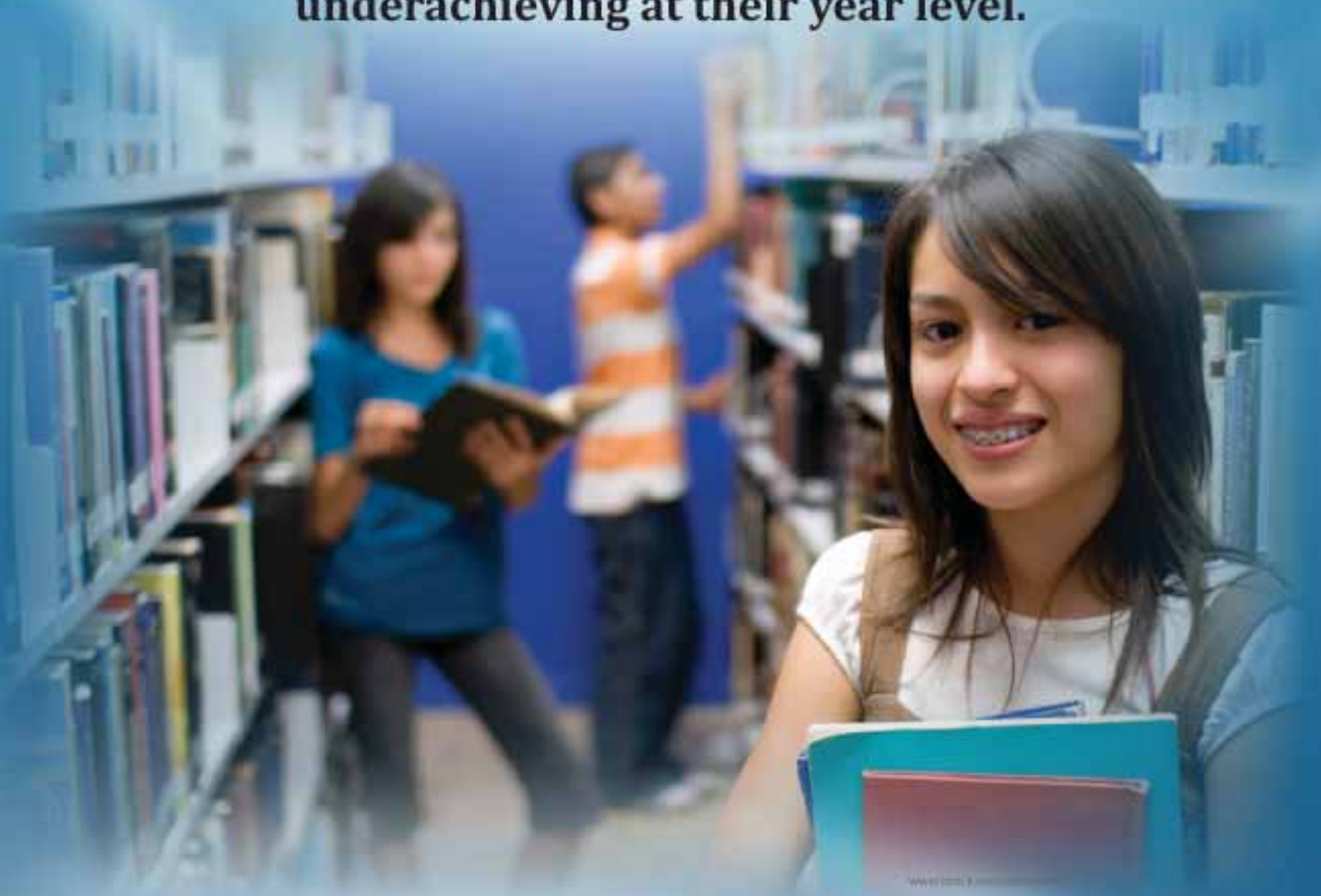


Striving To Improve



Writing Book 2

**For students aged 11 - 15 years who are
underachieving at their year level.**



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Teachers' Notes

Writing Book 2 is part of the *Striving To Improve* series which is targeted at children aged between 11 and 15 years who are struggling to meet the expected requirements specified by the Australian Curriculum for their age group.

