

# GRAMMAR

Student Book



My Name

## Reading Eggspress Grammar Year 5 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

**ACELA1502** – Understand how to move beyond making bare assertions and take account of differing perspectives and points of view

**ACELA1506** – Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns

**ACELA1507** – Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause

**ACELA1508** – Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea

**ACELA1512** – Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts

**ACELT1610** – Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses

**ACELY1698** – Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context





# Technical nouns

**Technical nouns** help us write about specific topics. They are specialised words that carry a lot of meaning. For example:

*molecule, decimal, nebula, mammal*

## 1 Match the technical noun to its topic.

forklift   asteroid   surgery   lifeboat   supernova  
eclipse   abdomen   diagnosis   subway

Astronomy	Medicine	Transport

## 2 Complete the sentences with technical nouns from the box.

monotremes   humidity   bandwidth   platoon

- a It's such a warm, sticky day. The \_\_\_\_\_ must be very high.
- b \_\_\_\_\_ lay eggs but raise their young in pouches, like kangaroos do.
- c The internet seems slow today, even though there is plenty of \_\_\_\_\_.
- d The commander marched with his \_\_\_\_\_ through heavy rain.

## 3 Match the technical noun to its definition.

virology   vacuum   voltage   vixen

- a \_\_\_\_\_: the force of electric current, measured in volts
- b \_\_\_\_\_: the study of viruses
- c \_\_\_\_\_: a female fox
- d \_\_\_\_\_: a space that doesn't contain any matter

# Relative pronouns

A **relative pronoun** introduces a relative clause to tell us more about people and things. The pronoun 'relates' the clause back to a noun, noun group or clause.

For example:

*The runner **who** came first in the race fell across the finish line.*

Which runner fell across the finish line? The runner **who** came first in the race.

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

- a I can't decide \_\_\_\_\_ flavour is best.
- b The coach didn't know \_\_\_\_\_ turn it was to collect the tennis balls.
- c The woman \_\_\_\_\_ was best prepared scored the most points.
- d The yacht, \_\_\_\_\_ had sailed from Queensland, tied up in the marina.
- e Marley was confused about \_\_\_\_\_ the card was from.

who  
which  
whose  
whom  
that



## 2 Use who, whom and whose to refer to people. Whose may also refer to things and animals. Complete the sentences below with a relative pronoun, and circle the noun the pronoun refers to.

- a I'll buy a gift for the neighbour \_\_\_\_\_ helped us move.
- b Nic is in the team \_\_\_\_\_ captain is his cousin.
- c I don't mind \_\_\_\_\_ you ask to the party.
- d He addressed the crowd, most of \_\_\_\_\_ were silent.
- e There's the girl \_\_\_\_\_ sister is in our class.



## Relative pronouns

**3 Use which to refer to an animal or thing. Use that to refer to people, animals or things. Complete the sentences below with a relative pronoun, and circle the noun or noun group the pronoun refers to.**

- a It reminded him of the town \_\_\_\_\_ he used to live in.
- b The Macleay Valley Bridge, \_\_\_\_\_ opened in 2013, is the longest road bridge in Australia.
- c Sophie liked the new couch, \_\_\_\_\_ was very comfortable.

**4 Which or that? Use that if the relative clause is essential to the meaning of the sentence. Use which if the clause could be deleted without affecting the meaning of the sentence. In the sentences below:**

- 1) Circle the relative pronoun.
- 2) Underline the relative clause it introduces.
- 3) Write whether or not it is essential to the meaning of the sentence.

*The police said the accident that happened last night was very serious*  
\_\_\_\_\_ essential

- a I like the paintings that hang in the second-floor gallery. \_\_\_\_\_
- b Ella lives in Cairns, which has a tropical climate. \_\_\_\_\_
- c The dog that lives next door is the one missing. \_\_\_\_\_
- d The bird that gets up early catches the worm. \_\_\_\_\_
- e My scooter, which has a broken wheel, is in the shed. \_\_\_\_\_
- f The tickets that I booked online were very cheap. \_\_\_\_\_

**5 Complete each sentence with a clause that begins with a relative pronoun.**

- a I spoke to our coach \_\_\_\_\_
- b I'm not sure \_\_\_\_\_
- c There are the birds \_\_\_\_\_

# Indefinite pronouns

**Indefinite pronouns** refer to people and things in a general way. This is usually because they have already been named or don't need to be. For example:

**Everybody** loved the view. We could see **everything**.

When an indefinite pronoun comes before a noun, it acts as a **determiner**.

**Both** dogs are digging up the yard.

- 1 Complete each sentence with an indefinite pronoun from the box.  
Use each pronoun once.

something most no-one several someone none some

- a These strawberries are delicious, but \_\_\_\_\_ are sweeter than others.
- b I quickly had \_\_\_\_\_ to eat before I went to practice.
- c If you need a pen, there are \_\_\_\_\_ in my drawer.
- d I looked in the packet for a biscuit, but there were \_\_\_\_\_ left.
- e By the morning, \_\_\_\_\_ of the snow had melted.
- f I knocked loudly, but \_\_\_\_\_ answered.
- g There should be \_\_\_\_\_ in the office by now.

- 2 Use a singular verb after most indefinite pronouns. All the indefinite pronouns ending in -one, -thing, and -body are singular. **Circle** the verb that correctly completes the sentence.

- a Everybody on the bus (has, have) a ticket.
- b Nobody (run, runs) as fast as me.
- c Someone (was, were) snooping around in my room.
- d Each of them (know, knows) how to get to the showground.
- e (Does/Do) anyone know where my phone is?



## Indefinite pronouns

3 To refer back to an indefinite pronoun, use a plural pronoun. Complete the sentences with a plural pronoun.

- a **Everybody** enjoyed the concert. \_\_\_\_\_ stood up and clapped.
- b I will tell **anybody** willing to listen. \_\_\_\_\_ deserve to know the truth!
- c **No-one** moved when the alarm sounded but \_\_\_\_\_ didn't panic either.

4 Is the underlined word acting as a pronoun or a determiner?

- a There were a few people waiting outside. \_\_\_\_\_
- b Many have tried, but few have succeeded. \_\_\_\_\_
- c Most oranges are sweet and juicy. \_\_\_\_\_
- d Some oranges are sour, but most are sweet. \_\_\_\_\_

5 Indefinite pronouns can show possession. Rewrite these sentences by adding an *apostrophe* and *s* to the indefinite pronoun.

- a Josh and Liam stayed in somebody house.  
\_\_\_\_\_
- b Is this anybody dessert?  
\_\_\_\_\_
- c That's nobody business!  
\_\_\_\_\_

6 Complete each answer with an indefinite pronoun. Use a different one each time.

- a Have they all had lunch? Yes, \_\_\_\_\_ has had lunch.
- b Were any of the eggs broken? Yes, \_\_\_\_\_ were broken.
- c Was there anyone outside? Yes, there was \_\_\_\_\_ outside.
- d Was there somebody in the elevator? No, there was \_\_\_\_\_ there.
- e Keep out of my room! \_\_\_\_\_ is allowed in!

# Nominalisation

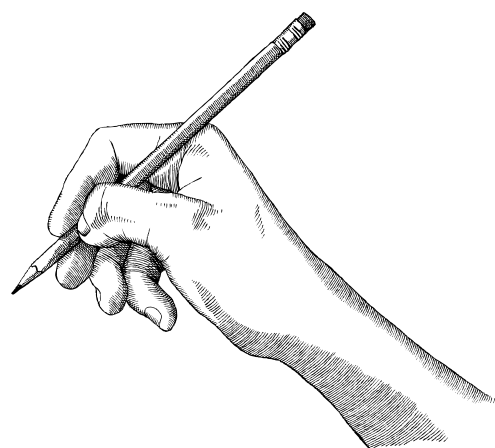
The process of turning a word from a verb or adjective into a noun is called **nominalisation**. For example:

Verb	Noun
<i>solve</i>	<i>solution</i>

The nouns are abstract nouns—things you can't touch or easily describe. Writing is clearer and more direct when it relies on verbs, rather than nouns. However, nominalisation is necessary in scientific writing, which usually contains abstract ideas.

