



Ks3 Home Learning Task Booklet



What is the point?

Home Learning is very important in English; it will help you to become a more confident learner by developing your key skills within the subject.

In English, the purpose of Home Learning is to:

- ✎ Help you to find time and develop your love of reading outside of lessons;
- ✎ Help you to build confidence in your writing skills;
- ✎ Help you to develop your proof-reading skills, which will be crucial across all subjects and in preparation for GCSEs.

How much do I have to do?

You will have three Home Learning activities set per fortnight.

1 x Reading

20 minutes: completed books to be recorded in your reading log

1 x Improving Literacy Skills task

These tasks can be found in this booklet

1 x Lesson Based Task

Your teacher will decide on this task. It could include tasks such as: individual project work; completing class work; writing a diary entry from a character; research tasks; preparing for speaking and listening assessments and many others.

Your teacher will monitor your Home Learning tasks when they mark your books and will keep your parents informed about how much Home Learning is taking place.

What's this booklet for?

This booklet contains a selection of tasks for Improving Literacy Skills. You should complete the tasks in your exercise books, with "HL" clearly labelled in the margin. This booklet will also be available online for you and your parents to access.



Section One: Punctuation Practice

Task One

- Rewrite the following sentences, putting commas in the place where you think they should be.
 1. Slow children crossing.
 2. Look at that huge hot dog!
 3. Go get him doctors!
 4. After we left Grandma Dad and I went to the cinema.
 5. James walked on his head a little higher than usual.
 6. What is this thing called honey?
 7. The student said the teacher is crazy.
- Now, try to alter the meaning of the sentences, by rewriting them and putting commas in different places.
- Choose one sentence and explain how moving the comma has changed the meaning of the sentence.

Task Two

- a) Copy these sentences into your books, putting speech marks in the correct place:

Example:

Are you coming to tuck? asked John.

“Are you coming to tuck?” asked John.

1. Beckham is a great free-kick taker, said Joe.
2. No he isn't, argued Pete.
3. Joe replied, but he kept us in the World Cup, he's brilliant.
4. Well, he's not as good as Lampard, said Pete
5. You're talking rubbish! Joe shouted back.

- b) Sometimes, what one person says in one go is broken up by narrative (story) ...

Example: Well, I had no idea you felt like that!

said Clare,

“Well,” said Clare, “I had no idea you felt like that!”

Now try adding speech marks in these sentences ... be careful!

1. Hello, said Andy, I haven't seen you about in ages.
2. No, replied Nicky, I've just got back from holiday.
3. Where did you go? Andy asked. Was it sunny?
4. I went skiing with the school, Nicky grinned. It was fantastic but really cold.
5. I've always wanted to go. Was it difficult staying on the skis?

“
”

Task Three

Rewrite the following sentences, putting apostrophes in the correct place.

- 1) My best friends sister is called Jodie.
- 2) I havent done my homework.
- 3) Mrs Williams English lessons are the best.
- 4) If they go down the shops theyll miss the start of the football.
- 5) Frank Lampards goal this weekend was brilliant.
- 6) There werent any eggs left after Jamie dropped the box.
- 7) "Youre my best friend," said Hasib.
- 8) Michelle shouldve caught the half-past eight bus, but she missed
- 9) Judys car isnt very reliable, its always breaking down.
- 10) Im always late for school in the mornings, its my dads fault.
- 11) Weve won lots of cups this year; were Worcestershires best school.
- 12) There arent many cars Id drive but I like Mazdas, like Miss Smiths.

Remember!

There are two types of apostrophe...

The possessive apostrophe

To show that something belongs to somebody:

Lucy's coat.

Jane's cake.

The omission (contraction) apostrophe

To show that a letter has been missed out or that a word has been shortened:

It is = It's

Can not = Can't

I have = I've

Task Four

Rewrite the following passage, putting in the correct punctuation where it is needed. See if you can spot the spelling mistakes too!

Top Tip

Begin a new sentence for a new thought. Use full stops, capital letters and commas. What someone says should go inside speech marks and when a new speaker begins to talk, this should be on a new line.

when we reached the circus we found it was really busy lots of people bumped into us including small woman who starting shouting get out of my way really loudly how rude replied my dad some children started shouting their parents told them off and they were hustled and bustled into the big top we went in too and were surrounded by rows and rows of people waiting expectantly for the show to begin i was escited that at last i would see what all the fuss was about

Task Five

Can you explain how to use the following pieces of punctuation to Homer Simpson?

See if you can write a sentence which explains, simply, the rules for each piece of punctuation:



1. Full stops
2. Capital Letters
3. Commas
4. Apostrophes
5. Speech Marks
6. **Extension:** Semi-colon

Task Six

Give a reason why each of these words begins with a **capital letter**.

- | | | |
|--------------------------|--------------------------------|---------------------------|
| a) Thomas Hardy | b) The Daily Mail | c) Fiat Uno |
| d) Queen Elizabeth | e) I | f) Wednesday |
| g) Doctor Shwarma | h) 'Neighbours' | i) Russia |
| j) H.M.S. Belfast | k) Manchester United | l) The White House |
| m) The King's Arms Hotel | n) Islam | o) The Conservative Party |
| p) Globe Theatre | q) 'James and the Giant Peach' | r) Nescafé |

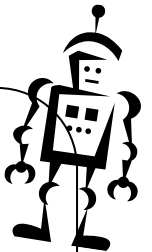
Task Seven

Rewrite the following passage, putting in the correct punctuation where it is needed. See if you can spot the spelling mistakes too!

