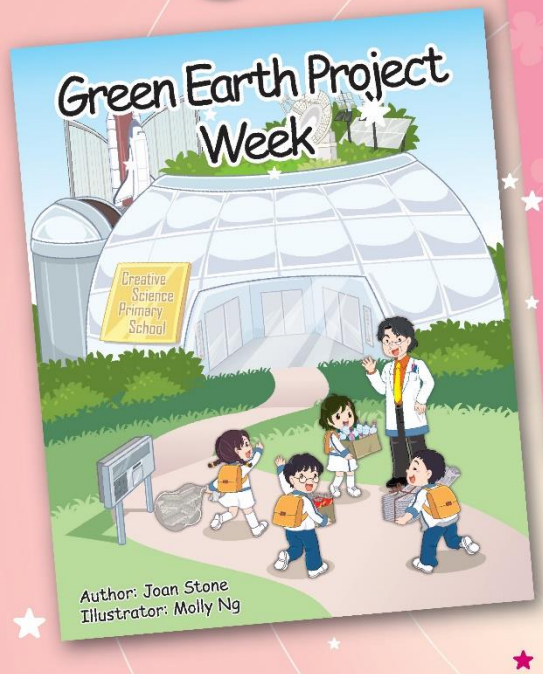
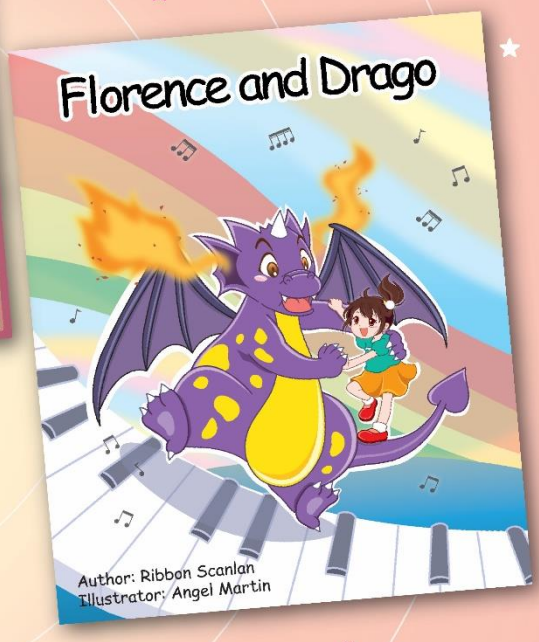
NET SECTION

SPACE TOWN

Literacy Programme for KS1







Grammar Booklet

(Units 16–18)

Name: _____

Class: _____ Class No.: _____

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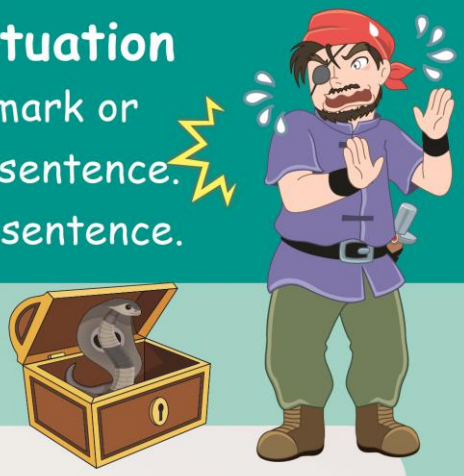
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Date: _____

Practice 1 : Handwriting (Punctuation)

Handwriting Tips for Punctuation

- USE a full stop, an exclamation mark or a question mark at the end of a sentence.
- USE a comma in the middle of a sentence.



One day, Pang found a treasure box.

What is in the box ?

Oh, no !

Date: _____

Practice 2 : Handwriting (Quotation Marks)

Handwriting Tips for Quotation Marks

- USE open quotation marks at the beginning of what someone said.
- USE close quotation marks at the end of what someone said.

Drago said, "Just look here boy!"



Charlie screamed, "Aaargh!"



Date: _____

Practice 3 : Past Tense (Regular)

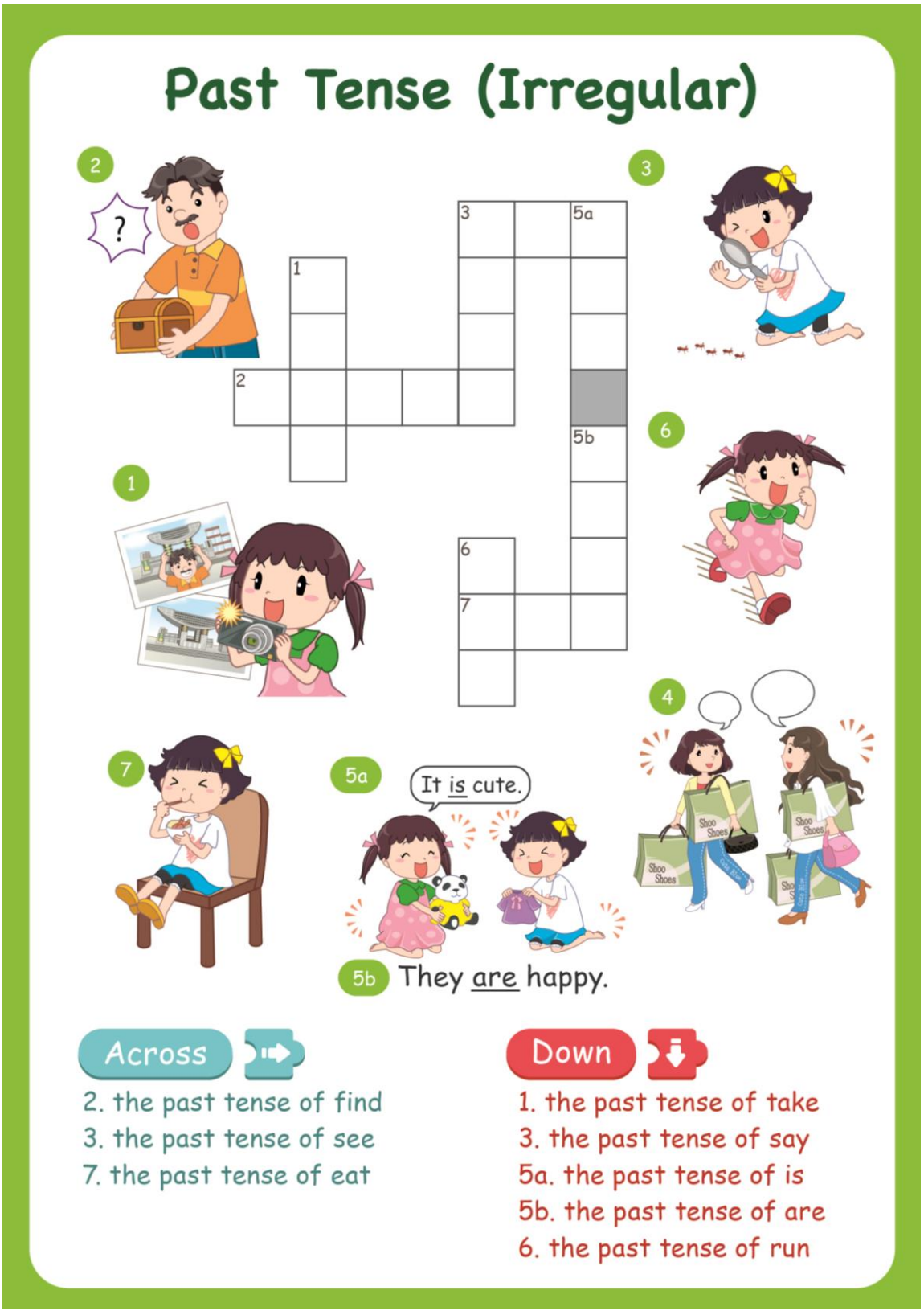
Fill in the boxes with the past tense of the verb.



Date: _____

Practice 4 : Past Tense (Irregular)

Fill in the boxes with the past tense of the verb.



Date: _____

Practice 5 : Mad Libs (Noun & Verb)

Look at the word bank and add your own words. Use these words to make an interesting story.

Nouns

People	Things	Places	Body parts
teacher	car	playground	nose
boy	trap	jungle	ears
policeman	net	forest	paws
hunter	hole	classroom	eyes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Verbs

Present / Base form	Past
catch	caught
ask	asked
laugh	laughed
chew	chewed
hear	heard
_____	_____
_____	_____
_____	_____

The Lion and the Mouse

Once upon a time, in a _____ (N - a place) there lived a lion. One day when the lion was sleeping, a tiny little mouse ran across the lion's _____ (N - a body part). This woke up the lion and he put his huge _____ (N - a body part) angrily on the tiny mouse.



The poor mouse _____ (V - past) the lion not to kill her this time and promised she would help him someday. Hearing this, the lion laughed and _____ (V - past) how such a tiny mouse could help. He was in a good mood so he let her _____ (V - base form).



A few days later, a _____ (N - people) set up a trap in the _____ (N - a place).

The lion was trapped and he cried for help.

The little mouse _____ (V - past) his cries and _____ (V - past) to help. The mouse _____ (V - past) on the net until it broke and the lion fell out. The lion was very happy and thanked the mouse. They were friends forever.

Date: _____

Practice 6 : Mad Libs (5 Senses)

Look at the word bank and add your own words. Use these words to make an interesting story. Look at the symbols for clues that may help you. Colour the picture of Goldilocks after completing the story.

