Collins
Dictionary Skills
for ages 7–11

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Collins
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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.
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
7. Guide words
   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!
    choosing the correct definition, homophones
18. Prefixes (1)
    common prefixes
19. Prefixes (2)
    prefixes sub-, auto-, bi-, trans- and circum-
20. Suffixes (1)
    common suffixes
21. Suffixes (2)
    common suffixes
22. Shades of meaning
    vocabulary development

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

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
- d) sardine
- g) nocturnal
- j) gory
- b) hostile
- e) taut
- h) revolting
- k) scornful
- c) meagre/measly
- f) whippet
- i) swivel
- l) faulty

2. a) racket
- b) pitch
- c) dictate

3. any appropriate definition for corkscrew, Plasticine, gabble, bicycle, and jealous.

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.
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.
**Answers**

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

2. a) Fridge, J.  
   b) Groome, T.  
   c) Headbanger, W.Q.  
   d) Headcount, F.D.  
   e) Shoelaces, T.  
   f) Shuffle, I.  
   g) Sleaze, R.J.  
   h) Thribb, D.  
   i) Twiddle, A.  
   j) Twiddle, W.

3. gingery 12, ginger up 10, gingivitis 16, ginger ale 3, ginglymus 17, gingerly 8, gingerbread 5, ginger 2, ginkgo 19, gink 18, ginnel 20, ginger group 7, gingiva 15, ginger nut 9, gingerbread tree 6, ginger wine 11, gingham 13, ging 1, ging 4

**More to do**

- Ask pairs to find five or ten consecutive words a dictionary or a larger dictionary as appropriate. They should write them out, jumble them and ask their partners to arrange the words in alphabetical order, checking the results in the dictionary. According to ability, children could be asked to choose words with two, three, four or even five beginning letters the same.
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
1. 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
1. 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

2. a) Dr b) UN c) anon.
d) RSVP e) AD f) www
g) ISP h) ID i) Mrs
j) GM

3. a) unidentified flying object b) turn over (a page)
c) you need help
d) get a job e) old age pensioner

4. 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

• You may wish to look at a dictionary together, identifying where parts of speech are mentioned.

Answers

1. verb, (then, in any order) noun, pronoun, adjective, adverb, conjunction, preposition, interjection

Every sentence must have a verb.

2. nouns prose, jaw, reed, snake

verbs hover, read, began, cease

adjectives bogus, milky, kosher, weak

adverbs possibly, anywhere, across, nearly

3. 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

• 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.

Answers

1. 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.

2. pronouns they, yours, anyone, it

prepositions around, from, with, through

conjunctions because, but, although, whether

interjections Ooh!, Sh!, Hi!, Ugh!

3. 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.
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.

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**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**

1. a) has the same or a very similar meaning  
   b) antonym

2. 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, gymnasiurn, petrified, leotard.

Answers

2. a) Bangl e - 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**

1. a) DUN-jun  
   b) WOF-fl  
   c) KAM-mof-flahj  
   d) REE-layer  
   e) ree-LEY  
   f) MAY-trix

2. 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

3. a) writing and official language  
   b) everyday speech  
   c) traditional stories, poetry and songs

4. 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.
Definitions

Activity 15  Definitions: True or false

Learning objective: to gain a full understanding of the term definition, and an awareness that a headword can have multiple meanings

Before you start

• In question 2, encourage the children to check each answer with the dictionary, even if they think they know. Some of the deliberate mistakes are not easy to spot.

Answers

1. true

2. a) true  b) false  c) false  d) true  e) false  f) true  g) true  h) false (verb spelling, not noun)  i) true  j) false  k) false (it’s vice versa)  l) true

3. Check the children have written the answers in their own words.

a) to speak very fast in a high-pitched voice  
b) a plant that lives for several years  
c) a very wise person  
d) to carry out or perform a plan

More to do

• Ask the children to find five words from a dictionary that they did not know before and to write them with their definitions. They could use activity sheet 41 to create a word bank of these words. They should then ask a partner what the words mean. If the partner does not know, the first child should tell them the meaning in their own words.

• Compile a class or group dictionary using personally written definitions.

Activity 16  Words with several meanings

Learning objective: to gain further understanding of homonyms and their treatment in the dictionary

Before you start

• Ask the children to find words with more than one meaning. Differentiate between those that have two parts of speech based on the same origin (for example, grin) and those that have completely different meanings (for example, board).

Answers

1. a) 3  b) 8  c) 4  d) 7  e) 4  f) 10

2., 3. and 4. Check the children’s answers are correct.

