

Beacon Hill Community School

Supporting Literacy



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Supporting Literacy

Useful Definitions

Vowels	a e i o u
Verbs (doing words)	run jump
Adjectives (describing words)	lovely ugly
Nouns (names of things and people)	dog cat table chair nurse man
Adverbs (describes verbs)	ran slowly walked carefully
Pronouns (instead of names)	he she it they
Preposition (show place)	in by under next to
Conjunctions (joining words)	and but because
Opposites	black/white wet/dry on/off
Abbreviations	P.O. = Post Office Rd. = Road
Speech Marks	“Hello Mum,” he called.
Question Mark	“How are you?”
Exclamation Mark	“What a mess!”
Apostrophe	Contracting apostrophe: I cannot = I can't Possession apostrophe: John's coat (belongs to John) Examples of contracting: It's = it is What's inside? = What is inside?

What is a Sentence?

1. A sentence begins with a capital letter.
2. A sentence ends with a full stop, question mark or exclamation mark.
3. A sentence makes sense.

Which of the following are sentences?

1. I forgot my reading book.
2. I sat on
3. My jumper got muddy.
4. I missed the bus.
5. Today I had
6. She threw
7. The boy shouted
8. Look at me

Mark with a '✓' if it is a sentence and an 'X' if it is not.

Types of Sentences

1. A **statement** is a sentence which gives information, e.g: He is eleven years old.
2. A **command** is a sentence which gives commands or instruction, e.g: Go home.
3. An **exclamation** is a sentence which shows emotion or surprise, e.g: Help me!
4. A **question** is a sentence which asks for information, e.g: What is your name?

Are the following: statements, commands or questions?

Write the answer next to them and add in the punctuation. Choose from the following: a full stop, a question mark or an exclamation mark.

1. What did he do
2. He told us to wait
3. Tell me the answer
4. I am so excited
5. What a surprise
6. Which should I take

Think of your own examples.

1. Statements -
2. Commands –
3. Exclamations -
4. Questions -

Simple and Compound Sentences

Simple Sentence

A simple sentence consists of a single main clause.

A clause is a part of a sentence that contains a subject and a verb.

For example:

- The *ballerina* **danced** all night.
- *Annie* **watched** the television.

Compound Sentence

A compound sentence consists of two main clauses joined together by a word like **and, but, or**.

A main clause is one that makes sense on its own.

For example:

- Joe likes chocolate drops **and** he likes toffee.
- Peter was late **but** Chris waited.
- I can walk home **or** I can catch the bus.

Each clause in these sentences makes sense on its own.

Choose one of the words in the boxes to connect the clauses in these sentences.

but

and

or

1. I enjoy watching television.....I like listening to music.
2. Can I offer you orange juice.....would you prefer lemon squash?
3. I was going to 'phone you.....it was too late.
4. Adam washed his face.....he cleaned his teeth.
5. Shall we go to the cinema.....shall we go shopping?

Complex Sentences

A complex sentence consists of a main clause and a subordinate clause.

Within a complex sentence, one clause will make **complete sense on its own**, and is called the **main clause**.

The other clause will **not make complete sense** if separated from the main clause and read on its own. This clause is called the **subordinate clause**.

A subordinate clause gives additional information about the main clause. It begins with a conjunction like **when, because, if** or **although**.

For example:

- **Beverley went for a walk, although it was raining.**



MAIN CLAUSE

- makes sense on its own

SUBORDINATE CLAUSE

- does not make sense on its own

Sometimes the subordinate clause can be put at the **beginning** or in the **middle** of the sentence and the sentence will still make sense.

For example:

- Although it was raining, **Beverley went for a walk.**
- **Beverley**, although it was raining, **went for a walk.**

