Targeting Grammar

The ultimate resource for teaching grammar

DEL MERRICK

Includes Australian Curriculum Correlations

BOY (noun)
GREEN (adjective)
HE RUNS (pronoun)(verb)
QUICKLY (adverb)
DOG (noun)

MIDDLE PRIMARY
<table>
<thead>
<tr>
<th>Language</th>
<th>ELABORATIONS</th>
<th>ACARA CODE</th>
<th>Pages</th>
<th>Task card pages</th>
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<tr>
<td><strong>Text structure and organisation</strong></td>
<td>• knowing how authors construct texts that are cohesive and coherent through the use of: pronouns that link back to something previously mentioned; determiners (for example 'this', 'that', 'these', 'those', 'the', 'his', 'their'); text connectives that create links between sentences (for example 'however', 'therefore', 'nevertheless', 'in addition', 'by contrast', 'in summary')</td>
<td>1491</td>
<td>31-40, 94</td>
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<td>• examining how conventions of punctuation are used in written and digitally composed lists and learning that in Standard Australian English it is not necessary to add another 's' to the end of a plural noun to indicate possession (Connors' house/ 'my parents' car)</td>
<td>1506</td>
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<td>169</td>
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<tr>
<td><strong>Expressing and developing ideas</strong></td>
<td>• creating richer, more specific descriptions through the use of noun groups (for example in narrative texts, 'Their very old Siamese cat'; in reports, 'Its extremely high mountain ranges')</td>
<td>1493</td>
<td>1-18, 19-30, 78-9</td>
<td>169-70, 171-2</td>
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<td>• investigating examples of quoted (direct) speech ('He said, &quot;I'll go to the park today&quot;) and reported (indirect) speech ('He told me he was going to the park today') and comparing similarities and differences</td>
<td>1494</td>
<td>100, 101</td>
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<td>• investigating in texts how adverbial phrases and clauses can add significance to an action, for example 'more desperately', 'he rose quietly and gingerly moved'</td>
<td>1495</td>
<td>73-80, 94, 97-99</td>
<td>179-80</td>
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<td>• knowing that the function of complex sentences is to make connections between ideas, such as: to provide a reason (for example 'He jumped up because the bell rang.'): to state a purpose (for example 'She raced home in order to confront her brother.'): to express a condition (for example 'It will break if you push it.'): to make a concession (for example 'She went to work even though she was not feeling well.'): to link two ideas in terms of various time relations (for example 'Nero fiddled while Rome burned.')</td>
<td>1507</td>
<td>94-99</td>
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<td>• learning how to expand a description by combining a related set of nouns and adjectives – 'Two old brown cattle dogs sat on the ruined front veranda of the deserted house'</td>
<td>1508</td>
<td>12, 19-30</td>
<td>171-2</td>
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<td><strong>Literacy</strong></td>
<td>• using appropriate simple, compound and complex sentences to express and combine ideas</td>
<td>1694</td>
<td>83-104, 94</td>
<td>175-182</td>
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<td><strong>Creating Texts</strong></td>
<td>• using grammatical features effectively including different types of verbs, adverbials and noun groups for lengthier descriptions</td>
<td>12, 41-60</td>
<td>175-180</td>
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Targeting Grammar

Middle Primary

Del Merrick
ABOUT THE AUTHOR

Del is an experienced teacher currently in the employ of Education Queensland as a Support Teacher, Learning Difficulties. She has taught in primary schools both nationally and internationally. During a career that spans many years, Del has undertaken various educator positions including Key Teacher, English; Further Literacy In-service Project Consultant; ‘First Steps’ Tutor, Education Adviser, Literacy and Key Learning Area Regional Coordinator, English.

Del has worked extensively with educators in both the state and non-state systems, providing strong leadership and professional expertise while guiding and supporting changed classroom methodology and improved literacy practices. She is the author of many educational materials, both published and unpublished, and has designed an extensive range of professional development workshops and resource materials for educators. Her personal interests include a passion for poetry and music.
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Like art and music, language can rise to the highest form of expression. Like art it has composition, balance and colour. Like music it has rhythm, harmony and fluidness. And like all art, it can touch the heart and inspire the soul. We speak and our words fade away on a breath. Yet what impressions we can leave behind!

In a busy modern world, language, in all its technical and creative brilliance, is often outshone by the very audio-visual world of the multimedia. Many of our children are stepping into a world of virtual reality, which only requires their passive acquiescence. As teachers in this modern world, we have to equip our young people with the skills they need to communicate easily and successfully. It is not enough to get by with an oral vernacular and text message shorthand. Employers require workers who can speak eloquently and confidently. They need workers who can write in succinct and precise ways using correct grammar and spelling. Without the facility of using language to express themselves orally and in the written form, people can become excluded and powerless in many areas of business and society.

For too long, the teaching of grammar has been discounted as being outdated and irrelevant. Yet grammar is at the heart and soul of language. As teachers, we need to help our young people develop the skills they need to express themselves creatively and meaningfully; to be able to critically evaluate the myriad texts that surround them every day. This book is intended for use by teachers to help their students build a strong and solid foundation for language use. It draws on a traditional model relevant to a modern world. We cannot be critical of what we see, hear and read if we don't know how the creators of text manipulate words and language through their grammatical choices. As teachers we need to instruct our students in these underlying structures and patterns and ways of making meaning. Part of using text ‘in context’ is to understand how the text itself is created. Grammar does and will continue to play a central role in the composition of our language, both oral and written.

*Language has not been ‘created’ for our use. We use it to create our reality, our lives, our relationships. Without it we are powerless.*

This book presents detailed knowledge of the grammar of English and its application in spoken and written language, relevant to this level of schooling. It sets forth a metalanguage, which both teacher and students can use to examine and explore language, leading to deeper understandings and improved technique.
Section 1 of this book is divided into the following subsections:

1. Nouns  
2. Adjectives  
3. Pronouns  
4. Verbs  
5. Adverbs  
6. Prepositions and Phrases  
7. Sentences

Each subsection contains:

A Note to the Teacher Knowledge of the topic is stripped to its Bare Bones. This information serves as the basis for the explicit teaching to follow. For some, this will be a refresher course, for others it may be a first introduction to grammar in all its depth and beauty.

Introducing Ideas Included in the notes are suggestions for ways of introducing specific grammar concepts to students. The ideas begun here are developed in the work sheets that follow.

Exploring Ideas This page offers ideas for getting students actively involved in an exploration of the area of study to build understanding.

Work Sheets The work sheets have been designed for students to examine and explore the technical aspects of grammar and its practical application. Scaffolds are in place to support learning with each grammar concept written at the top of each work sheet. Teachers need to explicitly teach these concepts before presenting the work sheet to students.

Assessment Assessment items have marks allocated. The marking system allows teachers to evaluate, analyse and pinpoint areas of individual and class need. Photocopiable marking grids for each section have been provided on the following pages to assist with monitoring individual students and/or whole class progress.

Section 2 of this book includes:

Games Pre-prepared game materials for use with small groups of students. Games are an enjoyable way of reinforcing the metalanguage students need to successfully use and understand grammar. Group games can help to reinforce students’ understanding of grammar and, in many cases, the spelling closely associated with its use.

Task Cards The Task Cards have been designed especially for practising grammatical concepts and knowledge. Like any other endeavour, we need exposure, focused attention, trial and error, application and technical know-how. Above all we need to practise what we think we know. Task cards are for individual use. They may be used by all students within a literacy centre or by any individual student who requires further practice.

Word Banks A range of practical reference materials designed to save teachers’ time.

Answer Section
## Nouns

**pages 17 – 18**

### Student names

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<td>identify nouns.</td>
<td>recognise different noun types.</td>
<td>identify noun types.</td>
<td>build compound nouns</td>
<td>understand plural noun forms</td>
<td>identify noun-forming suffixes</td>
<td>identify noun groups.</td>
<td>use apostrophes to show possession</td>
<td>identify nouns in own writing</td>
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Maximum mark

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## Adjectives

**pages 29 – 30**

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<td>understand similes.</td>
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<td>identify adjective-forming suffixes.</td>
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<td>apply adjectives of degree.</td>
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### Pronouns

**pages 39 – 40**

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<th>Identify pronouns</th>
<th>Use pronouns correctly</th>
<th>Understand pronoun/noun relationship</th>
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## Verbs

**pages 59 – 60**

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### Verbs

- Identify verbs/verb groups.
- Identify verb tense.
- Apply knowledge of homographs.
- Choose appropriate "saying" verbs.
- Apply knowledge of contractions.
- Understand subject/verb agreement.
- Correctly use present and past participle.

**Student names**
### Adverbs

**pages 69 – 70**

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<td>discriminate between adjective and adverb.</td>
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<td>choose adverbs appropriately.</td>
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**Maximum mark** 50
## Prepositions & Phrases

pages 80 – 82

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## Targeting Grammar Middle Primary

### Sentences

*Pages 102 – 104*

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Identify sentence as a unit.
Recognise statements as facts or opinions.
Compose questions.
Recognise the sentence pattern of commands.
Identify subject of sentences.
Use conjunctions to form compound sentences.
Identify principal and subordinate clauses.
Understand the function of subordinate clauses.
Correctly use relative pronouns.
Punctuate dialogue.
Punctuate a paragraph.

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## Summary

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A sentence is a meaningful chunk of language, complete in itself. It is bound by a capital letter and a full stop.

Red dust covered the town.
It leaked through doors and windows.
Soon it lay thick on tables and chairs.

We speak and, especially, write in sentences. A sentence is made up of a string of words, with each word having a particular job to do. Some words only ever have one job to do (e.g. and, the, a, but...). Others have different jobs in different sentences (e.g. Red dust covered the town.
We will dust the tables and chairs.)

Some words, such as pronouns, also link ideas across sentences. Because they refer backwards and forwards to people and things, they tie ideas together and give text fluency and cohesion. A deep understanding of how words work enables speakers and writers to use language to communicate easily and successfully.

**Carl went to the shop to buy bones for his dog.**

Different nouns have different jobs to do.

- **Common nouns** name the everyday things around us.
  - e.g. cup, horse, tree, arm, cheese, book, parrot, basket, clock, pie, pencil, car, rabbit, bridge, computer, soup

- **Proper nouns** give people, places, objects and events their given or special names.
  - They are easily recognised because they always begin with a capital letter.
  - e.g. Jane, Mars, Olympic Games, Sydney, K-mart, Ayres Rock, Sunday, Christmas, April, Swan River, India

- **Compound nouns** are made by joining two words together.
  - e.g. snowflake, heartbeat, tablecloth, sandcastle, penknife, butterscotch, basketball

- **Possessive nouns** show ownership. An apostrophe is always used.
  - e.g. Jack’s horse; children’s shoes; the teacher’s book; Dad’s beard; the cats’ whiskers; six hens’ eggs

- **Collective nouns** are names given to groups of persons or things.
  - e.g. flock (of birds); herd (of cows); crowd (of people); mob (of kangaroos); swarm (of bees)

- **Verbal nouns** are present participles used as nouns.
  - e.g. Skiing is a winter sport. Let’s go bowling. Skating on thin ice is dangerous. Seeing is believing.

- **Singular nouns** name one thing.
  - e.g. box, train, football, flower, match, rose

- **Plural nouns** name more than one thing.
  - e.g. boxes, trains, footballs, flowers, matches, roses

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Nouns may be singular or plural.

- **Singular nouns** name one thing.
  - e.g. box, train, football, flower, match, rose

- **Plural nouns** name more than one thing.
  - e.g. boxes, trains, footballs, flowers, matches, roses

- **Possessive nouns** show ownership. An apostrophe is always used.
  - e.g. Jack’s horse; children’s shoes; the teacher’s book; Dad’s beard; the cats’ whiskers; six hens’ eggs

Some nouns are both singular and plural.

- e.g. sheep, fish, deer

Some nouns are only plural.

- e.g. trousers, scissors, cutlery, crockery
A noun group is a group of words built around a noun. e.g. a tiny, black spider; a squat, brown teapot; one chocolate cake; long-awaited news; my straw hat

These noun groups name the participants in text. e.g. The three inexperienced schoolboys became lost in the rainforest. Many local people joined in the search for them. They found the cold, hungry and frightened boys sixteen hours later.

Articles
The articles a, an, and the are often used to introduce noun groups. A and an are indefinite articles because they don't point to a particular thing. An is used before a word beginning with a vowel, or an unsounded ‘h.

e.g. a boy, a dog, a racing car, an egg, an ant, an old man, an opera, an hour

The is a definite article because it points to a known or particular thing.

e.g. the sun, the moon, the boy by the door, the house on the hill, the last page

Noun-forming suffixes
A suffix (word ending) changes the way a word is used in a sentence. Some suffixes added to words form nouns.

e.g. kindness, judgment, justice, intention, dancer, violinist, deliverance, babyhood

Ideas for introducing nouns
• Ask some students to say their names and list these on the board.
• Ask them to name objects around them in the room and list these on the board.
• Talk about names, and introduce the word nouns. These are the words that name all the things we can see, touch, feel, hear and smell. Ask the students to use their senses (one at a time) to help you list some nouns on the board.
• Give the students some junk mail and ask them to give you some more nouns to list on the board.
• Write this sentence on the board: Carl went to the shop to buy bones for his dog. Discuss the nouns and what they name.
• Write other sentences to use as examples of how nouns name people and things in text.
• Let the students find and list some nouns in a book they are reading.
• Pin up a large picture and ask the students to name the people and/or objects in the picture.
• Invite the students to work in pairs to label as many nouns as they can on a picture from a magazine. These could be displayed for all to share.
• Start a wall chart headed nouns. This could be divided into columns, headed: PEOPLE, ANIMALS, PLACES and THINGS.
  a. Give each student a card with two nouns written on it. Tell them to take turns to add their words to the chart, in the correct column.
  b. Invite students to add nouns to the chart at any convenient time during the day.
**Exploring Nouns**

**Alphabet Check**

Give each student one letter of the alphabet. (Omit vowels and ‘x’).
Ask each student to list five common nouns and five proper nouns beginning with the letter they have.
Share their lists with the whole class, ensuring that everyone understands why the given words are nouns.

*Nouns name people, places, animals and things.*

Check that proper names begin with capital letters.

**Listen Up**

Play *What am I?*

*E.g.* I am red.
I am crunchy.
I am found in a tree.
I begin with the letter *a*.
What am I?

**Last One Standing**

Divide the class into groups and play *Tops and Tails.*
The first player says a person’s name. The next player then says another person’s name. It must begin with the last letter of the name the first player said. Play continues around the group. If a player cannot offer a name, they are OUT. The winner is the last one standing.

*Variation:* Use names of animals, flowers or birds instead of people’s names.

**Noun Hunt**

Give each student a printed page from a magazine. Ask them to circle ten common nouns, and five proper nouns.
Give them a time limit of up to eight minutes. Share their findings. Ensure everyone understands why the given words are nouns.

*Nouns name people, places, animals and things.*

**The Vegie Patch**

*Divide the class into small groups. Give each group a letter of the alphabet. Their job is to list as many fruits and vegetables as they can, beginning with their letter.*

*Invite them to use dictionaries. Each group could display and share their lists.*

**Noun Sorts**

Place a chart on the wall divided into two columns, headed *Common Nouns* and *Proper Nouns.*
Invite students to add one or two words to each column from a book they are reading. This should be an ongoing activity.
Nouns

1. Circle the four nouns in each sentence.
   a. Brintha and her sister go to school by car.
   b. My friend likes ice-cream and jelly, but not custard.
   c. The horse galloped up the hill, across the paddock and jumped the fence.

2. Use all three nouns in a sentence.
   a. Jacob, bus, town
   b. boat, fisherman, sea

3. Add a noun to these sentences. The word in brackets will help you.
   a. A _______________ is stamped on a five-cent coin. (animal)
   b. The farmer stores wheat in the ________________. (place)
   c. I opened the box and there was a _______________! (thing)
   d. My _______________ is taller than I am. (person)

4. Read the nouns in the boxes. Colour the people red. Colour the animals blue, the places yellow and the things green.

5. a. Name three animals
   b. Name three places
   c. Name three persons
   d. Name three objects

Name ___________________________ Date ___________________________
**Common Nouns**

Common nouns name the everyday people and things around us, for example: farmer, bus, goat, movie, cup, doctor, book, friend, bike.

1. Underline the common nouns in these sentences. Draw a picture in the box about one of your answers.

   a. We are waiting for the bus to come.

   b. This book is about snakes.

   c. My brother is riding his skateboard.

   d. A fly and a moth are caught in a web.

   e. There are knives, forks and spoons on the table.

2. How many common nouns can you find in each sentence?

   a. The toddler drank the milk and ate the biscuit. ______

   b. Please go and stand by the window. ______

   c. The man rode across the desert on his camel. ______

   d. We walked together down the hill to school. ______

   e. The teacher told us to open our books and write a story. ______

3. Let’s pretend.
   You are in a car driving along a country road.
   Name all the things you can see.

   ____________________________ ____________________________ ____________________________

   ____________________________ ____________________________ ____________________________

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Name ____________________________ Date ____________________________
Proper Nouns

Proper nouns give people, places, objects and events their special names, for example: Brisbane, Italy, K-mart, Hollywood, Anzac Day, Murray River. Proper nouns always begin with a capital letter.

1. How many special names do you know?
   Write these proper nouns. (Don’t forget to begin with a capital letter.)

   a. a girl beginning with ‘t’  __________________________
   b. a city beginning with ‘p’  __________________________
   c. a brand of food  __________________________
   d. a famous building  __________________________
   e. an Australian river  __________________________
   f. a place you visit  __________________________
   g. a month beginning with ‘j’  __________________________
   h. a day beginning with ‘t’  __________________________
   i. a country beginning with ‘a’  __________________________
   j. the name of a pet  __________________________
   k. a special event  __________________________
   l. a movie you have seen  __________________________

2. Find the proper nouns in this text. Use a coloured pencil to give them capital letters.

   brian has a pen friend who lives in france. His name is jacques. jacques lives in the city of paris beside the river seine. brian and jacques both love to play soccer. One day jacques would like to visit brian in australia.

3. Choose your own proper nouns to complete this text.

   _______________ lives on a farm not far from the town of _______________.

   He has a dog called _______________. In the month of _______________, when it is very hot, _______________ gets on his motorbike and rides down to the _______________ River, nearby. _______________ is close behind. His friend, _______________, often meets him there. They always have a great time splashing about in the water. _______________ barks and has great time too.
Nouns put names to all the things we speak and write about. We can name one thing (singular noun) for example: man, house, dish or we can name more than one thing (plural noun), for example: men, houses, dishes.

1. Write these nouns in their correct columns.
   - cards
   - flies
   - hen
   - carrot
   - book
   - peaches
   - bikes
   - dingoes
   - coat
   - tub

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Most plurals are formed by adding 's' or 'es' to a singular noun. Write the plural form of these nouns.
   a. bell __________________
   b. cake __________________
   c. box __________________
   d. branch __________________
   e. sock __________________
   f. pencil __________________
   g. kite __________________
   h. flower __________________
   i. calf* __________________
   j. baby* __________________

3. Some plural nouns are not formed in this way, for example tooth becomes teeth. Match these singular and plural nouns.
   - child, men
   - goose, children
   - mouse, feet
   - foot, geese
   - man, mice
**Compound Nouns**

A compound noun is made up of two other words, for example: corn + flakes = cornflakes, foot + ball = football, snow + man = snowman.

1. **Add a word from the box to each word in the list to make a compound noun.**

<table>
<thead>
<tr>
<th>drops</th>
<th>hole</th>
<th>eye</th>
<th>hill</th>
<th>light</th>
</tr>
</thead>
<tbody>
<tr>
<td>case</td>
<td>fly</td>
<td>shell</td>
<td>watch</td>
<td>stairs</td>
</tr>
</tbody>
</table>

a. sun ____________   
b. down ____________   
c. man ____________   
d. bulls ____________   
e. ant ____________

f. stop ____________   
g. rain ____________   
h. dragon ____________

i. book ____________   
j. egg ____________

2. **Colour the two words that make a compound word. Use a different colour for each word.**

<table>
<thead>
<tr>
<th>table</th>
<th>tooth</th>
<th>card</th>
<th>bridge</th>
<th>cloth</th>
<th>yard</th>
</tr>
</thead>
<tbody>
<tr>
<td>paste</td>
<td>foot</td>
<td>box</td>
<td>post</td>
<td>farm</td>
<td>match</td>
</tr>
</tbody>
</table>

3. **Write a sentence about each of these compound nouns.**

a. scarecrow ____________________________________________
   _____________________________________________________

b. windmill ____________________________________________
   _____________________________________________________

c. bulldozer ____________________________________________
   _____________________________________________________

**Name ________________________ Date ________________________**
Collective Nouns

Collective nouns are the names given to groups of people, animals or things, for example: a herd of goats, a fleet of ships, a school of fish.

1 Search out the collective nouns.

Clues:

a a litter of k_____________
b a herd of e_____________
c a brood of ch___________
d a pack of w____________
e a mob of k_____________
f a flock of sh____________
g a swarm of b____________
h a pride of l_____________

T B R A L P W Z Y E
A K I T T E N S N T
S A C R D L I O N S
F N H Y B E R S Q K
B G I M U P D H A W
P A C L S H O E T O
G R K B P A M E F L
R O E J R N C P R V
U O N X G T V Y T E
B S S U M S B E E S

2 Circle the collective nouns in this text.

A crowd of people gathered along the seacoast. They waited patiently to photograph the pod of whales moving slowly northward. A shoal of fish swam by, and a school of porpoises. A flock of seagulls screeched noisily overhead. After several hours a cheer went up. The pod of whales had finally arrived.

3 Draw one of the following.

- an army of frogs
- a colony of rabbits
- a troop of monkeys
- a cloud of flies
- a convoy of trucks
**Possessive Nouns**

Possessive nouns show ownership. We use an **apostrophe** to show possession, for example: 
*Claire’s shoes, cat’s whiskers, boy’s hat, hen’s feathers, teachers’ books.*

---

1. **Rewrite each sentence using apostrophes to show possession.**

   a. The horse belongs to Danielle.  
      It is Danielle’s horse.

   b. The car belongs to Mr Tan.  
      It ____________________________

   c. The web belongs to a spider.  
      It ____________________________

   d. The bones belong to the dinosaurs.  
      They are ____________________________

   e. The nests belong to the birds.  
      They ____________________________

   f. The golf balls belong to the men.  
      They ____________________________

2. **Who owns the objects that are underlined in these sentences?**

   a. It is the builder’s **toolbox**.  
      the builder

   b. Owls’ **eyes** peered in the dark.  
      ____________________________

   c. There is the farmer’s **field**.  
      ____________________________

   d. We ate the women’s **cakes**.  
      ____________________________

   e. I patted my friend’s **dogs**.  
      ____________________________

   f. These are Emily’s **shorts**.  
      ____________________________

3. **Write a sentence about the dragons’ cave OR the witch’s frogs.**

   ____________________________________________

---

**Name** ____________________________  **Date** ____________________________
Some forms of a verb can be used as a noun. These are called verbal nouns. They end in –ing, for example: **Walking** is good exercise. **Hurling** is an Irish sport.

1 **Box the verbal noun in each sentence.**
   a Horseracing is a favourite Australian sport.
   b My friend does kickboxing.
   c My uncle sometimes takes me birdwatching.
   d Stargazing is a fascinating hobby.
   e Pruning roses is usually done in autumn.

2 **Top and tail these sentences.**
   a Reading        of paper folding.
   b You will need special boots     for stamp collecting.
   c Mum put seasoning      is my favourite pastime.
   d Origami is the art     to go rock climbing.
   e Tom has a large album in the meat stew.

3 **Cut, place and paste the verbal nouns.**
   **Add any capital letters that are needed.**
   a [fencing] is difficult in the centre of the city.
   b [playing] on the street is dangerous.
   c The sport of [lighting] began in France.
   d My grandma loves [parking].
   e There is not enough [knitting] in our street.

**Name** ___________________________ **Date** ___________________________
A group of words built around a noun is called a noun group. They point out the people and things being spoken or written about, for example: the big, black spider, my best friend, his brand new bike, the runaway horse.

1 Write some noun groups using the words in the box.

<table>
<thead>
<tr>
<th>monkey</th>
<th>the</th>
<th>chair</th>
<th>cheeky</th>
<th>car</th>
<th>his</th>
<th>brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>dog</td>
<td>my</td>
<td>little</td>
<td>kitchen</td>
<td>clean</td>
<td>fast</td>
</tr>
</tbody>
</table>

his little red car

2 Build your own noun groups.

a my ______________________________ slippers
b the ______________________________ forest
c this ______________________________
d the ______________________________ elephant
e her ______________________________ books
f a ______________________________

3 Complete the noun groups with words of your own choice.

a the wide and dusty ____________
e the bright, sparkling ____________
b a long, yellow ________________
f a wet and windy ________________
c my playful _________________
g the shy, brown ________________
d a crunchy, juicy, red __________
h the soft, green ________________

4 Write three sentences to include these noun groups.

a long, black shadow        a brown, leather football        a baggy, clown costume

a __________________________________
b __________________________________
c __________________________________
A word about **ARTICLES**

- **A** and **an** are only used with **singular** nouns. They are **indefinite** because they point to something that is not known by the reader or the listener.

- **A** is used before a word beginning with a **consonant**, for example: *a rose, a computer, a clever girl.*

- **An** is used before a word beginning with a **vowel**, for example: *an orange, an odd person, an igloo.*

- **An** is also used before a word beginning with an ‘**h**’ (not sounded), for example: *an hour, an historic event.*

- **The** is a **definite** article because it points to something that has been made known to the reader or listener, for example: *the cap I wear, the ball in the box.*

- **The** is always used before **plural** nouns, for example: *the eggs in the nest, the children at school.*

- **The** is also used when it points to a common noun known by everyone, for example: *the sun, the morning.*

**NOTE:** A character in a story is usually introduced as ‘**a**’ (for example: *There was once a giant, a red fox, a beautiful princess, a brave knight…*).

Once the character has been introduced, they can be referred to as ‘**the**’ (for example: *The giant spoke…, The red fox prowled…, The princess lived….*).
Three articles are used to signal nouns or noun groups:

\[
\text{a} \quad \text{an} \quad \text{the}
\]

1 Read the following story and fill in the articles ‘a’, ‘an’ or ‘the’.

Once there was ___ wild horse. It was snowy white with ___ long flowing mane. ___ horse could sometimes be seen in ___ late afternoon, just before ___ sun went down. Then it would disappear into ___ dark, rocky cave. One day, ___ adventurer who had been walking in ___ hills, was looking for ___ cave where he might sleep for ___ night. Behind ___ large shelf of rock, he found ___ small cave. It was ___ cave where ___ white horse lived. He went inside. He stopped with ___ gasp at ___ sight before him. Rays of light, streaming from ___ hole in ___ cave roof, fell upon ___ white horse. It shone like silver in ___ soft light.

2 Write a noun group to follow these articles.

\[
\begin{align*}
a \text{ a} & \quad \text{______________________________} \\
d \text{ an} & \quad \text{______________________________} \\
b \text{ the} & \quad \text{______________________________ (singular)} \\
e \text{ the} & \quad \text{______________________________ (plural)} \\
c \text{ an} & \quad \text{______________________________} \\
f \text{ a} & \quad \text{______________________________}
\end{align*}
\]

3 Write three facts about a kangaroo or a koala. When you have finished, circle all the articles you used.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Name ___________________________________________ Date ____________
The articles a, an and the are often used to introduce nouns or noun groups, for example: a car, an excellent adventure, the owl and the pussy cat.

1 Write whether the underlined articles are definite (D) or indefinite (I).

a As I looked at the sky, I saw a bird land in a tree. _______ _______
b The bird then hopped along the branch to its nest. _______ _______
c From the nest, I could hear a baby bird chirping. _______ _______
d The mother bird fed the baby, then flew away. _______ _______

2 A, an and the signal nouns or noun groups.
Box the noun groups in these sentences.

a A sleepy blue-tongue lizard lay on the warm, brown rocks.
b An old and wise woman told Jack to plant the bean seeds.
c I put the fresh strawberries in a silver fruit bowl.
d The frightened horse jumped the wire fence.
e He gave me a chocolate Easter egg.

3 Use a or an before the following words.

a ______ dream  i ______ answer
b ______ oven  j ______ cockatoo
c ______ yacht  k ______ piano
d ______ axe  l ______ avocado
e ______ ostrich  m ______ potato
f ______ quest  n ______ hour
g ______ iron  o ______ innings
h ______ island  p ______ pumpkin
Nouns with Suffixes

Many nouns have suffixes, which are special word endings, for example: contentment, sadness, impression, motherhood, servant, drummer.

1 Write the noun that is made by adding the noun suffix.
   a teach + er = teacher
   b move + ment = __________________
   c soft + ness = __________________
   d good + ness = __________________
   e build + er = __________________
   f wonder + ment = __________________

2 Choose the correct suffix to change these words into nouns.

3 Write the missing words. Choose from the nouns in the box.

   drummer      appointment      gentleness      refreshments      darkness

   a He peered into the __________, trying to see where the noise had come from.
   b Jane has an ________________ with the dentist at three o’clock.
   c After the football game, the players were served with ________________.
   d She spoke with such ______________, the baby stopped crying immediately.
   e When I grow up, I want to be a __________ in a band.

4 Write a sentence about a swimmer OR a dancer OR a horse rider.

__________________________________________________________________
__________________________________________________________________

Name ___________________________  Date ___________________________
CHECK 1  Underline the word in each group that is NOT a noun. /5

a quiet  ribbon  pie  d  herd  dollar  pretty
b garden  goal  going  e  lunch  tall  bridge
c fast  house  floor  f  zebra  clown  angry

CHECK 2  Circle all the nouns in this text. /10

James and Byron built a treehouse in Byron's garden. They used boards, nailed to a branch, for the floor. They strung up old sheets for the walls and the roof.

CHECK 3  Write a noun from the text above that is: /4

a common ______________________  c  proper ______________________
b possessive _____________________  d  compound _____________________

CHECK 4  Write six compound words using the words in the boxes. /6

(Words can be used more than once.)

day  junk  house  water  farm  side  sun
yard  time  light  life  back  play  line

a ______________________  d ______________________
b ______________________  e ______________________
c ______________________  f ______________________

CHECK 5  Write the plural form of these nouns. /5

a bus  b plate  c day  d baby  e leaf

CHECK 6  Add the correct suffix to these words to make nouns. /5

-sness -er -ment

a sweet_____  b  amuse_____  c  garden_____  d  great_____  e  amaze_______
The colourful clown squeezed into the tiny red car. He drove slowly around the large circus ring. Suddenly, he threw open a huge green umbrella. All the people laughed and cheered.

