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# GRAMMAR AND PUNCTUATION WORKBOOK

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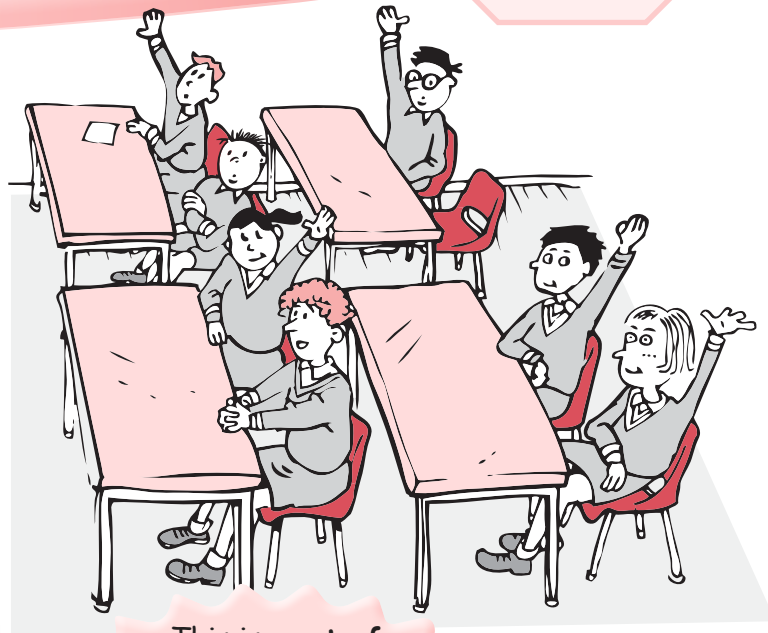
Laura Anderson

## Showing respect in the classroom

These are my rules for doing the right thing in the classroom.

- Don't **interrupt**.
- **Stay** in your seat.
- Never eat in class.
- Never disturb others.
- Greet your teacher in the morning.
- Keep the area around your desk neat.
- Raise your hand before you speak.
- Always treat everyone with respect.

by Amanthi



This is a **set of rules**. A set of rules tells us how to behave. Amanthi uses lots of **doing verbs** in her rules for what students should and should not do in the classroom.

**Verbs** are the most important words in sentences. They tell us what the action is in a sentence. Without them, sentences don't make sense.

**Doing verbs** show what people, animals or things do; for example, **interrupt**, **Stay**.



## Let's find them!

Find the **doing verbs** in the text that start with these letters.

- 1 e \_\_\_\_\_
- 2 d \_\_\_\_\_
- 3 g \_\_\_\_\_
- 4 k \_\_\_\_\_
- 5 r \_\_\_\_\_

6 s \_\_\_\_\_

7 t \_\_\_\_\_



## Let's go to the next step!

Circle the **doing verbs** in these sentences.

For example: Speak kindly to others.

- 1 Always help others.
- 2 Put your scraps in the bin.
- 3 Never stand on your chair.
- 4 Eat with your mouth closed.
- 5 Wait quietly for your teacher.
- 6 Clean your desk if you make a mess.
- 7 Answer politely when someone asks you a question.



### Tip!

Be careful! Some sentences have more than one doing verb in them.



## Let's aim high now!

Complete each sentence with the correct **doing verb** from the box.

thank  
play

try  
push

sweep  
tidy

shares

- 1 I always \_\_\_\_\_ my best.
- 2 My friend lets me \_\_\_\_\_ with her toys.
- 3 I always \_\_\_\_\_ the driveway for Dad.
- 4 I \_\_\_\_\_ my room every Saturday morning.
- 5 He sometimes \_\_\_\_\_ his lollies with me.
- 6 I always \_\_\_\_\_ people when they give me something.
- 7 You should never \_\_\_\_\_ the person standing in front of you.

## How to treat others

We **can make** people feel better by doing the right thing.

- If someone is feeling lonely, we could play with them.
- If someone drops their books, we should pick them up.
- When our teacher gives us work, we must do it quietly.
- When our friends are behaving badly, we must tell them to stop.
- When someone has done well in a test, we should say "Well done".

If we remember to do these things, we will make people feel better.

by Paolo



**Helping verbs** are verbs that help other verbs do their work; for example, **can make**.

These are the helping verbs:

|     |       |       |       |        |
|-----|-------|-------|-------|--------|
| am  | has   | must  | were  | will   |
| did | might | was   | shall | should |
| may | are   | had   | would | does   |
| is  | have  | could | do    | can    |

If a verb consists of more than one word, it is called a **verb group**.



## Let's find them!

In the text find the **helping verbs** that help these verbs.

- 1 feeling \_\_\_\_\_
- 2 play \_\_\_\_\_
- 3 pick up \_\_\_\_\_

- 4 do \_\_\_\_\_
- 5 behaving \_\_\_\_\_
- 6 done \_\_\_\_\_
- 7 make \_\_\_\_\_



## Let's go to the next step!

Circle the **helping verbs** in these sentences.

For example: I am peeling the potatoes for Mum.

- 1 I will visit my sick friend.
- 2 We must listen to our parents.
- 3 She has finished all her chores.
- 4 I could carry those parcels for you.
- 5 He may show me how to play chess.
- 6 The children were helping the old man.
- 7 You should do your homework before you watch TV.



## Let's aim high now!

Sometimes there is another word between a verb and its helper; for example, He **is** not **behaving** very well. Find the **verb group** in each sentence. The first one has been done for you.

