

GRAMMAR

Student Book



My Name

Reading Eggspress Grammar Year 3 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

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

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

ACELA1479 – Understand that paragraphs are a key organisational feature of written texts

ACELA1480 – Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters

ACELA1481 – Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement

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

ACELA1484 – Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs



Common and proper nouns

Common nouns name general people, places and things. For example:

The **boy** took his **dog** down to the **river**.

Proper nouns name specific people, places, things, days and months.

Each word in a proper noun starts with a capital letter. For example:

Australia's first prime minister was **Sir Edmund Barton**.

On **Tuesday**, **Australia** plays **England** at the **Melbourne Cricket Ground**.

1 Sort the words.

beach

David Unaipon

museum

Europe

pilot

Cinderella

Australia

singer

library

Mr Chu

Mount Lofty

explorer

General people

Specific people

General places

Specific places

2 Underline the proper noun that isn't capitalised. Write the word correctly.

- a My uncle has just bought a ford.
- b The planet venus is in the Milky Way.
- c The prince's mother is queen Elizabeth.
- d John lives in Alice springs.
- e They climbed to the top of Cradle mountain.
- f There are many islands in the Mediterranean sea.

Common and proper nouns

3 Match the common and proper nouns. Write the matching pairs.

Common nouns	Proper nouns
city	Second Avenue
boy	Melbourne
explorer	Atlantic
film	J.K. Rowling
river	James Cook
street	Jack
author	Anna
country	Despicable Me
ocean	Mexico
girl	Nile

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

4 Which pair of words correctly completes this sentence?

My father's brother is my _____ John, and his sister is my _____ Ellie.

- a uncle, Aunt
- b uncle, aunt
- c Uncle, Aunt

5 Why does the word in bold start with a capital letter?

I gave the letter to **Doctor** Clarke.

- a to show that it is the name of a place
- b to show that it is someone's title
- c to show that it is someone's surname



Common and proper nouns in context

Use your knowledge of nouns to answer the following questions.

Read the passage.

Circle the name
of a country.

Put a **box**
around the
name of a public
holiday.

Colour the name
of a month.

Underline the
name of a city.

Symbols and Celebrations

Symbols and celebrations remind us about what is special about Australia. Labour Day is a public holiday to remember how people improved their working conditions.

In the early 1800s, Australians worked at least 60 hours each week. Stonemasons protested on 21 April 1856 in Melbourne. They put down their tools and marched to Parliament House. They carried banners that displayed "888" because they wanted eight hours each day for work, eight hours for family life, and eight hours for sleep.

Circle the answers to the following questions.

1 In the following sentence, identify the proper noun.

Symbols and celebrations remind us about what is special about Australia.

- a Symbols b celebrations c special d Australia

2 Which of the following words from the passage are proper nouns?

- a Stonemasons b holiday c April d Melbourne

3 In the following sentence, identify the common noun.

They put down their tools and marched to Parliament House.

- a tools b They c Parliament d House

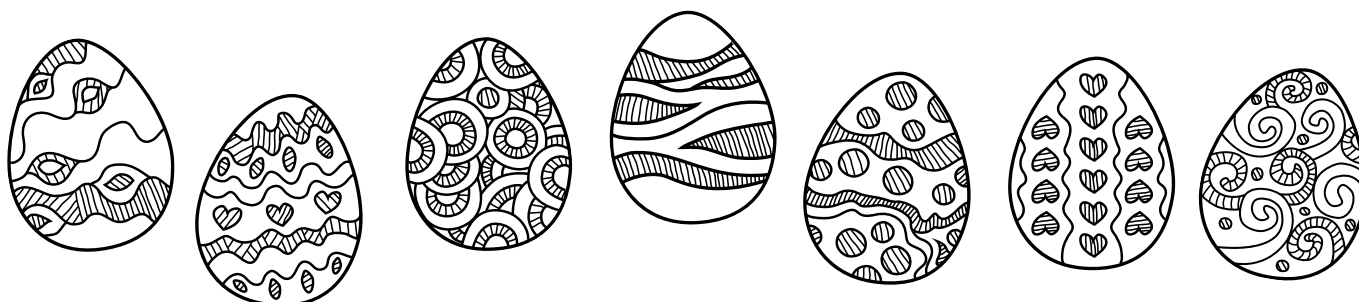
Common and proper nouns in context

4 Sort the words. Give the proper nouns capital letters.

halloween holiday april friday month celebration
brisbane elizabeth easter flag anthem statue

common nouns

proper nouns



5 In the following sentences, circle the words that need a capital letter.

- a Australians celebrate anzac day on april 25.
- b The anzacs fought at gallipoli, which is in turkey.
- c Australia's first prime minister was sir edmund barton.
- d The australian flag was first raised in melbourne in 1901.
- e the southern cross is a group of stars on the australian flag.
- f In january 1788, the first ships from great britain arrived in sydney cove.
- g The six australian states are queensland, new south wales, victoria, tasmania, south australia and western australia.

Abstract nouns

An abstract noun names a thought, quality or feeling.

We cannot see, hear or touch it. For example:

*Alexandra had a brilliant **idea**!*


*Theo thanked his grandparents for their **kindness**.*


1 **Circle** the abstract noun in each pair.

weakness legs	hope gift	love puppy	chocolate delight
sadness tears	princess beauty	length ruler	soldier pride
fun movie	tooth pain	bread hunger	happiness child

2 **Write the nouns in the correct box.**

pleasure enjoyment anger irritation contentment
annoyance displeasure satisfaction fury rage fun joy





3 **Complete each phrase with an abstract noun from the box.**

sweetness softness sourness hardness

- a** the _____ of fur **b** the _____ of a rock
c the _____ of honey **d** the _____ of a lemon

Abstract nouns

4 Find the matching pairs.

- | | | |
|---|-------------|------------|
| a | idea | wickedness |
| b | fun | anxiety |
| c | evil | knowledge |
| d | worry | thought |
| e | information | enjoyment |

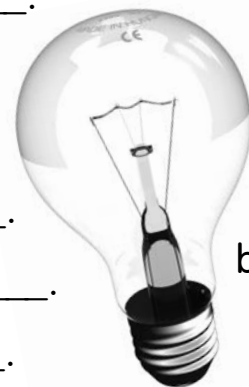
5 Join the parts to make abstract nouns.

- | | | |
|---|----------|------|
| a | friend | dom |
| b | child | ment |
| c | astonish | hood |
| d | bore | ness |
| e | sick | ship |

6 Change the word in bold to a noun.

If someone is:

- a **strong**, they have _____.
- b **healthy**, they have good _____.
- c **happy**, they have _____.
- d **curious**, they show _____.
- e **courageous**, they have _____.
- f **patient**, they have a lot of _____.
- g **imaginative**, they have _____.
- h **miserable**, they experience _____.
- i **celebrating**, they are having a _____.
- j **sympathetic**, they feel _____ for others.



bright

brightness

7 Circle the word that is wrong. Write it correctly.

- a He was rewarded for his loyal to the king.
- b She has been a disappoint to her coach.
- c I have great admire for carers.
- d I admire her for her dedicating to her work.
- e The guards treated the prisoners with cruel.
- f He has a fascinate for butterflies and moths.
- g People respect those who tell the true.

Abstract nouns in context

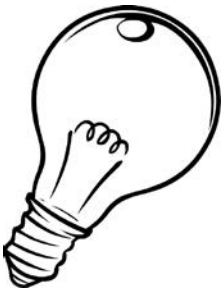
Use your knowledge of nouns to answer the following questions.

Read the passage.

Circle two things that homes provide.

Put a box around what homes provide in cold weather.

Underline three abstract nouns in the last paragraph.



Homes

A home provides shelter and safety. It may provide comfort in cold weather and hot weather. To do this in a natural way, the home should let in the sun's heat energy when it is needed, and keep it out when it's not needed.

Electricity makes homes more comfortable. Many homes received electricity in the early 1900s. It increased the sophistication of homes. The popularity of electric appliances increased. Electric ovens and heaters replaced gas and wood-burning stoves. Electricity also led to the invention of the telephone.

Answer the following questions.

1 In each pair, circle the abstract noun.

a sun goodness

b talent light bulb

c fire trust

d armchair comfort

e house safety

f patience vacuum cleaner

g invention telephone

h oven fact

2 In the following sentence, circle the abstract noun.

The coldness of an unheated home is miserable.

a miserable

b unheated

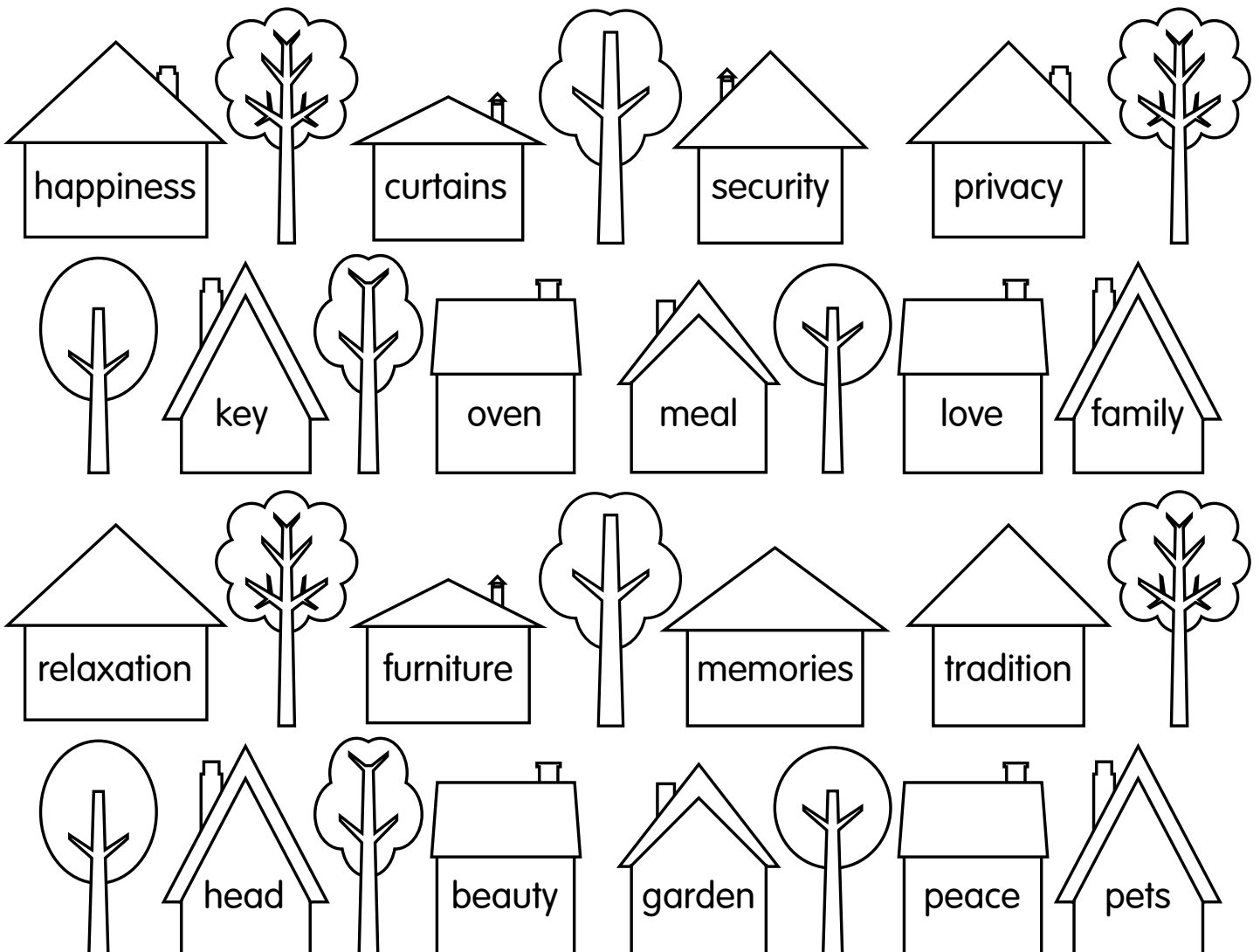
c coldness

Abstract nouns in context

3 Change the words in brackets to abstract nouns.

- a She gazed in (amaze) _____ at the big house.
- b A big house is not a sign of (succeed) _____.
- c My father showed us the house where he spent his (child) _____.
- d A television provides (entertain) _____ in a home.
- e To use the internet, homes need an internet (connect) _____.
- f Hidden (dangerous) _____ in a home can cause accidents.
- g There is a big (different) _____ between my room and my brother's!

4 Colour the abstract nouns blue and the common nouns red.



Personal pronouns

A pronoun stands in place of a noun. It means the noun doesn't need to be repeated. Personal pronouns stand in the place of people or things.

For example:

***Noah** is eating an ice cream. **He** loves the chunks of chocolate.*

***Ella** builds her science project. **She** plans what to do.*

1 **Circle** the personal pronoun in each cloud.

Myra she

he Ethan

children them

it bird

players we

parents they

Max I

Tina me

you William

us students

2 **Replace the underlined words with pronouns.**

Sarah dropped her pen on the floor. Ruby picked the pen _____
up and gave the pen _____ back to Sarah _____.
Sarah thanked Ruby. Sarah asked Ruby _____ if Ruby _____
_____ would like to sit next to Sarah _____.
Now Sarah and Ruby _____ are best friends!

3 **Circle** the word that is wrong. Write it correctly.

- a Last week us went to Melbourne. _____
- b Me put the books back on the shelf. _____
- c Her went running early this morning. _____
- d Last night him went to bed early. _____
- e I gave she some of my lunch. _____
- f Yesterday them finished their tasks. _____
- g I told he to do his best. _____
- h I saw they at the beach. _____
- i Rhys and me are going to the movies. _____
- j He helped I cut out the pictures. _____

4 One pronoun has been underlined. What noun does it replace?

- a “Will you make a cake?” Megan asked her mother. _____
- b Dad pointed to the boys and said. “They are making a raft.”