Rewrite the sentences using possessive nouns.

a. She washed the dress belonging to Sunita.

b. Milk drips from the whiskers belonging to the cat.

c. Isaac cleaned the cars belonging to the teachers.

d. The boots belonging to the workers are very muddy.

e. The wings belonging to the fly beat silently.

Write three or four sentences about your school. When you have finished, go back and highlight five nouns in your sentences.
Speakers and writers create images of people and things through their choice of **adjectives**.

Adjectives give meaning and life to nouns. They are often chosen specifically to give a positive or a negative view of people, places, events and objects.

Advertisers know this very well, and choose adjectives that will display their products in the most desirable way. They use words like *reliable*, *charming*, *immaculate*, *heavy-duty* etc. Value can be *outstanding*, *great* or *unbeatable*.

The media too, selects adjectives designed to sway the audience to a particular view. Of a dictator it may use words like *evil*, *vicious*, *ruthless*, and the acts of such a person may be described as *despicable*, *brutal*, *inhuman*. Whereas a princess may be described as *beautiful*, *stylish*, *graceful*, performing acts that are *generous*, *compassionate* and *admirable*.

Adjectives give life and personality to all the people and things we speak and write about.

---

**Carly, a tall man, went to the local shop to buy big bones for his shaggy, brown dog.**

Adjectives are very powerful tools used by writers and speakers.

Adjectives can be placed before the noun they describe.

- e.g. I stroked the *soft* fur of the *tiny, white* kitten.

Adjectives can be placed after the noun they describe.

- e.g. The door was *wooden* and *heavy*.
- This orange is *sweet* and *juicy*.

Different adjectives have different jobs to do.

- **Descriptive adjectives** give colour, shape, size and feeling to nouns.
  - e.g. sharp pencil; choppy seas; haunting melody; scruffy dog; long, dusty road; quaint, white-washed cottages

- **Verbal adjectives** are participles used as adjectives. Participles end in *–ing* or *–ed*.
  - e.g. a walking stick; falling rocks; a deafening roar; scented roses; a puzzled look; a dazed expression

- **Number adjectives** give quantity to the noun.
  - e.g. ten geese, five marbles, sixth person, first place

- **Indefinite adjectives** give uncertain quantity to the noun.
  - e.g. some children; few coins; many soldiers; most people

- **Adjectives of degree** may describe nouns as they are (positive degree)
  - e.g. *I have a long rope*,
  - or compared to another (comparative degree)
  - e.g. *My rope is longer than yours*,
  - or compared to all others (superlative degree)
  - e.g. *Todd has the longest rope of all*.

Suffices *–er* and *–est* are usually used to make adjectives of degree.

- e.g. old, older, oldest;
  - sweet, sweet, sweetest

Other adjectives of degree are formed by placing *more* or *most* before the adjective.

- More and *most* are used before adjectives that already end in a suffix.
  - e.g. beautiful, more beautiful, most beautiful;
  - helpful, more helpful, most helpful;
  - famous, more famous, most famous

- **Similes**
  - Adjectives are used in similes – a figure of speech which likens one thing to another, to provide a clearer word picture of something or someone.
  - e.g. as light as a feather; as cold as ice;
  - as white as snow
Adjectives show opposite ways of describing nouns. Because the work of adjectives is to describe nouns, it is possible to use them in ways that will give opposing views of people and things. These adjectives are called antonyms.

e.g. a short/tall person; fresh/stale cake; sweet/sour oranges; dull/bright day; rough/smooth road

Adjective-forming suffixes
A suffix (word ending) changes the way a word is used in a sentence. Some suffixes added to words form adjectives. e.g. funny, helpful, careless, comfortable, famous, tiresome, attractive, foolish, dependent

Ideas for introducing adjectives

• Ask the students to name some familiar objects in the room and make a list on the side of the board e.g. clock, desk, chair, book, door, pencil…

• Select one object and write a ‘bare bones’ sentence on the board, e.g. The book is on the shelf.

• Ask the students to give you a word that you could add to describe the book, to say what it looks like, e.g. large.

• Rewrite the sentence: The large book is on the shelf.

  Invite the students to think of other words, and write them in a list underneath large. Prompt them with thoughts of colour, size, weight, content etc. Ask different students to read the new sentences.

• Introduce the word adjective, a word used to describe a noun. Writers (and speakers) use them to paint pictures of the people and things they are talking about. Readers (and listeners) will get a much clearer picture of a person, place or thing if you paint a good picture. Adjectives will help you do this.

• Repeat the process above with the word shelf.

• Ask the students to write any one combination of sentences you have just studied.

Write this sentence on the board: The little boy jumped over the high wall.

  Invite the students to write four or five different sentences changing ONLY the words little and high. Share the results.

• Ask the students to select another word from the list of familiar objects. Ask them to write a ‘bare bones’ sentence, then list some adjectives they could add to paint a better picture of each noun. Share their work.

• Discuss how we tend to describe things by using our senses – seeing, hearing, touching, smelling, tasting – and by the way we feel inside. Ask the students to describe an object using their different senses, e.g.

  seeing (a man): tall, stooped, old, tired, busy …

  hearing (an insect): buzzing, chirping, singing, hissing, whining …

  tasting (a fruit): sweet, juicy, sour, crunchy, tangy, bitter …

  touching (a stone): rough, smooth, coarse, cold, gritty …

  smelling (a room): musty, fresh, smoky, stinking, dusty …

  feelings: angry, happy, glum, sad, glad, excited …

• Tell students that using their senses will help them to think of the adjectives that will best describe the people, places and things they are writing (or speaking) about.
**Exploring ADJECTIVES**

### Adjectives in the News

Invite the students to work in pairs with the Real Estate section of a newspaper. Together they should list the adjectives used by advertisers to ‘sell’ their houses.

*e.g. neat and tidy, wonderful (entertainment area), stunning (views), freshly-painted …*

Share their findings. Discuss the similarities in the language chosen for this form of advertising.

**Variation:** explore other forms of ‘persuasive’ advertising in the car section, fashion magazines, sporting equipment etc.

### Collections

Divide the class into small groups. Supply each group with magazines, papers, junk mail etc. Nominate a topic for each group, e.g. sports, clothes, cars, animals, food, men, women, children, holidays etc.

Ask each group to find and paste pictures about their topic onto an A3-sized sheet of paper. Ask them to write any number of describing adjectives under each picture.

Have each group present their sheet and place on display in the room.

### Adjective Alert

Ask the students to list all the adjectives they can find in the first two pages of a book they are reading. As an extension, they could write beside each adjective the noun it describes.

### Choice Language

Make an enlarged copy of a piece of text containing a number of adjectives. White-out up to ten adjectives, and make copies for each student.

Ask the students to write adjectives in the spaces. Share their work.

Discuss the similarities and differences in the ‘pictures’ created by their choices.

As an extension, ask half the class to write from a positive point of view and the other half from a negative one.

Share the resulting texts and discuss.

### Picture Perfect

Invite the students to paste several small pictures from a magazine into their work books. There should be a mix of people, animals, places and objects.

Ask them to write a noun group below each one which includes at least one adjective.

*e.g. a tasty pizza, a shiny car, crunchy, red apples…*
Adjectives are words we use to describe nouns, for example: a blue sky; a large river; tasty food; a noisy truck; a beautiful lady; rough roads.

Adjectives and nouns work together to give clear pictures of people, places and things.

Adjectives give shape, size, sound, colour and feeling to nouns.

1 We can place an adjective in front of the noun we want to describe.
Write an adjective in each space to describe the noun.

a We had ___________ soup for tea.
b I gave the boy a ___________ biscuit to eat.
c The girl is brushing her ___________ hair.
d The ___________ soldier stumbled back to camp.
e I heard a ___________ noise coming from the ___________ house.

2 We can place an adjective after the noun we want to describe.
Circle the adjectives that describe the underlined nouns.

a My mother is pretty.
b The horse was young and frisky.
c An elephant is strong.
d The man was old and grey.
e Helen is tall and thin.

3 The adjectives are underlined.
Draw arrows to show which nouns they describe.

a The tired man said the box was heavy.
b The boy was sorry he missed the exciting football game.
c The night was dark and the road was long.
d My dog was happy to get a great, big bone to eat.
e The young girl spoke to the kind and friendly teacher.
Number Adjectives

1. Complete the noun groups using words from the box. Include at least one describing adjective, for example: seven silly stories.

<table>
<thead>
<tr>
<th>noisy</th>
<th>rabbits</th>
<th>lonely</th>
<th>stories</th>
<th>peaches</th>
<th>dogs</th>
<th>silly</th>
</tr>
</thead>
<tbody>
<tr>
<td>people</td>
<td>funny</td>
<td>ants</td>
<td>busy</td>
<td>hens</td>
<td>jokes</td>
<td>clowns</td>
</tr>
</tbody>
</table>

a. four _______________________

b. a few _______________________

c. eleven _______________________

d. most _______________________

e. some _______________________

f. two _______________________

g. many _______________________

h. sixty _______________________

2. Colour the size adjectives green, the shape adjectives blue, the sound adjectives yellow and the feeling adjectives red.

<table>
<thead>
<tr>
<th>angry</th>
<th>quiet</th>
<th>tiny</th>
<th>loud</th>
<th>excited</th>
<th>tall</th>
</tr>
</thead>
<tbody>
<tr>
<td>noisy</td>
<td>oval</td>
<td>lazy</td>
<td>square</td>
<td>large</td>
<td>round</td>
</tr>
</tbody>
</table>

3. Sort the adjectives into the correct columns below.

- smooth
- bright
- hairy
- juicy
- sweet
- soft
- multicoloured
- sour
- uneven
- windy
- tangy
- pretty

<table>
<thead>
<tr>
<th>Taste</th>
<th>Touch</th>
<th>Sight</th>
</tr>
</thead>
</table>

Name ___________________________ Date ___________________________
Antonyms

Because adjectives are describing words, we can use them to describe people and things in totally opposite ways, for example:

- a long street - a short street;
- fresh bread - stale bread;
- happy girls - sad girls;
- old books - new books;
- a tall man - a short man.

Adjectives that give opposite viewpoints are called antonyms.

1. Write then search for the antonyms (opposites) of these adjectives.

<table>
<thead>
<tr>
<th>Fast</th>
<th>Noisy</th>
<th>Young</th>
<th>Sad</th>
<th>Tall</th>
<th>Light</th>
<th>Smooth</th>
<th>Ugly</th>
<th>Low</th>
<th>Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>F</td>
<td>P</td>
<td>T</td>
<td>N</td>
<td>C</td>
<td>J</td>
<td>O</td>
<td>K</td>
<td>R</td>
</tr>
<tr>
<td>D</td>
<td>B</td>
<td>B</td>
<td>E</td>
<td>L</td>
<td>O</td>
<td>W</td>
<td>X</td>
<td>L</td>
<td>B</td>
</tr>
<tr>
<td>Y</td>
<td>E</td>
<td>G</td>
<td>Y</td>
<td>P</td>
<td>F</td>
<td>Q</td>
<td>I</td>
<td>H</td>
<td>D</td>
</tr>
<tr>
<td>U</td>
<td>A</td>
<td>N</td>
<td>V</td>
<td>O</td>
<td>Z</td>
<td>U</td>
<td>V</td>
<td>G</td>
<td>L</td>
</tr>
<tr>
<td>N</td>
<td>U</td>
<td>R</td>
<td>A</td>
<td>R</td>
<td>B</td>
<td>I</td>
<td>T</td>
<td>U</td>
<td>P</td>
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<tr>
<td>S</td>
<td>T</td>
<td>Z</td>
<td>E</td>
<td>L</td>
<td>T</td>
<td>E</td>
<td>F</td>
<td>O</td>
<td>K</td>
</tr>
<tr>
<td>H</td>
<td>I</td>
<td>G</td>
<td>H</td>
<td>Q</td>
<td>R</td>
<td>T</td>
<td>M</td>
<td>R</td>
<td>L</td>
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<tr>
<td>O</td>
<td>F</td>
<td>A</td>
<td>E</td>
<td>P</td>
<td>O</td>
<td>W</td>
<td>G</td>
<td>J</td>
<td>G</td>
</tr>
<tr>
<td>W</td>
<td>U</td>
<td>T</td>
<td>R</td>
<td>Y</td>
<td>H</td>
<td>A</td>
<td>P</td>
<td>P</td>
<td>Y</td>
</tr>
<tr>
<td>S</td>
<td>L</td>
<td>O</td>
<td>W</td>
<td>X</td>
<td>S</td>
<td>H</td>
<td>S</td>
<td>A</td>
<td>D</td>
</tr>
</tbody>
</table>

2. Write antonyms for these adjectives.

a. clean
b. top
c. first
d. empty
e. slow
f. wet

3. Complete these sentences by using the correct antonyms.

a. The bucket was _________ but now it is _________.
b. My clothes were _________ but now they are _________.
c. A rabbit is _________, but a tortoise is _________.
d. He fell from the _________ step to the _________.

Name ___________________________ Date ___________________
Verbal Adjectives

Some forms of the verb can be used as adjectives. They are called verbal adjectives. They end in –ing or –ed, for example:

* a walking stick, falling rocks, a winding road, loaded trucks, a puzzled look.*

1 Join these verbal adjectives to the nouns they describe.

<table>
<thead>
<tr>
<th>a</th>
<th>dancing</th>
<th>rocks</th>
<th>g</th>
<th>scented</th>
<th>shoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>an exciting</td>
<td>clouds</td>
<td>h</td>
<td>loaded</td>
<td>dinner</td>
</tr>
<tr>
<td>c</td>
<td>swimming</td>
<td>book</td>
<td>i</td>
<td>baked</td>
<td>cream</td>
</tr>
<tr>
<td>d</td>
<td>falling</td>
<td>shoes</td>
<td>j</td>
<td>polished</td>
<td>rose</td>
</tr>
<tr>
<td>e</td>
<td>an interesting</td>
<td>costume</td>
<td>k</td>
<td>mixed</td>
<td>truck</td>
</tr>
<tr>
<td>f</td>
<td>floating</td>
<td>day</td>
<td>l</td>
<td>whipped</td>
<td>lollies</td>
</tr>
</tbody>
</table>

2 Use three of the noun groups above in sentences.

a ________________________

b ________________________

c ________________________

3 Make a sketch of each noun group.

<table>
<thead>
<tr>
<th>a smiling clown</th>
<th>a parked car</th>
<th>splashing waves</th>
<th>a potted plant</th>
</tr>
</thead>
<tbody>
<tr>
<td>a skipping rope</td>
<td>a painted face</td>
<td>a walking stick</td>
<td>a speckled hen</td>
</tr>
</tbody>
</table>

Name ________________________

Date ________________________
Adjectives of Degree

Adjectives of degree describe how people and things compare with each other. They show how much *more* or *less*, for example: *John is tall. Owen is taller. Martin is tallest.*

To show degree we usually add *–er* and *–est*.

---

1 Colour the matching adjectives of degree.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>loud</td>
<td>wetter</td>
<td>strongest</td>
</tr>
<tr>
<td>tall</td>
<td>thinner</td>
<td>loudest</td>
</tr>
<tr>
<td>fierce</td>
<td>louder</td>
<td>fiercest</td>
</tr>
<tr>
<td>wet</td>
<td>stronger</td>
<td>wettest</td>
</tr>
<tr>
<td>thin</td>
<td>fiercer</td>
<td>tallest</td>
</tr>
<tr>
<td>strong</td>
<td>taller</td>
<td>thinnest</td>
</tr>
</tbody>
</table>

2 Complete the table of adjectives of degree.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>long</td>
<td>longer</td>
<td>longest</td>
</tr>
<tr>
<td>old</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sharp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wild</td>
<td></td>
<td></td>
</tr>
<tr>
<td>soft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tall</td>
<td>taller</td>
<td>tallest</td>
</tr>
<tr>
<td>thicker</td>
<td>thickest</td>
<td></td>
</tr>
<tr>
<td>louder</td>
<td>loudest</td>
<td></td>
</tr>
<tr>
<td>fiercer</td>
<td>fiercest</td>
<td></td>
</tr>
<tr>
<td>thicker</td>
<td>thickest</td>
<td></td>
</tr>
<tr>
<td>taller</td>
<td>tallest</td>
<td></td>
</tr>
<tr>
<td>stronger</td>
<td>strongest</td>
<td></td>
</tr>
<tr>
<td>wetter</td>
<td>wettest</td>
<td></td>
</tr>
<tr>
<td>loudest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wilder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fiercest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tallest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thickest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strongest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Complete the adjectives of degree correctly. Add *–er* or *–est*.

a That was the cold______ day in winter.
b It is hott______ today than it was yesterday.
c My grandma is old______ than yours.
d Jordan is the fast______ runner in our class.
e The red box is large, but the blue one is larg______.

4 Some adjectives of degree are not formed by adding *–er* and *–est*, for example *good, better, best and bad, worse, worst.* Write two sentences to include some of these adjectives.

a ____________________________________________________________
b ____________________________________________________________
Adjectives with Suffixes

Many adjectives have suffixes – special word endings, for example: personal, juicy, active, toxic, foolish, fashionable, delicious.

1 Add the correct suffix to complete the adjective.

| –able | –ful | –less |

a Be care____! Don’t drop the eggs.
b My bed is very comfort_____.
c They had a wonder_____ time at the party.
d The travellers crossed a tree_____ desert.
e These new jeans have an adjust_____ belt.

2 Write the two adjectives made by adding the suffixes –ful and –less.

a use______  b cheer______  c shame______  d mind______  
use______  cheer______  shame______  mind______

3 Think of a noun that can be described by these adjectives.

a something comfortable to wear 

b someone who is youthful 

c something useful in the kitchen 

d something careless you might do 

e something wonderful to do 

f a place that is restful 

g something drinkable 

h something measured by the spoonful 

i something colourful 

j something old and useless
Adjectives are often used in similes. Similes paint a clear picture by showing how one thing is like something else, for example: as cold as ice; as old as the hills; as flat as a pancake.

1. Circle the simile in each sentence.
   
a. Dad told me to be as quiet as a mouse.
   b. She was as busy as a bee in the garden.
   c. The road was as straight as an arrow.
   d. Last night the sky was as black as ink.
   e. Her face was as pale as a ghost.

2. Complete these similes using words from the box.
   
a. As gentle as a ___________________
   b. As light as a ___________________
   c. As sick as a ___________________
   d. As pretty as a ___________________
   e. As white as ___________________
   f. As cool as a ___________________
   g. As blind as a ___________________

3. Write some similes of your own.
   
a. Her eyes are as blue as ___________________.
   b. This chair is as hard as ___________________.
   c. The villagers were as poor as ___________________.
   d. My shoes are as shiny as ___________________.
   e. The river is as wide as ___________________.
   f. She felt as young as ___________________.
   g. The moon is as silent as ___________________.
   h. That was as funny as ___________________.

4. Choose any simile and use it in a sentence.

________________________________________________________________
**CHECK 1** Cross out the adjective in each row that does NOT describe the noun. /5

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>apple</td>
<td>sweet</td>
<td>snowy</td>
<td>crunchy</td>
</tr>
<tr>
<td>b</td>
<td>sky</td>
<td>bright</td>
<td>blue</td>
<td>soggy</td>
</tr>
<tr>
<td>c</td>
<td>sandwich</td>
<td>plastic</td>
<td>cheese</td>
<td>fresh</td>
</tr>
<tr>
<td>d</td>
<td>boat</td>
<td>leaking</td>
<td>wooden</td>
<td>sore</td>
</tr>
<tr>
<td>e</td>
<td>fire</td>
<td>smoky</td>
<td>wet</td>
<td>fierce</td>
</tr>
</tbody>
</table>

**CHECK 2** Sort the adjectives below into the correct columns. /12

- foggy
- crunchy
- plastic
- round
- cheerful
- damp
- smiling
- rocky
- worried
- careless
- sandy
- thick

<table>
<thead>
<tr>
<th>People</th>
<th>Places</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CHECK 3** Circle all the adjectives in red. /10

a. The lady I saw was slim with blonde hair.
b. The rescue team threw a rope to the trapped miner.
c. I read a frightening story about a haunted house.
d. The pilot took off on his first solo flight.
e. In the deep sea, I found a box of gold coins and sparkling jewels.

**CHECK 4** Write the antonyms (opposites) of these adjectives. /8

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>high</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>careful</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>beautiful</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>small</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>dangerous</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>smooth</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>full</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>narrow</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Assessment - Adjectives**

🌟 **CHECK 5**  Complete the similes. Use one in a sentence.  /5

a as white as ________________  

b as pretty as a ________________  
c as heavy as ________________  
d as light as a ________________

_________________________________________________________________
_________________________________________________________________

🌟 **CHECK 6**  Add the correct suffix from the box.  /5

<table>
<thead>
<tr>
<th>-able</th>
<th>-ful</th>
<th>-less</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bear_____</td>
<td>b harm_____</td>
<td>c hand_____</td>
</tr>
<tr>
<td>d cord_____</td>
<td>e pass_____</td>
<td></td>
</tr>
</tbody>
</table>

🌟 **CHECK 7**  Complete the adjectives of degree.  /5

a Tammy is a fast_____ runner than Mary.

b Death Valley is one of the hot_____ places on earth.

c I am good at maths but Todd is much ____________.

d We will need a strong_____ rope than this one.

e That was the hard_____ game I have ever played.

Student Name: _____________________________

Year Level: _____  Total Score: ____/50
Texts, both spoken and written, are made up of sentences whose ideas connect to each other in meaningful ways. Pronouns are used to replace nouns to avoid the monotony of repetition.

Sarah lost her hat in the park. Mark said that he would help her look for it. He said that it was bright red, so they should find it easily.

These pronouns refer back to nouns already mentioned and give the text fluency and cohesion.

First-person pronouns are used when a writer, a speaker or character is doing the ‘talking’.

e.g. I eat my greens.

Second-person pronouns are used when someone is spoken to.

e.g. If you look, you will see your hat.

Third-person pronouns are used when a writer or speaker talks about other people and things.

e.g. They left them behind with their teacher.

Different pronouns have different jobs to do.

Personal pronouns replace the names of the people, places, animals and everyday things around us.

- First-person pronouns are:
  I, me, my, mine, we, us, our, ours

- Second-person pronouns are:
  you, your, yours

- Third-person pronouns are:
  he, his, him, she, her, hers, it, its, they, them, their, theirs

Possessive pronouns show ownership. NO apostrophes are needed.

These pronouns are: my, mine, our, ours, your, yours, his, hers, its, their, theirs

Interrogative pronouns are used to ask certain questions – Who? Whom? (rarely used) Whose? Which? What?

e.g. Who ate all the cakes?
  Whom did you see?
  Whose books are on the floor?
  Which bus do you catch?
  What is your address?
Ideas for introducing pronouns

- Write two sentences on the board, the second using one or two pronouns.
  e.g. The girl has a skipping rope. She likes to play with it.

- Ask who the ‘she’ and the ‘it’ refer to. Use arrows to show the link between ‘she’ and ‘girl,’ and ‘it’ and ‘skipping rope.’ Write and discuss other examples using different personal pronouns.

- Introduce the term pronouns – words that take the place of nouns. Discuss the reason for using pronouns instead of repeating the nouns.

- Point out that pronouns usually refer back to nouns in the text. (Sometimes pronouns do point forward, e.g. “We can’t come with you,” said Jasmine and Fay together.)

- Begin a list of personal pronouns with the students’ help. You may wish to list them under first, second and third person pronouns.

- Give the students a short piece of magazine (or other) text, and five minutes to locate the pronouns that have been used. Share their findings.

- Do some oral cloze activities.
  e.g. The dog bit Bradley and ____ began to cry.
  Rowan and Cal have skateboards. ______ go to the skate park every day to ride ______.
Exploring **Pronouns**

**The Pros and Cons**
Select a piece of text and make an enlarged copy. White-out ten pronouns. Make copies for each child (or pair). Ask them to write the pronouns into the spaces. Share answers.
Variation: White-out ten nouns instead. Ask the students to fill in what the nouns might be, using the pronouns as their clue. Make sure they understand that there will be no one ‘right’ answer for every noun missing.

**I Spy**
Ask the students to record all the pronouns they can find in the first ten lines of a book they are reading. As an extension, ask them also to record which noun each pronoun has replaced. Share their findings.

**Make the Connection**
Hand each student two or three cards containing nouns, singular, plural and possessive. In turn ask them what pronouns they would use to replace the nouns on their cards.
e.g. boat (it), Mrs Jackson (she), Tammy and Mia (they), Jai’s (his)

**Pronoun Sorts**
Give pairs of students a piece of copied text or a magazine article. Ask them to cut out ten pronouns each, and group them in some way, e.g. singular and plural, or personal and possessive, or first, second and third person. Tell them to paste their groups on a piece of paper. Share and display their work.

**Speak Up**
Ask students to cut pictures of two people out of a magazine, and paste them, facing each other, in their work books. Show them how to draw a large speech bubble above each person. Invite them to write what each one might be saying to the other. Check later to see what pronouns they have used.
Personal Pronouns

I me my mine
you your yours
she her hers
he his him
it its
they their them theirs
we us our ours

Pronouns are used instead of nouns in speaking and writing. Personal pronouns replace the names of people and things.

1 Circle the pronouns in each sentence.
   a Pass me the biscuits please.
   b They like jelly babies.
   c Wait for her at the bus stop.
   d I gave him a bag of marbles.
   e We didn’t see them at the pool.

2 Replace the underlined noun with a pronoun, then complete the sentence.
   a Jane is a great tennis player.
      She _________________________________
   b Mario opened the last birthday present.
      ___________________________________
   c The door is a heavy wooden one.
      ___________________________________
   d Don, Sam and Abdul are watching television.
      ___________________________________
   e My sister and I are twins.
      ___________________________________

3 Spot the pronouns.

| s | m | e | r | h | e | r | p |
| o | t | h | e | m | l | o | d |
| w | e | z | f | t | h | e | y |
| k | p | s | h | e | t | n | j |
| t | h | e | i | r | b | c | s |
| n | y | o | u | r | d | n | q |
| u | s | n | m | a | h | e | r |
| b | z | h | y | s | u | w | k |

4 Sketch the following.

my teddy bear                your face                our room                his pet rabbit

Name _________________________ Date ____________________
Pronouns - Number and Gender

Personal pronouns can be singular, plural, male and female. **Singular:** I, he, she, her, him, his, it
**Plural:** we, us, our, ours, they, them, their, theirs
**Singular and plural:** you, your, yours

Pronouns are male, female or neutral depending on the nouns they replace.

1. Write (S) beside the singular pronouns and (P) beside the plural pronouns.
   
   a. I (    ) asked them (    ) to sit down and talk to me. (    )
   b. Hello Jess. Do you (    ) know where they (    ) have all gone?
   c. He (    ) told her (    ) not to go with them. (    )

2. Highlight the correct pronoun.
   
   a. Give the children (them, their) lunch now.
   b. (Him, He) took a dollar from (his, him) pocket.
   c. That bag of marbles is (my, mine).
   d. Daniel is putting on (his, her) football jersey.
   e. The magpie flapped (their, its) wings.

3. One pronoun has been underlined. What noun does it replace?
   
   a. “Will you make a cake?” Samantha asked her mother. ______________
   b. Bess pointed to the boys and said, “They are making a raft.” ______________
   c. “Will you give me a jelly bean, please?” asked Sean. ______________
   d. “Let us build a cubby house,” said Debbie to her friend. ______________
   e. John gave me the book and said, “Please put it on the shelf.” ______________

4. Write four sentences using these pairs of pronouns.
   
<table>
<thead>
<tr>
<th>she, her</th>
<th>you, him</th>
<th>they, them</th>
<th>we, it</th>
</tr>
</thead>
</table>
   a. ____________________________________________________________
   b. ____________________________________________________________
   c. ____________________________________________________________
   d. ____________________________________________________________

Name ___________________________ Date ___________________________

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Possessive Pronouns

Possessive pronouns show ownership. No apostrophe is needed, for example:

*my book (mine)  his boat (his)  their dogs (theirs)*
*our pets (ours)  her doll (hers)  your smile (yours)*

1. Circle the possessive pronouns.
   a. Cody gave his mother a bunch of flowers.
   b. The ball on the roof is mine.
   c. Give the pencil back to Dana. It is hers.
   d. We rode our horses in their paddock.
   e. Put your books on my table please.

2. Cut out the possessive pronouns. Paste them in the correct spaces.

<table>
<thead>
<tr>
<th>yours</th>
<th>their</th>
<th>ours</th>
<th>his</th>
<th>mine</th>
</tr>
</thead>
</table>
   a. Tim fed [ ] pet rabbit.
   b. We have paid for the ball, so it is [ ].
   c. If this hat is [ ], come and get it please.
   d. The children took their homework books to [ ] teacher.
   e. That ruler is [ ]. Please give it back to me.

3. Complete the sentences with your own ideas.
   a. After we had our lunch, ____________________________
   b. Put your ____________________________
   c. On the last day of their holidays, ____________________________
A word about PUNCTUATION

Capital letters are used for:
- the first word in a sentence.
- proper names.
- the first spoken word in dialogue.
- to emphasise important words.

Full stops end statements and commands.

Question marks end questions.

Exclamation marks end exclamations.

Commas are used:
- to separate words in a list.
- to separate a beginning phrase.
- to separate a beginning clause.
- to separate an embedded phrase.
- to separate an embedded clause.
- to separate spoken and unspoken words.

Speech marks are used around spoken words.

Apostrophes are used:
- with nouns to show possession.
- to contract pronouns and helping verbs.
- to contract helping verbs and negatives.
Interrogative Pronouns

Some pronouns are used to ask questions, such as: Who? Which? What?
   Whose? Whom?

1 Answer these questions.
   a What do you like for breakfast? _______________________________
   b Who is your best friend? _______________________________
   c Whose house is next door to yours? _______________________________
   d Which TV show do you like best? _______________________________

2 Now it’s your turn. Write four questions and ask a friend to answer them.
   a Who _______________________________
   ______________________________________
   b Which _______________________________
   ______________________________________
   c What _______________________________
   ______________________________________
   d Whose _______________________________
   ______________________________________

3 Unscramble these questions. Remember to use question marks.
   a gold lost a Who watch _______________________________
   b socks lying the are floor Whose on _______________________________
   c book What you reading are _______________________________
   d in with Who playing park the was you _______________________________
   e is to river it Which way the _______________________________

4 Fill in the missing pronouns in these sentences.
   a _______ is Dad doing in the shed?
   b _______ was that masked man?
   c _______ flavour do you like best – chocolate or vanilla?
   d _______ dog is that running down the street?
   e To _______ it may concern...
**CHECK 1** Are the underlined words pronouns? Write Yes or No. /5

a  Do you know if the biro is **hers**? ____
b  The kitten cut its paw **on** the wire. ____
c  Stand up and let me look at **you**. ____
d  Butter **some** buns for afternoon tea please. ____
e  It looks very stormy in the west. ____

**CHECK 2** Circle the pronouns in these sentences. /10

a  The children went to see a movie. They all enjoyed it very much.
b  After school Thomas goes to see his friend. They play computer games.
c  Priya took her ballet slippers out of their box.
d  Did you want to come and play with us?
e  Saul enjoyed reading the book I gave him.