## 1 Write a noun or verb to complete the table.

Noun	Verb
reaction	
	replace
	accept
departure	
division	
	illustrate



## 2 Write verbs as alternatives to these nominalised phrases.

Nominalised phrase	Your version
made a decision	decided
gave a report	
made a suggestion	
performs an analysis	
resulted in the destruction of	

## 3 Adjectives can also become abstract nouns. Complete these sentences using adjectives.

- a "It has length" means the same as "It is \_\_\_\_\_".
- b "The terrier was full of eagerness" means the same as "The terrier was \_\_\_\_\_".
- c "The sculpture displays uniqueness" means the same as "The sculpture is \_\_\_\_\_".

# Modal verbs

**Modal verbs** help us express:

- permission or lack of it, for example:

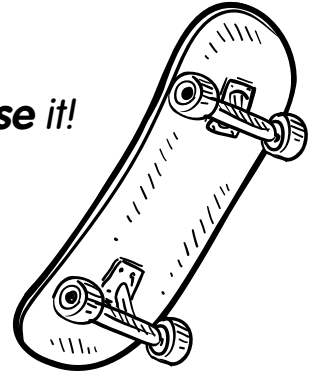
You **can borrow** my skateboard. You **must not lose** it!

- how sure we are of something, for example:

You **might be** a good rider.

- desire for something to happen or not happen, for example:

You **should be** home before dark.



**1 Add *can*, *could* or *may* to show permission or ask for it in these sentences.**

**(*May* is considered more polite and used in writing more than in speech.)**

**Circle** the main verb in each sentence.

- a You \_\_\_\_\_ sit in the front row.
- b \_\_\_\_\_ I join your group, please?
- c Hannah \_\_\_\_\_ stay up until her sister gets home.
- d \_\_\_\_\_ I make a suggestion?

**2 Choose a modal verb from the box to show what is prohibited.**

**(Use *can not* when you want to emphasis *not*; otherwise use *cannot*.)**

**Circle** the main verb in each sentence.

can't    can not    cannot    must not    mustn't

- a You \_\_\_\_\_ make lots of noise in the library.
- b You \_\_\_\_\_ park here.
- c You can wear your sports gear inside but you \_\_\_\_\_ wear your boots.
- d I \_\_\_\_\_ see the point!





3 Use *have to* or *don't have to* to show what is required in these sentences.

**Circle** the main verb in each sentence.

- a To stay healthy, you \_\_\_\_\_ sleep more than three hours each night.
- b You \_\_\_\_\_ be a friend if you want to have friends.
- c If you're prepared for bad weather, you \_\_\_\_\_ panic when grey clouds appear.
- d To learn to swim, you \_\_\_\_\_ get wet.

4 Use a modal verb to describe what each sign means.



5 Add *have to* to the modal verb to describe events in the past. **Circle** the entire verb, not just the main verb.

- a The thieves must \_\_\_\_\_ broken a window.
- b She should \_\_\_\_\_ looked before she leaped.
- c Noah might \_\_\_\_\_ seemed in control but he still crashed.
- d Zoe cannot \_\_\_\_\_ tried her hardest because she said she didn't care.

6 Match the sentence on the left to its meaning.

- |  |                         |
|--|-------------------------|
| a I <b>have to wear</b> a uniform at my school.      | It's strongly suggested |
| b You really <b>should watch</b> where you're going! | It's compulsory.        |
| c You <b>don't have to pay</b> a thing!              | It might have happened. |
| d Jack <b>might have slept</b> in this morning.      | It's an instruction     |
| e You <b>can drop</b> the boxes right there.         | There's no obligation.  |



# Choosing better verbs

Verbs are powerful. Writing becomes more interesting when it moves from using general verbs to more specific verbs. Meaning becomes clearer and, in fiction, strong verbs help a writer show what characters are thinking and feeling.

For example:

*He **closed** the door. He **slammed** the door*

## 1 Match verbs from the box with the more common versions below.

sip	ponder	inquire	question	dash	behold
slice	devour	reflect	glimpse	interrogate	lap
sever	gobble	munch	quiz	hack	consume
observe	contemplate	snip	spy	reckon	
scurry	guzzle	gulp	lope	charge	

- a cut \_\_\_\_\_
- b think \_\_\_\_\_
- c ask \_\_\_\_\_
- d run \_\_\_\_\_
- e see \_\_\_\_\_
- f drink \_\_\_\_\_
- g eat \_\_\_\_\_

## 2 **Circle** the verb or verb phrase that most precisely matches the meaning of these sentences.

- a Mum (sliced, diced, segmented) the bread and made us sandwiches.
- b The doctor closely (glanced at, examined, looked at) her patient.
- c Out of control and at high speed, the race car (hit, slammed into, knocked) the barrier.
- d Through turn after turn, the cyclist (rode, swept, drifted) down the mountain.
- e "You will never defeat the might Zorgna!" (said, roared, claimed) the King of the Trolls.

# Present and past perfect tense

The **present perfect** tense shows that an action has been completed—it joins events in the past to the present. It has a form of the auxiliary verb **have** and the past participle of the main verb. For example:

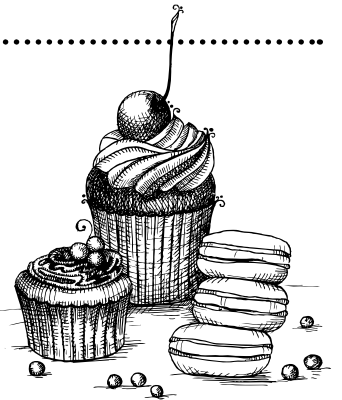
*He **has finished** his lunch. They **have completed** their stories.*

The **past perfect** tense shows that something happened before something else took place—it joins two past events. It has the auxiliary verb **had** and the past participle of the main verb. For example:

*He **had finished** his lunch. They **had completed** their stories.*

## 1 Underline the perfect tense verbs.

- a My cousin has changed a lot since then.
- b I have cleaned my room from top to bottom.
- c I have been to the Gold Coast many times to visit family.
- d I couldn't pay for my ticket because I had lost my wallet.
- e They have sold all the cupcakes they baked on the weekend.



## 2 Put a red tick ✓ next to the sentences in the present perfect tense and a blue tick next to those in the past perfect tense.

- a ☐ Emily has practised all week and is ready to perform.
- b ☐ They have put the equipment back where it belongs.
- c ☐ She had taken the wrong turn before anyone noticed.
- d ☐ We have not seen our cousins for more than two years.
- e ☐ When we met up with them, they had already been for a swim.

## 3 Each sentence has an incorrect verb. Write the correction in the space.

- a Before we ate dinner, I have already finished my homework. \_\_\_\_\_
- b She have drawn a picture to go with her story. \_\_\_\_\_
- c Blake is so happy because he have heard the good news. \_\_\_\_\_

## Present and past perfect tense

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

- a She can't play because she (has injured, had injured) her foot.
- b When we got there, Tom (hasn't arrived, hadn't arrived) yet.
- c I can't open the door because I (had lost, have lost) my keys.
- d She couldn't find the gifts because I (have hidden, had hidden) them!
- e By the time it started raining, Jake (has finished, had finished) mowing the lawn.

