

KS3

English Skills

Series Two



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Nouns 1

Nouns are the names of things. The word **noun** comes from the Latin word, Nomen, meaning name.

Common Nouns

Common nouns are the names of things like desk, chair, tent, car, flower, knife. They are not *particular* things and are not written with a capital letter.

Make a list of twenty nouns - things that you can see in the classroom.

You can start off with book.

Proper Nouns

Proper nouns are the names of *particular* things - things that are proper to themselves. *John* is a proper noun. It is the name of a *particular* boy.

All proper nouns must be written with a capital letter.

All of these are proper nouns:

days of the week	e.g. Wednesday
months of the year	e.g. August
names of people	e.g. John Smith
names of cities	e.g. London
names of rivers	e.g. Thames
names of countries	e.g. England
names of seas	e.g. Atlantic Ocean
street names	e.g. New Street

Make a list of forty proper nouns - five names from each category above.

Remember to start each name with a capital letter.

Read through the passage below and underline all the common and proper nouns.

Once there was a boy named Jack. Jack and his mother lived in a little cottage. They were very poor people. At last they had nothing left to live on but one cow. One day Jack's mother told Jack to take the cow to the market to sell. At the market Jack met a man. The man wanted to buy the cow. The man offered Jack a handful of beans for the cow. The man told Jack that the beans were magic beans. Jack wanted the magic beans. He gave the cow to the man for the handful of beans.

Adjectives

An **adjective** is a word which **describes**, or tells us more about a **noun**.

For example: The **stupid** boy sold a **good** cow for a handful of **magic** beans.

Copy out and complete the following sentences. Choose the most suitable adjective from the list below.

good open old poor useless
angry stupid hungry magic silly

1. When Jack came home with the beans his..... mother was very angry.
2. "You boy," his mother said to him.
3. "You sold a cow for a handful of beans," she shouted angrily.
4. "But they are beans," said Jack.
5. "They are, dried up old beans," said his mother.
6. "That's what I think of your beans," she said.
7. Jack's mother threw the beans out of the window.
8. The mother burst into tears.
9. "Now we will starve to death," said the woman.
10. The boy crept silently up the stairs to bed.

Read through the passage below and underline all the adjectives.

The next morning a huge beanstalk had grown from the magic beans. Jack climbed to the top of the giant beanstalk. At the top of the giant beanstalk was a magic land. Jack found a great castle filled with golden treasure. The castle belonged to a wicked ogre. Jack stole the ogre's golden treasure. The evil ogre chased Jack back to the giant beanstalk. The frightened boy climbed quickly down the beanstalk. Jack got a sharp axe and cut down the giant beanstalk. The wicked ogre fell. His neck was broken as he hit the hard ground. Jack and his old mother lived happily on the ogre's golden treasure.

Pronouns

A **pronoun** is a word that stands in place of a noun.

For example: Mary was very tired. **She** fell asleep in class.

In the example above the pronoun she stands in place of the noun **Mary**.

Personal pronouns are the most commonly used. The personal pronouns are:

I you he she it we they

Copy out and complete the following sentences putting in the personal pronouns.

1. My name is Mary Smith and am twelve years old.
2. It is better to work in pencil when are doing a crossword puzzle.
3. The boy said that would not do it again.
4. The girl was sure that had left her purse in her bag.
5. In November is often cold and foggy.
6. In our family usually have turkey for Christmas dinner.
7. Next door have a cat and a dog.
8. "John is good at maths but am better at art," said Simon.
9. " are very good at art," said Susan to Simon.
10. The wind was so strong blew the caravan over.
11. " must all work together," said the captain to his team.
12. "The other team will find that have met their match," said the manager.

Now make up seven sentences of your own - one sentence for each of the personal pronouns:

I you he she it we they

Verbs 1

Many verbs are **doing** words. They describe actions. Some verbs are **being** words.

For example: The spider **ate** the fly. Spiders and flies **are** both insects.

The most commonly used verb in English is the verb **to be**. Here is the **present tense** of the verb **to be**:

I am

You are

He is

She is

It is

We are

You are

They are



Copy out and complete the following sentences putting in the missing verbs.

1. "I not afraid of that lion," said Albert boldly.
2. "You not to go near that lion," said his mother crossly.
3. "He sure to get into trouble," said a lady watching Albert.
4. "She an old misery," thought Albert to himself.
5. "It sure to end in tragedy," said the lady as Albert went to the lion's cage.
6. We very unhappy about the lion eating our son," said Albert's parents.
7. "You all witnesses to this terrible tragedy," said the zoo keeper to the crowd.
8. The police say that they investigating the incident.

Make up ten sentences of your own using the present tense of the verb to be.

Underline all the verbs in the following passage.

My name is Sam Smith. I am twelve years old. My brother is John Smith. He is fourteen years old. We are both at the same school. Our school is Alders Wood High School. It is the biggest school in our area. We are very happy here. It is a very good school. Our parents are very pleased that we are at this school.

You should find eleven verbs.

Adverbs

Adverbs tell us more about verbs. Many adverbs tell us **how** something was done.

For example: The boy *ran* home **quickly**.

The adverb **quickly** tells us how the boy ran (ran is a verb). Many **adverbs** end in **ly**.

Copy out and complete the following sentences. Choose the most suitable adverb from the list below.

