

English Level 3

Chapter 2 — Language: expressing and developing ideas

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Clauses: subjects, verbs and agreement

This section owns **VC2E3LA06** and draws on **VC2E3LA06.E01** and **VC2E3LA06.E02**. It feeds the Level 3 Reading and Viewing standard: students read using “grammatical knowledge such as subject–verb agreement and tense”.

Curriculum focus — This section teaches **VC2E3LA06** (Victorian Curriculum F–10 Version 2.0, English, Level 3 — Language, Language for expressing and developing ideas):

“Understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree.”

It draws on the elaboration ids below. These are linkage keys for the question bank and coverage records — illustrations of the CD, not a lesson checklist (TOC D7):

- **VC2E3LA06.E01** — “identifying clauses in texts by locating verbs and the key words that link to the verbs, for example ‘While the cat slept, the mouse scurried across the path.’”
- **VC2E3LA06.E02** — “identifying that a singular subject has a singular verb, and a plural subject has a plural verb, for example ‘The girl plays cricket.’ and ‘The girls play cricket.’”

Level 3 stops at the clause and subject–verb agreement. The grammar of sentences built from a dependent clause, and adverb groups, are Level 4 content (TOC D9) and are not taught here.

Learn

Our class text. We will work from one short passage all the way through this section. It is called “Morning at the farm”. Read it once, just for the story. Then we will look at how its clauses work.

Morning at the farm

Our class text · The verbs are red

The sun **rose** over the farm.

Mia **opened** the big gate.

The ducks **swam** to the pond.

Tom **filled** the bucket with feed.

The hens **pecked** at the ground.

While the cat **slept**, the mouse **ran** across the yard.



= a verb, the doing word or being word

The class text *Morning at the farm* shown as six sentences, with every verb printed in red: *rose, opened, swam, filled, pecked, slept and ran*

Figure 1 — Our class text, “Morning at the farm”. Every verb is red.

Beat 1 — Every clause has a verb

Start with the verb.

verb — the doing word or being word in a clause. It tells what happens.

- In “The ducks **swam** to the pond.”, the verb is *swam*.
- In “Tom **filled** the bucket with feed.”, the verb is *filled*.

Verbs are the best clue to a clause. So always hunt for the verb first. Look at Figure 1. The red words are the verbs, and there is one in every sentence.

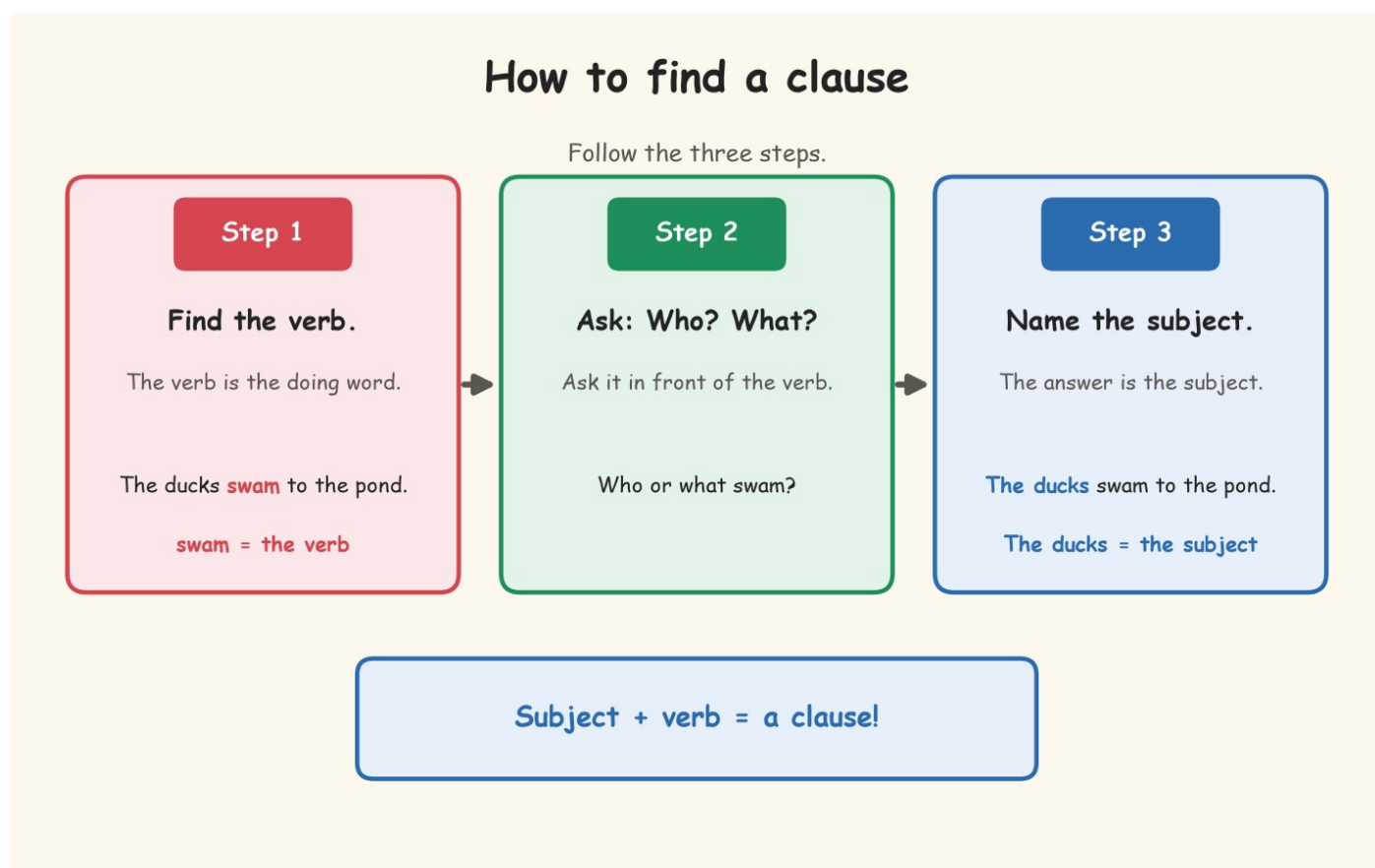
Beat 2 — Find the subject: who or what does the verb?

Once you have the verb, ask **Who?** or **What?** in front of it.

subject — the part of the clause that tells who or what does the verb.

- The ducks **swam**. Who or what swam? **The ducks**. So *the ducks* is the subject.
- Tom **filled** the bucket. Who or what filled? **Tom**. So *Tom* is the subject.

The subject often sits in front of the verb.



A three-step poster: step 1 find the verb, step 2 ask who or what, step 3 name the subject. The example sentence *The ducks swam to the pond* runs under all three steps.

Figure 2 — Three steps to find the subject of a clause.

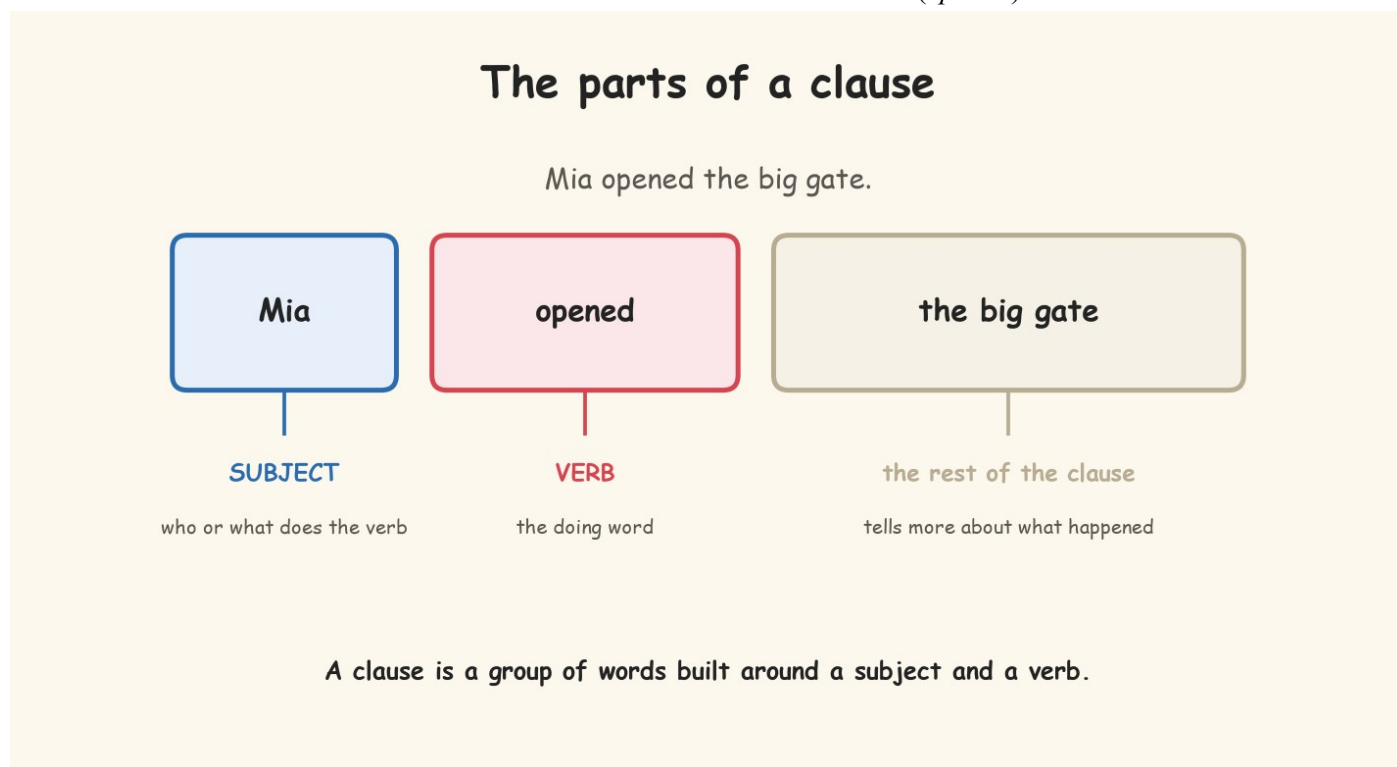
Beat 3 — Subject plus verb: that is a clause

clause — a group of words built around a subject and a verb. A clause tells us who or what does what. This section uses *clause* in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA). Other books may use the word in other ways, but in this section this is what it means.

Look at the difference:

Words	A clause?	Why?
the big gate	No	There is no verb. Nothing happens.
opened the big gate	No	There is a verb, but no subject. We

Words	A clause?	Why?
Mia opened the big gate	Yes	do not know who opened it. It has a subject (<i>Mia</i>) and a verb (<i>opened</i>). It tells us who did what.



The sentence *Mia opened the big gate* split into three labelled parts: *Mia* is the subject, *opened* is the verb, and *the big gate* is the rest of the clause

Figure 3 — The parts of a clause.

A tricky case. Most clauses show their subject. A telling clause like “Stop!” keeps its subject out of sight. The someone it is said to is the hidden subject.

Beat 4 — Some sentences have more than one clause

You already know that *and*, *but* and *or* can join two parts into one sentence. Each part with its own subject and its own verb is its own clause.

- “The hens pecked at the ground, **and** the ducks swam to the pond.” Two verbs (*pecked*, *swam*) and two subjects (*the hens*, *the ducks*). That is **two clauses**.

Look at this sentence from our class text:

- “**While the cat slept, the mouse ran across the yard.**” Two verbs (*slept*, *ran*) and two subjects (*the cat*, *the mouse*). That is **two clauses** in one sentence.

Count the verbs to count the clauses.

One clause, or two?

Count the verbs to count the clauses.

One clause

The hens **pecked** at the ground.

1 verb (pecked) makes 1 clause

subject: the hens · verb: pecked

Two clauses

The hens **pecked** at the ground, and the ducks **swam** to the pond.

2 verbs (pecked, swam) make 2 clauses

subject: the hens · verb: pecked

subject: the ducks · verb: swam

Each clause has its own subject and its own verb.

Two sentences side by side: one sentence with a single clause, and one sentence with two clauses marked in different colours. Each clause is labelled with its own subject and verb.

Figure 4 — One clause, or two? Count the verbs.

Beat 5 — The subject and the verb must agree

The subject and the verb have to fit together. When they match, they **agree**. The matching is called **agreement**.

singular — one. **Plural** — more than one.

Here is the rule.

- A **singular** subject (one) takes a verb that usually ends in **-s** or **-es**.
- A **plural** subject (more than one) takes a verb with no **-s**.

This pair of sentences shows the rule at work:

- **The girl plays cricket.** — *The girl* is one, so the verb is *plays*.
- **The girls play cricket.** — *The girls* is more than one, so the verb is *play* with no **-s**.

Subject	One or more than one?	Verb	Clause
the bird	one (singular)	sings	The bird sings.
the birds	more than one (plural)	sing	The birds sing.
the dog	one (singular)	barks	The dog barks.
the ducks	more than one (plural)	swim	The ducks swim.

The agreement rule

The subject and the verb must fit together.

ONE (singular)	MORE THAN ONE (plural)
The verb usually ends in -s.	The verb has no -s.
The girl plays cricket.	The girls play cricket.
The bird sings .	The birds sing .
play + s sing + s	play, no s sing, no s

One: verb + s

More than one: verb, no -s

The agreement rule shown in two side-by-side boxes: one box for a singular subject, where the verb usually ends in s, as in *The girl plays cricket*, and one box for a plural subject, where the verb has no s, as in *The girls play cricket*

Figure 5 — The agreement rule.

Watch out! The rule works for naming words like *the girl* and *the birds*. With *I* and *you*, the verb has no -s, even for one person: **I play. You play.** With *he*, *she* and *it*, the verb takes -s: **He plays. She plays. It plays.**

Watch out!

Some little words do not follow the rule.

I and you	he, she and it
no -s on the verb	add -s to the verb
I play. You play.	He plays. She plays. It plays.
even for one person	one person or thing

A watch out box in two parts: *I* and *you* take a verb with no s, as in *I play* and *You play*; *he*, *she* and *it* take a verb with s, as in *He plays*, *She plays* and *It plays*

Figure 6 — Watch out for *I* and *you*.

Beat 6 — Your checking habit

Use the same steps every time you check your own writing.

My agreement checklist

Use it when you write. Tick each step as you go.

- ☐ 1. Find the verb.
- ☐ 2. Find the subject. Ask: who or what?
- ☐ 3. Ask: one, or more than one?
- ☐ 4. Match the verb. One: verb + s. More than one: verb with no -s.
- ☐ 5. Read it out loud. Does it sound right?

A checklist poster with five steps: find the verb; find the subject; ask one or more than one; match the verb, one takes s and more than one takes no s; read it out loud

Figure 7 — My agreement checklist. Use it when you write.

Worked examples

Both worked examples use sentences from our class text, “Morning at the farm” (Figure 1).

Example 1 — with help

Find the clauses in this sentence. Then find the subject and the verb of each clause.

“While the cat slept, the mouse ran across the yard.”

Working	Why
Read the sentence: “While the cat slept, the mouse ran across the yard.”	Read it all first.
Hunt for the verbs: slept, ran.	A verb tells what happens. Two verbs mean two clauses.
Ask who or what for each verb. Who slept? The cat. Who ran? The mouse.	That finds each subject.
Mark each clause: [While the cat slept] [the mouse ran across the yard].	Each clause has its own subject and its own verb.

Answer: two clauses. Clause 1: *While the cat slept* (subject *the cat*, verb *slept*). Clause 2: *the mouse ran across the yard* (subject *the mouse*, verb *ran*).

This sentence is built the same way as this example: “While the cat slept, the mouse scurried across the path.”

Example 2 — with help

Pick the right verb: “The ducks (swim, swims) to the pond.”

Working

Why

Find the subject: **the ducks**.

Ask: who or what is in front of the verb?

One, or more than one? **More than one** — *ducks* ends in -s.

More than one means plural.

Use the rule: plural subject → verb with no -s.

A plural subject takes a verb with no -s.

Pick **swim** and check: “The ducks swim to the pond.”

Read it out loud. It sounds right.

Answer: “The ducks **swim** to the pond.”

Practice questions

With help

Q1. Circle the verb in each clause. *Hint: the verb is the doing word.* (a) The bird sings. (b) The birds sing.

Q2. Underline the subject in each clause. *Hint: ask Who? or What? in front of the verb.* (a) Mia opened the big gate. (b) The ducks swam to the pond.

Q3. How many clauses are in this sentence? *Hint: count the verbs.* “The hens pecked at the ground, and the ducks swam to the pond.” Number of clauses: _____

Q4. Pick the right verb. *Hint: one subject takes a verb ending in -s.* The dog (bark, barks) at the cat.

Q5. Pick the right verb. *Hint: more than one subject takes a verb with no -s.* The ducks (swim, swims) in the pond.

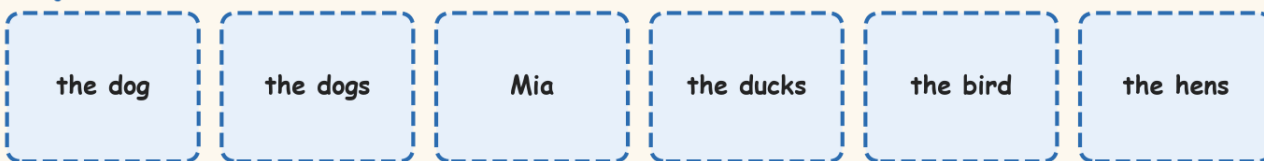
Q6. This clause has a mistake. Fix it. *Hint: the girl is one, so look at the verb.* The girl play cricket. Fixed clause: _____

Sorting game. Cut out the cards in Figure 8, or copy them onto paper. Match each subject card to the verb card that agrees with it. Draw a line for each match.

Subject and verb sorting game

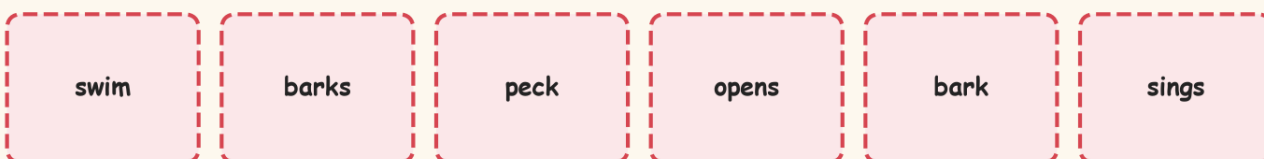
Match each subject card to the verb card that agrees with it.

Subject cards



cut along the line

Verb cards



Cut out the cards. Draw a line for each match.

A set of cut-out cards for a sorting game: six blue subject cards (the dog, the dogs, Mia, the ducks, the bird, the hens) and six red verb cards (barks, swim, opens, sings, peck, bark) to match

Figure 8 — Subject cards and verb cards. Match the pairs that agree.

On your own

Q7. In the clause below, circle the subject and underline the verb. The sun rose over the farm.

Q8. This sentence has two clauses. Write each clause. Then write the subject and the verb of each one. “While the cat slept, the mouse ran across the yard.” Clause 1:

Verb: _____ Subject: _____
Clause 2:

Verb: _____ Subject: _____

Q9. Pick the right verb. The children (run, runs) to the park.

Q10. This clause has a mistake. Find it and fix it. The birds sings in the tree. Fixed clause:

Tick or cross. Look at each clause in Figure 9. Tick ✓ the ones where the subject and verb agree. Cross ✗ the ones that do not. Fix the ones you cross.

Tick or cross?

Tick the ones where the subject and verb agree. Cross the ones that do not.

☐

The girl plays cricket.

☐

The girls plays cricket.

☐

The ducks swim in the pond.

☐

The dog bark at the cat.

Fix the ones you cross.

A tick-or-cross chart with four clauses to judge, each with an empty box: The girl plays cricket; The girls plays cricket; The ducks swim in the pond; The dog bark at the cat

Figure 9 — Tick or cross? Then fix the ones you cross.

Text task

Back to “Morning at the farm” (Figure 1).

The sun rose over the farm. Mia opened the big gate. The ducks swam to the pond. Tom filled the bucket with feed. The hens pecked at the ground. While the cat slept, the mouse ran across the yard.

T1. Underline every verb in the passage. How many did you find?

T2. Circle the subject of every clause. Write the subjects as a list.

T3. One sentence in the passage has two clauses. Which sentence is it? Write its two clauses.

T4. This clause has a mistake: “The ducks swims to the pond.” Fix it, and say why your fix is right.

T5. Your turn: write two of your own clauses about the farm. Write one clause with a singular subject (one). Write one clause with a plural subject (more than one).

