

**LITERACY BASICS:  
SPELLING  
WORKSHEETS 3**

**ANAT ARKIN**

based on an idea by  
**STUART SILLARS**

**ILLUSTRATED BY  
JAMES COCHRANE**



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# INTRODUCTION

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- The pack** *Literacy Basics: Spelling Worksheets 3* provides consolidation and practice in spelling rules. It can be used independently or in conjunction with the Chalkface packs *Literacy Basics: Spelling Worksheets 1* and *Literacy Basics: Spelling Worksheets 2*.
- Student suitability** The pack is aimed at KS3 and KS4 students. Because the pack is photocopiable, you can use it flexibly – with individual students, small or large groups, or across a whole year set.
- Using the pack** We suggest you use the sheets in this pack for consolidation and practice once the spelling topics have been taught. The sheets are suitable for classwork, homework, revision and testing purposes. If you have a query about how best to use the pack, we are happy to help; please write to us at the address below.
- Other linked Chalkface packs** *Literacy Basics: Spelling Worksheets 1* and *Literacy Basics: Spelling Worksheets 2* provide work on problem word forms, confusing words, forming word endings and use of apostrophes. *Spelling Worksheets 1* covers the same topics as the second pack, but at a simpler level suitable for lower ability students. You may also find the following packs useful: *Literacy Basics: Grammar Worksheets*, *Literacy Basics: Punctuation Worksheets*, *Literacy Basics: Sentence Worksheets*, *Literacy Basics: Word Worksheets*.
- The people involved** Anat Arkin, the author of this pack, is a freelance journalist and former teacher of English and Communication. Stuart Sillars, the author of the other two *Spelling Worksheets* packs, is a writer and freelance lecturer. This pack was illustrated by James Cochrane, Susan Quilliam was the series editor, Hazel Clarke the editor, and June Bulley the layout artist.
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# —THE FRAMEWORK FOR TEACHING ENGLISH—

Spelling comes under the word level objectives in the Framework for Teaching English: Years 7, 8 and 9.

Word level	Sentence level	Text level: Reading	Text level: Writing	Text level: Speaking & Listening
<ul style="list-style-type: none"> <li>· Spelling</li> <li>· Spelling strategies</li> <li>· Vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>· Sentence construction &amp; punctuation</li> <li>· Paragraphing &amp; cohesion</li> <li>· Stylistic conventions</li> <li>· Standard English &amp; language variation</li> </ul>	<ul style="list-style-type: none"> <li>· Research &amp; study skills</li> <li>· Reading for meaning</li> <li>· Study of literary texts</li> <li>· Understanding the author's craft</li> </ul>	<ul style="list-style-type: none"> <li>· Imagine, explore, entertain</li> <li>· Inform, explain, describe</li> <li>· Persuade, argue, advise</li> <li>· Analyse, review, comment</li> <li>· Plan, draft &amp; present</li> </ul>	<ul style="list-style-type: none"> <li>· Speaking</li> <li>· Listening</li> <li>· Group discussion &amp; interaction</li> <li>· Drama</li> </ul>

The overall aim of the Framework is to enable all pupils to develop sophisticated literacy skills. By the end of Year 9, each pupil is expected to be:

A shrewd and fluent independent reader:

- orchestrating a range of strategies to get at meaning in text, including inferential and evaluative skills;
- sensitive to the way meanings are made;
- reading in different ways for different purposes, including skimming to quickly pick up the gist of a text, scanning to locate specific information, close reading to follow complex passages and re-reading to uncover layers of meaning;
- reflective, critical and discriminating in response to a wide range of printed and visual texts.

A confident writer:

- able to write for a variety of purposes and audiences, knowing the conventions and beginning to adapt and develop them;
- able to write imaginatively, effectively and correctly;
- able to shape, express, experiment with and manipulate sentences;
- able to organise, develop, spell and punctuate writing accurately.

An effective speaker and listener:

- with the clarity and confidence to convey a point of view or information;
- using talk to explore, create, question and revise ideas, recognising language as a tool for learning;
- able to work effectively with others in a range of roles;
- having a varied repertoire of styles, which are used appropriately.

The following lesson structure is highly recommended to teachers using the Framework:

- 1 Short lesson starter activity (e.g. spelling, vocabulary) lasting 10–15 minutes.
- 2 Introduce the main teaching points (e.g. teacher exposition or questioning).
- 3 Develop the main teaching points (e.g. through group activity).
- 4 Plenary to draw out the learning (e.g. through feedback and presentation), lasting 5–10 minutes.

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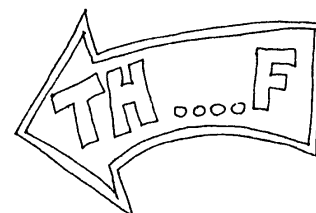
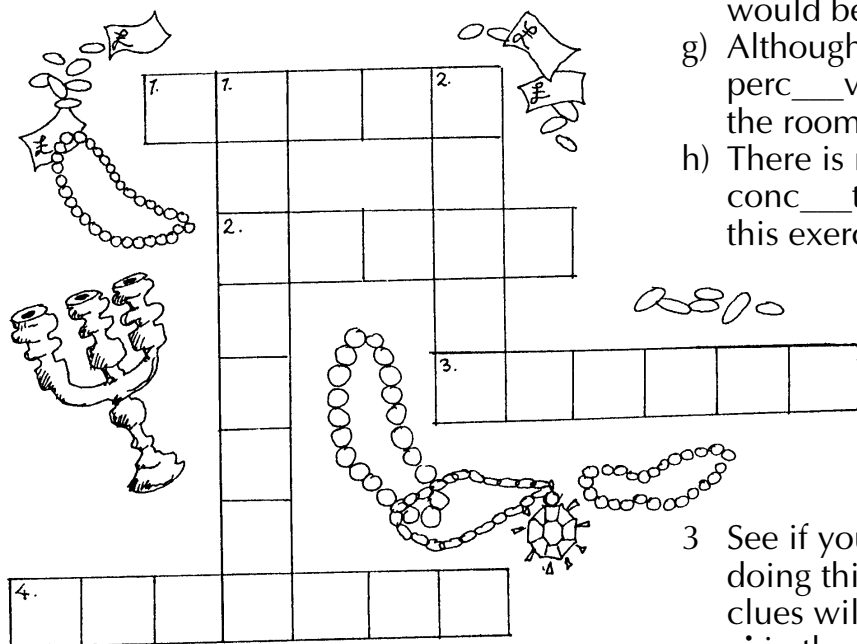
# I AND E

1 Complete the words in these sentences by adding either **ie** or **ei**.

- He kicked the ball across the f\_\_ld.
- That c\_\_ling needs painting.
- Did you rec\_\_ve my message?
- There was a br\_\_f interval in the middle of the film.
- The shop assistant would not give him a refund because he had lost his rec\_\_pt.
- She heard the news with great rel\_\_f.
- The th\_\_f who stole my bag has been caught.
- I've got two nephews and one n\_\_ce.

2 Now do the same with these sentences, completing the words by adding either **ie** or **ei**.

- I bel\_\_ve you are trying to dec\_\_ve me.
- She rec\_\_ved the bad news in silence but it caused her gr\_\_f.
- The prisoner was rel\_\_ved to hear he had been given a repr\_\_ve.
- When she found out that he had dec\_\_ved her, she tore his letter into little p\_\_ces.
- The winner of this year's dog show is a golden retr\_\_ver.
- The police thought it was inconc\_\_vable that the th\_\_f would be able to get away.
- Although it was dark, he soon perc\_\_ved that he was not alone in the room.
- There is no need to look so conc\_\_ted just because you can do this exercise!



3 See if you have learnt the rule by doing this crossword puzzle. All the clues will give you words with **ie** or **ei** in the middle.

## Clues Across

- Short.
- Someone who takes what does not belong to him or her.
- Dishonesty.
- What you get after you've paid for something.

## Clues Down

- To get something back.
- An open space where you play games or grow crops.



# — I AND E EXCEPTIONS —

- 1 Fill in the gaps in these words by adding **ie** or **ei**. Some of the words follow the ie rule and some of them break it.

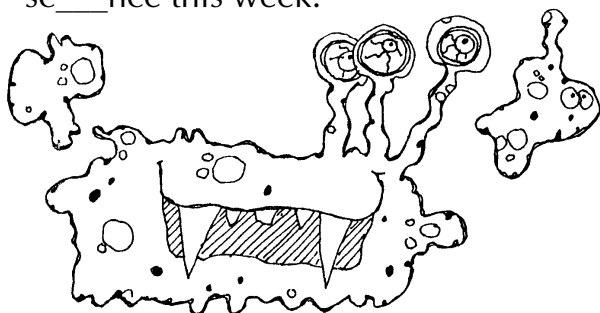
- a) gr\_\_f (sadness)
- b) th\_\_r (belonging to them)
- c) rec\_\_ve (to get)
- d) p\_\_ce (a bit of something)
- e) y\_\_ld (to give in)
- f) s\_\_ze (to snatch)
- g) h\_\_ght (how tall something is)
- h) shr\_\_k (to scream)



THE  
MARTIANS  
HAVE LANDED HE SHR...KED

- 2 Fill the gaps in these sentences with either **ie** or **ei**.

- a) If you eat all those sweets you are bound to put on w\_\_ght.
- b) I could not bel\_\_ve my luck when my number came up in the raffle.
- c) He suddenly s\_\_zed her arm.
- d) There were only seven or \_\_ght people at the party when I arrived.
- e) He knew he was surrounded but he would not y\_\_ld.
- f) The w\_\_r stopped the river from flooding.
- g) I rang her up for a br\_\_f chat.
- h) We've got exams in maths and sc\_\_nce this week.



- 3 Now do the same with the gaps in these sentences.

- a) The plane was flying at a h\_\_ght of 30,000 feet when it was s\_\_zed by a gang of armed men.
- b) The athlete rec\_\_ved an award for his outstanding ach\_\_vements.
- c) Sc\_\_ntists are putting all th\_\_r efforts into finding a cure for this deadly disease.
- d) The film was about some w\_\_rd aliens who could walk on the c\_\_ling without falling off.
- e) We climbed to the top of the anc\_\_nt tower to look at the v\_\_w.
- f) The shop assistant looked carefully at the £20 note she had rec\_\_ved to make sure it was not counterf\_\_t.
- g) This is my n\_\_ce Sh\_\_la and my nephew K\_\_th.
- h) The n\_\_ghbours were always complaining about th\_\_r noisy parties.

# PLURALS WITH S

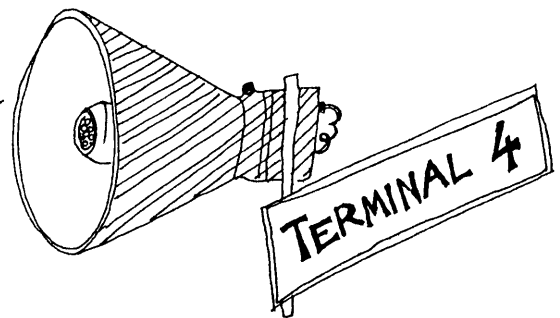
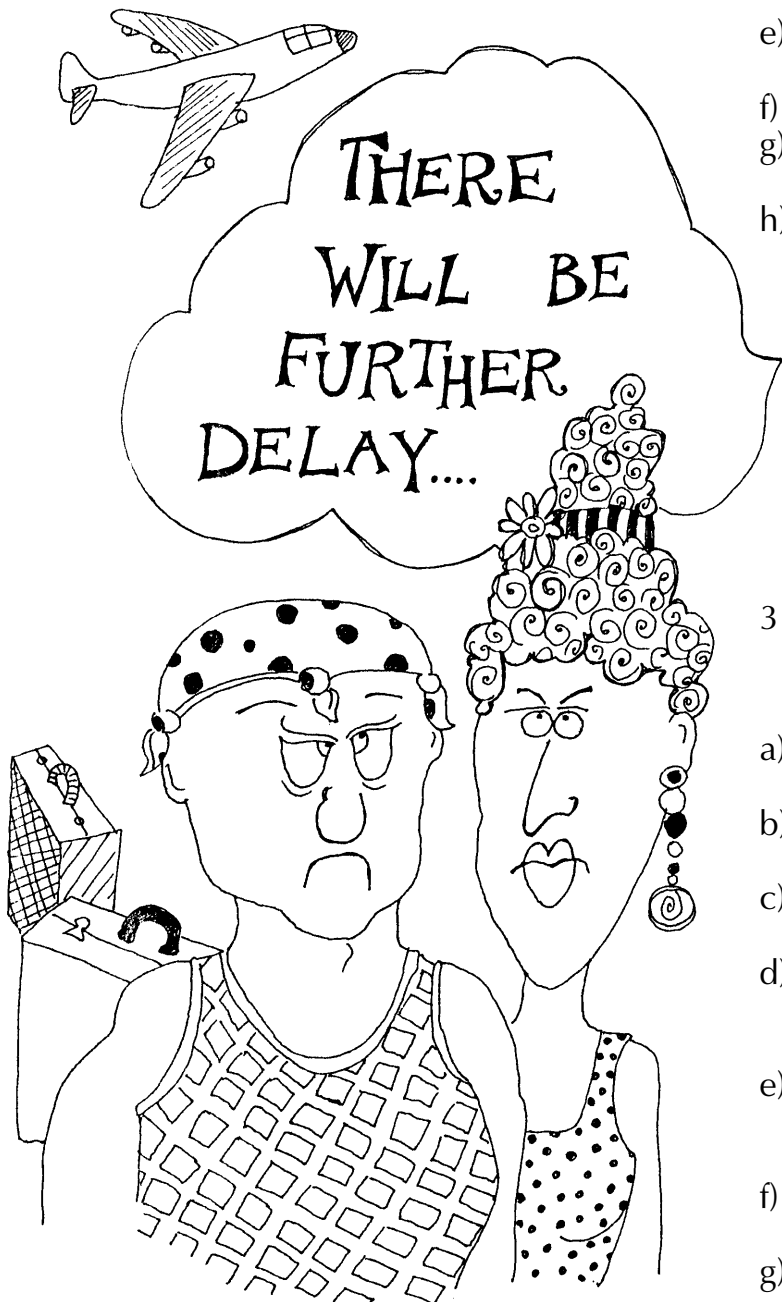
- 1 Turn these words into plurals by adding **s** or **es**.

book – stitch – potato – tree  
bench – shop – video – box

Now make a list of three other plurals that end in **s** and three that end in **es**.

- 2 Complete the words in these sentences by adding **s** or **es**.

- I think those bird\_\_ are finch\_\_.
- The park bench\_\_ have all been vandalized.
- Some of these word\_\_ are quite hard to spell.
- The light switch\_\_ in my room are not working.
- She put some sandwich\_\_ in their lunch box\_\_.
- His jokes always have me in stitch\_\_.
- There are usually more student\_\_ in this class.
- I hope your wish\_\_ all come true.



- 3 Now turn the words in the following sentences into **plurals**. Change any letters that you need to.

