

# **Collins Dictionary Skills**

**for ages 7-11**

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**Collins**

Collins Dictionary Skills for Ages 7–11

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# Introduction

## Collins Dictionary Skills

**Collins Dictionary Skills provide all-in-one support for developing dictionary skills.** Each Skills book provides:

- photocopiable activity sheets, differentiated for a wide range of abilities
- clear teaching notes and answers

## Collins Dictionaries – for children aged 3 to 11+

**Developed in consultation with teachers, children’s lexicographers, educational advisors and literacy, numeracy and science specialists, these clear, colourful dictionaries have been written and designed to support today’s Primary classroom requirements.**

Collins Children’s Dictionaries are carefully streamlined to provide a dictionary for each key level of literacy development. Because Collins’ range of dictionaries progressively builds skills, children will be able to move confidently between levels and become independent dictionary users.

Children need to acquire the ability to use a dictionary successfully and independently. Collins Children’s Dictionaries have been designed to provide all the support that children need, by means of:

- clear, easy-to-use design
- child-oriented definitions and examples
- progressive building of key skills as children move from level to level.

## The Collins Children’s Dictionary range:

- *builds essential dictionary skills* progressively, step by step, from beginner to advanced
- supports *today’s curriculum needs* from Early Years upwards
- incorporates special features to *encourage independent learning*, such as annotated introductions, theme pages, grammar help, word banks and word histories
- has been *rigorously researched and trialled* with teachers and pupils
- has been compiled by a team of experts.

## About Collins Dictionary Skills for ages 7–11

### Activity sheets

These activity sheets are designed to be used as active literary resources. They provide a wide range of activities to help Y5 and Y6 (P6/7) children reinforce basic dictionary skills and to learn how the dictionary is used as a language tool in a variety of ways. Children are also introduced to the use of more advanced and subject-specific dictionaries.

The activity sheets are also suitable as a focus for class teaching, for use with a small group, or for individual work in class or at home. The range of activities enables you to select appropriate activity sheets to meet the needs of individual children.

The activity sheets are grouped in seven sections:

#### *Using a dictionary*

Activity sheet 1 introduces children to the contents of the dictionary, including the information at the beginning and the topic pages, while activity sheets 2 and 3 encourage facility in looking words up efficiently.

#### *Alphabetical order*

Activity sheets 4, 5 and 6, in addition to reinforcing basics, introduce the more advanced alphabet skills necessary in using adult reference books.

#### *Dictionary organization*

Activity sheets 7 to 14 ensure that children become familiar with the various types of information provided in the dictionary, at all times practising location of words quickly and efficiently.

#### *Definitions*

Activity sheets 15 to 22 encourage children to use the dictionary to find and check definitions, including multiple definitions. They also encourage children to write their own definitions and to check them with those in the dictionary.

#### *Spelling*

Activity sheets 23 to 30 show how a dictionary can be used to help with spelling. The principal spelling rules are revised in conjunction with the dictionary. Children are required to find the spellings of plurals and verb tenses, to use prefixes and suffixes and to investigate homonyms. At all times children will need to use the dictionary to check their spelling. Special help is provided for finding words which do not begin with a letter a child might expect.

#### *Dictionary games and quizzes*

Activity sheets 31 to 40 offer a variety of dictionary games and puzzles to consolidate the children's understanding of the various functions of a dictionary. The concept of the crossword is introduced and developed, from anagram crosswords through to simple cryptic crosswords based on words in the dictionary. At all times an appropriate level of support is provided.

#### *Moving on*

Activity sheets 40 and 42 introduce children to more advanced conventional dictionaries and to important subject-specific dictionaries.

#### *Word bank template*

Activity sheet 43 provides a template for the children to make their own word collections and may be used whenever word banks are explored.

## Teacher's notes

The teacher's notes provide, for each activity sheet, details of the learning objectives, advice on preparation and answers to the questions. Where appropriate, suggestions are given for follow-up work.

# Activity Sheets Overview

## Using a dictionary

- 1 Get to know your dictionary  
*understanding the functions of a dictionary*
- 2 Hunt the headword  
*understanding the functions of a dictionary*
- 3 Related words  
*understanding the functions of a dictionary*

## Alphabetical order

- 4 Alphabetical order  
*putting words into alphabetical order*
- 5 Hit the spot!  
*how to open a dictionary near to a word*
- 6 Where do they go?  
*putting words into alphabetical order*

## Dictionary organization

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*finding guide words*
- 8 Abbreviations  
*finding abbreviations*
- 9 Parts of speech (1)  
*nouns, verbs, adjectives and adverbs*
- 10 Parts of speech (2)  
*pronouns, conjunctions, prepositions and interjections*
- 11 Parts of speech (3) *phrases*
- 12 Synonyms and antonyms  
*synonyms and antonyms*
- 13 Word histories  
*etymologies*
- 14 Pronunciations and word styles *pronunciation and word styles: formal, informal and literary*

## Definitions

- 15 Definitions: True or false  
*finding and checking definitions*
- 16 Words with several meanings  
*headwords with multiple meanings*
- 17 Definitions: Sort them out!  
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- 18 Prefixes (1)  
*common prefixes*
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*prefixes sub-, auto-, bi-, trans- and circum-*
- 20 Suffixes (1)  
*common suffixes*
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- 22 Shades of meaning  
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## Spelling

- 23 Singular and plural  
*using a dictionary to find singulars and plurals*
- 24 Verbs and their forms  
*using a dictionary to check verb forms*
- 25 Verbs and their tenses  
*present, past, future, continuous present, past imperfect and perfect tenses and auxiliary verbs*
- 26 Root words  
*identifying roots*
- 27 Comparatives and superlatives  
*comparatives and superlatives*
- 28 Spellchecker: Spelling rules (1)  
*two spelling rules*
- 29 Spellchecker: Spelling rules (2)  
*two more spelling rules*
- 30 Spellchecker (3)  
*spelling patterns*

## Dictionary games and quizzes

- 31 Dictionary games  
*word chains, words containing letters in alphabetical order*
- 32 Simple crossword *crossword*
- 33 Reverse crossword  
*crossword*
- 34 Definitions crossword  
*crossword*
- 35 Anagram crossword  
*anagram crossword*
- 36 Hidden words crossword  
*cryptic crossword*
- 37 Cryptic crossword (1)  
*cryptic crossword*
- 38 Cryptic crossword (2)  
*cryptic crossword*
- 39 Word Search *word search*
- 40 Homophone crossword  
*crossword*

## Moving on

- 41 Which book?  
*looking at reference books*
- 42 Quiz time!  
*reference book quiz*
- 43 My word bank  
*word bank template*

## Activity 1

### Get to know your dictionary

**Learning objective:** to use the dictionary more efficiently by being familiar with the construction of headword entries, the information within the dictionary and the location of this information



#### Before you start

- Remind the children that any dictionary is not just a list of headwords and definitions, but that it also has valuable information at the beginning and in the topic pages at the end. Look together briefly at the introductory section.



#### Answers

- |                   |                 |                   |
|-------------------|-----------------|-------------------|
| a) headword       | b) related word | c) comparative    |
| d) pronunciation  | e) plural       | f) definition     |
| g) superlative    | h) style label  | i) example of use |
| j) part of speech | k) etymology    |                   |



#### More to do

- Discuss the information given at the beginning and end of other reference books in the classroom or school library.

## Activity 2

### Hunt the headword

**Learning objective:** to use the dictionary more efficiently by understanding the term and concept of headword and through intensive practice in looking words up



#### Before you start

- Explain the term *headword*. If appropriate, talk about how to find a headword (looking at the first and second letters and so on). The children must use a dictionary to answer the questions.



#### Answers

- |  |              |                  |
|--|--------------|------------------|
| 1. a) amicable   | b) hostile   | c) meagre/measly |
| d) sardine   | e) taut      | f) whippet       |
| g) nocturnal   | h) revolting | i) swivel        |
| j) gory  | k) scornful  | l) faulty        |
| 2. a) racket   | b) pitch     | c) dictate       |
| 3. any appropriate definition for <i>corkscrew</i> , <i>Plasticine</i> , <i>gabble</i> , <i>bicycle</i> , and <i>jealous</i> . |              |                  |



#### More to do

- Ask children to read out their definitions from question 3. Ask: *Was it harder than you expected? Which was the most difficult word to define? Why? Did you leave important details out?*
- Discuss useful *defining* words such as *substance*, *device* and *vehicle*.
- Ask children to write definitions of words at an appropriate level, which include the part of speech and the inflections (that is, the related plurals or other parts of speech which follow the headword). They should compare their definitions with those in a dictionary.

# Using a dictionary

## Activity 3

### Related words

**Learning objective:** to use the dictionary more efficiently by understanding the term and concept of related words (additional words directly related to the headword, placed below the definition) and through intensive practice in looking such words up

#### Before you start

- Introduce the term *related word* and examine sample entries in the dictionary.
- Emphasize that care needs to be taken in question 2 not to write the headword, and in question 3 to select the correct part of speech carefully.



#### Answers

- |                   |                 |                |
|-------------------|-----------------|----------------|
| 1. a) candour     | b) dentistry    | c) fossilize   |
| d) intermittently | e) minutely     | f) problematic |
| g) solo           | h) widowed      |                |
| 2. a) prosperity  | b) fretfully    | c) yachting    |
| d) prematurely    | e) biographical |                |
| 3. a) adverb      | b) noun         | c) adjective   |
| d) adjective      | e) adverb       |                |



#### More to do

- Write or discuss the related words you might expect to find for the following words: *apologize, calculator, careless, demolish, disappoint*.
- Discuss why related words exist at all in dictionaries (primarily to save space) and why many entries do not have related words (either because the potential related word is covered as a headword or because it is not important enough).

## Activity 4

### Alphabetical order

**Learning objective:** to use the dictionary and other alphabetically-based material more efficiently by using basic and higher order alphabet skills (sorting up to fourth letter place)

#### Before you start

- Remind the children that people in alphabetical lists are almost always listed by surname.
- Discuss how to sort alphabetically if the initial, second and third letters are the same.



#### Answers

1. check B, F, N, S, V and Y are ringed
2. the names correctly numbered are: C. Voyage 12, D. Lighted 7, X. Ersize 5, B. Hive 6, M. Bankment 1, I. Patch 10, L. Ectric 4, N. Chanted 3, P. Soup 11, Y. Nott 9, B. Low 8, M. Barrass 2
3. a) cursor 3, keyboard 5, monitor 6, chip 1, disk 4, computer 2  
 b) school 3, head 1, test 6, science 4, teacher 5, playground 2  
 c) sandwich 4, salmon 2, salad 1, samosa 3, sausage 6, sardine 5  
 d) medicine 3, measles 2, method 6, me 1, melancholy 5, meek 4  
 e) torpedo 4, tornado 3, torch 1, tortoise 5, torture 6, torn 2  
 f) hyphen 3, hypermarket 2, hyperactive 1, hypotenuse 5, hypocrite 4



#### More to do

- Prompt the children to write out, in random order, the headwords in any given column of the dictionary, and to ask a partner to number them

## Activity 5

### Hit the spot!

**Learning objective:** to use the dictionary more quickly and efficiently through intensive practice of the skills required to locate information listed alphabetically

#### Before you start

- You may wish to try the games yourself and set the children target scores to beat. Explain to the children that they are going to play two games in which they must hit either a target letter or a target word when opening their dictionaries. Explain the scoring as follows: Game 1: a bull's eye scores ten points, and each *letter* away from the target costs them a point. Game 2: a bull's eye scores ten points, and each *page* away from the target costs them a point.



#### Answers

Example: open the dictionary at words beginning with J.

Scoring – for a direct hit score 10, so J = 10; for one letter away score 9, so IK = 9; for two letters away score 8, so HL = 8 ... and so on.



#### More to do

- Give the children further sets of words to try. Prompt them to play the same game with other alphabetical reference books such as phone directories.

## Activity 6

### Where do they go?

**Learning objective:** to use the dictionary more efficiently, using higher order alphabet skills (sorting up to seventh letter place)

#### Before you start

- Each exercise is fairly straightforward but you may wish to go through the instructions, particularly question 2, reminding children that in the telephone book names are entered in alphabetical order by surname, plus initials. Only when the surnames are the same does the forename have any influence.



## Activity 7

### Guide words

**Learning objective:** to use the dictionary and other alphabetically-based reference books more efficiently through understanding and using guide words



#### Before you start

- Revise guide words and their purpose.
- To complete question 2, children will need watches or clocks to time themselves in seconds.



#### Answers

- |                 |                 |               |
|-----------------|-----------------|---------------|
| a) digital 97   | b) detached 95  | c) destiny 94 |
| d) dirt 98      | e) describe 94  | f) differ 97  |
| g) deodorant 93 | h) detective 95 | i) dingo 98   |
| j) deputy 93    |                 |               |
2. Check the pages in whichever dictionary you are using.



#### More to do

- Discuss and use the guide words in other reference books, such as telephone directories, larger dictionaries and encyclopedias.

## Activity 8

### Abbreviations

**Learning objective:** to increase knowledge of some common abbreviations



#### Before you start

- Discuss abbreviations that are not included on the activity sheet.



#### Answers

- |                             |                            |  |
|-----------------------------|----------------------------|--|
| a) before Christ            | b) care of                 |  |
| c) general practitioner     | d) National Health Service |  |
| e) physical education       | f) decibel/s               |  |
| g) United States of America | h) European Union          |  |
- |         |       |          |
|---------|-------|----------|
| a) Dr   | b) UN | c) anon. |
| d) RSVP | e) AD | f) www   |
| g) ISP  | h) ID | i) Mrs   |
| j) GM   |       |          |
- |                               |                       |                  |
|-------------------------------|-----------------------|------------------|
| a) unidentified flying object | b) turn over (a page) | c) you need help |
| d) get a job                  | e) old age pensioner  |                  |
- |   |  |
|---|--|
| a) National Aeronautic and Space Agency |  |
| b) as soon as possible                  |  |
| c) prisoner of war                      |  |
| d) United Kingdom                       |  |
| e) three-dimensional                    |  |
| f) acquired immune deficiency syndrome  |  |



#### More to do

- Discuss why some abbreviations are in upper case and some in lower case.
- Discuss the rule governing why some abbreviations involving lower case letters have a full stop, yet others don't (those which include the first and last letter of the word don't have a full stop, for example *Mr* and *Dr*).
- More demanding abbreviations that you might like to ask the children to find are:
 

laser	light amplification by stimulated emission of radiation
BOGOF	Buy one, get one free
RSPCA	Royal Society for the Prevention of Cruelty to Animals
UNESCO	United Nations Educational, Scientific and Cultural Organisation

# Dictionary organization

## Activity 9

### Parts of speech (1)

- Learning objectives:** to revise word classes, especially verbs, nouns, adjectives and adverbs; to use the dictionary more efficiently by being aware that the dictionary is a source of information about parts of speech and to practise looking up this information



#### Before you start Answers

- You may wish to look at a dictionary together, identifying where parts of speech are mentioned
- verb, (then, in any order) noun, pronoun, adjective, adverb, conjunction, preposition, interjection  
Every sentence must have a verb.
  - nouns            prose, jaw, reed, snake  
verbs            hover, read, began, cease  
adjectives      bogus, milky, kosher, weak  
adverbs        possibly, anywhere, across, nearly
  - The children should write four nouns beginning with *a*, four verbs beginning with *b*, four adjectives beginning with *c* and four adverbs beginning with *d*.



#### More to do

- Ask the children to write four sentences, each containing a noun, a verb, an adjective and an adverb from the list they compiled in question 3. (These could be nonsense sentences, as long as the words are used correctly in a grammatical sense.)
- If appropriate to the ability level, explain that the adverb definition is necessarily simplified, as adverbs do not just qualify verbs and other adverbs. For example, they also add information about adjectives: 'She was *really* helpful'.