Answers

Q1. (a) sings. (b) sing. **Q2.** (a) Mia. (b) The ducks. **Q3.** 2. **Q4.** barks. **Q5.** swim. **Q6.** The girl plays cricket. **Sorting game.** the dog → barks; the dogs → bark; Mia → opens; the ducks → swim; the bird → sings; the hens → peck. **Q7.** Subject: *The sun*. Verb: *rose*. **Q8.** Clause 1: *While the cat slept* — subject *the cat*, verb *slept*. Clause 2: *the mouse ran across the yard* — subject *the mouse*, verb *ran*. **Q9.** run. **Q10.** The birds sing in the tree. **Tick or cross.** ✓, ✗, ✓, ✗ — fixes: “The girls play cricket.” and “The dog barks at the cat.” **T1.** 7 verbs: rose, opened, swam, filled, pecked, slept, ran. **T2.** the sun, Mia, the ducks, Tom, the hens, the cat, the mouse. **T3.** “While the cat slept, the mouse ran across the yard.” — clauses: *While the cat slept* / *the mouse ran across the yard*. **T4.** “The ducks swim to the pond.” — *the ducks* is plural, so the verb has no -s. **T5.** Answers can be different. One answer: “Mia feeds the hens.” (singular subject, verb with -s); “The hens eat the feed.” (plural subject, verb with no -s).

Full answers

Q1. The verb is the doing word. (a) Who or what sings? The bird — so *sings* is the verb. (b) Who or what sing? The birds — so *sing* is the verb.

Q2. Ask Who? or What? in front of the verb. (a) Who opened? *Mia*. (b) Who or what swam? *The ducks*.

Q3. Count the verbs: *pecked* and *swam*. Two verbs, so two clauses. Each clause has its own subject: *the hens* and *the ducks*.

Q4. The subject is *the dog* — one dog, singular. A singular subject takes a verb with -s: **barks**.

Q5. The subject is *the ducks* — more than one, plural. A plural subject takes a verb with no -s: **swim**.

Q6. The subject is *the girl* — one, singular. The verb needs -s: **plays**. Fixed: “The girl plays cricket.” Check it against this pair: “The girl plays cricket.” / “The girls play cricket.”

Sorting game. Ask one or more than one for each subject card, then match the rule. *The dog* is one, so it matches *barks*. *The dogs* is more than one, so it matches *bark*. *Mia* is one, so it matches *opens*. *The ducks* is more than one, so it matches *swim*. *The bird* is one, so it matches *sings*. *The hens* is more than one, so it matches *peck*.

Q7. Find the verb first: *rose*. Who or what rose? *The sun* — that is the subject.

Q8. Count the verbs: *slept* and *ran*. Two verbs, two clauses. Clause 1: *While the cat slept* (subject *the cat*, verb *slept*). Clause 2: *the mouse ran across the yard* (subject *the mouse*, verb *ran*).

Q9. The subject is *the children* — more than one (*child* is one, *children* is more than one). A plural subject takes a verb with no -s: **run**.

Q10. Find the subject: *the birds* — more than one, plural. The verb *sings* has -s, so it does not agree. Take off the -s: **sing**. Fixed: “The birds sing in the tree.”

Tick or cross. For each clause: find the subject, ask one or more than one, then check the verb. “The girl plays cricket.” — *the girl* is one and *plays* has -s: ✓. “The girls plays cricket.” — *the girls* is more than one but *plays* has -s: ✗. Fix: “The girls play cricket.” “The ducks swim in the pond.” — *the ducks* is more than one and *swim* has no -s: ✓. “The dog bark at the cat.” — *the dog* is one but *bark* has no -s: ✗. Fix: “The dog barks at the cat.”

T1. Hunt the verbs, one sentence at a time: *rose, opened, swam, filled, pecked*, then *slept* and *ran* in the last sentence. That is 7 verbs.

T2. Ask Who? or What? in front of each verb: the sun (*rose*), Mia (*opened*), the ducks (*swam*), Tom (*filled*), the hens (*pecked*), the cat (*slept*), the mouse (*ran*).

T3. The last sentence has two verbs (*slept, ran*), so it has two clauses: *While the cat slept* and *the mouse ran across the yard*.

T4. The subject is *the ducks* — more than one, plural. A plural subject takes a verb with no -s, so *swims* is wrong. Fix: “The ducks swim to the pond.”

T5. Answers can be different. Start with a subject from the farm. For a singular subject, give the verb an -s: “Mia feeds the hens.” For a plural subject, give the verb no -s: “The hens eat the feed.” Read each clause out loud to check it.

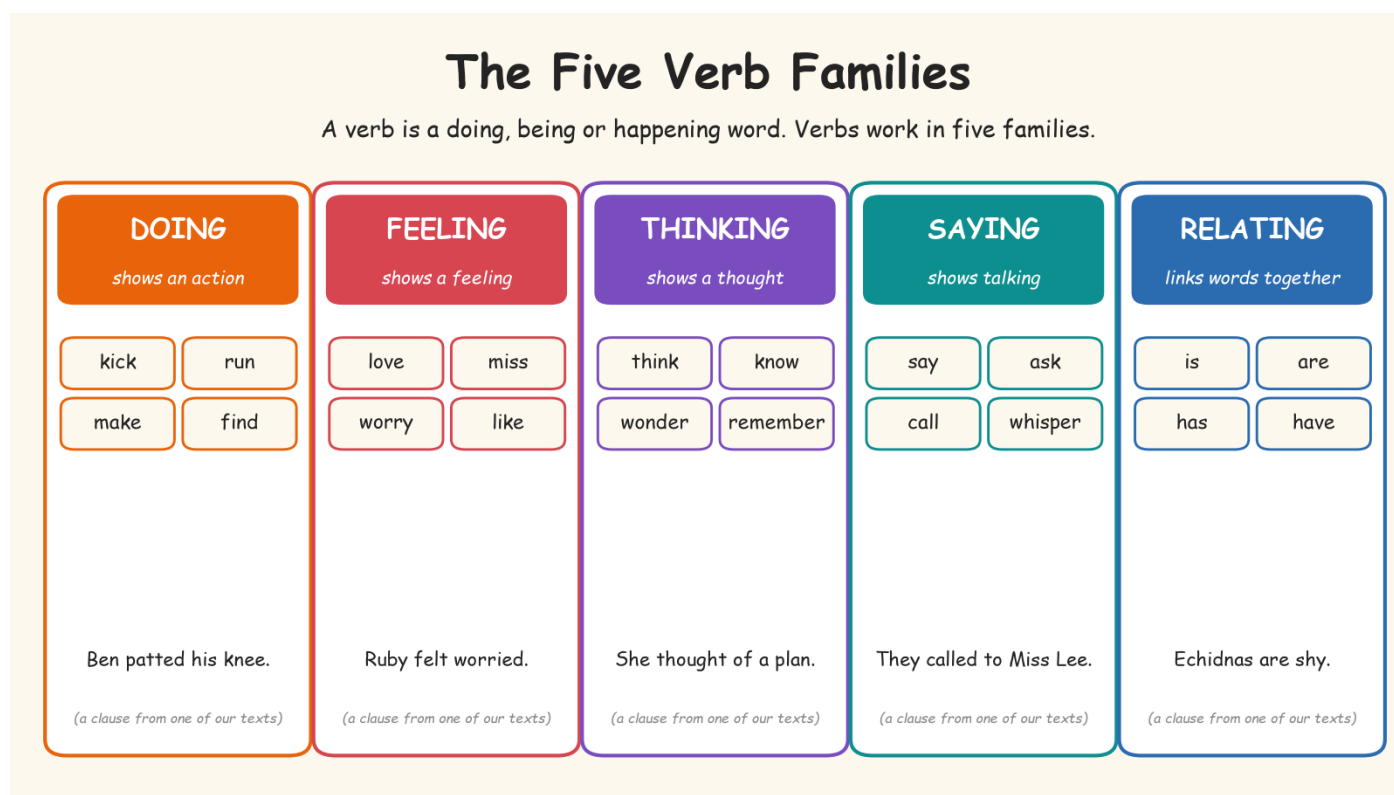
Verbs as processes: doing, feeling, thinking, saying, relating

Level 3 English **This section owns:** VC2E3LA07 — understand how verbs represent different processes for doing, feeling, thinking, saying and relating **Also draws on:** VC2E3LA07.E01 — exploring ‘doing’ and ‘saying’ verbs in narrative texts to understand how they give information about what characters do and say VC2E3LA07.E02 — exploring the use of ‘sensing’ verbs and how they allow readers to understand what characters think and feel, for example ‘He remembered his first day at school.’ VC2E3LA07.E03 — exploring the use of ‘relating’ verbs in constructing definitions and descriptions; for example, identifying the relating verb ‘is’ or ‘are’, ‘has’ or ‘have’ in descriptions of animals VC2E3LA07.E04 — identifying different types of verbs and the way that they control meaning in a clause

Teaching sequence

Step 1 — Verbs, and the five jobs they do.

You already know verbs — they are the doing, being and happening words. Earlier work built noun groups, the naming parts of a clause. (A **clause** is a group of words built around a verb.) Now we look at the verb in a new way. Every verb does a job in its clause, and grammar has a word for that job: a **process**. In this section, *process* means the kind of going-on the verb names — a doing, a feeling, a thinking, a saying or a relating. Verbs sort into five families by their process.



A poster with five boxes, one for each verb family. Each box names the family — doing, feeling, thinking, saying, relating — says its job in one line, and shows four example verbs and one example clause.

Two of the families live on the outside of a character: doing verbs show what characters do, and saying verbs show what they say. Two live on the inside: feeling verbs and thinking verbs show what characters feel and think, and together they are often called **sensing** verbs. The fifth family is the glue: relating verbs link words together in definitions and descriptions.

Where do verb processes happen?



Feeling and thinking verbs are often called sensing verbs.

A two-panel diagram. The left panel is labelled *OUTSIDE* — you can see these or hear them — and lists doing verbs and saying verbs with example words and clauses. The right panel is labelled *INSIDE* — these happen in a person — and lists feeling verbs and thinking verbs with a heart and a thought bubble. A line below says feeling and thinking verbs are often called sensing verbs.

Step 2 — Read the class text once for the story.

A **narrative** is a story — a text that tells what happens to **characters**, the people and animals in it. Read our class text once, just for the story.

The Dog at the Gate

Class text for 2B

One cold morning, Ruby and Ben found a small brown dog at the school gate. The dog had no collar. It was wet and tired, and it shook in the wind.

Ruby felt worried. He looks lost and hungry, she thought.

Ben knelt down and patted his knee. The dog ran to him. Ruby held out her hand, and the dog sniffed her fingers. Then it licked her face, and Ruby giggled.

The children called to Miss Lee. Miss Lee was kind. She made a phone call and waited with them.

Soon, a tall man ran up the path. He was the dog's owner. The man hugged his dog and thanked the children. His name is Pip, he said.

Ruby felt happy. Ben smiled. They loved Pip already.

*A story page titled **The Dog at the Gate**, with six short paragraphs about Ruby and Ben finding a lost dog at the school gate and helping its owner find it.*

Step 3 — Doing and saying verbs move the story along.

Read it again, this time as a verb detective. The doing and saying verbs carry the story:

Clause from the text	Verb	Family	What it tells the reader
Ruby and Ben found a small brown dog.	found	doing	what the children did
Ben knelt down and patted	knelt, patted	doing	what Ben did

Clause from the text	Verb	Family	What it tells the reader
his knee.			
The dog licked her face.	licked	doing	what the dog did
The children called to Miss Lee.	called	saying	what the children said
His name is Pip, he said.	said	saying	that the man spoke

Doing and saying verbs give the reader the outside story — what characters do and say.

Step 4 — Sensing verbs open the inside door.

Now find the verbs that show the inside story:

- *Ruby felt worried.* — **felt** is a feeling verb. It lets you know what is happening inside Ruby. You cannot see a worry the way you see a kick.
- *He looks lost and hungry, she thought.* — **thought** is a thinking verb. It hands you Ruby's very thought.
- *They loved Pip already.* — **loved** is a feeling verb.

Without sensing verbs, a narrative is only the outside story. Sensing verbs let the reader understand what characters think and feel.

Step 5 — Relating verbs are the glue.

Relating verbs link words together. The little words *is*, *are*, *was*, *were*, *has* and *have* are the most common relating verbs. They do real work in **definitions** — sentences that tell you what something is — and in **descriptions** — sentences that tell you what something is like.

Meet the Echidna

The relating verbs are in yellow.

An echidna **is** a small animal with a long nose and a short tail.

Echidnas **are** wild animals, not pets.

An echidna **has** sharp spines on its back and soft fur on its belly.

Echidnas **have** strong legs and long claws for digging.

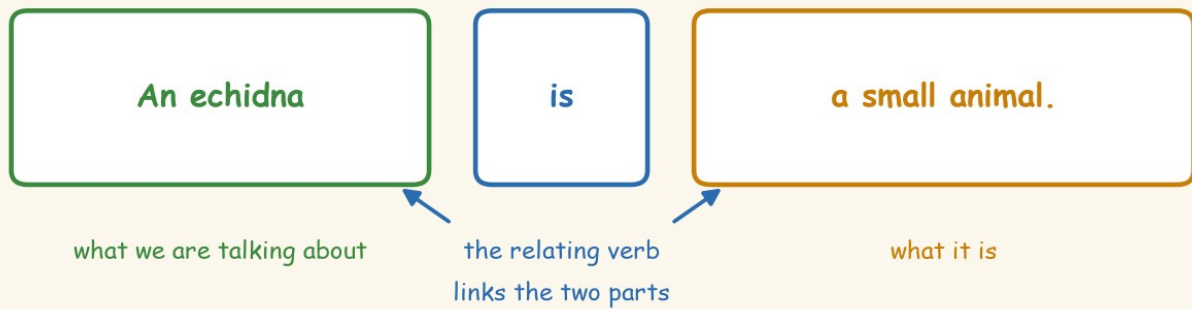
They dig in the dirt for ants to eat.

Echidnas **are** quiet and shy.

is are has have = relating verbs

A description page titled Meet the Echidna, in which the relating verbs is, are, has and have are picked out in yellow boxes.

How a definition works



Try it: a dog is a pet. A bee is an insect. My school is big.

A labelled diagram of the definition “An echidna is a small animal.” Three boxes show the three parts — what we are talking about, the relating verb is, and what it is — and arrows show that the relating verb links the two parts. A line below gives three more definitions to try.

Step 6 — The verb is the boss of the clause.

Swap the verb and you swap the whole picture. The verb controls the meaning of its clause.

Swap the verb, change the meaning

The verb is the boss of the clause. Watch what happens:

The dog **ran** down the street. (a doing verb — action!)

The dog **barked** at the postman. (a saying verb — sound!)

The dog **was** very wet. (a relating verb — it links!)

Same start, three different stories. The verb decides.

A diagram of three clauses that all start “The dog” and swap the verb: ran (a doing verb — action!), barked (a saying verb — sound!) and was (a relating verb — it links!). The caption reads: same start, three different stories — the verb decides.

Worked examples

Example 1 — with help. Sort the verbs in clauses from the class text.

Working	Why
1. <i>The man hugged his dog.</i> Ask “what is happening?” → hugged .	A hug is something you can see.
2. Hugged names an action → a doing verb.	It tells what the man did.
3. <i>His name is Pip, he said.</i> Verbs: is and said .	Two clauses, two verbs.
4. <i>Is</i> links “his name” to “Pip” → relating. <i>Said</i> names talking → saying.	The next clause can hold a different family.

Example 2 — with help. Find the relating verb in each description sentence and say what it links.

Sentence	Relating verb	What it links
An echidna has sharp spines.	has	“an echidna” to the spines it has
Echidnas are quiet and shy.	are	“echidnas” to what they are like

Check with the swap test: take the relating verb away and the sentence breaks — *An echidna sharp spines* is not a sentence. The little verb is doing real work.

Practice with help

Q1. Underline the verb in each clause, then write its family: doing, feeling, thinking, saying or relating. (a) Leo kicked the ball. (b) Dad is tall. (c) Zara wondered about the stars. (d) The teacher asked a question. (e) Mia loved the baby goat.

Q2. Cut out the verb cards on the sorting mat and sort each card into its family. Say your reason out loud as you go.

Verb sorting mat

Sort each verb card into its family. Say why as you go.

DOING	FEELING	THINKING	SAYING	RELATING

Cut out the verb cards at the bottom.

ran	whispered	loved	is	wondered	asked
climbed	has	missed	shouted	felt	are

A sorting mat with five dashed boxes headed doing, feeling, thinking, saying and relating, and twelve verb cards to cut out along the bottom: ran, whispered, loved, is, wondered, asked, climbed, has, missed, shouted, felt, are.

Q3. Match each clause to the family its verb belongs to.

Clause	Family
1. Nan told a funny story.	a. feeling
2. The soup was hot.	b. doing
3. I remember my first day at school.	c. saying
4. Ruby felt happy.	d. thinking
5. The dog ran up the path.	e. relating

Q4. Back to the class text. Find and copy: (a) two doing verbs, each with its clause; (b) two saying verbs, each with its clause.

Q5. Circle the relating verb in each sentence. (a) An echidna has sharp spines on its back. (b) Echidnas are quiet and shy. (c) My school is big and old.

Q6. Choose a verb from the box for each gap, then name its family. Box: **jumped · told · was · thought** (a) The frog ____ into the pond. (b) Nan ____ us a funny story. (c) It ____ cold this morning. (d) Ben ____ of his grandad.

Practice on your own

Q7. Write five clauses about last weekend — one for each verb family. Underline every verb.

Q8. Read the short passage, list every verb, then sort them into the five families. *The wind blew. Leaves dropped. Sam zipped his coat and hurried home. He was cold, and he thought of hot soup.*

Q9. Start with *The cat sat on the mat*. Swap the verb twice. For each new clause, say what picture the reader sees now.

Q10. A writer's choice: *The dog ____ across the yard*. Try *ran*, *crept* and *raced*. Pick your favourite and say what it makes the reader picture.

Text task — read like a verb detective

The Soup Day

Every Saturday, Mia and her dad made soup. It was their job, and they loved it.

Mia washed the carrots, and her dad chopped them up. The big pot was heavy. Mia stirred the soup with a long spoon. Her dad added the peas.

The soup smelled good. Mia felt hungry. She thought of her grandad. Grandad made the best soup, she said. Her dad smiled and answered, Then we will make it just like his.

At lunch, they carried the bowls to the table. Dad tasted his soup first. Mmm, he said. This is the best soup.

Mia felt proud.

- (a) Find two doing verbs.
 - (b) Find two saying verbs.
 - (c) Find one feeling verb and one thinking verb. What do they tell you about Mia that doing verbs cannot?
 - (d) Circle the relating verbs.
 - (e) The writer chose *chopped*, not *cut*. Why might *chopped* do more work?
 - (f) Swap *smelled* for a different verb. What changes in the picture?
-

Writer's verb checklist

When you write, pick your verbs on purpose.

- ☐ I picked doing verbs that show what happens.
- ☐ I used saying verbs to show people talking.
- ☐ I used feeling and thinking verbs to show the inside story.
- ☐ I used relating verbs to tell what things are and what they are like.
- ☐ I read my work again. Could a better verb do more work?

A checklist card titled Writer's verb checklist with five boxes to tick: I picked doing verbs that show what happens; I used saying verbs to show people talking; I used feeling and thinking verbs to show the inside story; I used relating verbs to tell what things are and what they are like; I read my work again — could a better verb do more work?

These same habits come back when you plan and draft your own texts later in this book, and when you edit them. In 2C you will meet the way verbs carry time.

Answers

Q1. (a) kicked — doing | (b) is — relating | (c) wondered — thinking | (d) asked — saying | (e) loved — feeling

Q2. doing: ran, climbed · feeling: loved, missed, felt · thinking: wondered · saying: whispered, asked, shouted · relating: is, has, are

Q3. 1–c · 2–e · 3–d · 4–a · 5–b

Q4. Many answers work; from the text, e.g. (a) found, patted (also knelt, ran, held, sniffed, licked, hugged, waited) (b) called, said (also thanked)

Q5. (a) has | (b) are | (c) is

Q6. (a) jumped — doing | (b) told — saying | (c) was — relating | (d) thought — thinking

Q7. Check: one clause per family, every clause has a verb, and each family matches the verb's job.

Q8. blew (doing), dropped (doing), zipped (doing), hurried (doing), was (relating), thought (thinking)

Q9. Many answers work; the new verb must change the picture.

Q10. Many answers work; the reason must match the verb you picked.

Text task. (a) any two of made, washed, chopped, stirred, added, carried, tasted | (b) said, answered | (c) loved or felt (feeling); thought (thinking) — they show the inside story | (d) was, is | (e) chopped pictures quick up-and-down knife work; cut is plainer | (f) any verb whose new picture you can explain

Model answers and reasons

Finding the verb. Ask *what is happening?* or *what is being?* The word that answers is the verb. In *Leo kicked the ball*, what is happening? Kicked. In *Dad is tall*, what is being? Is.

