

# GRAMMAR

Student Book



My Name

**Reading Eggspress Grammar Series C Student Book**

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# In this book



The **Reading Eggspress Grammar** program provides exercises on parts of speech, punctuation and sentence construction. It aims to show students how understanding the 'language of language' can help them identify effective writing and – importantly – improve their own.

Each lesson introduces a topic and includes cloze questions, identification tasks (multiple choice, linking tasks, true/false, etc.) and short writing exercises. 'In Context' lessons expand on the topic through study of a short real-world text.

Topics in this book align with the following components of the Australian Curriculum:

## **Australian Curriculum content codes and descriptions**

**ACELA1464** – Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms

**ACELA1465** – Recognise that capital letters signal proper nouns and commas are used to separate items in lists

**ACELA1467** – Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction

**ACELA1468** – Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives

**ACELA1482** – Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense



# Nouns

A **common noun** names a person, place, animal or thing. For example:

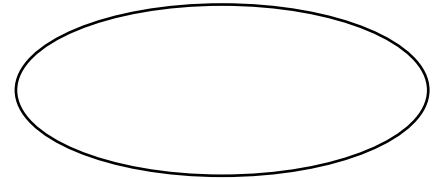
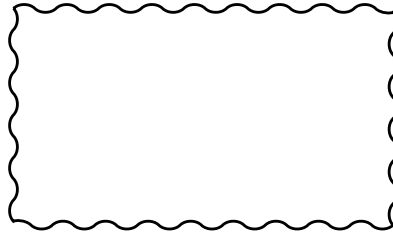
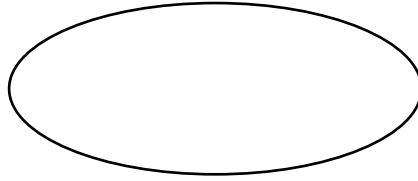
*girl park dog cup*

Nouns also name things we feel. These are **abstract nouns**. For example:

*sadness fear*

**1 Find five nouns in the box. Write them on the shapes.**

boy goes  
and ask egg  
take see  
zoo happiness  
tough truck  
clean



**2 Draw lines to match the noun to what it is.**

**a** skateboard

**b** teacher

**c** koala

**d** library

**e** joy

place

animal

thing

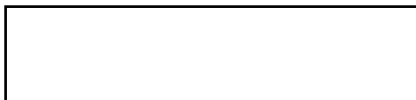
feeling

person

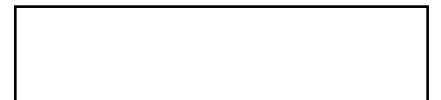
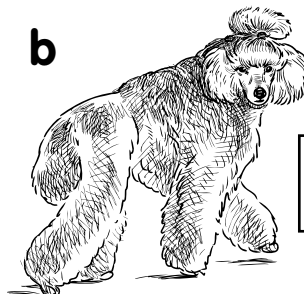


**3 Label these nouns.**


**a**

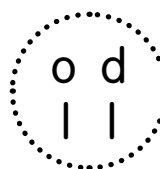


**b**



4 Use the letters in the circles to make nouns.

a 

b 

5 Colour the shapes that have nouns on them.

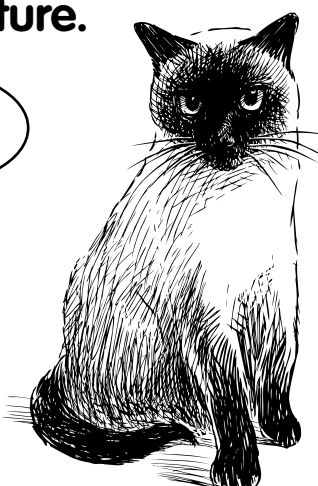
|      |       |        |
|------|-------|--------|
| draw | queen | school |
| shoe | hear  | spider |

6 Complete the sentences with nouns from the box.

goldfish apple balloon book elephant

- a Mia blew up the \_\_\_\_\_.
- b An \_\_\_\_\_ has large ears.
- c She is reading a \_\_\_\_\_.
- d Lucas reached for the crunchy \_\_\_\_\_.
- e Dad, please feed my \_\_\_\_\_.

7 Draw lines to label the picture.



ear

tail

whiskers

nose

eye

paw

# Proper nouns

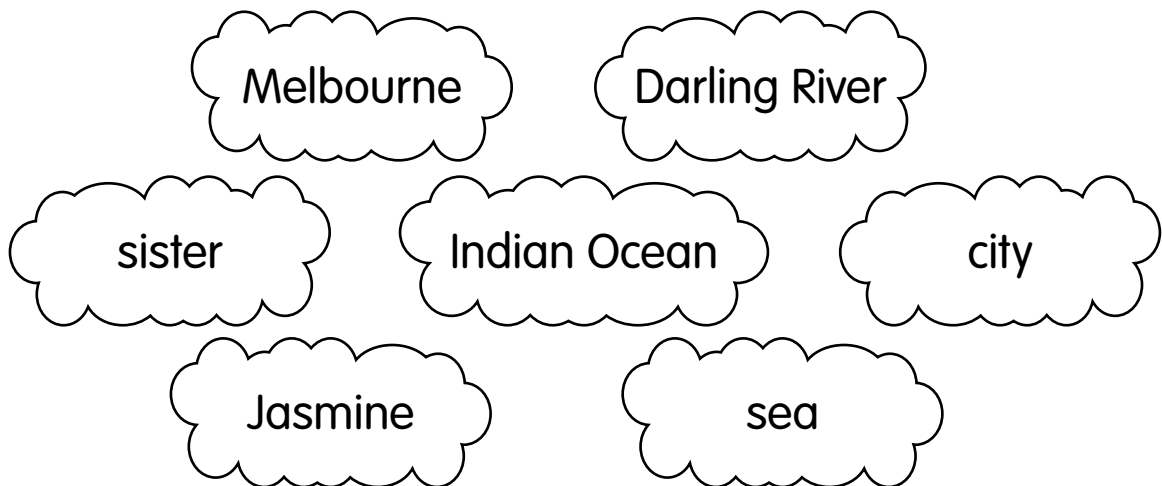
A **proper noun** names a specific person, place, day, month or thing. Each word in a proper noun begins with a capital letter. For example:

*Max Africa Thursday December*

## 1 Draw lines to match the common and proper nouns.

- |                   |                        |
|-------------------|------------------------|
| a day             | Daniel                 |
| b month           | Malaysia               |
| c boy             | Wednesday              |
| d title of a book | March                  |
| e country         | <i>Clementine Rose</i> |

## 2 Colour the proper nouns.



## 3 Answer these questions with proper nouns.

- a What is your given name? \_\_\_\_\_
- b What is your family name? \_\_\_\_\_
- c In which country were you born? \_\_\_\_\_
- d In which suburb or town were you born? \_\_\_\_\_
- e In which month were you born? \_\_\_\_\_
- f What is the main language you speak at home? \_\_\_\_\_

**4** **Circle** the proper nouns in each sentence.

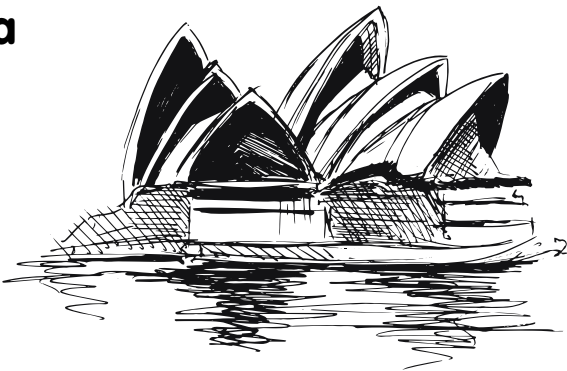
- a Jack and Cheng live in Hobart.
- b In August, we are going to Perth on a Qantas plane.
- c Robert Burke and William Wills crossed Australia from south to north.
- d Tenzing Norgay and Edmund Hillary climbed to the top of Mount Everest.

**5** **Underline** the words that need capital letters.

- a Mia shared her lunch with olivia.
- b My brother named our dog frankie.
- c We are going to port macquarie for a holiday.
- d Aunt matilda is coming to visit us.
- e My cousin is from canada and he speaks french.
- f Our school principal, mrs sloan, spoke at assembly.

**6** Name these proper nouns.

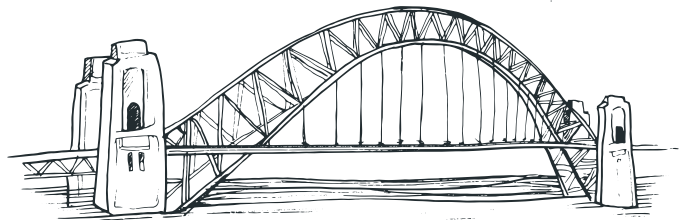
a



---

---

b



---

---



# Articles and nouns

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**Articles** are the words **a**, **an** and **the**. They come before nouns to show whether or not the noun is a specific thing. For example:

***the** car = a specific car    **a** car = any car*

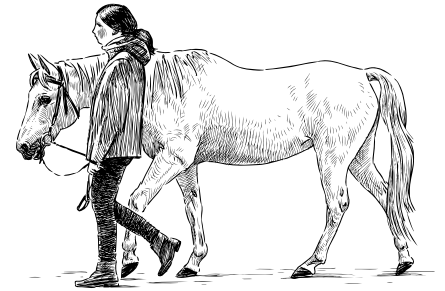
Use **a** if the noun starts with a consonant sound. Use **an** if the noun starts with a vowel sound. For example:

***a** fish can swim    **an** apple is tasty*

---

## 1 **Circle** the articles in these sentences.

- a A spider is not an insect, but an ant is.
- b I gave the group a chocolate cake to share.
- c We have a horse, a cow and an adorable pig.
- d Mum made a huge bowl of spaghetti for the guests.
- e The prince lived in a castle with a tall stone tower.



