

# GRAMMAR

Student Book



My Name

### **Reading Eggspress Grammar Year 1 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

**ACELA1446** – Understand that there are different ways of asking for information, making offers and giving commands

**ACELA1449** – Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands

**ACELA1451** – Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances

**ACELA1452** – Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)





# Common nouns

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

*child farm dog pencil*

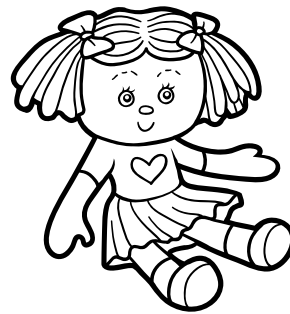
1 Label each picture with a noun from the box.

doll cloud car possum chocolate pie

a



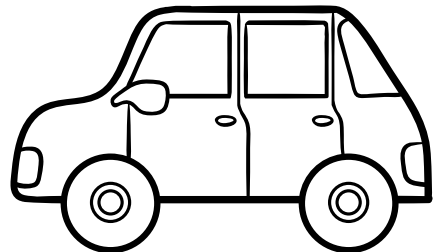
b



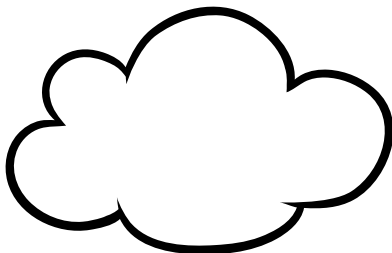
c



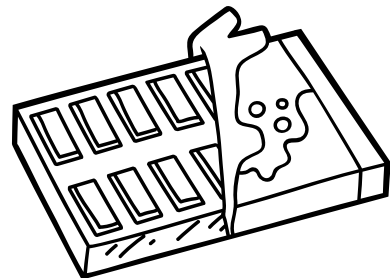
d



e



f



## 2 Write the nouns in the right boxes.

museum bag elephant painter tree city  
desk dog teacher park rabbit pilot



### People

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### Places

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### Animals

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---



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### Things

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# Proper nouns

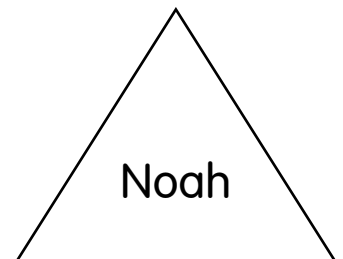
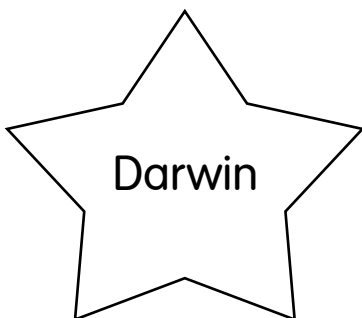
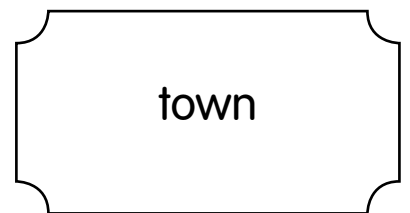
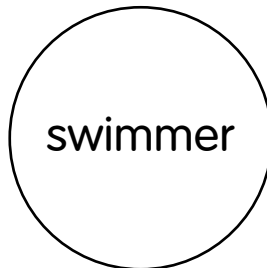
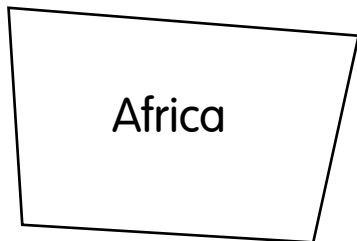
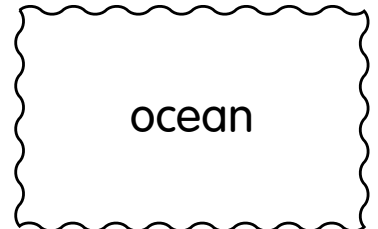
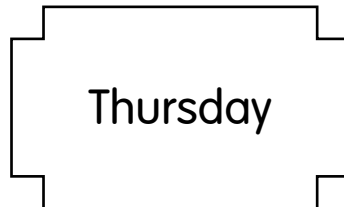
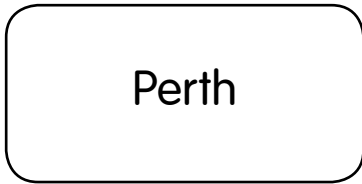
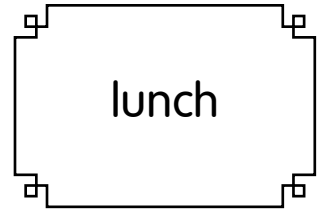
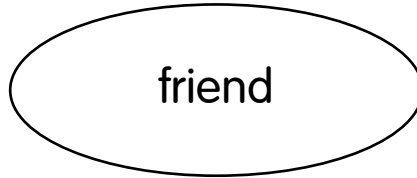
A **proper noun** names a specific person, place or thing. It always starts with a **capital letter**. For example:

*Toby    Australia    Holly    Queensland*

## 1 Fill in the missing proper noun.

*My full name is* \_\_\_\_\_.

## 2 Colour the shapes that have proper nouns on them.



## 3 Match the common and proper nouns.

Melbourne Oscar Tasmania Emma New Zealand

Common noun	Proper noun
a country	
b girl	
c city	
d boy	
e state	

## 4 Write proper nouns to complete each sentence.

I am writing a story about a boy called \_\_\_\_\_.

He lives on a secret island called \_\_\_\_\_,

which is in the \_\_\_\_\_ Ocean.

His best friend is a girl called \_\_\_\_\_.

The ruler of the island is Queen \_\_\_\_\_.

The queen's son is Prince \_\_\_\_\_.

Prince \_\_\_\_\_ has a big birthday

party in the month of \_\_\_\_\_.



# Common and proper nouns in context

Read the passage and answer the questions.

Circle the names of three children.

Put a box around the name of an animal.

## To the Rescue

The next day Louie and Maddie couldn't wait to get to school. Maddie was surprised when she saw Ella dressed as Cinderella. How strange! Everyone was dressed as something beginning with the letter C. There was a cow, a carrot, a cook, a car, a clown and a captain.

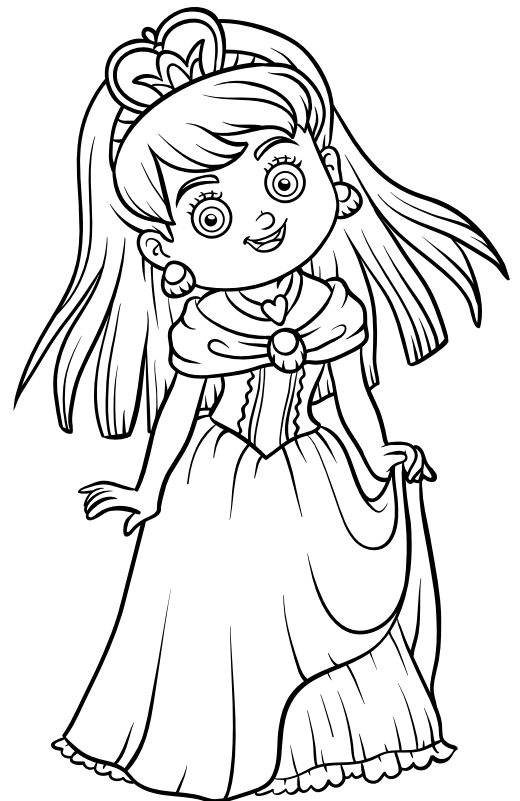
Circle the correct answers.

1 Which word is a common noun?

- a Chloe
- b captain
- c Cinderella

2 Which word is a proper noun?

- a cow
- b cook
- c Cinderella



## Common and proper nouns in context

3 Tick ✓ the sentence that is written correctly.

- a ☐ Maddie wanted to dress as cinderella.
- b ☐ Louie's friend was dressed as a clown.
- c ☐ One of the children was dressed as a Cow.

