

Targeting Grammar

The ultimate resource for teaching grammar

DEL MERRICK

(proper noun)

Includes
Australian
Curriculum
Correlations

BOY
(noun)

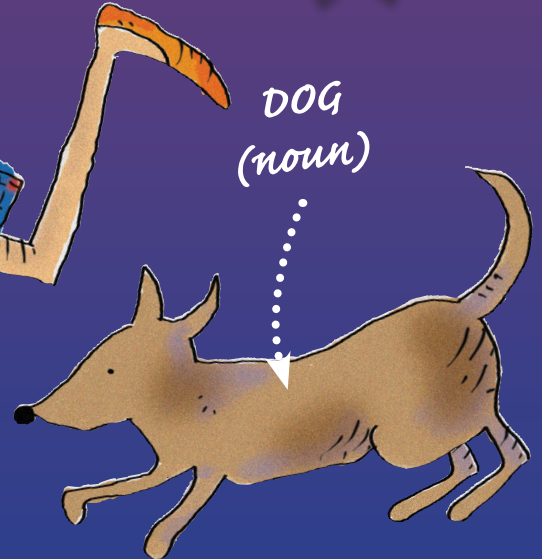


GREEN
(adjective)

HE RUNS
(pronoun)(verb)

QUICKLY
(adverb)

DOG
(noun)



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AUSTRALIAN CURRICULUM CORRELATIONS

ELABORATIONS		ACARA CODE	Pages	Task card pages
Language		ACELA		
Text structure and organisation Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives	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')	1491	31-40, 94	
Understand how possession is signalled through apostrophes and how to use apostrophes of possession for common and proper nouns	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')	1506	10	169
Expressing and developing ideas Understand that the meaning of sentences can be enriched through the use of expanded noun and verb groups and phrases	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')	1493	1-18, 19-30, 78-9	169-70, 171-2
Investigate how quoted (direct) and reported (indirect) speech work in different types of text	investigating examples of quoted (direct) speech ('He said, "I'll go to the park today"') and reported (indirect) speech ('He told me he was going to the park today') and comparing similarities and differences	1494	100, 101	
Understand how adverbials (adverbs and prepositional phrases) work in different ways to provide circumstantial details about an activity	investigating in texts how adverbial phrases and clauses can add significance to an action, for example 'more desperately', 'he rose quietly and gingerly moved'	1495	73-80, 94, 97-99	179-80
Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas	- 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.')	1507	94-99	
Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea	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'	1508	12, 19-30	171-2
Literacy		ACELY		
Creating Texts Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose	using appropriate simple, compound and complex sentences to express and combine ideas	1694	83-104, 94	175-182
	using grammatical features effectively including different types of verbs, adverbials and noun groups for lengthier descriptions		12, 41-60	175-180

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Targeting Grammar

MIDDLE PRIMARY

Del Merrick

Blake
EDUCATION
Better ways to learn



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Includes
Australian
Curriculum
Correlations

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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 | 5 Adverbs |
| 2 Adjectives | 6 Prepositions and Phrases |
| 3 Pronouns | 7 Sentences |
| 4 Verbs | |

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	

Student names

[illegible]

Pronouns

pages 39 – 40

Student names

[illegible]

[illegible]

pages 69 – 70

Student names

pages 102 – 104

Student names

[illegible]

350

TOTAL

Student names

[illegible]



 Focus	<i>Wordworks</i> pages 107 –113	Shuffle 'n' Sort pages 114 –136	Fact Finders pages 137–168	TASK CARDS pages 169 –181
Adjectival phrases	✓			✓
Adjectives	✓	✓		✓
Adverbial phrases	✓			✓
Adverbs	✓			✓
Antonyms	✓		✓	✓
Collective nouns	✓			✓
Compound sentences				✓
Compound words	✓		✓	✓
Contractions	✓			✓
Definitions	✓			
Dictionary use	✓	✓	✓	✓
Exclamations				✓
Fact or opinion				✓
Gender	✓			
Homographs	✓			
Homophones			✓	
Noun groups				✓
Nouns	✓			✓
Phrases	✓			✓
Plurals	✓			
Possessive nouns	✓			
Prepositions				✓
Pronouns	✓			✓
Proper nouns				✓
Punctuation				✓
Research skills			✓	
Sentences			✓	✓
Statements			✓	✓
Subject/predicate				✓
Subjects	✓			
Suffixes				✓
Tense	✓	✓		
Verbal adjectives	✓			✓
Verbs	✓	✓		✓
Verbs - doing	✓	✓		✓
Verbs - saying	✓	✓		✓
Vocabulary skills		✓		
Words in context			✓	✓



A Note to the Teacher

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.

NOUNS

Nouns are the words that name the people, places, animals and things in sentences.

The Bare Bones

Carl went to the *shop* to buy

person

place

bones for his *dog*.

things

animal

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.

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

Most plural nouns are formed by adding 's' or 'es' to the singular noun.

Some plural nouns are formed by changing the vowels or adding 'en'.

e.g. foot – feet; man – men; child – children

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?

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.*

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.

The Vegie Patch

Divide the class into small group.
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

Nouns name people, places, animals and the everyday things around us.

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.

prisoner	ladder	rabbit	beach	cloud	playground
statue	singer	office	dentist	bear	caterpillar

5

- a Name three animals _____
- b Name three places _____
- c Name three persons _____
- d Name three objects _____

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.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____ **Date** _____

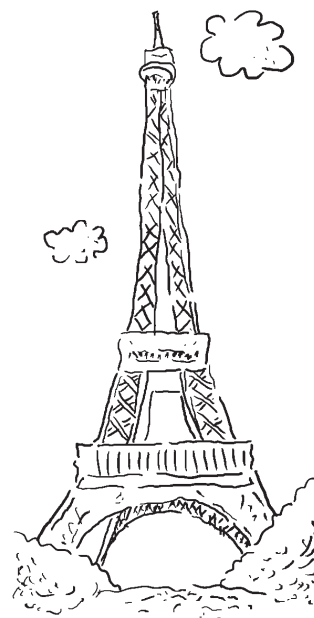
Proper Nouns

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.

Singular and Plural Nouns

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 hen book bikes coat
flies carrot peaches dingoes tub

Singular	Plural

2 Most plurals are formed by adding 's' or 'es' to a singular noun. Write the plural form of these nouns.

a bell	_____	f pencil	_____
b cake	_____	g kite	_____
c box	_____	h flower	_____
d branch	_____	i calf*	_____
e sock	_____	j baby*	_____

*Spelling alert!

3 Some plural nouns are not formed in this way, for example *tooth* becomes *teeth*. Match these singular and plural nouns.

child	goose	mouse	foot	man
men	children	feet	geese	mice



Name _____ Date _____

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.

drops	hole	eye	hill	light
case	fly	shell	watch	stairs

a sun _____

f stop _____

b down _____

g rain _____

c man _____

h dragon _____

d bulls _____

i book _____

e ant _____

j egg _____



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

table	tooth	card	bridge	cloth	yard
paste	foot	box	post	farm	match

3 Write a sentence about each of these compound nouns.

a scarecrow _____

b windmill _____

c bulldozer _____



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.

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

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 _____

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

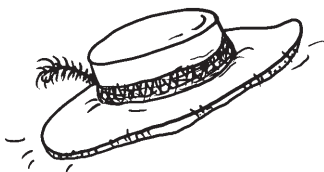


Name _____ Date _____

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.*

If there is one owner,
just add 's.



The man's hat
(the hat belonging
to the man)

If there is more than one
owner, put an apostrophe
after the plural noun.



The girls' cats
(the cats belonging
to the girls)

If the plural noun does
NOT end in s, add 's.



The children's kites
(the kites belonging
to the children)

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 <u>toolbox</u> . | the builder |
| b Owls' <u>eyes</u> peered in the dark. | _____ |
| c There is the farmer's <u>field</u> . | _____ |
| d We ate the women's <u>cakes</u> . | _____ |
| e I patted my friend's <u>dogs</u> . | _____ |
| f These are Emily's <u>shorts</u> . | _____ |

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

Verbal Nouns

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 is difficult in the centre of the city.
- b on the street is dangerous.
- c The sport of began in France.
- d My grandma loves .
- e There is not enough in our street.

fencing

playing

lighting

parking

knitting

Name _____ Date _____

Noun Groups

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.

monkey	the	chair	cheeky	car	his	brown
red	dog	my	little	kitchen	clean	fast

his little red car

2 Build your own noun groups.

a my _____ slippers

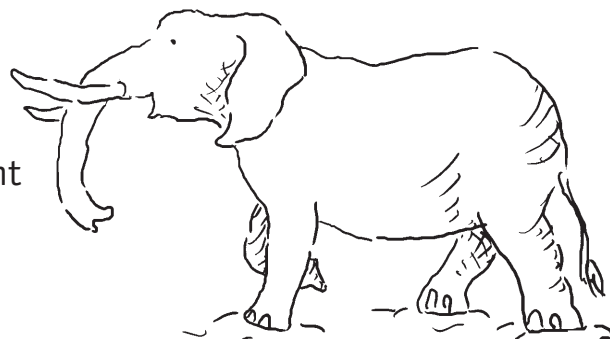
b the _____ forest

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...*).



Articles

Three articles are used to signal nouns or noun groups:

a an 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.

- a** a _____
d an _____
b the _____ (singular)
e the _____ (plural)
c an _____
f a _____



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

Articles

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*.

appoint

ment

selfish

ness

cricket

er

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.

-ment -ness -er

- | | | |
|--------------------------|----------------------|---------------------------|
| <i>a</i> great _____ | <i>d</i> bank _____ | <i>g</i> apart _____ |
| <i>b</i> play _____ | <i>e</i> amuse _____ | <i>h</i> fair _____ |
| <i>c</i> entertain _____ | <i>f</i> kind _____ | <i>i</i> photograph _____ |

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.

Assessment - Nouns

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

-ness -er -ment

a sweet _____ *b* amuse _____ *c* garden _____ *d* great _____ *e* amaze _____

Assessment - Nouns

❖ CHECK 7 Underline the noun groups in this text.

/5

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.

❖ CHECK 8 Rewrite the sentences using possessive nouns.

/5

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.

❖ CHECK 9 Write three or four sentences about your school. When you have finished, go back and highlight five nouns in your sentences.

/5

Student Name: _____

Year Level: _____

Total Score: ____/50

A Note to the Teacher

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.

ADJECTIVES

Adjectives are words that give colour, shape, size, sound and feeling to nouns. Their job is to paint clearer pictures of nouns.

The Bare Bones

*Carl, 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.*

Suffixes *-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

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.

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

- 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.

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.

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.

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...*

Descriptive Adjectives

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

Adjectives show number, for example: *six boys, two hens, first place, two hundred dollars, last chance.*

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



If we are unsure of the exact number, we use: *some, few, many, most*

noisy	rabbits	lonely	stories	peaches	dogs	silly
people	funny	ants	busy	hens	jokes	clowns

- | | | | |
|-----------------|-------|----------------|-------|
| a four | _____ | e some | _____ |
| b a few | _____ | f two | _____ |
| c eleven | _____ | g many | _____ |
| d most | _____ | h sixty | _____ |

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

angry	quiet	tiny	loud	excited	tall
noisy	oval	lazy	square	large	round

- 3 Sort the adjectives into the correct columns below.

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

Taste	Touch	Sight

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**.

ADJECTIVES

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

fast _____
noisy _____
young _____
sad _____
tall _____
light _____
smooth _____
ugly _____
low _____
above _____

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

2 Write antonyms for these adjectives.

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

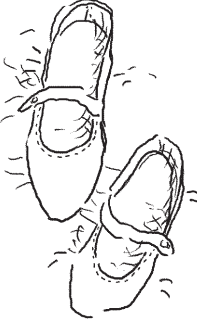
3 Complete these sentences by using the correct antonyms.

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 _____.

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.

- | | | | | |
|-------------------------|---------|---|-------------------|---------|
| a dancing | rocks |  | g scented | shoes |
| b an exciting | clouds | | h loaded | dinner |
| c swimming | book | | i baked | cream |
| d falling | shoes | | j polished | rose |
| e an interesting | costume | | k mixed | truck |
| f floating | day | | l whipped | lollies |

2 Use three of the noun groups above in sentences.

- a** _____
- b** _____
- c** _____

3 Make a sketch of each noun group.

a smiling clown	a parked car	splashing waves	a potted plant
a skipping rope	a painted face	a walking stick	a speckled hen

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.

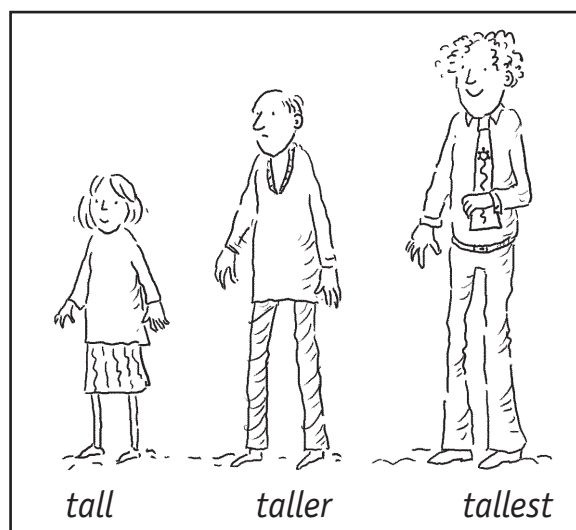
Adjective	Comparative	Superlative
loud	wetter	strongest
tall	thinner	loudest
fierce	louder	fiercest
wet	stronger	wettest
thin	fiercer	tallest
strong	taller	thinnest

2 Complete the table of adjectives of degree.

Adjective	Comparative	Superlative
long	longer	longest
old		
sharp		
wild		
soft		
brave		

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*.

help

ful

help

less

like

able

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 _____

Name _____ Date _____

Adjectives in Similes

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.



