



Nelson  
Grammar

# Pupil Book 2



OXFORD





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## Book 2 Scope and Sequence

Unit	Pupil Book Focus	Pupil Book Practice	Pupil Book Extension	Workbook Support	Workbook Extension	Resource Book Support	Resource Book Extension
1	<b>nouns &amp; adjectives:</b> pairing nouns & adjectives, noun phrase	descriptive sentence writing based on picture stimulus	improving a passage by adding appropriate adjectives	identifying nouns & adjectives/supplying nouns & adjectives in a given context	descriptive sentence writing based on picture stimulus & vocabulary box	Identifying nouns in sentences/completing sentences with appropriate adjectives from picture stimulus	listing nouns/supplying adjectives to describe picture/descriptive writing about themselves
2	<b>adjectives:</b> opposites*	making sentences opposite by changing adjectives	adjective opposites with prefix <i>un</i> /writing sentences	identifying adjectives in sentences/making sentences opposites	making adjectives opposite with <i>un</i> /completing sentences with adjectives	labeling pictures with appropriate adjectives/match the opposites	using adjectives in sentence writing
3	<b>nouns:</b> collective*	defining collective nouns	one collective noun – two groups/writing sentences	writing appropriate collective nouns/completing sentences with collective nouns	collective noun crossword/defining unusual collective nouns	choosing appropriate collective nouns/sorting muddled collective nouns	noun – verb agreement with collective nouns
4	<b>verbs:</b> present progressive tense	identifying verbs/forming present progressive verbs	completing sentences with verbs	choosing <i>am, is</i> or <i>are</i> /completing verb webs	sentence writing from picture stimulus	identifying present progressive verbs/word sums	writing present tense verbs for picture clues/sentence writing
5	<b>nouns:</b> proper nouns – places	writing proper nouns with capital letters/identifying proper nouns	completing sentences with proper nouns	identifying proper nouns/writing place names/correcting sentences with missing capital letters	sentence writing from picture stimulus	writing the days of the week/writing place names for map	completing A, B, C... list of proper nouns
6	<b>sentences:</b> making sense	ordering words to make sentences	completing sentences	sentence writing from picture stimulus	writing sentences for narrative sequence	adding capital letters & full stops to sentences	identifying sentences/correcting non-sentences
7	<b>contractions:</b> apostrophes – present tense verb to be	writing words that make contractions/writing contractions	matching pairs of words to contractions	identifying contractions/writing contractions	writing contractions in speech	writing contractions/writing contractions in speech	contractions/adding missing apostrophes to text
8	<b>conjunctions:</b> <i>and</i> & <i>but</i>	joining sentences with <i>and</i> & <i>but</i>	choosing appropriate conjunction	choosing appropriate conjunctions/joining sentences	identifying sentences that have been joined/joining sentences	identifying conjunctions/joining sentences	writing sentences from picture stimulus
9	<b>adverbs:</b> manner	completing sentences with given adverbs	completing sentences with own adverbs	matching verbs & adverbs/using pairs in sentences	word sums – forming adverbs from adjectives/identifying appropriate adverbs/writing sentences	words sums – forming adverbs from adjectives/identifying appropriate adverbs/writing sentences	answering questions with adverbs/building sentences with adverbs and adjectives
10	<b>verbs:</b> regular past simple tense	completing sentences with regular past simple tense verbs	words sums – infinitives ending in <i>consonant + y</i> & <i>vowel + y</i>	identifying regular past simple tense verbs/writing sentences	forming regular past simple tense verbs/changing present tense sentences to past tense	completing sentences/completing verb table	forming regular past simple tense verbs/using them in sentences
11	<b>nouns:</b> compound	joining nouns to make compound nouns	identifying compound nouns in continuous prose/writing sentences	writing compound nouns from picture stimuli/forming compound nouns from lists	forming multiple compound nouns with the same root.	writing compound nouns from picture clues	writing groups of compound noun with same beginnings
12	<b>sentences:</b> statements/questions/exclamations/commands	identifying & punctuating statements/questions/exclamations	changing statements into questions/identifying commands	identifying & punctuating statements/questions/exclamations	writing questions with given question words/punctuating sentences	identifying statements/questions/exclamations/writing questions	writing questions to match answers
13	<b>pronouns:</b> personal*	substituting pronouns for nouns in sentences/writing sentences	writing sentences with pronouns based on picture stimulus	identifying pronouns/completing sentences with pronouns	replacing nouns with pronouns in sentences/identifying use of pronouns	matching pronouns & pictures/replacing nouns with pronouns in sentences	using pronouns to avoid repetition in sentences/completing sentences
14	<b>contractions:</b> apostrophes – present tense of the verb to have	making pronoun + verb into contractions/using contractions in sentences	making noun + verb into contractions	identifying contractions/forming contractions	differentiating between same contractions for verbs to be & to have	writing contractions in speech	forming contractions & using in sentences
15	<b>commas:</b> lists in sentences	adding missing commas	constructing sentences from given vocabulary	adding missing conjunction & commas	constructing sentences from given vocabulary/writing sentences	adding missing conjunctions/adding missing commas	constructing sentences from given vocabulary/writing sentences

\*denotes content that is not specified in the National Curriculum for England (2014) but which will support children's wider knowledge and understanding of grammar.