4 Complete each sentence with a noun from the box.

clown Tom carrot cow Ella

- a That girl's name is \_\_\_\_\_.
- b Milk comes from a \_\_\_\_\_.
- c I saw a funny \_\_\_\_\_ at the circus.
- d Louie has a friend called \_\_\_\_\_.
- e The rabbit is eating a \_\_\_\_\_.

5 In the following sentence, **circle** the word that is wrong. Write it correctly below the sentence.

- a Maddie and ella are in the same class at school.

\_\_\_\_\_

- b Zane dressed as Captain America, not as a Clown.

\_\_\_\_\_

# Pronouns

A **pronoun** stands in place of a noun. Using pronouns means you don't have to repeat nouns over and over again. For example:

***Jack** found **Jack's** book.    **He** found **his** book.*

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

me      his      you      her      their

- a Ryan helped \_\_\_\_\_ with my homework.
- b He can't find \_\_\_\_\_ hat.
- c Have \_\_\_\_\_ finished your lunch?
- d She dropped \_\_\_\_\_ pencil.
- e They are eating \_\_\_\_\_ lunch.

## 2 Match the pronoun to the picture.

a



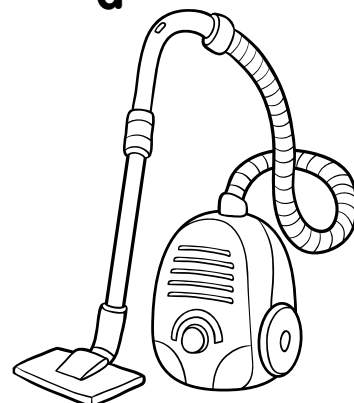
b



c



d



him

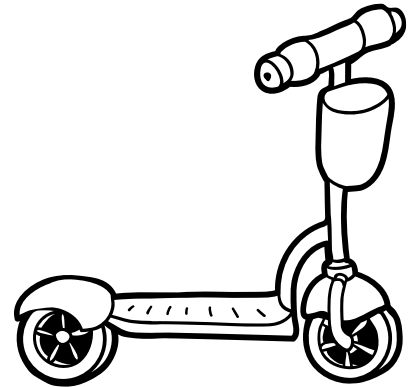
it

them

her

## 3 Circle the pronoun that correctly completes each sentence.

- a (Me, I) have a dog and a cat.
- b (She, Her) is playing outside.
- c I gave him (my, mine) lunch.
- d Why are (they, them) standing in the rain?
- e Is this (your, yours) scooter?



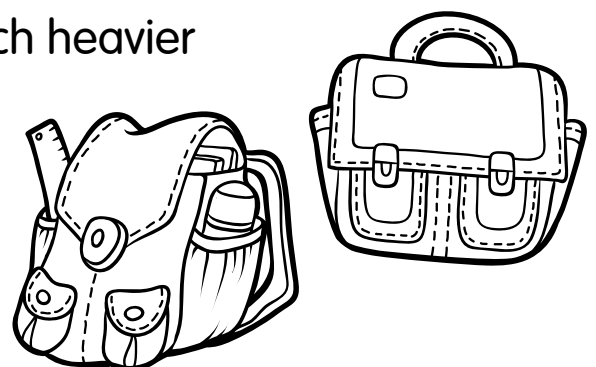
## 4 Draw a box around the pronouns.

- a She is playing netball.
- b The teacher told us where to sit.
- c Lily's mother took them to the bus stop.
- d I saw Aden at the shopping centre.
- e Amelia will show you how to fold the paper.

## 5 Fill in the missing pronouns.

Emma and Ben put \_\_\_\_\_ school bags on the chair when \_\_\_\_\_ got home from school.

"\_\_\_\_\_ bag is much heavier than \_\_\_\_\_," said Ben.





# Pronouns in context

Read the passage and answer the questions.

Circle a  
pronoun that  
stands in place  
of *Nina*

Put a box  
around a  
pronoun that  
stands in place  
of *Aunt Jen*.

Colour a  
pronoun that  
stands in place  
of *William*.

## Captain Wild

Before Nina left the house, Aunt Jen asked her, "Have you seen the gardening tools? I have looked everywhere for them. I asked William and he said aliens must have taken them!"



Which pronoun completes the sentence correctly?

Circle your answer.

1 Aunt Jen can't find \_\_\_\_\_ gardening tools.

a she

b him

c her

2 What have William and Nina done with \_\_\_\_\_?

a them

b they

c their

3 \_\_\_\_\_ have buried the gardening tools in the backyard!

a Them

b They

c Their

4 Each sentence has one word that is incorrect. **Circle** it and then write it correctly.

- a The children used they imaginations. \_\_\_\_\_
- b "Are these you gardening tools?" asked Nina. \_\_\_\_\_
- c "Those are mine gardening tools!" Aunt Jen said. \_\_\_\_\_
- d "Please help my find the bucket," Aunt Jen cried. \_\_\_\_\_

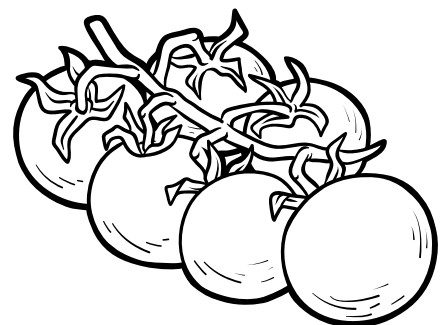
5 Tick ✓ the sentence that is correct.

- a ☐ William has finished he work.
- b ☐ William has finished him work.
- c ☐ William has finished his work.

6 Choose the correct word to fill each gap.

William is visiting **a** \_\_\_\_\_ Aunt Jen. Aunt Jen says  
**b** \_\_\_\_\_ has a wild imagination. Nina helps  
**c** \_\_\_\_\_ bury Aunt Jen's gardening tools. Aunt Jen  
 looks everywhere for the tools, but she can't find **d** \_\_\_\_\_.

- |          |      |       |      |     |
|----------|------|-------|------|-----|
| <b>a</b> | he   | her   | him  | his |
| <b>b</b> | he   | her   | him  | his |
| <b>c</b> | he   | she   | him  | his |
| <b>d</b> | they | their | them | he  |