## Activity 10

### Parts of speech (2)

- Learning objectives:** to revise word classes, especially pronouns, prepositions, conjunctions and interjections; to use the dictionary more efficiently by being aware that the dictionary is a source of information about parts of speech and to practise looking up this information



#### Before you start Answers



#### Answers

- Depending on the children's level of knowledge, you may wish to discuss the function of pronouns, conjunctions, prepositions and interjections before they tackle the activity sheet.
- a) A pronoun is a word that stands in place of a noun.  
b) A conjunction is used to link sentences or clauses.  
c) A preposition shows the relationship of one noun to another.  
d) An interjection is grammatically unconnected with the words around it.
  - pronouns            they, yours, anyone, it  
prepositions        around, from, with, through  
conjunctions        because, but, although, whether  
interjections        Ooh!, Sh!, Hi!, Ugh!
  - and 4. There are no set answers but check the children have used the parts of speech correctly.



#### More to do

- If appropriate to the ability level, explain that the pronoun definition is necessarily simplified. Discuss the concept of the noun phrase, for example 'the boy with the hat on'. Explain that a pronoun such as *him* could replace the whole phrase, not just a noun. Invent other noun phrases, put them in sentences, then replace them with pronouns.

## Activity 11

### Parts of speech (3)

**Learning objectives:** to revise word classes, especially phrases; to use the dictionary more efficiently by being aware that the dictionary is a source of information about parts of speech and to practise looking up this information



#### Before you start

- Before you start: You may wish to explain what a phrase is and make sure the children understand the concept.



#### Answers

- a) to pass the blame or responsibility for something to someone else,
  - b) to decide to carry on in a difficult situation,
  - c) impossible,
  - d) done deliberately,
  - e) almost certainly going to happen or be done in the future,
  - f) to sleep very deeply,
  - g) in trouble and about to be punished,
  - h) to help someone,
  - i) to win a top prize or have some good luck,
  - j) in a difficult situation,
  - k) to try to do something,
  - l) not working
- |                    |                    |
|--------------------|--------------------|
| a) in a hurry,     | b) out of sight,   |
| c) take part,      | d) bide your time, |
| e) at once,        | f) more or less,   |
| g) good riddance,  | h) out of reach,   |
| i) on the lookout, | j) at the moment   |



#### More to do

- Ask the children to think of more phrases and discuss them with the class. Classify these phrases according to word class, eg *grit your teeth* and *pass the buck* as verbs, *on the horizon* and *in a jam* as adjective.

## Activity 12

### Synonyms and antonyms

**Learning objectives:** to revise the terms synonym and antonym; to use the dictionary more efficiently by being aware that the dictionary is a source of information about many synonyms and antonyms, and to practise looking up this information



#### Before you start

- Introduce question 4, emphasizing the use of only *appropriate* synonyms from those given in the dictionary. For example, a) would sound strange if we wrote 'I was filled with fright as the blind man roamed towards the margin of the cliff, scoffing a banana.'



#### Answers

- a) has the same or a very similar meaning
  - b) antonym
- Some possible answers are:
  - a) avid, eager
  - b) grave, severe
  - c) doubtful, unlikely
  - d) hate, loathe
  - e) compassion, pity
  - f) slapdash, sloppy

# Dictionary organization

- g) contraption, device
  - h) incorrect, wrong
  - i) cease, desist
  - j) hunt, pursue
3. a) minor  
b) maximum  
c) hardback  
d) superior  
e) exterior  
f) expansion
4. a) dread, terror; rambled, strolled; brink; nibbling  
b) implied, insinuated, suggested; artificial, phoney; confirmation, evidence, verification; authentic, genuine  
c) plenty, a great deal; guarantee, pledge; fritter away, misuse, squander; part, piece  
d) picture, visualize; assembled, congregated; colossal, huge, massive; prominent, well-known, renowned; conquest, triumph, win



## More to do

- Discuss the answers to question 4 and why certain synonyms would be absurd. Ask: *In what other contexts would the absurd words be appropriate?*

## Activity 13

### Word histories



**Learning objectives:** to understand that more sophisticated dictionaries are a source of etymological information, and to practise looking up this information; to understand that our language derives from many different languages and other sources



## Before you start

- Ask the children to name some sources of words in our language, for example: Latin, French, eponyms. Discuss characteristics of words from certain languages, for example: *-age* from French in words such as *passage*. Find and discuss sample etymologies in the dictionary, for example *paper, gymnasium, petrified, leotard*.



## Answers

1. French: pasteurized, pedigree, dandelion, caterpillar, souvenir. German: measles, dachshund, grab, slap, snorkel. Latin: salary, sincere, pest, manual, habitat; Greek: arithmetic, asterisk, Bible, sarcastic, Arctic
2. a) Bangle - Hindi - bangli - glass bracelet  
b) Arena - Latin - harena - sand  
c) Essay - French - essai - attempt  
d) Karaoke - Japanese - empty orchestra  
e) Quarantine - Italian - quarantina - forty days  
f) Sabbath - Hebrew - shabbath - to rest
3. a) Arabic  
b) Old English  
c) Spanish  
d) Russian  
e) Finnish  
f) Persian  
g) Latin  
h) Spanish  
i) Hebrew  
j) Greek



## More to do

- Discuss the origin of these words: *marathon, checkmate, berserk, earwig, starboard, vandal, sandwich*. Use adult dictionaries to investigate other words such as *groggy, hooligan, budget, scuba, biro*.

## Activity 14

### Pronunciations and word styles

 **Learning objectives:** to use the dictionary more efficiently by being aware of pronunciation and style information that accompanies definitions, and to practise looking up this information; to be aware of the distinction between formal and informal language, and the concept of literary language

#### Before you start

- Go through some sample pronunciations in the dictionary, for example *contest*.



#### Answers

- |            |            |                  |
|------------|------------|------------------|
| a) DUN-jun | b) WOF-fl  | c) KAM-mof-flahj |
| d) REE-lay | e) ree-LAY | f) MAY-trix      |
- Check answers are similar to the following:

a) MOD-urn	b) SHEP-urd	c) GLASS-iz
d) op-ur-AY-shon	e) coz-MET-ix	f) MO-tur-sye-kl
- |  |
|--|
| a) writing and official language         |
| b) everyday speech                       |
| c) traditional stories, poetry and songs |
- |   |
|---|
| a) No set answer but, for example: I was waiting near the fish and chip shop, when my friend David took my bicycle and rode it very fast down to the recreation ground. |
| b) No set answer but, for example: All Rupert's brothers and sisters had begun to think about getting married.  |



#### More to do

- Ask the children to think of ten informal words that they often use, and their formal equivalents. Prompt them to use some of the words in more formal sentences.



## Activity 17

### Definitions: Sort them out!

**Learning objectives:** to gain further knowledge of the term homophone; to use the dictionary more efficiently through practice in distinguishing between the spelling of homophones

#### Before you start

- Discuss the meaning of the term *homophone* (a word which sounds the same as another but is spelled differently, for example *ball* and *bawl*). Ask the children to think of or look up other examples in the dictionary.



#### Answers

- |              |            |             |
|--------------|------------|-------------|
| a) stile     | b) altar   | c) currents |
| d) envelopes | e) allowed | f) mare     |
| g) principal | h) foul    | i) steak    |
| j) desert    |            |             |
- |              |              |              |
|--------------|--------------|--------------|
| a) eccentric | b) canvasser | c) scapegoat |
| d) pilgrim   | e) idol      | f) au pair   |
| g) spinster  | h) diplomat  |              |
3. Check the children's answers are correct.



#### More to do

- Ask the children to find pairs of homophones, or very similar words, and to write five questions similar to those in question 1. These could then be answered by a partner or shared with a group or the class.

## Activity 18

### Prefixes (1)

**Learning objective:** to gain further understanding, through reference to the dictionary, of the meaning, spelling and usage of common prefixes

#### Before you start

- Go through the instructions to each exercise.



#### Answers

1. A prefix is a letter or group of letters added at the beginning of a word or root to form a new word (or similar).
- |                           |                         |
|---------------------------|-------------------------|
| a) pre = before           | b) mis = wrong (or bad) |
| c) inter = between        | d) re = again           |
| e) co = together          | f) ex = out of          |
| g) post = after           | h) cent = one hundred   |
| i) anti = against         |                         |
| j) semi = half or partly. |                         |

Check the alternative words are correct.
3. and 4. Check the children's answers are correct.



#### More to do

- It is essential to reinforce the children's knowledge of the meanings of the common prefixes covered in the activity sheet in group or class work. Discuss the meanings of the prefixes in isolation – as parts not as words – then ask the children to suggest and find more words that use these prefixes.
- Ask the children to use the words from questions 3 and 4 in sentences of their own.



## Activity 21

### Suffixes (2)

 **Learning objective:** to gain further understanding, through reference to the dictionary, of the meaning, spelling and usage of further common suffixes

#### Before you start

- Discuss the definition of the word *suffix* again, giving examples.
- Talk through the instructions to the exercises on the activity sheet. Remind the children that there is only one correct answer for each of the words in question 2, and that each suffix must only be used once.



#### Answers

1. Check the children's answers are correct.
2. a) troublesome                      b) defendant                      c) clockwise  
d) heaviest                              e) backwards                      f) lifelike  
g) musician                              h) booklet                              i) gracious  
j) official
3. a) -graphy                              b) -let                              c) -wise  
d) -like                                      e) -est                              f) -ant  
g) -some                                  h) -ward                              i) -ology
4. Check the children's answers are correct.



#### More to do

- For each suffix represented on the activity sheet, ask the children to write down another word which has not yet been used.

## Activity 22

### Shades of meaning

 **Learning objective:** to extend vocabulary by using the dictionary to understand the differences between synonyms

#### Before you start

- Talk through the instructions to questions 1 and 2.



#### Answers

1. There are no definite answers, as the placing of some words is open to debate. The following are broadly correct.
  - a) silent, quiet, soft, noisy, loud, deafening, piercing
  - b) arid, parched, dry, moist, soggy, wet, soaked, saturated
  - c) dreary, tedious, boring, interesting, stimulating, gripping, fascinating
  - d) black, dark, drab, dull, glowing, gleaming, brilliant, dazzling
  - e) microscopic, minute, tiny, small, sizeable, big, huge, gigantic
  - f) disgusted, unhappy, discontented, satisfied, pleased, delighted, thrilled, overjoyed
2. Check the children's answers are correct.



#### More to do

- Discuss the answers to question 1. Ask: *What other words and phrases might fit into the ranges of words?* For example, you could add *still*, *hushed*, *cacophonous* and *thunderous* to list a). Use other dictionaries and thesauruses to add to the lists.
- Brainstorm words for other ranges of meaning, for example *cheap/dear*, *sad/happy*, *hungry/full*, *lazy/hard-working*. You might also broaden the scope to include phrases as well as single words, or nouns instead of adjectives.

# Spelling

## Activity 23

### Singular and plural

**Learning objective:** to revise, using the dictionary, the spelling patterns and rules of pluralization

#### Before you start

- Remind the children where the plural form can be found in a dictionary entry. You may also encourage them to check the answer to each question in the dictionary (even if they know the answer it is good practice in looking things up speedily).



#### Answers

- just one person or thing
  - more than one person or thing
- |  |   |  |
|--|---|--|
| <ol style="list-style-type: none"><li>halves</li><li>reefs</li><li>stitches</li><li>nappies</li><li>houses</li><li>oxen</li><li>teeth</li><li>passers-by</li><li>brothers-in-law</li><li>appendices or appendixes</li><li>aquaria or aquariums</li><li>curriculumms or curricula</li></ol> | <ol style="list-style-type: none"><li>thieves</li><li>branches</li><li>tomatoes</li><li>valleys</li><li>mice</li><li>children</li><li>geese</li></ol> | <ol style="list-style-type: none"><li>roofs</li><li>wishes</li><li>babies</li><li>donkeys</li><li>lice</li><li>women</li><li>sheep</li></ol> |
|--|---|--|
- potato
  - pupa
  - knife
  - deer
  - penny
  - tomato
- scissors
  - measles
  - pyjamas



#### More to do

- Ask the children to classify the words in question 2 according to the plural they take. They should list the words under headings and supply further examples where possible.
- Discuss with the class:
  - words which only occur in the singular form, for example names, subjects (*physics*), diseases (*mumps*), games (*billiards*) and words such as *music*, *homework*, *snow*;
  - words which only occur in the plural form, for example *jeans*, *binoculars*, *outskirts*, *police*;
  - words which have two plurals, for example *fish*;
  - words which look plural but are or can be singular, for example *maths*, *news*;
  - words which look singular but are plural, for example *police*, *cattle*.
- Discuss whether collective nouns are treated as singular or plural. For example, which is correct: 'The team *are* ...' or 'The team *is* ...'? This depends whether they are being considered individually or collectively: 'The team *has* being doing well lately', but 'The team *are* about to be given *their* injections.'

Activity  
24

## Verbs and their forms

**Learning objectives:** to use the dictionary more efficiently by being aware of the other forms or inflections provided with verb headwords; to revise the meaning and function of the terms involved (infinitive, first and third person singular, present and past participles, past tense), using the dictionary to find or check examples of these

 **Before you start**

- Go through the meaning of each inflection with the children, as labelled on the activity sheet. (Present and past participles are used with auxiliary verbs to form other tenses. This is covered in activity sheet 25.)
- With a view to question 2e), reinforce particularly that past tense and past participle are different in usage, for example 'I began to read'; 'I have begun to learn the piano.'
- Explain why some verbs have four inflections and others have five (irregular verbs have a past tense that is different from their past participle).

**Answers**

- a) to move, moves, moving, moved, moved
  - b) to talk, talks, talking, talked, talked
  - c) to eat, eats, eating, ate, eaten
  - d) to sit, sits, sitting, sat, sat
  - e) to blow, blows, blowing, blew, blown
  - f) to see, sees, seeing, saw, seen
  - g) to cut, cuts, cutting, cut, cut
  - h) to sleep, sleeps, sleeping, slept, slept
  - i) to take, takes, taking, took, taken
  - j) to go, goes, going, went, gone
  - k) to do, does, doing, did, done
  - l) to begin, begins, beginning, began, begun
- Check the children's sentences are correct. The inflections are:
  - a) to like
  - b) calls
  - c) taking
  - d) taught
  - e) swum ('I have swum' is correct; 'I swum' is incorrect.)

**More to do**

- Ask the children to write the inflections (infinitive, third person singular, present participle, past tense, past participle) of the irregular verbs *have, send, mow, swell, keep, sell, sit, stand, come*.

Activity  
25

## Verbs and their tenses

**Learning objectives:** to revise simple past, present and future tenses, and introduce the terms continuous present, imperfect and perfect tenses, auxiliary verb; to practise forming these tenses, using the dictionary

 **Before you start**

- As the concepts and terms on the activity sheet are important and difficult, spend time going through the formation of the various tenses using the examples given, plus verbs other than those in the exercises.
- Ultimately, children need to be comfortable with the formation of verb tenses using auxiliary verbs and the present or past participle, and in using the relevant terminology.

# Spelling



## Answers

- I tried, I shall try
  - you worked, you will work
  - he laughed, he will laugh
  - she wanted, she will want
  - you helped, you will help
  - they ran, they will run
  - we took, we shall take
  - I gave, I shall give
- |                     |                    |                 |
|---------------------|--------------------|-----------------|
| a) she is joking    | b) he is crying    | c) we are going |
| d) they are cycling | e) you are dancing | f) I am running |
- |                   |                  |                           |
|-------------------|------------------|---------------------------|
| a) I have gone    | b) she has tried | c) they have wanted       |
| d) you have cared | e) he has taught | f) we have learned/learnt |
- Check the children have used auxiliary verbs.



