

# **Learning Recovery**

## **Literacy – KS3**

**WRITE ANSWERS ON LINED PAPER**

**DO NOT WRITE IN THE BOOK**

# Suffixes

A couple more questions on suffixes here — think about whether or not you need to double a letter and also what to do about the 'e's. Hopefully you'll find them 'e's—y peasy. Ahem...

Q9 Circle the words in italics which are spelt correctly:

- a) Alice was having an *upsetting* / *upseting* day because the new project she was *startting* / *starting* was very difficult.
- b) Jack was *distractted* / *distracted* by *gazing* / *gazeing* out of the window.
- c) I would have *prefered* / *preferred* chocolate, but Bill only *offerred* / *offered* me vanilla.
- d) "That's the *crazyest* / *craziest* thing I've ever heard," *shouted* / *shoutted* Josh.
- e) Stop *wasting* / *wasteing* my time — I am *exhaustted* / *exhausted*.
- f) *Shuting* / *Shutting* my shop early meant I could get some *gardening* / *gardenning* done.
- g) Jenny was *hopping* / *hoping* she would be able to go *runing* / *running* after work.
- h) After she had *emptied* / *emptyed* the bins, Aisha *tried* / *tryed* to fix the tap.
- i) *Stopping* / *Stoping* himself from shouting at his dad *proved* / *provved* very difficult.
- j) Matt was feeling very *borred* / *bored* after he had *studyed* / *studied* for three hours.

Q10 Underline the words which are incorrectly spelt in each of these sentences. Rewrite the words correctly underneath:

- a) His thumb just *fited* in the *plughole*, but then it was *traped*.

..... / .....

- b) She was so *excitted* that she began *hoping* up and down on the spot.

..... / .....

- c) They *hopped* to find homes for all the baby rabbits before the next lot *arrivedd*.

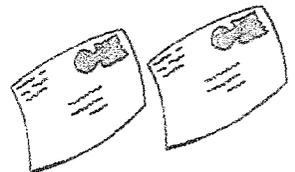
..... / .....

- d) When they saw the look on her face, they *wishedd* they'd *stoped*.

..... / .....

- e) He fell when he *sawwed* off the branch he was *siting* on.

..... / .....



You might need to double a letter with some suffixes...

# Suffixes

Whenever you add a suffix to a root word, you need to have a think about whether you need to get rid of, or add, any letters. Have a root around for some answers to these questions...

Q7 Add the suffix '-ing' to each of the words in brackets.  
Use the new word to complete the sentences below:

- a) "This parrot is quite ....." said the pirate. (*annoy*)
- b) Hannah is ..... me with the answers to the questions. (*supply*)
- c) Everyone at the disco was ..... away all evening. (*party*)
- d) I'm ..... some bacon for us to have for breakfast. (*fry*)
- e) There's no point in ..... it. (*deny*)
- f) Tom soon found that ..... his brother wasn't a good idea. (*copy*)
- g) Liam thought about ..... for the tea-lady position. (*apply*)
- h) I'm ..... to understand how you worked this out. (*try*)

Q8 Use the suffixes '-ed' and '-ing' to complete the table below:

Root Word	-ed	-ing
tag	.....	.....
bat	.....	.....
prefer	.....	.....
hum	.....	.....
prod	.....	.....
step	.....	.....
limit	.....	.....
jog	.....	.....
visit	.....	.....
commit	.....	.....

# Suffixes

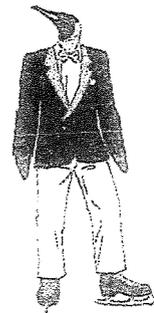
Adding suffixes to words ending in 'y' can be tricky. "Y is that?", I hear you ask — it's because you often have to replace the 'y' with other letters, that's Y. Give it a go on this page...

Q4 Add the suffixes '-ible' or '-able' to correctly complete the unfinished words below:

- a) His behaviour is *incred*.....
- b) Your cheek is *unbeliev*.....
- c) Your writing is only just *leg*.....
- d) The whole essay was barely *read*.....
- e) It was *terr*..... to see him so ill.
- f) We all felt utterly *miser*.....
- g) It's *poss*..... that I made a mistake.
- h) He's a very *reli*..... chap.
- i) Who's *respons*..... for this mess?
- j) There are several *identifi*..... problems.
- k) The meal was completely *ined*.....
- l) It was a thoroughly *enjoy*..... evening.

Q5 Correct the spelling of the words in *italics* below:

- a) His habit of keeping skunks made him rather *unemploiable* .....
- b) Her ambition was to start her own hamster-grooming *busyness* .....
- c) He hated being reminded of his win in the *prettyest* ..... baby contest.
- d) Their neighbour often *plaied* ..... his piano very loudly.
- e) Peter *enjoied* ..... dressing up when he was younger.
- f) The dog wasn't allowed on the chair until her coat had *dryed* .....
- g) We need someone *relyable* ..... to do our homework for us.
- h) Ellie decided she *fancyed* ..... some chocolate.



