

# **Workshops: The heart of the MagiKats Programme**

Every student is assigned to a Stage, based on their academic year and assessed study level.

Stage 3 students are approximately 9 to 11 years old.

The sheets in this pack are a small sample of what is available! These are only samples of the student's worksheets - our teaching methods include discussion and hands-on activities.

Core skills sheets are also provided for independent completion by each student (usually at home).

Topics offered at this level include: vocabulary development and correct usage; presentation and construction of sentences; vocabulary devices; reading and writing comprehension of both fiction and non-fiction texts; rhymes; synopsis.



**MagiKats**  
**TUITION CENTRES**

**ENGLISH STAGE 3**



# Plurals



You need to use a plural if there's more than one of something. For most words you just add -s to the end of the word to make it plural.

cat → cats

**Spelling Rule:** If the word ends in these hissing sounds -s, -sh, -ch or -x, you have to add -es.

glass → glasses

witch → witches

fox → foxes

wish → wishes



Make these words into plurals by adding either -s or -es.

dog \_\_\_\_\_

dress \_\_\_\_\_

ditch \_\_\_\_\_

bush \_\_\_\_\_

compass \_\_\_\_\_

branch \_\_\_\_\_

box \_\_\_\_\_

helmet \_\_\_\_\_

**Spelling Rule:** If the word ends in -f or -fe, you nearly always have to change these letters to -ves.

loaf → loaves

wife → wives

Take off the **f** and add **ves**

Take off the **fe** and add **ves**

But there are some odd ones. For the words below you just add -s. Remember these!



roof → roofs

chief → chiefs

dwarf → dwarfs

belief → beliefs

proof → proofs





1) Rewrite the sentences but change the highlighted words into plurals  
- you might have to change some of the other words in the sentence as well.

a) Do you like my favourite **toy**?

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b) Can you see the **fairy** in the **garden**?

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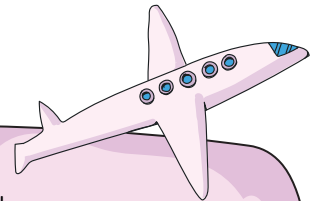
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c) The **dog** was hiding behind the **tree**.

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2) Circle all the plural words in this extract from a story.



Ingrid found two freshwater springs on the island.

She decided to build her hut by the spring nearest the shore.

She tied branches together with creepers for the frame of the hut. Then she collected

some enormous leaves from the forest floor, and used them to make

a roof and walls. At nightfall, Ingrid took the leftover sticks

and branches down to the beach and built three bonfires

in a triangle. She hoped that passing aeroplanes or ships would

see the bonfires and realise she was in trouble.





**Spelling Rule:** Words which already end in an **-s**, or a soft sound like **-ch** or **-sh**, need an **-es** to make them plural.

Jones  Joneses

1) Write out the correct plural forms of these nouns. Remember, you may have to change the ending.

curry	_____	lady	_____
match	_____	rush	_____
baby	_____	box	_____
dress	_____	flash	_____
dish	_____	loss	_____



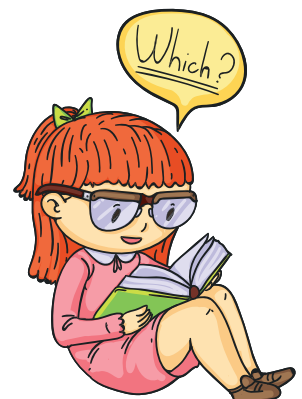
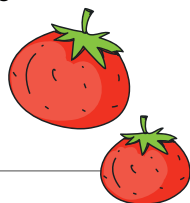
**Spelling Rule:** When you add **-s** to words ending in **-o** and **-f**, you sometimes need to put **-es**.

potato		potatoes	calf		calves
	but			but	
piano		pianos	belief		beliefs

2) Circle the correct plural form in each pair.



dominos / dominoes	echoes / echos
loafs / loaves	chiefs / chieves
mosquitoes / mosquitos	wifes / wives
tomatos / tomatoes	proofs / proves
heroes / heros	rodeos / rodeoes

