

1 Workbook



Spelling,

Punctuation

and Grammar

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NAME _____

OXFORD

1 Nouns

What are nouns?

Nouns name people, places, ideas or things.

table chair ball Ben
London Grandma

How do they work?

Nouns can be divided into proper nouns and common nouns.

Proper nouns

Proper nouns are the names of people, places or particular things. They always start with a capital letter.

People's names are proper nouns.

Zoe Herriot Stefan Smith Jake Beckman Alexander Elder

The names of places, such as countries, cities, towns, rivers and mountains are also proper nouns.

India New York Birmingham Nile Everest

Days of the week and months of the year are proper nouns.

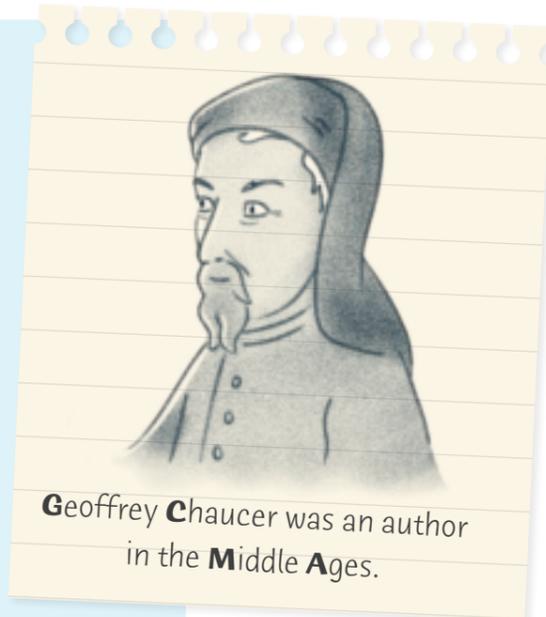
Sunday Wednesday July February

Titles of books, films, newspapers, games and some jobs are proper nouns.

The Hobbit *Finding Nemo* *The Times*
Monopoly Prime Minister of the United Kingdom

Names of organisations are also proper nouns.

United Nations World Health Organisation
Oxford University Press



Tip

Note that the seasons are not proper nouns, so they don't have a capital letter.

- spring
- summer
- autumn
- winter

Common nouns

Common nouns name general things rather than particular ones.

These are all common nouns:

girl	boy	man
mug	boots	pizza
door	firefighter	insect
woman	window	car

Common nouns do not have a capital letter unless they are at the start of a sentence.

Tip

Some nouns can be used as both proper nouns and common nouns. When a word is used as a title (like a name) then it should look like a proper noun, and so start with a capital letter.

Noun used as a name, so it starts with a capital letter.

Can I have some money, **Mum**?

My **dad** plays in a band.

Noun used as a common noun, so it has no capital letter.

Activity 1

Underline the proper nouns in the sentences below. The first one has been done for you.

- Tegan kissed her Aunt Vanessa goodbye and headed to Heathrow Airport.
- The President of the French Republic waved to his people and climbed aboard the plane.
- The Prime Minister read the papers gloomily. *The Times* was very critical of the government.

/6

Activity 2

Circle the common nouns in these sentences.

- The students were very reluctant to let the teachers play volleyball with them.
- A basket full of crayons, pencils, rulers and stickers fell on Jin's head as she tidied the cupboard.
- New members should get their passes stamped at the Head's table before heading into the hall.

/14

Activity 3

Fill in the gaps in the text below, using three proper nouns and three common nouns.

Dear _____

Having a lovely time in _____. It is probably the best _____ I have ever had.

The _____ is rather horrible, though, and yesterday I had to tell _____ to send the _____ back because it was disgusting.

/6

2 Adjectives

What are adjectives?

Adjectives describe nouns or pronouns.

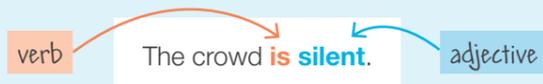
soft hopeful violent triumphant
rotten gentle hilarious tranquil

How do they work?

Adjectives give us more information about a noun or pronoun. They often go before a noun.



Adjectives often follow the verbs **is**, **am**, **are**, **was** and **were**. They describe the noun that is the subject of these verbs.