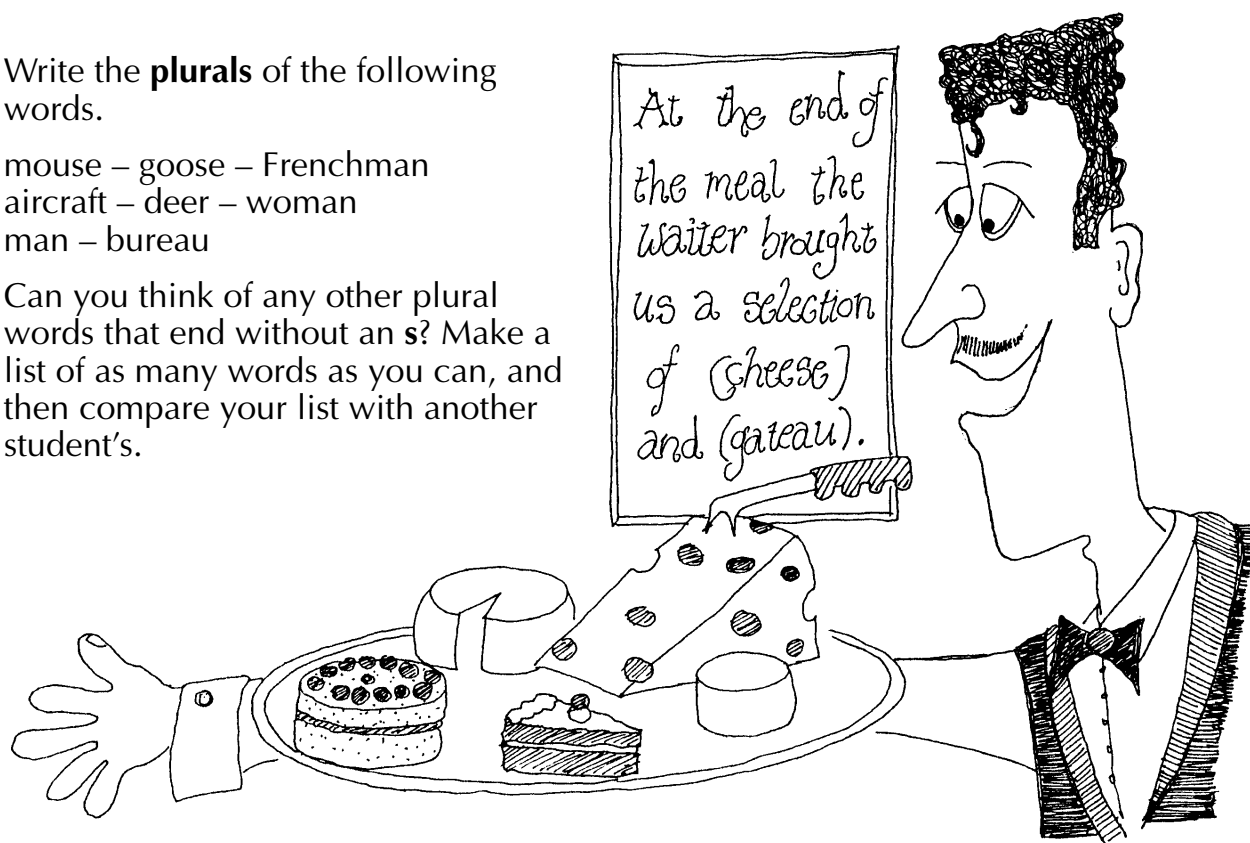
- I bought some potato\_\_, tomato\_\_ and egg\_\_.
- Lorry\_\_ are supposed to keep to the slow lane on motorway\_\_.
- She keeps losing her key\_\_ and her glass\_\_.
- Most of the factory\_\_ in this town have closed down over the last couple of year\_\_.
- I like going to disco\_\_ but my boyfriend always wants to stay in and watch video\_\_.
- The angry tourist\_\_ complained about delay\_\_ at the airport.
- Those guy\_\_ spend all their time playing computer game\_\_.
- The cry\_\_ of the hungry baby\_\_ were getting louder and louder.

# — PLURALS WITHOUT S —

- 1 Write the **plurals** of the following words.

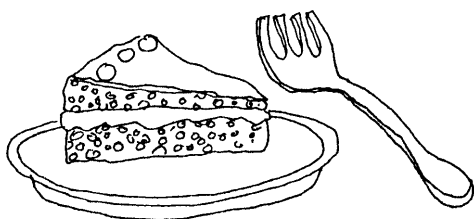
mouse – goose – Frenchman  
 aircraft – deer – woman  
 man – bureau

Can you think of any other plural words that end without an **s**? Make a list of as many words as you can, and then compare your list with another student's.



- 2 Now complete these sentences by changing the words in brackets to **plurals**.

- The (deer) were grazing quietly in the park.
- Those chocolate (gateau) were delicious.
- The (spacecraft) were getting ready for take-off.
- I am terrified of spiders and (mouse).
- There are two Citizens' Advice (Bureau) in this town.
- The noise of the (hovercraft) startled the (goose).
- Have you seen those two (woman) before?
- Counting (sheep) is supposed to help you get to sleep but it's never helped me.



- 3 Do the same with the following sentences.

- They are grown (man) but they behave like (child).
- I bought some (orange) and (grapefruit) at the supermarket.
- In the autumn you can often see (flock) of (goose) and other birds flying south for the winter.
- (Pilot) are trained to fly their (aircraft) in bad weather.
- There were two French (woman) and several (German) in the group of visitors.
- Our geography teacher explained that flat (area) on top of hills or mountains are called (plateau).
- At the end of the meal the waiter brought us a selection of (cheese) and (gateau).
- (Man), (woman) and (child) gazed in astonishment as the fleet of (spacecraft) landed in the middle of the shopping centre.



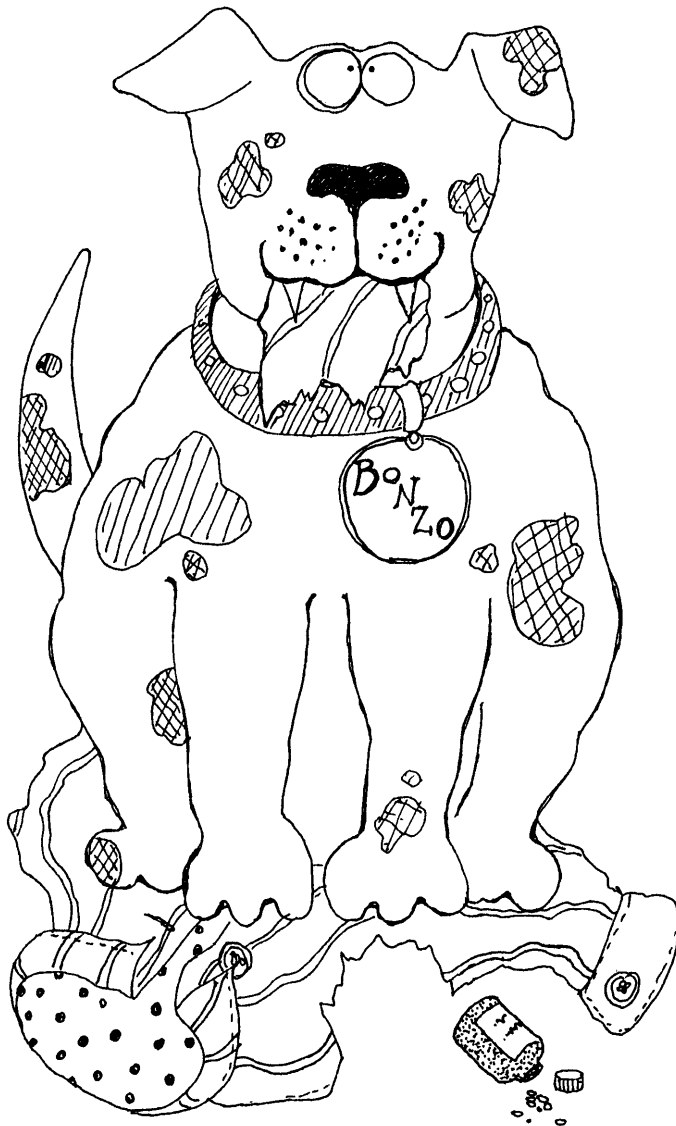
# – ADDING ABLE, IBLE, UBLE –

- 1 Change the following words by adding **able**. Remember to take off the **e** if you need to, and to watch out for words ending in **y**.

break – love – manage – laugh  
excite – change – enjoy – rely

Now change these words by adding **ible**. Miss off the last letter if you need to.

sense – flex – terror



- 2 Complete the words in these sentences by adding **able**, **ible** or **uble**. Change or miss out letters if you need to.
- a) These chocolates are irresist\_\_\_\_.
  - b) If I don't improve my spelling I will be unemploy\_\_\_\_.
  - c) The chemist gave her some sol\_\_\_\_ tablets.
  - d) The party was quite enjoy\_\_\_\_.
  - e) This car is very rely\_\_\_\_.
  - f) He has a horror\_\_\_\_ temper.
  - g) That was the most incred\_\_\_\_ film I have ever seen.
  - h) This exercise is quite difficult, but it's manage\_\_\_\_.

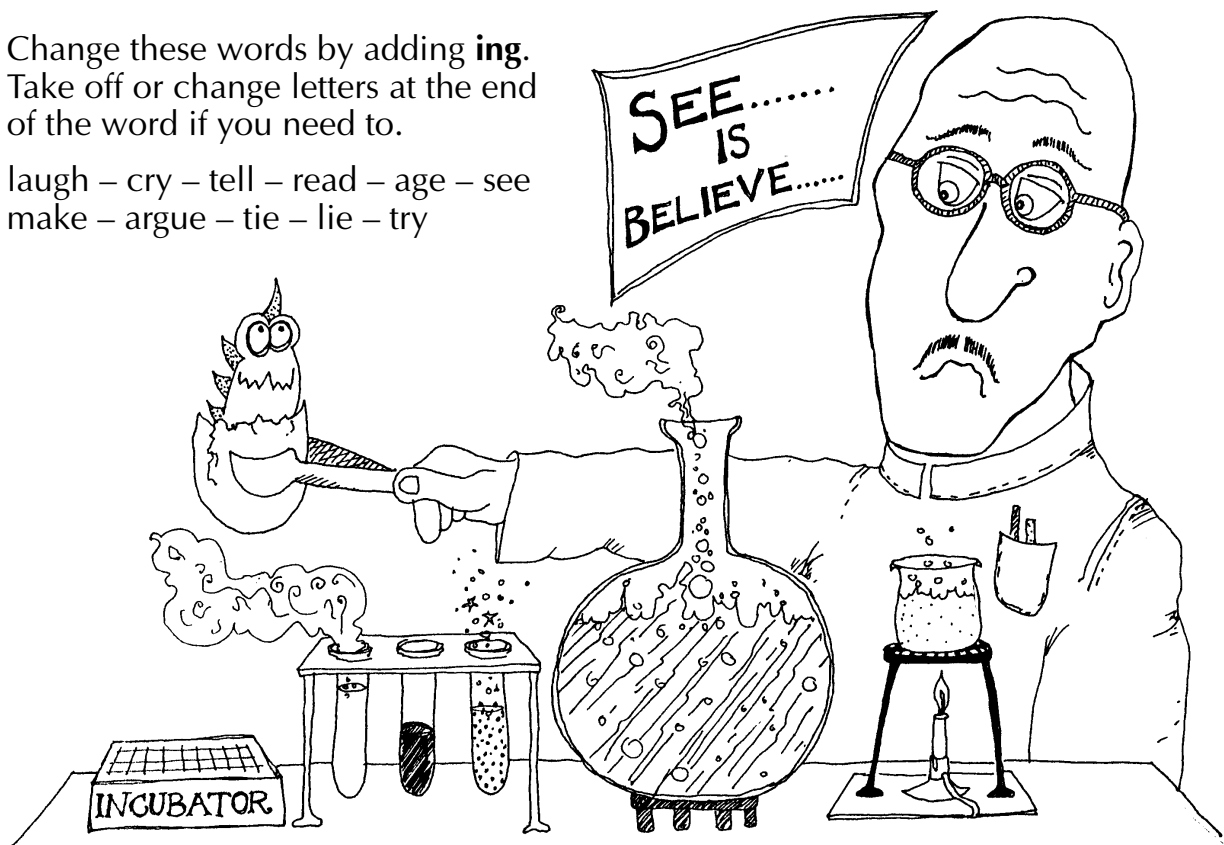
- 3 Now complete the words in the following passage by adding **able**, **ible** or **uble**. Again, you will have to change or miss out letters in some of the words.

Bonzo was an ador\_\_\_\_ puppy, but as he grew older, he became so excite\_\_\_\_ that he was quite unmanage\_\_\_\_. First he chewed up my Dad's reverse\_\_\_\_ jacket and then he had to be rushed to the vet because he'd swallowed some sol\_\_\_\_ tablets. When he buried a bone under the back seat of our neighbour's convert\_\_\_\_ car, we decided to take him to dog training classes, which he seemed to find very enjoy\_\_\_\_. But the woman who ran the classes said it was imposs\_\_\_\_ to train Bonzo, even though he was so lov\_\_\_\_.

# ADDING ING

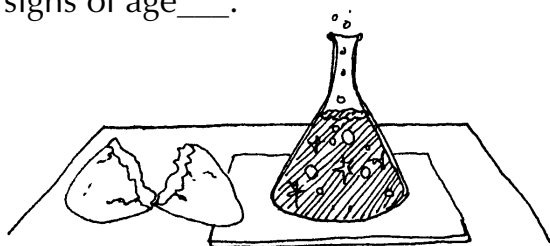
- 1 Change these words by adding **ing**. Take off or change letters at the end of the word if you need to.

laugh – cry – tell – read – age – see  
make – argue – tie – lie – try



- 2 Now complete the words in these sentences by adding **ing**. Take off or change any letters you need to.

- That boy is always tell\_\_\_ tales.
- I've just been read\_\_\_ a really good book.
- They were argue\_\_\_ so loudly, you could hear them across the road.
- We've been live\_\_\_ here since last year.
- I'm revise\_\_\_ for my exams.
- They are fly\_\_\_ to Spain in the morning.
- Kevin and Sandra are tie\_\_\_ the knot this Saturday.
- This face cream is supposed to stop signs of age\_\_\_.



- 3 Do the same with the words in the following sentences, adding **ing** and taking off or changing any letters you need to.

- They say scientists are bring\_\_\_ dinosaurs back to life, but I think see\_\_\_ is believe\_\_\_.
- See\_\_\_ all the people queue\_\_\_ outside the shop, he went over to see what all the fuss was about.
- The headteacher is try\_\_\_ to stamp out bully\_\_\_ at the school.
- With his die\_\_\_ breath, the old man revealed the secret he had been keep\_\_\_ all these years.
- Those two are always argue\_\_\_ and shout\_\_\_ at each other.
- She is study\_\_\_ hard and try\_\_\_ to improve her grades.
- He was drive\_\_\_ so fast, it was make\_\_\_ me nervous.
- Mrs Jones is a very care\_\_\_, understand\_\_\_ person.

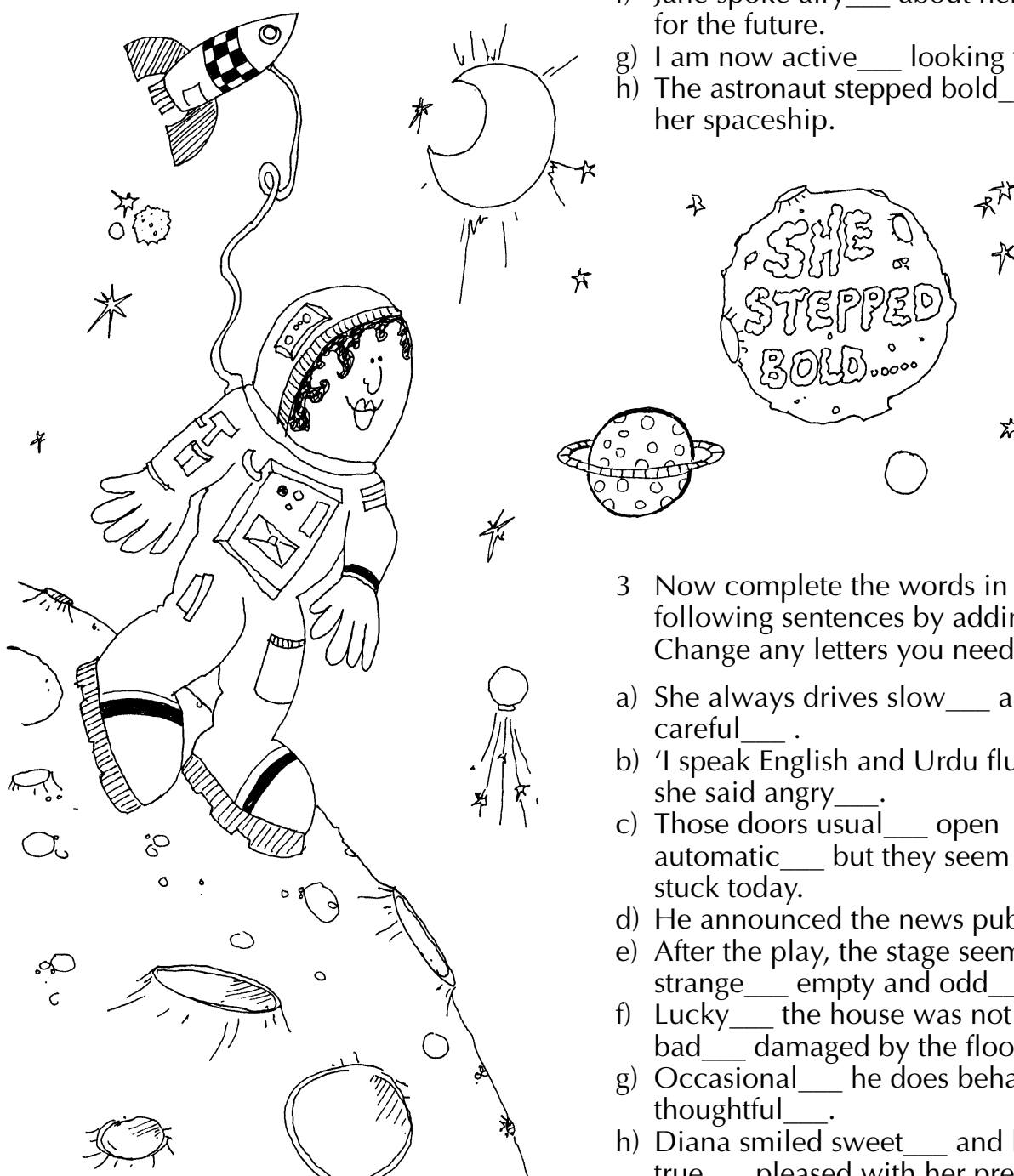
# ADDING LY

- 1 Add **ly** to these words. Delete, add or change any letters you need to.

sweet – brave – smooth – cold  
dreamy – happy – busy – angry  
usual – beautiful – public –  
automatic

- 2 Now complete the words in these sentences by adding **ly**. Change letters if you need to.