- c “Will you give me some help, please?” asked Sean. _____
- d “Let us build a castle,” Julia said to her friend. _____
- e Peng passed me the book and said, “Please put it where it belongs.”

- f Sonja and Oliver looked at the huge crowd. “There must be thousands of them,” Sonja gasped.

5 Complete each sentence with a pronoun.

- a Isabel and _____ worked on the project together.
- b When I saw the boy, I gave _____ the book.
- c My little sister wants me to read _____ a story.
- d She promised _____ a prize if we won.
- e They brought their lunches with _____.

6 Choose the pronoun that correctly completes the sentence.

Tom told Sienna not to rush, but _____ did not listen.

- a she
- b her
- c herself

7 Which pronoun can replace the underlined words?

I told the boys to eat their dinner.

- a they
- b him
- c them



Possessive pronouns

A possessive pronoun stands in place of a noun.

It shows possession or ownership.

For example:

Ivy built **Ivy's** model in a hurry. Ivy built **her** model in a hurry.

Logan rides **Logan's** bike in the driveway. Logan rides **his** bike in the driveway.

1 Complete each sentence with a pronoun from the box.

Use each pronoun once.

- a Sofia showed us _____ new pencils.
- b Gareth sold _____ paintings to a gallery.
- c He gave it to me, so now it is _____.
- d Is this scarf _____?
- e The farmers all have _____ own tractors.
- f _____ dog wags _____ tail when it sees us.
- g Why are you sitting in _____ room?

mine his
our yours
her my
their its

2 Complete the sentences.

If something belongs to ...

- a me, it is mine.
- b them, it is _____.
- c you, it is _____.
- d her, it is _____.
- e us, it is _____.
- f him, it is _____.

3 Which word correctly completes the sentence?

- a Kai gave the dog (it's, its) _____ dinner.
- b Ollie says that blue car is (your, yours) _____.
- c Jodie left (her, hers) _____ watch in the bathroom.
- d The house with the bright red door is (our, ours) _____.
- e Zara and I walked to (our, ours) _____ classroom.

4 Replace the nouns in brackets with possessive pronouns.

- a Hugo let me play with (Hugo's) _____ puppy.
- b The acrobats put (the acrobats') _____ trust in the safety net.
- c Our dog buried (our dog's) _____ bone in one of the flower beds.
- d Aiden blinked when the light shone in (Aiden's) _____ eyes.
- e Dad checked (Dad's) _____ watch as he waited for us.
- f At the zoo, we watched the tiger and (the tiger's) _____ cub play together.

5 What is the purpose of the word in bold?

Sasha's lunch box was in **her** bag.

- a to show that the lunch box belongs to Sasha
- b to show where Sasha's bag is
- c to show that the bag belongs to Sasha

6 Which word shows ownership in this sentence?

We told the Smiths they could park their car in the driveway.

- a Smiths
- b they
- c their

7 Which word stands in place of Mr Bailey in this sentence?

Mr Bailey took his children and their friends to the park.

- a children
- b his
- c their



Doing verbs

A **doing verb** shows that an action is happening. For example:

*They **jump** up and down on the trampoline.*

*Mia **dances** on Mondays, Thursdays and Saturdays.*

1 Fill in the verbs.

- a The seagulls _____ loudly.
- b The prisoner _____ from jail.
- c Rosie's mother _____ her hair.
- d The child _____ rubbish in the bin.
- e The boy _____ the paper into a ball.
- f The customer _____ the shopkeeper.
- g My dog _____ his tail.

escapes
crumples
pays
wags
brushes
puts
squawk

2 In each sentence, **circle** the word that shows what action is happening.

- a Marcus throws the ball.
- b Gina catches the ball.
- c Liam eats his dinner.
- d Chloe drinks her juice.
- e Elana drops the plate.
- f George collects the pieces.
- g The boys swim laps.
- h The girls climb trees.
- i The man drives the car.
- j The students ride their bikes.

3 Match the verb to the picture.

write jog dig



a _____

b _____

c _____

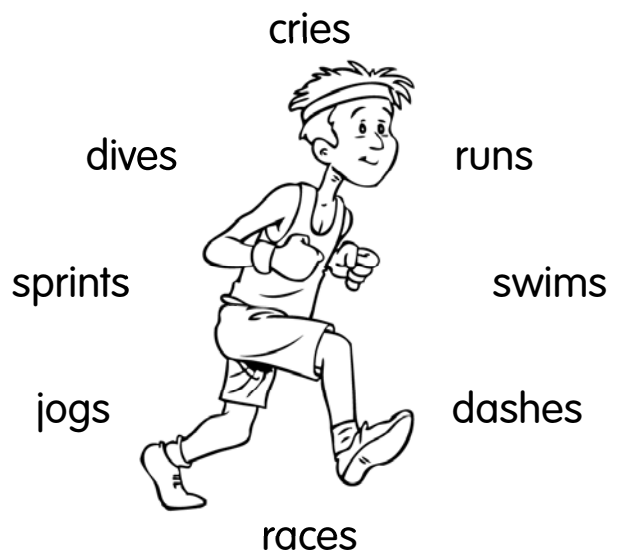
4 Complete the verbs.

- a Myra c _____ her mother on her mobile.
- b A postman d _____ i _____ r _____ the mail to our house.
- c The clouds g _____ h _____ before a storm.
- d Zac t _____ the pages as he reads.
- e The dogs l _____ their owners' hands.
- f The audience c _____ at the end of the show.
- g Jake always a _____ g _____ with his brother.
- h The light s _____ e _____ through the window.

5 Match the verbs.

- | | |
|----------|----------|
| a rains | sketch |
| b walk | doze |
| c draw | drizzles |
| d sleep | screams |
| e shouts | stroll |
| f cry | peers |
| g looks | protects |
| h chew | clean |
| i wash | munch |
| j guards | weep |

6 Circle the verbs that describe the action.



7 Choose the correct verb.

- a Jack and Jill (go, goes) _____ up the hill.
- b Humpty Dumpty (sit, sits) _____ on the wall.
- c Cinderella (dance, dances) _____ until midnight.
- d The three bears (find, finds) _____ Goldilocks in their house.
- e The door (open, opens) _____ when the thieves (say, says) _____ 'Open, Sesame'.

Relating verbs

Relating verbs tell us about what things *are* and what things *have*. They link bits of information in a sentence. For example:

*They **are** in the garden. She **is** friendly. I **have** a dog.*

List of relating verbs:

am is are was were be being been have has had

Note: *be, being* and *been* can only be used with another verb.

*I **have been** to China.*

1 Circle the verb that correctly completes the sentence.

- a I smile when I (is, am) happy.
- b The little girl is (be, being) friendly.
- c The children (is, are) in the hall.
- d My parents (was, were) very proud of me.
- e I saw them when I (was, were) at the shop.
- f The child (have, has) lots of toys.
- g The boys (have, has) matching shoes.
- h My friend (have, had) two ice-creams for breakfast!



2 Match the sentence to the picture.

a



b



c

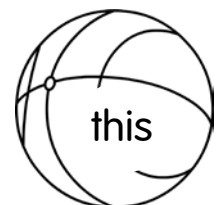
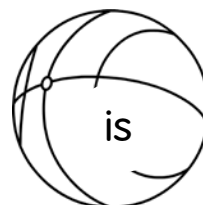
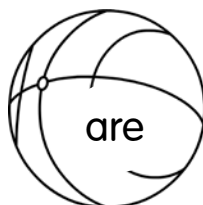
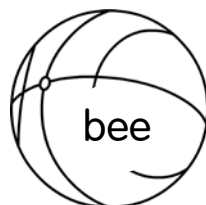
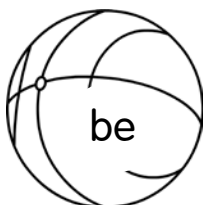


d I have an itch.

e She has a bucket.

f He has a bike.

3 Colour the balls with verbs on them.



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

- a This _____ a kangaroo.
- b Last week my puppy _____ sick.
- c These _____ elephants.
- d I _____ a drummer.
- e Yesterday the kittens _____ naughty.



5 Complete the following sentences with *have*, *has* or *had*.

- a A tree _____ branches and leaves.
- b Birds _____ feathers, beaks and wings.
- c Yesterday I _____ pizza for dinner.

6 Highlight the relating verbs hiding in each word.

fish

answered

share

wash

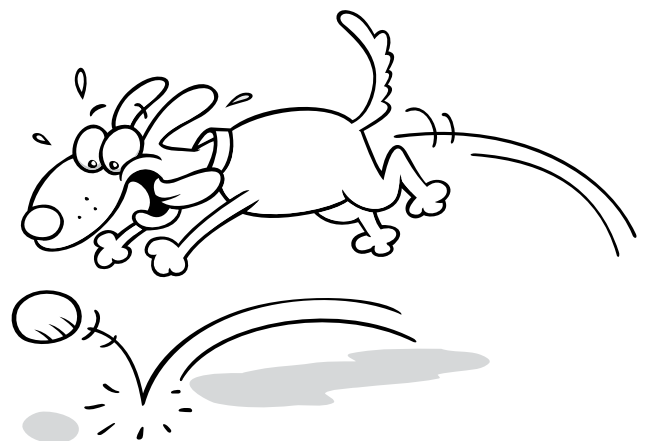
flame

robe

shave

chase

shade



Auxiliary (helping) verbs

Auxiliary verbs are also called **helping verbs**—they help other verbs do their work, such as saying when something happened. They come before the main verb.

For example: *He jumps. He **is** jumping. He **was** jumping.*

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

- a I _____ heard the news.
- b We _____ going to the party.
- c He _____ not know who I am.
- d It _____ raining when we left.
- e I _____ doing my homework.
- f She _____ finished her breakfast.
- g He _____ brushing his teeth.

am is are was
has have does



2 Colour the incorrect word. Write it correctly.

- a My mother are speaking to my teacher. _____
- b I has just seen my friend drive past. _____
- c I are drinking a glass of milk. _____
- d Maya do not hear what I said. _____
- e Adam have left his book at home. _____
- f The bees was buzzing about the hive. _____
- g The children does not know their work. _____

3 Fit the helping verbs below into the spaces.

were did have do was am

	o
a	

	i	
w		

		r	
	a		

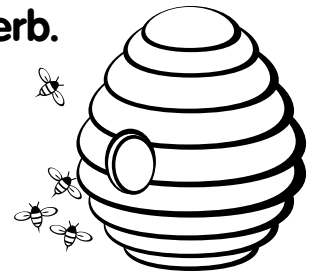
Auxiliary (helping) verbs

4 Choose the right verb.

- a The bird (is/are) _____ singing in the tree.
- b The horses (is/are) _____ grazing.
- c My friend (has/have) _____ gone to the swimming pool.
- d Our neighbours (has/have) _____ planted more trees.
- e My older brother (was/were) _____ playing tennis.
- f The passengers (was/were) _____ taking their seats.

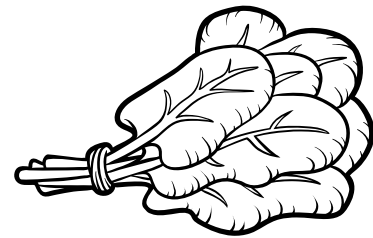
5 Match the beginnings and endings. **Circle** the helping verb.

- a The bees is grunting.
- b The pig were quacking.
- c The ducks are buzzing.



6 Do, does or did?

- a She _____ not have a dog now
- b I _____ not like spinach.
- c I _____ not see him yesterday.



7 Sort the actions.

were jumping am cooking is eating had bought
are drawing does work do care have made did try

In the present

In the past was reading

Saying and sensing verbs

Saying verbs show how we speak and make sounds. For example:

She **said**. He **whispered**.

Sensing verbs show what's happening in our minds. They describe what we think, feel and sense. For example:

Edie **likes** softball. Ahmed **heard** the thunder.

1 Fill in the gaps with a verb from the box.

- a "What is that?" _____ Jarred.
- b Zoe _____ how to spell the words.
- c Simon _____ a bicycle for his birthday.
- d "Watch out!" _____ Mr Rivera.
- e They _____ we should leave now.
- f The children _____ seeing the animals.
- g He _____ all the questions.

wants
think
knows
answered
asked
enjoyed
yelled

2 Sort the words.

thought wished replied guessed heard
announced shouted hated saw

Saying verbs

Thinking verbs

Feeling verbs

3 Circle the saying verbs and underline the thinking verbs.

- a He shouted to get attention.
- b She believes she is right.
- c They guessed the score.
- d We said they could help us.
- e I suppose that's alright.
- f I wonder whose book this is.

4 Match the words that have similar meanings.

- a screamed _____
- b like _____
- c dislike _____
- d wish _____
- e question _____
- f mutter _____

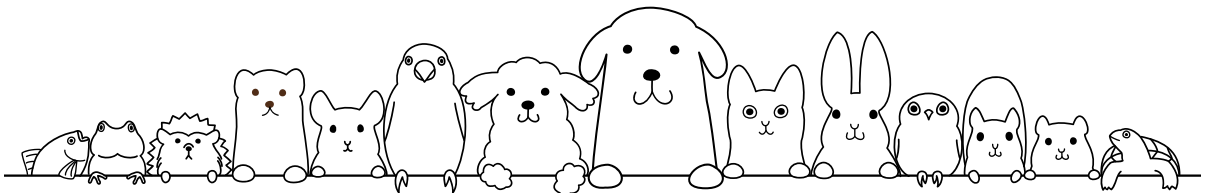
hate
murmur
ask
shrieked
enjoy
hope

5 Circle the correct verb in brackets.

- a She (says, say) there's a monster under her bed.
- b "I wish it would stop raining," (moan, moaned) Marie.
- c "What an amazing sunset!" (exclaim, exclaimed) Rupert.
- d The principal (announce, announced) the results at assembly.
- e The book (describes, describe) how people lived a hundred years ago.

