

GRAMMAR, PUNCTUATION AND SPELLING Part 1

Basic rules and practice



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Chapter 1 Sentences

1a. What is a sentence?

In writing, we group words together into sentences. However, not every group of words is a sentence. For a group of words to be a proper sentence, four things must be present. When you write, try to check that all your sentences contain these four parts:

- The first word of a sentence must start with a capital letter and there must be a punctuation mark at the end of a sentence. This can be a full stop, a question mark or an exclamation mark
- One of the words in a sentence must be a verb (a 'doing' or 'being' word)
- There should be a subject (whoever or whatever is doing the verb)
- A sentence must express a complete thought. Its grammar must make sense, even its meaning is silly!

Exercise 1.1

Look at these groups of words and see if you can work out which ones are sentences and which are just groups of words (we call these 'phrases'). Mark each one with either 's' for sentence or 'p' for phrase.

- a) The man sat on the bus.
- b) On a beautiful morning.
- c) My hat fell off.
- d) In the pond.
- e) The tiny baby cried loudly.
- f) A large black dog.
- g) My bag is black.

Exercise 1.2

Build a simple two word sentence from each of the following verbs by adding a subject – a word which tells who (or what) does the action. Here is an example:

- Dogs** **bark.**
- roar.
- flash.
- leap.
- growl.
- hum.

(did you remember your capital letters?)

Exercise 1.3

Build a two word sentence from each of the following by adding a verb – a word which tells what the person, animal or thing does. Here is an example:

- Horses** **neigh**
- Rockets
- Lights
- Lions
- Owls

(did you remember your full stops?)

1b. Types of sentence

There are four basic types of sentence. The punctuation mark at the end often tell us what sort of sentence we are reading or writing.

- A sentence which states a fact is called a **statement**. A statement ends in a full stop, because a full stop ends a complete thought.

Here are a few statements:

My name is Fred.

This is my little brother.

The dog chased the cat.

- A sentence which asks a question is called an **interrogative sentence**. Interrogative sentences end in a question mark.

These often use question words like who, what, where, why, when and how? Here are a few examples:

Which cup is mine?

Where is my hat?

What is your name?

- A sentence which expresses strong or sudden emotion is called an **exclamatory sentence**. They end in an exclamation mark: to exclaim means to say something loudly, or suddenly, or forcefully! You decide if you want your sentences to do this.

Here are some examples of exclamatory sentences:

What a fright that gave me!

Stop, thief!

- A sentence which gives a command is called an **imperative sentence**. In these sentences, you can choose whether to use a full stop or an exclamation mark at the end.

Here are some examples of imperative sentences:

Eat your peas, Mary.

Put that down right now!

Exercise 1.4

Read the following sentences. Next to each sentence write 's' (statement), 'in' (interrogative), 'im' (imperative) or 'ex' (exclamatory) depending on which sort of sentence you think it is.

1. The sheep grazed on the hillside.
2. Rover, fetch.
3. Did you eat all your breakfast this morning?
4. Saint Francis was the founder of the Franciscan order.
5. Is your father a policeman?
6. How beautiful is the snow!
7. Stop, or you'll fall!
8. It is very hot today.

Exercise 1.5

Re-write each of the following statements as an interrogative sentence, in this way:

Tom has a red car.
Does Tom have a red car?

1. Jesus was born in Bethlehem.
.....
2. My hat is too big.
.....
3. You need a toothbrush.
.....

Exercise 1.6

Change each of the following statements into an imperative or command sentence, like this (be careful to put a comma after the name):

Johnny rings the bell.

Johnny, ring the bell.

1. Mary sweeps the floor.

.....

2. Catherine closes the door.

.....

3. Tim helps the old lady.

.....

Exercise 1.7

Change each of the following statements into exclamatory sentences, by re-arranging the words. You can start each with the word 'how' to make it easier. Here's an example:

The bird is beautiful.

How beautiful the bird is!

1. I am glad.

.....

2. Those are bright lights.

.....

3. It is cold today.

.....

Chapter 2 Capital Letters

Capital letters are very useful: they make our writing easier for others to understand. Remember that capital letters are never used in the middle of words in our ordinary writing.

