

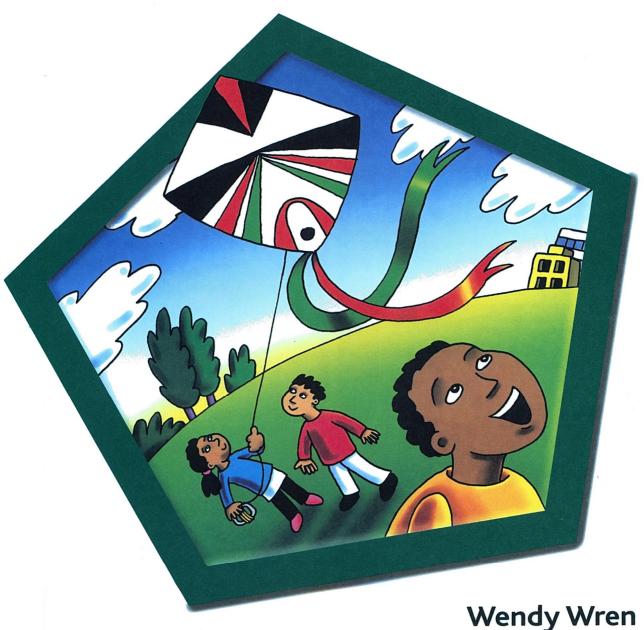


Wendy Wren Series Editor: John Jackman



Nelson Grammar International

Pupil Book 5



Series Editor: John Jackman



Contents

Unit 1	Nouns	4
Unit 2	Adjectives	6
Unit 3	Singular and plural	8
Unit 4	Prepositions	10
Unit 5	Sentences	12
Unit 6	Pronouns	14
Unit 7	Sentences	16
Unit 8	Nouns	18
Check-up 1	Units 1–8	20
Unit 9	Singular and plural	22
Unit 10	Adjectives	24
Unit 11	Verbs	26
Unit 12	Nouns	28
Unit 13	Sentences	30
Unit 14	Verbs	32
Unit 15	Singular and plural	34
Unit 16	Singular and plural	36
Check-up 2	Units 9–16	38
Unit 17	Nouns	40
Unit 18	Adverbs	42
Unit 19	Contractions	44
Unit 20	Nouns	46
Unit 21	Adjectives	48
Unit 22	Sentences	50
Unit 23	Sentences	52
Unit 24	Verbs	54
Unit 25	Sentences	56
Unit 26	Nouns	58
Check-up 3	Units 17–26	60

Unit

Nouns

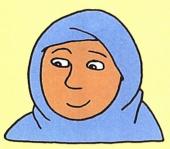




Proper nouns have capital letters.

Paul Australia February

We use capital letters for titles that go with the names of people.





Evans



Major Lewis

We use capital letters for important words in the titles of books, films and plays.

James and the Giant Peach Star Wars

Little words such as 'a', 'an', 'the', 'and', 'but', 'in', 'on' don't usually need capital letters.

Focus

Say your answers to these questions.

- What is the month of your birthday?
- 3 What is the title of your favourite book?
- What is the name of your doctor?
- What is the title of your favourite film?
- Write these proper nouns correctly in your book.
- lord green
- miss jones
- queen elizabeth
- doctor crisp

- mrs kelly
- sir ben grey
- prince john
- lady mary smith



Write these titles, putting in the capital letters.

1

alice in wonderland

a book

2

the secret garden

a book

3

toy story

a film

4

the wind in the willows

a book

5

spiderman

a film



The first word of any title always

has a capital letter.



Make a list of three of your favourite books and three of your favourite films.

Extension

Copy this story.
Put in the **capital letters**.

TIP

You need capital letters for:

the beginning of sentences

proper nouns

• the pronoun 'I'.

jim had finished reading a book called the owl who was afraid of the dark. he went to the library to get a new book. he met his friend, lee. "have you read midnight adventure?" asked lee.

"yes, it is a great book," said jim.

"it was written by peter park," said lee.

"he also wrote treasure hunt. have

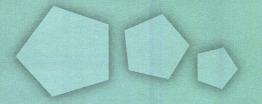
you read that?"

"no, but i'd like to read it. i'll ask mrs brown if it is in the library," said jim. mrs brown wasn't at her desk but mr jones helped the boys to find the book.





Adjectives



irlanguage

Adjectives are describing words.

They tell us more about a person, place or thing.



a happy child



a vast desert

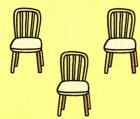


a muddu boot

Numbers can be adjectives.

Number adjectives

describe the number of nouns.



three chairs



four books

Number order adjectives describe the order of nouns.



the first prize the second trumpet

Number order adjectives to ten are: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth.

Focus



Say the number order adjective for each number.

five

three

nine

six

one

four

ten

two

seven

10

eight

Match the number adjectives in the box on the left with the number order adjectives in the box on the right.

Write the pairs in your book.

ninety-nine three twenty fourteen eight six

fourteenth eighth sixth third twentieth ninety-ninth



Copy the sentences below. Underline the **number adjectives**. Put a ring around the **nouns** they describe.

- 1 There are four glasses on the table.
- We saw two seagulls on the sand.
- 3 I got ten answers right.
- My coat has six pockets.
- 5 We need two eggs and one lemon to make the pancakes.
- Copy the sentences below. Underline the **number order adjectives**. Put a ring around the nouns they describe.
- The sixteenth day of June is Monday.
- 2 The fourth book on the shelf is blue.
- 3 The old woman is in her eightieth year.
- That's the third time I've told you.
- 5 The fifth boat in the race sank.



Extension

Look at the picture.

Copy and complete the sentences using number order adjectives.

Six children were in the running race. Ned was the _____

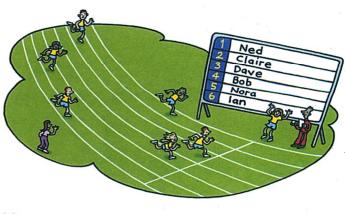
to cross the line but Claire was

a close Dave came

inand Bob

lan were and

____at the end of the race.



Singular and plural

Singular means one person or thing. **Plural** means more than one person or thing. To make a **noun** plural, we usually add 's'. one hat two hats

To make nouns ending in 's', 'ch', 'sh' and 'x' plural, we add 'es'.



two buses

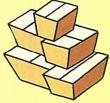


three watches



four bushes

+ 'y', just add 's'.



five boxes

When a noun ends in a vowel

When a noun ends in a **consonant** + 'y', we take off the 'y' and add 'ies'.



one baby



two babies



one toy



two toys

Focus



Think of as many **nouns** as you can that:

- 1 m
 - make their plural with 's'
- make their plural with 'es'
- make their plural with 'ies'.

B

Write the **plurals** of these words.

- 1 flask
- 2 class
- 3 farmer
- 4 spot

- 5 tray
- 6 match
- 7 hobby
- 8 story

- **9** flash
- 10 lorry
- 11 baby
- 12 day



Write the **plurals** of these nouns.



lady





spy



city



Remember the capital letters and full stops.



Write the singular of these nouns.

into a sentence of your own.

cherries

armies

bays

diaries





Put each of the **singular** nouns from (C) into a sentence of your own.



Extension

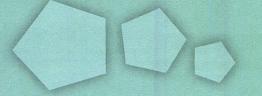
Use a plural noun ending in 's', 'es' or 'ies' to fill each gap.