Top Tip

Begin a new sentence for a new thought or point. Use full stops, capital letters and commas. What someone says should go inside speech marks and when a new speaker begins to talk, this should be on a new line. Remember your homophone spellings...

the iron man stood up straight slowly he turned till he was looking directly at hogarth
we're sorry we trapped you and buried you shouted the little boy we promise we'll not
deceive you again follow us and you can have all the metal you want brass too
aluminium too and lots of chrome follow us the iron man pushed aside the boughs and
came into the lane hogarth joined the farmers slowly they drove back down the lane and
slowly with all his cogs humming the iron man stepped after them they led through the
villages half the people came out to stare half ran to shut themselves inside bedrooms
and kitchens nobody could believe their eyes when they saw the iron man marching
behind the farmers at last they came to the town and there was a great scrap-metal yard
everything was there old cars by the hundred old trucks old railway engines old stoves old
refrigerators old springs bedsteads bicycles girders gates pans - all the scrap iron of the
region was piled up there rusting away



Task Eight

Rewrite the following passage, correcting all of the mistakes that have been made. Once you have finished, highlight the changes that you have made for your teacher by underlining them or using a highlighter.

by the timje I was 7 I knew that I was the greatest footballer The world had
ever seen I kneww that I wos better than pele And maradona put together.
The truth is if I wanted to I could av been bought by machester united for a
million Milion poundss. But I'm rich enough Already so I dont care so there id
rather be the greatest teecher the world has ever seen like Iyam'

Task Nine

Rewrite this passage inserting **35** missing **capital letters**.

my cousin ella was coming from hong kong to spend christmas with us in devon. as I had never met her i was really excited. her father and mother, my uncle charles and aunt anne worked for the foreign office and they were being sent to china with british airways. ella was travelling down from london on the riviera express and we were to meet her at exeter station on the friday, the day before christmas eve. on boxing day we were going to see 'cinderella' at the theatre royal, plymouth.

Task Ten

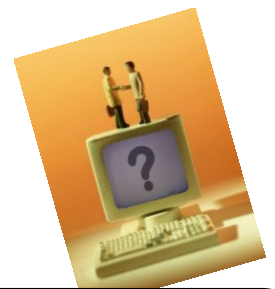
Full stops are used to indicate the end of a sentence. They can also be used to show initials and abbreviations.

1) Write out these abbreviations in full.

- | | | | |
|--------------|-----------|-------------|------------|
| a) Capt. | b) Rd. | c) Hants. | d) abbrev. |
| e) Sq. | f) anon. | g) adj. | h) adv. |
| i) Hon. Sec. | j) Feb. | k) V.I.P. | l) s.a.e. |
| m) e.g. | n) m.p.h. | o) a.s.a.p. | |

2) What do these letters stand for?

- | | | | |
|---------|---------|-----------|---------|
| a) B.C | b) P.E | c) O.B.E. | d) G.B. |
| e) M.P. | f) H.Q. | g) U.S.A. | h) S.W. |
| i) M.A. | j) M.D. | | |



Top Tip

You might want to use a computer or somebody at home to help you do this...

Perhaps you'd like to challenge your parents or grandparents to see if they know!

Task Eleven

Punctuation scoring is an excellent way of proof-reading your writing. It will encourage you to include as much punctuation that is needed in any piece of writing.

Have a go at punctuation scoring a piece of your work that you have completed. Then, try and re-write a paragraph of the piece, including more punctuation.

Punctuation Scores

. , “ ” = 1 point

() ! ? Paras ' = 5 points

: ; - / = 10 points

Section Two: Great Grammar

Task Twelve

YOU NEED TO KNOW A **verb** is a word for an action - 'a doing word'.

1. In these short sentences which word is the action (the **verb**)?

- | | | |
|----|----------------------------|---|
| a) | Joe helped the old woman. | (What did Joe do? Answer: <i>helped</i>) |
| b) | A tree grew in the garden. | |
| c) | Lucy won the race. | |
| d) | The cat killed the bird. | |
| e) | Kelly likes chocolate. | |
| f) | Jack reads a great deal. | |

The last six verbs were all single-word verbs but sometimes a verb is made up of more than one word to show a different time (**tense**) like past, present or future, as in question 2.

2. Copy each sentence and underline the verbs. Part **a** is done for you.

- | | | | |
|----|---------------------------------------|----|-------------------------------|
| a) | Joe <u>was helping</u> the old woman. | b) | The cat had killed the bird. |
| c) | A tree was growing in the garden. | d) | Lucy will win the race. |
| e) | Jack has read a great deal. | f) | Kelly used to like chocolate. |

A verb can also be a state of being – part of the verb *to be*.

This has many forms such as: (I) *am*, (you, we, they) *are*, (he, she, it) *is*, (I, he, she) *was*, (we, they) *were*, as well as *will be*, *was being*, *would have been* - all part of *being*.

3. Find the verbs in these sentences:

- | | | | |
|----|------------------|----|----------------------|
| a) | I am hungry. | b) | The sky was blue. |
| c) | Jane is sad. | d) | People were waiting. |
| e) | Ducks are funny. | f) | It was open. |

4. Copy out this passage and underline the 15 verbs.

Dan awoke suddenly and wondered what had disturbed him. It was dark so he switched on the lamp. Light flooded the room for a moment before the bulb exploded and it seemed blacker than before. He heard the church clock strike three. He had woken at the same time the previous night. He groped his way to the window and opened the curtains. It was there again and this time it spoke.

Task Thirteen

YOU NEED TO KNOW

Remember the verb *to be* from the previous homework.

You need to know the various forms it takes.

Present Simple Tense

I am
you (s) are
he / she / it is
we are
you (pl) are
they are

Past Simple Tense

I was
you (s) were
he / she / it was
we were
you (pl) were
they were

It is surprising how many people make **mistakes of agreement** and say things like

"we was..." ? "they is..." ?

