

# English Level 2

## Chapter 2 — Language: sentences, images and sound, words and punctuation

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# Joining ideas: compound sentences and coordinating conjunctions

**Owens:** VC2E2LA06 · **Draws on:** VC2E2LA06.E01

**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. This part teaches the three joining words and, but and so, and how they link two or more independent clauses into one compound sentence. Stay inside that scope: no other joining words yet, no clauses that cannot stand alone, and no new tense, modal-verb or comma work here. The texts in this part are for reading together, never as a silent reading test.

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## Words to know

This part uses some new words, and some old words in a fixed way. Words can mean different things in different places, so here is what these words mean in this part:

- A **clause** is a group of words about one event or one idea. *The birds sang.* is one clause. (You met this word in the last book.)
- An **independent clause** is a clause that is a full sentence on its own. *The birds sang.* is an independent clause.
- A **conjunction** is a word that joins.
- A **coordinating conjunction** is the full name, in the plan for what we learn at school, for the joining words we learn this year: **and**, **but** and **so**. You can call them the joining words too.
- A **compound sentence** is a sentence made of two or more independent clauses joined by a coordinating conjunction.

In this part, and, but and so always do the same job: they join ideas. (These words can do other jobs in other places — *so* can mean “very” in *so big*, and *but* can mean “only” in *all but one* — but here they are joining words.)

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## What we will learn

**VC2E2LA06** — Understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction.

This part draws on **VC2E2LA06.E01**:

**VC2E2LA06.E01** — using coordinating conjunctions (for example, ‘and’, ‘but’ and ‘so’) to construct compound sentences (for example, ‘The wolf huffed / and he puffed / and he blew the house down!’)

**In our words:** Two small sentences can hold hands and become one big sentence. The little words that do the holding are and, but and so. Each side of the join is still a full sentence on its own.

---

Look back: one idea, one sentence

Two sentences. Each one tells one idea.



The sun came up.

one idea



The birds sang.

one idea

Each one can be a sentence all on its own.

*Two word cards, one with a sun and one with a music note. Each card is one sentence about one idea: The sun came up. The birds sang.*

You know this from the last book. The teacher reads each card.

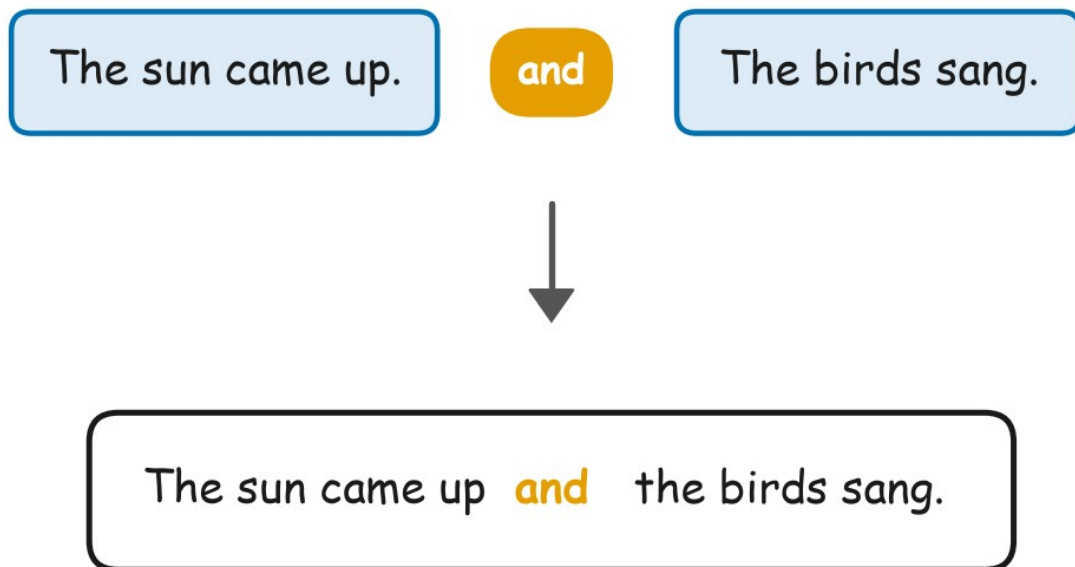
- *The sun came up.* — one idea.
- *The birds sang.* — one idea.

Each one is an independent clause. Each one can be a full sentence on its own.

**Say it together:** One clause, one idea!

---

## We can join two ideas with and



One sentence. Two ideas.

It is a compound sentence.

*Two clause cards joined by an orange 'and' chip, with an arrow down to one long card: The sun came up and the birds sang. Below it says one sentence, two ideas, and a green tag says it is a compound sentence.*

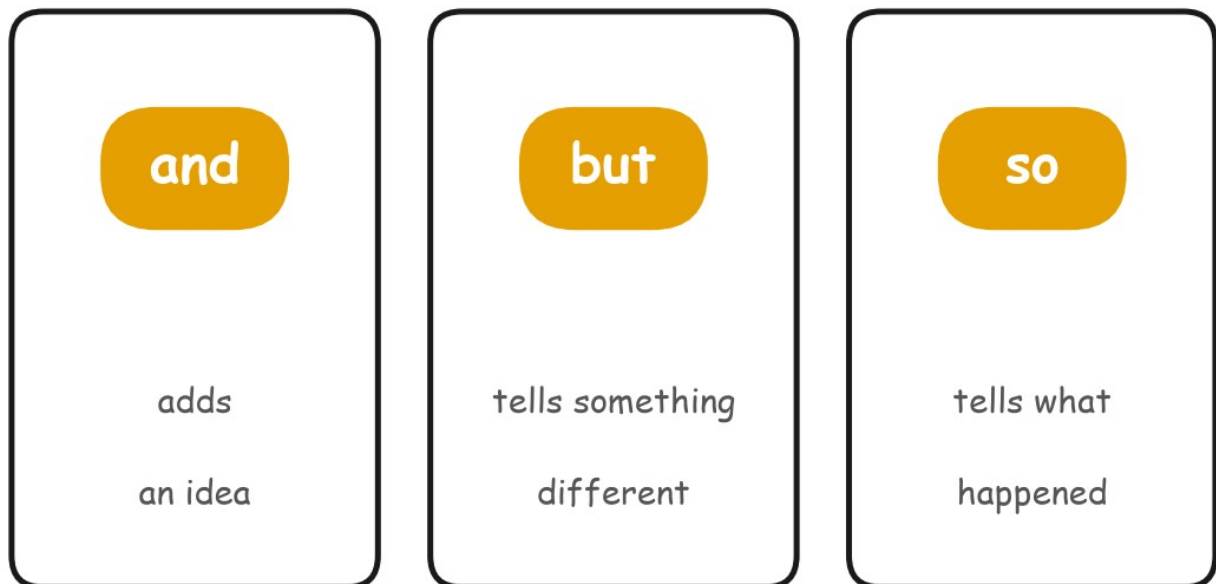
The teacher says the two sentences from the first picture. Then the teacher says them as one: *The sun came up and the birds sang.*

What changed? Now two ideas sit in one sentence. The little word **and** did the joining.

A sentence like this has a name: a **compound sentence**. Two or more independent clauses, one join, one sentence.

---

## Our three joining words



and, but and so are called coordinating conjunctions.

*Three cards. One has the word 'and' and says it adds an idea. One has the word 'but' and says it tells something different. One has the word 'so' and says it tells what happened.*

This year we learn three coordinating conjunctions: **and**, **but** and **so**. Each one does its own job.

| Joining word | Its job                   |
|--------------|---------------------------|
| <b>and</b>   | adds an idea              |
| <b>but</b>   | tells something different |
| <b>so</b>    | tells what happened       |

### and adds an idea

The teacher reads: *Mia gets the seeds and Ben gets the pots.*

Idea 1: *Mia gets the seeds.* Idea 2: *Ben gets the pots.* The two ideas go together, and **and** adds the second one on.

---

but tells something different



but tells something different

idea 1

join

idea 2

The sun was out

but

the air was cold

Sun makes us think of warm.

Cold air is a surprise!

The sun was out. ✓

The air was cold. ✓

Each side is a full sentence.

Clause cards 'The sun was out' and 'the air was cold' joined by an orange 'but' chip. Below, each side is shown again with a green tick, because each side is a full sentence.

The teacher reads: *The sun was out but the air was cold.*

Idea 1: *The sun was out.* Idea 2: *The air was cold.* Sun makes us think of warm. Cold air is different — a surprise! **but** tells us the ideas are not the same.

Look at the ticks at the bottom. Each side is still a full sentence. That is what a compound sentence needs.

---

so tells what happened



## so tells what happened

idea 1

join

idea 2

The soil was dry

so

Mia got the water

The dry soil is why

Mia got the water.

The soil was dry. ✓

Mia got the water. ✓

Each side is a full sentence.

Clause cards 'The soil was dry' and 'Mia got the water' joined by an orange 'so' chip. Below, each side is shown again with a green tick, because each side is a full sentence.

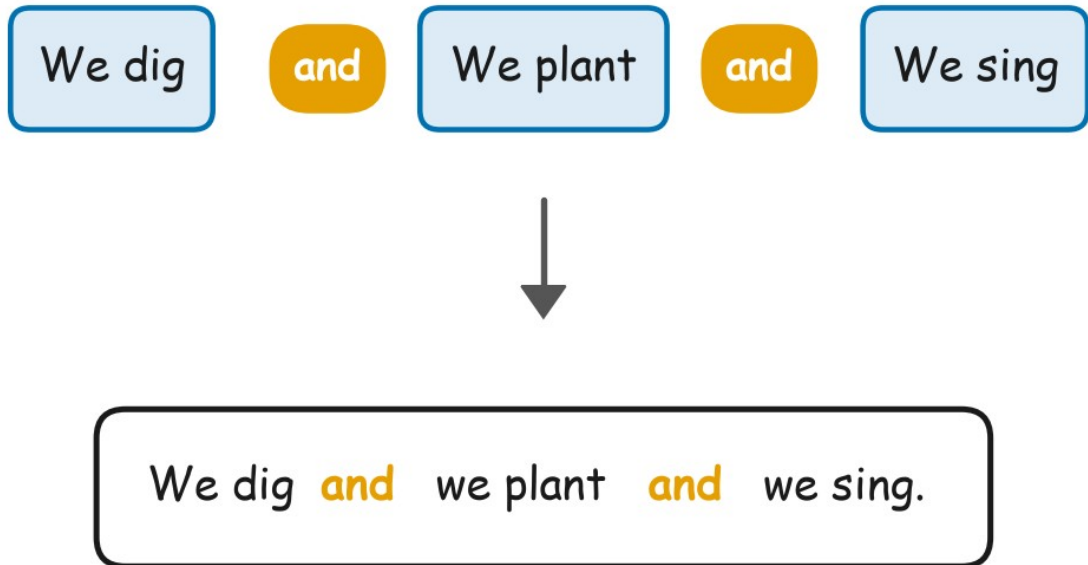
The teacher reads: *The soil was dry so Mia got the water.*

Idea 1: *The soil was dry.* What happened because of that? *Mia got the water.* **so** tells us what happened.

### More than two ideas

The plan says two **or more** independent clauses. So three can join too!

## We can join more than two ideas



**Three ideas in one sentence!**

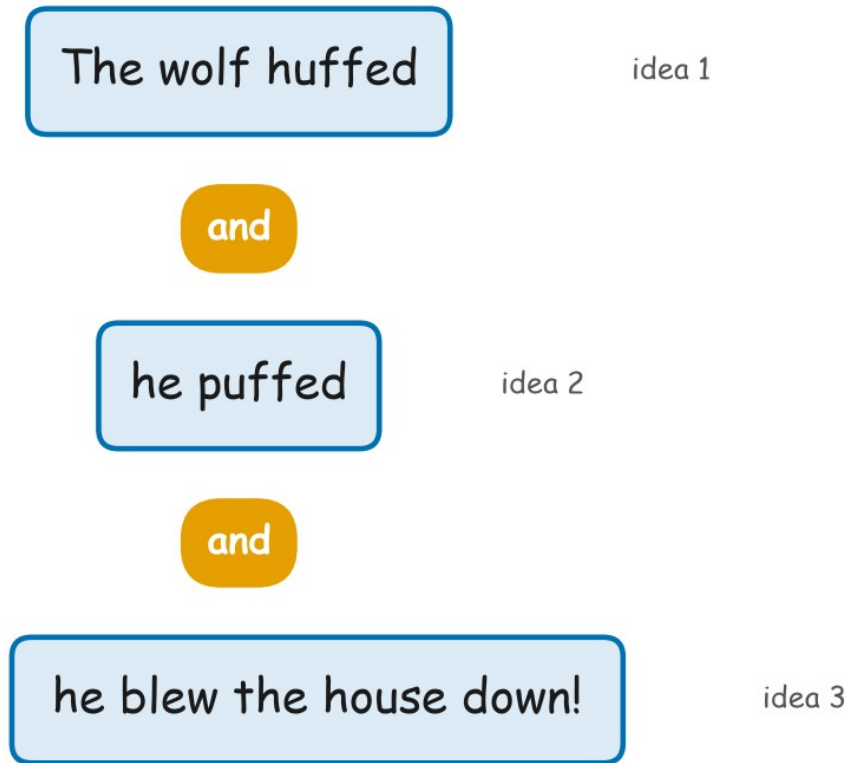
*Three clause cards, 'We dig', 'We plant' and 'We sing', with 'and' chips between them, and an arrow down to one long card: We dig and we plant and we sing. Below it says three ideas in one sentence.*

The teacher reads: *We dig and we plant and we sing.* Count the ideas: one, two, three. Count the joins: two.

Now a story sentence from the plan for what we learn at school. It is from an old story about a wolf and three little pigs.



## A story sentence with two joins



This example is from the plan for  
what we learn at school.

*The wolf sentence from the plan for what we learn at school, set out as three clause cards with two 'and' chips between them: The wolf huffed, and he puffed, and he blew the house down! Each card is labelled idea 1, idea 2, idea 3.*

The teacher reads: *The wolf huffed and he puffed and he blew the house down!* Count the ideas on your fingers. Three ideas, two joins — and still one sentence.



## Our Garden



1. Our class has a little garden.
2. Mia gets the seeds **and** Ben gets the pots.
3. The soil is dry **so** the seeds get a drink.
4. The sun is hot **but** we do not stop.
5. The seeds go in **and** we sing to them.

Find the joining words!

*A short text called Our Garden with five numbered sentences. The joining words and, so, but and and are printed in orange.*

The teacher reads the text. Then the class reads it together. Count the sentences on your fingers. Five!

Now hunt for the joining words. Which sentences have two ideas? Which word joins them?