- When the weather is hot, people often eat ice _____
- ____let out smoke from the roofs of houses.
- _____ are used to lock doors.
- Småll horses are called
- You use ______ to light a fire.
- Very young children are called
- There are seven _____in a week.
- Some people live in very big





Prepositions



irlanguage

A **preposition** is a word that links a noun or pronoun to another word in a sentence. The words in red are prepositions. They link the words in bold.



The **tiger** is **in** the **tree**.



Sam was cross with the rabbit.



The **boy** ran **after** the **ball**.



The **bird** took the food **from** the **table**.

Focus

- A) What is the opposite of each preposition?
- 1 outside 2 down 3 below 4 after
- 5 without 6 over 7 near 8 off
- B Copy the sentences below. Underline the prepositions.
- 1 The rope was tied around the tree.
- 2 It was colder when the sun went behind the clouds.
- 3 It was very windy during the night.
- 4 The path went through the woods.
- 5 The duck flew across the lake.
- 6 The horse jumped over the fence.
- The grass under the tree was brown and dry.
- 8 We put our bags near the door



- A
- Copy the sentences below.
- Choose the correct **preposition** to finish each sentence.
- I am sorry about/for breaking the plate.
- 2 Happy is the opposite to/of sad.
- We played football for/during two hours.
- No one knew the cause of/for the accident.
- **5** Is this book different of/from that one?
- B Use each preposition in a sentence of your own.
 - 1 between
- 2 behind
- 3 against

4 into

- 5 beside
- 6 towards

Extension

A prepositional phrase is a group of words that:

- begins with a preposition
 ends with a noun or pronoun
- tells us where something is or when something happens.

The team crowded around the goalscorer.

The prepositional phrase is 'around the goalscorer'.

Copy the sentences below.

Underline the **prepositional phrases**.

- 1 We flew over the ocean.
- 2 The show lasted for three hours.
- 3 I'll be there in five minutes.
- I walked behind my brother.
- 5 He jumped on to the bed.
- 6 The cat chased after the mice.
- 7 The crops grow in good soil. 8
- 8) The swimmers dived into the sea.



Unit 5

Sentences

Nouns are naming words. Pronouns are words that can take the place of nouns - for example, 'she'.

TIP

Simple sentences have a subject and an object. Subjects and objects are nouns and pronouns The boy eats the peach.

subject

object

The **subject** is who or what the sentence is about: **bou** The **object** is who or what is having something done to it: **peach**

Here are some more examples.

The girl wears a hat.

The man rides a horse.

subject

object

subject

object

Focus

- Say which is the **subject** and which is the **object** in these sentences.
 - The boy kicked the ball.
- I ate the cake.
- We washed the plates.
- Tom read the book.
- The bird built a nest. 5
- **6** The farmer planted seeds.
- Copy the sentences below. Underline the subject in each sentence.
- We are buying tickets.
 - 2 I bought a jacket.
- Kim baked a cake.
- 3 The stone cracked the window.
- 5
 - Asad cleaned his boots. 6 They learned their spellings
- Copy the sentences below. Underline the object in each sentence.
- - The nurse wore a uniform. 2 The bus crashed into a tree.
- I closed the door

- The rabbit dug a hole.
- He read the letter
- The man cut down the tree.

	^	
1	Δ	7
1		J

Copy each sentence.

Finish each one by adding a **subject**.

- 1 climbed the tree.
- 2 _____ finished our homework.
- **3** _____ cooked a pie.
- 👍laid an egg.
- **5**swept the ground.



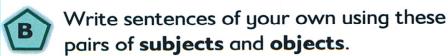
- B Copy the sentences below. Finish each one by adding an object.
- 1 Jacob broke his ______ 2 My
 - 2 My dad mends
- 3 They threw the _____.
- Sam bought a

Extension



Make these sentences more interesting by putting an **adjective** in front of each **object**.

- 1 I saw asnake.
- 2 Mum bought a dress.
- 3 The wind blew down the _____tree.
- Ben broke thewindow.
- 5 I found a _____coin.



- 1 Subject: we Object: ball
- 2 Subject: the children Object: kitten
- 3 Subject: the rain Object: garden
- Subject: the crowd Object: train



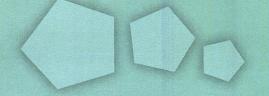
Adjectives are describing words.





Unit 6

Pronouns



A pronoun can be used instead of a noun.



The candle is burning. It is burning.



Ben hates cabbage. He hates cabbage.

Here is a list of useful pronouns.

I me yourselves myself

you yourself

he him himself she her herself it itself

we us

they them

ourselves themselves

Focus



What are the **pronouns** in these sentences?

Give it to me.

Where are you going?

She did it all herself.

They went to visit him.

She asked us if we had seen him.

We made them ourselves.

Copy the sentences below. Choose pronouns from the box to use instead of the underlined words.

them he they she

- The vase fell on the floor and the vase broke.
- The zebras wanted a drink so the zebras 2 went to the waterhole.
- I told the children we would meet the children at one o'clock.
- The headmaster came in and the headmaster spoke to us.
- The girl got up early so that the girl was not late for school. 5

Use a **pronoun** from the box to finish each sentence.

- 1 Liz wants to paint the room
- 2 I want to go to the shops by
- 3 You almost cut _____ with that knife.
- The cat stretched _____ in front of the fire.
- **5** The postman hurtwhen he fell off the bike.

myself yourself himself herself itself

Extension

- Read the sentences. Change the **nouns** and **proper nouns** into **pronouns**. The first one is done for you.
 - 1 Nita met her friends.

 <u>She</u> met <u>them</u>.



Roshan waited for the postwoman.

waited for ______



Sam and I waved to Lee.

waved to ______



Dan and Becky watched the cricket match.

watched



- B Use each of these pronouns in sentences of your own.
- 1 yourself
 2 they
 3 myself
 4 her
 5 us
 6 ourselves

Unit 7 Sentences

Direct speech is when we write the actual words that someone has said. It can be written in speech bubbles like in this picture.

If we want to write this as a conversation, we have to use **inverted commas** at the beginning and the end of the spoken words.

When a different person speaks, we start a new line.

"Lovely fresh oranges!" shouted the woman.

"I'll have two, please," said the other woman.



TIP

Inverted commas are also called **speech marks**.

Focus

- A Look at the sentences. Say the spoken words.
 - 1 "I'm very late," said the man. 2 "This is great music," said Grace.
 - 3 "What time is it?" asked Mum. 4 "I've lost my book," he said.
- B Copy the spoken words in each sentence.
- 1 "I must cut the grass today," said Mum.
- 2 "Let me look at your arm," said the doctor.
- 3 "May we have an ice cream?" asked the children.
- Copy the sentences below. Put **inverted commas** around the spoken words.
- 1 like making people laugh, said the boy.
- 2 I have lost my lunchbox, said the girl.
- 3 I am thirsty, said Mia.
- This window is broken, said the angry man.

TIP

Don't forget the **inverted commas**.

Find the words that are

spoken. Put " in front of them and " at the end.



Look at this conversation. Inverted commas are used at the start and end of spoken words. A new line is started when a different person speaks.

"Did you see the rabbit go down that hole?" said the farmer.

"No," said Mary.

"Look over there by that big tree," said the farmer.

"Oh yes! The rabbit has just popped up again," said Mary.
"It might not be the same one. There are lots of rabbits down that hole," said the farmer.



Copy the conversation below. Add inverted commas around spoken words and start a new line when a different person speaks. How many brothers and sisters have you got? asked Jane. I have three brothers and one sister, said Ben. Are they older or younger than you? asked Jane. Two of my brothers and my sister are older, said Jane.