5 Senses Word List

Touch	Smell	See	Hear	Taste
fluffy	stinky	shiny	quiet	creamy
smooth	fresh	big	loud	sour
hard	bad	dark	soft	salty
hot	sweet	beautiful	horrible	bitter
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



Goldilocks and the Three Bears

Once upon a time, there was a _____ girl named Goldilocks. She went for a long walk in the _____ _____ forest. Soon, she came upon a _____ house. She gave the door a _____ knock. When no one answered, she walked right in.

On the _____ table in the kitchen, there were three bowls of _____ porridge. Goldilocks was hungry. She tasted the porridge from the first bowl.

"This porridge is too _____ !" she exclaimed.

Then she touched the porridge from the next bowl.

"This porridge is too _____ !" she cried.

So she tasted the last bowl of porridge.

"This porridge tastes _____ !" she said, and ate it all up.

After she ate the three bears' breakfast, she felt sleepy. Goldilocks walked into the living room where she saw three _____ _____ chairs. She sat down on the first chair and fell asleep.

(to be continued)

Green Earth Project Week

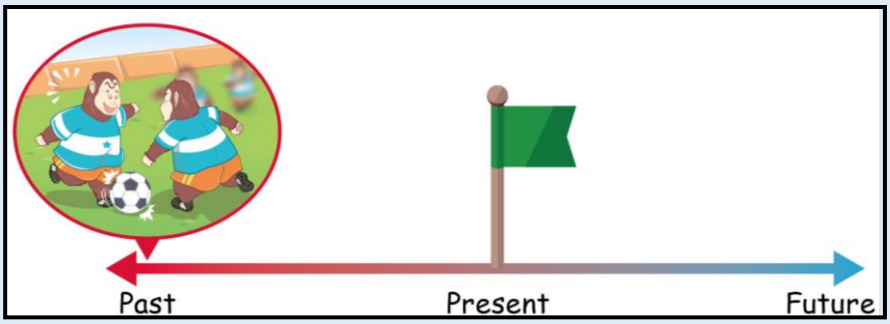


Author: Joan Stone
Illustrator: Molly Ng

Date: _____

Worksheet 16.1: Past Tense - Irregular

We use past tense to show actions that happened and were completed in the past.



e.g. We played football yesterday.

We make **regular past tense** by adding –d or -ed at the end of the verb.

Irregular past tense

Some verbs do not follow the rules.

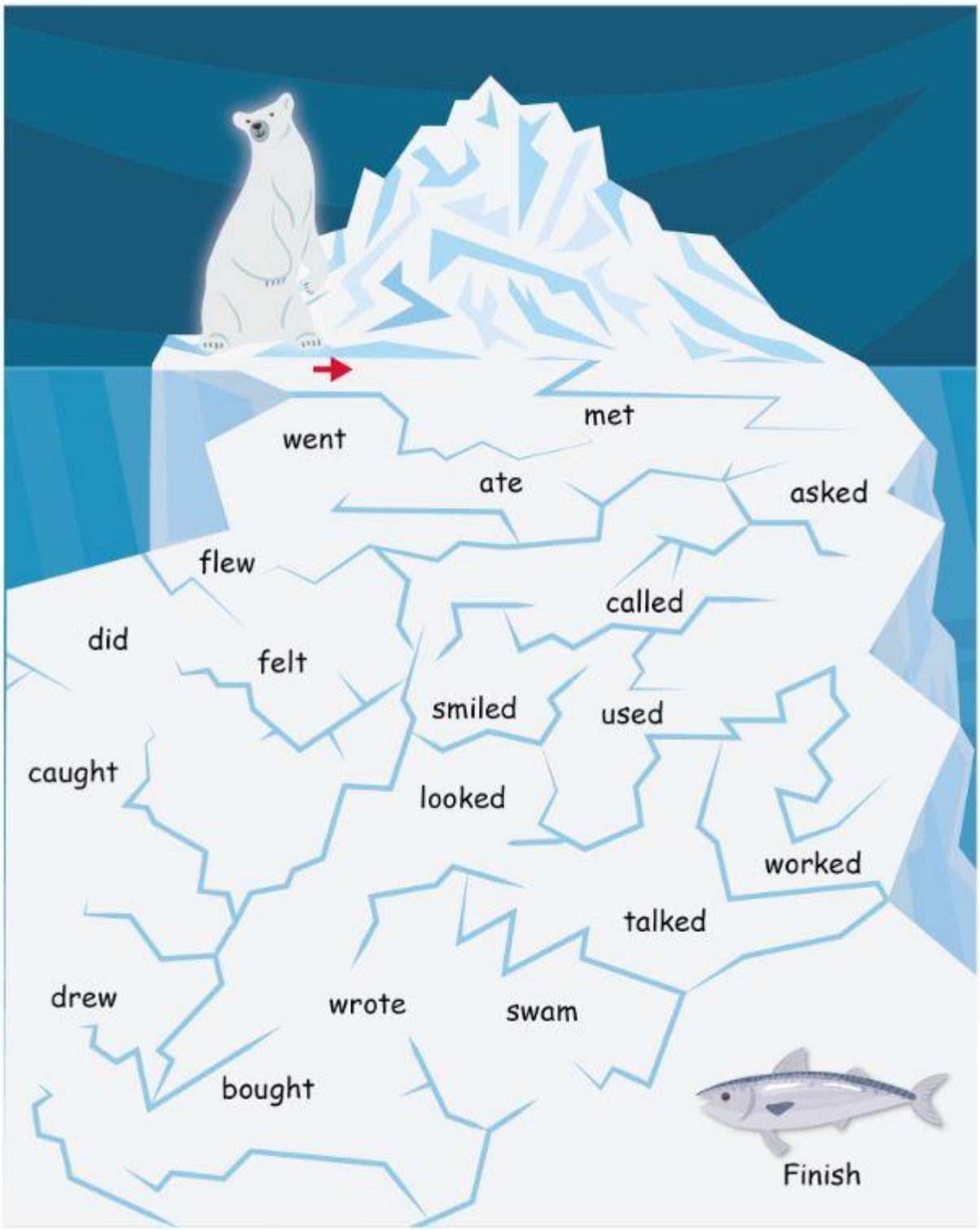
- They do not have a -d or –ed ending for their past tense form.
  e.g.

Verb	Past Tense
go	went
take	took

- They stay the same and do not change their form in past tense.
  e.g.

Verb	Past Tense
cut	cut
set	set

A. A polar bear is searching for food. Help him reach the fish before the ice melts. Draw a path for this polar bear going through the irregular past tense.



B. Polly and her family went camping on Lantau Island. She is writing a recount of her camping. Complete her recount by using the past tense of the given verbs.

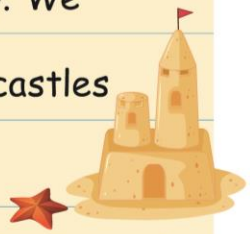
Last week I __went__ (go) to Lantau Island with my family for camping.

First, we __set__ (set) up the tent. It was fun but tiring. Then, we _____ (go) exploring on the beach.



I _____ (find) a lot of colourful shells.

Next, it _____ (be) time for an activity. We _____ (fly) kites, __made__ (make) sandcastles and _____ (draw) on the sand.



Then, we all _____ (get) together and collected some firewood. We __made__ (make) a big fire and cooked food on it. Mother _____ (bring) us some marshmallows too.



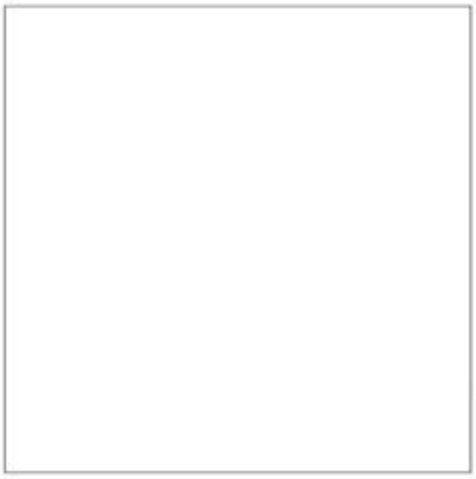
We _____ (sit) around the campfire for a long time. Finally, it was bedtime. We _____ (be) very tired and _____ (sleep) until sunrise.

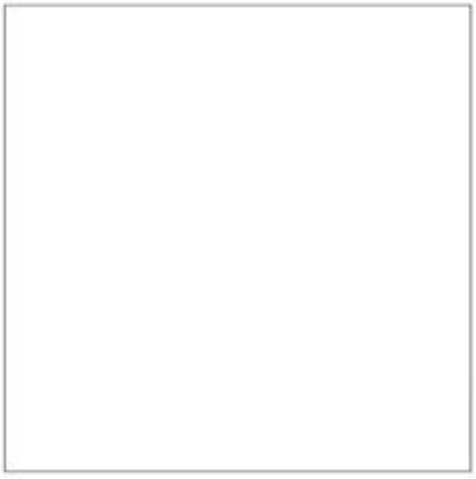
We enjoyed our camping. It was fun!



C. Write the past tense form of these verbs. Choose any two to make two sentences and draw pictures about them.

Verb	eat	sleep	find	say
Past tense				





Date: _____

Worksheet 16.2: Can

We use the **modal verb** 'can' to talk about the possibility of what we can do.

