



FITZROY PROGRAMS

NAME \_\_\_\_\_

Enlarged Edition

# Fitzroy Word Skills 11X-20X

now with Fitzroy Print



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Corresponding to Fitzroy Readers 11X to 20X

Created by Philip O'Carroll & Faye Berryman

An English Course

# Fitzroy Word Skills 11X-20X

Spelling, Writing,  
Reading, Comprehension,  
Punctuation & Grammar

introducing MULTIPLE CHOICE FORMAT

## SEVENTY WORKSHEETS

Vocabulary drawn from Fitzroy Readers 11X to 20X

To help with quick correction, ANSWER BOOKS for all levels of  
the Fitzroy Word Skills are available from the publisher.

This edition of the  
FITZROY WORD SKILLS  
contains 640 work sheets in 9 books.

1 - 1X - 2 - 2X - 3 - 4 - 5 - 6A - 6B

**This series covers essential literacy.**

The first book (#1) caters for beginner readers.

The last books (#6A and #6B) provide a  
high standard of secondary school grammar.

The difficulty level for each activity is guided by the strictly  
controlled vocabulary of the Fitzroy Reader of the same number.

# Fitzroy Word Skills Book 11X-20X

## CONTENTS

Spelling, Comprehension, Grammar, Punctuation,  
Discussion, Writing and Puzzle sheets

SHEET	TITLE	ACTIVITY	EXAMPLES	PAGE
11XA	revising OO as in ROOF	fill the gaps with OO words	zoo, moo, broom, spoon, etc	7
11XB	SPECIAL WORDS	editing sentences	says, they, after, who, etc	8
11XC	comprehension	multiple choice	select a word	9
11XD	punctuation	capitals & full stops	my name is ...	10
12XA	revising E as in BE	fill the gaps with -E words	he, be, me, before, began, etc	14
12XB	SPECIAL WORDS	choosing correct tense	magic, look, good, please, etc	15
12XC	comprehension	multiple choice	select a word	16
12XD	punctuation	capitals & full stops	please help me ...	17
13XA	revising Y as in BY	fill the gaps with -Y words	try, cry, sky, fly, etc	21
13XB	SPECIAL WORDS	correct word order	them, looked, want, dinner, etc	22
13XC	comprehension	multiple choice	select an ending	23
13XD	punctuation	capitals & full stops	Fry the fly ...	24
14XA	revising ER as in SISTER	fill the gaps with -ER words	older, sister, under, clever, etc	28
14XB	SPECIAL WORDS	singular and plural	does, than, that, come, etc	29
14XC	comprehension	multiple choice	select an ending	30
14XD	punctuation	question marks	do you like ...	31

Each sheet number indicates the **Fitzroy Reader** from which the vocabulary has been drawn.

E SHEETS consist of **word search puzzles** using the latest special and other words.

F SHEETS consist of **comprehension questions** about the corresponding Fitzroy story.

G SHEETS involve **discussion**, drawing of the **special words**, and writing of little **stories**.

SET	TITLE	ACTIVITY	EXAMPLE	PAGE
15XA	revising ALL as in TALL	fill the gaps with ALL words	tall, ball, small, smaller, etc	35
15XB	SPECIAL WORDS	choose correct word	then, their, there, money, etc	36
15XC	comprehension	multiple choice	select an ending	37
15XD	punctuation	more question marks	are the boys ...	38
16XA	revising OO as in COOK	fill the gaps with OO words	foot, book, shook, stood, etc	42
16XB	SPECIAL WORDS	choose correct word	fairy, your, put, together, etc	43
16XC	comprehension	multiple choice	indicate sequence	44
16XD	punctuation	contractions	I'm & I am	45
17XA	revising SH as in FISH	fill the gaps with SH words	fish, shop, splash, fresh, etc	49
17XB	SPECIAL WORDS	insert words in story	shook, rocks, winter, problem, etc	50
17XC	comprehension	multiple choice	indicate sequence	51
17XD	punctuation	more contractions	there's & there is	52
18XA	revising ING as in SING	fill the gaps with -ING words	king, swing, string, falling, etc	56
18XB	SPECIAL WORDS	insert words in story	swing, higher, brother, fingers, etc	57
18XC	comprehension	multiple choice	indicate sequence	58
18XD	alphabetical order	insert words in list	what, have, said, etc	59
19XA	revising AR as in MARK	fill the gaps with AR words	stars, start, garden, scarf, etc	63
19XB	SPECIAL WORDS	insert words in story	scared, uncle, farm, swimming, etc	64
19XC	comprehension	multiple choice	indicate sequence	65
19XD	punctuation	even more contractions	she'll & she will	66
20XA	revising AY as in DAY	fill the gaps with -AY words	stay, today, delay, yesterday, etc	70
20XB	SPECIAL WORDS	insert words in story	torch, visiting, present, friend, etc	71
20XC	comprehension	multiple choice	indicate reason	72
20XD	punctuation	include apostrophes	its cold today ...	73

F SHEETS consist of comprehension questions about the corresponding Fitzroy story.  
 G SHEETS involve discussion, drawing of the special words, and writing of little stories.

# Introduction to Fitzroy Word Skills **11X-20X**

## THE SYSTEM of SHEETS

There are 70 activity sheets in this book, and 640 sheets in the complete set of **Word Skills** (Bks 1 to 6B, incl 1x).

These are designed – in combination with the reading and writing of texts – to form a complete English curriculum.

The difficulty level of each sheet is equivalent to the *Fitzroy Reader* story of the same number. The same vocabulary is used.

This **11X-20X Word Skills book** can be used independently of the *Fitzroy Readers*, except for **the C sheets and the F sheets** which deal directly with the text of each story.

The sheets can be set for individual work, group work, class work or home work — so long as the key concept of the worksheet has been explained by the teacher.

If each sheet up to the end of Book 5 is worked through thoroughly, a high standard of primary literacy will have been reached.

Activities thoroughly completed up to the end of Book 6B represent a good standard for junior secondary school.

Sheets in this book are numbered from 11X to 20X, and lettered from A to G — making 70 sheets in all.

Each sheet number, like the corresponding *Fitzroy Reader* story, reinforces a **New Sound** (like **ALL**) and introduces more important **Special Words**.

**Special Words** are words which do not conform to known phonic rules (such as *said*, *through*, *eye*, ...).

## THE “A” SHEETS

The A sheets each revise a **new sound** which we first encountered in Readers 11-20. All students should work on these A Sheets as an essential foundation to spelling.

SHEET	CONTENT
11XA	revision of <b>OO</b> as in <b>ROOF</b>
12XA	revision of <b>E</b> as in <b>BE</b>
13XA	revision of <b>Y</b> as in <b>BY</b>
14XA	revision of <b>ER</b> as in <b>SISTER</b>
15XA	revision of <b>ALL</b> as in <b>TALL</b>
16XA	revision of <b>OO</b> as in <b>COOK</b>
17XA	revision of <b>SH</b> as in <b>FISH</b>
18XA	revision of <b>ING</b> as in <b>SING</b>
19XA	revision of <b>AR</b> as in <b>MARK</b>
20XA	revision of <b>AY</b> as in <b>DAY</b>

## THE “B” SHEETS

The B sheets generally introduce a few important words which we call **Special Words** – common English words which do not conform to the phonic rules learned so far.

**Special Words** are either

- words whose digraph we have not yet learned, such as the *th* in *with*, or else
- words which will always be special (such as *said*).

For example, *dinner* appears on Sheet 13B as a Special Word, but later (in Sheet 14A of Book 2) we cover the sound [final] *er*, at which stage, *dinner* ceases to be a special word.

A sight word like *said*, however, remains always a special word. Its spelling does not conform to any easily recognised family of English words.

Some students may experience difficulty in tackling these **special word** exercises on their own.

While familiarising students with the special words at each level, we have created exercises which also support:

- careful editing of sentences
- choice of correct tense of verb
- use of correct word order
- selection of singular or plural and
- choice of correct vocabulary.

## THE “C” SHEETS

In this **Word Skills** book, we have chosen the C sheets to familiarize students with the **multiple choice format** used in nationwide tests of English comprehension.

Comprehension tests are used to test **reading** ability. This is most appropriate since the immediate purpose of reading is comprehension.

Students are asked in the C pages to select:

- the correct final word
- the correct ending of a sentence
- the correct reason for an event.

Sheets 16XC to 19XC ask students to arrange events in true **sequential order** as they occur in the original *Fitzroy Reader* story.

## THE “D” SHEETS

We have used the 11X-20X level of vocabulary to create several pages of **punctuation** activities. These include the use of capitals:

- for personal names
- to begin each sentence
- for the word “I”.

Then we introduce the most common **contractions** such as *he’s*, and ask the student to place the **apostrophe** in the correct position of each contraction.

There is also a sheet on alphabetical order.

## THE “E” SHEETS

These Puzzle Pages provide stimulating activity for students who finish ahead of others. Some teachers like to use these “E” sheets for distribution as homework.

The vocabulary used on each puzzle page is taken from the corresponding A and B sheets. The puzzles bring attention to letters; this supports accurate spelling.

The lower puzzles require the student to recognise known words which are not listed.

## THE “F” SHEETS

The **scanning exercise** arouses the student’s awareness of the actual vocabulary used in a given text.

The **traditional comprehension questions** sharpen the student’s precision in reading – a necessary attribute of a literate person today, as it ever was and always will be.

Some of these comprehension questions will also stimulate the student’s natural **reasoning powers**, requiring simple deductions from the information contained in the text.

## THE “G” SHEETS

The **discussion module** builds the students’ vocabulary, range of concepts, and oral communication skills. For EFL students, the native language may be used if necessary.

The **drawing** provides a light break from heavy concentration, and painlessly reinforces writing and spelling.

Then there is a **creative writing** section. The teacher decides **how many** stories are to be written and **how long** stories should be. Students who finish early can be given an extra story to write.

Story topics can be selected from the three **titles** offered or from the three **pictures** offered.

## SEQUENCING of SHEETS

SHEETS C & D can be used at **any time after** SHEETS A & B.

SHEETS C and F can only be used **soon after reading the story**.

A RECOMMENDED SEQUENCE

**A, B,**

**read the story, C, D,**

**read the story, F,**

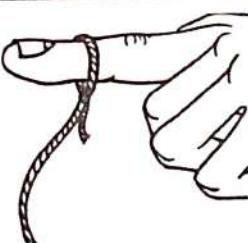
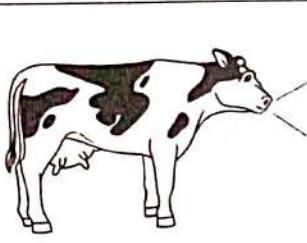
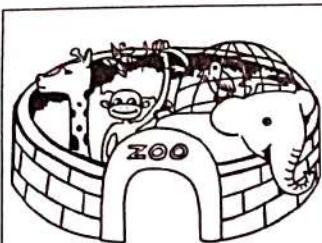
**G**

SHEET E can be used at **any time** to engage those who have finished early.

# Revising oo as in roof

Read the words in this box.  
Write each word under its picture.

moo loop boo zoo



\*zoo

*read these words:* boot food roof moon

Use these words to fill the gaps in these sentences.

I like the \_\_\_\_\_ my mum gets for me.

The \_\_\_\_\_ was stuck in the mud.

My cat jumps up onto the \_\_\_\_\_.

After the sun sets, I look at the \_\_\_\_\_.

*read these words:* pool room broom spoon

Use these words to fill the gaps in these sentences.

I went to my \_\_\_\_\_ for a rest.

The \_\_\_\_\_ was in the jam.

It was cool in the \_\_\_\_\_.

I swept my room with the \_\_\_\_\_.

## Special words - editing

Cross out the wrong ending. Then read out the sentence.

hot milk to drink.

After his swim, John had

a bed to swim in.

on the roof of the moon?

Who are you with

up in the gum tree?

himself.

Jim will fix the broom

with the help of the ants.

in the forest?

Who are the men

in the cup?

said the rabbits.

"My name is Fred,"

said the man.

in the tool box.

The jug is hidden

on top of the said.

and I am a very with.

You are Meg

and I am Sam.

the forest for a picnic.

They went into

the forest for a are.

# Comprehension of story 11X

GETTING ACQUAINTED WITH MULTIPLE CHOICE FORMAT

Select the right word from story 11X to finish these sentences. Shade one bubble.

Dad says you can play in the hut but not in the  
 pond.     tree.     car.     forest.

Jack says you cannot get lost if you are on the  
 log.     hill.     track.     moon.

