

Personal Recount (1)

Organisation: Paragraphs

Read the following paragraph from 'Shopping for a Gift'.

When we arrived at the store, we headed for the stationery section immediately. At first, we wanted to pick up a large mug, but some of the mugs were too plain and the others had funny words. We thought Mrs Heng was a very serious person.

What is this paragraph about?

Answer: It tells us that Joanne and the author first thought of getting a mug for their teacher, but decided that it was not very suitable for her. That is the main idea of the paragraph – what all the sentences in the paragraph are mainly about.

Exercise 2

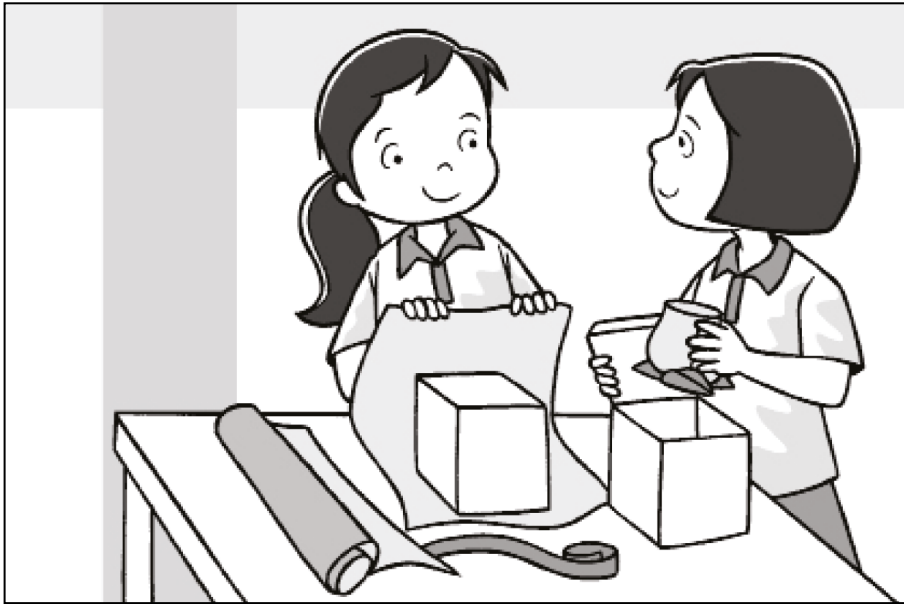
The following paragraphs are taken from 'Shopping for a Gift'. Decide what the main idea of each paragraph is. Choose the best answer and write its letter in the brackets provided.

1. Then we saw a shiny silver photo frame on the next shelf. It was the perfect gift for Mrs Heng. She enjoys taking photos, so she must have stacks of photos at home. But it was way too expensive and we only had ten dollars!
 - (a) Mrs Heng enjoys taking photos.
 - (b) They only had ten dollars.
 - (c) The photo frame would make a good present, but it was too expensive for them.
 - (d) The photo frame was made of silver. []

2. After one hour of browsing, we spotted a lovely pen holder and decided to get it. It had the shape of a flower and it was large enough to hold all of Mrs Heng’s pens. It was a really unique pen holder!
- (a) They browsed for one hour.
 - (b) The pen holder was quite unique.
 - (c) It was a large pen holder.
 - (d) They liked the pen holder and decided to get it as their gift for Mrs Heng.
- []

Exercise 3

Read the following three paragraphs which tells what happened after Joanne and the author (of ‘Shopping for a Gift’) bought their gift. Decide what the main idea of each paragraph is and write it on the lines provided.



When we got back to school, we went to a quiet spot and immediately started to wrap up the pen holder. Then Joanne prepared a Teacher’s Day card for Mrs Heng. We decorated the card with lots of flowers and signed our names at the bottom.

When everything was completed, we crept along the corridor to Mrs Heng’s classroom. School had not begun yet, so Mrs Heng was busy preparing for her lessons. We tiptoed through the open door and stopped when we were standing behind her. Then we cheerily shouted “Happy Teachers’ Day”!