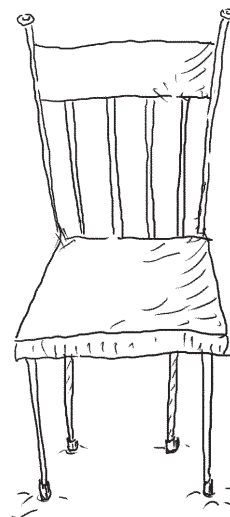
2 Complete these similes using words from the box.

- 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 _____

snow
picture
bat
cucumber
feather
dog
lamb

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 a _____.
- g The moon is as silent as _____.
- h That was as funny as _____.



4 Choose any simile and use it in a sentence.

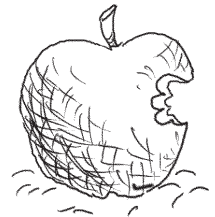
Assessment - Adjectives

Date _____

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

/5

- | | | | | |
|-------------------|---------|--------|---------|--------|
| a apple | sweet | snowy | crunchy | red |
| b sky | bright | blue | soggy | cloudy |
| c sandwich | plastic | cheese | fresh | tasty |
| d boat | leaking | wooden | sore | cargo |
| e fire | smoky | wet | fierce | cosy |



❖ **CHECK 2** Sort the adjectives below into the correct columns.

/12

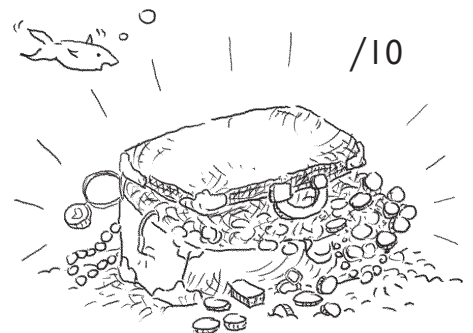
foggy	crunchy	plastic	round	cheerful	damp
smiling	rocky	worried	careless	sandy	thick

People	Places	Things

❖ **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

- | | | | |
|--------------------|-------|--------------------|-------|
| a high | _____ | e dangerous | _____ |
| b careful | _____ | f smooth | _____ |
| c beautiful | _____ | g full | _____ |
| d small | _____ | h narrow | _____ |

Assessment - Adjectives

❖ CHECK 5 Complete the similes. Use one in a sentence.

/5

a as white as _____

c as heavy as _____

b as pretty as a _____

d as light as a _____

❖ CHECK 6 Add the correct suffix from the box.

/5

-able

-ful

-less

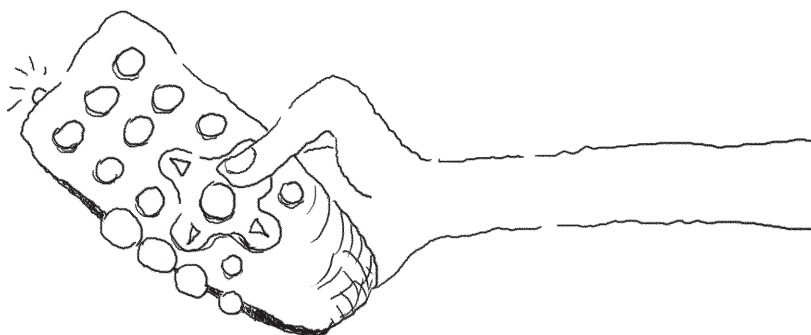
a bear _____

b harm _____

c hand _____

d cord _____

e pass _____



❖ 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

A Note to the Teacher

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.

PRONOUNS

Pronouns are the words that are used instead of nouns in text. They can be singular or plural, masculine or feminine, and they do the same work as nouns.

The Bare Bones

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

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

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

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.

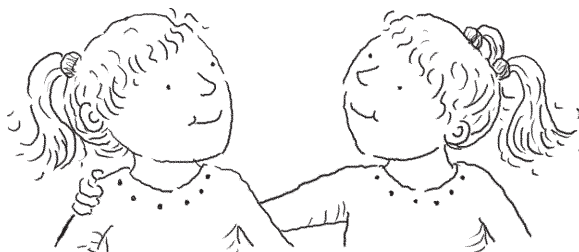
- c The door is a heavy wooden one.

- 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
---------------	-----------	----------	----------------

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.

<i>she, her</i>	<i>you, him</i>	<i>they, them</i>	<i>we, it</i>
-----------------	-----------------	-------------------	---------------

- a _____
- b _____
- c _____
- d _____

Name _____ Date _____

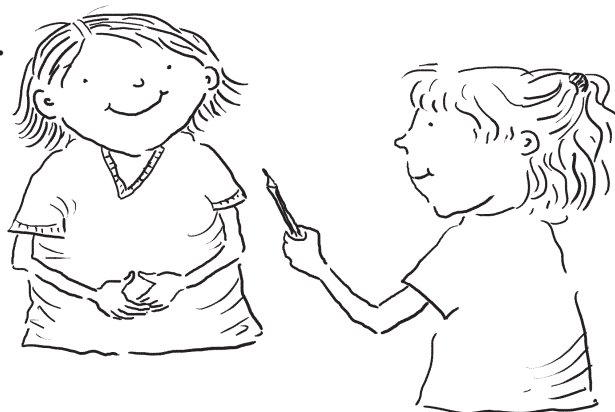
Possessive Pronouns

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.

yours	their	ours	his	mine
-------	-------	------	-----	------

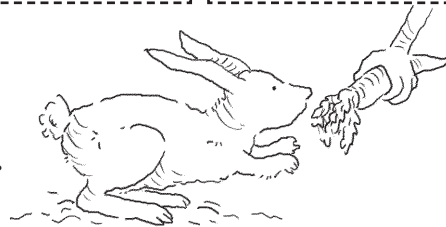
a Tim fed pet rabbit.

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.

Come to the circus with me.
Cinderella danced with Prince Charming.
He said, "Let's play cricket."
You did WHAT?

Full stops end statements and commands.

That is a fine straw hat.
Put it on, please.

Question marks end questions.

How long will you be away?

Exclamation marks end exclamations.

What! Late again!

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.

I like apples, pears, plums and grapes.
Later that day, we went for a swim.
When I broke my leg, I used crutches.
Jess, waving her umbrella,
hurried away.
My dog, which is old now,
still does tricks.
"A dingo is a wild dog," said Bradley.

Speech marks are used around spoken words. *"Dinner is on the table," called Brenda.*
"Thank you," Jess replied.

Remember: NEW speaker NEW line.

Apostrophes are used:

- with nouns to show possession.
- to contract pronouns and helping verbs.
- to contract helping verbs and negatives.

Joel's toys; dog's collar;
teachers' staffroom
I've packed lunch. You're invited.
It's fun.
He can't swim. I couldn't sing.
Don't shout.



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...



Assessment - Pronouns

Date _____

❖ 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

Date _____

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

/8

- 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.

/5

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'.

/10

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.

VERBS

Verbs consist of one or more words that show the particular interactions and relationships between people, places, events and objects.

The Bare Bones

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.

e.g. I am dancing. (present) I danced. (past)

He is washing his car. (present)

He washed his car. (past)

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

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.

e.g. He *was having* a sleep. Tom *wanted to go* early.

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.)

Contractions

We often contract verb and (pronoun) subject.

e.g. I am = I'm; it is = it's; they are = they're

We often contract verb and negative.

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.

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).

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

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.

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.

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.

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...*).

'Doing' Verbs 1

'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:

people

talk
sleep
sit
read
drink
eat

I Sort the words below into nouns and verbs.

horse	sun	eat	school	sing
mow	lose	fork	grow	chair

NOUNS <i>Name people and things</i>	VERBS <i>Say what people and things are doing</i>

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.

- I will water () my new pot plant ().
- Did you sleep () well last night?
- Ella went for a swim () and I went for a walk ().
- Katy had a bread roll () for lunch.
- 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.

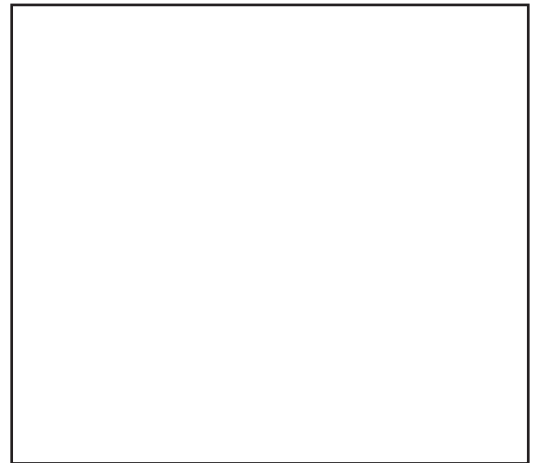
1 Select a verb from the list to match each noun.

<i>a</i> pigs	blows
<i>b</i> babies	ring
<i>c</i> rain	swim
<i>d</i> fish	cry
<i>e</i> wind	grunt
<i>f</i> bells	falls

<i>g</i> bees	gallop
<i>h</i> birds	crawl
<i>i</i> balls	bark
<i>j</i> horses	fly
<i>k</i> dogs	buzz
<i>l</i> ants	bounce

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 _____

'Saying' Verbs 1

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."

asked
laughed
squealed
whispered
called

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.

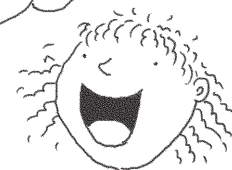
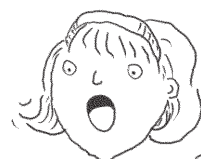
'Saying' Verbs 2

'Saying' verbs show how people express their feelings, for example: *Helen cried. Tammy screeched. Niko shouted. Harry moaned.*

I 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."



Word List – saying verbs

announce	gossip	prattle	sneer
argue	grizzle	promise	sniffle
ask	growl	pray	snigger
boast	grumble	rant	snort
brag	grunt	rave	sob
call	hint	roar	splutter
chat	howl	say	stammer
complain	hum	scoff	stutter
cough	jeer	scold	talk
cry	laugh	scream	tease
demand	moan	shout	tell
drone	mock	shrug	wail
exclaim	mumble	sigh	warn
explain	murmur	sing	weep
gasp	mutter	skite	whine
giggle	nag	smile	whisper

Name _____ Date _____

'Being' and 'Having' Verbs

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

am I *am* ten years old.
is George *is* my brother.
are We *are* at school.
was Thomas *was* still in bed.
were The horses *were* restless.

***be** I *will be* home soon.
***being** You *are being* cheeky.
***been** Someone *has been* here.
**be, being, been are only used with other verbs.*

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

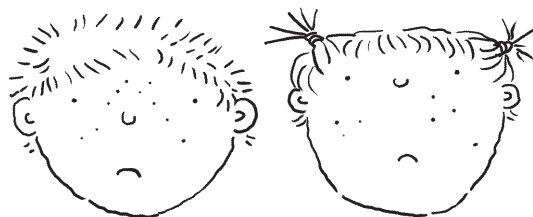
2 Underline the verbs.

- 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.



'Helping' Verbs 1

am, is, are, was, were
do, did
has, have, had
shall, will
can, may, might
could, would,
should

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.

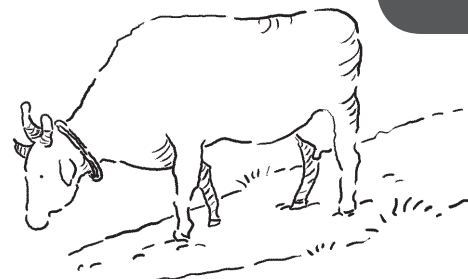
1 Circle the verb group in each sentence.

- 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.

well	can	lost	has	jump	is
fly	was	see	am	come	shall
sleep	are	have	can	swim	may
run	will	read	do	look	had
eat	have	skate	might	sing	did

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!

Verbs - Contractions

Many negative verbs are written as contractions, for example: *did not = didn't*
is not = isn't *have not = haven't*.

The helping verb and *not* contract into one word. An apostrophe replaces the 'o' in *not*.



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. (_____)
- c* Why didn't you shut the door? (_____)
- d* There weren't any chairs to sit on. (_____)
- e* It isn't raining yet. (_____)

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

<i>a</i> doesn't	had not	<i>e</i> didn't	would not	<i>i</i> haven't	do not
<i>b</i> won't	were not	<i>f</i> wouldn't	was not	<i>j</i> aren't	have not
<i>c</i> hadn't	does not	<i>g</i> can't	cannot	<i>k</i> don't	could not
<i>d</i> weren't	will not	<i>h</i> wasn't	did not	<i>l</i> couldn't	are not

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 _____

Name _____ Date _____

Verbs - Subject Agreement

Simple sentences have two parts. The 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.

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

An apostrophe marks the spot!

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*.



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

I'll	they have	I'm	it is	I've	we will
he's	you have	you're	we have	you'll	they would
they've	I will	they're	you are	he'd	you will
we're	she would	it's	he will	she's	I have
she'd	he is	he'll	they are	they'd	he would
you've	we are	we've	I am	we'll	she is

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.

Name _____ Date _____

Verbs - Tense

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

I am running
to school.



PRESENT

is happening now

I also run
to school.



PAST

has happened

I ran to
school.



I will run to
school soon.



