



Literacy and English

CfE Second Level
Book 2A



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Series Editor: Gemma Meharg





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Introduction

How will I enjoy this book?



This book is packed with fun activities covering all you need to learn in your Literacy and English course.



Each chapter begins with an exciting story, text or poem to get you started. **Have fun reading**, and then answer the questions. All activities in a chapter are based on the extract and cover Reading, Literacy, Listening and Talking, and Writing.



The book begins with a **Chapter 0**. This chapter is full of questions and activities to help you revise topics from last year.



Let's try this!

These boxes include play-based activities that let you learn while you have fun; play them with your classmates, with a partner or a friend.



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Revisit, review, revise

Use these questions at the end of each chapter to look back at what you have learned.



Historical Information

Spelling

Here we are practising using **-ough** and revising **homophones**.



1 Using -ough

There are many ways to pronounce words that include -ough.



- 1 Read through each of these words and discuss their pronunciations with a partner.

through	dough	tough	although
cough	plough	bought	thorough
hiccough	fought	drought	ought
enough	thoroughfare	doughnut	trough

- 2 Group the words into sets that have a similar pronunciation of the -ough sound. Here is an example:

Plough and **drought** both have the sound 'ow' like in **flower**.



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The yellow overview boxes tell you what topic we are covering and give you some short explanations.

Clear examples help you to get started or find inspiration.

Remember, remember boxes give you tips and advice.

Term 3: 8 Non-fiction

2 Homophones

- What is a homophone?
- Write the homophone for each of these words:

a guest	e aloud
b morning	f practice
c passed	g principal
d stationary	



- ★ 3 Choose two sets of homophones and write four sentences using each homophone in the correct context.

Remember, remember

Homophones are commonly confused words. You need to know what they mean so that you can choose the correct spelling.

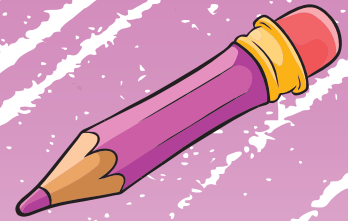


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Chapter 0

Consolidation



In this chapter, we will revise ideas and skills from First Level.



Reading

1 Non-fiction books

Can you remember how non-fiction texts are organised?

A local company is writing a page about your school in a leaflet.

You have been asked to provide some information for the article:

- What will the title be?
- What will the four sub-headings be?
- Will there be any photographs? What will they be of?
- What information will be in the captions?
- Will there be a diagram with labels? Explain this.



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Non-fiction Recount



Reading

This text is a **recount** about an elephant called Pinkie that is rescued.

In this chapter, you will be able to show that you have understood what you have read in different ways, including developing your summarising skills.



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***Born Free: Elephant Rescue* by Louisa Leaman**

Read the text and answer the questions.

Disaster

The little elephant in this story was only three months old when she fell into a disused quarry. The quarry was flooded with water. She had been trying to drink from it, but had lost her footing and toppled in.

After struggling to get out for a few minutes, she began screeching in fright. Her mother stood at the edge, reaching down with her trunk, trumpeting back to her baby, but there was nothing she could do. The pit was too deep.



Hopeless

As the calf continued to struggle she received many scratches and bruises. The walls were rocky and jagged. Every time she managed to climb a little way out, she slipped back.

The longer this went on, the more distressed she became – so, too, did her mother. Being separated from her baby and unable to help her must have been devastating.

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1 Let's summarise

Read through the extract *Born Free: Elephant Rescue*. Write a summary statement for the main points covered (up to 12 mini summaries). Each statement should be six words or less so you will need to choose your words carefully. You could use the paragraphs as a guide for where to stop and summarise.

Here are some examples:

- Calf in quarry
- Don't lose your footing
- Will anyone come to help?



Questions



1 Copy out the start of this sentence and finish it with the correct ending.

Pinkie's mother could not help her because ...

- she lost her milk
- she was trumpeting
- she couldn't reach her
- she went and hid in the bushes.



2 Why couldn't Pinkie climb out on her own?

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Grammar and punctuation

We can identify which **word class** a word belongs to when we understand **how** the word is functioning in a sentence.

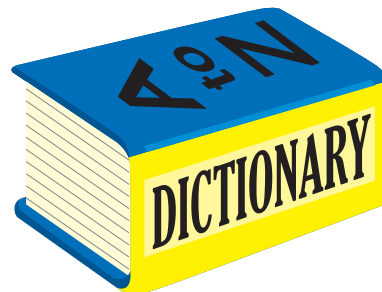
The word **drink** can function as more than one word class, depending on how we choose to use it.