Unit	Pupil Book Focus	Pupil Book Practice	Pupil Book Extension	Workbook Support	Workbook Extension	Resource Book Support	Resource Book Extension
16	<b>adjectives:</b> comparatives with <i>er</i>	completing sentences with comparative adjectives	sorting adjectives & comparative adjectives	identifying adjectives & comparative adjectives in sentences/ completing table	forming comparative adjectives from adjectives ending in <i>e</i> & <i>y</i>	writing comparative adjectives/writing sentences	forming comparative adjectives/using in sentences
17	<b>nouns:</b> possessive – singular	adding apostrophe to owner in sentences	shortening sentences using possessive nouns/writing sentences	writing phrases using apostrophe/ identifying the owner/ adding missing apostrophes	Adding missing apostrophes/ writing sentences with apostrophe of possession	identifying possessive nouns in sentences/ adding apostrophes/ shortening phrases with possessive nouns	shortening phrases with possessive nouns/sentence writing
18	<b>contractions:</b> contractions with <i>not</i> ; apostrophes	completing sentences with contractions	identifying & writing contractions	matching word pairs & contractions/ writing sentences	writing contractions/ using in sentences	identifying contractions in sentences/writing contractions	writing contractions in speech
19	<b>verbs:</b> past progressive tense	changing verbs from present simple to past progressive	completing sentences with past progressive verbs	identifying past progressive verbs in sentences/ completing verb table	completing sentences with past progressive verbs/writing sentences with past simple and past progressive tense verbs	completing verb table/ writing sentences	changing sentences from past simple to past progressive/ present simple to past progressive
20	<b>adjectives:</b> superlative with <i>est</i>	completing sentences with superlative adjectives	sorting adjectives - comparatives & superlatives	identifying adjectives and superlatives/ completing adjective table	completing adjective table with adjectives that need doubling/ending in <i>y</i> & <i>e</i>	forming superlative adjectives/writing sentences	forming superlative adjectives/using in sentence writing/ comparing two & three things
21	<b>adverbs:</b> when & where	sorting adverbs	answering questions using adverbs/ completing sentences with adverbs	identifying adverbs in sentences/ completing sentences with adverbs	expanding sentences with adverbs/choosing adverbs and using in sentences	adverb word sums/ sorting adverbs/ writing sentences	forming adverbs from adjectives ending in <i>ible</i> and <i>able</i> /writing sentences
22	<b>verbs:</b> past progressive tense	identifying the continuous action in sentences	changing statements to questions	identifying past simple and past progressive tense verbs/completing sentences with past progressive tense verbs	writing sentences containing a past simple and a past progressive tense verb	matching past simple & past progressive tense verbs/writing sentences	completing sentences/changing statements into questions
23	<b>conjunctions:</b> <i>and/but/or</i>	joining with <i>and/ but/or</i>	joining with <i>but &amp; or/</i> using pronouns	joining with <i>and, but or or</i>	writing short sentences and joining from picture stimulus	identifying short sentences/writing sentences with given conjunctions	joining with <i>and, but or or</i> using pronouns
24	<b>confusing words:</b> <i>to/two/too; there/their/ they're; were/where/ we're*</i>	completing sentences	completing sentences/ writing sentences	completing sentences/ writing sentences with all three words	completing sentences with <i>there, their &amp; they're</i> /writing sentence with all three words	completing sentences/ writing sentences	completing sentences with <i>where, where &amp; we're</i> /writing sentence with all three words
25	<b>conjunctions:</b> <i>so/ because/and/but</i>	joining sentences using pronouns	joining sentences using <i>when/if/that</i>	identifying conjunctions/ joining sentences	joining sentences/ using pronouns/ writing sentences with given conjunctions	identifying short sentences/writing sentences with given conjunctions	joining sentences/ using pronouns
26	<b>adverbs:</b> comparative & superlative adverbs*	completing sentences with given adverbs	sorting comparative & superlative adverbs	completing adverb table/identifying adverbs/writing sentences with given adverbs	completing sentences with irregular comparatives & superlatives/ identifying adjective or adverb in context	completing sentences/ writing sentences	writing sentences with given irregular adverbs
27	<b>nouns:</b> formed with suffixes	adding suffixes <i>er &amp; ing</i>	expanding sentences with <i>ness, er &amp; ing</i>	forming nouns from verb with <i>er &amp; ing</i>	forming nouns from adjectives ending in <i>y</i> /writing sentences	completing sentences with <i>ness</i> nouns/ writing sentences	matching adjective and noun/writing sentences
28	<b>adjectives:</b> formed with suffixes	solving clues with <i>ful &amp; less</i> adjectives/ completing phrases	completing sentences with <i>ful &amp; less</i> adjectives	forming adjectives/ writing sentences with given adjectives	forming adjectives with <i>ful &amp; less</i> from nouns ending in <i>y</i>	forming adjective opposites	writing sentences with given adjectives

# Nouns and adjectives

**Nouns** are **naming** words.



snail



flame



'A snail' and 'the flame' are **noun phrases**.

**Adjectives** are **describing** words.

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



small dirty happy



white old big

## Focus

Write the *noun* for each picture.

Choose an *adjective* from the box for each noun.

little fluffy brown big long fat



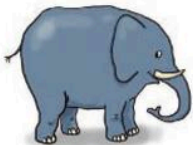
1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



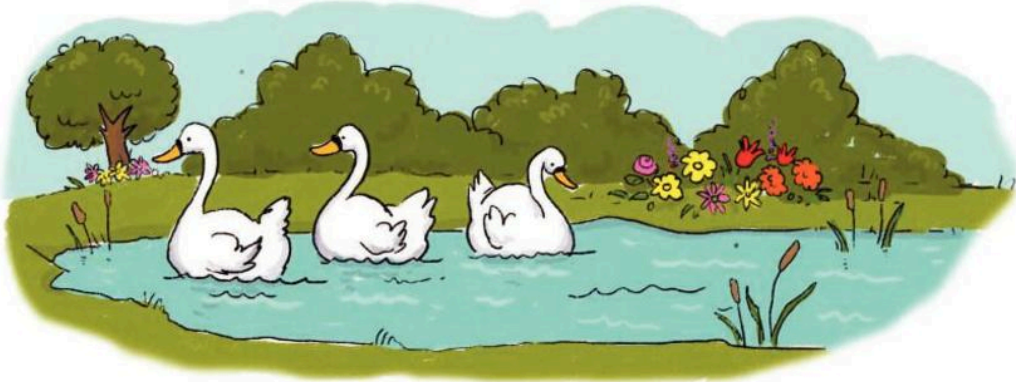
## Practice



Remember! **Colours** and **numbers** are **adjectives**.

Look at the picture.

Write some sentences to *describe* the picture.



## Extension

This story has no *adjectives*.

Copy the story into your book.

Add *adjectives* to make it more interesting.



The farmer was working in the field. He was wearing a coat, scarf and a hat. On his feet he wore boots. He drove the tractor up and down the fields. He will plant seeds. The seeds will grow into corn.

# Adjectives

**Adjectives** are describing words.



a **big** elephant



a **long** snake

Adjectives have **opposites**.



a **little** mouse



a **short** worm

## Focus

Read each *adjective* in Box 1.

Find the *opposite* in Box 2.

### Box 1

bright  
strong  
straight  
hard  
sharp  
clean

### Box 2

bent  
dirty  
dull  
blunt  
soft  
weak



## Practice

Copy the sentences.

Replace each coloured *adjective* with its *opposite* from the box.

loose      new      quiet      warm      dry

1 It is a **cold** day.

2 There was a **loud** knock.

3 I have **wet** hair!

4 This is a very **tight** knot.

5 Look at this **old** book.



## Extension

Some *adjectives* make their opposites with *un*.



happy



unhappy



kind



unkind

**A** What are the *opposites* of these adjectives?

1 wise

2 well

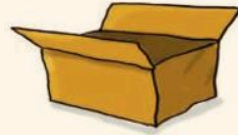
3 true

4 lucky

**B** Use each *opposite* you have made in a sentence of your own.

# Nouns

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



A **collective noun** is a special name for a **group of nouns**.



a **swarm** of bees



a **fleet** of ships

## Focus

Choose a word from the box to go with each *collective noun*.

books  
trees

wolves  
sheep

flowers  
cows

- 1 a forest of \_\_\_\_\_
- 2 a herd of \_\_\_\_\_
- 3 a bunch of \_\_\_\_\_
- 4 a flock of \_\_\_\_\_
- 5 a pack of \_\_\_\_\_
- 6 a library of \_\_\_\_\_



## Practice

What would you expect to find in each of these groups?

1 an army



2 a crew



The pictures will help you.

3 a pride



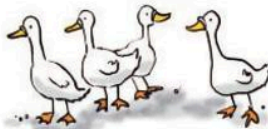
4 an orchestra



5 a bouquet



6 a gaggle



## Extension

**A** Sometimes we use the same collective noun for two different groups.

Find two things for each collective noun.