Extension



Always using the word 'said' in conversations is not very interesting. What word has been used instead of 'said' in these sentences?

- 1 "I scored a goal!" he shouted.
- 2 "Be quiet!" she whispered.
- 3 "Where are you going?" she asked.
- "I've hurt my leg," he cried.
- B Write a direct speech sentence using each of these words.
 - 1 muttered
- 2 yelled
- 3 called

- ordered
- 5 mumbled
- 6 explained

A **noun** is the name of a person, place or thing.





for a group of people, places or things.

A collective noun is a special name





swarm of bees

Focus

- A) What is the **collective noun** for each of these?
- 1 A group of trees.

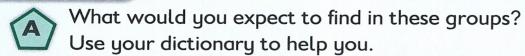
2 A group of sheep.

3 A group of cows.

- 4 A group of birds.
- Choose a word from the box to go with each collective noun. Write them in your book.

	books	wolves	flowers	trees	footballers	people
1	a forest o	of		a crov	wd of	
3	a bunch	of	4	a teal	m of	
5	a pack of	:		a libro	ary of	

Practice



- 1 an army
- 2 a crew
- **3** a pride

- 4 an orchestra
- 5 a bouquet
- 6 a gaggle

B			collective noun for nese collective nouns	
1	a pack of			
	and			
2				
	and			
3				
	and			
4	a flock of			
	and	,	m m	

Extension

Copy the sentences below. Fill each gap with a collective noun.

The boy ran up the ______ of stairs.

A _____ of people watched the match.

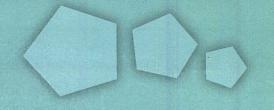
The _____ of fish swam in the sea.

The _____ scored two goals.

Choose five collective nouns and use them in sentences of your own.



Check-up 1



Proper nouns

- A Write these names correctly.
- 1 mary jones 2 kamal khan 3 doctor finch
- B Write these book titles correctly.
- 1 a tale of two cities 2 charlie and the chocolate factory

Adjectives

- A Copy the sentences below. Underline the **number adjectives**.
- 1 Five ponies are in the field. 2 I planted twenty trees.
- B Use these number order adjectives in sentences of your own.
- 1 eighth 2 fortieth 3 hundredth 4 first

Singular and plural

Write the **plurals** of these nouns.

1 berry 2 key 3 post 4 penny 5 ruby 6 kidney

Prepositions

- A Copy the sentences below. Fill each gap with a **preposition**.
- 1 I will hide _____ the shed.
- 2 "It is very cold _____," said Mum.

Use each preposition in a sentence of your own.

beneath

around

during

inside

Sentences



Copy the sentences below. Underline the subject of each sentence.

- The goat ate the grass.
 2 We like to ride our bicycles.

The play was very funny. • The boys went for a long walk.

Copy the sentences below. Underline the **object** of each sentence.

- Jay ate an ice cream.
- Mrs Potter cleaned the windows.

I like oranges.

I picked an apple.



Copy the sentences below. Put inverted commas around the spoken words.

- Let me clean that cut, said the nurse.
- - I've scored a goal! shouted Ethan.



Pronouns

Copy the sentences below. Underline the pronouns.

- I am going to tidy the room myself.
- He watched the bird as it dived for the fish.
- When you go out, see if you can see it.



Collective nouns

Use the following collective nouns in sentences of your own.

herd

band

bouquet

crowd

Unit 9

Singular and plural



To make a noun plural, we usually add 's'.

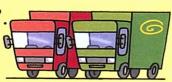
tree - trees
rabbit - rabbits



When a noun ends in a consonant + 'y', take off

the 'y' and add 'ies'.

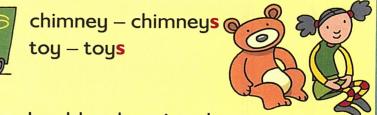
baby - babies lorry - lorries



To make nouns ending in 's', 'ch', 'sh' and 'x' plural, add 'es'.

glass – glasses bush – bushes box – boxes

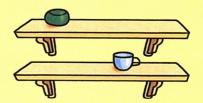
When a noun ends in a **vowel** + 'y', just add 's'.



Nouns ending in 'f' and 'fe' are made plural by changing the 'f' or 'fe' to 'v' and adding 'es'.



wolf - wolves



shelf - shelves



knife - knives

Focus



Say the **plurals** of these **nouns**.

- 1 farmer
- 2 watch
- **3** pony
- 4 book

- 5 fox
- 6 day
- 7 lady
- 8 flash

B

Write the plurals of these nouns.

- 1
- calf
- 2
 - knife
- 3
- life
- 4

sheaf



Write the **plurals** of these nouns. Put them in a sentence of your own.

- leaf
- loaf
- 3 shelf

scart



Write the singular of these nouns. Put them in a sentence of your own.

- hooves
- 2
- wolves
- 3
- halves

thieves

Extension

For some 'f' and 'fe' words just add 's'.

There is no rule. You just have to learn them!

chief	chiefs	cliff	cliffs	belief	belief <mark>s</mark>
gulf	gulfs	sheriff	sheriffs	oaf	oafs
reef	reefs	roof	roofs	handkerchief	handkerchiefs



Use a **plural** noun ending in 'ves' or 's' to finish each sentence.

- People who steal things are called
- We use _____ for blowing our noses.
- are used for cutting.
- grow on trees.
- Horses have four _____
-kept law and order in America's Wild West.



- by adding 's'
- by adding 'es'
- by adding 'ies'
- by adding 'ves'.



Unit 10 Adjectives



Adjectives are words that describe nouns.

a long snake a cold day a small tree

We use a comparative adjective to compare two things.

This rope is longer than that rope.

We use a superlative adjective to compare three or more things.

This rope is the longest of the three.

For adjectives that end in 'y', change the 'y' to 'i' and add 'er' or 'est'.

Adjective	Comparative	Superlative
windy	windier	windiest

If the adjective is a long word and does not end in 'y':

- we put the word 'more' in front of it to compare two things
- we put the word 'most' in front of it to compare three or more things.

Adjective	Comparative	Superlative
beautiful	more beautiful	most beautiful

Focus



Which would you say?

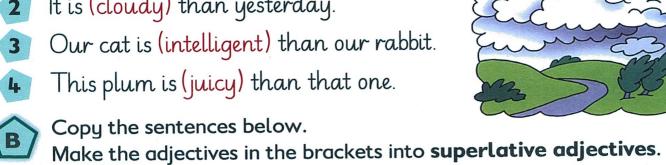
- 1
- enormouser or more enormous?
- most intelligent or intelligentest?
- famousest or most famous?

B

Copy the table. Fill in the missing adjectives.

Adjective	Comparative	Superlative
round		roundest
	shorter	
		heaviest
terrible		

- Copy the sentences below.
- Make the adjectives in the brackets into comparative adjectives.
- That question is (easy) than the last one.
- It is (cloudy) than yesterday.



- This is the (smelly) of all the cheeses.
- He is the (lazy) boy in school.
- This is the (peaceful) place I have ever been.
- She is the (important) person in our town.



Extension

- Use the comparative or superlative of an adjective from the box to compare each set of things. The first one is done for you.
 - Compare the weight of two loaves. The white loaf is heavy. The brown loaf is heavier.
 - Compare the surface of two roads.
 - Compare the weather on three days.
 - Compare the age of three fossils.
 - Compare the neatness of two rooms.
- Use these comparative and superlative adjectives in sentences of your own.
 - cheekiest 📭 most dangerous more nervous 3 messier



Unit 11 Verbs



When we write about what has happened in the past, we use past tense verbs.