There are the six main ways to use capital letters:

1. The **first word of every sentence** must begin with a capital letter.

e.g. ***M**y sister has a red scarf.*

2. The **names** of people, places, days of the week and months of the year must begin with a capital letter.

e.g. *Tom went to **L**ondon on a **M**onday in **M**ay.*

3. When we write down **words which people say** inside speech marks, the first word must begin with a capital letter.

e.g. *Christ said, "**I**f you love me, keep my commandments."*

4. **The word 'I'** is always written with a capital letter.

e.g. *I like apples, but I do not like bananas.*

5. The first word, and other important words in **titles of books** and poems begin with capital letters.

e.g. *I am reading "**T**he **W**izard of **O**z" at the moment.*

6. All names referring to **God** (and every word used relating to God Himself) begin with a capital letter.

e.g. ***G**od is the **S**upreme **B**eing. **H**e is infinite in all **H**is perfections.*

Exercise 2.1

Rule 1: The first word of every sentence must begin with a capital letter.

Make up and write three short statements about animals, making sure each begins with a capital letter and ends with a full stop.

- 1.
- 2.
- 3.

Exercise 2.2

Rule 2: The names of people, places, days of the week and months of the year must begin with a capital letter.

Rewrite these sentences, adding capital letters where necessary.

- 1. christmas comes in december.

.....

- 2. james drew a map of europe.

.....

- 3. my cousin is coming on sunday.

.....

- 4. we went to oxford on the train.

.....

Exercise 2.3

Rule 3: When we write down words which people say inside speech marks, the first spoken word must begin with a capital letter.

Rewrite these sentences, adding capital letters where necessary

1. Tom called, "wait for me!"

.....

2. "this game isn't fair," moaned the boy.

.....

3. "can I help?" asked the lady.

.....

4. The policeman called out, "stop!"

.....

Exercise 2.4

Rule 4: The word 'I' is always written with a capital letter.

Write three sentences about yourself using 'I'

1.

2.

3.

Exercise 2.5

Rule 5: The first word, and all important words in titles of books, poems, plays and films begin with capital letters. We also put the titles inside 'speech marks'.

Rewrite these sentences, adding capital letters where needed in the titles:

1. I enjoyed 'the adventures of robin hood'.

.....

2. My friend wrote a poem called 'the dragon in the cave'.

.....

3. I like the film version of 'oliver twist'.

.....

Exercise 2.6

Rule 6: All names referring to God (and all words used relating to God Himself) begin with a capital letter.

Re-write the following prayer adding capitals where needed, including a capital whenever you see God's name or any words which directly refer to God or address Him. (Here's a clue: you will need 8!)

oh my god because you are so good, i am very sorry that i have sinned against you and with the help of your grace i will not sin again.

.....

.....

.....

Chapter 3 Speech marks

3a. Starting with speech marks

When a character in a story speaks, we put speech marks around the actual words he says.

The pirate said, "Shiver me timbers!"

Let's look at that sentence a bit more closely and see what else it tells us about using speech marks:

- Just before the pirate starts speaking there is a comma. This comma separates the name of the person talking from what he actually says.

The pirate said, "Shiver me timbers!"

- there is a capital at the beginning of the spoken words. Remember Rule 3 about capitals? When we write down words which people say inside speech marks, the first spoken word must begin with a capital letter.

The pirate said, "Shiver me timbers!"

- there is an exclamation mark at the end of the spoken words (before the speech marks close). You always have to put some kind of mark to show that the speech is finished. It might be a full stop, a question mark or an exclamation mark, but it has to come before the speech marks close. Be careful – you do not need to add any other mark after the speech marks.

The pirate said, "Shiver me timbers!"

Now, look at the sentences below and make sure you can see these three things being used whenever words are spoken – the comma, the beginning capital and the closing mark. If you like, mark each in red.

Dad said, "We'll need to leave soon."

Fred asked, "Do you know that boy?"

The man shouted, "Stop, thief!"

Exercise 3.1

Write out the following sentences, putting the spoken words inside speech marks. It might help if you work through the sentence from start to finish making sure you've applied the rules in this order:

information about the speaker, comma, speech marks, capital letter, closing mark, speech marks

1. Mary said give my book back please

.....

2. The little boy cried where is my teddy

.....

3. The teacher shouted come here boy

.....

3b. More about speech marks

What happens if you want to write things the other way around? You might want to write,

“Shiver me timbers!”said the pirate.

You still need a capital letter at the beginning of the spoken words, and you still need a closing mark before the speech marks close. However, a few things are different:

- You *don't* need a comma to separate the words spoken from the person saying them because the closing mark will do that. The closing mark you choose will either be an exclamation mark, a question mark or a comma (it can't be a full stop because you haven't finished telling the reader who is speaking). Remember to put the closing mark in *before* the speech marks close!