6 Is the underlined word a *saying* or *sensing* verb?

- a Levi understands what he has to do. _____
- b "Come over here!" called Mr Malouf. _____
- c I remember putting the keys on the table. _____
- d "I adore my grandparents," said Myra. _____
- e Jamie knows the poem by heart. _____
- f I wonder where I left my school bag. _____
- g She estimated how many there were. _____
- h Maddy loves all of her pets. _____



Modal verbs

Modal verbs are helping verbs that show if something is possible, certain or necessary. For example:

*I **might** go (It's possible) I **will** go (It's certain) I **must** go (It's necessary)*

1 Do the underlined verbs show something *certain* or *possible*?

- a I can ride a bike. _____
- b I will tidy my room. _____
- c I may go to the beach tomorrow. _____
- d I won't forget to lock the door. _____
- e I might read my book later. _____
- f This might not be their house. _____
- g My baby sister can't walk yet. _____



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

Use each word once.

won't will must might can't

- a I _____ enter the competition; I'm not sure.
- b I promise I _____ let you down.
- c I _____ definitely be home by four o'clock.
- d Humans _____ survive without water.
- e You _____ hurry if you want to get there on time.

3 **Circle** the correct word in brackets to make the statements true.

- a A possible action: He (might, will) be waiting for me.
- b A necessary action: She (may, must) catch the bus.
- c A certain action: My brother (won't, may not) help me.
- d A possible action: We (will, may) play another game.

4 Fit the verbs into the boxes.

can could may might must
shall should will would

h

n

a

m

l

u

w

u

l

5 Choose the verb that correctly completes each sentence.

They _____ be coming to the party.

- a** might **b** are **c** was **d** is

He _____ be at the game tonight.

- a** ought **b** have **c** will **d** try

Sam _____ eat anything with nuts in it.

- a** was **b** are **c** do **d** can't

He _____ to be here by now.

- a** ought **b** can **c** will **d** won't

They _____ be finished soon.

- a** should **b** are **c** were **d** has

6 We might have a picnic in the park tomorrow.

Which sentence is closest in meaning to the one above?

- a** We will definitely have a picnic in the park tomorrow.
b It is possible we will have a picnic in the park tomorrow.
c We are going to have a picnic in the park tomorrow.

Adjectives

Adjectives describe people, places or things. They add details to nouns and pronouns. For example:

The **cute little** kitten chased the **young** boy.

The **giant, savage** tiger chased the **frightened** ranger.

1 Circle the adjectives that can describe an elephant.

huge

small

grey

enormous

shiny

big

wrinkly

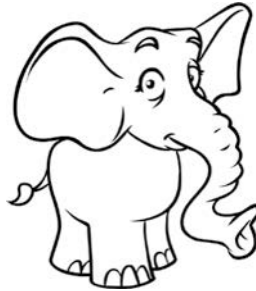
magnificent

blue

heavy

large

smart



2 Complete each sentence with an adjective from the box.

angry six black hot delicious

- a I like to swim on _____ days.
- b My friend has a _____ cat.
- c There are _____ eggs in the carton.
- d My dad bakes _____ pies.
- e I was _____ when I saw the result.



3 Write the adjectives under the correct heading.

blue twelve brown bitter sweet
twenty purple seven spicy

How many?

What colour?

What taste?

4 Complete the table.

deafening	embarrassed	round	straight
enormous	thunderous	lonely	small
curved	large	noisy	calm
loud	tiny	confused	square

feelings	shapes	size	sound
sad	crooked	huge	quiet

5 An adjective can show who something belongs to. They come before the noun. Choose a word from the box to show ownership. Remember to use a capital letter at the start of a sentence.

our my her his

- Red is the colour I like best. _____ favourite colour is red.
- The dog ate the girl's sandwich. It ate _____ sandwich.
- We couldn't go on the excursion. _____ excursion was cancelled.
- Ed went to football practice early. _____ team wants to win the final!

6 Fill in the adjectives.

freezing brown juicy large funny blue bad rich rotten

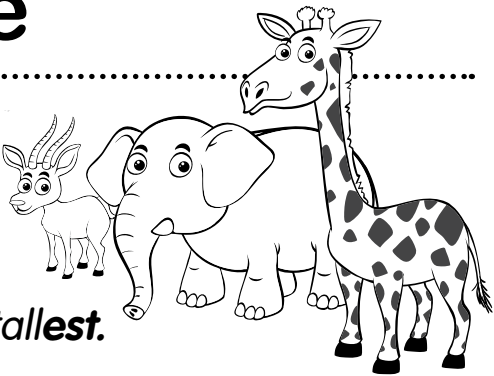
- The children laughed at the _____ clown.
- The _____ egg has a _____ smell.
- The _____ man lives in a _____ house.
- The water turned to ice in the _____ weather.
- Melissa has _____ hair and _____ eyes.
- We enjoyed eating the _____ oranges.

Adjectives that compare

Adjectives can be used to compare two or more nouns.
Add the suffixes **er** and **est** to the end of words.

For example:

The antelope is tall. The elephant is taller. The giraffe is tallest.



1 Add the suffixes er and est.

	er	est		er	est
small			fast		
loud			tall		
high			sweet		

2 Sort the words.

smaller	weakest	happier	sweetest	younger	straightest
scariest	angriest	higher	loosest	cuddlier	louder

Comparative adjectives	Superlative adjectives
Comparing two things	Comparing more than two

3 Find the word that correctly completes the sentence.

He is the _____ boy I know!

- a** luckiest **b** lucky **c** luckier **d** luckily

Adjectives that compare

4 Choose the word that correctly completes the sentence.

In the final, Tess was four seconds _____ than Hannah.

- a** quickly **b** quickest **c** quicker **d** quick

5 Write the adjective to complete each sentence.

a This kitten is much _____ than that one.
cute

b Blue whales are the _____ animals in the world.
large

c On our hike, we chose the _____ of the four tracks.
straight

d A lion is much _____ than an ostrich.
heavy

e Antarctica is the _____ continent on Earth.
dry

f Oranges are _____ than lemons.
sweet

g Alfie was the _____ giant the boy had ever seen.
angry



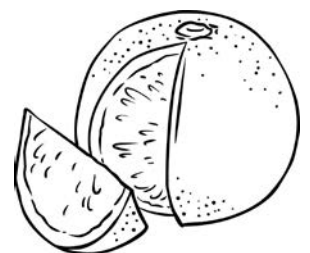
6 Which pair of words correctly completes each sentence?

The _____ of the two puppies is also the _____.

- a** bigger, stronger **b** biggest, stronger

The _____ oranges are also the _____.

- a** juiciest, sweeter **b** juiciest, sweetest



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 exercising.

People enjoy eating fresh spring fruits and vegetables after the cold winter.

Strawberries are sweet and juicy in spring.

In each sentence, find 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 exercise.

- a spring b mornings c up d exercise

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

big
icy
green
purple
deep



shady
small
leafy
tall
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 are (long, short).
- e People carry umbrellas if the weather is (clear, cloudy).

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

colourful

freezing

hungry

delicious

icy

tasty

bright

starving

8 **In the sentence, what is the purpose of the word sweet?**

In spring, the apples are sweet and juicy.

- a It shows what the apples taste like.
- b It shows what the apples smell like.
- c It shows what the apples look like.

9 **In the sentence, what is the purpose of the word wet?**

Dad told us not to sit on the wet grass.

- a It shows what the grass smells like.
- b It shows what the grass looks like.
- c It shows what the grass feels like.

Adverbs of time

Adverbs give information about verbs, adjectives or other adverbs.

Adverbs of time tell when something happens, how long it lasts or how often it happens. For example:

*I will see him **tomorrow**.*

*It happened **long ago**.*

*I waited **all day**.*

*We lived in New Zealand **for a year**.*

*I **sometimes** order sushi.*

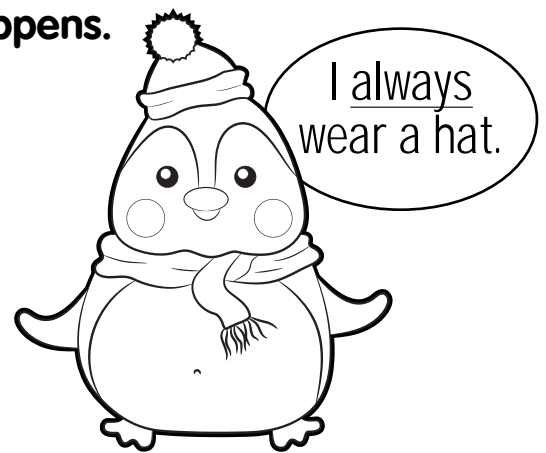
*We **always** go to the beach.*

*Anna **usually** wins at tennis.*

*I wonder what happened **next**.*

1 **Circle** the word that tells when something happens.

- a I woke up earlier.
- b They will be here later.
- c We should be home soon.
- d I am going to the movies tomorrow.
- e I immediately took him to the doctor.
- f He sometimes forgets to eat breakfast.



2 **Match the words that are opposite in meaning.**

earlier

always

after

last

often

first

later

sometimes

never

before

3 **Fill in the adverbs.** usually before never tomorrow sometimes always

- a I am going to my friend's house _____.
- b I have been there many times _____.
- c It's the best! We _____ have lots of fun.
- d _____ we go to the park, but
_____ we stay in his backyard.
- e When we are together, we _____ get bored!

4 Which word completes the sentence correctly?

Something that happens once every two weeks happens _____.

- a fortnightly
- b weekly
- c annually
- d daily

5 Which word does NOT complete the sentence correctly?

We _____ give food scraps to our dog.

- a ever
- b never
- c always
- d usually



6 Fill in the adverbs.

weekly tomorrow never sometimes immediately

- a Have you ever been to Disney World?

No, I have _____ been to Disney World.

- b How often does the newsletter come out?

The newsletter comes out _____.

- c When did you phone her parents?

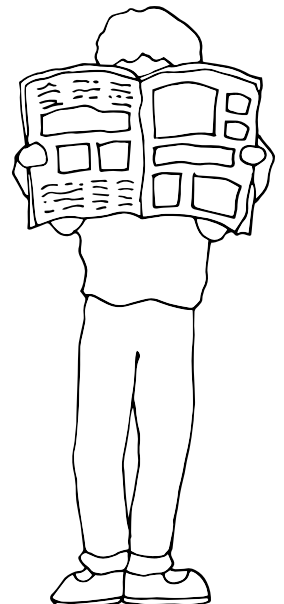
I phoned her parents _____.

- d Do you always catch a bus to school?

No, I only catch a bus to school _____.

- e When are you expecting your cousins to arrive?

We are expecting our cousins to arrive _____.



Adverbs in context

Use your knowledge of adverbs to answer the following questions.

Read the extract.

Underline the phrase that tells **for how long** people have been making boats.

Put a **box** around **when** people made simple canoes.

Highlight **when** people built sailboats.

Colour the **adverb of time** in the last sentence.

Boats

People have been making boats for thousands of years.

Long ago, people made simple canoes by carving out logs. They joined wooden or bamboo poles together to make rafts. They used paddles to move these boats.

Later, people built sailboats. Sails catch the wind and push the boat across the water. Sailboats are faster than boats with paddles.

Eventually steamboats replaced sailboats. Coal was burned to heat water. The steam from the water powered the boats.

Today ships are powered mainly by diesel or gas.

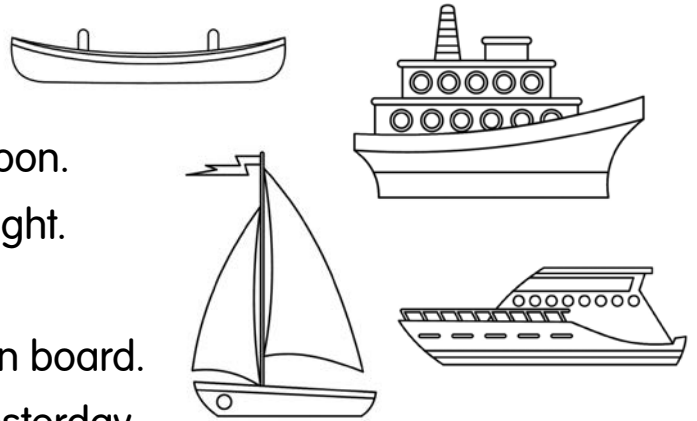
Circle the correct answer for each question.

In the following sentences, which word or phrase can replace the underlined adverb?

- 1 People have been making boats for thousands of years.
a for a few years b for a long time c for a short time d for many months
- 2 Long ago, people made simple canoes by carving out logs.
a In the future b These days c In the past d In a little while
- 3 Later, people built sailboats.
a Afterwards b Immediately c Always d Nowadays
- 4 Eventually steamboats replaced sailboats.
a In the past b After a while c In the present d At the moment
- 5 Today ships are powered mainly by diesel or gas.
a At that time b In future times c In those days d These days

6 In each sentence, **circle** the word that tells when something happens.

- a I am going sailing tomorrow.
- b I will put away the kayak later.
- c We will be boarding the cruise ship soon.
- d The ship will reach its destination tonight.
- e That is the yacht we sailed earlier.
- f We have finally been allowed to go on board.
- g They arrived back from their cruise yesterday.



7 Colour the word that correctly completes each sentence.

- a Have you _____ been on an oil tanker?
☐ soon ☐ before ☐ ever ☐ now
- b My brother _____ lets me go sailing with him.
☐ earlier ☐ sometimes ☐ later ☐ today
- c We _____ managed to start the engine on the boat.
☐ eventually ☐ daily ☐ last ☐ ever
- d The cruise ship is due to arrive _____.
☐ soon ☐ usually ☐ never ☐ earliest
- e _____ cruise ships could be even bigger.
☐ In the past ☐ Long ago ☐ In the future ☐ Every day

8 Complete each sentence with an adverb from the box.

always hourly yesterday often recently

- a The ferry departs _____.
- b I have _____ taken up sailing.
- c She has _____ watched ships entering the harbour.
- d _____ our class visited the Maritime Museum.
- e My father _____ wears a life jacket when he goes sailing.