- I always **drink** milk before bed.
Drink is functioning as a **verb** here.
- I really need a **drink** now!
Drink is functioning as a **noun** here.



1 Word classes

- 1 These are the word classes that we know so far. Explain to a partner what each word class does.
 - a Nouns
 - b Verbs
 - c Adjectives
 - d Pronouns
 - e Adverbs
 - f Conjunctions
 - g Prepositions



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Spelling

Here we are looking at **sc** words and words with an **x**.



1 'sc' words

- 1 Create new words by adding **sc**. Copy the table opposite into your jotter and complete, using the word stems from the list.

- ___affold
- ___ar
- ___ience
- ___ale
- ___ooter
- ___owl
- ___ulpture
- ___arlet
- ___allop
- ___oop
- ___orch
- ___uba
- ___out
- ___anner
- ___one



Words that I know and can explain the definition for

Words that I do not know the definition for

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Choose four words to use in a sentence correctly.

Listening and talking

Here we are going to **report** the news and write a **jingle** for a TV documentary.



1 News reporter

Choose one of the events from the extract.

Imagine that you are a news reporter and you have 30 seconds to report the main facts from the event.

Work with a partner and support each other when you present your reports.



Remember, remember

A fact is true whereas an opinion may or may not be true.



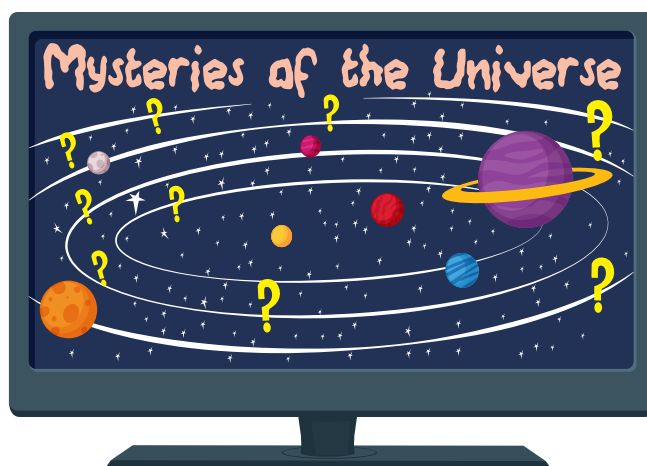
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Let's try this!

Imagine there is a documentary on television reporting on mysteries of the universe. Your task is to write a mini jingle with a partner that will be played as the theme tune for the programme.

Think about how you will:

- include the title
- entice the viewer to watch
- use some language from the article
- make the jingle entertaining.



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2 Writing a report

Task	To write a report about national birds of four other countries
Purpose	To report
Audience	Children in your year group

Here are some examples of countries with their national birds:

Country	Bird	Country	Bird
Australia	Emu	Scotland	Golden Eagle
England	European Robin	South Africa	Blue Crane
Ireland	Lapwing	New Zealand	Kiwi
Mexico	Caracara	Israel	Hoopoe

1 Research your four chosen national birds and make notes under the following categories:

- Name of bird
- Country associated with bird
- Description of bird
- Distinguishing features
- Diet
- Any other interesting information.

2 Write your report, using your notes to help you.



Revisit, review, revise

Go back to pages 158–169 to help you answer these questions.

Reading

- 1 There are four verses in the poem. Match these descriptions to the correct verse:

The peacock makes a noise.	The peacock appears.
Everyone stares at the peacock.	The peacock opens his tail.

Grammar and punctuation

- 2 Choose a precise adjective to describe each of the following:

- a _____ cat
- b _____ house
- c _____ chair
- d _____ noise
- e _____ evening
- f _____ smell



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Spelling

- 3 Try to write down six words that do not follow the 'i before e' rule.

Listening and talking

- 4 In the poem, the peacock goes too far and tries to sing! Create the lyrics that you think he may have sung. Have fun deciding what words would be fit for this 'sumptuous king'!

Writing

- 5 Look back at your writing in the role of the peacock where you explained why you have been misunderstood.
- Do you believe him?
 - What would you like to say to him?
- Write a note back to the peacock in response.



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Information for teachers





High-quality texts have been chosen to sit at the heart of this series. The texts have been selected based on how well they interest children, and as tools to teach the Literacy and English curriculum for each year group.