5 **Use the correct form of the main verb to complete each sentence.**

- a It has just (begin) \_\_\_\_\_ to rain.
- b Zara has (chose) \_\_\_\_\_ me to be her dance partner.
- c She had already (forgive) \_\_\_\_\_ us by the next day.
- d The wind had (blow) \_\_\_\_\_ the leaves everywhere.
- e We had never (drive) \_\_\_\_\_ so far for our holiday.
- f The sun had already (rise) \_\_\_\_\_ by the time we got up.

6 **Rewrite the sentences in the present perfect tense.**

- a The bird is flying away.

\_\_\_\_\_

- b They are bending the wire into shape.

\_\_\_\_\_

- c We are looking everywhere.

\_\_\_\_\_

7 **Rewrite the sentences in the past perfect tense.**

- a The tourists arrive from Germany.

\_\_\_\_\_

- b The cat scratched me.

\_\_\_\_\_

- c The yacht was sailing south.

\_\_\_\_\_

# Perfect tense in context

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

Read the passage.

Circle the **past perfect tense** of *research*.

Put a box around the **past perfect tense** of *work out*.

Colour the **past perfect tense** of *decorate*.

Highlight the **past perfect tense** of *praise*.

## ENVIRONMENT DAY

Environment Day had been transformed from “show and tell” into a day of action. New plants were lined up on the oval, waiting to be tucked into newly dug holes.

Grade Five had researched what plants were native to the local area and belonged on the banks of the creek. Grade Six had worked out how many plants, tree guards and stakes would be needed. Grades Four and Three had made posters to put up around town, explaining what the school was doing and why. The Preps, Grade Ones and Twos had decorated the school with papier-mâché sculptures of native animals and plants.

Harriette felt like she would burst with happiness. Auntie Trish had praised her and Ruby's poster, brilliant with beetles, water skaters and tiny insects. Now, students greeted her as they dashed around with garbage bags, young plants and buckets of water.



Circle the correct answer for each question.

In each sentence, identify the verb that is in the present perfect tense.

- 1 The Grade Five student has researched the plants that belong in the area.  
a researched      b belong      c has researched      d that belong
- 2 The Grade Sixes have worked out how many plants they will need.  
a have worked out      b worked out      c need      d will need
- 3 The girl has made a papier-mâché sculpture of a possum.  
a made      b papier-mâché      c little girl      d has made

In each sentence, identify the verb that is in the past perfect tense.

- 4 The students had placed the plants in the newly dug holes.  
a the plants      b placed      c had placed      d newly dug
- 5 The students had greeted her as they dashed around with garbage bags.  
a greeted      b had greeted      c dashed      d dashed around

**6 In each sentence, correct the verb that is wrong. Write the correction in the space.**

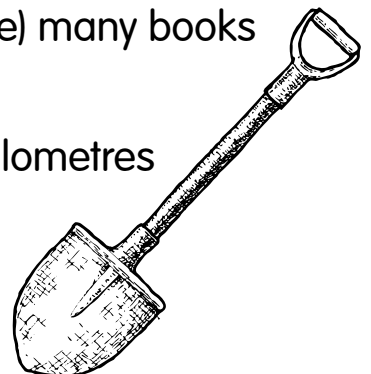
- a I has lived near the creek all my life. \_\_\_\_\_
- b He is happy because he have removed all the rubbish. \_\_\_\_\_
- c My little brother have been helping me tidy the garden. \_\_\_\_\_
- d She have made a poster about Environment Day. \_\_\_\_\_
- e Before we planted the trees, we have already dug the holes. \_\_\_\_\_

**7 Complete each sentence by filling in the correct form of the main verb.**

- a The branch has (fall) \_\_\_\_\_ into the water.
- b He has just (begin) \_\_\_\_\_ to clear the creek.
- c The wind had (blow) \_\_\_\_\_ the leaves everywhere.
- d The bird has (build) \_\_\_\_\_ its nest in the wattle tree.
- e They had never (see) \_\_\_\_\_ such beautiful native flowers.
- f She has (chose) \_\_\_\_\_ me to speak about Environment Day.

**8 In the following sentences, write the verb in brackets in the past perfect tense.**

- a They \_\_\_\_\_ (identify) the rare plant.
- b They \_\_\_\_\_ (remove) all the weeds.
- c I \_\_\_\_\_ (try) to plant only native flowers.
- d She \_\_\_\_\_ (dig) the holes and was now watering the plants.
- e The author \_\_\_\_\_ (write) many books about the environment.
- f They \_\_\_\_\_ (walk) ten kilometres before they had to turn back.
- g He \_\_\_\_\_ (plant) the tree before he realised it was in the wrong place.



# Adjective groups

An **adjective group** does the work of an adjective. It often follows the noun or pronoun it describes and adds detail to a description. An adjective group might begin with a preposition, a participle (present or past) or an infinitive (the "to" form of the verb). For example:

*the boy **in the baseball cap**    the boy **wearing a baseball cap**  
an order **to wear a baseball cap***

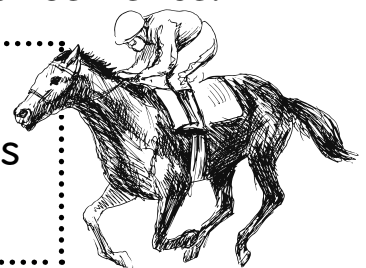
1 The adjective groups have been underlined. **Circle** the noun groups they describe. Note the position of the adjective group.

- a The shoes in the box are new and expensive.
- b The boy riding that horse is only six years old.
- c She handed the note from her parents to the teacher.
- d Mr Brodie is proud of the flowering orchids in his garden.
- e At our local shop, we bought two packets of potato chips.
- f The students, carrying their backpacks, lined up outside the museum.
- g The house on the corner of Short Avenue and Station Street has been abandoned.



2 Choose an adjective group from the box to complete each sentence.

wearing colourful silks    tied with orange ribbon  
wearing a brave smile    of ham and cheese sandwiches  
beneath our feet    with the worn leather cover



- a At the picnic we shared a plate \_\_\_\_\_.
- b Her gift was in a box \_\_\_\_\_.
- c The leaves \_\_\_\_\_ are dry and brown.
- d Dr Murtagh decided to buy the book \_\_\_\_\_.
- e The jockeys, \_\_\_\_\_, lined their horses up at the barrier.
- f The nervous young dancer, \_\_\_\_\_, stepped out onto the stage.

3 An adjective group should be close to what it is describing. Rewrite these sentences correctly. **Circle** the noun or noun group that the adjective group describes.

a The students lined up to see the elephants wearing lots of sunscreen.

---

b The boys were a danger to the elderly walkers riding in the park.

---

c The tourists with their webbed feet enjoyed seeing the platypuses.

---

4 A long adjective group may need commas to separate it from the noun it describes. Highlight the adjective groups in these sentences. Add commas around them.

*Digger, waiting patiently for his food, stared at his owner.*

a The firefighter exhausted and smeared in soot and mud from head to foot finally managed to get some rest.

b She clutched her award one of honour, dedication and courage.

c Daniel's shirt filthy and stained with mud from many matches lay on the laundry floor.

5 The main adjectives are in bold. Highlight all words in the adjective groups.

a These are unbelievably **expensive** mangoes.

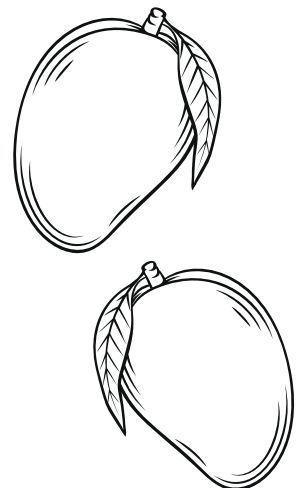
b Annie was fairly **bored** at the concert.

c My mother was very **unhappy** with the service.

d His roast dinners always smell very **tempting**.

e The consequences of her behaviour were far too **serious**.

f The dog **covered** in mud looked **pleased** with himself.