Mrs Heng swung around in great surprise. Her big round eyes were even rounder than ever. We held out the gift and card to her and said, “Something from us for all your care and attention.” As she accepted our gift, she smiled warmly and gave us a big hug!

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Personal Recount (2)

Editing

After you have finished your recount and made the necessary changes, you should try editing it. The final copy should be grammatically correct and not contain spelling or punctuation mistakes.

Exercise 5

The writer of 'A Day of Fun' has a brother Simon who also went to the Universal Studios. Below is Simon's account of a ride that he enjoyed. There are 7 mistakes in spelling, grammar and punctuation. The mistakes are underlined and numbered accordingly. For each mistake, write its correction in the space provided next to the respective number.



Of all the ride I took at Universal Studios, I like the ride on the “Cavalier” at the
(1)

amazing “Jurassic Park” the best. Mummy and I was strapped on a two-seater
(2)

durng the ride. We soared through the air like a bird gliding in the sky. it was so
(3) (4)

thrilling that I screemed out in delight! For the ride, we had to leave our bags and
(5)

sandal with the attendent as we might have lost them while swinging on the ride.
(6) (7)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Grammar: Collective Nouns

Notice the use of collective nouns in ‘*The Bear and the Bees*’.

Examples:

He came across a fallen log where **a swarm of bees** had built their hive.

A single bee had come from the clover field with **a load of sweets**.

A **collective noun** is a word for a group of people, animals or things.

A collective noun can be either singular or plural. If it is singular, it takes a singular verb. If it is plural, it takes a plural verb.

Example:

Today, Mr Shane’s class **is** going on a trip to the zoo.

In this sentence, the class is a whole group of students doing the same thing and at the same time. So, a singular verb is used with “class”.



Example:

After the trip, the class **start** preparing their reports on a favourite animal.

In this sentence, the class is a group of individuals preparing their own reports at different times, in different places and about different animals. So, a plural verb is used with “class”.



Here is a list of collective nouns for groups of people:

A band of musicians
A crew of sailors
A team of players
A throng of people

Collective nouns for animals:

A brood of chickens
A school of whales
A pack of wolves
A herd of elephants
A litter of cubs

Collective nouns for things:

A bunch of keys
A stack of hay
A cluster of stars
A clutch of eggs
A suite of furniture

Exercise 1

Rewrite the sentences by replacing the underlined words with the collective nouns given in the brackets. Make any other changes that are necessary.

Example:

My mother bought some bananas at the supermarket today. (bunch)
My mother bought a bunch of bananas at the supermarket today.

1. She has sparkling white teeth. (set)

2. As the train passed the countryside, we saw several sheep grazing the meadows. (flock)

3. Kate was surprised to find lovely red roses on her desk at the office. (bouquet)

4. We posed for photos with some dancers. (troupe)

5. The lions pranced majestically around their enclosure. (pride)

6. We took snapshots of the monkeys at the zoo. (troop)

7. Mrs Chee brought home a lot of composition books for marking. (pile)

Punctuation: Exclamation mark

An exclamation mark is used at the end of a phrase or sentence that expresses strong feelings such as anger, joy, surprise or fear. It is also used when someone is shouting, as in the following example from ‘*A Magic Pen*’:

“Marcus! Stop Writing!” shouted Mrs Lee.

The exclamation marks show that Mrs Lee was shouting angrily at Marcus. Here are more examples:

How sad!
Help! A mouse!
This is unbelievable!
What a lovely view you have here!
That’s fantastic!
I told you not to touch that vase!



Exercise 4

Punctuate the following sentences with exclamation marks, full stops or question marks.

1. How was your day at the beach
2. Good heavens It's our long lost pup
3. How stupid of you
4. Wow That's simply an incredible feat
5. We decided to call Jason after he didn't show up
6. What a wonderful day it's been

Grammar: “Going to” future

We use the “going to” form to talk about our future plans or intentions.

Here is an example from the note:

During the holidays, **I’m going to do** the things I love doing as well.

We form the “going to” future in the following way:

verb “be” + going to + main verb

We make the negative form as follows:

Verb “be” + not + going to + verb

Examples:

I’m not going to tell you my secret!

