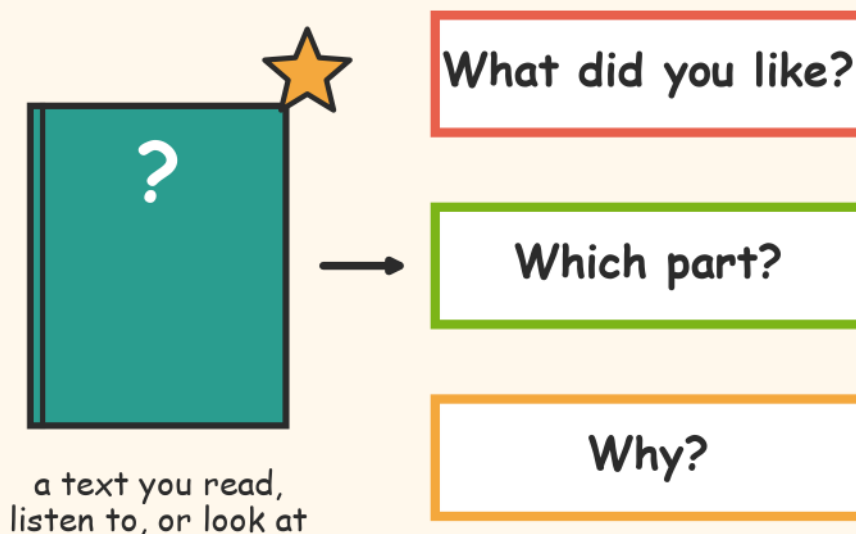
Part 1 — What does it mean to appreciate a text?

A **text** is anything with words or pictures that you can read, listen to, or look at. A book is a text. A poem is a text. A song is a text too.

To **appreciate** a text means to find the good parts and say what you liked. Saying what you liked is called **appreciation**.

It was good! is a fine start. But you can say more. You can name the part you liked, and you can say why. Then your friends can see the story through your eyes.

What does it mean to appreciate a story?



Appreciating = finding the good parts and saying what you liked.

A book with three question cards: what did you like, which part, and why

Part 2 — Liking verbs tell how you liked it

These liking words are **verbs**. A verb is a word that shows what someone does or how someone feels. Four verbs we can use are **liked**, **enjoyed**, **loved** and **preferred**.

Verb	What it tells	How you could say it
liked	it was good to you	I liked the story.
enjoyed	you had a good time with it	I enjoyed the song. Let's sing it again!
loved	you liked it a lot	I loved the poem. It is my favourite!
preferred	you had two texts, and you picked one	I liked both books, but I preferred the one about the bear.

Preference means what you pick, or what you like most. *Preferred* is the verb we use when two texts sit side by side and we pick one. Your preference can be different from your friend's preference, and that is all right.

Liking verbs

liked	enjoyed	loved	preferred
			
I liked the story.	I enjoyed the song. Let's sing it again!	I loved the poem. It is my favourite!	I liked both books, but I preferred the bear book.

loved is a big like. preferred is for choosing between two texts.

Four verb cards — liked, enjoyed, loved and preferred — each with a sentence

Part 3 — Name the part, then say why

A story has parts. When you appreciate it, you can name the part you liked:

A part of the story	What it means
a character	someone in the story, like the little boat or the star
the setting	where the story happens, like the big sea
the words	how the author tells it. The author is the person who wrote the book
the pictures	what you can see on the page
the ending	how the story finishes

Then join your reason with **because**:

It was good. → **I liked how the boat kept going because it was brave.**

The second sentence names a part (*the boat kept going*) and says why (*because it was brave*). That is appreciation!

Say more!

It was good.

*It does not say which part.
It does not say why.*



say more

I liked how the boat kept going because it was brave.

■ a liking verb ■ the part you liked ■ why - with because

A cloudy sentence changes into a clear sentence that names a part and says why

Look at this way to start a sentence:

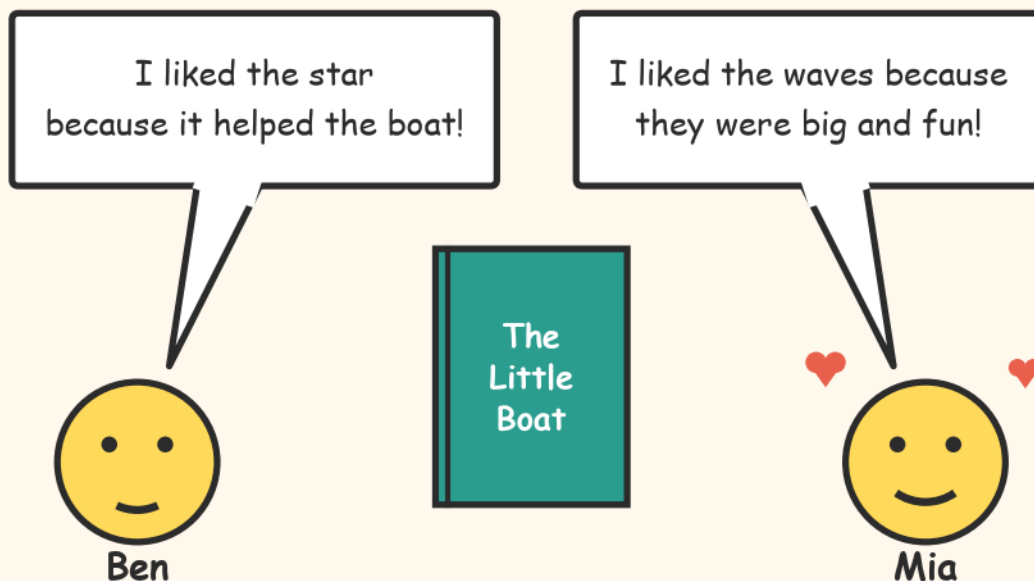
I liked how the author described the setting because ...

Described means told us about. Here it is all put together: *I liked how the author described the big, dark sea because I could see it in my head.*

Part 4 — Your liking words tell about you

When you say *I liked it*, you tell the world about **you** — about what you felt. Your friend can feel a different way about the same story. You can both be right! There is no wrong answer to *What did you like?* But when you say **why**, your friend can see what you saw. That is the fun of sharing.

Two friends, one story



Different likes - both right! Say why.

Two friends read the same story and like different parts, and both give a reason

A story to listen to

Your teacher will read this story out loud. Listen for the parts you like.

The Little Boat

This is a story about a little boat. The little boat lived by the sea. One day, the wind got strong. The waves got big. "I will go out and play," said the little boat. It went over the waves. Up and down! It went through the wind. Whoosh! Then the sky got dark. The little boat felt scared. But it kept going. On and on. Then it saw a little light. It was a star! The star showed the boat the way home. "Thank you, little star," said the little boat. Safe and warm, the little boat went to sleep.

Story time

The Little Boat

This is a story about a little boat.
The little boat lived by the sea.
One day, the wind got strong. The waves got big.
"I will go out and play," said the little boat.
It went over the waves. Up and down!
It went through the wind. Whoosh!
Then the sky got dark. The little boat felt scared.
But it kept going. On and on.
Then it saw a little light. It was a star!
The star showed the boat the way home.
"Thank you, little star," said the little boat.
Safe and warm, the little boat went to sleep.



Listen for the parts you like.

The story of The Little Boat on a reading card

A poem to listen to

Rain

Rain on the garden, pat, pat, pat. Rain on the window, tap, tap, tap. Rain on my coat, drip, drop, drip. Rain says, "Come out and jump with me!"

Poem time

Rain

Rain on the garden, pat, pat, pat.

Rain on the window, tap, tap, tap.

Rain on my coat, drip, drop, drip.

Rain says, "Come out and jump with me!"



Say it with me - pat, tap, drip, drop!

The poem Rain on a reading card

How we appreciate — a model to copy

Listen to how we can talk about *The Little Boat*. The red words are liking verbs. The green words name the part. The yellow words give the reason.

How we appreciate - a model

I enjoyed The Little Boat.

I liked how the boat kept going when the sky got dark

because it was brave.

I liked the poem Rain too. It was fun to say.

But I preferred The Little Boat **because** the end made me feel warm and glad.

 liking verb  the part I liked  my reason - with because

A model talk and a model sentence about *The Little Boat*, with the liking verb in red, the part in green and the reason in yellow

I **enjoyed** *The Little Boat*. I **liked** how the boat kept going when the sky got dark **because** it was brave. I **liked** the poem *Rain* too. It was fun to say. But I **preferred** *The Little Boat* **because** the end made me feel warm and glad.

We do it together

Example 1 — with help: find the two parts

Here is a liking sentence: *I liked the little star because it showed the way home.*

Part of the sentence	What it does
I liked the little star	It says what you liked.
because	It joins the two parts.
it showed the way home	It says why — the reason.

A liking sentence has two parts: **what** you liked, and **why**.

Example 2 — with help: say more

Sam says: *The story was nice.* How can Sam say more?

Step	What Sam does	What Sam says
1 · Pick a liking verb	liked, enjoyed, loved	I enjoyed the story.
2 · Name the part	the end, a character, the pictures	I enjoyed the story. The end made me glad.
3 · Join with because	put the two parts together	I enjoyed the story because the end made me glad.

Example 3 — with help: use preferred

Mia liked *Rain*. Mia liked *The Little Boat* more. Watch her sentence grow:

Step	What Mia says
1 · Say what you liked	I liked the poem <i>Rain</i> .
2 · Put the two texts side by side	I liked <i>Rain</i> , and I liked <i>The Little Boat</i> .
3 · Pick one with preferred	I liked <i>Rain</i> , but I preferred <i>The Little Boat</i> .
4 · Say why with because	I liked <i>Rain</i> , but I preferred <i>The Little Boat</i> because the boat was brave.

Example 4 — on your own: which sentence says more?

(a) *It was good.*

(b) *I liked the funny part because it made me laugh.*

Sentence (b) says more. It names a part and says why.

Example 5 — on your own: make your own

Pick a story your class knows. Use a starter from the picture to make a liking sentence. Say it out loud, then write it.

Make your own liking sentences

I enjoyed _____ because _____

I liked _____ , and I liked _____
but I preferred _____ because _____

I liked how _____ because _____

Word box

Liking verbs:

liked

enjoyed

loved

preferred

Parts to like:

the ending

the pictures

the words

the star

the big waves

the funny part

Three sentence starters with blank spots, and a word box of liking verbs and story parts

Now you try

With help

Q1. Sort the word cards into two groups: *liking verbs* and *other words*.

Cards: *liked · jumped · enjoyed · warm · preferred · loved · soft · played*

Q2. Listen to your teacher read *The Little Boat* again. Tick the parts you liked: the little boat · the big waves · the star · the ending. Tell a friend **why** you liked each one.

Q3. Draw a line from the liking to its reason.

What I liked	Why I liked it
I liked the star	it was fun to say.
I liked the poem <i>Rain</i>	it showed the boat the way home.
I liked the little boat	the end made me feel warm and glad.

Q4. Tick the sentence that says more.

- (a) *It was nice.*
- (b) *I liked the pictures because they were bright.*

Q5. Fill the gap with *liked*, *enjoyed* or *preferred*.

- (a) I _____ the song. I want to sing it again!
- (b) I liked both stories, but I _____ the one about the boat.

Q6. Your friend liked the part you did not like. What can you do? Pick two: listen to their reason · say “You are wrong” · ask why · say what you liked.

