


Visual Guide to Grammar and Punctuation




Parts of speech
made easy!

“Would **you** like
to **fly** my **kite**?”



The **parrot**
sat on a **tree**.

Learn all
about subjects
and objects.



See how
punctuation
works!

It was so **loud**!

A first reference for young writers and readers



Visual Guide to

Grammar and Punctuation





Penguin
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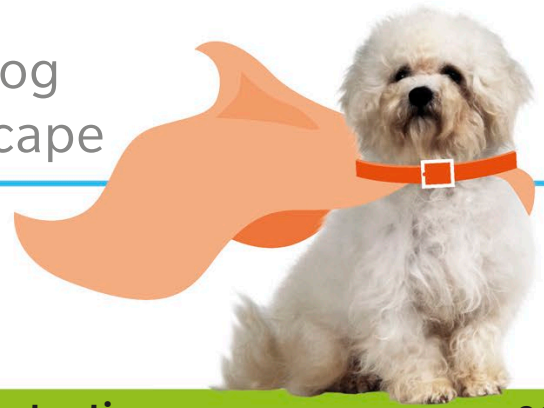
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a small white dog
with a flowing cape



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The balloon **was going**
higher and higher.



Elephants are
amazingly
strong.

Introduction

apostrophes

verbs

adjectives



When you learn about the grammar of your own language, the most important thing to remember is that you already know most of it. Every time you open your mouth to speak, you are using grammar without even realizing it!

auxiliary

clauses

ellipses

past tense

future tense

perfect tense

commas

adverbs

You talk about what you did yesterday and what you're going to do tomorrow; you talk about one friend, two friends or your brother's friends; you talk about exciting films, more exciting films and the most exciting film you've ever seen ...



pronouns

hyphens

capital

exclamations

colons

verb

direct speech

objects

noun phrases

questions

exclamation points

infinitives

parentheses

subjects

When you talk about all these things, you are using grammar. This book will teach you how to understand the different kinds of words in English, how they fit together to create different meanings and how to use punctuation correctly when you write.

periods

Best of all, it will help you to have fun with language and become confident using it, so that you can choose the best words and the best kinds of sentences for what you want to say or write.

So let's get started!

letters



How to use this book

There are different ways to read this book. You can either start at the beginning and work your way through, or you can dip into different topics. There are examples given for each topic, and each example is accompanied by a picture. We hope that you enjoy learning about the English language!

How the pages work

Each page or pair of pages introduces a new grammar or punctuation topic. The heading tells you what the topic is.

Introduction

Each topic is explained in the introduction, for example, how to use nouns or adjectives, or how to use commas. The word or punctuation mark being covered is shown in **bold**.

Adverbs

Verbs tell you what things **do**. For example, tigers **roar** and birds **sing**. **Adverbs** tell you how they do it. Most adverbs end in **-ly**, and they usually come after verbs. Adverbs that tell you how someone does something are called **adverbs of manner**.

Some adverbs don't end in **-ly**, but they are still adverbs because they tell you how something is done.

The lion roared fiercely .	Some birds can sing beautifully .
She tiptoed quietly down the stairs.	The sun was shining brightly .
I won easily .	You have to balance them carefully .

Top tip Using adverbs to describe how people do things can make your writing more lively and interesting.

Remember! Without an adverb, you can smile. Or ride a bike or sleep a while. With adverbs, you smile **gleefully**. Ride **skillfully**, sleep **peacefully**.

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Sentences

A **sentence** is a group of words that make sense on their own. A sentence might give information or ask a question. A sentence always begins with a capital letter, and it ends with a full stop, a question mark or an exclamation point.

Look at these words, and see how they become a sentence.

Giraffes	Giraffes have	Giraffes have long	Giraffes have long necks.

I want to	I want to travel to	I want to travel to the moon	I want to travel to the moon in a rocket.

All sentences **must** have a verb. You can't make a sentence without a verb because the verb tells us what happens.

I soccer every day.	I play soccer every day.	Snakes along the ground.	Snakes slither along the ground.

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Examples

You will find lots of examples throughout. The relevant part of speech or punctuation is shown in **bold** or sometimes underlined.

Top tips

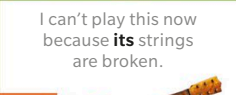
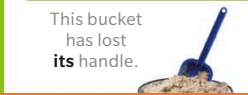
Handy tips are given to help you.

Remember!

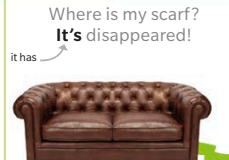
Read the rhymes—they will help you remember those tricky points of grammar or punctuation.

Its or it's

You use **its**, with no apostrophe, to show that something belongs to an animal or a thing.



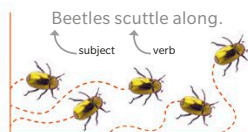
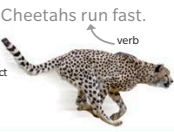
It's is a short form of **it is** or **it has**. The apostrophe replaces the missing letters.



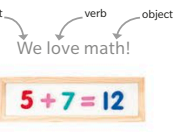
Pictures

The example pictures help make the text easier to understand.

Sentences have a subject, which tells us who does the action verb.



Something or thing that comes after the verb is called the object. The object receives the action of the verb.



Three sections

The book has three sections: Parts of speech (blue); Sentences and clauses (orange); Punctuation (green). The color tells you which section you are in.

Punctuation quiz

Here is a passage from a story for you to read. Then, see if you can answer the questions.

Ben and I called Detective Brown and then stayed close behind as he and his partner followed the robbers back to their house (a small house near the park). As we watched from a distance, we saw that the robbers were inside, and were taking things out of their large, black bag: money, jewelry, and expensive-looking watches—all the things they had stolen earlier. Suddenly, Ben gasped. "What's the matter?" I asked. "Look," he whispered. "There! That's Grandma's purse!" We looked at each other and smiled; we couldn't wait to see Grandma's face when we told her we'd found her purse...

capital letters

- As Suddenly
1. Why are capital letters used in these words?
 2. Can you find four capital letters used in the character's names?

quotation marks

- "What's the matter?"
- What do the quotation marks show?

question marks

- What's the matter?
- Is the question mark inside or outside the quotation marks?

exclamation points

- That's Grandma's purse!
- Why is there an exclamation point here?

periods

- ... I asked.
1. How many more periods can you find?
 2. What is there at the end of the story, instead of a period? What does it suggest?

colons

- they started taking things out of their bag: money, jewelry, and expensive-looking watches
- What does the colon introduce?

parentheses

- (a small house near the park)
- Why are these parentheses here?

apostrophes

- What's the matter?
1. What does the apostrophe replace here?
 2. Can you find two possessive apostrophes?

hyphens and dashes

- expensive-looking
1. Why is there a hyphen here?
 2. Can you find a dash—is it longer or shorter than a hyphen?
 3. Why is it there?

Common mistakes in punctuation

It's easy to make mistakes with punctuation! Here are a few things to watch out for.

Always use a capital letter at the beginning of a sentence, for names (proper nouns) and for the pronoun I.

- ✓ Giraffes live in Africa.
- ✗ giraffes live in africa.
- ✓ This is a present I bought for Arjun.
- ✗ This is a present i bought for arjun.

Don't use a capital letter after a colon or a semicolon (unless it's a proper noun or the pronoun I).

- ✓ He showed me what was in his pencil case: pencils, pens, and an eraser.
- ✗ He showed me what was in his pencil case: Pencils, pens, and an eraser.
- ✓ Our dog is always muddy; she loves playing in the yard!
- ✗ Our dog is always muddy; She loves playing in the yard!

Use an apostrophe to show possession, and remember to put it in the correct place.

- | | |
|----------------------|----------------------|
| Singular | Plural |
| ✓ my brother's shoes | ✓ my brothers' shoes |
| ✗ my brothers' shoes | ✗ my brother's shoes |

- Use a comma between adjectives, when they come before a noun.
- ✓ a beautiful, colorful bird
 - ✗ a beautiful colorful bird
 - ✓ a huge, terrifying dinosaur
 - ✗ a huge terrifying dinosaur

Always use a capital letter at the beginning of direct speech. Don't forget to put a punctuation mark at the end, inside the quotation marks.

- ✓ "Let's play on the swings," Zara said.
- ✗ "Let's play on the swings", Zara said.
- ✓ "This is fun!" Charlie shouted.
- ✗ "This is fun"! Charlie shouted.

You can use parentheses for adding extra information. The period usually goes after parentheses, but it goes inside the parentheses if the information in the parentheses is a full sentence.

- ✓ I love those shoes (the red ones).
- ✗ I love those shoes (the red ones).
- ✓ I've always wanted a hamster. (My mom has always refused to buy me one.)
- ✗ I've always wanted a hamster. (My mom has always refused to buy me one).

Quizzes

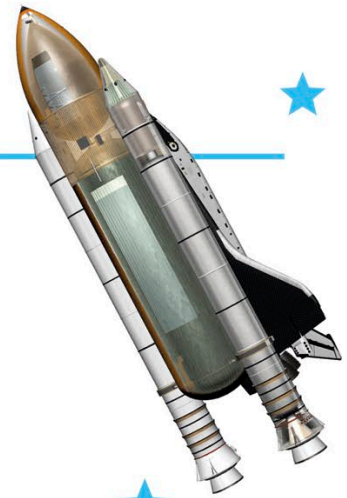
Try the quizzes and see if you can answer the questions. There's a quiz at the end of each section.

Common mistakes

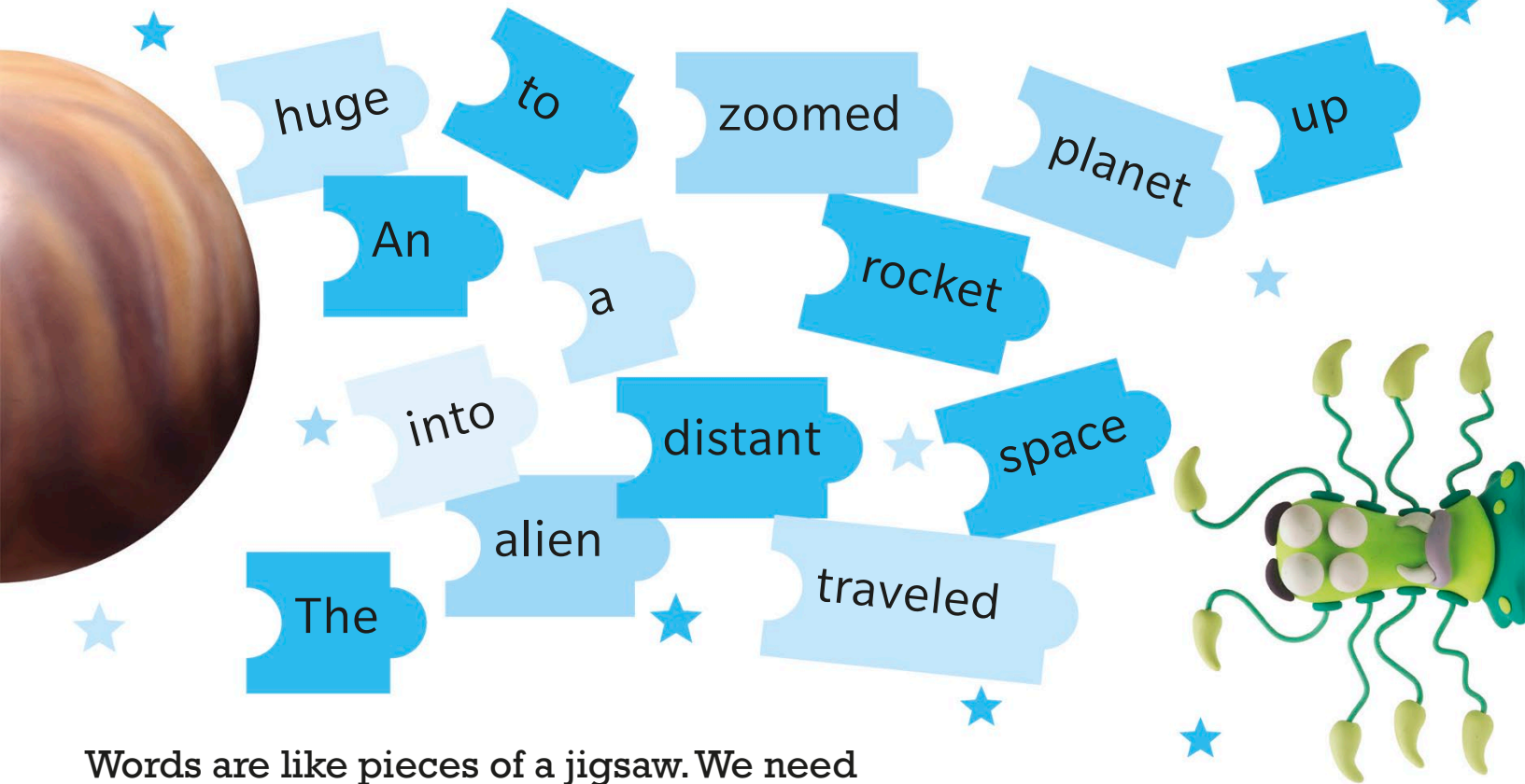
It's easy to make mistakes with grammar and punctuation. These pages point out the most common ones.

What is grammar?

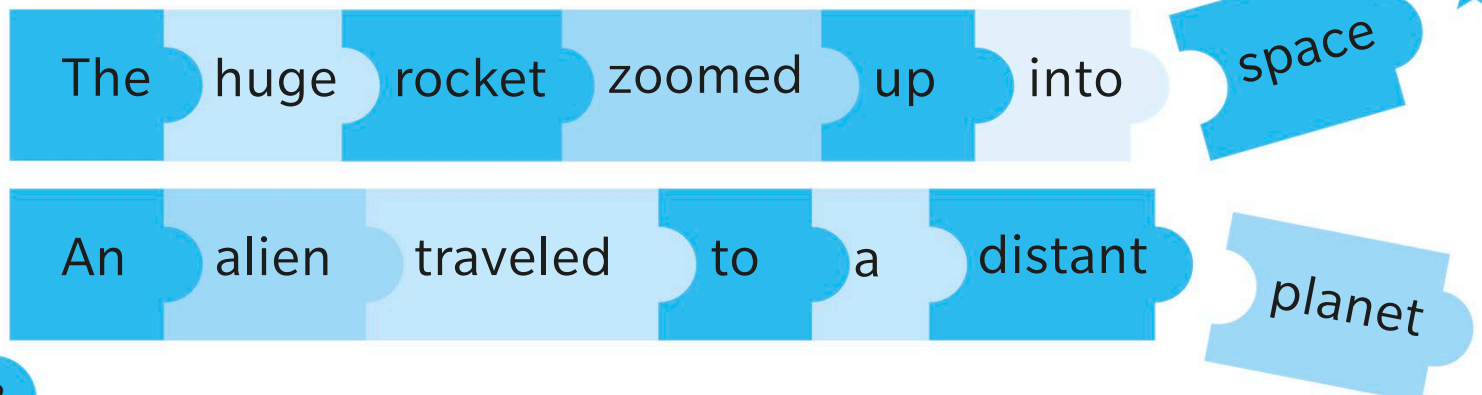
We use words when we talk to and write to each other. There are thousands of different words in any language, and they all have their own meanings. **Grammar** is the way we put these words together so that they make sense.



Words scattered around on their own don't mean very much.



Words are like pieces of a jigsaw. We need to fit them together properly to make meaning.



What is punctuation?

When speaking, you might pause when you've finished saying something, or you might shout if you are angry. When you write, you use **punctuation** to make your meaning clear. Punctuation shows the reader when to pause, when something is a question, or when something is shouted.

With no punctuation, a sentence is hard to understand.

the toy store was amazing there were shelves packed with all kinds of exciting things wooden trains action figures brightly colored kites and lots more



We need to add punctuation to make the meaning clear.

The toy store was amazing! There were shelves packed with all kinds of exciting things: wooden trains, action figures, brightly colored kites and lots more.

Sometimes punctuation can change the meaning of a sentence.

We found gold coins and jewels.



We found gold, coins, and jewels.



Prepositions



The astronaut flew **to** the Moon **in** a rocket.

Adjectives

a **green** and **yellow** parrot



Verbs

roar

hunt



Conjunctions

He's a **wizard**.

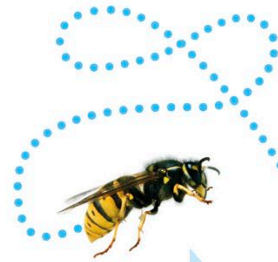
Nouns



Most animals look cute **when** they are young.

Pronouns

My sister wants to be a vet.
Mom bought **her** a kitten.

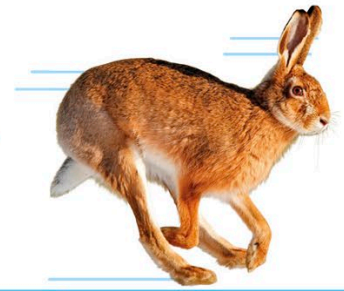


Wasps can sting you.
Ouch!

Interjections

Adverb

I can run **fast**.



Parts of speech

Determiners

Look at **the** penguins!



