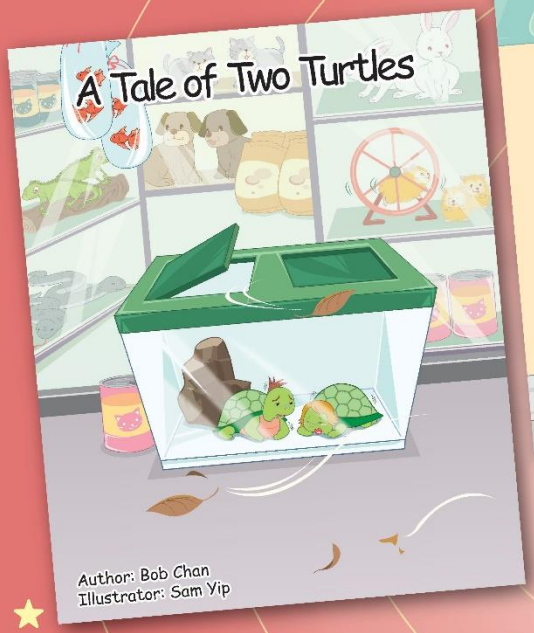
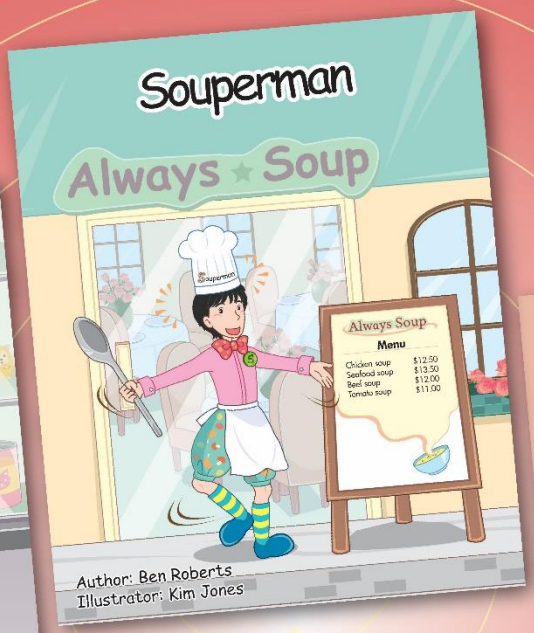
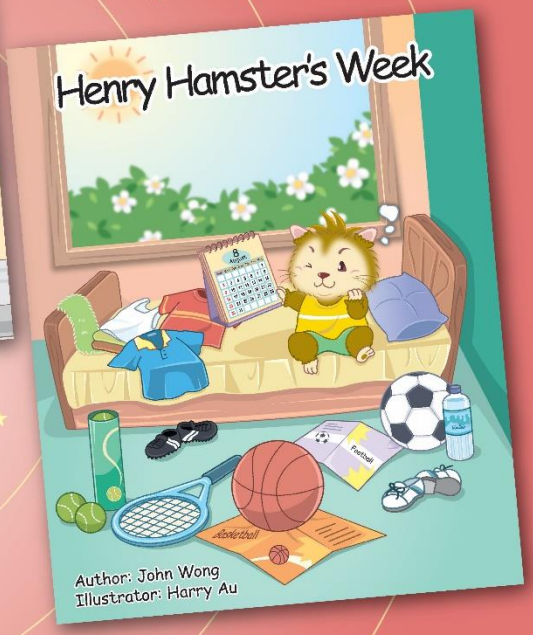
NET SECTION

SPACE TOWN

Literacy Programme for KS1







Grammar Booklet

(Units 10–12)

Name: _____

Class: _____ Class No.: _____

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Parts of Speech

A **noun** names a person, place, thing or an animal.

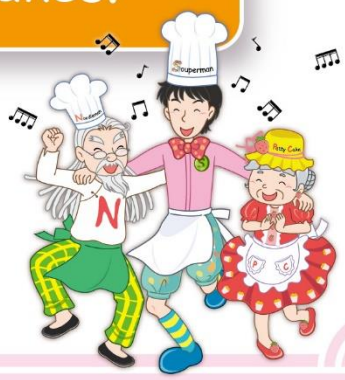
Souperman loves **cats**.
Noodleman is looking at a **menu** in a **restaurant**.

A **verb** tells us the action.

Patty Cake **bakes**.
Noodleman **is making** noodles.

An **adjective** describes a noun.

Noodleman likes **spicy** noodles.
Patty Cake has **three** cakes.



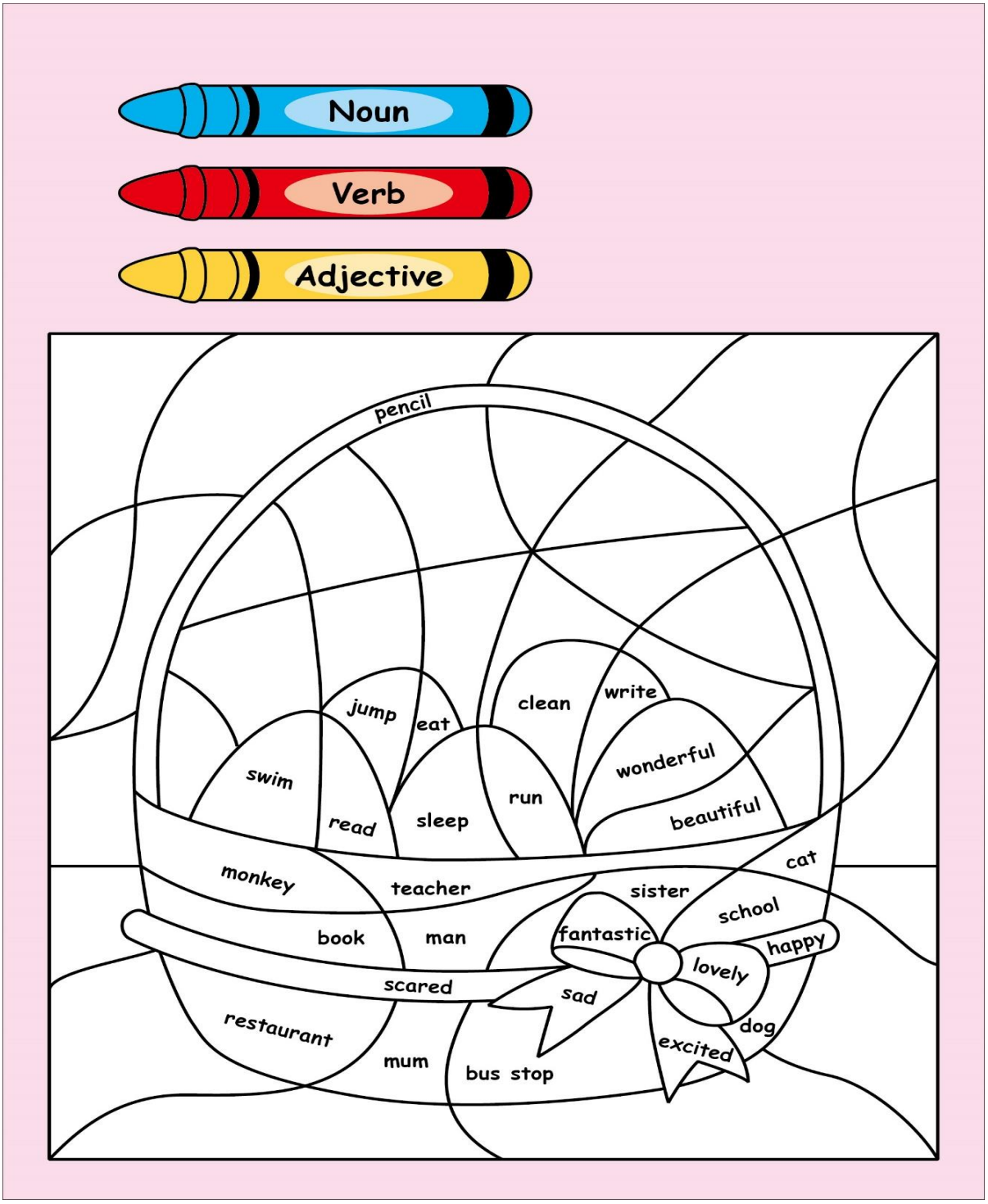
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Practice 1 : Parts of Speech

Colour the nouns blue.

Colour the verbs red.

Colour the adjectives yellow.



Types of Sentences

A **telling sentence** ends with a **full stop** (.).

e.g. Henry and Jenny go to the gym together.

An **asking sentence** ends with a **question mark** (?).

e.g. What can I do on Saturday morning?

