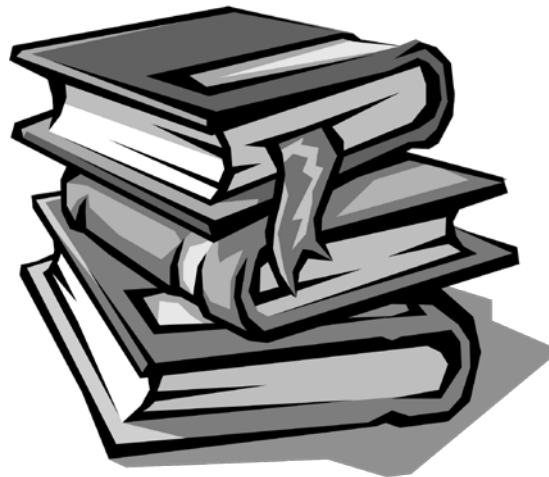


Name: _____

Year 7 Homework Booklet 1

Book B



Instructions

Each week your teacher will allocate a task for you to complete. Write all your answers in the exercise book you have been given. Do not write in this booklet.

Ways to improve your spelling

All of us have words we don't know how to spell. Use the methods below to help you become a better speller.

1. Look. Say. Cover. Write. Check.

Look at a word. Say it (to yourself if you are not alone). Cover it up. Write it. Check if you were right. If you weren't, repeat the process.

2. Don't copy words letter by letter.

Try to remember the whole word, write it down and then check if you were correct. It not only helps your spelling, it is quicker.

3. Focus on the difficult parts of words.

Some parts of words are easy and so we need to concentrate on the difficult parts. For example, if you wanted to spell the word 'ghost', everyone knows it starts with a 'g' and they get the 'ost' right. What they have to remember is the 'h'.

4. Break long words up.

Many long words are actually quite easy to spell if you break them up into syllables. For example, 'technological' looks really difficult it is much easier if you think of 'tech' + 'no' + 'lo' + 'gi' + 'cal'.

5. Make rhymes to remember parts of words with.

For example, if you have trouble remembering whether the 'i' or the 'e' comes first in 'friend', remember the rhyme: He was a friend to the end. Another example: I like 2C success.

6. Use joined-up writing.

Research has shown that joining your letters improves your spelling. There are three reasons for this. Firstly, having to actually join the letters makes you think about the order of the letters. Secondly, it is easier to remember the shape of joined-up words. Thirdly, we remember the actual movement of the pen on the page.

7. Check words you aren't sure about.

Use a dictionary, a spelling checker or ask someone else. It is better to check than get it wrong.

8. Say a word as it is spelled, not as it is normally pronounced.

If you say a word differently you will be more likely to remember the unusual letters. For example, saying the word 'debt' pronouncing the 'b' will help you remember it has a silent letter.

Copy out the passage below filling in the blanks using the following words: letter; letter; improve; parts; cover; words; remember; into; writing.

You can _____ your spelling. When you come across a word you don't know use: Look. Say. _____ . Write. Check. Look for words within _____ to make things easier. Focus on the tricky _____ of words. Make up a sentence to help you _____ parts of words. Use joined-up _____. Break long words _____ syllables. Don't copy _____ by letter. Say a word with a silent _____ how it is spelled.

Spelling lists

Each week you need to learn one of the lists below. After you have learnt them, have someone at home test you. Then you need to write each word in a sentence. Look up the meanings of words you don't know.

Your teacher will check your sentences, test your spelling or do both. You need to be prepared.

It is best to learn the words at the beginning of the week and then check half way through that you can still remember them.

A

beat
cheat
eat
flight
grass
knight
night
sight
site
tight

B

bleat
fight
neat
night
peat
seat
sheet
slight
spite
wheat

C

bright
fleet
kite
main
mainly
might
plight
right
sweet
write

D

bite
feet
fright
heat
light
meat
meet
right
sleet
treat

E

dig
digger
digging
ghost
run
runner
running
stop
stopped
stopping

F

beg
beggar
begged
big
bigger
biggest
gentle
hum
hummed
humming

Spelling Rules

Can you remember which letters are vowels? They are 'a', 'e', 'i', 'o', 'u' and sometimes 'y'. Consonants are all the other letters of the alphabet: 'b', 'c', 'd', etc.

A very useful spelling rule is that if there is only one consonant between two vowels say the first vowel's name, not its sound.

