

Workshops: The heart of the MagiKats Programme

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

Stage 2 students are approximately 8 to 10 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: word development; major grammar rules & their applications; different types of punctuation & their uses; vocabulary devices; dialogue; biography; discussion & persuasive writing; reading & writing comprehension of both fiction & non-fiction texts.



English Stage 2



Apostrophes and Commas

Apostrophe Rule 1: Use an apostrophe to show where you've left letters out.

Leave out the "a"...

I am

↓ ...and put an
apostrophe instead.

↙
I'm

Leave out these 4 letters...

She would

↓ ...and add an
apostrophe.

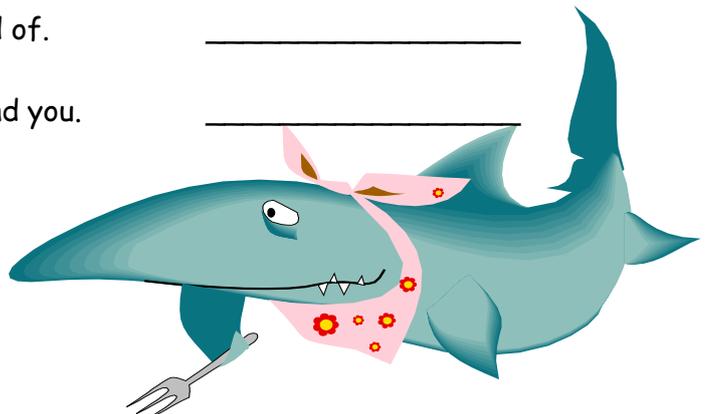
↙
She'd

Use an apostrophe to make these phrases shorter.

- | | |
|-------------------|-------------------|
| 1) we are _____ | 2) they are _____ |
| 3) she is _____ | 4) Sue is _____ |
| 5) I will _____ | 6) we had _____ |
| 7) you have _____ | 8) Jim will _____ |

Shorten each of these sentences by writing the short versions of the words in **bold**. You don't have to write the whole sentence - just write the words you change.

- 9) Whatever you do, **do not** turn around. _____
- 10) **You have** nothing to worry about. _____
- 11) There **is not** anything to be afraid of. _____
- 12) **There is** definitely no shark behind you. _____



Student: _____

Date: _____

English Stage 2: Apostrophes and Commas

Sheet 2



Write the long versions of these words. Sometimes you need to add more than one letter.

- | | |
|-----------------|-------------------|
| 1) you're _____ | 2) we've _____ |
| 3) I'm _____ | 4) didn't _____ |
| 5) isn't _____ | 6) wouldn't _____ |

Put the apostrophes in these sentences. You'll need to add 2 apostrophes to the last sentence.

- 7) Whos knocking at the door?
- 8) Theres someone here to speak to you.
- 9) I dont want to speak to him.
- 10) I dont think hell take no for an answer.



Careful: sometimes an apostrophe can mean more than one thing.

She'd gone to the shops.

She'd = **She had**

She'd like to go to the shops.

She'd = **She would**

Look at the rest of the sentence to decide which words are used.

Write what the words in **bold** in these sentences mean.

- 11) **Tommy's** seeing the film this afternoon. _____
- 12) **Tommy's** seen the film before. _____
- 13) **I'd** just finished cooking when disaster struck. _____
- 14) **I'd** rather finish this before we go out. _____

Student: _____

Date: _____

English Stage 2: Apostrophes and Commas

Sheet 3



Commas Rule 1: A comma is used to mark clauses within sentences.

What is a clause? Look up the definition in a dictionary and write it here:

Can you write your own version of the definition?

Let's look at this sentence:

She went on holiday, but the dog had to stay at home.

You can split this sentence into two clauses, with one word left over.

Sentence 1: _____

Sentence 2: _____

Left over word: _____ (what do you think should go here?)

When you have a sentence like this, it is called a **compound sentence**.

A compound sentence:

- 🐱 is usually made up of two or more clauses
- 🐱 usually links the clauses together using a **conjunction**
- 🐱 has a **comma** which separates the two clauses

I called the conjunction in the last sentence the "left over word" - but conjunction is its proper name!

This all sounds very complicated, but it is easy really.

Draw arrows to join the parts of the sentence to their correct name.

Clause 1

Conjunction

She went on holiday, but the dog had to stay at home.