---

## 2 Complete these sentences with a or an.

- a There is \_\_\_\_\_ egg in the nest.
  - b I got \_\_\_\_\_ bike for my birthday.
  - c Toby poured water in \_\_\_\_\_ bucket.
  - d I squeezed the juice out of \_\_\_\_\_ orange.
  - e There is \_\_\_\_\_ large park near our house.
- 

## 3 Complete the sentences with an article to show a specific thing.

- a \_\_\_\_\_ runner first across the finish line wins the race.
- b We went to \_\_\_\_\_ State Theatre at night.
- c \_\_\_\_\_ sun comes up every morning.

4 **Circle** the word in brackets that correctly completes each sentence.

- a (A, An) ant is crawling up (an, the) wall.
- b We saw (a, an) elephant at (an, the) zoo.
- c (An, The) farmer is counting (a, an, the) cows.
- d (A, An, The) children are waiting at (an, the) bus stop.

5 **Complete the sentences with the correct articles.**

- a We have \_\_\_\_\_ beautiful garden. \_\_\_\_\_ garden is full of bees.
- b Is netball \_\_\_\_\_ popular sport in \_\_\_\_\_ world?
- c Who was \_\_\_\_\_ first person to walk on \_\_\_\_\_ moon?

6 **Complete the story by filling in a, an or the.**

Once upon \_\_\_\_\_ time, there was \_\_\_\_\_ girl called Lily. She went to \_\_\_\_\_ shops to buy \_\_\_\_\_ ice-cream. On \_\_\_\_\_ way, she met \_\_\_\_\_ emu. She got \_\_\_\_\_ huge shock!

7 **Write whether the bold word starts with a vowel sound (write V) or a consonant sound (write C). Then choose a or an to complete the phrase.**

- a \_\_\_\_\_ **honest** student      Which sound? \_\_\_\_\_
- b \_\_\_\_\_ **colourful** show      Which sound? \_\_\_\_\_
- c \_\_\_\_\_ **hotel** in the country      Which sound? \_\_\_\_\_
- d \_\_\_\_\_ **ear** of corn      Which sound? \_\_\_\_\_
- e \_\_\_\_\_ **history** of Australia      Which sound? \_\_\_\_\_
- f \_\_\_\_\_ **unicorn** in the story      Which sound? \_\_\_\_\_
- g \_\_\_\_\_ **honour** to meet you      Which sound? \_\_\_\_\_

# Nouns in context

Use your knowledge of nouns to answer the following questions.

Read the extract.

## By the Nose

Circle the names of three people.

Sophie and Alice helped Harry back across the road.

Harry sneezed loudly.

What kind of animal is Woof? Put a box around the answer.

"I smell cats – lots and lots of cats! And I smell Mrs Barker's dog, Woof. Woof smells like he has just had a bath."

"Yes, he has," said Mrs Barker. "And he didn't like it one bit."

Highlight the name of a place.

Harry kept following his nose down Larkin Street. He named lots of flowers and trees, just by their smell. Sophie and Alice were amazed.

When Harry got to the end of the street, he took a big sniff.

What kind of animal is Big Ears? Underline the answer.

"We are outside your house, Sophie," said Harry. "I can smell your rabbit, Big Ears."

Answer the following questions.

In each list, circle the common noun.

1 a Sophie                      b Alice                      c cats                      d Woof

2 a Harry                      b Big Ears                      c Larkin Street                      d nose

In each list, circle the proper noun.

3 a Mrs Barker                      b flowers                      c trees                      d street

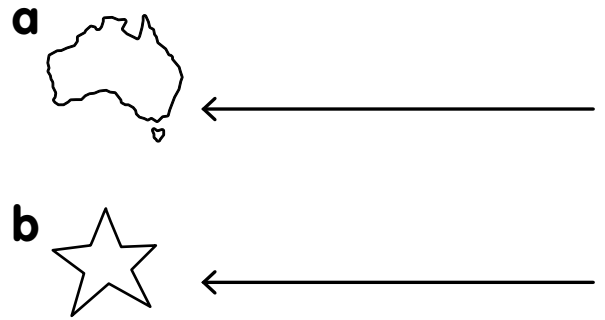
4 a rabbit                      b house                      c Harry                      d smell

5 a Woof                      b dog                      c cats                      d sniff

6 Draw lines to match the columns.

|        |        |
|--------|--------|
| bus    | place  |
| baby   | animal |
| monkey | thing  |
| museum | person |

7 Label these nouns.



8 In the following pairs, **circle** the common noun and colour the proper noun.

river  
Amazon

Victoria  
girl

month  
April

boy  
William

Snowball  
cat

Ford  
car

9 Complete each sentence with a noun from the box.

biscuits    Alice    Street    oven    cat    tray

- a "I can smell my way around Larkin \_\_\_\_\_," said Harry.
- b "I can smell chocolate \_\_\_\_\_," said Harry.
- c "I can smell Mogs the \_\_\_\_\_ above me," said Harry.
- d Sophie and \_\_\_\_\_ could see Mrs Jolly in the kitchen.
- e Mrs Jolly was lifting a \_\_\_\_\_ of biscuits from the \_\_\_\_\_.

# Pronouns

A **pronoun** stands in place of a noun. It means the noun doesn't need to be repeated. For example:

*Jacob said Jacob would help Mia.*

*Jacob said **he** would help Mia.*

The **personal pronouns** are:

I me you he she it him her we us they them

The pronouns that show ownership are:

my mine our ours your yours his her hers its their theirs

## 1 Match the pronouns to the pictures.



her

them

it

him

## 2 Replace the noun or nouns in brackets with a pronoun.

- Nate gave (Jack) \_\_\_\_\_ a sandwich.
- Lisa said (Lisa) \_\_\_\_\_ was feeling tired.
- (Alex and Leah) \_\_\_\_\_ are going to the beach.
- Joshua said (Joshua) \_\_\_\_\_ knew the answer.
- The teacher gave (the children) \_\_\_\_\_ extra time.
- Maria and Sonja said (Maria and Sonja) \_\_\_\_\_ would help me.

**3 Complete each sentence with a pronoun from the box.**

his our mine hers your him

- a The book belongs to me, so it is \_\_\_\_\_.
- b The book is Zac's, so it belongs to \_\_\_\_\_.
- c Danny is wearing \_\_\_\_\_ new glasses.
- d You should wear \_\_\_\_\_ warmest jacket.
- e We are playing with \_\_\_\_\_ friends.
- f She made the model, so it is \_\_\_\_\_.

**4 Draw a picture for the following sentence. Label your picture, using nouns to replace the pronouns.**

She gave it to them.

# Pronouns in context

Use your knowledge of pronouns to answer the following questions.

Read the extract.

Circle the pronouns that refer to Buster.

Put a box around the pronouns that refer to the blow up seal.

Highlight the pronouns that refer to Buster.

Underline the pronouns that refer to Holly.

## Bubble Buster

Buster loved pool parties. He could jump and bomb. He could splash and muck about.

He jumped on Holly's blow up seal. The seal burst. It hissed as it sped across the pool. "Wow!" said Buster. But Holly didn't think it was funny. Her seal looked like an old plastic bag.

Buster dived under the water when his father pointed an angry finger at him.

Buster saw Holly playing with her bubble maker. As she made bubble after bubble, he began to chase them. Soon he was popping all the bubbles. He liked hearing them pop. "I'm the bubble buster!" he shouted.

Circle the correct pronoun to fill each gap.

- When Buster landed on the seal, \_\_\_\_\_ burst.  
a it                      b its                      c they                      d him
- Holly was cross with Buster when he jumped on \_\_\_\_\_ blow up seal.  
a she                      b her                      c hers                      d him
- Buster's father was also angry with \_\_\_\_\_.  
a he                      b his                      c him                      d she
- Buster popped the bubbles when \_\_\_\_\_ floated towards him.  
a he                      b their                      c them                      d they

### 5 Complete each sentence with the correct pronoun.

- a** Holly and I are playing with \_\_\_\_\_ bubble makers.      **we    our**
- b** Buster said the bubble maker was his, not \_\_\_\_\_.      **my    mine**
- c** I told Buster he could play with \_\_\_\_\_ bubble maker.      **me    my**
- d** Holly and Buster let \_\_\_\_\_ play with their bubble makers.      **us    we**
- e** The bubble makers are \_\_\_\_\_, not theirs.      **our    ours**

### 6 Replace the nouns in brackets with pronouns.

- a** Holly gave (Buster) \_\_\_\_\_ the bubble maker.
- b** Holly told Buster not to break (the bubble maker) \_\_\_\_\_.
- c** (Holly and Buster) \_\_\_\_\_ liked pool parties and blowing bubbles.
- d** Everyone had fun at (Holly and Buster's) \_\_\_\_\_ pool parties.
- e** Buster hurt (Buster's) \_\_\_\_\_ arm when he fell into the flower bed.
- f** Buster promised (Buster) \_\_\_\_\_ would look after the bubble maker.

### 7 In each sentence, **circle** the pronoun. **Underline** the noun it refers to.

- a** Buster wanted to blow square bubbles, so he bent the ring.
- b** The wire broke when Buster bent it.
- c** Bubbles burst when they fly too high.
- d** Buster blinked when the bubbles hit his face.
- e** The children cried when their bubble maker broke.

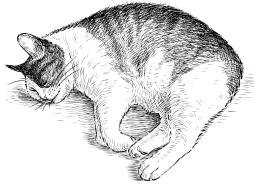


# Verbs

Every sentence contains a **verb**. Verbs show **doing, relating, saying** and **thinking**. For example:

The boy **rides** his bike. The puppy **is** very cute. The crowd **cheered**.