## More to do

- Reinforce the terminology used with the class.
- Through discussion, compile a full list of auxiliary verbs: *be, have, do, can, may, will, shall, must, could, might, would, should*.
- Talk about the strictly correct distinction between *will* and *shall* in forming the future tense:
  - simple future tense: I/we shall go, you will go, he/she/it/they will go;
  - command, promise or threat: 'You shall go to the ball, Cinderella!' 'You shall go to school!';
  - intention: 'I will go, if it kills me!'

## Activity 26

### Root words

**Learning objective:** to extend vocabulary and support spelling by identifying word roots, and distinguishing them from prefixes and suffixes



## Before you start

- Look at words with a root and a prefix, a root and a suffix or all three, such as *overtaking* or *uncontrollable*. Identify the root and the other parts of the word.
- As with *tak* in *taking* and *controll* in *controller*, emphasize that a root need not be a complete or proper word.
- Ask children to suggest longer words. Write them down together and identify the root within.



## Answers

- |                       |                      |                     |
|-----------------------|----------------------|---------------------|
| a) dis <b>believe</b> | b) <b>break</b> able | c) <b>laugh</b> ing |
| d) trans <b>port</b>  | e) <b>help</b> ed    |                     |
- anti + clock + wise
  - dis + connec(t) + (t)ion
  - over + crowd + ed
  - de + odor + ant
  - im + possibil + ity
  - un + identifi + ed
- |              |              |             |
|--------------|--------------|-------------|
| a) transport | b) download  | c) submit   |
| d) remove    | e) running   | f) portable |
| g) standing  | h) knowledge |             |
- Check the children's answers are correct.



## More to do

- Look at the more difficult yet common roots such as *spec* in *inspection*, *mitt* in *transmitter*, *duct* in *reduction*, *scope* in *telescope*. Explain their origins: *spec*to = I look at, *mit*to = I send, *du*co = I lead, *skope*in = to look.
- Prompt the children to start a class word bank of related words using the word bank template on activity sheet 43.

## Activity 27

### Comparatives and superlatives

**Learning objectives:** to revise the terms comparative and superlative; to use the dictionary more efficiently by being aware that these forms are provided with certain adjective headwords

#### Before you start

- Discuss with the children:
  - the terms *comparative* and *superlative*;
  - the location of comparatives and superlatives in the dictionary;
  - the criterion for using *-er* and *-est* as opposed to *more* and *most* (one syllable: *-er*, *-est*; two syllables: both [*narrower*, *more proper*]; three syllables or more: *more* or *most*).
- You may also wish to discuss the comparison of adverbs, for example 'He went *more quickly*' not 'he went *quicker*'.



#### Answers

- |                                 |                 |                 |
|---------------------------------|-----------------|-----------------|
| a) higher, highest              | b) better, best | c) worse, worst |
| d) shorter, shortest            |                 |                 |
| e) more cautious, most cautious |                 |                 |
| f) livelier, liveliest          |                 |                 |
- |                                   |  |  |
|-----------------------------------|--|--|
| a) more quickly, most quickly     |  |  |
| b) more wisely, most wisely       |  |  |
| c) more carefully, most carefully |  |  |
| d) more happily, most happily     |  |  |
| e) better, best                   |  |  |
| f) worse, worst                   |  |  |
- |            |           |                   |
|------------|-----------|-------------------|
| a) tallest | b) better | c) most enjoyable |
| d) faster  | e) worst  | f) most neatly    |
- |                 |                 |                   |
|-----------------|-----------------|-------------------|
| Comparative:    | a) tinier       | c) more slowly    |
| e) more rapidly | f) luckier      | g) brighter       |
| h) more willing |                 |                   |
| Superlative:    | b) most helpful | d) most fortunate |
| i) juiciest     | j) thirstiest   |                   |



#### More to do

- Ask the children to make a note of the rule under 'Before you start' for forming comparatives and superlatives of adjectives so they can learn when (usually) to use *more* and *most*.
- Help the children to write a similar rule for adverbs.

## Activity 28

### Spellchecker: Spelling rules (1)

**Learning objectives:** to revise and implement, using the dictionary, the following spelling rules, and their exceptions: "When the sound is ee it's I before E except after C" and "Consonant Y changes to I"; to practise proofreading skills by identifying wrongly spelled words based on major spelling rules

#### Before you start

- Examine examples of the two rules *I before E except after C* and *Consonant Y changes to I*, for example *receipt*, *witty/wittier*, *body/bodies*. Emphasize that it is important to check spellings in the dictionary in order to write down the appropriate page number.



#### Answers

- |             |              |
|-------------|--------------|
| a) piece    | b) field     |
| c) weight   | d) receiving |
| e) thieves  | f) deceit    |
| g) mischief | h) ceiling   |
| i) believed | j) leisure   |

# Spelling

2. a) happiness                      b) beautiful                      c) married  
d) marrying                      e) busier                      f) lonelier  
g) worrying                      h) worried                      i) furious  
j) laziest Exception: Consonant Y does not change to I when *-ing* is added (because two types of *i* sound are needed).
3. wierd, breifly, meaness, lazyer, sunnyest, carefull, bagy, untill, realy, poorlyer



## More to do

- Think of more examples of these two rules in action.

## Activity 29

### Spellchecker: Spelling rules (2)



**Learning objective:** to revise and implement, using the dictionary, the following spelling rules and their exceptions: "Knock off the E, add I-N-G" and double the consonant in certain verbs with a suffix



## Before you start

- Look at the rules on the activity sheet and apply them to words other than those in the questions, for example *bake - baking, rhyme - rhyming, slope - sloping; trot - trotting - trotted, hum - humming - hummed, fit - fitting - fitted*.
- Discuss the 'double the consonant' rule and how it helps distinguish between, for example *hopping* and *hoping, bitter* and *biter*.
- Discuss exceptions: *singeing, canoeing, ageing, likeable, sizeable*.



## Answers

1. a) making                      b) sharing  
c) exploring                      d) removing  
e) blazing                      f) caring  
g) singing                      h) singeing  
i) canoeing  
j) rising Exception: Singe + ing doesn't change because it can be confused with *singing*.
2. a) sitting                      b) clapping  
c) running                      d) swimming  
e) kidding                      f) occurring  
g) splitting                      h) preferring  
i) travelling                      j) referring
3. a) trimmed                      b) slammed  
c) slipped                      d) fitted  
e) plodded                      f) stirred  
g) stabbed                      h) fulfilled  
i) unravelled                      j) referred



## More to do

- Examine the effect of the same rules on words that take other suffixes, for example *move - movable, remove - removal, swim - swimmer, cram - crammed, big - biggest*.
- Look for other examples of words that follow the 'Knock off the E...' rule, for example *move, invite* and *involve, write* and *writhe*.
- Look at exceptions to questions 2 and 3, for example *edit - editing, gossip - gossiping*. Ask the children: *What is the difference?* (The stress is on the first syllable, not the second.)

## Activity 30

### Spellchecker (3)

**Learning objectives:** to revise and implement, using the dictionary, further common spelling features such as 'lost' letters (for example, *e* in *movable*, *u* in *humorous*); to investigate the varied sounds made by *ch* and *ough*

#### Before you start

- Go through the instructions to each section, using examples that are not on the activity sheet, for example:
  - actor → actress (*o* lost); remove → removal (*e* lost);
  - soft *ch*: pinch, orchard; hard *ch*: ache, school; *ch* = *sh*: chef, chauffeur;
  - Use the example of words that sound different but have the same *ough* spelling: caught, laugh.



#### Answers

- |                 |                |                  |
|-----------------|----------------|------------------|
| a) movable, e   | b) humorous, u | c) luminosity, u |
| d) rehearsal, e | e) pursuing, e | f) waitress, e   |
| g) curiosity, u | h) argument, e | i) generosity, u |
- soft ch*

a) lunch, lurch	b) pilchard
c) sandwich	d) twitch

*hard ch*

e) orchestra, orchid  
 f) choir, cholera, cholesterol, chord, chorus  
 g) christen, Christian, Christmas  
 h) stomach

*ch = sh*

i) sachet  
 j) avalanche  
 k) quiche  
 l) chalet, champagne, chandelier, charades, chauffeur
- The following are suggestions, but check the children's own answers are correct.
 

a) sort, port	b) off
c) stuff, fluff	d) now, how
e) so, low	f) too, to, two, zoo



#### More to do

- Ask the children to find ten more extended words which lose *e*, as in question 1. Ask the children to find five more soft, and five more hard *ch* words as in question 2. Discuss the French origin of the *ch* = *sh* words, perhaps using French words such as *le chien* = dog, and *la chanson* = song.

# Dictionary games and quizzes

## Activity 31

### Dictionary games

**Learning objective:** to use the dictionary more efficiently and to become more aware of spelling patterns through dictionary word games

#### Before you start

- Talk about how to form a word chain using the example given: *bath - these - sensible - lesson - once*. Ask: *How might this continue? Why would cello be a suitable next word, but cent not?* Encourage the children to use rough paper first, or to work in pencil.
- Discuss more demanding word chains, those with a prescribed ending, such as turning *dead* to *alive*: *dead - adaptor - order - erase - seal - alive*, or *dead - adventure - real - alive*. Suggest to the children that they work backwards and should always keep in mind the penultimate word.
- Discuss the rules of the 'ABC game'.



#### Answers

1. The following are examples only. Check the children's own answers are correct.
  - a) begin - instead - additive - verbal - allowance - celebrate - tension - once - cement - enterprise
  - b) finish - shout - utmost - sterilize - zest - sterile - leader - error - origami - millimetre
  - c) banana - national - allege - genius - useful - ultimate - terrible - lecture - relegate - tearful
2. The following are examples only. Check the children's own answers are correct.
  - a) sleep - episode - death - thaw - awake
  - b) palace - central - alive - veil - illegible - leash - shack
3.
  - a) ambulance, flashback, abacus
  - b) arcade, cadet, cadge
  - c) defending, enforcing, refining
  - d) frightening, lightning, nightingale



#### More to do

- Ask the children to make more word chains with prescribed endings, for example, they could change *dead* to *alive*, *guilty* to *innocent*, *ignorance* to *learning*. Encourage them to use as few steps as possible.
- Ask the children to develop the 'ABC game'. For example, they could try to find words that contain car registration letters in the correct order, find words that contain the letters of smaller words (*neat* can be found in *consideration*) or try using groups of four letters and so on.

## Activity 32

### Simple Crossword

**Learning objective:** to support the practice and extension of vocabulary, the enjoyment of language and logical thinking by using crosswords.

#### Before you start

- It might be useful to complete one or two clues together:
  - Discuss the structure of 'Across' and 'Down' clues
  - Emphasize the need to use a dictionary

**Across:** 1. large 5. crate 8. day 11. area 12. education 15. actress 16. reindeer 18. lively 21. gaze 22. ignition

**Down:** 1. late 2. reduce 3. praise 4. tea 6. arose 7. ten 9. active 10. yarn 13. darling 14. teddy 17. deep 19. let 20. fan 21. go



#### More to do

- Ask the children to write their own clues for 1 across, 3 down and 21 down.

# Dictionary games and quizzes

## Activity 33

### Reverse crossword

**Learning objective:** to support the practice and extension of vocabulary, the enjoyment of language and logical thinking by using crosswords

#### Before you start

- It might be useful to complete one or two clues together. In doing so:
  - discuss the structure of 'Across' and 'Down' clues;
  - emphasize the need to use the dictionary at all times.



#### Answers

**Across:** 1. sports ground 7. skin, darker 8. to run in races 9. very small stones, slippery 11. steer  
12. completely 13. story 14. centilitre 15. themselves 16. past participle 17. bright

**Down:** 1. car 2. buildings 3. events 4. thick, black, sticky 5. retort 6. deserted, bleak, lonely, sad  
10. pay 15. pronoun



#### More to do

- Ask the children to write their own clues for 8 across, 11 across, 1 down and 5 down.
- Prompt the children to invent dictionary-related non-cryptic clues for any five other words from a dictionary.

## Activity 34

### Definitions crossword

**Learning objective:** to support the practice and extension of vocabulary, the enjoyment of language and logical thinking by using crosswords

#### Before you start

- You might wish to reinforce some of the points discussed for the 'Reverse crossword' on activity sheet 33.
- Discuss the hints listed on the activity sheet. Encourage the children not to linger too long on any clue.



#### Answers

<sup>1</sup> K	I	<sup>2</sup> N	D	<sup>3</sup> H	E	<sup>4</sup> A	R	<sup>5</sup> T	E	<sup>6</sup> D	
E		O		E		D		O		E	
<sup>7</sup> Y	E	S	T	E	R	D	A	Y		<sup>8</sup> C	<sup>9</sup> O
B		T		L		R			<sup>10</sup> D	I	N
O		R			<sup>11</sup> R	E	V	E	R	S	E
<sup>12</sup> A	R	I	S	<sup>13</sup> E		S				I	
R		L		A		<sup>14</sup> S	<sup>15</sup> C	H	O	O	L
<sup>16</sup> D	E	S	E	R	T		<sup>21</sup> D			N	



#### More to do

- Discuss any difficulties that the children experienced, particularly where basic crossword conventions are concerned.

# Dictionary games and quizzes

## Activity 35

### Anagram crossword

**Learning objective:** to experiment with language by solving anagrams



#### Before you start Answers

- Discuss what anagrams are and provide a few examples, such as *dear = read*, *vile = evil* and so on. Tell the children to ignore the punctuation and capitalization in the clues.

<sup>1</sup> F	E	<sup>2</sup> U	D	<sup>3</sup> A	<sup>4</sup> L				<sup>5</sup> P	O	<sup>6</sup> T
U		L		<sup>7</sup> D	A	B		<sup>8</sup> S			R
<sup>9</sup> R	A	T	I	O	N			H			E
N		I		<sup>10</sup> R	E	<sup>11</sup> L	I	A	B	<sup>12</sup> L	E
<sup>13</sup> J	M	M	E	N	S	E		M		<sup>14</sup> J	S
T		A				S		R		V	
U		<sup>15</sup> T	E	L	E	S	C	O	P	E	
R		E				O		C		D	
E					<sup>16</sup> S	N	A	K	E		



#### More to do

- Prompt the children to create anagrams of their own or others' names.
- Explore further anagrams together, for example *solemn - melons*, *nameless - salesmen*, *carthorse - orchestra*, *apt - pat - tap*, *aster - rates - resat - stare - tears*, *misfortune - it's more fun*, *Clint Eastwood - old west action*, *the man who laughs - he's glum*, *won't ha-ha*.

## Activity 36

### Hidden words crossword

**Learning objective:** to experiment with and examine language by finding words hidden within sentences



#### Before you start

- Discuss one of the examples from the activity sheet, showing how the word is hidden in the sentence.
- Invent other examples, such as:  
railway: I saw the engine on the **trail way** above in the mountains.  
lying: **Lately**, **in** group meetings, many false rumours have been started.  
fever: **Life very** often surprises us, especially when we are struck down with illness.
- If the children are stuck, you could tell them the hidden word to help them.



#### Answers

1. sedate 2. tearing 3. action 4. lateral 5. coffin 6. hero 7. pint 8. famous 9. cellar 10. pasty hidden word: dictionary



#### More to do

- Ask the children to choose words from a dictionary to hide within sentences for a partner or group to find.