Comma

Clause 2

Student: _____

Date: _____

English Stage 2: Apostrophes and Commas

Sheet 4



Now you know about compound sentences, can you add commas into the correct place in the sentences below?

- 1) He had set his alarm early but he still missed the bus.
- 2) We both love chocolate ice cream although Lisa was very sick.
- 3) She ran as fast as she could then collapsed in a heap.
- 4) I had a cup of coffee although I didn't have any milk.
- 5) I enjoyed walking to school until it rained.
- 6) My dad loves opera so I bought him a CD.
- 7) Is air lighter than feathers or is it heavier?
- 8) Bob went to the shops and Sue went to the office
- 9) We can go to a party or we can go to the cinema.
- 10) Our adventure was over so we all returned home.
- 11) The problem was difficult but he finally found the answer.
- 12) My mum went to buy groceries and on her way home she got petrol.



Prefixes

Prefixes are groups of letters at the **start** of some words.

wrap

unwrap

This is a prefix.

If you add a prefix to a word, it changes the **meaning** of the word.

un-, dis-, im-, de-, re- and pre- are all prefixes.

Draw a circle around the prefixes in these words.

unhappy

impossible

disagree

recycle

return

uncooked

preview

decrease

debug

prehistoric

Some prefixes will make words mean the **opposite**. Choose the right prefix to add to each word to make it mean the opposite.

OPPOSITES: un- dis- im-

possible _____

agree _____

pleasant _____

dress _____

appear _____

honest _____

happy _____

do _____

kind _____

wrap _____

afraid _____

married _____

Student: _____

Date: _____

English Stage 2: Prefixes and Suffixes

Sheet 6



The prefix **re-** before a word often means **again**, such as with the word **repeat**.

REPEAT: re-

Fill in the missing words below.

to pay again

to appear again

to do something again

to launch again

The prefix **pre-** often means **before**.

BEFORE: pre-

Fill in the missing words or definitions below.



to view something before others

to pay in advance

pre-wash

pre-cook

the time before recorded history

Spelling Rule: Note that most of these words use a hyphen.

Choose the best prefix to complete each of these words.

tie

to undo a knot

usual

strange, not usual

true

not correct or true

polite

rude, not polite

arrange

to arrange something again

heated

heated in advance



Student: _____

Date: _____

English Stage 2: Prefixes and Suffixes

Sheet 7



Most long words are made up of **root words** with **prefixes** and/or **suffixes** added on to them.

What do you think **suffix** means? _____

microscope

telescope

periscope

The root word here is **scope** with the prefixes **micro-**, **tele-** and **peri-**.

Spelling Rule: Splitting words up into root words, prefixes and suffixes can really help you **spell** them correctly.

Match up each word on the left to the correct root word on the right.

historical

transportation

singularity

hyphenated

interdisciplinary

antidisestablishmentarianism

single

hyphen

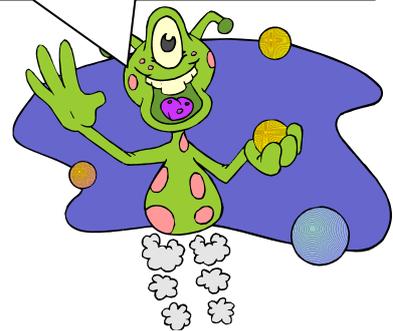
history

establish

transport

discipline

BEAM ME UP, SCOTTY!



What do you think this might mean? Look at the picture for a clue.

Spelling Rule: Notice how the root word often changes when added to a prefix or suffix?

Underline the root word in each of these longer words.

misconception

infamous

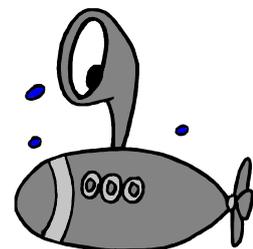
tricycle

transcribe

aquatic

microbacterium

submarine





Singulars and Plurals

A word about one thing is called a **singular**.

A word about more than one thing is called a **plural**. It ends in **-s**.



dogs



costumes

Make these words plural.

house _____

lamp _____

card _____

drum _____

Spelling Rule: To make a word plural, add **-s**.

However, not all words ending in **-s** are plural - so watch out!

