

Readiwriter

Spelling

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H

# Grammar Resources

Student Book



PEG Spelling  
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Authors

Student name:



## ADJECTIVES

Adjectives describe nouns and pronouns. They can describe people, objects, places, feelings and ideas.



### Which word or words in the sentence are adjectives?

1 The smaller of the two girls held tightly to her mother's hand.

*smaller*

*girls*

*her*

*mother's*

### HINT

When comparing two things, adjectives may end in *er*.

2 The ancient library was full of interesting books.

*ancient* and *library*

*ancient* and *interesting*

*library* and *interesting*

*interesting* and *books*

### THINGS TO KNOW

Adjectives can also show which noun is being referred to in a sentence, for example, **this book**, **those people**.

3 I went for a long walk on a scenic lakeside path each day of my holiday.

*went*, *walk* and *scenic*

*went*, *long* and *walk*

*long*, *lakeside* and *path*

*long*, *scenic* and *lakeside*

### Which word correctly completes the sentence?

4 My chocolate cake turned out  than yours.

best

gooder

better

5 I think bottled water tastes  than tap water.

nice

nicer

nicest

6 Out of the three children, Buddy was the .

old

eldest

olden

7 We took  umbrella on our walk.

a

an

the

### TRAP!

Some adjectives change their spelling for comparisons, for example, something may be **good**, or **better** or the **best** when compared to one or more things.

### THINGS TO KNOW

There are three special adjectives called **articles**: **the**, **a** and **an**.



# USING LANGUAGE

## ADVERBS

Adverbs add further meaning to verbs, telling how, when, where and why things are happening. They can also add meaning to adjectives or other adverbs.



### Which word correctly completes the sentence?

1 The carpenter sanded the table .

carely

carefully

careful

#### HINT

Most adverbs are formed by adding **ly** to adjectives.

2 The lifeguard swam  to rescue the young swimmer.

swift

swiftness

swiftly

3 The torch is shining more  since I changed the batteries.

bright

brighter

brightly

#### HINT

Adverbs can also show the **degree** to which something is done, for example, whether it is **more** or **less** than something else.

4 We walked back to the classroom very .

slowly

slow

slower

5 The choir sang  at the wedding.

beautiful

beautifully

beauty

### Which word in the sentence is an adverb?

6 The early train to the city was especially busy.

*early*

*especially*

*busy*

#### TRAP!

Not all **ly** words are adverbs. Ask yourself what type of word the adverb is describing.

7 Our evening was ruined when the waiter spoke rudely to me.

*evening*

*was*

*rudely*

8 The space shuttle glided in to land smoothly.

*glided*

*land*

*smoothly*



## CONJUNCTIONS

Conjunctions (or connectives) join words or parts of sentences. They link one idea with another to provide a logical flow to a sentence. For example, *Eliza and Alice ran across the road.*



### Which conjunction correctly completes the sentence?

1 Dad went fishing [ ] didn't catch anything.

although

but

because

2 Her health is suffering, [ ] she keeps pushing herself to go on.

yet

like

or

#### HINT

Some conjunctions force one part of sentence to depend on another part, for example, **although, unlike, whereas** and **yet**.

3 I like to exercise [ ] possible.

neither

either

whenever

4 [ ] it wasn't a school night, the boys were allowed to stay up late.

And

Until

Since

5 Always keep your password secret [ ] that others can't access your account.

and

so

while

#### HINT

Some conjunctions show time, for example, **before, while** and **when**.

6 Neither she [ ] her husband had ever been overseas before.

either

or

nor

#### HINT

Some conjunctions work in pairs to make the links between ideas, for example, **whether** and **or**, **neither** and **nor**.

7 [ ] we were all getting tired, we kept hiking.