An **exciting sentence** ends with an **exclamation mark** (!).

e.g. Henry is super fast!

Telling Sentence



• full stop

Asking Sentence



? question mark

Exciting Sentence



! exclamation mark

Date: _____

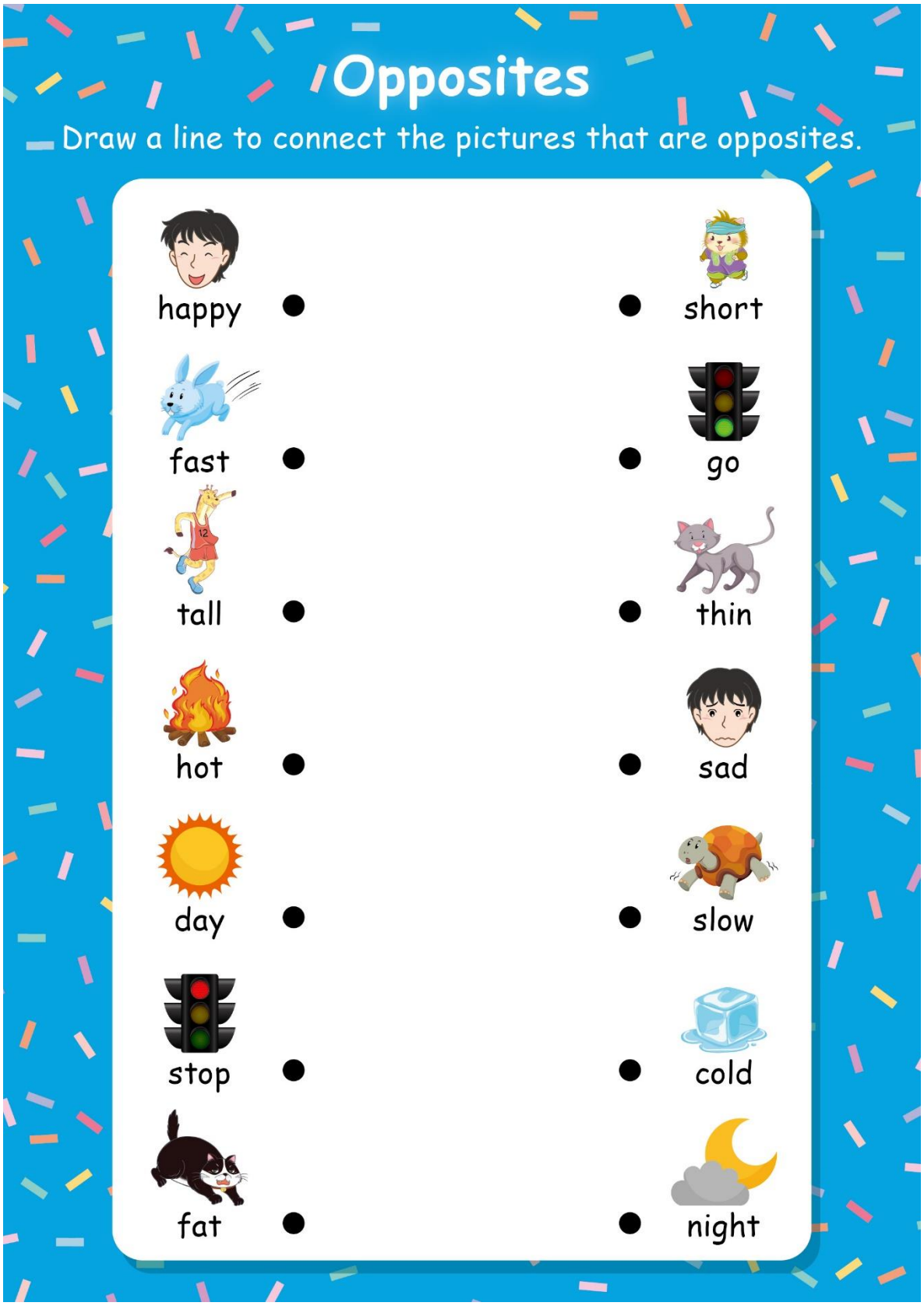
Practice 2 : Punctuation Marks

Read the messages. Put the correct punctuation marks (full stop, question mark or exclamation mark) for the messages.



Date: _____

Practice 3 : Opposites



Date: _____

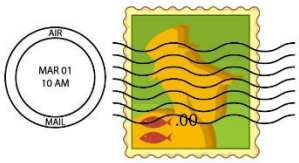
Practice 4 : Handwriting

Handwriting Tips

- LEAVE spaces between sentences.
- KEEP writing.



Turtle Park



Hi Tim,

How are you? I live in a big park. It has a nice pond.

E.g.
1. I live in a big park.
2. It has a nice pond.

Mr Tim
Wetland
Hong Kong

3. I like swimming in the pond.
4. There are turtles and fish inside.

5. I miss you and I want to see you.
6. Let's meet soon.

From,
Tammy

A Tale of Two Turtles



Author: Bob Chan
Illustrator: Sam Yip

A contraction is...

... a shorter way to say two words.

do + not = don't

must + not = mustn't

can + not = can't

does + not = doesn't



Don't forget the apostrophe!

Date: _____

Worksheet 10.1 : Contractions with 'Not'

We use contractions to make two words into one word.

An apostrophe takes the place of the missing letter or letters.

In contractions with not, **not** changes into **n't**.

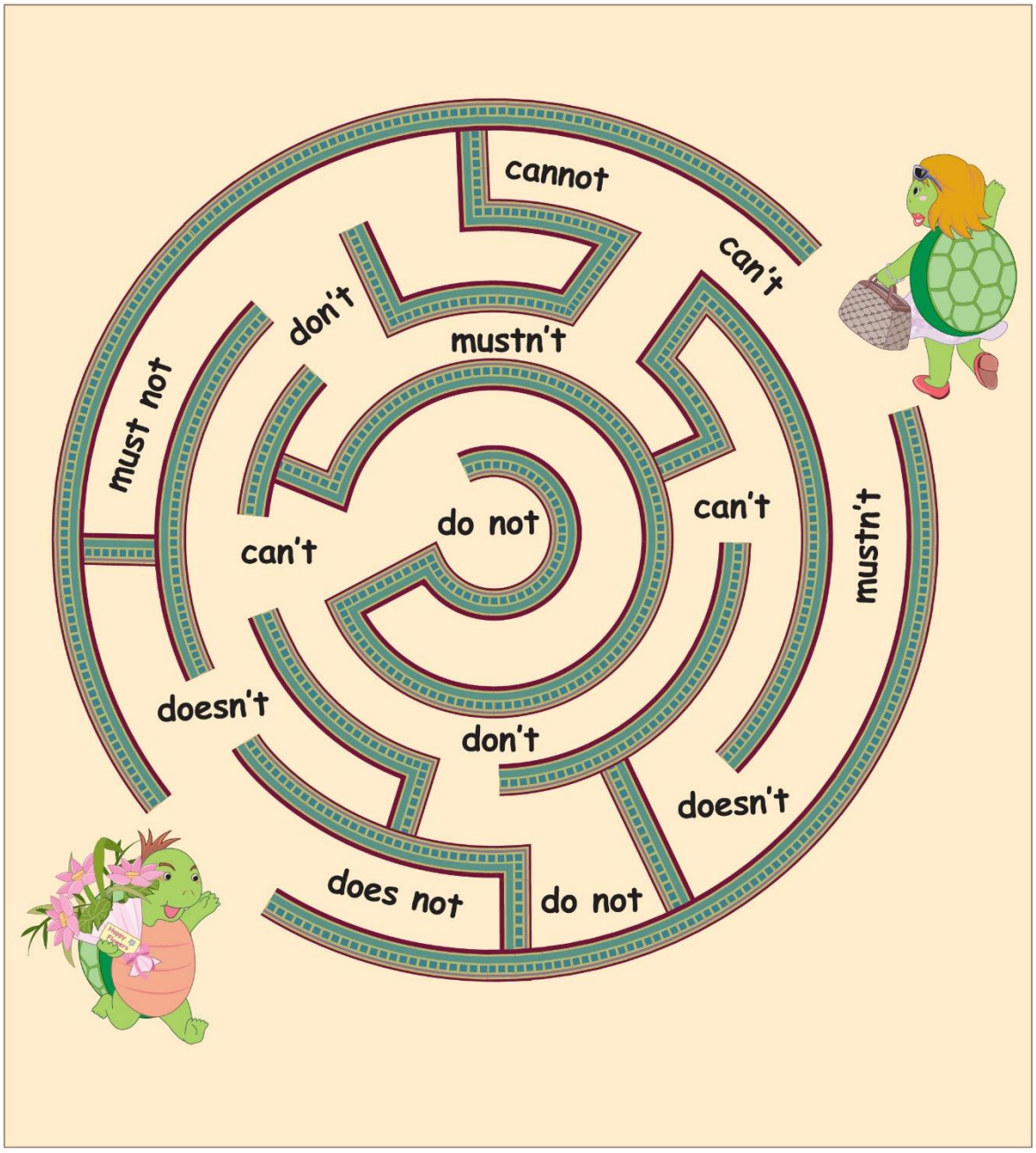
Word + Not	Contraction
do not	don't
must not	mustn't
can not	can't
does not	doesn't

e.g. I do not wait for the mail every day.