1 a pack of \_\_\_\_\_ and \_\_\_\_\_

2 a herd of \_\_\_\_\_ and \_\_\_\_\_

3 a bunch of \_\_\_\_\_ and \_\_\_\_\_

4 a flock of \_\_\_\_\_ and \_\_\_\_\_

**B** Choose three collective nouns from A.

Use each collective noun in a sentence of your own.

# Verbs

**Verbs** are doing words.

Verbs tell us what people **are doing**.



He is singing.



She is reading.



It is running.



They are riding.

## Focus

Choose a *verb* from the box to go with each picture.

is jumping

are drinking

is kicking

are swimming

is writing

is sleeping



1 She \_\_\_\_\_ . 2 He \_\_\_\_\_ . 3 They \_\_\_\_\_ .



4 They \_\_\_\_\_ . 5 It \_\_\_\_\_ . 6 It \_\_\_\_\_ .

## Practice


A Write the *verb* in each sentence.

- 1 The ship is sailing on the sea.
- 2 The clock is ticking loudly.
- 3 The wind is blowing the leaves about.
- 4 I am reading my book.
- 5 They are playing a game.



B Write the *present tense verbs*.

- 1 hop      She is hopping.
- 2 smile    We \_\_\_ \_\_\_\_\_.
- 3 clap     They \_\_\_ \_\_\_\_\_.
- 4 wave    I \_\_\_ \_\_\_\_\_.
- 5 bake     She \_\_\_ \_\_\_\_\_.

The first one is  done for you.



## Extension

Copy the sentences.

Choose a *verb* of your own to fill each gap.

- 1 I \_\_\_ \_\_\_\_\_ sand castles on the beach.
- 2 The snow \_\_\_ \_\_\_\_\_ very quickly.
- 3 He \_\_\_ \_\_\_\_\_ his bicycle.
- 4 We \_\_\_ \_\_\_\_\_ outside in the summer.
- 5 The dog \_\_\_ \_\_\_\_\_ the cat.



# Nouns

**Nouns** are naming words.



hen



bicycle



table

**Proper nouns** are special naming words.

They have **capital letters**.

**Names of people** are special naming words.

**Mrs Hill**

**Days of the week** are special naming words.

**Monday**

**Months of the year** are special naming words.

**January**

The **names of places** are special naming words.

**Midtown**

## Focus

**A** Write these headings in your book.

nouns

proper nouns



**B** Write each *noun* from the box under the correct heading.

boot    Naseem    cart    Ben

Mr Evans    bowl    Mrs Patel

horse    fish    Harry    London

girl    Africa    milk    Amy





## Practice

Remember the capital letters!

A Write these *proper nouns* correctly.

- |             |           |                |
|-------------|-----------|----------------|
| 1 mrs Kelly | 2 africa  | 3 tuesday      |
| 4 sam       | 5 april   | 6 doctor jones |
| 7 sheila    | 8 america | 9 mr black     |

B Look at the words in the box.

Find the proper nouns. Write them correctly.

hat	fred	kim	tree	monday	meg
book	dog	car	england	cat	cardiff

## Extension

Copy these sentences.

Use a *proper noun* to finish each sentence.



- 1 My name is \_\_\_\_\_.
- 2 My friend's name is \_\_\_\_\_.
- 3 My birthday is in \_\_\_\_\_.
- 4 The first day of the week is \_\_\_\_\_.
- 5 The country I live in is \_\_\_\_\_.

## Sentences

A **sentence**:

- begins with a **capital letter**.
- ends with a **full stop**, a **question mark** or an **exclamation mark**.
- makes **sense**.

Full stops, question marks and exclamation marks are all types of punctuation.

This is a **sentence**:

The clouds in the sky are grey.

This is **NOT** a sentence:

in the sky

M B T  
D J R



## Focus

**A** Which of these are *sentences*?

- 1 The bus was late.
- 2 the broken glass was
- 3 it rained all day
- 4 in the sun
- 5 In winter it is very cold.
- 6 I am going to

**B** Copy the sentences from A.



Remember! Sentences make **sense**.



Remember how to begin and end a sentence.



## Practice

Look for the capital letter and full stop.



Write the words in the correct order to make *sentences*.

1 has cake eight The candles. birthday

2 are the There in flowers vase.

3 The on table. was the food



## Extension

Fill the gaps to make each of these a *sentence*.

After two cats Flowers Today

1 \_\_\_\_\_ grow in the spring.

2 Dogs like to chase \_\_\_\_\_.

3 \_\_\_\_\_ tea, we went out to play.

4 Bicycles have \_\_\_\_\_ wheels.

5 \_\_\_\_\_ is my birthday.

Use the words in the box or your own ideas.



# Contractions

If something **contracts** it gets **smaller**.

**Contractions** are words that get smaller.

- A letter or letters are **messed out**.
- An **apostrophe** goes in place of the missing letter or letters.



This is an **apostrophe**. 

**I am** looking for my gloves. **I'm** looking for my gloves.


I <b>am</b>	=	I'm	<b>a</b> is missed out
you <b>are</b>	=	you're	<b>a</b> is missed out
he <b>is</b>	=	he's	<b>i</b> is missed out
she <b>is</b>	=	she's	<b>i</b> is missed out
it <b>is</b>	=	it's	<b>i</b> is missed out
we <b>are</b>	=	we're	<b>a</b> is missed out
you <b>are</b>	=	you're	<b>a</b> is missed out
they <b>are</b>	=	they're	<b>a</b> is missed out

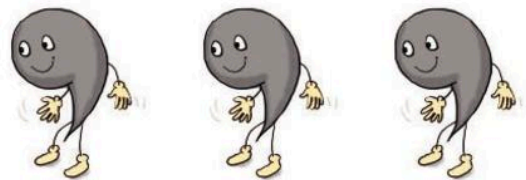
## Focus

Copy the lists.

Match the *contractions*.

we are	→	he's
you are		they're
he is		she's
it is	→	we're
they are		it's
she is		you're

The first one has  been done for you.



## Practice

**A** Write the words that make these *contractions*.

- 1 she's      2 they're      3 we're  
4 it's      5 you're      6 I'm

**B** Copy the sentences.

Write the coloured words as *contractions*.

- 1 **I am** not happy.  
2 **She is** late.  
3 **He is** lost!  
4 **We are** eating.  
5 **They are** at home.



## Extension

Match the *contractions* in the box to words in the list.

- 1 I will  
2 we have  
3 cannot  
4 I have  
5 she had  
6 do not  
7 would not  
8 let us  
9 did not  
10 who is

There are lots of  other contractions.

I've  
I'll  
we've  
wouldn't  
she'd  
can't  
didn't  
who's  
don't  
let's

# Conjunctions

**Conjunctions** are joining words.

We use them to **join** sentences.

Give me the bag. I will unpack it.

Give me the bag **and** I will unpack it.



The telephone rang. No one answered it.

The telephone rang **but** no one answered it.



## Focus

Read the sentences.

Say the *conjunction* in each sentence.