**CHECK 3** Fill in the spaces with suitable pronouns. /12

a  Wait for _______ please.
b  _______ gave _______ sister a box of chocolates.
c  Will _______ come to the park with _______?
d  Paul gave _______ the book because _______ had finished reading _______.
e  Will _______ go to school together today?
f  The boys lined up. The coach told _______ that _______ was happy with _______ game.
Assessment - Pronouns

CHECK 4  Use arrows to show which nouns were replaced by pronouns.

a  Joe can’t carry the bucket because it is too heavy.

b  Theo and Jade like books. They read them every day.

c  Rob visited his Aunt Sue. He gave her a rose.

d  Mrs Wong nodded. The boys gave their books to her.

e  “Do you want to come with me?” Rani asked Chloe.

CHECK 5  A pronoun is missing from each sentence.
Mark the spot with a ^ and write what the pronoun is.

a  He put hand under his chin. ^

b  Do always put your toys away? ^

c  With their blocks made a tall tower. ^

d  That is his hat. Give back to him. ^

e  Will you come and see after school? ^

CHECK 6  Circle ONLY the pronouns which are used instead of ‘Sally’.

Sally looked up and she could see the beach.
Mr Green could see why she was sad. Two big tears rolled down her cheeks.
“Sally,” he said, “I am not going to keep you. You are free to go. You will be happy here.”
Sally held up her flipper and Mr Green gave it a squeeze. Then she went down to the sea. She waved her flipper and dived into the waves…

Student Name: ______________________________________
Year Level: _____                                                            Total Score: _____/50
A Note to the Teacher

Verbs are the essential ingredient of any sentence. Without them, communication is, at best, poor. A verb gives a sentence a reason for ‘being’. It informs of some process occurring between people and things. In the fast growing world of telecommunications, new language is being created all the time. New verbs are being born, while others are being discarded or archived. We now have, for example, the verbs skype, email, text, merge, autoformat.

Verbs tie ideas together and make sense of them. They contextualise the events surrounding people, places and things. Verbs are very powerful tools used by writers and speakers. Writers, especially, recognise the power in verbs to create strong images of movement, action and behaviour. Like adjectives, verbs give colour and interest to sentences. They create vivid pictures of motion and movement, so can be used to great effect, especially in descriptive writing and poetry.

Help students create a verb-consciousness, to build a vocabulary that is colourful and imaginative. Help them leave words like ‘got’ behind, and strive for words of colour, precision and expression.

Different verbs have different jobs to do.

**Doing verbs** show the actions of people and things.
- e.g. fly, swim, sleep, break, spill, dance, cry, wrap

**Being verbs** show that people and things exist.
- e.g. am, is, are, was, were, be, being, been

**Having verbs** show what people and things ‘have’.
- e.g. has, have, having, had

**Saying verbs** show how living things (or personified objects) express themselves.
- e.g. growl, squeak, shout, whimper, howl, whisper, say, call, cry

**Thinking verbs** show how people mentally process ideas.
- e.g. imagine, think, ponder, believe, visualise, reminisce, cogitate, remember

Verbs have different forms.

An **infinitive** is the simple verb form.
- e.g. play, swim, eat, take

**Finite verbs** work on their own. They have someone or something as the subject.
- e.g. Golden autumn leaves fall from the trees.
  The jet plane flew to Melbourne.

**Non-finite verbs** cannot work on their own. They consist of:
1. infinitives, e.g. I want to eat. Jani wants to play.
2. present or past participles with an auxiliary verb, e.g. She is singing on stage. He was playing hockey.

Mum **has baked** a hot roast dinner.
Ferris **had kicked** the winning goal.

The **present participle** is formed by adding –ing to the infinitive.
- e.g. fly, flying; jump, jumping

The **past participle** is formed by adding –ed to the infinitive.
- e.g. kick, kicked; play, played

**Auxiliary (helping) verbs** are used with present and past participles to make a complete verb. Their job is to show tense or possibility.
- e.g. We **are eating** dinner. (present tense)
  They **were eating** chips. (past tense)
  I may go to Sydney next week. (possibility)

Verbs are singular or plural.

A **singular verb** is used with a singular subject.
- e.g. A dog chews bones.
  A cat drinks milk.

A **plural verb** is used with a plural subject.
- e.g. The dogs chew bones.
  The cats drink milk.

Verbs show tense.

It is the verb in a sentence that determines when something occurs. Verbs indicate three different times, called tenses.

1. **present tense**: I **am playing** tennis.
2. **past tense**: Shane **played** cricket for Australia.
3. **future tense**: They will **play** the final match on Saturday.
Regular/Irregular verbs

Most verbs show tense in a regular way through the use of present or past participles.

\[ \text{e.g. } \text{I am dancing. (present) I danced. (past)} \]
\[ \text{He is washing his car. (present)} \]
\[ \text{He washed his car. (past)} \]

Irregular verbs change their spelling in the past tense and the past participle.

\[ \text{e.g. ring rang rung; do did done} \]

Other irregular verbs include: go, fly, eat, give, take, know

A verb group is a group of words built around a verb. They contain auxiliary verbs, participles or infinitives.

\[ \text{e.g. He was having a sleep. Tom wanted to go early.} \]
\[ \text{I have been living here for six months.} \]

These verb groups indicate the processes in text. (See ‘Different verbs have different jobs to do’ above.)

Contraction

We often contract verb and (pronoun) subject.

\[ \text{e.g. I am = I’m; it is = it’s; they are = they’re} \]

We often contract verb and negative.

\[ \text{e.g. will not = won’t; cannot = can’t; did not = didn’t} \]

Homographs

Many words can do the work of both a noun and a verb.

\[ \text{e.g. Her hand is steady as a rock. Don’t rock the boat.} \]
Their work is determined by the context. Others include: bear, paint, play, plan, block, post

Verb-forming suffixes

Some verbs are easily identified by their suffixes (word endings).

\[ \text{e.g. operate, televise, identify, lighten, waiting, tramped} \]

Ideas for introducing verbs

- Ask the students to imagine they are magpies and write one word that says what they can do. Write a selection of these words (infinitives) on the board, e.g. fly, peck, warble, hop, eat...
- Repeat the process, asking the students to imagine they are sportspeople or dogs, or cooks or ants. List all their ‘doing’ words on the board.
- Introduce the term verb – a word that says what people and things do.
- Write a subject on the board, e.g. spiders. With the students, make a list of all the things that spiders can do, e.g. crawl, climb, spin, leap, bite, wait ...
- Ask the students to give you a sentence (orally) about spiders using a listed verb. Add to the board, and discuss.
- Now ask the students to give you a sentence beginning with “The spider...”. Most students will offer a sentence where the verb has been formed by changing or adding to the infinitive, e.g. The spider is climbing up the wall. The spider waited to catch the fly. The spider spun its web. This will give you the opportunity to speak about the verb in a sentence being one or more words AND that verbs show when things happen.
- Write a sentence on the board, and ask the students to identify the verb, the ‘doing’ part of the sentence.
- Hand out a prepared text, which illustrates only ‘doing’ verbs, and ask the students to highlight the verbs.
- Ask them to list five ‘doing’ verbs from a book they are reading. Share their lists and discuss whether the chosen words are verbs or not.
Exploring **VERBS**

### Pet Patrol

Ask the students to make a list of the things their pets can do. Begin with "I have a pet cat. It can ... drink, climb, scratch, purr etc."

Now group the students with the same pet and ask them to create a composite list to present to the whole class. Display their work.

**Extra:** Ask the members of each group to draw pictures of their pets to add to their display chart.

### Mime Time

In small groups, students decide on a bird or animal they could pretend to be. Each member then decides on an action to mime to show what the creature can do. Each group should present their creature, one member at a time. The class is to guess what the creature is and what it can do. The teacher may like to make a list (e.g. A bird can fly, peck, climb, walk, glide...).

### A Tense Time

Divide the class into groups of four or five. Give each group an A3 sheet with three columns headed: PRESENT, PAST, FUTURE.

Give each group a bundle of paper slips with verbs or verb groups written on them (e.g. jumps, was following, patted, will run). Ask the groups to discuss and decide where each verb should be placed. The slips are then glued onto the sheet. The groups present their chart to the class. Discuss any inaccuracies. Conclude with some generalisations such as: past tense verbs most often end in ‘ed’; helping verbs tell us whether a verb is past, present or future.

### Keywords

Give each pair of students a magazine or calendar picture, and a baseboard with two columns headed NOUNS and VERBS. Give them word cards containing nouns and verbs about the picture – about ten of each. Ask the students to sort the words and place them in the correct column. Move among the students, observing and guiding their choices if necessary. When complete, the materials could be stored in a zip-lock bag for re-use.

**Extra:** Ask the students to write one or two sentences about the picture using the nouns and verbs as keywords.
‘Doing’ verbs are the words that show what people and things are doing.

The verb is the heart of a sentence. It brings the people and things to life.

For example:

- talk
- sleep
- sit
- read
- drink
- eat

people

1 Sort the words below into nouns and verbs.

<table>
<thead>
<tr>
<th>horse</th>
<th>sun</th>
<th>eat</th>
<th>school</th>
<th>sing</th>
</tr>
</thead>
<tbody>
<tr>
<td>mow</td>
<td>lose</td>
<td>fork</td>
<td>grow</td>
<td>chair</td>
</tr>
</tbody>
</table>

NOUNS
Name people and things

VERBS
Say what people and things are doing

2 Some words can do the work of nouns AND verbs. Can you say what the underlined words are? Use (n) for noun and (v) for verb.

a. I will water ( ) my new pot plant ( ).

b. Did you sleep ( ) well last night?

c. Ella went for a swim ( ) and I went for a walk ( ).

d. Katy had a bread roll ( ) for lunch.

e. Here is a tin of paint ( ) to paint ( ) the fence.

3 Write 2 sentences using the word wave, first as a noun, then as a verb.

___________________________________________________________________
___________________________________________________________________
'Doing' Verbs 2

‘Doing’ verbs are the words that show what people and things are doing.

1 Select a verb from the list to match each noun.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>pigs</td>
<td>blows</td>
</tr>
<tr>
<td>b</td>
<td>babies</td>
<td>ring</td>
</tr>
<tr>
<td>c</td>
<td>rain</td>
<td>swim</td>
</tr>
<tr>
<td>d</td>
<td>fish</td>
<td>cry</td>
</tr>
<tr>
<td>e</td>
<td>wind</td>
<td>grunt</td>
</tr>
<tr>
<td>f</td>
<td>bells</td>
<td>falls</td>
</tr>
<tr>
<td>g</td>
<td>bees</td>
<td>gallop</td>
</tr>
<tr>
<td>h</td>
<td>birds</td>
<td>crawl</td>
</tr>
<tr>
<td>i</td>
<td>balls</td>
<td>bark</td>
</tr>
<tr>
<td>j</td>
<td>horses</td>
<td>fly</td>
</tr>
<tr>
<td>k</td>
<td>dogs</td>
<td>buzz</td>
</tr>
<tr>
<td>l</td>
<td>ants</td>
<td>bounce</td>
</tr>
</tbody>
</table>

2 Put a ‘doing’ verb in the space and illustrate one of your answers.

a  I ______________ a model of a submarine.

b ______________ the gate behind you.

c A truck ______________ around the corner.

d An old man ______________ slowly by.

e A green frog ______________ onto the brown log.

3 Circle the verbs in red.

a Wash your face and clean your teeth, Chen.

b Tom took two apples but only ate one.

c The horse bucked and the rider fell off.

d Dad sold his old car and bought a new one.

e I leaned out the window and lost my hat.

Name __________________________ Date __________________________
Verbs can show how people express their feelings. We call this type of verbs ‘saying’ verbs.

1 Choose a suitable word from the box to complete each sentence.
   a “Oh, a cockroach!” ________________ Jill.
   b “Would you like another cup of tea?” ________________ David.
   c “Sh-h-h. It’s a secret,” Chandra ________________.
   d “Are you coming?” ________________ Jackson.
   e Lee ________________, “That’s really funny.”

2 Answer YES or NO.
   a Would you mumble:
      if you wanted everyone to hear you? ________
      if you were annoyed? ________
   b Would you complain:
      if you were treated unfairly? ________
      if you won first prize in a competition? ________
   c Do young children grizzle:
      when they are tired? ________
      on Christmas morning? ________
   d Would you grumble:
      if you got top marks in spelling? ________
      if your dad turned off the television? ________
   e Would you shout for help:
      if you couldn’t do up your shoelaces? ________
      if you were in danger? ________

3 Complete the sentences.
   a The giant roared, “_____________________________.”
   b Dad warned us _________________________________.
   c “_____________________________,” someone shouted.
Choose a suitable saying verb from the word list below to complete the sentences.

NOTE: You may need to add –ing or –ed so remember your spelling rules.

a “I can’t hear you Mrs Jones,” _______________ Leanne.
b Someone was _______________ from the upstairs window.
c “I’ve lost my new lunch box,” Jai ________________.
d “You’ll never find out what it is!” _______________ Heather.
e “Get out of my way,” _______________ the angry driver.
f “You’re late again,” the teacher ________________.
g “What a wonderful surprise!” _______________ Farida.
h “You must never do that again,” their mother ________________.
i “What a baby you are sometimes, Bobby,” his sister ________________.
j Patrick ________________, “I always get my sums right.”

<table>
<thead>
<tr>
<th>Word List – saying verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>announce</td>
</tr>
<tr>
<td>argue</td>
</tr>
<tr>
<td>ask</td>
</tr>
<tr>
<td>boast</td>
</tr>
<tr>
<td>brag</td>
</tr>
<tr>
<td>call</td>
</tr>
<tr>
<td>chat</td>
</tr>
<tr>
<td>complain</td>
</tr>
<tr>
<td>cough</td>
</tr>
<tr>
<td>cry</td>
</tr>
<tr>
<td>demand</td>
</tr>
<tr>
<td>drone</td>
</tr>
<tr>
<td>exclaim</td>
</tr>
<tr>
<td>explain</td>
</tr>
<tr>
<td>gasp</td>
</tr>
<tr>
<td>giggle</td>
</tr>
</tbody>
</table>
The word ‘be’ is used as a verb. The ‘being’ verbs are: am, is, are, was, were *be, *being, *been

parts of the verb TO BE

<table>
<thead>
<tr>
<th>am</th>
<th>I am ten years old.</th>
<th>*be</th>
<th>I will be home soon.</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>George is my brother.</td>
<td>*being</td>
<td>You are being cheeky.</td>
</tr>
<tr>
<td>are</td>
<td>We are at school.</td>
<td>*been</td>
<td>Someone has been here.</td>
</tr>
<tr>
<td>was</td>
<td>Thomas was still in bed.</td>
<td>*be,</td>
<td>being, been are only used with</td>
</tr>
<tr>
<td>were</td>
<td>The horses were restless.</td>
<td>been</td>
<td>other verbs.</td>
</tr>
</tbody>
</table>

The words ‘has’, ‘have’ and ‘had’ are also used as verbs, for example: Jill has a pet bird. I had breakfast early. They have new shoes.

1 Complete the sentences using ‘being’ or ‘having’ verbs.

a Max ______ a fat dog.  
b She ______ a new friend.  
c John ______ an ice-cream.  
d The girl ______ red ribbons.  
e Only one book ______ on the table.  
f They ______ in the park.  
g We ______ not very late.  
h Oscar ______ on the swing.  
i I ______ only seven.  
j Somali ______ a new hobby.

2 Underline the verbs.

a The soldier has a medal.  
b We each had two jelly beans.  
c She is five and her sister is eight.  
d He is tall but you are taller.

3 Circle the correct verb in these sentences.

a Zac ( is was ) scared of the storm last night.  
b That man was ( being been ) quite rude.  
c I ( was am ) so hungry at the moment.  
d Molly and I ( has have ) chicken pox.
Some verbs help other verbs do their work. Together they make a verb group. Helping verbs tell us **when** something is happening.

Here are some examples:
Jessica *is running* to the bus.
The dog *has eaten* the bone.
I **will be driving** to Brisbane tomorrow.
Dad *might take* us to the zoo.

1. Circle the verb group in each sentence.
   a. The cat is licking its paws.
   b. Billy has been to Tasmania with his family.
   c. We can go swimming on Friday.
   d. Zoe may be waiting for her friends at the gate.
   e. I will be playing cricket for the school team on Saturday.

2. Complete the verb groups.
   a. I am _____________ my vegetable garden.
   b. All the girls have been _____________ toffee apples.
   c. We were _____________ in the rock pools by the shore.
   d. A cow was _____________ along the track.
   e. They will be _____________ to school soon.

3. Colour only the helping verbs to spell out a word in the grid.

<table>
<thead>
<tr>
<th>well</th>
<th>can</th>
<th>lost</th>
<th>has</th>
<th>jump</th>
<th>is</th>
</tr>
</thead>
<tbody>
<tr>
<td>fly</td>
<td>was</td>
<td>see</td>
<td>am</td>
<td>come</td>
<td>shall</td>
</tr>
<tr>
<td>sleep</td>
<td>are</td>
<td>have</td>
<td>can</td>
<td>swim</td>
<td>may</td>
</tr>
<tr>
<td>run</td>
<td>will</td>
<td>read</td>
<td>do</td>
<td>look</td>
<td>had</td>
</tr>
<tr>
<td>eat</td>
<td>have</td>
<td>skate</td>
<td>might</td>
<td>sing</td>
<td>did</td>
</tr>
</tbody>
</table>

Name ___________________________ Date ____________________
'Helping' Verbs 2

A verb is sometimes separated from its helper by another word, for example: I have often seen him here. Did you go home early?

1 Highlight the verb group in each sentence.
   a It has just started to rain.
   b Have you read this book yet?
   c We will probably go by train.
   d He is always playing computer games.
   e Did they win the game of football?

A verb can be made negative by placing not or never after the helper, for example: I do not want chips. They will never come back again. You are not to swim there.

2 Complete these negative sentences.
   a I do not like ____________________________________________
   b Mum will not let me ____________________________________________
   c Liz does not ____________________________________________
   d The dog could not ____________________________________________
   e Kenji will not eat ____________________________________________

3 Rewrite the sentences in negative form.
   a We will play tennis on Saturday.
      ____________________________________________
   b The pig is in its pen.
      ____________________________________________
   c They have been to the rodeo.
      ____________________________________________
   d Wait for me!
      ____________________________________________
1 Underline the contractions. Write the words they replace in the brackets.

a She said she wouldn't come with me. (would not)

b The car hadn't been washed for weeks. (hadn't)

c Why didn’t you shut the door? (didn’t)

d There weren't any chairs to sit on. (weren't)

e It isn’t raining yet. (isn’t)

2 Match and colour the contractions with the words they replace. Use different colours for each contraction.

<table>
<thead>
<tr>
<th></th>
<th>doesn’t</th>
<th>had not</th>
<th></th>
<th>didn’t</th>
<th>would not</th>
<th></th>
<th>haven’t</th>
<th>do not</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>wouldn’t</td>
<td>were not</td>
<td></td>
<td>wouldn’t</td>
<td>was not</td>
<td></td>
<td>haven’t</td>
<td>do not</td>
</tr>
<tr>
<td>b</td>
<td>hadn’t</td>
<td>does not</td>
<td></td>
<td>can’t</td>
<td>cannot</td>
<td></td>
<td>aren’t</td>
<td>have not</td>
</tr>
<tr>
<td>c</td>
<td>weren’t</td>
<td>will not</td>
<td></td>
<td>wasn’t</td>
<td>did not</td>
<td></td>
<td>don’t</td>
<td>could not</td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>couldn’t</td>
<td>are not</td>
</tr>
</tbody>
</table>

3 Rewrite these sentences in negative form using contractions.

a The dogs can hunt foxes. ____________________________

b We will be going to the Easter Show. ____________________________

c Have you seen that movie? ____________________________

d The lawn has been mowed. ____________________________

4 Complete the sentences.

a The sheep aren’t ____________________________

b Won’t you come ____________________________

c I just couldn’t ____________________________
1 Put a box around the subject of each sentence.

a The ginger kitten is sleeping in the big armchair.
b My best friend rides a BMX bike.
c Not far away was a large shopping centre.
d Jill drank a glass of sparkling lemonade.
e At the corner of the street, the bus stopped.

A singular subject has a singular verb. A plural subject has a plural verb, for example: The old horse lives on a farm.

The old horses live on a farm.

A verb should always agree with its subject.

2 Rewrite the sentences in their plural form.

a The snake slides into the hollow log.

b A passenger is boarding the jet plane.

c The girl is in the cubby house.

d A golden leaf was falling to the ground.

e In the night sky, the star is twinkling.
Verbs – Contractions

Many subjects and verbs are written as contractions, for example: she will = she’ll  I would = I’d  we have = we’ve  they are = they’re.

Usually, a pronoun subject and a helper verb contract to one word, for example: he is becomes he’s.

An apostrophe marks the spot!

1 Match and colour the contractions with the words they replace. Use different colours for each contraction.

<table>
<thead>
<tr>
<th>I’ll</th>
<th>they have</th>
<th>I’m</th>
<th>it is</th>
<th>I’ve</th>
<th>we will</th>
</tr>
</thead>
<tbody>
<tr>
<td>he’s</td>
<td>you have</td>
<td>you’re</td>
<td>we have</td>
<td>you’ll</td>
<td>they would</td>
</tr>
<tr>
<td>they’ve</td>
<td>I will</td>
<td>they’re</td>
<td>you are</td>
<td>he’d</td>
<td>you will</td>
</tr>
<tr>
<td>we’re</td>
<td>she would</td>
<td>it’s</td>
<td>he will</td>
<td>she’s</td>
<td>I have</td>
</tr>
<tr>
<td>she’d</td>
<td>he is</td>
<td>he’ll</td>
<td>they are</td>
<td>they’d</td>
<td>he would</td>
</tr>
<tr>
<td>you’ve</td>
<td>we are</td>
<td>we’ve</td>
<td>I am</td>
<td>we’ll</td>
<td>she is</td>
</tr>
</tbody>
</table>

NOTE: I should’ve come with you. should’ve = should have NOT should of.

2 Circle the contractions. Write the two words in full.

a I know they’ve been here before. (they have)
b It’s wonderful to see you again. (___________) (___________)
c I’m sure that she’ll come with us. (___________) (___________)
d We’re so pleased you’ve arrived. (___________) (___________)
e I’d like to know why they’re late. (___________) (___________)
f You’ll like what he’s got for you. (___________) (___________)

3 Highlight the correct word in the pair.

a (Your   You’re ) not afraid of the dark, are you?
b (Were   We’re ) off to the beach for holidays.
c (There  They’re ) too old to run fast.
d I would love to see (its  it’s) nest.
Verbs - Tense

Verbs tell us **when** things are happening.

**I am running to school.**

**I also run to school.**

**I ran to school.**

**I will run to school soon.**

**PRESENT**

*is happening now*

**PAST**

*has happened*

**FUTURE**

*is going to happen*

---

1. **STOP, LOOK, LISTEN!** Write five things that are happening **NOW.**

1. _____________________________________________________
2. _____________________________________________________
3. _____________________________________________________
4. _____________________________________________________
5. _____________________________________________________

---

2. **Complete these present tense happenings and then draw them.**

- a. A bird ___ flying.
- b. The balls ___ bouncing.
- c. These dogs ___ barking.

---

3. **Complete these sentences.**

- a. Last night, I ____________________________
- b. Ten minutes ago, __________________________
- c. Yesterday morning, __________________________
- d. When I was a baby, __________________________

   *Go back and circle all your verbs or verb groups. Write the tense here.*

---

Name ____________________________ Date ____________________________
Verbs - Past Tense 1

Verbs tell us when things are happening.

1 Add a verb or verb group in the past tense.
   a The men _______________ up into the mountains.
   b Jake _______________ the ball to me.
   c The sails of the windmill _______________ round and round.
   d Katy _______________ her pet kitten.
   e The horse _______________ across the paddock.

2 Write the past tense of these verbs.
   a help ___________
   b rain ___________
   c cook ___________
   d stay ___________
   e want ___________
   f share ___________
   g close ___________
   h change ___________
   i live ___________
   j invite ___________
   k plan ___________
   l step ___________
   m pin ___________
   n rob ___________
   o grin ___________

3 Write the past tense of these verbs.
   a eat ___________
   b give ___________
   c come ___________
   d dig ___________
   e is ___________
   f sing ___________
   g grow ___________
   h do ___________
   i run ___________
   j has ___________
   k stand ___________
   l break ___________

4 Change the present tense verb (underlined) to past tense.
   a We buy eggs.   _____________
   b I light a candle. _____________
   c He runs fast. _____________
   d They sit on chairs. _____________
   e She sees a cow. _____________
   f We spend money. _____________

Name ___________________________ Date ___________________________
Verbs – Future Tense 2

Verbs tell us when things are happening.

1 Write sentences to say what you think you will be doing:
   a tomorrow  b next week  c this evening  d when you grow up

   a ________________________________________________________________

   b ________________________________________________________________

   c ________________________________________________________________

   d ________________________________________________________________

Go back and highlight your verb groups. These verbs show FUTURE tense.

2 Draw a picture to complete the sentence.

   a Nathan will kick the ________________________.

   b I will eat that ________________________________.

   c We will buy some ____________________________.

3 Cut out the sentences. Draw up a table with columns headed:
   PAST, PRESENT, FUTURE. Paste the sentences into the correct columns.

   a He was upset when he lost his school hat.

   b Mrs Singh is cooking a pot of soup.

   c Dad will read the newspaper before he goes to work.

   d I will clean my teeth after dinner.

   e Brett was chosen for the Queensland cricket team.

   f Alex will be talking to the class about the planet Mars.

   g The rally driver drove his car at top speed.

   h They are singing pop songs.

   i I am writing an email to my uncle.

Name ______________________________________ Date ______________________

TARGETING GRAMMAR – MIDDLE PRIMARY © 2007 BLAKE EDUCATION

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Some verbs have suffixes (word endings), for example: *separate, operate, lengthen, gargoyle, huddle, advertise, recognise.*

1 Complete the words in this tale by adding *-ing or -ed.* Watch your spelling!
One day, a beautiful cat was *walked* near the palace of a king. She *prided* herself on her fine looks and good manners. That morning, she was *feeling* very hungry. She was *looking* for something to eat. A bird *hopped* on the grass and the cat *snatched* it with her paw. The poor bird was very *frightened*.
“*What are you going* to do with me?” *asked* the bird, *trying* to think of a way to trick the cat...

2 All these verbs end in the suffix *-le.* Name something that:

- a would make you *chuckle.* ____________________
- b would make you *tremble.* ____________________
- c would sparkle in the sun. ____________________
- d you might *dangle.* ____________________
- e might make you *stumble.* ____________________
- f you could *juggle.* ____________________
- g might *startle* you. ____________________

3 Search out these verbs. They all end in the suffix *-en.*

- lengthen
- widen
- flatten
- weaken
- stiffen
- open
- shorten
- strengthen

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Name ____________________________ Date ____________________________
Verbs - Suffixes 2

Suffixes change the way words are used. The suffixes -ise, -ate and -ify indicate verbs.

1 Match these verbs with their meanings.

a minimise to make use of
b apologise to find fault with
c utilise to remember something seen before
d criticise to make smaller
e recognise to say you’re sorry

2 Use three of these verbs in sentences.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

3 Write the verb form of the word in brackets, using the suffix -ify.

a Did the thunderstorm __________________ you? (terror)
b Put your thumb up to __________________ you are ready. (sign)
c Did the teacher __________________ your parents? (note)
d The council will __________________ our city parklands. (beauty)
e Could you __________________ the thief? (identity)

4 Use the correct verb from the list.

a The police will ___________ the robbery.
b Did the doctor need to ___________ on her patient?
c The machines will ___________ the building site.
d We all ___________ Joel for school captain.
e The farmer needs to ___________ his cotton crop.

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CHECK 1 Circle all the verbs or verb groups in this text. /10
Brer Fox was angry that Brer Rabbit had tricked him so often.
He decided that he would pay him back. He mixed some tar with turps and
shaped it into a doll or tar baby. He put a tall hat on its head.
“This tar baby will catch Brer Rabbit,” he thought and laughed.

CHECK 2 Find the verb or verb group in each sentence. Circle the:
-verbs in the PAST TENSE in red  
-verbs in the PRESENT TENSE in blue
-verbs in the FUTURE TENSE in green. /10
a At sunset the fishing boats will return to port.
b Add a cup of flour to the mixture.
c Duong waited at the bus stop for the bus.
d The farmer is harvesting the wheat.
e I will watch a new show on TV tonight.
f Many houses were damaged in the storm.
g Peter and his brother are playing marbles.
h Kerry drove to the coast in her sports car.
i We’ll enter the swimming competition.
j Mr Tan polished his car.

CHECK 3 Are the underlined words nouns or verbs?
Use (n) for noun and (v) for verb. /10
a Turn (  ) the volume down.
b As a snake grows, it sheds (  ) its skin (  ).
c This watch (  ) will not work (  ).
d Stick (  ) a stamp (  ) on the envelope and post (  ) it.
e When we went for a drive (  ), we saw many street signs (  ).

CHECK 4 Complete each sentence with a ‘saying’ verb. /5
a “Ouch!” ____________ Ben. “I’ve hit my finger again.”
b “Sh-h-h,” ____________ Tina, “you’ll wake the baby.”
c The angry man _____________ at the truck driver.
d All the children _____________ at his joke.
e I _____________ to my best friend on the telephone.

 Urdu CHECK 5 Write the contraction of the underlined words in the brackets. /5
a We could not see the house in the fog.    ( ____________ )
b They are playing indoor cricket.    ( ____________ )
c Mr Jones said he would soon be eighty. ( ____________ )
d Can you not see where you are going?  ( ____________ )
e You are just in time for tea.     ( ____________ )

 Urdu CHECK 6 Highlight the correct verb. /5
a The plane ( fly  flies ) high above the clouds.
b Street lights ( shine shines ) on the wet streets.
c She ( ride  rides ) her pony every day.
d Mr Hopkins ( live  lives ) at the corner of my street.
e My feet ( is  are ) cold in winter.