Although

And

Like



# USING LANGUAGE

## NOUNS

Nouns are the names of people, places, things, ideas, emotions and groups of things. Nouns that name everyday things, such as *table*, *sister* or *mountain*, are common nouns. Proper nouns name particular people, places or things, for example, *Queen Elizabeth*. Abstract nouns name things we can think of, such as feelings and ideas, but can't actually see or touch. Collective nouns name groups or collections of things, for example, *bunch* of grapes.



1 What type of nouns are *car*, *engine* and *driver*?

- common nouns
- proper nouns
- collective nouns
- abstract nouns

### HINT

**Common** nouns name things that exist and are real.

2 What type of nouns are *Ferrari*, *Grand Prix* and *Michael Schumacher*?

- common nouns
- proper nouns
- collective nouns
- abstract nouns

### HINT

**Proper** nouns always start with a capital letter.

3 What type of nouns are *team* and *crowd*?

- common nouns
- proper nouns
- collective nouns
- abstract nouns

### HINT

**Collective** nouns name groups of specific things.

4 The words *tyres* and *excitement* are

- a common noun and an abstract noun.
- a common noun and a proper noun.
- a collective noun and an abstract noun.
- both abstract nouns.

5 The words *danger* and *pride* are

- a proper noun and an abstract noun.
- a common noun and a proper noun.
- both common nouns.
- both abstract nouns.

### HINT

Remember, **abstract** nouns name concepts that have no physical existence.

6 What type of noun is *track* in this sentence?

The drivers competed for the best position on the track as they approached each bend.

- common noun
- proper noun
- collective noun
- abstract noun



- 7 Which noun in the first sentence changes into a verb in the second sentence?  
The farmer wanted to put the cow in its pen. The farmer needed help to pen the cow in for the night.

- farmer  
 cow  
 pen  
 night

## HINT

Make sure you know the **function** of a word in a sentence, not just the meaning.



Shade one bubble.

- 8 Which two words in the sentence are collective nouns?  
The farmer employed a team of riders to help her round up the herd of cattle.

- farmer and team  
 team and riders  
 team and cattle  
 team and herd

- 9 Which three words in the sentence are common nouns?  
Because of the drought, there's very little grass left for the cows to eat.

- drought, grass, cows  
 drought, cows, eat  
 drought, grass, eat  
 drought, there's, grass

## HINT

Remember, common nouns name real, physical things.

## Which word in the sentence is a proper noun?

- 10 The cattle will be sold at the markets next Saturday.

- cattle  
 sold  
 markets  
 Saturday

- 11 The farmer hopes to get a good price for her Friesian cows at the sale.

- farmer  
 hopes  
 Friesian  
 cows

## HINT

Proper nouns always begin with a capital letter.

- 12 Many Australian farmers are working hard to save their properties from financial ruin.

- Many  
 Australian  
 properties  
 ruin



# USING LANGUAGE

## PREPOSITIONS

Prepositions are also connecting words – they link nouns (or pronouns) to another word in a sentence. In formal writing, a sentence should not end with a preposition. However, it is not always possible to follow this rule. For example, it sounds clearer to say “Which movie would you like to go to?”, than “To which movie would you like to go?”.



### Which preposition correctly completes the sentence?

1 The learner driver scored one point [ ] the pass mark on her driving test.

- between
- among
- below

2 A large crowd of shoppers stood [ ], watching the entertainer.

- by
- before
- behind

3 Protective walls were built [ ] many ancient cities.

- through
- around
- across

4 Bears hibernate [ ] the winter months in some countries.

- during
- along
- upon

5 You can connect to our computer network [ ] home.

- above
- from
- beside

6 The woman fought a brave battle [ ] cancer.

- against
- as
- until

7 We walked [ ] the hardware store.

- on
- past
- upon

8 The thieves ran [ ] before the police could stop them.

- about
- at
- off

### TRAP!

Some prepositions can have similar meanings, such as **near**, **close** and **by**.

### HINT

Prepositions can appear before nouns and pronouns to show relationships involving time.

### HINT

Prepositions can express opposition, such as **without** and **for** and **against**.