Sentence Tips

<p>1. Sentence Tip Change boring verbs for powerful verbs.</p> <p>The man <u>went</u> down the road</p> <p>shuffled / sloped / skipped / strolled / stumbled / hopped / limped / raced / ran / sprinted / staggered / charged / bolted / crawled.</p>	<p>2. Sentence Tip Add adjectives to describe nouns.</p> <p>The tall, bearded man went down the long road.</p> <p>The tired, lonely man shuffled down the dusty road.</p>	<p>3. Sentence Tip Add 'ly' words (ADVERBS) to describe HOW the man went.</p> <p>The man went slowly down the road.</p> <p>Slowly, the man went down the road.</p> <p>ADVERBS are mobile words – they can move about in the sentence.</p> <p>The man went down the road, slowly.</p>	<p>4. Sentence Tip Add ADVERBIALS about WHEN and WHERE</p> <p>When?</p> <p>Last night, the man went down the road.</p> <p>Where?</p> <p>The man shouted in the street.</p>
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<p>5.Sentence Tip</p> <p>Drop in a clause</p> <p>They usually start with a 'wh' word.</p> <p>The man, who was very angry, went down the road.</p> <p>The box, which was very small, was found.</p>	<p>6.Sentence Tip</p> <p>Start your sentence with an 'ing' word.</p> <p>Sprinting down the road, the man tripped and fell.</p> <p>Laughing out loud, John finally understood the joke.</p> <p>Stumbling across the floor, Jill looked nervous.</p>	<p>7.Sentence Tip</p> <p>Create Suspense!</p> <p>Use adverbs to begin sentences.</p> <p>Silently, it edged its way towards the door.</p> <p>Carefully, Angela opened the box.</p>	<p>8.Sentence Tip</p> <p>Create Suspense!</p> <p>Hide the subject.</p> <p>Something edged its way towards the door of the cottage.</p> <p>Somebody or something crept inside the dark cave.</p>
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9. Sentence Tip

Give your characters feelings by using another word for **'said,'** an **adverb** and an **action**.

"No," said David, could be written as.....

"No!" **screamed** David **angrily**, as he wiped away the tears from his face and ran into his bedroom.

10. Sentence Tip

Drop in a clause!
Show how your character is feeling....

The man, **who was very sad**, walked quietly away.

The girl, **with tears trickling down her face**, stumbled up the stairs.

11. Sentence Tip

Create suspense!
Use short sentences.

Sam edged his way towards the door of the house. **He stopped.**

Cathy suddenly appeared in the room. **A door banged. Cathy jumped. Nothing.**

12. Sentence Tip

Create suspense!
Ask the reader a question.

Why did it have to happen to me?

Carefully, Angela crept inside and peered into the dark cave. **What was inside? Why was her heart beating so fast?**

13. Sentence Tip

Begin your sentences in different ways. Avoid using 'one day' or 'then'.

Before long....
To their surprise...
As they arrived they could....
At the moment...
Unfortunately....
While they waited....
It was too late to do anything so....
Whenever John became angry he....
As soon as they had....

14. Sentence Tip

Powerful verbs for dialogue (instead of said).

Muttered whispered
shouted groaned
sulked asked
questioned
demanded ordered
cried stuttered called
smiled laughed
screamed spluttered
grumbled exclaimed
replied answered
guessed yelled
suggested protested

15. Sentence Tip

Use Adverbs to add information about the verbs.

Moodily nastily
loudly quietly softly
stubbornly
thoughtfully honestly
hopefully stupidly
cheerfully noisily
helpfully lazily
angrily icily
recklessly

16. Sentence Tip

Use phrases which move time on in a story.

A few minutes later....
The next morning....
A short while later....
The following day....
One week later....
Immediately after....
Next moment....
Some time later....
That night....

Punctuation Marks

Match the punctuation with when we use it:

Comma	,		Goes at the end of a sentence that contains a question.
Full stop	.		Shows interruption or a trailing off.
Brackets	()		Goes around speech or a quotation.
Hyphen	–		Goes between clauses and a list of phrases.
Exclamation mark	!		Separates statement and command sentences.
Question mark	?		Separates words in a list, phrases and some clauses.
Colon	:		Goes around extra information.
Semi-colon	;		Goes at the start of a list and separates clauses.
Ellipsis	...		Shows surprise at the end of a sentence.
Speech marks	“ ”		Shows where a letter is missed out or to mark possession.
Apostrophe	‘		Separates statements and command sentences.

Full Stops

A full stop looks like this ●

It is a round dot written at the end of a sentence.

➤ **She shouted loudly.**

This is a complete sentence and it ends with a full stop.

When we read, a full stop tells us when to pause briefly. Without the full stops, we would get terribly out of breath when reading aloud! For example, try reading the following passage in which full stops (and the capital letters) have been left out:

Red Riding Hood wants to take some flowers and cakes to her Grandmother she bakes the cakes and picks the flowers on the way Red Riding Hood is spotted by the big bad wolf he decides to run to Grandma's home ahead of Red Riding Hood when Red Riding Hood arrives the big bad wolf is tucked up in Grandma's bed

Hard work, isn't it? Not only is it hard to read so many words without stopping for breath, but it is also difficult to make sense of what is happening. Now try again, taking a short pause when you see a full stop:

Red Riding Hood wants to take some flowers and cakes to her Grandmother. She bakes the cakes and picks the flowers. On the way, Red Riding Hood is spotted by the big bad wolf. He decides to run to Grandma's home ahead of Red Riding Hood. When Red Riding Hood arrives, the big bad wolf is tucked up in Grandma's bed

Much easier! This is why we use full stops.