## Activity 37

### Cryptic crossword (1)

**Learning objective:** to support the practice and extension of vocabulary, logical thinking, enjoyment of and experimentation with language through the cryptic crossword, using the dictionary at all times

#### Before you start

- Explain how cryptic crosswords differ from factual ones (Greek: *kruptos* = hidden or secret). Introduce crossword conventions for example *confused* = anagram; *at first* or *initially* = look at initials or first letters; *hiding*, *concealed* = words hidden within other words. Go through the hints on the activity sheet. Explain that the answers can be found on the pages indicated.



#### Answers

<sup>1</sup> P	R	<sup>2</sup> O	F	<sup>3</sup> E	S	S	I	<sup>4</sup> O	<sup>5</sup> N	A	<sup>6</sup> L
E		N		X				<sup>7</sup> H	A		A
<sup>8</sup> D	E	C	E	A	S	<sup>9</sup> E	<sup>10</sup> D		<sup>11</sup> T	<sup>12</sup> A	N
I		E		M		<sup>13</sup> D	O	<sup>14</sup> L	I	N	G
G			<sup>15</sup> G	P		I		<sup>16</sup> O	O		U
<sup>17</sup> R	E	<sup>18</sup> V	O	L	U	T	I	O	N		A
E		I		E		O		<sup>19</sup> T	A	<sup>20</sup> N	G
<sup>21</sup> E	C	P	O	S	U	R	E		<sup>22</sup> L	I	E



#### More to do

- Discuss a cross-section of clues, for example 2 down (anagram); 11 across (double meaning); 19 across (reversal); 13 across (parts of words).

## Activity 38

### Cryptic crossword (2)

**Learning objective:** to support the practice and extension of vocabulary, logical thinking, enjoyment of and experimentation with language through the cryptic crossword, using the dictionary at all times

#### Before you start

- Revise the important points to remember when tackling crosswords – work at first in pencil, use capital letters, move on to another clue if you get stuck.
- Explain that the numbers in brackets after each clue are the number of letters in the word and that (3, 5), for example, indicates two words of three and five letters.
- Show how double meanings (puns) are used in clues. For example, if the clue is 'You might do one in PE or have one for lunch' then the answer will be *roll*; for 'Don't talk this or you'll end up in the bin' the answer is *rubbish*.

# Dictionary games and quizzes



## Answers

<sup>1</sup> G	R	<sup>2</sup> L	L	<sup>3</sup> E	D		<sup>4</sup> S	<sup>5</sup> C	O	<sup>6</sup> T	
U		C		V				R		O	
<sup>7</sup> I	C	E	C	<sup>8</sup> R	E	A	<sup>9</sup> M	E		A	
D		B		A			<sup>10</sup> U	<sup>11</sup> P	A	<sup>12</sup> N	D
<sup>13</sup> E	L	E	<sup>14</sup> C	T	R	I	C	I	T	Y	
D		<sup>15</sup> R	O	T			K		U		<sup>16</sup> A
O		<sup>17</sup> G	A	L	<sup>18</sup> A	X	Y		<sup>19</sup> R	<sup>20</sup> A	M
<sup>21</sup> G	O		<sup>22</sup> L	E	D			<sup>23</sup> L	E	A	P



## More to do

- Ask the children to invent simple crossword clues for given words, either as a group or individually, for others to solve.

## Activity 39

### Word search



**Learning objective:** to reinforce the terminology used in dictionaries; to practice the identification of correctly spelled words.



## Before you start

- Ensure the children understand the aim of the word search. Identify one or two words with the class.



## Answers

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



## More to do

- Ask the children to create their own word searches using a defined list of their own choice, for example animals, footballers, singers etc.

## Activity 40

**Learning objective:** to support the understanding of the term homophone; to support the enjoyment of language and logical thinking by using crosswords.

### Before you start

- Revise the concept of homophones. Do the first one or two clues together as a class.



### Answers

**Across:** 1. fowl, foul 4. mussel, muscle 6. ewe, you 7. lane, lain 9. reel, real 10. tea, tee 14. beach, beech 15. steak, stake 17. suit, soot 18. aye, eye 19. one, won 20. oral, aural

**Down:** 1. flea, flee 2. weak, week 3. plain, plane 4. metre, meter 5. sell, cell 8. lesson, lessen 11. dual, jewel 12. sheer, shear 13. matt, mat 14. bear, bare 16. two, to 17. sew, so

<sup>1</sup> F	O	<sup>2</sup> W	L					<sup>3</sup> P	
L		E		<sup>4</sup> M	U	<sup>5</sup> S	C	L	E
E		<sup>6</sup> E	W	E		E		A	
A		K		T		<sup>7</sup> L	A	I	N
	<sup>8</sup> L		<sup>9</sup> R	E	A	L		N	
<sup>10</sup> T	E	E		R			<sup>11</sup> J		<sup>12</sup> S
	S		<sup>13</sup> M		<sup>14</sup> B	E	E	C	H
	<sup>15</sup> S	<sup>16</sup> T	A	K	E		W		E
<sup>17</sup> S	O	O	T		A		<sup>18</sup> E	Y	E
<sup>19</sup> O	N	E		<sup>20</sup> O	R	A	L		R

**NB** For some clues, either homophone can work in the grid 1 down, 9 across, 10 across. This is because there are no intersecting clues at the relevant letters.

### More to do

- Ask the children to think of other homophones. Get them to write clues for homophone pairs and share them with the class.

# Moving on

## Activity 41

### Which book?

**Learning objective:** to support the informed use of a wider range of dictionaries and other reference books through a structured introduction to them

#### Before you start

- Ask the children to each prepare a research question, then discuss where the answer would be found. If possible, follow up with the actual search.
- The exercise is more valuable if set in the context of a library, perhaps the school library or, even better, a local library.



#### Answers

1. G 2. F 3. L 4. N 5. K 6. A 7. O 8. M 9. D 10. E 11. B 12. H 13. C 14. I 15. J



#### More to do

- Prompt the children to make a list of a given number of reference books in the class or school library which they think would be most useful.
- Via a search engine or multiple search engine (such as Google), ask the children to list the addresses of three websites where the answer to a given question might be obtained.
- Introduce and discuss some of the more commonly-used reference books in the class, school or local library.

## Activity 42

### Quiz time!

**Learning objective:** to support the informed use of a wider range of dictionaries and other reference books through a structured introduction to them

#### Before you start

- Revise the functions of the reference books listed.
- Emphasize that, on the activity sheet, the children must choose the most suitable book (a general encyclopedia might give the answer to several questions but is not necessarily the most suitable).



#### Answers

1. 1. L 2. D 3. I 4. N (L is possible) 5. J 6. E or F 7. H 8. G 9. K 10. B 11. L 12. M 13. A 14. F  
2. Encyclopedia (C)



#### More to do

- If children are in a library context, ask them to choose a suitable reference book and write a question, noting where the answer is to be found. Questions can then be jumbled and redistributed for others to research. Children could also try to find another reference book which corroborates the answer to their original question.
- Discuss the answers and the scope of the books concerned. To follow this up, ask the children to choose a reference book and to write a simple resume of its scope. This information could then be discussed with the group or class.

## Activity 43

### My word bank

**Learning objective:** *to support a range of dictionary and language activities by providing a template for personal collections of words and definitions*

- This activity is a blank template for a word bank. Encourage the children to make their own word collections.

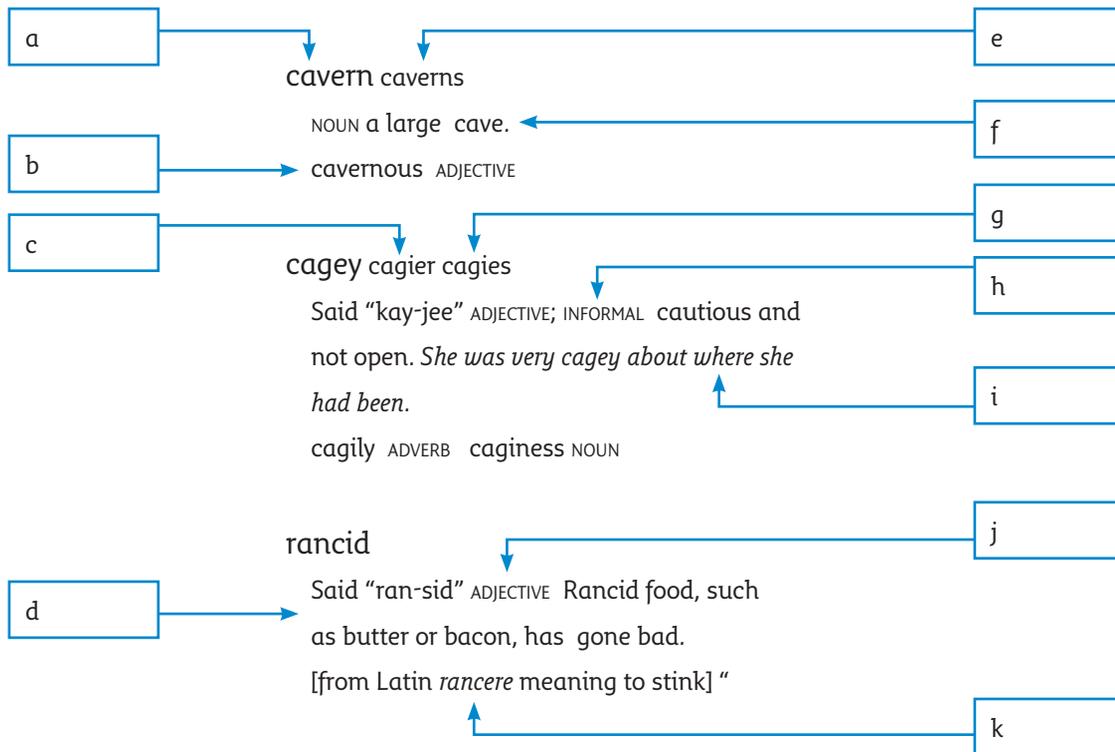
Name: \_\_\_\_\_

**Activity 1**

**Get to know your dictionary**

1. Use the word bank below and the introduction to your dictionary to fill in the boxes.

comparative	pronunciation	part of speech	etymology
definition	plural	example of use	style label
headword	related word	superlative	



Name: \_\_\_\_\_

**Activity 2**

**Hunt the headword**

A **headword** is the word in large, bold print which begins each dictionary definition. Find the headwords which match these definitions.

- 1. a) am icable fairly friendly
- b) ho \_\_\_\_\_ aggressive
- c) me \_\_\_\_\_ very small or inadequate
- d) sa \_\_\_\_\_ a small edible sea fish
- e) ta \_\_\_\_\_ stretched very tight
- f) wh \_\_\_\_\_ a small, thin dog used for racing
- g) no \_\_\_\_\_ happening or active at night
- h) re \_\_\_\_\_ horrible and disgusting
- i) sw \_\_\_\_\_ to turn round on a central point
- j) go \_\_\_\_\_ with a lot of blood or bloodshed
- k) sc \_\_\_\_\_ showing contempt
- l) fa \_\_\_\_\_ not working properly



- 2. a) Which **R** word means a lot of noise, an illegal way of making money and a type of long bat used in tennis?  
\_\_\_\_\_
- b) Which **P** word means an area of ground marked out for playing a game, how high or low a sound is and to throw with a lot of force? \_\_\_\_\_
- c) Which **D** word means to say something aloud for someone else to write down, to tell someone what they must do and to cause or influence something? \_\_\_\_\_

3. Write your own definitions for the following words, then compare your definitions to those in the dictionary. Try not to use more words than the number shown in the brackets.

- a) corkscrew (10) \_\_\_\_\_  
\_\_\_\_\_
- b) Plasticine (15) \_\_\_\_\_  
\_\_\_\_\_
- c) gabble (10) \_\_\_\_\_  
\_\_\_\_\_
- d) bicycle (10) \_\_\_\_\_  
\_\_\_\_\_
- e) jealous (25) \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

**Activity 3**

**Related words**

**Related words** are other parts of speech in the same family as the headword, given at the end of a definition.

headword → accurate

ADJECTIVE completely correct or precise.

related words → accurately ADVERB accuracy NOUN



1. Using the headwords and their definitions, find the related words:

a) **candid** honest and frank

noun: \_\_\_\_\_

b) **dentist** a person who is qualified to treat people's teeth

noun: \_\_\_\_\_

c) **fossil** the remains or impression of an animal or plant from a previous age, preserved in rock

verb: \_\_\_\_\_

d) **intermittent** happening only occasionally \_\_\_\_\_ adverb: \_\_\_\_\_

e) **minute** extremely small adverb: \_\_\_\_\_

f) **problem** an unsatisfactory situation that causes difficulties \_\_\_\_\_

adjective: \_\_\_\_\_

g) **solo** done by one person alone noun: \_\_\_\_\_

h) **widow** a woman whose husband has died \_\_\_\_\_

adjective: \_\_\_\_\_

2. Now just find these related words.

a) **prosper** to be successful and make a lot of money (noun) \_\_\_\_\_

b) **fret** to worry (adverb) \_\_\_\_\_

c) **yacht** a boat with sails or an engine (noun) \_\_\_\_\_

d) **premature** happening too early (adverb) \_\_\_\_\_

e) **biography** the history of someone's life (adjective) \_\_\_\_\_

3. Now find the part of speech for the following related words.

a) **heartily** cheerfully and enthusiastically \_\_\_\_\_

b) **loser** someone who has been beaten \_\_\_\_\_

c) **sagging** hanging down loosely \_\_\_\_\_

d) **biblical** from the sacred book of the Christian religion \_\_\_\_\_

e) **fortunately** luckily \_\_\_\_\_

Name: \_\_\_\_\_

**Activity 4**

**Alphabetical order**

1. Six letters in the alphabet below are out of order. Ring them and draw an arrow to show where they should be.

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

2. The people below are going into a telephone directory. Number them in alphabetical order *by surname*.

- a) C. Voyage \_\_\_\_\_
- b) D. Lighted \_\_\_\_\_
- c) X. Ersize \_\_\_\_\_
- d) B. Hive \_\_\_\_\_
- e) M. Bankment 1
- f) I. Patch \_\_\_\_\_
- g) L. Ectric \_\_\_\_\_
- h) N. Chanted \_\_\_\_\_
- i) P. Soup \_\_\_\_\_
- j) Y. Nott \_\_\_\_\_
- k) B. Low \_\_\_\_\_
- l) M. Barrass \_\_\_\_\_



3. Number the words below in alphabetical order. Use your dictionary to check if you are right.

- a) cursor \_\_\_\_\_
- b) school \_\_\_\_\_
- c) sandwich \_\_\_\_\_
- keyboard \_\_\_\_\_
- head \_\_\_\_\_
- salmon \_\_\_\_\_
- monitor \_\_\_\_\_
- test \_\_\_\_\_
- salad \_\_\_\_\_
- chip \_\_\_\_\_
- science \_\_\_\_\_
- samosa \_\_\_\_\_
- disk \_\_\_\_\_
- teacher \_\_\_\_\_
- sausage \_\_\_\_\_
- computer \_\_\_\_\_
- playground \_\_\_\_\_
- sardine \_\_\_\_\_
- d) medicine \_\_\_\_\_
- e) torpedo \_\_\_\_\_
- f) hyphen \_\_\_\_\_
- measles \_\_\_\_\_
- tornado \_\_\_\_\_
- hypermarket \_\_\_\_\_
- method \_\_\_\_\_
- torch \_\_\_\_\_
- hyperactive \_\_\_\_\_
- me \_\_\_\_\_
- tortoise \_\_\_\_\_
- hypotenuse \_\_\_\_\_
- melancholy \_\_\_\_\_
- torture \_\_\_\_\_
- hypocrite \_\_\_\_\_
- meek \_\_\_\_\_
- torn \_\_\_\_\_

Name: \_\_\_\_\_

**Activity**  
**5**

**Hit the spot!**

When you're looking words up, save time by opening your dictionary at the right place.