# Doing verbs

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

*The birds **eat** seed.*

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

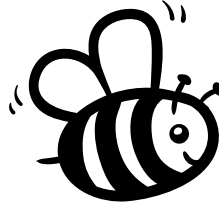
a



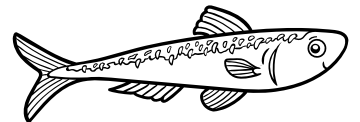
b



c



d



flies

swims

blows

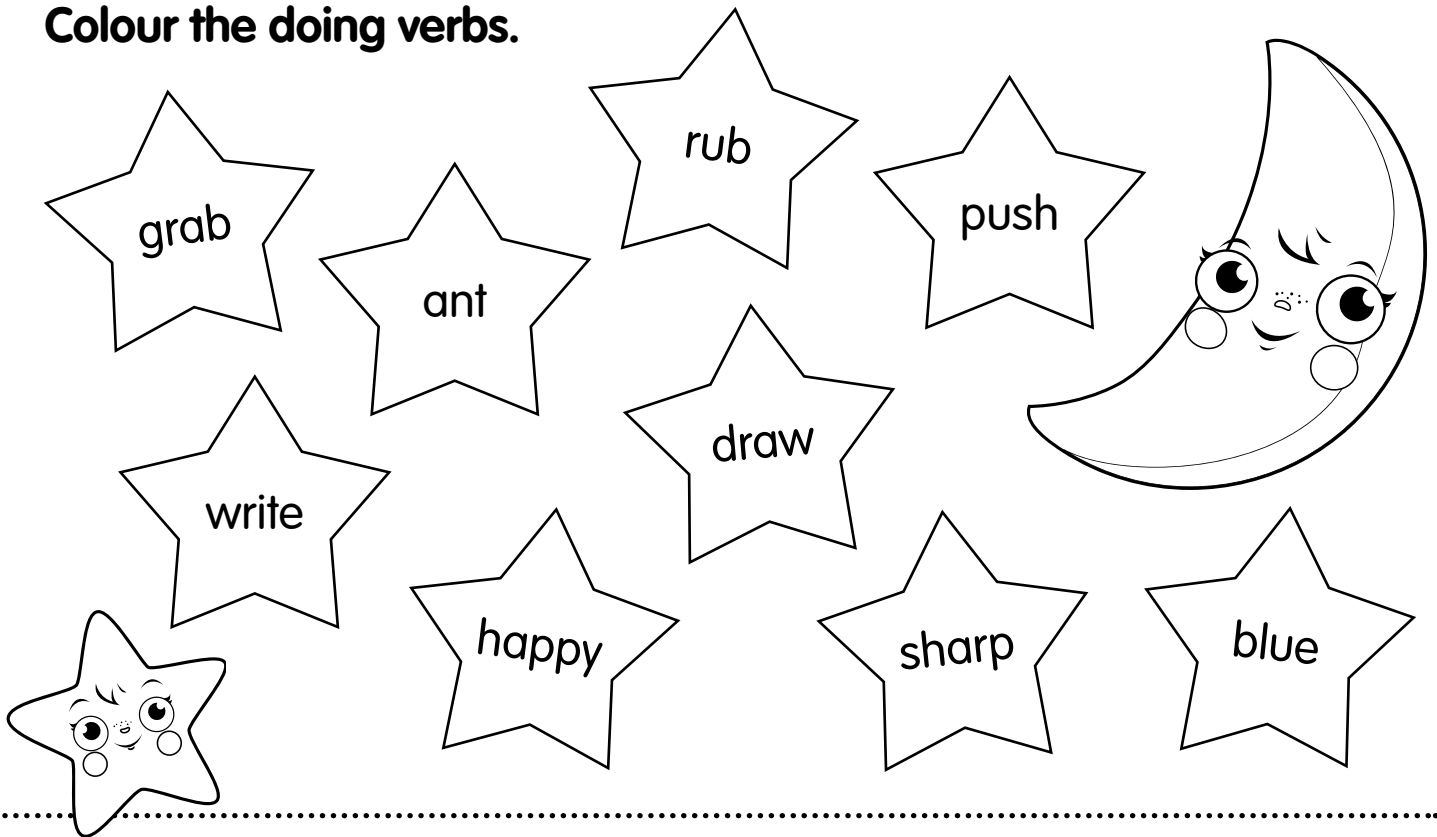
climbs

2 Complete each sentence with a doing verb from the box.

ran   shines   swims   sent   kicks   sits   sleep

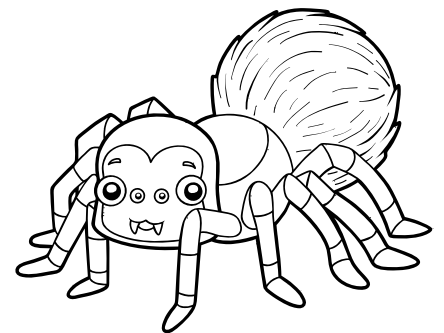
- a I like to \_\_\_\_\_ in a tent.
- b He \_\_\_\_\_ a ball in the yard.
- c They \_\_\_\_\_ all the way to school.
- d The magpie \_\_\_\_\_ on the branch.
- e The moon \_\_\_\_\_ at night.
- f She \_\_\_\_\_ her friend a present.
- g Alex \_\_\_\_\_ laps in the pool.

## 3 Colour the doing verbs.



## 4 Circle the verb in brackets that correctly completes each sentence.

- a The children (ride, rides) their bikes every day.
- b The children (cross, crosses) the road.
- c I (walk, walks) in the park every morning.
- d The leaves (fall, falls) to the ground.
- e The spider (spin, spins) a beautiful web.



## 5 Complete each sentence with a doing verb.

- a I \_\_\_\_\_ the trumpet.
- b I \_\_\_\_\_ with a knife and fork.
- c I \_\_\_\_\_ with my dog.
- d I \_\_\_\_\_ under the waves.

# Relating verbs

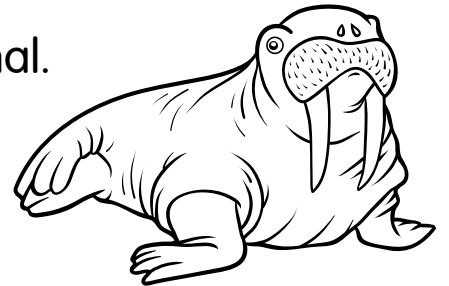
**Relating verbs** link parts of a sentence. They show what things are and what they have. For example:

*Noah **is** tall and thin.*

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

am is are was were have has had

- a A walrus \_\_\_\_\_ a large animal.
- b Insects \_\_\_\_\_ six legs.
- c Last week it \_\_\_\_\_ very cold.
- d Yesterday we \_\_\_\_\_ a picnic in the park.
- e Long ago there \_\_\_\_\_ dinosaurs on Earth.
- f There \_\_\_\_\_ ten people on the bus.
- g The flower \_\_\_\_\_ orange petals.
- h I \_\_\_\_\_ the oldest girl in the class.

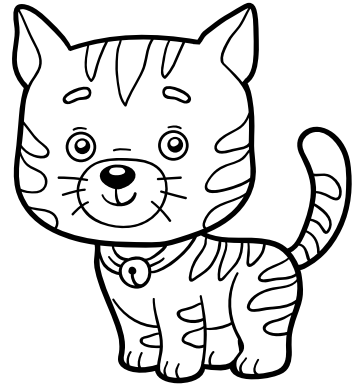


## 2 Fill in the gaps with relating verbs from the box above.

Tyler and Ryan \_\_\_\_\_ best friends. Tyler  
\_\_\_\_\_ just one day older than Ryan.  
Tyler \_\_\_\_\_ dark hair. Both boys  
\_\_\_\_\_ brown eyes.

## 3 Circle the verb in brackets to complete each sentence.

- a I (am, are) very happy today.
- b Some monkeys (has, have) very long tails.
- c It (was, were) my birthday last week.
- d My favourite day of the week (is, are) Friday.
- e My cat (have, has) very sharp claws.
- f The possums (am, are) on the roof again.
- g Everyone (have, had) a great time.

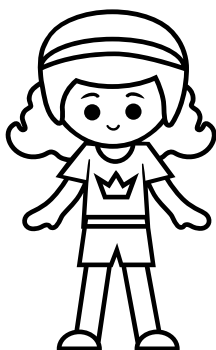


## 4 Match the parts.

- |                    |                      |
|--------------------|----------------------|
| a Our house has    | swollen and painful. |
| b Those apples are | feathers and wings.  |
| c Tia's kitten is  | very naughty.        |
| d Joe's foot was   | a red door.          |
| e Birds have       | sweet and crunchy.   |

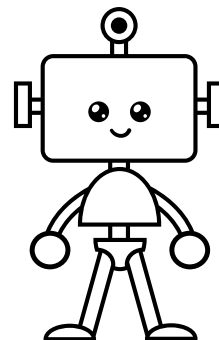
## 5 Write a relating verb to describe each picture.

a



She \_\_\_\_\_ long hair.

b



It \_\_\_\_\_ a robot.

# Verbs in context

Read the passage and answer the questions.

Circle the  
verb in the  
sentence.

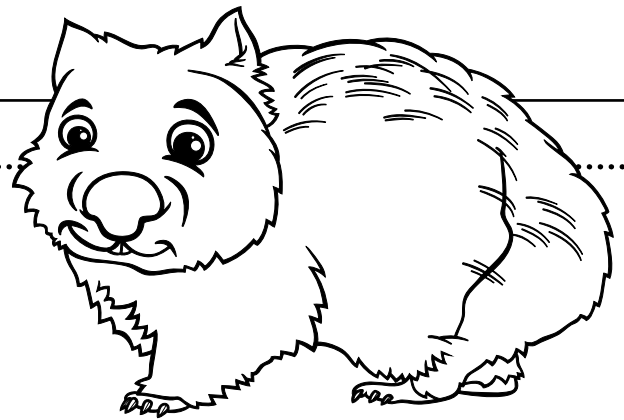
Put a box  
around  
how Wombat  
got out of his  
burrow.