Peter had never really grown out of dressing up...

Q6 Use the examples provided to help you complete the tables below:

## Adjectives

happy	<u>happier</u>	<u>happiest</u>
lazy	laz.....	laz.....
flashy	flash.....	flash.....
heavy	heav.....	heav.....

## Verbs

justify	<u>justifies</u>	<u>justified</u>
multiply	mutipl.....	multipl.....
qualify	qualif.....	qualif.....
hurry	hurr.....	hurr.....

# Suffixes

If prefixes are the letters that you fix to the start of a word, then suffixes— you guessed it... Suffixes are the letters that fix onto the end of a word. They're a bit trickier though — they have an annoying habit of mucking around with the spelling of the words you add them to.

Q1 Circle the correct spellings of the words below:

- |                       |                               |                             |
|-----------------------|-------------------------------|-----------------------------|
| a) curable / cureable | d) noticeing / noticing       | g) argueable / arguable     |
| b) videoing / videing | e) responseible / responsible | h) reversible / reverseible |
| c) exciteed / excited | f) shaking / shakeing         | i) brakeing / braking       |

Q2 Complete the table below by correctly adding each suffix to the root words:

Root Word	-ed	-ing	-able
describe	.....	.....	.....
squeeze	.....	.....	.....
achieve	.....	.....	.....
admire	.....	.....	.....
manage	.....	.....	.....
adore	.....	.....	.....
believe	.....	.....	.....

Q3 Add the correct suffixes to the root words in the sentences below:

- She was *care*..... not to disturb anyone as she crept in.
- At ten to four, everyone had gone home and the school was *peace*.....
- He *desperate*..... wanted to be allowed to go on the trip.
- Finishing the race in such a short time was a tremendous *achieve*.....
- Don't throw that away — it could be *use*.....
- He was a good *advertise*..... for his school.
- You must measure ingredients *accurate*..... or the recipe won't work.

# Prefixes

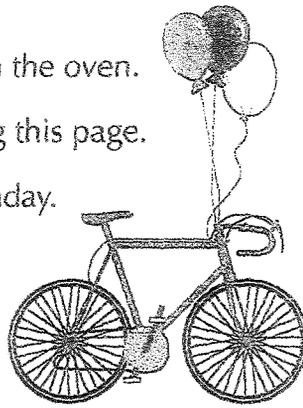
Different prefixes do different things — learning what each of them does will help you work out the meaning of the new word. These questions should help you to get those meanings down...

**Q5** Underline the root words in each of these longer words. Then, write down a new word using the same root word, but with a different prefix, on the dotted line:

- |                |       |             |       |
|----------------|-------|-------------|-------|
| a) disappear   | ..... | f) unable   | ..... |
| b) reuse       | ..... | g) disorder | ..... |
| c) precook     | ..... | h) undo     | ..... |
| d) replace     | ..... | i) preview  | ..... |
| e) supermarket | ..... | j) underarm | ..... |

**Q6** Add a prefix to each of the words in *italics* to complete the sentences below:

- a) Abdul's singing made him an ..... *national* superstar.
- b) The weather ..... *cast* says it will rain all day.
- c) I always use the ..... *wave* — it's much quicker than the oven.
- d) David needed to ..... *fresh* his memory by rereading this page.
- e) My parents bought me a new ..... *cycle* for my birthday.
- f) The source of the gossip was ..... *known*.
- g) I have to ..... *agree* with you — Cola Bottles are much better than Strawberry Laces.



**Q7** Draw lines to match up each prefix with a suitable root word. Write on the dotted lines next to each root word what you think the meaning of your linked prefix is:

a) mid-	social	.....
b) de-	heat	.....
c) anti-	day	.....
d) mis-	brief	.....
e) non-	sense	.....
f) re-	understood	.....
g) sub-	marine	.....

# Prefixes

Prefixes are letters that get fixed onto the beginning of a word and change its meaning. See if you can fix up some answers to the questions on this page...

Q1 Use the prefixes 'un-' or 'in-' to give each of these words their opposite meaning:

- |                  |                |
|------------------|----------------|
| a) happy .....   | d) cover ..... |
| b) active .....  | e) dress ..... |
| c) visible ..... | f) fair .....  |

Q2 Add the correct prefix from the box below to each of these words:

il-	im-	ir-
-----	-----	-----

- |                     |                  |
|---------------------|------------------|
| a) resistible ..... | d) patient ..... |
| b) legible .....    | e) mature .....  |
| c) possible .....   | f) logical ..... |

Q3 Use each of the words in Q2 to fill the gaps in these sentences:

- It's going to be ..... to finish all this work in an hour.
- Doing things in this order is .....
- I'm trying to diet, but that ice cream is just .....
- "You're so ....." she snapped at the boys who were trying to put a worm down her neck.
- Don't be so .....! She'll be here in a minute.
- I can't read this — your writing is completely .....