---

### How to say a big sentence

When we read a compound sentence, we give each idea a clear voice, and we take a small pause at the joining word.

The teacher shows: *The sun was out (small pause) but the air was cold.*

Now the class tries: *The soil was dry (small pause) so Mia got the water.*

---

## Let's try together

### Try 1 — One idea or two?

The teacher says each line. The class answers: one idea, or two ideas? If it is two, say the joining word too.

| The teacher says                            | One idea or two? | Joining word |
|---------------------------------------------|------------------|--------------|
| <i>The frog hops.</i>                       | one              | —            |
| <i>The frog hops and the duck swims.</i>    | two              | and          |
| <i>I like peas but I do not like beans.</i> | two              | but          |

### Try 2 — Find the parts

| What to find                         | Answer                                           |
|--------------------------------------|--------------------------------------------------|
| the sentence                         | <i>Mia gets the seeds and Ben gets the pots.</i> |
| idea 1                               | Mia gets the seeds                               |
| joining word                         | and                                              |
| idea 2                               | Ben gets the pots                                |
| Can idea 1 be a sentence on its own? | Yes                                              |
| Can idea 2 be a sentence on its own? | Yes                                              |

Two independent clauses and one join: a compound sentence.

Now one together: *The bell rang so we went inside.* Find idea 1 (*The bell rang*), the joining word (**so**) and idea 2 (*we went inside*).

### Try 3 — Pick the joining word

The teacher says two ideas. The class picks and, but or so, and says why.

| Two ideas                                   | We pick | Why                          |
|---------------------------------------------|---------|------------------------------|
| <i>The sky is dark. / We go inside.</i>     | so      | the dark sky is why we go in |
| <i>The cake is big. / The box is small.</i> | but     | big and small are different  |
| <i>Mia has a hat. / Ben has a hat too.</i>  | and     | the ideas go together        |

## Your turn

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

**Q1. Pick the joining word.** Look at the picture. Say the word that fits each blank: and, but or so.

## Which joining word fits?

Ben makes the hole



Mia puts in the seed.

?

The ant is small



it is very strong.

?

The soil is dry



Mia gets the water.

?

Pick one for each blank:

and

but

so

Three sentences, each with a blank orange box in the middle: Ben makes the hole, blank, Mia puts in the seed. The ant is small, blank, it is very strong. The soil is dry, blank, Mia gets the water. Below are three chips to pick from: and, but, so.

**Q2. Join the sentences.** Make each pair into one compound sentence. Use the joining word that is there.

- a. *The sun came up.* + *The birds sang.* — **and**
- b. *It was cold.* + *We got our coats.* — **so**
- c. *I like apples.* + *I do not like peas.* — **but**

**Q3. Pick and say why.** Here are two ideas: *The sky is dark.* and *We go inside.* Make them one sentence. Pick and, but or so. Then say why your word is a good pick.

**Q4. Join three ideas.** Here are three clauses: *We dig.* *We plant.* *We sing.* Join all three into one sentence with **and**. Say it out loud.

**Q5. Hunt the joins.** Read Our Garden again with your teacher. How many sentences have two ideas? Say the joining word in each one.

**Q6. Make your own.** Think of two things that happen. Make them one sentence with and, but or so. Use the paper in the picture to help you. Then draw your sentence.

## Write a sentence with two ideas

|        |      |        |
|--------|------|--------|
| idea 1 | ?    | idea 2 |
|        | join |        |

pick a joining word: and but so

My sentence:

---

---

My picture:

*A paper to make your own compound sentence. It has two boxes for idea 1 and idea 2 with a joining-word slot between them, lines for your sentence, and a big space to draw your picture.*

## Answers

**Q1.** *Ben makes the hole* **and** *Mia puts in the seed* — the ideas go together, so and adds one on. *The ant is small* **but** *it is very strong* — small and strong are different ideas, so but fits. *The soil is dry* **so** *Mia gets the water* — the dry soil is why Mia gets the water.

**Q2.** a. *The sun came up and the birds sang.* b. *It was cold so we got our coats.* c. *I like apples but I do not like peas.*

**Q3.** **so** is the pick that tells why: *The sky is dark so we go inside.* If you picked **and** (*The sky is dark and we go inside*) and you can say why, that can work too — and tells two things that happen. **but** does not fit: the ideas are not different.

**Q4.** *We dig and we plant and we sing.* Three clauses, two joins.

**Q5.** Four sentences have two ideas: sentence 2 (**and**), sentence 3 (**so**), sentence 4 (**but**) and sentence 5 (**and**). Sentence 1 has one idea.

**Q6.** Every answer is the child's own. Check three things: each side can be a sentence on its own, a joining word sits between, and the picture matches the sentence. One good answer: *I like to run and I like to jump.*

---

In the next part, the groups of words inside our sentences get their own names.

# Building meaning: noun groups with articles and adjectives; verb groups

## What we will find out

Words work in teams! In Year 1 we met the word jobs. Now the jobs join up into teams, and our sentences grow.

Say it with me:

*The fluffy dog ran fast. The little bird sang a soft song. We saw the big red bus.*

First, the jobs we know from Year 1:

**We know: noun** — a naming word. It names a person, a place or a thing. *dog, park, ball*

**We know: verb** — a doing word. It tells what someone does, says, thinks or is. *ran, sang, touched*

**We know: adjective** — a tell-more word. It tells you more about a naming word. *big, red, soft*

**We know: how word** — tells how, when or where something is done. *fast, gently, today*

Now the new teams:

**New word: noun group** — the naming word and all the words that tell more about it, working as one team. *the little bird*

**New word: article** — a little pointing word that sits in front of a naming word: *a, an, the. a dog, an old hat, the bus*

**New word: verb group** — the doing word and the words that tell how, when or where it is done, working as one team. *ran fast, gently touched*

## Words work in teams

English 2 · 2B

NEW!

**article**

points to the naming word

the

a

an

**adjective**

tells more about it

big

old

soft

**noun**

the naming word

dog

park

ball

**verb**

the doing word

ran

sang

touched

**how word**

tells how, when or where

fast

gently

today

A group of words is a team: one job word leads, and the others join on.

Five word cards in a row: article, adjective, noun, verb and how word. Each card shows its job line and three example words in the job colour. The article card says NEW!

## See how it works

### Work 1 — Find the naming teams



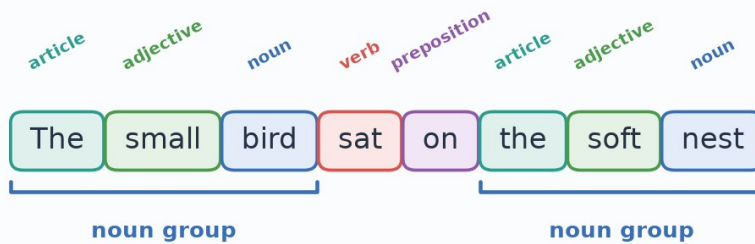
Say: *The small bird sat on the soft nest.*

- Which words name a thing? *bird* and *nest* — naming words.
- Which little words point to them? *The* and *the* — articles.
- Which words tell more? *small* and *soft* — tell-more words.
- *The small bird* is one noun group. *The soft nest* is one too!

Naming words can name things we cannot touch, like *fun* and *love*. They grow teams too: *a fun day*.

## Find the noun groups

English 2 · 2B



Two naming teams in one sentence!

the small bird · the soft nest

One sentence as word cards: *The small bird sat on the soft nest.* A job name sits above each card in its job colour. Lines under *The small bird* and under *the soft nest* say noun group.

### Work 2 — Grow a noun group

Start small: *side*

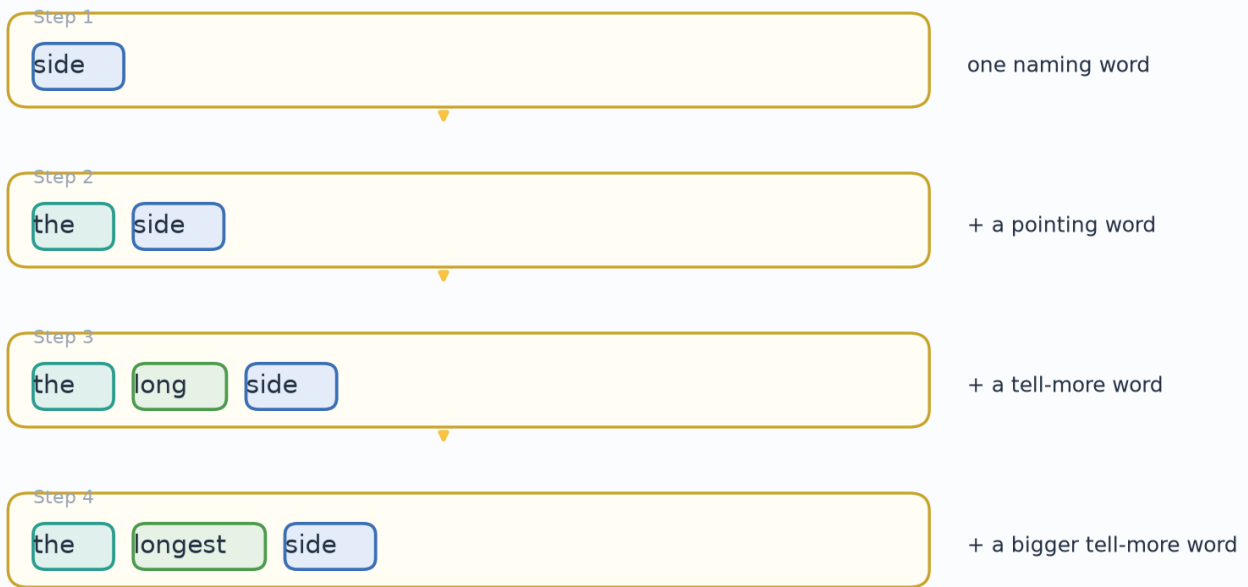
- Add a pointing word: *the side*
- Add a tell-more word: *the long side*
- Make it bigger: *the longest side*

One noun group, four words strong. Every word hangs on to the naming word!



# Grow a noun group, one word at a time

English 2 · 2B



**the longest side — one noun group, four words strong**

*Four steps, one under the other: side; the side; the long side; the longest side. Each step adds one word card, and a note on the right says what was added.*

# A noun group: the naming word and its team

English 2 · 2B



All the words hang on to the naming word. Together they are one noun group.

The telling words can come and go — the naming word always stays.

Four word cards side by side: *the, little, brown, dog*. A label above each card names its job: *article, adjective, adjective, noun*. A line under all four says *noun group*.

## Work 3 — Grow a verb group

Say: *gently touched*

- Which word is the doing word? *touched*
- Which word tells how? *gently*
- Together they are a verb group!

Now grow three more:

- *touched* → *gently touched*
- *ran* → *ran fast*
- *sang* → *sang softly*

The doing word leads the team. The how word joins on.

# A verb group: the doing word and its team

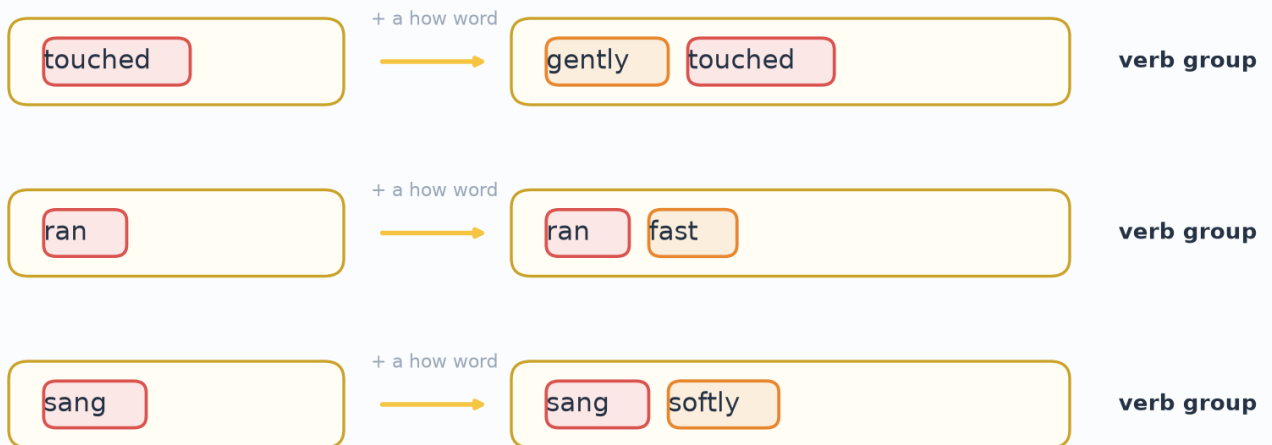
English 2 · 2B



gently tells us how the touching happened.

A doing word plus its how, when or where words = a verb group.

*Two word cards side by side: gently, touched. A label above each names its job: how word, verb. A line under both says verb group.*



The doing word leads the team. The how word joins on.

Three rows. Each row shows a doing word card, then the grown verb group: *gently touched*; *ran fast*; *sang softly*. A note at the end of each row says *verb group*.

## Work 4 — Ask three questions

Ask about the naming word *shoes*:

- How many? *two pairs*
- What's it like? *old*
- What type? *walking*

Put the answers together: *two pairs of old walking shoes* — one big noun group, built by asking!

# Ask three questions, grow a noun group

English 2 · 2B

How many?

two pairs

What's it like?

old

What type?

walking

Ask them about the naming word — shoes:

two

pairs

of

old

walking

shoes

**two pairs of old walking shoes**

One big noun group — built by asking questions!

Three question cards at the top: How many? two pairs. What's it like? old. What type? walking. Below, six word cards build the noun group two pairs of old walking shoes, with a line under them saying noun group.

## Have a go!

### With help

1. **Build a noun group.** Pick one card from each box. Put them in the boxes below. Say your noun group out loud.

# Build a noun group

English 2 · 2B

**Pointing words**

the a an

**Tell-more words**

old red big  
little soft

**Naming words**

hat dog bus  
ball cat

Pick one card from each box. Put them in order:

pointing

tell-more

naming

Read your noun group out loud. Does it paint a picture in your head?

Three boxes of word cards: pointing words *the, a, an*; tell-more words *old, red, big, little, soft*; naming words *hat, dog, bus, ball, cat*. Below are three empty boxes with the labels *pointing, tell-more and naming*.

- Find the naming teams.** I say the sentence. You say the naming team back.
  - The big red bus stopped.* → *the big red bus*
  - A little cat sat on the warm step.* → *a little cat* and *the warm step*
  - We saw the tall tree.* → *the tall tree*
- Match the group to its picture.** Draw a line from each noun group to its picture. Say each group out loud as you match it.