"I were..." ?

"they was ..." ?

- Copy the following table and fill in the gaps.

Present	Past	Future
I walk	I walked	I will walk
She breaks	-----	-----
-----	They wrote	-----
-----	-----	They will be
He teaches	-----	-----
-----	-----	We will take
-----	It stood	-----

- Look carefully at the Verb Table at the top of this page and choose the correct verb form in these sentences:
 - The turkeys was / were kept in a large pen.
 - I is / am / are hoping to see you soon.
 - There is / are a long row of houses.
 - Mr and Mrs Driver is living / are living at No. 1 Station Road.
 - We was / were thirty altogether in the class.

Task Fourteen

YOU NEED TO KNOW

An **adverb** is a word which tells us more about a **verb** (or sometimes about other words). There are various kinds of **adverb** but in these questions we shall deal with **adverbs of manner, time and place**.

1. In the following sentences which word tells us something about the **verb** by answering the question "How?" (The verb is underlined.)
- | | |
|--|--|
| a) The elephant <u>wandered</u> aimlessly. | b) The river <u>flowed</u> slowly. |
| c) Theseus <u>fought</u> bravely. | d) I want you to <u>shout</u> loudly. |
| e) Wildly he <u>threw</u> his spear. | f) Suddenly the space ship <u>was gone</u> . |

2. The six words above are **adverbs of manner**. They answer the question *How ...?*

They are formed from **adjectives** by adding *-ly*.

Change these **adjectives** into **adverbs**.

bright	beautiful	immediate	direct	awkward
warm	mean	generous	spiteful	angry

When you change the following do not forget to change the *-y* into *-i*.

(happy = happily)

sunny	crazy	stony	cosy	frosty
pretty	grubby	rocky	weedy	glossy

3. These are adverbs of time or place – they answer the question *When ..?* or *Where...?* Sort them into two lists of six.

yesterday	here	soon	often	weekly	in
over	out	there	late	near	next

Task Fifteen

YOU NEED TO KNOW

A **preposition** is an important little word which shows the position of one **noun** or **pronoun** in relation to another. Here are some words which can be used as **prepositions**:

to, at, before, after, since, on, off, under, beneath, above, against, until, near, with, without, of, across, for, from, over, around, by, along, between, among, opposite, below, through, beside, up, in.

1. Use a suitable **preposition** from the list above to complete each of these sentences.

- | | |
|---|--|
| a) The cat sat the mat. | b) The cow jumped the moon. |
| c) Alice went the looking glass. | d) E.T came Outer Space. |
| e) Jack went the hill Jill. | f) 24 blackbirds were baked a pie. |
| g) Pride comes a fall. | h) Which egg fell a wall? |
| i) The robin was a victim of archery. | j) The sparrow was blamed ... the murder. |
| k) T.Dum was similar T.Deer. | l) A spider sat Little Miss Muffett. |
| m) O.K Cindy, you can stay twelve. | n) You won't get in a ticket. |
| o) Who set the cat the pigeons? | p) Sinbad sailed the sea. |
| q) Mrs Farmer chased the rodents. | r) The rugged rascal ran the rocks. |

2. Which **preposition** would be most suitable to use with each of these words?

ashamed	according	prevented
interfere	rely	part (a person)
part (a thing)	blame	involved
responsible	apologise	exposed
afraid	comment	opposite
divide		

TWO MORE RULES:

- You should never end a sentence with a **preposition**.
- After a **preposition** "who" is changed to "whom".

EXAMPLES: 'You are the person to *whom* I wrote.' is better English than:

'You are the person who I wrote to.'

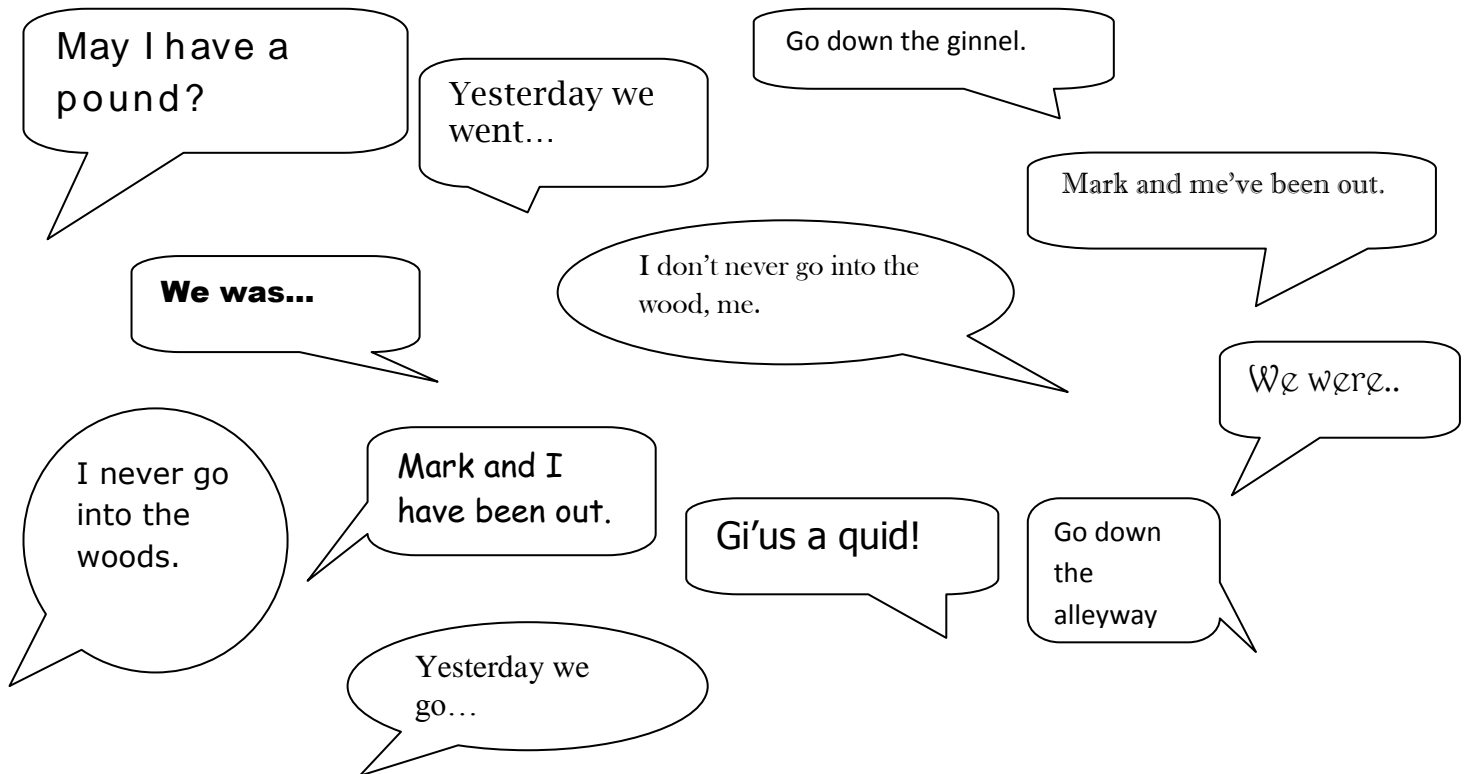
She is someone *in whom* I can trust. Be careful *with whom* you talk.