Exclamation and Question Marks

Exclamation Mark

An exclamation mark - ! – is a full stop with a vertical line above it. There is a small space between the line and the circle.

When you want to show that someone is speaking with strong feeling, you end the sentence with an exclamation mark.

- Watch out, the tree is falling down!
- What an amazing place this is!
- Help me!
- Stop!

Question Mark

A question mark looks like this: ?

Questions are sentences which need answers. They begin with a capital letter and end with a question mark.

Often, questions begin with question words such as these:
Where? What? Why? Which? When? Who? How?

But sometimes questions do not begin with a question word. Here are some examples of questions. Can you spot the ones that don't begin with the question words?

- Have you eaten my toffee?
- Where is my coat?
- Can I borrow a book?
- Do I look nice in this jumper?
- What is the time?
- Which film did you see?
- What time will you be home?
- Can you hear music?
- Is this a good film?
- Will Arsenal win on Saturday?

However, regardless of whether a question begins with a question word or not, a question must **always** end with a question mark.

Commas

A comma is a punctuation mark which looks like this: ,

When writing a comma, it should be positioned on the line and is like a full stop with a small flick down and to the left.

Commas have lots of uses:

Commas are used to separate items in a list, for example, when listing names or objects.

➤ I need apples, bananas, carrots, cabbages, damsons and plums.

➤ My friends are Sarah, Jo, Helen and Sue.

(Note: Usually commas are not used before the word 'and' in a list)

Commas are used to show the reader where to pause in a sentence. Often the comma separates a phrase that gives more information from the main clause.

➤ Although it's late, I'll help you.

➤ Laughing loudly, Mary jumped on the trampoline.

➤ Jane, my teacher, is nice.

➤ Richard, the engineer, will be arriving soon.

Commas are used to mark off the person being addressed.

➤ Sarah, wait for me.

➤ Peter, I love you.

➤ Stop, you fool, or you'll break it!

When deciding where to place a comma in your writing, it is helpful to read your sentences aloud. Listen out for when you would naturally take a short break. That is probably where you need to put your comma.

Separate the items in these lists using commas. Think carefully about how to punctuate if there is an 'and' before the last item.

1. I need to buy bananas crisps apples milk eggs and ham.
2. Beckham Giggs Scholes Butt and Neville are my favourite players.
3. For the school play we would like white shirts black plimsolls blue trousers and a red scarf.
4. Pupils should bring pencils pens a ruler a rubber a pencil sharpener and a pair of compasses.
5. In my suitcase I must put sunglasses underwear towel toothpaste and a toothbrush.
6. I went home ate my tea had a bath and watched television.

Decide which information could be separated out using a comma and write the new sentences on the line. The first one has been done for you.

1. Sally our mum is a teacher. Sally, our mum, is a teacher.

2. I met Billy your brother at the pool.

3. Although I was tired I stayed up late.

4. Blake the head boy spoke at assembly.

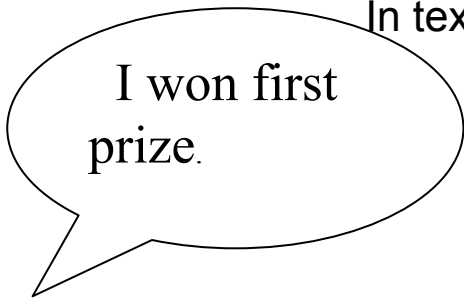
5. Putting on her socks Sarah sang a tune.

6. Alex a toddler cheered the clown.

7. If you don't hurry we'll be late.

Speech Marks

Speech marks are used to punctuate **direct speech**. In direct speech, the words are written **as a person said or says them**. The speech marks show when the person begins speaking and when they stop speaking. For example, look at this:



In text this would be written as:

Robyn said, **“I won first prize.”**

The **bold type** shows what Robyn actually said, wrapped around by speech marks, which look like this: **“.....”**

What Robyn said is a complete sentence, and is punctuated as a sentence, **within** the speech marks.