- She looked at me cold\_\_.
- The room was dim\_\_ lit.
- He shouted angry\_\_.
- They stared at our food hungry\_\_.
- The children were playing happy\_\_.
- Jane spoke airy\_\_ about her plans for the future.
- I am now active\_\_ looking for a job.
- The astronaut stepped bold\_\_ out of her spaceship.



- 3 Now complete the words in the following sentences by adding **ly**. Change any letters you need to.

- She always drives slow\_\_ and careful\_\_.
- 'I speak English and Urdu fluent\_\_', she said angry\_\_.
- Those doors usual\_\_ open automatic\_\_ but they seem to be stuck today.
- He announced the news public\_\_.
- After the play, the stage seemed strange\_\_ empty and odd\_\_ silent.
- Lucky\_\_ the house was not too bad\_\_ damaged by the flood.
- Occasional\_\_ he does behave thoughtful\_\_.
- Diana smiled sweet\_\_ and looked true\_\_ pleased with her present.

# NEGATIVES

- 1 Change these words into negatives by adding **un** or **im**.

likely – able – usual – possible

Now change these words by adding **in** or **ir**.

responsible – formal – sincere – direct



- 2 Complete these sentences by filling in the gaps with **un**, **im**, **in** or **ir**.

- It was \_\_\_possible to say who was telling the truth.
- He was \_\_\_able to answer the question.
- This pudding is completely \_\_\_edible.
- She was \_\_\_patient with the noisy children.
- I tried to \_\_\_do the damage I had caused.
- Their behaviour was \_\_\_responsible.
- Snow in August is very \_\_\_usual.
- I know that my fear of spiders is \_\_\_rational.



- 3 Now complete the following passage, filling in the gaps with **un**, **im**, **in** or **ir**.

My first day on work experience was an \_\_\_believable disaster. I was \_\_\_able to get to the restaurant on time because my bus was caught up in traffic and remained \_\_\_mobile for about half an hour.

The boss was \_\_\_reasonably angry when I arrived and listened \_\_\_patiently while I explained what had happened. Then as soon as I started doing the washing up, I broke a plate which she said was \_\_\_replaceable.

Later a customer complained that the food was \_\_\_edible and said he had found a fly in his soup. When I said that the fly seemed \_\_\_visible, he told me I was an \_\_\_polite, \_\_\_helpful and \_\_\_responsible young so-and-so. He was so \_\_\_kind, it was \_\_\_bearable.

I rushed out feeling \_\_\_adequate and leaving my work \_\_\_finished.

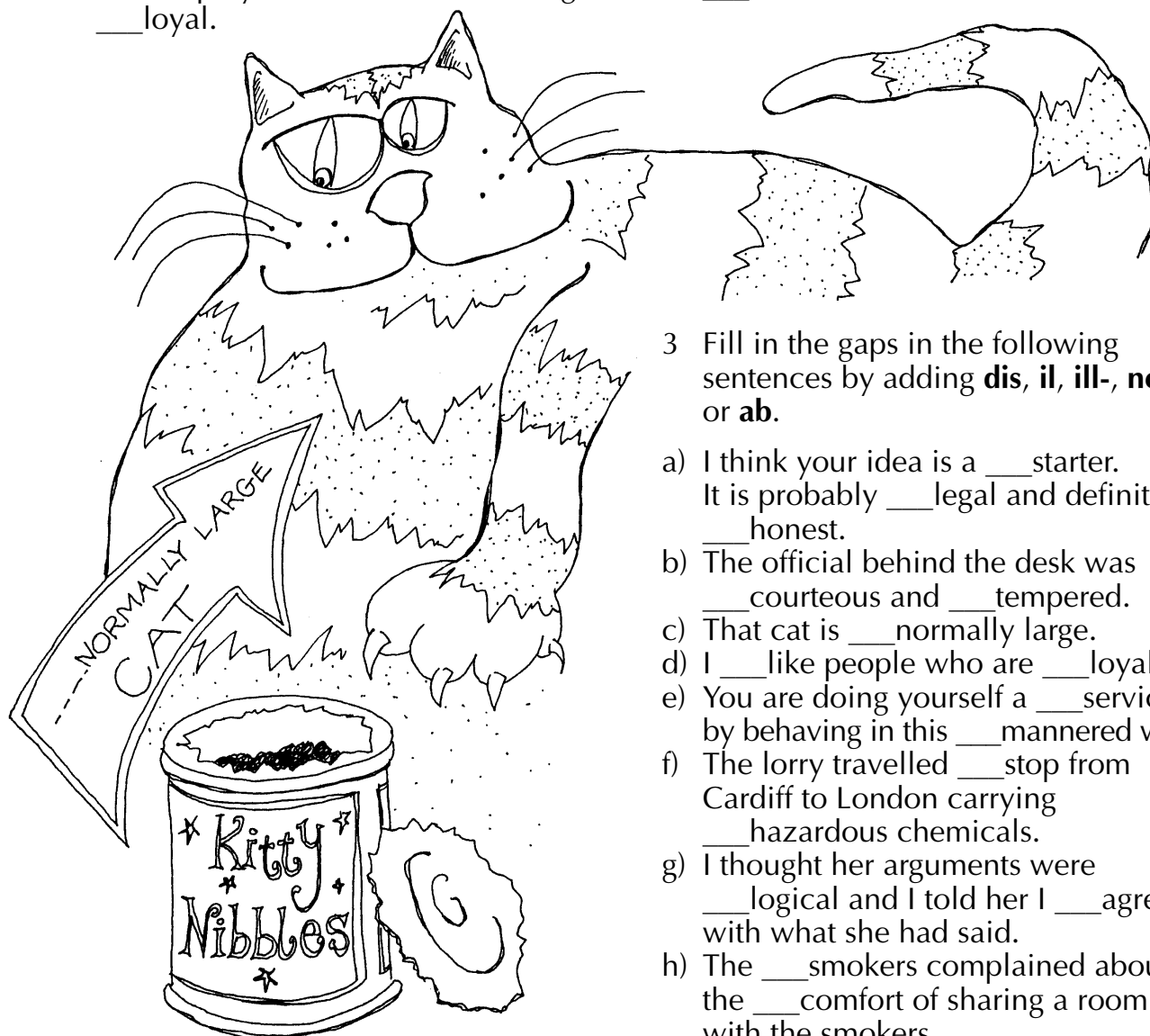
# OPPOSITES

1 Change the words in these sentences by adding **dis** or **il**.

- a) People who cannot read or write are called \_\_\_literate.
- b) It is \_\_\_legal to park in this road.
- c) I \_\_\_agree with everything you have said.
- d) Her handwriting is completely \_\_\_legible.
- e) The referee \_\_\_allowed United's goal.
- f) The shopping centre has facilities for people with \_\_\_abilities.
- g) They seem to \_\_\_like each other.
- h) The employee was sacked for being \_\_\_loyal.

2 Now change the words in these sentences by adding **ill-** or **non-**.

- a) She is an \_\_\_natured person.
- b) I enjoy reading novels but I don't like \_\_\_fiction.
- c) The factory produces \_\_\_toxic chemicals.
- d) We danced \_\_\_stop until midnight.
- e) I think your behaviour was \_\_\_timed.
- f) The \_\_\_smokers can now sit in a separate part of the restaurant.
- g) You would be \_\_\_advised to disturb him when he is busy.
- h) There is no need to be so \_\_\_mannered.



3 Fill in the gaps in the following sentences by adding **dis**, **il**, **ill-**, **non-** or **ab**.

- a) I think your idea is a \_\_\_starter. It is probably \_\_\_legal and definitely \_\_\_honest.
- b) The official behind the desk was \_\_\_courteous and \_\_\_tempered.
- c) That cat is \_\_\_normally large.
- d) I \_\_\_like people who are \_\_\_loyal.
- e) You are doing yourself a \_\_\_service by behaving in this \_\_\_mannered way.
- f) The lorry travelled \_\_\_stop from Cardiff to London carrying \_\_\_hazardous chemicals.
- g) I thought her arguments were \_\_\_logical and I told her I \_\_\_agreed with what she had said.
- h) The \_\_\_smokers complained about the \_\_\_comfort of sharing a room with the smokers.

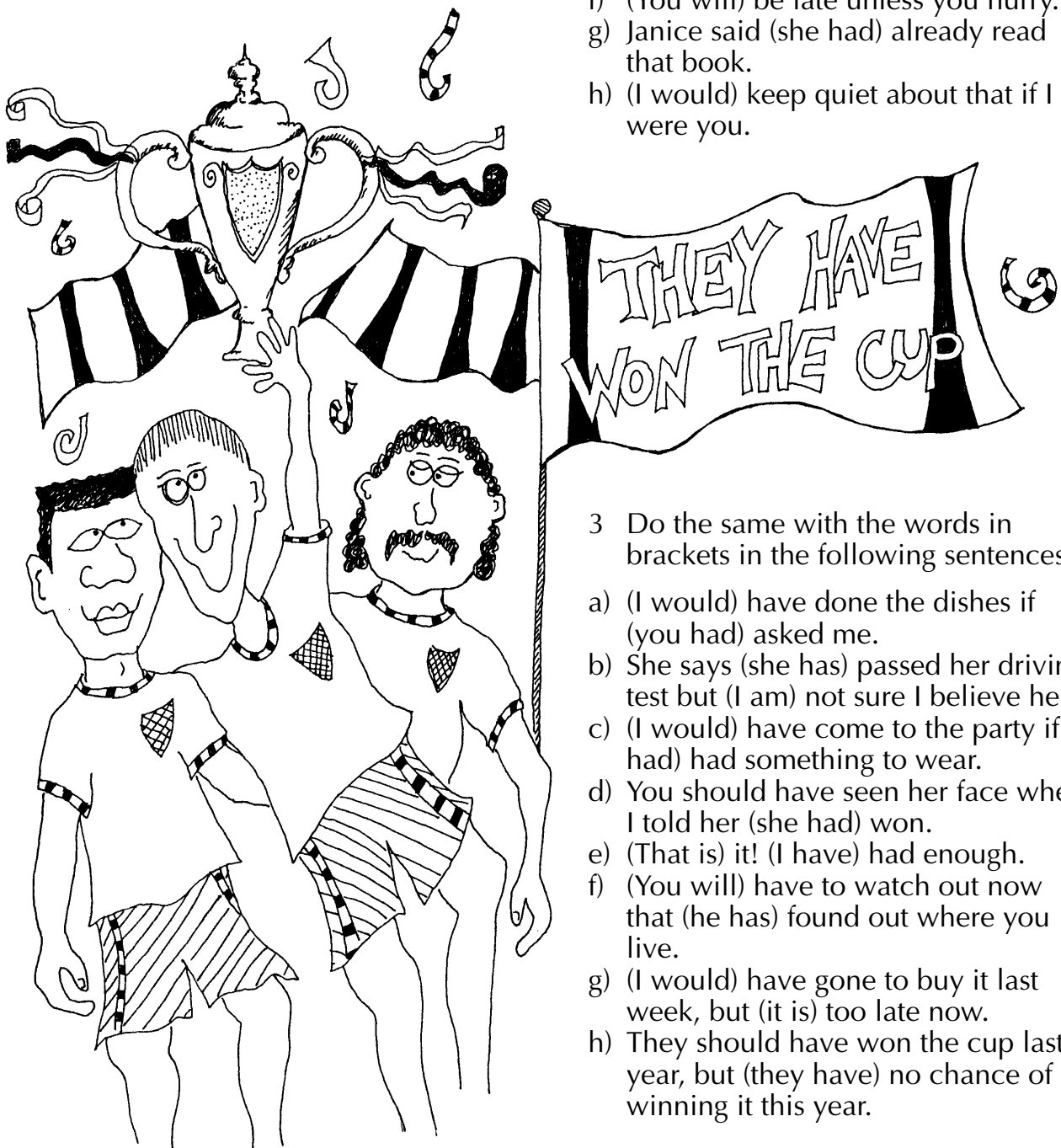
# APOSTROPHES

1 Shorten these pairs of words by using **apostrophes**.

- a) I am
- b) he is
- c) I have
- d) she has
- e) they are
- f) I shall
- g) he will
- h) you have

2 Now use **apostrophes** to shorten the words in brackets in the following sentences.

- a) (You are) the last person I expected to meet here.
- b) She said (we would) have to wait and see what would happen.
- c) (I shall) see you later.
- d) He says (he has) lost his football kit.
- e) (It is) quite warm today.
- f) (You will) be late unless you hurry.
- g) Janice said (she had) already read that book.
- h) (I would) keep quiet about that if I were you.



3 Do the same with the words in brackets in the following sentences.

- a) (I would) have done the dishes if (you had) asked me.
- b) She says (she has) passed her driving test but (I am) not sure I believe her.
- c) (I would) have come to the party if (I had) had something to wear.
- d) You should have seen her face when I told her (she had) won.
- e) (That is) it! (I have) had enough.
- f) (You will) have to watch out now that (he has) found out where you live.
- g) (I would) have gone to buy it last week, but (it is) too late now.
- h) They should have won the cup last year, but (they have) no chance of winning it this year.