 Urdu CHECK 7 Complete the verbs by adding –ing or –ed. /5
At the town carnival, Andrew saw the ferris wheel turn_____ round and round.
He saw children ride____ on merry-go-rounds, and buy___ popcorn and candy floss. But Andrew just want___ to buy all the balloons he could hold. He found the balloon seller. He show___ him his money and ask____ for all the balloons he could buy.
The balloon seller sold him the whole big bunch of balloons. When Andrew took the balloons, he float____ up and up and up.

Student Name: _________________________________________
Year Level: _____                                                               Total Score: ____/50
While nouns give the things around us a name, adjectives give them a face and verbs give them something to do or say. Adverbs are the words that create the context of those actions. They tell us about the movements, mood, mannerisms and body language of the people or objects involved. They tell us about the times and the places where events occur.

Adverbs add meaning to:
- a verb (e.g. He runs fast.)
- an adjective (e.g. He is a very fast runner.)
- another adverb (e.g. He runs too fast for me.)

Different adverbs have different jobs to do.

**Adverbs of manner** tell how something is done.
- e.g. He nodded anxiously. She spoke slowly.
- Many adverbs of manner end in –ly.
  - e.g. quickly, lazily, fiercely, silently, busily, angrily, warily

**NOTE:** Some words ending in –ly are adjectives.
- e.g. kindly man, early bird, curly hair

It is easy to spot the adverb – they add meaning to verbs, adjectives and other adverbs, NEVER to nouns.

**Adverbs of time** tell when things happen.
- e.g. yesterday, tomorrow, long ago, next week, on Tuesday, now

Adverbs of time also tell how often things happen.
- e.g. often, seldom, usually, occasionally, once, twice, daily

**Adverbs of place** tell where things are happening.
- e.g. here, there, everywhere, somewhere, away, around, over

**Interrogative adverbs** are used to ask certain questions.
- e.g. How are you? Where did you come from? Why have you come? When will you go?

**Negative adverbs** are used to make sentences negative.
- e.g. I do not agree.
  - They have not come yet.

In speech and informal writing, they are often written as contractions.
- e.g. I don’t agree.
  - They haven’t come yet.

**Affirmative adverbs** give the sentence a positive feel.
- e.g. yes, certainly, undoubtedly, surely

**Modal adverbs** add a sense of possibility.
- e.g. We probably will go.
  - She possibly won’t.
  - Perhaps you will.

**Adverbs of degree** show the extent to which something happens.
- e.g. very, almost, nearly, scarcely, completely, absolutely

Adverbs, like adjectives, also have three forms:
- **positive degree**
  - e.g. He shouted loudly.
- **comparative degree**
  - e.g. He shouted more loudly still.
- **superlative degree**
  - e.g. He shouted most loudly of all.
Generally, we add –er or –est to adverbs of one syllable.

**e.g.** high, higher, highest; hard, harder, hardest

Thus, some adverbs of degree will look like adjectives. Always remember that adverbs add meaning to verbs, adjectives and other adverbs NEVER to nouns.

Adverbs ending in –ly have *more* or *most* before them.

e.g. silently, more silently, most silently

Some adverbs of degree are irregular.

**e.g.** well, better, best; much, more, most; badly, worse, worst

### Ideas for introducing adverbs

- Have a brainstorming session with the class. List as many verbs as you can to show how people can move in different ways.

  e.g. run, climb, dash, hurry, hobble, jump, shuffle, jog, sprint, hop, walk, limp, roll, creep, plod, sit, crawl, skate, drive, stroll, somersault, slide, prance, stagger

- Select one and write a sentence around it, **e.g.** The boy runs.

- Ask the students to offer words that will say how the boy is running. Write these words, one under the other after running. Then get different students to read the new sentences.

  e.g. The boy runs quickly, slowly, fast, steadily, awkwardly

- Introduce the word *adverb* – a word we use to tell us how the boy is running.

- Repeat this process with a different word, **e.g.** The woman drives.

- Ask the students to choose a word from the list and write a short sentence, adding an adverb of manner.

- Write a number of these sentences on the board for discussion and comment.

- Together write a definition of an adverb. Adverbs tell us *how* something happens.

- Go back to the original sentence, and this time, ask the students to say when the boy might run. Write their responses on the board. The sentence will change tense with different suggestions.

  e.g. The boy ran yesterday. The boy will run tomorrow.

   *The boy runs often/sometimes.*

- Again introduce the word *adverb* – a word we use to tell us when the boy is running.

- Again ask the students to choose a word from the list and write a sentence, adding an adverb of time.

- Write a number of these sentences on the board for discussion and comment.

- Add to your definition of an adverb. Adverbs tell us *how* and *when* something happens.

- Explain that adverbs also tell us *where* something happens. Illustrate with sentences like:

  *The boy runs backwards. The boy runs away. The boy runs here and there.*

- Add the final part of your definition: Adverbs tell *how*, *when* and *where* something happens.
Exploring **ADVERBS**

**Adverb Exchange**

Prepare a number of simple sentence strips. You will need about five per pair, each on different coloured card. Each sentence should contain an adverb of manner.

*Example sentences:*
- The balloon burst loudly.
- He crept softly up the stairs.
- The child spoke sulkily.
- She opened the box excitedly.
- The witch cackled wickedly.

Cut the sentences up, word-by-word, and store in a zip-lock bag. Give each pair a ‘baggy’.

Ask them to assemble and read their sentences. Then ask them to exchange one adverb for another and read the new sentence. Ask them to write down the silliest sentence they can make for sharing with the class, e.g. *The witch burst softly yesterday.*

Return the words to the ‘baggy’ for re-use.

**Howzat!**

Divide the class into small groups, each with an A3 sheet of paper, black markers, and a bundle of children’s books. Ask one student from each group to write ‘HOW?’ on the top of their paper. The groups’ task is to find and list as many adverbs ending in –ly as they can from the books they have.

Before they begin, demonstrate how to scan text and set a time limit for the task. When they have finished, give each group time to present and display its list. Discuss and reinforce that adverbs say HOW things happen.

**This ‘n’ That**

Prepare a list of about ten adjectives down the side of an A3 sheet – one sheet per group. The adjectives should be ones that the students can convert to adverbs by adding –ly.

*Example adjectives:*
- angry, careful, careless, dangerous, reckless, slow, quick, cruel, foolish, nervous, rude, strong, happy, unusual, kind, tender, noisy, greedy, clear, clean, quiet, soft, simple, cold.

Tell the students their job is to change the adjectives to adverbs, by adding –ly.

Before starting, revise the spelling rule for words ending in ‘y’. When the groups have completed their lists, share and discuss. Reinforce that adjectives add meaning to nouns, and adverbs add meaning to verbs.

**Spin an Adverb Web**

Prepare a number of A3 sheets with a sentence ‘starter’ in the centre of each. *Example starters:*
- Jack walked...
- Sue danced...
- Boys played...
- The man drove...
- Ants move...

Divide the class into groups of three or four, and give each group one of the ‘starters’ and a black marker.

First demonstrate how to ‘spin’ a web of adverbs around a starter on the blackboard. Include adverbs that tell HOW, WHEN and WHERE. Allow students time to spin their webs, then share.
Adverbs – Manner, Time, Place 1

An adverb is a word that tells us more about the verb, for example: *The cat purrs loudly.* *The man shouted angrily.* *Wait here for me.* *Let’s go and play now.*

1. The adverb in each sentence is underlined. Does it say HOW or WHEN or WHERE about the verb?
   
   a. Jason swam slowly to the edge of the pool. ____________
   
   b. We will eat dinner soon. ____________
   
   c. The yellow kite is flying high. ____________
   
   d. We often go shopping. ____________
   
   e. Away ran the mouse. ____________

2. Highlight the adverbs in each sentence. Remember adverbs tell HOW, WHEN and WHERE.
   
   a. We cheered loudly for our team.
   
   b. Ari is leaving early.
   
   c. Please wait quietly by the door.
   
   d. Your book is there on the table.
   
   e. You go now and I’ll come later.
   
   f. She spoke softly so no-one heard her.

3. Use these adverbs in sentences – somewhere, afterwards, politely.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Name ___________________________ Date ___________________________
**Adverbs - Manner, Time, Place 2**

An adverb is a word that tells us more about the verb. Adverbs tell us **how**, **when** and **where** something happens.

1. Circle all the adverbs below in red. Cut out the sentences and paste them onto a table under the headings **HOW**, **WHEN** and **WHERE**.

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<thead>
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<tbody>
<tr>
<td>a</td>
<td>We are going away for a holiday.</td>
<td>c</td>
</tr>
<tr>
<td>b</td>
<td>The fish swam around the tank.</td>
<td>d</td>
</tr>
</tbody>
</table>

2. Add an adverb to each sentence. The words in the box will help you.

   a. The boy spoke _______________________. (how?)
      b. _______________________ I went to a barbeque. (when?)
      c. Bert is sitting _________________. (where?)
      d. ________________, the old man stood up. (how?)
      e. The swimmer dived _____________ into the pool. (where?)
      f. He ________________ goes to concerts. (when?)

3. The adverbs have been underlined. Draw an arrow from the adverb to the verb it tells more about. Do the adverbs say **HOW**, **WHEN** or **WHERE** about the verb?

   a. David called excitedly to his friends.  ___________ how
   b. I often watch football matches on television.  ___________
   c. Jeremy tied the rope carelessly.  ___________
   d. Sit here and work quietly.  ___________
   e. The horse galloped down to the gate.  ___________

4. Circle the correct adverb.

   a. Cars should be driven  ( dangerously carefully recklessly ).
   b. You should wait  ( softly patiently anxiously ).
   c. You should always speak  ( rudely nervously clearly ).
   d. Pet animals should be treated  ( kindly cruelly foolishly ).

**Name ___________________________  Date ___________________________**

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Many adverbs are formed by adding –ly to the adjective, for example: slow – slowly, brave – bravely, smooth – smoothly, cold – coldly.

1 Complete the sentences by using adverbs. Make the adverbs by adding –ly to an adjective in the box.

a The car swerved _____________ around the corner.
b The old man leaned _____________ on his walking stick.
c _____________ the moon slips across the sky.
d The boat rocked _____________ on the water.
e Mrs Poulos looked _____________ at her son.

2 Circle the correct word in the brackets.

a Never treat animals ( bad  badly ).
b ( Careful  Carefully ) he took the hot cake from the oven.
c The children rushed ( noisy  noisily ) out to play.
d She spoke ( kind  kindly ) to her brother.
e Sit ( quiet  quietly ) beside your mother.

3 Join the sentence parts correctly.

a He crept loudly for many days.
b I spoke slowly up the stairs.
c He knocked silently so everyone could hear.
d Jeff ran patiently and the door opened.
e It rained clearly at the bus stop.
f She waited heavily and lost the race.

Name ___________________________________________ Date _____________________
Adverbs - Antonyms

We can use adverbs to show actions in opposite ways, for example: Did she speak softly or loudly? Did he do it carefully or carelessly?

Adverbs that give opposite viewpoints are called antonyms.

1. To complete each sentence, write an antonym for the adverb in brackets.
   
   a. That man is driving ___________________. (dangerously)
   
   b. The captain spoke ___________________ to his team. (loudly)
   
   c. He ___________________ rides his bike to school. (never)
   
   d. Jay treats his pet dog ___________________. (unkindly)
   
   e. Chris arrived ___________________ for school yesterday. (late)
   
   f. She will post the letter ___________________. (soon)

2. Search for the antonyms (opposites) of these adverbs.

<table>
<thead>
<tr>
<th>smoothly</th>
<th>noisily</th>
<th>north</th>
<th>downwards</th>
<th>low</th>
<th>inside</th>
<th>loudly</th>
<th>above</th>
<th>forwards</th>
<th>quickly</th>
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</thead>
</table>

3. Use these adverbs in sentences: carefully carelessly.

   _______________________________________________________
   _______________________________________________________

Name ___________________________ Date ___________________
Some adverbs are used to ask questions. How? When? Where? Why?
For example: Why are you crying? How do you play chess? When are you going to Perth? Where did I leave my shoes?

1 Choose the correct adverb to complete these questions.
   a __________ will I find a book about boats?
   b __________ is she standing at the gate?
   c __________ do you make chocolate crackles?
   d __________ will the plane arrive from Singapore?
   e __________ must you leave so soon?
   f __________ far is it to Albert Park?

2 Answer these questions.
   a When is your birthday? __________________________________
   b How old will you be? __________________________________
   c Where do you live? __________________________________
   d How far is your school from your home? ____________________
   e When do you get home from school? ________________________
   f Where do you play with your friends? ______________________

3 Unscramble these questions. Remember to use question marks.
   a the Why are laughing children
   b is football the When final
   c plane make you How paper do a
   d can Where comic I a buy

Name ___________________________ Date ________________
Assessment - Adverbs

CHECK 1  The adverbs have been underlined.  
Do they say HOW or WHEN or WHERE about the verbs?  

a  Mary laughed happily.  
b  Soon we will be going fishing.  
c  The helicopter spun sideways.  
d  Perhaps we could go bowling tomorrow.  
e  I am going inside for dinner.  
f  Tiptoe as quietly as you can.

CHECK 2  Circle the ten adverbs in this story.  

Once the bush animals had a meeting. Kanga was in charge.  
He spoke quickly and excitedly. Wobbly Wombat was late.  
He looked anxiously at Kanga. At the end of the table was  
Freddy Fox, waving his tail impatiently.  
“Friend, you are always late,” said Kanga crossly.  
Wobbly mumbled something. “Speak properly,” bellowed Freddy Fox loudly.

CHECK 3  Change these adjectives to adverbs.  

a  lazy  
b  steep  
c  wild  
d  tidy  
e  busy  
f  strong  
g  thick  
h  rough

CHECK 4  Complete these questions that you might ask a famous person.  

a  When  
b  How  
c  Where  
d  Why

Date __________

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Assessment - Adverbs

isateur 5  The adverbs have been underlined. Draw an arrow from the adverb to the verb it tells more about.

a The sails of the windmill turn lazily in the breeze.
b Sometimes I make chocolate fudge.
c He turned the bucket upside down.
d The family is strolling slowly along the beach.
e Now it is raining heavily.

isateur 6  Write the antonyms (opposites) of these adverbs.

a early  (fair  fairly )
b never  (wise  wisely )
c inside  (slow  slowly )
d roughly  (busily  busily )
e slowly  (quietly  quietly )
f carefully  (carefully  carefully )

isateur 7  Circle the correct word in the brackets.

a Our coach treats us (fair  fairly ).
b The teacher nodded (wise  wisely ).
c My sister walks too (slow  slowly ).
d I am too (busy  busily ) to speak.
e Be (quiet  quietly ) while you wait.

isateur 8  Join the sentence parts correctly.

a Come away and hurt her knee.
b She fell brightly over the rough road.
c The horse galloped outside in the blue sky.
d The truck bumped heavily and play with me.
e The sun shone noisily across the sandy hill.

Student Name: ____________________________
Year Level: _____ Total Score: ____/50
Prefixes 1

A prefix is a word part added to the beginning of a word. It changes the meaning of the word, for example: bicycle, recycle, tricycle; up-market, down-market, supermarket.

Prefixes un, in, im, dis = not, opposite of

1. Add one of these prefixes to the underlined words: un-, in-, im-, dis-.
   a. The red truck _____ appeared around the corner.
   b. I think that tale is ____true.
   c. We all know that the teacher is very ___patient.
   d. Your answer is ____accurate.
   e. The final result is _____decided.
   f. Did everyone _____agree with your plan?
   g. Her behaviour is quite _____appropriate.
   h. It would be _____possible to get that job done today.

2. Make two new words by adding the prefixes.

   up-                                           down-
   a. stairs  _______________________ _______________________
   b. stream  _______________________ _______________________
   c. hill    _______________________ _______________________
   d. right   _______________________ _______________________
   e. grade   _______________________ _______________________

   over-                                             under-
   a. weight  _______________________ _______________________
   b. take    _______________________ _______________________
   c. rate    _______________________ _______________________
   d. estimate _______________________ _______________________}
   e. sized   _______________________ _______________________
A prefix is a word part added to the beginning of a word. Some words can have several different prefixes, forming new words with very different meanings, for example: discover, recover, uncover; downplay, replay, display.

1. Highlight the correct word in brackets.
   a. The explorer (uncovered, discovered) a swift-flowing river.
   b. The newspaper keeps everybody (deformed, informed).
   c. A (triangle, rectangle) has four sides.
   d. The concert was (underway, subway) by 7:30.
   e. The block of wood was soon (converted, diverted) into a work of art.
   f. After repairs, the electrician (disconnected, reconnected) the power supply.

2. Before and after.
   Cut and paste a word from the boxes below into each sentence.
   a. The stockman will muster his cattle this _______.
   b. I usually buy _______ meat.
   c. Dinosaurs are _______ creatures.
   d. Did the weather report _______ a thunderstorm?
   e. The earthquake was followed by many _______.
   f. We bought Uncle Ken a bottle of _______ for his birthday.

   prehistoric  aftershave  preposition  aftershocks
   prepacked  afterthought  afternoon  predict
Now we come to prepositions, a wonderful bundle of bread-and-butter words that mean almost nothing on their own, but have the important job of positioning people and objects in space. They often stand at the front of a group of words called a phrase, and give language its rhythmical flair.

Jack and Jill went out their back door, up the hill, and over the top, down the lane, into the park, up the tree and over the fence, into the barn, among the cows, through the paddock, in front of the fence, behind the gate... and sat under the apple tree.

Phrases, having no verb or subject, only make sense within a sentence, never on their own. However, readers would get little information without the use of a phrase.

A preposition introduces a phrase, a group of words containing a noun or pronoun, but no verb.

- e.g. My hand could be: on the table, above the table, under the table, beside the table, over the table, below the table, behind the table, on top of the table etc.

Other examples: for Edward, to her, among the chickens, until tomorrow

Phrases add meaning and detail to sentences.

- e.g. They are walking in the park.
  - They are walking along the beach.
  - They are walking to get some fresh air.

Different phrases have different jobs to do.

Prepositional phrases begin with a preposition.

- e.g. into the park, over the road, beside the creek, under the tank stand, up the ladder, around the bend

Adjectival phrases do the same work as adjectives. They can begin with:

- a preposition
  - e.g. A boy with red hair walked past the window.
- a present participle
  - e.g. The diver, wearing a wet suit, slipped into the sea.

- a past participle
  - e.g. We found a kitten abandoned in the street.
- an infinitive
  - e.g. I got a message to wait here.

Noun phrases do the same work as nouns.

- e.g. Walking every day is good exercise. I like climbing trees.

Adverbial phrases do the same work as adverbs. There are four types of adverbial phrase:

- TIME (when)
  - e.g. I meet my friends after school.
  - On weekends we like to go fishing.
- PLACE (where)
  - e.g. Put the box on the table.
  - The cat is under my chair.
- MANNER (how)
  - e.g. He pushed with all his strength.
  - She waited with great patience.
- REASON (why)
  - e.g. The game was stopped because of rain.
  - They worked hard to earn some money.
Ideas for introducing prepositions and phrases

- Write a short sentence starter on the board, e.g. *The man drove...*

- Ask the students to give you some words to add that could tell you where he drove. They will probably respond with phrases. Write these in a list and select students to read the created sentences.

  *e.g. The man drove *down the street.*
  *along the road*
  *to Sydney*
  *under a bridge*

- Introduce the word *phrase* – a group of words with no verb. Explain that the work of these phrases is to say WHERE the man drove.

- Rewrite the sentence and add a phrase such as *at high speed.* Explain that this tells us how the man drove. Ask them to give you some more, e.g. *at top speed, in a dangerous manner, below/above the speed limit.*

- Again talk about what a phrase is. Explain that the work of these phrases is to say HOW the man drove.

- Now ask the students to add a phrase that says *when* the man drove. Write their answers, e.g. last week, on Friday, all through the night. Select students to read the newly created sentences.

- Explain that the work of these phrases is to say WHEN the man drove.

- Re-state that a phrase is a group of words with no verb. Tell the students that phrases can do the same work as adjectives, adverbs and nouns. (Introduce adjectival and noun phrases in later lessons.) Tell them that without phrases, you often don’t get enough information. Illustrate with the starter and the sentences the students have just created by adding phrases.

- Write one phrase on the board, e.g. over the hill.

- Explain that the first word in a phrase is very often a preposition. This is a word that puts people and things in certain positions, e.g. up the ladder, down the ladder. Ask what makes the two phrases different. Try some others, e.g. in the box, beside the box; over the gate, under the gate.

- Go back and ask the students to pick out the prepositions in the earlier phrases, and circle them.

- Have a list of commonly-used prepositions prepared. Display and ask students, orally, to think of a phrase beginning with a preposition from the list.

- Ask the students to write a phrase beginning with a preposition. Then ask them to use their phrase in a sentence. Take time to share and discuss their responses.

---

**PREPOSITIONS**

<table>
<thead>
<tr>
<th>about</th>
<th>at</th>
<th>down</th>
<th>of</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>aboard</td>
<td>before</td>
<td>during</td>
<td>off</td>
<td>towards</td>
</tr>
<tr>
<td>above</td>
<td>behind</td>
<td>except</td>
<td>on</td>
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<td>across</td>
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<td>after</td>
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<td>against</td>
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<td>among</td>
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<td>around</td>
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</tbody>
</table>
### Exploring Prepositions & Phrases

#### On Your Feet!

Give each student one or two word cards containing a phrase, e.g. *to the bus, up the tree, across the road, with a broken leg, from home.*

Write a short sentence starter on the board, such as “The man walked.”. Tell the students you are looking for a phrase that would make sense placed on the end.

Ask those students whose phrases would make sense to stand up. Allow all who stand up to respond. Ask the class to judge whether the sentences make sense or not. Discuss any inaccuracies.

#### I Spy

Play the old game of ‘I Spy’, with a twist: each clue must start with a prepositional phrase.

- e.g. I spy with my little eye, something: near the window, beginning with ‘s’.
- beside a chair, beginning with ‘t’.
- under a desk, beginning with ‘u’.

#### Sevens (for a group of 6)

You will need 42 word cards of playing card size. Prepare 7 sets of 6 words in the following way.

Write all the words in the list, one word per card. (Write numbers on the backs of the cards so they can be easily sorted after use.)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>into</td>
<td>bus</td>
<td>A</td>
<td>mouse</td>
<td>fat</td>
<td>a</td>
<td>marched</td>
</tr>
<tr>
<td>from</td>
<td>tent</td>
<td>The</td>
<td>magpie</td>
<td>large</td>
<td>a</td>
<td>scurried</td>
</tr>
<tr>
<td>outside</td>
<td>boat</td>
<td>The</td>
<td>monster</td>
<td>young</td>
<td>the</td>
<td>stepped</td>
</tr>
<tr>
<td>behind</td>
<td>house</td>
<td>One</td>
<td>dragon</td>
<td>clever</td>
<td>the</td>
<td>crept</td>
</tr>
<tr>
<td>towards</td>
<td>train</td>
<td>This</td>
<td>ghost</td>
<td>cheeky</td>
<td>this</td>
<td>shuffled</td>
</tr>
<tr>
<td>through</td>
<td>caravan</td>
<td>That</td>
<td>robot</td>
<td>friendly</td>
<td>that</td>
<td>waltzed</td>
</tr>
</tbody>
</table>

Stack each set of words one on top of the other – 7 piles. Ask each member of the group to take one card from each pile – 7 words each.

Ask them to arrange their words into a sentence. When they have done that, ask them to take turns to read their sentences to each other. This should create some hilarity! The cards are returned to their correct pile, and play starts again.

**Extra:** Ask the students in the group to write down their last sentence to share with the class.
Prepositions & Phrases

A phrase is a group of words within a sentence, for example: out the door, up the tree, into our cubby, off to school.

A phrase has NO verb.
It adds important information to a sentence.

1 Phrases add important information. Join these phrases so they make sense.

   a We all laughed for you.
   b I only took one apple under a tree.
   c She has been waiting with me.
   d He shared the chocolate at the clown.
   e The tired farmer sat from the bowl.

2 Time to sketch. The phrases will help you know what to do.

A frog is sitting on a log.     I am standing under an umbrella.     Dad went up the ladder.

The cup fell off the table.     A duck walks towards the lake.     There's a dog beside the chair.

3 Circle the phrases in red.

   a The kitten hid under the rocking chair.
   b At home, we often play Monopoly.
   c The clock on the wall has stopped ticking.
   d A big band marched down the street.
   e Last night, we saw the full moon in the sky.
   f Our car in the garage has a flat tyre.
   g The runners jogged around the lake.
Prepositions are little words whose job is to tell us about the position of someone or something, for example: across the road, before the party, up in space, under my bed.

<table>
<thead>
<tr>
<th>about</th>
<th>behind</th>
<th>from</th>
<th>through</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>below</td>
<td>in</td>
<td>till</td>
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<tr>
<td>across</td>
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<td>beside</td>
<td>near</td>
<td>towards</td>
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<tr>
<td>against</td>
<td>between</td>
<td>off</td>
<td>under</td>
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<td>along</td>
<td>by</td>
<td>on</td>
<td>up</td>
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<td>among</td>
<td>down</td>
<td>over</td>
<td>upon</td>
</tr>
<tr>
<td>around</td>
<td>during</td>
<td>off</td>
<td>until</td>
</tr>
<tr>
<td>at</td>
<td>except</td>
<td>past</td>
<td>with</td>
</tr>
<tr>
<td>before</td>
<td>for</td>
<td>since</td>
<td>without</td>
</tr>
</tbody>
</table>

1 Write some phrases beginning with different prepositions.

_______________________________
_______________________________
_______________________________
_______________________________
_______________________________

2 Choose a preposition to fill the gaps.

a Wipe the glasses ______ a soft cloth.
b Wait ______ the door, please.
c The dog went ______ the gate.
d Children are playing ______ the beach.
e We learn spelling ______ school.
f Did you look ______ the shed?
g Ants are crawling ______ the post.
h The ball bounced ______ the table.
i A snake slithered ______ a log.

3 Rewrite the sentences, changing ONLY the preposition.

a A cat sat by my chair. _________________________________________
b He ran past the door. _________________________________________
c She hurried towards the tree. _________________________________________
d The truck went up the hill. _________________________________________
Adjectival Phrases

Adjectival phrases do the same work as adjectives, for example: the girl with blue eyes; the horse in the paddock; the cup on the saucer.

1. The adjectival phrases have been underlined. Circle the nouns they describe.
   
   a. Please wash the cups on the sink.
   b. He chose the chocolate in the gold wrapper.
   c. The man with sunburnt skin is a farmer.
   d. Will you help me carry this box of books?
   e. The bell above the door is made of brass.

2. Link the adjectival phrase to the noun it describes.
   
   a. The curtains in the jug
   b. The vase under the bed
   c. The dog over the window
   d. The water on the table
   e. The cat with the flea collar

3. Now use each noun and phrase from above in sentences of your own.
   
   a. ____________________________________________
   b. ____________________________________________
   c. ____________________________________________
   d. ____________________________________________
   e. ____________________________________________

Name ___________________ Date ___________________
Adverbial Phrases

Adverbial phrases do the same work as adverbs, for example: He ran across the road. Wait until Friday. He walked with long strides.

They tell us HOW, WHEN, WHERE and WHY about the verb.

1. Do the adverbial phrases say HOW, WHEN, WHERE or WHY?
   a. Before school we have singing practice. __________
   b. Lean your bike against the wall. __________
   c. He spoke in a soft voice. __________
   d. Thank you for your help. __________
   e. In thirty seconds the alarm will ring. __________
   f. The soldier was given a medal for his bravery. __________

2. Complete the sentences by choosing an adverbial phrase from the box.

<table>
<thead>
<tr>
<th>into the pool</th>
<th>during the storm</th>
<th>in ten minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>with a soft cloth</td>
<td>after the party</td>
<td>on the stove</td>
</tr>
<tr>
<td>below the waves</td>
<td>for your sister</td>
<td>under a log</td>
</tr>
</tbody>
</table>

   a. He polished his shoes __________________________. (how)
   b. The train will depart __________________________. (when)
   c. __________________________ dived a spear fisherman. (where)
   d. Take another apple __________________________. (why)
   e. __________________________ branches broke like matchsticks. (when)

3. Write sentences using these adverbial phrases.
   a. along the sandy beach  
   b. through the open window  
   c. between the flags

   a. ____________________________________________
   b. ____________________________________________
   c. ____________________________________________
Assessment - Prepositions & Phrases

CHECK 1 Underline the phrases.
On Saturday morning, we drove to the beach for the day. We had a picnic lunch in a park. In the afternoon, we went swimming in the surf. Dad and Craig played a game of mini golf. Elly and I paddled in the rock pools with Mum. We returned home in the late afternoon. It was good to get into bed.

CHECK 2 Follow the instructions to sketch the following.

<table>
<thead>
<tr>
<th>Put a boat on a lake.</th>
<th>Put a bird on top of a roof.</th>
<th>Put a dog beside a car.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put a cow under a tree.</td>
<td>Put a spoon between 2 cups.</td>
<td>Put a kite up in a tree.</td>
</tr>
</tbody>
</table>

CHECK 3 Build sentences around these phrases.

a without a hat  
c near the shed  
b during summer  
d against the fence

a __________________________
b __________________________
c __________________________
d __________________________
Assessment - Prepositions & Phrases

🌟 CHECK 4  Do the adverbial phrases tell us HOW, WHEN, WHERE or WHY? /5

a  Wild birds come to feed in my back garden.  _______
b  Every morning before school, we run around the oval.  _______
c  The man drove at top speed to the hospital.  _______  _______
d  Take an apple for lunch.  _______

🌟 CHECK 5  Use an arrow to show which noun the adjectival phrase describes.

a  A girl in a red dress was selling flowers. /5
b  Will you have a cup of coffee?
c  I saw a child with a red balloon.
d  Everyone, except Josh, was playing cricket.
e  All the people with tickets went into the game first.