Sorting into families. Can you see it or hear it? Doing or saying. Is it inside the person? Feeling or thinking. Does it link words together? Relating. So *wondered about the stars* is thinking — you cannot see a wonder, it happens in Zara's head — and *asked a question* is saying, because asking is talking.

Q8, worked. *The wind blew* — blew is a happening you can hear → doing. *Leaves dropped* — dropped is something you can see → doing. *Sam zipped his coat and hurried home* — zipped and hurried are things you can see → doing. *He was cold* — was links "he" to "cold" → relating. *He thought of hot soup* — thought shows the inside → thinking.

A verb takes its family from its job. On the sorting mat, *felt* sits in feeling (*Ruby felt worried*). But in *She felt the soft fur*, felt is doing — feeling the fur is something you can see. The same verb can switch families, because the family is the job the verb does in that clause. That is exactly why the verb is the boss of the clause: swap it, and the meaning swaps too.

Tense: verbs anchored in time

This section owns **VC2E3LA08** and draws on **VC2E3LA08.E01** and **VC2E3LA08.E02**. It feeds the Level 3 Reading and Viewing standard: students read using “grammatical knowledge such as subject–verb agreement and tense”. Tense is new at Level 3 (TOC §4) — the verbs themselves are re-anchored from section 2B.

Curriculum focus — This section teaches **VC2E3LA08** (Victorian Curriculum F–10 Version 2.0, English, Level 3 — Language, Language for expressing and developing ideas):

“Understand that verbs are anchored in time through tense.”

It draws on the elaboration ids below. These are linkage keys for the question bank and coverage records — illustrations of the CD, not a lesson checklist (TOC D7):

- **VC2E3LA08.E01** — “learning how time is represented through the tense of a verb (for example, ‘She arrived.’ or ‘She is arriving.’) and adverbials of time (for example, ‘She arrived yesterday.’ or ‘She is arriving in the morning.’)”
- **VC2E3LA08.E02** — “learning that tenses for some verbs are formed by changing the word, for example ‘She catches the ball.’ or ‘She caught the ball.’”

Level 3 stops at tense and adverbials of time (‘She arrived yesterday.’ / ‘She is arriving in the morning.’), including irregular past forms. Adverb groups and prepositional phrases as grammar content, and sentences built from a dependent clause, are Level 4 content (TOC D9) and are not taught here.

Words to know

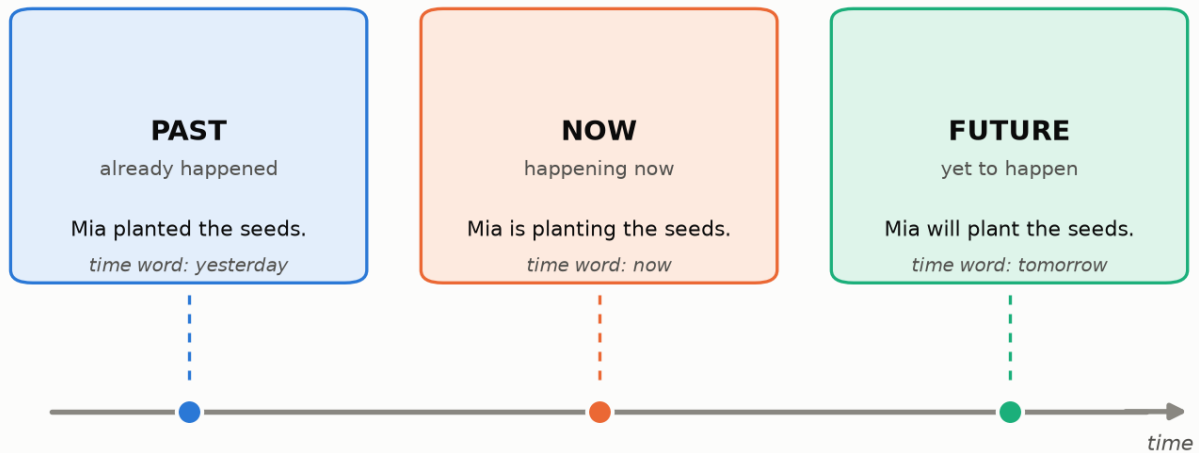
Word	What it means
verb	the action word — a doing word, feeling word, saying word or being word (the word you met in 2B)
tense (say <i>tenz</i>)	the form of a verb that shows <i>when</i> — every verb sits in one of three times
past	the time before now — it already happened
present	the time of now — it happens, or is happening
future	the time after now — it has not happened yet
time word	a word that tells <i>when</i> , like <i>yesterday</i> , <i>now</i> or <i>tomorrow</i> . These are also called adverbials of time

The teaching sequence

The big idea. A verb is anchored in time. The same action can sit in the past, in the now, or in the future — and the verb changes to show which. That change is called **tense**.

Verbs are anchored in time

The same action at three different times. Watch the verb change.



The verb is the anchor: it tells you WHEN the action happens.

planted = past is planting = now will plant = future

A time line with three stops. At the past stop, a blue card reads PAST, already happened, Mia planted the seeds, time word yesterday. At the middle stop, an orange card reads NOW, happening now, Mia is planting the seeds, time word now. At the future stop, a green card reads FUTURE, yet to happen, Mia will plant the seeds, time word tomorrow. A line with an arrow runs underneath, labelled time.

Say the three sentences out loud. Listen to how the verb changes: **planted** → **is planting** → **will plant**. Same action. Different time.

Step 1 — One verb, three times. A verb can sit in three places on the time line.

One verb, three times

Each verb can sit in three places on the time line.

	PAST	PRESENT	FUTURE
	it already happened	it happens / is happening	it has not happened yet
walk (the verb)	walked	walks	will walk
catch (the verb)	caught	catches	will catch
sing (the verb)	sang	sings	will sing

The action is the same. Only the TIME changes.

past: yesterday, last night now: now, today future: tomorrow, soon

Some verbs change the whole word (catch → caught) instead of adding -ed.

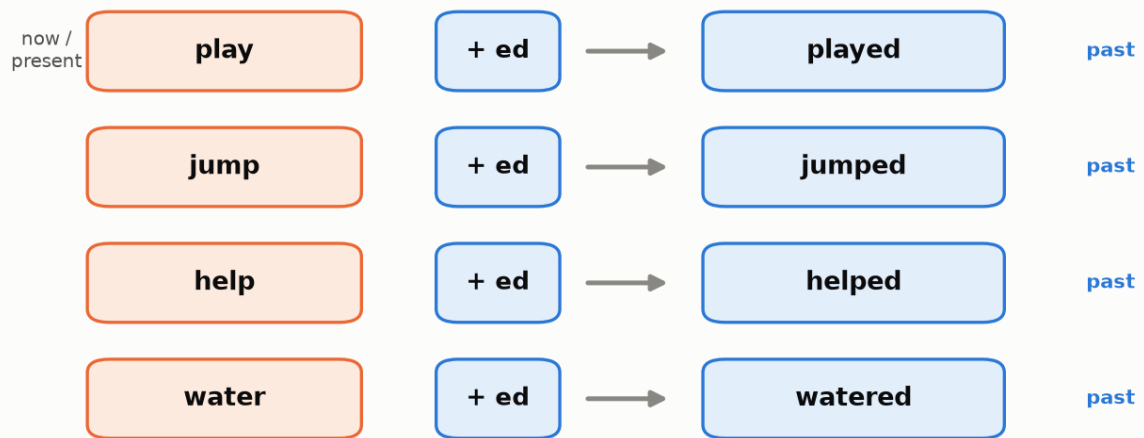
A table with three parts headed PAST in blue, PRESENT in orange and FUTURE in green. Three rows show one verb in three forms: walk becomes walked, walks, will walk; catch becomes caught, catches, will catch; sing becomes sang, sings, will sing.

The action is the same. Only the time changes.

Step 2 — Making the past: most verbs add -ed.

Making the past: add -ed

For most verbs, you just add -ed to the end.



walk → walked kick → kicked wash → washed start → started

Most verbs follow this rule. Some verbs are trickier — meet them next.

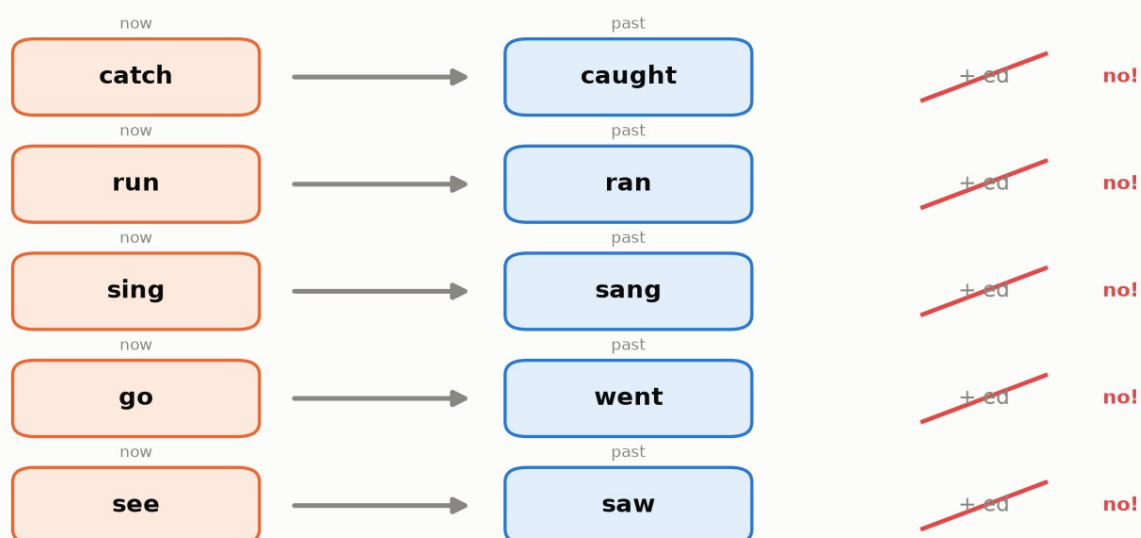
Four rows show a now-form plus ed becoming a past form: play plus ed becomes played, jump plus ed becomes jumped, help plus ed becomes helped, water plus ed becomes watered. Each past form is in a blue box labelled past.

Say each pair out loud: play → played. The little -ed sound at the end is your clue that it already happened.

Step 3 — Some verbs change the word. These verbs do not add -ed. They change into a different word for the past.

The change-the-word club

Some verbs do not add -ed. They change into a different word.



You have to LEARN these verbs. Saying them out loud helps.

More club members: swim, fly, make, take, come ...

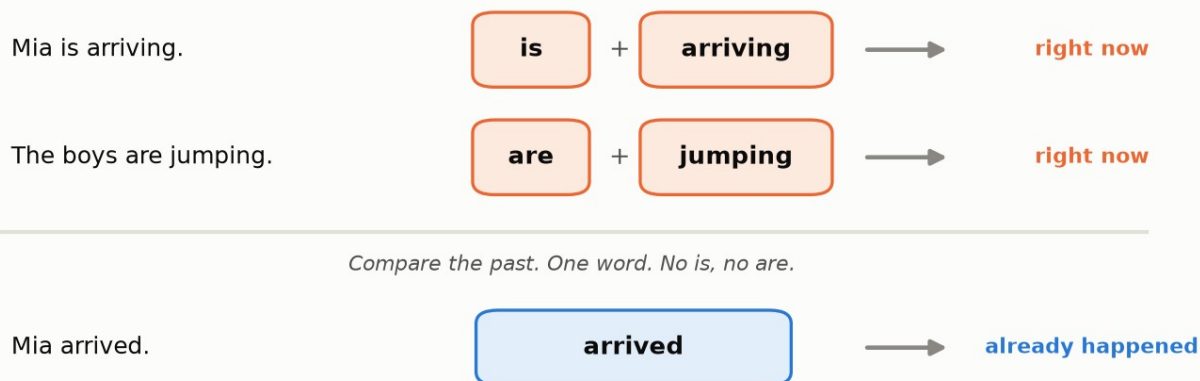
Five rows show a now-form arrowed to a changed past form: catch to caught, run to ran, sing to sang, go to went, see to saw. Beside each row, a crossed-out plus ed is marked no!

You learn these verbs by heart. Saying them out loud helps: catch, caught. Run, ran. Sing, sang.

Step 4 — Happening now: a two-part verb. For the now time, use **is** or **are**, then the *-ing* form of the verb.

Happening now: a two-part verb

Use is or are, then the -ing form of the verb.



Compare the past. One word. No is, no are.

is + -ing or are + -ing = happening now

She is arriving in the morning. — the time word says it is still to come.

Three rows. *Mia is arriving* is shown as two joined blocks, *is* and *arriving*, pointing to *right now*. *The boys are jumping* is shown as *are* and *jumping*, pointing to *right now*. Below a line, *Mia arrived* is shown as one block, *arrived*, pointing to *already happened*.

One more thing to notice: *She is arriving in the morning*. The verb is in the now form, but the time word *in the morning* says the action is still to come. Time words and verbs work as a team.

Step 5 — Time words are clues. A time word often points to the tense. Find the verb first, then look for a time word to back it up.

Time words are clues

They often point to when the action happens.

PAST clues	NOW clues	FUTURE clues
• yesterday • last night • last week • before	• now • right now • today • at the moment	• tomorrow • soon • next week • later

Read the sentence. Find the verb. Then look for a time-word clue.

She arrived yesterday. → past

She is arriving in the morning. → not past — still to come

Three groups sort time words. *PAST* clues in blue: yesterday, last night, last week, before. *NOW* clues in orange: now, right now, today, at the moment. *FUTURE* clues in green: tomorrow, soon, next week, later. Below: She arrived yesterday is marked past; She is arriving in the morning is marked not past, still to come.

Two clues are better than one!

Step 6 — Be a time detective. Read a short story. Find each verb. Ask your detective question: *has it happened, is it happening, or is it yet to happen?*

Spot the tense in a story

Find each verb. Ask: has it happened, is it happening, or is it yet to happen?

Yesterday, Mia walked to the park with her dad.

past

Now she is climbing the big gum tree.

now

Tomorrow they will build a cubby in the yard.

future

■ past — already happened ■ now — happening now ■ future — yet to happen

The time words — yesterday, now, tomorrow — back up the verbs.

Two clues are better than one!

A three-line story with the verbs highlighted. Yesterday, Mia walked to the park with her dad — walked underlined in blue and labelled past. Now she is climbing the big gum tree — is climbing underlined in orange and labelled now. Tomorrow they will build a cubby in the yard — will build underlined in green and labelled future. A colour key names past, now and future.

The time words — yesterday, now, tomorrow — back up the verbs.

Step 7 — Make the time word and the verb match. A future time word needs a future verb. A past time word needs a past verb.

Make the time word and the verb match

A future time word needs a future verb. A past time word needs a past verb.

Tomorrow I **walked** to school.

✗

Tomorrow is future, but walked is past. They do not match!

Tomorrow I **will walk** to school.

✓

Tomorrow + will walk — both point to the future. They match.

Yesterday Mia **will run** in the race.

✗

Yesterday is past, but will run is future. They do not match!

Yesterday Mia **ran** in the race.

✓

Yesterday + ran — both point to the past. They match.

Four sentence panels. Tomorrow I walked to school is crossed out: tomorrow is future but walked is past, so they do not match. Tomorrow I will walk to school is ticked: they match. Yesterday Mia will run in the race is crossed out: they do not match. Yesterday Mia ran in the race is ticked: they match.

That is the whole trick: **find the verb, find the time, check they match.**

Class text — Sports Day (an original text for this section)

Yesterday was our school sports day. The sun shone and the sky was blue. Mia ran in the sack race and Ben hopped like a frog. Mia tripped on a stick, but she got up fast. The boys pulled together, and they won.

Now it is lunch time. Mia is eating her sandwich with her friends. Ben is drinking water. He is tired and happy. The teacher is handing out the medals.

Tomorrow we will do it all again. Mia will ride her bike home with a big smile.

Worked examples

Example 1 — sort the sentences

Take three sentences from *Sports Day* and sort them. For each one: (1) find the verb, (2) ask the detective question, (3) name the tense, (4) check for a time-word clue.

Sentence	The verb	Has it happened?	The tense	Time-word clue
Yesterday, Mia ran in the sack race.	ran	yes — it already happened	past	<i>Yesterday</i>
Now, Mia is eating her sandwich.	is eating	it is happening now	present	<i>Now</i>
Tomorrow we will do it all again.	will do	no — not yet	future	<i>Tomorrow</i>

Example 2 — move a sentence in time

Take one sentence from *Sports Day* and move it to a new time. Change **only the verb** — the rest of the sentence stays the same.

Start: *Ben hopped like a frog.* (past)

New time	New sentence	What changed in the verb
happening now	Ben is hopping like a frog.	<i>hopped</i> → <i>is hopping</i> (is + -ing)
future	Ben will hop like a frog.	<i>hopped</i> → <i>will hop</i>

The action never changes. Only the time — and the verb shows it.

Practice questions — with help

Q1. Circle the verb. Then name the tense (past, present or future). (a) The sun shone. (b) Ben is drinking water. (c) Mia will ride her bike.

Q2. Add *-ed* to make the past form. Say each pair out loud. (a) wash → ____ (b) kick → ____ (c) help → ____ (d) jump → ____ (e) start → ____ (f) play → ____

Q3. Match the now form to its change-the-word past form.

now	past
1. catch	a. sang
2. sing	b. went
3. run	c. saw
4. go	d. caught
5. see	e. ran

Q4. Pick the time word that fits: *yesterday*, *now* or *tomorrow*. (a) ____, it rained all day. (b) ____, I am reading a good book. (c) ____, we will go to the beach.

Q5. Make these verbs show *happening now* (use *is* or *are*, then *-ing*). (a) jump → ____ (b) sing → ____ (c) swim → ____ (d) wave → ____

Q6. Find the verb and the time-word clue. Then name the tense. (a) Last night, Mia helped her dad. (b) Right now, the boys are playing. (c) Soon, the bell will ring.

Practice questions — on your own

Q7. Write three sentences about your day: one in the past, one happening now, one in the future. Underline the verb in each.

Q8. These sentences are broken — the time word and the verb do not match. Fix each one and write it out so it matches. (a) Tomorrow I walked to school. (b) Yesterday Mia will run in the race.

Q9. Pick one sentence from *Sports Day*. Move it to a different time. Write the new sentence and name its tense.

Q10. *She is arriving in the morning.* Is this sentence past? How do you know? Answer in one or two sentences, and use the words **verb** and **time word**.

Text task — back to *Sports Day*

Read the class text again. Then:



- (a) List every **past** verb in the story.
 - (b) List every **happening now** verb (the two-part ones).
 - (c) List every **future** verb.
 - (d) Look at your three lists. Which time has the most verbs — past, now or future? How do you know?
-

Answers

Worked example 1. ran = past (clue: Yesterday); is eating = present (clue: Now); will do = future (clue: Tomorrow).

Worked example 2. now: Ben is hopping like a frog. future: Ben will hop like a frog.

Q1. (a) shone — past. (b) is drinking — present (happening now). (c) will ride — future. **Q2.** (a) washed (b) kicked (c) helped (d) jumped (e) started (f) played. **Q3.** 1–d, 2–a, 3–e, 4–b, 5–c. **Q4.** (a) Yesterday (b) Now (c) Tomorrow.

Q5. (a) is jumping (b) is singing (c) is swimming (d) is waving. **Q6.** (a) helped — past (clue: last night). (b) are playing — present (clue: right now). (c) will ring — future (clue: soon).

Q7. Check: each sentence has a verb, and the verb's tense matches the time you picked. For example: *I walked to school. I am writing this. I will ride my bike later.* **Q8.** (a) Tomorrow I **will walk** to school. (or: Yesterday I walked to school.) (b) Yesterday Mia **ran** in the race. (or: Tomorrow Mia will run in the race.) **Q9.** Any sentence from the text, moved correctly. For example: *Yesterday Ben hopped like a frog* → *Tomorrow Ben will hop like a frog* (future). **Q10.** No, it is not past. The verb *is arriving* is a now-form, and the time word *in the morning* says the action is still to come — so the sentence points to the future, not the past.

Text task. (a) was, shone, was, ran, hopped, tripped, got, pulled, won. (b) is eating, is drinking, is handing. (c) will do, will ride. (d) The past has the most verbs — there are 9 past verbs, 3 happening-now verbs and 2 future verbs. You know because you can count the verbs in each list.

You will use tense again when you write your own stories in sections 5E and 5F — and when you edit them in 5F, checking that the time word and the verb match is a fast way to find mistakes.

