

**Striving To Improve**



# Writing Book 2

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

Sample

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## \* 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\_\_n \_\_\_\_\_

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: \_\_\_\_\_

## \* More ie And ei

**\* TASK A** First, write down the rule that you learned about *ie* and *ei* words.

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**\* TASK B** Now, complete the words below by adding either *ie* or *ei*.

w\_\_ \_\_ght

th\_\_ \_\_ir

h\_\_ \_\_r

v\_\_ \_\_l

n\_\_ \_\_ghbour

l\_\_ \_\_sure

v\_\_ \_\_n

n\_\_ \_\_gn

Do the words above obey the rule that you have written down at the top of the page? See if you can find a difference between the words above and the words on page 7. (Hint: Say the words out loud. Discuss this difference with a partner.)

Now, can you rewrite the rule that you have written at the top of this page to fit the words from both lists?

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Share your new rule with the class.

**\* TASK C** How many *ie* and *ei* words can you find in the word search below?

E C E I P T P X  
 F S E H E I R I R  
 C E T N I L O E I  
 E G I E T E S C E  
 I E O R I Y F E H  
 V I E W E I G H T  
 E S E V E I L E R



### Challenge:

Can you think of any *ie* or *ei* words which do not follow your new rule? Make a class list of these words.

## \* Adding ed – Short Vowels



When a word has a short vowel sound,  
double the last consonant before adding *ed*.

Remember, the short vowel sounds are:

**a e i o u**

Examples: bat bed bit cot cup

### \* TASK A

**Double the last consonant before adding *ed* to each word. Write the new word beside it.**

Examples: drag → dragged bat → batted tip → tipped

drip: \_\_\_\_\_ hop: \_\_\_\_\_ drop: \_\_\_\_\_

beg: \_\_\_\_\_ skip: \_\_\_\_\_ spot: \_\_\_\_\_

grin: \_\_\_\_\_ sip: \_\_\_\_\_ top: \_\_\_\_\_

**Use four of the new words above in questions.**

Question: \_\_\_\_\_

Question: \_\_\_\_\_

Question: \_\_\_\_\_

Question: \_\_\_\_\_

### \* TASK B

**Unscramble the words below. The first letter of each word is underlined.**

**Then, double the consonant in each word before adding *ed*.**

Example: ips → sip → sipped

muh: \_\_\_\_\_ oph: \_\_\_\_\_

opst: \_\_\_\_\_ ropd: \_\_\_\_\_

sipk: \_\_\_\_\_ ring: \_\_\_\_\_

### \* TASK C

**Complete the sentences or questions below, using at least one word from TASK A in each one. Remember to add *ed* to each chosen word.**

The small children \_\_\_\_\_

How did \_\_\_\_\_

As soon as the driver \_\_\_\_\_

When the \_\_\_\_\_

Why did you \_\_\_\_\_

Suddenly \_\_\_\_\_

## \* 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 an apostrophe 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 1

When two words are shortened into one, it is known as a contraction. Contractions contain apostrophes to show where letters have been left out.

E.g. **did not** can be shortened to **didn't**. the apostrophe shows where the **o** from not is missing.

## ★ Contractions 1

**\* TASK A** Write each contraction as two words.

I'm: _____	I'll: _____	he's: _____
you're: _____	you'll: _____	she's: _____
we're: _____	we'll: _____	he's: _____
I've: _____	I'd: _____	he'll: _____
you've: _____	you'd: _____	he's: _____
we've: _____	we'd: _____	should: _____

## ★ Contractions 2

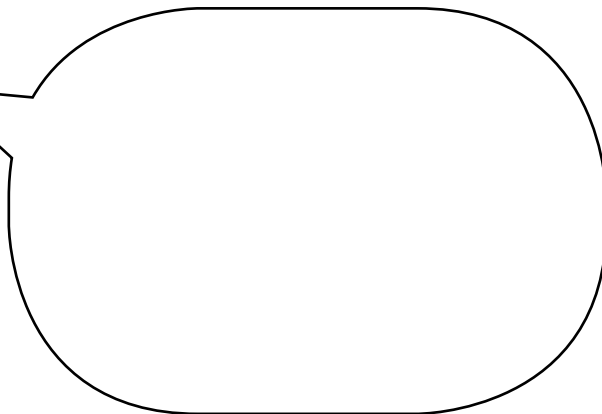
**\* TASK B** Write the contractions for the words below.

they are: _____	it will: _____	have not: _____
they have: _____	it has: _____	had not: _____
they will: _____	is not: _____	could not: _____
are not: _____	should not: _____	does not: _____
it is: _____	has not: _____	I am: _____

## \* TASK C

The giant is not too good at using apostrophes to create contractions. Rewrite his speech in the speech bubble using contractions.

*Im not going to let you escape. If you dont think Im serious, Ill prove it to you!*



## \* Contractions 3



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

Complete each sentence using at least one of the contractions from the list below. **Underline the contractions that you use.**

they're he'll she'll I'd he'd I've I'm we'd

As soon as \_\_\_\_\_

John said that \_\_\_\_\_

The latest report said \_\_\_\_\_

When I \_\_\_\_\_

After \_\_\_\_\_

### \* TASK B

Find and write a suitable contraction to complete each sentence below. Write a sentence of your own using the two words that make the contraction.

a. The boys \_\_\_\_\_ go to town after school.

a. \_\_\_\_\_

b. Mary said she \_\_\_\_\_ ride the bike because it was too small.

b. \_\_\_\_\_

### \* TASK C

Write eight more contractions.

Try to include contractions that have not been used on this page.

\_\_\_\_\_  
\_\_\_\_\_

Use two of your contractions in sentences below.

Sentence: \_\_\_\_\_

Sentence: \_\_\_\_\_