🌟 CHECK 6  Join the sentence parts correctly. /5

a  The cowboy rode at the ice rink for a bone.
b  I borrowed a book for the team is such fun.
c  The dog waited with great skill from the library.
d  We all cheered by the kitchen door at the rodeo.
e  Skating about China who came first.
Assessment -
Prepositions & Phrases

★ CHECK 7  Choose an adverbial phrase to complete each sentence.  /5

<table>
<thead>
<tr>
<th>for her dog</th>
<th>on the ladder</th>
<th>without a hat</th>
<th>in a loud voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the paddock</td>
<td>in the backyard</td>
<td>before winter</td>
<td>under the bridge</td>
</tr>
</tbody>
</table>

a  She whistled _____________________________.  (why)
b  ____________________________ the farmer will plant his crop. (when)
c  The firefighter called out _____________________________. (how)
d  ____________________________ you'll see our treehouse. (where)
e  Don't go _____________________________. (how)

★ CHECK 8   Rewrite the sentences, changing only the prepositions.  /5

a  The plane flew towards the city.

________________________

b  He went up the ladder.

________________________

c  Place a chair beside the table.

________________________

d  We played a game with Ravi.

________________________

e  Let's go jogging around the lake.

________________________

★ CHECK 9   Do the phrases tell us WHICH (adjectival) or WHERE (adverbial)?  /5

a  The horse by the gate belongs to Mr Biggle.  ___________
b  Write your name on this page, please.  ___________
c  Can you see a man with a long white beard?  ___________
d  She hung her shirt on a coat hanger.  ___________
e  The swimmer in the black cap won the race.  ___________

Student Name: _______________________________________
Year Level: _____
Total Score: ____/50
A sentence is a meaningful chunk of language. It contains a complete idea. Sentences are the building blocks of our language, and it is through our spoken and written language that we understand each other and the world.

It is through language that we interact with each other, statement by statement, question by answer, request by response.

We have a vast array of words to choose from, to enable us to give our utterances precise, unambiguous meaning.

We have a whole range of techniques that enable us to manipulate our language.

We can inspire and uplift our audience and move them to laughter or tears.

Language gives us the power to control the many situations that arise in our lives.

Different sentences have different jobs to do.

**Statements** relate facts (or opinions) and are bound by a capital letter and a full stop.

e.g. He is entering university this year.

There are thirty students in my class. Uniforms should be worn in all schools. The moon landing was the greatest event in history.

**Questions** ask questions and expect answers. They are bound by a capital letter and a question mark.

• They can begin with an interrogative adjective, adverb or pronoun.

e.g. Where did you find my keys? Whose are these? Which shirt do you like? Why didn’t you wait?

• They can be written as a statement with a tag on the end.

e.g. You will buy a ticket, won’t you? They went swimming, didn’t they?

**Exclamations** stress the importance of the words in the sentence. They are bound by a capital letter and an exclamation mark.

e.g. What! You forgot your money! I’m going now, and I’m not coming back!

**Commands** request or demand an action from the listener or reader. They are bound by a capital letter and a full stop or exclamation mark. Commands usually begin with a verb in the present tense.

e.g. Cut out all the pictures on the page. Don’t forget to bring a raincoat.

Switch on the light, please.

Get out! And don’t come back!

Sentences have three forms.

**Simple sentences** have two parts – a subject and a predicate, which contains the verb.

```
Little Bo-Peep
lost her sheep.
```

**Compound sentences** consist of two simple sentences joined by a co-ordinate conjunction – and, but, so, yet, or.

e.g. Jake drove the car and Mary read the map. I’d like to go to the football game, but I don’t have a ticket.

Jane is coming over, so we can play chess. Would you like to read, or do you want to play Monopoly?

**Complex sentences** are made up of a main (principal) clause and one that depends on it (subordinate). The subordinate clause begins with a relative pronoun (who, whom, which, that) or a subordinate conjunction. Common conjunctions include: though, although, after, as, before, because, since, then, once, until, unless, where, wherever, when, whenever, while.

**Punctuation of sentences**

**Capital letters** are used:

• for the first word in a sentence.

e.g. There’s a hole in my pocket.

• for proper nouns within sentences.

e.g. She handed Mr Jazz his ticket to Darwin.

• for the first spoken word in dialogue.

e.g. Jim said, “My mum bought a rug at the market.” His brother added, “And a little brown teapot.”
• to emphasise words in a sentence.
  e.g. You’re SO bossy. You did WHAT?

Full stops end statements and commands.
  e.g. The waterfall was spectacular. Close the gate.

Question marks end questions.
  e.g. I’m thirsty, aren’t you? Do you want a can of cola?

Exclamation marks end exclamations.
  e.g. Trust Eddie to forget! What a surprise!

Commas are used:
  • to separate words in a list.
    e.g. At the fruit shop, I bought apples, pears, bananas, figs
        and watermelon.
  • to separate a beginning phrase or clause from the rest
    of the sentence.
    e.g. Late that afternoon, we arrived home from our trip.
        Although we were tired, we unpacked the car.
  • to separate an embedded phrase or clause from the
    rest of the sentence.
    e.g. Aunt Jean, wearing her purple hat, drove off to the
        shops. The storm, which we had been promised, did
        not eventuate.
  • to separate spoken from unspoken words in dialogue.

Speech marks are used around spoken words in dialogue.
  e.g. “Dinner is at seven o’clock,” called Mum.
      “What are we having?” Jo replied.

Apostrophes are used:
  • with nouns to show possession. e.g. Jack’s clothes
  • to contract pronouns and helping verbs. e.g. We’ve
taken a picnic lunch. You’re invited to come.
  • to contract helping verbs and negatives. e.g. I can’t
    sleep. Ben didn’t win. She wasn’t lost.

Sentences can be written from three different points of
  view.
  • First-person point of view is when a writer, speaker or
    character is doing the ‘talking’.
    e.g. I eat my greens.
  • Second-person point of view is used when someone is
    spoken to.
    e.g. If you look, you will see your hat.
  • Third-person point of view is used when writers and
    speakers talk about other people and things.
    e.g. They were left behind with their teacher.

---

Ideas for introducing sentences

• Write a colourful verb on the board, e.g. crash.
• Ask the students what they think about when they
  see that word. Pick up on a topic from the answers
  they give you and write it on the board, e.g. truck.
• Ask them how we might say something about the
  truck and the crash. They will probably respond in
  sentences. Write some of these on the board:
  e.g. The truck crashed into a tree.
       The truck was going too fast and crashed.
       A truck and a car crashed.
       The truck crashed and the driver was hurt.
• Tell the students that here are four ideas about a
  truck and a crash. Each idea is called a sentence.
• Repeat this process with another word, e.g. melt.
  Again talk about the concept of a sentence being one
  idea. Point out that a sentence begins with a capital
  letter and ends with a full stop. This ‘fences in’ the
  idea. We can tell where it starts and where it ends.
• Write another colourful verb, e.g. squeeze, on the
  board. This time list a number of topic words, such as
  oranges, hand, toothpaste, hole in the wall… and ask
  the students to pick one and think of one idea for a
  sentence. Write several responses on the board.
• Ask the students for their understandings about a
  sentence.
• Write two more great verbs on the board, and ask
  students to write a sentence for each.
• Share, discuss and reflect on their learning.
• Return to this process at a later date, to extend their
  learning by introducing adjectives or adverbs.
Exploring **SENTENCES**

**In the Bag**
Cut out some captioned photos from a newspaper, about 6-10 for every pair of students. Cut off the captions, and store captions and photos in a zip-lock bag. Give each pair of students a bag, and ask them to match captions and photos. Ask them to take note of the number of sentences in a caption. Pairs should take turns to read the matched captions to each other. Discuss captions with the whole class. Captions and photos are then returned to their bag for re-use.

**Variation:** Give each student a newspaper photo to paste on a sheet of paper. Ask the students to draft and write a one-sentence caption underneath. Photos with captions could be presented and displayed.

**Sentence Splits**
Prepare some simple sentence strips, large enough for the students to handle easily. Cut the sentences between subject and predicate. Prepare about six sentences for every pair of students. Store in zip-lock bags. e.g.

- Little Bo-Peep has lost her sheep in the hills.
- A wise owl sat on a branch in the tree.

Give each pair of students a bag and ask them to join the sentences correctly. When assembled, they should take turns to read to each other. The sentence strips are then placed back in the bag and passed on to another pair, or stored for re-use.

**Photo Shoot**
Take a series of digital photos of members of your class, your classroom/class work, school buildings/grounds etc. Print the photos and give one to each student. Ask the students to prepare three sentences about the photo for publication. Photos and text can be collated into a class book, given a title and shared within the class, or with other classes.

**Variation:** Prepare the photos and text as a PowerPoint presentation, and have a 'showing'. You might like to invite parents.
A sentence is a group of words, which houses a complete idea. It is fenced in by a capital letter and a full stop. A sentence always makes sense.

Sentences

We use sentences to talk to each other.

1 Tick the sentences.

a over the hill
b He is eating fish and chips.
c the man in his truck
d Pass the salt.
e in our classroom
f The sun rose over the hills.
g Start the motor please.
h waiting at the corner
i I can’t play chess.
j Go away.

2 Find the sentences. Put a ‘fence’ around them.
Use a red capital letter and a big blue full stop.

My sister and I went walking in the park we saw a boy walking his dog and a girl on a red scooter my sister wanted an ice-cream we found a kiosk and bought two big cones we sat under a big tree to eat them

3 Write one or two sentences around these ideas.

dive

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

scurry

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Many sentences are statements. They begin with a capital letter and end in a full stop, for example: I like apples. Dad fixed my bike. Mary sings pop songs. He has a pet lamb.

1 Write a statement about each picture.

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
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</thead>
<tbody>
<tr>
<td>__________</td>
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<tr>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

Sentences state facts or opinions.

A fact is true. An opinion is what someone thinks is true.

2 Are these statements facts or opinions?

a Canberra is the capital of Australia. ________________
b Most boys enjoy trail bike riding. ________________
c Drinking dirty water can make you sick. ________________
d The koala is Australia’s favourite native animal. ________________
e Eating an apple a day will keep you healthy. ________________

3 Write two FACTS and two OPINIONS.

a ________________
b ________________
c ________________
d ________________

Name ___________________________ Date ___________________________
Many sentences ask questions and expect answers. They begin with a capital letter and end in a question mark, for example: *What is your name? Do you watch TV? Why are you late?*

1. Answer the questions about these two pictures. Answer in sentences.

   a. What is the boy doing?
   ___________________________________

   b. How many books are on the table?
   ___________________________________

   c. Who is helping the boy?
   ___________________________________

   d. Where is the boy playing?
   ___________________________________

   e. What is the boy doing?
   ___________________________________

   f. What season do you think it is?
   ___________________________________

2. Here is a fun quiz for you to answer. Answer in sentences.

   a. How many legs has a spider?
   ___________________________________

   b. Where would you find an oasis?
   ___________________________________

   c. Why would you go to a cinema?
   ___________________________________

   d. Who would treat sick people?
   ___________________________________

   e. What is your favourite snack?
   ___________________________________

   f. When would you see a rainbow?
   ___________________________________

Name __________________________________ Date ____________________________
Some sentences show sudden surprise, delight or horror. They are called exclamations. They begin with a capital letter and end in an exclamation mark, for example: Stop! Help! No way! What! Late again! Get out!

1. Complete each sentence with a full stop or an exclamation mark. Justify your reasons.
   
   a. I went to the pet shop to buy a white rabbit
   ____________________________

   b. You left it on the bus
   ____________________________

   c. Man overboard
   ____________________________

   d. Let’s play cricket in the backyard
   ____________________________

   e. What a wonderful party
   ____________________________

2. Write an exclamation for each picture.

3. Draw a picture to match these exclamations.

Wow! Just what I wanted! Everybody stand back!

Name __________________________________________  Date ___________________
Sentences - Commands

Many sentences give commands and expect action. They begin with a capital letter and end in a full stop, for example: Open the window gently. Add an egg to the mixture. Leave it on the table.

Commands begin with a verb in the present tense.

1 Circle the verb in each command. What do you notice?

a Wear your striped shirt, Bill.
b Bake the scones in a hot oven.
c Write your name and address here.
d Stand at the end of the line.
e Pass the pepper please.
f Bend the wire to make a hook.

2 Write your own commands. Begin with these verbs.

a Sweep _________________________________________
b Eat ____________________________________________
c Wait __________________________________________
d Meet ___________________________________________
e Paint __________________________________________
f Buy ____________________________________________

Name ___________________________ Date __________________
Simple sentences have two parts. One verb ties the subject to the rest of the sentence.

The old horse lives on a farm near the coast.

The SUBJECT

The PREDICATE

1. Put a box around the subject of each sentence.
   Tip: Find the verb. Ask WHO or WHAT does this?

   a. The hot air balloon floated high in the sky.
   b. A camel train crossed the sandy desert.
   c. Faster and faster, the go-kart rolled down the hill.
   d. My aunty sent me a birthday card.
   e. At the factory, tomato juice is bottled.
   f. Golden autumn leaves are falling from the trees.

2. Cut, place and paste a subject for each sentence.

   a. has a flat tyre.
   b. At the supermarket bought jelly beans.
   c. was born at the zoo.
   d. handed in their test papers.
   e. Tyres screeching, sped around the corner.
   f. is hanging on the doorknob.
1 Write four more sentences about the same subject.
The old yellow bus is travelling along the dusty road.

a __________________________
b __________________________
c __________________________
d __________________________

2 Add a subject so that each sentence makes sense.

a __________________________ put three dollars in her piggy bank.
b Up the steep hill went __________________________.
c At the bottom of the hole __________________________.
d __________________________ escaped into the forest.
e __________________________ lost his map and compass.

3 Write a predicate for each of these sentences that describe the picture.

a The young man ______________________________________.
b The umbrella ______________________________________.
c The water ______________________________________.
d A glass of lemonade ______________________________________.

Name ___________________________________________ Date ___________________
Compound Sentences

Two simple sentences, joined together, make a compound sentence, for example: *I bought apples and Jane bought figs. Tom likes pears, but his sister likes plums.*

Joining words are called *conjunctions*. Some joining words are: *and, but* and *so.*

1 Join the two sentences, using these conjunctions:

<table>
<thead>
<tr>
<th></th>
<th>and</th>
<th>but</th>
<th>so</th>
</tr>
</thead>
<tbody>
<tr>
<td>a I am hungry, ______ I will eat lunch.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b He wanted to go, ______ his dad wouldn’t let him.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c She called his name, ______ he didn’t hear her.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Pia likes jelly beans ______ she likes chocolate frogs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e There’s enough room in our car, ______ you can come with us.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

2 Add your own sentence to make a compound sentence.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>a Jack played tennis and ___________________</td>
<td></td>
</tr>
<tr>
<td>b I eat lettuce, but ______________________</td>
<td></td>
</tr>
<tr>
<td>c Saul wanted a pet bird, so ___________________</td>
<td></td>
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</tbody>
</table>

3 Join two sentences with a conjunction.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a Tom wants to go in the pool and you may go home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Mia has black hair the tank is full.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c The bell has rung so I also like tea.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Greg knocked on the door he can’t swim.</td>
<td></td>
<td></td>
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<tr>
<td>e I like coffee but Jacqui is blonde.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f It rained heavily no-one answered.</td>
<td></td>
<td></td>
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</tbody>
</table>
A word about **CLAUSES**

- A **clause** is a group of words with a subject and a verb.
  
  for example:  
  
  Dad and I went fishing.  
  
  The athlete won a blue ribbon.

- A **principal clause** contains the main idea.
  
  A simple sentence has just one principal clause.
  
  for example:  
  
  Jayden likes watching action movies.  
  
  Birds fly home at sunset.

- A **subordinate clause** says more about the main idea.
  
  It is linked to the principal clause by a joining word.
  
  for example:  
  
  I go swimming (principal) when the weather is hot. (subordinate)  
  
  I clean my teeth (principal) before I go to bed. (subordinate)

- A subordinate clause is joined to the principal clause by a **conjunction** or a **relative pronoun**.
  
  for example:  
  
  She was late (principal) because she lost her way. (subordinate)  
  
  This is the house (principal) that Jack built. (subordinate)

- These are the **relative pronouns** we use to join clauses:
  
  *who, whom* (used when talking about people)  
  
  *which, that* (used when talking about things)

- These are the **conjunctions** we most often use to join clauses:

<table>
<thead>
<tr>
<th>after</th>
<th>as</th>
<th>but</th>
<th>therefore</th>
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<td>before</td>
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<td>unless</td>
<td>whenever</td>
<td>while</td>
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</tbody>
</table>
A complex sentence is made up of a principal clause and a subordinate clause. They can be joined by a conjunction, for example: *Put your scraps in the bin when you have finished eating.*

A subordinate clause can be at the **beginning**, in the **middle** or at the **end** of a sentence.

1 **Put a box around the principal clauses.**
   a Kyle was unhappy because he had lost his football.
   b As we walked across the street, a car came rushing round the corner.
   c When you are ready, we will go to the skateboard park.
   d While I was at the beach, I collected a bucket of shells.
   e The audience went home after the concert was over.

2 **Highlight the subordinate clauses.**
   a Did Mandy tell you where she was going?
   b We won’t be in the final, because we didn’t win our last game.
   c Stand there until I tell you to move.
   d Although he is only small, he is very strong.
   e I must get home before the sun goes down.

3 **Complete the sentences by adding a subordinate clause.**
   a It started to rain, so ____________________________________________.
   b When___________________________________, they hid behind a large rock.
   c We go to our music lesson then______________________________________.
   d Because _____________________________________, the driver went very fast.
Complex Sentences 2

A complex sentence is made up of a principal clause and a subordinate clause. They can be joined by a relative pronoun, for example:

She is a person who is very fond of animals.
This is the costume that I will wear on stage.

I’ll use which and that to talk about animals and things.
I’ll use who to talk about people.

1 Complete the subordinate clauses.
   a A doctor is a person who ____________________________.
   b I have a book, which ____________________________.
   c These are the boys who ____________________________.
   d I want you to know that ____________________________.
   e You’ll never guess who ____________________________!
   f This is my new bike, which ____________________________.

2 Use which, that or who to fill the gaps.
   a A pilot is a person ___________ flies planes.
   b Here is your hat, ___________ you left in the playground.
   c This is the picture ___________ I have been painting.
   d It was a song ___________ everybody was singing.
   e This is my book, ___________ you may like to read.
   f The townspeople cheered the men ___________ had put out the fire.
Many subordinate clauses do the work of adverbs. They are called adverbial clauses, for example: 
*He went to bed because he was very tired.*  
*I will buy a football when I have enough money.*

### Adverbial Clauses 1

Adverbial clauses tell us more about the verb. They tell us:  
*How, Where, When, Why*

1. Note what the adverbial clauses tell us – how, when, where or why.

   a. I will make the toast, while Dad cooks the eggs. _____________
   b. Noriko knows a great spot where we can have a picnic. _____________
   c. After I get dressed for school, I will make my lunch. _____________
   d. You can’t go in because you haven’t got a ticket. _____________
   e. I will come as fast as I can. _____________
   f. My dog follows me wherever I go. _____________
   g. Although she played well, she was not picked for the team. _____________
   h. I am not going unless you come with me. _____________
   i. We cheered until all the players left the field. _____________
   j. When the tide goes out, we will pick up shells on the sand. _____________

2. Write the conjunctions from the above sentences. Then search them out here.

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**Conjunctions** link them to the principal clause. You will find a list of conjunctions on page 94.

**Name** __________________________ **Date** __________________
Adverbial Clauses 2

Adverbial clauses tell us more about the verb in a sentence. Conjunctions link them to the principal clause, for example: Joe stood up so the old lady could sit down. I will come to the party when I have finished netball training.

1 Highlight the adverbial clauses. Circle the conjunctions.

a The man did not speak until everyone was quiet.
b When I broke my leg, I had to use crutches.
c Don’t play in the sun unless you wear a hat.
d You must think before you speak.
e Our class went to the library then to the pool.
f Mum said I couldn’t go because I was too young.
g Whenever you can come, I will be happy to see you.
h I’ll stay here while you get your school bag.

2 Cut, place and paste the conjunctions below.

a I’ll eat the soup it is hot.
b you go to the shop, will you get me a dozen eggs?
c We couldn’t see the lights went out.
d Simon knows a place we can pitch our tent.
e he hurt his knee, he continued to play the game.

although after where before
while unless because when
Adjectival Clauses 3

Many subordinate clauses do the work of adjectives. They are called adjectival clauses, for example: *She is a person who likes animals.* *I am buying the game that was advertised on TV.*

I'll use **which** and **that** to talk about animals and things.

I'll use **who** to talk about people.

Adjectival clauses always follow the noun they describe.

1. Underline the noun or pronoun that the adjectival clause describes.
   a. The horse, which he bought for $1000, became a great racehorse.
   b. Everyone who could sing, joined the choir.
   c. He gave her a necklace that was made from gold and diamonds.
   d. The people, who had been waiting for a long time, were pleased to see the train.
   e. An hour before the shop closed, all the meat that was left was reduced in price.

2. Add **who, which** or **that** to complete the clauses.
   a. The movie showed the men ________ first landed on the moon.
   b. The cattle dog, ________ is now very old, rounded up all the stray cows.
   c. This is the treehouse ________ took us two weeks to build.
   d. I didn't know the person ________ knocked on the door.
   e. We visited the zoo to see the polar bear ________ had just been born.

3. Use **who, which** and **that** in sentences of your own.
   a. __________________________________________
   b. __________________________________________
   c. __________________________________________

Name ___________________________________ Date ____________________

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Sentences in Dialogue 1

Sentences can record the speech of one person to another. This is called dialogue, for example:
“I went to Tasmania last week,” said Jill.
“Was it cold there?” asked Byron.

1 Highlight the spoken words in this dialogue.
“Dad’s taking us across the Nullabor by train this holiday,” said Jessica excitedly.
“Where are you going, Eddie?”
“We're going to stay in a caravan park, just south of Sydney,” Eddie replied. “We'll be right beside the beach.”
“That sounds like fun too,” said Jessica. “We should get some great photos.”
“Yeah, Mum has just bought a digital camera and she wants to try it out,” said Eddie. Then he smiled, “She’s not very good with techno things, though.”

2 Cut, place and paste the spoken words in the boxes below.
Go back and put speech marks around the spoken words.

a ____________ begged Carlie.
b ____________ cried Baby Bear.
c ____________ the waiter said politely.
d ____________ the captain warned his team.
e ____________ I said, wiping my hands on my apron.

Speech is written in present, past or future tense.

Speech marks are placed around the spoken words.

Who didn’t do their homework?
Let me show you the menu
Please come to the movies with me
Who has been sleeping in my bed?
We’ll need to score an early goal
Just stir in the flour slowly
Sentences in Dialogue 2

Spoken words are separated from unspoken words by a comma, question mark or exclamation mark, for example: “Let’s take the dog for a walk,” said Tom. “Where do you want to go?” asked James.

1 Punctuate these questions and answers.
   1. Highlight the spoken words.
   2. Put speech marks around the spoken words.
   3. Separate the spoken words from the unspoken words.

   a What game do you want to play asked Jeremy
      Why don’t we have a game of marbles answered Karl

   b Michael called out has anyone seen my football
      No Michael shouted everyone all together

   c Where is the nearest shop asked the man from Africa
      It’s not far said Jack do you want me to take you

2 Now write a question and answer of your own.

___________________________________________________________________

___________________________________________________________________

3 Punctuate this dialogue. (Reminder: NEW speaker has a NEW line.)

   How was your first day back at school Aunty Jean asked
   It was great said Sally my teacher’s name is Ms Fiz and
   I’m sitting beside my best friend
   What was the best thing you did today Aunty Jean asked
   Sally said the teacher took photos of all the children she
told us we would be writing a little bit about ourselves
to go in a class book
   That sounds interesting said Aunty Jean
Assessment - Sentences

Date ____________

✿ CHECK 1 Tick only the sentences. /5

a up the road and over the hill 

b Collecting rocks is my hobby.

c a bucket of golf balls

d a blue skateboard and a red scooter

e Far away, lies the island of Majorca.

✿ CHECK 2 Write FACT or OPINION beside the following statements. /5

a Australia is the largest island in the world. ________________

b Red cars are faster than black ones. ________________

c There are twenty-six letters in the English alphabet. ________________

d All dogs can be trained to fetch a newspaper. ________________

e Male birds are more colourful than female birds. ________________

✿ CHECK 3 Write and punctuate 5 questions. /5

a Where ______________________________________________________________

b Who  ______________________________________________________________

c How  ______________________________________________________________

d When ______________________________________________________________

e Why  ______________________________________________________________
CHECK 4 Circle the verbs in these commands. /5
a  Play a tune on your violin, please.
b  Cut a piece of string about thirty centimetres long.
c  Wash your fruit before eating it.
d  Grate some cheese for our sandwiches, please.
e  Toss the ball high above your head.

CHECK 5 Draw a box around the subject in each sentence. /5
a  The circus clown is wearing baggy green trousers.
b  After the storm, muddy brown water filled the dam.
c  From far away came the sound of rumbling thunder.
d  With a screech of brakes, the car stopped at the red light.
e  A tawny grey owl perched high in the gum tree.

CHECK 6 Join these compound sentences. Use and, but or so. /5
a  I am going now _______ Casey is coming with me.
b  They waited for twenty minutes, _______ the bus did not come.
c  I am feeling hot, _______ I will switch on the fan.
d  Kym bought a pair of shoes _______ she also bought a pair of socks.
e  I would read you a funny story, _______ I left my book at home.

CHECK 7 Circle the principal clause and underline the subordinate clause. /5
a  The twins were very excited when they opened their presents.
b  This is the grandfather clock that was in my uncle's house.
c  Because his ankle was sore, he could not join in the game.
d  There is the man who was elected prime minister.
e  Until it rained, there was no water in the tank.
CHECK 8  Add an adverbial clause. You will need a conjunction too. /3

a  He is sunburnt ________________________________.

b  The race will start ________________________________.

c  My dog follows me ________________________________.

CHECK 9  Add who, which or that to complete the adjectival clauses. /3

a  Emile is the only one ______ has completed his work.

b  This is the poem ______ I wrote for you.

c  The snake, ______ had been lying under the log, slithered past me.

CHECK 10  Punctuate this short dialogue. /2

Why are you boys so late coming back to class the teacher asked

Ben replied we were in the library and didn’t hear the bell

CHECK 11  Punctuate the following text. Use a red pencil. /7

Mozart was born in Austria two hundred and fifty years ago he was a clever little boy and soon learned to play the piano he wrote many wonderful pieces of music many people believe Mozart to be the greatest composer who has ever lived

Student Name: __________________________________________

Year Level: _____  Total Score: ____/50
**Wordworks**

This set of materials is designed for use by students, working independently or in pairs, to improve their knowledge (and language) of grammar.

Teachers (and helpers) train, monitor, scaffold and intervene as needed. During each session, students are encouraged to use their dictionaries.

A *Wordworks* record of achievement matrix can be maintained as a personal record of cards completed by students. The emphasis is always on learning and reflecting on that learning, not on the number of cards completed by any one student.

Students will become familiar with the terms:

- Verbal adjectives
- Antonyms
- Compound words
- Definitions
- Adjectives
- Nouns
- Pronouns
- Adverbs
- Gender
- Plurals
- Collective nouns
- Contractions
- Homographs
- Possessive nouns
- Subjects
- Adjectival phrases
- Adverbial phrases
- Verbs – doing
- Verbs – saying
- Tense

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**Preparing the Materials**

1. Copy the task cards onto card and laminate for durability.
2. Cut out the cards and store in a small box. (A gift box is ideal.)
3. Copy, cut and store the information on this page with the materials.
4. Copy the progress chart – sufficient for one per student. Ask them to paste it into a specified work book.
5. As a card is completed and corrected, the student colours the corresponding number on the progress chart.
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|11 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|12 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|13 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|14 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|15 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|16 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|17 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|18 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|19 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|20 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|21 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|22 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|23 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|24 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|25 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|26 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|27 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|28 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|29 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|30 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
1. **VERBAL ADJECTIVES**
   *Find matching nouns.*
   - buttered
   - protected
   - washing
   - scented
   - fading
   - caring
   - dancing
   - unfinished
   - training
   - garbled

2. **ANTONYMS**
   *Match words of opposite meaning.*
   - lost
   - fresh
   - smooth
   - late
   - tall
   - old
   - blunt
   - green
   - high
   - east
   - west
   - ripe
   - found
   - early
   - low
   - young
   - stale
   - short

3. **DEFINING NOUNS**
   *Match the noun with its definition.*
   - tennis: vegetable grown on a vine
   - caravan: hat tied under the chin
   - laces: game played with racquets
   - bonnet: stringed instrument
   - tripod: black wild animal
   - pumpkin: string to tie up shoes
   - panther: place to play tennis
   - parcel: a home on wheels
   - cello: 3-legged camera stand
   - court: a package

4. **COMPOUND WORDS**
   *Join two words to make a new one.*
   - fire
   - home
   - horse
   - water
   - drive
   - bed
   - basket
   - pop
   - snow
   - corn
   - way
   - fall
   - storm
   - ball
   - back
   - wood
   - work
   - flakes
   - side
   - corn

5. **ADJECTIVES and NOUNS**
   *Find matching words.*
   - slithering
   - crunchy
   - humorous
   - sharp
   - autumn
   - dangerous
   - heavy
   - elderly
   - sour
   - joyful
   - celebration
   - story
   - lemons
   - person
   - leaves
   - snake
   - sword
   - apple
   - animal
   - rainfall

6. **NOUNS and ADJECTIVES**
   *Sort the nouns and adjectives.*
   - lazy
   - napkin
   - court
   - knuckle
   - dependent
   - active
   - flavour
   - sensible
   - magical
   - doorbell
   - curious
   - bundle
   - handsome
   - mystery
   - enchanted
   - chore
   - famous
   - robust
   - tower
   - youth
NOUNS and VERBS

Sort the nouns and verbs.

- settle
- meddle
- riddle
- trouble
- fumble
- prattle
- jungle
- strangle
- kettle
- pimple

POSSESSIVE NOUNS

The house of Jack = Jack's house

- the car of Dad =
- the books of the teachers =
- the window of the bus =
- the bridle of the horses =
- the coats of the children =
- the collar of the dogs =
- the act of the clown =
- the end of the day =

NOUNS to ADJECTIVES

Change the nouns to adjectives, using y. Note the doubling rule and the ‘final e’ rule.

- frost
- run
- taste
- spot
- lump
- slime
- hand
- snap
- rose
- grit
- fish
- mist

ADJECTIVES to ADVERBS

Change the adjectives to adverbs, using ly. Note the rules for y, and ‘final e’.

- noisy
- cheeky
- glad
- merry
- swift
- wide
- quick
- feeble
- lazy
- prompt
- flat
- light

PAST TENSE VERBS

Write the past tense form of each verb.

- do
- jump
- has
- find
- race
- cry
- hop
- stay
- is
- fall
- sit
- change

ADDING –ING

Note the doubling rule and the ‘final e’ rule.