Uncle Terry **is going to buy** me a new bike for my birthday.

The teacher **isn’t going to give** us a test today.

Whom **are** you **going to play** badminton with?

We **are not going to visit** Grandmother tomorrow.

Christine and Eliza **are going to sing** a duet in the school musical.

Exercise 1

Fill in the blanks with the “going to” form of the verbs in the brackets.



1. I _____ (be) a rocket scientist when I grow up!
2. Where _____ you _____ (put) the new cupboard?
3. Mike _____ (not join) the judo class at school next term.
4. Kim and I _____ (plan) the games for the class party.
5. The workmen _____ (paint) the living room tomorrow.
6. We _____ (not take) a walk in the park this evening.
7. I _____ (not eat) hamburgers so often from now onwards.

Vocabulary: Collocations

A collocation is made up of two or more words that often go together.
Notice the following collocations for “have” in the note.

I hope you’ll **have a great time** at the ice skating rink.
So when we see each other next term, let’s **have our study sessions** and play games together again.

Other collocations for “have”:



have a laugh
have a conversation
have time
have fun
have a toothache

Collocations for “make”

make sense
make a mess
make an effort
make a decision

Collocations for “do”

do someone a favour
do a course
do exercises
do the shopping
do the washing up

Exercise 2

***Complete the following sentences with the words “do”, “make” or “have”.
Use the correct form of the verbs.***

1. During class today, each of us had to _____ a short speech lasting 3 to 5 minutes.
2. Grandmother usually _____ a nap after lunch.
3. Gina _____ a good deed today. She helped Mr Deng when he fell into a drain at the park.
4. In “Passing the parcel”, the person holding the parcel when the music stops has to _____ a forfeit.
5. Keith _____ a lot of silly excuses when he was late for school today.
6. “Let’s _____ a chat about your homework, Gina” says Ms Rowan.

Personal Letter

Word use: Idioms

Read again the following sentence from Sandra's letter:

I'm keeping my fingers crossed that you'll say "yes"!

It contains the idiom "keep one's fingers crossed".

An idiom is a group of words that cannot be understood by simply knowing what each word means. Actually, idioms have special meanings that you may not be able to guess even if you try.

So, Sandra did not actually cross her fingers when she wrote the sentence. She was just trying to say that *she is hoping* that Jane will say "yes" to her invitation.

"Keep one's fingers crossed" actually means "hope that things will turn out the way one wants".

Here is a list of idioms and their meanings:



Idiom	Meaning
it's raining cats and dogs	it's raining very hard
feel blue	be unhappy or sad
pull one's leg	joke around
a piece of cake	to say that something is really easy
don't let the cat out of the bag	keep it a secret
don't cry over spilled milk	don't worry or get upset about things that have happened and that cannot be changed
have ants in one's pants	to talk about someone who is not able to keep still because he or she is excited or nervous about something
it went in one ear and out the other	heard something and not able to remember it

Exercise 2

Fill in the blanks with suitable idioms from the list on pg 102. You may have to use the correct form of the verb or the appropriate pronoun.

1. How was your exam?

Great! The English paper was _____.

2. What did Ms Hee say about the math homework?

I don't know. She told us something but _____

_____.

3. I'm only telling you and not anyone else. Please _____

_____.

4. We wanted to go to the beach but it started _____

_____.

5. Jorge _____ because he knew he had to give a speech during assembly today.

6. It's no use _____. The mistake is made and there's nothing you can do to change it.

Vocabulary: Phrasal Verbs

Notice the following verb from Agatha's email.

When you come to Singapore, I'll take you there and **show** you **around!**

The verb "show around" is a phrasal verb.

A phrasal verb is a verb followed by a small word like *up*, *into*, *after* or *off*. The small word can be either an adverb or a preposition. This two-part verb has a different meaning from the original verb itself.

"Show around" means "to take someone to a place and show them certain parts of it".

Another example from Agatha's email:

I must **get back** to my homework now!

The phrasal verb get back means "return".

The following is a list of phrasal verbs and their meanings.