## Match the noun group to its picture

English 2 · 2B

Draw a line from each noun group to its picture.



-----

a little brown shoe



-----

the big red ball



-----

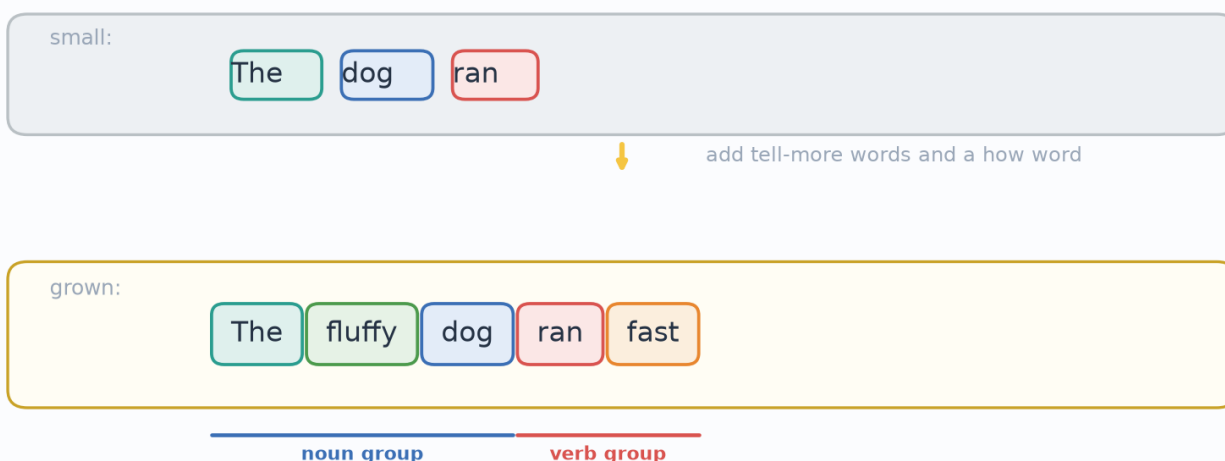
a tiny green frog

Say each group out loud as you match it.

Three pictures down the left: a red ball, a green frog, a brown shoe. Down the right are three noun groups on cards to match: a little brown shoe; the big red ball; a tiny green frog.

4. **Make the doing word bigger.** I say the small way. You add a how word and say the verb group.

- *The dog ran.* → *ran fast*
- *The bird sang.* → *sang softly*
- *Mum patted the cat.* → *patted gently*



Same sentence — but now you can see it in your head!

Which dog? The fluffy one. How did it run? Fast.

Two sentences in word cards. Small: *The dog ran.* Grown: *The fluffy dog ran fast.* A line under *The fluffy dog* says noun group; a line under *ran fast* says verb group.

## You do it now

5. **Listen and draw.** I say the sentence. You draw it. *The little boy kicked the big red ball under the tall tree.* Now tell your partner: which words drew the picture in your head?
6. **The three-questions game.** Your partner picks a naming word. You ask: How many? What's it like? What type? Build the noun group and say it. Then swap.
7. **Grow your own.** Say a small sentence with a naming word and a doing word. Now grow it: add a pointing word, a tell-more word and a how word. Say your grown sentence out loud. Does it paint a picture?

## How do you know?

Say what you can do now:

- I can spot the naming word and its team in a sentence.
- I can spot the pointing words *a*, *an* and *the*.
- I can grow a noun group with tell-more words.
- I can ask How many? What's it like? and What type? to build a noun group.
- I can grow a verb group with a how word.
- I can say how the extra words help: they paint the picture in my head.



## Images and sound add to and multiply the meaning of a text

**Teacher, please read this page out loud.** Every task here can be done by talking, pointing, drawing or making sounds. No child has to read this page on their own. The three texts on this page — the fact text *Our Class Garden*, the table *Garden Jobs* and the story *The Camp* — are original; they were made for this book. Every picture here was made for this book too.

**Sequence for the teacher:** 1 · read *What we are learning* · 2 · teach *The big idea*, Parts 1 to 4 · 3 · read *Our Class Garden* and *The Camp* out loud, and show the map, the table and the story picture · 4 · work through *We do it together* · 5 · send the children to *Now you try* · Q12 is the one *My turn* task where children say why.

### What we are learning

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code               | VC2E2LA08 — Language                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| We learn to        | understand that images and sound add to or multiply the meanings of a text                                                                                                                                                                                                                                                                                                                                                                                         |
| Draws on           | VC2E2LA08 . E01 identifying images and graphics in a text that add ideas or information not included in the written text, for example a map or table in a factual text or an illustration in a story that gives clues about the setting<br>VC2E2LA08 . E02 identifying visual representations of characters' actions, reactions, speech and thought processes in narratives, and considering how these images add to or multiply the meaning of accompanying words |
| From last year     | we compared pictures and sounds, and we said what they do in texts (VC2E1LA08)                                                                                                                                                                                                                                                                                                                                                                                     |
| Later in this book | we put words, pictures and what we know together to find meaning in 5C, and we put pictures and sound into our own texts in 5D                                                                                                                                                                                                                                                                                                                                     |
| On to next year    | we look at how images and sound do even more in texts (VC2E3LA10)                                                                                                                                                                                                                                                                                                                                                                                                  |

Last year we looked at pictures and listened to sounds, and we said what they do. This year we learn two big ideas about what they do: **add to** and **multiply**.

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### The big idea

#### Part 1 — Add to and multiply

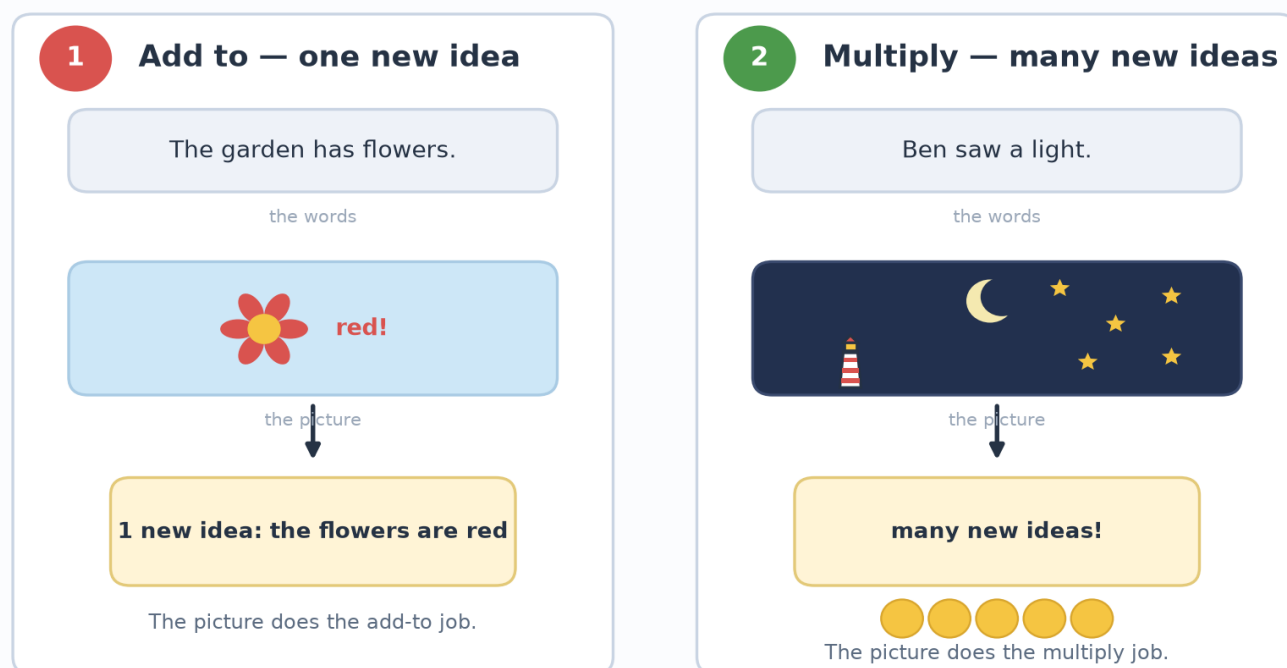
A **text** is anything with words or pictures that you can read, listen to or look at. An **image** is a picture. A **sound** is what we hear with our ears. The **meaning** of a text is what it tells us, and what it makes us think and feel.

Images and sound do real work in a text. They have two big jobs.

**Job 1 — add to.** The image or sound gives us a new idea that the words do not give. One new idea is added on.

**Job 2 — multiply.** One image or sound gives us **many** new ideas, feelings and questions. The meaning grows and grows — much, much bigger than one new idea.

VC2 (VCAA, 2026) says images and sound “add to or multiply” the meanings of a text, but it does not say what *multiply* means here. So this part uses one meaning: **multiply means one image or sound gives us many new ideas, so the meaning grows much, much bigger.** Every task on this page can be answered with that meaning.



A chart that shows the two jobs of images and sound. Add to gives one new idea. Multiply gives many new ideas, and the meaning grows much bigger

Here is a quick way to see the two jobs:

| The words say           | Then ...                                                               | What happens to the meaning                                                   |
|-------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| The garden has flowers. | The picture shows red flowers.                                         | One new idea: the flowers are red.<br>The picture does the <b>add to</b> job. |
| Ben saw a light.        | The picture shows a lighthouse, the night sky, the sea and Ben's face. | Many new ideas! The picture does the <b>multiply</b> job.                     |

## Part 2 — Maps and tables add what words do not say

A **map** is a drawing that shows where things are. A **table** puts little bits of information into rows and boxes, so we can find them fast. A fact text tells us true things. Maps and tables often live inside fact texts.

Listen to this fact text. The teacher reads it out loud.

### Our Class Garden

Our class has a garden. It is behind the school. We grow carrots and beans. We give them water. Flowers grow too. Bees like the flowers. We like to sit and look at our garden. It is a calm place.

## Our Class Garden

Our class has a garden. It is behind the school.

We grow carrots and beans. We give them water.

Flowers grow too. Bees like the flowers.

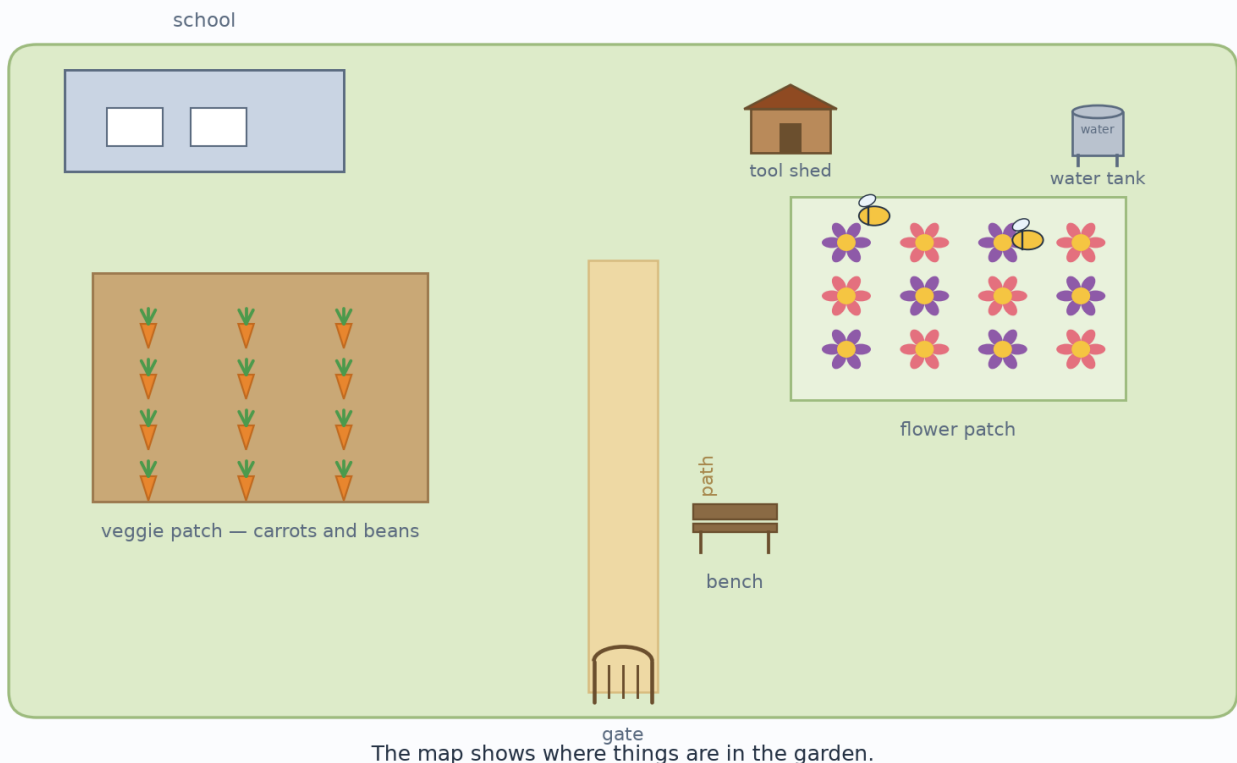
We like to sit and look at our garden.

It is a calm place.



*The fact text Our Class Garden on a reading card*

Now look at the map of the same garden.



*A map of the class garden. It shows the school, a gate, a path, a veggie patch, a flower patch, a bench, a water tank and a tool shed*

The words tell us about carrots, beans, flowers and bees. The map shows us **more**: a gate, a path, a bench, a water tank and a tool shed. The words never say those things. The map adds them.

The words also do not say who does the work in the garden, or when. A table can add all of that. Look at the table *Garden Jobs*:

| Who?                                                                              |        | Job              | Day       |
|-----------------------------------------------------------------------------------|--------|------------------|-----------|
|  | Mia    | water the beans  | Monday    |
|  | Sam    | pick the carrots | Wednesday |
|  | Ms Lee | help us dig      | Friday    |

A table puts bits of information into rows and boxes.

*A table called Garden Jobs with three rows. Mia waters the beans on Monday. Sam picks the carrots on Wednesday. Ms Lee helps us dig on Friday*

The map and the table do the **add to** job. They give us ideas that the words do not give.

## Part 3 — Story pictures give clues

An **illustration** is a picture in a book. In a story, an illustration can give us **clues**. A clue helps us work something out. The **setting** of a story is where and when it happens.

Listen to the story *The Camp*. The teacher reads it out loud.

### The Camp

Ben and Mia go to camp with Dad. They walk and walk. The bags are big and heavy. “Are we there yet?” asks Ben. “Soon,” says Dad. At last, they stop. Ben can hear the sea. Up goes the tent. Down goes the sun. Ben looks out. He sees a light on the water. “What is that?” says Ben. Ben is not scared. He wants to go and look.