More to do

• Ask the children to find words that have six meanings or more and to write a sentence for each (for example, round).

• Discuss the difference between homonyms (words which are spelled and pronounced the same but have different meanings, for example blow, form) and homographs (words which are spelled the same way but are pronounced differently with different meanings, for example wind, tears).
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**

1. a) stile  
   b) altar  
   c) currents  
   d) envelopes  
   e) allowed  
   f) mare  
   g) principal  
   h) foul  
   i) steak

2. 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.

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).

2. 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.
**Definitions**

### Activity 19  Prefixes (2)

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

- **Before you start**
  - Revise the concept of the prefix. Introduce the word *affix* – the term which includes prefixes and suffixes.
  - Revise the prefixes covered in activity sheet 18.

- **Answers**
  1. The meanings of the prefixes are:
     - **a)** under
     - **b)** self or same
     - **c)** twice or two
     - **d)** across, through or beyond
     - **e)** at or over a distance
     - **f)** around or surrounding. Check the examples are correct.
  2. The words are:
     - **a)** binoculars
     - **b)** transmitter
     - **c)** autobiography
     - **d)** submerge
     - **e)** transatlantic
     - **f)** circumference
     - **g)** bilingual
     - **h)** telepathy
  3. Check the children’s answers are correct.

- **More to do**
  - Discuss the words in question 3 and go over the meanings of the prefixes.
  - Examine the effect of different prefixes on one root, for example, *transect, bisect, dissect, insect* (from the Latin *seco, secare, secui, sectum*, meaning ‘to cut’), or *contract, subtract, distract, retract, detract* (from the Latin *traho, trahere, traxi, tractum*, meaning ‘to draw or drag’).

### Activity 20  Suffixes (1)

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

- **Before you start**
  - Revise the meaning of the word *suffix*.
  - Discuss how to do question 2. Emphasize that the words needed are those with a genuine root and suffix. For example, *hen* is not a word with the suffix *-en*.
  - Go over the instructions to question 4 and write a trial sentence for a), for example: ‘Trying to sharpen her pencil, Sara slowly realized that pencil leads were very breakable indeed.’ Make sure the children understand that each sentence only needs to include the relevant three suffixes, and that they can be used in any order.

- **Answers**
  1. A suffix is a letter or a group of letters which is added to the end of a word to form a new word.
  2. Check the children’s answers are correct.
  3. Suffixes which make nouns: *-tion, -ment, -or, -ness*
  - Suffixes which make verbs: *-fy, -en*
  - Suffixes which make adjectives: *-less, -able, -ful*
  - Suffix which makes adverbs: *-ly*
  4. Check the children’s answers make sense.

- **More to do**
  - Analyse the effect that the suffixes used in questions 2 and 3 have on word roots, looking at the precise type of noun, verb or adjective that suffixes create, for example:
    - *-er, -or* people or things that carry out an action, for example *barrier, doctor*
    - *-en* to increase the degree of something, for example *sharpen, tighten*
    - *-ness* a state or condition, for example *happiness, wickedness*
    - *-able* actions that can be performed, for example *rechargeable, movable*
**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.
Learning objective: to revise, using the dictionary, the spelling patterns and rules of pluralization

- 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).

1. a) just one person or thing
   b) more than one person or thing
2. a) halves  b) thieves  c) roofs
d) reefs  e) branches  f) wishes
g) stitches  h) tomatoes  i) babies
j) nappies  k) valleys  l) donkeys
m) houses  n) mice  o) lice
p) oxen  q) children  r) women
s) teeth  t) geese  u) sheep
v) passers-by
w) brothers-in-law
x) appendices or appendixes
y) aquaria or aquariums
z) curriculums or curricula
3. a) potato  b) pupa  c) knife  d) deer
   e) penny  f) tomato
4. a) scissors  b) measles  c) pyjamas

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 been 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

1. 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, begun, begun

2. 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**

1. a) I tried, I shall try  
   b) you worked, you will work  
   c) he laughed, he will laugh  
   d) she wanted, she will want  
   e) you helped, you will help  
   f) they ran, they will run  
   g) we took, we shall take  
   h) I gave, I shall give  

2. a) she is joking  
   b) he is crying  
   c) we are going  
   d) they are cycling  
   e) you are dancing  
   f) I am running  

3. 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  

4. 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!’

