

# **The Berwickshire High School**

## **English Department**

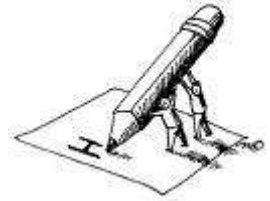


## **S1 Homework Booklet**

## Task 1

### CAPITAL LETTERS AND FULL STOPS

You might feel that you can do this inside out – if so, then this homework should be easy! I bet you still forget to put capital letters and full stops in the correct places in your schoolwork though. And not just English; you should be writing beautiful accurate sentences in all subjects. Remember that!



#### **Exercise A**

Rewrite this passage putting in the **capital letters** and all the **full stops**.

here is a famous problem called the monty hall problem which i have included in this book because it illustrates what i mean there used to be a column called ask marilyn in a magazine called parade in america and this column was written by marilyn vos savant and in the magazine it said that she had the highest iq in the world in the guinness book of records hall of fame in the column she answered maths questions set by readers in september 1990 this question was sent in by craig f whitaker of columbia maryland

***This extract was taken from The Curious Incident of the Dog in the Night-time by Mark Haddon.***

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Lines continued on next page if you need them.

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**How confident do you feel about CAPITAL LETTERS AND FULL STOPS?**

**Great!**



**Got a few wrong**



**Need practice**



**Spelling**

**Focus: 'shun' words**

1. discussion
2. magician
3. completion
4. promotion
5. passion
6. collision
7. opposition
8. emotion
9. possession
10. electrician



## Task 2

### COMMONLY CONFUSED WORDS

Some words are often confused. We are going to sort this out! The definitions for the commonly confused words are in the boxes at the top of each exercise.

#### **Exercise A**

**quiet** = without noise

**quite** = to an extent, completely

1. The village was .....and peaceful.
2. It is .....beautiful and I am .....content here.
3. I am .....happy to turn it down if it is not  
.....enough for you.
4. After a .....noisy start the class were .....  
.....

#### **Exercise B**

Choose from the following pairs of words to complete the sentences.

Past/passed

a) It's all in the .....

b) We ..... a fairground on the way.

Addition/edition

a) The later ..... of the paper is better.

b) The baby is a new ..... to the family.

**Off** = direction (off somewhere) & also the opposite of 'on'  
**Of** = amount of & belonging

**Don't confuse of with have when saying 'would have',  
'might have' and 'should have'.**

### Exercise C

1. Having set ..... in the wrong direction, he then fell  
..... his bicycle.
2. A kilogram .....potatoes, ..... course, makes a  
lot ..... chips.
3. I should ..... gone, and I could .....gone!
4. How many ..... you felt ..... colour at the weekend?

### How confident do you feel about **CONFUSED WORDS**?

**Great!**



**Got a few wrong**



**Need practice**



**Spelling**

**Focus: subject specific vocabulary – Art**

1. gallery
2. highlight
3. illusion
4. kiln
5. palette
6. pastel
7. perspective
8. portrait
9. sketch
10. spectrum

### Task 3

#### WORD CLASSES

Words are divided into different classes. Here are three of them: **noun** (naming word); **verb** (doing word) and **adjective** (describing word).

#### **Exercise A**

Identify what the words below are from the following sentence, by underlining, circling or highlighting.

**There was a lovely flower in the house but the dog ate it which caused a fight**

- |           |                     |
|-----------|---------------------|
| 1. house  | noun/verb/adjective |
| 2. eat    | noun/verb/adjective |
| 3. flower | noun/verb/adjective |
| 4. lovely | noun/verb/adjective |
| 5. fight  | noun/verb/adjective |



#### **Exercise B**

Now, pick out all the nouns and verbs from this extract.

Alan sighed and picked up the brush. He looked at the painting. He had finished the trees and the fields, but had to complete the sky. He also wanted to paint in some people, cows and birds to make it more interesting.