Next to the log, Jack spots a  
 rabbit.     tree.     frog.     man.

When Jack runs after the rabbit, Bec runs after  
 it.     him.     you.     us.

Bec tells Jack they must go back to the  
 pond.     log.     track.     tree.

Next to the tree trunk, Jack spots a  
 hut.     frog.     tree.     log.

They must go back. If not, they will get  
 cold.     wet.     hot.     lost.

Dad says, "If you get lost, I will get very  
 hot."     wet."     upset."     cold."

**Rule:** Sentences end with full stops.

**Rule:** Sentences begin with capital letters.

**Rule:** Names begin with capital letters.

**Rule:** The word "I" is always written as a capital letter.

Rewrite these texts, putting in the capital letters and the full stops. (start at \*)

my name is john i like to play in my pool it is next to the big tree tom plays with me

\* My name is John. I

\*

\*

\*

\*

meg and i will go for a swim it is very hot in the sun ted and rob are hot too they will go in the pool with us

\*

\*

\*

\*

\*

mimi says sol was at the tap he went to get a drink he met seb who was with emma after the drink they went to play

\*

\*

\*

\*

\*

# Word search

These words are used in the first two puzzles:

says	they	after
are	you	who
		name

*Find and circle the SEVEN words (above) in both of these puzzles.*

DIRECTIONS ➡

b	s	a	y	s	e	h
j	f	a	f	t	e	r
p	k	a	y	o	u	a
s	n	a	m	e	n	i
u	l	g	t	h	e	y
c	v	w	h	o	r	d
a	r	e	w	m	o	t

DIRECTIONS ➡ ↓

b	k	e	p	i	q	n
a	s	a	y	s	o	h
v	j	f	u	g	s	w
d	r	t	h	e	y	h
a	r	e	a	l	o	o
j	m	r	w	t	u	x
f	z	y	n	a	m	e

*Circle any SEVEN words.*

DIRECTIONS ➡

g	i	f	h	a	v	e
r	w	i	t	h	d	a
k	f	o	r	c	p	j
s	y	h	p	l	a	y
l	i	k	e	m	v	w
x	s	a	i	d	l	t
n	b	z	t	r	e	e

*Circle any TEN words.*

DIRECTIONS ➡ ↓

a	b	w	e	n	t	g
e	m	o	o	n	h	a
a	s	w	p	w	e	r
f	a	a	u	h	y	e
t	y	s	p	o	o	n
e	s	k	h	g	u	w
r	b	a	c	k	x	n

THIS ACTIVITY SHEET IS BASED ON THE TEXT – IT IS DESIGNED TO BE USED SOON AFTER READING THE STORY

Fill each gap below. Use the word from the story.

SCANNING EXERCISE

- Ⓐ You can get lost in the \_\_\_\_\_.
- Ⓑ Jack runs on the \_\_\_\_\_.
- Ⓒ “Quick! Let’s go \_\_\_\_\_ it.”
- Ⓓ “If you get lost, I will get very \_\_\_\_\_.”

Questions may be read out to students.

STUDENTS MAY BE ASKED TO USE EXERCISE  
BOOKS TO WRITE FULL SENTENCE ANSWERS

1. Why does Dad not like Jack and Bec to play in the forest?
2. Does Bec go into the forest with Jack?
3. What does Jack see next to the log?
4. Jack yells at an animal. He wants to play with it. Which animal is this?
5. Where does the frog jump?
6. Who says, “We have to get back to the hut.”
7. On page 12, what word does Bec yell three times?
8. The man yells, “Who is it?” What does Bec ask him?
9. Who is the man who comes to help?
10. How do Jack and Bec feel when they are back with Dad?

# Creative page

RELAXATION with CONVERSATION, DRAWING and STORY WRITING

## Subjects for discussion.

- When are people very excited to meet?
- Where can animals hide?
- What should you take with you on a trip into the bush?

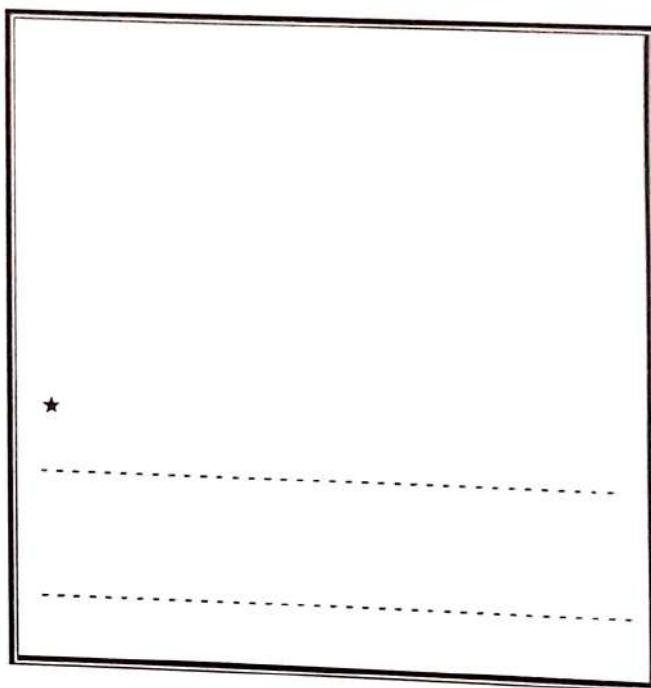
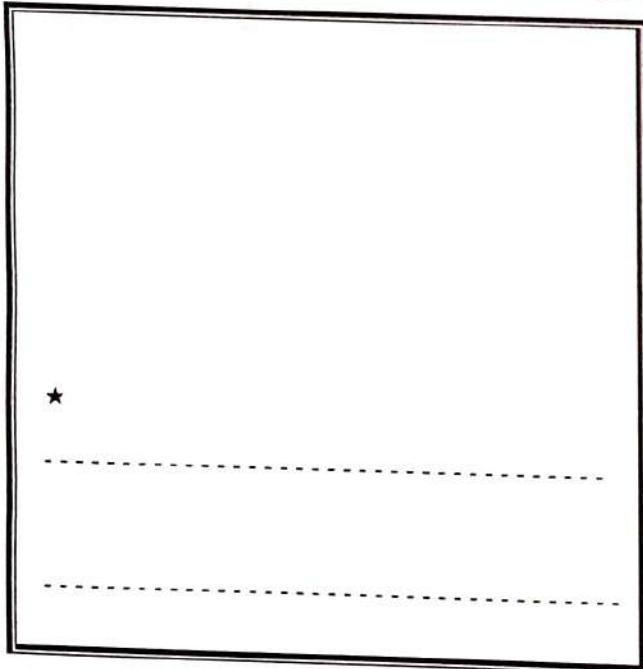
## Draw these things.

ACCURATE COPYING

a rotten old  
tree trunk

The frog jumps  
up the hill.

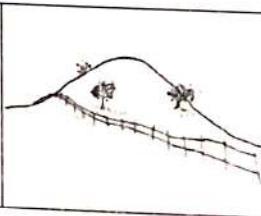
Use these picture frames. Label each picture with the right words. Start at the star.



Choose a title or a picture. Write about it in your own book.

TEACHER TO SUGGEST HOW MANY SENTENCES

The animal I love best  
A very long trip  
Who can help us?



# Revising e as in be

read these words: me He we she

Use these words to fill the gaps in these sentences.

Look at \_\_\_\_\_ up the tree!

If you and I go to the pool, \_\_\_\_\_ can swim.

My mum says \_\_\_\_\_ will help us to find it.

\_\_\_\_\_ likes his big red bear.

read these words: be before began

Use these words to fill the gaps in these sentences.

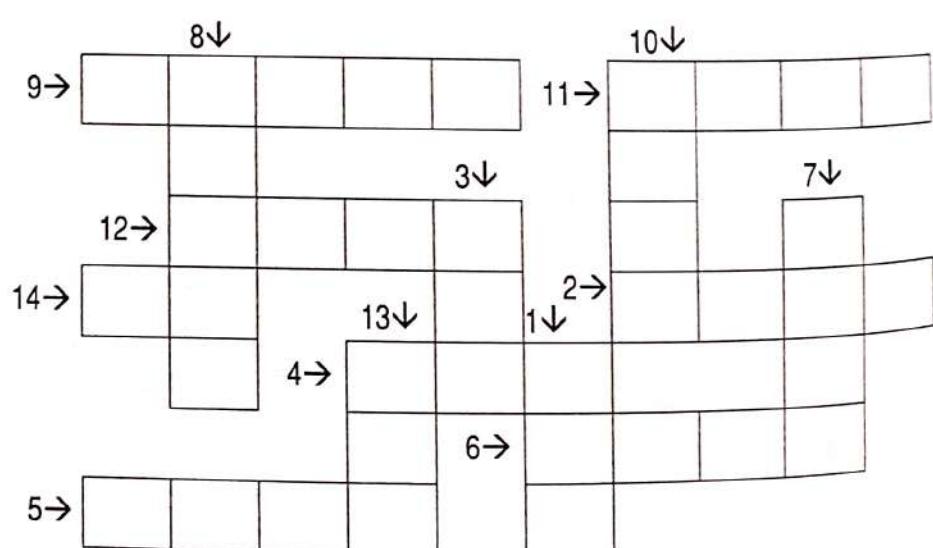
I will \_\_\_\_\_ glad if you play with me.

The film \_\_\_\_\_ at six o'clock.

Let us go for a run \_\_\_\_\_ it gets hot.

Put the words into the boxes. Start each word at its number.  
Write the word in the direction of the arrow.

- |        |         |
|--------|---------|
| 1 the  | 8 after |
| 2 soon | 9 magic |
| 3 you  | 10 says |
| 4 but  | 11 send |
| 5 good | 12 they |
| 6 have | 13 bed  |
| 7 love | 14 we   |



## Special words - tense

Cross out the wrong ending. Then read out the sentence.

to get the food.

The dragon was in the forest

to got the food.

was be in the second hut.

The bucket of plums

will be in the second hut.

will find the dragon.

The magic bear

was find the dragon.

go to the good film.

John says we must

went to the good film.

He was a goblin with a big neck.

Who was he?

He will be a goblin with a big neck.

will had lots of good red plums.

The second tree

will have lots of good red plums.

will like to play with Meg.

Zac and Ted

had like to play with Meg.

will be in the cool pool.

They are glad to

be in the cool pool.

Select the right word from story 12X to finish these sentences. Shade one bubble.

Sam likes to play at the red brick

- hut.       track.       well.       tunnel.

Sam dips his bucket into the well and finds a

- rag.       ring.       bear.       dragon.

He rubs the ring with an old rag from his

- bucket.       jacket.       cricket.       pocket.

Sam finds himself in a land with lots of pink

- bears.       logs.       trees.       moons.

Sam runs to a tree and finds a big black

- brick.       frog.       bear.       dragon.

"Who am I? My name is Drag the

- hut."       dragon."       bear."       duck."

If you look at the hills, you will find a big

- tree.       rock.       brick.       track.

Sam rubs the magic ring and finds the

- well.       rock.       dragon.       tunnel.

# More punctuation

**Rule: Sentences end with full stops.**

**Rule: Sentences and names begin with capital letters.**

**Rule: The word "I" is always written as a capital letter.**

Rewrite these texts, putting in the **capital letters** and the **full stops**. (start at \*)

please help me to find my bear my bear is lost he is a magic bear the name of my bear is dennis

★

---

★

---

★

---

★

---

★

i want the eggs they are still under my pet hen please get the eggs from the box they will be very good for us

★

---

★

---

★

---

★

---

you have lost the ring in the sand zac will find it for you his bear will help us he is magic let us play after he finds it

★

---

★

---

★

---

★

---

# Word search

These words are used in the first two puzzles:

magic	look	good
please	bear	love
		find

*Find and circle the SEVEN words (above) in both of these puzzles.*

DIRECTIONS ➔

b	n	j	g	o	o	d
l	o	o	k	d	x	m
f	r	m	a	g	i	c
s	k	b	e	a	r	g
l	p	l	e	a	s	e
a	v	l	o	v	e	h
f	i	n	d	c	t	w

DIRECTIONS ➔ ↓

d	l	b	v	w	r	f
k	o	p	g	g	p	v
t	v	m	m	o	l	l
b	e	a	r	o	e	o
h	c	g	j	d	a	o
s	f	i	n	d	s	k
a	n	c	b	l	e	r

*Circle any SEVEN words.*

DIRECTIONS ➔

m	j	c	w	i	t	h
b	t	h	e	y	b	f
s	g	n	a	m	e	k
z	n	x	d	w	h	o
a	f	t	e	r	h	r
q	l	i	k	e	l	p
t	y	w	p	l	a	y

*Circle any TEN words.*

DIRECTIONS ➔ ↓

w	b	u	c	k	e	t
v	s	a	y	s	d	k
b	e	g	i	n	r	t
r	c	t	b	e	a	r
i	o	r	i	n	g	i
c	n	e	x	t	o	p
k	d	e	h	a	n	d

# Comprehension of story 12X The Land of Pink Trees

THIS ACTIVITY SHEET IS BASED ON THE TEXT – IT IS DESIGNED TO BE USED SOON AFTER READING THE STORY

Fill each gap below. Use the word from the story.