I don't wait for the mail every day.



A. Help Tim reach Tammy quicker by walking through the path of contractions with 'not'.



B. Tim and Tammy are writing notes to each other. Write the underlined words into a contraction.



C. Write about one thing you can't do, one thing you don't do and one thing you mustn't do in the classroom.



Date: _____

Worksheet 10.2 : Like / Don't Like + Gerund

We use **like + gerund** and **don't like + gerund** to show a preference.

e.g. I like reading postcards.



I don't like sweeping the floor.

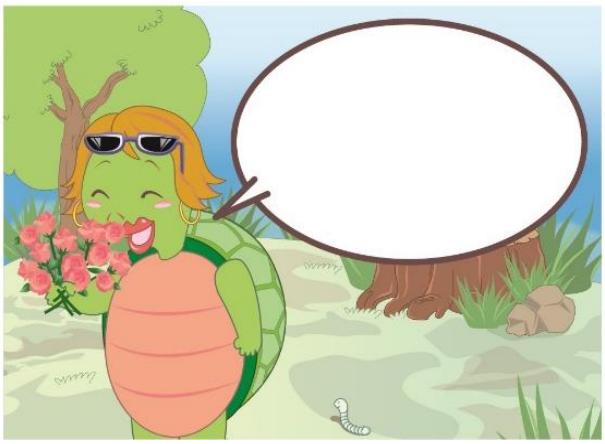


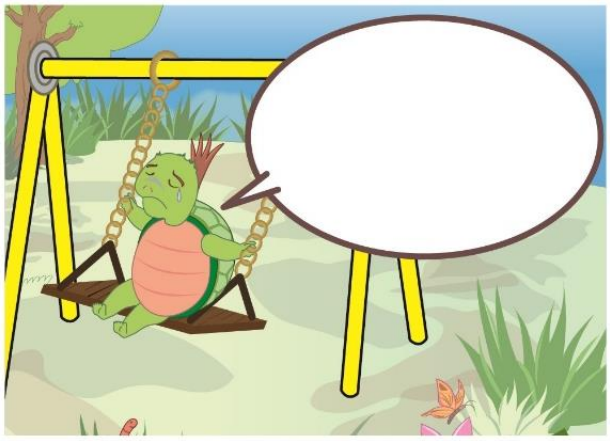
A. What do you like doing? Play the game with a friend by taking turns to roll the dice and move along the game board to the end. Tell your friend what you like or don't like doing.

e.g. I like hopping. / I don't like hopping.



B. Tim and Tammy are at the park. They are sharing what they like and don't like doing there. Look at the picture and fill in the bubble with a sentence using "I like…" or "I don't like…".

	
Tammy is smelling the flowers.	Tammy is eating sandwiches.

	
Tim is reading postcards.	Tim is playing on the swing.

C. What do you like and don't like doing on weekends? Write two sentences using "I like…" and "I don't like…" on the notepad.



Date: _____

Worksheet 10.3 : How and Where

We use **how** to greet one another.

e.g. How are you?
I am fine.

How are you doing?
I am doing well.

How do you do?
I am good.



We use **where** to ask about the place.

e.g. Where do you live?
In Hong Kong.

Where do you want to go?
To the pet shop.

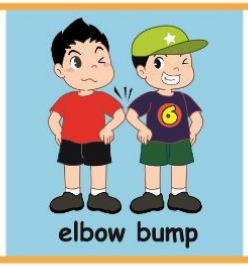
Where are Tom and Kimmy?
At the park.



We always use question marks ? at the end of the questions.

A. Play the game with a friend. Throw the dice and practise asking and answering questions with "How" or "Where".



		How are you?
		Where do you live?
		How are you doing?
		Where is your school?
		How do you do?
		Where do you want to go?

B. Tom is learning how to use the question words. Fill in the blanks with "How" or "Where".

1. _____ are you?	I am fine. 
2. _____ do you want to go?	To the library. 
3. _____ are you doing?	I am great. 
4. _____ are you going?	To the park. 
5. _____ is Dad?	At the beach. 

C. Mandy is playing a jumbled word game. Make a sentence by putting the words in the correct order. Remember to start the question with a capital letter and put a question mark at the end.

1. you | are | where

_____

2. you | how | are

_____

3. do you | live | where

_____

4. do | how | do you

_____

Date: _____

Worksheet 10.4 : Can and Can't

We use **can** to talk about the activities we do at a place.

e.g. I can climb up the tree house.



We use **can't** to talk about the activities we don't do at a place.

e.g. I can't swim in the pond.

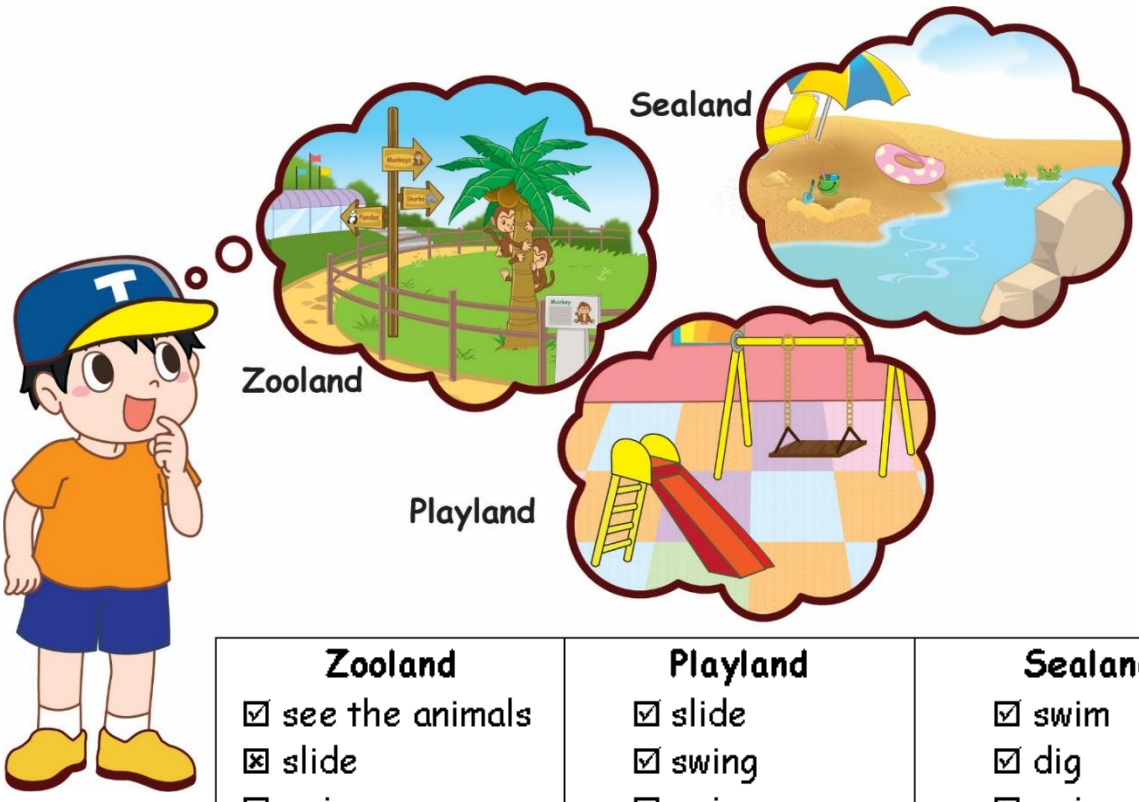


A. The children are at the Wetland Park. Look at the pictures. Talk to your classmate about what you can do there and what you can't do there using "I can" and "I can't".

watch the birds	climb the trees
take photos	feed the animals
litter	look at the flowers



B. Tom is planning on where to go in the holiday. He is reading about the places. Help him write the sentences with "I can" and "I can't".



Zooland	Playland	Sealand
☑ see the animals	☑ slide	☑ swim
☒ slide	☑ swing	☑ dig
☒ swing	☒ swim	☒ swing

e.g. In Zooland, I can see the animals.
I can't slide.
I can't swing.