Put a ring around all the words which are about more than one thing.

twig

branch

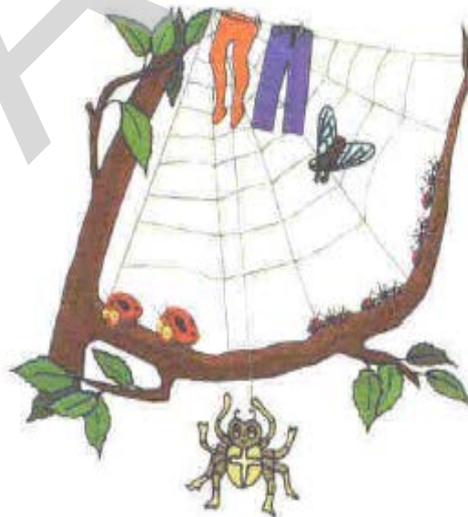
ladybirds

spots

trousers

spider

eyes



wings

fly

tights

web

ants

legs

leaf

Student: _____

Date: _____

English Stage 2: Singular and Plural

Sheet 9



Read the sentences and then choose the best word to fill the gaps.

Moira and I went to the _____ last week. (cinema/cinemas)

The film was about a _____ in Wales. (school/schools)

In the film the children build a _____. (spaceship/spaceships)

Only one _____ thinks the spaceship will work. (teacher/teachers)

Three _____ fly the space ship to Mars, then back to Earth. (girl/girls)

They bring back a friendly _____ to prove they went. (alien/aliens)

What are these?



Student: _____

Date: _____

English Stage 2: Singular and Plural

Sheet 10



Spelling Rule: Words ending in **x, sh, ch** or **s** sound wrong if you just add **-s**.
You need **-es** to make them plural.

classes

matches

foxes

Spelling Rule: Most words ending with a consonant and then **-o** need **-es** for the plural,
but there will always be exceptions!

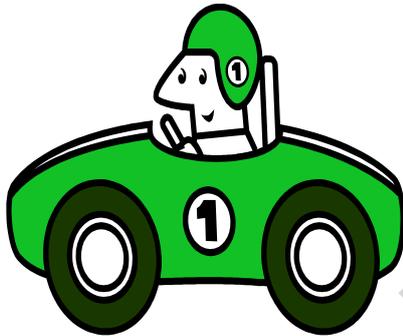
tomatoes

volcanoes

echoes

heroes

Make these words plural.



peach _____

piano _____

table _____

dish _____

car _____

wheel _____

dress _____

box _____

switch _____

potato _____

Spelling Rule: With words ending in **-y**, check which letter comes before the **y**.
If it's a **consonant**, change the **y** to **ie** before adding **s**.

memory → memories

Vowels are **a, e, i, o, and u**.
Consonants are all the other letters.

Put a tick or a cross to show whether the plurals are right or wrong.
If they are wrong, write them out properly at the bottom of the page.

jelly - jellies

boy - boys

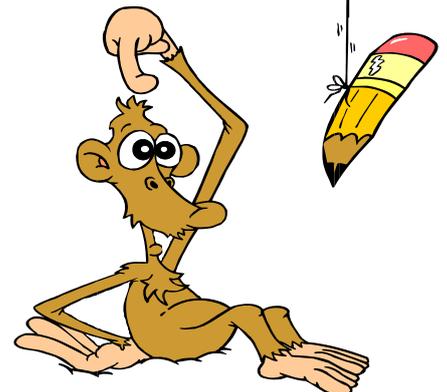
fly - flies

chimney - chimneies

puppy - puppys

baby - babys

valley - valleys





Similes and Figurative Language

How many times have you heard an expression like these?

He's as blind as a bat!



She's as slow as a snail!



It's hot as an oven in here!



These are called **similes**, and compare two things that are alike in some way and contain the word 'like' or 'as'. They can contain either:

- 🐿 an **adjective** - as **slow** as a snail, as **soft** as a fluffy pillow
- 🐿 or a **verb** - he **ran** like the wind, she can **swim** like a fish.

Think of the word **similar** and it may help you to remember what **similes** are.

Some of these similes are often used in speech, and you may not really have noticed them before. Find the word missing from these common similes:

As dead as a

As flat as a

As sharp as a

As green as

As dark as

As cold as

Word options:

grass pancake dodo
night knife ice

When you are writing, you may want to use a simile to describe a character or add detail to something happening in your story. You can even create your own similes. There are two in the following sentence - underline them both.

As they turned the last corner of the track she was feeling as weak as a kitten, and her legs felt like lead, but she managed to find the strength to hang on to first place.



