

# Words ending ous

See also pages 28 and 29.

## Remember

In many words, **ous** follows the normal rules for adding a vowel suffix.  
nerve → nervous industry → industrious

But sometimes unexpected changes are required. vigour → vigorous

## Try it

1 Use the normal rules to add **ous** to these words. Write the new words.

- a) victory \_\_\_\_\_ d) marvel \_\_\_\_\_ g) mischief \_\_\_\_\_  
b) rebel \_\_\_\_\_ e) fury \_\_\_\_\_ h) adventure \_\_\_\_\_  
c) ridicule \_\_\_\_\_ f) vary \_\_\_\_\_ i) continue \_\_\_\_\_

2 Complete this table. Write in the root word and the change in spelling.

Root word	Adjective with ous	How the root changes
	wondrous	
	miraculous	
	humorous	
	outrageous	

3 The letter **e** is used to join **ous** to these words. Complete the words.

hid \_\_\_\_\_ court \_\_\_\_\_ pit \_\_\_\_\_ beaut \_\_\_\_\_ gas \_\_\_\_\_ gorg \_\_\_\_\_

## Read-cover-write

Read this sentence and remember it. Then cover it and write it underneath.

The courageous villagers had a miraculous escape from the disastrous event.

Check your spellings with the answers on page 45. Test yourself, or get a friend to test you.

I can spell all the words on this page.  I can add ous to many words.

# Words ending **able** and **ible**

See also pages 28 and 29.

## Remember

In most words, adding **able** follows the normal rules for adding a vowel suffix. dispose → **disposable**

But words ending soft **c** or soft **g** retain the **e** to keep the soft sound. replace → **replaceable**

## Try it

1 Add **able** to these words to make an adjective. Write the adjective.

- |                      |                   |                   |
|----------------------|-------------------|-------------------|
| a) argue _____       | g) excite _____   | m) imagine _____  |
| b) rely _____        | h) vary _____     | n) deny _____     |
| c) notice _____      | i) change _____   | o) unmanage _____ |
| d) interchange _____ | j) untrace _____  | p) recharge _____ |
| e) unstop _____      | k) forget _____   | q) regret _____   |
| f) achieve _____     | l) pleasure _____ | r) honour _____   |

2 The missing words all end with **ible**. Use the clues to complete the words.

- |   |   |
|---|---|
| a) 10 is d _____ by 2<br>(can be divided) | e) fully c _____ (folds away)             |
| b) fl _____ material (bendy)              | f) a c _____ car<br>(with fold-down roof) |
| c) ir _____ behaviour (reckless)          | g) ir _____ (cannot be resisted)          |
| d) easily ac _____ (easy to get to)       | h) a pl _____ story (sounds likely)       |

## Read-cover-write

Read this sentence and remember it. Then cover it and write it underneath.

Are rechargeable batteries more reliable than disposable ones?

Check your spellings with the answers on page 46. Test yourself, or get a friend to test you.

I can spell all the words on this page.  I can spell words ending in **able** and **ible**.

# Parenthesis: brackets

## Remember

Sometimes extra detail is added into a sentence. This may be something interesting but not essential to the sentence's meaning. You use two brackets to clearly separate the extra information (or parenthesis) from the main sentence.

Jesse Owens (an American athlete) won four gold medals at the 1936 Olympics.



## Try it

- 1 Underline the extra information (**parenthesis**) that has been added in each sentence. Then insert the missing **brackets**.

Mrs Bahra our neighbour is always watching us from her window.

For breakfast, there was scrambled egg which I hate or porridge.

The tower built in 1853 will soon be open to the public again.

The giant panda which lives in China is extremely rare.

Charles Dickens 1812–1870 was a famous and popular writer.

We spoke to Mr Cooper the school's head teacher about the building work.



- 2 Rewrite each sentence using **brackets** to add a **parenthesis** where shown by the arrow.

Grandma's dogs ↓ travel everywhere with her.

Jack ↓ was the first to complete the puzzle.

This book ↓ is my favourite story of all time.

