

GRAMMAR AND PUNCTUATION WORKSHEETS



The following worksheets deal with a variety of grammar and punctuation issues.



CAPITAL LETTERS AND FULL STOPS



- Every sentence begins with a capital letter and ends with a full stop, except when a question mark or exclamation mark is needed.
- Proper nouns- the names of important people, places or objects- also need a capital letter.

A) Punctuate the following sentences, using capital letters and full stops where necessary.

1. mandy threw the apple sauce out of the window, right onto matt's head
2. belgium and france fought over who would host the olympic games
3. noah landed his ark on mount sinai when the flood waters receded
4. mr jones visited doctor barnsley on wednesday
5. coronation street and eastenders are shown on tv every day

B) Link each person with their address and punctuate both using capital letters

george bush	hogwarts school
tony blair	buckingham palace
paddington bear	darkest peru
sherlock holmes	stratford upon avon
queen elizabeth	ten downing street
harry potter	bag end, hobbiton
vera duckworth	221b baker street
william shakespeare	the white house
bilbo baggins	starship enterprise
captain jean-luc picard	the rovers return

Punctuate the following sentences, using full stops and capital letters where appropriate.

1. the man bought the newspaper he was an avid reader of the sun
2. jill ran up the hill with jack they needed to fetch a pail of water
3. the must-see film of the year is the new spiderman movie it stars tobey mcguire
4. on wednesday and thursday I am travelling to russia on the orient express
5. will young won the first ever pop idol competition pete waterman was a judge
6. manchester united have won my trophies
7. the beatles claimed they were more famous than god
8. the great wall of china was built by shih huang ti his title was first emperor of china
9. the mediterranean sea is a favourite holiday destination for british tourists
10. in 1989 a war broke out between the british and the boers in south africa



EXCLAMATION MARK

- ☑ An exclamation mark should be used sparingly and only for genuine exclamations.

1. It is used to express strong or sudden feelings.

E.g. Help! Ouch, that hurts!

2. It is used to emphasise a command or strong viewpoint.

E.g. Go away! I'm not telling you! Beware!

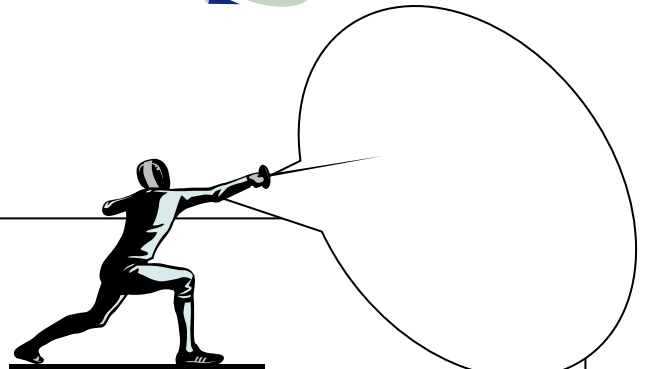
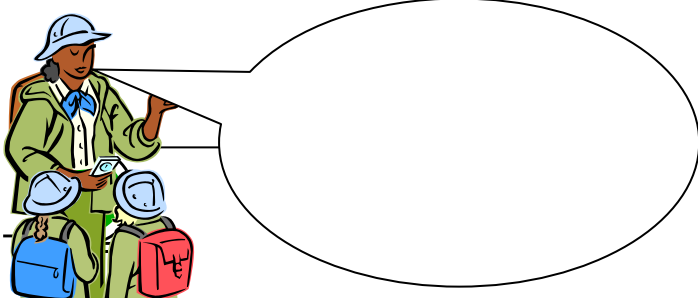
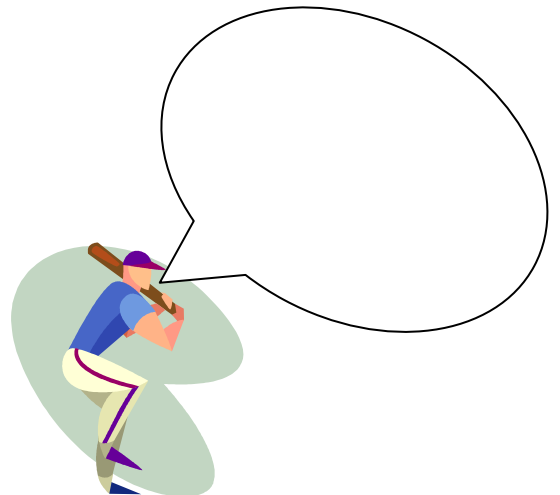
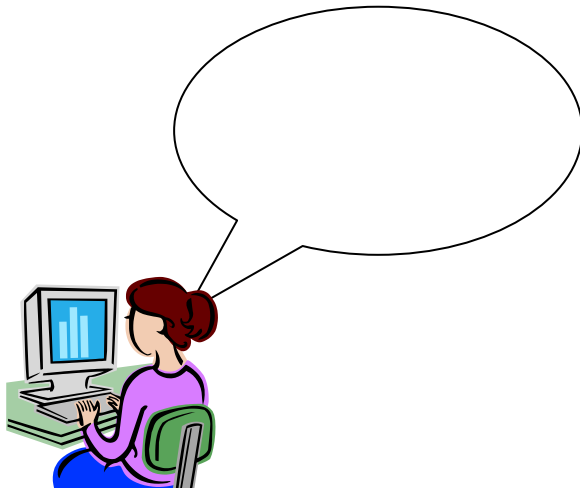
A) The following are situations in which an exclamation mark could be used.