Modal verbs: obligation, probability and possibility

Owens: VC2E3LA09 · **Draws on:** VC2E3LA09.E01

To the teacher: This part is guided. Read the teaching pages out loud with your class, and have the students read along. Every sentence, passage and picture in this part was written for this book. The rule words and guess words taught here come back as a writing resource in the creating and editing parts of this book (5E and 5F).

Words to know

In 2A and 2B you met verbs. A **verb** is the part of a clause that tells what is happening, what someone feels, or what someone says. This part adds four new words. These four words come from the Victorian Curriculum, the learning plan for our year level. In this book, they have the meanings below.

- A **modal verb** is a small word that sits in front of another verb and changes the sentence. *Must, might* and *could* are modal verbs.
 - **Obligation** means something you have to do, or have to not do. A sentence that tells you a rule is talking about obligation.
 - **Probability** means how likely something is to happen. It is about how sure we are.
 - A **possibility** is something that can happen. If there is a possibility of rain, rain can happen. Maybe it will. Maybe it will not.
-

What we will learn

VC2E3LA09 — Understand how modal verbs indicate obligation, probability and possibility.

This part draws on **VC2E3LA09.E01**:

VC2E3LA09.E01 — exploring how modal verbs (for example, ‘must’, ‘might’ and ‘could’) indicate degrees of probability or obligation

In our words: Little words like **must**, **might** and **could** can sit in front of a verb. They do two jobs. They tell us how strongly something has to happen. They also tell us how sure something is to happen.

Modal verbs have two jobs

Modal verbs have two jobs

A modal verb sits in front of a verb. It changes what the sentence tells us.

Job 1 — rule words

How strongly does it have to happen?

must

You must line up at the door.

example

Job 2 — guess words

How sure is it to happen?

might

It might rain at lunch.

example

Little words, big power: must · must not · should · can · will · won't · might · could · may · can't

A poster showing the two jobs of modal verbs. Job 1 is rule words, with the word must. Job 2 is guess words, with the word might.

A modal verb is a small word with big power. It sits in front of a verb. It changes what the sentence tells us.

Job 1 — rule words. Some modal verbs tell us how strongly something has to happen. They talk about obligation.

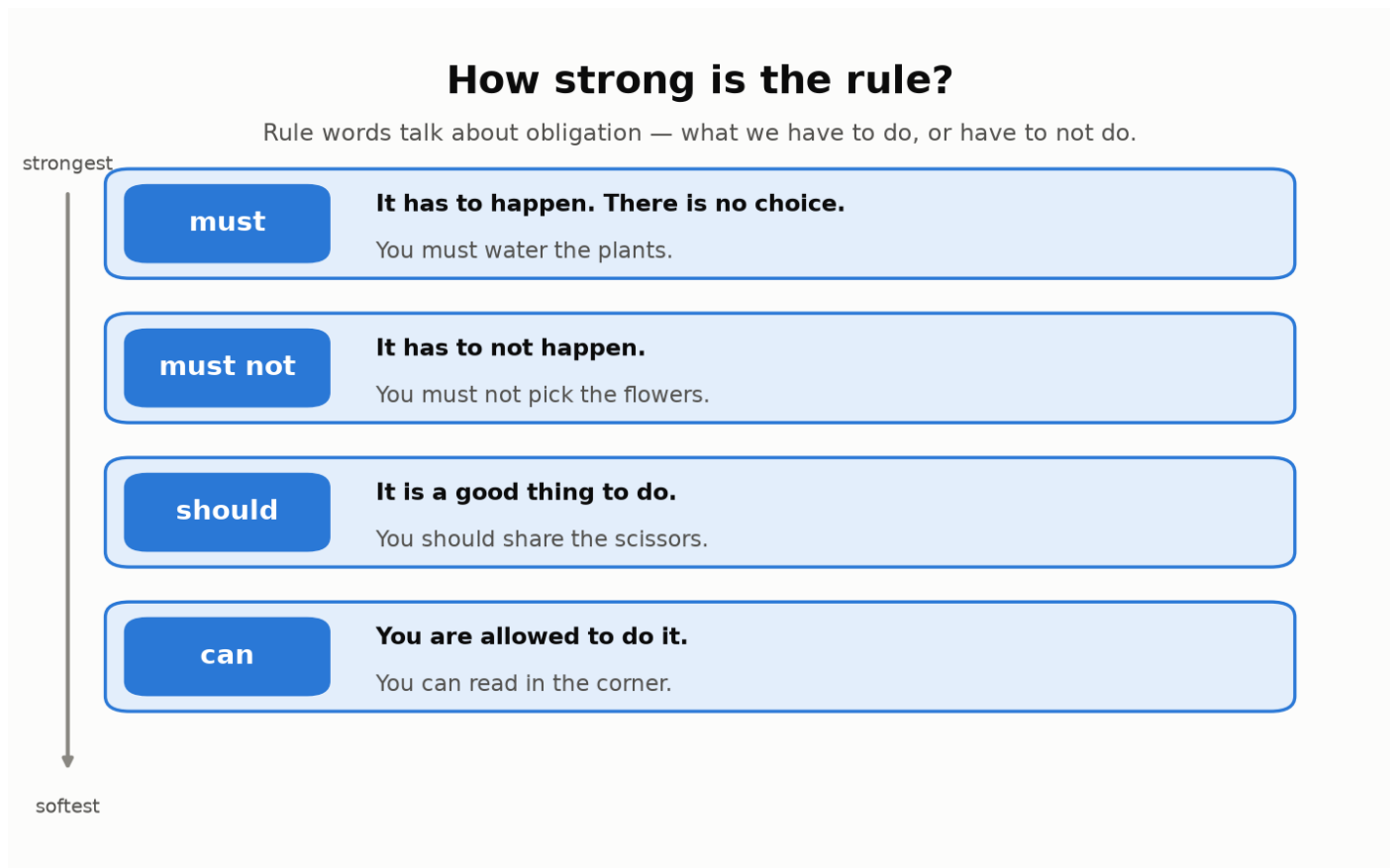
*You **must** line up at the door.*

Job 2 — guess words. Other modal verbs tell us how sure something is to happen. They talk about probability and possibility.

*It **might** rain at lunch.*

Say it together: A modal verb sits in front of a verb. It tells us how strongly, or how sure.

How strong is the rule?



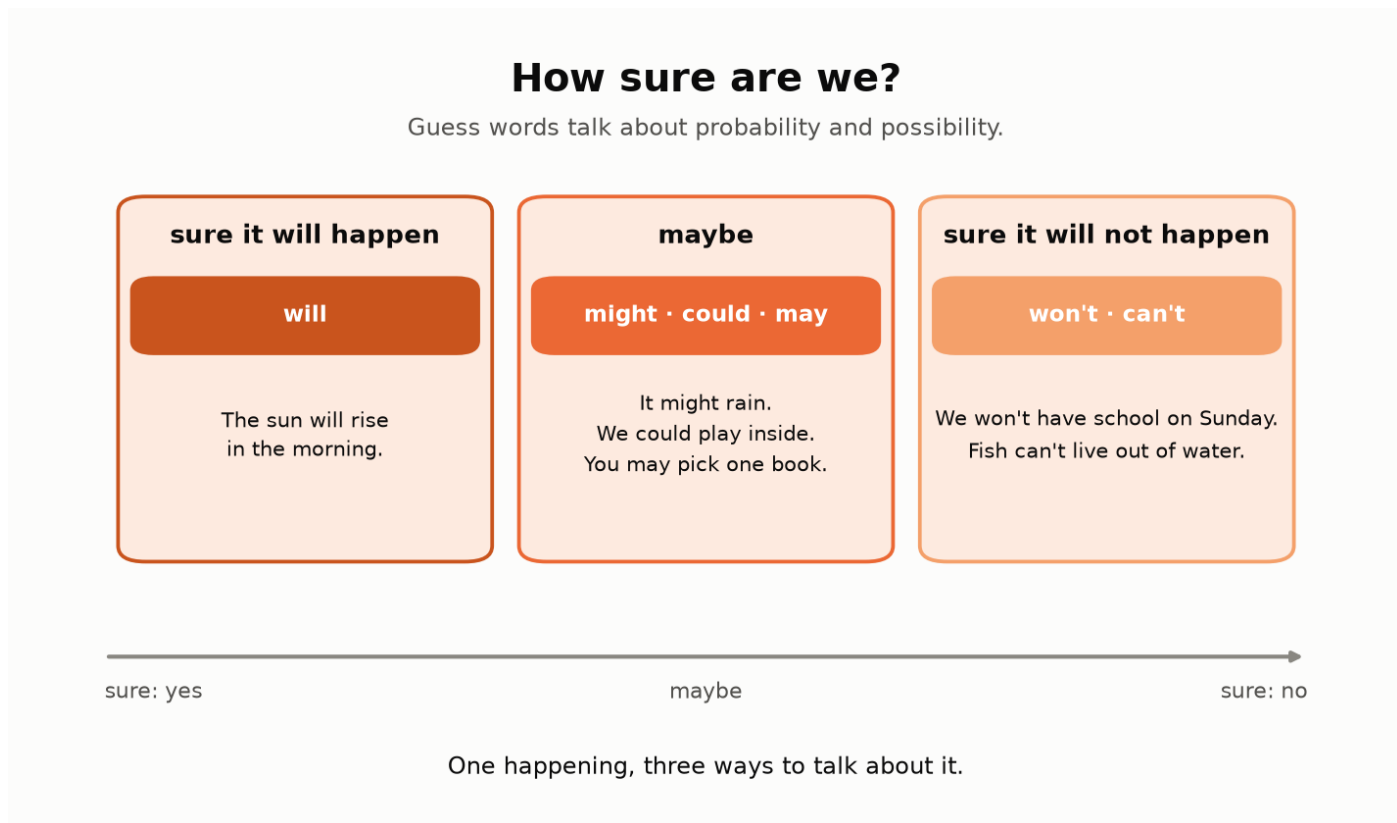
A meter with four steps for rule words, from strongest to softest: *must* and *must not*, *should*, and *can*. Each step has an example sentence.

Rule words can be strong or soft. Look at the meter in the picture.

- **must** — It has to happen. There is no choice. *You must water the plants.*
- **must not** — It has to not happen. *You must not pick the flowers.*
- **should** — It is a good thing to do. *You should share the scissors.*
- **can** — You are allowed to do it. *You can read in the corner.*

The rule words talk about obligation. They tell us what we have to do, what we have to not do, and what we are allowed to do.

How sure are we?



A meter for guess words with three parts: sure it will happen, maybe, and sure it will not happen. Each part has example modal verbs and a sentence.

Guess words tell us how sure we are. Look at the meter in the picture.

- **sure it will happen** — The sun **will** rise in the morning.
- **maybe** — It **might** rain. We **could** play inside. You **may** pick one book.
- **sure it will not happen** — We **won't** have school on Sunday. Fish **can't** live out of water.

The guess words talk about probability and possibility. They tell us what can happen, and how sure we are about it.

Our Class Garden

 rule words (obligation)

 guess words (probability)

Our class has a garden. It sits in the sun by the fence.

We have rules for our garden.

You **must** water the young plants each day.

You **must not** pick the new leaves.

You **should** pull up the weeds.

You **can** use the small green watering can.

What **will** grow in our garden?

The beans **might** climb the sticks.

The carrots **could** grow long and sweet.

We **may** even see a sunflower as tall as Miss Lee!

A garden takes time.

The sun **will** shine and the rain **will** fall.

We **must** keep going.

Soon, we **can** pick our own food.

Find the modal verbs. Blue words are rule words. Orange words are guess words.

A short text called *Our Class Garden*. The modal verbs are coloured. Blue words are rule words and orange words are guess words.

This is our class text for this part. Read it with your class. The coloured words are modal verbs. Blue words are rule words. Orange words are guess words.

Count with a partner: How many blue rule words can you find? How many orange guess words?

Worked examples

Worked example 1 — a rule word

Look at this sentence from our class text: *You **must** water the young plants each day.*

Step	What we look at	What we say
1	Find the verb part.	<i>must water</i> — two words that go together.
2	Which word is the modal verb?	<i>must</i> — it sits in front of the verb <i>water</i> .
3	Is it a rule or a guess?	A rule. It tells us what we have to do.
4	How strong is the rule?	<i>must</i> is the strongest rule word. Watering is a job we have to do each day.

Worked example 2 — a guess word

Look at this sentence from our class text: *The beans **might** climb the sticks.*

Step	What we look at	What we say
1	Find the verb part.	<i>might climb</i> — two words that go together.
2	Which word is the modal verb?	<i>might</i> — it sits in front of the verb <i>climb</i> .
3	Is it a rule or a guess?	A guess. The beans are not climbing yet. We do not know what will happen.
4	How sure are we?	Not sure. <i>might</i> says it can happen. But maybe it will not.

One blank, many meanings

One blank, many meanings

The modal verb changes the whole sentence.

You _____ pick the tomatoes.

You must pick the tomatoes. It is a rule. You have to do it.	You can pick the tomatoes. You are allowed to do it.	You might pick the tomatoes. It is a guess. Maybe you will.
---	---	--

One sentence. One blank. Three different meanings.

The sentence *You-blank-pick the tomatoes* with three modal verb cards: *must*, *can* and *might*. Each card shows what the sentence would mean.

One sentence. One blank. Three modal verbs make three different meanings.

- You **must** pick the tomatoes. — It is a rule. You have to do it.
- You **can** pick the tomatoes. — You are allowed to do it. You may pick them if you like.
- You **might** pick the tomatoes. — It is a guess. Maybe you will. Maybe you will not.

The modal verb changes the whole sentence.

Let's try together

Try 1 — Circle the modal verb

Word bank: *must · might · should · can · will · could*

Circle the modal verb in each sentence. The first one is done for you.

Sentence	Modal verb
We should walk quietly in the hall.	should
The bus will be here soon.	_____
It could snow on the mountain.	_____
You can sit on the rug.	_____

Try 2 — Sort the cards

Sort the cards

Read each card. Is it a rule, or is it a guess?

rule words

You **must** wash your hands.

guess words

Put each card in the right group.

You **must not** run in the hall.

You **should** walk quietly.

You **can** sit on the rug.

It **might** rain soon.

The bus **will** be here soon.

We **could** play inside.

It **won't** snow today.

Eight sentence cards and a sorting mat with two groups: rule words and guess words.

Look at the cards in the picture. Read each card with your class. Put each card in the right group. The first card is sorted for you: *You must wash your hands.* is a rule, so it goes under **rule words**.

Try 3 — Fill the blank: rule or guess?

Pick from the box. Then say: is it a rule, or is it a guess?

Box: *must · might*

Sentence	Modal verb	Rule or guess?
You _____ wash your hands before lunch.	_____	_____
Look at the clouds. It _____ rain soon.	_____	_____

Sentence	Modal verb	Rule or guess?
You _____ hand in your book when you finish.	_____	_____
Dad _____ bring home a treat tonight.	_____	_____

Try 4 — Where does it go on the meter?

Match each sentence to a part of the guess meter: **sure it will happen**, **maybe**, or **sure it will not happen**.

Sentence	Part of the meter
The sun will rise tomorrow.	_____
The chicks might come out of the egg today.	_____
Fish can't live out of water.	_____

Try 5 — Make it a rule

The school rule is this: hats on in the sun. Use **must** to write the rule as a full sentence. Start like this: *We must ...*

Try 6 — Make it stronger

Take this sentence: *You can pack up your things.*

Now write it again with **must**. What changed? Tell a partner: is it still something you may do, or is it now something you have to do?

Your turn

Q1. Write two sentences about your class. Use a rule word in one sentence. Use a guess word in the other sentence. Underline the modal verb in each sentence.

Q2. Fill each blank with a modal verb. Then say its job: rule or guess?

Sentence	Modal verb	Rule or guess?
(a) It _____ rain after lunch.	_____	_____
(b) We _____ listen when others are talking.	_____	_____
(c) The paint _____ be dry soon.	_____	_____

Q3. Change the modal verb, change the meaning. Take this sentence: *You should wear a hat.* Write it again with **must**. What changed?

Q4. Find them all. Read the garden text again. Write all the modal verbs in two lists: rule words and guess words. How many are in each list?

The Box by the Door

Read the text. Find the modal verbs.



On Monday, a big box sits by the door. It is shut. No one **can** see inside.

The class makes guesses.

It **might** be new books.

It **could** be a globe.

It **may** be a game for wet days.

Tom thinks it **must** be a printer, but he is not sure.

Miss Lee smiles. She says nothing. At lunch, the lid **will** come off.

What **will** we find?

The bold words are the modal verbs. Are they rule words, or guess words?

A short text called The Box by the Door. It is about a class guessing what is in a box. The modal verbs are in bold.

Read the text in the picture. Then answer the questions.

1. Find all the modal verbs in the text. How many can you find?
2. Sort them into two lists: rule words and guess words.
3. Read this sentence: *It may be a game for wet days.* What does **may** tell you? Are we sure?
4. Write one more guess about the box. Use **might**, **could** or **may**.

Writer's toolkit — modal verbs

Rule words for rules. Guess words for stories and mysteries.

When I write rules

must · must not · should · can

Sentence starts:

In our game, players must ...

In class, we must not ...

You can ... if you like.

When I write guesses

will · won't · might · could · may · can't

Sentence starts:

In my story, the dog might ...

Tomorrow, we will ...

It could be ...

Checklist

1. Does my modal verb talk about a rule, or a guess?
2. Does my sentence still make sense when I read it back?

A writer's toolkit card. It lists rule words and guess words, three sentence starts, and a checklist with two questions.

Now you are the writer. When you write rules for a game, use rule words. When you write a story with a mystery, use guess words. Look at the toolkit in the picture.

Write three sentences. Use at least two modal verbs. Then ask the two checklist questions: Does my modal verb talk about a rule, or a guess? Does my sentence still make sense when I read it back?

Answers

Try 1. *will · could · can*

Try 2. Rule words: *You must wash your hands.* · *You must not run in the hall.* · *You should walk quietly.* · *You can sit on the rug.* Guess words: *It might rain soon.* · *The bus will be here soon.* · *We could play inside.* · *It won't snow today.*

Try 3. You **must** wash your hands before lunch — rule. It **might** rain soon — guess. You **must** hand in your book when you finish — rule. Dad **might** bring home a treat tonight — guess.

Try 4. *The sun will rise tomorrow.* — sure it will happen. *The chicks might come out of the egg today.* — maybe. *Fish can't live out of water.* — sure it will not happen.

Try 5. One answer: *We must wear hats in the sun.*

Try 6. *You must pack up your things.* It changed from something you may do to something you have to do. Now it is a rule.

Q1. Answers will be different. One answer: *We must walk in the hall.* (rule) · *Our team might win on Friday.* (guess) Check that each sentence has a modal verb, underlined.

Q2. Many modal verbs can fit. One answer for each: (a) It **might** rain after lunch — guess. (b) We **must** listen when others are talking — rule. (c) The paint **should** be dry soon — guess. Other modal verbs are fine if the job is right.

Q3. *You must wear a hat.* With *should*, wearing a hat is a good thing to do. With *must*, it is a rule. You have to do it.

Q4. Rule words (6): *must* (two times), *must not*, *should*, *can* (two times). Guess words (6): *will* (three times), *might*, *could*, *may*.

Text task. 1. Seven modal verbs: *can*, *might*, *could*, *may*, *must*, *will* (two times). 2. Rule words: there are no rule words in this text. Guess words: all seven. Tom's *must* is a very strong guess, not a rule — he thinks he is sure, but the lid is still on the box. 3. **May** tells us it is a possibility. A game can be in the box. We are not sure. 4. Answers will be different. One answer: *It could be a new printer for our class.*

In the next part, we look at how pictures and sounds add meaning to a text.