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**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**

1. a) disbelieve  
   b) breakable  
   c) laughing  
   d) transport  
   e) helped  

2. a) anti + clock + wise  
   b) dis + connec(t) + ion  
   c) over + crowd + ed  
   d) de + odor + ant  
   e) im + possibl + ity  
   f) un + identifi + ed  

3. a) transport  
   b) download  
   c) submit  
   d) remove  
   e) running  
   f) portable  
   g) standing  
   h) knowledge  

4. 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: _specto_ = I look at, _mitt_ = I send, _duco_ = I lead, _skopein_ = 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
1. a) higher, highest  
   b) better, best  
   c) worse, worst  
   d) shorter, shortest  
   e) more cautious, most cautious  
   f) livelier, liveliest
2. 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
3. a) tallest  
   b) better  
   c) most enjoyable  
   d) faster  
   e) worst  
   f) most neatly
4. Comparative: a) tinier  
   e) more rapidly  
   h) more willing  
   Superlative: b) most helpful  
   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
1. 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. weird, briefly, meaness, lazier, sunnyest, careful, bagy, until, 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.)
Spelling

Activity 3o

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:
  1. actor → actress (o lost); remove → removal (e lost);
  2. soft ch: pinch, orchard; hard ch: ache, school; ch = sh: chef, chauffeur;
  3. Use the example of words that sound different but have the same augh spelling: caught, laugh.

Answers

1. 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

2. 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

3. 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.
**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:**

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

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- **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**

- 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.

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**Answers**

- 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.

**More to do**

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

**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**


**More to do**

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

**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**

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</tbody>
</table>
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**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**

```
G R L L E D S C O T
U C V R O
I C E A M E A
D B A U P A N D
E L E N I T C I Y
D O T R K U A
O G A L A X Y M
G O L D 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**