On your own

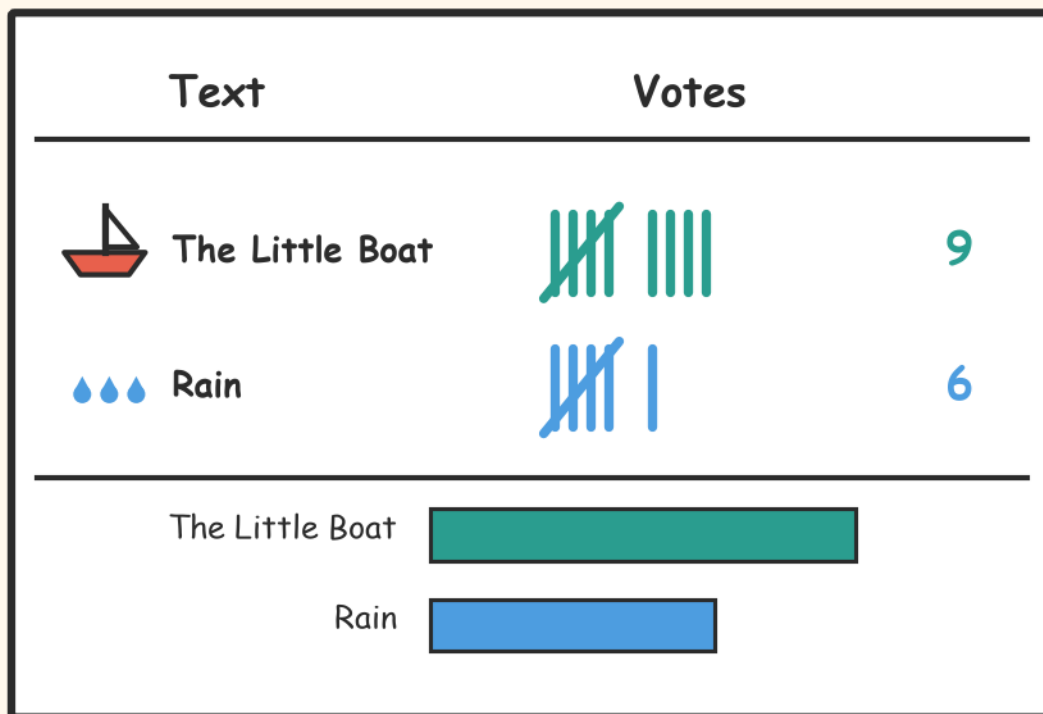
Q7. Finish the sentence, then say it out loud: *I enjoyed _____ because _____* .

Q8. Think of two stories you know. Which one do you prefer? Say: *I liked _____, and I liked _____, but I preferred _____ because _____* .

Q9. *The story was good.* Make this sentence say more. Pick a story you know. Name the part you liked, and say why.

Q10. (a) Look at the class chart. Which text got the most votes? (b) With your group, vote for your favourite of the two texts. Make your own chart.

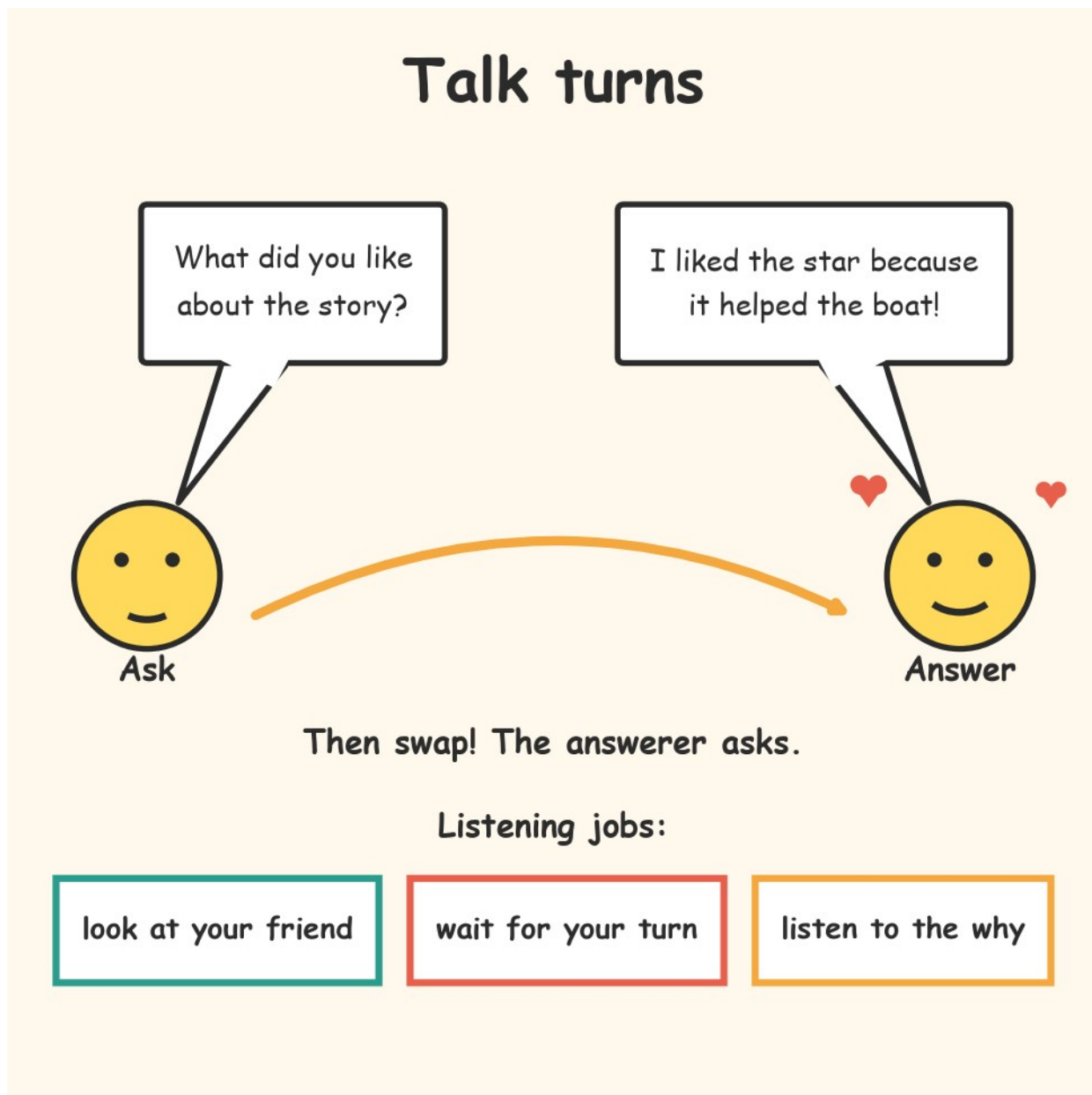
Which text did we like most?



Our class voted after story time. Can you read the chart?

A class chart showing votes for The Little Boat and Rain. The Little Boat has the most votes

Q11. Talk with a friend. Ask, “What did you like about the story?” Your friend answers with *because*. Then swap: your friend asks you. Listen when your friend talks.



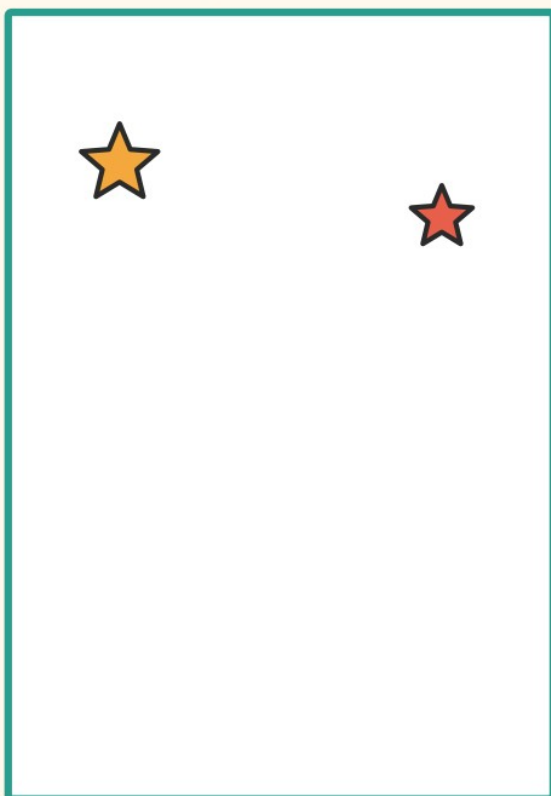
Two friends talking in turns. One asks what did you like, and one answers with because

Q12 · My turn — the response question. Think of a text you liked. It can be a story, a poem, a song, or a book from class. Draw it in the box. Then write, or say to your teacher:

The text I liked was _____. I liked it because _____. The part I liked best was _____.

My turn!

Draw your text here



Write it, or say it

The text I liked was

I liked it because

The part I liked best was

A text can be a story, a poem, a song, or a book from class.

A page with a box to draw in and lines to write on, with the words My turn at the top

Answers

Q1. Liking verbs: *liked, enjoyed, preferred, loved*. Other words: *jumped, warm, soft, played*. **Q3.** I liked the star → it showed the boat the way home. I liked the poem *Rain* → it was fun to say. I liked the little boat → the end made me feel warm and glad. **Q4.** (b). **Q5.** (a) enjoyed (liked works too); (b) preferred. **Q6.** Listen to their reason; ask why. (You can also say what you liked.) **Q10a.** *The Little Boat*. **Q2, Q7–Q9, Q10b, Q11, Q12.** Answers will be different — see *How the answers work* for what to look for.

How the answers work

There is no wrong answer to *What did you like?* A good answer has two parts: **what** you liked, and **why**. If a child gives the *what* but not the *why*, ask, “And why did you like that?”

Q1. Liking verbs tell how you liked a text: *liked, enjoyed, preferred, loved*. The other words are doing words or telling words: *jumped* and *played* are verbs too, but they do not tell how you liked a text; *warm* and *soft* tell about a thing.

Q2. Any tick is right — it is the child’s own liking. Listen for the *because*: *I liked the star because it helped the boat*.

Q3. The star showed the boat the way home, so: I liked the star → it showed the boat the way home. The poem is fun to say, so: I liked the poem *Rain* → it was fun to say. The end of the story feels warm and glad, so: I liked the little boat → the end made me feel warm and glad.

Q4. (b) — *I liked the pictures because they were bright*. It names a part and says why. Sentence (a) does not say which part, and it does not say why.

Q5. (a) *enjoyed* — you had a good time and want it again. *Liked* also works. (b) *preferred* — two stories sit side by side, and one is picked.

Q6. Listen to their reason, and ask why. Liking words tell about the person who says them — your friend can like a different part and still be right. Saying “You are wrong” is not kind, because there is no wrong answer here.

Q7. One way: *I enjoyed The Little Boat because the boat was brave*. Any text and any true reason works.

Q8. One way: *I liked Rain, and I liked The Little Boat, but I preferred The Little Boat because it had a happy end*. Any two stories work. Listen for the *because* at the end.

Q9. One way: *The story was good*. → *I liked the story because the star helped the little boat*. The new sentence names a part and says why.

Q10. (a) *The Little Boat* — nine votes. *Rain* has six. (b) One way: in a group of five, three children vote for *Rain* and two vote for *The Little Boat*. *Rain* gets the most votes in that group.

Q11. One way to talk: “What did you like about the story?” — “I liked the star because it showed the way home. What did you like?” The listener looks at the talker and waits for their turn.

Q12. One way: a child draws the little boat under the star and writes, *The text I liked was The Little Boat. I liked it because the boat kept going. The part I liked best was the end, because the boat got home safe*. What counts: the child names a text, gives a reason, and names a part. Speaking the answers to the teacher counts the same as writing them.