How images and sound extend the meaning of a text

Code	VC2E3LA10
Strand / sub-strand	Language / Language for expressing and developing ideas
Content description	<i>Students learn to:</i> identify how images and sound extend the meaning of a text
Elaboration .E01	recognising how the relationship between characters can be depicted in images through the positioning of the characters; for example, facing each other or facing away from each other, the distance between them, the relative size, one character looking up (or down) at the other (power relationships), facial expressions and body gestures
Elaboration .E02	recognising how images construct a relationship with the viewer through a direct gaze into the viewer's eyes, inviting involvement, and how close-ups are more engaging than distanced images, which can suggest alienation or loneliness
Achievement standard hook	Reading and Viewing: students “identify literary devices, such as rhythm and onomatopoeia, and describe how images and sound can extend meaning”

First words

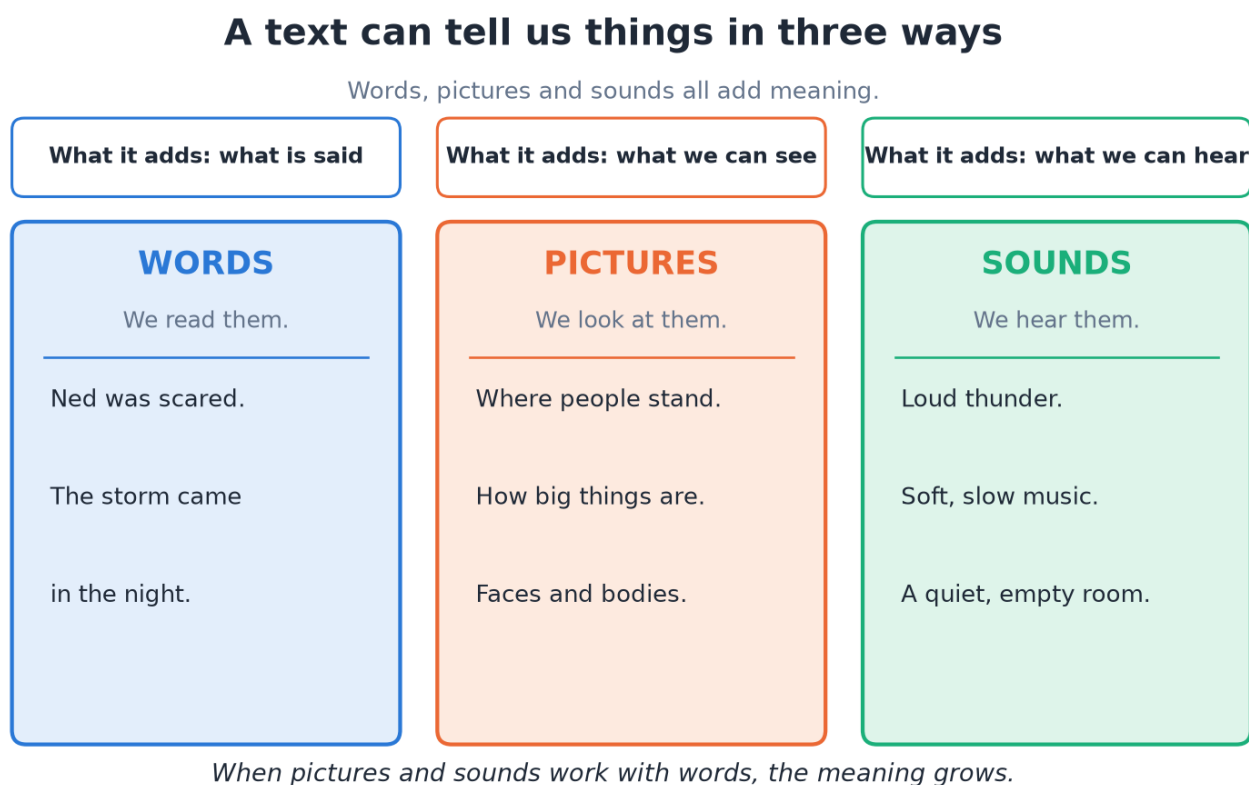
A **text** is anything that tells us something: a story, a picture book, a show on a screen, a song, a game. Words are only one part of a text. An **image** is a picture in the text — on a page or on a screen. A **sound** is anything the text lets us hear: music, noises, voices — even quiet.

One big word The title of this section says images and sound *extend* the meaning of a text. That word *extend* means **add to**. A picture or a sound adds to the meaning. It tells us something. The words alone do not. We will look, listen, and say *what* it adds and *how* we know.

You already know that pictures and sounds can add to a story. In this section we learn to say **how** they do it — like detectives, with good questions and reasons.

Teaching sequence

Part 1 — A text can tell us things in three ways



Three boxes show the three ways a text tells us things: the words we read, the pictures we look at, and the sounds we hear. All three work together, and the meaning grows.

Read the words of a story and you know one lot. Look at the pictures and you know more. Hear the sounds and you know more again. Nothing is there by accident. People **choose** the pictures and the sounds, and every choice adds meaning.

Part 2 — Where people stand in a picture

Where people are in a picture is called their **positioning** — where they sit or stand, which way they face, how close they are, how big they look. Positioning talks to us without words.

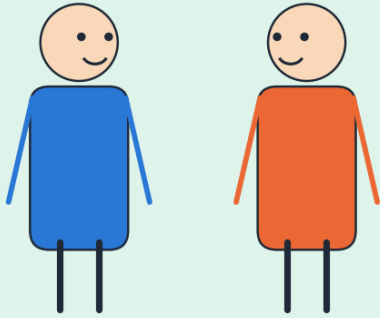
Which way do they face?

Where are they facing?

The way people face tells us about how they feel with each other.

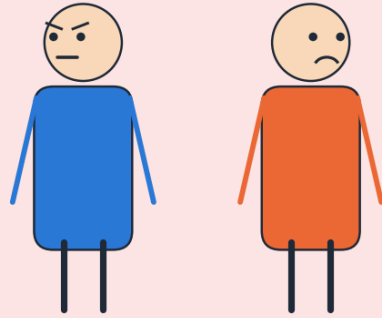
They are talking and sharing. Friends.

FACING EACH OTHER



They are cross, or not friends right now.

FACING AWAY



No words at all — but we already know something about them.

Two cartoons of children: a pair facing each other with smiles look like friends, talking and sharing; a pair facing away with cross and sad faces look upset with each other.

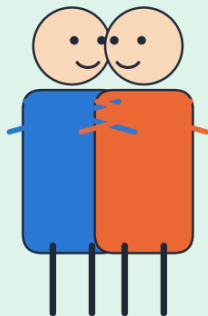
How close are they?

How close are they?

The space between people can tell us things too.

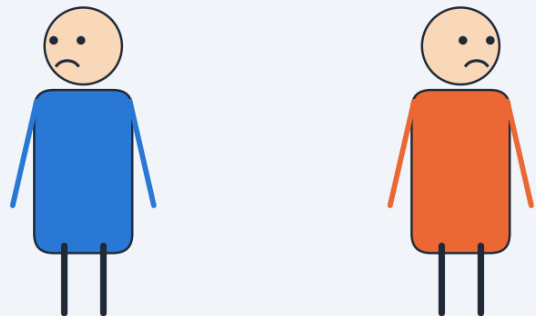
They belong together. They feel safe.

CLOSE TOGETHER



They are alone, or left out.

FAR FROM EACH OTHER



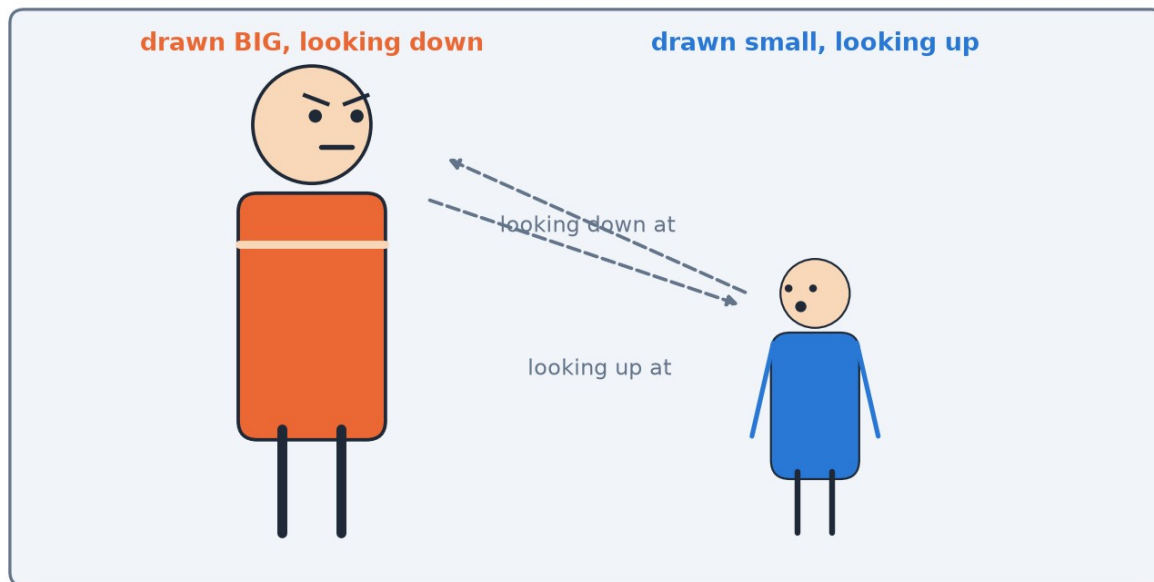
The empty space between people is doing work.

Two cartoons of children: a pair standing close together look like they belong together and feel safe; a pair far from each other look alone or left out.

Who looks big? Who looks small?

Who looks big? Who looks small?

Size can show who has the power. Big looks strong. Small looks weak.



Artists do not draw people by accident. Big or small is a choice.

A cartoon of two people: one is big and looks down, and one is small and looks up. Labels show the big one looks strong and the small one looks weak.

One person is big and looks down. The other is small and looks up. Now we know who has the **power** — who is the boss in that moment.

Faces and bodies talk too.

Faces and bodies talk too

A face or a body can show a feeling with no words at all.



What to look at:

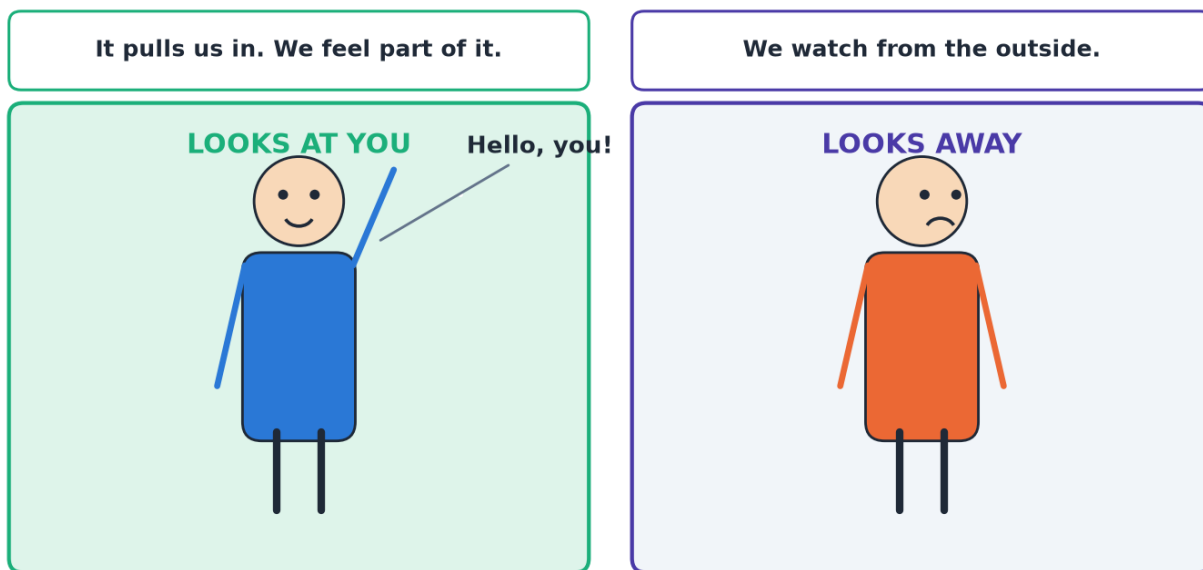
the eyes — wide, or
looking down?
the mouth — up, down,
open, or a straight line?
the arms — up, down,
folded, or out wide?
the whole body — big
and open, or small?

Six cartoon people show six feelings with their faces and bodies: happy, sad, scared, cross, surprised and excited. A side box lists what to look at: the eyes, the mouth, the arms, the whole body.

What your face shows is called a **facial expression**. What the body does — arms up, arms folded, head low — is **body language**. Both can say a feeling with no words at all.

Is the picture looking at YOU?

When someone in a picture looks right at us, it feels like a hello.



Eyes that meet ours say: this is for you.

Two cartoons: a person looking straight at us and waving, which pulls us in and feels like a hello; a person looking away, so we watch from the outside.

Someone in a picture looks straight at our eyes. That is called a **gaze** — a looking. A direct gaze pulls us in. It feels like the picture is talking to *us*.

Close-up or far away?

How near the picture lets us get changes how it feels.

We feel near her. We can see how she feels.

CLOSE-UP



The big empty space makes him look alone.

FAR AWAY



Near = we feel with them. Far = we watch them.

Two cartoons: a close-up of one big smiling face, which feels near; and a small sad person in a big empty space, which looks alone.

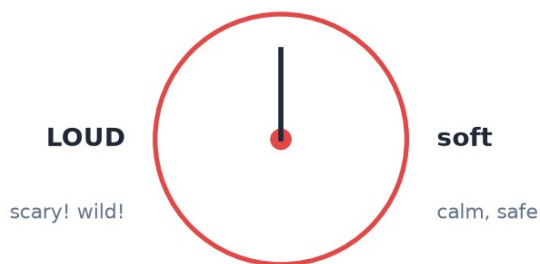
A picture gets very near a face. That is called a **close-up**. Close-ups let us see the feelings, so we feel close to the person. A far-away picture does a different job: a small person in a big empty space can look alone or left out.

Part 4 — Sound has switches too

Sounds have switches too

Changing a sound can change the whole feeling of a story.

HOW BIG?



HOW QUICK?



Try it: say BOOM in a big loud voice. Now say shhh very soft and slow.

The words stayed the same. The feeling changed.

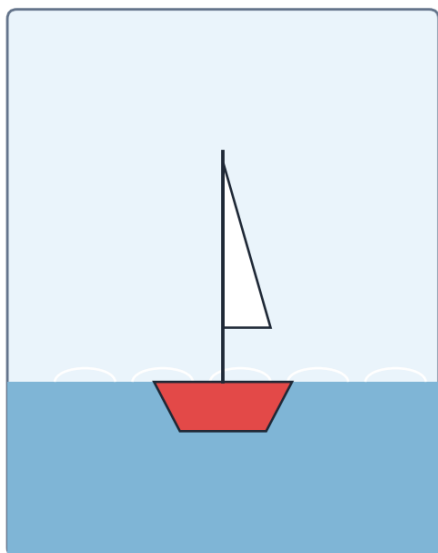
Two round dials like on a radio: one goes from loud to soft, one goes from fast to slow, and each end shows the feelings it gives, like scary and wild at the loud fast end, and calm and gentle at the soft slow end.

Sounds make us feel things too. Loud and fast can feel wild or scary. Soft and slow can feel calm or sad. A text can put noises into the story: thunder, a creaking gate, a door slam. These noises are called **sound effects**. And quiet is a choice as well: no sound at all can feel empty or lonely.

Same picture, different sounds

The picture never moves — but listen, and the story changes.

one picture: a little boat on the sea



Sound 1: BOOM! Big waves. Fast, loud drums.

adds: The sea feels wild and scary.

Sound 2: soft water sounds. Slow, quiet music.

adds: The sea feels calm and safe.

Sound 3: no sound at all.

adds: The boat feels far away and lonely.

Sound tells our heart how to feel about what we can see.

One picture of a little boat on the sea, matched to three sound choices: loud wild sounds make the sea feel scary; soft slow sounds make it feel calm and safe; no sound at all makes the boat feel far away and lonely.

The picture did not move. The sound changed, and the whole story changed with it. That is how sound adds to the meaning.

Be an image-and-sound detective

Ask these questions about any picture book, show or game.

MY DETECTIVE QUESTIONS

1. Where are the people, and which way do they face?
2. Are they close together, or far from each other?
3. Who is drawn big? Who is drawn small?
4. What do their faces and bodies show?
5. Is anyone looking right at me?
6. What can I hear — loud or soft, fast or slow?
7. What does it all make ME feel?

A good detective does not guess. A good detective looks, listens, and says why.

A card listing seven detective questions: where are the people and which way do they face; are they close or far; who is big and who is small; what do their faces and bodies show; is anyone looking right at me; what can I hear, loud or soft, fast or slow; and what does it all make me feel.

Keep these questions in your head. We will use them on our class text next.

Our class text — *Ned and the Storm*

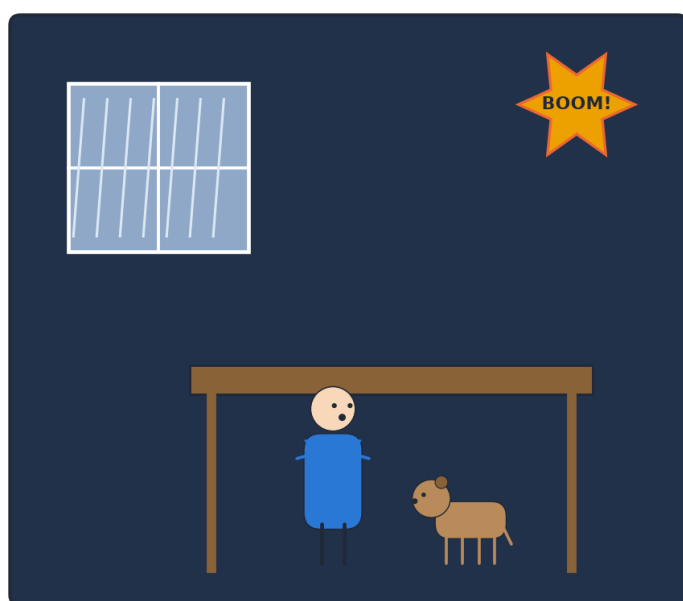
Ned and the Storm is a picture book with sound. The words below tell you the story, what each page's picture shows, and what we can hear. Your teacher may act the sounds for you.

Page 1. The sky is black. Rain hits the kitchen window. THUD! Thunder rolls. In the picture, Ned and his dog Pip sit close together under the big kitchen table. Ned looks small, and the kitchen looks very big. Ned's eyes are wide. Pip's ears are flat on her head. Ned holds Pip close.

Page 2. Now the sun is out. The sky is blue. Birds sing, and water drips from the leaves. The music is soft and slow. In the picture, Ned and Pip are in the garden. They face each other. The picture gets close to their faces, like a close-up. Ned smiles at Pip, and Pip's tail wags fast.

A model page: Ned and the Storm, page 1

Every choice in this picture and its sounds adds meaning.



Dark colours

add: the night feels big and unsafe.

Ned is drawn small. The kitchen is drawn big.

add: Ned feels small next to the storm.

Ned and Pip sit close, face to face, holding on tight.

add: they look after each other.

Wide eyes. Flat ears. Ears and eyes say: scared.

add: their bodies show fear — no words needed.

Sound: loud thunder and wind.

add: the storm is here, and it is strong.

A model page from Ned and the Storm: a dark kitchen with rain at the window and a BOOM burst; small Ned and Pip sit close together under a big table, and labels point out what each choice adds, from the dark colours to the loud thunder.

Worked examples

Worked example 1 — reading the pictures (with help)

Look at the picture on page 1 of *Ned and the Storm*. Use the detective questions.

What we can see	What it adds
Ned and Pip sit close together, holding on.	They look after each other. They feel scared, and close feels safer.
Ned looks small. The kitchen looks big.	Ned feels small next to the storm. The storm feels huge.
Wide eyes. Flat ears.	Their faces and bodies say <i>scared</i> — no words needed.
So the picture adds: this is a scary night, and Ned and Pip are each other's safe place. The words never said that. The picture did.	

Worked example 2 — reading the sounds (with help)

Now the sounds on page 1. Say each one and notice what it does to you.

What we can hear	What it adds
Loud thunder: THUD!	The storm is big and near. It feels wild.
Fast, hard rain on the window.	The storm is in a hurry. It feels busy and rough.
Now try it a different way: soft, slow rain. No thunder.	The same words, but now the night feels calm, not scary.
Same words, same picture, different sound — different story. That is how sound adds to the meaning.	

Practice tasks

With help

- T1.** Look at the facing picture (Part 2). In your own words, tell a partner what each cartoon says about the two children.
- T2.** Look at the close-and-far picture (Part 2). Which pair of children looks like friends? How do you know?
- T3.** Look at the big-and-small picture (Part 2). Who has the power in this picture? Name two things that told you.
- T4.** Look at the faces-and-bodies picture (Part 2). Point to a face or body that shows: scared. Cross. Excited. How does each one show it?
- T5.** Look at the two gaze pictures (Part 3). Which one pulls you in? Say why.
- T6.** Use the sound dials (Part 4). Say *BOOM* loud and fast. Now say it soft and slow. How did the feeling change?

On your own

- T7.** Page 2 of *Ned and the Storm* shows Ned and Pip facing each other. Draw the page a new way, with Ned and Pip facing away from each other. Does it feel the same? Say why in one sentence.
- T8.** Look at the boat picture (Part 4). Make up your own Sound 4 for it. Write or say: what is the sound, and what does it add?
- T9.** You are making a picture of a lost toy in a big park. Would you draw it as a close-up, or as a far-away picture? Say why.
- T10.** Detective work. With your teacher, look at one page of any picture book, or watch one short clip. Use the detective card (Part 5) to answer at least four questions. Say one thing the picture adds and one thing the sound adds.
-

Text task — *Ned and the Storm* again

Read the class text one more time. Then answer in full sentences.