# USING LANGUAGE

## PRONOUNS

Pronouns take the place of nouns already mentioned. Personal pronouns refer to specific people (*I, we, he, she, they*) and possessive pronouns show ownership (*mine, yours, his, hers, its, ours, theirs*). Relative pronouns show the relationship between two or more nouns in a sentence (*who, that, which*).



### Which word in the sentence is a pronoun?

1 The penguin ate all the fish provided by its zookeeper.

### TRAP!

*Pronouns do not need apostrophes – not even **its**.*

2 “Who left the cash drawer open?” asked the cashier.

3 The girls downloaded their favourite new video clip from the Internet.

4 Hundreds of people waited to see if they could get a ticket to the show.

5 The other competitors don't know that I can't swim very well.

6 When the power went out, we had just served up dessert.

7 Which word correctly completes the sentence?

This winter, our parents  going skiing in the Snowy Mountains.

*is*  *will*  *are*  *who*

### HINT

*Note whether the subject of the sentence is **singular** or **plural** when selecting the pronoun.*

8 Which word correctly completes the sentence?

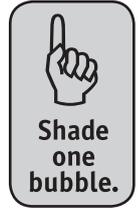
The actors really appreciated the applause the audience gave .

*her*  *him*  *them*  *they*



## PUTTING IT ALL TOGETHER

Read *Breakdown* and answer the following questions.



### Breakdown

Yesterday, our bus broke down on the way to school. The driver, Mr Porter, asked us to leave our bags on the bus and get off. So we went and sat on the grass at the side of the road. Someone noticed black smoke coming from under the vehicle. Mr Porter asked us to cross the road quickly and wait on the other side in case there was an explosion. But everyone wanted to get their bags off the bus first. We were all still arguing with the driver when the fire fighters arrived. Fortunately our bus didn't explode after all.

- 1 In the fifth sentence, *explosion* is used as
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| a verb.                  | a noun.                  | an adverb.               | an adjective.            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### TRAP!

**Explosion** does involve action, but is here it is a noun not a verb. The clue is the article (*an*) before **explosion**.

- 2 In the fourth sentence, *black* is used as
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| a verb.                  | a noun.                  | an adverb.               | an adjective.            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- 3 In the fifth sentence, *quickly* is used as
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| a verb.                  | a noun.                  | an adverb.               | an adjective.            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### HINT

Remember, many **ly** words (adverbs) describe verbs.

- 4 Which word in the sentence is a conjunction?  
Mr Porter asked us to cross the road quickly and wait on the other side in case there was an explosion.
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>us</i>                | <i>and</i>               | <i>wait</i>              | <i>there</i>             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- 5 Which words in the sentence are prepositions?  
The driver, Mr Porter, asked us to leave our bags on the bus and get off.
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>asked and us</i>      | <i>our and the</i>       | <i>the and get</i>       | <i>on and off</i>        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- 6 Which phrase correctly transforms this sentence to future tense?

So we   on the grass at the side of the road.

will go and sit	went and sit	will go and sat
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### HINT

**Will** is often used to create future tense. Make sure all the verbs are the same tense (and are all singular or all plural).



## SENTENCES

A sentence is a group of words that expresses a complete idea, feeling or thought. It usually has a subject, an object and a verb. Sentences usually begin with a capital letter and end with a full stop, exclamation mark or question mark.



### Which word or words correctly complete the sentence?

1  this bridge was designed by the best engineers in the country.

- It's obvious that
- In order that
- So that
- As a result of

#### HINT

Make sure that the option you select makes a **complete** sentence.

2 In this case, the judge decided to make an exception  usual rule.

- of the
- because
- for the
- to the

3 I can play computer games all day  getting bored.

- without
- neither
- not
- against

4 "Let's go out  tonight," suggested Marcie.

- to eat
- too eat
- for eat
- but eat

#### TRAP!

The words **to** and **too** are often confused (**too** means **in addition**).