**1. Game 1**

Take the **Hit the spot!** challenge. Try to open your dictionary at exactly the right letter. Score ten for a direct hit, nine if you're one letter away, eight if you're two letters away and so on.

Start each time with the dictionary closed and away from your hands.

Try to open your dictionary at these target letters:

	J	T	C	P	K	G	S	L	W	Q	Total
Score	<input type="text"/>										

**2. Game 2**

Now try to hit the right **word**. The scoring works in the same way. You start with ten for a direct hit and lose a mark for each page you are away from your target.

Try to open your dictionary at these target words:

	frog	walrus	monkey	buffalo
Score	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	seal	hyena	caterpillar	Total
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Alphabet tip:** The alphabet has 26 letters. J is the 10th one. T is the 20th one. M comes in the middle of most dictionaries.

**3.** Try Games 1 and 2 again. Compare your scores to see how much you have improved with practice.

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

Name: \_\_\_\_\_

**Activity 6**

**Where do they go?**

1. Put the following lists of words into alphabetical order:
  - a) gust/gullible/guy/gum/gurgle/guilty/gutter/gulp
  - b) list/lion/lint/liquid/liner/listen/literature/lioness
  - c) shelter/shield/sheep/sheik/sheer/shimmer/shed/shepherd
  - d) defrost/delight/deity/deft/delete/delight/deformed/deliver
  - e) reel/referee/redeem/referendum/reduce/refined/refer/reference
  - f) flipper/flex/flirt/flea/fling/flip/flew/flee
  - g) along/allergy/allow/alloy/allegiance/almost/ally/already
  - h) crime/crew/crinkle/criminal/crisis/crimson/crisp/cringe
  - i) here/her/hermit/hero/herb/herald/heritage/herbivore
  - j) ward/warfare/warble/warm/wardrobe/warrior/warehouse warehouse/warship



2. The people listed below have new telephones. Put them into alphabetical order *by surname*, with their initial/s as they would appear in the telephone book.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_
- h) \_\_\_\_\_
- i) \_\_\_\_\_
- j) \_\_\_\_\_



3. Sort these words into alphabetical order, putting 1 by the first, 2 by the second and so on.

gingery \_\_\_\_\_ ginger up \_\_\_\_\_ gingivitis \_\_\_\_\_ ginger ale \_\_\_\_\_ gingili \_\_\_\_\_  
gingerly \_\_\_\_\_ gingerbread \_\_\_\_\_ ginger \_\_\_\_\_ ginkgo \_\_\_\_\_ gink \_\_\_\_\_ ginnel \_\_\_\_\_  
ginger group \_\_\_\_\_ gingiva \_\_\_\_\_ ginger nut \_\_\_\_\_ gingerbread tree \_\_\_\_\_  
ginger wine \_\_\_\_\_ gingham \_\_\_\_\_ ging \_\_\_\_\_ ginglymus \_\_\_\_\_ ginger beer \_\_\_\_\_

Name: \_\_\_\_\_

Activity  
7

Guide words

1. The first box contains the **guide words** from the top of some pages in a dictionary. Use them to work out on which page you would find the words in the second box. Do not use your dictionary!

**dentist** to **descant** page 93  
**descend** to **destroy** page 94  
**destructive** to **devious** page 95  
**devise** to **die** page 96  
**diet** to **din** page 97  
**dine** to **disagreeable** page 98

a) digital page 97  
b) detached page \_\_\_\_\_  
c) destiny page \_\_\_\_\_  
d) dirt page \_\_\_\_\_  
e) describe page \_\_\_\_\_  
f) differ page \_\_\_\_\_  
g) deodorant page \_\_\_\_\_  
h) detective page \_\_\_\_\_  
i) dingo page \_\_\_\_\_  
j) deputy page \_\_\_\_\_

2. Find the words below using the guide words in a dictionary. Write down the page number for each. Record how many seconds it took.

- a) python page \_\_\_\_\_ seconds      b) bird page \_\_\_\_\_ seconds  
c) tiger page \_\_\_\_\_ seconds      d) uphill page \_\_\_\_\_ seconds  
e) wax page \_\_\_\_\_ seconds      f) goblin page \_\_\_\_\_ seconds  
g) sauce page \_\_\_\_\_ seconds      h) food page \_\_\_\_\_ seconds  
i) otter page \_\_\_\_\_ seconds      j) milk page \_\_\_\_\_ seconds

Now try again to see if you can find the words faster.

Name: \_\_\_\_\_

**Activity 8**

**Abbreviations**

1. Find the meanings of the following abbreviations.

- a) BC before Christ
- b) c/o \_\_\_\_\_
- c) GP \_\_\_\_\_
- d) NHS \_\_\_\_\_
- e) PE \_\_\_\_\_
- f) dB \_\_\_\_\_
- g) USA \_\_\_\_\_
- h) EU \_\_\_\_\_

2. What is the abbreviation for:

- a) doctor Dr
- b) United Nations \_\_\_\_\_
- c) anonymous \_\_\_\_\_
- d) please reply \_\_\_\_\_
- e) in the year of Our Lord \_\_\_\_\_
- f) World Wide Web \_\_\_\_\_
- g) internet service provider \_\_\_\_\_
- h) identification \_\_\_\_\_
- i) a title before a married woman's name \_\_\_\_\_
- j) genetically modified \_\_\_\_\_



3. When might you use the following abbreviations?

- a) You might use **UFO** to describe an \_\_\_\_\_
- b) You might write **pto** when you want someone to \_\_\_\_\_
- c) You might send an **SOS** when \_\_\_\_\_
- d) You might need a **CV** when you are trying to \_\_\_\_\_
- e) You might use **OAP** to describe an \_\_\_\_\_

4. Use other reference books to find the exact meaning of the following abbreviations.

- a) NASA \_\_\_\_\_
- b) a.s.a.p. \_\_\_\_\_
- c) POW \_\_\_\_\_
- d) UK \_\_\_\_\_
- e) 3-D \_\_\_\_\_
- f) AIDS \_\_\_\_\_

Name: \_\_\_\_\_

**Activity 9**

**Parts of speech (1)**

1. Dictionaries have eight main **parts of speech** (also sometimes called **word classes**).

Find them in your dictionary and write their names below.

verb	_____
_____	_____
_____	_____
_____	_____

Why are **verbs** the most important words?



2. The box of words below contains four **nouns**, four **verbs**, four **adjectives** and four **adverbs**. Sort them into the right columns, then check using a dictionary.

possibly	anywhere	prose	bogus
milky	hover	jaw	reed
read	began	across	snake
nearly	cease	kosher	weak

Nouns	Verbs	Adjectives	Adverbs
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Using a dictionary, find:
- four **nouns** beginning with **a**    \_\_\_\_\_
  - four **verbs** beginning with **b**    \_\_\_\_\_
  - four **adjectives** beginning with **c**    \_\_\_\_\_
  - four **adverbs** beginning with **d**    \_\_\_\_\_

Name: \_\_\_\_\_

**Activity 10**

**Parts of speech (2)**

1. Complete the following sentences.

- a) A **pronoun** is a word that \_\_\_\_\_
- b) A **conjunction** is used to \_\_\_\_\_
- c) A **preposition** shows \_\_\_\_\_
- d) An **interjection** is \_\_\_\_\_

2. The box of words below contains four **pronouns**, four **prepositions**, four **conjunctions** and four **interjections**. Sort them into the right columns, then check using a dictionary.

because	around	Ooh!	they
yours	Sh!	but	from
although	with	Hi!	whether
anyone	Ugh!	through	it

Pronouns	Prepositions	Conjunctions	Interjections
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Using the words above, write four sentences, each containing one **pronoun**, **preposition** and one **conjunction**.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Write two sentences, using speech marks, which contain an **Interjection**.

\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_

Activity  
11

### Parts of speech (3)

Learning objectives: to revise word classes, especially phrases; to use the dictionary more efficiently by being aware that the dictionary is a source of information about parts of speech and to practise looking up this information

Before you start: You may wish to explain what a phrase is and make sure the children understand the concept.



#### Answers

1.
  - a) to pass the blame or responsibility for something to someone else
  - b) to decide to carry on in a difficult situation
  - c) impossible
  - d) done deliberately
  - e) almost certainly going to happen or be done in the future
  - f) to sleep very deeply
  - g) in trouble and about to be punished
  - h) to help someone
  - i) to win a top prize or have some good luck
  - j) in a difficult situation
  - k) to try to do something
  - l) not working
  
2.
  - a) in a hurry
  - b) out of sight
  - c) take part
  - d) bide your time
  - e) at once
  - f) more or less
  - g) good riddance
  - h) out of reach
  - i) on the lookout
  - j) at the moment

More to do: Ask the children to think of more phrases and discuss them with the class. Classify these phrases according to word class, eg *grit your teeth* and *pass the buck* as verbs, *on the horizon* and *in a jam* as adjective.

Name: \_\_\_\_\_

**Activity  
12**

**Synonyms and antonyms**

1. Complete these definitions.

a) A **synonym** for a word is another word which \_\_\_\_\_  
\_\_\_\_\_

b) A word which means the opposite of another word is its \_\_\_\_\_

2. Can you find **synonyms** for the following words?

a) keen \_\_\_\_\_ b) serious \_\_\_\_\_

c) improbable \_\_\_\_\_ d) detest \_\_\_\_\_

e) sympathy \_\_\_\_\_ f) careless \_\_\_\_\_

g) gadget \_\_\_\_\_ h) inaccurate \_\_\_\_\_

i) stop \_\_\_\_\_ j) chase \_\_\_\_\_

3. Find **antonyms** for the following words.

a) major \_\_\_\_\_ b) minimum \_\_\_\_\_

c) paperback \_\_\_\_\_ d) inferior \_\_\_\_\_

e) interior \_\_\_\_\_ f) contraction \_\_\_\_\_

4. Find suitable **synonyms** for the underlined words. Then rewrite the sentences.

a) I was filled with fear as the blind man wandered towards the edge of the cliff, eating a banana.

I was filled with dread as the blind man strolled... \_\_\_\_\_  
\_\_\_\_\_

b) She hinted that the jewels were fake so I gave her proof that they were real.

\_\_\_\_\_

c) That's a lot of money. Promise you'll not waste one bit of it.

\_\_\_\_\_

d) Can you imagine the crowd gathered in the enormous stadium to watch the famous gladiator's victory?

\_\_\_\_\_

Name: \_\_\_\_\_

**Activity  
13**

**Word histories**

1. These words come from four different languages: French, German, Latin and Greek. Use a dictionary to find out which word comes from which language. put the words into groups.

pasteurized	measles	arithmetic	daschshund	asterisk
grab	salary	pedigree	Bible	sincere
slap	dandelion	sarcastic	pest	snorkel
caterpillar	manual	souvenir	Arctic	habitat

2. Use a dictionary to complete the sentences below. The first one has been done for you.

- a) Bangle comes from the Hindi word "bangli" which means glass bracelet.
- b) Arena \_\_\_\_\_.
- c) Essay \_\_\_\_\_.
- d) Karaoke \_\_\_\_\_.
- e) Quarantine \_\_\_\_\_.
- f) Sabbath \_\_\_\_\_.

3. Use a dictionary to find out which languages these words come from.

- |                    |                                |
|--------------------|--------------------------------|
| a) genie _____     | b) month _____                 |
| c) armadillo _____ | d) vodka _____                 |
| e) sauna _____     | f) mummy (the dead body) _____ |
| g) plural _____    | h) alligator _____             |
| i) amen _____      | j) Atlas _____                 |



Name: \_\_\_\_\_

**Activity  
14**

**Pronunciations and word styles**



Dictionaries give help with words which are difficult to pronounce.

1. Find the words below in a dictionary, then write down their pronunciation. Write in capital letters the part of the word you should stress.

- a) dungeon \_\_\_\_\_ b) waffle \_\_\_\_\_
- c) camouflage \_\_\_\_\_ d) relay (noun) \_\_\_\_\_
- e) relay (verb) \_\_\_\_\_ f) matrix \_\_\_\_\_

2. In the same way, write down how to say the following words.

- a) modern \_\_\_\_\_ c) glasses \_\_\_\_\_ e) cosmetics \_\_\_\_\_
- b) shepherd \_\_\_\_\_ d) operation \_\_\_\_\_ f) motorcycle \_\_\_\_\_

3. Dictionaries tell you what style a word is (when you should use it). The main style labels are **formal**, **informal** and **literary**. Complete the statements.

- a) **Formal** words are likely to be used in \_\_\_\_\_ and \_\_\_\_\_
- b) **Informal** words are used in \_\_\_\_\_
- c) **Literary** words are used in \_\_\_\_\_

4. Write this sentence in a *more* formal way.

- a) I was hanging about by the chippy, when my pal Dave pinched my bike and whizzed off down the rec.  
\_\_\_\_\_  
\_\_\_\_\_

Write this sentence in a *less* formal way.

- b) The entire group of Rupert's siblings had commenced to contemplate matrimony.  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

**Activity  
15**

**Definitions: True or false**

1. Using a dictionary, check if the following is true and tick the right box.

A **definition** is a statement explaining the meaning of a word or idea.

true  false

2. Some of the definitions below are wrong. Using a dictionary to help you, write **true** after those that are correct and **false** after those that are not.

- a) **oversight** (noun) something which you forget to do or fail to notice \_\_\_\_\_
- b) **scampi** (noun) large mushrooms, usually eaten fried in breadcrumbs \_\_\_\_\_
- c) **invaluable** (adjective) having no value at all; worthless \_\_\_\_\_
- d) **squeamish** (adjective) easily upset by unpleasant sights or situations \_\_\_\_\_
- e) **kipper** (noun) a smoked mackerel \_\_\_\_\_
- f) **irate** (adjective) very angry \_\_\_\_\_
- g) **solute** (noun) a substance which is dissolved in a liquid \_\_\_\_\_
- h) **practise** (noun) regular training in a skill or activity \_\_\_\_\_
- i) **chivalry** (noun) polite and helpful behaviour \_\_\_\_\_
- j) **inflammable** (adjective) not able to catch fire easily \_\_\_\_\_
- k) **werewolf** (noun) in horror stories, a wolf who changes into a person \_\_\_\_\_
- l) **Torah** (noun) Jewish law and teaching \_\_\_\_\_



3. The words below have two different meanings. Use a dictionary to write down their second meaning briefly, in your own words.

- a) **twitter** i) to make short high-pitched sounds like birds  
ii) \_\_\_\_\_
- b) **perennial** i) continually occurring or never ending  
ii) \_\_\_\_\_
- c) **sage** i) a herb used for flavouring in cooking  
ii) \_\_\_\_\_
- d) **execute** i) to kill someone as a punishment for a crime  
ii) \_\_\_\_\_

Name: \_\_\_\_\_

**Activity 16**

**Words with several meanings**

Many words have several different meanings. **Fawn** has two.

fawn fawns

NOUN OR ADJECTIVE 1 pale yellowish brown.

NOUN 2 a very young deer.