“Shiver me timbers!”said the pirate.

“Can I help you?” asked the man.

“My name is Billy,” said the boy.

- Once you've explained who is talking, you need to put a full stop. This is simply because your sentence is now finished.

“Shiver me timbers!”said the pirate.

Exercise 3.2

Write out the following as direct speech. It might help if you work through the sentence from start to finish making sure you've applied the rules in this order:

speech marks, capital letter, closing mark, speech marks, information about the speaker, full stop.

1. can I have a cake asked John

.....

2. give me that shouted the boy

.....

3. stand and deliver cried the highwayman

.....

4. my name is Mary said the girl

.....

Chapter 4 Commas

You know that commas are used to separate words in a list. Here's an example:

There were oranges, apples, bananas, peaches and pears.

You also know that they are needed when we write direct speech. Commas have some other important uses too.

4a. Commas in direct address

When we address someone, it means that we say something to him using his name. In writing, when one of our characters addresses another, we use a comma to separate the name from the rest of what is said. Here's an example (pirates again!):

"Bill, fetch my cutlass," said the pirate captain.

Or you might have:

"Polly, this food is terrible!" moaned the pirate crew.

The person's name might come at the end of the spoken words:

"Fetch my cutlass, Bill." said the pirate captain.

If the name is in the middle, you need to use two commas to separate it off, one at each end:

"This food, Polly, is terrible," moaned the pirate crew.

Exercise 4.1

Think up a few sentences in which you address someone you know by name. You might ask the person a question, make a statement or exclaim something loudly, as in the example above. Keep the sentences short and simple and don't forget that comma!

1.

2.

3.

4b. Commas after yes or no.

In your writing you might have one person ask a question and another person answer it. If the answer starts with 'Yes' or 'No', you need to separate that little word off with a comma.

"Would you like some cake?"

"Yes, I would love some cake thanks."

"Is this your pink fluffy hat?"

"No, that is certainly not my pink fluffy hat."

Here's the same bit of speech with names added. As before, you need two commas:

"Would you like some cake?" asked Fred.

"Yes, Fred, I would love some cake thanks."

"Is this your pink fluffy hat?" asked Grandma.

"No, Grandma, that is certainly not my pink fluffy hat."

Exercise 4.2

Answer each of the following questions with a short sentence beginning with either 'yes' or 'no' (you can't only write yes or no as that would be too easy). Don't forget the comma!

1. "Is your name Wilfred?"

.....

2. "Do you have a pet dog?"

.....

3. "Can you ride a bike?"

.....

4. "Do you like chocolate?"

.....

Chapter 5 The Apostrophe

Apostrophes look just like commas but are placed near the top of the letters rather than the bottom, like this ' and they are used for two reasons: to show ownership (belonging to) or to show that one or more letters have been missed out of a word (a contraction).

5a. Apostrophes showing ownership

Showing ownership by adding 's

Let's say you want to talk about a hat which belongs to your friend Tom. You could say, "I like the hat of Tom." That sounds a bit odd! You are more likely to say, "I like Tom's hat."

Did you spot the apostrophe? It is between the last letter of the name, and the letter s which has been added at the end of the name. Usually, when we want to show belonging, we place an apostrophe and s ('s) after the noun.

e.g. *The hat of the boy is new.* *The boy's hat is new.*

Exercise 5.1

Rewrite these sentences using an apostrophe and the letter s ('s) at the end of the noun to which the object belongs (this might be one person, more than one person, or an animal!)

1. The bag of Joseph is large.

.....

2. The tail of my dog is wagging.

.....

3. The game of the children was fun.

.....

.....

4. The hats of the women were large.

.....

.....

5. The crown of the princess was stolen.

.....
.....
Showing ownership by adding just an apostrophe

If a noun is a **plural** and already ends in the letter **s**, we do not need to add another letter **s**. Instead, we just add an apostrophe with nothing after it (it looks a bit strange but that's the rule). If we did add another **s** to a plural word it would be a bit silly (you wouldn't say, *The pigs's ears are very big*, would you!). If you're unsure, say the word aloud.

The bones of the dogs were gnawed
The dogs' bones were gnawed. (meaning lots of dogs)

The shoes of the boys were scuffed
The boys' shoes were scuffed. (meaning lots of boys)

The dresses of the girls were torn.
The girls' dresses were torn. (meaning lots of girls)

Sometimes, writers do this with singular words too, especially if they are proper names. So you might see the sentence *I ate James' apple*. Can you see there is no second **s**? But this can be confusing, so for now you might want to stick to '**s**' for singular words ending in **s**!