To use speech marks, follow these four easy steps:

1. Open the speech marks: “
2. Write the words that were spoken: **“I won first prize**
3. Add ! ? , or . **“I won first prize.**
4. Close the speech marks: **“I won first prize.”**

Notice how when the speaker appears **before** the speech, a comma must be placed before the speech marks.

➤ Robyn said (, “) I won first prize.”

When the speaker appears **after** the speech, the spoken words are followed by a **comma**, *not a full stop*.

➤ “I won first prize (, ”) said Robyn.

If the spoken words are a question or an exclamation, we use a **question mark or an exclamation mark**, whether the speaker comes before or after the speech.

➤ “Did I win (? ”) asked Robyn.

- “I came first **!”** screamed Robyn.
- Robyn asked, “Did I win **?”**
- Robyn screamed, “I came first **!”**

Punctuate these examples of direct speech by putting speech marks in the correct places. Copy the new sentence onto the lines. The first one has been done for you.

1. Robert asked, Is it time for tea? Robert asked, “Is it time for tea?”

2. Ben muttered, It’s not fair.

3. I need some new shoes, said the old lady.

4. Can you direct me to the hospital? asked the driver.

5. I wish I hadn’t come, moaned Fiona. I should have stayed in bed.

6. Who would like a balloon? asked the clown.

7. He made a rabbit disappear! gasped Annie.

Colons

A **colon** is useful when you are writing a sentence with a list in it.

Colons are used to introduce a list.

Example: We need lots of fruit for this recipe: bananas, apples, pears and mangoes.

Remember: you need to use commas and 'and' in your list.

Complete the sentences below, using a colon in each sentence.

1. My favourite foods are as follows...

2. I can play several musical instruments...

3. My mum owns three vehicles...

Semi-colons

Semicolons can be used instead of a full stop between two sentences that are **closely connected**.

Example: It's a great idea; let's tell the others about it.

Semi-colons balance two similar ideas.

Note: unlike a new sentence, you do not use a capital letter after a **semicolon**.

Use **semicolons** to link the correct sentences from the two lists.

1. The film was just the sort I like
2. I'd like to go on holiday to Africa
3. People should drive slowly
4. Rita loved the dress
5. School's so boring

- most accidents are caused by speeding.
- it was funny and it made me laugh.
- I'm so happy when the bell goes.
- they say the wildlife is wonderful.
- it was made of satin and silk.

These sentences have **semi-colons** in them but they are incomplete. Finish them.

1. I love swimming in the sea; I like....
2. I was really cross with my brother; he....
3. School dinners are horrible; I hate the....
4. Jake ran to the shop; it was only....
5. Javed is my best friend; he's....
6. My mum had a perm; her....
7. The cat dipped its paw into the pond; the....
8. I went fishing in the river; it's very....

Apostrophes

Apostrophes of Contraction

The apostrophe looks just like a comma but, rather than sitting on the line, always stands in line with the top of the letters – ‘

The apostrophe has two uses:

1. **It is used to show possession.**
2. **It is used to show that letters have been missed out of a word.**

One way in which we use apostrophes is to show that some letters have been missed out of a word or words.

When words contract, they get shorter. Similarly, when words contract (i.e. when they get pushed together to sound like one word) they become shorter, that is, some of the letters get missed out.

For example, when we are talking, only a very precise and well-spoken person would say:

“I am not in a good mood today. I do not feel like going to school. It is not fair.”

Most of us would say:

“**I’m** not in a good mood today. I **don’t** feel like going to school. **It’s** not fair.”

I am	has become I’m	An a has been left out
do not	has become don’t	An o has been left out
it is	has become it’s	An i has been left out

We can see then that the apostrophe shows us where we have missed out some letters.

Here are some more examples of some common contractions:

I will – I'll

will not – won't

is not – isn't

I would – I'd

she would or had – she'd

I have – I've

you will – you'll

he is or has – he's

they are – they're

you have – you've

Can you see which letters have been missed out?

REMEMBER!

Remember not to mix up **it's** and **its**!

- **its** means there's something **belonging**.
- **it's** is short for **it is** and there **is** an apostrophe.

➤ **It's** time for the cat to have **its** dinner.

Write the expanded form of these contractions:

1. I'll I will

2. She'd

3. Won't

4. You'll

5. He's

6. I'm

Write the contracted forms of these words:

7. I would I'd

8. I am

9. It is

10. You have

11. Do not

12. Is not

13. they are

14. I have

Choose the contraction that makes sense and write it in the space.

I've don't won't it's they're

15. _____ always been good at sports.