## Sentence practice

Write two sentences about a member of your family. Use **brackets** to add a **parenthesis** to each sentence.

## Parenthesis: commas and dashes

### Remember

You can use two commas or two dashes instead of brackets to show a **parenthesis** in a sentence. As with brackets, the dashes or commas clearly separate the extra information from the main sentence.

Jamie's mother, who was a great cook, had been baking all day. The cakes – all ten of them – had vanished!



### Try it

- 1 Rewrite each sentence using **dashes** or **commas** to separate the extra information (the **parenthesis**) from the main sentence.

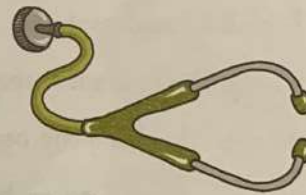
The Moon although it appears to be silver actually has no light.

\_\_\_\_\_

Jamila's father who is a doctor told us about his work at the hospital.

\_\_\_\_\_

\_\_\_\_\_



The water was cold really freezing so we quickly jumped out again.

\_\_\_\_\_

They threw everything bills, letters and notes into the bin.

\_\_\_\_\_

- 2 Add a **parenthesis** into the sentence. Use **commas** or **dashes** to punctuate it.

The city \_\_\_\_\_ was an exciting place to be.

Mars \_\_\_\_\_ is smaller than Earth.

Gavin \_\_\_\_\_ won the competition.

The casket \_\_\_\_\_ is now on display in the museum.

### Sentence practice

Write a sentence about a messy ice cream, including a **parenthesis**. Use **commas** or **dashes** to punctuate it.

\_\_\_\_\_

\_\_\_\_\_

# Commas within sentences

## Remember

**Commas** have a number of uses but they are always used within a sentence. They are used to show breaks between different parts of a sentence (for example, in lists, with **question tags**, in **direct speech**, in **parentheses** and after **fronted adverbials**). They can separate words, phrases or clauses.

"Dad, is that you?" I called into the darkness.  
Then, out of the silence, I heard another creak. Someone, or something, was out there. Clutching the duvet, I huddled in bed.

## Try it

- 1 Insert **commas** in the correct place(s) in each sentence.

"Come here," she said, "and tell me again."

The sense of touch means I can feel if things are hot cold soft hard smooth or rough.

Carbohydrates such as starch and sugar give us energy.

Without warning the huge bird swooped down and grabbed him.

Wherever she went that day the cat seemed to follow her.

Have you been snowboarding before Emma?



- 2 Explain why a **comma** is used in each sentence.

I've told you this story before, haven't I?

---

When the sun is high in the sky, there is nothing better than a picnic by the river.

---

Poor Chris, who is allergic to cats, began to sneeze.

---

## Sentence practice

Write two sentences about someone going into a mysterious house. Use one or more **commas** in each sentence.

---



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# Commas to avoid ambiguity

## Remember

Commas are important – sometimes they can change the meaning of a sentence.

Keep tackling Joe.

Keep tackling, Joe.

Commas make the meaning of a sentence clear and prevent any ambiguity or misunderstanding. Think what this sentence would mean without the comma!



The things I like best are cooking, my dog and music.

## Try it

- 1 Explain how the **commas** change the meaning in each pair of sentences.

No tickets are available.

No, tickets are available.

---



---

Lola was a pretty smart girl.

Lola was a pretty, smart girl.

---



---

- 2 Rewrite each sentence using a **comma** to clarify the meaning.

After he ate the lion was full.

---

I'm starving. Let's eat Mum.

---

Above a seagull squawked loudly.

---

To Callum James seemed bold.

---

Are we going to paint Miss Jones?

---

I like collecting sports and

---

watching films.

---

## Sentence practice

Write two versions of a sentence to show how a **comma** can change the meaning.