Exercise 5.2

Rewrite the following sentences using apostrophes to show belonging. You will have to work out whether to add '**s**' or just an apostrophe (remember, there is only one type of word which needs just an apostrophe - a plural word ending in the letter **s**!)

1. The pages of the books were very old.

.....

2. The faces of the children were happy.

.....

3. The uniforms of the soldiers are red.

.....

4. The shoes of the women had high heels.

.....

5b. Apostrophes showing contraction

The second use of apostrophes is to show where a word has been 'contracted' or shortened. This is done by missing one or more letters out, and putting an apostrophe in place of the missing letter(s). For example, instead of saying *I am not going in there!* you might want to say *I'm not going in there!* Can you see how the apostrophe has been used to take the place of the letter *a*? *I am* has become **I'm**.

Here are lots more examples of these shortened words (we call these words contractions):

do not	don't
did not	didn't
can not	can't
have not	haven't
has not	hasn't
should not	shouldn't
could not	couldn't
I have	I've
we have	we've
I will	I'll
we will	we'll
there is	there's
will not	won't

Exercise 5.3

In each of these sentences, some of the words can be contracted. Re-write each sentence using a contraction and then in the little space write which letters the apostrophe has replaced.

1. I did not want to go to school today.

.....

2. I have lost my pencil.

.....

3. We have missed the bus!

.....

4. Are you sure you can not come tomorrow?

.....

5c. *It's/its*

Using *it's* with an apostrophe

There is only one reason we ever need to put an apostrophe in the word *it's* and that is when we are missing out a letter – in other words, when it is a contraction. Do you remember the two uses of an apostrophe – to show belonging and to show where a letter has been missed out?

It's with an apostrophe **ALWAYS** means it is. It **never** shows belonging.

It is cold in here.

It's cold in here.

Can you see which letter has been missed out? *It is* becomes *it's* because we have missed out the second *i*.

Exercise 5.4

Have a go at changing the **it is** to **it's** in these sentences

1. I think it is going to rain

.....

2. It is time to go home.

.....

3. You know it is not my fault.

.....
Using its without an apostrophe

Its without an apostrophe is **always showing belonging**. This seems very confusing because you have learned that when we show belonging we use an apostrophe! Why do we not use an apostrophe to show belonging with *its*?

The word *its* belongs to a special group of words which all show belonging. You use these words all the time but probably do not know their special name: they are called possessive pronouns. Here they are:

my	my hat
your	your hat
his, her, its	his hat, her hat, its hat
ours,	our hat
yours,	your hat
their	their hat

Instead of *the boy's hat* we can say *his hat*. We wouldn't think of putting an apostrophe in *his* would we? That is because his is a special word which already shows that something belongs to someone. It does not need an apostrophe. We can use the word her in the same way. Instead of *the girl's bag* we can say *her bag*.

Let's look at how we can use **its** in the same way

the boy's food	becomes	his food	
the girl's food	becomes	her food	
the dog's food	becomes	its food	No apostrophe!

Exercise 5.3

Replace the person or animal in these sentences with either his, hers or its. Make all the animals 'it', not male or female.

1. That is the boy's football.

.....

2. Here is the girl's pencil.

.....

3. This is the cat's bowl.

.....

4. Where is the dog's lead?

.....

Exercise 5.5

This time, you have to decide whether the sentence needs **its** or **it's**. If you can't work it out, read the notes in this chapter again to help you. Be careful and be sure to apply the rule because this is something which even lots of adults still get wrong!

1. The dog chased ball.
2. My cat drank Milk.
3. Do you know if time to go home yet?
4. I saw a hen sitting on eggs.
5. I think too late to walk home.
6. Sometimes my gerbil plays on wheel.
7. I wonder if my turn to play yet?
8. Do you think too hot in here?
9. The horse tossed mane.
10. The doctor says measles!

Chapter 6 Making plurals

You probably already know that when we want to talk about 'more than one' of something we need to use the plural (just one of something is called the singular). So, we might talk about one hat (singular) or three hats (plural). In this chapter we will look at some different ways of making plurals.

6a. Just add s

The easiest way to make a plural is simply to add a letter 's' onto the singular.

Exercise 6.1

Simply add an s to these words to make more than one - easy!