<b>Nouns (naming words)</b>	<b>Verbs (doing words)</b>

### Exercise C

Fill the spaces below with a suitable word:

*Leaning back in a wicker chair sat Doctor Pimm, a plump, red-faced man with a shiny, \_\_\_\_\_ head and \_\_\_\_\_, beady eyes. His wife Jane, was a tall, \_\_\_\_\_ freckled woman with closely-cropped \_\_\_\_\_ hair.*

**The words which fit the spaces above are: nouns/ verbs/ adjectives (please circle the correct one).**



**How confident do you feel about identifying NOUNS, VERBS and ADJECTIVES?**

**Great!**



**Got a few wrong**



**Need practice**



**Spelling**

**Focus: vowel choices**

1. beat
2. sweet
3. bright
4. white
5. wheat
6. might
7. heat
8. knight
9. bite
10. seat

Extension: collect, list and categorise spellings of a long vowel sound by spelling pattern.

## Task 4

### COMMON & PROPER NOUNS & CAPITAL LETTERS

You already know that nouns are naming words, but did you know that you get common and proper nouns?

- Common nouns – used for general people, places and things e.g. girl.
- Proper nouns – for particular people, places and things e.g. Edinburgh. Proper nouns must begin with a capital letter.

#### **Exercise A**

Sort these nouns into common and proper nouns:

Brian, cow, Manchester, chair, books, Globe Theatre, houses, bracelet, Lucy, elephant, carpenter, Earlston, *Stormbreaker*

<b>Common Nouns</b>	<b>Proper Nouns</b>

#### **Exercise B**

Copy the passage onto the space on the next page, **putting capital letters** where needed (there should be 35) and **underlining all nouns**.

my cousin ella was coming from hong kong to spend christmas with us in devon. as i had never met her i was really excited. her father and mother, my uncle charles and aunt anne worked for the foreign office and they were being sent to china with british airways. ella was travelling down from london on the riviera express and we were to meet her at exeter station on the friday, the day before christmas eve. on boxing day we were going to see *cinderella* at the theatre royal, plymouth.



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**How confident do you feel about identifying COMMON & PROPER NOUNS?**

**Great!**



**Got a few wrong**



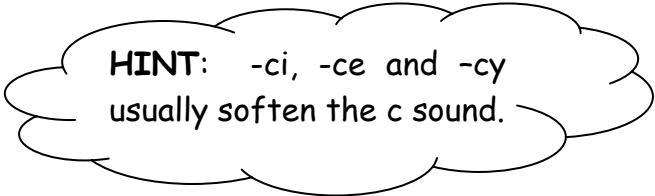
**Need practice**



**Spelling**

**Focus: soft 'c'**

1. century
2. cistern
3. cyclone
4. cinnamon
5. decision
6. incident
7. circle
8. accident
9. circuit
10. ceiling



## Task 5

### CONCRETE, ABSTRACT & COLLECTIVE NOUNS

There's more! Nouns are also broken into **concrete** and **abstract** nouns.

- **Abstract** noun – the name of something we cannot see, hear or touch (e.g. love, freedom).
- **Concrete** noun – the name of something we *can* see, hear and touch (e.g. tree).
- **Collective** noun – the name for a special group of people or animals (e.g. choir, crew, audience, herd).

#### **Exercise A**

Sort these 4 concrete nouns and 4 abstract nouns and put them in the list: hatred, thought, pyjamas, honesty, toast, ice, happiness, mouse.

<b>Concrete Nouns</b>	<b>Abstract Nouns</b>

#### **Exercise B**

What is the collective noun for each of these groups? (You might have to look some up).

<b>Noun</b>	<b>Collective Noun</b>
Bees	
Cards	
Players	
Sheep	
Puppies	
Fish	
Geese	

### Exercise C

Pick out the nouns in the passage below and identify them.

It was a bitterly cold Saturday in February. Liz and her brother Danny, were watching a choir in total happiness, snowflakes settling gently on their shoulders and eyelashes.