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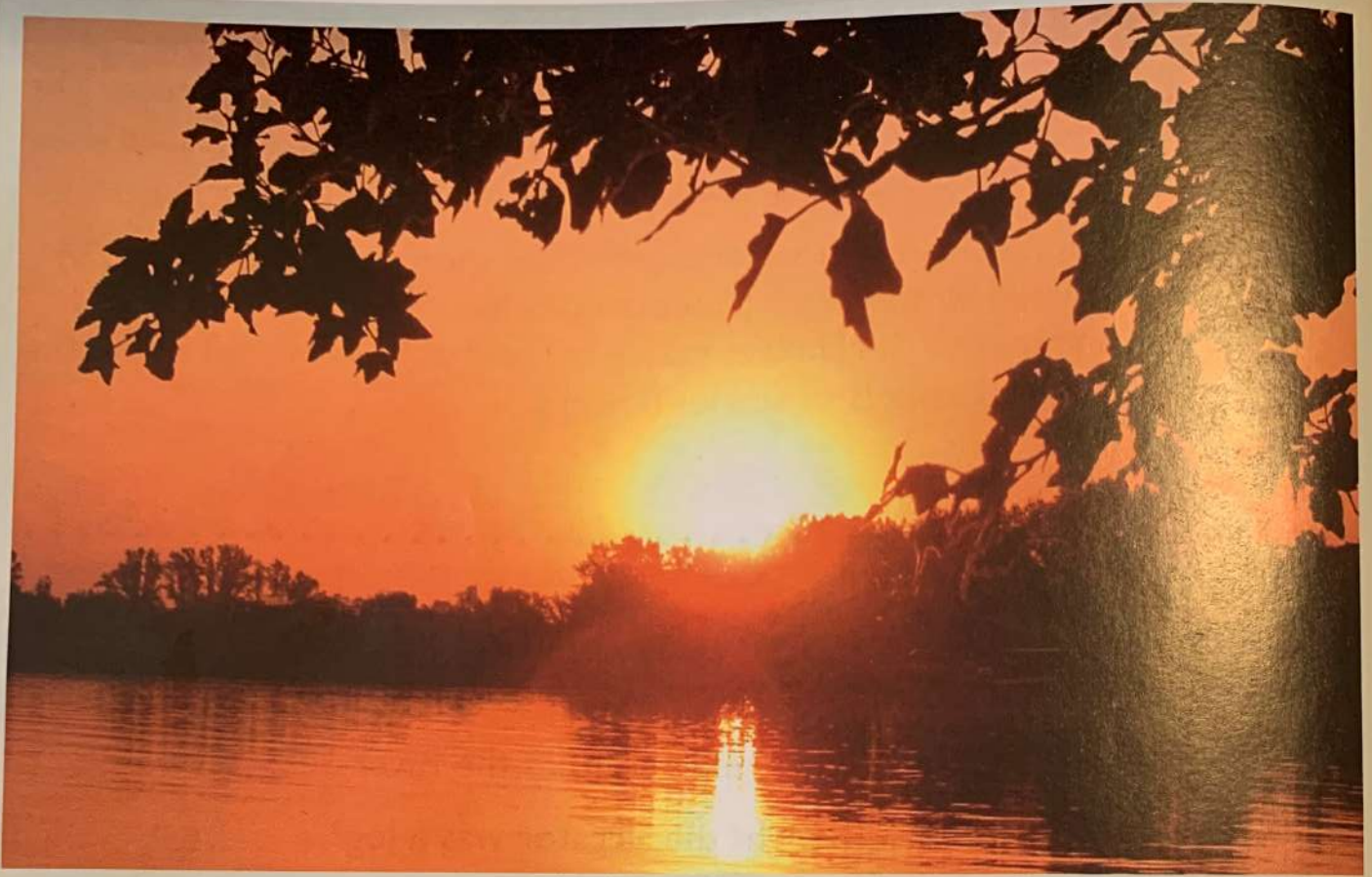


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your answer by referring to words and phrases in the passage

### Dawn on board

*Sunday 28<sup>th</sup> March.* It is five a.m. I rise to the start of the ship's main engine. Feel grotty and puffy: right side of face looks like a boxer's, a swelling on the cheekbone, due to overexposure to a really burning sun when I was sitting reading on the deck yesterday. I put my T-shirt on and