- | | | | | |
|----------|---------|------------|---------|------------|
| swiftly | quietly | cheerfully | noisily | peacefully |
| fiercely | shyly | suddenly | angrily | brightly |

1. The baby slept in his pram.
2. The wind howled through the trees.
3. The boy sat reading his book.
4. The sun shone through the window.
5. The fish darted into the shadows.
6. The girl smiled at her new boyfriend.
7. The man shouted at the children.
8. The boy whistled as he did his paper round.
9. The dog leaped out from behind some bushes.
10. The dog barked at the boy.



Write sentences describing how the couples danced, how the pianist played the piano and how the violinist fiddled.

Make a series of funny drawings showing people doing things. Then write a sentence for each of your pictures describing how they are behaving. You will be using VERBS and ADVERBS.

Syllables ... Syll - a - bles

When we say a word slowly we can hear how it may be broken into smaller parts called **syllables**.

Some words have only **one syllable**.

For example: bat, cat, den, pin, run, sun, zip
etc.

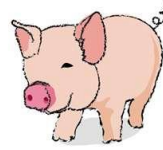
Make a list of ten words of one syllable with **a** in the middle.

Make a list of ten words of one syllable with **e** in the middle.

Make a list of ten words of one syllable with **i** in the middle.

Make a list of ten words of one syllable with **o** in the middle.

Make a list of ten words of one syllable with **u** in the middle.



Don't forget to put a comma after each of the words in your list.

Some words have **two syllables**.

For example: apple, button, custard, dinner, earwig, feather etc.

Make a list of words with two syllables. Try to find a word for each letter of the alphabet.

Here are the 26 letters of the alphabet:

a b c d e f g h i j k l m n o p q r s t u v w x y z

Some words have **three syllables**.

For example: antelope, banana, catapult, difficult, earlier, fantastic etc.

Say the words slowly and you will hear how the words break into three syllables.

make a list of twenty words with three syllables.

Write a sentence for each of the words in your list.

Suffixes

A **suffix** is a group of letters which we add to the **end** of a word to make a new word.

For example: From the word **build** we get the two words **builder** and **building**.

Look carefully at the list of words below. Add er or ing to make new words.

1. farm
2. hunt
3. sing
4. help
5. read
6. sleep
7. clean
8. climb
9. garden
10. paint
11. teach
12. play

Remember that when you add **ing** to words that end in e you **miss out the final e.**

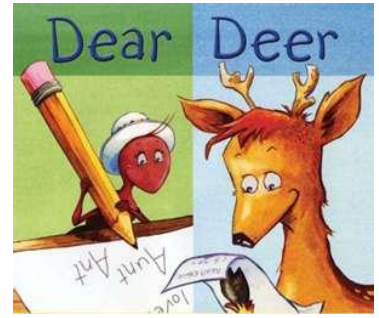
Add ing to the following words:

- | | | | | | |
|-------|------|------|-------|------|-------|
| skate | make | take | write | bake | dance |
| shake | ache | like | poke | rake | wake |

Write a sentence for each of the new words you have made.

Homophones 1

Homophones are words that **sound alike** but have **different spellings** and **different meanings**.



For example: I can **see** the **sea**.

Copy out and complete the sentences choosing the correct word from the list below.

peel/peal

rode/road

hole/whole

son/sun

not/knot

piece/peace

1. The boy asked for a of cake.
2. All mum wanted was a bit of and quiet.
3. The on the orange was very thick.
4. At Christmas church bells out at midnight.
5. The men were digging a huge in the road.
6. The greedy child ate the cake.
7. The shone brightly over the sea.
8. The mother smiled fondly on her sleeping
9. The girl her new bicycle round the park.
10. The car was parked at the side of the
11. "Do ride your bicycle on the road," said dad.
12. The laces were tied in a tight

Write a sentence for each of the following words.

plane/plain

steel/steal

waste/waist

board/bored

brake/break

hear/here

Remember to start each sentence with a capital letter.

Here, there and everywhere

The words **there** and **where** contain the word **here**. These words usually relate to place.

For example: "Where shall I put these plants, here or there?" asked the gardener.

Copy out the sentences below putting in the missing words.

1. "..... can I go to eat my packed lunch?" asked the new pupil.
2. "Come at once," said Mary's mother.
3. "..... is a boat on the river," said the boy.
4. "..... is your homework?" said the teacher.
5. "..... is no need to make such a fuss," said the dentist.
6. "Leave your coat on the chair over, " said the nurse.
7. "..... are you going little girl?" the wolf asked.
8. "My grandmother lives in that cottage over, " said the little girl.
9. "It is so nice to see you, " said the wolf opening the cottage door.
10. "..... does it hurt?" asked the doctor.
11. "The pain is in my stomach," said the patient.
12. "..... is too much work to do here," grumbled the boy.

Write twelve sentences of your own using the words

here

there

where

everywhere

Remember to start each sentence with a capital letter.

If you use direct speech remember to put speech marks around the words spoken. The examples above will help you.

Verbs 2

Verbs are written in different **tenses**. These tell us about **when** something happens.

For example: Yesterday **I had** egg and chips for lunch. (past tense)

Today **I am having** sausage and chips. (present tense)

Tomorrow **I will have** fish and chips. (future tense)

Read the following sentences carefully. Say if the verb is past, present or future tense.