Phrasal Verb	Meaning
ask around	ask many people for help or information
break down	stop working (vehicle, machine)
break into	enter (building) by using force
cheer someone up	make someone happier
figure something out	understand something/find answer

Phrasal Verb	Meaning
give up	stop doing or trying
hand in	give (something) to someone who is in charge
hang up	end a phone call
look after	take care of
make something up	tell lies about something/invent
put something out	extinguish
sleep over	spend the night at someone's house
take off	leave the ground
work out	exercise

Exercise 5

Fill in the blanks with suitable phrasal verbs from the box. Use the correct form of the verb where necessary.

take off	sleep over	cheer up	break down
figure out	make up	put out	ask around



1. It took the firemen two hours to _____ the fire.
2. Melissa tried her best to _____ me _____ when I felt upset about my Math grade.
3. Why don't you come and _____ at my place this weekend?
4. The plane finally _____ after an hour's delay.
5. I _____ but nobody saw my lost poodle.
6. Mrs Rachel always knew it when we tried to _____ stories about not handing in our homework on time.
7. I can't _____ why Molly always ends up being late for class.
8. The TV _____ in the middle of Tommy's favourite cartoon programme.

Sentence Fragments

Fragments are incomplete sentences.

A fragment looks like a sentence because it ends with a full stop, question mark or exclamation point. But when there is a missing subject or predicate, it is not a complete sentence. It is a sentence fragment.

Here is sentence fragment from the writer's draft of '*Sea Turtles*'.

Have long flat flippers that look like ping pong paddles.

This fragment has no subject.

When she revised her draft, the writer rewrote the sentence as follows.

Sea turtles have long flat flippers that look like ping pong paddles.

Here is another example of a fragment.

Sea turtles all over the world, from Alaska to Brazil.

This fragment has no verb.

A complete predicate must contain one or more verbs.

The sentence is rewritten as follows:

Sea turtles live all over the world, from Alaska to Brazil.

Exercise 4

A. Write "C" if it is a complete sentence, or "F" if it is a fragment on the lines provided .

1. Drove down the road. _____
2. My teacher so kind and patient. _____
3. The little girl skipped gaily down the stairs. _____
4. The flood waters receded after the third day. _____
5. Sandy's toys in the box at the corner of the room. _____
6. He up the stairs so quickly that he fell. _____
7. A little red house stood at the corner of the forest. _____
8. Broke his mother's favourite vase. _____



Report (2)

Vocabulary Extension: Birds

You need special vocabulary to write a report about birds.

Look at the following sentence from ‘*Owls*’.

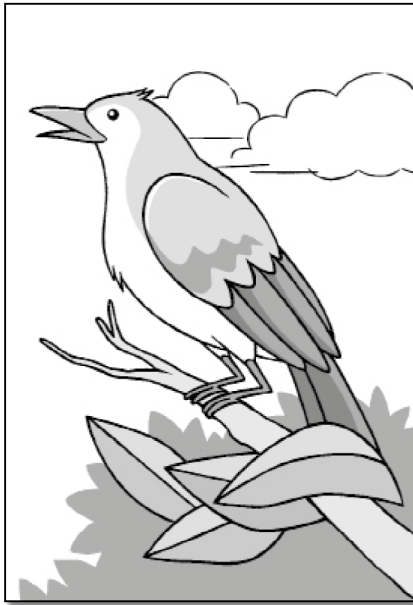
Raptors are strong, meat-eating birds with hooked **beaks** and sharp **claws**.

The highlighted words are examples of vocabulary on birds that the writer used in her report.

Expanding your vocabulary on birds will help you to write informative reports about birds.

Exercise 4

Match the following words with their correct meanings. You may have to refer to the dictionary to complete the exercise.



