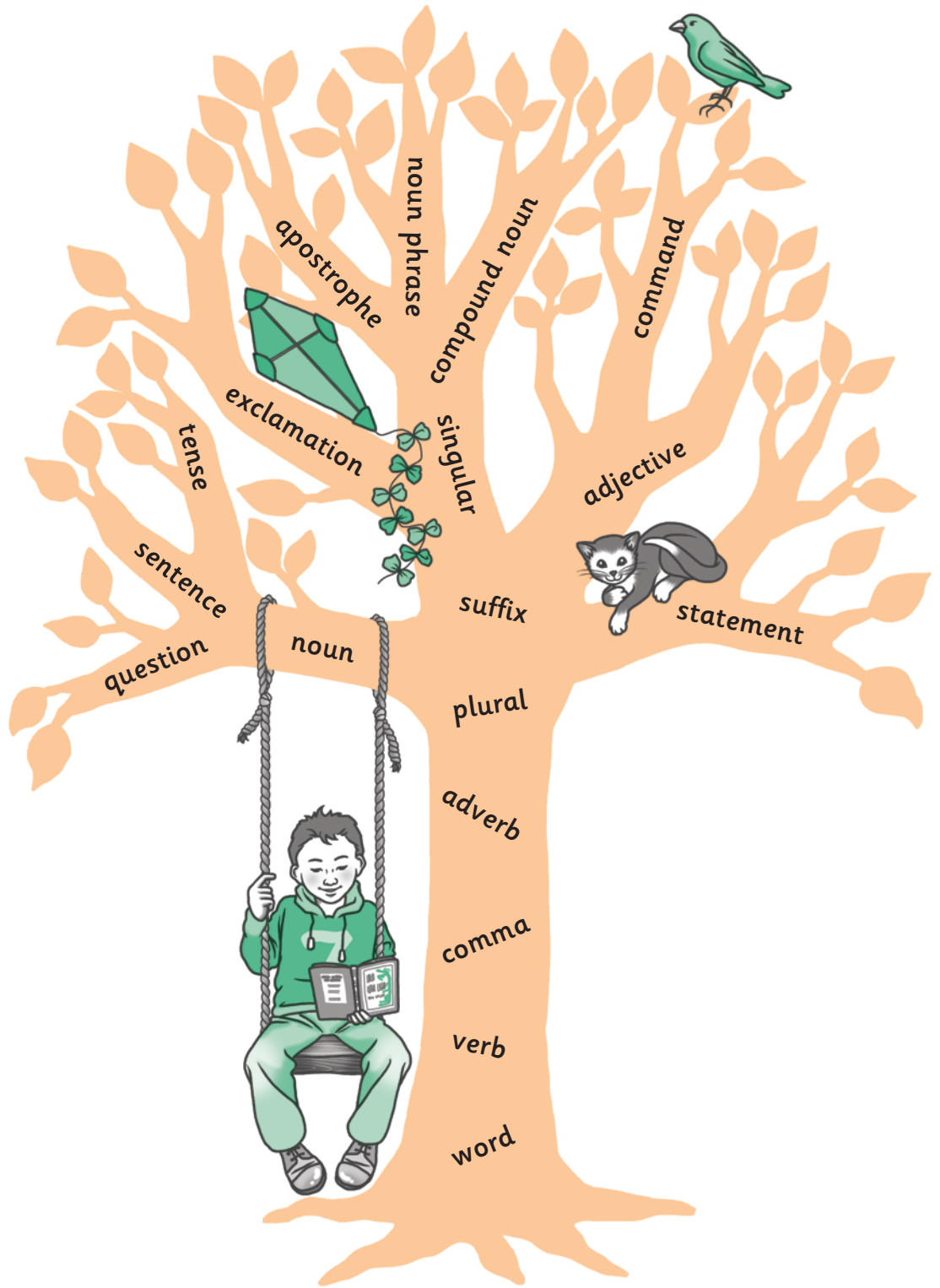


Grammar 2 Answers



Name \_\_\_\_\_

# Writing in sentences

## Remember

You can put words together to make a **sentence**.  
A sentence must be complete and make sense.

Matilda made a loaf of bread.



## Try it

- 1 Say and then write a complete **sentence** using these words.

play outside I want to play outside.

bunch of flowers Lily gave Mum a bunch of flowers.

cats and dogs Cats and dogs make good pets.

see stars You can see stars on a clear night.

Charlie Charlie lives next door to us.

- 2 Write a **sentence** to follow each sentence below. Use the word **'and'** in your sentences.

Oscar found a silver coin. He put it in his pocket and took it home.

Daisy the dog ran into the woods. She saw a rabbit and she chased after it.

Pedro forgot to turn off the tap. The water filled the bath and went all over the bathroom floor.

## Sentence practice

Write the next two sentences. Use the word **'and'** in one sentence.

Ethan woke up early one morning. He saw the sun was shining.

Ethan jumped out of bed and ran downstairs.

# Sentence punctuation

## Remember

All sentences start with a **capital letter**. Most sentences end with a **full stop**. Some sentences end with a **question mark** or an **exclamation mark**.

The little rabbit began to worry. Where could Ben be?

## Try it

### 1 Write in the missing punctuation marks.

We went to the zoo. Jacob was very excited.

The clown did a clever trick and Abdul laughed at him.

Gran came to visit us last Monday. Grandpa came too.

Who was knocking at the door? Max went to see.

He made a boat out of wood and sailed it on the sea.



### 2 Here is part of a story. The sentence punctuation is missing. Write the story using the correct punctuation.

The children went to find Nina they looked in the garden and they looked in the shed they looked everywhere where was Nina

The children went to find Nina. They looked in the garden and they looked in the shed. They looked everywhere. Where was Nina?