SCANNING EXERCISE

- Ⓐ Sam dips his \_\_\_\_\_ into the well.
- Ⓑ He rubs the ring with a rag from his \_\_\_\_\_.
- Ⓒ “It is a \_\_\_\_\_ land,” he says.
- Ⓓ He rubs the ring and finds the \_\_\_\_\_.

Questions may be read out to students.

STUDENTS MAY BE ASKED TO USE EXERCISE  
BOOKS TO WRITE FULL SENTENCE ANSWERS

1. Where does Sam like to play?	
2. When Sam dips his bucket into the well, what does he find?	
3. When Sam rubs the magic ring, what sudden feeling does he get?	
4. What animal does Sam see in the pink tree?	
5. What kinds of animals are in this magic land?	
6. Who comes when the bear rings his bell?	
7. What is the dragon’s name?	
8. When Sam is at the rock, and rubs his magic ring, what does he find?	
9. What is at the end of the tunnel?	
10. Sam had fun in the Land of Pink Trees, but where else does he like to be?	

Subjects for discussion.

- Why do people usually dig tunnels?
- What is an atlas?
- What is an example of a happy dream?

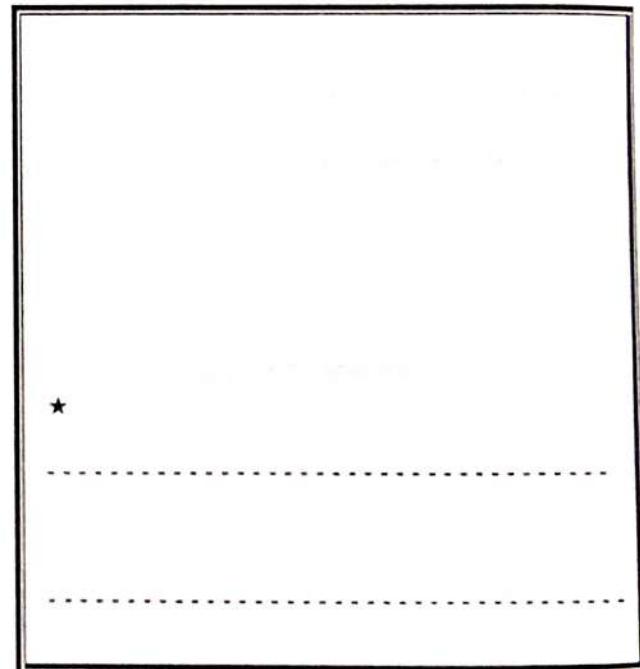
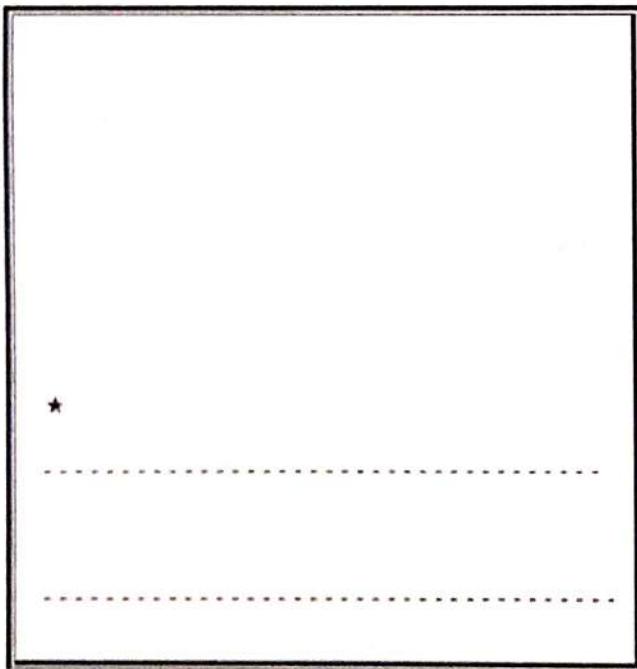
Draw these things.

ACCURATE COPYING

**rabbits, dragons  
and bears**

**a magic ring  
in the tunnel**

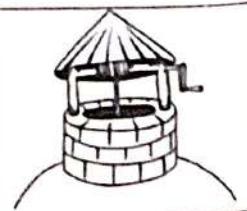
Use these picture frames. Label each picture with the right words. Start at the star.



Choose a title or a picture. Write about it in your own book.

TEACHER TO SUGGEST HOW MANY SENTENCES

*A bear's dinner  
It was in the tunnel  
We have bricks*



## Revising y as in by

*read these words:* by my try cry

Use these words to fill the gaps in these sentences.

I sat \_\_\_\_\_ my dad in the bus.

She will \_\_\_\_\_ if you yell at the cat.

Please \_\_\_\_\_ to find my lost ring.

Tom likes to swim in \_\_\_\_\_ pool.

*read these words:* sky fry fly goodbye

Use these words to fill the gaps in these sentences.

Did he find a \_\_\_\_\_ in his dinner?

As the sun set, the \_\_\_\_\_ went red and gold.

Will you help me to \_\_\_\_\_ the eggs?

After we swam, we said \_\_\_\_\_ to them.

Put the words into the boxes. Start each word at its number. Look at the arrow.

1 end 8 looked

2 dot 9 drum

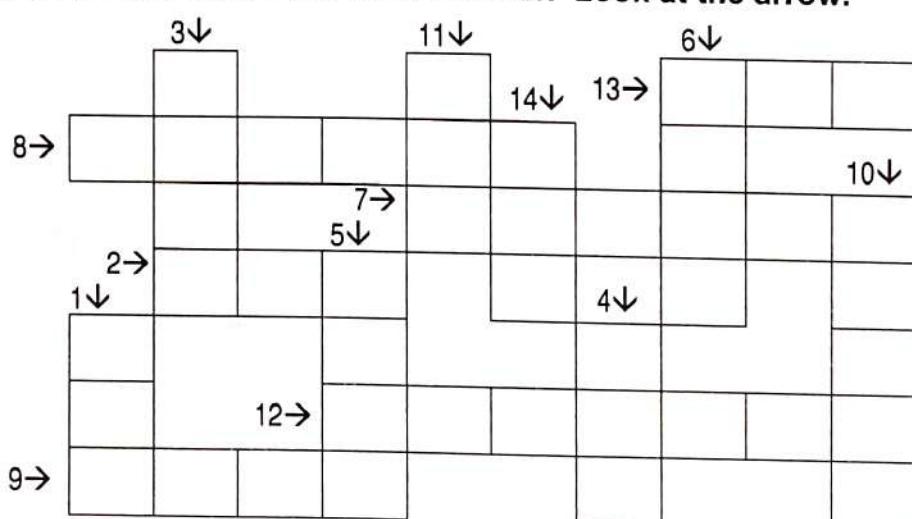
3 good 10 rings

4 ant 11 fed

5 them 12 evening

6 want 13 who

7 dinner 14 dig



## Special words - word order

Cross out the wrong ending. Then read out the sentence.

big very mandarins.

Who will want to have the

very big mandarins.

you try to grab it.

They said they will cry if

you grab to try it.

the grub fattest.

The fly was glad to get

the fattest grub.

I will get them for you.

Currants are good and

I will get you for them.

I bed to go.

Mum and Dad kiss me after

I go to bed.

he has six gold rings.

In his second pocket

he has gold six rings.

next to the tree.

My bear sits on a bucket

tree to the next.

to dragons the forest.

The magic mat will fly

to the dragons' forest.

Select the right words from story 13X to finish these sentences. Shade one bubble.

Fry will not have grubs for his dinner because

- the grubs are good for him.
- the grubs are not good for him.
- the grubs stink.

Fry's mum tells him he must have the grubs because

- she got the dinner for him.
- the grubs are good for him.
- the grubs smell very good.

Fry looks for buns with currants as well as

- figs, apples and carrots.
- dry food in red packets.
- eggs, mandarins, and plums.

Fry went to find food, but he did not look

- in the hut by the track.
- on the rocks by the cliff.
- in the box on the back of the truck.
- in the cabin in the forest.

# Even more punctuation

**Rule: Sentences end with full stops.**

**Rule: Sentences and names begin with capital letters.**

**Rule: The word "I" is always written as a capital letter.**

Rewrite these texts, putting in the **capital letters** and the **full stops**. (start at \*)

fred the fly looked at the sky he was in a tree i like to spy on him he went onto a log by the tree

★

---

★

---

★

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★

---

sam told us he was sick he did not want to play i want him to play with me he said he was too sick

★

---

★

---

★

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★

---

you said you want to fly you are a bug I am a fly i will try to help you let us go onto the log and jump off

★

---

★

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★

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★

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★

---

# Word search

These words are used in the first two puzzles:

them	hate	looked
want	dinner	good
		try

*Find and circle the SEVEN words (above) in both of these puzzles.*

DIRECTIONS ➡

b	w	a	n	t	m	w
n	c	h	a	t	e	d
v	s	i	g	o	o	d
l	o	o	k	e	d	r
t	a	f	t	r	y	g
p	d	i	n	n	e	r
k	t	h	e	m	h	j

DIRECTIONS ➡ ↓

p	h	l	x	b	k	b
d	m	o	n	q	n	g
g	o	o	d	h	m	s
v	j	k	w	a	n	t
t	h	e	m	t	w	r
l	r	d	c	e	f	y
d	i	n	n	e	r	t

*Circle any SEVEN words.*

DIRECTIONS ➡

l	o	o	k	f	k	p
l	s	m	e	l	l	e
s	n	i	f	f	m	r
j	k	i	s	s	e	s
q	g	b	w	a	n	t
d	i	n	n	e	r	h
d	n	s	t	i	n	k

*Circle any TEN words.*

DIRECTIONS ➡ ↓

p	s	k	s	a	y	s
b	m	t	e	l	l	j
e	e	s	t	i	n	k
l	l	m	p	k	f	t
l	l	i	k	e	o	h
e	w	a	n	t	o	e
t	r	a	c	k	d	m

# Comprehension of story 13X My Dinner Stinks

THIS ACTIVITY SHEET IS BASED ON THE TEXT – IT IS DESIGNED TO BE USED SOON AFTER READING THE STORY

Fill each gap below. Use the word from the story.

SCANNING EXERCISE

- A “I do not want my \_\_\_\_\_.”
- B Fry \_\_\_\_\_ for buns with currants.
- C But he cannot \_\_\_\_\_ the food he likes
- D He licks the fattest grub. It is \_\_\_\_\_.

Questions may be read out to students.

STUDENTS MAY BE ASKED TO USE EXERCISE  
BOOKS TO WRITE FULL SENTENCE ANSWERS

1. Why does Fry not like grubs and bugs for dinner?	
2. Why does Fry's mum want him to eat the grubs?	
3. Besides, buns, currants, eggs and mandarins, what else does Fry want for dinner?	
4. Does Fry find the food that he wants?	
5. Where does Fry first look for the food he likes?	
6. What is the last place Fry looks for the food he likes?	
7. At what time of day does Fry give up looking?	
8. Where does he go next?	
9. What has Fry's mum kept for him?	
10. Does Fry change his mind about having grubs for dinner?	

**Subjects for discussion.**

- What different kinds of food are there?
- What do birds eat?
- Which foods do people enjoy more as they get older?