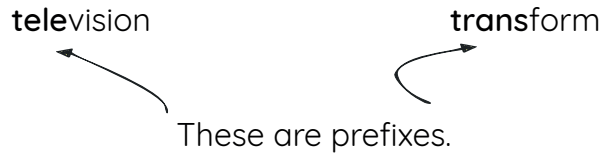




# Prefixes



**Prefixes** are groups of letters that go at the start of some words. They change the meaning of the word.

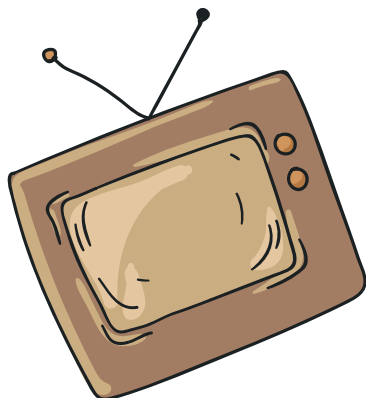
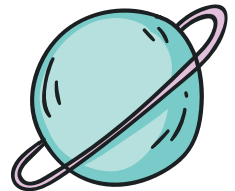


The prefix **tele-** means from a **long way away**.



Draw a line from these words to the right explanation.

- |  |  |
|--|--|
| television<br>telephone<br>telescope<br>telesales<br>telecommunication | selling things by using the telephone.<br>a machine that shows moving pictures on a screen.<br>communicating with people who are far away.<br>something you use for looking at objects which are far away.<br>something you use to speak to someone who is far away. |
|--|--|





The prefix **bi-** means two.

2

A bicycle has two wheels.



Fill in the gaps with the right word from the box.

bilingual  
 biathlon  
 bimonthly  
 biplane  
 binoculars  
 bicycle

There's one extra word that you don't have to use!

- a) The secretary spoke two languages - she was \_\_\_\_\_ .
- b) The old fighter pilot climbed into his \_\_\_\_\_ and waited to take off.
- c) "This magazine comes out every two months - it's \_\_\_\_\_ .
- d) The general used \_\_\_\_\_ to get a good view of the enemy in the distance.
- e) The cyclist got a puncture and had to get a different \_\_\_\_\_ before he could carry on.





# Suffixes



The opposite of the prefix is the suffix.

**Spelling Rule:** Verbs that end in a silent **-e** lose the **-e** before adding a suffix.

1) Fill in these word sums.

- a) vibrate + ion = \_\_\_\_\_
- b) translate + ion = \_\_\_\_\_
- c) create + ion = \_\_\_\_\_
- d) dedicate + ion = \_\_\_\_\_
- e) navigate + ion = \_\_\_\_\_

2) Use the words in the box to fill in the blanks. Look at the clues in each sentence to help you.

pessimist  
competitive  
repossession  
disproportionate

- a) A \_\_\_\_\_ person likes to play to win.
- b) A \_\_\_\_\_ is unhopeful.
- c) \_\_\_\_\_ is a fancy word for "taking something back from you".
- d) If something isn't in proportion it is \_\_\_\_\_.



3) Add suffixes from the box to complete these words.

- a) Joan uses an inhaler because she's asthma \_\_\_\_\_.
- b) My puppy, Poppy, is very play \_\_\_\_\_.
- c) Daniel's dad likes reading histor \_\_\_\_\_ novels.
- d) All cows do is stare dumb \_\_\_\_\_ at you and moo.
- e) The import \_\_\_\_\_ of live tortoises is illegal.
- f) Sue does everything method \_\_\_\_\_.

**Hint: This one needs two suffixes.**



ful  
ation  
tic  
ly  
ic  
al

**Hint: This one needs three suffixes!**

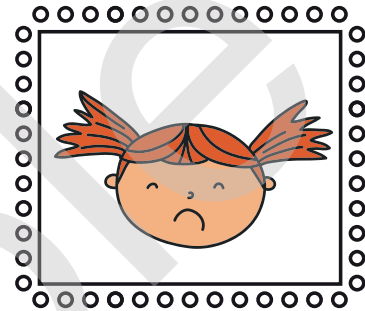
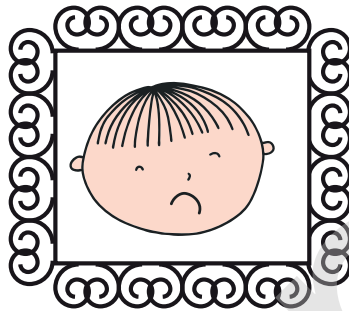
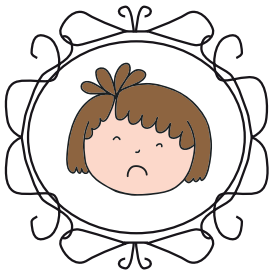


## Prefixes and Suffixes



Use the prefixes and suffixes in the box to fill in the gaps in this passage.