Tenses

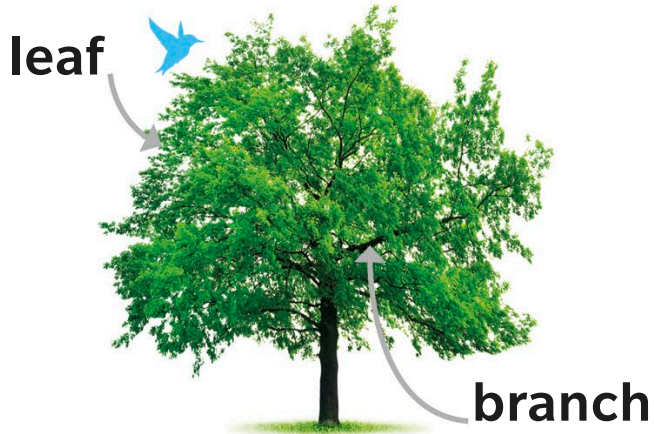
It **snowed** last night.



Nouns

The things, animals, and people in the world around us all have names. These names are called **nouns**.

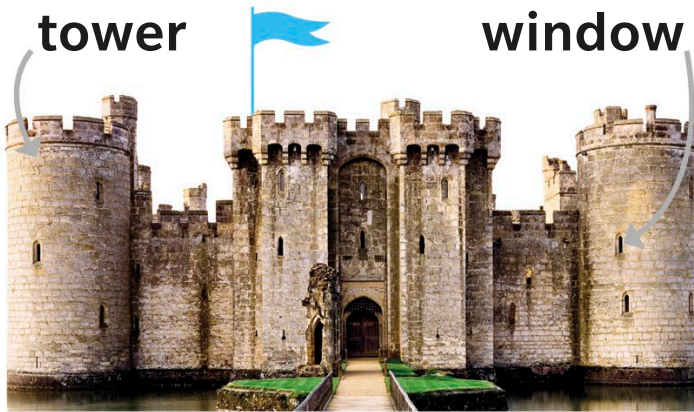
tree



tiger



castle



tractor



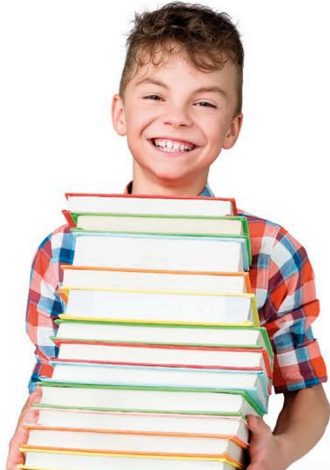
dinosaur



Remember!
Every thing has a name,
And every name is a noun.
From a **mouse** to a **mountain**,
From a **castle** to a **clown**.

The nouns on these two pages are called **common nouns** because they don't talk about one specific thing or person. You can use the noun **tree** about any tree, and the noun **brother** about anyone's brother.

This is my
brother.



She's a
teacher.



He's a
singer.



I'm the
champion.



There are also nouns for things that aren't real,
but only exist in our imagination.

He's a **wizard.**



Here's a **dragon.**



Proper nouns

A **proper noun** is the name of an actual person or place. A proper noun always begins with a capital letter.

Some proper nouns are the names of people:

Emily

Jack

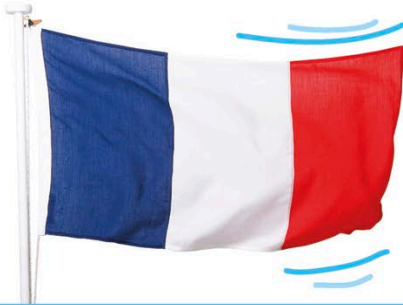


**Cindy
Adams**



Some proper nouns are the names of countries, cities, or towns:

France



New York City



The names of months and days of the week are also proper nouns:

We go on vacation in **August**.



We start school on **Monday**.



Abstract nouns

Abstract nouns are names for things you can't see, hear, or touch.

health



hunger



Some abstract nouns are feelings:

happiness



disappointment



Some abstract nouns are ideas:

speed



fame



Singular and plural nouns

A **singular noun** talks about just one thing. A **plural noun** is used for more than one thing. With most nouns, we add **-s** to the end of the word to make the plural.

a **truck**



two **trucks**



a **dog**



three **dogs**



a **balloon**



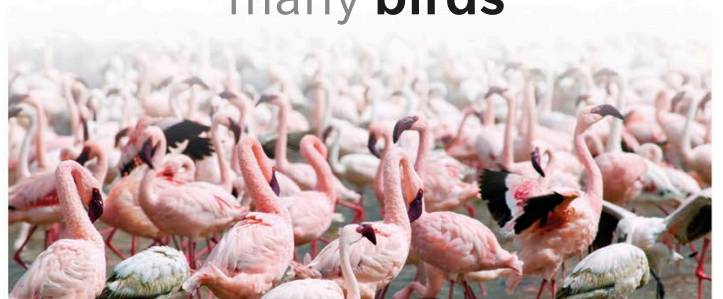
lots of **balloons**



a **bird**

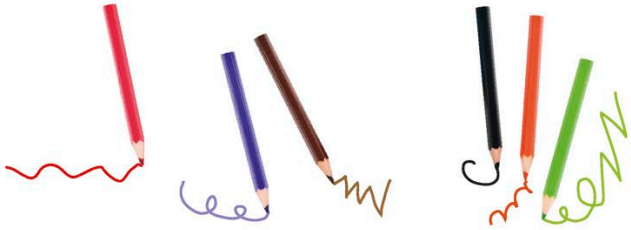


many **birds**



Nouns that have a singular and plural are called **countable** nouns. This means we can count them. Some nouns don't have a plural. These are called **uncountable** nouns.

one **pencil**, two **pencils**,
three **pencils**



One **cherry** for you,
and two **cherries** for me!



These are **uncountable** nouns, because you cannot count them:

some **furniture**



some **milk**



lots of **money**



some loud **music**



**Top
tip**

Uncountable nouns don't have a plural.
We can't say "two furnitures" or "lots of moneys."

Compound nouns

We sometimes put words together to make new nouns. These nouns are called **compound nouns**.

rain + coat = **raincoat**



star + fish = **starfish**



cup + cake = **cupcake**



sun + rise = **sunrise**



hand + bag = **handbag**



tooth + paste = **toothpaste**

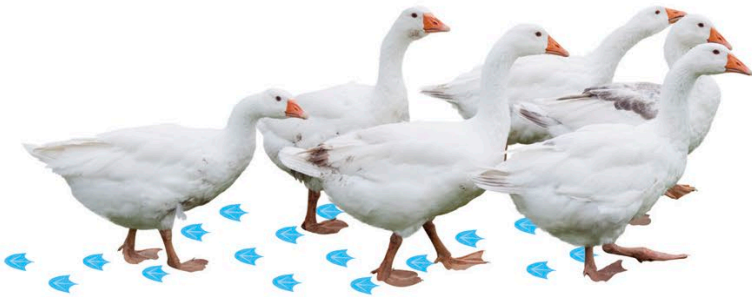


tooth + brush = **toothbrush**

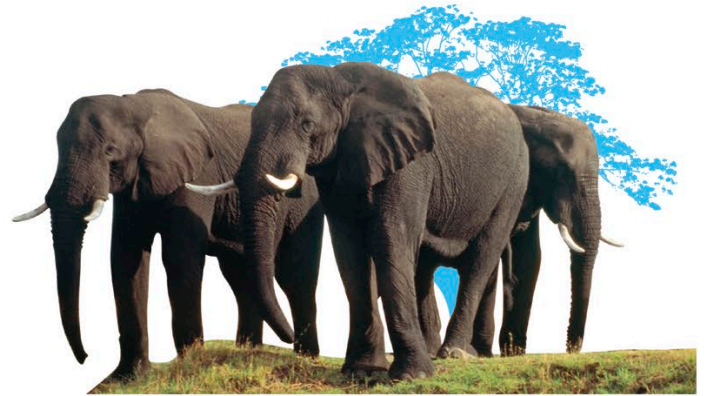
Collective nouns

Some nouns refer to a group of animals, people, or things. They are called **collective nouns**.

a **flock** of geese



a **herd** of elephants



a **team** of field hockey players



a **range** of mountains



a **fleet** of fishing boats



a **school** of fish



Verbs

Verbs tell you what things, or nouns, **do**. They are sometimes called “doing words.” Look at what these people, animals, and things can do.

walk

roar



hunt

dance

turn



spin

fly

zoom



take off

bang

pop



whiz

play

lose

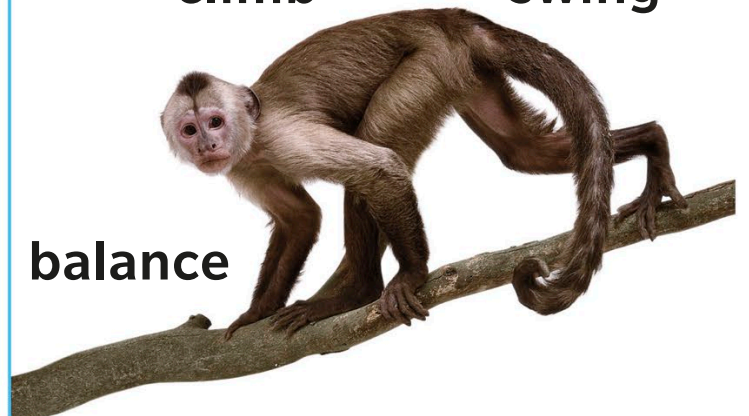
win



climb

swing

balance



Here are some nouns with verbs added to show what each noun is doing.

Crocodiles **hunt**.



An ice-skater **spins** around and around.



Owls **fly**.



A scooter **whizzes** by.



The gymnast **balances**.



Remember!
A noun on its own
Is just a thing.
A verb makes it **run**,
And **dance**, and **sing!**

Verbs and subjects

Verbs describe actions, such as **run**, **jump**, and **play**. The person or thing that **does** the action of the verb is the **subject**. The subject always comes before the verb.

The **athlete** jumps.



The **clown** juggles.



The **butterfly** lands.



The **boat** sails.

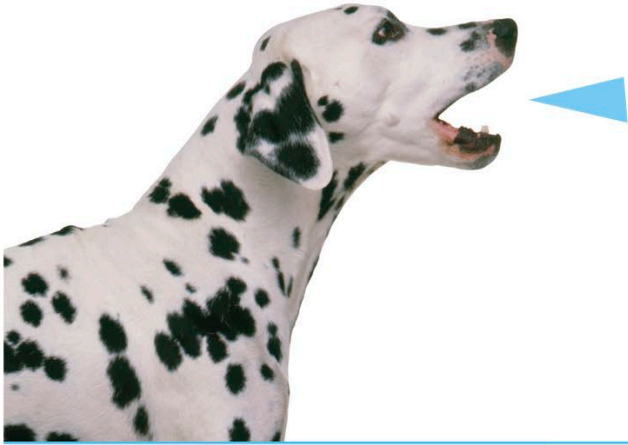


The **star** twinkles.



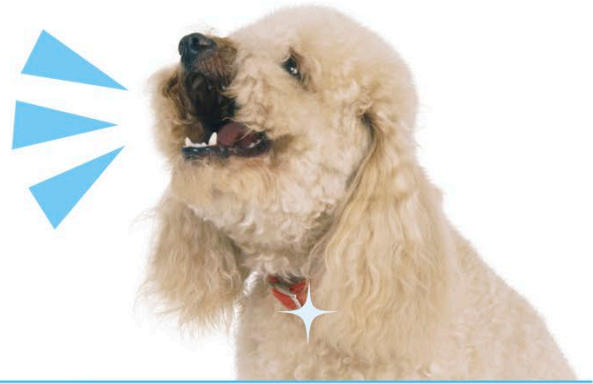
Sometimes the verb has to change a little to match the subject. We add **-s** or **-es** to the end of the verb if the subject is a single thing that you can call **he**, **she**, or **it**.

All dogs **bark**.



This dog **barks** a lot.

He **barks** a lot.



Trains **go** fast.



This train **goes** slowly.

It **goes** slowly.

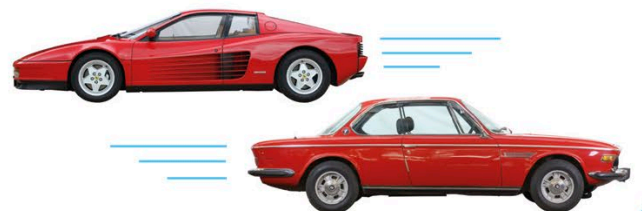


Some verbs change in different ways to match the subject.

This car **is** red.



These cars **are** red.

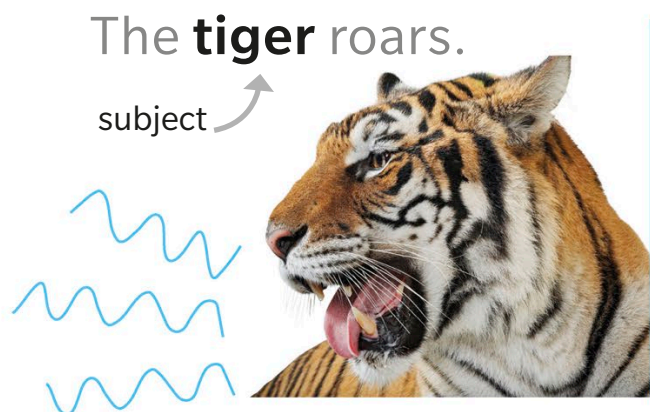


Subjects and objects

The **subject** of a verb comes before the verb. It tells you who or what **does** the action of the verb. Some verbs need something else after them, otherwise the sentence doesn't make sense. The person or thing that comes after the verb is called the **object**. The object tells you who or what receives the action of the verb.



Some verbs don't need an object and make sense on their own.



With some verbs, there is a choice. Sometimes they have an object, and sometimes they don't. But the subject always comes before the verb.

All **kittens** play.
subject ↗



Some **kittens** play **catch**.
subject ↘
object ↖

All **animals** eat.
subject ↗



Orangutans eat **apples**.
subject ↘
object ↖



Remember, the subject comes first ...



The **cat** chases the **mouse**!

... otherwise you get the wrong meaning!



Remember!
If **cats chase mice**, I do declare,
Then cats are **subjects**, fair and square.
The mice are **objects**, by the way,
And if they're fast, they'll get away!

The verb be

The verb **be** isn't like other verbs. It is irregular, which means it has its own rules. It takes lots of different forms, such as **am**, **are**, and **is**.



I **am** hungry!

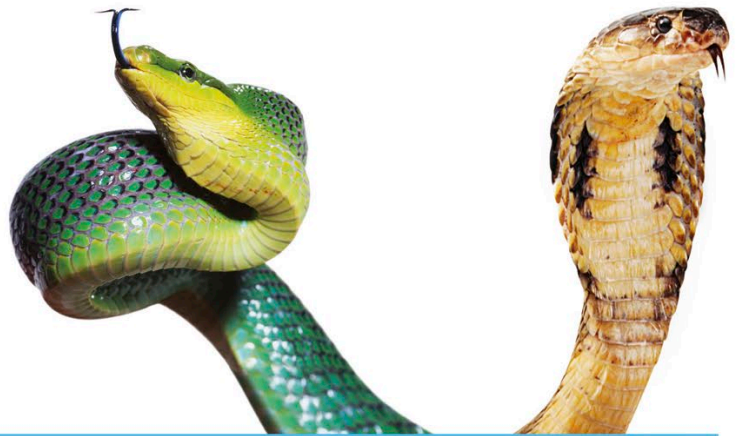
You **are** my friend!



That elephant **is** huge!



These snakes **are** scary!



Please **be** quiet!



He's **being** helpful.



After the verb **be**, we can use a noun, to say what something is, or we can use an adjective, to say what it is like.

This **is** a tiger.
It **is** fierce.



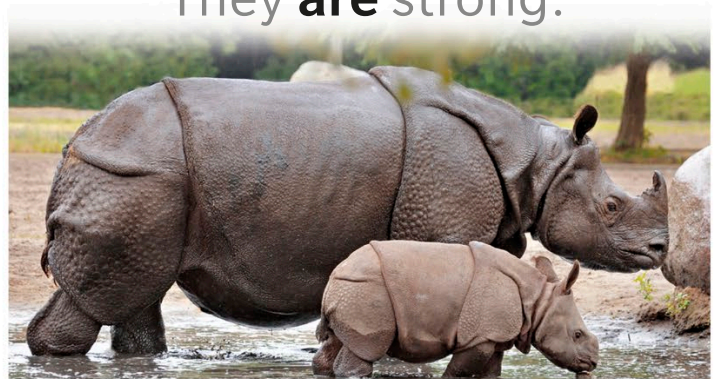
He **is** a clown.
He **is** funny.



We **are** the champions.
We **are** proud!



These **are** rhinos.
They **are** strong.



We can also use the verb **be** to talk about the past.
We use the forms **was** and **were**.

Yesterday
I **was** seven.



Today
I **am** eight.



Last week
we **were**
on vacation.

Now we **are**
back home!

Pronouns

Sometimes we don't want to keep repeating the same noun over and over again. Instead, we can use a **pronoun** to replace the noun.