To make the **simple past tense**, we usually add 'ed' or 'd' to the verb family name.

I combed my hair.

I washed my face.

I closed the door.

The past continuous tense is very useful.

We use it when an action goes on for some time or when something else happens at the same time.

I was walking when it started to rain.
We were playing football for three hours.
He was reading when the telephone rang.



We make the past continuous tense like this:

Simple past tense of 'to be'	+ verb family name	+ ing	Past continous tense
I was	sing	ing	I was singing
you were	point	ing	you were pointing
he/she/it was	listen	ing	he/she/it was listening
we were	jump	ing	we were jumping
you were	shout	ing	you were shouting
they were	talk	ing	they were talking

Focus



Say these verbs in the **simple past tense** and then in the **past continuous tense**.

- 1
- smile
- 2
 - find
- 3 brush
- 4 catch

- 5 sleep
- 6
- grow
- 7
- dig
- 8

clean



Copy the sentences below. Underline the past continuous tense in each one.

- The birds were flying around the garden.
- The tree was bending in the wind.
- The boy was playing in the leaves.



Practice

Copy the sentences below.

Use the past continuous tense instead of the verb family name given in the brackets.

- Jill (to post) a letter when she saw her friend.
- The children (to talk) until the teacher came in.
- I (to hope) to cut the grass but it started to rain.





Use the past tense of the verb 'to be' and an 'ing' word.



Extension



Copy this table and fill in the missing verbs.

Verb family name	Simple past tense ('ed' or 'd')	Past continuous tense ('to be' + 'ing')
to save		we
to follow		it
to bake		they
	smiled	you
to carry		1

Copy the sentences below.

Fill in the gaps with **past continuous** verbs.

- when it began to snow.
- We _____ when we saw an accident.

Unit **Nouns** 12

Possessive nouns tell you who owns something.

They have an apostrophe and an 's' at the end.

Ruth's bicycle

Ruth is the owner.

Ruth's bicycle means the bicycle belonging to Ruth.

Ruth's is the possessive noun.

Roger's book.

Roger is the owner.

Roger's book means the book belonging to Roger.

Roger's is the possessive noun.

The 's tells you who or what is the owner.





Focus

- Say who the owner is.
 - Sam's hat
- the girl's book
- Fred's homework

- the horse's tail
- 5 the team's name
- Kim's question
- Copy these into your book. Underline the owner in each one.
- Tim's football
- the girl's laugh
- the flower's stem
- 4 the doctor's coat
- the cat's collar
- 6 the car's engine
- John's shoe
- the farmer's field
- the captain's ship 10 the boy's hair



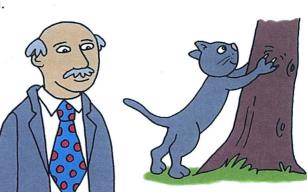
The apostrophe comes before the 's'.

Copy the sentences below.

Add an apostrophe to the owner in each sentence.

- Jims homework was very hard.
- He found the girls toy in the park.
- That mans tie is blue with red spots.
- The cats claws are very sharp.
- The flowers petals have fallen off.
- The books cover was torn.
- The boys pen was in his pocket.
- Ninas wish came true.
- I like Amys coat.
- I found the old womans scarf.





Extension

- Write these in a shorter way, using possessive nouns.
 - the hand belonging to the girl
 - the dinner belonging to the boy
 - the tail belonging to the mouse
 - the song belonging to the bird
 - the wheels belonging to the car

the horse's hooves



- Use these possessive nouns in sentences of your own.
- the shop's window the bird's wing the man's voice
- the tiger's tail the lady's umbrella

Remember that a sentence needs a capital letter and a full stop or question mark.

A sentence has two parts.

The **subject** is the person or thing the sentence is about.

The **predicate** is the rest of the sentence.

Subject	Predicate
The eagle	is a large bird.
My bucket	has a hole in it.

Subject	Predicate
Rabbits	live in burrows.
I	have a kitten.

Focus



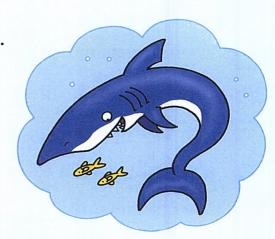
- 1 The coat was dirty.
- 2 My bicycle is broken.

3 Tom is unhappy.

- 4 The garden was neat and tidy.
- **5** This house is very old.
- 6 He likes eating apples.
- Copy the sentences below.

 Underline the subject in each sentence.
- 1 I have hurt my knee.
- 2 Sharks live in the sea.
- 3 The doctor is very busy.
- The horses are in the field.
- 5 My rabbit is very old.
- Copy the sentences below.

 Underline the **predicate** in each sentence.
- 1 The shop opens at nine o'clock.
- We went to the park.
- 3 Dad is a very good cook.





Match each subject with a predicate to make a sensible sentence.

The first one is done for you.

The cottage

watched the match.

1

was very exciting.

The race

was near the river

A big crowd

wrote the answers.

Sam

am eating my lunch.



Extension

- Write an interesting **subject** for each of these **predicates**.
- 1 _____ fell into the pond.
- were afraid of the dark.
- 3 _____saw my brother score a goal.
- left her bag on the bus.
- **5** was cold and wet.
- 6grew very tall.
- B Write an interesting predicate for each of these subjects.
- 1 The apple
- 2 The big forest
- 3 They
- Some birds
- 5 The old man
- 6 This book _____

Unit 14 Verbs

()00

Verbs tell us what action is happening. The **tense** of a verb tells us when an action happened.

If the action is happening in the present, we use a **present tense verb**. If the action happened in the past, we use a **past tense verb**. If we are writing about what is going to happen in the future, we use a

future tense verb.

She knits a jumper.

He **climbed** the mountain.

I shall hold the ladder.

She is knitting a jumper.

He was climbing the mountain.

He will save the cat.

The **future tense** is made up of two parts:

- the word 'shall' after the pronouns 'I' and 'we', and the word 'will' after the pronouns 'you', 'he', 'she', 'it' and 'they'
- the verb family name.

Focus

- Are the following written in the present, past or future tense?
- 1 I am singing.
- 2 He will read.
- 3 I was walking.

- We shall talk.
- **5** She slept.
- 6 You laugh.
- Copy the sentences below.
 Underline the future tense verbs.
 - 1 We shall take an umbrella with us.
 - 2 He will wrap the present this afternoon.
 - The children will know when to sing.
 - I shall play football on Saturday.
 - 5 It will be sunny tomorrow.



- A
- Copy the sentences below.
- Change the present tense verbs to future tense verbs.
- 1 Kim answers the questions.
- We are walking to school.
- 3 The farmer plants his seeds.
- I read my book.
- Copy the sentences below. Change the past tense verbs to future tense verbs.
 - 1 Fred walked along the beach.
 - The cars raced around the track.
 - 3 We bought some new pencils.



Copy the table. Fill in the missing **verbs**.

Verb family	Present tense	Past tense	Future tense
to give	l am	1	I shall give
to	they speak	they	they
to work	she is	she was	she
to	we look	we were	we

Extension

If we want to make a strong statement, we can:

- put 'will' after 'I' and 'we'
- put 'shall' after 'you', 'he', 'she', 'it' and 'they'.

Copy the sentences below. Put 'shall' or 'will' in each gap to make a strong statement.

- 1 You _____ go to bed at nine o'clock!
- 2 |ride my bike down the lane.
- 3 He not go to the park!





Singular and plural



When we use a singular noun, we must also use a singular verb.