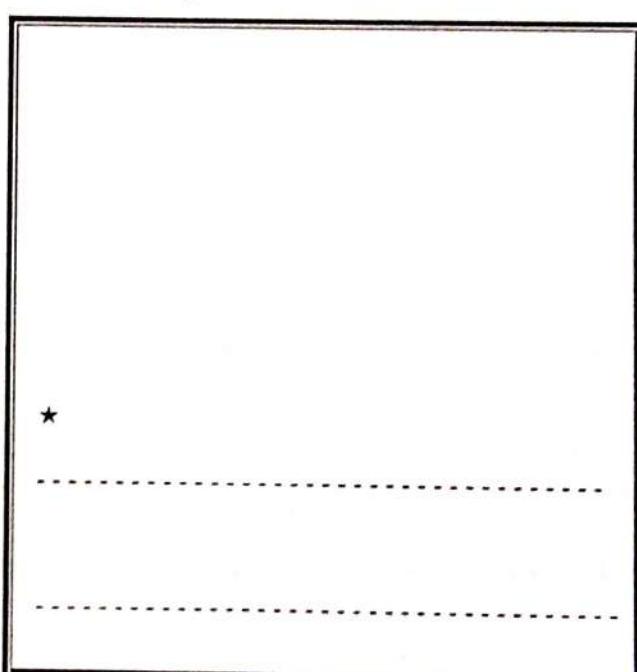
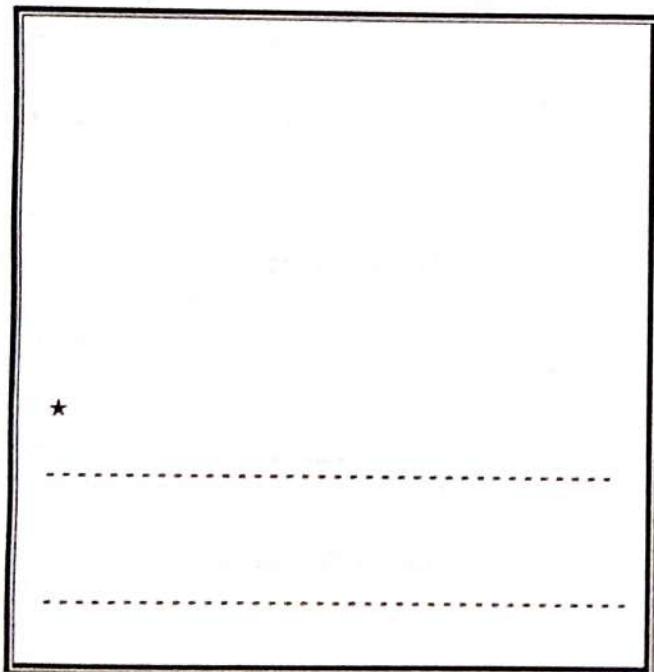
Draw these things.

ACCURATE COPYING

**a very good  
dinner**

**a cabin in  
the forest**

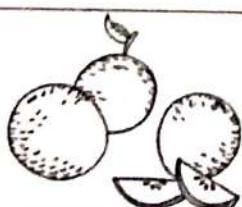
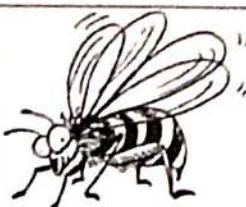
Use these picture frames. Label each picture with the right words. Start at the star.



Choose a title or a picture. Write about it in your own book.

TEACHER TO SUGGEST HOW MANY SENTENCES

*The sick cat  
I help my dad  
The top of the hill*



## Revising er as in sister

*read these words:* older sister under winter

Use these words to fill the gaps in these sentences.

I like to sit \_\_\_\_\_ the tree in the summer.

In the \_\_\_\_\_, it is good to go for a run.

My dad is \_\_\_\_\_ than my mum.

Does his \_\_\_\_\_ like to play soccer too?

*read these words:* letter summer never clever

Use these words to fill the gaps in these sentences.

They \_\_\_\_\_ play under the ladder.

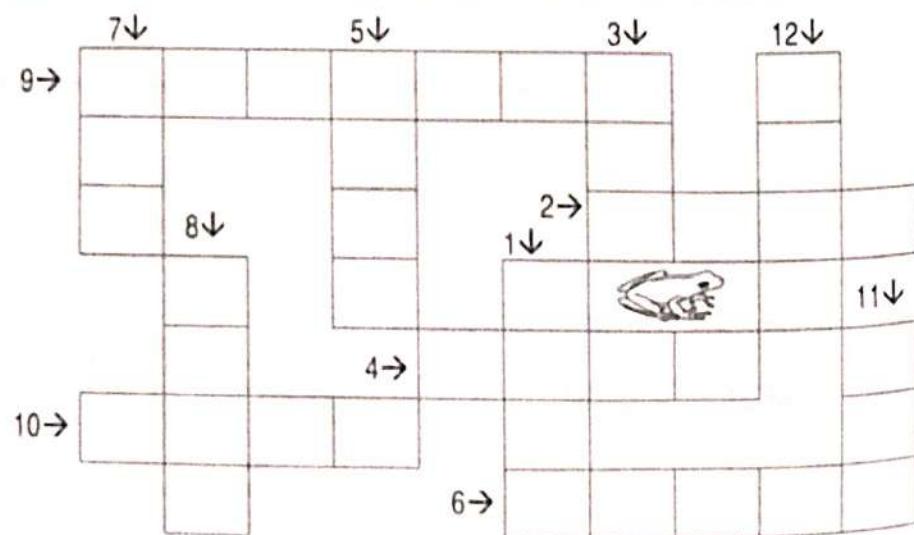
I got a \_\_\_\_\_ from my brother.

He said that he was very \_\_\_\_\_.

We play in the river in the \_\_\_\_\_.

Put the words into the boxes. Start each word at its number. Look at the arrow.

- 1 does    7 boy  
2 name    8 trip  
3 run    9 brother  
4 love    10 girl  
5 than    11 old  
6 stand    12 come



## Special words - number

Cross out the wrong ending. Then read out the sentence.

Seb and Sol                    play with the silver rocket.

plays with the silver rocket.

The girl and the boy            looks for the lost ring.

look for the lost ring.

The bear in the forest            find lots of little nuts.

finds lots of little nuts.

My little brother likes to            ring the bell for dinner.

rings the bell for dinner.

After a big job, Grandad            come in to have a rest.

comes in to have a rest.

The fattest fly                    loves to finds the biggest insects.

loves to find the biggest insects.

His little sister                    wants to swim in the pool too.

wants to swims in the pool too.

Does Ella like to go and            jump in the sandpit?

jumps in the sandpit?

Select the right words from story 14X to finish these sentences. Shade one bubble.

Sandler always wins when we play cricket because

- he has a red jumper.
- he is bigger than me.
- he likes to say he is good.

As well as tennis, we play

- cricket, badminton and tennis.
- golf, tennis and badminton.
- cricket, golf and badminton.

Sandler went to his room

- because he lost the cricket.
- to find his cricket bat.
- to be with his sister.

In the end, Sandler offers

- to find my lost socks.
- to help me to play better.
- to get the dinner for us.
- to fix the cricket bat.

# Question marks

**Rule:** Questions end with question marks [?].

**Write some question marks here [big ones, then smaller ones]:**

?

?

Rewrite these texts. Put in **capital letters, full stops and question marks**.  
is the lock old it has lots of rust on it will pat help us to fix that lock

★

★

★

★

do you like eggs do you want them for dinner dad will fry them

★

★

★

★

does the little girl want to play my little brother wants to can they play  
with the rabbit who says they can

★

★

★

★

★

# Word search

These words are used in the first two puzzles:

does	than	that
boy	girl	brother
		little

*Find and circle the SEVEN words (above) in both of these puzzles.*

DIRECTIONS ➡

n	l	i	t	t	l	e
h	b	o	y	f	n	p
t	s	c	t	h	a	t
b	r	o	t	h	e	r
l	t	h	a	n	b	j
r	d	g	i	r	l	v
q	k	d	o	e	s	g

DIRECTIONS ➡ ↓

s	l	j	b	h	g	f
t	c	k	r	w	i	d
h	r	b	o	y	r	n
a	l	i	t	t	l	e
n	p	t	h	a	t	j
q	d	o	e	s	b	u
v	f	s	r	t	m	g

*Circle any SEVEN words.*

DIRECTIONS ➡

c	r	i	c	k	e	t
v	p	l	a	y	j	n
k	c	l	e	v	e	r
h	i	m	s	e	l	f
s	i	s	t	e	r	l
m	d	i	n	n	e	r
p	r	o	b	l	e	m

*Circle any TEN words.*

DIRECTIONS ➡ ↓

r	t	w	i	l	l	j
o	e	s	t	l	l	l
o	n	o	t	k	t	w
m	n	e	v	e	r	a
l	i	t	t	l	e	n
v	s	c	o	m	e	t
b	e	t	t	e	r	t

# Comprehension of story 14X My Big Brother

THIS ACTIVITY SHEET IS BASED ON THE TEXT – IT IS DESIGNED TO BE USED SOON AFTER READING THE STORY

Fill each gap below. Use the word from the story.

SCANNING EXERCISE

- A I have an older \_\_\_\_\_.
- B It can be fun but I have a \_\_\_\_\_.
- C I get upset and I \_\_\_\_\_ to cry.
- D "You are \_\_\_\_\_ and clever."

Questions may be read out to students.

STUDENTS MAY BE ASKED TO USE EXERCISE BOOKS TO WRITE FULL SENTENCE ANSWERS

1. What is the big brother's name?	
2. Besides golf and badminton, what games do the children play?	
3. What is the little brother's problem?	
4. Who wins when Sandler plays cricket with Alison?	
5. Where does Sandler go when he gets upset?	
6. When Sandler comes to dinner, what game does he say he wants to play?	
7. After winning the badminton, what does Sandler offer to do for his little brother?	
8. As well as saying that he is fun to play with, what else does Sandler say about his little brother?	
9. How does Alison show that she is happy with Sandler?	
10. Who says, "Let's just have lots of fun."	

Subjects for discussion.

- What games get the biggest crowds?
- What do umpires do?
- Which games can you play at home or in the park?

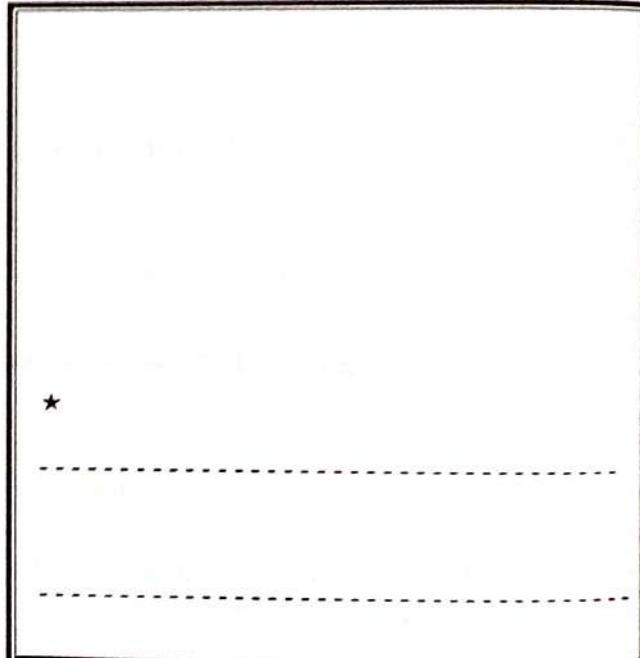
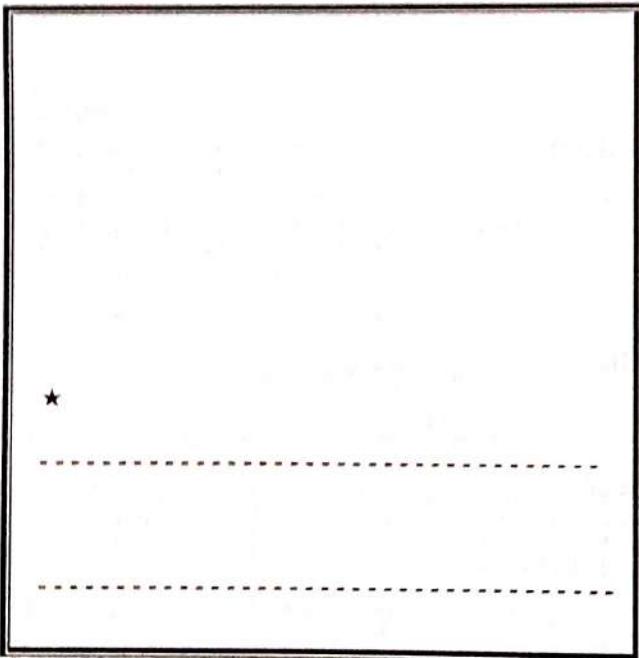
Draw these things.

ACCURATE COPYING

*my big sister  
Alison*

*We play  
badminton.*

Use these picture frames. Label each picture with the right words. Start at the star.