5 Which sentence has the correct punctuation?

- "The Lord of the Rings" is a book series written by Tolkien.
- The Lord of the Rings is a book series written by Tolkien.
- "The Lord of the Rings" is a book series written by tolkien.
- the Lord of the Rings is a Book Series written by Tolkien.

#### TRAP!

Titles of books, films and other creative works should appear in quotation marks when written. Sometimes all the key words are capitalised. Titles can also appear in italics in printed documents.

6 Which sentence has the correct punctuation?

- "Mum said that my sister should stop," asking so many questions.
- Mum said that my sister should stop asking so many questions.
- mum said that "My sister should stop asking so many questions."
- Mum said that my Sister should stop asking so many questions.

#### HINT

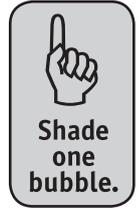
This is an example of **indirect speech**.



# USING LANGUAGE

## TENSE

Verbs can express different times at which actions occur. Sentences can be written in past, present or future tense.



### In which tense are these sentences written?

1 We brought the horses to a fresh water creek.

past

present

future

2 I knew I was about to lose control of the vehicle.

past

present

future

3 I will study harder for these exams.

past

present

future

4 The riding school closed down after the horses became ill.

past

present

future

5 I'm going to prune the peach tree this afternoon.

past

present

future

### TRICK!

The word **will** usually signals future tense.

### Which word correctly completes the sentence?

6 The customer  a lounge suite from the furniture store.

bayed

brought

bought

7  your coat to see if the keys are in your pocket.

Shake

Shaken

Shook

8 I will  you a letter when I reach Spain.

wrote

written

write

9 We couldn't have  the trouble that decision would cause.

know

knew

known

### HINT

Sometimes a word's form changes when its tense changes, for example, **say** and **said**.



## VERBS

Verbs are *action* words. They show nouns *doing, having* or *being* various things. For example, *The boy is jumping* – the verb (*jumping*) shows that the noun (*boy*) is *doing* something.



### Which word or words in the sentence are verbs?

1 Ari drove his guests back to the airport.

*Ari*

*drove*

*his*

*guests*

2 Kasra practises his acrobatic tricks every day.

*Kasra*

*practises*

*every*

*day*

3 Hot air ballooning is an exciting adventure.

*Hot*

*air*

*ballooning*

*adventure*

4 Marty will be performing at the local theatre's musical production this week.

*performing*

*local*

*theatre's*

*musical*

5 I drank three litres of water during my training session at the gym.

*drank, training*

*drank, during*

*during, training*

*training, gym*

6 My uncle watches television all day on Sundays.

*uncle*

*watches*

*all*

*day*

7 We ordered milkshakes at the cafe.

*ordered*

*milkshakes*

*at*

*cafe*

8 I lived with my grandparents for two years.

*I*

*lived*

*with*

*two*

### HINT

Look for **ing** to identify some types of verbs.

### HINT

Past tense verbs often end in **ed**.



# USING LANGUAGE

## VERBS

Read the text *The picnic*.  
Choose the correct word to fill each gap.



### The picnic

Callie and Sonya went to the kitchen and **9** some sandwiches of ham, tomato and cheese for the picnic they had planned for the afternoon. Callie **10** the picnic basket and put in the wrapped sandwiches. She also **11** a bottle of lemonade from the fridge, and half a block of chocolate. Sonya **12** two pears from the fruit bowl, and the two girls **13** the basket and set off for the beach.

9 make                      makes                      making                      made  
                                                                 

10 finded                      find                      finds                      found  
                                                                 

11 packed                      pack                      packs                      will pack  
                                                                 

12 adds                      adding                      add                      added  
                                                                 

13 took                      take                      taken                      taking  
                                                                 

14 In the last sentence of the text, *set* means

- a group of similar things.
- a pair.
- started.
- emphasised.