# Modal adverbs

**Modal adverbs** add a sense of possibility. They show how certain the writer is about what they are saying. This is called modality. For example:

*I will **definitely** be there! (certain)    I will **probably** be there (uncertain)*

- 1 Complete the second sentence in each case with a modal adverb from the box. It should be similar in meaning to the first sentence. Use each adverb once.**

probably    perhaps    maybe    definitely

- a I might go with them. \_\_\_\_\_ I'll go with them.  
b I've decided to go with them. I will \_\_\_\_\_ go with them.  
c There's a chance I'll go with them. I'll \_\_\_\_\_ go with them.  
d I'm in two minds about going with them. \_\_\_\_\_ I'll go with them.

- 2 How certain is the writer? Write C for Certain or U for Uncertain.**

- a She will definitely be playing in the finals. \_\_\_\_\_  
b Perhaps they will let us go home early today. \_\_\_\_\_  
c I will certainly be asleep by then. \_\_\_\_\_  
d We could possibly fit in an extra lap. \_\_\_\_\_  
e Clearly, this is going to take a long time to complete. \_\_\_\_\_

- 3 Circle the modal adverb in each sentence. Underline the word it modifies.**

- a He was clearly surprised to see us arrive.  
b That is undoubtedly the best meal I've ever had.  
c They obviously want us to enter the competition.  
d You surely don't intend to stay in your pyjamas all day!

- 4 Complete the following sentences using the modal adverb in brackets.**

- a Wearing a hat when you're in the sun \_\_\_\_\_ (definitely)  
b Touching a hot stove \_\_\_\_\_ (certainly)



# Adverbs of degree

An adverb gives information about a verb by telling how, where or when something is done. Adverbs of degree tell how much or the degree something is done. For example:

*I **almost** fell.*

## 1 Complete each sentence with an adverb from the box. Use each adverb once.

too exceptionally more hardly very extremely quite almost

- a There were \_\_\_\_\_ any people at the show.
- b Everyone was exhausted after a \_\_\_\_\_ busy day.
- c Her muffins are \_\_\_\_\_ good, but I've tasted better.
- d My brother is an \_\_\_\_\_ fast runner.
- e The standard this year was \_\_\_\_\_ high.
- f He \_\_\_\_\_ got it right that time.
- g I tried on the football boots, but they were \_\_\_\_\_ big for me.
- h This bed is \_\_\_\_\_ comfortable than mine!

## 2 Circle the adverb in brackets that correctly completes each sentence. Underline the word that the adverb is modifying.

- a Sam knows (hardly, almost, perfectly) well what I mean.
- b Puggsy is feeling ill because he ate (too, very, really) much dessert.
- c That was the (more, most, much) exciting match of the season.
- d This movie is even (most, more, much) amazing than the last one.
- e She ran (too, very, so) fast that she was soon way ahead of everyone.
- f The river was flowing (almost, very, hardly) quickly after the heavy rains.
- g Can I (also, almost, most) come to the game?
- h Everyone agreed the election result was (much, high, highly) suspicious.

## 3 Complete each sentence with a suitable adverb from the box.

quite fairly very almost too really perfectly  
hardly extremely more nearly strongly much



- a I think your puppy is \_\_\_\_\_ cute.
- b She was fined for driving \_\_\_\_\_ fast.
- c I was so excited I could \_\_\_\_\_ breathe.
- d The strong winds did \_\_\_\_\_ a bit of damage.
- e They \_\_\_\_\_ disagreed with everything we said.
- f I wasn't well yesterday, but I feel \_\_\_\_\_ better today.
- g The temperature reached \_\_\_\_\_ 30 degrees yesterday.

## 4 Adverbs of degree should go before the word you want to modify.

Write the meaning of each sentence beneath it.

Hannah nearly won all the races.

\_\_\_\_\_ Hannah didn't win any races.

- a Hannah won nearly all the races.

\_\_\_\_\_

- b Tom only asked Ben for help.

\_\_\_\_\_

- c Tom asked Ben only for help.

\_\_\_\_\_

## 5 Write your own sentences with the following adverbs.

- a almost \_\_\_\_\_

\_\_\_\_\_

- b hardly \_\_\_\_\_

\_\_\_\_\_

- c extremely \_\_\_\_\_

\_\_\_\_\_

# Classifying adjectives

Some adjectives describe nouns and some adjectives classify them. Classify means to say what type they are. For example:

the **Australian** flag, **Vietnamese** food, **tropical** rainforest.

1 **Classifying adjectives normally come in front of the noun. Underline the adjectives that classify the nouns in bold in these sentences.**

- a The Persian **cat** curled up on the couch.
- b I prefer rap **music** to disco **music**.
- c The steam **train** pulled away from the rickety, old station.
- d My brother works as a chemical **engineer**.

2 **Write a classifying noun to describe each image.**



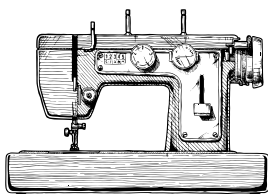
a \_\_\_\_\_ vehicle



b \_\_\_\_\_ couple



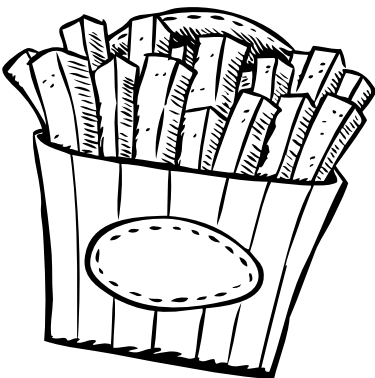
c \_\_\_\_\_ instrument



d \_\_\_\_\_ machine

3 **Many classifying adjectives are based on proper nouns or names, e.g. Siamese cat. As such adjectives become more common, many people no longer use a capital letter. Match the classifying adjective with its noun.**

Classifying adjective	Noun
french	sprout
venetian	cheese
brussels	fries
cheddar	fuel
diesel	blinds



# Main and subordinate clauses

A clause is a group of words that has its own verb. A **main clause** makes sense by itself. For example:

*His socks are dirty and smelly.*

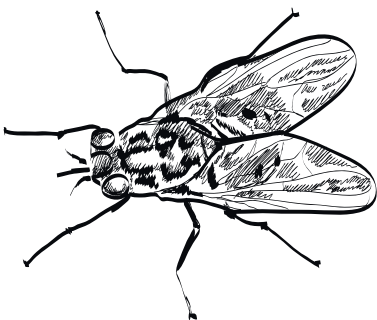
A **subordinate clause** does not make sense by itself and cannot stand alone as a sentence. It depends on the main clause for its meaning. For example:

*His socks, **which are lying on the floor**, are dirty and smelly.*

Subordinate clauses add meaning to the main clause in a sentence. They may act as a noun, adverb or adjective.

1 **Underline the main clause and highlight the subordinate clause.**

- a There was an old lady who swallowed a fly.
- b Since it will be hot today, we will go to the beach.
- c The reason why Fifi ran away is unknown.
- d Because Dad said so, I helped Ivy tidy up.
- e The phone that is on the table belongs to Max.