Choose a title or a picture. Write about it in your own book.

TEACHER TO SUGGEST HOW MANY SENTENCES

*When I'm big  
Will we win?  
Seven days*



## Revising all as in tall

*read these words:* All tall ball fall

Use these words to fill the gaps in these sentences.

Their older brother is very \_\_\_\_\_.

Pam does not want to \_\_\_\_\_ off the ladder.

\_\_\_\_\_ the boys and girls went to the soccer.

They hit the \_\_\_\_\_ into the trees.

*read these words:* small call smaller wall

Use these words to fill the gaps in these sentences.

There will be a \_\_\_\_\_ extra cost for salad.

Her brother got a \_\_\_\_\_ from Scotland.

Can their cat jump onto the small brick \_\_\_\_\_?

Meg was \_\_\_\_\_ than her sister Ann.

Put the words into the boxes. Start each word at its number. Look at the arrow.

1 or	7 fantastic	4↓	8↓	10↓	5↓
2 she	8 there	12→	*		
3 old	9 money	3↓			6↓
4 ant	10 they	9→			2→
5 come	11 different			1↓	
6 hen	12 then	11→			*

## Special words - vocabulary

Read the words in the brackets. Choose the right word. Fill the gap.

She loves \_\_\_\_\_ big red bear. (she, her)

After he has a swim, Patrick \_\_\_\_\_ his job. (does, do)

\_\_\_\_\_ brother is bigger than my dad. (There, Their)

We went to play at the \_\_\_\_\_ wall. (brother, brick)

He ran to the hut, \_\_\_\_\_ he had a rest. (than, then)

I \_\_\_\_\_ to look at the sky at sunset. (look, like)

\_\_\_\_\_ we skip, we have a cool drink. (Offer, After)

They dug for \_\_\_\_\_ by the old gum tree. (gold, good)

They want us to go to \_\_\_\_\_ picnic. (there, their)

Ants in food are a \_\_\_\_\_. (practical, problem)

The mandarin is bigger \_\_\_\_\_ a tennis ball. (that, than)

Mum kept the \_\_\_\_\_ in the gold box. (money, moon)

They \_\_\_\_\_ to go to the forest to play. (want, will)

You can visit them at \_\_\_\_ golf club. (their, there)

My sister wants a \_\_\_\_\_ dress. (different, difficult)

Their dad likes \_\_\_\_\_ club best. (than, that)

The old film was \_\_\_\_\_. (fantastic, fattest)

Their dog is \_\_\_\_\_ to control. (different, difficult)

\_\_\_\_\_ was a wombat in the forest. (Their, There)

Select the right words from story 15X to finish these sentences. Shade one bubble.

Mum told my sister and I to go to the mall

- to play with Mel and Kim.
- to collect stamps for her letters.
- to get Dad a present.
- to get food for dinner.

At the mall, my sister tells me

- to play with Mel and Kim.
- to get the present by myself.
- to get Dad a silver or gold hat.

I want to get Dad a belt - but

- he does not like red belts.
- I cannot tell if it will fit him.
- it costs a lot of money.

I get a bucket of tools because

- I want to play with the tools.
- the hats are too big.
- my dad likes practical stuff.

# More question marks

**Rule:** Questions end with question marks [?].

Rewrite these texts. Put in capital letters, full stops and question marks.

we want milk for dinner did fred get the money it was under the jug is  
it still there

★

★

★

★

★

jim and ella had a picnic did their cat go up the tree did it come back  
who will help them can you come with me

★

★

★

★

★

★

★

all the girls went to play ball did their brothers go too are the boys  
taller than them does it matter if they are taller

★

★

★

★

★

★

# Word search

These words are used in the first two puzzles:

there	money	she
her	then	their
	like	

*Find and circle the SEVEN words (above) in both of these puzzles.*

DIRECTIONS →

w	n	f	r	d	v	h
k	y	m	o	n	e	y
t	l	i	k	e	q	e
c	t	h	e	r	e	j
x	g	p	t	h	e	n
t	h	e	i	r	b	s
h	e	r	m	s	h	e

DIRECTIONS → ↓

j	l	a	x	s	p	w
t	i	k	t	h	y	h
h	k	t	h	e	r	e
e	e	j	e	w	z	r
i	m	o	n	e	y	v
r	r	n	j	s	m	k
b	a	l	t	o	v	n

*Circle any SEVEN words.*

DIRECTIONS →

m	o	n	e	y	b	h
s	j	p	m	a	l	l
l	t	h	e	r	e	g
p	r	e	s	e	n	t
t	h	e	i	r	m	d
c	s	i	s	t	e	r
k	p	l	e	a	s	e

*Circle any TEN words.*

DIRECTIONS → ↓

s	j	t	h	e	i	r
m	t	h	e	m	w	f
a	h	e	r	m	j	v
l	a	n	c	o	m	e
l	n	e	j	n	b	r
s	i	s	t	e	r	y
h	a	n	d	y	k	m

Comprehension of story 15X  
**A Present for Dad**

THIS ACTIVITY SHEET IS BASED ON THE TEXT – IT IS DESIGNED TO BE USED SOON AFTER READING THE STORY

Fill each gap below. Use the word from the story.

SCANNING EXERCISE

- Ⓐ "We must have a \_\_\_\_\_ for Dad."
- Ⓑ I am too small to get the present by \_\_\_\_\_.
- Ⓒ The tools are splendid, and I get a \_\_\_\_\_ for Dad.
- Ⓓ My dad will be very \_\_\_\_\_.

Questions may be read out to students.

STUDENTS MAY BE ASKED TO USE EXERCISE BOOKS TO WRITE FULL SENTENCE ANSWERS

1. Why do my sister and I have to go to the mall?	
2. Who does not want to go to the mall?	
3. Why does my big sister not want to go to the mall?	
4. Who tells my sister that she has to go to the mall?	
5. Who do we meet at the mall?	
6. What game do Mel and Kim want to play?	
7. What does my big sister tell me I must do?	
8. What colours are the hats at the hat stall?	
9. What sorts of presents does my dad like?	
10. What present do I get for my dad?	

# Creative page

RELAXATION with CONVERSATION, DRAWING and STORY-WRITING

**Subjects for discussion.**

- What does a hardware store sell?
- What is a refund?
- What different kinds of shops are there?

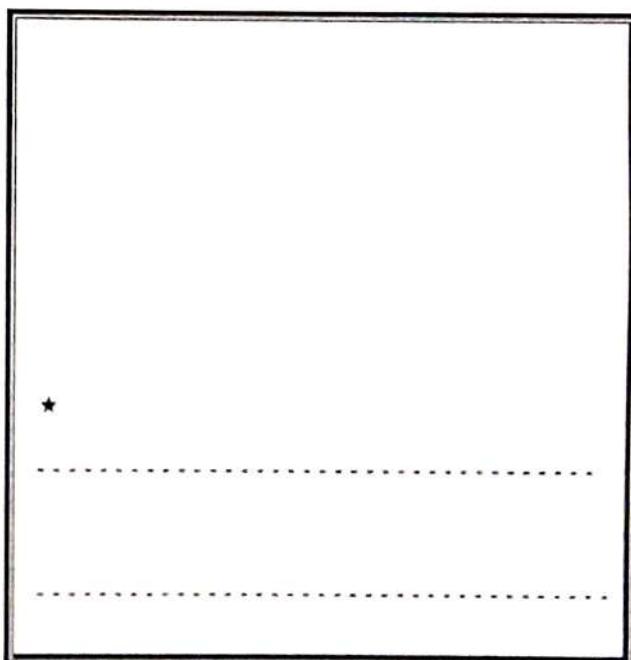
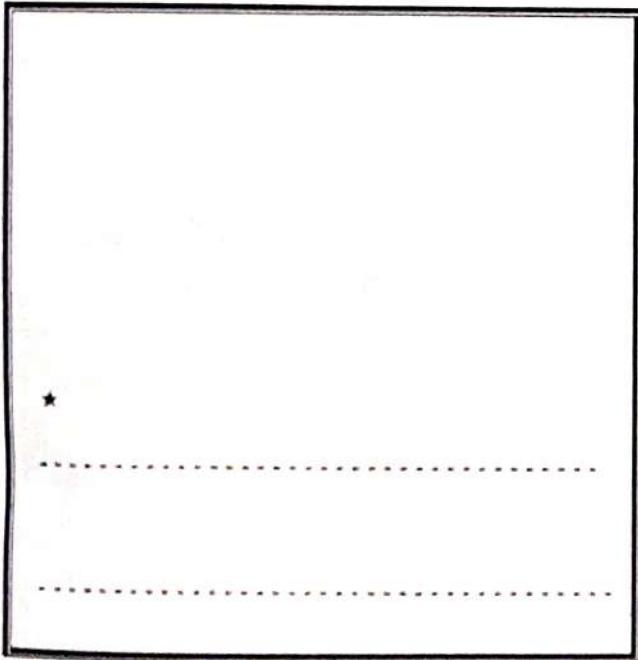
Draw these things.

ACCURATE COPYING

**packets of  
magic nuts**

**balls of silver  
and gold**

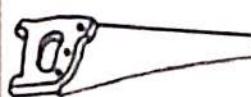
Use these picture frames. Label each picture with the right words. Start at the star.



Choose a title or a picture. Write about it in your own book.

TEACHER TO SUGGEST HOW MANY SENTENCES

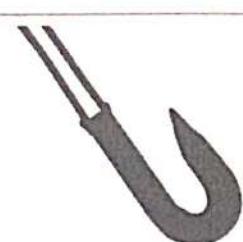
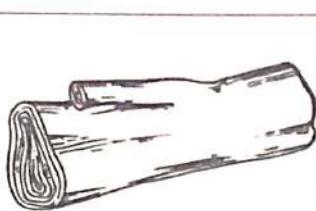
*Let's go!  
The best day  
It's up on top*



# Revising oo as in cook

Read the words in this box.  
Write each word under its picture.

foot book hook wood



\*foot

*read these words:* took hood good books

Use these words to fill the gaps in these sentences.

A \_\_\_\_\_ can protect you in a cold wind.

My older brother has lots of good \_\_\_\_\_.

A \_\_\_\_\_ dentist can fix that tooth.

My cat was sick, so I \_\_\_\_\_ him to the vet.

*read these words:* cook shook stood woollen

Use these words to fill the gaps in these sentences.

After the swim, he \_\_\_\_\_ with cold.

It's good to have a \_\_\_\_\_ hat in winter.

He \_\_\_\_\_ on the box to get a better look.

Can you \_\_\_\_\_ ten dim sims?

# Special words - vocabulary

Read the words in the brackets. Choose the right word. Fill the gap.

My little brother loves to put \_\_\_\_\_ hat on. (he, his)

Do you want me to find \_\_\_\_\_ book. (your, you)

\_\_\_\_\_ you want us to cook together? (Do, Does)

Who will \_\_\_\_\_ cricket with me? (put, play)

They put the \_\_\_\_\_ on top of the hill. (floor, flag)

Do \_\_\_\_\_ like to try number problems? (they, them)

Will they \_\_\_\_\_ the truck? (stolen, stop)

The milk \_\_\_\_\_ on her dress. (splashes, splutters)

That summer picnic was \_\_\_\_\_. (together, terrific)

I got her a \_\_\_\_\_ in a pink box. (prisoner, present)

\_\_\_\_\_ you can help me to cook. (Perhaps, Please)

Please do not \_\_\_\_\_ your name. (money, mumble)

Put the box of pink muffins \_\_\_\_\_. (their, there)

There was a kangaroo on the \_\_\_\_\_. (track, trick)

Dad told me to be \_\_\_\_\_. (practical, problem)

Is there a \_\_\_\_\_ in the forest? (forest, fairy)

My broom has a \_\_\_\_\_ handle. (wooden, woollen)

This problem is too \_\_\_\_\_. (different, difficult)

That doll will \_\_\_\_\_ from the tree. (tumble, bottle)

Write the numbers 1, 2, 3 and 4 by each group of four sentences to show what happens in the story 1st, 2nd, 3rd and 4th.

"My sister is a prisoner in a goblin's hut."

After dinner, I go for a stroll by a river.

A sad fairy asks me for my help.

There are lots of animals on the track.

I pick up a rock and toss it. It hits a tree with a 'dink'.

"Do you have a plan?" she says.

The goblin looks up. He drops the ring and the cup. He runs into the forest.

I spot the goblin. He has a silver ring and a golden cup.

The fairy's sister is in a bamboo room with a lock.

The fairy and I run to the goblin's hut.