- Q1.** Name two things the picture on page 1 shows about how Ned and Pip feel.
- Q2.** On page 1, Ned looks small and the kitchen looks big. What does that add to the story?
- Q3.** The thunder on page 1 is loud. Now make the thunder soft and far away. What changes for the reader?
- Q4.** On page 2, name one picture choice and one sound choice that make the garden feel safe.
- Q5.** Which page makes you feel closer to Ned — page 1 or page 2? Use what you know about close-ups to say why.
- Q6.** Make page 3 for Ned and Pip. Draw it, or say what is in it. Then list two picture choices and one sound choice, and what each one adds.
-

Answers

Many tasks have more than one good answer. A good answer always says what you noticed and what it adds. These are example answers.

T1. The first pair face each other and smile, so they look like friends who are talking and sharing. The second pair face away with cross and sad faces, so they look upset with each other.

T2. The close-together pair. Friends stand near each other; the far pair look alone or left out.

T3. The big one. They are big, and they look down at the small one, and the small one looks up.

T4. Scared: wide eyes and a small round mouth. Cross: folded arms and a hard straight mouth. Excited: arms up high and a big smile.

T5. The one looking at us. The eyes meet ours, and that feels like a hello. We feel part of the picture.

T6. Loud and fast felt wild, jumpy or scary. Soft and slow felt calm, safe or sad. Same word, different feeling.

T7. One answer: no, it does not feel the same. The storm is over. But facing away makes them look cross, or like they are not friends.

T8. One answer: Sound 4: seagulls crying and kids laughing on the beach. It adds: the sea is a fun, busy place, not a scary one.

T9. One answer: a far-away picture, with the toy small in a big park. The big empty park makes the toy look lost and alone.

T10. Answers will be different. A good one names what was seen or heard, and says what it added.

Q1. They sit close together and Ned holds Pip. Their eyes are wide, and Pip's ears are flat. All of it says scared.

Q2. It adds that Ned feels small next to the storm. The storm feels huge and Ned feels weak.

Q3. The night would feel calmer. The storm would feel far away, so the page would not feel as scary.

Q4. Picture: Ned and Pip face each other and the picture is a close-up, so we feel near and safe. Sound: soft, slow music and birds singing, so it feels calm.

Q5. One answer: page 2. The close-up gets near their faces, so we can see the feelings. We feel close to Ned and Pip.

Q6. One answer: page 3 shows Ned and Pip asleep by the fire, close together, with soft fire sounds and slow, warm music. The close bodies add: they are safe now. The soft sounds add: the night is friendly again.

Where this leads

You will use this again. Section 3C is about feelings in stories. Section 3D plays with word-sounds like *BOOM*. Section 5C looks at pictures and how they try to win us over. The detective questions work in all of them.

Topic-specific and technical vocabulary; words with different meanings

English 3 · Chapter 2 · Section 2F Owns: VC2E3LA11 — *Students learn to:* “extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts” (Victorian Curriculum 2.0 English, Level 3, verbatim from the VCAA export). **Draws on (linkage keys only, not a teaching order):** VC2E3LA11 .E01 identifying and using technical words to describe length, for example metric units of length such as millimetre and centimetre · VC2E3LA11 .E02 identifying and using words to describe features of narratives, for example character, plot and setting · VC2E3LA11 .E03 identifying words that have different meanings in different contexts, for example warm temperature and warm character · VC2E3LA11 .E04 extending vocabulary by adding prefixes and suffixes to base words, for example different, differently and difference.

All the words you know are your **vocabulary**. Last year you learnt to pick your words with care. This section grows your word bank four big ways: words that belong to a topic, words with one exact job, the trick of working out a word that has more than one meaning, and building new words from word parts.

Teaching sequence — Words at work

Stop 1 — Topic words. A **topic** is what you are talking about. Some words belong to one topic. *Kick* belongs to the topic of sport. *Stir* belongs to the topic of cooking. Words that belong to one topic are **topic-specific** words. When you write about a topic, its words make your writing strong.

Topic words: every topic has its own words

A topic is what you are talking about. These words each belong to one topic.

The mixed bag:

kick

stir

rain

goal

bowl

wind

team

oven

cloud

Sport

kick

goal

team

Cooking

stir

bowl

oven

Weather

rain

wind

cloud

Words that belong to one topic are topic-specific words.

A sorting chart showing nine words in a mixed bag at the top, then grouped into three topics: kick, goal and team under sport; stir, bowl and oven under cooking; and rain, wind and cloud under weather

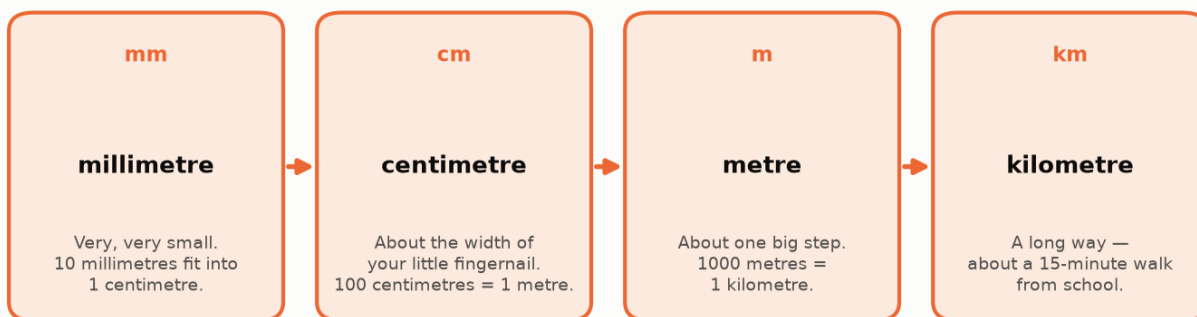
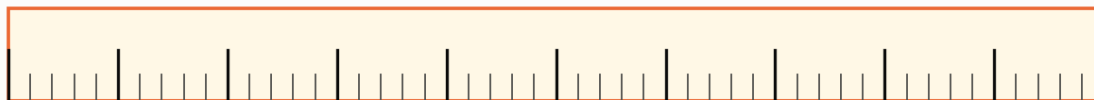
Stop 2 — Technical words. Some words have one exact job. They name one thing only, and everyone who uses them means the same thing. A word with one exact job is a **technical** word. Our measuring words for length are technical words. A **millimetre** is a very small step of length. A **centimetre** is ten millimetres. A **metre** is one hundred centimetres. A **kilometre** is one thousand metres. These four are **metric** words: the metric system is the measuring system we use in Australia. Because a technical word has one exact job, two people in two different schools can say “one metre” and mean the same thing.

The measuring words for length: from small to big

Length is how long something is.

Big steps: each one is a centimetre.

Small steps: each one is a millimetre.



These words are metric words. They are the exact, shared names we use to measure length.

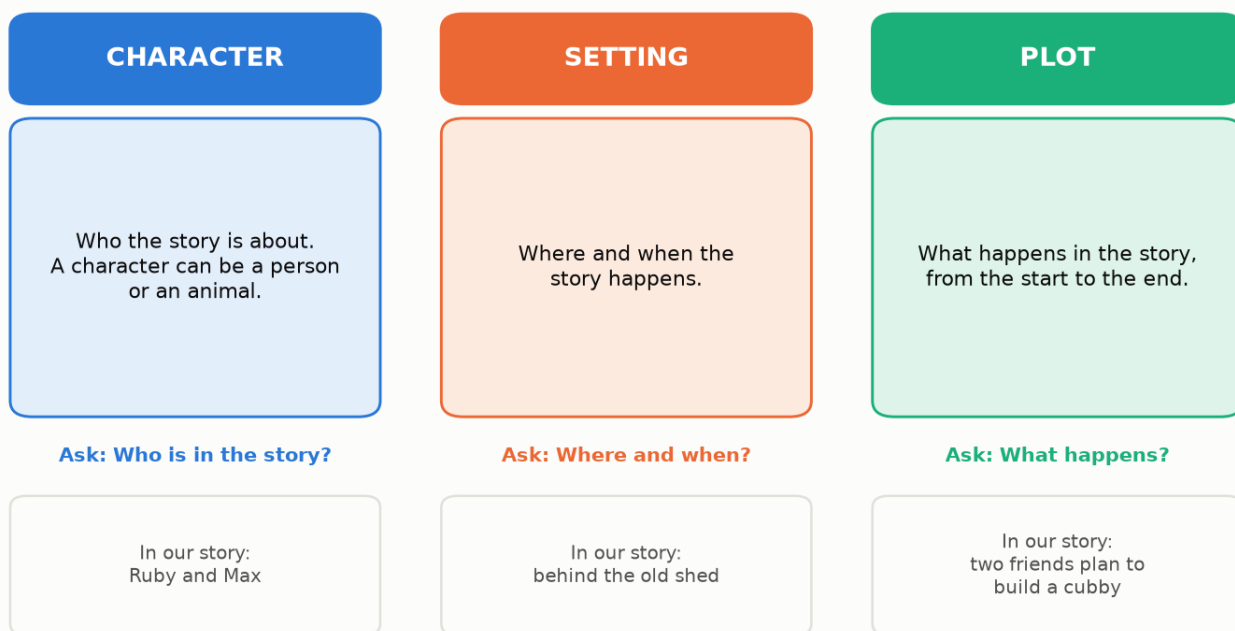
A metric word is a technical word: it has one exact job.

A ruler showing big centimetre steps and small millimetre steps, above four boxes that grow from millimetre to centimetre to metre to kilometre, each with a note about how big it is

Stop 3 — Story words. Stories have special words too. When we talk about any story, we use three big words. A **character** is who the story is about. The **setting** is where and when the story happens. The **plot** is what happens, from the start to the end. Keep these three words handy: we will use them again when we talk about all sorts of stories later in the book.

The three story words

Use these words when you talk or write about any story.



A story map with three columns: character means who the story is about, setting means where and when the story happens, and plot means what happens from the start to the end, each with an example from the class text

Stop 4 — One word, more than one meaning. Now a trick to know: the same word can mean different things. Take *warm*. In “The sun was **warm** on their backs,” warm means not cold. In “Ruby gave Max a **warm** smile,” warm means kind and friendly. Which meaning is it? The other words around the word tell you. The words around a word are its **context**. The Victorian Curriculum uses the word *context* and does not pin down one single meaning, so this book treats it like this: the context of a word is the other words around it, and what the text is about. Every question in this section can be answered with that meaning alone.

One word, two meanings

The word warm can do two different jobs.

warm

Meaning 1

not cold — a little hot



"The sun was warm on their backs."

warm talks about
how hot or cold something is

Meaning 2

kind and friendly



"Ruby gave Max a warm smile."

warm can also talk about
how a person acts

Same word. Two meanings. The other words around it tell you which one.

The word warm in a box at the top, with two panels below: meaning one is not cold, a little hot, shown with a sun; meaning two is kind and friendly, shown with a smiling face

Be a word hunter: find the clue words

The context of a word is the other words around it. They are your clues.



Clues: sun + backs → here warm means not cold



Clues: Ruby + smile → here warm means kind and friendly

How did you know? You read the words AROUND warm.
That is what readers do when a word has more than one meaning.

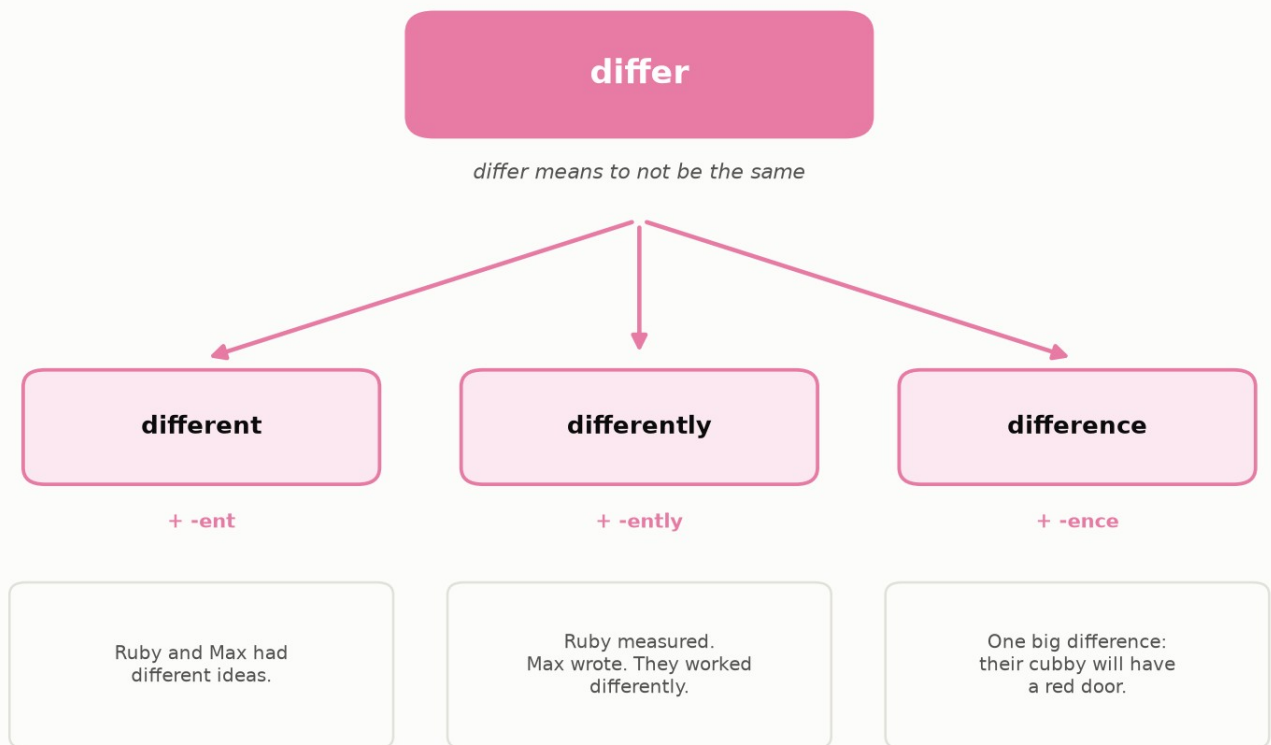
Two sentence strips with the clue words highlighted in yellow, showing that sun and backs make warm mean not cold, while Ruby and smile make warm mean kind and friendly

Stop 5 — Build new words. You can grow new words from a base word. A **base word** is the part that holds the main meaning. A **prefix** is a word part that goes in front of the base word. A **suffix** is a word part that goes on the end of the base word. (Later in the book we use prefixes and suffixes to sound out new words when we read. Here we use them to build new words for our writing.)

Look at the family of *differ*. To **differ** is to not be the same. Add a suffix, and the base word grows into *different*, *differently* and *difference* — three new words, one family.

A word family: one base word grows new words

Add a suffix to the end of a base word to make a new word.



different, differently and difference are one word family.

A word family tree with the base word differ at the top and three branches below: different with the suffix ent, differently with the suffix ently, and difference with the suffix ence, each with a model sentence

Build new words from a base word

A base word is the word part that holds the main meaning.

Prefixes go first

un-

not

re-

again

Base words

happy

hope

quick

dark

play

Suffixes go last

-ful

full of

-less

with none

-ly

in that way

-ness

how it is

Watch a word get built:

un	+	happy	→ unhappy	(not happy)
re	+	play	→ replay	(play again)
hope	+	ful	→ hopeful	(full of hope)
quick	+	ly	→ quickly	(in a quick way)
dark	+	ness	→ darkness	(how dark it is)

Three columns of word parts: prefixes *un* and *re*, base words *happy*, *hope*, *quick*, *dark* and *play*, and suffixes *ful*, *less*, *ly* and *ness*, with five examples of parts joined into new words

Class text — The Cubby Plan

Ruby and Max wanted to build a cubby behind the old shed. Ruby got the tape measure from the garage. 'We need to know the length of this wall,' she said. She held the tape against the wood. 'The wall is two metres long,' she said. Max wrote the number in his notebook. The sun was warm on their backs. The grass was soft under their feet. 'This is the best spot,' said Ruby with a warm smile. Max nodded. 'A good cubby needs a good spot, a plan, and two great builders.' The two friends began to draw their plan in the dirt. It was going to be the best cubby in the whole street.

Our class text: The Cubby Plan

Read it once for the story. Then hunt for the words at work.

Ruby and Max wanted to build a cubby behind the old shed.

Ruby got the tape measure from the garage.

'We need to know the length of this wall,' she said.

She held the tape against the wood.

'The wall is two metres long,' she said.

Max wrote the number in his notebook.

The sun was warm on their backs.

The grass was soft under their feet.

'This is the best spot,' said Ruby with a warm smile.

Max nodded. 'A good cubby needs a good spot, a plan,
and two great builders.'

The two friends began to draw their plan in the dirt.

It was going to be the best cubby in the whole street.

Technical words: tape measure, length, metres

Topic words: cubby, shed, wall, plan, builders

warm — used twice, with two different meanings

Story words at work
character: Ruby and Max
setting: behind the old shed
plot: two friends plan to build a cubby

The class text *The Cubby Plan* with technical words underlined in orange, topic words underlined in blue, and the two uses of *warm* underlined in yellow, beside a box naming the character, setting and plot

Worked examples

Example 1 — with help

Find the words at work in *The Cubby Plan*.

Working

Why

(a) Two measuring words in the text: *tape measure* and *metres*. The text also names *length*, the thing we measure.

These are technical words — one exact job each.

(b) Three topic words: *cubby*, *shed*, *wall*. (Also *plan* and *builders*.)

They belong to the topic of planning a build.

(c) Why is *tape measure* a technical word? It names one tool with one exact job: to measure length.

A technical word means the same thing to everyone who uses it.

Example 2 — with help

One word, two meanings — and one word family.

(a) “The sun was warm on their backs.” Here *warm* means not cold.

(b) “said Ruby with a warm smile.” Here *warm* means kind and friendly.

(c) Build the family: *differ* → *different*, *differently*, *difference*. Model sentences: “Ruby and Max had different jobs.” / “They worked differently: Ruby measured, Max wrote.” / “The cubby has one big difference from the shed: a red door.”

Clue words: *sun*, *backs* — the sun tells us this is about how hot or cold things are.

Clue words: *smile*, *said Ruby* — a smile is a friendly thing, so *warm* is the friendly meaning.

One base word, three new words.

Practice questions

With help

Q1. Sort these nine words under the right topic: *kick*, *stir*, *rain*, *goal*, *bowl*, *wind*, *team*, *oven*, *cloud*. Topics: **Sport** · **Cooking** · **Weather**. (First one done: *kick* goes under Sport.)

Q2. Fill each gap with *millimetre*, *centimetre*, *metre* or *kilometre*. (a) Your little fingernail is about one ____ wide. (b) A new crayon is about seven ____ long. (c) Our classroom is about ten ____ long. (d) The walk from school to the park is about one ____.

Q3. Match each story word to its meaning: **character** · **setting** · **plot**. Meanings: *who the story is about* · *where and when the story happens* · *what happens from the start to the end*. (First one done: *character* is who the story is about.)

Q4. Each pair of sentences uses *soft*. Tell what *soft* means in each, and circle the clue words. (a) “The kitten has soft fur.” (Done: *soft* means nice to touch, not hard. Clue: *fur*.) (b) “Mum read the story in a soft voice.”

Q5. Finish the word-building. (Done: *hope* + *-ful* = *hopeful*.) (a) quick + *-ly* = ? (b) dark + *-ness* = ? (c) un- + happy = ? (d) re- + play = ?

Q6. Fill each gap with a word from this section. (a) A word with one exact job is a ____ word. (b) The ____ of a story is where and when it happens. (c) To find the length of a wall, you ____ it. (d) The ____ of a word is the other words around it.

On your own

Q7. Write one sentence that uses a measuring word for length (*millimetre*, *centimetre*, *metre* or *kilometre*).

Q8. Write the story word for each: (a) the people or animals a story is about; (b) where and when the story happens; (c) what happens from the start to the end. Then use one of your words in a sentence about a story you know.

Q9. The word *light* has more than one meaning. Write two sentences with *light*, so it means a different thing in each.

Q10. Take the base word *care*. Use a prefix or a suffix to build two new words from it. Use one of your new words in a sentence.