Q4 Add the correct prefixes to give each of these words its opposite meaning:

- |                     |                      |
|---------------------|----------------------|
| a) please .....     | e) agree .....       |
| b) necessary .....  | f) legal .....       |
| c) moral .....      | g) discrete .....    |
| d) understood ..... | h) responsible ..... |

# Plurals

Same story here — if the word ends in 'f' or 'fe' there are certain rules you have to follow. It may help if you just check that the word looks right once you've made it into a plural.

- Q8 There are some mistakes with the plurals in the following story. Underline the mistakes, and write the correct plurals in the box below:

The wives in the village had begun putting their loafs of bread up on high shelves because the local wolfs kept acting like thieves and stealing them. These fierce animals frightened the calfs in the hills, which meant they kept running off the cliffes in panic. The loss of cattle was threatening the lifes of the chief's people because they were running out of meat. Something had to be done.

"We'll have to get the army of dwarves in," said the chief.

The dwarves sharpened their knives, wrapped themselves in thick scarves and made disguises out of leafs as they waited for the wolves. However, the wolves were too clever — they used the panicked calves to distract the dwarves, and then stole the loaves in the confusion.

- Q9 Write down the plural forms of these words:

- |                |                |
|----------------|----------------|
| a) man .....   | d) mouse ..... |
| b) woman ..... | e) tooth ..... |
| c) child ..... | f) goose ..... |

- Q10 Draw lines to match each word type with the correct plural-making instruction:

a) ends in consonant + y

add s

b) ends in f

add es

c) ends in e

cut off f, add ves

d) ends in fe

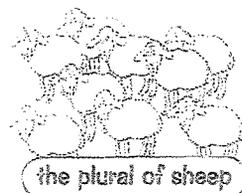
cut off fe, add ves

e) e.g. sheep or deer

cut off y, add ies

f) ends in s, x, ch or sh

do nothing at all



# Plurals

Making a plural from a word ending in 'o' isn't always as simple as just adding an '-s'. "O dear" I hear you cry. Don't worry — it isn't that bad. Have a go at these and you'll soon be flying...

Q5 Choose the correct word from the box to complete each sentence:

photos	sopranos	banjos	discos
--------	----------	--------	--------

- a) Do you ever go to any school .....
- b) They sold ..... and other musical instruments.
- c) Have you taken any ..... today?
- d) I sing alto, but Sally and Karen are .....

Q6 Some words ending in 'o', like 'potato', might need '-es' on the end to make the plural. Underline all of these types of plurals in the sentences below, then write their singular forms on the dotted lines:

- a) Our heroes ate mangoes on the volcanoes. ....
- b) The ships lost their cargoes when they were hit by torpedoes. ....
- c) The heavenly echoes made the angels drop their haloes. ....

Q7 Work out the plurals of the words in the box, then use the plurals to fill in the gaps in the sentences below:

tomato	kilo	zoo	radio	studio	hero	potato	stereo
--------	------	-----	-------	--------	------	--------	--------

- a) Any shop that sells televisions will probably sell ..... and ..... too.
- b) Some people think ..... are cruel.
- c) My dog weighs about six .....
- d) My childhood ..... were mostly athletes.
- e) If I'm going to sell vegetables, I'll have to be able to spell '.....' and '.....'.
- f) The dance classes all take place in different .....

# Plurals

'Plural' just means 'more than one'. Unfortunately there's more than one way to make them. Sometimes you can just add '-s', but others are trickier — there are rules to remember. Eek...

Q1 Add '-s' or '-es' to the words in italics to make them plural:

- a) The *bench*..... were piled so high that they nearly fell on Stewart.
- b) We'll be in trouble when my sister sees we've eaten all her *sweet*.....
- c) She always rushes everywhere as if she's being chased by a pack of mad *dog*.....
- d) The police need *witness*..... for the accident outside the shop.
- e) I haven't done my homework because the computer has lost all my *file*.....
- f) Why do two *bus*..... come at once when there haven't been any for an hour?
- g) There are a lot of *fox*..... living in towns these days.