Think up a suitable interesting exclamation for each situation.

E.g. Lost- "Help! I think I'm lost!"

1. Football match.
2. Fire in a house.
3. Accident.
4. In deep water.
5. Surprise party.
6. A mouse under your chair.
7. Seeing a beautiful sight.
8. Going into battle.
9. The Olympics.
10. Seeing a ghost.

B) Study the pictures below and then think up interesting, original exclamations for the speech bubbles.



Wellington School Grammar and Punctuation Worksheets (LML)

1. **Direct questions end in a question mark.**

E.g. Are you going to the store?

2. **Indirect questions DO NOT end in a question mark.**

E.g. I asked if you were going to the store.

3. **In direct speech, sometimes an apparent statement may be a question, depending on the speaker's tone.**

E.g. "You will be happy here?" Mum asked.

4. **The question mark is used after a statement followed by a short question. Notice the use of the comma before the question.**

E.g. You are the shortest person here, aren't you?



A) Write answers to the following questions. Use full sentences.

1. What are you most afraid of in the world?
2. What is your earliest memory?
3. Who is the person who has influenced you and why?
4. If you could be anywhere in the world right now, where would you be and why?
5. How are you feeling right now?

B) Write interesting, original questions that could give these answers.

1. Definitely, springtime.
2. The Lake District.
3. He was caught taking bets on how many runs he was going to make.
4. They were given a life sentence and they both deserved it.
5. My aunt.

C) Add short questions appropriate to the following statements.

1. You are going to be late, _____?
2. He is from Germany, _____?
3. You're not serious, _____?
4. The weather's terrible, _____?
5. It can't happen, _____?

D) Imagine you gave a report to the police. Read the report below and then write down the actual questions you were asked.

It was really dark and misty so visibility was poor. They arrived in a red Mercedes convertible. The driver was large and bald and had a tattoo of a skull on his arm. The two other men ran into the jewellery store, pulling ski masks over their faces as they did so. About three minutes later I heard a gunshot and the two men ran out, carrying several small black sacks. The car sped off in the direction of the freeway.

COLONS



A colon is used to:

1. Introduce a list.

E.g. He bought the groceries: eggs, butter, jam, sugar and pot noodles.

2. Introduce a title or quotation.

E.g. His words echoed in my head: "Do unto others only good!"

3. Separate contrasting parts of a sentence.

E.g. The good are saved: the bad are damned

A) Punctuate the following sentences, inserting colons where necessary.

1. We shall fight on the beaches we shall never surrender.
2. The good die young the wicked live forever.
3. Peace to those I love strife to my enemies.
4. Bright is the day dark is the night.
5. Behind me lay despair in front, only hope.

B) Punctuate the following sentences, inserting colons and commas where necessary.

