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
# Contents

Introduction 4  
How to use this book 6  
What is grammar? 8  
What is punctuation? 9  

## Parts of speech 10

### Nouns 12  
Proper nouns 14  
Abstract nouns 15  
Singular and plural nouns 16  
Compound nouns 18  
Collective nouns 19  

### Verbs 20  
Verbs and subjects 22  
Subjects and objects 24  
The verb be 26  
Pronouns 28  
I or me? 30  
Possessive pronouns 31  
Present and past tenses 32  
Future tense 33  
Progressive tenses 34  
Perfect tenses 36  
Auxiliary verbs 38  
Infinitives 40  
Adjectives 42  
Where to put adjectives 44  
Adverbs 46  
Adjectives into adverbs 48  
Adverbs of place 49  
Adverbs of time 50  
Adverbs before adjectives 51  
Comparatives and superlatives 52  
Prepositions 54  
Prepositions of place 55  
Prepositions of time 56  
Other prepositions 57  
Conjunctions 58  
Coordinating conjunctions 60  
Subordinating conjunctions 61  
Interjections 62  
Determiners 64  
Parts of speech quiz 66
Elephants are **amazingly** strong.

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

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 ...
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.

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!
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.

- The lion roared fiercely
- She tiptoed quietly down the stairs.
- The sun was shining brightly
- You have to balance them carefully
- I won easily
- You need to hold on tight.

Some adverbs don’t end in -ly, but they are still adverbs; you how something is done.

- I can run fast
- I always work hard

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

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

Remember! (46)
Without an adverb, you can smile. Or ride a bike or sleep a while. With adverbs, you smile gleefully, ride skillfully, sleep peacefully.
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’s raining!
- Where’s the rabbit? It’s in the hat!
- Where is my scarf? It’s disappeared!
- This is my new coat. It’s got wooden toggles.

Remember!

- It’s a mouse, at you can see. (Please notice the apostrophe.) Its eyes are bright, its tail is long. (Please notice the apostrophes, there would be wrong.)

The example pictures help make the text easier to understand.

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.

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

He’s a **wizard**.

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

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

Interjections

Wasps can sting you. Ouch!

Adverb

I can run fast.

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**.

**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.

He’s a singer.

She’s a teacher.

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 are names for things you can’t see, hear, or touch.

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.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a truck</td>
<td>two trucks</td>
</tr>
<tr>
<td>a dog</td>
<td>three dogs</td>
</tr>
<tr>
<td>a balloon</td>
<td>lots of balloons</td>
</tr>
<tr>
<td>a bird</td>
<td>many birds</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>One pencil, two pencils, three pencils</th>
<th>One cherry for you, and two cherries for me!</th>
</tr>
</thead>
</table>

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 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
- pop
- bang
- whiz
- play
- lose
- win
- climb
- swing
- balance
Here are some nouns with verbs added to show what each noun is doing.

Crocodiles **hunt**.

Owls **fly**.

The gymnast **balances**.

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

A scooter **whizzes** by.

**Remember!**

A noun on its own is just a thing.
A verb makes it **run**, and **dance**, and **sing**!
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.
The rain falls.
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.

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.

The **dog** chased...

Ella saw...

The **dog** chased a **ball**.

**Ella** saw her **mom**.

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

**The tiger** roars.

**Flowers** grow.
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.

All **animals** eat.

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

Remember, the subject comes first …

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* 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!

That elephant *is* huge!

These snakes *are* scary!

Please *be* quiet!

You *are* my friend!

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!
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.

Dear Aiden, Please come to my party.

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.

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:

- It *snows* in winter.
- We *plant* flowers each year.

These are in the past:

- It *snowed* last night.
- 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.
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 something different every week.
- Today, I am making a robot.
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.

The balloon was going higher and higher.

The cat was climbing up the tree.

The fireworks were making a lot of noise.

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.

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

I was starting to feel a little sick!

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

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

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**!

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!

The dog **has eaten** my sandwiches!

Horses **eat** grass.

The horses **are eating** grass.

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.

We 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
- strong
- stripy
- magical
- haunted
- obedient
- noisy
- 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.

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

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

She tiptoed quietly down the stairs.

The sun was shining brightly.

Some birds can sing beautifully.

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.

I always work hard.

We played well today.

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 \textit{-ly} to the end of the adjective.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>slow movers</td>
<td>slowly</td>
</tr>
<tr>
<td>Anika is an</td>
<td>elegant dancer.</td>
</tr>
<tr>
<td>They move</td>
<td>She dances</td>
</tr>
<tr>
<td>cheerfully</td>
<td>elegantly</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam gave me a</td>
<td>He smiled</td>
</tr>
<tr>
<td>cheerful smile.</td>
<td>cheerfully</td>
</tr>
<tr>
<td>The puppy gave</td>
<td>He barked</td>
</tr>
<tr>
<td>a playful bark.</td>
<td>playfully.</td>
</tr>
</tbody>
</table>

If an adjective ends in \textit{-y}, we change the ending to \textit{-ily}.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>The crocodile looked hungry. He looked at me hungrily.</td>
<td></td>
</tr>
<tr>
<td>We had a happy day on the beach. We played happily all day.</td>
<td></td>
</tr>
</tbody>
</table>
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.