## Sentence practice

Write three sentences about your favourite toy.

My favourite toy is my Aston Villa football. I got it for my birthday. I play with it in the playground with my friends.

# Joining words: 'and', 'but'

## Remember

The words 'and' and 'but' are **joining words**. They join together two sentences to make one longer sentence.

She saw the porridge **and** it smelt delicious.

She tasted the porridge **but** it was too hot.



## Try it

- 1 Choose the best **joining word**, 'and' or 'but', to complete each sentence.

She opened the door and they went inside.

I can swim a width but I cannot dive in.

Ali found a wooden chest but it was locked.

A car came down the road and it stopped outside.

He waited and he waited but no-one came.



- 2 Add the **joining word** 'but' and then complete each sentence.

The rabbit was only small but he was brave.

I like grapes but I do not like bananas.

I wanted to go skating but the ice rink was closed.

Lucy was winning the race but she fell over.

A spider has eight legs but a ladybird has six legs.

## Sentence practice

Write a sentence about a monster using the word 'but'.

The monster was big but he did not scare us.

# Joining words: 'or'

## Remember

The word 'or' is another **joining word**. You can use 'or' to join two words or to join two sentences to make one longer sentence.

Do you like porridge hot **or** cold?

We can eat the porridge now **or** we can go for a walk.

## Try it

- 1 Choose the best **joining word**, 'or', 'and' or 'but', to complete each sentence.

We can stay here or we can go to the park.

You must go now or the giant will eat you.

I went to buy some jam but the shop was shut.

The mouse saw the cat and it ran and hid.

Take the cake out of the oven or it will burn.



- 2 Add the **joining word** 'or' and then complete each sentence.

We could hide in the shed or behind the bins.

Apples can be red or green.

It might rain or it might be sunny.

We can play inside or we can go outside.

The box is under the bed or it might be by the door.

## Sentence practice

Write a sentence about what you might do after school. Use the word 'or'.

I might read my new book or I might play on the computer.

# Verbs: past and present tense 1

## Remember

Verbs are doing words. Verbs can be in the **past tense** or the **present tense**. The **tense** of the verb shows when it happened.

I **open** the door. (present tense – happening now)

I **opened** the door. (past tense – happened in the past)

## Try it

- 1 Underline the **verb** in each of these sentences. Write whether it is in the **past tense** or the **present tense**.

Thunder boomed across the roof tops. past tense

Caterpillars turn into butterflies. present tense

He followed the trail of stones. past tense

The girl jumps into the stream. present tense



- 2 The **verbs** in these sentences are in the **present tense**. Rewrite each sentence in the **past tense**.

I count six trees. I counted six trees.

He waits for the bus. He waited for the bus.

Ellie scores a goal. Ellie scored a goal.

Sam crosses the road. Sam crossed the road.

We share the sweets. We shared the sweets.



## Sentence practice

Write two sentences using the **verb** 'walk'. Write one in the **present tense** and one in the **past tense**.

I walk to school every day.

The old man walked up the hill.

# Verbs: past and present tense 2

## Remember

Lots of **past tense verbs** end with **-ed** but sometimes the word changes in a different way.

I **run** down the road. (present tense)

I **ran** down the road. (past tense)

## Try it

1 Write the **verb** from each sentence in the **past tense**.

The boy falls off the slide. fell

I have toast for breakfast. had

I see a snail in the garden. saw

Three fish swim across the lake. swam

The nice lady makes cakes for tea. made



2 Underline the **two present tense verbs** in each sentence. Then rewrite the sentence in the **past tense**.

I take an apple to school and eat it at lunchtime.

I took an apple to school and ate it at lunchtime.

It is hot so Erin wears her shorts.

It was hot so Erin wore her shorts.

The wind blows and the rain comes down.

The wind blew and the rain came down.

## Sentence practice

Write a sentence using the **past tense** of the verb 'fly'.

The birds flew away.

# Statements

## Remember

A **statement** is a sentence that tells you something. Statements often start with who or what the sentence is about, followed by a **verb**.

Pandas **eat** bamboo.



## Try it

- 1 Put the words and punctuation in order so they make a **statement**.

in live the sea Whales . Whales live in the sea.

plate Rory a . broke Rory broke a plate.

brown eyes . have I I have brown eyes.

curtains . Kara the opened Kara opened the curtains.

leaves The had tree . no The tree had no leaves.

- 2 Complete these **statements**.

I can count in twos and tens.

The cook boiled the eggs in a pan of water.

Zebras have black and white stripes and long tails.

Dad put the washing on the line.

The little girl was proud and happy.

## Sentence practice

Write a **statement** about what you are wearing.

I am wearing a blue jumper and grey trousers.



# Questions

## Remember

A **question** is a sentence that asks something. Questions start with question words or sometimes with **verbs** such as 'Can' and 'Do'. Questions end with a **question mark**.

Where did the cow jump?      Can cows jump?



## Try it

1 Add a word to complete each **question**. Then complete the answer.

### Question

What is your name?

Who lost a glass slipper?

Is it going to snow?

Do you like pizza?

Can owls fly?

### Statement

My name is Amy Turner.

Cinderella lost a glass slipper.

Yes, it is.

I do / do not like pizza.

Yes, owls can fly.

2 Here is a **statement**. Write some **questions** about it.

Jim went to the shop.

Why did Jim go to the shop?

When did Jim go to the shop?

How did Jim get there?

Did Jim go by bus?

Is Jim still there?



## Sentence practice

Write a **statement** and a **question** about frogs.

Frogs can swim. Can frogs breathe underwater?

# Exclamations

## Remember

An **exclamation** is a sentence that shows strong feelings. Exclamations start with the words 'What' or 'How'. Exclamations end with a verb and an **exclamation mark**.