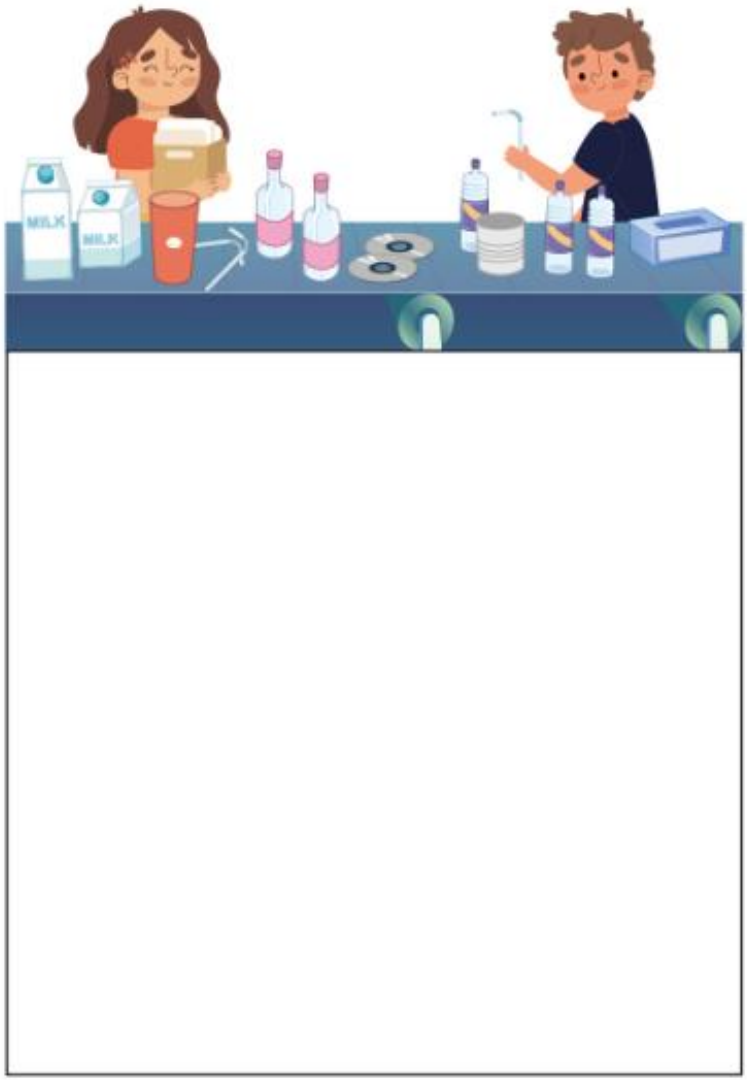
e.g. I can use two CDs to make eye glasses.



I can use metal cans to make drums.



A. Make a robot. Pick the items from the list to make your robot for Green Earth Project Week. Write the number for each item you choose to use in the box. Draw a picture of your robot.



- ☐ straw(s)
- ☐ tissue box(es)
- ☐ carton(s)
- ☐ glass bottle(s)
- ☐ plastic bottle(s)
- ☐ CD(s)
- ☐ metal can(s)
- ☐ paper cup(s)
- ☐ _____

Write a sentence about your robot.

_____

_____

B. The students are recycling items. Help them find the correct recycle bin and complete the sentences using "I can recycle…".



e.g. I can recycle cans in the metal bin.



I can recycle_____

_____

a book

I can recycle_____

_____



bottles



C. Look around the room. What can you recycle? Write one item you see that you can recycle.

_____

_____

Date: _____

Worksheet 16.3: And & Or

We use and to link similar ideas or add information.

e.g. We use a paper cup and lids to make a car.





We use or to show a choice between two things.

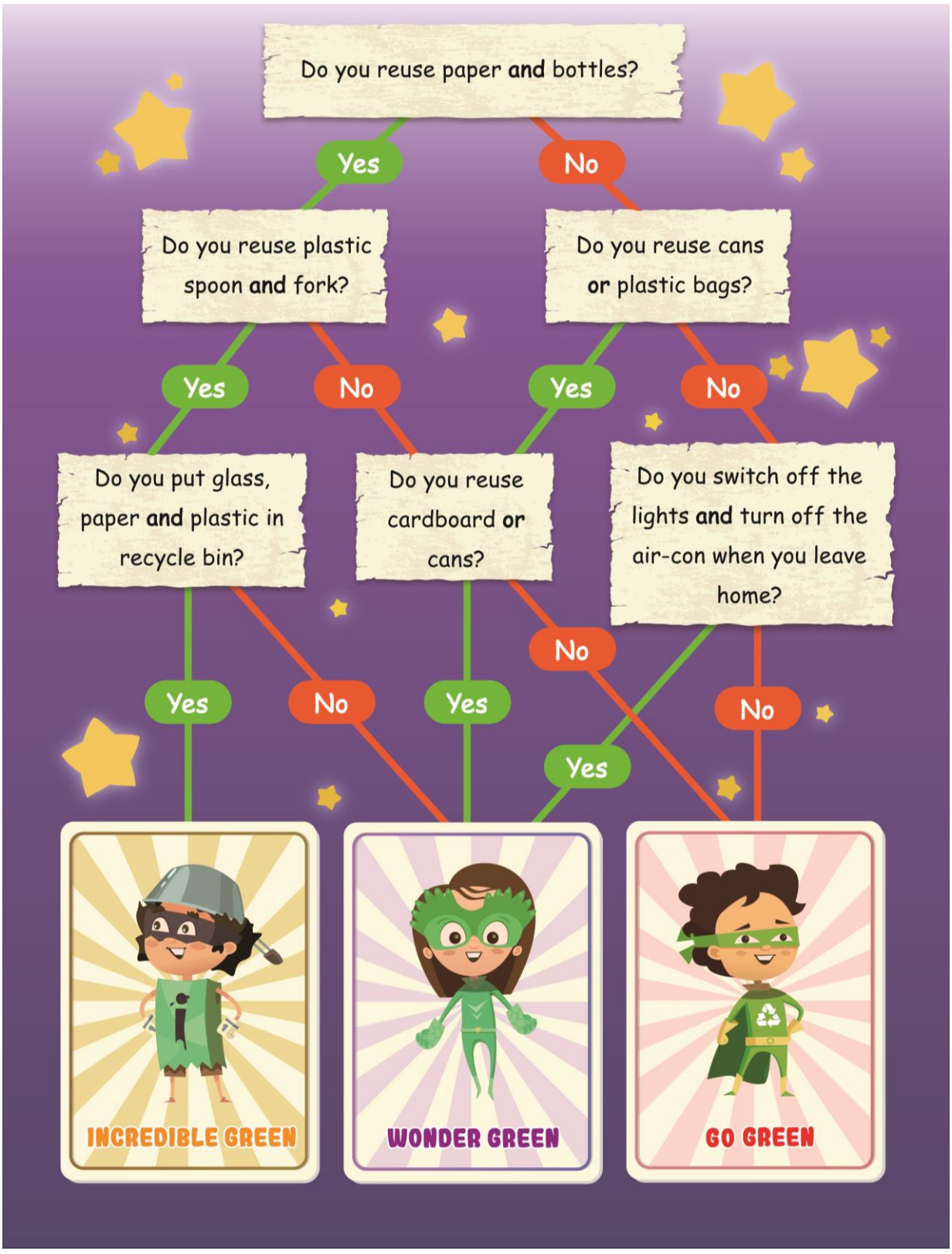
e.g. Is it a plastic bag or a paper bag?





A. Which green superhero are you?

Answer the questions to find out which green superhero you are.



B. Danny is at the Green Restaurant. Help him choose the food from the menu and complete the sentences using "and" or "or".



e.g. I can order garlic bread (and / or) green salad for my starters.

1. I can order green pizza (and / or) _____ _____.

2. I can order _____ (and / or) _____ _____.

3. _____ _____ _____.

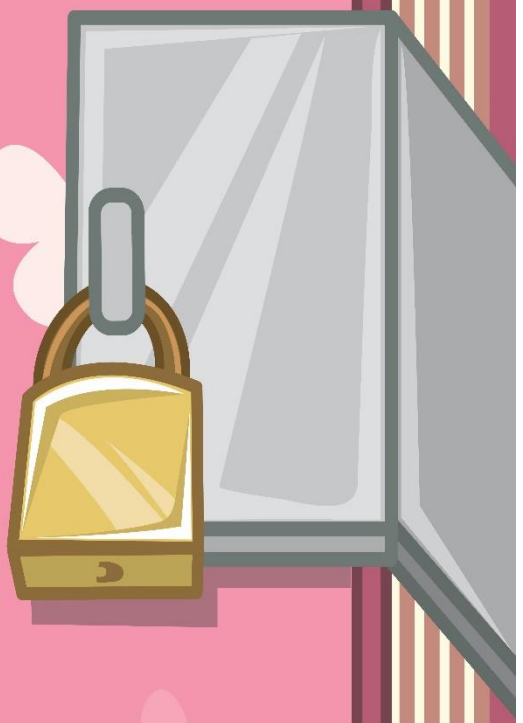
C. You are a green superhero. Tell us how to recycle different things. Use the "and" and "or" to make sentences.



and	_____ _____
or	_____ _____

Amy's Diary





Keep Out

Top Secret

Date: _____

Worksheet 17.1 : Did you…?

We use did to ask questions about the past.

e.g. Did you paint Easter eggs last week?

Yes, I did.