1. Write down how many meanings are listed in your dictionary for:

a) operate \_\_\_\_\_ b) ring \_\_\_\_\_ c) cold \_\_\_\_\_

d) taste \_\_\_\_\_ e) wrap \_\_\_\_\_ f) round \_\_\_\_\_

2. The word **cook** can be a **verb** or a **noun**. Write a sentence using **cook** as a **verb**, and a sentence using **cook** as a **noun**.

a) (verb) \_\_\_\_\_  
\_\_\_\_\_

b) (noun) \_\_\_\_\_  
\_\_\_\_\_

3. Write one sentence using **safe** as a **noun**, and one using **safe** as an **adjective**.

a) (noun) \_\_\_\_\_  
\_\_\_\_\_

b) (adjective) \_\_\_\_\_  
\_\_\_\_\_

4. The words below are **homonyms** (they can mean different things). Write a sentence for each meaning. For example:

lean (verb) Please don't lean on my shoulder.

lean (adjective) The butcher sold me a lean piece of steak.

a) blow (noun) \_\_\_\_\_

blow (verb) \_\_\_\_\_

b) saw (verb) \_\_\_\_\_

saw (noun) \_\_\_\_\_

c) light (noun) \_\_\_\_\_

light (verb) \_\_\_\_\_

light (adjective) \_\_\_\_\_



Name: \_\_\_\_\_

Activity  
17

Definitions: Sort them out!

1. Choose the correct answer and then use the dictionary to check if you were correct.

- a) Which would you climb over: a **stile** or a **style**? \_\_\_\_\_
- b) **Altar** or **alter**: which is in a church? \_\_\_\_\_
- c) **Currents** or **currants**: which are more dangerous? \_\_\_\_\_
- d) A parked car or a pile of envelopes: which is **stationery**? \_\_\_\_\_
- e) Are you **allowed** out or **aloud** out? \_\_\_\_\_
- f) Would a **mayor** or a **mare** live in a stable? \_\_\_\_\_
- g) Who's the boss: a **principal** or a **principle**? \_\_\_\_\_
- h) The referee's whistle blows: was it a **foul** or a **fowl**? \_\_\_\_\_
- i) Which would you eat with chips: a **steak** or a **stake**? \_\_\_\_\_
- j) Which would taste bad: a **dessert** or a **desert**? \_\_\_\_\_

2. Link the words below to the correct definition.

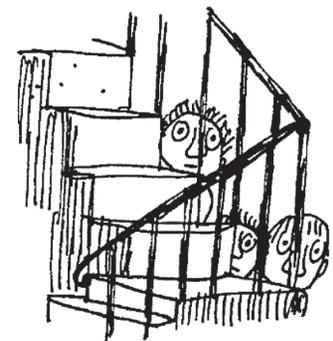
pilgrim  
spinster  
diplomat  
scapegoat  
eccentric  
au pair  
canvasser

i  
d  
o  
l

- a) a person who has habits or opinions which other people think are odd
- b) a person who tries to persuade people to vote for a particular political party
- c) a person who is blamed for something, although it may not be their fault
- d) a person who travels to a holy place
- e) a person who is loved and admired by fans
- f) a person who goes abroad to live with a family
- g) a woman who has never married
- h) a person who negotiates with another country on behalf of his or her own country

3. Use these **homophone** pairs correctly in the same sentence.

- a) stairs, stares \_\_\_\_\_
- b) seen, scene \_\_\_\_\_
- c) right, write \_\_\_\_\_



Name: \_\_\_\_\_

Activity  
18

Prefixes (1)

1. What is a **prefix**? Use a dictionary to check the answer

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2. Write down the **prefix** to the following words and what the prefix means. Then find another word which uses the same prefix.

For example: incorrect in = not inefficient

- a) prehistoric \_\_\_\_\_ = \_\_\_\_\_
- b) misfire \_\_\_\_\_ = \_\_\_\_\_
- c) international \_\_\_\_\_ = \_\_\_\_\_
- d) refill \_\_\_\_\_ = \_\_\_\_\_
- e) cooperate \_\_\_\_\_ = \_\_\_\_\_
- f) exhale \_\_\_\_\_ = \_\_\_\_\_
- g) post-war \_\_\_\_\_ = \_\_\_\_\_
- h) centilitre \_\_\_\_\_ = \_\_\_\_\_
- i) antiseptic \_\_\_\_\_ = \_\_\_\_\_
- j) semicircle \_\_\_\_\_ = \_\_\_\_\_

3. Write a word from your dictionary which begins with the following prefixes.

- a) dis \_\_\_\_\_
- b) un \_\_\_\_\_
- c) non \_\_\_\_\_
- d) ad \_\_\_\_\_
- e) geo \_\_\_\_\_
- f) bio \_\_\_\_\_

4. a) **Super** is a prefix meaning 'over', 'larger' or 'better'. Write six words which begin with **super**.

b) **Ex** is a prefix meaning 'out of'. Write six words which begin with **ex**.

Name: \_\_\_\_\_

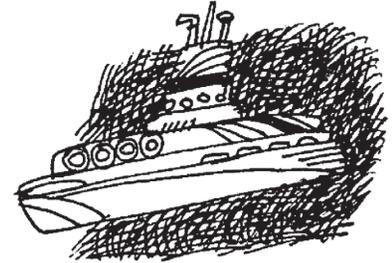
**Activity 19**

**Prefixes (2)**

1. Use a dictionary to find the meanings of the following **prefixes**.

Give three examples of words that begin with each one.

Prefix	Meaning	Example words
a) sub-	<b>under</b>	<b>submarine subheading subway</b>
b) auto-	_____	_____
c) bi-	_____	_____
d) trans-	_____	_____
e) tele-	_____	_____
f) circum-	_____	_____



2. Link the words below to the correct definition. (Tip: Look at the **prefix** first.)

autobiography

telepathy

transatlantic

binoculars

submerge

circumference

transmitter

bilingual

- a) an instrument with lenses for both eyes
- b) a device for sending radio or television waves over a distance
- c) an account of a person's life which they have written themselves
- d) to go beneath or to place something beneath the surface of a liquid
- e) crossing or on the other side of the Atlantic
- f) the outer line of a circle
- g) involving or using two languages
- h) the ability to know what someone is thinking without any words being spoken

3. Write five interesting sentences, using one of these words in each sentence.

automobile    teletext    circumstances    translucent    bisect

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Name: \_\_\_\_\_

**Activity  
20**

**Suffixes (1)**

1. What is a **suffix**? Use a dictionary to check the answer.

\_\_\_\_\_  
\_\_\_\_\_

2. For each **suffix**, use the dictionary to find three examples of words w end in that suffix.

- a) -fy \_\_\_\_\_
- b) -less \_\_\_\_\_
- c) -tion \_\_\_\_\_
- d) -ment \_\_\_\_\_
- e) -or \_\_\_\_\_
- f) -en \_\_\_\_\_
- g) -ly \_\_\_\_\_
- h) -able \_\_\_\_\_
- i) -ness \_\_\_\_\_
- j) -ful \_\_\_\_\_



3. Look back at the words that you wrote down in question 2.

Then write each suffix below in the correct place.

-fy   -less   -tion   -ment   -or   -en   -ly   -able   -ness   -ful

Suffixes which make **nouns**   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_

Suffixes which make **verbs**   \_\_\_\_\_   \_\_\_\_\_

Suffixes which make **adjectives**   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_

Suffix which makes **adverbs**   \_\_\_\_\_

4. Write sentences which include a word ending with each of these suffix groups. You can use the suffix words in any order in the sentence.

- a) -en   -ly   -able \_\_\_\_\_
- b) -ness   -ment \_\_\_\_\_
- c) -or   -fy   -less \_\_\_\_\_
- d) -ful   -tion \_\_\_\_\_

Name: \_\_\_\_\_

**Activity  
21**

**Suffixes (2)**

1. Change the meanings of the words below by changing their **suffixes**.

Use a dictionary to check that the word you create is correct.

helpful helpless bigger \_\_\_\_\_ enjoyment \_\_\_\_\_  
action \_\_\_\_\_ hopeless \_\_\_\_\_ dependable \_\_\_\_\_  
physician \_\_\_\_\_ terrify \_\_\_\_\_ coldest \_\_\_\_\_



2. Pair up a suffix from the word bank with one of the words below. Write out the full word. Remember that you may have to change the spelling slightly. Use a dictionary to check that the word you create is correct.

-ant -ial -ious -let -est -like -wards -ian -wise ~~-some~~

- a) trouble troublesome b) defend \_\_\_\_\_  
c) clock \_\_\_\_\_ d) heavy \_\_\_\_\_  
e) back \_\_\_\_\_ f) life \_\_\_\_\_  
g) music \_\_\_\_\_ h) book \_\_\_\_\_  
i) grace \_\_\_\_\_ j) office \_\_\_\_\_

3. Match the suffixes with their meanings.

-ant -graphy -ology -est -wise -some -let -like -ward

- a) -graphy : related to writing b) \_\_\_\_\_ : smaller  
c) \_\_\_\_\_ : in a certain manner d) \_\_\_\_\_ : similar to  
e) \_\_\_\_\_ : most f) \_\_\_\_\_ : someone who ...  
g) \_\_\_\_\_ : full of h) \_\_\_\_\_ : turning to  
i) \_\_\_\_\_ : related to the study of something

4. Choose five of the suffixes from question 3. For each one, think of a word containing the suffix and write a sentence using that word. (Do not use words from question 2.)

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Name: \_\_\_\_\_

**Activity 22**

**Shades of meaning**

1. Write the words below in order of their strength. Start with the underlined word, and use a dictionary to help you.

a) loud quiet deafening noisy silent piercing soft  
silent \_\_\_\_\_

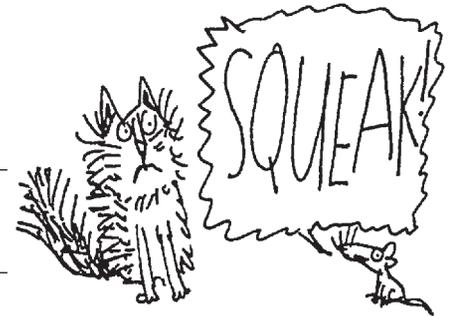
b) saturated dry wet moist parched soggy arid soaked  
\_\_\_\_\_

c) stimulating boring gripping dreary interesting fascinating tedious  
\_\_\_\_\_

d) glowing dark brilliant black gleaming dull dazzling drab  
\_\_\_\_\_

e) tiny sizeable gigantic huge minute microscopic big small  
\_\_\_\_\_

f) disgusted overjoyed delighted pleased discontented thrilled unhappy satisfied  
\_\_\_\_\_



2. Choose six words from one of the lists in question 1 and write a sentence for each word.

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_

c) \_\_\_\_\_  
\_\_\_\_\_

d) \_\_\_\_\_  
\_\_\_\_\_

e) \_\_\_\_\_  
\_\_\_\_\_

f) \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

**Activity**  
**23**

1. Use a dictionary to finish these sentences.

a) The **singular** form of a noun refers to \_\_\_\_\_.

b) The **plural** form of a noun refers to \_\_\_\_\_.

2. Write the **plurals** of the words below. Check them in the dictionary as you go.

a) half \_\_\_\_\_

b) thief \_\_\_\_\_

c) roof \_\_\_\_\_

d) reef \_\_\_\_\_

e) branch \_\_\_\_\_

f) wish \_\_\_\_\_

g) stitch \_\_\_\_\_

h) tomato \_\_\_\_\_

i) baby \_\_\_\_\_

j) nappy \_\_\_\_\_

k) valley \_\_\_\_\_

l) donkey \_\_\_\_\_

m) house \_\_\_\_\_

n) mouse \_\_\_\_\_

o) louse \_\_\_\_\_

p) ox \_\_\_\_\_

q) child \_\_\_\_\_

r) woman \_\_\_\_\_

s) tooth \_\_\_\_\_

t) goose \_\_\_\_\_

u) sheep \_\_\_\_\_

v) passer-by \_\_\_\_\_

w) brother-in-law \_\_\_\_\_

x) appendix \_\_\_\_\_ or \_\_\_\_\_

y) aquarium \_\_\_\_\_ or \_\_\_\_\_

z) curriculum \_\_\_\_\_ or \_\_\_\_\_

3. Write the singular of these plurals.

a) potatoes \_\_\_\_\_

b) pupae \_\_\_\_\_

c) knives \_\_\_\_\_

d) deer \_\_\_\_\_

e) pence \_\_\_\_\_

f) tomatoes \_\_\_\_\_

4. Some nouns always occur in the plural. Can you think what these are?

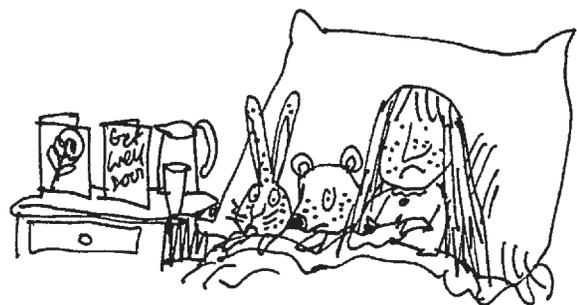
a) a cutting tool with two sharp blades.

sc \_\_\_\_\_

b) an infectious illness that gives you spots. me \_\_\_\_\_

c) loose clothes worn in bed.

py \_\_\_\_\_

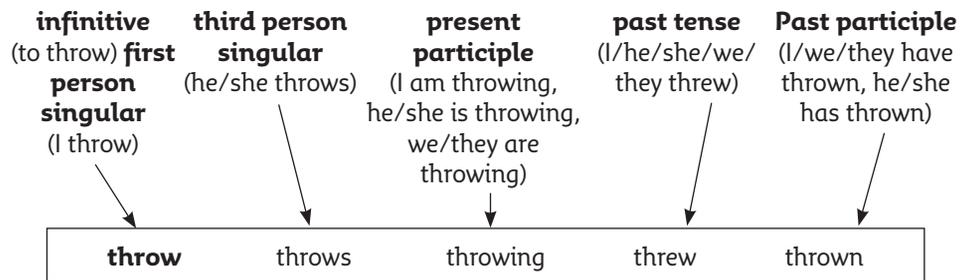


Name: \_\_\_\_\_

**Activity  
24**

**Verbs and their forms**

The other forms of a verb are shown after the headword.



1. Fill in the spaces, using a dictionary to help you.

Infinitive	Third person singular	Present participle	Past tense	Past participle
a) to move			moved	
b)	talks			
c)		eating		
d)	sits			
e)		blowing		
f)				seen
g) to cut				
h)	sleeps			
i) to take				
j)				gone
k)			did	
l) to begin				

2. Find the correct forms of the words below in a dictionary and use them in a sentence.

- a) like (infinitive) \_\_\_\_\_
- b) call (third person singular) \_\_\_\_\_
- c) take (present participle) \_\_\_\_\_
- d) teach (past tense) \_\_\_\_\_
- e) swim (past participle) \_\_\_\_\_

Name: \_\_\_\_\_

**Activity  
25**

**Verbs and their tenses**

The main verb tenses are:

**present tense:**  
I help

**past tense:**  
I helped

**future tense:** I/we shall help  
but you/he/she/it/they will help



1. Fill in the spaces.

Present	Past	Future
a) I try	I tried	I shall try
b) you work	you worked	you will work
c) he laughs		
d) she wants		
e) you help		
f) they run		
g) we take		
h) I give		

2. **Present tense**

'I work' is in the **present tense**. 'I am working' is in the **continuous present tense**. Put the following in the **continuous present tense**.

- a) she jokes \_\_\_\_\_      b) he cries \_\_\_\_\_  
 c) we go \_\_\_\_\_      d) they cycle \_\_\_\_\_  
 e) you dance \_\_\_\_\_      f) I run \_\_\_\_\_

3. **Past tense**

'I worked' is in the **past imperfect tense**. 'I have worked' is in the **past perfect tense**. Write the following in the **past perfect tense**.