4. Correct these sentences by obeying the Rules above.

- Miss Oliver is a teacher who I have a great deal of respect for.
- She is a star who there have been many rumours about.
- They are neighbours who there have been many disputes between.
- Am I the person who your remarks are aimed at?
- John was the boy who charges were made against.
- I cannot read who the letter is addressed to.

Task Sixteen

Match up the standard English version with the non standard English one



Copy this chart in your book and write the bubbles in the correct columns

Standard English	Non standard English

Now match the bubbles with the rule it goes with.

- Keep it clear and formal
- Use 'me', 'I' 'us' and 'we' correctly
- Make sure your verb (action word) matches the subject (the thing taking the action)
- Make sure your verb is in the right tense
- Don't repeat a meaning more than once in a sentence
- Avoid dialect words

Section Three: Superb Sentences

Task Seventeen

In your writing, you need to use a variety of sentences: Simple, Complex and Compound. You can use connectives to join two simple sentences together, to create a compound sentence.

1. Using *and*, *but* or *or* join these pairs of sentences together.
You may leave out the words in brackets.

- | | | |
|----|------------------------------|-----------------------------|
| a) | We went to the cinema. | (We) bought some popcorn. |
| b) | Mike bought a cap. | It was too small. |
| c) | Erica caught the train. | (She) went into Birmingham. |
| d) | Would you like tea? | Would you prefer coffee? |
| e) | We found the café. | It was closed. |
| f) | The twins won the first set. | (They) lost the match. |

Top Tip

Remember that before you use some connectives, you will need to use a comma.

Make sure you punctuate your sentences correctly at the same time!

2. Now use *so* to join these sentences.

- | | | |
|----|----------------------------|--------------------------|
| a) | The bus was late. | I decided to walk. |
| b) | The fridge was empty. | We went to a restaurant. |
| c) | Max did not like swimming. | He chose to go climbing. |
| d) | Mary had broken her ankle. | She had a home tutor. |

3. Join these groups of three sentences together in a suitable order.
Use any of these words: *and*, *but*, *or*, *so*, *because*, *although*

- | | | | |
|----|---|----|--|
| a) | I broke her pencil.
I bought a new one.
I was playing with it. | b) | He ran five miles a day.
Martin trained very hard.
He was not chosen for the team. |
| c) | The weather was terrible.
We went to Bristol.
We wanted to buy a tent. | d) | The shop was closed.
Mrs Vinney opened up for us.
We needed bread. |
| e) | The plane was late.
Tom Cruise flew in from New York.
He missed the premiere. | f) | Do you want it in red?
Do you like yellow better?
These are all we have. |

Task Eighteen

Now try joining your sentences using a more varied range of connectives. Use *when* to join these pairs of sentences. (WARNING: They are not in the correct order.)

Top Tip

Some of these sentences might need you to place "when" at the beginning and some might need you to place it in the middle!

Remember to use your commas!

I am exhausted.

She always comes home.

The heroine died.

We drive to Sheffield.

I get home at five thirty.

We went for a meal.

We stay at Granny's house.

The play ended at ten.

There is time to walk the dog.

I have walked home.

We lost interest.

The term ends.

2. Now use *while*, *before*, *after*, *whereas* to join these pairs of sentences.

You might want to change some of the words. Remember to use commas to make sure your sentences make sense!

I was walking up the hill.

Jan did some shopping.

John is going to Spain.

You are going to bed.

I will have my tea.

Man has two legs.

It started to snow.

Jan went to the cinema (later).

We will be in France.

Would you like a hot drink?

I will go for a walk.

Animals have four legs.

(while)

(before)

(while)

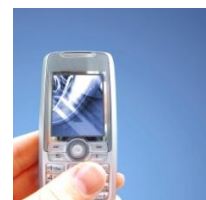
(before)

(after)

(whereas)

Task Nineteen

Write down your mobile phone number. If there are any zeros in it then change these to any number of your choice between 1 and 9. If you don't have a mobile phone, use your home phone number.