- 1 You should sometimes take a break. should take
- 2 She was probably trying to help you. \_\_\_\_\_
- 3 They are always working on their project. \_\_\_\_\_
- 4 Dad will never let us watch that program! \_\_\_\_\_
- 5 Did you take out the garbage this morning? \_\_\_\_\_
- 6 I do not like it when people are mean to each other. \_\_\_\_\_
- 7 I have often seen him playing with his little brother. \_\_\_\_\_



## Let's put it together now!

This student has left out these **doing** and **helping verbs** in her rules for having friends over.

is

must

do

fight

thank

ask

share

Can you help her fill them in? Remember that words at the beginning of sentences must start with a capital letter.

### Rules for having friends over

\_\_\_\_\_ not kick balls near windows.

Do not \_\_\_\_\_ with your friends.

Bad behaviour \_\_\_\_\_ not allowed.

\_\_\_\_\_ your toys with your friends.

\_\_\_\_\_ before taking food from the fridge.

You \_\_\_\_\_ clean up if you make a mess.

\_\_\_\_\_ your friends for coming to play with you.



## Let's have fun!

Find the words! Hiding in the wordsearch puzzle are the four doing verbs **help**, **care**, **listen** and **try**, and the four helping verbs **must**, **have**, **should** and **might**. The words go forwards, backwards, up and down.

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| s | x | g | h | z | m | u | s | t | p |
| h | s | t | j | u | q | j | m | y | u |
| o | r | z | s | a | d | m | v | l | e |
| u | m | b | h | a | v | e | t | y | n |
| l | i | r | p | w | i | n | t | p | e |
| d | g | d | e | n | e | r | o | g | t |
| r | h | c | s | q | v | d | z | t | s |
| c | t | o | d | h | y | r | t | k | i |
| x | r | u | w | p | d | a | v | j | l |
| c | a | r | e | e | p | l | e | h | r |



## Let's have a test!

In questions 1–2, choose the word that completes the sentence correctly.

- 1 She always \_\_\_\_\_ us politely.  
☐ sees                      ☐ talks                      ☐ greets                      ☐ cares
- 2 I often \_\_\_\_\_ him my bicycle.  
☐ lend                      ☐ ride                      ☐ borrow                      ☐ push

In questions 3–4, choose the word that does **not** complete the sentence correctly.

- 3 \_\_\_\_\_ your toys in the box.  
☐ Put                      ☐ Step                      ☐ Place                      ☐ Pack
- 4 \_\_\_\_\_ your aunt a thank you note.  
☐ Write                      ☐ Make                      ☐ Send                      ☐ Walk
- 5 Choose the word that completes the sentence correctly.  
He \_\_\_\_\_ not always listen in class.  
☐ were                      ☐ does  
☐ have                      ☐ was

- 6 Choose the word that does **not** complete the sentence correctly.

You \_\_\_\_\_ not slurp your drink.  
☐ should                      ☐ will  
☐ has                      ☐ may

- 7 Choose the sentence that contains a helping verb.

- ☐ They play with their pets.  
☐ They love their pets.  
☐ They feed their pets.  
☐ They should care for their pets.

- 8 Choose the sentence that does **not** contain a helping verb.

- ☐ She will help me with the task.  
☐ She helps me with the task.  
☐ She is helping me with the task.  
☐ She can help me with the task.



## Let's write now!

Write a **set of rules** for how people should behave in a park, on a beach, or in some other public place. Use **doing and helping verbs** in your sentences.

# Unit 10 Sporting heroes

## ★ Focus

**Saying verbs; being and having verbs**

### Non-stop around the world

On 15 May 2010 Jessica Watson became the youngest person to sail non-stop around the world. People **shouted** and cheered as her little yacht sailed into Sydney Harbour. This is what some of the people had to say about her.

"She is a hero," announced one of the officials.

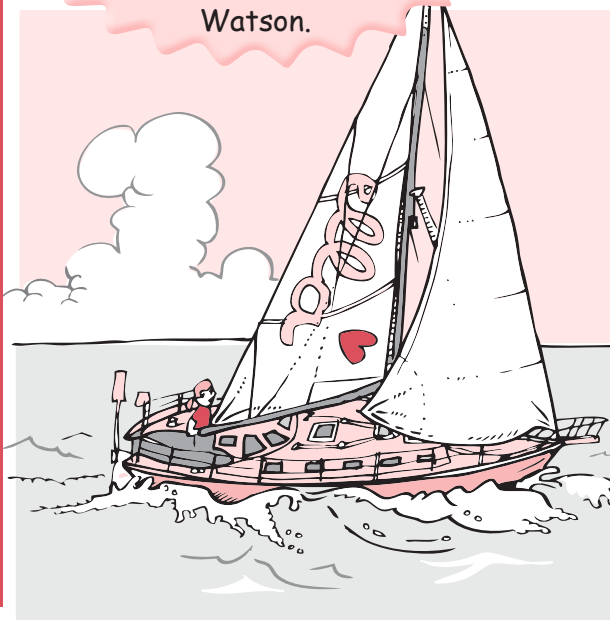
"She is so brave," whispered eight-year-old Frieda Fisher.

"We are very proud of her!" exclaimed her friends.

Many people told Jessica that she was special. She replied that she was just an ordinary girl.

by Charissa

This is a **report**. A report gives information. Charissa uses **saying verbs** to show the different ways people said things about Jessica Watson.



**Saying verbs** are doing verbs that express different ways of saying or communicating; for example, **shouted**.



## Let's find them!

Find seven **saying verbs** in the text. Don't use *shouted*.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_



## Let's go to the next step!

Circle the **saying verbs** in these sentences.

For example, "He's going to win!" screamed his fans.