The **house needs** painting.

singular noun singular verb

When we use a plural noun, we must use a plural verb.

The **houses need** painting.

plural noun plural verb

The verb families 'to be' and 'to have' can be tricky. You must learn them.

	Simple present tense		Simple past tense	
Verb family	singular	plural	singular	plural
to be	I am you are he/she/it is	we are you are they are	I was you were he/she/it was	we were you were they were
to have	I have you have he/she/it has	we have you have they have	I had you had he/she/it had	we had you had they had

Focus



Which would you say?

1 The parrots squawks. or The parrots squawk.

2 You have won. or You has won.

3 We was playing. or We were playing.

4 The boy kick the ball. or The boy kicks the ball.

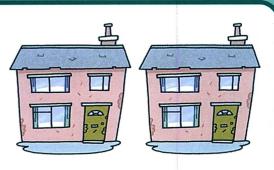


Copy the sentences below. Choose the correct **verb** to finish each one.



The houses is/are empty.

- 2
 - We is/are going to buy them.
- 3
- I is/am going to live in one of them.



Practice

Some of these are collective nouns. They are followed by a singular verb, for example: The army marches quickly.



Put each of these **nouns** into a sentence, followed by 'has' or 'have'.

- 1
- crowd
- 2 children
- 3 team
- girls

- 5 everyone
- 6 mice

- 7 oxen
- 8 herd



Copy the sentences below.

Choose the correct **verb** to finish each one.



- 2 The icing is/are very soft.
- 3 We buy/buys a cake every week.
- My sisters like/likes lemon cake.



Extension

Copy this passage. Correct the mistakes.

We goes to the library on a Saturday morning. I likes to read adventure stories but my sister like books about animals.

We takes three books home every week.

The man in the library are very helpful.

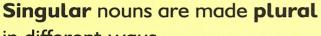
If he haven't got the book I wants, he order it for me.



You are looking for **eight** mistakes.



Singular and plural

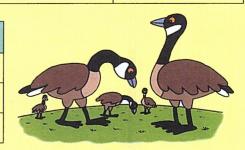


in different ways.	Singular	Plural
For most nouns, add 's'.	jacket	jackets
For nouns ending in 's', 'ch', 'sh' and 'x', add 'es'.	class	classes
For nouns ending in a consonant + 'y', take off the 'y' and add 'ies'.	family	families
For nouns ending in a vowel + 'y', just add 's'.	trolley	trolleys
For nouns ending in 'o', we usually add 'es'.	tomato	tomatoes
For musical nouns ending in 'o', and for nouns ending in 'oo', just add 's'.	piano bamboo	pianos bamboos

Some nouns do not follow any of these rules.

They have a plural that is a different word, for example:

Singular	Plural	
child	children	
goose	geese	
person	people	



Use a dictionary for words you do

not know.

Focus

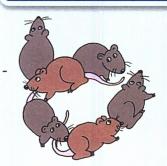
A What would you say?

1 one woman but two_____

2 one tooth but three

3 one foot but two_____

one mouse but six _____



B Make these singular nouns plural.

1 photo 2 cello 3

hero 6 volcano

3 potato7 echo

4 hippo

8 piccolo

(C)	Make these singular nouns plural.	
A STATE OF THE PARTY OF THE PAR		_

postman 2 tooth toot OX woman

Practice



- The piano ______being mended.
- The mice _____ chewing the rope.
- The hippos _____ playing in the mud.
- The postwoman _____ carrying letters.



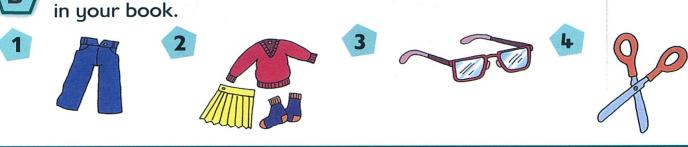
- The children _____ having tea.
- This man _____ a farmer.
- The cockatoos _____ colourful birds.
- The tomato _____ripe.



Extension

- Use a dictionary to find the **plural** of these nouns.
- 3 salmon sheep 2 mackerel
- Some words are always plural. Write the names of the pictures in your book.







Check-up 2



Singular and plural

Write the **plurals** of these nouns.

calf

life

loaf

gulf

dwarf

knife

thief

cliff

q qoose

piano 10

mouse

deer

Adjectives

Write the **comparative** of each adjective.

calm

important

loud

sleepy

funny

6 marvellous

7 white

bumpy

Write the **superlative** of each adjective.

happy

2 enjoyable

hard

old

5

dirty 6 dangerous 7 muddy

lonely

Verbs

Copy the sentences below. Underline the **past tense verb** in each one.

- The children were laughing all the time.
- We quickly walked up the hill.
- Ben hurried to the shops.
- The pig was rolling in the mud.
- I was working hard all day. 5





Nouns

- Copy the sentences below. Underline the **owner** in each sentence.
 - Mary's umbrella is yellow. 2 The man's car is broken.
 - The giraffe's neck is long. The tiger's feet are huge.
- Copy the sentences below. Add an apostrophe to the owner.
 - The childs face was dirty. 2 The cats teeth are sharp.
 - The kittens fur is soft. Rons bicycle is in the shed.
- Write these in a shorter way, using possessive nouns.
 - the birthday present belonging to Bill
 - the car belonging to Mum
 - the tail belonging to the rat



Sentences

- Copy the sentences below. Underline the **subject** in each sentence.
 - I catch a bus to school every day.
 - Swallows fly south for the winter.
- Finish these sentences with interesting predicates.
- The old ship
- My younger brother

Singular and plural

Copy and correct these sentences.

- Dad and I is going for a walk. 2 Everyone have gone out.
- The mice lives in the barn. My sister were in the choir.





There are many different types of nouns.

Common nouns tell us the names of ordinary things.

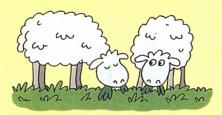




monkey

table

Collective nouns tell us the names of groups of things.



a flock of sheep

Proper nouns tell us the names of special things.





Mr Parvez

India

Compound nouns are made by joining two nouns together.



rain + bow = rainbow

Focus



Say what type of **noun** each of these are.

- 1
- boy
- 2 River Thames
- 3 library

- 4 Joe
- 5 window

6 lion

- 7 herd
- 8 April

9 team



B) Write the compound noun for each of these pictures.





2



3



Choose a **noun** from the box on the left and another from the box on the right and put them together to make a **compound noun**.



space neck tea door rain book



lace ship cup coat mark step

Extension



Make a list of the compound nouns you can find in this story.

It was the day of the important football match. Jack was excited because he was the team goalkeeper. He was so excited he forgot to do his homework! His schoolteacher was not very pleased! At twelve o'clock, the team went out. They walked along the footpath to get to the pitch. Jack put his tracksuit by the sideline and waited for the match to begin.





Use these compound nouns in sentences of your own.



flowerbed



hillside



daylight



housework



waterfall



stairway





irlanguage

An **adverb** tells us more about how, when or where the action of a verb takes place.

How?	Bill clapped loudly .
When?	Mary fell off her bike yesterday .
Where?	I put the flowers outside .

Some adverbs tell us more about other adverbs.

I walked very quickly. It rained quite heavily.

We can use **comparative** and **superlative adverbs** to compare actions just as we use adjectives to compare nouns.

Comparative adverbs compare two actions.

Superlative adverbs compare three or more actions.



For adverbs ending in 'ly', add 'more' and 'most'.

For adverbs that do not end in 'ly', add 'er' and 'est'.