5 go down to the prow. Under my bare feet the iron deck is greasy with oil  
and the remains of smoked fish. It is cool, the river is dead flat, like glass  
or mother-of-pearl. Not the slightest shimmer on the surface. The sky  
is perfectly reflected in the water: a pale wash with a beautiful white and  
purple cloud formation upriver, faint bands of ultramarine and pink; to the  
10 north, over the forest, a cloudless sky with a single puff of purple. Where  
the sky meets the river in the distance a few low-flying islands float in  
a liquid haze. And there is the faintest breeze! Sometimes on the river,  
as now, or at sunset, the air blows so lightly, so gently, so voluptuously  
soft, that you imagine you could be breathing in deliciousness itself. This  
15 enchantment lasts only a moment. The sun appears ahead, just above the  
horizon, just behind a thin band of cloud. It is a clearly distinct, pale-red  
ball. As it moves higher, and you can watch it rise every second, it emerges  
from each belt of cloud brighter and whiter until it bursts out white-hot  
with a scorching halo illuminating our track upriver like moonlight. A  
20 wind comes up and ripples the whole river surface. Then the heat of the  
day begins.

*(From The Congo by Michael Wood in River Journeys by the BBC, London)*



They passed plantations of rubber trees and Indian villages with the houses built on stilts to stop them being flooded when the river rose. The Indian children came out onto the landing stage and waved and called out, and Maia waved back and didn't stop till they were out of sight.

- 20 Sometimes the boat went close enough to the shore for them to pass by old houses owned by the sugar planters or coffee exporters; they could see the verandas with the families taking tea, and dogs stretched out in the shade, and hanging baskets of scarlet flowers.

(From *Journey to the River Sea* by Eva Ibbotson)

## Exercise 10.1

Answer these questions using full sentences.

1. Why do you think the river is referred to as the River Sea?
2. Why do you think Maia thought the alligator was a log?
3. Why were the houses built on stilts?
4. List all the animals mentioned in the passage.
5. Do you think the Indian children were pleased to see Maia? Support your answer with evidence from the passage.
6. List the different colours mentioned in the passage.
7. Write short definitions for the following words. You may use a dictionary.  
(a) *litter* (line 5); (b) *lumbered* (line 6); (c) *verandas* (line 22).
8. Do you think Maia enjoyed her trip along the River Sea? Try to support your answer by referring to words and phrases in the passage.

### Dawn on board

Sunday 28<sup>th</sup> March. It is five a.m. I rise to the start of the ship's main  
side of face looks like a boxer's, a

## Chapter 10

### Down the Amazon

The journey down the Amazon was one that Maia never forgot. In places the river was so wide that she understood why it was called the River Sea and they sailed between distant lines of trees. But sometimes they made their way between islands and then, on the sandbanks, they saw some of the creatures that Maia had read about. Once a litter of capybaras lumbered after their mother and they were close enough to see their funny snouts and sandy fur. Once they passed a tree whose roots had been killed by the rise of the water, and its bare branches were full of scarlet and blue parakeets which flew up, screeching, when the boat came past. And once Maia saw a grey log lying in the shallows which suddenly came to life.

‘Oh look,’ she said, ‘A croc – I mean an alligator. My first one!’ and a man standing close by nodded, and said he was glad that she knew there were no crocodiles in this part of the world. ‘You’d be surprised how many people never learn.’



They passed plantations of rubber trees and Indian villages with the houses built on stilts to stop them being flooded when the river rose. The Indian children came out onto the landing stage and waved and called out, and Maia waved back and didn't stop till they were out of sight.

- 20 Sometimes the boat went close enough to the shore for them to pass by old houses owned by the sugar planters or coffee exporters; they could see the verandas with the families taking tea, and dogs stretched out in the shade, and hanging baskets of scarlet flowers.

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## UNIT 20 Excalibur

### Think ahead

*'Out of the lake came a shining sword, a hand holding it, and an arm in a white silk sleeve.' What do you think Excalibur could be? What special properties could it have?*

'What is this place?' I asked.