Freddie is a fast runner.
Freddie He always wins.

One day I want to beat **Freddie him**.



My sister wants to be a vet.
She loves animals.
Mom bought **her** a kitten.



My little **brother's** **bike** is broken.
He is going to fix **it**.



Owls hunt when **they** are hungry.
Small animals try to get away from **them**.



I, me, and you are also pronouns. We use them instead of using our own name or someone else's name.

May **I** please have another cookie?



Can **you** teach **me** how to skateboard?



Words like **nothing, everything, nobody, and somebody** are also pronouns.

There's **nothing** in my case.



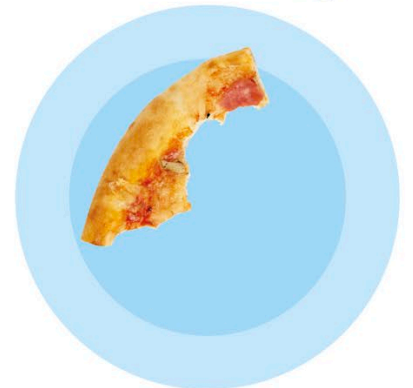
I want to invite **everybody** to my party.



Nobody answered the door.



Somebody has eaten the pizza.



Top tip

When **I** is used as a pronoun, always write it as a capital letter.

I or me?

Always use **I**, not **me**, before a verb. This rule is the same whether you are talking about just yourself, or you and someone else.



I watched a film.

Adam and I
watched a film.

I found some
buried treasure.

Elsie and I found some
buried treasure.



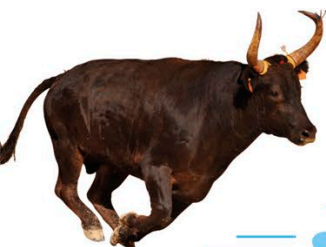
People sometimes say “**Me and Adam** watched a film.”

However, this isn't correct—you would never say “**Me** watched a film.”

Use **me** in other parts of a sentence:

The bull chased **me**.

The bull chased
Ali and me.



Are those apples for **me**?

Are those apples for
Rosa and me?



Remember!

Lily and I sailed out to sea.
What an adventure for **Lily and me**!

Top tip

It's polite to put the other person first.
Say **Tom and I** or **Tom and me**.

Possessive pronouns

You can use **possessive pronouns** to say who something belongs to. Possessive pronouns replace the noun.



This ball
is ~~my ball~~
mine.



Is that bike
yours?

Tom says those
gloves are **his.**



I gave my old cleats
to my sister, so
they're **hers** now.



These bananas
are **ours.**



We'll clean up our
mess, and they can
clean up **theirs.**



**Top
tip**

Here are six possessive pronouns:
mine, yours, his, hers, ours, theirs.

Present and past tenses

Some things happen right now, in the present. Some things happened in the past. Different forms of a verb show when something happens. These are called **tenses**.

We use the **present tense** for things that happen now, every day, or every time. We use the **past tense** for things that happened in the past.

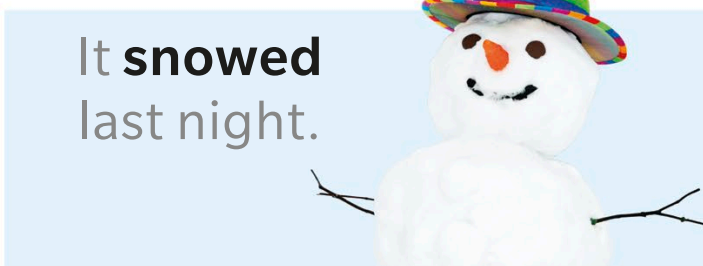
These are in the present:



We **plant** flowers each year.



These are in the past:



We **planted** some flowers last year.



With a lot of verbs, we add **-ed** at the end to make the past tense, but some verbs change completely.

This is in the present:

I always **win**.



This is in the past:

I **won** the race.



Future tense

No one really knows what will happen in the future, but we like talking about it. We can use **will** and **won't** (will not) if we feel sure about something in the future.

Of course
I **will** win
the race.

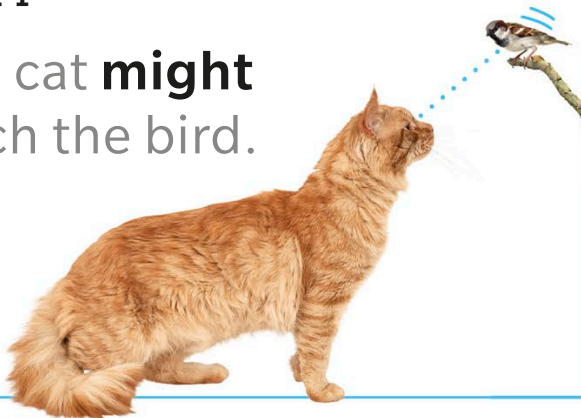


I definitely **won't**
go to Mars.



We can use **might** or **may** if we're not so sure that something will happen.

The cat **might**
catch the bird.



I **may** share
my toys.

We can also say that we are **going to** do something in the future, if that's what we are planning to do.

I'm **going to** ride a bike.



I'm **going to**
paint a
room.



Progressive tenses

We use different tenses to say whether something happens in the present, past, or future. Sometimes we want to say that something isn't finished or it goes on for a long time. For this, we use the **progressive tense**.

We use the **present progressive** to say that something is happening right now.

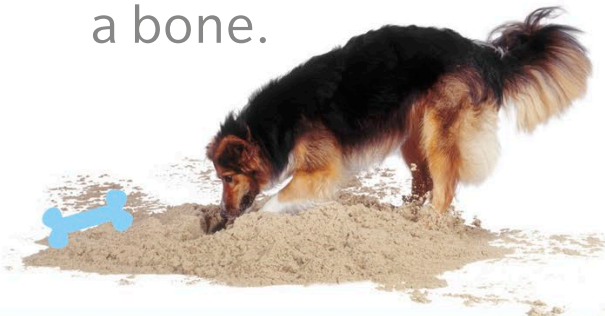
He **is making**
a sandcastle.



We **are skating** on
the ice.



The dog **is burying**
a bone.



The animals **are drinking**.

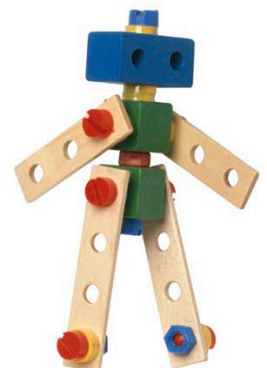


We use the normal present tense for things that happen every day or every week. However, we use the present progressive for something that is happening right now.

I **make** ← present
something
different
every week.

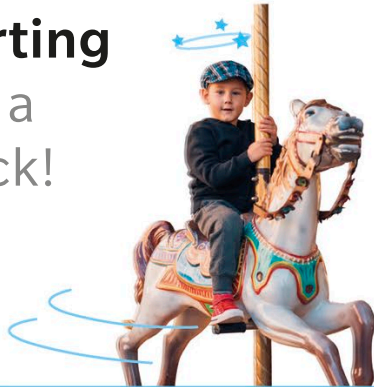


Today, I
am making
a robot.
← present progressive



We use the **past progressive** for things that kept happening for a while. We often use the past progressive to show that something else was happening at the same time.

I **was starting**
to feel a
little sick!



The balloon
was going
higher and
higher.



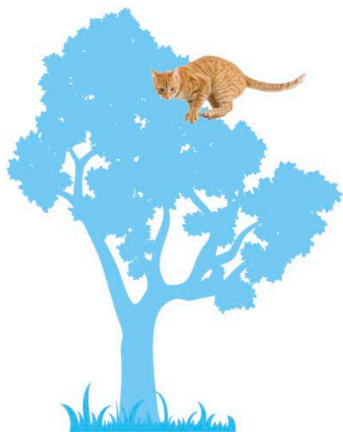
The fireworks
were making
a lot of noise.



I **was riding** my bike
in the park, when a
puppy ran out in
front of me.



We use the past tense for things that happened and finished in the past. We use the past progressive for things that kept happening for a while.



The cat
climbed
to the top
of the tree.

past

The cat
was climbing
up the tree.

past progressive



**Top
tip**

The progressive form of a verb
always ends in **-ing**.

Perfect tenses

The **perfect tenses** are two more tenses that we can use to talk about the past.

We use the **present perfect** when we are talking about something that happened in the past, but we are thinking about what it means **now**.

I **have finished** my homework!



The squirrel **has found** some nuts.



Look at the difference between the present perfect and the past tense:

I **have lost** my phone.

present perfect



I **lost** my phone, but my dad bought me a new one.



The dog **has gone** into the yard.

present perfect



The dog **went** into the yard and got very muddy!



In stories, we usually say what happened first, what happened next, and what happened at the end. If we talk about something that happened earlier, we use the **past perfect**.



We walked all day, and in the evening, we arrived at the gates of an old house. It was all quiet, and my companions wanted to go in. But my uncle **had warned** me that it was dangerous.

past perfect

This means my uncle warned me earlier, before we set out.



The professor opened the door to the laboratory and went in. He looked around, and listened carefully—nothing. With a feeling of horror, he realized that it was true. The dinosaurs **had escaped!**

past perfect

This means the dinosaurs escaped earlier, before the professor got to the laboratory.



Auxiliary verbs

We use different tenses, such as the past tense and the present tense. We use verbs called **auxiliary verbs**, or “helping verbs”, to help us make all the other different tenses.

Look at the sentences below. See how the auxiliary verbs **have** and **be** slightly change the meaning of the sentences and form new tenses.

The dog **ate** my sandwiches! ← past tense

The dog **has eaten** my sandwiches! ← present perfect



Horses **eat** grass. ← present tense

The horses **are eating** grass. ← present progressive



We use the verb **be** as an auxiliary verb in progressive tenses.

He **is learning** to juggle. 



Are you **winning**?



We use the verb **do** as an auxiliary verb in the present tense. It helps us to make questions, or to make sentences negative.

I like milkshakes.
Do you **like**
milkshakes too?



We play tennis
in the summer.
We **don't play**
football.



Did is the past tense of **do**. We use this as an auxiliary verb in the past tenses.

I enjoyed our day at the
safari park. **Did** you **enjoy** it?



We found a
few old tools,
but we **didn't**
find any toys.



We use **have** as an auxiliary verb in the present perfect.

We **have**
made some
lemonade.



The plane
hasn't taken off yet.



Infinitives

The **infinitive** of a verb is the name of the verb, such as **eat**, **play**, or **sleep**. It hasn't been changed to make different tenses. When you look up a verb in a dictionary, you look up the infinitive.

You can use the infinitive after **to**:

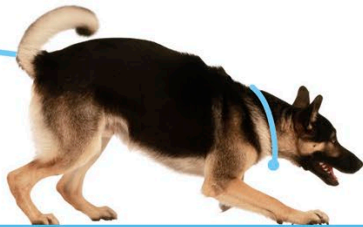
The witch decided **to make**
a magic potion.



The monkey
needs **to hold**
on tight.



I don't want
to go home!



We set off
to explore
the forest.



Would you like **to stay**
for lunch?

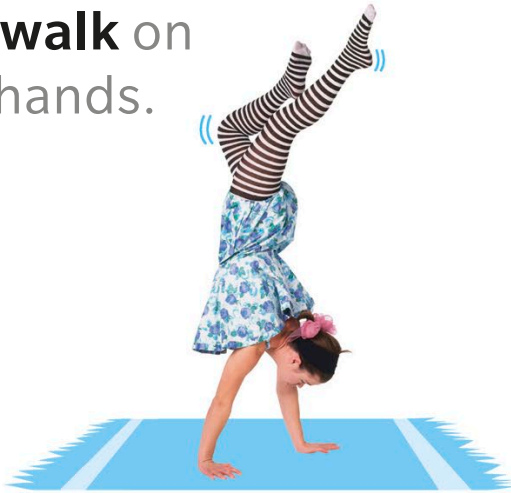


The bird
is trying
to balance.

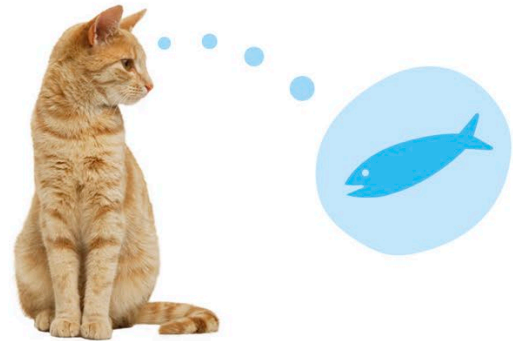


We also use the infinitive after verbs such as **can**, **will**, **might**, and **must**. These verbs are called **modal verbs**.

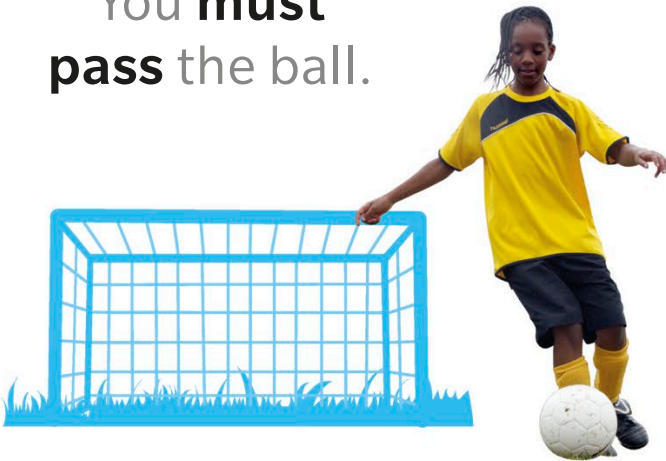
I **can walk** on my hands.



I **might have** fish for dinner.



You **must** pass the ball.



You **should eat** plenty of fruit.



The spider hopes a fly **will come** along soon!



Don't worry, it **won't hurt**.



Adjectives

Adjectives tell us what people, animals, and things are like. They describe nouns and tell you more about them. They might tell you what things look, sound, or feel like.

fierce



stripy

strong

mysterious

magical



haunted

obedient



friendly

noisy

comfortable

expensive



fast

colorful

beautiful



delicate

Remember!

Adjectives make lions **strong**,
And rockets **fast** and rivers **long**.

Some adjectives describe the color of something:

a **blue** and **yellow** hat with **red** pom-poms

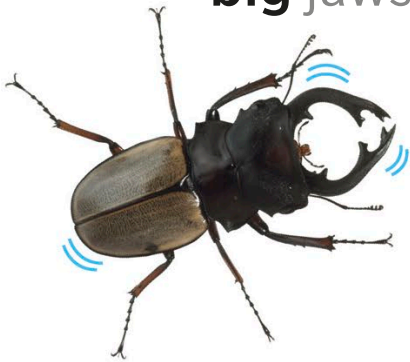


a **green** and **yellow** parrot



Some adjectives describe size or shape:

a **small** beetle with **big** jaws



a **triangular** piece of pizza on a **round** plate



Some adjectives describe feelings:

She's **content** and **relaxed**.



He's **happy** and **excited**.



Where to put adjectives

We often put an adjective **before** the noun that it is describing.

a **colorful**
ball



a **huge**
spider



You can also put adjectives **after** the noun, such as after verbs like **be**, **look**, or **feel**.



The sun **is hot**.
The water **looks inviting**.



Our cat **is lovely**.
His fur **feels soft**.

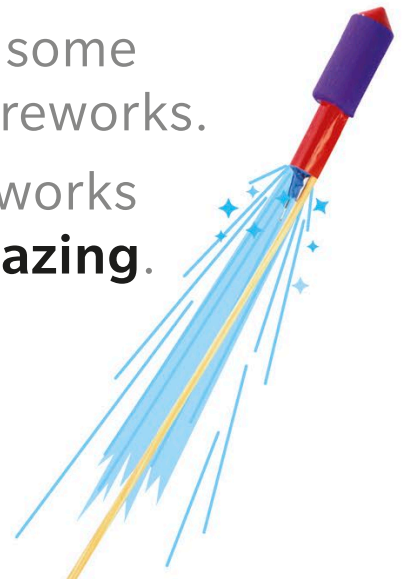


It's up to you to choose where you put the adjectives in your sentence.

This is a **delicious** salad.
This salad is **delicious**.



We saw some
amazing fireworks.
The fireworks
were **amazing**.



You can use more than one adjective to describe something. When you put two adjectives **before** a noun, you usually need to use a comma.

some
beautiful,
delicate
flowers



a **large, ferocious**
crocodile



When you use two adjectives **after** a noun, you join them with **and**.

A rabbit's ears
are **long and**
pointed.



The roller coaster
was **fast and scary**.



If you're using more than one adjective, think about the best order for them. Sometimes they don't sound quite right if you put them in the wrong order.

- It's got small black spots.
- It's got black small spots.



Here, the sentence sounds better if the size comes first, then the color.



- She's wearing a cute woolly sweater.
- She's wearing a woolly cute sweater.

Here, it sounds better if your opinion comes first (in this case that the sweater is cute).