- 1 Fred did not sleep but he was not tired the next day.
- 2 Sarah likes oranges and she likes apples.
- 3 The birds made a nest but they did not lay any eggs.
- 4 We got there on time but we missed the train.
- 5 We played well and won the match.



## Practice

**A** Copy the sentences. Join each pair with *and*.

1 Go to the shops.

Buy some bread.

2 I found my book.

I finished it.

3 I ran quickly.

I caught the bus.



**B** Copy the sentences. Join each pair with *but*.

1 The car crashed.

The driver was not hurt.

2 I want a plum.

There are none left.

3 I like to swim.

I'm not very good.



## Extension

Use *and* or *but* to join these sentences.

1 I have lost my pencil. I need it.

2 Max forgot his lunch. He was very hungry.

3 It was very cold. My new coat kept me warm.

4 She likes drawing. She does not like painting.

5 Take this box. Leave the other one.

# Adverbs

An **adverb** tells us more about **how** something is done.

Adverb = **adds** to a **verb**

The boy is shouting.

The boy is shouting **loudly**.

|                      |  
verb                  **adverb**



The lightning flashes.

The lightning flashes **brightly**.

|                      |  
verb                  **adverb**



Many **adverbs** are made like this:

adjective	+	ly	adverb
loud	+	ly	loudly
bright	+	ly	brightly

## Focus

Do the word sums. Say the *adverbs*.

1 quiet + ly =

2 slow + ly =

3 quick + ly =

4 neat + ly =

5 calm + ly =

6 honest + ly =

7 kind + ly =

8 sad + ly =



## Practice

Complete the sentences with *adverbs* from the box.

loudly strongly quickly fiercely neatly

1 Harry ran \_\_\_\_\_ to catch the bus.



2 The band played \_\_\_\_\_ so everyone could hear.



3 Sara wrote her story \_\_\_\_\_.



4 The wind blew \_\_\_\_\_ and scattered the leaves.



5 The lion roared \_\_\_\_\_.



## Extension

Copy and complete the sentences with *adverbs* of your own.

1 The boy is singing \_\_\_\_\_.

2 The boy is shouting \_\_\_\_\_.

3 The boy is laughing \_\_\_\_\_.

4 The boy is waving \_\_\_\_\_.

5 The boy is sleeping \_\_\_\_\_.



# Verbs

Verbs are **doing words**.

**Past tense verbs** tell us what people, animals and things **did**.

- verb family name + **ed**  
gallop + **ed** gallo**ped**



- verb family name ending in **e** + **d**  
smile + **d** smile**d**



## Focus

**A** Write these headings in your book.

+ed

+d



**B** Read the *verb family names* in the box.

wave	talk	clean	chase	smile	wash
skate	dive	brush	look	bake	watch
move	cook	push	scratch	like	save



**C** Write the *past tense verb* under the correct heading.



## Practice

Complete these sentences with a *past tense verb*.

- 1 Mum \_\_\_\_\_ a cake for my birthday.
- 2 We \_\_\_\_\_ a good film on TV.
- 3 I \_\_\_\_\_ my teeth before I went to bed.
- 4 I \_\_\_\_\_ the house for pocket money.
- 5 He \_\_\_\_\_ into the pool.

## Extension

- Verbs ending in **vowel + y**, just added **ed**.

play = play**ed**



- Verbs ending in **consonant + y**, change **y** to **i** and add **ed**.

hurry = hurri**ed**



Do these word sums. Write the *past tense verbs*.

- |   |       |   |    |   |   |      |   |    |   |
|---|-------|---|----|---|---|------|---|----|---|
| 1 | enjoy | + | ed | = | 2 | copy | + | ed | = |
| 3 | study | + | ed | = | 4 | sway | + | ed | = |
| 5 | obey  | + | ed | = | 6 | bury | + | ed | = |

# Nouns

There are many different types of **nouns**.

**Common nouns** tell us the names of ordinary things.

**watch**

**table**

**box**



**Proper nouns** are:

- people's names      **Mr Price**
- days and months      **Monday**      **April**
- places      **London**      **Scotland**



**Collective nouns** tell us the names of **groups** of things.



**flock** of sheep



**bunch** of grapes

Another type of noun is a **compound noun**.

We make **compound nouns** by joining two nouns together.

table + cloth = **tablecloth**



## Focus

Write the *compound nouns* for each of these.



## Practice

- A** Match each noun from the first box with a noun from the second box to make a *compound noun*.

space  
egg  
rain  
neck  
door  
book

lace  
ship  
cup  
coat  
mark  
step



- B** Use two of the *compound nouns* you have made in sentences of your own.

## Extension

- A** Make a list of the *compound nouns* in this passage.

It was the day of an important football match. Sally was excited because she was the goalkeeper. She was so excited that she forgot to do her homework and her schoolteacher was not pleased. At twelve o'clock the team went out. They walked along the footpath to get to the pitch. Sally put her tracksuit by the goalpost and waited for the match to begin.

- B** Use these *compound nouns* in sentences of your own.

1 flowerbed                      2 hillside                      3 daylight  
4 housework                      5 waterfall                      6 stairway

A **sentence** that starts with a **capital letter** and ends with a **full stop** is a **telling** sentence. It is a statement.

The duck is on the pond.



This is a **statement**.

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

Where is the duck?



This is a **question**.

A sentence that starts with a **capital letter** and ends with an **exclamation mark** shows people are:



shouting



angry



surprised

It is an **exclamation**.

Find the duck!



This is an **exclamation**. Some exclamations are **commands**.

## Focus

Say which is:

- a *statement*
- a *question*
- an *exclamation*

- 1 I looked at the moon last night.
- 2 What time did you go to bed?
- 3 Did it snow last night?
- 5 I went to bed so late!

- 4 I was very tired.
- 6 I was late for school!



## Practice

Copy the sentences. End each one with:

- a *full stop*
- a *question mark* OR
- an *exclamation mark*.



- 1 Where are the shops
- 2 Is it time to go
- 3 I like drawing
- 4 Watch out
- 5 Do you like football
- 6 What a lovely surprise

## Extension

**A** Make each one of these statements into *questions*.

1



It is raining.

2



You are ill.

3



They are late.

**B**

A **command** tells you to do something.

Go to bed!

Sometimes it has an exclamation mark, but not always.

Turn out the lights.

Which of these exclamations are also commands?

- 1 Tomorrow is sports day!      Bring your trainers!
- 2 Tidy your room!                  What a mess!

## Pronouns

A **pronoun** can be used instead of a **noun**.



The **girl** is running.

girl = **noun**

**She** is running.

She = **pronoun**



The **boy** is running.

boy = **noun**

**He** is running.

He = **pronoun**

These are **pronouns**.

**I**    **you**    **he**    **she**    **it**    **we**    **they**

## Focus

Find the pronouns in these sentences.

- 1 Where is he going?
- 2 He is going to the stream.
- 3 What has he found?
- 4 Where did he put it?
- 5 He has put it in a jar.

Some sentences  
have more than  
one **pronoun**.