What a shame that is!      How sad you are!

## Try it

- 1 Some of these sentences are **exclamations** and some are **questions**. Write in the missing **punctuation marks**.

How amazing we are !

How old are you ?

What a pity it is !

What a surprise that was !

What will you do now ?



- 2 Write an **exclamation** to follow each **statement**.

Billy dropped the cake.

What a shame that was!

I have won a prize.

How exciting this is!

Let me help you with that.

How kind you are!

I have picked some flowers for you.

How lovely they are!

All the wolf cubs began to howl.

What a noise it was!

## Sentence practice

Write a **statement** and an **exclamation** about a game of football.

Our team won 8–0. What a game that was!

# Commands

## Remember

A **command** is a sentence that instructs or tells someone to do something. Commands often start with a **verb**.

**Clean the grate.**      **Make the fire.**

## Try it

- 1 Are these sentences **statements** or **commands**? Write 'statement' or 'command'.

Stop doing that.      command

The car made a terrible noise.      statement

Don't let the dog off its lead.      command

Rowan plays with the hamster.      statement

Plants need water to grow.      statement



- 2 Complete these **commands** with a suitable **verb**.

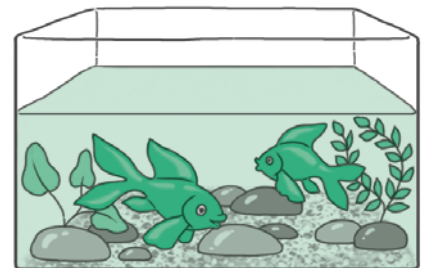
Throw the dice to start the game.

Get the hammer from the shed.

Please feed the fish on Monday.

Don't drop the eggs on the floor.

Tell me a story before I go to bed.



## Sentence practice

Mum wants Joe to tidy his bedroom. Write two suitable **commands**.

Pick up the books. Put the toys in the toy box.

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# Revision 1

- 1 Underline the three words in each sentence that need a capital letter.

sam and lucy met sita at the corner shop.

i think josh was going to spain for his holiday.

gran and grandad always go shopping on monday morning.

Does harry live in hobbs lane?

- 2 Add the punctuation mark needed to complete these sentences.

Can I come and play ?

Put the paper in the printer .

Today it rained all day .

What a shock !



- 3 Each sentence has a word missing. Write the full sentence so it makes sense.

He put on his coat went outside.

He put on his coat and went outside.

Once upon a time therea little goat.

Once upon a time there was a little goat.

- 4 Choose the correct word, 'and', 'then' or 'finally', to complete each sentence. Write it in the space.

First wash your face. Then get dressed.

Have some toast and drink your milk.

Finally, brush your teeth and put on your coat.

5 Write the plural of these words.

gate	<u>gates</u>	tree	<u>trees</u>
bench	<u>benches</u>	owl	<u>owls</u>
railing	<u>railings</u>	flower	<u>flowers</u>
bush	<u>bushes</u>	fox	<u>foxes</u>



6 Choose the correct word to complete each sentence. Write it in the space.

The painter dropped his brush. (painting painter painted)  
 He is picking up the litter. (picking picker picked)  
 They waited for hours. (waiting waiter waited)  
 I played football yesterday. (playing player played)

7 Add un- to these verbs.

unload      unpack      untie

Now write a sentence using each new verb you have made.

I saw the workers unload the lorry.

I helped Mum unpack the shopping.

I can't untie my laces.

8 Rewrite each question as a command.

Could you get me a drink of water?

Get me a drink of water.

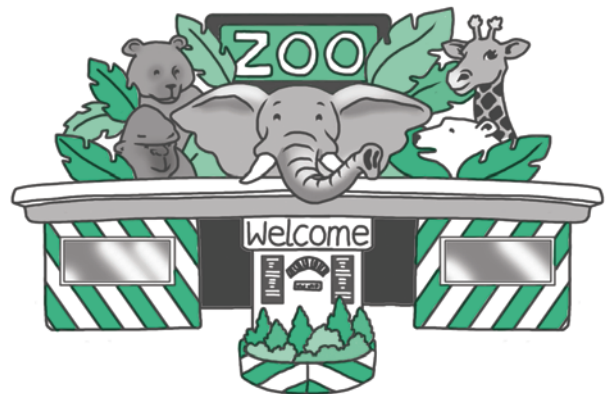
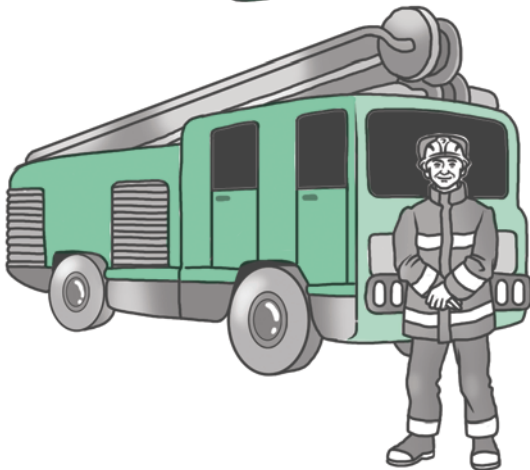
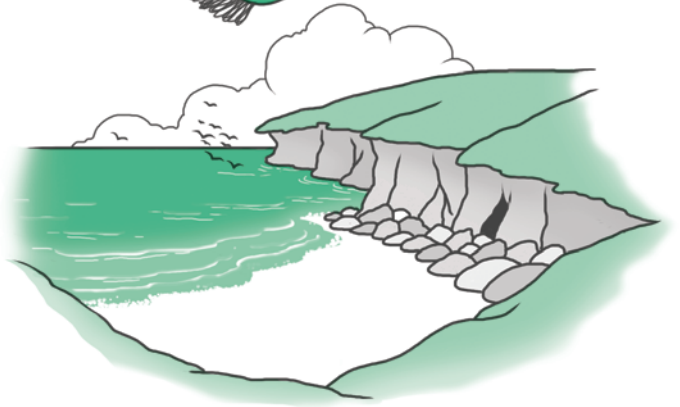
Do you want to come and play at my house?