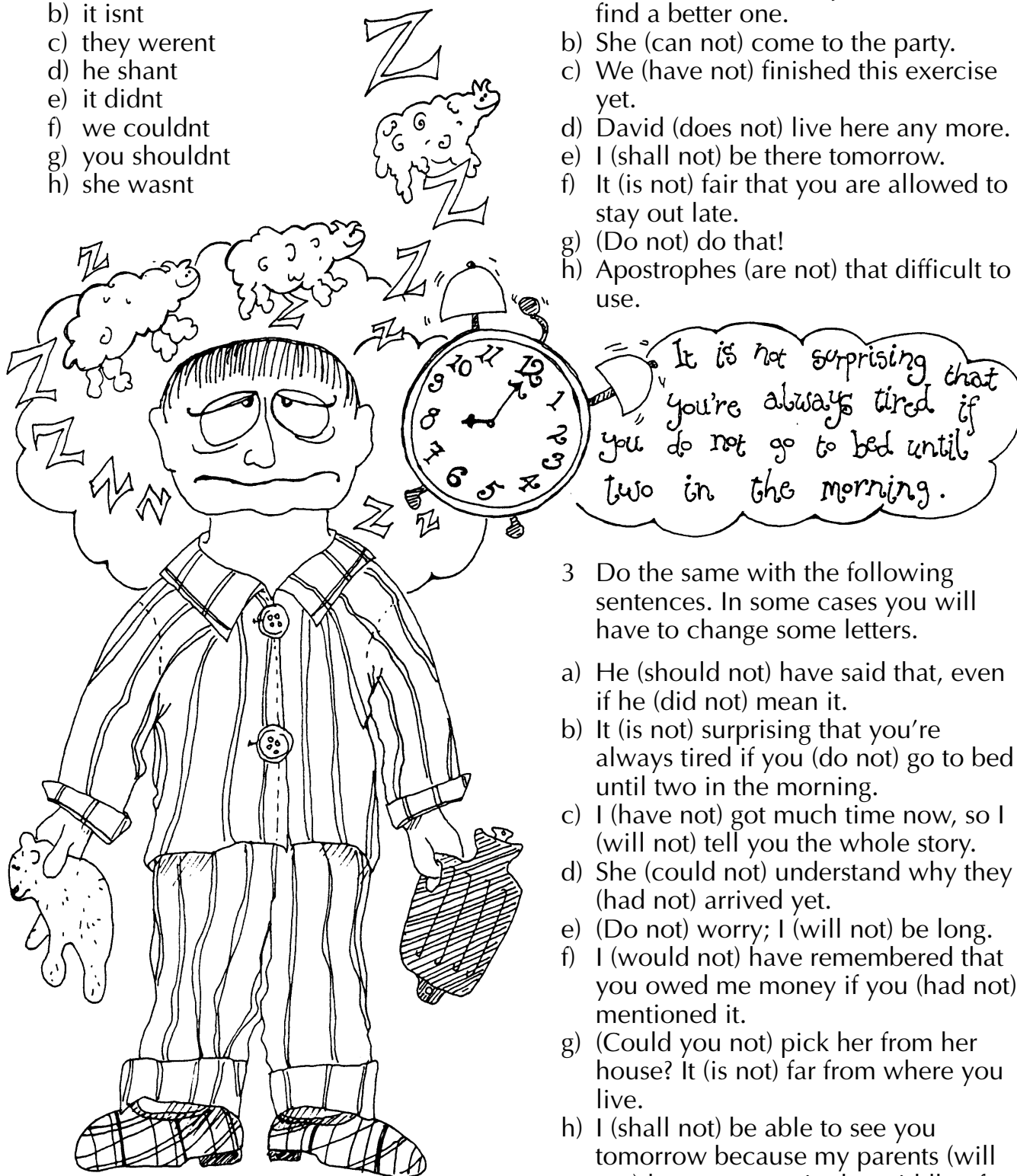
# USING N'T

1 Put an **apostrophe** in the right place in the following pairs of words.

- a) I wasnt
- b) it isnt
- c) they werent
- d) he shant
- e) it didnt
- f) we couldnt
- g) you shouldnt
- h) she wasnt

2 Now use **apostrophes** to shorten the words in brackets.

- a) I (would not) do this job if I could find a better one.
- b) She (can not) come to the party.
- c) We (have not) finished this exercise yet.
- d) David (does not) live here any more.
- e) I (shall not) be there tomorrow.
- f) It (is not) fair that you are allowed to stay out late.
- g) (Do not) do that!
- h) Apostrophes (are not) that difficult to use.



3 Do the same with the following sentences. In some cases you will have to change some letters.

- a) He (should not) have said that, even if he (did not) mean it.
- b) It (is not) surprising that you're always tired if you (do not) go to bed until two in the morning.
- c) I (have not) got much time now, so I (will not) tell you the whole story.
- d) She (could not) understand why they (had not) arrived yet.
- e) (Do not) worry; I (will not) be long.
- f) I (would not) have remembered that you owed me money if you (had not) mentioned it.
- g) (Could you not) pick her from her house? It (is not) far from where you live.
- h) I (shall not) be able to see you tomorrow because my parents (will not) let me go out in the middle of the week.

# — OWNING APOSTROPHES —

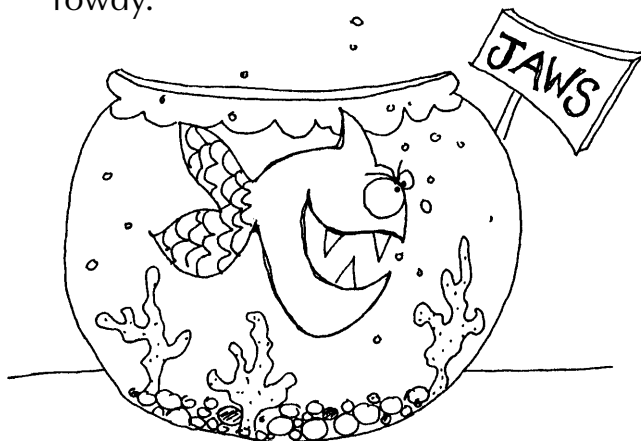
- 1 Put **apostrophes** in the right places in the following phrases to show ownership.

the cars tyres – a students report  
 womens magazines – childrens toys  
 Johns birthday – Queens Park  
 the mans clothes – Janes books



- 2 Now put **apostrophes** where they are needed in the following sentences.

- The students common room was very crowded.
- The company turned down the workers demands.
- The workers friends went to help him when they saw he was hurt.
- I borrowed my friends cassette.
- Kevins dog has hurt its paw.
- All the books covers need dusting.
- That books title is a little strange.
- The childrens party was getting very rowdy.



- 3 Again, put **apostrophes** where they are needed in the following sentences – but watch out for one sentence that does not need any apostrophes at all!

- The shops manager refused to hear the customers complaint.
- The vets waiting room was crowded with animals and their owners.
- There were some good price reductions in the womens dress department.
- Sandras parents were invited into the headteachers office.
- There was a mouthwatering display of oranges, apples, cherries and strawberries on the stall.
- The solicitors desk was piled high with letters and clients files.
- This years womens final was very exciting but the mens final was disappointing.
- The bus drivers patience with his passengers behaviour began to wear thin.



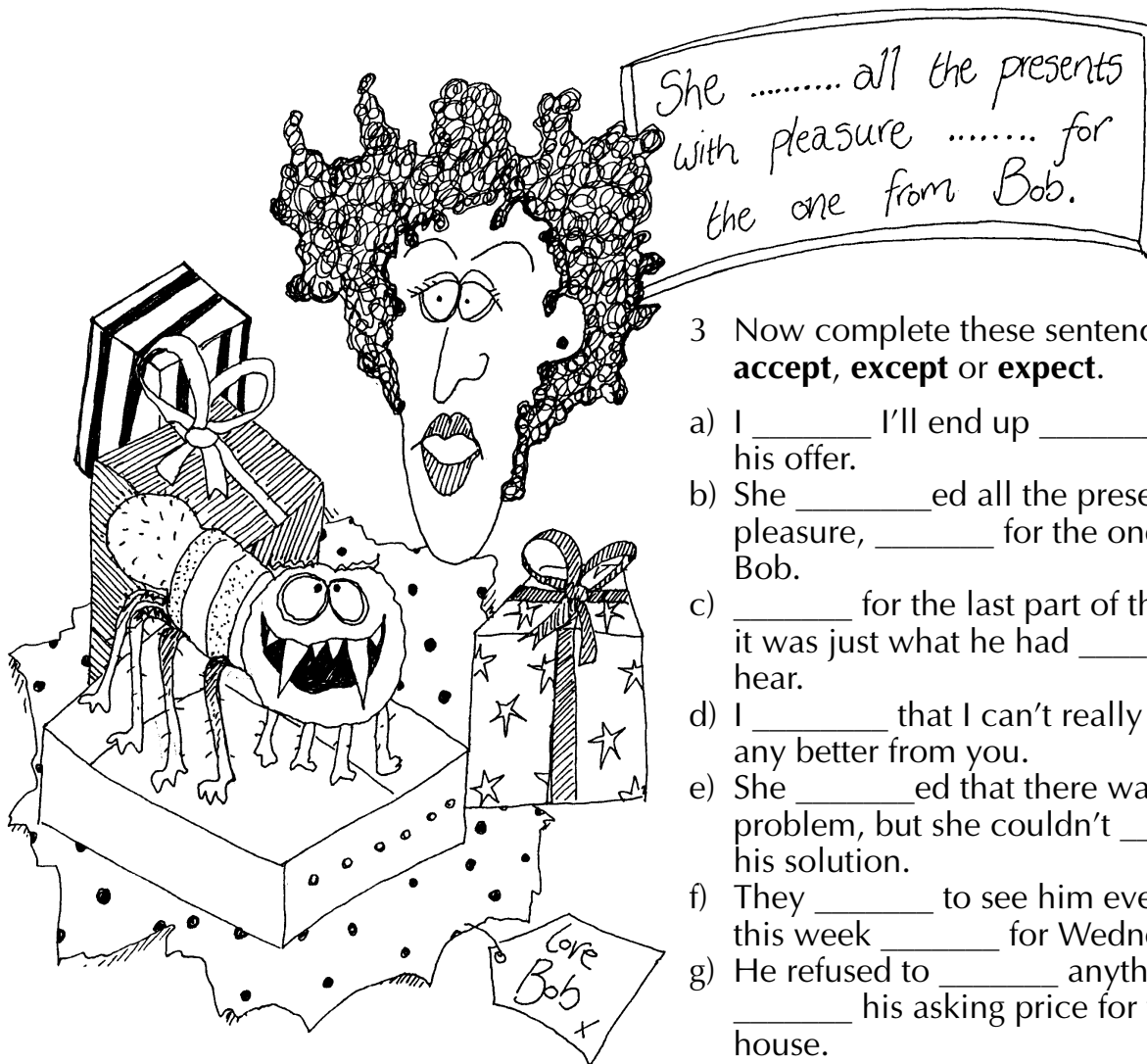
# — ACCEPT, EXCEPT, EXPECT —

1 Fill in the gaps in the following sentences with **accept** or **except**.

- Everyone \_\_\_\_\_ Steve will be at the match.
- He could not \_\_\_\_\_ the job offer.
- It was a difficult situation to \_\_\_\_\_.
- This top is just what I wanted, \_\_\_\_\_ for the colour.
- I enjoy all the subjects I am taking, \_\_\_\_\_ for maths.
- We packed everything \_\_\_\_\_ the kitchen sink.
- The waitress refused to \_\_\_\_\_ a tip.
- I decided to \_\_\_\_\_ the invitation.

2 This time fill in the gaps with **except** or **expect**.

- I \_\_\_\_\_ to see you in the morning.
- We went to Benidorm every year \_\_\_\_\_ 1992.
- \_\_\_\_\_ for James, they were all pleased.
- It's always best to \_\_\_\_\_ the worst.
- I did not \_\_\_\_\_ to see him again.
- Is it too much to \_\_\_\_\_ you to help with the washing up?
- I saw a film called 'Great \_\_\_\_\_ ations'.
- There is always one \_\_\_\_\_ ion to the rule.



3 Now complete these sentences with **accept**, **except** or **expect**.

- I \_\_\_\_\_ I'll end up \_\_\_\_\_ ing his offer.
- She \_\_\_\_\_ ed all the presents with pleasure, \_\_\_\_\_ for the one from Bob.
- \_\_\_\_\_ for the last part of the story, it was just what he had \_\_\_\_\_ to hear.
- I \_\_\_\_\_ that I can't really \_\_\_\_\_ any better from you.
- She \_\_\_\_\_ ed that there was a problem, but she couldn't \_\_\_\_\_ his solution.
- They \_\_\_\_\_ to see him every day this week \_\_\_\_\_ for Wednesday.
- He refused to \_\_\_\_\_ anything \_\_\_\_\_ his asking price for the house.
- It is never easy to \_\_\_\_\_ defeat.

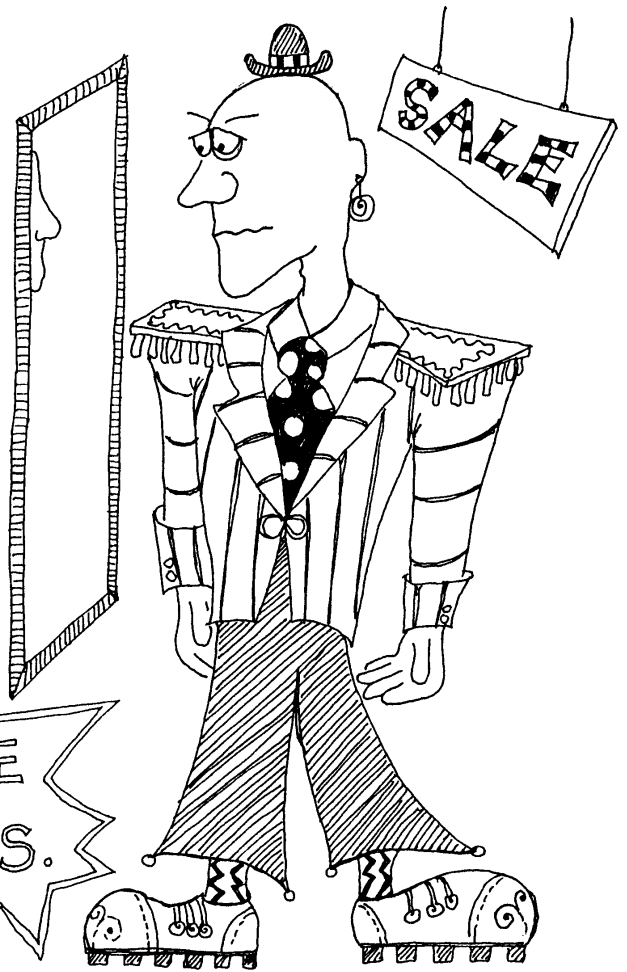
# — BOUGHT, BROUGHT —

1 Fill in the gaps in the following sentences with **bought**.

- a) What have you \_\_\_\_\_?
- b) I \_\_\_\_\_ a pair of shoes and a jacket.
- c) You seem to have \_\_\_\_\_ the whole shop.
- d) I only \_\_\_\_\_ what I needed.

Now fill in the gaps in these sentences with **brought**.

- e) Kate \_\_\_\_\_ a friend with her to the party.
- f) They \_\_\_\_\_ some food with them.
- g) John \_\_\_\_\_ the records.
- h) I only \_\_\_\_\_ myself.



2 Now fill in the gaps in these sentences with either **bought** or **brought**.

- a) He \_\_\_\_\_ some new clothes in the sales.
- b) I should have \_\_\_\_\_ my swimming things with me.
- c) I wish I hadn't gone into that shop and \_\_\_\_\_ the cake.
- d) They \_\_\_\_\_ a new car.
- e) Steve \_\_\_\_\_ his new girlfriend to my house.
- f) He was \_\_\_\_\_ up in France.
- g) They \_\_\_\_\_ more than they could afford.
- h) I am sorry I \_\_\_\_\_ up the subject.

3 See if you have understood the difference between **bought** and **brought** by writing three sentences using **bought** and three using **brought**.