1. I took five items my jacket a fishing rod a peanut butter sandwich a tooth pick and a pen knife.
2. The guest list read as follows Rev. Bill Hinter Lady Smythe-Bottom Gordon James and Dizzy the Clown.
3. These were the reasons for his odd behaviour fear of the dark fear of confined spaces fear of spiders and way too much caffeine that morning.
4. Certain people are legends Marilyn Monroe James Dean Houdini and Charlie Chaplin.
5. He shook with fear when he saw what lay before him a rocky path a steep slippery slope a cliff edge and a fifty foot drop into the unknown.

C) Punctuate the following sentences, inserting colons, commas and capital letters.

1. charles dickens wrote 'a tale of two cities' 'little dorrit' 'a Christmas carol' and 'bleak house' amongst others.
2. exams will take place this week monday tuesday before break thursday afternoon and friday in place of assembly.
3. the guests arrived early lady ponsonby in diamonds and a white fur coat lord picklenoze with a glamorous girl on each arm mr carruthers with half the contents of a bottle of whisky already under his belt and the luscious honourable miss hilly flower in a very short very shiny dress.

SEMI- COLONS





- ☑ **The semi-colon is stronger than a comma but not as strong as a full stop. It separates two groups of words which could be two sentences but which are so closely linked in subject matter that a full stop would be too strong.**

E.g. The criminal surrendered; he was defeated.

- ☑ **The semi-colon is also used in a list when commas are already needed in the phrases contained in that list.**

E.g. You need: four eggs, lightly beaten; one spoon of nutmeg, grated finely; and a pint of milk.

A) There are ten pairs of sentences in this Exercise. Each pair of sentences has been joined together using a conjunction. Rewrite each pair replacing the conjunction with a semi-colon. Check that each side of the semi-colon can stand as a sentence in its own right.

1. Sara watched television after she had finished her homework.
2. The baby was crying because he was hungry.
3. The old man shivered violently because it was bitterly cold.
4. Mum told him to brush his hair which was a total mess.
5. She read the book which was an adventure story.
6. The children went home tired and hungry because they had had enough.
7. I shall take some of the library books back now but the others will have to wait.
8. She had worked very hard for the exam and she hoped it would be enough.
9. It was a warm, sunny day so they decided to go to the seaside.
10. The parcel had been badly wrapped and some of the contents were showing.

DIRECT SPEECH



Direct speech is the exact words spoken. Inverted commas are used to mark the beginning and the end of the speech. Whenever a new person speaks, a new line must be started.
 E.g. "Hello, Tom!" John called.
 "Tom, my friend!" John exclaimed. "It is great to see you!"

Direct speech that contains the word 'SAID' too often can appear flat and boring. Instead, use interesting words to describe the way the person is speaking. Maybe they are whispering or shouting or mumbling?

A) Fill in the table below with as many words as possible that you can think of to replace the word 'SAID'. A few examples have been done for you.

LOUD	SOFT	POSITIVE	NEGATIVE
yelled	murmured	exclaimed	moaned

B) In each of the following sentences, replace the word 'SAID' with a more effective word.

- "Ouch! You're standing on my foot!" Jim said.
- "Mmm, I've been looking forward to this chocolate all day!" Lizzie said.
- "Hurry! The bus is about to leave!" Percy said.
- "Go, Rangers, go!" Tim said.
- "I wonder if this will work," the scientist said.

C) Write an appropriate, descriptive, direct speech sentence for each of the following situations.

E.g. Building a fence- "Whew! This is really hot work!" I panted, wiping my brow.

- Hailing a taxi.
- Scolding a naughty child.
- Returning a faulty item.
- Meeting an old friend.
- Speaking to your deaf great-uncle.
- Visiting a zoo.
- Lulling a small baby to sleep.
- Witnessing a robbery.
- Entering a haunted mansion.
- Playing sport.



APOSTROPHES



Apostrophes are used to show where letters have been left out of words.

E.g. They're = They are Can't = Cannot I've= I have

A) Firstly, identify the words that could be contracted (shortened) and then rewrite the passage so that it does not sound so formal.