1. Last year **we went** to Spain for our holidays.
2. The school **is** very quiet today.
3. **I will get** some sweets on the way home.
4. The dog **chased** the cat up the tree.
5. **I am** quite small for my age.
6. After school I **will change** out of my school uniform.
7. Last term in English we **read** Treasure Island.
8. Treasure Island **is** a great book about pirates and treasure.
9. Next year we **will go** to Italy for our holidays.
10. The baby **threw** his rattle out of the pram.
11. The baby **is throwing** his rattle out all the time.
12. The baby **will throw** his rattle out again.

Write five sentences telling about something you did in the past.

Write five sentences telling about things you are doing today or do every day.

Write five sentences telling about things you plan to do in the future.

Underline the verbs in the sentences you have written.



Plurals

Singular means one. **Plural** means **more than one**.

We generally make a singular into a plural by **adding s** or **es** to the word.

For example: Last year I bought a **rabbit** from the pet shop. Now I have lots of **rabbits**.

Make the following words into plurals by adding s.

cat dog book house tree bag coat pen friend game pencil

Make the following words into plural by adding es.

boss kiss pass tax box fox
wish ash dish witch arch watch

Words that end in y.

When a word ends in **y**, before we add **es**, we have to change the **y** to **i**.

For example: **fly** becomes **flies**, **cry** becomes **cries**, **try** becomes **tries**.

Male the following words into plurals by adding es.

spy sky baby army city
lady copy body pony story

Words that end in f.

When a word ends in **f**, before we add **es**, we change the **f** to **v**.

When a word ends in **fe**, we change the **f** to **v** before adding **s**.

For example: **calf** becomes **calves**, **leaf** becomes **leaves**, **life** becomes **lives**.

Make the following words into plurals by adding es or s.

half loaf wolf scarf shelf
sheaf hoof thief wife knife

Write a sentence for each of the words you have just made

Prefixes

A **prefix** is a group of letters that we add to the **beginning** of a word to make a new word.

For example: If we put **un** at the beginning of the word **happy** we get the word **unhappy**.

The word **unhappy** is the **opposite** of the word **happy**.

Add the prefix un to each of the following words:

done	plug	able	told	willing
safe	wary	wanted	read	ripe

Copy out and complete the following sentences using the words you have just made.

1. "Your shoe lace is,," said Mary to her brother.
2. "Don't forget to the television when you go to bed," said mum.
3. "I am afraid that I am to attend parent's evening," she wrote.
4. The floods this autumn did damage.
5. The boy was to admit that he did it.
6. "It isto skate on thin ice," said the policeman.
7. The tourist is likely to get his pocket picked.
8. Please take any books and games to the charity shop.
9. Many of the books in the school library remain
10. If you eat apples you will get stomach ache.

Add the prefix un to each of the following words:

fair	glued	just	kind	loved
lucky	tied	tidy	paid	sealed

Write a sentence for each of the new words you have made.

Speech marks

Speech marks show someone is speaking. When we write down something somebody is saying we write everything the person says **inside** the speech marks.

For example: **“Can I see your tickets, please?”** said the guard.

Copy out the sentences below putting in the missing speech marks.

1. Where shall we go today? said Peter.
2. I'd like to go to the seaside, said Jane.
3. Where is the nearest seaside resort? asked David.
4. I think Blackpool is probably the nearest, said Helen.
5. Oh yeah. Blackpool's great. Let's go there, said Jane.
6. O.K. said Peter. We'll go to Blackpool for the day.
7. How will we get there? asked David.
8. We could get the train, said Helen.
9. The bus is cheaper, said Jane.
10. The train is quicker, though, said Peter.
11. O.K. We'll go by train then, said David.
12. I'm really looking forward to a day at the seaside, said Jane.



Remember that commas and question marks that are part of the words spoken also go inside the speech marks.

Write out the conversation between the four friends when they are on the train returning from their day at the seaside.

What did they do at the seaside? What did they see?

Remember to put any words spoken inside the speech marks.

Start a new line each time a different person speaks.

Apostrophes

An **apostrophe** goes in the place of a missing letter or letters. When we write informally we write the way people speak. In speech people often miss out letters in the words spoken.

For example: “**I’d** like a drink,” said Nick.

In the sentence above **I’d** is short for **I would**.

The most common use of the apostrophe is to replace the **o** in the middle of **not**.

For example: **is not** is often shortened to **isn’t**

Write the shortened form of each of the following:

was not have not

did not does not

should not must not

do not has not

Write a sentence for each of the new words you have just made.

Copy out the following sentences.

Use an apostrophe to shorten the words underlined.

1. “I am not going to school today,” said John.
2. “You are going to school,” said his mother.
3. “We are on holiday this week,” said John.
4. “I will ask Mrs Jones next door,” said his mother.
5. “They have all gone out,” said John.
6. “We will see about that,” said his mother.
7. “They are all out,” said John’s father.
8. “Well, I have not had a letter about it,” said his mother.
9. “It is too late to go now, anyway,” said John.



Similes

When we **compare** one thing with another we call it a **simile**. Similes are often used in everyday speech.

For example: The cake was *as light as* a feather.

Choose the best word from the list below to complete each simile.

brave good gentle hard sweet heavy
poor strong proud weak cool smooth

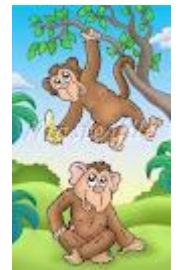
1. as as silk.
2. as as a lamb.
3. as as gold.
4. as as honey.
5. as as a lion.
6. as as a peacock.
7. as as iron.
8. as as a kitten.
9. as as an ox.
10. as as a cucumber.
11. as as lead.
12. as as a church mouse.