- 1 He moaned when he saw his low score.
- 2 "I'll be a champion one day," promised Jana.
- 3 "You need to practise more," explained the coach.
- 4 "We don't like doing sit-ups," grumbled the soccer players.
- 5 "I hope I clear the hurdles this time," murmured the athlete.
- 6 "I think I've swallowed the whole pool," coughed the swimmer.
- 7 "Be careful! They have an excellent team," warned their coach.



## Let's aim high now!

Complete each sentence with a **saying verb** from the box.  
Use each word once only.

sighed      called      spoke      asked      argued      answered      whined

- 1 "I wish I could sail around the world," \_\_\_\_\_ Judi.
- 2 "Well done, Jessica," \_\_\_\_\_ someone in the crowd.
- 3 "Would you like to be a sporting hero?" \_\_\_\_\_ Sammy.
- 4 "I'll never be a sporting hero," \_\_\_\_\_ the little girl.
- 5 "Yes, I would like to be a sporting hero," \_\_\_\_\_ Jackie.
- 6 "You're too young to sail around the world," \_\_\_\_\_ the man.
- 7 While at sea, Jessica Watson \_\_\_\_\_ to her parents every day.

## Going for gold!

Cathy Freeman **is** a wonderful role model. She is one of Australia's greatest athletes. At the 2000 Olympics in Sydney, there was pressure on her to win the 400 m. She **had** a wonderful race. She paced herself perfectly and won Olympic gold. There were many words of praise for Cathy that night. Cathy still has many fans. I am one of them, and so are my friends. We have a message for you, Cathy—we think you are doing a great job helping young people.

by Kenny

This is another **report**. Kenny uses **being verbs** to show that people or things exist and **having verbs** to show what people have while telling about Cathy Freeman's performance at the Sydney Olympics.



### Being verbs

- show that people or things exist; for example, Cathy Freeman **is** a wonderful role model.
- include the words **am, is, are, was, were, be, being** and **been**.

### Having verbs

- show what people or things have; for example, She **had** a wonderful race.
- include the words **has, had** and **have**.



## Let's find them!

Find seven **being** and **having verbs** in the text.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_



The verbs **be, being** and **been** are used with other verbs; for example, will be, are being, has been.



## Let's go to the next step!

Circle the **being** and **having verbs** in these sentences.

For example: The athletes were ready.

- 1 I have a photograph of Cathy Freeman.
- 2 There is a big sporting event every week.
- 3 I am one of the soccer player's biggest fans.
- 4 I will be at the grand final to support my team.
- 5 They are the best basketball players in the country.
- 6 They had seats for the first day of the cricket match.
- 7 Many people think that the Sydney Olympics was the best Games ever.



## Let's aim high now!

Choose a **being** or **having verb** from the box to complete each sentence.

Use each word once.

has      is      was      been      were      are      be

- 1 My two favourite players \_\_\_\_\_ in the team.
- 2 He has \_\_\_\_\_ to the Soccer World Cup.
- 3 That \_\_\_\_\_ the best race he has ever run!
- 4 We \_\_\_\_\_ happy when she won the event.
- 5 He \_\_\_\_\_ the best player in the hockey team.
- 6 The athlete \_\_\_\_\_ a good chance of winning a medal.
- 7 Many people are going to \_\_\_\_\_ at the match next week.



## Let's put it together now!

This student has left out these **verbs** in his report about Cadel Evans:

exclaimed  
asked

said  
is

commented  
has

be

Can you help him fill them in?

Cadel Evans \_\_\_\_\_ one of Australia's greatest cyclists. He  
\_\_\_\_\_ admirers all over the world. This is what some people  
\_\_\_\_\_ after he won the Tour de France in 2011.

"What a fantastic cyclist!" \_\_\_\_\_ Mai Chan.

"Has Australia ever had a greater cyclist?" \_\_\_\_\_ Josh Smith.

"I don't think there will ever \_\_\_\_\_ a greater cyclist,"  
\_\_\_\_\_ Robyn Dickson.

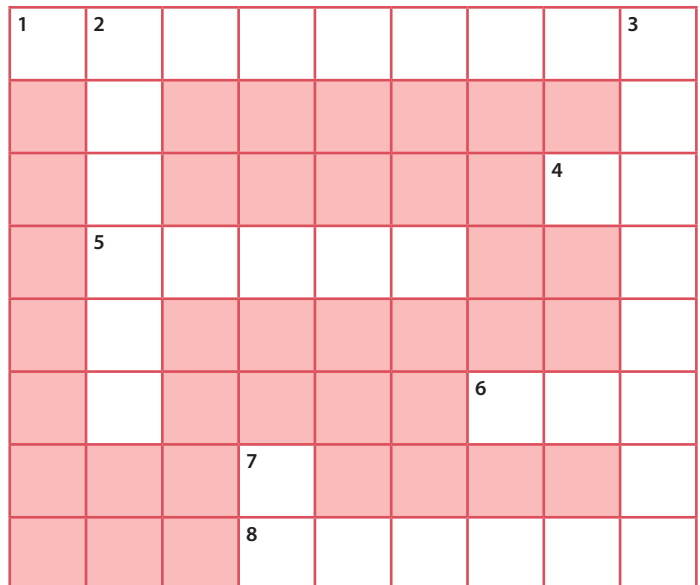


## Let's have fun!

The clues will help you work out the **verbs** that complete this puzzle. If you need help, use a dictionary or thesaurus.

### Across

- 1 This verb means the same as stammered.
- 4 What is the missing verb in this sentence?  
I \_\_\_\_\_ his biggest fan.
- 5 This verb means the same as to tell off or to reprimand.
- 6 What is the missing verb in this sentence?  
He \_\_\_\_\_ a good game.
- 8 This verb means the same as cried or wept.