If you have nothing better to do with your free time, you are welcome to come and stay with us. You cannot imagine what fun we have here! I am not exaggerating when I say that it will be the best experience of your life! You will make new friends and they will remain your friends for life. Mr Toob, who is camp coordinator, is great! He has had many years experience and he will ensure that you have the time of your life! I have been to camp every summer for five years now and I am still finding something new to do every day. If you have not been to camp before, you should not worry as it is not a frightening experience and, if you feel afraid of any task, you do not have to try it. You need not buy expensive equipment either as we will provide everything you will need. It will be great to see you!

B) Contract the following words.

He is	We will	We are	I am	Does not
You will	Were not	They have	I will	Have not
It will	Could not	We would	Let us	When is
You are	Who is	She would	Will not	cannot
Shall not	Are not	Would not	Do not	They will

C) Carefully study the differences between the words below and then use these words to fill in the spaces in the passage below.

There's (there is) They're (they are) Their (belonging to them)

There's their kayak which they're taking with them to the river

Who's (who is) Whose (possession)

Who's dating the girl whose sister is Miss New Zealand.

You're (you are) Your (possession)

You're going to lose your slice of cake if you do not eat it quickly.

It's (it is) its (possession)

It's time the cat ate its dinner.

_____ the most popular actress of this decade? _____ about to find out! _____ pretty obvious that she is a person _____ acting skills equal her beauty. _____ guess might include people like Kiera Knightley or Julia Roberts, and, of course, _____ very glamorous actresses. However, _____ one woman _____ head and shoulders above the rest. Film fans would all agree that _____ favourite actress is Cameron Diaz, _____ comedy acting is all that _____ talking about!

APOSTROPHES



Apostrophes are used to indicate possession.

E.g. The dog's tail = the tail of the dog.

- If the owner ends in 's' already, you can just add the apostrophe without the 's'
E.g. The car belonging to Chris = Chris' car.
- If a word ends in 's' because it's a plural then you don't need another 's' when you add an apostrophe.
E.g. babies, churches....
- It's easier when a plural doesn't end in 's'- then you go back to normal and add an apostrophe and an 's'.
E.g. The nest of a family of mice = the mice's nest.
- There are some words that **don't** need an apostrophe when they're showing ownership. They are possessive pronouns- mine, yours, his, hers, ours, theirs, its.

A) Use apostrophes with an s to change the clumsy phrases below into a quicker way of saying the same thing.

E.g. The head belonging to the man = the man's head.

1. The hutch belonging to the rabbit.
2. The football belonging to Nat.
3. The scar belonging to Carlos.
4. The wheel belonging to the truck.
5. The leg belonging to the horse.

B) Add apostrophes to these sentences where needed.

1. It's the boys turn to go first because the girls went first last time.
2. He was never allowed to forget the time he went into the ladies changing room by mistake.
3. Put all the babies pictures together so we can pick out a winner.
4. People always seem to find footballers haircuts very interesting.
5. The nurses meeting went on for three hours.

C) Match the word to the sentence, using apostrophes to show ownership.

Children Men Sheep lice Aircraft

1. I don't know why _____toilets are always smellier than women's.
2. Our house is right under a flight path so we can hear the _____ engines all night.
3. The sponsored walk raised £300 for the _____ playground.
4. In my story, a boy had to eat seven _____ eyes.
5. Head _____ size and colour make them difficult to see in anyone's hair.

SENTENCES



- A sentence is a group of words that makes complete sense by itself.**

A sentence may be:

- A statement-** 'Today's winner is Saul'
- A question-** 'Who chose this tie?'
- A command-** 'Give me all your money!'
- An exclamation-** 'I don't believe it!'

- Sentences usually have a **subject**- who or what the rest of the sentence is about.
- Sentences also have an **object**- who or what has been affected by the action of the verb.
- A **verb** is a doing word. It forms the heart of every sentence.

A) Put a box around the verbs in each sentence.

Example: The teacher shouted at the naughty pupil.

1. I read my book from cover to cover.
2. The girls chased the dog across the field.
3. I wrote neatly in my new book.
4. I coughed and sneezed because I had a cold.
5. The robbers smashed the window and entered the warehouse.
6. The man stopped and turned when he heard me shout his name.
7. I gave my friend some of my sweets. I thought she would be pleased.
8. I wished that I could come top in the test.
9. I knew that I would not win the race.
10. The dog plodded along beside his owner.