## Practice

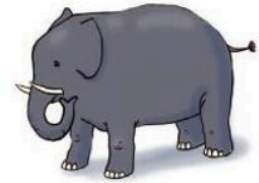
Copy the sentences.

Use *pronouns* instead of the coloured words.

1 The little girl has an ice cream.



2 The elephant has a long trunk.



3 Where are the boys playing?



4 Can you see the lion?



## Extension

Look at the picture.

Write a sentence using a *pronoun* in each answer.

- 1 What is the boy doing?
- 2 What is the girl doing?
- 3 What is the cat doing?
- 4 What is the dog doing?
- 5 What are the birds doing?



# Contractions

If something **contracts** it gets **smaller**.

**Contractions** are words that get smaller.



- A letter or letters are **missed out**.
- An **apostrophe** goes in place of the missing letter or letters.

This is an **apostrophe**. 

**I have** lost my book.

**I've** lost my book.

I <b>have</b>	=	I've
you <b>have</b>	=	you've
he <b>has</b>	=	he's
she <b>has</b>	=	she's
it <b>has</b>	=	it's
we <b>have</b>	=	we've
you <b>have</b>	=	you've
they <b>have</b>	=	they've

**ha** is missed out  
**ha** is missed out  
**ha** is missed out  
**ha** is missed out  
**ha** is missed out  
**ha** is missed out  
**ha** is missed out  
**ha** is missed out

## Focus

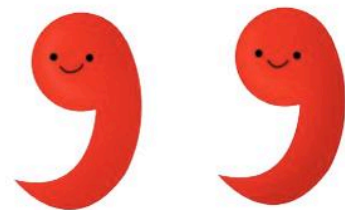
Copy the lists.

Match the contractions.

you have  
 we have  
 he has  
 it has  
 they have  
 she has

he's  
 they've  
 she's  
 you've  
 it's  
 we've

The first one is  
 done for you.



## Practice

A Write the words that make these *contractions*.

1 she's      2 they've      3 we've

4 it's      5 you've      6 I've

B Copy the sentences.

Write the coloured words as contractions.

1 *I have* something to tell you.

2 *She has* forgotten her coat.

3 *He has* missed the bus!

4 *You have* done very well.

5 *They have* washed all the dishes.



## Extension

We use **contractions** with **pronouns**.

**It's** gone in the water

We use **contractions** with **nouns**.

The **ball's** gone in the water.



Write the *contraction* for the underlined words.

1 The train has arrived on time.

2 Sally has made the tea.

3 Tom has seen it before.

4 The tree has lost its leaves.

5 My  aunt has sent me a card.



When we write a **list** in a sentence we use **commas**.

We can join the **last two things** in the list with **and**.

This is a **comma**. ,

I am learning to add, take away, divide **and** multiply.

## Focus

Say where the *commas* should go.

1 Nathan likes to read write and draw.



2 I like apples oranges bananas and plums.



3 We take books pencils and paper to school.



4 Cat dog book and girl are nouns.



5 We run jump skip and hop in the playground.



## Practice

Copy the sentences.

Add the missing *commas*.

1 I live with my mother father  
sister and brother.



2 We have a table four chairs  
and a cooker in our kitchen.



3 Mum buys bread milk fruit  
and vegetables at the market.



## Extension

Use the words in the box to write a sentence using *commas*.

1 Begin your sentence At school we \_\_\_\_\_



sing

read

write

2 Begin your sentence At the market we buy \_\_\_\_\_



potatoes

cabbages

carrots

# Adjectives

Adjectives are **describing words**.

They tell us more about people, animals, places and things.



an **enormous** elephant



an **old** car

Words like **bigger** and **smaller** are **comparative adjectives**.



Adjectives can describe the **difference between two things**.



**old** man



**older** man



**small** bicycle



**smaller** bicycle

## Focus

Read the sentences.

Add *er* to the adjective in brackets.

- 1 This hill is \_\_\_\_\_ than that one. (high)
- 2 My hands are \_\_\_\_\_ than yours. (clean)
- 3 My radio is \_\_\_\_\_ than yours. (loud)
- 4 This bread is \_\_\_\_\_ than those rolls. (fresh)
- 5 It is \_\_\_\_\_ today than it was yesterday. (cold)
- 6 Is the river \_\_\_\_\_ than that pond? (deep)



## Practice

Copy the sentences.

Fill each gap with a *comparative adjective* from the box.

faster higher warmer harder

1 I can jump \_\_\_\_\_ than you.



2 This new car goes \_\_\_\_\_ than the old one.



3 It was \_\_\_\_\_ to cycle up the hill than down the hill.



4 If the weather is \_\_\_\_\_ today we can wear shorts.



## Extension

Write these headings.

adjective

comparative adjective

Write each word in the box under the correct heading.

cold straight thicker softer sharp smooth  
colder straighter great thick greater soft  
small smoother sharper smaller

**Possessive nouns** tell you who **owns** something. They have an **apostrophe** and an **s** at the end.



**Ruth's** bicycle  
Ruth is the **owner**.



This is a an apostrophe'.

**Ruth's bicycle** means the same as **the bicycle belonging to Ruth**.



**Roger's** book  
Roger is the **owner**.

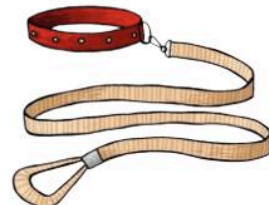
**Roger's book** means the same as **the book belonging to Roger**.

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

## Focus

Say who the *owner* is.

- |                      |                      |
|----------------------|----------------------|
| 1 Deepak's football  | 2 the girl's laugh   |
| 3 the flower's stem  | 4 the doctor's coat  |
| 5 the dog's lead     | 6 the car's engine   |
| 7 Nigel's shoes      | 8 the farmer's field |
| 9 the captain's ship | 10 the boy's hair    |





## Practice

Copy the sentences.

Add an *apostrophe* to the name of the *owner* in each sentence.

- 1 Garys homework was very hard.
- 2 Anji found the dogs lead in the park.
- 3 That mans tie has red and blue spots.
- 4 The cats claws were very sharp.
- 5 In the autumn, that trees leaves fall off.
- 6 The books cover was torn.



## Extension

**A** Write each of these in a shorter way using a *possessive noun*.

1 The hand belonging to the girl.



2 The dinner belonging to the boy.



3 The tail belonging to the mouse.



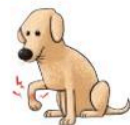
4 The song belonging to the bird.



5 The wheels belonging to the tractor.



6 The paw belonging to the dog.



**B** Write six sentences of your own using a *possessive noun* from A in each one.

# Contractions

If something **contracts** it gets **smaller**.



**Contractions** are words that are smaller.

- A letter or letters are **missed out**.
- An **apostrophe** goes in place of the missing letter or letters.

This is an **apostrophe**.



**I am** sorry.

**I'm** sorry.

**I have** lost my book.

**I've** lost my book.



The **o**  
of not  
is missed  
out.

There are lots of **contractions** with **not**.

That **is not** right.

That **isn't** right.

They **have not** arrived.

They **haven't** arrived.