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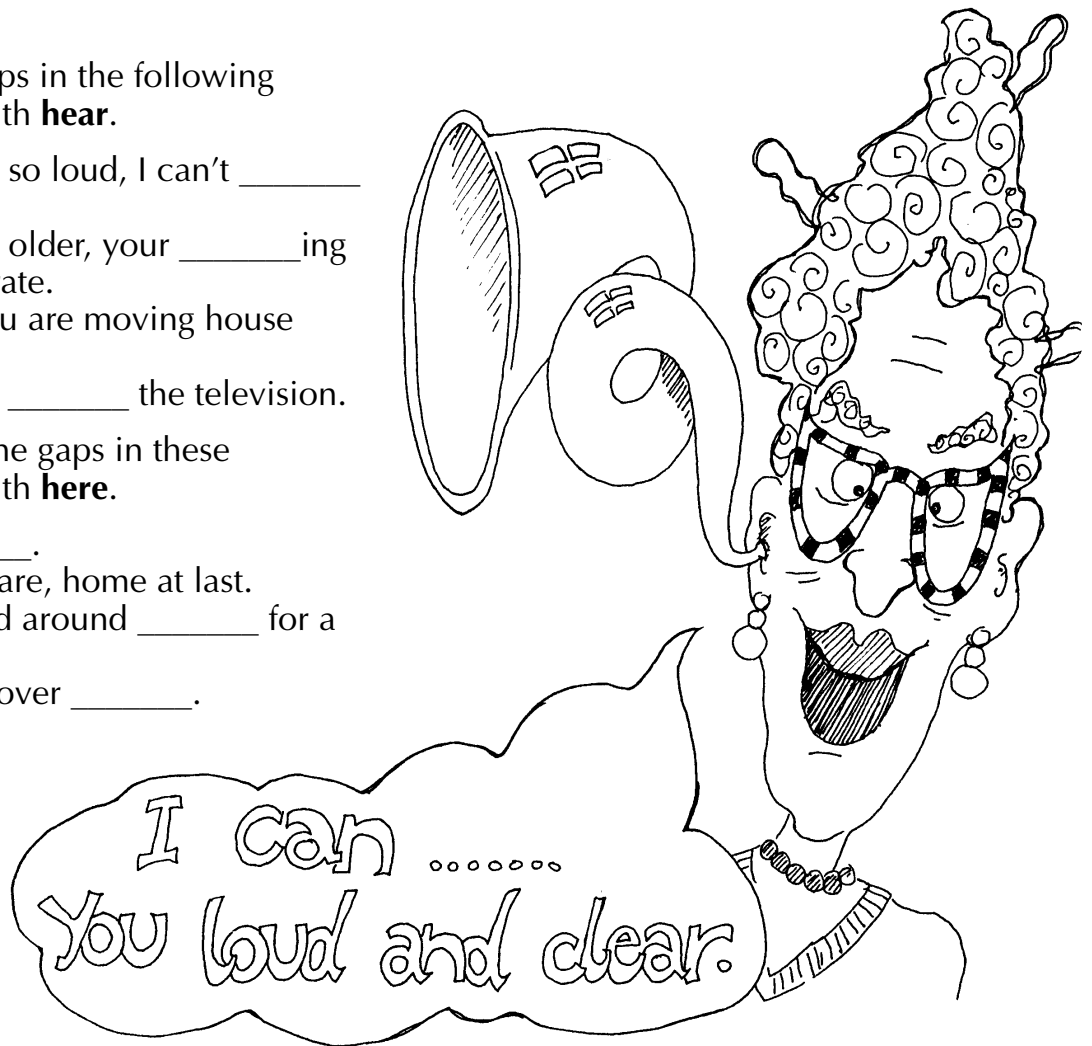
# HERE, HEAR

1 Fill in the gaps in the following sentences with **hear**.

- a) The music is so loud, I can't \_\_\_\_\_ myself think.
- b) As you grow older, your \_\_\_\_\_ing may deteriorate.
- c) I \_\_\_\_\_ you are moving house soon.
- d) She couldn't \_\_\_\_\_ the television.

Now fill in the gaps in these sentences with **here**.

- e) Come \_\_\_\_\_.
- f) \_\_\_\_\_ we are, home at last.
- g) They've lived around \_\_\_\_\_ for a long time.
- h) Your coat is over \_\_\_\_\_.



2 Fill in the gaps in these sentences with either **hear** or **here**.

- a) I can \_\_\_\_\_ you loud and clear.
- b) Have you seen my \_\_\_\_\_ing aid? It must be \_\_\_\_\_ somewhere.
- c) She couldn't \_\_\_\_\_ a word he was saying.
- d) The fans were all shouting, ' \_\_\_\_\_ we go! \_\_\_\_\_ we go!'
- e) Some animals can \_\_\_\_\_ much more than we can.
- f) My uncle is a little hard of \_\_\_\_\_ing.
- g) Now look \_\_\_\_\_. We can't both stay \_\_\_\_\_.
- h) I \_\_\_\_\_ they have decided to move \_\_\_\_\_.

3 Now see if you can tell the difference between **hear** and **here** by writing three sentences with **hear** and three with **here**.

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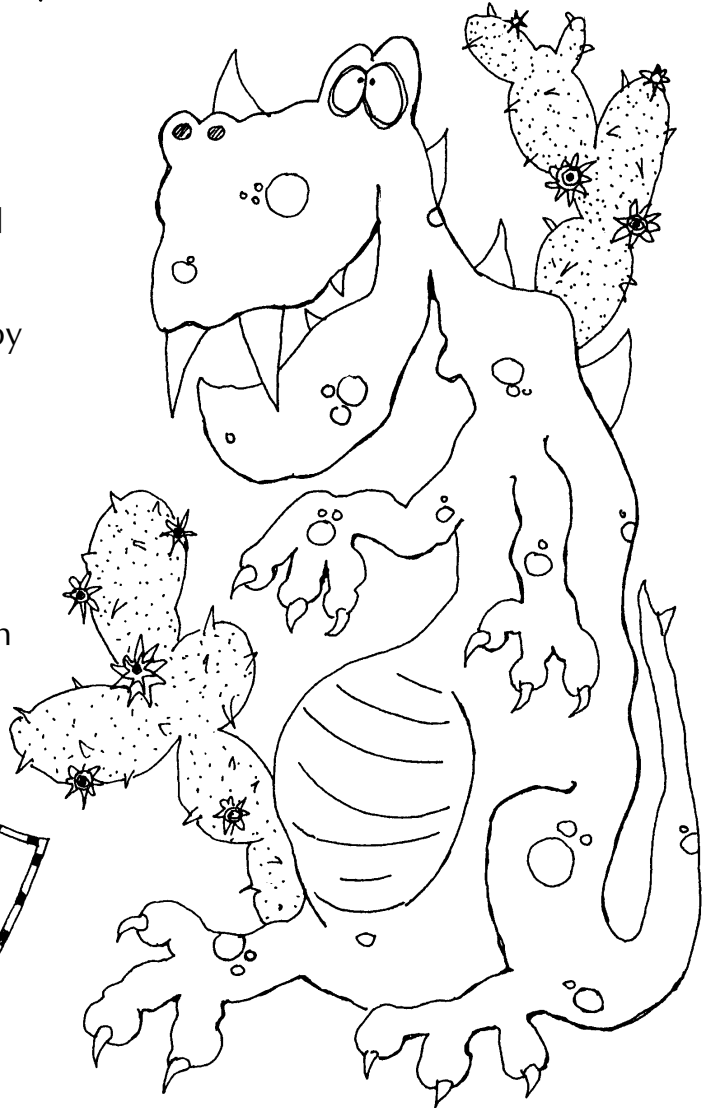
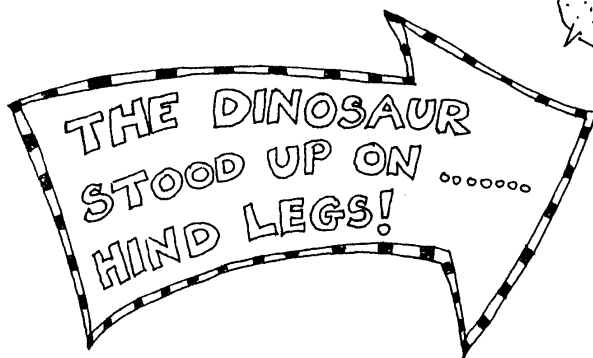
# ITS, IT'S

1 Fill in the gaps in the following sentences with **its**.

- a) You can't tell a book by \_\_\_ cover.
- b) The dinosaur stood up on \_\_\_ hind legs.
- c) Her car failed \_\_\_ M.O.T.
- d) I think this cheese is past \_\_\_ sell-by date.

Now fill in the gaps in these sentences with **it's**.

- e) \_\_\_ not a bad idea.
- f) I think \_\_\_ going to rain.
- g) \_\_\_ not fair!
- h) \_\_\_ a pity you won't be able to join us tomorrow.



2 Fill in the gaps in the following sentences with either **its** or **it's**.

- a) \_\_\_ hurt \_\_\_ paw, the poor thing!
- b) \_\_\_ too bad that \_\_\_ raining again.
- c) My coat has lost all \_\_\_ buttons and \_\_\_ looking very shabby.
- d) The tree is beginning to shed \_\_\_ leaves.
- e) \_\_\_ only fair to warn you that \_\_\_ still a serious problem.
- f) The company has had to lay off some of \_\_\_ staff.
- g) \_\_\_ difficult to say if the team will be able to repeat \_\_\_ success this season.
- h) That parrot looks dead on \_\_\_ perch.

3 See if you can tell the difference between **its** and **it's** by writing three sentences with **its** and three with **it's**.

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# LEAD, LED

1 Fill in the gaps in the following sentences with **lead**.

- a) I'm teaching my dog to walk on a \_\_\_\_\_.
- b) You \_\_\_\_\_ the way and the rest of us will follow.
- c) The cyclist in the red shirt was in the \_\_\_\_\_.
- d) He is a \_\_\_\_\_ing expert on crime.

Now fill in the gaps in these sentences with **led**.

- e) He \_\_\_\_\_ me up the garden path.
- f) The guide \_\_\_\_\_ the tourists towards the castle.
- g) I am sorry if I mis\_\_\_\_\_ you.
- h) The women \_\_\_\_\_ the protest march.

2 Fill in the gaps in the following sentences with **lead** or **led**. But remember, lead has several different meanings.

- a) Un\_\_\_\_\_ed petrol is cheaper than the kind that contains \_\_\_\_\_.
- b) Fido always tugs at his \_\_\_\_\_ because he wants to be the \_\_\_\_\_er of the pack.
- c) As they \_\_\_\_\_ the prisoner from the dock, he was still denying that he had \_\_\_\_\_ anyone astray.
- d) He tried to \_\_\_\_\_ the others along the road that \_\_\_\_\_ to safety.
- e) He is a born \_\_\_\_\_er, which is why he doesn't like being \_\_\_\_\_.
- f) The \_\_\_\_\_ from the window panes was missing, which \_\_\_\_\_ me to realize that someone had broken into the house.



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3 Now see if you can tell the difference between **lead** and **led** by writing three sentences with **lead** and three with **led**. Try to bring out the different meanings of **lead**.

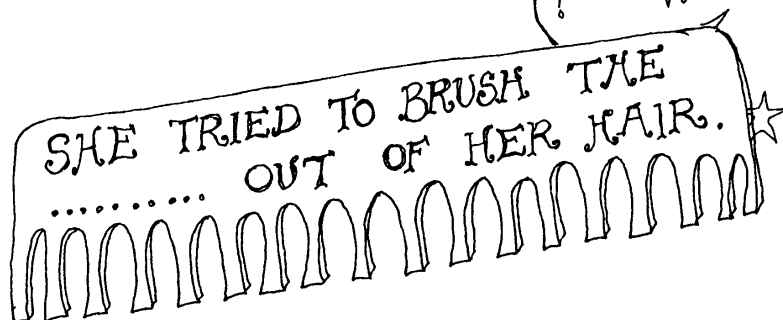
# NOT, KNOT

1 Fill in the gaps in the following sentences with **not**.

- a) She's \_\_\_\_\_ going out with him any more.
- b) The cafe does \_\_\_\_\_ open until six.
- c) This programme is \_\_\_\_\_ very good.
- d) I'm \_\_\_\_\_ too bothered about that.

Now fill in the gaps in these sentences with **knot**.

- e) This \_\_\_\_\_ is very tight.
- f) My stomach always gets tied up in \_\_\_\_\_s before an exam.
- g) The boy scouts learned to tie different kinds of \_\_\_\_\_s.
- h) This is a \_\_\_\_\_ty problem.



2 Fill in the gaps in these sentences with either **not** or **knot**.

- a) He could \_\_\_\_\_ undo the \_\_\_\_\_.
- b) We are getting through our money at a rate of \_\_\_\_\_s.
- c) I do \_\_\_\_\_ think this \_\_\_\_\_ will come loose.
- d) She tried to brush the \_\_\_\_\_s out of her hair.
- e) That's \_\_\_\_\_ the way to tie a \_\_\_\_\_.
- f) There were \_\_\_\_\_-holes in the plank of wood.
- g) He could \_\_\_\_\_ explain what had happened without getting himself tied up in \_\_\_\_\_s.
- h) That is \_\_\_\_\_ such a \_\_\_\_\_ty problem as you seem to think.

3 See if you can tell the difference between **not** and **knot** by writing three sentences with **not** and three with **knot**.

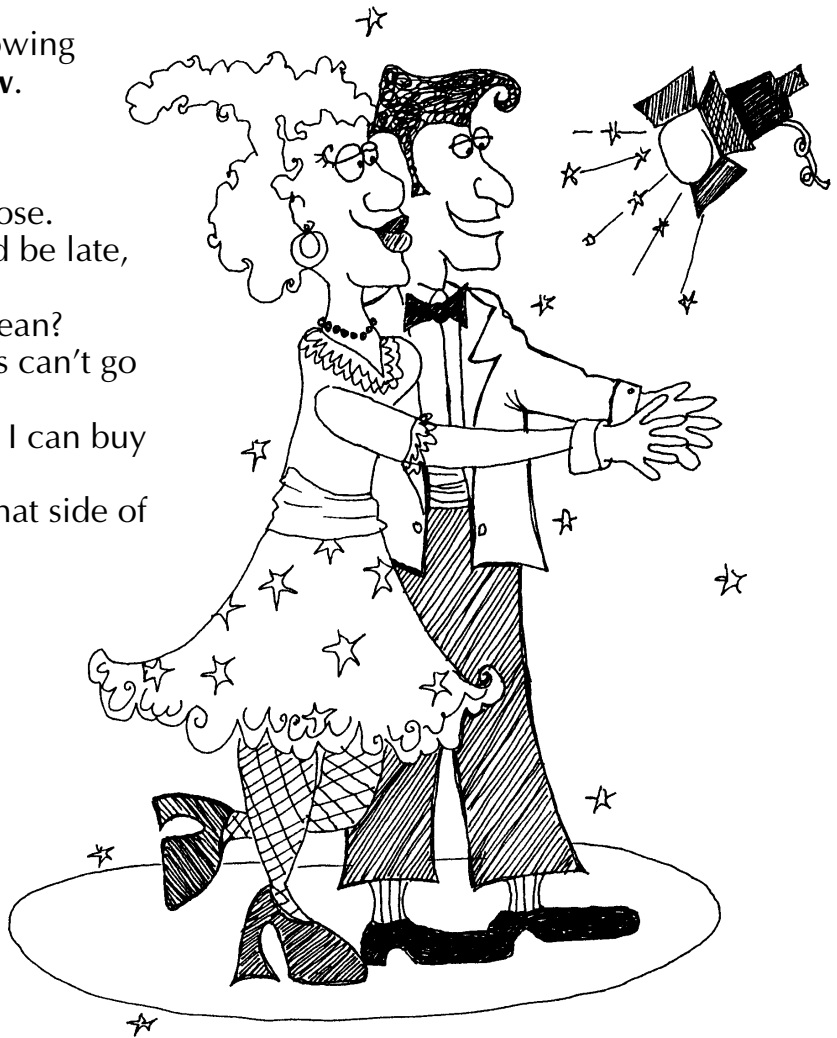
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# — NO, KNOW, NOW —

1 Fill in the gaps in the following sentences with **no** or **know**.

- Do I \_\_\_\_\_ you?
- \_\_\_\_\_, you don't.
- There is \_\_\_\_\_ time to lose.
- \_\_\_\_\_ing that she would be late, she started running.
- Do you \_\_\_\_\_ what I mean?
- You must \_\_\_\_\_ that this can't go on.
- There is \_\_\_\_\_ way that I can buy that bike.
- There is \_\_\_\_\_ exit on that side of the building.

'I used to .....  
how to do that  
dance, but I  
don't .....'



2 Now fill in the gaps in these sentences with **know** or **now**.

- I \_\_\_\_\_ who you are.
- \_\_\_\_\_ that we \_\_\_\_\_ each other better, you can tell me the truth.
- I \_\_\_\_\_ this is a difficult decision for you.
- Please let me have an answer \_\_\_\_\_.
- He \_\_\_\_\_s there is \_\_\_\_\_ no hope of escape.
- Do you \_\_\_\_\_ what the time is \_\_\_\_\_?
- I used to \_\_\_\_\_ how to do that dance, but I don't \_\_\_\_\_.
- \_\_\_\_\_ see what you've done!