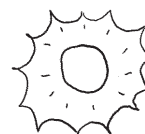
FUTURE

is going to happen

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

1. _____
2. _____
3. _____
4. _____
5. _____

The sun
is shining.



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.

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.



Many **past tense** verbs are formed by adding **-ed**.
 For example: *jumped – jumped*
move – moved *hop – hopped*

2 Write the past tense of these verbs.

- | | | |
|--------------|----------------|--------------|
| a help _____ | f share _____ | k plan _____ |
| b rain _____ | g close _____ | l step _____ |
| c cook _____ | h change _____ | m pin _____ |
| d stay _____ | i live _____ | n rob _____ |
| e want _____ | j invite _____ | o grin _____ |

**Spelling alert!*

Other verbs change their spelling in the past tense.

3 Write the past tense of these verbs.

- | | | |
|--------------|--------------|---------------|
| a eat _____ | e is _____ | i run _____ |
| b give _____ | f sing _____ | j has _____ |
| c come _____ | g grow _____ | k stand _____ |
| d dig _____ | h do _____ | l break _____ |

4 Change the present tense verb (underlined> to past tense.

- a We buy eggs. bought d They sit on chairs. _____
 b I light a candle. _____ e She sees a cow. _____
 c He runs fast. _____ 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.

<i>a</i> He was upset when he lost his school hat.	<i>d</i> I will clean my teeth after dinner.	<i>g</i> The rally driver drove his car at top speed.
<i>b</i> Mrs Singh is cooking a pot of soup.	<i>e</i> Brett was chosen for the Queensland cricket team.	<i>h</i> They are singing pop songs.
<i>c</i> Dad will read the newspaper before he goes to work.	<i>f</i> Alex will be talking to the class about the planet Mars.	<i>i</i> I am writing an email to my uncle.

Verbs - Suffixes 1

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

1 Complete the words in this tale by adding *-ing* or *-ed*. Watch your spelling!

One day, a beautiful cat was walk_____ near the palace of a king. She pride_____ herself on her fine looks and good manners. That morning, she was feel_____ very hungry. She was look_____ for something to eat. A bird hop_____ on the grass and the cat snatch_____ it with her paw. The poor bird was very frighten_____. "What are you go_____ to do with me?" ask_____ the bird, try_____ 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. _____



VERBS

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

lengthen
widen
flatten
weaken
stiffen
open
shorten
strengthen

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

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. |

irrigate
operate
nominated
investigate
excavate

Assessment - Verbs

Date _____

❖ CHECK 1 Circle all the verbs or verb groups in this text.

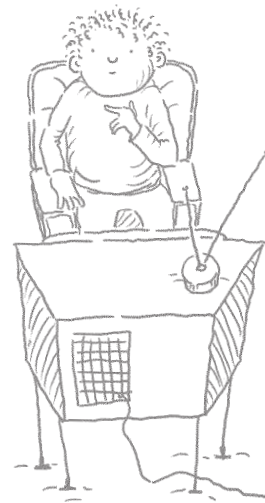
/10

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.



VERBS

❖ 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.”

Assessment - Verbs

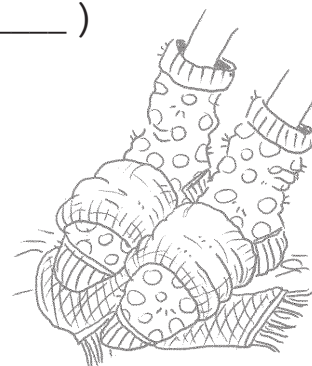
- c The angry man _____ at the truck driver.
 d All the children _____ at his joke.
 e I _____ to my best friend on the telephone.

❖ 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. (_____)

❖ 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.



❖ 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

A Note to the Teacher

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

Adverbs are the words that add meaning to the actions of people, places, events and objects. **The Bare Bones**
They tell us how, when and where things happen.

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.

e.g. *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 as they can many adverbs ending in -ly. 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.

Here are some ideas: *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.

e.g. *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**.

HOW



WHEN



WHERE



The plane flew *quickly*.
 Joe is climbing *nimbly*.

The plane flew *yesterday*.
 Joe is climbing *now*.

The plane flew *high*.
 Joe is climbing *down*.

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*.

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.

a We are going away for a holiday.	c Charlie easily swam the length of the pool.	e The puppies slurped their food noisily.
b The fish swam around the tank.	d We often go to the creek for a picnic.	f Our newspaper is printed daily.

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

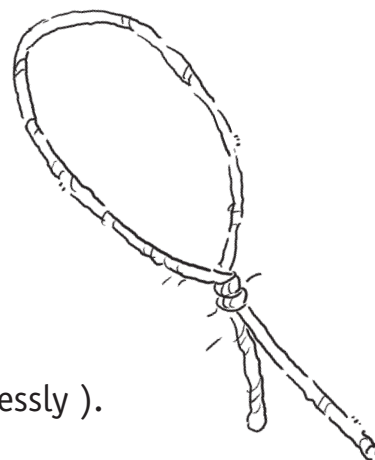
- a** The boy spoke _____. (how?)
b _____ I went to a barbeque. (when?)
c Bert is sitting _____. (where?)
d _____, the old man stood up. (how?)
e The swimmer dived _____ into the pool. (where?)
f He _____ goes to concerts. (when?)

here there
backwards
yesterday quietly
often wearily
sometimes
once quickly

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.
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.

_____ *how* _____



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 _____

Adverbs

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.

**Spelling alert!*

proud
silent
dangerous
gentle
heavy

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.

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.

smoothly
noisily
north
downwards
low
inside
loudly
above
forwards
quickly

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

3 Use these adverbs in sentences: *carefully* *carelessly*.

Name _____ Date _____

Adverbs - Interrogative

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

Assessment - Adverbs

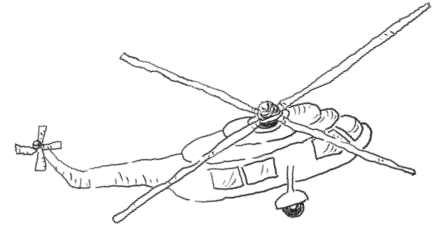
Date _____

❖ CHECK 1 The adverbs have been underlined.

/6

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.

/10

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.

/8

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

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

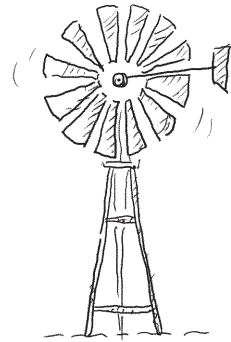
/4

- a When _____
- b How _____
- c Where _____
- d Why _____

Assessment - Adverbs

❖ **CHECK 5** The adverbs have been underlined. Draw an arrow from the adverb to the verb it tells more about. /6

- 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.



❖ **CHECK 6** Write the antonyms (opposites) of these adverbs. /6

- | | |
|----------------|-------------------|
| a early _____ | d roughly _____ |
| b never _____ | e slowly _____ |
| c inside _____ | f carefully _____ |

❖ **CHECK 7** Circle the correct word in the brackets. /5

- 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.



❖ **CHECK 8** Join the sentence parts correctly. /5

- | | | |
|----------------------|----------|------------------------|
| 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

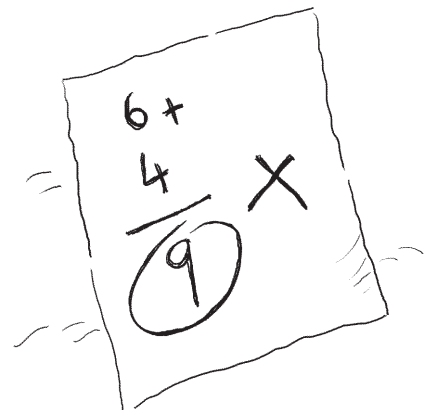
Prefixes 1

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 | _____ | _____ |

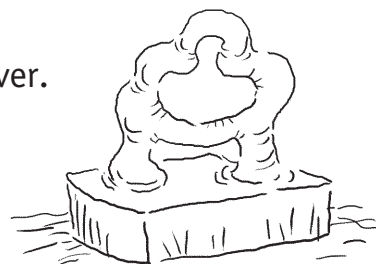
Name _____ Date _____

Prefixes 2

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

A Note to the Teacher

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.

PREPOSITIONS & PHRASES

Prepositions are little words whose job is to tell us about the position of someone or something.

A phrase is a group of words without a verb or subject, often beginning with a preposition.

The Bare Bones

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

about	at	down	of	to
aboard	before	during	off	towards
above	behind	except	on	under
across	below	for	over	until
after	beneath	from	past	up
against	beside	in	since	upon
along	between	into	through	with
among	by	near	till	without
around				

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 'c'.

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.)

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

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.*

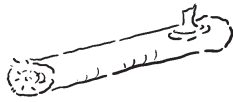
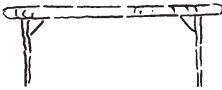
A phrase has NO verb.

It adds important information to a sentence.

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

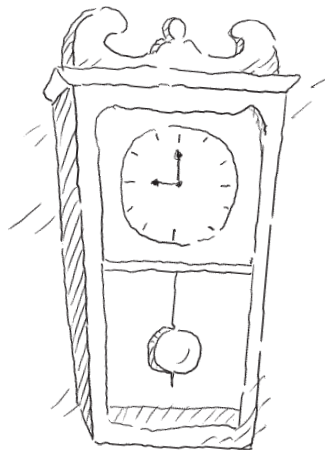
- | | |
|----------------------------------|----------------|
| a We all laughed | for you. |
| b I only took one apple | under a tree. |
| c She has been waiting | with me. |
| d He shared the chocolate | at the clown. |
| e The tired farmer sat | from the bowl. |

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

A frog is sitting <u>on a log</u>. 	I am standing <u>under an umbrella</u>. 	Dad went <u>up the ladder</u>. 
The cup fell <u>off the table</u>. 	A duck walks <u>towards the lake</u>. 	There's a dog <u>beside the chair</u>. 

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

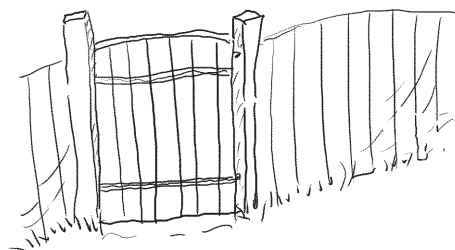
Prepositions are little words whose job is to tell us about the position of someone or something, for example: *across the road, before the party, up in space, under my bed.*

<i>about</i>	<i>behind</i>	<i>from</i>	<i>through</i>
<i>above</i>	<i>below</i>	<i>in</i>	<i>till</i>
<i>across</i>	<i>beneath</i>	<i>into</i>	<i>to</i>
<i>after</i>	<i>beside</i>	<i>near</i>	<i>towards</i>
<i>against</i>	<i>between</i>	<i>of</i>	<i>under</i>
<i>along</i>	<i>by</i>	<i>off</i>	<i>until</i>
<i>among</i>	<i>down</i>	<i>on</i>	<i>up</i>
<i>around</i>	<i>during</i>	<i>over</i>	<i>upon</i>
<i>at</i>	<i>except</i>	<i>past</i>	<i>with</i>
<i>before</i>	<i>for</i>	<i>since</i>	<i>without</i>

I 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. _____

Name _____ Date _____

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***.

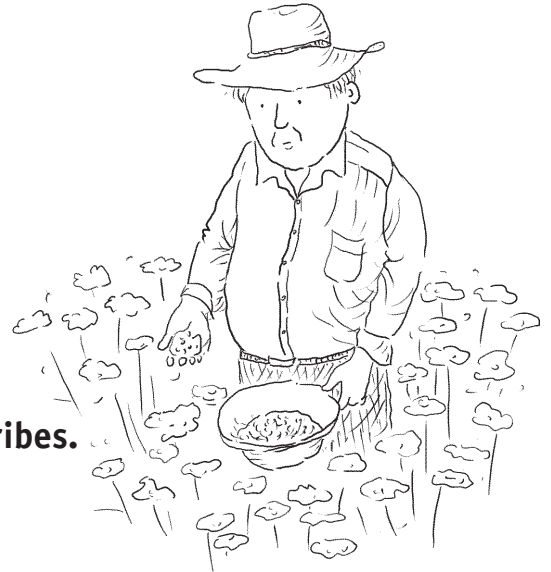
a Please wash the cups on the sink.

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.



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

a _____

b _____

c _____

d _____

e _____

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.

into the pool	during the storm	in ten minutes
with a soft cloth	for your sister	on the stove
below the waves	after the party	under a log

- 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 _____

Name _____ Date _____

Assessment - Prepositions & Phrases

Date _____

❖ CHECK 1 Underline the phrases.

/10

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.

/6

Put a boat on a lake.	Put a bird on top of a roof.	Put a dog beside a car.
Put a cow under a tree.	Put a spoon between 2 cups.	Put a kite up in a tree.

❖ CHECK 3 Build sentences around these phrases.

/4

- 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. /5

- a A girl in a red dress was selling flowers.
- 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

<i>for her dog</i>	<i>on the ladder</i>	<i>without a hat</i>	<i>in a loud voice</i>
<i>in the paddock</i>	<i>in the backyard</i>	<i>before winter</i>	<i>under the bridge</i>

- 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)?

a The horse by the gate belongs to Mr Biggle.

/5

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 Note to the Teacher

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.

SENTENCES

A sentence is a chunk of language, which must have at least one verb, and make sense. In written English it is bound by a capital letter and a full stop, question or exclamation mark.

The Bare Bones

A baby deer bounded across the snow.

When the curtain went up, everyone stopped talking.

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.

e.g. "This is the house I once lived in," sighed Madison.