## 1 Match the verb to the picture.



rides



chirps



sleeps



digs

## 2 Circle the verbs. Ask yourself if the word is about *doing, relating, saying* or *thinking*.

|         |         |         |         |
|---------|---------|---------|---------|
| song    | sang    | cried   | beach   |
| lamp    | reading | listen  | hair    |
| week    | weak    | shaking | bake    |
| believe | give    | flying  | scooter |

## 3 Complete each sentence with a *relating verb* from the box.

- a Grandpa \_\_\_\_\_ a loud voice.
- b I \_\_\_\_\_ the tallest in my class.
- c Marie \_\_\_\_\_ a good dancer.
- d The seals \_\_\_\_\_ cute.
- e The people \_\_\_\_\_ tickets for the show.
- f That \_\_\_\_\_ the best holiday ever!

am is  
are was  
have has

4 In each sentence, underline the *relating verb* that links parts of the sentence.

- a The birds were very noisy this morning.
- b The clouds are dark grey.
- c I had a sandwich and banana for lunch.
- d I am older than my sister.
- e My father is a truck driver.
- f August was a very cold month.

5 In each pair of sentences, circle the *doing verb*.

- a Giraffes have long necks. They reach high branches.
- b My team is fit. We run long distances.
- c Grandma baked Liam's favourite cake. Now he is happy!
- d There were three eggs in the nest. The birds hatched yesterday.
- e Amelia packed her lunch. She has a purple lunchbox.

6 Tick ✓ the verb in brackets that correctly completes each sentence.

- a Connor (ride, rides) a scooter.
- b The parrot (have, has) bright feathers.
- c The children (clap, claps) their hands.
- d Some monkeys (have, has) long tails.
- e The students (make, makes) posters for the classroom.
- f Our teacher (is, says) hello to everyone coming through the gate.

# Doing verbs

A **doing verb** shows action. For example:

*The dogs **run** in the park.*

1 Draw lines to match the doing verb to the picture.



reads

plays

rides

writes

2 Complete each sentence with a verb from the box.

carry dives buys cook writes

- a I sometimes \_\_\_\_\_ dinner.
- b He \_\_\_\_\_ bread at the bakery.
- c They \_\_\_\_\_ their bags to school.
- d She \_\_\_\_\_ her name on the card.
- e Alex \_\_\_\_\_ into the pool.

3 **Circle** the verbs. Some sentences have more than one verb.

- a We eat our lunch at midday.
- b The cat raced up the tree and flopped onto a branch.
- c He stacks the books on the table.
- d She rings the bell at three o'clock and runs out the gate.

4 Draw arrows that point to the doing verbs.

Diagram showing a central box labeled "Doing verbs" with an arrow pointing to the word "grab" in an oval. Other words in ovals include "happy", "write", "gobble", "blue", "ant", "share", "quickly", and "sharp".

5 Underline the people in these sentences. Circle what they are doing.

- a The farmer planted a new crop in the paddock.
- b The ballet dancer twirls across the floor.
- c Our class went to the museum by bus.
- d Mrs Lenkov counted the desks in her class.
- e Ryan pours milk over his cereal.
- f The footballer ran along the sideline.

6 Complete each sentence with a doing verb.

- a I \_\_\_\_\_ the drums.
- b I \_\_\_\_\_ with a pencil.
- c I \_\_\_\_\_ at traffic lights.
- d I \_\_\_\_\_ the ball towards the goal.
- e I \_\_\_\_\_ all through the night.

# Doing verbs in context

Use your knowledge of doing verbs to answer the following questions.

Read the extract.

## *Has Anyone Seen My Chook?*

Circle the verb that means the same as *got to*.

Hazel followed the seawall past the flooded houses until she reached the coconut grove.

Put a box around the verb that tells what the hens did.

Nearby, perched on the branch of a dead mango tree, was Loki, the chicken boy. Beside him sat his six fat hens.

"Have you seen my chook, Violet?" Hazel asked Loki.

Highlight the verb that tells how Violet gets up high.

"No, I haven't seen her. Maybe the waves got her. Maybe a big fish got her."

Hazel shook her head. "Violet always flies up high when the tide comes in. Are you taking your hens to school today?"

Colour two verbs in the last sentence.

"No, there are too many. I am taking this." Loki reached into his shirt pocket and pulled out a tiny, chirping chick.

In each sentence, circle the doing verb.

1 Hazel looked all over for her chook.

a over      b for      c looked      d chook

2 Loki perched on the branch of a dead mango tree.

a perched      b branch      c dead      d mango

3 Hazel shook her head.

a Hazel      b shook      c her      d head

4 Loki sometimes took his hens to school.

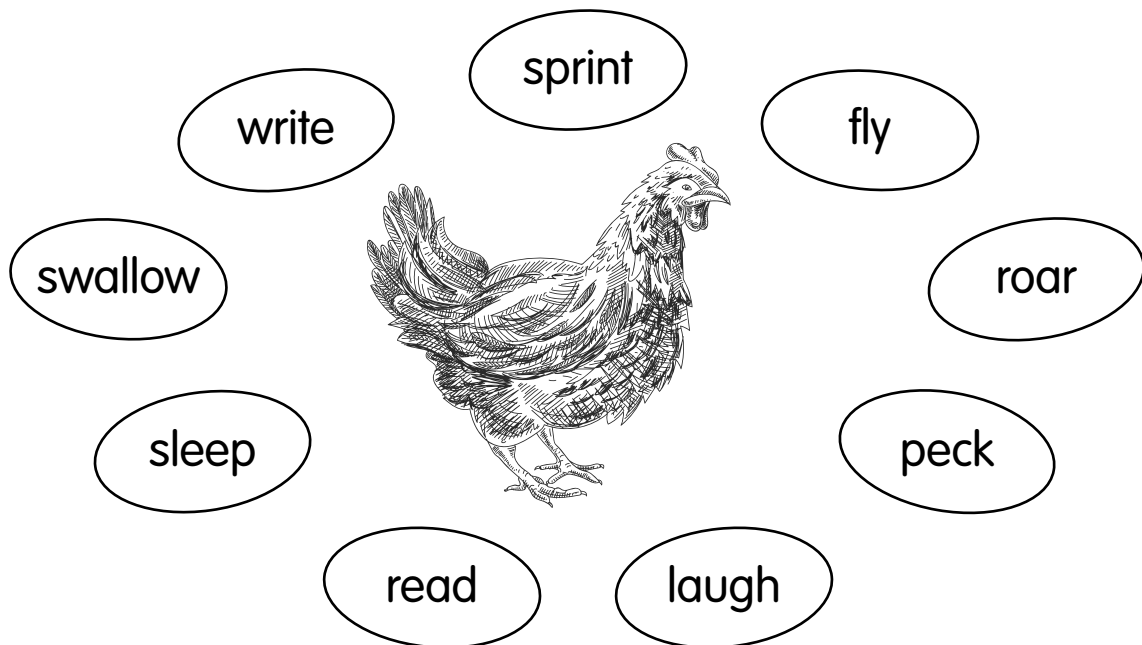
a sometimes      b school      c hens      d took

### 5 Complete each sentence with a verb from the box.

- a Hazel \_\_\_\_\_ breadfruit and fish for breakfast.
- b Hazel \_\_\_\_\_ her chook Violet.
- c Hazel's brothers \_\_\_\_\_ a sandbag wall around their house.
- d Violet and Loki \_\_\_\_\_ to school every day.
- e Violet \_\_\_\_\_ through the water at high tide.
- f Hazel's father \_\_\_\_\_ fruit in Australia.

walk eats built picks named wades

### 6 Colour the verbs that tell what a chicken can do.



### 7 Complete each sentence with a doing verb.

- a Our hens \_\_\_\_\_ eggs every day.
- b Hazel \_\_\_\_\_ her chook in the hen house.

# Relating verbs

**Relating verbs** link parts of a sentence. They show what things are and what they have. For example:

*Hannah **is** happy. A fish **has** scales and fins.*

1 **Circle** the relating verb in brackets that correctly completes each sentence.

- a I smile when I (is, am) happy.
- b My dog is (be, being) naughty.
- c The children (is, are) in the playground.
- d My parents (was, were) very proud of me.
- e I saw them when I (was, were) at the shop.
- f The baby (have, has) lots of soft toys.
- g The boys (have, has) new football boots.
- h Oscar (have, had) a whole pizza for lunch!

2 **Add a description after the relating verb.**



a She **has** \_\_\_\_\_  
\_\_\_\_\_



b He **is** a \_\_\_\_\_  
\_\_\_\_\_




**3 Complete each sentence with *am, is, are, was* or *were*.**

- a This \_\_\_\_\_ a kangaroo.
- b Last week my sister \_\_\_\_\_ sick.
- c Yesterday my cousins \_\_\_\_\_ late to arrive.
- d I \_\_\_\_\_ a tennis player.
- e These \_\_\_\_\_ my coloured pencils.

**4 Complete each sentence with *have, has* or *had*.**

- a A tree \_\_\_\_\_ branches and leaves.
- b Birds \_\_\_\_\_ feathers, beaks and wings.
- c Last night I \_\_\_\_\_ pasta for dinner.