B) Underline the *subject* and the *object* in each sentence in different colours.

1. The dog runs around the field wildly.
2. Dad bought a new car.
3. My teddy fell off the bed.
4. I walk away from the building.
5. The ring glittered on my finger.
6. George jumps over the gate every morning.
7. Melanie watched a sad film.
8. The teacher gave the pupil a gold star.
9. I bought a present for my sister.
10. The paper boy delivers my newspaper late most days.

C) There are ten verbs in the box below. Use each one to make a sentence of your own. Underline the verb, subject and object in each sentence, in different colours. (*Hint! Not all of your sentences will include an object!*)

whistle	give	throw	grab	skip
take	whisper	catch	buy	sing

COMMAS



The **comma** is a punctuation mark used:

- to indicate a **slight pause** between the different part of a sentence
- to mark off **additional information** about the subject of a sentence
- to separate the **names of people** spoken to
- to separate **items in a list**
- to separate two or more adjectives which define the same noun
- to separate the verb of saying from the words spoken in direct speech

A) Add the necessary commas to the sentences

1. Being first to arrive he sat down in the front row.
2. Having washed her face she brushed her hair.
3. Frightened by the tremendous explosion the soldiers bolted to their dug-out.
4. Exhausted after the cross-country competition they lay down to rest.
5. Leaping the fence she raced across the fields to her home.
6. Dr Brookes and Mrs Johnson the receptionist are doing a sponsored run.
7. Served with milk and sugar cornflakes are a great breakfast.
8. Bruce told her to be quiet but she started to growl.
9. Tom began to sing and I decided to study on my own.
10. I like bacon eggs sausage fried toast and orange juice for my breakfast.

B) The following sentences all contain additional information about the subject of each sentence. Add the necessary commas.

1. Roald Dahl who died a few years ago wrote many books for children.
2. History one of my favourite subjects it is about how people used to live.
3. Mr Joyce our headteacher came to our school in September 1997.
4. Mount Everest the highest mountain in the world is in Nepal.

C) Write five sentences of your own in which you provide some additional information about the subject of each sentence.

PARAGRAPHS





A paragraph is a group of sentences. These sentences talk about the same thing, or follow on from each other.

Every time you start a new paragraph, you're showing something new has happened:

- When you talk about a new person
- Each time a person speaks
- When you start writing about a new place
- When your answer moves to a different time.

A) Write the letters of the paragraphs in the order in which they happened.

- A- He took us to the hall for an assembly where the Head welcomed us and made some jokes no one understood, and then we went to our form room. Our teacher really confused us with timetables and school rules.
- B- When the bell rang for the start of school we all had to line up in rows. Our form teacher came to collect us and showed us around the place. It didn't look too bad and a gorgeous smell drifted out of the dinner hall.
- C- Before we knew it, it was break time. We ran into the playground and stuck together for safety. The rest of the day was a blur and when I got home I fell asleep in front of the television.
- D- I felt better when I met my mates at the bus stop. We all looked new and felt small compared to the big kids. They all started trying to frighten us with stories about what would happen to us at the big school. We all tried to look brave, but I felt sick again.
- E- That morning I got up with a sick feeling inside. I didn't want any breakfast and my mum kept fussing over me. I felt a right idiot with my new bag and my new blazer, two sizes too big.

B) Listed below are some of the different types of paragraphs from the story above. For each one, say what job you think it does for the story.

1. The introduction
2. The conclusion
3. the second paragraph

C) Write these paragraph starters under two headings, introductory starters and concluding starters.

1. Finally...
2. The worst which can happen is...
3. The last stage in programming the video is....
4. It all started when....
5. Teachers and pupils can never agree over school rules...
6. In conclusion, fox hunting should be banned because....

Homophones



Homophones are words which sound alike but usually have different meanings eg. *wood* and *would*.