## Focus

**A** Write the *contractions*.

1 is not

2 are not

3 must not

4 do not

5 does not

6 cannot

**B** Write the words that make these *contractions*.

1 wouldn't

2 haven't

3 hasn't

4 wasn't

5 weren't

6 shouldn't

## Practice

Copy the sentences.

Write the coloured words as *contractions*.

- 1 He **has not** found his football.
- 2 They **are not** sure where it is.
- 3 It **is not** under the bush.
- 4 They **have not** looked behind the shed.
- 5 We **do not** know where it is.



## Extension

Write the *contraction* in each sentence.

Next to it, write the words it replaces.

- 1 “The ball’s gone into the pond!” shouted Nelson.
- 2 “I’ll need a long stick to get it out,” said Luke.
- 3 “I’ll go and look in the shed,” said Nelson.
- 4 “Don’t forget to bring a cloth,” said Luke.
- 5 “We won’t need a cloth,” said Nelson.
- 6 “We’ll have to dry the ball,” said Luke.



Verbs are doing words.

**Past tense verbs** tell us what people, animals and things **did**.

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



This is the **past simple** tense.

I combed **ed** my hair.

I washed **ed** my face.

I walked **ed** to the door.

I picked **ed** up my bag.

Another way to make the **past tense** is like this:



This is the **past progressive** tense.

Past tense of the verb to be	+ verb family name	+ ing	
I was	sing	ing	I was singing.
You were	point	ing	You were pointing.
He was	help	ing	He was helping.
She was	laugh	ing	She was laughing.
It was	rain	ing	It was raining.
We were	jump	ing	We were jumping.
You were	shout	ing	You were shouting.
They were	fight	ing	They were fighting.

## Focus

Read the sentences.

Which two words make up the *past progressive tense*?

- 1 The birds were flying around the garden.
- 2 The tree was bending in the wind.
- 3 The ducks were quacking for some food.
- 4 The dog was scattering leaves everywhere.



## Practice

These sentences are in the present tense.  
Change the underlined verb to the *past tense*.

1 I am playing with my dog.



2 You are watching television.



3 He is reading a book.



4 She is washing her hair.



5 It is raining.



6 We are going on holiday.

7 They are visiting the castle.



Each **verb** is made up of two words. 

## Extension

Copy and complete these sentences with *past tense verbs*.

1 I \_\_\_\_\_ a snowman.



2 We \_\_\_\_\_ when we saw the accident.



3 She \_\_\_\_\_ to bed very late.



4 He \_\_\_\_\_ breakfast when the post came.



# Adjectives

**Adjectives** are **describing** words.

They tell us more about people, animals, places and things.



an **old** car



Words like **oldest** are **superlative** adjectives.

**Adjectives** can describe the **difference between two things**.



an **old** car



an **older** car

Adjectives can describe the difference between three or more things.



an **old** car



an **older** car



the **oldest** car

## Focus

Read the sentences.

Add *est* to the adjective in brackets.

- 1 That star is the \_\_\_\_\_ in the sky. (bright)
- 2 This rope is the \_\_\_\_\_ one I can find. (long)
- 3 This is the \_\_\_\_\_ lake in the world. (deep)
- 4 That was the \_\_\_\_\_ firework! (loud)
- 5 Which is the \_\_\_\_\_ mountain in the world? (high)
- 6 They are building the \_\_\_\_\_ building ever! (tall)



## Practice

Copy the sentences.

Fill each gap with a *superlative adjective* from the box.

warmest    kindest    freshest    shortest

1 She is the \_\_\_\_\_ person I have ever met.



2 That's the \_\_\_\_\_ film I have ever seen!



3 This is the \_\_\_\_\_ day of the year.



4 I need the \_\_\_\_\_ vegetables you have.



## Extension

Write these headings.

adjective    comparative adjective    superlative adjective

Write each word in the box under the correct heading.

quiet    newer    tighter    shortest    full    new  
fuller    tightest    short    quieter    tight    fullest  
quietest    shorter    newest

# Adverbs

An **adverb** tells us more about **how** something is done.

He walked **quickly**.

She read **slowly**.

**Adverbs** can also tell us **when** or **where** something is done.

When? I saw my friend **yesterday**.

**When** did you **see** your friend?

**Yesterday**

I will tidy my room **later**.

**When** will you **tidy** your room?

**Later**

Where? I have put the books **here**.

**Where** have you **put** the books?

**Here**

I looked **everywhere** for the cat!

**Where** have you **looked** for the cat? **Everywhere**

## Focus

Find the *adverbs* in each sentence.

1 We put the cat outside when it is dark.



2 Sam carefully copied the sentences.



3 She always buys flowers at the market.



4 It rained heavily all day.



5 I get up early on a Saturday.





## Practice

A Write these headings in your book.

how

when

where

B Write each *adverb* under the correct heading.

slowly

later

outside

here

angrily

never

sweetly

neatly

often

inside

## Extension

A Write a sentence to answer each question. Use *adverbs*.

- 1 When will you do your homework?
- 2 Where do you catch the bus?
- 3 When can you come out to play?
- 4 How do you pack your schoolbag?
- 5 How do you eat your breakfast?

B Use *adverbs* to fill the gaps.

- 1 Please move \_\_\_\_\_ to your next lesson.  
(how adverb)
- 2 You can tidy your books \_\_\_\_\_. (when adverb)
- 3 I \_\_\_\_\_ go swimming. (when adverb)
- 4 Put pencils \_\_\_\_\_ and paper \_\_\_\_\_.  
(where adverbs)

Verbs are **doing words**.

**Past tense verbs** tell us what people, animals and things **did**.

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

I answer**ed** the telephone.

I talk**ed** to my friend.



This is the **past simple** tense.

Another way to make the **past tense** is like this.

**I was singing.**

He **was playing** the piano.

The audience **were listening**.



We use the **past progressive tense** when:

- an action goes on for some time.  
I **was walking** for a long time.
- when something else happens at the same time.



This is the **past progressive** tense.

I **was walking** to the shops when it started to rain.

## Focus

Read the sentences.

Which two words make up the *past progressive verb* in each sentence?

1 The tiger was prowling in the jungle.



2 You were making too much noise!



3 The horses were galloping in the field.



4 I was wondering where you were!



## Practice

There are two actions in every sentence.  
Say which action was going on *for a long time*.

1 She was reading when the telephone rang.



2 We were playing football when I fell over.



3 The cat jumped on my knee when I was drinking my tea.



4 An owl was hooting when we walked in the woods.



## Extension

The **order of the words** changes when we use the **past progressive** in questions.

**You were** cheering for your team.

**Were you** cheering for your team?



**I was** eating my sandwich.

**Were you** eating your sandwich?



Change these statements into *questions*.

1 You were looking for your book.

2 I was reading it yesterday.

3 They were writing a story.

4 It was snowing all night.



# Conjunctions

**Conjunctions** are joining words.

We use them to **join** sentences.

Give me the rubbish. I will take it outside.

Give me the rubbish **and** I will take it outside.

The sky was grey. It didn't rain.

The sky was grey **but** it didn't rain.

Another useful **conjunction** is **or**.

I will have the chocolate biscuit.