Underline  
what Koala is  
doing.

## Wombat Finds a Friend

→ Little Wombat was very sad. He had no one to play with. His friends, Goanna and Numbat, were busy.

→ Little Wombat crawled out of his burrow. Just then he saw Koala sitting high in a tree. "I know!" he thought. "I'll ask Koala to play with me."



What is the verb in each sentence?

Circle your answer.

1 Little Wombat was all alone.

- a alone      b was      c Little Wombat      d Little

2 His friends, Goanna and Numbat, were busy.

- a friends      b and      c were      d busy

3 Just then he saw Koala.

- a then      b he      c saw      d Koala

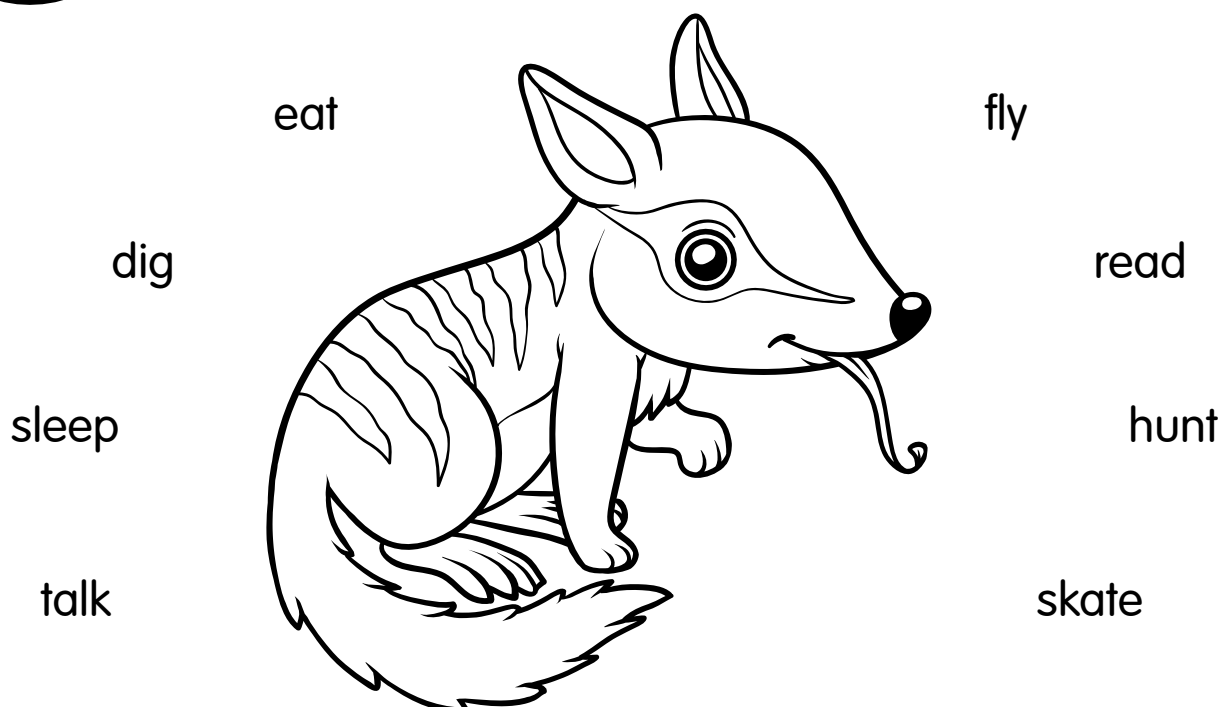
4 Tick ✓ the sentence that has a *doing* verb.

- a ☐ Wombats and numbats are marsupials.
- b ☐ A goanna is a reptile.
- c ☐ Numbats eat termites.
- d ☐ Little Wombat was lonely without his friends.

5 Tick ✓ the sentence that has been written correctly.

- a ☐ Koalas spends most of their time in trees.
- b ☐ Koalas has thick fur and large heads.
- c ☐ Many people buys toy koalas.
- d ☐ Koalas have round, fluffy ears.

6 Circle the verbs that describe what a numbat does.





# Adjectives

**Adjectives** are describing words. They give information about nouns and pronouns. For example:

*It is a **shaggy** dog.*

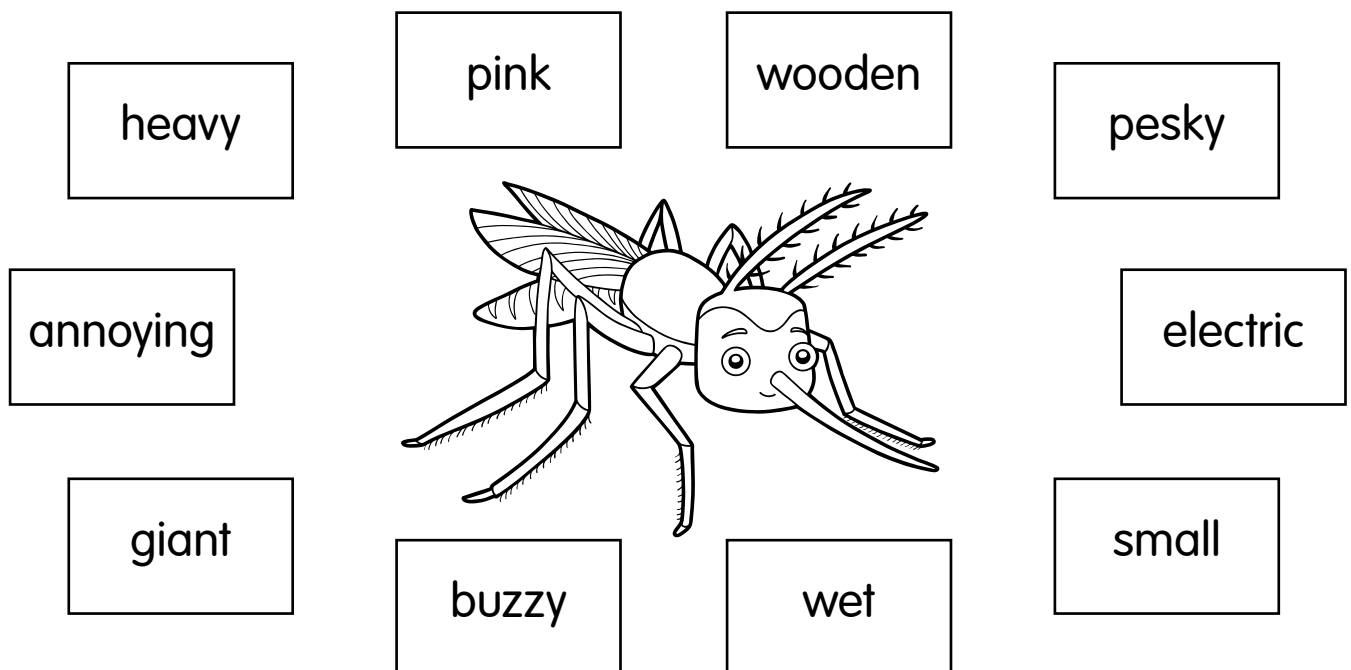
The adjective **shaggy** gives information about the noun **dog**.

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

sour long blue shallow tiny

- a A flea is a \_\_\_\_\_ insect.
- b A lemon is very \_\_\_\_\_.
- c A giraffe has a \_\_\_\_\_ neck.
- d He is wearing his \_\_\_\_\_ shirt.
- e We paddled in the \_\_\_\_\_ water.