Student: _____

Date: _____

English Stage 2: Figurative Language

Sheet 12



Try making your own similes.

The comparison can be one word or many, for example:

As lonely as a new child in a strange playground

As bright as _____ As angry as _____

As wide as _____ As thin as _____

As hot as _____ As noisy as _____

As tired as _____ As itchy as _____

As frightened as _____ As dirty as _____

Complete the simile to fit the sentence.

1) Mark was so tired his eyes felt like

2) As we came creeping over the hill we saw the tunnel entrance looming before us like

3) His big day had come at last! He was so excited he felt like

4) As the spaceship landed it made a sound like

Student: _____

Date: _____

English Stage 2: Figurative Language

Sheet 13



Think about these scenes.

<p>A circus</p> 	<p>A court room</p> 
<p>What sort of scene would this be?</p>	
<p>What words could you use to describe what you could see here?</p>	
<p>What words could you use to describe the atmosphere?</p>	
<p>What words could you use to describe how people in this scene might feel?</p>	

Well done! You have started learning how to write FIGURATIVE LANGUAGE - that is language that helps people picture scenes you are trying to describe.



Adjectives

Adjectives are describing words. You use them to describe nouns. They say what the noun is like.

These words are adjectives.

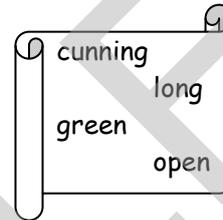
A **fat** cat.

A **beautiful** day.

A **kind, old** lady.

- 1) Adjectives make sentences more interesting. Make these sentences match the pictures by adding the right adjectives from the list.

- a) The thief climbed in through the window.



- b) The beetle had six legs and wore a hat and a bow tie.

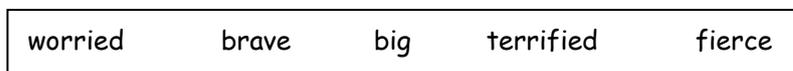


- c) The man wore a suit and was walking a frog.



- 2) Here's part of a story with all the adjectives left out. Fill in the gaps with the right adjectives from the box.

The tiger was _____ and looked very _____. Sam was _____ and ran away screaming. Emily decided to be _____, even though she was _____. She went up to it and said, "Good Kitty!"



Student: _____

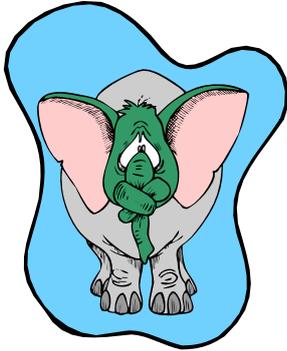
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English Stage 2: Figurative Language

Sheet 16



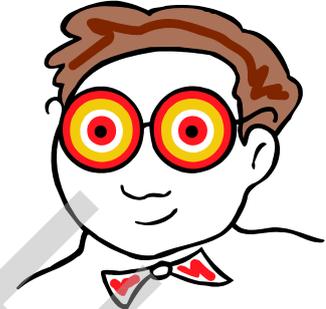
Adjectives can be sorted into different types, like shapes or colours.



A green face.



A blue foot.



Red eyes.

1) You can also sort adjectives into sizes and moods. Put the adjectives below into the right lists.

big	round	yellow	orange	happy	tiny
sad	large	square	bored	blue	triangular

Shapes	Moods	Colours	Sizes

2) Finish these sentences with the adjectives that fit best.

- a) Roger has a _____ baseball bat.
- b) Karen is a _____ and _____ girl.
- c) My pet snake has _____, _____ skin.
- d) Rugby is played with an _____ ball, on a _____ pitch

new	friendly	oval	scaly
smart	wooden	rectangular	rough

Student: _____

Date: _____

English Stage 2: Figurative Language

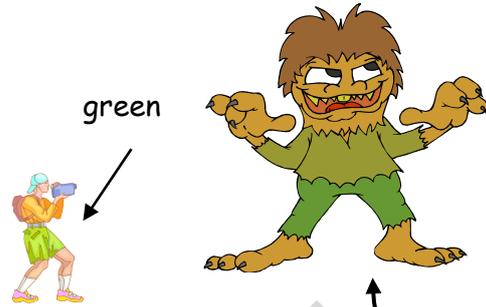
Sheet 17



Look closely!

Luke was wearing green shorts.