Text task — Saturday Buns

Every Saturday, Mia helped her dad bake. Today they were making buns. Dad got the big bowl, the flour and the spoon. Mia measured the butter and the milk. ‘Stir it slowly,’ said Dad. Mia stirred and stirred. The mix turned into soft, wet crumbs. Then it came together in one big round lump. Mia cut the lump into little rounds and put them on the tray. Into the hot oven they went. Soon the kitchen smelled sweet. ‘Be careful — the tray is hot,’ said Dad. When the buns were ready, Mia’s little brother Sam took a bite. ‘Sweet!’ he said. Then, in a soft voice, he asked, ‘Can I have one more?’ Mia laughed. ‘Next Saturday,’ she said.

T1. Copy three topic words from the text that belong to the topic of cooking.

T2. Who are the characters in this story?

T3. What is the setting? Tell where and when.

T4. The word *soft* is used twice, with two meanings. Copy both uses. What does *soft* mean in each? Which words gave you the clue?

T5. Tell the plot of the story in one sentence.

T6. Find a word in the text that is built from a base word and a suffix. Say the base word, and say the suffix.

Answers

Q1. Sport: kick, goal, team. Cooking: stir, bowl, oven. Weather: rain, wind, cloud. **Q2.** (a) centimetre; (b) centimetres; (c) metres; (d) kilometre. **Q3.** character = who the story is about; setting = where and when the story happens; plot = what happens from the start to the end. **Q4.** (b) soft means quiet and gentle; clue: voice. **Q5.** (a) quickly; (b) darkness; (c) unhappy; (d) replay. **Q6.** (a) technical; (b) setting; (c) measure; (d) context. **Q7.** Answers will differ, e.g. “My book is twenty centimetres long.” **Q8.** (a) character; (b) setting; (c) plot; your sentence may be different. **Q9.** Answers will differ, e.g. “The sun gives us light.” (light = the bright thing we see by) and “My bag is light.” (light = not heavy). **Q10.** Answers will differ, e.g. careful and careless; “Be careful with the hot tray.”

T1. Any three of: bake (baking words), bowl, flour, spoon, butter, milk, stir, mix, tray, oven, kitchen. **T2.** Mia, her dad, and her little brother Sam. **T3.** The kitchen at home, on a Saturday. **T4.** “soft, wet crumbs” — soft means nice to touch, not hard (clue: crumbs); “in a soft voice” — soft means quiet and gentle (clue: voice). **T5.** Answers will differ, e.g. Mia and her dad bake buns on Saturday, and Sam gets to eat one. **T6.** Answers will differ: *careful* = base word *care* + suffix *-ful* (also *slowly* = *slow* + *-ly*).

Apostrophes: contractions and singular/plural possession

Owens (VCAA, verbatim): VC2E3LA12 — “understand that apostrophes signal missing letters in contractions, and how apostrophes are used to show singular and plural possession in regular and irregular nouns” (Strand: Language — Language for expressing and developing ideas).

Draws on (linkage ids only, not a teaching order): .E01 using apostrophes to create contractions; for example, ‘do not’ becomes ‘don’t’, ‘will not’ becomes ‘won’t’ and ‘of the clock’ becomes ‘o’clock’ · .E02 using apostrophes to show singular possession, for example ‘my friend’s book’ and ‘the princess’s shoe’ · .E03 using apostrophes to show plural possession, for example ‘the bees’ hive’ and ‘the princesses’ shoes’ · .E04 using apostrophes to show plural possessions in irregular nouns, for example ‘the children’s shoes’ and ‘the mice’s cheese’.

Where this work meets the rest of the book: 5F takes these habits into editing; Level 4 VC2E4LA11 and VC2E4LA12 keep the punctuation line going with speech marks and reported speech — none of that is taught in this book.

A tiny mark with two big jobs

You already write with full stops, commas and capital letters. Marks like these are called **punctuation**. Today we meet one more mark: the **apostrophe**.

An **apostrophe** is a small mark that sits up high on the line, like this: ’

The apostrophe has two jobs

One small mark, up high on the line.



This mark is an apostrophe.

Job 1 Make words short

A contraction is short for two words.

do not
becomes
don’t

Job 2 Show who owns

Possession means something belongs to someone.

the ball of the dog
becomes
the dog’s ball

Every apostrophe in this section is doing one of these two jobs.

A big apostrophe with two labelled job boxes: Job 1 makes words short, for example do not becomes don’t, and Job 2 shows who owns, for example the ball of the dog becomes the dog’s ball.

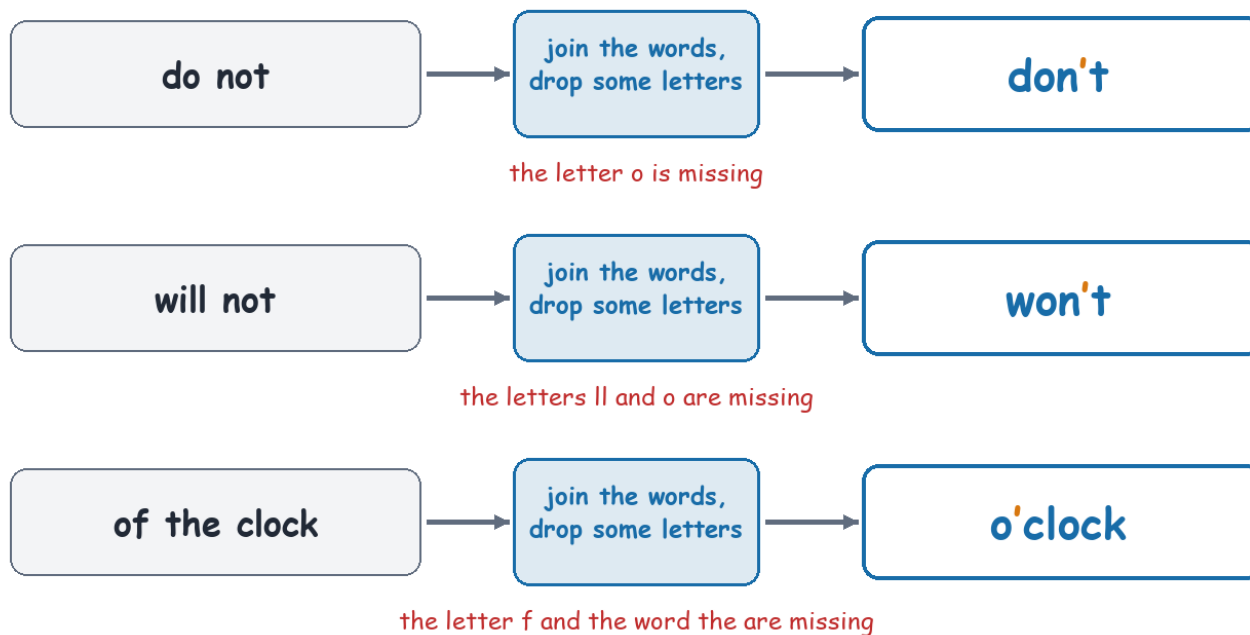
Job 1 makes words short. One word made short from two words is called a **contraction**. **Job 2** shows who owns something. A word with an apostrophe that shows who owns is called a **possessive** word. That apostrophe is showing **possession**.

Job 1 — contractions

In a contraction, two words join into one and some letters go missing. The apostrophe sits in the gap, where the letters went missing.

The contraction machine

Two words go in. One short word comes out. The apostrophe sits where letters went missing.



The apostrophe shows exactly where the letters went missing.

The contraction machine: do not becomes don't with the letter o missing; will not becomes won't with the letters ll and o missing; of the clock becomes o'clock with the letter f and the word the missing.

Say each pair out loud. Hear how the short word comes from the two words.

Now find the missing letters yourself.

Where did the letters go?

Each contraction hides two words. The red strike marks the letters that went missing.

can't

is short for

can ~~no~~t

(can not)

won't

is short for

will ~~no~~t

(will not)

it's

is short for

it ~~i~~s

(it is)

o'clock

is short for

~~of the~~ clock

(of the clock)

Say the two words out loud. Then write the short form with the apostrophe in the gap.

Four panels. can't is short for can not with the o struck out. won't is short for will not with ll and o struck out. it's is short for it is with the i struck out. o'clock is short for of the clock with f the struck out.

Job 2 — possession

A **noun** is a naming word: a word for a person, a place or a thing. When something belongs to a person or a thing, the noun gets an apostrophe. That is **possession**.

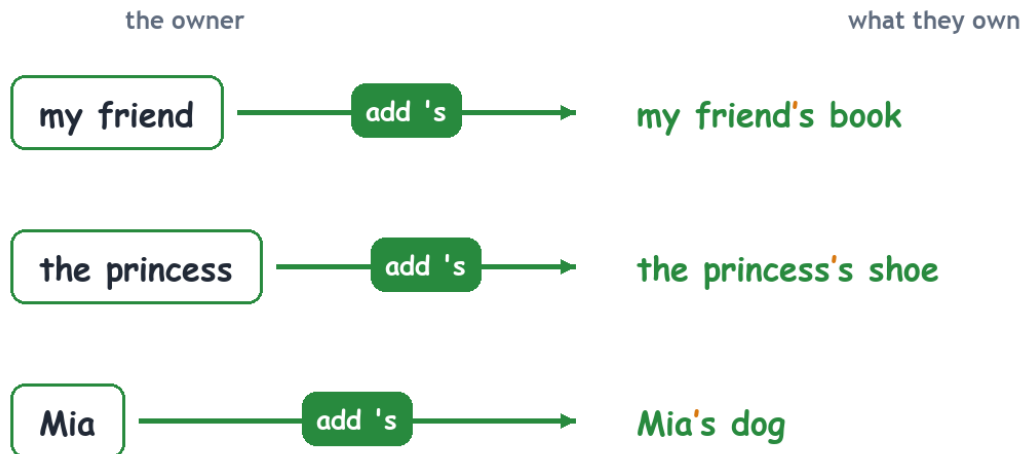
Singular means one. **Plural** means more than one.

One owner (singular)

When **one** owner owns the thing, add 's to the owner.

One owner: add 's

When one person or thing owns something, add apostrophe s to the owner.



Names that end in s still get 's — the princess's shoe.

One owner? Add 's to the owner.

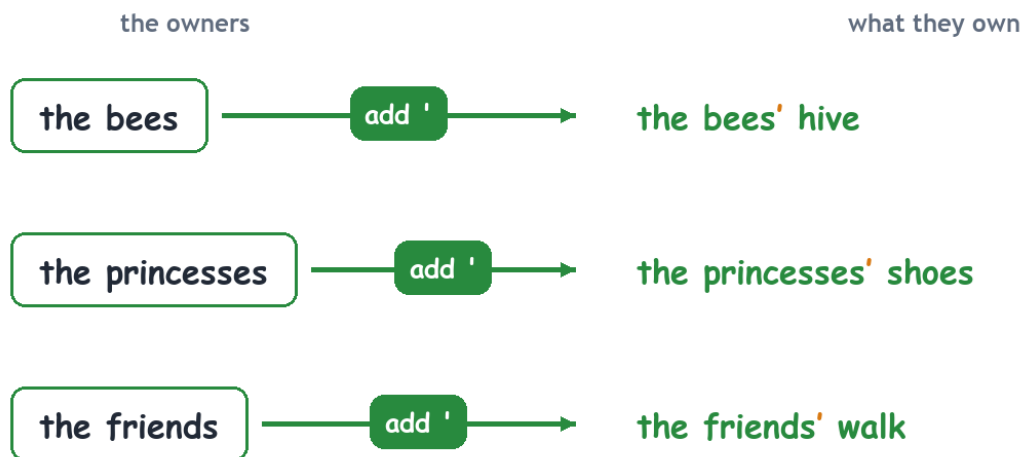
Three rows. my friend, add 's, my friend's book. the princess, add 's, the princess's shoe. Mia, add 's, Mia's dog.
Rule: names that end in s still get 's, the princess's shoe.

Many owners (plural)

When the owners are **plural** and the word already ends in **s**, put the apostrophe after the s. Do not add another s.

Many owners, ending in s: add ' only

The plural s is already there. Put the apostrophe after the s.



Many owners, and the word ends in s? Apostrophe after the s — the bees' hive.

Many owners ending in s get just an apostrophe.

Three rows. the bees, add ', the bees' hive. the princesses, add ', the princesses' shoes. the friends, add ', the friends' walk. Rule: many owners and the word ends in s, apostrophe after the s.

Some plural words do not end in s. Children and mice mean many, but you cannot hear an s at the end. We call these **irregular plurals**. They get 's, just like one owner.

Many owners, no s at the end: add 's

Some words mean many but do not end in s. They are irregular plurals.

the owners

what they own

the children

add 's

the children's shoes

the mice

add 's

the mice's cheese

Children and mice mean many, but they do not end in s. They get 's, just like one owner.

Irregular plurals (children, mice) get 's.

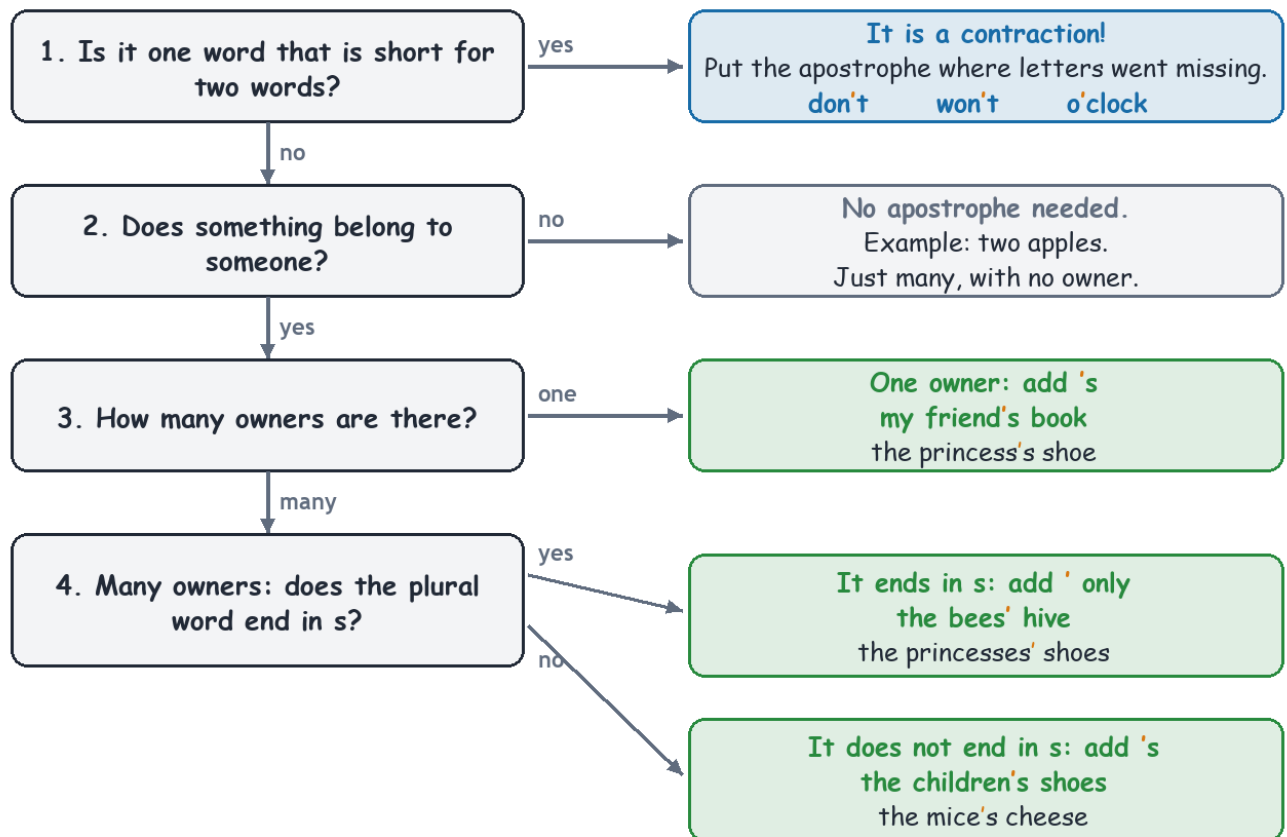
Two rows. the children, add 's, the children's shoes. the mice, add 's, the mice's cheese. Rule: children and mice mean many but do not end in s, so they get 's just like one owner.

How to choose

Work through the questions in order. Stop when you find your answer.

How to choose

Ask the questions in order. Stop when you find your answer.



Short for two words? A contraction. Belonging? Find the owners, then pick 's, s' or 's.

A question flow. Is it one word short for two words? Yes: contraction. No: does something belong to someone? No: no apostrophe, example two apples. Yes: how many owners? One: add 's, my friend's book. Many: does the plural end in s? Yes: add ', the bees' hive. No: add 's, the children's shoes.

Watch out!

Apostrophes never make a normal plural. If you only mean *many* of something, write the s and stop: two apples, three bees. No apostrophe. But when the thing belongs to someone, the apostrophe comes back: the bees' hive.

Watch out!

Apostrophes never make a normal plural.



I had two apple's.

Many apples, but no one owns them.

No apostrophe!



I had two apples.

Just many apples. Write the s.

No apostrophe needed.

the apple's red skin — the skin belongs to the apple, so it gets 's.

Many of something? No apostrophe. Something belongs? Use an apostrophe.

Two panels. Wrong: I had two apple's, with a red cross: many apples but no one owns them, no apostrophe. Right: I had two apples, with a green tick. Rule: the apple's red skin gets 's because the skin belongs to the apple.

Word bank

Word bank

The words we use in this section. Each one is explained the first time it appears.

apostrophe	the small mark up high on the line, like this: '
contraction	one word made short from two words, like don't
possessive	a word with an apostrophe that shows who owns something
singular	just one
plural	more than one
irregular plural	a plural that does not end in s, like children and mice
noun	a naming word

Keep these words handy while you work.

Word bank. apostrophe: the small mark up high on the line. contraction: one word made short from two words, like don't. possessive: a word with an apostrophe that shows who owns something. singular: just one. plural: more than one. irregular plural: a plural that does not end in s, like children and mice. noun: a naming word.

Our class text

This story was written for this book. Read it once for fun. Then look for the two jobs of the apostrophe.

Our class text

Read the story, then look for the two jobs of the apostrophe.

Mia's Walk at Three O'Clock

It's three **o'clock**. **Mia's** dog Zac **can't** sit still. It is time for a walk. **Mia's** friend Ruby comes to the gate with the **girls'** red ball. The **children's** park is not far. Zac **won't** wait for anyone. He runs to the old trees and finds the **bees'** hive. Down low, the **mice's** little hole is in the ground. **Zac's** nose is too big for it! Ruby laughs, and Mia smiles. At five **o'clock**, the **friends'** walk ends. **Zac's** tail wags all the way home.

contractions — short for two words

possessives — show who owns

Blue words are short for two words. Green words show who owns something.

Original class text, *Mia's Walk at Three O'Clock*, with contractions in blue and possessive words in green, and a labelled key for both colours.

Worked examples

Example 1 — find the hiding words

Task. Find every contraction in our story. Say the words hiding inside it.

Step	Think
Find It's in the first sentence. Say it out loud: <i>it is</i> .	The apostrophe sits where the i of <i>is</i> went missing.
Find can't . Say it out loud: <i>can not</i> .	The o of <i>not</i> went missing.
Find won't . Say it out loud: <i>will not</i> .	The ll of <i>will</i> went missing, and the o of <i>not</i> went missing too.
Find o'clock . Say it out loud: <i>of the clock</i> .	The letter f and the word the went missing.

Our story has five contractions, and every one is short for two words.

Example 2 — who owns it?

Task. Find the possessive words in our story. Sort each one.

Word from the story	Who owns it?	One owner, or many?	Why the apostrophe is there
Mia's dog	Mia	one	add 's
the girls' red ball	the girls	many, ends in s	' after the s
the children's park	the children	many, no s	add 's

Word from the story	Who owns it?	One owner, or many?	Why the apostrophe is there
the bees' hive	the bees	many, ends in s	' after the s
the mice's little hole	the mice	many, no s	add 's

Our story has nine possessive words in all. Five are sorted here; the other four are **Zac's** (twice), **Mia's** friend and the **friends'** walk.

Have a go — with help

Q1. Finish the contractions. The first one is done for you.

- do not → **don't** (*done*)
- will not → w o ** _ ** ' t
- can not → c a n ' ** _ **
- it is → i ** _ ** ' s
- of the clock → ** _ ** ' c l o c k

Q2. Write the words hiding in each contraction.

- don't = ____ + ____
- it's = ____ + ____
- won't = ____ + ____
- o'clock = ____ + the + ____

Q3. Match each contraction to its words. Draw a line.

don't	can not
can't	it is
won't	do not
it's	will not

Q4. One owner. Write it with 's. The first one is done for you.

- the book of my friend → **my friend's book** (*done*)
- the shoe of the princess → _____
- the hat of the boy → _____
- the bone of the dog → _____

Q5. Many owners ending in s. Write it with '. The first one is done for you.