'This lake separates life from death, Arthur. Beyond the mists is the Island of Avalon. Those who live there are not living, neither are they dead. They live in a half-life. They are people not of this world, yet they can come into this world. They have earthly powers and unearthly powers, powers for good and evil. Yet the lake is just a lake like any other.'

'Where is this Excalibur?' I asked yet again. 'And what is it anyway? Can't you tell me?'

'Oh, be still with your questions, Arthur,' said Merlin. Suddenly he leaned forward and pointed. 'Look.'

I looked, but could see nothing at first. But then as I looked I saw the surface of the lake shiver and break. And, to my amazement, up out of the lake came a shining sword, a hand holding it, and an arm in a white silk sleeve.

'There,' Merlin whispered. 'You have your answer. That is Excalibur. It comes from that half-world of Avalon, the blade forged by elf-kind, the scabbard woven by the Lady Nemue herself, the Lady of the Lake, and my lady too.' And as he spoke his voice faltered. 'See, here she comes.'

And out of the mists came a figure in flowing green, walking across the water. Yet the water seemed undisturbed beneath her feet as is she was walking on air. She came towards us, holding a scabbard in both her hands, and a sword belt dangling from it. From the way she looked at Merlin and from the way he was looking at her, I could see there was an old love between them, a love still strong. There was a secret smile in her eyes and it was all for him. But when she spoke, she spoke to me.

'My Lord Arthur, I have made this for you. It is woven from

the gold of Avalon. Keep it always with you. Always, you hear me?’

‘But the sword,’ I said, ‘How do I get the sword? Do I have to swim for it?’

‘You will not need to,’ she said, and she smiled gently. As she spoke, I saw a boat lying in amongst the reeds. Where it had come from, and how it came to be there I do not know.

‘Get in,’ she said.

I did not hesitate. The moment I stepped down into the boat, it moved, gliding with scarcely a sound through the dark waters out towards the arm in the middle of the lake. As we came nearer, the boat slowed and paused, only just long enough for me to reach out and take the sword by the blade. The arm withdrew into the lake. I watched until the last finger vanished.



I sat down in the bottom of the boat and examined the sword on my lap. The hilt was encrusted with jewels and gold, and fitted my grasp like no other I had ever held. The blade was broader than any I had seen before, yet it felt as light as a feather, as if it were part of my arm and not a sword at all.

The boat reached the shore and I looked up. Merlin was waiting for me, the scabbard in his hand. The Lady of the Lake was nowhere to be seen. I slid the sword into the scabbard and Merlin buckled the sword belt around my waist. He stood back to look at me. ‘So, now you have Excalibur. Which do you prefer, Arthur, the sword or the scabbard?’

the gold of Avalon. Keep it always with you. Always, you hear me?’

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'The sword, of course,' I said, drawing it out for the first time. 'A scabbard without a sword is useless.'

'Not this one,' said Merlin. 'I tell you Arthur, if you do as Lady Nemue said, if you have the scabbard round your waist, then you will never loose a single drop of blood. Excalibur may bring you victory and glory and honour, it may scythe down your enemies like so much ripe corn; but the scabbard will always keep you safe. Never be parted from it, Arthur, never. She made it specially for you as a favour to me. The woman is the love of my life. One day,' he went on, musing, 'one day, I shall go to her, but not yet.' When he turned to me, his eyes were filled with tears. 'I must be with her. She is always in my head. I think you understand what I mean, don't you, Arthur?'

I understood, only too well. 'How much longer will you stay with me, Merlin?' I asked.

'A little while yet,' he said. 'A little while. And besides, I will never leave you quite alone, you know that. You will always have Bercelet.' And Bercelet came up beside me and shook himself again, showering me from head to toe.

'Oh, a comfort,' I laughed. 'A great comfort!'

And so we came home with Excalibur to Camelot.