## 2 Colour the adjectives that can describe a mosquito.

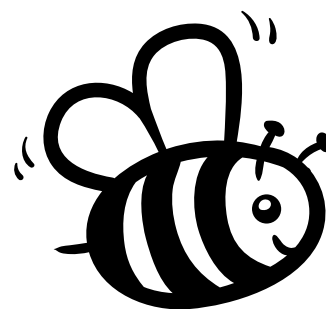


## 3 Answer each question with an adjective.

- a What colour is the grass? The grass is \_\_\_\_\_.
- b What shape is a wheel? A wheel is \_\_\_\_\_.
- c What does honey taste like? Honey is \_\_\_\_\_.

## 4 Underline the adjectives in each sentence.

- a This is a difficult question. This question is difficult.
- b I have a sore throat. My throat is sore.
- c Bees are busy insects. The bees are busy.
- d It is a dry summer. This summer is dry.
- e What a great party! The party was great.



## 5 Circle the adjectives in these two descriptions. Draw them.

a *a thin, happy face*

b *a round, confused face*

# Adjectives in context

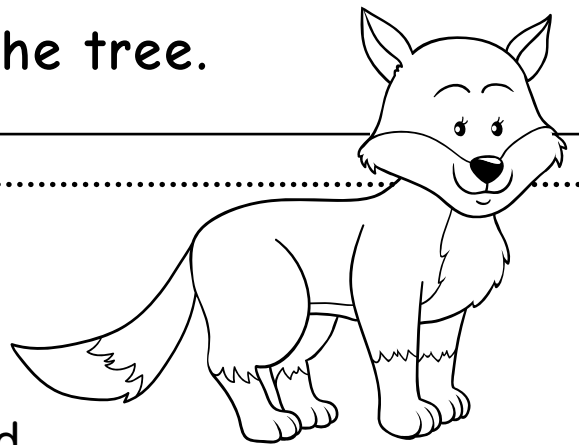
Read the passage and answer the questions.

Circle the **adjective** that describes the **fox**.

Put a **box** around the **adjective** that describes the **food**.

## Fox on the Farm

Late at night, a thin fox wandered past the farmhouse. He stopped and sniffed the air. He smelled food — delicious food! His sharp nose led him to an opening in a tree. Following the smell, he pushed his head into the narrow gap and crawled inside the tree.



In each sentence, find the adjective.

Circle your answer.

1 The fox's sharp nose led him to the food.

- a sharp      b nose      c led      d food

2 The fox pushed his head into the narrow gap.

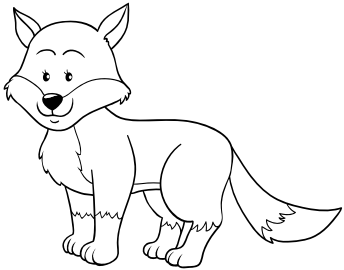
- a fox      b head      c narrow      d gap

3 The hungry fox tried to reach the food.

- a hungry      b fox      c reach      d food

4 Colour the boxes that are adjectives.

hungry	animal	sneaky	pushed
it	tail	bushy	wild



5 Trace a safe path home for the duck, so it doesn't meet the hungry fox. Write two adjectives to describe the duck, and two adjectives to describe its home.

# Adverbs

**Adverbs** give information about other words. They tell **when**, **where** or **how** we do things. For example:

*I fell **yesterday**. Grandma is **very** old. I walked **slowly**.*

**1 Write whether the underlined adverbs tell when, where or how.**

The children are playing outside. where

a I will tidy my room tomorrow. \_\_\_\_\_

b He finished his work quickly. \_\_\_\_\_

c They lived happily ever after. \_\_\_\_\_

d He carried the box carefully. \_\_\_\_\_

e She will help us soon. \_\_\_\_\_

f Lucy ran upstairs. \_\_\_\_\_

**2 Sort the adverbs.**

everywhere   quietly   badly   now   inside   later

When	Where	How
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 Cross out ~~X~~ the words that don't make sense.

Underline the adverbs.

- a The sun is shining brightly blue black.
- b Mum folded our clothes she neatly apple.
- c The lion yawned Africa sleepily purple.
- d The seagulls squawked again chips sunny.

4 Circle five differences between the two dogs. Tick ☒ the adverbs that describe how a dog can behave.

- |                                 |                                    |                                       |                                   |
|---------------------------------|------------------------------------|---------------------------------------|-----------------------------------|
| a <input type="checkbox"/> love | b <input type="checkbox"/> angrily | c <input type="checkbox"/> cutely     | d <input type="checkbox"/> badly  |
| e <input type="checkbox"/> cute | f <input type="checkbox"/> early   | g <input type="checkbox"/> faithfully | h <input type="checkbox"/> spotty |



# Adverbs in context

Read the passage and answer the questions.

Circle the **adverb** that tells **where** Nick looked for the stone.

Put a **box** around the **adverb** that tells **how** the stone gleamed.

## THE STONE

Nic looked everywhere for the magic stone. Finally he spotted something gleaming faintly among the weeds. He bent down for a closer look. It was the stone! Carefully he placed it in his shoulder bag. He would return it to the wizard tomorrow.

In each sentence, find the adverb. Circle your answer.

1 Finally he spotted something gleaming among the weeds.

- a Finally      b spotted      c gleaming      d weeds

2 He bent down for a closer look.

- a bent      b down      c closer      d look

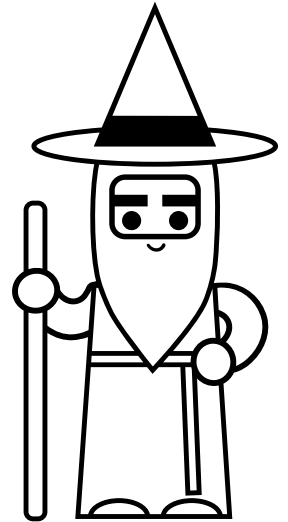
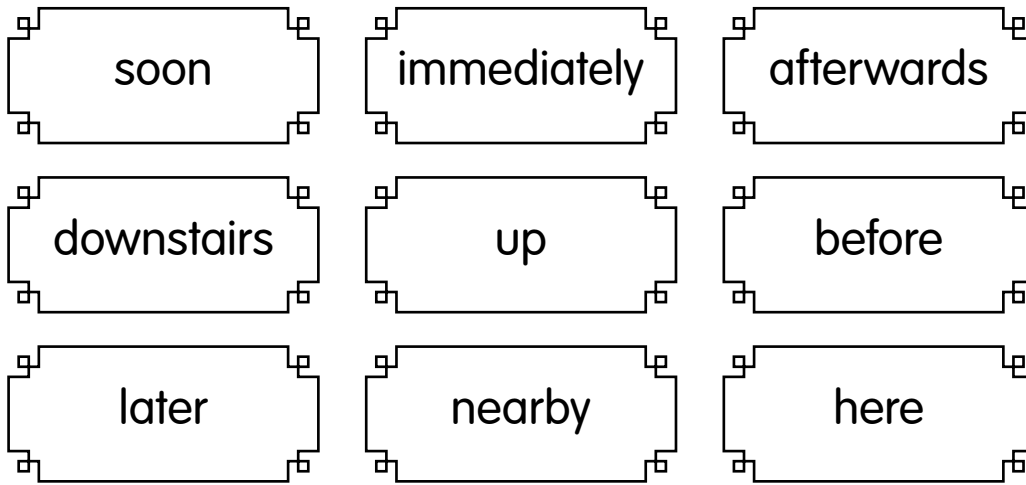
3 Carefully he placed it in his shoulder bag.

- a Carefully      b placed      c it      d shoulder

4 He would return it tomorrow.

- a would      b return      c he      d tomorrow

## 5 Colour the WHEN adverbs blue, and the WHERE adverbs red.



## 6 Write the words in bold correctly.

I finished my chores **quick**.

quickly

a The wizards fought **brave**.

b The guest spoke **kind** to the class.

c He looked **nervous** at the wizard.

d She wrote the sentences **neat**.

e He answered the question **incorrect**.

f The fairies greeted us **polite**.

## 7 Think of some adverbs to complete the text about the wizard.

Wilfred the Wise, Wizard of the West, looked \_\_\_\_\_

at Nic. "You have acted \_\_\_\_\_, young Nic. I will

\_\_\_\_\_ teach you how to be a junior wizard.