Some adverbs do not follow any rules. You just have to learn them.

Adverb	Comparative	Superlative
clearly	more clearly	most clearly
friendly	more friendly	most friendly

Adverb	Comparative	Superlative
hard	harder	hardest
high	higher	highest

Adverb	Comparative	Superlative
well	better	best
badly	worse	worst

Focus



- 1 inside 2 earlier 3 slowly
 - slowly 4 today
- 5 here
- B Write the comparative and superlative of these adverbs.
- 1 easily 2 happily 3 badly 4 widely 5 late



Change the adverbs in brackets into comparative adverbs.

- 1) We use the sledge (often) when it snows for a long time.
- 2 The vegetables grew (well) after we watered them.
- 3 "You must try (hard)," said the teacher.
- I wrote (neatly) in my book with my new pen.



- 1 Ben tried (hard) and won the race.
- 2 You have scored (badly) in the test.
- 3 I did my homework (carefully).
- I jumped (high) in my class.



Extension



Replace the words in brackets with one adverb.

- 1 The nurse helped the hurt boy (with calmness).
- 2 Ali kicked the ball (with skill)
- 3 He shouted at the boy (with anger)
- I walked along (with quietness)



1 worse

- 2 more honestly
- 6 earliest

widest

- nost clearly
- 5 more sensibly



The **second** word in the brackets gives you a clue to the adverb you need.



Unit

Contractions



Contractions are words that have been made smaller by missing out a letter or letters.

I am = I'm

you are = you're

We put an apostrophe in place of the missing letter or letters.

"That's not right," said John. "A square doesn't have five corners."

That's = that is doesn't = does not



Focus



cannot

will not

does not

I am

he is

they are

have not

we will

Write these contractions in full.

who's

they'll

3 he's

you're

doesn't

6 there's

who'd

shouldn't

we've

Write the contractions for these pairs of words.

would not

have not

she has

we are

5 we shall

has not

who would 8 will not

let us



Copy the conversation below. Change the underlined words into **contractions**.

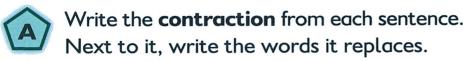
"I cannot find my hat anywhere!" shouted Ben. "I have seen it in my room but it is not there now!" "If you would put things away, you would be able to find them," said his mother. "I shall come and



help you when I have finished writing this letter."

"I shall ask Sam," said Ben. "He will know where it is. I think he has got it!"

Extension



- 1 "The ball's gone into the pond," shouted Pam.
- "We'll need a long stick to get it out," said Dad.
- "I'll go and look in the shed," said Pam.
- "There's one by the door," said Dad.
- "I'll be back in a minute," said Pam.
- Write a conversation between two people.
 Use as many of the contractions
 from the box as you can.



Remember to use speech marks.

can't he'll she's haven't it's they've won't don't



A **possessive noun** tells us who owns something. Where there is one owner, we add 's to the noun.



the tiger's



the baby's rattle

TIP

If there is one owner, the noun is **singular**. If there is more than one owner, the noun is **plural**.

Where there is more than one owner:

- we add ' if there is already an 's' at the end of the word
- we add 's if there is not an 's' at the end of the word.



the boys' sledges



the cats' tails



the children's hats



the oxen's tails

Focus



Say if these have one owner or more than one owner?

- 1 the girl's gloves
- the cats' bowl
- 3 the people's town

- 4 the men's football
- 5 the birds' nest
- 6 the lion's mane
- Add the apostrophes to show the owners.
 All the owners are **singular**.
- 1 the sheds roof
- 2 the girls idea
- 3 the rabbits hutch

- the clocks hands
- 5 Jans bicycle
- 6 the mans scarf

- 7 Toms face
- 8 the teapots lid
- **9** the buckets handle

Change these by using possessive nouns.

All the owners are plural. The first one is done for you.

- 1 the cave of the thieves the thieves' cave
- 2 the meeting of the parents
- 3 the homework of the children
- the headlines of the newspapers
- 5 the race of the men
- 6 the mothers of the girls
- 7 the trunks of the trees
- 8 the belts of the coats



مرجع زبان ایرانیان

Extension

- Copy the sentences below.
 - Is the owner in each one **singular** or **plural**? Add the apostrophe to the owner or owners.
- 1 The twins birthday is in January.
- 2 The policemans helmet fell on the ground.
- 3 The boys school uniforms are blue.
- Mr Browns house is next to the bus stop.
- 5 The mountains top is covered in clouds.
- 6 My three sisters bedroom is always messy.
- Use these **plural possessive nouns** in sentences of your own.
 - 1 ships'
- 2 cousins'
- 3 women's

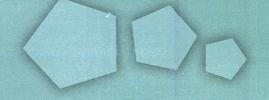
- 4 friends'
- 5 windows'
- 6 farmers'

- 7 teams'
- 8 tigers'
- 9 fields'





Unit 21 Adjectives



Adjectives describe and compare nouns.

We can describe a jumper using an adjective.

a dirty jumper

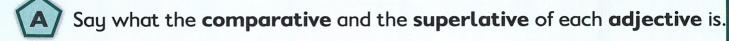
We can compare two jumpers using a **comparative adjective**. a **dirty** jumper a **dirtier** jumper

We can compare three or more jumpers using a **superlative adjective**. a **dirty** jumper a **dirtier** jumper the **dirtiest** jumper

Some adjectives change completely in their comparative and superlative forms. You have to learn them.

Adjective	Comparative	Superlative
bad	worse	worst
good	better	best
little	less	least
much	many	more
many	more	most
some	more	most

Focus



- 1 short
- 2 frightening
- 3 tall
- 4 sad

- 5 cold
- **6** beautiful
- 7 warm
- 8 happy

- Copy the sentences below.
 - Choose the correct adjective to fill each gap.
- 1 This is the better/best party I have ever had.
- 2 That is the scares/scariest spider have ever seen.
- 3 Today was the worse/worst day of the week.
- Do you like this book less/least than that one?





Copy the table and fill in the missing adjectives.

Adjective	Comparative	Superlative
silly		silliest
good		
marvellous		most marvellous
	less	
		happiest
wonderful		
some		
		worst
	more comfortable	
new		
long		
		windiest

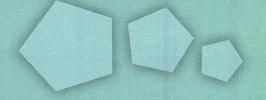
Extension

Write sentences using these adjectives.

- 1 The comparative of important
- 3 The superlative of frightening
- 5 The comparative of some
- 7 The superlative of sleepy
- **q** The superlative of terrible

- 2 The superlative of good
- The comparative of small
- 6 The superlative of bad
- 8 The comparative of heavy
- 10 The comparative of wise

Unit 22 Sentences



Sentences have two parts.

The **subject** tells you who or what the sentence is about.

The **predicate** is the rest of the sentence.

The cottage was in the wood.

subject

predicate

This is a simple sentence. It does not tell us very much.

We can make the sentence more interesting by:

• adding to the subject

The old, deserted cottage was in the wood.

• adding to the predicate

The old, deserted cottage was in the dark, gloomy wood.



Focus

irlanguage



What is the **subject** of each sentence?

- The farmer lived in a cottage.
- 2 My sister has a horse.
- 3 The children are working hard.
- 4 I like singing.

5 The tree has died.

- **6** They are going home.
- © Copy the sentences below. Underline the subject in blue. Underline the **predicate** in red.
- 1 The pillow was on the bed.
- 2 The giraffe is drinking.
- 3 I like to read my book.
- Al is cooking dinner.
- 5 The girls are playing football.
- 6 My bicycle is very dirty.
- 7 The fire is burning brightly.
- **8** The shop is closed.