**5 Relating verbs help to describe and define. Look at the pictures and complete the table.**

|   | What <b>is</b> it?<br>What <b>are</b> they? | What does it <b>have</b> ?<br>What do they <b>have</b> ? |
|---|---|--|
|  | <i>It is an elephant.</i>                   | <i>It has large ears.</i>                                |
|  | <b>a</b> It                                 | <b>b</b> It  |
|  | <b>c</b> They                               | <b>d</b> They  |



# Synonyms

**Synonyms** are words with similar meanings. For example:

*shout, yell, shriek, scream, howl*

**1 Replace the words in brackets with synonyms from the box.**

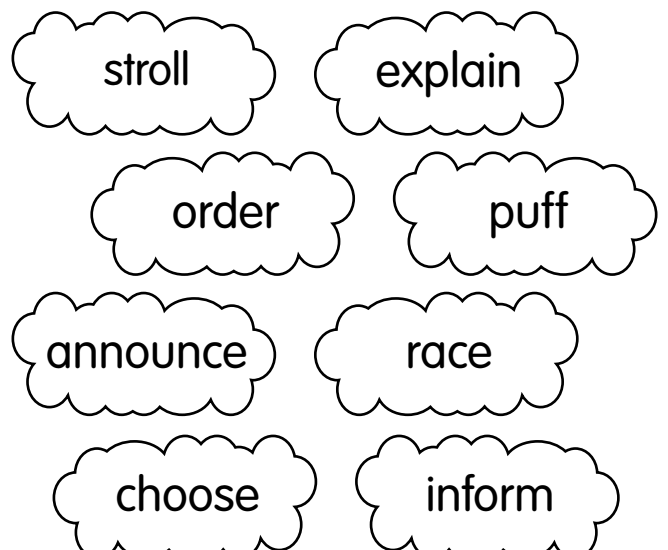
owns arrived finished noticed flies  
placed sliced dropped loves

- a I (cut) \_\_\_\_\_ the sandwich in half.  
b The plate (fell) \_\_\_\_\_ to the floor.  
c The model plane (glides) \_\_\_\_\_ through the air.  
d My friend (has) \_\_\_\_\_ two cats.  
e I have (completed) \_\_\_\_\_ my work.  
f Not everyone (likes) \_\_\_\_\_ pizza.  
g I (saw) \_\_\_\_\_ something shiny on the ground.  
h Our neighbours (came) \_\_\_\_\_ home yesterday.  
i He (put) \_\_\_\_\_ the candles on the cake.

**2 Draw lines to match the synonyms.**

- |         |        |
|---------|--------|
| a hurry | choose |
| b stop  | create |
| c pick  | rush   |
| d talk  | harm   |
| e make  | speak  |
| f look  | end    |
| g hurt  | gaze   |

**3 Colour four words that are similar in meaning to *tell*.**



# Adjectives

**Adjectives** are describing words. They give meaning to nouns and pronouns. They tell:

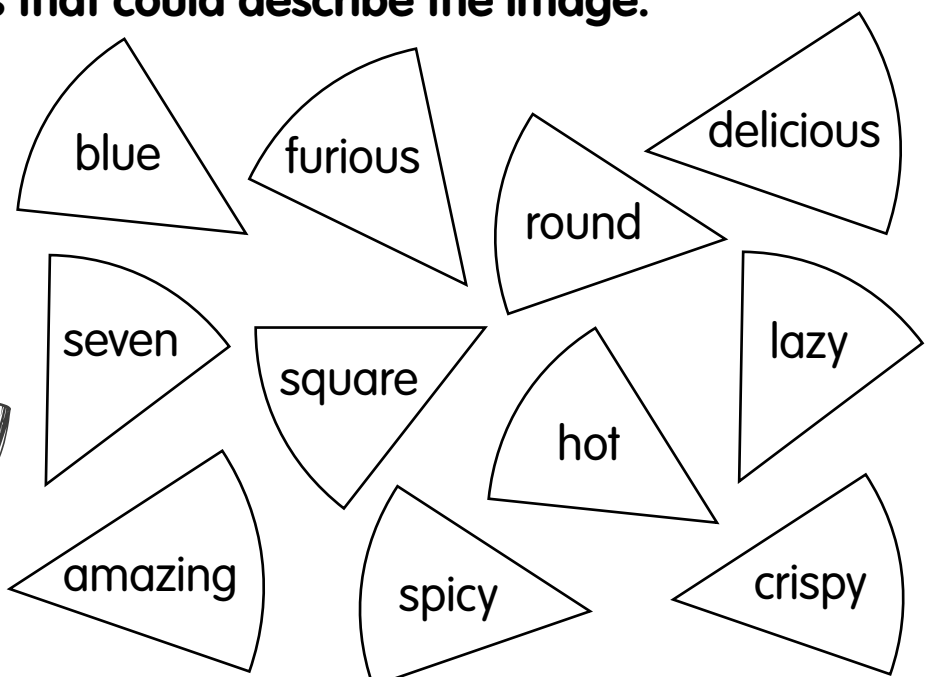
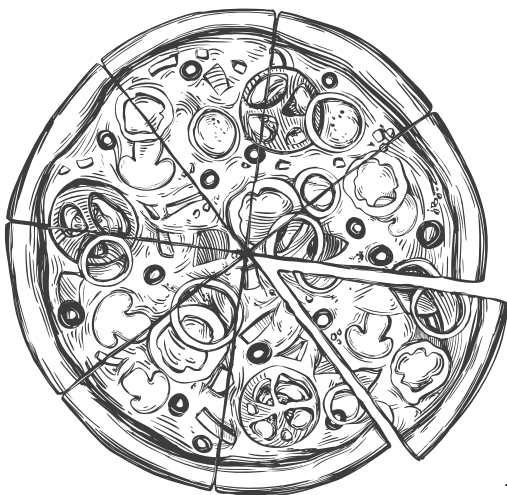
- how many—*two* socks
- how someone is feeling—*an angry* giant
- what someone or something looks, sounds, smells, feels or tastes like—*This cheese smells bad but tastes wonderful.*
- what qualities someone or something has—*a kind* helper.

## 1 Complete each sentence with an adjective from the box.

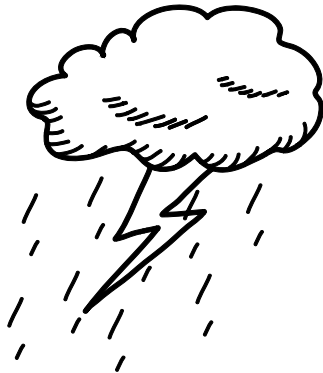
surprised six black hot wooden

- a I love to swim on \_\_\_\_\_ days.
- b My friend has a \_\_\_\_\_ cat.
- c There are \_\_\_\_\_ eggs in the carton.
- d My dad makes \_\_\_\_\_ toys.
- e I was \_\_\_\_\_ when I saw the final score.

## 2 Circle the adjectives that could describe the image.



**3 Write three adjectives that describe the weather.**



- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_

**4 Write the adjectives below under the correct heading.**

brown    seven    silver    lilac    salty    sweet    four  
 purple    fifty    delicious    twenty-two    sour

**How many?**

**What colour?**

**What taste?**

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

**5 Adjectives can appear before or after what they describe. Complete the descriptions.**

*The frog has cool, green skin. Its skin is cool and green.*

- a I have a messy bedroom. My bedroom is \_\_\_\_\_.
- b Dad lost his favourite hat. The hat was his \_\_\_\_\_.
- c The \_\_\_\_\_, \_\_\_\_\_ clouds gathered.  
The clouds were thin and grey.
- d The damp room was mouldy. The room was \_\_\_\_\_  
and \_\_\_\_\_.

# Adjectives in context

Use your knowledge of adjectives to answer the following questions.

Read the extract.

What kind of **time** is spring?  
Circle the answer.

What are the **days** like in spring? Put a box around the answer.

What days are **good** for flying kites? Highlight the answer.

What are **strawberries** like in spring? Colour the answers.

## People in Spring

People spend more time outside in spring.

Spring is an exciting time outdoors. There are many new plants and animals. The air smells fresh. The cold winter is over.

The early sunrise makes waking up easier. The longer days and warm sunshine give many people more energy.

Dandelions make seeds in spring. Children like to blow the seeds away.

Windy days are good for flying kites. Early mornings are good for fishing.

People enjoy eating fresh, spring fruits and vegetables after the cold winter. Strawberries are sweet and juicy in spring.

In each sentence, circle the adjective.

1 Spring is my favourite season.

a Spring      b favourite      c my      d season

2 There are lots of new plants and animals to see in spring.

a There      b lots      c new      d see


3 Dandelions make fluffy seeds in spring.

a fluffy      b Dandelions      c spring      d seeds

4 On spring mornings, people get up early to go fishing.

a spring      b mornings      c up      d fishing

5 **Circle** the adjectives that can describe the tree.

|       |     |   |           |
|-------|-----|---|-----------|
|       | big |   | shady     |
| icy   |     |  | seven     |
| green |     |   | leafy     |
| pink  |     |   | tall      |
| deep  |     |   | beautiful |

6 **Colour the adjective that correctly completes each sentence.**

- a There are (two, four) seasons in a year.
- b In spring it gets (warmer, cooler).
- c Summer is the (hottest, coldest) season.
- d In winter the days seem (longer, shorter).
- e People carry umbrellas if the weather is (clear, cloudy).