### Down

- 2 This verb means made fun of.
- 3 This verb means ordered or asked for something in a harsh way.
- 7 What is the missing verb in this sentence?  
She \_\_\_\_\_ my favourite player.



## Let's have a test!

- 1 Which sentence contains a saying verb?  
☐ Many people admire Jessica Watson.  
☐ Many people are pleased for Jessica Watson.  
☐ Many young sailors ask Jessica Watson for advice.  
☐ Many people think that Jessica Watson is a hero.
- 2 Which sentence does **not** contain a saying verb?  
☐ The crowd gasped when he missed the goal.  
☐ The players chatted to each other on the field.  
☐ We shouted encouragement to our team.  
☐ Our team tried hard but lost the match.
- 3 Which saying verb completes this sentence correctly?  
The home crowd \_\_\_\_\_ loudly for their team.  
☐ whispered      ☐ announced      ☐ sighed      ☐ cheered
- 4 Which sentence contains a being verb?  
☐ This is the best team in the league.      ☐ They defeated their opponents last week.  
☐ We might watch the match on television.  
☐ We hope they will play better next week.
- 5 Which sentence does **not** contain a being verb?  
☐ We watched them playing tennis.      ☐ They are good tennis players.  
☐ They have been on the tennis court for hours.      ☐ This is a very good tennis match.
- 6 Which being verb completes this sentence correctly?  
There \_\_\_\_\_ thousands of spectators at the match.  
☐ was      ☐ were      ☐ is      ☐ be
- 7 Which sentence contains a having verb?  
☐ The athlete is standing on the podium.  
☐ He has basketball practice this afternoon.  
☐ She will run in the next race.      ☐ We are hoping to win the grand final.
- 8 Which having verb completes this sentence correctly?  
She \_\_\_\_\_ an important netball match yesterday.  
☐ had      ☐ have      ☐ has



## Let's write now!

Write a **report** about a sportsperson you admire. Use **saying verbs**, **being verbs** and **having verbs** in your report.

# Unit 11 The city

## ★ Focus

Subject-verb agreement;  
contractions

### The sights and sounds of the city

Tall buildings reach to the sky.

**An old red bus rattles**  
down the street.

People hurry to and from  
work.

A flag flutters in the breeze.

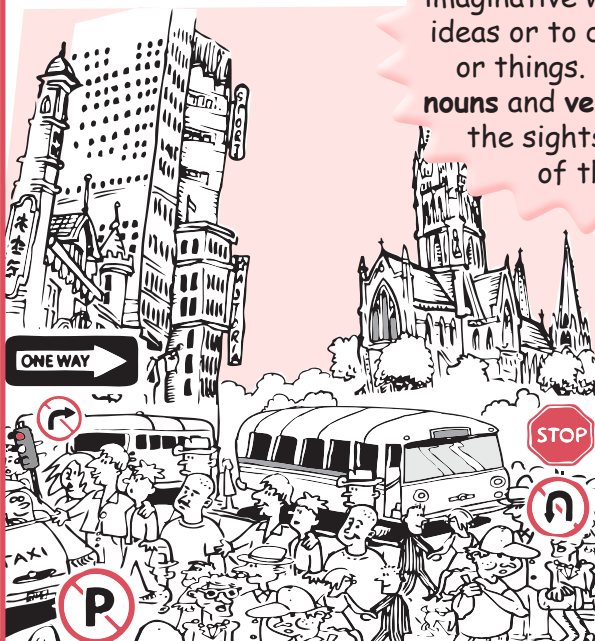
Cars hoot. Sirens whine.

A clock strikes the hour.

A train rumbles by.

**We love** the sights and sounds  
of the city!

by Jackson



This is a **poem**.

A poem uses words in  
imaginative ways to express  
ideas or to describe people  
or things. Jackson uses  
**nouns** and **verbs** to describe  
the sights and sounds  
of the city.

The subject of a sentence can be a noun or a pronoun. The subject can be

- **singular**; for example, **An old red bus**.
- **plural**; for example, **We**.

The verb in a sentence must agree with its subject. The verb

- is **singular** if the subject is singular; for example, **An old red bus rattles**.
- is **plural** if the subject is plural; for example, **We love**.



#### Tip!

Remember:  
the subject of  
a sentence is  
the person or  
thing doing the  
action.



## Let's find them!

Find these **verbs** in the text.

- 1 the verb that tells what the tall buildings do \_\_\_\_\_
- 2 the verb that tells what the people do \_\_\_\_\_
- 3 the verb that tells what the flag does \_\_\_\_\_
- 4 the verb that tells what the cars do \_\_\_\_\_

- 5 the verb that tells what the sirens do \_\_\_\_\_
- 6 the verb that tells what the clock does \_\_\_\_\_
- 7 the verb that tells what the train does \_\_\_\_\_



## Let's go to the next step!

Circle the **verb** in brackets that completes each sentence correctly.

For example: The man (walk, walks) to his office.

- 1 The shops (is, are) open today.
- 2 The bus (stop, stops) to pick up passengers.
- 3 The city lights (shine, shines) brightly at night.
- 4 People (is dashing, are dashing) across the street.
- 5 The cars (wait, waits) for the traffic lights to change.
- 6 They (buy, buys) their newspapers from the newsagent.
- 7 Children (was looking, were looking) at the toys in the shop.



## Let's aim high now!

Choose the word from the box that completes each sentence correctly.

look, looks  
has, have

show, shows  
eat, eats

is, are  
take, takes

catch, catches

- 1 I \_\_\_\_\_ the bus driver my ticket.
- 2 Some ladies \_\_\_\_\_ big handbags.
- 3 They \_\_\_\_\_ lunch in a restaurant.
- 4 The lift \_\_\_\_\_ us to the next floor.
- 5 He \_\_\_\_\_ the train at the station.
- 6 The tourists \_\_\_\_\_ getting on the bus.
- 7 People \_\_\_\_\_ at books in the bookshop.