Come and play at my house.

# Writing task 1

## An exciting day

Write about an exciting day you enjoyed. Choose an idea from the pictures, or use one of your own. Your task is to say what happened and to make it sound exciting.



Before you start writing, think about:

- what happened
- what you saw or what you did
- what made it exciting

## Remember

- Write in sentences.
- Use correct punctuation.
- Check your work carefully.

## My exciting day

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# Nouns and noun phrases

## Remember

**Nouns** are words that name things, such as 'man', 'dog' or 'bus'.

The **dog** barked at the **bus**.

A **noun phrase** is made up of the noun and any other words that go with it.

The **dog** chased a **police car**.



## Try it

### 1 Underline all the nouns in these sentences.

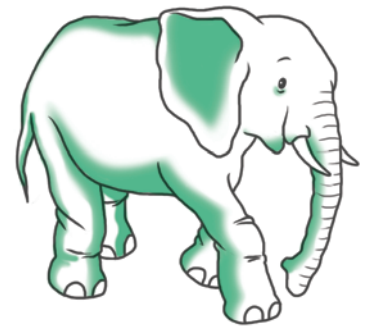
The waiter carried the tray to the table.

The lady counted the money in her purse.

The man sat on a bench in the park and waited.

The little boy dropped the sweets on the floor.

The elephant has a trunk and large ears.



### 2 Complete each sentence using two suitable nouns.

Dad is digging a hole in the garden.

Emma rode her bike round the playground.

The girl put the book on the shelf.

The bird sat on the branch of a tree.

The fox sat by the fence watching the hens.

## Sentence practice

Write a sentence about a cat in the garden. Use at least three nouns.

The cat found a bird in the garden.



# Adjectives

## Remember

An **adjective** is a word that tells you more about a **noun**. You use adjectives to describe things or to add important details about nouns.

Once there was a **poor** farmer who lived in a **rundown** cottage.

## Try it

- 1 Underline all the **adjectives** in these sentences.

The angry bees buzzed around the tree.

The king wore his new crown to the party.

The pirate had a parrot with green feathers.

She sailed across the sea to a strange land.

The little mouse hid in the long grass.



- 2 Complete each sentence by adding a suitable **adjective** to the nouns in **bold**.

The fierce **wolf** showed his sharp **teeth**.

My cat Felix is a crafty **cat** and a clever **cat**.

The giant lived in a huge **house** with a creaky **door**.

The foamy **waves** crashed on to the grey **rocks**.

The boy took the grassy **path** into the dark **woods**.

## Sentence practice

Write a sentence about a clown, using two or more **adjectives**.

The clown wore a red bow tie and baggy trousers.

# Adjectives with suffixes –ful, –less

## Remember

Some **adjectives** are made by adding the suffixes **–ful** or **–less** to a word.

**careful** Prince Herman was a **careful** man.

**careless** Prince Edgar was a **careless** man.

## Try it

- 1 Use the suffix **–ful** or **–less** to make each word into an **adjective**. Write the adjective.

wonder wonderful

peace peaceful

forget forgetful

home homeless

speech speechless

hate hateful

spot spotless

wish wishful

- 2 Complete each sentence by making an **adjective** ending with **–ful** or **–less**.

The doctor said a broken arm can be pain **ful** \_\_\_\_\_.

A moth is a harm **less** \_\_\_\_\_ insect.

The small boy was power **less** \_\_\_\_\_ against the mighty dragon.



The flowers in the garden were bright and colour **ful** \_\_\_\_\_.

The book about plants was very help **ful** \_\_\_\_\_ and interesting.

## Sentence practice

Add the suffixes **–ful** and **–less** to the word 'use'. Write two sentences, one for each of the **adjectives** you make.

A rubber is useful if you make a mistake.

Our old toaster was useless.

# Adjectives with suffixes –er, –est

## Remember

You can use **adjectives** to compare things by adding the **suffixes –er or –est**.

George was **strong**. Jude was **stronger**.  
Jed was the **strongest** of all.



## Try it

- 1 Add the **suffixes –er and –est** to these **adjectives**. Write the new adjectives.

soft	<u>softer</u>	<u>softest</u>
slow	<u>slower</u>	<u>slowest</u>
loud	<u>louder</u>	<u>loudest</u>
brave	<u>braver</u>	<u>bravest</u>
happy	<u>happier</u>	<u>happiest</u>



- 2 Choose the correct word to complete each sentence. Write it in the space.

He is the <u>richest</u> man in all the land.	(rich richer richest)
Rosie is <u>older</u> than her sister.	(old older oldest)
Merlin was the <u>wisest</u> wizard of all.	(wise wiser wisest)
A car is <u>quicker</u> than a bike.	(quick quicker quickest)
My room is <u>smaller</u> than yours.	(small smaller smallest)

## Sentence practice

Add the **suffixes –er and –est** to the word 'fast'. Write two sentences, one for each of the **adjectives** you make.

Fox was faster than the ducks and sheep. He was the fastest thing on four legs.

# Joining words: 'when', 'because'

## Remember

The words 'when' and 'because' are joining words. They join together two ideas in one sentence. They help to give more information in a sentence.

The lion sniffed the air.

The lion sniffed the air **because** he could smell food.

The lion sniffed the air **when** he woke up.



## Try it

- 1 Choose the best joining word, 'because' or 'when', to complete each sentence.