"It must have been fun," said Sue, "to sleep up in that attic room."

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 packed 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.

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.

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.

Sentences

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.

We use sentences to talk to each other.



A sentence ALWAYS has a verb.

1 Tick the sentences.

a over the hill

☐

f The sun rose over the hills.

☐

b He is eating fish and chips.

☐

g Start the motor please.

☐

c the man in his truck

☐

h waiting at the corner

☐

d Pass the salt.

☐

i I can't play chess.

☐

e in our classroom

☐

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



Sentences - Statements

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.

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 _____

Sentences - Questions

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?

Sentences - Exclamations

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!*

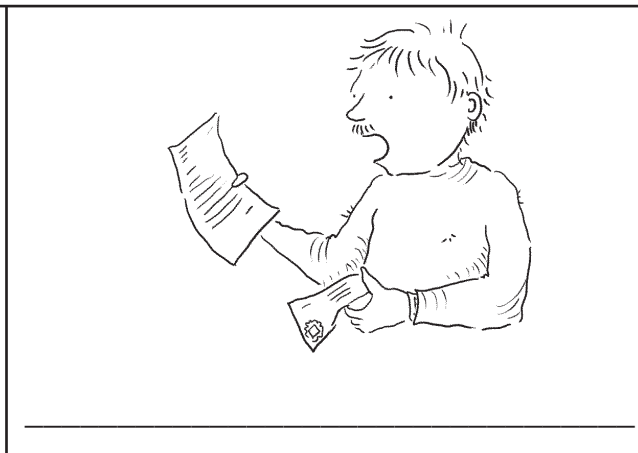
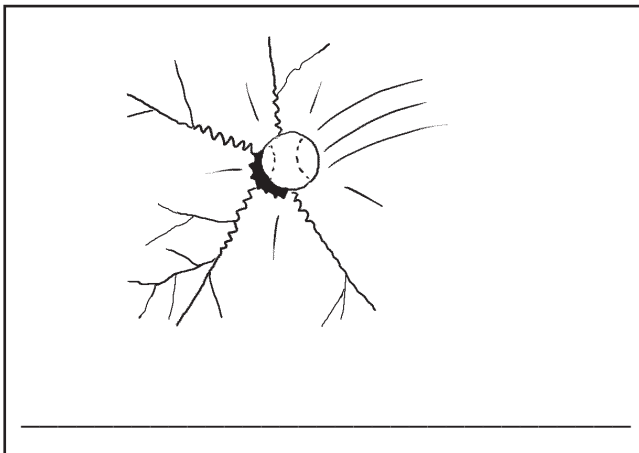
1 Complete each sentence with a full stop or an exclamation mark.

Justify your reasons.

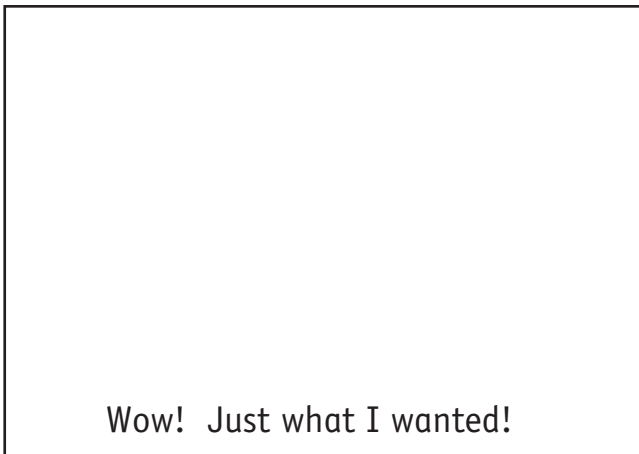
- a I went to the pet shop to buy a white rabbit
- b You left it on the bus
- c Man overboard
- d Let's play cricket in the backyard
- e What a wonderful party



2 Write an exclamation for each picture.



3 Draw a picture to match these exclamations.



Wow! Just what I wanted!



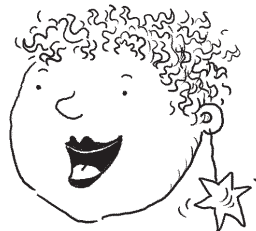
Everybody stand back!

Name _____ Date _____

Sentences - Commands

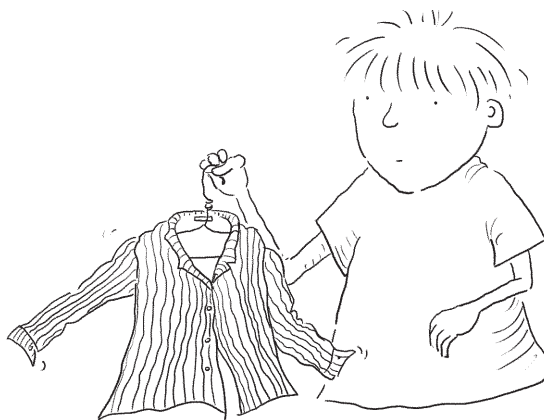
Many sentences give commands and expect action. They begin with a capital letter and end in a full stop, for example: *Open the window gently. Add an egg to the mixture. Leave it on the table.*

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 _____

Sentences - Subject and Predicate 1

Simple sentences have two parts. One verb ties the subject to the rest of the sentence.

The old horse

The SUBJECT

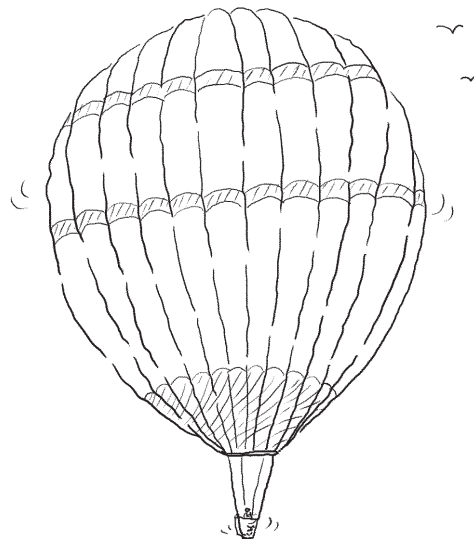
lives on a farm near the coast.

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.

my little sister

Your school hat

All the students

My red bike

the police car

A baby panda

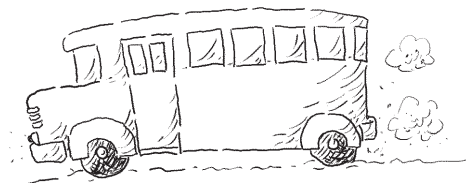
Name _____ Date _____

Sentences - Subject and Predicate 2

Simple sentences have two parts. The subject is tied to the rest of the sentence, or predicate, by a verb.

1 Write four more sentences about the same subject.

The old yellow bus is travelling along the dusty road.

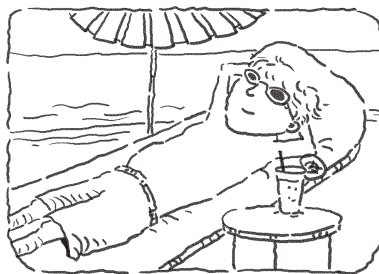


- a _____
- b _____
- c _____
- d _____

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.

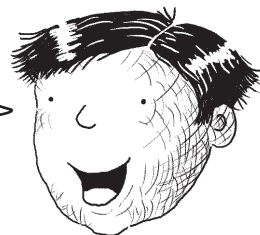


- a The young man _____.
- b The umbrella _____.
- c The water _____.
- d A glass of lemonade _____.

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:

and but so

- a** I am hungry, _____ I will eat lunch.
- b** He wanted to go, _____ his dad wouldn't let him.
- c** She called his name, _____ he didn't hear her.
- d** Pia likes jelly beans _____ she likes chocolate frogs.
- e** There's enough room in our car, _____ you can come with us.



2 Add your own sentence to make a compound sentence.

- a** Jack played tennis and _____.
- b** I eat lettuce, but _____.
- c** Saul wanted a pet bird, so _____.

3 Join two sentences with a conjunction.

- a** Tom wants to go in the pool *and* you may go home.
- b** Mia has black hair the tank is full.
- c** The bell has rung *so* I also like tea.
- d** Greg knocked on the door he can't swim.
- e** I like coffee *but* Jacqui is blonde.
- f** It rained heavily no-one answered.

Name _____ Date _____



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:

<i>after</i>	<i>as</i>	<i>but</i>	<i>therefore</i>	<i>until</i>	<i>where</i>
<i>although</i>	<i>because</i>	<i>once</i>	<i>though</i>	<i>when</i>	<i>wherever</i>
<i>and</i>	<i>before</i>	<i>then</i>	<i>unless</i>	<i>whenever</i>	<i>while</i>



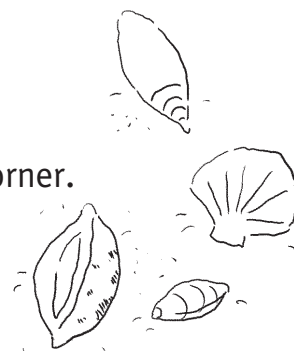
Complex Sentences 1

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**, *Before it gets too late, I will catch a bus home.*
in the **middle** or at *The car, because it is new, is clean and shiny.*
the **end** of a sentence. *The dams will be full when the drought ends.*

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.

A comma is needed after a subordinate clause **at the beginning** of a sentence.

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.

Name _____ Date _____

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.

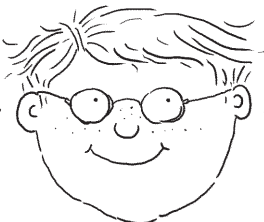
- a A pilot is a person _____ flies planes.
- b Here is your hat, _____ you left in the playground.
- c This is the picture _____ I have been painting.
- d It was a song _____ everybody was singing.
- e This is my book, _____ you may like to read.
- f The townspeople cheered the men _____ had put out the fire.



Adverbial Clauses 1

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 tell us more about the verb.
 They tell us:
How Where When Why



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

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.

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

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.

Adjectival clauses always follow the noun they describe.



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

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 _____

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.

Speech is written in **present, past** or **future** tense.



Speech marks are placed around the spoken words.

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. |



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

Name _____ Date _____

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 _____

Assessment - Sentences

❖ 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.

Assessment - Sentences

❖ **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

TARGETING GRAMMAR

GAMES & ACTIVITIES

MIDDLE

PRIMARY

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

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.

PROGRESS CHART

Wordworks

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

PROGRESS CHART

Wordworks

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

PROGRESS CHART

Wordworks

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

PROGRESS CHART

Wordworks

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**VERBAL ADJECTIVES***Find matching nouns.*

- buttered
- protected
- washing
- scented
- fading
- caring
- dancing
- unfinished
- training
- garbled
- work
- colours
- person
- run
- bread
- flowers
- animal
- message
- shoes
- basket

Wordworks © 2007 BLAKE EDUCATION**2****ANTONYMS***Match words of opposite meaning.*

- lost
- fresh
- smooth
- late
- tall
- old
- blunt
- green
- high
- east
- rough
- sharp
- west
- ripe
- found
- early
- low
- young
- stale
- short

Wordworks © 2007 BLAKE EDUCATION**3****DEFINING NOUNS***Match the noun with its definition.*

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

Wordworks © 2007 BLAKE EDUCATION**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

Wordworks © 2007 BLAKE EDUCATION**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

Wordworks © 2007 BLAKE EDUCATION**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

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7

NOUNS and VERBS

*Sort the
nouns and verbs.*

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

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8

POSSESSIVE NOUNS

the house of Jack = Jack's house

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

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9

NOUNS to ADJECTIVES

*Change the nouns
to adjectives, using y.
Note the doubling rule
and the 'final e' rule.*

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

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10

ADJECTIVES to ADVERBS

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

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

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11

PAST TENSE VERBS

*Write the past tense form
of each verb.*

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

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12

ADDING -ING

*Note the doubling rule
and the 'final e' rule.*

- | | |
|----------|-----------|
| • hop | • stumble |
| • face | • crush |
| • dry | • roar |
| • flow | • admit |
| • sit | • confide |
| • depend | • ski |

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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

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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 _____s
- a red, plastic _____
- a long and tedious _____

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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 _

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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.

she	it	he	her	I
-----	----	----	-----	---

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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**_____.

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18

PLURALS

Write the plural form of the following.

- road
- peach
- lady
- bone
- body
- tooth
- potato
- leaf
- monkey
- goose

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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.

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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.

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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 |

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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 |

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23 VERBS

Sort the verbs into **saying** or **doing**.

- | | |
|-------------|-------------|
| • murmured | • tittered |
| • sprinted | • wandered |
| • giggled | • lazed |
| • stammered | • scoffed |
| • stumbled | • sailed |
| • mentioned | • commented |
| • clambered | • feasted |
| • sighed | • sheltered |

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24 HOMOGRAPHES

(same word, different meaning)

Write **two** meanings for each word.

- bear
- rock
- match
- orange
- light
- fire

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25

NOUN SORTS*ANIMAL PERSON PLACE THING*

- | | |
|--------------|-----------|
| • beach | • pilot |
| • chimpanzee | • Italy |
| • athlete | • zebra |
| • shovel | • ladder |
| • comedian | • usher |
| • panda | • lantern |
| • fence | • ranger |
| • theatre | • kitchen |
| • otter | • donkey |
| • scissors | • stadium |

Wordworks © 2007 BLAKE EDUCATION

26

ANTONYMS*Match words of opposite meaning.*

- | | |
|------------|-------------|
| • tame | • crooked |
| • ugly | • short |
| • honest | • idle |
| • tidy | • ashamed |
| • fast | • wild |
| • busy | • narrow |
| • straight | • slow |
| • long | • untidy |
| • wide | • beautiful |
| • proud | • dishonest |

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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 _____.