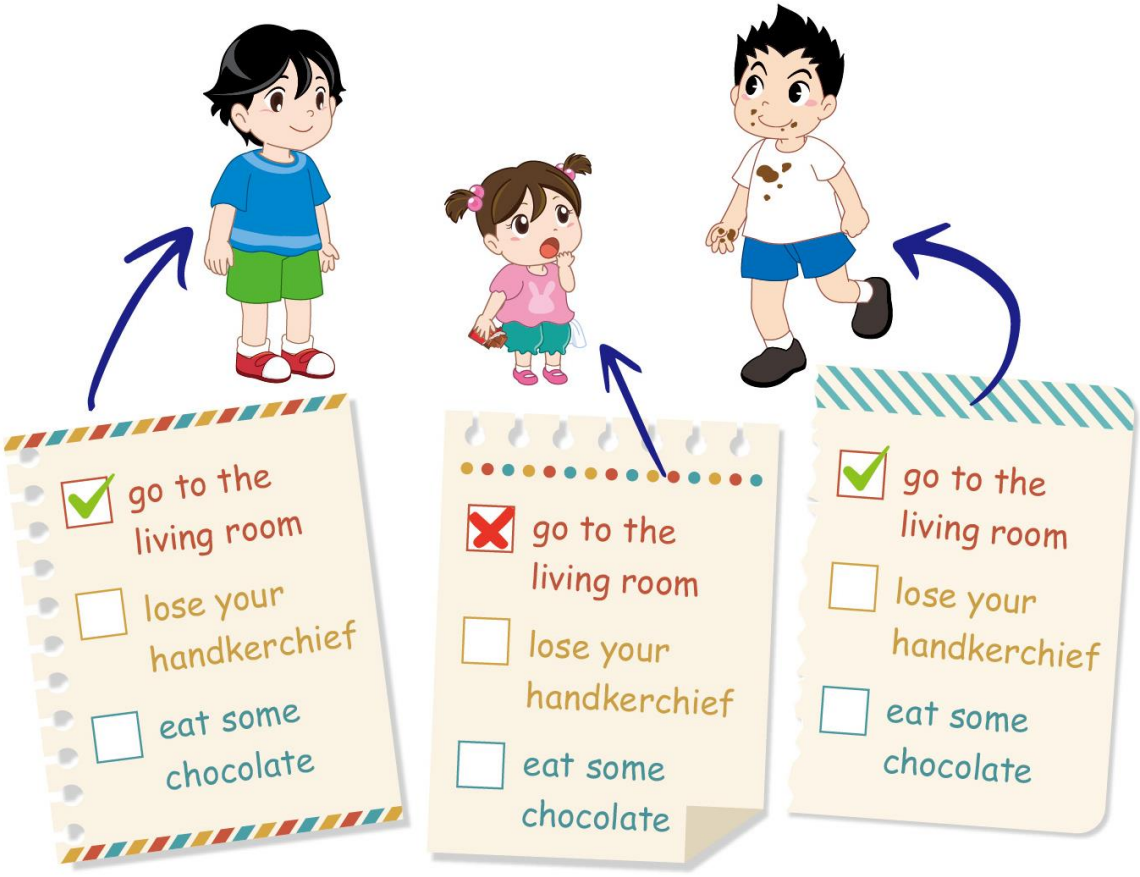
Did you go on the cable car yesterday?

No, I didn't.



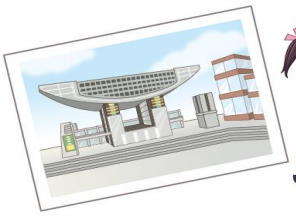
A. Mum found out that someone has broken a vase. Did Mum find who made the mess? Look at the children and put a tick or a cross next to the lists. Circle the person who made the mess.





B. Aunt Ruby, Uncle Luke and cousin June have come to Hong Kong. Amy meets June and asks her about yesterday. Look at the picture and fill in the questions for Amy.

1. go to the Peak



: _____

_____

: Yes, I did.

2. go shopping



: _____

_____

: No, I didn't.

3. eat dim sum



: _____

_____

: Yes, I did.

4. watch a movie



: _____

_____

: No, I didn't.

C. What did your friend do last weekend? Choose two activities and write the questions. Then ask your friends to see if they did it or not. Put a tick or cross in the box next to the questions.

1. _____ ☐

2. _____ ☐

Date: _____

Worksheet 17.2: Possessive Adjectives

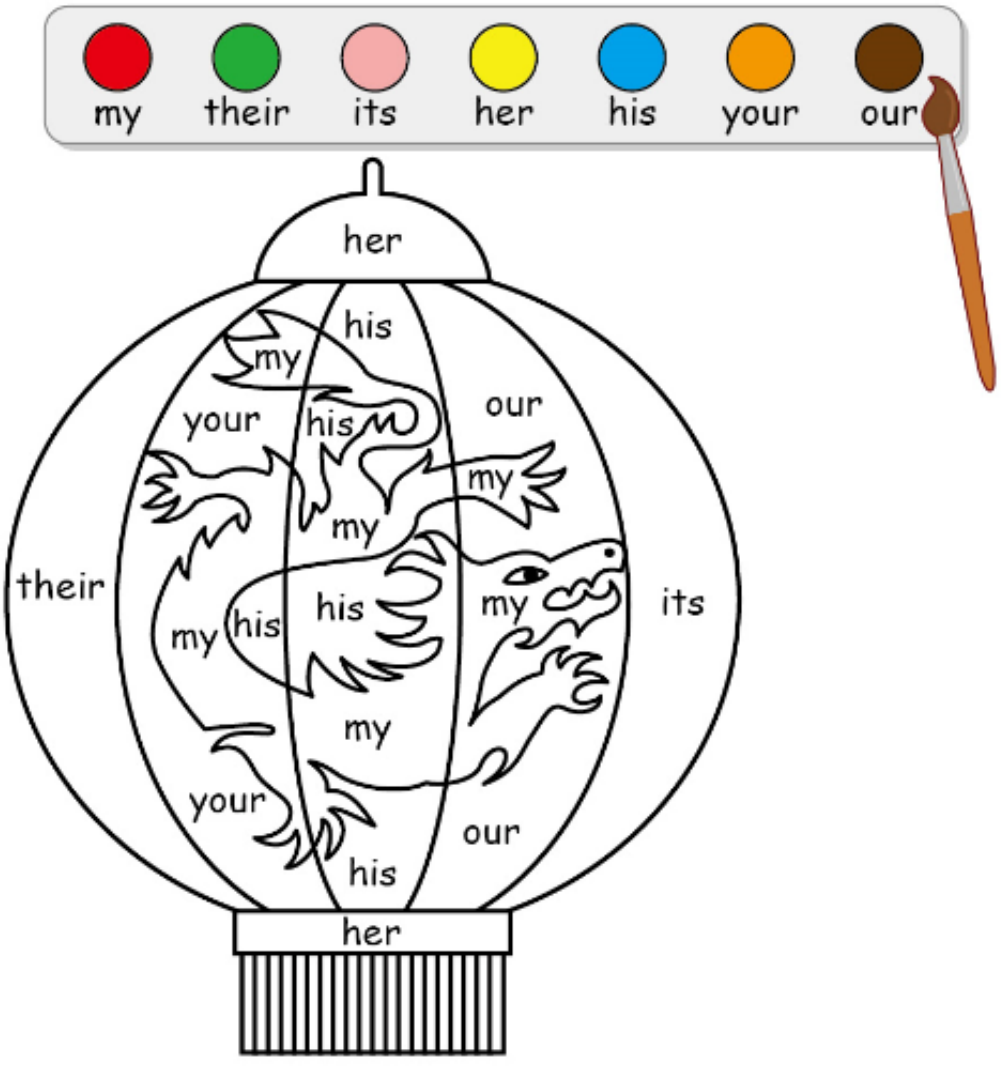
We use a possessive adjective to talk about things that belong to someone or something.

my	his	its	our
your	her	their	



e.g. I showed June my diary.

A. Look at the colour code. Colour the possessive adjectives to see the lovely lantern.



B. Amy is talking about June and Aunt Ruby's visit. Look at the pictures and fill in the blanks with the correct word.

	1. I played with _____friend. (my / its)
	2. I liked June and _____ panda bear. (their / her)
	3. I met Aunt Ruby and _____ cousin, June. (her / my)
	4. June and I wrote in _____ dairies. (his / our)

C. Who did you play with over the weekend? Draw a picture and write one sentence starting with "I played with…".

_____

_____

Date: _____

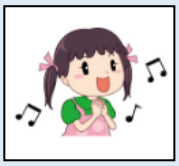
Worksheet 17.3: Prepositional Phrases

We use a prepositional phrase to show the time of an event.