2 **The subordinate clause in each sentence is underlined. Write how it is acting in the sentence: as a noun, adverb or adjective.**

- a I have a medal for whoever wins the race. \_\_\_\_\_
- b Tess didn't guess who had taken her lunch. \_\_\_\_\_
- c Whichever colour you pick is fine with me. \_\_\_\_\_
- d The last people we called were Jake and Eli, who live across the road. \_\_\_\_\_
- e People will behave as they wish. \_\_\_\_\_
- f I wonder how long we should wait here. \_\_\_\_\_
- g Grandma said she was proud of me. \_\_\_\_\_
- h Since it arrived, that dog has been nothing but trouble. \_\_\_\_\_
- i The car, which is like my uncle's one, was covered in rust and dents. \_\_\_\_\_

# Main and subordinate clauses

## 3 Highlight the subordinate clause and circle the words it modifies.

- a After the project is finished, we will rest.
- b While she couldn't see the bats, she could hear them chattering above.
- c I'll be there at nine if I catch the first bus.
- d While I don't agree with Mia, I can understand her opinion.
- e Flynn joined the navy as soon as he was old enough.
- f When it rained they went inside.

## 4 Complete each sentence with a relative pronoun and highlight the subordinate clause.

- a The child \_\_\_\_\_ you spoke with is now satisfied.
- b The girl \_\_\_\_\_ suitcase is lost is my sister.
- c The house \_\_\_\_\_ was damaged in the storm has been repaired.
- d Mr Robinson, \_\_\_\_\_ is a very talented singer, will open the concert.
- e Scarlett's favourite book, \_\_\_\_\_ she read every year, was old and torn.

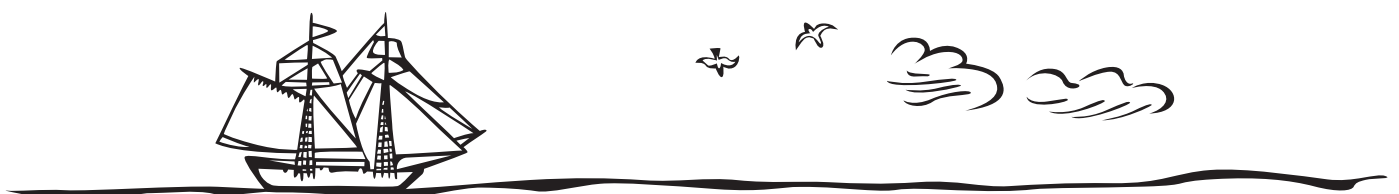
## 5 Match the clauses.

### Main clause

The pirates are looking for a ship  
Jose played  
Last night I watched a movie  
There is always somebody  
We can all go riding

### Subordinate clause

who leaves their lunch at home.  
when Julius turns up.  
that will carry them to faraway lands.  
that has won several awards.  
as well as he has ever played.



# Main and subordinate clauses in context

Use your knowledge of clauses to answer the following questions.

## Read the extract.

In the first sentence, underline the **subordinate clause**.

In the second sentence, underline the **main clause** and **highlight** the **subordinate clause**.

In the last sentence, highlight the **main clause**.

In the last sentence, is the subordinate clause acting as a **noun, adverb** or **adjective**?

## Michael's Storm

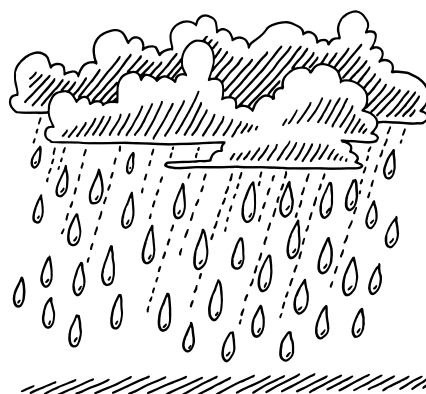
It's going to be a hot one today, Michael thought, at least until it rains this afternoon. It was storm season, when great grey and white clouds piled up out to sea every afternoon, like broken sandcastles in the sky. Usually they dumped just twenty minutes of rain late in the day. But sometimes the clouds arrived with strong winds and hail and mounting seas and delivered a proper storm. During storm season, you needed to know that was always possible.

Michael reached for his salt-stained hat at the front of the boat. He was a thin boy, still to grow into his body, with large hazel eyes and a narrow jaw.

**Circle** the correct answer for each question.

### 1 Choose the best definition of a clause.

- a a group of words with a subject and a verb
- b a group of words with a noun
- c a long group of words
- d the main message of a sentence



Identify the underlined text in each sentence.

### 2 Usually they dumped just twenty minutes of rain late in the day.

- a main clause
- b subordinate clause
- c phrase

### 3 Usually they dumped just twenty minutes of rain late in the day.

- a main clause
- b subordinate clause
- c phrase

### 4 Michael reached for his salt-stained hat at the front of the boat.

- a main clause
- b subordinate clause
- c phrase



# Main and subordinate clauses in context

**Circle** the correct answer for each question.

**In each sentence identify the subject.**

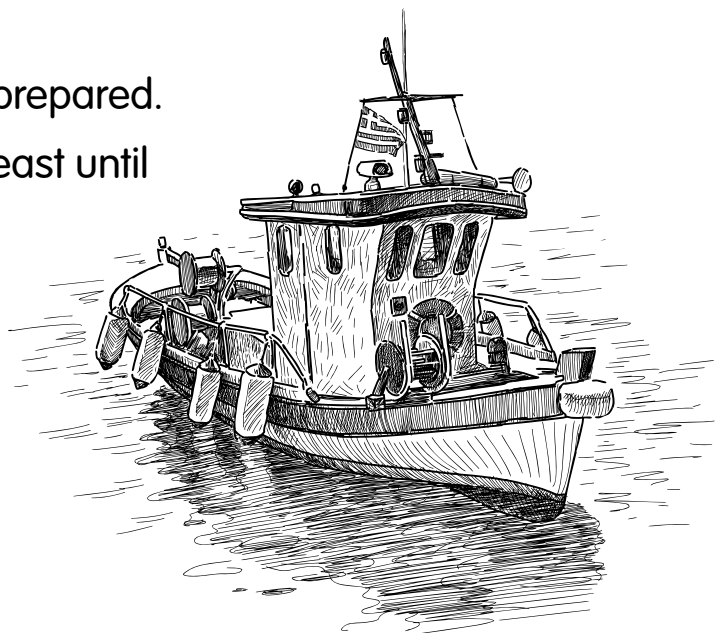
- 5 Usually they dumped just twenty minutes of rain late in the day.
- 6 Michael reached for his salt-stained hat at the front of the boat.
- 7 He was a thin boy, still to grow into his body.

**In each passage identify the verb or verbs.**

- 8 Sometimes the clouds arrived with strong winds and hail.  
**a** strong      **b** hail      **c** arrived      **d** sometimes
- 9 He was a thin boy, still to grow into his body.  
**a** was      **b** still      **c** was, to grow      **d** to grow into
- 10 It was storm season, when great grey and white clouds piled up out to sea every afternoon, like broken sandcastles in the sky.  
**a** when, piled      **b** was, when      **c** was, piled, broken      **d** was, piled

**11 In each sentence, underline the main clause.**

- a** It's wise to prepare for a storm, even if the sky is blue and cloudless.
- b** When clouds pile up out at sea, stay at home.
- c** Michael draped his arm, brown from countless summers, across the boat's motor.
- d** A storm might last for hours, so be prepared.
- e** It's going to be a hot one today, at least until it rains this afternoon.
- f** Just as he dropped the crab into a bucket, Michael looked up at the sound of screaming outboards.



# Adjective clauses

Like an adjective group, an **adjective clause** does the work of an adjective. It follows the noun it describes and begins with **who** (to describe people) or **which** or **that** (to describe things). For example:

Amy, **who lives nearby**, will meet us at the movies.