Sentences

A **sentence** is a group of words that makes complete sense. It has a **subject** (who or what the sentence is about) and a **verb**. For example:

Jenny rides her bike to school.

*The **boy** jumps into the pool.*

1 Tick ✓ the sentences.

- a ☐ My sister sings in the choir.
- b ☐ is baking a cake for my birthday
- c ☐ left her backpack on the bus
- d ☐ The player kicked the ball into the goal.
- e ☐ The brave knight defended the castle.
- f ☐ are dipping their feet in the water
- g ☐ The children finished their lunch quickly.



2 Complete each sentence with a subject from the box.

The players Abby The leaves
Our dog Ben The stars The bees

- a _____ sleeps in a kennel.
- b _____ is eating his lunch.
- c _____ is tidying her room.
- d _____ shine brightly at night.
- e _____ are practising for the game.
- f _____ are buzzing about the hive.
- g _____ are falling from the trees.

3 Complete each sentence with a verb from the box.

eat bit is fixed dropped cheered read

- a My warm coat _____ in the cupboard.
- b The spectators _____ for their team.
- c I _____ breakfast at seven o'clock.
- d Mia _____ the eggs on the floor.
- e A mosquito _____ me on the arm.
- f The students _____ books in the library.
- g The plumber _____ the dripping tap.

4 **Circle** the subjects in these proverbs.

- a Practice makes perfect.
- b The early bird catches the worm.
- c Every dog has his day.
- d Walls have ears.
- e Too many cooks spoil the broth.
- f A cat has nine lives.
- g A picture paints a thousand words.
- h All cats are grey in the dark.
- i A new broom sweeps clean.
- j Pride comes before a fall.

5 Write a sentence about a friend.

Noun groups

A **noun group** (or phrase) is a group of words built around a main noun. It can include articles (a, an, the), pronouns, adjectives and other nouns. For example:

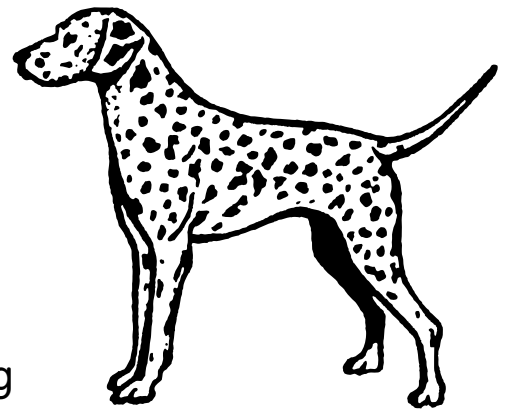
an enormous giant with a bushy black beard

a box of juicy yellow peaches

1 Complete these noun groups with words from the box.

on and of an several

- a a herd _____ elephants
- b _____ office in the city
- c the stain _____ his shirt
- d _____ little round buttons
- e a big black _____ white dog



2 Circle the main noun around which each noun group is built.

- a the excited children
- b the two old paintings
- c the big red balloon
- d some steaming hot soup
- e the delicious dessert
- f six noisy yellow ducklings
- g the biscuits in the jar
- h the gift from her cousin
- i the cupcake with pink icing
- j the wooden boat on the lake

3 Build noun groups around the following main nouns.

kitten my cute, fluffy kitten

- a tree _____
- b bicycle _____

4 Write sentences with the noun groups in question 3.

I like to play with my cute, fluffy kitten.

5 What part of speech is the underlined word in each noun group?

a a very funny hat

- ☐ noun ☐ verb ☐ adjective ☐ article

b a delicious chocolate cake

- ☐ noun ☐ article ☐ adjective ☐ pronoun

c her new party dress

- ☐ pronoun ☐ verb ☐ article ☐ noun

d a large flock of sheep

- ☐ adjective ☐ pronoun ☐ article ☐ noun

e a sharp kitchen knife from Japan

- ☐ proper noun ☐ article ☐ common noun ☐ adjective

6 Underline the longest noun group in each sentence.

a We saw two colourful birds sitting in the tree.

b The children jumped into the cool blue water.

c I lay on the grass and stared up at the enormous white clouds.

d To get to the house, we had to drive down an avenue of trees.

e She is wearing a sun hat with a wide brim.

Noun groups in context

Use your knowledge of noun groups to answer the following questions.

Read the extract.

In the underlined phrase, circle the noun.

In the underlined phrase, put a box around the adjectives.

In the underlined phrase, highlight the pronoun.

In the underlined phrase, colour the article.

Bengal Tigers

Some Bengal tigers live in the mangrove forests of India and Bangladesh.

Tigers hunt mammals such as wild boars. Bengal tigers also eat saltwater crabs and fish.

Tigers are quick and powerful hunters. They have soft foot pads that help them quietly stalk their prey. Their striped coats help them hide in the forest.

Bengal tigers are strong swimmers. They will attack prey while the animal swims or drinks.

Did you know that every tiger has a different pattern of stripes?

Circle the correct answer for each question.

In each sentence, identify the noun group.

- 1 Tigers are able to quietly stalk their prey.
a quietly stalk b are able c their prey d to quietly
- 2 Tigers are strong swimmers and will attack animals while they drink or swim.
a will attack b they drink or swim c strong swimmers d attack animals

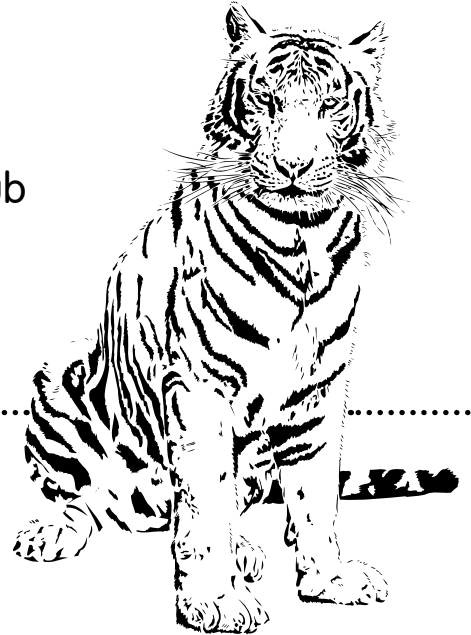
In each underlined phrase, identify the main noun.

- 3 A few Bengal tigers live in the mangrove forests of India and Bangladesh.
a Bengal b few c tigers d a
- 4 They have soft, spongy foot pads that help them quietly stalk their prey.
a foot b pads c soft d spongy
- 5 Did you know that the stripes on every tiger form a slightly different pattern?
a pattern b a c different d slightly

6 Complete each noun group with a word from the box.

smell a much of big

- a a large pride _____ lions
- b _____ tiger in the forest
- c a member of the _____ cats fan club
- d an excellent sense of _____
- e a _____ smaller cat



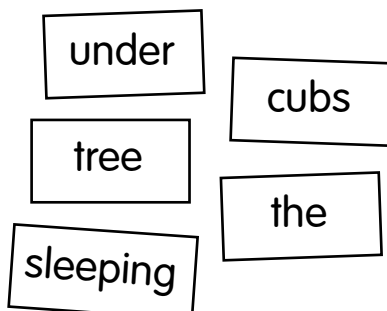
7 Underline the main noun of the noun group.

- a a different pattern of stripes
- b quick and powerful hunters
- c the mangrove forests of India and Bangladesh
- d the delicate balance of plants and animals in Indian environments

8 Each sentence contains two noun groups. Underline them.

- a We saw a baby cheetah at our local zoo.
- b The new movie is about some very funny cats.
- c The sleek white cat is sleeping on the old armchair.
- d Our next door neighbour found an abandoned kitten.
- e Lions are large, powerfully built cats that live on the African plains.

9 Build a noun group with the following words.



the lion

Prepositions

Prepositions relate one thing to another. For example: *the girl **on** the bicycle*

Prepositions come before nouns and pronouns. They help to show *when, where, how* and *why*. For example:

*I will meet you **at** midday. They travelled **by** train.*

*Aileen carried the luggage **for** them.*

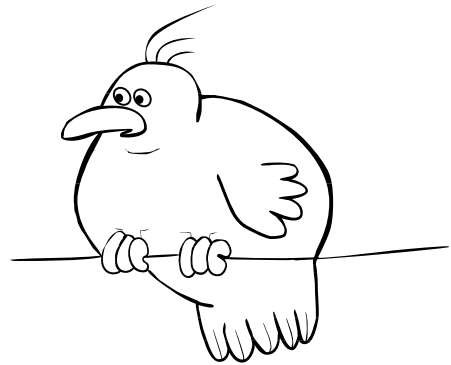
1 Does the underlined preposition show *when, where, how* or *why*?

- a I woke up before sunrise. _____
- b I have just come from the shops. _____
- c We should be home by six o'clock. _____
- d I immediately took him to the doctor. _____
- e She finished the job with cardboard and glue. _____
- f I made the card for her. _____

2 Match the prepositions that are opposite in meaning.

- | | |
|----------|---------|
| a before | above |
| b for | without |
| c under | after |
| d up | to |
| e with | against |
| f from | down |

3 Fill in the preposition.



The bird is sitting _____ the wire.

4 Fill in the prepositions.

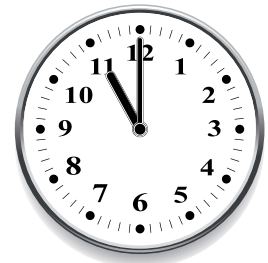
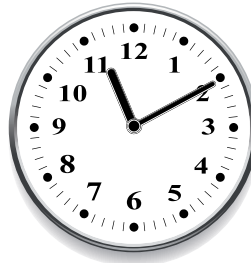
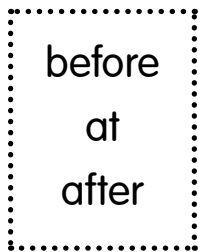
along up from in by with to

We travelled _____ the harbour _____ the little village _____
train. _____ the way, we saw green fields dotted _____ sheep
and cattle. Further _____ the hill were stone buildings. Some of
them lay _____ ruins.

5 Complete the prepositions.

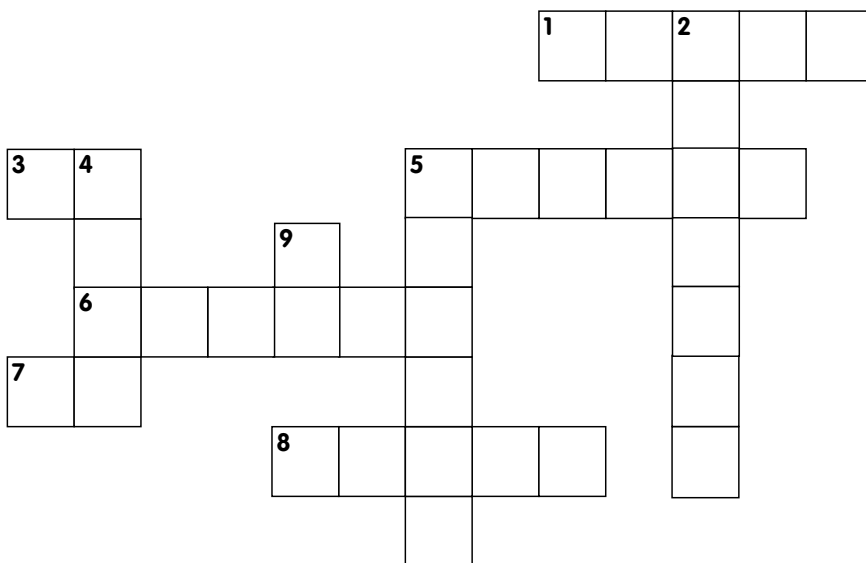
- a The ball is rolling d ____ the slope.
 b They showed us a ____ their home.
 c The soldiers are fighting a ____ the enemy.
 d She told us to wait o ____ the building.
 e They placed the bench b ____ the tree.
 f They told us not to talk d ____ the show.
 g Angelo is sitting b ____ Sam and Zoe.

6 Fill in the prepositions.



- a ____ 11 o'clock b ____ 11 o'clock c ____ 11 o'clock

7 Complete the crossword puzzle.



Across:

- 1 Six comes ____ five.
 3 I will meet you ____ the movies.
 5 Five comes ____ six.
 6 He walked ____ the road.
 7 The milk is ____ the fridge.
 8 They are sitting ____ an umbrella.

Down:

- 2 I saw him ____ the window.
 4 Your dog is bigger ____ mine.
 5 I sat ____ her on the bus.
 9 I am going ____ school.

Conjunctions

Conjunctions join sentences or parts of sentences. For example:

*Snakes and lizards are reptiles. I put the bag down because it was heavy.
I saw her when I went to the shops.*

Common conjunctions: *after although and as because before
but if or so unless until when while*

1 Complete each sentence with a conjunction from the list above.

- a Our team played well, _____ we didn't win.
- b You will hurt yourself _____ you're not careful.
- c I found my old toys _____ I was tidying up.
- d You will have to wait _____ your birthday.
- e She peeled the potatoes _____ I chopped the carrots.
- f I will take you to the house _____ you can see it for yourself.
- g I put an extra blanket on the bed _____ it was cold that night.

2 Match the clauses.

- | | |
|-------------------------|------------------------------|
| a I water the plants | as my old one was too small. |
| b We watched the sunset | until his bus arrived. |
| c I bought a new bike | when we go to the beach. |
| d We make sandcastles | so they won't die. |
| e I waited with him | because it was so beautiful. |

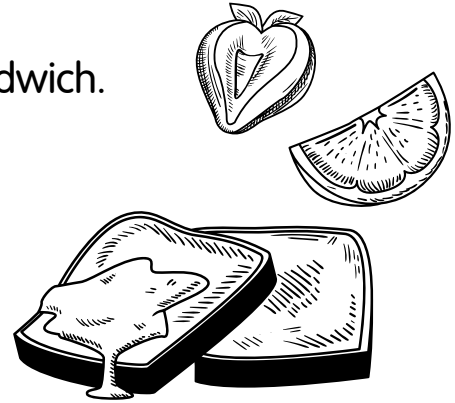
3 Replace the underlined conjunction with the correct one from the box.

because while so until

- a We can't go outside so it is raining. _____
- b The package arrived after we were away. _____
- c We waited outside because our teacher arrived. _____
- d We went to the library until we could exchange our books. _____

4 In each sentence **circle** the conjunction.

- a You can have cheese or chicken on your sandwich.
- b I had toast and Vegemite for breakfast.
- c I eat lots of fruit because it is good for me.
- d I saw him while I was waiting for the bus.
- e Although she likes dogs, she prefers cats.