1. dog
2. book
3. hand
4. pencil
5. horse
6. train
7. sausage
8. planet

6b. Adding es

With some words, just adding s doesn't work. There is a rule that if a word ends in **s**, **x**, **sh**, or **ch** then we need to add **es** to form the plural. Here's an example:

one cross two crosses

Exercise 6.2

Turn the following words into plurals – be careful to spot the ones which need **es** not just **s**!

1. one ship two
2. one fox two
3. one bush three
4. one mask four
5. one match seven.....
6. one bus three
7. one bath two
8. one glass five
9. one hill two
10. one box ten

6c) Words ending in y

There are two rules to help you make plurals of words ending in the letter **y**

RULE 1 If the letter before the y is a *vowel* (a, e, i, o or u) then you can just **add s** as usual.

one day - three days one key - ten keys

one boy - four boys one toy – five toys

RULE 2 If the letter before the y is *not a vowel*, it's a bit trickier. You can't just add **s**. You have to **change the y to i and add es**

one fly - two flies one lady - three ladies

one baby - four babies one welly – two wellies

Remember this simple rule and you won't make a spelling mistake!

Exercise 6.3

Applying the rule you've just learned, turn the following words into plurals.

1. one berry seven
2. one city two
3. one cry four
4. one enemy three
5. one family five
6. one jelly six

Exercise 6.4

Turn these words into plurals. Be careful!

1. one hobby two
2. one gallery three.....
3. one tray four
4. one story many
5. one monkey ten
6. one turkey two
7. one spy some
8. one party lots of
9. one valley several.....

10. one pony three.....

6d) Plurals of words ending in f

Sometimes, words ending in f *just add s* (think of cliff – cliffs, or handkerchief – handkerchiefs) but quite often we need to **change the f to v and add es**. In case you are wondering why we do this, it is because some of the words in our English language come from the Saxon language and this is how the Saxon people made those words plural!

one calf - three cal**ves**

one half - two hal**ves**

Exercise 6.5

Turn these words into plurals:

1. wolf

2. hoof

3. shelf

4. thief

5. leaf

6e) Odd plurals

Some plurals don't follow any of these rules. You probably already know most of them. And guess what? Words that change from **oo** to **ee** in the plural are Saxon too!). Have a go at the exercise and ask about any plurals you are not sure of.

Exercise 6.6

1. one child ten.....

2. one foot two.....

- | | |
|-----------------|-------------|
| 3. one mouse | seven |
| 4. one goose | six |
| 5. one woman | three..... |
| 6. one dormouse | two..... |
| 7. one footman | three..... |
| 8. one tooth | ten..... |
| 9. one ox | five |
| 10. one sheep | seven..... |

Chapter 7 Making the past tense

Do you remember that when we want to say that something happened in the past (yesterday, or a year ago, or any time that is gone by) we have to put our words into the **past tense**? If something is happening now, we put our words into the **present tense**.

7a. Most words in the past tense end in -ed

Most of the time we can form a past tense by simply adding 'ed' onto the end of a present tense word. Be careful, because we don't usually hear the sound 'ed'. Often we hear a 't' sound or a 'd' sound instead of -ed. For example, the present tense word 'jump' becomes the past tense word 'jumped', which sounds like 'jumpt'!

Exercise 7.1

Simply add **-ed** to the following words to make the past tense

<i>present tense</i>	<i>past tense</i>
bark
shout
pick
hammer
frighten

Exercise 7.2

Write out the following sentences, but change them into the past tense. The first one has been done for you.

1. I talk to my friend

I talked to my friend.....

2. I call my dog.

.....

3. I cheer for my favourite team.

.....

4. You flash the torch.

.....

7b. Present tense words ending in -e

Do you recall what happens when a word already ends in **e** in the present tense? Think of the word skate. If we add **ed** to this word we will get **skateed**, which is nonsense!

When a word already ends in an e, we have to drop that **e** before we add our **-ed** ending.

Here are some examples:

skate becomes skat-ed (skated)

bake becomes bak-ed (baked)

Exercise 7.3

Write the following words in the past tense, remembering the 'drop the e' rule

bake

trace

chase

hate

7c. Building a wall

What happens when you have a word which has a short vowel before the final letter and you want to add -ed? Think of the word hop. We might write:

I hop around the room.

Look what happens if we put this in the past tense just by adding -ed :

I hoped around the room.

This isn't what we wanted to say: you did not *hope* around the room!

What happens here is that the 'e' is changing the sound of the vowel from short 'o' to a long 'o'. To stop this from happening we need to build a sort of 'wall' between the 'e' and the vowel. We do this by writing **two** of whatever letter comes before the 'e'. We call this **doubling the letter**.