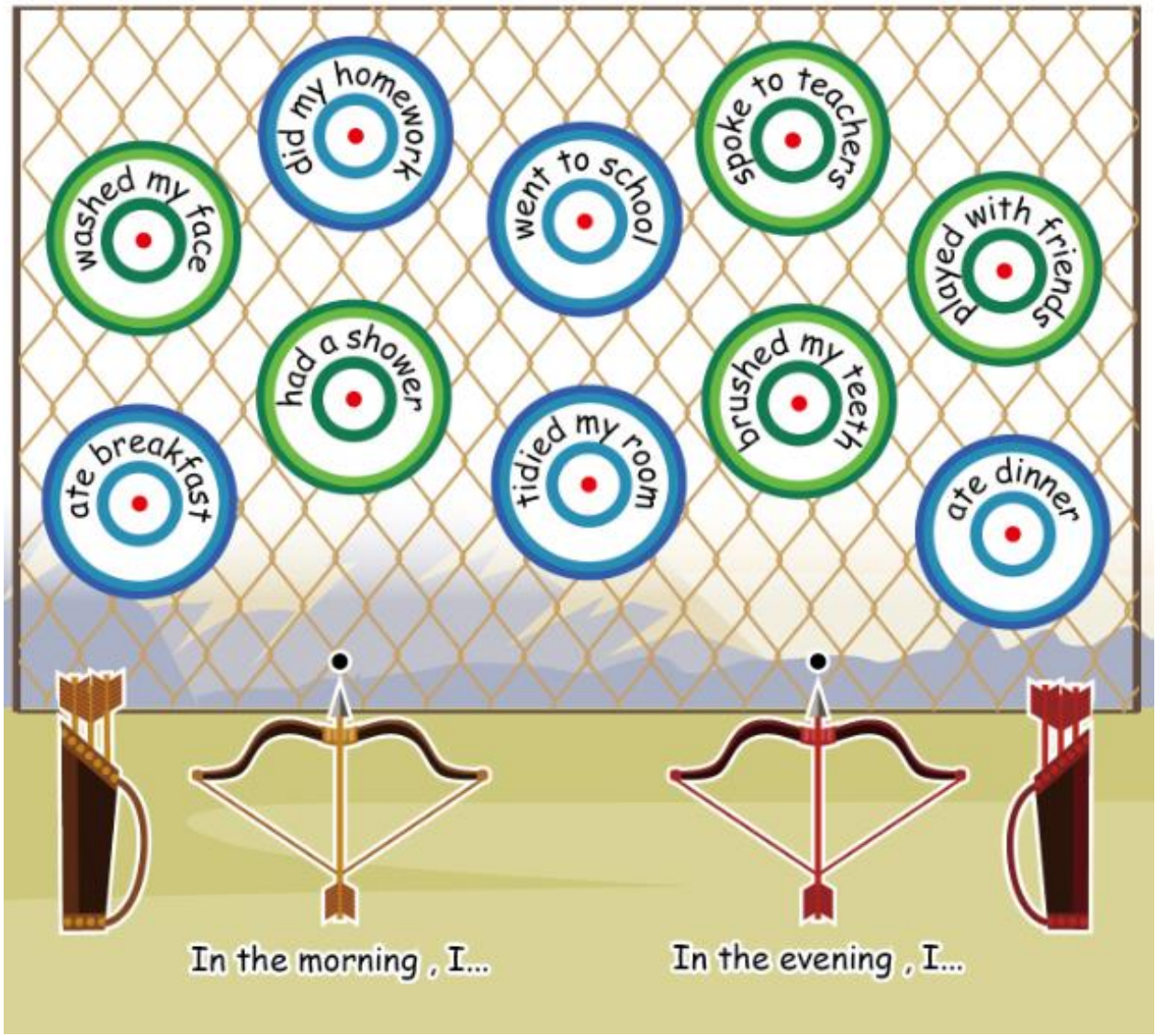
e.g. In the morning, I brushed my hair.



In the evening, I sang a song.



A. Hit the targets. Shoot the arrow to match it with the activity by drawing a line.



B. Look at the pictures and fill in the blanks with either "In the morning" or "In the evening".

	_____, Amy got dressed.
	_____, Amy ate dinner.
	_____, Aunt Ruby went shopping.
	_____, Dad made breakfast.
	_____, June went to sleep.

C. Tell us one thing you did in the morning and one thing you did in the evening.

_____

_____

Date: _____

Worksheet 17.4: Because and But

We use because to give a reason and join two parts of a sentence together.

e.g. I am tired because I played all day.





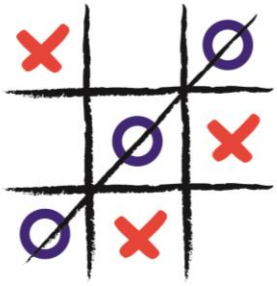
We use but to join two ideas that are opposite.

e.g. We ate a lot of food but we still felt very hungry.





A. Play Tic-Tac-Toe with your friend. Take turns to choose a sentence and read it aloud using the correct word (because / but). Draw a O or X in the box if your answer is correct. Match three in a row to win.



She ate an apple (because / but) she was hungry.	I slipped (because / but) I was not careful.	I am hungry (because / but) I have no food to eat.
It is a nice gift (because / but) I do not like it.	I like ice-cream (because / but) it hurts my teeth.	She is happy (because / but) she can go to the beach.
We have no chocolate (because / but) we ate it all.	I want to cook (because / but) there is no rice at home.	I am going to eat a cake (because / but) it's my birthday.

B. Amy is writing her diary. Help her combine the sentences using "but" or "because".

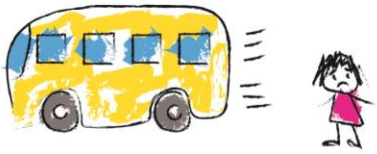
14 April

e.g. I took an umbrella **because** it was raining outside.



15 April

I was late for school _____ I missed my school bus.



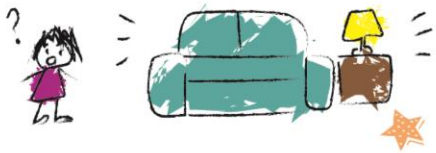
16 April

I had some ice-cream _____ it hurt my teeth.



17 April

I wanted to play with my friend _____ there was no one at home.



I rushed home _____ I was very hungry.



I hope it will be sunny tomorrow _____ I want to play with my friends outside.



C. Make two sentences using "because" and "but".

because	_____ _____
but	_____ _____

Florence and Drago



Author: Ribbon Scanlan
Illustrator: Angel Martin

Date: _____

Worksheet 18.1: Quotation Marks

We use quotation marks at the beginning and end of what someone said.

e.g. He said, "I'll fly with you."



"Just look here, Boy!" roared Drago.



A. Drago has invited Florence and Charlie for tea. They are looking for their way to the castle. Find the sentences with quotation marks to get there.



B. Florence is doing different things in the picture. Change the sentences in the speech bubbles into a sentence using quotation marks.

e.g.



Florence said, "We had chilli soup."

1.



2.



C. Fill in the speech bubble with a sentence. Then change the sentence in the speech bubble into a sentence using quotation marks. Write the sentence using quotation marks.

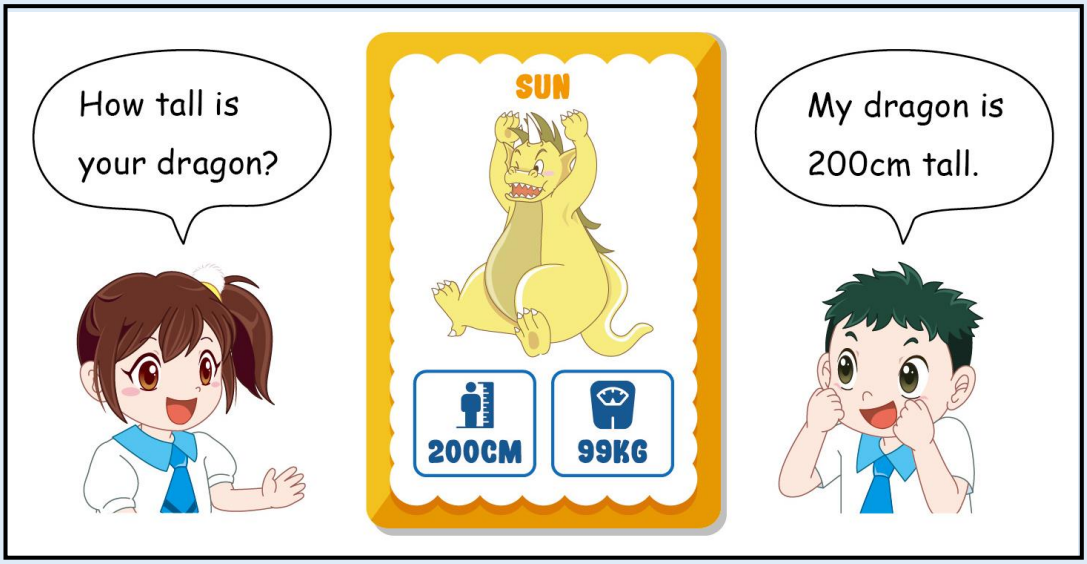


Date: _____

Worksheet 18.2: How Tall and How Heavy

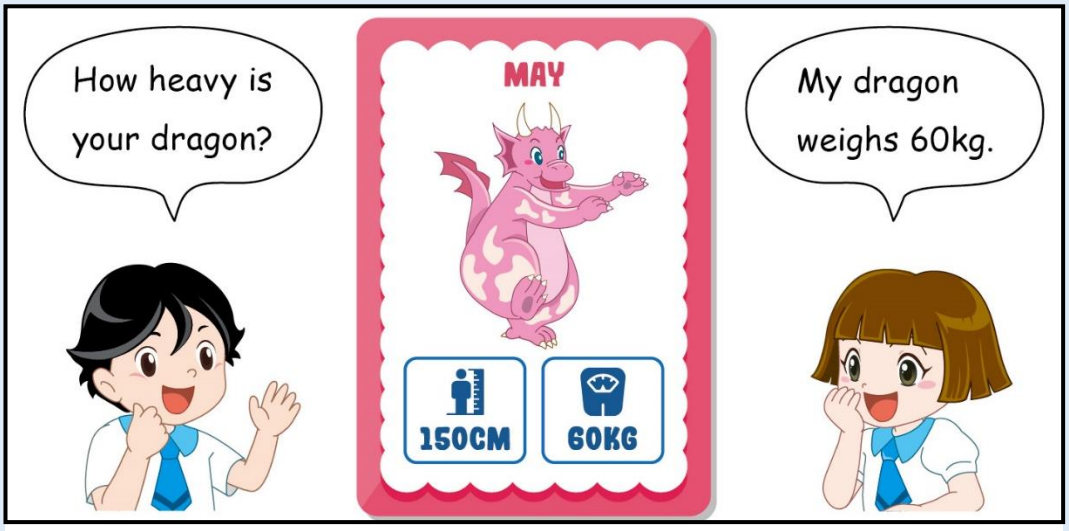
We use how tall to ask about height.

e.g. How tall is your dragon? My dragon is 200cm tall.