Sometimes we use the word **like** in similes.

For example: The boy ran like the wind.

Finish the sentences below with a suitable simile.

1. I was so afraid I was trembling like a
2. The little boy could sing like an
3. The athlete could run like a
4. He was always hungry. He could eat like a
5. She could swim like a
6. Tom could climb like a



Write ten sentences with a simile of your own in each sentence.

.ight words? That's right!

Several words in English end in **ight**. Here are some of them:

sight fight tight bright night light
right fright flight might slight tonight

Copy out and complete the following sentences.

Choose the most suitable word from the list above.

1. In summer it gets quite early in the morning.
2. On a dark, frosty the stars seem to twinkle in the sky.
3. "We go to Disneyland this summer," said Mary.
4. The sun was so it hurt your eyes.
5. All the children in the playground gathered round to watch the
6. For Romeo and Juliet it was love at first
7. "Do what is, my boy," said Mr Edwards.
8. The boxer had a cut over his left eye.
9. You should be at the airport at least an hour before your
10. "That skirt is far too", said Lisa's mum.
11. The children got a terrible when their bus skidded off the road.
12. "What's on television?" said David.

Write a sentence of your own for each of the .ight words in the list above.

What are they?



How many **compound** words containing the word **light** can you think of?

Make a list beginning with the word **spotlight**.

Nouns 2

Nouns are the names of things. **Common nouns** are the names of things like desk, tent, boy, flower, girl, knife, man etc. **Proper nouns** are the names of particular things - the names of people, places, days of the week, months of the year etc.

Abstract nouns are the names of qualities or emotions. The following are abstract nouns:

truth	fear	time	mercy	cruelty	kindness
strength	hope	love	patience	justice	weakness

Copy out and complete the following sentences using the words from the list above.

1. “ makes the world go round,” is an old saying.
2. People waste a lot of watching television.
3. gripped the hunter as the howling came closer.
4. “We must live in,” said the doctor.
5. to people or animals is terrible.
6. makes the world a better place to live in.
7. “There is not much in this world,” said the man.
8. Criminals often expect but show little to their victims.
9. “You must tell me the,” said her mother.
10. You need a lot of when looking after small children.
11. Samson was noted for his
12. I must confess to a for chocolate.

Many abstract nouns end in **ness**.

Add ness to the following words to make them into abstract nouns.

hard	idle	cold	rude	blind
soft	sick	bold	late	forgetful

Write a sentence for each of the new words you have just made.

Adjectives 2



When we **compare two nouns** we use a **comparative adjective**.

For example: A mouse is fast but a rabbit is **faster**.

When we **compare three or more nouns** we use a **superlative adjective**.



For example: A cheetah is the fastest of all animals.

Complete the table below putting in the missing adjectives.

Adjective	Comparative	Superlative
fast	faster	
slow		slowest
soft	Softer	
hard		hardest
light	lighter	
dark		darkest
large	larger	
small		smallest
big	bigger	
wide		widest
high	higher	
low		lowest
wet	wetter	
dry		driest

Write ten sentences using the adjectives in the table above.

When we add a suffix to words ending in y we generally have to **change the y to i**.

Add er or est to the following words to make them into comparative or superlative adjectives.

lucky noisy busy pretty muddy

Write a sentence for each of the new words you have just made.

ATTENTION! - shun endings

many words in English like nation, notion, lotion, potion and motion end in **tion**. The word ending **sounds like shun**.

Copy out the sentences and choose the best word from the list below to complete each sentence.

action station solution addition education devotion
operation fiction fraction position section location

1. The train pulled noisily into the
2. Many people say that is the key to success.
3. A is a story that is made-up, not really true.
4. You can sometimes tell the time of day by the of the sun in the sky.
5. The to a problem is not always easy to find.
6. A small part of something is called a
7. He had to go into hospital for an on his foot.
8. The water poured out of the broken of pipe.
9. "We want not words," said the angry woman.
10. Adding things together is called
11. Dogs are noted for their to their owners.
12. The film director searched for the best to make the film.



Write a sentence for each of the following words.

conversation preparation multiplication population
competition composition subtraction ignition

In English different letter patterns can make similar sounds. The words below **sound** as if they end in **shun**:

optician musician magician electrician technician

Write a sentence for each of the words above.

sion endings

Some words that end in **sion** like mission, mansion, pension and tension end in a **shun sound**.

Some words like division, revision, invasion and explosion end in a **zhun sound**.

Copy out the sentences and choose the best word from the list below to complete each sentence.

discussion incision erosion permission confusion collision
explosion decision occasion illusion revision conclusion

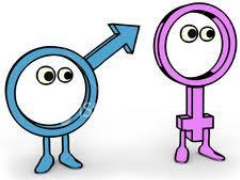
1. The surgeon made the carefully.
2. Magic tricks are generally based on
3. Last night there was an interesting on the radio.
4. When soil is eaten away by wind and rain it is called
5. The left a huge crater full of debris.
6. The occurred because the white van stopped suddenly.
7. You must have to leave the classroom during a lesson.
8. You should consider all the facts before you make a
9. It was a great when my sister got married.
10. You need to do some to do well in your exams.
11. The robbers escaped in the when the fire alarm went off.
12. The of the book was very depressing.