Noun	Type of Noun

### How confident do you feel about identifying NOUNS?



**Great!**



**Got a few wrong**



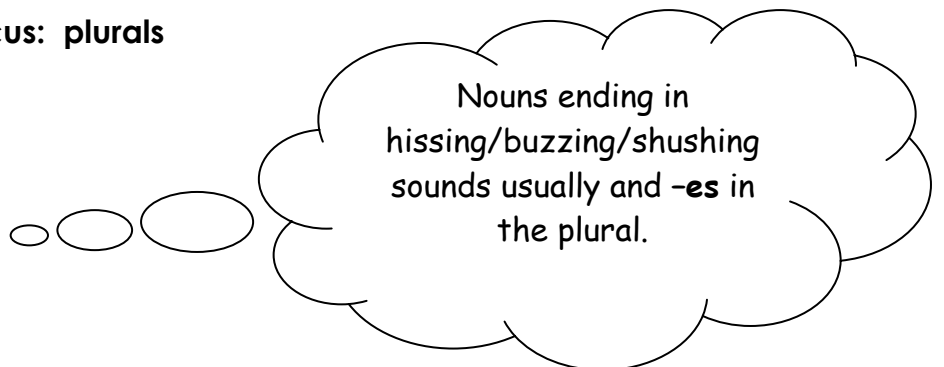
**Need practice**



### Spelling

1. balloons
2. kisses
3. sisters
4. lunches
5. watches
6. boxes
7. meals
8. girls
9. churches
10. buses

### Focus: plurals



## Task 6

### ADVERBS

Now you know about nouns, verbs and adjectives, it's time to learn about **adverbs**. Adverbs **describe verbs**. They tell you how, when and where things are done.

To identify adverbs you can:

- Find the verb in the sentence, then ask yourself the *where*, *when* or *how* question. The word that tells you the answer is the adverb.
- Or you can often identify adverbs by finding words ending in **-ly**. Remember though, lots of adverbs do not end in **-ly** (like yesterday, fast etc).

#### **Exercise A**

Identify the adverbs in the sentences below by underlining, circling or highlighting.

1. She smiled **cheerfully** at her boyfriend.
2. I quickly put the keys down.
3. My dad is coming here soon.
4. Dale was shaking terribly and muttering incoherently.
5. He slammed the glass down hard on the side.
6. The journey was mercifully short.

#### **Exercise B**

Now add in adverbs to these sentences to make them more interesting.

1. Talk \_\_\_\_\_ or you will waken the baby.
2. He frowned, and then looked at Jason \_\_\_\_\_.
3. He went home \_\_\_\_\_.
4. He plays pool \_\_\_\_\_.
5. I'll be ready \_\_\_\_\_.
6. \_\_\_\_\_ I'm going to the dentist.

### Exercise C

In Box A are five verbs and in Box B are five adverbs. Use them in 1-5 to complete the sentences.

**BOX A**  
broke flew finished  
failed completed

**BOX B**  
soon easily gently  
unfortunately over

1. Kelly \_\_\_\_\_ the exam \_\_\_\_\_.
2. The plane \_\_\_\_\_ the house.
3. The vet \_\_\_\_\_ the news to the old lady \_\_\_\_\_.
4. How many \_\_\_\_\_ their homework \_\_\_\_\_?
5. Is the programme \_\_\_\_\_ so \_\_\_\_\_?



**How confident do you feel about identifying ADVERBS?**

**Great!**



**Got a few wrong**



**Need practice**



**Spelling**

**Focus: doubling consonants**

1. mopping
2. feeling
3. burning
4. dragging
5. disgusting
6. running
7. stopped
8. begging
9. writing
10. hiding

It all depends on the sounds of the vowel before the end of the word. If it's a short vowel and a single consonant (like **fit**), you double the letter (e.g. fittest, fitter). If it's a long vowel (like **stooop**) you don't double it (e.g. stooped).

## Task 7 PRONOUNS



A **pronoun** is a word which is used instead of a noun. There are a few different kinds of pronouns but we're going to start first with **personal pronouns**.