How different types of texts are organised for their purpose

For the teacher — where this part sits. English, Level 2 · Language · VC2E2LA03: “identify how different types of texts across the curriculum are organised differently and use language features depending on purposes”. Here we draw on VC2E2LA03.E01, VC2E2LA03.E02 and VC2E2LA03.E03.

In this part. The children identify the purpose of a text, name its type, and pick out how it is built and the features it usually has — for narratives, recounts, information reports, simple procedures, opinion texts and responses to texts (including a poem). The texts come from more than one learning area, in print and on screens. This is early Level 2: read the model texts aloud while the children look on and spot the parts with you.

Not in this part. The children identify these text types; they do not write their own texts of these types yet — that work lives in 5D. Paragraphs as a way to group writing are Level 3 (VC2E3LA04) and are not taught here. Finding your way around a text — chapters, contents, menus, links — is 1E. §2A does not touch this part of the curriculum — nothing here is left out.

Teaching plan

1. **Warm-up — one topic, three texts.** Put figure 9 up where the class can see it. Read the three snail texts aloud. Ask: are these three texts the same? The children should hear that one tells a story, one gives facts and one tells how to draw. All three are about snails — but each has a different job, so each is built in a different way. That idea is what this whole part is about.
 2. **The big idea.** Read the big-idea words below aloud. Build the word bank together, one word at a time. Show figure 1 and read each card: the name of the type, its job, and how it is built.
 3. **Walk through six model texts.** Work through worked examples 1–6. Read each model text aloud while the children look on; ask the spotting questions; point to each label in the figure as you name that part.
 4. **Practice with help.** Questions 1–7, in pairs or as a class. Question 4 is a game — children love it.
 5. **On their own.** Questions 8–12.
 6. **Talk about it.** Question 13 — each child says which type of text they like best and gives a reason. This feeds the saying-what-we-like-and-why work of 1B.
-

The big idea

Read this aloud to the class.

Every day we meet lots of texts. A **text** is anything with a message that we read, look at or listen to. A book is a text. A sign at the park is a text. An email is a text. A poem is a text too!

Texts come in different **types**. Each type has a job to do. The job of a text is its **purpose**. To tell a story. To give facts. To show how to make something. That is its purpose.

And each type is **organised** in its own way — built with different parts, in its own order. Today we are going on a text hunt. We will meet six types of texts. We will look at how each one is built, and we will think about why it is built that way.

Our word bank. These are the new words we are learning.

New word	What it means
text	anything with a message that we read, look at or listen to
type of text	a kind of text. Each type has its own job
purpose	why a text is made — its job
organised	the parts of a text are put in order, to do their job
feature	a part we keep noticing in one type of text
narrative	a text that tells a story
recount	a text that tells about things that really happened

New word

information report

procedure

opinion text

response to a text

What it means

a text that gives us facts

a text that tells how to do or make something

a text that says what someone thinks

a text that shares feelings and thoughts about a text

The six types, on one page.

Six types of texts — and their jobs

Narrative

Its job:

to tell a story

How it is built:

opening → problem → events → ending

Recount

Its job:

to tell about things that happened

How it is built:

when, where, who → events in order → ending

Information report

Its job:

to give us facts

How it is built:

heading → opening → facts in groups → picture

Procedure

Its job:

to tell how to do or make something

How it is built:

title → what you need → numbered steps

Opinion text

Its job:

to say what you think

How it is built:

what I think → reasons → said again

Response to a text

Its job:

to share feelings and thoughts about a text

How it is built:

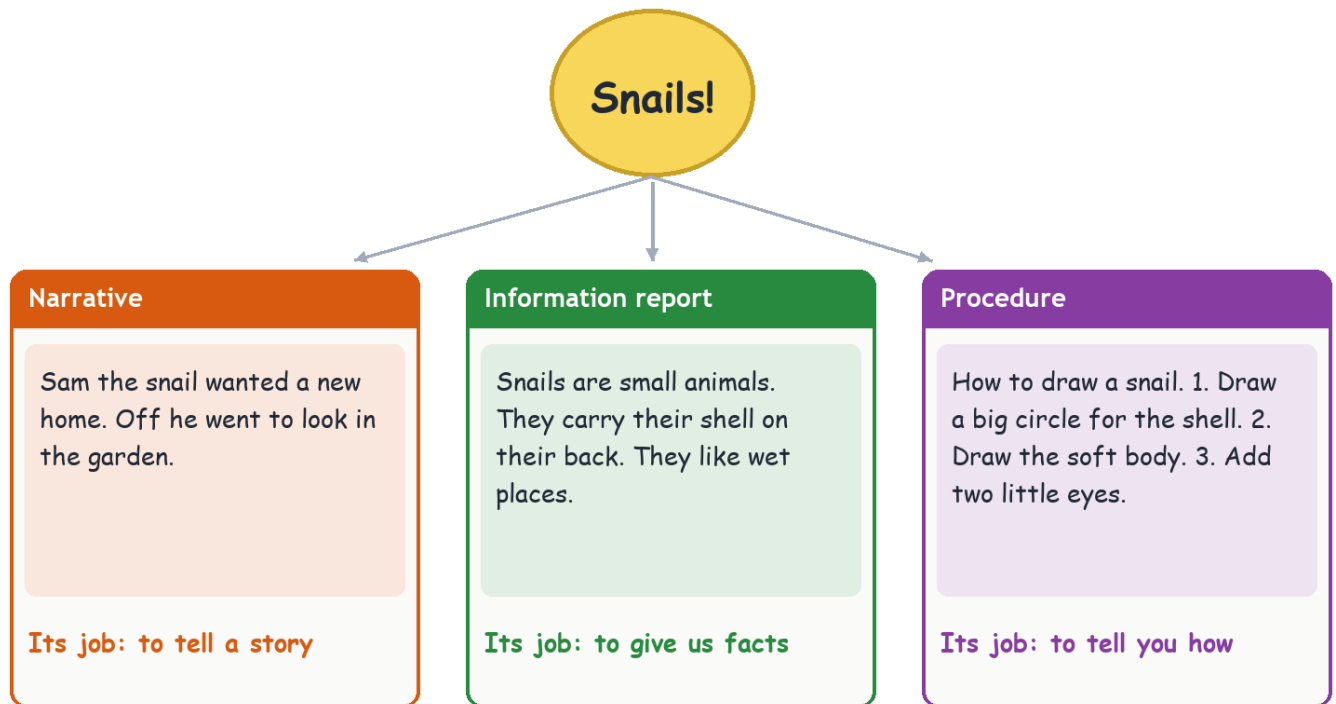
what I liked → how it made me feel → what it made me think of

Every text has a job to do. How a text is built helps it do its job.

A chart of six types of texts. Each card gives the name of the type, its job, and how it is built: narrative, recount, information report, procedure, opinion text and response to a text.

Same topic, three texts. These three texts are all about snails. But they do different jobs, so they are built in different ways.

One topic, three texts



Same topic — different jobs — built in different ways.

The word Snails sits in a yellow bubble. Three arrows point from it to three texts about snails: a story, a fact text and a how-to-draw text. Each text card names its job.

Worked examples

Example 1 — a narrative (with help)

A narrative: The Big Red Kite

one of the six types of texts



A narrative tells a story. It has an opening, a problem, events and an ending.

A model narrative called *The Big Red Kite*. Labels point to its four parts: the opening, the problem, the events and the ending.

Read the story aloud. Then spot the parts together:

- Who do we meet at the start? (*Mia.*) Where does the story happen? (*At the park.*)
- What goes wrong? (*The kite gets stuck in a tree.*) That is the **problem**.
- What happens next? (*Dad reaches up and gets the kite.*) Those are the **events**.
- How does the story end? (*All wrapped up — they fly the kite all day.*)

A **narrative** tells a story. It is built with an opening, a problem, events and an ending. That is how a story does its job.

Example 2 — a recount (with help)

A recount: Our Class Picnic

one of the six types of texts



A recount tells about things that really happened, in the order they happened.

A model recount called *Our Class Picnic*. Labels point to its opening, its events in order and its ending. The time words *first*, *next* and *then* are picked out in blue.

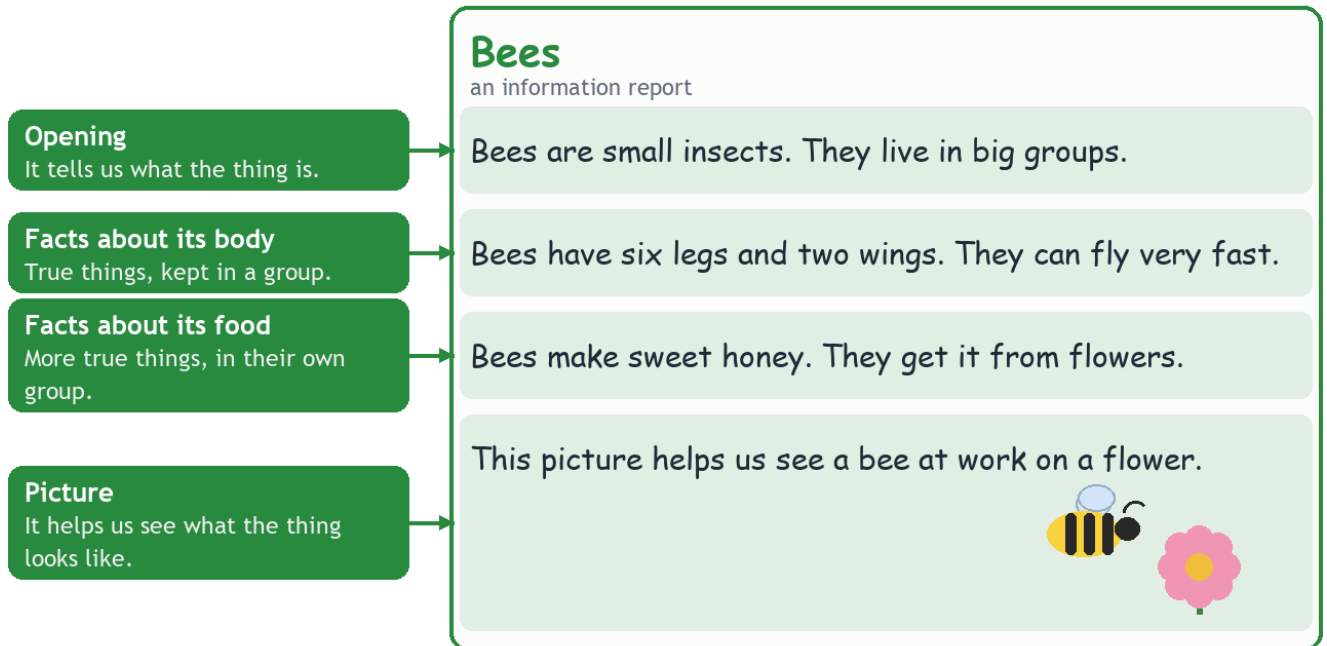
Read it aloud. Ask:

- Did this really happen, or is it made up? (*It really happened.*)
- Which little words show the order? (*First, next, then — the blue **time words**.*)
- How did the ending feel? (*It was the best day!*)

A **recount** tells about things that really happened, in the order they happened. Its opening tells when, where and who; its events go in order; its ending tells how it felt.

An information report: Bees

one of the six types of texts



An information report gives us facts about one thing.

A model information report called Bees. Labels point to its opening, two groups of facts and its picture of a bee on a flower.