- the hive of the bees → **the bees' hive** (*done*)
- the shoes of the princesses → _____
- the nest of the birds → _____
- the den of the foxes → _____

Q6. Many owners with no s (irregular plurals). Write it with 's. The first one is done for you.

- the shoes of the children → **the children's shoes** (*done*)
- the cheese of the mice → _____
- the hats of the men → _____

Have a go — on your own

Q7. Write each pair of words as one contraction: is not · are not · did not · we will.

Q8. Some words are missing their apostrophes. Fix them. One sentence needs **no** apostrophe at all — can you find it?

- a) My sisters coat is red.
- b) The dogs bone is big.
- c) The childrens bags are blue.
- d) My dad cooks rice.
- e) The bees honey is sweet.

Q9. Sort the eight words from the word bank into the table. Three go in group one, two in group two, and three in group three.

Sort the words

Write each word from the word bank in the right group.

short for two words (contractions)	one owner (add 's)	many owners (add ' or 's)
done for you: don't	Mia's dog	the bees' hive

Words to sort:

it's the children's shoes won't the princess's shoe can't the girls' ball the mice's cheese my friend's book

Three words go in group one, two in group two, and three in group three.

A sort table with three groups and one completed example row: don't, Mia's dog, the bees' hive, plus a word bank: it's, the children's shoes, won't, the princess's shoe, can't, the girls' ball, the mice's cheese, my friend's book.

Q10. Write two sentences about the park. In one sentence, use **won't**. In the other sentence, use a possessive word.

Text task — read our story again

Read *Mia's Walk at Three O'Clock* one more time.

- (a) Find every contraction in the story. For each one, write the two words inside it.
- (b) Find every possessive word. Pick three of them. For each one, say what is owned and who owns it.

- (c) Sort all the possessive words into three groups: one owner · many owners ending in s · many owners with no s.
- (d) The writer used *o'clock*, not *of the clock*. Give one reason why.
- (e) Add one more sentence to the story. Your sentence must have a contraction in it.

Answers

Q1. won't; can't; it's; o'clock. **Q2.** do + not; it + is; will + not; of + the + clock. **Q3.** don't—do not; can't—can not; won't—will not; it's—it is. **Q4.** the princess's shoe; the boy's hat; the dog's bone. **Q5.** the princesses' shoes; the birds' nest; the foxes' den. **Q6.** the mice's cheese; the men's hats. **Q7.** isn't; aren't; didn't; we'll. **Q8.** a) sister's b) dog's c) children's d) no apostrophe — *cooks* just means he does the cooking e) bees'. **Q9.** Group one: it's, won't, can't. Group two: the princess's shoe, my friend's book. Group three: the children's shoes, the girls' ball, the mice's cheese. **Q10.** Example: *Zac won't stop at the gate.* and *Mia's ball rolls away.* (Your own sentences are fine too.)

Text task. (a) It's (it is), can't (can not), won't (will not), o'clock (of the clock), o'clock (of the clock). (b) Any three, for example: the bees' hive — the hive is owned by the bees. (c) One owner: Mia's, Mia's, Zac's, Zac's. Many ending in s: girls', bees', friends'. Many with no s: children's, mice's. (d) Because it is shorter and faster to read. (e) Check that your sentence has an apostrophe where letters went missing.

Teacher notes

- **Coverage.** VC2E3LA12 is owned in full: contractions (don't, won't, o'clock), singular possession (my friend's book, the princess's shoe), regular plural possession (the bees' hive, the princesses' shoes) and irregular plural possession (the children's shoes, the mice's cheese). Elaboration ids .E01–.E04 appear in the traceability block as linkage keys only (D7).
- **Level discipline (D9).** No quotation marks for dialogue and no reported speech appear anywhere in this section (those are Level 4 VC2E4LA11/VC2E4LA12); the class text uses simple and compound sentences only. The section hands forward to Level 4 punctuation work.
- **Originality (D4).** The class text and all model phrases are original artifacts written for this section.
- **Vocabulary (D2).** Student-facing prose verified at or below Yr3 by `_gate2g.py` against the word ladder (subject terms defined at first use and curriculum-verbatim examples exempt per Rule 2).
- **Cross-links.** 5F re-applies this program in editing; the Reading and Viewing achievement standard names “knowledge of apostrophe use” as a decoding resource.

Checkpoint C2 — Grammar and meaning

This is a school-designed classroom check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 3 achievement standard, not against a mark on this paper.

Checkpoint C2 · Chapter 2 — Language: expressing and developing ideas (sections 2A–2G)

English Level 3 (Year 3) · Victorian Curriculum 2.0 · ClassBasics English 3

Codes assessed: VC2E3LA06 (2A) · VC2E3LA07 (2B) · VC2E3LA08 (2C) · VC2E3LA09 (2D) · VC2E3LA10 (2E) · VC2E3LA11 (2F) · VC2E3LA12 (2G)

Name: _____ Date: _____

Total marks	28
Section structure	Sitting 1 — Section A Clauses (4 marks) · Section B Verb families (4 marks) · Section C Tense (4 marks) · Section D Modal verbs (4 marks). Sitting 2 — Section E Images and sound (4 marks) · Section F Words at work (4 marks) · Section G Apostrophes (4 marks)
Guidance time	About 35 minutes in total — about 1 minute per mark, plus reading time
Sittings	This check may be split into two sittings : Sitting 1 (Sections A–D, 16 marks) and Sitting 2 (Sections E–G, 12 marks). Your teacher will tell you if you do it in one go or two.
Timing	This is a classroom check, not an exam. There is no strict time limit. Your teacher will let you finish.
Reading support	Your teacher may read any question or sentence to you.
Permitted materials	A pencil or pen. Nothing else is needed.

This check looks at what you learned in Chapter 2: clauses and agreement, verb families, tense, modal verbs, images and sound, words at work, and apostrophes. Attempt every question.

Sitting 1 — Sections A to D (16 marks)

Section A — Clauses (4 marks)

Question 1 (1 mark)

Fill the blank to make the clause right. Choose from the box.

The bird _____ in the morning.

Box: **sings · sing**

Answer: _____

Question 2 (1 mark)

Fill the blank to make the clause right. Choose from the box.

The ducks _____ to the pond.

Box: **swims · swim**

Answer: _____

Question 3 (2 marks)

Mark (tick) the **two verbs** in these clauses.

The dog barked. Mia closed the gate.

Marking: 2 marks for both verbs marked and nothing else marked; 1 mark for exactly one word wrong.

Section B — Verb families (4 marks)

Question 4 (2 marks)

Sort the verbs into the right family box. Write the letter of each verb in its box.

Words: **a.** ran · **b.** whispered · **c.** loved · **d.** is · **e.** wondered · **f.** asked · **g.** climbed · **h.** has

Doing	Saying	Thinking and feeling	Relating
_____	_____	_____	_____
_____	_____	_____	_____

Marking: 2 marks for all eight verbs in the right box; 1 mark for exactly one verb in the wrong box.

Question 5 (1 mark)

Read this clause: *An echidna has sharp spines.*

What job does the verb *has* do?

- A. It is a doing verb.
- B. It is a saying verb.
- C. It links *an echidna* to the spines it has.
- D. It tells what the echidna feels.

Answer: _____

Question 6 (1 mark)

Which clause uses a **feeling verb** to show the inside story?

- A. “Ben kicked the ball.”
- B. “Zoe felt worried.”
- C. “Dad opened the door.”
- D. “The bird sang loudly.”

Answer: _____

Section C — Tense (4 marks)

Question 7 (1 mark)

Fill the blank. The time word *yesterday* is your clue. Choose from the box.

Yesterday, Mia _____ in the race.

Box: **run · ran**

Answer: _____

Question 8 (1 mark)

Fill the blank. The time words *right now* are your clue. Choose from the box.

Right now, Ben _____ his lunch.

Box: **ate · is eating**

Answer: _____

Question 9 (1 mark)

Some verbs do not add *-ed*. They change the word. Which is the past form of *sing*?

A. singed

B. sanged

C. sang

D. sings

Answer: _____

Question 10 (1 mark)

Read this sentence: *Tomorrow we will plant seeds in the garden.*

What tense is the verb?

A. past

B. present

C. future

D. happening now

Answer: _____

Section D — Modal verbs (4 marks)

Question 11 (1 mark)

Which sentence uses the **strongest rule word**?

A. "You can sit on the rug."

B. “You should share the scissors.”

C. “You must line up at the door.”

D. “You might read a book.”

Answer: _____

Question 12 (1 mark)

Read this sentence: *Look at the clouds. It might rain soon.*

What does *might* tell us?

A. It is a rule we have to follow.

B. We are sure it will happen.

C. It is a guess — maybe it will, maybe it will not.

D. It will not happen for sure.

Answer: _____

Question 13 (1 mark)

Fill the blank with a **rule word**. Choose from the box.

You _____ hand in your book when you finish.

Box: **must** · **might**

Answer: _____

Question 14 (1 mark)

Fill the blank with a **guess word**. Choose from the box.

Dad _____ bring home a treat tonight.

Box: **might** · **must**

Answer: _____

End of Sitting 1. Sections A to D: 16 marks.

Sitting 2 — Sections E to G (12 marks)

Section E — Images and sound (4 marks)

Question 15 (1 mark)

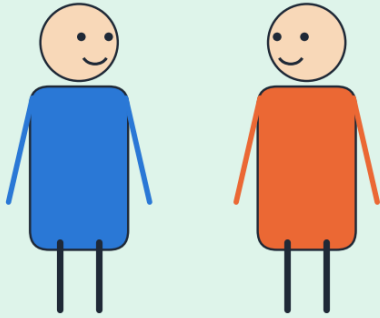
Look at the picture.

Where are they facing?

The way people face tells us about how they feel with each other.

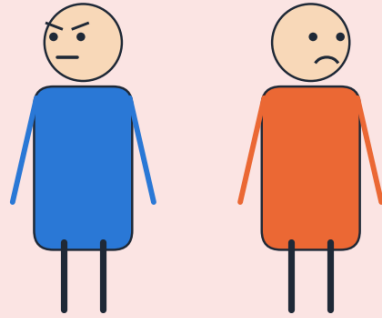
They are talking and sharing. Friends.

FACING EACH OTHER



They are cross, or not friends right now.

FACING AWAY



No words at all — but we already know something about them.

Two pairs of children. One pair face each other with smiles. The other pair face away from each other, with cross and sad faces.

In the picture, two children face **away** from each other. Their faces are cross and sad. What does this picture choice tell us?

- A. They are friends sharing a joke.
- B. They are upset with each other.
- C. They are scared of a storm.
- D. They are watching a game.

Answer: _____

Question 16 (1 mark)

Look at the picture.

Close-up or far away?

How near the picture lets us get changes how it feels.

We feel near her. We can see how she feels.

CLOSE-UP



The big empty space makes him look alone.

FAR AWAY



Near = we feel with them. Far = we watch them.

Two pictures. One is a close-up of one big smiling face. The other shows a small, sad person alone in a big empty space.

One picture shows a small, sad person in a big, empty space. The picture keeps far away from the person. What does this far-away picture make the person look?

- A. near and excited
- B. alone and left out
- C. big and strong
- D. cross and wild

Answer: _____

Question 17 (2 marks)

Mark (tick) the **two words that make a sound**.

BOOM! The thunder rolled. Ned hid under the big table.

Marking: 2 marks for both sound words marked and nothing else marked; 1 mark for exactly one word wrong.

Section F — Words at work (4 marks)

Question 18 (1 mark)

Build a word from the base word *differ* and the suffix *-ly*. Fill the blank.

The two friends worked _____: Ruby measured, and Max wrote.

Answer: _____

Question 19 (1 mark)

Build a word from the base word *differ* and the suffix *-ence*. Fill the blank.

The new cubby has one big _____ from the old shed: a red door.

Answer: _____

Question 20 (1 mark)

Read this sentence: *The sun was warm on their backs.*

What does *warm* mean here?

- A. kind and friendly
- B. not cold, a little hot
- C. quiet and gentle
- D. very big

Answer: _____

Question 21 (1 mark)

Read this sentence: *Mum read the story in a soft voice.*

What does *soft* mean here?

- A. nice to touch, not hard
- B. wet and cold
- C. quiet and gentle
- D. slow and sticky

Answer: _____

Section G — Apostrophes (4 marks)**Question 22 (1 mark)**

Which is the right way to write *do not* as one short word?

- A. don't
- B. do'nt
- C. dont
- D. d'ont

Answer: _____

Question 23 (1 mark)

The shoes belong to many princesses. Which one is right?

- A. the princess's shoes
- B. the princesses' shoes
- C. the princesses's shoes
- D. the princesses shoes

Answer: _____

Question 24 (1 mark)

The park belongs to the children. Fill the blank with 's or '.

It is the children_____ park.

Answer: _____

Question 25 (1 mark)

The bone belongs to one dog. Fill the blank with 's or '.

It is the dog_____ bone.

Answer: _____

Total: 28 marks (Sitting 1: 16 · Sitting 2: 12)

Checkpoint C2 — Solutions

Teacher-facing. C2 is a classroom check, not an exam: about 35 minutes guidance in total, run as one sitting or split into Sitting 1 (Sections A–D, 16 marks) and Sitting 2 (Sections E–G, 12 marks), pencil only. All items are objectively markable. Achievement is reported against the Level 3 achievement standard, not against this mark.

Answer key

Q	Section	Answer	Marks
1	A (2A)	sings	1
2	A (2A)	swim	1
3	A (2A)	Mark: <i>barked, closed</i>	2
4	B (2B)	Doing: a (ran), g (climbed) · Saying: b (whispered), f (asked) · Thinking and feeling: c (loved), e (wondered) · Relating: d (is), h (has)	2
5	B (2B)	C — it links <i>an echidna</i> to the spines it has	1
6	B (2B)	B — “Zoe felt worried.”	1
7	C (2C)	ran	1
8	C (2C)	is eating	1
9	C (2C)	C — sang	1
10	C (2C)	C — future	1
11	D (2D)	C — “You must line up at the door.”	1
12	D (2D)	C — it is a guess: maybe it will, maybe it will not	1
13	D (2D)	must	1
14	D (2D)	might	1
15	E (2E)	B — they are upset with each other	1
16	E (2E)	B — alone and left out	1
17	E (2E)	Mark: <i>BOOM, rolled</i>	2
18	F (2F)	differently	1
19	F (2F)	difference	1
20	F (2F)	B — not cold, a little hot	1
21	F (2F)	C — quiet and gentle	1
22	G (2G)	A — don’t	1
23	G (2G)	B — the princesses’ shoes	1
24	G (2G)	’s (the children’s park)	1
25	G (2G)	’s (the dog’s bone)	1
Total			28

Cloze variant lists (Q1, Q2, Q7, Q8, Q13, Q14, Q18, Q19, Q24, Q25)

Each cloze item prints a two-choice box, so the paper key accepts exactly one form per item. On the platform these run as H5P *Fill in the Blanks* with the same accepted variants:

Q	Accepted variant(s)	Not accepted	Note
1	sings	sing	<i>The bird</i> is one (singular): verb takes -s (2A Beat 5).
2	swim	swims	<i>The ducks</i> is more than one (plural): verb with no -s.
7	ran	run	Past time (<i>yesterday</i>); <i>run</i> is a change-the-word verb (2C Step 3).
8	is eating	ate	Happening now (<i>right now</i>): <i>is</i> + <i>-ing</i> (2C Step 4).
13	must	might	Handing in the book is a rule, not a guess (2D rule meter).
14	might	must	A treat tonight is a guess; the box constrains to these two forms.
18	differently	different, difference	Base <i>differ</i> + suffix <i>-ly</i> (2F Step 5).
19	difference	different, differently	Base <i>differ</i> + suffix <i>-ence</i> .
24	's	,	<i>Children</i> is an irregular plural — many owners, no -s — so it takes 's (2G).
25	's	,	One owner (the dog) takes 's (2G).

Spelling is part of the key for Q18 and Q19: accept the target word only.

Marking notes

- **Mark-the-words items (Q3, Q17) — whole marks only:** 2 marks for all target words marked and nothing else marked; 1 mark for exactly one word wrong (one target missed, or exactly one extra word marked); 0 marks otherwise. On the platform these run as H5P *Mark the Words* with the same key.
- **Q3:** the verbs are *barked* and *closed* — the doing words in each clause (2A Beat 1: every clause has a verb). *Dog*, *gate* and *Mia* are naming words, not verbs.
- **Q4:** the four-family sort uses the §7.2 split — doing, saying, thinking-and-feeling, relating. Section 2B teaches feeling and thinking as two families and notes they are together called sensing verbs; the combined box follows that pairing. *Whispered* and *asked* are saying verbs (they are ways of talking); *loved* and *wondered* happen inside a person; *is* and *has* link words together.
- **Q5:** the swap test from 2B Step 5 — take *has* away and *An echidna sharp spines* is not a sentence; the little verb is doing real linking work.
- **Q6:** *felt* is a feeling verb; it hands the reader the inside story. *Kicked*, *opened* and *sang* are things you can see or hear — doing verbs.
- **Q9:** *sing* is in the change-the-word club (2C Step 3): sing → sang, not *singed* or *sanged*.
- **Q10:** the time word *tomorrow* and *will plant* both point to the future (2C Steps 5–7: find the verb, find the time, check they match).
- **Q11:** *must* sits at the strong end of the rule meter — it has to happen, no choice (2D). *Should* is softer, *can* says allowed, and *might* is a guess word, not a rule word.
- **Q12:** *might* sits in the *maybe* part of the guess meter — the speaker is not sure (2D).
- **Q15:** facing away with cross, sad faces reads as upset with each other — positioning talks without words (2E Part 2). The caption and the image carry the same information; either is enough to answer.

- **Q16:** a small person in a big empty space, pictured from far away, reads as alone or left out (2E Part 3: distanced images can suggest being alone). The close-up in the same figure does the opposite job — it gets near a face so we feel close to the person.
- **Q17:** *BOOM* and *rolled* are the sound words — the thunder's noise (2E Part 4: sound effects; the section names thunder as a sound effect). *Hid*, *under*, *big* and *table* make no sound.
- **Q18/Q19:** the *differ* family from 2F Stop 5 — one base word grows *different*, *differently* and *difference*. The sentences are built the same way as the 2F worked-example model sentences.
- **Q20/Q21:** the other words around the word give the meaning (2F Stop 4: context). *Sun* and *backs* point to not cold; *voice* points to quiet and gentle.
- **Q22:** in *don't*, the apostrophe sits where the *o* of *not* went missing (2G Job 1).
- **Q23:** many owners, and the word ends in *s* — the apostrophe goes after the *s*, with no extra *s* (2G Job 2). *Princess's* is the one-owner form; the shoe belongs to many princesses here.
- **Q24:** *children* means many but does not end in *s* — an irregular plural — so it takes *'s*, just like one owner (2G).
- **Q25:** one owner takes *'s* (2G). Note the teaching echo with Q24: both take *'s*, for the reason 2G gives — irregular plurals behave like one owner.

Per-item CD and family mapping (coverage audit)

Q	CD	Section	Item family	H5P type	Marks
1–3	VC2E3LA06	2A	F-CLOZE (Q1, Q2) · F-MARK (Q3)	Fill in the Blanks · Mark the Words	4
4–6	VC2E3LA07	2B	F-DRAG (Q4) · F-MC (Q5, Q6)	Drag the Words · Multiple Choice	4
7–10	VC2E3LA08	2C	F-CLOZE (Q7, Q8) · F-MC (Q9, Q10)	Fill in the Blanks · Multiple Choice	4
11–14	VC2E3LA09	2D	F-MC (Q11, Q12) · F-CLOZE (Q13, Q14)	Multiple Choice · Fill in the Blanks	4
15–17	VC2E3LA10	2E	F-IMG (Q15, Q16) · F-MARK (Q17)	Multiple Choice (with image) · Mark the Words	4
18–21	VC2E3LA11	2F	F-CLOZE (Q18, Q19) · F-MC (Q20, Q21)	Fill in the Blanks · Multiple Choice	4
22–25	VC2E3LA12	2G	F-MC (Q22, Q23) · F-CLOZE (Q24, Q25)	Multiple Choice · Fill in the Blanks	4
Total					28

All five of C2's §7 families appear: F-MC (Q5, Q6, Q9–Q12, Q20–Q23), F-CLOZE (Q1, Q2, Q7, Q8, Q13, Q14, Q18, Q19, Q24, Q25), F-DRAG (Q4), F-MARK (Q3, Q17), F-IMG (Q15, Q16). C2 carries no F-CONS (per §7.1 and the §7.2 row), so there is no construction exemplar block for this instrument.

End of Checkpoint C2 solutions. The next instrument in this book's assessment layer is Checkpoint C3 (Responding to literature), hosted at the end of Chapter 3.