Q2 Write the plural forms of the words in italics on the dotted lines:

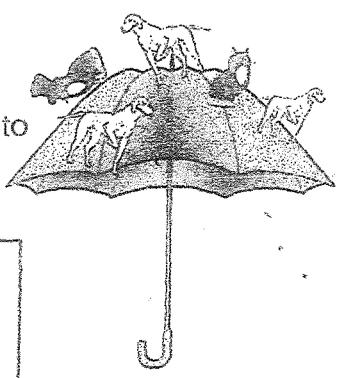
- a) The *monkey* poked me in the *kidney*. .....
- b) Their *jersey* got stuck in the *chimney*. .....
- c) The *boy* found a way of mending the *toy*. .....

Q3 Circle the words below that have a plural that ends in '-ies':

- |               |                |              |              |               |
|---------------|----------------|--------------|--------------|---------------|
| <i>baby</i>   | <i>chimney</i> | <i>ruby</i>  | <i>story</i> | <i>valley</i> |
| <i>subway</i> | <i>key</i>     | <i>spray</i> | <i>sky</i>   | <i>fly</i>    |

Q4 There are some mistakes in the plural endings of some of the words in the following passage. Underline the mistakes and write the correct plurals in the box below:

My favourite animal is a donkey. One of the reasons I like donkies is that they have great long eares. Their favourite hobbys are eating and cooking — they take lots of meat and vegetablies, and make the most delicious meals. I used to keep my donkeys in fieldes, but ever since it rained cats and dogies last Tuesday, I have to keep them all in boxs. I don't think they like it much in there, but I've promised to give them all pet puppys if they behave.



# Comparing Things

There's comparatively little on this page to confuse you. Basically we're comparing two ways of comparing things with some nice questions about comparatives. My head is spinning...

Q1 Add the suffix '-er' to change these words into comparatives:

- |           |       |          |       |
|-----------|-------|----------|-------|
| a) fast   | ..... | d) big   | ..... |
| b) heavy  | ..... | e) happy | ..... |
| c) pretty | ..... | f) wet   | ..... |

Q2 Use 'more... than' and the adjective in brackets to fill in the gaps in these sentences:

- Chocolate is ..... sprouts. (*delicious*)
- Cities are usually ..... villages. (*crowded*)
- Learning grammar is ..... watching paint dry. (*boring*)

Q3 Use 'less... than' and the adjective in brackets to fill in the gaps in these sentences:

- Kitchen chairs are ..... armchairs. (*comfortable*)
- The view downstairs is ..... the one upstairs. (*beautiful*)
- Winter is ..... Autumn. (*colourful*)
- David is ..... Susan. (*intelligent*)

Q4 Complete these sentences by using the words in brackets to form comparatives. You need to decide whether to use 'more', add the suffix '-er', or change the words in brackets completely:

- Apples are ..... than crisps. (*healthy*)
- Max is ..... in maths exams than science exams. (*successful*)
- This year's fireworks were ..... than last year's. (*fantastic*)
- Jack is ..... at baking than Jenny. (*good*)
- I like my tea ..... than Matt does. (*weak*)
- I wish I could spend ..... time at school. (*little*)
- Running is ..... than walking. (*quick*)
- I am ..... at spelling than my sister. (*bad*)
- Sarah's shoes are ..... than Richard's. (*new*)
- Revising is ..... than going to the cinema. (*fun*)

# Saying Something is the Most or Least

So you thought you were done with suffixes — sorry to disappoint, but you'll need to familiarise yourself with them again to make superlatives for these questions...

Tip: '-est' is a suffix, so you need to follow the same spelling rules as you do when you add other word endings.

**Q1** Circle the correct option in each of these sentences:

- a) My phone is the *most expensive* / *expensivest* thing I own.
- b) Princess Perfect is the *beautifullest* / *most beautiful*.
- c) The Christmas party was the *merryest* / *merriest*.
- d) Motorways are usually the *widest* / *wideest* roads.
- e) Football is the *funnest* / *most fun* sport.

**Q2** Use 'least' and the adjective in brackets to fill the gaps in the sentences below:

- a) This necklace is the ..... piece of jewellery I own. (*valuable*)
- b) Anchovies are the ..... pizza topping. (*popular*)
- c) Adam is the ..... cat I have ever met. (*talkative*)
- d) Billy's flat is the ..... one in the building. (*peaceful*)
- e) Alice is the ..... person I know. (*funny*)



**Q3** Add the suffix '-est' to these words to change them into superlatives:

- a) high .....
- b) empty .....
- c) sad .....
- d) thick .....
- e) dry .....
- f) safe .....

**Q4** Complete the table below:

Adjective	Comparative	Superlative
.....	less	.....
much/many	.....	.....
.....	.....	worst
.....	better	.....

# Silent Letters

Silent letters are super stealthy — they're seen but not heard. This can make spelling words with silent letters tricky. Keep an eye out for them as you work through these questions...

- Q1 Some of the words in this story have silent letters. Underline all the words with a silent 't', 'c' or 'h' and then copy them out into the correct boxes below:

It was the first day of the Christmas holidays and Mary was enjoying not being at school. She spent the morning watching her mum cooking. She liked to listen to her mum singing while she worked.