A) Read the extract and decide which homophone word is correct. Write it in the gap.

through/threw gate/gait road/rode vale/veil
missed/mist council/counsel passed/past

The marathon runners moved * _____ the * _____
and out onto the * _____. As the early morning * _____
came down like a * _____ over the town, they were last seen
going * _____ the local * _____ chambers before they disappeared
from view.

**B) Identify the homophones by underlining them
Write the correct homophones above the incorrect ones.
The first has been done for you.**

made

It maid me sew mad because eye wanted the other team

too win. The hole fielding team seamed to have to left

feat and couldn't throw the ball inn the write place.

Never mined, next time they'll play better.

C) Write as many other homophone pairs you can think of. Check the spelling of each word carefully. Be prepared to read your list aloud and spell the words.



- Two or more ideas joined together with 'and', 'but' or 'or' -
COMPOUND SENTENCE
- A sentence with two or more ideas not joined with 'and', 'but' or 'or'
(often the ideas are linked with other words and / or
commas)- **COMPLEX SENTENCE**
- A sentence with one idea- **SIMPLE SENTENCE**

A)

How many ideas are there in each of the following sentences?

1. Sarah had to run in order to catch her plane.
2. Sarah had to run so that she would catch her plane.
3. Sarah had to run, as he had to catch her plane.
4. Sarah had to run to catch her plane.
5. Sarah had to run because she needed to catch her plane.
6. Sarah had to run so as to catch her plane.

B)

- 1) Are the sentences 1-6 in A, compound, complex or simple sentences? Give a reason.
- 2) What is the reason for Sarah running?

C)

Copy out the sentences in Q2 and circle the words which introduce the reason for Sarah to run.

D)

Ideas about expressing a reservation (e.g. a doubt, a concern or a worry about something) can be added onto a sentence. They form a subordinate clause of a complex sentence.

*Copy out these sentences and circle the words that introduce the ideas of a reservation, concern or doubt. **CLUE:** You're looking for the words that introduce the subordinate clause. Remember that the subordinate clause doesn't make sense on its own.*

- a. She went out running, although she guessed it might rain.
- b. Tim paid the restaurant bill for the meal, despite having a poorly paid job.
- c. Anthony was determined to get fit, even if it meant giving up his favourite ice cream.
- d. Mrs Smith would stop Claire's pocket money, if it was the only way to make her study!

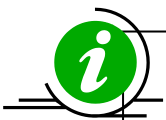
E)

Rewrite 1,, 2 and 3 of Q D with the subordinate clause at the beginning.

F)

Is it a good plan to write some sentences with the subordinate clause at the beginning, and some with it at the end? What does this add to your writing?

TENSES



Wellington School Grammar and Punctuation Worksheets (LML)

- The word 'tense' refers to when things take place: in the past, present or future

E.g. **Past** = I liked it

Present = I like this

Future = I will like this

A) Put each of these sentences into the past tense

1. "I can't talk now; I'm driving in the motorway fast lane at ninety miles per hour."
2. "This is the most exciting World Cup game I've ever seen."
3. "The suspect is now leaving the building via the underground car park."
4. "I'm finding it hard to breathe and I can't concentrate properly."
5. "Where is the light switch? The room is in total darkness."

B) Changing the tense from past to present can make things seem more real- as if they're happening now.

Rewrite these sentences by putting them into the present tense

E.g. I'd hurt myself badly = I'm in a lot of pain right now.

1. I didn't know what was happening.
2. We had found her mobile phone in the cloakroom.
3. I had walked all day and night.
4. The game finished hours ago.
5. I was having a lovely holiday.
6. She'd been unhappy for a while.

C) The sentences below have been changed from the present to the future tense. Fill in the gaps with the correct words from the box. You can use them more than once.

Going	be	to	will	shall
-------	----	----	------	-------

1. Your mum is waiting for you there - Your mum _____ waiting for you there.
2. This is working. - This _____ work.
3. We are having afternoon tea with the Queen. - We _____ have afternoon tea with the Queen.
4. I am working in the supermarket. - I am _____ work in the supermarket.

D)

Write out a sentence for each of the following sentences. One should be in the past tense, one in the present, and one in the future.

1. Watching a film at the cinema.
2. Being ill with flu.
3. Eating an expensive meal.