## The Camp

Ben and Mia go to camp with Dad.

They walk and walk. The bags are big and heavy.

"Are we there yet?" asks Ben.

"Soon," says Dad.

At last, they stop. Ben can hear the sea.

Up goes the tent. Down goes the sun.

Ben looks out. He sees a light on the water.

"What is that?" says Ben.

Ben is not scared. He wants to go and look.



*The story The Camp on a reading card*

Now look at the picture for this story.



The picture shows the night, the sea and the lighthouse.

*An illustration for the story **The Camp**. Ben stands by the tent at night, with the moon and stars in the sky and the sea in front. A lighthouse shines over the water. A speech bubble says *What is that?* and a thought bubble shows Ben thinking about the lighthouse*

The words never say *night*. But the picture shows the moon and the stars. That is a clue! The setting is at night. The words say Ben can hear the sea. The picture shows the waves, so we can see the sea too.

The words say Ben saw *a light on the water*. The picture shows what the light is: a **lighthouse**! The words never say *lighthouse*. The picture adds it.

The picture shows more about Ben:

- A **speech bubble** shows what someone says. Ben's speech bubble says, "What is that?"
- A **thought bubble** shows what someone thinks. Ben's thought bubble has a lighthouse in it. Ben is thinking about the light.
- The picture shows Ben's **reactions** too. Reactions are what someone does or feels when something happens. Ben's eyes are big and he is smiling — he is curious, not scared.
- The picture shows what Ben **does**: he stands by the tent and looks out at the water.

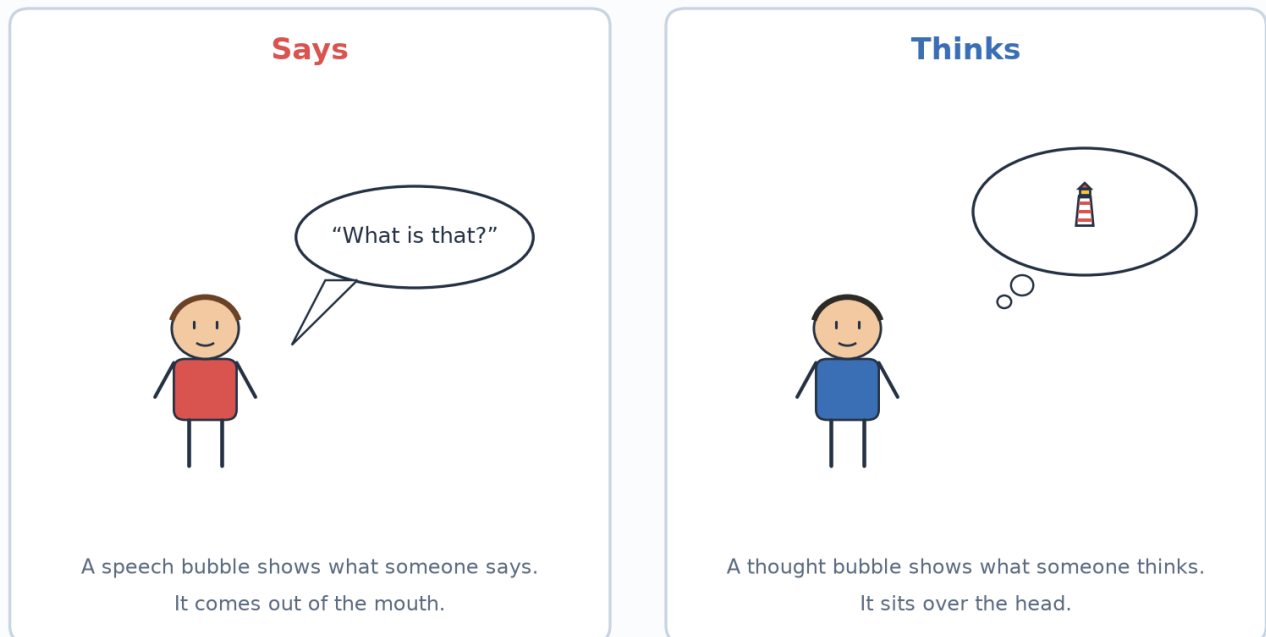
One little sentence — *He sees a light on the water* — grew into a whole night by the sea, with a lighthouse, a tent, and a boy who wants to look. That is the **multiply** job!

| The words say                   |   | The picture adds                                                                                                   |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------|
| "He sees a light on the water." | → | a lighthouse                    |
| (nothing about the time)        | → | night — the moon and the stars  |
| "Ben can hear the sea."         | → | the waves — we can see the sea  |
| "Ben is not scared."            | → | his big eyes and his smile      |

One little sentence grew into a whole night by the sea.

*A chart that matches what the words say with what the picture adds. The words say a light on the water, and the picture adds a lighthouse. The words say nothing about the time, and the picture adds night with the moon and stars. The words say Ben can hear the sea, and the picture adds the waves. The words say Ben is not scared, and the picture adds his big eyes and smile*



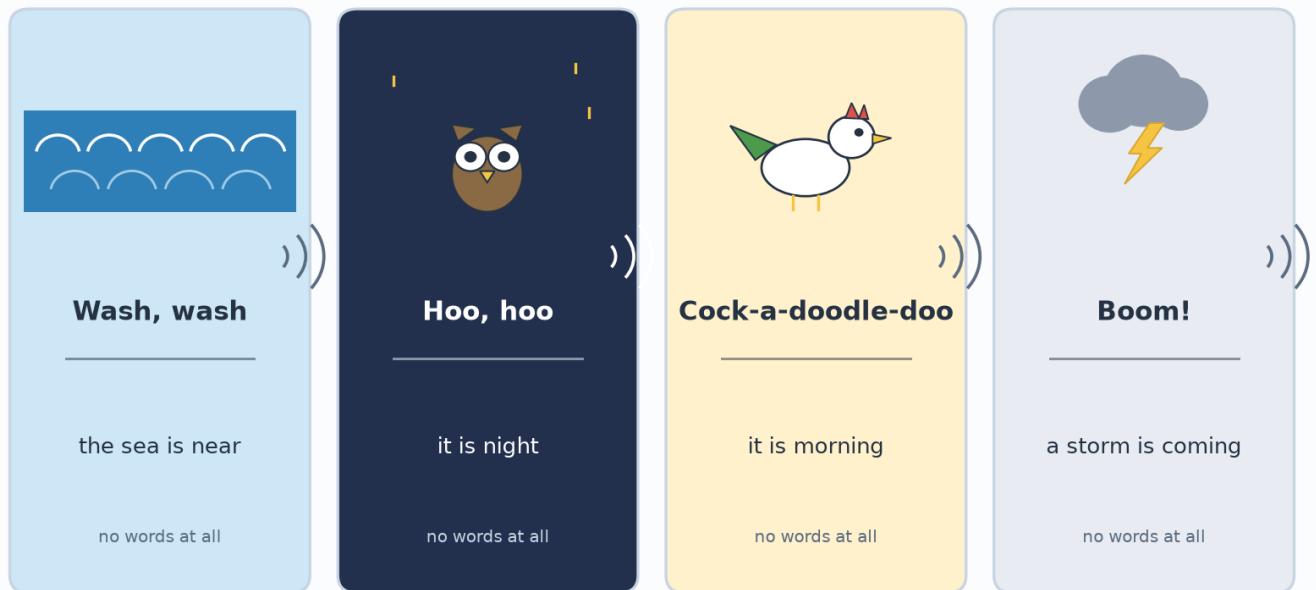


Two cards that show how bubbles work. A speech bubble comes out of the mouth and shows what someone says. A thought bubble sits over the head and shows what someone thinks

## Part 4 — Sound adds and can multiply too

Sound does the same jobs. Close your eyes and listen. The teacher makes or plays each sound.

| Sound                         | What it tells us, with no words at all |
|-------------------------------|----------------------------------------|
| waves — wash, wash            | the sea is near                        |
| an owl — hoo, hoo             | it is night                            |
| a rooster — cock-a-doodle-doo | it is morning                          |
| thunder — boom!               | a storm is coming                      |

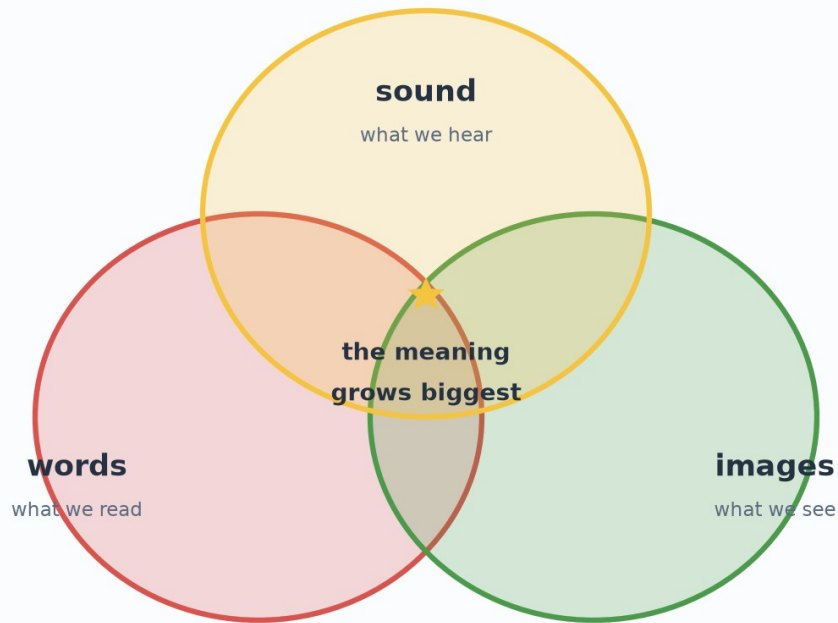


Listen — each sound tells us something.

*Four sound cards and four meaning cards to match. The sounds are waves, an owl, a rooster and thunder*

One sound can add one idea. But sounds can also work together: rain and thunder and wind — now we know a big storm is here! No words at all. The sounds do the **multiply** job.

Words, images and sound are strongest when they work together.



Words, images and sound are strongest when they work together.

*Three rings for words, images and sound. They join in the middle, where the meaning grows biggest*

## How we talk about it — a model to copy

Listen to how we can talk about *The Camp*. The red words say what the words tell us. The green words say what the picture adds. The yellow words say why the meaning grew.



what the words say



what the picture adds



why the meaning grew

The words say Ben saw a light on the water.

The picture shows a lighthouse, the moon and the stars.

Now I know it is night, and I know what the light is.

The picture did the multiply job because one little sentence grew into a whole night by the sea.

Say it with me: what do the words say? What does the picture add? Why did the meaning grow?

*A model talk about The Camp in three colours. Red for what the words say, green for what the picture adds, and yellow for why the meaning grew*

The words say Ben saw **a light** on the water. The picture shows a **lighthouse**, the **moon** and the **stars**. Now I know it is **night**, and I know what the light is. The picture did the **multiply** job because one little sentence grew into a whole night by the sea.

## We do it together

### Example 1 — with help: what does the map add?

Use *Our Class Garden* and the map.

| Step                | What we do                      | What we say                                                                         |
|---------------------|---------------------------------|-------------------------------------------------------------------------------------|
| 1 · Read the words  | Find the things the words name. | carrots, beans, flowers, bees                                                       |
| 2 · Look at the map | Find new things the map shows.  | a gate, a path, a bench, a water tank, a tool shed                                  |
| 3 · Say it          | The map adds ...                | The words do not say gate, path, bench, water tank or tool shed. The map adds them. |

### Example 2 — with help: read the story picture

Use *The Camp* and the picture.

| Question           | How we work it out                                                              | The answer    |
|--------------------|---------------------------------------------------------------------------------|---------------|
| When is the story? | The words do not say. The picture shows the moon and stars.                     | It is night.  |
| What is the light? | The words say <i>a light</i> . The picture shows a tall tower with a big light. | A lighthouse. |

| Question                   | How we work it out             | The answer                                    |
|----------------------------|--------------------------------|-----------------------------------------------|
| What does Ben say?         | We look at the speech bubble.  | “What is that?”                               |
| What does Ben think about? | We look at the thought bubble. | The lighthouse — he wants to know what it is. |

### Example 3 — with help: what does a sound add?

The children close their eyes. The teacher plays thunder.

| Step       | What we do                   | What we say                                   |
|------------|------------------------------|-----------------------------------------------|
| 1 · Listen | Eyes closed, ears open.      | Boom!                                         |
| 2 · Think  | What does the sound tell us? | A storm is coming.                            |
| 3 · Say it | The sound adds ...           | The sound adds a storm, with no words at all. |

### Example 4 — on your own: add to or multiply?

(a) The words say *The dog has a ball*. The picture shows the ball is red.

(b) The words say *We went to the beach*. The picture shows the sea, the sand, a big sun, a boat and two crabs.

Sentence (a): one new idea — the ball is red. **Add to**. Sentence (b): many new ideas — the sea, the sand, the sun, the boat, the crabs. **Multiply**.

### Example 5 — on your own: your turn to add

Here is a sentence: *The dog ran*. Think of a picture for it. Say two things your picture adds. One way: my picture shows a park and a red ball. My picture adds the place and the toy.

## Now you try

### With help

**Q1.** Look at the map of the class garden. Tick the things the map shows that the words in *Our Class Garden* do not say:

a bench · carrots · a water tank · bees · a tool shed · flowers · a gate

**Q2.** Look at the table *Garden Jobs*. (a) Who picks the carrots? (b) What does Mia do? (c) Who helps us on Friday?

**Q3.** Look at the picture for *The Camp*. Find the clues. (a) What tells you it is night? (b) What tells you Ben is by the sea? (c) What is the light on the water?

**Q4.** Sort the cards into two groups: *says* and *thinks*.

Cards: “Are we there yet?” · Ben has a lighthouse in his head · “Soon,” says Dad · Mia hopes to see a crab

**Q5.** Draw a line from each sound to what it tells us.

| Sound     | It tells us ...   |
|-----------|-------------------|
| waves     | it is morning     |
| an owl    | a storm is coming |
| a rooster | the sea is near   |
| thunder   | it is night       |

**Q6.** Add to or multiply? Say which job each one does. (a) The words say *Mia has a cat*. The picture shows the cat is black and white. (b) The words say *The camp was quiet*. The picture shows the tent, the moon, the sea and a little fire.

## On your own

**Q7.** Look at the map again. Where is the bench? Tell a friend. Use *next to* or *near*.

**Q8.** The words in *The Camp* never say *lighthouse*. Why do you think the illustrator put the lighthouse in the picture? Talk with a friend: what does the picture add that the words do not say?

**Q9.** Make sounds for *The Camp*. Make a sound for the sea. Make a sound for the tent going up. Say what each sound adds.