The children who you teach may be struggling with their school work because they have been diagnosed with learning difficulties such as ADHD or dyslexia. They may be struggling because of social factors which have resulted in them missing a lot of school. Whatever the reason, this book will help students begin to write more clearly, accurately and confidently.

Activities in this book link to the Australian Curriculum for Years 5 and 6, so children feel that what is being asked of them is actually achievable. To make the tasks more manageable, they have been broken down into small parts which gives each student the opportunity to process one idea at a time. Time limits have been either abandoned or made flexible for students.

With this book you can prevent those students who have been left behind from regressing any further, and help them to feel that they too can be successful at school.

SAMPLE

* ie Or ei? 1



The vowels *ie* and *ei* can have the long *e* sound as in *bee*.
When a word has a long *e* sound the rule is:

***i* before *e* except after *c*.**

Examples: belief, niece, shield. The exception is seize.

These words also show the rule because they include the letter *c*: receive, deceive, receipt.

*** TASK A** Add *ie* or *ei* to make words. Write out each word on the line provided.

f__ld _____ rec__pt _____ br__f _____

bel__ve _____ c__ling _____ rec__ve _____

Write two of the words above in questions.

Question: _____

Question: _____

*** TASK B** Write the meanings of three words that are spelt with *ei*.

Word: _____ Meaning: _____

Word: _____ Meaning: _____

Word: _____ Meaning: _____

*** TASK C** Define each *ie* or *ei* word. Follow the example below.

Example: deceive **ei** To be dishonest or trick someone.

piece: _____

niece: _____

achieve: _____

receipt: _____

grief: _____

receiver: _____

* Special Homonyms

practice/practise

licence/license

affect/effect



These three pairs of homonyms cause difficulty for many people. Taking the time to learn the difference between each pair will help you to improve your spelling.

*** TASK A** Firstly, use your dictionary to help you to complete the definitions below.

- A.** Practi__e is something that you do to improve your skills, whilst a practi__e is a habit that you might have. (Remember that practise is a verb, and practice is a noun.)
- B.** A licen__e is something that you are given which allows you to do a certain thing, whilst to licen__e is to give permission. (License is a verb and licence is a noun.)
- C.** To __ffect means to influence something, whilst an __ffect is the result of something or to effect means to bring about.

*** TASK B** Now, practise using the special homonyms to complete the sentences below. You may need to add a suffix (such as *ing*) to make the words fit.

1. practice/practise

- i) It is good to the violin every day.
- ii) She improved her tennis by often.
- iii) Dr Brown's is in Smith Street.
- iv) He makes a of getting up early.

2. licence/license

- i) Do you have your driver's yet?
- ii) The ranger was asked to the dog.
- iii) The teacher gave them to choose their own topics.
- iv) She works for the traffic division.

3. affect/effect

- i) Her sickness is her results in dancing.
- ii) Your attendance will your final grade.
- iii) My attendance had a good on my final grade.
- iv) Your argument really isn't my decision.

* Apostrophes – Possession 2

The *apostrophe* (') is used to show that something belongs to someone or something.

- When the owner of something is singular (i.e: there is one owner) the apostrophe comes before the s ('s). Example: The cat's biscuits.
- If there is more than one owner, the apostrophe comes after the s (s'). Example: Those cats' biscuits.

* TASK A Add 's or s' to each noun below.

Example: The dog's collar.

That boys bag is open.

All the teachers desks were wooden.

That clowns shoes are huge.

The books covers were dusty.

The teachers voice had disappeared.

The big stadiums seats were uncomfortable.

Use two of the words above that include an apostrophe in questions below.

Question: _____

Question: _____

When a word is already plural, but does not end in s, (such as men, children and women), it is an exception. Even though these words are plural, the apostrophe comes before the s ('s).

* TASK B Add apostrophes to the following exceptions.

The mens changing room.

The womens bicycles.

The childrens cubby house.

When a word ends in s, but is singular, add an apostrophe after the s (s').

You do not need to add another s. Example: James' book.

* TASK C Write three sentences. Each sentence should use one of the following names ending in s: Fergus, Doris and Charles. Use apostrophes correctly in each sentence.

Sentence: _____

Sentence: _____

Sentence: _____

* Contractions 2



You have learned that when an apostrophe (') takes the place of a letter that has been omitted it is called a contraction.