Read it aloud. Ask:

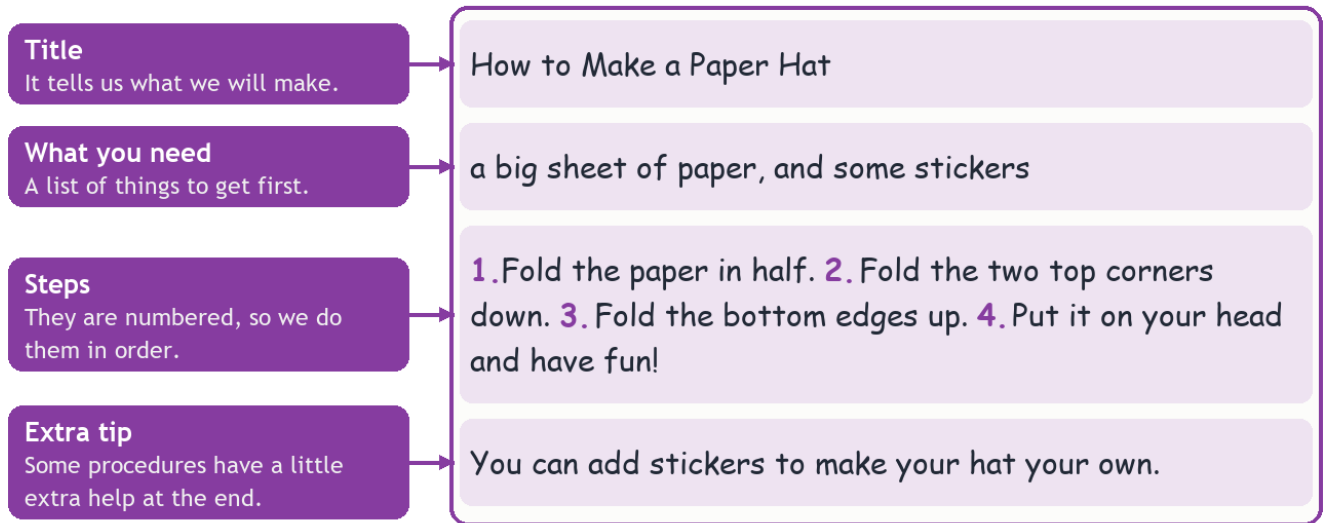
- Is this a story? (*No — it gives facts.*) Are the facts true things? (*Yes.*)
- How are the facts put together? (*Facts about the bee's body in one group, facts about its food in another group.*)
- What does the picture do? (*It helps us see what a bee looks like.*)

An **information report** gives us facts about one thing. It is built with a heading, an opening, facts kept in groups, and a picture.

Example 4 — a procedure (with help)

A procedure: How to Make a Paper Hat

one of the six types of texts



A procedure tells us how to do or make something.

A model procedure called How to Make a Paper Hat. Labels point to its title, its list of what you need, and its numbered steps.

Read it aloud. Ask:

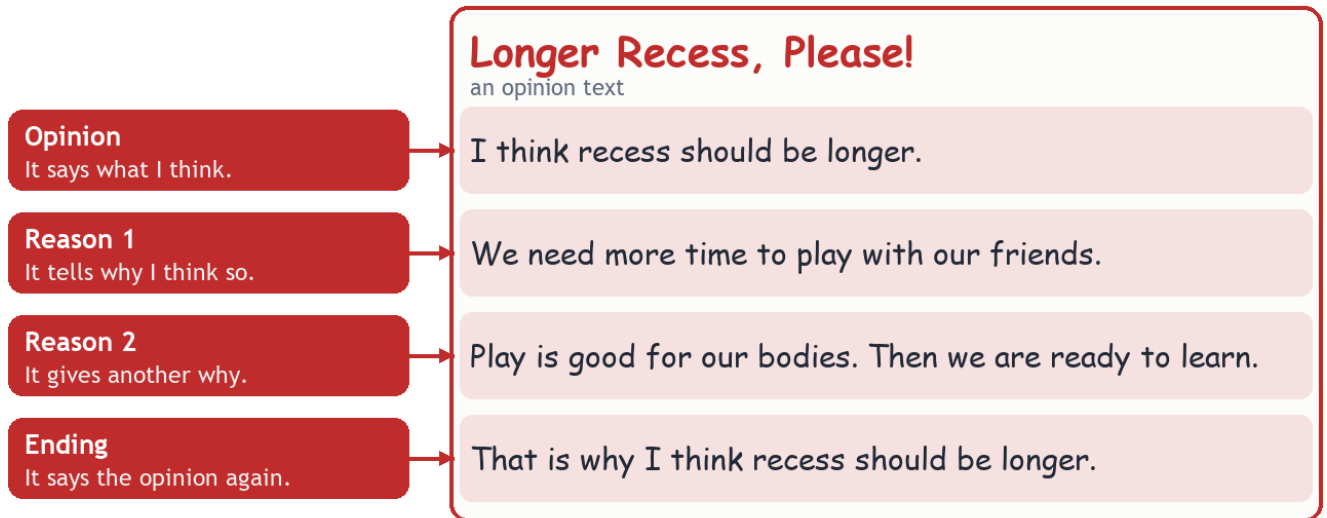
- What will we make? (*A paper hat.*) Where does the text tell us that? (*In the title.*)
- What do we need? (*Paper and stickers — there is a list.*)
- What do the numbers 1, 2, 3, 4 tell us? (*Do the steps in order.*)
- A fun one: what if we did step 4 first? (*No hat on our head yet — the order matters!*)

A **procedure** tells us how to do or make something. It is built with a title, a list of what you need, and numbered steps in order.

Example 5 — an opinion text (with help)

An opinion text: Longer Recess, Please!

one of the six types of texts



An opinion text says what you think — and tells why.

A model opinion text called *Longer Recess, Please!* Labels point to the opinion, reason 1, reason 2 and the ending that says the opinion again.

Read it aloud. Ask:

- Which sentence says what the writer thinks? (*I think recess should be longer.*)
- What are the reasons? (*More time to play. Play is good for our bodies.*)
- What does the ending do? (*It says the opinion again.*)

An **opinion text** says what you think — and tells why. It is built with the opinion, reasons, and an ending that says it again. An opinion can take different forms: it might be a poster, an email or a little book called a brochure. Same job, different shapes.

A response to a text: the poem 'My Dog'

My Dog

My dog is brown.
His name is Pip.
He runs and runs
with a skip and a hop.
He gets his ball.
He does not stop!

A poem — the text we respond to

My response

- 1 I liked this poem.
- 2 It made me smile. The dog sounds so happy!
- 3 It made me think of my cat, Mint.

- 1 what I liked
- 2 how it made me feel
- 3 what it made me think of

A response shares your feelings and thoughts about a text.

A short poem called *My Dog* next to a model response. Numbered labels show the three parts of the response: what the writer liked, how it made them feel, and what it made them think of.

Read the poem aloud — twice, because poems like to be heard twice. Then read the response and ask:

- What did the writer like? (*The poem. They say so in part 1.*)
- How did the poem make them feel? (*It made them smile.*)
- What did it make them think of? (*Their cat, Mint.*)

A **response to a text** shares your feelings and thoughts about a text you read or heard. It is built with what you liked, how it made you feel, and what it made you think of.

Practice questions

With help

Q1. Look at the paper hat text (figure 5). What type of text is it? Circle one: narrative · procedure · opinion text

Q2. Complete the sentences. Use the words in the box.

happened · order · time words

- A recount tells about things that ____.
- The events go in ____.
- We spot them with the ____ *first, next and then*.

Q3. Draw a line from each job to the type of text that does it.

The job	The type of text
tells a story	opinion text
gives us facts	narrative
tells how to make something	information report
says what you think	procedure

Q4. Look at figure 8. It is a game! Six clues sit on the left. Six name cards sit on the right, all mixed up. Each clue tells about one type of text. Draw a line from each clue to its type.

Game: guess the type of text!

Match each clue to a type of text. Draw a line from the clue to its type.

1 I tell a story with a problem and a way to fix it.	Procedure
2 I tell about things that really happened, in order.	Narrative
3 I give you facts about bees.	Response to a text
4 I have numbered steps. I tell you how to make something.	Information report
5 I say what I think, and I tell you why.	Opinion text
6 I share my feelings about a poem I read.	Recount

Each clue fits one type of text. Can you match them all?

A game called guess the type of text. Six numbered clues sit on the left and six name cards sit on the right in a mixed-up order. The job is to draw a line from each clue to its type of text.

Q5. Look at *Bees* (figure 4). Put a tick (✓) next to the true facts and a cross (✗) next to the wrong ones.

- Bees have six legs.
- Bees are big birds.
- Bees make honey.
- Bees live alone.

Q6. In *The Big Red Kite* (figure 2), what is the problem? Circle one: Mia cannot find her hat. · The kite is stuck in a tree. · It starts to rain.

Q7. These steps are in the wrong order! Number them 1 to 4.

- ☐ Fold the bottom edges up.
- ☐ Fold the paper in half.
- ☐ Put it on your head and have fun!
- ☐ Fold the two top corners down.

On your own

Q8. Read this text. What type of text is it? How do you know?

On Friday, our school had a sports day. First, we ran in races. Next, we had a rest. Then, we all got a sticker. It was so much fun!

Q9. Read this text. What type of text is it? What helped you know?

How to Plant a Bean. 1. Put soil in a cup. 2. Put the bean in the soil. 3. Add water. 4. Put the cup in the sun.

Q10. Look at figure 9. All three texts are about snails. Why are they built in different ways?

Q11. In *Longer Recess, Please!* (figure 6), find and copy the sentence that says what the writer thinks.

Q12. What are the writer's two reasons?

Q13. Talk about it. Think about the six types of texts we met today. Which one do you like best? Tell the class which one, and why. There is no one right answer — say what you like, and give a reason.

Answers

Q1. A procedure — it tells how to make something, with a list and numbered steps.

Q2. happened · order · time words.

Q3. tells a story → narrative · gives us facts → information report · tells how to make something → procedure · says what you think → opinion text.

Q4. From the top: 1 → narrative · 2 → recount · 3 → information report · 4 → procedure · 5 → opinion text · 6 → response to a text.

Q5. six legs ✓ · big birds ✗ (bees are insects, not birds) · make honey ✓ · live alone ✗ (bees live in big groups).

Q6. The kite is stuck in a tree.

Q7. From the top: 3, 1, 4, 2.

Q8. A recount. Look for: the type named, plus one clue — it tells about things that really happened, in order, with the time words *first*, *next*, *then*.

Q9. A procedure. Look for: the type named, plus one clue — numbered steps; it tells how to do or make something; the title says what we make.

Q10. They have different jobs (different purposes). One tells a story, one gives facts and one tells how to draw — so each one is built in the way that does its job.

Q11. “I think recess should be longer.”

Q12. We need more time to play with our friends; and play is good for our bodies, so we are ready to learn.

Q13. Answers will be different. One good answer: “I like narratives best, because I like to find out how the problem gets solved.” Look for: a type named and a reason — the same saying-what-we-like-and-why work as 1B.