After her mum had finished, they spent an hour wrapping presents. They used scissors to cut the paper and then fastened the gifts with tape. Then they made some cards, which took ages. Mary drew a nativity scene for her dad and a picture of a castle for her brother. She sprayed perfume on them to make them scented and then put them in their envelopes.

Silent 't'	Silent 'c'	Silent 'h'

- Q2 Circle the correct spellings of the words below:

- |                           |                         |                   |
|---------------------------|-------------------------|-------------------|
| a) nowledge / knowledge   | e) fasinete / fascinate | i) neel / kneel   |
| b) conscience / consience | f) sutle / subtle       | j) onest / honest |
| c) dout / doubt           | g) ghost / gost         | k) wrong / rong   |
| d) coud / could           | h) anser / answer       | l) thum / thumb   |

- Q3 Write in the correct silent letters to complete the sentences below:

- The .....night used his s.....ord to kill the dragon.
- I need to ta.....k to someone about my de.....t.
- C.....emistry is the hardest s.....ience lesson.
- Emma's father wa.....ked her down the ai.....le on her wedding day.
- John wanted to make a si.....n that wou.....d show people where to go.
- T.....o of the explorers left the group to search for the lost tom......
- The .....hole football team started lifting weights to develop their mus.....les.

# Vowel Sounds

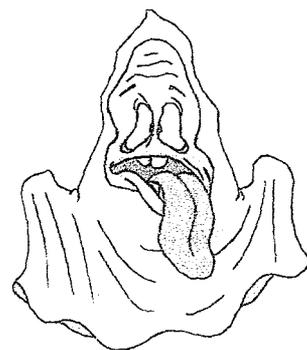
Vowels are like parents — they can be stressed or unstressed. You can usually tell which by listening to how they sound. You might find these questions easier if you read them aloud...

**Q1** Fill in the correct vowels in these words and then write each word in the correct box:

- |                  |                  |                  |
|------------------|------------------|------------------|
| a) diff....rent  | e) int....rest   | i) veget....ble  |
| b) diction....ry | f) int....rupt   | j) fright....n   |
| c) instrum....nt | g) prim....ry    | k) natur....l    |
| d) origin....l   | h) marv....llous | l) parli....ment |

Unstressed 'a'

Unstressed 'e'



**Q2** Circle the unstressed vowel sounds in each of these words:

- |              |               |               |
|--------------|---------------|---------------|
| a) carrot    | f) delivery   | k) government |
| b) totally   | g) fattening  | l) alphabet   |
| c) horizon   | h) ridiculous | m) jewellery  |
| d) lantern   | i) memory     | n) doctor     |
| e) necessary | j) central    | o) factory    |

**Q3** Use 'er' or 'ar' to fill in the gaps in the sentences below:

- They said it was *volunt.....y*, but I don't remember volunteering.
- If the ball goes over the *bound.....y*, you score a four.
- She *desp.....ately* wanted a part in the play.
- He always felt like giggling in the *libr.....y*.
- I *gen.....ally* prefer football to rugby.
- I always get *sep.....ated* from my friends because I don't pay enough attention.



# Hard and Soft 'c' Sounds

Some of these questions are about hard 'c' sounds — they sound hard, but they're not really... It's those soft 'c' sounds that are really tricky. Practise both types in these questions.

Q1 Circle the 'soft c' sounds and underline the 'hard c' sounds in the sentences below:

- a) The chemist cuddled his cat in the middle of the cemetery.
- b) Cairo and Canberra are capital cities on different continents.
- c) A circle of clouds collected around the centre of the canyon.
- d) Captain Clark is a character who keeps lots of cats.

Q2 Circle the words that begin with a 'soft c':

cymbal	car	coat	cycling	circus
care	ceiling	cub	carry	call
century	cot	cut	cement	cinder

Q3 Circle the correct spellings of the words below:

- |                                   |                            |
|-----------------------------------|----------------------------|
| a) acseptable / acceptable        | f) receive / reseive       |
| b) license / lisense              | g) experience / experiense |
| c) accidentally / acsidentally    | h) expensive / expencive   |
| d) mussle / muscle                | i) sensible / sencible     |
| e) pronunsciation / pronunciation | j) innoscence / innocence  |

Tip: When adding suffixes to a word ending with a 'soft c' and an e, you need to check whether you need to drop the 'e'.

Q4 Add the suffixes in brackets to each of these root words:

- |                         |                         |
|-------------------------|-------------------------|
| a) service (able) ..... | e) price (less) .....   |
| b) service (ing) .....  | f) spice (y) .....      |
| c) fierce (ly) .....    | g) pronounce (ed) ..... |
| d) fierce (est) .....   | h) replace (ment) ..... |

# i Before e Rule

The 'i before e' rule is a bit like your favourite film — you think you know it, but every time you see it you notice something different. Use these questions to really get to grips with it...