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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?

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29

ADJECTIVE SORTS*Sort into three categories:**PERSON PLACE THING*

- | | |
|-------------|------------|
| • rocky | • kind |
| • calm | • sandy |
| • shady | • crumpled |
| • broken | • crowded |
| • athletic | • clever |
| • deserted | • plastic |
| • chewy | • curious |
| • young | • shiny |
| • sparkling | • restless |

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30

CONTRACTIONS*Contract these subjects and verbs.*

- | | |
|--------------|-------------|
| • She will | • They are |
| • I have | • She would |
| • He is | • I am |
| • They would | • It is |
| • You are | • He will |
| • We have | • You have |
| • I would | • We are |

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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.

PROGRESS CHART

Shuffle 'n' Sort

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

PROGRESS CHART

Shuffle 'n' Sort

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

PROGRESS CHART

Shuffle 'n' Sort

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

PROGRESS CHART

Shuffle 'n' Sort

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



BASEBOARD

Shuffle 'n' Sort © 2007 BLAKE EDUCATION

HEAR	TOUCH	SEE
chortle	caress	survey
whistle	clutch	glance
jangle	fondle	search
whimper	grasp	stare
chatter	hold	peek
whisper	pinch	regard
cheer	press	glimpse
squeal	rub	recognise
scream	scrape	observe
clatter	scratch	squint
giggle	squeeze	view
clang	stroke	notice

Shuffle 'n' Sort Number 1



SOUND



SMELL



TOUCH

deafening

putrid

slimy

audible

fragrant

greasy

quiet

perfumed

rough

noisy

sweet

lumpy

piercing

scented

smooth

shrill

rank

coarse

deep

pungent

silky

high-pitched

musty

tepid

faint

aromatic

flabby

echoing

acrid

firm

melodious

fresh

moist

bass

mouldy

slippery

Shuffle 'n' Sort Number 2

PERSON	PLACE	THING
doctor	garden	cymbal
comedian	opera house	fingernail
astronaut	Saturn	carafe
acrobat	supermarket	axle
jockey	dungeon	saddle
waiter	cafe	certificate
musician	arena	cage
tourist	ranch	staircase
ranger	stadium	wardrobe
traveller	auditorium	microphone
contestant	laboratory	computer
priest	cathedral	goblet

Shuffle 'n' Sort Number 3

NOUN	VERB	ADJECTIVE
armchair	take	favourite
highway	stretch	sticky
person	disturb	thoughtful
turbulence	imagine	careless
seascape	disappoint	strong
alps	speak	delicate
handstand	loiter	stunning
refinery	unlock	fantastic
trowel	decide	gloomy
business	win	charming
petroleum	repeat	responsible
document	discover	wholesome

Shuffle 'n' Sort Number 4

PEOPLE	PLACE	THING
sensible	sandy	flimsy
confident	rocky	shimmering
serious	leafy	plastic
frightened	shady	painted
interested	secluded	juicy
nosy	deserted	ripe
likeable	crowded	yellow
friendly	stony	battered
handsome	cosy	tasty
mischievous	roomy	golden
sporty	safe	straw
kind	snowy	empty

Shuffle 'n' Sort Number 5



PEOPLE



PLACES



THINGS

aviator

arena

test

escapee

mansion

radio

president

grotto

cushion

detective

China

accordion

guide

palace

pencil

soldier

paddock

barometer

artist

gallery

quilt

stablehand

ricefield

helicopter

guard

studio

lantern

clown

church

skirt

princess

stable

dust

journalist

castle

trophy

Shuffle 'n' Sort Number 6

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Could SPILL	Could BREAK	Could TEAR
jelly beans	egg	paper
medicine	bottle	fabric
flour	cup	jeans
milk	window	curtain
vinegar	promise	cardboard
coffee	statue	stamp
salt	vase	book
oil	comb	cushion
sugar	ruler	skirt
lemonade	toy	ticket
cinnamon	arm	bed sheet
pepper	bread	lettuce

Shuffle 'n' Sort Number 7

PRESENT	PAST	FUTURE
somersault	attended	will fly
is skidding	separated	will spend
wakes	brought	will eat
packs	went	shall dance
is falling	was playing	may go
come	knocked	will cook
chimes	has been	might live
is selling	sprinted	shall see
bring	caught	may run
borrows	were doing	will stand
does	ran	might fight
are stopping	had done	will study

Shuffle 'n' Sort Number 8

COLOUR	SHAPE	SIZE
scarlet	oval	large
crimson	triangular	enormous
aqua	square	tiny
russet	oblong	gigantic
orange	tapered	little
azure	lopsided	thick
pink	rounded	narrow
brownish	pot-bellied	wide
earthy	circular	huge
brilliant	bent	undersized
pastel	crooked	small
yellowed	straight	average

Shuffle 'n' Sort Number 9

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DOING**BEING
HAVING****SAYING**

cycle

have

mumble

sprint

is

murmur

paddle

are

mutter

write

had

splutter

guide

has been

sigh

guard

was

gabble

throw

were

inform

travel

was being

notify

rinse

am

declare

push

are having

whisper

study

have had

whinge

unpack

was having

gossip

Shuffle 'n' Sort Number 10

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WHO	WHEN	WHERE
athlete	century	signpost
gardener	moment	clue
uncle	recess	pointer
dentist	term	bookmark
sailor	semester	beacon
consultant	season	label
hairdresser	generation	tag
lawyer	lifetime	arrow
florist	millennium	location
archer	roster	site
pitcher	contract	indicator
officer	full-time	directions

Shuffle 'n' Sort Number 11

SAY	THINK	FEEL
grumble	muse	love
swear	remember	adore
mumble	consider	praise
grunt	ponder	trust
verbalise	decide	ignore
stutter	puzzle	attract
protest	wonder	celebrate
rant	presume	worry
rave	contemplate	hope
declare	reminisce	respect
state	solve	admire
persuade	memorise	sympathise

Shuffle 'n' Sort Number 12

HE	SHE	THEY
husband	ballerina	jury
nephew	lass	tribe
lad	dame	club
knight	countess	swarm
gnome	bride	class
prince	ewe	flock
groom	soprano	clan
rooster	vixen	audience
mister	mare	group
duke	queen	herd
baritone	maiden	fleet
gander	squaw	band

Shuffle 'n' Sort Number 13

ROUND**TALL****LONG**

orange

steeple

avenue

volleyball

skyscraper

boulevard

globe

giraffe

street

balloon

mountain

string

clock

eucalypt

twine

button

tower

rope

pizza

windmill

river

hoop

escalator

esplanade

beads

chimney

alley

peas

smokestack

anaconda

wheel

pyramid

footpath

drum

ladder

boa

Shuffle 'n' Sort Number 14

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HAPPY



SAD



ANGRY

jolly

dejected

fiery

pleased

forlorn

sullen

contented

sombre

furious

joyous

downcast

fierce

cheerful

sorrowful

sulky

excited

distressed

frantic

jovial

wistful

resentful

satisfied

dismal

savage

overjoyed

gloomy

agitated

delighted

miserable

wild

merry

glum

irate

glad

desolate

violent

Shuffle 'n' Sort Number 15

TARGETING GRAMMAR – MIDDLE PRIMARY © 2007 BLAKE EDUCATION

BIRD**ANIMAL****REPTILE**

pelican

wombat

adder

wren

platypus

viper

falcon

possum

python

pigeon

buffalo

skink

penguin

cheetah

alligator

vulture

wallaby

lizard

flamingo

badger

cobra

ostrich

gorilla

tortoise

emu

stallion

crocodile

parrot

echidna

snake

magpie

leopard

taipan

ibis

bear

goanna

Shuffle 'n' Sort Number 16

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 PEOPLE ('Describing' Adjectives)	 PEOPLE ('Saying' Verbs)	 PEOPLE ('Moving' Verbs)
healthy	snigger	crawl
beautiful	whisper	sidle
blind	scoff	stumble
modest	complain	hobble
chubby	scold	flee
lonely	mock	hurry
tedious	warn	trudge
dishonest	drone	plod
elegant	joke	limp
polite	brag	waddle
greedy	threaten	pursue
confident	boast	sprint

Shuffle 'n' Sort Number 17

SEA	LAND	AIR
whale	termites	clouds
coral	avalanche	thunder
shells	valley	lightning
reef	gorge	mist
shark	volcano	fog
oyster	statue	meteor
prawns	glacier	comet
dolphin	boulder	satellite
waves	river	helicopter
seaweed	canyon	moon
stingray	peninsular	planet
jellyfish	wattle	storm

Shuffle 'n' Sort Number 18

BIRD	ANIMAL	INSECT
flamingo	jaguar	cicada
jabiru	llama	locust
heron	eland	dragonfly
stork	hyena	hornet
swan	beaver	louse
puffin	puma	midge
toucan	otter	flea
drongo	colt	mosquito
egret	cougar	tick
turkey	gorilla	beetle
pigeon	antelope	wasp
kookaburra	camel	ant

Shuffle 'n' Sort Number 19

NOUN	VERB	ADJECTIVE
feather	elect	familiar
kiosk	baffle	hazy
dwarf	capture	punctual
almond	publish	odd
biography	occupy	numb
anthem	mope	moody
orphan	lunge	lukewarm
nursery	vibrate	majestic
shield	applaud	jaunty
beret	whine	empty
scarf	narrate	sly
jellyfish	shuffle	stormy

Shuffle 'n' Sort Number 20

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

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

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

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

Fact Finders 1

hangar	a large shed for planes
herd	a number of animals together
hibernate	sleep through winter
history	story of past events
pancake	a thin flat cake
parachute	used to slow fall from plane
profession	job requiring skill and training
punctual	being on time

Fact Finders 2

congratulate	to wish joy to a person
glimmer	to shine faintly
humorous	funny
jockey	rider of a racehorse
knuckle	a finger joint
lettuce	green plant used in salads
odour	a smell
wardrobe	cupboard for storing clothes

Fact Finders 3

dinosaur	huge reptile no longer living
dough	unbaked bread
label	tag with a name on it
mirror	a looking glass
orchard	garden for growing fruit
raft	floating platform of logs
shrub	a bush
somersault	turn heels over head

Fact Finders 4

banjo	musical instrument with strings
chestnut	a reddish-brown colour
cinnamon	a spice used as flavouring
lounge	to behave lazily
massive	large and heavy
swan	water bird with long neck
syrup	thick, brown, sugary liquid
venom	the poison of snakes

Fact Finders 5

absent	away; not present
baboon	a large monkey
gravel	small stones and coarse sand
massage	treat muscles/joints by rubbing
publish	print and sell copies of a book
sunflower	tall, flowering plant with seeds
village	group of houses
wan	looking pale and weak

Fact Finders 6

clamber	climb with hands and feet
plaque	coating on teeth causing decay
pyramid	object with triangular sides
recipe	instructions for cooking food
sawdust	wood dust made by sawing
starboard	right side of a ship
tender	delicate, soft or gentle
warp	twist out of shape

Fact Finders 7

dentist	person trained to treat teeth
kelpie	Australian sheepdog
khaki	dull greenish-brown colour
racquet	bat used in playing tennis
rancid	having a sour smell or taste
tier	a row or layer
trail	a path through rough country
wilt	to become limp

Fact Finders 8

buzzard	large bird like a hawk
feral	wild or untamed
fringe	hair cut across the forehead
jack	tool used for lifting a car
pair	two things that go together
parsnip	white root vegetable
tarmac	airport runway
topsy-turvy	upside down or back to front

Fact Finders 9

chess	game played on a chequered board
chord	several notes played in harmony
grate	to scrape or grind
kerb	concrete at the edge of a street
original	first; new; not copied
strike	to hit, punch
whelp	a young dog, wolf, bear or lion
whistle	shrill sound made by blowing

Fact Finders 10

comedy	amusing performance or event
dew	drops of water found on grass
draft	rough sketch, piece of writing
dux	top student at a school
fort	place armed against enemy attack
menu	list of dishes served at a restaurant
oyster	shellfish you can eat
steal	take something that is not yours

Fact Finders 11

cherry	small, juicy stone fruit
crow	a big black bird
rattle	make short, sharp, clattering sound
stampede	sudden rush by people or animals
titbit	small, delicious piece of food
venue	place where an event is held
witch	woman who practises magic
wrap	fold paper or material around

Fact Finders 12

antenna	television aerial
brooch	ornament pinned on clothes
forage	to search around for food
password	secret word to gain entry
population	people living in a country
portrait	picture/painting of one's face
severe	serious, unsmiling, stern
taut	stretched very tight

Fact Finders 13

cyclone	storm that moves in a circle
cymbals	round, brass clappers used in a band
ignore	take no notice of
mimic	to copy someone or something
octagonal	having eight sides
robot	machine that moves like a human
secret	something hidden, private
thorn	sharp prickles/spike on a plant

Fact Finders 14

bulldozer	tractor with blade in front
carnival	a festival; a series of sporting events
fountain	place where water spurts upwards
ponder	think about deeply
poor	having very little money
stench	a very bad smell
urn	a kind of vase
wizard	someone who practises magic

Fact Finders 15

brochure	information booklet
course	ground where a race takes place
gully	channel made by running water
harp	large stringed instrument
laundry	place where clothes are washed
maid	girl; female servant
salad	mix of uncooked vegetables
snowflake	soft, frozen moisture