<b>Subject Form</b> (the person/thing doing the verb)	<b>Object Form</b> (the person/thing having the verb done to them)
I	Me
You	You
He	Him
She	Her
It	It
We	Us
You (plural)	You
They	Them

### **Exercise A**

Rewrite the passage below using some of the above pronouns instead of the underlined nouns.

Lewis and Lucy had tickets for a concert which Lewis and Lucy had bought when Lewis and Lucy were in London. Unfortunately, Lewis and Lucy had lost the tickets. Lucy said, 'Lucy remembers Lucy gave the tickets to Lewis.'

'What is Lucy talking about?' Lewis replied. 'Lucy knows Lewis hasn't seen the tickets.'

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A **possessive pronoun** is a word used without a noun to show something belongs to someone/something. E.g. **mine, yours, his, hers, its, ours, yours and theirs.**

**Exercise B**

Rewrite these sentences using a possessive pronoun. E.g. **John's** seat becomes **his** seat.

1. I thought that pencil was Karen's.

.....

2. You said we were going to your house.

.....

3. We said we'd share our umbrella with them.

.....

4. Jenny and Neil said the CD belonged to them.

.....

5. Hey! That cake belongs to me!

.....

**How confident do you feel about PRONOUNS?**

**Great!**



**Got a few wrong**



**Need practice**



**Spelling**

**Focus: subject spelling – Art**

- 1. abstract
- 2. acrylic
- 3. charcoal
- 4. collage
- 5. collection
- 6. colour
- 7. dimension

- 8. easel
- 9. exhibition
- 10. frieze

## Task 8

### **BUILDING SENTENCES CONJUNCTIONS**

**Who, whose, which** and **that** are very useful for joining sentences. E.g. This is John. + He is a postman. = This is John **who** is a postman.

**Exercise A**

Join each pair of sentences using **who, whose, which** or **that**.

1. This is my aunt. She is thirty years old.

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2. We were attacked by midgies. The bites are really itchy.

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3. That is David Ellis He built his own car.

.....

4. We are going with Lucy. Her dad has a flat in Wick.

.....

5. She used to be in Eastenders. It is a soap opera.

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6. This is my dog Alf. His mother was a Crufts' champion.

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7. We are country people. We need public transport.

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8. They flew first class to New York. It was rather expensive.

.....

9. Do you know Karen? She lives in Dunblane.

.....

10. Where is the toy train? It makes a funny noise.

.....



Remember, **conjunctions** are joining words. Here are eleven conjunctions which give great variety in your writing.

<b>and</b>	<b>but</b>	<b>so</b>	<b>because</b>	<b>when</b>
<b>while</b>	<b>before</b>	<b>after</b>	<b>whereas</b>	

### Exercise B

Join these groups of sentences using the above words.

1. The lady hurried to catch the lift. I held the door open. She was extremely old.

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2. Lisa was not placed. Danni came first. Both sisters competed.

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3. There was a violent thunderstorm. The sky was almost black. It was unbelievably hot.

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### How confident do you feel about **BUILDING SENTENCES**?

**Great!**  
**practice**



**Got a few wrong**



**Need**



#### Spelling

1. Australia
2. practice
3. mourn
4. drought
5. learn

#### Focus: common letter clusters

6. weight
7. notice
8. claustrophobia
9. because
10. apprentice

## Task 9

### APOSTROPHES

Apostrophes look like this:

It's

They are used to show that:

- a letter is missing e.g wouldn't (=would not). This is called **OMISSION**.
- something belongs to someone/something. This is called **POSSESSION**.

A lot of people make mistakes in using apostrophes (just look at pub menus and shop names), but YOU won't be one of them!



#### **Exercise A**

Put the apostrophe in the correct place to show the **OMISSION** of letters. Write the word correctly on the dotted line.

1. I shouldnt go to the concert, but I will. ....
2. Shell be a bit late Im afraid. ....
3. Its a shame Lucy cant be there. ....
4. Whenre you coming back? .....

#### **Exercise B**

Now for possession. **Please note**, if something belongs to more than one person or thing, the apostrophe goes **after** the end of the word. E.g. The girls' toilets = the toilets belonging to the **girls**.