The teacher was tired when she got home.

I am shivering because I am cold.

Amaya yawned when she woke up.

I like fruit because it is good for you.

Dad won first prize because his cake was the best.

- 2 Complete these sentences.

The tiger roared when he saw the hunter.

The king was happy because he had lots of money.

William laughed when the clown fell over.

She did not sleep because she was so excited.

He was reading his book when there was a knock at the door.

## Sentence practice

Write a sentence about a melting ice cream. Use one of the joining words 'because' or 'when'.

My ice cream started to melt because it was hot in the sun.

# Joining words: 'if', 'that'

## Remember

The words 'if' and 'that' are **joining words**. They join together two ideas in one sentence. They help to add more detail about the main idea in a sentence.

My sunflower will grow **if** I water it every day.  
I hope **that** it will grow really tall.



## Try it

1 Complete each sentence using the **joining word** 'if' or 'that'.

I would keep very still \_\_\_\_\_ **if** \_\_\_\_\_ I saw a snake.

Megan told me \_\_\_\_\_ **that** \_\_\_\_\_ I was in the team.

My dog starts to bark \_\_\_\_\_ **if** \_\_\_\_\_ it hears a noise.

I like stories \_\_\_\_\_ **if** \_\_\_\_\_ they are funny.

The man boasted \_\_\_\_\_ **that** \_\_\_\_\_ he was clever.



2 Complete these sentences.

I will give you a bag of gold if you help me.

The boy was so frightened that he ran away.

I will help if you have a problem.

I am glad that you are coming to play.

The man promised that he would come back.

## Sentence practice

Complete this sentence. Use one of the **joining words** 'that' or 'if'.

I feel sad that you are leaving.

# Compound nouns

## Remember

A **compound noun** is made up of two words pushed together. The two words together make one new noun.

footpath   daylight   bluebird



## Try it

1 Add another word to make a **compound noun**.

play time                          green house

goal post                          wheel chair

star light                          hand stand

head band                          net ball

snow man                          pan cake

2 Complete the **compound nouns** so that each sentence makes sense.

On his seventh birth day Christopher took his new skate board to the play ground.

Hannah left her hand bag at the super market check out.

In the biggest bed room, there was a purple book case next to the fire place.

A sign post pointed to the water fall, where we saw a beautiful rain bow.

## Sentence practice

Write a sentence about a trip to the beach, using three or more **compound nouns**.

I found a starfish and some seaweed at the seaside.

# Commas in lists

## Remember

You use **commas** to separate items in a list. With the last two items, you use '**and**' instead of a comma.

The little elephant squirted water over the lion, the monkey, the rhino **and** the snake.

## Try it

- 1 Add the missing **commas** to each sentence.

Mum makes plum, strawberry and blackberry jam.

Blackbirds eat insects, worms and berries.

We saw ducks, geese, swans and moorhens on the river.

You need paper, scissors, glue, paints and a big box.

The leaves were red, yellow, orange and brown.



- 2 Add three more items to each list. Use the correct **punctuation**.

The farmer keeps sheep, cows, ducks, hens and chickens.

For dinner there was chicken, potatoes, peas and carrots.

Dad went to buy apples, cheese, rice and flour.

In the toy box I found marbles, bricks, paints and a teddy bear.

Put the plates, knives, forks and spoons on the table.

## Sentence practice

Write a sentence with a list of three or more foods that you like. Check your **punctuation**.

I like ice cream, chocolate, pasta, fish fingers and apples.

# Verbs with –ing: present tense

## Remember

In the **present tense**, you use the **–ing verb form** with the ‘helper’ verbs ‘**am**’, ‘**is**’ or ‘**are**’. These verbs show that an action is carrying on for some time.

I **am waiting** for my mum.

Amit **is putting** on his coat.

The twins **are gazing** out of the window.

## Try it

1 Complete each sentence using the correct form of the verb.

They are digging a hole. (dig)

The boy is banging the drum. (bang)

We are learning to play hockey. (learn)

I am drinking my milk. (drink)

My sister is smiling at me. (smile)



2 Complete each sentence in the **present tense**, using the **–ing form of a verb**.

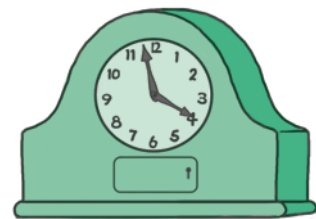
The ducks are swimming on the pond.

The clock in the hall is ticking.

The farmer is feeding the hens.

Vikesh is going for a walk.

I am waiting for the bus.



## Sentence practice

Write a sentence about what you are doing right now, using an **–ing verb form**.

I am thinking of a good sentence.



# Verbs with –ing: past tense

## Remember

In the **past tense**, you use the **–ing verb** form with the ‘helper’ verbs ‘**was**’ or ‘**were**’. These verbs show that an action was carrying on for some time.

It **was raining**. James **was reading**.  
Katie and Beth **were drawing** pictures.



## Try it

- 1 Decide if each sentence is in the **past tense** or the **present tense**. Write ‘past tense’ or ‘present tense’.

He is going to the shops. present tense

The stars were shining brightly. past tense

The tap was dripping in the sink. past tense

I am baking a cake for tea. present tense

Omar and Jess are having lunch. present tense

- 2 These sentences are in the present tense. Rewrite them in the **past tense**.

The man is pointing at me. The man was pointing at me.

The eagles are flying. The eagles were flying.

I am looking for you. I was looking for you.

The boys are playing. The boys were playing.

Dad is talking to us. Dad was talking to us.



## Sentence practice

Write a sentence in the **past tense** to say what Red Riding Hood was doing in the woods.

Red Riding Hood was visiting her grandma.

## Revision 2

### 1 Underline the **three nouns** in each sentence.

A clock stood in the corner of the room.

