Flucie

Free printable · for grown-ups

Grammar Answer Key

and teacher's guide



Every answer to the Flucie grammar worksheets, quiz and book, with a ten-minute routine and one thing to watch for on each page.

Noun · Pronoun · Verb · Adjective · Adverb · Preposition · Conjunction · Interjection

10 PAGES · FOR THE TEACHER OR PARENT

flucie.com/printables/english-grammar-teacher-answer-key-pdf

How to use this key

Ten minutes a worksheet

Keep this key for yourself, so a child can try each page alone first.

The ten-minute routine

1. **Read the rule aloud.** Every worksheet opens with one line.
2. **Try it alone.** Give the child the page with nothing else on the desk.
3. **Check together.** Use the answers on pages 3 to 7 and ask, for each wrong answer, why they chose it.
4. **Say one sentence.** Use the question at the bottom of the topic.

Marking

- Answers marked *your own* have no single right answer. Accept any that make sense.
- Count only to see what to repeat, never to give a score as a reward or a warning.
- A child who gets a topic wrong twice should go back to the matching page of the grammar book first.

Using the quiz

Do the 20-question quiz after a few worksheets, or at the end. On page 8, circle the question numbers that were wrong. The last column says which worksheet to repeat. A repeat is usually only ten minutes.

Which Flucie printable is for what

Grammar Book: teaches each idea first, in a coloured box, then practises it. **Worksheets:** fresh sentences for practice, with a quiz. **Parts of Speech Chart:** the eight kinds of word on one page to pin up. This key covers the book and the worksheets.

Where everything is

Worksheet answers: pages 3 to 7. **Quiz answers and what to repeat:** page 8. **Grammar book answers:** page 9. **Progress tracker:** page 10.

Worksheet answers and notes

Worksheets on pages 2 to 4

Nouns

Worksheet page 2

Activity 1 **Person:** nurse, pilot
Animal: giraffe, rabbit
Place: library, station
Thing: bicycle, lamp

Activity 2 **1** farmer, hens · **2** bird, fence · **3** Zara, bag · **4** uncle, truck

Activity 3 Your own answers. For example: desk | window | pencil

How to teach it. Say each word aloud before anyone writes. Ask: is it a person, a living animal, a place you can go to, or a thing you can touch? Then do the sentences, and finish with the three nouns the child can see from where they sit.

Watch for. Describing words get circled by mistake. A quick check: a noun sounds right after the, a or my (the farmer, my bag). Names of people and places need a capital letter.

Ask. Which of these nouns is a place you have been to?

Verbs

Worksheet page 3

Activity 1 **1** jumped · **2** pushes · **3** build · **4** dance

Activity 2 **1** knock · **2** bounce · **3** draw · **4** shout

Activity 3 Your own answers. For example: The dog can run fast. | Frogs jump high.

How to teach it. Act out each verb before circling it: knock, bounce, draw, shout. A verb is something you can do. Read each gap sentence aloud with the word in it, to hear whether it sounds right.

Watch for. Children sometimes circle the noun that does the action. Ask: what is the action? This sheet uses action verbs only; the sheet on am, is, are covers verbs that do not show an action.

Ask. Can you show me one of these verbs without saying it?

Adjectives

Worksheet page 4

Activity 1 **1** tiny, wide · **2** new, red · **3** cold, empty · **4** delicious

Activity 2 **1** shiny · **2** fluffy · **3** bitter · **4** quiet

Activity 3 Your own answers. For example: sweet, yellow | tall, rocky

How to teach it. Put the word before a noun and ask: what kind of thing is it? A tiny snail, a wide road. For the word-box exercise, read all four phrases first, then use each word once.

Watch for. Colour and size words are found quickly; feeling and taste words (empty, delicious, bitter) are often missed. In Your turn, accept any sensible describing word, not just the examples.

Ask. Can you describe your lunch with three describing words?