Put the following words into alphabetical order.

invasion diversion admission abrasion pension
tension aggression division television session

Use a dictionary to find the meanings of any words which are new to you.



Write a sentence for each of the words.



Gender

Some nouns in English may be classified according to their **gender**. Nouns which refer to **females** are **feminine**. Nouns which refer to **males** are **masculine**.

For example: girl and boy, woman and man, mother and father.

Use the following words to complete the columns opposite	masculine 	feminine 
actress	husband	
prince		daughter
waiter	uncle	
widower		sister
queen	nephew	
son		princess
niece	king	
headmistress		grandmother
aunt	bridegroom	
wife		heroine
grandfather	headmaster	
brother		widow
hero	actor	
bride		waitress

Some pronouns also have

masculine and **feminine** forms

The third person singular pronouns are:

masculine: he/him/his/himself

feminine: she/her/hers/herself

neuter: it/its/itself



Write sentences containing each of the pronouns above.

Watch out for these - tch words!

Some letter patterns are quite common in English. The following words all end in **tch**.

catch hutch ditch match pitch watch
itch snatch scratch stretch switch thatch

Copy out and complete the following sentences.

Choose the most suitable word from the list above.

1. There will be a football after school today.
2. The old Globe Theatre burnt down when the on the roof caught fire.
3. "I hav an right in the middle of my back," said Mary.
4. "Can you my back please," said Mary.
5. The fielder ran to the ball.
6. The car ran into the at the side of the road.
7. After the game the football looked like a ploughed field.
8. ! on the light, please," said mum.
9. The rabbits were kept in a in the garden.
10. The boys stayed after school to the match.
11. "Don't,," said the teacher as the boy grabbed at the pen.
12. "I am so tired," yawned Lisa giving a long

Put the following words into alphabetical order.

stitch patch fetch latch witch
hatch clutch wretch etch dispatch

Use a dictionary to find the meanings of any words which are new to you.

Write a sentence for each of the words.

Changing words

In the left hand box is a word and its meaning. Add **ONE** letter to the word to make a new word. Write the new word in the box provided. The meanings of the new words are at the bottom of the page.

Example: fight meaning = struggle, conflict, battle	Letter added L	New word = flight meaning = journey made in aeroplane
fright meaning = fear, alarm		New word = meaning =
fiend meaning = devil		New word = meaning =
light meaning = not very heavy		New word = meaning =
sore meaning = tender, painful		New word = meaning =
host meaning = person in charge of a party		New word = meaning =
water meaning = H ₂ O, a clear liquid		New word = meaning =
bank meaning = place where you keep your money		New word = meaning =
sable meaning = a soft, brown fur		New word = meaning =
spin meaning = to turn rapidly		New word = meaning =
grim meaning = harsh, stern, unpleasant		New word = meaning =
sting meaning = to wound, to inject with poison		New word = meaning =

Meanings to choose from. . .

1. twenty
2. companion or someone close to you
3. the person who serves you in a restaurant
4. empty, not written on
5. goods, cargo
6. dirt
7. place where horses live
8. a spirit, spook
9. the back of a book
10. twine, cord
11. small, little, not very important

Now find **TEN** words of your own which can be changed into ten new words by adding **ONE** letter. Give your list of words to a partner to do.

Word Order

Word order is very important in English. The meaning of a sentence can change dramatically if we change the order of the words.

For example: The dog bit the postman. The postman bit the dog.

Read through the following sentences carefully.

Rearrange the words in each sentence to make a new sentence that makes sense.

1. The dog took his man for a walk.
2. The window crashed through the football.
3. The cat chased the dog up the tree.
4. The bicycle raced up the road on his boy.
5. The ball ran to catch the fielder.
6. The ball shot the player into the back of the net.
7. The hungry fish greedily ate his boy and chips.
8. The mouse pounced suddenly on the little cat.
9. The worm pecked fiercely at the poor bird.
10. The nest built a robins in the holly tree.
11. the house turned into the drive of a large car.
12. The rooftops sailed quickly over the balloon.

1. **Write ten sentences of your own. Make sure they make sense.**
2. **Now rearrange the words in your ten sentences.**
3. **Give your muddled up sentences to a partner to sort out.**
4. **When you sort out your partner's muddled sentences make sure your new sentences make sense.**

Nouns and verbs

Many words in English can be used either as **nouns** or **verbs**.

For example: There was a fight in the yard at break.

 You are not to fight in school.

In the first sentence the word **fight** is used as a **noun**. In the second sentence the word **fight** is used as a **verb**.

Read through the following sentences carefully.

Say if the word underlined in each sentence is being used as a noun or a verb.

1. "Could I have a drink please?" said Mary.
2. "Drink your milk quickly," said the teacher, "or you will miss break."
3. The fire glowed warmly in the hearth.
4. "Fire at will!" shouted the drill sergeant.
5. The light from the lighthouse warned the ship off the rocky coast.
6. "Light the gas under the vegetables at twelve o'clock," said Tom's mum.
7. You should take a break away from the computer from time to time.
8. "Did you break that vase?" asked mum angrily.
9. They went to the theatre to see a play.
10. "You can go out to play at break," said the teacher.
11. The teacher looked at his watch again.
12. They all went to watch the match on Saturday afternoon.

All the following words can be used as either a noun or a verb.

bend	sleep	run	look	laugh	blame
scratch	match	copy	cut	ape	bicycle

Write a sentence for each word using the word as a noun and a sentence for each word using the word as a verb.