Holding a text together: pronouns and words left out

Curriculum focus (teacher)

Section	1D · Chapter 1 — Language: interacting with others and how texts are organised
Owns	VC2E2LA04 · strand Language · sub-strand Text structure and organisation
Draws on	VC2E2LA04.E01 VC2E2LA04.E02 VC2E2LA04.E03 VC2E2LA04.E04 VC2E2LA04.E05 — none excluded (§2A does not touch this CD; all five elaborations are live)
Assumes	Level 1 word classes, incl. nouns and pronouns (VC2E1LA07); sentence-boundary punctuation (VC2E1LA10)
Hands to	Level 3 paragraph-level grouping of related information (VC2E3LA04); the pronoun review inside 5E ties back to this section

Content description (verbatim from the authority export). Students learn to:

understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred

Elaborations (verbatim, in authority order; ids carried for coverage and item linkage per D10 — not a teaching order):

id	elaboration	where it is met in this section
VC2E2LA04.E01	identifying language used to build information across a text, for example by connecting similar and dissimilar things	Modelled example 5 · Say why
VC2E2LA04.E02	mapping examples of word associations in texts, for example words that refer to the main character in a story, such as ‘Isy’, ‘she’, ‘I’, ‘sister’, ‘student’	Modelled example 2 · Figure 1d_word_web.png · Q9
VC2E2LA04.E03	tracking how a person or thing is identified through a section of a text, for example ‘eggs’, ‘they’, ‘them’	Modelled example 3 · Figure 1d_tracking.png · Q12
VC2E2LA04.E04	identifying words left out that can be inferred from the surrounding text; for example, in ‘Xanthe went to school. She had a lovely day’, ‘at school’ is inferred	Modelled example 4 · Figure 1d_left_out.png · Q6, Q10
VC2E2LA04.E05	using personal and possessive pronouns to link entities previously mentioned in the text	What we are learning · Modelled examples 1–2 · Q1–Q5, Q7–Q9, Q11 · writing episode 5

Scope (binding, from the §3 chapter notes). This section is **cohesion at Level 2 scope**: personal and possessive pronouns, and inferred omissions. **No grammatical terminology beyond the CD’s own** (“personal and possessive pronouns”) is introduced: no clause talk, no names for the omitted-word device, no paragraphing (Level 3, VC2E3LA04). Clause-level grammar belongs to Chapter 2 and Level 3. The achievement standard’s “use grammar and punctuation to create links” (Writing) is the assessed shape of this learning.

Register (D4). All student-facing text sits at or below the Yr2 vocabulary ceiling (gate: `src/_gate_1d.py`). Model texts are decodable at this level and are still introduced as teacher read-alouds first, per the house read-aloud convention for F–2; the read-aloud relaxation is an MCQ-administration rule and never touches this body text. Apostrophes (contractions and possession) are Level 3 content (VC2E3LA12) and appear nowhere in student-facing text; VCAA’s quoted elaboration wording keeps its own punctuation in teacher blocks only.

Teaching sequence (teacher)

One sequence, five episodes (about 5 × 20–30 minutes). Figures live in diagrams/; all are original.

Episode 1 — Hear the stickiness (hook). Project or read aloud the left panel of Figure `1d_repeat_smooth.png`. Ask: *what do you notice? how does it sound?* Expect children to hear the repetition of “Tom” and “the kite”. Read the right panel. Introduce the section question: *how do writers hold a text together?* Keep the terms light here — the metalanguage arrives in episode 2.

Episode 2 — Small words that stand for names (personal pronouns). Read the “What we are learning” block with the class. Define **pronoun** at first use (a word used instead of a name). Model Figure `1d_pronoun_chart.png` chorally: point, say, then children say. Run Modelled examples 1 and 2 as shared reading: you read the text, the class hunts the standing-for words. Think aloud: *“I read ‘She’. Who is ‘she’? I look back — Mia. ‘She’ stands for Mia.”*

Episode 3 — Belonging words (possessive pronouns). Define **possessive pronoun** (a pronoun that shows who owns something) with Figure `1d_possessive_chart.png`. Quick oral warm-up: touch a classroom object and elicit “my pencil”, “your book”, “her ruler”. Re-run the thinking from episode 2 on possessives: *whose is it? how do you know?*

Episode 4 — Tracking and words left out. Modelled example 3 (Figure `1d_tracking.png`): track one thing through a short text. Then Modelled example 4 (Figure `1d_left_out.png`): VCAA’s own ‘Xanthe went to school’ case — ask *where did she have a lovely day?* and let the class supply the missing words from context; name the move as *working it out from what came before*. Say why it matters: the writer left the words out because we can work them out — that is part of holding the text together too.

Episode 5 — Children use it (write). Children write 2–3 sentences about a person or pet they know. Success criteria on the board (Figure `1d_summary_poster.png`): use a name first, then pronouns; use a belonging word; leave out a word the reader can work out. Share aloud; the listening class identifies the pronouns and the left-out word. Scaffolded practice (Q1–Q6) suits same-day consolidation; unscaffolded (Q7–Q12) and the Say why prompt suit the following day.

Differentiation notes. Emerging readers: keep to the oral and picture-supported tasks (Q1–Q4, the figures). Extend confident readers with Q9 and the Say why prompt, and by adding a second character to their writing so a pronoun choice becomes necessary (“he” vs “she” both live in the text).

What we are learning

Have you read a story that says the same name again and again and again? It can feel sticky!

Writers have ways to **hold a text together** so it reads well. We will learn two big ways.

Way 1: small words that stand for names. A **pronoun** is a word we use instead of a name or a thing.

- **Personal pronouns** stand for people and things. They are: **I, you, he, she, it, we, they.**

Personal pronouns

small words that stand for people and things

I you he she it we they

he

for a boy or man

He kicks the ball.

she

for a girl or woman

She runs fast.

it

for a thing or animal

It is round and red.

we

me and other people

We play at the park.

they

other people or things

They ride bikes.

you

the person I talk to

You can see the bird.

I

me

I like the sun.

A pronoun stands for a name!

We say the name first. Then we can use these small words.

Chart of personal pronouns with a short example for each one

- **Possessive pronouns** show who owns a thing. They are: **my, your, his, her, its, our, their** — and **mine, yours, hers, ours, theirs**.

Possessive pronouns

words that show who owns a thing

my my hat	your your bag	his his ball	her her bike	its its bone	our our school	their their toys
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These ones stand on their own:

mine The hat is mine.	yours The bag is yours.	his The ball is his.	hers The bike is hers.	ours The school is ours.	theirs The toys are theirs.
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the hat belongs to me → the hat is mine

belongs to = owns

Chart of possessive pronouns with a short example for each one

Way 2: words left out. Sometimes a sentence leaves a word out. We can still work it out from what came before.

Words left out — we can work them out!

Xanthe went to school.

She had a lovely day.

Where did she have a lovely day?

at school

left out!

The children played in the park.

They had lots of fun.

Where did they have lots of fun?

in the park

left out!

The words are not there. We read what came before, and we work them out.

Two short texts with the left-out words shown in dotted boxes

Look at the first text in that picture. Where did she have a lovely day? **At school!** The words are not there, but we can work it out.

These ways help our writing. They stop us from saying the same name again and again. They help our readers too. When we know who **she** is, the story makes sense!

Examples to look at

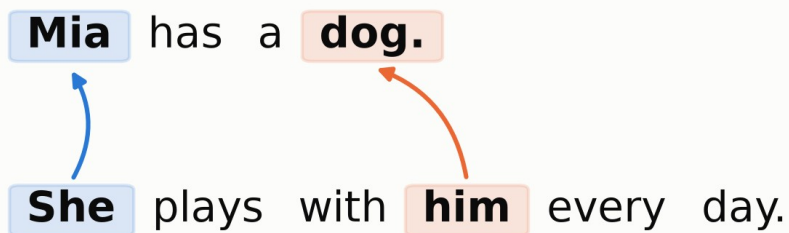
Example 1 — *who do the small words stand for? (read aloud together)*

Read the text. Then find the words that stand for names.

Mia has a dog. She plays with him every day.

Small words that stand for names

Mia has a **dog.**
She plays with **him** every day.



She = Mia

him = the dog

The small words stand for the names. Look back to find who is who!

Model text with arrows from She back to Mia and from him back to dog

What we read

Mia has a dog.

She plays ...

... with **him** ...

What we work out

We meet Mia. We meet her dog.

She stands for **Mia**. We look back to find her.

him stands for **the dog**.

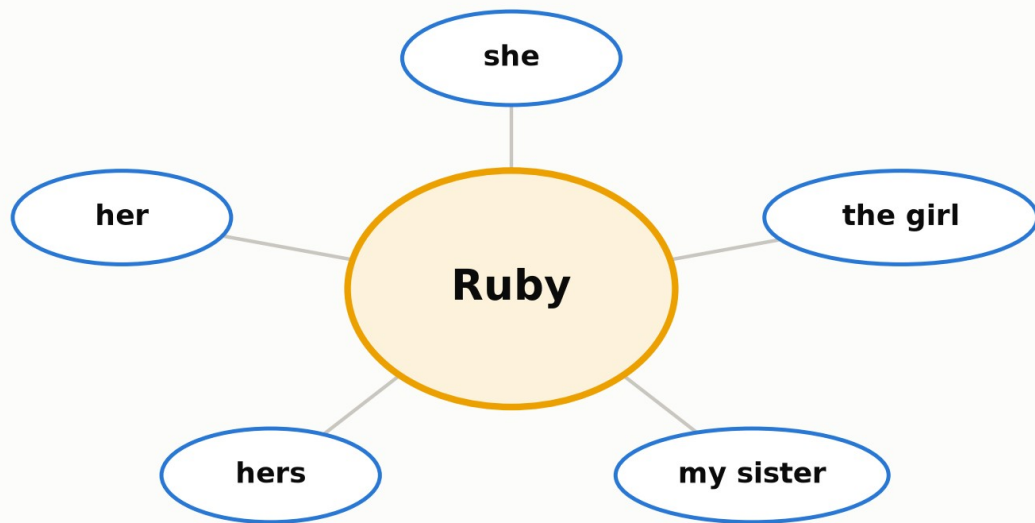
The writer did not say “Mia” and “the dog” again. The pronouns **She** and **him** hold the two sentences together.

Example 2 — *a web of words for one person (read aloud together)*

Ruby is my sister. She is six. Her hat is red. The bike is hers.

All of these words are about Ruby:

One person, many words



All of these words are about Ruby.

Writers use many words for one person so a story holds together.

Word web with Ruby in the middle and the words she, her, hers and my sister around her

- **she** and **her** and **hers** stand for Ruby. They are pronouns.
- **her** and **hers** also show who owns the hat and the bike. They are possessive pronouns.
- **my sister** is not a pronoun, but it is another name for Ruby. Writers use these too!

One person, many words. That is how a text holds together.

Example 3 — track one thing through a text (read aloud together)

The eggs are in the nest. They are warm. The bird feeds them.

Sentence	The word that is about the eggs
The eggs are in the nest.	the eggs
They are warm.	They
The bird feeds them.	them

Track one thing through the text

The eggs are in the nest.

They are warm.

The bird feeds **them.**

all about
the eggs!

The writer says the eggs once, then uses They and them.
One thing, many words — the text holds together.

Tracking chart that shows eggs, then They, then them, one row per sentence

they and **them** stand for the eggs. The writer says “the eggs” once, then uses pronouns.

Example 4 — words left out (try this one with a partner)

Read each text. Ask the question. Work out the answer from what came before.

1. Xanthe went to school. She had a lovely day.

Where did she have a lovely day? ... **at school!** The text left those words out.

2. The children played in the park. They had lots of fun.

Where did they have lots of fun? ... **in the park!**

We did not need the words. We worked them out. That is what good readers do.

Example 5 — which one reads well? (talk about it)

Both texts say the same thing.

The same story, two ways

✗ Text A

repeats names

Tom has a kite.

Tom likes the kite.

Tom flies the kite.

✓ Text B

uses pronouns

Tom has a kite.

He likes it.

He flies it.