## We're going to the city

**We're** going to the city  
I wonder what we'll see?  
I'm sure there'll be tall  
towers  
And potted plants with  
flowers.

I don't think we'll see  
giants.  
We won't see dinosaurs!  
And we'd really get a fright  
If we saw monsters in the  
night!

But the city's full of surprises  
So let's just wait and see  
What special treat it has  
In store for you and me.

by Samantha

This is another poem.  
Samantha uses **apostrophes** to  
shorten words and make them  
easier to say in this description  
of what she might see in  
the city.



### Contractions

- make words easier to say by joining two words to make one shorter word; for example, **We're** is short for **We are**.
- have apostrophes (') in place of the missing letters; for example, in **We're** the apostrophe takes the place of the **a** in **are**.



## Let's find them!

Find the **contractions** of these words in the text.

- 1 we will \_\_\_\_\_
- 2 I am \_\_\_\_\_
- 3 there will \_\_\_\_\_
- 4 do not \_\_\_\_\_

- 5 will not \_\_\_\_\_
- 6 we would \_\_\_\_\_
- 7 city is \_\_\_\_\_



**Tip!**

The contraction of **will not** is **won't** because it is easier to say than 'willn't'.



## Let's go to the next step!

Match the **contractions** with the words they replace. Shade the pairs that belong together the same colour.

|           |           |
|-----------|-----------|
| 1 You're  | She would |
| 2 We've   | He is     |
| 3 She'd   | They have |
| 4 I'd     | You are   |
| 5 They've | We have   |
| 6 He's    | Does not  |
| 7 Doesn't | I would   |



## Let's aim high now!

Underline the **contractions** in these sentences and write them out in full.

For example: I've never seen so many people! I have

- 1 We can't go to the city today. \_\_\_\_\_
- 2 Where's the nearest bus stop? \_\_\_\_\_
- 3 They said they'd meet at the theatre. \_\_\_\_\_
- 4 They're going to eat lunch in the park. \_\_\_\_\_
- 5 She says she'll come shopping with us. \_\_\_\_\_
- 6 He's never been in such a big city before. \_\_\_\_\_
- 7 I didn't spend too much time in the store. \_\_\_\_\_



## Let's put it together now!

In this poem the student has put **apostrophes** in the wrong place and her **verbs** don't agree with their **subjects**. The words that are wrong are in bold. Can you fix them? Write them correctly on the lines.

I **do'nt** like going to the city! \_\_\_\_\_

This bus ride **are** uncomfortable, \_\_\_\_\_

I think **Im'** going to be sick. \_\_\_\_\_

The cars **makes** so much noise, \_\_\_\_\_

I think my head is going to burst.

The people **pushes** me—left and right, \_\_\_\_\_

I know **theyr'e** going to squash me. \_\_\_\_\_

**Thats'** why I don't like going to the city! \_\_\_\_\_



## Let's have fun!

- 1 Draw lines to connect each **subject** with its **verb** from the box.



Oscar



Martin and Jerry



Veronica



Sarah and Alison

dances

catches

sing

clap

- 2 Sprinkle the **apostrophes** from the shaker onto the sentences. Make sure they land in the right places!

I havent been to the city for a long time.

Theres a shop in the city Id like to visit.

Its not as peaceful in the city as it is in the country.

Were going to watch the procession in the city centre.





## Let's have a test!

- 1 Which sentence has been written correctly?
 

☐ It are raining in the city.  
☐ She is holding an umbrella.

☐ He are walking in the rain.  
☐ I think the rain have stopped.
- 2 Which sentence has been written **incorrectly**?
 

☐ We visits the museum.  
☐ We go to the park.

☐ I see the dinosaur exhibit.  
☐ My mother buys me an ice-cream.
- 3 Which two verbs could separately complete this sentence correctly?  
 The man \_\_\_\_\_ carrying a smart briefcase.
 

☐ were
 ☐ was
 ☐ is
 ☐ are
- 4 Which verb does **not** complete this sentence correctly?  
 The children \_\_\_\_\_ large bags.
 

☐ have
 ☐ carry
 ☐ hold
 ☐ carries
- 5 In which sentence has the contraction been written correctly?
 

☐ I did'nt know where the shop was.  
☐ My friend said she'd tell me where the shop was.  
☐ I still was'nt able to find the shop.  
☐ I wo'nt ever be able to find the shop!
- 6 In which sentence has the contraction been written **incorrectly**?
 

☐ I should've caught the red bus.  
☐ I knew I'd caught the wrong bus.  
☐ I wish the'yd told me which bus to catch.  
☐ I'll be more careful next time.
- 7 What does the contraction *I'd* stand for in this sentence?  
 I'd never seen so much litter on the streets.
 

☐ I had
 ☐ I did
 ☐ I would
 ☐ I could
- 8 Choose the contraction that completes this sentence correctly.  
 I \_\_\_\_\_ go to the park tomorrow.
 

☐ doesn't
 ☐ can't
 ☐ haven't
 ☐ hasn't



## Let's write now!

Write a **poem** about the city. Remember to make your **verbs** agree with their **subjects** and try to use some **contractions**.