I will have the plain biscuit.

I will have the chocolate biscuit **or** the plain biscuit.



## Focus

Use *and*, *but* or *or* to join each pair of sentences.

- 1 One of our players was hurt.  
We won the match.

- 2 I wanted a plum.  
There was one left.

- 3 I might have pizza for tea.  
I might have fish.

- 4 It rained a lot today.  
Josh went out to play.

- 5 I could watch television.  
I could read my book.



## Practice

Copy the sentences. Join each pair with *and*, *but* or *or*.

1 I have a sister.

I have a brother.



2 Do you like this book?

Do you like that book?



3 I have to go to bed.

I am not tired.



4 Should I go out?

Should I stay in?



## Extension

Copy the sentences. Join each pair with *but* or *or*.

Change the coloured words to a pronoun.

1 Did Dan eat all the pizza?

Did **Dan** go out for tea?



2 The tiger roared at the hunters.

**The tiger** did not attack.



3 The girls can go to the park.

**The girls** can go swimming.



# Confusing words

It is easy to mix up the words **two**, **too** and **to**.

**Two** is a **number**.



In **two** days it will be my birthday.

**Too** can mean **as well**.



You can come, **too**.

We used **to** like this.



I am going **to** the park.

**Too** can mean **very**.



These books are **too** heavy!



**to** eat

## Focus

Say – *two*, *too* or *to*?

- 1 Please get \_\_\_\_\_ pencils for me.
- 2 It is \_\_\_\_\_ far to walk to the shops!
- 3 I would like an ice-lolly, \_\_\_\_\_.
- 4 It is \_\_\_\_\_ wet to go out.
- 5 I have \_\_\_\_\_ letters to post.
- 6 If we go to the shops, my sister wants to come, \_\_\_\_\_.



## Practice

Copy the sentences.  
Fill each gap with *too* or *to*.

- 1 I want \_\_\_\_\_ play the piano.
- 2 I would like to play the piano, \_\_\_\_\_.
- 3 Do you think it is hard \_\_\_\_\_ learn?
- 4 You can learn if you really want \_\_\_\_\_.
- 5 I would like to play the trumpet, \_\_\_\_\_.



## Extension

**A** Copy the sentences.

Fill the gaps with *two*, *too* or *to*.

- 1 The \_\_\_\_\_ times table is easy.
- 2 I am going \_\_\_\_\_ a party today.
- 3 I am \_\_\_\_\_ tired \_\_\_\_\_ stay up late.
- 4 If you get \_\_\_\_\_ many spellings wrong, you will have \_\_\_\_\_ learn them again.
- 5 I made \_\_\_\_\_ mistakes.

**B** This sentence uses the words *two*, *too* and *to*.

The *two* dogs ran *to* the tree but it was *too* hard *to* climb.

Make up your own sentence using *two*, *too* and *to*.



# Conjunctions

**Conjunctions** are words we use to join sentences.

The **conjunctions and, but and or** are used to join sentences.



I like chocolate cake **and** I ate a big slice.

I like chocolate cake **but** I was too full to eat any.

I sometimes like chocolate cake **or** I sometimes like fruit.

Two other useful conjunctions are **so** and **because**.



Put the chairs on the table.

I can sweep the floor.

Put the chairs on the table **so** I can sweep the floor.



I don't eat liver.

I don't like it.

I don't eat liver **because** I don't like it.

## Focus

Say *so* or *because* to join each pair of sentences.

1 Take a coat. It might rain later.

2 I climbed the tree. I could see over the roof.

3 The lion prowled around. It was hungry.

4 Close the gate. The dog will not get out.

5 I want to go home. It is time to eat.





## Practice

Copy and join each pair of sentences.  
Change the coloured words into *pronouns*.



- 1 My brother and I woke up early.  
*My brother and I* heard the birds singing.

- 2 Liam lost his key.  
*Liam* could not unlock the door.



- 3 The football fans cheered.  
*The football fans* saw their team score a goal.



## Extension

We can also join sentences with **when**, **if** and **that**.


I read a book **when** I was bored.

I wear gloves **if** it is cold.

This is the hamster **that** escaped.

Copy and join each pair of sentences  
using *when*, *if* or *that*.

- 1 We went to bed. It was dark outside.
- 2 I like parties. There are lots of biscuits.
- 3 Ella went to the shop. It was closed.

You can only use  each one once.



## Adverbs

**Adverbs** tell us more about **how**, **when** or **where** something is done.

**How?**

Sam clapped **loudly**.

**When?**

Mandy fell off her bike **yesterday**.

**Where?**

I put the flowers **outside**.

**Adverbs** can describe the **difference between two actions**.

hard + er = harder

He works hard.

He worked **harder**.



These are **comparative** adverbs.

**Adverbs** can describe the **difference between more than two actions**.

He works hard.

He worked **harder**.

He works the **hardest**.



These are **superlative** adverbs.

## Focus

Say the *comparative* and *superlative* adverbs.

1 He arrived late. He arrived \_\_\_\_\_. He arrived the \_\_\_\_\_.

2 She ran fast. She ran \_\_\_\_\_. She ran the \_\_\_\_\_.

3 It jumped high. It jumped \_\_\_\_\_. It jumped the \_\_\_\_\_.

4 I was near. I was \_\_\_\_\_. I was the \_\_\_\_\_.

5 We tried hard. We tried \_\_\_\_\_. We tried the \_\_\_\_\_.

## Practice

Copy the sentences.

Fill each gap with an *adverb* from the box.

nearer      hardest      highest      faster

1 He kicked the ball the \_\_\_\_\_ of all the team.

2 I can run \_\_\_\_\_ than you.



3 She lives \_\_\_\_\_ to the school than her friend.



4 That bird is flying the \_\_\_\_\_.



## Extension

Write these headings.

adverb

comparative adverb

superlative adverb

Write each word in the box under the correct heading.

later	faster	nearer	harder	highest	
hardest	high	near	late	higher	nearest
fast	latest	fastest	hard		

UNIT  
**27**

# Nouns

A **noun** is a naming word.

**book**

**cat**

An **adjective** is a describing word.

**old** book

**black** cat

A **suffix** can be added to an **adjective** to make a **noun**.

adjective

noun

dark + **ness** = the dark**ness**

A **suffix** can be added to a **verb** to make a **noun**.

verb

paint + **er** =

paint + **ing** =



A **suffix** is added to the end of a word.

noun

the painter

the painting

Some **nouns** are made from **verbs**.

I **manage** the hotel.

manage = **verb**

I am the **manager**.

manager = **noun**

## Focus

Add the *suffix ness* to the adjective. Say the *noun*.

adjective

noun

1 weak + ness = \_\_\_\_\_

2 cool + ness = \_\_\_\_\_

3 kind + ness = \_\_\_\_\_

4 sad + ness = \_\_\_\_\_

5 dry + ness = \_\_\_\_\_

## Practice

Add the *suffixes er* and *ing* to the verb. Say the nouns.

verb

noun

- |   |           |   |     |   |       |
|---|-----------|---|-----|---|-------|
| 1 | to swim   | + | er  | = | _____ |
|   |           | + | ing | = | _____ |
| 2 | to sing   | + | er  | = | _____ |
|   |           | + | ing | = | _____ |
| 3 | to travel | + | er  | = | _____ |
|   |           | + | ing | = | _____ |

## Extension

Copy the sentences. Make the *nouns* by adding *ness*, *er* or *ing* to the word in brackets.