Both say the same thing. Text B reads well — small words stand for the names.

Two side by side texts, one that repeats names and one that uses pronouns

- Text A repeats **Tom** and **the kite** every time. It sounds sticky.
- Text B uses **He** and **it**. It reads well.

When we write, we can name the person or thing first. Then we can use pronouns.

Our writing picture

When we write, we can hold our text together too. This picture shows our three ways:

How do we hold our writing together?

1

Use small words instead of names.

he · she · it · we · they

2

Use belonging words.

my · your · his · her · its · our · their

3

Leave out words your reader can work out.

Where did she have a lovely day? At school!

These ways help a text hold together.

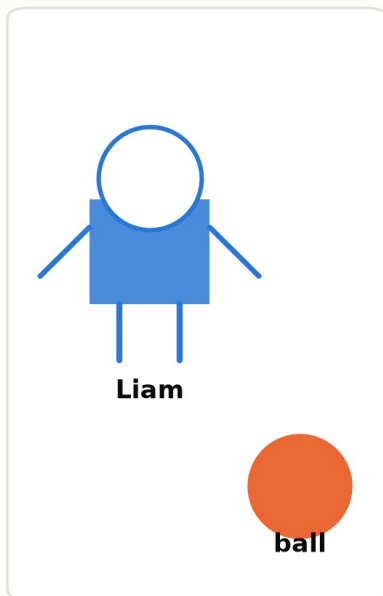
Picture with three ways to hold our writing together: small words instead of names, belonging words, and words left out

Practice

Try together

Q1. Read: *Sam has a cat. He loves it.* Which word stands for Sam? Which word stands for the cat?

Q2. Look at the picture. Fill the two boxes with the right words.



Liam has a ball.

kicks .

1 2

Fill the boxes. Which words stand for Liam and the ball?

A boy and a ball beside a sentence with two blank boxes to fill

Q3. Fill the gap: *The bag belongs to me. It is ___ bag.*

Q4. Fill the gap: *The bone belongs to the dog. It is ___ bone.*

Q5. Fill the gap: *Ben and I have a toy. It is ___ toy.*

Q6. Read: *Zoe ran to the shop. She bought some milk.* Where did Zoe buy the milk? Work it out from the text.

Try on your own

Q7. This text is sticky. Write it again with **he** and **it**.

Tom has a kite. Tom likes the kite. Tom flies the kite.

Q8. Fill the gap: *Mum and Dad have a car. ___ car is red.*

Q9. Read: *Sofia is my sister.* Write three words you could use later in your story instead of **Sofia**.

Q10. Read: *Leo swam in the pool. He had lots of fun.* Where did Leo have lots of fun? Work it out from the text.

Q11. This text repeats too much. Write it again with one pronoun.

I have a pet. A pet is a rabbit. I feed a pet every day.

Q12. Read: *The chicks are in the pen. They are hungry. Gran feeds them.* Find the two words that stand for the chicks.

Say why

Read both texts.

Text A: Mia has a cat. Mia likes the cat. Mia feeds the cat.

Text B: Mia has a cat. She likes it. She feeds it.

Which text is easier to read? Say why. Use the word **pronoun** in your answer.

Here is a start: Text ___ is easier to read, because ...

Answers (teacher)

Modelled examples. Example 4: (1) at school; (2) in the park. Example 5: Text B reads well; it uses pronouns instead of repeating the name.

Try together. Q1. **He** stands for Sam; **it** stands for the cat. Q2. **he** (box 1), **it** (box 2) — “Liam has a ball. He kicks it.” Q3. **my**. Q4. **its**. Q5. **our**. Q6. At the shop — the first sentence says Zoe ran to the shop.

Try on your own. Q7. “Tom has a kite. He likes it. He flies it.” Q8. **Their**. Q9. Any three of: she, her, hers, my sister. Q10. In the pool. Q11. “I have a pet. It is a rabbit. I feed it every day.” Q12. **They** and **them**.

Say why. Sample response: “Text B is easier to read, because it uses the pronouns she and it instead of saying Mia and the cat every time. The words flow.” Award the response that names the pronouns and the repetition, in any child’s own clear words.

Navigating print and digital texts: chapters, contents, indexes, menus and links

Year 2 · VC2E2LA05 · E01 · E02

VC2E2LA05 — navigate print and digital texts using chapters, tables of contents, indexes, sidebar menus, drop-down menus or links

E01 — recognising how numbered chapters, organisation of tables of contents and alphabetical order of indexes operate to support access to information

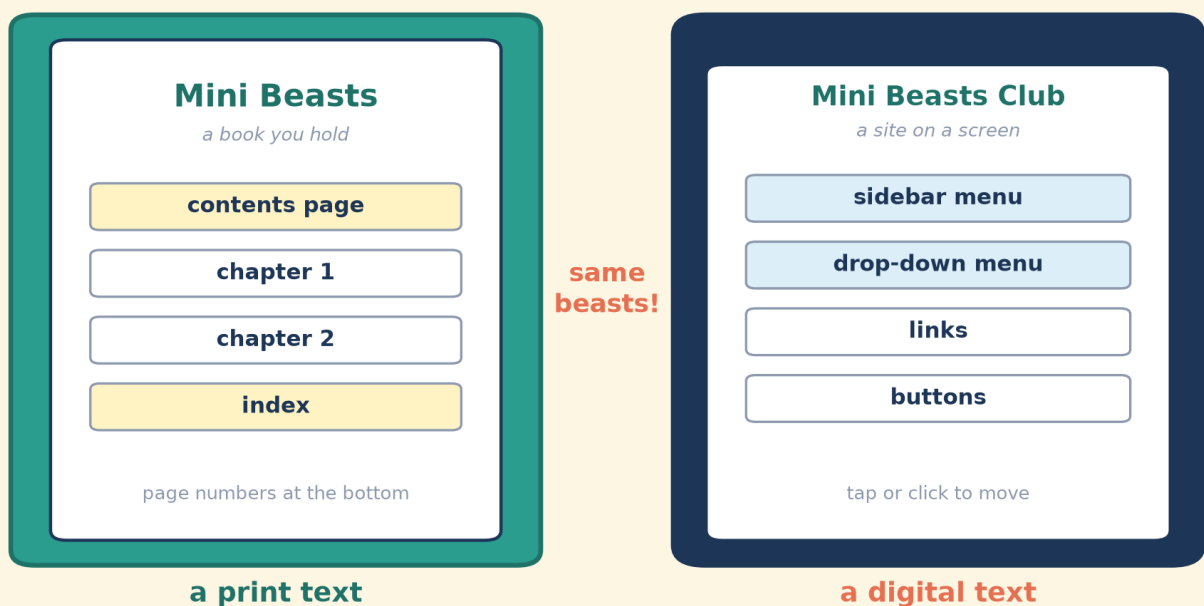
E02 — exploring how the navigation tools of different websites can be used to locate information

Notes for the teacher: This part is all about finding your way around books and websites. Our class book is called Mini Beasts, and our class website is called Mini Beasts Club. Pip the penguin helps us. The class already knows about page numbers, the front and back of a book, and headings from Year 1. Here we only find our way around. Talking about why pages look the way they do comes later, in Year 3 and Year 4, so we leave it be.

Learn together

Big books and busy websites have lots of parts. How do we find the part we want? We use the special parts that help you find your way. To **navigate** a text means to find your way around it. Pip the penguin will show us how, in books first and then on screens.

The same beasts — two ways to find your way around



The mini beasts book as a print text and the mini beasts club as a digital text side by side, with the names of the parts that help you find your way

In a book

A book like Mini Beasts is made of **chapters**. A chapter is one part of the book. Chapter 1 comes first, then Chapter 2, and so on. The chapters have numbers.

The parts of a book that help you find your way

the title is the name of the book

the spine holds the pages together

chapters are the parts of the book. Each one has a number



the page number tells you where you are

Many books also have a contents page and an index to help you

The parts of a book: the front cover, the contents page near the front, numbered chapters in the middle, and the index at the back

Near the front of the book is the **contents page**. We also call it the *table of contents*. It is a list of the chapters, in the order they come. Next to each chapter is the page number where it starts.

Contents

1	What is a mini beast?	4
2	Beetles	8
3	Spiders	12
4	Bees	16
5	Butterflies and moths	20
6	Snails and slugs	24
7	Worms	28
8	Looking after mini beasts	32

**The contents page lists the chapters in order.
It tells you the page where each chapter starts.**

The contents page of the mini beasts book: eight numbered chapters in order, each with the page number where it starts

At the back of the book is the **index**. An index is a list of words from the book, in A to Z order. Next to each word is a page number.

Index

ant	4	shell	24
bee	16	silk	12
beetle	8	slug	24
caterpillar	20	snail	24
egg	4	spider	12
garden	32	web	12
hive	16	wing	20
moth	20	worm	28

**The index lists the words of the book in A to Z order.
Each word shows you the page to look at.**

The index of the mini beasts book: words in A to Z order from ant to worm, each with a page number

A to Z order means alphabet order. The alphabet strip shows the order of the letters. We can use it to check.

The alphabet strip

The letters always go in this order. Use it to check your A to Z list.



web starts with

w

so it goes in the w part of the index

The alphabet strip with all 26 letters in order and the letter w picked out, because web starts with w

Pip says: The contents page and the index both show page numbers. But the contents page lists the chapters, and the index lists the words.

How Pip uses them

Pip wants the chapter about spiders. Pip uses the contents page.

How to use the contents page: find the chapter about spiders

Contents		
1	What is a mini beast?	4
2	Beetles	8
3	Spiders	12
4	Bees	16
5	Butterflies and moths	20
6	Snails and slugs	24
7	Worms	28
8	Looking after mini beasts	32

1 Look down the list.
Find the chapter you want.

2 Read the page number
next to it.

3 Open the book at that page!

**Chapter 3: Spiders
starts on page 12**

How to use the contents page to find the chapter about spiders: look down the list, read the page number, open the book at page 12

Pip wants to find the word web. Pip uses the index.

How to use the index: find the word web

Index		
shell		24
silk		12
slug		24
snail		24
spider		12
web		12
wing		20
worm		28

1

What letter does the word start with? web starts with w.

2

Look in the w part of the index. Find the word.