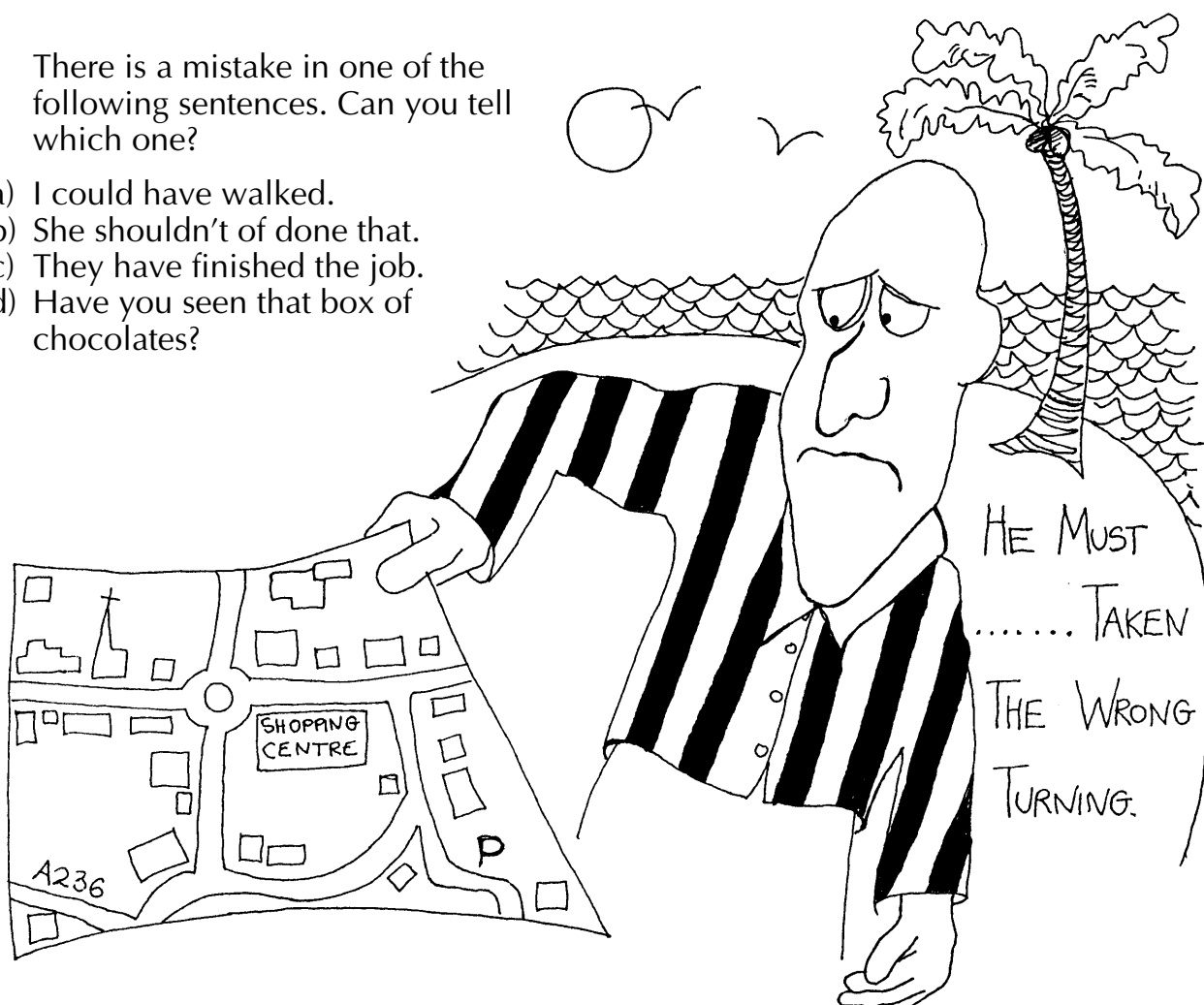
3 See if you can tell the difference between **no**, **know** and **now** by using each word in three sentences of your own.

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# OF, HAVE

1 There is a mistake in one of the following sentences. Can you tell which one?

- a) I could have walked.
- b) She shouldn't of done that.
- c) They have finished the job.
- d) Have you seen that box of chocolates?



2 Fill in the gaps in the following sentences with either **of** or **have**.

- a) I \_\_\_\_\_ two pounds left.
- b) \_\_\_\_\_ course you can sit here.
- c) They \_\_\_\_\_ to wait in the queue.
- d) I bought a packet \_\_\_\_\_ crisps.
- e) He climbed to the top \_\_\_\_\_ the tree.
- f) I would \_\_\_\_\_ warned you if I'd had the chance.
- g) You could \_\_\_\_\_ waited.
- h) You should \_\_\_\_\_ seen his face.

3 Now do the same with the gaps in these sentences.

- a) I would \_\_\_\_\_ bought a packet \_\_\_\_\_ biscuits if I'd known they were coming.
- b) You couldn't \_\_\_\_\_ done anything else in the circumstances.
- c) \_\_\_\_\_ course, he is a valued member \_\_\_\_\_ the staff.
- d) \_\_\_\_\_ you seen her yet? She should \_\_\_\_\_ arrived by now.
- e) I should \_\_\_\_\_ brought another box \_\_\_\_\_ matches.
- f) Any one \_\_\_\_\_ my friends could \_\_\_\_\_ told me.
- g) Kate would \_\_\_\_\_ been better off without him.
- h) He must \_\_\_\_\_ taken the wrong turning.



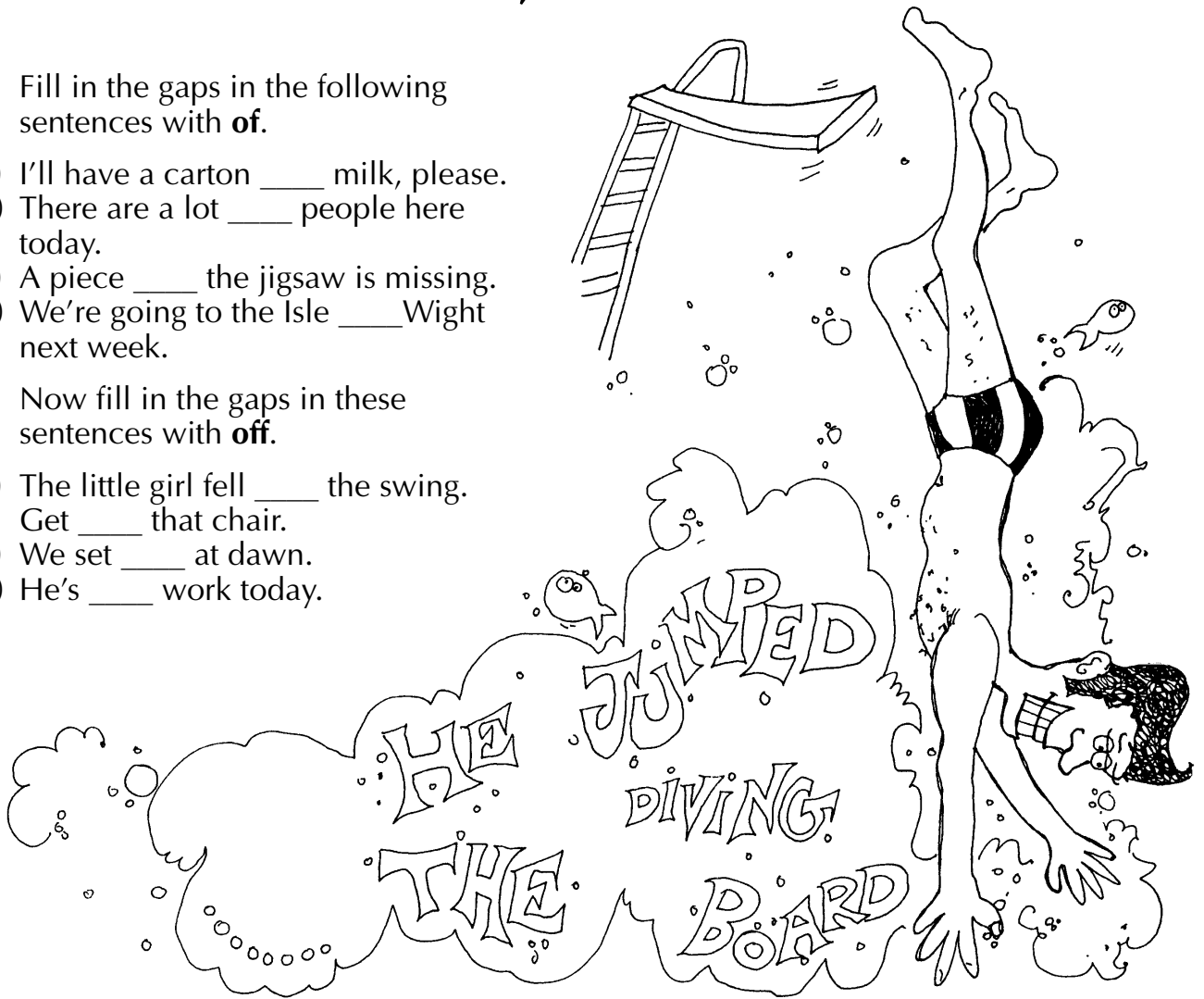
# OF, OFF

1 Fill in the gaps in the following sentences with **of**.

- a) I'll have a carton \_\_\_\_ milk, please.
- b) There are a lot \_\_\_\_ people here today.
- c) A piece \_\_\_\_ the jigsaw is missing.
- d) We're going to the Isle \_\_\_\_ Wight next week.

Now fill in the gaps in these sentences with **off**.

- e) The little girl fell \_\_\_\_ the swing.
- f) Get \_\_\_\_ that chair.
- g) We set \_\_\_\_ at dawn.
- h) He's \_\_\_\_ work today.



2 This time, fill in the gaps with either **of** or **off**.

- a) \_\_\_\_ course you can have a day \_\_\_\_.
- b) He fell \_\_\_\_ his bike.
- c) She took a bottle \_\_\_\_ wine \_\_\_\_ the shelf.
- d) You look a bit \_\_\_\_ colour today.
- e) We were full \_\_\_\_ dread as we set \_\_\_\_ to find her.
- f) Take \_\_\_\_ the lid and help yourself to a slice \_\_\_\_ cake.
- g) He jumped \_\_\_\_ the diving board into the middle \_\_\_\_ the pool.
- h) Those eggs have been in the fridge so long they've gone \_\_\_\_.

3 Now see if you can tell the difference between **of** and **off** by writing three sentences of your own using **of** and three using **off**.

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# OUR, ARE

1 Fill in the gaps in the following sentences with **our**.

- a) \_\_\_\_\_ Kevin has passed all his exams.
- b) That's \_\_\_\_\_ new teacher.
- c) \_\_\_\_\_ train leaves in a minute.
- d) Look at it from \_\_\_\_\_ point of view.

Now fill in the gaps in these sentences with **are**.

- e) \_\_\_\_\_ you ready yet?
- f) They \_\_\_\_\_ waiting for a bus.
- g) Mike and Peter \_\_\_\_\_ applying for the same job.
- h) You \_\_\_\_\_ awful.

We <sup>☆☆☆☆</sup> going to  
have <sup>☆☆☆☆</sup> fortunes  
told. <sup>☆☆</sup>



2 This time, fill in the gaps with either **our** or **are**.

- a) We \_\_\_\_\_ going to have \_\_\_\_\_ fortunes told.
- b) \_\_\_\_\_ you saying that you have lost \_\_\_\_\_ files?
- c) \_\_\_\_\_ instructions \_\_\_\_\_ quite clear.
- d) I think they \_\_\_\_\_ trying to catch \_\_\_\_\_ attention.
- e) Adults \_\_\_\_\_ not always aware of \_\_\_\_\_ problems.
- f) We \_\_\_\_\_ going out now if you \_\_\_\_\_ ready.
- g) I am not sure that those things \_\_\_\_\_ s.
- h) \_\_\_\_\_ opinions \_\_\_\_\_ the same.

3 Now see if you can tell the difference between **our** and **are** by writing three sentences with **our** and three with **are**.

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# QUIET, QUITE

1 Fill in the gaps in the following sentences with **quiet**.

- a) Be \_\_\_\_\_!
- b) You seem very \_\_\_\_\_ today.
- c) They were speaking \_\_\_\_\_ly.
- d) I'd like some peace and \_\_\_\_\_.

Now fill in the gaps in these sentences with **quite**.

- e) You are \_\_\_\_\_ right.
- f) I'm not \_\_\_\_\_ sure where he is.
- g) This is not \_\_\_\_\_ what we had in mind.
- h) She looks \_\_\_\_\_ happy.



2 This time, fill in the gaps with either **quiet** or **quite**.

- a) He was \_\_\_\_\_ly strumming a guitar.
- b) It's \_\_\_\_\_ in here today.
- c) I was \_\_\_\_\_ surprised when he started shouting in the \_\_\_\_\_ waiting room.
- d) He felt \_\_\_\_\_ tired after trying to get the class to be \_\_\_\_\_.
- e) I am hoping for a \_\_\_\_\_ Christmas this year.
- f) Have you \_\_\_\_\_ finished?
- g) He moved \_\_\_\_\_ly through the \_\_\_\_\_ house.
- h) This CD is not \_\_\_\_\_ as expensive as the others.

3 Now see if you can tell the difference between **quiet** and **quite** by writing three sentences with **quiet** and three with **quite**.

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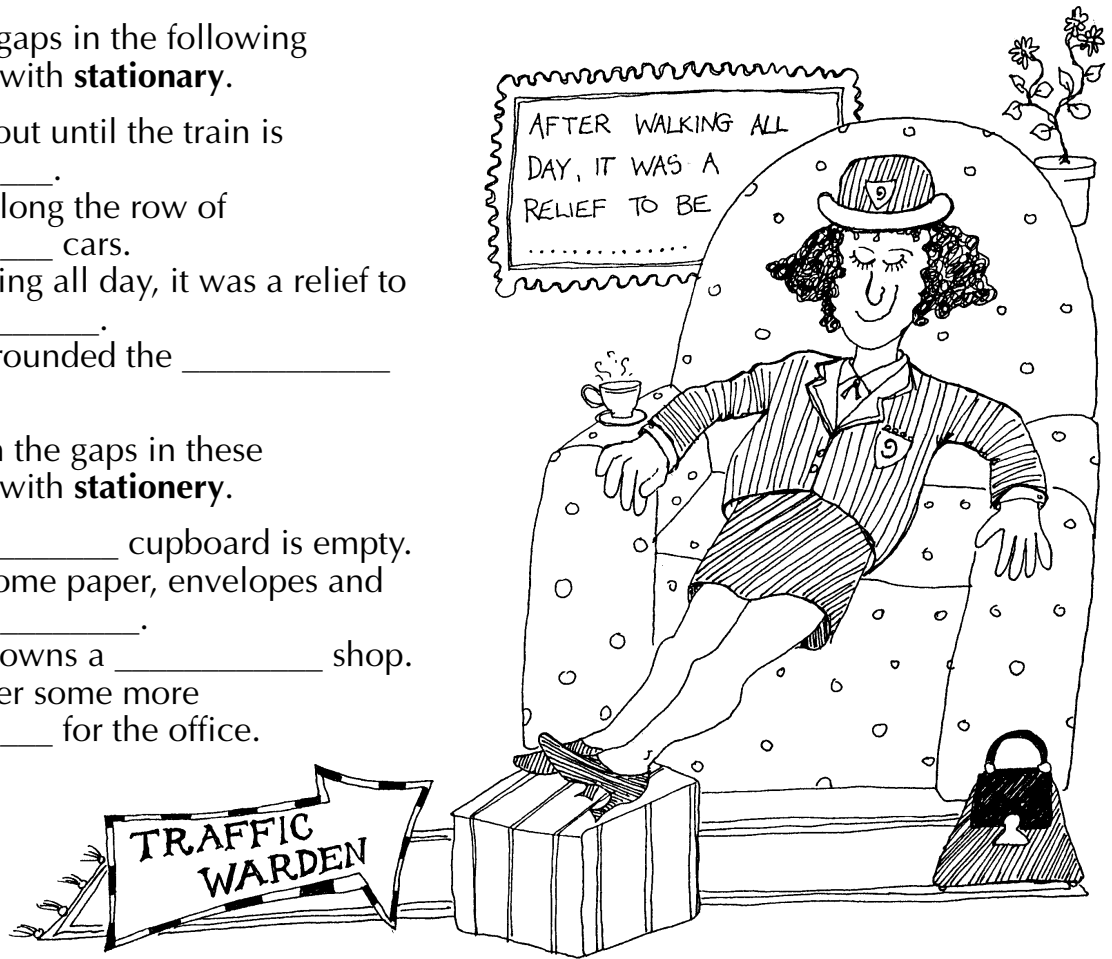
# - STATIONARY, STATIONERY -

1 Fill in the gaps in the following sentences with **stationary**.

- Don't get out until the train is \_\_\_\_\_.
- I walked along the row of \_\_\_\_\_ cars.
- After walking all day, it was a relief to be \_\_\_\_\_.
- Police surrounded the \_\_\_\_\_ vehicle.