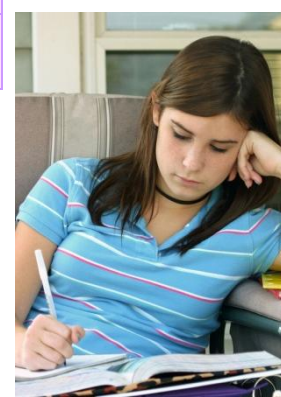
1. Choose one of the following titles:

Christmas	The Mistake
Theft	Loneliness

2. Select one of the following genres:

Horror	Fantasy
Romance	Comedy

3. Write a paragraph for your selected title and genre making sure that the number of words in your sentences follows the pattern of your telephone number. For example, if your telephone number is 447798146372, then the



first sentence must contain 4 words only, the second also 4 words, the third seven words etc.

Writing under these artificial constraints will help you to focus on sentence structure. It will also demonstrate to you how varying sentence length can make your writing more interesting and can also change the mood and dramatic impact of your writing.

Task Twenty

Shake up your sentences? But why would you want to do that?

Does shaking up your sentences:

- a) make more work?
- b) make your writing more interesting?
- c) make you look really clever?

Take a look at these two sentences:

The girl was walking down the street. She was singing.

Well, no, but if all of your sentences were **simple** sentences like these, your writing might send us to sleep!

Is there actually anything 'wrong' with these sentences?

Now write two simple sentences of your own. If you prefer, you can just change the details in the example.

Use the techniques below to add variety to your writing.

1. In your exercise book, use a **connective** (but, and ...) to turn the sentences into one **compound sentence**:

The girl was walking down the street and she was singing.

2. **Combine** the sentences and **start with a verb**.

Highlight the **verbs** (doing words) in the sentences, then reorder them. You may have to change the tense:

Singing, the girl was walking down the street.

3. Start with an **adverb**.

Add **adverbs** (words which describe or add to a verb) to your sentences and then try starting with one:

Happily starting to sing, the girl walked down the street.

Slowly walking down the road, the girl sang **loudly**.

Using a variety of these techniques will help make your writing more engaging, and your readers will stay awake!

Task Twenty-One

VERB – a doing or action word

SUBJECT – the person or thing doing the verb

OBJECT – the person or thing having the verb done to them!



Copy the following sentences into your book, using three different colours to underline the verbs, subjects and objects.

1. Imran gave Suzie some chewing gum.

2. Pete's dog dug a deep hole in the garden.

3. My dad baked a fantastic cake for my birthday.

4. Andy watched TV all night long.

5. I failed to complete my homework on time again.

6. Every July we go on holiday to Tenerife.

7. My grandad cried when he received a letter from his long lost brother.

8. Even though it was raining hard, he wanted to play football in the park.

Section Four: Spellings

Task Twenty-Two

The simple way to change **singular** (one) to **plural** (more than one) is to add **-s**.

EXAMPLES: cat becomes cats, bell becomes bells, stone becomes stones.

But there are exceptions:

If a noun ends in **-s**, **-sh**, **-ch**, **-x**, then add **-es**

1. Bearing that rule in mind change the following singular nouns to plural:

bus,	flash,	pet,	church,	fox,
chair,	bench,	box,	boss,	rush.

If a word ends in **-y** with a consonant before it, change the **-y** into **-ies** to make it plural.

If a word ends in **-y** with a vowel before it, simply add **-s** to make it plural.

2. With that further rule in mind change the following singular nouns into plurals.

baby,	boy,	play,	city,	fly,
hobby,	guy,	dummy,	Saturday,	spy.

For words ending in **-f** or **-fe** sometimes we just add **-s**.

But Sometimes we change the **-f** to **-v**. (Your Dictionary should tell you.)

For words ending in **-ff**, just add **-s**.

3. Using your Dictionary, if you need to, change these words to plural.

knife,	cliff,	roof,	dwarf,	leaf,
shelf,	life,	muff,	wolf,	hoof.

For words ending in a vowel plus **-o** we usually add **-s**; other words ending in **-o**, add **-es**.

4. These words follow the rule above so it should be easy for you to turn them into plural.

hero,	potato,	tomato,	domino,
folio,	stereo,	cuckoo,	echo.

5. These words are exceptions to the rules. The best way to learn them is to put them into a sentence.

radio – radios,	rodeo – rodeos,	piano – pianos,
solo – solos,	cello – cellos,	mother-in-law - mothers-in-law,
louse – lice,	cactus – cacti,	passer-by - passers-by,
mouse – mice,	sheep – sheep,	runner-up - runners-up
tooth – teeth,	volcano – volcanos,	flamingo – flamingos.
	- (or volcanoes),	- (or flamingoes).

Task Twenty-Three

YOU NEED TO KNOW This rule only applies in words where the letters make an 'ee' sound.

1. Sort these words into two lists: those that make the 'ee sound' (9), and those that do not (6).

weight	deceive	leisure	chief	wield
retrieve	perceive	believe	height	reign
shield	conceited	eighty	skein	pieces

2. Now sort the nine words in your first list: those with *ie* (6) and those with *ei* (3).
Has the Rule worked?

3. Now complete the following words with *ie* or *ei*.

bel—f	rec—ve	v—n	shr—k	gr—f	d—sel
pr—st	f—nd	fr—nd	s—ge	hyg—ne	fr—ght
rel—ve	conc—t	h—ress	c—ling	---ghbour	sl—gh
--ght	--ther	n—ther	w—ld	d—gn	

Note there are exceptions including *seize*, *protein* and some names like *Neil*, *Sheila*, *Keith*

Note that words containing *ie* as two syllables do not follow the Rule.