So, if we double the letter 'p' in hop before adding the -ed we can say what we wanted to say:

I **hopped** around the room.

Exercise 7.4

Add -ed to these words and see what you get - they sound very silly if you read them aloud! Then write them again with the doubling rule to get the correct word.

<i>Present tense</i>	<i>just add -ed</i>	<i>double last letter then add -ed</i>
rip
hop
hum
nod

7c. Words which do not use -ed to make the past tense

Many words do not form the past tense with 'ed'. They are simply odd and you need to try to remember them. Let's say you want to write this sentence in the past tense:

I run for the bus.

If you just add - ed you will end up with:

I **runed** for the bus.

This is nonsense! But it would also be wrong even if you doubled the letter

I **runned** for the bus.

Of course what you need to write is this:

*I **ran** for the bus.*

Exercise 7.5

See if you can work out the correct past tense for these words:

<i>present tense</i>	<i>past tense</i>
blow
break
drink
lose
meet
stand
buy

throw

Exercise 7.6

More of the same: work out the correct past tense for these words:

present tense *past tense*

ring

say

sell

shake

steal

swim

think

throw

go

Exercise 7.7

Now re-write each of the following sentences in the past tense

1. I wear blue shorts.

.....

2. I am eight years old.

.....

3. I do maths on Monday.

.....
4. I know the answer to that question.

.....

5. I understand that joke.

.....

6. I keep my pet rabbit in a hutch at night.

.....

Exercise 7.8

Take each of the following words and use it in a sentence in the past tense.

1. draw

.....

2. eat

.....

3. fight

.....

4. find

.....

5. tell

.....

6. leave

.....

Chapter 8 Alphabetical Order

If you ever want to use a dictionary to look up unusual words, or words with tricky spellings, you'll need to be sure you know how to put letters and words in alphabetical order. This means not only knowing the order of the alphabet but understanding how to order groups of words which begin with the same letter.

Exercise 8.1

To make sure you know the order of the letters without having to think too hard, answer these questions. Try to do them as quickly as you can!

1. What is the tenth letter of the alphabet?
2. Which letter comes third after p?
3. Which letter is fourth from the end?
4. How many letters are there between m and s?
5. What is the fifteenth letter of the alphabet?
6. Order these letters:

g b d m f o c q a

.....

7. Order these letters:

x q h j r e y n

.....

8. Write every other alphabet letter in order (that means skip one each time). How many will you have?

.....

..Exercise 1

Order these words alphabetically. When the first letters are the same, you need to order the words by their *second* letters.

1. bed ball brush boot
.....

2. cot car chair crisps
.....

3. fish forest flame fence
.....

Exercise 2

Order these words alphabetically. When the first and second letters are the same, order the words by their third letters.

1. hat hand harness hake
.....

2. wood worm woggle wok
.....

3. tent temple teddy telephone
.....

Exercise 3

Order these words alphabetically. Order all the words by the first letter, but if two words have the same first letter, you will then need to order those by their second letters. The first is done for you.

1. cake pie crust apple

...apple..... cake.... ...crust... pie.....

2. sun moon rocket star

.....

3. trout perch tuna salmon

.....

4. racoon beaver rodent otter

.....

Exercise 4

Order these words alphabetically. You will need to order all the words by their *second* letter. If two words have the same second letter, you will then need to order those words by their third letters. The first is done for you.

1. mouse monkey mackerel mule

...mackerel..... ...monkey..... ... mouse..... ...mule.....

2. dart doll dance dinner

.....

3. pear porch pond party

.....

4. bridge ball brain beetle

.....

Exercise 4

Order these words alphabetically. Here the first three letters are the same. How will you order these words? Yes, by their fourth letters. What if two words have the same fourth letter?

The first one is done for you.

1. Martin Martha market march
.....march..... ... market..... Martha..... Martin.....

2. perch perfume perform perhaps
.....

3. carpet careful careless carry
.....

4. dartboard daredevil darting dark
.....

Chapter 9 Revision

In these exercises, you can practise all the things you have learned so far. If you are stuck, go back to the chapter in which you learned the rules and read them again.

Exercise 9.1 (Chapter 1)

Look at these groups of words. They have all been given capital letters and full stops, but can you work out which ones are really sentences and which are just phrases? Mark each one with either 's' or 'p'.