5 Use the word in brackets to join the sentences.

- a Jack felt sick. He was at school. (while)

- b I washed the cup. It was dirty. (because)

- c I hung up my bag. I got to school. (when)

6 Complete each sentence.

- a I brushed my teeth after

- b I won't go unless

- c I couldn't finish my homework because



Conjunctions in context

Use your knowledge of conjunctions to answer the following questions.

Read the extract.

In this sentence,
circle the
conjunction.

Put a **box** around
the conjunction in
this line.

Highlight the
conjunction in
this line.

In this sentence,
underline
the conjunction.

Box Night News

That night all the neighbours gather in Dave's grandparents' backyard to watch television.

Everyone gathers around the small screen when the news comes on. Nana turns the volume right up so we can hear it over the cicadas.

"This afternoon a young girl went missing from Wattle Grove. Police, firemen and neighbours joined in the search, but it was a young lad by the name of Kevin and his dog Elvis who eventually found her asleep in a bush cave. The little girl was safe and well and was reunited with her family."

"That's me! That's me!" cries Julie when her picture appears.

Circle the correct answer for each question.

Choose the correct conjunction to fill each gap.

- 1 Everyone gathers around the small screen _____ the news comes on.
a or **b** when **c** so **d** but
- 2 Everyone can hear _____ Nana turns the volume right up.
a until **b** because **c** while **d** unless
- 3 Kevin _____ Elvis help the police find the little girl.
a or **b** so **c** but **d** and
- 4 Police, firemen and neighbours searched _____ they found the little girl.
a while **b** until **c** or **d** although
- 5 The little girl was sleeping, _____ Kevin and Elvis woke her up.
a or **b** if **c** but **d** because

6 Each sentence contains a conjunction. Circle it.

- a I can't watch television because I haven't finished my homework.
- b She turned up the volume, but I still couldn't hear.
- c The TV was too loud, so I asked him to turn down the volume.
- d I ate my sandwiches while I watched the news.
- e I like programs about animals and the environment.
- f He switched off the television when he went to bed.

7 In the following text, choose the correct word to fill each gap.

Police **(A)** firemen looked everywhere for the little girl, **(B)** they couldn't find her. They thought they would have a better chance **(C)** the search party was bigger, **(D)** they asked the neighbours to join them.

- | | | | |
|------------------------------------|------------------------------|--------------------------------|-----------------------------|
| A <input type="radio"/> but | <input type="radio"/> and | <input type="radio"/> because | <input type="radio"/> so |
| B <input type="radio"/> or | <input type="radio"/> unless | <input type="radio"/> so | <input type="radio"/> but |
| C <input type="radio"/> if | <input type="radio"/> but | <input type="radio"/> although | <input type="radio"/> until |
| D <input type="radio"/> but | <input type="radio"/> unless | <input type="radio"/> so | <input type="radio"/> or |

8 Complete the sentences.

- a Our TV is old and heavy, but _____
- b The neighbours joined in the search for the missing girl because _____
- c Elvis the dog started barking when _____
- d Dave's grandad moved the television outside so _____
- e Every Friday night the neighbours get together and _____

Clauses

A **clause** is a group of words with a **subject** (who or what the sentence is about) and a **verb**. A **main clause** makes sense on its own. A simple sentence has one main clause. For example:

***Lachlan** (subject) **runs** (verb).*

A **subordinate clause** does not make sense on its own. For example:

*because **his friend** (subject) **is sleeping** (verb)*

1 Complete each clause with a subject from the box.

our team Freya Rain
the lioness Mum the sun whales

- a _____ is ready for school now.
- b when _____ gets home from work
- c _____ licked its wounded paw.
- d until _____ rises any moment
- e _____ will reach the finals.
- f while _____ swim north for winter
- g _____ fell in soft waves.

2 Complete each clause with a verb from the box.

gathered cooked watched was
roared asked tripped

- a The fans _____ when the scores were even.
- b because his ticket _____ still on the bus
- c Dad _____ an early breakfast for us.
- d when she _____ and grazed her knee
- e Rabbits _____ in the paddock at dusk.
- f while they _____ a movie in the back room
- g The teacher _____ everyone to sit down.

3 Circle the verbs in these clauses.

- a My aunt sings in a choir.
- b while he bakes a cake for my birthday
- c when she left her phone on the bus
- d The player kicked the ball into the goal.
- e The brave lion defended her cubs.
- f before they dip their feet in the water
- g The children finished their project on time.



4 Build clauses with the words below.

- a when my friend I saw

- b sing The birds the trees. in

5 Write a simple sentence.

6 Circle the subject of each clause. Tick ✓ the box if the clause is a main clause (it makes sense on its own).

- a ☐ after Toby walked the dog
- b ☐ I watched my favourite movie three times in a row!
- c ☐ Jono cried.
- d ☐ while the sun sets over the mountains
- e ☐ Salt is added to the bowl last.

Clauses in context

Use your knowledge of **clauses** to answer the following questions.

Read the extract.

Sky and SeaSons

Nature changes through the seasons. Some animals hibernate during the colder months. They save their energy until spring brings more food.

Many plants flower in spring. Sheep have their lambs in late winter or early spring.

Animals and insects are active in summer. Vines and trees produce fruit.

Some trees change colour in autumn. They stop making green pigment in their leaves.

Colour what hibernates during the colder months.

Underline the clause that starts with until.

Put a **box** around what is active in summer.

Circle what happens to the colour of trees in autumn.

Circle the correct answer for each question.

In each clause, find the subject.

1 Sheep have their lambs in late winter or early spring.

- a** lambs **b** sheep **c** winter **d** spring

2 Vines and trees produce fruit.

- a** Vines **b** and **c** fruit **d** Vines and trees

In each clause, find the verb.

3 Animals and insects are active in summer.

- a** and **b** are **c** active **d** summer

4 Nature changes through the seasons.

- a** through **b** changes **c** the seasons **d** Nature

Compound sentences

A **compound sentence** has **two main clauses** joined by a **conjunction**.

For example: *Dogs can bark, **but** they can't talk.*

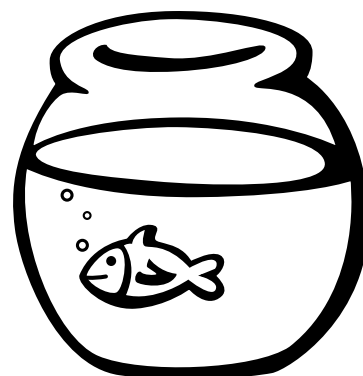
1 Complete each compound sentence with a conjunction from the list.

so but and or yet

- a Farmers grow crops, _____ pilots fly planes.
- b I have lost my ticket, _____ I can't go to the show.
- c She followed the recipe, _____ the cake was a flop.
- d He can fix the car himself, _____ he can call a mechanic.
- e I put an extra blanket on my bed, _____ I was still cold.

2 Circle the conjunction in each sentence.

- a A fish can swim, but it cannot walk.
- b The tap was leaking, so we called the plumber.
- c She doesn't like broccoli, yet she ate some anyway.
- d You can play tennis, or you can try basketball.
- e Ryan is a good actor and his sister is a good dancer.



3 Connect the parts that go together.

- | | | | |
|---|------------------------|-----|------------------------------|
| a | I don't like spinach, | and | you can vote for Janine. |
| b | He likes caramel | yet | I am taking him to the vet. |
| c | You can vote for Liam, | so | I have to eat it. |
| d | He is very fit, | but | he couldn't finish the race. |
| e | My dog is sick, | or | she likes chocolate. |

4 Write the two sentences as a compound sentence.

a Sasha is the new school captain. And everyone is pleased.

b Miranda watches television. But she doesn't like violent programs.

c You can catch the bus later. Or we can walk there now.

d Tom had never played before. Yet he kicked three goals!

5 Is it a simple sentence or a compound sentence?

a Mammoths lived millions of years ago.

b I made the tea and took it to my dad.

c The orange is sour, but the grapes are sweet.

d There were lots of people in the crowd.

e I can buy him a present, or I can give him money.

6 True or false?

a Compound sentences have more than one clause.

b Two main clauses can be joined with a conjunction.

c A main clause can stand on its own.

7 Underline the two main clauses.

a We can catch the train, or we can get the bus.

b I have already eaten dinner, so I am not hungry.

c Jayden has gone to the skate park, but he should be back soon.

d Grandma is knitting the scarf and Mum is making the skirt.

e They hadn't been there before, yet they knew their way around.

Compound sentences in context

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

Read the extract.

In this sentence,
circle two
conjunctions.

In this sentence,
highlight two
main clauses.

In the last sentence,
put a **box** around
the conjunction.

In the last sentence,
colour the main
clauses.

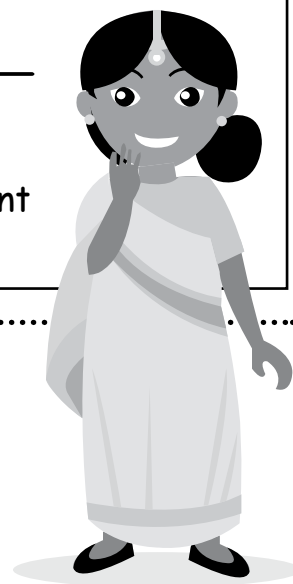
Goat Girl and Garden Boy

Anula was very busy, but she wrote a letter to her mother every week and gave it to Aunty Padma to post. She included a return envelope and stamp each time, but so far her mother had not written back.

Aunty Padma gave Anula money for her school lunches and pocket money for the weekend, but Anula didn't spend the money. She saved it for her bus fare home.

In the meantime, Anula worked hard at her English, music and tennis lessons. She barely had time each evening to slip out of the house with the computer under her arm to visit her pet goat, Beni, and her friend, Jegan.

Beni seemed content to remain in Jegan's room—until the day of the Spring Lawn Party. Aunty Padma had planned the party for months. She'd hired a caterer, and she'd invited all the important tea merchants.



Circle the correct answer for each question.

In each sentence, identify the conjunction.

- 1 Aunty Padma gave Anula money for her school lunches and pocket money for the weekend.
a for b her c and d the
- 2 Aunty Padma gave Anula money for her school lunches, but Anula didn't spend the money.
a for b but c didn't d the
- 3 Anula couldn't keep Beni in her room, so she asked Jegan to keep him.
a couldn't b so c she d to
- 4 Anula could practise her English, or she could play tennis.
a or b she c could d her
- 5 Aunty Padma had planned the party for months and everyone was looking forward to it.
a had b the c to d and

Compound sentences in context

6 Complete each sentence with a conjunction from the box.

so but and or

- a Anula could stay with Aunt Padma, _____ she could go home.
- b Aunt Padma wanted Anula to stay, _____ Anula wanted to leave.
- c Anula was worried about her goat, _____ she asked Jegan to help her.
- d Jegan kept the goat in his room _____ fed it vegetables from the garden.

7 In each sentence, underline the main clauses.

- a Beni had grown bigger, but he still fitted in the case.
- b Anula was feeling lonely, so she wrote to her mother.
- c Aunt Padma saw it all and then she fainted on the lawn.
- d The boy grabbed Beni and Beni bleated to complain.
- e Anula had enough money for two bus tickets, so Jegan could come too.
- f Aunt Padma posted Anula's letters home, but she kept the ones that came back.



8 In the following text, choose the correct word to fill each gap.

Anula didn't know if she should leave her little goat, Beni, at home, **A** if she should take him with her to Aunt Padma's. It would be easier to leave him at home, **B** she would miss him so much! She decided to put him in her suitcase **C** nobody would see him. She poked holes in the suitcase **D** put Beni on top of her clothes.

- | | | | |
|------------------------------------|---------------------------|---------------------------|---------------------------|
| A <input type="radio"/> but | <input type="radio"/> and | <input type="radio"/> or | <input type="radio"/> so |
| B <input type="radio"/> and | <input type="radio"/> or | <input type="radio"/> so | <input type="radio"/> but |
| C <input type="radio"/> so | <input type="radio"/> but | <input type="radio"/> and | <input type="radio"/> or |
| D <input type="radio"/> but | <input type="radio"/> and | <input type="radio"/> so | <input type="radio"/> or |

Complex sentences

A **clause** is a group of words with a **subject** and a **verb**.

A **main clause** makes sense on its own. For example:

I went to the party.

A **subordinate clause** does not make sense on its own. For example:

*I went to the party **because** she invited me.*

A **complex sentence** has one main clause and one or more subordinate clauses.

- 1 Subordinate clauses often start with a conjunction. Complete each sentence with a conjunction from the box. Underline the subordinate clause.

unless when if until because before

- a I saw a lion _____ I went to the zoo.
- b I eat lots of fruit _____ it is healthy.
- c I finished my work _____ the bell rang.
- d They played outside _____ it got dark.
- e They will make the finals _____ they keep winning games.
- f They won't let you in _____ you have a ticket.

- 2 Draw lines to match the main and subordinate clauses.

Circle the conjunctions.

Main clause

- a We ordered dessert
- b The baby is crying
- c I eat my breakfast
- d I walked to school
- e I make myself a snack

Subordinate clause

- before I brush my teeth.
- although it was raining.
- after we had eaten the main course.
- whenever I get hungry.
- because it is hungry.