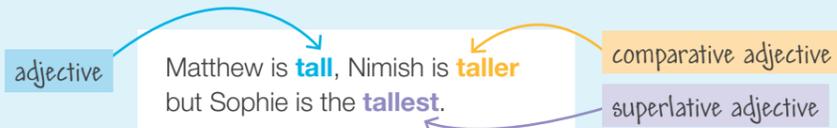


Comparative and superlative adjectives

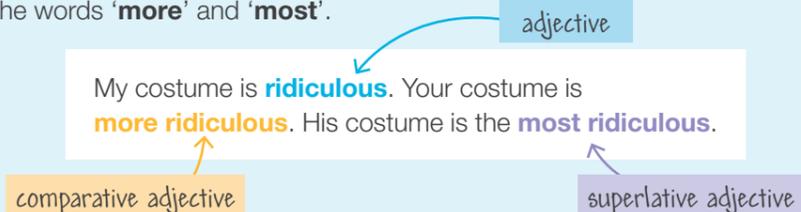
Comparative adjectives compare two things. They often, but not always, end in **-er**.



Superlative adjectives compare more than two things. They often, but not always, end in **-est**.



Some adjectives, often ones with more than three syllables, don't add **-er** or **-est** to make the comparative and superlative forms. Instead, they use the words **'more'** and **'most'**.



Tip

Using more than one adjective at a time can add interest to your writing, see the example below:

The **foul, wet, clinging** sleet whirled about them.

But don't overdo it, as in this example:

The **golden, dazzling, awe-inspiring, blazing, astonishing, broiling** sun.

Find out more

See pages 4, 20 and 22 for more about nouns and pronouns.

Some adjectives change completely in their comparative and superlative forms. There are examples in the table below.

Basic adjective	Comparative	Superlative
good	better	best
bad	worse	worst

Activity 1

Underline the adjectives in the following text.

Of all the revolting chocolates in the world, our sickly assortment is perhaps the most disgusting. Take, for example, our sticky caramel. Just one tiny taste and your mouth will be immobilised by gluey toffee!

/7

Activity 2

Choose the correct comparative or superlative adjectives in the examples below.

- These are **gooder** / **better** bananas. The ones you bought last week were much **worse** / **badder**.
- I was even **surpriseder** / **more surprised** than Ali when I saw who'd emailed. Jake was **most surprised** / **surprisedest** of all when he saw that she had emailed to apologise.
- This is the **quickest** / **most quick** way to the cinema. It is even **more quick** / **quicker** than going past the park.

/6

Activity 3

Fill in the gaps below with appropriate adjectives.

Astrid was _____ as she eagerly tore open the _____ package. The contents fell out onto the _____ table. They were even more _____ than she had hoped. She whooped excitedly as she studied the _____ instructions.

/5

Adjectives in context

Extract from 'The Brazilian Cat' by Sir Arthur Conan Doyle, published 1898

In this extract, Marshall King has been locked in an enclosure during the night with a dangerous puma (large wild cat) by his cousin, Everard, who wants him dead. He has managed to seek refuge on top of a cage.

Several times those greenish eyes gleamed at me through the darkness, but never in a fixed stare, and my hopes grew stronger that my presence had been forgotten or ignored. At last the least faint glimmer of light came through the windows – I first dimly saw them as two grey squares upon the black wall, then grey turned to white, and I could see my terrible companion once more. And he, alas, could see me!

It was evident to me at once that he was in a much more dangerous and aggressive mood than when I had seen him last. The cold of the morning had irritated him, and he was hungry as well. With a continual growl he paced swiftly up and down the side of the room which was farthest from my **refuge**, his whiskers bristling angrily, and his tail switching and lashing. As he turned at the corners his savage eyes always looked upwards at me with a dreadful menace. I knew then that he meant to kill me. Yet I found myself even at that moment admiring the **sinuous** grace of the devilish thing, its long, **undulating**, rippling movements, the gloss of its beautiful flanks, the vivid, **palpitating** scarlet of the glistening tongue which hung from the jet-black muzzle. And all the time that deep, threatening growl was rising and rising in an unbroken crescendo. I knew that the crisis was at hand.

refuge place of safety

undulating wavy

sinuous having many curves or bends

palpitating beating rapidly

Activity 1 Understanding the text

a) What time of day is it, according to the second paragraph?

.....

b) How has the arrival of morning affected the puma?

.....

c) Where in the room does the puma pace up and down?

.....

d) What does the narrator believe the puma intends to do?

.....

e) What noise does the puma make?