Fact Finders 16

arena	place for sports events
blurb	information about a book
chore	boring or unpleasant job
court	ground where tennis is played
flaw	a crack, scratch, defect
landslide	rocks/soil falling down steep slope
lava	hot liquid rock from a volcano
meter	instrument that measures, e.g. gas

Fact Finders 17

athlete	someone competing in sports
awe	great respect with a little fear
crowd	a large number of people
employee	someone who is paid to work
gosling	young goose
gradual	little by little
lazy	unwilling to work
stable	place for housing horses

Fact Finders 18

band	group of musicians
bashful	shy
comrade	close friend or mate
navigate	guide the course of ship/plane
platypus	Australian native animal
promptly	done straightaway
stare	look at for a long time
vandal	person who damages property

Fact Finders 19

bough	branch of a tree
broad	wide
lagoon	lake of sea water
lavender	perfumed plant; purple colour
settee	long seat with a back
tow	pull with ropes or chains
vagabond	a tramp or swagman
veil	thin cloth to cover the face

Fact Finders 20

cancel	to cross out or do away with
character	someone in a story or play
forecast	to say what might happen
jaywalk	cross a street carelessly
matador	bull fighter from Spain
nimble	able to move quickly and easily
peppercorn	dried berry of black pepper plant
waterfall	water falling from a height

Fact Finders 21

bacteria	tiny living things that cause disease
cathedral	the church of a bishop
bonnet	front part of a motor car
elevator	lift to take people up in a building
exquisite	most excellent and beautiful
helicopter	aircraft with fan-like blades
mast	pole to hold up ship's sails
tyre	band of rubber round a wheel

Fact Finders 22

apology	an expression of regret
charcoal	partly burnt wood
footlights	lights across the front of a stage
hamper	large basket with a lid
polo	ball game played on horseback
saddle	seat used by a horse rider
supporter	person who encourages others
turkey	large farm bird raised for food

Fact Finders 23

assortment	collection of mixed items
cabbage	leafy green vegetable
castaway	one who has been shipwrecked
estimate	to guess thoughtfully
mask	covering for eyes or face
overboard	over the side of a ship
phantom	ghost
rare	not often seen

Fact Finders 24

crackers	thin, crisp, salty biscuits
honey	sweet, sticky liquid made by bees
landscape	a country scene
paperback	book with a soft cover
penniless	without any money
piece	small bit or part of something
quins	five babies born at one birth
quiver	a case for holding arrows

Fact Finders 25

carnivore	meat-eating animal
famine	a great shortage of food
fare	price paid to travel in bus, train
pendulum	swinging weight on some clocks
porridge	oats cooked with milk or water
squid	sea animal with tentacles
sultanas	dried fruit made from grapes
teem	to rain very heavily

Fact Finders 26

cocoa	chocolate-flavoured powder
enormous	huge, very large
flimsy	weak, frail, thin
hemisphere	half of the Earth
orphan	child with no parents
rectangle	four-sided shape
smooth	flat and even, not rough
toadstool	poisonous fungus like a mushroom

Fact Finders 27

aisle	path between seats or shelves
cucumber	long, green salad vegetable
flounce	move off with an impatient jerk
hazel	yellowy-brown colour; also nut
knowledge	facts that are known
reluctant	unwilling
site	land where something is built
spellbound	fascinated, rapt

Fact Finders 28

calico	rough cotton cloth
diploma	paper showing qualifications
florist	flower seller
portly	large and fat
solar	having to do with the sun
sparrow	small brown bird
sturdy	strongly built
submarine	boat that goes under the sea

Fact Finders 29

crockery	cups, saucers, plates etc
dandelion	weed with yellow flower
decade	a period of ten years
ginger	hot, spicy root used in cooking
glazier	one who fits glass into windows
pane	single sheet of glass
scorch	burn slightly often with an iron
spine	backbone

Fact Finders 30

avalanche	a fall of earth, rocks and snow
azure	soft blue colour
bridal	relating to a bride or wedding
crimson	a bright red colour
hacienda	main house on a farm in Spain
haggle	to bargain about the price
patchwork	coloured squares sewn together
upstanding	erect, upright or honourable

1

Fact Finders



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**

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Fact Finders



2

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**

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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**

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Fact Finders

4



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**

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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**

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Fact Finders

6



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**

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7

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**

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Fact Finders

8



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**

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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.

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Fact Finders

10



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**

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11

Fact Finders



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.

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Fact Finders

12



Close in on the facts – use the context as a clue to the missing words.

- 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**

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159

13

Fact Finders



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**

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Fact Finders

14



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**

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15

Fact Finders



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**

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Fact Finders

16



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**

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17

Fact Finders



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.

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Fact Finders

18



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**

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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**

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Fact Finders

20



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**

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Fact Finders



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**

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Fact Finders

22



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**

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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**

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Fact Finders

24



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 _____s 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**

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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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Fact Finders

26



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**

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Fact Finders

28



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**

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Fact Finders



Close in on the facts – use the context as a clue to the missing words.

- Something moved in the dark and a shiver went down my _____.
- 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**

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Fact Finders

30



Close in on the facts – use the context as a clue to the missing words.

- The family sits on the veranda of their _____ after work.
- 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**

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Nouns

1

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 kangaroos *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

2

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

3

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

4

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
life

time
light

night
stand

head
father

piece
dress

over
line

under
weight

Adjectives

1

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

2

1 Choose a verbal adjective in the top line to describe a noun on the bottom line.

<i>painted</i>	<i>growing</i>	<i>chewing</i>	<i>ploughed</i>	<i>gaping</i>	<i>bundled</i>
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

Adjectives

3

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____

Adjectives

4

1 Write two adjectives to describe each of these nouns.

train	mountain	tiger	athlete	parrot
butterfly	house	spider	meal	orange

2 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

Pronouns

1

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.

Pronouns

2

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

3

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

4

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.

Verbs

1

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.*

- | | |
|--|---|
| a We ____ our homework. | e The artist ____ some painting. |
| b They have ____ a good job. | f Have you ____ all your chores? |
| c I have not ____ anything wrong. | g We knew he had ____ it. |
| d ____ you see the brown owl? | h Has she ____ her maths? |

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.*

- | | |
|-------------------------------------|-------------------------------------|
| a He ____ to the river. | e I ____ to see Uncle Harry. |
| b They have ____ for a swim. | f Has he ____ yet? |
| c Has she ____ with them? | g We ____ home early. |
| d Tom ____ by car. | h Where have they ____? |

Write your own sentences using *went* and *gone*.

Verbs

2

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.*

- | | |
|---|--|
| a I ____ you climbing that tree. | e You ____ the match, didn't you? |
| b Have you ____ my kitten? | f We ____ where you lived. |
| c He ____ me on the bus. | g Has he ____ your new bike? |
| d She has ____ the movie twice. | h I don't know who you ____. |

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

Verbs

3

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

4

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	tumble	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

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

2

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

3

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

4

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

1 Sketch the following. The phrases will help you.

- | | |
|---|-----------------------------------|
| a a cat on a chair | e a girl with long hair |
| b a dog with a bone | f a man beside his truck |
| c a bike against a fence | g a plane above the clouds |
| d a white shirt with red stripes | 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

2

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

3

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

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



1 Rewrite **only** the sentences and punctuate them.

- | | |
|------------------------------------|--|
| a cats stalk birds | f we sang around the piano |
| b during the match | g wild horses galloped by |
| c the man stroked his beard | h in five minutes or so |
| d with his back to the wall | i they go camping by the lake |
| e vegetables in my garden | j was there someone at the door |

2 Write sentences around these ideas.

- | | | |
|-----------------|------------------|-------------------|
| a truck | c cage | e boat |
| b stage | d crowd | f mountain |
| c escape | e capsize | f 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

2

1 Write two facts and two opinions (your own) about these subjects.

- | | |
|-------------------------|----------------------|
| a potato chips | d your school |
| b roses | e cricket |
| c computer games | f books |

2 Imagine what is happening in these exclamations. Draw a quick sketch for each.

- | | |
|---|-----------------------------|
| a Oh, no! Not again! | f That's not fair! |
| b Look out! Stand back! | g What a mess! |
| c Surprise! | h THAT is amazing! |
| d How could you do such a thing! | i Come on! Hurry! |
| e Back off! | j You're in trouble! |



Sentences

3

- 1 Join the two sentences to make a compound sentence.
Use the conjunctions **and**, **but** or **so**.

- a Jayne likes pears.
b It is late.
c I ate a biscuit.
d The lightning flashed.
e I would come with you.
f He shouted loudly.

- Con likes plums.
I must leave.
I drank a glass of milk.
The thunder crashed.
I don't have time.
He could be heard.



- 2 Join the predicates to their correct subjects.

- a The boys in the go-kart
b My yellow kite
c After dinner, Mandy and I
d A large black spider
e A tiny village

- dangled in its web.
played chess.
rushed down the hill.
nestled at the foot of the mountain.
hit the top of the tree.

Sentences

4

- 1 Write a statement and a question about each subject.

- a a tiny hut c a dark, damp cave e my longtime friend
b an African drum d the boy from Japan f a lost kitten

- 2 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.

- 3 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



WORD BANKS

Antonyms

Opposites



ADJECTIVES

awake	<i>asleep</i>
black	<i>white</i>
bright	<i>dull</i>
clean	<i>dirty</i>
cold	<i>hot</i>
dear	<i>cheap</i>
expensive	<i>cheap</i>
far	<i>near</i>
fast	<i>slow</i>
fat	<i>thin</i>
fat	<i>lean</i>
fresh	<i>stale</i>
full	<i>empty</i>
great	<i>small</i>
high	<i>low</i>
ill	<i>well</i>
kind	<i>unkind</i>
light	<i>dark</i>
light	<i>heavy</i>
little	<i>big</i>
long	<i>short</i>
old	<i>new</i>
old	<i>young</i>
right	<i>wrong</i>
right	<i>left</i>
sad	<i>happy</i>
small	<i>large</i>
smooth	<i>rough</i>
smooth	<i>coarse</i>
soft	<i>loud</i>
soft	<i>hard</i>
top	<i>bottom</i>
ugly	<i>beautiful</i>
wet	<i>dry</i>
wide	<i>narrow</i>
wild	<i>tame</i>

VERBS

come	<i>go</i>	open	<i>close</i>
ebb	<i>flow</i>	sleep	<i>wake</i>
open	<i>shut</i>	stand	<i>sit</i>
sink	<i>float</i>	stop	<i>go</i>
throw	<i>catch</i>	win	<i>lose</i>

NOUNS

day	<i>night</i>	dawn	<i>dusk</i>
love	<i>hate</i>	friend	<i>foe</i>
morning	<i>afternoon</i>	life	<i>death</i>

ADVERBS

late	<i>early</i>	now	<i>then</i>
sooner	<i>later</i>	often	<i>seldom</i>

PREPOSITIONS

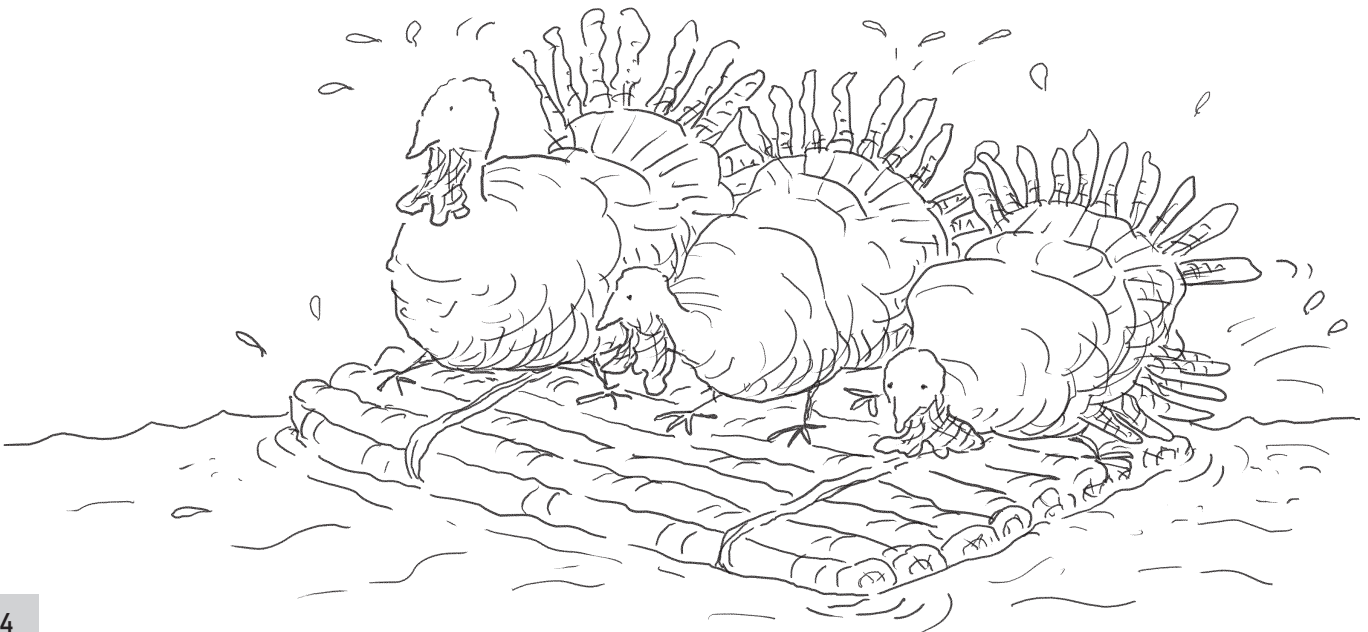
above	<i>below</i>	behind	<i>ahead</i>
after	<i>before</i>	in	<i>out</i>
off	<i>on</i>	over	<i>under</i>
up	<i>down</i>	with	<i>without</i>