16. The sign says, "_____ smoke."

17. "I _____ go to bed!" shouted the boy.

18. _____ time to go home.

19. _____ going for their walk.

20. "_____ forget to post my letter," said Sue.

Possessive Apostrophes

How an apostrophe shows possession

The apostrophe can be used to show ownership, i.e. who an item belongs to or is part of. We use it at the end of a word with an **s**, like this, 's.

It means **of** or **belonging to**.

For example:

the dog's tail (this has the same meaning as: the tail of the dog)

the boy's book (the book of the boy)

the cat's tooth (the tooth of the cat)

Tom's video game (the video game of Tom)

IMPORTANT NOTE!

Care must be taken not to misuse the apostrophe. It should **not** be used for plurals.

For example:

- The lady bought two pear's. **WRONG!**
- The lady bought two pears. **RIGHT!**

Change these possessive words into their longer form:

1. The rabbit's skin

The skin of the rabbit

2. Mary's book

3. The dog's bark

4. John's voice

5. The footballer's success

Use the possessive apostrophe to correct the underlined word and write it in the box.

6. This boys hands are filthy.

boy's

7. Saturdays match was a disaster.

8. The brides mother cried.

9. Your sisters friend is kind.

10. My Dads snooker cue snapped.

Read these sentences. Write "possessive" if the underlined word is possessive and "plural" if it is a plural of a noun.

11. The apples were ripe.

12. The boy's sweets had gone.

13. The girl's skirt is too short.

14. That is my friend's dog.

15. You can buy oranges at the corner shop.

Possessive Apostrophes 2

Singular and plural forms

If the noun is **singular**, you add an apostrophe and an **s** to show possession.

- The girl's coat.
(The apostrophe **before** the **s** shows the coat belongs to just **one** girl)

If the noun is **plural** and **already ends** in **s**, you just add the apostrophe after the **s**.

- The boys' trophy
(The apostrophe **after** the **s** shows that the trophy belongs to **more than one** boy.)

If the noun is **plural** but does **not** end in **s**, you add an apostrophe and an **s**.

- The women's hats. (the hats of the women)
- The mice's tails. (the tails of the mice)
- The men's tools. (the tools of the men)

Names that end in S

As you know, some names end in **s**. For example: James, Charles, Francis. In such a case we can either add an apostrophe or we can add an apostrophe plus an extra **s**.

- James' or James's head. (the head of James)
- Charles' or Charles's voice (the voice of Charles)
- Francis' or Francis's coat. (the coat of Francis)

When do you start a new paragraph?

TIP TOP

**Change of
Time**

**Change of
Person**

**Change of
Place**

**Change of
Topic**

- **This piece of writing describes what pupils did in a science experiment. There are 7 paragraphs in this piece of writing, but the writer has forgotten to separate them.**
- **Number where each of the paragraphs should start and underline the “time” phrases which help you know this.**

In this experiment we wanted to find out what would happen to rocks as they were moved along in water. Before we started we collected 20 fragments of rock and a plastic bottle. We had to check that the fragments would fit into the container. We also drew the shape of one of the fragments in our science book. First we filled the bottle with water. The water in the bottle represented the river. We put the 20 rock fragments into the bottle and screwed the lid on tightly. Next we shook the bottle very hard for 2 minutes and emptied the fragments out. We measured the fragments and wrote down how many were over 5mm in size. We threw away the rest of the pieces. After counting, we weighed the ones that we saved and wrote down the total weight, and put them back in the bottle. After this, we repeated this process three times and each time the number of fragments that measured 5mm went down. Finally, there were no larger fragments left because the water was moving, and the banging against each other had worn them all away, which is what happens to rocks as they are washed down a river.

Connectives

Words and phrases to join sentences more effectively.