We’re going on vacation tomorrow.

It’s my birthday today.

I got some new roller skates yesterday.

Badgers usually sleep during the day.

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

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.
Unfortunately, we couldn’t feed the monkeys.

DO NOT FEED THE MONKEYS! Thank you
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.

- A train is **faster** than a bike.
- A plane is **the fastest**.
- A tiger is the **most dangerous**.
- A lion is **more dangerous** than a mouse.
- A plane is **the fastest**.
- A tiger is the **most dangerous**.

We use comparatives to compare two people or things.

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

<table>
<thead>
<tr>
<th><strong>good</strong> grade</th>
<th><strong>better</strong> grade</th>
<th><strong>best</strong> grade you can get</th>
<th>My sister’s socks smell really <strong>bad</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My dad</strong>’s socks smell even <strong>worse</strong>.</td>
<td><strong>My brother</strong>’s socks smell the <strong>worst</strong> of all!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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**
- I  **castle**  **secret passage**

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

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

- **astronaut**  **moon**  **rocket**
- **Mom**  **cake**  **me**  **birthday**

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

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.

<table>
<thead>
<tr>
<th>I tied my hair up with ribbons.</th>
<th>We gave some carrots to our rabbit.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Image of a girl tying her hair" /></td>
<td><img src="image2.jpg" alt="Image of a rabbit with carrots" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I love traveling by train.</th>
<th>You can’t go outside without your shoes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.jpg" alt="Image of a train" /></td>
<td><img src="image4.jpg" alt="Image of shoes" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I love books about teddy bears.</th>
<th>I’m making a card for my grandma.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.jpg" alt="Image of books" /></td>
<td><img src="image6.jpg" alt="Image of a card" /></td>
</tr>
</tbody>
</table>
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.

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

Lions live in Africa and they hunt for food.

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.

You can’t play on your tablet during class.

I was shivering because it was cold.

You can’t play on your tablet when you’re in class.

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

We’ll go to the beach after lunch.

We’ll go to the beach after we’ve had lunch.
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?
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.

**Brrr!**
I’m cold.

**Hooray!**
It’s sports day.

**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.

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

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!

> Do you like **my new** shoes?
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

**verbs**
- stretched
- would be

**adjectives**
- dark
- hungry

**pronouns**
- it

---

**How many more nouns can you find?**

**Can you find 11 more verbs in the story?** (Don’t forget to include different forms of the verb “be”.)

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

**Can you find four more adjectives in the story?**
1. Is **and** a coordinating conjunction or a subordinating conjunction?
2. Can you find two subordinating conjunctions?

1. **Slowly** only
2. Can you find two numbers that are determiners?

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?

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

1. **The** much
2. **In** Can you find two more prepositions?

1. **Yay!**

---

**Adverbs**

- slowly
- only

**Conjunctions**

- and

**Determiners**

- a
- the
- much

**Prepositions**

- in

**Interjections**

- Can you find one interjection?

**Nouns**

- seven: animals, jungle, eye, days, sky, night, light

**Verbs**

- get, begin, stir, open, yaw

**Adjectives**

- moonlit, small, pale, perky

**Pronouns**

- he

**Tenses**

- past progressive: opened, stretched, yawned, looked; hadn’t eaten
- past: was, were
- perfect: hadn’t, haven’t
- perfect tense: had

**Adverbs**

- lazily

**Conjunctions**

- coordinating: and
- because, so
"What’s in your bag?" Molly asked me what was in my bag.

Mix the flour and the butter.

Giraffes have long necks.

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

Adverbials
He fought bravely.
He fought with great courage.

Noun phrases
a small white dog with a little orange collar

Active and passive sentences
Noah caught the ball.
The ball was caught by Noah.

Clauses
We’re happy.
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 have long necks.

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.

<table>
<thead>
<tr>
<th>What beautiful flowers!</th>
<th>What big claws it’s got!</th>
</tr>
</thead>
<tbody>
<tr>
<td>What an amazing cave!</td>
<td>How scary!</td>
</tr>
<tr>
<td>How cute they are!</td>
<td>How delicious that meal looks!</td>
</tr>
</tbody>
</table>

**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 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 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**.

Adverbials answer these questions:
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.

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

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.

Because it was hot, we stayed in the shade.

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!**

We opened the chest, **but it was empty**.