.....

f) Circle the word that is the correct meaning of the word 'grace' in this context.

elegance

prayer

delay

Activity 2 Exploring the writer's technique

a) What does the adjective 'savage' in the phrase 'savage eyes' imply about the puma?

.....

.....

b) Why does the writer use the comparative adjectives 'more dangerous and aggressive' to describe the puma's mood that morning?

.....

.....

c) The writer uses the adjectives 'continual' and 'deep, threatening' to describe the puma's growling. How do each of these adjectives help to convey the sound of the puma?

.....

.....

.....

d) i. Rewrite the following clause removing the adjectives:
'the vivid, palpitating scarlet of the glistening tongue which hung from the jet-black muzzle'

.....

.....

ii. What is the effect of the clause without the adjectives?

.....

.....

Activity 3 Try it yourself

On a separate piece of paper, write a description of an exotic animal you have seen at a zoo, on holiday or in the media. Think carefully about the adjectives you use. You could use some of the adjectives you have learned from this text.

3 Verbs: simple present tense and infinitive forms

What are verbs?

Verbs are sometimes described as doing or being words. Verbs can describe actions.

I **run** through the park, **ride** my bike, then **swim** across the lake.

Verbs can also describe states of being (rather than physical actions).

I **think** about the problem, then I **imagine** a solution.

Note that all of these verbs are in the present tense; they describe something that happens now.

How do they work?

Verbs change depending on who is doing the action. The table below shows how the regular verb 'to look' changes.

	Singular	Plural
First person	I look	We look
Second person	You look	You look
Third person	He, she, it looks	They look

A regular verb follows a set pattern, adding different endings, but the basic root of the word stays the same.

An irregular verb changes in a unique way, not following the usual pattern. The table below shows how the irregular verb 'to be' changes.

	Singular	Plural
First person	I am	We are
Second person	You are	You are
Third person	He, she, it is	They are

The infinitive is the basic form of the verb; it has the word 'to' in front of it.

to open to think to run to dream

Tip

Notice the third-person singular form ends -s.

Tip

Notice the first- and third-person singular forms are different to the other forms.

Activity 1

Circle the verbs in the sentences below.

- I mow the lawn and I eat my lunch.
- Donna wonders whether to turn left or right at the junction.
- Zahra daydreams and then decides to do her homework.
- The ice statue melts until the only evidence is a puddle of water.

/9

Activity 2

a) Complete the sequences of irregular verbs in the table below. Make sure they are all in the present tense.

	to do	to be	to have
First person	I do	I _____	I have
Second person	You do	You are	You _____
Third person	He, she, it _____	He, she, it _____	He, she, it _____

b) Choose two of the verbs you have filled in and write two sentences, using one verb in each.

.....

.....

/7

Activity 3

a) Circle the verbs in the infinitive form in the sentence below. The first one has been done for you.

My worst holiday would be to go on a long flight, to share a room with my brother, to visit museums and art galleries and to eat food I don't like.

b) On a separate piece of paper, complete this sentence using at least three examples of verbs in the infinitive form. Use some of the infinitives below or choose your own.

to stay to swim to play to buy to visit to see to find to climb

My perfect holiday would be to

.....

.....

/7

Verbs in context

Extract from *One Big Damn Puzzler* by John Harding, published 2006

The following text is taken from the beginning of the novel. The protagonist, William, is being taken ashore for the first time to a very remote island.

As the boat came close to shore William realised that the men had ceased laughing in order to put all their energy into their rowing. He could tell from their strained expressions that the going was getting harder all the time and he deduced that this was because of an **undertow**. The now fairly big waves broke upon a wall of coral that ringed the shore, and bounced back out from it, so that for every ten feet the men rowed the boat was hurled back five. At times it even seemed as if they were thrown back further than they had rowed since the last time, but this must not have been the case as finally they managed to get past the undertow and were riding on the crest of a huge breaker, the oarsmen paddling frantically to steer the craft through a gap in the coral reef, and surfing in on a cauldron of white spray which finally spat the boat out onto a **sickle**-shaped sandy beach. For a moment the men rested over their oars, panting. [...]

As William disembarked into the foaming water swirling around the boat he cursed himself for wearing his **loafers**.

undertow current below the surface of the sea

loafers slip-on shoes

sickle a tool with a curved blade

Activity 1 Understanding the text

a) Why do the men rowing the boat stop laughing?