1. Alfs pencil case was broken. ....
2. The cat is at Erins house. ....
3. The teachers staffroom is a sacred place. ....
4. All the dictionaries covers were torn. ....
5. I told you Alexs girlfriend was hot! .....

## Exercise C

One of the most commonly wrongly used apostrophe words is **it's**. That's because **if something belongs to it, you DO NOT put in an apostrophe between the t and the s**. After all, you wouldn't say something belonging to him was hi's, would you? I know it breaks the rule of belonging, but just remember: **only use it's if it means IT IS or IT HAS**.

Now, write the missing **it's** or **its** correctly in the gaps.

1. .... too late, I've already lost it.
2. Gosh! ..... hot today isn't it?
3. The dog has cut ..... paw.
4. This pencil Miss, ..... lead is totally broken!
5. When's he going to tell us ..... ready?



### How confident do you feel about APOSTROPHES?

**Great!**



**Got a few wrong**



**Need practice**



### Spelling

### Focus: suffixes

1. manager
2. occasional
3. fiercest
4. hopeful
5. merciless
6. originally
7. exceptional
8. thankless
9. likely
10. beautiful

## Task 10

### AVOIDING APOSTROPHE CRIMES

Remember the rules on the use of the apostrophe? Apostrophes are used for..... **OMISSION (missing letters out) AND POSSESSION (showing something belongs to someone or something).**

The exception to the rule is **its and it's**

How do you know when to use it's or its? (HINT: Look back at the work on apostrophes you did before).

**Its** = .....

**It's** = .....

#### **Exercise A**

Put the apostrophe(s) in the correct places in these sentences.

1. My best friends sister is called Jodie.
2. I havent done my homework.
3. The boys changing rooms stink!
4. If they go down the shops, theyll miss the start of the football.
5. Andys project is brilliant.
6. Thats not my monster! Its skin is too rough.
7. 'Youre my best friend' said Lucy.
8. Michelle shouldve caught the half-eight bus, but she missed it.
9. Im always later for school in the mornings, it's my dads fault.
10. Weve won lots of cups this year; were the Borders best school.



## Exercise B

Now try putting the apostrophe in these ones...

1. Im sure its hurt, its got its wing stretched out.
2. When were done well do ours and then theyll do theirs.
3. I dont know why mens toilets are always smellier than ladies.
4. The planes are about to take off - hear the roar of the aircrafts engines!
5. Im watching Sundays game in an hours time.

## Exercise C

Use apostrophes and an s to change the clumsy phrases below into a quicker way of saying the same thing. **E.g. The hat belonging to Joe = Joe's hat**

1. the hutch belonging to the rabbit

.....

2. the edge belonging to the cliff

.....

## How confident do you feel about APOSTROPHES?

**Great!**



**Got a few wrong**



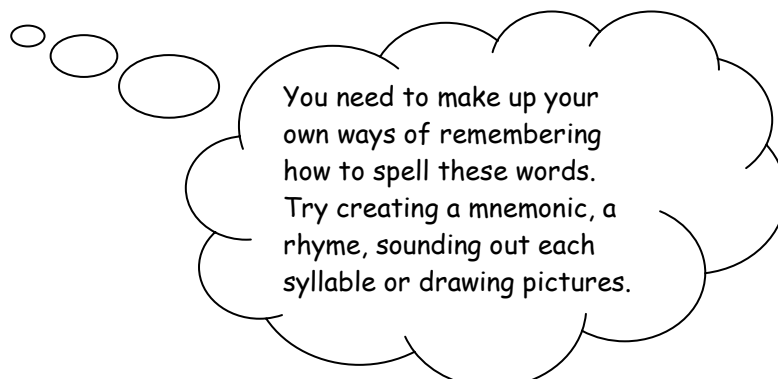
**Need practice**



## Spelling

### Focus: strategies for learning spellings

1. jealous
2. jewellery
3. knight
4. liaison
5. library
6. medicine
7. miniature
8. mnemonics
9. parliament
10. rhythm



## Task 11

### SPEECH MARKS

You need to use speech marks (inverted commas) to show speech. The words in the inverted commas show the exact words spoken.