**Q10.** Draw a picture to add to this sentence: *We got to the camp*. Draw two new things. Tell a friend what your picture adds.

**Q11.** Same words, different sounds. The words say: *Ben looks out*. First, make an owl sound. Now make a rooster sound. How does the story change? Tell a friend.

**Q12 · My turn — say why.** Here is a sentence: *The bus stopped*. Draw a picture that does the multiply job for this sentence — many new ideas! Then say, or write with help:

*The words say* \_\_\_\_\_. *My picture adds* \_\_\_\_\_. *The meaning grew because* \_\_\_\_\_.

## My turn — the bus stopped

English 2 · 2C

Draw a picture that does the multiply job — many new ideas!



The words say \_\_\_\_\_.

My picture adds \_\_\_\_\_.

The meaning grew because \_\_\_\_\_.

Say it out loud, or write with help.

*A My turn page with a big box to draw in and lines to write on*

## Answers

**Q1.** The map shows them, and the words do not say them: a bench, a water tank, a tool shed, a gate. (The words do say carrots, bees and flowers.) **Q2.** (a) Sam. (b) Mia waters the beans. (c) Ms Lee. **Q3.** (a) The moon and the stars. (b) The waves — we can see the sea. (c) A lighthouse. **Q4.** Says: “Are we there yet?” and “Soon,” says Dad. Thinks: Ben has a lighthouse in his head; Mia hopes to see a crab. **Q5.** waves → the sea is near · an owl → it is night · a rooster → it is morning · thunder → a storm is coming. **Q6.** (a) add to — one new idea, the colour of the cat. (b) multiply — many new ideas: the tent, the moon, the sea, the fire. **Q7.** One way: the bench is next to the flowers, near the path. **Q8** –**Q12.** Answers will be different — see *How the answers work* for what to look for.

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## How the answers work

There can be more than one right way to say it. A good answer says **what** the image or sound adds, and **why** the meaning grew. If a child gives the *what* but not the *why*, ask, “And why does that make the meaning bigger?”

**Q1.** The words in *Our Class Garden* name carrots, beans, flowers and bees. The map shows a bench, a water tank, a tool shed and a gate too — the words never say them. That is the add-to job: the map gives new information.

**Q2.** The table holds the jobs: Sam picks the carrots on Wednesday; Mia waters the beans on Monday; Ms Lee helps us dig on Friday. The words in the fact text never say any of that. Tables are good for finding things fast.

**Q3.** (a) The moon and the stars tell us it is night — the words never say *night*. (b) The waves and the water tell us Ben is by the sea. (c) The light is a lighthouse. The words say *a light*, and the picture shows what it is.

**Q4.** Speech bubbles show what someone says; thought bubbles show what someone thinks. “Are we there yet?” and “Soon” are said out loud. Ben’s lighthouse and Mia’s crab hope are inside their heads.

**Q5.** Sounds tell us things with no words: waves say the sea is near; an owl says it is night; a rooster says it is morning; thunder says a storm is coming.

**Q6.** (a) One new idea, the colour of the cat — add to. (b) Many new ideas from one picture — the tent, the moon, the sea, the fire — multiply.

**Q7.** Read the map like a book: the bench sits next to the flower patch, near the path. Any true map-reading answer works. Listen for *next to*, *near* and *by*.

**Q8.** One way: the illustrator put the lighthouse in so we can see what the light is. The words say *a light on the water*, and the picture shows a lighthouse with a big light. The picture adds the *what* and the *when* — a lighthouse, at night. It does the multiply job.

**Q9.** One way: wash, wash for the sea — it adds “the sea is near”. Zip! for the tent — it adds “the tent is going up”. Any sound works if the child can say what it adds.

**Q10.** One way: the child draws a big tent, a fire and the moon, and says, “My picture adds the tent and the night.” Look for two new things that fit the sentence.

**Q11.** One way: the owl says it is night, so Ben looks out at the dark sea. The rooster says it is morning, so now it is a new day! The same words with different sounds tell different stories. That is how sound can multiply meaning.

**Q12.** One way: the child draws a school gate, rain and a friend waiting, and says, “The words say the bus stopped. My picture adds the school and the rain. The meaning grew because now we know where the bus is, and what the weather is like.” What counts: the child adds many ideas, and says why the meaning grew. Speaking the answer to the teacher counts the same as writing it.

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## For the teacher

**Owns:** VC2E2LA08 — Language.

**The learning sentence (word for word):** “understand that images and sound add to or multiply the meanings of a text”

**The two named examples from VC2 (word for word):**

- VC2E2LA08.E01 — “identifying images and graphics in a text that add ideas or information not included in the written text, for example a map or table in a factual text or an illustration in a story that gives clues about the setting” — worked in Parts 2 and 3: the map and the table with *Our Class Garden*, and the setting clues in *The Camp*.
- VC2E2LA08.E02 — “identifying visual representations of characters’ actions, reactions, speech and thought processes in narratives, and considering how these images add to or multiply the meaning of accompanying words” — worked in Part 3: Ben’s actions, reactions, speech bubble and thought bubble in *The Camp*, and the talk about how the picture makes the meaning bigger.

**How this part uses the word *multiply*.** VC2 (VCAA, 2026) says images and sound “add to or multiply” the meanings of a text, but it does not say what *multiply* means here. This part treats it as: one image or sound gives many new ideas, feelings or questions, so the meaning grows much bigger than one new fact. Add to = one new idea; multiply = many. Every task here can be answered on that meaning alone. Other meanings of *multiply* (like the times tables in maths) are not what this part is about.

**Sound:** VC2E2LA08 names *images and sound*. Not one of the two named examples shows sound, so the sound work in Part 4 comes from the learning sentence’s own words. An example is one way the learning can look, not all of it.

**The end-of-year step this part works on** (Reading and Viewing): children understand that not only words — images and sounds too — can multiply the meaning in a text.

**Notes:**

- This part is done all with the teacher: the teacher reads every text out loud, and children answer by saying, pointing, drawing and making sounds. No child has to read anything alone.
- Nothing is left out of this part under TOC §2A — the two examples of VC2E2LA08 carry no §2A tag.
- **New words in this part:** add to, multiply, map, table, fact text, illustration, clue, setting, speech bubble, thought bubble, reactions — each one got its meaning at first use. *Text*, *image*, *sound* and *meaning* came from last year (VC2E1LA08) and are used again here.
- **From last year:** VC2E1LA08 compared images and sound, and asked what they do. This part builds on that. It does not go back over kinds of pictures, or loud and soft sounds.
- Every text, picture and sound in this part was made just for this book. No words, pictures or sounds from any other book are used here.



## Choosing words that suit the topic

### Part 2 — sentences, images and sound, words and punctuation · 2D · English 2

**Owens:** VC2E2LA09 (Language — Language for expressing and developing ideas) **Draws on:**

VC2E2LA09.E01 · VC2E2LA09.E02 · VC2E2LA09.E03 (VC2E2LA09.E04† is not used — TOC §2A)

What VCAA says: “*apply learnt vocabulary and begin to make conscious choices to suit the topic*”

We build on the topic words of Level 1 (VC2E1LA09) and what you already know about nouns and adjectives (VC2E1LA07). The words you choose here come back in 5D, when you write your own texts (VC2E2LY11). Next school year you will choose even more topic words on your own (VC2E3LA11).

**Teacher note.** This part mixes listening, talking, reading and a little writing. Read the model texts aloud and let the children join in where they can. The word work is playful: sorting, swapping and picking words. Keep the class word box going all year — 5D will use it.

## What we are learning

**Topics have their own words.** You met topic words in Level 1. The weather has words like sunny and stormy. The sea has words like wave and shell. This year you do something new: you **choose** the words that suit your topic.

**Words you know.** All the words you know are your **vocabulary** (say it: VO-kab-yu-lar-ee). Every new word you hear, say, read or write goes into your vocabulary. Your vocabulary grows every day.

**Topic words.** A **topic** is what we are learning, talking or writing about. The words that fit one topic are its **topic words**.

## Everyday words and topic words

English 2 · 2D

### Everyday words

fit any talk at all

thing

stuff

nice

big

go

*They do not say much.*

### Topic words

fit one topic: the sea

wave

shell

sand

boat

fish



*Two word groups side by side: everyday words that fit any talk, and sea topic words that fit one topic, with a little sea picture beside the sea words*

thing · stuff · nice · big · go

wave · shell · sand · boat · fish

**Everyday words and topic words.** Some words fit almost any talk: thing, stuff, nice, big, go. We call these **everyday words**. They are good, but they do not say much. Topic words fit one topic, and they say a lot in one small word. When you hear wave, shell and sand, you think of the sea at once!

**Swap everyday words for topic words.** Watch what happens when we swap everyday words for topic words. The same idea — but now you can see it in your head.

English 2 · 2D

## Swap everyday words for topic words

**the weather**

Water came down from the sky.

→

**Rain** came down from the sky.

**the sea**

We went to the big water.

→

We went to the **sea**.

**growing things**

The plant grows in the ground.

→

The plant grows in the **soil**.

*A swap chart with three rows: an everyday sentence swaps into a topic sentence for the weather, the sea and growing things*

- “Water came down from the sky.” → “**Rain** came down from the sky.”
- “We went to the big water.” → “We went to the **sea**.”
- “The plant grows in the ground.” → “The plant grows in the **soil**.”

One topic word can say what many everyday words cannot.

**New words in learning area texts.** At school you also learn about other things, like living things and numbers. The books and pages about those topics are **learning area texts**. They bring new words. Listen to this one!

a learning area text

## A frog's life

A **frog** starts life as a tiny **egg** .

**Frog** **eggs** **hatch** in the water.

Out comes a **tadpole** !

A **tadpole** has a long **tail** , and it lives in the **pond** .

Slowly, it grows **legs** . Its **tail** gets smaller.

Now it is a young **frog** ! It can **hop** on **land** .

**Frogs** like **wet** places.

*Topic words are in the yellow pills.*



*A model learning area text about a frog's life, with its topic words in yellow pills: frog, egg, hatch, tadpole, tail, pond, legs, hop, land, wet*

**A frog's life** A frog starts life as a tiny egg. Frog eggs hatch in the water. Out comes a tadpole! A tadpole has a long tail, and it lives in the pond. Slowly, it grows legs. Its tail gets smaller. Now it is a young frog! It can hop on land. Frogs like wet places.

Can you hear the topic words? Frog. Egg. Hatch. Tadpole. Tail. Pond. Legs. Hop. Land. Wet.

**What to do with a new word.** When a new topic word comes your way:

1. Say it: "tadpole".
2. Find out what it means.
3. Use it in a sentence.
4. Put it in the word box!

| New word | What it means                   | Say it                            |
|----------|---------------------------------|-----------------------------------|
| tadpole  | a baby frog with a tail         | The tadpole swims in the pond.    |
| hatch    | to come out of an egg           | The frog eggs hatch in the water. |
| pond     | a small, quiet place with water | The frog lives near the pond.     |

Every new topic word we meet goes in the box.

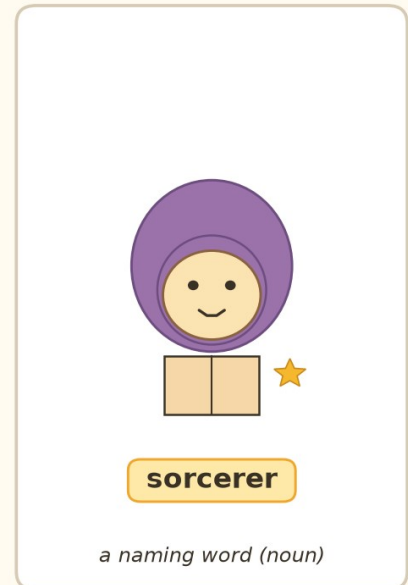
The class word box chart with three rows: tadpole, hatch and pond, each with what it means and a sentence to say it in

| New word | What it means                   | Say it                            |
|----------|---------------------------------|-----------------------------------|
| tadpole  | a baby frog with a tail         | The tadpole swims in the pond.    |
| hatch    | to come out of an egg           | The frog eggs hatch in the water. |
| pond     | a small, quiet place with water | The frog lives near the pond.     |

**Character words in stories.** Stories have **characters** — the people and creatures in the story. Writers choose words that suit each character. Two kinds of words do the work.

**Naming words** tell you what the character is. These are **nouns** — you know about nouns from Level 1. Look at three story nouns. Each one is a person with magic, but each word paints its own picture.

Each word is a person with magic — and each paints its own picture.

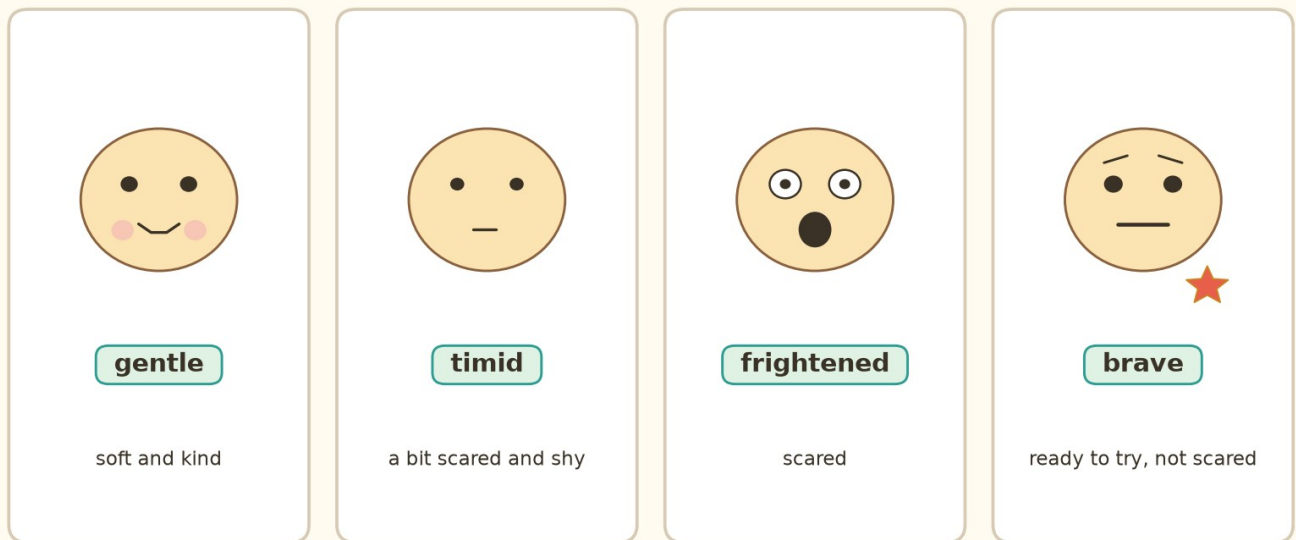


Three character noun cards: a magician with a black top hat and a wand, a wizard with a tall blue hat full of stars, and a sorcerer in a purple hood with a book of spells

| Noun     | What it makes you think of                |
|----------|-------------------------------------------|
| magician | someone who does magic tricks             |
| wizard   | a magic person with a tall hat and a wand |
| sorcerer | a person with strong magic powers         |

**Describing words** tell you what the character is like. These are **adjectives** (say it: AJ-ik-tivz) — you know about adjectives from Level 1 too.