Now fill in the gaps in these sentences with **stationery**.

- The \_\_\_\_\_ cupboard is empty.
- I bought some paper, envelopes and other \_\_\_\_\_.
- His father owns a \_\_\_\_\_ shop.
- I must order some more \_\_\_\_\_ for the office.



2 This time, fill in the gaps with **stationary** or **stationery**.

- The \_\_\_\_\_ van was full of \_\_\_\_\_.
- There was so much traffic that we were \_\_\_\_\_ for an hour.
- The \_\_\_\_\_ shop is across the road.
- The traffic warden approached the \_\_\_\_\_ vehicle.
- The cat stalked the mouse so slowly, it seemed almost \_\_\_\_\_.
- She waited until the train was \_\_\_\_\_ and then jumped off.
- You can buy \_\_\_\_\_ from the mobile shop when it is \_\_\_\_\_.
- The lorry stopped so suddenly that all the boxes of \_\_\_\_\_ it was carrying spilled out onto the \_\_\_\_\_ vehicles nearby.

3 Now see if you can tell the difference between **stationary** and **stationery** by writing three sentences of your own with **stationary** and three with **stationery**.

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# — THERE, THEY'RE, THEIR —

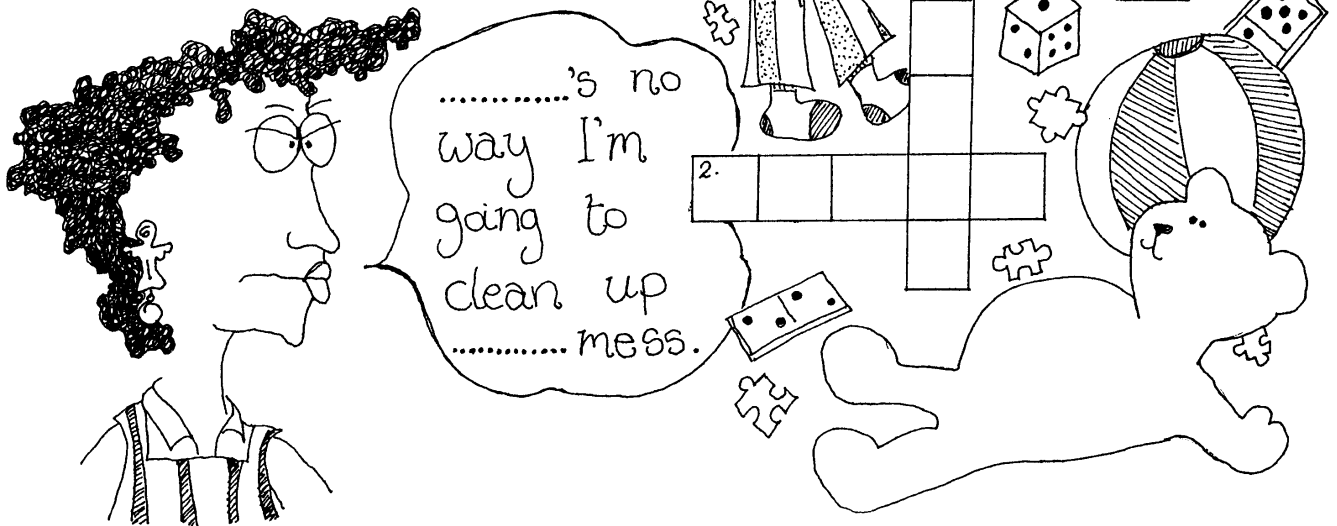
- 1 See if you can tell the difference between **there**, **they're** and **their** by doing this crossword puzzle.

## Clues Across

- 1 Belonging to them.
- 2 In that place.

## Clues Down

- 1 They are (remember to include the apostrophe).
- 2 Something you say several times when you are comforting someone.



- 2 Fill in the gaps in the following sentences with **there** or **their**.

- a) It's over \_\_\_\_\_.
- b) I think \_\_\_\_\_ is going to be some trouble here.
- c) \_\_\_\_\_ parents have come to pick them up.
- d) Is \_\_\_\_\_ anything the matter?

Now fill in the gaps in these sentences with **there** or **they're**.

- e) \_\_\_\_\_ are two sides to every argument.
- f) \_\_\_\_\_ going out with each other.
- g) I think \_\_\_\_\_ staying here tonight.
- h) \_\_\_\_\_ both over \_\_\_\_\_.

- 3 This time fill in the gaps with **there**, **they're** or **their**.

- a) \_\_\_\_\_ getting \_\_\_\_\_ exam results today.
- b) Is \_\_\_\_\_ any reason why Gary and Sangita are not \_\_\_\_\_?
- c) \_\_\_\_\_ on \_\_\_\_\_ way home.
- d) Are \_\_\_\_\_ any people who want to buy \_\_\_\_\_ pictures?
- e) \_\_\_\_\_'s no way I'm going to clean up \_\_\_\_\_ mess.
- f) Don't worry. I'm sure \_\_\_\_\_ by now.
- g) \_\_\_\_\_ lost dog was found over \_\_\_\_\_ by the canal.
- h) '\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,' she said when the child showed her his bruised knee.

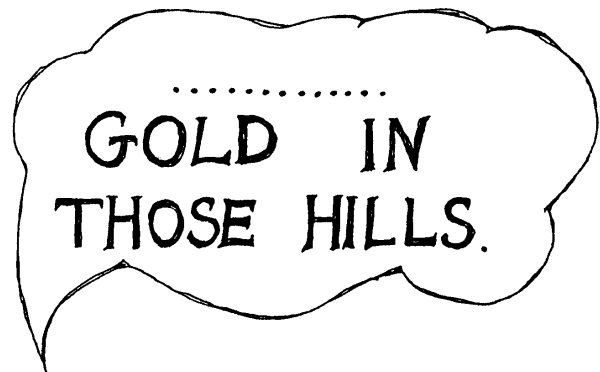
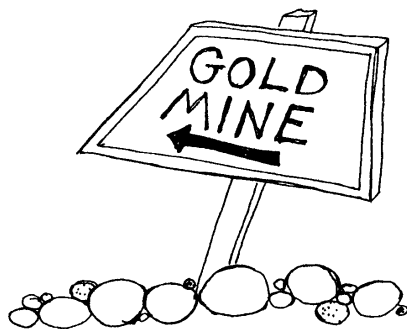
# THERE'S, THEIRS

1 Fill in the gaps in the following sentences with **there's**.

- a) \_\_\_\_\_ something strange going on.
- b) \_\_\_\_\_ a train due in five minutes.
- c) \_\_\_\_\_ gold in those hills.
- d) He says \_\_\_\_\_ nothing left to do.

Now fill in the gaps in these sentences with **theirs**.

- e) That's not ours; it's \_\_\_\_\_.
- f) It took us an hour to get from our house to \_\_\_\_\_.
- g) \_\_\_\_\_ is the car with the missing wing mirror.
- h) I think \_\_\_\_\_ is the winning number.



2 This time, fill in the gaps with **there's** or **theirs**.

- a) \_\_\_\_\_ no reason to wait.
- b) I hear \_\_\_\_\_ a match on tomorrow.
- c) \_\_\_\_\_ no point in arguing, because the money is \_\_\_\_\_.
- d) Are you sure those clothes are \_\_\_\_\_?
- e) \_\_\_\_\_ more to this than meets the eye.
- f) This is our room and that one is \_\_\_\_\_.
- g) \_\_\_\_\_ been an accident involving three cars, and I think one of them is \_\_\_\_\_.
- h) The fault is \_\_\_\_\_, and \_\_\_\_\_ alone.

3 Now see if you can tell the difference between **there's** and **theirs** by writing three sentences of your own with **there's** and three with **theirs**.

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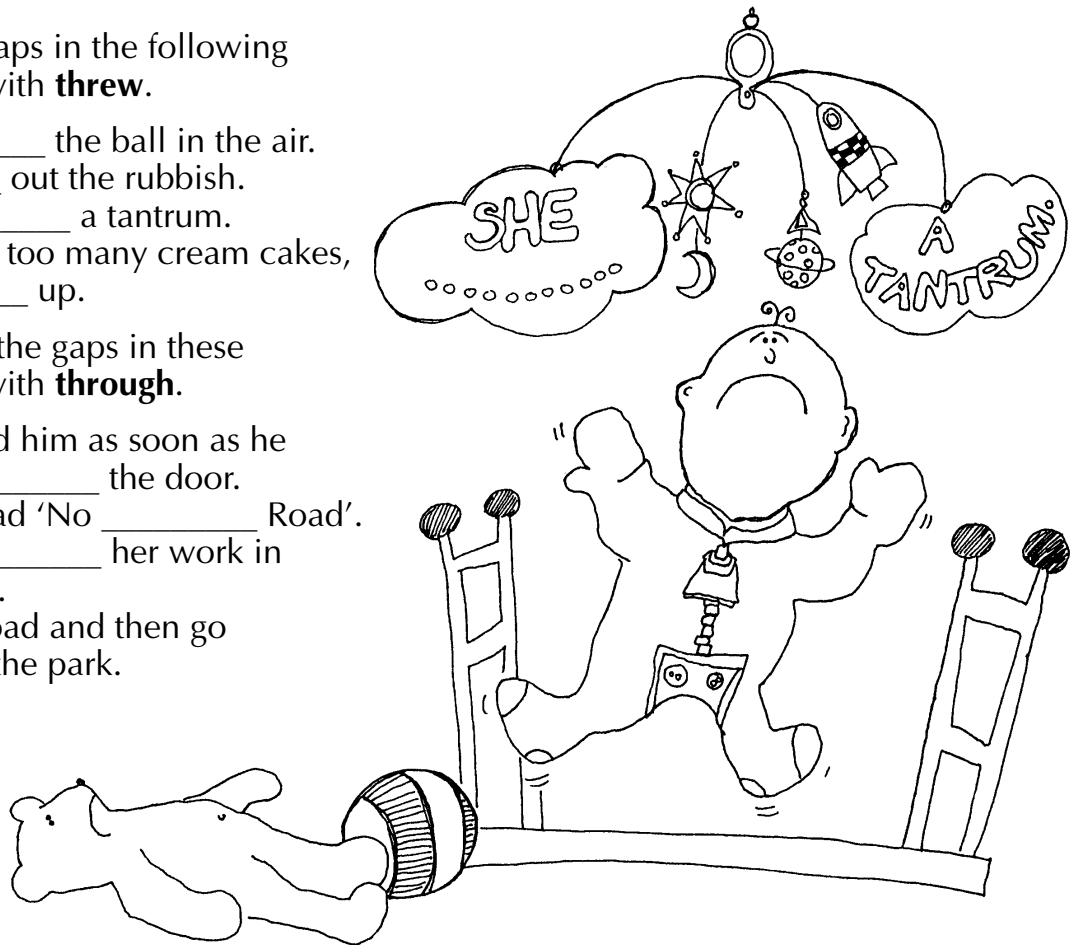
# — THREW, THROUGH —

1 Fill in the gaps in the following sentences with **threw**.

- She \_\_\_\_\_ the ball in the air.
- I \_\_\_\_\_ out the rubbish.
- Tracy \_\_\_\_\_ a tantrum.
- After eating too many cream cakes, he \_\_\_\_\_ up.

Now fill in the gaps in these sentences with **through**.

- I recognized him as soon as he walked \_\_\_\_\_ the door.
- The sign read 'No \_\_\_\_\_ Road'.
- She got \_\_\_\_\_ her work in record time.
- Cross the road and then go \_\_\_\_\_ the park.



2 This time, fill in the gaps with either **threw** or **through**.

- The ball flew \_\_\_\_\_ the air and then straight \_\_\_\_\_ the window.
- I just can't get \_\_\_\_\_ to you today.
- She has been successful completely \_\_\_\_\_ her own efforts.
- They \_\_\_\_\_ me off my guard when they arrived without warning.
- I don't know how I managed to get \_\_\_\_\_ that exam.
- John \_\_\_\_\_ up his hands in horror when he realized he had gone \_\_\_\_\_ all his money.
- He searched \_\_\_\_\_ the pile of clothes and \_\_\_\_\_ them all to one side.
- I think he's a liar \_\_\_\_\_ and \_\_\_\_\_.

3 Now see if you can tell the difference between **threw** and **through** by writing three sentences of your own with **threw** and three sentences with **through**.

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# TO, TOO, TWO

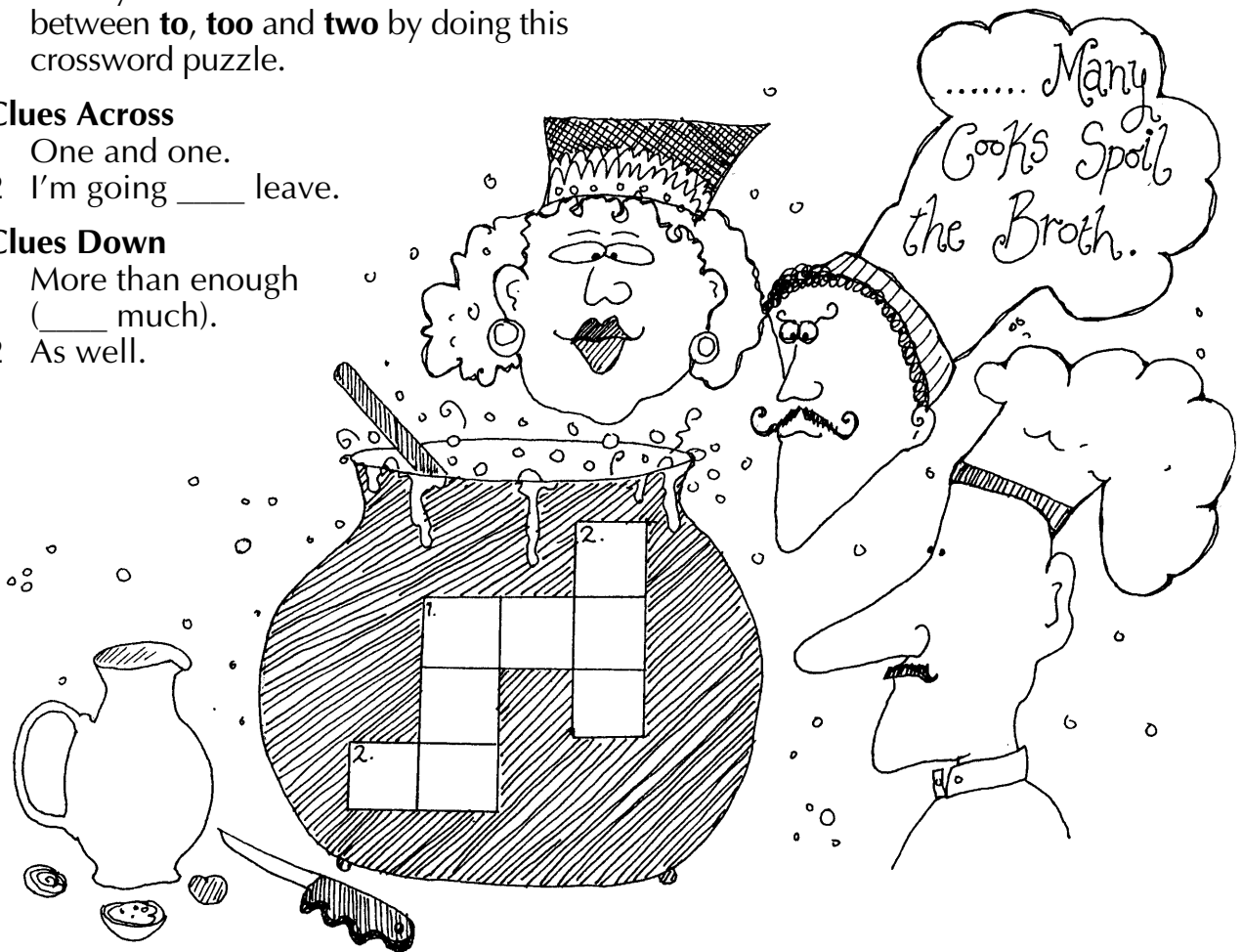
- 1 See if you can tell the difference between **to**, **too** and **two** by doing this crossword puzzle.