The bus **that stops near Amy's place** is running late.

Adjective clauses are also known as relative clauses because they begin with a relative pronoun.

## 1 Complete each sentence with *who* or *that*.

- a I like the nursery rhymes \_\_\_\_\_ have strange people.
- b There's the one about the old lady \_\_\_\_\_ lives in a shoe.
- c I like the one with the house \_\_\_\_\_ Jack built.
- d I'm not sure \_\_\_\_\_ danced round the mulberry bush.

## 2 Underline the adjective clause and circle the noun or noun group it describes.

- a The purse that you found belongs to my sister.
- b Melbourne, which I love to visit, is the capital of Victoria.
- c I thanked the police officer who gave me directions.
- d Ahmed ate all the grapes that were left in the fruit bowl.
- e Cooper's dog, whose big, brown eyes made Cooper feel guilty, sat patiently by the door.
- f Ruby's socks, which had not been washed for days, lay on the bedroom floor.
- g All the actors who signed forms should line up quietly at the door.
- h The report that she wrote scored the highest mark.





**3 Use *that* if the clause that the pronoun introduces is essential to the meaning of the sentence. Use *which* if the clause that the pronoun introduces could be deleted without affecting the meaning of the sentence. Below, write whether the underlined adjective clause is *essential* or only adds *extra* meaning to the sentence.**

- a The house, which we saw earlier, had a magnificent garden. \_\_\_\_\_
- b The house that was built in 1842 is now up for sale. \_\_\_\_\_
- c Where are the shoes that you need for tomorrow's game? \_\_\_\_\_
- d Your tennis shoes, which need cleaning, are under the bed. \_\_\_\_\_
- e Here is a link to the article, which can be found on the school website. \_\_\_\_\_

**4 Place commas around an adjective clause only if the clause adds extra information. Clauses beginning with *that* never need a comma because they always contain essential information. Write any commas necessary in these sentences.**

- a Grace is the girl who bakes the muffins each week.
- b The car which is old and blue belongs to my neighbour.
- c Danielle who lives just south of Adelaide is a pharmacist.
- d The boy who crashed his bike had to go to hospital.
- e Alexander Fleming who was a scientist discovered penicillin.



**5 Tick ✓ the sentences with correct punctuation.**

- a ☐ I like people, who are on time.
- b ☐ Jamie, whose dad makes the best hamburgers, says he'll bring food for everyone.
- c ☐ The used car, which my family bought last week, broke down yesterday!
- d ☐ It's a problem, that she's had for a long time.
- e ☐ The reason, that David made the team, is that he trained hard.

# Complex sentences

A **complex sentence** is made up of a main clause and at least one subordinate clause. The subordinate clause can be at the beginning or at the end of a sentence, or it can be embedded in the middle. For example:

*Before we left for Perth, we checked the map.*

*The car, because it is new, is quiet and reliable.*

*Our water tanks will be full when the drought breaks.*

1 Tick ✓ the complex sentences. (Remember: A clause must contain a verb.)

- a ☐ Dad wants to go fishing.
- b ☐ Dad wants to go fishing this weekend.
- c ☐ Dad wants to go fishing this weekend if the weather is good.
- d ☐ Straight after an early breakfast, Dad will take us all fishing.

2 Highlight the main clauses. Remember that a main idea may be interrupted by an embedded clause.

- a Check the depth of the pool before you dive in.
- b The soldier, although he was wounded, radioed for help.
- c When she finished reading her book, she returned it to the library.
- d We are going camping this weekend unless it rains.
- e Whenever I go walking, my dog, Digger, comes with me.
- f I will tidy my room while you sweep the floor.

3 Highlight the subordinate clauses.

- a Diamonds are valuable because they are rare, hard and beautiful.
- b Deserts become very cold when the sun disappears in the afternoon.
- c When the Brisbane River flooded in 1974, many properties were destroyed.
- d Beetles keep their thin wings folded unless they are flying.
- e The first books, as far as anyone knows, were made in Egypt 5000 years ago.
- f Not many adults ride scooters although they are an easy form of transport.

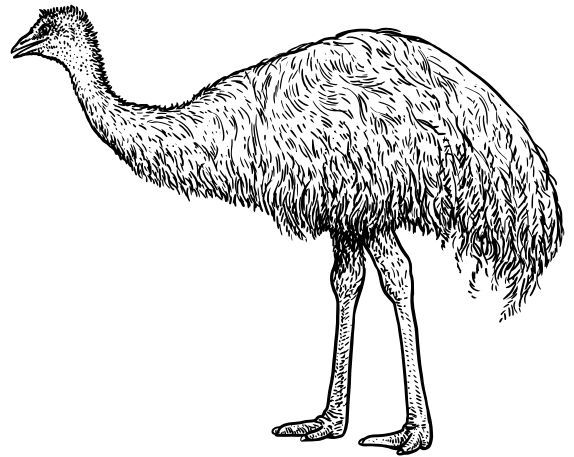
4 Highlight the main clause and underline the subordinate clause in these sentences.

- a Unless you have another idea, we will play basketball this afternoon.
- b I like to eat lunch outside when the sun is shining.
- c Nathan, who was born in Sydney, decided to move to Adelaide.
- d Since her car broke down, my mum catches the bus to work.
- e The wicked witch, who lives in the forest, slowly opened the cottage door.

Match the correct main clauses to the correct subordinate clauses.

Write the correct letters (a–e) on the lines.

- a you might get dessert.
- b Ali sat up to watch TV.
- c Jack saw three emus.
- d whenever she thinks of her grandmother.
- e because he has improved his effort.



- 5 While looking out the car window, \_\_\_\_\_
- 6 Ryan received a certificate \_\_\_\_\_
- 7 Cheng feels happy \_\_\_\_\_
- 8 Although it was late, \_\_\_\_\_
- 9 If you eat all your dinner, \_\_\_\_\_

10 **Circle** the best conjunction for each complex sentence.

- a We got to the cricket (after, before) the crowd got too large.
- b Seeing the exhibition was great (although, when) there was little room.
- c (As, Until) they are rare, whales are rescued by volunteers if they beach themselves.
- d (While, Until) building the boat was difficult, it was very rewarding.

# Avoid dangling modifiers

A **modifier** is a word, phrase or clause that adds information about another word, phrase or clause. A modifier needs a clear subject for the sentence to make sense. For example:

***Exhausted after the long hike***, Matt sat on a shady patch of grass.

'Matt' is the subject of the main clause. The modifier shows he is exhausted. Without a clear or correct subject, the modifier is said to 'dangle'. For example:

***Exhausted after the long hike***, the shady patch of grass was a welcome sight.

'The shady patch of grass' is the subject of the main clause. The sentence doesn't make sense because the modifier shows the grass is exhausted.

1 **Circle** the subject of the main clause. Tick ✓ any sentence in which the underlined modifier is dangling.

- a ☐ Slumped on the couch after a hard day at school, my glass of milk tasted great.
- b ☐ Hiking along the dusty road, a truck blocked their way.
- c ☐ Although Mia was nervous, she spoke loudly and clearly.
- d ☐ I cancelled my trip to Canada because I missed the first flight.
- e ☐ Now almost three months old, the vet said the puppy is healthy.
- f ☐ Going around the bend, the Snowy Mountains came into view.
- g ☐ A bright yellow hat rested on her head, which was clearly too big.
- h ☐ My mum and dad, who are from Sri Lanka, take us to the big cricket matches every summer.

2 **These sentences have dangling modifiers. Rewrite them so that their meaning is clear. (Hint: name the doer of the action.)**

Running for the bus, my lunch box fell from my backpack.