A giraffe has a long neck that can reach the top branches.

The old woman was polishing the windows with a yellow duster.

The little boy went to fill the bucket at the well.

### 2 Underline the **adjective** in each sentence.

The little pony jumped over the fence and galloped off.

The clever rabbit tricked the crocodile.

The parrot stretched his beautiful wings.

Where did I put my green bag?



### 3 Underline the **verbs** in each sentence.

It was cold this morning so I wore my thickest socks.

I have a new game and I play it all the time.

The old man smiled when he hung the painting on the wall.

I read my book and then I go to bed.

### 4 Use **un-** to change the meaning of the underlined **adjective** in each sentence. Write the new adjective.

The race was fair.

unfair

Joel was the lucky little boy.

unlucky

The children were friendly at her new school.

unfriendly

5 Write the missing **punctuation mark** to complete each sentence.

How amazing it was !

I am planning a party .

How did he do it ?

What a surprise this is !

She went for a run .

Do you like peas ?



6 Draw lines to match each sentence to the correct **sentence type**.

The thief is getting away. ●

Stop that man. ●

Leah has a meeting. ●

Meet me on the corner. ●

Don't run on the grass. ●

statement

command

7 There is a **punctuation mark** missing from this writing. Rewrite it correctly.

Class 3 went swimming Simon swam right across the pool.

Class 3 went swimming. Simon swam right across the pool.

8 These **verbs** are in the **present tense**. Rewrite them in the **past tense**.

We mix the pudding in the bowl. mixed

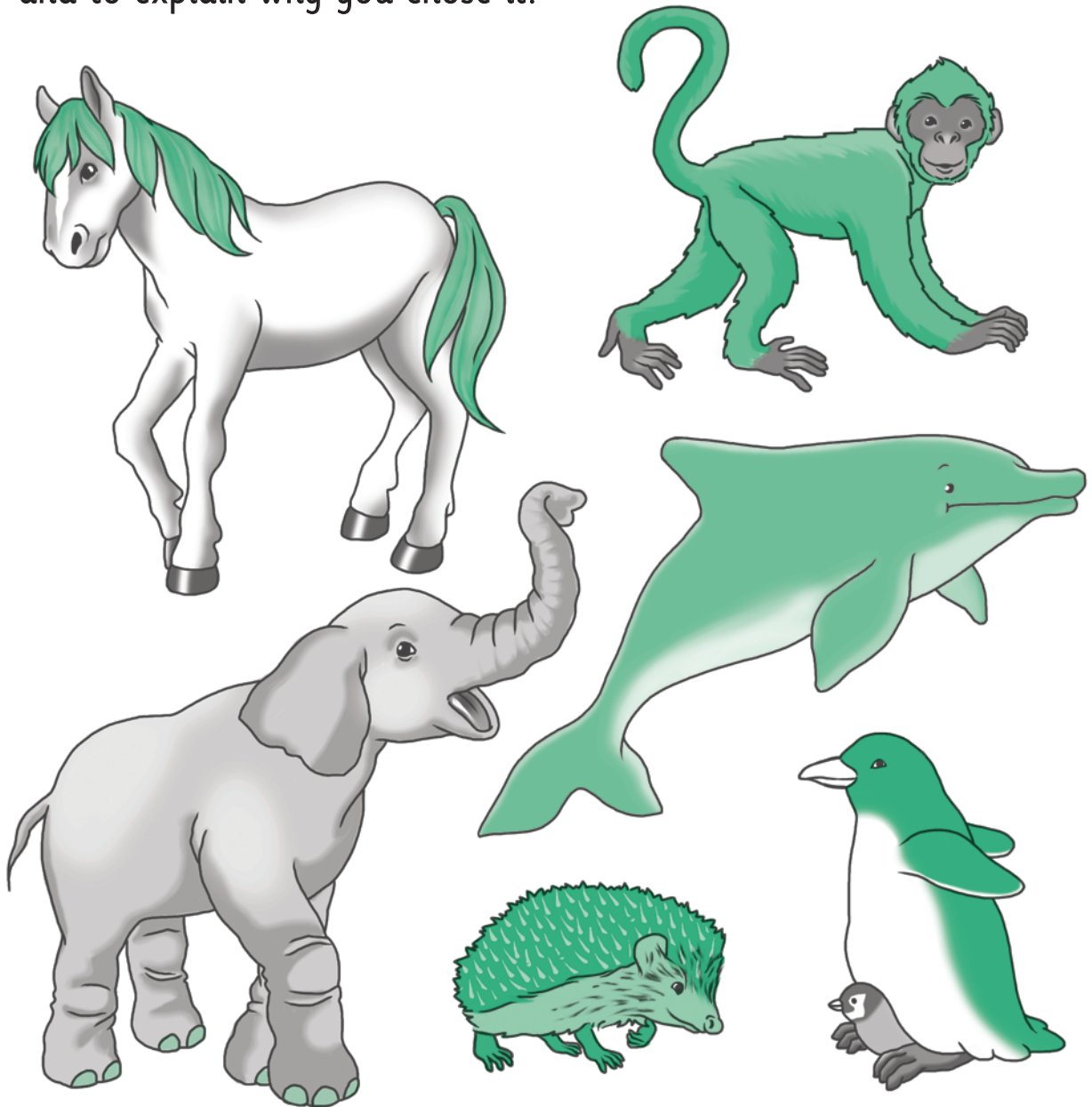
I bake a pie and Mum makes a cake. baked made

Mum passes me a sandwich and I eat it. passed ate

## Writing task 2

### My favourite animal

Write about your favourite animal. Choose one from the pictures, or think of one of your own. Your task is to describe the animal and to explain why you chose it.