# Unit 12 Ways of travelling

## ★ Focus

Verb tense:  
present,  
past and  
future

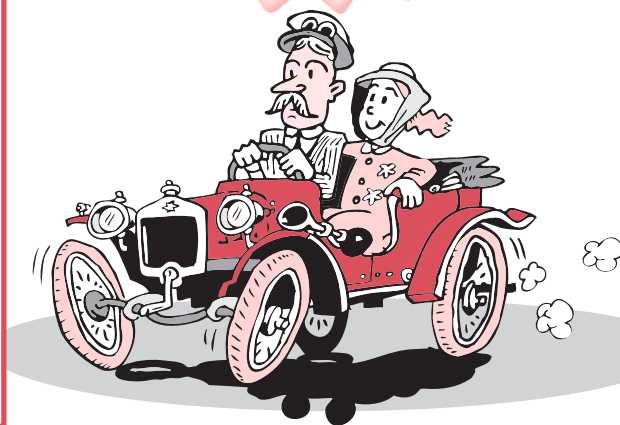
### Lucinda's diary

22nd June, 1904

Last week Papa bought a horseless carriage. He **calls** it an automobile. When he **asked** me if I would like to go for a ride in it, I immediately **accepted**. It was a very bumpy ride! I **told** Papa that I did not see the point of owning an automobile when a horse can gallop faster. Papa just laughed. He said there were already quite a few automobiles on the roads, and one day everybody would be riding in them. I disagreed, and informed Papa that he had wasted his money. Dear Diary, why would people want to ride in a horseless carriage when a horse-drawn one is so much more comfortable? It seems very odd to me.

This is a **diary entry**.

A diary entry is a record that people make of things that are happening or have already happened to them. Lucinda has used **present** and **past tense verbs** to tell her story.



**Tense** tells us when the action happens.

- **Present tense verbs** show that actions are happening at this time; for example, **calls**.
- **Past tense verbs** show that actions have already happened; for example, **asked**.
- Many past tense verbs are formed by adding **ed**; for example, **accept** → **accepted**.
- Other past tense verbs change their spelling; for example, **tell** → **told**.

**Rule!**



## Let's find them!

Find these **past tense verbs** in the text.

- 1 buy \_\_\_\_\_
- 2 is \_\_\_\_\_
- 3 laugh \_\_\_\_\_
- 4 say \_\_\_\_\_

- 5 disagree \_\_\_\_\_
- 6 inform \_\_\_\_\_
- 7 waste \_\_\_\_\_



## Let's go to the next step!

Circle the **past tense verbs** in these sentences.

For example: I parked my car under the tree.

- 1 They went to China last year.
- 2 The little plane glided through the air.
- 3 The fire engine sped down the street.
- 4 We pushed our bicycles onto the track.
- 5 The bus was full of excited passengers.
- 6 Yesterday they caught the train to school.
- 7 Mum and I walked around the block several times.



## Let's aim high now!

Write the verbs in brackets in the **past tense**.

Use a dictionary to help you with the spellings.

- 1 The first boats (are) \_\_\_\_\_ hollowed out logs.
- 2 We (go) \_\_\_\_\_ for a cruise around the harbour.
- 3 The cruise liner (sail) \_\_\_\_\_ to lots of little islands.
- 4 Last year I (fly) \_\_\_\_\_ to America in a big aeroplane.
- 5 I (stop) \_\_\_\_\_ to help the man change his flat tyre.
- 6 Last year we (drive) \_\_\_\_\_ from Sydney to Melbourne.
- 7 The man (mount) \_\_\_\_\_ his horse and (ride) \_\_\_\_\_ away.

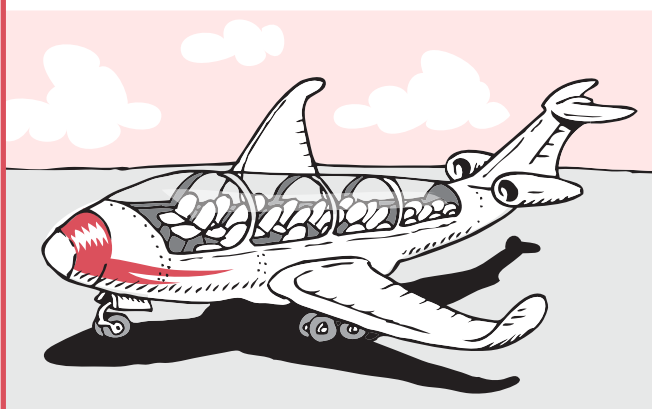
## Owen's journal

22 June 2011

### Transport of the future

Today I found a website about the plane of the future. It **is going to be** amazing! The website says they will build the seats from a special material and the seats **will change** to fit the passengers' bodies. The passengers will see the sky all around them. Also, there will be a place where the passengers can practise their golf! Another website showed a plane that will travel from Tokyo to Paris in less than three hours. They will use fuel made from seaweed to get the plane off the ground. Then they will switch to rocket engines. The only problem is that this is going to happen in 40 years' time. I'll be an old man by then!

This is a **journal entry**. A journal is a part in a book in which we record information and ideas. Owen uses **future tense verbs** to show that actions are going to happen as he records information about the plane of the future.



### Future tense verbs

- show that actions are still going to happen; for example, **is going to be**.
- can also contain the helping verb **will**; for example, **will change**.



## Let's find them!

Find the **future tense** of these verbs in the text.

- 1 build \_\_\_\_\_
- 2 see \_\_\_\_\_
- 3 is \_\_\_\_\_
- 4 travels \_\_\_\_\_
- 5 use \_\_\_\_\_
- 6 switch \_\_\_\_\_
- 7 happen \_\_\_\_\_



## Let's go to the next step!

Complete each sentence with a **future tense** verb group from the box.

are going to ride  
will fly

will transport  
are going to sail

will land  
will drive

are going to hire

- 1 The cars of the future \_\_\_\_\_ themselves!
- 2 The aeroplane \_\_\_\_\_ on the new runway.
- 3 We \_\_\_\_\_ a car in Brisbane.
- 4 The cars of the future \_\_\_\_\_ in the air and travel on the ground.
- 5 Next weekend we \_\_\_\_\_ on the harbour.
- 6 Tomorrow we \_\_\_\_\_ on a very fast train.
- 7 In the future moving sidewalks \_\_\_\_\_ us from place to place.