7 **Write the adjectives under the correct heading.**

blue twelve brown bitter sweet twenty grey seven spicy

| How many? | What colour? | What taste? |
|-----------|--------------|-------------|
| _____     | _____        | _____       |
| _____     | _____        | _____       |
| _____     | _____        | _____       |

8 **Match the adjectives with similar meanings.**

- |             |          |
|-------------|----------|
| a colourful | freezing |
| b icy       | tasty    |
| c hungry    | bright   |
| d delicious | starving |

# Describing people

---

**Adjectives** can describe the appearance and personality of people.

For example:

*She is **tall, brown-eyed, kind and adventurous.***

---

**1 Use adjectives from the box to help you write a description of Sam.**

|      |       |       |      |       |
|------|-------|-------|------|-------|
| blue | brown | dark  | fair | green |
| long | round | short | tall | thin  |

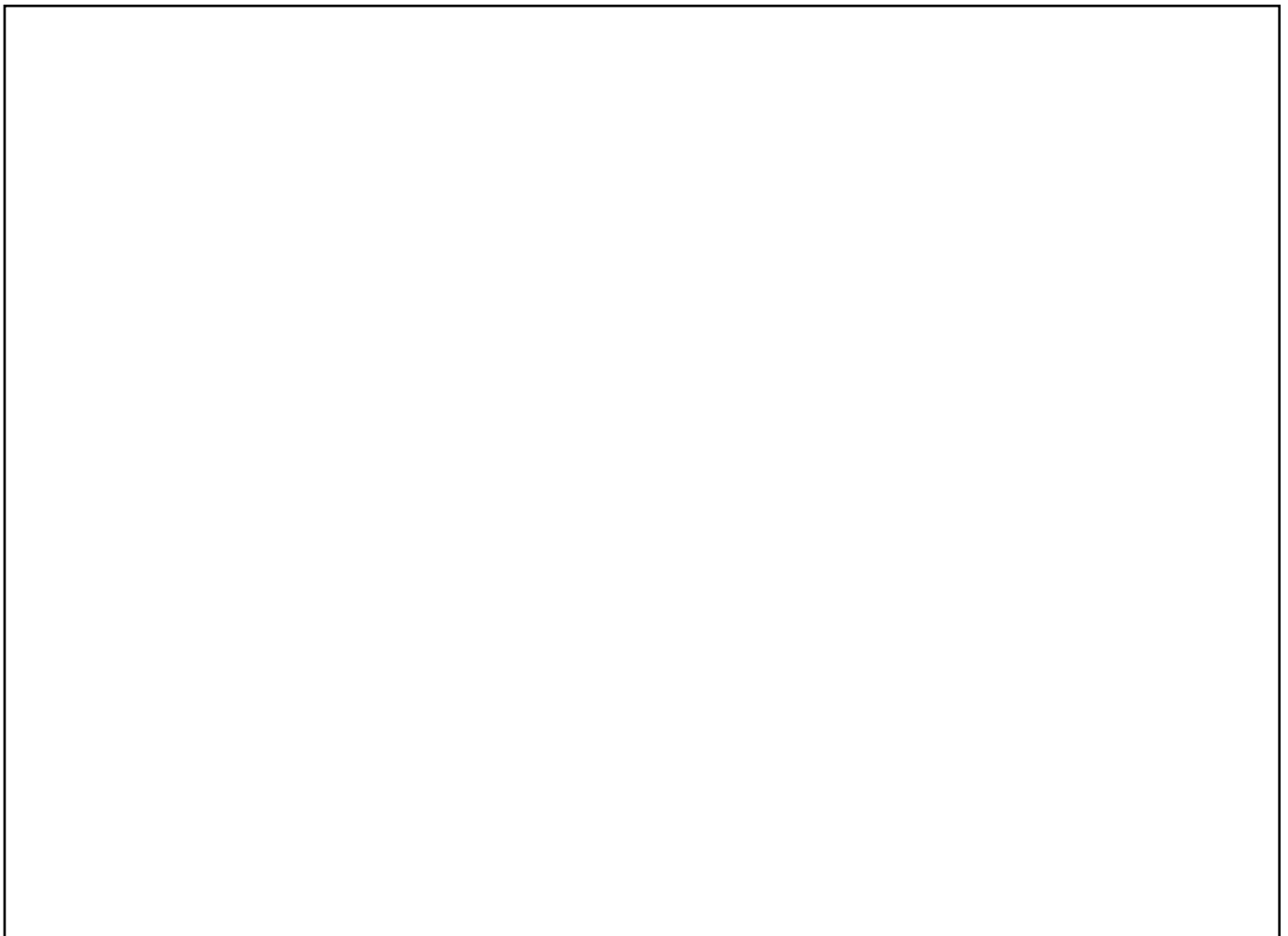
Sam is \_\_\_\_\_ and \_\_\_\_\_.

He has \_\_\_\_\_ hair and \_\_\_\_\_ eyes.

He has a \_\_\_\_\_ face with freckles on his nose.

---

**2 Draw a picture of Sam to match your description.**



## Describing people


### 3 Use adjectives from the box to help you write a description of Ava.

caring   clever   creative   friendly   honest  
hardworking   helpful   kind   polite   respectful

Everybody likes Ava because she is \_\_\_\_\_  
and \_\_\_\_\_. People trust her because  
she is \_\_\_\_\_. Ava's teacher says she is  
\_\_\_\_\_ and \_\_\_\_\_.

### 4 Sort the adjectives.

lazy   generous   responsible   mean   brave  
rude   bossy   gentle   cruel   understanding




---

---

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---

### 5 Think of adjectives to complete these descriptions.

- a My aunt is good at art. She is very \_\_\_\_\_.
- b My mum knows everything. She is so \_\_\_\_\_.
- c Freya always gets top marks for maths in our class. She is our  
\_\_\_\_\_ mathematician.

# Describing places

---

**Adjectives** can describe what places look, sound and feel like.  
For example:

*The **new** hall is **huge** and **beautiful** but **noisy**.*

---

1 **Circle** the adjectives that best describe each place.

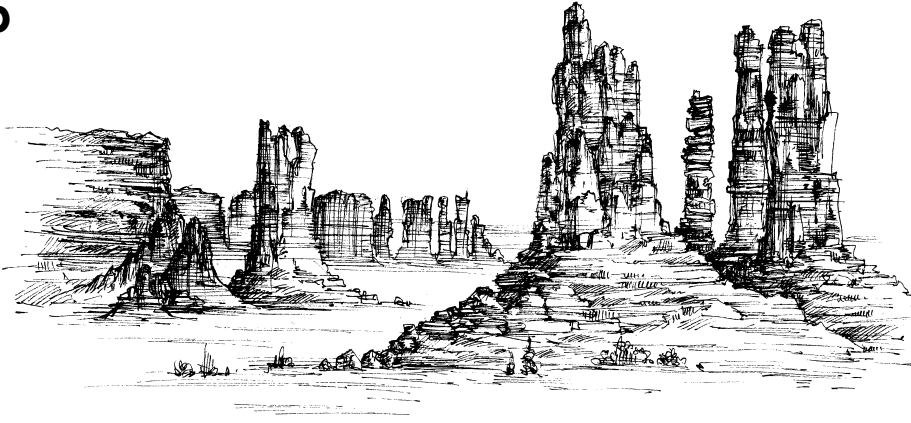
a



busy    crowded  
calm    grey  
quiet    noisy  
yellow    natural

---

b



small    crowded  
hot    steamy  
sandy    rocky  
dry    smelly

---

c



warm    green  
chilly    stony  
dusty    grey  
damp    lush

---



## 2 Use adjectives from the boxes to write poems.

emerald rough quiet cool squabbling soft  
pale calm golden loud serene choppy

### a *Down on the Beach*

\_\_\_\_\_, \_\_\_\_\_ sand  
\_\_\_\_\_, \_\_\_\_\_ water  
\_\_\_\_\_, \_\_\_\_\_ seagulls

busy naughty curious fantastic large hilarious  
amazing enormous cheeky sleepy chatty brilliant

### b *My Zoo Trip*

\_\_\_\_\_, \_\_\_\_\_ monkeys  
\_\_\_\_\_, \_\_\_\_\_ elephants  
\_\_\_\_\_, \_\_\_\_\_ koalas  
Such \_\_\_\_\_ animals!

colourful toasty broken sleepy dark falling  
crunchy cool crisp scorching slow warm

### c *Autumn in My Street*

\_\_\_\_\_, \_\_\_\_\_ mornings  
\_\_\_\_\_, \_\_\_\_\_ jackets  
\_\_\_\_\_, \_\_\_\_\_ leaves

# Describing feelings

**Adjectives** can describe how people and animals feel. For example:

*My grandma was **happy** to see me.*

**1 Draw arrows to match the adjectives to the faces.**



concerned

sad

pleased

upset

happy

thoughtful

angry

**2 Complete each pair with a synonym from the box.**

**a** angry \_\_\_\_\_

**b** happy \_\_\_\_\_

**c** tired \_\_\_\_\_

**d** nervous \_\_\_\_\_

**e** afraid \_\_\_\_\_

**f** naughty \_\_\_\_\_

**g** kind \_\_\_\_\_

**h** upset \_\_\_\_\_

**i** calm \_\_\_\_\_

worried

exhausted

caring

disappointed

frightened

joyful

furious

peaceful

mischievous

3 Use adjectives from the box to describe how you might feel in the following situations. Use each word once.

lonely    bored    nervous    confused  
annoyed    important    excited

- a when a mosquito won't leave you alone: \_\_\_\_\_
- b just before your birthday party: \_\_\_\_\_
- c when you don't understand something: \_\_\_\_\_
- d when you're by yourself for a long time: \_\_\_\_\_
- e when people make a fuss of you: \_\_\_\_\_
- f when you don't have anything to do: \_\_\_\_\_
- g just before your big game or performance: \_\_\_\_\_

4 Write sentences with the following adjectives.

a terrified

\_\_\_\_\_  
\_\_\_\_\_

b embarrassed

\_\_\_\_\_  
\_\_\_\_\_

c eager

\_\_\_\_\_  
\_\_\_\_\_

# Sequencing adverbs

**Adverbs** give information about verbs, adjectives or other adverbs.

**Sequencing adverbs** show the order in which things happen.

For example:

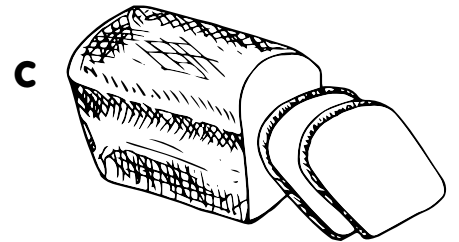
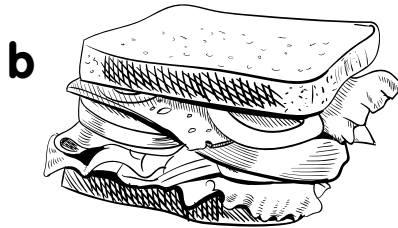
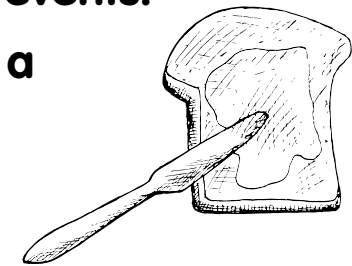
***First** I cracked open the egg, and **then** I added the cake mixture.*

## 1 Complete the recount with adverbs from the box.

Then    Finally    Next    First    Yesterday

- a \_\_\_\_\_ my friend, Max, came to my house.  
b \_\_\_\_\_ we had some lunch.  
c \_\_\_\_\_ we played cricket in the backyard.  
d \_\_\_\_\_ we rode our bikes.  
e \_\_\_\_\_ we watched a movie on TV.