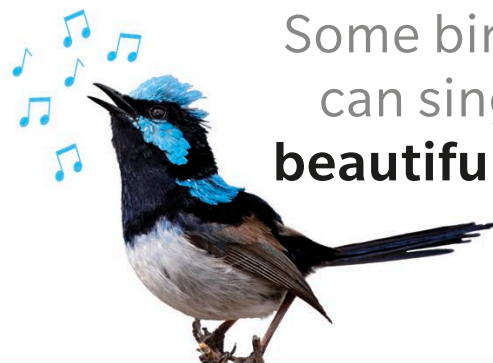
Adverbs

Verbs tell you what things **do**. For example, tigers **roar** and birds **sing**. **Adverbs** tell you how they do it. Most adverbs end in **-ly**, and they usually come after verbs. Adverbs that tell you how someone does something are called **adverbs of manner**.

The lion
roared
fiercely.



Some birds
can sing
beautifully.



She tiptoed
quietly down
the stairs.



The sun
was shining
brightly.



I won
easily.



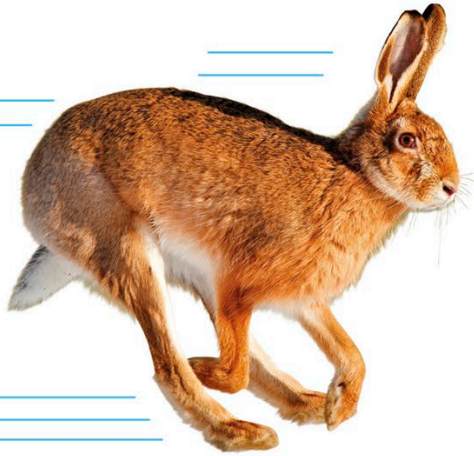
You have
to balance
them **carefully**.



**Top
tip**

Using adverbs to describe how people do things can make your writing more lively and interesting.

Some adverbs don't end in **-ly**, but they are still adverbs if they tell you how something is done.



I can run **fast**.

We played **well** today.



I always work **hard**.



You need to hold on **tight**.



Remember!

Without an adverb, you can smile,
Or ride a bike or sleep a while.
With adverbs, you smile **gleefully**,
Ride **skillfully**, sleep **peacefully**.

Adjectives into adverbs

We can change most adjectives into adverbs by adding **-ly** to the end of the adjective.

Snails are **slow** movers.

They move **slowly**.



Anika is an **elegant** dancer.

She dances **elegantly**.



If an adjective already ends in **-l**, we still add another one, so the adverb has a double **l**.

Sam gave me a **cheerful** smile.

He smiled **cheerfully**.



The puppy gave a **playful** bark.

He barked **playfully**.



If an adjective ends in **-y**, we change the ending to **-ily**.

The crocodile looked **hungry**.

He looked at me **hungrily**.



We had a **happy** day on the beach.

We played **happily** all day.



Adverbs of place

Some adverbs tell us **where** something happens. These are called **adverbs of place**, and they don't usually end in **-ly**.

Pickles,
come **here!**



We can sit **there.**



I've looked
everywhere,
but I can't find
my gloves.



It's raining.
Let's go
indoors.



The dog ran
upstairs.

Can you
skateboard
backward?



Adverbs of time

Some adverbs tell us **when** something happens. These are called **adverbs of time**.



It's my birthday **today**.



I got some new roller skates **yesterday**.

We're going on vacation **tomorrow**.



I don't want to do my homework **now**. I'll do it **later**!



Badgers **usually** sleep during the day.



She's **always** trying to catch the fish, but she **never** manages to!

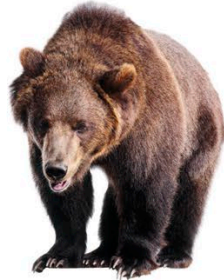


Adverbs before adjectives

We can use some adverbs before adjectives, to change the meaning of the adjective slightly. See how these adverbs change the meaning of the adjective **strong**.



Dogs are **fairly strong**.



Grizzly bears are **very strong**.



Gorillas are **extremely strong**.



Elephants are **amazingly strong**.

We often use these kinds of adverbs to emphasize or exaggerate something.

This book is **unbelievably exciting!**



The apple was **deliciously sweet**.



Sometimes, adverbs make a comment on the sentence. You can use adverbs to give your opinion. We often use them at the beginning of a sentence.

Luckily, I found my mobile phone under my bed.

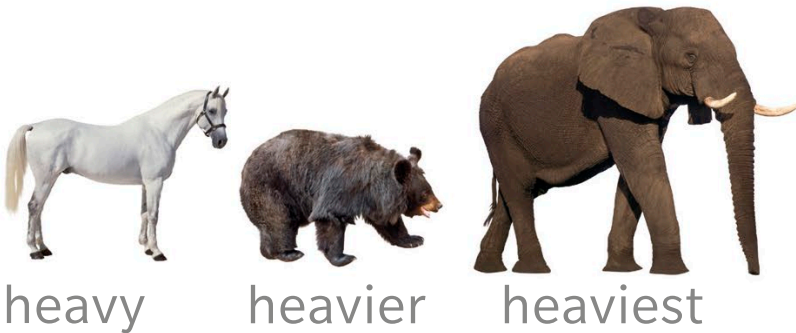


DO NOT FEED THE MONKEYS!
Thank you

Unfortunately, we couldn't feed the monkeys.

Comparatives and superlatives

Sometimes we might want to compare people or things to say how they are different. We use **comparatives** and **superlatives** to do this.



expensive



more expensive



most expensive



We use comparatives to compare two people or things.

A train is **faster** than a bike.



A lion is **more dangerous** than a mouse.



We use superlatives to compare three or more people or things.



A plane is the **fastest**.

A tiger is the **most dangerous**.



With short adjectives, we add **-er** to make comparatives and **-est** to make superlatives.



A camel is **slower** than a gazelle.



A tortoise is the **slowest**.



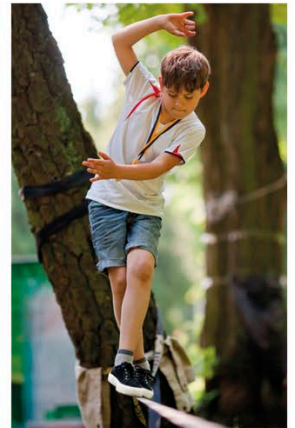
With longer adjectives, we use **more** to make comparatives and **most** to make superlatives.



Ice-skating is **more difficult** than riding a scooter.



Walking on a tightrope is the **most difficult**.



The adjectives **good** and **bad** have irregular comparatives and superlatives. This means they take different forms.



a **good** grade

a **better** grade

the **best** grade you can get



My sister's socks smell really **bad**.

My dad's socks smell even **worse**.

My brother's socks smell the **worst** of all!

Prepositions

We use **prepositions** to show how different nouns relate to each other in a sentence. Prepositions are small words, such as **on**, **in**, **to**, and **with**.

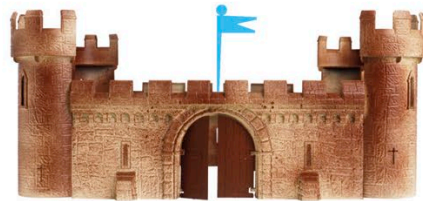
See how the prepositions link the nouns and pronouns in these sentences:

dog ball yard



The dog is playing **with** a ball **in** the yard.

I castle secret passage



I got **into** the castle **through** a secret passage.

astronaut moon rocket



The astronaut flew **to** the moon **in** a rocket.

Mom cake me birthday



Mom made a cake **for** me **on** my birthday.

Remember!

Up the ladder and **over** the wall,
Through the door and **along** the hall,
On your skates or **with** a ball,
Prepositions link them all.

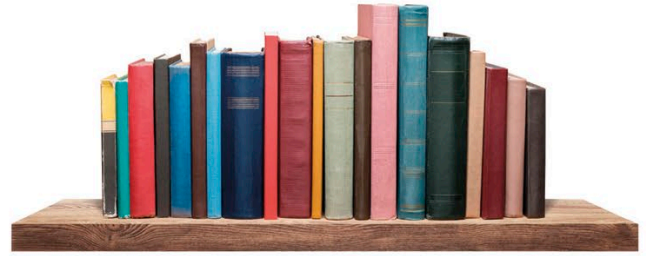
Prepositions of place

Some prepositions tell us **where** something is or which direction it goes in.

The rabbit is **in** the basket.



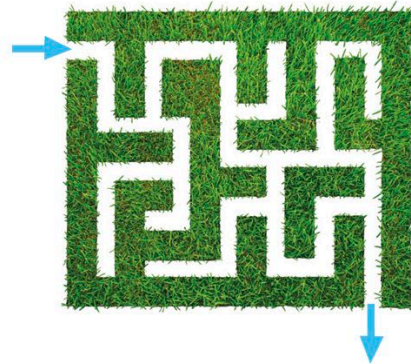
The books are **on** the table.



He's diving **under** the water.



Can you find your way **through** the maze?



The horse jumped **over** the fence.



The squirrel is running **along** the branch.

Prepositions of time

Some prepositions tell us **when** something happens.

We sometimes go camping **in** the summer.



We play music **on** Thursdays.



We don't go to school **over** the weekend.

Bats sleep **during** the day and come out **at** night.



My cleats are always clean **before** the game.



We're going swimming **after** lunch.



Other prepositions

Some prepositions link nouns in other ways.

I tied my hair up **with** ribbons.



We gave some carrots **to** our rabbit.



You can't go outside **without** your shoes.



I love traveling **by** train.



I love books **about** teddy bears.



I'm making a card **for** my grandma.



Conjunctions

Some sentences are quite simple and only give one idea. If you want to join more than one idea together in the same sentence, you can use a **conjunction** to link the ideas.

Lions live in Africa. They hunt for food.



Lions live in Africa **and** they hunt for food.



Let's go outside. It's warm and sunny!



Let's go outside **because** it's warm and sunny!

Each idea that you link together with a conjunction is called a clause.

We could play tennis **or** we could ride our bikes.

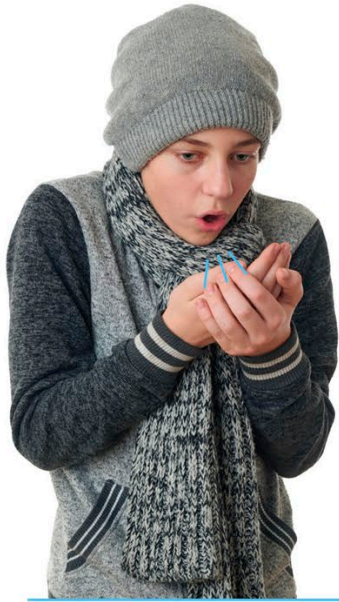


Most animals look cute **when** they are young.



Remember!
And, but, because, or so,
Conjunctions link clauses, so now you know!

You can use prepositions to link nouns or pronouns into a sentence. Prepositions are followed by nouns. Conjunctions are different, because they can link whole clauses.



I was shivering
with cold.
preposition noun

I was
shivering
because
it was cold.
conjunction clause



You can't play on your
tablet **during** class.
preposition noun

You can't play on your tablet
when you're in class.
conjunction clause

Sometimes the same word can be both a preposition **and** a conjunction.



We'll go to the beach
after lunch.
preposition noun

We'll go to the beach
after we've had lunch.
conjunction clause

Coordinating conjunctions

The conjunctions **and**, **but**, and **or** are called **coordinating conjunctions** because they link words, phrases, and clauses that are equally important.

I got 10 out of 10 in a test **and** I got a star!



Whales live in the oceans **and** they mainly eat fish.



I like tennis, **but** my brother prefers soccer.



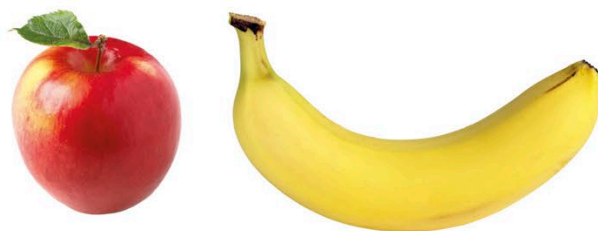
I wanted a kitten, **but** my mom said no!



Shall we play a video game **or** go to the park?



Would you like an apple **or** a banana?

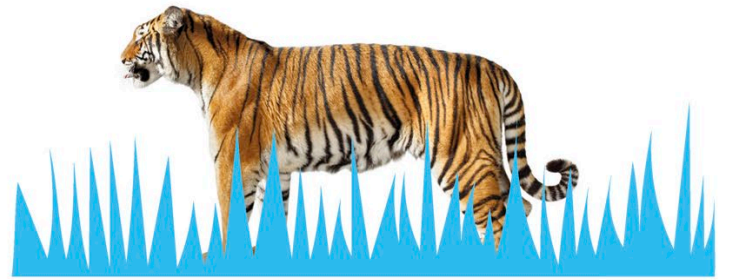


Subordinating conjunctions

Conjunctions that **aren't** coordinating conjunctions are called **subordinating conjunctions**. They link a subordinate (less important) clause to a main clause. The subordinate clause often gives a reason for something, says when something happens, or gives extra information.



You can't go on that ride **because** you're too small.



Tigers only hunt **when** they are hungry.

We've been friends **since** we were three.



You can have some pizza **if** you're hungry.



I felt excited **as** I opened the door.

I love Barney, **although** he is very grumpy-looking!



Interjections

An **interjection** is a single word that expresses a thought or feeling. You often shout or say interjections loudly, and so they are often followed by an exclamation point.



Hello!
We're
over
here.



Bye! See
you later!

Thanks! Can I
open it now?



Congratulations!
You won!



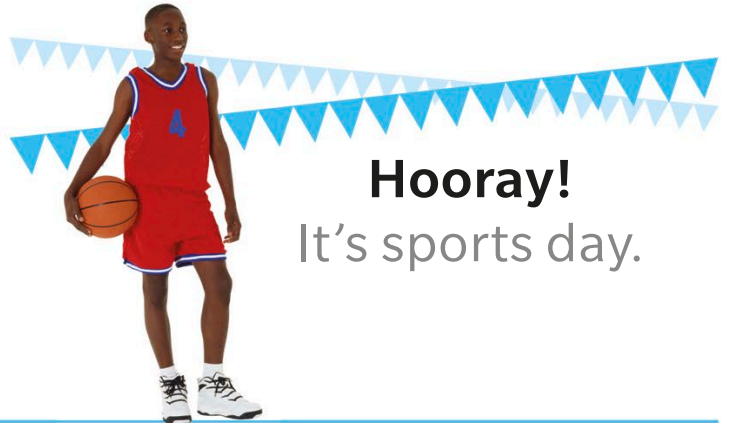
Shh! Don't
make any
noise.

Wow! What a
strange-looking
animal. What is it?



(It's a Malayan tapir!)

We often use interjections to show how we are feeling.



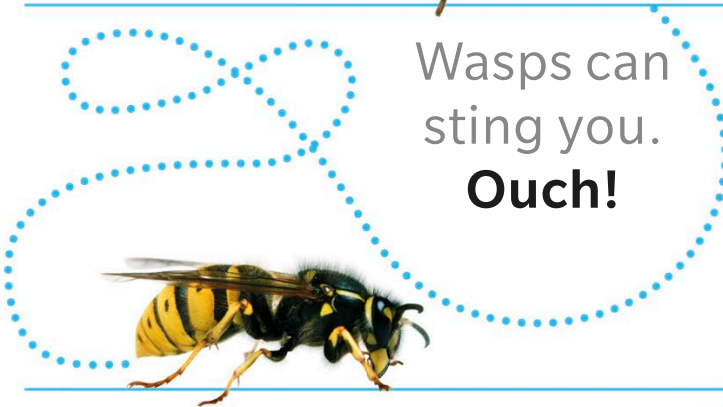
Ugh!
A spider!



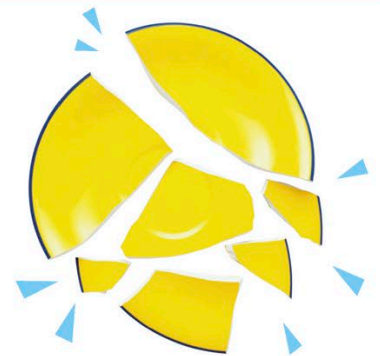
Hey! That's my
ball! Give it back!



Wasps can
sting you.
Ouch!



Oops!
It broke.



Remember!

Hi! Hello!

If you want my attention ...

Wow! Hooray!

Use an interjection!

Determiners

Nouns are words for things, animals, and people. **Determiners** are words that go before nouns. They tell you which thing or person you are talking about.

The words **a**, **an**, and **the** are determiners. They are also sometimes called articles.



It's **a** horse.

Look at **the** penguins!



The words **this**, **that**, **these**, and **those** are also determiners.

This ice pop is delicious!

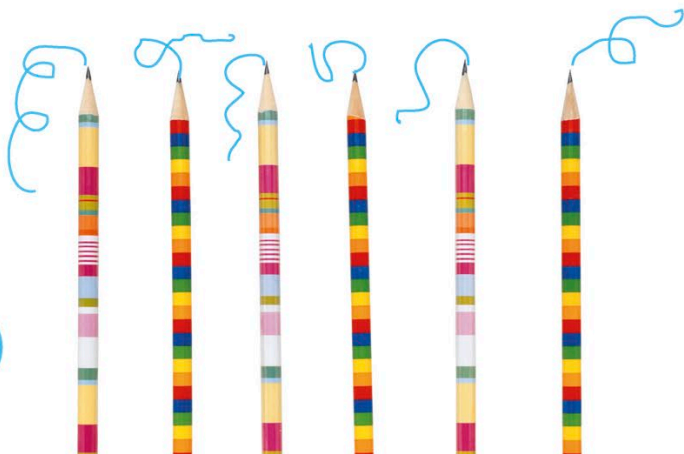


Look at **those** fish!