From *Arthur, High King of Britain* by Michael Morpurgo



### *Thinking back*

**Choose the best ending for each sentence.**

- 1 Arthur and Merlin were standing by  
a) a river b) a lake c) the sea
- 2 Out of the lake came a hand holding  
a) a sword b) a dagger c) a lance
- 3 Out of the mists came  
a) Lady Nemur b) Lady Nemoy c) Lady Nemue
- 4 Merlin and Lady Nemue were  
a) old enemies b) old friends c) old lovers

- 5 Lying amongst the reeds was  
a) a canoe b) a boat c) a raft
- 6 The sword's hilt was encrusted with  
a) sapphires b) rubies c) jewels and gold
- 7 When Arthur reached the shore again Lady Nemue  
a) had vanished b) said 'goodbye' c) was sitting down
- 8 Merlin told Arthur that the scabbard would always  
a) shine b) keep him safe c) make him invisible



### *Thinking about it*

- 1 What sort of people live on Avalon?
- 2 In what sense was the lake 'magical'?
- 3 Was Merlin young, middle-aged or old? How can you tell?
- 4 How did Arthur react when he first saw Excalibur?
- 5 Why do you think Merlin's voice faltered when he talked about the Lady of the Lake?
- 6 Why was there a 'secret smile' in Lady Nemue's eyes?
- 7 What do you think a scabbard is?
- 8 What special qualities and powers did the sword have?
- 9 Arthur asked Merlin how long he would stay with him. Where do you think Merlin intended to go when he left Arthur?
- 10 Who, or what, do you think Bercelet is? Why?



### *Thinking it through*

- 1 a) Who is telling the story? b) What is he?  
(The book title is a clue!)
- 2 When do you think the story takes place – in the past, in the present, in the future? Give your reasons.
- 3 There are many legends about King Arthur. What is a legend?
- 4 What do you think Camelot was? Describe how you think it might have looked.



# Homophones

## Remember

Some words that sound the same have different meanings and spellings.  
**rain** – subject: weather    **rein** – subject: horses    **reign** – subject: royalty

## Try it

1 Write in the correct spelling of the homophone for the subject given in brackets.

- |                                |                                     |
|--------------------------------|-------------------------------------|
| a) sell – _____ (human body)   | h) peer – _____ (seaside)           |
| b) prophet – _____ (business)  | i) freeze – _____ (art)             |
| c) earn – _____ (container)    | j) pray – _____ (wild animals)      |
| d) led – _____ (metals)        | k) alter – _____ (church)           |
| e) key – _____ (seaside)       | l) root – _____ (maps)              |
| f) vane – _____ (human body)   | m) symbol – _____ (instrument)      |
| g) need – _____ (making bread) | n) isle – _____ (gap between seats) |

2 Complete these phrases by writing in pairs of homophones.

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| a) TV s _____; breakfast _____     | e) tomato s _____; water s _____      |
| b) first dr _____; icy dr _____    | f) fa _____ decided; a summer f _____ |
| c) w _____ paper bin; w _____ line | g) c _____ a cold; tennis c _____     |
| d) early m _____ sun; in m _____   | h) Be my g _____. You g _____ it!     |

## Read–cover–write

Read this sentence and remember it. Then cover it and write it underneath.

The symbols on the map showed the route to the quay.

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Check your spellings with the answers on page 44. Test yourself, or get a friend to test you.

I can spell all the words on this page.  I can choose the correct spelling of homophones.

# Silent letters

## Remember

Some letters can have silent consonants attached to them.

wrong sign succumb thistle rhyme knight autumn

Top tip

Say the silent letter or use a memory trick, for example: island – **is** land.