**I like tennis** and **I like basketball**.

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

It’s Dan’s trampoline— it belongs to him.  
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 birds **that** you can teach to talk.

Parrots are the subject because they can learn to talk.  
We can’t leave out “that.”

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

We 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:

Max is the one **who** loves me true.  
Max is the one **whom** I love too!

Here, Max is the subject.  
Here, Max is the object.

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.

<table>
<thead>
<tr>
<th>Some jewels were stolen from the castle last night.</th>
<th>My sweater was made in America.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>My boots have been cleaned!</th>
<th>Her fur has been clipped.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>These paw prints were made by a dog.</th>
<th>The first practical telephone was invented by Alexander Graham Bell.</th>
</tr>
</thead>
</table>
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.”

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:

- Maria **ordered** the dog to fetch the ball.
- Sophie **invited** me to her party.
- Liam **promised** to clean up later.
- Jack **denied** breaking the cup.
- Mia **suggested** going to the beach.
- Tim **refused** to go to bed.
- "Fetch!"
- "Would you like to come to my party?"
- "It wasn’t me."
- "Let’s go to the beach."
- "I’ll clean up later."
- "I don’t want to go to bed!"
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.”

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?
The door was pulled open. Who pulled the door open?

Can you find another noun phrase in the story?

the ancient brass knocker

Can you find two more adverbials in the story?
trembling with fear

Because I was expecting the wizard, I was taken aback.

I approached the wizard’s door. Can you find three more main clauses in the story?

I lifted the ancient brass knocker; the boy was huge and black; the door was pulled open.

“Who are you?” I asked. Can you find two examples of direct speech that Tom says?

“Tom, the wizard’s assistant,” he said; “How nice to see you! Come in.”

The wizard’s expecting you."

Can you find a relative clause in the story?

I lifted the ancient brass knocker which was huge and black.

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

because I was expecting the wizard

Can you find two more adverbials in the story?
three times after a while

1. How nice to see you;
2. Come in;
3. Who are you; How nice to see you; Come in.

Can you find two more subordinate clauses in the story?

Because I was expecting the wizard, I was taken aback. The door was pulled open.

Can you find three noun phrases in the story?

a small, friendly looking boy

Can you find two more passive verbs in the story?

the door was pulled open

Can you find two more main clauses in the story?

I approached the wizard’s door; the door was pulled open.
Can you ride a bike?

What a scary dinosaur!

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

Let's play cards.

Dr.

Dept.

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

Look at the princess’s beautiful dress.

I love flying my kite; it goes really high!

Sam said, “Look at this map.”

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

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. It was fun. Everyone enjoyed it.

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

Meet my brother Joe and my sister Alice. We were born in New York City in the USA, but we now live in Sydney, Australia.

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

I’m reading Charlie and the Chocolate Factory.

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

My birthday is on September 12th. This year, it’s on a Saturday.

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”
dep. 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** or **or** 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.

Come here, Winston!

Mom, can I go on that ride?

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.
- We’ve got a new car.
- She’s a very good dancer.
- It isn’t raining now.
- Let’s play cards.
- The clock struck twelve o’clock.

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.
Possessive apostrophes

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!

Where’s the rabbit? It’s in the hat!

This is my new coat. It’s got wooden toggles.

It’s raining!

Where is my scarf? It’s disappeared!

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.
- My new kitten is really cute.
- We saw a deer (and lots of rabbits) in the forest.
- 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!
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.

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

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

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.

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.

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

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.

I love flying my kite; it goes really high!

I’ve never been on a plane before; I’m really excited!
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!
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 ...
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?

hyphens and dashes

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

apostrophes

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

parentheses

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

colons

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

- jagged, securely, excitedly

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

- That’s where the treasure’s buried!

Use the past perfect for things that happened earlier.

- The pirates had gone back to their ship

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

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

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

- As quickly as we could, we climbed into the rowboat

Be careful with the punctuation of direct speech.

- “Over there,” she said excitedly.

Use adjectives and adverbs.

- jagged, securely, excitedly

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

- That’s where the treasure’s buried!
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 vaction 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?

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.

- **G**iraffes live in **A**frica.
- **g**iraffes live in **a**frica.

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.

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 huge, terrifying dinosaur
- a beautiful, colorful bird
- 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
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.

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

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.

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.

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  We 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

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.