Numbers are determiners, too:

I've got **six** pencils.



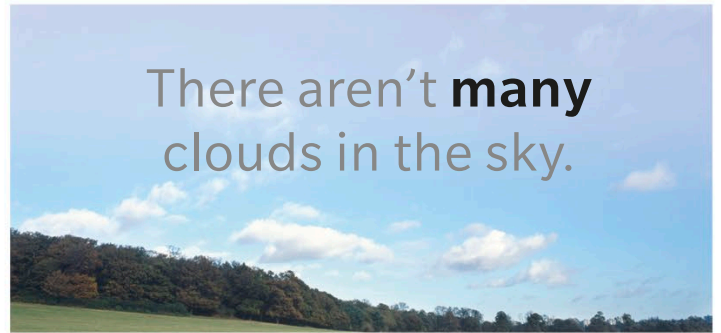
There are **five** puppies.



Words like **some**, **any**, and **many** are determiners. We use them to talk about amounts of things, but without saying exactly how many there are.



There are **some** tadpoles in the pond.



There aren't **many** clouds in the sky.

Some determiners tell us who something belongs to. These are called possessive determiners. The possessive determiners are: **my**, **your**, **his**, **her**, **its**, **our**, **their**.

My hair is getting quite long.



Their sandcastle is amazing!



Adjectives can come before nouns, to describe them. Determiners always come before adjectives.

Look at **that little** pony!

determiner ↗ ↖ adjective



Do you like **my new** shoes?

determiner ↗ ↖ adjective



Parts of speech quiz



Here is a passage from a story for you to read. Then, see if you can answer the questions below. You'll find the answers on the next page.



It was getting dark, and the animals in the jungle were slowly beginning to stir. The tiger opened one eye, then stretched and yawned lazily. He was feeling hungry, because he hadn't eaten for two days. He looked up at the moonlit sky. The Moon was small and pale, so there wasn't much light. Yes! It would be a perfect night for hunting!

nouns

tiger Moon

How many more nouns can you find?

verbs

stretched would be

Can you find 11 more verbs in the story? (Don't forget to include different forms of the verb "be".)

pronouns

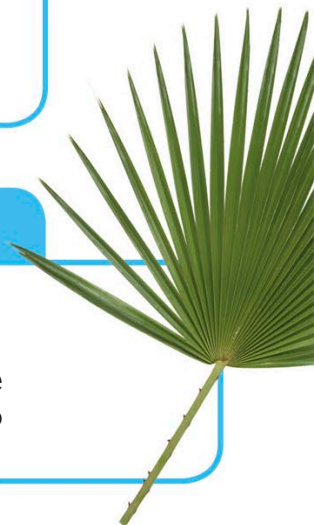
it

Can you find the pronoun that replaces the word **tiger**?

adjectives

dark hungry

Can you find four more adjectives in the story?



tenses

was getting opened

1. What tense is **was getting** and **were beginning**?
2. Can you find four verbs in the past tense, and one verb in the past perfect?

adverbs

slowly only

1. Can you find one more adverb of manner?
2. Can you find one adverb of place, and one adverb of time?

conjunctions

and

1. Is **and** a coordinating conjunction or a subordinating conjunction?
2. Can you find two subordinating conjunctions?

determiners

a the much

Can you find two numbers that are determiners?

prepositions

in

Can you find two more prepositions?

interjections

Can you find one interjection?

nouns seven: animals, jungle, eye, days, sky, night, light **verbs** get, begin, stir, open, yawn, feel, eat, look, was, were, wasn't, **pronouns** he **adjectives** moonlit, small, pale, perfect **tenses** 1. past progressive 2. opened, stretched, yawned, looked; hadn't eaten **adverbs** 1. lazily 2. there; then **conjunctions** 1. coordinating 2. because, so **prepositions** for, at **determiners** one, two **interjections** Yes!

Answers

Exclamations



How scary!



“What’s in your bag?”
Molly asked me
what was in my bag.

Direct speech and Reported speech

Questions

Do you like oranges?



Commands



Mix the flour
and the
butter.

Sentences

Giraffes have
long necks.



Statements

Pumpkins are tasty,
and you can also use
them to make lanterns.



Adverbials

He fought **bravely**.

He fought **with great courage**.



Noun phrases

a small white dog with a little orange collar



Sentences, phrases, and clauses



Clauses

We're happy.

Active and passive sentences



Noah caught the ball.

The ball was caught by Noah.



Sentences

A **sentence** is a group of words that make sense on their own. A sentence might give information or ask a question. A sentence always begins with a capital letter, and it ends with a period, a question mark, or an exclamation point.

Look at these words, and see how they become a sentence.

Giraffes



Giraffes
have



Giraffes
have
long



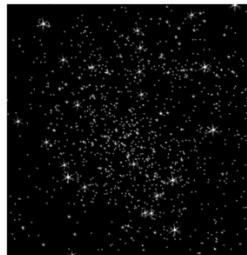
Giraffes
have
long
necks.



I want to



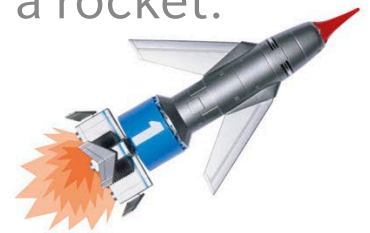
I want to
travel to



I want to
travel to
the moon



I want to travel
to the moon in
a rocket.



All sentences **must** have a verb. You can't make a sentence without a verb because the verb tells us what happens.

I soccer
every day.



I play
soccer
every day.



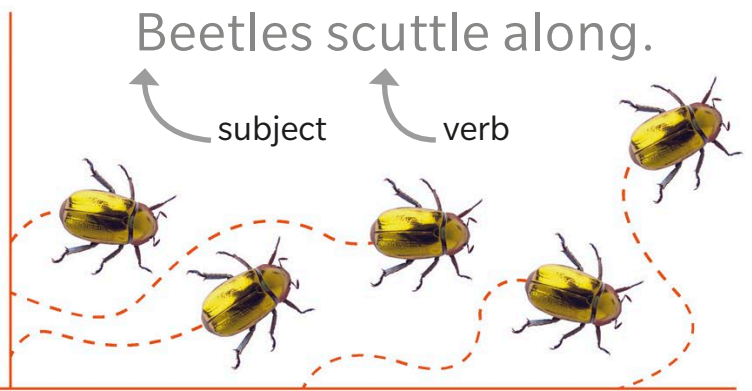
Snakes
along the
ground.



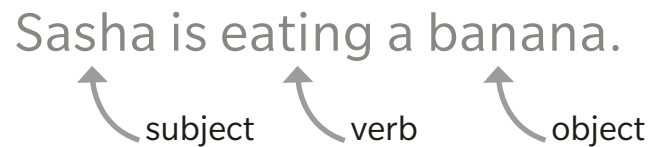
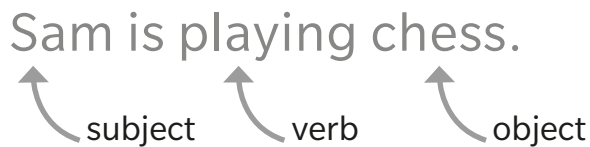
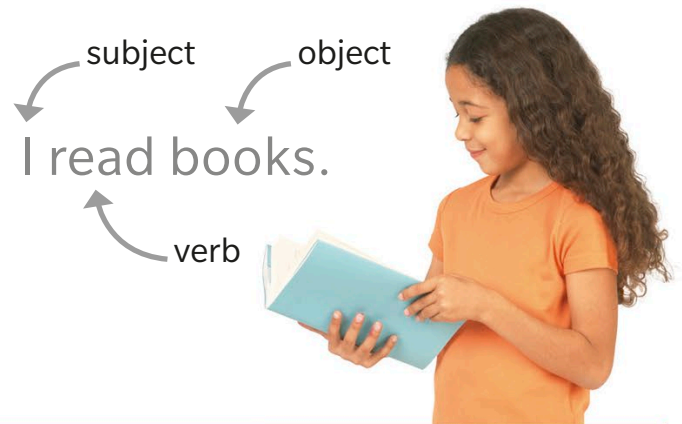
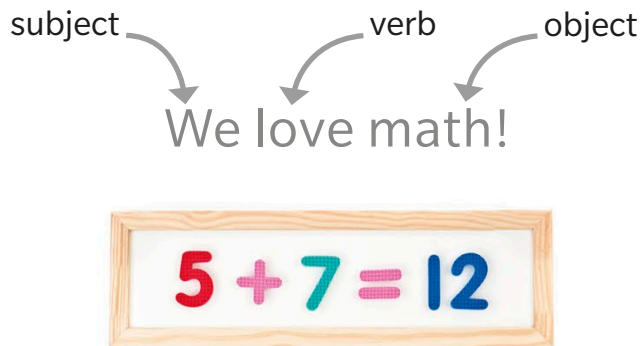
Snakes
slither
along the
ground.



Most sentences have a subject, which tells us who does the action of the verb.



The person or thing that comes after the verb is called the object. The object receives the action of the verb.



Statements

A **statement** is a sentence that gives us information or tells part of a story. It starts with a capital letter and ends with a period.

These statements give us information.

Giant
pandas
eat
bamboo.



Pumpkins are
tasty, and you
can also use
them to make
lanterns.



These statements tell part of a story.

The king invited
us into the castle
for a feast.



Dan looked
at the
treasure map
excitedly.



You can also end a statement with an exclamation point (!),
to make it sound more exciting.

I scored three goals today!



We ran back to the
helicopter, but the engine
wouldn't start!

Questions

A **question** is a sentence that asks something. It starts with a capital letter and ends with a question mark (?).

Is that your guinea pig?



Do you like oranges?



We often use words like **who**, **what**, **which**, **where**, **why**, **how**, **when**, and **whose** in questions.

What have you got in your lunch box?



Who wants to play basketball with me?



Why are your shoes so dirty?



Where do polar bears live?

Top tip

You can use questions when you are writing a story, to create a feeling of mystery. For example, **I picked up the old box. What was inside it?**

Exclamations

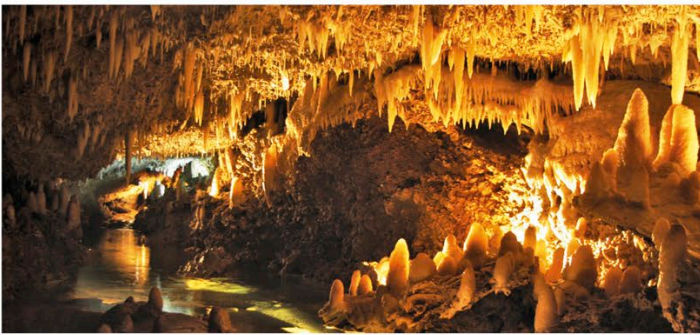
An **exclamation** is a sentence that begins with **What** or **How**. It expresses a strong feeling of happiness, surprise, anger, or fear. It starts with a capital letter and ends with an exclamation point.



What beautiful flowers!



What big claws it's got!

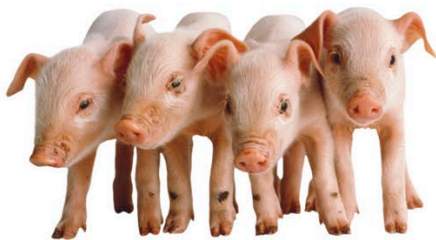


What an amazing cave!



How scary!

How cute they are!



How delicious that meal looks!



Top tip

You can also use an exclamation point at the end of a statement to make it sound more exciting. For example, **We drove really fast!** This is still a statement, not an exclamation, because exclamations always begin with **What** or **How**.

Commands

A **command** is a sentence that tells someone to do something. It starts with a capital letter and can end with a period or an exclamation point.

Some commands are instructions.



Mix the flour and the butter.



Glue the patterned paper onto your picture.

We use an exclamation point when someone says a command loudly or gives an order.

Be careful!



Sit!



Slow down!



Don't eat all our nuts!

Noun phrases

Nouns are the names of things, animals, and people, such as **tree**, **tiger**, and **brother**. A **noun phrase** is a group of words that all belong with the noun and tell us more about it.

Look at how we can add words to the noun **dog** to make a noun phrase that describes what the dog is like.

a small dog



a small white dog with a little orange collar



a small white dog with a little orange collar and a flowing cape



A noun phrase is not a sentence. It doesn't begin with a capital letter and end with a period. It just gives more information about a noun. In a sentence, we can use a noun phrase like a noun.



We saw a ship.



We saw **an old sailing ship with three tall masts.**

Top tip

Using longer noun phrases can make your writing more interesting.

Prepositional phrases

Prepositions are words such as **on**, **in**, **to**, and **with**. Prepositions are always followed by a noun or pronoun. A **prepositional phrase** is the preposition and the following noun or pronoun together.

There are some fish
in the water.



She slid **down the slide.**



The cat
jumped **onto**
my lap.



I like pizza
with cheese
and tomato.



I got a new toy
for my
birthday.



I went to
bed **at eleven**
o'clock!



Adverbials

Adverbials do the same job as adverbs. They describe **how, why, when, or where** something happens. While adverbs are always one word, adverbials can be one word or several words.

These adverbials tell us **how** something happens:

The rabbit
appeared **magically**.
It appeared **as if by magic**.



He fought
bravely.
He fought
**with great
courage**.



These adverbials tell us **where** or **when** something happens:

Kitty's hiding **over there**.
She's hiding
behind the bag.



It's my birthday
tomorrow.
It's my birthday
on the tenth of July.



**Top
tip**

Adverbials answer these questions:
How? When? Why? Where?

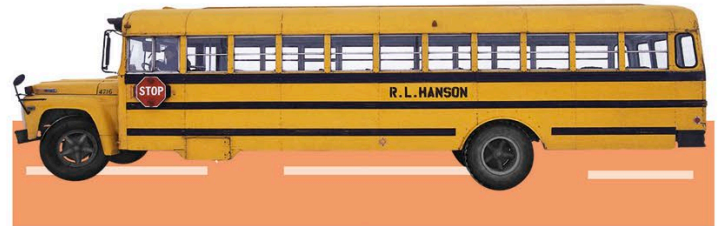
Fronted adverbials

Adverbials often come at the end of a sentence. However, you can put them at the beginning of a sentence if they're important and you want them to stand out. These are called **fronted adverbials**.

Once upon a time, there was a lion cub named Larry.



Every weekday, we go to school on the bus.



Slowly and cautiously, Tabitha opened the door and went inside.



As quickly as I could, I put on my spacesuit and got ready for my spacewalk.



Finally, it was time to open my presents!



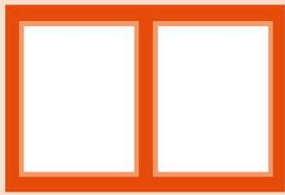
Actually, it's a koala, not a bear!



Clauses

Verbs are words that tell you what someone or something does, such as **sing**, **go**, and **play**. A **clause** is a group of words that contains a verb.

we play indoors



it's snowing



he is happy



I'm going
on vacation

Some clauses can also be a sentence on their own, if you give them a capital letter and a period.



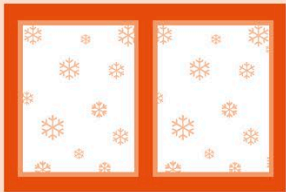
We're
happy.

It's snowing!



You can put clauses together to make longer sentences. To do this, you add a word to join the two clauses together. You join clauses together with **conjunctions**.

We play indoors
when it's snowing.



He is happy **because**
he's going on vacation.



There are different ways to join clauses together in a sentence.

the magician waved his wand + the prince turned into a frog

The magician
waved his wand
and the prince
turned into a frog.



The prince turned
into a frog **as soon as**
the magician waved
his wand.



kangaroos can jump far + they have powerful back legs

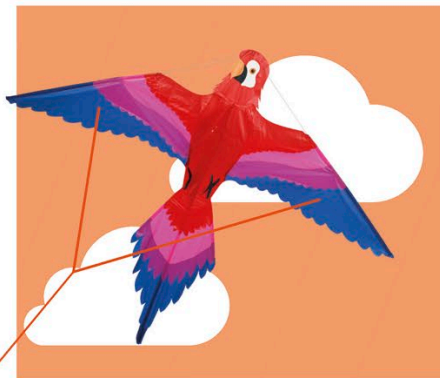
Kangaroos can jump
far **because** they have
powerful back legs.



Kangaroos have
powerful back legs
so they can jump far.

Main clauses

A **main clause** is a clause that makes sense on its own, so it also works as a sentence on its own. All sentences must have at least one main clause.



I bought a kite,
so I went to the park.

This is a main clause because it could be a sentence on its own.

This is not a main clause because it doesn't make sense on its own.