3

Read the page number. Go to that page!

web ... 12
Look at page 12



The letters of the alphabet go in the same order every time

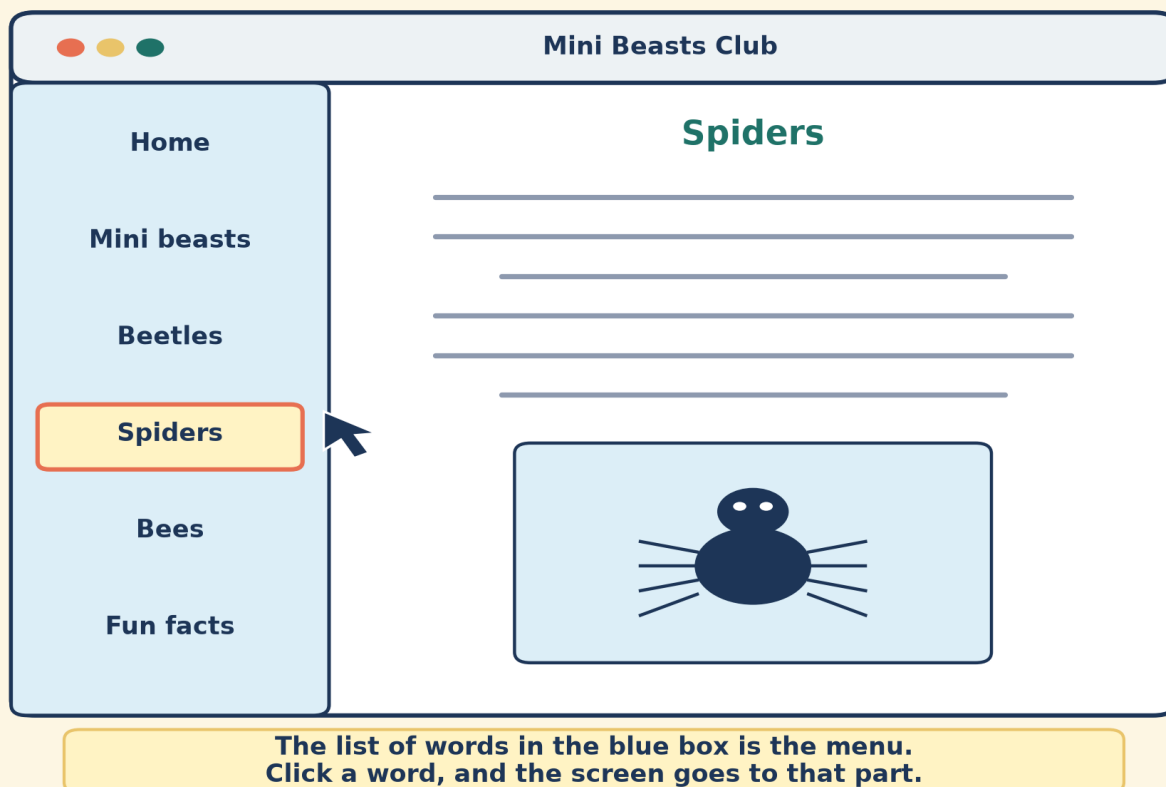
How to use the index to find the word web: web starts with w, so look in the w part and read the page number 12

On a screen

A **website** is a place on a screen where you can read and find things out. Websites have special parts too.

A **sidebar menu** is a list of buttons down the side of a web page. Click one, and you jump to that part.

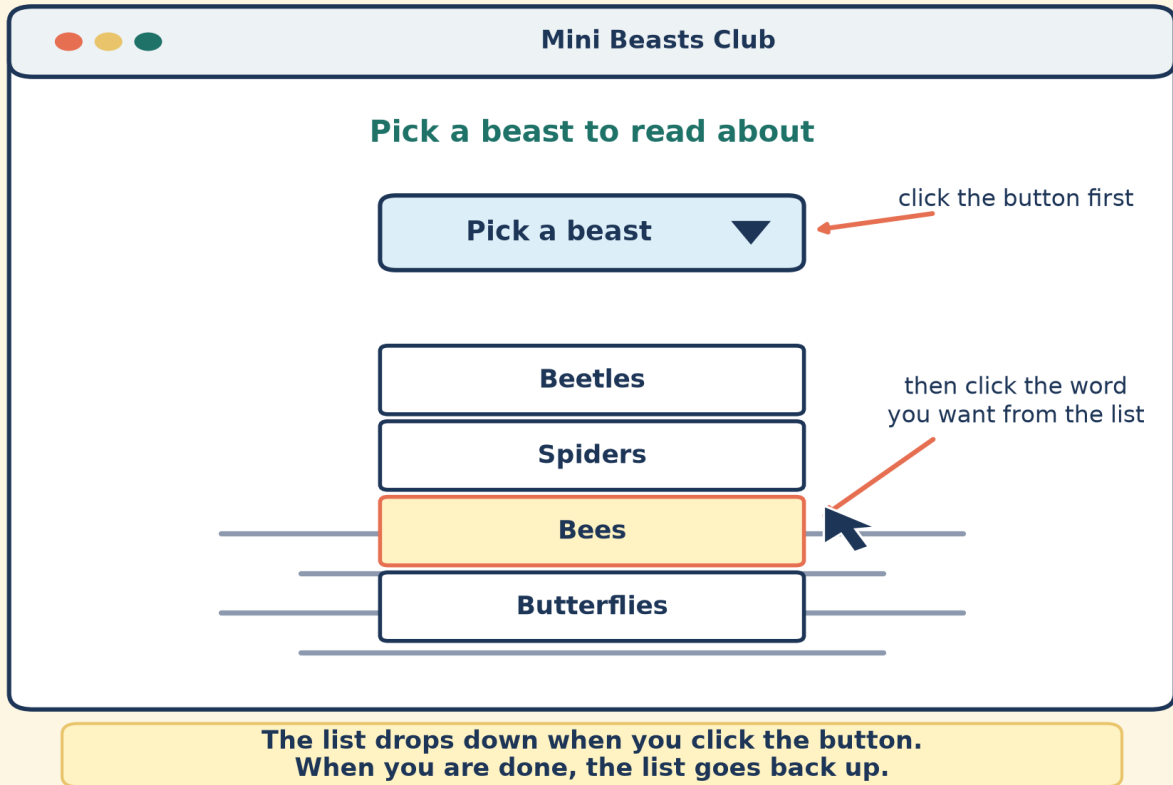
A sidebar menu sits at the side of the screen



The mini beasts club web page with a sidebar menu down the left side: home, mini beasts, beetles, spiders, bees, fun facts; the spiders button is picked out for a click

A **drop-down menu** is a button with a list hiding in it. Tap it, and the list opens under the button. Pick what you want!

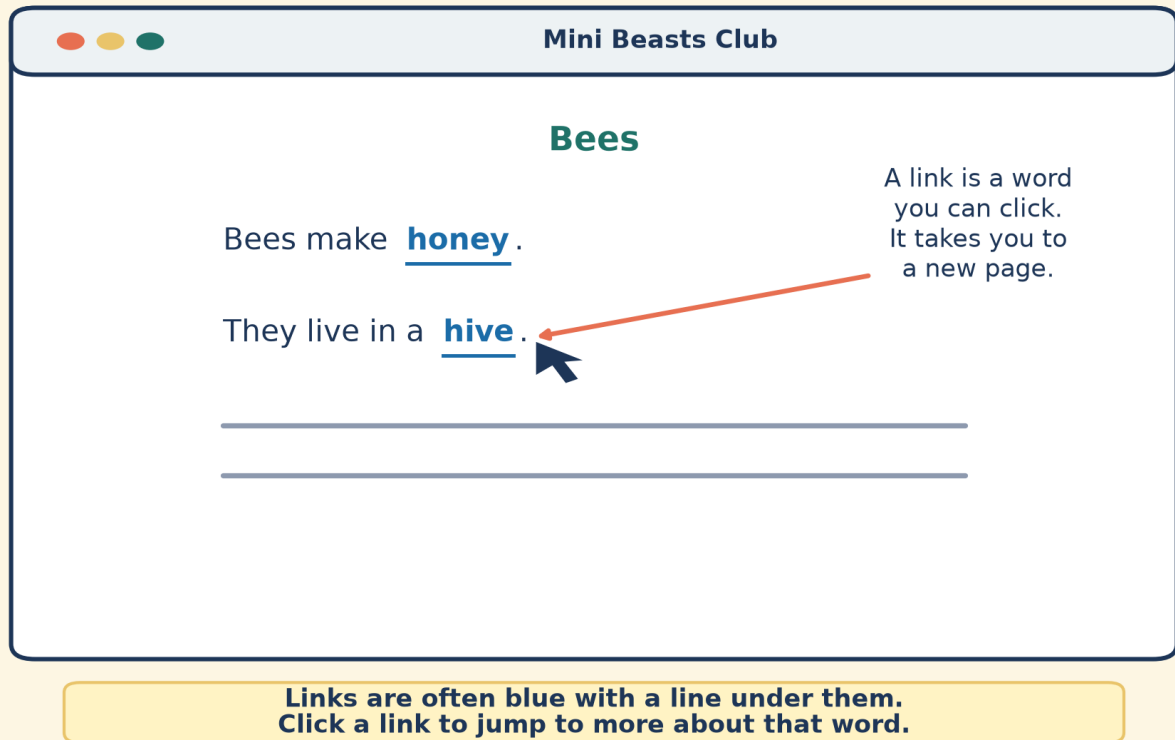
A drop-down menu hides its list until you click



A drop-down menu on the mini beasts club web page that says pick a beast, open with a little list: beetles, spiders, bees, butterflies

A **link** is a word or a picture you can click. It takes you to a new page. Links can be blue with a line under them.

Links on a web page



A web page about bees where the words *honey* and *hive* are links, blue with a line under them, and a click mark waits at *hive*

Worked examples

Example 1 — with help

We want the chapter about snails and slugs. We use the contents page.

1. Look down the list. Find **Snails and slugs**. It is Chapter 6.
2. Read the number next to it: **24**.
3. Open the book at page 24. Done!

Example 2 — with help

We want to find the word *caterpillar*. We use the index.

1. Caterpillar starts with **c**.
2. C comes near the start of the alphabet, so we look in the c part of the index.
3. The index says **caterpillar ... 20**. We look at page 20.

Example 3 — on your own

Pip wants to read about spiders on the Mini Beasts Club website. Which button in the sidebar menu does Pip click? What happens next?

Example 4 — on your own

On the bees page, Pip sees two links: *honey* and *hive*. Pip clicks *hive*. What will the new page be about?

Practice questions

With help

- Q1.** You want to know what Chapter 4 is about, and what page it starts on. Circle the best helper: contents page / index
- Q2.** You want to find the word web fast. Circle the best helper: contents page / index
- Q3.** Look at the alphabet strip picture. Put these words in A to Z order. Write 1, 2, 3 next to them: moth · ant · web
- Q4.** Circle the things you click on a screen: sidebar menu · drop-down menu · link · book cover
- Q5.** Yes or no: The contents page is at the back of the book.
- Q6.** Pick the words: The index puts the words of the book in (A to Z · 1 to 10) order.

On your own

- Q7.** Look at the cards in the picture. Write each card's name in the right box.

Sort the tools. Where do you find each one?

chapter

contents page

index

sidebar menu

drop-down menu

link

In a book



On a screen



Six cards to sort into two boxes: chapter, contents page, index, sidebar menu, drop-down menu, link; the boxes say in a book and on a screen

- Q8.** Pip wants the chapter about worms. Use the contents page picture. What chapter is it, and what page does it start on?
- Q9.** Pip wants to know about shells. Use the index picture. What page should Pip look at?
- Q10.** *Say why:* The book and the website are about the same mini beasts. Name one way the two are the same, and say why that helps you find things fast. Talk it over with your partner.

Answers

Q1. Contents page (Chapter 4 is Bees, and it starts on page 16). **Q2.** Index (web is in the w part, page 12). **Q3.** Ant 1 · moth 2 · web 3. **Q4.** Sidebar menu, drop-down menu, link. (A book cover is in a book, not on a screen.) **Q5.** No — the contents page is near the front. **Q6.** A to Z. **Q7.** In a book: chapter, contents page, index. On a screen: sidebar menu, drop-down menu, link. **Q8.** Chapter 7, page 28. **Q9.** Page 24. **Q10.** See model answers.

Model answers

Example 3. Pip clicks the **Spiders** button in the sidebar menu. The sidebar menu takes Pip to a new page all about spiders.

Example 4. The link is the word hive, so the new page will be about hives — the places where bees live.

Q10. The book and the website both have parts that help you find your way. The book has a contents page and an index. The website has menus and links. That is the same big idea: a little list that tells you where to go. It helps because you do not have to look at every page — you just look at the list first, and then go straight to the part you want.