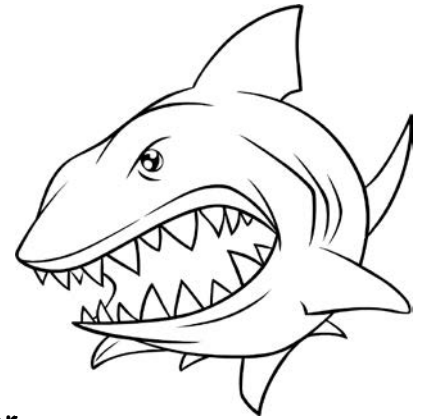


3 **Circle** the conjunction that correctly completes each sentence.

- a Ella screamed (when, if) Lily surprised her.
- b I waited under cover (unless, while) the rain pelted down.
- c I watched the plane (after, until) it finally disappeared.
- d The boys aren't twins (although, once) they look the same.
- e I dropped the box (before, because) it was heavy.

4 In each sentence, underline the main clause and put a box around the subordinate clause.

- a You can't come in until we are ready.
- b We had to hurry because we were late.
- c We played football while Dad cooked dinner.
- d I saw a shark when I went to the aquarium.
- e They will lose the game if they don't score soon.
- f She won't make it to the summit unless you help her.



5 Write endings for the following sentences.

- a I like this book because

- b I quickly ran away when

- c I will help you if

Subject–verb agreement

In a sentence, the form of the **verb** must agree with the number of its subject.

For example: **The girl** (singular) **kicks** the ball. **The girls** (plural) **kick** the ball.

The baby (singular) **is** very cute. **The babies** (plural) **are** very cute.

The kangaroo (singular) **has** a long tail. **The kangaroos** (plural) **have** long tails.

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

- a The leaf (fall, falls) to the ground.
- b The doors (creak, creaks) open.
- c The water (splash, splashes) on the floor.
- d Our journey (end, ends) at the next town.
- e The children (go, goes) to school every day.
- f That boy and girl (live, lives) next door.
- g The window (rattle, rattles) when the wind blows.
- h Thunder (rumble, rumbles) in the distance.



2 **Choose a verb from the box to complete each sentence.**

catch catches pick picks watch watches ride rides
hang hangs sparkle sparkles work works

- a She _____ flowers for her mother.
- b They _____ their bicycles to school.
- c He _____ the train into the city.
- d The women _____ together as a team.
- e The dew _____ in the sunshine.
- f We _____ the same programs.
- g Not all paintings _____ on the wall.

Subject-verb agreement

3 Change the verb so that it agrees with its subject.

- a The game belong to my brother.
- b The babies lies quietly in their cots.
- c The wind blow my umbrella inside out.
- d The artist paint beautiful portraits.
- e The farmer keep sheep and goats.
- f The tourists buys lots of souvenirs.
- g The bubbles sparkles in the sunlight.

4 Choose the correct sentence to write beneath each picture.

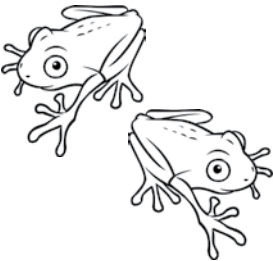
The horse neighs. The horses neigh.

The duck quacks. The ducks quack.

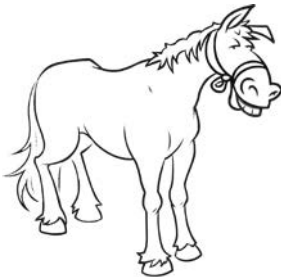
The seagull squawks. The seagulls squawk.

The frog croaks. The frogs croak.

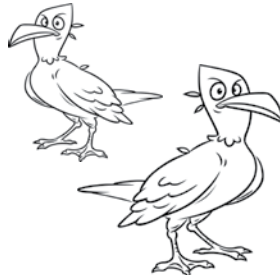
a



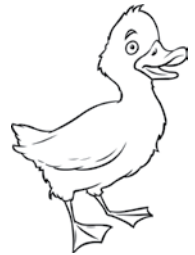
b



c



d



5 Match these sentence beginnings and endings.

- a The yacht in the harbour
- b The apple from the orchard
- c The butterfly in the garden
- d The apples from the orchard
- e The yachts in the harbour
- f The butterflies in the garden

- flit from flower to flower.
- bobs up and down on the waves.
- is round and red.
- bob up and down on the waves.
- flits from flower to flower.
- are round and red.

Subject–verb agreement in context

Use your knowledge of subject-verb agreement to answer the following questions.

Read the passage.

In this sentence, circle the subject and **put a box** around the verb.

In this sentence, **highlight** the subject and **colour** the verb.

In this sentence, underline the subject and circle the verb.

In this sentence, **put a box** around the subject and **highlight** the verb.

Crabs

Most crabs live in the sea. They have a hard, outer shell. The shell protects their soft body.

Crabs have five pairs of legs. The first two legs are claws. The claws are very useful. They hold and carry food. They dig into sand and mud. They crack open shells. They even scare off enemies.

Life in the wild is dangerous for crabs. Many animals prey on them.

Crabs use wonderful tricks to hide themselves. Some hide under rocks and in holes. Others bury themselves in the sand, or are the same colour as their surroundings.

Some crabs dress up to hide themselves. The seaweed decorator crab covers itself with seaweed. It snips off a piece of seaweed with its claws. Then it sticks the seaweed onto its shell. The crab has special hairs on its back. These hairs act like Velcro. They hold the decorations onto the crab's back.

In the following sentences, circle the subject.

- 1 They have a hard, outer shell.
a hard b shell c They d have
- 2 Many animals prey on them.
a Many b animals c Many animals d prey
- 3 It snips off a piece of seaweed with its claws.
a piece b seaweed c claws d It

In the following sentences, circle the verb.

- 4 Then it sticks the seaweed onto its shell.
a it b the c sticks d onto
- 5 The first two legs are claws.
a are b first c two d legs

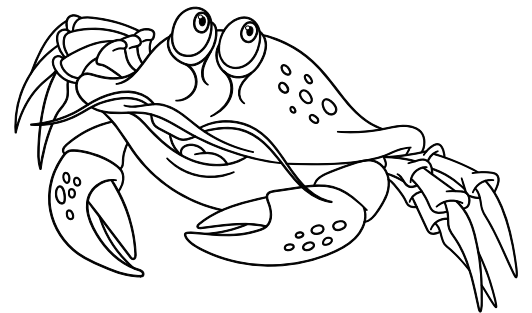
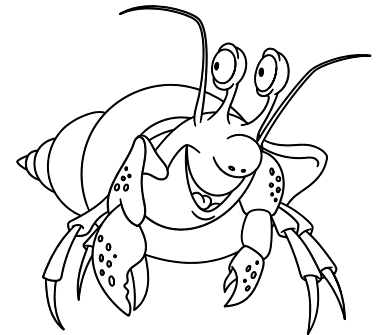
Subject-verb agreement in context

6 **Circle** the verb that correctly completes each sentence.

- a Some crabs _____ on land. live lives
b A crab _____ a crustacean. is are
c A young crab _____ from an egg. hatch hatches
d The hermit crab _____ no shell of its own. have has
e Most hermit crabs _____ scavengers. is are
f Sharks _____ a sharp sense of smell. have has

7 **Choose the correct word or words to fill the gap.**

- a _____ lay a large number of eggs.
☐ A female crab ☐ Female crabs
☐ This female crab ☐ An adult crab
- b _____ sheds its skin many times.
☐ Young crab ☐ The young crabs
☐ The young crab ☐ Many young crabs
- c _____ make their nests on land.
☐ A green turtle ☐ The green turtle
☐ This green turtle ☐ Green turtles



8 **Each sentence has one word that is incorrect.**

Circle it, and write the correction in the space.

- a Hermit crabs eats rotting plants or dead animals. _____
b The red hermit crab have hairy red legs. _____
c Land crabs is active during the night. _____
d A soldier crab walk forwards, not sideways. _____
e Soldier crabs has round, blue bodies. _____
f The whale shark are a very big fish. _____
g Sharks feeds on seals and smaller fish. _____

Verb tenses

The tense of a verb tells when an action happens. **Present tense** verbs show that the action is happening now. **Past tense** verbs show that the action has already happened. For example:

She runs fast. She ran fast.

1 Write the verbs in the past tense.

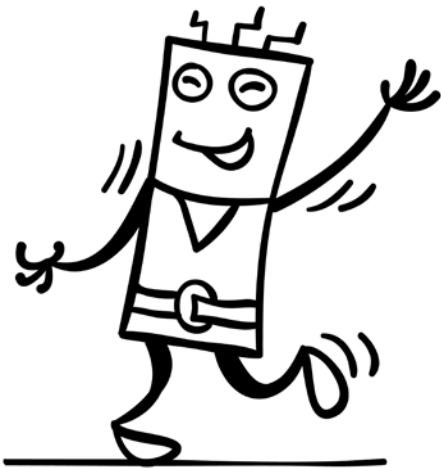
- | | |
|----------------------|----------------------|
| a find _____ | b feel _____ |
| c skip _____ | d grow _____ |
| e thank _____ | f spell _____ |
| g push _____ | h think _____ |
| i blink _____ | j glow _____ |
| k swim _____ | l flap _____ |

2 Sort the verbs.

- | | | | | | |
|---------|-------|---------|---------|-------|--------|
| brought | speak | slipped | trotted | fries | pulled |
| said | dug | bleed | dances | reads | stops |

Present tense

Past tense



3 Is the sentence in the present or past tense?

- | | |
|---|-------|
| a The dog chews a bone. | _____ |
| b The man caught the bus to work. | _____ |
| c She found the book on the shelf. | _____ |
| d She draws a picture in her book. | _____ |

4 Correct the verb that is incorrect.

- a I puts the books back on the shelf.
- b Yesterday I fall and grazed my knee.
- c I tell her an hour ago to tidy her room.
- d Earlier today I write a story for my teacher.
- e Last year they teach us how to care for pets.
- f Last night she was cold, so she close the window.

5 Complete the table.

Present tense	Past tense
I cry.	I cried.
She climbs.	
	They fought.
You buy.	
It neighs.	
	She hid.
They yell.	
They choose.	
	They watched.
	It shone.

6 Write the verb in the past tense.

- a talk _____
- b drink _____
- c float _____
- d fly _____
- e teach _____
- f sit _____



7 Circle the verbs. Use red for the present tense and blue for the past tense.

- a The artist sells the pictures she paints.
- b Our dog wags his tail when he sees us.
- c The girl stopped and listened to the music.
- d The farmer collects the eggs that the hens lay.
- e Lola wrote the story and I drew the pictures.
- f I pick the flowers and my mother arranges them.

Past and present tense in context

Use your knowledge of tense to answer the following questions.

Read the passage.

The Wish Pony

Put a **box** around the past tense of *turn*.

Bella turned to Hannah. "Hi, I'm Bella. Bill told me there was a new rider today. Hannah, isn't it?"

Circle two past tense verbs in this paragraph.

Hannah nodded as she rubbed Reba's soft nose. "Is Reba your pony as well as Gypsy Rose?"

Colour the present tense of *belonged* and *felt*.

"No," said Bella, "Reba belongs to the stables, but she feels like mine. I've been riding her most Saturdays and during the week for two years. I got Gypsy Rose just last week. Do you know what pony you're riding?"

Underline the past tense of *get*.

1 Write the verbs below under the correct heading.

am told was is nodded rubbed
said belongs feels ride got know

Present tense

Past tense



Past and present tense in context

2 Write the underlined verbs in the past tense.

- a Hannah's greatest wish is for a pony. _____
- b Her wish pony has a shiny coat and a thick, flowing mane. _____
- c Hannah sometimes visits her Aunt Ruby's farm to ride her aunt's Shetland pony. _____
- d On her birthday, Hannah's dad hands her a card. _____
- e Hannah opens the card, expecting to see a photo of her wish pony. _____
-

3 Write the underlined verbs in the present tense.

- a Hannah received a gift voucher for riding lessons. _____
- b Hannah bit her bottom lip to stop from crying. _____
- c Hannah and her mum stood outside. _____
- d They heard someone calling from behind them. _____
- e A man with a mop of grey hair waved to them. _____
-

4 Write the following passage in the past tense.

Hannah waves goodbye to her mum and follows Bill. She steps in a puddle, splashing her riding boots with mud. Hannah smiles. She doesn't want shiny boots when she meets the other riders.

Continuous tense

The **continuous tense** shows that an action **is, was** or **will be** continuing.
It has a helping verb before the main verb. For example:

- I **am jumping**. She **is skipping**. They **are working**.* (Present continuous tense)
*I **was jumping**. She **was skipping**. They **were working**.* (Past continuous tense)

1 Fill in the missing verbs.

- a She _____ in her picture.
- b He _____ on one leg.
- c You _____ on my chair.
- d We _____ a surprise party for his birthday.
- e Everyone _____ for their favourite team.

were sitting are planning is colouring
is cheering was standing

2 Write these sentences in the past continuous tense.

- a I am jumping. I was jumping.
- b She is drawing. _____
- c They are talking. _____
- d We are going. _____
- e You are trying. _____
- f It is shaking. _____



3 Sort the verbs.

Present tense	Past tense

is cooking
am riding
was barking
was hurting
were playing
are slipping

4 Correct the verb that is wrong. Don't forget the helping verb.

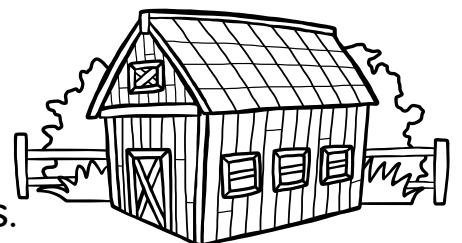
- a Right now I is reading an interesting book. _____
- b I were climbing the tree when I fell. _____
- c She were showing them her new game. _____
- d He is close the window because he is cold. _____
- e They was meeting their friends at the movies. _____

5 Complete the table.

Happening now	Was happening
I am crying	
She is driving	
	They were fighting
You are selling	
It is barking	
	I was hiding
They are shouting	
	He was drawing
	It was shining

6 Circle the verbs. Use red for the present tense and blue for the past tense.

- a The cyclist is stopping at the traffic lights.
- b The farmer was herding his cows.
- c The girls are talking to their cousins in Fiji.
- d The students were scattering seeds for the birds.