1 The (dim) of the light made it difficult to read.



2 The (walk) was very fit.



3 The (windsurf) was great fun.



4 The (bright) of the sun hurt my eyes.



5 My (swim) is getting better.

# Adjectives

**Adjectives** are describing words.

They describe **nouns**.



a **tall** tower



a **frightened** rabbit

We can add the suffix **ful** to words to make interesting **adjectives**.



a **colourful** rainbow



a **painful** thumb

We can add the suffix **less** to words to make interesting **adjectives**.



a **helpless** bird



a **harmless** insect

## Focus

Do the word sums. Say the *adjectives*.

1 truth + ful = \_\_\_\_\_

2 peace + ful = \_\_\_\_\_

3 play + ful = \_\_\_\_\_

4 help + ful = \_\_\_\_\_

5 home + less = \_\_\_\_\_

6 end + less = \_\_\_\_\_

7 worth + less = \_\_\_\_\_

8 fear + less = \_\_\_\_\_

## Practice


A Solve the clues with *ful* or *less* adjectives.

- |  |              |
|--|--------------|
| 1 If you do not tell lies, you are           | truth _____. |
| 2 If something seems to go on forever, it is | end _____.   |
| 3 If you have nowhere to live, you are       | home _____.  |
| 4 If something has no value, it is           | price _____. |
| 5 If it is quiet and calm, it is             | peace _____. |


B Add an *adjective* from the box to each noun.

colourless      priceless      boastful      faithful

1 a \_\_\_\_\_ jewel 

2 a \_\_\_\_\_ liquid 

3 a \_\_\_\_\_ winner 

4 a \_\_\_\_\_ dog 

## Extension

Add *full* or *less* to the words in the box.

Use the *adjectives* to complete the sentences.

care      cheer      use      success

1 He ran well and was \_\_\_\_\_.

2 The teapot was broken and \_\_\_\_\_.

3 The \_\_\_\_\_ boy broke the window with his football.

4 She is always smiling and \_\_\_\_\_.





# How to use this book

The heading tells you what the grammar topic is.

The information box tells you about the grammar topic.

The owl gives you extra information.

## UNIT 19 Verbs

Verbs are doing words.

**Past tense verbs** tell us what people, animals and things **did**.

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



This is the **past simple tense**.

I **combed** my hair. I **washed** my face.  
I **walked** to the door. I **picked** up my bag.

Another way to make the **past tense** is like this:

Past tense of the verb to be	+ verb family name	+ ing	This is the <b>past progressive tense</b> .
I was	sing	ing	I was <b>singing</b> .
You were	point	ing	You were <b>pointing</b> .
He was	help	ing	He was <b>helping</b> .
She was	laugh	ing	She was <b>laughing</b> .
It was	rain	ing	It was <b>raining</b> .
We were	jump	ing	We were <b>jumping</b> .
You were	shout	ing	You were <b>shouting</b> .
They were	fight	ing	They were <b>fighting</b> .

### Focus

Read the sentences.

Which two words make up the **past progressive tense**?

- The birds were flying around the garden.
- The tree was bending in the wind.
- The ducks were quacking for some food.
- The dog was scattering leaves everywhere.



### Practice

These sentences are in the present tense.

Change the underlined verb to the **past tense**.

- I am playing with my dog.
- You are watching television.
- He is reading a book.
- She is washing her hair.
- It is raining.
- We are going on holiday.
- They are visiting the castle.



### Extension

Each **verb** is made up of two words.

Copy and complete these sentences with **past tense verbs**.

- I \_\_\_\_\_ a snowman.
- We \_\_\_\_\_ when we saw the accident.
- She \_\_\_\_\_ to bed very late.
- He \_\_\_\_\_ breakfast when the post came.



You might want to discuss these questions with a talk partner before answering them.

The tips box tells you more about answering the question.








Sometimes your teacher might ask you to fill in Activity Sheets.

**UNIT 19 Verbs**

**Support**

**A** Underline the past tense verbs.

- The dog was barking loudly. 
- The shopkeeper was closing the shop. 
- Dad was making tea. 
- The builder was mending the wall. 
- Our friends were coming to see us. 

**B** Finish the table.

present simple tense	past simple tense	past progressive tense
I walk	I walked	I was walking
They save		
We talk		
You jump		
He smiles		
It barks		

**Extension**

**A** Complete the sentence. Add a past progressive verb to each sentence.

- (to post) Jill \_\_\_\_\_ a letter when she saw her friend.
- (to talk) The children \_\_\_\_\_ until the teacher came in.
- (to go) I \_\_\_\_\_ to cut the grass but it started to rain.
- (to watch) We had a power cut while we \_\_\_\_\_ television.

**B** Write sentences in the past tense which have these pairs of actions.

- action 1: was carrying      action 2: snapped  
I was carrying the bag when the handle snapped.
- action 1: were watching      action 2: knocked  
\_\_\_\_\_
- action 1: was running      action 2: arrived  
\_\_\_\_\_

**UNIT 19 Verbs** Name \_\_\_\_\_ Date \_\_\_\_\_

**Support**

**A** Fill in the missing past tense verbs.

Verb family name	Past tense with ed or d	Past tense with verb to be and ing
to look	I looked	I was looking
to save	He _____	He _____
to laugh	We _____	We _____
to show	It _____	It _____
to follow	They _____	They _____
to borrow	She _____	She _____
to stroll	You _____	You _____
to smile	I _____	I _____

**B** Write a sentence with each past tense verb.

- was carrying  
\_\_\_\_\_
- were digging  
\_\_\_\_\_

**UNIT 19 Verbs** Name \_\_\_\_\_ Date \_\_\_\_\_

**Extension**

**A** Write these past simple tense sentences in the past progressive tense.

- He washed his hands before dinner.  
He was washing his hands before dinner.
- I made a cake for my friend's birthday.  
\_\_\_\_\_
- We visited my aunt.  
\_\_\_\_\_
- You walked very slowly.  
\_\_\_\_\_

**B** Write these present simple tense sentences in the past progressive tense.

- I ride to school on my bicycle.  
I was riding to school on my bicycle.
- We go to the library on Saturday.  
\_\_\_\_\_
- I look for the lost dog.  
\_\_\_\_\_







# Nelson Grammar

*Nelson Grammar* provides a step-by-step course for the teaching and learning of essential grammar concepts. The course carefully builds children's confidence in applying grammatical knowledge and understanding to their everyday work. Designed with ease of use in mind, the course provides three levels of differentiation as well as assessment materials to help ensure that all children are on track.

The course provides:

- Differentiated materials for plenty of practice, extension and reinforcement
- A clear progression and full curriculum coverage
- Support for assessing children's knowledge and understanding in preparation for national tests

## Pupil Book 2

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