We use how heavy to ask about weight.

e.g. How heavy is your dragon? My dragon weighs 60kg.



A. Circle the view that the fisherman can see through his telescope. How tall is the dragon? How heavy is the dragon? Write the height and weight.



A. 250cm, 80kg

B. 220cm, 70kg

C. 240cm, 75kg

How tall is the dragon? _____

How heavy is the dragon? _____

B. The children are playing a game. The teacher asks the children to bring their birth certificates to school. The children are asking one another how heavy and how tall their friends were when they were a baby. Read the dialogue and fill in the blanks with "How tall" or "How heavy". Then write the name on the card.









1. 

_____ were you?

Florence : I was 48cm tall.

2. 

_____ were you?

Charlie : I weighed 4kg.

3. 

_____ were you?

Joe : I was 45cm tall.

4. 

_____ were you?

Rose : I weighed 4.3kg.

C. How tall are your friends? How heavy are your friends? Write the questions. Then ask your friends and write down their answers below.

1. Question:_____

   Answer: _____

2. Question:_____

   Answer: _____

Date: _____

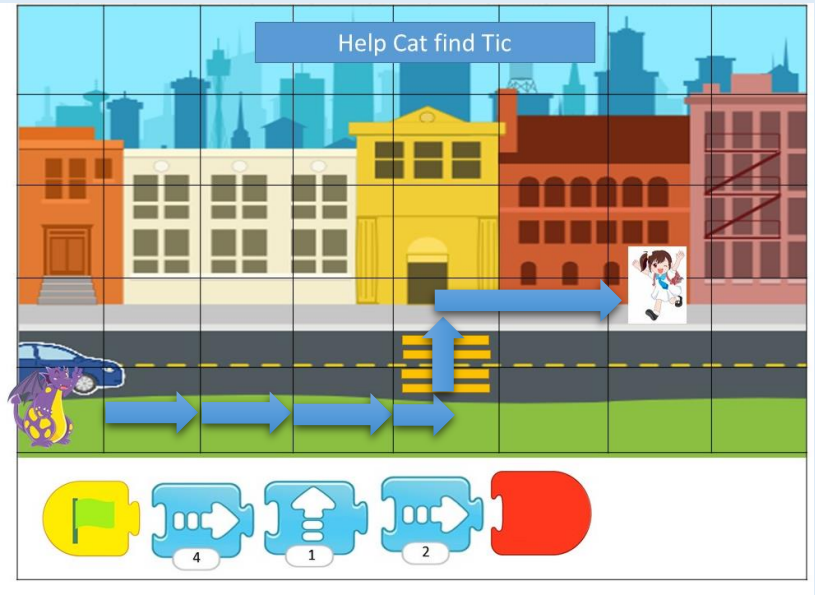
Worksheet 18.3: Imperatives

We use **imperatives** to give instructions and directions.

Drago is going to meet Florence.

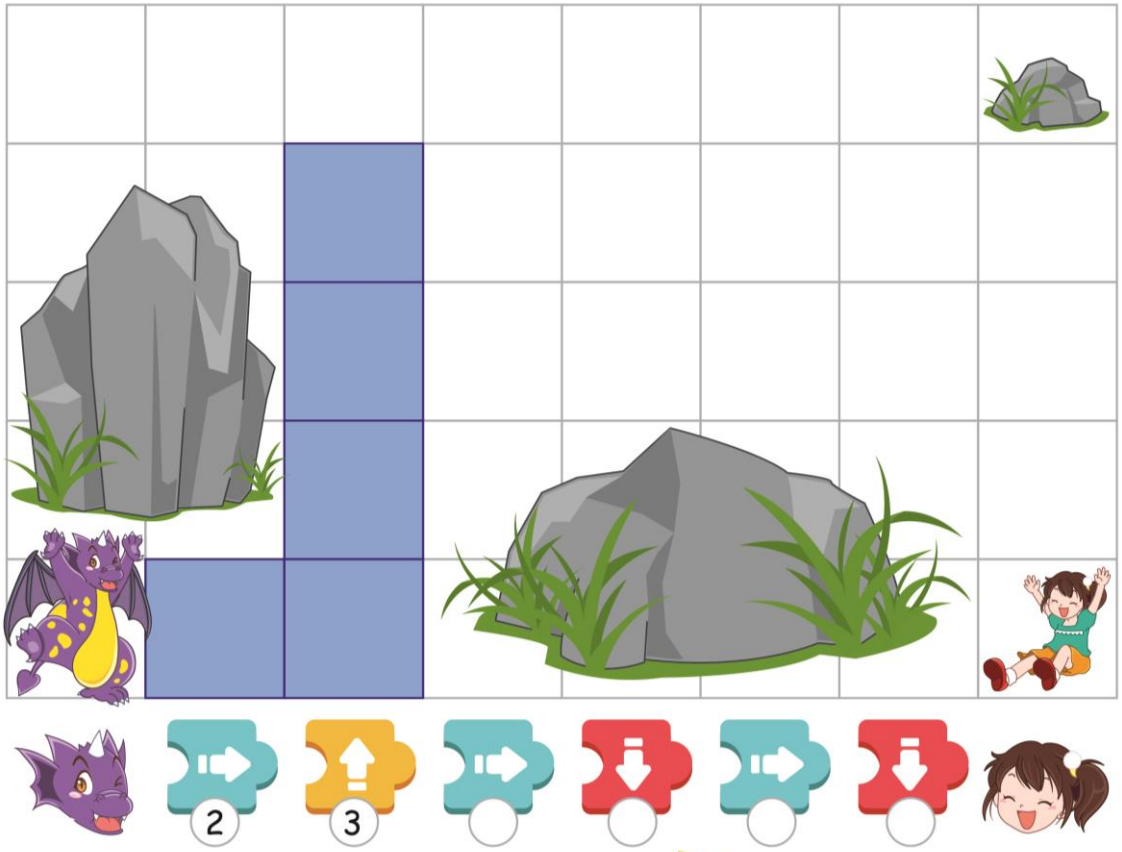
Instructions:

1. move right 4 steps
2. move up 1 step
3. move right 2 steps



A. Drago has lost his friend, Florence. Follow the instructions to find Florence. Colour the direction you followed to find Florence. Write the correct number in the direction arrows.

Help Drago find Florence



Instructions:

1. move right 2 steps ☑
2. move up 3 steps ☑
3. move right 3 steps ☐
4. move down 1 step ☐
5. move right 2 steps ☐
6. move down 2 steps ☐

B. Charlie is looking for Drago. Follow the instructions given and write the number of steps in the direction arrows. Draw a line on the grid to show Charlie's route.





Instructions:

1. move left 2 steps
2. move up 4 steps
3. move right 5 steps
4. move up 2 steps

C. Draw yourself and your friend in the grid. Draw some trees. Find your way to your friend and write the instructions.

Instructions:

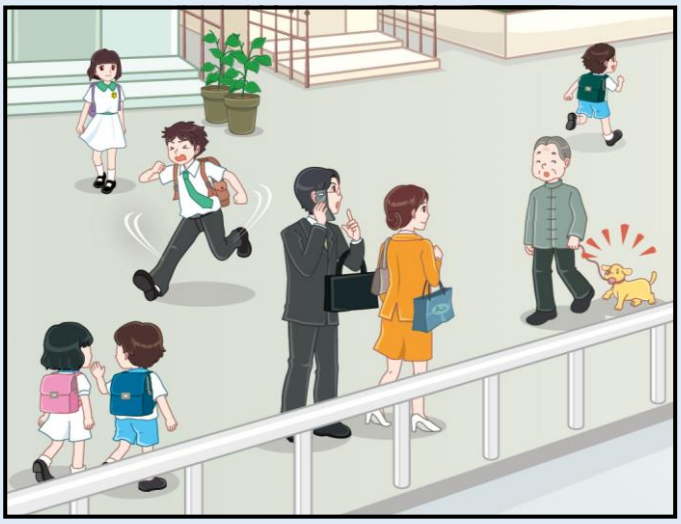
Date: _____

Worksheet 18.4: Adverbs

We use **adverbs** to describe a verb (action). Adverbs tell us how someone does something.

e.g. The girl is crying loudly.

The man is talking softly on the phone.