1. I like your new bike.
2. A great, big, grey elephant.
3. The policeman chased the robber.
4. In the middle of the night.
5. My slice is bigger than yours.
6. On Saturday at the supermarket.

Exercise 9.2 (Chapter 1)

Each of these sentences is missing an important part. Re-write each correctly.

- 1) yesterday we sat by the lake

.....

- 2) on monday our car broke down

.....

- 3) is this your hat

.....

Exercise 9.3 (Chapter 1)

Write three short sentences – one about a dog, one about an alien and one about the sea. They need not be very long, but make sure they contain each of the four essential elements in a proper sentence.

1.
2.
3.

Exercise 9.4 (Chapter 1)

Say whether each sentence is a statement (s), an interrogative sentence (int), and exclamatory sentence (ex), or an imperative sentence (imp).

1. Is your car red?
2. I like apples better than bananas.
3. Put down that glass!
4. I think it will rain tomorrow.
5. Stop that horrible noise!
6. I am going home now.

Exercise 9.5 (Chapter 2)

Put capital letters in the following sentences where they are needed:

1. my favourite book is 'the hobbit'.
.....
2. on fridays we go to london.
.....

3. thanks be to god!

.....

4. is henry's birthday in june?

.....

5. the teacher said, "you may go home now, thomas."

.....

6. do you think i should stay?

.....

Exercise 9.6 (Chapter 3)

Place speech marks where they are needed in these sentences. Make sure you use the correct punctuation in the correct places.

1. Hello Laura said Jill.

.....

2. Dinner is ready shouted dad.

.....

3. Are you hungry asked the lady.

.....

4. I am very hungry answered the boy.

.....

Exercise 9.7 (Chapter 3)

Place speech marks where they are needed in these sentences. Make sure you use the correct punctuation in the correct places.

1. John asked do you have the time please?

.....

2. The man replied I am not sure.

.....

3. Katy called hello dad!

.....

4. The doctor said take these pills twice a day.

.....

Exercise 9.8 (Chapter 4)

Put commas where they are needed in the following sentences:

1. Yes that is my book.

.....

2. Daddy may I have an apple?

.....

3. No I have not seen that film.

.....

4. Tommy stop doing that.

.....

Exercise 9.9 (Chapter 5)

Put apostrophes in the correct places in these sentences.

1. Toms game was broken.

.....

2. My brothers coat was torn.

.....

3. I think its time to go now.

.....

4. Isnt that Bills football?

.....

5. Why are those three boys books on the floor?

.....

6. I cant go to the childrens party.

.....

7. All the soldiers hats were brown.

.....

8. Its so funny when our cat chases its tail.

.....

9. It wasnt funny when the dog bit its owner.

.....

Exercise 9.10 (Chapter 11)

Rewrite the following words as plurals, applying all the rules you have learned.

berry

planet

fox

monkey

child

woman

key

fly

sheep

violin

shelf

lady

bush

bus

spinney

gas

church

Exercise 9.11 (Chapter 12)

Rewrite the following present words in the past tense.

jump

have

bake

rip

run

love

paint

nod

crash

trace

think

sing

ride

rake

take

wonder

guess

Exercise 9.12 (Chapter 8)

Put these groups of words in alphabetical order.

1. blaze black blank blade
.....

2. scroll scratch screech scraps
.....

3. flick flint flippers flight
.....

4. crate crater crazy crane
.....

Summing it all up

In the following story, all the useful bits of punctuation which you have been learning about have been missed out (full stops, question marks, exclamation marks, capital letters, apostrophes, speech marks, commas). If you try to read the story aloud, you'll find that it is very difficult to read and doesn't make much sense. (Go on, try it!).

See how many pieces of missing punctuation you can find in each section. As you go, read each section again to see if it makes sense. Finally, read the whole story aloud. If something doesn't make sense, have another look to see what is wrong. Remember that reading your own writing aloud will always help you spot mistakes.