- hop
- face
- dry
- flow
- sit
- depend
- stumble
- crush
- roar
- admit
- confide
- ski
13 NOUNS and VERBS
Sort into the correct columns.

- angel
- prance
- sharpen
- tale
- grind
- juggle
- pie
- fail
- statue
- flesh
- jungle
- melt
- prickle
- graze
- gallop
- violin
- swelter
- prince
- basin
- spill

14 Suggest a suitable NOUN
- a sweet, juicy _____________
- a long, narrow ______________
- a kind, friendly ______________
- a hard, wooden ______________
- a short, funny ________________
- an old, unpainted _____________
- one last, desperate _____________
- an ugly, bearded ______________
- fresh, tasty ________________
- a red, plastic ________________
- a long and tedious ______________

15 ‘DOING’ VERBS
Write three action verbs for each noun group.

- wild horses
- autumn leaves
- football players
- ballet dancers
- school children
- mighty eagles
- old friends
- trained athletes
- country streams
- roving sharks

16 Add a PRONOUN
James opened the box. ___ spread Claire’s new dress on the bed. ___ was very beautiful. ___ was made of gold and silver net. There was even a gold ribbon for ___ hair. When Claire saw it, ___ eyes shone. “___ is the most beautiful dress ___ have ever seen. ___ shall treasure ___ always,” ___ said.

17 ADJECTIVAL PHRASES
Complete the sentences with a phrase.
(e.g. The cup on the sink is clean.)

- The horse in__________ stumbled and fell.
- The bell above _________ is made of brass.
- Help me carry this box of__________.
- Alex chose the cake with__________.
- The man by ____________ is blind.
- The tigers at______ are very fierce.
- The magazine on__________ is interesting.
- He bought a dog with__________.

18 PLURALS
Write the plural form of the following.

- road
- peach
- lady
- bone
- body
- tooth
- potato
- leaf
- monkey
- goose
19 ADVERBIAL PHRASES
Complete the sentences with a phrase telling how, where or when about the verb.
- Put your books on_________________.
- They went to the beach last__________.
- With__________ the old man stood up.
- After__________ we went home for tea.
- We all wore crazy hats to__________.
- The newspaper is printed every_______.
- Cars should be driven with__________.
- The police officer walked towards_______.
- During_______ we swim every day.

20 SUBJECT SEARCH
Circle the subject of each sentence.
- The football coach selected her team.
- Frightened, the young deer ran away.
- He couldn’t find his lost kitten.
- In two days, the boys built a cubby.
- I hear a possum on the roof at night.
- On Fridays, Kate and Sue go to ballet.
- Old rusty tins lie in the rubbish dump.
- The gymnasts practise on Mondays.
- “Where have you been?” asked Max.
- A tree snake slithered over the rock.

21 WORD SORTS
Sort the words into 4 categories:
MALE FEMALE EITHER NEITHER
- cow  rooster
- gander  husband
- cabbage  hind
- partner  shack
- stallion  mare
- cousin  computer
- cyclone  gymnast
- niece  nephew
- mountain  pilot
- adult  aunt

22 CONTRACTIONS
What words do these take the place of?
- can’t  he’s
- hasn’t  they’ve
- I’ve  you’ll
- we’ll  we’d
- they’d  it’s
- we’re  won’t
- you’ve  she’s
- she’d  he’ll

23 VERBS
Sort the verbs into saying or doing.
- murmured  tittered
- sprinted  wandered
- giggled  lazered
- stammered  scoffed
- stumbled  sailed
- mentioned  commented
- clambered  feasted
- sighed  sheltered

24 HOMOGRAPHs
(same word, different meaning)
Write two meanings for each word.
- bear  rock
- match  orange
- light  fire
25  **NOUN SORTS**

*ANIMAL  PERSON  PLACE  THING*

- beach
- chimpanzee
- athlete
- shovel
- comedian
- panda
- fence
- theatre
- otter
- scissors
- pilot
- Italy
- zebra
- ladder
- usher
- lantern
- ranger
- kitchen
- donkey
- stadium

26  **ANTONYMS**

*Match words of opposite meaning.*

- tame
- ugly
- honest
- tidy
- fast
- busy
- straight
- long
- wide
- proud
- crooked
- short
- idle
- ashamed
- wild
- narrow
- slow
- untidy
- beautiful
- dishonest

27  **COLLECTIVE NOUNS**

- a herd of ______________.
- a pod of ________________.
- a clutch of ________________.
- a flock of ________________.
- a litter of ________________.
- a pride of ________________.
- a swarm of ________________.
- a pack of ________________.
- a mob of ________________.
- an army of ________________.

28  **HELPING VERBS**

*Add a helper to the verb.*

- I _____ see without glasses.
- He ____ not know what to say.
- She ___ playing hockey yesterday.
- They ___ spent all their money.
- We ___ eat dinner at 7:00 tonight.
- Mrs Jones ___ just driven past.
- Marty ____ waiting outside for you.
- ___ you read this book yet?
- ___ you give me your ruler, please?
- ___ they gone to the game?

29  **ADJECTIVE SORTS**

*Sort into three categories: PERSON  PLACE  THING*

- rocky
- calm
- shady
- broken
- athletic
- deserted
- chewy
- young
- sparkling
- kind
- sandy
- crumpled
- crowded
- clever
- plastic
- curious
- shiny
- restful

30  **CONTRACTIONS**

*Contract these subjects and verbs.*

- She will
- I have
- He is
- They would
- You are
- We have
- I would
- They are
- She would
- I am
- It is
- He will
- You have
- We are
Shuffle ‘n’ Sort

Shuffle ‘n’ Sort is a set of materials designed for use by a whole class, with students working in pairs. It supports the development of grammatical knowledge and vocabulary. Dictionary skills underpin this work.

Preparation of Materials

1. Copy the Baseboard (p. 116) onto card and laminate for durability. You will need one per pair of students.
2. Copy each page of words onto card. Laminate for durability.
3. Cut out all the words on a page and store in an envelope. Clearly mark the envelope with a number (1 – 20).

   **Tip 1:** It is helpful to also number the back of each word card, so that cards can be returned to their correct envelope.

   **Tip 2:** Place a piece of sticky tape over the adhesive on the envelope, so students can’t seal the envelope after use.
4. Copy the Progress Chart – sufficient for one per student. Ask students to paste it into a specified work book.

Using the Materials

1. Each pair selects a Shuffle ‘n’ Sort envelope and a Baseboard.
2. The students first place the three large words on the Baseboard, one above each column.
3. Students then categorise the remaining words under these three categories. Suggest that they sort those they know first then refer to a dictionary for the meaning of those they don’t.

   **Tip:** If only one student in the pair knows a meaning, it is their job to ‘teach’ their partner.
4. It is the teacher’s job at this point to circulate among the students, answering questions, offering advice and teaching ‘on-the-run’.

   **Tip:** It is helpful to engage the support of teacher aides or volunteer adults.
5. Teachers need to check cards on completion for accuracy and understanding.
6. Both students then colour the corresponding number on their progress charts.

Optional Extra

When words have been sorted into their categories, ask the students to write up to three sentences, perhaps using a word from each category.
<table>
<thead>
<tr>
<th><strong>HEAR</strong></th>
<th><strong>TOUCH</strong></th>
<th><strong>SEE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>chortle</td>
<td>caress</td>
<td>survey</td>
</tr>
<tr>
<td>whistle</td>
<td>clutch</td>
<td>glance</td>
</tr>
<tr>
<td>jangle</td>
<td>fondle</td>
<td>search</td>
</tr>
<tr>
<td>whimper</td>
<td>grasp</td>
<td>stare</td>
</tr>
<tr>
<td>chatter</td>
<td>hold</td>
<td>peek</td>
</tr>
<tr>
<td>whisper</td>
<td>pinch</td>
<td>regard</td>
</tr>
<tr>
<td>cheer</td>
<td>press</td>
<td>glimpse</td>
</tr>
<tr>
<td>squeal</td>
<td>rub</td>
<td>recognise</td>
</tr>
<tr>
<td>scream</td>
<td>scrape</td>
<td>observe</td>
</tr>
<tr>
<td>clatter</td>
<td>scratch</td>
<td>squint</td>
</tr>
<tr>
<td>giggle</td>
<td>squeeze</td>
<td>view</td>
</tr>
<tr>
<td>clang</td>
<td>stroke</td>
<td>notice</td>
</tr>
<tr>
<td>SOUND</td>
<td>SMELL</td>
<td>TOUCH</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>deafening</td>
<td>putrid</td>
<td>slimy</td>
</tr>
<tr>
<td>audible</td>
<td>fragrant</td>
<td>greasy</td>
</tr>
<tr>
<td>quiet</td>
<td>perfumed</td>
<td>rough</td>
</tr>
<tr>
<td>noisy</td>
<td>sweet</td>
<td>lumpy</td>
</tr>
<tr>
<td>piercing</td>
<td>scented</td>
<td>smooth</td>
</tr>
<tr>
<td>shrill</td>
<td>rank</td>
<td>coarse</td>
</tr>
<tr>
<td>deep</td>
<td>pungent</td>
<td>silky</td>
</tr>
<tr>
<td>high-pitched</td>
<td>musty</td>
<td>tepid</td>
</tr>
<tr>
<td>faint</td>
<td>aromatic</td>
<td>flabby</td>
</tr>
<tr>
<td>echoing</td>
<td>acrid</td>
<td>firm</td>
</tr>
<tr>
<td>melodious</td>
<td>fresh</td>
<td>moist</td>
</tr>
<tr>
<td>bass</td>
<td>mouldy</td>
<td>slippery</td>
</tr>
<tr>
<td>PERSON</td>
<td>PLACE</td>
<td>THING</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>doctor</td>
<td>garden</td>
<td>cymbal</td>
</tr>
<tr>
<td>comedian</td>
<td>opera house</td>
<td>fingernail</td>
</tr>
<tr>
<td>astronaut</td>
<td>Saturn</td>
<td>carafe</td>
</tr>
<tr>
<td>acrobat</td>
<td>supermarket</td>
<td>axle</td>
</tr>
<tr>
<td>jockey</td>
<td>dungeon</td>
<td>saddle</td>
</tr>
<tr>
<td>waiter</td>
<td>cafe</td>
<td>certificate</td>
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<tr>
<td>musician</td>
<td>arena</td>
<td>cage</td>
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<td>tourist</td>
<td>ranch</td>
<td>staircase</td>
</tr>
<tr>
<td>ranger</td>
<td>stadium</td>
<td>wardrobe</td>
</tr>
<tr>
<td>traveller</td>
<td>auditorium</td>
<td>microphone</td>
</tr>
<tr>
<td>contestant</td>
<td>laboratory</td>
<td>computer</td>
</tr>
<tr>
<td>priest</td>
<td>cathedral</td>
<td>goblet</td>
</tr>
<tr>
<td>NOUN</td>
<td>VERB</td>
<td>ADJECTIVE</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>armchair</td>
<td>take</td>
<td>favourite</td>
</tr>
<tr>
<td>highway</td>
<td>stretch</td>
<td>sticky</td>
</tr>
<tr>
<td>person</td>
<td>disturb</td>
<td>thoughtful</td>
</tr>
<tr>
<td>turbulence</td>
<td>imagine</td>
<td>careless</td>
</tr>
<tr>
<td>seascape</td>
<td>disappoint</td>
<td>strong</td>
</tr>
<tr>
<td>alps</td>
<td>speak</td>
<td>delicate</td>
</tr>
<tr>
<td>handstand</td>
<td>loiter</td>
<td>stunning</td>
</tr>
<tr>
<td>refinery</td>
<td>unlock</td>
<td>fantastic</td>
</tr>
<tr>
<td>trowel</td>
<td>decide</td>
<td>gloomy</td>
</tr>
<tr>
<td>business</td>
<td>win</td>
<td>charming</td>
</tr>
<tr>
<td>petroleum</td>
<td>repeat</td>
<td>responsible</td>
</tr>
<tr>
<td>document</td>
<td>discover</td>
<td>wholesome</td>
</tr>
<tr>
<td><strong>PEOPLE</strong></td>
<td><strong>PLACE</strong></td>
<td><strong>THING</strong></td>
</tr>
<tr>
<td>---------------</td>
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<tr>
<td>drongo</td>
<td>colt</td>
<td>mosquito</td>
</tr>
<tr>
<td>egret</td>
<td>cougar</td>
<td>tick</td>
</tr>
<tr>
<td>turkey</td>
<td>gorilla</td>
<td>beetle</td>
</tr>
<tr>
<td>pigeon</td>
<td>antelope</td>
<td>wasp</td>
</tr>
<tr>
<td>kookaburra</td>
<td>camel</td>
<td>ant</td>
</tr>
<tr>
<td>NOUN</td>
<td>VERB</td>
<td>ADJECTIVE</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>feather</td>
<td>elect</td>
<td>familiar</td>
</tr>
<tr>
<td>kiosk</td>
<td>baffle</td>
<td>hazy</td>
</tr>
<tr>
<td>dwarf</td>
<td>capture</td>
<td>punctual</td>
</tr>
<tr>
<td>almond</td>
<td>publish</td>
<td>odd</td>
</tr>
<tr>
<td>biography</td>
<td>occupy</td>
<td>numb</td>
</tr>
<tr>
<td>anthem</td>
<td>mope</td>
<td>moody</td>
</tr>
<tr>
<td>orphan</td>
<td>lunge</td>
<td>lukewarm</td>
</tr>
<tr>
<td>nursery</td>
<td>vibrate</td>
<td>majestic</td>
</tr>
<tr>
<td>shield</td>
<td>applaud</td>
<td>jaunty</td>
</tr>
<tr>
<td>beret</td>
<td>whine</td>
<td>empty</td>
</tr>
<tr>
<td>scarf</td>
<td>narrate</td>
<td>sly</td>
</tr>
<tr>
<td>jellyfish</td>
<td>shuffle</td>
<td>stormy</td>
</tr>
</tbody>
</table>
Fact Finders

Fact Finders is a set of materials designed for use by a whole class, with students working in pairs. It supports the development of language use, vocabulary and grammar. Dictionary skills underpin this work.

Preparation of Materials

1. Copy all the materials onto card. Laminate for durability.
2. Cut out the Fact Finders cards, and stack in a box.
3. Cut out the Fact Finders words and meanings. There are eight words/meanings per set, with a number corresponding to a Fact Finders card. Place these in B5 envelopes and clearly number them. Store the envelopes in the box with the Fact Finders cards.
   Tip: Place a strip of sticky tape over the adhesive on the envelope, so students can't seal the envelope after use.
4. Copy the Progress Chart – sufficient for one per student. Ask students to paste into a specified work book.

Using the Materials

1. Each pair selects a Fact Finders card and corresponding envelope.
2. The students first place the words in alphabetical order.
3. Students match the meanings to the words. Suggest that they match those they know first then refer to a dictionary for those they don't.
   Tip: If only one student knows a meaning, it is their job to 'teach' their partner.
4. When words and meanings are matched, both students work together to provide answers to the tasks on the Fact Finders card. However, both should record the answers. When required to write sentences, each student should compose their own. It is the teacher’s job at this point to circulate among the students, answering questions, offering advice and teaching ‘on-the-run’.
   Tip: It is helpful to engage the support of teacher aides or volunteer adults.
5. Teachers need to check cards on completion for accuracy and understanding.
6. Both students then colour the corresponding number on their progress charts.
PROGRESS CHART

Fact Finders

Name:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
### Fact Finders 1

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>hangar</td>
<td>a large shed for planes</td>
</tr>
<tr>
<td>herd</td>
<td>a number of animals together</td>
</tr>
<tr>
<td>hibernate</td>
<td>sleep through winter</td>
</tr>
<tr>
<td>history</td>
<td>story of past events</td>
</tr>
<tr>
<td>pancake</td>
<td>a thin flat cake</td>
</tr>
<tr>
<td>parachute</td>
<td>used to slow fall from plane</td>
</tr>
<tr>
<td>profession</td>
<td>job requiring skill and training</td>
</tr>
<tr>
<td>punctual</td>
<td>being on time</td>
</tr>
</tbody>
</table>

### Fact Finders 2

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>congratulate</td>
<td>to wish joy to a person</td>
</tr>
<tr>
<td>glimmer</td>
<td>to shine faintly</td>
</tr>
<tr>
<td>humorous</td>
<td>funny</td>
</tr>
<tr>
<td>jockey</td>
<td>rider of a racehorse</td>
</tr>
<tr>
<td>knuckle</td>
<td>a finger joint</td>
</tr>
<tr>
<td>lettuce</td>
<td>green plant used in salads</td>
</tr>
<tr>
<td>odour</td>
<td>a smell</td>
</tr>
<tr>
<td>wardrobe</td>
<td>cupboard for storing clothes</td>
</tr>
<tr>
<td>Fact Finders 3</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>dinosaur</strong></td>
<td>huge reptile no longer living</td>
</tr>
<tr>
<td><strong>dough</strong></td>
<td>unbaked bread</td>
</tr>
<tr>
<td><strong>label</strong></td>
<td>tag with a name on it</td>
</tr>
<tr>
<td><strong>mirror</strong></td>
<td>a looking glass</td>
</tr>
<tr>
<td><strong>orchard</strong></td>
<td>garden for growing fruit</td>
</tr>
<tr>
<td><strong>raft</strong></td>
<td>floating platform of logs</td>
</tr>
<tr>
<td><strong>shrub</strong></td>
<td>a bush</td>
</tr>
<tr>
<td><strong>somersault</strong></td>
<td>turn heels over head</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fact Finders 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>banjo</strong></td>
<td>musical instrument with strings</td>
</tr>
<tr>
<td><strong>chestnut</strong></td>
<td>a reddish-brown colour</td>
</tr>
<tr>
<td><strong>cinnamon</strong></td>
<td>a spice used as flavouring</td>
</tr>
<tr>
<td><strong>lounge</strong></td>
<td>to behave lazily</td>
</tr>
<tr>
<td><strong>massive</strong></td>
<td>large and heavy</td>
</tr>
<tr>
<td><strong>swan</strong></td>
<td>water bird with long neck</td>
</tr>
<tr>
<td><strong>syrup</strong></td>
<td>thick, brown, sugary liquid</td>
</tr>
<tr>
<td><strong>venom</strong></td>
<td>the poison of snakes</td>
</tr>
</tbody>
</table>
### Fact Finders 5

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>absent</td>
<td>away; not present</td>
</tr>
<tr>
<td>baboon</td>
<td>a large monkey</td>
</tr>
<tr>
<td>gravel</td>
<td>small stones and coarse sand</td>
</tr>
<tr>
<td>massage</td>
<td>treat muscles/joints by rubbing</td>
</tr>
<tr>
<td>publish</td>
<td>print and sell copies of a book</td>
</tr>
<tr>
<td>sunflower</td>
<td>tall, flowering plant with seeds</td>
</tr>
<tr>
<td>village</td>
<td>group of houses</td>
</tr>
<tr>
<td>wan</td>
<td>looking pale and weak</td>
</tr>
</tbody>
</table>

### Fact Finders 6

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>clamber</td>
<td>climb with hands and feet</td>
</tr>
<tr>
<td>plaque</td>
<td>coating on teeth causing decay</td>
</tr>
<tr>
<td>pyramid</td>
<td>object with triangular sides</td>
</tr>
<tr>
<td>recipe</td>
<td>instructions for cooking food</td>
</tr>
<tr>
<td>sawdust</td>
<td>wood dust made by sawing</td>
</tr>
<tr>
<td>starboard</td>
<td>right side of a ship</td>
</tr>
<tr>
<td>tender</td>
<td>delicate, soft or gentle</td>
</tr>
<tr>
<td>warp</td>
<td>twist out of shape</td>
</tr>
</tbody>
</table>
### Fact Finders 7

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>dentist</td>
<td>person trained to treat teeth</td>
</tr>
<tr>
<td>kelpie</td>
<td>Australian sheepdog</td>
</tr>
<tr>
<td>khaki</td>
<td>dull greenish-brown colour</td>
</tr>
<tr>
<td>racquet</td>
<td>bat used in playing tennis</td>
</tr>
<tr>
<td>rancid</td>
<td>having a sour smell or taste</td>
</tr>
<tr>
<td>tier</td>
<td>a row or layer</td>
</tr>
<tr>
<td>trail</td>
<td>a path through rough country</td>
</tr>
<tr>
<td>wilt</td>
<td>to become limp</td>
</tr>
</tbody>
</table>

### Fact Finders 8

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>buzzard</td>
<td>large bird like a hawk</td>
</tr>
<tr>
<td>feral</td>
<td>wild or untamed</td>
</tr>
<tr>
<td>fringe</td>
<td>hair cut across the forehead</td>
</tr>
<tr>
<td>jack</td>
<td>tool used for lifting a car</td>
</tr>
<tr>
<td>pair</td>
<td>two things that go together</td>
</tr>
<tr>
<td>parsnip</td>
<td>white root vegetable</td>
</tr>
<tr>
<td>tarmac</td>
<td>airport runway</td>
</tr>
<tr>
<td>topsy-turvy</td>
<td>upside down or back to front</td>
</tr>
</tbody>
</table>
### Fact Finders 9

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>chess</td>
<td>game played on a chequered board</td>
</tr>
<tr>
<td>chord</td>
<td>several notes played in harmony</td>
</tr>
<tr>
<td>grate</td>
<td>to scrape or grind</td>
</tr>
<tr>
<td>kerb</td>
<td>concrete at the edge of a street</td>
</tr>
<tr>
<td>original</td>
<td>first; new; not copied</td>
</tr>
<tr>
<td>strike</td>
<td>to hit, punch</td>
</tr>
<tr>
<td>whelp</td>
<td>a young dog, wolf, bear or lion</td>
</tr>
<tr>
<td>whistle</td>
<td>shrill sound made by blowing</td>
</tr>
</tbody>
</table>

### Fact Finders 10

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>comedy</td>
<td>amusing performance or event</td>
</tr>
<tr>
<td>dew</td>
<td>drops of water found on grass</td>
</tr>
<tr>
<td>draft</td>
<td>rough sketch, piece of writing</td>
</tr>
<tr>
<td>dux</td>
<td>top student at a school</td>
</tr>
<tr>
<td>fort</td>
<td>place armed against enemy attack</td>
</tr>
<tr>
<td>menu</td>
<td>list of dishes served at a restaurant</td>
</tr>
<tr>
<td>oyster</td>
<td>shellfish you can eat</td>
</tr>
<tr>
<td>steal</td>
<td>take something that is not yours</td>
</tr>
</tbody>
</table>
### Fact Finders 11

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>cherry</td>
<td>small, juicy stone fruit</td>
</tr>
<tr>
<td>crow</td>
<td>a big black bird</td>
</tr>
<tr>
<td>rattle</td>
<td>make short, sharp, clattering sound</td>
</tr>
<tr>
<td>stampede</td>
<td>sudden rush by people or animals</td>
</tr>
<tr>
<td>titbit</td>
<td>small, delicious piece of food</td>
</tr>
<tr>
<td>venue</td>
<td>place where an event is held</td>
</tr>
<tr>
<td>witch</td>
<td>woman who practises magic</td>
</tr>
<tr>
<td>wrap</td>
<td>fold paper or material around</td>
</tr>
</tbody>
</table>

### Fact Finders 12

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>antenna</td>
<td>television aerial</td>
</tr>
<tr>
<td>brooch</td>
<td>ornament pinned on clothes</td>
</tr>
<tr>
<td>forage</td>
<td>to search around for food</td>
</tr>
<tr>
<td>password</td>
<td>secret word to gain entry</td>
</tr>
<tr>
<td>population</td>
<td>people living in a country</td>
</tr>
<tr>
<td>portrait</td>
<td>picture/painting of one’s face</td>
</tr>
<tr>
<td>severe</td>
<td>serious, unsmiling, stern</td>
</tr>
<tr>
<td>taut</td>
<td>stretched very tight</td>
</tr>
</tbody>
</table>
### Fact Finders 13

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>cyclone</td>
<td>storm that moves in a circle</td>
</tr>
<tr>
<td>cymbals</td>
<td>round, brass clappers used in a band</td>
</tr>
<tr>
<td>ignore</td>
<td>take no notice of</td>
</tr>
<tr>
<td>mimic</td>
<td>to copy someone or something</td>
</tr>
<tr>
<td>octagonal</td>
<td>having eight sides</td>
</tr>
<tr>
<td>robot</td>
<td>machine that moves like a human</td>
</tr>
<tr>
<td>secret</td>
<td>something hidden, private</td>
</tr>
<tr>
<td>thorn</td>
<td>sharp prickle/spike on a plant</td>
</tr>
</tbody>
</table>

### Fact Finders 14

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>bulldozer</td>
<td>tractor with blade in front</td>
</tr>
<tr>
<td>carnival</td>
<td>a festival; a series of sporting events</td>
</tr>
<tr>
<td>fountain</td>
<td>place where water spurts upwards</td>
</tr>
<tr>
<td>ponder</td>
<td>think about deeply</td>
</tr>
<tr>
<td>poor</td>
<td>having very little money</td>
</tr>
<tr>
<td>stench</td>
<td>a very bad smell</td>
</tr>
<tr>
<td>urn</td>
<td>a kind of vase</td>
</tr>
<tr>
<td>wizard</td>
<td>someone who practises magic</td>
</tr>
<tr>
<td><strong>Fact Finders 15</strong></td>
<td><strong>Fact Finders 16</strong></td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td><code>brochure</code></td>
<td><code>arena</code></td>
</tr>
<tr>
<td>information booklet</td>
<td>place for sports events</td>
</tr>
<tr>
<td><code>course</code></td>
<td><code>blurb</code></td>
</tr>
<tr>
<td>ground where a race takes place</td>
<td>information about a book</td>
</tr>
<tr>
<td><code>gully</code></td>
<td><code>chore</code></td>
</tr>
<tr>
<td>channel made by running water</td>
<td>boring or unpleasant job</td>
</tr>
<tr>
<td><code>harp</code></td>
<td><code>court</code></td>
</tr>
<tr>
<td>large stringed instrument</td>
<td>ground where tennis is played</td>
</tr>
<tr>
<td><code>laundry</code></td>
<td><code>flaw</code></td>
</tr>
<tr>
<td>place where clothes are washed</td>
<td>a crack, scratch, defect</td>
</tr>
<tr>
<td><code>maid</code></td>
<td><code>landslide</code></td>
</tr>
<tr>
<td>girl; female servant</td>
<td>rocks/soil falling down steep slope</td>
</tr>
<tr>
<td><code>salad</code></td>
<td><code>lava</code></td>
</tr>
<tr>
<td>mix of uncooked vegetables</td>
<td>hot liquid rock from a volcano</td>
</tr>
<tr>
<td><code>snowflake</code></td>
<td><code>meter</code></td>
</tr>
<tr>
<td>soft, frozen moisture</td>
<td>instrument that measures, e.g. gas</td>
</tr>
</tbody>
</table>
### Fact Finders 17

<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Definition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>athlete</td>
<td>someone competing in sports</td>
</tr>
<tr>
<td>awe</td>
<td>great respect with a little fear</td>
</tr>
<tr>
<td>crowd</td>
<td>a large number of people</td>
</tr>
<tr>
<td>employee</td>
<td>someone who is paid to work</td>
</tr>
<tr>
<td>gosling</td>
<td>young goose</td>
</tr>
<tr>
<td>gradual</td>
<td>little by little</td>
</tr>
<tr>
<td>lazy</td>
<td>unwilling to work</td>
</tr>
<tr>
<td>stable</td>
<td>place for housing horses</td>
</tr>
</tbody>
</table>

### Fact Finders 18

<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Definition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>band</td>
<td>group of musicians</td>
</tr>
<tr>
<td>bashful</td>
<td>shy</td>
</tr>
<tr>
<td>comrade</td>
<td>close friend or mate</td>
</tr>
<tr>
<td>navigate</td>
<td>guide the course of ship/plane</td>
</tr>
<tr>
<td>platypus</td>
<td>Australian native animal</td>
</tr>
<tr>
<td>promptly</td>
<td>done straightaway</td>
</tr>
<tr>
<td>stare</td>
<td>look at for a long time</td>
</tr>
<tr>
<td>vandal</td>
<td>person who damages property</td>
</tr>
</tbody>
</table>
### Fact Finders 19

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>bough</td>
<td>branch of a tree</td>
</tr>
<tr>
<td>broad</td>
<td>wide</td>
</tr>
<tr>
<td>lagoon</td>
<td>lake of sea water</td>
</tr>
<tr>
<td>lavender</td>
<td>perfumed plant; purple colour</td>
</tr>
<tr>
<td>settee</td>
<td>long seat with a back</td>
</tr>
<tr>
<td>tow</td>
<td>pull with ropes or chains</td>
</tr>
<tr>
<td>vagabond</td>
<td>a tramp or swagman</td>
</tr>
<tr>
<td>veil</td>
<td>thin cloth to cover the face</td>
</tr>
</tbody>
</table>

### Fact Finders 20

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>cancel</td>
<td>to cross out or do away with</td>
</tr>
<tr>
<td>character</td>
<td>someone in a story or play</td>
</tr>
<tr>
<td>forecast</td>
<td>to say what might happen</td>
</tr>
<tr>
<td>jaywalk</td>
<td>cross a street carelessly</td>
</tr>
<tr>
<td>matador</td>
<td>bull fighter from Spain</td>
</tr>
<tr>
<td>nimble</td>
<td>able to move quickly and easily</td>
</tr>
<tr>
<td>peppercorn</td>
<td>dried berry of black pepper plant</td>
</tr>
<tr>
<td>waterfall</td>
<td>water falling from a height</td>
</tr>
</tbody>
</table>
### Fact Finders 21

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>bacteria</td>
<td>tiny living things that cause disease</td>
</tr>
<tr>
<td>cathedral</td>
<td>the church of a bishop</td>
</tr>
<tr>
<td>bonnet</td>
<td>front part of a motor car</td>
</tr>
<tr>
<td>elevator</td>
<td>lift to take people up in a building</td>
</tr>
<tr>
<td>exquisite</td>
<td>most excellent and beautiful</td>
</tr>
<tr>
<td>helicopter</td>
<td>aircraft with fan-like blades</td>
</tr>
<tr>
<td>mast</td>
<td>pole to hold up ship’s sails</td>
</tr>
<tr>
<td>tyre</td>
<td>band of rubber round a wheel</td>
</tr>
</tbody>
</table>