- Where you write the closing speech mark, there is always a **punctuation mark** inside the speech marks.
- Each utterance begins with a **capital letter**. E.g. He said, "We should have gone too!"
- If you're writing sentence that has normal prose and then speech, a comma before the words spoken.
- Use a **comma** if speech continues in the same sentence. E.g. "Yes," replied Arthur, "I am."
- Take a **new line** if a different person is speaking
- **Indent** the beginning of speech slightly.

#### **Exercise A**

Rewrite the sentences, punctuating them correctly using speech marks.

1. I must go home now said anne

.....

2. father thundered sit down at once

.....

3. do you think he did it asked jenny softly

.....

4. the man said you have forgotten your change

.....

5. david cried out manchester united will never beat chelsea

.....

**Exercise B**

Rewrite this passage as dialogue (speech). Remember to take a new line when someone else speaks.

Name asked the doctor Blenkinsop replied the patient pardon I said Blenkinsop.

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**How confident do you feel about SPEECH MARKS?**

**Great!**



**Got a few wrong**



**Need practice**



**Spelling**

**Focus: common prefixes**

- 1. disappointed
- 2. inconvenient
- 3. misunderstood
- 4. premature
- 5. international
- 6. biological
- 7. relive
- 8. submarine
- 9. nonsense
- 10. indescribable

## Task 12

### REVISING WRITING SPEECH

Look back at your previous homework on writing speech to remind you of the rules. You should constantly be revising your basic skills as it's easy to forget, or becoming sloppy in your writing.

#### **Exercise A**

Rewrite each sentence/ group of sentences with all the correct punctuation.

1. Tackle her shouted the goalkeeper before she shoots.

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2. Amanda closed her eyes and said dreamily your brother is the best-looking boy in the whole school.

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.....

3. Pass this note to Emma whispered Katie as she pretended to pay attention to what Mr Cole was saying to the whole class.

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.....

4. Your table manners Granny said to Malcolm are the worst in the whole family.

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.....

5. What a mess exclaimed Mrs Mullen as she went into her daughter's bedroom.

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## Exercise B

Write out the following conversation, adding speech marks and starting a new line, in from the margin, for each new speaker. Do not change any of the other punctuation.

I do not think this is a very modern life, said Barney to his aunt as the door banged shut. Do you think it is safe? asked Aunt Jess. I suppose so, said Barney as he pressed the green button marked UP. The lift jerked upwards for a few feet then stopped. We're stuck! gasped Aunt Jess and she started to scream.

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## How confident do you feel about WRITING SPEECH?

**Great!**



**Got a few wrong**



**Need practice**



## Spelling

## Focus: subject spelling – Geography

- |                   |                   |
|-------------------|-------------------|
| 1. estuary        | 7. pollution      |
| 2. habitat        | 8. regional       |
| 3. infrastructure | 9. transportation |
| 4. interfere      | 10. weather       |
| 5. latitude       |                   |
| 6. location       |                   |

## Task 13

### USING COMMAS

You will hopefully have been using commas in your writing anyway. The work we did on clauses should have helped you decide where to put them. Here's some revision for you.

One of the ways **commas can be used is to mark off groups of words which are not absolutely necessary as the sentence would still make sense without them.** E.g. *Dad, lying in the bath,* got his toe stuck in the tap. You should have spotted that *lying in the bath* is a **subordinate clause**; it is extra information which is not necessary to the meaning of the sentence.

#### **Exercise A**

Each of these sentences has extra information. Put the comma(s) in the correct place in each sentence.

1. Singing loudly she began to wash the dishes.
2. Sitting up in Grandmother's bed the wolf looked greedily at Red Riding Hood.
3. Dressed in his best suit Tom went off happily to his first day at work.
4. Having taken an enormous mouthful she began to eat with her mouth open.
5. Last night Catherine walking in her sleep fell downstairs.
6. The referee feeling he ought to be strict sent Wakefield off the pitch.
7. The walkers all thoroughly exhausted collapsed on the ground.
8. Balancing carefully the acrobat began to walk across the wire.