Worksheet answers and notes

Worksheets on pages 5 to 7

Pronouns

Worksheet page 5

Activity 1 **1** He · **2** They · **3** We · **4** It · **5** She

Activity 2 **1** She, it · **2** they · **3** you, me

Activity 3 Mia and Sam → they · the dog → it · my brother → he · you and I → we

How to teach it. Read the two sentences with the name repeated (Ravi is my cousin. Ravi lives in Pune.) and let the child hear how it sounds. Then swap in the pronoun. The table at the end shows the same idea with groups of people.

Watch for. He, she and it get mixed up: people are he or she, things are usually it. We includes the speaker and they does not. Some families call a pet he or she, so accept that.

Ask. Who is we when you talk about your family?

A, an and the

Worksheet page 6

Activity 1 **1** an · **2** a · **3** an · **4** an · **5** a · **6** an

Activity 2 **1** the · **2** a · **3** an · **4** The

Activity 3 **1** no · **2** no · **3** yes · **4** yes

How to teach it. Say each word aloud, listen to the first sound, and then choose a or an. Use an before a vowel sound and a before a consonant sound. Use the for one particular thing both people know about.

Watch for. The rule follows the sound, not the first letter. An hour starts with a vowel sound because the h is silent; a university starts with a y sound, so it takes a. Expect a apple and an banana, and read the words aloud together.

Ask. Which one is right before egg, unicorn and hour: a or an?

Prepositions

Worksheet page 7

Activity 1 **1** under · **2** on · **3** in · **4** near · **5** behind

Activity 2 **1** under · **2** at · **3** on · **4** beside

Activity 3 Your own answers. For example: My bag is under the desk. | I sleep in my bed.

How to teach it. Use real objects. Put a pencil on, under, behind and near a book, and say the sentence each time. Then do the gaps and the circling, and let the child answer the last two questions with whole sentences.

Watch for. In and on are confused: in means inside something, on means touching the top or a surface. At noon uses a preposition for time, so it can be missed because it is not about place.

Ask. Where is your shoe right now? Answer in a whole sentence.

Worksheet answers and notes

Worksheets on pages 8 to 10

Adverbs

Worksheet page 8

Activity 1 **1** happily · **2** here · **3** always · **4** early

Activity 2 slow → slowly · loud → loudly · easy → easily · brave → bravely

Activity 3 **1** quickly · **2** softly · **3** outside

How to teach it. For each sentence, ask of the verb: how? when? where? The answer is the adverb. For the -ly table, read each pair aloud and notice that the adverb is made from the describing word.

Watch for. Easy becomes easily: change the y to i, then add -ly. Not every adverb ends in -ly (here, always, early, outside, tomorrow), and not every -ly word is an adverb, so check what the word describes.

Ask. Walk across the room slowly, then quickly. Which word changed?

Joining words

Worksheet page 9

Activity 1 **1** because · **2** so · **3** or · **4** but · **5** and

Activity 2 **1** and · **2** but · **3** because

Activity 3 Your own answers. For example: it was raining. | the room was messy. | I wore a jacket.

How to teach it. Say two short sentences, then join them with the word from the box (The tea was cold. I drank it anyway.). Read the joined sentence aloud. For the endings, any sentence that makes sense is a good answer.

Watch for. Because gives a reason and so gives a result, and they are often swapped: ask which part is the reason. But joins two ideas that pull against each other.

Ask. Can you finish this: I like ___ but I do not like ___?

One and many

Worksheet page 10

Activity 1 cup → cups · glass → glasses · berry → berries · man → men · peach → peaches · mouse → mice · day → days · sheep → sheep

Activity 2 **1** no · **2** yes · **3** no · **4** yes

Activity 3 **1** buses · **2** children · **3** cherries

How to teach it. Sort the words by their endings before writing. Most take s; words ending in s, x, ch or sh take es; a consonant followed by y changes to ies. Then read the odd ones aloud: man and men, mouse and mice, sheep and sheep.

Watch for. Day becomes days, not daies, because a vowel comes before the y. The odd plurals cannot be worked out from a rule and are learned one at a time, so repeat a few each week.

Ask. Which plural surprised you?