1. In Playland, I can _____.

   I can _____.

   I can't _____.

2. In Sealand, I _____.

   I _____.

   I _____.

C. Draw your favourite place. Write one thing that you can do there. Write one thing that you can't do there.

Date: _____

Worksheet 10.5 : Adjective (Personalities)

We use **adjectives** to describe a noun (a person, place, thing or animal). We can use **adjectives** to describe the personalities of someone.



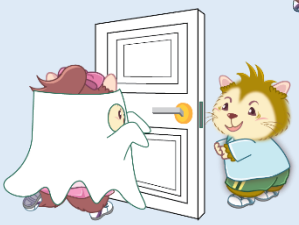
Adjective	Noun
hardworking	hamster
naughty	
clever	
scary	
friendly	
strong	







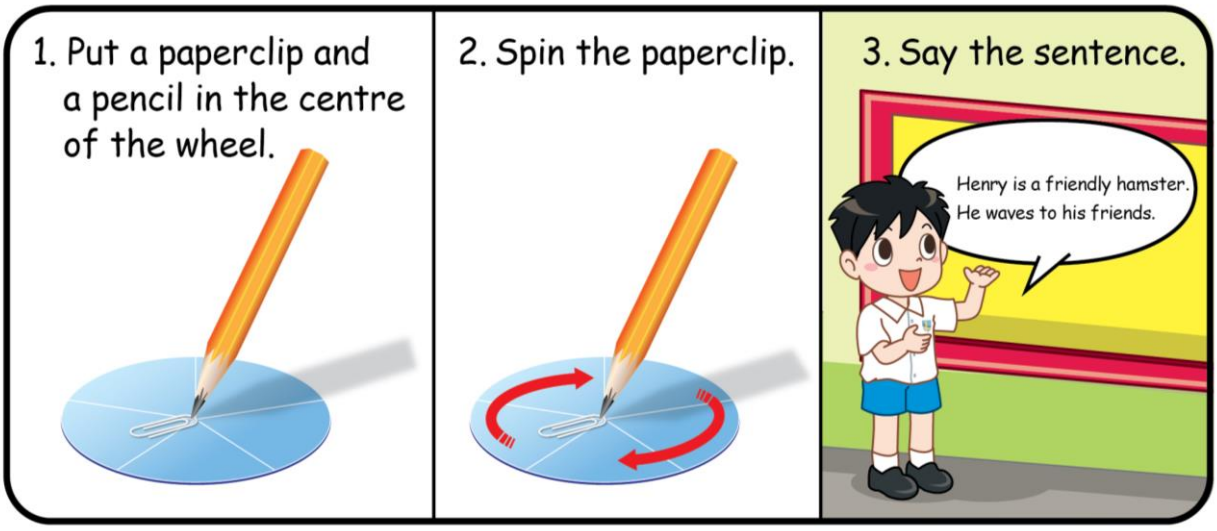




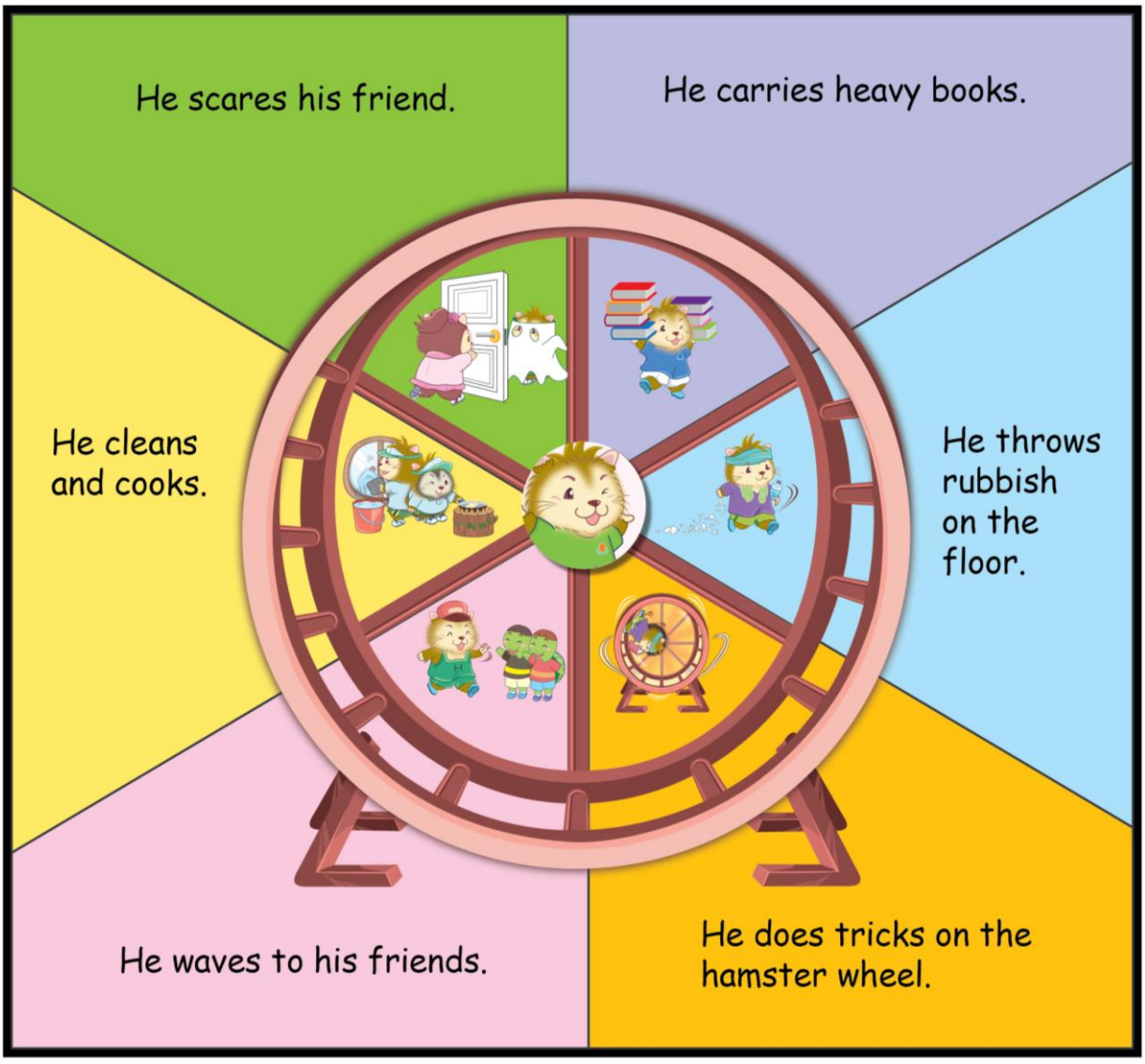
e.g. Jenny is a hardworking hamster. She works all day.