.....

b) What circles the shore of the island?

.....

c) Circle the correct meaning for the word 'surfing' in this context.

a watersport

browsing the Internet

riding the crest of a wave

d) How do the oarsmen feel when the boat lands?

.....

e) What does William think as he gets out of the boat?

.....

Activity 2 Exploring the writer's technique

a) i. Complete the second column below by adding verbs from the extract that describe the movements listed in the first column.

Movements	Verbs	Most powerful verbs, ranking 1 to 3
The movement of the sea		
The movement of the boat		
The movements of the men		

ii. Complete the third column by choosing the three verbs (one from each row) you think are most powerful and rank these from 1–3, with 1 being the most powerful. Explain your decision.

.....

b) What does the verb 'deduced' suggest about William?

.....

c) What does the verb 'spat' convey in the image at the end of the first paragraph?

.....

d) i. On a separate piece of paper, rewrite the first paragraph from 'The now fairly big waves...' in the present tense.

It might start like this:

The now fairly big waves break upon a wall of coral that rings the shore, and bounce back out from it, so that for every ten feet the men row, the boat is hurled back five...

ii. What effect does changing the verbs into the present tense have?

.....

.....

Activity 3 Try it yourself

On a separate piece of paper, write a description of a small boat making its way ashore in a calm sea. Use a range of verbs which convey the ease with which the boat moves. You could also describe the feelings of someone in the boat. You may wish to include some of the vocabulary below:

sailed

cruised

rocked

lulled

dipped

skimmed

glided

2 Full stops

What is a full stop?

A full stop is a punctuation mark used to mark the end of a sentence.

How do they work?

Full stops show that a sentence is complete and finished. When a text is read aloud, a full stop represents a significant pause. It is sometimes where the reader might take a breath.

Traditionally, full stops have also been used to show that a word or words have been shortened or abbreviated.

Rev. (short for Reverend)

a.m. (short for *ante meridiem*, meaning 'before noon')

p.m. (short for *post meridiem*, meaning 'after noon')

e.g. (short for the Latin *exempli gratia*, meaning 'for example')

etc. (short for the Latin *et cetera*, meaning 'and other things')

The use of full stops to show an abbreviation is becoming less common. We often see abbreviations without full stops.

GCSE (short for General Certificate of Secondary Education)

MP (short for Member of Parliament)

USA (short for the United States of America)

BBC (short for the British Broadcasting Corporation)

Abbreviations that use the first letter of each word in a name or term that then make another word are called 'acronyms'.

NASA

LOL

GIF

Find out more

Some people use commas incorrectly instead of full stops. See page 64 for more about this error, called 'comma splicing'.



less had lots of plans for his trip to Greece
e.g. sightseeing, visiting friends and trying
the local food.

Activity 1

Read the following statements about full stops in the table below. Tick whether they are true or false.

Statement	True	False
a) A full stop shows where to pause in a sentence.		
b) A full stop is used to show the end of a sentence.		
c) A full stop must always be used to show an abbreviation.		
d) Full stops are sometimes used to show abbreviations.		
e) An acronym always needs full stops.		

/5

Activity 2

There are two sentences in each of the examples below, but they are missing the correct punctuation. Add the missing full stop and capital letter in each example. The first one has been done for you.

- a) Salman looked carefully at the grim-faced men standing before him. ^Aany moment now, one of them was going to try to sell him something he didn't want.
- b) The maths exercise was child's play to Sophia she had taken hundreds of similar tests in the last six months.
- c) Jamie contemplated the food without enthusiasm as usual, his brother hadn't bothered to cook it properly.
- d) He was close to tears he had been learning the spells for hours now but could not remember a single one of them.
- e) She threw the cricket ball hard it sailed over the fence and broke the greenhouse's window.

/8

Activity 3

Write these abbreviations out in full.

- a) Rev.
- b) No.
- c) Prof.

/3

4 Commas

What are commas?

A comma is used to separate information. It can separate:

- items in a list
- clauses
- direct speech from information about the speaker.

When reading aloud, a comma indicates a short pause.

How do they work?

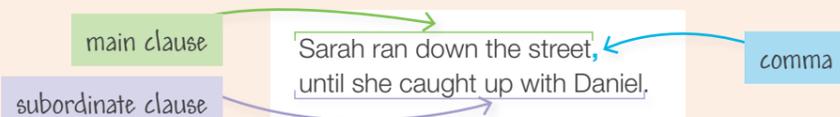
Commas separate items in a list when those items are short and simple.