Use **adjectives** to make the subject more interesting.



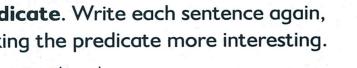
Copy the sentences below. Underline the **subject**.

Write each sentence again, making the subject more interesting.

- The butterfly sat on the leaf.
- Monkeys live in the jungle.
- A package came this morning.
- The boy hid behind a tree.
- The lion was in a cage.



Copy the sentences below. Underline the predicate. Write each sentence again, making the predicate more interesting.



- I went to the shop.
- John has a bicycle.
- I have lost my book.
- The house is on the hill.
- The girl played with her toy.



Use adjectives to make the **predicate** more interesting.



مرجع زبان ایرانیان

Extension

'I' is used as the subject of a sentence: **I** saw a cat in the old house.

'Me' is used in the predicate of a sentence: Mum is taking me to the football match.

Copy the sentences below. Fill each gap with 'I' or 'me'.

- ____ am cooking meat for dinner.
- Will you get ____a drink?
- Katy and ____ are going swimming.
- The story frightened Stephen and



Unit 23

Sentences



Direct speech is when we write the words someone says. We use **inverted commas** to show the words that are spoken.

Inverted commas are also called speech marks.

"I feel cold," said Nick.

We begin a new line when a different person speaks.

"I feel cold," said Nick.

"So do I," said Kim.

After the spoken words, we need some punctuation.

Usually, we use a **comma**.

We can also use a question mark.

We can also use an exclamation mark.

"I feel cold," said Tom.

"Do you feel cold?" asked Mum.

"I'm frozen!" shouted Tom.

The punctuation after the spoken words always comes before the inverted commas.

Focus



- 1 "Where are you going"
- 2 "Look out"
- 3 "Help me"

4 "Who are you"

- 5 "Oh dear"
- 6 "Are you lost"
- Copy the sentences below. Put **inverted commas** around the spoken words.
- 1 Mum is coming, said Ann.
- 2 What's the time? asked Nina.
- 3 Watch out! shouted the farmer.
- 🕨 I'm bored, said John.
- 5 What's the matter? asked Dad.



Copy the sentences below. Put in all the missing punctuation.

Each sentence needs:

- inverted commas
- a question mark or an exclamation mark after the spoken words
- a full stop at the end.
- 1 Grab the rope shouted the climber
- May I have an apple asked Mary
- 3 I have lost my money sobbed Tamim
- Have you got a ticket asked the bus driver
- 5 What a beautiful sunset said Mum



Extension

Sometimes the words that tell us who is speaking come before the spoken words.

Dad said, "You can watch the television after tea."

When this happens, we always use a comma.

The boy mumbled, "I don't know the answer."

The teacher said, "Please learn it for tomorrow."

Copy the sentences below. Put in the missing punctuation.

- Where is the treasure asked the pirate
- 2 Jim said I have got a map
- 3 Let me see it said the pirate
- Jim asked Can I come with you to find the treasure
- 5 No said the pirate
- 6 That's not fair shouted Jim





Verbs tell us what is happening. The verb tense tells us when it is happening.

Present tense

We make the simple present tense by using the verb family name.

I walk to school. He writes a letter.

We make the **present continuous tense** by using the verb 'to be' and an 'ing' word.

We are singing. The boys are playing.

Past tense

We make the **simple past tense** by adding 'd' or 'ed' to the verb family name. The old woman **smiled**. Sally **talked** to her friend.

Some verbs do not follow the rule, for example: tell – told, write – wrote.

We make the **past continuous tense** by using the verb 'to be' and an 'ing' word. The old woman **was smiling**. Sally **was talking** to her friend.

Future tense

We make the **future tense** by using the verb 'to be' and the **verb family name**.

I shall go at seven o'clock. They will meet me.

Focus

Copy the table. Fill in the missing verbs.

Verb family	Present tense	Past tense	Future tense
to walk	Iwalk	I walked	I shall walk
	I am walking	I was walking	
to bring	you	you	you
	you	you	
to find	we	we	we
	we	we	

Copy the sentences below.

After each sentence write whether it is present, past, or future tense.

- I am sewing seven buttons on my jacket.
- The school children wore bright red uniforms.
- I shall pack my bag in the morning.
- She was making a cake when the doorbell rang.
- The bird pecked at the ground.



Extension

- Write these sentences in the past tense.
 - My neighbour is working in the garden.
 - This plant pot is broken.
 - The lion is frightening the people.

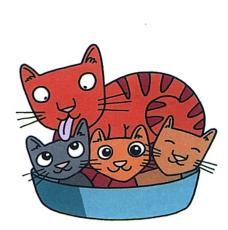
 The rabbit eats the carrot.

 - I go to the shops every morning.
- Write these sentences in the **future tense**.
- The bell rang at midnight.
- It happens every day at four o'clock.
- I ate my tea very quickly.
- The cat washes her new kittens.
- Use these tenses in sentences of your own.
- am looking
 - were watching
- shall go

eats

will buy

was sleeping



Unit 25 Sentences



Contractions that end in 'n't' and the words 'no', 'not', 'nothing', 'never' and 'nowhere' are negative words.

By using these words, we change the meaning of a sentence.



He has an ice cream.
This is a **positive**sentence.



He **doesn't** have an ice cream. This is a **negative** sentence.

We do not use two negative words in one sentence.

I do **not** have **no** money.

This means that you do have some money!

The correct sentence is: I do not have any money.

Focus

A	Say whether the following are positive or negative .			egative.	
1	no books	2	some apples	3	nothing happens
1	never again	5	don't like	6	have some

- Add a **negative word** to each sentence to make it mean the opposite.

 1 | ______have an apple for lunch.

 2 | She has ______time to tidy her room.
- There is ______room in the cupboard.

 We _____like walking in the rain.
- 5 |lift this heavy box.6 The children dowant to go to the park.



tle.

Practice



Copy the sentences below. Underline the **negative** words.

Write the sentences again so that they have the opposite meaning.

- 1 The woman knew nothing about the accident.
- 2 He did not have a ticket to get in.
- 3 The boys had nowhere to go.
- "I haven't fed the cat," said Dad.
- 5 They won't go into town.



Extension



Write the contractions of these negative words.

1

cannot

2 will not

3 shall not

L

must not

5 have not

6 should not

7

would not

8 does not

9 do not

10

is not

11 could not

12 has not

B

These sentences have two negative words.

They do not mean what the writer wanted them to mean.

Write each sentence again so that it means what the writer wanted.

The first one is done for you.

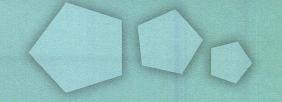
1 I wanted to win the race but I didn't have no luck.

I wanted to win the race but I didn't have any luck.

- Pam didn't want to go nowhere.
- 3 I mustn't throw nothing away.
- Mum will not get no bus today.
- 5 I don't want no beans for tea.







There are different types of nouns. Most nouns are the names of things you can see and touch.

There are common nouns.



a camera

There are proper nouns.



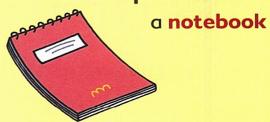
Mr Jones

There are collective nouns.



a shoal of fish

There are compound nouns.