Sequence (when writing about a process in stages)		Contrast (when you show the difference between one thing and another)		Cause and Effect (when you show that something has happened as a result of something else)	
initially	finally	but	whereas	consequently	since
firstly	once	however	otherwise	thus	until
then	secondly	nevertheless	although	hence	whenever
so far	next	alternatively	apart from	because	as long as
after(wards)		yet	to balance	as	effectively
subsequently		this		therefore	of course
lastly		despite this	albeit	accordingly	depending upon
meanwhile		on the other hand		eventually	necessarily
eventually	in the	disproving		it may happen (that)	
end		on the contrary	it is	in the course of things	
following	since	doubtful			
previously	prior to	the opposite	though		
later	to begin	instead	all the		
with		same			
Addition (when you add another point)		Comparison (when you show similarities between one thing and another)		Summary (when you outline what you have covered)	Conclusion (when you end your writing and show what you have found)
and	and then	equally		In brief / in short	to conclude
also	what is	comparatively		On the whole	in conclusion
more		similarly	an	In all / overall	after all
furthermore	moreover	equivalent		To sum up	finally
in addition	as well as	compared with	in the	In a nutshell	in the end
too	to			In conclusion	ultimately
complement		sameway			
again	the	in comparison with			
following		likewise			
		by way of contrast			
		to balance			
		this			
Illustration (when you give an example of a point)		Persuasion (when you try to change someone's opinion)		Emphasis (when you make a strong point)	
for example	thus	of course	surely	above all	more important
for instance	to show	naturally	certainly	in particular	indeed
that		obviously		notable	in fact
such as	to take the case of	(un)fortunately		specifically	especially
as	that is to	clearly	no wonder		
say		evidently			
as revealed by	in other words	undoubtedly			

Planning Your Writing

Remember P.E.E

- P = Make your POINT clearly.
- E = Give an EXAMPLE – a quotation to back up your point
- E = EXPAND your point and EXPLAIN how your quotation proves your point