I was terrified when I saw the spider.



The main clause doesn't have to come first in the sentence.



As soon as it was dark,
the badger set off to find food.

This is not a main clause.

This is a main clause.

Because it was hot,
we stayed in the shade.

This is not a main clause.

This is a main clause.



Top tip

If a clause is a main clause, you can make it into a sentence on its own.

We use conjunctions to link clauses together. The conjunctions **and**, **but**, and **or** are called coordinating conjunctions. When we use these conjunctions to join clauses, we say that both clauses are main clauses. In these sentences, both the underlined clauses are main clauses.

It's raining and I'm happy!



I like tennis and I like basketball.



We opened the chest, but it was empty.

I read a book, but then I lost it.



Meerkats eat insects or they sometimes eat snakes' eggs.



We can play the guitar or we can bang on the drums.

Subordinate clauses

A clause that doesn't make sense on its own is called a **subordinate clause**. Subordinate clauses often begin with conjunctions such as **after, before, because, as, when, while, if, since, and although**. These conjunctions are called **subordinating conjunctions**.



I was amazed
when I saw
all the
presents.



We'll be late
for school **if**
we don't
hurry!

Charley's
excited
because it's
time for his
walk.



I always brush my teeth
before I go to bed.



Sometimes a subordinate clause can come first in a sentence.

Although they
are small,
bees do a very
important job.



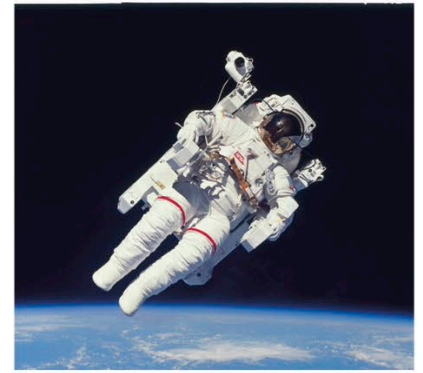
While I was
waiting,
I played
a game.



Relative clauses

Sometimes you might want to add more information about someone or something that you are talking about. To join this extra information into one sentence, you can use a **relative clause**. Relative clauses often begin with **who**, **which**, or **that**.

astronauts are people + they go into space
Astronauts are people **who go into space**.



scientists often use microscopes +
microscopes make tiny things look bigger
Scientists often use microscopes,
which make tiny things look bigger.

dinosaurs were huge creatures +
they lived millions of years ago
Dinosaurs were huge creatures
that lived millions of years ago.



You can also use a relative clause to make a comment about a whole idea and give your opinion.

I'm going to be in a play, **which is exciting!**



Relative pronouns

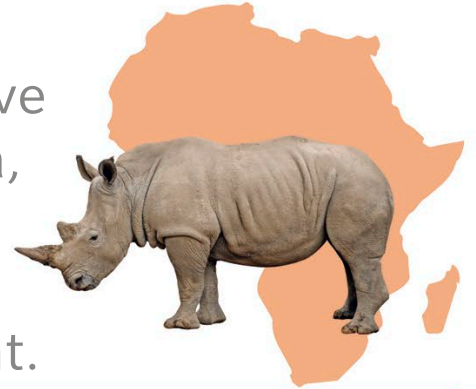
Relative pronouns are words such as **who**, **which**, **that**, **where**, and **when**. We use them in relative clauses to add more information about a person or thing.

We use **who** to add more information about people, and we use **which** to add more information about things.



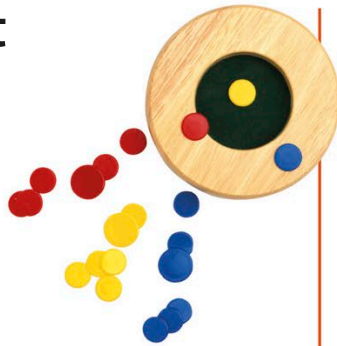
A magician is a person **who** does magic tricks.

Rhinos live in Africa, **which** is a big continent.



We can use **that** for either people or things.

The player **that** gets the most counters into the hole is the winner.



I'm playing on the swing **that** I got for my birthday.



We use **where** to give more information about a place, and **when** to give more information about a time.



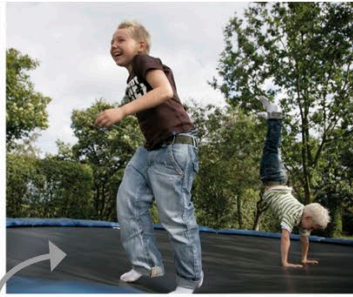
Small birds try to find a safe place **where** they can nest.

I can remember the day **when** I started school.



We use **whose** to say who something belongs to.

I played with Dan, **whose** new trampoline is amazing!



It's Dan's trampoline—it belongs to him.

This is Elsie, **whose** cat follows her everywhere.

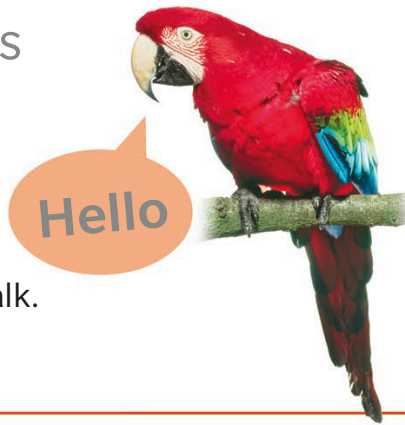


It's Elsie's cat—it belongs to her.

We can sometimes leave out the relative pronouns **who**, **which**, and **that**. We can leave them out when the person or thing we are talking about is the object of a verb. Compare these sentences:

Parrots are birds **that** can learn to talk.

Parrots are the subject because they can learn to talk. We can't leave out "that."



Parrots are birds ~~that~~ you can teach to talk.

Parrots are the object because we teach them to talk. We can leave out "that."

We sometimes use **whom** in formal writing. We use it when the person we are talking about is the object of a verb. Compare these two sentences:

Here, Max is the subject.

Max is the one **who** loves me true.

Here, Max is the object.

Max is the one **whom** I love too!

Top tip

We can never leave out the relative pronouns **where**, **when**, or **whose**.



Active and passive sentences

In **active sentences**, the **doer** of the action comes first.
In **passive sentences**, you can change the order around,
and put the **receiver** of the action first.

This is an active sentence:

Noah caught the ball.



This is a passive sentence:

The ball was caught
by Noah.

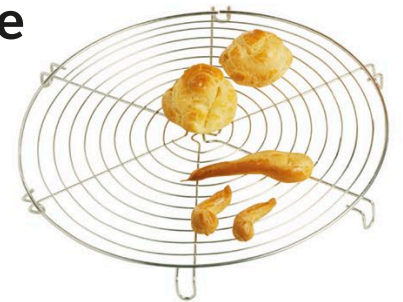


Notice that we change the verb in passive sentences.

My sister
made these
cakes.



These cakes
were made
by my
sister.



Remember!

Active and passive are simple, you see:
If I hit the ball, the ball is hit by me!

We often use passive sentences when we don't know who did the action of the verb.



Some jewels **were stolen** from the castle last night.

My sweater **was made** in America.



We also use the passive if we want to focus on what happened, rather than on who did something.



My boots **have been cleaned!**

Her fur **has been clipped.**



In passive sentences we can add the doer of the action, using **by**.

These paw prints were made **by a dog.**



The first practical telephone was invented **by Alexander Graham Bell.**



Direct speech

In stories, we often write about what people say to each other. When we write **direct speech**, we write exactly what someone says, and we use quotation marks.

“Let’s go and find the treasure.”



“Look, there’s a rainbow!”



“Is there anyone in there?”



“Go away!”

“There’s a shark in the water!”



“It’s a secret.”



Top tip

When you use direct speech in your writing, try using lots of different verbs instead of just **said**. Try verbs such as **cried**, **shouted**, **whispered**, and **screamed**.

Reported speech

When we use **reported speech**, we report back what the person said. We don't give their exact words, and we don't use quotation marks.

This is direct speech:

“I'm cold.”



This is reported speech:

Beth said that she was cold.

“What's in your bag?”



Molly asked me what was in my bag.

“The bouncy castle is amazing!”



Anthony said that the bouncy castle was amazing.

“Where has the hamster gone?”



Oliver asked where the hamster had gone.

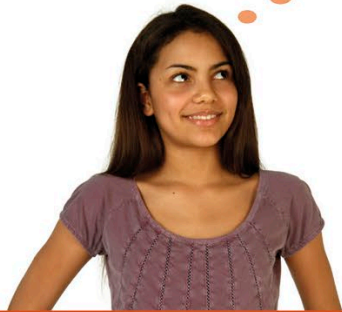
Direct to reported speech

When we change direct speech to reported speech, we have to make some changes to the words we use. If direct speech uses a present tense, we use a past tense in reported speech.

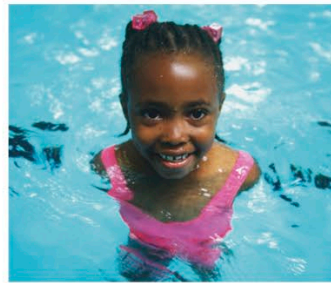
“I **am** hungry.”



Krishna said that she **was** hungry.



“The water **is** lovely and warm.”



Jayla said that the water **was** lovely and warm.

“The cat **has hurt** his paw.”



Poppy said that the cat **had hurt** his paw.

“I **will beat** Harry at chess.”



Ali said that he **would beat** Harry at chess.

We also have to change pronouns such as **I**, **he**, and **she** in reported speech.

Emily said that **she** loved pasta.

“I love pasta.”



“**We** are making cakes.”



Daisy and Lucas said that **they** were making cakes.

When you write, try using lots of different verbs to report what people say. It will help make your writing more interesting.

Here are some more verbs you can use in reported speech:

“Fetch!”

Maria **ordered** the dog to fetch the ball.



“Would you like to come to my party?”

Sophie **invited** me to her party.

“It wasn’t me.”



Jack **denied** breaking the cup.

Liam **promised** to clean up later.



“I’ll clean up later.”

“Let’s go to the beach.”



Mia **suggested** going to the beach.

Tim **refused** to go to bed.



“I don’t want to go to bed!”

Sentences quiz

Here is a passage from a story for you to read. Then, see if you can answer the questions below. You'll find the answers on the next page.

Trembling with fear, I approached the wizard's door, which was huge and black. I couldn't turn back now. I lifted the ancient brass knocker and knocked three times. After a while, the door was pulled open. In front of me stood a small, friendly looking boy. I was taken aback, because I was expecting the wizard. "Who are you?" I asked. "I'm Tom, the wizard's assistant," he replied. "How nice to see you! Come in. The wizard's expecting you."

sentence

I couldn't turn back now.

1. What kind of sentence is this? Is it a statement, a question, an exclamation, or a command?
2. How many clauses does the sentence have?
3. Can you find a question, an exclamation, and a command in the story?



adverbials

trembling with fear

Can you find two more adverbials in the story?

noun phrases

the ancient brass knocker

Can you find another noun phrase in the story?



main clauses

I approached the wizard's door

Can you find three more main clauses in the story?

subordinate clause

because I was expecting the wizard

1. What is the conjunction in this clause?
2. Can you find a relative clause in the story?

passive verb

the door was pulled open

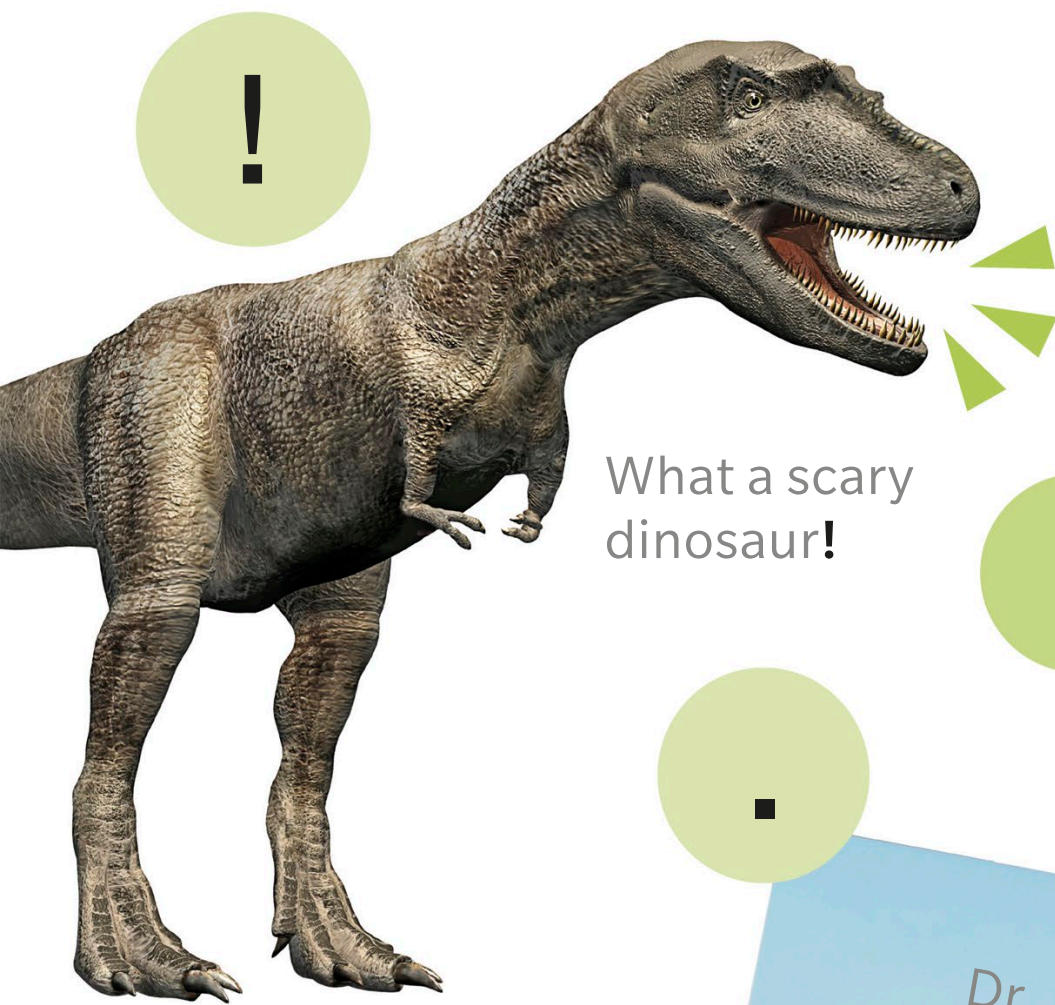
Who pulled the door open?

direct speech

"Who are you?" I asked.

Can you find two examples of direct speech that Tom says?

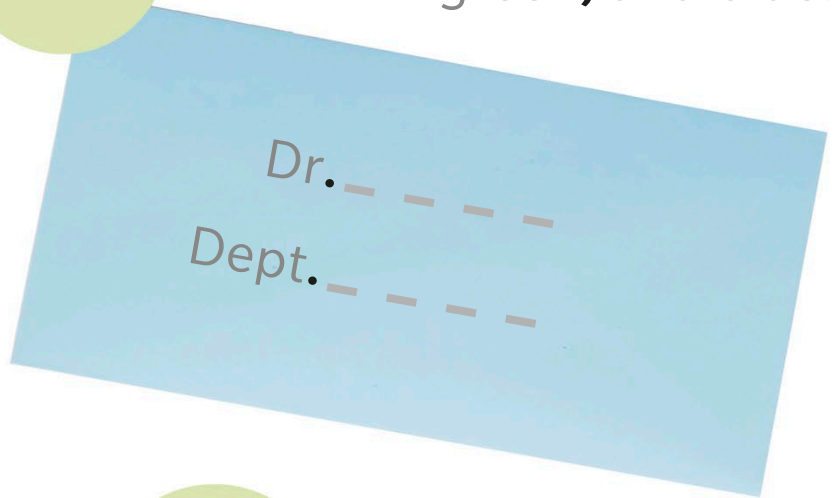
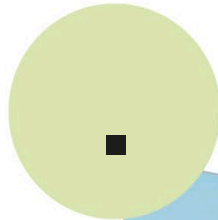
Answers
sentence 1. a statement **2.** one **3.** Who are you? How nice to see you! Come in.
noun phrases a small, friendly looking boy **adverbials** three times; after a while
main clauses I lifted the ancient brass knocker; I was taken aback; the door was pulled open
subordinate clause 1. because **2.** which was huge and black **passive verb** the boy **direct speech** "I'm Tom, the wizard's assistant"; "How nice to see you! Come in."
The wizard's expecting you."



What a scary dinosaur!



The balloons are red, yellow, green, and blue.



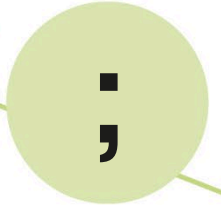
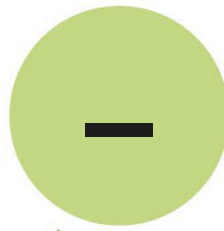
Let's play cards.



Can you ride a bike?



For my birthday, I had a chocolate cake—which is my favorite—and lots of other lovely food!



's

Look at the princess's beautiful dress.

I love flying my kite; it goes really high!