We usually add '**ly**' to the adjectives.

e.g. loud → loudly

soft → softly

quiet → quietly

slow → slowly

quick → quickly

safe → safely

proper → properly

For some words, we change 'y' to 'i' and then add 'ly'.
e.g. happily, angrily

A. Can you find the children? Read the description and circle them accordingly.



Can you find .....?

Sally is walking quickly by the pool.

Ted is talking softly to his friend.

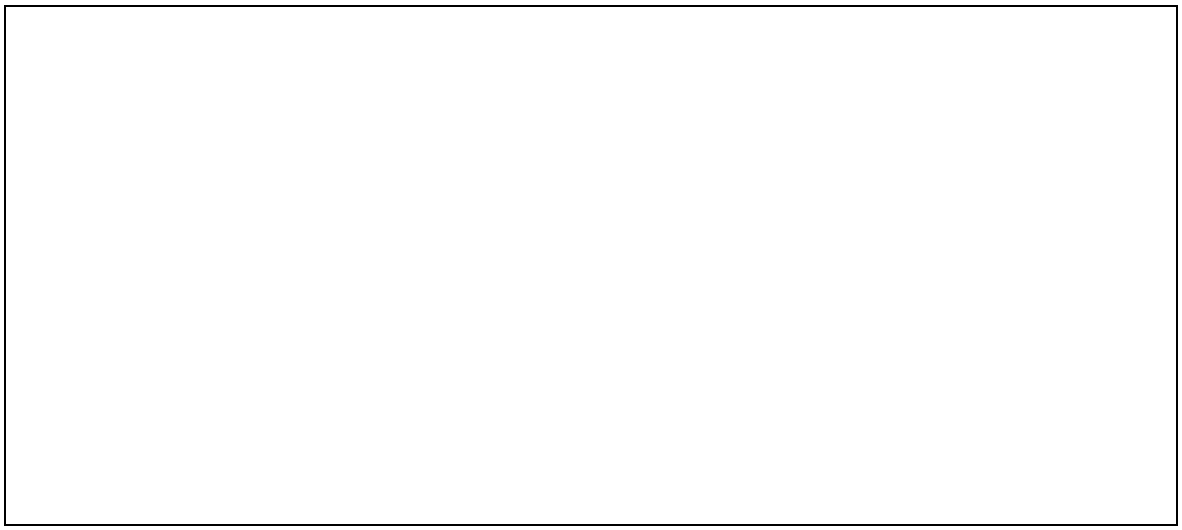
B. The children are playing in the playground. Look at the picture and fill in the blanks with the following words.

loudly	softly	slowly	quickly	happily



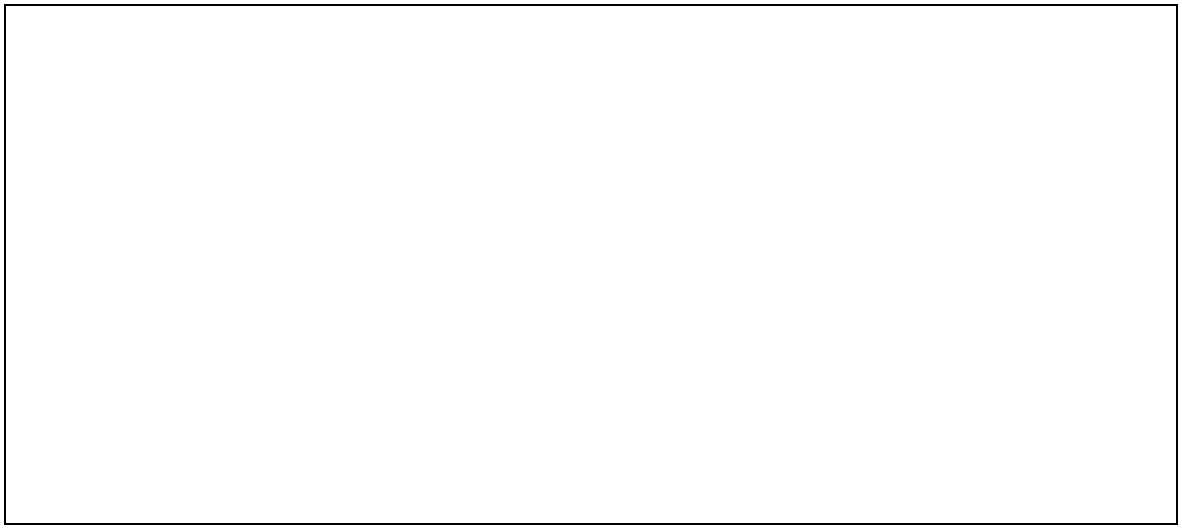
1. The girl is playing _____ on the swing.
2. The boy is running _____.
3. The girl is laughing _____.
4. The boy is talking _____ to his friend.
5. The girl is walking _____ near the tree.

C. How do you or your friends do something? Choose two adverbs. Write two sentences using the adverbs. Draw a picture.



1. _____

_____



2. _____

_____

Date: _____

Worksheet 18.5: Saying Verbs

We use **saying verbs** to describe how people say something.

e.g. a) roar : making a loud sound

Drago roared, "Just look here, Boy!"

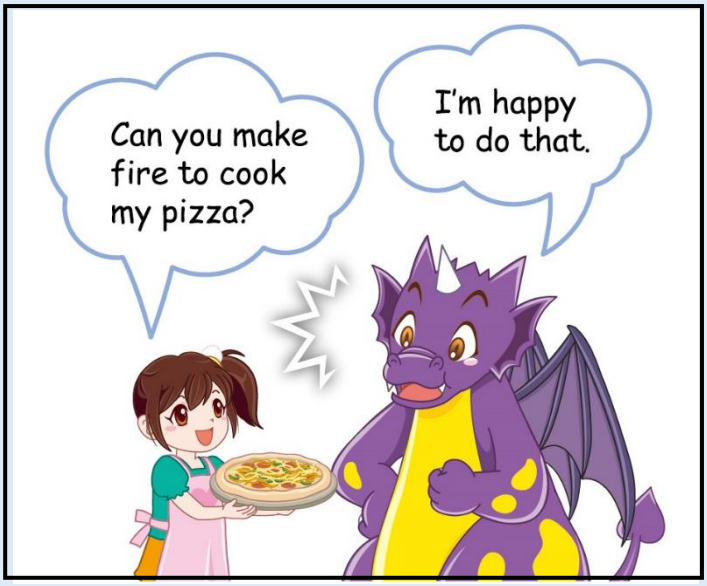


b) ask: asking questions

e.g. Florence asked, "Can you make fire to cook my pizza?"

c) answer: replying to a question

e.g. Drago answered, "I'm happy to do that."



d) whisper: speaking softly

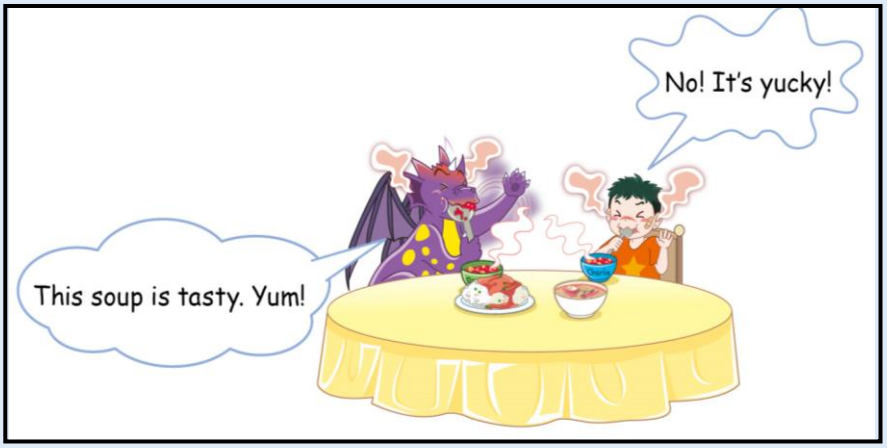
e.g. Charlie Cheng whispered, "Let me tell you a secret."



e) argue: having different ideas (when you don't agree)

e.g. Drago said, "The soup is tasty. Yum!"