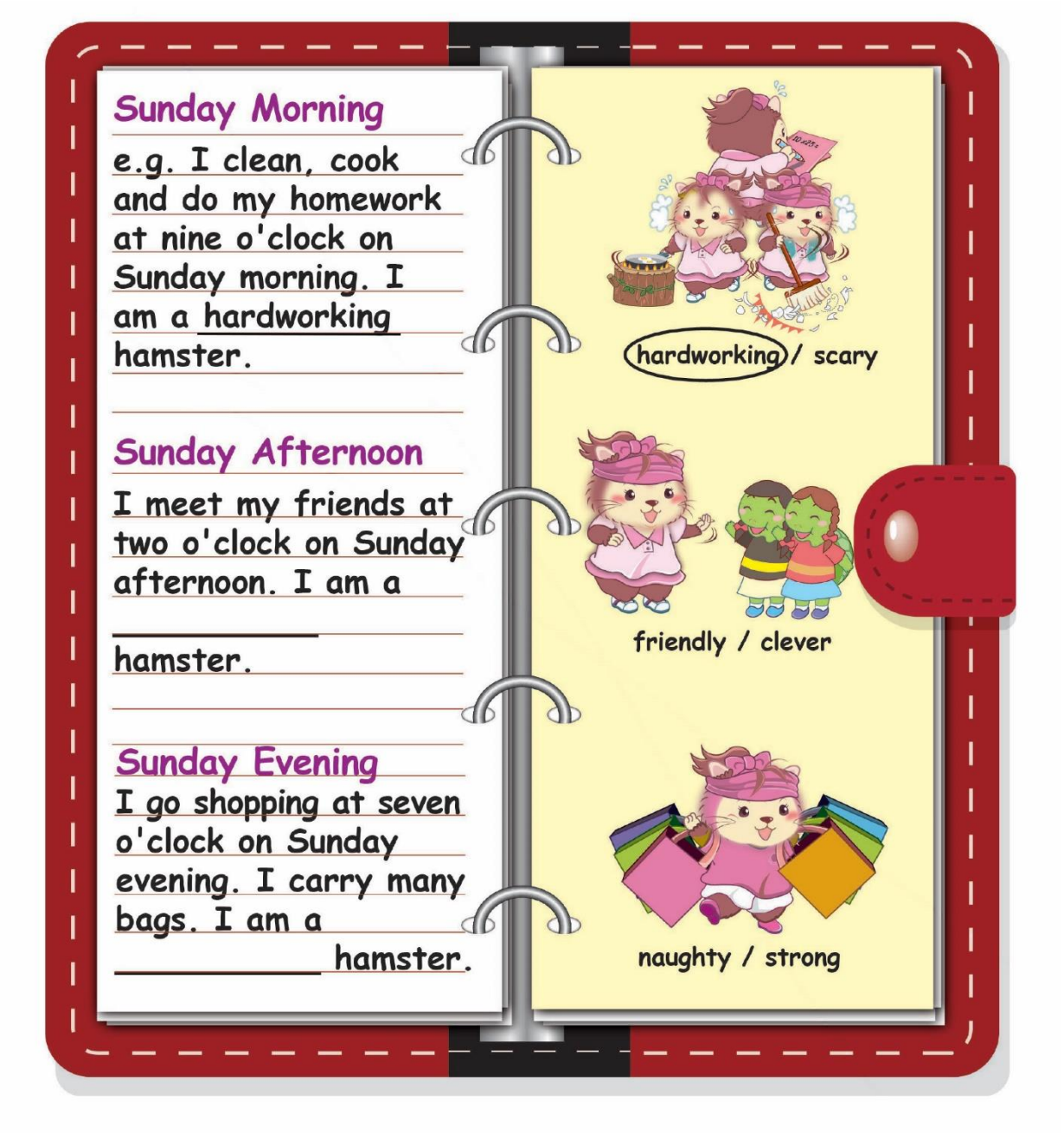
A. Spin the wheel to describe the hamster.



Henry is a _____ hamster.

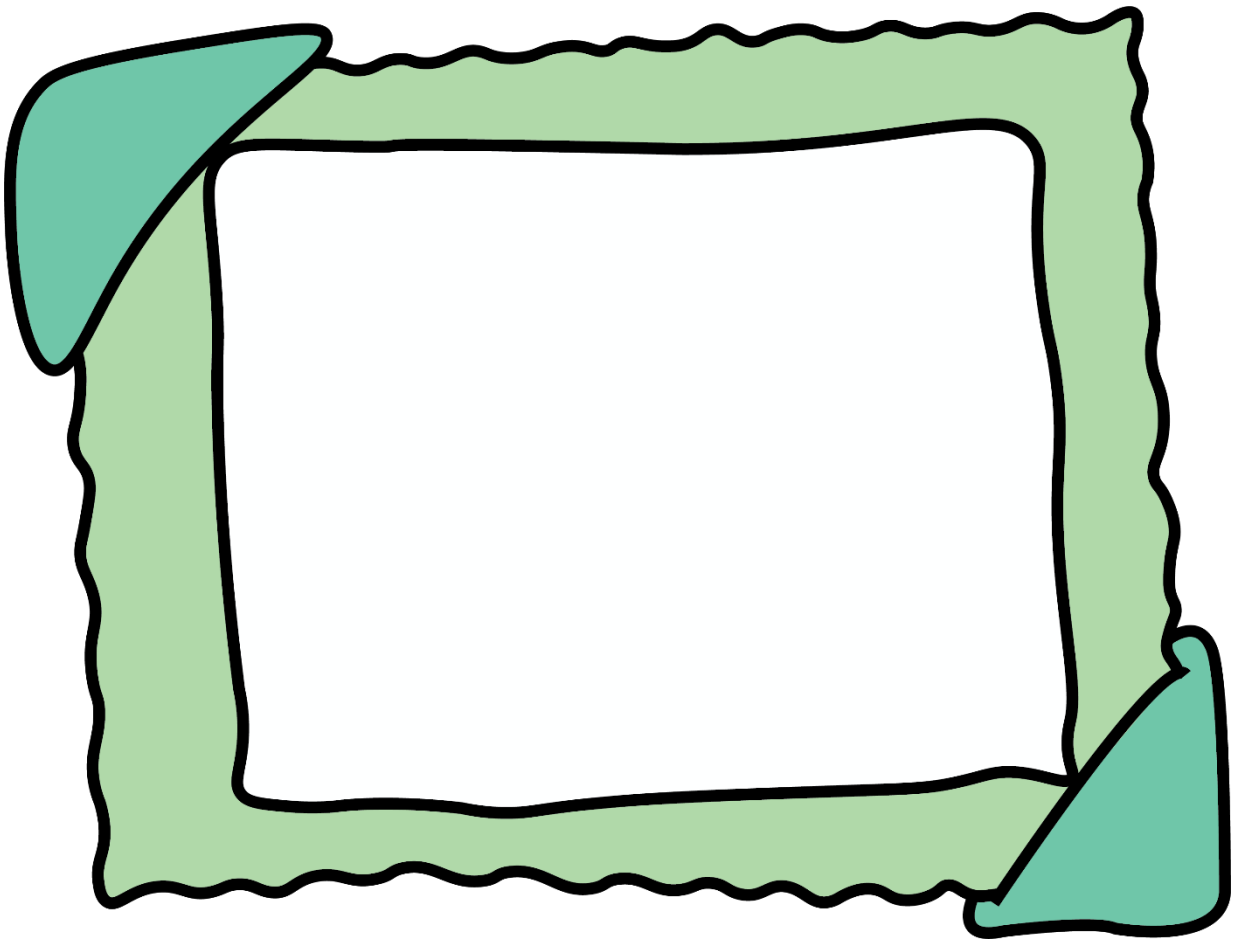


B. Jenny is writing about what she did on Sunday in her diary. Look at the picture and circle the word that best describes her. Help her write the word into the sentence.



C. Pick one adjective that best describes you and write one sentence using it.

hardworking	clever	friendly
naughty	scary	strong



Date: _____

Worksheet 10.6 : With (Someone)

We use **with** to show things we do with someone.

I want to play basketball with the giraffe.





I want to play tennis with the octopus.





A. Look at the playing cards and choose the animal you want to play the sport with. Tell your partner which animal you want to play with

"I want to _____ (sport) with the _____ (animal)."



B. Henry is looking at the card in part A. He wants to choose the best player to play the sport with. Complete what he says.

e.g. (swim) – I want to swim with the crocodile.

e.g. (tennis) – I want to play tennis with the octopus.



1. (run) – _____

_____

2. (table tennis) - _____

_____

3. (football) -_____

_____

4. (basketball) - _____

_____

C. Draw your favourite sport. Write a sentence about who you want to play your favourite sport with.

	_____ _____

Souperman

Always ★ Soup



Author: Ben Roberts
Illustrator: Kim Jones

Date: _____

Worksheet 11.1 : How much and Can I have

We use **How much** to ask about the price.

e.g. How much is the tomato soup?

It is thirteen dollars.

How much are the beef noodles?

They are forty dollars.



We use **Can I have …?** to make requests.

e.g. Can I have pork noodles?





We always use question marks ?

at the end of the questions.

A. Let's play the barrier game with your classmate. Cover up your classmate's menu. Take turns to be the customer and the waiter to find out all the prices on the menu.

Student A:

How much is _____?

Student B:

It is _____ dollars.



B. Rex goes to a tuck shop. He wants to buy some snacks. Look at the price list. Ask the questions using "How much…?" or "Can I have…?".



e.g. <u>How much is the mango jelly?</u>

It is sixteen dollars.

1. _____

It is twenty dollars.

2. _____

It is twenty-two dollars.

3. _____

It is twelve dollars.

4. Rex: I have twenty dollars. I want something cold and I like something sour.

_____

C. You are at Souperman Shop. Make two questions using the question words "How much" and "Can I have….". Then ask your friends to answer them.



1. How much

_____

2. Can I have

_____

Date: _____

Worksheet 11.2 : Adjective (Food and Taste)

We use **adjectives** to describe a noun (a person, place, thing or animal). We can use **adjectives** to describe the texture and the taste of food.



Juicy – The food is full of juice.

Creamy – The food has cream. It is soft and smooth.