"Quick! Come with us! Let's get away from here."

I break the wooden lock with a big rock.

# Contractions

Sometimes two words are joined together and a letter is left out:

*I am* becomes *I'm*    *he is* becomes *he's*    *let us* becomes *let's*

There is a **mark** where the letter is missing – a **punctuation mark**.

This mark is called an **apostrophe** ('). Copy: '

Read these out loud.

**I'm** means *I am*

**let's** means *let us*

**he's** means *he is*

**it's** means *it is*

Write these in the short form.

**I am** ⇔ **I'm** ✓

**let us** ⇔

**he is** ⇔

**it is** ⇔

Now write these in the long form.

**I'm** ⇔ **I am** ✓

**let's** ⇔

**he's** ⇔

**it's** ⇔

Write these sentences using the short form.

**I am hot.** ⇔ **I'm hot.** ✓

**He is hot.** ⇔

**Let us go.** ⇔

**It is good.** ⇔

Now write these sentences using the long form.

**I'm hot.** ⇔ **I am hot.** ✓

**He's hot.** ⇔

**Let's go.** ⇔

**It's good.** ⇔

# Word search

These words are used in the first two puzzles:

fairy	kidnap	cook
evening	they	your
	put	

*Find and circle the SEVEN words (above) in both of these puzzles.*

DIRECTIONS ➔

n	t	h	e	y	d	j
t	h	f	a	i	r	y
e	v	e	n	i	n	g
k	c	y	o	u	r	g
m	k	i	d	n	a	p
p	f	p	u	t	b	l
c	o	o	k	w	n	g

DIRECTIONS ➔ ↓

t	b	f	a	i	r	y
h	c	o	o	k	j	n
e	v	e	n	i	n	g
y	a	y	c	d	h	r
m	k	o	q	n	w	l
f	s	u	v	a	j	d
p	t	r	g	p	u	t

*Circle any SEVEN words.*

DIRECTIONS ➔

v	g	p	f	i	n	d
k	m	o	n	e	y	j
c	t	h	e	m	w	f
h	q	d	o	e	s	d
r	t	h	e	i	r	b
v	e	r	y	o	u	j
p	e	r	h	a	p	s

*Circle any TEN words.*

DIRECTIONS ➔ ↓

m	s	i	l	v	e	r
g	t	p	r	w	s	a
o	o	g	c	o	t	g
b	p	l	o	m	r	o
l	b	a	m	b	o	o
i	m	d	e	a	l	d
n	l	i	t	t	l	e

# Comprehension of story 16X The Kidnapped Fairy

THIS ACTIVITY SHEET IS BASED ON THE TEXT – IT IS DESIGNED TO BE USED SOON AFTER READING THE STORY

Fill each gap below. Use the word from the story.

SCANNING EXERCISE

- Ⓐ “My sister is a \_\_\_\_\_ in the goblin’s hut.”
- Ⓑ We go \_\_\_\_\_ to the top of a hill.
- Ⓒ The goblin looks up. “Who’s \_\_\_\_\_?” he says.
- Ⓓ “Quick! \_\_\_\_\_ with us!”

Questions may be read out to students.

STUDENTS MAY BE ASKED TO USE EXERCISE BOOKS TO WRITE FULL SENTENCE ANSWERS

1. When do I cook dinner and go for a stroll?	
2. Besides animals, what else is there on the track?	
3. What has happened to the fairy’s sister?	
4. What do we find next to the biggest tree?	
5. Where is the kidnapped fairy?	
6. What has the goblin stolen from the fairy?	
7. What sound is made when the rock hits the tree trunk and then when it hits the log?	
8. What does the goblin say when he hears the sounds?	.
9. What sort of room is the fairy’s sister held in?	
10. What sort of lock is on the bamboo room?	

**Subjects for discussion.**

- What are some other metals besides gold?
- What is a compass for?
- What times of day are there besides evening?

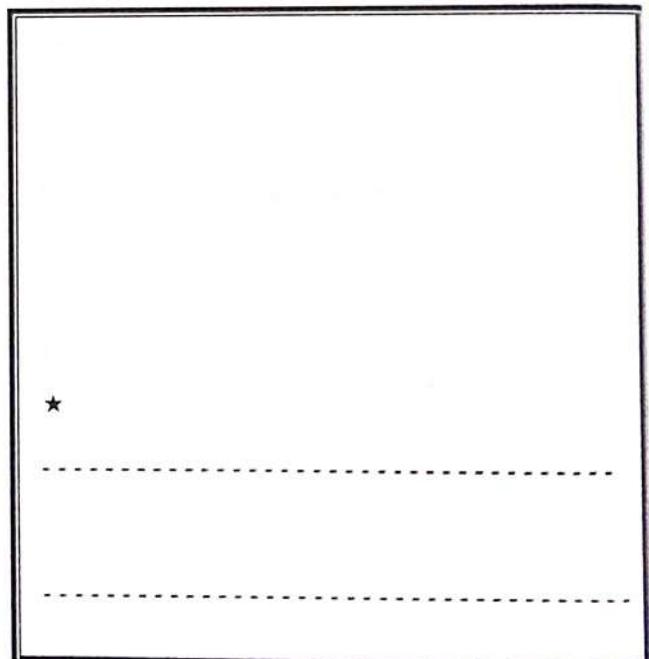
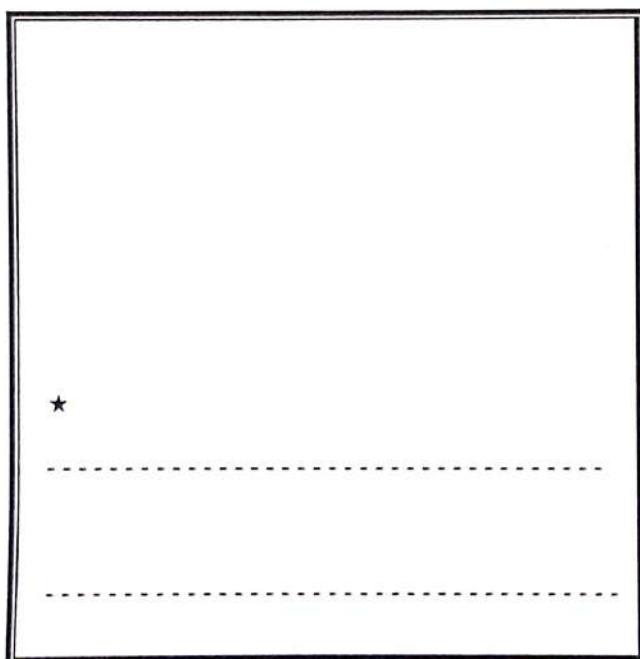
Draw these things.

ACCURATE COPYING

**I cook dinner  
for them.**

**The goblin  
is pleased.**

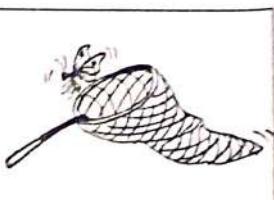
Use these picture frames. Label each picture with the right words. Start at the star.



Choose a title or a picture. Write about it in your own book.

TEACHER TO SUGGEST HOW MANY SENTENCES

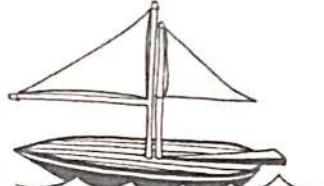
*I wish that ...  
Who's there?  
The little duck*



# Revising sh as in fish

Read the words in this box.  
Write each word under its picture.

fish shop ship brush



\*fish

read these words: dish crash shed shy

Use these words to fill the gaps in these sentences.

The \_\_\_\_\_ boy went to the mall with his sister.

My dad wants to have a big tool \_\_\_\_\_.

The \_\_\_\_\_ will smash if it falls to the floor.

A tram did not stop. There was a \_\_\_\_\_.

read these words: splash fresh shut cash

Use these words to fill the gaps in these sentences.

Can you give us \_\_\_\_\_ milk for my pup?

I have \_\_\_\_\_ to spend at this little shop.

She fell into the river with a \_\_\_\_\_.

Josh \_\_\_\_\_ the lid of the tool box.

Use these words to fill the gaps in the story.

rocks    together    winter  
soon    problem    shook    ship

### The End of *The Shamrock*

There was a ..... called *The Shamrock*. It left Dublin as ..... began. But the wind was a ..... All the men on the deck had to stand ..... to hold onto the wooden boxes that held the gold. They got very wet and ..... with cold. Then the wind put the ship onto the ..... Will help come to them .....?

Connect each word on the left to its **opposite** on the right.

biggest  
roof  
love  
brother  
stolen  
end

given  
begin  
smallest  
floor  
hate  
sister

# Sequence - story 17X

GETTING ACQUAINTED WITH MULTIPLE CHOICE FORMAT

Write the numbers 1, 2, 3 and 4 by each group of four sentences to show what happens in the story 1st, 2nd, 3rd and 4th.

Dad gives us money and tells us to get food for dinner.

Ash grabs a can, but it slips from her fingers.

He says he will cook the best dinner ever.

At the shop, my sister Ash runs away from me.

---

Next, the plum hits a girl and upsets her.

Then a plum falls on a man's foot.

The butter falls from a shelf onto plums.

The girl tosses the plum at my sister. She ducks and the plum hits the man.

---

The boss falls onto radishes, and wags his finger at my sister. She begins to cry.

Bottles fall, the boss falls, and milk splashes onto his socks.

We get fish, carrots and pumpkins for dinner and run back to Dad.

The boss was no longer upset. He said, "I just got a shock".

# More contractions

Sometimes two words are joined together and a letter is left out.

**Rule:** We must put a **mark** where the letter is missing – a **punctuation mark**. This mark is called an **apostrophe** (').

**Read these out loud.**

He's hot. means He is hot.	She's hot. means She is hot.
That's hot. means That is hot.	What's hot? means What is hot?
Who's Tim? means Who is Tim?	
There's Tim. means There is Tim.	

**Write these in the short form. Don't change the first word.**

he is ⇔ he's ✓	she is ⇔
that is ⇔	what is ⇔
who is ⇔	there is ⇔

**Now write these in the long form. Don't change the first word.**

he's ⇔ he is ✓	she's ⇔
that's ⇔	what's ⇔
who's ⇔	there's ⇔

**Read each sentence. Write them in the shortened form.**

There is a cat on the roof.
It is a hot roof.
That is not good for cats.
Let us get it off the roof.

# Word search

These words are used in the first two puzzles:

floor	bottle	tumble
much	away	give
	live	

*Find and circle the SEVEN words (above) in both of these puzzles.*

DIRECTIONS ➡

j	b	g	i	v	e	c
g	t	u	m	b	l	e
m	u	c	h	f	q	s
w	b	o	t	t	l	e
l	i	v	e	h	r	k
d	p	t	a	w	a	y
n	f	l	o	o	r	q

DIRECTIONS ➡ ↓

n	t	b	f	z	j	g
h	u	p	x	g	w	i
c	m	u	c	h	y	v
k	b	o	t	t	l	e
f	l	oo	o	r	i	k
m	e	g	l	q	v	h
a	w	a	y	r	e	c

*Circle any SEVEN words.*

DIRECTIONS ➡

h	s	h	l	o	v	e
n	t	h	e	i	r	q
t	s	o	c	k	s	o
b	f	i	n	g	e	r
f	i	n	d	g	r	a
s	c	a	r	r	o	t
s	k	r	g	i	v	e

*Circle any TEN words.*

DIRECTIONS ➡ ↓

h	s	h	e	l	f	y
n	t	u	m	b	l	e
t	y	o	u	r	o	s
b	a	c	k	z	o	n
o	d	a	s	h	r	a
s	h	o	p	x	m	c
s	k	r	l	o	o	k

# Comprehension of story 17X The Spilt Milk

THIS ACTIVITY SHEET IS BASED ON THE TEXT – IT IS DESIGNED TO BE USED SOON AFTER READING THE STORY

Fill each gap below. Use the word from the story.

SCANNING EXERCISE

- Ⓐ Dad has given us \_\_\_\_\_ and told us to get fish.
- Ⓑ At the shop, I try to find the food Dad \_\_\_\_\_.
- Ⓒ The bottles tumble off the shelf and hit the \_\_\_\_\_.
- Ⓓ “I am no \_\_\_\_\_ upset,” says the boss.

Questions may be read out to students.