Activities for **Reading; Grammar and punctuation; Spelling; Listening and talking** and **Writing** have been planned from these high-quality texts. Grammar and punctuation are taught in the context of the text chosen for that chapter.

All of the writing activities include a **Task/Purpose/Audience grid** to ensure coverage of writing opportunities, to support teacher subject knowledge and to provide purposeful and meaningful writing tasks.

Throughout the series, there are a range of **narrative, non-fiction** and **poetry** texts to **engage readers** and **inspire writers**.

Progression is built in through choice of texts and variety of activities, and questions for differentiation have been flagged throughout:

- easier questions/activities, or building blocks, are flagged by this icon 
- harder questions, to stretch and challenge pupils, are flagged by this icon. 

Activities for **play-based learning** (Let's try this!) have been embedded throughout to engage pupils in their learning.

Finally, each book begins with a **Chapter 0**, revisiting skills from the previous year. **Revisit, review, revise** questions at the end of each chapter allow you to test or consolidate knowledge – the TeeJay way!

Why use this approach?

Teaching our daily English objectives through one high-quality text (per chapter) means that pupils (and their teacher) can make meaningful links between all of the teaching skills.

This approach is best described as **Reading skills developed into writing skills**. The chapters are planned so that pupils are submerged in the text first, where the reading activities embed comprehension and analytical reading skills.

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The pupils really get to know the text, the vocabulary and how the writing is organised. This knowledge is then built upon as the writing skills lessons focus on teaching the grammar in a context. Giving the grammar meaning and purpose is crucial to embed the learning.

A wide range of writing activities linked to the text then allow the pupils to apply all of their skills by planning, writing and carrying out tasks to practise proofreading and editing.

Listening and talking activities allow pupils to rehearse orally before they write and, crucially, to have fun and play with the English language so that they are confident and inspired to write!

Answers for the exercises can be found at www.hoddergibson.co.uk/teejay-literacy-answers-2A

Coverage

Chapter	Grammar and punctuation	Spelling	Writing purposes
1 Narrative: Spooky novel	<ul style="list-style-type: none"> adverbials direct speech 	<ul style="list-style-type: none"> suffixes: -ful, -less, -ment and -ness hard and soft 'c' 	<ul style="list-style-type: none"> instruct – leaflet recount – diary persuade – email
2 Non-fiction: Recount	<ul style="list-style-type: none"> multi-clause sentences proofreading 	<ul style="list-style-type: none"> apostrophe for contraction prefixes 	<ul style="list-style-type: none"> recount – narrative explain report – interview
3 Poetry: <i>Childhood Tracks</i>	<ul style="list-style-type: none"> word classes prepositions editing 	<ul style="list-style-type: none"> verbs and tenses apostrophe for plural possession 	<ul style="list-style-type: none"> describe – holiday review persuade – spoken advert entertain – poem
4 Narrative: Fantasy novel	<ul style="list-style-type: none"> proper nouns adjectives and adverbs for description 	<ul style="list-style-type: none"> 'sc' words words with an 'x' 	<ul style="list-style-type: none"> recount – diary entertain – next section inform and describe – report



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Information for teachers

Chapter	Grammar and punctuation	Spelling	Writing purposes
5 Non-fiction: Information report	<ul style="list-style-type: none"> conjunctions proofreading 	<ul style="list-style-type: none"> suffixes: -tion and -cian suffixes: -ssion and -sion 	<ul style="list-style-type: none"> inform – speech persuade – advert inform/instruct – leaflet
6 Poetry: <i>You can't be that</i>	<ul style="list-style-type: none"> commas in a list questions and question tags 	<ul style="list-style-type: none"> apostrophe for contraction suffixes: -cial and -tial 	<ul style="list-style-type: none"> entertain – additional verse instruct – leaflet inform – report
7 Narrative: Friendship novel	<ul style="list-style-type: none"> dialogue choice of verbs editing 	<ul style="list-style-type: none"> silent letters hyphenated words 	<ul style="list-style-type: none"> entertain – next paragraph inform/explain – letter report – web page
8 Non-fiction: Historical information	<ul style="list-style-type: none"> word classes editing 	<ul style="list-style-type: none"> using -ough homophones 	<ul style="list-style-type: none"> inform – note taking explain report – leaflet
9 Poetry: <i>The Peacock</i>	<ul style="list-style-type: none"> scale of language well-chosen adjectives 	<ul style="list-style-type: none"> suffixes: -cious and -tious 'i before e' 	<ul style="list-style-type: none"> entertain – poem report explain

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