These adjectives tell how a character is or feels.



Four feeling adjective cards with faces: gentle with a soft kind smile, timid looking small and shy, frightened with wide eyes, and brave standing tall with a big smile

| Adjective  | What it tells you         |
|------------|---------------------------|
| gentle     | soft and kind             |
| timid      | a bit scared and shy      |
| frightened | scared                    |
| brave      | not scared — ready to try |

**A model story.** Listen for the character words in this story.

## Zot and the giant

Deep in the wood lives a **wizard** named Zot.

Zot is **gentle** and **timid**.

When the wind goes WHOOSH, poor Zot gets **frightened** and hides.

One night, a **giant** comes to the wood. BOOM, BOOM go his big feet.

Zot wants to hide. But he sees the **giant**'s sad eyes.

"Are you lost?" asks the **kind** little **wizard**.

The **giant** nods. So Zot makes a magic light to show the way home.

yellow = naming word (noun)

green = describing word (adjective)

The model story *Zot and the giant*, with the naming nouns in yellow pills and the describing adjectives in green pills

**Zot and the giant** Deep in the wood lives a **wizard** named Zot. Zot is **gentle** and **timid**. When the wind goes WHOOSH, poor Zot gets **frightened** and hides. One night, a **giant** comes to the wood. BOOM, BOOM go his big feet. Zot wants to hide. But he sees the giant's sad eyes. "Are you lost?" asks the **kind** little wizard. The giant nods. So Zot makes a magic light to show the way home.

The naming nouns (wizard, giant) tell you who is in the story. The describing adjectives (gentle, timid, frightened, kind) tell you what they are like.

**One word can change everything.** The writer picked the word *timid* for Zot. What if we swap it?

- "The **timid** wizard hides from the giant." — Zot stays home, scared.
- "The **brave** wizard runs to the giant." — a different story!

Writers pick each word with a reason. Soon you will too.

**Pick words with a reason.** When it is your turn to talk or write, ask yourself:

1. What is my topic?
2. What words fit my topic?
3. Which word says it best?

Then say your choice like this: "I picked **sea** because it is a topic word for the sea."

## Let's try together

### Example 1 — we do it together

The everyday sentence is: "*I played in the water at the sandy place.*" The topic is the sea. Can we swap everyday words for topic words?

| What we do                 | Why                                                  |
|----------------------------|------------------------------------------------------|
| Ask: what is the topic?    | The sea.                                             |
| Find the everyday words.   | “the water” and “the sandy place”.                   |
| Swap them for topic words. | water → <b>sea</b> ; sandy place → <b>beach</b> .    |
| Say the new sentence.      | “I played in the <b>sea</b> at the <b>beach</b> .” ✓ |

### Example 2 — we do it together

The teacher reads: “*The frog eggs hatch in the water.*” The word **hatch** is new for many of us. Let’s put it in the word box.

| What we do              | Why                                 |
|-------------------------|-------------------------------------|
| Say the new word.       | <b>hatch</b> .                      |
| Find out what it means. | To come out of an egg.              |
| Use it in a sentence.   | “The frog eggs hatch in the pond.”  |
| Put it in the word box. | New word ✓ · meaning ✓ · sentence ✓ |

### Example 3 — we do it together

Which word names a character: **magician**, **gentle** or **frightened**?

| What we do                                  | Why                                                                    |
|---------------------------------------------|------------------------------------------------------------------------|
| Ask: is it a person or creature in a story? | Gentle tells what someone is like. Frightened tells how someone feels. |
| A magician is a person in a story.          | So <b>magician</b> is the naming word (noun). ✓                        |

Now you try the other way: which word tells what a character is like: **wand**, **timid** or **castle**? A wand is a thing. A castle is a place. **Timid** tells what a character is like — it is the describing word (adjective). ✓

### Example 4 — you have a go

Pick the word that suits the topic. The teacher reads: \*“Hold on to your hat! It is \_\_\_\_ today.”\* Pick **windy** or **rainy**, and say why.

One good answer: “I pick **windy**. A windy day can blow your hat off! Rain does not blow hats.” ✓



## Pick the word that suits the topic

English 2 · 2D

Topic: the weather

Hold on to your hat!

It is  today.

windy

rainy

Which word fits? Say why.



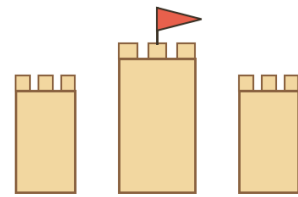
Topic: the sea

We built a big  on the sand.

sandcastle

pond

Which word fits? Say why.



Two pick-the-word cards. Card one, topic the weather: Hold on to your hat! It is blank today, with the words windy and rainy to pick from. Card two, topic the sea: We built a big blank on the sand, with the words sandcastle and pond to pick from

### Have a go

**Teacher note.** Read each question to the children. They can answer by talking, pointing or writing a word or two. Answers are under the questions.

### With help

**Q1.** Sort the words. Are they everyday words or sea topic words?

thing · wave · stuff · shell · nice · boat

**Q2.** Swap it! The teacher reads each everyday sentence. Say it again with a topic word.

- (a) “We looked at the big water.” (Topic: the sea)
- (b) “The sun is out. It is not cold.” (Topic: the weather)
- (c) “The plant grows in the ground.” (Topic: growing things)

**Q3.** Find the topic words. The teacher reads: “The tadpole has a tail and lives in the pond.” Say three topic words from the sentence.

**Q4.** Pick the word.

- (a) Which word names a character (a noun): queen, kind or sad?
- (b) Which word tells what a character is like (an adjective): dragon, frightened or wood?

**Q5.** Pick the word that fits: “The \_\_\_ giant helped the lost bird.” Choices: kind, wet. Say why.

**Q6.** Name the topic. The topic words are: cloud, wind, storm, sunny. The topic is \_\_\_.

### **On your own**

**Q7.** Write one sentence about the sea. Use two sea topic words.

**Q8.** A new word for the word box: **ocean**. Say what it means, and use it in a sentence.

**Q9.** Make a character. Pick a naming word (magician, wizard or sorcerer). Pick two describing words. Tell your partner: “My \_\_\_\_ is \_\_\_\_ and \_\_\_\_.”

**Q10.** Think and say why. Sam wrote: “*The thing did a stuff.*” Why does that not tell us much? Now write it again with topic words. Pick your own topic.

**Q11.** Swap one word: “*The timid wizard hides from the giant.*” Swap **timid** for **brave**. What happens now? Tell the new story out loud.

**Q12.** Talk with a partner. Pick a topic: weather, sea or school. Take turns saying topic words. How many can you name together?

---

## Answers

**Q1.** Everyday words: thing, stuff, nice. Sea topic words: wave, shell, boat. **Q2.** (a) “We looked at the sea.” (b) “It is sunny and warm.” (c) “The plant grows in the soil.” Other matching topic words are right too. **Q3.** tadpole, tail, pond. **Q4.** (a) queen; (b) frightened. **Q5.** kind — a kind giant helps. A wet giant does not fit the story. **Q6.** the weather. **Q7.** One answer: “I built a sandcastle by the waves.” Any sentence with two sea topic words is right. **Q8.** The ocean is the very big sea. One answer: “Fish swim in the ocean.” **Q9.** One answer: “My wizard is gentle and timid.” Answers will be different. **Q10.** “Thing” and “stuff” are everyday words — they do not tell us which thing, or what it did. One answer: “The wizard made a magic light.” Answers will be different. **Q11.** One answer: “The brave wizard runs to the giant and says hello!” Any story where the wizard acts brave is right. **Q12.** Answers will be different. Look for words that fit the topic the pair picked.

---

## How we worked it out

**Q1.** We asked about each word: does it fit one topic, or any talk at all? Thing, stuff and nice fit any talk — everyday words. Wave, shell and boat make you think of the sea — sea topic words.

**Q2.** We found the everyday words and swapped each one for a topic word: big water → sea; the sun is out and not cold → sunny and warm; ground → soil. The topic words paint the picture.

**Q3.** We listened for the words that belong to one topic — a tadpole, a tail, a pond. Those words put the frog’s home in your head. The little words (the, has, and, in) do small jobs; the topic words do the big job.

**Q4.** A noun names something: a queen is a person in a story, so queen is the noun; kind and sad tell what someone is like. An adjective tells what something is like: frightened tells how a character feels, so it is the adjective; a dragon is a creature and wood is a place.

**Q5.** The giant helps the bird, so the word must tell something good about the giant. Kind fits — kind means soft and helpful. Wet tells about water, not about helping.

**Q6.** Cloud, wind, storm and sunny are all words about the sky and the air — so the topic is the weather.

**Q7.** We thought of the sea topic, picked two of its words (like sandcastle and waves), and wrote them in one sentence.

**Q8.** We said what the word means in our own words, the way we did for the word box: ocean is the very big sea. Then we said it in a sentence.

**Q9.** We picked one naming word for the character and two describing words, then put them in a sentence: “My wizard is gentle and timid.”

**Q10.** Everyday words like thing and stuff can stand for anything, so the sentence tells us nothing. To fix it, we picked a topic and used its words. A wizard story needs wizard, magic, light — now we can see it.

**Q11.** We swapped the describing word and asked: what would a brave wizard do? A timid wizard hides. A brave wizard goes to the giant. One word changed the story.

**Q12.** We picked one topic and took turns. Each word had to fit the topic — sunny and stormy for weather, wave and boat for sea, desk and book for school.

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*2D gives VC2E2LA09 in full. The swap work has children select topic vocabulary to replace everyday language (the move named in .E01); the frog text and the word box have them talk about new words met in learning area texts (.E02); the character cards and “Zot and the giant” explore the nouns and adjectives used to describe characters in stories (.E03), using its named examples — magician, wizard, sorcerer; gentle, timid, frightened. VC2E2LA09.E04 is not used per TOC §2A; the code is carried by the work above.*

## Capital letters in titles; commas to separate items in lists

English 2 · Part 2 · 2E

**Owens:** VC2E2LA10 **Draws on:** VC2E2LA10.E01 · VC2E2LA10.E02

VC2E2LA10, word for word: “recognise that capital letters are used in titles and commas are used to separate items in lists”

Capital letters for names come in from Level 1 (VC2E1LA10) — the children know that job already, and it is used here, not taught again. New in this part: capital letters in the titles of texts, and commas between the things in a list. The next mark in this family is Level 3 (VC2E3LA12) and is not in this book.

**Teacher note.** Read every line out loud to the children. They listen, say, point, circle and write with you. No child needs to read the words here. Have the real texts in front of the class as you go: our book, the poem, the recipe card and the picnic note. The pictures in this part use one colour for one job: green for capital letters, light cards for little words, red for commas, gold for the word “and”, blue for the things in a list.

### What we are learning

**Every text has a name.** The name of a text is its **title**. A book has a title. A poem has a title. A film has a title. Look at the three texts below and say each title out loud.

## The title is the name of a text

English 2 · 2E

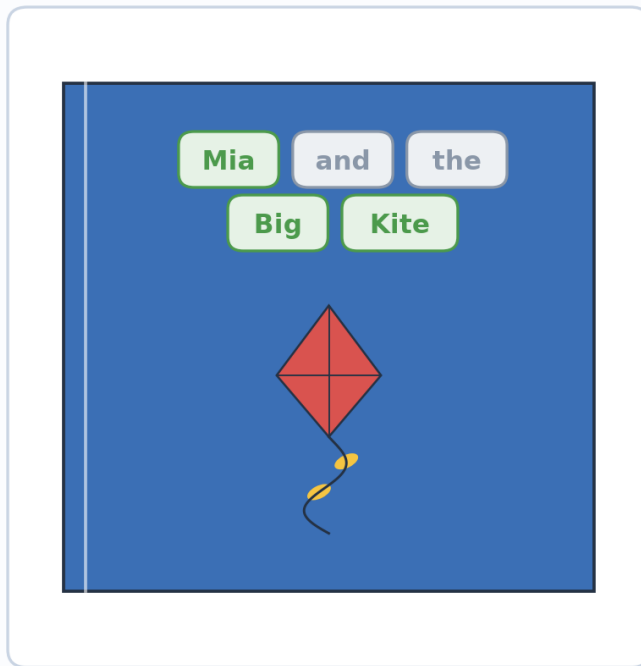
The diagram shows three examples of text titles, each in a gold box. Below each box is a label for the type of text and a label for the title.

- Book:** The title is "Mia and the Big Kite". The label below the box is "a book". The label below the title box is "title".
- Poem:** The title is "Sun and Rain". The label below the box is "a poem". The label below the title box is "title".
- Film:** The title is "The Big Blue Sea". The label below the box is "a film". The label below the title box is "title".

Every text has a name. The name of a text is its title.

Three texts side by side: a book called *Mia and the Big Kite*, a poem called *Sun and Rain*, and a film called *The Big Blue Sea*; the name of each text has a gold box around it, and under each one is the word title

**Our book has a title too.** Our class book from Level 1 is back: *Mia and the Big Kite*. Look at the cover. Some words start with a **capital letter** — the tall letter. Other words stay small.



## What do the colours say?

**Big** = a capital letter

**and** = a little word

Little words: a, an, the,  
and, in, of, on

**The first word always  
gets a capital!**

Mia is the first word, so it gets a capital too.

*The book cover Mia and the Big Kite with word cards: Mia, Big and Kite are green for a capital letter; and and the are on light cards for a little word; a card on the right lists the little words a, an, the, and, in, of, on and says the first word always gets a capital*

**Capital letters have three jobs.** Two jobs you know from Level 1, and one new job.

# Three jobs for capital letters

English 2 · 2E

## Job 1

The start of a sentence

from Year 1

The kite is big.

## Job 2

Names of people and places

from Year 1

Mia and Sam go to the park.