## Let's aim high now!

Write these sentences in the **future tense**. Use either **going to** or **will**. Start each sentence with the word or words you have been given.

For example: The horse pulls the cart.

This afternoon the horse **will pull** the cart. OR

This afternoon the horse **is going to pull** the cart.

- 1 My dad travels overseas. Next year \_\_\_\_\_  
\_\_\_\_\_
- 2 We try out our new skateboards. Tomorrow morning \_\_\_\_\_  
\_\_\_\_\_
- 3 My father rides his bicycle to work. Next month \_\_\_\_\_  
\_\_\_\_\_
- 4 My racing bike is red, white and blue. My next racing bike \_\_\_\_\_  
\_\_\_\_\_
- 5 My brother drives Nanna to the shops. Tomorrow \_\_\_\_\_  
\_\_\_\_\_
- 6 My grandparents stay in their caravan. Next month \_\_\_\_\_  
\_\_\_\_\_
- 7 The aeroplane takes off with a loud roar. Tonight \_\_\_\_\_  
\_\_\_\_\_



## Let's put it together now!

This student has written the **verbs** in bold in the wrong tense. Write them correctly on the lines.

22 June, 2011

Dear Diary

This morning Dad **buy** me a new scooter. It is the latest Speedy Rocket \_\_\_\_\_  
with special wheels. He **get** it at the bicycle shop in the shopping centre. \_\_\_\_\_  
He **bring** it home in a big box with a red ribbon around it. I was very \_\_\_\_\_  
excited when I **see** the big box because I knew what was inside it. Dad \_\_\_\_\_  
says he **put** it together for me tomorrow. I am so excited. The first thing \_\_\_\_\_  
I **do** is practise riding it on the driveway and around the house. Then on \_\_\_\_\_  
Saturday Dad **take** me to the park. \_\_\_\_\_



## Let's have fun!

The **verbs** and **verb groups** that show ways of travelling have fallen off the word shelf. Put them back where they belong.

| Past tense verbs | Future tense verbs |
|------------------|--------------------|
|                  |                    |
|                  |                    |
|                  |                    |
|                  |                    |

are going to drive

rowed

is going to walk

cycled

will sail

will paddle

carried

flew



## Let's have a test!

- 1 Which sentence has been written correctly?
- ☐ Yesterday I travelled to school by bus.
- ☐ Yesterday I travel to school by bus.
- ☐ Yesterday I will travel to school by bus.
- ☐ Yesterday I am going to travel to school by bus.
- 2 Which sentence has been written **incorrectly**?
- ☐ I walked to the shops this morning. ☐ I walked to the shops yesterday afternoon.
- ☐ I walked to the shops tomorrow. ☐ I walked to the shops last week.
- 3 Which verb or verb group completes this sentence correctly?
- I \_\_\_\_\_ off my bike the day before yesterday.
- ☐ fall ☐ will fall ☐ am going to fall ☐ fell
- 4 Which verb does **not** complete this sentence correctly?
- The boat \_\_\_\_\_ on the lake.
- ☐ sailed ☐ drift ☐ bobbed ☐ floated
- 5 Which sentence has been written correctly?
- ☐ The aeroplane will land early tomorrow morning.
- ☐ The aeroplane land early tomorrow morning.
- ☐ The aeroplane landed early tomorrow morning.
- 6 Which sentence has been written **incorrectly**?
- ☐ Next month the train will speed along the tracks.
- ☐ Next month the train is going to speed along the tracks.
- ☐ Next month the train sped along the tracks.
- 7 Which verb or verb group completes this sentence correctly?
- Next year we \_\_\_\_\_ to America.
- ☐ are going ☐ went ☐ gone ☐ goes
- 8 Which verb does **not** complete this sentence correctly?
- In the future cars \_\_\_\_\_ different.
- ☐ will look ☐ looked ☐ are going to look



## Let's write now!

Write a **diary entry** about a journey you have made or a journey you are going to make. Use **past** and **future tense verbs** in your diary or journal entry.

## Unit 9 Doing the right thing

### Let's find them! (page 49)

1 eat 2 disturb 3 Greet 4 Keep 5 Raise 6 speak  
7 treat

### Let's go to the next step! (page 50)

1 help 2 Put 3 stand 4 Eat 5 Wait 6 Clean, make  
7 Answer, asks

### Let's aim high now! (page 50)

1 try 2 play 3 sweep 4 tidy 5 shares 6 thank  
7 push

### Let's find them! (page 51)

1 is 2 could 3 should 4 must 5 are 6 has 7 will

### Let's go to the next step! (page 52)

1 will 2 must 3 has 4 could 5 may 6 were  
7 should

### Let's aim high now! (page 52)

2 was trying 3 are working 4 will let 5 did take  
6 do like 7 have seen

### Let's put it together now! (page 53)

Do not kick balls near windows.

Do not fight with your friends.

Bad behaviour is not allowed.

Share your toys with your friends.

Ask before taking food from the fridge.

You must clean up if you make a mess.

Thank your friends for coming to play with you.