## Clues Across

- 1 One and one.
- 2 I'm going \_\_\_\_ leave.

## Clues Down

- 1 More than enough (\_\_\_\_ much).
- 2 As well.

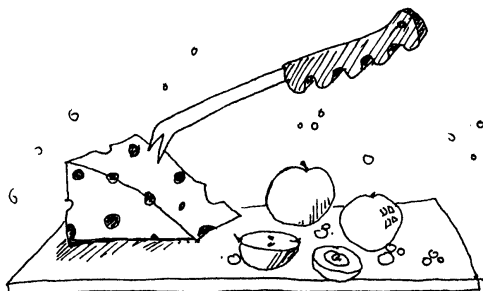


- 2 Fill in the gaps in the following sentences with **to** or **too**.

- a) We're going \_\_\_\_ the disco.
- b) There's \_\_\_\_ much noise here.
- c) I'd like some coffee \_\_\_\_.
- d) He wants \_\_\_\_ stay in tonight.
- e) This task is \_\_\_\_ important \_\_\_\_ rush.
- f) It's \_\_\_\_ early \_\_\_\_ go out.
- g) \_\_\_\_ many cooks spoil the broth.
- h) Are you going \_\_\_\_ buy one \_\_\_\_?

- 3 Now fill in the gaps in these sentences with **to**, **too** or **two**.

- a) Those \_\_\_\_ girls are \_\_\_\_ young \_\_\_\_ see that film.
- b) Are you going \_\_\_\_ take him \_\_\_\_ the doctor?
- c) It's \_\_\_\_ soon \_\_\_\_ tell if the operation has been successful.
- d) Are you \_\_\_\_ ready \_\_\_\_ go out yet?
- e) I think there were \_\_\_\_ of them, but it was \_\_\_\_ dark \_\_\_\_ be certain.
- f) It's \_\_\_\_ much of a coincidence that \_\_\_\_ people should come up with the same excuse.
- g) Tariq is going \_\_\_\_ join the team and Alan is \_\_\_\_.
- h) Since when did \_\_\_\_ plus \_\_\_\_ equal five?





# WEAR, WHERE

1 Fill in the gaps in the following sentences with **wear**.

- a) I am not going to \_\_\_\_\_ that shirt again.
- b) She never \_\_\_\_\_s the same thing twice.
- c) These old shoes are beginning to \_\_\_\_\_ out.
- d) I like \_\_\_\_\_ing comfortable clothes.

Now fill in the gaps in these sentences with **where**.

- e) \_\_\_\_\_ are you going?
- f) I don't know \_\_\_\_\_ Sue is today.
- g) \_\_\_\_\_ did you put that book?
- h) The man is still standing \_\_\_\_\_ we saw him before.

it's the kind of  
party.....you can  
.....whatever you  
.....like.



2 This time, fill in the gaps with either **wear** or **where**.

- a) She is \_\_\_\_\_ing the ring I gave her.
- b) It's the kind of party \_\_\_\_\_ you can \_\_\_\_\_ whatever you like.
- c) My patience is beginning to \_\_\_\_\_ thin.
- d) The carpet is \_\_\_\_\_ing out \_\_\_\_\_ people keep walking on it.
- e) \_\_\_\_\_'s my bag? I don't remember \_\_\_\_\_ I left it.
- f) He noticed a place \_\_\_\_\_ the water had started to \_\_\_\_\_ away the river bank.
- g) I haven't got a thing to \_\_\_\_\_.
- h) \_\_\_\_\_ is she going \_\_\_\_\_ing that old coat?

3 Now see if you can tell the difference between **wear** and **where** by writing three sentences of your own with **wear** and three sentences with **where**.

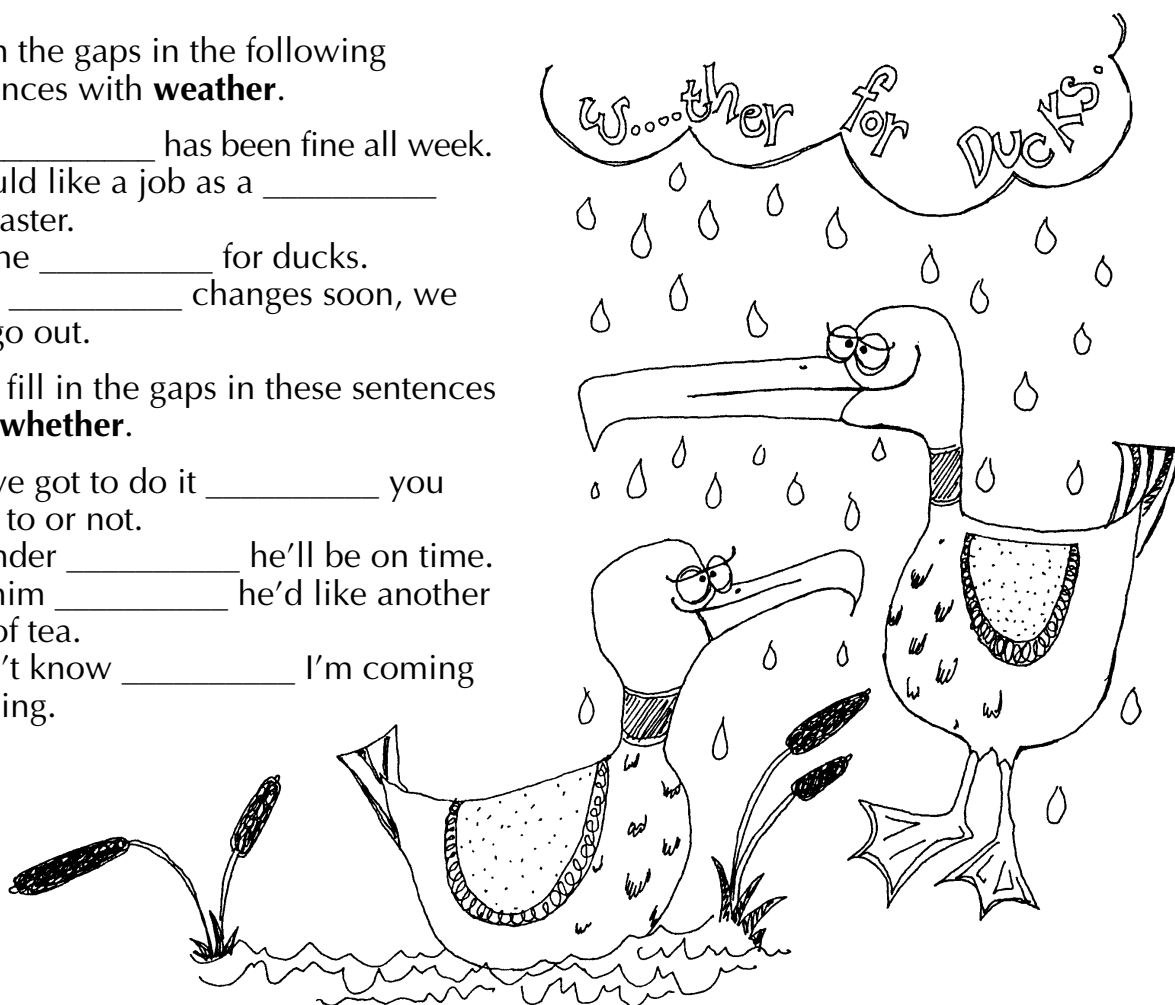
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# — WEATHER, WHETHER —

- 1 Fill in the gaps in the following sentences with **weather**.
- The \_\_\_\_\_ has been fine all week.
  - I would like a job as a \_\_\_\_\_ forecaster.
  - It's fine \_\_\_\_\_ for ducks.
  - If the \_\_\_\_\_ changes soon, we can go out.

Now fill in the gaps in these sentences with **whether**.

- You've got to do it \_\_\_\_\_ you want to or not.
- I wonder \_\_\_\_\_ he'll be on time.
- Ask him \_\_\_\_\_ he'd like another cup of tea.
- I don't know \_\_\_\_\_ I'm coming or going.



- 2 This time fill in the gaps with either **weather** or **whether**.

- There is no way of knowing \_\_\_\_\_ the \_\_\_\_\_ will remain fine.
- She did not know \_\_\_\_\_ or not to agree with his suggestion.
- I couldn't tell \_\_\_\_\_ they'd seen me or not.
- I'm sure we can \_\_\_\_\_ this storm.
- He looked outside to see \_\_\_\_\_ the \_\_\_\_\_ had cleared up.
- \_\_\_\_\_ or not the builders can finish the job today depends on the \_\_\_\_\_.
- Find out \_\_\_\_\_ they want to join us.
- I wonder \_\_\_\_\_ it'll snow this Christmas.

- 3 Now see if you can tell the difference between **weather** and **whether** by writing three sentences of your own with **weather** and three with **whether**.

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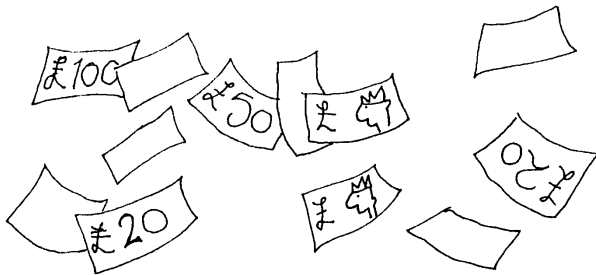
# WHO'S, WHOSE

1 Fill in the gaps in the following sentences with **who's**.

- \_\_\_\_\_ made all this mess?
- \_\_\_\_\_ going to meet her?
- There's the man \_\_\_\_\_ won the pools.
- I looked up our local MP in a book called '\_\_\_\_\_ Who'.

Now fill in the gaps in these sentences with **whose**.

- \_\_\_\_\_ bag is this?
- That's the woman \_\_\_\_\_ car was stolen.
- I don't know \_\_\_\_\_ work this is.
- \_\_\_\_\_ house is that?



2 This time, fill in the gaps with either **who's** or **whose**.

- \_\_\_\_\_ going to pay for this damage?
- \_\_\_\_\_ coat is that?
- There's the man \_\_\_\_\_ son has won the race.
- I know \_\_\_\_\_ book this is, but \_\_\_\_\_ read it?
- \_\_\_\_\_ going to help them? \_\_\_\_\_ responsibility is it?
- Mike, \_\_\_\_\_ bike is missing, wants to know \_\_\_\_\_ taken it.
- \_\_\_\_\_ interested in what I do? \_\_\_\_\_ business is it?
- \_\_\_\_\_ let the cat out of the bag?

3 Now see if you can tell the difference between **who's** and **whose** by writing three sentences with **who's** and three with **whose**.

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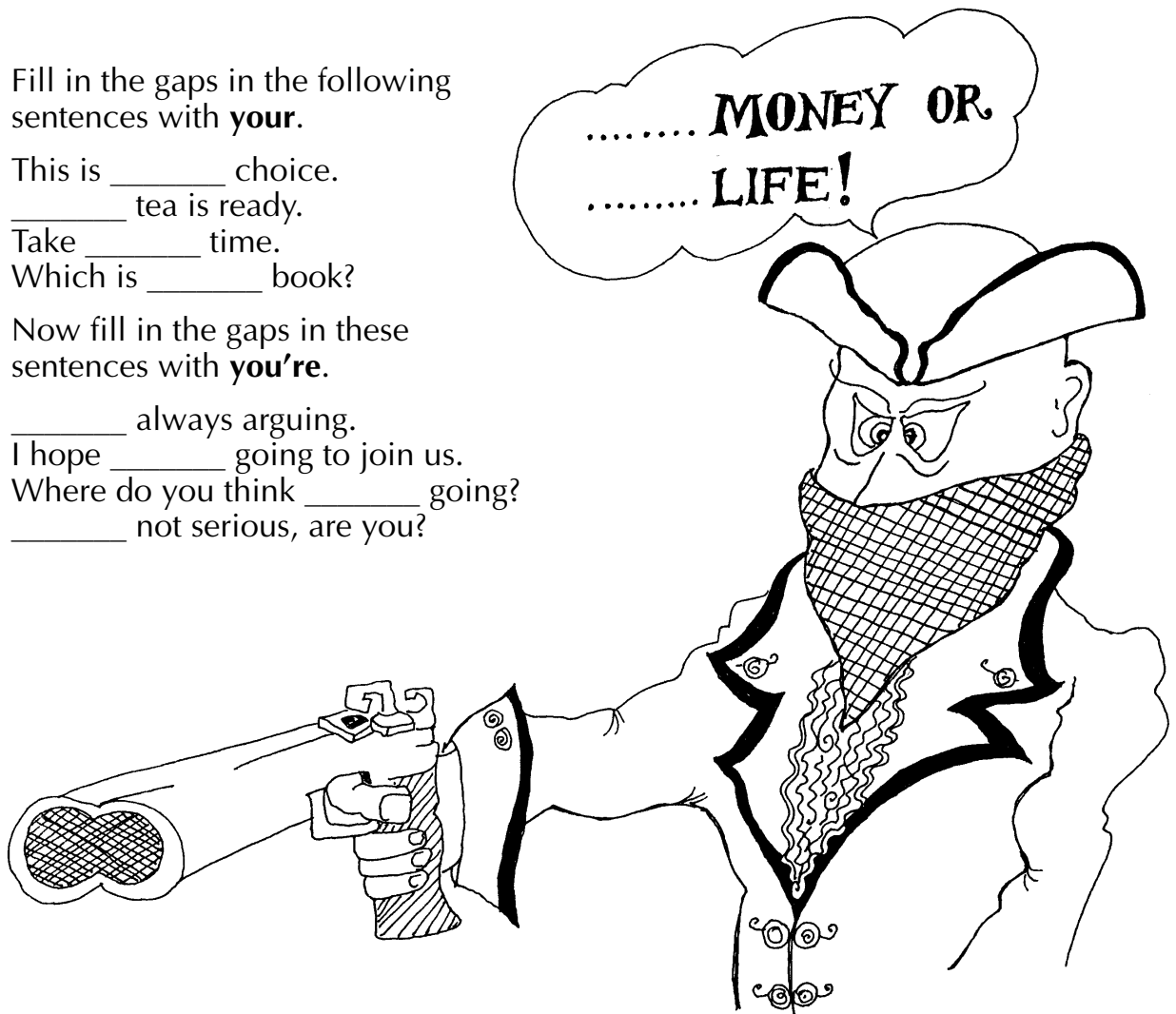
# YOUR, YOU'RE

1 Fill in the gaps in the following sentences with **your**.

- a) This is \_\_\_\_\_ choice.
- b) \_\_\_\_\_ tea is ready.
- c) Take \_\_\_\_\_ time.
- d) Which is \_\_\_\_\_ book?

Now fill in the gaps in these sentences with **you're**.

- e) \_\_\_\_\_ always arguing.
- f) I hope \_\_\_\_\_ going to join us.
- g) Where do you think \_\_\_\_\_ going?
- h) \_\_\_\_\_ not serious, are you?



2 This time fill in the gaps with either **your** or **you're**.

- a) Is this \_\_\_\_\_ watch?
- b) I hope you stick to \_\_\_\_\_ decision.
- c) \_\_\_\_\_ passport and \_\_\_\_\_ traveller's cheques are in this folder.
- d) '\_\_\_\_\_ money or \_\_\_\_\_ life,' said the highwayman.
- e) \_\_\_\_\_ not watching 'This is \_\_\_\_\_ Life', are you?
- f) \_\_\_\_\_ wasting \_\_\_\_\_ time.
- g) I think \_\_\_\_\_ having the time of \_\_\_\_\_ life.
- h) First \_\_\_\_\_ are going sit down and then \_\_\_\_\_ going to tell me what happened to \_\_\_\_\_ friend.

3 Now see if you can tell the difference between **your** and **you're** by writing three sentences with **your** and three sentences with **you're**.

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1	_____
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