## Job 3

The titles of texts



**NEW!**

Mia and the Big Kite

**In this part we learn Job 3: capitals in titles.**

*Three jobs for capital letters: Job 1 the start of a sentence, and Job 2 names of people and places, both from Year 1; Job 3 the titles of texts, marked NEW with a star; at the bottom: in this part we learn Job 3, capitals in titles*

**The title rule.** The first word always gets a capital, even a little word. The big words get capitals. The little words — a, an, the, and, in, of, on — stay small.

first word →

The Big Kite Day

Mia and the Big Kite

first word →

A Day on the Farm

Big

capital letter

and

little word — no capital

Little words: a, an, the, and, in, of, on

*The title rule shown with three titles in word cards: The Big Kite Day; Mia and the Big Kite; A Day on the Farm; green cards get a capital letter and light cards are little words with no capital; the little words are a, an, the, and, in, of, on*

**Meet the comma.** A new mark! You know the **full stop**: a little dot that says *stop*. The **comma** looks like a dot with a tail. It says *more is coming!* Your voice does a little hop, and it goes on.



## a full stop

It says: stop!

Your voice stops, and you  
take a breath.



## a comma

It says: more is coming!

Your voice has a little hop,  
and it goes on.

**The comma separates the items in a list.**

*A full stop is a dot and says stop, your voice stops and you take a breath; a comma is a dot with a tail and says more is coming, your voice has a little hop and it goes on; at the bottom: the comma separates the items in a list*

**Two ways to write a list.** A list can go down the page — one thing on each line, no commas. Or a list can sit in a sentence — and then commas **separate** the **items**. The items are the things in the list.



## Down the page

| milk

| eggs

| bread

| honey

no commas

## In a sentence

We

need

milk

,

eggs

,

bread

and

honey

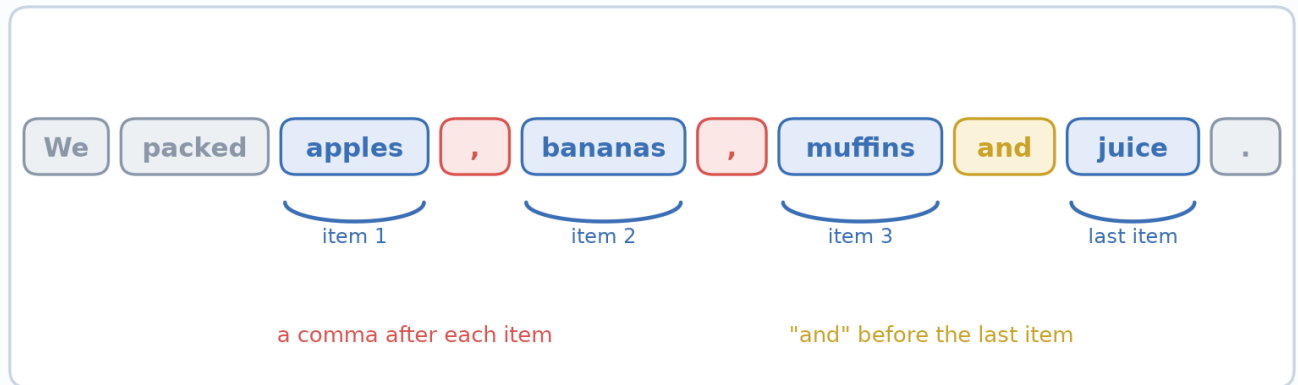
.

commas!

Same list. Two ways. In a sentence, commas separate the items.

*The same list two ways: down the page with no commas, milk, eggs, bread, honey; and in a sentence with commas, We need milk, eggs, bread and honey; at the bottom: same list, two ways, in a sentence commas separate the items*

**How a list sentence works.** Put a comma after each item. Write “and” before the last item. No comma after “and”.



**Put a comma after each item.**

**Write "and" before the last item.**

No comma after and.

*The list sentence We packed apples, bananas, muffins and juice; each item has a loop under it, item 1, item 2, item 3, last item; a comma sits after each item, and the word and sits before the last item; at the bottom: put a comma after each item, write and before the last item, no comma after and*

**Lists hide in lots of texts.** Here is a recipe. Say its title, then say the list sentence with a little hop at each comma.

## Fruit Salad

You

need

apples

,

bananas

,

oranges

and

yoghurt

.

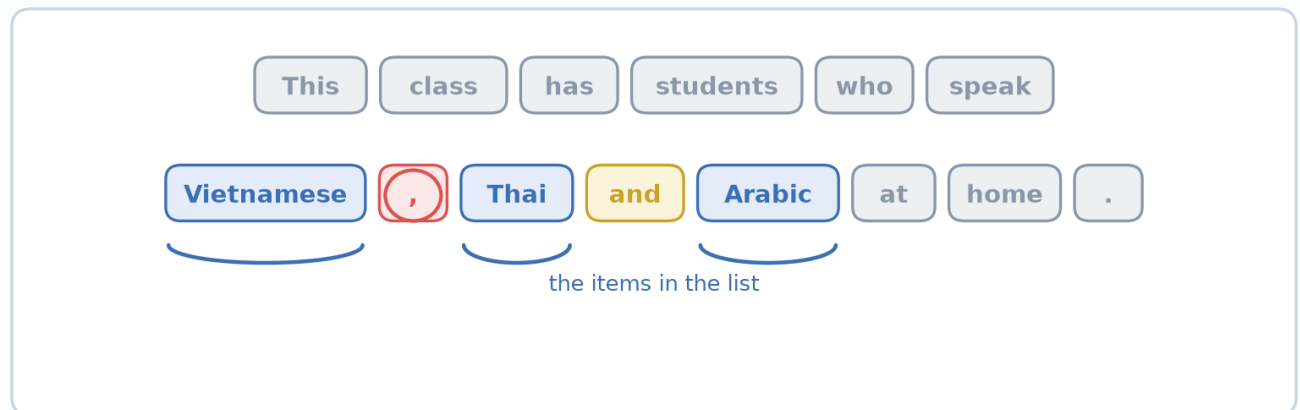
- 1 Wash the fruit.
- 2 Cut it up.
- 3 Mix it in a big bowl.



The title has capitals. The list has commas.

*A recipe card with the title Fruit Salad in a gold band; the list sentence You need apples, bananas, oranges and yoghurt; then three steps: 1 Wash the fruit, 2 Cut it up, 3 Mix it in a big bowl; at the bottom: the title has capitals, the list has commas*

**A list can be anything — even languages.** Say this sentence about a class. Point at the commas as you hop.



**How many commas? Two!**

One after Vietnamese. One after Thai.

"and" comes before the last item — no comma there.

The sentence *This class has students who speak Vietnamese, Thai and Arabic at home*; the two commas are circled in red and the three languages have blue loops under them as the items in the list; at the bottom: how many commas, two, one after Vietnamese and one after Thai, and comes before the last item so no comma there

## Try it together

### Example 1 — we do it together

The teacher reads the title: "*A Day on the Farm.*" Which words get capital letters?

| Word | Capital? | Why                               |
|------|----------|-----------------------------------|
| A    | yes      | the first word — always a capital |
| Day  | yes      | a big word                        |
| on   | no       | a little word                     |
| the  | no       | a little word                     |
| Farm | yes      | a big word                        |

So we write: **A Day on the Farm.**

### Example 2 — we do it together

The teacher reads: "*At the farm we saw ducks, sheep, cows and horses.*" Where do the commas go, and why?

| What we do                                  | Why                                        |
|---------------------------------------------|--------------------------------------------|
| Find the items: ducks, sheep, cows, horses. | They are the things we saw.                |
| Put a comma after ducks and after sheep.    | A comma after each item, but not the last. |
| Write "and" before horses.                  | "And" comes before the last item.          |
| No comma after "and".                       | That is the rule!                          |

Say it with your voice: a little hop at each comma, then “and”, then stop.

### Example 3 — we do it together

The teacher reads this note about a picnic. Find the title, find the lists, count the commas.

#### Our Class Picnic

Come to our picnic on the big grass! We will eat sandwiches, fruit and muffins. We will play games, sing songs and dance. See you there!

What we do

Why

Title: **Our Class Picnic.**

Our is the first word; Class and Picnic are big words.

List 1: sandwiches, fruit and muffins.

One comma — after sandwiches.

List 2: play games, sing songs and dance.

One comma — after games.

Count the commas: two.

A comma after each item, but not the last.

### Example 4 — you have a go

Look at the two lines with missing marks. Say the capitals the title needs. Say where the commas go in the list — and listen for one more fix in the list!

## Fix the marks!

English 2 · 2E

A title

the

ship

on

the

sea

Write the capitals this title needs.

A list

my

bag

has

a

book

a

pen

and

a

hat

.

Add the commas this list needs.

Two lines to fix: the title *the ship on the sea* with an empty gold box over each word, and the list sentence *my bag has a book a pen and a hat* with an empty red circle after *book* and after *pen*

Then check together:

- **The Ship on the Sea** — The (first word), Ship and Sea (big words); on and the stay small.

- **My** bag has a book, a pen, and a hat. — a comma after book and after pen, and the first word gets a capital too (Job 1!).

## Have a go

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

## With help

**Q1.** The capital hunt. Circle the capital letters in each title, then count them.

- (a) The Big Kite Day
- (b) Mia and the Big Kite
- (c) A Day on the Farm

**Q2.** The comma fix. These list sentences lost their commas. Say where each comma goes, then say the sentence with a little hop.

- (a) My bag has a book a pen and a hat.
- (b) We bought apples pears and milk.
- (c) The party had games songs and dancing.

**Q3.** Sort the cards. Cut out the eight cards and sort them into two groups: titles and lists. How do you know?

## Sort the cards: title or list?

English 2 · 2E

**The Big Kite Day**

title

**apples, pears and milk**

list

**Mia and the Big Kite**

title

**ducks, sheep and cows**

list

**A Day on the Farm**

title

**games, songs and dancing**

list

**The Big Blue Sea**

title

**a book, a pen and a hat**

list

Cut out the cards. Sort them into titles and lists. How do you know?

*Eight cards to cut out and sort: the titles The Big Kite Day, Mia and the Big Kite, A Day on the Farm and The Big Blue Sea; and the lists apples, pears and milk; ducks, sheep and cows; games, songs and dancing; a book, a pen and a hat*

**Q4.** The recipe check. Look again at the recipe (Fruit Salad).

- (a) Say the title. Which words got capitals?
- (b) How many items are in the list?
- (c) How many commas?
- (d) Why is there no comma before yoghurt?

**On your own**

**Q5.** Make a title. Think of a story of your own. Write its title with the right capital letters, and draw a small picture for the cover.

**Q6.** Two list sentences. Finish each sentence about your own day. Put in the commas and the “and”.

- (a) In my lunch box I have \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- (b) After school I like to \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**Q7.** My page. Fill in the page: your story title, and your list sentence. Then do the star check.

## My title and my list

English 2 · 2E

My story is called

\_\_\_\_\_

Write your title here. Capitals on the first word and the big words!

In my list:

We will have \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Write the things. Add a comma after each one.



**Check: capitals in my title, commas in my list.**

*A page to write on: My story is called, with a long line for the title and the hint capitals on the first word and the big words; then In my list: We will have, with four empty blue cards, an empty red comma circle after the first two cards, and the word and before the last card; at the bottom a star and the check: capitals in my title, commas in my list*

**Q8.** Think and say. Why does a list in a sentence need commas? What would happen without them?

## Answers

**Q1.** (a) The, Big, Kite, Day — four capitals. (b) Mia, Big, Kite — three capitals. (c) A, Day, Farm — three capitals. The little words (and, the, on) stay small. **Q2.** (a) My bag has a book, a pen, and a hat. (b) We bought apples, pears, and milk. (c) The party had games, songs, and dancing. Two commas each — one after each item, but not the last. **Q3.** Titles: The Big Kite Day; Mia and the Big Kite; A Day on the Farm; The Big Blue Sea. Lists: apples, pears and milk; ducks, sheep and cows; games, songs and dancing; a book, a pen and a hat. **Q4.** (a) Fruit Salad — both words, because both are big words. (b) Four items: apples, bananas, oranges and yoghurt. (c) Two commas. (d) Because “and” comes before the last item, so no comma is needed there. **Q5.** Answers will be different. Look for a capital on the first word and on the big words, and little words staying small. **Q6.** Answers will be different. Look for a comma after the first two items, “and” before the last item, and no comma after “and”. **Q7.** Answers will be different. The star check: capitals in the title, commas in the list. **Q8.** One good answer: the commas tell us where one item stops and the next one starts. Without them, the items run together and we cannot hear the list. The comma says *more is coming!*

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## How we worked it out

**Q1.** We used the title rule: the first word always gets a capital, the big words get capitals, and the little words (a, an, the, and, in, of, on) stay small.

**Q2.** We found the items first, then put a comma after each item but not the last, and “and” before the last item. The voice check works too: a little hop at each comma.

**Q3.** Titles name a text, so they follow the title rule — capitals on the first word and the big words, and no commas. Lists name things one after one, so they have commas and “and” before the last item.

**Q4.** Fruit and Salad are both big words, so both get capitals. The list has four items. A comma goes after each item but not the last, and “and” takes the place of the last comma — so two commas.

**Q5.** A title follows the title rule: a capital on the first word, capitals on the big words, little words small.

**Q6.** A list sentence follows the list rule: a comma after each item, “and” before the last item, no comma after “and”.

**Q7.** The star check is the two rules together: Job 3 capitals in the title, commas in the list.

**Q8.** The comma separates the items — it keeps each thing in the list clear for the eye and the ear. That is the whole job of the comma in a list: to separate the items.

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*Everything in VC2E2LA10 is in this part. The children spot how capital letters are used in the titles of texts — our book, the poem, the film, the recipe, the picnic note and their own writing (.E01) — and they spot commas used in lists in many kinds of texts, including a recipe, a note and the sentence about the home languages of a class (.E02). Capital letters for names are known from Level 1 (VC2E1LA10); they are used here, not taught again. The Level 3 mark for short words and for belonging (VC2E3LA12) is not in this part.*





# English Level 2

## Check C2 — Sentences, words and punctuation

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 C2 · Chapter 2 · Sentences, words and punctuation

#### English Level 2 (Year 2) · Victorian Curriculum 2.0

**Chapters and topics covered:** Chapter 2 — Language: expressing and developing ideas · Sections 2A, 2B, 2C, 2D and 2E.

**Content description codes assessed:** VC2E2LA06 · VC2E2LA07 · VC2E2LA08 · VC2E2LA09 · VC2E2LA10

Name: \_\_\_\_\_ Date: \_\_\_\_\_

|                          |                                                                                                                                |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Total marks</b>       | 18                                                                                                                             |
| <b>Section structure</b> | Sitting 1 — Questions 1–9 (9 marks) · Sitting 2 — Questions 10–18 (9 marks)                                                    |
| <b>Timing</b>            | Untimed. Your teacher will pace this check and let you finish. Each sitting takes about 12 minutes or less.                    |
| <b>Sittings</b>          | Do this check in two sittings on different days or at different times. Sitting 1 = Questions 1–9. Sitting 2 = Questions 10–18. |
| <b>Reading support</b>   | Your teacher may read any question, passage or answer to you.                                                                  |
| <b>Equipment</b>         | One device for you or your pair. Nothing else is needed.                                                                       |

This check looks at what you learned in Chapter 2: joining ideas with and, but and so, building noun groups and verb groups, what pictures add to a text, picking words that suit the topic, and capital letters in titles and commas in lists. Every question is worth 1 mark. Have a go at every question.