Our lessons begin \_\_\_\_\_!"



# Noun groups

A **noun group** is a group of words built around a main noun. All the words in the group give information about the main noun. For example:

*my **book**      a small grey **bird***

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

a his pencil

b an ant

c the big tree

d a grey koala

e my new friend

f their tickets

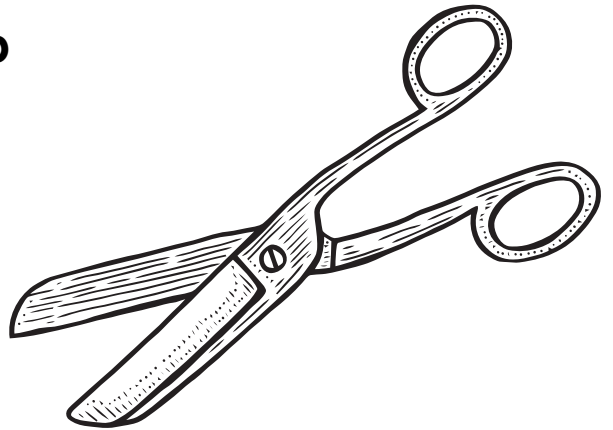
2 **Fill in the nouns.**

a



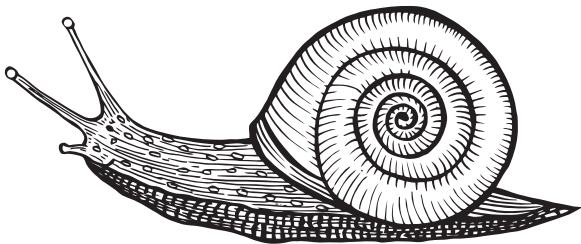
a comfortable \_\_\_\_\_

b



the sharp \_\_\_\_\_

c



a garden \_\_\_\_\_

d



a pretty \_\_\_\_\_

## 3 Add information to the following noun groups.

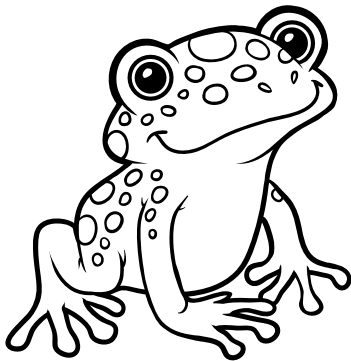
a



a

dog

b



the

frog

c



her



hair

## 4 Make a noun group with the following words.

wonderful

my

bike

blue

# Noun groups in context

Read the passage and answer the questions.

Circle the  
**noun group**  
in which *lion* is  
the main word.

Put a  box  
around  
the **noun**  
**group** in which  
*mouse* is the  
main word.

## The Lion and the Mouse

There was once a mighty lion.

One day, the lion fell asleep

under a tree. A tiny mouse

ran across his nose. His eyes

sprung open. The lion trapped

the mouse under his paw!

1 Tick ✓ the noun groups.

a ☐ There was once

b ☐ ran across

c ☐ trapped the mouse

d ☐ the lion

e ☐ fell asleep

f ☐ his nose

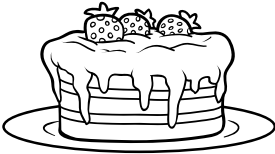
g ☐ sprung open

h ☐ his paw

2 Add words to make a longer noun group.

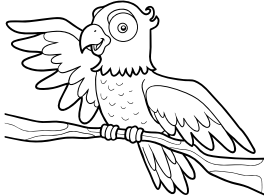
a			tree
---	--	--	------

3 Describe each picture with a noun group. Underline the noun.



a delicious strawberry cake

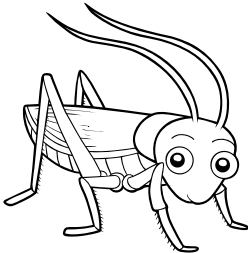
a



\_\_\_\_\_

\_\_\_\_\_

b



\_\_\_\_\_

\_\_\_\_\_

c



\_\_\_\_\_

\_\_\_\_\_

d



\_\_\_\_\_

\_\_\_\_\_

4 Complete each sentence with a noun group. Use the pictures to help you.

a He has a



\_\_\_\_\_.

b The animal has



\_\_\_\_\_.

c She owns



\_\_\_\_\_.

# Adverb groups

**Adverbs** give information about other words. They tell when, where or how we do things. An **adverb group** is a group of words that does the job of an adverb. For example:

They **walked** to school.

## 1 Do the underlined groups of words tell you WHERE, WHEN or HOW?

- a The bus arrived on time. \_\_\_\_\_
- b I fell asleep in the car. \_\_\_\_\_
- c The school bell rang ten minutes ago. \_\_\_\_\_
- d She cut the apple with a sharp knife. \_\_\_\_\_
- e The dogs raced through the park. \_\_\_\_\_

## 2 Choose a word from the box to complete each adverb group.

at   to   with   on   down   by

- a I cut the rope \_\_\_\_\_ a knife.
- b My grandparents arrived \_\_\_\_\_ car.
- c The sun will rise \_\_\_\_\_ six o'clock.
- d The children rolled \_\_\_\_\_ the hill.
- e We are going \_\_\_\_\_ the pool.
- f I am going to visit them \_\_\_\_\_ Sunday.

## 3 Draw a line to connect each beginning to an adverb group.

- |   |                      |                    |
|---|----------------------|--------------------|
| a | She popped the lolly | around the corner. |
| b | Put the books        | very fast.         |
| c | Their plane arrives  | away now.          |
| d | My dog can run       | in her mouth.      |
| e | My friend lives      | this afternoon.    |

## 4 Look at the groups of words below. Three of them can finish the sentence at the bottom of the page. Which ones? **Circle** your answers.

to the shop

at school

next year

this morning

slightly chocolate

with my new paints

very loudly

I painted the picture \_\_\_\_\_.



# Simple sentences

---

A **sentence** is a group of words that makes sense by itself. For example:

*Jake kicked a goal.*

A **simple sentence** has one **subject** (the person or thing that the sentence is about) and one **verb** (what is happening).

---

1 Tick ✓ the sentences.

- a ☐ The penguins are diving into the water.
- b ☐ Lola left her lunchbox at school.
- c ☐ with my friends
- d ☐ for the second time this month
- e ☐ My brother borrowed my game.
- f ☐ Everyone cheered for the team.
- g ☐ trees in the park



---

2 Draw a **circle** around the subject of each sentence. The subject is who or what the sentence is about.


- |                           |                        |
|---------------------------|------------------------|
| a Horses eat hay.         | b Felix jumps high.    |
| c Dad runs every morning. | d My dog barks a lot.  |
| e The bed is soft.        | f The mountain is big. |
| g Snakes have scales.     | h Ava lives next door. |


**3 A verb shows what is happening. Complete each sentence with a verb from the box.**

has played practises flies are milks

- a** The farmer \_\_\_\_\_ her cows.
- b** The children \_\_\_\_\_ basketball.
- c** The band \_\_\_\_\_ a new song.
- d** My friend \_\_\_\_\_ four sisters.
- e** The pencils \_\_\_\_\_ under your desk.
- f** The plane \_\_\_\_\_ above the clouds.

**4 Write a sentence that tells what each person is doing.**

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

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

**5 Write an ending to this sentence.**

One day I \_\_\_\_\_  
 \_\_\_\_\_



# Questions and statements

---

A **question** is an **asking sentence**. It starts with a capital letter and ends with a question mark. For example:

*What is your name?*

A **statement** is a **telling sentence**. For example:

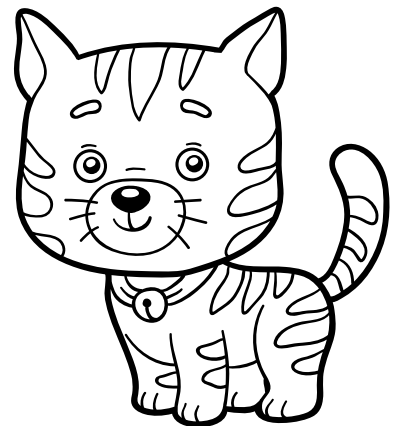
*My name is Olly.*

It starts with a capital letter and ends with a full stop.