-tions    -al    -hood    -ship    -tion    -ian    re-    -ic    -ical



Class 4T went on an education \_\_\_\_\_ visit to the town museum. They had been studying life in Victor \_\_\_\_\_ times in their History lessons and they had written a short project called "A Victorian Child \_\_\_\_\_". The museum has a lot of informa \_\_\_\_\_ corded and collected by local people. Class 4T found out that Victor \_\_\_\_\_ children lived in very different condi \_\_\_\_\_ from children today. The soci \_\_\_\_\_ and econom \_\_\_\_\_ differences between rich and poor were much greater then. Poor children often worked in mines and factories, sometimes in diabol \_\_\_\_\_ condi \_\_\_\_\_.





# Root Words



What goes in the middle of all of these prefixes and suffixes? A root word - of course!

mis + place → misplace



1) Choose the right words from the box to finish the sentences.

a) Paul mis \_\_\_\_\_ the road sign.



b) Nancy has made a big mis \_\_\_\_\_ .

c) Doreen thinks you should never mis \_\_\_\_\_ animals.

d) James mis \_\_\_\_\_ the distance across the stream.

e) Steven hates people who mis \_\_\_\_\_ the word "plesiosaurus".

The prefix **co-** means **together**.

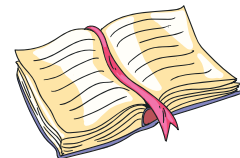
2) Match the **co-** words to their meanings, using these definitions to help you.

incident → when something happens

operate → work

author → write a book

exist → live



coincide

live side by side

co-author

work together

coexist

write a book with someone else

cooperate

when two things happen at once



There are lots of useful words that start with the prefix **ex-**.

1) Circle the word in each pair which fits the sentence best.

Lenny and Julie went to see the dinosaur exhibition / exercise.

The exhibition expected / explained how the dinosaurs became expensive / extinct. After looking at all the exhibits / excuses Lenny and Julie were expelled / exhausted, but they thought the dinosaurs were excellent / experienced.

Adding these prefixes to words makes them mean the **opposite**.

**anti-** + freeze → antifreeze

**non-** + stick → non-stick

When you add non- this dash usually stays in the word.

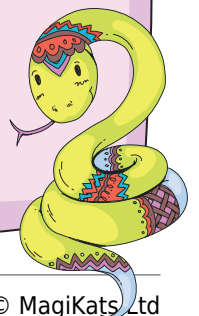
2) Add **anti-** or **non-** to the incomplete words to finish the story.

“I’m not going to make it,” gasped Trevor, looking down in horror at the bite left by the snake. “\_\_\_\_\_ sense,” said Brenda, “Doctor Little has an \_\_\_\_\_ dote. We’ve just got to get you back to the camp.”

But she knew they were in trouble. Trevor was a \_\_\_\_\_ -swimmer and the river was flowing too fast. “Let’s go. Leave that bag, it’s \_\_\_\_\_ -essential,” she ordered.

Trevor tried to stand, but the pain in his leg was \_\_\_\_\_ -stop.

The \_\_\_\_\_ biotics were wearing off. He felt dizzy and the world seemed to be spinning \_\_\_\_\_ clockwise around his head.





# Metaphors



What are metaphors and why do you want to know all about them?

A metaphor is a way of describing something so that you say it **is** or **has the qualities** of something that can not literally apply.

The first reason for understanding this is to be able to make your own writing more interesting.

The second reason is to understand the way that writers work and the effects that they have.

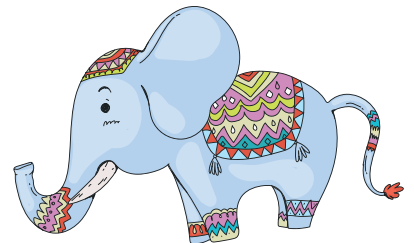
What does the word "literal" mean? Write out the definition here.