## Let's have fun! (page 53)

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| s | x | g | h | z | m | u | s | t | p |
| h | s | t | j | u | q | j | m | y | u |
| o | r | z | s | a | d | m | v | l | e |
| u | m | b | h | a | v | e | t | y | n |
| l | i | r | p | w | i | n | t | p | e |
| d | g | d | e | n | e | r | o | g | t |
| r | h | c | s | q | v | d | z | t | s |
| c | t | o | d | h | y | r | t | k | i |
| x | r | u | w | p | d | a | v | j | l |
| c | a | r | e | e | p | l | e | h | r |

### Let's have a test! (page 54)

1 greets 2 lend 3 Step 4 Walk 5 does 6 has

7 They should care for their pets.

8 She helps me with the task.

## Unit 10 Sporting heroes

### Let's find them! (page 55)

1 cheered 2 say 3 announced 4 whispered  
5 exclaimed 6 told 7 replied

### Let's go to the next step! (page 56)

1 moaned 2 promised 3 explained 4 grumbled  
5 murmured 6 coughed 7 warned

### Let's aim high now! (page 56)

1 sighed 2 called 3 asked 4 whined 5 answered  
6 argued 7 spoke

### Let's find them! (page 57)

1 is 2 was 3 had 4 were 5 has 6 am 7 are 8 have

### Let's go to the next step! (page 58)

1 have 2 is 3 am 4 be 5 are 6 had 7 was

### Let's aim high now! (page 58)

1 are 2 been 3 was 4 were 5 is 6 has 7 be

### Let's put it together now! (page 59)

Cadel Evans is one of Australia's greatest cyclists. He has admirers all over the world. This is what some people said after he won the Tour de France in 2011.

"What a fantastic cyclist!" exclaimed Mai Chan.

"Has Australia ever had a greater cyclist?" asked Josh Smith.

"I don't think there will ever be a greater cyclist," commented Robyn Dickson.

**Let's have fun!** (page 59)

**Across:** 1 stuttered 4 am 5 scold 6 had 8 sobbed

**Down:** 2 teased 3 demanded 7 is

**Let's have a test!** (page 60)

- 1 Many young sailors ask Jessica Watson for advice.
- 2 Our team tried hard but lost the match.
- 3 cheered
- 4 This is the best team in the league.
- 5 We watched them playing tennis.
- 6 were
- 7 He has basketball practice this afternoon.
- 8 had

**Unit 11 The city****Let's find them!** (page 61)

- 1 reach 2 hurry 3 flutters 4 hoot 5 whine  
6 strikes 7 rumbles

**Let's go to the next step!** (page 62)

- 1 are 2 stops 3 shine 4 are dashing 5 wait 6 buy  
7 were looking

**Let's aim high now!** (page 62)

- 1 show 2 have 3 eat 4 takes 5 catches 6 are  
7 look

**Let's find them!** (page 63)

- 1 we'll 2 I'm 3 there'll 4 don't 5 won't 6 we'd  
7 city's

**Let's go to the next step!** (page 64)

- 1 You're – You are
- 2 We've – We have
- 3 She'd – She would
- 4 I'd – I would
- 5 They've – They have
- 6 He's – He is
- 7 Doesn't – Does not

**Let's aim high now!** (page 64)

- 1 can't – cannot
- 2 Where's – Where is
- 3 they'd – they would
- 4 They're – They are
- 5 she'll – she will
- 6 He's – He has
- 7 didn't – did not

**Let's put it together now!** (page 65)

don't, is, I'm, make, push, they're, That's

**Let's have fun!** (page 65)

- 1 Oscar catches, Martin and Jerry clap, Veronica dances, Sarah and Alison sing
- 2 I haven't been to the city for a long time. There's a shop in the city I'd like to visit. It's not as peaceful in the city as it is in the country. We're going to watch the procession in the city centre.

**Let's have a test!** (page 66)

- 1 She is holding an umbrella.
- 2 We visits the museum.
- 3 is, was
- 4 carries
- 5 My friend said she'd tell me where the shop was.
- 6 I wish the'yd told me which bus to catch.
- 7 I had
- 8 can't

**Unit 12 Ways of travelling****Let's find them!** (page 67)

- 1 bought 2 was 3 laughed 4 said 5 disagreed  
6 informed 7 wasted

**Let's go to the next step!** (page 68)

- 1 went 2 glided 3 sped 4 pushed 5 was 6 caught  
7 walked

**Let's aim high now!** (page 68)

- 1 were 2 went 3 sailed 4 flew 5 stopped 6 drove  
7 mounted, rode

**Let's find them!** (page 69)

- 1 will build 2 will see 3 will be 4 will travel 5 will use 6 will switch 7 is going to happen

**Let's go to the next step!** (page 70)

- 1 will drive 2 will land 3 are going to hire 4 will fly 5 are going to sail 6 are going to ride 7 will transport

**Let's aim high now!** (page 70)

- 1 Next year my dad will travel/is going to travel overseas.
- 2 Tomorrow morning we will try out/are going to try out our new skateboards.
- 3 Next month my father will ride/is going to ride his bicycle to work.
- 4 My next racing bike will be/is going to be red, white and blue.

- 5 Tomorrow my brother will drive/is going to drive Nanna to the shops.
- 6 Next month my grandparents will stay/are going to stay in their caravan.
- 7 Tonight the aeroplane will take off/is going to take off with a loud roar.

**Let's put it together now!** (page 71)

bought, got, brought, saw, will put/is going to put, will do/am going to do, will take/is going to take

**Let's have fun!** (page 71)

Past tense verbs: rowed, cycled, carried, flew

Future tense verbs: are going to drive, is going to walk, will sail, will paddle

**Let's have a test!** (page 72)

- 1 Yesterday I travelled to school by bus.
- 2 I walked to the shops tomorrow.
- 3 fell
- 4 drift
- 5 The aeroplane will land early tomorrow morning.
- 6 Next month the train sped along the tracks.
- 7 are going
- 8 looked