Planning Your Writing

C
ontents

L
anguage / Layout

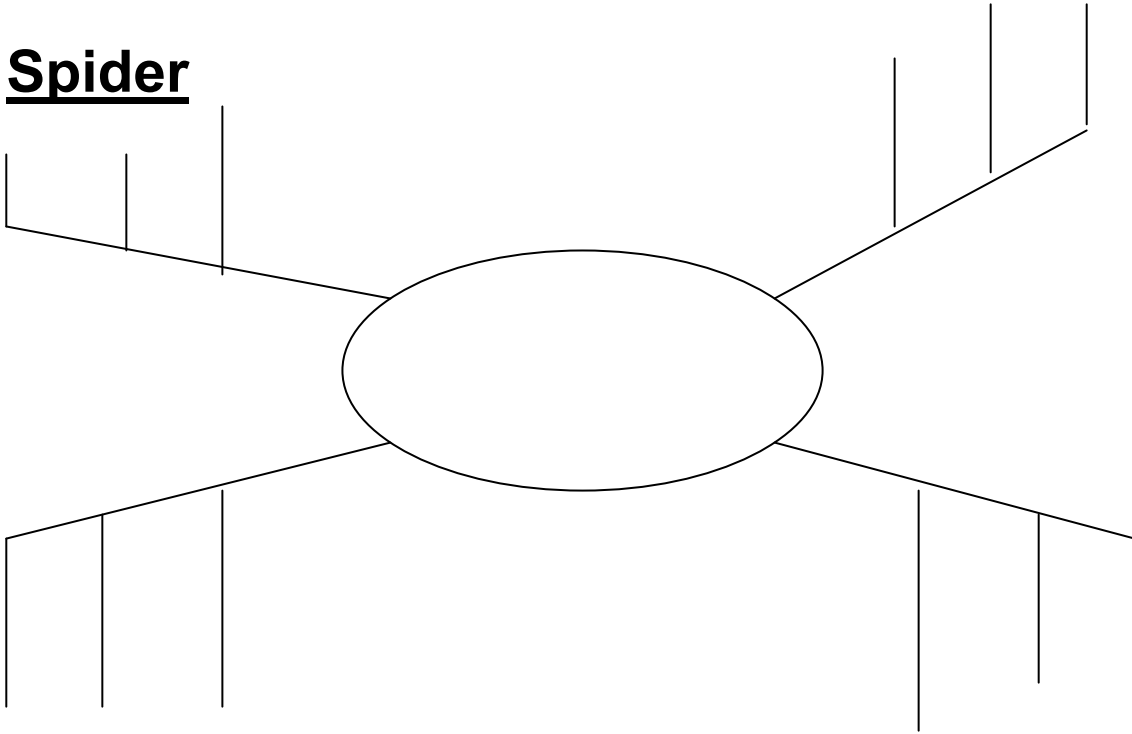
A
udience

P
urpose

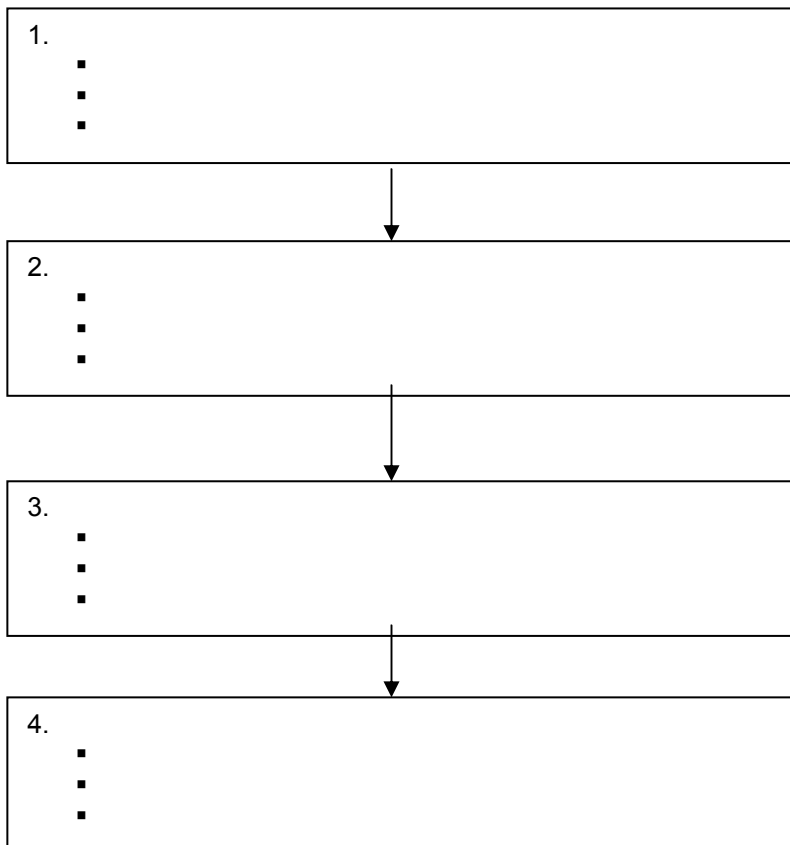
S
tyle

Planning Strategies

Spider



Flow Diagram



Argue

<ul style="list-style-type: none">▪▪▪	<ul style="list-style-type: none">▪▪▪
<ul style="list-style-type: none">▪	

Compare

1. <ul style="list-style-type: none">▪▪▪▪	2. <ul style="list-style-type: none">▪▪▪▪
3. <ul style="list-style-type: none">▪▪▪▪	4. <ul style="list-style-type: none">▪▪▪▪

Spelling Strategies

Mnemonics

Never

Eat

Cakes

Eat

Salmon

Sandwiches

And

Remain

Young

Big

Elephants

Can

Always

Understand

Small

Elephants

Spelling Strategies

Look for a: **Word Within A Word**

e.g.

Sep a rat e

Spell Speaking

Wed nes day

Bus in ness

Cup board

Spelling Strategies

Look

Cover

Write

Check

Learn your spellings in five stages:

1. Write down the correct spelling of the word
2. Look at the word and say it aloud
3. Cover the word
4. Write the word down again
5. Check that you have spelt the word correctly.

Spelling Singular and Plural Nouns

Singular and plural nouns

A singular noun refers to a single thing or person and a plural noun refers to more than one thing or person.

- ❖ One dog two dogs
- ❖ One book a few books

Making plural nouns

In most cases, you can make a plural noun by adding 's' onto the end of a singular noun. So:

- ❖ Dog becomes dogs
- ❖ Book becomes books

However, there are some exceptions to this rule. Here are a few patterns:

IF THE WORD ENDS IN:	DO THIS:	AND ADD:	FOR EXAMPLE:
ch s sh x z	Nothing	es	church....churches dish....dishes box....boxes
f fe	Change the f or fe for v	es	calf....calves wolf....wolves wife....wives knife....knives Note: there are exceptions belief....beliefs roof....roofs proof....proofs
Consonant + y	Change the y to i	es	baby....babies country....countries lady....ladies

Note: There are exceptions to these patterns so it is always wise to check in the dictionary if you are at all unsure.

Nouns which take a new form in the plural

Some nouns have a completely different plural form.

- ❖ One child....many children
- ❖ One person....many people
- ❖ One mouse....many mice

Homophones and Homonyms

Homophones

Homophones are words which **sound the same**. They have **different spellings** and **different meanings**.

For example:

- ❖ The **sun** set over the ocean
- ❖ The **son** gave his father a card

Other examples of homophones are:

witch	which
stare	stair
hair	hare
hour	our
meddle	medal
deer	dear

You can use a dictionary to find out the correct spellings and the correct meanings.