Verbs 3

Verbs are written in different **tenses**. These tell us about **when** something happens.

For example: Yesterday I **worked** in the garden (past tense)

Today I **am working** at my computer (present tense)

Tomorrow I **will work** in the library (future tense)

Complete the table of verbs below with the past, present and future tenses.

Past	Present	future
played	play	will play
sang	sing	
	dance	will dance
ate	eat	
	walk	will walk
spoke	speak	
	jump	will jump
ran	run	
	read	will read
wrote	write	
	watch	will watch
swept	sweep	
	wash	will wash
taught	teach	

Write five sentences using verbs from the past column.

Write five sentences using verbs from the present column.

Write five sentences using verbs from the future column.

Underline the verbs in the sentences you have written.

ible/able endings

Many words in English end in either **ible** or **able**. Here are some of them:

possible terrible sensible visible flexible responsible
reliable reasonable suitable remarkable favourable fashionable

Copy out and complete the following sentences choosing the most suitable word from the list above.

1. If the weather is we will go to the beach at the weekend.
2. The scene of the crash was
3. The mountain tops were just through the mist.
4. Make sure you wear clothing when you go hill walking.
5. You need a calculator for your maths exam.
6. "Who is for this mess?" said the teacher angrily.
7. It is to eat a proper breakfast in the morning.
8. The speed with which the child learnt was truly
9. Plastic piping is far more than copper piping.
10. "I am trying to be", said the teacher patiently.
11. If you should get some exercise every day.
12. Models always wear really clothes.

Put the following words into alphabetical order.

edible horrible legible incredible impossible
variable valuable miserable washable comfortable

Use a dictionary to find the meanings of any words which are new to you.

Write a sentence for each of the words.

.dge words

Some letter patterns are quite common in English. The following words all end in **dge**.

badge budge cadge dodge fudge hedge
judge ledge midge nudge ridge wedge

Copy out and complete the following sentences.

Choose the most suitable word from the list above.

1. That boy is always trying to sweets.
2. The entered the court in a wig and gown.
3. High on the was a lonely farm house.
4. "I got a merit today," the boy told his mum proudly.
5. Two robins built a nest in the
6. A is a tiny little fly but the bites are a pest.
7. "My sister always seems to out of doing any jobs," grumbled the boy.
8. The teacher put the plant on the window
9. Proper is made from butter, sugar and cream.
10. "Put a under the door to keep it open," said dad.
11. "I don't intend to,," said my sister settling in front of the television.
12. She gave her snoring husband a sharp with her elbow.

Put the following words into alphabetical order.

sledge edge fridge bridge sludge
smudge drudge stodge cartridge knowledge

Use a dictionary to find the meanings of any words which are new to you.

Write a sentence for each of the words.

Punctuation

Punctuation marks - commas, speech marks, full stops, question marks and exclamation marks - make writing easier to read.

For example: Have you done your homework John asked Peter.

 “Have you done your homework, John?” asked Peter.

In the example above, the punctuation marks make it easier to see who is speaking and the words which are spoken.

Copy out the sentences below putting in the missing punctuation marks.

1. What did you do in school today Nick asked his mother
2. Oh Nothing much Just the usual said Nick
3. What do you mean said mum
4. English history geography and maths said Nick
5. What did you do in history asked his mother
6. We did something about the Romans in Britain said Nick
7. I used to like history when I was at school said mum
8. I prefer maths said Nick
9. Have you got any homework asked mum
10. Maths and geography said Nick By the way what is for tea
11. Sausage beans and chips said mum
12. great said Nick When will it be ready

Make up five questions and answers of your own.

Remember to put the words spoken inside speech marks.

Make it clear who is speaking.

Start on a new line every time a different person speaks.

Possessive Pronouns

Possessive pronouns show ownership. They appear in two forms.

My, your, his, her, its, our and **their** go before a noun.

For example: My hat, your coat, his bag, her pencil, our house, their car etc.

Mine, yours, his, hers, ours and **theirs** are used on their own.

For example: This pen is **mine**. **Yours** is on the desk.

Copy out and complete the following sentences putting in the possessive pronouns.

1. That is hat, not
2. "Put on coat," said the boy's mother.
3. The girl searched in bag for purse.
4. John was sure that it was bicycle.
5. "This bicycle is, " said the boy.
6. "I left bicycle outside house," said John.
7. "I haven't been anywhere near house," said the boy.
8. Both boys claimed that the bicycle was
9. John's sister came riding along the street on bicycle.
10. "..... bicycle is still outside house," she said to John.
11. "That bicycle must be V then," said John to the boy.
12. The boy rode off on bicycle and John and his sister rode off on

Now make up sentences of your own for each of the possessive pronouns:

my	you	his	her	its	our	their
mine	yours	his	hers	ours	theirs	

Homophones 2

Homophones are words that **sound alike** but have **different spellings** and **different meanings**.

For example: **site** (meaning position or place) and **sight** (meaning to see)

Copy out and complete the sentences choosing the correct word from the list below.

site/sight

threw/through

source/sauce

course/cause

allowed/aloud

braking/breaking

1. The boy the ball across the road to his friend.
2. The ball went a window.
3. My sister is taking a in computers at college.
4. The grass on the hillside is and rough.
5. The car was already v when it hit the bollard.
6. The man was up the concrete with a pneumatic drill.
7. The of the new stadium has already been decided.
8. The old man's returned completely after the operation.
9. Lake Victoria is the of the river Nile.
10. I like tomato on my egg and chips.
11. We are not to use mobile phones in school.
12. I don't like reading in class.