STUDENTS MAY BE ASKED TO USE EXERCISE BOOKS TO WRITE FULL SENTENCE ANSWERS

1. Why do Ash and I go to the shop?	
2. What does Dad say his plan is?	
3. What does the red can fall onto?	
4. Where does the plum land?	
5. What sound does the man make when the plum lands on his foot?	
6. When the man jumps away, who does he bump into?	
7. What happens to the boss's socks?	
8. When the boss sees my little sister, what does he do?	
9. How does the boss feel when Ash and I help to fix up the shop?	
10. What present does the boss give the children?	

# Creative page

RELAXATION with CONVERSATION, DRAWING and STORY-WRITING

## Subjects for discussion.

- What do supermarkets sell?
- Where does food come from?
- Think of some words and their opposites, like hot and cold.

Draw these things.

ACCURATE COPYING

***She finds the  
box of plums.***

***Milk splashes  
onto his socks.***

Use these picture frames. Label each picture with the right words. Start at the star.



Choose a title or a picture. Write about it in your own book.

TEACHER TO SUGGEST HOW MANY SENTENCES

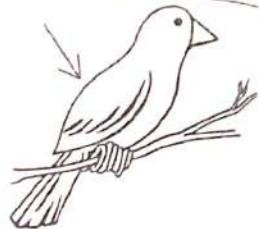
*A drink of milk  
Big sister  
Let's go back*



# Revising ing as in sing

Read the words in this box.  
Write each word under its picture.

wing ring king swing



\*king

*read these words:* sing Bring cling sting

Use these words to fill the gaps in these sentences.

Janet got a \_\_\_\_\_ from the big red ant.

The boys and girls \_\_\_\_\_ together in the hall.

The shy little girl will \_\_\_\_\_ to her mum.

\_\_\_\_\_ old boots for digging the mud.

*read these words:* string singer falling fishing

Use these words to fill the gaps in these sentences.

Can you stop the dish from \_\_\_\_\_?

The brothers went \_\_\_\_\_ with their friends.

That \_\_\_\_\_ sings very high.

Trish cut the \_\_\_\_\_ from the packet.

## Special words - vocabulary

Use these words to fill the gaps in the story.

swing higher away fall  
sister brother fingers come

### Singing on the Swing

My ..... Emma loves to .....  
high. As she swings, she loves to sing.  
She wants her ..... to bring her  
bear. He brings it. She grips the bear  
with her ..... and she swings  
higher and ..... . Her brother  
tells her that the bear does not like to  
swing high and that he will ..... . She  
tells her brother to go ..... . But  
soon she says to ..... back. She  
says, "I will look after my bear."

Connect each word on the left to a **similar** word on the right.

want

small

cool

wish

love

cold

little

like

Write the numbers 1, 2, 3 and 4 by each group of four sentences to show what happens in the story 1st, 2nd, 3rd and 4th.

- She is juggling sticks and singing silly songs.
- My friend wants to play with me in the park.
- But we find that we cannot get on the swing. There is a girl on it.
- He says that he wants to play on the swing and hits cans off rocks.
- 

- My friend says that he can tell that she is silly from her silly hat and rings on her fingers.
- Then she gets off and juggles her sticks.
- My friend wants to have a swing, but she is swinging too high and cannot stop.
- The girl does not stop and my friend gets upset.
- 

- My friend gets onto the swing, but falls off.
- My friend says he was silly to get upset with the girl.
- The girl says that we can all have fun together in the park.
- The girl rushes up to him and helps him to sit up.

# Alphabetic order

Here is alphabetical order:

a b c d e f g h i j k l m n o p q r s t u v w x y z

*Put these 8 words  
into alphabetical order:*

what	<i>come ✓</i>
have	
said	
name	
like	
play	
they	
come	

*Put these 8 words  
into alphabetical order:*

very	
does	
them	
much	
yard	
ring	
high	
live	

*Put these 8 words  
into alphabetical order:*

bear	
your	
love	
want	
there	
money	
says	
are	

*Put these 8 words  
into alphabetical order:*

magic	
who	
come	
said	
away	
you	
little	
their	

# Word search

These words are used in the first two puzzles:

friend	high	silly
keep	yard	king
	book	

*Find and circle the SEVEN words (above) in both of these puzzles.*

DIRECTIONS →

b	h	f	y	a	r	d
l	s	i	l	l	y	j
a	f	r	i	e	n	d
k	i	n	g	g	m	c
p	i	v	h	i	g	h
r	b	o	o	k	u	n
d	k	k	e	e	p	t

DIRECTIONS → ↓

l	b	n	h	k	d	g
j	f	r	i	e	n	d
w	t	q	g	e	b	k
g	k	x	h	p	o	v
s	i	l	l	y	o	u
f	n	c	p	s	k	r
m	g	h	y	a	r	d

*Circle any SEVEN words.*

DIRECTIONS →

t	h	e	y	h	e	r
p	e	r	h	a	p	s
k	g	h	i	g	h	d
j	f	a	l	l	e	n
e	v	e	n	i	n	g
s	e	v	e	r	a	l
f	h	m	a	g	i	c

*Circle any TEN words.*

DIRECTIONS → ↓

k	s	l	i	f	t	h
o	t	p	m	r	u	i
f	i	s	w	i	n	g
f	c	c	e	e	d	h
e	k	o	l	n	e	j
r	h	o	l	d	r	n
l	q	k	s	a	y	s

# Comprehension of story 18X The Silly Singer

THIS ACTIVITY SHEET IS BASED ON THE TEXT – IT IS DESIGNED TO BE USED SOON AFTER READING THE STORY

Fill each gap below. Use the word from the story.

SCANNING EXERCISE

- (A) "Come on, let's go and play on the \_\_\_\_\_."
- (B) The girl has rings on her \_\_\_\_\_.
- (C) She is swinging very \_\_\_\_\_.
- (D) She stands next to a sandpit, \_\_\_\_\_ her sticks.

Questions may be read out to students.

STUDENTS MAY BE ASKED TO USE EXERCISE  
BOOKS TO WRITE FULL SENTENCE ANSWERS

1. Where does my best friend want to play?	
2. What was the bag of old tennis balls for?	
3. Why can't the boys get on the swing?	
4. What is the girl holding while she is on the swing?	
5. While juggling and swinging very high, what else is the girl doing?	
6. Where does the girl go when she gets off the swing?	
7. What happens to my friend when he swings too high?	
8. Who helps my friend to sit up?	
9. For how long does my friend still look a bit sick?	
10. What does my friend say to the girl at the end?	

Subjects for discussion.

- What can you see at a circus besides juggling?
- Give an example of a misunderstanding.
- What can you say in sign language, without talking?

Draw these things.

ACCURATE COPYING

**Toss a ball  
at the wall.**

**My friend  
stops swinging.**

Use these picture frames. Label each picture with the right words. Start at the star.



Choose a title or a picture. Write about it in your own book.

TEACHER TO SUGGEST HOW MANY SENTENCES

*The boy who helps  
My best hat  
Over and under*



## Revising ar as in park

read these words: car stars card barks

Use these words to fill the gaps in these sentences.

I sent a \_\_\_\_\_ to my sick friend.

Mum parks the \_\_\_\_\_ in the garden.

Mark loves to look at the \_\_\_\_\_ in the sky.

My little dog \_\_\_\_\_ at the cars.

read these words: start dark Farms barn

Use these words to fill the gaps in these sentences.

The farmer kept the animal food in the \_\_\_\_\_.

\_\_\_\_\_ give us fresh food and wool.

The tall runner got a good \_\_\_\_\_.

The stars twinkle in the \_\_\_\_\_ sky.

read these words: sharks sharp garden scarf

Use these words to fill the gaps in these sentences.

My woollen \_\_\_\_\_ is good in the winter.

Several \_\_\_\_\_ scared the swimmers.

Dad puts the \_\_\_\_\_ tools away.

My grandad loves to be in the \_\_\_\_\_.

Use these words to fill the gaps in the story.

there swimming farm  
quacking scared ducks  
does animals ducklings uncle

### On My Uncle's Farm

We went to visit my ..... on his ..... .  
He has a fantastic lot of ..... . He  
has very big trees too. He gets us to help  
him to look after the hens and the ..... .  
He gives us the job of bringing their food to  
them. The ducks are ..... in the  
pond. But they come to us ..... for  
their food. My little sister is a bit .....  
of all the the quacking and she ..... not  
like it when the ducks run next to her. But  
she loves the little ..... . There  
are six of them. After the ducks are fed, we  
go to give the hens their food. They are glad  
to have us ..... with their food, and go  
*cluck, cluck, cluck.*

## Sequence - story 19X

GETTING ACQUAINTED WITH MULTIPLE CHOICE FORMAT

Write the numbers 1, 2, 3 and 4 by each group of four sentences to show what happens in the story 1st, 2nd, 3rd and 4th.

- She wants Martin to go there with her.  
 Marg wants to play in her dad's big barn.  
 But Martin says it is too dark in the barn.  
 Then Martin says that he is not scared. Marg says that she has a torch.
- 

- There is a rat on the car. Then it darts away.  
 Martin wants to go back to dad.  
 They look at an old car in the dark.  
 Marg says, "Are you still scared?" Martin says he is not.
- 

- An old cup falls to the floor, smashing into bits.  
 Martin cannot find a lizard. He finds a kitten.  
 "Let's get it a cup of milk", he says.  
 Martin says, "Perhaps it's a big lizard." Marg does not like lizards.  
 Marg pretends there is a monster. Then she says it must be a goblin.

# Even more contractions

Sometimes two words are joined together and *two letters* are left out.

**Rule:** We put just **one apostrophe ( ' )** where the letters are missing.

**Read these out loud.**

I'll means I will	you'll means you will
he'll means he will	she'll means she will
we'll means we will	they'll means they will

**Now write these in the long form.**

he'll ⇔ he will ✓	she'll ⇔
I'll ⇔	we'll ⇔
you'll ⇔	they'll ⇔

**Read each sentence. Write them in the shortened form.**

He will come to visit.

You will have to meet him.

Then we will have dinner.

**Read each sentence. Write them in the long form.**

We'll be ready soon.

I'm happy that you'll come.

They'll come with us too.

Then we'll all have dinner.

# Word search

These words are used in the first two puzzles:

torch	scared	space
ready	what	when

*Find and circle the SEVEN words (above) in both of these puzzles.*

DIRECTIONS →

p	j	c	w	h	a	t
f	s	p	a	c	e	q
t	w	h	e	n	h	l
k	g	t	o	r	c	h
s	r	e	a	d	y	b
m	s	c	a	r	e	d
s	t	a	r	t	d	n

DIRECTIONS → ↓

f	c	t	o	r	c	h
s	p	a	c	e	s	k
c	w	w	h	a	t	g
a	h	b	j	d	a	a
r	e	x	m	y	r	m
e	h	w	n	f	t	b
d	l	h	p	c	g	d

*Circle any SEVEN words.*

DIRECTIONS →

j	r	e	a	d	y	p
w	m	r	d	u	c	k
s	s	h	r	u	g	z
n	x	t	h	e	r	e
s	c	a	r	e	d	k
q	e	x	i	s	t	v
k	i	t	t	e	n	f

*Circle any TEN words.*

DIRECTIONS → ↓

f	b	s	a	y	s	k
l	l	i	z	a	r	d
o	a	s	t	u	f	f
o	c	t	o	n	d	a
r	k	e	r	d	u	l
y	m	r	c	e	s	l
w	i	t	h	r	t	j

# The Dark Barn

THIS ACTIVITY SHEET IS BASED ON THE TEXT - IT IS DESIGNED TO BE USED SOON AFTER READING THE STORY

Fill each gap below. Use the word from the story.

SCANNING EXERCISE

- A Martin's dad has a farm with a big wooden  
----- on it.
- B "But it's too dark," ----- says.
- C "Are you ----- ?" says Marg.
- D Then she tells Martin she is ----- to go.

Questions may be read out to students.

STUDENTS MAY BE ASKED TO USE EXERCISE  
BOOKS TO WRITE FULL SENTENCE ANSWERS

1. When Marg wants Martin to play in the barn, what does Martin say?	
2. What helps them to see in the dark barn?	
3. What is the first animal they see in the barn?	
4. After he yells at the rat, what does Martin want to do?	
5. What smashes into little bits?	
6. What does Marg say made the cup fall? [three things]	
7. Then what does Martin say made the cup fall?	
8. Marg shudders. What is she scared of?	
9. When he is looking for a lizard, what does Martin find?	
10. What does Martin want to get for the kitten?	

# Creative page

RELAXATION with CONVERSATION, DRAWING and STORY-WRITING

## Subjects for discussion.

- What very old things do some people like?
- Where can a cat hide?
- What things can some people be afraid of?