7 Answer the question using the continuous tense.

Are you watching your favourite program?

Yes, I _____

Continuous tense in context

Use your knowledge of continuous tense to answer the following questions.

Read the passage.

In this sentence, **circle** the **continuous tense** verb that shows what Leo was doing.

In this sentence, **highlight** the **continuous tense** verb that shows what Leo is doing.

In this sentence, **put a box** **around** the **continuous tense** verb that shows what the monsters are doing.

In this sentence, **colour** the **continuous tense** verb that shows what the tears were doing.

MONSTER SPRAY

Leo was watching his favourite TV program when his little sister came running into the room.

"Leo! Leo!" she squealed, "come quickly. There are monsters under my bed!"

"Go away, Ruby," said Leo, "can't you see I am watching Pirates on the High Seas?"

"But Leo," whimpered Ruby, "the monsters are sitting under my bed and I'm scared."

Two big tears were running down Ruby's cheeks.

Leo sighed. "Don't worry, Ruby," he said, "I know how to get rid of monsters. Dad's got a special spray that blasts them away. He used it on the monsters under my bed, and they never came back. Wait here for me while I go and find it."

Circle the correct answer for each question.

In the following sentences, which helping verb correctly completes each sentence?

- 1 Leo _____ watching his favourite TV program.
a am **b** are **c** was **d** were
- 2 Leo said, "I _____ watching Pirates on the High Seas."
a am **b** is **c** are **d** were
- 3 Ruby said, "The monsters _____ sitting under my bed."
a am **b** is **c** was **d** are
- 4 The tears _____ running down Ruby's cheeks.
a was **b** are **c** is **d** am
- 5 Leo _____ looking for the special monster spray.
a am **b** are **c** is **d** were

6 Each sentence has one word that is incorrect.

Circle it, and write the correction in the space.

- a I are trying to make a monster costume. (present tense) _____
- b Olivia were reading a book about monsters. (past tense) _____
- c The girl are drawing a picture of a monster. (present tense) _____
- d Leo and Ruby is looking for monsters. (present tense) _____
- e We is planning a monster party for our friend, Leo. (present tense) _____
- f The children was pretending to be monsters. (past tense) _____

7 Which sentence is correct? Tick ✓.

- a ☐ The dog are chasing the boy in the monster costume.
- b ☐ The students was looking for information about monsters.
- c ☐ I am buying tickets for the new monster movie.
- d ☐ The teacher were telling the class a story about monsters.

8 Choose the correct word to fill each gap.

The little monster **(A)** hiding in the cupboard. The other monsters **(B)** looking for him. The little monster thought, "They **(C)** taking too long to find me. I **(D)** getting bored."

- | | | | | |
|----------|----------------------------|--------------------------|---------------------------|---------------------------|
| A | <input type="radio"/> were | <input type="radio"/> am | <input type="radio"/> was | <input type="radio"/> are |
| B | <input type="radio"/> were | <input type="radio"/> am | <input type="radio"/> was | <input type="radio"/> is |
| C | <input type="radio"/> was | <input type="radio"/> is | <input type="radio"/> am | <input type="radio"/> are |
| D | <input type="radio"/> is | <input type="radio"/> am | <input type="radio"/> are | <input type="radio"/> was |



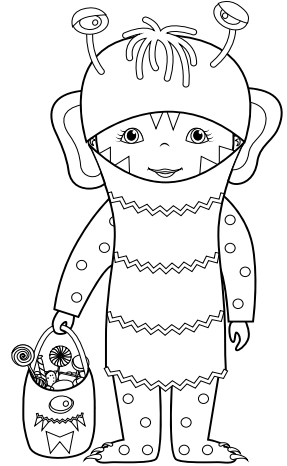
Capital letters—proper nouns

Proper nouns name specific people, places, things, days and months. Each word in a **proper noun** (except for prepositions) starts with a capital letter. For example:

Federation Square

1 Circle the proper nouns.

- a My dog's name is Rover.
- b The restaurant is in Hunter Street.
- c There are many large cities in Asia.
- d I bought new pens at Officeworks.
- e I watched a play at the State Theatre.
- f We always go trick-or-treating at Halloween.



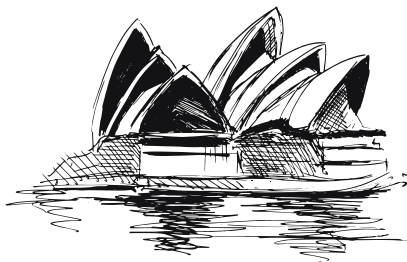
2 Correct the word that has the wrong punctuation.

- a My uncle has just bought a toyota.
- b Earth is part of the Milky Way galaxy.
- c The prince's mother is queen Elizabeth.
- d I am a student at Woodville public School.
- e They climbed to the top of Mount gower.
- f There are many islands in the Mediterranean sea.

3 Write the names correctly.



a eiffel tower



b sydney opera house



c statue of liberty

Capital letters—proper nouns

4 Write capital letters where they belong.

- a My grandfather worked for the reserve bank of australia.
 - b My father drives a toyota and my mother drives a ford.
 - c The planet mars has two moons called deimos and phobos.
 - d I have invited julia, brad, kai and savina to my birthday party.
 - e There are 30 days in april and june and 31 days in may and july.
 - f When my mother got married, she changed her surname from delgado to sanchez.
-

5 Connect the type of proper noun to its example.

- | | | |
|---|----------------------|--------------------|
| a | title of position | Commonwealth Games |
| b | month | United Nations |
| c | event | October |
| d | language | Queen Elizabeth |
| e | place | Emperor |
| f | person | Spanish |
| g | name of organisation | Lake Frome |
-

6 Rewrite these sentences with the correct punctuation.

- a I asked my Coach, mrs varyd, to watch me practise.

- b My Cousins, chen and lewis, go to shining stars preschool.

Commas in lists

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

A rainbow is red, orange, yellow, green, blue, indigo and violet.

I had a bowl of cereal, a piece of toast and a glass of juice.

Don't use a comma between the last two items in the list.

1 Fill in the commas in these lists.

a bread eggs milk and cheese

c two four six or eight

e cars vans buses or trains

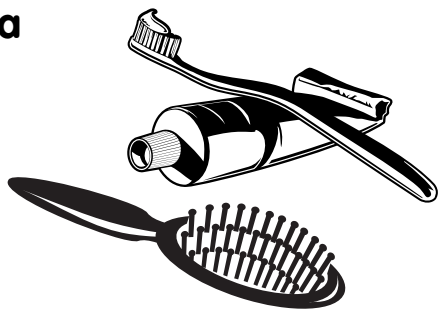
b cows goats sheep and pigs

d shirts shorts hats and shoes

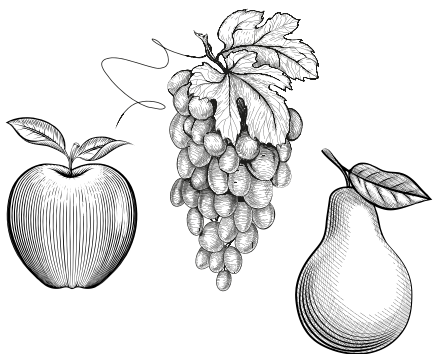
f cups saucers plates and bowls

2 Write these items as lists.

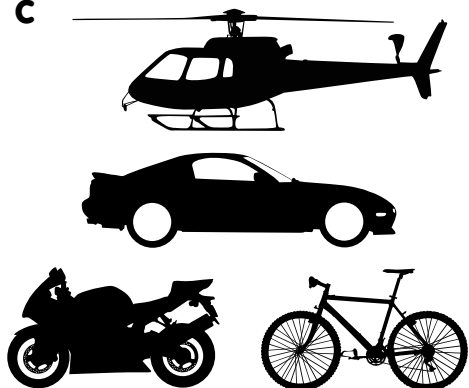
a



b



c



3 In the following sentences, cross out **X** the commas that are not needed.

- a You can read a book, draw a picture, or write a story.
- b There is bread, cheese, salad, and fruit on my plate.
- c Every morning I, make my bed, feed my fish and take out the rubbish.
- d Last year we went to Western Australia, South Australia, Victoria, and Tasmania.
- e There are empty cans, bottles, jars, and cartons in the recycling bin.
- f I put my, books, pencils, and lunch box into my bag.
- g I have never been to Africa, Asia, or Europe.

4 Fill in the commas in the following sentences.

- a My favourite animals are wombats koalas and chimpanzees.
- b I invited Kim Nathan Chen and Zac to my party.
- c You can travel to the city by bus car or train.
- d I gave my sister a matching necklace bracelet and earrings for her birthday.
- e There are two cars three bicycles and a scooter in the garage.
- f I didn't know whether to order orange juice a strawberry milkshake or a soft drink.
- g Miranda put red yellow white and orange flowers into the vase.

5 Add commas to this recipe. (Hint: Not all steps have commas.)

- ① Collect the ingredients: flour sugar butter eggs and milk.
- ② Mix the flour sugar and melted butter in a bowl.
- ③ Beat the egg and milk together.
- ④ Call your friends and family to come and eat cake!



Apostrophes (')—showing ownership

One role of **apostrophes** is to show ownership. To make a singular noun show ownership, add an apostrophe plus **s**. For example:

The man's keys are on the table.

1 Circle the word that shows ownership.

- a I am in Coach Olson's team.
- b My father's favourite tie is grey and blue.
- c The spy's name is James Bond.
- d That is Professor Redman's house.
- e These are the captain's orders!
- f The swimmer's towel is in her locker.
- g Everyone admires Aunt Matilda's necklace.

2 Fill in the missing words.



a chef's tall hat



a an _____ trunk



b a _____ perch

3 Fill in the missing words.

- a The yolk that belongs to the egg is the _____ yolk.
- b The scarf that belongs to the woman is the _____ scarf.
- c The spell that belongs to the witch is the _____ spell.
- d The tooth that belongs to the shark is the _____ tooth.
- e The whistle that belongs to the coach is the _____ whistle.
- f The warren that belongs to the rabbit is the _____ warren
- g The treasure that belongs to the pirate is the _____ treasure.

Apostrophes (')—showing ownership

4 Fill in the apostrophes.

- | | |
|------------------------|------------------------|
| a my uncles bike | b Henrys computer |
| c the storys beginning | d the hats brim |
| e my friends mother | f the childs scribbles |
| g Rachels dinner | h the suns heat |
| i the boys sandwich | j the dogs paw |

5 Rewrite each sentence so that the underlined word is possessive.

The dog that belongs to Jack is huge. *Jack's dog is huge.*

- a For our holiday, we went in the car that belongs to my sister.

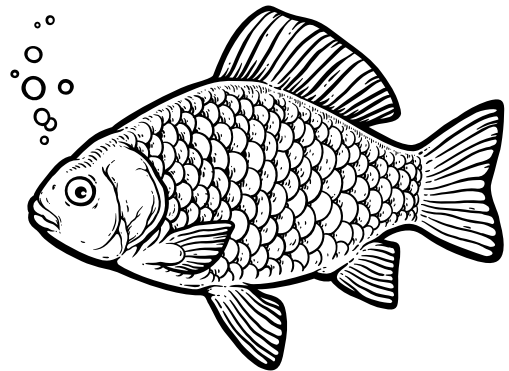
- b The players that make up our team are all talented.

- c The shoes worn by Zali are now dirty.

- d Mum kept the windows of the car all the way down.

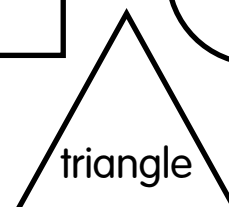
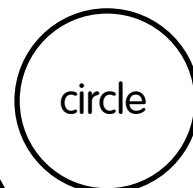
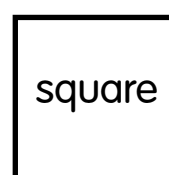
6 Match the parts.

- | | |
|-----------------|-------------------|
| a the bird's | new classroom |
| b the fish's | red nose |
| c the dog's | bright feathers |
| d the teacher's | fancy collar |
| e the clown's | glistening scales |



7 Fill in the missing words.

- a a _____ four sides
- b a _____ round shape
- c a _____ three sides
- d a _____ six sides



Apostrophes (')—showing ownership

To make a plural noun show ownership, add an **apostrophe** plus **s**.

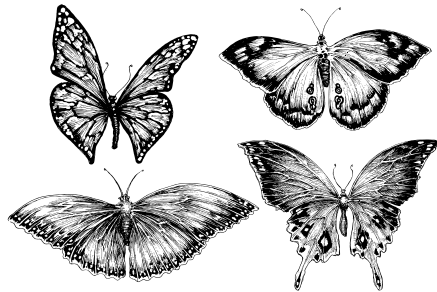
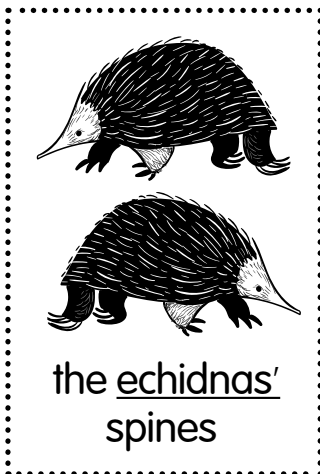
If the plural noun already ends in **s**, just add an **apostrophe**. For example:

the children's playground; both girls' dresses.