WORD BANKS

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



WORD BANKS

Compound Words

afternoon	eggplant	inside	quarterback
anthill	eggshell	jumpstart	quarter-time
armchair	eyebrow	junkyard	railway/ railroad
backside	eyelash	kickboxer	rainbow/ raindrops
bandstand	eyeliner	landslide/ landline	raincoat
barnyard	failsafe	leeway	rosebud
baseball	fairway	lifeline/ lifetime	sandbag
basketball	fairytale	lighthouse	sandcastle
bathroom	farmland	lightweight	scarecrow
bedroom/ bedtime	farmyard	lunchbox	shockproof
bellboy	fingernail	manhole	shoelace/ shoestring
birthday	fireball/ firefly	manpower	showtime
blackboard	firelight/ fireplace	matchbox	skylight
bookcase	fireman/ firestorm	matchstick	slipstream/ slipway
bookends	fireproof	merry-go-round	snowball/ snowflake
bookmark	foolhardy	milkman	snowman
bridegroom	football/ footman	milkshake	softball
broomstick	footbridge/ footloose	moonlight/ moonbeam	starlight/ starburst
bulldozer	footpath/ footprint	mothballs	steamroller
bullseye	fullback	mudpie	stopwatch
buttercup	gentleman	nevermore	sunbeam/ sunburst
buttermilk	goalkeeper	nickname	sunlight/ sunshine
butterscotch	godmother/ godfather	nightdress	tablecloth
cardboard	grandmother/ grandfather	nightfall	teapot
carthorse	grandstand	night-time	telltale
cartwheel	grapefruit	nursemaid	timeline
catfish	grapevine	offside	timepiece
cornflakes	halfback	outpost	toenail
cowboy/ cowgirl	handbag	outside	toothpaste/ toothbrush
daybreak	handheld	overall	topside
daydream	handlebar	overeat	towbar
daylight	handmade	overleaf	toyshop
daytime	handstand	overstay	washstand
dipstick	haystack	overtime	watchmaker
doorbell	headlight/ headstand	paperweight	waterbed/ watermelon
doorknob/ doorknock	heartbeat/ heartfelt	pathway	watercolour/ waterway
doorstep	herself/ himself	penknife	watercourse/ waterproof
doorstop	hillside	pickpocket	waterfront/ watercress
doorway	hometown	pigsty	waterhole/ watertight
downhearted	homestead	pinwheel	watermark / waterfall
downhill	horseback/ horseplay	playtime/ playhouse	waterworks
downstairs	horsehair/ horseshoe	policeman	waxworks
downstream	hornpipe	popcorn	weekend/ weekday
downtown	houseboat	porthole	whirlwind
downtrodden	household	postcard	windmill
drainpipe	inland/ inlet	postman	witchcraft
driveway		pothole	

WORD BANKS

Gender

masculine, feminine

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

steer, heifer

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



WORD BANKS Homophones

ail / ale
 air / heir
 aisle / isle / I'll
 allowed / aloud
 alter / altar
 arc / ark
 arms / alms
 ascent / assent
 ate / eight
 aunt / aren't
 awe / or / oar / ore
 bail / bale
 bald / bawled
 bare / bear
 bark / barque
 barren / baron
 base / bass
 be / bee
 beach / beech
 been / bean
 beer / bier
 bell / belle
 berry / bury
 birth / berth
 bite / bight
 blew / blue
 boar / bore
 board / bored
 boarder / border
 bold / bowled
 born / borne
 bough / bow
 bow / beau
 boy / buoy
 braid / brayed
 braise / brays
 brake / break
 bread / bred
 brews / bruise
 bridal / bridle
 but / butt
 buy / by / bye
 cannon / canon
 canvas / canvass
 capital / capitol
 carrot / carat
 cast / caste
 caw / core / corps
 cede / seed
 ceiling / sealing

cellar / seller
 cent / scent / sent
 centred / scented
 cents / scents / sense
 cereal / serial
 cheap / cheep
 check / cheque
 chews / choose
 choral / coral
 cite / sight / site
 clause / claws
 coarse / course
 coat / cote
 colonel / kernel
 council / counsel
 creak / creek
 crews / cruise
 cue / queue
 curb / kerb
 currant / current
 cygnet / signet
 days / daze
 dear / deer
 dew / due
 die / dye
 died / dyed
 dies / dyes
 doe / dough
 draft / draught
 draw / drawer
 dying / dyeing
 earn / urn
 ewe / you / yew
 ewes / use
 eye / I
 eyelet / islet
 faint / feint
 fair / fare
 farther / father
 fate / fete
 feat / feet
 find / fined
 fir / fur
 flaw / floor
 flea / flee
 flew / flu / flue
 flocks / phlox
 flow / floe
 flower / flour
 for / fore / four

fort / fought
 foul / fowl
 frays / phrase
 freeze / frieze
 gait / gate
 gamble / gambol
 genes / jeans
 gild / guild
 gnaw / nor
 gored / gourd
 gorilla / guerrilla
 grate / great
 grater / greater
 groan / grown
 guest / guessed
 hail / hale
 hanger / hangar
 hart / heart
 heal / heel / he'll
 hear / here
 heard / herd
 hears / here's
 hew / hue
 higher / hire
 him / hymn
 ho / hoe
 hoard / horde
 hoarse / horse
 hose / hoes
 hole / whole
 holy / wholly
 hour / our
 idle / idol
 in / inn
 island / Ireland
 jam / jamb
 key / quay
 knave / nave
 knead / need / kneed
 knew / new
 knight / night
 knot / not
 know / no
 knows / nose
 lacks / lax
 lain / lane
 laps / lapse
 larva / lava
 lead / led
 leak / leek

lessen / lesson
 liar / lyre
 licence / license
 lieu / loo / Lou
 lightening / lightning
 links / lynx
 load / lode
 loan / lone
 loot / lute
 made / maid
 mail / male
 main / mane
 maize / maze
 mall / maul
 manner / manor
 mantel / mantle
 mare / mayor
 marshal / martial
 meat / meet / mete
 medal / meddle
 metal / mettle
 metre / meter
 might / mite
 mined / mind
 miner / minor
 missed / mist
 moan / mown
 moat / mote
 mode / mowed
 more / moor
 morn / mourn
 morning / mourning
 muscle / mussel
 mustard / mustered
 nay / neigh
 none / nun
 ode / owed
 one / won
 paced / paste
 packed / pact
 pail / pale
 pain / pane
 pair / pare / pear
 passed / past
 patience / patients
 paw / poor / pore
 peace / piece
 peak / peek
 peer / pier
 pedal / peddle

WORD BANKS

Prefixes

change word meaning

a- <i>on, in, into, to</i>	ab- <i>off, away, from</i>	ad- <i>direction, addition</i>	after- <i>afterwards</i>	ante- <i>before in space/time</i>
aboard about adrift afoot alight along aloud among anew away	abduct abhor abnormal abort absent absolute absolve absorb abstain abstract	adjacent adjourn adjudicate adjust admire admit advance advantage adversity advocate	afterburner afterimage afterlife aftermath afternoon aftershave aftershock aftertaste afterthought afterwards	antebellum antecedent antechamber antedated antelope antemeridian antemundane antenatal anterior anteroom
anti- <i>before in space/time</i>	arch- <i>first, chief</i>	auto- <i>self</i>	bene- <i>well</i>	bi- <i>two</i>
antibiotic anticlimax anticlockwise antidote antifreeze antigovernment antioxidant antiperspirant antisocial antivenene	arch fiend arch rival arch villain archangel archbishop archdeacon archduchess archduke archenemy archetype	autobiography autocrat autocue autograph autoharp automatic automaton automobile autopilot autosuggestion	benediction benedictory benefaction benefactor benefice beneficial beneficiary benefit benevolence benevolent	bicentenary bicycle biennial bifocal bilingual binoculars biped biplane bipolar bisect
circum- <i>round</i>	co- <i>association/action</i>	com- <i>with, jointly</i>	con- <i>with, jointly, in combination</i>	contra- <i>opposite/opposing</i>
circumference circumfluent circumlocutory circumnavigate circumscribe circumspect circumstance circumstantial circumstantiate circumvent	coagulate coaxial co-dependence coerce coexist cohabit cohesive coincidence cooperate coordinate	combination combine combustion commence commute complacent complain complete compose compute	concentrate condition confide congenial congratulate connect consent consider converge convince	contraband contrabass contraception contraceptive contradict contralto contravene

WORD BANKS

Prefixes

change word meaning

counter- <i>contrary to</i>	de- <i>separation, negation, reversal</i>	di- <i>through, between, across, by</i>	dis- <i>away, apart, reversing effect</i>	down- <i>downwards</i>
counteract counterattack counterbalance counterintelligence countermand counteroffensive counterpart countersign countersink counterweight	debrief decay decide decompose deduct delay depend destroy determine develop	digest digress dilate dilute dimension direct divergent divert divest divulge	disagree disappear disband discard discourage discover dislocate disobey displace dissolve	downfall downgrade downhearted downhill downpipe downpour downstairs downstream downtown downtrodden
dys- <i>difficulty, poor condition</i>	e- <i>variant of ex-</i>	en- <i>in, into</i>	epi- <i>near, to, against, above, after, in addition to</i>	eu- <i>good, well</i>
dyscalculia dysentery dysfunctional dysgenic dyslexia dyspepsia dysphasia dysphonic dysphoria dysplasia	elaborate electric emerge enormous eradicate erase erect evacuate evaluate evolve	enable enchant encircle encourage encroach enforce engulf enlighten enliven entreat	epicentre epicure epidemic epidermis epigram epilogue episode epitaph epithet epitome	eucalypt Eucharist euchre eulogy eunuch euphonium eureka eurhythmic Europe euthanasia
ex- <i>from, out of, utterly, thoroughly</i>	extra- <i>beyond, outside, besides</i>	fore- <i>front, ahead of time</i>	hyper- <i>over, excess, exaggeration</i>	hypo- <i>under, less, less than</i>
excavate exclaim exhale explain explore export ex-president exterminate extreme ex-wife	extradite extragalactic extrajudicial extraneous extraordinary extrapolate extrasensory extraterrestrial extraterritorial extravagant	foreboding forecast forefront forego foreground forehead foreshadow foretaste foretell forewarn	hype hyperactive hyperbole hypermarket hyperphysical hypersensitive hypersonic hyperspace hypertension hyperventilate	hypoactivity hypochondriac hypocrite hypocritical hypodermic hypoglycaemia hypotenuse hypothermia hypothesis hypothetical

WORD BANKS

Prefixes

change word meaning

il- <i>variant of in-</i>	im- <i>variant of in-</i>	in- <i>not</i>	inter- <i>between</i>	mis- <i>mistaken, wrong, negation</i>
illegal illegible illegitimate illicit illiterate illogical ill-timed ill-treat illuminate illustrious	imbalance immature immeasurable immortal immovable impassable impatient impersonal impossible improbable	inaccurate inanimate inappropriate inarticulate incredible inexcusable inexplicable informal invincible invisible	interact interfere interject intermingle international internet interrupt interschool intersect interstate	misbehave miscalculate misfortune mishap misjudge misplace mispronounce misrepresent mistrust misuse
over- <i>above, beyond</i>	para- <i>beyond, near, beside, amiss</i>	peri- <i>around, about, beyond</i>	post- <i>behind, after</i>	pre- <i>before, prior to</i>
overall overbearing overboard overdose overdue overhead overjoyed overlook overrate overtake	parachute paradox paragon paragraph parallel paramedic paramount paranormal paraphernalia paraphrase	perilous perimeter periodic peripatetic peripheral periphery periphrastic periscope peristyle periwinkle	postdate posterity postgraduate posthumous postmeridian pm post-mortem postnatal postpone postposition postscript	precaution precede precooked predict prefix prehistoric prejudge prelude premonition presuppose
pro- <i>for, before, in favour of</i>	re- <i>back, again, reversal</i>	retro- <i>backwards in space and time</i>	se- <i>setting apart, taking away</i>	semi- <i>half</i>
probation proceed profound prognosis program progress prohibit prologue promote pronounce	refer regain relate relight remake remit replay restore resume return	retroactive retrocede retroflex retrograde retrogressive retro-rocket retorse retrospect retrospective retroversion	secede secluded secrete secure security seduce select semester sequence serene	semicircle semicolon semiconscious semidesert semidetached semifinal semiprecious semiquaver semiskilled semitone

WORD BANKS

Prefixes

change word meaning

sub- <i>under, not quite</i>	super- <i>above, superior</i>	sym- <i>variant of syn-</i>	syn- <i>association (like co-)</i>	trans- <i>across, beyond</i>
subcontract subheading submerge subsonic substandard substitute subterranean subtitle subtropical subway	supercharged superimpose superintendent supermarket supernatural supersede superstar superstructure super-tanker supervise	symbol symbolic symmetrical symmetry sympathise sympathy symphony symphysis symposium symptom	synagogue synapsis synchronise synchronous syndicate syndrome synergy syntax synthesis synthesise	transcontinental transfer transform translate translucent transmit transparent transport transpose transverse
tri- <i>three</i>	ultra- <i>beyond in space and time</i>	un- <i>not, opposite to, reversal of state</i>	under- <i>below – place or situation</i>	up- <i>upwards</i>
triangle triceps tricolour tricycle triennial trihedron trilogy trimaran triplets tripod	ultra sensitive ultraconservative ultracritical ultrafilter ultraloyal ultramarine ultraradical ultrasonic ultrasound ultraviolet	unarmed unbeatable unbend unclean undesirable unfold untimely untraceable untruth unusual	underclothes underdog underestimate undergrowth underline undermine underneath undernourished undervalue underweight	update upgrade upheaval uphill uplifted up-market upright upstage upstart upstream