Before you start writing, think about:

- describing your animal
- what you know about your animal
- why it is your favourite

**Remember**

- Write in sentences.
- Use correct punctuation.
- Check your work carefully.

## **My favourite animal**

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# Adverbs

## Remember

An **adverb** is a word that tells you more about how an action is carried out.

She opened the back door **slowly**.  
She called **softly** into the moonlight.



## Try it

### 1 Underline the **adverb** in each sentence.

The door slid silently open.

She rocked the baby gently as she sang.

I placed the book carefully on the shelf.

We sat happily and watched the rabbits play.

The cat purred and swished her tail lazily.



### 2 Rewrite each sentence, adding a suitable **adverb**.

Flags flap in the wind. Flags flap wildly in the wind.

The firework went off. The firework went off suddenly.

Dad turned off the leaky tap. Dad quickly turned off the leaky tap.

The sick child moaned. The sick child moaned loudly.

Tom made his way home. Tom made his way slowly home.

## Sentence practice

Write a sentence using the **adverb** 'quietly'.

The children sat quietly and listened to the teacher.

# Adverbs with suffix -ly

## Remember

You can make lots of **adverbs** by adding the **suffix -ly** to an **adjective**.

Mr Hodges was **kind**. (adjective)

He spoke **kindly**. (adverb)

## Try it

- 1 Add the **suffix -ly** to each **adjective** to make it into an **adverb**. Write the adverb.

brave bravely

sweet sweetly

proud proudly

smooth smoothly

smart smartly

bad badly

sad sadly

selfish selfishly

secret secretly

safe safely

- 2 Choose the best **adverb** from the activity above to complete each sentence.

The lifeguard dived bravely into the water.

Grandpa dressed smartly in his best suit.

The plane landed smoothly on the runway.

The team played badly in the second half.

She wore the medal proudly for the rest of the day.



## Sentence practice

Make the **adjective** 'fierce' into an **adverb**. Use the adverb to write a sentence.

The lion roared fiercely at the other animals.

# Apostrophes in shortened forms

## Remember

Sometimes two words are pushed together to make one word. Some letters are missed out. You write an **apostrophe** in place of the missing letters.

I am coming. → I'm coming.

Do not laugh. → Don't laugh.

## Try it

- 1 Rewrite each underlined shortened word with the **apostrophe** in the correct place.

I have Ive I've she is shes she's

was not wasnt wasn't they will theyll they'll

I would Id I'd we are were we're

cannot cant can't he would hed he'd

- 2 Write the underlined words as **one** word, using an **apostrophe**.

It has not been raining for long. hasn't

I will be home soon. I'll

I think it is a great idea. it's

It has been a long time. It's

I could not help it. couldn't



## Sentence practice

Write the words 'did not' as **one** word with an **apostrophe**.  
Use the word in a sentence.

We didn't stop for lunch.



# Apostrophes for possession

## Remember

You use an **apostrophe** with **-s** to show that something belongs to someone or something.

Cinderella's glass slipper      the giant's sack of gold



## Try it

- 1 Underline the word that has an **apostrophe** to show that something belongs to someone or something.

I haven't seen Daniel's book.

Don't eat Baby Bear's porridge.

Holly's jumper isn't here.

I didn't hear the teacher's whistle.

I can't find the cat's collar.



- 2 Rewrite the sentence, adding an **apostrophe** with **-s** to show that something belongs to someone or something.

Cinderella sisters were mean. Cinderella's sisters were mean.

This is Jason bag. This is Jason's bag.

Is this Mum plate? Is this Mum's plate?

Tara hair is black. Tara's hair is black.

I found my sister pen. I found my sister's pen.

## Sentence practice

Write a sentence to describe a hat belonging to a wizard, using an **apostrophe**.

The wizard's hat was tall and pointy.

# Nouns with suffixes –er, –ness, –ment

## Remember

Some **nouns** are made by adding a **suffix** to the end of another word.

painter      sadness      statement

## Try it

- 1 Add the correct **suffix**, –er, –ness or –ment, to make each word into a **noun**.

enjoy ment

teach er

sick ness

play er

work er

fair ness

amaze ment

punish ment

shy ness

amuse ment



- 2 Add the correct **suffix** to complete the word in **bold**.

Jogging helped Sarah improve her **fit** ness.

The **garden** er cut the grass.

I was dazzled by the **bright** ness of the sunlight.

He went to hospital for **treat** ment.

Dad wrote a **remind** er about the milk.



## Sentence practice

Add a **suffix** to make the word 'kind' into a **noun**. Write a sentence using the noun you have made.

Gran thanked me for my kindness.

# Proper nouns

## Remember

A **proper noun** is a special noun that you use to name a person, place or thing. A proper noun always starts with a **capital letter**.

I met Adam Smith and his brother Jamie outside Hill Street School.

## Try it

- 1 Underline all the **proper nouns** in these sentences. Give them a **capital letter**.

I think harry is in mr jackson's class at marshmead school.

We watched a film of neil armstrong taking off in apollo 11.

Once upon a time, king marcus lived in rockington palace.

We went to chester zoo with mr davies.

Mum said mrs patel moved to grove road in june.



- 2 Rewrite each sentence, using **proper nouns** in place of the underlined noun phrases. Remember to use **capital letters**.

A man went to town. Mr Higgins went to Hanbury.

The teacher helped the boy. Mrs Patel helped Bobby Brown.

The girl lived in a cottage. Ruby lived in Rose Cottage.

The boy goes to school. Josh goes to Stockwell Primary School.

## Sentence practice

Write a sentence with **two** proper nouns in it.

Samantha Robinson goes to Newtown Road School.

# Plural nouns and verbs

## Remember

A **noun** can be **singular** (just one) or **plural** (more than one). You need to use the correct **verb** to follow a singular or plural noun.