Abstract nouns are the names of things you cannot touch, taste, smell or hear. They are the names of qualities, feelings and times:

qualities	bravery	heroism	stupidity
feelings	fear	happiness	anger
times	evening	Wednesday	holiday

Focus



Say what type of **noun** each of these is.

horse

bunch

raindrop

box

5

Sally

football

herd

farmer

Write the seven abstract nouns from the box.

cottage

creature kindness wisdom

picture

station freedom happiness Friday poverty

sun fear

Copy the sentences below. Underline the **common noun** and the **abstract noun** in each sentence.

- 1 The people admired his talent.
- 2 That book gave me great pleasure.
- 3 The old woman lived in poverty.
- The boy had a happy childhood.



Extension

Abstract nouns can be made from common nouns.

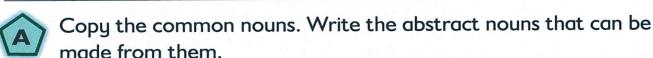
Common noun	Abstract noun
robber	robbery
hero	heroism

Abstract nouns can be made from adjectives.

Adjective	Abstract noun	
kind	kindness	
stupid	stupidity	



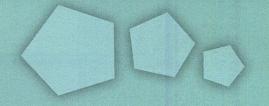
Verb	Abstract noun	
to please	pleasure	
to encourage	encouragement	



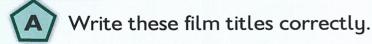
- 1 infant 2 friend 3 thief 4 shrub
- Copy the adjectives. Write the abstract nouns that can be made from them.
- 1 still 2 famous 3 active 4 sad
- Copy the verbs. Write the abstract nouns that can be made from them.
 - 1 to suspect 2 to free 3 to hate 4 to amend



Check-up 3



Nouns



- 1 the lion king 2 harry potter
- 3 star wars 4 toy story



B) Write a collective noun for each of these.

- 1 soldiers 2 flowers 3 books 4 fish
- 5 lions 6 birds 7 musicians 8 sheep
- Choose a **noun** from the box on the left and another from the box on the right. Put them together to make a **compound noun**.

rain fire sun sea day

shade light fighter drop shore



- Copy the sentences below.

 Add an **apostrophe** to the owner or owners.
- The giraffes neck is long and thin.
- 2 Birds feathers help them to fly.



- E Copy the sentences below. Underline the abstract nouns.
- 1 The pain in my arm made me cry.
- The escape was planned for midnight.
- 3 It is a mystery where that book has gone.



- F Use these abstract nouns in sentences of your own.
- 1 wisdom 2 misery 3 pain 4 joy 5 generosity

Adjectives

- A Copy the sentences below. Underline the number order adjectives.
 - Men landed on the moon in the twentieth century.
 - 2 This is the second time I have warned you.
 - 3 He came fifth in the race.
- We go on holiday on the twenty-second of June.



- B) Write the comparative and superlative of each of these adjectives.
 - 1 loud 2 bad 3 shabby 4 good 5 tidy
- 6 little 7 much 8 kind 9 many 10 some

Singular and plural

Write the **plurals** of these nouns.

- 1 pony 2 foot
 - piano 5 donkey
- 7 banjo 8 half
- 10 scarf 11 berry

- 3 loaf
- 6 baby
- 9 wharf
- 12 tooth



Prepositions

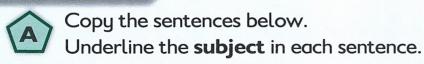
Copy the sentences below.

Underline the **preposition** in each sentence.

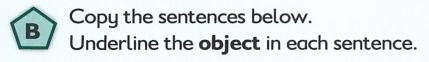
- 1 The rat hid behind the shed.
- 2 She threw the ball over the fence.
- 3 I went into the shop to buy some bread.
- The tree was growing near the water.
- 5 I stood between Mum and Dad.



Sentences



- 1 This door needs painting.
- 2 I have hurt my leg.
- 3 Some people live on boats.
- The storm frightened the animals.
- 5 The noisy children were chasing each other.



- 1 I want a banana.
- 2 The umbrella kept off the rain.
- 3 The boy kicked the ball.
- We need to mend the gate.
- 5 The teacher gave out the books.



Add interesting predicates to complete these sentences	(C)	Add interesting	predicates to	complete	these sentenc	es.
--	-----	-----------------	---------------	----------	---------------	-----

- 1 The lonely man
- 2 Every flower
- 3 The two goats
- 4 These torn curtains
- Copy the sentences below.

 Add the missing punctuation.
- I will carry that for you said Jake
- 2 Will you come for tea asked Dan
- 3 Mark said I can't find my jumper
- Tom shouted Look out



- E
- Write these sentences again so they say what the writer wanted them to say.
- I did not get no lunch today.
- 2 He never goes nowhere on Sunday.
- 3 The boys couldn't find nowhere to play.
- The cat didn't climb no trees in the park.
- 5 Can't I not go out today?

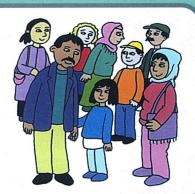


Pronouns

Use these **pronouns** in sentences of your own.

- 1 myself
- 2 yourself
- 3 ourselves

- 4 itself
- 5 himself
- 6 herself
- 7 yourselves 8 themselves



Verbs

- Copy the sentences below. Use the **past continuous tense** the verb 'to be' and an 'ing' word instead of the **verb family name** given in the brackets.
- 1 (to talk) to my friend when the telephone rang.
- 2 She (to run) for the bus when she tripped.
- 3 Ravi (to post) the letter when it began to rain.
- I did my homework while my brothers (to read) their books.





Write these sentences in the future tense.

- 1 The candle burned all night.
- The bells jingled in the wind.
- 3 The house was built of stone.
- The cabbage is rotting in the basket.
- 5 I listen to the radio on Saturday morning.



Copy and correct these sentences.

- 1 The children goes to the park to play.
- 2 Ali find his ball in the long grass.
- 3 I wants my tea now.
- Cats likes to drink milk.
- **5** The pony gallop around the field.



Contractions

Copy the sentences below.

Add **apostrophes** to the contractions.

- "I cant go out this evening," said Gita.
- "We wont be there in time if we dont hurry," said Mum.
- 3 "You mustnt leave your book at home again," said the teacher:
- Why shouldnt you cross the road here?" asked the policeman.
- 5 "I couldnt win the race," said Jake.





Nelson Grammar International

The Nelson Grammar International series provides a fully structured and progressive course for teaching and learning grammar skills. It is designed for easy use in the classroom by teacher and children. The course carefully builds children's grammar knowledge, skills and confidence to enable its wider application in all their work.

Nelson Grammar International Pupil Book 5 provides a range of attractively illustrated activities for children aged 9–10. Within each unit, there are three levels of differentiation:

Focus: for all children in the class

Practice: for most children to embed the grammatical skill **Extension:** activities to challenge the most able children

The Nelson Grammar International series includes the following components:

Pupil Book 1 978 1 4085 0853 4
Pupil Book 2 978 1 4085 0854 1
Pupil Book 3 978 1 4085 0855 8
Pupil Book 4 978 1 4085 0856 5
Pupil Book 5 978 1 4085 0857 2
Pupil Book 6 978 1 4085 0858 9
Teacher's Book 978 1 4085 0865 7

Workbook 1 (pack of 10) 978 1 4085 0866 4 Workbook 2 (pack of 10) 978 1 4085 0867 1 Workbook 3 (pack of 10) 978 1 4085 0868 8 Workbook 4 (pack of 10) 978 1 4085 0869 5 Workbook 5 (pack of 10) 978 1 4085 0870 1 Workbook 6 (pack of 10) 979 1 4085 0871 8

irlanguage

مرجع زبان ایرانیان