English Level 2

Check C1 — Language choices and how texts work

This is a school-designed check made by your school for this book. It is not a VCAA test. Level 2 learning is reported against the Level 2 achievement standard, not against a mark on this check.

Check C1 · Chapter 1 · Language choices and how texts work

English Level 2 (Year 2) · Victorian Curriculum 2.0

Chapters and topics covered: Chapter 1 — Language: interacting with others and how texts are organised · Sections 1A, 1B, 1C, 1D and 1E.

Content description codes assessed: VC2E2LA01 · VC2E2LA02 · VC2E2LA03 · VC2E2LA04 · VC2E2LA05

Name: _____ Date: _____

Total marks	17
Section structure	Sitting 1 — Questions 1–9 (9 marks) · Sitting 2 — Questions 10–17 (8 marks)
Timing	Untimed. Your teacher will pace this check and let you finish. Each sitting takes about 12 minutes or less.
Sittings	Do this check in two sittings on different days or at different times. Sitting 1 = Questions 1–9. Sitting 2 = Questions 10–17.
Reading support	Your teacher may read any question, passage or answer to you.
Equipment	One device for you or your pair. Nothing else is needed.

This check looks at what you learned in Chapter 1: picking words for people and places, saying what you like about a text, types of texts, small words that stand for names, and finding your way around books and screens. Every question is worth 1 mark. Have a go at every question.

Words you will see: you met these words in Chapter 1 — *narrative, recount, information report, procedure, opinion text, purpose, feature, pronoun, index, contents page*. They are the same words your teacher taught you.

Sitting 1 — Questions 1–9 (9 marks)

Figure C1-A — Two short poems for this check

Teacher: read both poems out loud. The children listen.

The Little Star

Little star up so high, you light up the night sky. When the wind blows cold and strong, you shine and shine all night long.

The Brave Boat

The little boat went out to sea. The waves were big. The wind was strong. “I will keep going,” said the boat. And it came home safe at last.

Question 1 — Picking greeting words (1 mark)

It is morning. You walk into class and see your teacher, Miss Lee. What is the best thing to say?



- A. “Good morning, Miss Lee.”
 - B. “Yo! Over here!”
 - C. “Move, please.”
 - D. “Goodbye, Miss Lee.”
-

Question 2 — Greeting someone new (1 mark)

A new child comes to your class. You want to be friendly. What is the best thing to say?

- A. “Hello. My name is Mai. Do you want to play?”
 - B. “Move! I want to play first.”
 - C. “Goodbye! See you later.”
 - D. Nothing. Look at the floor.
-

Question 3 — Asking in a polite way (1 mark)

You want a turn on the swing. Your friend is on it now. What do you say?

- A. “Move! I want the swing!”
 - B. “Can I have a turn, please?”
 - C. “Give it to me now!”
 - D. “The swing is only for me.”
-

Question 4 — Why words change (1 mark)

Mai says “Hi, Ben! Come and play!” to her friend Ben. Mai says “Good morning, Miss Lee.” to her teacher. Why are the words different?

- A. The words go with the person. Ben is a friend, and Miss Lee is a teacher.
 - B. Mai says the same words to everyone.
 - C. Teachers and friends are the same.
 - D. Mai does not know Ben.
-

Question 5 — Saying more about a text you liked (1 mark)

Your teacher reads the poem *The Little Star* to you again. Which sentence says **more** about the poem?

- A. “It was good.”
 - B. “I liked the shine words because they made me feel warm.”
 - C. “I heard it.”
 - D. “It was about a star.”
-

Question 6 — A word for picking one text (1 mark)

Sam heard two poems today. He liked both of them. The poem he liked most was *The Brave Boat*. Which word best finishes the sentence?

Sam _____ *The Brave Boat*.

- A. preferred
 - B. clapped
 - C. sat
 - D. hummed
-

Question 7 — Joining the reason (1 mark)

Finish the sentence. Pick the best word for the gap.

*I liked the poem *The Little Star* _____ the shine words made me feel warm.*

Pick one: **because** · **but** · **so** · **and**

Answer: _____

Question 8 — Match the text type to its job (1 mark)

Each type of text has a job — its **purpose**. On your device, match each type of text to the job it does.

Type of text	Job
narrative	tells a story
information report	gives us facts
procedure	tells how to make something
opinion text	says what you think

Question 9 — Match the text type to its parts (1 mark)

Match each type of text to the part you keep finding in it.

Type of text	Part you keep finding
narrative	a problem and an ending
recount	time words like <i>first</i> , <i>next</i> and <i>then</i>
procedure	a list of what you need, and numbered steps
opinion text	reasons that say why

Sitting 2 — Questions 10–17 (8 marks)

Question 10 — What type of text is this? (1 mark)

Read this text.

Last Saturday, I went to the market with Dad. First, we bought some apples. Next, we saw a big pumpkin. Then, we walked home. It was a fun day!

What type of text is it?

- A. A recount
 - B. A procedure
 - C. An opinion text
 - D. An information report
-

Question 11 — Which type of text does the job? (1 mark)

Pip wants to tell the class that the garden needs more water. Pip wants to say why, too. What type of text could Pip make?

- A. An opinion text
 - B. An information report
 - C. A procedure
 - D. A recount
-

Question 12 — Pick the word that stands for the name (1 mark)

Pick the word that fits the gap.

Ruby has a red hat. _____ wears it every day.

Pick one: **She** · **He** · **They** · **It**

Answer: _____

Question 13 — What does the small word stand for? (1 mark)

Read this text.

The chicks are in the pen. They are hungry. Gran feeds them.

The word *them* stands for the _____.

- A. chicks
 - B. Gran
 - C. pen
 - D. hats
-

Question 14 — Work out the words left out (1 mark)

Read this text.

Leo swam in the pool. He had lots of fun.

Where did Leo have lots of fun? Put the right words from the word bank into the gap.

Leo had lots of fun _____.

Word bank: **in the pool** · **at the shops** · **on the bus**

Question 15 — Fix the sticky text (1 mark)

This text says the same name too much:

Tom has a kite. Tom likes the kite.

Put two words from the word bank into the gaps to make the text read well.

Tom has a kite. _____ likes _____.

Word bank: **He** · **it** · **She** · **them**

Figure C1-1 — The contents page of the book *Pond Life* (original, drawn for this check)

Chapter	Title	Page
1	Life in the Pond	2
2	Frogs	6
3	Fish and Eels	10
4	Water Birds	14
5	Under a Rock	18

Question 16 — Use the contents page (1 mark)

Look at the contents page of the book *Pond Life* in Figure C1-1. You want to read about frogs. What page do you open?

- A. Page 6
 - B. Page 2
 - C. Page 10
 - D. Page 14
-

Figure C1-2 — The index of the book *Pond Life* (original, drawn for this check)

Word	Page
ducks	14
eels	10
frogs	6
reeds	4
stones	18

Question 17 — Use the index (1 mark)

Look at the index of the book *Pond Life* in Figure C1-2. Pip wants to find the word *reeds*. Where does Pip look first?

- A. In the *r* part of the index
 - B. In the *a* part of the index
 - C. On the front cover
 - D. At Chapter 1
-

End of Check C1. Well done! Your teacher will show you the answers when everyone has finished.

Check C1 — Solutions and marking key

For the teacher. Remove this page before issuing the check to children. Every item is worth 1 mark. Total: 17 marks.

Objective key

Q	Answer	Mark
1	A — “Good morning, Miss Lee.”	1
2	A — “Hello. My name is Mai. Do you want to play?”	1
3	B — “Can I have a turn, please?”	1
4	A — The words go with the person. Ben is a friend, and Miss Lee is a teacher.	1
5	B — “I liked the shine words because they made me feel warm.”	1
6	A — preferred	1
7	because	1
8	narrative → tells a story · information report → gives us facts · procedure → tells how to make something · opinion text → says what you think	1
9	narrative → a problem and an ending · recount → time words like <i>first</i> , <i>next</i> and <i>then</i> · procedure → a list of what you need, and numbered steps · opinion text → reasons that say why	1
10	A — A recount	1
11	A — An opinion text	1
12	She	1
13	A — chicks	1
14	in the pool	1
15	He · it	1
16	A — Page 6	1
17	A — In the <i>r</i> part of the index	1

Per-item CD and family map (coverage audit)

Q	CD	Owning section	Item family (TOC §7)	H5P type	What the item shows
1	VC2E2LA01	1A	Register and greeting	Multiple Choice	A greeting that fits the

Q	CD	Owning section	Item family (TOC §7)	H5P type	What the item shows
			scenarios		audience and the place (teacher, classroom, morning) — politeness register
2	VC2E2LA01	1A	Register and greeting scenarios	Multiple Choice	A friendly, kind greeting for someone just met — familiarity shifts the words
3	VC2E2LA01	1A	Register and greeting scenarios	Multiple Choice	A polite ask with <i>please</i> instead of a cross demand
4	VC2E2LA01	1A	Register and greeting scenarios	Multiple Choice	Recognising that words change with the person and the role
5	VC2E2LA02	1B	Appreciation language	Multiple Choice	The sentence that names a part and says why with <i>because</i>
6	VC2E2LA02	1B	Appreciation language	Multiple Choice	The preference verb <i>preferred</i> when two texts sit side by side
7	VC2E2LA02	1B	Appreciation language	Fill in the Blanks (drop-down)	Joining the reason with <i>because</i>
8	VC2E2LA03	1C	Text-type organisation	Drag and Drop (matching)	Text types matched to their purposes
9	VC2E2LA03	1C	Text-type organisation	Drag and Drop (matching)	Text types matched to their typical features
10	VC2E2LA03	1C	Text-type organisation	Multiple Choice	A recount identified from a fresh original text (real event, in order, time words)
11	VC2E2LA03	1C	Text-type organisation	Multiple Choice	The opinion text as the type built for saying what you think

Q	CD	Owning section	Item family (TOC §7)	H5P type	What the item shows
12	VC2E2LA04	1D	Cohesion cloze	Fill in the Blanks (drop-down)	and why Choosing the personal pronoun that stands for the person
13	VC2E2LA04	1D	Cohesion cloze	Multiple Choice	Finding the referent of <i>them</i>
14	VC2E2LA04	1D	Cohesion cloze	Drag the Words	Supplying the omitted words (<i>in the pool</i>) inferred from the sentence before
15	VC2E2LA04	1D	Cohesion cloze	Drag the Words	Replacing repeated names with the pronouns <i>He</i> and <i>it</i>
16	VC2E2LA05	1E	Navigation	Multiple Choice (image-based, original figure C1-1)	Using a contents page to locate a chapter and its page
17	VC2E2LA05	1E	Navigation	Multiple Choice (image-based, original figure C1-2)	Using the A–Z order of an index to locate a word

Notes for marking

- **Q7, Q12, Q14, Q15** are entered on the device; the drop-down and drag interactions mark themselves. If a child answers on paper instead, accept the written word shown in the key.
- **Q14** accepts *in the pool* only. The other bank words name places not in the text.
- **Q15** requires both gaps filled correctly (*He*, then *it*) for the mark.
- **Q8 and Q9** require all four pairs correct for the mark, matching the 1-mark-per-item rule (TOC §7).

Coverage statement

All five Chapter 1 CDs are assessed in C1, and the four §7 item families for this check are all present in their stated counts: Register and greeting scenarios 4 · Appreciation language 3 · Text-type organisation 4 · Cohesion cloze 4 · Navigation 2. VC2E2LA01 .E02 (excluded, TOC §2A) is touched by no item; LA01 items sit on the .E01/.E03 contexts only. Figures C1-A, C1-1 and C1-2 are original to this instrument.