Charlie argued, "No! It's yucky!"



f) scream: shouting (when you need some help / get hurt)

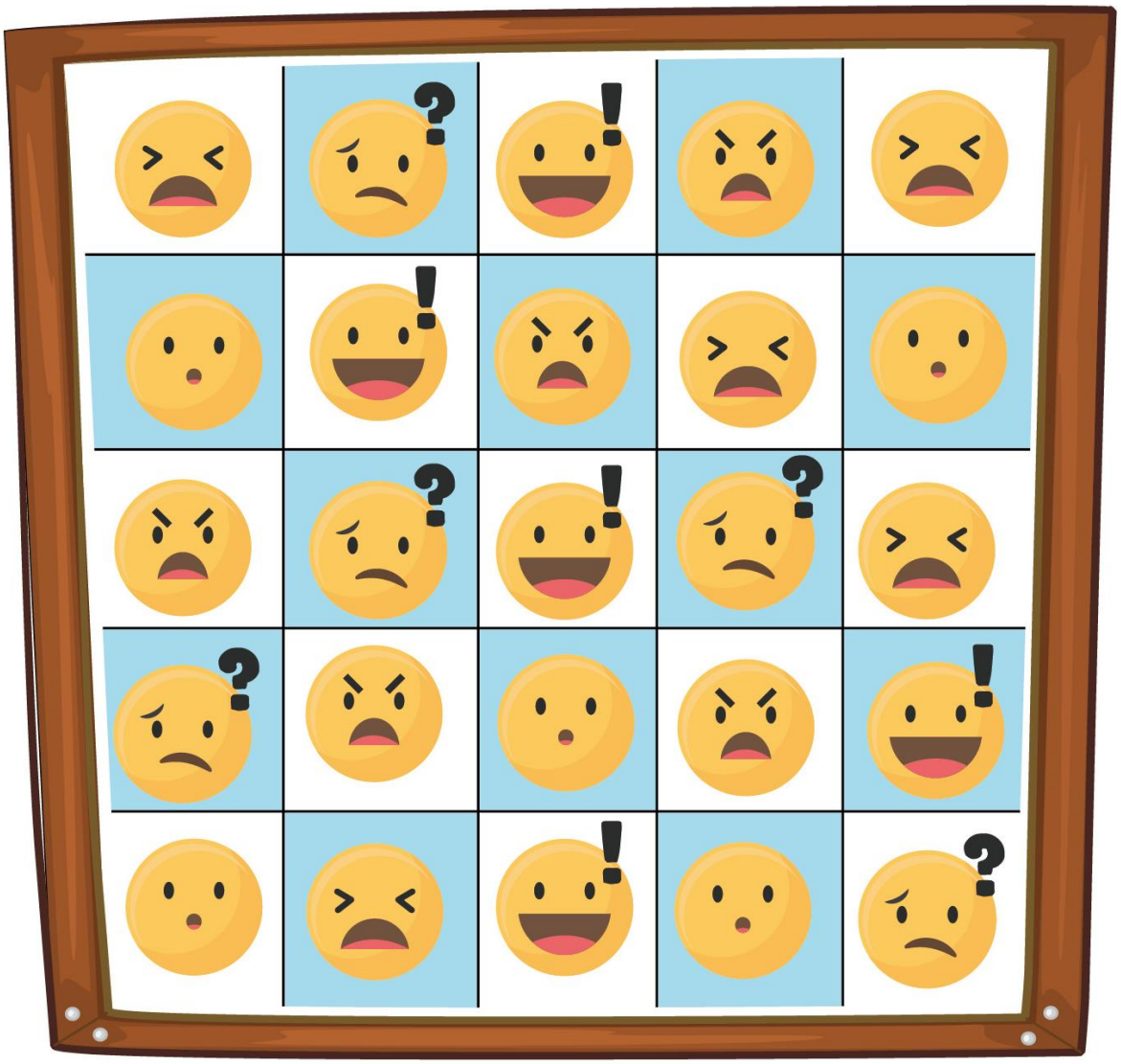
e.g. Florence screamed, "Oh, my poor pizza!"



A. How do you say the following sentence with different saying verbs? Work in pairs and take turns to throw an eraser towards the smart blocks. Say the following sentence according to the saying verbs.

No one can see me.

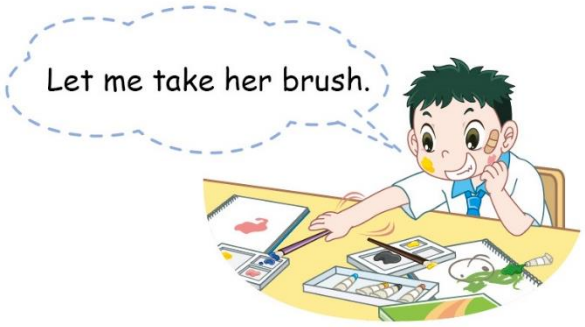




B. Yesterday, different things happened at school. Read and fill in the blanks with the correct saying verbs.
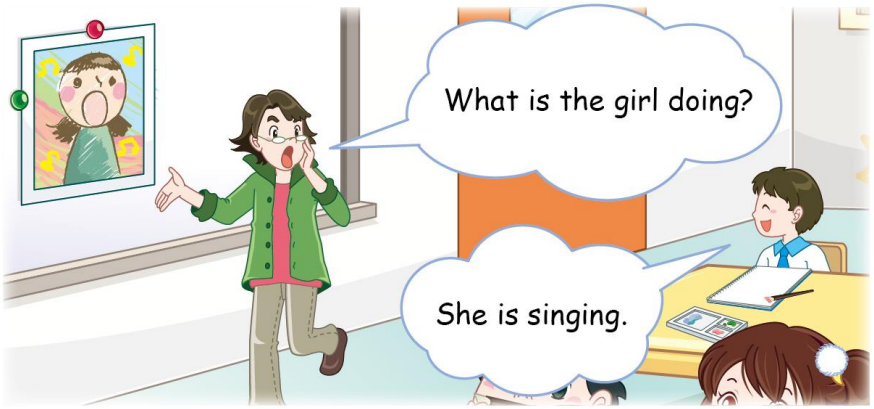
whispered	asked	answered	argued	screamed

1. Charlie _____, "Let me take her brush."



2. The teacher _____, "What is the girl doing?"

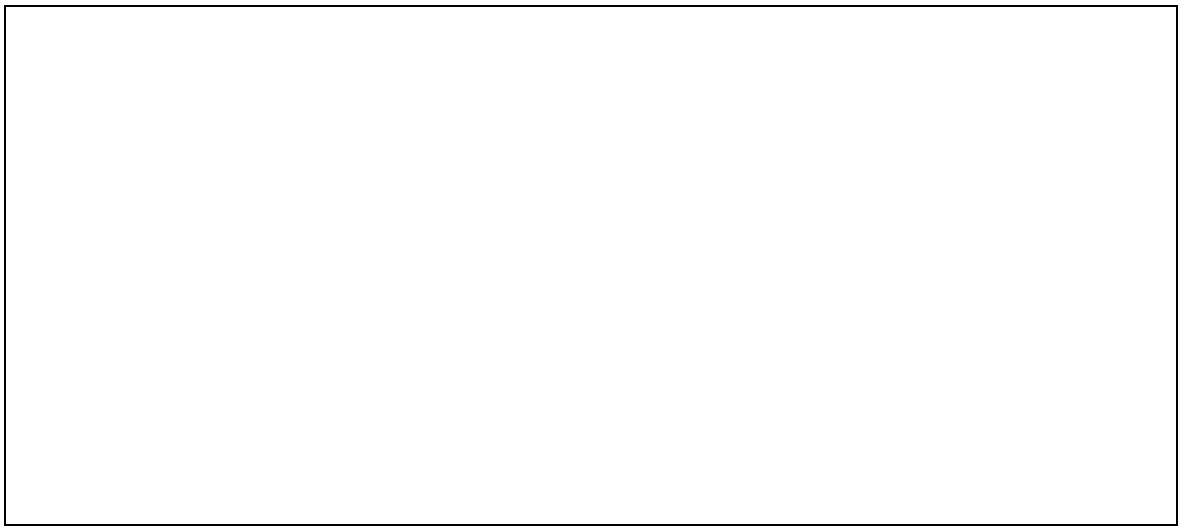
   The boy _____, "She is singing."



3. Charlie _____, "Oh, no!"

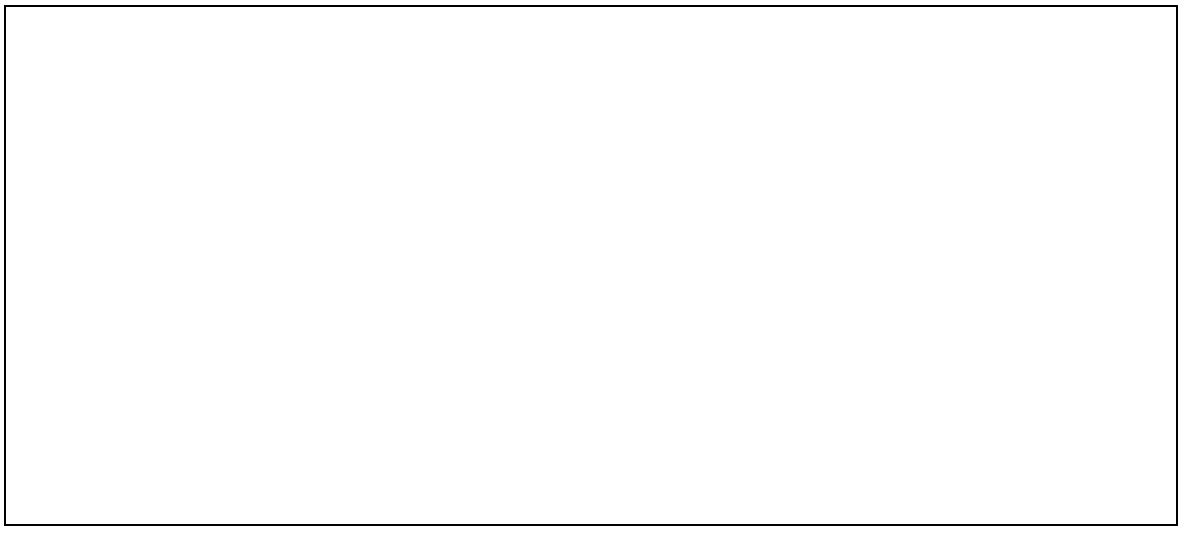


C. You are talking to your friend at school. Choose two saying verbs and write two dialogues. Draw pictures.



1. _____

_____



2. _____

_____

Native-speaking English Teacher Section

Education Bureau

The Government of the Hong Kong Special Administrative Region
(HKSARG)