```
INTERJECTION
PRESENT
FRAUO
PREFIX
UCDHM
ADJECTIVE
P
SHOBEAA
PTYDNRED
BHJEXBWA
WRISNLURT
GLISAPNIMARI
PLATESXACRPBDV
UENETISENE
INFORMALIIOR
BLKHCPWJOVMUE
QPRDOUNMREND
XDEFIJA
```

**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.
Dictionary games and quizzes

Activity

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. you, ewe
7. lain, lane
9. reel, real
10. tea, tee
14. beach, beech
15. stake, steak
17. suit, soot
18. eye, aye
19. won, one
20. oral, aural

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

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.


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).


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

Get to know your dictionary

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

<table>
<thead>
<tr>
<th>comparative</th>
<th>pronunciation</th>
<th>part of speech</th>
<th>etymology</th>
</tr>
</thead>
<tbody>
<tr>
<td>definition</td>
<td>plural</td>
<td>example of use</td>
<td>style label</td>
</tr>
<tr>
<td>headword</td>
<td>related word</td>
<td>superlative</td>
<td></td>
</tr>
</tbody>
</table>

- cavern caverns
  NOUN a large cave.

- cavernous ADJECTIVE

- cagey cagier cagies
  Said “kay-je” ADJECTIVE; INFORMAL cautious and not open. She was very cagey about where she had been.
  cagily ADVERB caginess NOUN

- rancid
  Said “ran-sid” ADJECTIVE Rancid food, such as butter or bacon, has gone bad.
  [from Latin rancere meaning to stink] "

---

34
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 _______ 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
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 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. Ersze _____
   d) B. Hive _____  e) M. Bankment _____  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:

<table>
<thead>
<tr>
<th>J</th>
<th>T</th>
<th>C</th>
<th>P</th>
<th>K</th>
<th>G</th>
<th>S</th>
<th>L</th>
<th>W</th>
<th>Q</th>
<th>Total</th>
</tr>
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</tbody>
</table>

   Score

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:

<table>
<thead>
<tr>
<th>frog</th>
<th>walrus</th>
<th>monkey</th>
<th>buffalo</th>
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</table>

   Score

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<thead>
<tr>
<th>seal</th>
<th>hyena</th>
<th>caterpillar</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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</table>

   **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.
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/flip/flea/fling/flap/flew/flee
   g) along/allergy/allow/alloy/allegiance/almost/alify/already
   h) crime/crew/crinkle/criminal/crisis/crimson/crisp/cringe
   i) here/her/hermit/herb/herald/heritage/herbivore
   j) ward/warfare/warble/warm/wardrobe/warrior/warehouse/wardrobe/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  | a) digital page 97 |
   | descend to destroy page 94  | b) detached page  |
   | destructive to devious page 95 | c) destiny page   |
   | devise to die page 96        | d) dirt page      |
   | diet to din page 97          | e) describe page  |
   | dine to disagreeable page 98 | f) differ page    |

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

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.
1. Find the meanings of the following abbreviations.
   a) BC  ____________________________________________________________________________________
   b) c/o  ____________________________________________________________________________________
   c) GP  ____________________________________________________________________________________
   d) NHS  __________________________________________________________________________________
   e) PE  _____________________________________________________________________________________
   f) dB  ____________________________________________________________________________________
   g) USA  ___________________________________________________________________________________
   h) EU  ____________________________________________________________________________________

2. What is the abbreviation for:
   a) doctor  _________________________________________________
   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 ________________
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
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.

<table>
<thead>
<tr>
<th>because</th>
<th>around</th>
<th>Ooh!</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>yours</td>
<td>Sh!</td>
<td>but</td>
<td>from</td>
</tr>
<tr>
<td>although</td>
<td>with</td>
<td>Hi!</td>
<td>whether</td>
</tr>
<tr>
<td>anyone</td>
<td>Ugh!</td>
<td>through</td>
<td>it</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Prepositions</th>
<th>Conjunctions</th>
<th>Interjections</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

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.
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**?
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.

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
<th>German</th>
<th>Latin</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>pasteurized</td>
<td>measles</td>
<td>daschund</td>
<td>asterisk</td>
<td></td>
</tr>
<tr>
<td>grab</td>
<td>salary</td>
<td>Bible</td>
<td>sincere</td>
<td></td>
</tr>
<tr>
<td>slap</td>
<td>dandelion</td>
<td>sarcastic</td>
<td>snorkel</td>
<td></td>
</tr>
<tr>
<td>caterpillar</td>
<td>manual</td>
<td>souvenir</td>
<td>Arctic</td>
<td>habitat</td>
</tr>
</tbody>
</table>

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 _________________________
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.

   ____________________________________________________________
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) ________________________________
Many words have several different meanings. **Fawn** has two.

- **fawn**
  - 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)
   b) **saw** (verb)
   c) **light** (noun)

   a) ____________________________________________
   b) ____________________________________________
   c) ____________________________________________

   a) ____________________________________________
   b) ____________________________________________
   c) ____________________________________________
Name: ____________________________

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.
   a) **pilgrim** ___________ a person who has habits or opinions which other people think are odd
   b) **spinster** ___________ a person who tries to persuade people to vote for a particular political party
   c) **diplomat** ___________ a person who is blamed for something, although it may not be their fault
   d) **eccentric** ___________ a person who travels to a holy place
   e) **au pair** ___________ a person who is loved and admired by fans
   f) **scapgoat** ___________ a person who goes abroad to live with a family
   g) **canvasser** ___________ a woman who has never married
   h) **au pair** ___________ 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** __________________________
Prefixes (1)

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

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.
1. Use a dictionary to find the meanings of the following prefixes.
   Give three examples of words that begin with each one.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example words</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) sub-</td>
<td>under</td>
<td>submarine, subheading, subway</td>
</tr>
<tr>
<td>b) auto-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) bi-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) trans-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) tele-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) circum-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

   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

   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
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 that 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.
   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
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) __________ : 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.)
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 _______________________

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

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

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Third person singular</th>
<th>Present participle</th>
<th>Past tense</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) to move</td>
<td></td>
<td></td>
<td>moved</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>talks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>eating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>sits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>blowing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td></td>
<td></td>
<td>seen</td>
<td></td>
</tr>
<tr>
<td>g)</td>
<td>to cut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h)</td>
<td>sleeps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>to take</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j)</td>
<td></td>
<td></td>
<td>gone</td>
<td></td>
</tr>
<tr>
<td>k)</td>
<td></td>
<td></td>
<td>did</td>
<td></td>
</tr>
<tr>
<td>l)</td>
<td>to begin</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I try</td>
<td>I tried</td>
<td>I shall try</td>
</tr>
<tr>
<td>b) you work</td>
<td>you worked</td>
<td>you will work</td>
</tr>
<tr>
<td>c) he laughs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) she wants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) you help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) they run</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) we take</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) I give</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 ________________________________________________________________________________________
Name: _____________________________

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:

unscrew    hopeful

prefix    root    suffix

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.

<table>
<thead>
<tr>
<th>ing</th>
<th>re</th>
<th>trans</th>
<th>(n)ing</th>
<th>sub</th>
<th>able</th>
<th>ledge</th>
<th>down</th>
</tr>
</thead>
</table>
  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 _________  b) port _________  c) please _________  d) break _________
   e) know _________  f) nation _________  g) take _________  h) like _________
Name: ______________________

**Comparatives and superlatives**

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

<table>
<thead>
<tr>
<th></th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) high</td>
<td>higher</td>
<td>highest</td>
</tr>
<tr>
<td>b) good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) short</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) cautious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) lively</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) quickly</td>
<td>more quickly</td>
<td>most quickly</td>
</tr>
<tr>
<td>b) wisely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) carefully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) happily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) badly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
   - f) luckier
   - g) brighter
   - h) more willing
   - i) juiciest
   - j) thirstiest
Here are some easy-to-remember spelling rules.
Use a dictionary to check each spelling.

1. Rule: When the sound is “ee” it’s I before E except after C.
   Fill the gaps with ie or ei.
   a) p____ie____ce
   b) f____ld
   c) w____ght
   d) rec____ving
   e) th____ves
   f) dec____t____
   g) misch____f
   h) c____ling
   i) bel____ved
   j) l____sure
      (think!)

2. Rule: Consonant Y changes to I.
   Add an ending to these words, but change what is needed to make it correct.
   Be careful – some don’t need to change!
   a) happy + ness ____________ happiness
   b) beauty + ful ____________
   c) marry + ed ____________ marry + ing
   d) marry + ing ____________
   e) busy + er ____________ lonely + er
   f) worry + ing ____________ worry + ed
   g) fury + ous ____________
   h) l____sure
   i) lazy + est
   j) ____________

Exception: Consonant Y does not change to I when

3. There are ten words spelled wrongly in this heap of words.
   Put a ring round them.

   digger    picnicker    keenness
   changeable sunnyest    rea____
   b____ful     steadying    coolly
   poorlier    until    wierd
   meaness    carefull    laz____
Name: __________________________

**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 ________
Name: __________________________

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  e
   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__________________________
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.

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 _______ _______ _______
   b) cde _______ _______ _______
   c) efg _______ _______ _______
   d) ghi _______ _______ _______
### 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
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 to use a bridge or road.
15. A ____________________________ which means belonging or relating to the person speaking or writing.
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!
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
```

```
1  2  3  4  5  6

7
8
9

10 11

12

13

14

15

16
```
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 b 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
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!
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.
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.

