Lesson 1

Activity 1

Grammar Guide

The **bush** grew a big **flower**.

The **bushes** grew some big **flowers**.

- **Singular nouns** name one person, thing, event or idea.
- **Plural nouns** name more than one person, thing, event or idea.
- To change a **singular noun** to a **plural noun**, you can add 's' or 'es' at the end.
- Add 'es' to words ending 'x', 'ch', 'sh', 'zz' or 's'.

Circle the plural nouns. Underline the singular nouns.

The (matches) were in the afternoon. Mum and her friends came to watch.

The students played well. My sister scored!

Activity 2

Grammar Guide

The **lady** chopped a **tomato** and a lettuce **leaf** for the **monkey**.

The **ladies** chopped some **tomatoes** and some lettuce **leaves** for the **monkeys**.

- For a noun ending 'o', **usually add 'es'**.
- For a noun ending in a **consonant and then 'y'**, change the 'y' to 'ies'.
- However, for a noun ending in a **vowel and then 'y'**, simply add 's'.
- For a noun ending with **'f' or 'fe'**, usually change the 'f' or 'fe' to 'ves'.

Complete these sentences by making the underlined nouns plural.

1. I wash the pan. Mum washes the knife.

   I wash the _____pans_____.

   Mum washes the _____.

2. The key unlocks the box.

   The _____ unlock the

   _____.

3. The baby falls. The hero catches him.

   The _____ fall.

   The _____ catch them.

Activity 3

Cross out one of the underlined words to make each sentence correct.

1. I could hear echos / echoes in the cave.

2. The flowers attracted butterflies / butterflys.

3. Dad cut the cakes into halfs / halves.

Lesson 2

Activity 1

Grammar Guide

I **watch** the bird. **Nia watches** the bird.

I **move** forward. **The bird moves** away.

- **Verbs** can change depending on who, or what, does the action.
- If a verb has '**I**' before it, do **not** add '<u>s</u>' or '<u>es</u>' at the end.
- If a verb has a **singular noun** before it, add '<u>s</u>' or '<u>es</u>' at the end.
- Add 'es' rather than 's' to verbs ending '**ch**', 'sh', 'x', 'zz' or 's'.

Rewrite these sentences, correcting the verbs.

I plays outside. Then the weather getes gloomy. I watches TV instead.

<u>I play outside.</u>

_____

Activity 2

Grammar Guide

I **go** home. I **hurry** upstairs. I **obey** the rule about bedtime.

My **brother goes** home. My brother **hurries** upstairs.

My **brother obeys** the rule about bedtime.

- For a verb ending '**o**', usually add 'es'.
- For a verb ending in a **consonant and then 'y'**, change the 'y' to 'ies'.
- However, for a verb ending in a **vowel and then 'y'**, simply add 's'.

Complete the sentences to show how the verbs change.

1. I cycle home. My sister <u>cycles</u>_____ home with me.

2. I carry one bag. Ken _____ the other.

3. I cross the road. Oma _____ the road, too.

4. I do my homework. Cara _____ her homework as well.

Activity 3

Cross out two of the underlined words to make each sentence correct.

1. The little baby crys / cries / cryes.

2. The toy car gos / gies / goes.

3. Margaret plays / plaies / playes.

Lesson 3

Activity 1

> **Grammar Guide**
>
> The **bright sun** shines. A **beautiful butterfly** flutters.
> - **Describing words** can be added before **nouns**. These describing words are called adjectives.
> - Adjectives add information to the nouns. They describe the thing, person, event or idea named.

> Circle all of the adjectives in these sentences.

My (best) friend's birthday is on Sunday.
He will have a big party in his garden.

His older sister is baking him a chocolate cake with blue icing.

Activity 2

> **Grammar Guide**
>
> This is **a short** test. It is **an important** test.
>
> I got **some new** paper. I wrote **the right** answers.
> - The words **'a', 'an', 'the'** and **'some'** come before the **adjective**.
> - Use 'an' before a vowel sound.
> - Use 'a' before any other sound.

> Complete each of these sentences by adding 'a', 'an', 'the' or 'some' and an adjective.

1. _A tall_____ woman stepped off the train.
2. She was carrying _____ suitcases.
3. _____ car was waiting for her.
4. _____ driver opened the door.

Activity 3

1. Write three sentences describing what you look like.
   Use at least one adjective in each sentence.

   I have _____

   _____

   _____

2. Underline all the adjectives you have used.

Lesson 4

Activity 1

Grammar Guide

The tree is tall. **The green leaves** grow.

- A phrase is a group of words that means one thing. It could be as short as two words.
- A **noun phrase** is a group of words that all link to the thing named by the noun.

Underline the noun phrase in each of the following sentences.

1. <u>Some clouds</u> gather.

2. The sparkling raindrops fall.

3. I put on a bright yellow raincoat.

Activity 2

Grammar Guide

The tree is tall. **The <u>green</u> leaves** grow.

- A **simple noun phrase** is just two words that name one thing.
- Adding an <u>adjective</u> to a simple noun phrase makes it bigger and more detailed. The phrase becomes an **expanded noun phrase**.

Write three short sentences about a perfect day. Include at least one expanded noun phrase of your own in each sentence.

On a perfect day, I _____

_____

_____

_____

Activity 3

1. Write down each expanded noun phrase you used in Activity 2.

   a perfect day _____

   _____

   _____

2. Underline the adjectives in your expanded noun phrases.

Unit 1 Checkpoints

Lesson 1	
I can identify singular and plural nouns.	☺ ☹
I can form plural nouns by using 's', 'es', 'ies' or 'ves' correctly.	☺ ☹

Lesson 2	
I can identify correct and incorrect singular verb forms.	☺ ☹
I can form singular verbs by using 's', 'es' or 'ies' correctly.	☺ ☹

Lesson 3	
I know what an adjective is.	☺ ☹
I can identify an adjective.	☺ ☹
I know where to place an adjective.	☺ ☹
I can use adjectives in my writing.	☺ ☹

Lesson 4	
I can identify a noun phrase.	☺ ☹
I know that adjectives can be used to expand noun phrases.	☺ ☹
I can write sentences using expanded noun phrases.	☺ ☹