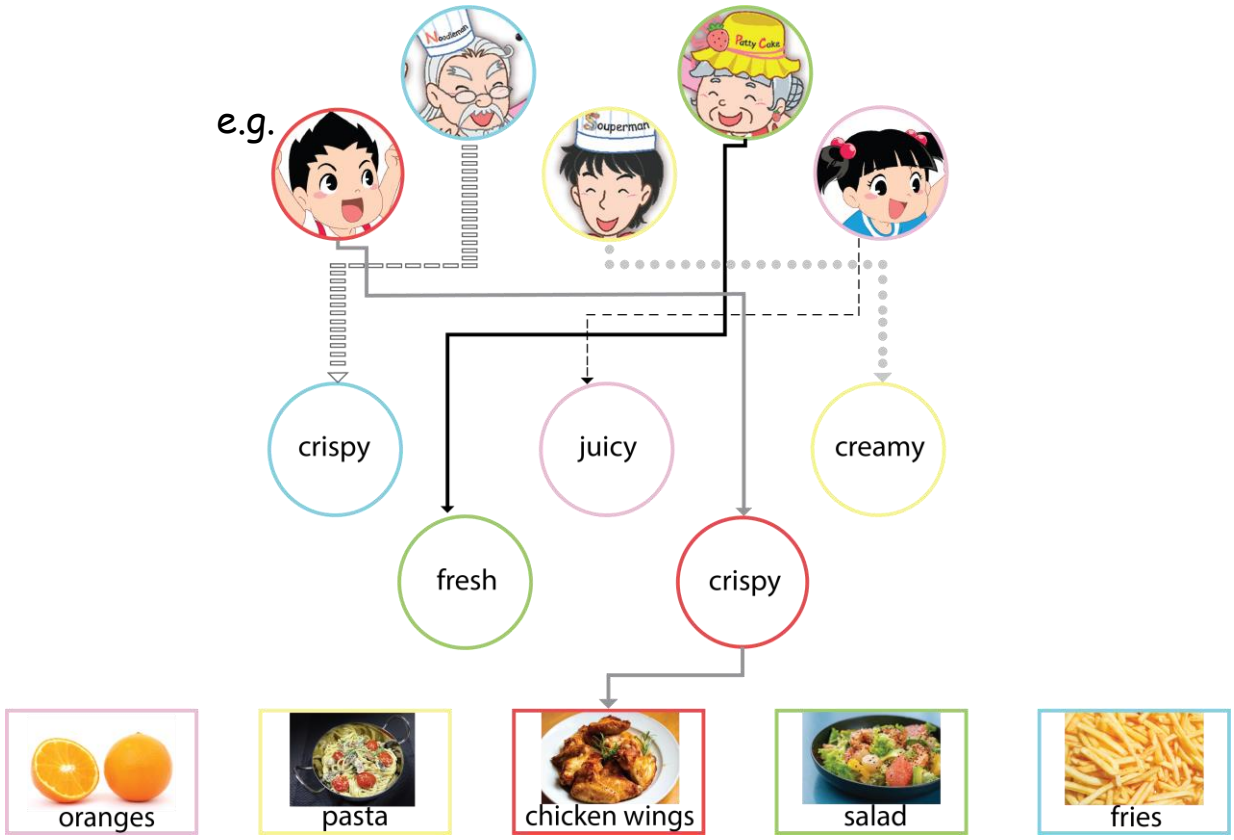
Fresh – The food is ready to eat. It is firm and hard.

Crispy – The food is dry and crunchy.

A. Kimmy is hungry and wants some food. Read what she wants to eat and circle them on the table.



B. Kimmy is playing a game with her friends. Follow the line to find out the word that describes the person's favourite food and then draw a line to connect it to the food item. Complete the sentences for each person.





e.g. My favourite snack is crispy chicken wings.



1. My favourite fruit is _____.



2. My favourite main dish is _____.



3. My favourite starter is _____.



4. My favourite snack is _____.

C. Pick one adjective to describe your favourite starter. Draw and write one sentence about it.

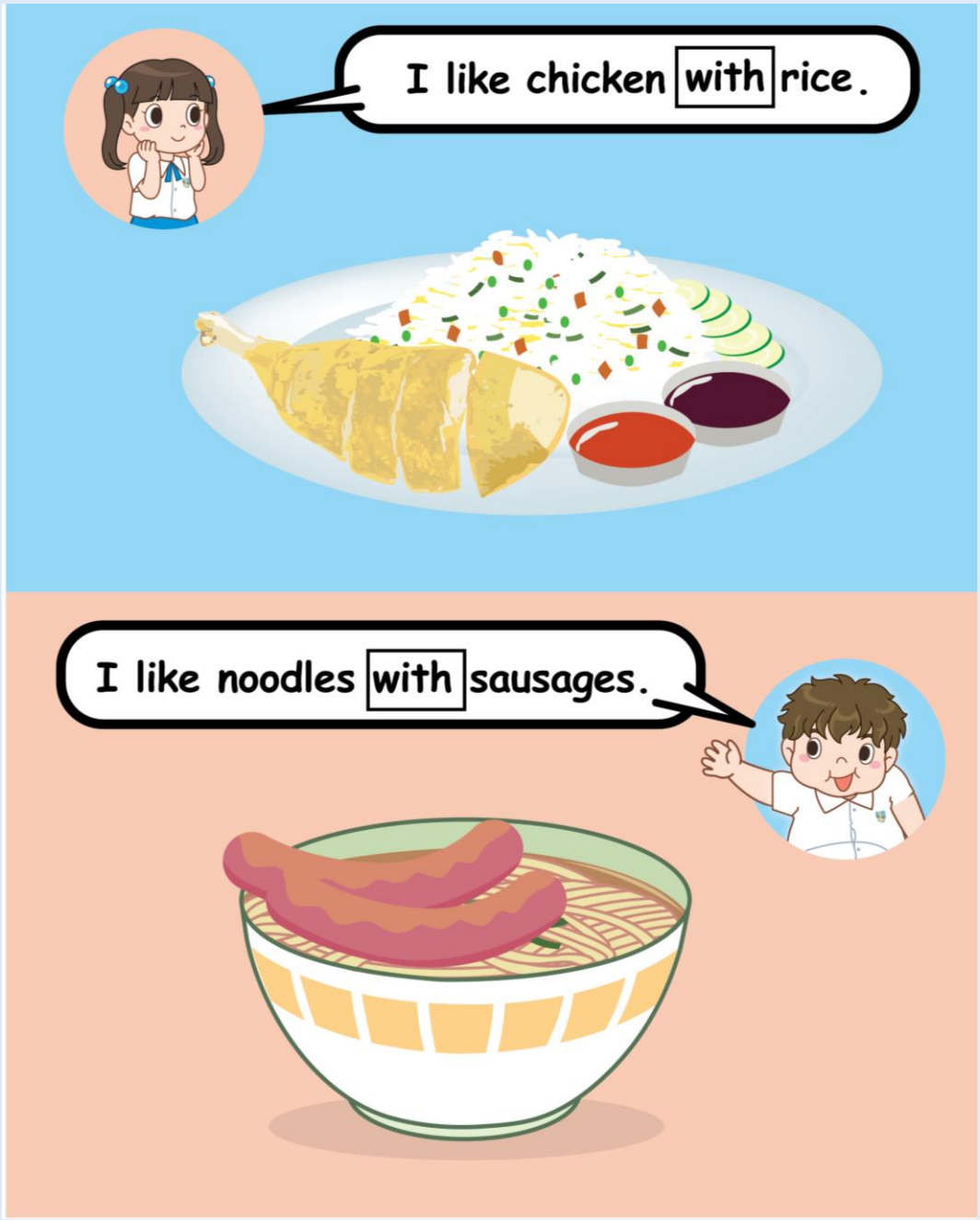
crispy	fresh	juicy	creamy

	_____ _____

Date: _____

Worksheet 11.3 : With (Something)

We use with to show two things that go well together.