Running for the bus, I felt my lunch box fall from my backpack.

a Walking into the kitchen, the smell was amazing.

b After reading the whole book, the story is still unbelievable.

# Expand your noun groups

A noun group is the group of words built around a main noun. Descriptions become more interesting if you expand the noun group. For example:

*Grandmother Kate's ancient Chinese tea **cup** in the secret trunk*

## 1 Expand the noun group to describe the pictures.



a \_\_\_\_\_  
\_\_\_\_\_ poodle



b \_\_\_\_\_ man  
\_\_\_\_\_

## 2 Adjectives don't always add detail or interest. Cross out ~~X~~ words that don't add anything to these noun groups.

a a huge green giant

b a wonderful unexpected surprise

c a fresh dumping of cold snow

d cousin Toby's free gift

e the younger of the two twins

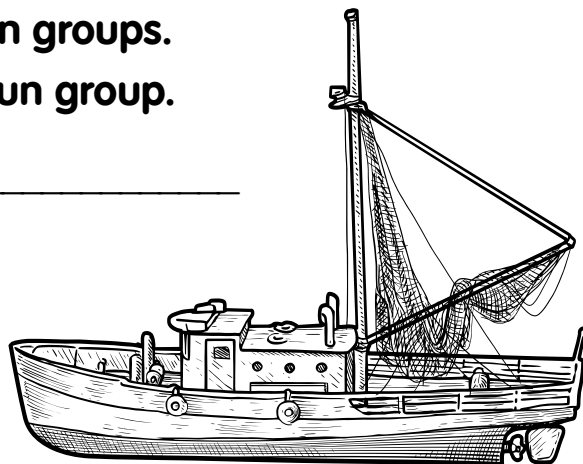
f the doctor's important past experience

## 3 Strong, specific nouns build the best noun groups.

**Circle** the best word to complete this noun group.

a ten metre-long wooden \_\_\_\_\_

craft watercraft boat ship  
trawler vessel dinghy



## 4 Connect the related noun groups to create longer descriptions.

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

noun group

verb group

noun group

Mr Fowler's unruly grey eyebrows

rolled in

the overgrown top paddock.

Our three best old milking cows

rested in

two angry caterpillars.

Sian's temperamental fox terrier

jerked upwards like

something wet and mushy.

# Noun groups in context

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

Read the extract.

Highlight the **noun group** that is built around the **noun** *apple*.

Underline the **noun group** that is built around the **noun** *station*.

Put a **box** around the **noun group** that is built around the **noun** *team*.

Underline the **noun group** that is built around the **noun** *shack*.

## A Special Mare

The mare snorted and nodded as I rewarded her with an apple from my back pocket. I could tell Comet was something special.

Aunt Lil jumped down from the fence. "When you're finished with that mare, I need you to chop wood. We've got a coach coming in early tomorrow."

Aunt Lil ran a changing station on a stage coach route.

I helped the driver change the team of horses, while Aunt Lil served the passengers tea and biscuits.

Our place was really just a shack in a wide valley. There was nothing but a couple of paddocks and bush around us.

The coach Aunt Lil was expecting finally arrived. The driver's name was Silent Bob—he was never one for small talk. But when he saw Comet standing in the paddock, he said, "She's a fine looking horse, that one. You train her well."

Circle the correct answer for each question.

In each sentence, identify the longest noun group.

- 1 The mare snorted and nodded when I rewarded her.  
**a** when I      **b** rewarded her      **c** snorted and nodded      **d** The mare
- 2 Aunt Lil said a mail coach will arrive tomorrow.  
**a** said      **b** a mail coach      **c** tomorrow      **d** will arrive
- 3 Around us there was nothing but a couple of paddocks.  
**a** there was      **b** nothing but a couple of paddocks  
**d** nothing      **d** Around us
- 4 He looked at Comet and said she was a fine looking horse.  
**a** and said she was      **b** He looked  
**c** a fine looking horse      **d** at Comet
- 5 Some coaches carried passengers, some carried mail, and some carried both.  
**a** Some coaches      **b** carried passengers  
**c** some carried mail      **d** carried both



## 6 Expand each noun group with a phrase from the box below.

- a the skittish mare \_\_\_\_\_
- b some delicious biscuits \_\_\_\_\_
- c a stage coach route \_\_\_\_\_
- d the thick bush \_\_\_\_\_
- e a large mug \_\_\_\_\_
- f an old wooden stage coach \_\_\_\_\_

between the city and the goldfields      straight from the oven  
of steaming black coffee      with rickety wheels  
with the glossy black coat      around the well-kept farmyard

## 7 Expand each noun group with a clause from the box below.

- a the large black horse \_\_\_\_\_
- b that batch of scones \_\_\_\_\_
- c the sturdy wooden fence \_\_\_\_\_
- d a young woman \_\_\_\_\_
- e the newly-arrived passengers \_\_\_\_\_
- f the rough track \_\_\_\_\_

who sat next to me on the stage coach      that I helped build  
who are tired and hungry      which I baked this morning  
that gallops around the paddock      that winds up the mountain

## 8 Complete each sentence by expanding the noun group.

- a The passenger was carrying **a large blue bag with** \_\_\_\_\_  
\_\_\_\_\_
- b The young boy was training **the wild horse that** \_\_\_\_\_  
\_\_\_\_\_

# Points of view

Writing—especially in stories—can be from different viewpoints. **First person** viewpoint is when a character is in the story and tells his or her experiences.

For example:

*I hid behind the gate and held my breath.*

**Second person** viewpoint tells the story to another character using the word 'you'.

For example:

*You hid behind the gate and held your breath.*

**Third person** viewpoint is when a narrator is outside the story and tells what the characters are experiencing. For example:

*Maisy hid behind the gate and held her breath.*

1 Tick ✓ the sentences written from a first person viewpoint.

- a ☐ I studied the climbers toiling above me on the ridge.
- b ☐ The sun washed the mountain range in glorious colours.
- c ☐ The winds became stronger and the climbers rushed for cover.
- d ☐ Boulders flew past me in all directions.

2 Write 'First', 'Second' or 'Third' for the most likely viewpoint of each type of writing.

- a a scientific report \_\_\_\_\_
- b a novel called *My Life on the Farm* \_\_\_\_\_
- c instructions to assemble furniture \_\_\_\_\_
- d a book about the history of France \_\_\_\_\_

3 Tick ✓ the sentences written from a third person point of view.

- a ☐ You should check your ropes before climbing.
- b ☐ The rock around the anchor cracked, but the anchor held.
- c ☐ "You should see the view from up here!" Jack cried.
- d ☐ Now, I have to find a way down the mountain.



- 4 A **bare assertion** is an opinion without information about **who** is making it or on **what basis** it is made. For example: *Chocolate is the most popular flavour.* Underline three bare assertions in this paragraph.

The school concert was held last night. It was the best concert ever. The school choir sang three songs, accompanied by Mr Jackson on the piano. The song choice was better than last year. Nyall played the guitar and Sophie played the violin. The teachers did a play called *School on Mars*. Supper was delicious.

- 5 In the following opinions, the bare assertion is underlined. Connect the opinion with its source.

a

In my opinion,  
the new movie  
is awful.

b

Most reviewers  
agree the new  
movie is awful.

c

Lara and Lucas  
think the new  
movie is awful.

d

It is generally  
agreed that the  
new movie is  
awful.

A named  
source

The writer

A specific  
but unnamed  
source

A broad  
but anonymous  
source

- 6 Which statement do you think is NOT true about the opinions in question 5?

- a ☐ They are less harsh than just the bare assertions.
- b ☐ They are more likely to be believed than just the bare assertions.
- c ☐ They probably mean the same to a reader.

# Points of view in context

Use your knowledge of points of view to answer the following questions.