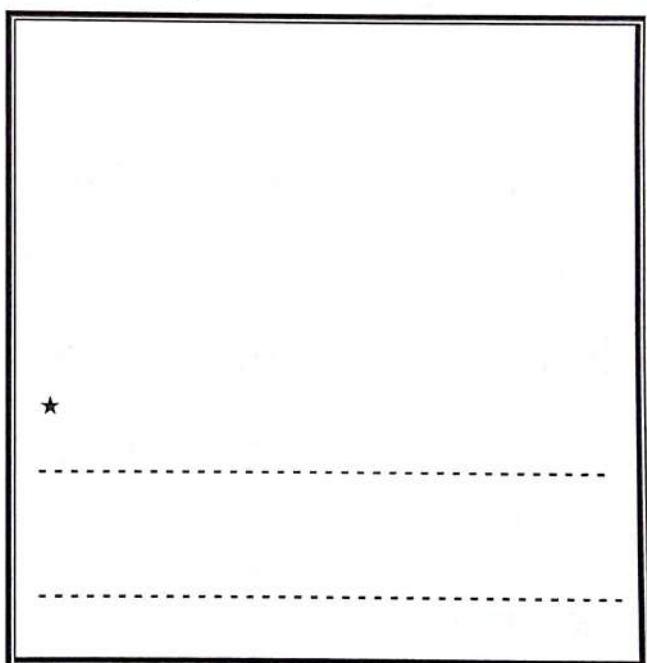
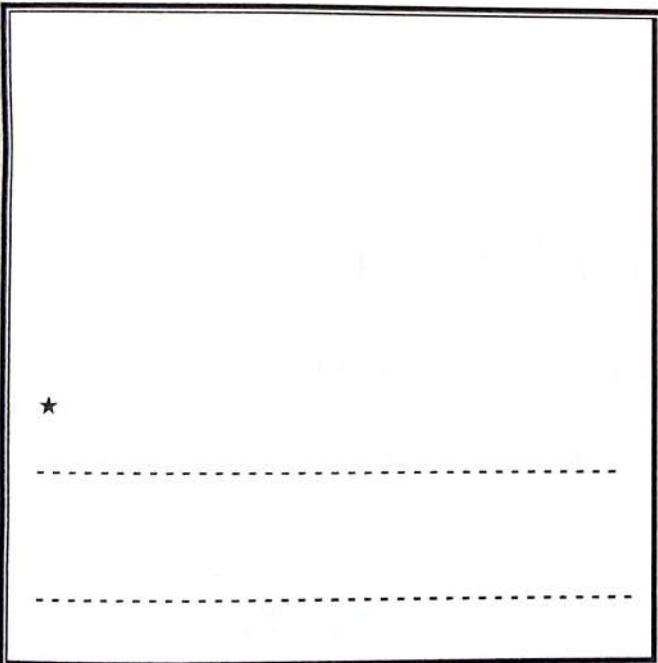
## Draw these things.

ACCURATE COPYING

**wooden barn  
at the farm**

**A cup smashes  
into bits.**

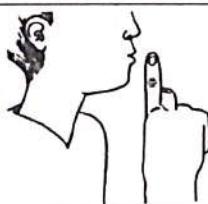
## Use these picture frames. Label each picture with the right words. Start at the star.



## Choose a title or a picture. Write about it in your own book.

TEACHER TO SUGGEST HOW MANY SENTENCES

*Looking for it  
Tom is wet  
The dark day*



# Revising ay as in day

*read these words:* day play clay away

Use these words to fill the gaps in these sentences.

The shy man kept \_\_\_\_\_ from the barking dog.

I never had a better \_\_\_\_\_ than yesterday.

Who wants to \_\_\_\_\_ with us in the park?

Ants are good at digging nests in the \_\_\_\_\_.

*read these words:* stay tray paying Today

Use these words to fill the gaps in these sentences.

Please bring her dinner on the \_\_\_\_\_.

Who is \_\_\_\_\_ for the tram trip?

My friend said she will \_\_\_\_\_ with me.

\_\_\_\_\_ is the second time I have come here.

*read these words:* delay spray runway Yesterday

Use these words to fill the gaps in these sentences.

We had to \_\_\_\_\_ the trees in the garden.

\_\_\_\_\_, I got a present from her.

There was a big \_\_\_\_\_ before the bus came.

The jet will land on the west \_\_\_\_\_.

## Special words - vocabulary

Use these words to fill the gaps in the story.

torch      there      stood  
visiting      present      house  
stay      looked      several      friend

### My Big Back Yard

I like to play with my ..... Ray. Yesterday, Ray got a torch from his dad. It was a ..... . His sister had told him that ..... was a big bat in my big back yard.

“Come to my ..... this evening,” I said to him. “You can ..... with us. And remember to bring your ..... .”

That evening, Ray and I went to look for the bat. We s..... under the big tree next to the shed. We ..... up, but it was very dark.

“Let us call Mum,” I said. After ..... seconds, there was a flapping of wings. We felt a bit scared. My mum loves bats. She wants the bat to go on ..... us.

Select the right words to answer questions about story 20X. Shade one bubble.

Why did Mr and Mrs Cray want lots of extra money?

- to get lots of books for Kesh
- to get a bigger house
- to get a better car
- to go on a holiday

Why does Mrs Cray spend a lot of time at her job?

- because she loves her job
- she wants to help the boss
- to get money to lend to Ms King
- to help to get the money for a bigger house

Why does Mrs Cray get sick?

- she crashes the car
- she never has much time to rest
- she drinks too much coffee
- she does not have good food

What do they do to keep Mrs Cray well?

- keep their little house so she does not have to spend a lot of time at her job
- get Ms King to help her in the house
- bring her a bottle of expensive shampoo
- get her a smaller car

# Punctuation revision

Rewrite these sentences. Put in the **capital letters**, the **full stops**, the **question marks** and the **apostrophes**.

its cold today im staying at the house hes playing in the garden is he happy in the cold

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will john and emma come to stay theyll bring their dog well spend the day at the pool ill be so pleased if youll come too

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who will play with me is mark ready im happy to play with mimi too theyll love to play ball theres a ball in the shed

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# Word search

These words are used in the first two puzzles:

house	time	now
holiday	here	stay

*Find and circle the SEVEN words (above) in both of these puzzles.*

DIRECTIONS ➡

c	s	p	l	a	s	h
j	n	h	o	u	s	e
g	t	i	m	e	b	f
p	l	h	e	r	e	g
h	o	l	i	d	a	y
r	m	d	q	n	o	w
h	d	s	t	a	y	k

DIRECTIONS ➡ ↓

c	s	g	h	e	q	e
m	p	h	o	u	s	e
n	l	i	n	l	j	f
o	a	t	i	m	e	h
w	s	h	d	b	l	e
x	h	m	a	v	h	r
s	t	a	y	d	m	e

*Circle any SEVEN words.*

DIRECTIONS ➡

y	p	z	s	w	i	m
h	u	s	b	a	n	d
n	m	r	e	l	a	x
b	d	r	i	n	k	j
k	t	a	h	a	v	e
h	r	i	v	e	r	x
g	p	i	c	n	i	c

*Circle any TEN words.*

DIRECTIONS ➡ ↓

p	m	u	f	f	i	n
l	o	r	e	l	a	x
a	n	i	b	g	w	f
n	e	v	e	r	a	o
w	y	e	s	d	y	o
h	e	r	e	w	j	d
s	u	m	m	e	r	z

## Comprehension of story 20X The Holiday

THIS ACTIVITY SHEET IS BASED ON THE TEXT – IT IS DESIGNED TO BE USED SOON AFTER READING THE STORY

Fill each gap below. Use the word from the story.

SCANNING EXERCISE

- Ⓐ But they want a bigger \_\_\_\_\_.
- Ⓑ “Let’s stay \_\_\_\_\_. Then we can relax.”
- Ⓒ “Let’s have a \_\_\_\_\_ at my sister’s house.”
- Ⓓ By the end, she is very well and is \_\_\_\_\_ a lot with Kesh.

STUDENTS MAY BE ASKED TO USE EXERCISE  
BOOKS TO WRITE FULL SENTENCE ANSWERS

Questions may be read out to students.

1. To get a bigger house, what do they need?	
2. How does Mrs Cray try to get more money?	
3. Why does Kesh’s mum not have much time to play?	
4. What is Kesh’s dad’s plan for a better life?	
5. On which day do they go to Fray’s river?	
6. At what part of the day do they get to Fray’s River.	
7. What do they do on the bank of the river?	
8. What do Kesh and her dad pack for the picnic lunch?	
9. As well as the family, who else comes to the picnic?	
10. Mrs Cray says, “It’s better to have time to relax and be together.” Who does she say it is better for?	

Subjects for discussion.

- What are some ways people can relax?
- What parts of the day are there besides dawn?
- Which foods could you take on a picnic?

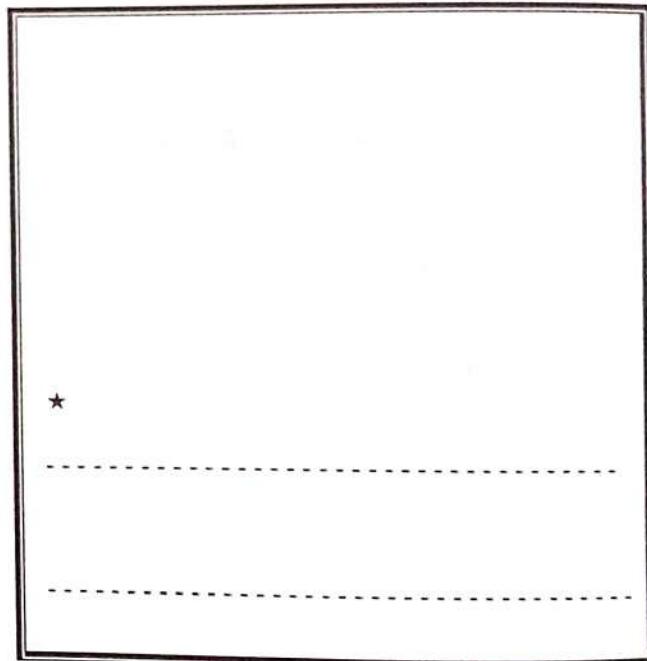
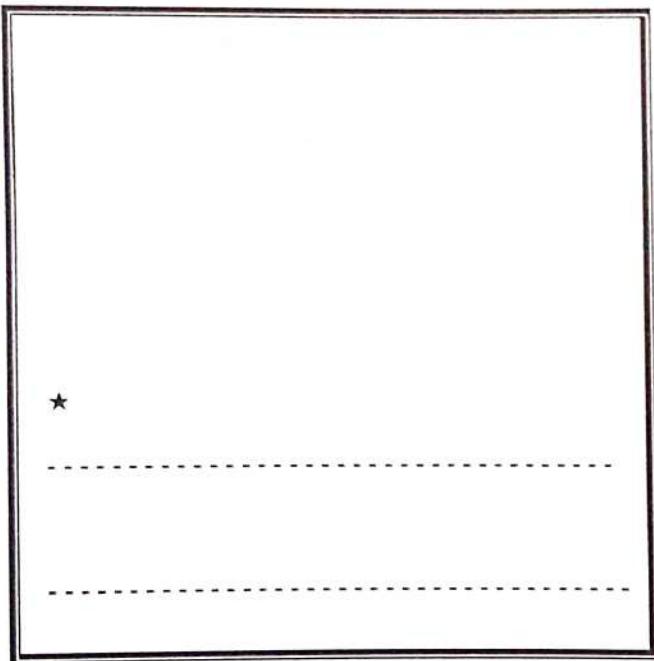
Draw these things.

ACCURATE COPYING

**Mrs Fray and  
her husband**

**swimming and  
playing together**

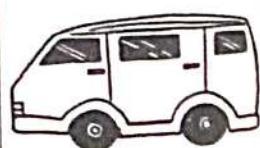
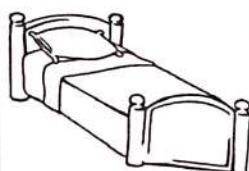
Use these picture frames. Label each picture with the right words. Start at the star.



Choose a title or a picture. Write about it in your own book.

TEACHER TO SUGGEST HOW MANY SENTENCES

*Lots of money  
My holiday  
The river animals*



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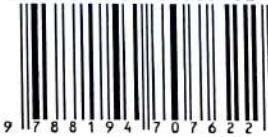
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