---

**1 Write Q in the box for the questions. Write S in the box for the statements.**

- a ☐ I live near the park.
- b ☐ When is your birthday?
- c ☐ Is it raining?
- d ☐ I saw my uncle at the shops.
- e ☐ We have a striped, grey cat.



**2 Write an answer to each question.**

- a What is your favourite food?

My \_\_\_\_\_

- b How many fives are there in ten?

There \_\_\_\_\_

\_\_\_\_\_

### 3 Write a question to match each statement.

*Statement:* The children are at the park.

*Question:* Where are the children?

**a** *Statement:* They are leaving soon.

*Question:* \_\_\_\_\_

\_\_\_\_\_

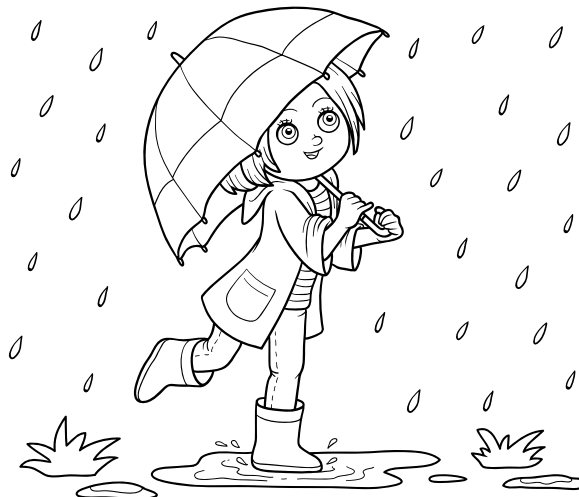
**b** *Statement:* He has an apple and two sandwiches.

*Question:* \_\_\_\_\_

\_\_\_\_\_

### 4 Draw lines to match the questions and statements.

- |                                      |                         |
|--------------------------------------|-------------------------|
| <b>a</b> What time is it now?        | He has black hair.      |
| <b>b</b> Is it still raining?        | I think it was Mum.     |
| <b>c</b> Why are you so angry?       | It is pouring down.     |
| <b>d</b> What colour is Greg's hair? | My sister took my turn. |
| <b>e</b> Who turned out the lights?  | It is five o'clock.     |



# Requests and commands

A **request** is a sentence that asks someone for something. It starts with a capital letter and ends with a full stop or question mark. For example:

*Please pass the ruler.    Would you please pass the ruler?*

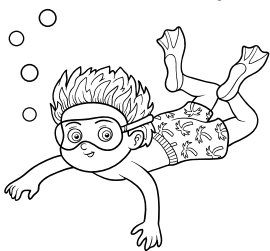
A **command** is a sentence that gives an order. It starts with a capital letter and ends with a full stop or an exclamation mark. For example:

*Sit down.    Sit down now!*

**1 Write C in the box for the commands. Write R in the box for the requests.**

- a ☐ Can you show me how this works?
- b ☐ Please help me find my shoe.
- c ☐ Do not scribble in your books.
- d ☐ Run faster!
- e ☐ Could you lend me your pencil sharpener?
- f ☐ Line up outside the classroom.

**2 Write a request for the boy swimming.**



---

---

---

**3 Write a command for the girl in the carrot suit.**

---

---

---



## 4 Turn each order into a request.

*Stop talking.*

Please stop talking.

**a** Put these books on the table.

Please \_\_\_\_\_  
\_\_\_\_\_

**b** Take Patch for a walk.

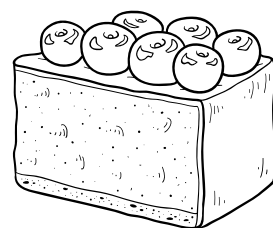
Can \_\_\_\_\_  
\_\_\_\_\_

**c** Turn off the tap.

Could \_\_\_\_\_  
\_\_\_\_\_

**d** Cut me a thick slice of cake.

Please \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## 5 Ask someone politely to pour you a glass of cold water.

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

# Sentences in context

Read the passage and answer the questions.

## The Surprise

"Please help me with this," said Louis.

"What do you want me to do?" asked Maddie.

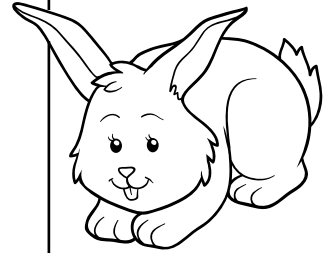
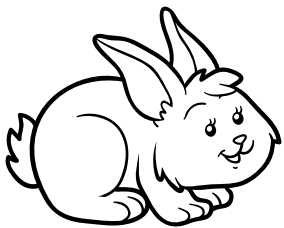
"Hold this," said Louis.

He handed Maddie a large wooden box with orange rabbits painted on it.

What does Louis request?  
**Underline** it.

Highlight Maddie's question.

What does Louis command?  
Colour it.



Draw a **box** around the statement.

1 Tick ☒ any sentence that is a statement.

a ☐ What's in the box?

b ☐ The box is closed.

c ☐ I am going to open the box.

d ☐ Is it heavy?

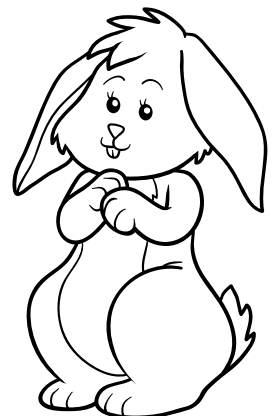
2 Write C in the box for the commands. Write R in the box for the requests.

a ☐ Please take off the lid.

b ☐ Look inside the box.

c ☐ Tell me what you see.

d ☐ Can you help me carry the box?



### 3 Imagine what happens in the rest of the story. Complete the statement to answer each question.

- a** What does Maddie see in the box?

Maddie sees \_\_\_\_\_  
\_\_\_\_\_

- b** Where does Maddie put the box?

Maddie puts \_\_\_\_\_  
\_\_\_\_\_

- c** Why does Maddie laugh?

Maddie laughs because \_\_\_\_\_  
\_\_\_\_\_

---

### 4 Turn the following requests into commands.

*Could you pass me that box?*

\_\_\_\_\_ Pass me that box. \_\_\_\_\_

- a** Please take off the wrapping.

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

- b** Can you hand me those scissors?

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

# Capital letters

---

Use a **capital letter**:

- at the beginning of a sentence. For example: *The sky is dark.*
  - for the pronoun I. For example: *Zoe and I got on the bus.*
  - for the names of specific people, places, days and months.  
For example: *Alex, Australia, Sunday, July.*
- 

## 1 Colour the words that need a capital letter.

tuesday

cloudy

december

charlie

uncle

month

## 2 Tick ✓ the sentences with correct punctuation.

- a ☐ they said I could help them.
- b ☐ My brother's name is harry.
- c ☐ My grandparents live in Queensland.
- d ☐ My favourite day of the week is friday.
- e ☐ We are going camping in september.



## 3 Circle the words that need a capital letter.

my cousin's name is oliver. he lives in hillside. on saturday my sister, abby, and I are going to visit him. i am older than oliver and abby. my birthday is in november and abby's birthday is in february. oliver turned 7 in june.

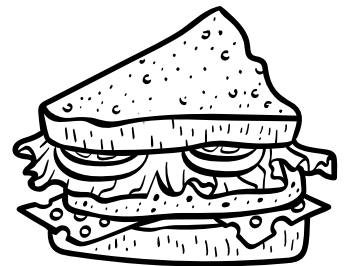
## 4 Rewrite the following sentences with correct punctuation.

a today i had a big sandwich for lunch.

---

---

---



b we are leaving on thursday.

---

---

c my mother was born in india.

---

---

d have you ever been to darwin?