## 2 Label the pictures *First*, *Next* and *Last* to show the order of the events.



## 3 **Circle** any word or phrase you would use to describe the final steps of a task.

earlier

now

last of all

to begin

in the end

lastly

at the end

at last

first

finally

### 4 Match the sequencing adverb to its meaning.

- |              |                          |
|--------------|--------------------------|
| a afterwards | coming immediately after |
| b then       | in the last place        |
| c lastly     | at that time             |
| d next       | coming before all others |
| e first      | at a later time          |

### 5 Number the steps in the correct order from 1 to 6. Then use adverbs from the box to complete the procedure.

#### *How to make a banana milkshake*

- \_\_\_\_\_, blend all the ingredients together.
- \_\_\_\_\_, pour milk over the ice-cream.
- \_\_\_\_\_, pour the milkshake into a glass and drink it.
- \_\_\_\_\_, peel a banana.
- \_\_\_\_\_, add a scoop of ice-cream to the banana.
- \_\_\_\_\_, place the banana in a blender.

First   Second   Third   Fourth   Then   Last



# Antonyms

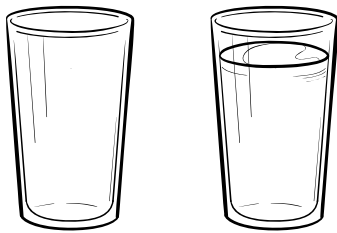
**Antonyms** are words that are opposite in meaning. For example:

*hard/soft, bright/dark, tall/short*

**1 Label the pictures with antonyms from the box.**

clean empty full sweet dirty sour

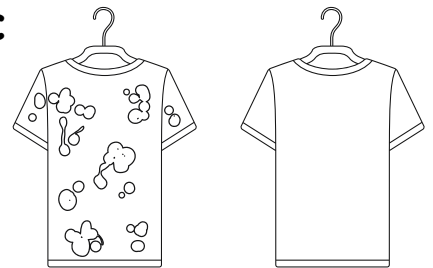
**a**



**b**



**c**



\_\_\_\_\_ / \_\_\_\_\_    \_\_\_\_\_ / \_\_\_\_\_    \_\_\_\_\_ / \_\_\_\_\_

**2 Find the antonyms of the following words in the wordsearch puzzle.**

beautiful **warm** right dangerous worst

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| f | o | x | s | a | f | e |
| r | c | s | p | o | r | t |
| a | o | h | u | g | l | y |
| m | o | o | n | p | i | e |
| e | l | o | b | e | s | t |
| a | n | t | o | n | y | m |
| w | r | o | n | g | d | o |

3 In each group, **circle** the antonyms.

- |          |        |      |        |        |
|----------|--------|------|--------|--------|
| <b>a</b> | happy  | big  | deep   | small  |
| <b>b</b> | new    | tall | long   | old    |
| <b>c</b> | smooth | hot  | round  | cold   |
| <b>d</b> | strong | weak | blue   | pretty |
| <b>e</b> | high   | fast | scared | slow   |
| <b>f</b> | dry    | safe | poor   | damp   |

4 Complete each sentence with an adjective from the box.

sunny   short   deep   dry   easy   blunt

- a** If a knife is not sharp, it is \_\_\_\_\_.
- b** If a towel is not wet, it is \_\_\_\_\_.
- c** If the water is not shallow, it is \_\_\_\_\_.
- d** If the day is not cloudy, it is \_\_\_\_\_.
- e** If the question is not hard, it is \_\_\_\_\_.
- f** If the rope is not long, it is \_\_\_\_\_.

5 You write some antonyms by adding a prefix to a word.  
Connect each word to its antonym.

- |         |          |               |            |
|---------|----------|---------------|------------|
| agree   | disobey  | impossible    | impatient  |
| dislike | able     | patient       | kind       |
| obey    | disagree | misbehave     | possible   |
| impure  | behave   | unable        | understand |
| like    | pure     | misunderstand | unkind     |

# Noun groups

---

A **noun group** is a group of words built around a main noun.

It can include **articles** (*a, an, the*), pronouns, adjectives and other nouns.

For example:

*a large brown **dog***      *her shiny new **car***

---

1 **Circle** the main noun in each group.

- |                            |                                      |
|----------------------------|--------------------------------------|
| <b>a</b> the sleepy cat    | <b>b</b> my torn umbrella            |
| <b>c</b> the fresh flowers | <b>d</b> an old shoe                 |
| <b>e</b> two little mice   | <b>f</b> an oval shape               |
| <b>g</b> a cold, rainy day | <b>h</b> their big weekend adventure |
- 

2 In each sentence, complete the noun group with *a, an* or *the*.

- a** There is \_\_\_\_\_ **big black bird** sitting in the tree.
- b** I put \_\_\_\_\_ **heavy books** back on the shelf.
- c** Zara got \_\_\_\_\_ **adorable charm bracelet** for her birthday.
- d** Please sit at \_\_\_\_\_ **spare desk** over there.
- 

3 Write the following noun groups in the correct order.

- a** cardboard the box big
- \_\_\_\_\_

- b** small lizard a green
- \_\_\_\_\_

- c** dented five coins gold
- \_\_\_\_\_



**4** In each sentence, complete the noun group with an adjective from the box.

busy    electric    sleek    dirty    new    juicy

- a My friend let me ride **her** \_\_\_\_\_ **scooter**.
- b Hayden is eating **a soft,** \_\_\_\_\_ **peach**.
- c Mum's bicycle has **an** \_\_\_\_\_ **motor**.
- d My friend has **a** \_\_\_\_\_ **white cat**.
- e Amy watched **the** \_\_\_\_\_ **ants** enter a crack in the wall.
- f He removed **the** \_\_\_\_\_ **mark** from his shirt.



**5** Complete the noun group in each sentence.

- a On our holiday we climbed **a steep** \_\_\_\_\_ .
- b We love playing with **our new** \_\_\_\_\_ .
- c Eva is resting on **a comfortable** \_\_\_\_\_ .
- d Dad was scared by **a big, hairy** \_\_\_\_\_ .
- e My sister can't miss **her favourite** \_\_\_\_\_ .

**6** Underline the longest noun group in each sentence.

- a We watched an interesting movie.
- b The young, noisy magpie waited for a meal.
- c In the distance rose a rugged mountain range.
- d Our local park has a popular long walking track.
- e I gave Fluffy a bowl of dry cat food and a bowl of water.

# Prepositions

**Prepositions** connect parts of a sentence together. They give information about time and place. For example:

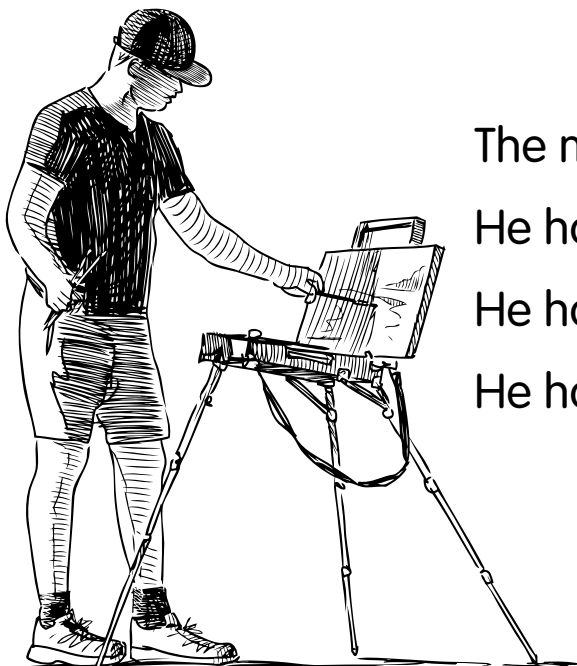
*I ate my soup **in** the kitchen **at** midday **with** a spoon.*

**1 Complete each sentence with a preposition from the box. Use each preposition once.**

past on above at for in under

- a Alice blew out the candles \_\_\_\_\_ a single breath.
- b We drove \_\_\_\_\_ some old houses.
- c The pelicans soared \_\_\_\_\_ us.
- d My friend's party is \_\_\_\_\_ Saturday.
- e My cat was hiding \_\_\_\_\_ my bed.
- f I waited \_\_\_\_\_ the bus stop.
- g We haven't seen them \_\_\_\_\_ a long time.

**2 Use the picture to help you complete the sentences.**



- The man stands \_\_\_\_\_ an easel.  
He has a cap \_\_\_\_\_ his head.  
He has a paintbrush \_\_\_\_\_ his hand.  
He has sneakers \_\_\_\_\_ his feet.

3 **Circle** the word in brackets that correctly completes each sentence.

- a We are going (to, for) the library.
- b Stella looked (on, out) the window.
- c They walked (past, up) the museum.
- d Daniel sat (from, beside) his friend on the bus.
- e I cleaned it (above, with) soap and water.
- f I greeted my teacher (for, with) a smile.
- g Ivy woke up (on, in) the middle of the night.

4 In the sentences below, the underlined words are phrases (a group of words without a verb). Do the phrases tell you *where*, *when* or *how* something happens? Write your answer in the space.