Read the passage.

Underline what Scanner believes is not proof that aliens exist.



**Scanner** (posted 24 August 2019, 11:31 PM)

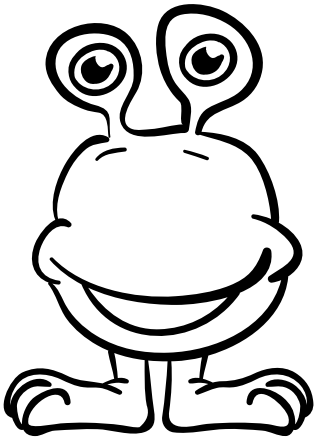
I think everyone on our planet will be forced to consider that we are not alone in the universe. For those of us who work in the sciences, this is not a matter of being “forced”. It’s a matter of accepting what is likely. It’s not secret and it’s not scary. It simply is. Paxus, I think you need to learn what science really is, and what it requires. Interviews with people who say they were visited by little green men is not evidence. They are just someone saying something. But there is enough real science that can be used to show that aliens exist.

**Circle** the correct answers.

- 1 What is Scanner’s *view* on the existence of aliens? Scanner *believes* that ...
  - a it is possible that aliens exist.
  - b aliens definitely do not exist.
  - c aliens definitely do exist.
  - d aliens are little green men.
- 2 What point of view is this passage written in?
  - a first person
  - b second person
  - c third person
- 3 Which sentences are bare assertions?
  - a There is enough real science to show that aliens exist.
  - b It could be that we are not alone.
  - c They are just someone saying something.
- 4 What is Scanner’s *opinion* of stories about people being visited by aliens? Scanner believes the stories are ...
  - a proof that aliens exist.
  - b not proof that aliens exist.
  - c funny and entertaining.
  - d silly, but scary.

## Read the passage.

Circle the evidence in Cheeseburger's post that best shows his view on the existence of aliens.



**Sceptica** (posted 25 August 2019, 12:08 AM)

Show me a body I can touch and feel with my bare hands and that science can study to confirm it is a true alien. THEN I'll believe. Until then, I don't buy it.

**Paxus** (posted 25 August 2019, 12:12 AM)

Shayde, don't tell me you've changed your mind ... You've always been super interested in alien life forms. We need you!

**Cheeseburger** (posted 25 August 2019, 12:37 AM)

There's a glowing green light outside my window right now! They are coming to get me!!!!!!  
ha ha ha ha

- 5 How does Sceptica *feel* about the existence of aliens?  
Quote from his post to support your answer.

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- 6 What does Paxus' post suggest about Shayde's view on the existence of aliens?

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- 7 Do you think Cheeseburger believes in aliens? Support your answer with evidence from the passage.

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# Punctuating simple dialogue

Use quotation marks (“ ”) to show what people say in dialogue. The quotation marks go at the beginning and ending of what is said. The first spoken word has a capital letter, and a comma marks off the spoken words from the rest of the sentence. For example:

*“I think the whole family is going to be there,” said Alex.*

If the speech has a question mark or an exclamation mark, don’t use a comma.

## 1 Rewrite these sentences as direct speech. Put in the capital letters, quotation marks, full stops and commas.

a I’ll bring everything we need said Noah

---

b go away! shouted the scared child

---

c Josh asked are you going to Remya’s birthday

---

## 2 When spoken words in the sentence are split, you put a comma after the first piece of speech and a comma after the speaking verb. For example:

*“My mother”, Anna replied, “is a superb cook.”*

The first part of the spoken sentence begins with a capital letter, but the second part doesn’t because it continues the same sentence.

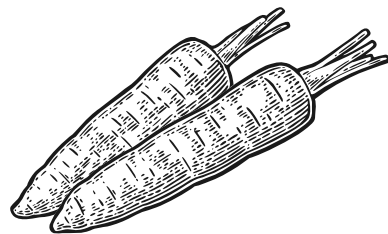
Fill in the quotation marks in the following dialogue.

a What are you doing with that spade? I asked.

b I’m going to dig for treasure, replied my little brother.

c Oh, really, I said, and where do you think it’s buried?

d In the vegetable patch, said Elias, under the carrots.



## 3 Fill in the missing punctuation.

“Where’s Elias” asked Mum.

“In the garden” I said “digging for treasure”

“Not in the vegetable patch, I hope” said Mum.

## 4 Rewrite the following dialogue with correct punctuation.

- a What do you think you're doing yelled Mum
- 
- b Digging for treasure replied Elias, innocently
- 
- c My beautiful carrots moaned Mum You've destroyed them
- 
- d But they were in the way said Elias Anyway I found the treasure
- 
- 

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## 5 Punctuate these questions and answers.

- Put quotation marks around the spoken words.
- Add any missing punctuation marks.
- Separate the spoken words from the unspoken words.

- a Will you sponsor me in the walk-a-thon asked Claire.  
Yes said Mrs Polson I'll give you \$2 per kilometre.
- 
- 

- b Have you read the latest Wizard World novel asked Trisha.  
Yes Jack replied I got a copy from the library.
- 
- 

- c Did you win your netball game Blake asked.  
No, the Riverside Reds won by one goal said Nicki sadly.
- 
-

# Apostrophes to show possession

One role of **apostrophes** (') is to show ownership. For a single owner, add **apostrophe and s**. For example:

*the bird's nest*

## 1 Add apostrophes to show ownership in this passage.

"I'll ride in Jacks car," I said. "Did you get Freyas backpack?" Dad asked.  
"No," I replied, "she threw it in Mels 4WD."

## 2 If a person's name ends in s, you also add **apostrophe and s** (some people only add an apostrophe). For example: *Chris's book*. Add **apostrophe and s** to show possession.

- a Lucas team \_\_\_\_\_ b Cass birthday \_\_\_\_\_  
c Luis shoes \_\_\_\_\_ d Jess hair clip \_\_\_\_\_

## 3 For more than one owner (plural nouns that already end in s), put the **apostrophe after the s**. For example: *the birds' nests* (the nests belonging to the birds). Add **apostrophes to these sentences**.

- a The dogs tails were wagging happily.  
b The girls coats hung in the hallway.  
c The nuns bus arrived on time.

## 4 If two people own something together, only the second person gets an **apostrophe and s**. For example: *Tom and Emma's grandchildren* (the grandchildren of both Tom and Emma)

**If two people own different things, they both get an *apostrophe and s*.**  
For example: *Sean's and Mali's exam results* (they both have exam results but they are different)

**Add *apostrophe and s* where necessary in these sentences.**

- a The policeman and policewoman badges lay on the table.

- b Tony and Sara cat is a blue Persian.

# Apostrophes to show possession

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## 4 continued

c Riley and Jack mother came to collect them after school.

---

d Oliver and Cam houses were opposite each other.

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## 5 Cross out ✕ any apostrophes that are incorrect, but take note:

- Not every sentence contains a mistake.
- Possessive pronouns don't need an apostrophe.
- *it's* does not show ownership—*it's* means *it is*.



- a I put the book's back in Tina's room.
- b Dad picked up Tim's backpack and Helen's suitcase.
- c Stacey's dumplings are great but Cheng's are even better.
- d Everybody's health matters—yes, even your's!
- e It's great to finally meet you. Just sending emails' wasn't enough!
- f Ellie's shoe slipped from her foot. It's sole had come loose.
- g Penny and Milly's project won first place. Theirs was the best by far.
- 

## 6 Write what is owned.

***Brydie's pet = the pet owned by Brydie***

a Bill's holiday =

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b Katy's toothbrush =

---

c the Principal's and Deputy's car spaces =

---

d Tina and Mia's classroom =

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