1. clutch
2. preen
3. glide
4. plumage
5. crest
6. molt

(a) all the feathers of a bird
(b) when birds shed feathers that will be replaced by new growth
(c) a group of eggs laid in a nest at about the same time
(d) a tuft of feathers on top of a bird's head
(e) what a bird does to smooth or clean its feathers
(f) fly a short distance without flapping the wings

Procedure (1)

Organisation: Putting the steps in order

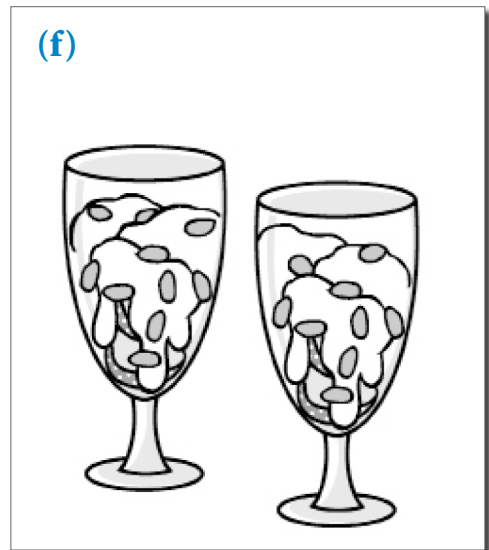
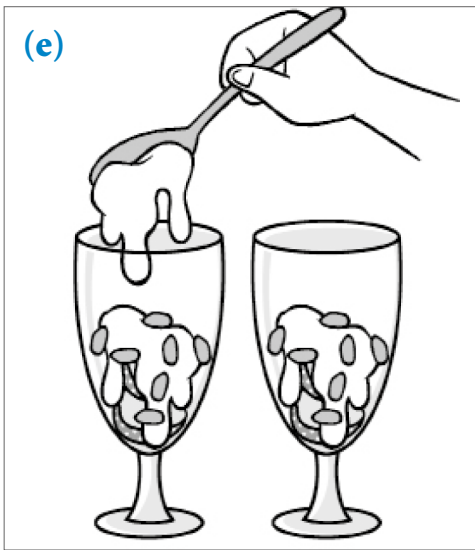
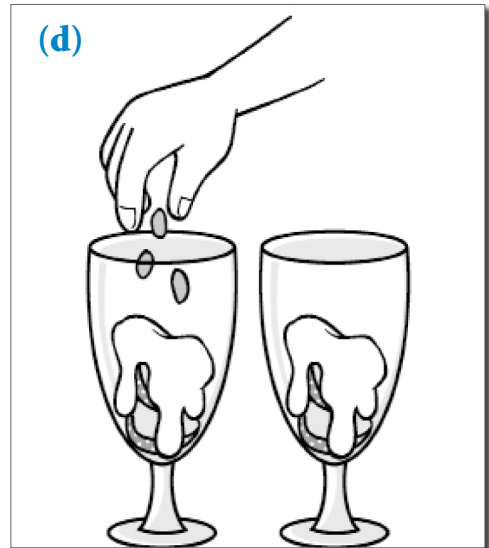
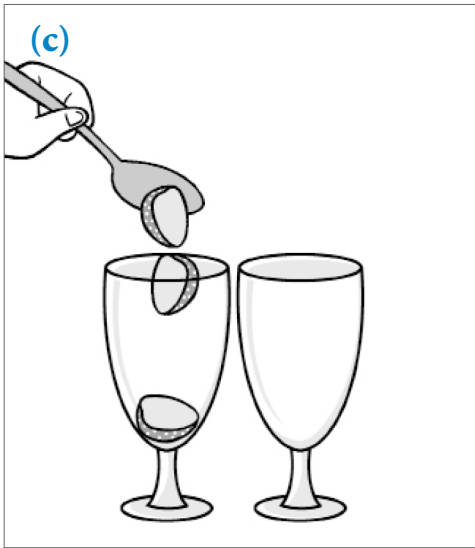
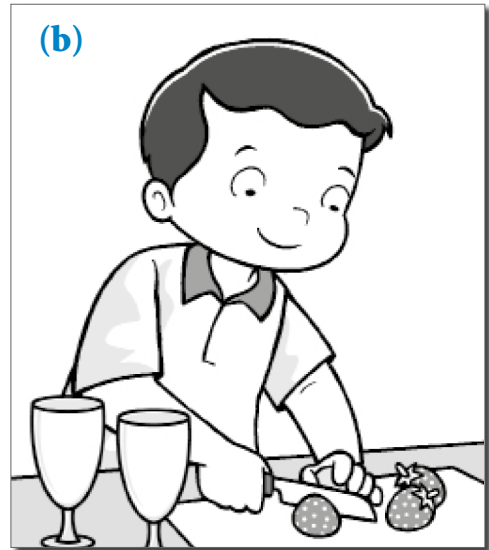
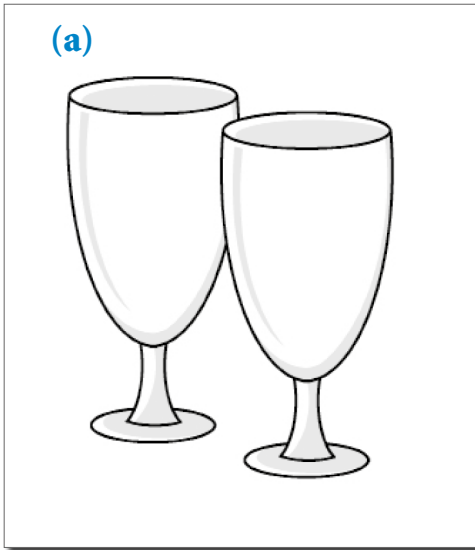
Always remember that the steps of a procedure must be presented in order.