Worksheet answers and notes

Worksheets on pages 11 to 12

Am, is, are, was, were

Worksheet page 11

Activity 1 **1** are · **2** am · **3** was · **4** are · **5** were

Activity 2 **1** She is my teacher.
2 I am hungry.
3 They were late.
4 The birds are singing.

How to teach it. Say each sentence aloud first. Most children can hear that She are is wrong before they can explain why. Then link the word to the person: I am, he, she and it is, we, you and they are; was for one in the past, were for you and more than one.

Watch for. Mistakes such as I is, They was and The birds is are very common in speech. Treat them as practice, not as failure. You always takes are or were, even for one person.

Ask. Tell me where you were yesterday morning.

Before, now and later

Worksheet page 12

Activity 1 walk → walked · cook → cooked · write → wrote · swim → swam · take → took · laugh → laughed

Activity 2 **Past:** She jumped, They painted
Present: We eat, I run
Future: I will sing, He will read

Activity 3 **1** watched · **2** will cook · **3** found

How to teach it. Draw a line on paper with yesterday, today and tomorrow. Say a sentence and point to where it belongs. Regular verbs add ed to show the past. The future uses will and the verb.

Watch for. Some verbs do not add ed: write becomes wrote, swim becomes swam, take becomes took. They are learned one at a time. Laugh becomes laughed, so the gh is not changed.

Ask. What did you do yesterday, and what will you do tomorrow?

Worksheet answers and notes

Worksheets on pages 13 to 14

Feeling words

Worksheet page 13

Activity 1 **1** Yay! · **2** Ouch! · **3** Phew! · **4** Hello!

Activity 2 **1** Oops · **2** Wow · **3** Yuck · **4** Hooray

Activity 3 Your own answers. For example: Oh! | Hooray!

How to teach it. Say each feeling word with the feeling in your voice. Interjections usually stand alone and are followed by an exclamation mark. Then match each word to a moment: dropping a cake, seeing a firework, finding a spider.

Watch for. Hello counts as an interjection on this sheet because it is a short greeting that stands apart from the sentence. In Your turn, accept any feeling word that fits the moment; there is no single right one.

Ask. What do you say when you are surprised? Does everyone at home say the same word?

Making a sentence

Worksheet page 14

Activity 1 **1** The baby is asleep.
2 How old are you?
3 What a lovely day!
4 Tom and Jo swim.

Activity 2 **1** no · **2** yes · **3** no · **4** yes

Activity 3 Your own answers. For example: Where is the cat? | What a big cake!

How to teach it. Give three checks and ask the child to use them one by one: does it begin with a capital letter, does it say a whole idea, does it end with a full stop, a question mark or an exclamation mark?

Watch for. Names need capital letters too (tom becomes Tom). A group of words with no action or no finished idea, such as The tall tree, is not a whole sentence. What time is it needs a question mark.

Ask. Can you tell me one question and one exclamation about today?

Quiz answers

And which worksheet to repeat

Circle the number of every wrong answer. The last column shows what to repeat.

#	Answer	Question	Repeat
1	**a** table	Which word is a noun?	Nouns p. 2
2	**b** jump	Which word is a verb?	Verbs p. 3
3	**a** giant	Which word is an adjective?	Adjectives p. 4
4	**a** happily	Which word is an adverb?	Adverbs p. 8
5	**a** they	Which word is a pronoun?	Pronouns p. 5
6	**a** between	Which word is a preposition?	Prepositions p. 7
7	**a** because	Which word is a conjunction?	Joining words p. 9
8	**a** Oops!	Which word is an interjection?	Feeling words p. 13
9	**b** an	She ate _ _ _ orange.	A, an and the p. 6
10	**b** An	_ _ _ hour passed.	A, an and the p. 6
11	**b** boxes	What is the plural of box?	One and many p. 10
12	**b** babies	What is the plural of baby?	One and many p. 10
13	**b** feet	What is the plural of foot?	One and many p. 10
14	**a** am	I _ _ _ happy today.	Am, is, are, was, were p. 11
15	**b** were	They _ _ _ in the garden yesterday.	Am, is, are, was, were p. 11
16	**b** baked	Yesterday, I _ _ _ a cake.	Before, now and later p. 12
17	**c** will visit	Tomorrow, we _ _ _ the zoo.	Before, now and later p. 12
18	**b** The dog ran fast.	Which sentence is written correctly?	Making a sentence p. 14
19	**a** Where is my hat?	Which sentence is a question?	Making a sentence p. 14
20	**c** Mia flew the kite.	Which one is a whole sentence?	Making a sentence p. 14

Grammar book answers

The answers to the Flucie English Grammar Book, lesson by lesson, with the review page.