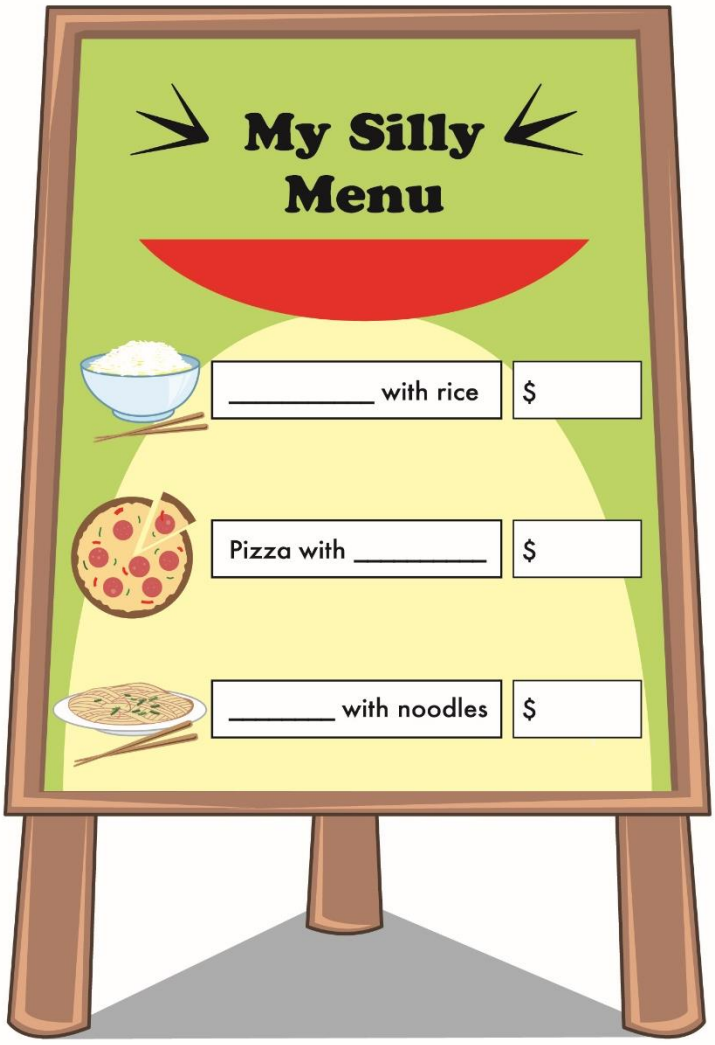


A. Make your own silly dishes by using the ingredients from the list below. Choose one ingredient and draw it on top of each main dish. Tell your friend about your silly menu.



Ingredients:

- Marshmallows
- Chicken wings
- Cookies
- Bananas
- Chips
- Ice cream
- Gummy bears
- Chocolate sauce
- Chillies



B. Rex is planning his weekly menu. Help him create interesting dishes using "with".

Menu

Monday : Chocolate with rice

Tuesday : _____

Wednesday : _____

Thursday : _____

Friday : _____

C. Draw your favourite dish. Write a sentence using "My favourite dish is… with …".

	_____ _____

Date: _____

Worksheet 11.4 : There is / There are a lot of

We use **a lot of** to talk about a large quantity or number of things. It is used before countable and uncountable nouns.

e.g. With countable nouns:

There are a lot of bananas in the basket.



e.g. With uncountable nouns:

There is a lot of cheese on the pizza.



A. Grandma is trying to make a cake. She is using a lot of ingredients. Draw a line to match the ingredients to the "There is" or "There are" boxes. Then talk about them using "There is a lot of / There are a lot of …".



B. Grandma is at the supermarket. She is talking about what she can see. Help her complete the sentences with the words provided.



is / are	a lot of

e.g. There <u>are</u> <u>a lot of</u> bananas.

1. There _____ _____ apples.
2. There _____ _____ oranges.
3. There _____ _____ milk.
4. There _____ _____ sugar.
5. There _____ _____ rice.

C. Look around your home. Write one sentence using "There is a lot of…" and one sentence using "There are a lot of…".

_____

_____

_____

_____

Henry Hamster's Week



Author: John Wong
Illustrator: Harry Au

Date: _____

Worksheet 12.1 : When, Where, Who and What

We use When to ask about the time.



e.g. When does Henry Hamster play tennis?
On Wednesdays. (Days of the week)

When does Henry Hamster take a shower?
At seven o'clock. (Time)

We use Who to ask about people.



e.g. Who is her best friend?
Jenny. (A person)

We use Where to ask about places.



e.g. Where is Tom?
At the school. (A place)

We use What to ask for things.



e.g. What is this? A robot. (A thing)
What colour is the car? Red. (A colour)
What is in front of the rock? A panda. (An animal)

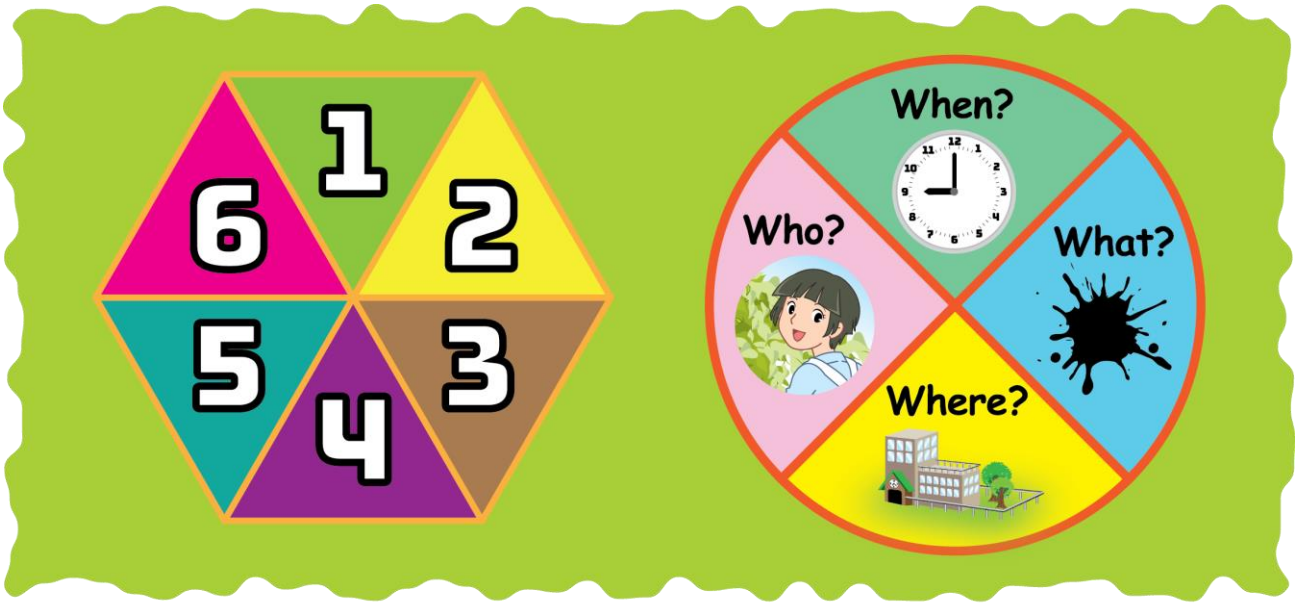


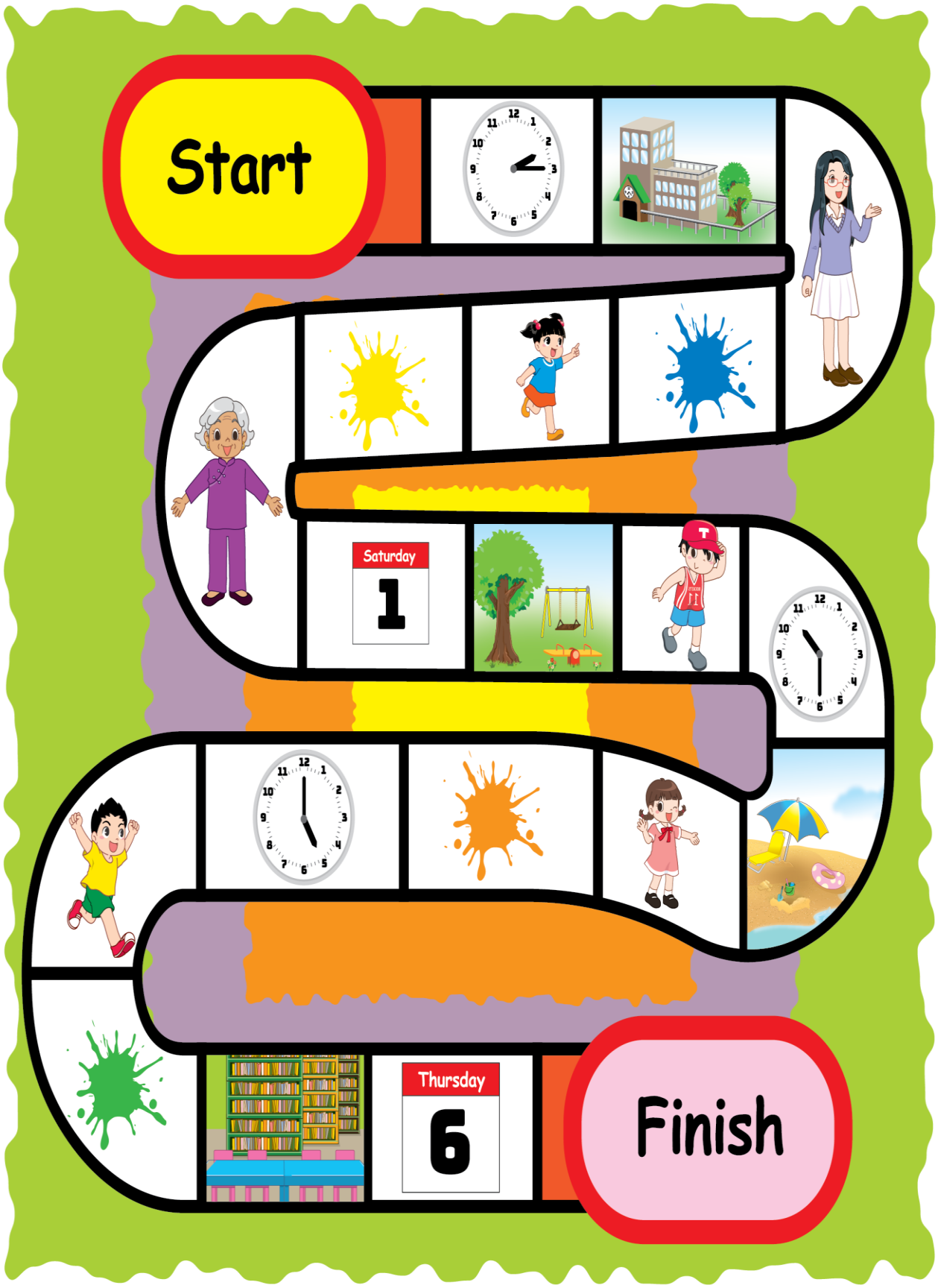
We always use question marks ?
at the end of the questions.