EXAMPLES: society, aliens, science, audience, convenience, client.

4. This paragraph contains twelve spelling mistakes, all to do with *ie* or *ei*.
Find them and write out the corrected paragraph.

Sheila was only eighteen when she recieved her appointment as Hygeinic Adviser to the Liesure Division of Bradford Scientific Industries Ltd. Her freinds were iether thrilled to peices or jealous of her considerable acheivement. Shiela almost lost her pateince with her nieghbour, Beth, who said she could hardly beleive it but was releived to see her leaving to do something useful in society.

Task Twenty-Four

YOU NEED TO KNOW:

Prefixes are letters added to the beginning of words.

They frequently change the meaning to the opposite.

EXAMPLES:	healthy = <i>un</i> healthy	believe = <i>dis</i> believe
	understand = <i>mis</i> understand	convenient = <i>in</i> convenient
	logical = <i>il</i> logical	perfect = <i>im</i> perfect
	responsible = <i>ir</i> responsible	

So what are the rules for deciding which prefix to use when?

un- is the most common **prefix** and is almost always used with an **adjective**.

EXAMPLES: happy = *unhappy* kind = *unkind*

(There are a few **verbs** such as do = *undo*, dress = *undress*, hinge = *unhinge*, but not many.)

dis- is mostly used with **nouns** and **verbs**.

EXAMPLES: able = *disable*, *disability*; appear = *disappear*, *disappearance*

mis- does the same job as *dis-* but tends to mean 'badly'

EXAMPLES: *misprint* = to print badly; *mistreat* = to treat badly

in- is a frequent alternative to **un-** but there are several rules to learn about **in-**:

in- becomes **im-** when used in front of *b*, *m* or *p*.

EXAMPLES: *imbalance*, *immature*, *impractical*

in- becomes **il-** when used in front of *l*.

EXAMPLES: *illogical*, *illiterate* (note the double l)

in- becomes **ir-** when used in front of *r*.

EXAMPLES: *irregular*, *irrational* (note the double r)

1. Using the rules above, add the correct prefix to each of these words to make its opposite. When in doubt, look it up in the dictionary.

agree	fasten	correct	possible	legible
lead	certain	decent	personal	regular
behave	fortunate	sane	material	relevant
use	tie	direct	movable	legal
apply	conscious	secure	mortal	recoverable
match	willing	accurate	passable	resistible

2. Add the correct negative prefix to each of these words.

Take care! – there are some “odd men out”.

colour	honest	lodge	trust	wrap	connect
agree	taken	approve	comfort	known	embark
interested	place	proper	prove	illusion	order
satisfied	inform	similar	service	unite	regard
respect	loyal	address	pleased	mount	

3. These sentences contain some incorrect prefixes.
Rewrite each sentence correctly.
- Such immature and inconsiderate behaviour fills me with unbelief.
 - We were disinformed and given inaccurate information that the road was unpassable.
 - Misfortunately we were unconscious that the ticket was invalid.
 - It was unbelievable that it should be illegal because the writing was unlegible.
 - They were mistaken in imagining that the lorry involved was unmovable.
4. To these words add negative prefixes. This time they are all mixed up.
As a real test of your understanding try to do them without referring to the rules or using a dictionary.

done	frequent	pure	qualify	moral	
	comfort	dependent	obey	wanted	visible
convenient	patient	place	expected	believe	
	arm	probable	sensitive	understood	partial
audible	employed	responsible	regard	finite	

Task Twenty-Five

YOU NEED TO KNOW

Some **Verbs** and **Nouns** can be turned into **Adjectives** by adding *-able* or *-ible*.

Unfortunately there is no rule about which to use, so you must use your dictionary to find which ending fits and then learn it.

(It may help to know that *-able* is more common than *-ible*.)

1. Turn these nouns and verbs into adjectives by adding *-able*.

honour	fashion	prefer	laugh	depend
understand	reason	suit	perish	objection

2. Change these by adding *-ible*.

digest	contempt	resist	flex	horr(or)
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3. For these words you need to drop the final *-e* before adding *-able*.

move	use	love	believe	endure
value	commute	excite	advise	cure

4. The same applies to these words before adding *-ible*.

force	defense	reverse	sense	response
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5. Some words ending in *-y* change the *-y* to *i* before adding *-able*.

rely	justify	verify	vary	identify
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6. Most words ending in *-ation* change to *-able*.

adoration	irritation	variation	reputation	estimation
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7. Words ending with a soft *-ce* or a soft *-ge* tend to keep their final *e*.

notice manage replace trace change

8. So the last list is up to you (and your dictionary)!

agree desire navigation deny misery
respect recognise impression mistake charge

Task Twenty-Six

YOU NEED TO KNOW

There = in that place; *their* – belonging to them; *they're* = short for 'they are'

1. Insert the correct words from the above three into these sentences.

- a) are some ripe ones. Where? Over
- b) books were too large for bags.
- c) aiming to win and fairly confident.
- d) sure to return to collect luggage.
- e) hotel is in Margate where are lots of hotels.
- f) looking for friends up on that mountain over

YOU NEED TO KNOW

two = 2; *too* = also/ in excess; *to* = in that direction / used with a verb.

2. As in question 1, insert the correct words and write out each sentence.

- a) heads are better than one but four legs are faster than
- b) much of the wrong food will make one Fat.
- c) quote from a famous play: "..... be or not be."
- d) men, travelling Birmingham, went far Crewe.
- e) The train to London arrived at twenty, late make my interview.
- f) The of us were invited the other party but it was all much.