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

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

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

superordinate 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

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
Index

A
a/an 64
to be 26–7
as auxiliary verb 38
because 81, 84
belonging 31, 65, 87, 105,
106, 120–21
book titles 98
brackets 108, 117, 123
bullet points 115
but 60, 83
by 89

can 41
capital letters 98, 116, 122
colons 112, 122
direct speech 109, 123
proposals 14, 122
semi-colons 113, 122
sentences 70, 98

colons 102
main 118
relative 85, 121
subordinate 61, 84
collective nouns 19
colons 112, 115, 117, 122
colours 43
commands 75
comas 102–3, 117
between adjectives 123
extra information 108
semi-colons instead of
113
common nouns 13
comparatives 52–3
compound nouns 18
conjunctions 58–61, 67
clauses 81, 83, 84
coordinating 60, 83
and prepositions 59
subordinating 61, 84
writing tips 118
contractions 104, 120–21
coordinating conjunctions
60, 83
countable nouns 17

dashes 108, 110
days of the week 14, 98
descriptive noun phrases 118
determiners 64–5, 67
did 39
direct speech 90, 91, 95, 119
capital letters 109, 123
changing to reported 92–3
comas in 103
inverted commas 109
do 39
doing words 20–21

effects 43, 62–3
film titles 98
forced adverbials 79
full stops 99, 117
after exclamation points
101
after question marks
100
and brackets 123
sentences 70, 99

G
grammar
common mistakes 120–21
what is grammar? 8
groups 19

H
have 38, 39
how 74, 78
hyphens 111, 117

I
I 29, 98, 122
or me 30
ideas
joining 58, 112, 113
separating 102
infinitives 40–41
information 72, 76,
85, 86
extra 102, 108, 110, 123
instructions 75
interjections 62–3,
67
its/it’s 106–7, 120

L
lists
bullet points 115
colons 112, 115
commas 102
semi-colons 113

M
main clauses 82–3, 95
many 65
may 33
me 30
meaning, punctuation and 9
might 33, 41
missing letters 104, 107
modal verbs 41
months 14, 98
must 41

N
names 12
capital letters 98, 122
colons 112, 115
commas 102

O
numbers 64, 111
missing 114
objects 24–5
sentences 71
opinions 51, 108, 110
or 60, 83, 102
orders 75

parts of speech 10–67
quiz 66–7
passive sentences 88–9, 95
past tense 32
auxiliary verbs 38, 39
past perfect 37, 119
past progressive 35
perfect tenses 36–7
reported speech 92
verb be 27
pauses 114
people, names of 98
perfect tenses 36–7
persons 14
phrases
noun 76
preposition 77
place
adverbs of 49
capital letters 98
prepositions of 55
place names 14
possessive apostrophes 105, 122
possessive determiners 65
possessive pronouns 31
prepositional phrases 77
prepositions 54–7, 67
and conjunctions 59
of place 55
of time 56
present tense 32
auxiliary verbs 39
direct speech 92
present perfect 36, 39
present progressive 34
progressive tenses 34–5, 38
pronouns 28–9, 66, 119
direct and reported
speech 92
relative 86–7
proper nouns 14, 122
punctuation 96–117
common mistakes 122–3
quiz 116–17
what is punctuation? 9

question marks 70, 73, 100, 116
questions 73, 100
quizzes
parts of speech 66–7
punctuation 116–17
sentences and clauses 94–5
quotation marks 90, 91, 109, 116
relative clauses 85, 121
relative pronouns 86–7
leaving out 87
reported speech 91

said 90
semi-colons 113, 122
sentences 70–71, 94
active and passive 88–9
capital letters 70, 98, 122
clauses 80–81
commands 75
dashes 110
exclamations 74
full stops 70, 99
joining 58, 81
joining ideas in 112, 113
main clauses 82, 83
questions 73
quiz 94–5
statements 72
unfinished 114
singular and plural nouns 16–17
subject and objects 24–5

verbs 20–27, 66
active and passive 88–9, 95
adverbs 46–51
auxiliary 38–9
be 26–7
clauses 80

subordinate clauses 84, 95
subordinating conjunctions 61, 84
superlatives 52–3
suspense 114

ends 23
future tense 33
infinitives 40–41
irregular 26
modal 41
perfect tenses 36–7
present and past tenses 32
progressive tenses 34–5
for reported speech 90, 93
subjects 70–71
subjects and objects 24–5

what 73, 74
when 73, 78, 84, 86, 87
where 73, 78, 86, 87
which 85, 86
whom 87
whose 87, 121
why 73, 78
will/won’t 33, 41
words
contraction 104
joining 111
writing tips 118–19
Acknowledgments

The publisher would like to thank the following people for their help in the production of this book:
Jolyon Goddard (additional editing and proofreading), Chris Fraser and Ann Cannings (additional design), Helen Peters (index).

Picture credits
The publisher would like to thank the following for their kind permission to reproduce their photographs:

Key: a=above; c=center; b=below; l=left; r=right; t=top.


Cover images: Bock: 123RF.com; Ilka Erika Szasz-Fabian bl; Alamy Stock Photo: D. Hurst cr

All other images © Dorling Kindersley

For further information see: www.dkimages.com