**Words you will see:** you met these words in Chapter 2 — *clause, independent clause, conjunction (joining word), compound sentence, noun group, article, adjective, verb group, add to, multiply, vocabulary, topic word, title, capital letter, comma*. They are the same words your teacher taught you.

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### Sitting 1 — Questions 1–9 (9 marks)

#### Question 1 — Find the compound sentence (1 mark)

Which one is a compound sentence?

- A. The cat naps.
- B. The cat naps and the dog runs.
- C. A little soft cat.
- D. Run, dog, run!

---

#### Question 2 — Pick the joining word (1 mark)

Pick the joining word that fits the gap.

*The ant is small \_\_\_\_\_ it is very strong.*

Pick one: **and · but · so · then**

Answer: \_\_\_\_\_

---

### Question 3 — Put the ideas in order (1 mark)

Put the words in the right order to make one compound sentence. On your device, put each card in its place.

Word bank: **The bell rang · so · we went inside**

Answer: \_\_\_\_\_

---

### Question 4 — Pick the sentence that joins best (1 mark)

Here are two ideas:

*The soil was dry. · Mia got the water.*

Which sentence joins them the best way?

- A. The soil was dry so Mia got the water.
  - B. The soil was dry but Mia got the water.
  - C. Mia got the water so the soil was dry.
  - D. The soil was dry and the water.
- 

### Question 5 — Join three ideas (1 mark)

Put the words in the right order to make one sentence with three ideas. On your device, put each card in its place.

Word bank: **We dig · and · we plant · and · we sing**

Answer: \_\_\_\_\_

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### Question 6 — Build a noun group (1 mark)

Put the words in the right order to build one noun group. One word in the bank is not needed.

Word bank: **the · little · brown · dog · runs**

Answer: \_\_\_\_\_

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### Question 7 — Grow the verb group (1 mark)

Grow the doing word *touched*. Put one word from the word bank in front of *touched* to make a verb group. The other words are not needed.

\_\_\_\_\_ *touched*

Word bank: **gently · the · and**

Answer: \_\_\_\_\_

---

**Question 8 — Find the noun group (1 mark)**

Read this sentence:

*The small bird sat on the soft nest.*

Which words are one noun group?

- A. The small bird
  - B. sat on the
  - C. bird sat
  - D. on the soft
- 

**Question 9 — The three questions (1 mark)**

You learned three questions to build a noun group: *How many?* · *What is it like?* · *What type?*

Look at the noun group *the longest side*. Which word tells what the side is like?

- A. longest
  - B. side
  - C. the
  - D. a
-

## Sitting 2 — Questions 10–18 (9 marks)

### Figure C2-A — A sentence and its picture (*original, drawn for this check*)

The words say: *The dog has a ball.*

The picture shows: the ball is red.

---

#### Question 10 — What job does the picture do? (1 mark)

Look at Figure C2-A. The words say *The dog has a ball.* The picture shows the ball is red. What job does the picture do?

- A. It does the add-to job. It adds one new idea.
  - B. It does the multiply job. It adds many new ideas.
  - C. The picture does no job.
  - D. The picture says the words are wrong.
- 

### Figure C2-B — A sentence and its picture (*original, drawn for this check*)

The words say: *We went to the beach.*

The picture shows: the sea, the sand, a big sun, a boat and two crabs.

---

#### Question 11 — What job does the picture do? (1 mark)

Look at Figure C2-B. The words say *We went to the beach.* The picture shows the sea, the sand, a big sun, a boat and two crabs. Which is the right thing to say?

- A. The picture does the multiply job because it adds many new ideas.
  - B. The picture does the add-to job because it adds one new idea.
  - C. The words already say everything the picture shows.
  - D. The picture has no meaning.
- 

### Figure C2-C — A story picture with bubbles (*original, drawn for this check*)

The picture shows Ben by the tent.

A speech bubble says: *“What is that?”*

A thought bubble shows a lighthouse.

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#### Question 12 — What is Ben thinking about? (1 mark)

Look at Figure C2-C. The picture shows Ben by the tent. A speech bubble says *“What is that?”* A thought bubble shows a lighthouse. What is Ben thinking about?

- A. A lighthouse
- B. The tent
- C. The moon

D. A crab

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**Question 13 — Swap in a topic word (1 mark)**

The topic is the sea. Which topic word swaps in for the everyday words *the big water*?

*We went to the big water.* → *We went to the \_\_\_\_\_.*

- A. sea
  - B. thing
  - C. stuff
  - D. nice
- 

**Question 14 — Pick the word that suits the story (1 mark)**

Pick the word that suits the story.

*The \_\_\_\_\_ giant helped the lost bird.*

- A. kind
  - B. wet
  - C. stuff
  - D. thing
- 

**Question 15 — Pick the word that fits (1 mark)**

Pick the word that fits the gap.

*A \_\_\_\_\_ has a long tail and lives in the pond.*

Pick one: **tadpole** · **hat** · **bus** · **cake**

Answer: \_\_\_\_\_

---

**Question 16 — Fix the title (1 mark)**

This title lost its capital letters: *the ship on the sea*.

Mark each word that needs a capital letter. On your device, tap the words. (On paper, circle the words.)

the                      ship                      on                      the                      sea

---

**Question 17 — Fix the list (1 mark)**

This list sentence lost its commas: *We packed apples bananas muffins and juice*.

Mark each word that needs a comma after it. On your device, tap the words. (On paper, circle the words.)

We              packed              apples              bananas              muffins              and              juice

---

**Question 18 — Pick the right title (1 mark)**

Which title is written the right way?

- A. Mia and the Big Kite
  - B. Mia And The Big Kite
  - C. mia and the big kite
  - D. MIA AND THE BIG KITE
- 

**End of Check C2.** Well done! Your teacher will show you the answers when everyone has finished.







## Check C2 — Solutions and marking key

**For the teacher.** Remove this page before issuing the check to children. Every item is worth 1 mark. Total: 18 marks.

### Objective key

| Q  | Answer                                                                                              | Mark |
|----|-----------------------------------------------------------------------------------------------------|------|
| 1  | B — “The cat naps and the dog runs.”                                                                | 1    |
| 2  | but                                                                                                 | 1    |
| 3  | The bell rang so we went inside.                                                                    | 1    |
| 4  | A — “The soil was dry so Mia got the water.”                                                        | 1    |
| 5  | We dig and we plant and we sing.                                                                    | 1    |
| 6  | the little brown dog (the word <i>runs</i> is not used)                                             | 1    |
| 7  | gently (→ <i>gently touched</i> )                                                                   | 1    |
| 8  | A — The small bird                                                                                  | 1    |
| 9  | A — longest                                                                                         | 1    |
| 10 | A — It does the add-to job. It adds one new idea.                                                   | 1    |
| 11 | A — The picture does the multiply job because it adds many new ideas.                               | 1    |
| 12 | A — A lighthouse                                                                                    | 1    |
| 13 | A — sea                                                                                             | 1    |
| 14 | A — kind                                                                                            | 1    |
| 15 | tadpole                                                                                             | 1    |
| 16 | <b>the</b> (first word) · <b>ship</b> · <b>sea</b> — <i>on</i> and the second <i>the</i> stay small | 1    |
| 17 | <b>apples</b> · <b>bananas</b> — a comma after each item, but not before <i>and juice</i>           | 1    |
| 18 | A — Mia and the Big Kite                                                                            | 1    |

### Model answers for the construction items (P2)

These are the fixed, fully-written answers the construction items build to. Every construction item in C2 has exactly one correct construction, so the model answer is also the mark scheme.

| Q | Family                        | Model answer                                                                                                 |
|---|-------------------------------|--------------------------------------------------------------------------------------------------------------|
| 3 | Sentence combining and repair | <b>The bell rang so we went inside.</b> — each side is an independent clause; <i>so</i> tells what happened. |
| 4 | Sentence combining and repair | <b>The soil was dry so Mia got the water.</b> — the dry soil is why Mia got the water; both sides            |

| Q | Family                        | Model answer                                                                                                                            |
|---|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
|   |                               | stay full sentences in the right order.                                                                                                 |
| 5 | Sentence combining and repair | <b>We dig and we plant and we sing.</b> — three independent clauses, two <i>and</i> joins, one sentence (the three-idea model from 2A). |
| 6 | Noun-group building           | <b>the little brown dog</b> — article, then tell-more words, then the naming word; <i>runs</i> is a doing word and is not needed.       |
| 7 | Verb-group building           | <b>gently touched</b> — the how word joins in front of the doing word to grow the verb group.                                           |

### Per-item CD and family map (coverage audit)

| Q | CD        | Owning section | Item family (TOC §7)          | H5P type                       | What the item shows                                                                                                                   |
|---|-----------|----------------|-------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 1 | VC2E2LA06 | 2A             | Sentence combining and repair | Multiple Choice                | Recognising a compound sentence: two independent clauses joined by <i>and</i> , against a simple sentence, a noun group and a command |
| 2 | VC2E2LA06 | 2A             | Sentence combining and repair | Fill in the Blanks (drop-down) | Choosing <i>but</i> where the ideas are different (small / strong)                                                                    |
| 3 | VC2E2LA06 | 2A             | Sentence combining and repair | Drag the Words                 | Ordering the clause cards into the compound sentence with <i>so</i>                                                                   |
| 4 | VC2E2LA06 | 2A             | Sentence combining and repair | Multiple Choice                | Picking the fixed sentence: right join word, right order, both sides full sentences                                                   |
| 5 | VC2E2LA06 | 2A             | Sentence combining and repair | Drag the Words                 | Ordering three independent clauses with two <i>and</i> joins into one sentence                                                        |
| 6 | VC2E2LA07 | 2B             | Noun-group and verb-group     | Drag the Words                 | Building the noun group in                                                                                                            |

| Q  | CD        | Owning section | Item family<br>(TOC §7)                       | H5P type                                     | What the item<br>shows                                                                                    |
|----|-----------|----------------|-----------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|    |           |                | building                                      |                                              | the article–<br>adjective–noun<br>order; rejecting<br>the verb card                                       |
| 7  | VC2E2LA07 | 2B             | Noun-group<br>and verb-group<br>building      | Drag the Words                               | Growing the<br>verb group with<br>the how word<br>( <i>gently touched</i> )                               |
| 8  | VC2E2LA07 | 2B             | Noun-group<br>and verb-group<br>building      | Multiple Choice                              | Identifying the<br>noun group <i>The<br/>small bird</i><br>inside a<br>sentence                           |
| 9  | VC2E2LA07 | 2B             | Noun-group<br>and verb-group<br>building      | Multiple Choice                              | The <i>What is it<br/>like?</i> question<br>answered by the<br>adjective<br><i>longest</i>                |
| 10 | VC2E2LA08 | 2C             | Images multiply<br>meaning                    | Multiple Choice<br>(original figure<br>C2-A) | The add-to job:<br>one new idea<br>(the colour of<br>the ball)                                            |
| 11 | VC2E2LA08 | 2C             | Images multiply<br>meaning                    | Multiple Choice<br>(original figure<br>C2-B) | The multiply<br>job: many new<br>ideas from one<br>picture                                                |
| 12 | VC2E2LA08 | 2C             | Images multiply<br>meaning                    | Multiple Choice<br>(original figure<br>C2-C) | Reading the<br>thought bubble:<br>what the<br>character<br>thinks, not says                               |
| 13 | VC2E2LA09 | 2D             | Topic-<br>appropriate<br>vocabulary<br>choice | Multiple Choice                              | Swapping the<br>everyday words<br><i>the big water</i><br>for the topic<br>word <i>sea</i>                |
| 14 | VC2E2LA09 | 2D             | Topic-<br>appropriate<br>vocabulary<br>choice | Multiple Choice                              | The adjective<br>that suits the<br>character and<br>the story ( <i>kind</i><br>giant who<br>helps)        |
| 15 | VC2E2LA09 | 2D             | Topic-<br>appropriate<br>vocabulary<br>choice | Fill in the<br>Blanks (drop-<br>down)        | The learning-<br>area word<br><i>tadpole</i> chosen<br>from its<br>meaning in the<br>frog text<br>context |
| 16 | VC2E2LA10 | 2E             | Capitals in<br>titles; commas                 | Mark the                                     | The title rule:<br>capital on the                                                                         |

| Q  | CD        | Owning section | Item family<br>(TOC §7)             | H5P type        | What the item shows                                                   |
|----|-----------|----------------|-------------------------------------|-----------------|-----------------------------------------------------------------------|
|    |           |                | in lists                            | Words           | first word and the big words; little words stay small                 |
| 17 | VC2E2LA10 | 2E             | Capitals in titles; commas in lists | Mark the Words  | A comma after each item in the list, and none before <i>and juice</i> |
| 18 | VC2E2LA10 | 2E             | Capitals in titles; commas in lists | Multiple Choice | The correctly capitalised title of a text                             |

## Notes for marking

- **Q2 and Q15** are entered on the device; the drop-down interaction marks itself. If a child answers on paper instead, accept the written word shown in the key.
- **Q3 and Q5** require every card in the order shown in the key. All cards are used in Q5; in Q3 all three cards are used.
- **Q6** requires the three words in the order *the little brown dog*; the card *runs* must be left out.
- **Q16 and Q17** are Mark-the-Words items: the mark goes to the exact set of marked words. In Q16 the marked set is *the* (first word), *ship* and *sea*; marking *on* or the second *the* loses the mark. In Q17 the marked set is *apples* and *bananas* only.
- All items carry 1 mark each (TOC §7); there is no part-marking.

## Coverage statement

All five Chapter 2 CDs are assessed in C2, and the five §7 item families for this check are all present in their stated counts: Sentence combining and repair 5 · Noun-group and verb-group building 4 · Images multiply meaning 3 · Topic-appropriate vocabulary choice 3 · Capitals in titles and commas in lists 3. VC2E2LA09.E04 (excluded, TOC §2A) is touched by no item; the LA09 items sit on the .E01–.E03 contexts only (everyday-to-topic swap, learning-area vocabulary, character-description adjectives). The construction items of the sentence-construction family carry model answers above (P2). Figures C2-A, C2-B and C2-C are original to this instrument. No apostrophes for contractions or possession appear in any item.