YOU NEED TO KNOW

were = past tense of are; *we're* = short for 'we are'; *where* = a 'place' word.

(Much depends on where you live and how you pronounce these words. Try to make them sound different.)

3. Sound the difference, insert the correct words and write out the sentence.

- a) you asleep or you awake when they arrived?
- b) abroad in June but hoping to be back for the wedding.
- c) The money is not you said it was, so is it?
- d) you aiming to throw it it landed?
- e) you happy with the trees planted?
- f) they going last year is going this year.

4. This passage contains 24 errors involving the three sets of words on this page.
Rewrite the passage, underlining each correction you make.

*We we're travelling too Scotland, the to of us, were their where too castles
we where planning two visit. Were interested in old buildings for there
history and there beauty. Edinburgh and Stirling where the too castles we
we're going too see on this journey. It was two far too see the to in one or to
days so we where planning two stay their for a week because there well*

Task Twenty-Seven

YOU NEED TO KNOW

They all make the same sound (-er) at the end of words.

There are rules but they are full of exceptions, so you need to learn many of the spellings.

1. -er is the most common ending. It is always used to mean 'more something'.

EXAMPLES: long – longer, high – higher.

This is called the **comparative of adjectives**. Test it on these words.

short	bright	black	low	shiny	cloudy
friendly	sad	wet	hot	great	sunny
light	heavy	wise	green	fit	

2. -er is also common as the ending for verbs (doing words, words of action.)

EXAMPLES: wander, deliver

Can you solve the following?

- | | |
|-----------------------------------|------------------------------|
| a) s - er (to experience pain) | b) e - er (to go in) |
| c) s - er (to throw about) | d) b - er (to annoy) |
| e) g - er (t bring together) | f) sh - er (to break glass) |
| g) c - er (think about it!) | h) d - er (to find) |
| i) h - er (to float above ground) | j) m - er (to speak quietly) |

3. Many people and their occupations end in -er.

EXAMPLES: plumber, driver, grocer.

See if you can solve the following.

- | | |
|----------------------------------|-------------------------------------|
| a) One who takes messages. | b) One who works the land. |
| c) One who makes beer. | d) One who loads and unloads ships. |
| e) One who works underground. | f) One who organises funerals. |
| g) One who works in a classroom. | h) One who is locked up. |
| i) One who serves meals. | j) I don't know this one. |

4. The *-er* ending usually follows *-ct, -at, -it, -ess, -rr*.

Try out this rule on these words:

direct -	edit -	profess -	work -	visit -	mirr -
offic -	act -	possess -	dictat -	doct -	plaster -
instruct -	solicit -	senat -	minist -	confess -	terr -
creat -	passeng -				

5. The *-ar* ending frequently follows the letter '*l*'. Try these:

regul -	coll -	circul -	simil -	schol -
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6. The *-our* ending is often used with abstract nouns (things you cannot see or touch).

EXAMPLES: *honour, humour*.

Try the *-our* ending on these words:

fav -	rum -	endeav -	behavi -	val -
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Task Twenty-Eight

One out of Three

Rewrite the following sentences, choosing out of the three words in the brackets the one which is correct for meaning and spelling.

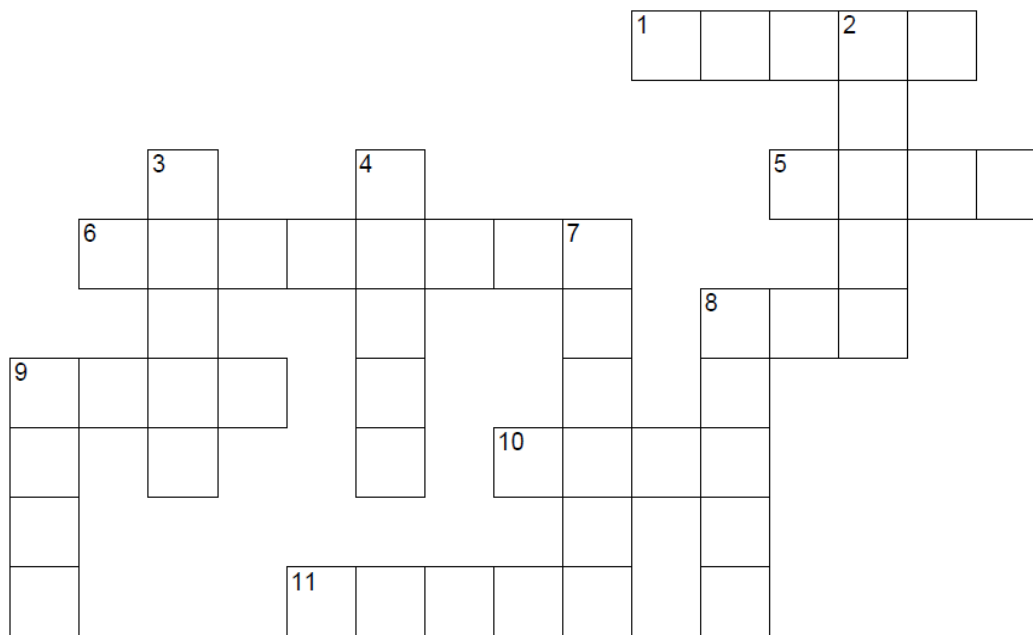
1. I had not carried the heavy parcel long before my arms began to (*ace, ache, hake*).
2. If you bring me some flour from the shop, I can (*back, bake, beak*) some bread.
3. The (*bark, brake, break*) on his bicycle needs repairing.
4. May I please (*borrow, barrow, burrow*) your felt pens?
5. There was a loud (*chair, char, cheer*) from the crowd as the team came out.
6. We have a (*daily, dally, dale*) delivery of milk.
7. My (*dreary, dairy, diary*) gives the times of sunrise and sunset.
8. When I was not looking, John (*eight, ate, eat*) my piece of cake.
9. You ought to have a ticket to show that you have paid your (*fair, fare, fear*).
10. We have a special (*guessed, guest, guise*) for dinner today.
11. The prince is the (*hare, hair, heir*) to the throne.
12. The factory is closed and the machines stand (*idle, idol, idyll*).
13. Another egg has been (*lade, laid, laird*) in the nest.
14. The postman was late delivering the (*male, meal, mail*) today.
15. We have a secret hide-out where we (*meat, meet, mete*) every Saturday.
16. A (*nave, navy, navvy*) is a labourer.
17. The first prize in the draw has been (*one, own, won*) by ticket number seven.