Q1 Use the 'i before e' rule to complete these words:

- a) dec.....ve      d) rec.....ver      g) d.....sel      j) hyg.....ne
- b) ach.....ve      e) c.....ling      h) th.....f      k) rel.....f
- c) p.....ce      f) rec.....pt      i) n.....ghbour      l) w.....ght

Q2 There are some 'i before e' spelling mistakes in the passage below. Underline the mistakes and then write the words correctly in the box below:

I beleive that the 'i before e' rule is the cheif of all spelling rules. It has acheived such popularity that it is percieved as being flawless. However, it is actually a decietful and mischievous rule because it has a few exceptions. Despite this minor flaw, you shouldn't reject it as either ancient or a useless counterfiet. It might be a bit wierd, but as long as you learn the exceptions, it can be a very efficient spelling reminder.

Q3 Add the suffixes in brackets to each of these words. Write the new words on the dotted lines:

- a) vacancy (es) .....
- b) fancy (ed) .....
- c) policy (es) .....
- d) juicy (est) .....

What can you learn about the 'i before e' rule from your new words?

.....

.....

Q4 Circle the words that don't obey the 'i before e' rule:

- |         |            |         |         |
|---------|------------|---------|---------|
| freight | shield     | diet    | protein |
| beige   | conceit    | fierce  | friend  |
| brief   | species    | foreign | reign   |
| fancied | sufficient | niece   | seize   |

# Commonly Misused Words

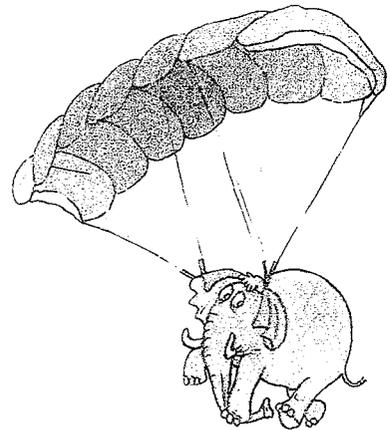
Here are some more words that often trip people up — but not literally, you'll be glad to hear...

**Q1** Circle the correct option from each of the words in italics:

"There's absolutely *no way* / *noway* I'm going skydiving," said James. " *No one* / *Noone* will be able to persuade me. I wish *every one* / *everyone* would just stop pestering me."

"But we need *some one* / *someone* brave — like you," said Jenny. "There isn't *any one* / *anyone* else."

"I'm sorry, but there's *no thing* / *nothing* I can do," said James firmly. "If *no body* / *nobody* else will do it then you'll have to think of something else."



**Q2** Fill in the gaps in these sentences.

Use a word from the box on the left and a word from the box on the right. You need to choose whether to join them *together* or keep them *separate*:

<i>any...</i>	<i>every...</i>
<i>some...</i>	

<i>...way</i>	<i>...where</i>
<i>...thing</i>	<i>...body</i>

- a) Is there ..... we can have lunch early today?
- b) There must be ..... who's interested in his stamp collection.
- c) Skeletons don't have .....
- d) We need to think of ..... to do during the school holidays.
- e) Louise looked ..... for her favourite stripy tights.
- f) It was raining heavily, but we went to the beach .....
- g) I'm sorry, but there isn't really ..... I can do to help.
- h) We need to find ..... with some shade for our picnic.

**Q3** Choose the correct option from the words in brackets and write it in to complete the following sentences:

- a) ..... we should save this for a rainy day. (*Maybe* / *May be*)
- b) "Guess who I ran ..... at the supermarket?" (*into* / *in to*)
- c) I only popped ..... get some milk. (*into* / *in to*)
- d) There ..... a surprise party for Ted's birthday. (*maybe* / *may be*)