<table>
<thead>
<tr>
<th>adjective</th>
<th>example</th>
<th>interjection</th>
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<th>singular</th>
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<td>suffix</td>
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<td>future</td>
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<td>informal</td>
<td>phrase</td>
<td>pronoun</td>
<td>verb</td>
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F I N T E R J E C T I O N A
O V P R E S E N T A R 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 O N A
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
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Homophone crossword

Homephones 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]
2. a shellfish with a black shell a body part that can tense and relax
3. a female sheep the pronoun for the second person
4. a narrow country road rested on the ground
5. to move as if you are going to fall not imagined or invented
6. a hot drink made from dried leaves a small peg that supports a golf ball
7. a thick slice of meat of fish a tree with a smooth grey trunk
8. a thick slice of meat or fish a pointed wooden post
9. a matching jacket and trousers the black powder that rises in smoke
10. an interjection meaning yes the tiny hole in a needle
11. a number was successful
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
15. to pull a vehicle one of the movable parts of the foot
16. having two parts or uses a precious stone
17. a spoken exam relating to hearing and sound

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
6. a period of teaching in school to reduce in amount or size
7. having two parts or uses
8. a number
9. was successful
10. relating to hearing and sound
11. a spoken exam
Which book?

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

1. The location of places displayed visually
2. The meanings, spelling and origins of most words
3. The origins of proverbs and idioms
4. The origins of words
5. Information about arithmetic, algebra and geometry
6. The names and telephone numbers of businesses, classified under business headings
7. Information about writers, novels, poems and plays
8. Information about specific science topics
9. Information about website addresses
10. The meanings and spelling of simple words
11. Information about well-known people’s lives
12. Information about what famous people have said or written
13. Information about many topics, such as people, history and places
14. Telephone numbers arranged alphabetically by name
15. Synonyms

A. Yellow Pages
B. Dictionary of Biography
C. Encyclopedia
D. Guide to the Internet
E. Children’s Dictionary
F. Library Dictionary
G. Atlas
H. Dictionary of Quotations
I. Telephone Directory
J. Thesaurus
K. Dictionary of Mathematics
L. Dictionary of Phrase and Fable
M. Dictionary of Science
N. Etymological Dictionary
O. Companion to English Literature

1. G  2. □  3. □  4. □  5. □  6. □  7. □  8. □
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 uses of sulphuric acid?
13. What does the term ‘largo’ mean musical?
14. What does the word mean? ‘to commandeer’

Which one book might answer questions 3, 8, 10 and 12? _____________________
My word bank

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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