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If you talk about a relative as a **fussy old hen** you are using a metaphor - though not a very original one. If you are told not to **thunder** down the stairs, the person telling you off is using another familiar example of metaphoric language.

1) Many clichéd examples of metaphors use animals and colours. What do these expressions mean if you are describing a person?



- a) a bit of a giraffe \_\_\_\_\_
- b) an elephant \_\_\_\_\_
- c) turning green \_\_\_\_\_
- d) turning purple \_\_\_\_\_

What does the word "cliché" mean? Write out the definition here.

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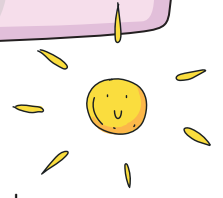
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- 2) Of course, when you are writing, it is your job to try to drop metaphors into your writing in a more imaginative way. Read the following passage carefully:



The clearing in the wood was a wild pool of sunlight, as the sun scrambled through the trees. The birds sang cheerfully and it felt like Spring at last. As I looked around me, I could see fragile snowdrops demanding my attention as they clung on to life and primroses, dressed brightly in yellow, declaring their claim to the season's throne. To eat my picnic here would be to be in paradise.



Now try to underline five metaphors in what you have just read.

- 3) In thinking about metaphors, you probably need to be reminded of two other terms that are closely related.

**Personification** is a kind of metaphor in which an animal or object is given human characteristics - the desk complained as the pile of books were hurled on top of the layers of clutter there.

**Simile** is close to a metaphor but you say the object being described is "like" another rather than that "is" the other object - the cluttered desk was like a waiting avalanche.

Now try to write your own description. Choose either a busy shopping centre or a sunny garden and try to include at least four metaphors or similes.

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When you have finished, underline your metaphors or similes and, in the spaces below, indicate the kind of effect you expect them to have on the reader:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

4) Read the poem on the next page.

William Wordsworth famously describes the daffodils in his poem as “dancing in the breeze”. What might this expression suggest, literally and creatively?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



5) These poems were written by people imagining themselves as an object or place.

I am an ant, following the track  
Of all the others.  
My mind is made up for me by those more powerful than I.  
My job is fixed for life.

I am a nettle.  
I wave gently in the wind, but my stem is strong.  
My colour is delicate, but my roots are deep.  
My leaf dress is soft and furry, perhaps harmless.  
Look, but don't touch.

I am a shiny car,  
My skin is hot red metal.  
I am fast and powerful with a raging engine under the bonnet.  
I am swift and noisy, gone before you can blink,  
Leaving a dustcloud.

I am a lion.  
I roar and growl and purr at times.  
I may seem to be asleep, but one eye is always open.  
My claws are long, but hidden in soft folded paws.



I am Las Vegas  
Noisy and flashy,  
Never asleep, never dark.  
My artificial lights twinkle and flicker.

a) What characteristics and personalities do you think are being described in each of these poems?

b) Write a metaphorical poem to describe yourself.



## Reading Fiction: Inference



Read chapter 7 from Alice's Adventures in Wonderland by Lewis Carroll.



### Task One

Re-read Sheet 2.

What can we say about Alice from the clues on this page? Highlight parts of the passage that help you and then write out your answer.



### Task Two

Re-read Sheet 3.

Describe the watch. Highlight (different colour!) parts of the passage that help you and then write out your answer.



### Task Three

Now re-read the whole chapter.

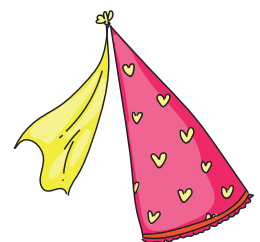
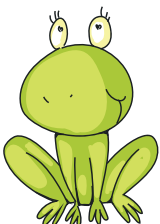
Several things happen during this chapter. On a separate piece of paper, use either a flow chart or bullet points to list these events.



### Task Four

Using your list of events, describe the chapter.

Read the passage right through again for fun!





# Rhyme



I expect you know all about rhyme already, so this sheet is a chance to take another look at something familiar.