A. Play the game with a friend by taking turns to spin the paperclip on the number wheel. Move along the board game to the end. Look at the picture and say the correct question word (who, what, when or where).

* Challenge: Make a question using the question words.

Who?	What?	Where?	When?
			
			
			
			




Start
Saturday
1
Thursday
6
Finish

B. Mandy is learning about the question words. Fill in the blanks with the question words "Who", "What", "Where" or "When".



1. _____ is this?

   A paper plate mask.

2. _____ colour is the mask?

   Red and blue.

3. _____ do you make the mask with?

   With my classmates.

4. _____ do you make it?

   Today.

5. _____ do you make it?

   At school.

6. _____ do you need to make it?

   Cardboard, scissors, glue and coloured pencils.

C. Jenny is playing a jumbled word game. Make a sentence by putting the words in the correct order. Remember to put a question mark at the end of the question.

1. do you | wake up | when

_____

2. when | play football | does Henry

_____

3. do you | when | go to swim

_____

4. go to bed | does Tom | when

_____

QUESTION WORDS

What?



What is it?

How?



How do you make it?

What colour?



What colour is it?

Who?



Who is this?

Where?



Where is your school?

When?



When is your birthday?

Date: _____

Worksheet 12.2 : Simple Present Tense (Third-person Singular)

We use the third-person singular form of the **simple present tense** to describe something that he/she/it does regularly.

Subject	Verb (Go)	
I	go	to play football every day. 
You	go	
He	goes	
She	goes	
We	go	
They	go	
It	goes	

Subject	Verb (Love)	
I	love	to play tennis every Monday. 
You	love	
He	loves	
She	loves	
We	love	
They	love	
It	loves	

For third-person singular subject (e.g. he, she, it), we usually add '-s' or '-es'.

For verbs ending in ' y ', we usually add '-ies', but not always.



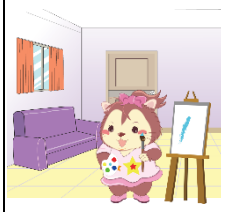
e.g. She tidies her room every evening.

e.g. He plays football every Sunday.

A. Octopus loves to play tennis. She can only hit the balls in the third-person singular form. Find and colour the balls she hits.



B. Jenny likes to do different things. Look at the pictures to find out what she is doing and complete the sentences using the third person singular form.

1. She _____ (go) to the beach every Saturday.	
2. She _____ (eat) pizza every week.	
3. She _____ (read) books every night.	
4. She _____ (run) at the park every day.	
5. She _____ (paint) pictures every morning.	

C. Make two sentences about what your friend does every day.

1._____

2._____

Prepositions of Time

IN

in the morning



in the afternoon



in the evening



in January



ON

on Monday



on 21st January 2022



on April 15th



on Sunday morning





AT

at five o'clock



at half past eight



at noon



at night



Date: _____

Worksheet 12.3 : In, On, At (Time)

We use **at** to talk about an exact clock time, specific time of the day and celebration.

e.g.

Clock time	Specific time of the day	Celebration
He goes to play badminton at nine o'clock.	I will see you at night. I will be there at lunchtime.	I look for chocolate eggs at Easter.

We say at night but for all the other times of the day we say:



in the morning
in the afternoon
in the evening

We use **on** to talk about the days of the week, dates and special days.

e.g.

Days of the week	Dates	Special days
I play badminton on Saturday morning.	He was born on 15th April.	I have no school on Christmas Eve.

We use **in** to talk about months, seasons and long periods of time.

e.g.

Months	Seasons	Long periods of time
I was born in October.	The swimming pool is open in summer.	This story happened in the past.

A. Look at the two membership cards of Giraffe and Gorilla. Talk about their birthdays and their activities using "in", "on" or "at".



Name: Giraffe

Date of Birth: 27 February 2014

Activity: Basketball

Time: Friday 4 p.m.



Name: Gorilla

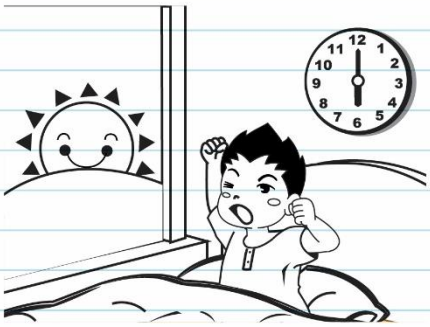
Date of Birth: 16 July 2014

Activity: Running

Time: Saturday 10 a.m.

B. Rex is writing in his diary. Read the sentence and fill in the blank with the correct preposition (in, on, at).

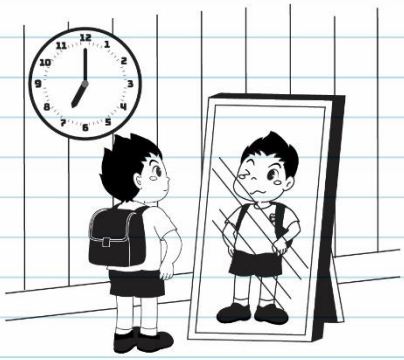
e.g. I wake up <u>at</u> six o'clock. (in, on, at)



1. I brush my teeth _____ the morning. (in, on, at)

2. I put on my school uniform _____ seven o'clock. (in, on, at)

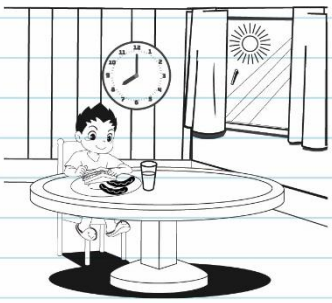




3. I eat my breakfast _____ eight o'clock. (in, on, at)

4. I have music lesson _____ Monday morning. (in, on, at)

5. I always do my homework _____ night. (in, on, at)







C. Make sentences using "in", "on" and "at".

at	_____ _____
on	_____ _____
in	_____ _____

Date: _____

Worksheet 12.4 : And

We use **and** to link similar ideas or add information.

e.g. Kimmy goes to the restaurant. She eats sour lemon fish with rice.

Kimmy goes to the restaurant and eats sour lemon fish with rice.



A. Look at the crayons to choose a place. Match the place to an activity by colouring it with the same colour. Tell your partner using " I go to the … and …" .

e.g. I go to the <u>restaurant</u> <u>and</u> <u>drink coca cola.</u>



B. Henry is planning his activities. Help him complete his plan. Use "and" to add information to the sentences.

make sandcastles 	buy apples 	have a hair cut 
eat noodles 	watch a movie 	play football 

e.g. I go to the barber <u>and</u> <u>have a haircut</u>.

1. I go to the cinema _____ _____

2. I go to the beach _____ _____

3. I go to the supermarket _____ _____

4. I go to the playground _____ _____

5. I go to the restaurant _____ _____

C. Write two sentences about a place that you go to and an activity that you do there. Use "and" to join them. Draw a picture about it.

	_____ _____
	_____ _____

(HKSARG) Native-speaking English Teacher Section

Curriculum Support Division

Education Bureau

The Government of Hong Kong Special Administrative Region
(HKSARG)