In the recipe for mini wraps, the writer gave step-by-step instructions and included all the necessary steps so that the reader gets a clear idea of the procedure.

Exercise 1

Insert the following scrambled instructions in the recipe for "Fresh Berry and Granola Parfait" by referring to the pictures shown below. Write the instructions in the correct order on the lines provided.

- Sprinkle 2 tablespoons of granola over the yoghurt.
- Cut strawberries into bite-sized pieces.
- Spoon 2 tablespoons of strawberries into the bottom of each glass.



Ingredients:

- 1 cup plain yoghurt
- 1 cup fresh strawberries
- 1 cup granola

Method:

1. Line up two tall glasses.

2. _____

3. _____

4. Now, add 2 tablespoons of yoghurt on top.

5. _____

6. Repeat the layers by adding more fruit and yoghurt.

7. Top with the remaining granola.

Editing

Before sharing your recipe, it is important to check through for mistakes in spelling, punctuation and grammar.

Reminders about punctuation:

1. Begin each imperative sentence with a capital letter.
2. End each instruction with a full stop.
3. Ingredients should not be capitalised.
4. Use commas for items in a list.

Example: Arrange the apple slices, cherries, grapes and dates around the plate.

Exercise 4

The following recipe for lemonade contains 5 mistakes in spelling, punctuation and grammar . The mistakes are underlined to help you. Correct the mistakes and write the edited copy on the lines provided below.



Ingredients:

2 lemons
50 g caster sugar
ice cubes
lemon slices

Vocabulary Extension: Drawing tools/materials for craft work

You need to know the names for the various tools and materials to help you write instructions for craft work.

Examples:

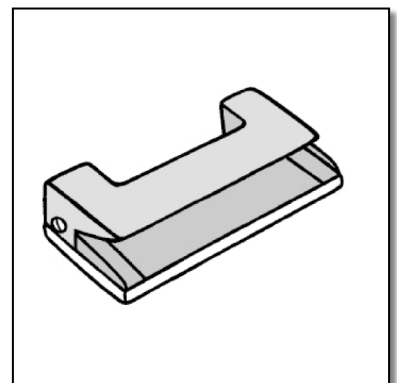
pink card, tape, staplers, elastic, pom-pom

Exercise 1

Name the drawing tools/materials shown in each picture. Choose from the words given in the box below.