Tom and Pip

one day tom and his younger brother pip were getting ready to go to the zoo they were looking forward most to seeing the tigers

they had to hurry so that they didnt miss the train come on called their father do you want to be late

finally they arrived at the entrance there were so many children there they could hardly move the ticket man looked very busy

slow down he cried do you want to knock me over in the penguin area everyone was laughing at the penguins antics the people sat on benches in the sunshine as they ate their lunch

tom and pip dashed off to find the tigers the giraffes and the elephants were easy to find but where could the tigers be at last the boys reached the tiger section.

oh no cried tom it is closed how disappointed they were never mind said tom when he saw how sad pip looked

shall we go and see the lions instead suggested tom yes please shouted pip at the top of his voice

they soon found the lions enclosure one lion came so close to the glass that when he roared they could see right down inside his throat his mouth was so big he could almost have fitted pip inside.

pip was just a bit scared that almost made up for missing the tigers he grinned as he went to bed that night

he was so tired he went straight to sleep in his dreams there were plenty of tigers and lions there were a few silly penguins too it had been a very good day

Useful grammar, punctuation and spelling rules

1. Sentences

Four **rules** for making a sentence:

- The first word of a sentence must start with a capital letter and there must be a punctuation mark at the end of a sentence. This can be a full stop, a question mark or an exclamation mark
- One of the words in a sentence must be a verb (a 'doing' or 'being' word, like ran, ate, howled, is, was)
- One word must be the subject (whoever or whatever is doing the verb)
- A sentence must express a complete thought. It must make sense!

Four **types** of sentence

- A sentence which states a fact is called a **statement**. It ends in a full stop.
- A sentence which asks a question is called an **interrogative** sentence. It ends in a question mark.
- A sentence which expresses strong or sudden emotion is called an **exclamatory** sentence. It ends in an exclamation mark.
- A sentence which gives a command is called an **imperative** sentence. It ends in an exclamation mark or a full stop.

2. Capital letters

Six uses of a capital letter

- The first word of every sentence
- The names of people, places, days of the week and months of the year
- The first letter of the first spoken word in direct speech
- The word 'I' meaning myself
- The first word, and other important words in titles of books and poems
- All names referring to God (and every word used relating to God Himself)

3. Speech marks

- If the spoken words come **after** information about who is speaking, you will need:
 - a comma before the speech marks open
 - a capital letter for the first spoken word
 - a closing punctuation mark before the speech marks close (full stop, exclamation mark or question mark)

The order to follow is:

information about the speaker, comma, speech marks, capital letter, closing mark, speech marks

- If the spoken words come **before** information about who is speaking, you will need:
 - a capital letter for the first spoken word
 - a closing punctuation mark before the speech marks close (comma, exclamation mark or question mark)
 - a full stop at the end of the sentence when you have finished writing about who is speaking.

The order to follow is:

speech marks, capital letter, closing mark, speech marks, information about the speaker, full stop.

4. Commas

- Commas separate items on a list
- When a person is addressed directly, a comma is needed to separate his or her name from the rest of what is said.
- If reply to a question begins with the words 'yes' or 'no', you need to separate that little word off with a comma.

5. Apostrophes

- ***Apostrophes showing ownership***

To show belonging, we usually add 's to the person or people doing the owning:

Who has the dog's bone?
Who stole the countess's jewels?
Who ate the children's sweets?

To show belonging with a **plural** word which already ends in the letter **s**, we simply place an apostrophe **after the last s**.

Those are the ladies' hats.
Where are the princesses' dancing shoes?

- ***Apostrophes to show contraction***

If we shorten a word by missing out one or more letters we make a **contraction**. We need to replace the missing letters with an apostrophe.

It's/its

You should only ever put an apostrophe in the word it's when it is being used as a contraction. Remember the rule:

It's with an apostrophe ALWAYS means **it is**. *It's cold today.*

Its **without** an apostrophe ALWAYS shows **belonging** because it is a possessive pronoun like his or hers. *The bird has hurt its wing.*

6. Making plurals

- To make most words plural, just add -s
- If a word ends in **s, x, sh, or ch**, add **es** to form the plural. e.g. crosses, boxes, bushes
- Rules for words ending in y

RULE 1: If the letter before the y is a vowel, just add **s** as usual to make a plural. e.g. keys, toys, days

RULE 2: If the letter before the y is **not** a vowel, you need to **change the y to i and add es** e.g. berries, babies, ladies

- To make a plural of a word ending in f, we often **change the f to v and add es**. e.g. one half - two halves

7. Making the past tense

- To write a word in past tense, we usually **add -ed**
- If a word already ends in the letter e, **drop that -e before adding ed**.

skate becomes skated (skat-ed)

- If a word with a short vowel before the final letter (hop, skip, hum), double that final letter before adding ed.

hop becomes hopped

8. Alphabetical order

To order words alphabetically:

Order by the first letter.

If the first letters are the same, order by the second letter.

If the second letters are the same, order by the third letter.... and so on.

If **some but not all** words start with the same letter, order **all** the words by the first letter, then order those which have the same first letter by their second letter...and so on.