This tells you **more** about Luke's shorts.



The monster was huge and scary.

This tells you the **size** of the monster and how it makes you **feel**.

huge
scary

COMPARATIVES SAY WHAT'S BIGGER, BETTER OR WORSE

Comparatives are for comparing two things.

comparative
↓
Olivia is taller than Dan.

You add on "-er" to short adjectives.



comparative
Olivia is less cheerful than Dan.

You use "more" or "less" with longer adjectives.

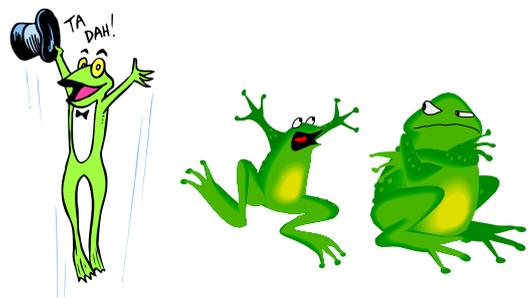


SUPERLATIVES SAY WHAT'S BIGGEST, BEST OR WORST

Superlatives are for comparing lots of things and saying which is the most, least, best or worst out of all of them.

Bert was the fattest frog in the pond.

You add on "-est" to short adjectives. Remember, you sometimes have to double the last letter or take off an "e".



Extract 1

Pip was cold, wet and hungry. He was not old enough to know that he should have been frightened too. He huddled close to his two brothers, trying to take warmth from them. Suddenly his world started to move and he felt as though he was flying through the air. The sensation was short lived as the sack came to an abrupt, crashing halt on the hard ground.

The three of them just lay still.

Read the extract very carefully.

Answer the questions on lined paper.

- 1) What are you told about Pip?
- 2) What can you guess about him?
- 3) Explain why you think each guess is correct.
- 4) What do you think happens next?

Extract 2

“More rubbish thrown over the fence. I wonder what’s in it.”

Pip heard a woman’s voice and then found himself tipped out into the light. He and his brothers landed in a heap in the mud. He was too weak to move.

“Oh look at these! Puppies! Poor little things.”

Pip was grateful to be picked up gently and laid alongside his brothers on something soft and warm.

- 1) How many of your guesses were right?
- 2) How can you be sure if you were right or wrong?
- 3) Plan the rest of the story from what you now know.
- 4) If you have time, write the story out in full.

Extra activity.

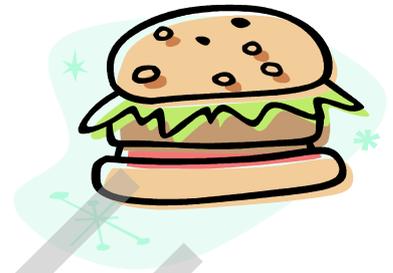
Can you draw a picture of what you think Pip looks like?

Write the story that is outlined in the two extracts, as if you were Pip.



Persuasive Writing

In newspapers and magazines, on the TV and the radio we are always being **persuaded**; to try certain products, to buy new things and to eat (or not eat!) particular foods. At home, you may try a little **persuasion** to get mum to buy something, or at school, to get your friends to play the game you want - so everyone should have already practised this!



Task One

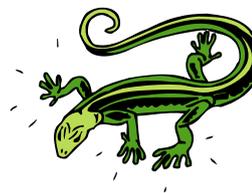
Read the book "What Pet Should You Get?"

What do you think "Pro" means? _____

What do you think "Con" means? _____

For each type of pet, pick out the most persuasive statement for both the "Pro" and the "Con" point of view.

Type of Pet	Pro	Con
Dogs		
Lizards		
Fish		
Parrots		



Student: _____

Date: _____

English Stage 2: Persuasive Writing

Sheet 21



Task Two

Imagine you wanted to have a sleepover on a school night. What three reasons might your parents use to stop this?

1	
2	
3	

What arguments would **you** use in reply to theirs?

1	
2	
3	



Do you think you would win the argument?

You see how easy it is to be persuasive!

Student: _____

Date: _____

English Stage 2: Persuasive Writing

Sheet 22



Task Three

Persuasive language is used a lot in advertising. Think about some of the advertisements you have seen on the television. Write down some of the ways used to persuade you to buy the products.

Item for Sale	Persuasion

Which of these items would you most like to buy? _____

Write down as many different reasons as you can think of about why you would like to buy this item.