### Exercise B

Another time you should use commas is when there is a group of words which is another way of describing what goes immediately before it in a sentence. E.g. Mrs Campbell, the village gossip, was leaning on the wall. Here *the village gossip* is not a clause as it does not contain a verb, but it is extra information about Mrs Campbell.

Put the commas in these sentences.

1. My mum wrote a letter to Miss Clarke my teacher to explain why my homework was late.
2. Haggis the stomach of the sheep is a traditional dish of the Scots.
3. The homework a difficult exercise was not done correctly by anyone.
4. He kept pigs animals he was very fond of as well as hens.
5. The garden a jungle of weeds was full of mice, voles and hedgehogs.

### How confident do you feel about COMMAS?

**Great!**



**Got a few wrong**



**Need practice**



#### Spelling

1. soliloquy
2. subordinate
3. synonym
4. tabloid
5. vocabulary
6. amenity
7. authority
8. climate
9. employment
10. erosion

#### Focus: subject spelling - English & Geography

**Task 14**  
**FIGURATIVE LANGUAGE**

You can make description really interesting, not only by the words you choose, but by the comparisons you make between things. **Figurative language** involves **metaphors**, **similes** or **figures of speech**.

- A simile is a comparison between two things using the words like or as. E.g. *Her hand was as cold as ice.*
- A metaphor compares by saying something is something else. E.g. *You are a devil.*

**Exercise A**

Identify whether these are **similes** or **metaphors**.

1. The sun was an orange ball in the sky.

.....

2. He took to it like a duck to water.

.....

3. Emma was as white as a sheet.

.....

4. His breath was on fire after eating the chilli.

.....

5. I'm feeling as fit as a fiddle!

.....

6. He shot after them like a bat out of hell.

.....

7. You're as high as a kite!

.....

8. You are a nosy cow!

.....

## Exercise B

Complete these similes:

1. As strong as .....
2. As proud as .....
3. As weak as .....
4. As sharp as .....
5. As cunning as .....

Now you know what figurative language is, you should try to put your own similes and metaphors into your writing.



### How confident do you feel about FIGURATIVE LANGUAGE?

**Great!  
practice**



**Got a few wrong**



**Need**



### Spelling

### Focus: common letter clusters

1. mourn
2. apprentice
3. through
4. height
5. sausage
6. thought
7. police
8. bright
9. enough
10. journey

## Task 15

### ONOMATOPOEIA

Onomatopoeia is an effect in speech or writing when words sound like the noise they describe. (e.g. The firework exploded with a loud **bang**. The angry driver made the car horn **honk** loudly.)

#### **Exercise A**

Complete the following sentences with a suitable onomatopoeic word from the list below.

Wailing	Crunched
Crackled	Screeched
Fizzed	Squawked
Hissed	Plopped
Chirped	Splashed



1. The speeding car ..... to an abrupt halt.
2. The firework's fuse .....
3. The chicks ..... in their nest.
4. the jam ..... into the rice pudding.
5. A large stone ..... into the large still pool.
6. The turkey ..... as the farmer chased it.
7. Small twigs ..... in the fire.
8. Gravel ..... under his heavy boots.
9. The snake ..... in the grass.
10. The ..... of the baby caught his mother's attention.

## Exercise B

Use five of the following onomatopoeic words in sentences.

Babbling	Clang	Clicked	Neigh	Oink
Tinkle	Rattled	Jangled	Meow	Hoot

1. ....  
.....
2. ....  
.....
3. ....  
.....
4. ....  
.....
5. ....  
.....

### How confident do you feel about ONOMATOPOEIA?

**Great!**



**Got a few wrong**



**Need practice**



**Spelling**

**Focus: subject spelling – English**

1. consonant
2. dialogue
3. exclamation
4. expression
5. figurative
6. genre
7. grammar
8. imagery
9. metaphor
10. myth