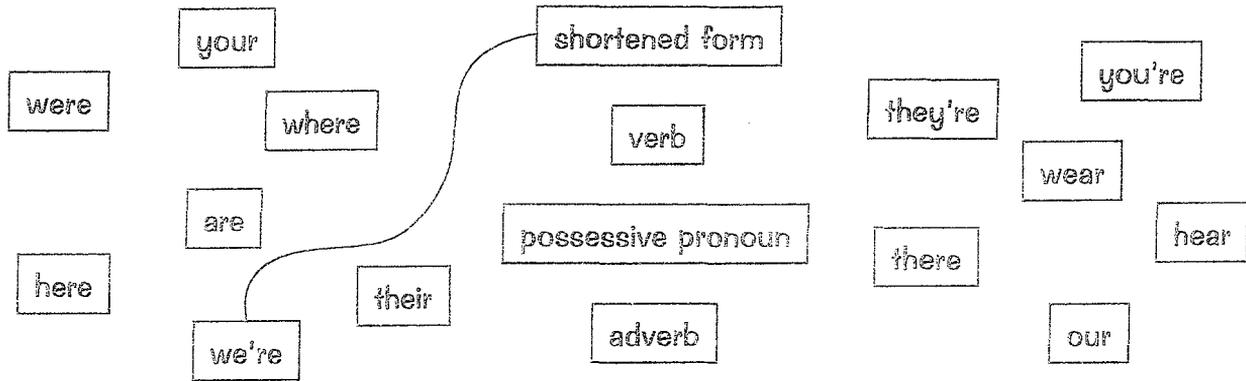


# Commonly Misused Words

Deal with these words like people with annoying voices — focus on the meaning, not the sound.

Q8 Match each word below with its correct function. The first one has been done for you:

Hint: Adverbs modify when, where or how something happens.



Q9 Complete the tables below. The first one has been done for you:

	Definition
by	<i>next to or because of</i>
buy	.....
bye	.....

	Definition
to	.....
too	.....
two	.....

Q10 Choose either 'off' or 'of' to complete the following sentences:

- All *of / off* my friends are *of / off* on holiday. I was scared *of / off* being lonely, but now I think I'm better *of / off* without any *of / off* them.
- The cat jumped *of / off* the pillow, so I got out *of / off* bed, turned *of / off* the light, and went to sleep. I dreamt *of / off* a room full *of / off* flowers.

Q11 Choose between 'though', 'through' and 'thorough' to complete the sentences below:

- Mr Clarke was ..... when he went ..... Lee's homework.
- We went ..... the tunnel, ..... it took longer.
- Even ..... she looked for ages, Sam's search wasn't ..... enough to find the remote.

# Commonly Misused Words

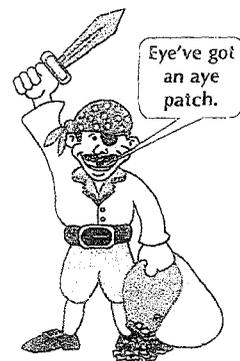
The good news is that this is the last page of questions on commonly misused words. The bad news is that this page has the last pirate picture in the book...

**Q12** Underline the spelling mistakes in the passage below and then write them correctly on the dotted lines underneath. Pair the homophones up with each other:

It was a dark, cold night. The whether was horrible and the woulds around the house were wild and stormy. Olivia lay in bed and wished for some piece and quite.

"I wish that rain wood stop," she said allowed.

As the rain died down, Olivia started to wonder weather she could sneak downstairs for a peace of chocolate cake. She hadn't been aloud a slice at tea because she'd argued with her brother. He could be quiet a pain in the neck...



Even pirates confuse their words...

..... / .....

..... / ..... / .....

..... / ..... / .....

**Q13** Use 'loose' or 'lose' to complete the following sentences:

- a) One of my teeth is ....., but I don't want to ..... it.
- b) If any more frogs get ....., I may ..... my job at the zoo.

**Q14** Underline the misused words in each of these sentences. Rewrite the correct words on the dotted lines:

- a) Can you pass me them crisps? .....
- b) Whose going to take me to hockey practice tonight? .....
- c) Who's stinky socks are those on the kitchen floor? .....

**Q15** Use the words in the box to complete the sentences below:

teach	learn	lend	borrow	brought	bought
-------	-------	------	--------	---------	--------

- a) You can ..... this DVD if you ..... me one in return.
- b) I ..... a packed lunch, but Ahmed ..... his at the shops.
- c) If I'm going to ..... all this before the exam, someone will have to ..... me really well.

OK, we're mixing it up a bit on this page — have a go with this lovely selection of questions...

Q1 Write down the plural forms of these words:

- a) box ..... e) part .....
- b) agency ..... f) fish .....
- c) foot ..... g) journey .....
- d) half ..... h) leaf .....

Q2 Add the prefixes and suffixes in brackets to the following words:

- a) (sub) conscious (ly) ..... e) (re) set (ing) .....
- b) (in) accurate (ly) ..... f) (un) happy (est) .....
- c) (dis) agree (ment) ..... g) (pre) define (ed) .....
- d) (mis) dial (ed) ..... h) (over) stay (ing) .....

Q3 Complete the table below:

Adjective	Comparative	Superlative
.....	smarter	.....
.....	sillier	.....
fat	.....	.....
.....	later	.....
funny	.....	.....
.....	.....	bravest
.....	further	.....
.....	madder	.....

# Mixed Questions

Some more mixed questions here to help you avoid common spelling mix-ups...