beads		hole punch		lace
stapler	glue		wool strands	

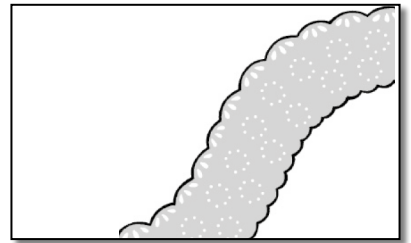
1. _____



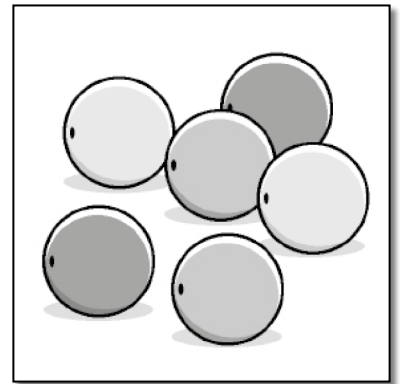
2. _____



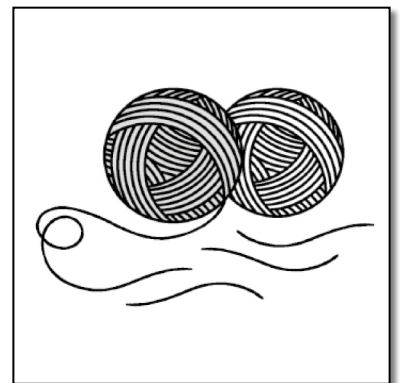
3. _____



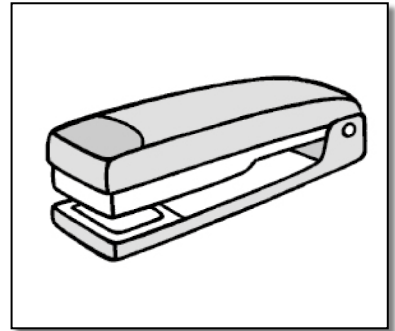
4. _____



5. _____



6. _____



Vocabulary Extension: Action Words

Special vocabulary is needed for writing instructions to complete a picture.

Examples:

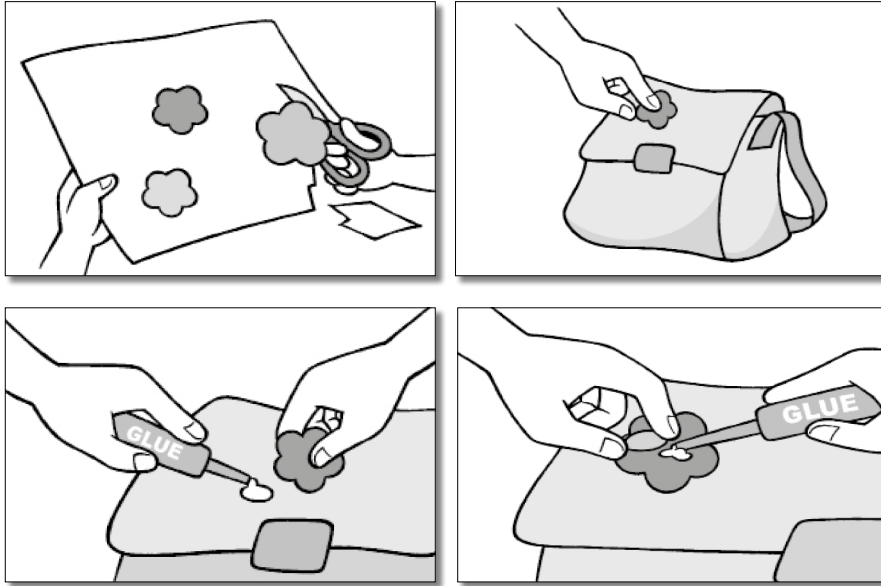
Ask an adult to cut out two eye holes.

Glue a small pom-pom to the centre of the face.

Staple a piece of elastic to the mask.

Exercise 4

The following procedure shows how you can brighten up a plain bag. Six action verbs are missing from the procedure. Complete the procedure with the most suitable verbs from the list below.



arrange	repeat	draw	cut	place	glue(×2)
---------	--------	------	-----	-------	----------

1. _____ flower shapes of different sizes on the pieces of material and felt. _____ out the flower shapes.
2. _____ the flower shapes onto one side of the bag.
_____ the pieces to make a pattern.
3. _____ into place and leave to dry.
4. _____ steps 3 and 4 for the other side of the bag.
5. _____ one bead or sequin to the centre of each flower and leave to dry.