Write a sentence for each of the following words.

new/knew

wood/would

no/know

meet/meat

sure/shore

write/right

Remember to start each sentence with a capital letter.

to/too/two

These words are **homophones**. They **sound alike** but have **different spellings** and **different meanings**.

For example: Yesterday I went **to** the zoo. My brother came **too**. We had to buy **two** tickets.

Copy out and complete the sentences below.

1. One Saturday afternoon John decided go swimming.
2. John's little brother decided go
3. The boys got the bus the swimming baths.
4. At the swimming baths John wanted dive from the high diving board.
5. John's brother wanted go up the high board
6. John said that his brother was little go up on the high board.
7. The brothers enjoyed swimming. They were both good swimmers
.....
8. After the swim the boys decided walk home.
9. They used their bus fares buy ice creams.
10. On their way home the boys decided go the park.
11. The park was full of children and dogs running and fro.
12. The boys decided go home and watch television.

And now, to completely confuse you, here is a little puzzle - a rebus.

Say it first just as it appears.

Y Y U R

Y Y U B

I C U R

Y Y 4 M E

Write down what you think the puzzle says.

Now make up a puzzle or message of your own.

Common confusions

Sometimes words which are similar in sound can get muddled. The best way to avoid confusion is to **sound out the word carefully**.

For example: The word **quiet** is pronounced in quite a different way to the word **quite**.

Copy out and complete the sentences choosing the correct word from the list below.

quiet/quite

choose/chose

cloth/clothe

bought/brought

affect/effect

our/are

1. The queen's dress was made of of gold.
2. "I just don't know how I can all these children," said the poor woman.
3. "Will you be ! I can't hear myself think!" said the teacher.
4. "You have had enough sweets for one day," said mum.
5. "The house on the corner over there is house," said the girl.
6. "We going to Spain for our holidays this summer," said David.
7. Suddenly winning a lot of money can people in strange ways.
8. Too much sun can have a terrible on you.
9. If you could, which would you rather be, very rich or very beautiful?
10. When I went shopping yesterday, I the very best fresh fruit.
11. I a new coat when I went shopping yesterday.
12. Susan her new boyfriend to the Christmas party.

Look at the words below. Sound out the words carefully. Notice that there is a slight difference between the sound of the words in each pair.

accept/except

one/won

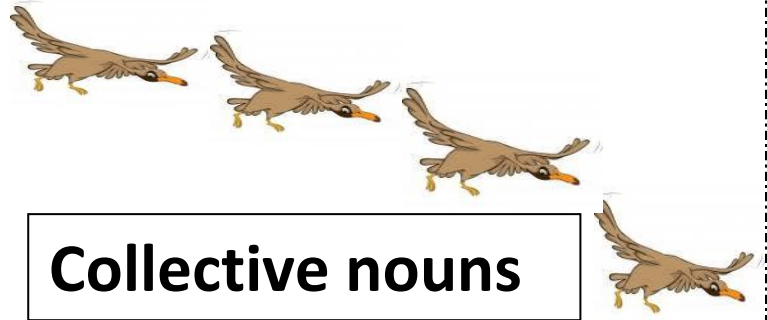
feel/fill

where/wear

Write a sentence for each of the words above.

Make a list of words that you personally find confusing or difficult to spell.

flock



shoal

Collective nouns

team

class

cast



Collective nouns name groups or collection of things.

For example, you are probably at this moment sitting in a CLASS. A class can mean a group of pupils. Many of you will belong to a TEAM to play football, hockey or rugby. The words CLASS and TEAM are called collective nouns.

1. What is the name, or collective noun, for each of the following?

- a lot of people C
- a lot of birds f
- the members of a play c
- large numbers of soldiers a
- a lot of ships f
- the people watching a play a
- the people in a church c
- a group of people waiting in line q
- a group of musicians o
- a lot of fish s

2. There are a lot of very unusual collective nouns. Here are some of them: a chattering of starlings, a pride of lions, a troop of monkeys, and a watch of nightingales.

You, too, can have fun with collective nouns. Try making up your own collective nouns. How about a nag of teachers! Make up your own collective nouns for the following groups:

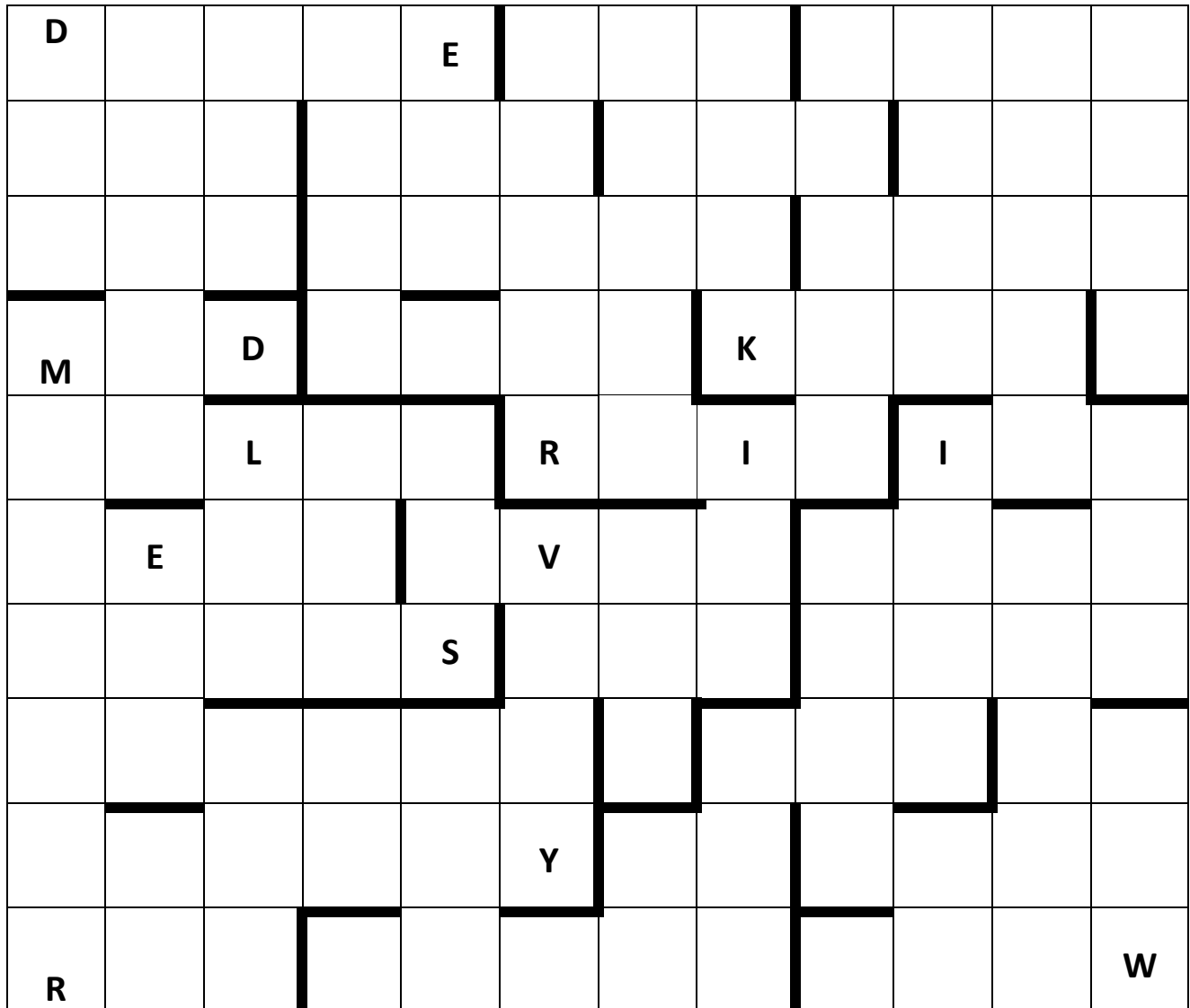
horses, parents, friends, school-dinners, dentists, comedians, doctors, dancers, geese, teachers, politicians, footballers, swimmers, models, athletes, burglars, babies, cats, dogs, magpies, neighbours.



Words, Words, Words

We have given you all the words ACROSS and DOWN needed to complete this puzzle. Put in the missing letters. We have already put some of the letters in for you.

Work in pencil until you have all the words in place.



ACROSS

Abe	End	Oven
Ale	Energy	Pen
Andes	Gander	Pi
Asia	Inn	Ran
Atlas	Kite	Rein
Attic	Knew	Row
Bees	Mud	Soot
Dance	Near	Team
Dose	Nod	Urge
Egret	Of	
Elk	Our	

DOWN

About	Ena	New
Alien	Enter	No
Are	Few	Noise
Crab	Goose	On
Dan	Ink	P.E.
Dr.	Iron	Pit
Duck	Lad	SOS
East	Manager	Train
Eat	Mean	Used
Egg	Ned	Very
Elf	Net	

Wordsearch Homophones

P	S	A	I	L	S	T	A	L	K	P	R	U
L	E	T	T	S	E	T	L	A	B	A	R	E
A	W	G	N	U	E	H	S	T	A	I	R	B
N	A	T	P	C	E	R	E	P	T	U	N	R
E	P	W	A	K	N	O	T	S	K	V	Z	A
B	N	A	L	W	S	U	N	S	T	E	A	K
U	G	S	E	F	K	G	S	G	H	A	B	E
O	R	T	R	I	G	H	T	N	F	F	A	N
Y	E	E	N	S	F	C	E	R	E	A	L	T
P	A	S	H	H	O	L	E	R	T	I	D	M
E	T	S	E	R	C	L	L	T	P	R	G	E
S	N	O	A	G	P	I	E	C	E	I	H	A
B	O	A	R	D	S	K	W	E	I	G	H	T

Bald Bare Board Brake Buoy Cereal Fair Gnu Great Hear Hole Know Meat
 Pale Piece Plane Right Sail See Sew Stair Stalk Steak Steel Sun Through
 Waste Weight

Put a line through each word in the word search as you find it and tick off the word in the list above.

Homophones are words that sound alike but have different spellings and different meanings.

The first word in your list above is BALD. The word BAWLED sounds the same but it is a different word with a different meaning.

Copy out the list of words you have found in your Word Search.

At the side of each word write its homophone.

Start your list with BALD-BAWLED



Now write sentences for each of the following words and their homophones. You will write ten sentences in all.

BOUY

CEREAL

GNU

SEW

STEAK