Examples: I am = I'm she will = she'll

* TASK A Turn the words into contractions.

he is: _____ she is: _____ you are: _____

here is: _____ how is: _____ when is: _____

Include three of the contractions that you have created above in sentences.

Sentence: _____

Sentence: _____

Sentence: _____

* TASK B Write each contraction as two words.

don't: _____ esn't: _____ didn't: _____

isn't: _____ haven't: _____ mustn't: _____

couldn't: _____ there'll: _____ you've: _____

* TASK C Underline the words in each sentence below that can be written as a contraction.

Write the contraction at the end of each sentence.

Write a different sentence using the same contraction underneath.

Underline the contraction.

a. The student did not wait for her friend. _____

b. He could not swim three lengths of the pool. _____

c. They are all going to the pictures. _____

d. Small children should not swim in cold water. _____

* Past, Present Or Future? 1

Every sentence that you write must have a verb because it is the verb that actually tells the reader what is being done. Sentences that talk about more than one idea will have more than one verb. Example: He ran down the road and bought a newspaper.

★ Add A Verb

* TASK A Use the verbs listed to complete the passage.
(You won't need to use all of the verbs in the list.)

sped, ran, giggled, caught, swam, run, fell, bowled, sprinted, swung, called, lifted

The fast bowler _____ quickly towards the wicket. As he _____ the ball the batsman _____ his bat. Just as the ball reached him the batsman _____ mightily at it. With a 'crack', the ball _____ away over the grass and the batsmen started to _____. "Quickly!" the wicket-keeper _____ as the fielder _____ after the ball.

When you are writing a story it is important that you don't mix up the tenses of the verbs. The word *tense* in this case means *the time* of the action – the verb may be in the *past*, the *present* or the *future* tense.

Examples: Past: Mum **helped** me with my homework.
Present: Mum **is helping** me with my homework.
Future: Mum **will help** me with my homework.

You can see that we can add other words to verbs to help show the correct tense, such as *will*.

★ Changing Tense

* TASK B In the passage below the writer has become confused with tenses. On a separate piece of paper rewrite the passage putting the verbs in bold into the past tense.

As he walked through the field he **will come** upon a dark hole in the ground. He **places** his back pack on the grass and **will climb** into the pit. He carefully **descends** into the earth, all the time worrying about whether or not his torch battery **is** strong enough. When he **reaches** the bottom he **will look** around in astonishment at what he **finds**.



* Categories 2

* TASK

Sort the words into the correct columns. Write one of your own words at the bottom of each category, next to the star (★).

~~Thames~~ ~~Iraq~~ ~~Brisbane~~ ~~tibia~~ ~~Western Australia~~
~~tortoise~~ ~~sapphire~~ ~~onion~~ ~~mango~~ Tasmania
 raspberry Amazon spleen China Sydney
 lettuce Murray New South Wales turtle emerald
 Melbourne sweet potato Mexico lungs lizard
 celery Hobart Mississippi Germany apricot
 opal spine alligator Queensland lemon ruby

| Rivers of the Word | Countries | Cities |
|--------------------|-----------|----------|
| Thames | Iraq | Brisbane |
| | | |
| | | |
| | | |
| ★ | ★ | ★ |

| Australian States | Body Parts | Reptiles |
|-------------------|------------|----------|
| Western Australia | tibia | tortoise |
| | | |
| | | |
| | | |
| ★ | ★ | ★ |

| Precious Stones | Vegetables | Fruits |
|-----------------|------------|--------|
| sapphire | onion | mango |
| | | |
| | | |
| | | |
| ★ | ★ | ★ |

* Complex Sentences 3

* TASK A

Some complex sentences make a concession.

Example: She went to work even though she wasn't feeling well.

What is the 1st idea? _____

What is the 2nd idea? _____

What is the conjunction? _____

Write three complex sentences which make a concession.

Sentence 1: _____

Sentence 2: _____

Sentence 3: _____

* TASK B

Some complex sentences link two ideas in terms of time.

Example: I cleaned while she polished.

What is the 1st idea? _____

What is the 2nd idea? _____

What is the conjunction? _____

Write three complex sentences which link two ideas in terms of time.

Sentence 1: _____

Sentence 2: _____

Sentence 3: _____

* TASK C

In your own words explain to someone what a complex sentence is.