**Cat** and **bat** rhyme. **Cat** and **dog** do not.

What can you notice about the words that rhyme? The initial letters are different, the rest are not. In other words, it is how the word ends that matters.

Rhyme can draw attention to something.  
Rhyme can help you remember something.  
Rhyme can make connections between words -  
and the ideas they suggest.

When are you likely to need to think about rhyme?

\* When you are talking about a poem - about the way that the poem is written to have the effect that it does.

\* When you are writing your own poem.

\* When you are doing some writing that uses language tricks. A piece of description is one possibility, though that is more likely to use metaphors etc. than rhyme. An advertising leaflet, where the slogan could be very effective if it rhymed, is a more likely example.

1) Sort these words into groups of words that rhyme:

door; box; endless; floor; clocks; socks; more; chair; locks; friendless;  
fox; pair; hare; care; sore; dare; soar; stair; stare; hair; wear

fox box			
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2) How many words can you think of to rhyme with each of the following?  
Remember that the spelling does not have to match for words to rhyme:

Book

\_\_\_\_\_



Catch

\_\_\_\_\_

Now

\_\_\_\_\_

Bough

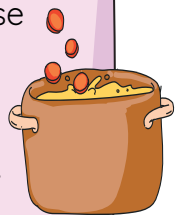
\_\_\_\_\_

Flow

\_\_\_\_\_

3) Read this story. You need to fill in the missing word.  
Each time, it rhymes with a word that comes just before it:

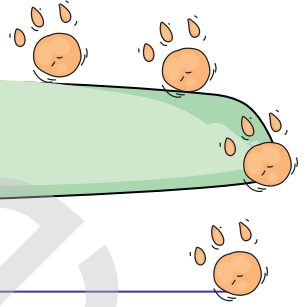
There were three children playing in the **park**. Then it started to get \_\_\_\_\_,  
so the children had to go back to where their mothers were sitting. They did not want  
to go home but it was **time** and they had a big hill to \_\_\_\_\_, before  
they were home. It was lucky that they reached the **door** when they did because  
their feet were \_\_\_\_\_. They went indoors and had their **tea**.  
As they ate, they looked out of the window and saw the \_\_\_\_\_.  
One day, they hoped to climb the tree and be **high** up. They might not  
manage it, but they really wanted to \_\_\_\_\_.





4) Finish these couplets. You should write a line that has the same number of sounds – syllables – as the one you have been given, and finishes with a word that rhymes with the last word of the first line. Here is an example:

The dog was always keen to bark,  
Even when it was very dark.



I think it's fun to read a book

A train set was my favourite toy

It isn't kind to chase the cat

It's really fun to climb up trees

The washing up is such a chore

(Hard word help: A chore is a boring or dreary job that must be done.)

5) Now, how about writing your own poem? It is certainly true that there are lots of good poems that **do not** rhyme, but this is a set of work about rhyme, so let's write a rhyming poem.

If you are ready to go with an idea then that is fine, but if not, take a description as your starting point. It might be something lovely like a garden or a sunset, or it might be something horrible, frightening or ugly.

Divide your writing up into groups of 4 lines. In each group either Lines 1 and 3 or Lines 2 and 4 should rhyme. Try to put the same number of syllables in each line.

Write your poem on separate paper as it is hard to know how much space to leave for your poem. Here is the start of one poem:

The trees blow gently in the breeze,  
And leaves tumble down to the ground.  
The Autumn sight is there to see  
But we never hear any sound.

If you were very stuck, you could continue this poem, but I'm sure you've got some better ideas.



- 6) Finally, we want an advertising slogan from you. This is something that will really stick in people's minds so that they remember the name of the product from when they see the product to the time when they go to the shops. Of course, it doesn't have to rhyme, but that is what we are looking at here.

An example would be:

The one to buy is Bolton's cheese  
It's healthy for the children's teas.  
It's low in fat and full of taste  
And so there's never any waste.

Think up your own slogan that is either 2 or 4 lines long and then present it as part of a poster to sell the product. Again, you would be better doing this on separate paper.

Don't forget that pictures are often used as part of adverts - what images will work for your slogan? They will usually show the meaning of the slogan.

Remember, while you are inventing the slogan, why you are using rhyme here - to help the memory - in this case so that people remember the name of the product.