Homonyms

Homonyms are words which **sound the same** and are **spelt the same**, but have **different meanings**.

For example:

- ❖ The conductor will **bow** to the audience
- ❖ The captain stood on the **bow** of the boat

Other examples of homonyms are:

iron	(ironing)	iron	(metal)
jumper	(clothes)	jumper	(person who jumps)
present	(gift)	present	(here, now)
will	(resolve)	will	(legacy)

Again, your dictionary will tell you the different meanings of any word that might have more than one definition.

Homonyms

Homonyms are words that are pronounced alike but differ in meaning.

Choose the correct word to fill in the blank spaces.

- | | |
|-----------------------|---|
| blue, blew | 1. The wind.....away her.....hat. |
| threw, through | 2. He.....the ball right.....the window. |
| herd, heard | 3. I.....the lowing of the.....in the field. |
| bare, bear | 4. The huge.....disappeared behind the.....rock. |
| week, weak | 5. The girl was so feeble and.....that she could not attend the concert last..... |
| pane, pain | 6. She cut her hand on the.....of glass and it caused her great..... |
| heal, heel | 7. The boy injured his.....and it took a long time to..... |
| ball, bawl | 8. The young girl began to.....when the big.....struck her on the nose. |

Which is which?

- | | |
|----------------------------|-------------------------------------|
| 1. air, heir, Ayr. | Which is the town in Scotland? |
| 2. you, ewe, yew | Which is a female sheep? |
| 3. scent, sent, cent | Which is a coin? |
| 4. palate, pallet, palette | Which is a painter's board? |
| 5. so, sow, sew | Which means 'to scatter'? |
| 6. I'll, isle, aisle | Which is an island? |
| 7. too, to, two | Which is twice one? |
| 8. seas, seize, sees | Which means 'to grasp'? |
| 9. vale, veil, vail | Which is a valley? |
| 10. raise, rays, raze | Which are beams of light? |
| 11. rain, rein, reign | Which is part of a horse's bridle? |
| 12. meet, meat, mete | Which is food? |
| 13. heel, heal, he'll | Which is the back part of the foot? |
| 14. idle, idol, idyll | Which is a false god? |
| 15. cite, site, sight | Which means 'to summon'? |
| 16. pare, pair, pear | Which mean 'a couple'? |

Write what each homonym means. (Use a dictionary if necessary)

- | | | |
|----------|---------|----------|
| 1. Ate | 5. Dew | 9. Key |
| Eight | Due | Quay |
| 2. Deer | 6. Feet | 10. Leek |
| Dear | Feat | Leak |
| 3. Beech | 7. Foul | 11. New |
| Beach | Fowl | Knew |
| 4. Bow | 8. Hale | 12. Our |

Using words in different contexts / subjects

Word	General Definition	Mathematical Definition
average	Estimate a general standard	Used synonymously with arithmetic; for a set of discrete data this is the sum of quantities divided by the number of quantities.
difference	Being dissimilar, non-identical	The result of a subtraction.
even	Level or smooth	A positive integer that is divisible by two.
expression	Intonation of voice or aspect of face indicating emotion.	A mathematical form expressed symbolically.
face	Front of head from forehead to chin.	One of the flat surfaces of a solid shape.
mean	Small-minded; malicious, ill-tempered.	The arithmetic mean of a set of discrete data is the sum of quantities divided by the number of quantities.
negative	Image on developed film.	A number less than zero

Word	General Definition	Mathematical Definition
odd	Extraordinary, strange, remarkable	A positive integer that has a remainder of 1 when divided by 2.
power	Mechanical or electrical energy as opposed to manual labour.	This is a way of indicating how a number (or symbol) must be operated on by using another number written as a superscript to the first.
prime	Chief or most important	A whole number greater than 1 that has exactly two factors, itself and 1.
product	A thing or substance produced by a natural process or manufacture.	The result of multiplying one number by another.
root	Part of a plant below the earth's surface, which attaches it to the earth and carries nourishment from the soil to the plant.	A value, which satisfies the equation which has been formed by putting an expression, containing one variable, equal to zero.
sign	Write one's name as a signature.	A symbol used to denote an operation. In the case of directed numbers, indicates the direction in which the number is located from the origin.
term	Period of weeks during which there is teaching in school, alternating with holiday.	A quantity added or subtracted from others in an arithmetic or algebraic expression.

Using Words in Different Contexts / Subjects

Word	Definition 1	Definition 2

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Word	Definition 1	Definition 2