Nouns

Activity 1 **Person:** farmer, doctor
Animal: tiger, horse
Place: beach, market
Thing: kite, cup

Activity 2 **1** dog, bed · **2** Mia, ball · **3** teacher, book · **4** Birds, garden

Verbs

Activity 1 **1** laughs · **2** paint · **3** fly · **4** drinks

Activity 2 **1** swim · **2** bake · **3** climb · **4** sing

Adjectives

Activity 1 **1** sleepy, warm · **2** big, round · **3** yellow · **4** sweet

Activity 2 **1** loud · **2** sharp · **3** juicy · **4** cold

A, an and the

Activity 1 **1** an · **2** a · **3** an · **4** an · **5** a · **6** an

Activity 2 **1** an / the · **2** an / a · **3** the

Activity 3 **1** an · **2** a

Pronouns

Activity 1 **1** She · **2** They · **3** We · **4** It · **5** He

Activity 2 **1** She, it · **2** They

Prepositions

Activity 1 **1** in · **2** on · **3** next to · **4** behind · **5** in front of · **6** between

Activity 2 **1** under · **2** at · **3** after

Adverbs

Activity 1 **1** slowly · **2** softly · **3** outside · **4** often

Activity 2 quick → quickly · quiet → quietly · happy → happily · careful → carefully

Joining words

Activity 1 **1** so · **2** but · **3** because · **4** or · **5** and

Activity 2 Your own answers. For example: I like apples, but I do not like pears. | I stayed home because I was ill. | We were hungry, so we ate lunch.

One and many

Activity 1 book → books · bus → buses · box → boxes · baby → babies · child → children · tooth → teeth · dish → dishes · key → keys

Am, is, are, was, were

Activity 1 **1** am · **2** is · **3** are · **4** was · **5** were

Activity 2 Your own answers. For example: I am nine. | We are friends.

Before, now and later

Activity 1 play → played · jump → jumped · eat → ate · go → went · see → saw · run → ran

Activity 2 **1** painted · **2** will visit

Feeling words

Activity 1 **1** Oops! · **2** Hooray! · **3** Ouch! · **4** Whoa!

Activity 2 **1** Hooray · **2** Ouch · **3** Wow · **4** Oops

Making a sentence

Activity 1 **1** The cat is asleep.
2 Where is my bag?
3 What a big dog!
4 Mia and Sam play.

Activity 2 **1** yes · **2** no · **3** yes · **4** no

Review

1 adjective **2** verb **3** preposition **4** noun **5** pronoun **6** adverb **7** conjunction **8** interjection

Progress tracker

One row for each worksheet

Tick when a child has tried a topic, managed it with help, and done it alone.

Worksheet	Tried	With help	On their own	Date
Nouns p. 2	☐	☐	☐	
Verbs p. 3	☐	☐	☐	
Adjectives p. 4	☐	☐	☐	
Pronouns p. 5	☐	☐	☐	
A, an and the p. 6	☐	☐	☐	
Prepositions p. 7	☐	☐	☐	
Adverbs p. 8	☐	☐	☐	
Joining words p. 9	☐	☐	☐	
One and many p. 10	☐	☐	☐	
Am, is, are, was, were p. 11	☐	☐	☐	
Before, now and later p. 12	☐	☐	☐	
Feeling words p. 13	☐	☐	☐	
Making a sentence p. 14	☐	☐	☐	

Quiz Child's name _____ Date _____

Right answers _____ out of 20