Please ensure that you bring the following equipment: a tent, a groundsheet, sleeping bags and food.

We don't usually include a comma before the 'and' and the final item in a list unless it is necessary to make sense.

We ate soup, pasta, beef and carrots, and rhubarb and custard.

A comma can also separate clauses in a multi-clause sentence.



A comma can also separate direct speech from information about a speaker.

"We're going to be late," shouted Dad.

Comma splicing

Beware of using commas when full stops or another form of punctuation such as a semi-colon should be used instead. This is called comma splicing. Commas should *not* separate full sentences.

Tip

A comma placed before the final item in a list, before the word 'and', is known as the 'Oxford comma' or 'serial comma'.

Find out more

There is more about direct speech and its punctuation on page 76. There is more about semi-colons on page 66.

Activity 1

There are three pairs of sentences in the table below. Which of them use commas correctly? Tick either 'correct' or 'incorrect' for each sentence.

Pairs of sentences	Correct	Incorrect
a) i. Maya wanted to visit Egypt, France, Spain and Australia.		
ii. Maya wanted to visit, Egypt, France, Spain, and Austalia.		
b) i. "No one can blame me," he laughed.		
ii. "No one can blame me" he, laughed.		
c) i. The light was fading, fast so we headed home.		
ii. The light was fading fast, so we headed home.		

/6

Activity 2

Insert a comma in each of the sentences below, to separate out the clauses. The first one has been done for you.

- Dorothy devoured the orange, tossing the skin aside after eating the last piece.
- I think you should go home and change even though the others disagree.
- Although no reason was given the wedding invitation was withdrawn.
- As it was her birthday Zoe slept in till nine o'clock.
- Let's take some money although I doubt we'll need it.
- You are asking for trouble going back to your home town.

/5

Activity 3

The paragraph below has been written by a student who is comma splicing. Decide where full stops should be used instead of commas and mark them in the paragraph.

He reached the bottom of the cliff, when he looked up, he could barely see the top, the clouds were so low that they hung half way down the sheer wall, the seagulls wheeled and cried above him, he inspected the rock face for hand and toe holds, there were none, it was going to be an almost impossible climb.

Tip

Try reading the paragraph aloud. You can often tell where you need a full stop by when you need to take a breath, or when a point in the text finishes.

/6

5 Colons and semi-colons

What are colons and semi-colons?

A colon looks like this :

A colon can be used to introduce a list, examples or explanations.

He thought her everything a prime minister should be: brave, determined and strong.

colon

A semi-colon looks like this ;

A semi-colon links together two main clauses that are of equal importance but suggest a contrast or are closely related.

semi-colon

She downloaded the song on to her iPod; satisfied, she ran off to find Sunil.

A semi-colon can also be used to separate longer, detailed items in a list that needs clearer division than just with commas.

When reading aloud, the colon and semi-colon both show a pause.

How do they work?

Colons

A colon is used to show that something is to follow. It can be used in many things:

- lists

In the village shop, you will find: milk, eggs, newspapers, bread, cheese and Mr Magister the shopkeeper.

- direct speech or quotations

She said: "Are you sure time travel is that dangerous?"

- explanations.

Rory got the job: the manager was his wife.

Find out more

See page 70 for more about the use of colons and semi-colons in lists.

Find out more

There is no need for a capital letter after a colon or semi-colon unless it is a proper noun. There is more about proper nouns on page 4.

Semi-colons

A semi-colon is used to join two main clauses together that suggest a contrast, or that are very closely related. Both the main clauses could stand alone as sentences. The benefit of the semi-colon is that it shows a stronger relationship between the clauses than a full stop would.

We are going to the festival tomorrow; I bet it rains.

semi-colon separates two main clauses and shows a strong relationship between them

Activity 1

Use a semi-colon to join these sentences together. The first one has been done for you.

- Victoria laced up her bowling shoes reluctantly; ~~She~~^S didn't like the noisy, crowded bowling alley on Saturday nights.
- Mike wanted to go to Bristol Zoo very much. He was much less interested in the proposal to visit the Science Museum.
- She pulled on her running gear and trainers. She was out of the door before her aunt had noticed that she'd gone.
- She realised she'd left something behind as soon as she left the house. Her memory was definitely getting worse.

