Preface

Power Up Comprehension Skills Workbook 2 presents different text types and mixed question types for a comprehensive practice on English comprehension.

Why is this book useful to students?

Table of Contents
The text type used for each worksheet is set out clearly here. A column to record the marks obtained for each worksheet is also included so students can track their progress.

Three levels of questions
Literal, inferential and applied questions are set in every worksheet to develop comprehension skills: reading and understanding the text, processing logically and analysing meaningfully the information presented.

Try This section
This writing section enables students to practise sequential thinking and descriptive writing as well as identify problems and solutions by tapping on their prior knowledge and information provided in the comprehension passages.

Comprehension strategies
Comprehension strategies are introduced and stated after each question, so students become familiar and learn to recognize the strategies needed for specific question types.

Tear-out format
The worksheets can be easily removed and presented as homework or classwork or quizzes. The answer pages can be removed and filed away for future reference.

Answers
The answer key contains answers to the questions. There are also suggested answers for selected writing and applied questions.

Useful online resources
Free useful online resources are available at onlineresources.sapgrp.com, providing teachers, students and parents with comprehensive information on the types of questions, comprehension strategies, text types as well as the objectives and optional activities for each worksheet. Notes are also provided for teachers, giving them handy tips on how to conduct the lessons.

The Editorial Team
Available online FREE: onlineresources.sapgrp.com

Download these before you begin:
- Advice for Worksheet
- Comprehension Strategies
- Text Types Definitions
- Interpreting Question Types

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**Answers (A1 — A3)**
Read the cartoon.

Hey, Amy! These kites are great birthday presents.

They're really cool! Let's go and fly them in the park, Adam.

We'll have to make sure that they don't get caught up in the tree.

This is great fun!

The wind is getting stronger.

I'm going to pull in my kite.

Adam! Let go of your kite!

Help!

Yeah ... I think so.

Adam, are you ok?

Oh, look, Adam! You've made a new friend.
1 Right there

Scanning for specific information
Sequencing details

(a) What are the children's names? [2]

(b) How did they get their kites? [2]

(c) Write numbers 1 to 6 in the boxes to show the order in which the events happened in the cartoon. [6]

   □ The wind became stronger.       □ The children were given kites as presents.

   □ A bird was looking at Adam.     □ The wind lifted Adam into the air.

   □ They flew their kites at the park. □ Adam landed in a tree.

2 Think and search

Why did Amy not take off in the wind? [2]

Making inferences
Imagine that the bird and Adam talked to each other in the tree. In the speech bubbles, write what you think they would say.

Making predictions
Try this

Look at the pictures in the cartoon below. In the speech bubbles, write what you think the boy might be saying to himself.

Using prior knowledge
Read the mystery rhyme.

Where did I hide it?
Where can it be?
Do lots of other puppies Forget like me?

Is it near the back fence?
Did I hide it in the bin?
I’ll have to find it soon Or I’ll be looking thin.

Where did I hide it?
Where can it be?
Do lots of other puppies Forget like me?

Where did I hide it?
Where can it be?
Do lots of other puppies Forget like me?

I really want to find it. It’s a very special bone. If you won’t help me find it, I’ll do it on my own.

1 Right there

Colour the correct answers. [4]

Recalling main ideas and key details

(a) The bone is ________.

(i) by the kennel (ii) in the bin (iii) lost (iv) by the door
1 Right there

(b) The puppy ________.
   (i) looks near the door
   (ii) looks under the car
   (iii) does not want any help
   (iv) puts the bone near the fence

(c) If he does not find the bone, he will ________.
   (i) cry
   (ii) look in his kennel
   (iii) look by the door
   (iv) look thin

(d) He will call the law if he ________.
   (i) finds the bone
   (ii) gets another bone
   (iii) cannot find the bone
   (iv) wants a drink

Read the mystery rhyme again and complete the activity below. [6]

Scanning for specific information

(e) Draw two places the puppy looks for his bone. Then name the places.

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Worksheet 2
2 Think and search

Making inferences
Making predictions

(a) Do you think the puppy will find his bone? Give a reason for your answer.

(b) Do you think that all puppies are forgetful? Give a reason for your answer.

3 On my own

Using prior knowledge

(a) Where do you think the puppy hid his bone? Draw two more possible places. Then name the places.

(b) Tick the one where you think he will find it.
Try this
Using prior knowledge

1. What is something special you have that you would not like someone to take? [2]

2. Where do you keep it now? [1]

3. If you really wanted to hide it so that no one would find it, where could you put it? Draw your special thing in a really good hiding place. [3]

4. Draw some of the things you lost and the places where you found them. [5]
Worksheet 1
1. (a) They are Amy and Adam.
   (b) They were their birthday presents.
   (c) (1) The children were given kites as presents.
       (2) They flew their kites at the park.
       (3) The wind became stronger.
       (4) The wind lifted Adam into the air.
       (5) Adam landed in a tree.
       (6) A bird was looking at Adam.
2. She had pulled her kite in.

Worksheet 2
1. (a) (iii)
   (b) (i)
   (c) (iv)
   (d) (iii)
   (e) near the back fence, in the bin, by the kennel, by the door (Any two)

Worksheet 3
1. (a) (i) down
   (ii) full
   (iii) open
   (iv) old
   (b) (i) Yes
      (ii) No
      (iii) No
      (iv) No
      (v) Yes
2. (suggested answers)
   (a) hungry / sad / angry
   (b) long / tall / thin
   (c) get even / get his own back / teach him a lesson
   (d) like / trust / care about

Worksheet 4
1. (a) (i) Yes
   (ii) No
   (iii) Yes
   (iv) Yes
   (v) No
2. (suggested answers)
   (a) strawberry – red, kiwi fruit – green, banana – yellow, grape – green, watermelon – red

Worksheet 5
1. (a) Yes
   (b) No
   (c) Yes
   (d) No
   (e) Yes

Worksheet 6
1. (a) (i) Yes
   (ii) No
   (iii) No
   (iv) Yes
   (v) Yes
   (b) (1) Wash the fruit and pat them dry with the paper towels.
       (2) Peel and cut the kiwi fruit, bananas and watermelon into chunks.
       (3) Carefully put the skewer through one piece of each fruit.
       (4) Keep going until the fruit is used up.
       (5) Put some yoghurt in a small bowl.
       (6) Add a teaspoon of yoghurt onto the fruit and eat!