- a I left my lunch on the table. \_\_\_\_\_
- b Sia talks in a loud voice. \_\_\_\_\_
- c I rode my bike to school. \_\_\_\_\_
- d Maya writes with a pencil. \_\_\_\_\_
- e They should be here by midday. \_\_\_\_\_
- f Dylan lives across the street. \_\_\_\_\_
- g Mosquitoes come out at night. \_\_\_\_\_
- h He arrived in time. \_\_\_\_\_
- i I hid Dad's present under my bed. \_\_\_\_\_



# Simple sentences

---

A clause is a group of words that makes complete sense. It has a **subject** (the person or thing doing the action) and a **verb** (the action).

For example:

*I (the subject) **am eating** (the verb)*

A **simple sentence** contains one clause. For example:

*I am eating breakfast.*

Sentences start with a **capital letter** and end with a **full stop, question mark** or **exclamation mark**.

---

**1 Put a tick ✓ next to the sentences.**

- a  The children are playing basketball.
  - b  in the house around the corner
  - c  way, way over there!
  - d  I am walking towards school.
  - e  Dad is pulling funny faces.
  - f  spreading quickly through the trees
  - g  There's a glass of water next to my bed.
- 

**2 Build sentences with the following groups of words.**

a put the down I book.

---

b a cake. banana She baked

---

c ladder. Dad the down climbed

---

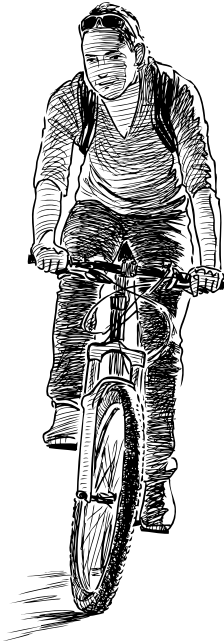
3 Complete each sentence with a verb from the box. **Circle** the subject of each sentence.

dropped wrote poured wore drew

- a I \_\_\_\_\_ my new jeans to the party.
- b She \_\_\_\_\_ the water into the bottle.
- c Noah \_\_\_\_\_ his schoolbag in his room.
- d Marie \_\_\_\_\_ a picture of her goldfish.
- e The class \_\_\_\_\_ their names in their books.

4 Use the pictures to help you answer the questions.

a



What is the boy doing?

The boy is \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b



What is the girl doing?

The girl is \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Conjunctions

---

**Conjunctions** are **joining words**. They join sentences, clauses and words within sentences. For example:

*I made a sandwich **because** I was hungry.*

*Alex **and** Isabella are twins.*

---

## 1 Complete each sentence with a conjunction from the box.

so but or because and

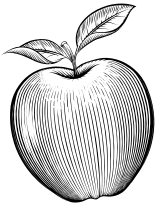
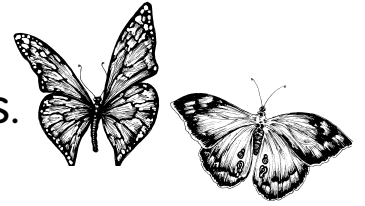
- a Either Lucy \_\_\_\_\_ Sarah will help you.
  - b I try to eat lots of fruit \_\_\_\_\_ vegetables.
  - c I was feeling sick, \_\_\_\_\_ I stayed in bed.
  - d Taylor went for a swim \_\_\_\_\_ she was hot.
  - e I flicked the switch, \_\_\_\_\_ nothing happened.
- 

## 2 Colour the word in brackets that correctly completes each sentence.

- a There were men, women (because, and, but) children at the concert.
- b You can have a milkshake (or, but, so) an ice-cream, (or, so, but) you can't have both.
- c Lily put on a jacket (because, but, until) she was cold.
- d The bus was full, (or, until, so) I waited for the next one.
- e Ethan worked on his project (because, until, or) he got tired.
- f I like baking (or, and, but) I don't like washing dishes afterwards.

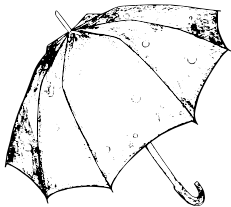
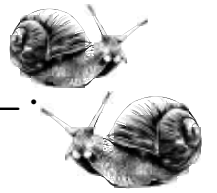
3 Use the pictures to help you fill in the missing words.  
Underline the conjunctions.

a Bees **and** \_\_\_\_\_ are insects.



b Choose a banana **or** the \_\_\_\_\_.

c I like beetles, **but** I don't like \_\_\_\_\_.



d I put up my \_\_\_\_\_ **because**  
the clouds were dark.

e My \_\_\_\_\_ went missing,  
**so** I went searching for her.



4 Write endings for these sentences.

a I like caramel **and** \_\_\_\_\_

\_\_\_\_\_

b During the holidays we'll stay at home **or** \_\_\_\_\_

\_\_\_\_\_

c James looked under his bed, **but** \_\_\_\_\_

\_\_\_\_\_

d Dad dropped the box **because** \_\_\_\_\_

\_\_\_\_\_

# Compound sentences

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A **compound sentence** has two or more main clauses joined with conjunctions. A main clause can stand alone as a complete sentence. For example:

Two simple sentences: *Ella read a book. James read eight books.*

A compound sentence: *Ella read a book, **but** James read eight books.*

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## 1 Complete the following sentences with *and*, *or*, *but* or *so*.

- a Everyone got in the car \_\_\_\_\_ they drove off.
  - b It was getting dark, \_\_\_\_\_ we went inside.
  - c Oliver's birthday is in May, \_\_\_\_\_ Gina's is in June.
  - d We can go to the movies \_\_\_\_\_ we can go to the shops.
  - e I looked in my room \_\_\_\_\_ my wallet wasn't there.
- 

## 2 Write endings for these compound sentences. Make sure your clause has a subject and verb.

- a Emma opened the door and \_\_\_\_\_  
\_\_\_\_\_
- b Grace tried on the jacket, but \_\_\_\_\_  
\_\_\_\_\_
- c You can do a jigsaw puzzle, or \_\_\_\_\_  
\_\_\_\_\_
- d It was raining, so \_\_\_\_\_  
\_\_\_\_\_
- e Tom was late, for \_\_\_\_\_  
\_\_\_\_\_



## Compound sentences

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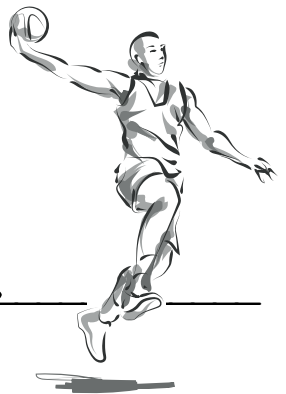
**3 In each compound sentence, highlight the two clauses in different colours.**

- a Jemma went to the park, and Miles went to the zoo.
  - b Jackson was tired, so he went to bed.
  - c Mum knocked on the door many times, but no one answered.
  - d You can choose netball, or you can choose tennis.
- 

**4 Join the simple sentences with *or*, *and* or *but* to make compound sentences.**

Max played basketball. Abby played netball.

Max played basketball and Abby played netball.



a Jackson is tall. Joshua is taller.

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b You can take your books home. You can leave them at school.

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c The sun is shining. Clouds are gathering.

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d Today is Friday. Tomorrow is the weekend.

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# Compound sentences in context

Use your knowledge of compound sentences to answer the following questions.

## Read the extract.

Highlight the compound sentence. Circle the conjunction.

Colour the compound sentence. Put a box around the conjunction.

Underline the compound sentence. Circle the conjunction.

## Magic and Computers

Ellie knew about magic. She read stories about magic. In stories things happened and no one could explain why.

Gary never thought about magic, but he didn't read much. He was Ellie's brother and two years older.

When Ellie asked Gary if computers were magic, Gary laughed.

"Computers only do what they are programmed to do," said Gary.

"What does programmed mean?" Ellie asked.

Gary tried to explain. "A computer is built by people to work things out. People write programs and the computer follows the program's instructions."

## In each sentence, circle the conjunction.

- Ellie likes magic and her brother likes computers.  
a and                      b likes                      c her                      d brother
- Gary knew a lot about computers, but Ellie didn't.  
a lot                      b about                      c but                      d didn't
- Ellie can buy a book about magic or the library will lend her one.  
a can                      b a                      c about                      d or
- People write programs but they don't always work.  
a write                      b but                      c don't                      d always

## Compound sentences in context

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### 5 Complete each sentence with *or*, *and* or *but*.

- a He took out his computer \_\_\_\_\_ Ellie plugged it in.
- b You can play a computer game \_\_\_\_\_ you can watch TV.
- c She has a computer \_\_\_\_\_ she doesn't know how to use it.
- d You can find information in a book \_\_\_\_\_ you can search the Internet.
- e I wanted to use the computer \_\_\_\_\_ I couldn't remember the password.
- 

### 6 Turn these sentences into compound sentences. Join them with *or*, *and* or *but*.

- a Ellie likes to read. Gary likes to play computer games.

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- b You can use my tablet. You must look after it.

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- c Are you going to write the story? Are you going to type it?

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### 7 Write endings for the following sentences.

- a Jess looked everywhere for her laptop but \_\_\_\_\_

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- b Ellie sat at her desk and \_\_\_\_\_

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# Proper nouns

**Proper nouns** name specific people, places, animals or things. They always start with a capital letter, even if they have more than word.

For example:

*Sophie Chen Fiji Adelaide Oval*

## 1 **Circle** the proper nouns.

- a We leave for Rockhampton tomorrow.
- b I invited Ruby to my party.
- c The Robinsons have a new dog.
- d Many tourists visit Bondi Beach.
- e I go to Riverview Public School.
- f My grandparents live on a farm in Tasmania.
- g Parliament House is in Canberra.