/3

Activity 2

Add a colon in the correct place in the following examples.

- He replied "It's only dangerous if you don't take the proper precautions."
- These, then, were the reasons for her delight her mother's kindness and the gift of two tickets to the Broadway musical.
- Moon Chi approached the new headteacher's door with terror the new headteacher was his father.

/3

Activity 3

Add either a semi-colon or colon in the square brackets in the sentences below.

- Hugh asked [] "Are you really going to marry him?"
- Saskia pulled open the curtains [] the sun had risen with dazzling beauty.
- Don't forget to bring these items on the plane [] sunglasses, a book, your phone, your passport and the tickets.

/3

Colon and semi-colons in context

Extract from *The Secret History* by Donna Tartt, published 1993

In this extract the narrator, Richard Papen, looks back on his childhood.

In fact, when I think about my real childhood I am unable to recall much about it at all except a sad jumble of objects: the sneakers I wore year-round; coloring books and comics from the supermarket; little of interest, little of beauty. I was quiet, tall for my age, **prone to** freckles. I didn't have many friends but whether this was due to choice or **circumstance** I do not now know. I did well in school, it seems, but not exceptionally well; I liked to read - *Tom Swift*, the Tolkein books - but also to watch television, which I did plenty of lying on the carpet of our empty living room in the long dull afternoons after school.

[...]My father was mean, and our house ugly, and my mother didn't pay much attention to me; my clothes were cheap and my haircut too short and no one at school seemed to like me that much; and since all this had been true for as long as I could remember, I felt things would doubtless continue in this depressing vein as far as I could foresee. In short: I felt my existence was **tainted**, in some **subtle** but essential way.

prone to likely to have

tainted flawed, blemished

circumstance how things were

subtle not immediately obvious

Activity 1 Understanding the text

a) What specific objects does the narrator remember best from his childhood?

b) What kind of student was he at school?

c) Circle the meaning of the word 'vein' in this context:

a blood vessel

a pathway

d) The narrator describes his childhood as 'depressing'. Pick out four facts that support this description.

Activity 2 Exploring the writer's technique

a) In the first sentence, the writer uses a colon and semi-colons. What does the colon do here and what do the semi-colons do?

b) Look again at the sentence beginning, 'I did well in school....' Here the semi-colon links two closely related points. Explain how they are linked.

c) The narrator sums up his feelings with the phrase 'In short' and follows this with a colon. Circle what you think the colon is helping to do:

introduce a list

introduce an example

introduce an explanation

introduce a quotation

d) Why does the writer use a colon instead of a comma after 'In short'? Think about the effect it has on the reader.

Tip

Think about how a colon often introduces things, but a semi-colon links things that are equally important, or contrasting.

Activity 3 Try it yourself

On a separate piece of paper, write a short description of something you remember from your childhood. Make sure that it includes:

- semi-colons to separate longer items in a list
- a semi-colon to link two closely related clauses
- a colon to introduce an explanation.

Use the extract opposite as a model for your writing. You could begin like this:

When I remember my childhood, I can easily recall my favourite toys:

4 Silent letters

What are silent letters?

Some words contain silent letters, which we don't pronounce.

knife gnat knight two lamb

Why are they silent?

The reason that we have these silent letters in some words is because these letters used to be pronounced. For example, in the Middle Ages, when Geoffrey Chaucer was writing *The Canterbury Tales*, some words would have been pronounced differently.

The word 'knife' would have sound like *ker-n-ee-f* (the 'k' could be heard).

The word 'gnat' would have sounded like *ger-nat* (with a hard 'g').

The word 'knight' would have sounded like *ker-nicht* (gh made a sound like the ch in the Scottish word, 'loch').

The word 'two' was pronounced *ter-woe* (a bit like an owl!).

It is tricky to learn the spellings of words with silent letters. One strategy is to say the word aloud, sounding out all the letters, as they used to do in the Middle Ages. This might also help you learn the spellings of words that sound the same but have different spellings and different meanings. We call these words homophones.

Find out more

There is more about homophones on page 90.



Activity 1

Circle the silent letters in the words below.

gnat doubt castle dumb design scissors
knee know receipt write

/10

Activity 2

All the words below are missing their silent letters. Rewrite them in their complete form in a sentence below. The first one has been done for you.