Q4 Correct the spelling of the following words:

- |                   |                    |
|-------------------|--------------------|
| a) biskit .....   | g) sheild .....    |
| b) loveing .....  | h) embarass .....  |
| c) nifes .....    | i) managable ..... |
| d) cryed .....    | j) traveling ..... |
| e) recieve .....  | k) ryme .....      |
| f) adjasent ..... | l) wellcome .....  |

Q5 Use the dotted lines to write down which spelling rules have been forgotten in each instance:

a) I wanted to write *snipping*, but I've written *sniping*. What have I forgotten to do?

.....  
.....

b) I wanted to write *hoping*, but I've written *hopeing*. What have I forgotten to do?

.....  
.....

c) I wanted to write *quiet*, but I've written *qiet*. What have I forgotten?

.....  
.....

d) I wanted to write the plural of *dog*, but I've written *dog's*. Why's this wrong?

.....  
.....

e) I wanted to write *neighbour*, but I've written *nieghbour*. What have I forgotten?

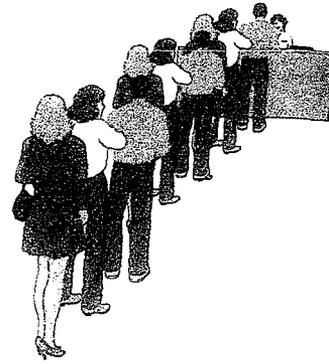
.....  
.....

f) I wanted to write *pianos*, but I've written *pianoes*. What rule have I forgotten?

.....  
.....

# Mixed Questions

There are lots of different ways to make mistakes with spelling. Keep working through these questions to work out which spelling rules you need to concentrate on...



**Q6** Circle the correct option from each of the groups below:

- |                                |                           |
|--------------------------------|---------------------------|
| a) acomodation / accommodation | h) rogue / roge           |
| b) rhythm / rythm              | i) enough / enuff         |
| c) embarass / embarrass        | j) neccessary / necessary |
| d) que / queue                 | k) airoplane / aeroplane  |
| e) fought / faught             | l) catalogue / catalog    |
| f) strenth / strength          | m) address / adress       |
| g) eventually / eventually     | n) Wendsday / Wednesday   |

**Q7** Some of the words in these sentences are spelt **incorrectly**. Rewrite the misspelt words correctly on the dotted lines:

Tip: Words ending in '-cian' are often used for someone with a special skill, like a **magician** or a **musician**.

- |  |       |
|--|-------|
| a) The mosion of the roller coaster made him very sick.      | ..... |
| b) The politisian was not very popular.                      | ..... |
| c) His collician with the wall didn't do his nose much good. | ..... |
| d) It was a special occation.                                | ..... |
| e) I must go to the optition to get my eyes checked.         | ..... |
| f) I tried to escape attencian by hiding behind the curtain. | ..... |
| g) A quarter of New Zealand's populacian lives in Auckland.  | ..... |

**Q8** Draw lines to match up each word beginning with the correct ending:

prefen-

residen-

fero-

impar-

so-

suspi-

-tial

-cial

-tious

-cious

cau-

artifi-

deli-

essen-

cons-

cru-

# Mixed Questions

This page has a few passages that contain lots of common spelling mistakes. See if you can find them all — it's a bit like spot the difference, but with words and more fun...

Q9

There are some misspelt words in the following passages. Underline the mistakes, and write the correctly spelt words on the dotted lines underneath.

Bob Angelo has been drawing skeches for years. He is probably famousest for his illustracian of a parade in the forground of Venice Cathedral. This pensil drawing highlites his incredible skill, and is currently on exibition at the British Gallery.

.....  
.....

Occasionally, I visit the city square, where you can see all the impressive government buildinges. It's usually full of people, walking and chating. The atmosfere's brilliant. My favourite part is definitely the cathedral, witch is one of the grandest I've ever seen. The stained glass windows are especially beautifull. There's also a temporary coffee shop their, where you're guaranteed to find delicious cakes and even more tastier hot chocolate. The nieghbouring chapel was built at a seperate time from the cathedral and is famous for haveing nuns buried inside.

.....  
.....  
.....  
.....

Yesterday the government was still feircely refusing to comment specifically on the matter. However, an offitial spokesman said: "The Prime Minister has no reason to beleive that the Secretary of State acted inappropriately. Furthermore, he is an experiensed and consceintious member of the cabinet at the hight of his career." Other supporters of the Secretary have also confirmed there desire to keep him in office. Unfortunatly this issue is not likely to dissappear any time soon, and political advisors are warning that new strategys maybe nessary if they are to gain enuff support for the Secretary to retain his job. In parliment, oppositian MPs are calling for explanatians, and asking gestions about the "outragious cover-up".

.....  
.....  
.....  
.....  
.....