18. When I was bridesmaid, I carried a (*pose, poser, posy*) of flowers.
19. This is the (*receipt, recipe, recite*) for the money you paid last week.
20. It does not (*same, seem, seam*) four weeks since we broke up for the holidays.
21. There is a weather-vane on the (*spare, spear, spire*) of the church.
22. Did you know that you have a flat (*tire, trier, tyre*) ?
23. It took me a long time to get the cotton (*though, thorough, through*) the eye of the needle.
24. The bag of sugar should (*way, weigh, whey*) one kilogram.
25. Try this belt around your (*waste, whist, waist*).

Task Twenty-Nine

Antonyms

Fill in the puzzle with the words that mean the opposite.



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ACROSS

- 1 Opposite of Quiet
- 5 Opposite of Run
- 6 Opposite of Black and White
- 8 Opposite of Cold
- 9 Opposite of Low
- 10 Opposite of Go
- 11 Opposite of Small

DOWN

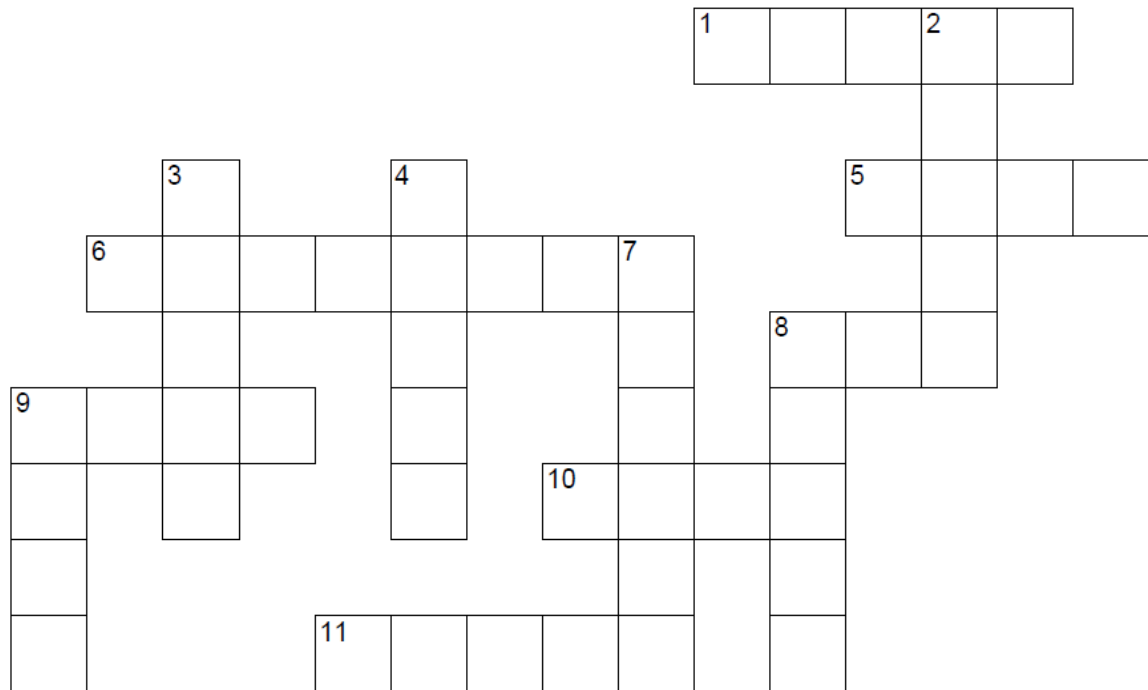
- 2 Opposite of Finish
- 3 Opposite of Smooth
- 4 Opposite of Smile
- 7 Opposite of Big
- 8 Opposite of Sad
- 9 Opposite of Soft

WORD BANK: Colorful, frown, happy, hard, high, hot, large, little, noisy, rough, start, stop, walk.

Task Thirty

Antonyms

Fill in the puzzle with the words that mean the opposite.



www.HaveFunTeaching.com

ACROSS

- 1 Opposite of Quiet
- 5 Opposite of Run
- 6 Opposite of Black and White
- 8 Opposite of Cold
- 9 Opposite of Low
- 10 Opposite of Go
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DOWN

- 2 Opposite of Finish
- 3 Opposite of Smooth
- 4 Opposite of Smile
- 7 Opposite of Big
- 8 Opposite of Sad
- 9 Opposite of Soft

WORD BANK: Colorful, frown, happy, hard, high, hot, large, little, noisy, rough, start, stop, walk.

Task Thirty-One

1. What is your favourite word? Write it in your exercise book with a reason why it is your favourite.
2. What is your least favourite word? Write it in your exercise book with an explanation.
3. Ask five people at home what their favourite words are. Write them all down with reasons why.