### Fact Finders 22

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>apology</td>
<td>an expression of regret</td>
</tr>
<tr>
<td>charcoal</td>
<td>partly burnt wood</td>
</tr>
<tr>
<td>footlights</td>
<td>lights across the front of a stage</td>
</tr>
<tr>
<td>hamper</td>
<td>large basket with a lid</td>
</tr>
<tr>
<td>polo</td>
<td>ball game played on horseback</td>
</tr>
<tr>
<td>saddle</td>
<td>seat used by a horse rider</td>
</tr>
<tr>
<td>supporter</td>
<td>person who encourages others</td>
</tr>
<tr>
<td>turkey</td>
<td>large farm bird raised for food</td>
</tr>
</tbody>
</table>
### Fact Finders 23

<table>
<thead>
<tr>
<th>Assortment</th>
<th>Collection of mixed items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabbage</td>
<td>Leafy green vegetable</td>
</tr>
<tr>
<td>Castaway</td>
<td>One who has been shipwrecked</td>
</tr>
<tr>
<td>Estimate</td>
<td>To guess thoughtfully</td>
</tr>
<tr>
<td>Mask</td>
<td>Covering for eyes or face</td>
</tr>
<tr>
<td>Overboard</td>
<td>Over the side of a ship</td>
</tr>
<tr>
<td>Phantom</td>
<td>Ghost</td>
</tr>
<tr>
<td>Rare</td>
<td>Not often seen</td>
</tr>
</tbody>
</table>

### Fact Finders 24

<table>
<thead>
<tr>
<th>Crackers</th>
<th>Thin, crisp, salty biscuits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honey</td>
<td>Sweet, sticky liquid made by bees</td>
</tr>
<tr>
<td>Landscape</td>
<td>A country scene</td>
</tr>
<tr>
<td>Paperback</td>
<td>Book with a soft cover</td>
</tr>
<tr>
<td>Penniless</td>
<td>Without any money</td>
</tr>
<tr>
<td>Piece</td>
<td>Small bit or part of something</td>
</tr>
<tr>
<td>Quins</td>
<td>Five babies born at one birth</td>
</tr>
<tr>
<td>Quiver</td>
<td>A case for holding arrows</td>
</tr>
</tbody>
</table>
### Fact Finders 25

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>carnivore</td>
<td>meat-eating animal</td>
</tr>
<tr>
<td>famine</td>
<td>a great shortage of food</td>
</tr>
<tr>
<td>fare</td>
<td>price paid to travel in bus, train</td>
</tr>
<tr>
<td>pendulum</td>
<td>swinging weight on some clocks</td>
</tr>
<tr>
<td>porridge</td>
<td>oats cooked with milk or water</td>
</tr>
<tr>
<td>squid</td>
<td>sea animal with tentacles</td>
</tr>
<tr>
<td>sultanas</td>
<td>dried fruit made from grapes</td>
</tr>
<tr>
<td>teem</td>
<td>to rain very heavily</td>
</tr>
</tbody>
</table>

### Fact Finders 26

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>cocoa</td>
<td>chocolate-flavoured powder</td>
</tr>
<tr>
<td>enormous</td>
<td>huge, very large</td>
</tr>
<tr>
<td>flimsy</td>
<td>weak, frail, thin</td>
</tr>
<tr>
<td>hemisphere</td>
<td>half of the Earth</td>
</tr>
<tr>
<td>orphan</td>
<td>child with no parents</td>
</tr>
<tr>
<td>rectangle</td>
<td>four-sided shape</td>
</tr>
<tr>
<td>smooth</td>
<td>flat and even, not rough</td>
</tr>
<tr>
<td>toadstool</td>
<td>poisonous fungus like a mushroom</td>
</tr>
</tbody>
</table>
### Fact Finders 27

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>aisle</td>
<td>path between seats or shelves</td>
</tr>
<tr>
<td>cucumber</td>
<td>long, green salad vegetable</td>
</tr>
<tr>
<td>flounce</td>
<td>move off with an impatient jerk</td>
</tr>
<tr>
<td>hazel</td>
<td>yellowy-brown colour; also nut</td>
</tr>
<tr>
<td>knowledge</td>
<td>facts that are known</td>
</tr>
<tr>
<td>reluctant</td>
<td>unwilling</td>
</tr>
<tr>
<td>site</td>
<td>land where something is built</td>
</tr>
<tr>
<td>spellbound</td>
<td>fascinated, rapt</td>
</tr>
</tbody>
</table>

### Fact Finders 28

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>calico</td>
<td>rough cotton cloth</td>
</tr>
<tr>
<td>diploma</td>
<td>paper showing qualifications</td>
</tr>
<tr>
<td>florist</td>
<td>flower seller</td>
</tr>
<tr>
<td>portly</td>
<td>large and fat</td>
</tr>
<tr>
<td>solar</td>
<td>having to do with the sun</td>
</tr>
<tr>
<td>sparrow</td>
<td>small brown bird</td>
</tr>
<tr>
<td>sturdy</td>
<td>strongly built</td>
</tr>
<tr>
<td>submarine</td>
<td>boat that goes under the sea</td>
</tr>
</tbody>
</table>
### Fact Finders 29

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>crockery</td>
<td>cups, saucers, plates etc</td>
</tr>
<tr>
<td>dandelion</td>
<td>weed with yellow flower</td>
</tr>
<tr>
<td>decade</td>
<td>a period of ten years</td>
</tr>
<tr>
<td>ginger</td>
<td>hot, spicy root used in cooking</td>
</tr>
<tr>
<td>glazier</td>
<td>one who fits glass into windows</td>
</tr>
<tr>
<td>pane</td>
<td>single sheet of glass</td>
</tr>
<tr>
<td>scorch</td>
<td>burn slightly often with an iron</td>
</tr>
<tr>
<td>spine</td>
<td>backbone</td>
</tr>
</tbody>
</table>

### Fact Finders 30

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>avalanche</td>
<td>a fall of earth, rocks and snow</td>
</tr>
<tr>
<td>azure</td>
<td>soft blue colour</td>
</tr>
<tr>
<td>bridal</td>
<td>relating to a bride or wedding</td>
</tr>
<tr>
<td>crimson</td>
<td>a bright red colour</td>
</tr>
<tr>
<td>hacienda</td>
<td>main house on a farm in Spain</td>
</tr>
<tr>
<td>haggle</td>
<td>to bargain about the price</td>
</tr>
<tr>
<td>patchwork</td>
<td>coloured squares sewn together</td>
</tr>
<tr>
<td>upstanding</td>
<td>erect, upright or honourable</td>
</tr>
</tbody>
</table>
Close in on the facts – use the context as a clue to the missing words.

❥ I read about Captain Cook in my ___________ book.
❥ Snakes ___________ all through winter.
❥ She would like to make teaching her _________.

Research and sketch a parachute.
Research and write a homophone for: hangar  herd

Write sentences containing these words: pancake  punctual

Close in on the facts – use the context as a clue to the missing words.

❥ There was a ________ of light at the end of the tunnel.
❥ I __________ you on winning the cross-country race.
❥ She could not get the ring over her swollen _________.

Research and sketch a lettuce.

Write a word that means the same as: odour  humorous

Write sentences containing these words: wardrobe  jockey
3

Fact Finders

Close in on the facts – use the context as a clue to the missing words.

❥ The farmer is picking apples from the trees in his ________.
❥ Make sure you put a ________ on your lunch box before the bus trip.
❥ Jasmine is a ________ with sweet-smelling flowers.
❥ You can see your reflection in a ________.

Research and sketch: a raft a dinosaur

Write sentences containing these words: somersault dough

4

Fact Finders

Close in on the facts – use the context as a clue to the missing words.

❥ The chef added a teaspoon of _________ to the dough.
❥ The climbers came to a ________ rock fall.
❥ A python is not a ________ous snake.

Research and sketch a banjo.

Write a different meaning for: lounge chestnut

Write sentences containing these words: swan syrup
5

Fact Finders

Close in on the facts – use the context as a clue to the missing words.

❥ The cattle truck bumped along the __________ road.
❥ The footballer had a _________ to relieve his aching legs.
❥ J.K. Rowling has had several books __________ed.
❥ Months of illness left him pale and ________.

Research and sketch: a sunflower a baboon

Write sentences containing these words: absent village

6

Fact Finders

Close in on the facts – use the context as a clue to the missing words.

❥ The boy is __________ing up the tree to pick some ripe plums.
❥ The deck chairs on the ocean liner were on the __________ deck.
❥ Plastic objects will often ________ if they are exposed to heat.

Research and sketch a pyramid.

Write a different meaning for: plaque tender

Write sentences containing these words: recipe sawdust
Fact Finders

Close in on the facts – use the context as a clue to the missing words.

- Flowers will ___________ if you do not give them water.
- The soldiers were dressed in ___________ uniforms.
- Milk left out of the fridge will soon become ___________.

Research and sketch a racquet.

Write a different meaning for trail and a homophone for tier.

Write sentences containing these words: dentist kelpie

Fact Finders

Close in on the facts – use the context as a clue to the missing words.

- The plane touched down on the _________ at 6:45am.
- ___________s flew down to feast on the dead beast.
- _________ pigs have become a big problem for farmers.

Research and sketch a girl with a fringe.

Write a different meaning for jack and a homophone for pair.

Write sentences containing these words: parsnip topsy-turvy
9

Fact Finders

Close in on the facts – use the context as a clue to the missing words.

❥ This is an ___________ oil painting, painted by Picasso.
❥ The car pulled into the ___________ and the passenger got out.
❥ When I ___________, my dog comes running to me.

Research and sketch: a chessboard a whelp

Research and write a homophone for: grate chord

Write 2 sentences using strike – first as a verb then as a noun.

10

Fact Finders

Close in on the facts – use the context as a clue to the missing words.

❥ The _____ of the school received an award on Speech Night.
❥ My poem is still in _______ form.
❥ I like funny movies so I selected a video from the _____ section.

Research and sketch an oyster.

Write a homophone for: fort steal

Write sentences containing these words: dew menu
Close in on the facts – use the context as a clue to the missing words.

❥ Queen's Park is the _________ for the travelling circus.
❥ John fed _________s of meat to his dog under the table.
❥ The crash of thunder caused the cattle to ___________.

Research and sketch a cherry picker and a crow.

Research and write a homophone for: witch wrap

Write 2 sentences using rattle - first as a verb then as a noun.

Dad looked at me __________ly when I broke his metre ruler.
I had my ________ painted by an artist in the mall.
Rats _________ in the rubbish dump at night.

Research and sketch a television antenna.

Write a homophone for: taut brooch

Write sentences containing these words: password population
Close in on the facts – use the context as a clue to the missing words.

❥ Be careful of _________s when cutting roses.
❥ The comedian could ________ the voices of many famous people.
❥ Please do not ________ me when I am speaking to you.
❥ Jack loves to play the _________ in the brass band.

Research and sketch a robot and an octagonal table.

Write sentences containing these words: cyclone secret

Close in on the facts – use the context as a clue to the missing words.

❥ _________s were used to clear the land for a new highway.
❥ The boy sat _________ing what to do when he missed the bus.
❥ I won several blue ribbons at our Sports ________.

Research and sketch a fountain.

Write a homophone for: urn poor

Write sentences containing these words: wizard stench
Close in on the facts – use the context as a clue to the missing words.

- During wet weather water runs down the ________.
- We read the travel ______ before our trip to Italy.

Write 3 compound words beginning with snow.

- Research and sketch a harp.
- Research and write a homophone for: maid course

Write sentences containing these words: salad laundry

Close in on the facts – use the context as a clue to the missing words.

- The Grand Parade was held in the main ________.
- ________ spewed from the active volcano.
- Have you read the ________ on the back of the book?

- Research and sketch a tennis court.
- Write a homophone for: flaw meter

Write sentences containing these words: landslide chore
Close in on the facts – use the context as a clue to the missing words.

He is an __________ of Telstra.
There has been a _____ increase in the price of bread this year.
The twins enjoyed the school holidays and being ________.

Research and sketch an athlete and a gosling.
Write a different meaning for stable. Write a homophone for awe.

Write 2 sentences using crowd - first as a noun, then as a verb.

Close in on the facts – use the context as a clue to the missing words.
The captain had to ______ a channel to reach the open sea.
__________s were responsible for the damage to the window.
The work was done ______ by all the students in the class.

Sketch your best comrade. Write an antonym of bashful.
Write a different meaning for band.
Write sentences containing these words: platypus stare
Fact Finders

Close in on the facts – use the context as a clue to the missing words.

❥ The cowboy wore a hat with a ________ brim.
❥ The bride wore a _________ of fine white lace.
❥ During the holidays we went swimming in the _________.

Research and sketch a settee.

Research and write a homophone for: tow bough

Write sentences containing these words: lavender vagabond

Fact Finders

Close in on the facts – use the context as a clue to the missing words.

❥ They had to ________ the race because of heavy rain.
❥ You must be very ________ to be a good gymnast.
❥ ________s are crushed and sold as ‘ground pepper’.

Research and sketch a character from a book you have read.

Write up to 5 compound words that begin with water.

Write sentences containing these words: forecast matador
Close in on the facts – use the context as a clue to the missing words.

The ship’s _______ splintered during the violent storm.
The _______ of the car was buckled in the accident.
The scientist studied the _______ under the microscope.

Research and sketch a **helicopter** and an **elevator**.
Write a homophone for **tyre**.

Write sentences containing these words: **exquisite cathedral**

---

Close in on the facts – use the context as a clue to the missing words.

We packed a picnic _______ and set off to the beach.
Our family always has roast _______ for Christmas dinner.
You can sketch pictures with a stick of _______.

Research and sketch a football **supporter** and a **polo** player.
Write up to 5 compound words beginning with **foot**.

Write sentences containing these words: **apology saddle**
Close in on the facts – use the context as a clue to the missing words.

- He has collected such an odd _________ of old coins.
- Can you _________ the number of jelly beans in this bottle?
- The collector was excited when he discovered a _____ stamp.

Research and sketch a cabbage and a mask.

Write up to 5 compound words beginning with over.

Write sentences containing these words: castaway phantom

---

Close in on the facts – use the context as a clue to the missing words.

- The artist sat in his studio, __________ and without work.
- We always buy a lot of __________es for our holiday reading.
- Slowly, she painted a beautiful _________ of the fields.

Research and sketch: quins

Write a different meaning for quiver. Write a homophone for piece.

Write sentences containing these words: honey crackers
Fact Finders

Close in on the facts – use the context as a clue to the missing words.

• The grandfather clock ticks as the ________ swings to and fro.
• During the ______ in India, wheat was shipped in from the UN.
• The fishermen caught many ________ in their fishing nets.

Research and sketch a carnivore.
Research and write a homophone for: teem  fare
Write sentences containing these words: porridge  sultanas

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Close in on the facts – use the context as a clue to the missing words.

• The _________ ed boy now lives with his uncle and aunt.
• The Southern Cross is only visible in the Southern _________.
• A whale is an ________ sea animal.

Research and sketch a rectangle.
Write words opposite in meaning to: flimsy  smooth
Write sentences containing these words: toadstool  cocoa

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**Fact Finders**

Close in on the facts – use the context as a clue to the missing words.

- She is a tall girl with black hair and ________ eyes.
- Jani studies hard and has a lot of ________ about rocks.
- She stamped her foot and ________ d off angrily.

Research and sketch a **cucumber**.

Research and write a homophone for: **site aisle**

Write sentences containing these words: **spellbound** reluctant

---

**Fact Finders**

Close in on the facts – use the context as a clue to the missing words.

- The student received his ________ after three years of study.
- We have a ________ hot water system.
- The cottage has curtains made of __________ tied back with ribbons.

Research and sketch a **submarine**.

Write a word opposite in meaning to: **portly sturdy**
Write sentences containing these words: **florist sparrow**
Close in on the facts – use the context as a clue to the missing words.

1. Something moved in the dark and a shiver went down my _______.
2. In this _______ there have been advances in computer technology.

Research and sketch three pieces of crockery and a dandelion.

Choose the correct word from these homophones:
- The (glacier glazier) inched its way toward the sea.
- As he stumbled, he felt a stabbing (pain pane) in his leg.

Write sentences containing these words: ginger scorch

---

Close in on the facts – use the context as a clue to the missing words.

1. The family sits on the veranda of their _______ after work.
2. It is expected that you _______ over the price at a market.

Research and sketch a patchwork quilt.

Write 3 other blue words and 3 other red words.

Write 5 compound words beginning with up.

Write sentences containing these words: bridal avalanche
Nouns

1 Write a sentence for each noun listed.
cow  bent  rope  shuffle  see
lost  elephant  round  cart  seaweed

2 Add the apostrophes to the possessive nouns.
a my cats paws  f some birds feathers
b Ashars bike  g the cooks saucepans
c the foxes tails  h a bees wings
d the cups handle  i a teachers meeting
e the students classroom  j the snakes skin

3 Complete these collective nouns.
a a _______ of sheep  f a _______ of whales
b a _______ of kangarooos  g a _______ of eggs
c a _______ of fish  h a _______ of robbers
d a _______ of pups  i a _______ of dogs
e a _______ of ships  j a _______ of roses

Nouns

1 Sort these nouns into two columns –
   PLACES and THINGS.
   clouds  prison  kettle  school  tulips
   waterhole  feather  cornfield  towel  mosque

2 Give the proper nouns capital letters.
   We have a new boy in our class. His name is shahil. He came from india with
   his mum and dad, and his sister, simran. They arrived in december, just after
   christmas day. His father is going to teach at bedford university. I think shahil
   and I will be great friends because we both love to play cricket. Maybe one day,
   we will play for australia.

3 Complete the sentences with a noun.
a Jane ate a sweet, juicy _______.
b The boys climbed the tall, steep _______.
c A bright, colourful _______ hung above the cot.
d A shiny, red _______ came down our street.
Nouns

1. Add a noun suffix to these words.

-ment -ness -er

a send____
b good____
c move____
d goalkeep____
e ride____
f state____
g kind____
h export____
i manage_______
j rich____

2. Name something that is:

a round and soft
b smooth and warm
c long and winding
d cold and hard
e noisy

Nouns

1. Add ‘a’ or ‘an’ or ‘the’.

a I saw _____ children going into school.
b Once there was _____ fierce lion.
c I had to wait ___ hour for the bus.
d This is ____ house I live in.
e She has ___ orange in her lunch box.
f ___ horses galloped across the field.

2. Write ten compound words from the words below.

grand time night head piece over under
life light stand father dress line weight
Adjectives

1 Place an adjective before the noun.
   a From the mountaintop we had a _____ view.
   b There are four _____ cars in his garage.
   c Horse and cart went down the ____ road.
   d A _____ bird flew overhead.
   e We could see ______ clouds in the sky.

2 Place an adjective after the noun.
   a The roses in the vase are _____.
   b My pet dog is ______.
   c The elephant is ____ and ______.
   d His marbles are ______.
   e Dad was _____ when I lost the remote control.

Adjectives

1 Choose a verbal adjective in the top line to describe a noun on the bottom line.
   painted growing chewing ploughed gaping bundled
   sticks fence plants field gum hole

2 Sort these adjectives into two columns – describing PEOPLE or THINGS.
   sharp unusual crumpled talented long wealthy thoughtful
   metal upset friendly heated lonely expensive careless

3 Use each adjective below in a sentence.
   dangerous calendar salty famous event
carnival belt happy golden library
1 List the adjectives in this story.

The two boys reached an old, iron gate. The rusty lock fell apart when they touched it. The heavy gate swung open. The boys walked down the rough, overgrown path. An old, crumbling, sandstone house seemed to appear out of nowhere. Trembling, the two boys shone their torches on the falling roof and twisted shutters. A large wooden door stood open at the top of some broken stairs. It seemed to be inviting them in. Thick fog began to swirl around the boys. They were very scared.

2 Add an adjective suffix to these words.

-able  -less  -ful

a comfort____
b rest____
c like____
d use____
e help____
f tire____
g reason____
h force____
i effort____
j work____

3 Write two adjectives to describe each of these nouns.

train  mountain  tiger  athlete  parrot
butterfly  house  spider  meal  orange

4 Adjectives of degree – fill in the gaps.

a fat    fatter    fattest
e steep    _______    _______
b long    _______    _______
f    _______    wider    _______
c    _______    _______    brightest
g    _______    _______    happiest
d dirty    _______    _______
h good    _______    _______

3 Write the antonyms of these words.

happy  old  stale  fast  long  narrow  straight
sour  light  kind  clean  strong  small  low
1 Put in the correct pronoun – she, her or hers.

a) Give _____ things back to _____.

b) _____ and I will go shopping tomorrow.

c) If this book is _____, give it to _____.

d) _____ was the last meal to be served.

e) _____ put her hands under _____ chin.

2 Don’t confuse their and there.
They will put on their shoes. They will stand there by the wall.

a) Did you see _____ paintings?

b) Can you leave my bike _____ in the bike rack?

c) Stand _____ and don’t move!

d) The girls put on _____ hats and _____ socks and shoes.

e) Everyone _____ fell asleep in _____ chairs.

---

1 The pronouns are missing from these sentences.
Rewrite the sentences, adding in the pronouns.

a) Jack left _____ bag on the bus.

b) The boys put all _____ toys away in _____ toy box.

c) Did _____ see the zebras at the zoo?

d) Wait for _____ and _____ can go together.

 e) “Give _____ back _____ ball, please,” _____ said.

2 Begin these questions with who, which, what or whose.

a) _____ will help me make a clay pot?

b) _____ boy is the fastest runner?

c) _____ would you like for dinner?

d) _____ are cheaper, the apples or the oranges?

e) _____ book is this?
Pronouns

1 Add a possessive pronoun.
a The cat licks _____ paws.
b I wash ____ face and ____ hands.
c Did you give it to ____ brother?
d The pet mouse is ____.
e Do you know ____ name?
f I don't know if it is ____.

2 Rewrite the sentences using the correct pronoun.
a He is (my  mine) lifelong friend.
b Did you see (their  them)?
c Do you want (we  us) to come with (you  your)?
d This parrot is (him  his), but he is giving it to (I  me).
e This is (me my) hat. I want to see (him  his).
f (They  Them) will have a game of cricket.
g Please buy tickets for Danika and (I  me).

Pronouns

1 Use these pronouns in sentences.
   him  our  they  us
   your  we  her  mine

2 What nouns do the underlined pronouns replace?
a “Show me your African drum, Jake,” said Andrew.
b Mum said, “Bring me your clothes to wash.”
c “Show me your homework,” the teacher said to her class.
d Jane looked at the painting and said, “It is wonderful!”
e “Will you take my photo?” Jen asked Raj.
f Ryan said to Alex, “I will phone you on Sunday.”
g “We can go home now, Ella,” said Jacob.
1 Word trap – **did** or **done**? Fill in the gaps.

*TIP:* **Done** always needs a helper. *I did* my work. *I have done* my work.

```latex
\begin{align*}
a & \quad \text{We ___ our homework.} & e & \quad \text{The artist ___ some painting.} \\
b & \quad \text{They have ___ a good job.} & f & \quad \text{Have you ___ all your chores?} \\
c & \quad \text{I have not ___ anything wrong.} & g & \quad \text{We knew he had ___ it.} \\
d & \quad \text{___ you see the brown owl?} & h & \quad \text{Has she ___ her maths?}
\end{align*}
```

*Write your own sentences using did and done.*

2 Word trap – **went** or **gone**? Fill in the gaps.

*TIP:* **Gone** always needs a helper. *She went* to school. *She has gone* to school.

```latex
\begin{align*}
a & \quad \text{He ___ to the river.} & e & \quad \text{I ___ to see Uncle Harry.} \\
b & \quad \text{They have ___ for a swim.} & f & \quad \text{Has he ___ yet?} \\
c & \quad \text{Has she ___ with them?} & g & \quad \text{We ___ home early.} \\
d & \quad \text{Tom ___ by car.} & h & \quad \text{Where have they ___?}
\end{align*}
```

*Write your own sentences using went and gone.*

1 Word trap – **saw** or **seen**? Fill in the gaps.

*TIP:* **Seen** always needs a helper. *They saw* the movie. *They have seen* the movie.

```latex
\begin{align*}
a & \quad \text{I ___ you climbing that tree.} & e & \quad \text{You ___ the match, didn't you?} \\
b & \quad \text{Have you ___ my kitten?} & f & \quad \text{We ___ where you lived.} \\
c & \quad \text{He ___ me on the bus.} & g & \quad \text{Has he ___ your new bike?} \\
d & \quad \text{She has ___ the movie twice.} & h & \quad \text{I don't know who you ___}.
\end{align*}
```

*Write your own sentences using saw and seen.*

2 List only the verbs.

- throw, plastic, stir, listen, ugly, chew, shabby, choose
- gold, speak, has, seize, during, down, draw, construct

© Blake Education ISBN 978 1 92136 701 4  Targeting Grammar Middle Primary
Verbs

1. Rewrite these sentences in the past tense.
   a. Sue and Lynn will go for a bush walk on Sunday.
   b. The boys eat cashew nuts and drink lemonade.
   c. We think his painting is the best one of all.
   d. They stand when the teacher comes in.

2. Write these negative verbs as contractions.
   a. did not       d. cannot       g. will not       j. have not
   b. could not    e. is not       h. was not      k. do not
   c. has not      f. would not    i. are not      l. were not

3. Add the correct suffix – *ing* or *ed*.

   One day, a boy and his dog were walk___ along a mountain path. The boy whistle___ as he walk___. The dog follow___ close at his heels. They had not walk___ far, when the dog spot____ a lizard. He chase___ the tiny creature, bark___ . The lizard scurry___ up a tree. The dog snap___ at his tail, but he miss___.

Verbs

1. Add a great verb to each subject.
   - birds __________
   - fireflies ________
   - trucks _________
   - sirens __________
   - water __________
   - emus __________
   - camels __________
   - hens __________
   - people __________

2. Sort these verbs into DOING verbs and SAYING verbs.
   - shout    tumbling    roar    skip    wait    grizzle
   - argue    pinch     scream    roll    scold    ride

3. Write these pronouns and verbs as contractions.
   a. she will       d. he is       g. they are       j. we would
   b. they have      e. we are      h. he would      k. I am
   c. you are        f. I would      i. she has      l. we will
Adverbs

1 Add an adverb to say more about the verb.
   a Our class cheered _____ for our team.
   b _____ we are having a picnic in the park.
   c The mouse ran _____ from the cat.
   d The kitten is ____ in the tree.
   e Walk _____ so no-one will hear you.

2 List the adverbs in these sentences.
   a He rode his bike recklessly down the street.
   b Sit together and work quietly.
   c A plumber came yesterday to fix our leaking taps.
   d We all ran down to the beach.
   e He tried to run backwards, and fell over.

Adverbs

1 Write antonyms for these adverbs.
   a softly  c upwards  e inside  g slowly  i down
   b before  d late  f always  h forwards  j south

2 Change these adjectives to adverbs. Watch your spelling.
   a dangerous  c grand  e wide  g famous  i stupid
   b stony  d serious  f lazy  h doubtful  j happy

3 Complete the questions, using the adverbs how, when, where, why.
   a _____ did you find the cave paintings?
   b _____ are all the children laughing?
   c _____ far is it to the river?
   d _____ are you leaving for London?
   e _____ is everyone going?
Adverbs

1 Use the correct word in the brackets.
   a Rain fell (heavy  heavily) on the roof.
   b Tired now, Ken swam (slow  slowly) back to shore.
   c Please don't shout. Speak (soft  softly).
   d The coach spoke (kind  kindly) to her team.
   e You acted (foolish  foolishly).

2 Write sentences using these adverbs.
   there often sleepily sometimes sternly

3 What do the adverbs tell us – how, when or where?
   a The flower seller opens her stall early in the morning.
   b She listened patiently to her brother's explanation.
   c I couldn't find my cat anywhere.
   d Tomorrow we are going to the rainforest.
   e The fox eyed the hens hungrily.

Adverbs

1 Name the verbs that the adverbs say more about.
   a He crept forward slowly to the mouth of the cave.
   b The kite landed upside down in a tree.
   c The children laughed excitedly.
   d You go now. I'll come later.
   e I buy the newspaper daily.

2 Write the antonyms of these words.
   a happily  g tightly
   b outside  h painfully
   c gracefully  i lightly
   d quickly  j kindly
   e warmly  k messily
   f above  l before
Phrases

1 Sketch the following. The phrases will help you.
   a a cat on a chair
   b a dog with a bone
   c a bike against a fence
   d a white shirt with red stripes
   e a girl with long hair
   f a man beside his truck
   g a plane above the clouds
   h a jar of Vegemite

2 Complete the phrases.
   a We all laughed at ______________.
   b The ball rolled under ___________.
   c He came to school without ________.
   d We all had hats except ________.
   e Please don’t go near ___________.

Phrases

1 What are the phrases in these sentences?
   a My shoes are under the bed.
   b After dinner, I wash the dishes.
   c It rained during the night.
   d A snake slithered behind the shed.
   e The marbles in that bag belong to Adam.

2 The adjectival phrases are underlined. To which nouns do they refer?
   a The lighthouse on the coast warns ships of danger.
   b The animal with the long neck is a giraffe.
   c In autumn, the leaves of the trees turn golden yellow.
   d The path through the forest is damp and shady.
   e I have a new blue shirt with long sleeves.
**Phrases**

1. **Add an adjectival phrase.**
   a. The dog _______ barked at the lizard.
   b. The bike _______ belongs to Thomas.
   c. The cup _______ has a chipped handle.
   d. Put the vase _______ in the centre of the table.
   e. The trees _______ are losing their leaves.

2. **The adverbial phrases are underlined.**
   Do they tell us **how, when, where or why**?
   a. Let’s play cricket in the backyard.
   b. You may read together for ten minutes.
   c. With a frightened cry, the girl ran away.
   d. I will wait for you.
   e. Last night, the moon was full.

**Prepositions**

1. **Use these prepositions in sentences.**
   between past around after
   off of for

2. **Use prepositions to fill the gaps.**
   a. Did you look _______ the cupboard?
   b. Dad bought a packet _______ fish sinkers.
   c. She has a pimple _______ the tip _______ her nose.
   d. My dog likes to trot _______ me.
   e. _______ night, owls search _______ food.
Sentences

1 Rewrite only the sentences and punctuate them.
   a cats stalk birds
   b during the match
   c the man stroked his beard
   d with his back to the wall
   e vegetables in my garden
   f we sang around the piano
   g wild horses galloped by
   h in five minutes or so
   i they go camping by the lake
   j was there someone at the door

2 Write sentences around these ideas.
   a truck haul
   b stage dance
   c cage escape
   d crowd roar
   e boat capsize
   f mountain climb

3 Think about a topic you know a lot about, for example a game, a toy, an animal...
   Write five questions about your topic to ask your classmates.
   You should also write the answers to your questions – use sentences.