Let's look at an example. You all know what 'h', 'a', 't' spells. You wear a hat on your head. But look what happens when you add an 'e' to the end. You get 'hate'. The 'a' has changed its sound.

h + a + t = hat → I wear a hat.
vowel vowel
 ↓ ↓
 hăt + ě = hate → I hate cabbage.
 ↑
consonant

Let's look at another example.

h + o + p = hop → I like to hop and skip.
vowel vowel
 ↓ ↓
 hōp + ě = hope → I hope to win the lottery.
 ↑
consonant

Double consonants

However, if there are two consonants between the vowels, the first vowel stays the same.

vowel vowel
 ↓ ↓
 hoppĕd → I hopped because my left foot hurt.
 ↑
consonant consonant

The 'o' doesn't change. But look what happens if there is only one consonant.

hopĕd → I hoped my sick mother would get better.
 ↑
consonant

This rule doesn't just work for 'e'. Other vowels have the same effect when there is only one consonant. Look at the two words below.

vowel
vowel ↓
 hoppĭng → I was hopping because I hurt my foot.
 ↑
consonant consonant

hopĭng → I am hoping my mum will get better.
 ↑
consonant

Task

For each word below write a sentence that shows its meaning and draw a small picture to go with it. (Make sure you spell the words correctly.)

1. slope
2. batted
3. sitting
4. rag
5. rage

Spelling lists

Each week you need to learn one of the lists below. After you have learnt them, have someone at home test you. Then you need to write each word in a sentence.

Your teacher will check your sentences, test your spelling or do both. You need to be prepared.

It is best to learn the words at the beginning of the week and then check half way through that you can still remember them.

G	H	I
decide	central	drop
dine	centre	dropped
dining	dream	dropping
dinner	dreamer	some
ride	dreaming	sun
rider	hidden	sunnier
riding	hide	sunny
win	hiding	wet
winner	writing	wetter
winning	written	wettest

J	K
count	blast
counted	blasted
counter	blasting
feel	hug
feeling	hugged
felt	hugging
gym	ride
trick	rider
tricked	riding
tricky	warm

Common Homophones

Instructions: Read the explanation and the examples. For each task read the sentences and write the answers as whole sentences in your exercise books.

There/Their/They're

there – a place; it has the word 'here' in it; you could replace it with 'here'

their – belonging to them; it has the word 'heir' in it

they're – they are; you could replace it with 'they are'

Examples

1. Put that down there.
2. I went in their car.
3. They're a really good team.

Task one

Write out each sentence inserting either 'there', 'their' or 'they're'.

1. Go and sit over _____.
2. I love _____ cat.
3. _____ is a beautiful flower.
4. _____ a lovely group of students.
5. _____ house is huge.

To/Two/Too

to – a preposition or part of a verb; the most common usage

two – a number; one plus one

too – 1. excessive degree 2. 'as well'

Examples

1. Go to the shop.
2. I want to talk to you.
3. Give me two pounds.
4. I was too clever for them.
5. I want one too.

Task two

Write out each sentence correctly.

1. It is _____ o'clock.
2. He will go _____.
3. She is going _____ kick the ball.
4. He is _____ tall.
5. Get a cup of coffee _____.
6. You have bought _____ many cakes.

Where/We're/Wear/Were

where – a place; it has the word 'here' in it; usually a question

we're – we are

wear – 1. something you do with clothes 2. erode

were – plural of 'was'; part of a verb

Examples

1. Where have you been?
2. We're the best students in the world.
3. I am going to wear a tie.
4. The water will wear away the rock eventually.
5. We were leaving the party when it happened.

Task three

Write out the sentences below.

1. You are not going to _____ that dress.
2. _____ do you think you two are going?
3. _____ going to a party.
4. If I _____ you I wouldn't go.
5. You _____ me out with your nagging.

Task four

Choose the homophones that you have most trouble remembering and make up a sentence or rhyme to help you with them. For example:

there → He helped **her here** and there. (The words 'her' and 'here' are in the words 'there'.)

Apostrophes for Contractions

Task 1

Write out each pair of words and then their contraction. Remember to use an apostrophe where letters are missing. For example:

I am -- I'm

1. I have
2. cannot
3. it is
4. they are
5. we are
6. she would
7. she will
8. will not
9. do not
10. have not
11. should not
12. may have
13. should have
14. could have
15. did not
16. are not
17. I had
18. he is
19. they have
20. because

Task 2

Copy the sentences below into your books.

The words 'should', 'could', 'would', 'may' and 'might' are **never** followed by the word 'of' in writing. The sound is a shortening of the word 'have', for example, 'should've'.

Task 3

Write out each contraction and then the words it is short for. For example:

I'd – I had or I would

1. I'm
2. I've
3. he'll
4. might've
5. wouldn't