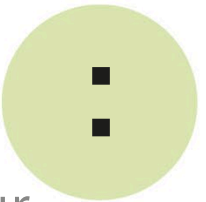


Punctuation

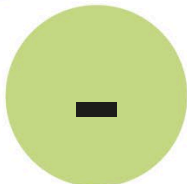
Sam said, "Look at this map."



This car is really fast: it can travel at 150 miles (240 km) per hour.



“b”



a double-decker bus



Capital letters



Sentences always begin with a **capital letter**. So a capital letter shows you where a new sentence starts.

We had our field day last week. **I**t was fun. **E**veryone enjoyed it.



We use capital letters for the names of people and places.



Meet my brother **J**oe and my sister **A**lice. We were born in **N**ew **Y**ork **C**ity in the **U**SA, but we now live in **S**ydney, **A**ustralia.



We use capital letters in the titles of books and films, but not for every word.

I'm reading ***C**harlie and the **C**hocolate **F**actory.*

The names of days of the week and months always start with a capital letter, too.

My birthday is on **S**eptember 12th. This year, it's on a **S**aturday.

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

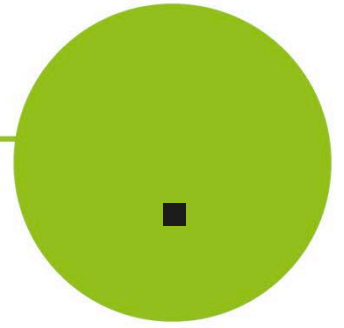
Always use a capital letter when you use the word **I** to talk about yourself.

I climbed into the canoe and **I** started to paddle down the river.




Periods

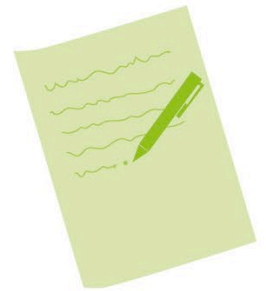
You use a **period** at the end of a sentence. It shows that the sentence is finished. Don't forget that after a period you need to use a capital letter to start your next sentence.



This is an African elephant.
It has a long trunk and big ears.
It eats grass, leaves, and
other vegetation.



You can make really **long sentences** when you write stories by adding lots of exciting **adjectives** and **adverbs** to describe exactly what is happening. But your sentence needs to end somewhere. That's when we use a **PERIOD**. 



Sometimes a period can be used at the end of shortened, or abbreviated, words. But it is also acceptable not to include the period.

Dr. stands for "Doctor"

e.g. stands for "for example"

dept. stands for "department"

D.C., in Washington D.C., stands for "District of Columbia"

Question marks



If you are writing a question, you need to put a **question mark** at the end of the sentence.

Can you ride a bike?



Who made these cookies?



How many oranges are there?



Where is your rabbit?



After a question mark, you need to use a capital letter to start your next sentence.

I looked at the old wooden chest.
Who did it belong to? What was inside it? There was only one way to find out.



Exclamation points



You can use an **exclamation point** at the end of a sentence instead of a period. An exclamation point makes a sentence sound more exciting. It suggests that someone is surprised, happy, angry, or scared. It can also suggest that someone is shouting.

Go away!



What a scary dinosaur!



After an exclamation point, you need to use a capital letter to start your next sentence.



We won the competition!
We were the champions.

What a cute kitten!
Can we take her home?



Top tip

Try not to use exclamation points all the time. If you use them occasionally, they'll have more impact!

Commas



You use **commas** to separate different things in a list. You usually use **and** or **or** before the last thing in the list, and you usually use a comma before **and** or **or**.

The balloons are red, yellow, green, and blue.



You can have an apple, an orange, a banana, or some grapes.



You use commas between different clauses in a sentence. The comma separates the different ideas in the sentence and makes the sentence easier to understand.

I'm older than Joaquin, but he's taller than me.



★ ★ Owls are nocturnal, so they come out at night.



You can also use commas to separate out part of a sentence that is extra information. Notice that you use a comma **before** and **after** the extra information.

Jake, who is in my class, is really good at roller-skating.



Young bears, which are born in the winter, have to learn to find food.



You use a comma before or after someone's name to show that someone is speaking to them.



You can use a comma to separate two adjectives before a noun.

She's got long, curly hair.



Peacocks have large, colorful tails.



When you start a sentence with an adverb or an adverbial, you use a comma after it, before you begin the main part of the sentence.

Luckily, I still had the magic ring.



Once upon a time, there was a beautiful princess.



Top tip

When you use commas in direct speech, always put them inside the quotation marks.

Apostrophes



Sometimes you can join two words together into one word, such as **don't** (do not). These joined words don't include all the letters of both words. You use an **apostrophe** to replace the missing letters.

Guinea pigs

don't
eat meat.

do not



We've

got a new car.

we have



She's a very
good dancer.

she is

It isn't raining now.

is not



There are some contractions that we would not usually write as separate words. In the past, they were written separately, but today we use contractions.

Let's
play cards.

let us



The clock struck
twelve o'clock.

twelve of
the clock



Possessive apostrophes

's

You can use an apostrophe with an **-s** to show who something belongs to. This is called a **possessive apostrophe**. If you possess something, you own it.

You can use a possessive apostrophe after someone's name or after a noun.

These are Olivia's shoes.



Those are my dad's glasses.



If you are talking about more than one person or thing, and the noun you are using ends in **-s**, you just add the apostrophe. You don't add another **s**. Compare these sentences:



The chick's feathers are yellow.

The chicks' feathers are yellow.



Some nouns end in **-ss** even when you are only talking about one person or thing, and some names end in **-s**. These words add 's as usual for possession.

Look at the princess's beautiful dress.



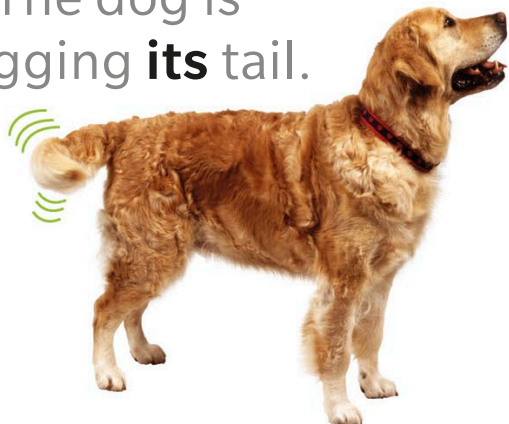
James's new train set is amazing!



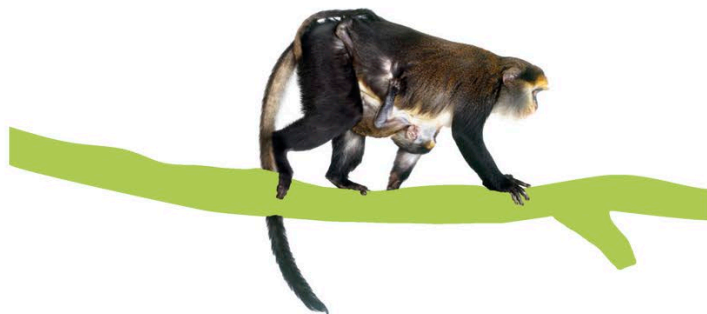
Its or it's

You use **its**, with no apostrophe, to show that something belongs to an animal or a thing.

The dog is wagging **its** tail.



The baby monkey stays close to **its** mother.



The baby snake is coming out of **its** shell.



The bird is sitting on **its** eggs in **its** nest.



This bucket has lost **its** handle.



I can't play this now because **its** strings are broken.



It's is a short form of **it is** or **it has**. The apostrophe replaces the missing letters.

Look! **It's** a starfish!

it is



It's raining!

it is



Where's the rabbit?

It's in the hat!

it is



Where is my scarf?

It's disappeared!

it has



This is my new coat.

It's got wooden toggles.

it has



Remember!

It's a mouse, as you can see.
(Please notice the apostrophe.)
Its eyes are bright, **its** tail is long.
(Apostrophes here would be wrong!)

Parentheses



You use **parentheses** to separate out part of a sentence that is extra information. You put parentheses around it to show that it is additional information and isn't the most important thing you are saying. The rest of the sentence should still make sense if you take out the part in parentheses.

Look at how you can add extra information to these sentences using parentheses:

We saw a deer in the forest.



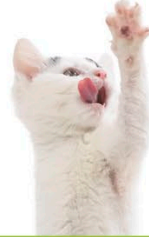
We saw a deer (and lots of rabbits) in the forest.



My new kitten is really cute.



My new kitten (white with pink paws) is really cute.



When you are telling a story, you can use parentheses to add your opinion about the story.

For dinner, we had spaghetti (which is my favorite).



We played on Sophie's new trampoline (which was amazing).



Top tip

You can also use commas and dashes instead of parentheses to add extra information.

Quotation marks



We often write about what people say to each other. When we write someone's exact words, we use **quotation marks**.

The words inside quotation marks always start with a capital letter. The person who says the words can come before or after the words themselves.

Sam said, "Look at this map."

"Look at this map," Sam said.



In the sentences below, the person who says the words comes first. Notice that we add a comma **before** the quotation marks. The speech inside the quotation marks can end with a period, a question mark, or an exclamation mark. This always comes **inside** the quotation marks.



Mom asked, "What are you doing?"

Lucy said, "I'm building a house."

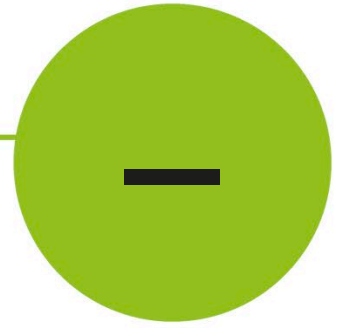
The rules are slightly different if the person who says the words comes **after** the quotation marks. The speech inside the quotation marks still begins with a capital letter, and it still ends with a comma, a question mark or an exclamation mark. However, it shouldn't end with a period.



"What are you doing?" Mom asked.

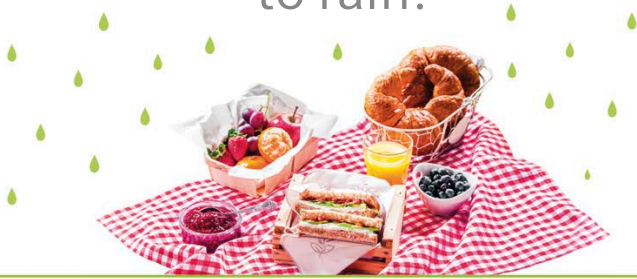
"I'm building a house," Lucy said.

Dashes



You can use a **dash** to separate one part of the sentence from the rest. You often use a dash to add an extra comment or an opinion at the end of a sentence.

We were feeling quite cheerful and enjoying the picnic—until it started to rain!



Patch finally came home two hours later—very wet and muddy!



I got a mini helicopter for my birthday—it's amazing!

Tara's got a pet hamster—it's so cute!



You can also use dashes like parentheses to separate out part of a sentence that is extra information.

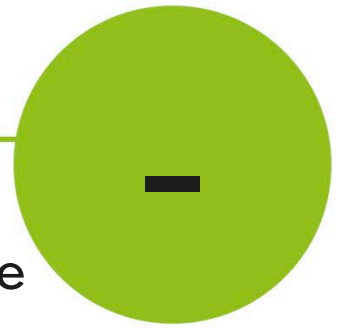
I can play *Happy Birthday to You*—and a few more tunes—on the keyboard.



For my birthday, I had a chocolate cake—which is my favorite—and lots of other tasty food!



Hyphens



You use **hyphens** to join together two words (or sometimes more!). The joined-up words are usually used to describe a noun. You can also use a hyphen to separate out syllables or sounds. When you write a hyphen, it is shorter than a dash.

a double-decker bus



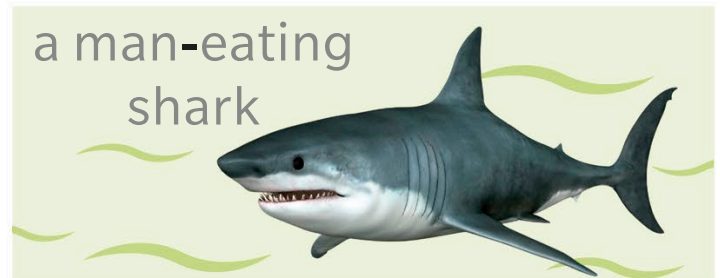
a seven-year-old boy



a long-haired guinea pig



a man-eating shark

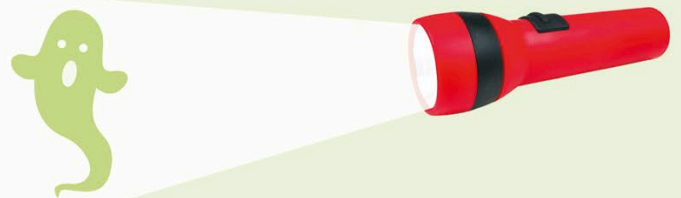


You can also use hyphens to create your own new words.



a dinosaur with huge, bone-crushing teeth

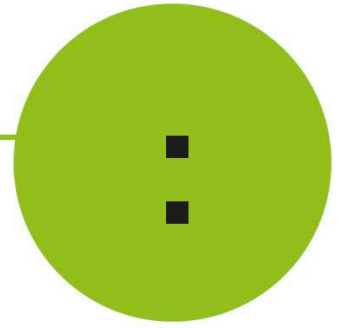
This is my special ghost-hunting flashlight.



Top tip

We use hyphens in numbers such as twenty-three, thirty-five, or ninety-nine.

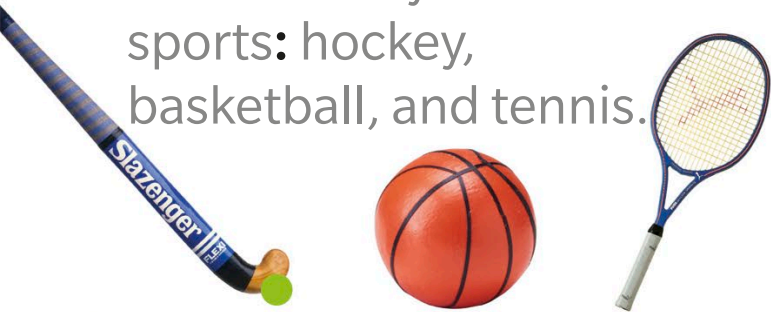
Colons



You use a **colon** to introduce a list. You can also use a colon to join two ideas together into one sentence.

You use a colon to introduce a list.

These are my favorite sports: hockey, basketball, and tennis.



What to pack for the camping trip: a tent, a stove for cooking, and a sleeping bag.

These are my friends: Ellie, Rohan, and Sarah.



I've got three pets: a hamster, a guinea pig, and a new kitten.



You can also use a colon to join two ideas together into one sentence. You use a colon when the second idea explains the first idea.



Lions are predators: They hunt and kill other animals for food.

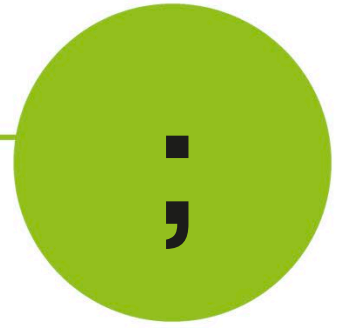
This car is really fast: It can travel at 150 miles (240 km) per hour.



Top tip

If the text that follows a colon is a sentence, it begins with a capital letter.

Semicolons



You can use a **semicolon** to join two sentences together to show that the ideas are closely linked. Never use a capital letter after a semicolon unless it's the first letter of a proper noun.

There are lots of monkeys in the safari park; there are elephants and giraffes, too.



I love flying my kite; it goes really high!



My uncle can make animals out of balloons; he's going to teach me how to do it.



I've never been on a plane before; I'm really excited!

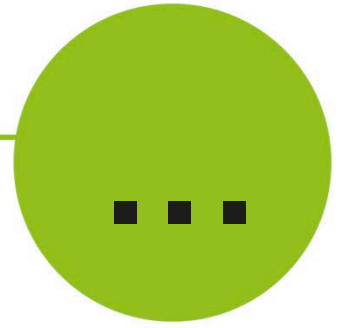


You can also use semicolons instead of commas to separate different things in a list. It's best to use semicolons when each thing on the list is quite long and complicated.

To make your monster mask, you will need: a large piece of plain card; paints and brushes; a small pot of glitter; strong, fast-drying glue; and scissors.



Ellipses



You can use three dots, called an **ellipsis**, to show that a sentence is not finished. We often use an ellipsis to suggest that there is more to say about something.

You can use an ellipsis to add suspense.

With my heart thumping in my chest, I gradually climbed up the steps toward the castle ...



I found William's bike and helmet in the park, but there was no sign of him. Something was wrong ...



You can use an ellipsis to show that someone pauses when they are speaking.

"We've got water and some fruit, so ... what else do we need for our picnic?"



"I found this key in the shed, but ... I don't think it's the right one."

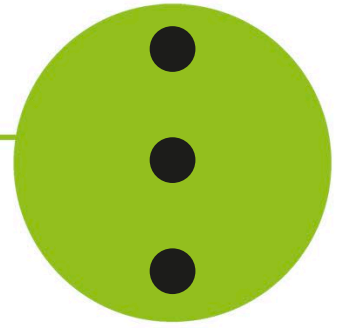


You can also use an ellipsis to show that some numbers are missing in a sequence. You might use it so that you don't have to write all the numbers.