## 2 **Underline** the words that are wrong. Write them correctly.

- a My uncle's name is Henry johnson.
- b Last year we went to South korea.
- c They live in western Australia.
- d Jordan and amanda will be there.
- e Mr amari is my football coach.
- f We crossed the Murray river at echuca.
- g dr russo fixed my broken leg.
- h Lisa goes to ferndale primary School.

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## 3 Complete each sentence with a proper noun.

- a My first name is \_\_\_\_\_.
- b My surname is \_\_\_\_\_.
- c The name of my street is \_\_\_\_\_.
- d My teacher's surname is \_\_\_\_\_.
- e The name of my school is \_\_\_\_\_.
- f Brisbane is a city in \_\_\_\_\_.
- g My birthday is in the month of \_\_\_\_\_.
- h My favourite book is \_\_\_\_\_.
- i My favourite movie is \_\_\_\_\_.

## 4 Write the following text with the correct punctuation.

hamish and ian are my cousins. they live in simpson street. their pet rabbit's name is mr whiskers and their cat is called max.

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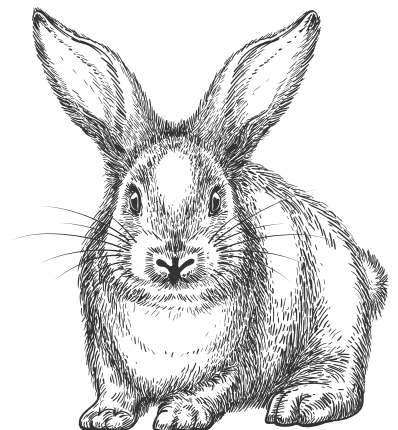
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# Commas in a list

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Use **commas** to separate the items in a list. For example:

*My favourite flavours are chocolate, mint, vanilla and raspberry.*

Don't use a comma between the last two items in the list. Instead, use the word *and* or *or*.

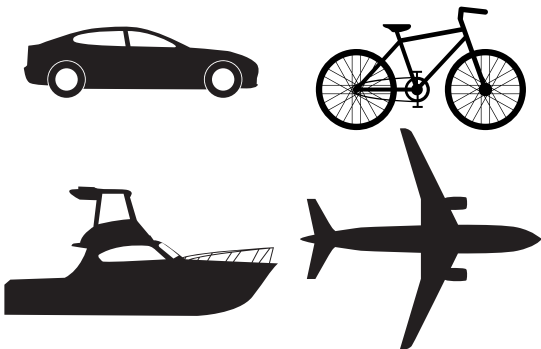
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## 1 Fill in the commas in these lists.

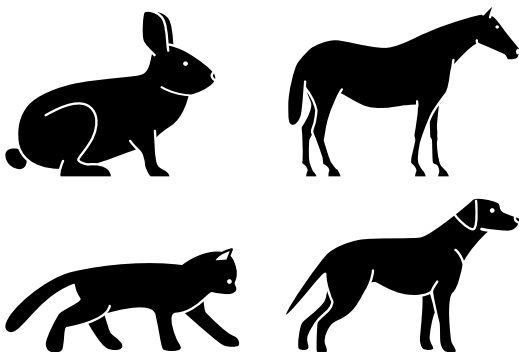
- a men women girls and boys
  - b tables chairs cupboards and desks
  - c mountains rivers forests and deserts
  - d red yellow blue or green
  - e Harry Amber Rachel or Grace
  - f Hobart Brisbane Sydney Canberra Melbourne Darwin Adelaide and Perth
- 

## 2 Write what you see as a list with commas.

a

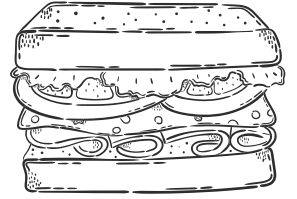


b



**3 Add commas to these sentences.**

- a Eagles crows and finches are birds.
- b My best friends are Leo Ben Lucy and Charlie.
- c At school I play cricket chasings footy and handball.
- d I mixed the butter sugar flour and eggs in a bowl.
- e Eliza is eating a ham cheese lettuce and tomato sandwich.



**4 Complete these sentences. Use commas to separate any items in a list.**

- a The four seasons of the year are \_\_\_\_\_  
\_\_\_\_\_
- b The days of the week are \_\_\_\_\_  
\_\_\_\_\_

**5 Write lists for the following.**

- a Four things you can buy at the supermarket  
\_\_\_\_\_  
\_\_\_\_\_
- b Four games you like to play  
\_\_\_\_\_  
\_\_\_\_\_
- c Five items in your classroom  
\_\_\_\_\_  
\_\_\_\_\_

# Commas in context

Use your knowledge of commas to answer the following questions.

Read the extract.

Highlight the list  
and circle the  
commas.

Colour the list  
and put a box  
around the  
comma.

Underline the  
lists and circle  
the commas.

## The Water Cycle

Water moves through a continuous cycle.

The sun heats water in oceans, rivers, lakes and creeks. The water turns into water vapour. This is called evaporation.

Water vapour rises and cools. It forms droplets that join together to make clouds. This is called condensation.

When the clouds get heavy, water falls from them as rain, hail or snow. This is called precipitation.

Water can be solid, liquid or gas. Examples are ice (solid), rain (liquid) and steam (gas).

The amount of water on Earth never changes. It's always moving through a part of the water cycle.

After which word should there be a comma?

1 You can pour the water into a bottle jug or bucket.

a water      b a      c bottle      d jug

2 People use water for drinking cleaning and growing food.

a water      b drinking      c cleaning      d growing

3 Waste water comes from showers toilets and washing.

a Waste      b from      c showers      d toilets

4 You should drink water before during and after playing sport.

a drink      b before      c during      d after



**5 Fill in the commas in the following lists.**

- a rain hail and snow
- b trickle drip drizzle or pour
- c wells tanks tubs and taps
- d peaches pears grapes and watermelon
- e can pipe bucket and sprinkler

**6 Use the pictures to complete the sentence.**

You can pour the water into a \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**7 In each sentence cross out X the comma that isn't needed.**

- a They get their water from springs, rivers, or streams.
- b Swans, pelicans, gannets, and gulls are all water birds.
- c At the beach you can swim, surf, build sandcastles, and play.
- d You can see ducks, frogs, dragonflies, and mosquitoes around ponds.
- e The children saw, seaweed, limpets, starfish and sea urchins.

**8 Complete each sentence with a list containing three items.**

- a At the beach I ate \_\_\_\_\_  
\_\_\_\_\_
- b My favourite drinks are \_\_\_\_\_  
\_\_\_\_\_

# Punctuating sentences

A sentence starts with a **capital letter**. It ends with a **full stop (.)**, **question mark (?)** or **exclamation mark (!)**. For example:

*The book is on the shelf. Where is the book? What a great book!*

**1 Write a sentence with the following words. Use the correct punctuation.**

are

going

where

you

**2 Fill in the missing punctuation.**

- a It has started to rain
- b Josie is writing a story
- c sam is playing the piano
- d Layla is helping her mother
- e they are playing in the back room
- f My friend has a new skateboard



**3 Tick ✓ the sentences that have the correct punctuation.**

- a  Jacob has a new bike.
- b  I put the plates in the cupboard
- c  Ivy made Grandma a cup of tea.
- d  They dropped their dirty socks on the floor.
- e  I gave Ben one of my pens.
- f  I invited Eva and Claire to my party.
- g  find out how many people will be there.

**4 Write answers to the following questions.**

**a** What is your favourite animal?

My favourite animal \_\_\_\_\_

**b** What is your favourite colour?

My \_\_\_\_\_

**5 Rewrite the following sentences with the correct punctuation.**

**a** the birds have flown away

\_\_\_\_\_

**b** my coloured pencils need sharpening

\_\_\_\_\_

**6 Write a sentence that tells what the girls are doing. Use the correct punctuation.**



**7 Match the questions and answers.**

**a** What colour is it?

They are under the bed.

**b** What is the time?

It is dark green.

**c** How many are there?

He's my brother.

**d** Who is that?

There are ten of them.

**e** Where are your shoes?

It is ten o'clock.

# Punctuating sentences

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**8 Complete each sentence with a question mark or exclamation mark.**

- a How cold is it today                      b How cold it is today  
c What amazing pets he has              d Why are his pets so amazing  
e What kind of animals are they
- 

**9 Tick ✓ the sentences that have the correct punctuation.**

- a  How many points did you score?  
b  How well you played today!  
c  What an amazing movie that was?  
d  What a great man he was!  
e  When does the show start!



**10 Complete the questions for the following answers.**

*My name is Sienna.*

What is your name?

a *The movie starts at two o'clock.*

What time \_\_\_\_\_  
\_\_\_\_\_

b *I put the keys on the table.*

Where did you \_\_\_\_\_  
\_\_\_\_\_

c *I have ten.*

How many \_\_\_\_\_  
\_\_\_\_\_

# Punctuation in context

Use your knowledge of punctuation to answer the following questions.

Read the extract.

Circle two full stops.

Put a box around the exclamation mark.

Colour the sentence that asks a question.

Circle the question mark.

## Dragon and Bat and the Pirates

Bat was trying on hats when he heard a noise outside. It sounded like singing.

Bat had not heard the song before. But Dragon was more than five hundred years old. She knew a thing or two about most things. Dragon had heard the song before.

“Those are pirates!” exclaimed Dragon.

“Don’t be silly,” said Bat. “What could pirates want?”

“Ahem!” said Dragon, pointing to her enormous treasure pile.

“Oh,” whispered Bat.

Circle the correct answer for each question.

In each sentence, which punctuation mark is missing?

1 There was no time to hide the treasure

a ?                      b .                      c !                      d ,

2 What amazing treasures Dragon owned

a ,                      b '                      c ?                      d !

3 Which hat belonged to Captain Firepants

a .                      b !                      c ?                      d ,

4 Dragon had piles of gold silver and sparkling jewels.

a ,                      b !                      c ?                      d .