Adjective-forming suffixes

-al	-ive	-ish	-ic	-ent
casual coastal lethal local minimal occasional personal regional thermal usual	active attentive attractive compulsive effective festive impulsive negative positive sensitive	babyish brownish devilish foolish impish oldish peckish Spanish stylish sweetish	bombastic comic domestic dramatic idiotic optimistic pessimistic rustic static toxic	deficient dependent despondent efficient eloquent insolent proficient prominent reverent transient
-ful	-less	-some	-able	-ible
careful cheerful colourful doubtful fanciful helpful peaceful powerful thoughtful truthful	breathless defenceless fearless leaderless merciless motherless numberless relentless sleepless timeless	awesome bothersome cumbersome flavoursome gruesome handsome loathsome meddlesome tiresome wearisome	agreeable changeable comfortable desirable fashionable miserable reasonable reliable untraceable workable	admissible divisible edible horrible in/visible incredible possible responsible sensible terrible
-er -est <i>comparative/superlative</i>	-ial	-ous	-ious	y-
calmer calmest faster fastest happier happiest higher highest hotter hottest longer longest older oldest slower slowest thicker thickest thinner thinnest	beneficial commercial differential influential official partial preferential sequential superficial territorial	adventurous continuous famous generous jealous mountainous nervous perilous pompous venomous	delicious devious fallacious gracious illustrious impervious malicious officious precious spacious	fizzy funny greasy greedy hungry risky speedy sunny tasty tricky

Noun-forming suffixes

-acy	-ant	-ary -ory -ery	-ance	-ence
accuracy bureaucracy conspiracy democracy fallacy intimacy legacy lunacy piracy privacy	assistant attendant combatant commandant confidant consonant dependant pedant pendant servant	cemetery diary dispensary documentary eatery factory infirmary mortuary refectory seminary	abundance accordance circumstance distance disturbance elegance entrance nuisance performance reluctance	competence conference correspondence dependence eloquence experience inference innocence persistence pretence
-ium	-er	-ism	-ist	-ice
aquarium auditorium conservatorium millennium planetarium podium premium solarium stadium terrarium	announcer baker builder buyer cricketer dancer driver photographer teacher trader	communism escapism fanaticism fatalism favouritism idealism impressionism racism rheumatism unionism	dentist egotist exhibitionist extremist guitarist opportunist racist sadist soloist violinist	accomplice apprentice armistice cornice in/justice novice police practice prejudice service
-cle	-hood	-itis	-ion	-tion
debacle icicle manacle monocle oracle particle pinnacle receptacle spectacle tentacle	adulthood babyhood brotherhood childhood falsehood fatherhood motherhood parenthood priesthood sainthood	appendicitis arthritis bronchitis dermatitis fibrositis laryngitis meningitis peritonitis sinusitis tonsillitis	apprehension conclusion decision derision illusion impression occasion opinion pension question	collection competition destination education pollution explanation illustration instruction invitation recreation



Noun-forming suffixes

-ment	-ness	-ship	-ity	-ian
amazement amusement appointment engagement entertainment management movement predicament refreshment wonderment	awkwardness carelessness darkness laziness madness selfishness softness sweetness tenderness uneasiness	censorship companionship craftsmanship fellowship friendship horsemanship leadership partnership relationship scholarship	authenticity complicity domesticity electricity facility familiarity mediocrity security similarity toxicity	electrician guardian Italian mathematician musician paediatrician pedestrian politician technician vegetarian
-age	-ent -ee	-le	-or	-ette
blockage bondage breakage damage foliage hostage leakage marriage postage storage	agent antecedent devotee employee evacuee precedent president refugee respondent student	battle bubble bundle candle couple kettle pimple puzzle rifle saddle	actor author conductor contractor doctor mentor sailor sculptor senator visitor	cigarette dINETTE diskette etiquette kitchenette marionette rosette silhouette suffragette usherette

Adverb-forming suffixes

-ly	-ward/s	-wise	-way/s
busily daily gladly honestly lately presently quietly reluctantly slowly usually	afterward backwards downwards forwards homeward inwards outwards towards wayward westward	anticlockwise clockwise crosswise lengthwise likewise moneywise otherwise pennywise timewise waterwise	always anyway away everyway lengthways longways sideways someway underway

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

c 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

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,
dingoes

2 **a** bells **b** cakes **c** boxes **d** branches **e** socks

f pencils **g** kites **h** flowers

i calves **j** babies

3 child – children, goose – geese,

mouse – mice, foot – feet, man – men

Work sheet 5: **1** **a** sunlight **b** downstairs

c manhole **d** bullseye **e** anthill

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

c 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 a spider's web.

d They are the dinosaurs' bones. **e** They are

the birds' nests. **f** They are the men's golf

balls.

2 **a** builder **b** owls **c** farmer **d** women **e** friend

f Emily

Work sheet 8: **1** **a** horseracing **b** kickboxing

c birdwatching **d** stargazing **e** pruning

2 **a** Reading is my favourite pastime. **b** You

will need special boots to go rock climbing.

c Mum put seasoning in the meat stew.

d Origami is the art of paper folding. **e** Tom

has a large album for stamp collecting.

3 **a** Parking **b** Playing **c** fencing **d** knitting

e lighting

Work sheet 10: **1** Once there was

a wild horse. It was snowy white

with **a** long flowing mane. **The** horse

could sometimes be seen in **the** late

afternoon, just before **the** sun went

down. Then it would disappear into

a dark, rocky cave. One day, **an**

adventurer who had been walking in

the hills, was looking for **a** cave where

he might sleep for **the** night. Behind

a large shelf of rock, he found **a** small

cave. It was **the** cave where **the** white

horse lived. He went inside. He stopped

with **a** gasp at **the** sight before him.

Rays of light, streaming from **a** hole

in **the** cave roof, fell upon **the** white

horse. It shone like silver in **the** soft

light.

Work sheet 11: **1** **a** D **I** **b** D **D** **c** D **I** **d** D **D**

2 **a** a sleepy bluetongue; the warm brown

rocks **b** an old and wise woman; the bean

seeds **c** the fresh strawberries; in a silver fruit

bowl **d** the frightened horse; the wire fence

e a chocolate Easter egg

3 **a** a dream **b** an oven **c** a yacht **d** an axe

e an ostrich **f** a quest **g** an iron **h** an island

i an answer **j** a cockatoo **k** a piano **l** an

avocado **m** a potato **n** an hour **o** an innings

p a pumpkin

Work sheet 12: **1** **a** teacher **b** movement

c softness **d** goodness **e** builder **f** wonderment

2 **a** greatness **b** player **c** entertainment

d banker **e** amusement **f** kindness **g** apartment

h fairness **i** photographer

3 **a** darkness **b** appointment **c** refreshments

d gentleness **e** drummer

Assessment – Nouns: **1** **a** quiet **b** going **c** fast

d pretty **e** tall **f** angry

2 James, Byron, treehouse, garden, boards,

branch, floor, sheets, walls, roof

3 **a** treehouse, garden, boards, branch, floor,

sheets, walls, roof **b** James, Byron

c Byron's garden **d** treehouse

4 daylight, daytime, junkyard, farmyard,

lighthouse, playhouse, farmhouse, waterline,

backwater, waterside, backside, backyard,

playback, sunlight, playtime, lifetime, lifeline,

sideline

5 **a** buses **b** plates **c** days **d** babies **e** leaves

6 **a** sweetness **b** amusement **c** gardener

d greatness **e** amazement

7 the colourful clown, the tiny red car, the

large circus ring, a huge green umbrella, all

the people

8 **a** She washed Sunita's dress. **b** Milk drips

from the cat's whiskers. **c** Isaac cleaned the

teachers' cars. **d** The workers' boots are very

muddy. **e** The fly's wings beat silently.

ADJECTIVES

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

football game **c** dark night, long road

d happy dog, great, big bone **e** young girl,

kind, friendly teacher

Work sheet 14: **2** **size:** tiny, tall, large; **shape:**

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 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 shoes **b** an

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** 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;

soft, softer, 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/useless **b** cheerful/cheerless

c shameful/shameless **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

c frightening, haunted **d** first, solo **e** deep,

gold, sparkling

4 **a** low **b** ugly **c** safe **d** empty **e** careless

f big/large **g** rough **h** wide

5 **a** snow **b** picture **c** lead **d** feather

6 **a** bearable **b** harmless/harmful **c** handful

d cordless **e** passable

7 **a** faster **b** hottest **c** better **d** stronger

e hardest

PRONOUNS

Work sheet 20: **1** **a** me **b** they **c** her **d** I, him

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.

e We are twins.

3 me, her, he, them, they, she, their, your,

my

Work sheet 21: **1** **a** I – S, them – P, me – S

b You – S, they – P **c** 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

3 Answers will vary.

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

Assessment – Pronouns: **1** *a* yes *b* no *c* yes
d no *e* yes

2 *a* they, it *b* his, they *c* her, their *d* you, us
e I, him

4 *a* the bucket – *it* *b* Theo and Jade – *they*,
books – *them* *c* Rob – *he*, Aunt Sue – *her* *d* the
boys – *their*, Mrs Wong – *her* *e* Chloe – *you*,
Rani – *me*

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?

6 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, n *b* v *c* n, n *d* n *e* n, 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* yes, no *d* no, yes
e no, yes

Work sheet 28: **1** *a* has, is *b* has, had
c has, had *d* has, had *e* is, was *f* are, were
g are, were

h is, was *i* am, was *j* has, had

2 *a* has *b* had *c* is, is *d* is, are

3 *a* was *b* being *c* am *d* have

Work sheet 29: **1** *a* is licking *b* has been
c can go swimming *d* may be waiting *e* will be
playing

3 can, has, is, was, am, shall, are, have, can,
may, will, do, had, have, might, did *Word:* HI

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* They have not
been to the rodeo. *d* Do not wait for me!

Work sheet 31: **1** *a* would not *b* had not
c did not *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* are

3 PAST tense

Work sheet 35: **2** *a* helped *b* rained

c cooked *d* stayed *e* wanted *f* shared *g* closed
h changed *i* lived *j* invited *k* planned

l stepped *m* pinned *n* robbed *o* grinned

3 *a* ate *b* gave *c* came *d* dug *e* was *f* sang

g grew *h* did *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,
asked, trying

Work sheet 38: **1** *a* 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* irrigate

Assessment – Verbs: **1** was, had tricked,
decided, he would pay, mixed, shaped, put,
will catch, thought, laughed

2 *a* future *b* present *c* past *d* present *e* future
f past *g* present *h* past *i* future *j* past

3 *a* v *b* v, n *c* n, v *d* v, n, v *e* n, n

5 *a* couldn't *b* They're *c* he'd *d* Can't *e* You're

6 *a* flies *b* shine *c* rides *d* lives *e* are

7 turning, riding, buying, wanted, showed,
asked, floated

ADVERBS

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 patiently 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: **1** *a* 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 *h* impossible

2 *a* upstairs, downstairs *b* upstream,

downstream *c* uphill, downhill *d* upright,

downright *e* upgrade, downgrade

f overweight, underweight *g* overtake,

undertake *h* overrate, underrate

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* prehistoric

d predict *e* aftershocks *f* aftershave

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

Work sheet 49: **1** *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/above the city. *b* He went 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

SENTENCES

Work sheet 50: **1** *b*, *d*, *f*, *g*, *i*, *j*
2 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.
Work sheet 51: **2** *a* fact *b* opinion *c* fact *d* opinion *e* opinion
Work sheet 52: **1** The boy is doing his homework. *b* There are six books on the table. *c* A man is helping the boy. *d* The boy is playing at the beach. *e* The boy is collecting shells in a bucket. *f* It is summer.
2 *a* A spider has eight legs. *b* An oasis is found in the desert. *c* You would go to the cinema to see a movie. *d* A doctor treats sick people. *e* My favourite snack is ... *f* A rainbow appears when the sun comes out after rain.
Work sheet 53: **1** *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!
Work sheet 54: **1** *a* wear *b* bake *c* write *d* stand *e* pass *f* bend – The verbs are all at the beginning of the sentence.
Work sheet 55: **1** *a* the hot air balloon *b* a camel train *c* the go-kart *d* my aunty *e* tomato juice *f* golden autumn leaves
2 *a* My red bike *b* my little sister *c* A baby panda *d* All the students *e* the police car

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 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 the skateboard park *d* I collected a bucket of shells *e* The audience went home
2 *a* where she was going *b* because we didn't win our last game *c* 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 everyone was quiet *b* When I broke my leg *c* unless you wear a hat *d* before you speak *e* then to the pool *f* because I was too young *g* Whenever you can come *h* while you get your school bag
2 *a* while *b* When *c* 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."
 "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 *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 was elected prime minister. *e* Until it rained, there was no water in the tank.
9 *a* who *b* that *c* which
10 "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."
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
2 grandfather, lifetime, night-time, nightstand, headpiece, headdress, overdress, overhead, overweight, underweight, understand, underline, timeline, headlight, timepiece, lightweight, headline
 Answers will vary

Adjectives: 1 *a* breathtaking *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, gaping
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* 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,
unkind; 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/yours/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

Verbs 2: 1 *a* saw *b* seen *c* saw *d* seen *e* saw
f saw *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 bush
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: 1 *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 Answers will vary. 3 *a* where
b how long *c* how *d* why *e* when

Prepositions 1: 1 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?"

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