1, 2, 3 ... 10

10, 20, 30 ... 100

Bullet points



To help you organize things in a list, you can use bullet points. We use a colon before a list, to introduce it.

My packing list:

- clothes
- mask and snorkel
- flip-flops
- games



Things to do:

- tidy my room
- write party invitations
- do homework
- go ice skating (Hooray!)



Sometimes the things on the list can be full sentences, so they have a capital letter and a period.

Reasons to get a puppy:

- I will enjoy taking it for walks.
- It will be fun to play with.
- I will learn how to look after an animal.



Some advantages of technology:

- You can message people.
- You can learn things on the Internet.
- You can play games.




Top tip


Bullet points can be different shapes—you might try star shapes instead of points!

Punctuation quiz

Here is a passage from a story for you to read. Then, see if you can answer the questions.



Ben and I called Detective Brown and then stayed close behind as he and his partner followed the robbers back to their house (a small house near the park). As we watched from a distance, we saw that the robbers were inside, and were taking things out of their large, black bag: money, jewelry, and expensive-looking watches—all the things they had stolen earlier. Suddenly, Ben gasped. “What’s the matter?” I asked. “Look,” he whispered. “There! That’s Grandma’s purse!” We looked at each other and smiled; we couldn’t wait to see Grandma’s face when we told her we’d found her purse ...



capital letters

As Suddenly

1. Why are capital letters used in these words?
2. Can you find four capital letters used in the characters’ names?

A

quotation marks

“What’s the matter?”
What do the quotation marks show?

question marks

What’s the matter?
Is the question mark inside or outside the quotation marks?

?

exclamation points

That’s Grandma’s purse!
Why is there an exclamation point here?

!

periods

... I asked.

1. How many more periods can you find?
2. What is there at the end of the story, instead of a period? What does it suggest?

commas

As we watched from a safe distance, we ...

1. What does this comma separate?
2. Can you find a comma in a list, and a comma between two adjectives?

colons

they started taking things out of their bag: money, jewelry, and expensive-looking watches

What does the colon introduce?

parentheses

(a small house near the park)

Why are there parentheses here?

apostrophes

What's the matter?

1. What does the apostrophe replace here?
2. Can you find two possessive apostrophes?

hyphens and dashes

expensive-looking

1. Why is there a hyphen here?
2. Can you find a dash—is it longer or shorter than a hyphen?
3. Why is it there?



capital letters 1. because they are at the beginning of a sentence 2. Ben, Grandma, Detective Brown **quotation marks** direct speech—it is exactly what someone said **question marks** inside **exclamation points** to show that something exciting is happening **periods** 1. four 2. ellipses ... It suggests that there is more to say **commas** 1. two clauses 2. money, jewelry, and expensive-looking watches; their large, black bag **colons** a list of things **parentheses** because it's extra information **apostrophes** 1. the letter "!' (" (what is) 2. Grandma's purse, Grandma's face **hyphens and dashes** 1. to join the two words together. 2. watches—all the things they had stolen earlier; longer 3. to introduce extra information

Writing tips



Here is a passage from a story for you to read, together with tips for how grammar and punctuation can help you improve your writing.



As quickly as we could, we climbed into the rowboat and rowed ashore. We dragged the boat ashore and tied it securely to a tree. We knew we didn't have long. The pirates had gone back to their ship for supplies, but they would be back soon. Annie took the map out of her pocket and pointed to some large, jagged rocks in the distance. "Over there," she said excitedly. "That's where the treasure's buried!"



conjunctions

Use conjunctions to link clauses together and make longer sentences.

The pirates had gone back to their ship for supplies, **but** they would be back soon.

descriptive noun phrases

Use descriptive noun phrases to add more detail to nouns.

some large, jagged rocks in the distance



past perfect

Use the past perfect for things that happened earlier.

The pirates **had gone** back to their ship

adverbial

Using an adverbial to start a sentence makes the adverbial stand out.

As quickly as we could, we climbed into the rowboat

pronouns

Use pronouns so you don't keep repeating the same nouns.

We dragged the boat ashore and tied **it** securely to a tree.

exclamation points

Use exclamation points (but not too many) to create excitement.

That's where the treasure's buried!

direct speech

Be careful with the punctuation of direct speech.

"Over there," she said excitedly.

adjectives and adverbs

Use interesting adjectives and adverbs.

jagged, securely, excitedly



Common mistakes in grammar

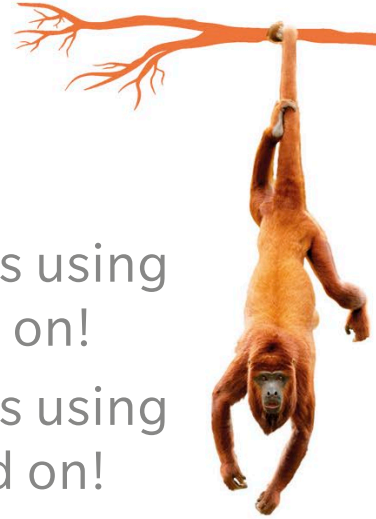
It's easy to make mistakes with grammar!
Here are a few things to watch out for.

It's means **it is** or **it has**. **Its** shows that something belongs to an animal or an object.

- ✓ Look, **it's** a polar bear.
- ✗ Look, **its** a polar bear.



- ✓ This monkey is using **its** tail to hold on!
- ✗ This monkey is using **it's** tail to hold on!



They're means **they are**. We use **there** to refer to a place.
Their means belonging to them.

- ✓ Look at the ducks. **They're** swimming on the lake. They use **their** feet to paddle.
- ✗ Look at the ducks. **There** swimming on the lake. They use **they're** feet to paddle.



- ✓ **There** are some buckeyes over **there**.
- ✗ **They're** are some buckeyes over **their**.

We're means **we are**. **Were** is the past tense of the verb be.



- ✓ Yesterday we **were** at school.
- ✗ Yesterday we **we're** at school.

- ✓ **We're** on vacation now!
- ✗ **Were** on vacation now!



Who's means **who is** or **who has**. You use **whose** to ask who something belongs to.

Who's coming to your party?

Whose coming to your party?



Whose shoes are these?

Who's shoes are these?

You use **what** to ask questions. You use **that** in relative clauses.

What are those?
Are they lychees?



This is a fruit salad **that** I made.

This is a fruit salad **what** I made.



You're means **you are**. **Your** things are the things that belong to you.

You're good at drawing.

Your good at drawing.



Are these **your** pencils?

Are these **you're** pencils?



He's means he is. **His** things belong to him.

He's my brother.

His my brother.



Dan is riding **his** new bike.

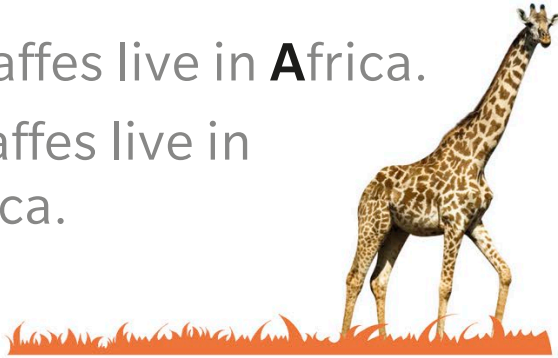
Common mistakes in punctuation

It's easy to make mistakes with punctuation! Here are a few things to watch out for.

Always use a capital letter at the beginning of a sentence, for names (proper nouns) and for the pronoun **I**.

✓ Giraffes live in **A**frica.

✗ giraffes live in africa.



✓ This is a present **I** bought for **A**rjun.

✗ This is a present **i** bought for **a**rjun.



Don't use a capital letter after a colon or a semicolon (unless it's a proper noun or the pronoun **I**).

✓ He showed me what was in his pencil case: **p**encils, pens, and an eraser.

✗ He showed me what was in his pencil case: **P**encils, pens, and an eraser.

✓ Our dog is always muddy; **s**he loves playing in the yard!

✗ Our dog is always muddy; **S**he loves playing in the yard!



Use an apostrophe to show possession, and remember to put it in the correct place.

Singular

✓ my brother's shoes

✗ my brothers' shoes

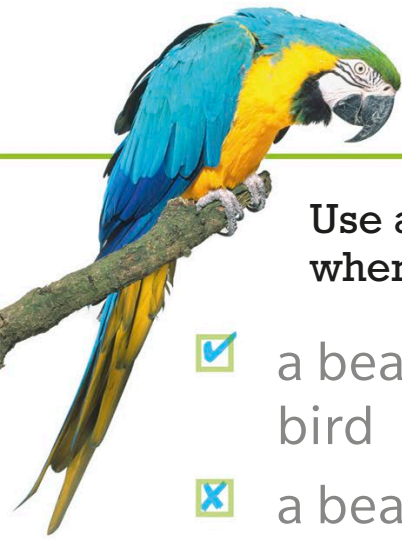


Plural

✓ my brothers' shoes

✗ my brother's shoes





Use a comma between adjectives, when they come before a noun.

- a beautiful, colorful bird
- a beautiful colorful bird



- a huge, terrifying dinosaur
- a huge terrifying dinosaur

Always use a capital letter at the beginning of direct speech. Don't forget to put a punctuation mark at the end, inside the quotation marks.

- "Let's play on the swings," Zara said.
- "Let's play on the swings", Zara said.

- "This is fun!" Charlie shouted.
- "This is fun"! Charlie shouted.



You can use parentheses for adding extra information. The period usually goes after parentheses, but it goes inside the parentheses if the information in the parentheses is a full sentence.

- I love those shoes (the red ones).
- I love those shoes (the red ones.)



- I've always wanted a hamster. (My mom has always refused to buy me one.)
- I've always wanted a hamster. (My mom has always refused to buy me one).



Glossary

abstract noun Type of noun that is the name of a feeling or idea *anger, happiness, fear*

adjective Word that describes a noun *tall, clever, beautiful, green, happy*

adverb Word that describes how, when or where you do something *quickly, slowly, soon, now, then, here, there*

adverbial Word or group of words that do the same job as an adverb and tell you how, when or where something happens *after a while, all at once, on the fifth of June, over there, as quickly as I could*

adverb of manner Type of adverb that describes how you do something *carefully, dangerously, immediately, badly, well*

adverb of place Type of adverb that describes where something happens *here, there, everywhere, indoors, upstairs*

adverb of time Type of adverb that describes when something happens *today, yesterday, now, later*

apostrophe Punctuation mark that you use to show that a letter is missing, or to show possession *there's, she's, it's, Jack's*

auxiliary verb Type of verb that you use to help you form different tenses *We are playing. We have finished. I don't like cheese.*

bullet points Small round punctuation marks that you use to list things one below the other

capital letter Big form of a letter that you use at the beginning of a sentence or for names *A, B, C*

clause Group of words that contains a verb *I live in London, that's my dog*

collective noun Type of noun that refers to a group of animals, people, or things *a flock of sheep, a crowd of people*

colon Punctuation mark that you use to introduce a list *I love sports: tennis, football, basketball, and hockey.*

comma Punctuation mark that you use between clauses, in lists, and between adjectives *We finished our food, then we went home. I'm going to invite Sam, Anna, and Toby. We found an old, wooden chest.*

command Type of sentence that tells someone to do something *Sit down! Come here.*

comparative Form of an adjective that you use for comparing two things or people *taller, bigger, more important, better, worse*

compound noun Type of noun that is formed when two other nouns are put together *toothbrush, fingernail*

conjunction Word that joins clauses together *and, but, so, because*

coordinating conjunction Word that joins two main clauses together *and, but, or*

dash Punctuation mark that you use to separate one part of a sentence *Sophie looked really happy—I don't know why!*

determiner Word that goes before a noun to tell you which one you are talking about *this, that, my, your, one, two*

direct speech Words that someone actually says *"Stop!" she shouted.*

ellipses Punctuation mark that you use to show a sentence is not finished *There was no time to lose ...*

exclamation Type of sentence that begins with "How" or "What" and says something with a lot of feeling *How amazing! What a strange animal!*

exclamation point Punctuation mark that you use at the end of an exclamation or a sentence to suggest that someone is excited, surprised, or angry, or that they are shouting *Look—a ghost! Go away!*

fronted adverbial Adverbial that is moved to the front of a sentence, to make it stand out more *All at once, the door flew open. Once upon a time, there was a beautiful princess.*

future Forms of verbs that refer to things that will happen one day *I will go to school tomorrow. I may invite some friends for tea. We're going to build a sandcastle.*

grammar Way in which you put words together into sentences so that they make sense

helping verb Another name for an **auxiliary verb**

hyphen Punctuation mark that you use to join two words together *a three-eyed monster, a ten-year-old boy, a dark-haired girl*

infinitive Basic form of a verb that hasn't been changed to form different tenses *make, sing, go*

interjection Word that you can use to make a sentence on its own *Wow! Hello. Hooray!*

main clause Clause that carries the main meaning in a sentence *Dan was happy because there was no school. The film was finished, so we went home.*

modal verb Verb that you use in front of an infinitive of another verb to express possibility, ability, or duty *will, might, may, can, could, should, must*





noun Word that is the name of a thing, animal, or person *ball, apple, dog, horse, brother*

noun phrase Group of words that go with a noun and add more information about it *an old man, a black dog with white paws*

object Person or thing that receives the action of a verb *I hit the ball. She ate an apple.*

parentheses Punctuation marks that you use to separate out part of a sentence that has extra information *I went to the park with George (he's my best friend) and Chloe.*

part of speech Type of word *noun, verb, adjective, adverb, determiner*

passive Form of a verb in which the receiver of the action comes before the verb *All the food was eaten. The money was stolen from the bank.*

past perfect Form of a verb that refers to something that happened earlier in a story *My friends had warned me not to get involved. Someone had eaten all the cake.*

past tense Form of a verb that refers to something that happened in the past *played, enjoyed, ate, won, went*

past progressive Form of a verb that refers to something in progress in the past *We were playing tennis when it started to rain.*

period Punctuation mark that you use at the end of a sentence *My name's Adam.*

plural Form of a noun that refers to more than one thing, person, or animal *books, toys, dogs, children*

possessive pronoun Pronoun that tells you who something belongs to *mine, yours, his, hers*

preposition Word that links a noun into a sentence *in, at, on, of, for*

preposition of place Preposition that tells you where something is *in the box, under the table*

preposition of time Preposition that tells you when something happens *on Monday, in the summer, at six o'clock*

prepositional phrase Preposition and the noun or pronoun that follows it *in the yard, with a ball*

present perfect Form of a verb that refers to something in the past that still has an effect now *I've lost my phone. He's cut his knee.*

present progressive Form of a verb that refers to something in progress in the present *I'm doing my homework. We're playing on the computer.*

pronoun Word that you use instead of a noun *I, you, he, she, it, we, they*

proper noun Noun that is the name of a person or place *Rosa, Eve, Adam, London, New York*

punctuation Marks that you use in writing to tell the reader when to pause, when something is a question, when something is shouted, etc. *?, !, " " ()*

question Type of sentence that asks for information *Where do you live? Are you OK?*

question mark Punctuation mark that you use at the end of a question *What's that?*

quotation marks Punctuation marks that you put around direct speech *"I'm sorry," he said.*

relative clause Clause that adds more information about a noun *Sam showed me the bike that he got for his birthday. My sister has a friend who can juggle.*

relative pronoun Word that introduces a relative clause *a boy who likes tennis, a dog that bites, the place where we do drama*

reported speech Words that report what someone says, without using direct speech *Dan told me that he was tired. She asked me what I was doing.*

reporting verb

Verb that you use in reported speech *say, tell, ask, warn, order, promise*

semicolon Punctuation mark you can use instead of a period, if sentences are closely linked *The party was great; we all enjoyed it.*

sentence Group of words that include a verb and make sense on their own. *We watched a film. It's raining.*

singular Form of a noun that refers to just one thing, person, or animal *bird, pen, computer, girl, mother*

statement Type of sentence that gives information *My name's Molly. Lions are big cats.*

subject Person or thing that does the action of a verb *Olivia plays the recorder. Horses eat grass.*

subordinate clause Clause that is not a main clause and is introduced by a subordinating conjunction *I went indoors, because I was cold. Although he's quite short, Ali is good at basketball.*

subordinating conjunction Word that introduces a subordinate clause *because, so, although*

superlative Form of an adjective that you use for comparing three or more things or people *biggest, funniest, most exciting, best, worst*

tense Form of a verb that tells you whether something happens in the past, present, or future *play, played, is playing, was playing, will play*

verb Word that describes an action and tells you what a person or thing does *eat, run, sing, play, ride*

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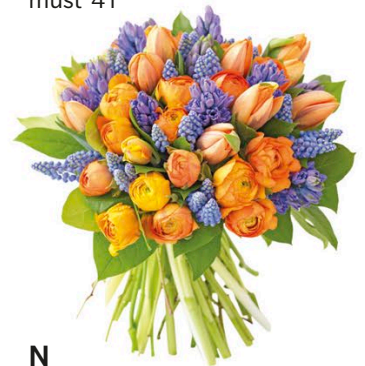
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