## Try it

1 All these words have a silent consonant. Read the clue and write the word.

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| a) l_____ (an arm or leg)        | f) _____ d (squeeze and press dough) |
| b) _____ st (truthful)           | g) s_____ (odour, perfume)           |
| c) t_____ (burial place)         | h) s_____ (a plan)                   |
| d) pl_____ (one who fixes leaks) | i) re_____ (proof of payment)        |
| e) h_____ c_____ (made by bees)  | j) hu_____ (push and jostle)         |

2 Complete these words using the pairs of letters in the pink box.

rh gn wr mn bt



- |               |              |              |              |
|---------------|--------------|--------------|--------------|
| a) dou____    | f) ____eath  | k) conde____ | p) ____ubarb |
| b) ____ythm   | g) rei____   | l) ____ino   | q) de____    |
| c) ____etched | h) ____ombus | m) colu____  | r) ____ench  |
| d) campai____ | i) ____ing   | n) su____le  | s) hy____    |
| e) desi____   | j) forei____ | o) resi____  | t) sole____  |

## Read-cover-write

Read this sentence and remember it. Then cover it and write it underneath.

The plumber wrung his hands in doubt before picking up the wrench.

Check your spellings with the answers on page 43. Test yourself, or get a friend to test you.

I can spell all the words on this page.  I can spell words with silent letters.

## Words with soft g

### Remember

A 'j' sound is often spelt **g** before the letters **e, i** and **y**.

digest strange giant imagine gym

### Try it

1 These words all start with a soft **g**. Read the clue and write the word.

- |                              |   |
|------------------------------|---|
| a) g _____ (huge)            | f) g _____ (not mean)                   |
| b) g _____ (a mastermind)    | g) g _____ (magical person in a bottle) |
| c) g _____ (real, not fake)  | h) g _____ (bugs, bacteria)             |
| d) g _____ (softly, lightly) | i) g _____ (make a signal)              |
| e) g _____ (acrobat)         | j) g _____ (turn, spin)                 |

2 These words should all have a 'j' sound spelt **g** in the middle. Write the word correctly.

- |                    |                    |                    |
|--------------------|--------------------|--------------------|
| a) rijid _____     | g) orijin _____    | m) trajic _____    |
| b) emerjency _____ | h) lejend _____    | n) sujestion _____ |
| c) dunjeon _____   | i) enjineer _____  | o) ajent _____     |
| d) gadjet _____    | j) dijit _____     | p) exajerate _____ |
| e) ajile _____     | k) judjement _____ | q) lojic _____     |
| f) apolojy _____   | l) privileje _____ | r) gorjeous _____  |

### Read-cover-write

Read this sentence and remember it. Then cover it and write it underneath.

In general, a genuine agile gymnast will land gently.

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Check your spellings with the answers on page 43. Test yourself, or get a friend to test you.

I can spell all the words on this page.  I can spell words with a soft 'g' sound.

## Prefixes in, im, ir and il

### Remember

Double letters occur when these prefixes are added to words starting m, r or l. **im**-mortal **ir**-resistible **il**-legal **il**-luminate

But not if the root word begins with a different letter. **in**convenience

### Try it

- 1 Add the correct prefix (**in**, **im**, **ir** or **il**) to these root words. Write the new word.

- |                   |                   |                   |
|-------------------|-------------------|-------------------|
| a) literate _____ | g) logical _____  | m) partial _____  |
| b) capable _____  | h) credible _____ | n) definite _____ |
| c) rational _____ | i) relevant _____ | o) moral _____    |
| d) complete _____ | j) mature _____   | p) sincere _____  |
| e) mobile _____   | k) edible _____   | q) precise _____  |
| f) passable _____ | l) movable _____  | r) human _____    |

- 2 Replace the words shown in **bold** with negatives. Use the prefixes **in**, **im**, **ir** and **il**.

- a) The writing is **legible** \_\_\_\_\_ and **possible** \_\_\_\_\_ to read.
- b) He is **patient** \_\_\_\_\_, **polite** \_\_\_\_\_ and **responsible** \_\_\_\_\_.
- c) The chart is **accurate** \_\_\_\_\_ and the result **probable** \_\_\_\_\_.
- d) I know about **regular** \_\_\_\_\_ shapes and **proper** \_\_\_\_\_ fractions.

### Read-cover-write

Read this sentence and remember it. Then cover it and write it underneath.  
Once you become invisible the change will be irreversible.

Check your spellings with the answers on page 43. Test yourself, or get a friend to test you.  
I can spell all the words on this page.  I can spell words with in, im, ir and il prefixes.