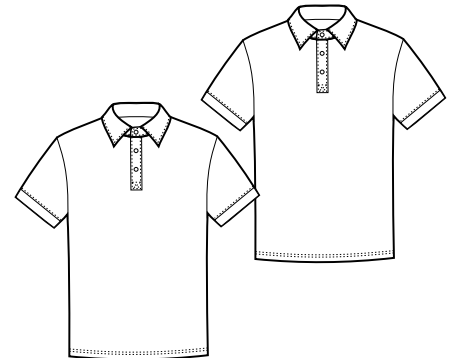
8 Circle and write the word that shows ownership.

- a I found the book in the children's section. _____
- b The houses' roofs were red, black and grey. _____
- c They loaded the students' bags onto the bus. _____
- d The acrobats' costumes sparkled under the lights. _____
- e The monkeys' long tails help them swing from trees. _____
- f The mice's squeaks were coming from the cupboard. _____
- g She found the boys' posters at the back of the classroom. _____

9 Fill in the words.



a the _____ wings b the _____ collars



10 Fill in the words.

- a The yolks that belong to the eggs are the _____ yolks.
- b The kennels that belong to the dogs are the _____ kennels.
- c The scarves that belong to the women are the _____ scarves.
- d The tricks that belong to the magicians are the _____ tricks.
- e The teeth that belong to the crocodiles are the _____ teeth.

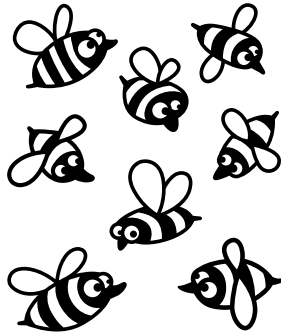
Apostrophes (')—showing ownership

11 Fill in the apostrophes.

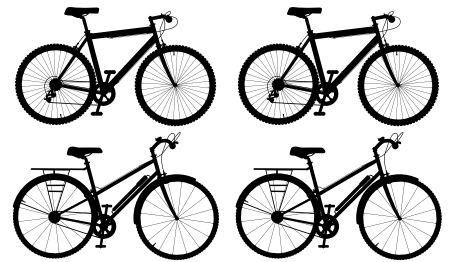
- | | |
|--------------------------|----------------------------------|
| a both uncles bikes | b the stories opening paragraphs |
| c the peoples choice | d the childrens mother |
| e the mens cars | f all four girls adventures |
| g the hats brims | h many farmers sheep |
| i several trees branches | j the churches bells |

12 Which words need an apostrophe?

- a many bees
the bees hive



- b four bicycles
the bicycles saddles



13 Match the parts.

- | | |
|----------------|------------------|
| a the birds' | different shapes |
| b the yachts' | funny jokes |
| c the singers' | sharp beaks |
| d the clouds' | beautiful voices |
| e the clowns' | white sails |

7 Fill in the apostrophe.



the dancers great moves

14 Correct the word that is wrong in each sentence.

- | | |
|--|-------|
| a They parked their cars' in the driveway. | _____ |
| b Both boy's cheeks are red from the cold. | _____ |
| c The womens' jackets are hanging in the cupboard. | _____ |
| d Many peoples homes were damaged by the fires. | _____ |

Apostrophes—contractions

Apostrophes can show where letters are missing in a word.

For example: *don't* = *do not*. Words with missing letters are called **contractions**.

1 Match the words.

- | | | |
|---|------------|----------|
| a | have not | can't |
| b | could have | won't |
| c | will not | might've |
| d | cannot | could've |
| e | might have | haven't |

2 Write the contraction.

- | | | |
|---|---------|-------|
| a | let us | _____ |
| b | do not | _____ |
| c | did not | _____ |
| d | she is | _____ |
| e | we will | _____ |

3 Fill in the apostrophes.

- | | | | |
|---|--------------------------|---|------------------------|
| a | She wont eat it. | b | I dont think so. |
| c | You mustnt go there! | d | I think its my turn. |
| e | They havent arrived yet. | f | Those arent mine. |
| g | He doesnt know them. | h | Ill write them a note |
| i | Ill see you tomorrow. | j | You shouldve seen her! |

4 Sort the sentences.

It isn't here.

We weren't upset.

I can't do it.

She couldn't go.

They aren't happy.

He wasn't there.

Present tense

Past tense

Apostrophes—contractions

5 Answer each question with a contraction.

- a Have you seen her yet? No, I haven't.
- b Will you be seeing her soon? No, I _____.
- c Do you like spinach and broccoli? No, I _____.
- d Did she come to soccer training? No, she _____.
- e Can you walk on your hands? No, I _____.

6 Write the underlined words correctly.

- a The children were'nt listening. _____
- b We have'nt been to the pool. _____
- c I could'nt find my socks anywhere. _____
- d There are'nt any chocolates left. _____

7 Write the words in bold as contractions.

- a What is _____ he doing?
- b He is _____ doing his homework.
- c Why **are** they **not** _____ here yet?
- d They **must have** _____ been delayed.

8 The contraction **it's** is often confused with **its**.

it's = it is OR it has its = something belongs to the pronoun it

Complete the sentences with **it's** or **its**.

- a _____ raining heavily now.
- b My dog rolled in the mud and made _____ coat filthy.
- c Autumn is the best season. _____ colours and weather are beautiful.
- d That episode was great! _____ my favourite so far.



9 Complete the contractions with letters from the jar.

- a d _____ es _____ 't b t _____ e _____ 're
- c w _____ en' _____ d m _____ st' _____ e
- e _____ ou _____ n' t

Contractions in context

Use your knowledge of apostrophes and contractions to answer the following questions.

Read the passage.

Circle the contraction of *do not*.

Put a box around the contraction of *he has*.

Highlight the contraction of *you are*.

Colour the contraction of *I will*.

As I was walking home after school that day, I saw Archie and Billy blocking the way of my friend, Li Yong.

"Everything alright?" I asked. I could see plainly that it wasn't.

"Don't try to be a hero like your brother," replied Archie.

"We aren't bushrangers. We're just asking your mate here a few questions." He smiled and grabbed a handful of Yong's shirt.

"We think he's found something and we'd like to see it," said Billy. "Archie's been watching Yong slink off up the creek for weeks now. We think he's got himself a secret spot and it might be flowing with gold. Are we right, Yong?"

"You're right," said Yong calmly. "I've been panning for gold. Please — not a word to anyone. Take my pan and tomorrow I'll show you where. It's a very good spot."

Circle the correct answer for each question.

In the following sentences, identify the contraction of the underlined words.

1 I could see that it was not alright.

- a was'nt b wa'snt c wasn't d wasn't

2 "We are not bushrangers," said Archie.

- a are'nt b aren't c arn't d ar'ent

3 "We are just asking your friend a few questions."

- a We're b Wer'e c Wea're d We're

4 "I have been panning for gold," said Yong.

- a I've b Iv'e c I'ave d lh've

5 "It is a very good spot," said Yong.

- a Its b It's c l'ts d Its'

6 In each sentence, colour the letter or letters that the apostrophe replaces.

a There aren't any gold flakes in the pan.

☐ o ☐ e ☐ a ☐ i

b We should've found some gold by now.

☐ o ☐ a ☐ ha ☐ hi

c They are sure they'll find gold before the day is out.

☐ we ☐ i ☐ a ☐ wi



7 In the following text, choose the correct word to fill each gap.

Soon **(A)** going to strike it rich. Then **(B)** live in a big house with a roof that **(C)** leak and walls that **(D)** let in the cold.

A ☐ we'll ☐ we're ☐ we've ☐ we'd

B ☐ we're ☐ we'd ☐ we've ☐ we'll

C ☐ doesn't ☐ don't ☐ didn't ☐ couldn't

D ☐ isn't ☐ won't ☐ aren't ☐ they'll

8 In each sentence, replace the contraction with a phrase from the box.

it is	they had	he would	brother has
they would	he had	brother is	it has

a He said he'd show them where to find gold. _____

b They wanted to know where he'd been. _____

c It's been too cold to pan for gold. _____

d "It's a long way to the goldfields," said Billy. _____

e They said they'd help us find gold. _____

f I wondered what they'd said to Yong. _____

g My brother's finally struck gold. _____

h His brother's a hero! _____

Ending sentences

Sentences end with a **full stop** (.), **exclamation mark** (!) or **question mark** (?).

For example: *The children are playing. What are they doing? How good is that!*

1 Fill in the punctuation marks.

- | | |
|-------------------------|----------------------------|
| a His name is Felix | b I don't think so |
| c Where does he live | d How weird is that |
| e What an amazing house | f Where have they gone |
| g Knock on the door | h I'll write them a note |
| i Is anyone at home | j Put it in the letter box |

2 Match the sentence to the picture.

a



Hello, old boy.

b



Did you make this mess?

c



Stay and don't move!

3 Write the question.

Q: How many fingers do you have?

A: I have five fingers.

a Q: _____

A: My dad is in the shed.

b Q: _____

A: Roald Dahl wrote *Revolting Rhymes*.

c Q: _____

A: We are meeting them at three o'clock.

d Q: _____

A: I am feeding the cat.

4 Find and correct the mistakes.

a What a brilliant show?

b Why are you dressed so warmly.

c Clean up this mess immediately?

d What is the answer to this question.

e Wash your face and brush your teeth?

5 Put the sentences back in order.

a you ? before read this Have book

b have been . Cairns I many to times

c are many . whales How there ? I three can see

6 Fill in the missing words.

a _____ are you sitting in my favourite chair?

b _____ the book back on the shelf.

c _____ will you do your homework?

d _____ an exciting movie!

e _____ are you going on holiday this year?

When
Where
Put Why
What

Punctuating sentences

Punctuation helps readers understand writing.

- Full stops, question marks and exclamation marks end sentences.

For example: *My name is Kim. What is your name? What a great name!*

- Commas separate parts of a sentence and items in a list. For example:

Although he's young, he is very fast.

Today I travelled on a bus, a train and a ferry.

- Apostrophes show ownership and where letters have been left out of words.

For example: *That is the boy's backpack. Both boys' backpacks are black.*

I should've known he'd bring his little brother with him.

1 Put a full stop, question mark or exclamation mark at the end of each sentence.

- a When are you going to finish your project
- b What an adventure that was
- c The last time I went on a boat, I was seasick
- d When I'm overseas, I'll email you every day
- e What is the matter with your cat
- f How amazing was that ride

$$12 + 12 = \square$$

What is the answer?

2 Put commas in these sentences.

- a I have pens pencils highlighters and an eraser in my pencil case.
- b Although I like vanilla ice-cream chocolate ice-cream is my favourite.
- c She decorated the room with balloons streamers and fresh flowers.
- d If you're feeling tired you should rest for a while.
- e I've tried calling her but she doesn't answer her phone.
- f I saw puppies kittens fish mice and rabbits at the pet shop.
- g If you must know I think Charlie Sarah and Nate should come too.
- h By the way those pens pencils and rulers belong to me.

Punctuating sentences

3 Match the words.

- | | |
|------------|------------|
| a don't | will not |
| b haven't | could have |
| c won't | cannot |
| d can't | have not |
| e could've | do not |

4 What's it short for?

- | | |
|------------|-------|
| a I'll | _____ |
| b doesn't | _____ |
| c would've | _____ |
| d I'm | _____ |
| e you're | _____ |

5 Find the word that is wrong and write it with correct punctuation.

- a The fairys wings are very colourful.
- b The ponies coats are shiny and sleek.
- c The knives blade is extremely sharp.
- d The citys streets are long and wide.
- e They are still counting the peoples votes.
- f The detectives discovered the thieves hideout.



6 Find the word that is wrong and write it with correct punctuation.

- a The knife's handles are solid gold. _____
- b They shoul'dve finished their work by now. _____
- c I like the red dress with the white spots the best? _____
- d The school needs both parents permission. _____
- e While I was at school. my little brother played with my toys. _____

7 Write questions for these answers.

Make sure you punctuate them correctly.

a Question: _____

Answer: I hurt my leg when I was playing netball.

b Question: _____

Answer: I found the book on the bottom shelf.

Paragraphs

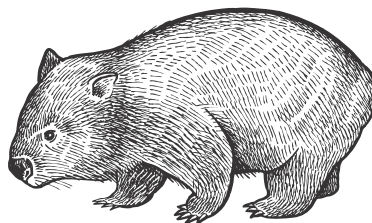
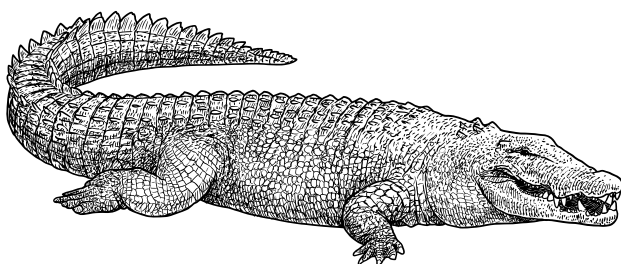
A **paragraph** is a group of sentences about a topic. They help to organise your writing in longer texts. For example:

Yesterday I went with my family to the park. We found a shady spot for a picnic. We played soccer for a while, and then it was time to eat. I had a chicken sandwich and a banana. Afterwards we walked home. It was a great day!

A new paragraph starts on a new line. Paragraphs can be any length, but very long paragraphs can be confusing and very short paragraphs give your writing a jerky feel.

1 Cross out ✕ the sentences that are not about the wombat.

The wombat is a native Australian animal. It is a marsupial. The saltwater crocodile is a reptile. The wombat's closest relative is the koala. Saltwater crocodiles are the largest species of reptile. Wombats have short, muscular legs and sharp claws. They use their claws to dig burrows in the ground.



2 This text should be broken into two paragraphs. Put a / where the second paragraph should start.

Kangaroos are built to jump. They have short front legs, but powerful back legs and huge back feet. They belong to a family of animals called macropods, which means large feet. Wallabies look like kangaroos, but have smaller back feet. They are also macropods. The smallest wallabies are about the size of a rabbit.

-

A detailed black and white line drawing of an ostrich standing and facing left. The ostrich has a long, slender neck, a small head with a pointed beak, and large, powerful legs. Its body is covered in feathers, with a lighter-colored patch on its side. The drawing is set against a plain white background.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.