Sentences

1 Write two facts and two opinions (your own) about these subjects.
   a potato chips
   b roses
   c computer games
   d your school
   e cricket
   f books

2 Imagine what is happening in these exclamations.
   Draw a quick sketch for each.
   a Oh, no! Not again!
   b Look out! Stand back!
   c Surprise!
   d How could you do such a thing!
   e Back off!
   f That’s not fair!
   g What a mess!
   h THAT is amazing!
   i Come on! Hurry!
   j You’re in trouble!
Sentences

1. Join the two sentences to make a compound sentence.
   Use the conjunctions and, but or so.
   a) Jayne likes pears. Con likes plums.
   b) It is late. I must leave.
   c) I ate a biscuit. I drank a glass of milk.
   d) The lightning flashed. The thunder crashed.
   e) I would come with you. I don't have time.
   f) He shouted loudly. He could be heard.

2. Join the predicates to their correct subjects.
   a) The boys in the go-kart dangled in its web.
   b) My yellow kite played chess.
   c) After dinner, Mandy and I rushed down the hill.
   d) A large black spider nestled at the foot of the mountain.
   e) A tiny village hit the top of the tree.

3. Write a statement and a question about each subject.
   a) a tiny hut
   b) an African drum
   c) a dark, damp cave
   d) the boy from Japan
   e) my longtime friend
   f) a lost kitten

4. What are the subjects of these sentences?
   a) Cyclones bring high winds and heavy rain.
   b) At our school, all students wear a school uniform.
   c) After three hours, the top-ranked tennis player finally won his match.
   d) By the end of the week, all homework must be complete.
   e) You have worked very hard.

5. Punctuate this dialogue.
   Can I help you sir asked the salesman
   Yes please said Mr Dobbs I would like some rechargeable batteries
   Of course sir said the salesman what size do you need
### Antonyms

#### ADJECTIVES

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#### VERBS

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#### ADVERBS

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Collective Nouns

- a brood of chickens
- a business of ferrets
- a cete of badgers
- a cloud of flies
- a clowder of cats
- a clutch of eggs
- a flock of birds
- a gaggle of geese
- a herd of buffalo
- a herd of elephants
- a litter of cubs
- a mob of cattle
- a murder of crows
- a pack of dogs
- a rake of colts
- a shoal of fish
- a shrewdness of apes
- a siege of herons
- a skulk of foxes
- a sloth of bears
- a swarm of bees
- an army of frogs

- a bevy of quail
- a convoy of trucks
- a covey of partridges
- a flock of sheep
- a kindle of kittens
- a leap of leopards
- a mob of kangaroos
- a pack of wolves
- a parliament of owls
- a pod of whales
- a pride of lions
- a rafter of turkeys
- a school of porpoises
- a smack of jellyfish
- a string of racehorses
- a team of horses
- a tiding of magpies
- a troop of monkeys
- a warren of rabbits
- a watch of nightingales
- a wedge of swans
- an exaltation of larks
afternoon  
anthill  
armchair  
backside  
bandstand  
barnyard  
baseball  
basketball  
bathroom  
bedroom/bedtime  
bellboy  
birthday  
blackboard  
bookcase  
bookends  
bookmark  
bridal gown  
broomstick  
bulldozer  
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cowboy/cowgirl  
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watercolour/waterproof  
watercourse/waterfront  
waterhole/watertight  
watermark/waterfall  
waterworks  
windmill  
witchcraft
Gender refers to whether something is male, female or neither (neuter). Pronouns he, his, him, she, her, hers, it and its show the gender of someone or something in English. Some suffixes show whether something is male or female. Nowadays these suffixes tend not to be used with people, as they are considered to be sexist, for example actor, actress; hero, heroine.

boar, sow  
bull, cow  
cob, swan  
dog, bitch  
drake, duck  
fox, vixen  
gander, goose  
gentleman, lady  
lion, lioness  
man, woman  
ram, ewe  
rooster, hen  
stag (or buck), doe  
stallion, mare  
tiger, tigress  
actor  
author  
aviator  
baron, baroness  
count, countess  
duke, duchess  
emperor, empress  
hero  
king, queen  
lord, lady  
poet  
prince, princess  
sir, dame  
sir, madam  
uncle, aunt  
waiter, waitress
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### Prefixes

#### a-
- on, in, into, to
  - aboard
  - about
  - adrift
  - afoot
  - alight
  - along
  - aloud
  - among
  - anew
  - away

#### ab-
- off, away, from
  - abduct
  - abhor
  - abnormal
  - abort
  - absent
  - absolute
  - absolute
  - absorb
  - abstain
  - abstract

#### ad-
- direction, addition
  - adjacent
  - adjourn
  - adjudicate
  - adjust
  - admire
  - admit
  - advance
  - advantage
  - adversity
  - advocate

#### after-
- afterwards
  - afterburner
  - afterimage
  - afterlife
  - aftermath
  - afternoon
  - aftershave
  - aftershock
  - aftertaste
  - afterthought
  - afterwards

#### ante-
- before in space/time
  - antebellum
  - antecedent
  - antechamber
  - antedated
  - antelope
  - antemeridian
  - antemundane
  - antenatal
  - anterior
  - anteroom

#### anti-
- before in space/time
  - antibiotic
  - anticlimax
  - anticlockwise
  - antidote
  - antifreeze
  - antigovernment
  - antoxidant
  - antiperspirant
  - antisocial
  - antivenene

#### arch-
- first, chief
  - arch fiend
  - arch rival
  - arch villain
  - archangel
  - archbishop
  - archdeacon
  - archduchess
  - arch duke
  - archenemy
  - archetype

#### auto-
- self
  - autobiography
  - autocrat
  - autocue
  - autograph
  - autoharp
  - automatic
  - automaton
  - automobile
  - autopilot
  - autosuggestion

#### bene-
- well
  - benediction
  - benedictory
  - benefaction
  - benefactor
  - benefice
  - beneficial
  - beneficiary
  - benefit
  - benevolence
  - benevolent

#### bi-
- two
  - bicentenary
  - bicycle
  - biennial
  - bifocal
  - bilingual
  - binoculars
  - biped
  - biplane
  - bipolar
  - bisect

#### circum-
- round
  - circumference
  - circumfluent
  - circumnavigate
  - circumscribe
  - circumspect
  - circumstance
  - circumstantial
  - circumstantiate
  - circumvent

#### co-
- association/action
  - coagulate
  - coaxial
  - co-dependence
  - coerce
  - coexist
  - cohabit
  - cohesive
  - coincidence
  - cooperate
  - coordinate

#### com-
- with, jointly
  - combination
  - combine
  - combustion
  - commence
  - commute
  - complacent
  - complain
  - complete
  - compose
  - compute

#### con-
- with, jointly, in combination
  - concentrate
  - condition
  - confide
  - congenial
  - congratulate
  - connect
  - consent
  - consider
  - converge
  - convince

#### contra-
- opposite/opposing
  - contraband
  - contrabass
  - contraception
  - contracception
  - contradict
  - contralto
  - contraven
# Prefixes

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<td>under, not quite</td>
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<td><strong>super-</strong></td>
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## Adjective-forming suffixes

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**Suffixes change word grammar**
### Noun-forming suffixes

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### Noun-forming suffixes

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### Adverb-forming suffixes

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NOUNS

Work sheet 1: 1 a Brintha, sister, school, car
b friend, ice-cream, jelly, custard
c horse, hill, paddock, fence
3 a echidna b silo/barn
4 people: prisoner, singer, dentist; animals:
rabbit, bear, caterpillar; places: beach,
playground, office; things: ladder, cloud, statue

Work sheet 2: 1 a bus b book, snakes
b brother, skateboard d fly, moth, web
e knives, forks, spoons, table
2 a 3 – toddler, milk, biscuit b 1 – window
c 3 – man, desert, camel d 2 – hill, school
3 e 3 – teacher, books, story

Work sheet 3: 2 Brian, France, Jacques,
Paris, River Seine, Australia

Work sheet 4: 1 singular: hen, book, coat, carrot, tub; plural: cards, bikes, flies, peaches, dinges
2 a bells b cakes c boxes d branches e socks
f pencils g kites h flowers
l calves j babies

Work sheet 5: 1 a sunlight b downstairs
c manhole d bullseye e ant hill
f stopwatch g raindrops h dragonfly
i bookcase j eggshell
2 tablecloth, toothpaste, postcard,
footbridge, farmyard, matchbox

Work sheet 6: 1 a kittens b elephants
b chickens d wolves e kangaroos f sheep
g bees h lions
2 crowd of people, pod of whales, shoal of fish, school of porpoises, flock of seagulls

Work sheet 7: 1 a It is Danielle's horse.
b It is Mr Tan's car.
c It is Danielle's horse.
d They are the birds' nests.
e They are the men's golf balls.
2 a builder b owls e farmer d women e friend
f Emily

Work sheet 8: 1 a horseracing b kickboxing
c birdwatching d star-gazing e pruning
2 a Reading is my favourite pastime.
b You will need special tools to go rock climbing.
c Mum put seasoning in the meat stew.
d Origami is the art of paper folding.

Work sheet 9: 1 a lamb b eagle c sheep
d goose e rabbit
2 a river b mountains c winter d car e bus
f boat
g Cork
h playground
i book
j clouds

Work sheet 10: 1 a brave b noisy, frisky
c strong d old, grey e tall, thin
3 a tired man, heavy box b sorry boy, exciting
g football game c dark night, long road
d happy dog, great, big bone e young girl,
kind, friendly teacher

Work sheet 11: 2 size: tiny, tall, large; shape:
a: oval, square, round; sound: quiet, loud, noisy;
feeling: angry, excited, lazy
3 taste: sweet, tangy, juicy, sour; touch:
smooth, uneven, soft, hairy; sight: bright,
windy, multicoloured, pretty

Work sheet 12: 1 a dancing b reading, playing
c listening d talking
e thinking
2 a swimming b driving, skating
c cooking d swimming
e playing
3 a dancing b reading, playing
c listening d talking
e thinking
4 a reading b driving, skating
c cooking d swimming
e playing

Work sheet 13: 2 a pretty b young, frisky
c strong d old, grey e tall, thin
3 a tired man, heavy box b sorry boy, exciting
g football game c dark night, long road
d happy dog, great, big bone e young girl,
kind, friendly teacher

Work sheet 14: 1 crowd of people, pod of
whales, shoal of fish, school of porpoises,
flock of seagulls

Work sheet 15: 1 slow, quiet, old, happy,
short, heavy, rough, beautiful, high, below
2 a dirty b bottom c last d full e fast f dry
3 a empty, full b clean/dirty c fast/slow
d top/bottom

Work sheet 16: 1 a dancing b an
e exciting day c swimming costume
d falling rocks e an interesting book f floating clouds
g scented rose h loaded truck i baked dinner
j polished shoes
k mixed lollies l whipped cream

Work sheet 17: 1 a loud, louder, loudest;
tall, taller, tallest; fierce, fiercer, fiercest;
wet, wetter, wettest; thin, thinner, thinnest;
strong, stronger, strongest
2 long, longer, longest; old, older, oldest;
sharp, sharper, sharpest; wild, wilder, wildest;
softer, softerest, softest; brave, braver, bravest
3 a coldest b hotter c older d fastest e larger

Work sheet 18: 1 a careful b comfortable
c wonderful d treeless e adjustable
2 a useful/inefficient b cheerful/careless
c shameless/barefoot d mindful/mindless

Work sheet 19: 1 a as quiet as a mouse
b as busy as a bee c as straight as an arrow
d as black as ink e as pale as a ghost
2 a lamb b feather c dog d picture e snow
f cucumber g bat

Assessment – Adjectives: 1 a snowy b soggy
c plastic d sore e wet
2 people: cheerful, smiling, worried, careless;
places: foggy, damp, rocky, sandy;
things: crunchy, plastic, round, thick
3 a slim, blonde b rescue, trapped

Work sheet 20: 1 a me b they c her d I, him
3 e we, them
2 a She is a great tennis player. B He opened
the last birthday present. C It is a heavy wooden
one. D They are watching television.

Work sheet 21: 1 a I – S, them – P, me – S
b You – S, they – P He – S, her – S, them – P
2 a their b He, his c mine d his e its
3 a mother b the boys c Sean d Debbie
and her friend e the book

Work sheet 22: 1 a his b mine c hers d our,
their e your, my
2 a his b ours c yours d their e mine

Work sheet 23: 3 a Who lost a gold watch?
b Whose socks are lying on the floor? c What
book are you reading? d Who was playing in
the park with you? e Which way is it to the
river?
4 a What b Who c Which d Whose e whom
The ginger kitten

WORK SHEET 32: 1

My lawn hasn't been mowed.

Haven't you seen

going to the Easter Show.

The dogs can't hunt foxes.

We won't be
don't - do not, couldn't - could not
had not, weren't – were not, didn't - did not, wouldn't - would not, can't - cannot, wasn’t - was not, haven't - have not, aren’t - are not, don’t - do not, couldn’t - could not
3 A The dogs can't hunt foxes. B We won't be
going to the Easter Show. C Haven't you seen
that movie? D The lawn hasn’t been mowed.

WORK SHEET 31: 1

had not

Do not wait for me!

3 A is playing

have read

can go swimming

c has, had, has had, had e is, was f are, were

5 A He put his hand under his chin. B Do you always put your toys away? C With their blocks they made a tall tower. D That is his hat. Give it back to him. E Will you come and see me after school?

She, she, her, you, You, You her, she, She, her

VERBS

WORK SHEET 24: 1

Nouns: horse, sun, school, fork, chair; Verbs: eat, sing, mow, lose, grow

2 a v, b v c n, d n d n e, v

WORK SHEET 25: 1

a pigs grunt b babies cry c rain falls d fish swim e wind blows f bells ring h bees buzz i birds fly j balls bounce

k horses gallop l dogs bark m ants crawl

3 A wash, clean b took, ate c bucked, fell d sold, bought e leaned, lost

WORK SHEET 26: 1

a squealed b asked

c whispered d called e laughed

2 A no, yes B yes, no C no, yes

5 A is, are B is, is

2 A has b had c has, had, has had, had e is, was f are, were

3 A am B is C are

WORK SHEET 29: 1

is licking has been c can go swimming d may be waiting e will be playing

3 A can, is, was, am, shall, are, have, can, may, will, do, had, have, might, did Work: Here!

WORK SHEET 30: 1 A has started b have read

c will go d is playing e did win

3 A We will not play tennis on Saturday.

B The pig is not in its pen. C clearly D The pigs

get to the zoo. Do not wait for me!

WORK SHEET 31: 1 A would not B had not C did not

d. D were not e is not

2 doesn't - does not, won't - will not, hadn't - had not, weren't - were not, didn't - did not, wouldn't - would not, can't - cannot, wasn't - was not, haven't - have not, aren't - are not, don't - do not, couldn't - could not

3 A The dogs can't hunt foxes. B We won't be
going to the Easter Show. C Haven't you seen
that movie? D The lawn hasn’t been mowed.

WORK SHEET 32: 1 A The ginger kitten b My best friend c a large shopping centre d Jill e the bus

2 A The snakes slid into the hollow log. B Passengers are boarding the jet plane. C The girls are in the cubby house. D The golden leaves were falling to the ground. E In the night sky, the stars are twinkling.

WORK SHEET 33: 1 I'll - I will, he's - he is, they've - they have, we're - we are, she'd - she would, you've - you have, I'm - I am, you're - you are, they're - they are, it's - it is, he'll - he will, we've - we have, I've - I have, you'll - you will, he'd - he would, she's - she is, they'd - they would, we'll - we will

2 A they have b It is c I am, she will d We are, you have e I would, they are f You will, he has

3 A You're b We're c They're d its

WORK SHEET 34: 2 A is b are c 3 PAST tense

WORK SHEET 35: 2 A helped b下雨 c cooked d stayed e wanted f shared g closed h changed i invited j planned k stepped l pinned m robbed n grinned

3 A ate b gave c came d dug e was f sang g grew h hid i ran j had k stood l broke

4 A bought b lit c ran d sat e saw f spent

WORK SHEET 36: 3 A past b present c future d future e past f future g past h present i present

WORK SHEET 37: 1 walking, prided, feeling, looking hopped, snatched, frightened, going, asking, trying

WORK SHEET 38: 1 to make smaller b to say you're sorry c to make use of d to find fault with e to remember something seen before

3 A terrify b signify c notify d beautify e identify

4 A investigate b operate c excavate d nominated e irritate

Assessment - Verbs: I was, had tricked, decided, he would pay, mixed, shaped, put, will catch, thought, laughed

WORK SHEET 39: 1 A how b when c where d when e where

2 A loudly b early c quietly d there e now, later f softly

WORK SHEET 40: 1 A where b where c how d when e how f when

2 A quietly/quickly b Yesterday c here/there d Wearily e backwards f often/sometimes

3 A called, how b watch, when c tied, how d sit, where; work, how e galloped, where

4 A carefully b patiently c clearly d kindly

WORK SHEET 41: 1 A dangerously b heavily c silently d gently e proudly

2 A badly b Carefully c noisily d kindly e quietly

3 A He crept silently up the stairs. B I spoke clearly so everyone could hear. C He knocked

loudly and the door opened. D Jeff ran slowly and lost the race. E It rained heavily for many days. F She waited patientally at the bus stop.

WORK SHEET 42: 1 a safely b softly/quietly c always d kindly e early f later

2 roughly, quietly, south, upwards, high, outside, softly, below, backwards, slowly

WORK SHEET 43: 1 A Where b Why c How d When e Why f How

3 A Why are the children laughing? B When is the football final? C How do you make a paper plane?

d Where can I buy a comic?

Assessment - Adverbs: I how b when c where d when e where f how

2 once, quickly, excitedly, late, anxiously, impatiently, always, crossly, properly, loudly

3 a lazily b steeply c wildly d tidily e busily f strongly g thickly h roughly

5 A turn b make c turned d is strolling e is raining

6 A late b always c outside d smoothly e quickly f carelessly

7 A fairly b wisely c slowly d busy e quiet

8 A Come outside and play with me.

b She fell heavily and hurt her knee. C The horse galloped across the sandy hill. D The truck bumped noisily over the rough road. E The sun shone brightly in the blue sky.

PREFIXES

WORK SHEET 44: 1 A disappeared b untrue c impatient d inaccurate e undecided f disagree g inappropriate b impossible

2 A upstairs, downstairs b upstream, downstream c uphill, downhill d upright, downright e upgrade, downgrade

f overweight, underweight g overtake, undertake h obviate, underestimate i overestimate, underestimate j oversized, undersized

WORK SHEET 45: 1 A discovered b informed c rectangle d underway e converted f reconnected

2 A afternoon b prepacked c phrased d predict e aftershocks f repress

PREPOSITIONS & PHRASES

WORK SHEET 46: 1 A We all laughed at the clown. B I only took one apple from the bowl. C She has been waiting for you. D He shared the chocolate with me. E The tired farmer sat under a tree.

3 A under the rocking chair b at home c on the wall d down the street e Last night f in the garage g around the lake

WORK SHEET 48: 1 A cups b chocolate c man d box e bell

2 A The curtains over the window b The vase on the table c The dog with the flea collar d The water in the jug e The cat under the bed

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Work sheet 49:  a when b where c how d why e when f why
2 a He polished his shoes with a soft cloth.
b The train will depart in ten minutes.
c Below the waves dived the spear fisherman.
d Take another apple for your sister.
e During the storm, branches broke like matchsticks.

Assessment – Preposition & Phrases: 1
On Saturday morning; to the beach for the
day; in a park; In the afternoon; in the surf;
of mini golf; in the rock pools; in the late
afternoon; into bed
4 a where b when c how, where d why
5 a girl b cup c child d everyone e people
6 a The cowboy rode with great skill at the
rodeo. b I borrowed a book about China from
the library.
c The dog waited by the kitchen door for a
bone. d We all cheered for the team who came
first.
e Skating at the ice rink is such fun.
7 a She whistled for her dog. b Before winter
the farmer will plant his crop. c The firefighter
called out in a loud voice. d In the backyard
you’ll see our treehouse. e Don’t go without a
hat.
8 a The plane flew over/about the city. b He
down the ladder. c Place a chair under the
table.
d We played a game without/against Ravi.
e beside, by, past, near
9 a which b where c which d where e which

f Your school hat
Work sheet 57: 1 a so b but c but d and e so
3 a Tom wants to go in the pool but he can’t
swim. b Mia has black hair, but Jacqui is
blonde. c The bell has rung so you may go
d home. d Greg knocked on the door, but no-
one answered. e I like coffee and I also like
tea. f It rained heavily, so the tank is full.
Work sheet 58: 1 a Kyle was unhappy b A car
came rushing round the corner c We will go to
d the skateboard park d I collected a bucket of
e shells e The audience went home
2 a where she was going b because we didn’t
c win our last game until I tell you to move
d although he is only small e before the sun
goes down
Work sheet 59: 2 a who b which c that
d that e which f who
Work sheet 60: 1 a when b where c when
d why e when f where g why h why i when
j when
2 while, where, after, because, as, wherever,
although, unless, until, when
Work sheet 61: 1 a until b everyone was quiet
c When I broke my leg d unless you wear a hat
d before you speak e then to the pool
f because I was too young g Whenever you can
h while you get your school bag
2 a while b When because d where
e Although
Work sheet 62: 1 a horse b everyone
c necklace d people e meat
2 a who b which c that d who e that
Work sheet 63: 1 “Dad’s taking us across the
Nullabor by train this holiday,” said Jessica
excitedly. “Where are you going, Eddie?”
“We’re going to stay in a caravan park, just
south of Sydney,” Eddie replied. “We’ll be
right beside the beach.”
“That sounds like fun too,” said Jessica. “We
should get some great photos.”
“Yes, Mum has just bought a digital camera,
and she wants to try it out!” said Eddie. Then
he smiled, “She’s not very good with techni-

c things, though.”
2 a Please come to the movies with me,
b “Who has been sleeping in my bed?”
c “Let me show you the menu.”
d “We’ll need to score an early goal,”
e “Just stir in the flour slowly.”
Work sheet 64: 1 a “What game do you want
to play?” asked Jeremy.
“Why don’t we have a game of marbles?”
answered Karl.
b Michael called out, “Has anyone seen my
football?”
“No Michael!” shouted everyone altogether.
c “Where is the nearest shop?” asked the man
from Africa.
“It’s not far,” said Jack. “Do you want me to
take you?”
3 “How was your first day back at school?”
Aunty Jean asked.
“It was great,” said Sally. “My teacher’s
name is Ms Fiz and I’m sitting beside my best
friend!”
“What was the best thing you did today?”
Aunty Jean asked.
Sally said, “The teacher took photos of all
the children. She told us we would be writing
a little bit about ourselves to go in a class
book.”
“That sounds interesting,” said Aunty Jean.

Assessment – Sentences: 1 b, e
2 a fact b opinion c fact d opinion e fact
4 a play b cut c wash d grate e toss
5 a the circus clown b muddy brown water
c the sound of rumbling thunder d the car e a
tawny grey owl
6 a and b but c so d and e but
7 a The twins were very excited when
they opened their presents. b This is the
grandfather clock that was in my uncle’s
house. c Because his ankle was sore, he could
not join in the game. d There is the man who
d was elected prime minister. e Until it rained,
there was no water in the tank.
9 a who b that c which
10 “Why aren’t you boys so late coming back
to class?” the teacher asked.
Ben replied, “We were in the library and
didn’t hear the bell.”
11 Mozart was born in Austria two hundred
and fifty years ago. He was a clever little boy
and soon learned to play the piano. He wrote
many wonderful pieces of music.
Many people believe Mozart to be the greatest
composer who has ever lived.

TASK CARDS
Nouns 1: 1 cow, rope, elephant, cart, seaweed
2 a my cat’s paws b Ashar’s bike c the foxes’
tails d the cup’s handle e the students’
classroom
f some birds’ feathers g the cooks’ saucepans
h a bee’s wings i a teacher’s meeting j the
snake’s skin
3 a a flock of sheep b a mob of kangaroos c
a shoal of fish d a litter of pups e a fleet of
ships
f a pod of whales g a clutch of eggs h a band
of robbers i a pack of dogs j a bunch of roses
Nouns 2: 1 Places: prison, school, cornfield,
waterhole, mosque Things: clouds, kettle,
tulips, feather, towel
2 Shahil, India, Simran, December, Christmas
Day, Bedford University, Shahil, Australia
3 Answers will vary e.g. a apple b staircase
c mobile d motorbike
Nouns 3: 1 a sender b goodness c movement
d goalkeeper e rider f statement g kindness
h exporter i management j richer/richness
2 Answers will vary e.g. a ball b puppy
c road d brick e brass band
Nouns 4: 1 a the b a c an d the e an f the
g 2 grandfather, lifetime, night-time,
nightstand, headpiece, headress, overdress,
overhead, overweight, underweight,
understand, underline, timeline, headline,
timepiece, lightweight, headline
Answers will vary

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SELECTED ANSWERS

Answers will vary e.g.

2 Day, Bedford University, Shahil, Australia
2 Shahil, India, Simran, December, Christmas
Day, Bedford University, Shahil, Australia
3 Answers will vary e.g. a apple b staircase
c mobile d motorbike
Nouns 3: 1 a sender b goodness c movement
d goalkeeper e rider f statement g kindness
h exporter i management j richer/richness
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Nouns 4: 1 a the b a c an d the e an f the
g 2 grandfather, lifetime, night-time,
nightstand, headpiece, headress, overdress,
overhead, overweight, underweight,
understand, underline, timeline, headline,
timepiece, lightweight, headline
Answers will vary
Adjectives: 1 a breathing b new c bumpy d noisy e fluffy 2: a beautiful, b naughty c big, smelly d lost e angry

Adjectives 2: 1 painted fence, growing plants, chewing gum, ploughed field, graping hole, bundled sticks, cooked meat, cheering crowd

2 People: solemn, talented, wealthy, thoughtful, upset, friendly, lonely, careless Things: unusual, wobbly, long, crumpled, metal, heated, expensive, sharp

3 dangerous, salty, famous, happy, golden

Adjectives 3: 1 old, iron, rusty, heavy, rough, overgrown, old, crumbling, sandstone, falling, twisted, large, wooden, broken, thick, scared

2 comfortable b restful/restless c likeable d useful/useless e helpful/helpless f tireless g reasonable h forceful i effortless j workable

Adjectives 4: 1 Answers will vary. 2 b long, longer, longest c bright, brighter, brightest d dirty, dirtier, dirtiest e steep, steeper, steepest f wide, wider, widest g happy, happier, happiest h good, better, best

3 happy, sad; old, new/young; stale; fresh; fast, slow; long, short; narrow, wide; straight, crooked; sour, sweet; light; dark; kind, kind; clean, dirty; strong, weak, small, large; low, high

Pronouns 1: 1 a her, her b She c hers, her d Hers e She her

2 a their b there c there d their, their e there, their

Pronouns 2: 1 a Jack left his bag on the bus. b The boys put all their toys away in their toy box. c Did you see the zebras at the zoo?
d Wait for me and we can go together. e “Give me back my ball, please, “ I said.

2 a Who b Which c What d Which e Whose

Pronouns 3: 1 a its b my, my c your d mine e his/her f ours/your/theirs g theirs 2 a my b them c us, you d his, me e my, his f They g me

Pronouns 4: 1 Answers will vary. 2 a Jake b Mum c her class d the painting e Jen f Ryan g Ella and Jacob

Verbs 1: 1 a did b done c done d Did e did f done g done h done

2 a went b gone c gone d went e went f gone g went h gone

2 Verbs 2: 1 a saw b seen c saw d seen e saw f seen g seen h saw

2 throw, stir, listen, chew, choose, speak, has, seize, draw, construct

Verbs 3: 1 a Sue and Lynn went for a bus walk on Sunday. b The boys ate cashew nuts and drank lemonade. c We thought his painting was the best one of all. d They stood when the teacher came in.

2 a didn’t b couldn’t c hasn’t d can’t e isn’t f wouldn’t g won’t h wasn’t i aren’t j haven’t k don’t l weren’t.

3 walking, whistled, walked, followed, walked, spotted, chased, barking, scurried, snapped, missed

Verbs 4: 1 Answers will vary. 2 Doing: tumble, skip, wait, pinch, roll, ride Saying: shout, roar, grizzle, argue, scream, scold

3 a she’ll b they’ve c you’re d he’s e we’re f I’d g they’re h he’d i she’s j we’d k I’m l we’ll

Adverbs 1: 1 Answers will vary. 2 a recklessly down b together, quietly c yesterday d down e backwards, over

Adverbs 2: 1 a loudly b after c downwards d early e outside f never g quickly/fast h backwards i up j north

2 a dangerously b stonily c grandly d seriously e widely f lazily g famously h doubtfully i stupidly j happily

2 a Where b Why c How d When e How/When/Where/Why

Adverbs 3: 1 a heavily b slowly c softly d kindly e foolishly 2 Answers will vary.

3 a when b how c where d when e how

Adverbs 4: 1 a crept b landed c laughed d go, come e buy

2 a sadly b inside c clumsily d slowly e coldly f below g loosely h painlessly i heavily j unkindly k neatly l after

Phrases 1: Answers will vary. 2 a under the bed b after dinner c during the night d behind the shed e in that bag

Phrases 2: 1 a lighthouse b animal c leaves d path e shirt

2 a in b of c on, of d beside e At, for

Phrases 3: 1 a Answers will vary. 3 a where b how long c how d why e when

Prepositions 1: 1 a Answers will vary. 2 a in b of c on, of d with e at, for

Sentences 1: 1 a Cats stalk birds. c The man stroked his beard. f We sang around the piano. g Wild horses galloped by, i They go camping by the lake. j Was there someone at the door?

Sentences 2: Answers will vary.

Sentences 3: 1 a Jayne likes pears but Con likes plums. b It is late so I must leave. c I ate a biscuit and drank a glass of milk.

d The lightning flashed and the thunder crashed. e I would come with you but I don’t have time.

f He shouted loudly so he could be heard. 2 a The boys in the go-kart rushed down the hill. b My yellow kite hit the top of the tree.

c After dinner, Mandy and I played chess. d A large black spider dangled in its web. e A tiny village nestled at the foot of the mountain.

Sentences 4: 1 Answers will vary.

2 a cyclones b all students c the top-ranked tennis player d all homework e you

3 “Can I help you, sir?” asked the salesman.

“Yes please,” said Mr Dobbs. “I would like some rechargeable batteries.”

“Of course, sir,” said the salesman. “What size do you need?”
The Targeting Grammar series presents detailed knowledge of the grammar of English and its application in spoken and written language.

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- Pronouns
- Verbs
- Adverbs
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