- a) I go \_\_\_\_\_      b) she tries \_\_\_\_\_  
 c) they want \_\_\_\_\_      d) you care \_\_\_\_\_  
 e) he teaches \_\_\_\_\_      f) we learn \_\_\_\_\_

4. An **auxiliary verb** is a small one (such as **can, did, will, might, may** and **have**) which helps make different tenses and senses of a verb.

Use the following auxiliary verbs to write sentences.

- a) might We might come round to play this afternoon. \_\_\_\_\_  
 b) must \_\_\_\_\_  
 c) does \_\_\_\_\_

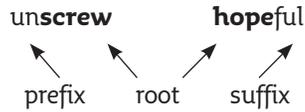
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**Activity**  
**26**

**Root words**

The **root** of a word is the part that is left when any **prefixes** or **suffixes** are taken away.

For example:



1. Ring the **roots** of the following words. Remember, roots don't have to be a complete or proper word.

- a) disbelieve   b) breakable   c) laughing   d) transport   e) helped

2. Split these words into **prefix**, **root** and **suffix**.

- a) anticlockwise = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_  
b) disconnection = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_  
c) overcrowded = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_  
d) deodorant = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_  
e) impossibility = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_  
f) unidentified = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

3. Add a prefix or suffix from the word bank to the roots below to make longer words. Use each only once.

ing   re   trans   (n)ing   sub   able   ledge   down

- a) \_\_\_\_\_ trans \_\_\_\_\_ + port = \_\_\_\_\_ transport  
b) \_\_\_\_\_ + load = \_\_\_\_\_ transport  
c) \_\_\_\_\_ + mid = \_\_\_\_\_ transport  
d) \_\_\_\_\_ + move = \_\_\_\_\_ transport  
e) run + \_\_\_\_\_ = \_\_\_\_\_  
f) port + \_\_\_\_\_ = \_\_\_\_\_  
g) stand + \_\_\_\_\_ = \_\_\_\_\_  
h) know + \_\_\_\_\_ = \_\_\_\_\_

4. Make longer words by adding a **prefix** and a **suffix** to the roots below.

- a) move removal   b) port \_\_\_\_\_   c) please \_\_\_\_\_   d) break \_\_\_\_\_  
e) know \_\_\_\_\_   f) nation \_\_\_\_\_   g) take \_\_\_\_\_   h) like \_\_\_\_\_

Name: \_\_\_\_\_

**Activity  
27**

**Comparatives and superlatives**

1. Using the dictionary to help you, complete the table with the correct **adjectives**.

	Comparative	Superlative
a) high	higher	highest
b) good		
c) bad		
d) short		
e) cautious		
f) lively		

2. Now do the same for these **adverbs**.

	Comparative	Superlative
a) quickly	more quickly	most quickly
b) wisely		
c) carefully		
d) happily		
e) well		
f) badly		

3. Using the word in brackets, fill in the gaps.

- a) (tall) Who is the \_\_\_\_\_ : Samira, Lee or Julie?
- b) (good) The \_\_\_\_\_ cricket team won the match.
- c) (enjoyable) We had the \_\_\_\_\_ holiday we have ever had.
- d) (fast) Of the two girls in the race, she was the \_\_\_\_\_.
- e) (bad) She is the \_\_\_\_\_ speller in the class.
- f) (neat) Of all the boys in the school, he wrote \_\_\_\_\_.

4. Link these adjectives and adverbs to the correct box.

- a) tinier   b) most helpful   c) more slowly   d) most fortunate   e) more rapidly

Comparative

Superlative

- f) luckier   g) brighter   h) more willing   i) juiciest   j) thirstiest





Name: \_\_\_\_\_

Activity  
29

Spellchecker: Spelling rules (2)

1. Use a dictionary to check each spelling.

Write down the number of the page on which you found each word.

Rule: *Knock off the E and add I-N-G.*

- |                  |                    |                 |       |
|------------------|--------------------|-----------------|-------|
| a) make + ing    | _____ making _____ | b) share + ing  | _____ |
| c) explore + ing | _____              | d) remove + ing | _____ |
| e) blaze + ing   | _____              | f) care + ing   | _____ |
| g) sing + ing    | _____              | h) singe + ing  | _____ |
| i) canoe + ing   | _____              | j) rise + ing   | _____ |

Exception: Singe + ing didn't change because. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Turn the verbs below into their **present participle** with an **-ing** ending. Check each one in a dictionary.

Rule: *If you have a vowel + consonant ending and want to add a suffix (such as **-ing**, or **-ed**) to keep the vowel sound short, double the consonant.*

- |           |   |                     |           |   |       |
|-----------|---|---------------------|-----------|---|-------|
| a) sit    | → | _____ sitting _____ | b) clap   | → | _____ |
| c) run    | → | _____               | d) swim   | → | _____ |
| e) kid    | → | _____               | f) occur  | → | _____ |
| g) split  | → | _____               | h) prefer | → | _____ |
| i) travel | → | _____               | j) refer  | → | _____ |

3. Following the same rule as in question 2, turn these verbs into **past participles** with an **-ed** ending. Check them in a dictionary.

- |            |   |                     |           |   |       |
|------------|---|---------------------|-----------|---|-------|
| a) trim    | → | _____ trimmed _____ | b) slam   | → | _____ |
| c) slip    | → | _____               | d) fit    | → | _____ |
| e) plod    | → | _____               | f) stir   | → | _____ |
| g) stab    | → | _____               | h) fulfil | → | _____ |
| i) unravel | → | _____               | j) refer  | → | _____ |

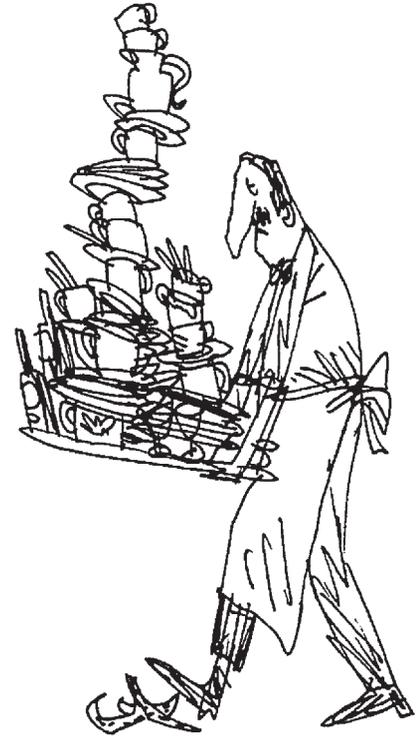
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**Activity**  
**30**

**Spellchecker (3)**

1. Using a dictionary, find longer words which have 'grown' from the words below, but have 'lost' letters. Write the word first, then the letter which has been lost in the box.

- a) move → \_\_\_\_\_ movable
- b) humour → \_\_\_\_\_
- c) luminous → \_\_\_\_\_
- d) rehearse → \_\_\_\_\_
- e) pursue → \_\_\_\_\_
- f) waiter → \_\_\_\_\_
- g) curious → \_\_\_\_\_
- h) argue → \_\_\_\_\_
- i) generous → \_\_\_\_\_



2. The letters **ch** can make three sounds:

- soft 'ch'(church)
- hard 'k'(school)
- 'sh'(chalet)

Use a dictionary to find words containing each sound.

- soft ch** a) lu \_\_\_\_\_ b) pil \_\_\_\_\_ c) san \_\_\_\_\_ d) twi \_\_\_\_\_
- hard ch** e) or \_\_\_\_\_ f) cho \_\_\_\_\_ g) chri \_\_\_\_\_ h) sto \_\_\_\_\_
- ch = sh** i) sac \_\_\_\_\_ j) ava \_\_\_\_\_ k) qu \_\_\_\_\_ l) cha \_\_\_\_\_

3. The letters **ough** can make several sounds. Find words to rhyme with the following.

- a) **bought** and **fought** rhyme with \_\_\_\_\_
- b) **cough** and **trough** rhyme with \_\_\_\_\_
- c) **tough** and **rough** rhyme with \_\_\_\_\_
- d) **bough** and **plough** rhyme with \_\_\_\_\_
- e) **dough** and **though** rhyme with \_\_\_\_\_
- f) **through** rhymes with \_\_\_\_\_

Name: \_\_\_\_\_

**Activity**  
**31**

**Dictionary games**

**Word chains**

1. A word chain is made by using the last two letters of each word to start the next word.

For example: bath - these - sensible - lesson - once

Use a dictionary to make word chains of ten words.

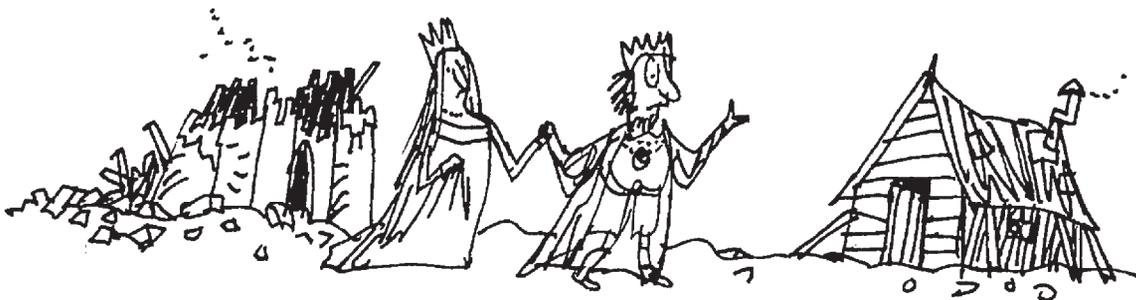
- a) begin - instead - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_  
\_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_
- b) finish - shout - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_  
\_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_
- c) banana - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_  
\_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

2. a) Using a word chain, change **sleep** to **awake**. Work in pencil first.

sleep \_\_\_\_\_  
\_\_\_\_\_ awake

b) Now change **palace** to **shack**.

palace \_\_\_\_\_  
\_\_\_\_\_ shack



**The ABC game**

3. Using a dictionary find words which contain the following letters in the same order.

- a) abc (ambulance) (flashback) \_\_\_\_\_
- b) cde \_\_\_\_\_
- c) efg \_\_\_\_\_
- d) ghi \_\_\_\_\_

Name: \_\_\_\_\_

**Activity**  
**32**

**Simple Crossword**

Fill in the clues to finish the crossword.

**Across**

- 1. bigger than usual or average
- 5. a large box for transporting things
- 8. a period of 24 hours
- 11. a particular part of a place
- 12. learning and teaching
- 15. a woman who performs in plays or films
- 16. a deer with large antlers, which lives in northern regions
- 18. full of life and enthusiasm
- 21. a long steady look at something
- 22. the starting of the engine of a car

**Down**

- 1. after the time that was arranged or expected
- 2. to make something smaller in size or amount
- 3. to express your strong approval or someone or something
- 4. a hot drink made from the dried leaves of an Asian plant
- 6. a formal word meaning stood up
- 7. a number
- 9. full of energy and doing lots of things
- 10. thread used for knitting or making cloth
- 13. someone that you love
- 14. a stuffed toy that looks like a friendly bear
- 17. going down a long way from the surface
- 19. to allow someone to do something
- 20. something that keeps a room cool by creating a draught of air
- 21. to move or travel

1		2				3		4
					5		6	7
12	13				14			
	15							
	16							
								17
18				19			20	
						21		
22								

Name: \_\_\_\_\_

**Activity**  
**33**

**Reverse crossword**

Fill in the clues for this **crossword** by using a dictionary.

**Across**

1. A structure for \_\_\_\_\_ spectators  
at a \_\_\_\_\_.
7. If you do this, your \_\_\_\_\_  
becomes \_\_\_\_\_.
8. These are trained \_\_\_\_\_  
\_\_\_\_\_.
9. \_\_\_\_\_  
\_\_\_\_\_, put on surfaces to  
make them less.
- 11 A driver needs one of these to  
\_\_\_\_\_ a car.
12. If you push a door in this way, you  
do not shut it \_\_\_\_\_.
13. Tell a \_\_\_\_\_.
14. Abbreviation for \_\_\_\_\_.
15. A pronoun that writers use when  
referring to \_\_\_\_\_.
16. \_\_\_\_\_ of **get**.
17. Things like this are \_\_\_\_\_.

**Down**

1. A building in which to keep a  
\_\_\_\_\_.
2. A person who designs \_\_\_\_\_.
3. You would use this to time \_\_\_\_\_.
4. A \_\_\_\_\_  
\_\_\_\_\_ substance.
5. Synonym of reply, respond and  
\_\_\_\_\_.
6. \_\_\_\_\_ and \_\_\_\_\_  
or \_\_\_\_\_ and \_\_\_\_\_.
10. A sum of money that you have to use a bridge or  
road.
15. A \_\_\_\_\_ which means belonging  
or relating to the person speaking or writing.

<sup>1</sup> G	R	<sup>2</sup> A	N	D	<sup>3</sup> S	<sup>4</sup> T	<sup>5</sup> A	N	<sup>6</sup> D
A		R			<sup>7</sup> T	A	N		E
<sup>8</sup> R	A	C	E	H	O	R	S	E	S
A		H			P		W		O
<sup>9</sup> G	R	I	<sup>10</sup> T		<sup>11</sup> W	H	E	E	L
E		<sup>12</sup> T	O		A		R		A
	<sup>13</sup> R	E	L	A	T	E			T
		<sup>14</sup> C	L		C			<sup>15</sup> M	E
<sup>16</sup> G	O	T		<sup>17</sup> S	H	I	N	Y	



Name: \_\_\_\_\_

**Activity  
34**

**Definitions crossword**

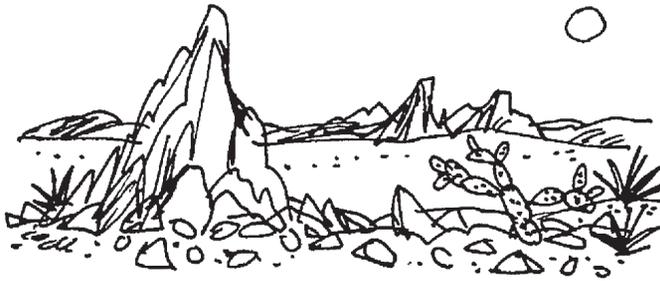
Use a dictionary to help you complete this crossword.

**Across**

- 1. Considerate and sympathetic. (4-7)
- 7. The day before today. (9)
- 8. Abbreviation for 'care of'. (2)
- 10. A loud and unpleasant noise. (3)
- 11. Drive backwards. (7)
- 12. Formally, to stand up. (5)
- 14. A place where children are educated. (6)
- 16. An area of land which has almost no water, rain, trees or plants. (6)

**Down**

- 1. A set of keys on a computer, typewriter or piano. (8)
- 2. The two openings in your nose. (8)
- 3. The back part of your foot. (4)
- 4. The written location of a house, for example. (7)
- 5. Any object made to play with. (3)
- 6. A choice or judgement. (8)
- 9. The smallest whole number. (3)
- 10. Abbreviation for 'doctor'. (2)
- 13. The external part of your body through which sound is funnelled. (3)
- 15. Abbreviation for 'compact disc'. (1,1)



**HINTS**

- Always use capital letters.
- Work in faint pencil at first.
- Check your spellings.
- Look quickly for the easiest clues and do them first.
- If you're stuck, check your spellings again!