The bird **has** flown away. The birds **have** flown away.

The morning **feels** cold. The mornings **feel** cold.

The tree **is** turning gold. The trees **are** turning gold.



## Try it

1 Choose the correct **verb** to follow each **plural noun**.

The boys shout as they run into the playground. (shout shouts)

Two buses are coming down the road. (is are)

Bulls have sharp horns. (has have)

The toys go in the box. (go goes)

The flowers grow in the garden. (grow grows)

2 Rewrite each sentence, making the underlined **noun** a **plural**. Use the correct **verb**.

The hen is clucking. The hens are clucking.

The fox sleeps in a den. The foxes sleep in a den.

The house is very old. The houses are very old.

The baby has blue eyes. The babies have blue eyes.

The clown was funny. The clowns were funny.



## Sentence practice

Write a sentence using the **verbs** 'run' and 'runs'.

The cat runs off and the girls run after it.

# Checking tense

## Remember

When you write, you usually keep to the same **tense** all through a piece of writing. Always check that the **verbs** show the correct tense.

Leo **met** his friends and they ~~play~~ **played** football all afternoon.

## Try it

- 1 Underline the **verbs** in each sentence. Tick the box if the sentence keeps to the same **tense**.

Jake jumped off the swing and ran to the slide.

Ladybirds eat greenfly and lived for about two years.

Anya sat by the river and she sees a beautiful swan.

He walked along the road and heard a crash.

Noah scrubbed the washing and hangs it on the line.



- 2 Complete each sentence using a **verb** in the correct **tense**.

Elijah saw his friends and he waved.

I was late but they waited for me.

The farmer gets up early and he milks the cows.

Andrew rolled over and he went back to sleep.

Spring is coming and the bears wake up.

## Sentence practice

Write a sentence to follow this one. Keep to the same **tense**.

Sophie looked up when she heard the car. She rushed to the door and flung it open.

# Longer noun phrases

## Remember

In longer **noun phrases**, you add words to the **noun** to give more detail about it. You can add **adjectives** before the noun or other details after the noun.

the green jumper

the large, blue jumper

the red jumper with the stars



## Try it

### 1 Complete these noun phrases.

the small wooden box on the shelf

the beautiful green butterfly

the little house with the bright red door

the orange flowers in the silver vase

the smart red car with a black stripe



### 2 Write four noun phrases to describe different dogs. One has been done for you.

the little fluffy dog in the basket

the big scruffy dog in the kennel

the spotty dog with long floppy ears

the friendly dog with a happy bark

the sleek black dog with a long thin tail

## Sentence practice

Write a sentence about Annie's coat, using a longer noun phrase.

Annie has a dark green coat with a furry hood.

# Writing with joining words

## Remember

You can use **joining words** to help improve your writing. Joining words can join two ideas together to make one longer **sentence**.

My dog likes to run around outside **but** he does not like having a bath. I take him for a walk every day **because** he needs lots of exercise.

## Try it

- 1 Complete each sentence with a suitable **joining word**. Use a different one each time.

Dad got in the car and he drove to work.

She tried on the shoe but it did not fit.

Craig was crying because he was lost.

Rebecca hopes that she will win the game.

Cross the road when you see the cars stop.



- 2 Write each pair of sentences as one sentence, using a **joining word**.

Sonia went to the dentist. She had a bad tooth.

Sonia went to the dentist because she had a bad tooth.

I know it is home time. I hear the bell ring.

I know it is home time when I hear the bell ring.

## Sentence practice

Write two sentences about reading books. Use a **joining word** in each one.

I like reading books when I go to bed. I like funny books best because they cheer me up.

## Revision 3

- 1 Write this sentence with the correct **punctuation**.

My brother has been to Spain France and Italy.

My brother has been to Spain, France and Italy.

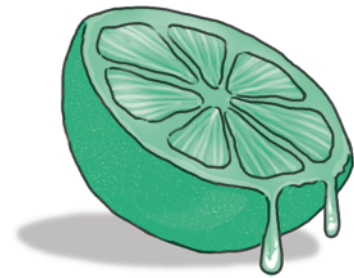
- 2 Add a suitable **adjective** to complete each sentence.

An elephant is bigger than a mouse.

The sun is the brightest thing in the sky.

An orange is sweeter than a lime.

Ava is the cleverest girl in our class.



- 3 Use a **joining word** to complete each sentence. Use 'or', 'but', 'that' or 'if'.

She ran so fast that he could not catch her.

The glass will break if you drop it.

Eat your lunch or you will be hungry.

I want to stay up but it is late.

- 4 Use all of these nouns to make five **compound nouns**. Write each new compound noun.

table      paper      tablecloth

news      barrow      newspaper

gold      rope      goldfish

wheel      cloth      wheelbarrow

tight      fish      tightrope



5 Add a **suffix** to make each word into an **adjective**.

spite **ful**                      end **less**                      play **ful**

Now use the **adjectives** to complete these **noun phrases**.

the **playful** little kitten

the mean and **spiteful** man

the **endless** list of jobs



6 Complete each sentence using the **-ing** form of a **verb**.

I was wiping the table and Leon **was washing** the dishes.

It is raining and I **am getting** wet.

It happened when Dad **was parking** the car.

We saw a fox when we **were walking** the dog.

7 Rewrite each sentence using an **adjective** to describe the **noun**.

I saw a spider. **I saw a huge spider.**

What a room! **What a messy room!**

There was a storm. **There was a noisy storm.**

She had three brothers. **She had three silly brothers.**

8 Complete these sentences.

I wanted an ice cream but **there were none left.**

I need my gloves because **it is cold today.**

Sita ran home when **it was time for dinner.**

Dad will take us to the fairground if **we are lucky.**