---

---



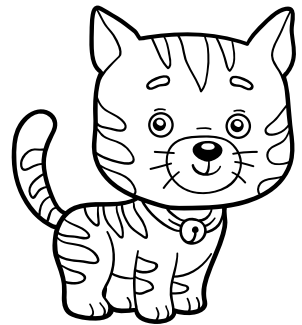
# Punctuating sentences

Every sentence starts with a **capital letter**. Sentences end with a **full stop**, a **question mark** or an **exclamation mark**. For example:

*The cat is sleeping.*

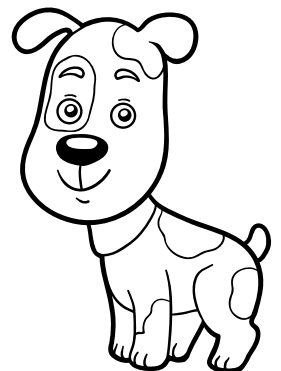
## 1 Underline the sentences that have the correct punctuation.

- a Tom rides his bike to school.
- b she pours the milk very carefully.
- c The hens are noisy this morning!
- d My cat loves to sit in the sun.
- e grandma likes sweet biscuits.
- f It is Rose's turn to hand out the books
- g The poster has fallen off the wall.



## 2 Write an ending for each sentence. Remember to finish with a punctuation mark.

- a My favourite colour \_\_\_\_\_
- b Wow, did you see \_\_\_\_\_
- c Freya is sitting on \_\_\_\_\_
- d I gave my Dad \_\_\_\_\_
- e The dog is \_\_\_\_\_  
\_\_\_\_\_



## 3 Write the following sentences with the correct punctuation.

a those shoes belong to my sister

---

---

b he took a pencil from the box

---

---

c did olivia put the books on the shelf

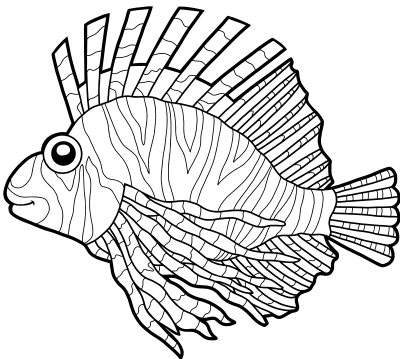
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## 4 Write a sentence about each picture.

a

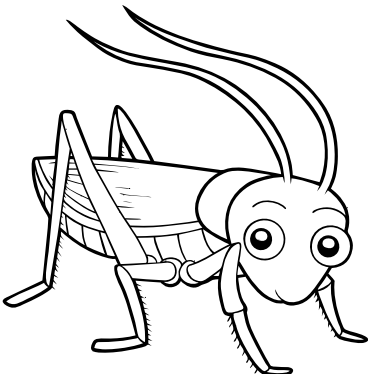


---

---

---

b



---

---

---

# Question marks and exclamation marks

---

A sentence that asks a question ends with a **question mark**. For example:

*Where are you going tomorrow?*

Sentences that show strong feelings or give commands often end with an **exclamation mark**. For example:

*I am so excited!      Come here at once!*

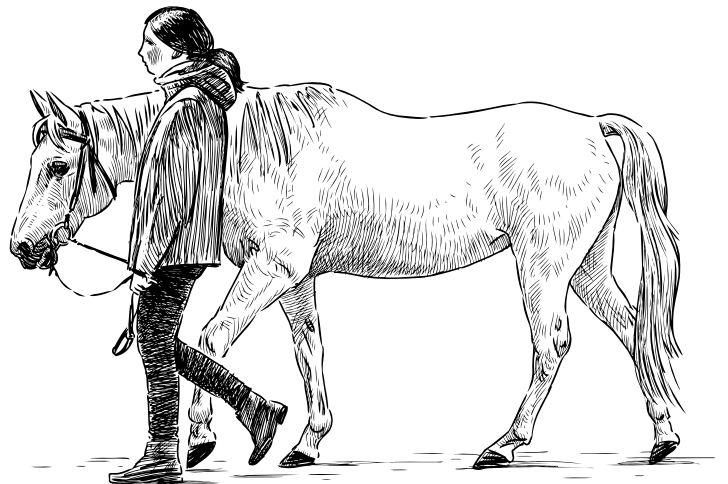
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**1 End each sentence with a question mark or an exclamation mark.**

- a** That pizza was delicious
  - b** How many legs does an insect have
  - c** Stop making so such noise
  - d** Where should I put these books
  - e** Keep away from the edge
- 

**2** **Circle** the sentences with the correct punctuation.

- a** Where are they?
- b** keep trying!
- c** Hurry up!
- d** What's your name!
- e** What is your pony's name?
- f** Be careful!
- g** when does it start?
- h** Stand still?



## Question marks and exclamation marks

### 3 Complete each command with a word from the box.

Remember the exclamation marks!

a Run \_\_\_\_\_

going away loudly

b Pull \_\_\_\_\_

harder drop careful

c Keep \_\_\_\_\_

far going sleep

d Write \_\_\_\_\_

softly left neatly

e Slow \_\_\_\_\_

down off steady

f Buckle \_\_\_\_\_

back ahead up

g Look \_\_\_\_\_

at here by

h Help \_\_\_\_\_

me then quiet

### 4 Rewrite each sentence with the correct punctuation.

a what is the time

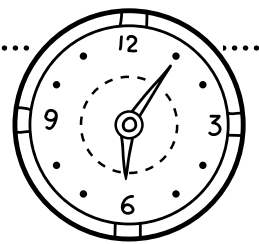
\_\_\_\_\_

b where is my book

\_\_\_\_\_

c why are you crying

\_\_\_\_\_



# Punctuation in context

Read the passage and answer the questions.

Circle the girl's name.

Draw a box around a full stop.

## FUNNY FACE

There is dog slobber all over the windows, the seats and Chloe.

"Stop the car!" yells Chloe.

"I can't sit with this dog any longer!"

Dad stops the car. "Do you want to change seats with your brother?" he asks.

Circle the exclamation marks.

Draw a box around the question mark.

1 In the first sentence, why does the word *There* have a capital letter? Tick ✓ the correct answer.

- a ☐ It is the name of a person.
- b ☐ It is the first word in the sentence.
- c ☐ It is the most important word in the sentence.

2 Write S next to the statement. Write Q next to the question. Write C next to the command.

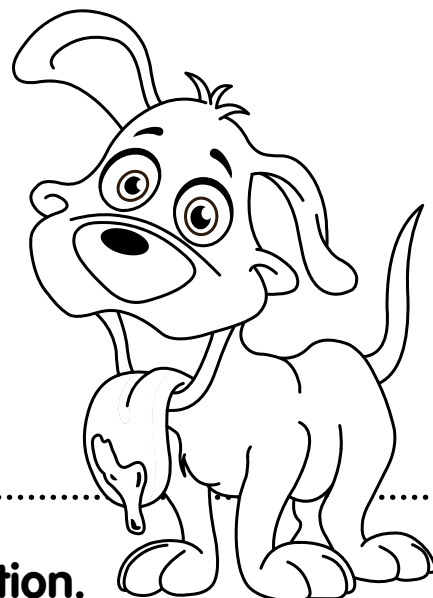
- a ☐ "Do you want to change seats with your brother?"
- b ☐ Dad stops the car.
- c ☐ "Stop the car!"

**3 What does each sentence need? Complete each sentence with a full stop (.), question mark (?) or an exclamation mark (!).**

- a Is the dog coming with us \_\_\_\_\_
- b My dog gives me big sloppy kisses \_\_\_\_\_
- c That's disgusting \_\_\_\_\_

**4 Tick ✓ any sentence that has correct punctuation.**

- a ☐ Mum buckles ben into his seat.
- b ☐ Stop that at once!
- c ☐ What a crazy dog?
- d ☐ What are you doing?
- e ☐ The dog is sitting next to Chloe.



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

- a ben and chloe swap seats

\_\_\_\_\_

\_\_\_\_\_

- b why is everyone giggling

\_\_\_\_\_

\_\_\_\_\_