- a) num *The cold weather was making my fingers numb.*
- b) knowlege
- c) autum
- d) rench
- e) fasinete
- f) nack
- g) musle
- h) whisle
- i) condem
- j) rist

/9

5 Prefixes

What are prefixes?

A prefix is a group of letters that can be added before the root (basic) form of a word to make a new word. 'Pre' means 'before'.



Prefixes rarely change their spelling, although they can be added to different root words. They do not change the spelling of the root word either. They just add to it.

Common prefixes

Some common prefixes are listed below.

Prefix	Meaning	Example
un	not / the opposite of	unexpected
dis	not	disapprove
super	above / over / beyond	superman
sub	under	submarine
auto	on its own	autobiography
mono	one	monotone
bi	two	bicycle
tri	three	triangle

Activity 1

Draw a line to match a prefix with a suitable root word. Write out the new word and a definition for each one. The first one has been done for you.

Prefix	Root word	New word	Definition
a) un	appear	<u>disappear</u>	<u>cease to be visible</u>
b) dis	graph	.....	.....
c) mono	usual	.....	.....
d) super	heading	.....	.....
e) sub	focal	.....	.....
f) bi	chrome	.....	.....
g) auto	hero	.....	.....

6 Suffixes

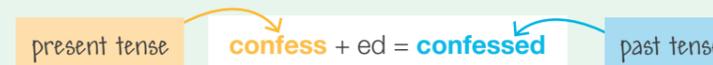
What are suffixes?

A suffix is a group of letters that can be added to the end of the root (basic) form of a word.



Adding the suffix -ed to verbs

The suffix **-ed** is often added to the present tense of regular verbs to turn them into the past tense.



If a regular verb ends in an e in the present tense, it loses it before the suffix **-ed** is added to make the past tense.

rule + ed = ruled

Adding the suffix -ing to verbs

The suffix **-ing** is added to verbs to turn them into a form of the present tense. This form is also called the present continuous or present progressive tense, because it means that it is happening now and continuing to happen.

study + ing = studying distract + ing = distracting
I love **studying** grammar. Stop **distracting** those who want to work.

If the verb ends in an e, cross off the e before adding the suffix **-ing**:

rule + ing = ruling decide + ing = deciding

Adding the suffix -ly to form adverbs

If you know how words are formed, it helps you to spell them correctly.

An adverb is usually created by adding **-ly** to an adjective.

feverish + ly = feverishly joyful + ly = joyfully

However, if the adjective already ends in a y, we need to replace the y with an i and then add **-ly** to make the adverb.

crazy + i + ly = crazily speedy + i + ly = speedily

Find out more

There is more about verb tenses on page 14.

Find out more

There is more about adverbs on page 28.

Adjectives that end in **-le** drop the final e and add **-y** to make the adverb.

simple~~e~~ + ly = simply terrible~~e~~ + ly = terribly

Adjectives that end in **-ic** usually add **-ally** to make them into an adverb.

realistic + ally = realistically tragic + ally = tragically

Some adverbs are spelled the same way as the adjective.



Adding the suffix **-ness** to make nouns

Some adjectives can be turned into nouns by adding the suffix **-ness**.

sad + ness = sadness
fair + ness = fairness

However, if the adjective ends in y, we need to change the y into an i before adding **-ness**.

happy happy + i + ness = happiness
lazy lazy + i + ness = laziness

Adding the suffix **-er** to verbs to make nouns

Some verbs can be turned into nouns by adding the suffix **-er**.

eat + er = eater paint + er = painter

If the verb ends in a single vowel and single consonant, you need to double the consonant before adding the suffix.

run + n + er = runner sit + t + er = sitter

Activity 1

Add the suffixes **-ed** (to make the past tense) and **-ing** (to make the present continuous tense) to these root verbs. Write out the new words in the spaces provided. Remember that the final e on some root verbs will need to be dropped.

Root word	Past tense	Present continuous
a) rain		
b) pollute		
c) tangle		
d) work		

/8

Activity 2

Turn the adjectives below into adverbs. The first one has been done for you.

- a) quiet quietly _____
- b) lazy _____
- c) beautiful _____
- d) horrible _____

/3

Activity 3

Turn the following words into nouns by adding either **-ness** or **-er**. The first one has been done for you.

- a) whistle whistler _____
- b) healthy _____
- c) jump _____
- d) mad _____
- e) listen _____
- f) shop _____
- g) glad _____

/6