1	K		2		3		4		5		6	
7										8	9	
									10			
					11							
12				13								
						14	15					
16												

Name: \_\_\_\_\_

**Activity**  
**35**

**Anagram crossword**

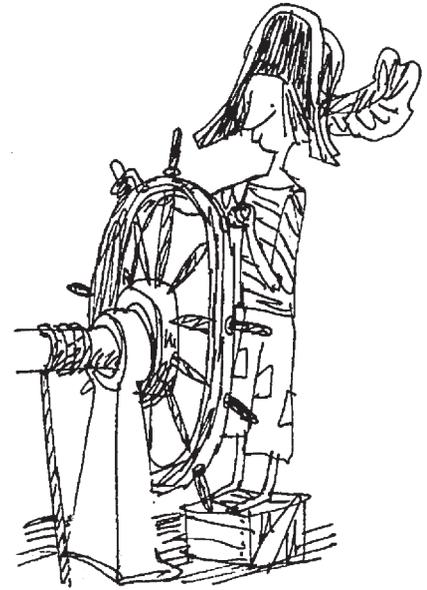
**Anagrams** are jumbled words. Complete the puzzle by unscrambling the anagrams below.

**Across**

1. Alf due
5. Top
7. Bad
9. At iron
10. Braille 'e'
13. Semi-men
14. Si
15. Peels cote
16. Sneak

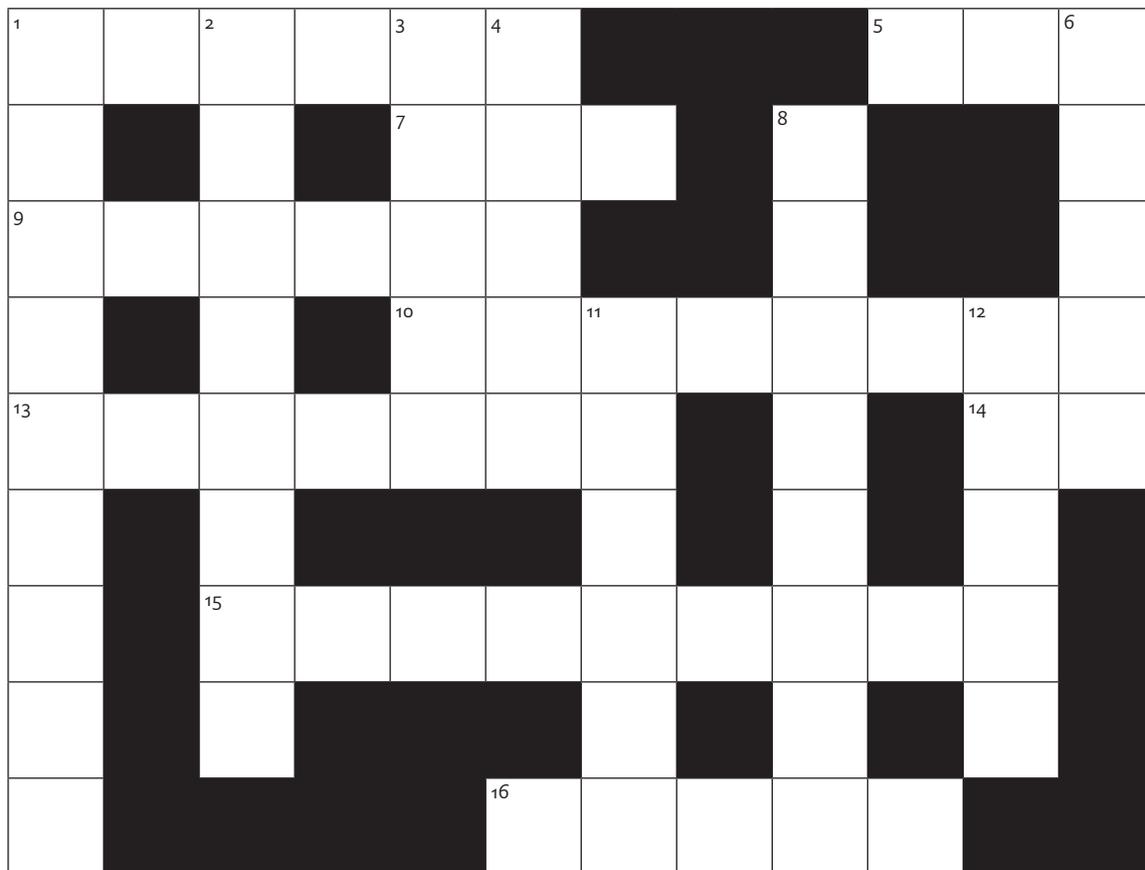
**Down**

1. Run if true
2. Mutilate
3. Dora N
4. N Seal
6. Steer
8. Rocks ham
11. Son Les
12. Devil



- Don't forget to use capital letters.
- A good way to solve anagrams is to write the word in capitals in a circle:

A  
 E     L  
 U     F  
 D



Name: \_\_\_\_\_

**Activity**  
**36**

**Hidden words crossword**

The answers to the clues below are all words which are hidden in the clue sentences. The sentences also contain a clue to the word you are looking for.

For example: It appears that she wanted to **see my** work. (**seem** is hidden, and means 'to appear')

Write the words in the puzzle by working across. Use capital letters.  
The letters in the vertical column spell out a word you know well.

1. The quiet, dignified old dog paused, ate the meal then slept. (6)
2. She put a tear in Gran's curtain while she was charging around. (7)
3. If I want to act, I only have to make a movement. (6)
4. The crowd standing at the side watched a late rally from the home team. (7)
5. The vet took my gerbil Eric off in a brown box with handles on. (6)
6. All the rogues vanished when the brave man appeared. (4)
7. Stop in the dairy for a quantity of milk. (4)
8. All because of a mouse, my mum became really well-known. (6)
9. The parcel largely consisted of things to go in the room downstairs. (6)
10. I saw the van full of pies drive past your house. (5)

Write the hidden word here

---

---

			1.S	E	D	A	T	E		
	2.									
				3.						
				4.						
	5.									
		6.								
				7.						
					8.					
9.										
	10.									

Name: \_\_\_\_\_

**Activity 37**

**Cryptic crossword (1)**

The word **cryptic** is related to 'crypt', and means hidden. The answer to each word in the puzzle is hidden in the clue.

**Across**

1. If your work is up to this standard, you deserve payment! (12)
7. Half of a half, and half of a laugh. (2)
8. Formally, they were here formerly. (8)
11. Make leather or get brown. (3)
13. Lin hides in dog, giving portions out. (6)
15. Initially your local doctor. (2)
16. Begins to flow slowly - an expression of shock or excitement. (2)
17. Tour in love is upset and turns full circle. (10)
19. Gnat flying backwards gives a real flavour. (4)
21. Staying out in the snow too long. (8)
22. A flat out fib. (3)

**Down**

1. Rover and Tiddles must be this for most pet shows. (8)
2. Scrambled cone happens one time only. (4)
3. Set by the good and copied by the wise. (8)
4. At first Old Harris expresses surprise. (2)
5. Beginning of our country's song. (8)
6. Word system from Latin tongue. (8)
9. Ride to confused person in charge of newspaper. (6)
10. First half of a doze for a party. (2)
12. Article that's indefinite before a vowel. (2)
14. Reverse tool for what pirates stole. (4)
15. Travel the early part of Good Friday. (2)
18. Initially a very important person starts a snake. (3)
20. Capitals of Northern Ireland. (2)



**HINTS**

- Always use capital letters.
- Work in faint pencil at first.
- Don't linger too long on a clue.
- Check your spellings.
- Check your spellings again!

1		2		3				4	5		6
	■		■		■	■	■	7		■	
8						9	10	■	11	12	
	■		■		■	13		14			
	■	■	15		■		■	16		■	
17		18								■	
	■		■		■		■	19		20	
21							■	22			

Name: \_\_\_\_\_

**Activity 38**

**Cryptic crossword (2)**

Try this crossword. A few letters have been left in the puzzle to help you.

**Across**

- 1. You'll get very hot if you're questioned like this! (7)
- 4. Wee Jock is one and so is Angus. (4)
- 7. It's cold and sweet and good to eat. (3, 5)
- 10. '\_\_\_\_\_ coming' describes someone who is going to be a success. (2, 3)
- 13. You can't see it but it can be quite shocking if you're not careful. (11)
- 15. The rubbish we talk about decay. (3)
- 17. A huge group of stars made of chocolate? (6)
- 19. A male sheep needs a lot of this in his computer. (3)
- 21. Comes after 'Ready, Steady ...' (2)
- 22. Abbreviation for 'light-emitting diode'. (3)
- 23. You should look before you do this, in the proverb. (4)



**Down**

- 1. A canine helper. (5, 3)
- 2. The Titanic sank when it hit one. (7)
- 3. Was the first woman created late in the day? (3)
- 5. One of all the great and small animals. (8)
- 6. A dot mixed up for a small amphibian. (4)
- 8. Some American snakes do this very loudly. (6)
- 9. What you get if you do a dirty job. (5)
- 11. Sounds as if this useful maths number is made of pastry! (2)
- 12. Initially the American city famous for its skyscrapers. (1,1)
- 14. Does the merry old king put this on his fire? (4)
- 16. A Member of Parliament, and a unit of current too. (3)
- 18. An abbreviation for 'in the year of Our Lord'. (1,1)
- 20. You could call them for a breakdown. (1,1)

**HINTS**

- Always use capital letters.
- Work in faint pencil at first.
- Check your spellings.
- If you're stuck, try another clue.

1 G		2 I			3			4	5 C		6 T
7				8 R			9 M				
							10	11 P		12 N	
13 E			4 C	T					T		
D		15									16
		17			18	X	Y		19 T	20	
21			22 L					23 L			

Name: \_\_\_\_\_

**Activity**  
**39**

**Word Search**

Here is a list of dictionary-related words that can be found in the grid below. The words are written in full, without any missing letters, although some letters may appear in more than one word. The words are written from left to right horizontally and diagonally, and from top to bottom vertically. Circle the words in the grid when you find them and score them out in the list below.

- |             |          |              |             |             |
|-------------|----------|--------------|-------------|-------------|
| adjective   | example  | interjection | plural      | singular    |
| adverb      | formal   | label        | prefix      | suffix      |
| comparative | future   | noun         | preposition | superlative |
| conjunction | headword | past         | present     | tense       |
| definition  | informal | phrase       | pronoun     | verb        |

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

Name: \_\_\_\_\_

**Activity  
40**

**Homophone crossword**

Homophones are words that sound the same but have different spellings, like **bored** and **board**, **way** and **weigh**, and **in** and **inn**. Below are two sets of clues – across and down. Each clue gives the definitions for a pair of homophones. Using the clues, write down the homophone pairs. Once you have done this, insert one word from each pair into the crossword grid. The first pair and clue are down for you already.

**Across**

1. a chicken or duck **fowl** very unpleasant **foul**
4. a shellfish with a black shell \_\_\_\_\_  
a body part that can tense and relax \_\_\_\_\_
6. a female sheep \_\_\_\_\_  
the pronoun for the second person \_\_\_\_\_
7. a narrow country road \_\_\_\_\_  
rested on the ground \_\_\_\_\_
9. to move as if you are going to fall \_\_\_\_\_  
not imagined or invented \_\_\_\_\_
10. a hot drink made from dried leaves \_\_\_\_\_  
a small peg that supports a golf ball \_\_\_\_\_
14. a thick slice of meat of fish \_\_\_\_\_  
a tree with a smooth grey trunk \_\_\_\_\_
15. a thick slice of meat or fish \_\_\_\_\_  
a pointed wooden post \_\_\_\_\_
17. a matching jacket and trousers \_\_\_\_\_  
the black powder that rises in smoke \_\_\_\_\_
18. an interjection meaning yes \_\_\_\_\_  
the tiny hole in a needle \_\_\_\_\_
19. a number \_\_\_\_\_  
was successful \_\_\_\_\_
20. a spoken exam \_\_\_\_\_  
relating to hearing and sound \_\_\_\_\_

12. complete and total \_\_\_\_\_  
to cut the wool from a sheep \_\_\_\_\_
13. dull rather than shiny \_\_\_\_\_  
a small piece of carpet \_\_\_\_\_
14. a large animal with thick fur \_\_\_\_\_  
not wearing any clothes \_\_\_\_\_
16. to pull a vehicle \_\_\_\_\_  
one of the movable parts of the foot \_\_\_\_\_
17. to make with a needle and thread \_\_\_\_\_  
therefore \_\_\_\_\_

**Down**

1. a small wingless insect \_\_\_\_\_  
to run away from a place \_\_\_\_\_
2. not having much strength \_\_\_\_\_  
a period of seven days \_\_\_\_\_
3. very simple in style \_\_\_\_\_  
an aircraft with wings \_\_\_\_\_
4. 100 centimetres \_\_\_\_\_  
a device for measuring \_\_\_\_\_
5. to let give something for money \_\_\_\_\_  
a prisoner's small room \_\_\_\_\_
8. a period of teaching in school \_\_\_\_\_  
to reduce in amount or size \_\_\_\_\_
11. having two parts or uses \_\_\_\_\_  
a precious stone \_\_\_\_\_

1 F	O	W	L					3	
				4		5			
		6							
						7			
	8		9						
10							11		12
			13		14				
	15	16							
17							18		
				20					

Name: \_\_\_\_\_

**Activity  
41**

**Which book?**

Match the information to the book you would use to find it

- |  |                                    |
|--|------------------------------------|
| 1. the location of places displayed visually   | A. Yellow Pages                    |
| 2. the meanings, spelling and origins of most words                                  | B. Dictionary of Biography         |
| 3. the origins of proverbs and idioms  | C. Encyclopedia                    |
| 4. the origins of words  | D. Guide to the Internet           |
| 5. information about arithmetic, algebra and geometry                                | E. Children's Dictionary           |
| 6. the names and telephone numbers of businesses, classified under business headings | F. Library Dictionary              |
| 7. information about writers, novels, poems and plays                                | G. Atlas                           |
| 8. information about specific science topics   | H. Dictionary of Quotations        |
| 9. information about website addresses   | I. Telephone Directory             |
| 10. the meanings and spelling of simple words  | J. Thesaurus                       |
| 11. information about well-known people's lives                                      | K. Dictionary of Mathematics       |
| 12. information about what famous people have said or written                        | L. Dictionary of Phrase and Fable  |
| 13. information about many topics, such as people, history and places                | M. Dictionary of Science           |
| 14. telephone numbers arranged alphabetically by name                                | N. Etymological Dictionary         |
| 15. synonyms   | O. Companion to English Literature |



1.     2.     3.     4.     5.     6.     7.     8.
9.     10.     12.     13.     14.     15.

Name: \_\_\_\_\_

Activity  
42

Quiz time!

Which book would you use to find the answers to the following quiz questions?  
For each question, choose the **most suitable** book from the list and write its letter after the question.

1. How did the phrase 'to be on tenterhooks' originate?
2. In which Shakespeare play does the character Bottom appear?
3. Which king died at the Battle of Bosworth Field?
4. Why does 'to scarper' mean to go?
5. What other words could you use instead of 'nice'?
6. Is 'travelling' or 'traveling' correct?
7. Who first said, 'I have nothing to offer but blood, toil, tears and sweat' and when?
8. What are the nearest countries to Zambia?
9. What are the properties of an equilateral triangle?
10. When did Walt Disney die?
11. 'Fine words butter no ...' Complete the proverb.
12. What are the main uses of sulphuric acid?
13. What does the term 'largo' mean in music?
14. What does the word mean? 'to commandeer'



- A. Dictionary of Music and Musicians
- B. Dictionary of Biography
- C. Encyclopedia
- D. Companion to English Literature
- E. Children's Dictionary
- F. Adult Dictionary
- G. Atlas
- H. Dictionary of Quotations
- I. Historical Dictionary
- J. Thesaurus
- K. Dictionary of Mathematics
- L. Dictionary of Phrase and Fable
- M. Dictionary of Science
- N. Etymological Dictionary

Which **one** book might answer questions 3, 8, 10 and 12? \_\_\_\_\_

